



U14-U19 Coaches Guidebook

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

Introduction

Thank you for volunteering, Coach!

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

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

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

Sincerely,

NUSC Board of Directors and Staff

NUSC Mission Statement and Core Values

Our Mission...

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

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

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



At NUSC we believe in and promote...

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

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

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

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

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

**Noblesville United Soccer Club
Recreational Soccer Rules**

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

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

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

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

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

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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>

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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

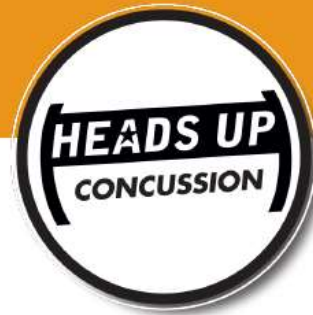
PROFILE OF THE GRASSROOTS COACH



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 11 v 11

1-4-4-2 Base Formation (Classic)



Pros:

- Easy for players to understand
- More confidence when defending

- Easy to create pressure on opponents
- A lot of space for playmakers

Cons:

- No Wingers to exploit the flanks
- Danger of counterattack
- Formation can be disrupted
- Physically demanding formation for midfielders

1-4-4-2 Positional Roles/Responsibilities

#1 Goalkeeper

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

#2, #3 Outside Backs

- Must have stamina and endurance
- No offensive wingers so have to take on this role when attacking
- Intercept passes, win tackles and air balls

#4/5 Center Back

- Solid cooperation and communication
- Remain in central areas and must organize
- May have to step into the central midfield areas to support

#6/10 Center Mid

- Very Mobile and good fitness
- Main role is to spoil attack of opposing team (play high pressure on opposing midfielder)
- Balance between offense and defense and support players at both sides

#8 & #11 Mids

- More freedom and most technical players
- Creative when passing, special awareness, dribbling and determined
- Runs must be dynamic

#7/9 Forwards (Striker)

- Should make runs into empty space
- Hold possession

1-3-4-3 Base Formation (Offensive Oriented)



Pros:

- High Press
- Hard to defend
- Can create overloads in central areas
- Multiple attackers

Cons:

- Fatiguing
- Requires Great Communication

1-3-4-3 Positional Roles/Responsibilities**#1 Goalkeeper**

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

#4, #2, #5 Center Backs

- Good speed and strength in defending 1v1 situations
- Retain possession of ball
- Push forward into the midfield if necessary
- Central center back good on the ball and to operate as a deep central mid

#3, #7 Wing Backs

- High level of energy and endurance to cover a lot of space
- Fast, mobile and tactical
- Join attack on offense and support the defense

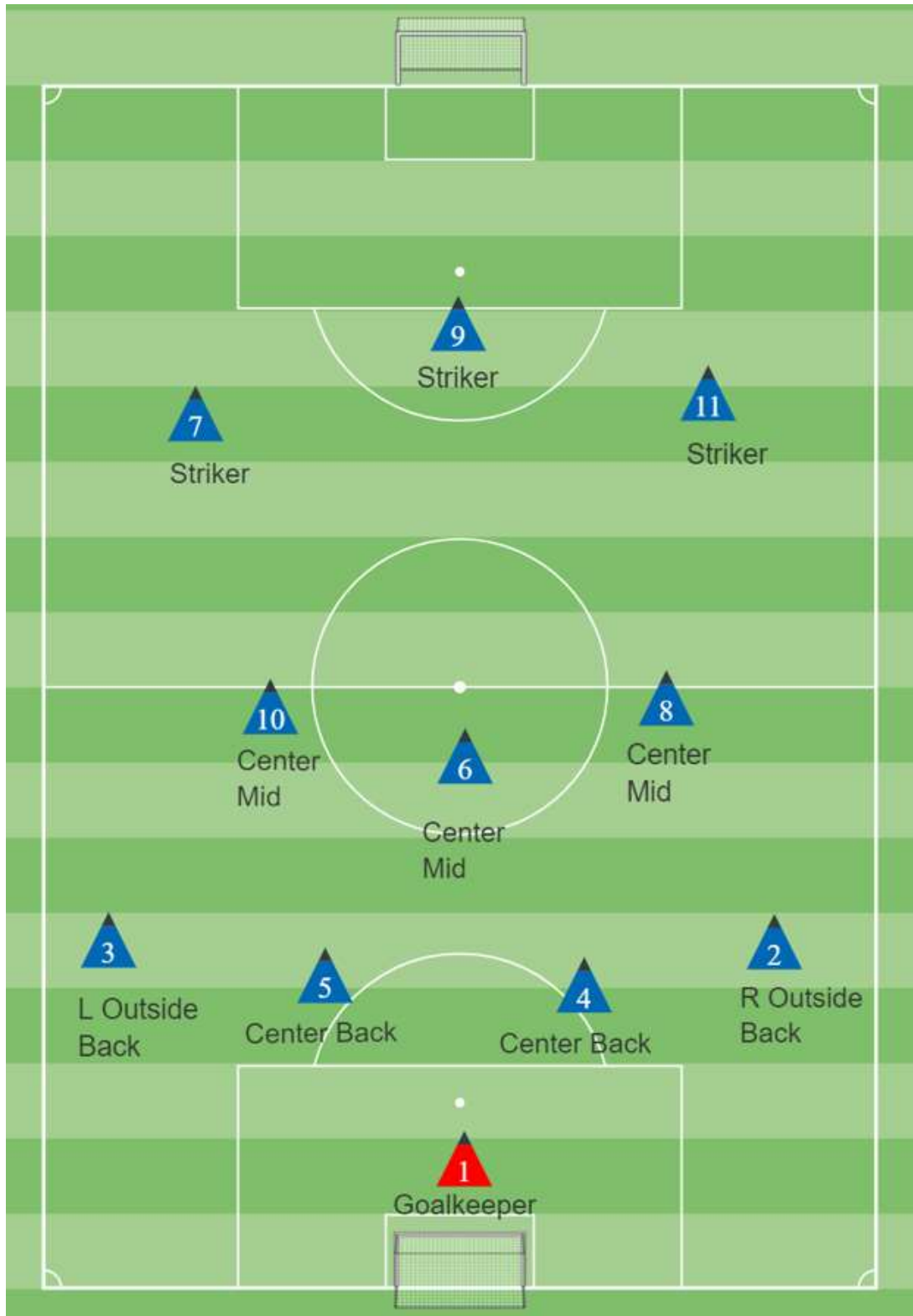
#6, #8 Center Midfielders

- Contribute on offense and defense
- Tactically disciplined
- Control possession and connect well with teammates
- Protect the defense and defend center of the pitch

#9, #10, #11 Strikers

- Quick, dynamic and good at dribbling and playing in small spaces
- Find space and put pressure on defense

1-4-3-3 Base Formation (Counter Attacking)



Pros:

- Allows for a variety of attacking options (compact yet potent)
- Strength through the middle

- Possession oriented
- Lots of passing options and angles for players on the ball

Cons:

- Opposition can take advantage of wings
- Vulnerable to cross field passes
- Formation risks being too narrow at times

1-4-3-3 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

#2, #3 Outside Backs

- Provide immediate pressure on outside forwards
- Be able to play compact to support central defenders
- Scan to ensure all players marked
- Push up in attacking situations

#4, #5 Center Backs

- Constant communications (play as one)
- Stay compact centrally but cover outside defenders if beaten
- Be strong in air to clear balls
- Provide depth and support to midfielders

#6 Central/Holding Midfield

- Deny the attack in center part of field
- Become a second defender supporting outside backs
- Immediate support for drop passes
- Quick distro to forwards

#8 & #10 Attacking Midfielders

- Marking of opposition midfielders
- Assist central defenders
- Use combination play on offense; create space in center of field
- Take outside shots when available

#7/11 Strikers

- Apply immediate pressure on opposing defenders with ball
- Strong attacking runs in the box
- Support runs off of central forward

#9 Central Forward

- 2nd defender pressure with other forwards
- Drop back to help defend restarts
- Look for through runs
- Strong in the box

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...25-30 minutes **(Play)**
 - This section will involve games that will further develop the skill of the day.
- Skill of the Day Instruction...15-20 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...25-30 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, pass or dribble forward, change the pace/rhythm

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

U13+ / 11 v 11 / 18 players

MOMENT: Attacking

DURATION: 90:00 min



	<p>1ST PLAY PHASE: Intentional Free Play</p> <p>OBJECTIVE: To pass or dribble forward and score goals.</p> <p>ORGANIZATION: Mark out two 30 x 20-yard fields, each with two goals. Divide players into four teams. Teams play 4 v 4 or 5 v 5 including goalkeepers. Free play, kick-ins. Play for 30 minutes with two breaks.</p> <p>KEY WORDS: Opening, take opponents on, go!</p> <p>GUIDED QUESTIONS: 1) How do you find or create openings to move the ball forward and score?</p> <p>ANSWERS: 1) By pulling opponents out of position.</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): 6 v 5 + GK</p> <p>OBJECTIVE: To create passing options and pass or dribble forward.</p> <p>ORGANIZATION: Mark out a 60 x 80-yard field with one standard goal and two small goals. Teams play 6 v 5 + GK. If the defenders (Red) win the ball, they counterattack on the small goals. Play to five goals, then switch sides and reset. Play for 30 minutes with two breaks. Rotate new players in every few minutes so everyone gets to play.</p> <p>KEY WORDS: Opening, take opponents on, pass/dribble, go!</p> <p>GUIDED QUESTIONS: 1) How do you find or create openings to move the ball forward and score? 2) How do you force opponents to make errors?</p> <p>ANSWERS: 1) By pulling opponents out of position and then quickly passing. 2) By creating 1 v 1s or 2 v 1s and then passing or dribbling forward.</p> <p>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.</p>
	<p>PRACTICE (Less Challenging): 6 v 4 + GK</p> <p>OBJECTIVE: To create passing options and pass or dribble forward.</p> <p>ORGANIZATION: Same as Core Activity, except teams play 6 v 4 + GK.</p> <p>KEY WORDS: Opening, take opponents on, pass/dribble, go!</p> <p>GUIDED QUESTIONS: 1) How do you find or create openings to play forward and score? 2) How do you force opponents to make errors?</p> <p>ANSWERS: 1) By pulling opponents out of position and then quickly passing. 2) By creating 1 v 1s or 2 v 1s and then passing or dribbling forward.</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): 6 v 6 + GK

OBJECTIVE: To create passing options and pass or dribble forward.

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

KEY WORDS: Opening, take opponents on, pass/dribble, goal

GUIDED QUESTIONS: 1) How do you find or create openings to play forward and score? 2) How do you force opponents to make errors?

ANSWERS: 1) By pulling opponents out of position and then quickly passing. 2) By creating 1 v 1s or 2 v 1s and then passing or dribbling forward.

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 pass or dribble forward and score goals.

ORGANIZATION: Teams play 9 v 9 on an 80 x 80-yard field. Each plays a 1-4-1-3 formation. Play for 30 minutes including one "halftime" (5 minutes max).

KEY WORDS: Opening, take opponents on, pass/dribble, goal

GUIDED QUESTIONS: 1) How do you find or create openings to move the ball forward and score? 2) How do you force opponents to make errors?

ANSWERS: 1) By pulling opponents out of position and then quickly passing. 2) By creating 1 v 1s or 2 v 1s and then passing or dribbling forward.

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

Five Elements of a Training Activity

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

Training Session Self-Reflection Questions

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

TITLE: PLAY/PRACTICE/PLAY TRAINING SESSION

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

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

KEY QUALITIES: Read and understand the game, take initiative, focus



U13+ / 11 v 11 / 18 players

MOMENT: Defending

DURATION: 90:00 min



<p>11 v 11 field</p>	<p>1ST PLAY PHASE: Small-Sided Games</p> <p>OBJECTIVE: To deny chances, win the ball back and score.</p> <p>ORGANIZATION: Mark out two 30 x 20-yard fields. Free play: Divide players into two teams of four and two of five. Teams play 4 v 4 and 5 v 5 on goals with goalkeepers. Play for 30 minutes with two breaks.</p> <p>KEY WORDS: Stay compact, move with the ball</p> <p>GUIDED QUESTIONS: 1) How can you prevent the opponent from creating chances? 2) How do you close the gaps? 3) How do you keep them closed?</p> <p>ANSWERS: 1) Close the gaps and keep them closed. 2) Form a compact unit (stay close to all nearby teammates). 3) Copy the movements of the ball, following it from side to side.</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>11 v 11 field</p>	<p>PRACTICE (Core Activity): 5 v 4 on End Zone and Three Mini Goals</p> <p>OBJECTIVE: To deny chances, win the ball back and score.</p> <p>ORGANIZATION: For every 5 attackers and 4 defenders, mark out a 24 x 44-yard field with an end zone and three mini goals. The attackers can score by dribbling or completing a pass into the end zone. The defenders form a flat four and try to keep the attackers from breaking through. If they win the ball, they counterattack on the mini goals. Play for 30 minutes with two breaks.</p> <p>KEY WORDS: Stay compact, move with the ball, attack the ball</p> <p>GUIDED QUESTIONS: 1) What's the best formation for the defenders to cover the width of the field? 2) What should the flat four do on attacks up the middle? 3) What if the ball carrier passes to a teammate?</p> <p>ANSWERS: 1) A flat four. 2) Whoever is closest steps up and stops the ball carrier, while the others drop diagonally back to cover. 3) The defender in front drops back, the flat four moves with the ball, and whoever is closest now steps up.</p>
<p>11 v 11 field</p>	<p>PRACTICE (Less Challenging): 4 v 4 on End Zone and Target Player</p> <p>OBJECTIVE: To deny chances, win the ball back and score.</p> <p>ORGANIZATION: Same as Core Activity, except teams play 4 v 4, and the defenders have to pass to the target player to score.</p> <p>KEY WORDS: Stay compact, move with the ball, attack the ball</p> <p>GUIDED QUESTIONS: 1) What's the best formation for the defenders to cover the width of the field? 2) What should the flat four do on attacks up the middle? 3) What if the ball carrier passes to a teammate?</p> <p>ANSWERS: 1) A flat four. 2) Whoever is closest steps up and stops the ball carrier, while the others drop diagonally back to cover. 3) The defender in front drops back, the flat four moves with the ball, and whoever is closest now steps up.</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): 5 v 4 on End Zone and Three Mini Goals</p> <p>OBJECTIVE: To deny chances, win the ball back and score.</p> <p>ORGANIZATION: Same as Core Activity, except the field is 60 yards wide.</p> <p>KEY WORDS: Stay compact, move with the ball, attack the ball</p> <p>GUIDED QUESTIONS: 1) What's the best formation for the defenders to cover the width of the field? 2) What should the flat four do on attacks up the middle? 3) What if the ball carrier passes to a teammate?</p> <p>ANSWERS: 1) A flat four. 2) Whoever is closest steps up and stops the ball carrier, while the others drop diagonally back to cover. 3) The defender in front drops back, the flat four moves with the ball, and whoever is closest now steps up.</p> <p>NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this More Challenging Activity if the Core Activity is too easy. Spend a total of 30 minutes in the Practice Phase.</p>
	<p>2ND PLAY PHASE: The Game</p> <p>OBJECTIVE: To deny chances, win the ball back and score.</p> <p>ORGANIZATION: Mark out an 80 x 84-yard field. Divide players into two teams of nine. Each plays a 1-4-3-1. 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 with two breaks.</p> <p>KEY WORDS: Stay compact, move with the ball, attack the ball</p> <p>GUIDED QUESTIONS: 1) How can you keep opponents from creating chances? 2) How do you close the gaps? 3) How do you keep them closed? 4) What should the flat four do on attacks up the middle?</p> <p>ANSWERS: 1) Close the gaps and keep them closed. 2) Form a compact unit (stay close to all nearby teammates). 3) Copy the movements of the ball, following it from side to side. 4) Whoever is closest steps up and stops the ball carrier, while the others drop diagonally back to cover.</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 proper coaching, based on the age and level of the players? 	<p>Training Session Self-Reflection Questions</p> <ol style="list-style-type: none"> 1. Did you achieve your goals? Yes/No 2. What went 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, focus

U13+ / 9 v 9 / 18 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 30 x 20-yard fields. Free play: Field 1: Teams play 4 v 4 on goal lines with goalkeepers. Field 2: Teams play 5 v 5 on goals with goalkeepers. Play for 30 minutes with two breaks.

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

GUIDED QUESTIONS: 1) How can you outnumber your opponents during the building phase? 2) How can you create space during the building phase? 3) Which positions should attackers cover during the building phase? 4) What formation is that?

ANSWERS: 1) By involving the goalkeeper. 2) Spread out across the width of the field; push forward and tie up the opposing defenders. 3) Central defender, right wing, left wing, central attacker. 4) A diamond.

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



PRACTICE (Core Activity): 3 v 2 on Two Small Goals

OBJECTIVE: To get through your defensive third and move the attack forward.

ORGANIZATION: Mark out two 54 x 44-yard fields. Assign attackers and defenders to starting positions as shown. Two attackers run in from the endline and try to get through their defensive third, move into the midfield and finish on one of the mini goals with the help of the central midfielder. The defenders try to win the ball and score on the attackers' goal. Rotate attackers and defenders after each round. Play for 30 minutes with two breaks.

KEY WORDS: Pass, dribble, be open

GUIDED QUESTIONS: 1) How do you build the attack? 2) How can the inside defenders get through the defensive third? 3) What does the central midfielder need to do?

ANSWERS: 1) Play safe combinations from defense to midfield, get the ball past the opponent's forwards and start attacking the goal. 2) By dribbling or passing into the midfield. 3) Act as a link player and create passing options behind the opposing forward; focus on moving the attack forward after receiving a pass.



PRACTICE (Less Challenging): 2 v 1 on Two Small Goals

OBJECTIVE: To get through your defensive third and move the attack forward.



ORGANIZATION: Same as Core Activity, except teams play 2 v 1 (no midfielders), and attackers must shoot from outside the marked end zones.

KEY WORDS: Pass, dribble, be open

GUIDED QUESTIONS: 1) How do you build the attack? 2) How can the inside defenders get through the defensive third?

ANSWERS: 1) Play safe combinations from defense to midfield, get the ball past the opponent's forwards and start attacking the goal. 2) By dribbling or passing into the midfield.

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

	<p>PRACTICE (More Challenging): 3 v 2 on Two Small Goals</p> <p>OBJECTIVE: To get through your defensive third and move the attack forward.</p> <p>ORGANIZATION: Same as Core Activity, except the field is just 30 yards wide.</p> <p>KEY WORDS: Pass, dribble, be open</p> <p>GUIDED QUESTIONS: 1) How do you build the attack? 2) How can the inside defenders get through the defensive third? 3) What does the central midfielder need to do?</p> <p>ANSWERS: 1) Play safe combinations from defense to midfield, get the ball past the opponent's forwards and start attacking the goal. 2) By dribbling or passing into the midfield. 3) Act as a link player and create passing options behind the opposing forward; focus on moving the attack forward after receiving a pass.</p> <p>NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this More Challenging Activity if the Core Activity is too easy. Spend a total of 30 minutes in the Practice Phase.</p>
	<p>2ND PLAY PHASE: The Game</p> <p>OBJECTIVE: To build a solid attack, move the ball forward and score.</p> <p>ORGANIZATION: Mark out an 80 x 80-yard field. Divide players into two teams of nine. Each plays a 1-4-3-1 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.</p> <p>KEY WORDS: Be open, pass, dribble, use space</p> <p>GUIDED QUESTIONS: 1) How do you build the attack? 2) How can the inside defenders get through the defensive third? 3) What does the central midfielder need to do?</p> <p>ANSWERS: 1) Play safe combinations from defense to midfield, get the ball past the opponent's forwards and start attacking the goal. 2) By dribbling or passing into the midfield. 3) Act as a link player and create passing options behind the opposing forward; focus on moving the attack forward after receiving a pass.</p>
<p>Five Elements of a Training Activity</p> <ol style="list-style-type: none"> 1. Organized: Is the activity organized in the right way? 2. Game-like: Is the activity game-like? 3. Repetition: Is there repetition, when looking at the overall goal of the session? 4. Challenging: Are the players being challenged? (Is there the right balance between being successful and unsuccessful?) 5. Coaching: Is there effective coaching, based on the age and level of the players? 	<p>Training Session Self-Reflection Questions</p> <ol style="list-style-type: none"> 1. How did you do in achieving the goals of the training session? 2. What did you do well? 3. What could you do better?

TITLE: PLAY/PRACTICE/PLAY TRAINING SESSION

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

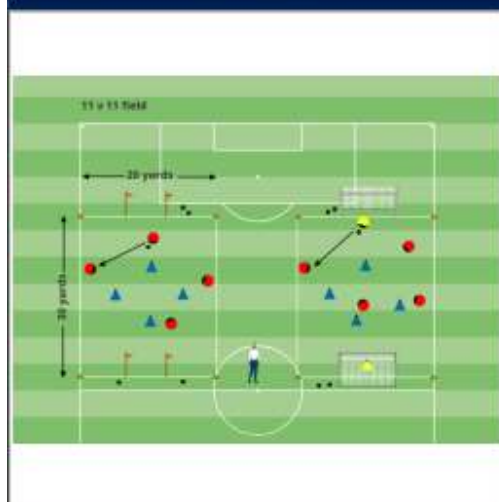
PLAYER ACTIONS: Steal the ball, pressure/cover/balance, outnumber opponents

KEY QUALITIES: Read and understand the game, take initiative, focus

UT3+ / 11 v 11 / 18 players

MOMENT: Defending

DURATION: 90:00 min



1ST PLAY PHASE: Small-Sided Games

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

ORGANIZATION: Mark out two 30 x 20-yard fields. Free play: Field 1: Teams play 4 v 4 on 8-yard goal lines without goalkeepers (pass on the ground to score). Field 2: Teams play 4 v 4 on goals with goalkeepers. Goals scored after winning the ball in the opponent's half count double. Play for 30 minutes with two breaks.

KEY WORDS: 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): Win the Ball (Defenders Numbers-Up)

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

ORGANIZATION: Mark out a 42 x 44-yard field with goals and goalkeepers. Choose eight attackers (Blue) and eight defenders (Red) and assign each team to a goal. The coach calls out the game (1 v 2, 2 v 3 or 3 v 4) and then plays the ball in to Blue. The appropriate number of players run onto the field and play until a goal is scored by either team. Then a new round begins. Play for 30 minutes with two breaks.

KEY WORDS: Outnumber the opponent, pressure, cover, attack the ball

GUIDED QUESTIONS: 1) What are you trying to do in this activity? 2) How do you do that?

ANSWERS: 1) Disrupt the buildup in the opponent's half, win the ball and score. 2) Start defending forward as soon as the game starts, work together to pressure the ball carrier and try to finish quickly if we win the ball.



PRACTICE (Less Challenging): Win the Ball (Defenders Numbers-Up)

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



ORGANIZATION: Same as Core Activity, except the field is only 30 yards wide.

KEY WORDS: Outnumber the opponent, pressure, cover, attack the ball

GUIDED QUESTIONS: 1) What are you trying to do in this activity? 2) How do you do that?

ANSWERS: 1) Disrupt the buildup in the opponent's half, win the ball and score. 2) Start defending forward as soon as the game starts, work together to pressure the ball carrier and try to finish quickly if we win 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.

	<p>PRACTICE (More Challenging): Win the Ball (Equal Teams)</p> <p>OBJECTIVE: To disrupt the buildup in the opponent's half, win the ball and score.</p> <p>ORGANIZATION: Same as Core Activity, except both teams are equal: Options are 1 v 1, 2 v 2, 3 v 3 or 4 v 4.</p> <p>KEY WORDS: Outnumber the opponent, pressure, cover, attack the ball</p> <p>GUIDED QUESTIONS: 1) What are you trying to do in this activity? 2) How do you do that?</p> <p>ANSWERS: 1) Disrupt the buildup in the opponent's half, win the ball and score. 2) Start defending forward as soon as the game starts, work together to pressure the ball carrier and try to finish quickly if we win the ball.</p> <p>NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this More Challenging Activity if the Core Activity is too easy. Spend a total of 30 minutes in the Practice Phase.</p>
	<p>2ND PLAY PHASE: The Game</p> <p>OBJECTIVE: To deny chances, win the ball back and score.</p> <p>ORGANIZATION: Mark out an 80 x 80-yard field. Divide players into two teams of eight. Each plays a 1-4-1-3 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: Stay compact, move with the ball, attack the ball</p> <p>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?</p> <p>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.</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 proper coaching, based on the age and level of the players? 	<p>Training Session Self-Reflection Questions</p> <ol style="list-style-type: none"> 1. Did you achieve your goals? Yes/No 2. What went well? 3. What could you do better?

TITLE: PLAY/PRACTICE/PLAY TRAINING SESSION

GOAL: Improve scoring goals

PLAYER ACTIONS: Shoot, create 1 v 1s and 2 v 1s

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

U13+ / 9 v 9 / 18 players

MOMENT: Attacking

DURATION: 90:00 min



	<p>1ST PLAY PHASE: Intentional Free Play</p> <p>OBJECTIVE: To create shooting opportunities and score.</p> <p>ORGANIZATION: Mark out three 24 x 20-yard fields. Teams play 3 v 3, either on goals (Field 1) or on goal lines (Fields 2 and 3). 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: Shoot, take opponents on</p> <p>GUIDED QUESTIONS: 1) How do you take advantage of a good shooting position? 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 shoots. 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): Attacker One-Up on Two Goals with Goalkeepers</p> <p>OBJECTIVE: To create shooting opportunities and score.</p> <p>ORGANIZATION: Mark out a 36 x 44-yard field with goals and goalkeepers. Choose eight attackers (Blue) and eight defenders (Red) and position them as shown. The coach calls out the game (2 v 1, 3 v 2 or 4 v 3) and then plays the ball in to Blue. The appropriate number of players run onto the field and play until a goal is scored by either team. If a round ends too quickly, play in a second ball. Then break off the attack and start a new round. Play for 30 minutes with two breaks.</p> <p>KEY WORDS: Shoot, pass, dribble, take opponents on</p> <p>GUIDED QUESTIONS: 1) When is it a good time to shoot? 2) How can you get an attacker into a good position to shoot?</p> <p>ANSWERS: 1) When you're in a good position and you have a clear shot at the goal. 2) Spread the field and pass to a wing player, who pushes forward and shoots; create 1 v 1s and 2 v 1s; break off the attack and switch if necessary.</p>
	<p>PRACTICE (Less Challenging): Attacker Two-Up on Two Goals with Goalkeepers</p> <p>OBJECTIVE: To create shooting opportunities and score.</p> <p>ORGANIZATION: Same as Core Activity, except the attackers play two-up. Options are 3 v 1, 4 v 2 or 5 v 3.</p> <p>KEY WORDS: Shoot, pass, dribble, take opponents on</p> <p>GUIDED QUESTIONS: 1) When is it a good time to shoot? 2) How can you get an attacker into a good position to shoot?</p> <p>ANSWERS: 1) When you're in a good position and you have a clear shot at the goal. 2) Spread the field and pass to a wing player, who pushes forward and shoots; create 1 v 1s and 2 v 1s; break off the attack and switch if necessary.</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): Equal Teams on Two Goals with Goalkeepers

OBJECTIVE: To create shooting opportunities and score.

ORGANIZATION: Same as Core Activity, except both teams are equal. Options are 1 v 1, 2 v 2, 3 v 3 or 4 v 4.

KEY WORDS: Shoot, pass, dribble, take opponents on

GUIDED QUESTIONS: 1) When is it a good time to shoot? 2) How can you get an attacker into a good position to shoot?

ANSWERS: 1) When you're in a good position and you have a clear shot at the goal. 2) Spread the field and pass to a wing player, who pushes forward and shoots; create 1 v 1s and 2 v 1s; break off the attack and switch if necessary.

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



2ND PLAY PHASE: The Game

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

ORGANIZATION: Mark out an 80 x 80-yard field. Divide players into two teams of nine. Each plays a 1-4-1-3. Play according to the Laws of the Game and the standards of play found in the U.S. Soccer Player Development Initiatives.

KEY WORDS: Be open, pass, dribble, use space

GUIDED QUESTIONS: 1) When is it a good time to shoot? 2) How can you get an attacker into a good position to shoot?

ANSWERS: 1) When you're in a good position and you have a clear shot at the goal. 2) Spread the field and pass to a wing player, who pushes forward and shoots; create 1 v 1s and 2 v 1s; break off the attack and switch if necessary.

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: Outnumber the opponent, stay involved, protect the goal, steal the ball

KEY QUALITIES: Read and understand the game, focus, take responsibility

U13+ / 11 v 11 / 18 players

MOMENT: Defending

DURATION: 90:00 min



1ST PLAY PHASE: Small-Sided Games

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

ORGANIZATION: Mark out two 30 x 20-yard fields. Free play: Teams play 4 v 4 on goal lines or 5 v 5 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: Defend the goal, stay compact, move with the ball

GUIDED QUESTIONS: 1) What's your top priority when you're outnumbered? 2) How can you keep the opponent away from the goal even though you're outnumbered?

ANSWERS: 1) To defend the goal. 2) Form a compact unit, block the direct path to the goal; steer attackers onto the wings; play ball-oriented defense; cover each other; block shots.

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



PRACTICE (Core Activity): From 1 v 2 to 2 v 2

OBJECTIVE: To prevent the opponent from scoring.

ORGANIZATION: Mark out two 42 x 44-yard fields: Divide players into two teams and position them as shown. Play begins with a pass from A to B. As soon as the pass is played, C runs in to help D. If the defenders win the ball, they counterattack on the goal line. Player A runs in to help B, and teams play 2 v 2 until a goal is scored. Afterward, A rotates to B's position and C rotates to D's. Play for 30 minutes with two breaks.

KEY WORDS: Close opponents down, defend the goal, attack the ball

GUIDED QUESTIONS: 1) What's the job of the defender behind the attacker? 2) What's the job of the other defender?

ANSWERS: 1) Intercept the ball if possible; otherwise stop the attacker from turning around to face the goal. 2) Support the first defender, pressure the attacker and win the ball.



PRACTICE (Less Challenging): 1 v 2 after Forward Pass

OBJECTIVE: To prevent the opponent from scoring.

ORGANIZATION: Same as Core Activity, except teams play 1 v 2, and Player A stays out of the game after the opening pass, even if the defenders win the ball.

KEY WORDS: Close opponents down, defend the goal, attack the ball

GUIDED QUESTIONS: 1) What's the job of the defender behind the attacker? 2) What's the job of the other defender?

ANSWERS: 1) Intercept the ball if possible; otherwise stop the attacker from turning around to face the goal. 2) Support the first defender, pressure the attacker and win 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): 2 v 2 in Middle

OBJECTIVE: To prevent the opponent from scoring.

ORGANIZATION: Same as Core Activity, except teams play 2 v 2 (Player A dribbles onto the field). Play continues until a goal is scored by either team.

KEY WORDS: Close opponents down, defend the goal, attack the ball

GUIDED QUESTIONS: 1) What's the job of the defender behind the attacker? 2) What's the job of the other defender?

ANSWERS: 1) Intercept the ball if possible; otherwise stop the attacker from turning around to face the goal. 2) Support the first defender, pressure the attacker and win 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 prevent the opponent from scoring.

ORGANIZATION: Mark out an 80 x 44-yard field. Divide players into two teams of nine. Each plays a 1-4-3-1. 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 with two breaks.

KEY WORDS: Close opponents down, defend the goal, maintain contact, attack the ball

GUIDED QUESTIONS: 1) How can you keep the opponent from scoring? 2) What do the inside defenders need to do on forward passes? 3) How can the midfielders help in this situation?

ANSWERS: 1) Form a compact unit, block the direct path to the goal; steer attackers onto the wings; play ball-oriented defense; cover each other; block shots. 2) Intercept the pass if possible; otherwise stop the receiver from turning around to face the goal. 3) Support the first defender, pressure the attacker and win the ball.

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 proper coaching, based on the age and level of the players?

Training Session Self-Reflection Questions

1. Did you achieve your goals? Yes/No
2. What went 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: Spread out, create passing options, change the point of attack

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

U13+ / 11 v 11 / 18 players

MOMENT: Attacking

DURATION: 90:00 min



	<p>1ST PLAY PHASE: Intentional Free Play</p> <p>OBJECTIVE: To pass or dribble forward, create chances and score goals.</p> <p>ORGANIZATION: Mark out two 30 x 20-yard fields, each with two goals. Divide players into four teams. Teams play 4 v 4 or 5 v 5 including goalkeepers. Free play, kick-ins. Play for 30 minutes with two breaks.</p> <p>KEY WORDS: Use space, be open, switch, take opponents on</p> <p>GUIDED QUESTIONS: 1) How do you cover space when you're in possession? 2) What can you do to get past the opponent and break through to the goal?</p> <p>ANSWERS: 1) Make the field as wide as possible (spread out). 2) Tie up defenders by dribbling at them, then pass to a teammate; switch the point of attack and pass the ball out of pressure; show for through passes behind the defensive line.</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): 10 v 8 on Endline</p> <p>OBJECTIVE: To move the ball forward and break through the last line of defense.</p> <p>ORGANIZATION: Mark out a 50 x 80-yard field with a 30-yard-deep defensive zone. Divide players into teams of 10 and 8 (Blue and Red). The attackers (Blue) play a 1-3-3-3 formation, and the defenders (Red) play a 4-3-1. To score, Blue has to either dribble across Red's endline or successfully pass across it into a receiver's path. Red can only defend inside the defensive zone. If they win the ball, they counterattack on Blue's goal or goal lines. Play for 30 minutes with two breaks.</p> <p>KEY WORDS: Use space, be open, switch the field, pass, dribble</p> <p>GUIDED QUESTIONS: 1) How can you get through the defense? 2) Where can you get through the defense? 3) What do you need to do to break through on the wings?</p> <p>ANSWERS: 1) Pass or chip the ball into the end zone, or dribble into the end zone. 2) On the wings or in the middle. 3) Draw opponents to one side, then switch the attack to the other side.</p>
	<p>PRACTICE (Less Challenging): 11 v 7 on Endline</p> <p>OBJECTIVE: To move the ball forward and break through the last line of defense.</p> <p>ORGANIZATION: Same as Core Activity, except teams play 11 v 7. Blue plays a 1-4-3-3, and Red has a back four and three midfielders.</p> <p>KEY WORDS: Use space, be open, switch the field, pass, dribble</p> <p>GUIDED QUESTIONS: 1) How can you get through the defense? 2) Where can you get through the defense? 3) What do you need to do to break through on the wings?</p> <p>ANSWERS: 1) Pass or chip the ball into the end zone, or dribble into the end zone. 2) On the wings or in the middle. 3) Draw opponents to one side, then switch the attack to the other side.</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): 9 v 9 on Endline and Goal

OBJECTIVE: To move the ball forward and break through the last line of defense.

ORGANIZATION: Same as Core Activity, except Red also has a goal with goalkeeper. Teams play 9 v 9. Red is still restricted to the defensive zone. If Blue breaks through, all players follow to finish the game on Red's goal.

KEY WORDS: Use space, be open, switch the field, pass, dribble

GUIDED QUESTIONS: 1) How can you get through the defense? 2) Where can you get through the defense? 3) What do you need to do to break through on the wings?

ANSWERS: 1) Pass or chip the ball into the end zone, or dribble into the end zone. 2) On the wings or in the middle. 3) Draw opponents to one side, then switch the attack to the other side.

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 pass or dribble forward, create chances and score goals.

ORGANIZATION: Mark out an 80 x 80-yard field. Divide players into two teams of nine. Each plays a 1-4-3-1-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: Use space, be open, switch the field, pass, dribble

GUIDED QUESTIONS: 1) How do you cover space when you're in possession? 2) What can you do to get past the opponent and break through to the goal? 3) Where can you get through the defense? 4) What do you need to do to break through on the wings?

ANSWERS: 1) Make the field as wide as possible (spread out). 2) Tie up defenders by dribbling at them, then pass to a teammate; switch the point of attack and pass the ball out of pressure; show for through passes behind the defensive line. 3) On the wings or in the middle. 4) Draw opponents to one side, then switch the attack to the other side.

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

KEY QUALITIES: Read and understand the game, take initiative, focus

U13+ / 11 v 11 / 18 players

MOMENT: Defending

DURATION: 90:00 min



1ST PLAY PHASE: Small-Sided Games

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

ORGANIZATION: Mark out two 30 x 20-yard fields. Free play: Divide players into two teams of four and two of five. Teams play 4 v 4 and 5 v 5 on goals with goalkeepers. Play for 30 minutes with two breaks.

KEY WORDS: Stay compact, move with the ball

GUIDED QUESTIONS: 1) How can you prevent the opponent from creating chances? 2) How do you close the gaps? 3) How do you keep them closed?

ANSWERS: 1) Close the gaps and keep them closed. 2) Form a compact unit (stay close to all nearby teammates). 3) Copy the movements of the ball, following it from side to 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 9

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

ORGANIZATION: Mark out an 80 x 84-yard field. Teams play 9 v 9. Red plays a 1-2-3-3 formation, and Blue plays a 1-4-3-1. Play starts with a pass from Red's goalkeeper. Blue starts out in the marked middle zone. If they win the ball, they counterattack on the goal in the middle or the goal lines on the wings. After interruptions, players return to their starting positions and play is restarted by Red's goalkeeper. Play for 30 minutes with two breaks.

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

GUIDED QUESTIONS: 1) What are you trying to do in this activity? 2) How do you do that?

ANSWERS: 1) Disrupt the buildup in our own half, deny chances and win the ball back. 2) Focus on defending: form a compact block between the penalty box and the centerline; stay close to all nearby teammates; move with the ball.



PRACTICE (Less Challenging): 9 v 9 on Narrow Field

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



ORGANIZATION: Same as Core Activity, except the field is only 60 yards wide.

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

GUIDED QUESTIONS: 1) What are you trying to do in this activity? 2) How do you do that?

ANSWERS: 1) Disrupt the buildup in our own half, deny chances and win the ball back. 2) Focus on defending: form a compact block between the penalty box and the centerline; stay close to all nearby teammates; move with 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.

	<p>PRACTICE (More Challenging): 10 v 8</p> <p>OBJECTIVE: To deny chances, win the ball back and score.</p> <p>ORGANIZATION: Same as Core Activity, except Red has 10 players and Blue has 8. Formations are 1-3-3-3 (Red) and 1-4-3 (Blue).</p> <p>KEY WORDS: Stay compact, move with the ball, attack the ball</p> <p>GUIDED QUESTIONS: 1) What are you trying to do in this activity? 2) How do you do that?</p> <p>ANSWERS: 1) Disrupt the buildup in our own half, deny chances and win the ball back. 2) Focus on defending: form a compact block between the penalty box and the centerline; stay close to all nearby teammates; move with the ball.</p> <p>NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this More Challenging Activity if the Core Activity is too easy. Spend a total of 30 minutes in the Practice Phase.</p>
	<p>2ND PLAY PHASE: The Game</p> <p>OBJECTIVE: To deny chances, win the ball back and score.</p> <p>ORGANIZATION: Mark out an 80 x 84-yard field. Divide players into two teams of nine. Each plays a 1-4-3-1. 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 with two breaks.</p> <p>KEY WORDS: Stay compact, move with the ball, attack the ball</p> <p>GUIDED QUESTIONS: 1) What are you trying to do in this activity? 2) Which part of the field do you need to cover when the other team has the ball? 3) How can you prevent the opponent from creating chances? 4) How do you close the gaps? 5) How do you keep them closed?</p> <p>ANSWERS: 1) Disrupt the buildup in our own half, deny chances and win the ball back. 2) Our own half in front of the penalty box. 3) Close the gaps and keep them closed. 4) Form a compact unit (stay close to all nearby teammates). 5) Copy the movements of the ball, following it from side to side.</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 proper coaching, based on the age and level of the players? 	<p>Training Session Self-Reflection Questions</p> <ol style="list-style-type: none"> 1. Did you achieve your goals? Yes/No 2. What went well? 3. What could you do better?

TITLE: PLAY/PRACTICE/PLAY TRAINING SESSION

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

PLAYER ACTIONS: Spread out, create passing options, pass or dribble forward

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

U13+ / 9 v 9 / 18 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 30 x 20-yard fields. Free play: Field 1: Teams play 4 v 4 on goal lines with goalkeepers. Field 2: Teams play 5 v 5 on goals with goalkeepers. Play for 30 minutes with two breaks.

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

GUIDED QUESTIONS: 1) How can you outnumber your opponents during the building phase? 2) How can you create space during the building phase? 3) Which positions should attackers cover during the building phase? 4) What formation is that?

ANSWERS: 1) By involving the goalkeeper. 2) Spread out across the width of the field; push forward and tie up the opposing defenders. 3) Central defender, right wing, left wing, central attacker. 4) A diamond.

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 to 3 v 2 + GK

OBJECTIVE: To get past the opponent's first two lines of defense.

ORGANIZATION: Mark out an 80 x 90-yard field divided into three zones. Divide players into teams of 10 and 8 (Blue and Red) and position them as shown. Blue plays 6 v 5 against Red in the attack-building zone. Blue's three target players can only receive ground balls. After they receive the ball, they attack 3 v 2 on Red's goal. If Red wins the ball, they counterattack on Blue's goal. Play for 30 minutes with two breaks.

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

GUIDED QUESTIONS: 1) On distributions, where should the inside defenders show for the ball? 2) What do the outside defenders need to do? 3) What should the inside midfielders do? 4) What do the target players need to do?

ANSWERS: 1) Just outside the penalty box sidelines, close to the endline. 2) Push forward and create space to build the attack. 3) Act as link players and show for passes behind the opposing forwards; focus on moving the attack forward after receiving a pass. 4) Find holes and stay open for ground balls at all times.



PRACTICE (Less Challenging): 7 v 5 to 3 v 1 + GK

OBJECTIVE: To get past the opponent's first two lines of defense.

ORGANIZATION: Same as Core Activity, except teams play 7 v 5 / 3 v 1 + GK.

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

GUIDED QUESTIONS: 1) On distributions, where should the inside defenders show for the ball? 2) What do the outside defenders need to do? 3) What should the inside midfielders do? 4) What do the target players need to do?

ANSWERS: 1) Just outside the penalty box sidelines, close to the endline. 2) Push forward and create space to build the attack. 3) Act as link players and show for passes behind the opposing forwards; focus on moving the attack forward after receiving a pass. 4) Find holes and stay open for ground balls 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 6 to 2 v 1 + GK

OBJECTIVE: To get past the opponent's first two lines of defense.

ORGANIZATION: Same as Core Activity, except teams play 6 v 6 / 2 v 1 + GK.

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

GUIDED QUESTIONS: 1) On distributions, where should the inside defenders show for the ball? 2) What do the outside defenders need to do? 3) What should the inside midfielders do? 4) What do the target players need to do?

ANSWERS: 1) Just outside the penalty box sidelines, close to the endline. 2) Push forward and create space to build the attack. 3) Act as link players and show for passes behind the opposing forwards; focus on moving the attack forward after receiving a pass. 4) Find holes and stay open for ground balls 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 build a solid attack, move the ball forward and score.

ORGANIZATION: Mark out an 80 x 80-yard field. Divide players into two teams of nine. Each plays a 1-4-3-1. Play according to the Laws of the Game and the standards of play found in the U.S. Soccer Player Development Initiatives.

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

GUIDED QUESTIONS: 1) How can you outnumber your opponents during the building phase? 2) How can you create space during the building phase? 3) On distributions, where should the inside defenders show for the ball? 4) What do the outside defenders need to do? 5) What should the inside midfielders do?





ANSWERS: 1) By involving the goalkeeper. 2) Spread out across the width of the field; push forward and tie up the opposing defenders. 3) Just outside the penalty box sidelines, close to the endline. 4) Push forward and create space to build the attack. 5) Act as link players and show for passes behind the opposing forwards; focus on moving the attack forward after receiving a pass.



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?

<p>TITLE: PLAY/PRACTICE/PLAY TRAINING SESSION</p> <p>GOAL: Improve preventing the opponent from building in their own half</p> <p>PLAYER ACTIONS: Make it compact, keep it compact, steal the ball</p> <p>KEY QUALITIES: Read and understand the game, take initiative, focus</p>	<p>U13+ / 11 v 11 / 18 players</p> <p>MOMENT: Defending</p> <p>DURATION: 90:00 min</p> 
	<p>1ST PLAY PHASE: Small-Sided Games</p> <p>OBJECTIVE: To disrupt the buildup in the opponent's half, win the ball and score.</p> <p>ORGANIZATION: Mark out two 30 x 20-yard fields. Free play: Field 1: Teams play 4 v 4 on 8-yard goal lines (pass on the ground to score). Field 2: Teams play 4 v 4 on goals with goalkeepers. Play for 30 minutes with two breaks.</p> <p>KEY WORDS: Stay compact, move with the ball, attack the ball</p> <p>GUIDED QUESTIONS: 1) What do you need to do to be able to disrupt the opponent's buildup right away? 2) What should you do after a turnover?</p> <p>ANSWERS: 1) Form a compact unit, block forward passing lanes, make them play square passes, and work together (on command) to put pressure on them. 2) Immediately switch to offense and finish as quickly as possible.</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): 6 v 6 to 3 v 1 on Two Goals with Goalkeepers</p> <p>OBJECTIVE: To disrupt the buildup in the opponent's half, win the ball and score.</p> <p>ORGANIZATION: Mark out an 80 x 90-yard field divided into three zones. Divide players into teams of 9 and 7 (Red and Blue) and position them as shown. Red plays 6 v 6 against Blue in the attack-building zone. Red's three target players can only receive ground balls. After they receive the ball, they attack 3 v 1 on Blue's goal. If Blue wins the ball, they counterattack on Red's goal. Play for 30 minutes with two breaks.</p> <p>KEY WORDS: Stay compact, move with the ball, attack the ball</p> <p>GUIDED QUESTIONS: 1) Why is it a bad idea to try to block a goalkeeper kick? 2) What should we do when the initial buildup is short? 3) When and where do we want to win the ball?</p> <p>ANSWERS: 1) Because if we do, the keeper might kick it long. 2) Move up slightly: The player closest to the ball leads; the others follow the ball but don't attack yet. 3) It depends on our strategy; one example might be on a pass to an outside defender.</p>
	<p>PRACTICE (Less Challenging): 5 v 6 to 3 v 2 on Two Goals with Goalkeepers</p> <p>OBJECTIVE: To disrupt the buildup in the opponent's half, win the ball and score.</p> <p>ORGANIZATION: Same as Core Activity, except teams play 5 v 6 in the attack-building zone, and the target players attack 3 v 2 on Blue's goal.</p> <p>KEY WORDS: Stay compact, move with the ball, attack the ball</p> <p>GUIDED QUESTIONS: 1) Why is it a bad idea to try to block a goalkeeper kick? 2) What should we do when the initial buildup is short? 3) When and where do we want to win the ball?</p> <p>ANSWERS: 1) Because if we do, the keeper might kick it long. 2) Move up slightly: The player closest to the ball leads; the others follow the ball but don't attack yet. 3) It depends on our strategy; one example might be on a pass to an outside defender.</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 6 to 3 v 0 on Two Goals with Goalkeepers</p> <p>OBJECTIVE: To disrupt the buildup in the opponent's half, win the ball and score.</p> <p>ORGANIZATION: Same as Core Activity, except teams play 7 v 6 in the attack-building zone, and the target players have three seconds to finish on Blue's goal.</p> <p>KEY WORDS: Stay compact, move with the ball, attack the ball</p> <p>GUIDED QUESTIONS: 1) Why is it a bad idea to try to block a goalkeeper kick? 2) What should we do when the initial buildup is short? 3) When and where do we want to win the ball?</p> <p>ANSWERS: 1) Because if we do, the keeper might kick it long. 2) Move up slightly: The player closest to the ball leads; the others follow the ball but don't attack yet. 3) It depends on our strategy; one example might be on a pass to an outside defender.</p> <p>NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this More Challenging Activity if the Core Activity is too easy. Spend a total of 30 minutes in the Practice Phase.</p>
	<p>2ND PLAY PHASE: The Game</p> <p>OBJECTIVE: To deny chances, win the ball back and score.</p> <p>ORGANIZATION: Mark out an 80 x 80-yard field. Divide players into two teams of eight. Each plays a 1-4-1-3 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: Stay compact, move with the ball, attack the ball</p> <p>GUIDED QUESTIONS: 1) Why is it a bad idea to try to block a goalkeeper kick? 2) What should we do when the initial buildup is short? 3) When and where do we want to win the ball?</p> <p>ANSWERS: 1) Because if we do, the keeper might kick it long. 2) Move up slightly: The player closest to the ball leads; the others follow the ball but don't attack yet. 3) It depends on our strategy; one example might be on a pass to an outside defender.</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 proper coaching, based on the age and level of the players? 	<p>Training Session Self-Reflection Questions</p> <ol style="list-style-type: none"> 1. Did you achieve your goals? Yes/No 2. What went well? 3. What could you do better?

TITLE: PLAY/PRACTICE/PLAY TRAINING SESSION

GOAL: Improve scoring goals

PLAYER ACTIONS: Shoot, create 1 v 1s and 2 v 1s

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



U13+ / 9 v 9 / 18 players

MOMENT: Attacking

DURATION: 90:00 min



	<p>1ST PLAY PHASE: Intentional Free Play</p> <p>OBJECTIVE: To create shooting opportunities and score.</p> <p>ORGANIZATION: Mark out three 24 x 20-yard fields. Teams play 3 v 3, either on goals (Field 1) or on goal lines (Fields 2 and 3). 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: Shoot, take opponents on</p> <p>GUIDED QUESTIONS: 1) How many goals did you score? What can you do to score more goals? 2) How do you take advantage of a good shooting position?</p> <p>ANSWERS: 1) Focus on attacking: create 1 v 1s and 2 v 1s; finish faster; be ready to jump on rebounds after shots. 2) Spread the field and pass to a wing player, who pushes forward and shoots.</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): 11 v 7 on Two Goals with GKs</p> <p>OBJECTIVE: To create chances and score by rapidly circulating the ball.</p> <p>ORGANIZATION: Mark out a 48 x 80-yard field with goals and goalkeepers. Divide players into teams of 11 and 7 (Blue and Red). Blue attacks in a 1-4-3-3 formation, and Red defends in a 1-4-2 positioned deep around the penalty box. If Red wins the ball, they counterattack on Blue's goal. Play for 30 minutes with two breaks.</p> <p>KEY WORDS: Shoot, pass, dribble, take opponents on, get in the box</p> <p>GUIDED QUESTIONS: 1) How can you score when the opponent is deep in their own half? 2) How many players do you need in the middle on attacks up the wings? 3) Where should you be on the last pass? 4) What should you do after losing the ball?</p> <p>ANSWERS: 1) Attack up the wings and play crosses; keep the ball moving, always changing rhythms and shifting the point of attack; shoot from outside the penalty box; be patient. 2) At least three. 3) Near post, far post and in front of goal. 4) Try to win it back right away and launch a new attack.</p>
	<p>PRACTICE (Less Challenging): 10 v 6 on Two Goals with GKs plus Target Players</p> <p>OBJECTIVE: To create chances and score by rapidly circulating the ball.</p> <p>ORGANIZATION: Same as Core Activity, except teams play 10 v 6, and if Red wins the ball, they can also score by playing a pass or flighted ball to a target player.</p> <p>KEY WORDS: Shoot, pass, dribble, take opponents on, get in the box</p> <p>GUIDED QUESTIONS: 1) How can you score when the opponent is deep in their own half? 2) How many players do you need in the middle on attacks up the wings? 3) How can you keep Red from scoring?</p> <p>ANSWERS: 1) Attack up the wings and play crosses; keep the ball moving, always changing rhythms and shifting the point of attack; shoot from outside the penalty box. 2) At least three. 3) By pressuring them immediately.</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): 10 v 8 on Two Goals with GKs</p> <p>OBJECTIVE: To create chances and score by rapidly circulating the ball.</p> <p>ORGANIZATION: Same as Core Activity, except teams play 10 v 8.</p> <p>KEY WORDS: Shoot, pass, dribble, take opponents on, get in the box</p> <p>GUIDED QUESTIONS: 1) How can you score when the opponent is deep in their own half? 2) How many players do you need in the middle on attacks up the wings? 3) Where should you be on the last pass? 4) What should you do after losing the ball?</p> <p>ANSWERS: 1) Attack up the wings and play crosses; keep the ball moving, always changing rhythms and shifting the point of attack; shoot from outside the penalty box; be patient. 2) At least three. 3) Near post, far post and in front of goal. 4) Try to win it back right away and launch a new attack.</p> <p>NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this More Challenging Activity if the Core Activity is too easy. Spend a total of 30 minutes in the Practice Phase.</p>
	<p>2ND PLAY PHASE: The Game</p> <p>OBJECTIVE: To move the ball forward, create chances and score goals.</p> <p>ORGANIZATION: Mark out an 80 x 80-yard field. Divide players into two teams of nine. Each plays a 1-4-1-3. Play according to the Laws of the Game and the standards of play found in the U.S. Soccer Player Development Initiatives.</p> <p>KEY WORDS: Shoot, pass, dribble, take opponents on, get in the box</p> <p>GUIDED QUESTIONS: 1) How can you score when the opponent is deep in their own half? 2) How many players do you need in the middle on attacks up the wings? 3) Where should you be on the last pass? 4) What should you do after losing the ball?</p> <p>ANSWERS: 1) Attack up the wings and play crosses; keep the ball moving, always changing rhythms and shifting the point of attack; shoot from outside the penalty box; be patient. 2) At least three. 3) Near post, far post and in front of goal. 4) Try to win it back right away and launch a new attack.</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

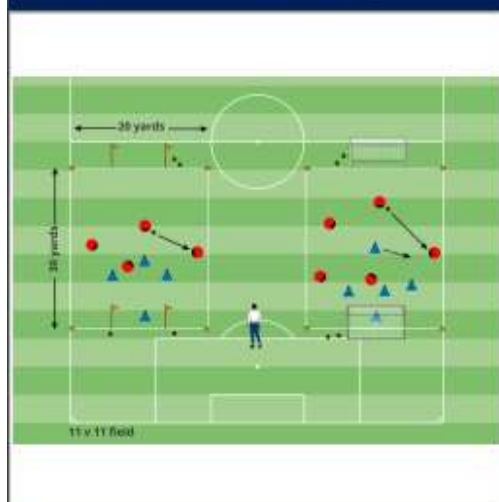
PLAYER ACTIONS: Mark the player/area, make it compact, protect the goal

KEY QUALITIES: Read and understand the game, focus, take responsibility

U13+ / 11 v 11 / 18 players

MOMENT: Defending

DURATION: 90:00 min



1ST PLAY PHASE: Small-Sided Games

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

ORGANIZATION: Mark out two 30 x 20-yard fields. Free play: Teams play 4 v 4 on goal lines or 5 v 5 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, move with the ball

GUIDED QUESTIONS: 1) What's your top priority when you're outnumbered? 2) How can you keep the opponent away from the goal even though you're outnumbered?

ANSWERS: 1) To defend the goal. 2) Form a compact unit, block the direct path to the goal; steer attackers onto the wings; play ball-oriented defense; cover each other; block shots.

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



PRACTICE (Core Activity): 8 v 6 on Goals with Goalkeepers and Target Players

OBJECTIVE: To prevent the opponent from scoring.

ORGANIZATION: Mark out a 42 x 80-yard field with goals and goalkeepers. Divide players into two teams of nine. Red attacks in a 1-3-2-3 formation, and Red defends in a 1-4-2 positioned deep around the penalty box. If Blue wins the ball, they counterattack on Red's goal or pass to the target players on the wings. Play for 30 minutes with two breaks.

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

GUIDED QUESTIONS: 1) How can you keep the opponent away from the goal even though you're outnumbered? 2) What do you need to do when they're attacking up the wings? 3) So what should the inside defenders do?

ANSWERS: 1) Form a compact unit, block the direct path to the goal and steer attackers onto the wings. 2) Stop the ball carrier; stop crosses; stay tight on players in good scoring positions. 3) Don't just run out after the ball; keep an eye on the opposing forwards and mark them tightly when they're in position to receive the ball.



PRACTICE (Less Challenging): 8 v 8 on Goals with Goalkeepers

OBJECTIVE: To prevent the opponent from scoring.



ORGANIZATION: Same as Core Activity, except 8 v 8 (Red 1-3-2-3, Blue 1-4-3-1).

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

GUIDED QUESTIONS: 1) How can you keep the opponent away from the goal even though you're outnumbered? 2) What do you need to do when they're attacking up the wings? 3) So what should the inside defenders do?

ANSWERS: 1) Form a compact unit, block the direct path to the goal and steer attackers onto the wings. 2) Stop the ball carrier; stop crosses; stay tight on players in good scoring positions. 3) Don't just run out after the ball; keep an eye on the opposing forwards and mark them tightly when they're in position to receive 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.

 <p>10 v 6 field</p>	<p>PRACTICE (More Challenging): 10 v 6 on Goals with Goalkeepers</p> <p>OBJECTIVE: To prevent the opponent from scoring.</p> <p>ORGANIZATION: Same as Core Activity, except teams play 10 v 6 + GKs.</p> <p>KEY WORDS: Stay compact, defend the player, defend the area, defend the goal</p> <p>GUIDED QUESTIONS: 1) How can you keep the opponent away from the goal even though you're outnumbered? 2) What do you need to do when they're attacking up the wings? 3) So what should the inside defenders do?</p> <p>ANSWERS: 1) Form a compact unit, block the direct path to the goal and steer attackers onto the wings. 2) Stop the ball carrier; stop crosses; stay tight on players in good scoring positions. 3) Don't just run out after the ball; keep an eye on the opposing forwards and mark them tightly when they're in position to receive the ball.</p> <p>NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this More Challenging Activity if the Core Activity is too easy. Spend a total of 30 minutes in the Practice Phase.</p>
 <p>10 v 6 field</p>	<p>2ND PLAY PHASE: The Game</p> <p>OBJECTIVE: To deny chances, win the ball back and score.</p> <p>ORGANIZATION: Mark out an 80 x 84-yard field. Divide players into two teams of nine. Each plays a 1-4-3-1. 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 with two breaks.</p> <p>KEY WORDS: Stay compact, move with the ball, attack the ball</p> <p>GUIDED QUESTIONS: 1) Where are most goals scored from? 2) How are those goals usually scored? 3) So what do you need to do to defend the goal?</p> <p>ANSWERS: 1) The middle of the penalty box. 2) On passes from the wings, by dribbling into the penalty box and on rebounds. 3) Stop passes to potential scorers; mark opponents tightly in the penalty box; don't let them beat you 1 v 1 and break through; follow the ball to the goal and clear rebounds.</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 proper coaching, based on the age and level of the players? 	<p>Training Session Self-Reflection Questions</p> <ol style="list-style-type: none"> 1. Did you achieve your goals? Yes/No 2. What went well? 3. What could you do better?