



My Assistant

Under 11 - Under 12
Coaching Information

2009 - 2010



THE U-12 PLAYER

Both 10- and 11-year olds compose the U-10 (Under 10) playing group. Many of these children will be returning with some prior experience in organized sports and potentially a few years with soccer specifically. The children in this age group are far more intrinsically motivated to play soccer than ever before. They tend to be spending much more time with their friends than their parents and are willing to join because they enjoy the friends they have made through the game or they want to an older sibling or adult players.

Coaching the U-12 player is extremely rewarding because of their ability to comprehend, execute and think more abstractly. As a coach, you will continue to build upon their skills with proper fundamentals and tactics. It is important as a coach to remain positive and enthusiastic while providing a role model for them to know how to act.



U-12 PLAYER CHARACTERISTICS AND EFFECTS

To unlock the “game within the child” it’s important that we recognize some unique development aspects of the U-12 player. A general understanding of the developmental characteristics prepares us to tailor the soccer practice and game to meet the specific demands of ten and 11-year olds children.

CHARACTERISTICS OF THE UNDER 12 PLAYER



PSYCHOMOTOR DEVELOPMENT – The process of acquiring physical skills as related to mental ability. Identifies how children will recognize cues and respond with appropriate action.

Boys and Girls – Some of the players have reached puberty – Girls (average age for the beginning of pubescence is 10 with a range from 7 – 14), in general, arrive earlier than boys (average age for the beginning of pubescence is 12 with a range from 9 - 16). Girls especially are more conscious of their bodies and are more protective. More aggressive play by the boys starts to separate them from the girls.

Motion and Growth – Dynamic and rhythmic warm-up exercises are key to the prevention of injury. Begin to develop abilities to sustain complex coordinated skill sequences.

Health and Safety – Overuse injuries, burnout and high attrition rates are associated with high-intensity children's programs that fail to stress skill development and learning enjoyment. Although they are more serious with their play, they are still mainly involved because it is fun.

COGNITIVE DEVELOPMENT – Mental or thought development. This includes not only memorization but also creativity and problem solving.

Understanding – Begins to think in abstract terms and can address tactical situations; Most players are able to think abstractly and are thus able to understand some team concepts that are foundational to the game.

Problem Solving – They are beginning to be able to address hypothetical situations and a systematic approach to problem-solving begins to appear at this stage. The game of soccer must present the ability to think creatively and solve problems while moving.

PSYCHOSOCIAL DEVELOPMENT – Development in relation to others. This aspect covers a range from individual to group awareness.

Relational – More TV, less unstructured play; Beginning to spend more time with friends and less time with parents – they are susceptible to conformity to peer pressure. Popularity influences self-esteem. They are looking towards their role models and heroes in order to know how to act. They have a more complex and developed sense of humor. They tend to form cliques, if allowed.

Sensitivity – They are developing a conscience, morality and scale of values. Tend to be highly self-critical – instruction needs to be enabling, show them what can be done instead of telling them what not to do. Most children seek peers that are most like them in age, race, gender and socioeconomic status – opportunity to introduce the value of cultural diversity.



COACHING THE U-12 PLAYER

At this age, the value of winning should never overshadow the value of learning, development and accomplishment. All aspects of coaching the U-12 player are underpinned by this philosophy.

What to teach players

There are certain accomplishments in soccer and knowledge that should be achieved during the U-12 playing season. Their prior experience and enhanced physical abilities will allow them to accomplish greater personal success. The coaching challenge for players at this level is to keep all players engaged, involved and made to feel important regardless of their current level of soccer proficiency. Skills still need to be the primary focus of training and players need to be put into environments where they are under adequate levels of pressure so that they learn how to use their skills in a variety of contexts. At this age, the players should be able to demonstrate mature character attributes that are consistent with good behavior and sportsmanship.

The following soccer topics are appropriate for the U-12 player. Do not feel that every child must master all of these topics, or will do so at the same pace. Let them proceed at their own pace, reinforcing fundamentals, while allowing them to be innovative in their execution.



DEVELOPMENT GOALS FOR THE UNDER 12 PLAYER

SOCCER KNOWLEDGE

Further understanding of knowing when and how to use corner, goal, indirect and direct kicks (both quick re-starts and scripted set plays); Understanding fouls and what offenses result in an indirect kick and which ones result in a direct and/or penalty Kicks; Sportsmanship; HAVING FUN! Players are ready for a preferred position, but it is essential for their development that they also play out of that preferred position, both during training and games. Players need to understand how to attack, defend and play during periods of transition between attacking and defending (and vice-versa).

SOCCER TACTICS

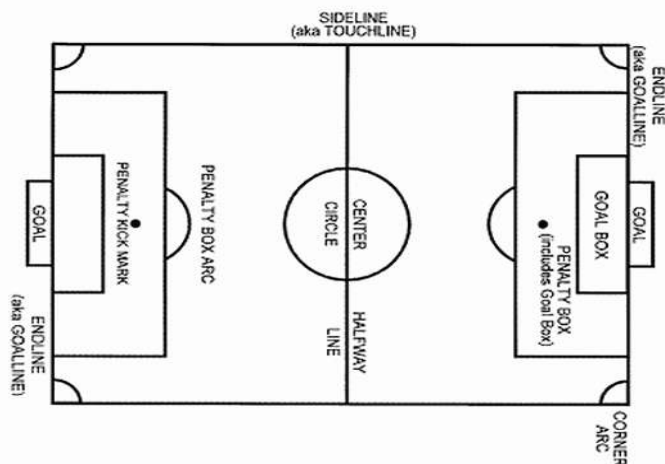
Continue to build upon individual and small group understanding; Apply fundamental tactics regarding first, second and third attackers, as well as, first, second and third defenders (and the respective roles responsibilities). Begin to introduce the role of each position. Players need to be encouraged to be creative and take risks.

SOCCER SKILLS

Continue to develop a more intense level of comfort with the ball; Fundamental soccer skills and techniques should become quicker, cleaner and more advanced, with a special emphasis on developing the “weaker” foot. Constant repetition in dribbling, passing (long and short), receiving (with all parts of the body, in the air and on the ground) and finishing (out of the air, on the ground and first time shots) needs to occur. Must continue to emphasize the first touch on the ball and the ability to gain and maintain control of the ball. Training is most effective when it focuses on one, or perhaps, two topics during a session – small-sided games are a more fun and efficient way of replicating game-like situations.

UNDER 11 and UNDER 12 MODIFIED LAWS OF THE GAME

Law 1 – The Field – The shape of the field shall be rectangular. The length of the field (The Touchline) shall be 70 to 90 yards while the width of the field (The Endline) shall be 40 to 50 yards. It is necessary to mark the field with distinctive touchlines, endlines, center circle, halfway line, corner arcs, penalty area and goal area. The corner arcs shall have a three-foot radius. The goal area shall extend six yards from the outside of each goal post and six yards into the field with a penalty area 14 yards from the goalpost and 14 yards into the field. The center circle shall have an eight-yard radius. The goals shall be 6-feet high by 18-feet wide up to 7-feet high by 21-feet wide.



Law 2 – The Ball – The ball size for this age group is a Four (4).

Law 3 – Number of Players – The maximum number of players on the field shall be Eight (8). The maximum number of players on the roster shall be 14. Each player in attendance shall play at least 50% of the game.

Law 4 – Players Equipment – A player must not use equipment or wear anything that is dangerous to himself or another player (including any kind of jewelry). The basic compulsory equipment of a player comprises the following separate items: a jersey or shirt with sleeves, shorts, stockings, shinguards and footwear.

Shinguards are mandatory and must be covered entirely by the stockings and must provide a reasonable degree of protection. Footwear may be tennis or soft cleat shoes.

Law 5 – Referee – Registered and certified referees can officiate the games. All rule (law) infractions shall be briefly explained to the offending players.

Law 6 – Assistant Referee – Registered referees (can call offsides) and/or club linesman may be used to assist the referee in signaling the ball in and out of play in conformance with FIFA Law.

Law 7 – Duration of Game – The game shall be divided into two halves each having a duration of 30 minutes. There shall be a break of five minutes between halves. Substitutions may be made for injuries and on throw-ins, goal kicks, goals and between halves.

Law 8 – Start of Play – Opponents must be eight yards from the center mark while the kick-off is in progress. All players must be in their own half of the field of play. The ball is in play when it is kicked and moves forward and the kicker must not touch the ball again until it has touched another player.

Law 9 – Ball In and Out of Play – The ball is out of play when it has wholly (completely) crossed the goal line or touch line whether on the ground or in the air. The WHOLE of the ball over the WHOLE of the line.

Law 10 – Method of Scoring - A goal is scored when the whole of the ball passes over the goal line, between the goalposts and under the crossbar, provided that no infringement of the Laws of the Game has been committed previously by the team scoring the goal.

Law 11 – Offside – Conform to FIFA Law.

Law 12 – Fouls and Misconduct – Conforms to FIFA Law. The following fouls shall result in a DIRECT Free Kick with opponents 8 yards away.

SEVEN OFFENSES (if considered careless, reckless or using excessive force): (1) Kicks or attempts to kick an opponent; (2) trips or attempts to trip an opponent; (3) jumps at an opponent; (4) charges an opponent; (5) strikes or attempts to strike an opponent; (6) pushes an opponent; or (7) tackles an opponent. Additional OFFENSES: (a) Holds an opponent; (b) spits at an opponent; (c) handles the ball deliberately.

Law 13 – Free Kick – Conforms to FIFA Law with the following exceptions: Opponents must be at least eight yards away.

Law 14 – Penalty Kicks – Conforms to FIFA Law with the following exceptions: Opponents must be at least eight yards away.

Law 15 – Throw-In – Conforms to FIFA Law.

Law 16 – Goal Kick – If the attacking team last touches the ball before it goes over the defending teams' goal line then the defending team is awarded a goal kick. The goal kick shall conform to FIFA Law.

Law 17 – Corner Kick - If the defending team last touches the ball before it goes over the defending teams' (their own) goal line then the attacking team is awarded a corner kick. The corner kick shall conform to FIFA Law. The corner kick shall be taken from the corner closest to where the ball exited the field and the opposing team must be at least 8 yards away from the ball.

Team Management Ideas

Team discipline is crucial to the overall success of any team endeavor. Not only do disciplined teams perform well on the field, but, if teams are able to maintain good discipline both on and off the field, the overall soccer experience is far more positive for all involved; parents, players, coaches and administrators. In fact, maintaining team discipline is one of the biggest fears or challenges for beginning coaches. Often, coaches are lost or ineffective because they are unable to maintain order and discipline with their team. Towards the end, I have included several brief suggestions on what I have found to be successful in maintaining good team discipline. Hopefully, you have developed your own "list" of what works for you. If not, let this serve as inspiration to come up with your own system.

1. Plan Ahead

The single most important thing that can help is the coach's organization. Here, if it is obvious to the players that practices are conducted in an orderly manner, with clear goals and objectives, they are more likely to treat both the coach and the training time seriously. If practices flow easily from one activity to the other with minimal "down time", the players are able to stay focused on the task at hand. By making training meaningful and educational, the players will be motivated to pay attention and keep focused.

2. Choose Your Activities Carefully

There is nothing worse than putting players through "boring" drills that are inappropriate to their playing ability either by being too difficult or too easy. Activities should be fun, challenging and replicate the demands of the game itself. In this way, the players sense that their time is not being wasted. Having activities be competitive motivates them to play their best. Keep the players moving and engaged. Make sure that there are plenty of balls at hand so that a good activity is not interrupted by taking unnecessary time out to chase the ball. Even young players will engage themselves in a great game. Remember, your parents will appreciate the fact that their young player comes home and sleeps through the night because they have tired themselves out in healthy, engaging fun activities.

3. Have A Clear Picture In Mind of What Appropriate Behavior Looks Like

If you know what the players will look like when they are playing the game, you will be able to recognize when they are not playing the game correctly, or not behaving appropriately. This will enable you to step in immediately when inappropriate behavior is seen. As soon as you notice it, you must deal with it. Having a clear picture in your mind will allow you to be decisive. Then, you should also have a clear picture in your mind of how you are going to deal with the situation. Having players do push ups or run laps as punishment is inappropriate, especially for younger players. Removing them from an activity is more effective. Their primary desire is to be involved in their peer group. Therefore, removing them from the activity is an effective way to deal with problems that occur. As one coach said, "Don't be afraid to use the bench!"

4. Involve The Parents

Especially with the younger players, having the parents support and reinforcing your discipline policies are crucial. Your expectations for player behavior should be clearly stated during the preseason parent meeting. Enlist their support. It has been my experience that they will be glad to do so.

5. Remember, You Are The Role Model

It is always good to remember that our actions are speaking so loudly that the players can not hear what we are saying. If we ask for respect, but show that we don't respect others (e.g. the referee) then we are asking for problems. If we expect players to be kind to each other, but we are not kind to ourselves, then expect the worst. Model appropriate behavior and get it in return.

6. Recognize The Difference Between Open Acts of Defiance and Childhood Irresponsibility

"Kids will be kids" is a great phrase that both excuses a lot of inappropriate behavior, on one hand, and reminds us all that kids make mistakes on the other. When players openly defy, and act inappropriately, then swift, appropriate action is called for. However, when players momentarily forget themselves, and do not show any malicious intent, then a gentle reminder is perhaps more appropriate. Just remember, youngsters are often quite skillful at disguising the two types of behavior. We all have to be sharp in recognizing the difference so that we can act appropriately.

7. Finally, Be Sure To Put Yourself In Their Shoes

If we can remember what it is like to be at a fun practice that is both enjoyable as well as educational, we will be better off. Always ask yourself, "What would I like to do if I were at practice and needed to work on my passing?" This will enable you to avoid a lot of possible challenges.

Soccer Injuries: Prevention & Care

US Youth Soccer strongly recommends that parents and coaches consider attending a Red Cross First Aid course and CPR (Cardiopulmonary Resuscitation) course.

PREVENTION

The first line of defense in the treatment of athletic injuries is to prevent them. This is accomplished by a well planned program, competition among athletes with equal ability and size, proper warmup and adherence to the Laws of The Game. Other factors that can lead to the prevention of injuries:

- V. Proper use of equipment (shinguards, no jewelry, uniforms designed for climate)
- W. Continuous upkeep of the playing surfaces.
- X. Proper fitting shoes, proper type of shoe for surface.
- Y. Ample water supply and breaks to rest players.
- Z. Avoid scheduling training during the hottest periods of the day and when there is intense humidity.
- AA. Full rehabilitation of initial injury prior to returning to play.
- BB. Use proper preseason screening program by qualified personnel:
 1. Will insure that players are not entering the season with preexisting injury.
 2. Insures that rehabilitation is complete.
 3. Determines the general health of the player
 4. May need some suggestions for rehabilitation or conditioning.

It is suggested that the coach or someone from the team be responsible for assisting with injuries, which may include attending a certified Red Cross First Aid course.

It is recommended that the coach should follow up with a phone call immediately after the game to the parents regarding any type of injury, should the parents not be in attendance at the game.

CARE

The care of the injured athlete will begin the moment that an injury occurs. Immediate care will reduce the severity of the injury and the possibility of long-term disability. The coach, upon seeing an injured player should:

- M. Determine if the player is conscious and breathing. If unconscious and not breathing, begin CPR and call for medical assistance.
 - N. Ask how the injury occurred: "Where did you get hit?", "did you twist you leg?", etc.
 - O. Ask the player where it hurts.
 - P. If the player is unable to continue, he should be checked to determine extent of the injury.
- After determining that the injury IS NOT life threatening, the nature of the injury can be further determined:
- M. Note the position of the injured part.
 - N. Look for swelling and deformity.
 - O. Compare with opposite side.
 - P. Ask the player and or teammates what happened.

Treatment should be as follows: **(RICE)**

Rest- remove the player from the game.

Ice- apply ice to the injured part.

Compression- apply compression bandages

Elevation- elevate injured body part above heart if possible.

The RICE treatment is the only first aid treatment that is safe for a sports injury without professional advice.

The **RICE** treatment helps in three different ways:

- J. Applying ice chills the injured area causing the blood vessels to contract, reducing circulation to the injured area.
- K. Applying pressure with an elastic bandage inhibits the accumulation of blood and fluids in the area, thereby minimizing pain and swelling.
- L. Elevating the injured area decreases fluid accumulation to the injured area, puts the area to rest and helps reduce painful muscle spasms.

RICE treatments can do no harm to any type of injury. Almost anything else- including heat applications can cause harm in some instances.

After evaluation of the injured athlete, follow-up should be considered if:

- J. Gross swelling or deformity is present.
- K. The player is unable to bear weight on the injured part.
- L. Severe pain or discomfort is present.

Some common terms that you should know in dealing with soccer injuries:

- **Sprain-** An injury to one or more ligaments. Ligaments are bands of tissue that attach bone to bone and stabilize joints. CARE: RICE
- **Strain-** A tearing injury to a muscle or tendon (tendons attach muscle to bone, except the Achilles tendon). CARE: RICE
- **Contusion-** A crushing injury to a muscle or tendon caused by an outside force, which causes hemorrhaging to surrounding tissue. CARE: RICE
- **Abrasion-** A loss of surface area of the skin caused by sliding on the field surface. CARE: Clean area with antiseptic to prevent infection. An antibiotic ointment may be used to keep wound moist and prevent infection.
- **Blister-** The collection of fluid under the skin usually caused by friction between the shoe and the skin. CARE: If open, treat as an abrasion. If closed, it should be drained only by a qualified person.
- **Heat Exhaustion-** A heat illness characterized by pale, clammy skin and profuse perspiration. Person may complain of being tired and weak with headache. Possibilities of cramps, nausea, dizziness, vomiting or fainting. CARE: Move to cool area, have player lie down with feet elevated. Remove restrictive apparel. Cool with wet towels. If player is alert, water may be given. If player vomits- take to hospital immediately. Always refer to a physician for further diagnosis and treatment.
- **Heat Stroke-** A heat illness characterized by high body temperature, skin is dry and hot to the touch, rapid pulse, player may lose consciousness. CARE: Seek immediate medical attention (Call 911), while waiting, treat as above for heat exhaustion.
- **Cramps-** An involuntary contraction of a muscle or muscle group that is repetitive and rapid in nature. CARE: Hydrate with water and stretching.
- **Concussion-** An injury to the brain. May complain of headache, ringing of the ears, dizziness, blurred vision. CARE: Seek immediate medical attention.

Rules of thumb when handling an injured player:

- Avoid panic.

- Check for consciousness, bleeding, deformation, discoloration, breathing, shock.
- Depending on nature of injury avoid moving the injured player.
- Inspire confidence and reassure player.
- Use common sense.
- Seek professional help.
- Always err on the side of caution.

Use certified athletic trainers when available.

It is recommended that if a player has had medical attention, he/she must have written permission from a MD to return to activity.

Resumption of Activity Following an Injury

The player must not be able to return to play in practice or game conditions until the following criteria have been met:

- The player should be able to run straight without pain; run and turn in a figure eight without a sign of a limp.
- Should be able to support weight with the injured part. If the injury is an ankle or knee, he should be able to do a toe raise on the injured side without being supported.
- The player should have practiced with the team prior to competition.
- There should be no pain or swelling or disability following activity.

FIRST AID SUPPLIES

The first aid kit should be kept on hand at training sessions and matches. One of the adults associated with a soccer team should be the designated first aid caregiver. It is highly recommended that this person hold a first aid certification from the American Red Cross at the minimum.

Sterile first aid dressing

2 x 2 in. (5 x 5 cm.) for small wounds - *Quantity: box of 12*

4 x 4 in. (10 x 10 cm.) for larger wounds and for compress to stop bleeding. - *Quantity: box of 12.*
For open wounds or dry dressings for burns. These are packaged sterile. Do not try to make your own.

Large sterile dressing

14 x 14 in. (36 x 36 cm.) - *Quantity: 2*

For covering large chest or abdominal wounds.

Roller gauze bandage

1 in. x 5 yd. (2.5 cm. x 5 m.) - *Quantity: 2*

For finger bandage.

2 in. x 5 yd. (5 cm. x 5 m.) - *Quantity: 2*

To hold dressings in place.

Adhesive tape

2- and 2-in. (2.5- and 5-cm.) width - *Quantity: 1 roll each*

To secure dressings in place.

Triangular bandage

37 x 37 in. (94 x 94 cm.) square, cut or folded diagonally, with 2 safety pins - *Quantity: 8*

For use with triangular bandage.

Soap - *Quantity: 1 bar*

For cleansing wounds, scratches, cuts. Antiseptics are not necessary.

Table salt - *Quantity: 3 tsp. (15 gm.), premeasured, in container and measuring spoon*

For use in heat exhaustion (1 tsp. [5 gm.] in 1 quart [1 liter] water).

Paper drinking cups - *Quantity: 25*

To administer fluids for emergencies. Players should use their personal water bottle at all other times.

Flashlight - *Quantity: 1*

For use in darkened areas and at night. Check the batteries periodically.

Scissors with blunt tips - *Quantity: 1*

For cutting bandages or clothing.

Tweezers - *Quantity: 1*

To remove splinters and other foreign objects, except stingers from insect bites.

Splints, long and short board or inflatable type - *Quantity: 1 package*

For splinting broken fingers and stirring solutions.

Tongue depressors, wooden - *Quantity: 6 to 12*

For splinting broken fingers and stirring solutions. Have one that is padded as a bite stick for seizures.

Tourniquet

(with strip of cloth, 20 in. [50 cm.] long, folded to 3-4 in. [7.5-10 cm.] wide) - *Quantity: 1*

For severe injuries when no other method will control bleeding. Only for use by qualified and trained persons.

Short stick

4 to 6 in. (10-15 cm.) long & 1 in. (2.5 cm.) thick - *Quantity: 1*

To use with tourniquet.

Syrup of Ipecac and activated charcoal - *Quantity: 1 container each*

To use for poisoning. Syrup of Ipecac may be a prescription item, so ask your physician.

Rubbing or grain alcohol - *Quantity: 3-4 oz. (84-112 gm.)*

For sterilizing scissors.

Ice in a cooler clearly marked for emergency use only

For sprains, strains, bruises, etc.

R.I.C.E. = Rest, Ice, Compression & Elevation

Containers of water - *Quantity: 1 gal. (3.8 liters)*

For cleansing wounds, abrasions and eyes.

Blanket - *Quantity: 1*

For warmth in case of shock.

Nail clipper - *Quantity: 1*

To clip broken toe and fingernails.

Large/small bath towels - *Quantity: 2*

For bandages or dressings. Old soft towels and sheets are best. Cut in sizes necessary to cover wounds.

Towels are burn dressings. Place over burns and fasten with triangular bandage or strips of sheet.

Towels and sheets should be laundered, ironed and packaged in heavy paper. Relaundry every 3 months.

Ace or tensor bandages - *Quantity: 2 of each of these sizes, 3 inch, 4 inch and 6 inch.*

Ammonia caps (ampules) - *Quantity: 1 dozen*

Band-aids - *Quantity: 1 x 3 in. 2 dozen, extra large 1 dozen*

Cotton balls - *Quantity: 25*

Cotton tip applicators (Q-tips) - *Quantity: 1 box*

Elastikon tape - *Quantity: 2 rolls of 3 in.*

Germicide solution - *Quantity: 1 bottle*

Medicated ointment - *Quantity: 1 tube*

Moleskin adhesive felt - *Quantity: 1 sheet 6 inch square*

For use on blisters.

Oral screw

Quantity: 1

For seizures.

Safety pins

Assorted sizes

Skin lube (Vaseline)

Quantity: 1 lb.

Soccer Players' Bill of Rights

The BILL OF RIGHTS is directed at coaches, leaders of soccer programs, officials and parents in the hope that their implementation will provide the beneficial effects of soccer to all players.



Right of the opportunity to participate in soccer regardless of ability level.

Right to participate at a level that is commensurate with each player's developmental level.

Right to have qualified coaches.

Right to participate in safe and healthy environments.

Right of each child to share in the leadership and decision-making of their soccer participation.

Right to play as a child and not as an adult.

Right to proper preparation for participation in soccer.

Right to an equal opportunity to strive for success.

Right to be treated with dignity by all involved.

Right to have FUN through soccer!

Pre-Season Recommendations

Once your team has been assigned to you it is suggested that you contact all parents and arrange a pre-season meeting. This will afford you the opportunity to meet the parents and also give you the chance to express your ideas and opinions regarding the important task of coaching your team's age group. In this meeting you can discuss the following topics.

- ◆ Reasons for coaching this particular team.
- ◆ Soccer background – coaching, playing, etc.
- ◆ Time availability for training sessions and matches. Choose a site for training sessions.
- ◆ Help needed from each parent.
- ◆ Attitude toward winning and losing.
- ◆ Children and sports and sportsmanship.
- ◆ Aims and goals for upcoming season.
- ◆ Sideline behavior of the adults at training sessions and matches.
- ◆ Discipline: handling a mild case and handling a severe case.
- ◆ Substitution.
- ◆ Rules and regulations of the local club/league.
- ◆ Laws of the Game – modified version for their child.
- ◆ Obtain at least one, hopefully two, assistant coaches.
- ◆ Obtain team mother or manager to handle refreshments, uniform fittings, team functions, help with all administrative functions as required by the club/league, etc.
- ◆ Obtain basic information as pointed out in the example below:

EXAMPLE

Johnny Jones	123 Main Street	222-1234	(home)
	Anytown, USA	222-5678	(dad office)
		222-9126	(mom office)

E-mail address; cellular phone #; beeper #; etc.

<u>Jersey #</u>	<u>parents' names</u>
9	Jim and Jan

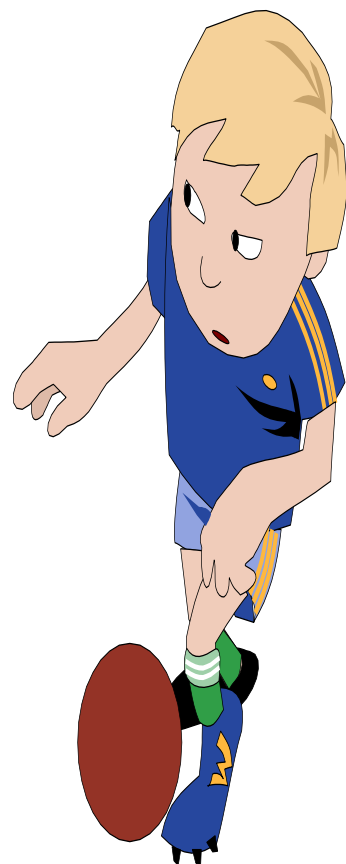
~ Helpful information to know about each child.

- p) Nicknames
- q) Allergies
- r) Medication they are taking
- s) Handicaps
- t) Type of personality

10 Point Checklist

Ensure good coaching!

- Delegate responsibility to team parents.
- Set guidelines for the sidelines!
- Teach basic safety.
- How to handle injury and illness.
- Give kids straight advice about soccer shoes.
- Inform kids about good nutrition.
- Prevent dehydration.
- Develop a team philosophy.
- Understand the game.

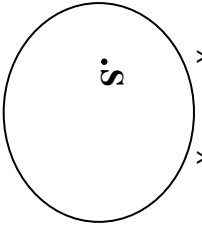
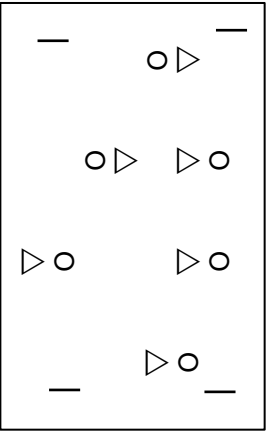
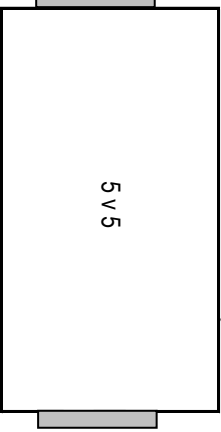




Name Bruce Deaton

Topic Heading

Date Coaching Manual 2009

	ORGANIZATION	KEY COACHING POINTS
<p>TECHNICAL WARM UP</p>  <p>SMALL - SIDED ACTIVITY</p> <p>X1 X1 X1</p> <p>X2 X2 X2</p> <p>X3 X3 X3</p>	<p>A circle of players surrounds coach/server. Server moves around, softly tosses ball to players head. As ball is in the air the server calls out "head it" or "catch it" and the player must do the opposite. A mistake and a point are given. The idea is to have the least points in a period of time.</p> <p>PROGRESS</p> <p>Increase number of servers in middle</p> <p>Place players in groups of three</p> <p>X1 tosses to X2</p> <p>X2 heads back to X1 and turns to X3</p> <p>X3 tosses ball to X2</p> <p>X2 heads back to X3 and turns to X1 (repeat)</p> <p>Server commands - head or feet</p> <p>PROGRESS</p> <p>Head Juggling between group of three</p>	<p>Introduction to heading</p> <p>Focus on commands</p> <p>Concentrate on ball</p> <p>Area of contact</p> <p>Eye on the ball</p> <p>Reading the flight of the ball</p> <p>Timing - movement to ball</p> <p>Body mechanics - direction of ball</p>
<p>EXPANDED SMALL-SIDED ACTIVITY</p> <p>Area - 35 by 40</p> 	<p>Throw / Head / Catch</p> <p>Play 6 v 6</p> <p>Play is started by player tossing ball to a teammate teammate must head it to another teammate to catch it. They are allowed two steps but then must toss the ball to another teammate. (If ball hits ground after headed pass = turnover)</p> <p>Goal is scored by heading between the cones</p> <p>Air = 1 / Ground = 2</p> <p>No Defenders within three yds of goal</p> <p>Cannot intercept tossed pass - can contest header</p>	<p>Body mechanics - direction of ball</p> <p>Communication</p> <p>Timing of jumps to attack ball</p> <p>Reading flight of ball, concentration</p> <p>Movement to support and attack</p>
<p>5 v 5 TO BIG GOALS</p> <p>Area - 35 by 40</p> 	<p>Play 5 v 5 with goalkeepers</p> <p>No Restrictions</p> <p>Goal is worth one point if kicked and 5 if headed</p>	<p>Quality of movement, support</p> <p>Communication</p> <p>Looking to pass or shoot via header when ever possible</p> <p>Quality of reading flight of ball and timing</p>

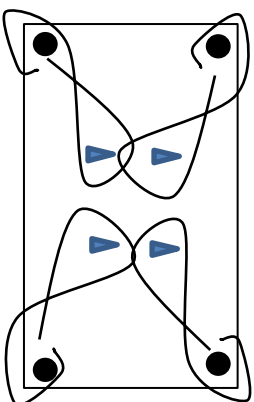
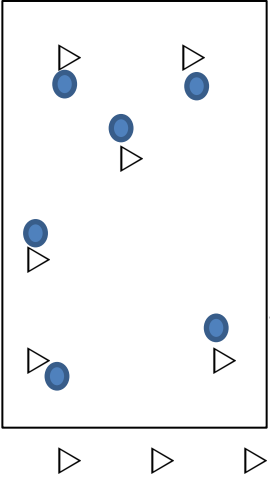
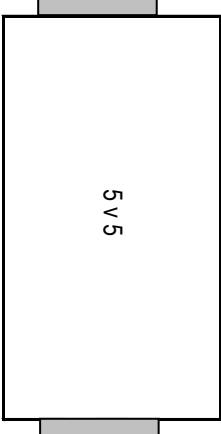
COOLDOWN - Light Jogging to Strides / Inside-out / Heel Kicks / Russian Walk / Cariooca / Stretch



Name Bruce Deaton

Topic Dribbling Session

Date 2009 Coaching Manual

TECHNICAL WARM UP	ORGANIZATION	KEY COACHING POINTS
<p>SMALL - SIDED ACTIVITY</p> 	<p>25 by 25 space - All players with ball Players dribble around space - change direction use different foot surface Use Commands to direct activity Touches - Bottom of foot, Inside, All Right, All Left On command of leave - stop ball and get another</p> <p>Figure 8s and Traffic Jam Set up 12 players in four lines - Each player dribbles towards cone and does a figure-8 goes back to start - they stop ball and next player goes All Right, All Left, Inside R, Inside L (race)</p> <p>PROGRESS Remove cones and have players dribble to line directly across the grid</p>	<p>Head up when dribbling Playing distance, under control Body Mechanics - Lean Forward, bent knees Dribbling away from pressure (crowd)</p>
<p>EXPANDED SMALL-SIDED ACTIVITY</p> <p>Area - 35 by 40</p> 	<p>Knockout/Team Knockout</p> <p>1) All players with ball, dribble and shield - other players try knock ball out of grid - progress to win and dribble ball 2) Half players inside grid w/ball - others outside On command the players on the outside try to win the ball from the players on inside and knock the ball out of the grid When ball is knocked out, the player supports to help those with ball.</p> <p>PROGRESS Win the ball and dribble to goal on side of grid</p>	<p>Body Mechanics - shielding ball Pace of Dribble - Control Head Up Change of Direction and Speed to avoid pressure Keeping ball close Support</p>
<p>5 v 5 TO BIG GOALS</p> <p>Area - 35 by 40</p>  <p>5 v 5</p>	<p>Play 5 v 5 with goalkeepers No Restrictions</p>	<p>Quality of touch, movement of ball with dribble Communication Quality of touch, pace Decision making to work out of pressure</p>

COOLDOWN - Light Jogging to Strides / Inside-out / Heel Kicks / Russian Walk / Carioca / Stretch



Name Bruce Deaton

Topic Defending individually and groups

Date Coaching manual 2009

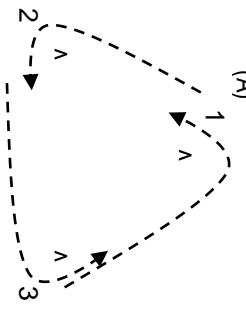
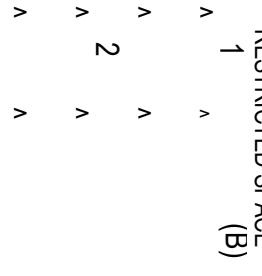
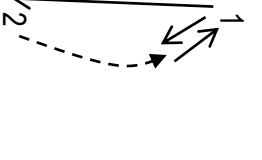
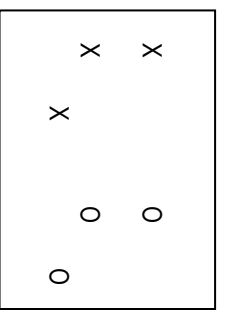
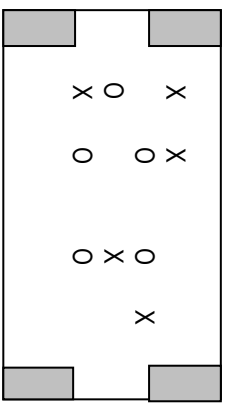
TECHNICAL - WARM UP	ORGANIZATION	KEY COACHING POINTS
<p>Grids are 10 by 12</p>	<p>ORGANIZATION</p> <p>1) 1 v 1 - X plays ball to O and defends O tries to beat X to endline</p> <p>2) 2 v 1 - X plays ball to O and defends 2 O's try to beat X to endline</p> <p>PROGRESS</p> <p>4 v 2 (6 v 3 or 6 v 4) - Defenders score by winning ball and playing to coach</p> <p>Attackers score by completing six passes</p>	<p>1 Immediate Chase</p> <p>2 Mechanics/Body Positioning (Front foot)</p> <p>3 Speed and Angle of Approach</p> <p>4 Eyes on ball / side on defending</p> <p>5 Communication</p> <p>6 Decision to delay or tackle - visual cues</p>
<p>SMALL-SIDED GAME</p> <p>Grids are 10 by 12</p> <p>Grid is 50W by 60L</p>	<p>ORGANIZATION</p> <p>1) Play 5 v 5 plus keeper (5) With Target Goals on Half Field</p> <p>Attacking team plays to big goals, defending team attacks two counter goals</p>	<p>1 Shift as a group - focus on staying compact</p> <p>2 When ball is central and CD steps to pressure ball two players need to support around, Left and Right</p> <p>4 Delay attack as long as possible, be patient</p> <p>5 Communicate - cut off passing lanes</p> <p>6 Decision Making - when to step to press and when to step back (drop)</p> <p>7 Technical Tackling</p>
<p>EXPANDED SMALL-SIDED GAME</p> <p>Grid is 50W by 60L</p>	<p>GAME - TWO GOALS</p> <p>5 v 5</p>	<p>1 Communication</p> <p>2 Quality of individual defensive positioning</p> <p>3 Quality of team defensive shape - compactness</p> <p>3 Quality of decision making - Delay or Tackle</p> <p>5 Technical quality to defend and win balls (transition)</p>



Name Bruce Deaton Topic Passing & Receiving Session

Date Coaching manual 2009

Dynamic Half-Dozen - Skipping, Inside Hurdle, Outside Hurdle, Butt Kicks, High Knees, Straight leg (LF to RH) - Individual Stretch

<p>UNRESTRICTED SPACE - WARM UP</p> <p>(A) </p>	<p>ORGANIZATION</p> <p>FITNESS WITH A BALL</p> <p>Set up a triangle (3 players) or square (4 players) 15 yards between each cone. Players all face same direction and start next to a cone. Each player is trying to catch the player at the next cone. Each player is dribbling ball around set of cones. Work for 1 minute, recover for 2 Change directions.</p>	<p>KEY COACHING POINTS</p> <ol style="list-style-type: none"> 1 Dribble ball with outside of foot 2 Change of pace 3 Longer touch with space, tighter closer to cone 4 Cut ball with outside of foot 5 Hips to target, accelerate to next cone
<p>RESTRICTED SPACE</p> <p>(A) </p> <p>(B) </p> <p>3</p>	<p>ORGANIZATION</p> <p>(A) 3 Grids (5 by 5) stacked on top of one another 3 Players involved, one at each end and one in the middle. Players on end have a ball. 2T - Receive in one grid, pass from next 2T - Receive and pass from same grid 1T Players work for 1 minute (inside) and rotate</p> <p>PROGRESSION (B) Run - Short Pass - Short Pass - Long Pass</p>	<ol style="list-style-type: none"> 1 Moving forward to receive ball 2 Focus on good, clean - first touch 3 Communication 4 Balls played into feet with proper pace 5 Timing of run 6 Movement to support angle and distance
<p>RESTRICTED SPACE - III 20 by 30</p> <p></p>	<p>ORGANIZATION</p> <p>Play 3 v 3 (or 4v4) Plus 2-Targets Goal is scored by playing ball to Target Player and that ball being received by another teammate Then attack the opposite end. If ball is played to target player of same color, replace the target Unlimited touches to start, then 2-touches Target players always have just 2 touches</p>	<ol style="list-style-type: none"> 1 Supporting Shape and balance during possession 2 Communication 3 Quickness to penetrate forward 4 Passing/Moving 5 Positive First Touch 6 Open body position to see field and teammates
<p>GAME - TWO GOALS 20 by 30</p> <p></p>	<p>ORGANIZATION</p> <p>Play even numbers to goals in each corner To score, have to play ball into player running into corner goal and then that player must play to a third teammate</p> <p>PROGRESS Play to one goal on each end, no restrictions</p>	<ol style="list-style-type: none"> 1 Observe movement for support and creating space 2 Observe quality of communication 3 Decision Making to attack 4 Maintaining team shape during transition 5 Position first touch - away from pressure 6 Open body position to see field and teammates