



U6/U8 YOUTH MODULES

Candidate Manual

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Mississippi Soccer Association
2007

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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 coaching. And we know that your players and organization are appreciative of your effort in this regard.

For most 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 TestingSelf-timed

Practical Field Session2 hrs

 Fun Activities105 Minutes

 BINS Program 15 Minutes

Course Review5 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 U-6 and U-8 Curriculum

This course is aimed at the parent/coach who is coaching the U-6 and U-8 players.

Most 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 five, six, or seven years old players.

Also, parents of U-6 and U-8 players will benefit from this course as well. This course will answer many of the questions parents often 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 U-6 and U-8 players, as well as their soccer needs and abilities. You will also be introduced to the proper execution of basic techniques like dribbling, passing, receiving, etc., during the 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 lectures 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 outfits and shoes, etc.
7. Be prepare to participate in soccer 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 U6/U8 course philosophy is “Player Development”.

What is Player Development?

- Fun and age appropriate activities that allows for all round development.
- Players being exposed to playing all positions
- Teaching “POSITIONING” not positions
- Every player has a ball for most activities
- Avoid the “3 Ls” – that is: **L**aps around the field, **L**ines to take shots on goal, and **L**ectures 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 both players and parents through either a team-parents meeting or emails. Lack of understanding on the part of the 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 factors, like the age of your players, etc. This is the beginning of that process which will carry you through a successful coaching career.

- Why do you want to coach youth soccer?
- What are your long and short term goals?
- 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?
- 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 condition 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 – that is, attending coaching education courses
- 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.

NO TACTICS AND FITNESS AT THIS AGE LEVEL

It is tempting for coaches to emphasize tactics and fitness in training sessions, because of the constant exposure to professional sports methods they see on television screen.

Coaching tactics and conducting fitness activities with young players will prove a waste of time for the following reasons:

1. Players that can not execute the proper technique of passing, dribbling, controlling, receiving, etc. will find it almost impossible to carry out tactical instructions.
2. Children biologically do not need a separate fitness session. They reach their own maximum fitness level simply by playing, and will not experience any significant gain in fitness beyond their natural level. If a five or seven year old player is slow, there is not much you can do about that.
3. Do not let players take away with them the thoughts that sprints, laps, sit-ups, etc. are a form of punishment because they will be less likely to come to practice for more punishment or to perform those functions in games.
4. At this age, nothing is gained physically or otherwise by running laps around the soccer field.

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 study shows are the reasons why female athletes play or quit sports. (Note: there are no significant differences between 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 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 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 challenges of sport are 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 (that is, 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
- Be flexible – CHANGE activity if not working.

Most Importantly (the 3-Ls):

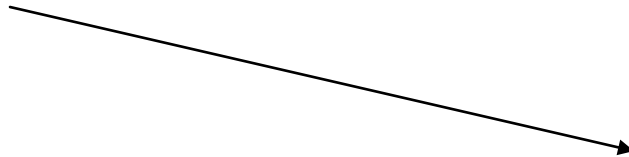
- NO LINES
- NO LAPS
- NO LECTURES

THEORY TO PRACTICE

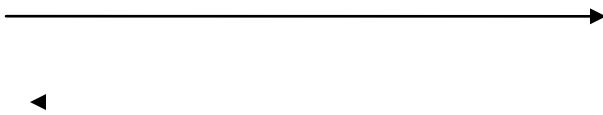
In order to conduct an educationally sound training session you must understand and apply Dr. Muska Mosston's Slanty-Line concept.

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

DRILLS	ACTIVITIES
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. 18) 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(ren) 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 U-6 PLAYER

Psychomotor Development:

- Minimal difference exists between boys and girls – co-ed teams okay.
- Easy fatigue but they have rapid recovery – heart rate is around 90 bpm for both boys and girls.
- Development of motor skills starts from the head, and moves downward to the feet, and from the center of the body outward.
- Eye-hand and eye-foot coordination still developing.
- No sense of pace – they go full speed until complete exhaustion sets in.
- Constantly in motion.
- Catching skills not developed.
- Weight range for boys and girls is approximately 30 – 50 lbs.
- Height range for boys and girls approximately 35 – 45’.
- Fundament movement skills:
 - Locomotor – walking, running, leaping, jumping, hopping, etc.
 - Nonlocomotor – bending, stretching, twisting, pulling, pushing, reaching, etc.
 - Basic manipulative actions – throwing, catching, striking, etc.

CHARACTERISTICS OF U-6 PLAYER

Cognitive Development:

- They have short attention span
- Play consists of a high degree of imagination and pretends activities.
- They can only handle one task at a time
- They can only process small amount of information at a time- no long sequential instructions (simple rules only).
- They have limited understanding of time, space relations, and boundaries.
- They begin to use symbols to represent objects in environment – like to use imagination.
- They respond well to symbols or objects in playing environment
- They prefer playing to watching, listening, standing in lines, and running laps.

CHARACTERISTICS OF U-6 PLAYER

Psychosocial Development:

- They are beginning to develop self-concept, body awareness, and self-image through movement.
- Psychologically they are easily bruised
- Egocentric (me, mine, my); they see the world only from their perspective. This is demonstrated through parallel play – they all want the ball at the same time.
- They need generous praises and the opportunities to play without pressure.
- They may sometimes verbalize the word “team”, but does not understand group or collective play.
- They need plenty of space to move ball around.

CHARACTERISTICS OF U-8 PLAYER

Psychomotor Development:

- Skeletal system is still growing; growth plates are near joints, hence injuries to those areas merit special consideration.
- Cardiovascular system is less efficient than an adult's; a child's heart rate peaks sooner and takes longer to recover to full resting rate. They need full rest periods.
- Temperature regulation system is less efficient than adults; children elevate their core body temperature more quickly with activity and take longer to cool down than adults. Poor body temperature regulation.
- There seem to be some improvement in pace coordination from U6 to U8; however the immaturity of a U8's physical ability is obvious.

CHARACTERISTICS OF U-8 PLAYER

Cognitive Development:

- They have limited ability to attend to more than one task at a time; the simple task of controlling the ball demands most of their attention capacity, thereby leaving little or no capacity for “tactical” decision making.
- Their concept of time relationship is just beginning to develop and will be limited by the capacity to attend to multiple tasks.
- They have limited experience with personal evaluation; effort is equal to performance, “if they try hard, they perform well” regardless of the actual performance.
- Knowledge is compartmentalized; some relationships that “do” exist are not recognized and some relationships that “do not” exist are assumed.
- They are less egocentric and are strongly modified by rules and code of conduct, especially in terms of cooperation with others.

CHARACTERISTICS OF U-8 PLAYER

Psychosocial Development:

- Their self-concept and body image are beginning to develop, but very fragile.
- They have great need for approval from adults such as parents, teachers, and coaches.
- They like to show individual skills
- They are easily bruised psychologically by adults; negative comments carry great weight.
- They like to play soccer for fun – intrinsic motive
- Their universe is expanding from home to the neighborhood.
- True playmates “Buddies” emerge with the inclination toward partner activities.
- Team identity is limited; I play on coach Bob’s team’ or “I play on the Tigers” – club or league concepts are non-existent.
- There is desire for social acceptance; they want everyone to like them.
- The influential person is most likely their significant parent.

TYPICAL U6 TRAINING SESSION

- Should not exceed 60 minutes
- Focus on not more than two topics per practice
- Warm up, every child should have a ball, stretching and soccernastics (approx. 20 minutes.).
- Every child should be involved in all activities.
- Game activities, mostly of body awareness type along with some maze games (20 min).
- Finish with 3v3 game to small goals, no Goalkeepers (20 min).
- Note: De-emphasize tactics and fitness training at this age

TYPICAL U8 TRAINING SESSION

- Should not exceed 60 minutes
- Warm up; every child should have a ball, stretching and soccernastics (approx. 15 min.).
- Introduce partner activities with balls.
- A mixture of individual and partner activities. Add more maze-type games; introduce target games (25 min.).
- Conclude with small-sided game 4v4 to two goals, no GK's (20 min.).
- Note: De-emphasize tactics and fitness training at this age

U6/U8 COACHING ACTIVITIES CHECKLIST

- Are the activities fun?
- Are the activities organized?
- Was every player involved in the activities?
- 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 U6/U8 PLAYERS

Topics of focus are progressive by nature and build on previously established skills and abilities. Remember that players learn at different rates.

Technical Skills

U6 – “Me and the ball”

- Passing (kicking)
- Dribbling

U8 – “Partner and the ball”

- Dribbling
- Passing
- Receiving
- Shooting

Game Awareness & Strategy

U6

- Going in the right direction when attacking and defending

U8

- Every player defends and every player attacks
- Moving away from teammate (into space) when they have the ball

Essential Knowledge

U6/U8

- Basic soccer rules – e.g. throw-ins
- Sportsmanship
- Fair play
- “Love of the Game”

WHY SMALL-SIDED SOCCER?

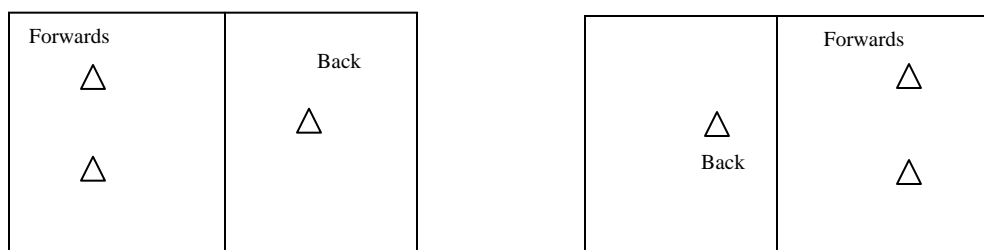
- Players get more one-on-one time with the coach.
- Players get more practice space to be successful.
- Players get more playing time or involvement in the game.
- Players get more touches on the ball.
- Players get more opportunity to make decision with the ball.
- Players get more repetitions in game 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

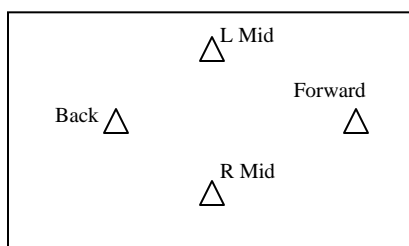
Soccer is a free flowing game where the players are the decision makers. Positions are an important component to the game and should be introduced at the U6/U8 level. However, care should be taken not to teach or focus too much on positions at this level. Instead more focus should be on teaching “POSITIONING” – that is, players position on the field in relationship with where the ball, opponents, 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, positions are only given as a starting point for players.

Formation for U6 players – 3v3 (Triangle Shape)



Formation for U6 players – 4v4 (Diamond Shape)



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 all positions (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".
- 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
- 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 games.
5. Monitor practices and games after implementation
6. Evaluate the program

SKILL PRIORITIES FOR U-6 AND U-8 PLAYERS

1. Dribbling out of pressure
2. Soft first touch
3. No booting or aimless kicking allowed except when shooting on goal
4. Gradually introduction of passing and receiving

RULES OF THE GAME FOR U6/U8

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

Under 6 – 3 v 3 (Includes U-5 for organizations that have single-age groups)

Law 1: The Field:

- a. Field Length: 25 yards (according to USYS: 20 yards minimum to 30 yards maximum).
- b. Field Width: 20 yd. (according to USYS: 15 yards minimum to 25 yards maximum).
- c. Goal Size: 4 ft. high by 6 ft. wide to 6 ft. high by 12 ft. wide (note that USYS recommends goal size for 3v3 is 6 ft. high by 18 ft. wide or smaller).
Note: The alternate height of 6.5 ft. is also acceptable.
- d. Goal Safety: All goals MUST be anchored securely to the ground.
- e. Goal Area: None
- f. Penalty Area: None
- 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. Center Circle: Four (4) ft. radius drawn from the center mark.
- i. Corner Arc: Conform to FIFA.
- J. Flag Posts: None

Law 2, Ball Size: Size three (3)

Law 3, Number of Players: Maximum number that can be on the field at is three (3).

- a. Roster Size: Minimum roster size should not be less than four (4) and maximum of six (6).
- b. Goalkeeper: None
- c. Substitutions: At any stoppage of play and unlimited
- d. Playing Time: Each player SHALL play a minimum of 50% of total playing time.
- e. Coed Team: Teams and games may be coed, but are considered boys teams.

Law 4, Player's Equipment: Conform to FIFA. Non-uniform clothing is allowed but must distinguish teams. Players may use tennis shoes or soft-cleated soccer shoe. SHIN GUARDS ARE MANDATORY.

Law 5, The Referee:	Grade 9, a parent, coach, or game manager may be used. All infringement shall be briefly explained to the offending player.
Law 6, Assistant Referee:	None
Law 7, Duration of Game:	Four equal quarters of 8 minutes each with 5-minute halftime break and a 2-minute break each between the quarters per half.
Law 8, Start/Restart of Play:	Conform to FIFA. With the exception that opponents of the team taking the kick are at least four (4) 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.
Law 11, Offside:	None
Law 12, Foul & Misconduct:	Conform to FIFA; with the exceptions that all fouls shall result in an indirect free kick. The referee must explain all infringement to the offending player. No cards are shown for misconduct.
Law 13, Free Kicks:	Conform to FIFA; with the exception that all kicks are indirect with the opponents four (4) yards from the ball until it is in play.
Law 14, Penalty Kicks:	None
Law 15, Kick-In:	The kick-In is considered as a direct free kick with the opponents four (4) yards from the ball until it is in play.
Law 16, Goal Kick:	The goal kick should be taken within 2 to 3 yards of the goal line anywhere across the width of the field of play at the nearest point from where the ball was retrieved. Opposing players must be four (4) yards away from the ball until it is in play.
Law 17, Corner Kick:	Conform to FIFA; with the exception that opponent remain at least four (4) yards from the ball until it is in play. Under 8 – 4v4 (includes U-7 for organizations that have single-age groups).
Law 1, The Field:	
a. Field Length:	45 yards (by MSA, 35 yards minimum to 45 yards maximum).
b. Field Width:	30 yards (by MSA, 25 yards minimum to 30 yards maximum).
c. Goal Size:	6 ft. high by 12 ft. wide. Organizations that only have 4 ft. by 6 ft. goals may use a five (5) yards arc centered on the goal. The arc is optional; if used it is recommended that players not enter

the arc until the ball enters the arc first. The alternate height of 6.5 ft. is an acceptable alternative.
(Note: that USYS recommended goal size for 4v4 is 6 ft. high by 18 ft. wide or smaller.)

- d. Goal Safety: All goals MUST be anchored securely to the ground.
- e. Goal Area: A goal area is defined at each end of the field as follows: Two lines are drawn at right angles to the goal line, three (3) yards from the inside of each goal post. These lines extend into the field of play a distance of three (3) yards and are joined by a line parallel to the goal line. The area bounded by these lines and the goal line is the goal area.
- f. Penalty Area: None.
- g. Halfway Line: A halfway line shall divide the field into halves with a center mark indicated at the midpoint of the halfway line.
- h. Center Circle: Four (4) yard radius drawn from the center mark.
- i. Corner Arc: Conform to FIFA.
- j. Flag Post: None
- Law 2, Ball Size: Size three (3)
- Law 3, Number of Player: Maximum number of players on the field at a time is four (4).
- a. Maximum Roster: Minimum roster size should not be less than six (6) and the maximum not exceed eight (8).
- b. Goalkeeper: None.
- c. Substitutions: At any stoppage of play and unlimited.
- d. Playing Time: Each play SHALL play a minimum of 50% of total playing time.
- e. Coed Teams: Teams and games may be coed, but will be considered boys teams.
- Law 4, Player's Equipment: Conform to FIFA. Non-uniform clothing is allowed but must distinguish teams. Players may use tennis shoes or soft-cleated soccer shoe. SHIN GUARDS ARE MANDATORY.
- Law 5, The Referee: Grade 9, a parent, coach, or game manager may be used. All infringement shall be briefly explained to the offending player.
- Law 6, Assistant Referee: None.

Law 7, Duration of Game:	The match shall be divided into four (4) equal, twelve minute quarters. There shall be a two (2) minute break between quarters one and two, and another two (2) minutes break between quarters three and four. There shall be a half-time 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 four (4) 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.
Law 11, Offside:	None.
Law 12, Fouls & Misconduct:	Conform to FIFA; with exception that all fouls shall result in an indirect free kick. The referee must explain all infringements to the offending player. No cards are shown for misconduct.
Law 13, Free Kick:	Conform to FIFA; with the exception that all kicks are indirect and all opponents are at least four (4) yards from the ball until it is in play.
Law 14, Penalty Kicks:	None.
Law 15, Throw-in:	Conform to FIFA; with the exception that an improperly performed throw-in can be retaken once.
Law 16, Goal Kick:	Conform to FIFA; with the exception that opponents must remain outside the goal area and at least four (4) yards from the ball until it is in play.
Law 17, Corner Kick:	Conform to FIFA; with the exception that opponents must remain outside the goal area and at least four (4) yards from the ball until it is in play. The alternate height of 6.5 ft. is an acceptable alternative.

TEAM MANAGEMENT

Preseason Parent Meeting:

- Hold before each season starts
- Exclude players to reduce distractions
- Obtain additional player information, e.g. both parents contact info.
- Discuss:
 - Coaching philosophy
 - Expectations from parents and players – transportation, practice and game schedules, communication, 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, etc.

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 the season.

Equipment:

- Each player should have the proper size soccer ball, shin guards, proper soccer shoes, water bottle, and proper clothing for all weather conditions, etc.
- Coaches should make sure that players have their soccer shoes properly laced before practices and games.
- 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) 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 injuries without professional advice.

- **R** – (Rest) Remove player from the competition
- **I** – (Ice) Apply ice to the injured area
- **C** – (Compression) Apply pressure with an elastic bandage
- **E** – (Elevation) 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 or games will help to develop player's technical abilities, vision, game awareness, communication, 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.

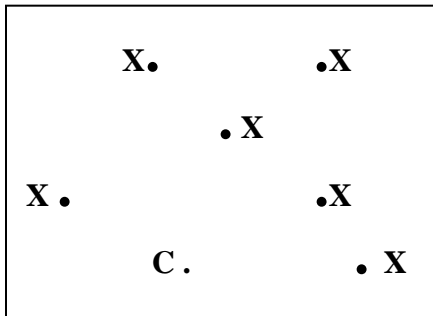
Finally, remember to select activities that teach your practice topic for the day and feel free to (a.) rename these activities, (b.) use some of them interchangeably between U6 and U8 players, and (c.) adjust the size of the grid to suit your team's abilities. Use a minimum of three (3) activities for each practice and ALWAYS finish with a game (3V3 or 4V4).

U6 Practical Field Sessions

ACTIVITY 1: “I can do this, can you...?”

Space: Confined Area – 10 by 15 Sq. yds. or Open Area

X •=Players with ball C= Coach



Organization: Coach performs a task or coordinates an exercise with the ball (like stopping the ball with various body parts, dribbling the ball away from teammates, tossing and catching the ball, etc.) and asks players if they can repeat the task.

Objective: For players to begin developing ball skills, area awareness, dribbling, etc.

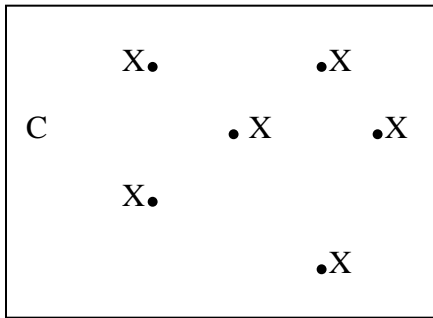
Variation:

- Ask players to come up with their own idea or task for other players to imitate.

ACTIVITY 2: “Body Parts”

Space: Confined Area - 10 by 15 Sq. yds. or Open Area

X •=Players with ball C= Coach



Organization: Players dribbling the ball in a confined or open space, while the coach calls out a body part (like, right knee, left knee, stomach, left elbow, etc.) and players have to stop their ball with that part of the body.

Objective: For players to begin developing ball skills, body parts awareness, listening skills, area awareness, dribbling, spreading out, etc.

Variation:

- Ask a player to call out body parts.
- Players must keep control and stop the ball without touching or been too close to a teammate.

ACTIVITY 3: “Toss and Retrieve”

Space: Open Area

C X. .X .X X. .X

Organization: Coach tosses players’ balls and asks how they can bring it back to him? (Using left foot only; right foot; both feet; head, elbow, etc.)

Objective: For players to begin developing ball skills, team work, communication and problem solving skills, etc.

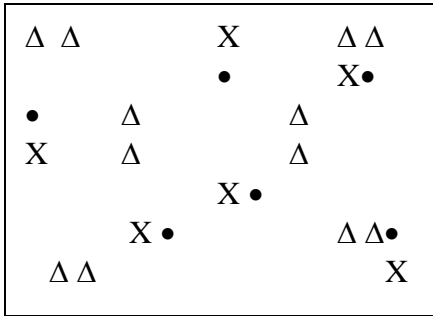
Variation:

- Give players time to come up with their own ways to bring the ball to the coach.
- Ask players to pair up (or in small groups) to retrieve balls.
- Coach changes positions; and ask players to retrieve ball with two (2) backs, two (2) stomachs, three (3) left feet, three (3) heads, etc.

ACTIVITY 4: “Dribble Through Tunnel”

Space: Confined Area – 10 by 15 Sq. yds or Open Area

X ●=Player C=Coach Δ=Cone ●=Ball



Organization: Coach uses cones to make several gates all over the field.

Each player with a ball then tries to dribbling in and out of the gates as quickly as possible.

Objective: For players to begin developing ball handling skills, dribbling skills, speed with the ball, etc.

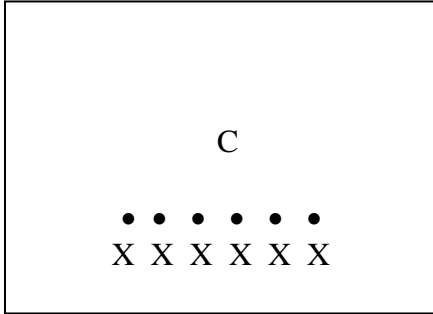
Variation:

- Players can touch cones with their ball and hands
- Players can count how many times they go through the gates

ACTIVITY 5: “Red Light! Green Light!”

Space: Confined Area – 10 by 15 Sq. yds

X •=Player C=Coach



Organization: All players start at the end of the grid, while coach is in the middle of the grid. When coach says “green light” players dribble their balls forward quickly; when coach says “red light” players should stop their balls with a foot on the ball.

Objective: For players to begin developing ball handling skills, dribbling skills, vision, ball control, speed with the ball, etc.

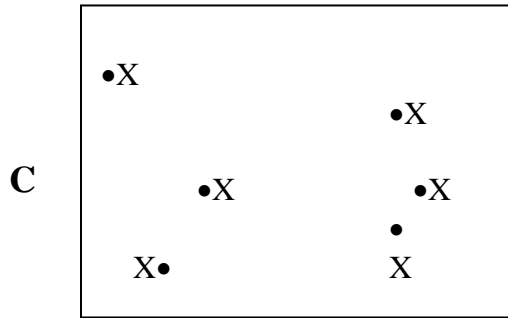
Variation:

- Add “yellow light” for players to dribble slowly
- Use only hand signals instead of verbally
- Change signals faster

ACTIVITY 6: “Everybody Tags”

Space: Confined Area – 10 by 15 Sq. yds.

X •=Player C=Coach



Organization: Every player with a ball dribbling in a confined space, at the same time trying to tag teammates. Players count how many times they tag a player. Replay activity to beat previous record or score.

Objective: For players to begin developing ball handling skills, dribbling skills, vision, ball control, speed with the ball, etc.

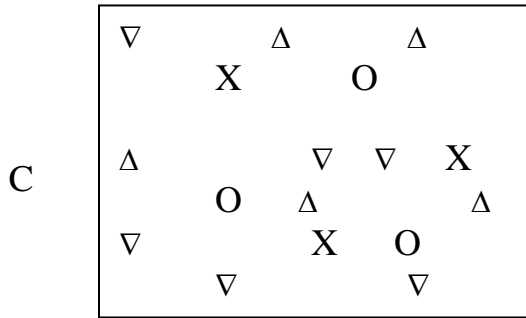
Variation:

- Restrict tagging to specific part of the body

ACTIVITY 7: “Minefield”

Space: Confined Area – 10 by 15 Sq. yds.

C=Coach Δ=Cone Up ∇=Cone Down X=Red Player O=Blue Player



Organization: Coach will place equal number of cones face-up and face-down in the grid. Players are then divided into two groups and given names, for example “blue team” and “red team”. Each team running around the grid without the ball, blue team is turning the cones up while red team turns them down. After 45-50 seconds see how many cones are down or up.

Objective: For players to begin developing ball handling skills, dribbling skills, vision, ball control, speed with the ball, etc.

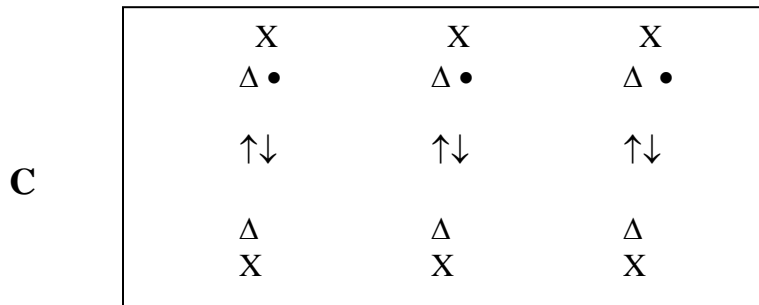
Variation:

- Add balls, so that players will be dribbling around while turning cones.

ACTIVITY 8: “Hit the Target”

Space: Confined Area – 10 by 20 Sq. yds.

X= Players • = Ball Δ=Cone C=Coach



Organization: Players in pairs, standing 10 yds away from each other. Each player should have a cone (preferably tall cones) in front of them. Players will be trying to hit or knock down the cone of their partner. Coach should watch for proper/improper passing techniques. Players count how many times they hit their partners’ cone.

Objective: For players to begin developing passing and shooting techniques, as well as improving their passing accuracy, etc.

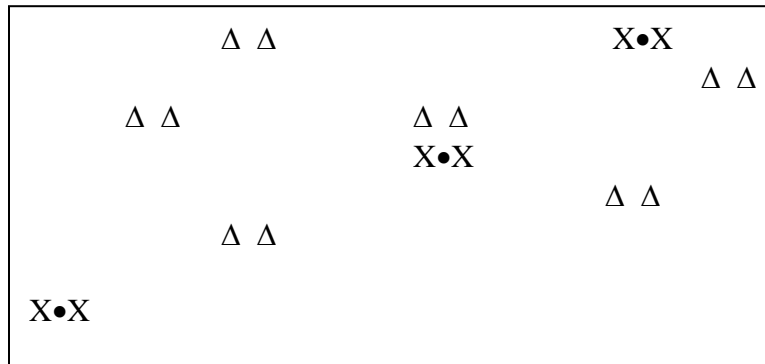
Variation:

- Encourage left foot only
- Increase or reduce passing distance
- Encourage players to hit balls with various foot surface

ACTIVITY 9: “Lots of Goals”

Space: Confined Area – 20 by 25 Sq. yds.

X=Players C= Coach •=Ball ΔΔ=Goals



Organization: Coach sets up numerous goals around the field. Players in pairs trying to score as many goals as possible within a time frame by passing, shooting, or kicking the ball through the goals set up randomly throughout the field. Repeat activity to improve on previous score or record.

Objective: For players to begin developing passing and shooting technique, as well as teamwork.

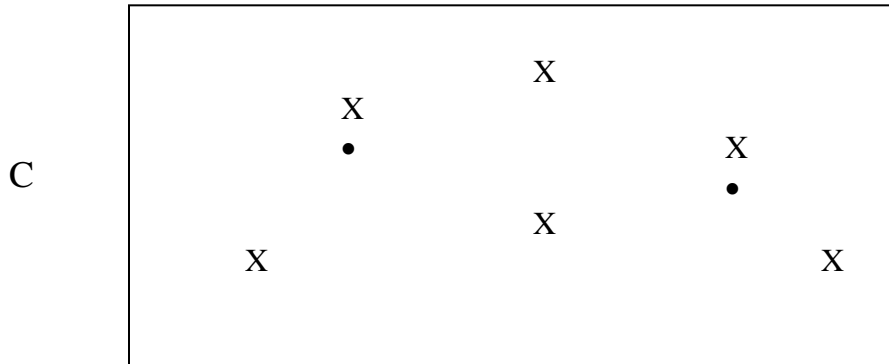
Variation:

- Reduce the time limits
- Reduce number of goals available to shot on.

ACTIVITY 10: “Pac-Man”

Space: Confined Area – 20 by 25 Sq. yds

X=Players C= Coach •=Ball



Organization: Two players with balls, while all others run freely in the confined area. Players with balls dribble and attempt to hit the other players BELOW THE KNEE by passing, shooting, or kicking the ball at them. The player that gets hit gets his or her ball and becomes a “Pac-Man”. This game continues until everybody plays the role of the Pac-Man.

Objective: For players to begin developing passing and shooting technique, as well as the pace of their shots.

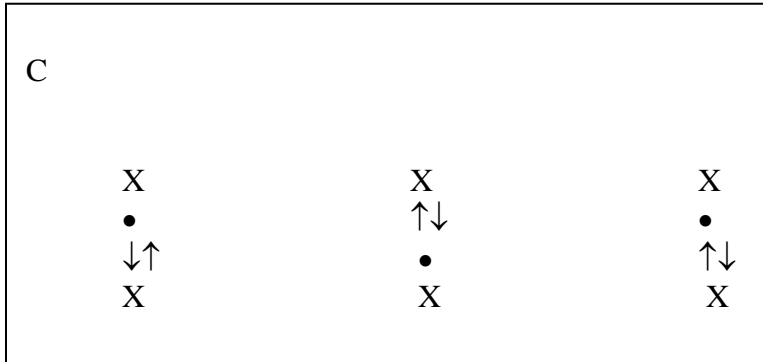
Variation:

- Everybody has a ball dribbling in a confined area while the two Pac-Men wear a colored vest; they try to hit the balls of the other players.

ACTIVITY 11: “Passing in Pairs”

Space: Confined Area – 20 by 25 Sq. yds.

X=Players C= Coach ●=Ball



Organization: Players in pairs, standing 5 yds away from each other and passing to each other. Coach should gradually increase the passing distance to 8 yds, 10 yds, etc.

Objective: For players to begin developing passing and shooting technique.

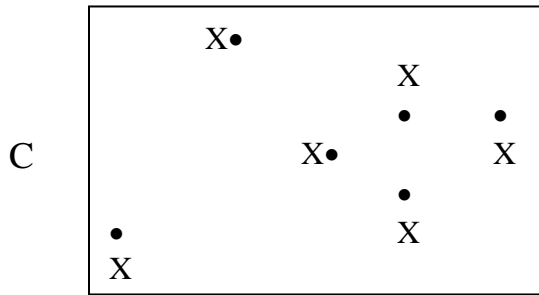
Variation:

- Encourage players to use both feet
- As the distance increase encourage players to use instep or laces to strike the ball.

ACTIVITY 12: “House Dribble”

Space: Confined Area – 10 by 15 Sq. yds

X=Players C= Coach ●=Ball



Organization: Every player with a ball each dribbling inside the grid. Coach will give out commands like stop, turn – players change direction, sit, clear the house – players dribble fast out of the grid, change – players leave their ball and get another ball, etc.

Objective: For players to become comfortable at dribbling and manipulating the ball without pressure.

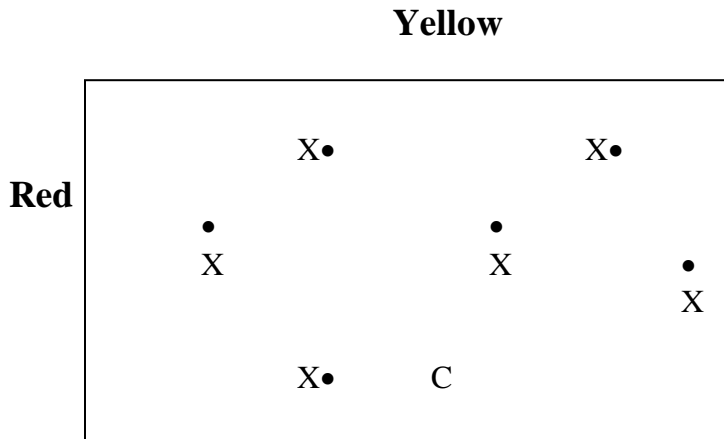
Variation:

- Call out body parts for players to stop their ball with
- Instead of calling out the body parts, simply touch a body part.

ACTIVITY 13: “Color Dribble”

Space: Confined Area – 15 by 25 Sq. yds.

X=Players C= Coach ●=Ball



Organization: Every player with a ball each dribbling inside a grid. Coach places vest or bibs with different colors randomly around the grid. Coach calls out a color, players will need to dribble fast to the area where that color bib or vest is.

Objective: To get players to develop their vision by looking around while dribbling.

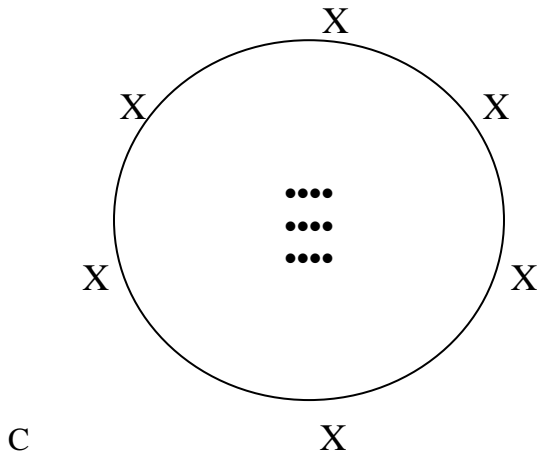
Variation:

- Change the locations of the color bibs or vests.
- Call out multiple colors at the same time

ACTIVITY 14: “King of the Balls”

Space: Confined Area – 15 yds radius

X=Players C= Coach ●=Ball



Organization: Coach places several balls (12 – 16 balls) in the middle of the circle; while players will be standing around the circle. At the coach's signal players will sprint to the middle of the circle and dribble a ball back to their corner; and sprint back again to get another ball. Play will stop when all the balls have been taken from the middle.

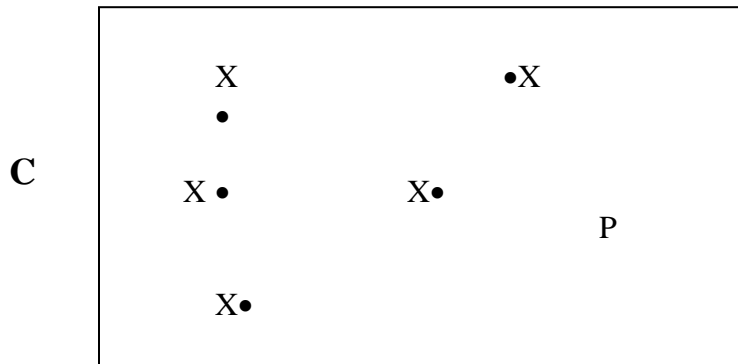
Objective: For players to learn changing directions and dribble with speed.

Variation: Each player with a ball each around the circle; on coach's command players should dribble to the coach who will be standing at the center of the circle and dribble back to their position outside the circle.

ACTIVITY 15: “Pirate”

Space: Confined Area – 15 by 25 Sq. yds.

X=Players C= Coach ●=Ball P=Pirate



Organization: One player without a ball (he/she is the pirate), every other player with a ball dribbling inside the grid. The pirate tries to kick out as many balls as possible within a set time (say 50 seconds). Players who lose his/her ball gets back into the grid after performing five (5) jumping jacks.

Objective: To develop dribbling abilities and change directions to evade challenges from the pirate.

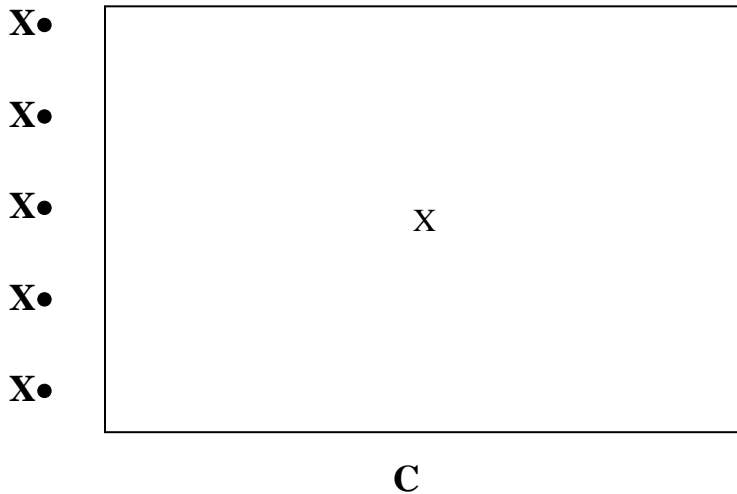
Variation:

- Each player who loses his/her ball becomes an additional pirate. Play stops when there are no more balls in the grid.
- Players try to kick everyone else's ball out of the grid while keeping their own ball protected.

ACTIVITY 16: “Storm the Castle”

Space: Confined Area – 15 by 20 Sq. yds.

X=Players C= Coach ●=Ball



Organization: Every player with a ball each lined up at one end of the grid.

One player (defender of the castle) without a ball stands in the middle of the grid. On the coach's command, all the players with the ball dribble across the grid to the opposite end. The defender of the castle tries to kick as many balls as possible out of the grid. Players who lose their ball perform five (5) jumping jacks before joining the other players.

Objective: To develop dribbling skills and change of speed to go past a defender.

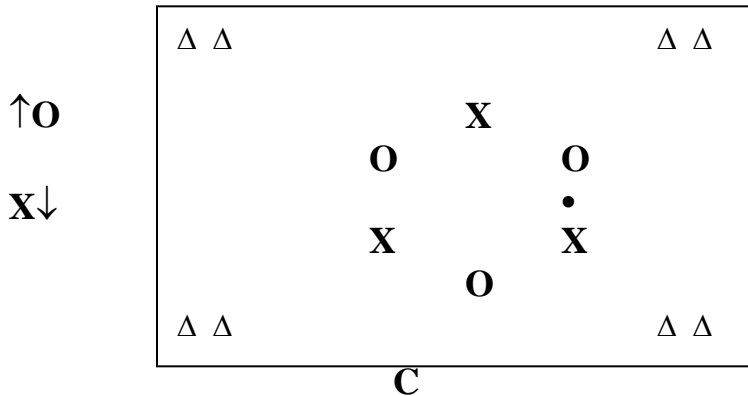
Variation:

- Players who lose their ball become an additional defender of the castle.

ACTIVITY 17: “Four Goal Game”

Space: Confined Area – 20 by 25 Sq. yds.

C=Coach Δ=Cone •=Ball X=Red Team O=Blue Team



Organization: Play a 3v3 with four goals made up of cones at the corners of the grid. Each team can score through the two goals at the opposite side.

Objective: To develop dribbling, passing skills, teamwork, and vision.

Variation:

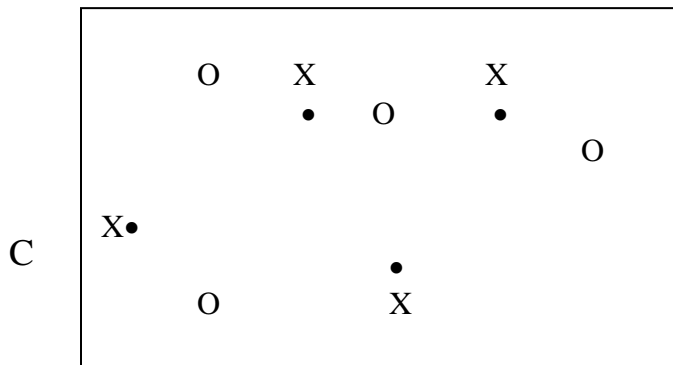
- Remove one goal from each side so that each team can only score on one goal.

U8 Practical Field Sessions

ACTIVITY 1: “Nutmeg”

Space: Confined Area – 25 by 30 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 leg) 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.

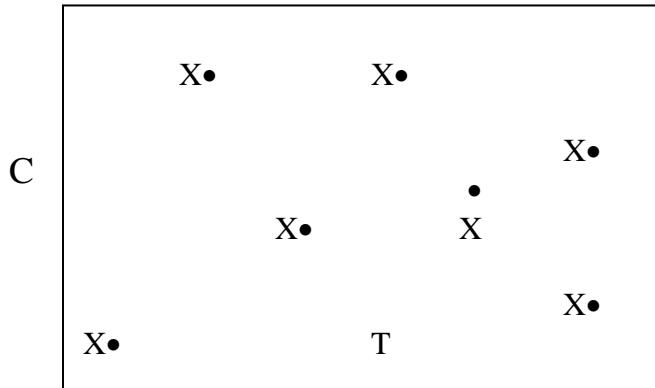
Variation:

- 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 – 22 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 through his/her legs. The tagging player tries to freeze the whole team within 60 seconds.

Objective: To improve dribbling and changing directions.

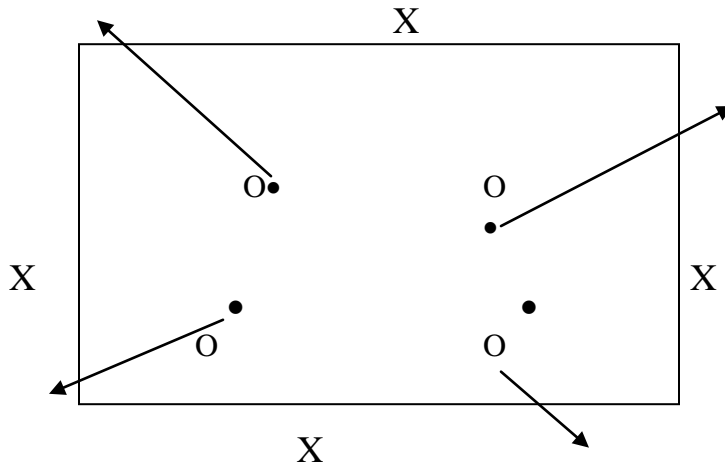
Variation:

- Increase the number of player tagging to two (2).

ACTIVITY 3: “Jail Break”

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

X●=Players without ball O= Players with balls



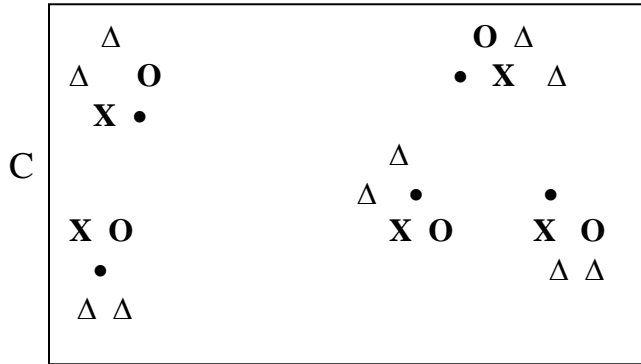
Organization: Divide team into two (2) groups. The players in the first group each have a ball inside the grid (prisoners). The other group stands along the perimeter of the grid (guards). The players inside the grid try to break out of jail by dribbling past the guards along the perimeter of the grid. 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 are cannot chase prisoners outside the grid. They can only move literally along the grid perimeter. Rotate roles

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

ACTIVITY 4: “Multi Goal”

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

X=Red Team O=Blue Team •=Balls C=Coach Δ=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).

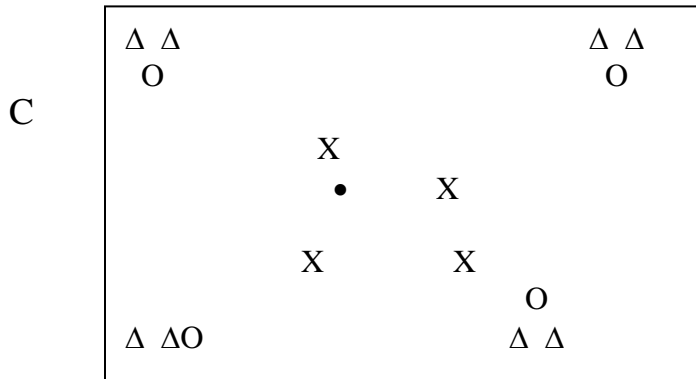
Objective: To improve dribbling past defenders, changing direction and acceleration away from defender.

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 – 30 by 40 Sq. yds.

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



Organization: Players are put in two (2) groups. One group with a ball inside the grid passing the ball to each other; while the other 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 put 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.

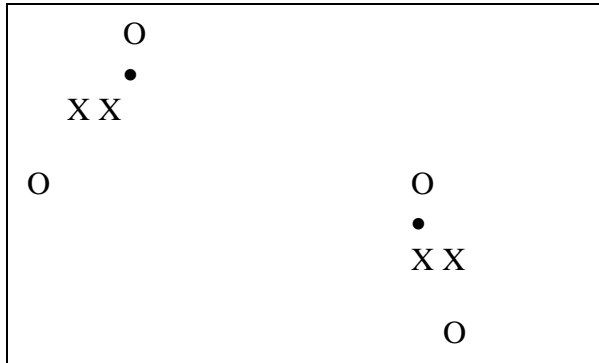
Rotate roles.

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

Variation: coach can open more than one gate or close all gates to allow players just pass the ball around. Also add a defender to make it 4v1.

ACTIVITY 6: “Moving Goals”

Space: Confined Area – 30 by 40 Sq. yds.



C=Coach

X X= Player holding hands

O=Players

• = Balls

C

Organization: 2 teams of 4 players each.

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

The two (2) 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.

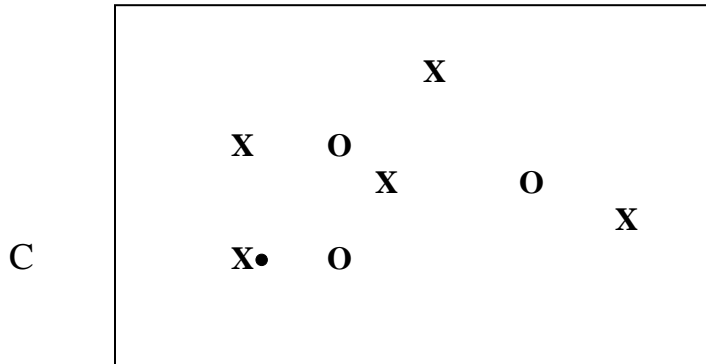
Variation:

- Let four (4) players keep the ball away from two (2) defenders in the grid while trying to score points by passing through a moving goal.

ACTIVITY 7: “Possession Handball”

Space: Confined Area – 30 by 40 yd.

C=Coach ●=Ball X=Red Team O=Blue Team



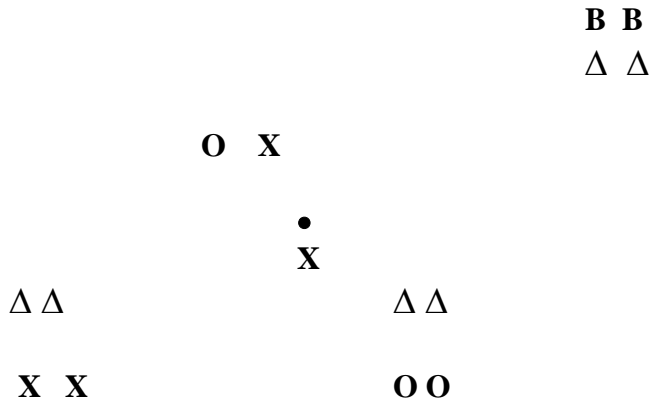
Organization: Coach puts players into two (2) groups of with number advantage to one team (5v3). Players pass the ball to teammates with their hands but can only roll it on the ground. Team with five (5) passes wins.

Objective: To teach players to support the player with the ball by moving away from defenders.

Variation: Make it a 4v4 possession game, with players passing the ball with their feet.

ACTIVITY 8: “Three Goal Game”

Space: Open Area



Δ=Cone

X= Red Player

O=Green Player

B= Blue Player

• = Ball

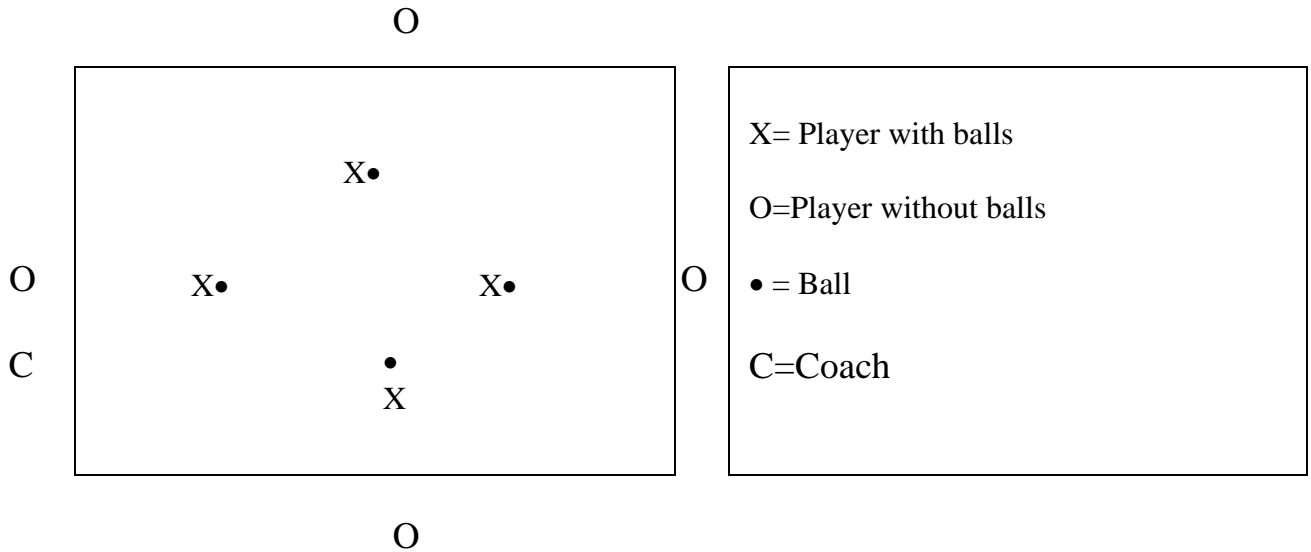
Organization: Three teams of three (3) players each. One player from each team defends one goal and attacks the other two goals in a 1v1v1 inside the playing area. The other two (2) players from each team sit 5 yds. behind their goal. Play is continuous with no boundaries but goals can only be scored from inside the playing area. Rotate roles frequently.

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

Variation: Make it a 2v2v2. That is two (2) players from each team on the field.

ACTIVITY 9: “Cowboys and Indians”

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



Organization: Players are divided into two groups, one 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.

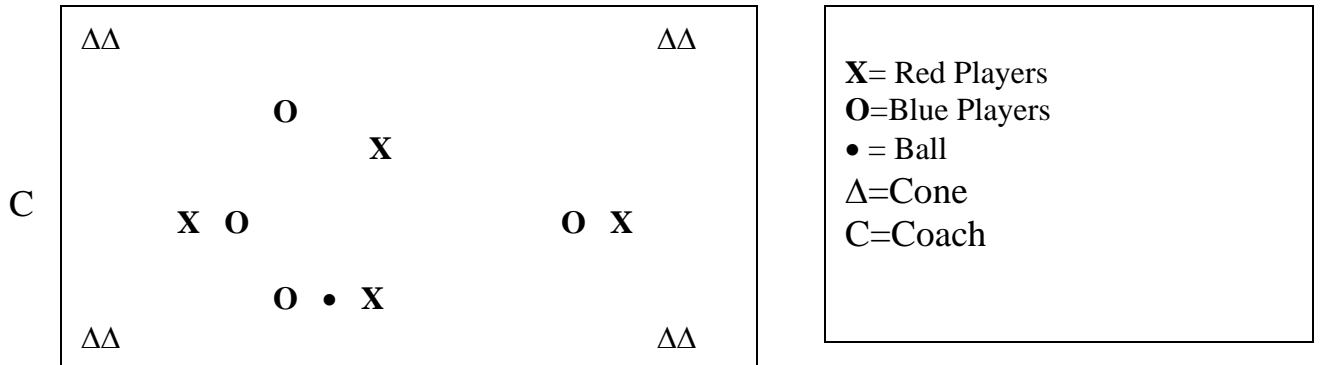
Rotate roles.

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 – 20 by 40 Sq. yds.



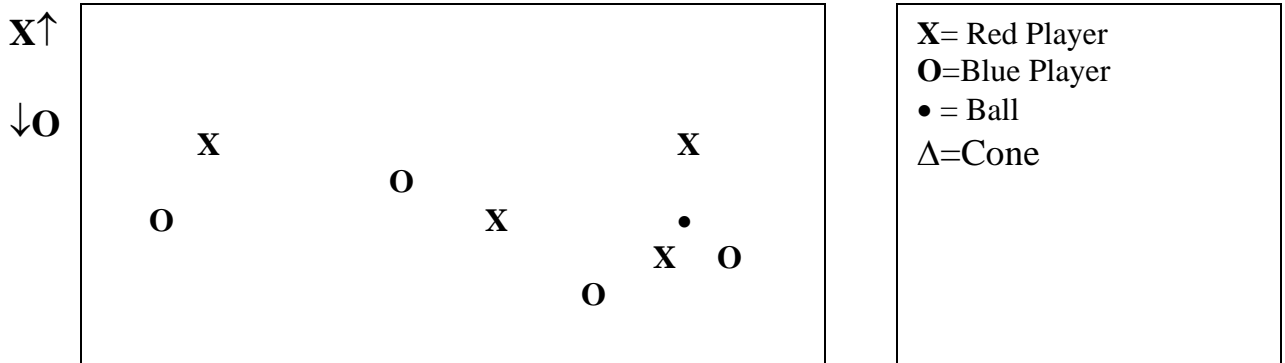
Organization: Players play a game of 4v4 with four goals made up of cones. Each team can score through the two goals at the other end.

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.

ACTIVITY 11: “End Line Dribble”

Space: Confined Area – 20 by 45 Sq. yds.



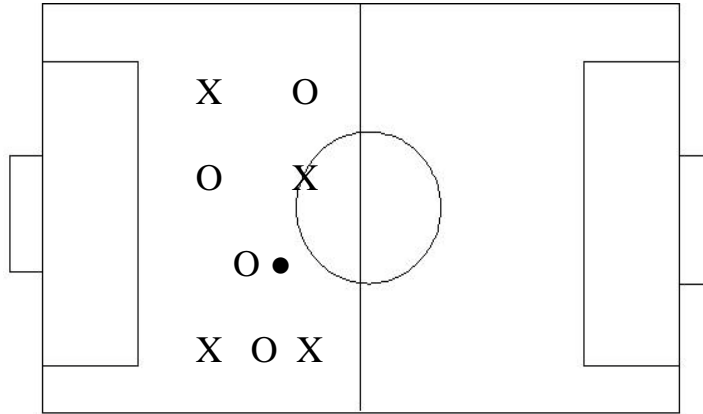
Organization: Players divided into two (2) teams. Two (2) teams playing against each other in a grid that is wide and short; teams score a goal by stopping the ball on the end line. Each team attacks the opposite end line and protects its own end line.

Objective: To develop dribbling, vision, and creativity.

Variation: Add a neutral player who plays for the team in possession of the ball (for example 4v4 with neutral player)

ACTIVITY 12: “Clear the Half”

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



O→
←X

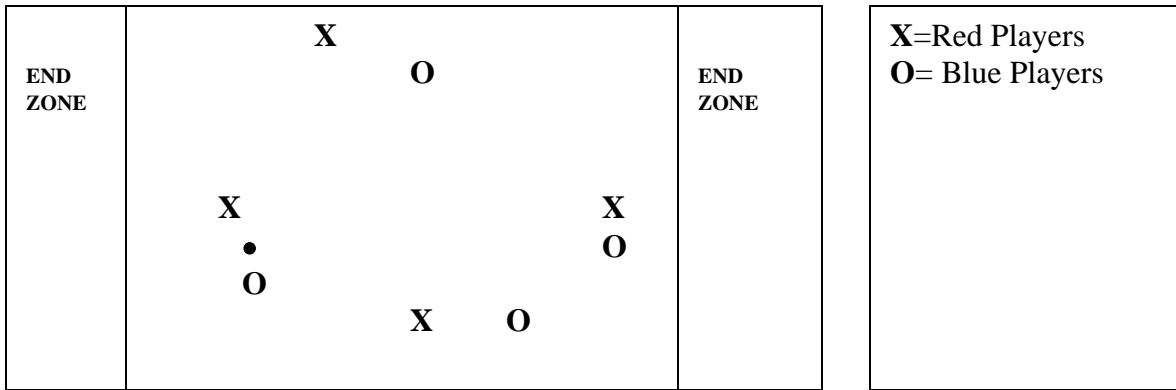
Organization: Two (2) teams play a regular game with no goalkeeper. A goal only count if the whole team crosses into the opponent’s half before the goal is scored. Also the goal counts double if any of the defending team’s players remained in the other half.

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 35 Sq. yds. with 10 yd. end zones



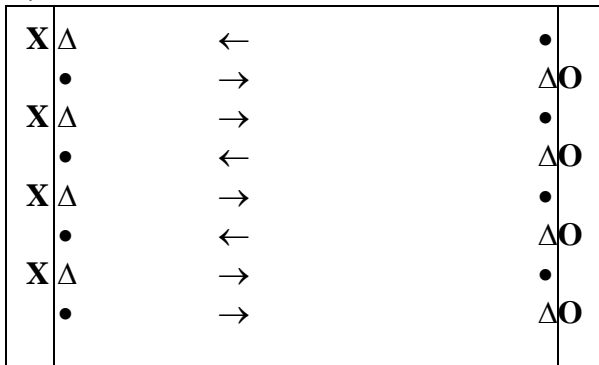
Organization: Two teams play in a grid that has two (2) end zones. A goal is scored by passing the ball into the opposite end zone for a teammate who must control the ball before it leaves the end zone. The ball cannot be dribbled into the end zone and players can not wait in the end zone for a pass.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

Objective: To develop passing and support, 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=Red Players
O= Blue Player
•=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).

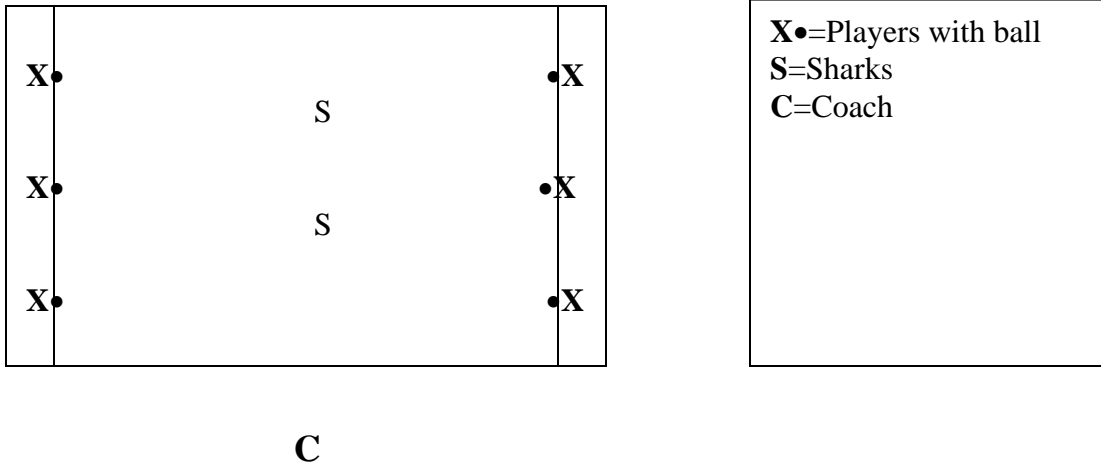
Objective: To improve shooting technique and accuracy of shots.

Variation:

- Increase the shooting distance
- Encourage players to use their weaker foot.

ACTIVITY 15: “Island to Island”

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



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:

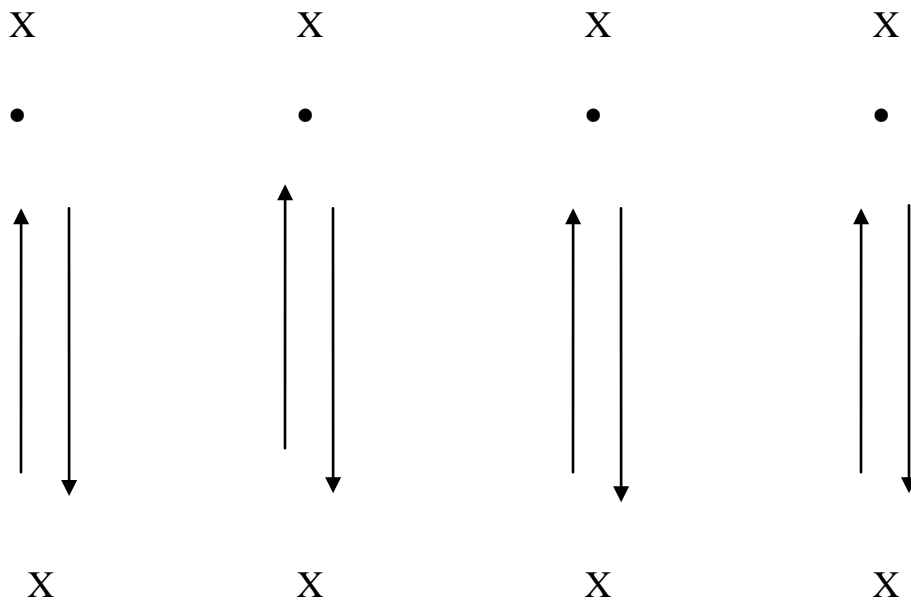
- Swimmers can not stay more than 5 seconds in the island
- Make the island further away from each other

ACTIVITY 16: “Passing”

Space: Open Area

X=Players

●=Balls



Organization: Players in pairs with a ball each. Every players standing 5 – 7 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
- Encourage players to use both feet.
- Receiving the ball with soft touch

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