

ACTIVE START ONE-WITH-ONE® PROGRAM

MASTER COACH GUIDE



Volume 1

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March 5, 2012

Dave Nutt, Director of Football (Soccer) Operations
Saskatchewan Soccer Association
Sasktel Sports Centre
150 Nelson Road
Saskatoon, SK S7S 1P5

Dear Dave,

As the largest participation sport in Canada, soccer impacts approximately 500,000 children aged 12 years and younger or approximately 60% of the registered membership of the Canadian Soccer Association (CSA).

Building a healthy nation and achieving international success start immediately at the entry level of the sport. The Canadian Soccer Association recognizes that this is a critical period of development, and as such, is committed to improving the quality of programs through the Wellness to World Cup (W2WC) Long-Term Player Development (LTPD) model and the quality of the service provided to every child entering the game. This would not be possible without the assistance and support of provincial technical leaders, coaches, clubs, and districts.

One of CSA's W2WC principles is to set national standards for skill development, coordinated support services, and appropriate training and competition according to the age and stage of growth and development, with qualified coaching and officiating. The CSA is delighted to see the implementation of our plan to this degree in Saskatchewan. The determination and initiative of the technical leaders of the Saskatchewan Soccer Association are a driving force for the implementation of LTPD across the country.

Collaboration, cooperation, accessibility, inclusion, fairness, respect, playing and meeting others – these are all benefits that we promote in our physical literacy stages, while, of course, encouraging enjoyment on the field.

We are sure that these resources will serve as excellent tools for those who want to become champions of LTPD. We thank you for your contribution to the development of soccer in Saskatchewan.

Sylvie Béliveau
LTPD Manager
Canadian Soccer Association

Introduction

As the leader in developing the sport of soccer through quality programs and services, the Saskatchewan Soccer Association (SSA) is committed to the implementation of the Canadian Soccer Association's Long Term Player Development (LTPD) Model: Wellness to World Cup.

It is the role of the SSA to educate our membership on the philosophy and principles of the LTPD and establish best practices for the development of stage-appropriate programming for implementation at the local level. This guide, along with the related volumes, is designed to assist our local members with creating and delivering enjoyable, LTPD-appropriate programming across all levels of their involvement in the game. The SSA staff and volunteers will continue to provide support, guidance and assistance to our local membership as we move forward with the implementation of new programming under these new guiding principles and philosophies. We look forward to working with our many dedicated members for the betterment of the game, so that all players can participate in an appropriate program for their level of experience, expertise, development and commitment.

Long Term Player Development Model Overview¹

The LTPD is a philosophy of soccer player development, training, competition and recovery based on biological or developmental age (i.e. physical maturity) rather than chronological age. It is player centred, coach driven and administration, sport science and sponsor supported. This philosophy means that, as providers of soccer programming, we respect the developmental needs of our players first and foremost. We also ensure that our young players have fun while they learn, so they will want to continue playing and we provide challenging opportunities for high performance players so that they can develop their abilities and pursue excellence. All of these needs are addressed by the LTPD philosophy and principles. Originally developed as a general sport model by a group of world renowned experts, these principles have been interpreted for soccer by the nationally-recognized Canadian Soccer Association Expert Workgroup. The goals of the LTPD are to:

- Promote lifelong enjoyment of physical activity
- Provide a structured player development pathway
- Describe best practices for elite player development
- Create long-term excellence

A soccer player's development is divided into seven stages. The first three stages of the LTPD encourage physical literacy for all players, regardless of their abilities or disabilities. At stages four, five and six, the focus is on developing excellence, while stage seven encourages lifelong physical activity, with players choosing to enter this stage at any point in their playing career.

Page 5, taken from the Canadian Soccer Association's Wellness to World Cup: Volume 2 provides an overview of Canadian Soccer Association's LTPD Model. In addition, there are a number of more detailed documents available from the Canadian Soccer Association describing the LTPD at the following link: <http://www.canadasoccer.com/wellness-to-world-cup-s14682>. Finally, the general LTAD Work Group has an extensive library of resource information pertaining to the general principles of athlete development available on the Sport for Life website at www.ltad.ca.

¹ Adapted from the Canadian Soccer Association Wellness to World Cup: Volume 1. The complete document is available at www.canadasoccer.com.

Overview of Canadian Soccer's LTPD Model

Figure 3

STAGE	LTAD Stage	Age & Focus	Skill Level	Program Level	Coaching Stage
Stage 1	Active Start "Child's play"	"First Kicks" Females and Males U4 to U6	Fundamental movement and play	Play with parents and friends	Active Start In training
Stage 2	FUNDamentals	"Fun with the ball" U6 to U8 Females U6 to U9 Males	Fundamental movement and soccer skills	Entry Level Program Club Teams	FUNDamentals trained
Stage 3	Learning to Train	"Golden age of learning" U8 to U11 Females U9 to U12 Males	Developing soccer skills and speed	Club Teams Program Schools	Learning to Train trained
Stage 4	Training to Train	"Identifying the elite player" U11 to U15 Females U12 to U16 Males	Building physical capacities and developing soccer skills and tactics	District and Provincial Teams NTC Academies (provincial, school, private)	Pre-B License Provincial B License certified National B License trained
Stage 5	Training to Compete	"Developing the international player" U15 to U18 Females U16 to U19 Males	Refining skills and position play specific physical and mental training	NTC Youth National Teams Pro Teams	National B License certified A License trained
Stage 6	Training to Win	"Building the World Cup player" 18+ Females 19+ Males	Perfecting performance	Pro Teams (top ten leagues in the World) National Team	A License certified High Performance trained
Stage 7	Active For Life "Competitive"	"Soccer for amateur achievement" Females and Males 12+	Achieve personal best with intensive training	Competitive teams, universities, colleges	B Prep Provincial B License certified
	Active For Life "Recreational"	"Soccer for health and fun" Females and Males 12+	Soccer for fitness, fun and social interaction	Former players from all levels move to recreational activity	Active for Life trained





Stage 1: Active Start (Under 4 – Under 6 Female and Male)²

Children in the Active Start stage will be experiencing their first formal contact with sport. It is essential that this first experience is positive in order to develop a love of soccer and begin the process of it becoming “a game for life”.

In the Active Start stage, soccer contributes to the well-being of children by engaging them in the sport while teaching them basic movements. At this introductory level, the object is to get moving and to keep active.

Page 7, taken from the Canadian Soccer Association’s Wellness to World Cup: Brochure provides more details on the Active Start stage of the LTPD Model. The full document is available from the Canadian Soccer Association at the following link: <http://www.canadasoccer.com/wellness-to-world-cup-s14682>.

² Adapted from the Canadian Soccer Association’s Wellness to World Cup: Volume 1. The complete document is available at www.canadasoccer.com.

1

STAGE 1: Active Start

U4-U6 Female and Male “FIRST KICKS”

Soccer contributes to the well-being of children by engaging them in the sport while teaching them basic movements. At this introductory level, the objective is to get moving and to keep active.

Where:	Home, daycare, schools, clubs, community, parks and recreation centres.
Why:	Provide early opportunities for children to learn basic soccer elements.
Who:	Technical leaders, parent coaches, parents, educators, caregivers.
Coaching:	Training in Physical Literacy (CSA Program).

- **Physical** – Provide the environment for learning proper fundamental movement skills such as running, jumping, twisting, kicking, throwing and catching.
- **Technical** – The player and the ball: Running with the ball, dribbling, controlling, kicking and shooting.
- **Tactical** – None.
- **Mental** – Fun, fascination, and passion for play.

Game Structure:

No competitive games – adult and child play together informally.

Recommended training times:

30 to 45 minutes.

Season Length:

4 to 16 weeks Winter/Spring/Summer, indoor and/or outdoor.

Recommendations:

- Player success is encouraged. While the adult should challenge the child player, they should allow the child to “score” goals and “beat” the adult opponent.
- Adult discontinues play when the child has lost interest.



Other Sports & Activities

Children should participate in many additional activities. Swimming and well-structured gymnastics programs are recommended.

Canadian Soccer Association Long Term Player Development - Wellness to World Cup Presented by BMO

SSA Active Start One-with-One® Program

In the Active Start stage no competitive games should be played, with learning taking place as an adult and child play together informally. While play may be informal, it is possible to provide this opportunity within a structured setting aimed at providing a safe, stimulating and fun learning environment. As these young “athletes” enter soccer, we do not want to intimidate them, so in line with the principles of the LTPD, Mom and/or Dad (or brothers, sisters, grandparents) can be the child’s first “teammate”. This will avoid a potential negative reaction as the child has a significant trusted person to play with – One-with-One!

In partnership with Byte Size Coaching, the Saskatchewan Soccer Association has developed a One-with-One® program, which is the ideal soccer structure for young athletes entering soccer for the first time at the Active Start stage. One-with-One® is exactly as it states, one child playing alongside a significant other person in their lives (Mom, Dad, Brother/Sister, Grandparents, etc.). A child’s first “teammate” is someone with whom they are totally at ease. A One-with-One® session is led by a trained Learning Facilitator with the overall objective being to provide “fun soccer” for child and parent alike. Within this fun environment is a focus on development and learning and in particular gaining a comfort level with the ball prior to progressing in to game situations. Simple techniques of the game such as running with the ball and kicking with both feet can be easily accomplished at this early age, provided we place the child in the right environment and they have fun as these skills are developed. The parent’s role is equally important in a One-with-One® program, it is the same as it is in life, being caring and supportive as your child’s first soccer “teammate”.

Unless a child demonstrates advanced development from extensive play in informal settings, first participation in a formal soccer program, whether at Under 4 or Under 6, should be considered within the Active Start stage. It should be recognized that some Under 6 players, who demonstrate developmental maturity and have participated previously in an Active Start program may fall within the FUNdamentals stage. As LTPD is based on developmental age rather than chronological age, care must be taken in ensuring all young athletes are placed in a developmentally appropriate program.

Recognizing that there are significant differences in the learning ability of an Under 4 and an Under 6 player, despite them being within the same stage, Byte Size Coaching and the SSA have developed two separate One-with-One® programs. One-with-One® Part 1 is designed for younger Active Start athletes and would typically be applicable to Under 4, while One-with-One® Part 2 is more advanced and would be more appropriate for Under 6 athletes.

Coaching Standards

The Canadian Soccer Association has recently revised their grassroots coaching program to fall in line with the LTPD and new coaching philosophies and methodology. Along with appropriate program structure, it is essential that coaches have received the appropriate training for the stage in which they are coaching. The SSA’s recommendations for appropriate coaching standards is as follows:

LTPD Stage	Age Groups	Old Coaching Course Recommendation		New Coaching Course Recommendation
Active Start	Under 4 – Under 6	Community Coach Child	OR	Active Start + NCCP Making Ethical Decisions
FUNdamentals	Under 6 – Under 8	Community Coach Child or Youth	OR	FUNdamentals + NCCP Making Ethical Decisions
Learning to Train	Under 8 – Under 12	Community Coach Youth	OR	Learning to Train + NCCP Making Ethical Decisions
Sport for Life	Under 14+	Community Coach Senior	OR	Sport for Life + NCCP Making Ethical Decisions

In addition to having received proper training, it is essential that all coaches and team staff working with young players have obtained Canadian Police Information Centre (CPIC) clearance, including a vulnerable sector check. Finally, all coaches and team staff must also be registered with the SSA in order to ensure they are covered under the SSA Insurance Program. Failure to register all coaches and team staff can compromise the insurance of not only those individuals, but also the registered players with whom they are working.

Active Start One-with-One® Program Master Coach Guide³

Master Coach's Plan

The Lesson Plans are only meant as a guide for the Master Coach. As some Master Coaches will be qualified and experienced in dealing with young children and their parents (teachers, certified coaches, day care/pre-school facilitators) they will be able to further develop the sessions from the One-with-One framework. If you are not very experienced, don't worry! If you follow the "Game Plan" you won't go far wrong.

One of the reasons we got into the One-with-One® program was at the request of community soccer organizations. We thought: "How do we do this? Won't the children be intimidated? How do we control 12 to 20 little rug rats?" Necessity is the mother of invention, so we said to ourselves, "One-with-One!" It was a moment of inspiration, not to mention fear and it has worked beyond our wildest dreams. If the children, for whatever reason, are not into the program that day, the parents (or brother/sister) take care of the situation while the Master Coach is able to continue running the activities. As well, the One-with-One® program gives many parents their first taste of soccer and maybe a first taste of coaching (or should that be coaxing!).

Also, please consider the following factors:

- Within each session plan there may well be too much content (better too much than too little). Don't feel compelled to move everything along just to complete the session.
- The end-of-session game should be fun, but don't try to get there too quickly. Our suggestion is to wait until Active Start One-with-One® Program Part 2 (Under 6). The children will not be ready to be in an "opposed" environment in the Active Start One-with-One® Program Part 1 (Under 4), so stick with the fun activities.
- Print a couple of extra things from the "Activities Bank" to keep up your sleeve if a change of pace is needed.
- If you haven't got yourself ready for the next activity, send the children away with their parents to play "Catch and Kick" while you get yourself organized. The interaction between parent and child is of major importance in the One-with-One® program. This is not a "filler" and can be used almost any time you want.
- While not all of the graphics show parents participating (our omission), you should make every effort to include the parents in as many activities as you can.
- Print out each of the activities for easy reference or bring your Master Coach Guide along to every session
- Review all of the information provided including the Parent Guide and Activity Pages. This will allow you to plan ahead and provide information to parents and players in advance (e.g. Next week's session plan, "Funwork" from the Activity Pages, etc.)

³ The Active Start One-with-One® Program Master Coach Guide has been developed by Byte Size Coaching.

- Watch out for the overly exuberant parent who gets into the game too physically. Also the parent who thinks their child is the next Pele and demands too much of them. A quiet word in the ear should do it.

Take stock of the area where you are holding the program. There may be equipment available that you can use to enhance the excitement, just make sure it is safe and accident-proof. For instance, you might have a goal or two in the practice area. Parent and child playing pass culminating in a goal is a great way to start the practice. Make sure the child goes down the left (or right) to start with. And then comes back on the other side, thus working on both feet.

One small 9" cone is a great piece of equipment. Parent and child can play "Hit or Knock Down the Cone" from opposite sides of the cone (3-yards from the cone may be far enough).

Remember, the Master Coaches must have a good time as well as everyone else.

SSA Byte Size Coaching Website

The Active Start One-with-One® Program Master Coach Guide provides the Master Coach with all of the tools necessary to deliver a successful One-with-One® Program; however, some Master Coaches may be looking for additional ideas for their sessions. As a part of the partnership between the SSA and Byte Size Coaching, registered coaches in Saskatchewan can access all of the content from the Byte Size Coaching website, free of charge, through the SSA-specific portal. The website includes One-with-One® activities not included in this guide, as well as content suitable for coaches working with youth players of any age.

To access the SSA-specific portal, go directly to www2.bytesizecoaching.com/Saskatchewan or through the link provided on the SSA website at www.sasksoccer.com. The website content is password protected, so please contact your local member organization or the SSA to obtain this information.

Parent Guide and Activity Books

In addition to the Active Start One-with-One® Program Master Coach Guide, several additional resources have been developed to assist the Master Coach with ensuring the program is a success. The Active Start One-with-One® Program Parent Guide is designed to introduce soccer to parents who, like their children, may be experiencing their first formal contact with the sport. Additionally, this guide provides parents with some background on the LTPD and Active Start One-with-One® Program so that they can better understand the rationale for the program and its link to their child's development.

In addition, Active Start One-with-One® Program Activity Pages Part 1 (Under 4) and Part 2 (Under 6) provide the young players with a guide of their own for the program. The Activity Pages provide fun, soccer-related activities that can be done on the kitchen table – or wherever – and others that are fun games and skill developers that can take place in a small outdoor area with a soccer ball. They are linked to the concepts presented in the Active Start One-with-One® Program and provide an extension of the program for the children and their parents to work on at home between sessions.

All of these guides are provided for Master Coaches on the Active Start One-with-One® Program DVD and can be reproduced for program participants in your local communities. It is strongly recommended that these guides be provided to every participating player and parent, as they will reinforce the principles presented in the program and provide the opportunity for families to stay engaged between sessions.

Session Overview

OBJECTIVES OF THE SESSION

While the overall objective of each session is to provide "soccer fun" for child and parent alike, underlying each session will be development and learning. These will be presented in a fun way to give the opportunity for:

- Pure skills development (kicking, shooting, dribbling, control, handling, etc.).
- Developing "game savvy" (knowledge of the game, i.e., rules and game-smarts such as cooperation, field perimeters, ball in and out of play, what a goal is, how a mini-soccer game is played, restarts, when and where the hands can be used, etc.).
- In all sessions children need to be encouraged and given the opportunity to kick, dribble and control the ball with both feet. "Two-footedness" should be the hallmark of a One-with-One® child.
- At the end of each session practical and theoretical homework (Funwork!) is assigned from the Active Start One-with-One® Program Activity Pages Part 1 (Under 4) and Part 2 (Under 6) based on the content of the One-with-One® session.

Equipment/material requirements

- Size 3 ball for each player (child/adult = one player)
- 25 disks per 12 "players"
- 4 x 12" cones per 12 "players"
- Copy of the appropriate Active Start One-with-One® Program Activity Pages for each child
- Copy of Active Start One-with-One® Program Parent Guide for each parent

The Session Plan should be 35-45 minutes (maximum) guided by the outline below:

CATCH & KICK

Start each session with 5-minutes or so of fun and unpressured time when child and parent play together. The overall aim is for parent and child to PLAY together in a pure fun way before the "formal" program commences. The Master Coach will lead the first session, but from then onwards should allow the parents to have fun with their own child with the Master Coach available as a resource.

LET'S GO!

This is the collective phase of 8-10 minutes of fun games and activities that develop the individual skills of the game and is led by the Master Coach.

TIME OUT!

At the end of the Let's Go! Introductory Phase, all take a water break.

HERE WE GO AGAIN!

This is the "game savvy" segment where one or more aspects of the playing of soccer are presented and learned. For example:

- When the ball is out of play?
- What is a goal?

- The field perimeter.
- Throw-ins.
- Goal kicks.
- Cooperation, etc.

The "game savvy" is also enacted in a fun, learning way.

HALF-TIME!

- The whistle blows for half-time and a water break before the Grand Finale.

THE BIG GAME!

The Big Game should not be introduced until the Master Coach feels the children are ready for it. As a guideline, we suggest you wait until Active Start One-with-One® Program Part 2 (Under 6), where the children will be more mature and may have already been through Active Start One-with-One® Program Part 1 (Under 4). Additionally, the 6 sessions presented in the One-with-One® Part 2 give the opportunity of a gradual introduction to opposed circumstances. Most 3-, 4- and 5-year olds are not ready for head-to-head opponents – even in 1 vs. 1, 2 vs. 2 & 3 vs. 3 situations. Our program is One-with-One® - not One versus One, or 2 v 2 or 3 v 3.

In Active Start One-with-One® Program Part 1 (Under 4) the soccer adventures continue throughout the sessions. In Active Start One-with-One® Program Part 2 (Under 6), the "Big Game" is really a little game based on a modified Numbers Game and Change Soccer format that will ultimately lead to 3 vs. 3 games.

The modified games must take into account the need for active involvement and therefore, depending on the size of the group, it may require two (or more) game areas. In this case an assistant or two could make sure that all games are "supervised." For One-with-One® Part 1 continue with the "adventure" activities. Remember to print out a couple of extra pages from the "Activities Bank" to keep up your sleeve (or in your tracksuit pocket) in case you need them.

HOMEWORK! (actually Funwork!)

Assigned from the Active Start One-with-One® Program Activity Pages Part 1 (Under 4) and Part 2 (Under 6).

THE CHEER!

Finally the group disperses with the team cheer. Maybe something like this...

- Circle with everyone holding hands and do the wave
- Then the cheer
- "One, Two, Three -- Gooooooooaaaaaaal!"
- On the word "Goal!" everyone together throws both arms above the head.

Or you may come up with your own cheer, but the children will enjoy a collective, lively, fun conclusion.

MASTER COACH REMINDERS

REINFORCEMENT & MAINTENANCE (R & M)

It's important that the skills and "game savvy" learned in earlier sessions are given the opportunity for further development and maintenance in each session, so the amount of completely new learning needs

to be balanced with the time needed for reinforcement. It may only need a quick reminder (i.e. When is the ball out of play?) or the incorporation of skills already learned into a game which allows the required reinforcement and practice to take place. In the Lesson Plans, we will refer to this as R & M. The Master Coach is required to refer to previous lessons to ensure that the R & M takes place. At least five minutes is factored in for this aspect of the session. “Remember what we did last week?”

MAGIC MOMENTS & GAME SAVVY

Throughout the One-with-One® program we will include “Magic Moments” — a time when individual soccer creativity is shown and experimented with (e.g., stopping the ball with the sole of the foot, turning the ball with the outside of the foot, faking to go one way and then going another, passing the foot over the ball and cutting in another direction, faking to kick and then bursting away on a dribble). Two-footed trickery will be encouraged in the “Magic Moments.” Similarly, work on the development of Game Savvy will focus on developing knowledge that will bring about greater cooperation with team mates and the guile required to outwit the opposition.

SAME OLD, SAME OLD?

Throughout the One-with-One® program there will be many activities both on the field and in the Activity Pages that will be the same or similar. Don’t be overly concerned about repeating activities, this is the way that children learn. Simply spice up a repeated activity with a fresh challenge within the “adventure” activity. “Try to kick the ball with your heel!” “Sit on the ball!” Put your knee on the ball!”...and so on. All these little additional challenges can be added to the Square Dance/Jungle/North and South-type activities.

CHEERFUL GOOD-BYE!

The final cheer to finish the session can be developed or customized by the Master Coach(es), parents and the children.

Learn to play... play to learn!

One-with-One® Program Part 1: Lesson Plan #1

OBJECTIVES OF THE SESSION

Skill development

- Running and dribbling with the ball
- Kicking the ball with both feet
- Receiving a ground ball with the hands
- Receiving a waist-high ball with the hands

Game savvy

- Ball in or out of play
- Field perimeter
- What is a goal? Side-skipping as a goalkeeper

Magic Moment

- Change of pace with the ball

45-minute session maximum

STRUCTURE OF THE SESSION

Kick & Catch

The first five minutes of fun, unpressured time is left between parent and child. In the subsequent sessions (2 through 4) this will be a fun time where the skills learned in previous sessions and at home (Homework - er, Funwork!)) should be reinforced. In Session 1, the Kick and Catch is introduced and led by the Master Coach. Thereafter, the parent is the coach and the Master Coach stays around as a resource.

Let's go!

- Dribble through the Jungle
- Knock the Jungle Down
- Shoot on Dad (Mom)
- Roll and Catch
- Reforest the Jungle

Time out

- Water break

Here we go again!

- Square Dance
- North & South - Red, Blue, Green and Yellow
 - How to score
 - All score in the North goal (dribble though the two cone goals)
 - All score in the South goal
 - Dribble around the perimeter of the field
 - Dribble as close to the touchlines, but stay inside the field (explain "inside the field")

Half-Time!

- Water break and perhaps a snack.

The Adventures Continue!

- Crocs and Swamps

Fun (Home) work!

- Assigned from the Active Start One-with-One® Program Activity Page Part 1 (Under 4).

The Cheer!

- The group disperses with the team cheer.

One-with-One® Program Part 1: Lesson Plan #2

OBJECTIVES OF THE SESSION

Skill development and R & M

- R & M: dribbling and kicking
- Running and dribbling: faking
- Throw in. Goalkeeping: pendulum roll
- Shooting on an empty net: Mack I

Game savvy

- What is a Throw-In?

Magic moment

- Ball dragged back: sole of foot

45-minute session

STRUCTURE OF SESSION

Kick & Catch

The first five minutes or so of fun, unpressured time is left between parent and child. After that, the skills learned in the previous session and at home (homework) should be reinforced (see R & M).

Let's go!

- R & M
- Square Dance
- Mack 1: Demo by Master Coach and then Parent/Child
- Downtown Cruising : including going into reverse (Magic Moment — drag the ball)

Time out!

- Water break

Here we go again!

- Stop Dad/Mom from Scoring
- Pendulum Roll

Half-Time!

- Water break and perhaps, a snack.

The Adventures Continue

- Use some of the activities from Lesson 1 or choose from the Activities Bank.

Fun (Home) work!

- Assigned from the Active Start One-with-One® Program Activity Page Part 1 (Under 4).

The Cheer!

- The group disperses with the team cheer.

Learn to play ... play to learn

One-with-One® Program Part 1: Lesson Plan #3

OBJECTIVES OF THE SESSION

Skill development and R & M

- Dribbling progressed
- Shielding
- Dead ball kick: angle of approach
- Goalkeeping: collecting waist-high ball; side diving

Game savvy

- Cooperation and passing; a goal.

Magic moment

- Feinting and going away using outside of foot.

45-minute maximum session

STRUCTURE OF THE SESSION

Kick & Catch

The first five minutes or so of fun, unpressured time is left between parent and child. After that, the skills learned in the previous session and at home (homework) should be reinforced.

Let's go!

- R & M
- Me and My Shadow (including shielding). Master Coach to demo – then Parent & Child
- Square Dance and North & South
- Dribbling through the Jungle
- Knock the Jungle down
- Penalty Kick
- Shoot on Mom (Dad)
- Throw Across the River: must not touch water or ground

Time out!

- Water Break

Here we go again!

- Square Dance & Bowser wants the Ball and Magic Moment
- North and South – Red, Blue, Green and Yellow
 - All score in the South goal (dribble through the two cone goals)
 - All score in the North goal
 - Dribble around the perimeter of the field
 - Dribble as close to the touchlines, but must stay inside the field.

Half-Time!

- Water break and perhaps, a snack.

The Adventures Continue

- Two or three activities from the Activity Bank including the Circle Game.

Fun (Home) work!

- Assigned the Active Start One-with-One® Program Activity Page Part 1 (Under 4).

The Cheer!

The group disperses with the team cheer.

Learn to play ... play to learn

One-with-One® Program Part 1: Lesson Plan #4

OBJECTIVES OF THE SESSION

This final session requires a thorough review (use a check list) to enable a proper reprise and reinforcement of all the key components of the Active Start One-with-One® Program Part 1 (Under 4).

Further development and R & M: according to the review.

Game savvy

- Fair & Foul – how to challenge for the ball versus an opponent. Master Coach & Parent to demonstrate.

45-minute maximum session

STRUCTURE OF THE SESSION

Kick & Catch

The first five minutes or so of fun, unpressured time is left between parent and child. Sessions 2 through 4 will be fun times where skills learned in previous session and at home (homework) should be reinforced.

Let's Go!

Final session should include as many of the fun games that the children particularly related to and review and reinforce the previous three sessions.

- Me and My Shadow
- Dribble through the Jungle
- Knock the Jungle Down
- Shoot on Dad/Mom
- Roll and Catch
- Reforest the Jungle
- Square Dance
- North & South – Red, Blue, Green and Yellow
- Throw across the River
- Downtown Cruising - including going into reverse (Magic Moment - drag of ball)
- Stop Dad/Mom Scoring
- Pendulum Roll
- Penalty Kick

Time out!

- Water break.

Here we go again!

- Continue the reprise.

Half-Time!

- Water break and perhaps, a snack.

The Adventures Continue

- Two or three activities from the Activity Bank including the Circle Game.

Fun (Home) work!

- Complete the Active Start One-with-One® Program Activity Pages Part 1 (Under 4) with the help of Mom/Dad.
- Encourage backyard play with games from the Active Start One-with-One® Program Activity Pages Part 1 (Under 4).

Closing Ceremony

Short closing ceremony. For example:

- Every child and parent goes around in a circle and does “high fives” with coaches
- Second time around, children receive a ribbon/medal/pendant
- Third time, “high fives again” followed by the cheer

The Cheer!

The group disperses with the team cheer.

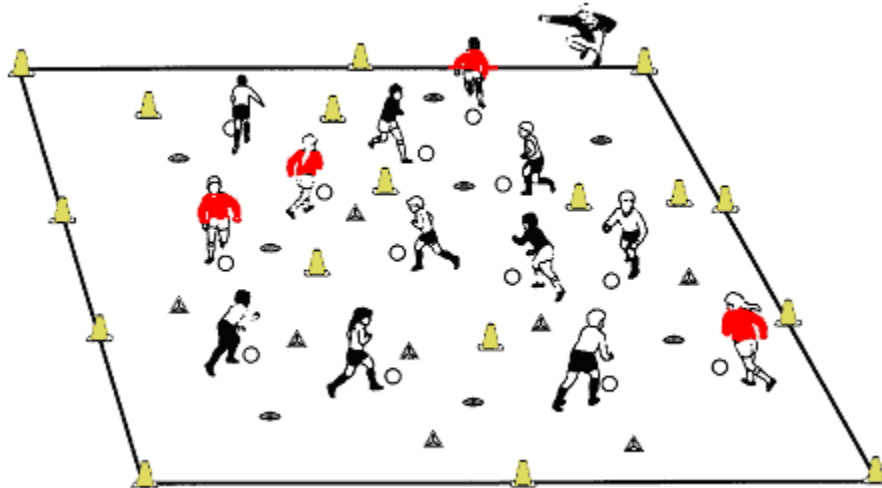
Learn to Play ... Play to Learn

One-with-One® Program Part 1: Activity Bank

Dribble through the Jungle

Organization

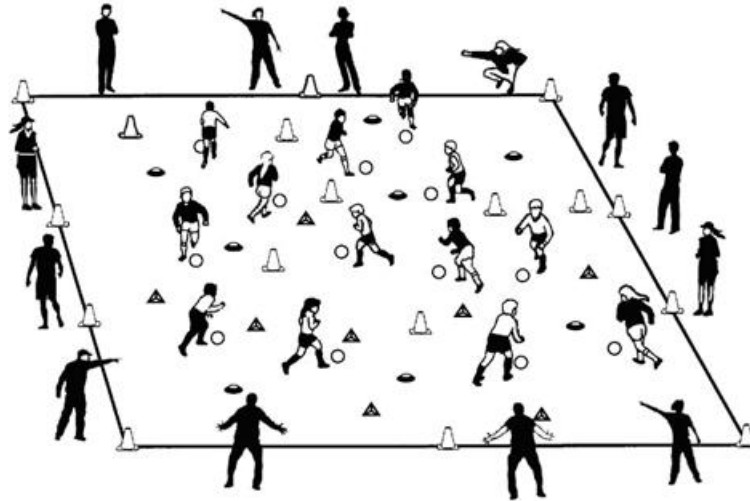
- Make an area using marker disks, cones, etc.
- One ball per Parent and Child.



Games and variations

- All the Children must dribble the ball through the jungle without touching a tree (poisonous). They have to throw (and kick) the ball over the jungle to get the Parent across.
- They may be chased by lions, tigers or elephants.
- They can "clear" the jungle by knocking down the cones with the ball.
- Cones are poisonous and cannot be knocked down with feet...only by kicking the ball against the cone.
- Later reforest the jungle by putting the trees (cones) back up, using only our feet (seedlings/non-poisonous!) and not our hands (little bit poisonous!). Use your imagination to spark the imagination of the Children.

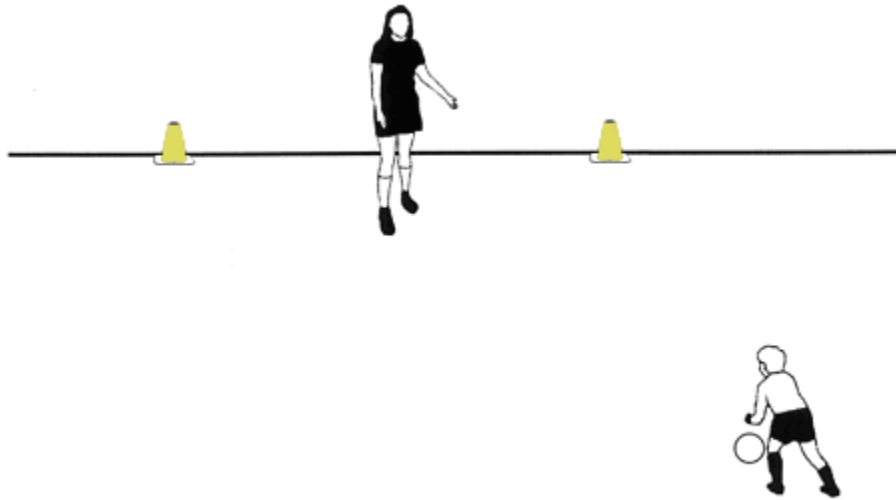
Knock the Jungle Down



- For this activity cones (witches hats) will be required (can be 6", 9", 12" or 18").
- (Or improvise with plastic water bottles or a marker disk folded and inserted in another).
- We are not chopping down trees indiscriminately. We are preparing the jungle for reforestation.
- Cones are poisonous and cannot be knocked down with feet...only by kicking the ball against the cone.
- Children will be most successful if they get very close to the cone and then kick/pass strongly to knock the cone over.

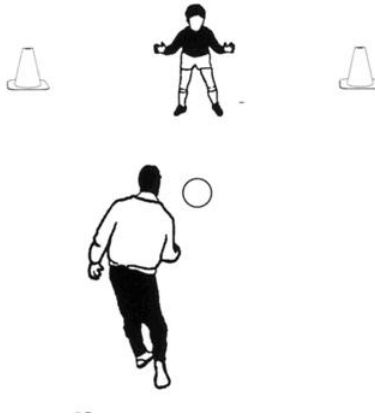
Shoot on Mom (Dad) / Stop Mom (Dad) from Scoring

- Make goals with cones and disks.
- The child can shoot a static ball at Mom (or Dad).
- As they get better roll a slow ball to the child from the goal and encourage a one-time shot.

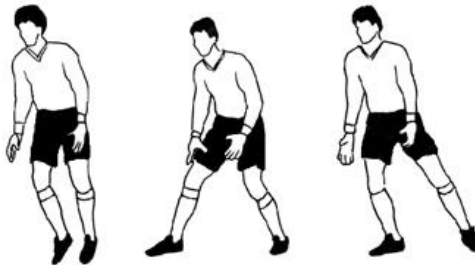


- The same as the previous game except now the child goes in goal.
- Mom and/or Dad shoot.
- Give a gentle service.
- Try not to beat the child, but try to make them move for a shot to the corner

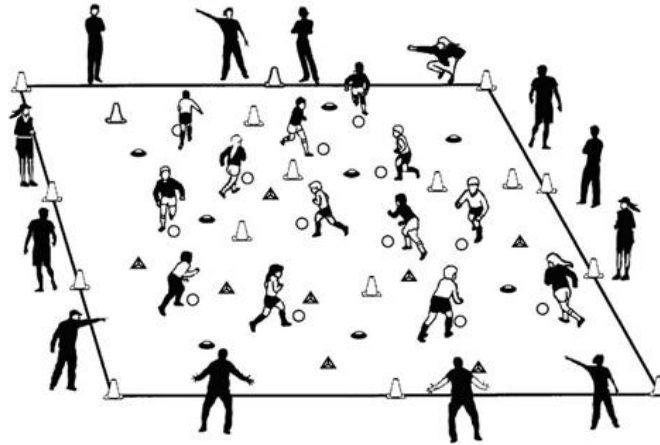
Roll & Catch and Shoot on the Goalkeeper



- Roll, throw or kick the ball, but in a way to give the keeper a good chance of saving the ball.
- Try to make sure the parents are not overly exuberant.
- Serve the ball mainly on the ground..
- They should try to kick/roll/throw the ball to the side of the child.
- Encourage the children to glide sideways (see graphic).



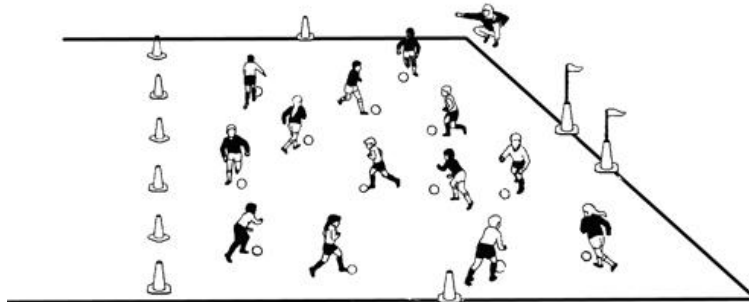
Reforest the Jungle



- This follows the Knock the Jungle Down activity.
- The children have to “replant” the cones using their feet only (as there is some poisonous resin on the trees/cones).

Square Dance

- A good, lively start to a session that introduces and develops the fundamentals of dribbling.

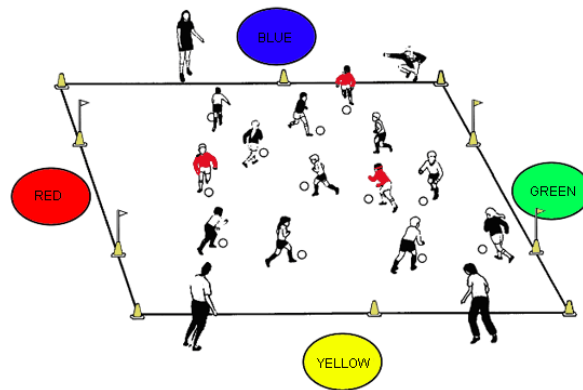


- The illustration does not show the parents as we wanted to make sure you had a clear picture of the activity template, but you should include the parents on a "Change" principle. Each time you shout "Change!" parents come into the square from outside and take over the ball of their child and vice-versa.
- Mark a square approximately 10-15 yards x 10-15 yards, depending on numbers.
- Each player should have a ball.
- This area provides the template for many of the activities in the One-with-One® program (see Jungle Run, North & South, Dribble the Perimeter, etc.).
- Set different challenges, but only one at a time, for example:
 - "STOP" Put foot on top of ball quickly and freeze like a statue.
 - "GO" Move right or left with the ball, fast, for three or four yards.
 - "TURN" Quickly turn 180 degrees with the ball, moving three or four yards.
- Encourage players to keep the ball close to their feet.
- Encourage players to keep their heads up while playing.
- To avoid giving players too much information at once, introduce instructions one at a time and incorporate practice time between.
- Don't be afraid to incorporate your own ideas.

North & South – Red, Blue, Green and Yellow

How to Play:

- North and South goals; or red, blue, yellow, greens zones marked by cones and pinnies.
- On shout "North!" all players inside the grid should dribble or pass/shoot ball through the "North" goal and wait outside square until all players have "scored." Explain what a goal is. Yellow go over the line to the yellow zone.
- Mix it up, but not too much or the children will get "mixed up!"
- Progression – "South!" – go through South goal, around the square to re-enter at the North Goal

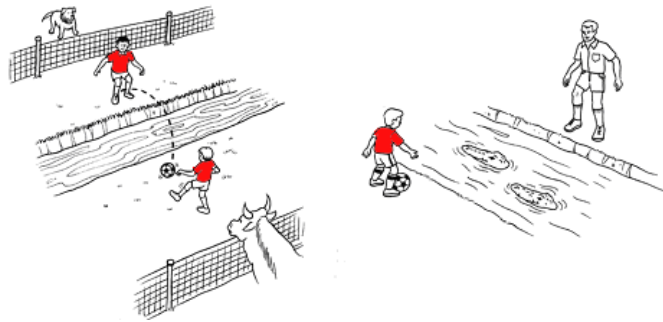


Crocs & Swamps & Throw Across the River

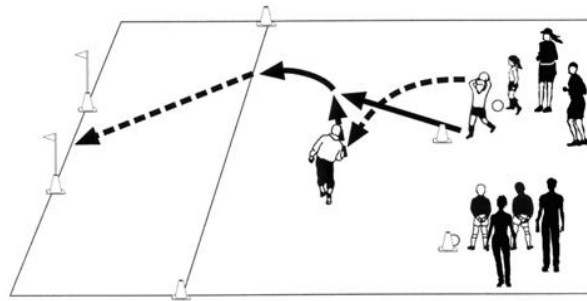
- It is much more exciting to be sending the ball (a bird, a plane, a rocket) across a swamp, a river, over quicksands or through a jungle, than kicking a ball from one line to another.
- Drawing on the imagination of the Children, we can motivate and excite them to perform the skills of soccer for fun, while developing the fundamentals and understanding of the game.

Here are some ideas:

- River Ball
- Through and Over the Jungle
- Across the Swamp
- Avoiding the crocodiles
- Over quicksands
- Throwing the ball, over the river or quicksands will help their distribution from a goalkeeping perspective.



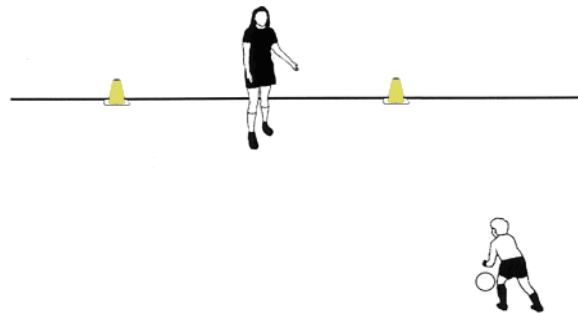
Mack 1



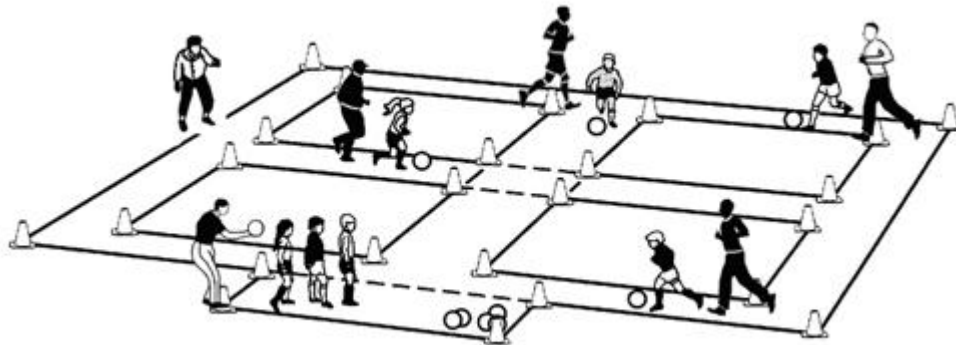
- Objective is to develop passing and shooting skills with both feet and to teach the proper techniques for throw-ins.
- Two marker cones placed five yards in front of each sideline 15 yards from the goal.
- No goalkeeper and goals may be narrowed.
- First player on right does a "throw-in" to coach, who rolls ball for a first-time, right-footed shot.
- Player retrieves ball then goes to back of the left line.
- First player at left marker cone does the same exercise, but shooting with left foot, then retrieves ball and goes to back of the right line.
- With the numbers we have in the graphic it would be better to put in a second goal for more activity.
- With no goalkeeper children don't need to sacrifice accuracy for power.
- Teach them how to throw a ball with two hands and ask them to hit the Master Coach on the nose (it encourages the right technique).
- Encourage careful, accurate shooting.
- For weaker kickers, roll ball closer to goal.
- As all players improve, roll ball at 90-degree angle or greater, or move cones back.
- Give them a rolled ball that will almost guarantee success, but try to encourage them to shoot first-time (right type of service will help).
- With service to the left foot (ideally) serve the ball across the body and to the outside so that it almost forces the shot to be taken with the left foot. Encourage the child (gently) to use the "other foot." Don't let parents get "bent out of shape" if they don't, but run around the ball to use their "natural right (and vice-versa).

Penalty Kick

- The Penalty Kick in soccer is after a foul has been committed in the Penalty Area.
- At this age children don't commit fouls, but love to take penalty kicks.
- The rule is the goalkeeper (parent) must retreat back and cannot come off the goal-line until the ball has been kicked.
- In the big game there is a penalty spot painted in 12-yards out from the center of the goal.
- Decide where the penalty spot should (approximate it or put a marker disk to one side).
- Our suggestion is the penalty kick should be 3-to-5-yards from the goal.
- As they become better move the penalty spot further away.

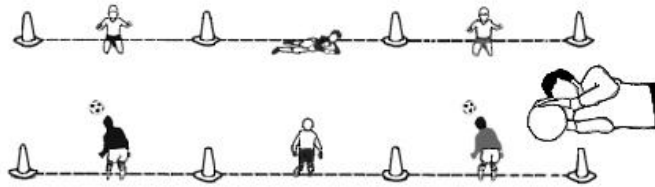


Downtown Cruising



- The children are accompanied by Mom or Dad as the back-seat driver (guide).
- When they reach the center of town it is a 4-way stop. The “driver” must put their foot on the ball and indicate which way they are going.
- If the Traffic Cop (the Coach) blows his whistle everyone must stop as quickly as possible and two blasts of the whistle means they must reverse to the next road or turn and divert forwards in another direction.
- No need to make the downtown area as “organized” as this (might need 200 disks! Just joking!), but give them some parameters with whatever you have at your disposal.
- At the end we close off the downtown area for the Indy 500 with the cars racing around the outside road.
- At first give them several practice runs and then we are racing (but with no winners, remember!).
- Moms and Dads can have a race to be cheered on by the kids.
- Anyone going off the track can quickly get back into the circuit with two “Magic” Toe Touches.
- Remember to send them round the track both ways – counter-clockwise encourages right foot turns and very importantly, clockwise encourages left foot turns.
- With numbers over three or four pairs make the Parking Lot (the Pits) much bigger than shown here to allow easier entry and exit.

Pendulum Roll

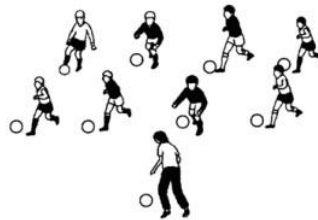


- Set out goals facing each other 3-yards apart. Start from a kneeling position.
- Two goalkeepers per area – better parent and child than two children together.
- Toes touching goal-line the imaginary goal line.
- Balls must be rolled along the ground to the side of each keeper.
- Hands and arms should reach forward, palms towards ball, to stop ball in front of body (see graphic above).
- And then the ball drawn into the body (see graphic below).
- Ideally hands/arms should relax into a "crooked" position as the pace is taken off the ball.
- Upper knee should be drawn in comfortably across the body as the ball is received.
- Lower leg should remain loosely trailing.
- Head and upper shoulder should be drawn over and above the height of the ball.
- The ball is "trapped" by the upper hand on top of the ball and lower hand behind the ball and so uses the ground as the so-called "Third Hand" (see graphic above and below).
- Don't get too concerned by the techniques so long as Parent & Child working together do a bit of rocking and rolling



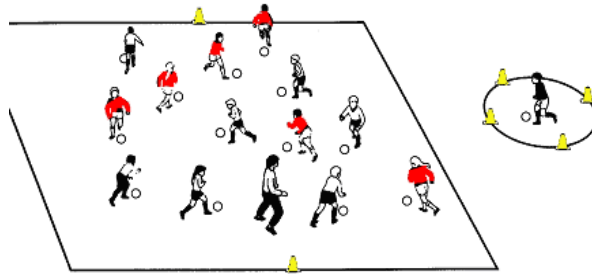
Final side-diving position as ball is pulled into the body

Me & My Shadow



- In pairs both with a ball. There is a “Leader” and a “Shadower.” The Shadow needs to keep as close as possible to the Leader. The Leader will change direction and pace to lose the Shadow.
- Of course, Parents should not be trying too hard to lose the Shadow, but the kids should do everything they can to lose the Parent.
- On “Change!” the shadower and the leader change roles.
- The Master Coach can lead everyone as the Pied Piper.
- The with the Master Coach as the Mirror Man, the children face the Master Coach and do everything that he does, but as if the coach is a mirror, i.e., opposite action.

Bowser Wants the Ball



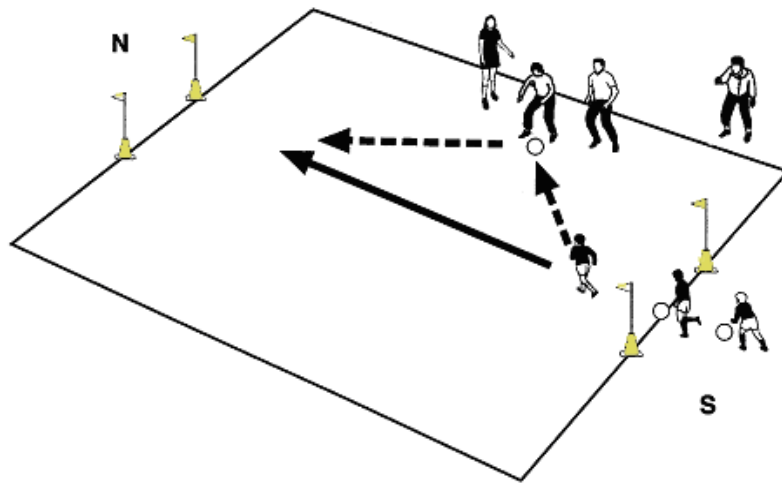
- This is a variation to the Square Dance, Jungle Run, North & South, etc.
- Here the Master Coach announces that he (or his/her designated person) becomes the “dog” who wants to steal any ball he/she can.
- The idea is that the children are encouraged to put their body between the “dog” and the ball to prevent the dog from gaining possession. You can demonstrate how to shield the player as our two are in the graphic below.



- Two teenagers demonstrating the skill of screening
- This is called “screening” or “shielding” and is a much used skill in the game.
- However, if you as the “dog” do steal the ball, you had better give it back very quickly or there may well be tears. So please use discretion and most times threaten to steal the ball rather than actually take it.

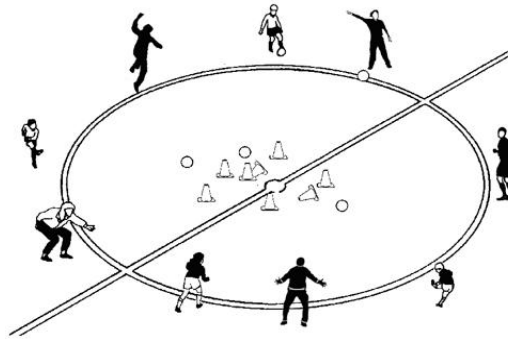
Wall Mom (Dad)

The "Wall Mom" (or Dad) activity can be played within the Square Dance containing the North and South game. The Child moves from one goal (e.g., North) to another goal (South) on the instruction of the Master Coach. The Parents are inside the square. To get to their next goal Child must play a Wall Pass (one-two or give-and-go) with Parent.



One parent is shown wall-passing here, but all children should have their own walls (parent) in order to play the one-two or give-and-go. One parent is shown wall-passing here, but all children should have their own walls (parent) in order to play the one-two or give-and-go.

Circle Game



- Parent and child pair off and go on opposite sides of the circle. Circle marked in by disks with a 5-yard (approximately) diameter.
- The idea is to pass to one another and knock the cones down at the same time.
- Be careful of any overly exuberant parent who is smashing the ball to knock the cones down as other balls will have to be retrieved from the middle.
- Maybe Mom and/or Dad are the only ones allowed in the circle to claim their ball.
- Try a children only phase when the parents are just the retrievers.

One-with-One® Program Part 2: Lesson Plan #1

OBJECTIVES OF THE SESSION

Skill development

- Running and dribbling: increasing speed and change of pace
- Kicking the ball: angle of approach and front of foot
- Goalkeeping: kicking out of the hands
- Shooting accuracy

Game savvy

- Cooperation in 2 vs. 1, 2 vs. 2 situations

Magic moment

- Pull through legs and move at 90 degrees-plus: inside of foot

45/50-minute session

STRUCTURE OF THE SESSION

Kick & Catch

The first five minutes or so of fun, unpressured time is left between parent and child but, for the first session, the Master Coach will need to remind the parents about the philosophy and the “quality time” objectives of the Kick and Catch.

Let’s go!

- Square Dance
- Me and My Shadow
- Dribble through the Jungle
- Knock the Jungle Down
- Shoot on Dad (Mom)
- Roll and Catch
- Reforest the Jungle

Time out!

- Water break

Here we go again!

- High Kicks
- Circle Game
- Penalty Kicks
- North & South – Red, Yellow, Blue and Green
 - All score in the North goal (dribble through two-cone goal)
 - All score in the South goal
- Dribble around the outside of the field

Half-Time!

- Water break and perhaps, a snack.

The Big Game!

- The Numbers Game
 - The initial variation in the Numbers Game – instead of individuals, parent and child are numbered as a single unit
 - A number is called out
 - Parent and child come out together hand-in-hand
 - Parent is restricted to guiding child to the ball and encouraging child to kick towards goal, or to run back to defend against the other child (with parent)
 - Parents can't kick the ball or tackle, and must direct their children to do so
 - No more than six pairs per field, e.g., 3 vs. 3 pairs; with 8 pairs or more use another field and either synchronize the numbers or have assistants controlling other games

Fun (home) work!

- Assigned from the One-with-One® Program Activity Book Part 2 (Under 6)

The Cheer!

- The group disperses with the team cheer.

Learn to play... play to learn!

One-with-One® Program Part 2: Lesson Plan #2

OBJECTIVES OF THE SESSION

Skill development

- R & M
- Control: wedge trap, side of the foot trap
- Running and dribbling: cutting left and right
- Accuracy of kicking and passing
- Goalkeeping: collecting a ball above the head
- Shooting a ball pulled back

Game savvy

- One-on-one; recovery; the corner kick

Magic moment

- Cutting and faking

45/50-minute session

STRUCTURE OF SESSION

Kick & Catch

The first five minutes or so of fun, unpressured time is left between parent and child. After that, the skills learned in the previous session and at home (Funwork) should be reinforced.

Let's go!

- R & M
- Crocs and Swamps
- Star Wars
- Knock the Jungle Down

Time out!

- Water break

Here we go again!

- Square Dance (+ short throw/catch from 1 yard, above the head – parent & child)
- Skittle Alley
- North & South – Blue, Red, Green and Yellow
- Corner Shot

Half-Time!

- Water, and perhaps a snack

The Big Game!

- The Numbers Game
 - In the second week although parent and child are numbered as a single unit, child is guided from behind by the parent rather than coming out hand-in-hand as in previous session

- Show “Fair and Foul” challenge for the ball (shoulders and feet versus hands, elbows, kicking and tripping)
- Finish by incorporating a “Parents Only” shout when two numbers are called (“Parents only! One and Three!”). This is the Noah’s Lark, except the condition is that at least one pass must be made before a parent can score. Ball can only be shot from 2 yards out, at the goal, side foot only. It must be a “soft” placed shot on the ground. This gives a picture for the children of passing; keeps the interest and enthusiasm of the parent and does not take too much away from the enjoyment and participation of the child. However, the Master Coach must give more time to the child in the overall program and be watchful for parents becoming overly exuberant.

*Be very careful about any adult who could inadvertently or otherwise hurt their own or other children.

Fun (home) work!

- Assigned from the One-with-One® Program Activity Book Part 2 (Under 6)

The Cheer!

- The group disperses with the team cheer.

Learn to play... play to learn!

One-with-One® Program Part 2: Lesson Plan #3

OBJECTIVES OF THE SESSION

Skill development

- R & M
- Control: high ball control
- Moving away to create space to move into
- Faking with the feet
- Goalkeeping: punting the ball
- Shooting a bouncing ball at Dad/Mom

Game savvy

- Receiving a goal kick & Handling Zone for Goalkeepers

Magic moment

- Turn out and back using outside of the foot

45/50-minute session

STRUCTURE OF SESSION

Kick & Catch

The first five minutes or so of fun, unpressured time is left between parent and child. After that, the skills learned in the previous session and at home (Funwork) should be reinforced.

Let's go!

- R & M
- Throw and Catch/ Kick over the River
- Me and My Shadow
- Dribble through the Jungle (Fake the cones)
- Knock the Jungle Down
- Shoot on Dad/Mom: include bouncing ball
- Roll and Catch
- Reforest the Jungle
- Bowser Wants the Ball

Time out!

- Water break

Here we go again!

- Square Dance
- Punt the Quicksands
- The Pied Piper & The Mirror Man
- The Circle Game
- Dribble around the perimeter of the field
 - Dribble close to the touchlines, but must stay inside the field (explain what "inside the field" is)

Half-Time!

- Water break and perhaps, a snack.

The Big Game!

- The Numbers Game
 - Parent and child numbered as a single unit
 - Mark in a goal box (handling zone)
 - Goal kick starts the game
 - Children take goal kicks in sequence...#'s 1, 2, 3, etc., alternating from one end to the other (#1 at one end then #1 at other end; then #2 & #2 and so on)
 - Number is called out by the Master Coach.
 - Parent and child come together as a separate couple, combining to score/defend against the other two (same number)
 - Parents cannot score, children can
 - Parents cannot dribble/tackle, children can
 - As a defender, parent can shepherd opposing child into a less dangerous area, but cannot have physical contact
 - Waiting children all play in wide goal (6 yards) with parents one or two yards immediately behind them
 - Goals only count below knee height
 - "Goalkeepers" can all use their hands to stop ball in the goal area, then re-start with a goal kick.

Fun (home) work!

- Assigned from the One-with-One® Program Activity Book Part 2 (Under 6)

The Cheer!

- The group disperses with the team cheer.

Learn to play... play to learn!

One-with-One® Program Part 2: Lesson Plan #4

OBJECTIVES OF THE SESSION

Skill development

- R & M
- Running, dribbling the ball and screening
- Kicking: angle of approach and greater distance
- Goalkeeping: throwing the ball one-handed
- Shooting

Game savvy

- Spin and go, come and go

Magic moment

- Pass foot over the ball and then take on Mom or Dad

45/50-minute session

STRUCTURE OF THE SESSION

Kick & Catch

The first five minutes or so of fun, unpressured time is left between parent and child. After that, the skills learned in the previous session and at home (Funwork) should be reinforced.

Let's go!

- R & M
- Square Dance
- Punt at Dad/Mom
- Dance and Dive & Diving at Feet (only if conditions are right).

Time out!

- Water break

Here we go again!

- Go Here!
- Circle Game
- Mixed Bag Relays
- Bowser Wants the Ball

Half-Time!

- Water and perhaps a snack

The Big Game!

- Change Soccer
 - Adults vs. adults and children vs. children
 - Adults can only score by hitting the ball in with their knees or a back heel (gently!).

Fun (home) work!

- Assigned from the One-with-One® Program Activity Book Part 2 (Under 6).

The Cheer!

- The group disperses with the team cheer.

Learn to play... play to learn!

One-with-One® Program Part 2: Lesson Plan #5

OBJECTIVES OF THE SESSION

Skill development

- R & M
- Introduction to 3 vs. 3 play
- Thigh control
- Kicking the ball: the low drive
- Goalkeeping: diving at the feet (if circumstances are conducive)
- Side foot shooting

Game savvy

- Eye contact and disguised signaling

Magic moment

- Run over ball, back heel and turn

45/50-minute session

STRUCTURE OF THE SESSION

Kick & Catch

The first five minutes or so of fun, unpressured time is left between parent and child. After that, the skills learned in the previous session and at home (Funwork) should be reinforced.

Let's go!

- R & M
- Throw across the River (Throw and Catch): hands, & control with thigh and foot
- North & South – Red, Blue, Green and Yellow
- Dive on ball (if circumstances are right).
- Bowser Wants the ball

Time out!

- Water break

Here we go again!

- Square Dance
- Skittle Alley
- Corner Shot

Half-Time!

- Water break and perhaps, a snack.

The Big Game!

- Change Soccer
 - 3 vs. 3 Soccer – Parents in the big goal

Fun (Home) work!

- Assigned from the One-with-One® Program Activity Book Part 2 (Under 6)

The Cheer!

- The group disperses with the team cheer.

Learn to play... play to learn!

One-with-One® Program Part 2: Lesson Plan #6

OBJECTIVES OF THE SESSION

This final session requires a thorough review (use a check list) to enable a proper reprise and reinforcement of all the key components of the One-with-One® Program Part 2 (Under 6), including the Magic Moments.

Further development and R&M — according to the review

45/50-minute session

STRUCTURE OF SESSION

Kick & Catch

The first five minutes or so of fun, unpressured time is left between parent and child. After that, the skills learned in the previous session and at home (homework) should be reinforced.

Let's go!

Final session should include as many of the fun games that:

- (a) the children particularly relate to, and
- (b) review and reinforce the previous five sessions.

Introduction to kicking dead ball 1- to 3-feet in the air – use the marker disks as kicking tees.

Time out!

- Water break

Here we go again!

- Continue the reprise

The Big Game!

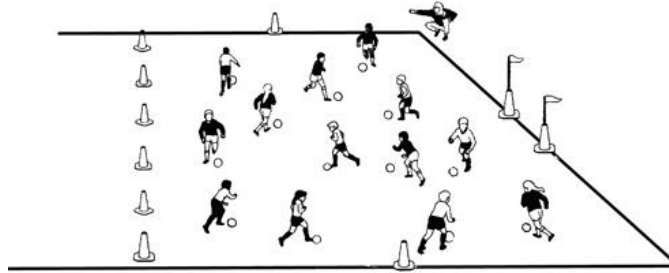
- Change Soccer
 - 3 vs. 3 children only (introduction to the first FUNdamentals game format)

Learn to play... play to learn!

One-with-One® Program Part 2: Activity Bank

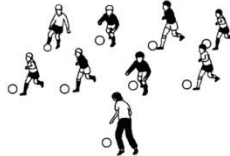
Square Dance

- A good, lively start to a session that introduces and develops the fundamentals of dribbling.



- The illustration does not show the parents as we wanted to make sure you had a clear picture of the activity template, but you should include the parents on a "Change" principle. Each time you shout "Change!" parents come into the square from outside and take over the ball of their child and vice-versa.
- Mark a square approximately 10-15 yards x 10-15 yards, depending on numbers.
- Each player should have a ball.
- This area provides the template for many of the activities in the One-with-One® program (see Jungle Run, North & South, Dribble the Perimeter, etc.).
- Set different challenges, but only one at a time for example:
 - "STOP" Put foot on top of ball quickly and freeze like a statue.
 - "GO" Move right or left with the ball, fast, for three or four yards.
 - "TURN" Quickly turn 180 degrees with the ball, moving three or four yards.
- Encourage players to keep the ball close to their feet.
- Encourage players to keep their heads up while playing.
- To avoid giving players too much information at once, introduce instructions one at a time and incorporate practice time between.
- Don't be afraid to incorporate your own ideas.

Me & My Shadow, the Pied Piper & the Mirror Man

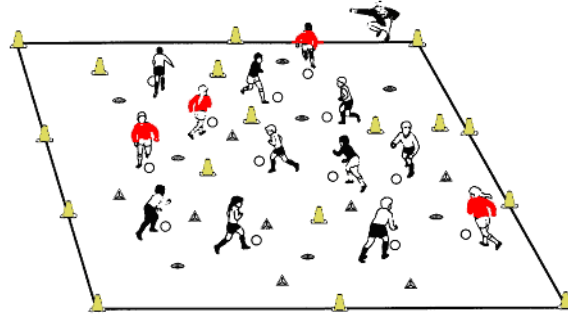


- In pairs both with a ball. There is a “Leader” and a “Shadower.” The Shadow needs to keep as close as possible to the Leader. The Leader will change direction and pace to lose the Shadow.
- Of course, Parents should not be trying too hard to lose the Shadow, but the kids should do everything they can to lose the Parent.
- On “Change!” the shadower and the leader change roles.
- The Master Coach can lead everyone as the Pied Piper.
- The with the Master Coach as the Mirror Man, the children face the Master Coach and do everything that he does, but as if the coach is a mirror, i.e., opposite action.

Dribble through the Jungle

Organization

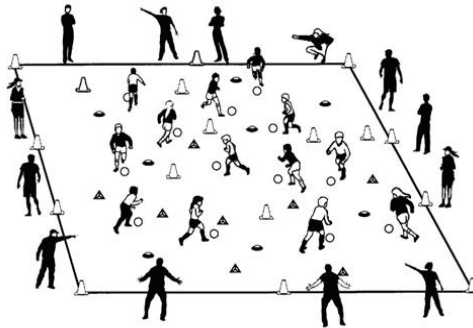
- Make an area using marker disks, cones, etc.
- One ball per Parent and Child.



Games and variations

- All the children must dribble the ball through the jungle without touching a tree (poisonous). They have to throw (and kick) the ball over the jungle to get the Parent across.
- They may be chased by lions, tigers or elephants.
- They can "clear" the jungle by knocking down the cones with the ball.
- Cones are poisonous and cannot be knocked down with feet...only by kicking the ball against the cone.
- Later reforest the jungle by putting the trees (cones) back up, using only our feet (seedlings/non-poisonous!) and not our hands (little bit poisonous!). Use your imagination to spark the imagination of the Children.

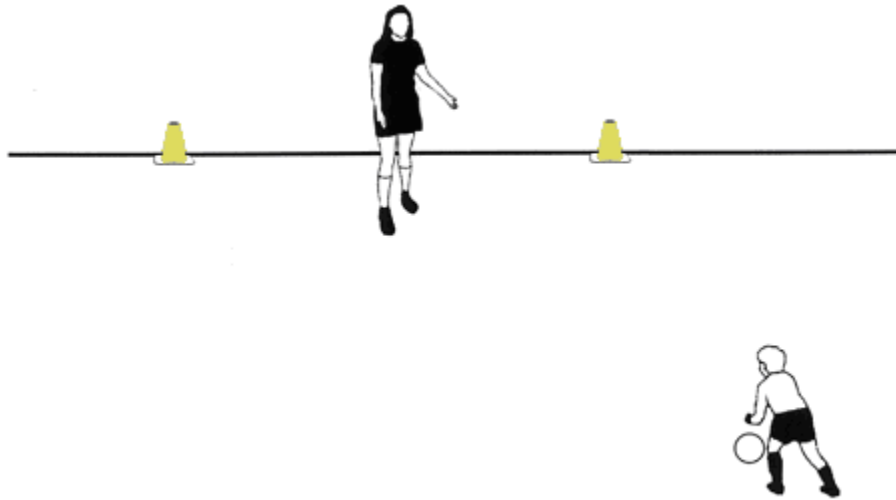
Knock the Jungle Down



- For this activity cones (witches hats) will be required (can be 6", 9", 12" or 18").
- (Or improvise with plastic water bottles or a marker disk folded and inserted in another.)
- We are not chopping down trees indiscriminately. We are preparing the jungle for reforestation.
- Cones are poisonous and cannot be knocked down with feet...only by kicking the ball against the cone.
- Children will be most successful if they get very close to the cone and then kick/pass strongly to knock the cone over.

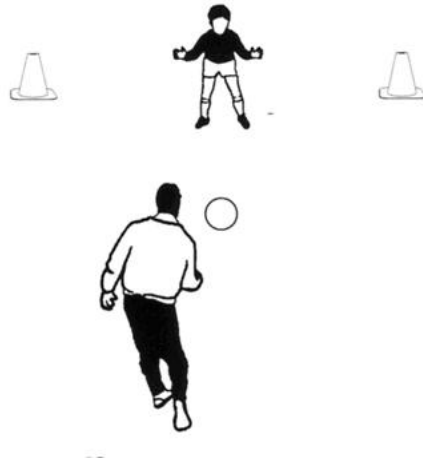
Shoot on Mom (Dad) / Stop Mom (Dad) from Scoring

- Make goals with cones and disks.
- The child can shoot a static ball at Mom (or Dad).
- As they get better roll a slow ball to the child from the goal and encourage a one-time shot.

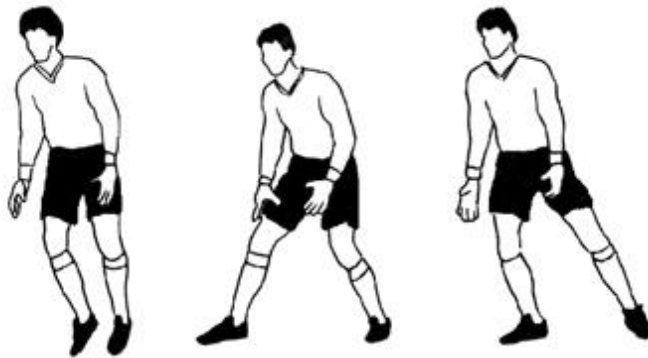


- The same as the previous game except now the child goes in goal.
- Mom and/or Dad shoot.
- Give a gentle service.
- Try not to beat the child, but try to make them move for a shot to the corner

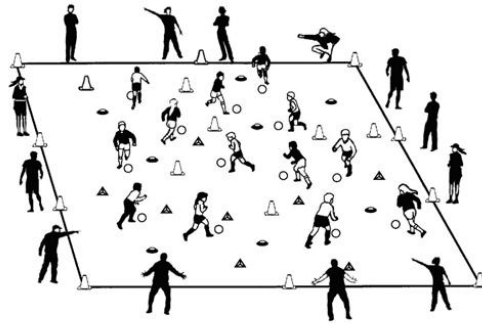
Roll & Catch and Shoot on the Goalkeeper



- Roll, throw or kick the ball, but in a way to give the keeper a good chance of saving the ball.
- Try to make sure the parents are not overly exuberant.
- Mainly serve the ball on the ground.
- They should try to kick/roll/throw the ball to the side of the child.
- Encourage the children to glide sideways (see graphic below).
- Try not to beat the child, but try to make them move for a shot to the corner.

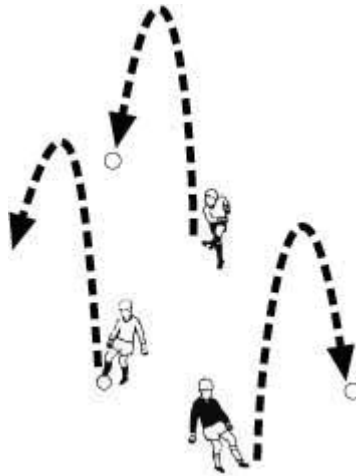


Reforest the Jungle



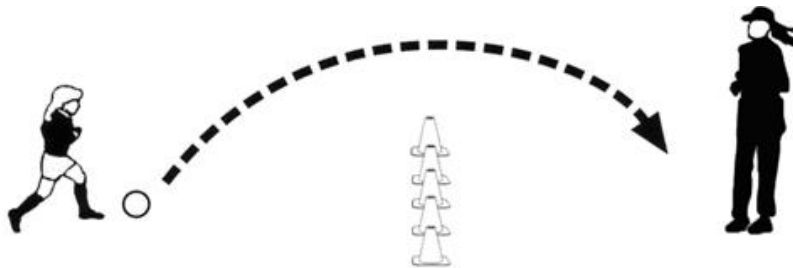
- This follows the Knock the Jungle Down activity.
- The children have to “replant” the cones using their feet only (as there is some poisonous resin on the trees/cones).

Punt at Dad/Mom & High Kicks

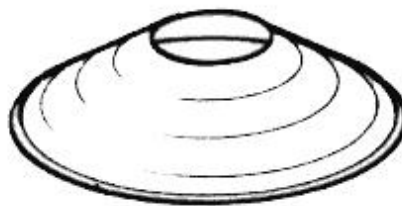


- Parents should look to protect their child from any errant high kick. Normally a soccer ball won't hurt very much, but enough to put a child off the game.

Punts & Chips

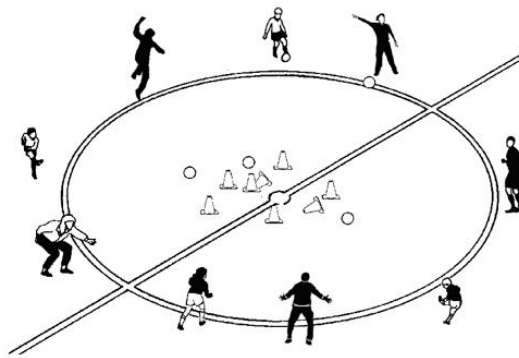


- Can they kick it from their hands?
- Make sure that you have plenty of space.



- With the kick over the cones (a chip kick). If they are having difficulty, put the ball on top of a marker disk as a kicking tee.

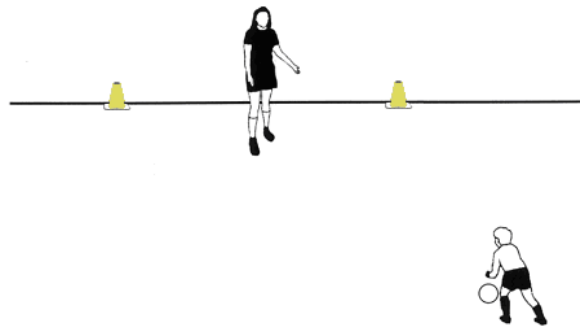
Circle Game



- Parent and child pair off and go on opposite sides of the circle. Circle marked in by disks with a 5-yard (approximately) diameter.
- The idea is to pass to one another and knock the cones down at the same time.
- Be careful of any overly exuberant parent who is smashing the ball to knock the cones down as other balls will have to be retrieved from the middle.
- Maybe Mom or Dad are the only ones allowed in the circle to claim their ball.
- Try a children only phase when the parents are just the retrievers.

Penalty Kick

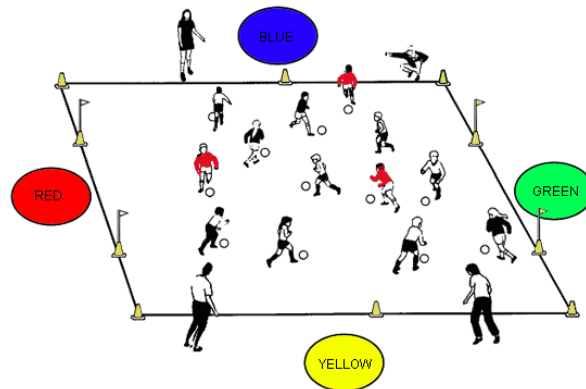
- The Penalty Kick in soccer is after a foul has been committed in the Penalty Area.
- At this age children don't commit fouls, but love to take penalty kicks.
- The rule is the goalkeeper (Parent) must retreat back and cannot come off the goal-line until the ball has been kicked.
- In the big game there is a penalty spot painted in 12-yards out from the center of the goal.
- Decide where the penalty spot should (approximate it or put a marker disk to one side).
- Our suggestion is the penalty kick should be 3-to-5-yards from the goal.
- As they become better move the penalty spot further away.



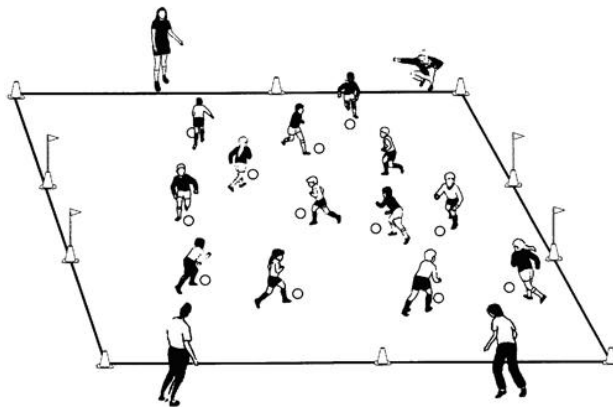
North & South – Red, Blue, Green and Yellow

How to Play:

- North and South goals; or red, blue, yellow, greens zones marked by cones and pinnies.
- On shout "North!" all players inside the grid should dribble or pass/shoot ball through the "North" goal and wait outside square until all players have "scored." Explain what a goal is. Yellow go over the line to the yellow zone.
- Mix it up, but not too much or the children will get "mixed up!"
- Progression – "South!" – go through South goal, around the square to re-enter at the North Goal

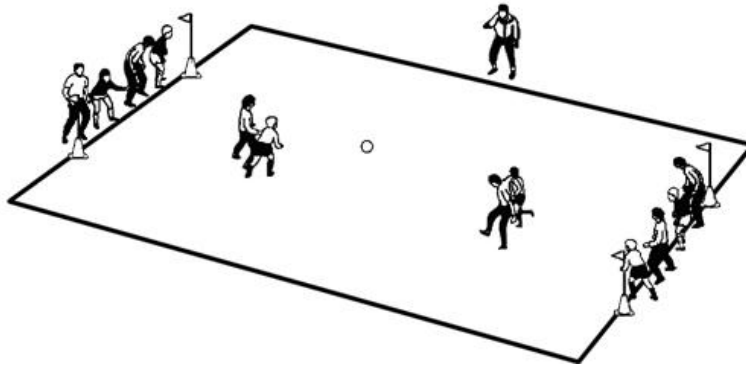


Dribble Around the Outside of the Field



- The children dribble around the outside of the field – first counter clockwise and then clockwise (left foot turns?).
- Mix this in with other activities (Square Dance, North & South).

Numbers Game & Noah's Lark



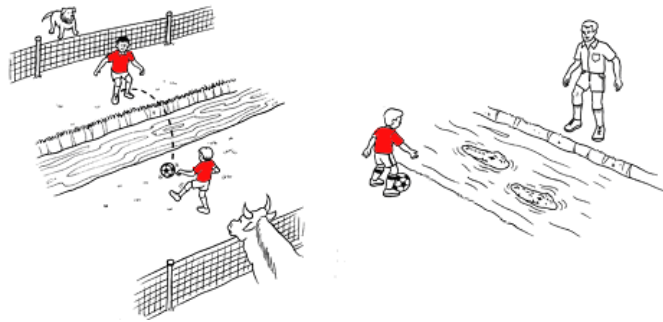
- There are a number of different variations on the Numbers Game. The individual Lesson Plans provide suitable progressions over the course of the One-with-One® Program.
- Initially, Parent and Child come out two-by-two hand-in-hand so the parent can direct the child. This progresses to being child-led, eventually Parent and Child “competing” 2 vs. 2 against another group and finally children participating on their own, 1 vs. 1 or in pairs 2 vs. 2, as a precursor to 3 vs. 3 play.
- Always remember to keep this light-hearted. The program is One-with-One and not One versus One. We know the competitive side of the game will come later as player’s progress, but our job at this age is to turn them on to the game – not off the game. So please err on the side of caution. These kids can play in the World Cup – in 15 or more years.

Throw/Kick across the River (Throw and Catch), Crocs & Swamps, Punt the Quicksands

- It is much more exciting to be sending the ball (a bird, a plane, a rocket) across a swamp or a river, over quicksand or through a jungle, than kicking a ball from one line to another.
- Drawing on the imagination of the Children, we can motivate and excite them to perform the skills of soccer for fun, while developing the fundamentals and understanding of the game.

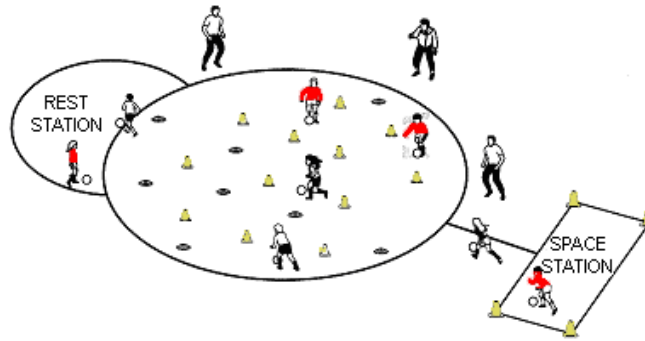
Here are some ideas:

- River Ball
- Through and Over the Jungle
- Across the Swamp
- Avoiding the crocodiles
- Over quicksands
- Throwing the ball, over the river or quicksands will help their distribution from a goalkeeping perspective.



Star Wars

- Getting through space without hitting meteorites, alien spacecraft and flying monsters is not child's play. (Sorry! Of course it is!)
- Use of cones, disks, and monsters (Master Coaches) to try to knock out the Kids' spaceships (balls).

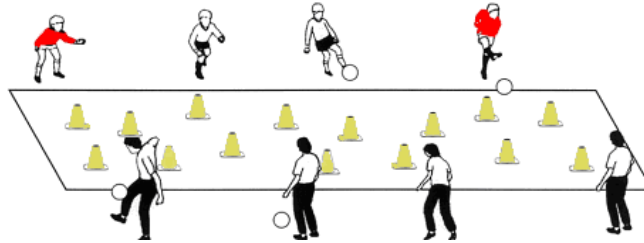


- Touching a cone or not eluding a monster could put any child in trouble. If "caught," they must dribble ball to the Space Station outside the area, where four touches with the sole of the foot -- right, left, right, left -- re-energizes their space mobile. If they make it to the other side of the universe, they get a well-earned rest.

Skittle Alley

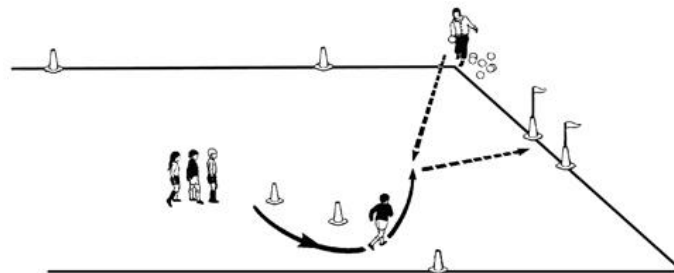
Organization

- A rectangle area three yards wide by whatever is needed (number of participants) is filled with cones. The Parent and Child are on opposite sides of the rectangle and kick back and forth, working with the rest of the group to knock down the cones. Parents can go into the "War Zone" to retrieve any balls that get stuck there.



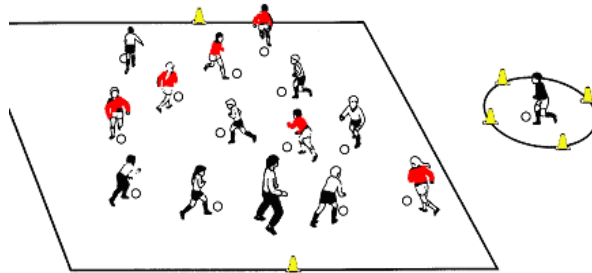
Corner Shot

- Helps to develop accurate passing and shooting with both feet, and to gain a simple understanding of corner kicks.



- Place balls in corners of playing area.
- Master Coach or parent rolls ball by foot or by hand.
- Coach shouts "Go!" and player at first cone must go around second cone.
- Shooting player goes behind goal to retrieve next shot, then returns to end of line.
- No goalkeeper, so players practice accurate kicking.
- Change players and cones to opposite side.
- With bigger numbers (than shown here) have another practice area (or two) to give greater activity for all players.
- May have to start with a ball rolled fairly close to goal before getting the distance shown in the graphic above
- Point out that most shots in illustration will be taken with the left foot (the reality is that the majority of players are naturally right-footed), but don't be critical if a youngster runs around to get the ball on their right foot.
- Encourage accuracy rather than power shooting.
- Encourage use inside of foot — like a hockey stick.
- Encourage players to strive to become "two-footed."

Bowser Wants the Ball

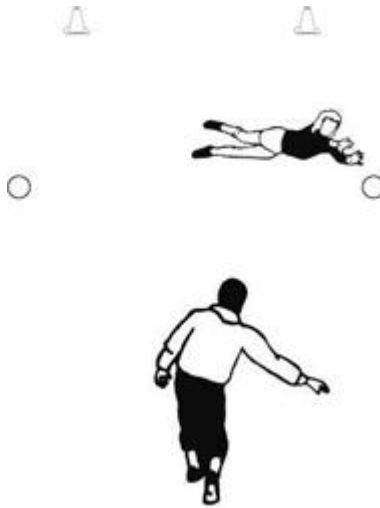


- This is a variation to the Square Dance, Jungle Run, North & South, etc.
- Here the Master Coach announces that he (or his/her designated person) becomes the “dog” who wants to steal any ball he/she can.
- The idea is that the children are encouraged to put their body between the “dog” and the ball to prevent the dog from gaining possession. You can demonstrate how to shield the player as our two are in the graphic below.

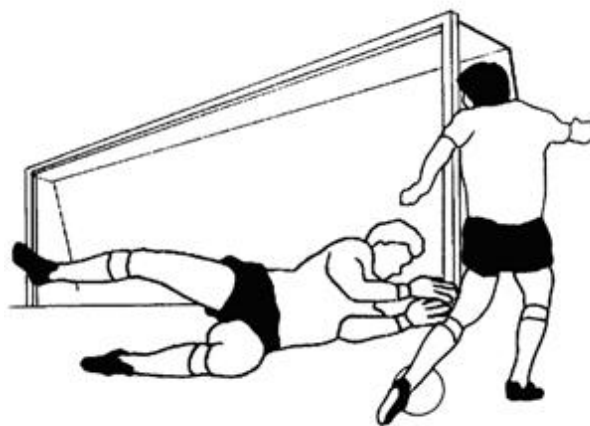


- Two teenagers demonstrating the skill of screening
- This is called “screening” or “shielding” and is a much used skill in the game.
- However, if you as the “dog” do steal the ball, you had better give it back very quickly or there may well be tears. So please use discretion and most times threaten to steal the ball rather than actually take it.

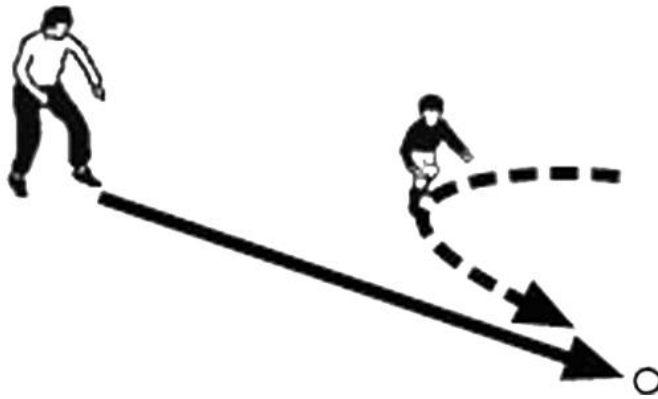
Dance and Dive & Diving at Feet



- Make sure the conditions (soft grass, sand box, etc.) are conducive to this activity.
- Show the correct side diving, spreading forward movement of this technique.
- If you have any doubts, don't do it.
- One important reason for doing this activity, providing everyone feels positive about it, is that one of the most dangerous situations in the game is the one-on-one confrontation – goalkeeper vs. an attacker.
- There is no problem at this young age, other than a bone/muscle crunching landing on the ground. That's what we must avoid.
- However, some of the most tragic accidents in soccer (and there have been very few) have come from the incorrect technique of diving at the feet on an incoming attacker with the ball. The hands should be the leaders – not the head.

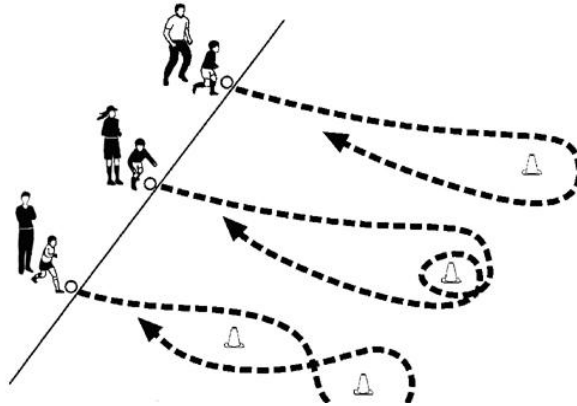


Go Here!



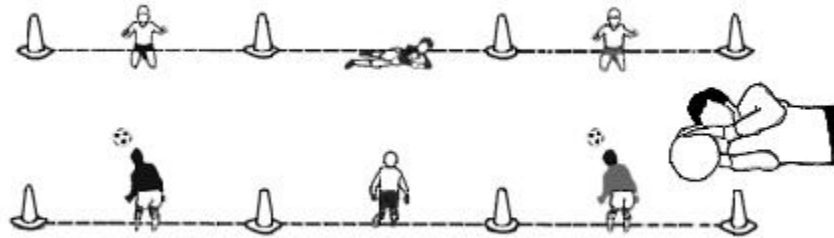
- This is the same as Doggy gets the Ball, but we need to be sensitive to the perception and the feelings of the child (and of Scamp and Bowser, too!).
- As well, Dad can do some “scampering” – so it’s not just the child doing all the work!

Mixed Bag Relays



- All “kids” – 3- to 83-years of age – love fun, challenging relays. Just be careful at this tender age you do not over-emphasize the winning aspect. Now at 22-years of age it could be the be-all-and-end-all – for the moment. But not for these tiny tots.
- Use your imagination and initiative to develop various fun relays.
- Don't forget to include the parents. They may have a hissy-fit if they are ignored!

Dive on Ball & Pendulum Roll



- Set out goals facing each other 3-yards apart.
- Two goalkeepers per area – better parent and child than two children together.
- Toes touching goal-line the imaginary goal line.
- Balls must be rolled along the ground to the side of each keeper.
- Hands and arms should be pushed reach forward, palms towards ball, to stop ball in front of body (see graphic).
- Ideally hands/arms should relax into a "crooked" position as the pace is taken off the ball.
- Upper knee should be drawn in comfortably across the body as the ball is received.
- Lower leg should remain loosely trailing.
- Head and upper shoulder should be drawn over and above the height of the ball.
- The ball is "trapped" by the upper hand on top of the ball and lower hand behind the ball and so uses the ground as the so-called "Third Hand" (see graphic above).
- Don't get too concerned by the techniques so long as Parent & Child working together do a bit of rocking and rolling



Final side-diving position as ball is pulled into the body

Change Soccer – 3 vs. 3 (or 1 vs. 1 or 2 vs. 2) Parents in Goal



- This is the final stage before the children move into a more formal small-sided program.
- It is the transition from the One-with-One® program into a “versus” program – bringing a very different dimension.
- 6-Yard GK boxes are for the children when they are in goal. They can handle anywhere inside the 6-yard area.
- Parents cannot use their hands to stop the ball.
- When the parents change and come on the field only two come out and one stays in goal aided by two children (one stays out on the field).
- The rule is only the children can shoot (and therefore, score).
- The parent goalkeeper acts as the guardian of the young goalkeepers as well as the guardian of the goal.
- Share the time of the children on the field or in the goal to make it as equal as possible.
- Depending on numbers use more than one field.
- In Change Soccer it is children only. 3 in goal and 3 on the field. On the shout “Change!” the field players must run back to goal without touching the ball, while the goalkeepers come out to be the field players.



www.sasksoccer.com

Administrative Office

SaskSport Administration Building
1870 Lorne St
Regina, SK
S4P 2L7
Phone - 306-780-9225
Fax - 306-780-9480

Technical Office

Sasktel Sports Centre
150 Nelson Road
Saskatoon, SK
S7S 1P5
Phone - 306-975-0862
Fax - 306-975-0863



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