

# Coaches Training Manual

# U-8 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.

### ***Coaches Training Manual for U-8 House***

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 first three weekends of August. 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.

<b>Principles of Youth Coaching</b>
<b>Coaching is teaching</b> the players; the key is motivation. Coaching starts with making observations. A coach must be able to "read" the game. <ul style="list-style-type: none"><li>• A Coach of youth soccer must always be positive</li><li>• A Coach must always check that the playing area is safe</li><li>• Activities need to be developmentally appropriate - fun, agility</li><li>• Give clear instructions - brevity, clarity</li><li>• Simple to more complex progression</li><li>• Opportunities for decision-making</li><li>• Use safe and appropriate spaces</li></ul>
<b>Responsibilities and expectations of the Coach</b> <ul style="list-style-type: none"><li>• Provide a safe environment for the players</li><li>• Dress professionally</li><li>• Be on time for practices and games</li><li>• Prepare practice sessions and game plan</li><li>• Encourage and be positive in correcting mistakes</li><li>• Provide sufficient numbers of balls and equipment</li><li>• Be familiar with emergency procedures</li><li>• Respect and be polite to referees</li></ul>

- 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 from 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.

### **A) Overview**

Six- and seven-year-old players are a bit more compliant than their U-6 counterparts. They may be able to follow 2 or 3 step instructions and are starting to have a good understanding about what it means to play a "game." They are also starting to cooperate more with their teammates. In fact, they now will recognize that they even have teammates by the fact that they occasionally will pass the ball to a teammate on purpose. Often, they will repeat the phrase "I can't do that," but will quickly run to you to show you that they can, even when they only think that they can.

Some of the players that are playing as a 7-year-old have had two years of soccer experience and thus have already touched the ball a few thousand times in their lives. **This, however, does not mean that these players are ready for the mental demands of tactical team soccer.**

True, they do have some idea of the game, but the emphasis still needs to be placed on the individual's ability to control the ball with his or her body. They are still there to have fun, and because some of the players **may be brand new** to the sport, it is imperative that activities are geared towards individual success and participation.

### **B) Age Characteristics - U8**

Still self-focused and individualistic (me, mine, my) but many are willing to share

Able to pay attention a bit longer than U-6 players but still not the same as the "competitive" stage

Easily bruised psychologically; they will remember negative comments for a long time!

Praise often; give "hints" - don't criticize

Inclined towards small group activities

Starting to imitate older players or sports heroes; want the same "gear" as them  
Developing physical confidence (most are able to ride a two-wheeler)  
Understand simple rules that are explained briefly and demonstrated  
Better at recognizing when the ball is out of play, and remembering what goal they are going for... but, in the heat of battle, they will sometimes still forget; they still find it difficult to really be aware of more than one thing at a time  
Lack sense of pace; they go flat out until they drop  
Wants everybody to like them  
Respond well to positive reinforcement  
Most players will try to be tough and not cry immediately when something is hurt  
**No matter how loud we shout, or how much you "practice" it, they will still have a very hard time passing the ball during a game**  
Two minutes after the start of a game, every player will be within 5-10 yards of the ball  
They will wear their uniform to bed

### **C) Coaching Rational**

Players at this age are already determining if an activity is fun or boring, but the parents still decide which activity their children will participate in. As a result, their coaches need to give them something to get excited about and want to come back to; and the activity needs to be organized and "appropriate" or the parents will pull their child from that activity. Further, at this age, learning to play soccer is secondary to most other things in their lives.

With the above assumptions, let's look at some things that we can do to energize the U-8 players and, hopefully, get them to the point where they will enthusiastically initiate the sign-up for next year!

Each session should be geared around touching the ball as many times as possible. Involve the ball in as many activities as possible. Basic movements such as running, skipping, hopping, etc. need to be emphasized. If these can be done while kicking, catching, rolling, or dribbling a ball... all the better!

Training should not last for more than one hour. This is primarily due to physical fatigue and attention span considerations. We recommend one practice per week but some teams begin to train twice a week. Any more than this may lead to their and your burnout.

Make sure the PARENTS know the kids should bring their ball to practice every time.

Have as many different kinds of activities ready as you can get into one hour. Emphasis needs to be placed on what is FUN!

You can begin to teach team play and passing. The biggest challenge will be that can actually look up, determine if there is a free team-mate open and actually pass the ball.

Passing will result more out of just kicking the ball away.

They are ready to pick up soccer "moves" and will imitate just about everything you show them. Many of them will practice at home the "cool" things you teach them. You must demonstrate for them to grasp the concept.

Plan for at least 4, two minute drink breaks, especially in warmer weather. Their "cooling system" is not as efficient as in older players.

### **D) Goals and what to teach**

As with U-6, the kids should be enjoying themselves, even at practices. Games, and not drills, should still be the primary teaching method used at this level. All U-6 skills are reinforced.

Positions (very loosely) and teamwork are added to this age group. One or two players, depending on coaching and players, will play in a defensive role. Passing to other players is encouraged at this level. Encouragement and patience are still the key attributes for coaches and parents.

#### **Technique:**

Much emphasis on developing how to pass, dribble, shoot and receive balls. Which elements of the feet are used is highly emphasized and the proper movements, sequences and actions are being introduced.

Ball feeling, such as touch of the ball, control of the ball, mastering the ball and the "me and the ball" concept: "How do I control, maintain, approach and deliver the ball?"

Inside of the foot passing, up to 5 yards, using either foot  
Outside of the foot passing, up to 5 yards, using either foot  
Controlling a pass with outside of either foot  
180 degree turns with the inside of the foot, using either foot  
180 degree turns with the outside of the foot, using either foot

### **Insight:**

Spreading out, side-to-side and end-to-end

Role of the first defender (immediate pressure)

The U8 players are still maintaining skills games to develop know how and comfort level - stressing direction, speed and accuracy; working to develop "playing with a partner" (passing, moving, supporting, receiving and involving self)

### **Personality:**

Understanding friendly contact with players.

Learn to accept authority

Responsibility - taking care of equipment

Learn to listen to coach

**The Youth Soccer 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.

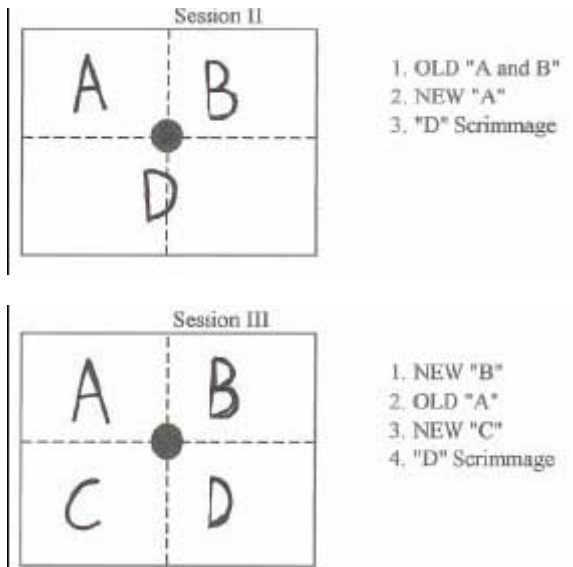
Alternate repetition and introduction of new exercise for themes A and B)

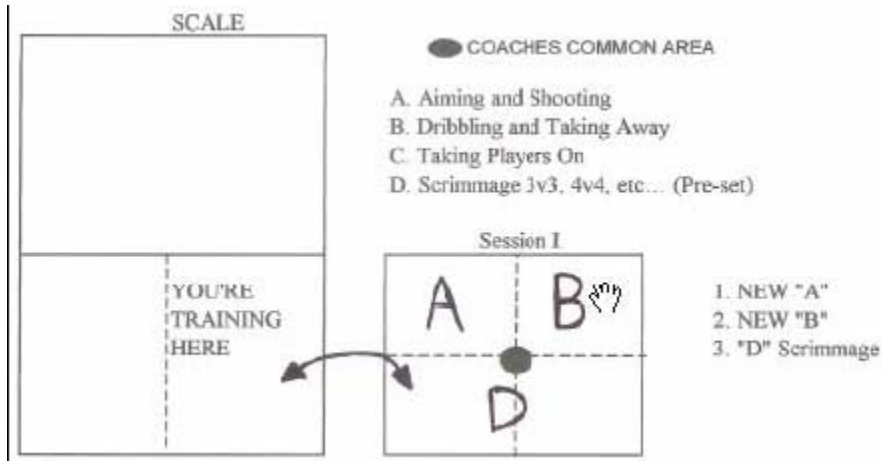
**50-60(75):** Scrimmage Format and Clean up

### *Coaches Training Manual for U-8 House*

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

### Circuit Model U8

COACHES COMMON AREA

- A. Aiming and Shooting
- B. Dribbling and Taking Away
- C. Taking Players On
- D. Scrimmage 3v3, 4v4, etc. (Pre-set)

Session I

1. NEW "A"
2. NEW "B"
3. "D" Scrimmage

Session II

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

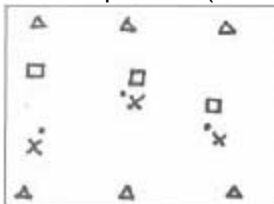
Session III

1. NEW "B"
2. OLD "A"
3. NEW "C"
4. "D" Scrimmage

## U8 Training Guidelines and Training Manual

### A) Aiming and Shooting

**1. Knock the Cones Down:** 1v1. Each player has a cone to protect. Players verse in a 1v1 game attempting to knock over the opposing cone. 1 minute games. Switch players from another grid to add competition. (Cones can be knocked down from any angle.)



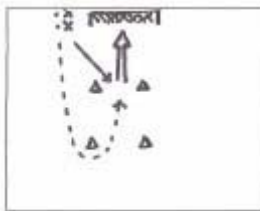
### 2. Dribble Courses:

- A) Various cone set-up
- B) Various starting points, 90°, etc.
- C) Various body position starts, knees, stomach, butts. Add relays.

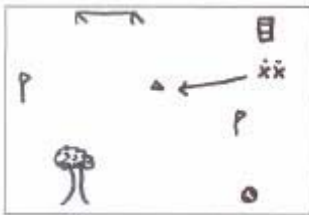


**3. Under the Bridge:** Two players take turns passing the ball between each others legs from five yards apart.

**4. The Box:** Four cones make up a box 10 yards from goal. Players run outside and into the box to take a shot. **Various starts:** A) Dead ball; B) Coach serves; C) Self serve. Challenge them by using one touch and aiming for a target (side of net).



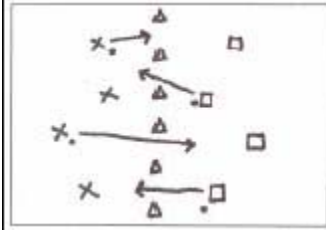
**5. Golf:** Nine targets (holes) could be cones, flags, or various objects on or near the field. Each player has a ball. Players try to hit the target with a minimum number of touches.



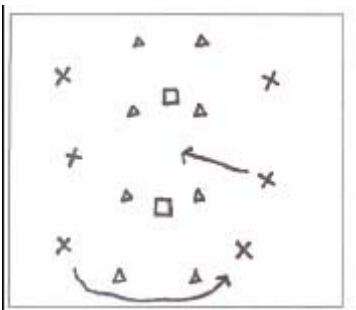
**6. Gates:** Pairs with a ball. 6 to 8 gates are set up (2 cones 1 to 2 yards apart). Players pass to their partners through the gate. Receiving player gathers the ball on the far side of the gate. Each successful pass is worth 1 point. Pairs may not go through the same gate twice. Play for 2 to 3 minutes and ask pairs their score. Challenge them by adding a single defender. Reduce the size of the gates.



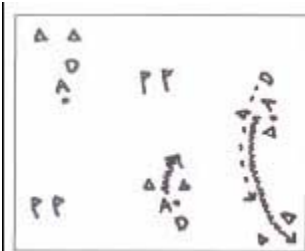
**7. Take out the Trash:** Divide grid in half. Divide group into two teams. Put one team on each half of the field and give each team half the balls to start. Each team must take out the trash and pass the balls to the other team's field. The game lasts 3 to 5 minutes. At the end of the time period the team with the majority of the balls on their side loses. To challenge them, make a channel between the two grids. Make players retrieve balls they play out of bounds. Ask players to use their weak foot. To make it easier, reduce the size of the field.



**8. Pass Across the River:** Set up a three yard channel in the center of the grid. Two players are in the channel as alligators. Players will work in pairs, one player on each side of the channel. The pairs will pass the ball back and forth across the river. Each successful pass is worth a point. Each stolen pass is worth 1 point for the alligators. Play for 2 to 3 minutes. Ask teams their scores and switch alligators. To challenge them, make the channel wider and/or increase the number of alligators. To make it easier reduce the size of the channel. Decrease the number of alligators.



**9. Ridiculous Roundabout:** 1v1 in a 20x20 yard grid. Goals are placed in various positions inside the grid. One player is designated the attacker, the other defender. The attacking player tries to score as many goals as possible in a one minute and 30 second time period. Players switch roles and play again. **Variations:** A) Play for 2 minutes, everybody in possession can score; B) Multiple grids, switching partners every two games or "ladder of competition."

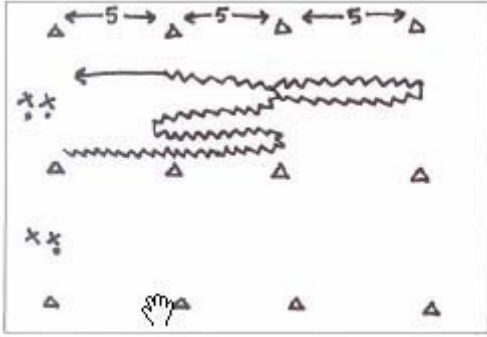


### B) Dribbling and Taking Away

**1. Follow the Leader:** Pairs, Each player with a ball. One player is the leader. The second player mimics the first player's movement and ball touches. Switch role after one minute. **Variations:** A) Team follows one leader; B) Leader has no ball, second player must keep up; C) Leader has a ball, second player chases, if the first player is tagged he owes one push-up and resumes.

**2. Musical Knock-out:** Players in a grid. One player doesn't have a ball. On command, players dribble. Player without a ball dispossesses a player with a ball. When the ball is taken from a player, they must retrieve a ball from a different player. Player without a ball at the conclusion is not the winner. Challenge them by adding more than one player without a ball.

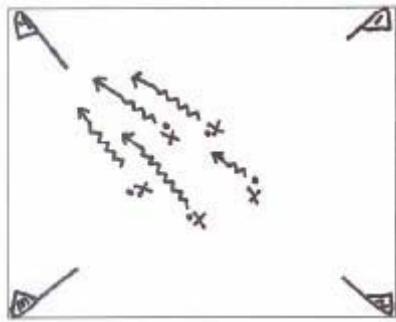
**3. Cut! Change of Direction:** Three players per grid. One ball per team. Players dribble to third set of cones, cut, dribble to second set of cones, cut, dribble to fourth set of cones, cut, dribble to the starting line and exchange ball with next player in line. Go through two rotations to determine a winning team. Challenge them by designating a cut (Outside of foot, Stop/step over, roll back, etc.)



**4. Moving Touches:** Each player has a ball. Various combinations while in motion. (Ex. Two outside rights, one inside right, two outside lefts, one inside left, one outside right, etc.) Continue repeating sequence for 30 seconds. Challenge them by increasing combinations.

**5. Tag:** Each player has a ball. One player wears a bib. If you are tagged you freeze and open your legs. You are unfrozen when another player passes a ball through your legs. Play for 1 to 1 1/2 minutes, switch bibbed player. Challenge them by starting with more than one player with a bib.

**6. Where am I Going:** Each player has a ball. The grid has four flags in the corners, labeled 1-4. Players dribble in the grid, on command players speed dribble and stop the ball at the indicated flag. Last one there is not the winner. Challenge them by having them dribble around the flag and back to stop at the coach. Divide the group into two teams.



#### **7. Fast Footwork:**

**Top-Touches** - Each player has a ball. Player starts with feet behind the ball. First touch placed on top of the ball (bottom of the foot), switch feet and continue for 30-40 seconds.

*Notes:* keep your head over the ball (pretend there is an imaginary string attached from your chest to the center of the ball). Bring the knees up. Play with your head up when you've established a rhythm. Have the player count all touches on the ball (rest equal to work).

**Tic-Tacs** - Ball is placed between the feet. First make a touch with the left instep, then the right instep. Repeat for 30-40 seconds. *Notes:* (Attached string) keep the knees slightly bent, stay loose. Head up when rhythm is established and count every touch on the ball.

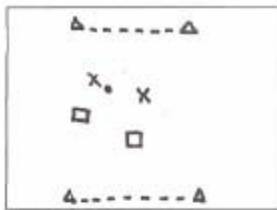
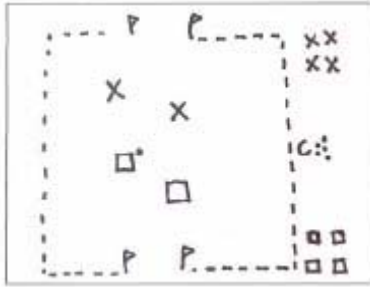
**Puskas** - Start with your feet behind the ball. Place left foot (bottom) on top of the ball. Roll the ball back then tap forward with the laces of the same foot. Switch feet and repeat for 30-40 seconds. *Notes:* attached string. Bounce with the non-kicking foot for balance. Head up and establish a rhythm. Count every lace touch.

**Killer "V"** - Start with feet behind the ball. Place left foot (bottom) on top of the ball. Roll at an angle towards the right foot. Push away with the outstep of the right. Grab the ball with the bottom of the right foot and roll it at an angle toward the left foot. Left foot (outstep) pushes the ball away. *Notes:* Attached string. Establish a rhythm and lift your head. Count every outstep push.

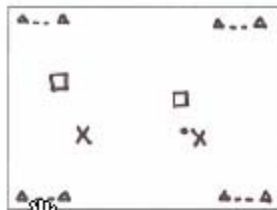
**Half Canti** - Feet behind the ball. Start by pushing the ball away with the outstep of the right foot, then tap the ball with the instep of the right foot. Repeat for 30-40 seconds. Switch feet work the left foot for 30-40 seconds. *Notes:* Attached string. Establish a rhythm, and play with

your head up. Count every touch.

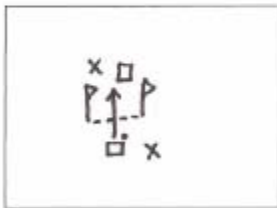
**8. Get Outta There!:** Two teams in a small grid with goals. Coach plays a ball into the grid and two players from each team play. If a goal is scored the team that scored stays on and a new ball is put into play. If the ball goes out of bounds, coach yells, "Get outta there," and two new teams come on.



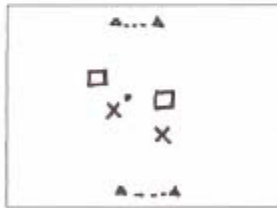
Line Soccer: Control over the line to score.



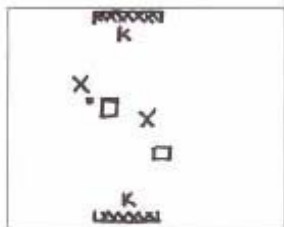
Four small goals. Control the ball over the line in either of the opposing teams goal.



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.

### 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](http://www.usyouthsoccer.org)

[www.coachesinfo.com](http://www.coachesinfo.com)

[www.soccerfitness.net](http://www.soccerfitness.net)

[www.IFPA-fitness.com](http://www.IFPA-fitness.com)

[www.mayouthsoccer.org](http://www.mayouthsoccer.org)

[www.canadasoccer.com](http://www.canadasoccer.com)

[www.soccerclinics.com](http://www.soccerclinics.com)

[www.amencascorers.org](http://www.amencascorers.org)

[www.revolutionsoccer.net](http://www.revolutionsoccer.net)

[www.turboathletes.com](http://www.turboathletes.com)

[www.flashdrills.com](http://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](http://www.cysanorth.org). Also, to obtain great youth soccer videos and books visit [www.fundamentalsoccer.com](http://www.fundamentalsoccer.com).

#### **The Practice Routine**

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

- Step 1 Begin Practice: Demonstration/Explanation of 1<sup>st</sup> part of the theme, role of first attacker or 1<sup>st</sup> 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 2<sup>nd</sup> part of the Theme Role of other attackers or Defenders in the "Theme"
- Step 6 SMALL SLIDE GAME(s): Cooperative Play (+) aimed at improving 2<sup>nd</sup> part of the Theme. Competitive Play (vs) aimed at Testing improvement 2<sup>nd</sup> 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

\* During competitive Play (vs) Players are made aware that no stoppages will take place, that they are "free" to compete. 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."