



My Assistant

Under 5-Under 6
Coaching Information

2009 - 2010



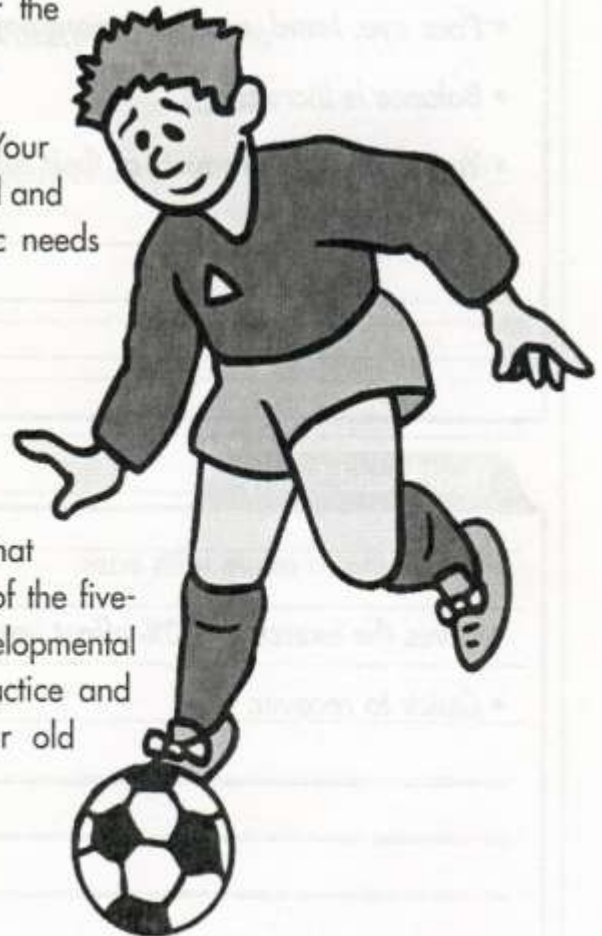
THE U-6 PLAYER

At this age every child will have different reasons for playing and specific needs to consider. The child's initial interest to play in an organized sport is centered around the parent rather than the child. While youngsters are interested in "playing," activities have become more organized rather than backyard or sandlot play. It is rare indeed that a five-year old shouts out "sign me up Mom and Dad." We should also be aware that the parents' reasoning, while well intentioned, may be different than the child's expectations. Few five-year-old children are looking forward to being selected for the men's or women's US National Team.

The good news is that you are the coach. Your leadership is important. You will take what is learned and give children the opportunity to have their specific needs met.

U-6 Player Characteristics and Effects

To unlock the "game within the child" it's important that we recognize some unique developmental aspects of the five-year-old player. A general understanding of the developmental characteristics prepares us to tailor the soccer practice and game to meet the specific demands of five-year old children.



CHARACTERISTICS OF THE UNDER 6 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. Progress in motor development starts with the head and moves downward to the feet and from the center of the body outward. Need to explore qualities of rolling and bouncing ball.

Boys and Girls – Height, Weight and Heart Rate are similar; Psychological differences are minimal.

Motion and Growth – Take a movement education approach. Love activities that involve skipping, jumping and running; Poor eye, hand and foot coordination (big reason behind no goalies); Balance is increasing; Youngsters are products of their experiences.

Health and Safety – Beginning to move with ease; No sense of pace, they give the exercise 100% effort until fatigued (will happen relatively quickly); Quick to recover.

Emphasis of fundamentals movement skills:

Locomotor – walking, running, leaping, jumping, hopping

Non-locomotor – bending, stretching, twisting, pulling, pushing, reaching

Basic manipulative – throwing, catching, striking

COGNITIVE DEVELOPMENT – Mental or thought development. This includes not only memorization but also creativity and problem solving. Play consists of a high degree of imagination and pretend activities.

Understanding – Responds well to symbols and objects in the practice environment (to them the ball is not really just a ball – it is THEIR TOY); Poor judgment in regards to safety (see above regarding 100% effort); Awareness of space. Spatial: the space my body is in; Focus is on ME. Simple rules only.

Problem Solving – Can only comprehend one task at a time; Short Attention Span - prefers short stories to long discussion (talk little – do lot); Prefers doing

over watching (with virtually everything you do get and keep them moving). Limited understanding of time, space relations and boundaries. Tend to only one task at a time.

PSYCHOSOCIAL DEVELOPMENT – Development in relation to others. This aspect covers a range from individual to group awareness. Beginning to develop self-concept, body awareness and self-image through movement.

Relational – Me oriented – have difficulty sharing; No concern for team concepts; Parents or guardians have the greatest influence in their lives. May verbalize team, but does not understand group or collective play.

Sensitivity – Prone to exaggerate; Need LOTS of positive reinforcement and praise; Need plenty of room to move.



COACHING THE U-6 PLAYER

For young players, the value of winning should never overshadow the value of learning and accomplishment. All aspects of coaching the U-6 player are underpinned by this philosophy.

What to Teach Players

Generally speaking, there are certain accomplishments in soccer skill and knowledge that should be achieved during the U-6 playing season. Additionally, while the concept of sportsmanship may be beyond the understanding of a five-year-old we still should begin to encourage a sense of camaraderie and fair play.

The following soccer topics are appropriate to introduce to five-year-old children. Do not feel that every child must master any or all of these topics. Let them proceed at their own pace allowing them the ability to be innovative in the execution.



DEVELOPMENT GOALS FOR THE UNDER 6 PLAYER

SOCCER KNOWLEDGE

Know when the ball is in or out of play; Understand what is a foul with an emphasis on what is handling the ball (hand ball) and what is a dangerous play; Camaraderie and Fair Play; HAVING FUN!

SOCCER TACTICS

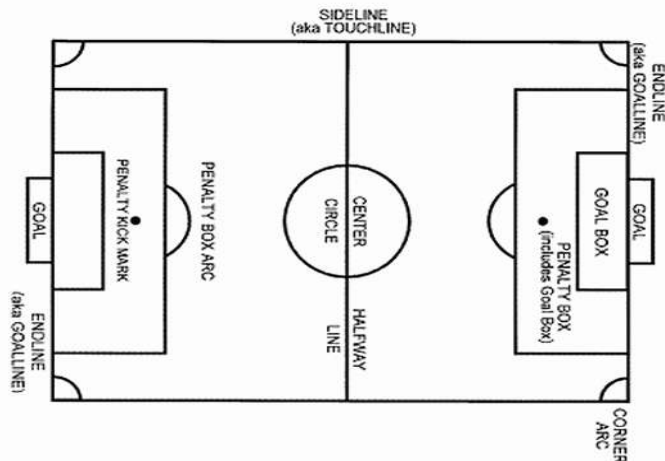
Moving in the CORRECT direction to attack (or score) and defend – Which way do I go – BUT remember that the correct direction is not ALWAYS FORWARD

SOCCER SKILLS

Establish fundamental motor skills like running – this is the development of body awareness and movement, for example, running, jumping, stretching, bending, etc. (this is known as the ABCs – Agility, Balance, Coordination); Developing a level of comfort with the ball, especially as it relates to kicking the ball – with focus on using an instep drive with EITHER foot.

UNDER 5 and UNDER 6 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 25 yards while the width of the field (The Endline) shall be 20 yards. It is only necessary to mark the field with distinctive touchlines, endlines, center circle and a halfway line. The goals shall be 4-feet high by 6-feet wide. Cones or flags may be used.



Law 2 – The Ball – The ball size for this age group is a Three (3).

Law 3 – Number of Players – The maximum number of players on the field shall be Three (3). The maximum number of players on the roster shall not exceed six. 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 – Although registered referees may be used, coaches or parents can officiate the games. All rule (law) infractions shall be briefly explained to the offending players.

Law 6 – Assistant Referee – Not necessary at this age level

Law 7 – Duration of Game – The game shall be divided into four quarters each having a duration of eight minutes. There shall be a break of two minutes between quarters, with the exception of halftime, which shall be five minutes. Substitutions may be made for injuries and between quarters.

Law 8 – Start of Play – Opponents must be three 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 – There shall be no offside at this level.

Law 12 – Fouls and Misconduct – Conforms to FIFA Law with the following exceptions: No cautions or ejections shall be issued to players except by an independent neutral referee. Additionally, the infraction shall be explained briefly to the offending player. All fouls will result in an INDIRECT Free Kick with opponents 3 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: All Free Kicks will be INDIRECT (*must be touched by a second player before entering the goal for it to count*). Opponents must be at least three yards away.

Law 14 – Penalty Kicks – There are no penalty kicks for this age group.

Law 15 – Throw-In / Kick-In – When the ball completely crosses the touchline (sideline) it will be played back into the field with a kick-in. Opponents must be at least three yards away.

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 with the following exceptions: The goal kick should be taken with 2 to 3 yards of the goal and the opposing team must be at least 6 yards away from the ball.

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 with the following exceptions: 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 6 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:

- A. Proper use of equipment (shinguards, no jewelry, uniforms designed for climate)
- B. Continuous upkeep of the playing surfaces.
- C. Proper fitting shoes, proper type of shoe for surface.
- D. Ample water supply and breaks to rest players.
- E. Avoid scheduling training during the hottest periods of the day and when there is intense humidity.
- F. Full rehabilitation of initial injury prior to returning to play.
- G. 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:

- A. Determine if the player is conscious and breathing. If unconscious and not breathing, begin CPR and call for medical assistance.
 - B. Ask how the injury occurred: "Where did you get hit?", "did you twist you leg?", etc.
 - C. Ask the player where it hurts.
 - D. 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:
- A. Note the position of the injured part.
 - B. Look for swelling and deformity.
 - C. Compare with opposite side.
 - D. 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:

- A. Applying ice chills the injured area causing the blood vessels to contract, reducing circulation to the injured area.
- B. Applying pressure with an elastic bandage inhibits the accumulation of blood and fluids in the area, thereby minimizing pain and swelling.
- C. 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:

- A. Gross swelling or deformity is present.
- B. The player is unable to bear weight on the injured part.
- C. 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

1- 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)
		222-9123	(mom office)

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

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

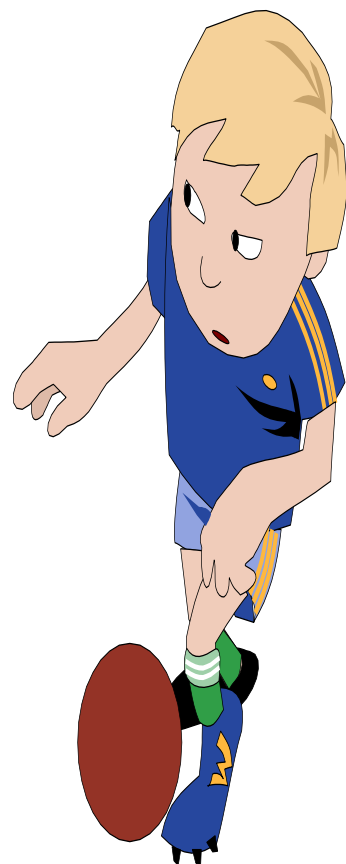
~ Helpful information to know about each child.

- a) Nicknames
- b) Allergies
- c) Medication they are taking
- d) Handicaps
- e) 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.





Practice Plan

Name: _____ Date: _____

Age Group: _____ Theme: _____

Activity	Diagram
<p>1st Activity (warm-up) <i>Musical Balls</i></p> <p>Everyone has a ball and is dribbling. The coach should sing or play music. When the music stops everyone stops dribbling and goes to find another ball. After a while, the coach can take a ball away each time. Whoever does not get to a ball must go report to the coach. The player should have to do some sort of task (Tick tock, tap dance, something with the ball) before they can get back in.</p> <p>Comments: Tell them they will get their ball back at the end.</p>	
<p>2nd Activity <i>Dribbling Maze</i></p> <p>The coach sets up several small goals or gates (two cones a yard apart) inside a larger area. There should be at least one or two more gates than there are players. Have the players start running around; on the coaches signal the players try to run through as many gates as possible, keeping track of how many. Play for 30 seconds at a time.</p> <p>Progressions: Each player has a ball.</p>	
<p>3rd Activity <i>Torpedo</i></p> <p>Have the players form two teams and face each other. Everyone on one of the teams needs a ball. Two coaches should pass the ball between the two teams. The players with the balls try to pass their ball (torpedo) to hit the ball the coaches are passing. If the player misses the person standing across from them collects the ball and tries to hit the coaches ball on the next pass.</p> <p>Progressions: Kick with the laces, kick using a specific foot.</p>	
<p>4th Activity <i>Moving Targets</i></p> <p>Everyone has a ball and is dribbling in an area. Two coaches hold a practice vest between them, forming a goal. The players must try to kick their ball through the goal. However, the coaches should move around into open space so that the players have to dribble around and kick their ball through a moving target.</p>	
<p>5th Activity (the game) <i>Disney Game</i></p> <p>Two teams of equal numbers stand at either end of a 25 x 18 yard field of play. Give each player a Disney character name (make sure there's a matching character at the other end). Coach sends in a ball and calls out a Disney character and that character from each end goes onto the field and plays 1v1.</p> <p>Progressions: Try calling out different characters (Goofy from one side and Mickey from the other side). Call multiple names from each side so there are a couple of 1v1 games happening at the same time.</p>	



United States Youth Soccer Association

Practice Plan

Name: _____ Date: _____

Age Group: _____ Theme: _____

Activity	Diagram
<p>1st Activity (warm-up) <i>Ball Retrieval</i></p> <p>The coach tosses the ball for each player to bring back with his or her hands, elbow, forehead, etc. Have all the players gather closely around you, but not in a line. Each one hands you their ball, which you toss randomly into an open area where they have to go retrieve it and bring it back to you in the manner that you specify as quickly as possible.</p> <p>Progressions: Bring the ball back with two hands, one hand and one forehead, right foot only, etc. The coach should move around the area.</p>	
<p>2nd Activity <i>Traffic Officer</i></p> <p>Set up four small grids in a large area. Have a group of players running around in each grid. The coach (traffic officer) stands in the middle of the large area and directs the traffic (players) where to go. Have a different colored vest for each group of players.</p> <p>Progressions: Add a ball for each player. Have the different grids be different sizes. Sent multiple groups to the same grid. Dribble with outside of feet only.</p>	
<p>3rd Activity <i>Steal the Bacon</i></p> <p>Set up a square and have one player stand at each corner. A supply of balls should be in the middle of the square. On the coaches command the players must run to the middle and grab balls with their hands and take them back to their corner. After all the balls are gone from the middle the players can take balls from other corners (no one can defend their own goal)</p> <p>Progressions: Players must dribble the balls.</p>	
<p>4th Activity <i>Bumper Cars</i></p> <p>All players dribble a ball around in an area. Each player tries to kick his or her ball and have it hit another player's ball. If they hit someone else's ball they get a point.</p> <p>Progressions: Specify how players must kick the ball (laces, inside of foot).</p>	
<p>5th Activity (the game) <i>Disney Game</i></p> <p>Two teams of equal numbers stand at either end of a 25 x 18 yard field of play. Give each player a Disney character name (make sure there's a matching character at the other end). Coach sends in a ball and calls out a Disney character and that character from each end goes onto the field and plays 1v1.</p> <p>Progressions: Try calling out different characters (Goofy from one side and Mickey from the other side). Call multiple names from each side so there are a couple of 1v1 games happening at the same time.</p>	

Scrimmage 2v2 or 3v3



United States Youth Soccer Association

Practice Plan

Name: _____ Date: _____

Age Group: _____ Theme: _____

Activity	Diagram
<p>1st Activity (warm-up) <i>Body Part Dribble</i></p> <p>Each player has a ball in an area. The coach yells out a body part and the players must move the ball with that body part. Examples include: hands, elbows, shoulders, feet, buttocks, patella (see what they do, it should be the knee).</p> <p>Progressions: Introduce tick-tock (passing the ball between the inside of the left foot and the inside of the right foot back and forth) and tap dance (lightly touch the ball with the bottom of the right foot and then the bottom of the left foot, the ball should not move).</p>	
<p>2nd Activity <i>Fruit Salad</i></p> <p>The coach makes a circle with cones; each player needs to stand by a cone (they should not be any extra cones, just one for each player). The coach assigns a fruit name to each player (apple, orange, banana). The coach calls out a fruit name and any player who has that fruit name must run to a different cone. When the coach yells fruit salad every player must run to a different cone.</p> <p>Progressions: Add a ball for each player.</p>	
<p>3rd Activity <i>Cross the Bridge</i></p> <p>Divide the players into two groups, one on each endline of a field. Mark the centerline with a flag on each sideline, this is the bridge. On the coaches command the teams switch places, dribbling across the bridge. Which team can switch places the fastest?</p> <p>Progressions: Slide the cones towards the center of the field to make the bridge shorter. Add a bridge keeper to kick balls away.</p>	
<p>4th Activity <i>Bingo</i></p> <p>A number of tall cones are distributed throughout the field. Two coaches are replacers. Each player has a ball. The players dribble around and try to knock down as many cones as they can, yelling "bingo" as they do so. The coaches stand the cones back up immediately. Who can get the most bingos?</p> <p>Progressions: Must be three yards away to knock a cone over, use the laces to strike the ball.</p>	
<p>5th Activity (the game) <i>Disney Game</i></p> <p>Two teams of equal numbers stand at either end of a 25 x 18 yard field of play. Give each player a Disney character name (make sure there's a matching character at the other end). Coach sends in a ball and calls out a Disney character and that character from each end goes onto the field and plays 1v1.</p> <p>Progressions: Try calling out different characters (Goofy from one side and Mickey from the other side). Call multiple names from each side so there are a couple of 1v1 games happening at the same time.</p>	

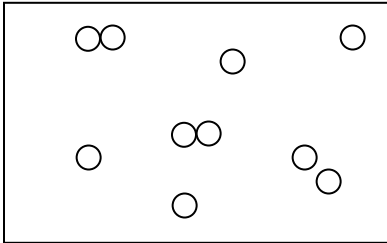
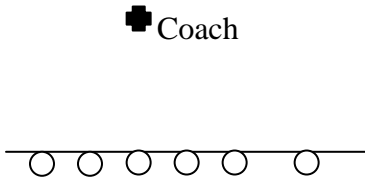
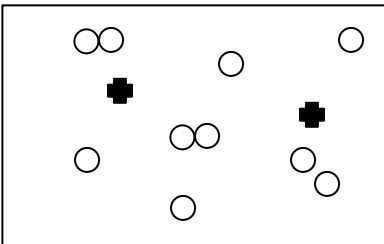
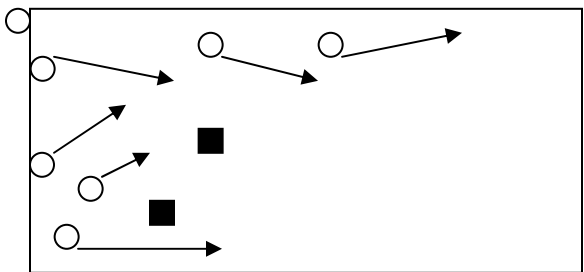
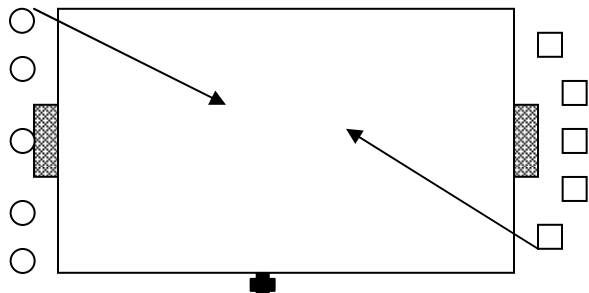


United States Youth Soccer Association

Practice Plan

Name: _____ Date: _____

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Activity	Diagram
<p>1st Activity (warm-up) <i>Greetings Game</i></p> <p>All the players run around randomly inside a rectangle. The coach calls out various types of greetings, which each players then has to carry out with others: shake hands, high fives (one hand), high fives (other hand), shoulder to shoulder, back to back, etc.</p> <p>Progressions: Add dribbling.</p>	
<p>2nd Activity <i>Red Light, Green Light</i></p> <p>All the players start on a designated line with the coach about 15 yards away. With his back to the players the coach yells green light and the players try to dribble to the coach. When the coach yells red light he waits a moment and then turns his back to face the players. Anyone who is not stopped moving has to go back to where the person farthest away from the coach is.</p> <p>Progressions: Add a ball. The coach can move around to make the game more challenging.</p>	
<p>3rd Activity <i>Ouch!</i></p> <p>Each player has a ball. The coach jogs around in a rectangle and the players try to kick their ball so that it hits the coach. The players get a point each time they hit the coach. The coach should yell "ouch" each time they are hit to make the game more exciting.</p> <p>Progressions: The coach can stop for three seconds or vary how fast they are moving depending on the level of the players. Specify how the players must strike the ball (laces, one foot, other foot)</p>	
<p>4th Activity <i>Frog Attack</i></p> <p>The game takes place in a rectangle; all the players start off on one side of the rectangle and try to get to the other side. Two players who are frogs must hop and try to tag the other players as they try to get to the other line. When a player is tagged they become a frog as well. Play until only two children are left. Those children become the frogs for the next game.</p> <p>Progressions: Add a ball (for the players, not the frogs)</p>	
<p>5th Activity (the game) <i>Disney Game</i></p> <p>Two teams of equal numbers stand at either end of a 25 x 18 yard field of play. Give each player a Disney character name (make sure there's a matching character at the other end). Coach sends in a ball and calls out a Disney character and that character from each end goes onto the field and plays 1v1.</p> <p>Progressions: Try calling out different characters (Goofy from one side and Mickey from the other side). Call multiple names from each side so there are a couple of 1v1 games happening at the same time.</p>	

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