



U10 Coaches Guidebook

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Additional Resources...please visit the “Resources” link on the NUSC website.

Introduction

Thank you for volunteering, Coach!

“The Coach is first of all a teacher.” – John Wooden

Your dedication as a coach and mentor to our young athletes is to be commended. Noblesville United Soccer Club thanks you for your time, leadership, and service to our community. Without volunteers like you NUSC wouldn't be possible.

As a board, and fellow parents, we hope to provide you with everything you need to ensure your experience as a coach is great one.

Sincerely,

NUSC Board of Directors and Staff

NUSC Mission Statement and Core Values

Our Mission...

Noblesville United Soccer Club is a non-profit organization dedicated to the positive development of our area's youth through their participation in a safe, healthy, and affordable soccer program that is fun and rewarding for all.

NUSC's objectives are to teach individual and team soccer skills to players, provide practice and game experiences to improve players, and foster a love of soccer in players and families that can last a lifetime.

NUSC will provide players with the opportunity to participate in a soccer experience where they can improve both technically and tactically. Most importantly, they will develop positive self-esteem and build character by learning the value of Community, Respect, Leadership, Service, and Integrity. NUSC aims to be the first place every soccer player in Noblesville play in their soccer career and provides a lifelong opportunity to play soccer for the community.



At NUSC we believe in and promote...

Community – We value our community and members within our club. We share common goals to create a unified club that contributes to, receives support from, and represents our community.

Respect – We see and appreciate the value in ourselves and others. It means showing encouragement to your teammates and applauding their effort even when things are not going well. To be truly successful in soccer – and in life – you must treat all the people around you with courtesy, respect, and empathy.

Leadership – Guiding, motivating, or inspiring of others to improve the performance or the achievement of a common goal. Leadership is being consistent, leading by example, performing under pressure and by doing the right things, the right way every day. These values are hallmarks of great leaders, team captains, and individuals.

Service - Looking for a need and filling it to make a positive change on your team, in your club, family or in the community. Leaders know a team, club or group is more important than themselves and they set a good example and lead by doing needed service to the group or team.

Integrity – To be held in the highest regards at NUSC. Being courageous enough to accept reality and do the right thing whatever the outcome may be. Being a person of integrity is one of the hardest things to accomplish, but it is also one of the most valuable traits we can obtain in life.

**Noblesville United Soccer Club
Recreational Soccer Rules**

Division	U5/U6	U7/U8	U9/U10	U11/U12	U13/U14	U16/U19
Format	3v3	4v4	7v7	9v9	11v11	11v11
Coach on Field	Yes	Yes	No	No	No	No
Goalkeeper	No	No	Yes 1/2 Game only	Yes	Yes	Yes
Goalkeeper Distribution	N/A	N/A	Throw, Roll, Pass. No Punting. ISL Modified Rules	FIFA Rules	FIFA Rules	FIFA Rules
Minimum to Start Match	3	3	4	6	7	7
Game Duration	4 x 10 minutes	4 x 10 minutes	2 x 25 minutes	2 x 30 minutes	2 x 35 minutes	2 x 40 minutes
Substitution	Unlimited*	Unlimited*	Unlimited*	Unlimited**	Unlimited**	Unlimited**
Ball Size	3	3	4	4	5	5
Goal Size	4 ft x 6 ft Max	4 ft x 6 ft Max	6 ft x 18 ft Max 6 ft x 12 ft Recommended	7 ft x 21 ft Max 6 ft x 18 ft Recommended	FIFA Rules	FIFA Rules
Field Size	35L x 25W Max 25L x 20W Min Field Sizes in Yards	35L x 25W Max 25L x 20W Min Field Sizes in Yards	55L x 45W Max 45L x 35W Min Field Sizes in Yards	80L x 60W Max 75L x 55W Max Field Sizes in Yards	FIFA Rules	FIFA Rules
Center Circle	3 yard radius Not Required	3 yard radius Not Required	5 yard radius	8 yard radius	FIFA Rules	FIFA Rules
Corner Arc	2 feet Not Required	2 feet Not Required	3 feet	3 feet	3 feet	3 feet
Goal Box (6 yard box)	Not Required	Not Required	Not Required	Not Required	FIFA Rules	FIFA Rules
Penalty Box	Not Required	Not Required	9 yd x 22 yd	14 yd x 34 yd	FIFA Rules	FIFA Rules
Penalty Mark	No	No	8 yards	10 yards	FIFA Rules	FIFA Rules
Direct Kick	N/A	N/A	FIFA Rules	FIFA Rules	FIFA Rules	FIFA Rules
Headers	No	No	No	No	Yes	Yes
Throw-In	No	No	Yes	Yes	Yes	Yes
Offside	No	No	Yes ****	Yes	Yes	Yes
Referee/AR	No	No	1/none	1/2	1/2	1/2
Referr Pay (Center/AR/AR)	No	No	\$20	\$25/\$20/\$20	\$35/\$25/\$25	\$40/\$30/\$30

*Substitution may occur on all dead balls with Referee's discretion including Corner Kicks (same guidelines as throw-ins), opposing team throw-ins or any other stoppage.

**Substitutions may occur on appropriate dead balls under FIFA Law and Referee's discretion including opposing team throw-ins, unless otherwise noted in the respective league rules

***No penalty Kicks for U7/U8 games; instead, a Direct Free Kick shall be awarded outside the Penalty Box at the Point nearest where the foul occurred. The opponent may set up a wall.

****Offsides will only be called in extreme cases of 'cherry picking' obvious within the 18 yd line

Goal Kicks for U7/U8 and below must have opposing team at or beyond the midline. Center Kicks may not be kicked directly into the goal (goal kicks will be awarded in this scenario).

REC PLUS TEAMS: ANY and ALL PLAYER SUBS FOR GAMES MUST BE HANDLED DIRECTLY BY NUSC DIRECTOR OF SOCCER OR PROGRAM DIRECTOR. IF THE PLAYER WAS NOT APPROVED PRIOR TO GAME TIME, THAT PLAYER WILL NOT BE ELIGIBLE TO SUBSTITUTE.

U10+ Center kicks are considered a direct kick and therefor count as a goal if kicked directly into the goal. (FIFA Rules)

2020/2021

**Noblesville United Soccer Club
Recreational Soccer Rules**

Build Out Line (18 yard line)

When the goalkeeper has the ball:

For a goal kick:

The opposing team must move behind the build out line until the ball is put into play.

The ball should be placed in the 6 yard goal box.

The ball does not need to leave the 18 yard goal box for the play to resume.

After the ball is put into play by the goalkeeper, the opposing team can cross the build out line and play resumes as normal.

The build out line will also be used to denote where offside offenses can be called.

Players cannot be penalized for an offside offense between the halfway line and the build out line.

Players can be penalized for an offside offense between the build out line and goal line.

If the goalkeeper punts the ball, an indirect free kick should be awarded to the opposing team and taken on the penalty area line parallel to the goal line at the nearest point to where the infringement occurred.



U.S. SOCCER GRASSROOTS PLAYER DEVELOPMENT FRAMEWORK

(Framework- a basic structure underlying a system)

U.S. SOCCER GRASSROOTS PLAYER DEVELOPMENT PHILOSOPHY

At the grassroots level, children learn and develop to their full potential through game-like experiences in an enjoyable environment that supports individual growth.

U.S. SOCCER COACHING EDUCATION PHILOSOPHY

Reality Based: The game is what drives changes in behavior, reflection and decision making for the player/the team and the coach

Holistic Approach: Input and consideration for all interconnected aspects of the game, the athlete and the desired outcome

Experiential Learning: The evaluation, analysis and reflection of experiences to develop competencies and improve behavior

KEY QUALITIES OF A U.S. SOCCER PLAYER

1. Read and understand the game and make decisions
2. Take initiative, be pro-active
3. Demonstrate focus
4. Execute with optimal technical abilities
5. Execute with optimal physical abilities
6. Take responsibility and accountability for their own development and performance

The U.S. Soccer Grassroots Player Development Framework is a simplified overview of the development pathway of U6 to U13+ grassroots players related to the four game models and player ages, based on goals, needs, key qualities, and player/coach behavior.

We define player development as a series of progressive changes leading to a higher level of differentiation and functioning. Two characteristics of development are change and progress. Differentiation is the developmental process when the qualities of a player are getting more advanced and refined. The combination of growth, maturation and learning lead to a higher level of functioning. When maturing, it is about physical growth. Learning is the process by which experience results in a change in behavior. Children of different ages will process and reason information in different ways.

The stages of player development see development as a regular succession of stages, in a process of continuous progress. This development is a combination of cognitive, psychosocial and motor development.

- Cognitive development is the development of intelligence, conscious thought, and problem-solving ability.
- Motor development refers to the development of a child's bones, muscles and ability to move around and manipulate his or her environment.
- Psychosocial development is the development of the personality, including the acquisition of social attitudes and skills.

There will be a holistic approach when looking at these different aspects of development. This means, input and consideration for all interconnected aspects of the game, the player and the desired outcome.



U.S. SOCCER GRASSROOTS PLAYER DEVELOPMENT FRAMEWORK

GAME MODEL: 4v4

AGES: 6 - 8

4v4

DEVELOPMENTAL GOALS	DEVELOPMENTAL NEEDS	KEY QUALITIES	ATTACKING PLAYER ACTIONS	DEFENDING PLAYER ACTIONS	PLAYER BEHAVIORS	COACH BEHAVIORS
<p>"The ball is playing with me... I am playing with the ball."</p> <p>Learning the fundamentals of the game in game-like situations. Understanding the purpose and structure of the game, direction of play, and basic rules.</p>	<p>Activity based games that emphasize exploration and experimentation.</p> <p>Ball experiences in game-like situations.</p> <p>Exploring physical abilities.</p>	<ul style="list-style-type: none"> Reads and analyzes situations regarding the structure of soccer attacking/defending/transition Takes initiative-creates opportunities instead of reacting Wants to score Shows comfort with the ball Is involved and engaged throughout every game/training session 	<ul style="list-style-type: none"> Shoot Pass or dribble forward 	<ul style="list-style-type: none"> Protect the goal Steal the ball 	<p>Small, incidental things are important</p> <p>Always in motion</p>	<p>Appreciate the things they take seriously, even if you don't</p> <p>Use routines to manage them during practice and games</p>
<p>"Playing with my friends."</p> <p>Learning the basic understanding of attacking, defending, and transition by playing together...</p>	<p>Activities focused on the goals of attacking and defending and how to accomplish them</p> <p>Ball experiences in game-like situations with attention for the key qualities of a player</p> <p>Experiences of attacking and defending together (reading & decision making)</p>	<p>In addition to the KQs listed above:</p> <ul style="list-style-type: none"> Applies (basic) knowledge of the cues Understands where and when to move themselves and the ball Confronts situations Demonstrates bravery Delivers on agreements and promises Evaluates and reflects on their own performance 	<ul style="list-style-type: none"> Spread out Create passing options Support the attack Plus all player actions above 	<ul style="list-style-type: none"> Make it compact Keep it compact Plus all player actions above 	<p>Short attention span</p> <p>Live in the moment</p> <p>Focus is on self</p>	<p>Exercises are short and to the point, reminders are necessary</p> <p>Talk about what happens, not what happened</p> <p>Accept their behavior and praise when they share</p>

A>D Defend as quickly as possible (transition is always a part of attacking and defending but is not a focus for the Grassroots Coach).

D>A Attack as quickly as possible (transition is always a part of attacking and defending but is not a focus for the Grassroots Coach).



U.S. SOCCER GRASSROOTS PLAYER DEVELOPMENT FRAMEWORK

GAME MODEL: 7v7

AGES: 9 - 10

7v7

DEVELOPMENTAL GOALS	DEVELOPMENTAL NEEDS	KEY QUALITIES	ATTACKING PLAYER ACTIONS	DEFENDING PLAYER ACTIONS	PLAYER BEHAVIORS	COACH BEHAVIORS
"Playing as team." Learning the basic understanding of attacking, defending, and transition by playing as a 7v7 team.	Developing relationships with the other players, how decisions and movement affect others (teammates and opponents)	In addition to the KQs of a 4v4 player: <ul style="list-style-type: none"> Aligns own actions with the other players, positions Challenges opponents Deals with adversity Is proficient in 1v1 situations to create or to steal/regain the ball 	U6 <ul style="list-style-type: none"> Shoot Pass or dribble forward U7/U8 <ul style="list-style-type: none"> Spread out Create passing options Support the attack U9/U10 <ul style="list-style-type: none"> Create a 2v1 or 1v1 Change the point of attack 	U6 <ul style="list-style-type: none"> Protect the goal Steal the ball U7/U8 <ul style="list-style-type: none"> Make it compact Keep it compact U9/U10 <ul style="list-style-type: none"> Pressure, cover, balance Outnumber the opponent 	Participate enthusiastically in competitive activities Practice repeatedly to get better Take losing hard, in practice and games Want to know "why"	Encourage them to try to win, but always be fair Recognize their effort, give them things to practice on at home Focus on how they play and improve, not the results Guide them toward finding the answers themselves
	Experiences in game-like situations for key qualities related to attacking and defending				Need lots of positive reinforcement	Give plenty of praise
	Experiences of attacking and defending as a team				D>A Attack as quickly as possible (transition is always a part of attacking and defending but is not a focus for the Grassroots Coach).	
					A>D Defend as quickly as possible (transition is always a part of attacking and defending but is not a focus for the Grassroots Coach).	



U.S. SOCCER GRASSROOTS PLAYER DEVELOPMENT FRAMEWORK

GAME MODEL: 9v9
AGES: 11 - 12

9v9

DEVELOPMENTAL GOALS	DEVELOPMENTAL NEEDS	KEY QUALITIES	ATTACKING PLAYER ACTIONS	DEFENDING PLAYER ACTIONS	PLAYER BEHAVIORS	COACH BEHAVIORS
<p>"Playing my role and position for the team."</p> <p>Learning the fundamentals given his/her role, position, and tasks in the 9v9 team.</p>	Gaining fundamental understanding of the meaning of role, position and task in a team	<p>In addition to the KQs of a 7v7 player:</p> <ul style="list-style-type: none"> Remains calm and composed Is technically proficient to be effective Is coordinated in their movement Is adaptable and flexible in dealing with (unexpected) challenges and problems Articulates their own learning needs 	<p>U6</p> <ul style="list-style-type: none"> Shoot Pass or dribble forward <p>U7/U8</p> <ul style="list-style-type: none"> Spread out Create passing options Support the attack <p>U9/U10</p> <ul style="list-style-type: none"> Create a 2v1 or 1v1 Change the point of attack <p>U11/U12</p> <ul style="list-style-type: none"> Change the pace/rhythm Switch positions 	<p>U6</p> <ul style="list-style-type: none"> Protect the goal Steal the ball <p>U7/U8</p> <ul style="list-style-type: none"> Make it compact Keep it compact <p>U9/U10</p> <ul style="list-style-type: none"> Pressure, cover, balance Outnumber the opponent <p>U11/U12</p> <ul style="list-style-type: none"> Stay involved Mark the player/mark the area 	<p>Ready and eager to learn</p> <p>Will try more complex tasks</p> <p>Notice indifference and unfair treatment</p> <p>Players will develop at different rates (gender differences in maturation)</p> <p>Like to organize themselves without the coach</p>	<p>Come to training prepared with ideas to guide your players</p> <p>Encourage players to be creative and try new things</p> <p>Be consistent in what you say and how you treat individuals/the team</p> <p>Organize groups to guarantee fun and challenge for every player</p> <p>Support their being independent and self-responsible</p>
	Experiences in game-like situations for the task specific key qualities of attacking and defending					
	Experiences of position specific task execution during defending and attacking					

A>D Defend as quickly as possible (transition is always a part of attacking and defending but is not a focus for the Grassroots Coach).

D>A Attack as quickly as possible (transition is always a part of attacking and defending but is not a focus for the Grassroots Coach).

U.S. SOCCER GRASSROOTS PLAYER DEVELOPMENT FRAMEWORK



GAME MODEL: 11v11

AGES: 13+

11v11

DEVELOPMENTAL GOALS	DEVELOPMENTAL NEEDS	KEY QUALITIES	ATTACKING PLAYER ACTIONS	DEFENDING PLAYER ACTIONS	PLAYER BEHAVIORS	COACH BEHAVIORS
<p>"Being the best player that I can be for my role and position in the team."</p> <p>Learning the alignment of the roles, positions, and designated tasks in the 11v11 team.</p>	<p>Gaining understanding of the meaning of role, position and designated task in a team</p> <p>Experiences of the alignment of position specific task execution during defending and attacking</p>	<p>All key qualities at U13+</p>	<p>All Player Actions</p> <ul style="list-style-type: none"> • Shoot • Pass or dribble forward • Spread out • Create passing options • Support the attack • Create a 2v1 or 1v1 • Change the point of attack • Change the pace/rhythm • Switch positions 	<p>All Player Actions</p> <ul style="list-style-type: none"> • Protect the goal • Steal the ball • Make it compact • Keep it compact • Pressure, cover, balance • Outnumber the opponent • Stay involved • Mark the player/mark the area 	<p>Engage in problem solving activities</p> <p>Challenge ideas</p> <p>Demonstrate mood shifts</p> <p>Differences between genders</p> <p>Do not always play fairly</p>	<p>Use guided questions to support their thinking/decision making</p> <p>Listen first and consider their perspective</p> <p>Be patient and consistent in your treatment</p> <p>Give each player individual attention and care</p> <p>Encourage self-regulation, e.g. refereeing own games at training</p>

A>D Defend as quickly as possible (transition is always a part of attacking and defending but is not a focus for the Grassroots Coach).

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PROFILE OF THE GRASSROOTS COACH

THE PROFILE SHOULD BE ACCOMPANIED BY THE U.S. SOCCER GRASSROOTS PLAYER DEVELOPMENT FRAMEWORK.



COACHING GAMES (CG) Create an environment which supports and guides players toward giving their best contribution to the game in order to further develop and score more goals than the opponent.

THE COACH IS ABLE TO:	OUTCOMES:
PRE-GAME	
<ul style="list-style-type: none"> organize all necessary aspects of the game before it begins link game preparation to prior training session goals communicate with individual players and the team relative to game objectives communicate with individual players and the team relative to game objectives 	<ul style="list-style-type: none"> every one involved is organized the game environment is safe and the team is ready to play there is a connection between training and game objectives players are informed and understand game objectives players are informed and understand game objectives
GAME	
<ul style="list-style-type: none"> create a safe, fun, inclusive and organized environment for players demonstrate a basic understanding of attacking, defending and transition encourage and support players playing freely and making their own decisions in the game apply the Player Development Initiatives for the age-group coached read the game for the appropriate age group give players positive, specific, developmentally-appropriate and honest feedback at the appropriate moments balance silent observation with verbal feedback balance silent observation with verbal feedback 	PLAYERS: <ul style="list-style-type: none"> demonstrate their understanding of the game enjoy playing are safe play with confidence feel respected by and connected to one another the grassroots roadmap is applied when reading the game players play freely and make their own decisions players improve as a result of playing the game players play according to U.S. Soccer's Player Development Initiatives information about player & team behavior during the game players are motivated and engaged desired behavior is reinforced unsuccessful behavior is improved players play freely and make their own decisions players play freely and make their own decisions
POST-GAME	
<ul style="list-style-type: none"> implement a short routine after each game to check players' well being give positive, basic and developmentally appropriate and honest feedback from the game organize the week ahead and say "good-bye" for the day 	<ul style="list-style-type: none"> players are physically and emotionally stable following the game players are motivated and engaged Feedback is based on game objectives players/parents are informed
EVALUATING AND REFLECTING	
<ul style="list-style-type: none"> check if the outcomes have been achieved reflect on own behavior relative to desired outcomes 	<ul style="list-style-type: none"> achieved outcomes based on the task of coaching games continuous assessment of own impact on players and team

PROFILE OF THE GRASSROOTS COACH



COACHING TRAINING SESSIONS (CTS) Facilitate an environment which supports and guides players on the field in order to develop them to their full potential as well as prepare players/the team for the game.

THE COACH IS ABLE TO:	OUTCOMES:
PREPARING	
<ul style="list-style-type: none"> select a developmentally-appropriate "Play-Practice-Play" training session for the age-group/game model coached implement a weekly plan for players based on the game model and age group coached consider potential adaptations to the selected training session plan based on perceived player needs 	<ul style="list-style-type: none"> the selected training session meets the developmental needs of the players a weekly plan the training session meets the needs of the players
EXECUTING	
<ul style="list-style-type: none"> check and adapt according to the five elements of a training session create a safe, fun & developmentally-appropriate training environment facilitate the selected training session to maximize activity time and minimize management/lecture time demonstrate an understanding of attacking, defending and transition for the game model coached encourage players to play freely and make their own decisions give players positive, specific, developmentally-appropriate and honest feedback celebrate players' successes and view mistakes as opportunities for learning provide demonstrations effectively guide players through mistakes 	<ul style="list-style-type: none"> the five elements are checked during the training session the training session is adapted, as necessary, to meet player needs The training session is safe, fun & developmentally appropriate the coach demonstrates an understanding of U.S. Soccer's Grassroots Player Development Philosophy players participate in game-like activities for the majority of the training session players understand what they are doing and why players play freely and make their own decisions interventions are limited and effective players are motivated and engaged desired behavior is reinforced unsuccessful behavior is improved players experience success and use mistakes as meaningful learning opportunities. Errors are normalized players see what it is they are being asked to do players feel safe and learn through their mistakes
EVALUATING THE TRAINING SESSION WITH THE PLAYERS	
<ul style="list-style-type: none"> implement a short routine after each training session to check players' well being give positive, specific, developmentally appropriate and honest feedback from the training session organize the week ahead and say "good-bye" for the day 	<ul style="list-style-type: none"> players' physical and emotional well-being is checked motivated players feedback is based on training objectives informed players/parents
EVALUATING AND REFLECTING	
<ul style="list-style-type: none"> check if the outcomes have been achieved reflect on own behavior relative to desired outcomes 	<ul style="list-style-type: none"> achieved outcomes based on the task of coaching training sessions continuous assessment of own impact on players and team

PROFILE OF THE GRASSROOTS COACH



LEADING THE TEAM (LT) Create an environment of inclusion and engage players based on agreed upon team behaviors and goals.

THE COACH IS ABLE TO:	OUTCOMES:
DEVELOPING A POSITIVE TEAM CULTURE	
<ul style="list-style-type: none"> demonstrate an understanding of age-appropriate team values create a sense of team spirit & unity 	<ul style="list-style-type: none"> agreed upon team behaviors, based on the development stage of the players willingness of each player of the team to work together with loyalty and enthusiasm
EVALUATING AND REFLECTING	
<ul style="list-style-type: none"> check if the outcomes have been achieved reflect on own behavior relative to desired outcomes 	<ul style="list-style-type: none"> achieved outcomes based on the task of leading the team continuous assessment of own impact on players and team

LEADING THE PLAYER (LP) Give players individual, unconditional attention and mentor them to fulfill their potential.

THE COACH IS ABLE TO:	OUTCOMES:
GUIDING PLAYERS	
<ul style="list-style-type: none"> understand the developmental stage of the age-group coached and recognize the relative ability level of the players unconditionally guide each player 	<ul style="list-style-type: none"> players are coached based on their stage of development and ability level all players receive unconditional attention
EVALUATING AND REFLECTING	
<ul style="list-style-type: none"> check if the outcomes have been achieved reflect on own behavior relative to desired outcomes 	<ul style="list-style-type: none"> achieved outcomes based on the task of leading the player continuous assessment of own impact on players and team

PROFILE OF THE GRASSROOTS COACH



MANAGING THE PERFORMANCE ENVIRONMENT (MPE) Influence off-the-field circumstances and persons in order to create the best possible conditions for the development and performance of the players.

THE COACH IS ABLE TO:	OUTCOMES:
ANALYZING THE CONDITIONS	
<ul style="list-style-type: none"> understand the performance environment and think of ways to positively influence it understand & identify the key people and factors which influence the performance environment (e.g. parents) 	<ul style="list-style-type: none"> the performance environment is recognized and considered as it related to the players' experiences factors and people which influence the performance environment are identified (e.g. parents)
CREATING AN OPTIMAL SITUATION FOR PERFORMANCE	
<ul style="list-style-type: none"> implement a plan for child safety & risk management effectively manage the week to week routines for and with the team build relationships with those who can influence the performance environment (e.g. parents) delegate responsibilities to more effectively develop the team and its players 	<ul style="list-style-type: none"> players are safe and risks are mitigated the week to week routines are carried out key people within the team environment are informed and engaged (e.g. parents) tasks are shared among the coach, players and parents
EVALUATING AND REFLECTING	
<ul style="list-style-type: none"> check if the outcomes have been achieved reflect on own behavior relative to desired outcomes 	<ul style="list-style-type: none"> achieved outcomes based on the task of managing the performance environment continuous assessment of own impact on players and team

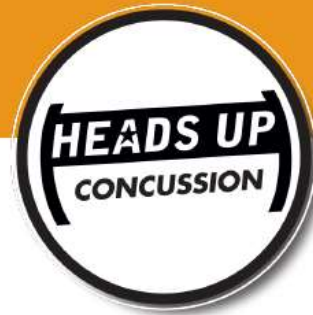
PROFILE OF THE GRASSROOTS COACH



LEADERSHIP (L) Demonstrate coaching actions which are guided by a player-centered philosophy in order to accomplish defined team and player goals.

THE COACH IS ABLE TO:	OUTCOMES:
LEADING ONESELF	
<ul style="list-style-type: none"> • articulate a grassroots coaching philosophy • reflect on own performance and seek feedback from others • articulate own learning needs and take action to address them 	<ul style="list-style-type: none"> • a grassroots coaching philosophy • the coach practices reflection • the coach plans for further development and takes action to improve
LEADING OTHERS	
<ul style="list-style-type: none"> • be a role model in appearance and behavior within all team environments, on and off the field • lead the team in meetings, electronic communication and the practicing of digital citizenship (social media) • prevent, recognize and manage conflict effectively 	<ul style="list-style-type: none"> • the coach is a role model for others to follow • communication is effective and responsible • conflicts are reduced and compromises found
EVALUATING	
<ul style="list-style-type: none"> • check if the outcomes have been achieved 	<ul style="list-style-type: none"> • achieved outcomes based on the task of leadership

CONCUSSION FACT SHEET FOR PARENTS



WHAT IS A CONCUSSION?

A concussion is a type of traumatic brain injury. Concussions are caused by a bump or blow to the head. Even a “ding,” “getting your bell rung,” or what seems to be a mild bump or blow to the head can be serious.

You can’t see a concussion. Signs and symptoms of concussion can show up right after the injury or may not appear or be noticed until days or weeks after the injury. If your child reports any symptoms of concussion, or if you notice the symptoms yourself, seek medical attention right away.

WHAT ARE THE SIGNS AND SYMPTOMS OF CONCUSSION?

If your child has experienced a bump or blow to the head during a game or practice, look for any of the following signs of a concussion:

SYMPTOMS REPORTED BY ATHLETE:

- Headache or “pressure” in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light
- Sensitivity to noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Just not “feeling right” or is “feeling down”

SIGNS OBSERVED BY PARENTS/ GUARDIANS:

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes

DANGER SIGNS

Be alert for symptoms that worsen over time. Your child or teen should be seen in an emergency department right away if s/he has:

- One pupil (the black part in the middle of the eye) larger than the other
- Drowsiness or cannot be awakened
- A headache that gets worse and does not go away
- Weakness, numbness, or decreased coordination
- Repeated vomiting or nausea
- Slurred speech
- Convulsions or seizures
- Difficulty recognizing people or places
- Increasing confusion, restlessness, or agitation
- Unusual behavior
- Loss of consciousness (even a brief loss of consciousness should be taken seriously)

WHAT SHOULD YOU DO IF YOU THINK YOUR CHILD HAS A CONCUSSION?

1. **SEEK MEDICAL ATTENTION RIGHT AWAY**
A health care professional will be able to decide how serious the concussion is and when it is safe for your child to return to regular activities, including sports.
2. **KEEP YOUR CHILD OUT OF PLAY.**
Concussions take time to heal. Don't let your child return to play the day of the injury and until a health care professional says it's OK. Children who return to play too soon - while the brain is still healing - risk a greater chance of having a second concussion. Repeat or later concussions can be very serious. They can cause permanent brain damage, affecting your child for a lifetime.
3. **TELL YOUR CHILD'S COACH ABOUT ANY PREVIOUS CONCUSSION.**
Coaches should know if your child had a previous concussion. Your child's coach may not know about a concussion your child received in another sport or activity unless you tell the coach.

HOW CAN YOU HELP YOUR CHILD PREVENT A CONCUSSION OR OTHER SERIOUS BRAIN INJURY?

- Ensure that they follow their coach's rules for safety and the rules of the sport.
- Encourage them to practice good sportsmanship at all times.
- Make sure they wear the right protective equipment for their activity. Protective equipment should fit properly and be well maintained.
- Wearing a helmet is a must to reduce the risk of a serious brain injury or skull fracture.
 - However, helmets are not designed to prevent concussions. There is no "concussion-proof" helmet. So, even with a helmet, it is important for kids and teens to avoid hits to the head.

HOW CAN I HELP MY CHILD RETURN TO SCHOOL SAFELY AFTER A CONCUSSION?

Children and teens who return to school after a concussion may need to:

- Take rest breaks as needed
- Spend fewer hours at school
- Be given more time to take tests or complete assignments
- Receive help with schoolwork
- Reduce time spent reading, writing, or on the computer

Talk with your child's teachers, school nurse, coach, speech-language pathologist, or counselor about your child's concussion and symptoms. As your child's symptoms decrease, the extra help or support can be removed gradually.

Considerations When Choosing a Lineup

While each of us have our own soccer philosophy and preference of playing style, there are several factors to take into consideration when choosing how your team will line up.

For instance, there's no point persisting with a certain formation if you just don't have the right players for it.

Likewise, if your team is dominant in the league, it's well worth changing things up from time to time as this will aid with their development.

This could be by giving more minutes to more players or challenging them by playing them in different positions and formations. At this early stage of their development, the important thing is to get them learning, progressing, and enjoying soccer.

As such, here are some factors to take into consideration when choosing the perfect 7v7 formation.

1. Personnel

Play to your players strengths. This could mean selecting a more offensive minded formation if you have attack minded players or a defensive formation if you are short on forwards.

2. Balance

Having said that, you still want the formation to be balanced and have no obvious weaknesses or gaps for the opposition to exploit. This means having enough players in both attack and defense as well as on each flank.

3. Your Opponent

If the opposing team is known for their attacking prowess, it may be worth selecting a more compact and defensive formation to help deal with their forwards.

4. Opportunities and Minutes for All

While teams will often have a few standout players, youth soccer is all about helping players progress and improve. This means giving weaker players just as many minutes on the pitch.

5. Practice Formations

In training sessions, it's well worth trying out various formations to see what works for your players. While this will also help improve their positioning and understanding of the game, it may help you to stumble across a great formation you hadn't previously considered viable.

Formations 7 v 7

1-2-3-1 Base Formation

The most common 7v7 formation. Two defenders offer stability at the back while the striker up front is supported in the attack by three midfielders who are also expected to track back and help on defense.

Pros:

- Very Balanced
- Easy for players to understand each position has its own role

Cons:

- Midfielders have to work hard and run all the time
- The center of the field can get crowded if Mids. stay too narrow (enough space is key)
- Defenders have to stay tight. If they get wide the formation is prone to attack



1-2-3-1 Positional Roles/Responsibilities

#1 Goalkeeper

- Keep ball out of the net
- Organize backs and defense
- Help build up attack
- First line of attack (distribution)

#4, #5 Backs

- Deny attacking chances on goal
- Intercept passes, win tackles and air balls
- Provide depth in build up when attacking
- Penetrate primarily by passing

#8 Midfielder

- Box to box midfielder
- Connect players in possession
- Offer passing options
- Penetrate by passing, dribbling, and shooting

#7, #11 Wingers

- Provide width in attack
- Pressure higher up field defensively
- Penetrate by passing, dribbling, and shooting
- Penetrate in wide areas to create scoring opportunities

#9 Forward

- Score goals
- Play with back to goal
- “Hold” the ball to allow teammates to help
- Penetrate by passing, dribbling, and shooting
- Provide length in attack
- Defend higher up the field

Formations 7 v 7

1-3-2-1 Base Formation

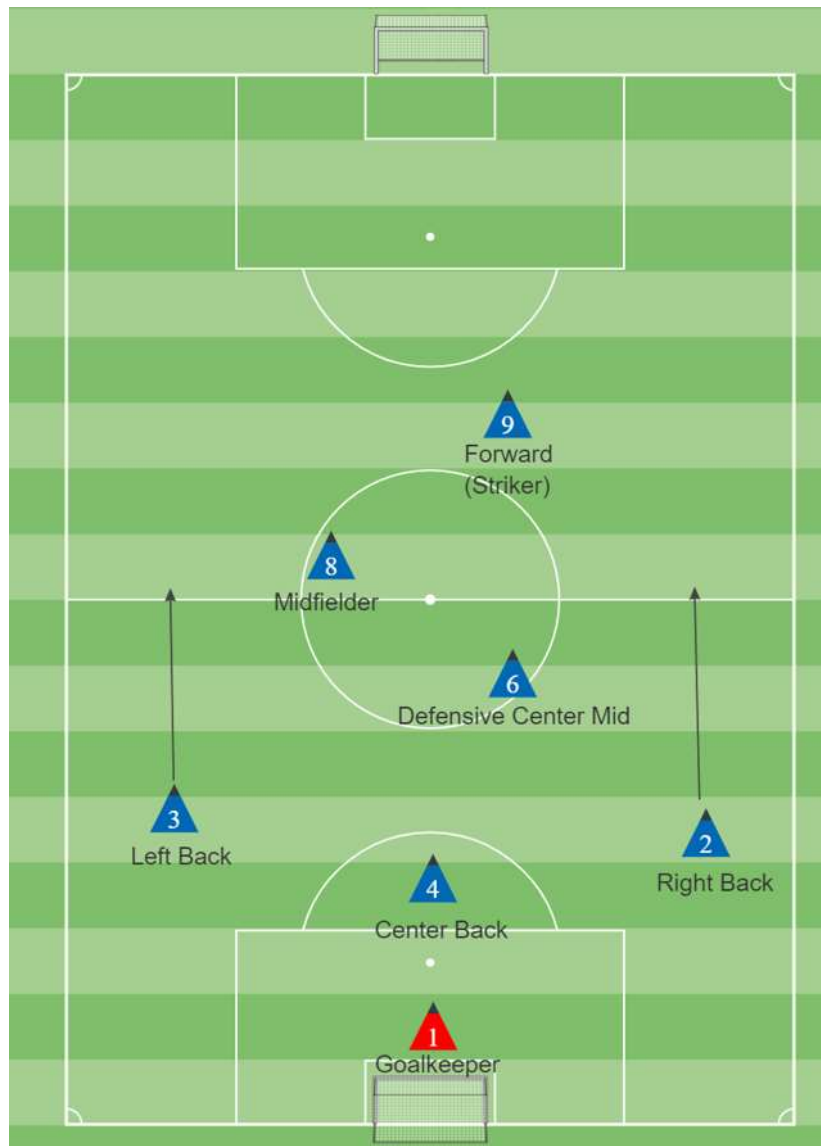
A defensive heavy formation that gives the team stability in the center of the field. This formation enables you to be solid at the back, control the center of the field and still offer an attacking threat through the striker.

Pros:

- Hard to score against with three defenders and two midfielders
- The team can control possession and the center of the field
- Players don't need to be as skillful or quick

Cons:

- Can be a bit too defensive and leave striker isolated up front
- Can leave a lack of width if the two midfielders don't push wide.
- Can confuse players as central defender is expected to push forward and the two midfielders are meant to cover the center and flanks of the field.



1-3-2-1 Positional Roles/Responsibilities

#1 Goalkeeper

- Keep ball out of the net
- Organize backs and defense
- Help build up attack
- First line of attack (distribution)

#4 Center Back

- Deny attacking chances on goal
- Intercept passes, win tackles and air balls
- Provide depth in build up when attacking
- Penetrate primarily by passing

#2, #3 Outside Backs

- Provide cover for #4
- Defend wide attacking players
- Provide defensive balance when ball on opposite side
- Penetrate by passing and dribbling
- Provide width in attacks

#6 Defensive Center Midfielder

- Holding midfielder
- Pressure ball by denying penetration
- Aid the backs and mids in building up
- Penetrate by passing and dribbling

#8 Midfielder

- Box to box midfielder
- Offer passing options
- Connect players in possession
- Penetrate by passing, dribbling, and shooting

#8 Forward

- Score goals
- Play with back to goal
- “Hold” the ball to allow teammates to help
- Penetrate by passing, dribbling, and shooting
- Provide length in attack
- Defend higher up the field

COMMON PRACTICE PROBLEMS

#1 Having an odd number of players at practice

- If you have an assistant or a spare parent, have them work with a goalkeeper
- When doing pair activities, make a triangle instead
- In small group activities, add a shadow defender with no tackling allowed
- Scrimmage 5v4 and have team with less players loaded with stronger players
- Scrimmage 5v4 and have team with more players attacking small goal
- Scrimmage 5v4 and have team with less players with goalie, other team without
- Use assistant, parent, brother/sister to even teams out
- Play yourself

#2 Picking teams for scrimmages

- Use your knowledge and judgment to evenly match up individuals
- Random Teams
 - Choose one player to give everyone a number. Turn away and pick random numbers for teams
 - Choose players by birthday month or day

#3 Increasing competition for more advance players

- In pairs, match up players according to ability
- If one exceptional player, match up against assistant or parent
- Reduce the space
- Limit number of touches

#4 In eliminating games players sit out for long periods of time

- In games like knockout players should do a skill activity that allows them back into the game. Rather than a single winner, count number of times required to do the skill activity. Least number wins. Skill activities could include dribbling to a distant cone and back, juggle the ball x times, do x jumping jacks, etc.

#5 Defenders always win the ball without offense gaining experience

- Have defense play as a shadow
- Restrict movement of defense by playing as a crab on all 4's
- Increase the playing area

STRETCHING EXERCISES

1. Arms/Neck

- Roll arms around in a 'windmill type' action. First rotate right arm forward 10 times, then switch to left arm. This can be done using both arms at the same time. Then, change to rotating arms backwards using the same sequence.
- Move head up and down holding each position for 8-10 seconds. Move head from side to side holding each position for 8-10 seconds.

2. Quadriceps

- These muscles are the big muscles that cover the front of your thigh. Use a goal post, a wall, or a teammate to balance. Stand straight. Bend one leg and hold your ankle or the top of your foot. Pull your bent leg until your heel is close to your bottom. Hold for 10 seconds. Switch legs. (Diagram 1)

3. Hamstrings

- These are the muscles at the back of your thigh. In a sitting position with your left leg straight, place the sole of your right foot against the inside of your left thigh. Bend your trunk toward your extended leg, keeping your knee straight and foot in a relaxed position. Hold for 10 seconds. Switch legs. (Diagram 2)

4. Groin (Butterfly stretch)

- In a sitting position with your back straight, bend your knees and place the bottoms of your feet together. Pull your feet towards your groin. Place your elbows on your knees and gently push the knees toward the floor. Hold for 10 seconds and repeat. (Diagram 3)

5. Calves

- In a sitting position with legs straight, place right heel on top of left toes. Pull right toes towards body with hands. Hold for 10 seconds. Switch legs.



BASIC PRACTICE PLAN

- Warm-up/Stretch...5-10 minutes
 - This section will get the players moving (with or without the ball) to warm up their muscles prior to stretching. This warm-up may be as simple as dribbling, juggling, passing or a review of a skill from prior practices.
 - Be sure to stretch every practice...the earlier in life the players get in the habit of stretching, the better! See attached sheet on major stretches to be done.
- Practice activities/games...15-20 minutes **(Play)**
 - This section will involve games that will further develop the skill of the day.
- Skill of the Day Instruction...10-15 minutes **(Practice)**
 - This section will be where you teach the players the proper way to dribble, pass, shoot, etc. It will also include a short drill to practice technique. Take this time to give one-on-one instruction and correct any mistakes.
- Water Break/Recap/Game Prep...5 minutes
 - Use this time to give the players a rest, recap the practice and organize for the scrimmage.
- Small/Full-Sided Scrimmages...15-20 minutes **(Play)**
 - This is often the most fun part of practice, for players and coaches! Small-sided scrimmages (teams of 2-4 each) are great because each player gets plenty of touches on the ball and less aggressive players do not get lost in the shuffle of a game. Large scrimmages are a great place to teach positions and to warn against bunching.

***Times are approximate and should be adjusted according to your team's needs and practice duration.**

***The game will tell you what the team needs to learn. Observe and take notes during your matches and you'll have good ideas on topics for future training sessions. However, this approach is only for the short term.**

***If a training session isn't going how you'd hoped it would break it up and focus on the small things within that session you know your team really needs to focus on. If the session is going terrible reset with the team, communicate what it is you're trying to accomplish and or maybe even pivot to a fun drill/game that is still goal oriented.**

<p>TITLE: PLAY/PRACTICE/PLAY TRAINING SESSION</p> <p>GOAL: Improve building up in opponent's half in order to create chances</p> <p>PLAYER ACTIONS: Spread out, create 1 v 1s and 2 v 1s, pass or dribble forward</p> <p>KEY QUALITIES: Decision-making, reading the game, initiative, proactive play</p>	<p>U9-U10 / 7 v 7 / 12 players</p> <p>MOMENT: Attacking</p> <p>DURATION: 90:00 min</p> 
	<p>1ST PLAY PHASE: Intentional Free Play</p> <p>OBJECTIVE: To pass or dribble forward and score goals.</p> <p>ORGANIZATION: Mark out two 32 x 20-yard fields, each with two mini goals. Teams play 3 v 3. Free play, kick-ins. Play for 30 minutes with two breaks.</p> <p>KEY WORDS: Opening, take opponents on, head up, go!</p> <p>GUIDED QUESTIONS: 1) How do you find an opening? 2) What should you do if you see an opening?</p> <p>ANSWERS: 1) Look at the opponent's position. 2) Pass or dribble through it.</p> <p>NOTES: First break: Coach asks questions, players continue playing to discover answers. Second break: Players share answers with coach and each other.</p>
	<p>PRACTICE (Core Activity): 3 v 2</p> <p>OBJECTIVE: To create 1 v 1s and 2 v 1s and pass or dribble forward.</p> <p>ORGANIZATION: Teams play 3 v 2 + GK on a 24 x 24-yard field with a standard goal and two small goals. Blue (attacking team) dribbles or passes in. Red starts from the top of the box and tries to win the ball and score on the small goals. All players (including the keeper) rotate every 2-3 minutes. Play for 30 minutes with two breaks.</p> <p>KEY WORDS: Opening, take opponents on, head up, pass/dribble, go!</p> <p>GUIDED QUESTIONS: 1) How do you find an opening? 2) What should you do if you see an opening? 3) How do you create an opening?</p> <p>ANSWERS: 1) Look at the opponent's position. 2) Pass or dribble through it. 3) Make the opponent move.</p> <p>NOTES: Start with the Core Activity after the first Play Phase. If it's too difficult, switch to the Less Challenging Activity. If it's too easy, switch to the More Challenging Activity. Spend a total of 30 minutes in the Practice Phase.</p>
	<p>PRACTICE (Less Challenging): 2 v 1</p> <p>OBJECTIVE: To create 1 v 1s and 2 v 1s and pass or dribble forward.</p> <p>ORGANIZATION: Same as core activity, except teams play 2 v 1 + GK. All players (including the keeper) rotate every 2-3 minutes.</p> <p>KEY WORDS: Opening, take opponents on, head up, pass/dribble, go!</p> <p>GUIDED QUESTIONS: 1) How do you find an opening? 2) What should you do if you see an opening? 3) How do you create an opening?</p> <p>ANSWERS: 1) Look at the opponent's position. 2) Pass or dribble through it. 3) Make the opponent move.</p> <p>NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this Less Challenging Activity if the Core Activity is too difficult. Spend a total of 30 minutes in the Practice Phase.</p>



PRACTICE (More Challenging): 4 v 3

OBJECTIVE: To create 1 v 1s and 2 v 1s and pass or dribble forward.

ORGANIZATION: Same as core activity, except teams play 4 v 3 + GK on half of a standard field. All players (including the keeper) rotate every 2-3 minutes.

KEY WORDS: Opening, take opponents on, head up, pass/dribble, go!

GUIDED QUESTIONS: 1) How do you find an opening? 2) What should you do if you see an opening? 3) How do you create an opening?

ANSWERS: 1) Look at the opponent's position. 2) Pass or dribble through it. 3) Make the opponent move.

NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this More Challenging Activity if the Core Activity is too easy. Spend a total of 30 minutes in the Practice Phase.



2ND PLAY PHASE: The Game

OBJECTIVE: To move the ball forward, create chances and score goals.

ORGANIZATION: Teams play 6 v 6 on a 65 x 45-yard field with build-out lines and standard goals with goalkeepers. Both teams play a 1-2-1-2 formation. Play for 30 minutes including one "halftime" (5 minutes max).

KEY WORDS: Opening, take opponents on, head up, pass/dribble, go!

GUIDED QUESTIONS: 1) How do you find an opening? 2) What should you do if you see an opening? 3) How do you create an opening?

ANSWERS: 1) Look at the opponent's position. 2) Pass or dribble through it. 3) Make the opponent move.

NOTES: Play according to the Laws of the Game and the standards of play found in the U.S. Soccer Player Development Initiatives.

Five Elements of a Training Activity

1. **Organized:** Is the activity organized in the right way?
2. **Game-like:** Is the activity game-like?
3. **Repetition:** Is there repetition, when looking at the overall goal of the session?
4. **Challenging:** Are the players being challenged? (Is there the right balance between being successful and unsuccessful?)
5. **Coaching:** Is there effective coaching, based on the age and level of the players?

Training Session Self-Reflection Questions

1. How did you do in achieving the goals of the training session?
2. What did you do well?
3. What could you do better?

TITLE: PLAY/PRACTICE/PLAY TRAINING SESSION

GOAL: Improve preventing the opponent from building in their own half

PLAYER ACTIONS: Steal the ball, make it compact, pressure/cover/balance

KEY QUALITIES: Decision-making, reading the game, initiative

U9-U10 / 7 v 7 / 12 players

MOMENT: Defending

DURATION: 90:00 min



1ST PLAY PHASE: Intentional Free Play

OBJECTIVE: To disrupt the buildup in the opponent's half, win the ball back and score.

ORGANIZATION: Mark out two 22 x 16-yard fields. Divide players into four teams of three. Teams play 3 v 3 on 6-yard goal lines without goalkeepers. Free play, kick-ins. Play for 30 minutes with two breaks.

KEY WORDS: Stay compact, pressure and cover, attack the ball

GUIDED QUESTIONS: 1) How can you win the ball back quickly after a goal? 2) What's the advantage of disrupting their buildup quickly?

ANSWERS: 1) Instead of dropping way back, form a compact block in the middle of the field and defend forward from there. 2) It keeps opponents away from our goal, and if we win the ball back we're already inside their half, in position to score a quick goal.

NOTES: First break: Coach asks questions, players continue playing to discover answers. Second break: Players share answers with coach and each other.



PRACTICE (Core Activity): 1 v 1 on Wing

OBJECTIVE: To disrupt the buildup in the opponent's half, win the ball back and score.

ORGANIZATION: Mark out two fields as shown. Three attackers (Red) and two defenders (Blue) play on each field. Each 1 v 1 begins with a pass from the goalkeeper. As soon as the pass is played, the defender runs out from behind the build-out line and tries to win the ball and counterattack on the standard goal. Players switch roles with their teammates after each round. Play for 30 minutes with two breaks.

KEY WORDS: Attack the ball

GUIDED QUESTIONS: 1) Defenders, how should you react to the goalkeeper's opening pass? 2) Why is it dangerous to get too close to the attacker too soon? 3) How do you keep that from happening?

ANSWERS: 1) Run forward, get close to the attacker and immediately start pressuring the ball. 2) They could play the ball past us. 3) Slow down as soon as the pass is received. Stop the attacker and take them on 1 v 1.



PRACTICE (Less Challenging): 1 v 1 on Wing

OBJECTIVE: To disrupt the buildup in the opponent's half, win the ball back and score.



ORGANIZATION: Same as core activity, except the attacker has to dribble across the goal line to score.

KEY WORDS: Attack the ball

GUIDED QUESTIONS: 1) Defenders, how should you react to the goalkeeper's opening pass? 2) Why is it dangerous to get too close to the attacker too soon? 3) How do you keep that from happening?

ANSWERS: 1) Run forward, get close to the attacker and immediately start pressuring the ball. 2) They could play the ball past us. 3) Slow down as soon as the pass is received. Stop the attacker and take them on 1 v 1.

NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this Less Challenging Activity if the Core Activity is too difficult. Spend a total of 30 minutes in the Practice Phase.

	<p>PRACTICE (More Challenging): 1 v 1 on Wing</p> <p>OBJECTIVE: To disrupt the buildup in the opponent's half, win the ball back and score.</p> <p>ORGANIZATION: Same as core activity, except the goal lines are extended to 10 yards.</p> <p>KEY WORDS: Attack the ball</p> <p>GUIDED QUESTIONS: 1) Defenders, how should you react to the goalkeeper's opening pass? 2) Why is it dangerous to get too close to the attacker too soon? 3) How do you keep that from happening?</p> <p>ANSWERS: 1) Run forward, get close to the attacker and immediately start pressuring the ball. 2) They could play the ball past us. 3) Slow down as soon as the pass is received. Stop the attacker and take them on 1 v 1.</p> <p>NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this More Challenging Activity if the Core Activity is too easy. Spend a total of 30 minutes in the Practice Phase.</p>
	<p>2ND PLAY PHASE: The Game</p> <p>OBJECTIVE: To disrupt the buildup in the opponent's half, win the ball back and score.</p> <p>ORGANIZATION: Mark out a regular 7 v 7 field with build-out lines. Divide players into two teams of six. Each plays a 1-2-3 formation and tries to disrupt the other's buildup as quickly as possible. Play for 30 minutes including one "halftime" (5 minutes max).</p> <p>KEY WORDS: Stay compact; pressure and cover, attack the ball</p> <p>GUIDED QUESTIONS: 1) How often did you win the ball in the opponent's half? 2) What do you need to do to win the ball more often?</p> <p>ANSWERS: 1) General question asked to focus players' attention. 2) Don't be afraid to defend high up the field. Get compact and stay compact. Wait for signals to start pressing and work together to put pressure on opponents.</p> <p>NOTES: Play according to the Laws of the Game and the standards of play found in the U.S. Soccer Player Development Initiatives.</p>

Five Elements of a Training Activity

1. **Organized:** Is the activity organized in the right way?
2. **Game-like:** Is the activity game-like?
3. **Repetition:** Is there repetition, when looking at the overall goal of the session?
4. **Challenging:** Are the players being challenged? (Is there the right balance between being successful and unsuccessful?)
5. **Coaching:** Is there effective coaching, based on the age and level of the players?

Training Session Self-Reflection Questions

1. How did you do in achieving the goals of the training session?
2. What did you do well?
3. What could you do better?

TITLE: PLAY/PRACTICE/PLAY TRAINING SESSION

GOAL: Improve building up from own half in order to move the ball to the opponent's half

PLAYER ACTIONS: Pass or dribble forward, spread out, create passing options

KEY QUALITIES: Decision-making, reading the game, technical execution

U9-U10 / 7 v 7 / 14 players

MOMENT: Attacking

DURATION: 90:00 min



1ST PLAY PHASE: Intentional Free Play

OBJECTIVE: To build a solid attack and move the ball forward.

ORGANIZATION: Mark out two 22 x 24-yard fields. Divide players into four teams of three. Teams play 3 v 3 on goals with goalkeepers. Play for 30 minutes with two breaks.

KEY WORDS: Pass, dribble, use space, be open

GUIDED QUESTIONS: 1) Attackers, where should you show for the pass from the goalkeeper? 2) Why? 3) How can you build the attack? 4) What's the advantage of involving the keeper?

ANSWERS: 1) On the wings. 2) So we can get away from the defenders and take the ball forward. 3) Pass or dribble forward. 4) It gives us an extra player.

NOTES: First break: Coach asks questions, players continue playing to discover answers. Second break: Players share answers with coach and each other.



PRACTICE (Core Activity): 2 v 1 Forward Passing

OBJECTIVE: To move the ball forward.

ORGANIZATION: Mark out two 42 x 18-yard fields, each with build-out lines and two mini goals. Choose eight attackers (Blue) and four defenders (Red) and position them as shown. The first attacker on each field dribbles forward and tries to get the ball past the defender to the second attacker. Play continues until a goal is scored. The attackers rotate counterclockwise. Play for 30 minutes with two breaks.

KEY WORDS: Pass, dribble, be open

GUIDED QUESTIONS: 1) Where is the defender in this exercise? 2. So what does the attacker behind the build-out line need to do to be open? 3) What does the ball carrier need to do before passing?

ANSWERS: 1) Between the attackers. 2) Move left or right to get away from the defender. 3) Look up and see where the receiver is.



PRACTICE (Less Challenging): 2 v 1 Forward Passing

OBJECTIVE: To move the ball forward.

ORGANIZATION: Same as core activity, except the defender has to stay inside a 5-yard zone in the center.

KEY WORDS: Pass, dribble, be open

GUIDED QUESTIONS: 1) Where is the defender in this exercise? 2. So what does the attacker behind the build-out line need to do to be open? 3) What does the ball carrier need to do before passing?

ANSWERS: 1) Between the attackers. 2) Move left or right to get away from the defender. 3) Look up and see where the receiver is.

NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this Less Challenging Activity if the Core Activity is too difficult. Spend a total of 30 minutes in the Practice Phase.



PRACTICE (More Challenging): 2 v 1 Forward Passing

OBJECTIVE: To move the ball forward.

ORGANIZATION: Same as core activity, except the fields are just 12 yards wide.

KEY WORDS: Pass, dribble, be open

GUIDED QUESTIONS: 1) Where is the defender in this exercise? 2. So what does the attacker behind the build-out line need to do to be open? 3) What does the ball carrier need to do before passing?

ANSWERS: 1) Between the attackers. 2) Move left or right to get away from the defender. 3) Look up and see where the receiver is.

NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this More Challenging Activity if the Core Activity is too easy. Spend a total of 30 minutes in the Practice Phase.



2ND PLAY PHASE: The Game

OBJECTIVE: To build a solid attack and move the ball forward.

ORGANIZATION: Mark out a regular 7 v 7 field with build-out lines. Divide players into two teams of six. Each plays a 1-2-3 formation. Play for 30 minutes including one "halftime" (5 minutes max).

KEY WORDS: Pass, dribble, use space, be open

GUIDED QUESTIONS: 1) Attackers, how can you make the best use of the field? 2) When do you need to be open? 3) And when do you know you're open? 4) What's the advantage of involving the keeper?

ANSWERS: 1) By spreading out evenly over it and staying as far apart as possible. 2) Always. 3) When there aren't any defenders between us and the ball; when we can see the ball. 4) It gives us an extra player.

NOTES: Play according to the Laws of the Game and the standards of play found in the U.S. Soccer Player Development Initiatives.

Five Elements of a Training Activity

1. **Organized:** Is the activity organized in the right way?
2. **Game-like:** Is the activity game-like?
3. **Repetition:** Is there repetition, when looking at the overall goal of the session?
4. **Challenging:** Are the players being challenged? (Is there the right balance between being successful and unsuccessful?)
5. **Coaching:** Is there effective coaching, based on the age and level of the players?

Training Session Self-Reflection Questions

1. How did you do in achieving the goals of the training session?
2. What did you do well?
3. What could you do better?

TITLE: PLAY/PRACTICE/PLAY TRAINING SESSION

GOAL: Improve preventing the opponent from building up and creating chances in our half

PLAYER ACTIONS: Outnumber the opponent, steal the ball, pressure/cover/balance

KEY QUALITIES: Decision-making, reading the game, initiative, focus

U9-U10 / 7 v 7 / 12 players

MOMENT: Defending

DURATION: 90:00 min



1ST PLAY PHASE: Intentional Free Play

OBJECTIVE: To deny chances, win the ball back and score.

ORGANIZATION: Mark out three 20 x 12-yard fields. Divide players into six pairs, who play 2 v 2 on goal lines (pass on the ground to score). Free play, kick-ins. Play for 30 minutes with two breaks.

KEY WORDS: Pressure and cover, attack the ball

GUIDED QUESTIONS: 1) How can you keep the opponent away from your goal? 2) How can you help each other defend?

ANSWERS: 1) Block the path to it; stop attackers and force them onto the wings. 2) Form a line. The closest defender stops the ball carrier while the others cover.

NOTES: First break: Coach asks questions, players continue playing to discover answers. Second break: Players share answers with coach and each other.



PRACTICE (Core Activity): 1 v 2 on Goal Lines

OBJECTIVE: To outnumber opponents, win the ball back and score.

ORGANIZATION: Mark out two 20 x 12-yard fields. Assign attackers and defenders to starting positions as shown. Play begins with a pass to the first attacker. Players play 1 v 2 on the endlines (dribble across to score). Play for 30 minutes with two breaks.

KEY WORDS: Close the attacker down, attack the ball, pressure and cover

GUIDED QUESTIONS: 1) What's the job of the defender closest to the ball? 2) What does the second defender do?

ANSWERS: 1) To run forward as soon as the first pass is played, stop the attacker and slow down the attack. 2) Drop back, support the first defender and attack the ball.

NOTES: Start with the Core Activity after the first Play Phase. If it's too difficult, switch to the Less Challenging Activity. If it's too easy, switch to the More Challenging Activity. Spend a total of 30 minutes in the Practice Phase.



PRACTICE (Less Challenging): 1 v 2 on Goal Lines

OBJECTIVE: To outnumber opponents, win the ball back and score.



ORGANIZATION: Same as core activity, except both defenders start out on the endline. Play for 30 minutes with two breaks.

KEY WORDS: Close the attacker down, attack the ball, pressure and cover

GUIDED QUESTIONS: 1) How should the defenders defend?

ANSWERS: 1) Move forward as a unit as soon as the opening pass is played. The closest defender stops the ball carrier while the other drops diagonally back to cover. The first defender steers the attacker toward the second.

NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this Less Challenging Activity if the Core Activity is too difficult. Spend a total of 30 minutes in the Practice Phase.

	<p>PRACTICE (More challenging): 1 v 2 on Goal Lines</p> <p>OBJECTIVE: To outnumber opponents, win the ball back and score.</p> <p>ORGANIZATION: Same as core activity; except the second defender starts from the other endline and the first attacker dribbles onto the field.</p> <p>KEY WORDS: Close the attacker down, attack the ball, pressure and cover</p> <p>GUIDED QUESTIONS: 1) What's the job of the defender closest to the ball? 2) What does the second defender do?</p> <p>ANSWERS: 1) To run forward as soon as the first pass is played, stop the attacker and slow down the attack. 2) Drop back, support the first defender and attack the ball.</p> <p>NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this More Challenging Activity if the Core Activity is too easy. Spend a total of 30 minutes in the Practice Phase.</p>
	<p>2ND PLAY PHASE: The Game</p> <p>OBJECTIVE: To deny chances, outnumber the opponent, win the ball back and score.</p> <p>ORGANIZATION: Mark out a regular 7 v 7 field with build-out lines. Divide players into two teams of six. Each plays a 1-2-3 formation. Play for 30 minutes including one "halftime" (5 minutes max).</p> <p>KEY WORDS: Stay compact, pressure and cover, move with the ball</p> <p>GUIDED QUESTIONS: 1) How can you keep the opponent away from your goal? 2) How can you help each other defend?</p> <p>ANSWERS: 1) Form a compact block behind the ball, block the path to the goal and force attackers onto the wings. 2) Move as a unit to follow the ball, outnumber opponents near the ball and double-team the ball carrier.</p> <p>NOTES: Play according to the Laws of the Game and the standards of play found in the U.S. Soccer Player Development Initiatives.</p>
<p>Five Elements of a Training Activity</p> <ol style="list-style-type: none"> 1. Organized: Is the activity organized in the right way? 2. Game-like: Is the activity game-like? 3. Repetition: Is there repetition, when looking at the overall goal of the session? 4. Challenging: Are the players being challenged? (Is there the right balance between being successful and unsuccessful?) 5. Coaching: Is there effective coaching, based on the age and level of the players? 	<p>Training Session Self-Reflection Questions</p> <ol style="list-style-type: none"> 1. How did you do in achieving the goals of the training session? 2. What did you do well? 3. What could you do better?

TITLE: PLAY/PRACTICE/PLAY TRAINING SESSION

GOAL: Improve scoring goals

PLAYER ACTIONS: Create 1 v 1s and 2 v 1s, shoot

KEY QUALITIES: Decision-making, reading the game, initiative, technical execution

U9-U10 / 7 v 7 / 14 players

MOMENT: Attacking

DURATION: 90:00 min



1ST PLAY PHASE: Intentional Free Play

OBJECTIVE: To score goals.

ORGANIZATION: Mark out two 16 x 24-yard fields. Teams play 2 v 2 on goals with goalkeepers. The attacking team's keeper can help build the attack and even score goals. Play for 30 minutes with two breaks.

KEY WORDS: Dribble, pass, take opponents on, shoot

GUIDED QUESTIONS: 1) When the attackers' keeper helps build the attack, what kind of situation does that create? 2) How can you take advantage of this situation?

ANSWERS: 1) A 3 v 2 with attackers outnumbering defenders. 2) Cover the middle and both wings; use our extra player; don't be afraid to attack 1 v 1; shoot.

NOTES: First break: Coach asks questions, players continue playing to discover answers. Second break: Players share answers with coach and each other.



PRACTICE (Core Activity): 1 v 1 on Two Goals with Goalkeepers

OBJECTIVE: To score goals.

ORGANIZATION: Mark out two 22 x 24-yard fields, each with two goals with goalkeepers. Divide players into four teams of three and assign two to each field. Teams play 1 v 1 + GKs. Play 30-second rounds. After each round, the goalkeeper moves onto the field, the field players go off and the extra players rotate into the goals. Play for 30 minutes with two breaks.

KEY WORDS: Dribble, pass, take opponents on, shoot

GUIDED QUESTIONS: 1) How do you beat a defender 1 v 1? 2) What fakes do you know? 3) What do you need to do after you fake?

ANSWERS: 1) Dribble quickly toward them and break through on the open side, or fake a breakthrough on one side and then take the ball to the other side. 2) Shooting fake, step-over, lunge step, etc. 3) Get past the defender as fast as possible and shoot.



PRACTICE (Less Challenging): 1 v 1 on Two Goals with Goalkeepers

OBJECTIVE: To score goals.

ORGANIZATION: Same as core activity, except on a 16 x 24-yard field.

KEY WORDS: Dribble, pass, take opponents on, shoot

GUIDED QUESTIONS: 1) How do you beat a defender 1 v 1? 2) What fakes do you know? 3) What do you need to do after you fake?

ANSWERS: 1) Dribble quickly toward them and break through on the open side, or fake a breakthrough on one side and then take the ball to the other side. 2) Shooting fake, step-over, lunge step, etc. 3) Get past the defender as fast as possible and shoot.

NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this Less Challenging Activity if the Core Activity is too difficult. Spend a total of 30 minutes in the Practice Phase.



PRACTICE (More Challenging): 1 v 1 on Two Goals with Goalkeepers

OBJECTIVE: To score goals.

ORGANIZATION: Same as core activity, except on a 22 x 16-yard field.

KEY WORDS: Dribble, pass, take opponents on, shoot

GUIDED QUESTIONS: 1) How do you beat a defender 1 v 1? 2) What fakes do you know? 3) What do you need to do after you fake?

ANSWERS: 1) Dribble quickly toward them and break through on the open side, or fake a breakthrough on one side and then take the ball to the other side. 2) Shooting fake, step-over, lunge step, etc. 3) Get past the defender as fast as possible and shoot.

NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this More Challenging Activity if the Core Activity is too easy. Spend a total of 30 minutes in the Practice Phase.



2ND PLAY PHASE: The Game

OBJECTIVE: To score goals.

ORGANIZATION: Mark out a regular 7 v 7 field with build-out lines. Divide players into two teams of six. Each plays a 1-2-3 formation. Play for 30 minutes including one "halftime" (5 minutes max).

KEY WORDS: Dribble, pass, take opponents on, shoot

GUIDED QUESTIONS: 1) How do you beat a defender 1 v 1? 2) What fakes do you know? 3) What do you need to do after you fake?

ANSWERS: 1) Dribble quickly toward them and break through on the open side, or fake a breakthrough on one side and then take the ball to the other side. 2) Shooting fake, step-over, lunge step, etc. 3) Get past the defender as fast as possible and shoot.

NOTES: Play according to the Laws of the Game and the standards of play found in the U.S. Soccer Player Development Initiatives.

Five Elements of a Training Activity

1. **Organized:** Is the activity organized in the right way?
2. **Game-like:** Is the activity game-like?
3. **Repetition:** Is there repetition, when looking at the overall goal of the session?
4. **Challenging:** Are the players being challenged? (Is there the right balance between being successful and unsuccessful?)
5. **Coaching:** Is there effective coaching, based on the age and level of the players?

Training Session Self-Reflection Questions

1. How did you do in achieving the goals of the training session?
2. What did you do well?
3. What could you do better?

TITLE: PLAY/PRACTICE/PLAY TRAINING SESSION

GOAL: Improve preventing the opponent from scoring

PLAYER ACTIONS: Protect the goal, make it compact, keep it compact

KEY QUALITIES: Decision-making, reading the game, initiative, focus

U9-U10 / 7 v 7 / 14 players

MOMENT: Defending

DURATION: 90:00 min



1ST PLAY PHASE: Intentional Free Play

OBJECTIVE: To prevent the opponent from scoring.

ORGANIZATION: Mark out two 16 x 24-yards fields with goals and goalkeepers. Teams play 3 v 3. The attacking team's keeper can help build the attack and even score goals. Free play, kick-ins. Play for 30 minutes with two breaks.

KEY WORDS: Stay compact, move with the ball, defend the goal

GUIDED QUESTIONS: 1) When the attackers' keeper helps build the attack, what kind of situation does that create? 2) Defenders, what's your top priority when you're outnumbered? 3) How do you do that?

ANSWERS: 1) The defenders are outnumbered. 2) To defend the goal. 3) Quickly get behind the ball, block the direct path to the goal, force attackers outside and block shots.

NOTES: First break: Coach asks questions, players continue playing to discover answers. Second break: Players share answers with coach and each other.



PRACTICE (Core Activity): 1 v 1 in Middle (Defender Facing Attacker)

OBJECTIVE: To prevent the opponent from scoring.

ORGANIZATION: Mark out two fields as shown. Assign attackers and defenders to starting positions as shown. Play begins when the first attacker receives the ball. The first defender runs out from the endline, following the ball, and tries to stop the attacker from scoring. Play continues until a goal is scored by either player. Afterward, the next two players start. Play for 30 minutes with two breaks.

KEY WORDS: Defend the goal

GUIDED QUESTIONS: 1) Defenders, what's your top priority in this exercise? 2) How do you do that? 3) Why is it dangerous to get too close to the attacker too soon? 4) How do you keep that from happening?

ANSWERS: 1) To defend the goal. 2) Run out after the ball, stop the attacker as soon as possible and try to force them onto the wing. 3) They could play the ball past us. 4) Slow down at the right moment.



PRACTICE (Less Challenging): 1 v 1 on Wing (Defender Facing Attacker)

OBJECTIVE: To prevent the opponent from scoring.

ORGANIZATION: Same as core activity, except players line up on the wing.

KEY WORDS: Defend the goal

GUIDED QUESTIONS: 1) Defenders, what's your top priority in this exercise? 2) How do you do that? 3) Why is it dangerous to get too close to the attacker too soon? 4) How do you keep that from happening?

ANSWERS: 1) To defend the goal. 2) Run out after the ball, stop the attacker as soon as possible and try to force them onto the wing. 3) They could play the ball past us. 4) Slow down at the right moment.

NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this Less Challenging Activity if the Core Activity is too difficult. Spend a total of 30 minutes in the Practice Phase.



PRACTICE (More Challenging): 1 v 1 (Defender Beside Attacker)

OBJECTIVE: To prevent the opponent from scoring.

ORGANIZATION: Same as core activity, except the first defender runs in from the wing.

KEY WORDS: Defend the goal

GUIDED QUESTIONS: 1) Defenders, what's your top priority in this exercise? 2) How do you do that?

ANSWERS: 1) To defend the goal. 2) Run out after the ball, block the path to the goal and try to force the attacker onto the wing.

NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this More Challenging Activity if the Core Activity is too easy. Spend a total of 30 minutes in the Practice Phase.



2ND PLAY PHASE: The Game

OBJECTIVE: To prevent the opponent from scoring.

ORGANIZATION: Mark out a regular 7 v 7 field with build-out lines. Divide players into two teams of six. Each plays a 1-2-3 formation. Play for 30 minutes including one "halftime" (5 minutes max).

KEY WORDS: Stay compact, move with the ball, defend the goal

GUIDED QUESTIONS: 1) How many goals did the other team score? 2) How did they score them? 3) How could you have stopped them?

ANSWERS: 1. & 2.) General questions asked to focus players' attention on the principles they have learned. 3) Get compact and stay compact, block the direct path to the goal, force attackers outside, move to follow the ball and block shots.

NOTES: Play according to the Laws of the Game and the standards of play found in the U.S. Soccer Player Development Initiatives.

Five Elements of a Training Activity

1. **Organized:** Is the activity organized in the right way?
2. **Game-like:** Is the activity game-like?
3. **Repetition:** Is there repetition, when looking at the overall goal of the session?
4. **Challenging:** Are the players being challenged? (Is there the right balance between being successful and unsuccessful?)
5. **Coaching:** Is there effective coaching, based on the age and level of the players?

Training Session Self-Reflection Questions

1. How did you do in achieving the goals of the training session?
2. What did you do well?
3. What could you do better?

TITLE: PLAY/PRACTICE/PLAY TRAINING SESSION

GOAL: Improve building up in opponent's half in order to create chances

PLAYER ACTIONS: Pass or dribble forward, spread out, create passing options, create 1 v 1s and 2 v 1s

KEY QUALITIES: Decision-making, reading the game, initiative, technical execution



U9-U10 / 7 v 7 / 14 players

MOMENT: Attacking

DURATION: 90:00 min



	<p>1ST PLAY PHASE: Intentional Free Play</p> <p>OBJECTIVE: To pass or dribble forward and score goals.</p> <p>ORGANIZATION: Mark out two 32 x 20-yard fields, each with two mini goals. Teams play 3 v 3. Free play, kick-ins. Play for 30 minutes with two breaks.</p> <p>KEY WORDS: Pass, dribble, take opponents on</p> <p>GUIDED QUESTIONS: 1) How do you find an opening? 2) What should you do if you see an opening?</p> <p>ANSWERS: 1) Look at the opponent's position. 2) Pass or dribble through it.</p> <p>NOTES: First break: Coach asks questions, players continue playing to discover answers. Second break: Players share answers with coach and each other.</p>
	<p>PRACTICE (Core Activity): 3 v 1 on Open Goals</p> <p>OBJECTIVE: To move the ball forward and score goals.</p> <p>ORGANIZATION: Mark out a 30 x 24-yard field. Place two youth goals side by side on each endline to create a double-wide goal. Choose nine attackers and three defenders and position them as shown. Teams play 3 v 1. The defender tries to win the ball and counterattack. Rotate attackers and defenders after each round. Play for 30 minutes with two breaks.</p> <p>KEY WORDS: Use space, be open, pass, dribble</p> <p>GUIDED QUESTIONS: 1) Which player should start out with the ball, and why? 2) What should the middle player do, dribble or pass? 3) What should the wing players do?</p> <p>ANSWERS: 1) Start out with the ball in the middle. The middle player has two passing options (left and right). The wing players have just one. 2) Dribble straight toward the defender, then pass off to a wing player. 3) Spread the field wide and not let the defender mark them too closely.</p>
	<p>PRACTICE (Less Challenging): 3 v 1 on Two Open Goals Each</p> <p>OBJECTIVE: To move the ball forward and score goals.</p> <p>ORGANIZATION: Same as core activity, except there are two separate mini goals on each endline.</p> <p>KEY WORDS: Use space, be open, pass, dribble</p> <p>GUIDED QUESTIONS: 1) Which player should start out with the ball, and why? 2) What should the middle player do, dribble or pass? 3) What should the wing players do?</p> <p>ANSWERS: 1) Start out with the ball in the middle. The middle player has two passing options (left and right). The wing players have just one. 2) Dribble straight toward the defender, then pass off to a wing player. 3) Spread the field wide and not let the defender mark them too closely.</p> <p>NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this Less Challenging Activity if the Core Activity is too difficult. Spend a total of 30 minutes in the Practice Phase.</p>

	<p>PRACTICE (More Challenging): 3 v 2 on Two Open Goals Each</p> <p>OBJECTIVE: To move the ball forward and score goals.</p> <p>ORGANIZATION: Same as core activity, except players play 3 v 2 on two goals each.</p> <p>KEY WORDS: Use space, be open, pass, dribble</p> <p>GUIDED QUESTIONS: 1) Which player should start out with the ball, and why? 2) What should the middle player do, dribble or pass? 3) What should the wing players do?</p> <p>ANSWERS: 1) Start out with the ball in the middle. The middle player has two passing options (left and right). The wing players have just one. 2) Dribble straight toward the defender, then pass off to a wing player. 3) Spread the field wide and not let the defender mark them too closely.</p> <p>NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this More Challenging Activity if the Core Activity is too easy. Spend a total of 30 minutes in the Practice Phase.</p>
	<p>2ND PLAY PHASE: The Game</p> <p>OBJECTIVE: To move the ball forward, create chances and score goals.</p> <p>ORGANIZATION: Teams play 6 v 6 on a 65 x 45-yard field with build-out lines and standard goals with goalkeepers. Both teams play a 1-2-1-2 formation. Play for 30 minutes including one "halftime" (5 minutes max).</p> <p>KEY WORDS: Pass, dribble, take opponents on, use space, be open</p> <p>GUIDED QUESTIONS: 1) How do you find an opening? 2) What should you do if you see an opening? 3) How do you create an opening? 4) How do you create a 2 v 1 situation?</p> <p>ANSWERS: 1) Look at the opponent's position. 2) Pass or dribble through it. 3) Spread the field wide and make the opponent move. 4) Dribble straight toward the defender, then pass off to a teammate.</p> <p>NOTES: Play according to the Laws of the Game and the standards of play found in the U.S. Soccer Player Development Initiatives.</p>
<p>Five Elements of a Training Activity</p> <ol style="list-style-type: none"> 1. Organized: Is the activity organized in the right way? 2. Game-like: Is the activity game-like? 3. Repetition: Is there repetition, when looking at the overall goal of the session? 4. Challenging: Are the players being challenged? (Is there the right balance between being successful and unsuccessful?) 5. Coaching: Is there effective coaching, based on the age and level of the players? 	<p>Training Session Self-Reflection Questions</p> <ol style="list-style-type: none"> 1. How did you do in achieving the goals of the training session? 2. What did you do well? 3. What could you do better?

TITLE: PLAY/PRACTICE/PLAY TRAINING SESSION

GOAL: Improve preventing the opponent from building in their own half

PLAYER ACTIONS: Make it compact, keep it compact, steal the ball

KEY QUALITIES: Decision-making, reading the game, initiative, focus

U9-U10 / 7 v 7 / 12 players

MOMENT: Defending

DURATION: 90:00 min



1ST PLAY PHASE: Intentional Free Play

OBJECTIVE: To disrupt the buildup in the opponent's half, win the ball back and score.

ORGANIZATION: Mark out two 22 x 16-yard fields. Divide players into four teams of three. Teams play 3 v 3 on 6-yard goal lines without goalkeepers. Free play, kick-ins. Play for 30 minutes with two breaks.

KEY WORDS: Stay compact, attack the ball

GUIDED QUESTIONS: 1) How can you win the ball back quickly after a goal? 2) What's the advantage of disrupting their buildup quickly?

ANSWERS: 1) Instead of dropping way back, form a compact block in the middle of the field and defend forward from there. 2) It keeps opponents away from our goal, and if we win the ball back we're already inside their half, in position to score a quick goal.

NOTES: First break: Coach asks questions, players continue playing to discover answers. Second break: Players share answers with coach and each other.



PRACTICE (Core Activity): 6 v 6 on Two Goal Lines and One Standard Goal

OBJECTIVE: To disrupt the buildup in the opponent's half, win the ball back and score.

ORGANIZATION: Mark out a shortened 7 v 7 field, with two goal lines just beyond the centerline. Divide players into two teams of six. Free play: Red builds the attack, and Blue defends. Play is restarted by Red's goalkeeper after interruptions. As soon as the opening pass is played, Blue runs out from behind the build-out line and puts pressure on Red. Play for 30 minutes with two breaks.

KEY WORDS: Stay compact, move with the ball, attack the ball

GUIDED QUESTIONS: 1) Defenders, how should you position yourselves when the opponent's keeper has the ball? 2) What should you do when the keeper kicks the ball out? 3) When should you attack the opponent?

ANSWERS: 1) In a compact block behind the build-out line. 2) Move slightly forward, staying in formation and not going too fast. Whoever's closest to the ball attacks. 3) Whenever there's an opening, or when the ball is played into the midfield.



PRACTICE (Less Challenging): 6 v 6 on Goal Line and Standard Goal

OBJECTIVE: To disrupt the buildup in the opponent's half, win the ball back and score.

ORGANIZATION: Same as core activity, except with just one 15-yard goal line in the middle.

KEY WORDS: Stay compact, move with the ball, attack the ball

GUIDED QUESTIONS: 1) Defenders, how should you position yourselves when the opponent's keeper has the ball? 2) What should you do when the keeper kicks the ball out? 3) When should you attack the opponent?

ANSWERS: 1) In a compact block behind the build-out line. 2) Move slightly forward, staying in formation and not going too fast. Whoever's closest to the ball attacks. 3) Whenever there's an opening, or when the ball is played into the midfield.

NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this Less Challenging Activity if the Core Activity is too difficult. Spend a total of 30 minutes in the Practice Phase.



PRACTICE (More Challenging): 6 v 6 on End Zone and Standard Goal

OBJECTIVE: To disrupt the buildup in the opponent's half, win the ball back and score.

ORGANIZATION: Same as core activity, except there's an end zone instead of goal lines, and attackers must dribble into it or pass to the coach there to score.

KEY WORDS: Stay compact, move with the ball, attack the ball

GUIDED QUESTIONS: 1) Defenders, how should you position yourselves when the opponent's keeper has the ball? 2) What should you do when the keeper kicks the ball out? 3) When should you attack the opponent?

ANSWERS: 1) In a compact block behind the build-out line. 2) Move slightly forward, staying in formation and not going too fast. Whoever's closest to the ball attacks. 3) Whenever there's an opening, or when the ball is played into the midfield.

NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this More Challenging Activity if the Core Activity is too easy. Spend a total of 30 minutes in the Practice Phase.



2ND PLAY PHASE: The Game

OBJECTIVE: To disrupt the buildup in the opponent's half, win the ball back and score.

ORGANIZATION: Mark out a regular 7 v 7 field with build-out lines. Divide players into two teams of six. Each plays a 1-2-3 formation, and tries to disrupt the other's buildup as quickly as possible. Play for 30 minutes including one "halftime" (5 minutes max).

KEY WORDS: Stay compact, pressure and cover, attack the ball

GUIDED QUESTIONS: 1) How often did you win the ball in the opponent's half? 2) What do you need to do to win the ball more often?

ANSWERS: 1) General question asked to focus players' attention. 2) Don't be afraid to defend high up the field. Get compact and stay compact. Wait for signals to start pressing and work together to put pressure on opponents.

NOTES: Play according to the Laws of the Game and the standards of play found in the U.S. Soccer Player Development Initiatives.

Five Elements of a Training Activity

1. **Organized:** Is the activity organized in the right way?
2. **Game-like:** Is the activity game-like?
3. **Repetition:** Is there repetition, when looking at the overall goal of the session?
4. **Challenging:** Are the players being challenged? (Is there the right balance between being successful and unsuccessful?)
5. **Coaching:** Is there effective coaching, based on the age and level of the players?

Training Session Self-Reflection Questions

1. How did you do in achieving the goals of the training session?
2. What did you do well?
3. What could you do better?

TITLE: PLAY/PRACTICE/PLAY TRAINING SESSION

GOAL: Improve building up from own half in order to move the ball to the opponent's half

PLAYER ACTIONS: Spread out, switch the point of attack, support the attack

KEY QUALITIES: Decision-making, reading the game, initiative, proactive play

U9-U10 / 7 v 7 / 14 players

MOMENT: Attacking

DURATION: 90:00 min



1ST PLAY PHASE: Intentional Free Play

OBJECTIVE: To build a solid attack and move the ball forward.

ORGANIZATION: Mark out two 22 x 24-yard fields. Divide players into four teams of three. Teams play 3 v 3 on goals with goalkeepers. Play for 30 minutes with two breaks.

KEY WORDS: Use space, be open, pass, dribble

GUIDED QUESTIONS: 1) Attackers, where should you show for the pass from the goalkeeper? 2) Why? 3) How can you build the attack? 4) What's the advantage of involving the keeper?

ANSWERS: 1) On the wings. 2) So we can get away from the defenders and take the ball forward. 3) Pass or dribble forward. 4) It gives us an extra player.

NOTES: First break: Coach asks questions, players continue playing to discover answers. Second break: Players share answers with coach and each other.



PRACTICE (Core Activity): 7 v 5 on One Goal and Two Goal Lines

OBJECTIVE: Build a solid attack, switch the field and move the ball forward.

ORGANIZATION: Mark out a 36 x 45-yard field as shown. Choose seven attackers (Blue) and five defenders (Red). Formations are 1-2-3-1 (Blue) against 3-2 (Red). Blue can attack on the goal in the middle or the goal lines on the wings. Red tries to win the ball and score on Blue's goal. Play is restarted by Blue's goalkeeper after interruptions. Play for 30 minutes with two breaks.

KEY WORDS: Use space, switch the field, help

GUIDED QUESTIONS: 1) Attackers, how can you make the best use of the field? 2) How do you build the attack? 3) What do you do when the opponent is keeping you from moving forward? 4) Once you've built the attack, what do you do next?

ANSWERS: 1) By spreading out evenly over it and staying as far apart as possible. 2) By playing safe passes to move the ball forward from the defense. 3) Switch to the other side. 4) Move forward and support the forwards.



PRACTICE (Less Challenging): 7 v 5 on One Goal with Goalkeeper and Two Goal Lines

OBJECTIVE: Build a solid attack, switch the field and move the ball forward.



ORGANIZATION: Same as core activity, except Red's goal has a goalkeeper.

KEY WORDS: Use space, switch the field, help

GUIDED QUESTIONS: 1) Attackers, how can you make the best use of the field? 2) How do you build the attack? 3) What do you do when the opponent is keeping you from moving forward? 4) Once you've built the attack, what do you do next?

ANSWERS: 1) By spreading out evenly over it and staying as far apart as possible. 2) By playing safe passes to move the ball forward from the defense. 3) Switch to the other side. 4) Move forward and support the forwards.

NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this Less Challenging Activity if the Core Activity is too difficult. Spend a total of 30 minutes in the Practice Phase.

	<p>PRACTICE (More Challenging): 7 v 5 on Two Goal Lines</p> <p>OBJECTIVE: Build a solid attack, switch the field and move the ball forward.</p> <p>ORGANIZATION: Same as core activity, except Red only defends the two goal lines.</p> <p>KEY WORDS: Use space, switch the field, help</p> <p>GUIDED QUESTIONS: 1) Attackers, how can you make the best use of the field? 2) How do you build the attack? 3) What do you do when the opponent is keeping you from moving forward? 4) Once you've built the attack, what do you do next?</p> <p>ANSWERS: 1) By spreading out evenly over it and staying as far apart as possible. 2) By playing safe passes to move the ball forward from the defense. 3) Switch to the other side. 4) Move forward and support the forwards.</p> <p>NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this More Challenging Activity if the Core Activity is too easy. Spend a total of 30 minutes in the Practice Phase.</p>
	<p>2ND PLAY PHASE: The Game</p> <p>OBJECTIVE: To build a solid attack, switch the field and move the ball forward.</p> <p>ORGANIZATION: Mark out a regular 7 v 7 field with build-out lines. Divide players into two teams of six. Each plays a 1-2-3 formation. Play for 30 minutes including one "halftime" (5 minutes max).</p> <p>KEY WORDS: Use space, switch the field, help, pass, dribble, be open</p> <p>GUIDED QUESTIONS: 1) Attackers, how can you make the best use of the field? 2) How do you build the attack? 3) What do you do when the opponent is keeping you from moving forward? 4) Once you've built the attack, what do you do next?</p> <p>ANSWERS: 1) By spreading out evenly over it and staying as far apart as possible. 2) By playing safe passes to move the ball forward from the defense. 3) Switch to the other side. 4) Move forward and support the forwards.</p> <p>NOTES: Play according to the Laws of the Game and the standards of play found in the U.S. Soccer Player Development Initiatives.</p>
<p>Five Elements of a Training Activity</p> <ol style="list-style-type: none"> 1. Organized: Is the activity organized in the right way? 2. Game-like: Is the activity game-like? 3. Repetition: Is there repetition, when looking at the overall goal of the session? 4. Challenging: Are the players being challenged? (Is there the right balance between being successful and unsuccessful?) 5. Coaching: Is there effective coaching, based on the age and level of the players? 	<p>Training Session Self-Reflection Questions</p> <ol style="list-style-type: none"> 1. How did you do in achieving the goals of the training session? 2. What did you do well? 3. What could you do better?

TITLE: PLAY/PRACTICE/PLAY TRAINING SESSION

GOAL: Improve preventing the opponent from building up and creating chances in our half

PLAYER ACTIONS: Pressure/cover/balance, make it compact, keep it compact

KEY QUALITIES: Decision-making, reading the game, focus

U9-U10 / 7 v 7 / 12 players

MOMENT: Defending

DURATION: 90:00 min



1ST PLAY PHASE: Intentional Free Play

OBJECTIVE: To deny chances, win the ball and score.

ORGANIZATION: Mark out two 16 x 32-yard fields. Divide players into four teams of three. Teams play 3 v 3 on goal lines (pass on the ground to score). Free play, kick-ins. Play for 30 minutes with two breaks.

KEY WORDS: Stay compact, pressure and cover, move with the ball

GUIDED QUESTIONS: 1) How can you keep the opponent away from your goal? 2) What's your job when you're the defender closest to the ball? 3) What do the other defenders need to do?

ANSWERS: 1) Get yourselves behind the ball and block the path to the goal. 2) Stop the ball carrier. 3) Follow the ball and cover the defender closest to it.

NOTES: First break: Coach asks questions, players continue playing to discover answers. Second break: Players share answers with coach and each other.



PRACTICE (Core Activity): 3 v 3 on Two Goals Each

OBJECTIVE: To stop the opponent's attack and deny chances.

ORGANIZATION: Mark out two 22 x 45-yard fields, each with two 10-yard goal lines on each endline. Divide players into four teams of three. Teams play 3 v 3 on goal lines (pass on the ground to score). Play for 30 minutes with two breaks.

KEY WORDS: Pressure and cover, move with the ball

GUIDED QUESTIONS: 1) How can you keep the opponent from breaking through on the wing and scoring? 2) How should you position yourselves to do that? 3) What's your job when you're the defender closest to the ball?

ANSWERS: 1) Cover the full the width of the field, move with the ball and stop the ball carrier. 2) All three in a line. 3) Stop the ball carrier.

NOTES: Start with the core activity after the first play phase. If it's too difficult, switch to the less challenging activity. If it's too easy, switch to the more challenging activity. Spend a total of 30 minutes in the practice phase.



PRACTICE (Less Challenging): 3 v 3 on Goal Line in Middle

OBJECTIVE: To stop the opponent's attack and deny chances.



ORGANIZATION: Same as core activity, except there's just one 18-yard goal line in the middle of each endline, and players have to dribble across it to score. Play for 30 minutes with two breaks.

KEY WORDS: Pressure and cover, move with the ball

GUIDED QUESTIONS: 1) How can you keep the opponent from breaking through on the wing and scoring? 2) How should you position yourselves to do that? 3) What's your job when you're the defender closest to the ball?

ANSWERS: 1) Cover the full the width of the field, move with the ball and stop the ball carrier. 2) All three in a line. 3) Stop the ball carrier.

NOTES: Start with the Core Activity after the first Play Phase. If it's too difficult, switch to the Less Challenging Activity. If it's too easy, switch to the More Challenging Activity. Spend a total of 30 minutes in the Practice Phase.

	<p>PRACTICE (More Challenging): 3 v 3 on Endlines</p> <p>OBJECTIVE: To stop the opponent's attack and deny chances.</p> <p>ORGANIZATION: Same as core activity; except players have to dribble across the endlines to score. Play for 30 minutes with two breaks.</p> <p>KEY WORDS: Pressure and cover, move with the ball</p> <p>GUIDED QUESTIONS: 1) How can you keep the opponent from breaking through on the wing and scoring? 2) How should you position yourselves to do that? 3) What's your job when you're the defender closest to the ball?</p> <p>ANSWERS: 1) Cover the full the width of the field, move with the ball and stop the ball carrier. 2) All three in a line. 3) Stop the ball carrier.</p> <p>NOTES: Start with the Core Activity after the first Play Phase. If it's too difficult, switch to the Less Challenging Activity. If it's too easy, switch to the More Challenging Activity. Spend a total of 30 minutes in the Practice Phase.</p>
	<p>2ND PLAY PHASE: The Game</p> <p>OBJECTIVE: To stop the opponent's attack, deny chances and win the ball back.</p> <p>ORGANIZATION: Mark out a regular 7 v 7 field with build-out lines. Divide players into two teams of six. Each plays a 1-2-3 formation. Play for 30 minutes including one "halftime" (5 minutes max).</p> <p>KEY WORDS: Stay compact, pressure and cover, move with the ball</p> <p>GUIDED QUESTIONS: 1) How can you keep the opponent away from your goal? 2) What should you do when the opponent is attacking up the wing?</p> <p>ANSWERS: 1) Form a block behind the ball, cover the entire field and block the path to the goal. 2) Everyone moves toward the ball. Whoever's closest stops the ball carrier while the others cover.</p> <p>NOTES: Play according to the Laws of the Game and the standards of play found in the U.S. Soccer Player Development Initiatives.</p>
<p>Five Elements of a Training Activity</p> <ol style="list-style-type: none"> 1. Organized: Is the activity organized in the right way? 2. Game-like: Is the activity game-like? 3. Repetition: Is there repetition, when looking at the overall goal of the session? 4. Challenging: Are the players being challenged? (Is there the right balance between being successful and unsuccessful?) 5. Coaching: Is there effective coaching, based on the age and level of the players? 	<p>Training Session Self-Reflection Questions</p> <ol style="list-style-type: none"> 1. How did you do in achieving the goals of the training session? 2. What did you do well? 3. What could you do better?

TITLE: PLAY/PRACTICE/PLAY TRAINING SESSION

GOAL: Improve scoring goals

PLAYER ACTIONS: Create 1 v 1s and 2 v 1s; shoot

KEY QUALITIES: Decision-making, reading the game, initiative, technical execution

U9-U10 / 7 v 7 / 14 players

MOMENT: Attacking

DURATION: 90:00 min



1ST PLAY PHASE: Intentional Free Play

OBJECTIVE: To score goals.

ORGANIZATION: Mark out two 16 x 24-yard fields. Teams play 2 v 2 on goals with goalkeepers. The attacking team's keeper can help build the attack and even score goals. Play for 30 minutes with two breaks.

KEY WORDS: Dribble, pass, take opponents on, shoot

GUIDED QUESTIONS: 1) When the attackers' keeper helps build the attack, what kind of situation does that create? 2) How can you take advantage of this situation?

ANSWERS: 1) A 3 v 2 with attackers outnumbering defenders. 2) Cover the middle and both wings; use our extra player; don't be afraid to attack 1 v 1; shoot.

NOTES: First break: Coach asks questions, players continue playing to discover answers. Second break: Players share answers with coach and each other.



PRACTICE (Core Activity): 2 v 1 on One Goal with Goalkeeper

OBJECTIVE: To score goals.

ORGANIZATION: Mark out a 22 x 24-yard field with one goal with goalkeeper and two mini goals. Assign attackers (Blue) and defenders (Red) to starting positions as shown. Players play 2 v 1 until a goal is scored. The defender tries to win the ball and score on the mini goals. Afterward, the next defender starts. Play for 30 minutes with two breaks.

KEY WORDS: Dribble, pass, take opponents on, shoot

GUIDED QUESTIONS: 1) What should you do when you have the ball? 2) Why? 3) What do you need to watch out for when you're passing? 4) What could you do instead?

ANSWERS: 1) Dribble forward to tie up the defender, then pass when your teammate is in position to score. 2) That way the defender doesn't have a chance to force the receiver onto the wing. 3) The offside line. 4) Go 1 v 1 against the defender and dribble past.



PRACTICE (Less Challenging): 3 v 1 on One Goal with Goalkeeper

OBJECTIVE: To score goals.



ORGANIZATION: Same as core activity, except players play 3 v 1.

KEY WORDS: Dribble, pass, take opponents on, shoot

GUIDED QUESTIONS: 1) What should you do when you have the ball? 2) Why? 3) What do you need to watch out for when you're passing? 4) What could you do instead?

ANSWERS: 1) Dribble forward to tie up the defender, then pass when your teammate is in position to score. 2) That way the defender doesn't have a chance to force the receiver onto the wing. 3) The offside line. 4) Go 1 v 1 against the defender and dribble past.

NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this Less Challenging Activity if the Core Activity is too difficult. Spend a total of 30 minutes in the Practice Phase.

	<p>PRACTICE (More Challenging): 3 v 2 on One Goal with Goalkeeper</p> <p>OBJECTIVE: To score goals.</p> <p>ORGANIZATION: Same as core activity; except players play 3 v 2.</p> <p>KEY WORDS: Dribble, pass, take opponents on, shoot</p> <p>GUIDED QUESTIONS: 1) What should you do when you have the ball? 2) Why? 3) What do you need to watch out for when you're passing? 4) What could you do instead?</p> <p>ANSWERS: 1) Dribble forward to tie up the defender, then pass when your teammate is in position to score. 2) That way the defender doesn't have a chance to force the receiver onto the wing. 3) The offside line. 4) Go 1 v 1 against the defender and dribble past.</p> <p>NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this More Challenging Activity if the Core Activity is too easy. Spend a total of 30 minutes in the Practice Phase.</p>
	<p>2ND PLAY PHASE: The Game</p> <p>OBJECTIVE: To score goals.</p> <p>ORGANIZATION: Mark out a regular 7 v 7 field with build-out lines. Divide players into two teams of six. Each plays a 1-2-3 formation. Play for 30 minutes including one "halftime" (5 minutes max).</p> <p>KEY WORDS: Dribble, pass, take opponents on, shoot</p> <p>GUIDED QUESTIONS: 1) How many goals did you score? 2) How did you score them? 3) How can you score more goals?</p> <p>ANSWERS: 1-3.) General questions asked to focus players' attention on the principles they have learned (dribble, pass, shoot, create 1 v 1s and 2 v 1s).</p> <p>NOTES: Play according to the Laws of the Game and the standards of play found in the U.S. Soccer Player Development Initiatives.</p>
<p>Five Elements of a Training Activity</p> <ol style="list-style-type: none"> 1. Organized: Is the activity organized in the right way? 2. Game-like: Is the activity game-like? 3. Repetition: Is there repetition, when looking at the overall goal of the session? 4. Challenging: Are the players being challenged? (Is there the right balance between being successful and unsuccessful?) 5. Coaching: Is there effective coaching, based on the age and level of the players? 	<p>Training Session Self-Reflection Questions</p> <ol style="list-style-type: none"> 1. How did you do in achieving the goals of the training session? 2. What did you do well? 3. What could you do better?

TITLE: PLAY/PRACTICE/PLAY TRAINING SESSION

GOAL: Improve preventing the opponent from scoring

PLAYER ACTIONS: Make it compact, keep it compact, protect the goal

KEY QUALITIES: Decision-making, reading the game, initiative, focus

U9-U10 / 7 v 7 / 14 players

MOMENT: Defending

DURATION: 90:00 min



1ST PLAY PHASE: Intentional Free Play

OBJECTIVE: To prevent the opponent from scoring.

ORGANIZATION: Mark out two 16 x 24-yards fields with goals and goalkeepers. Teams play 3 v 3. The attacking team's keeper can help build the attack and even score goals. Free play, kick-ins. Play for 30 minutes with two breaks.

KEY WORDS: Stay compact, move with the ball, defend the goal

GUIDED QUESTIONS: 1) When the attackers' keeper helps build the attack, what kind of situation does that create? 2) Defenders, what's your top priority when you're outnumbered? 3) How do you do that?

ANSWERS: 1) The defenders are outnumbered. 2) To defend the goal. 3) Quickly get behind the ball, block the direct path to the goal, force attackers outside and block shots.

NOTES: First break: Coach asks questions, players continue playing to discover answers. Second break: Players share answers with coach and each other.



PRACTICE (Core Activity): 3 v 2 on One Goal with GK and Two Mini Goals

OBJECTIVE: To prevent the opponent from scoring.

ORGANIZATION: Mark out a 24 x 24-yard field with one goal with goalkeeper and two mini goals. Assign attackers (Red) and defenders (Blue) to starting positions as shown. Teams play 3 v 2. The defenders start out on the 18-yard-line. If they win the ball, they counterattack on the mini goals. Play for 30 minutes with two breaks.

KEY WORDS: Stay compact, move with the ball, defend the goal

GUIDED QUESTIONS: 1) Defenders, what's your top priority in this exercise? 2) How do you do that?

ANSWERS: 1) To defend the goal. 2) Block the direct path to the goal, force attackers outside, move to follow the ball and block shots.

NOTES: Start with the core activity after the first play phase. If it's too difficult, switch to the less challenging activity. If it's too easy, switch to the more challenging activity. Spend a total of 30 minutes in the practice phase.



PRACTICE (Less Challenging): 2 v 2 on One Goal with GK and Two Mini Goals

OBJECTIVE: To prevent the opponent from scoring.


ORGANIZATION: Same as core activity, except teams play 2 v 2.

KEY WORDS: Stay compact, move with the ball, defend the goal

GUIDED QUESTIONS: 1) Defenders, what's your top priority in this exercise? 2) How do you do that?

ANSWERS: 1) To defend the goal. 2) Block the direct path to the goal, force attackers outside, move to follow the ball and block shots.

NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this Less Challenging Activity if the Core Activity is too difficult. Spend a total of 30 minutes in the Practice Phase.

	<p>PRACTICE (More Challenging): 3 v 2 on One Goal with GK and Two Mini Goals</p> <p>OBJECTIVE: To prevent the opponent from scoring.</p> <p>ORGANIZATION: Same as core activity, except the defenders start out much closer to the attackers, and the field is extended to about 32 yards wide.</p> <p>KEY WORDS: Stay compact, move with the ball, defend the goal</p> <p>GUIDED QUESTIONS: 1) Defenders, what's your top priority in this exercise? 2) How do you do that?</p> <p>ANSWERS: 1) To defend the goal. 2) Block the direct path to the goal, force attackers outside, move to follow the ball and block shots.</p> <p>NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this More Challenging Activity if the Core Activity is too easy. Spend a total of 30 minutes in the Practice Phase.</p>
	<p>2ND PLAY PHASE: The Game</p> <p>OBJECTIVE: To prevent the opponent from scoring.</p> <p>ORGANIZATION: Mark out a regular 7 v 7 field with build-out lines. Divide players into two teams of six. Each plays a 1-2-3 formation. Play for 30 minutes including one "halftime" (5 minutes max).</p> <p>KEY WORDS: Stay compact, move with the ball, defend the goal</p> <p>GUIDED QUESTIONS: 1) How many goals did the other team score? 2) How did they score them? 3) How could you have stopped them?</p> <p>ANSWERS: 1 & 2) General questions asked to focus players' attention on the principles they have learned. 3) Get compact and stay compact, block the direct path to the goal, force attackers outside, move to follow the ball and block shots.</p> <p>NOTES: Play according to the Laws of the Game and the standards of play found in the U.S. Soccer Player Development Initiatives.</p>

Five Elements of a Training Activity

1. **Organized:** Is the activity organized in the right way?
2. **Game-like:** Is the activity game-like?
3. **Repetition:** Is there repetition, when looking at the overall goal of the session?
4. **Challenging:** Are the players being challenged? (Is there the right balance between being successful and unsuccessful?)
5. **Coaching:** Is there effective coaching, based on the age and level of the players?

Training Session Self-Reflection Questions

1. How did you do in achieving the goals of the training session?
2. What did you do well?
3. What could you do better?