



“First Time Soccer Coach”

Seminar



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For

Edson Minor Soccer Association

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Alberta Soccer Association



INTRODUCTION

Not many years ago, most team coaching was done in a very militaristic manner. Coaches tended to be autocratic authority figures, exercising total control over the athletes. Times have changed. Coaching is now described as a science and an art form. The coach of today requires strong organizational, teaching, communication, observational and team management skills. Those skills must be combined with knowledge of the fluidity, mobility, and increased technical ability of the modern game. The increase in technical ability and physical mobility of players has changed the game tactically. Teams are more fluid, meaning interchanging of positions. Players in all positions are expected to be capable in attacking, defending, and the transition between them.

Practice sessions and training games have to reflect the fluidity and mobility of the modern game. Players have to be challenged to develop the thought processes of reading the game, making decisions relating to what they see, and correct technical responses to decisions.

Two teams can start a season quite even in ability, yet one team develops faster than the other. Practice makes the difference. Teams usually play the way they train, practice, and prepare for competition. Real teaching and coaching occurs in practice. The coach decides when, where, and how practices will be conducted. Unlike a scheduled game, with a referee, opponents and rules, the coach can determine the priorities for practice, design the practice session, and stress the coaching points, key factors, and principles, to enhance performance.

There are *Five Critical Factors* that coaches must understand to be successful, these factors are;

- **Organization** (planning and preparation)
- **Observation** (critical and analytical)
- **Instruction** (teaching the game)
- **General Impression** (how the coach looks, acts and talks)
- **Personal Performance** (demonstrations of teaching points)

PRACTICE PLANNING CONSIDERATIONS

Practices should always be as realistic and as fluid as possible. Isolated technique practices must transfer towards game like conditions in a logical sequence.

Players must progress from one dimensional thinking to three dimensional thought processes so that they can develop game understanding.

Coaches must be familiar with the coaching points involved in the technical elements of the game, understand and teach basic game tactics.

Technical Practices

Basic technique practices of running with the ball, dribbling, turning, striking and finishing, volleying and heading, usually start by isolating the particular technique topic for development.

For example, if the topic is running with the ball and each player has a ball to start with, the topic is isolated from the pressures of opponents, teammates, and goals.

The coach can stress the basic coaching points, and the players can focus on them.

The players are starting the practice with a one dimensional thought process: they are focused on running with the ball.

Developing from a Technique to a Skill Practice

To develop an isolated technical practice into a skill practice, the coach must begin to add the pressures of game elements.

The process of adding these elements is called progressions. The elements are;

Opponents: the technique is now performed under pressure

Support: players now have options and decision making

Goals or Targets: the practice now has an end result

THREE DIMENSIONAL THOUGHT PROCESSES

When and how to add game progressions is the art of planning practice coaching sessions.

The coach must plan how to progress the practice in stages that transfer learning towards game like conditions.

The aim is to develop the players from one dimensional thinking to three dimensional thinking, in a logical sequence of progressions.

In all games, players are involved in three thought processes;

Perception: seeing and reading the game in relation to the ball, opponents, and supporting players (teammates)

Decision: making decisions relating to what effect the player can have on the game (for example, deciding to shoot)

Response: application of the decision (remembering the key points of how to shoot)

Small sided games are excellent for training players in simple tactics and thought processes. For example;

Games	Tactical Training
3 v 3	Triangulation, interchanging
4 v 4	Width, depth, third man running
5 v 5	Sweeper keeper, counterattacking
7 v 7	Defensive, middle, and attacking thirds training

There should be appropriate sized goals in all of these games organizations, so that the scoring of goals (attacking), and the denying of goals (defending) is always the end result.

Players need to develop game understanding by playing in training games that have all the elements of game pressures, including thought processes.

TACTICAL PRACTICES

Tactical practices are games with conditions and principles applied to emphasize topics for development.

CONDITIONS

Two touch play

An example of a condition in a game to emphasize passing and control would be two touch play.

- Players would have to get a good first touch, and already have decided on a passing option

The three dimensional thought process of seeing, deciding, and doing, is being trained.

Zone Games

Another condition could be playing in defending, middle, and attacking zones.

- The team in possession can overload by advancing a player one zone
- When possession is lost, the players gets back again

Players learn when and how to go forward in attack, and get back to defend when possession is lost.

Principles

Principles are constants (always applicable).

Width and Depth

An example of a principle in creating space is creating width to achieve depth.

Players in wide channels (unopposed)

An example of applying a condition to a principle could be conditioning players to play in wide channels.

- The wide players can offer support to their teammates when they are under pressure

Being unopposed, the wide player can achieve depth (towards opposing goal), and put the opposition under defensive pressure.

PREPARATION FOR PRACTICE

To prepare for practice, the coaches must have the best equipment and facilities available to there.

EQUIPMENT

Balls

Have an adequate supply of balls in good condition and inflated to the correct air pressure. Ideally, all balls should be the same size and quality.

If shooting practices are being planned, for example, it can be very frustrating for players to strike balls that act differently. In fact it can even lead to injury! Strive for good quality practice balls.

Training Vests (Pinnies)

Always demand that players look tidy in the practice environment. It promotes pride in the team.

Allocate training vests during or before practice. Have good color differences.

When necessary and available, use numbered training vests.

Markers (Pylons)

Small markers are easily transportable, inexpensive, and available in different colors, very useful for practice organizations.

Larger cones or different colored small markers can be used to identify **small goals** and target areas.

Flags

Flags are very useful as temporary goals or target areas.

They also make the practice field more realistic if they are used as corner flags.

ORGANIZATION IN A PRACTICE PLAN

Practice Plan Considerations

- Always develop a practice plan, and pay attention to the smallest details of organization.
- Your aim is to maximize the use of time, space, groupings and movements of players.

STEP BY STEP PROCESS

Determine the topic for development;

First Activity

- Decide the objectives
- Consider the groupings and movements of players
- Determine size of practice areas
- Consider what equipment is necessary (balls vests, markers etc)
- Determine the coaching points
- Allocate appropriate time for the activity

Progressions

- Decide on progression objectives
- Consider the groupings and movements of players
- Determine the size of practice areas for each progression
- Consider equipment needed to move to each progression
- Determine the coaching points at each progression.
- Allocate appropriate time for each progression.

Games

- Decide on game objectives, conditions and principles
- Consider player groupings (4 v 4, 5 v 5, 7 v 7 etc.)
- Determine size of the playing field(s)
- Decide on observation method (notes, video etc.)
- Determine feedback (critique) method
- Allocate appropriate time for the game

ANALYTICAL AND CRITICAL OBSERVATION

Development of critical analysis skills comes from studying the game. It is the product of a trained mind.

Analysis

- When observing players, the coach must be able to visualize how techniques and skills are executed well
- To correct the technical performance of a player, the coach must be able to analyze the difference between a poorly executed technique, and a correct execution of the technique
- Analytical observation precedes instruction

Critique

- To critique players in skill practices and games, the coach must understand the principles of attacking, defending, and the transition between them.
- That understanding is necessary to critique the strengths and weaknesses of tactical performances

Game Analysis and Critique

- The art of providing accurate analysis and critique feedback to players is very crucial to the coaching process
- Coaching follows observation
- Watch the players play, analyze their performance, critique their strengths and weaknesses, then plan effective technical and tactical practice sessions.

GENERAL IMPRESSION OF THE COACH

Coaches create positive impressions by looking, acting, and speaking like an effective coach. Non-verbal forms of communication can be more effective than verbal communication.

Looking Like a Coach

Appearance is an effective form of non-verbal communication. For example, when a coach demonstrates a technique or skill, players see a complete body picture of the coach, not just the body part contacting the ball.

If the coach is wearing appropriate training clothes, and has obviously taken care to "look good", the players are presented with a positive example to follow.

Acting Like a Coach

When coaches are enthusiastic, display passion for the game, encourage athleticism and good nutrition, their actions are infectious and copied.

Players will respond well to coaches who look alert and interested when they are observing the players in practices and games.

The players will realize that the coach is fully absorbed in analyzing their performance.

Speaking Like a Coach

Use of the voice is a very important communication tool for the coach.

Players must understand what the coach is communicating, and the coach must be able to convey clear, concise, and specific information to them.

Coaches must also learn when it is more effective for the coach be quiet, and times when being verbal is necessary.

Appropriate choice of words, and how they are said, can be motivational and inspirational.

PERFORMANCE OF THE COACH

Personal performance of the coach relates to knowledge of the game, ability to teach the game, passion for the game, being self critical, gaining coaching accreditation (training) and credibility (experience).

Knowledge of the Game

Knowledge of how the game is played well comes from "being a student of the game". Learning the technical and factual elements of attacking, defending, and the transition between them.

Philosophy

Coaches develop their own philosophies of how the game should be played, the technical priorities for practice, and the tactical elements of attacking and defending team formations.

Style

Teaching/coaching style relates to how the coach applies philosophies of how the game should be played. Style is mostly dependent on personality and experience. Some are quiet in manner, others more outgoing. Coaches develop a different coaching style in practice than in games. That is because the role of the coach on game day is different from the role of the coach in practices.

Ability to Demonstrate

Being able to present simple, correct, and concise demonstrations is very effective in the instructional process. Showing the players how to perform, being able to correct them, and giving clear standards for them to achieve enhances the transfer of learning.

Passion for the Game

Enthusiasm and passion for the game is infectious. Players of all ages respond to coaches that know when and how to demand better performances from the players. Just as important is knowing when to have fun and enjoyment times, usually in the form of competitive exercises. Good coaches plan "fun times" within their practice schedules, and the players realize that these fun times are earned.

Critique Process

Effective coaches develop the ability to critique their own performance. Another way is to have a mentoring process, when other coaches objectively critique practices and provide feedback.

Accreditation and Credibility

Coaches should always strive to attain the highest levels of coaching accreditation they can achieve. Credibility is achieved by a combination of accreditation and experience.

Critical Factor Number One:

ORGANIZATION

AREA/GROUPINGS

Your aim is to maximize the use of time, space, and movements of players;

- Must be an appropriate sized space for the topic, age and skill level of the players
- Use pinnies to identify the groups, and pylons/markers for the boundaries
- If goals are needed, cones or flags can be used in place of regular goals
- Size and management of groups must be appropriate to work/rest ratio considerations

SIMPLE / CLEAR

Start the practice with a simple, concise explanation of what they are going to do - not how to do it;

- Early activity. Use as few words as possible to start the practice.
- Players should show that they are interested, stimulated, and working purposefully. If not, check the organization, instruction, and understanding of the task.
- Ensure the practice area is free of all distractions, and try to have soccer balls, markers, training vests, goals in place before the practice begins.

Critical Factor Number Two:

OBSERVATION

The ability to think in a logical and analytical way; a trained mind.

OBSERVING THE PERFORMANCE OF THE GROUP

- Your coaching position is outside of the group, you need to see all the players, not just some
- Recognize key factors/principles in a logical sequence, for example in ball control, the first key factor is to move into the path of the ball
- If group performance is unsatisfactory, stop the practice make corrections, resume practice, and observe again

OBSERVING THE PERFORMANCE OF INDIVIDUALS

If performance is unsatisfactory the root cause must be determined by answering the following questions;

- Is the task physically within the player's capabilities?
- Is fear or apprehension possible? If so, some practices like heading or tackling, might have to be made easier to begin with
- Is the problem purely technical? If so, which technique and which key factor?
- Is the problem tactical? Lack of understanding? If so, isolate the key principle and practice it
- Lack of application? If the player understands, but fails in execution, the problem is technical

Critical Factor Number Three:

INSTRUCTION

BY SHOWING

Give clear, simple demonstrations that stress the coaching points;

- The usual method of "showing a picture" is to present physical demonstrations
- The demonstration should be simple. Complication leads to confusion and failure
- The demonstration should have clarity, and should isolate/highlight the coaching points
- The demonstration should set the standard and challenge the players to achieve the same

BY SPEAKING

Demonstrations are usually accompanied by verbal explanation, meant to assist clarification;

- Consider what to say and how to say it. Use as few words as possible
- Speak clearly in volume and speed. In varying speed, try to vary the pitch, it makes words more compelling
- Make all instructions positive. For example say "do this" instead of "don't do that"
- Make eye contact with the players while speaking, it helps to maintain concentration

Critical Factor Number Four:

GENERAL IMPRESSION

MANNER/APPEARANCE

To create a good impression, you must;

- Wear appropriate, proper fitting, neat and tidy training clothes. Be well groomed and well prepared
- Convey an impression of alertness and enthusiasm by your body posture
- Use your voice as an effective communication too!

THE PRACTICE

To create and maintain an enjoyable and effective practice, you must;

- Ensure all the players are active. Avoid long lines. Remember that players learn from playing
- The practice should flow from simple to complex in a way that facilitates learning the topic
- To enjoy the practice, players must feel challenged enough to feel a sense of achievement when successful

Critical Factor Number Five:

PERSONAL PERFORMANCE

To achieve a good score in your personal performance you must comfortably perform the basic techniques of;

- Running with the ball and dribbling
- Turning with the ball
- Passing and control
- Shooting
- Heading

Demonstrate an understanding of basic group tactics in small-sided game situations;

- Attacking
- Defending
- The transition between attacking and defending

SIGNIFICANT CHARACTERISTICS OF CHILDREN
UNDER TEN

STILL LACK FINE MOTOR SKILLS

MOVEMENTS USUALLY WHOLE BODY WITH LITTLE ACCURACY

SHORT BURSTS OF ENERGY AND ENTHUSIASM

DEVELOPING CO ORDINATION; STILL CLUMSY

PLAY FOR FUN AND ENJOYMENT

ACTIONS NOT YET PROGRAMMED OR AUTOMATIC

UNSURE WHAT ACTIONS LEAD TO SUCCESS

EVERY DETAIL AS BEING IMPORTANT

UNCERTAIN HOW TO ACHIEVE DESIRED OUTCOMES

LACK CLEAR IDEA OR MODEL OF A NEW SKILL

CANNOT HANDLE TOO MUCH INFORMATION

UNABLE TO PROCESS FEEDBACK INFORMATION EFFECTIVELY

BY BEING AWARE OF THESE CHARACTERISTICS, COACHES CAN
TAILOR THEIR TEACHING TO MEET THE NEEDS OF THE CHILDREN

MEETING THE NEEDS OF YOUNG PLAYERS

SECURITY ; familiar, friendly, and safe environment

NEW EXPERIENCES ; guide discovery, experiment, stimulated

ACKNOWLEDGED; frequent praise highly motivates them ; no negativity

RESPONSIBILITY; they prefer to do things on their own without too much help from adults. Can perform tasks of collecting cones etc. Can sometimes be allowed to choose the activity they prefer. They organize games to be fair, competitive and challenging even if an adult is not there. They do not need referees. Younger players learn from older ones.

PLAY; playing games is as vital as sleep for children

SOCIALIZE; they instinctively look for communication from others

MOVE: no patience to wait in lineups; want to be active

LIVE IN THE PRESENT: past/future does not interest them much: live intensely in the moment

VARIETY; variety of movement rather than mastery of movement: maintains attention level

UNDERSTOOD BY ADULTS; live in different world than adults; behave exactly how they feel

FOR ALL THESE REASONS, ADULTS WHO LIVE AND WORK WITH CHILDREN SHOULD KNOW HOW TO STIMULATE THEM AND GUIDE THEM IN THEIR SEARCH FOR PERSONALITY AND IDENTITY

MATCHING ACTIVITIES TO PLAYER CHARACTERISTICS

CHARACTERISTIC	COACHING STRATEGY
Boys and girls U10 share similar characteristics	They can train/compete together
Highly motivated, enthusiastic, like activity	Avoid lineups, being stationary Motivate with a wide range of exercises and games
Generally egocentric, like to have the ball	All with a ball: 1 v 1 competitions
"Motor patterns" not developed yet. whole attention directed to the ball	Improve through repetition Vary through competition.
Scoring gives self esteem and confidence	Simple games, mini soccer variations with frequent scoring
Limited attention span, info processing	Vary activities every 10 to 15 minutes. One thing at a time
Just starting to learn how to cooperate	Select simple games in which cooperation leads to winning. Ask questions to involve them mentally
No clear idea of ideal performance therefore rely on coach	Demonstrate to allow feedback
Sensitive to criticism and failure	Always be positive. Praise reward often to reinforce effort or improvement
Less tolerant to heat/cold than adults	Ensure adequate clothing, lose fluids quickly

VARIATIONS/PROGRESSIONS OF MINI-SOCCER

FOUR GOAL GAMES WITHOUT GOALKEEPERS

DRIBBLE THROUGH TO SCORE

Stop the ball and leave it for the other team

PASS/SHOOT TO SCORE

Add a middle zone , must score from within the zone

SCORE FROM OWN END

A goal can only be scored from teams own end (other teams at tacking zone)

COACH IN THE WINDOW

Add window in the middle; the coach plays in there, ball must be played to coach before a goal can he scored

PLAYER IN THE WINDOW

Any player from the team in possession can play in the window

FOUR GOAL GAMES WITH GOALKEEPERS

SWEEPER KEEPER

GK defends the two goals from within the defensive third

THREE ZONES

One player from each team plays in each of the three zones

LAST MAN BACK

Team in possession must get/keep a player in the defensive zone

GO FORWARD

All players from the attacking team forward of their defensive zone (including GK) before goal can be scored

TWO GOALS

Kick ins for restarts

SKILLS CHECKLIST

(What skills should my players be able to perform, and at what age)

2 – 4 Year Olds

FOCUS OF PRACTICE

Goals
Fun Games
2 V 2

MAIN THEME: LOCOMOTOR AND STABILITY

SKILLS PERFORMED

Running/Jumping/Turning/Kicking with Both Feet/Stopping and Starting/Falling /Dodging/
Balancing/Coordination

4 – 6 Year Olds

FOCUS OF PRACTICE

Lines
Goals
Fun Games
1 V 1, 2 V 2, 3 V 3

MAIN THEME: SMALL-SIDED GAMES

SKILLS PERFORMED

Running/Jumping/Turning/Kicking with both feet/Stopping. All these skills should be done with and without A ball. Passing over very short distances using the inside of both right and left feet.

6 – 8 Year Olds

FOCUS OF PRACTICE

Lines
Goals
Fun Games
Triangles
1 V 1, 2 V 2, 3 V 3

MAIN THEME: RUNNING WITH THE BALL

SKILLS PERFORMED

Running/Jumping/Turning/Kicking ball using the instep of both right and left feet/Stopping/All these skills should be done with and without a ball. Passing over short distances using the inside of both right and left feet. Basic Goalkeeping skills

8 – 10 Year Olds

FOCUS OF PRACTICE

Lines/Circles/Relays/Grids
Triangles/Rectangles/Diamonds
Goals
Competitions and Fun Games
1 V 1, 2 V 2, 3 V 3

MAIN THEME: INDIVIDUAL BALL POSSESSION

SKILLS PERFORMED

Dribbling/Turning/Kicking/Shooting with instep of both right and left feet/Stopping/Passing/Control with lower body/Goalkeeping/Throw-ins/Tackling/
Basic Heading skills/Team Shape

10 – 12 Year Olds

FOCUS OF PRACTICE

Grids/Lines/Circles/Relays/Goals
Triangles/Rectangles/Squares
Diamond Shape/Small Sided Games
Competitions and Fun Games
1 V 1, 2 V 2, 2 V 1, 3 V 3, 2 V 3

MAIN THEME: GROUP POSSESSION OF BALL

SKILLS PERFORMED

Dribbling/Turning/Shooting/Volleying/Heading
Passing/Control with upper body/Goalkeeping/
Support/Throw-ins/Tackling/Team Shape/
Overlaps

12 – 14 Year Olds

FOCUS OF PRACTICE

Grids/Lines/Circles/Relays
Triangles/Rectangles/Squares
Diamond Shape
Goals/Small Sided Games
Competitions, Fun, and Tactical Games
Offence Vs. Defence,
2 V 2, 2 V 1, 3 V 3, 3 V 2, etc.

MAIN THEME: INDIVIDUAL TACTICS

SKILLS PERFORMED

Dribbling/Turning/Shooting/Volleying/Heading
Passing/Control/Goalkeeping/Crossing/Finishing/
Support/Throw-ins/Tackling/Team Shape When
Attacking and Defending/Set Pieces/Tactics of
Attack and Defence/Overlapping/Teamwork

UNDER 4 PLAYING STRUCTURE

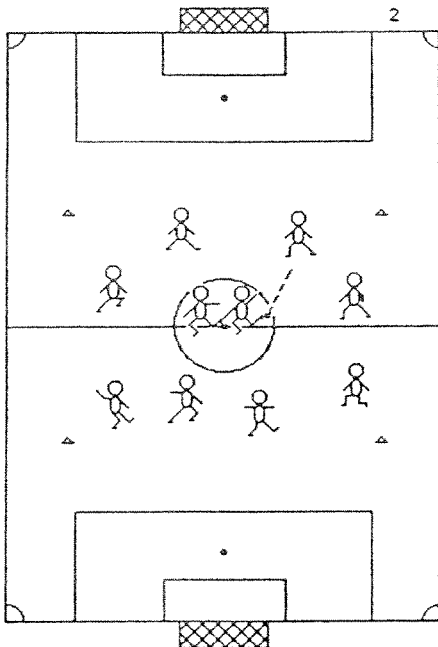
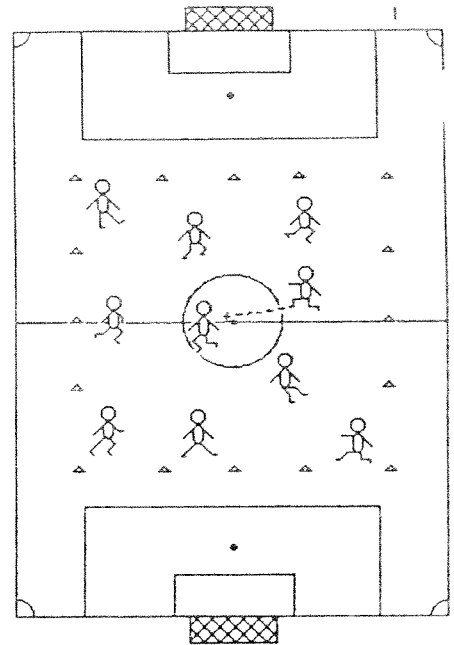
- 2 V 2 with a parent responsible for each player on the field.
- Field size is 20m x 10m, use a size 3 ball.
- Warm-up for 8 minute by playing a tag type game before you start.
- Start game with a kick-off and restart game after a goal with a kick-off from center.
- Play two 12-minute halves with a 3-minute break at half time.
- Total playing time will be about 35 minutes.
- Each team would have no more than 4 players to a team.
- Substitutions would be made every 3 minutes.
- Goals would be about 10 feet wide and 5 feet high.
- You can use corner flags or cones as post.
- No referees.
- No offside.
- No goalies.
- No throw-ins, if the ball goes out have a Parent roll the ball back in.



PLAY ACTIVITY WITHOUT BALL

SIMPLE TAG

Organization : Limited number of players (Team size). Marked out playing field.)
Tagged player joins tagger.
No elimination method.
Number of games : 1-3.

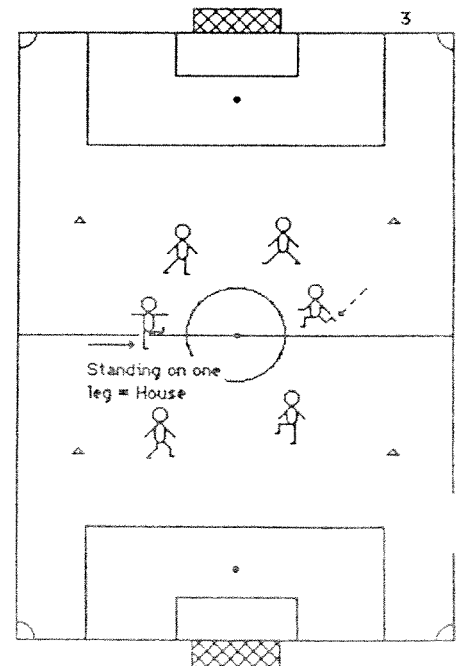


WOUNDED HARE TAG.

Organization : Limited number of players (Team size). Marked out playing field.
Player tagged must also touch the same part of his/her body on which he or she was tagged.
No elimination method.
Number of games : 1-3.

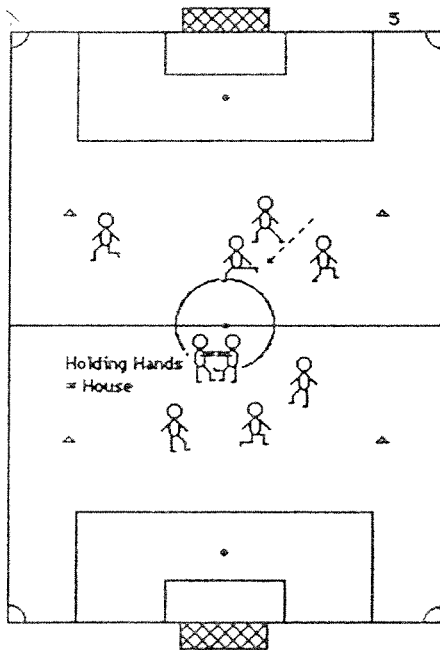
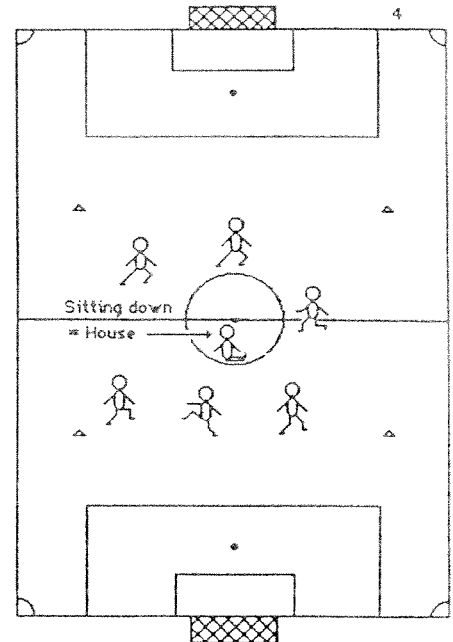
TAG WITH A HOUSE. (1)

Organization : Limited number of players (Team size). Marked out playing field.
Player can avoid tag by building a "house" (standing on one leg).
Tagged player joins tagger.
No elimination method.
Number of games : 1-3.



TAG WITH A HOUSE. (2)

Organization : Limited number of players (Team size). Marked out playing field. Player can avoid tag by building a "house" (sitting down). Tagged player joins tagger.
 No elimination method.
 Number of games : 1-3.

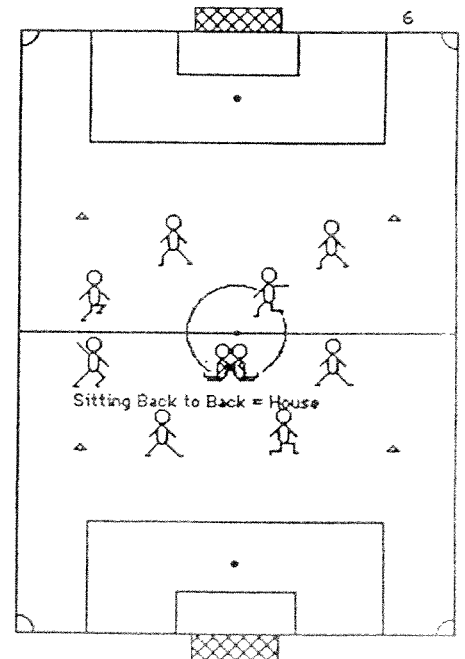


TAG WITH A HOUSE. (3)

Organization : Limited number of players (Team size). Marked out playing field. Two (2) players can avoid tag by building a "house" (holding hands). Tagged player joins tagger.
 No elimination method.
 Number of Games : 1-3.

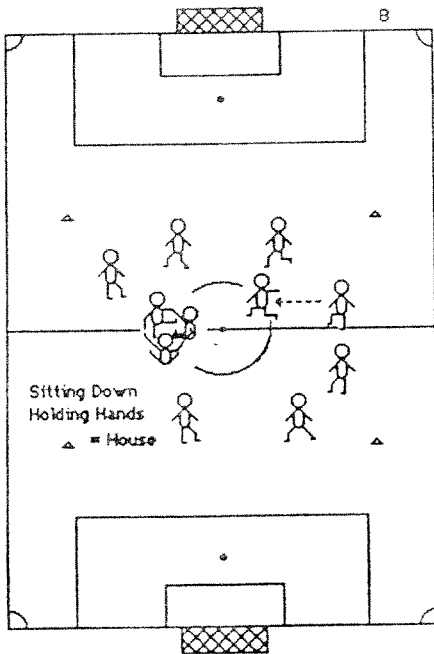
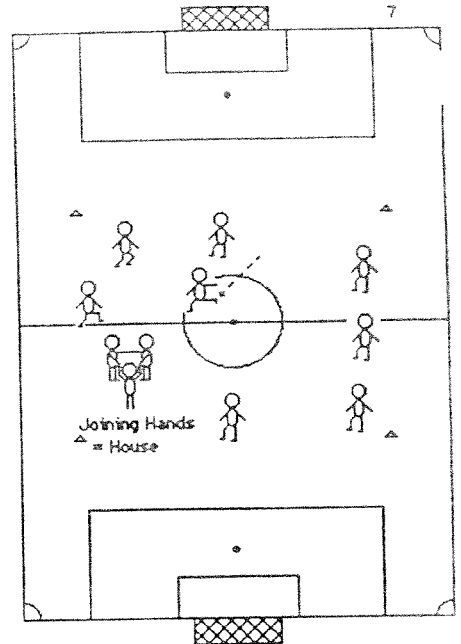
TAG WITH A HOUSE. (4)

Organization : Limited number of players (Team size). Marked out playing field. Two (2) players can avoid tag by building a "house" (sitting down back to back). Tagged player joins tagger.
 No elimination method.
 Number of games : 1-3.



TAG WITH A HOUSE. (5)

Organization : Limited number of players (Team size). Marked out playing field.
 Three (3) players can avoid tag by building a "house" (holding hands). Tagged player joins tagger.
 No elimination method.
 Number of games : 1-3.

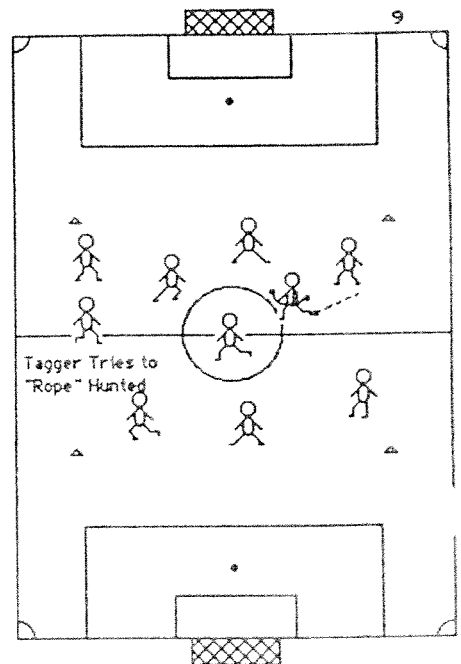


TAG WITH A HOUSE. (6)

Organization : Limited number of players (Team size). Marked out playing field. Three (3) players can avoid tag by building a "house" (sitting down holding hands). Tagged player joins tagger.
 No elimination method.
 Number of Games : 1-3.

LASSO TAG.

Organization : Limited number of players (Team size). Marked out playing field. Skipping ropes. The tagger takes the end of the skipping rope in both hands. Tags player by throwing rope over hunted player. Rope must not be used to strike player. Lassoed player joins tagger using another rope.
 No elimination method.
 Number of Games : 1-3.



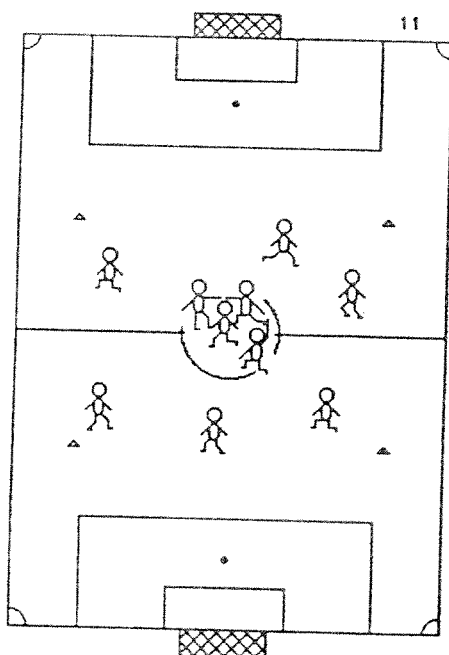
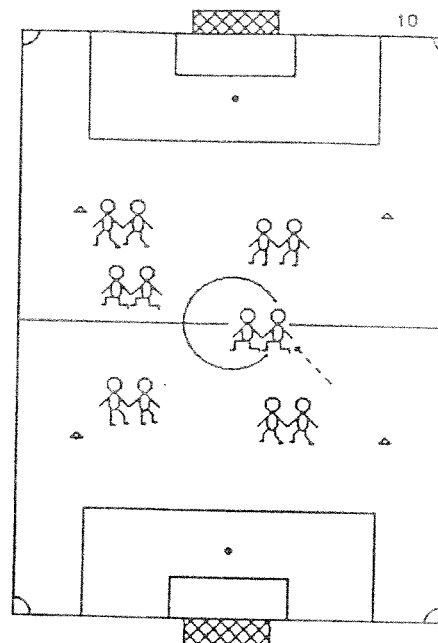
PAIRED TAG.

Organization : Even number of players (Team size). Marked out playing field.

All players are paired off and holding hands the taggers (a pair) also chase the other pairs. Tagged pairs join taggers.

No elimination method.

Number of games : 1-3.

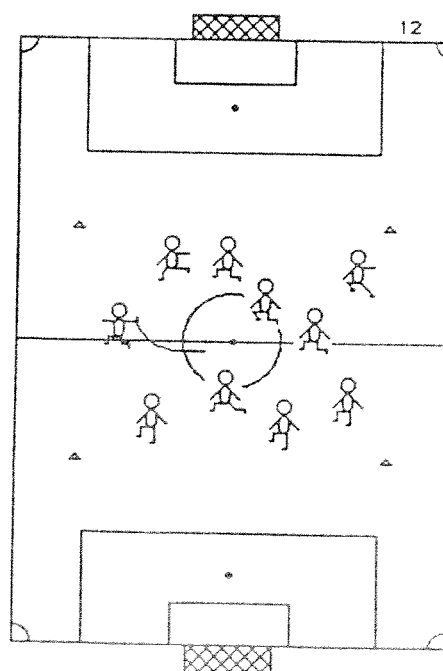
PRISON TAG.

Organization : Limited number of players (Team size). Marked out playing field.

Three (3) players clasp hands and encircle hunted prisoner. Tagged Prisoner joins taggers. Taggers split group after adding the 6th player.

No elimination method.

Number of games : 1-3.

ROB TAG.

Organization : Limited number of players (Team size). Marked out playing field.

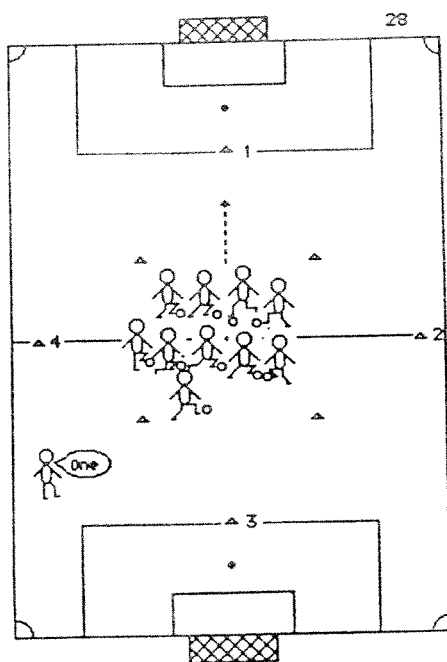
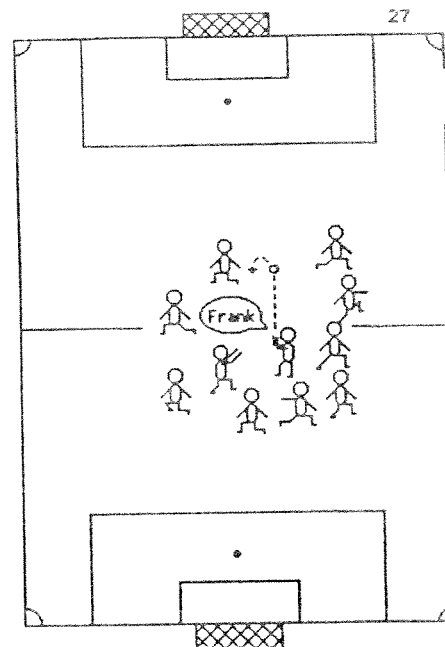
One (1) designated player is running - dragging a rope behind him. Taggers try to catch up and step on rope. Successful tagger takes over rope.

No elimination method.

Number of games : 1-3.

EXECUTION PLAY.

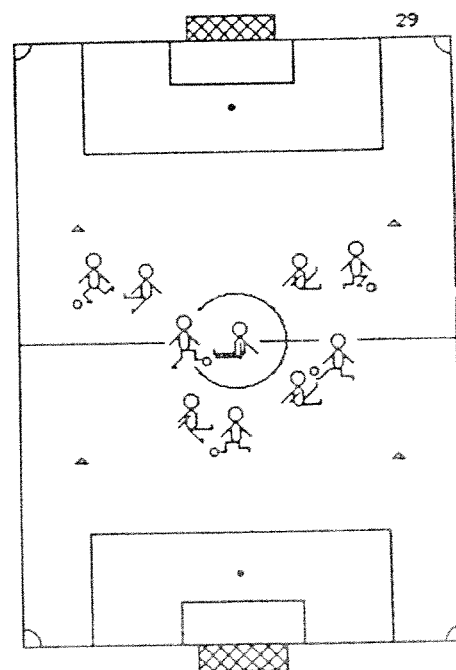
Organization : Limited number of players (Team size).
 Coach throws ball into air calling a players name. Other players sprint away, player catches ball and shouts "freeze". Players then try to execute the closest player by throwing the ball for a hit below the waist. Hits are counted as points.
 Time Game : 5 minutes.

REACTION GAME.

Organization : Limited number of players (Team size).
 Players are dribbling with a ball each in 4 small grids. Coach marks out 4 cones 10 meters away from the grid and numbers the cones 1 to 4. On command all players try to dribble around called number of cone. Last player(s) receive minus points.
 Number of games : 1-3,

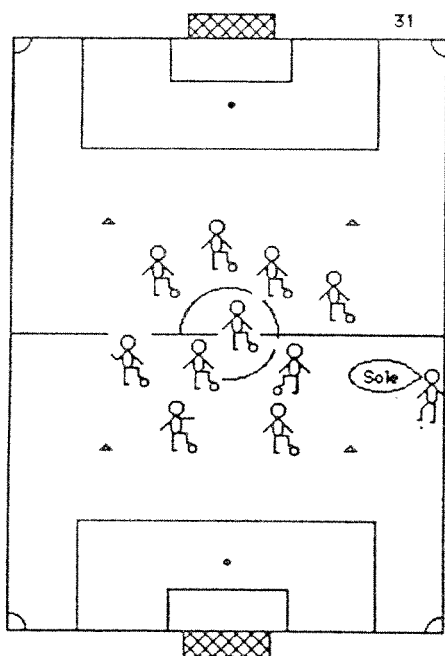
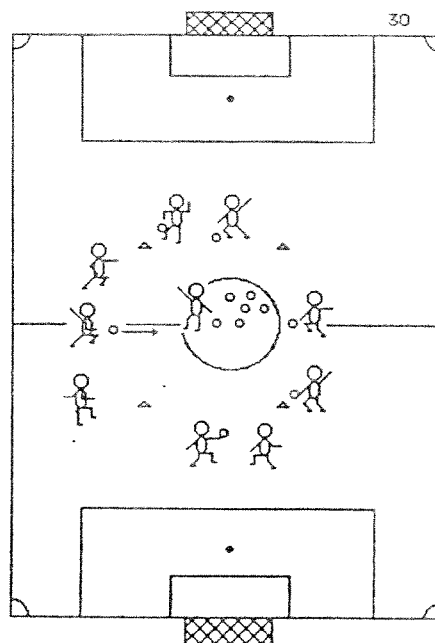
LOBSTER GAME.

Organization : Limited number of players (Team size).
 Two (2) groups of players. One group dribbling with ball, the other group sitting. Players in sitting group are trying to trap as many balls possible from dribbling players.
 Point for each captured ball.
 Group does alternate.
 Time game : 1-2 minutes.



DEFENDING THE CASTLE.

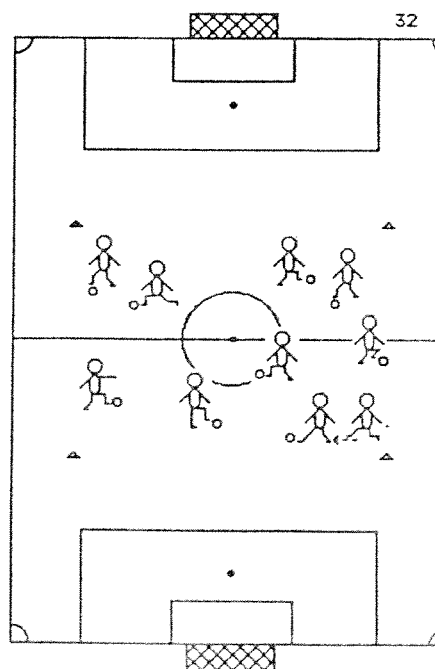
Organization : Limited number of players (Team size).
 In a small marked out field one (1) player defends a number of balls inside the grid. Outside players try to "roll" their balls in order to "hit" unguarded balls inside.
 Number of balls left are points.
 Time Game : 1 minute.

SIMON SAYS.

Organization : Limited number of players (Team size).
 Players are dribbling in a marked out area. On command (by coach) players stop ball with the called out part of body.
 Time Game : 1-3 minutes.

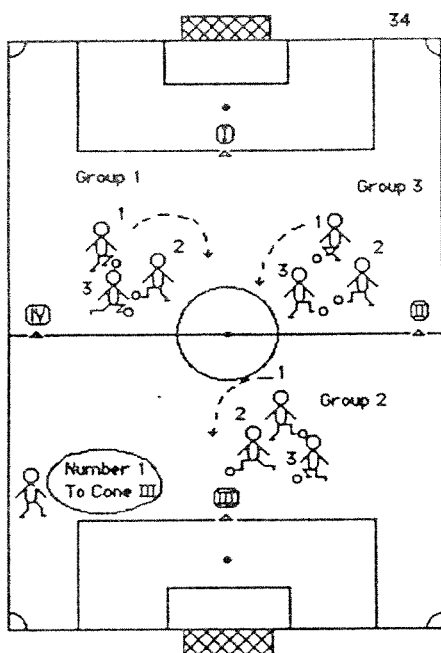
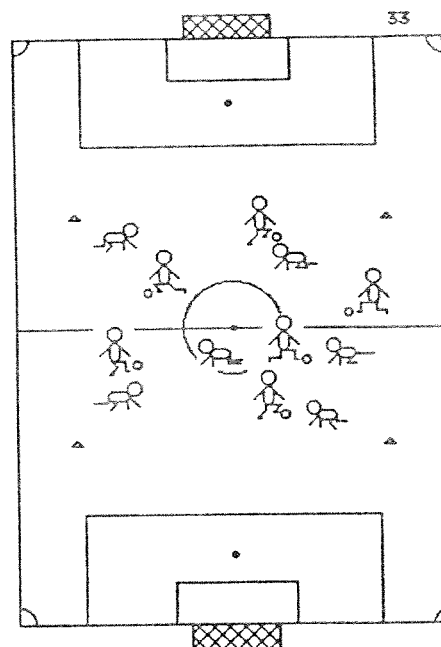
PIRATE GAME.

Organization : Limited number of players (Team size).
 Players are dribbling in a marked out area. One designated player (pirate) tries to tackle ball away. Points for success.
 Time game : 1 minute each player.



DOG GAME.

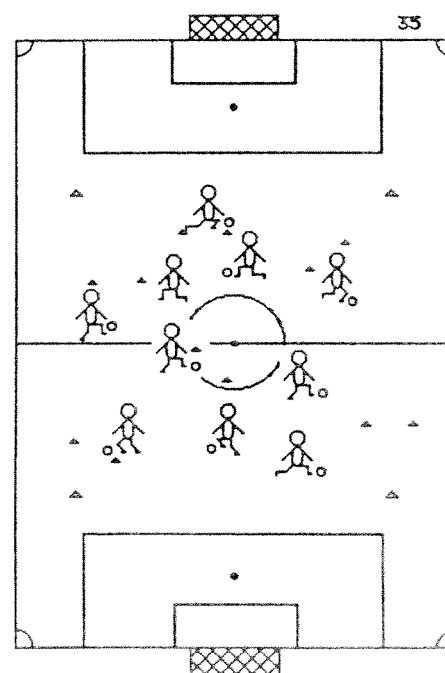
Organization : Limited number of players (Team size).
 Players are split into two groups. One group are the "dogs" (on hands and feet), the other group is dribbling with one ball each. Dogs try to catch balls. Points awarded. Alternating groups.
 Time game : 1-3 minutes.

NUMBER GAME.

Organization : Limited number of players (Team size).
 Players are divided into groups. Players in each group will receive numbers 1 to 3 or 4. On command each player with the same number dribbles around designated cone.
 Points for fastest dribbling.
 Time game : 1-3 minutes.

GOAL DRIBBLING.

Organization : Limited number of players (Team size).
 In a marked out area 6-8 goals are placed (1 meter). Players on command are dribbling through goals. They can repeat dribbling through a goal only after having gone through every goal.
 Time game : 1 minute.



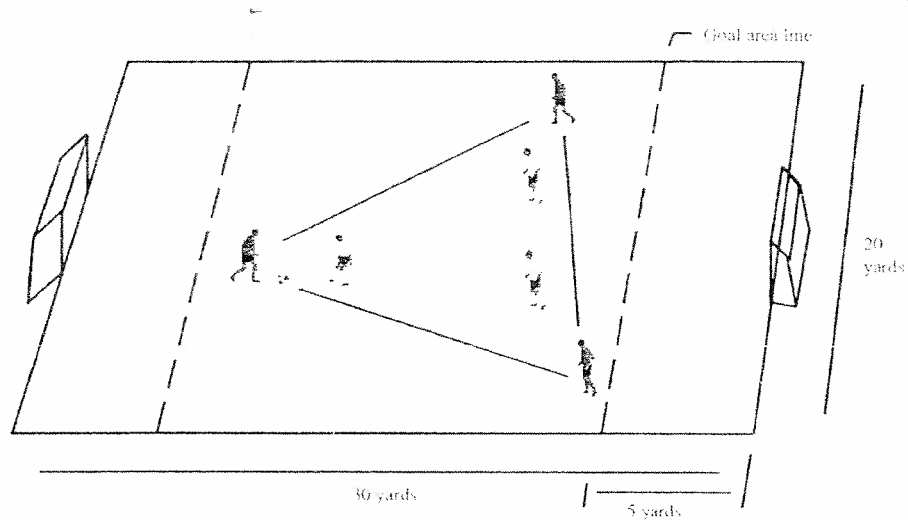
UNDER 6 PLAYING STRUCTURE

- Play 3 V 3 with a Coach (Coaxer) and an Assistant Coach (Game Supervisor).
- Teams will have no more than 8 players.
- Field size should be about 30yd x 20yd (with a 5yd goal area line), and play with a size 3 ball
- Team will practice for 15 minutes then play two 15-minute games.
- You will split your team in half, and play one half of the opposing team.
- You will switch opponents after 15 minutes.
- Each of the coaches/coaxers will be responsible for one half of their team.
- Coach/Coaxer referees the games; this will help the coach/Coaxer to coach their team, as they will be right on the field with them.
- No offside or goalies and **all** free kicks are indirect (ball must be touched by a player, other than the one taking the kick, for a goal to be scored). There are no Penalty kicks.
- Game is started by a kick-off at center and restarted the same way after a goal.
- No throw-ins, when ball go into touch opposite team passes ball in.
- Goal kick (taken from within the goal area) or corner kick (taken from within the corner-arc) when the ball goes out the ends, outside of the goalpost.
- Substitution on the fly, if needed.
- Goals should be about 10 feet wide and 5 feet high.



SCHEMER THREES

THREE VERSUS THREE WITHOUT GOALKEEPERS



THEMES FOR PLAYER DEVELOPMENT

- Running with the ball (main theme)
- Dribbling and turning

TEAM SHAPE: *TRIANGLES*

- Team with the ball makes the big triangle
- Team without the ball: smaller triangle inside the big one

SCHEMER

- Player with the ball: controls the game
- Encourage the schemer to run/turn/dribble/shoot/pass

PRESSER

- Closest opponent to the schemer becomes the presser
 - Presser tries to get the ball from the schemer
- Then becomes the schemer as the teams switch roles when ball changes possession

SIX YEAR OLDS

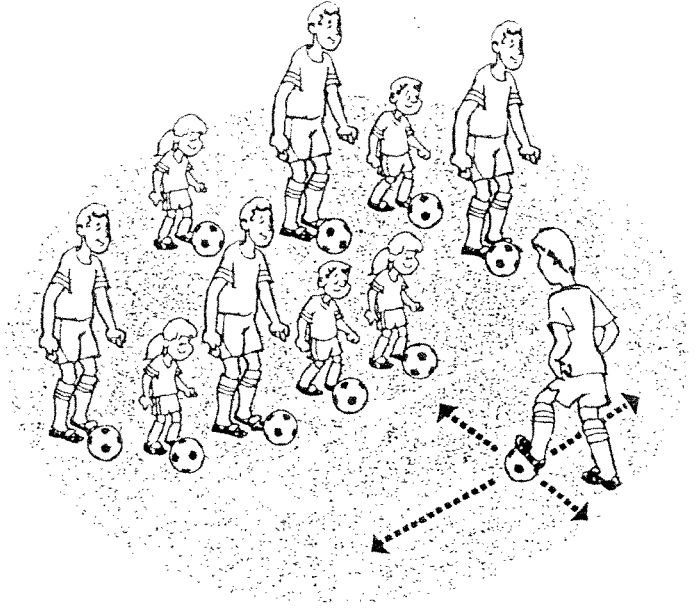
PRELIMINARY ACTIVITIES

TECHNIQUE ACTIVITIES

GAMES AND COMPETITIONS

Preliminary Activity

- Players and parents each have a ball. With everyone facing coach, they begin to play "Mirror Man".
- "Mirror Man" - As the coach moves, so must players/parents move, as if looking in a mirror.
- Remember to use both right and left foot for each of the following movements:
 - 1) roll ball from side to side using sole of foot
 - 2) move ball back and forth using sole of foot
 - 3) dribble ball to left using inside of right foot (change direction)
 - 4) dribble ball to left using outside of left foot (change direction)
 - 5) drag ball backwards using sole of foot
 - 6) dribble ball forward using inside of foot
- Always have players stop the ball before changing direction/instruction using a specific method (ie: sole of foot, inside of foot, outside of foot).



Preliminary Activity

- Players and parent each have a ball within a 20m x 20m grid.
- Parent dribbles ball around freely as player sits. On whistle, parent stops ball with sole of foot. Parent sits and player dribbles ball. When whistle blows again, player stops ball with foot.
- After three times each, both parents and players dribble freely.
- After players prove success at stopping, next exercise would be to stop ball with foot, roll ball back, turn and go in opposite direction.

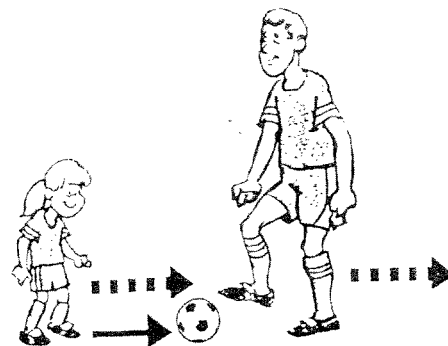
Coaching Points:

- 1) Gently push ball with the inside of foot.
- 2) "Guide" ball with the feet - don't kick it.
- 3) Slow down and keep control.



Preliminary Activity

- Parent and player with one ball between them, move freely around field.
- Parent is moving backward and player is moving forward with ball at feet.
- When parent calls, player kicks ball toward parent.
- Parent stops ball with foot, then continues moving back-ward, away from ball and player.
- Process is repeated as required.

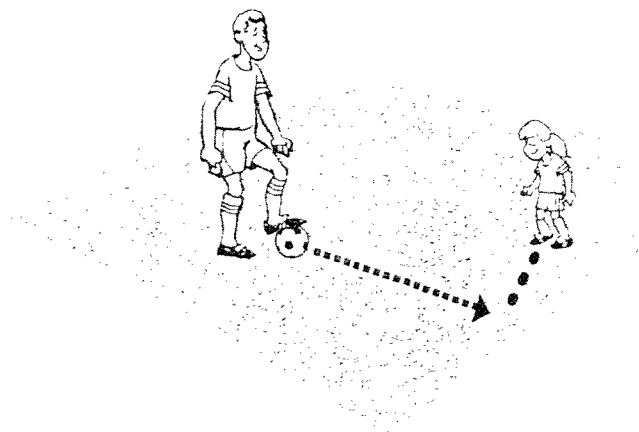


Technique Activity: Stopping/Controlling Ball

- Player stands opposite parent in a 10m x 10 m square.
- Player rolls or kicks ball to parent, who stops ball with foot. Parent then rolls ball back for player to stop by using either foot or hands.
- When parent rolls ball back to player, he/she should roll ball slightly to one side, forcing player to move to stop/control ball.

Coaching Points:

- 1) Get behind the ball.
- 2) Turn foot sideways and raise it off ground slightly.
- 3) Relax foot as contact is made.

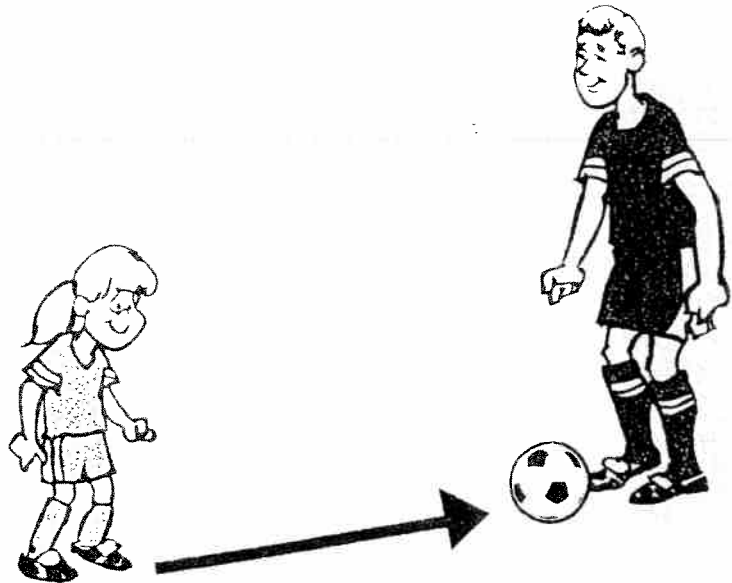


Technique Activity: Kicking/Shooting

- Parent stands in goal, between two cones 5 metres apart. Player stands opposite the parent approximately 8 metres away.
- The player kicks/shoots the ball at the goal and the parent must make a save using feet only. The parent kicks the ball back to player using the same technique and the process is repeated.

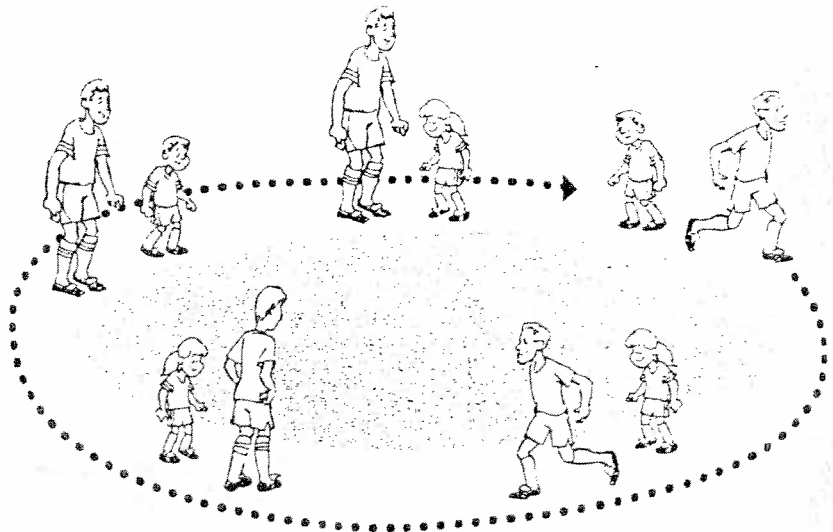
Coaching Points:

- 1) Watch the ball.
- 2) Place non-kicking foot next to ball.
- 3) Stretch toe down and tighten ankle.
- 4) Kick through the middle of the ball using the laces.



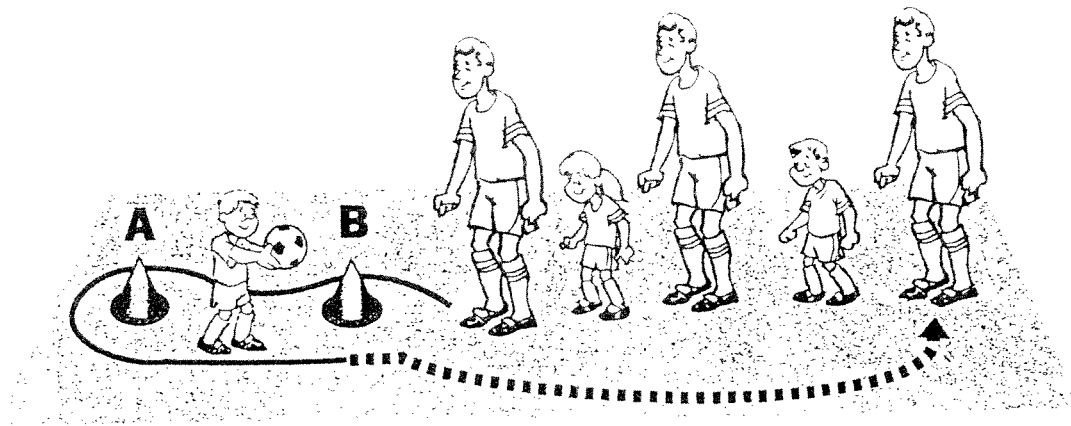
Game Activity: Competition/Races

- Player stands beside parent, as partners, around 12-metre diameter (centre) circle.
- On whistle, parent leaves player and runs clockwise and back to his/her place.
- First back to place and sitting down is winner.
- Examples of alternatives; add some of your own:
 - 1) player goes through parent's legs before running
 - 2) player goes through parent's legs both ways
 - 3) parent runs around player, then around circle
 - 4) player jumps from parent's back, then runs.



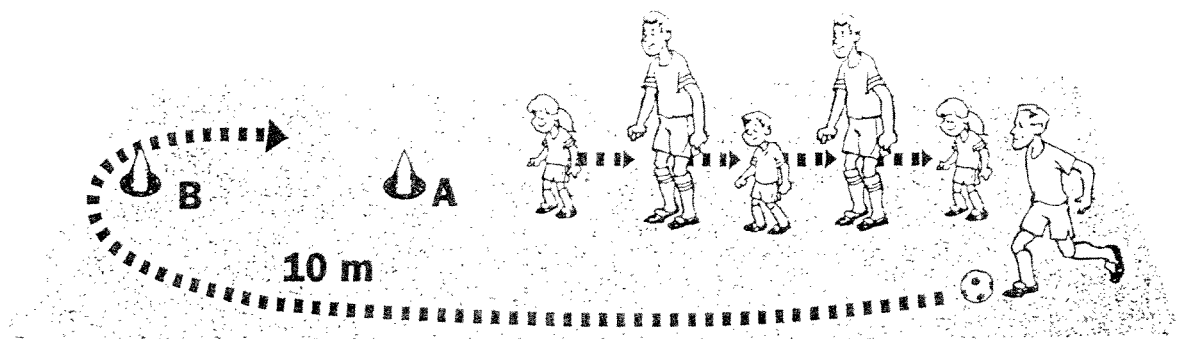
Game Activity: Competition/Races

- 3 parents and 3 players standing in line at cone (B) make a team.
- Race begins with player at cone (B) with ball in hands. On whistle, he/she carries ball around cone (A) and passes it to parent at the front of the line, then runs to the back of the line. Parent repeats the exercise as do all the other players and parents.
- First team to finish and sit down is the winner.
- Vary the requirements of each race (ie: add a forward roll, dribbling, dribble out and pass back, etc).



Game Activity: Competition/Races

- Teams of 6 (3 players and 3 parents) stand behind cone (A).
- On whistle, ball is passed back to last member who collects ball and runs around cone (B) 10m away and back to front of line.
- Exercise is repeated until everyone has completed run with ball and is sitting.
- Use various alternatives to pass ball back (ie: through legs, over heads, etc).
- Use various alternatives to collect ball and run around cone (B) (ie: use hands to carry, right foot only, left foot only, etc).



UNDER 8 PLAYING STRUCTURE

- Play 4 v 4 with a Coach/Coaxer and an Assistant Coach (Game Supervisor)
- Field size should be about 40yd x 30yd (with a 5yd goal area line), a size 3 ball should be used
- Each team will have no more than 10 players
- Teams practice for 20-minute then play two 20-minute games with a 3-minute rest in-between
- You will split your team in half, and play one half of the opposing team
- Switch opponents after 20 min
- Each of the Coaches/coaxers will be responsible for one half of their team
- Coach/Coaxer referees the game; this will help the Coach/Coaxer to coach their team, as they will be right on the field with them, all free kicks are indirect (ball must be touched by a player, other than the one taking the kick, for a goal to be scored)
- No Penalty kicks
- Last player back plays as the Sweeper/Keeper
- Game is started by a kick-off from center and restarted after a goal in the same manner
- No off sides, no throw-ins, ball is passed in by opposite team after it goes into touch
- Goal kicks or corner kicks when the ball goes out the ends outside of the goalpost
- Unlimited substitutions
- Goals are about 10 feet wide and 5 feet high



Teaching Soccer Football to children requires that the information provided to them is appropriate for their maturity level through some means - THE GAME - that makes sense to them. The environment for play must essentially meet the needs of the players. Reducing the number of players to 4 per team allows for all of the components that are present in the 11 v 11 game: the ball, teammates, opponents, realistic pressure, appropriate space, guidelines, attacking, defending, and team shape.

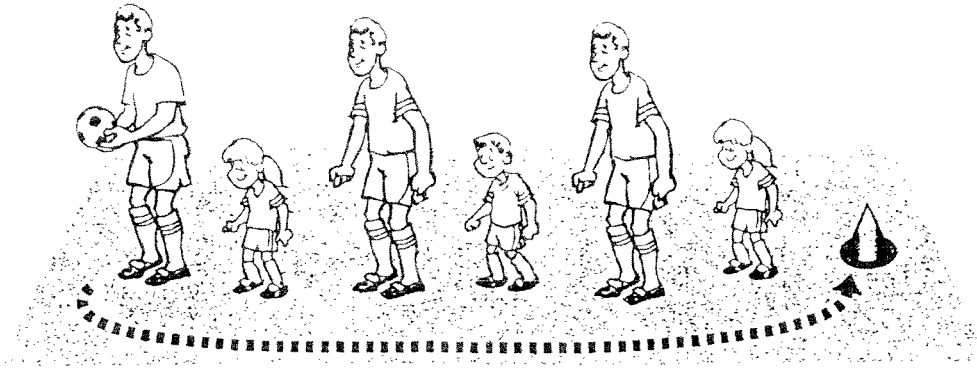
The basic team unit of soccer is three. In 3 v 3 Soccer the triangle introduces the basic tactical formation. An attacker with the ball has at least TWO passing options. Now in 4 v 4 soccer the coach will continue to build on the basic triangle tactical formation, by introducing the "Diamond Shape". Forward support (*length*) gives the player a creative, positive passing option. Support on the sides (*width*) gives the player a forward or rear passing option, while rear support (*depth*) gives the player insurance in case a mistake is made, or the player with the soccer ball cannot use the front supporting player but wishes to pass.

Attacking Team Shape is a concept that should allow you to use all of the available space on the field. Players should not be bunching up. At the same time, it should also not cause players to become specialized at doing one thing. At this age it is too early for a player to feel that he/she is only a winger or a defender. Attacking team shape is based on the principles of play and requires that once your team has possession of the ball, players spread out from side to side (*width*) and from end to end (*depth/penetration*). Regardless of the system of play you use, the attacking shape is always the same. This shape, geometrically speaking, is a combination of *triangles and diamonds*.

The player with the ball should always have three passing options (one forward, one to the side (or "*square*" as it is called in soccer) and one back (or "*support*" as it is called in soccer). This is a key point to maintaining possession of the ball. Remind yourself that whatever system of play you use the players should be assuming this attacking shape as much as possible. So constantly remind your wide players to stay wide, and your forwards and defenders to spread out long. Wherever the ball goes on the field, the shape goes with it, constantly remaining in the basic diamond form, created by triangles. Whether your players are playing 4 v 4 or 11 v 11, the shapes within the larger team system shape remain the same.

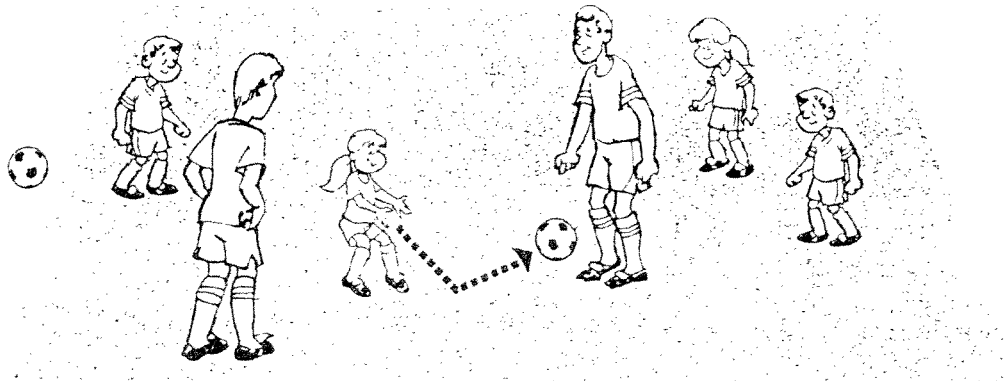
Game:Activity: Flexibility

- Parents and players make up teams of six. Parent with ball in hands at front of team-line passes ball behind to next team-member and moves quickly to rear of line, and so on until starting order is restored.
- First team to get everyone behind cone (A) and sitting, is winner.
- The ball may be passed backward in various fashions: through legs, over head, over and under.



Games Activity: Flexibility

- Ball Tag: Players and parents within a 20 m x 20 m grid. A parent hold a soccer ball, tries to tag other players and parents in grid. Player/parent who is tagged takes the soccer ball and tries to tag others. Player tagged cannot tag player who has just tagged him/her. Extra ball can be introduced.



EIGHT YEAR OLDS

PRELIMINARY ACTIVITIES

TACKLING GAMES

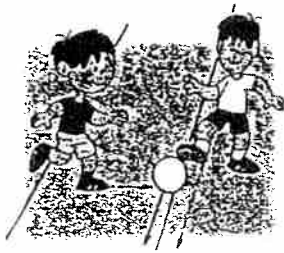
PRESSING ONE ON ONE

SHOOTING CIRCUIT

PASSING AND CONTROL

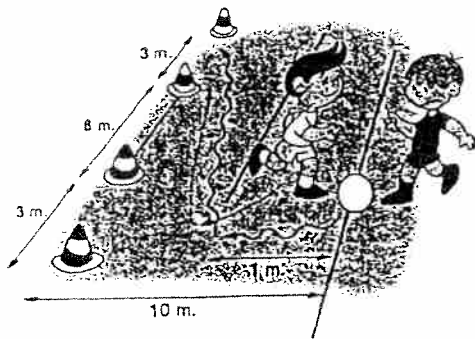
ONE ON ONE FOR MINI SOCCER

Tackling a Loose Ball



Again group the players into pairs (defender and attacker) and mark off two lines on the field. Each defender tries to touch with a quick tackle (using either foot) the stationary ball lying close to the feet of the attacker 1 meter in front of him. The attacker, without looking at the ball but instead at the defender's feet, should move the ball aside in the instant the defender steps in. Players rest for at least 5 seconds between attempts. After five attempts at touching the ball, the players switch roles.

Tackling Twice

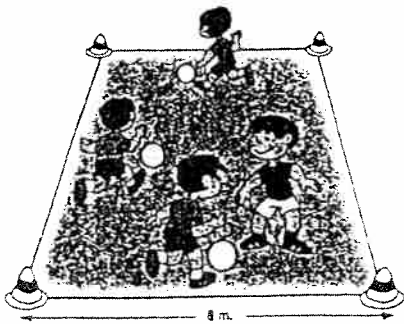


Set up two 3-meter-wide goals with 6 meters between the goals and two lines as in the illustration, and have the children play in pairs. The defender stands 5 meters away from the goals, about in the midway point between them. The attacker faces the defender, standing 1 or 2 meters in front of the defender with a stationary ball. At the instant the defender tries to tackle it with speed and surprise, the attacker plays the ball sideways, out of the range of action of the defender, and then tries to dribble it through one of the two goal areas.

As soon as the defender has failed with his frontal tackle, he must quickly recover his basic position and try to tackle (this time in a side position) for a second time—and prevent the attacker from controlling the ball in one of the two cone goals. Each player must defend his goals during five attacks.

The winner is the defender who allows the attacker to score fewer goals. After each tackle, the children should rest at least 10 seconds.

Five Tackles



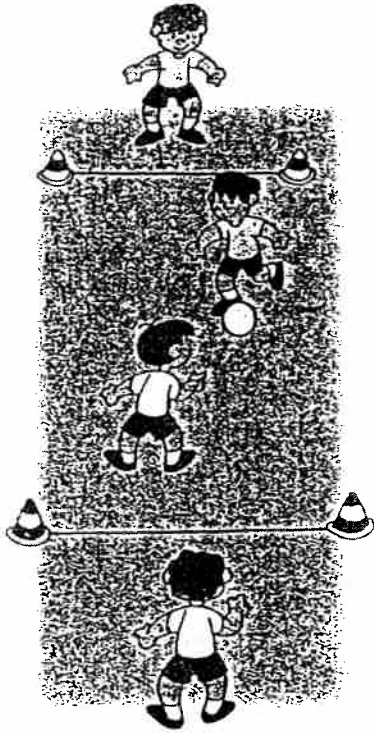
VARIATION

➤ All four players are in possession of a ball, and they all try to tackle the ball of any of their three opponents while controlling their own ball. When a player loses the ball, he or she must quickly collect it to continue participating in the game. Whoever executes the highest number of correct tackles within a given time (for example, 2 minutes) wins. Besides tackling, the participants learn to shield the ball, placing

The children again work in groups of four players. Three players each dribble a ball within a small square (8 meters by 8 meters), while a fourth child without a ball has five chances to tackle. The defender's aim is to clear as many balls as possible out of the square within these five tackles.

Besides observing the attackers carefully during their dribbling, the defender must have the patience to tackle only when a good opportunity arises. Executing dummy tackles will allow the defender to achieve a higher percentage of success. The player with the highest rate of successful tackles (out of the five possible) wins.

Substitutes and 1 on 1

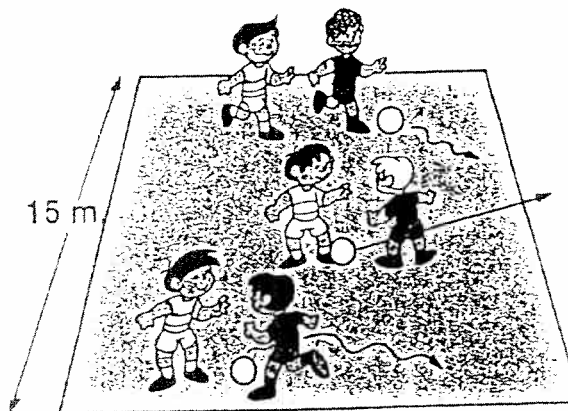


Set up a playing field 12 meters wide by 20 meters long, with goals marked by the cones at the ends. Have two youngsters stationed within the field and two waiting beyond the goals on the ends of the field. The two players within the playing area face each other until one of them is able to control the ball into the opposing goal area (12 meters wide) on the end line. After a goal is scored or after the ball has run across any goal line, both attackers must return to their respective goal (to rest). Meanwhile, the two substitutes step in from behind their respective goal areas and continue the game. The practice is over when one team (or one player) manages to score six goals.

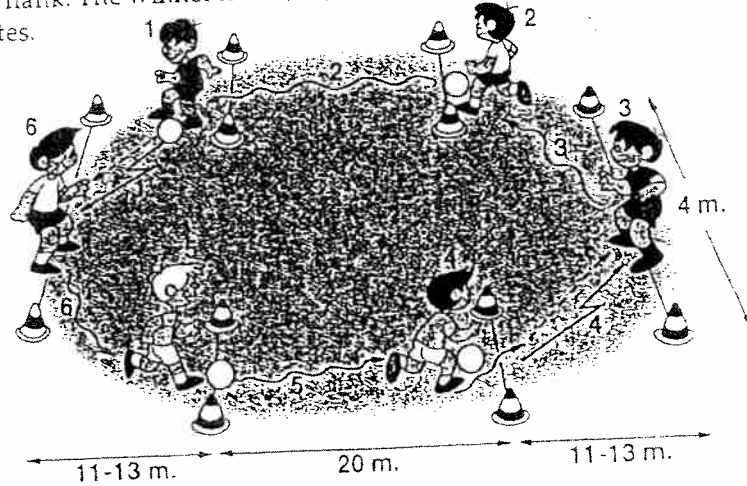
Besides assuming a correct basic position for tackling (with the legs well bent), the defender must learn to position his or her body so that the right shoulder is opposite the attacker's right shoulder. This position enables the player to channel the attacker to his right and, usually, strong foot. As coach, you should encourage him to execute dummies and to switch immediately to attack after having gained complete control over the ball. Depending on the attacker's speed and technical ability, the defender learns to use different tackling techniques.

Pressing Defense 1 on 1

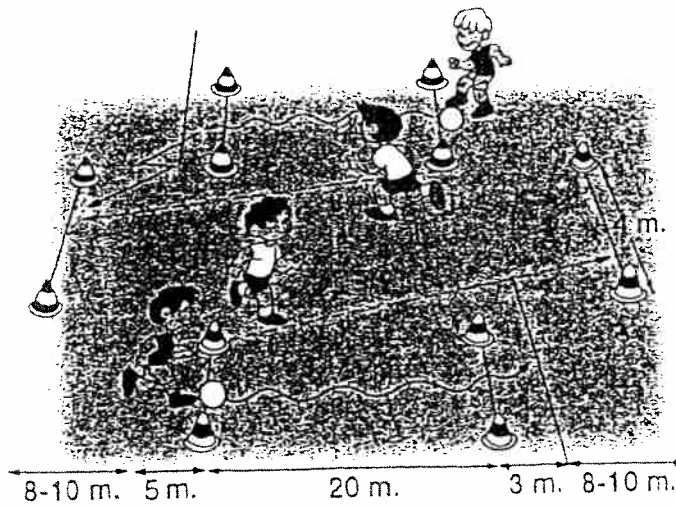
Group the players in pairs, one with and the other one without a ball, and mark off a square 15 meters per side. Three pairs start the competition within this square. The tacklers try to push their attackers' balls out of the square as quickly as possible.



Shooting Circuit Of six children, four dribble and shoot and two act as goalkeepers at the end goal areas. Mark off an area as in the illustration with two opposite goal areas that are 4 meters in width. The players dribble the length (20 meters) to enter the goal area in front of them. Once he or she crosses that line, the player must immediately shoot at the defended goal. After the shot on goal, the attacker becomes goalkeeper; this former goalkeeper takes the ball and lines up in the next goal area at the right (or left) side. He or she then does the same as the first attacker, dribbling in the opposite direction, again on the right (or left) flank. The winner is the player who scores the highest number of goals within 5 minutes.



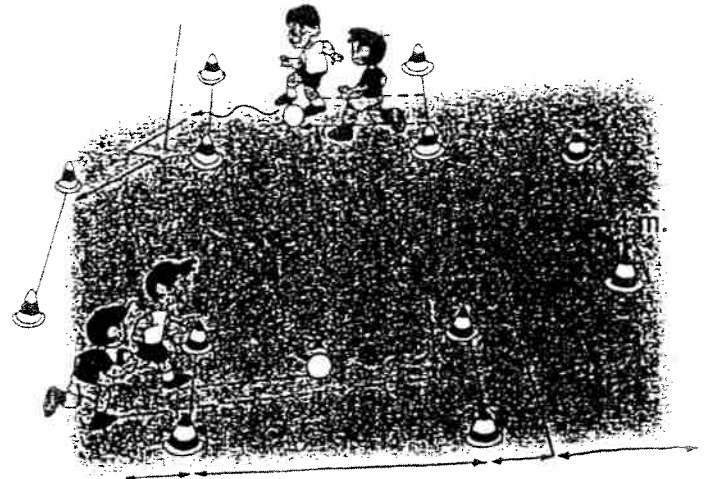
Shooting Circuit Variation



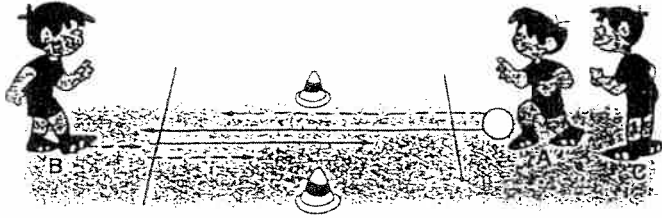
See the previous activity. Several pairs compete simultaneously in opposite directions, first clockwise and later counterclockwise. One player is in possession of the ball and the other one is the goalkeeper situated just 4 meters in front of him. When the attacker touches the ball, the goalkeeper tries to position himself as quickly as possible at the goal in front of him before the attacker is able to shoot from a point within that shooting area of 3 meters. After the first attack, both players change functions and practice on the other side of the circuit. Whoever scores more goals within 5 minutes wins.

VARIATION

➤ Here the defender places himself 3 meters (after some experience with this game, you can decrease the distance to 1 meter) behind the attacker to his right side. Once the attacker touches the ball within the first pair of cones, the defender may follow him with the objective to clear or take the ball before it can be shot from a point inside the shooting zone toward the next undefended goal.



Accurate Passing and Control



This game can be played by individuals or as a team competition with three players per team. Each player has to score from a distance of 6 to 9 meters through a 2-meter-wide goal area (marked off by cones) and then have a receiver (B) be able to return the pass

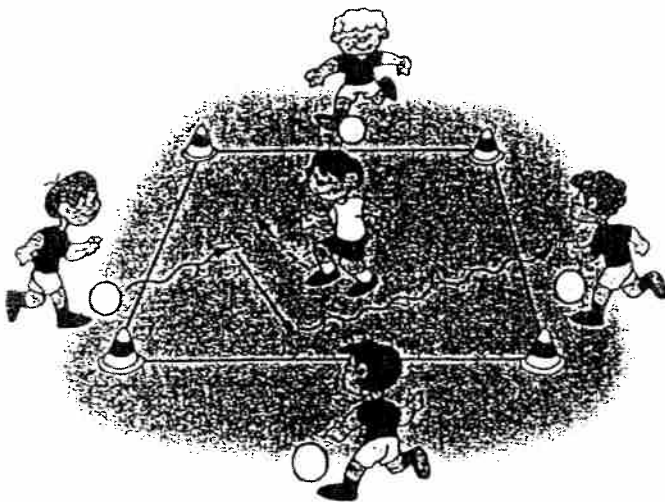
to the third player (C). The passer (A) follows the pass to the other side and awaits a pass from the third player (C). Whoever first scores 10 goals with the passing technique you instruct them to use is the winner. With a team, the winning three players can be either those who first score 10 goals or those who score the most goals within 30 seconds.

Explore what constitutes the most efficient passing technique by using effective questioning with the players.

VARIATION

► The third player (Player C) becomes a goalkeeper and defends a 4-meter-wide goal area (marked by two cones) in the center between the two teammates. The attacker who doesn't manage to score has to switch position with the goalkeeper. As coach you may ask the attackers to shoot stationary or moving balls. Also ask them to use the drop-kick technique or the volley shot from different distances to also experiment with these

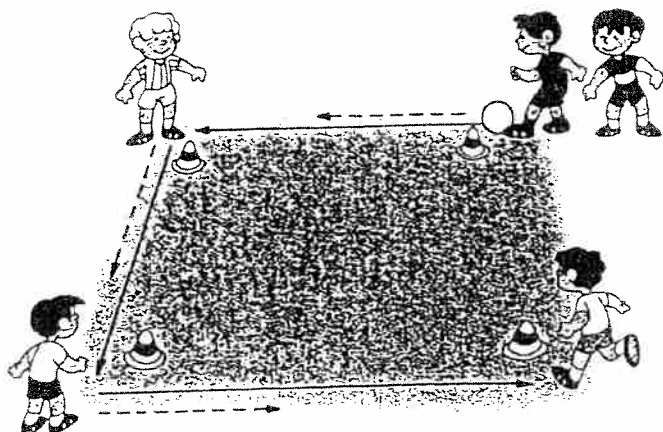
The Cage



Group the youngsters in sets of five and set up several 10-meter squares. Four of the players are attackers positioned outside the square, each with a ball. To score a point, each of the four attackers must manage to run with the ball under control through the square. The defender remains inside the square throughout the game. Call on the attackers, one after another, until they all have attacked twice. After the player inside the square has defended 1 on 1 for these eight times, players switch positions until everyone has been a defender. The player who allows fewest goals to be scored wins. As teacher

or coach, you should educate the attackers waiting their turn on the sidelines around the square to spot any mistakes on the part of the defender.

Passing Around a Square



This game involves groups of five children playing around a square marked by four cones. Besides developing accurate passing skills, the players learn to receive the ball in a way that helps their next play (the next pass) and to speed up the ball's movement by their using appropriate positioning in relation to the nearest cone, the execution of "purposeful controls," and hard passes.

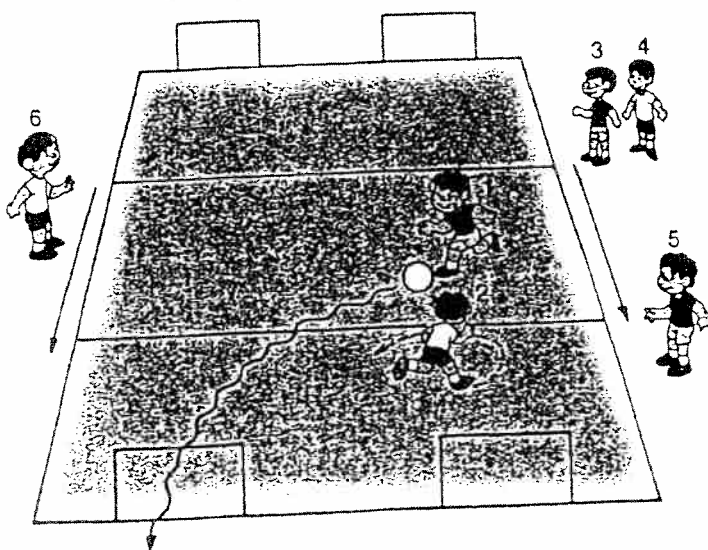
For this game, the children stand as in the illustration, to take turns in passing the ball around the square. Compe-

titition in either direction and with flat or high passes is permitted; you may allow each player any number of—or only two—ball contacts. The passer must always follow the run of the ball. Use a stopwatch to time individual players or set up a timed competition between several teams at a time.

VARIATION

➤ Add a sixth player to create a competition between the five passers and a sixth player who, in the moment of the first pass, must run twice around the square. The competition is between the runner and the ball to see who completes the two laps sooner! The sixth player is not allowed to play the ball. The six players take turns being the runner to vie against the other five passers. All the children should take a turn at being the runner.

1 on 1 for Mini-Soccer



Use a mini-soccer field that is 20 to 25 meters by 35 to 40 meters, with pairs of goals set up on either end. Six children participate, forming three pairs to practice the 1-on-1 situation. The game is started with a ball toss in the center of the field. The object is to prevent the opponent from dribbling the ball through either of the team's two goals. Once the defense is successful, a counter-attack is launched, with the former attacker tackling back. In order to encourage a defender to channel an attacker deliberately to the right or left side, you (as coach) may award fewer points for scoring a goal on the defender's right-hand side than for scoring a goal on the left-hand side (or vice versa).

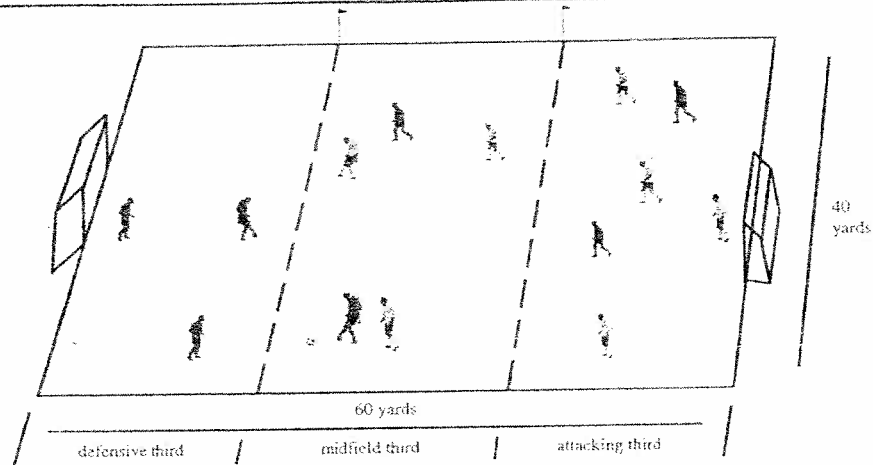
UNDER 10 PLAYING STRUCTURE

- Teams play 7 v 7, 6 field players and 1 goalkeeper.
- Field size should be about 60yd x 40yd and play with a size 4 ball.
- Each team should have no more than 11 players.
- Teams practice for 20-minutes then plays two 25-minute halves with a 4-minute break at half.
- This age group now has Referees that run the game.
- Game is started by a kick-off from center and restarted after a goal in the same manner
- Goal kick or corner when the ball goes out the ends outside of the goalpost.
- No offsides, throw-ins are used when ball goes into touch.
- Goalkeepers are used and must be rotated; all players get a chance to play in net.
- Unlimited substitutions during stoppage in play.
- Goals are about 6 feet high and 18 feet wide.



SUPER SEVENS

SIX VERSUS SIX
PLUS GOALKEEPERS



THEMES FOR PLAYER DEVELOPMENT

- Ball possession as a team (main theme)
- Dribbling/turning/passing/control/support

INTRODUCTION TO THIRDS

- Defending, midfield, attacking

USUAL DISTRIBUTION OF PLAYERS

- Defending third: more defenders than attackers
 - Midfield third: even
- Attacking third: Fewer defenders than attackers

ENCOURAGE

- Players to get forward and when attacking
- Support the ball in triangles and diamonds
 - When ball is lost, get back quickly
 - Closest player to the ball presses
 - Other players cover and mark

TEN YEAR OLDS

TWO ON ONE WIDE GOALS

TWO ON ONE BALL POSSESSION

TWO ON ONE BOTH WAYS

ONE ON ONE DRIBBLING WITH SUBS

TWO ON TWO PASS/BEAT DEFENDER

TWO ON TWO FOUR GOAL GAME

CONTROL AND BEAT OPPONENT

FREE KICK TO MARKED ATTACKER

TWO ON TWO WITH WIDE GOALS

THROUGH PASSES

2 on 1 With Two Wide Goals

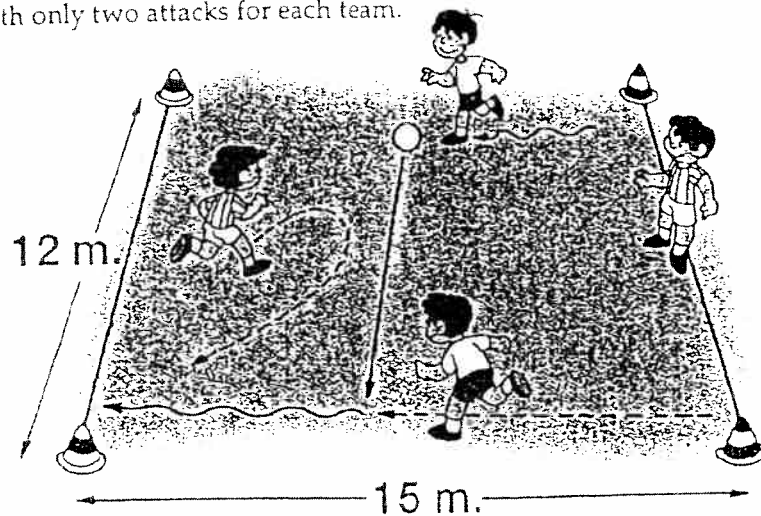
Despite the game's title, four players participate. Two players with a ball, situated in the center of the playing area, alternately attack the 12-meters-wide goals, each defended by one opponent only. The objective of the attacker is to dribble the ball across the opposing goal line despite the opponent's active defense of it.

The attack toward one goal finishes when

- the defender has touched the ball three times,
- one of the attackers has managed to dribble the ball across the goal line,
- one attacker infringes the rules, or
- the ball runs across any end line.

In case of an infringement of the rules by the defender, a "free" attack is awarded to the attacking pair. The free attack can be started with a pass or a dribble, with the defender staying no closer than 5 meters. There is no side-out or offside.

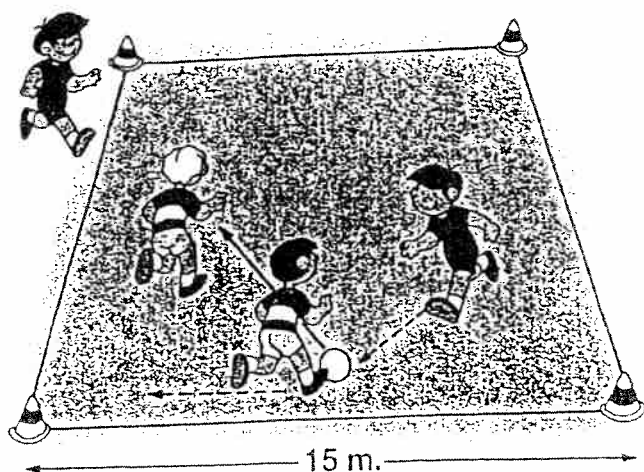
After 10 attacks (5 toward each goal) or 90 seconds of attacking, both teams switch roles and positions. The pair that scores more goals wins. In case of a draw, a tiebreaker takes place with only two attacks for each team.



TRAINING OBJECTIVES

- Lift your head while dribbling to be able to see and analyze the game situations.
- Dribble the ball using different techniques.
- Know when to pass and when to dribble.
- Try dribbling past the defender after having carried out a dummy pass to the left or right.
- Pass the ball on the run toward the right or left.
- Wait for the best instant to pass (not too early and not too late) without penetrating in the range of action of the defender.
- Communicate with your teammate before passing.
- Pass the ball with speed and accuracy.
- Adapt to the behavior of the teammate.
- Receive the ball from either side while you are on the run.
- Look for a correct positioning before receiving the ball.
- Execute a tackle with speed and surprise.
- Select the best instant to tackle and know how to delay it.
- Simulate a tackle with a move of the body weight toward the ball.
- Tackle in a side-on position and look out for the 1-on-1 situation.
- Anticipate the attacker's play, considering both the position of the player without the ball and the ball.

Maintaining Ball Possession 2 on 1



In this game, which actually involves four players, two players try to keep possession of the ball inside a square for as long as possible or for 15 seconds. A defender, always starting from the center of the square, does everything to prevent them from achieving their aim. His function is to play the attacker's ball out of the square while his teammate outside of the square (the fourth player) counts the seconds until the ball runs out of the square or the attackers infringe on the rules. In any of these cases, the defender inside the square switches positions and functions with the fourth player (and teammate) until both have

defended five times each in this 1-on-2 situation. After 10 trials the attackers established their record time.

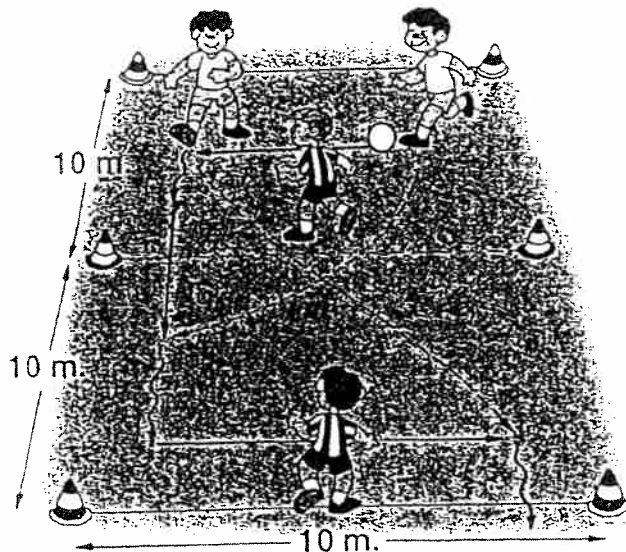
Next, both teams change functions. The first set of (former) defenders now have the chance to improve the result of the former attackers. Whenever a defender infringes on the rules, the time is stopped until the attackers restart the game with a pass or a dribble. If there are more than two teams, you might organize a tournament to determine which pair of players can best keep possession of the ball. Players younger than 10 years of age should play in a square that is 15 meters per side. The more advanced the players are, the smaller the playing area should be.

If you have only three players available, the attacker who loses possession of the ball three times becomes defender.

TRAINING OBJECTIVES

- Know when to pass and when to keep possession of the ball.
- Learn to continually be ready and open for a pass, to run out of the shadow of the defender, when you don't have the ball.
- While in possession of the ball keep an eye on your teammate as well as on the defender.
- Keep the ball close to the feet to be able to pass it quickly if necessary.
- Look out and make use of the zones that the defender isn't covering. Understand that the greater the distance between the passer and receiver, the more difficult is the defender's job.
- Learn to hide your intentions (the moment of the pass and its direction). Use frequently dummies or feints.
- Avoid entering the defender's range of action; learn to put your body between the ball and the defender in case no pass is possible and the defender is close.
- As defender, learn to reduce the space and time at the disposal of the attackers. Show will power until you succeed.
- Anticipate the attackers' play.
- Execute dummies to condition and direct the attacker's play.

2 on 1 Twice in a Game



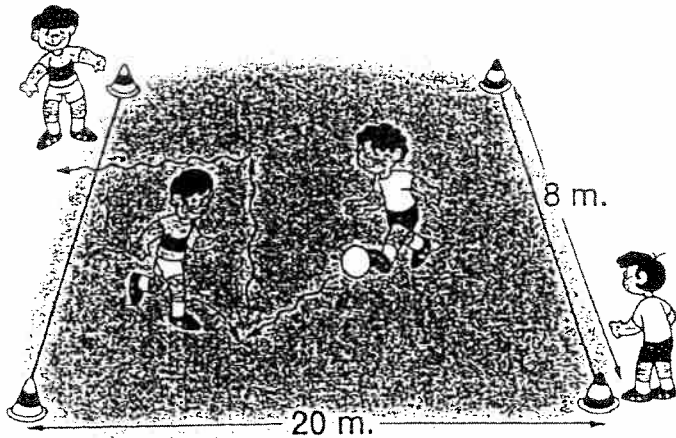
For this game, set up the playing field as shown in the illustration, using six cones (having two colors of cones if possible to indicate the different end goal areas, each 10 meters wide). Designate two teams of two players each. How many times do two attackers manage to play out, one after another, the two opponents who defend individually in front of their respective goal? To score the ball must be controlled by the attackers on each end line.

Use a coin toss to decide which team starts to attack and which defends individually the two goals situated in a row. No defender may tackle behind his goal line, but the second defender may come forward of the goal when his teammate in front of him has been passed by the attackers. An attack finishes when

- two goals are scored.
- one of the two defenders manages to take the ball away from the attackers,
- the ball runs out of the playing area, or
- one of the attackers commits an infringement of the rules.

In case of an infringement of the defenders, the same rule may be applied as in the previous games.

1 on 1 With Substitutions



Two opposing players face each other in the middle of a practice field (8 meters by 20 meters) with the objective to dribble the ball through the opponent's goal. The younger player attacks first. After a goal or the ball's going beyond any end line, both players must leave the playing area and return behind their respective goals. Meanwhile, the two other players, who have so far been behind the goals, now substitute for them, entering the field for a new 1-on-1 situation with the partner of the former defender in possession of the ball. The

winning team is the pair of players who first manage to dribble the ball through the opposing goal six times.

TRAINING OBJECTIVES

There are three objectives for the attackers.

- Keep the ball out of the defender's range of action and protect the ball with the body.
- Vary the play, outbalance the defender, and use speed (especially changes of speed).
- While attacking, stay alert and aware of the basic position, the positional play, and the defensive actions of your opponent.

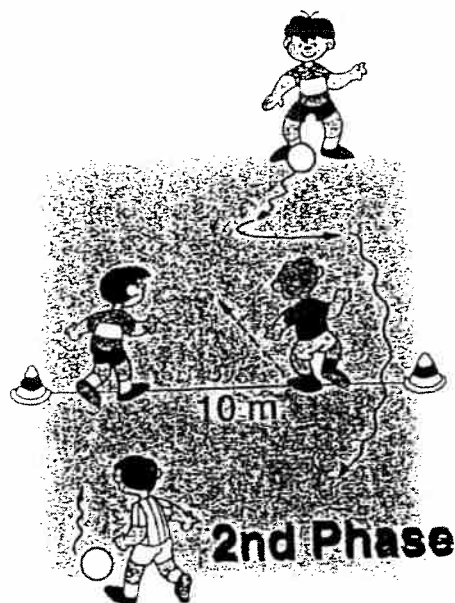
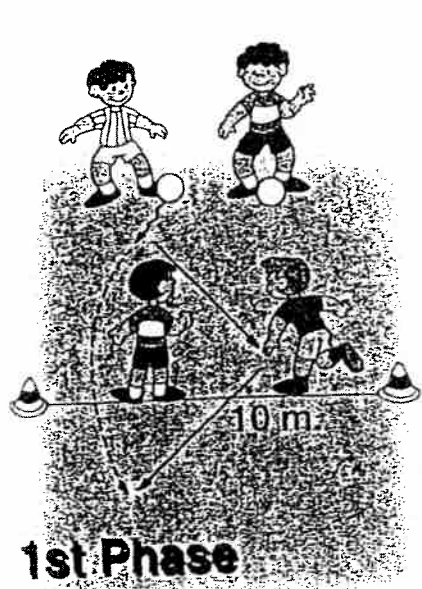
There are three objectives for the defenders.

- Get close to the attacker, generally, with the right shoulder opposite the right one of the attacker and the left foot placed slightly in front. This position allows a defender to channel the attacker to the right side.
- Tackle with speed and aim to surprise the attacker.
- Use dummies to oblige the attacker to show his or her intention.

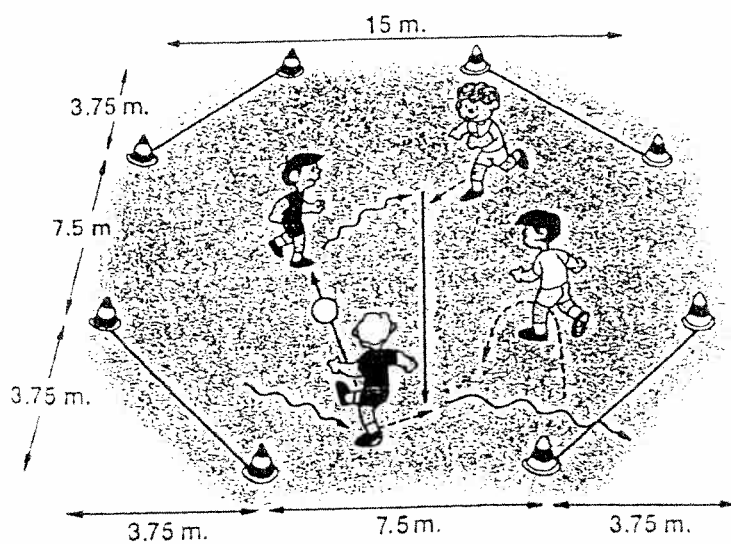
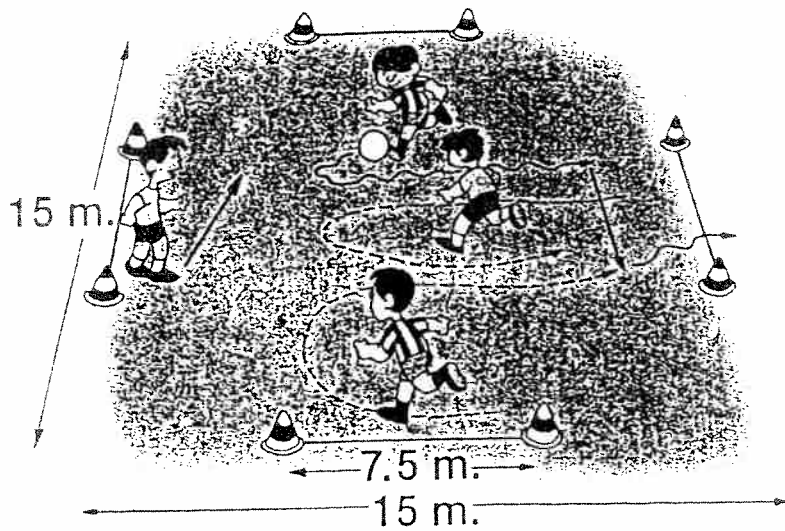
Pass or Beat the Defender

Phase 1: two players, an attacker and a defender, are situated on the goal line. Ten meters in front of the defender, a second attacker dribbles the ball toward him with the intention of beating him individually or passing the ball to her teammate on the left. With a triangular pass (direct or with not more than two ball touches), the attacker on the goal line returns the ball immediately into the run of his teammate who positions herself behind the defender. The latter, without leaving the goal line, tries to intercept the first or the return pass.

Phase 2: after completing the first attack, the second player in possession of the ball dribbles toward the goal to the former passer, beats him individually with or without a dummy—or passes the ball to his teammate on the right. Without delay the teammate returns the ball with a maximum of two touches to the attacker who collects it on the run behind the defender. After 10 attacks of both attackers, carried out alternatively from the right and left sides of the goal, the four players switch positions and functions.



2 on 2 With Four Intersecting Goals



Set up four goals that are 7.5 meters wide, as shown in the illustration. Each team of two players defends two opposite goals and attacks the other two. The game is started and restarted with a ball toss at the center of the 15-meter square. When the ball runs out of the playing area or a player commits an infringement, a free kick or "free dribble" is awarded to the other team—with the opponent's and the nearest goal at least 3 meters away. A goal is scored by a dribble across one of the two opposing goallines. The game's duration should be four periods of 3 minutes each.

VARIATIONS

► The cones forming goal areas remain as above, but each team attacks and defends two of the goals that are side by side (rather than opposite).

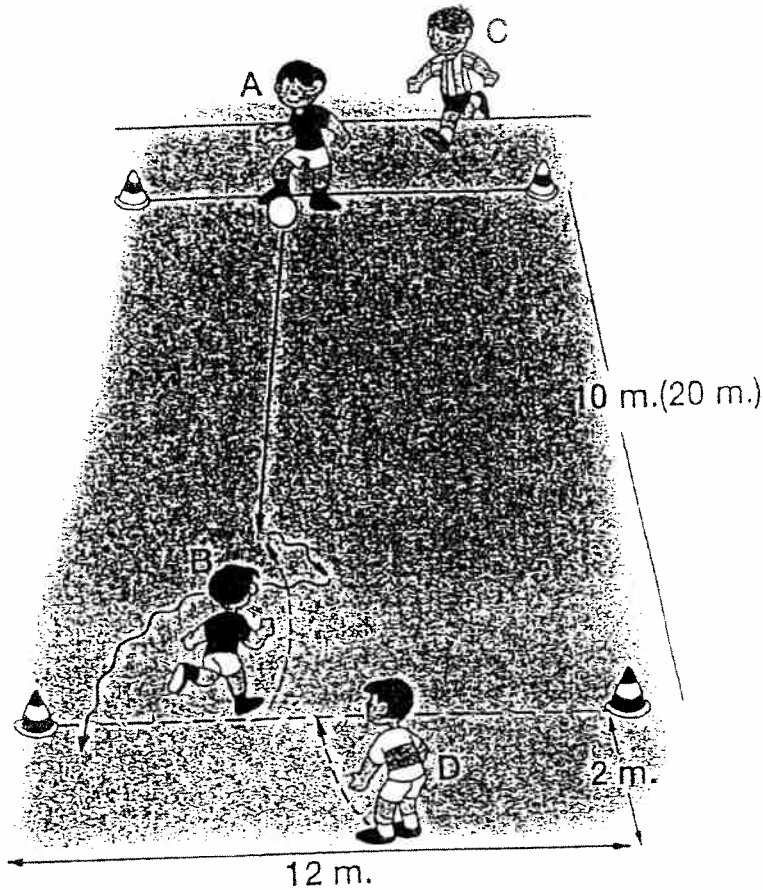
► Using the same field setup, the goals are defined across the corner cones instead of across the linear cones (see the illustration). Players defend neighboring goals.

TRAINING OBJECTIVES

- To know at each moment of the game what is going on (to "read" the game) in order to make correct decisions in attacks as well as in defenses.
- To be capable of systematically creating a numerical superiority in attack by frequently changing direction and speed.
- To be aware of the less-controlled zones of the playing area and systematically use them to your advantage.
- As defender, to force the attackers to play to their counterparts.
- To consolidate the technical-tactical skills of attack and defense that players experienced in the first two simplified games.

Control the Ball and Beat Your Opponent

Set up the field as shown in the illustration, with cones set 12 meters apart to mark goal areas. The game is played between two goals at opposite ends of a field that is 10 meters long for the youngest players and 20 meters long for the more experienced ones.

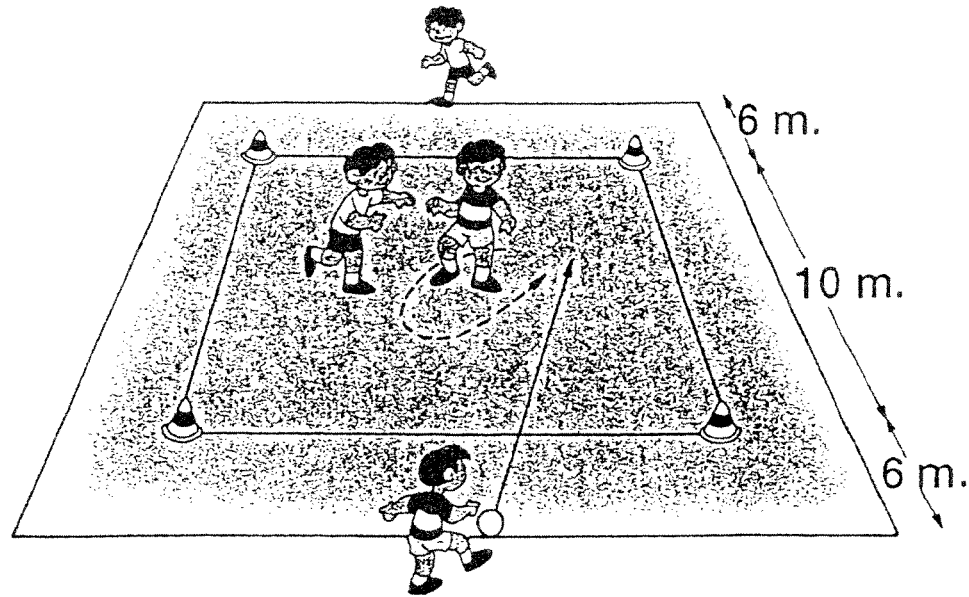


and parallel to the goal lines, you should draw a second line, 2 meters away from the first one. At the instant that Attacker A passes the ball to B, Attacker B runs quickly with the ball. Defender D toward the ball to receive and control it in front of the cone goal outside the 2-meter zone. The defender is not allowed to tackle in front of the cone goal, but tries to prevent the attacker from dribbling the ball through the 2-meter zone and across the back line. In case the attacker is successful, the attackers remain in attack and do the same play in the opposite direction. But if the defender gains possession of the ball, touching it three times consecutively, or if the ball runs out of the playing area, the defender gets to switch positions and function as an attacker. The pair that manages to score 10 goals wins. If you have more than four

players, you may organize a tournament to establish the best team in passing, receiving under simplified conditions, and dribbling with an opponent.

Free Kick to a Marked Attacker

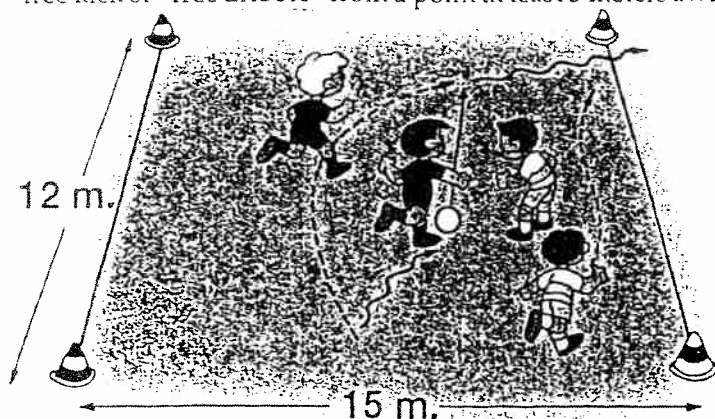
Four players participate: two play inside a 10-meter square and two are stationed outside, one in front and the other behind the square. Toss a coin to determine which team attacks and which defends. The attacker outside the square executes a free kick to his teammate in the center of the square, who tries to receive the ball despite the presence and defense of an opponent.



For practice purposes the defender should position himself on either side of the attacker or behind him; he may not position himself in front. To avoid the defender's anticipating the opponent's play, the attacker, in the moment of executing the pass, must run toward the ball. Then the attacker tries to receive the ball, control it, and, protecting it with his body, pass it as quickly as possible through the wide goal to the third player behind the square. Player 3 now repeats the actions of the first player, passing the ball to the former defender who is closely marked by the former attacker. The attack is over when the attacker is successful (this scores one point), the ball is run out of the square, or the attacker makes a rules infringement. If the defender breaks the rules, the attackers also get a point. The team (pair of players) that first manages to complete 10 correct controls with subsequent pass to the player outside the square wins. After completing the first competition, both players of both teams change positions and functions.

2 on 2 With Two Wide Goals

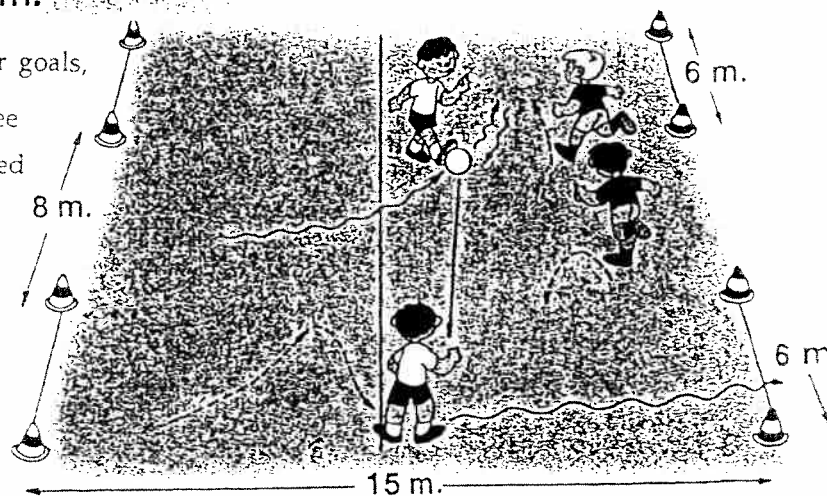
Start the game with a ball toss at the center of the playing area (set up as shown in the illustration with wide goal areas, 12 to 15 meters). Divide players into two teams of two players. To score a goal, an attacker must control the ball in the opponent's goal. The two cones of the goals are placed opposite each other at a distance that depends on the players' ages. Usually there are no sidelines. A rules infringement is penalized with a free kick or "free dribble" from a point at least 3 meters away from the opponents and their goal.



Duration of the game:
four periods of 2 minutes each.

VARIATIONS

- The same game is played using four goals, but each only 6 meters wide (see illustration). To score, the ball must be dribbled across one of the two opponents' goals.



- The youngsters play the game around an open, 6-meter-wide goal area marked off by cones. The team that does not have the ball uses one of its two players as goalkeeper, and this player may not leave the goal line. But once that team manages to win or capture the ball, the goalkeeper may go off the line. After one successful pass between the defenders, they obtain the right to attack the goal from any side, with one former attacker defending it. A goal can be scored from any distance.

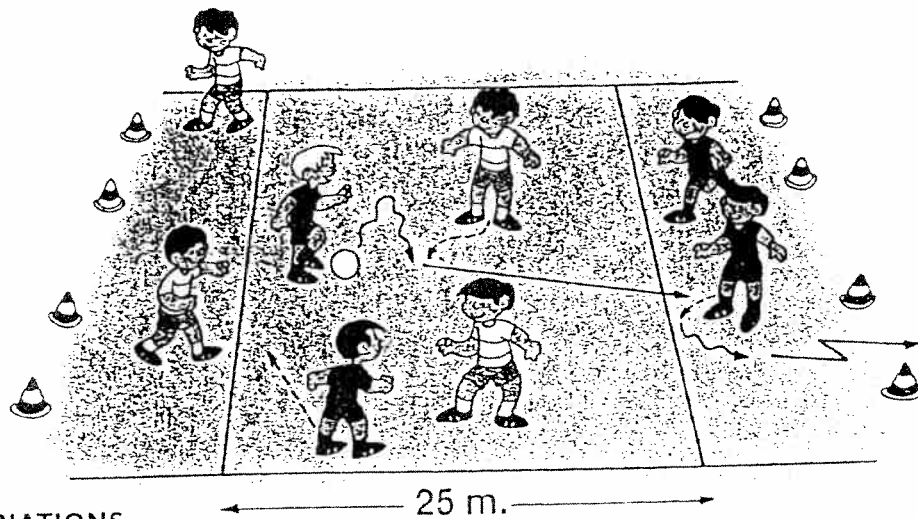
TRAINING OBJECTIVES

- In attack, learn to look out systematically for the 2-on-1 situation by frequently dribbling the ball straight to the other defender who marks the second attacker. When this defender turns her interest to the ball carrier, the latter passes the ball to the second attacker who stays wide and controls the ball on the run to give the defense less time to interfere.
- Learn the switch: after a diagonal penetration by the ball carrier, her teammate stays slightly back and then positions himself for a pass with a sudden run behind the ball carrier.

Through Passes to the Front Runners

The game is played on the mini-soccer field (see the illustration for the setup) with two teams formed of four players each. Two of the players must always remain in the opposing shooting zone (which is 6 meters deep), waiting for a pass from their two teammates in the midfield. After having received and controlled the ball within their shooting zone, they try to score in either goal. Once the ball enters the shooting zone, all midfield players (attackers as well as defenders) are allowed to join the two front runners. After every goal or any time the ball goes outside of the field, the former defenders restart the game from the 6-meter line with either a short pass to the teammate or a dribble, the defenders at a distance of at least 3 meters.

Duration of the game: four periods of 3 minutes, with 2 minutes' rest to work out the deficiencies. After every 3 minutes the midfield players switch positions and functions with the front runners.



VARIATIONS

- To improve the reception and control of lifted balls, the attackers execute aerial passes into the shooting zones.
- Only those through passes that are executed with the less-skillful foot are considered valid.
- Only goals scored by one of the midfield players are considered valid. This rule helps all midfield players learn to support the outlet players after a successful through pass.

TRAINING OBJECTIVES:

- For players to learn that before a through pass is played, passer and receiver should connect visually.
- For players to learn that during the dribble and reception of the ball, the ball carrier should always be aware of the positions of the two teammates in the depth of the field and the support of the other midfield player.
- To execute a free kick quickly and before the opposing team has reorganized its defense. Players should understand that a through pass is preferable to a horizontal pass.
- To switch quickly from defense to attack and vice versa and to watch for the through pass immediately after having recovered the ball.
- To hide the direction of the through pass.