



## U10/U12 YOUTH MODULES

### Candidate Manual

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## Overview of Curriculum

	Page
Letter to Aspiring Coaches .....	3
Course Organization .....	4
The Game in the Child.....	5
Emphasis of the U10/U12 Curriculum .....	6
Course Requirements and Expectations.....	7
Developing your Coaching Philosophy .....	8
What is Player Development?.....	8
Coaching Philosophy Questionnaire.....	9
After Development of your Coaching Philosophy .....	10
 Bill of Right for Young Players .....	 11
Role of a Coach.....	12
Why Females Athletes Play or Quit Sports .....	14
Characteristics of Favorite Coach.....	16
Characteristics of Least Favorite Coach .....	16
 “Truths” about Children and Sports.....	 17
Principles of Youth Coaching .....	18
Theory of Practice (Mosston’s Slanty-Line Concept) .....	19
Drills vs. Activities .....	20
Suggestions for Parents.....	21
Understanding the Player.....	22
Characteristics of U10 Players.....	23
Characteristics of U12 Players.....	25
 Typical U10/U12 Training Session .....	 27
U10/U12 Coaching Activities Checklist.....	28
Topics of Focus for U10/U12 Players .....	29
Why Small-Sided Soccer? .....	31
Team Formations .....	32
Game Organization .....	34
BINS (Booting Is Not Soccer) Program .....	35
Rule of the Game for U10/U12.....	37
 Team Management.....	 43
Risk Management .....	44
Care and Prevention.....	45
Practical Field Sessions.....	48
U10 Practical Field Sessions.....	49
U12 Practical Field Sessions.....	78
 Bibliography .....	 87

## LETTER TO ASPIRING COACHES

Dear Coach,

On behalf of Mississippi Soccer Association (MSA), I want to welcome you to this course. My hat goes out to coaches like you that take precious time away from loved ones, family, and friends to educate yourself on the latest trends in soccer and coaching. And we know that your players and organization are appreciative of your effort in this regard.

For some of you, this is probably your first encounter with soccer coaching courses and you are understandably apprehensive about the task ahead. However, be rest assured that MSA is here to help you become a better coach. This introductory course is designed to get “your feet wet” for a season or two; as you begin to enjoy your role as a coach we hope you will come back for more coaching education.

We hope that you would further educate yourself by attending coaching clinics, watching soccer games in your area or on Television, read coaching books, and watching coaching videos. These will not only help you improve your knowledge of the game but also make you a better coach.

Remember that MSA is here for you as a resource; feel free to contact me if you have any coaching question(s).

Enjoy the course and good luck in your coaching endeavors.

Yours in Soccer,

Terry Eguaaje, Ed.D.  
Technical Director of Coaching



Mississippi Soccer Association

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## Course Organization

Online Testing .....Self-timed

Practical Field Session .....2 hrs

    Fun Activities .....105 Minutes

    BINS Program ..... 15 Minutes

Course Review .....5 Minutes



**MISSION STATEMENT  
OF  
UNITED STATES YOUTH SOCCER,  
NATIONAL YOUTH LICENSE  
&  
STATE YOUTH COURSES**

**“THE GAME IN THE CHILD”**

The mission of the National Youth License and State Youth Course is to provide the most current and advanced information on growth and development of the youth soccer player. The youth soccer player is defined as any child from pre-school through adolescence. The courses take the approach that the “GAME WITHIN EACH CHILD” is at the center of all beliefs, decisions, and actions taken by the child, coach, and organization. It is the ultimate goal within the United States to unlock the game within each child to reach their full soccer potential.

## **Emphasis of the U10 and U12 Curriculum**

This course is aimed at the parent/coach who is coaching the U-10 and U-12 age group at the recreational level.

Some parent/coaches at these levels are new to the game and are coaching for the first time. However, even experienced coaches in the game would benefit from this course if they have no previous experience working with nine, ten, or eleven year olds.

Also, parents of U-10 and U-12 players will benefit from this course as well. This course will answer many of the questions parents have about coaching and team management of the organization they intend to join.

Upon completion of this course, it is our hope that you will be able to better understand the characteristics of a U-10/U-12 player, as well as their soccer needs and abilities. You will also be introduced to the proper execution of basic techniques like dribbling, passing, shooting, receiving, etc. during the practical field session component of this course.

Finally, you will understand the rationale behind small-sided soccer activities, as well as be able to plan and conduct age appropriate activities. Most importantly, you will feel confident coaching because you know that you are having a positive impact on the development of your players.

## **Course Requirements and Expectations**

1. Be open-minded
2. Attend all class lecture and field sessions
3. Be prompt
4. Ask questions
5. This is an attendance based course – no testing
6. Come prepared – water, ball, rain coats, soccer shoes, etc.
7. Be prepare to participate in activities
8. Share ideas with other candidates
9. Learn from other candidates and enjoy the course

## **DEVELOPING YOUR COACHING PHILOSOPHY**

### **What is a Coaching Philosophy?**

In 2005, Frank Reynolds, a Canadian Athletics Coach, argued that coaching philosophy should include a coach's true experiences, values, opinions, and beliefs. A personal coaching philosophy can be likened to a roadmap.

Knowing what car you have to drive, you can steer your vehicle along the route taking into account the obstacles you may encounter to reach your destination.

### **The U10 and U12 course philosophy is “Player Development”.**

#### **What is Player Development?**

- Fun and age appropriate activities that allows for all round player development.
- Players being exposed to playing more than one positions
- Teaching “POSITIONING” not positions
- Every player has a ball for practice, especially during warm-ups.
- Avoid the “3 Ls” – Laps around the field, Lines to take shots on goal, and Lectures to players
- Activities designed to maximize number of touches on the ball
- De-emphasis winning/losing
- Equal playing time for every player

It is advisable that you communicate the philosophy of Player Development to all players and parents through either a team-parents meeting or email to parents. Lack of consensus and understanding on the part of parents could result in conflicts down the road.



## **Coaching Philosophy Questionnaire**

Use the below questions to develop your own coaching philosophy. As you already know coaching is a profession and an ongoing process; coaching philosophies and styles will change over time depending on several factors, for example age of your players, level of competition, etc.

- Why do you want to coach youth soccer?
- What are your long and short term goals?
- What level of competition does your team compete?
- What do you enjoy most about coaching?
- What is your coaching style? Strength/weakness
- Who are your players? Age, personalities, abilities, etc.
- What is your attitude toward teamwork?
- Do you value process or outcome?
- Do you know yourself? Thru self-assessment/ coaching education.
- Is your philosophy ethical?
- What are the league policies/laws for this age group and competition?
- Do you consider the safety of your players?
- Is your philosophy age appropriate?
- Is your philosophy compactable with your personality?

### **After Development of your Coaching Philosophy:**

After developing your coaching philosophy it is imperative that you:

- Own it
- Share it
- Follow it
- Re-evaluate it over time

# **BILL OF RIGHT FOR YOUNG ATHLETES**

When children enter a sport program, they automatically assume responsibilities, but they also have rights. Adults need to respect these rights if young athletes are to have a safe, fun, and rewarding sport experience. The National Association for Sport and Physical Education's Youth Sport Task Force has developed a "Bill of Rights for Young Athletes". The rights identified by these medical doctors, sports scientists, and national youth sport administrators are presented below.

1. Right to participate in sports.
2. Right to participate at a level appropriate with each child's maturity/ability.
3. Right to have qualified adult leadership.
4. Right to play as a child and not as an adult.
5. Right to share in the leadership and decision-making of sport participation.
6. Right to participate in safe and healthy environments.
7. Right to proper preparation for participation in sports.
8. Right to an equal opportunity to strive for success.
9. Right to be treated with dignity.
10. Right to have fun in sports.

The "Bill of Rights" is a sound framework for fulfilling adult responsibilities toward young athletes. However, coaches must have an understanding of the various characteristics of their players as well as the kinds of objectives they hope to achieve in order to properly guarantee these rights.

## **ROLE OF A COACH**

The lack of a soccer education should not deter anyone from taking on the responsibility of a soccer coach. As long as one uses the general education life has had to offer, also possesses a natural likeness for young children, and can relate to them, one can be a successful youth soccer coach.

Most of the principle of youth coaching are derived from child rearing experiences, therefore anyone who has experienced parenting, or who has had younger siblings will be familiar with some of the techniques of coaching youth soccer players.

Below are some of the key roles of a coach.

### **The Coach as a Facilitator**

- Set up conditions and environment for learning
- Set up activities geared towards the players achieving success – measured by FUN
- Give positive feedback to players.

### **The Coach as a Positive Role Model**

- Demonstrate respect for team members
- Demonstrate respect for opponents
- Demonstrate respect for parents, spectators, opposing coach, game officials, etc.

## **The Coach as a Teacher**

- Prepare practice field ahead of players arrival
- Knowledgeable – coaching education
- Show real interest in the progress of every player.
- Paint a clear picture by demonstrating activities
- Correct mistakes, give feedbacks, and evaluate players in games.

Why Female Athletes Play or Quit Sports:  
Implications for Sport Administrators and Coaches

By

Terry Eguaaje, Ed.D.

Sports Leadership Institute Capstone Submitted to the  
Fischler School of Education and Human Services  
in Partial Fulfillment of the Requirements  
for the Degree of Master of Science

Nova Southeastern University  
February 18, 2005

## **Why Female Athletes Play or Quit Sports:**

**Below are the breaks down of what my research shows are the reasons why female athletes play or quit sports. (Note: there are no significant differences between the reasons why boys or girls play or quit sports).**

### **Reasons for playing:**

1. For Fun/ Enjoy	65%
2. Competition/ College Scholarship	25%
3. Exercise/ Stay in Shape	10%

### **Reasons for quitting:**

Not Fun/Boring	35%
Injury	35%
Time Conflicts	20%
Not Good Enough	10%

**Below are break downs of what female athletes (between 13 and 16 years old) say are characteristics of their Favorite and least favorite Coach.**

**Characteristics of Favorite Coach**

Pushed us/ helpful	40%
Fun/Nice/Fair	35%
Knowledgeable	15%
Listened/ Understanding	10%

**Characteristics of Least Favorite Coach**

Not Nice/ Negative	35%
Mean/Rude	30%
Unfair	25%
Not Encouraging/Yelled	10%

Note: Similar conclusions were reached on a parallel research conducted by Craig Stewart and Joan Taylor (2005) of 221 female athletes.



## **“TRUTHS” ABOUT CHILDREN AND SPORTS**

Below are a number of facts about children and sports as concluded by several research studies, including those already cited in this manual.

1. Fun is pivotal; if sport is not “FUN”, people are less likely to participate.
2. Skill development is a crucial aspect of FUN; it is more important than winning even among the best athletes.
3. The most rewarding challenge of sport is those that lead to SELF-KNOWLEDGE.
4. INTRINSIC REWARDS (internal satisfaction that grows out of self-competition) are more important in creating a lifetime athlete than are extrinsic reward (parents or other peoples’ happiness).

## **Principles of Youth Coaching**

- Developmentally & Age Appropriate Activities.
- Clear, Concise, Correct Information (the 3-Cs)
- Simple to Complex Activities
- Safe & Appropriate Training Area
- Avoid using whistle during practice
- Be flexible – CHANGE activity if it is not working.

Most Importantly (the 3-Ls):

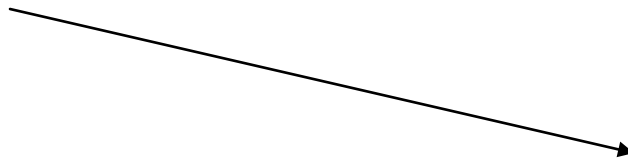
- NO LINES
- NO LAPS
- NO LECTURES

# THEORY TO PRACTICE

In order to conduct an educationally sound training session you must understand and apply Dr. Muska Mosston's Slanty-Line concept.

## SLANTY-LINE

- Mosston's Slanty-line concept is the belief that all children have a right to participate in activities at their own ability level. Children will not continue activities in which they are continually eliminated or wait in lines to take turns. Games of inclusion use the Slanty-line concept and keep players involved in activity.



- Games of exclusion use the straight-line concept that excludes players from participation.



## **DRILLS VS. ACTIVITIES**

<b>DRILLS</b>	<b>ACTIVITIES</b>
Static	Dynamic
Military	Unstructured
Lines	Free Movement
Boring	Fun
No Thought	Decision Making
Age Inappropriate	Age Appropriate

## **SUGESTIONS FOR PARENTS**

- Talk to your child(ren) with the “TRUTHS” (pg. 17) and “BILL OF RIGHTS FOR YOUNG ATHLETES” (pg. 11) in mind.
- After a game, ask questions about “fun,” “skill improvement”, and “learning experiences.”
- Avoid setting up a conflict in your child’s mind between his or her coach.
- Be supportive of the coach, and volunteer to help when needed.
- Talk positively with your child before and after practices and games.
- Assist with player supervision and game officiating when needed.
- Help with administrative paperwork when needed
- Assist with the organization of special events when needed.

## **UNDERSTANDING THE PLAYER**

Anyone involved in coaching or parenting young children will have noticed that all children develop at varying degree in terms of their mental and physical abilities. Children cannot be defined by their age only, as each child matures and develops at his or her own pace. Below are three very important areas of development.

### **Areas of Development**

1. **Psychomotor** – this is the process of acquiring physical skills (walking, climbing, jumping, etc.) as it relates to mental ability to recognize cues and respond with appropriate physical action.
2. **Cognitive** – this concerns with the development of a person's thought processes – mental development. It also looks at how these thought processes influence how we understand and interact with the world.
3. **Psychosocial** – this is the development of the sense of oneself in relation to others. It pertains to how one relates not just to oneself but to small and large groups of people.

# **CHARACTERISTICS OF A U-10 PLAYER**

## Psychomotor Development

- Gross and small motor skills becoming more refined
- Boys and girls beginning to develop separately
- Skill difference between players will be apparent at this age level
- Physical maturity between players will be apparent at this age level
- Increased strength and endurance
- Attention span increases – that is ability to stay on task is lengthened.
- More prone than adults to heat injuries – they need full rest periods.
- Increased risk of hypothermia due to accelerated heat loss.

## Cognitive Development

- At this age, some players are moving from the concrete operational stage of development (preadolescent years) to the formal operational stage (adult logical thinking).
- Attention span increases – that is ability to stay on task is lengthened.
- Beginning to think ahead of activities and events.
- Players are more intrinsically motivated to play

- Players demonstrate increased responsibility, e.g. tuck in jersey, pull up socks, bring water, and ball to practice.
- Start to recognize the fundamental tactical concepts such as changing direction of the ball.
- Repetitive technique is very important, but it **MUST BE DYNAMIC NOT STATIC!**

## Psychosocial Development

- More likely to initiate play on their own.
- Continued positive reinforcement needed
- Some players are becoming more serious about “their play”.
- There is significant peer pressure at this level.
- Team identification is becoming important.
- Adult outside of the family may take on added significance.
- Some players are beginning to show confidence in an independent ability to solve problems.



# **CHARACTERISTICS OF A U-12 PLAYER**

## **Psychomotor Development**

- Some of the players have reached puberty. Girls, in general, arrive earlier than boys.
- Players are beginning to gain more confidence with the ball above their waist and upper body and heading takes a bigger role in their play.
- Players are growing and many players may well be over 5 feet in height and 100 pounds in weight.
- There are now significant, observable differences between genders.

## **Cognitive Development**

- They begin to develop the abilities to sustain complex, coordinated skill sequences.
- Most players are able to think abstractly and are thus able to understand some team concepts that are foundational to the game.
- They are beginning to be able to address hypothetical situations, and to solve problems systematically.
- Players should be able to simultaneously run, strike the ball, and think.
- They are very much internally (intrinsically) motivated to play.

# Psychosocial Development

- They are susceptible to conformity to peer pressure.
- Although they are more serious with their play, they are still mainly involved because it is fun.
- Girls have a tendency to form cliques, boys take a more broad approach to team relationships.
- Popularity influences self-esteem.
- The manner in which they feel about themselves can determine how they relate to their teammates.

## **TYPICAL U10 TRAINING SESSION**

- Should not exceed 1 hour and 15 minutes twice per week.
- Focus on one topic per practice session.
- Warm-up – each player with a ball, partners, and small group activities.
- Introduce small group activities.
- Add more directional games – play to targets and/or zones.
- Conclude with small-sided games 6v6 with goalkeepers.
- Finish with cool down (light jog and stretch).
- Note: De-emphasize tactics and fitness training at this age.

## **TYPICAL U12 TRAINING SESSION**

- Should not exceed 1 hour and 30 minutes twice per week.
- Focus on one topic per practice session.
- Warm-up – player in partners and small group activities.
- Introduce small group activities.
- Add more directional games – play to targets, goals, and/or zones.
- Conclude with small-sided games 8v8 with goalkeepers.
- Finish with cool down (light jog and stretch).
- Note: Begin the introduction of tactics and fitness training at this age.

## **U10/U12 COACHING ACTIVITIES CHECKLIST**

- Are the activities fun?
- Are the activities organized?
- Was every player involved in the activities?
- Are the activities free-flowing?
- Is creativity and decision making encouraged?
- Are the field spaces appropriate?
- Is the coach's feedback appropriate?
- Is the coach guiding the players in the activities?
- Are there implications for the game?
- Is the coach using guided discovery to question players?

# **TOPICS OF FOCUS FOR U10/U12 PLAYERS**

All areas of focus should be progressive by nature and build on previous training experience and skill level of players. They must be continually reviewed, refined, and enhancement.

## **U10 PLAYERS**

### **Technical Skills**

- Basic dribbling, passing, receiving, heading, shooting, shielding, and turning techniques.
- Introduction to dribbling feints and fakes, and receiving and turning with all surfaces of the feet.
- Passing and receiving air balls.

### **Game Awareness and Strategy**

- Introduction to basic “positioning” (not playing positions) during games and practices.
- Introduction to the BINS (Booting Is Not Soccer) Program.
- 1 V 1 and 2 v 1 situations, attacking and defending.

### **Essential Knowledge**

- Basic Soccer Rules of Play
- Must understand the “everybody defends and attack” principles.

## **U12 PLAYERS**

### **Technical Skills**

- Advance dribbling, passing (long and short), receiving (air and ground), heading (defensive and attacking), shooting and finishing, shielding, turning techniques, etc.
- Advance feints and fakes dribbling, and receiving and turning with all surfaces of the feet and parts of the body.
- Crossing (driven and floated balls) and free-kicks (direct and indirect).
- Goalkeeper (shot-stopping, distribution, etc.).

### **Tactical Skills**

- Principles of defense – that is, pressuring, covering, and balancing players, concentration, etc.
- Principles of attack – that is, decision of the player with the ball, supporting players creating width and depth, etc.
- Introduction to wall pass, overlap, take over, double pass, transition play, etc.

### **Game Awareness and Strategy**

- Proper decision making when with or without the ball.
- Advance knowledge of the BINS (Booting Is Not Soccer) Program.

## **WHY SMALL-SIDED SOCCER?**

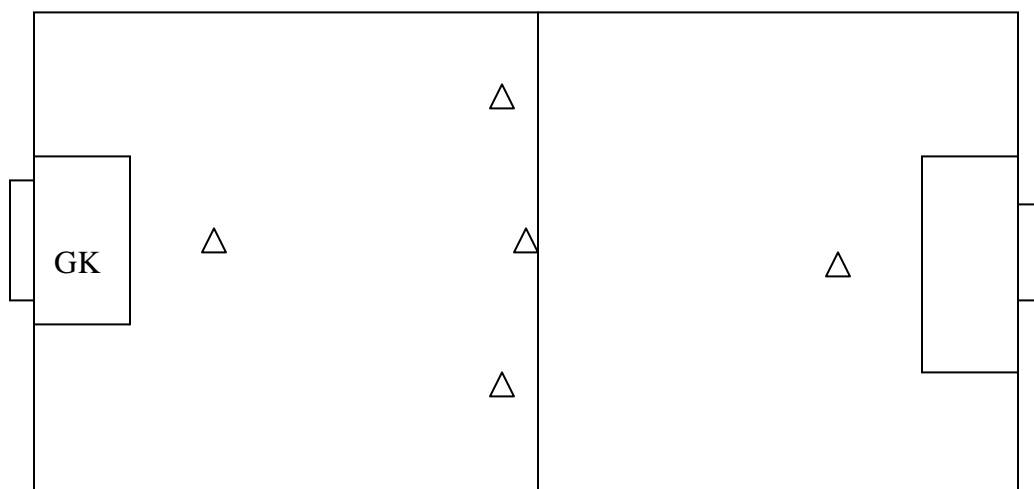
- Players get more one-on-one time with the coach.
- Players get more practice space to be successful.
- Players get more playing time or involvement in the game.
- Players get more touches on the ball.
- Players get more opportunity to make decision with the ball.
- Players get more repetitions in game situations.
- Players are more expose to a developmentally appropriate learning environment.
- Players get more scoring opportunities.
- It is a less complicated game for beginning coaches; easier to grasp principles.

# **TEAM FORMATIONS**

Soccer is a free flowing game where the players are the decision makers. Positions are an important component to the game and should be introduced at the very early age; however, care should be taken not to teach or focus too much on playing positions. Instead more focus should be on teaching “POSITIONING” – that is, players’ position on the field should be in relation to where the ball, opponents, goal, and teammates are.

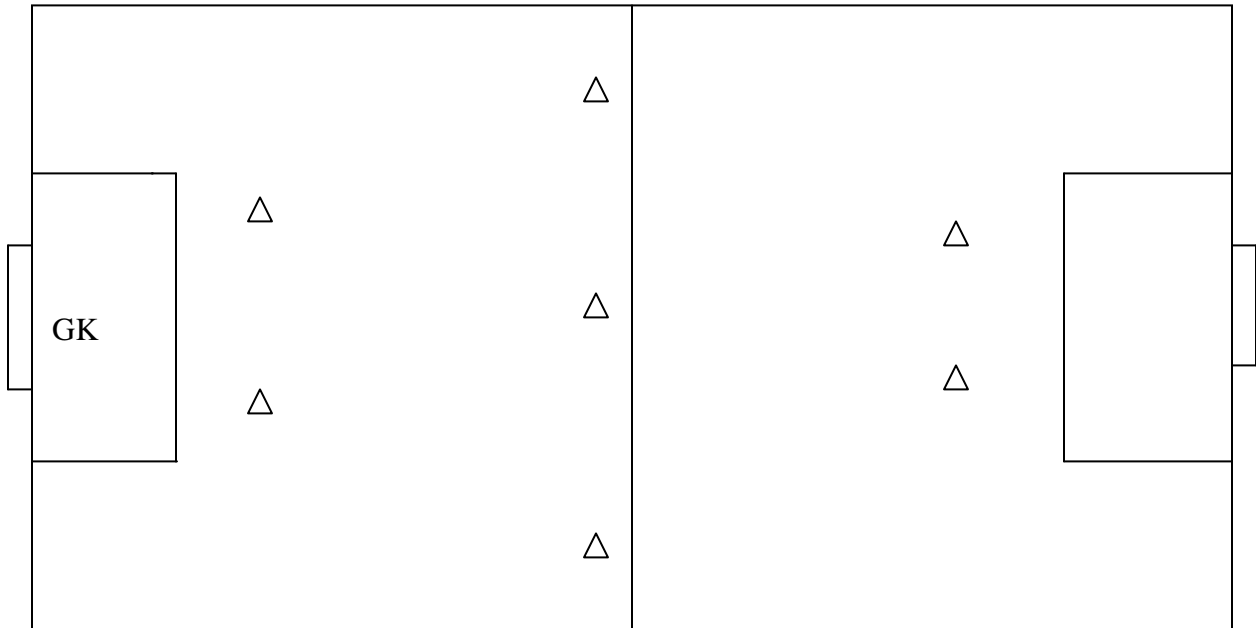
Players must be allowed to interact freely within the game. Soccer doesn’t have “pre-planned plays” during the run of play. It is not necessarily bad for a player to be “out of position,” as long as they are in a position to either receive a pass, support in attack, or support in defense (that is, positioning). Finally, remember that positions are only given as a starting point for players; and goalkeepers are not listed numerically (and the numbers read from back to front).

## **Formation for U10 players – 6v6 (for example 1-3-1)**





**Formation for U12 players – 8v8 (for example 2-3-2)**



# **GAME ORGANIZATION**

## **Pre-game:**

- Players arrive 30 minutes early; ready to play.
- Warm-up activities
- Have a drink of water
- Line-up and team cheer

## **During the Game:**

- All players should play at least 50% of the game
- Players should be exposed to more than one position (rotations)
- Allow players to make their own decisions. Limit coaching during game.
- Give positive and encouraging feedbacks for good performances.
- Observe the game and don't say anything negative to the referee.

## **Halftime:**

- Greet players as they leave the field.
- Take players to shaded area for relaxation
- Make sure players are drinking fluid/having snacks
- Give positive encouraging and motivating words to ALL players. For example use words like "let's go have fun" and "you all are passing great".
- Tell team what you would like to see in the second half but be brief.
- Line-up and team cheer

## **Post-game:**

- Coach and players should shake hands with the opponent and referee.
- Team Celebration (regardless of game result) – Tunnel, snacks, etc.
- Positive words of encouragement to all the players.
- Remind players of next practice or game.
- Don't review the game with players (if you must be very brief).
- Good-bye

# **BINS PROGRAM**

(Booting Is Not Soccer)

By

Terry Eguaaje, Ed.D.  
State Technical Director of Coaching



Mississippi Soccer Coaching Program  
2007

## **BINS PROGRAM OBJECTIVE**

BINS stands for Booting Is Not Soccer. It is a program for soccer clubs, aimed at educating parents and coaches of U-5 through U-10 players. In Mississippi soccer, these are the youngest, introductory ages of recreational programs. The BINS program's main objective is to promote and emphasize the skills of dribbling and passing and discourage the aimless booting of the ball that is all too prevalent at these young ages.

## **BENEFIT OF THE BINS PROGRAM**

1. Educate parents and coaches on the skill priorities for young players
2. Raise the skill level at the recreational level
3. Improve the skills and enjoyment of the players, regardless of ability level.
4. Provides an on-going coaching assistance program to soccer clubs and parents.

## **STEPS TO IMPLEMENTING A BINS PROGRAM**

1. Appoint a Program Coordinator
2. Design the program's practice format
3. Educate coaches about the program
4. Educate parents (give them handouts and have pre-season meetings) to de-emphasize shouting "boot it" during practices and games.
5. Monitor practices and games after implementation
6. Evaluate the program

## **SKILL PRIORITIES FOR U-10 AND U-12 PLAYERS**

1. Simple to Advance technical and Tactical skills
2. Knowledge of the principles of play (attacking and defending)
3. Fitness and Psychological development
4. Combination play
5. Team attacking and defending

# **RULES OF THE GAME FOR U10/U12**

**MSA Small-Sided Games Guidelines for 2004-05: Approved by MSA Council, August 28, 2004.**

## **Under 10 – 6 v 6**

### **Law 1: The Field:**

- a. Field Length: 60-65 yards (according to MSA: 60 yards minimum to 70 yards maximum).
  - b. Field Width: 40 yards (according to USYS: 35 yards minimum to 45 yards maximum).
  - c. Goal Size: 6 ft. high by 18 ft. wide to 7 ft. high by 21 ft. wide (see note 3 below).
  - d. Goal Safety: All goals MUST be anchored securely to the ground.
  - e. Goal Area: Conform to FIFA
  - f. Penalty Area: A penalty area is defined at each end of the field as follows: Two lines are drawn at right angles to the goal line, twelve (12) yards from the inside of each goal post. These lines extend into the field of play a distance of twelve (12) yards and are joined by a line parallel to the goal line. The area bounded by these lines and the goal line is the penalty area.
  - g. Halfway Line: A halfway line shall divide the field into two halves with a center mark indicated at the midpoint of the halfway line.
  - h. Penalty Mark: Within the penalty area a penalty mark is made ten (10) yards from the midpoint between the goal posts and equidistance to them.
  - i. Penalty Arc: Eight (8) yards radius
  - j. Center Circle: Eight (8) ft. radius drawn from the center mark.
  - k. Corner Arc: Conform to FIFA.
  - l. Flag Posts: Conform to FIFA
- Law 2, Ball Size: Size four (4)

- Law 3, Number of Players: A match is played by two teams, each consisting of not more than six (6) players, one of whom is the goalkeeper.
- a. Roster Size: The minimum number of players should be eight (8) and should not exceed (10) for single-field teams, if total numbers in player pool permit.
- b. Substitutions: At any stoppage of play and unlimited for Division II. Division III will substitute on quarters except for injured or cautioned players.
- c. Playing Time: Each Division III player SHALL play a minimum of 50% of total playing time.
- d. Coed Teams: Teams and games may be coed, but are considered boys teams.
- Law 4, Player's Equipment: Conform to FIFA. Non-uniform clothing is allowed in Division III based on weather conditions, but uniforms must still distinguish teams. SHIN GUARDS ARE MANDATORY.
- Law 5, The Referee: Registered Referee, especially Grade 9. All rule infringements shall be briefly explained to the offending player.
- Law 6, Assistant Referee: Registered Referee, especially Grade 9. may use club linesmen/women if desired, except for State Cup games, e.g., District Tournaments and State Recreation Tournament. Club linesman shall not call offside violations.
- Law 7, Duration of Game: For Division III, the match shall be divided into four equal, twelve (12) minutes quarters. There shall be a two (2) minute break between quarters one and two and another two (2) minute break between quarters three and four. There shall be a half-time interval of five (5) minutes.
- Division II will conform to FIFA with exception of the match being divided into two (2) equal halves of twenty-five (25) minutes each. There will be a halftime interval of five (5) minutes.
- Law 8, Start/Restart of Play: Conform to FIFA. With the exception that opponents of the team taking the kick are at least eight (8) yards away from the ball until it is in play.
- Law 9, Ball in & Out of Play: Conform to FIFA.

- Law 10, Method of Scoring: Conform to FIFA with the exception that the goalkeeper punting/kicking the ball from his/her goal area, may NOT score directly into the opponent's goal. Balls played from the goalkeeper MUST be touched by another player on the field in order to score.
- Law 11, Offside: Conform to FIFA.
- Law 12, Foul & Misconduct: Conform to FIFA. The referee must explain all infringement to the offending player.
- Law 13, Free Kicks: Conform to FIFA with the exception that all opponents are at eight (8) yards from the ball until it is in play.
- Law 14, Penalty Kicks: Conform to FIFA with the exception that the penalty mark is at ten (10) yards from the goal line and that players other than the kicker and defending goalkeeper are at least eight (8) yards from the penalty mark.
- Law 15, Throw-In: Conform to FIFA.
- Law 16, Goal Kick: Conform to FIFA.
- Law 17, Corner Kick: Conform to FIFA; with the exception that all opponents are at least eight (8) yards from the ball until it is in play. (Note 3: USYS recommends goal size of 6-ft high by 18-ft wide in 6v6 U10. MSA permits use of 7-ft X 21-ft goals in U10 to allow organizations to defer purchase of 6-ft X 18-ft goals. When new goals are acquired for U10, they shall be 6-ft X 18-ft. Note: Many goal vendors do not offer 6-ft high goals. The alternate height of 6.5ft (2-m high, often referred to as European goals) is an acceptable alternative.

## **Under 12 – 8 v 8**

### **Law 1, The Field:**

- a. Field Length: 70-80 yards (Use longest length possible). (by USYS: 70-yd minimum to 80 yd maximum).
- b. Field Width: 50 yards (by USYS, 45 yards minimum to 55 yards maximum).
- c. Goal Size: 7 ft. high by 21 ft. wide. See Note 4, below.
- d. Goal Safety: All goals MUST be anchored securely to the ground. Portable goals may only be used if they satisfy this requirement.
- e. Goal Area: Conform to FIFA.
- f. Penalty Area: A penalty area is defined at each end of the field as follows: Two lines are drawn at right angles to the goal line, fourteen (14) yards from the inside of each goal post. These lines extend into the field of play a distance of fourteen (14) yards and are joined by a line parallel to the goal line. The area bounded by these lines and the goal line is the penalty area.
- g. Halfway Line: A halfway line shall divide the field into halves with a center mark indicated at the midpoint of the center line.
- h. Penalty Mark: Within the penalty area a penalty mark is made 10 yards from the midpoint between the goal post and equidistance to them.
- i. Penalty Arc: 8 yards radius drawn from the penalty mark.
- j. Center Circle: Eight (8) yard radius drawn from the center mark.
- k. Corner Arc: Conform to FIFA.
- l. Flag Posts: Conform to FIFA.
- Law 2, Ball Size: Size four (4)
- Law 3, Number of Player: A match is played by two teams, each consisting of not more than eight (8) players, one of whom is the goalkeeper.



- a. Maximum Roster: The recommended minimum roster size is ten (10) and the maximum recommended size is twelve (12 for single-field teams, if total numbers in player pool permit. USYS rule 205 (3) states that a team playing less than eleven (11) a side (e.g., U11 or U12) may not have more than two times the number of players played or less than one time the number of players played plus one on its roster at any time during the seasonal year. NOTE: U11/U12 teams can roster 9 to 16 players. The maximum size by this rule is not recommended for Division III recreation teams, but U11/U12 Division I and Division II teams can roster to the maximum size).
- b. Substitutions: At any stoppage of play and unlimited for Division I and Division II. Division III will substitute on quarters except for injured or cautioned players.
- c. Playing Time: Each play SHALL play a minimum of 50% of total playing time.
- Law 4, Player's Equipment: Conform to FIFA. Non-uniform clothing is allowed in Division III based on weather conditions, but uniforms must still distinguish teams. SHINGUARDS ARE MANDATORY.
- Law 5, The Referee: USSF registered referee.
- Law 6, Assistant Referee: USSF registered referee. For Division III use club linesmen/lineswomen in the absence of registered referee, except for State Cup games, e.g., District Tournaments and State Recreation Tournament and President's Cup. Club linesman shall not call offside violations.
- Law 7, Duration of Game: For Division III, the match shall be divided in to four (4) equal, fifteen (15) minute quarters. There shall be a two (2) minute break between quarters and two and another two (2) minute break between quarters three and four. There shall be a half-time interval of five (5) minutes.
- Law 8, Start of Play: Conform to FIFA; with the exception that opponents of the team taking the kick being eight (8) yards from the ball until it is in play.
- Law 9, Ball in & Out of Play: Conform to FIFA.
- Law 10, Method of Scoring: Conform to FIFA.

Law 11, Offside: Conform to FIFA.

Law 12, Fouls & Misconduct: Conform to FIFA.

Law 13, Free Kicks: Conform to FIFA; with the exception that all opponents are at least eight (8) yards from the ball until it is in play.

# **TEAM MANAGEMENT**

## **Preseason Parent Meeting:**

- Hold before each season
- Exclude players to reduce distractions (or hold separate players meeting).
- Obtain additional player information, e.g. both parents contact info.
- Discuss:
  - Coaching philosophy
  - Expectations from parents and players – transportation, practice and game schedules, communication, tournaments, etc.
  - Assistant coach and Team Manager

## **Team Manager:**

- Volunteer “Team Parent”
- Takes directives from the Team Coach
- Handles the communication of game, snack, drink schedules, etc.
  - Handles the communication of game cancellations and reschedules
  - Handles team registration with club or association

## **Assistant Coach:**

- Limit assistant to just one parent to reduce distraction and confusion
- Assistant should have knowledge of the coach’s coaching philosophy and agenda.
- Assistant coach should have clear roles and responsibilities before the beginning of practice and games.

## **Equipment:**

- Each player should have a soccer, shin guards, proper soccer shoes (and size of shoes), water bottle, and proper clothing for all weather conditions.
- Coaches should make sure that players have their soccer shoes properly laced.
- Coaches should be responsible for cones, bibs, extra balls, air pump, ice, extra water, etc.
- Players’ medical forms and contact information should be present at all practices and games.
- Every team should have a first Aid Kit present at all times.

## **Risk Management**

Be aware of your responsibilities as it regards to legal and safety issues.

Below are some responsibilities of a coach in relation to the health and safety of players:

- (I) Know the laws of the game and understand them.
- (II) Make sure equipments and playing surface are in accordance with the Laws of the Game.
- (III) Ensure that all portable nets are firmly secured at all time, even when not in use by your team.
- (IV) Provide proper teaching and instructing of players regarding reasonably safe techniques and methods of play.
- (V) Implement appropriate training programs to make sure your players are fit for practice and games.
- (VI) Provide proper supervision on and off the field; that is, during training, games, and post-training/games.
- (VII) Give players frequent water breaks.

## **CARE & PREVENTION**

- (A)** Always ERR on the side of caution
- (B)** Prevention should be the first concern. Each coach should have a Team Safety and Information Card which contains the following but is not limited to: Name of the player, both parent's telephone numbers, medical treatment release signed by parents, players medical history form, local emergency phone numbers (like hospital), etc.
- (C)** Each coach and/or assistant coach or team manager should be responsible for assisting with injuries, which may include attending a certified Red Cross First Aid Course.
- (D)** Each team should have and know how to use a First Aid kit.
- (E)** If a player is injured inform the parents.
  - If the parents are not at the game follow up with a phone call of what took place.
  - It is recommended that if the player has to go to the doctor the coach should request a written permission slip for the player to return to activities.

**(F) R.I.C.E.** - The treatment of minor injuries such as sprains, strains, and contusions are referred to as R.I.C.E. (Rest, Ice, Compression, and Elevation). The RICE principle is the only First Aid treatment that is safe for sport injury without professional advice.

- **R** - Remove player from the competition
- **I** - Apply ice to the injured area
- **C** - Apply pressure with an elastic bandage
- **E** - Elevate the injured area

**(G) Rules of thumb when handling an injured player**

- Do not Panic
- Don't assess blame
- Check for breathing, bleeding, consciousness, deformity, discoloration, and shock.
- Dependent on the nature of the injury avoid moving the patient
- Inspire confidence and reassure the patient
- Determine how the injury occurred

- Always use common sense, seek professional help when in doubt. Use certified athletic Trainer when available.

## **PRACTICAL FIELD SESSIONS**

The following games are fun activities which will help young players improve various aspects of the game. These fun activities and games will help to develop player's technical abilities, vision, game awareness, communication, decision making, and more.

By their very nature, these activities are the teacher. The activities create problems for the players to solve on their own and it requires little or no formal coaching. The coach simply explains the activity and supervises the team with little or no stoppages, until it is time to move on to the next activity.

Finally, remember to select activities that teach your practice topic for the day and feel free to (a.) rename these activities, (b.) use some of them interchangeably between U10, U11, and U12 teams, and (c.) adjust the size of the grid to suit your team's age and abilities. Use a minimum of three (3) activities for each practice and ALWAYS finish with a game with goalkeepers (that is 6v6 or 8v8).

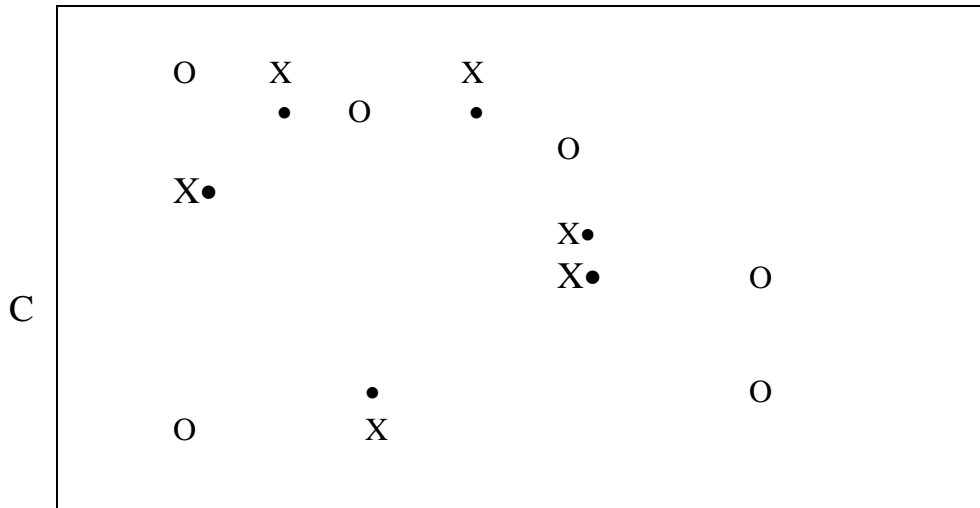


## **U10 PRACTICAL FIELD SESSIONS**

## **ACTIVITY 1: “Nutmeg”**

**Space:** Confined Area – 30 by 35 Sq. yds.

X●=Players with ball O= Players without balls C=Coach



**Organization:** Players are divided into two (2) groups. Each player in one group stand with their legs open in the grid, while the other group with a ball each tries to “Nutmeg” (that is push the ball between standing player’s legs) as many players as possible in 30-60 seconds. Players cannot nutmeg the same player in succession. Rotate roles.

**Objective:** Improve dribbling, vision, speed with the ball, and changing directions with the ball.

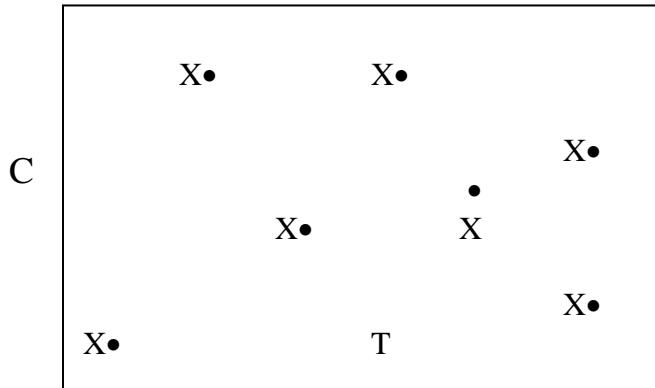
### **Variation:**

- Add a defender who tries to take the ball away from any of the dribblers. Dribblers who lose the ball become the new defender.

## **ACTIVITY 2: “Freeze Tag”**

**Space:** Confined Area – 30 by 35 Sq. yds.

X•=Players with ball C= Coach T=Tagging Player



**Organization:** Every player with a ball in the grid. One player without a ball (tagger) tries to “freeze” players by touching them. Player who is frozen must stand with his/her legs open and wait for a teammate to “unfreeze” him/her by dribbling their ball between his/her legs. The tagging player tries to freeze the whole team within 60 seconds.

**Objective:** To improve dribbling and changing directions with the ball.

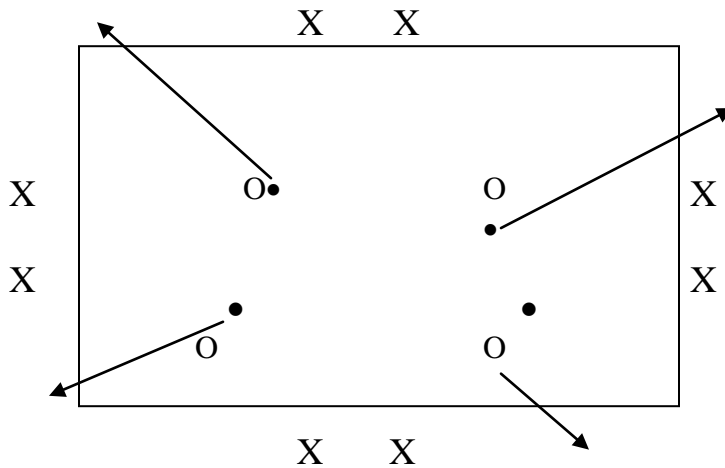
### **Variation:**

- Increase the number of player tagging to more than one.

### **ACTIVITY 3: “Jail Break”**

**Space:** Confined Area – 25 by 30 Sq. yds.

X=Players without ball O●= Players with balls



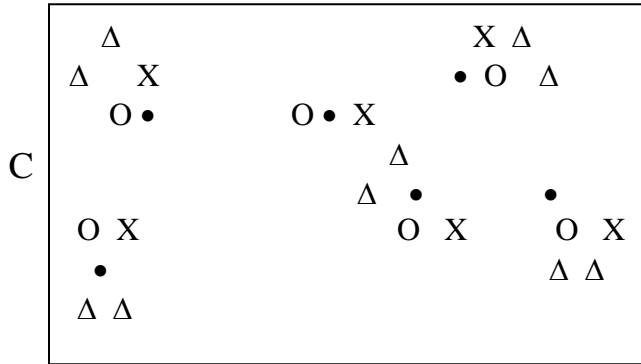
**Organization:** Divide team into two (2) groups. The players in the first group each have a ball inside the grid (prisoners). The other group stands along the perimeter of the grid (guards). The players inside the grid try to break out of jail by dribbling past the guards along the perimeter of the grid. Prisoners return inside the grid and attempt to break out again through another side. The prisoner who can break out the most times in 60 seconds is the winner. The guards are not allowed in the grid and cannot chase prisoners outside the grid. They can only move literally along the grid perimeter to block the prisoners from breaking out. Rotate roles

**Objective:** To improve dribbling to beat an opponent, changing direction, and accelerating with the ball.

#### **ACTIVITY 4: “Multi Goal”**

**Space:** Confined Area – 35 by 40 Sq. yds.

O=Red Team X=Blue Team •=Balls C=Coach ΔΔ=Goals



**Organization:** Players are divided into two (2) groups. Each player is matched up against a player from the other team with a ball (1v1). Each attacker tries to score by dribbling through as many goals as possible in 60 seconds. If a defending wins the ball or the ball goes out of bounds, the defender becomes the attacker and play is continuous. Note: - this is a physically demanding game; give players plenty of rest (60 seconds work and 120 seconds rest).

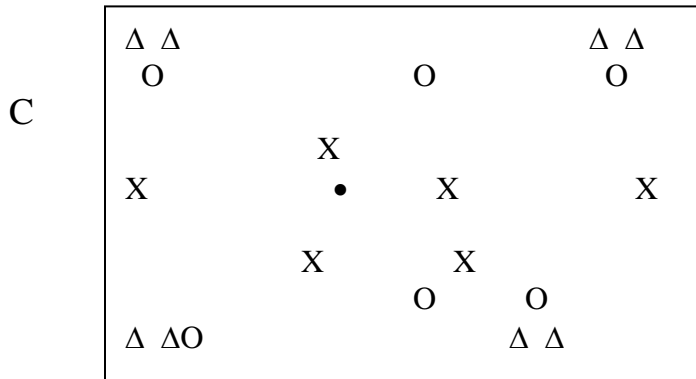
**Objective:** To improve dribbling past defenders, changing direction and acceleration away from defender.

**Variation:** Make it a 2v2, 3v3 game with just one ball. Attacking teams tries to score by dribbling through any of the goals.

### **ACTIVITY 5: “Open the Gate”**

**Space:** Confined Area – 35 by 40 Sq. yds.

X=Players with a ball O=Players standing at the gate C=Coach ΔΔ=Gate • Ball



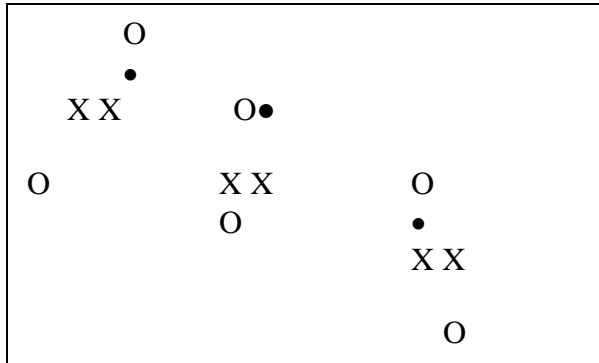
**Organization:** Players are put in two (2) groups; one group with a ball inside the grid playing against two defenders; while the other players stand in front of four (4) gates. The coach opens or closes the gates by pointing to a particular gate. Whenever a gate is open, the passing players try to pass the ball through the open gate. The passing team can only pass the ball through the gate. Coach should have supply of balls at his feet and serve a new ball every time the team kicks one out of the grid. Rotate roles.

**Objective:** To improve passing, develop vision, and reaction time.

**Variation:** coach can open more than one gate or close all gates to allow for a 6v2. Also add defenders to make it 6v4, etc.

## **ACTIVITY 6: “Moving Goals”**

**Space:** Confined Area – 35 by 40 Sq. yds.



C=Coach

X X= Player holding hands

O=Players

• = Balls

C

**Organization:** 3 teams of 4 players each.

2 pairs of players form a goal by holding outstretched hands.

The three goals move around the grid. The objective is for each team to score points by passing the ball through the moving goals to a teammate on the other side of the goal. Rotate roles.

**Objective:** To develop passing and team cooperation.

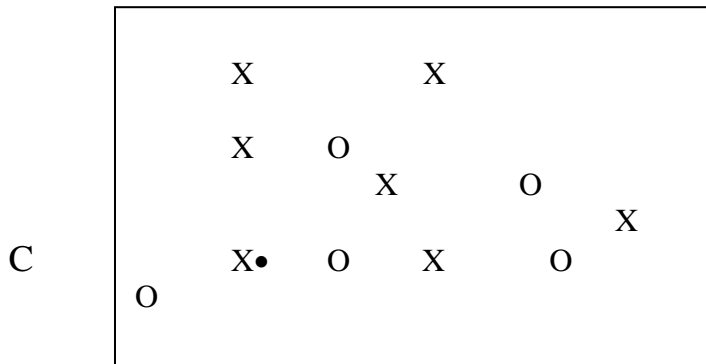
**Variation:**

- Let four (4) players keep the ball away from two (2) defenders in two sets of 4V2.

## **ACTIVITY 7: “Possession Handball”**

**Space:** Confined Area – 35 by 40 yd.

C=Coach ●=Ball X=Red Team O=Blue Team



**Organization:** Coach puts players into two (2) groups, with number advantage to one team (7v5). Players pass the ball to teammates with their hands (on the ground and air). Team that gets five (5) consecutive passes gets a point.

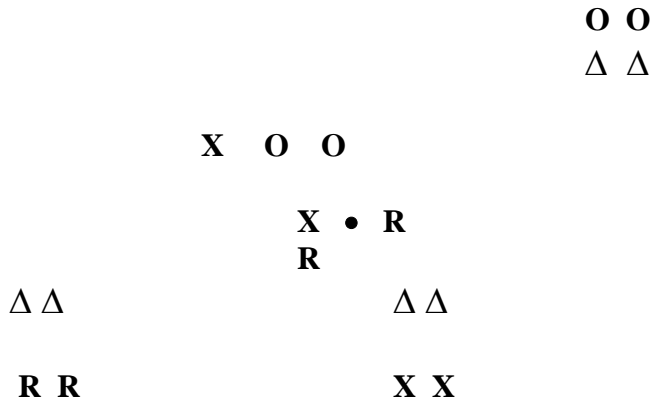
**Objective:** This is a good warm-up activity to teach players to support the player with the ball by moving off the ball.

**Variation:** Make it a 6v6 possession game, with players passing the ball with their feet.



## **ACTIVITY 8: “Three Goal Game”**

**Space:** Open Area



ΔΔ=Cone

R= Red Player

O=Green Player

X= Blue Player

• = Ball

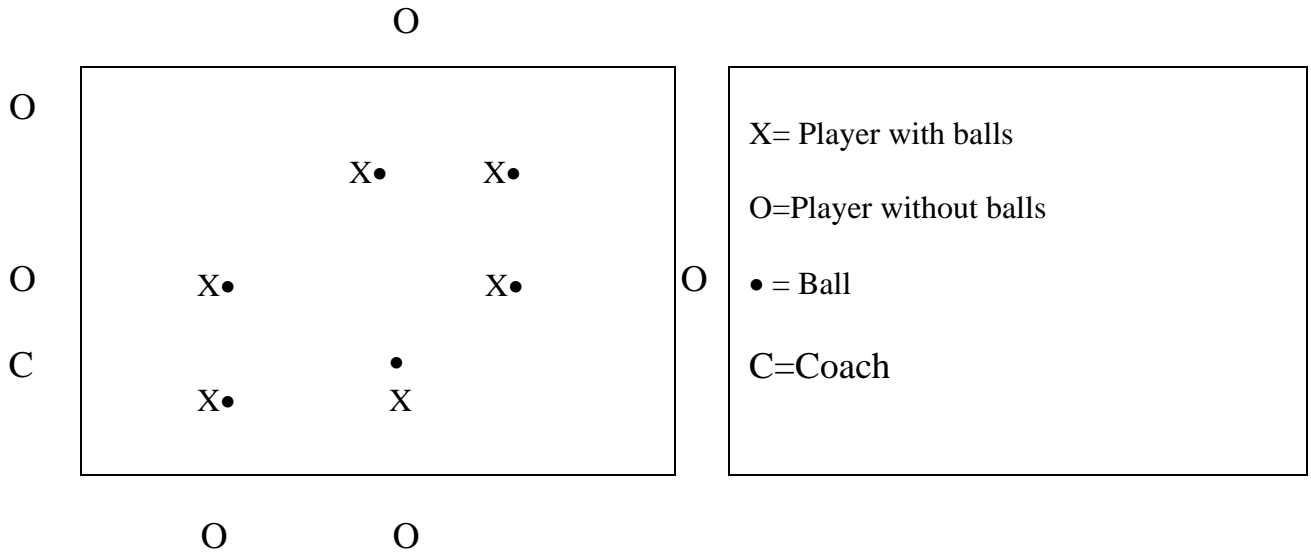
**Organization:** Three teams of four (4) players each. Two (2) players from each team defend one goal and attack the other two goals in a 2v2v2 inside the playing area . The other two (2) players from each team sit 5 yds. behind their goal. Play is continuous with no boundaries but goals can only be scored from inside the playing area. Rotate roles frequently.

**Objective:** To improve dribble past defenders, creativity, and fitness.

**Variation:** Make it a 3v3v3. That is three (3) players from each team on the field. Then progress to a 4v4v4 possession game.

## **ACTIVITY 9: “Cowboys and Indians”**

**Space:** Confined Area – 35 by 40 Sq. yds.



**Organization:** Players are divided into two groups; group inside the grid, each player with a ball. The other team stands around the grid. On coach's command three (3) of the outside team enters the grid and tries to kick all the balls out of the grid. Once a player loses his/her ball he stays in the grid and help his teammates keep their balls. Play stops when all balls are kicked out; the winning team is one who clears all the balls in the quickest time.

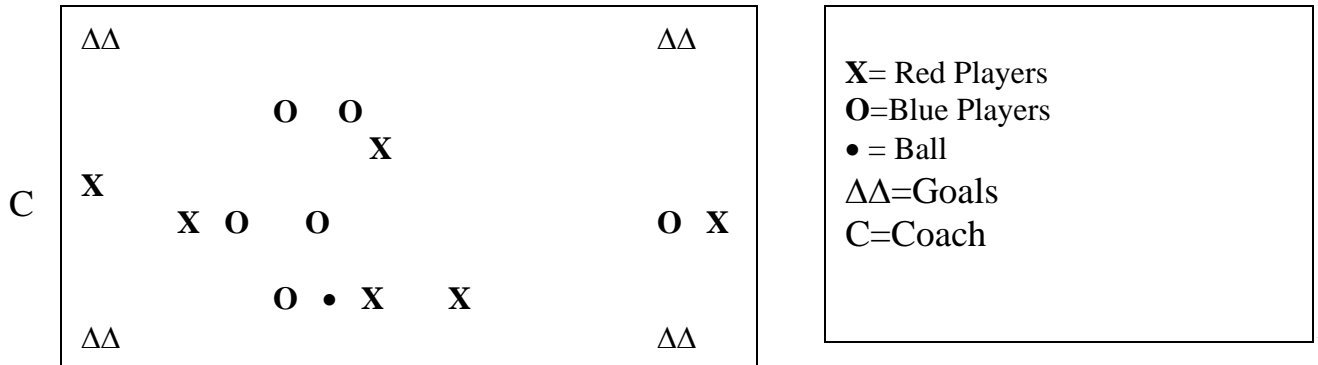
Rotate roles.

**Objective:** To improve dribbling, shielding, vision, passing, and teamwork.

**Variation:** Make all the outside players enter the grid at the same time.

## **ACTIVITY 10: “Four Goal Game”**

**Space:** Confined Area – 35 by 44 Sq. yds.



**Organization:** Players play a game of 6v6 with four goals made up of cones. Each team can score through the two goals at the other end.

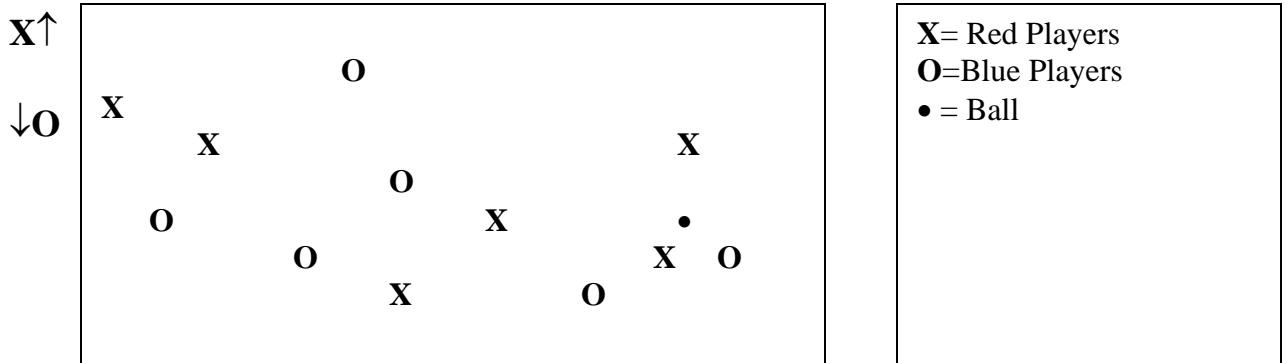
**Objective:** To improve dribbling, passing, and vision. Players will also develop awareness of when to switch play to the other side.

### **Variation:**

- Coach can remove one goal from each side of the grid.
- Add a neutral player
- Decrease the number of touches

## **ACTIVITY 11: “End Line Dribble”**

**Space:** Confined Area – 25 by 40 Sq. yds.



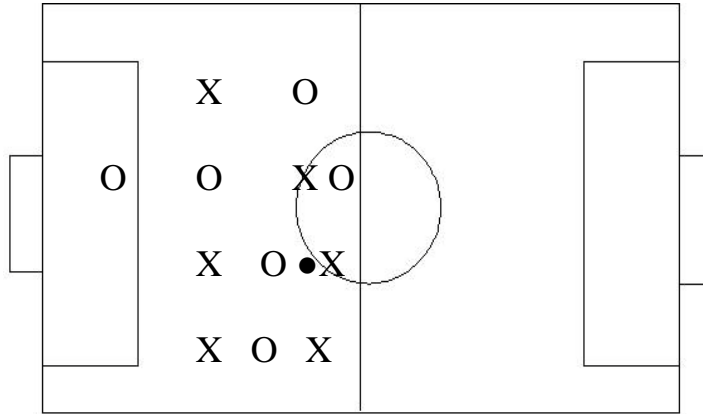
**Organization:** Players divided into two (2) teams. Two (2) teams playing against each other in a grid that is wide and short; teams score a goal by stopping the ball on the end line. Each team attacks the opposite end line and protects its own end line.

**Objective:** To develop dribbling, vision, and creativity.

**Variation:** Add a neutral player who plays for the team in possession of the ball (for example 5v5 with neutral player(s)).

## **ACTIVITY 12: “Clear the Half”**

**Space:** Confined Area – 30 by 50 Sq. yds.



O→  
←X

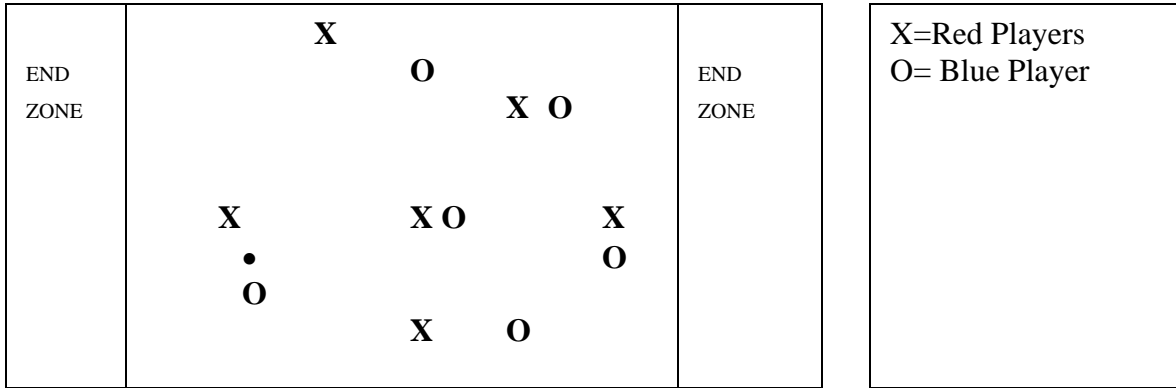
**Organization:** Two (2) teams play a regular game with no goalkeeper. A goal only count if the whole team crosses into the opponent’s half before the goal is scored. Also the goal counts double if any of the defending team’s players remained in the other half.

**Objective:** To encourage team compactness and support, and improve game fitness.

**Variation:** Take all restrictions off and play regular game.

### **ACTIVITY 13: “End Zone Game”**

**Space:** Confined Area – 35 by 40 Sq. yds. with 7 yd. end zones



**Organization:** Two teams play in a grid that has two (2) end zones. A goal is scored by passing the ball into the opposite end zone for a teammate who must control the ball before it leaves the end zone. The ball cannot be dribbled into the end zone and players can not wait in the end zone for a pass. Defending players are not allowed in the end zones.

**Objective:** To develop passing and support runs, forward and diagonal passing, forward and diagonal runs.

**Variation:** Take off all restrictions and add a goal to both sides.

## **ACTIVITY 14: “Team Battleship”**

**Space:** Confined Area – 30 by 35 yd.

X	Δ	←	•
	•	→	ΔO
X	Δ	→	•
	•	←	ΔO
X	Δ	→	•
	•	←	ΔO
X	Δ	→	•
	•	→	ΔO

X=Red Players  
O= Blue Players  
•=Balls  
Δ=Cones  
C=Coach

### **C**

**Organization:** Divide players into two (2) teams; each player with a ball and cone (preferably tall cones) in each 5 yd. end zone. On the coach’s command all players will shoot their ball in an attempt to knock down the other teams’ cones. Players cannot defend their cones after shooting. After every player has finished shooting, they gather their balls back and prepare to shot again. The first team to knock down all the other team’s cones wins (that is, sinks that team’s battleship).

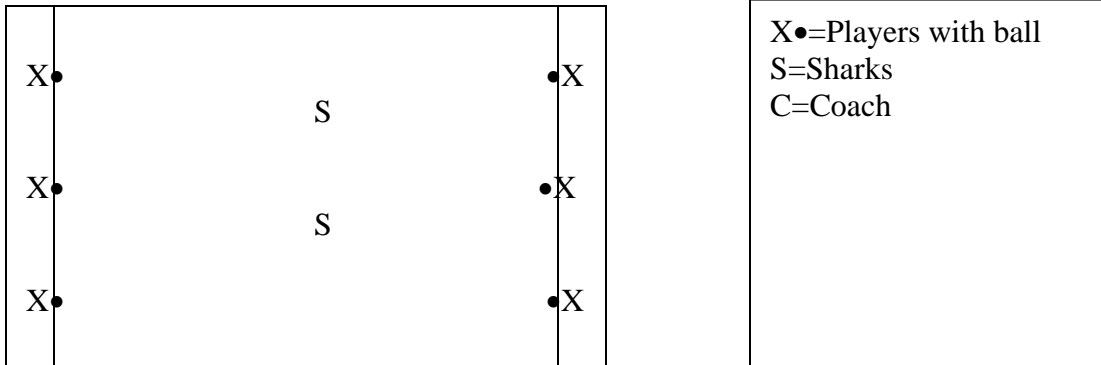
**Objective:** To improve shooting/passing technique and accuracy of shots/passes.

### **Variation:**

- Increase or decrease the shooting distance
- Encourage players to use their weaker foot and all foot surfaces.

## **ACTIVITY 15: “Island to Island”**

**Space:** Confined Area – 30 by 35 Sq. yds.



**C**

**Organization:** A grid with a 5 yd. end zone on both ends. Assign two players on a color bib to be sharks. Sharks cannot kick the ball out when players are in the island (5 yd. zone). The other players (swimmers) with a ball try to dribble from one island to the other while the sharks try to kick their balls out. Swimmers become sharks when they lose their balls; and swimmers can start from either island.

**Objective:** To improve dribbling past defenders, changing direction, vision, creativity, and speed with the ball.

### **Variation:**

- Swimmers can not stay more than 5 seconds in the island
- Make the island further away from each other. Increase the number of sharks, etc.

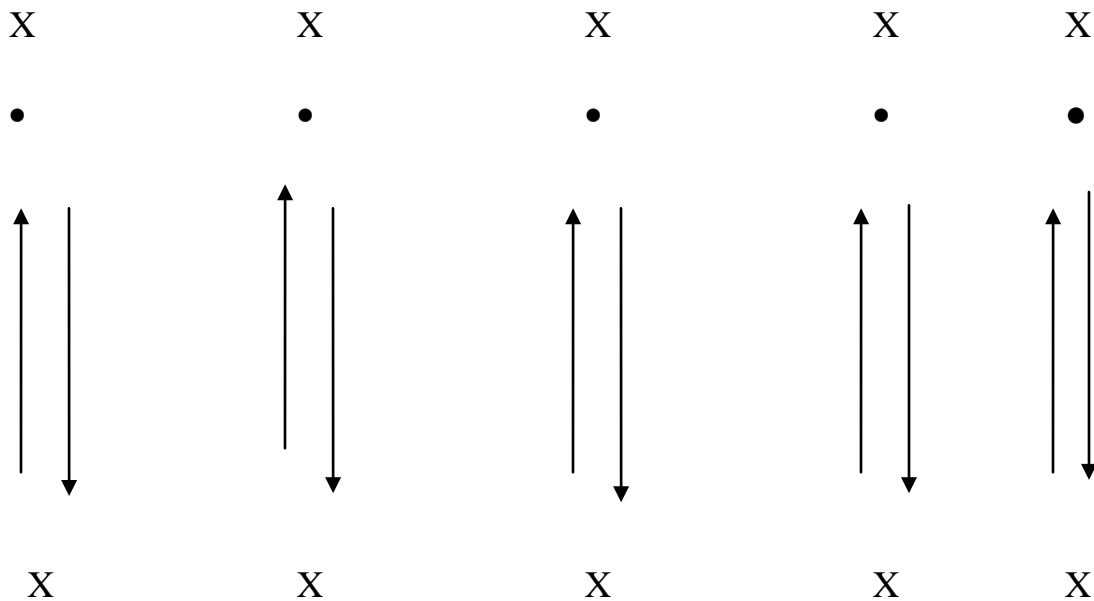


## **ACTIVITY 16: “Passing & Receiving”**

**Space:** Open Area

X=Players

●=Balls



**Organization:** Players in pairs with a ball each. Every players standing 10–15 yd. apart from each other, and passing the ball to their partner.

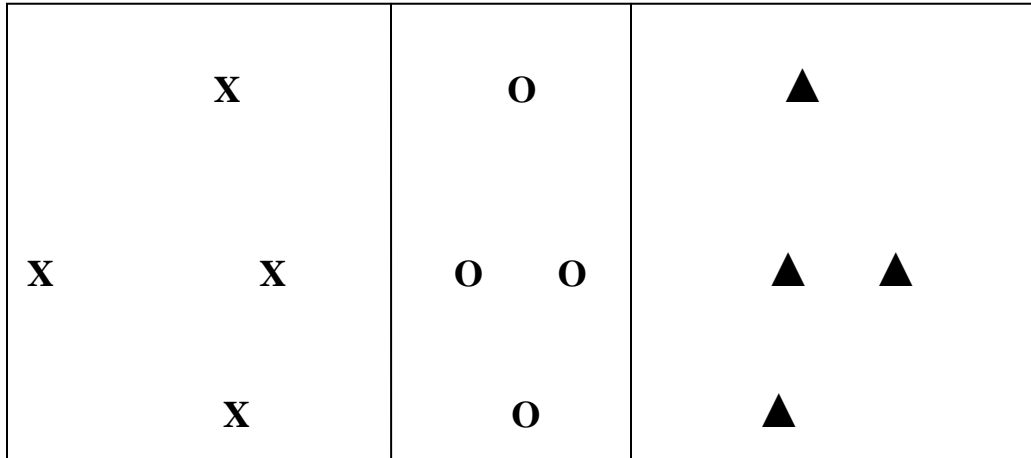
**Objective:** To improve passing and receiving technique of each player.

**Variation:**

- Gradually increase the distance to coach receiving floated balls.
- Encourage players to use both feet.
- Reduce the distance to coach receiving balls with all body parts.

### **ACTIVITY 17: “Thirds”**

**Space:** 25 by 55 sq. yds.



X →

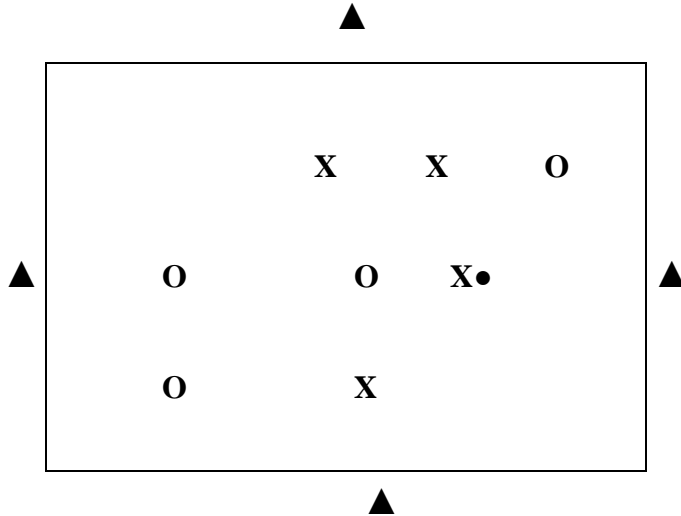
**Organization:** Coach splits players to three groups of four (4) players; each group at one third of the field. **X** player(s) tries to get the ball across to **▲** end line by going through the middle third while the **O** player(s) defends their zone. Rotate roles between groups.

**Objective:** To improve passing, dribbling, combination play, transition play, and defending.

**Variation:** manipulate the number of touches; make it a 4v4 with 2 neutral players; and then progress to 6v6 game.

## **ACTIVITY 18: “Wall Play”**

**Space:** 35 by 40 sq. yds



**Organization:** Three groups of four (4) players. Two groups (X and O) are playing 4V4 inside the grid. The other group (▲) is outside the grid as target players or wall players. Rotate roles.

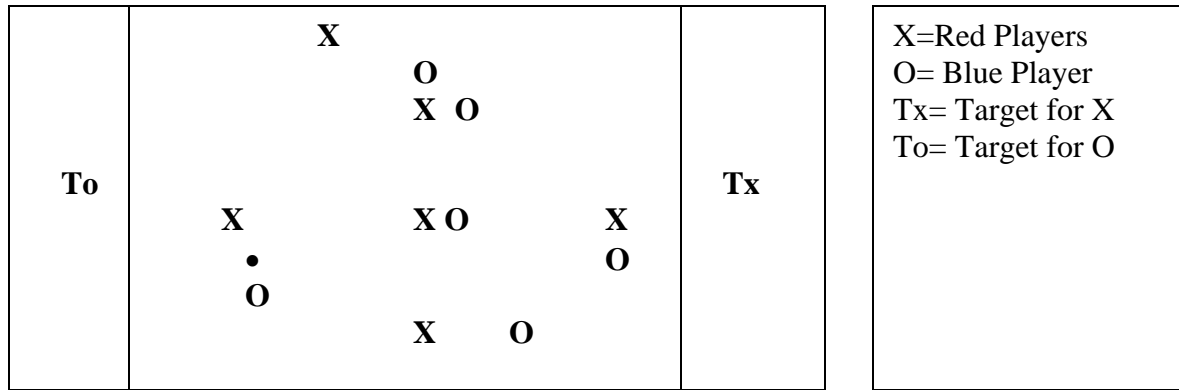
**Objective:** To encourage wall passes, target plays, and combination plays.

**Variation:** Manipulate the number of touches the target players can have.

Also coach can progress to 4v4v4 in a bigger grid – one group defending against the other two groups.

## **ACTIVITY 19: “Target Game”**

**Space:** Confined Area – 35 by 40 Sq. yds. with 7 yd. end zones



X →

**Organization:** Two groups of six (6) players. Two groups (**X** and **O**) are playing 6V6 inside the grid with two Target players for each group. Target has two touches to play the ball back to their group. The group with more passes to their Target wins. Rotate roles.

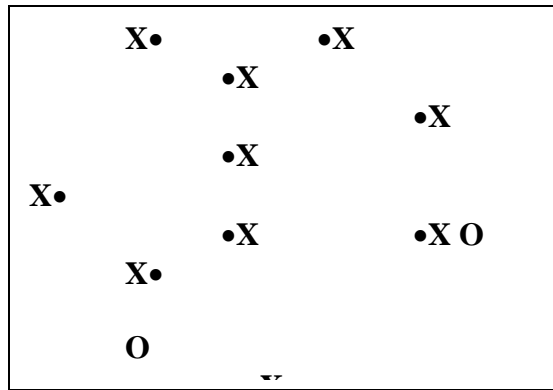
**Objective:** To encourage wall passes, dept in attack, target plays, possession play, and combination plays.

**Variation:** Manipulate the number of touches the target players came have.

Also coach can progress to 4v4v4 in a bigger grid – one group defending against the other two groups.

## **ACTIVITY 20: “Get One”**

**Space:** Confined Area – 30 by 35 Sq. yds.



X=Players with balls  
O= Player without a ball.  
●= Ball

**Organization:** All but two (2) players have a ball inside the grid. On coach's order players without a ball tries to get one from any of the other players. When a player loses his/her ball, they try to get one from another player. The player without a ball when the coach stops the play performs “five jumping jacks.”

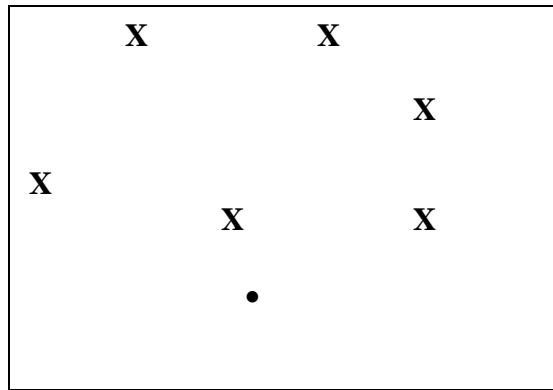
**Objective:** This helps to improve players' ability to dribble, shield, vision, and defend properly.

### **Variation:**

- Increase the number of players without a ball.

## **ACTIVITY 21: “Pressure Defender”**

**Space:** Confined Area – 30 by 35 Sq. yds.



X=Players inside grid with one ball.

O= Players in line.

C●= Coach with balls.

C ● ● ● ● ●

O O O  
O O O

**Organization:** Players in two (2) groups of six (6); one group inside the grid and the other line up outside the grid in three lines. The coach will have several balls and puts a ball into play for the players in the grid. The first two or three players in line then enters the grid to try and kick the ball out of play in as short amount of time as possible. Once the ball goes out the coach plays another ball in immediately.

**Objective:** To improve the defending players’ ability to pressure the ball, and the ability of the attacking players to keep possession of the ball.

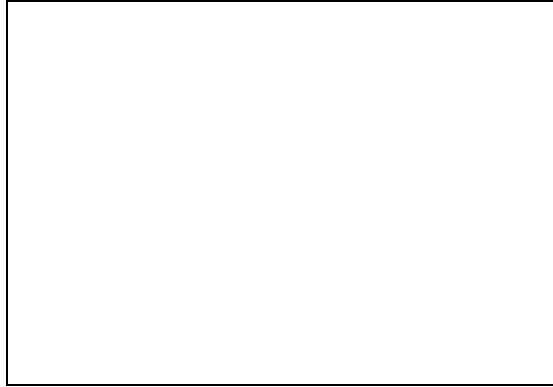
**Variation:** Increase the number of balls put into play.

## **ACTIVITY 22: “2v2 End Lines”**

**Space:** Confined Area – 30 by 35 Sq. yds.

X X X

X X X



**X**=Players in line.

**O**= Players in line.

**C●**= Coach with balls.

C ● ● ● ● ●

O O  
O O  
O O

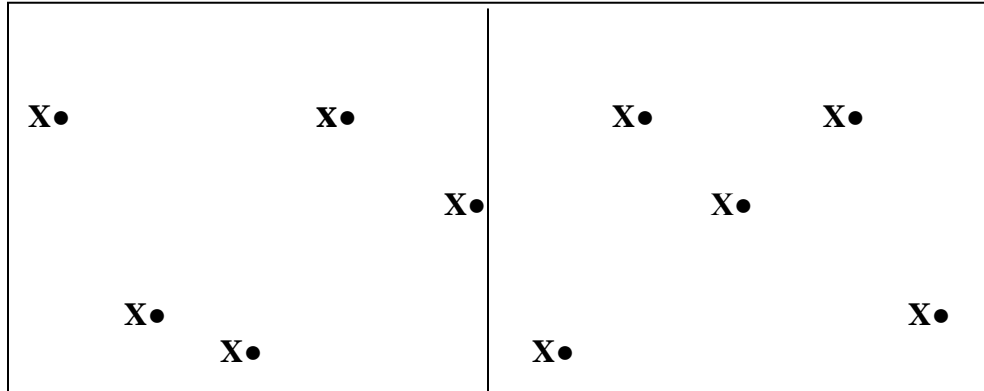
**Organization:** Players in two (2) groups of six (6); both groups are out side the grid and the coach puts a ball into play in the grid for a 2v2 play. Both teams attempt to dribble the ball to the end line of the opposing team’s goal line. While the defending team tries to stop the attacking team.

**Objective:** To improve the defending players’ ability to pressure the ball, and the ability of the attacking players to keep possession of the ball through passing, dribbling, and combination play.

**Variation:** Increase to 3v3 or 4v4.

### **ACTIVITY 23: “Dribbling Moves & Feints”**

**Space:** Open area



**Organization:** Every player with a ball in an open area. On the coach's command players perform dribbling moves or feints away from pressure (for example cut move, “v” move, inside/outside, step-over, double step-overs, pull back, cruyff, maradona, shinnie step-over, scissors, double scissors, etc.). Coach should first demonstrate the move or feints for easy understanding. Players can start slow, and then go game-speed when they get the technique right.

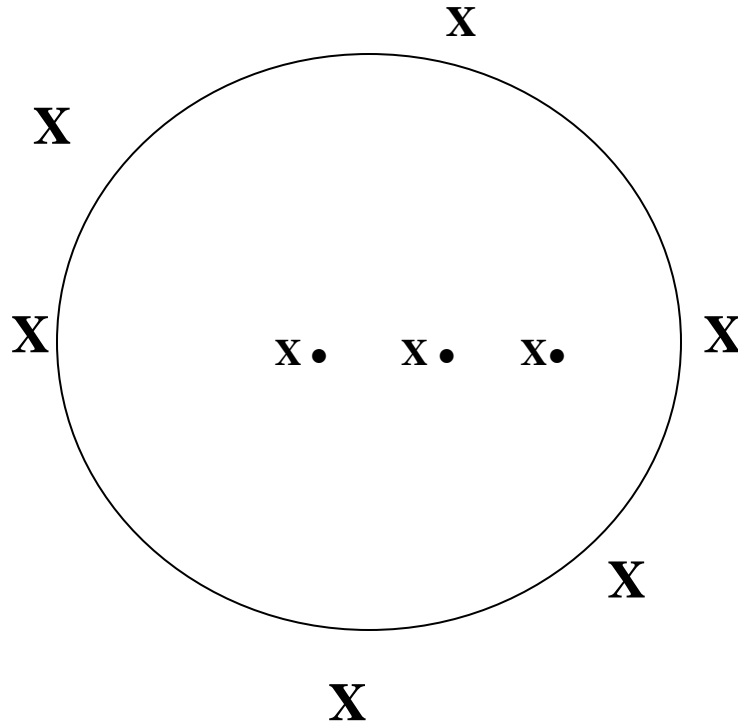
**Objective:** To improve players' ability to dribble and be creative.

**Variation:** Ask players to dribble away from pressure as soon as they perform the move or feint at game speed.



## **ACTIVITY 24: “Passing & Receiving in a Circle”**

**Space:** Circle



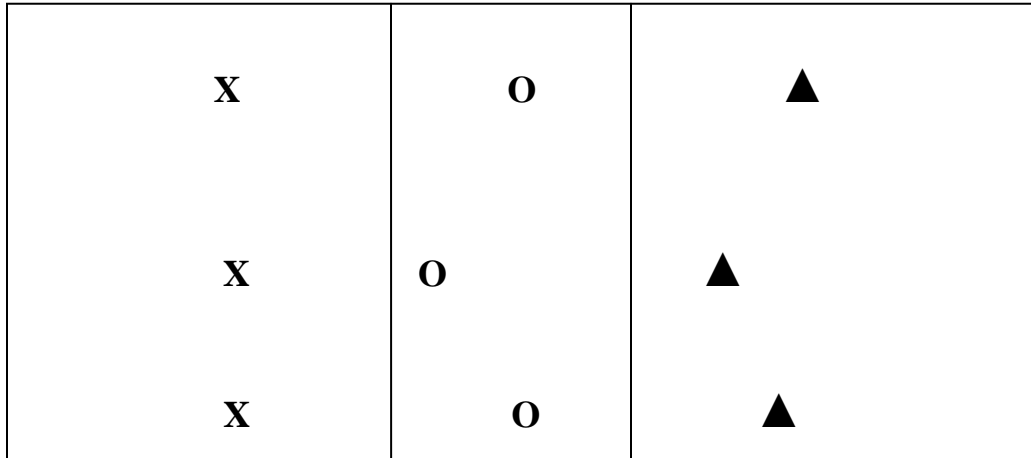
**Organization:** Form a big circle with your players. Have three players with a ball each in the center of the circle. At the coach’s command players would pass the ball to one of the players standing on the circle, gets it back from that player and passes to another player. The play continues for about 60 seconds or so. Players on the circle have two touches. Then switch roles.

**Objective:** To improve passing and receiving of the ball.

**Variations:** Increase or reduce the number of players in the middle of the circle. Increase or reduce number of touches each player can have.

## **ACTIVITY 25: “Pass Across”**

**Space:** 25 by 40 sq. yds.



X →

**Organization:** Coach splits players into three groups of three players; each group at one third of the field (the middle third should be 5 yds. wide). X player(s) tries to get the ball across the middle third by passing it to the ▲ players. The players in the middle third “O” try to intersect the pass. Set up multiple fields if needed; change roles of players.

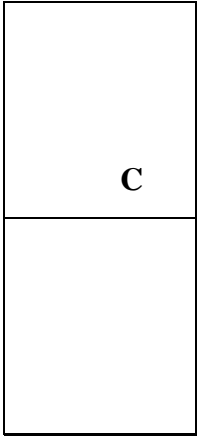
**Objective:** To improve passing and receiving techniques.

**Variation:** increase or decrease the number of defenders.

## **ACTIVITY 26: “Receive and Shoot”**

**Space:** 20 by 7 sq. yds.

**A**



**B**

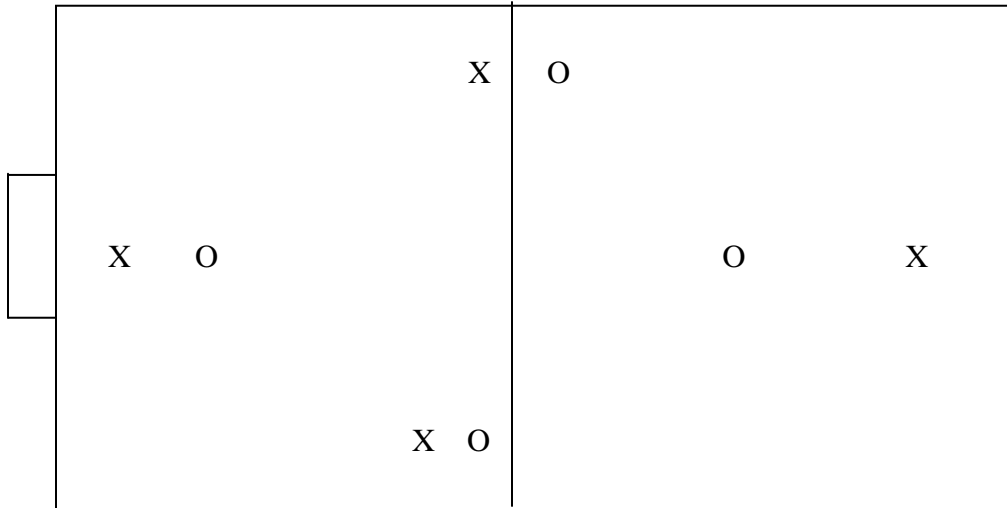
**Organization:** Set up multiple fields of 20 yds long and 7 yds. wide. There will be three players and one ball on each field. Player A passes to player B, who must now control the ball (two touches) and shoot on player C (serving as a goalkeeper). If B scores, C remain in goal, but if C stops the shot or B misses, B then becomes the goalkeeper.

**Objective:** To improve passing, receiving, and shooting.

**Variation:** manipulate the number of touches each player have before shooting.

## **ACTIVITY 27: “One-goal Game”**

**Space:** 35 by 40 sq. yds.



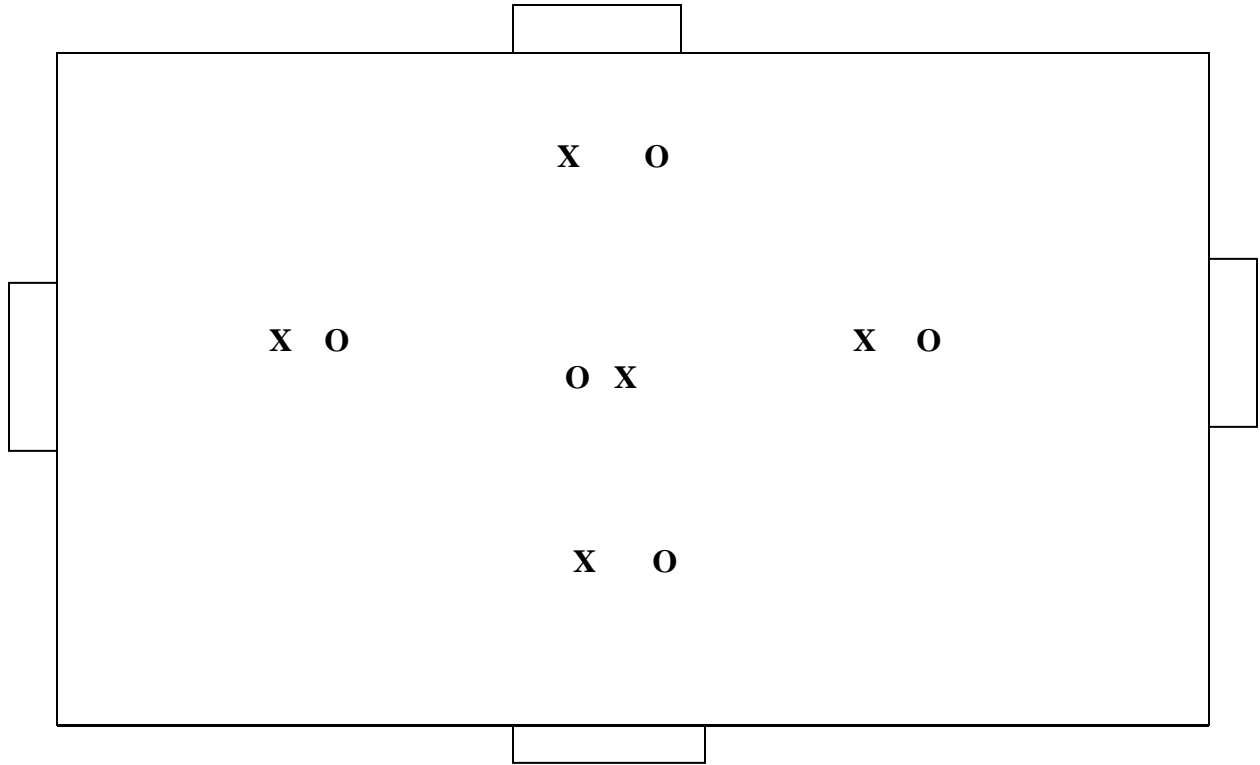
**Organization:** Play a regular game with both teams attacking and defending one goal. The attacking team gets five points for each goal scored while the defending team gets 5 points for ten (10) consecutive passes. Teams immediately change sides or roles each time a goal is scored or ten passes are made.

**Objective:** To improve passing, dribbling, attacking, transition play, and defending.

**Variation:** Create multiple fields and vary the number of players (2v2, 3v3, etc.)

## **ACTIVITY 28: “Two Wide Goals”**

**Space:** 35 by 40 sq. yds.



**Organization:** Play a regular game with two teams, with each team defending two goals and attacking two goals (one goal each at the side line and the goal line).

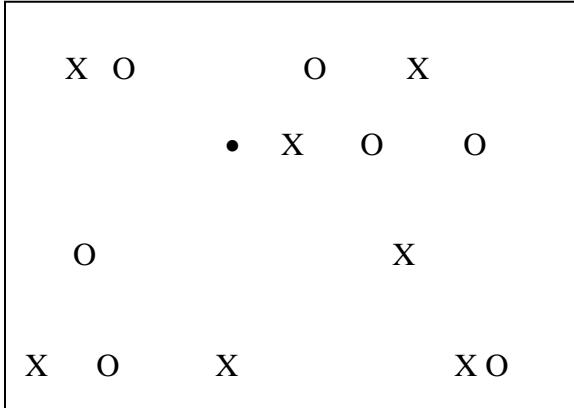
**Objective:** To encourage transition play, width in attack, switching the point of attacking, creativity, group defending and attacking, etc.

**Variation:** Manipulate the number of players and field size.

## **U12 PRACTICAL FIELD SESSIONS**

## **ACTIVITY 1: “Keep Away”**

**Space:** 30 by 40 sq. yds.



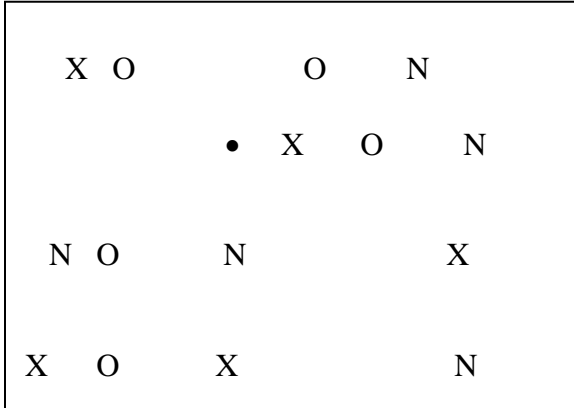
**Organization:** Two teams (7v7) with one ball playing keep away. A goal is scored when a team get ten (10) consecutive passes or combination plays or take-overs or over laps, etc.

**Objective:** Most tactical/technique topics can be coached in this activity; however coaches are encouraged to focus on one or two at a time.

**Variation:** Manipulate the number of touches, space, etc.

## **ACTIVITY 2: “3 Teams”**

**Space:** 30 by 40 sq. yds.



**Organization:** Three teams (5v5v5) with one ball playing keep away. That is, two teams (O & X) combines and playing against team “N” (defending team). The team that losses the ball becomes the defending team while team N combines with the other remain team.

**Objective:** To encourage transition play, attacking, and defending tactics.

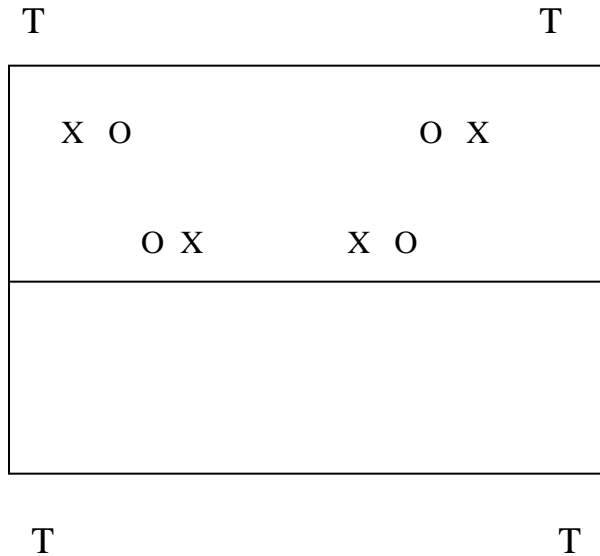
### **Variation:**

- Manipulate the number of touches, etc.
- Make it a 7v7 with a neutral player.



### **ACTIVITY 3: “Target Game”**

**Space:** 30 by 40 sq. yds.



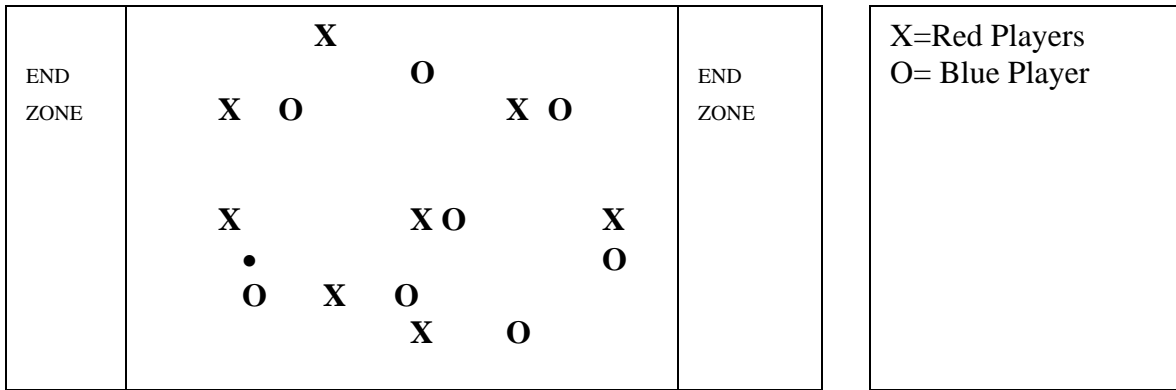
**Organization:** Play 4v4 possession in one half of the field. A team can score by passing the ball to one of the targets (T), and receiving the ball back and keeping possession. All players must be in one half, players can't cross half line until ball does, either with a dribble or pass. If defending team wins the ball they can score in that half before crossing over. Switch roles.

**Objective:** This activity encourages creativity, transition play, imagination, etc.

**Variation:** Take off the half line, etc.

#### **ACTIVITY 4: “End Zone Game”**

**Space:** Confined Area – 40 by 50 Sq. yds. with 5 yd. end zones



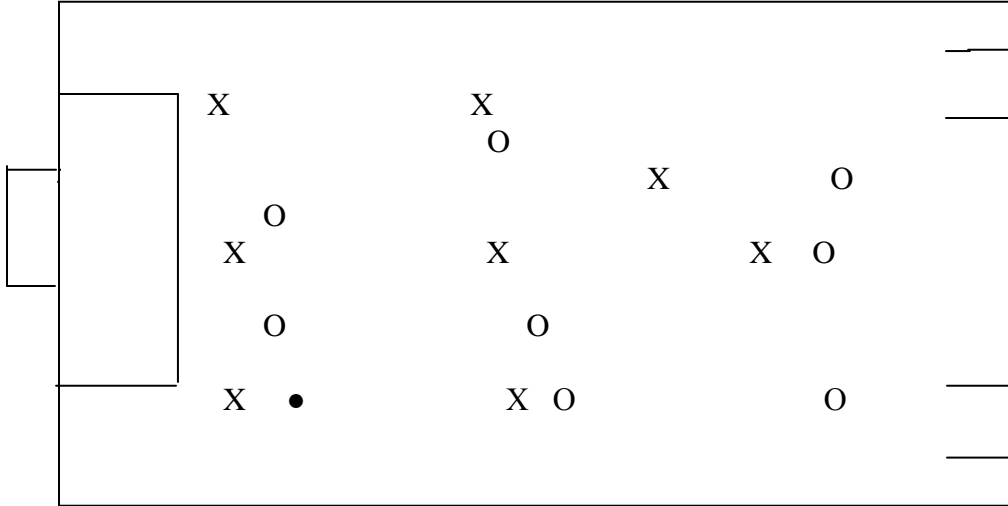
**Organization:** Two teams play in a grid that has two (2) end zones. A goal is scored by passing the ball into the opposite end zone for a teammate who must control the ball before it leaves the end zone. The ball can be dribbled or passed into the end zone and players can not wait in the end zone for a pass. Defending players are not allowed in the end zones.

**Objective:** To develop passing and support runs, forward and diagonal passing, forward and diagonal runs.

**Variation:** Take off all restrictions and add a goal to both sides.

## **ACTIVITY 5: “One Goal with Counter Goals”**

**Space:** 50 by 40 sq. yds.



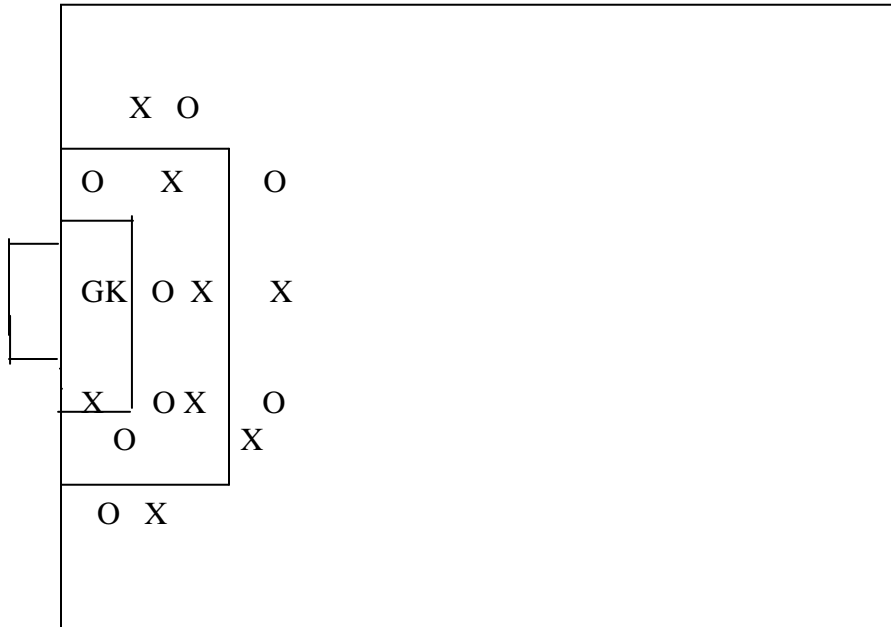
**Organization:** Two teams of 8v8, one defending the big goal and the other defending the two counter goals.

**Objective:** To coach group defending, attacking, midfielders, etc.

**Variation:** Add a center line and goalkeepers. Remove counter goals and add one big goal.

## **ACTIVITY 6: “Goal Area Game”**

**Space:** The goal area.



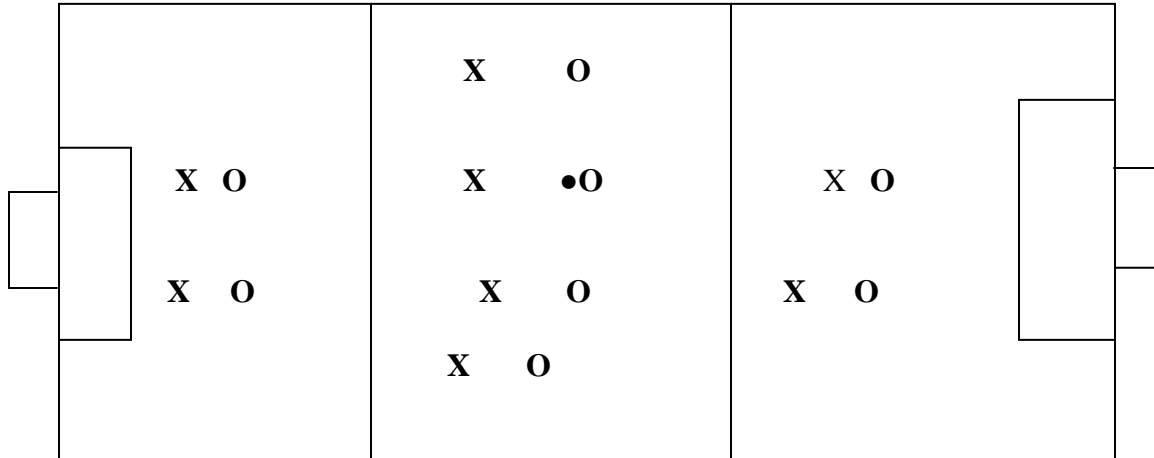
**Organization:** This is a 4v4 inside the 18 yard box with a goalkeeper. Each team also has four players spread out around the perimeter of the 18 yard box. Each team gets one point for a goal scored by players inside the box and three points for goals score by players outside the box (by shooting). Player around the perimeter cannot enter the box and can either shoot on goal or pass the ball back to players inside the box.

**Objective:** To encourage shooting from outside the box.

**Variation:** Manipulate the number of players inside the box and the number of touches the players outside the box have before shooting or passing.

## **ACTIVITY 7: “Fields of Three”**

**Space:** 40 by 50 sq. yds.



X →

**Organization:** This is an 8v8 game broken down into 2v2 in the defensive third, 4v4 in the middle third, and 2v2 on the attacking third. Players can not leave their third but can only pass the ball to their teammates on the other third.

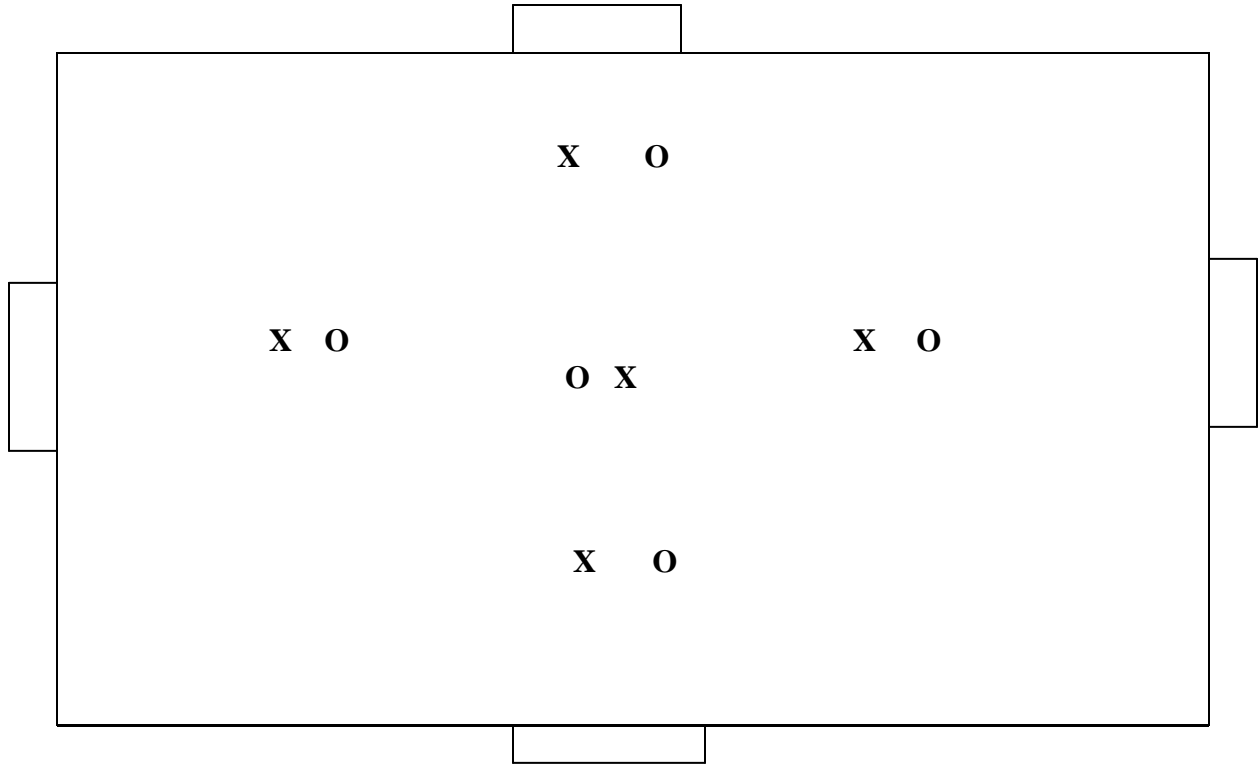
**Objective:** To coach passing, receiving, vision, defensive, attacking principles, etc.

### **Variation:**

- A player that passes a ball into the middle or attacking third must follow their pass into that third.
- Take off all restrictions and add goalkeepers.

## **ACTIVITY 8: “Two Wide Goals”**

**Space:** 35 by 40 sq. yds.



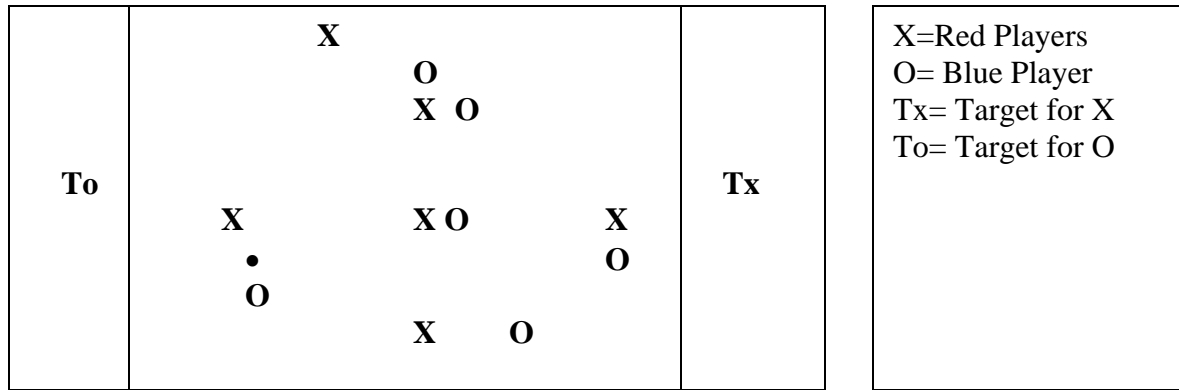
**Organization:** Play a regular game with two teams, with each team defending two goals and attacking two goals (one goal each at the side line and the goal line).

**Objective:** To encourage transition play, width in attack, switching the point of attacking, creativity, group defending and attacking, etc.

**Variation:** Manipulate the number of players and field size.

## **ACTIVITY 9: “Target Game”**

**Space:** Confined Area – 35 by 40 Sq. yds. with 7 yd. end zones



X →

**Organization:** Two groups of six (6) players. Two groups (**X** and **O**) are playing 6V6 inside the grid with two Target players for each group. Target has two touches to play the ball back to their group. The group with more passes to their Target wins. Rotate roles.

**Objective:** To encourage wall passes, dept in attack, target plays, possession play, and combination plays.

**Variation:** Manipulate the number of touches the target players came have.

Also coach can progress to 4v4v4 in a bigger grid – one group defending against the other two groups.

**More Practice Activities will be Presented at the Field Session**



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