



## U6 Coaches Guidebook

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## 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

## 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 Rec League Rules

Division	U6	U8	U10	U12
Format/Players	3v3 or 4v4	5v5	7v7	9v9
Ball Size	3	3	4	4
Game Length	4 x 10 Minute Quarters		2 x 25 Minute Halves	2 x 30 Minute Halves
Half-Time	N/A		Yes (5 Minutes)	
Coach on the Field	Yes	No		
Goalkeeper	No	Yes (1-Quarter)	Yes (1-Half)	Yes
Goalkeeper Distribution	N/A	Yes (Throw, Roll, Pass). (No Punting, Drop Kicks). (Defenders move to half field line).	Yes (Throw, Roll, Pass). (No Punting, Drop Kicks). (Defenders move to build out line).	Yes
Minimum Players to Start	3		4	6
Goal Kicks	Yes (Goal Line). (Defenders move to half field line).	Yes (Goal Line). (Defenders move to half field line).	Yes (Anywhere in the Penalty Box). (Defenders move to build out line).	Yes
Throw-Ins	No (Kick-ins from the sideline).	Yes (1 Re-Throw).		Yes
Headers	No (Purposeful header will lead to an indirect kick).			
Direct Kicks	No		Yes	
Offsides	No		Yes (build out line acts as the half field line). (No cherry picking).	Yes
Substitutions	Yes (Unlimited (Usually only for injury)).		Yes (Unlimited (Goal Scored, Throw-In, Goal Kick, and Injury)).	
Slide Tackles	No (For player safety slide tackles are not allowed).			
Playing Time	All players will play ½ of all games. Ideally, players will play half of each half of the game as well.			
Players Equipment	The uniform is a jersey, shorts, soccer socks, shin guards and shoes. Nothing that could potentially cause injury to a player, or another player may be worn (including jewelry and metal hair clips). The goalkeeper must wear a different color jersey (or penny) to distinguish them from the other players.			
Referee(s)	N/A		1 Center	1 Center, 2 Assistant
Code of Conduct	Yes (All Coaches, Parents, and Players will respect everyone at each match. Failure to do so will lead to your removal from the facility).			
Red Card Action	Yes (Coach/Parent (Current game, plus 2 game suspension)). (Player (Current Game, plus 1 game suspension)).			
Guest Players	Yes (Must be approved by the Director of the program at each club).			
Game Day Rules	<ul style="list-style-type: none"><li>• An emphasis is to be placed on fun and development.</li><li>• All players and coaches shall be on one side of the field "team area" opposite from the parents and spectators (Exception for U/8).</li><li>• Players and coaches shall remain on their own half of the sideline.</li><li>• No coaches or parents are allowed to sit or stand along the end-lines near the goals.</li><li>• Coaches should not be on the field of play, unless attending a player for an injury (Exception for U/6).</li><li>• Players should huddle as a team together during injury on the field away from injured player to allow adults to attend injured player.</li></ul>			

<b>Scoring</b>	<b>No</b>	<b>Yes</b> (Recorded score is only a +4 differential). (Challenge your team in other areas if winning by 4 or more goals.)
<b>Standing Tiebreakers</b>	<b>N/A</b>	<b>Yes</b> (1. Points, 2. Wins, 3. Ties, 4. Loss, 5. Goals Against, 6. Goal Differential, 7. Goals Scored, 8. Coin Flip (best of three)).



# 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 U19+ 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 at 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><b>"The ball is playing with me... I am playing with the ball."</b></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"> <li>Reads and analyzes situations regarding the structure of soccer attacking/defending/transition</li> <li>Takes initiative-creates opportunities instead of reacting</li> <li>Wants to score</li> <li>Shows comfort with the ball</li> <li>Is involved and engaged throughout every game/training session</li> </ul>	<ul style="list-style-type: none"> <li>Shoot</li> <li>Pass or dribble forward</li> </ul>	<ul style="list-style-type: none"> <li>Protect the goal</li> <li>Steal the ball</li> </ul>	<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><b>"Playing with my friends."</b></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 &amp; decision making)</p>	<p><b>In addition to the KQs listed above:</b></p> <ul style="list-style-type: none"> <li>Applies (basic) knowledge of the cues</li> <li>Understands where and when to move themselves and the ball</li> <li>Confronts situations</li> <li>Demonstrates bravery</li> <li>Delivers on agreements and promises</li> <li>Evaluates and reflects on their own performance</li> </ul>	<ul style="list-style-type: none"> <li>Spread out</li> <li>Create passing options</li> <li>Support the attack</li> <li>Plus all player actions above</li> </ul>	<ul style="list-style-type: none"> <li>Make it compact</li> <li>Keep it compact</li> <li>Plus all player actions above</li> </ul>	<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>
				<p><b>A&gt;D</b> Defend as quickly as possible (transition is always a part of attacking and defending but is not a focus for the Grassroots Coach).</p>	<p><b>D&gt;A</b> Attack as quickly as possible (transition is always a part of attacking and defending but is not a focus for the Grassroots Coach).</p>	



# U.S. SOCCER GRASSROOTS PLAYER DEVELOPMENT FRAMEWORK

## 7v7

GAME MODEL: 7v7

AGES: 9 - 10

DEVELOPMENTAL GOALS	DEVELOPMENTAL NEEDS	KEY QUALITIES	ATTACKING PLAYER ACTIONS	DEFENDING PLAYER ACTIONS	PLAYER BEHAVIORS	COACH BEHAVIORS
<b>"Playing as team."</b> 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)	<b>In addition to the KQs of a 4v4 player:</b> <ul style="list-style-type: none"> <li>Aligns own actions with the other players, positions</li> <li>Challenges opponents</li> <li>Deals with adversity</li> <li>Is proficient in 1v1 situations to create or to steal/regain the ball</li> </ul>	<b>U6</b> <ul style="list-style-type: none"> <li>Shoot</li> <li>Pass or dribble forward</li> </ul> <b>U7/U8</b> <ul style="list-style-type: none"> <li>Spread out</li> <li>Create passing options</li> <li>Support the attack</li> </ul> <b>U9/U10</b> <ul style="list-style-type: none"> <li>Create a 2v1 or 1v1</li> <li>Change the point of attack</li> </ul>	<b>U6</b> <ul style="list-style-type: none"> <li>Protect the goal</li> <li>Steal the ball</li> </ul> <b>U7/U8</b> <ul style="list-style-type: none"> <li>Make it compact</li> <li>Keep it compact</li> </ul> <b>U9/U10</b> <ul style="list-style-type: none"> <li>Pressure, cover, balance</li> <li>Outnumber the opponent</li> </ul>	Participate enthusiastically in competitive activities  Practice repeatedly to get better  Take losing hard, in practice and games  Want to know "why"  Need lots of positive reinforcement	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  Give plenty of praise
	Experiences in game-like situations for key qualities related to attacking and defending					
	Experiences of attacking and defending as a team					
					<b>A&gt;D</b> Defend as quickly as possible (transition is always a part of attacking and defending but is not a focus for the Grassroots Coach).	<b>D&gt;A</b> 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 1v1 player:</p> <ul style="list-style-type: none"> <li>Remains calm and composed</li> <li>Is technically proficient to be effective</li> <li>Is coordinated in their movement</li> <li>Is adaptable and flexible in dealing with (unexpected) challenges and problems</li> <li>Articulates their own learning needs</li> </ul>	<p><b>U6</b></p> <ul style="list-style-type: none"> <li>Shield</li> <li>Pass with subtle forward</li> </ul> <p><b>U7/U8</b></p> <ul style="list-style-type: none"> <li>Spread out</li> <li>Creates passing options</li> <li>Support the attack</li> </ul> <p><b>U9/U10</b></p> <ul style="list-style-type: none"> <li>Creates a 2v1 or 1v1</li> <li>Change the point of attack</li> </ul> <p><b>U11/U12</b></p> <ul style="list-style-type: none"> <li>Change the pace/rhythm</li> <li>Switch positions</li> </ul>	<p><b>U6</b></p> <ul style="list-style-type: none"> <li>Protect the goal</li> <li>Steal the ball</li> </ul> <p><b>U7/U8</b></p> <ul style="list-style-type: none"> <li>Make it compact</li> <li>Keep it compact</li> </ul> <p><b>U9/U10</b></p> <ul style="list-style-type: none"> <li>Pressure, cover, balance</li> <li>Outnumber the opponent</li> </ul> <p><b>U11/U12</b></p> <ul style="list-style-type: none"> <li>Stay involved</li> <li>Mark the player/mark the area</li> </ul>	<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>I 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>

**A2-D1** defend as quickly as possible (transition is always a part of attacking and defending but is not a focus for the Grassroots Coach).

**U11-U12** 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><b>All Player Actions</b></p> <ul style="list-style-type: none"> <li>• Shoot</li> <li>• Pass or dribble forward</li> <li>• Spread out</li> <li>• Create passing options</li> <li>• Support the attack</li> <li>• Create a 2v1 or 1v1</li> <li>• Change the point of attack</li> <li>• Change the pace/rhythm</li> <li>• Switch positions</li> </ul>	<p><b>All Player Actions</b></p> <ul style="list-style-type: none"> <li>• Protect the goal</li> <li>• Steal the ball</li> <li>• Make it compact</li> <li>• Keep it compact</li> <li>• Pressure, cover, balance</li> <li>• Outnumber the opponent</li> <li>• Stay involved</li> <li>• Mark the player/mark the area</li> </ul>	<p>Engage in problem solving activities</p> <p>Challenge ideas</p> <p>Demonstrate mood shifts</p> <p>Differences between genders</p> <p>Do not always play fairly</p>	<p>Use guided questions to support their thinking/decision making</p> <p>Listen first and consider their perspective</p> <p>Be patient and consistent in your treatment</p> <p>Give each player individual attention and care</p> <p>Encourage self-regulation, e.g. refereeing own games at training</p>

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

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

# PROFILE OF THE GRASSROOTS COACH

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



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

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

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

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

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

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

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

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

## 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

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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?

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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?

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- 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?

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

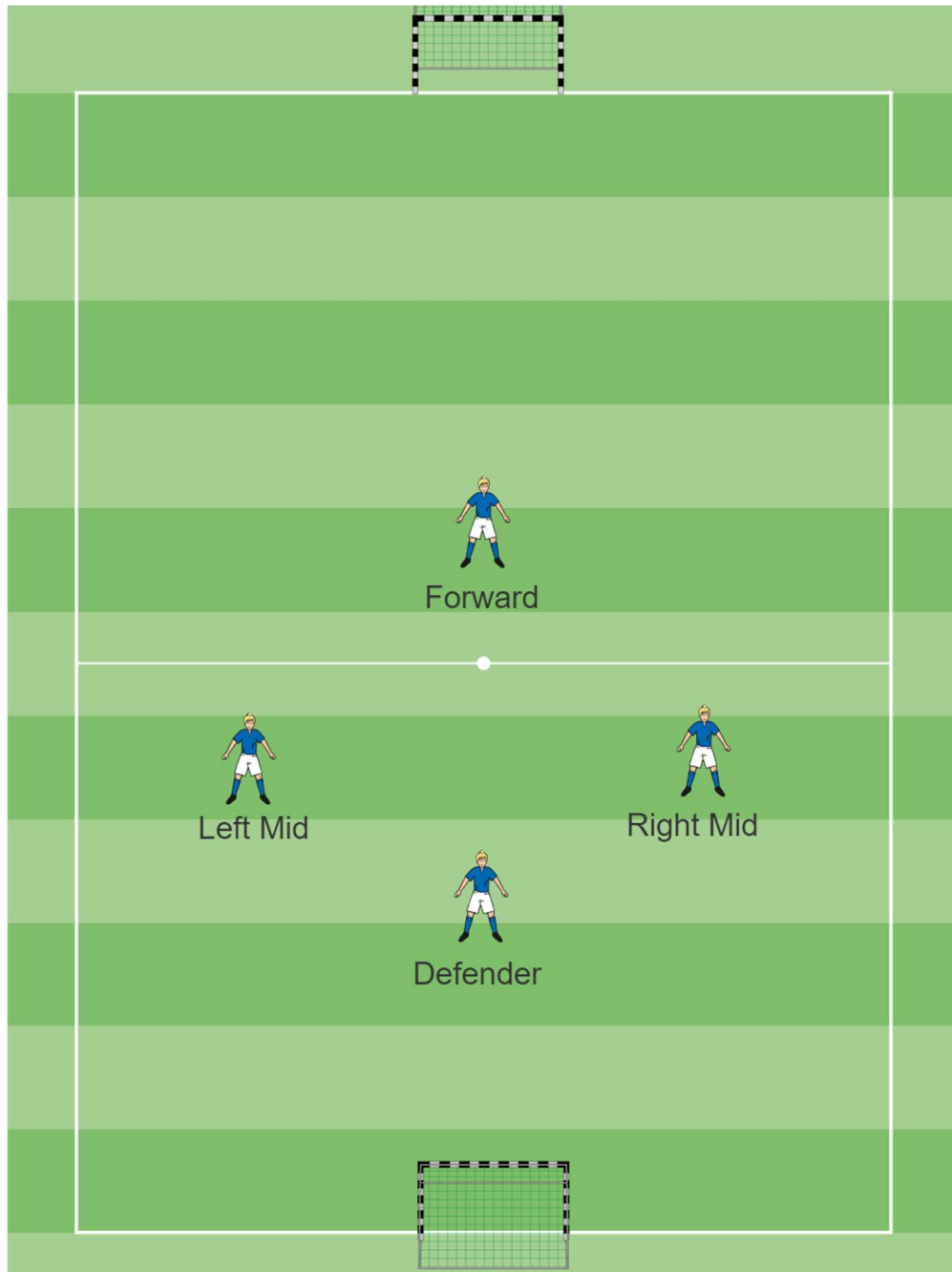
- Take rest breaks as needed
- Spend fewer hours at school
- Be given more time to take tests or complete assignments
- Receive help with schoolwork
- Reduce time spent reading, writing, or on the computer

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.

## Formations 4 v 4

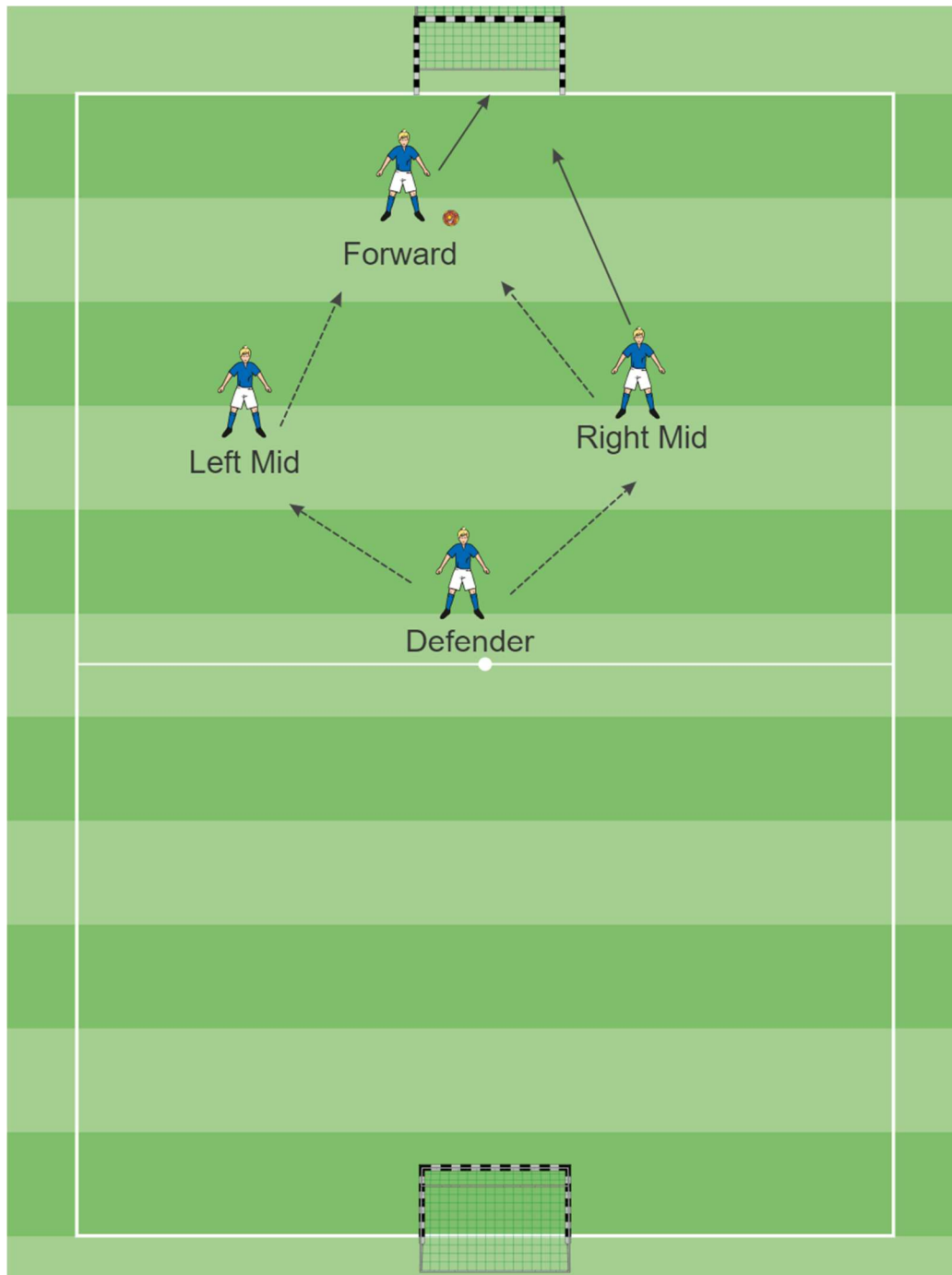
### Base Formation

**1-2-1:** This formation provides balance between defense and attack. It will help the players develop discipline and learn responsibility. One player has the main defensive responsibility and one the main attacking responsibility. Two midfielders are able to support both the attack and defense. \*(Note the diamond shape players create)



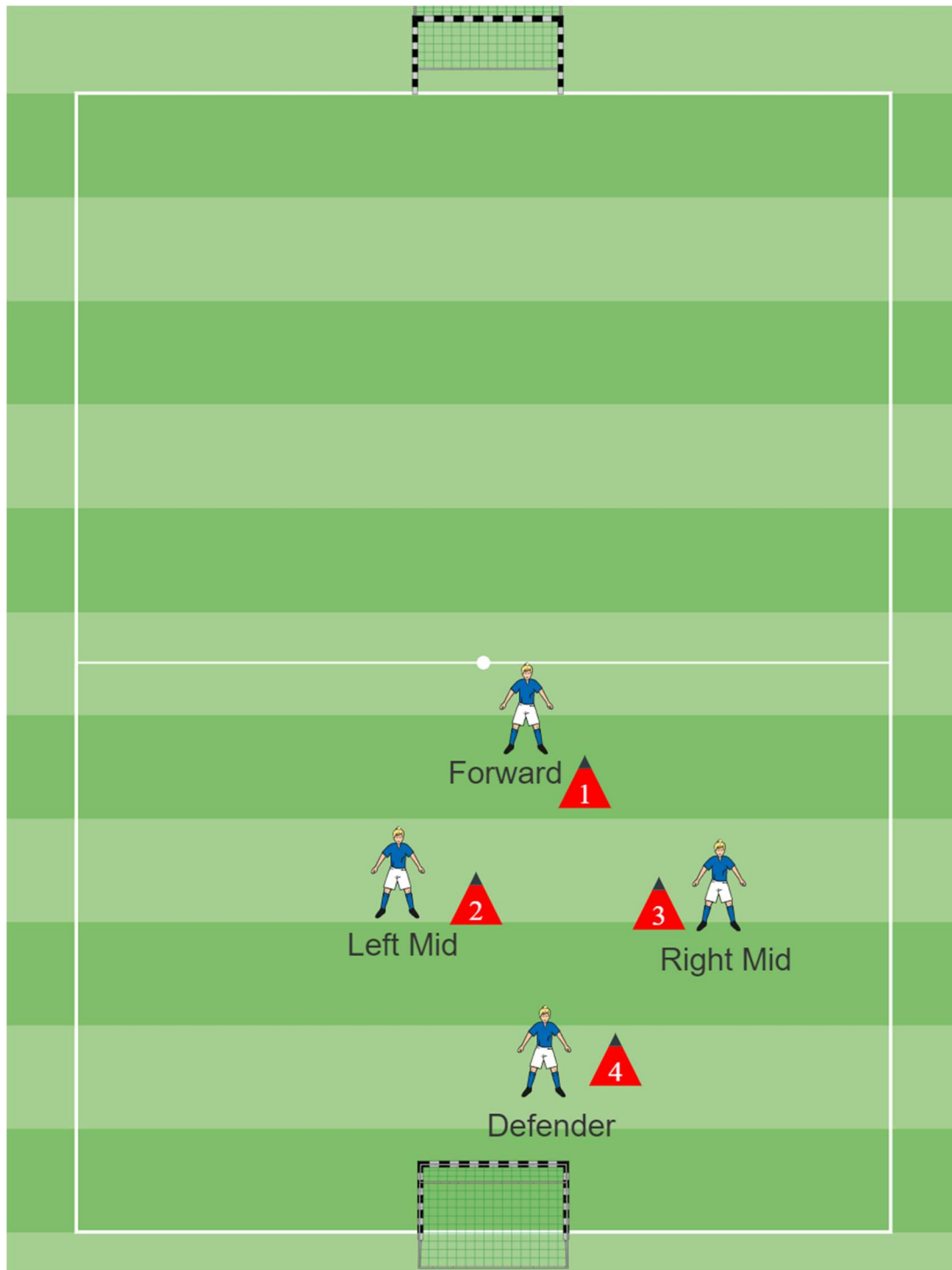
### Offensive Formation 4 v 4

**1-2-1:** Offensively we are looking for our players to create triangles and diamonds. We are also looking for coverage of the field and for passing and goal scoring chances. Note the Defender crosses the mid field line to support in the attack. \*(Players maintain space and shape)



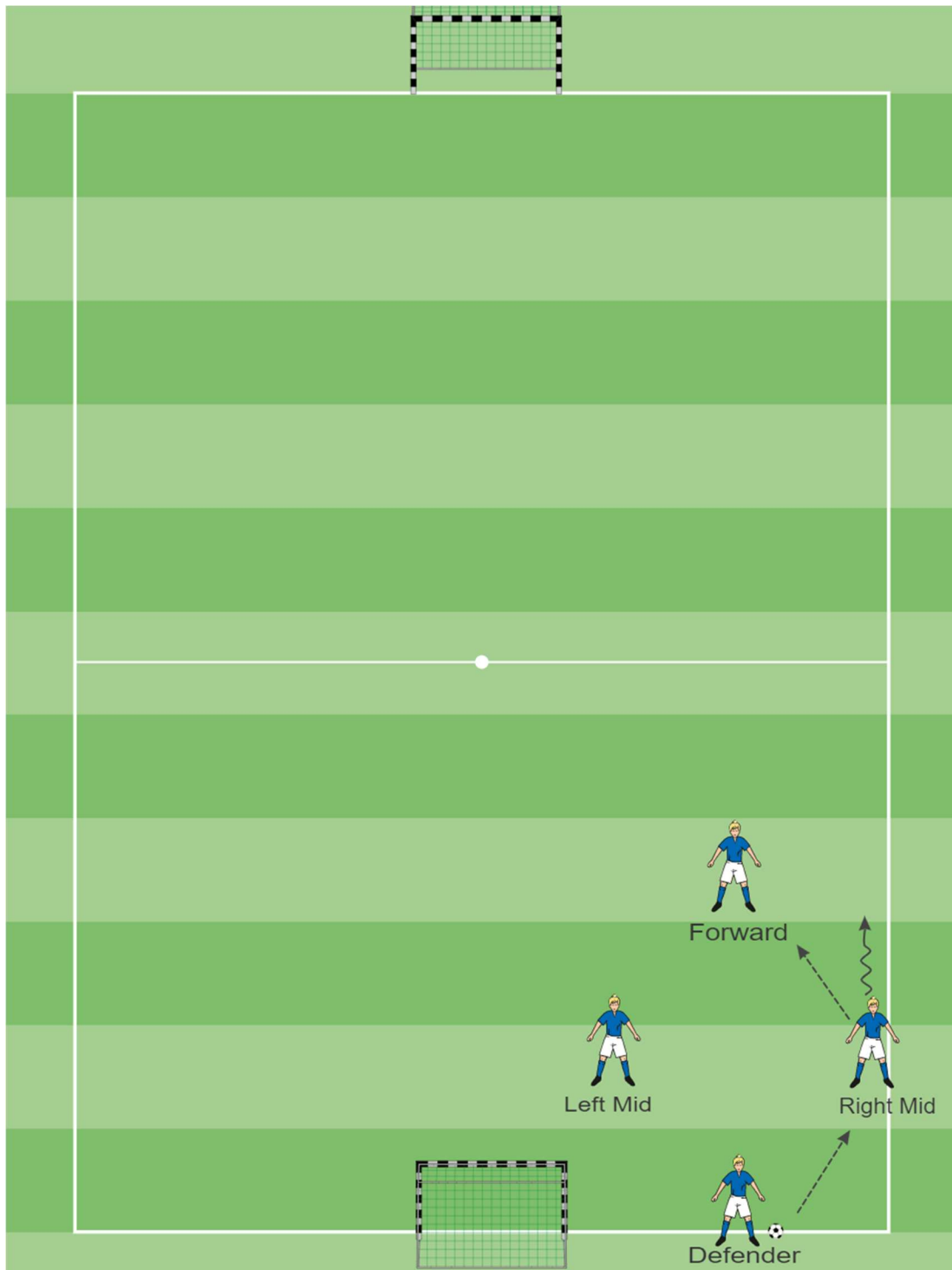
### Defensive Formation 4 v 4

**1-2-1:** Defensively we want to stay compact and constantly create pressure, cover, and balance on the field. To be most effective the Defender must maintain discipline and not get too high when helping on the offensive attack. When playing defense all players should learn to cover both a space and a player.



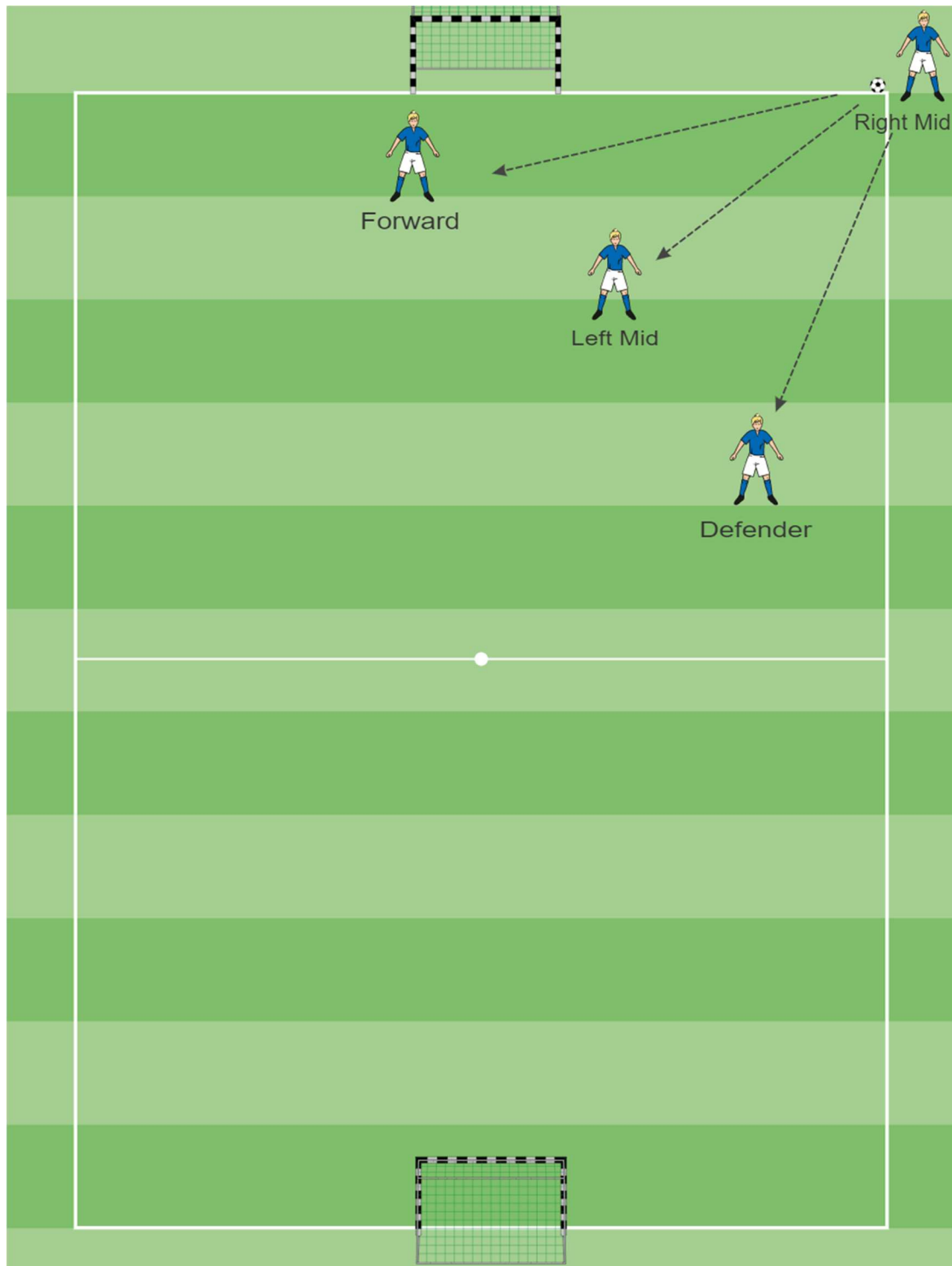
### Goal Kick 4 v 4

**1-2-1:** Players line up in their formation and the Defender makes a touch inbounds to one of the Midfielders who can then carry the ball or pass ahead to the forward. Players work together to transition to offense while maintain their space and shape.



### Corner Kick 4 v 4

**1-2-1:** Midfielder takes the kick from the corner and is looking to make a pass to the Forward, Midfielder, or the Defender.



## 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

**\*TIP: Change games so that the players are competing against the coaches.  
Kids love this challenge!**

## **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...10-15 minutes **(Play)**
  - This section will involve games that will further develop the skill of the day.
- Skill of the Day Instruction...10-15 minutes **(Practice)**
  - This section will be where you teach the players the proper way to dribble, pass, shoot, etc. It will also include a short drill to practice technique. Take this time to give one-on-one instruction and correct any mistakes.
- Water Break/Recap/Game Prep...2- 5 minutes
  - Use this time to give the players a rest, recap the practice and organize for the scrimmage.
- Small/Full-Sided Scrimmages...10-15 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.**

## PRACTICE #1 SKILL: **Dribbling**

10 Minutes: Warm-up

1. **Traffic Jam**-Mark off a 25x25 yard box (or a suitable size for number of kids). All players start in the box with a ball dribbling at a jogging pace. Have each player pick his or her favorite car to pretend to be (encourage using horns and wipers!). All players must dribble in the designated area.

Key Points:

1. Head up-eyes on the field
2. Use both feet
3. Dribbling into space (No car crashes!)

\*Coach can switch things up by allowing left foot only, right foot only, holding up fingers for players to call out, etc.

Stretch: \*SEE ATTACHED SHEET

10 Minutes: Skill of the Day Instruction: **Dribbling**

Key Points:

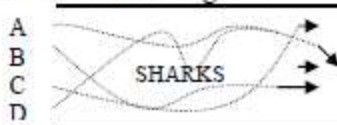
1. You can use both feet and ALL surfaces (inside, outside, laces, and sole)
2. Keep the ball close to your feet. If it is too far ahead, other players can steal it
3. Head up-eyes on the field

Skill Drill: Divide players into two lines facing each other approximately 10 yards away. Player one dribbles towards the second line, giving the ball to the first player in that line. The cycle continues back and forth.

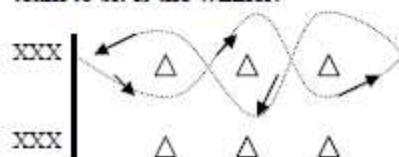
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20 Minutes: Dribbling Games

1. **Sharks and Minnows**-Cone off a rectangular area. Designate two Sharks to be in the middle of the "ocean" without a ball. All other players (the Minnows) have a ball at one end. On the coach's signal the Minnows attempt to cross the "ocean" by dribbling without losing their ball. The Sharks try to kick everyone's ball out of the "ocean." If a Minnow loses his/her ball then he/she becomes a shark. Minnows cross on coach's signal each time. The last two Minnows surviving become Sharks in a new game.



2. **Relay Race**-Set up cones in 2 straight lines (far enough apart for the dribbling level of the players). Divide team in half. Players have to dribble the ball between the cones (slalom-style) down and back and then tag the next person in line. After each player has gone, the first team to sit is the winner.



### Water Break/Recap

#### 20 Minutes: Small-Sided Scrimmage

Divide team into smaller teams of 3 or 4 players and play mini-games.  
Play short games so every team gets to play each other.

**PRACTICE #2 SKILL:**

# Positions on the field

10 Minutes: Warm-up/Stretch

1. **Tap Dance**-The ball should not move in this drill. Each player has a ball and they start with one foot on the ball and one foot on the ground. On the coach's signal, they start switching feet, "tapping" the top of the ball with each foot. Coach can hold up fingers and the players have to yell out the number he is holding.
2. **Happy Feet**-The player puts the ball between their feet. The ball is knocked back and forth from the left to right in a continuous motion. The knees should be slightly bent and the ball should be hitting the area above the ball of the foot.

\*These two drills are used for fast footwork and to get the players comfortable with the ball. The goal is for each player to stay under control and be comfortable not staring at the ball.

10 Minutes: Skill of the Day Instruction: **Positions on the field**

1. **Forward**- Primarily an attacking player whose responsibility is to create and score goals.
2. **Midfielder**-Both an offensive and defensive player who is primarily responsible for linking forwards and the defenders.
3. **Defender**-Primarily a defensive player who assists the goalkeeper in protecting the goal.
4. **Goalkeeper**-The last line of defense. The only player who can use his/her hands within the field of play. The goalkeeper is limited to using his/her hands within the penalty area.

Skill Drill: Begin by lining the players on the field in position. Explain where each position should be and their responsibilities.

20 Minutes: Positional Game

1. **Alley Cat** (see diagram on next page)-Set up cones in 3 "alleys" (horizontally and vertically) on the field (see diagram on next page). Set a player in each zone (one forward, one midfielder and one defender). Ball starts with the defender. They must pass one ball to each other down the field and shoot a goal. Players may not crossover into each other's alley.

Variations:

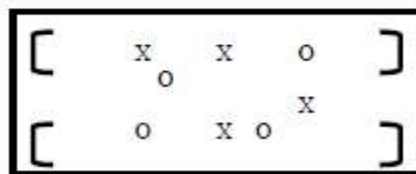
1. Relay race between "alleys". Which alley can get all their balls into the goal the quickest?
2. Have only one goal and everyone on the same team. Set number of passes that must be made before a shot can be taken.
3. Add a defender or two who can roam anywhere and/or goalkeepers to increase difficulty

F	F	F
M	M	M
D	D	D

### Water Break/Recap

20 Minutes: **2-Goal Scrimmage**-Set up 2 goals at *each* end of the field, closer to the sideline than to each other. Attackers need to look up and decide which goal to attack (which one is more open).

\* Bunching is very apparent at this age. When players are bunched-stop the play and explain why everyone can't race to the ball. Point out where the open space is. This concept may take a while to catch on but pretty soon they will know immediately why you stopped the play.



PRACTICE #3 SKILL:

# Passing

10 Minutes: Warm-up/Stretch

1. **Review Footwork: Tap Dance/Happy Feet**
2. **Dribble Knock-Out**-Cone off an area large enough for all players to fit in. Each player has a ball and must dribble in the area. When the coach yells "KNOCK OUT!" each player tries to knock out another player's ball from the area while keeping his own ball under control. If a player's ball leaves the area, that player is out. Play until one player is left.

\*See "Common Practice Problems" for alternatives in elimination games.

10 Minutes: Skill of the Day Instruction: **Passing**

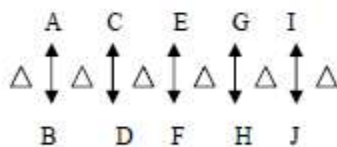
Key Points:

1. Use inside of feet
2. Strike through the middle of the ball
3. Plant non-kicking foot next to the ball, pointing towards target

**Skill Drill: Thread the Needle**-Each player needs a partner and they stand facing each other about 7-10 yards apart. Two cones are placed in the middle about 4 yards apart. Players must pass to each other by having the ball go between the cones.

VARIATIONS:

1. Only left foot/right foot
2. Most passes in a minute
3. After each successful pass, take one step backwards.

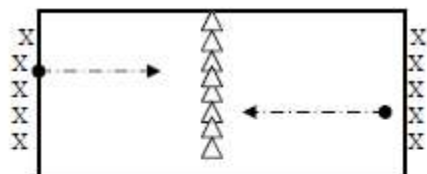


20 Minutes: **Passing Games**

1. **Force Challenge**-Players stand approximately five yards from the sideline. Ask players to kick the ball so that it stops on the line. Repeat several times before switching. Partners retrieve balls. Whose ball lands closest?
2. **Storm the Castle**-Divide team in half. Each team lines up 20 yards apart facing each other (distance may be increased/decreased). Set cones up in a centerline between teams (10 yards away from each team). Each player tries to knock down the cones by passing the ball into them. When cone is knocked over, that player runs into middle

zone and tries to bring cone to own end line before other team hits player with a passed ball (waist or lower).

- Each team must stay behind own line, unless retrieving a cone.
- Only one player allowed to retrieve a cone at a time.
- First team with all the cones wins OR team with most cones at end of time limit.



### Water Break/Recap

20 Minutes: Small (3v3,4v4) and/or Full-Sided Scrimmage. Encourage passing!

## PRACTICE #4 SKILL: **Trapping**

10 Minutes: Warm-up/Stretch

1. Review Footwork: Tap Dance/Happy Feet
2. Review Dribbling: Dribble Knock-Out

10 Minutes: Skill of the Day Instruction: **Trapping**

1. Review Passing Key Points

Trapping Key Points:

1. Cushion the ball as it comes to you (like catching an egg)
2. Keep body loose-the ball should not bounce off of you
3. Can use all body parts (except hands and arms), but the feet and thigh are the most common
4. Feet traps can be with all surfaces and/or by stopping the ball with the foot on top.

**Skill Drill: Coach in the Middle**-The players form a circle around the coach (or two circles if there are two coaches). The coach rolls the ball to each player and they must trap it with their feet, and then pass it back. Coach can work on one-on-one instruction to correct problems immediately. Secondly, work on trapping with the thigh. Coach tosses the ball lightly to each player. They should trap the ball with the meaty part of the thigh, staying loose so the ball drops softly and does not bounce away.

20 Minutes: Trapping Games

1. **Thread the Needle**-Same as last week. Players must stop the ball first before passing. Emphasize trapping.
2. **3 Person Trap Drill**- Divide players into groups of three. Players 1 and 2 are spread about 20 yards apart with balls and Player 3 will be moving in the middle. Player 3 will run towards Player 1, who passes them the ball. Player 3 will trap the ball and pass it back. Then Player 3 will run to the Player 2 and do the same. Continue for 30 secs-1 minute, and then rotate players. Emphasize using both feet to trap and pass.

1o      ←      3      →      2o

**Water Break/Recap**

20 Minutes: Scrimmage. Encourage good traps and passes.

PRACTICE #5 SKILL:

# Shooting

10 Minutes: Warm-up/Stretch

1. Freeze tag, Tail tag, Cartoon tag, TV tag...get the kids running and laughing
2. Stretch the legs well today for shooting!

10 Minutes: Skill of the Day Instruction: Shooting

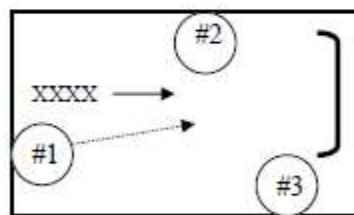
Key Points:

1. Plant non-kicking foot next to ball
2. Point toe down, lock ankle, use laces,
3. Lean slightly forward
4. Follow-through; land on shooting foot

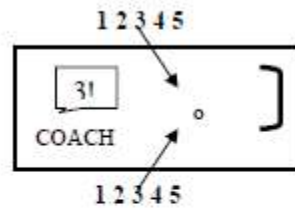
Skill Drill: Have coach or another adult anchor ball with foot while each player slowly walks up to the ball going through the shooting motion. Start slow so each player can see and feel the correct motion. Then have players start jogging through the motions. Focus on technique; the ball should not be kicked loose from coach's foot.

20 Minutes: Shooting Games

1. Line players 10-20 yards away from goal. The coach will pass the ball from spot #1 to first player in line for a shot. Each player should retrieve own ball after shot and go back in line. After a few rounds for each player, switch to spot #2 and then #3.



2. **Steal the Bacon** (see diagram on next page)-Divide team in half and position each team on opposite sides of the area. Give each player on both teams a number (Each team will have a player #1, 2, 3, etc.). Coach rolls a ball into the middle of the area and calls out a number. Player from each team with the called number runs out to the ball and tries to score on goal. Play continues until a goal is scored or ball goes out of play. Coach may call more than one number at a time.



### Water Break/Recap

20 Minutes: Scrimmage-Large or Small...Your Call! Make the goals bigger today to encourage goal scoring and taking shots.

PRACTICE #6 SKILL:

# Defense

10 Minutes: Warm-up/Stretch

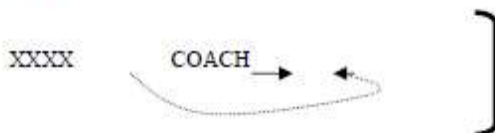
1. **Box Drill**-Same set up as **Traffic Jam** from Practice #1. All players dribble in the designated area. Coach calls out a body part and each player must stop the ball with that part. For example, Coach yells "Nose!" Each player must stop the ball from rolling with his/her nose. Be creative and fun!

10 Minutes: Skill of the Day Instruction: **Defense**

Key Points:

1. Get between opponent and goal as quickly as possible
2. Keep body low-eyes on the ball
3. Clear balls out of goal mouth to the outside as quickly as possible

Skill Drill: All players in a line 5 yards behind the coach. Coach starts dribbling towards the goal. Player must hustle around the coach and stop his/her path to the goal and clear the ball to the outside of the field.



20 Minutes: Defense Games

1. **Cat and Mouse**-Everybody partners up, one being the Cat and one being the Mouse. The Cat chases the Mouse. The Mouse tries to lose the Cat. Switch partners and roles.
2. **Monkey in the Middle**-Divide into groups of three. Two players are on offense with the ball. The defender tries to steal the ball. Cone off area that all players must stay in.

**Water Break/Recap**

20 Minutes: Small-Sided Scrimmage (3v3 or 4v4). Encourage good defense!

# PRACTICE #7 SKILLS: Dribbling and Shooting

10 Minutes: Warm-up/Stretch

1. **Tap Dance/Happy Feet**-You should continue to do these footwork drills for a few minutes. Players should be showing improvement by getting more comfortable with the ball and being able to move faster.

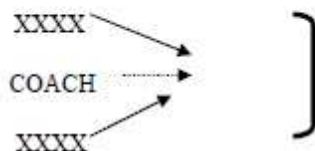
2. **Freeze Tag**-Everyone has a ball except two players who are 'IT.' The two players who are IT try to tag everyone else. When you are tagged you must pick up your ball and stand with your legs spread apart and FREEZE! To be unfrozen another player passes or dribbles his/her ball between your legs. Game continues until all players are frozen or until the coach decides to switch the people who are IT.

10 Minutes: Review Dribbling and Shooting Key Points

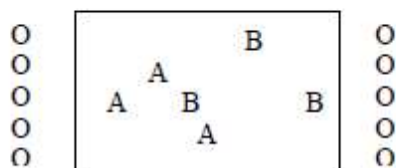
Skill Drill: Divide players into two lines. Set up 3-4 cones for each line leading to the goal. Players must dribble through cones (slalom-style) and then take a shot on goal. Retrieve ball and return to line.

20 Minutes: Dribbling and Shooting Games

1. **Breakaway**- Set players up in two lines. Coach yells, "Go!" and rolls a ball between the two lines. The first two players go after the ball. The first one to reach it tries to score a goal, the second plays defense. This works on controlling the ball and shooting under pressure.



2. **Sitting Duck**-Cone off a 30x40 yard area. On the end lines place 4-5 balls, evenly spread out. Divide players into two teams. Start scrimmaging with another ball inside the area. The object is to hit one of the balls on the end line of your opponent. A goal is scored by hitting one of the other team's balls. Use same rules as scrimmage.



Water Break/Recap

20 Minutes: **Soccer Baseball**-Arrange a field with home-plate, bases, and out-of-bounds lines. Divide teams evenly and "play ball!" Have pitchers roll the ball to batters (or Coach pitches for quicker play). Batters kick the ball and attempt to reach first base before being touched by the ball, before the ball reaches the base, or before the ball gets passed back to the pitcher. Fielders must play the ball with their feet (no hands!). Keep players interested by not keeping track of outs. Have each team "bat" until each player kicks.

**PRACTICE #8 SKILL:**

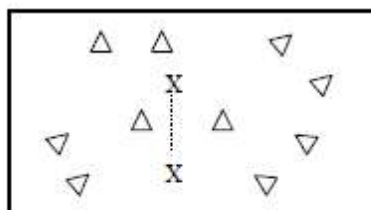
# Passing and Trapping

10 Minutes: Warm-up/Stretch

1. **Tap Dance/Happy Feet**
2. Choose the kid's favorite tag game!

10 Minutes: **Review Passing and Trapping Key Points**

Skill Drill: Partner players up with one ball per group. Set-up field as shown below. The object of this drill is to score as many goals as possible by passing the ball between two cones to your partner. A pair cannot score two goals in a row at the same goal. Play for a minute, then rest. Make a game out of it and see who can score the most goals in a minute.

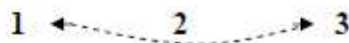


20 Minutes: **Passing and Trapping Games**

1. **Circle Passing**-Players form a circle (or two depending on size) and pass to each other. They can pass to any team member *except* to the players immediately next to them. Quickly move onto the following variations:

1. *Pressure Passing*-One person is in the middle trying to intercept the passes.
2. *Pass Around*-One player in the middle passes around the circle to each player.

2. **Nutmeg Passing**- Divide players into groups of three. Line them up facing each other approximately 5 yards apart from each other. Player 1 passes through Player 2's legs to Player 3. Player 3 passes back to Player 1, through Player 2's legs. Repeat several times, and then switch players in the middle.



**Water Break/Recap**

20 Minutes: Small-Sided Scrimmage and/or Two-Goal Scrimmage

PRACTICE #9

# Player's Practice!

Let the players run the practice! Pick their favorite drills, activities and games.

## Additional Resources

**For additional practice plans, drills, and other coaching/player resources please visit the NUSC website and click on the “Resources” link.**