

Coaches Training Manual

U-6 Coed House

Philosophy of Coaching

Will have a commitment to attacking and creative soccer where players are encouraged to make decisions in a structured environment.

The core of the Master Plan is the implementation of a structural training program based on age group, psycho-motor (physical), cognitive (thinking and learning) and psychosocial considerations (development of self in relation to others).

Is committed to creating an environment of enjoyment and development for each child. Safety needs to be the number one priority. We expect our coaches to provide a “good coaching” method which requires enthusiasm, patience, knowledge and understanding of soccer and a developmental long term approach that will encourage children to develop a lifetime passion for the beautiful game. This long term approach does not include coaching to win at all cost, yelling and harsh critiquing.

Recent studies show that more than 73% of all children who play organized youth sports end up quitting by the time they reach the age of 13. Dr. Ronald Quinn states in the official US Youth Soccer Manual: "The needs of the child, while playing soccer, should be placed above the needs, convenience and self interest of the adults.

True player development focuses on the development of the player, not the development of the team.

Up to the age of 12, this should be the only criteria used in designing and running youth soccer programs." Therefore, it is important that coaches understand how children experience soccer. Good coaching consists of methods, didactics and organization and always taking into account the age and ability when planning activities. **“Good coaching includes many touches on the ball and many repetitions.”**

Philosophy is modeled after the "Dutch vision," developed by the Dutch Federation in 1986. In many countries around the world children learned the game of soccer through a natural development by playing **“soccer in the streets.”** The children spend countless hours of their youth playing the game with their friends in an **unstructured** environment. For example a young soccer player growing up in Holland in the sixties would play on average 2 to 3 hours of small-sided games every day - rain, snow, wind or sunshine. This **child-owned** learning process involves a relation to soccer, endless repetitions, always fun and **imaginative**, and **group generated rules** and **challenges**.

Over the course of a year this would average to about 1,000 hours of soccer. In Holland, children were not eligible to play for a club until the age of 10. Considering that most of the children started playing soccer at about 5, Dutch youngsters would enter the club environment with approximately 5,000 to 6,000 hours of soccer under their belts. These countless hours of learning soccer explains the advanced technical and tactical development of many youngsters around the world. Playing **“street soccer”** develops the **soccer brain** or, as we call it, the ability of **“reading the game.”** As society has changed all over the world this natural development of children-owned learning has been replaced by a more **adult-controlled process**. With this approach, limited time needs to be used more efficiently. According to philosophy and the Dutch Federation's model of using training time more efficiently, coaching staff is recommending the Circuit Model for age groups U6 to

approximate U12. **The Circuit Model** enables the coaching staff to introduce as many facets as possible within limited time frames.

This model will create more enjoyment and makes more efficient use of fields and time. Within the Circuit Model, the coaching staff will emphasize consistent themes throughout all age groups which will ensure a smooth transition to the next age groups.

The team/coaching clinics will be conducted the one practice day a week for 6 weeks. It is important that all House Coaches arrive at least 15 minutes prior to their assigned clinic. This will enable the League Trainer to distribute the age appropriate curriculum and explain the format. It is also important that each House Coach provides the League trainer with a ball for each player and a sufficient amount of cones and bibs.

Within the developmental philosophy, it is important for coaches to be cognizant of some established youth coaching and responsibilities. As role models, coaches have a tremendous responsibility towards the young players.

Principles of Youth Coaching

Coaching is teaching the players; the key is motivation.

Coaching starts with making observations.

- A coach must be able to "read" the game.
- A Coach of youth soccer must always be positive
- A Coach must always check that the playing area is safe
- Activities need to be developmentally appropriate - fun, agility
- Give clear instructions - brevity, clarity
- Simple to more complex progression
- Opportunities for decision-making
- Use safe and appropriate spaces

Responsibilities and expectations of the Coach

- Provide a safe environment for the players
- Dress professionally
- Be on time for practices and games
- Prepare practice sessions and game plan
- Encourage and be positive in correcting mistakes
- Provide sufficient numbers of balls and equipment
- Be familiar with emergency procedures
- Respect and be polite to referees
- Know the rules of the games

US Soccer lists the following game checklist as a measuring stick to evaluate practices:

- Are the activities fun?
- Are the activities organized? Are the objectives clear?
- Are the players involved in the activity? Is there maximum participation of the players?
- Is creativity and decision-making being used?

Coaches need to avoid the 4 'L's at all costs

- Laps: Time is precious and limited
- Lectures: Attention span is short - if you speak more than 30 seconds you will lose them
- Lines: Do not have the players standing waiting to take their turn
- Language: You are an important role model; never use inappropriate language around children

Coaching has collected some great resources (books, videos, etc.) to assist you in planning your practices. You can find many of these at the Public Library, or you can check with our staff.

What is technical training?

Development of the proper execution of a number of soccer techniques

Techniques: passing, shooting, dribbling, receiving, heading and defending (Goalkeeper techniques)

Components: the ball, pressure, direction, scoring, time, space, opponents, teammates, progression. A tactical training utilizes game-related activities - emphasizing a certain technique, maximizing repetitions - without eliminating the other components of the game of soccer.

What is tactical training?

Development of proper decision-making with various soccer situations.

Tactics: the 3 main moments - ball possession, opponent with ball possession, transition between the two.

Components: the ball, pressure, direction, scoring, time, space, opponents, teammates, progression. A tactical training utilizes game-related activities - emphasizing a certain technique, maximizing repetitions - without eliminating the other components of the game of soccer.

Stages of Progressive Youth Development

U6-U10 Introductory or Pre Phase, Development

In the introductory phase emphasis will be to create a fun environment for learning (**street soccer concept**). In this phase the emphasis should be on acquiring the basic skills and mastering of the ball, i.e. dribbling and foot skills.

The U10 player should master 15 standard dribbling moves.

U6- 5 dribbling moves

U8 -10 dribbling moves

U10 -15 dribbling moves

U10-U12 Individual phase: Ideal age for acquiring skills, Development

In this phase the emphasis will be the mastery of the ball in game-realistic situations. Learning to solve soccer problems and how you can adjust yourself to these situations. Players should be prepared to play in 11v11. Training will include technical preparation for possession within 3-4-3 system (Introduction of triangles, rectangles) Introduction of defensive module (1v1, 2v2, etc.)

U13-U15 Collective phase: Tactical Development

Learning to solve soccer problems within your position and the team concept. Emphasis on advanced technical preparation for possession (straight line, wine glass introducing larger distances).

Speed of play through possession in small spaces

Game situational tactical training for 3-4-3 and 4-3-3 system involving three or more players

Implementation of flank module

Implementation of buildup module

Implementation of defensive module (zone)

Implementation of attacking module

As the players are growing fast and are able to play the ball over longer distances, the coach will have to evaluate and plan the use of the circuit training concept.

U16-U19 Competition Phase

In our three year plan with increase of age groups, technical staff will prepare teams for competition and implement a variety of systems. In this phase, players must learn how to systematically plan to achieve a positive result and enjoy.

Training and evaluation will be provided according to the **TIPP** model (Technique, Insight, Personality and Physical Dimension).

Taking into consideration the soccer development of the young soccer player, is adopting a training program that will progress to a consistent system of play. Within the TIPP model, is recommending 3-4-3, 4-3-3 model until the age of 16. This system enables for optimal use of field space and the development and understanding of triangles, diamonds, rectangles and other geometric shapes that make up the game.

To prepare our young players to play within this system, the coaching staff recommends the following formations during practice:

3v3 Triangle no emphasis on formation

4v4 introduce diamond shape

6v6 GK 2:3 or 3:2 formation

8v8 GK 2:3:2 or 2:2:3 formation

11v11 GK 3:4:3 or 4-3-3 formation

Older age groups U16-U19 will prepare for competition, will train and prepare for a variety of systems such as 4-4-2, 3-5-2.

During the progressive soccer development of the young soccer player, is recommending the 4v4 model. (Except for U6 where social group in general is limited to two friends, we recommend 3v3.)

WHY 4v4?

The **4v4** is a great teaching model as it is the smallest number of players per team which contains all of the components that are present in the 11v11 game: the ball, team mates and opponents, realistic pressure, appropriate space, guidelines (rules), direction of play (attacking and defending), and the combination of length and width in the game (team shape).

4v4 develops all elements within the TIPP philosophy:

Technique and skills that are realistic

Insight: awareness, vision, choices and decisions

Personality: fun, enjoyment and competition

Physical: fitness

4v4 also includes important element of repetition. Young players recognize different situations that are constantly repeated. In 4v4 there are no lines and no waiting.

The role of the coach as a facilitator

The coach sets up the game and the conditions for learning, provides some supervision and allows the game to teach.

4v4 is a clear environment to analyze the game and is not as intimidating for the novice coach as analyzing 11v11.

The Coach must observe the three main areas of the game:

Team is in possession of the ball (Attacking)

Employ buildup by using the entire playing area in terms of length (depth) and width (spread out, possession) Width as a preparation for depth Learn and determine team shape which should resemble a diamond (allows for triangles. also see passing dribbles. preparation of possession)

Create goal-scoring opportunities by taking action individually or collectively

1-2-1 diamond formation

Play your position Communication - coach player in front of you

The other team has the ball (Defending)

Aim is to prevent goals from being scored by getting behind the ball and to regain possession.

Simple principles are reinforced as there is neither a spare defender nor goalkeeper

Limit available space:

Depending on the strength of the opponent (towards the ball pressing, drop back to your own goal, force opponent to your strength)

Eliminate penetrating pass

delay the play

keep opponent in front of you

mark opponent on the inside

provide cover for player challenging the ball

focus on ball and opponent at same time

When ball changes possession (Transition)

Aim is to rapidly change for possession to defending and vice versa.

Loss of possession: pressure from nearest player towards the opponent with the ball; all players must be involved; limit space available; get behind ball and organize; delay the ball; force players to play ball back.

Recovering ball: if possible play long ball; create space for long ball; utilize space available; create opportunities to score; take advantage of lack of organization.

Organization of 4v 4 games

Depending on age and skill level of players, the game can vary in size from 35-25 to 45-30. Of the basic 4v4 game, there are a number of variations, such as line soccer, small goals, bigger goals, long narrow field, short wide field.

4v4 with 2 small goals (stress ball possession)

4v4 with 2 big goals and goalkeepers (stress shooting)

4v4 with 2 small goals (stress switching the field)

4v4 on a long narrow field (stress the penetrating pass)

4v4 on a small, wide field (stress using the wings)

4v4 line soccer, score by dribbling ball over a line (stress ball control, team work shielding and 1v1 movements)

4v4 with 2 small goals and big goal with goalkeeper (stress-building up the play or finishing)

Rules: with or without off-sides?

Throw-ins or kick-ins?

Corner kicks?

Time limit or number of goals

Tournament-style or per individual

Depending on the numbers, for U6 we are recommending 3v3 as a 6-year-old relates and cooperates with one or two friends. Three makes a triangle, the basic team unit of soccer.

U6 Training guidelines and training manual

A) Overview

Overview of Coaching U6 Players

Coaching the U6 age group can be the most entertaining of all. Your goal should be to foster a **positive attitude** toward themselves and others, a desire to continue in team sport, possibly soccer, a sense of physical confidence, using the game of soccer as a vehicle. **(Motivate, nothing negative all positive.)**

Your biggest challenge: limited attention span and physical fatigue. They do not know how to pace themselves. They will feel and express fatigue quicker when not stimulated or bored.

Don't train more than an hour. No lines

Your tools: Your own imagination, creativity and reaction to “things” happening during practice. Have as many different activities ready as you can get in an hour. They don't have to all come out of a soccer coaching book, but they might be games you played at the Boys and Girls Club, Boy Scouts, just adapted to where there are soccer balls involved.

Games at this level largely resemble the swarming of bees. Through the new concept this will be somewhat reduced. They grasp the concept that the ball is meant to be kicked but very few will **understand spacing**. They will **only identify with self**. Some may be able to understand that they should stay in a zone but to others this will be confusing. It is difficult for a U6 player to focus both on where they are on the field and pursue the ball. Most just understand that the game is fun if you get to kick the ball, so why sit around and wait for it? **Don't get frustrated**.

Start practice with something that will get them involved as they arrive. An obstacle course performed three times or simply shooting on the goal will get them focused.

Have your practice planned or you may lose them while you think.

Plan periodic water breaks. The kids always love a full team scrimmage but this exercise is less useful for skill development than drills or especially small-sided games (3v3 or 4v4). They get more contact with the ball and can focus on a particular skill.

Save the scrimmage for the last, especially as a reward for a smooth practice.

Remember to be encouraging to all players and create skill development drills for the more skilled and the less skilled.

Use positive feedback only.

B) Age characteristics - U6

Urge to play. Enjoy activities and doing (**keep instructions brief**)

Urge to emulate new soccer moves through example of coach or role model (**more show than tell**)

In general good endurance; accomplish a lot in a short time period; many repetitions with proper rest (build in frequent breaks)

Easily distracted

Short attention span (activities limited to 15-20 minutes)

In general focused on them selves (**activities where each has a ball, avoid emphasis on team play**) Limited sense of doing things together (**psychologically not ready for passing the ball**)

Not capable yet of translating body specific instruction into action - for instance, how to pass a ball properly (**praise every effort**)

One ball in play will lead to cluster (**slogan: “The Ball and I”**)

Maximum social group is two (maximum 3v3)

Differences between boys and girls minimal (coed ok)

High degree of imagination and pretend (use games with sharks, dinosaurs, etc.)

Explore qualities of rolling and bouncing ball (**all activities with ball, aim for 100 touches per child per practice**) Increased use of all body parts

Need for praise and opportunity to play without pressure (praise every effort; effort is success.)

Difficulty with balls in the air (avoid serving high balls) - No heading!!

Love to run, jump and roll (simple, motor skills on visual or voice cues)

Kids will do what the coaches say; if something is not working the coach needs to give further explanation (in simple, more descriptive terms).

C) Coaching Rational

Be aware that children can differ in their level of development by as much as three years.

At this age stretching is not needed, choose for tagging games.

Maximum play 3v3 no gk micro soccer formation or line up 30x20

Each session should be geared around touching the ball as many times as possible.

Avoid lines - Children do not behave well waiting in lines and it does not maximize effectiveness of sessions
Training should last about one hour

Use #3 size balls; all players should have a ball

As the children have limited senses of team play, **the coach should not become impatient due to lack of passing**; instead encourage dribbling.

Especially in warmer weather, plan for at least four two-minute water breaks

Do not allow anyone to get hurt (keep hands to yourself; do not kick ball in air until coach says it is ok; do not allow kids to carry equipment such as goals)

You are a role model, make sure you use appropriate language

D) Goals and what to teach Technique:

Dribbling with inside of foot

Dribbling and change direction

Basic technique of kicking, not to use toe

Aiming and kicking at stationary target

Control ball with inside of foot

Insight:

Sharing ball with teammates

Passing ball to teammates

Understanding of boundaries and directions

Small-sided games 2v2, 3v3

Basic understanding of rules

Score goals/prevent other team from scoring goals

Get involved

Personality:

Limited attention span

Grasping difference between reality and fantasy

Engaging

Physical Dimension / Athleticism:

Balance, coordination, agility and strength

Understanding friendly contact with other players

Tired, but recover quickly

The Training plan for age groups U6-U12 will utilize the “Circuit Model” and each training session will contain:

a) Small Groups

b) Many ball contacts per player

c) Specific rules and guidelines

d) Frequent repetitions

e) Enjoyment

Circuit Model

To implement this training plan the general method adapted is the "Circuit Model." The Circuit Model enables the coaching staff to introduce as many facets as possible within limited time frames.

This model will create more enjoyment and makes more efficient use. Depending on numbers, coaches will divide group and field size in various parts and rotate groups during a 60 to 75-minute training session.

1) General Warming up

2) Depending on age group and ability, stations will include:

- a) Exercises at aiming at targets or scoring (U12 add passing/collecting)
- b) Exercises for dribbling (Fast Feet) (U8 and above add taking away)
- c) Scrimmage format for maintaining or taking away the ball. (U8 and above)
2v1, 2v2, 3v2, 3v3, etc.

3) Conclude session with group scrimmage, depending on numbers and age group, 4v4, 5v5, 7v7, etc.

Organization of Circuit Model:

A good preparation of the training is critical for the success of the Circuit Model.

Initially coaches as well as players have to get used to the model, as this training does not utilize the original model of having a coach in front of the group. Instead, once the players are comfortable with the model, the coach will have to monitor different stations at the same time.

Usually after two training sessions, players and coach should feel comfortable with the model. The model is to be used for all age groups U6-U14. Of course field size and content of exercises will vary between age groups.

a) Set up two fields sized approximately 45x25. Divide each field in two

b) Training about 60-75 minutes

First Training

Five minutes prior to practice, the coach will set up the stations and mark out the fields. (See diagram)

0-10 minutes: Warming up

10-25 minutes: Take players to station 1 (aiming at Targets)

25-45 minutes: Take players to station 2 (Fast Feet)

45-60(75) minutes: Take players to station 3 (Scrimmage: 3v3, 4v4, 5v5, 7v7, etc.)

Second Training

The coach will utilize same model and teaching themes.

0-10: Warming up

10-30: Repeat theme A and B from session 1. Divide into two groups. Rotate after 8 minutes.

30-50: Introduce new exercise for theme A. Group 1 demonstrates, group 2 watches.

Group 1 continues. Group 2 in second grid repeats Theme B. Rotate after 8 minutes.

50-60(75): Scrimmage and clean up

Third Training

Use the same themes as in training 1 and 2. Introduce third theme (except U6). In session two, the coach will utilize same model and teaching themes.

0-10: Tagging games

10-30: Introduce new exercise from theme B. Group 2 demonstrates, group 1 watches.

Group 2 continues. Group 1 in second grid repeats Theme A from last session. Rotate after 8 minutes.

30-50: Introduce Theme C to entire group (U6 will continue with themes A and B only. Alternate repetition and introduction of new exercise for themes A and B)

50-60(75): Scrimmage Format and Clean up

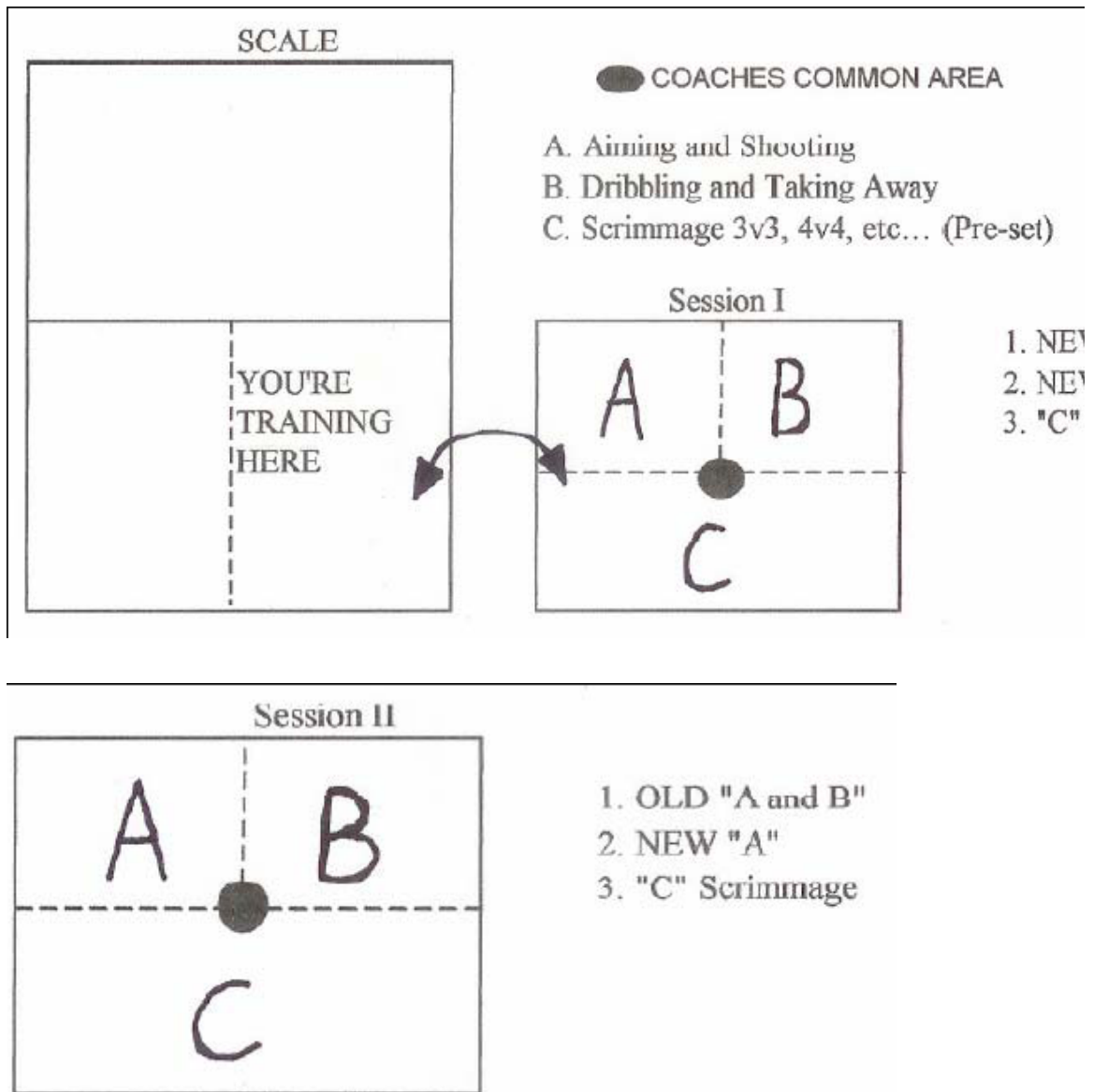
Training 4-12 continues the model with same themes.

When the coach introduces a new exercise within same theme, it is important that this is introduced for the entire group.

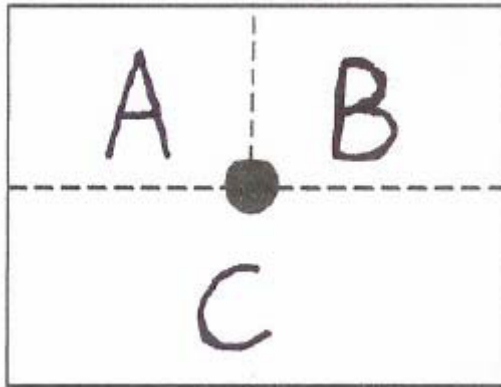
First couple of sessions, it is important that the players and coach become comfortable with the organization.

Once the organization is clear, the coach can start to teach details of soccer.

Coaches / team clinic model



Session II



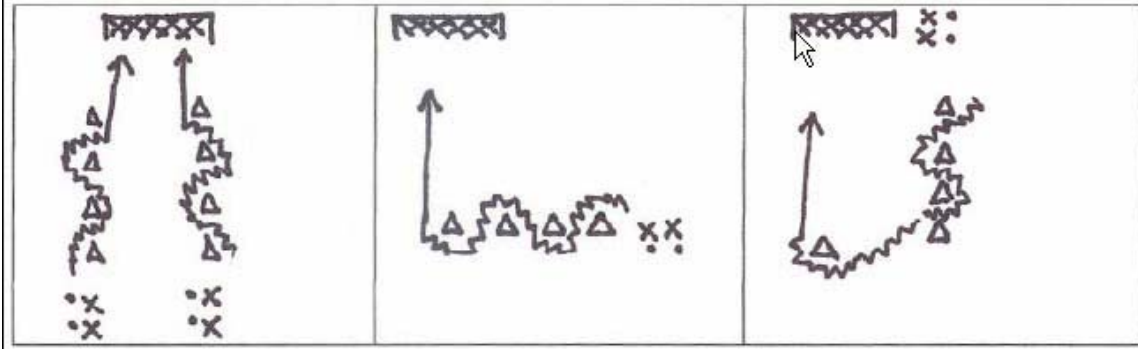
1. OLD "A and B"
2. NEW "A"
3. "C" Scrimmage

U6 Training Guidelines and Training Manual

A) Aiming and Scoring

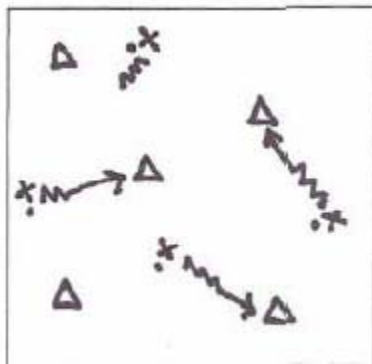
1. Dribble Course:

- A) Various cone set-up
- B) Various start points (900, etc.)

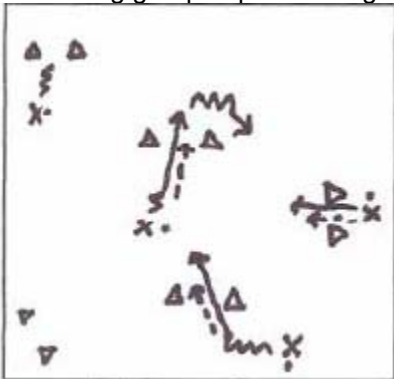


2. Tunnels: 2 groups, 1 group set up on their hands and knees creating a tunnel for passing. Working group dribbles and passes the ball through the "tunnel," runs around and collects the ball. How many tunnels can they pass through in 1 minute?

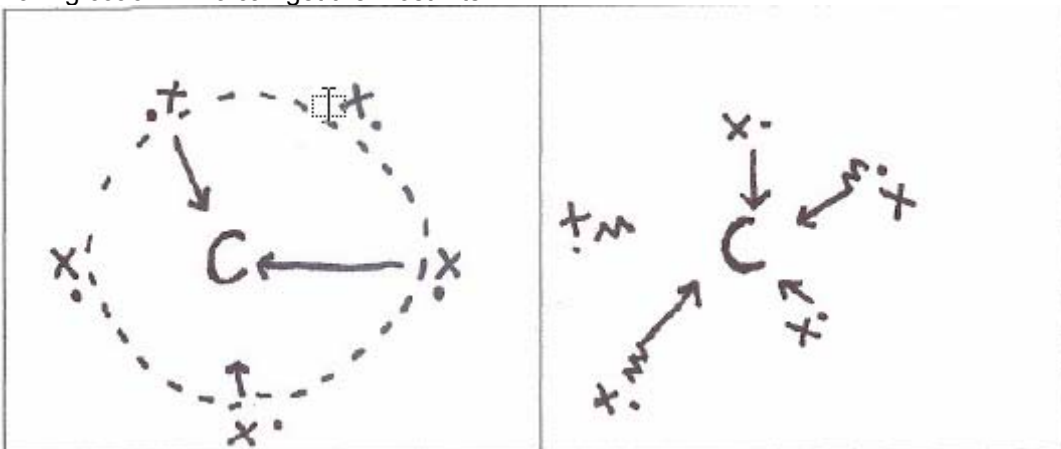
3. Individual Battleship: Set up a grid, each player has a ball. Players try to kick their ball against as many cones as possible.



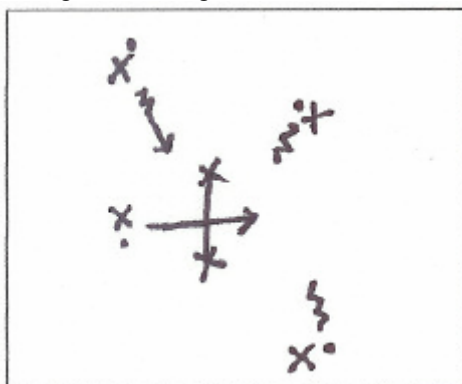
4. Open the gates: Various sets of cones placed randomly in the grid. Players dribble then pass through a set of gates. (They cannot dribble through, and they may not go through the same gate twice). **Variation:** 2 groups, 1 group stands still with their legs spread apart, setting up gates for the working group to pass through.



5. Ghost Busters: Each player has a ball. Players are set up on the perimeter of a small grid. The coach stands still in the center, players take turns trying to hit the coach. To make it more difficult, A: coach is moving; B: players and coach are in the grid. Players are trying to hit the moving coach. Who can get the most hits?

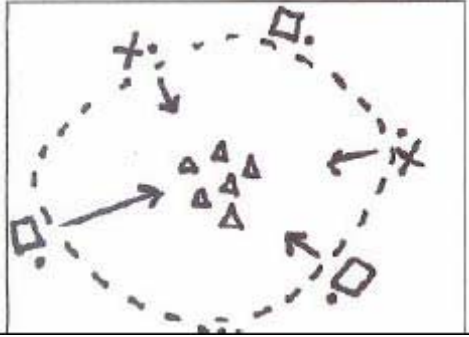


6. Moving goal: Each player has a ball. Two players or coaches walk in the grid holding a rope or bib between them. Players try to kick their balls through the moving goal. Challenge players by adding a second goal.

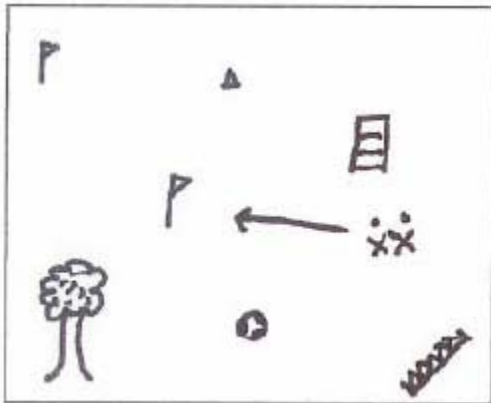


7. Bust the Balloon: 2 teams, each player with a ball. Teams are set up around the perimeter in a circle. In the center, cones are placed in random order. One team fires at a time. How many

cones can your team knock down? If all the cones are knocked down, you bust the balloon. Reset cones and switch shooting team.

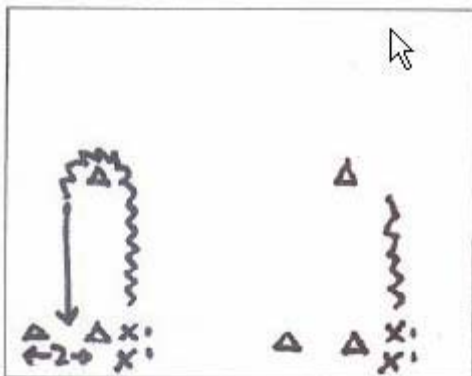


8. Soccer Golf: Nine targets (holes). Could be cones, flags, various objects on or near the field. Each player has a ball. Players try to hit the target with a minimum number of touches.



9. Soccer Marbles: Set up in pairs. Each player has a ball. One player passes a ball. The other player tries to hit the first-played ball. Players take turns starting off. Challenge them by allowing them to hit the first ball while it's moving.

10. Rapid Fire: Divide players into even numbered teams. Each player has a ball. One player from each team dribbles around a cone placed eight steps from the goal, then shoots. After a shot is taken the next player may start dribbling. One point is awarded for each goal and the first team to 10 wins. **Variations:** play three rounds, re-adjust teams for balance. Work turning to the left and right of the target cone.



B) Dribbling and Taking Away

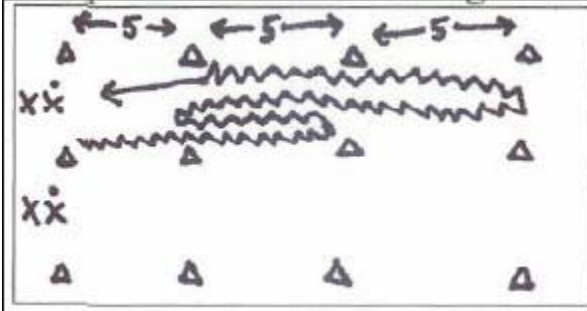
1. Stopping and Starting: Each player with a ball in a grid. On command, Players stop the ball and change direction.

2. Body Part Dribble: Each player with a ball. Players dribble around the grid. On command they place a body part on the ball. (Ex. Bottom of foot, knee, elbow, back, ear, etc.)

3. Fast Footwork: Each player with a ball. Each exercise is 30 seconds in duration. **A:** Top Touches. Bottom of the foot touches top of the ball, use both feet. Note, center of the body over the ball and raise the knees. **B:** Tic-Tacs. Ball is placed between the feet. Ball is struck with the inside of both feet, rotating each touch. See "Note" for top touches. **C:** Half Conti. Instep/ outstep touch same foot. Switch after 30 seconds. See "Note" for previous touches. **Goals:** Ask players to attempt to play with their head up. Count the touches. Rest equal time of work.

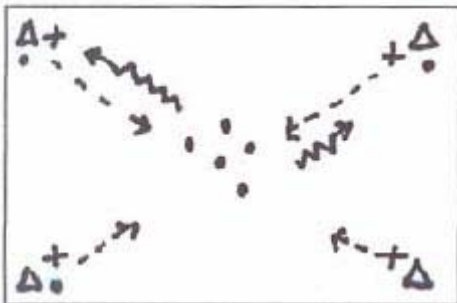
4. Moving Touches: Each player with a ball. Various touches while in motion. (Ex. Two outside rights, one inside right, repeating for 20 seconds. Two outside lefts, two outside rights, repeating for 20 seconds.) Challenge players by increasing the switches.

5. Cut! Change of direction game: Three players per grid, one ball per team. Players dribble to third set of cones, cut, dribble to second set, cut, dribble to start point and exchange with next person in line. Go through two rotations to determine a winner.



6. Jaws! Knock-Out: Each player with a ball. Players dribble in the grid. One waits outside the grid and calls out "Jaws." They enter the grid and knock balls out. As players have their balls knocked out, they join in the knock-out. Last player with a ball is the winner. Challenge players by starting with more jaws.

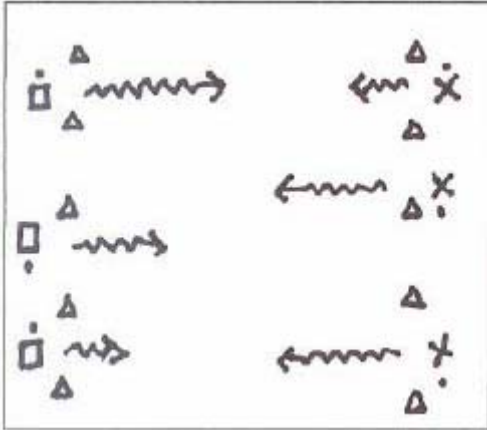
7. Martian Invaders: Eight to 12 soccer balls are placed in the center of the grid. Four players are set in the corner of the grid. On command players run to and dribble back to their corner as many balls as possible. Game is over when there are no balls left in the center. Winner is the player with the most balls.



8. Tag With Possession: Each player with a ball. One player has a bib in their hand. When they tag somebody with it, they hand off the bib and dribble away. Challenge them by adding more bibs.

9. Fox and the Hound: Each player with a ball. Players dribble in the grid. The coaches try to kick the ball away. If your ball is knocked away, retrieve it and return to the grid. Challenge them by adding more coaches and and/or decreasing grid size.

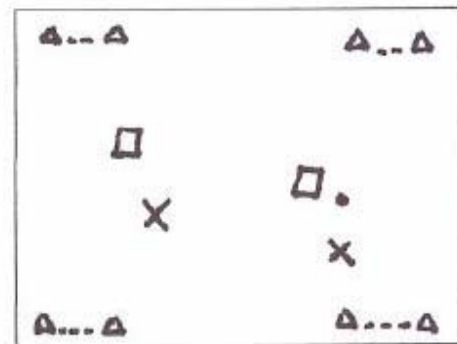
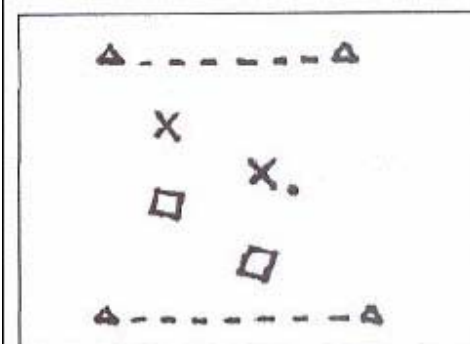
10. Traffic Jam: Each player with a ball. Two grids ten yards apart. On command, all players run and dribble their ball to the second grid. Players may not touch each other when overlapping. (If they do they must return to their starting grids.) First group to get all their players into the opposite with balls under control wins. **Variation:** Players can make contact with the other teams balls during overlap.



11. Red Light, Green Light: Each player with a ball in a grid. Players start in a line at the end of the grid with the coach in the middle. When "Green light" is called, players dribble forward. When "Red light" is called, players stop the ball with the bottom of their foot. (If the player doesn't stop quickly enough, coach sends them back three to five steps.) **Variations:** Use of hand signals. Coach with their back to players. Add a yellow light (players move slowly). Add reverse command. First player to cross the finish line becomes the new traffic light.

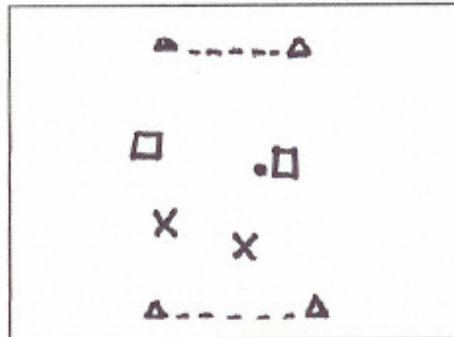
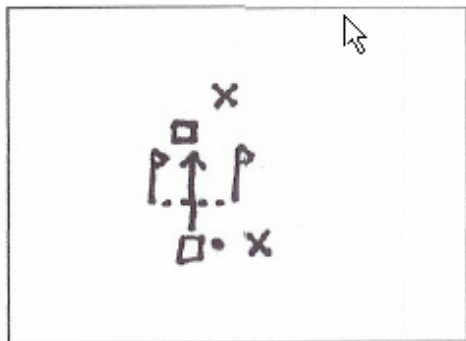
12. Musical Balls: All players have a ball and dribble in a grid. With a coaches command players perform various challenges. First "Dribble," second "Speed" (go as fast as you can), third "Go" (players stop their ball and get another), fourth "Get it" (players stop their ball, tap another, then dribble away with a third).

C) Taking Players on 2 vs. 2

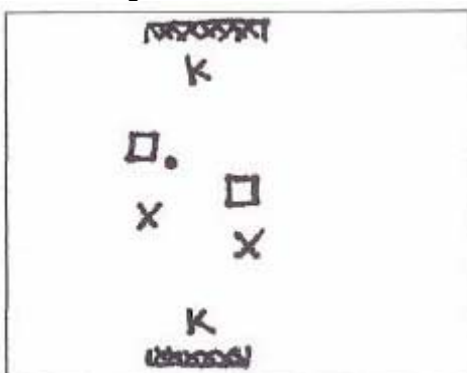


Line Soccer: Control over the line to score.

Four small goals. Control the ball over the line in either of the opposing teams goal.



Goal in the middle. Score by passing through to a teammate on the other side.
Two small goals.



2 V. 2 with keepers and regulation goals.

D) Fitness Training

The training staff this year is asking that all coaches add exercises to their program that include building strength, agility, coordination, mobility, speed, and balance. To accomplish this and also keep the kids focused we have decided to use various forms of tag games both with and without a ball. We have included some literature and a few web pages for further reference.

Please note that you must research your particular age group.

www.usyouthsoccer.org

www.coachesinfo.com

www.soccerfitness.net

www.IFPA-fitness.com

www.mayouthsoccer.org

www.canadasoccer.com

www.soccerclinics.com

www.revolutionsoccer.net

www.turboathletes.com

www.flashdrills.com

Below you will find a fine example of a Training Formula. This Practice format is from the California Youth Soccer Association. Learn more about this topic and many more by accessing www.cysanorth.org. Also, to obtain great youth soccer videos and books visit www.fundamentalsoccer.com.

The Practice Routine
<ol style="list-style-type: none"> 1. Establish a theme 2. Determine what is to be learned or accomplished 3. Establish a ritual 4. Arrive early 5. Check weather and field conditions 6. Greet the players and socialize 7. Have the players participate in a FUN activity
<ul style="list-style-type: none"> • Step 1 Begin Practice: Demonstration/Explanation of 1st part of the theme, role of first attacker or 1st defender in the theme. • Step 2 Warm up: figure & stretch routine • Step 3 ONE(+)ONE: cooperative Play aimed at improving individual technique/tactics • Step 4 ONE(vs.)ONE: Competitive Play aimed at Testing individual's technique/tactic • Step 5 HALF-Time Routine: Demonstration/Explanation of 2nd part of the Theme Role of other attackers or Defenders in the "Theme" • Step 6 SMALL SLIDE GAME(s): Cooperative Play (+) aimed at improving 2nd part of the Theme. Competitive Play (vs) aimed at Testing improvement 2nd part of the "Theme" • Step 7 SCRIMMAGE" Cooperative Team Play (+) aimed at improving the Theme. Competitive Team Play (vs) aimed at Testing of the Theme • Step 8 COOL DOWN: Stretching Routine • Step 9 END PRACTICE: Review, compliment and assign homework <p>* During competitive Play (vs) Players are made aware that no stoppages will take place, that they are "free" to compete.</p>

Coaches prepare to observe and take notes under very silent conditions. **No Coaching!** Remember, **there is no "right" way to train soccer players**. We highly encourage all coaches to **research as many options as possible**. Ultimately, select a training format that **best suits** you and **your team**. By spending a few minutes organizing prior to the start of every practice, you will be able to provide a FUN and SAFE learning environment for your players. Whichever formula you choose, a rhythm will be established. The routine allows young players to turn on their "Soccer Computers" They know it's "Soccer Time."