



U12 Coaches Guidebook

Table of Contents

| | |
|---|--------------|
| Intro..... | 4 |
| Mission Statement and Core Values..... | 5 |
| Rules of the Game..... | 6-7 |
| Grassroots Player Development..... | 8-12 |
| Profile of a Grassroots Coach..... | 13-17 |
| Health and Safety (Heads Up Concussion Protocol) | 18-19 |
| Considerations when choosing a line-up | 20 |
| Common U12 Soccer Formations..... | 21-28 |
| Common Practice Problems | 29 |
| Stretching Exercises..... | 30 |
| Basic Practice Plan | 31 |
| Practice #1 – Attacking (Improve building up in opponent’s half in order to create chances) | 32-33 |
| Practice #2 –Defending (Improve preventing the opponent from building up in their own half) | 34-35 |
| Practice #3 –Attacking (Improve building up in own half in order to move the ball to the opponent’s half) | 36-37 |
| Practice #4 – Defending (Improve preventing the opponent from building up and creating chances in our half) | 38-39 |
| Practice #5 – Attacking (Improve Scoring Goals) | 40-41 |
| Practice #6 – Defending (Improve preventing the opponent from scoring) | 42-43 |
| Practice #7 – Attacking (Improve building up in opponent’s half in order to create chances) | 44-45 |
| Practice #8 – Defending (Improve preventing the opponent from building in their own half) | 46-47 |
| Practice #9 – Attacking (Improve building up from own half in order to move the ball to the opponent’s half) | 48-49 |
| Practice #10 – Defending (Improving preventing the opponent from | |

building up and creating chances in our half)50-51

Practice #11 – Attacking (Improve Scoring goals)52-53

**Practice #12 – Defending (Improve preventing the opponent from
scoring)54-55**

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 yrd 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).

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).

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 |

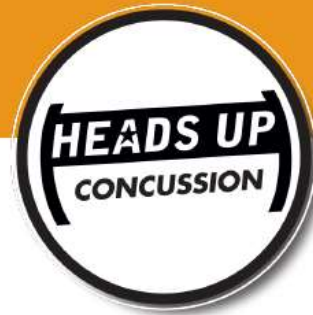
PROFILE OF THE GRASSROOTS COACH



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 9 v 9

1-3-3-2 Base Formation



Pros:

- Easy for players to understand
- Midfield shape can be played as triangle of flat
- Two central strikers can occupy the opposing team's central defender, allowing attacks to be central and direct to goal
- Can allow for two solid defensive lines and be compact for the opposition to break

Cons:

- Requires the Center Midfielder to be very mobile and could be vulnerable if wide players don't tuck in
- Players can be very rigid with their movement in the attack, forwards have to work off of each other
- Requires high level of discipline defensively and is set up to win the ball back later rather than earlier
- If defensive shape is not found early the gaps in the midfield can be exploited quickly

1-3-3-2 Positional Roles/Responsibilities**#1 Goalkeeper**

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

#2, #3 Outside Backs

- When not in possession get compact and force play wide
- Intercept passes, win tackles and air balls
- Provide depth (get wide) in build up when attacking... primarily by passing

#4/5 Center Back

- Stays deep during buildup to allow ball to be played back
- Remain in central areas and must organize
- May have to step into the central midfield areas to support

#6/8 Center Mid

- Very Mobile and good fitness
- Must maintain possession and have good range of passing

#7 & #11 Mids (Wingers)

- Need to stay wide when in possession and create 1v1 situations
- Squeeze in centrally when not in possession
- Runs must be dynamic

#10 Forward (Striker)

- Should try to drop in between opposition back line and midfield to receive ball
- Be creative on the ball
- Drop back when not in possession

#9 Forward (Striker)

- Runs need to be timed well and play on shoulder of last defender

Formations 9 v 9

1-2-4-2 Base Formation



Pros:

- Creates lots of triangles to play in the midfield
- Can create overloads in central areas and allow for combinations
- Two central strikers can occupy the opposing team's central defender or go wide allowing the attacking midfielder to make deep runs
- Midfielder set up can allow for the team to play on more than three lines

Cons:

- Requires defenders being comfortable defending 1v1

- Can leave spaces in wide areas to exploit if the outside backs or defensive mid over commits
- Vulnerable to counterattack
- Can require players to play numerous positions

1-2-4-2 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 Center Backs

- Good speed and strength in defending 1v1 situations
- Intercept passes, win tackles and air balls
- Go wide and provide depth in build up when attacking
- Penetrate primarily by passing

#6 Defensive Mid

- Need to feel comfortable on the ball and dictate tempo of play
- Willing to step back between Center Backs when in possession and defending

#2/7, #3/11 Wing Backs

- High level of energy and endurance to cover a lot of space
- Comfortable attacking and defending 1v1

#8 Center Midfielder

- Possess decent range of passing
- Willing to make runs out of midfield and move the ball to maintain possession

#10 Striker

- Drop between opposition back line and midfield to receive ball
- Creative with ball and dynamic with movement

#9 Striker

- Runs timed well and should try to play on shoulder of last defender
- Stretch field wide from time to time

Formations 9 v 9

1-2-3-3 Base Formation



Pros:

- Allows team to be very direct and play higher up the field
- Can help the team press higher and win ball back in the attacking third
- Good formation for teams that have quality wide players with speed that like to cross the ball
- Provides a lot of options to always penetrate

Cons:

- Requires defenders being comfortable defending 1v1
- Vulnerable to counterattack

- Can be open in central areas and requires Midfielders to be disciplined

1-2-3-3 Positional Roles/Responsibilities

#1 Goalkeeper

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

#4, #5 Center Backs

- Good speed and strength in defending 1v1 situations
- Intercept passes, win tackles and air balls
- Go wide and provide depth in build up when attacking
- Penetrate primarily by passing

#6, #8 Midfield

- Need to feel comfortable on the ball and dictate tempo of play
- Willing to step back between Center Backs when in possession and defending
- Willing to make runs out of the midfield and maintain possession of ball

#2 & #3 Midfield

- Always provide an option for the wingers in front
- Should drop back to defend far side when opposition building attack on opposite side

#9/10 Striker

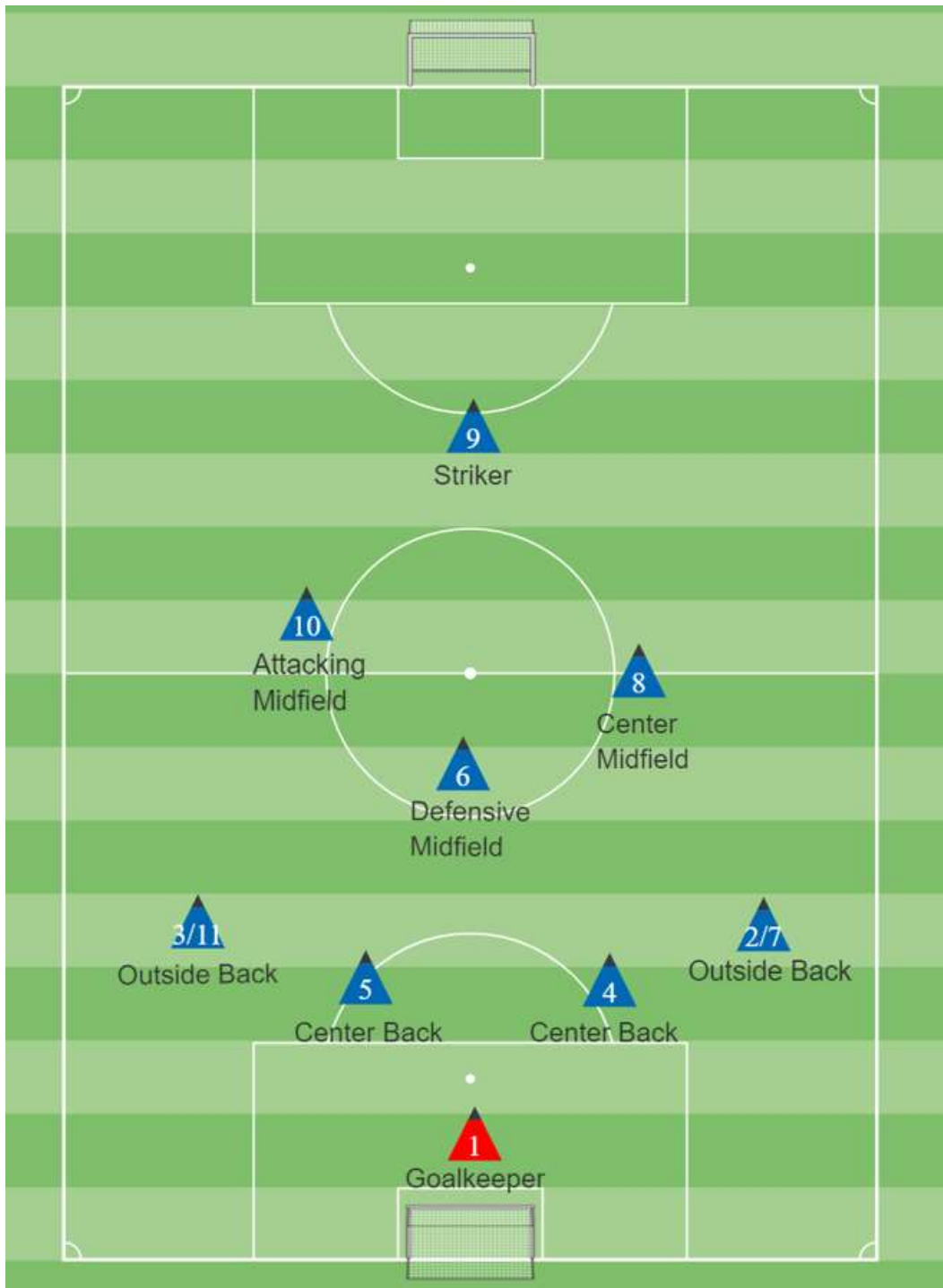
- Be able to play with back to goal and bring other into game
- Willing to get on the end of crosses

#7/11 Wingers

- Stay wide when in possession and take on their defenders
- Have good range of crossing
- Squeeze middle and back

Formations 9 v 9

1-4-3-1 Base Formation



Pros:

- Provides numbers defensively and allows for zone defending
- Good for possession in center midfield; good angles and support play
- Outside backs can step forward to create an overload in the midfield
- A center back can step forward and allow the Center Midfielder to support the Striker

Cons:

- Hard to generate attacks as it requires a lot of single striker
- Easy for opponents to play out of the back
- Not a lot of width in attacking third unless backs push forward
- Have to be patient in the build up as options to play forward are very limited

1-4-3-1 Positional Roles/Responsibilities

#1 Goalkeeper

- Keep ball out of the net
- Organize backs and defense
- First line of attack (distribution)...good range of passing

#2, #3 Outside Backs

- Look to step into the midfield when in possession and even progress to attacking third by staying high and wide
- Intercept passes, win tackles and air balls
- Penetrate primarily by passing

#4, #5 Center Backs

- Mark the Strikers
- Organize back line to stay compact
- Look to step into the midfield, when possible, to create number advantages

#6 Defensive Midfield

- Penetrate by playing the ball into spaces
- Protect the back line by shielding in front and denying opportunities to penetrate

#8 Center Midfield

- Must have good stamina
- Seen as a box-to-box player that supports both sides of the ball

#10 Attacking Midfield

- Looks to play in between the lines of the opponents
- Provide good support to the Striker

#9 Striker

- Player stays in central areas
- Good with back to goal

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.**

TITLE: PLAY/PRACTICE/PLAY TRAINING SESSION

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

PLAYER ACTIONS: Create 1 v 1s and 2 v 1s, support the attack, change the point of attack

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

U11-U12 / 9 v 9 / 16 players

MOMENT: Attacking

DURATION: 90:00 min



1ST PLAY PHASE: Intentional Free Play

OBJECTIVE: To beat the defender(s) and score goals.

ORGANIZATION: Mark out four 20 x 15-yard fields; each with two mini goals. Free play: Players are divided into pairs and take turns playing 2 v 2. Play for 30 minutes with two breaks. Rotate players/teams as needed according to the Five Elements.

KEY WORDS: Opening, move forward, pass, dribble

GUIDED QUESTIONS: 1) How can you beat the defender 1 v 1? 2) How can you beat the defender 2 v 1?

ANSWERS: 1) Get the defender off balance. 2) Give and go.

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 4 on Two Goals Each

OBJECTIVE: To beat defenders and score goals by creating 1 v 1s and 2 v 1s.

ORGANIZATION: Mark out a 40 x 50-yard field with two goals per team. Teams play 6 v 4. The attackers (Blue) must dribble or pass on the ground to score. The defenders can only score on ground balls. After a goal, Blue starts a new attack. Use kick-ins for restarts. Play for 30 minutes with two breaks. Rotate players every three minutes.

KEY WORDS: Take opponents on, support, switch

GUIDED QUESTIONS: 1) Where is your best chance to score? 2) Why? 3) How can you help the ball carrier?

ANSWERS: 1) "Over there." 2) Because it's less crowded. 3) Try to get more attackers than defenders around the ball.

NOTES: Start here at 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): 6 v 3 on Two Goals Each

OBJECTIVE: To beat defenders and score goals by creating 1 v 1s and 2 v 1s.

ORGANIZATION: Same as Core Activity, except teams play 6 v 3 and can only score on ground balls.

KEY WORDS: Take opponents on, support, switch

GUIDED QUESTIONS: 1) Where is your best chance to score? 2) Why? 3) How can you help the ball carrier?

ANSWERS: 1) "Over there." 2) Because it's less crowded. 3) Try to get more attackers than defenders around the ball.

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 5 on Two Goals Each

OBJECTIVE: To beat defenders and score goals by creating 1 v 1s and 2 v 1s.

ORGANIZATION: Same as Core Activity, except teams play 6 v 5.

KEY WORDS: Take opponents on, support, switch

GUIDED QUESTIONS: 1) Where is your best chance to score? 2) Why? 3) How can you help the ball carrier?

ANSWERS: 1) "Over there." 2) Because it's less crowded. 3) Try to get more attackers than defenders around the ball.

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 beat defenders and score goals by creating 1 v 1s and 2 v 1s.

ORGANIZATION: Teams play 8 v 8 on a 60 x 55-yard field. Each plays a 1-3-1-3 formation. Play for 30 minutes including one "halftime" (5 minutes max).

KEY WORDS: Take opponents on, support, switch

GUIDED QUESTIONS: 1) How can you beat the defender 1 v 1? 2) How can you beat the defender 2 v 1? 3) Where is your best chance to score? 4) Why? 5) How can you help the ball carrier?

ANSWERS: 1) Get the defender off balance. 2) Give and go. 3) "Over there." 4) Because it's less crowded. 5) Try to get more attackers than defenders around the ball.

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

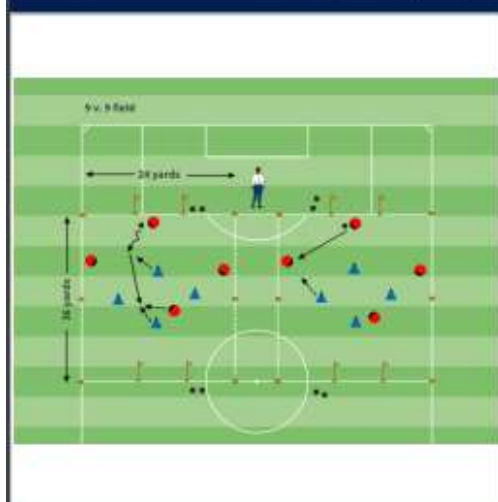
PLAYER ACTIONS: Pressure/cover/balance, stay compact, steal the ball

KEY QUALITIES: Focus, decision-making, reading the game, initiative

U11-U12 / 9 v 9 / 16 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 and score.

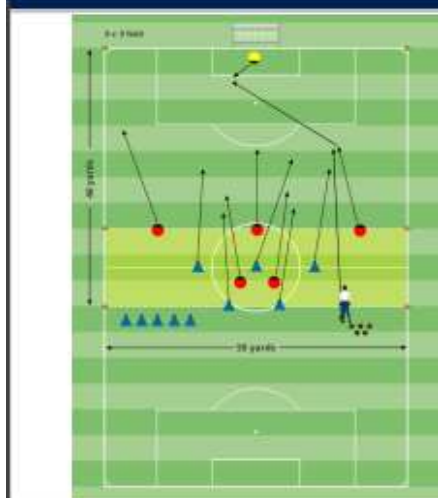
ORGANIZATION: Mark out two 36 x 24-yard fields. Divide players into four teams of four. Free play: Teams play 4 v 4 on 8-yard goal lines without goalkeepers (pass on the ground to score). Goals scored after winning the ball in the opponent's half count double. Play for 30 minutes with two breaks.

KEY WORDS: Get compact, stay compact, pressure, cover, balance, attack the ball

GUIDED QUESTIONS: 1) Why is it good to win the ball in the opponent's half? 2) What do you need to do to be able to disrupt their buildup right away?

ANSWERS: 1) We're close to their goal (shorter transition time). 2) Form a compact unit, block forward passing lanes, make them play square passes, work together (on command) to put pressure on the opponent.

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 5 after Pass behind Defenders

OBJECTIVE: To chase down the ball in the opponents' half and win it back.

ORGANIZATION: Mark out a field with a standard goal and a 14-yard-deep end zone. Choose ten defenders (Blue), five attackers (Red) and one goalkeeper. Assign attackers and defenders to starting positions as shown. The coach plays the ball in from behind Blue's endline. Red tries to run down the coach's pass, secure the ball and then finish by dribbling into the end zone. Blue tries to prevent the goal, win the ball and score. Play for 30 minutes with two breaks.

KEY WORDS: Stay compact, pressure, attack the ball

GUIDED QUESTIONS: 1) What are your signals to start pressing? 2) What is the situation we're simulating here? 3) What do you need to do?

ANSWERS: 1) Missed passes, square passes, passes that go behind their receivers. 2) The race for the ball after a pass goes behind the defensive line. 3) Sprint after the ball when it goes behind our line, move forward as a unit and keep pressure on the ball carrier at all times.



PRACTICE (Less Challenging): 6 v 5 after Pass behind Defenders

OBJECTIVE: To chase down the ball in the opponents' half and win it back.

ORGANIZATION: Same as Core Activity, except the field is only 45 yards wide.

KEY WORDS: Stay compact, pressure, attack the ball

GUIDED QUESTIONS: 1) What are your signals to start pressing? 2) What is the situation we're simulating here? 3) What do you need to do?

ANSWERS: 1) Missed passes, square passes, passes that go behind their receivers. 2) The race for the ball after a pass goes behind the defensive line. 3) Sprint after the ball when it goes behind our line, move forward as a unit and keep pressure on the ball carrier at all times.

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 5 after Pass behind Defenders

OBJECTIVE: To chase down the ball in the opponents' half and win it back.

ORGANIZATION: Same as Core Activity, except Red has another option to get out of pressure: They can also score by passing to the coach in the end zone.

KEY WORDS: Stay compact, pressure, attack the ball

GUIDED QUESTIONS: 1) What are your signals to start pressing? 2) What is the situation we're simulating here? 3) What do you need to do?

ANSWERS: 1) Missed passes, square passes, passes that go behind their receivers. 2) The race for the ball after a pass goes behind the defensive line. 3) Sprint after the ball when it goes behind our line, move forward as a unit and keep pressure on the ball carrier at all times.

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 and score.

ORGANIZATION: Mark out a 60 x 55-yard field. Divide players into two teams of eight. Each plays a 1-3-1-3 and tries to disrupt the other's buildup as quickly as possible. Play according to the Laws of the Game and the standards of play found in the U.S. Soccer Player Development Initiatives. Play for 30 minutes including one "halftime" (5 minutes max).

KEY WORDS: Get compact, stay compact, pressure, cover, balance, attack the ball

GUIDED QUESTIONS: 1) Why is it good to win the ball in the opponent's half? 2) What do you need to do to be able to disrupt their buildup right away? 3) What are your signals to start pressing?

ANSWERS: 1) We're close to their goal (shorter transition time). 2) Form a compact unit, block forward passing lanes, make them play square passes, work together (on command) to put pressure on the opponent. 3) Missed passes, square passes, passes that go behind their receivers.

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

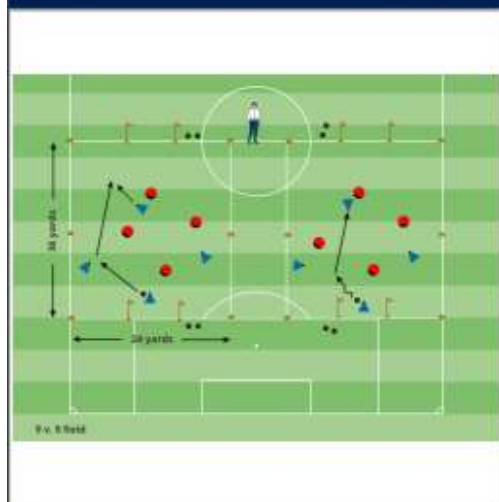
PLAYER ACTIONS: Pass or dribble forward, create passing options, spread out

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

U11-U12 / 9 v 9 / 16 players

MOMENT: Attacking

DURATION: 90:00 min



1ST PLAY PHASE: Intentional Free Play

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

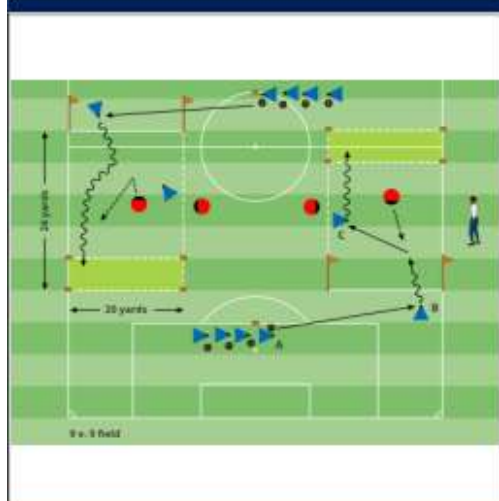
ORGANIZATION: Mark out two 36 x 24-yard fields. Divide players into four teams of four. Free play. Teams play 4 v 4 on 8-yard goal lines without goalkeepers (pass on the ground to score). Play for 30 minutes with two breaks.

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

GUIDED QUESTIONS: 1) How do you create the space you need to build a solid attack? 2) What's a good formation to use for that? 3) What are the central defender's options for building the attack?

ANSWERS: 1) Make the field as big as possible; push forward (no offside rule) and try to tie up individual opponents; use the full width of the field. 2) A 1-2-1 diamond formation. 3) Dribbling, square pass, forward pass.

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 End Zone

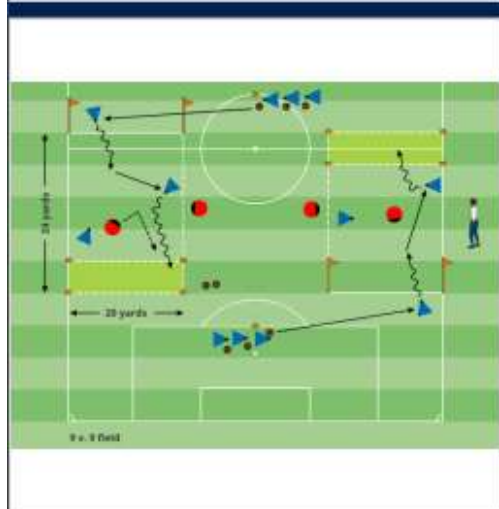
OBJECTIVE: To move the ball forward by dribbling or passing.

ORGANIZATION: Mark out two 24 x 20-yard fields with end zones. Choose four defenders (Red) and 12 attackers (Blue) and position them as shown. Player A passes to B, who dribbles onto the field. B and C attack 2 v 1 on the end zone. The defender tries to win the ball and score on the goal line. Afterward, the attackers rotate counterclockwise. Play for 30 minutes with two breaks.

KEY WORDS: Pass, dribble, be open

GUIDED QUESTIONS: 1) How do you handle a 2 v 1 when you've got the ball? 2) What should your teammate do? 3) What else can you do when you have the ball?

ANSWERS: 1) Quickly dribble forward to tie up the defender, then pass the ball off to my teammate. 2) Stay open, show for passes beside the defender and take the ball directly forward. 3) Dribble past the defender on the outside.



PRACTICE (Less Challenging): 3 v 1 on End Zone

OBJECTIVE: To move the ball forward by dribbling or passing.

ORGANIZATION: Same as Core Activity, except players play 3 v 1.

KEY WORDS: Pass, dribble, be open

GUIDED QUESTIONS: 1) How do you handle a 2 v 1 when you've got the ball? 2) What should your teammate do? 3) What else can you do when you have the ball?

ANSWERS: 1) Quickly dribble forward to tie up the defender, then pass the ball off to my teammate. 2) Stay open, show for passes beside the defender and take the ball directly forward. 3) Dribble past the defender on the outside.

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 on End Zone

OBJECTIVE: To move the ball forward by dribbling or passing.

ORGANIZATION: Same as Core Activity, except on a 24 x 12-yard field.

KEY WORDS: Pass, dribble, be open

GUIDED QUESTIONS: 1) How do you handle a 2 v 1 when you've got the ball? 2) What should your teammate do? 3) What else can you do when you have the ball?

ANSWERS: 1) Quickly dribble forward to tie up the defender, then pass the ball off to my teammate. 2) Stay open, show for passes beside the defender and take the ball directly forward. 3) Dribble past the defender on the outside.

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, move the ball forward and score.

ORGANIZATION: Mark out a 60 x 55-yard field. Teams play 8 v 8. Each plays a 1-3-3-1 and tries to disrupt the other's buildup as quickly as possible. Play according to the Laws of the Game and the standards of play found in the U.S. Soccer Player Development Initiatives. Play for 30 minutes including one "halftime" (5 minutes max).

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

GUIDED QUESTIONS: 1) How do you create the space you need to build a solid attack? 2) How do you handle a 2 v 1 when you've got the ball? 3) What do the receivers need to do?

ANSWERS: 1) Make the field as big as possible; push forward and try to tie up individual opponents; use the full width of the field. 2) Quickly dribble forward to tie up the defender, then pass the ball off to my teammate. 3) Stay open, show for passes and take the ball directly forward.

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: Pressure/cover/balance, stay compact, steal the ball

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

U11-U12 / 9 v 9 / 16 players

MOMENT: Defending

DURATION: 90:00 min



1ST PLAY PHASE: Intentional Free Play

OBJECTIVE: To stop the opponent's attack, win the ball and score.

ORGANIZATION: Mark out four 20 x 15-yard fields, each with two mini goals. Free play: Players are divided into pairs and take turns playing 2 v 2. Play for 30 minutes with two breaks. Rotate players/teams as needed according to the Five Elements

KEY WORDS: Pressure, cover, move with the ball, attack the ball

GUIDED QUESTIONS: 1) How do you keep opponents from moving forward? 2) How should you position yourselves to do that?

ANSWERS: 1) Cover the full the width of the field, put pressure on the ball carrier, cover each other and move with the ball. 2) Side by side: Whoever is closer steps up and confronts the ball carrier, while the other one drops diagonally back to 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): 2 v 2 on End Zones

OBJECTIVE: To stop the opponent's attack.

ORGANIZATION: Mark out two 24 x 15-yard fields, each with two end zones. Divide players into two teams and have them line up in pairs by the end zones. The defenders pass the ball to the attackers, and then they play 2 v 2. Players attack on the end zones (dribble or pass into teammate's path to score). The offside rule goes into effect at the centerline. Play for 30 minutes with two breaks.

KEY WORDS: Push up, pressure, cover, move with the ball, attack the ball

GUIDED QUESTIONS: 1) Why should you run forward after the opening pass? 2) What's your job when you're the one closer to the ball? 3) What about when you're not? 4) What position should you take to do that?

ANSWERS: 1) To get away from our end zone and stop the attackers as quickly as possible. 2) To stop the ball carrier. 3) To support my teammate. 4) Off to the side and slightly behind my teammate.



PRACTICE (Less Challenging): 2 v 2 on End Zones

OBJECTIVE: To stop the opponent's attack.

ORGANIZATION: Same as Core Activity, except the fields are only 10 yards wide.

KEY WORDS: Push up, pressure, cover, move with the ball, attack the ball

GUIDED QUESTIONS: 1) Why should you run forward after the opening pass? 2) What's your job when you're the one closer to the ball? 3) What about when you're not? 4) What position should you take to do that?

ANSWERS: 1) To get away from our end zone and stop the attackers as quickly as possible. 2) To stop the ball carrier. 3) To support my teammate. 4) Off to the side and slightly behind my teammate.

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 2 on End Zones

OBJECTIVE: To stop the opponent's attack.

ORGANIZATION: Same as Core Activity, except the fields are 20 yards wide.

KEY WORDS: Push up, pressure, cover, move with the ball, attack the ball

GUIDED QUESTIONS: 1) Why should you run forward after the opening pass? 2) What's your job when you're the one closer to the ball? 3) What about when you're not? 4) What position should you take to do that?

ANSWERS: 1) To get away from our end zone and stop the attackers as quickly as possible. 2) To stop the ball carrier. 3) To support my teammate. 4) Off to the side and slightly behind my teammate.

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 stop the opponent's attack, win the ball and score.

ORGANIZATION: Mark out a 60 x 55-yard field. Divide players into two teams of eight. Each plays a 1-3-1-3. Play according to the Laws of the Game and the standards of play found in the U.S. Soccer Player Development Initiatives. Play for 30 minutes including one "halftime" (5 minutes max).

KEY WORDS: Pressure, cover, balance, move with the ball, attack the ball

GUIDED QUESTIONS: 1) How can you keep opponents from moving forward? 2) What's the job of the player closest to the ball? 3) What should the other defenders nearby do? 4) What about the defenders farther away from the ball?

ANSWERS: 1) Cover the full the width of the field, put pressure on the ball carrier, cover each other other and move with the ball. 2) To put pressure on the ball, stop the ball carrier and force them onto the wing. 3) Cover the defender pressuring the ball carrier, close down space and mark the attackers closest to the ball. 4) Follow the ball, stay compact and defend against switches of play.

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 scoring goals

PLAYER ACTIONS: Create 1 v 1s and 2 v 1s, pass or dribble forward, shoot

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

U11-U12 / 9 v 9 / 16 players

MOMENT: Attacking

DURATION: 90:00 min



1ST PLAY PHASE: Intentional Free Play

OBJECTIVE: To create openings and score goals.

ORGANIZATION: Mark out four 20 x 15-yard fields, each with two mini goals. Free play: Players are divided into pairs and take turns playing 2 v 2. Play for 30 minutes with two breaks. Rotate players/teams as needed according to the Five Elements.

KEY WORDS: Pass, dribble, take opponents on, shoot

GUIDED QUESTIONS: 1) How many goals did you score? What can you do to score more goals? 2) What should you do if you see an opening? 3) How do you create an opening?

ANSWERS: 1) Focus on attacking; create 1 v 1s and 2 v 1s; finish faster. 2) Pass or dribble through it; shoot on goal. 3) Make the opponent move; beat the opponent 1 v 1 or 2 v 1 (give and go).

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 + 1 in Middle

OBJECTIVE: To score goals by attacking 2 v 1 up the middle.

ORGANIZATION: Mark out two 32 x 36-yard fields. Assign attackers and defenders to starting positions as shown. Players play 2 v 1 + 1 (second defender runs in from behind). Play begins as soon as the ball starts moving forward and continues until a goal is scored. The defenders try to win the ball and score on the goal line. Play for 30 minutes with two breaks.

KEY WORDS: Pass, dribble, take opponents on, shoot

GUIDED QUESTIONS: 1) How do you handle a 2 v 1 when you've got the ball? 2) What should the forward do? 3) What else can you do when you have the ball?

ANSWERS: 1) Quickly dribble forward to tie up the defender, then pass the ball off to my teammate. 2) Get open while maintaining eye contact with the ball carrier and accelerating forward - but don't run offside! 3) Go 1 v 1 against the defender, dribble past on the outside and finish on the goal.



PRACTICE (Less Challenging): 2 v 1 in Middle

OBJECTIVE: To score goals by attacking 2 v 1 up the middle.



ORGANIZATION: Same as Core Activity, except without the second defender.

KEY WORDS: Pass, dribble, take opponents on, shoot

GUIDED QUESTIONS: 1) How do you handle a 2 v 1 when you've got the ball? 2) What should the forward do? 3) What else can you do when you have the ball?

ANSWERS: 1) Quickly dribble forward to tie up the defender, then pass the ball off to my teammate. 2) Get open while maintaining eye contact with the ball carrier and accelerating forward - but don't run offside! 3) Go 1 v 1 against the defender, dribble past on the outside and finish on the goal.

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): 2 v 1 + 1 in Middle</p> <p>OBJECTIVE: To score goals by attacking 2 v 1 up the middle.</p> <p>ORGANIZATION: Same as Core Activity, except the field is just 20 yards wide.</p> <p>KEY WORDS: Pass, dribble, take opponents on, shoot</p> <p>GUIDED QUESTIONS: 1) How do you handle a 2 v 1 when you've got the ball? 2) What should the forward do? 3) What else can you do when you have the ball?</p> <p>ANSWERS: 1) Quickly dribble forward to tie up the defender, then pass the ball off to my teammate. 2) Get open while maintaining eye contact with the ball carrier and accelerating forward - but don't run offside! 3) Go 1 v 1 against the defender, dribble past on the outside and finish on the goal.</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 create openings and score goals.</p> <p>ORGANIZATION: Teams play 8 v 8 on a 60 x 55-yard field. Each plays a 1-3-1-3 formation. Play according to the Laws of the Game and the standards of play found in the U.S. Soccer Player Development Initiatives. Play for 30 minutes including one "halftime" (5 minutes max).</p> <p>KEY WORDS: Pass, dribble, take opponents on, shoot</p> <p>GUIDED QUESTIONS: 1) How many goals did you score? What can you do to score more goals? 2) What should you do if you see an opening? 3) How do you create an opening? 4) What should the attackers do in a 2 v 1 situation?</p> <p>ANSWERS: 1) Focus on attacking; create 1 v 1s; cover the middle on passes from the wings; finish faster; be ready to jump on rebounds after shots. 2) Pass or dribble through it; shoot on goal. 3) Make the opponent move; beat the opponent 1 v 1 or 2 v 1 (give and go). 4) Take advantage of having an extra player by dribbling forward and tying up the defender before passing the ball off.</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: Protect the goal, make it compact, keep it compact

KEY QUALITIES: Focus, decision-making, reading the game, initiative

U11-U12 / 9 v 9 / 16 players

MOMENT: Defending

DURATION: 90:00 min



1ST PLAY PHASE: Intentional Free Play

OBJECTIVE: To prevent the opponent from scoring.

ORGANIZATION: Mark out two 36 x 24-yard fields. Teams play 4 v 4 on goals. There are no permanent goalkeepers. One player from the defending team always covers the goal. Play for 30 minutes with two breaks.

KEY WORDS: Stay compact, defend the player, defend the goal

GUIDED QUESTIONS: 1) Defenders, where should you steer the attackers to protect the goal? 2) What's a good formation to use for that? 3) What should you do when you're the defender in a face-to-face 1 v 1 on the wing?

ANSWERS: 1) Away from the goal, onto the wing. 2) A 1-2-1 formation. 3) Confront your opponent; if they dribble toward you, match their speed and try to force them toward the sideline; block them from shooting or crossing.

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 One Goal with Goalkeeper and Two Goal Lines

OBJECTIVE: To prevent the opponent from scoring.

ORGANIZATION: Mark out two 28 x 36-yard fields, each with one goal and two goal lines. Position four attackers, three defenders and one goalkeeper on each field as shown. The central attacker starts the 1 v 1 with a pass to either teammate, then runs to that player's position. The defender reacts by running forward and trying to stop the receiver from scoring. Play for 30 minutes with two breaks.

KEY WORDS: Defend the goal

GUIDED QUESTIONS: 1) Defenders, what's your top priority in this situation? 2) How do you do that? 3) Which side do you definitely not want the attacker to break through on? 4) Why?

ANSWERS: 1) To defend the goal. 2) Immediately get between the goal and the opponent, block the path to the goal and force the attacker onto the wing. 3) The inside. 4) Because that would put them in a much better position to shoot.



PRACTICE (Less Challenging): 1 v 1 on One Goal with Goalkeeper and Two Goal Line

OBJECTIVE: To prevent the opponent from scoring.

ORGANIZATION: Same as Core Activity, except there is only one wing attacker. Make sure players stay in their assigned positions.

KEY WORDS: Defend the goal

GUIDED QUESTIONS: 1) Defenders, what's your top priority in this situation? 2) How do you do that? 3) Which side do you definitely not want the attacker to break through on? 4) Why?

ANSWERS: 1) To defend the goal. 2) Immediately get between the goal and the opponent, block the path to the goal and force the attacker onto the wing. 3) The inside. 4) Because that would put them in a much better position to 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 One Goal with Goalkeeper and Two Goal Line

OBJECTIVE: To prevent the opponent from scoring.

ORGANIZATION: Same as Core Activity, except the central attacker chooses a wing attacker, who dribbles onto the field for the 1 v 1.

KEY WORDS: Defend the goal

GUIDED QUESTIONS: 1) Defenders, what's your top priority in this situation? 2) How do you do that? 3) Which side do you definitely not want the attacker to break through on? 4) Why?

ANSWERS: 1) To defend the goal. 2) Immediately get between the goal and the opponent, block the path to the goal and force the attacker onto the wing. 3) The inside. 4) Because that would put them in a much better position to 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 prevent the opponent from scoring.

ORGANIZATION: Mark out a 60 x 55-yard field. Divide players into two teams of eight. Each plays a 1-3-1-3. Play according to the Laws of the Game and the standards of play found in the U.S. Soccer Player Development Initiatives. Play for 30 minutes including one "halftime" (5 minutes max).

KEY WORDS: Stay compact, defend the player, defend the goal

GUIDED QUESTIONS: 1) How can you keep the opponent from scoring? 2) What should you do when you're the defender in a face-to-face 1 v 1 on the wing? 3) Which side do you not want the attacker to break through on? 4) Why?

ANSWERS: 1) Defend as a compact unit; actively engage the ball carrier; force the opponent to the sidelines; move with the ball; block shots. 2) Confront your opponent; if they dribble toward you, match their speed and try to force them toward the sideline; block them from shooting or crossing. 3) The inside. 4) Because that would put them in a much better position to shoot.

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: Switch the point of attack, spread out, create passing options

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

U11-U12 / 9 v 9 / 16 players

MOMENT: Attacking

DURATION: 90:00 min



1ST PLAY PHASE: Intentional Free Play

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

ORGANIZATION: Mark out two 36 x 24-yard fields. Divide players into four teams of four. Field 1: 3 v 3 on two goals with goalkeepers. Field 2: 4 v 4 on goal lines (pass on the ground to score). Free play: Play for 30 minutes with two breaks.

KEY WORDS: Use space, switch

GUIDED QUESTIONS: 1) How do you cover the field when you're in possession? 2) How can you set yourselves up to break through on the wings?

ANSWERS: 1) Spread out as much as possible in all directions. 2) Draw opponents to one side, then switch the attack to the other side.

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): 9 v 7 on End Zones

OBJECTIVE: To change the point of attack, create chances and score goals.

ORGANIZATION: Between the centerline and the penalty box, mark out a 26 x 55-yard field with end zones. Teams play 9 v 7. Blue attacks in a 1-3-2-3 formation. To score, they must either dribble or successfully pass into the end zone. Blue's goalkeeper launches the attack and remains actively involved (available for back passes and switches of play) throughout the rest of the attack. If Red wins the ball, they can score by dribbling into the end zone. Play for 30 minutes with two breaks.

KEY WORDS: Switch, use space, be open, take opponents on

GUIDED QUESTIONS: 1) Where on the field do you have the best chance of breaking through to the end zone? 2) How can you set yourselves up to score? 3) How can you best take advantage of a switch of play?

ANSWERS: 1) On the wings. 2) By switching the point of attack. 3) Dribble forward immediately; use our extra players; don't be afraid of 1 v 1s; use forward runs to create passing options behind the opponent's defense.



PRACTICE (Less Challenging): 9 v 6 on One Goal with Goalkeeper

OBJECTIVE: To change the point of attack, create chances and score goals.

ORGANIZATION: Same as Core Activity, except there is a goal and goalkeeper. Red defends in the center zone. If Blue breaks through, attackers and defenders all follow.

KEY WORDS: Switch, use space, be open, take opponents on

GUIDED QUESTIONS: 1) Where on the field do you have the best chance of breaking through to the end zone? 2) How can you set yourselves up to score? 3) How can you best take advantage of a switch of play?

ANSWERS: 1) On the wings. 2) By switching the point of attack. 3) Dribble forward immediately; use our extra players; don't be afraid of 1 v 1s; use forward runs to create passing options behind the opponent's defense.

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): 8 v 8 on End Zones

OBJECTIVE: To change the point of attack, create chances and score goals.

ORGANIZATION: Same as Core Activity, except teams play 8 v 8. Blue attacks from the end zone and can use it to build the attack. Red can only defend in the center zone.

KEY WORDS: Switch, use space, be open, take opponents on

GUIDED QUESTIONS: 1) Where on the field do you have the best chance of breaking through to the end zone? 2) How can you set yourselves up to score? 3) How can you best take advantage of a switch of play?

ANSWERS: 1) On the wings. 2) By switching the point of attack. 3) Dribble forward immediately; use our extra players; don't be afraid of 1 v 1s; use forward runs to create passing options behind the opponent's defense.

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 change the point of attack, create chances and score goals.

ORGANIZATION: Teams play 8 v 8 on a 60 x 55-yard field. Each plays a 1-3-1-3 formation. Play for 30 minutes including one "halftime" (5 minutes max).

KEY WORDS: Switch, use space, be open, take opponents on

GUIDED QUESTIONS: 1) How do you cover the field when you're in possession? 2) Where on the field do you have the best chance of breaking through? 3) How can you set yourselves up to score? 4) How can you best take advantage of a switch of play?

ANSWERS: 1) Spread out as much as possible in all directions. 2) On the wings. 3) By switching the point of attack. 4) Dribble forward immediately; use our extra players; don't be afraid of 1 v 1s; use forward runs to create passing options behind the opponent's defense.

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: Keep it compact, pressure/cover/balance, steal the ball

KEY QUALITIES: Focus, decision-making, reading the game, initiative

U11-U12 / 9 v 9 / 16 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 and score.

ORGANIZATION: Mark out two 36 x 24-yard fields. Divide players into four teams of four. Free play: Teams play 4 v 4 on 8-yard goal lines without goalkeepers (pass on the ground to score). Goals scored after winning the ball in the opponent's half count double. Play for 30 minutes with two breaks.

KEY WORDS: Get compact, stay compact, pressure, cover, balance, attack the ball

GUIDED QUESTIONS: 1) Why is it good to win the ball in the opponent's half? 2) What do you need to do to be able to disrupt their buildup right away?

ANSWERS: 1) We're close to their goal (shorter transition time). 2) Form a compact unit, block forward passing lanes, make them play square passes, work together (on command) to put pressure on the opponent.

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): 8 v 8 on Three Goals

OBJECTIVE: To win the ball in the opponent's half by pressuring as a team.

ORGANIZATION: Mark out a 50 x 55-yard field. Divide players into two teams of eight. Both teams line up in 1-3-1-3 formations as shown. Free play: Red builds the attack and Blue defends. Play continues until a goal is scored. Afterward, players return to their starting positions, and Red's goalkeeper starts a new attack. Play for 30 minutes with two breaks.

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

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

ANSWERS: 1) 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. 2) Square passes, passes that go behind their receivers, passes to outside defenders, forward passes into our formation.



PRACTICE (Less Challenging): 8 v 8 on Two Goal Lines

OBJECTIVE: To win the ball in the opponent's half by pressuring as a team.



ORGANIZATION: Same as Core Activity, except Blue only defends two goal lines.

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

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

ANSWERS: 1) 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. 2) Square passes, passes that go behind their receivers, passes to outside defenders, forward passes into our formation.

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): 9 v 7 on Three Goal Lines</p> <p>OBJECTIVE: To win the ball in the opponent's half by pressuring as a team.</p> <p>ORGANIZATION: Same as Core Activity, except Red attacks 9 v 7 on three goal lines.</p> <p>KEY WORDS: Stay compact, move with the ball, pressure, cover, balance, attack the ball</p> <p>GUIDED QUESTIONS: 1) How often did you win the ball in the opponent's half? What do you need to do to win the ball more often? 2) What are your signals to start pressing?</p> <p>ANSWERS: 1) 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. 2) Square passes, passes that go behind their receivers, passes to outside defenders, forward passes into our formation.</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 and score.</p> <p>ORGANIZATION: Mark out a 60 x 55-yard field. Divide players into two teams of eight. Each plays a 1-3-1-3 and tries to disrupt the other's buildup as quickly as possible. Play according to the Laws of the Game and the standards of play found in the U.S. Soccer Player Development Initiatives. Play for 30 minutes including one "halftime" (5 minutes max).</p> <p>KEY WORDS: Get compact, stay compact, pressure, cover, balance, attack the ball</p> <p>GUIDED QUESTIONS: 1) Why is it good to win the ball in the opponent's half? 2) How often did you win the ball in the opponent's half? What do you need to do to win the ball more often? 3) What are your signals to start pressing?</p> <p>ANSWERS: 1) You're close to their goal. 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. 3) Square passes, passes that go behind their receivers, passes to outside defenders, forward passes into our formation.</p> |
| <p>Five Elements of a Training Activity</p> <ol style="list-style-type: none"> Organized: Is the activity organized in the right way? Game-like: Is the activity game-like? Repetition: Is there repetition, when looking at the overall goal of the session? Challenging: Are the players being challenged? (Is there the right balance between being successful and unsuccessful?) 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"> How did you do in achieving the goals of the training session? What did you do well? 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, create passing options, pass or dribble forward

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

U11-U12 / 9 v 9 / 16 players

MOMENT: Attacking

DURATION: 90:00 min



1ST PLAY PHASE: Intentional Free Play

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

ORGANIZATION: Mark out two 36 x 24-yard fields. Divide players into four teams of four. Free play: Teams play 4 v 4 on 8-yard goal lines without goalkeepers (pass on the ground to score). Play for 30 minutes with two breaks.

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

GUIDED QUESTIONS: 1) What do you do when opponents immediately start trying to disrupt your attack? 2) How do you create the space you need to build a solid attack?

ANSWERS: 1) Stay calm, build the attack in a controlled way and play safe combinations to move the ball forward into the opponent's half. 2) Make the field as big as possible; push forward (no offside rule) and try to tie up individual opponents; use the full width of the field.

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): From 4 v 3 to 5 v 4

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

ORGANIZATION: Divide a 55x 50-yard field into three zones. Divide players into teams of 9 and 7 (Blue and Red) and assign them to zones as shown (1-3-2-3). Blue starts out attacking 4 v 3. If they can successfully pass into the center zone, they then attack 5 v 4 on Red's goal. Red tries to win the ball and score on Blue's goal. Play is restarted by Blue's keeper after interruptions. Play for 30 minutes with two breaks.

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

GUIDED QUESTIONS: 1) On distributions, where should the outside defenders show for the ball? 2) Why? 3) After they receive the ball, how should they build the attack? 4) What if they can't do that?

ANSWERS: 1) Just outside the penalty box sidelines, close to the endline. 2) To make the field as big as possible. 3) Take the ball forward and look for potential receivers. 4) Stay calm, cut away and pass to the keeper to switch the point of attack.



PRACTICE (Less Challenging): From 4 v 3 to 5 v 4

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

ORGANIZATION: Same as Core Activity, except Blue starts out attacking 4 v 2. The third defender stays on the center zone boundary and intercepts passes.

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

GUIDED QUESTIONS: 1) On distributions, where should the outside defenders show for the ball? 2) Why? 3) After they receive the ball, how should they build the attack? 4) What if they can't do that?

ANSWERS: 1) Just outside the penalty box sidelines, close to the endline. 2) To make the field as big as possible. 3) Take the ball forward and look for potential receivers. 4) Stay calm, cut away and pass to the keeper to switch the point of attack.

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): From 4 v 3 to 5 v 4

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

ORGANIZATION: Same as Core Activity, except the field is only 36 yards wide.

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

GUIDED QUESTIONS: 1) On distributions, where should the outside defenders show for the ball? 2) Why? 3) After they receive the ball, how should they build the attack? 4) What if they can't do that?

ANSWERS: 1) Just outside the penalty box sidelines, close to the endline. 2) To make the field as big as possible. 3) Take the ball forward and look for potential receivers. 4) Stay calm, cut away and pass to the keeper to switch the point of attack.

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, move the ball forward and score.

ORGANIZATION: Mark out a 60 x 55-yard field. Teams play 8 v 8. Each plays a 1-3-3-1 and tries to disrupt the other's buildup as quickly as possible. Play according to the Laws of the Game and the standards of play found in the U.S. Soccer Player Development Initiatives. Play for 30 minutes including one "halftime" (5 minutes max).

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

GUIDED QUESTIONS: 1) What do you do when opponents immediately start trying to disrupt your attack? 2) How do you create the space you need to build a solid attack? 3) On distributions, where should the outside defenders show for the ball?

ANSWERS: 1) Stay calm, build the attack in a controlled way and play safe combinations to move the ball forward. 2) Make the field as big as possible; push forward and try to tie up individual opponents; use the full width of the field. 3) Just outside the penalty box sidelines, close to the endline.

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: Keep it compact, pressure/cover/balance, stay involved

KEY QUALITIES: Focus, decision-making, reading the game, initiative

UTI-U12 / 9 v 9 / 16 players

MOMENT: Defending

DURATION: 90:00 min



1ST PLAY PHASE: Intentional Free Play

OBJECTIVE: To stop the opponent's attack, win the ball and score.

ORGANIZATION: Mark out two 36 x 24-yard fields. Divide players into four teams of four. Teams play 4 v 4 on goals with permanent goalkeepers. Play for 30 minutes with two breaks.

KEY WORDS: Get compact, stay compact, move with the ball, pressure, cover, balance

GUIDED QUESTIONS: 1) What do you need to do to keep opponents away from your goal? 2) What's your job if you're the defender closest to the ball? 3) Which path should you always block? 4) So where do you want the attacker to go?

ANSWERS: 1) Form a compact block, move with the ball; put pressure on the ball carrier; block forward passes and dribbling runs. 2) Stop the ball carrier. 3) The direct path to the goal. 4) Outside.

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): 9 v 7 on End Zones

OBJECTIVE: To stop the opponent's attack.

ORGANIZATION: Between the centerline and the penalty box, mark out a 55 x 24-yard field with 5-yard-deep end zones. Teams play 9 v 7 (Red v Blue). Red attacks in a 1-3-2-3 formation. To score, they must either dribble or successfully pass into the end zone. Red's goalkeeper helps build the attack and remains actively involved but always stays behind the end zone. Blue defends in a 3-3-1 formation. If they win the ball, they can score by dribbling into the end zone.

KEY WORDS: Get compact, stay compact, move with the ball, pressure, cover, balance

GUIDED QUESTIONS: 1) What do you need to do to keep opponents away from your goal (or end zone, in this case)? 2) Which passing options do you need to cut off? 3) What kinds of passes do you want to force them to play instead?

ANSWERS: 1) Form a compact block, move with the ball; put pressure on the ball carrier; block forward passes and dribbling runs; mark the attackers closest to the ball. 2) Forward passes. 3) Back passes and square passes.



PRACTICE (Less Challenging): 8 v 8 on End Zones

OBJECTIVE: To stop the opponent's attack.

ORGANIZATION: Same as Core Activity, except teams play 8 v 8 on two end zones. Both teams play 3-2-3 formations.

KEY WORDS: Get compact, stay compact, move with the ball, pressure, cover, balance

GUIDED QUESTIONS: 1) What do you need to do to keep opponents away from your goal (or end zone, in this case)? 2) Which passing options do you need to cut off? 3) What kinds of passes do you want to force them to play instead?

ANSWERS: 1) Form a compact block, move with the ball; put pressure on the ball carrier; block forward passes and dribbling runs; mark the attackers closest to the ball. 2) Forward passes. 3) Back passes and square passes.

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): 9 v 6 on End Zones

OBJECTIVE: To stop the opponent's attack.

ORGANIZATION: Same as Core Activity, except teams play 9 v 6, and Blue can also score by playing a back pass to the keeper.

KEY WORDS: Get compact, stay compact, move with the ball, pressure, cover, balance

GUIDED QUESTIONS: 1) What do you need to do to keep opponents away from your goal (or end zone, in this case)? 2) Which passing options do you need to cut off? 3) What kinds of passes do you want to force them to play instead?

ANSWERS: 1) Form a compact block, move with the ball; put pressure on the ball carrier; block forward passes and dribbling runs; mark the attackers closest to the ball. 2) Forward passes. 3) Back passes and square passes.

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 stop the opponent's attack, win the ball and score.

ORGANIZATION: Mark out a 60 x 55-yard field. Divide players into two teams of eight. Each plays a 1-3-1-3. Play according to the Laws of the Game and the standards of play found in the U.S. Soccer Player Development Initiatives. Play for 30 minutes including one "halftime" (5 minutes max).

KEY WORDS: Get compact, stay compact, move with the ball, pressure, cover, balance

GUIDED QUESTIONS: 1) What do you need to do to keep opponents away from your goal? 2) What's your job if you're the defender closest to the ball? 3) Which passing options do you need to cut off? 4) What kinds of passes do you want to force them to play instead?

ANSWERS: 1) Form a compact block, move with the ball; put pressure on the ball carrier; block forward passes and dribbling runs; mark the attackers closest to the ball. 2) Stop the ball carrier. 3) Forward passes. 4) Back passes and square passes.

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 scoring goals

PLAYER ACTIONS: Create 1 v 1s and 2 v 1s, pass or dribble forward, shoot


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

U11-U12 / 9 v 9 / 16 players

MOMENT: Attacking

DURATION: 90:00 min



| | |
|---|--|
|  | <p>1ST PLAY PHASE: Intentional Free Play</p> <p>OBJECTIVE: To score goals by creating 1 v 1s and 2 v 1s.</p> <p>ORGANIZATION: Mark out two 36 x 24-yard fields. Teams play 4 v 4, either on goals (Field 1) or on goal lines (Field 2). There are no permanent goalkeepers. One player from the defending team always covers the goal. Play for 30 minutes with two breaks.</p> <p>KEY WORDS: Take opponents on, pass, dribble, shoot, switch</p> <p>GUIDED QUESTIONS: 1) How can you create a 1 v 1 or 2 v 1? 2) What do you do when the opponent closes down one wing?</p> <p>ANSWERS: 1) Spread the field and pass to a wing player, who pushes forward and tries to create a 1 v 1 or 2 v 1. 2) Break off the attack, play the ball out of pressure and switch to the other wing.</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): 5 v 2 on One Goal with Goalkeeper</p> <p>OBJECTIVE: To create chances and score goals.</p> <p>ORGANIZATION: Mark out two fields as shown. Assign five attackers, two defenders and one goalkeeper to each field. Teams play 5 v 2 + GK. Free play: Attackers begin in their starting positions and try to finish on the goal as quickly as possible. The defenders counterattack on the goal lines. Which team scores more goals in three minutes? Afterward, choose new defenders. Play for 30 minutes with two breaks.</p> <p>KEY WORDS: Take opponents on, pass, dribble, shoot</p> <p>GUIDED QUESTIONS: 1) What should you do when you have the ball? 2) What should the other attackers do? 3) Which positions do you need to cover when you're attacking up the wing?</p> <p>ANSWERS: 1) Quickly dribble forward toward the defenders, engage one and then pass the ball off to my teammate. 2) Immediately make angled runs into the middle; don't show too far out on the wings. 3) Near post, far post and in front of goal.</p> |
|  | <p>PRACTICE (Less Challenging): 5 v 1 + 1 on One Goal with Goalkeeper</p> <p>OBJECTIVE: To create chances and score goals.</p> <p>ORGANIZATION: Same as Core Activity, except with one defender in the middle and one in the backfield.</p> <p>KEY WORDS: Take opponents on, pass, dribble, shoot</p> <p>GUIDED QUESTIONS: 1) What should you do when you have the ball? 2) What should the other attackers do? 3) Which positions do you need to cover when you're attacking up the wing?</p> <p>ANSWERS: 1) Quickly dribble forward toward the defenders, engage one and then pass the ball off to my teammate. 2) Immediately make angled runs into the middle; don't show too far out on the wings. 3) Near post, far post and in front of goal.</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 on One Goal with Goalkeeper

OBJECTIVE: To create chances and score goals.

ORGANIZATION: Same as Core Activity, except teams play 4 v 3 with two defenders in the middle and one in the backfield.

KEY WORDS: Take opponents on, pass, dribble, shoot

GUIDED QUESTIONS: 1) What should you do when you have the ball? 2) What should the other attackers do? 3) Which positions do you need to cover when you're attacking up the wing?

ANSWERS: 1) Quickly dribble forward toward the defenders, engage one and then pass the ball off to my teammate. 2) Immediately make angled runs into the middle; don't show too far out on the wings. 3) Near post, far post and in front of goal.

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 create chances and score goals.

ORGANIZATION: Teams play 8 v 8 on a 60 x 55-yard field. Each plays a 1-3-1-3 formation. Play according to the Laws of the Game and the standards of play found in the U.S. Soccer Player Development Initiatives. Play for 30 minutes including one "halftime" (5 minutes max).

KEY WORDS: Pass, dribble, take opponents on, shoot

GUIDED QUESTIONS: 1) How can you create a 1 v 1 or 2 v 1? 2) What do you do when the opponent closes down one wing? 3) Which positions do you need to cover when you're attacking up the wing? 4) And how do you do that?

ANSWERS: 1) Spread the field and pass to a wing player, who pushes forward and tries to create a 1 v 1 or 2 v 1. 2) Break off the attack, play the ball out of pressure and switch to the other wing. 3) Near post, far post and in front of goal. 4) Don't just wait on the wing or in front of the goal; find a way into the penalty box.

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: Mark the player/area, make it compact, protect the goal

KEY QUALITIES: Focus, initiative, decision-making, reading the game



U11-U12 / 9 v 9 / 16 players

MOMENT: Defending

DURATION: 90:00 min



| | |
|--|---|
| <p>36 yards 24 yards 9 v 9 field</p> | <p>1ST PLAY PHASE: Intentional Free Play</p> <p>OBJECTIVE: To prevent the opponent from scoring.</p> <p>ORGANIZATION: Mark out two 36 x 24-yard fields. Teams play 4 v 4 on goals. There are no permanent goalkeepers. One player from the defending team always covers the goal. Play for 30 minutes with two breaks.</p> <p>KEY WORDS: Stay compact, defend the player, defend the goal</p> <p>GUIDED QUESTIONS: 1) Defenders, where should you steer the attackers to protect the goal? 2) What's a good formation to use for that? 3) What should you do when you're the defender in a face-to-face 1 v 1 on the wing?</p> <p>ANSWERS: 1) Away from the goal, onto the wing. 2) A1-2-1 formation. 3) Confront your opponent: if they dribble toward you, match their speed and try to force them toward the sideline; block them from shooting or crossing.</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>36 yards 28 yards 9 v 9 field</p> | <p>PRACTICE (Core Activity): 5 + 2 v 5 on One Standard Goal and Two Mini Goals</p> <p>OBJECTIVE: To prevent the opponent from scoring.</p> <p>ORGANIZATION: Mark out a 28 x 36-yard field. Choose seven attackers (Red), eight defenders (Blue) and one goalkeeper. Divide the defenders into two groups of four. Teams play 5 + 2 v 5 on one standard goal and two small goals. Outside players are not allowed to dribble into the box. Red always starts with the ball. Play four-minute rounds. Switch defenders after each round. Play for 30 minutes with two breaks.</p> <p>KEY WORDS: Stay compact, defend the player, defend the goal</p> <p>GUIDED QUESTIONS: 1) Defenders, what's your top priority in this exercise? 2) How do you do that? 3) What should you do when the attackers pass to one of the outside players?</p> <p>ANSWERS: 1) To defend the goal. 2) Defend as a compact unit; actively engage the ball carrier; move with the ball; block shots. 3) Drop back toward the goal; stay compact in the middle; mark opposing forwards tightly.</p> |
| <p>36 yards 28 yards 9 v 9 field</p> | <p>PRACTICE (Less Challenging): 5 + 2 v 6 on One Standard Goal and Two Mini Goals</p> <p>OBJECTIVE: To prevent the opponent from scoring.</p> <p>ORGANIZATION: Same as Core Activity, except teams play 5 + 2 v 6. Switch out three defenders after each round.</p> <p>KEY WORDS: Stay compact, defend the player, defend the goal</p> <p>GUIDED QUESTIONS: 1) Defenders, what's your top priority in this exercise? 2) How do you do that? 3) What should you do when the attackers pass to one of the outside players?</p> <p>ANSWERS: 1) To defend the goal. 2) Defend as a compact unit; actively engage the ball carrier; move with the ball; block shots. 3) Drop back toward the goal; stay compact in the middle; mark opposing forwards tightly.</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): 7 v 5 on One Standard Goal and Two Mini Goals</p> <p>OBJECTIVE: To prevent the opponent from scoring.</p> <p>ORGANIZATION: Same as Core Activity, except teams play 7 v 5. The field is also 10 yards wider, and the outside players are now inside the field.</p> <p>KEY WORDS: Stay compact, defend the player, defend the goal</p> <p>GUIDED QUESTIONS: 1) Defenders, what's your top priority in this exercise? 2) How do you do that? 3) What should you do when the attackers pass to one of the outside players?</p> <p>ANSWERS: 1) To defend the goal. 2) Defend as a compact unit; actively engage the ball carrier; move with the ball; block shots. 3) Drop back toward the goal; stay compact in the middle; mark opposing forwards tightly.</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 60 x 55-yard field. Divide players into two teams of eight. Each plays a 1-3-1-3. Play according to the Laws of the Game and the standards of play found in the U.S. Soccer Player Development Initiatives. Play for 30 minutes including one "halftime" (5 minutes max).</p> <p>KEY WORDS: Stay compact, defend the player, defend the goal</p> <p>GUIDED QUESTIONS: 1) How can you keep the opponent from scoring? 2) What should you do when you're the defender in a face-to-face 1 v 1 on the wing? 3) What do the central defenders need to do?</p> <p>ANSWERS: 1) Defend as a compact unit; actively engage the ball carrier; force the opponent to the sidelines; move with the ball; block shots. 2) Confront your opponent; if they dribble toward you, match their speed and try to force them toward the sideline; block them from shooting or crossing. 3) Drop back toward the goal; stay compact in the middle; mark opposing forwards tightly.</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? |