



**National Soccer Coaches
Association of America**

NSCAA Approved SAY Clinic



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Dear Coach,

Welcome to the SAY coaching philosophy (kids having fun) by making these steps into the soccer world it shows great awareness allowing you to understand that the education of yourself, will allow the young players to thrive and develop, not only good technique but also a great enjoyment, a great love and a passion of the game which may last a lifetime.

SAY was founded in 1967 to provide an organization within which children could learn and play soccer, the world's most popular game. It is the function of SAY to provide guidance and instruction for new participants but also to guide the coaches to a better understanding of the game, allowing their knowledge to be passed onto the players. This results in an educational fun learning environment.

A youth program should be as the name implies a program for the kids. Winning at all costs may be the attitude for the highly skilled professional, but it's contradictory to the basic objectives of the Soccer Association for Youth. Stacking teams, try-out camps, all star select teams etc, may produce a climate of excellence for a talented few, but will not, in the long run, be beneficial to the vast majority of young people involved.

At SAY soccer we have a concept that is three fold, which allows us to plan for the future. First our mission statement:

To grow responsibly while continually improving the quality of our program.

Second our vision statement

To produce an opportunity for all youth to play recreational soccer

Finally our value statement

Create the opportunity for all kids to play soccer

As the statements suggest, the kids are the most important part of our program. It is a gift to be allowed to coach and work alongside them. The work and influence you have on them will be memorable and one which will bring memories that last a lifetime, a first goal, a first uniform an ice cream party. The coach can make a positive difference in the behavior and lifestyle of his/her team. Below is how we feel coaches and parents should inter-act with the children on the playing field. Please use these as a guide to help you through the season.



Neil Bradford, SAY National Director of Coaching

Code of Ethics for Coaches

As a leader of a youth soccer team, you have a very serious responsibility. Children at a young age look up to their coach as a role model. The coach's behavior is under constant scrutiny as they thrive to please and imitate his/her behavior. In training situations and game situations the coach carries more influence than anyone else, even their parents. A coach of a young child can ensure that the player continues to have fun and learn or a poor coach can lose a child to the sport for the rest of their lives. Below is a recommended code of ethics and behavior to exemplify the ideal youth SAY soccer coach.

1. Know the laws of the game and teach them to your players. Read the rule book and attend coaching clinics to enhance your knowledge of the game
2. Abide by the laws of the game and the SAY rules.
3. Treat the referee with respect, no matter what the call.
4. Your opponents are worthy of being treated with respect. Coaches will model such respect for opponents and expect their players to do likewise.
5. Exhibit exemplary conduct at both practices and games. Team discipline reflects the coach's attitude 100% of the time.
6. Coach clean, skillful, honest and sportsmanlike soccer by stressing playing fair to win over winning itself.
7. Stress good sportsmanship. The coach is responsible for the conduct of the players when they are together as a team.
8. Help maintain a climate of enjoyment among spectators by discouraging negative remarks and/or harassment of players, referees and other spectators.
9. Work at team morale as hard as soccer skills and tactics. Be a "fun leader" minimize lectures, maximize demonstrations.
10. In dealing with team members, maximize praise and minimize criticism When making corrections use the Big Mac Attack (Be POSITIVE, correct mistake, end on a POSITIVE).
11. Refrain from profanity or vulgar language. Remember you are molding the character of young players.
12. Coach talented and non-talented players with equal vigor. Allow players more time than their required time.
13. Minimize coaching from the sidelines during games. Screaming during the games is not an acceptable coaching practice.
14. Pre-plan all practice sessions in detail to be interesting, fast paced and involve all team members as often as possible.
15. Welcome feedback from players and parents alike concerning potential problems and ways to improve.

Parents Code of Ethics

As a SAY coach you are giving back to the community, giving time out of your busy schedule so that the children can learn about the game of soccer and more importantly become good people. The more you coach you will find that 99.9% of the children are fantastic, easy to please and eager to learn.

The challenge sometimes, is that parents are locked into their own worlds and naturally have their child as their only concern. The parents get infuriated if you lose a game; their child doesn't play every minute of every game or doesn't get to play the glamorous position of forward. Sometimes you hear negative remarks from the side, sometimes you get confronted, or sometimes the referee gets an earful. This is not something that should be tolerated. To counter act this, a Parents Code of Ethics, was designed where parents agree to the statements below. You do not have to use this but if you do advise the parents. If these are not strictly followed, they will be asked not to stand on the side lines during games.

"I hereby pledge to provide positive support, care and encouragement for my child participating in SAY youth soccer by following this parents Code of Ethics"

1. I will encourage good sportsmanship by demonstrating positive support for all players, coaches and officials at every game, practice or other youth sports events.
2. I will place the emotional and physical well-being of my child ahead of personal desire to win.
3. I will insist that my child plays in a safe and healthy environment.
4. I will require that my child's coach be trained in the responsibilities of being a youth sports coach and upholds the Coaches Code of Ethics.
5. I will support coaches and officials working with my child, in order to enjoy a positive and enjoyable experience for all.
6. I will demand a sports environment for my child that is free from drugs, tobacco and alcohol, and will refrain from their use at all sports events.
7. I will remember the game is for YOUTHS and not for adults.
8. I will do my very best to make youth sports fun for my child.
9. I will help my child enjoy the youth sports experience by doing whatever I can such as, being a respectful fan, assisting coaches or providing transportation.
10. I will ask my child to treat other players, coaches, fans and officials fairly, regardless of race, sex, creed or ability.

Parents Signature _____ Date _____

(Obtained from Parents for Youth Sports Publication)

What is coaching & the role of the trainer?

Coaches have many different methods and styles. There is no right or wrong method when coaching but it is suggested a good coach should aim to have a fresh, exciting and challenging approach to the game. This approach can help build on a child's enthusiasm for the game. Instructions should be given clearly at the start of any exercise and feedback after each session should be constructive and positive rather than critical.

Coaching is hard to define, but the dictionary defines it as an **"A person who trains or directs athletes or athletic teams"** This can be somewhat confusing with teaching, instructing and training. An effective coach is able to explain, develop and motivate a child through their performance. This is achieved by not only coaching techniques, but also incorporates skill and tactics. To achieve success a coach needs to plan, prepare conduct and evaluate a session.

By following the evolving process for coaching sessions and games undertaken, you will be able to build a clear picture in your head what you need to be working on individually and in a team concept. This is built up over time by assessing the strengths and weakness of your team, which helps give you a clear goal of what you need to achieve.

The coaching session itself can be broken down into many different segments. Most coaches choose to you use the progressive method of coaching, although it should be stated all methods of coaching should be used and tested when working within a team environment. The progressive method of coaching involves building the practice up step by step to finish with game related activities and game situations.

An example of a progressive session:

- Warm up/Fundamental 20 mins
- Small Sided Activity 20 mins
- Expanded Small Sided Activity 30 mins
- Game 20 mins

A fundamental part of each session would be an emphasis on technical development (e.g. how to pass with the inside of the foot) This would then be taken on a stage further within the demands of the game (e.g. when and where to pass the ball) and finally it would be worked on a game activity (e.g. can you perform these aspects of the game under pressure?) A young player can quite often execute a technique effectively but only an evaluation in a game situation will allow the coach to judge if this technique is applied and performed in the right place at the right time in game situations.

Role model:

At a young age, children see their coach as role models and hold them in very high esteem. It is therefore necessary to adhere to a coach's code of conduct. In simple terms the coach needs to be enthusiastic, patient, fair, a friend and knowledgeable to name a few qualities. Working with young children should be seen as a privilege and more importantly it is essential to relate to them and again realize you are in a privileged position. It can be suggested when working with young players often personality and knowledge of the game can be often be more effective than the most skilled technical coach with less personality.

Common faults that a coach needs to avoid:

When coaching, a coach can fall into many pit falls but with a little thought these can be avoided. Listed below are examples of challenges that a coach may face and ways to overcome them.

- Repeated instruction: Continually talking and repeating yourself, at a confused child. Keep instructions clear, concise, relevant and development appropriate. Ask questions such as "What part of the foot do we strike the ball with to get the most power?" Asking questions instead of shouting "stop using your toes" at all players will be more constructive.
- Avoid complicated instructions- If an exercise takes longer to explain than it does to practice, it is not going to work. Begin by explaining the purpose of the exercise and offer the chance to ask questions, then move on quickly and get the players working.
- Be prepared to change- Do not persist with an exercise that keep failing. If the exercise is not progressing be prepared to change the dimensions of the field, the time limits, the opposition or the exercise completely. Sometimes it is more beneficial to stop and change and try the exercise using a fresh approach.
- Do not delude yourself- You are not managing your national team. Junior soccer is not the place to prove you, as a tactical genius. Your main priority is to ensure that children enjoy playing the game and are improving as people and players.
- Never lose your passion for the game- Enthusiasm is infectious and it will bring the best out of young players. Young players and most players respond to positive behavior and positive coaching.

It has therefore been suggested that there are principles of successful coaching. Soccer coaches come from a variety of different backgrounds and with that bring their own beliefs and ideas to any team. However successful coaching has a common theme that we can define.

The Football Association of England suggests eight points that would be common to all coaches:

- Teach players how and when to use techniques and skill in soccer
- Communication with players, parents and other coaches.
- Ask appropriate questions, providing explanations using demonstrations, listening and observing what players do.
- Leading and motivating players.
- Planning and preparing sessions to meet player's needs and ensure safety.
- Delivering and controlling training sessions to ensure safe practice.
- Analyzing performance and guiding relevant progress.
- Organizational and administrative skills.

A good coach therefore should be able to improve individual talent, but ultimately has the ability to gel a team together, through effective teamwork. A good team working and playing together will always beat a team of individuals. Roy Hodgson West Bromwich Albion manager and former Swiss international and Inter Milan manager believes 10 factors can lead to developing effective teamwork:

- Be positive
 - Show respect
 - Have principals, belief and a philosophy
 - Be Honest
 - Be loyal
 - Be personal
 - Develop a sense of perspective
 - Communicate and inform
 - Accept responsibility
 - Be Humble
- (Insight issue 2- Volume 2, Winter 1998)

Providing feedback

Working with children and given positive feedback must be countered with feedback that can improve player's faults. A useful idea that may help you with this is:

What I hear, I forget.

What I see, I remember.

What I do, I know.

Other areas that will improve coaching and feedback for the player are:

- Keep information short and simple.
- Learn every player's name quickly and make them feel important to the team.
- Have a system of organizing groups that integrates into groups rather segregating into friendships.
- Observe practice from a suitable position. Be sure you can see players perform and they can see and hear you.
- Use a consistent start, stop command so the players respond quickly.
- Let the players become involved in the session (e.g. "Well done, How could you...") rather than negative comments (e.g. "Don't do that") Reward effort as well as ability (e.g. "You worked hard today, your passing improved, well done")
- Seek to have some form of interaction with every player in every session.
- Try to make practice and game situations as realistic as possible.

Finally, it is believed to become a better coach and improve, you should continually self evaluate performance. This can be performed by looking at previous coaches and asking yourself certain questions. Questions that should be asked are ones such as:

- What worked well and what can be improved?
- Which of your coaches and teachers have had the greatest affect up on you?
- What were the qualities of the coach or teacher that had the most last impression on you?
- How would you test and prioritize your qualities as a coach?

These questions simply ask you to test yourself as a soccer coach. The more you analyze yourself as a coach, the better you will become. As a coach you never stop learning. The more you are prepared to question yourself, to accept new ideas and learn from other people, the better you will become as a coach. Good coaches are therefore considered good communicators and good communication skills are a fundamental part of coaching.

Tips for a Successful Practice

- 1.** Plan your training sessions, take notes with you.
- 2.** Ensure you have all equipment needs, balls, cones and scrimmage vests.
- 3.** Arrive at least 10 minutes early for practice and have your training session set up before players arrive.
- 4.** Begin training sessions on time.
- 5.** Keep all instructions short, simple, easy to understand and on point.
- 6.** Do not over complicate your coaching points and bring them in one at a time so they are easy to understand.
- 7.** Provide demonstrations, players understand and respond quicker when they understand. Painting a picture can help greatly.
- 8.** Vary the tone of your voice and be constructive and positive.
- 9.** Move around while coaching so you can get to see all of your player's strengths and weaknesses.
- 10.** Provide feedback and correct mistakes.
- 11.** If a practice is not working, make adjustments, if it is still not working don't be afraid to change the activity.
- 12.** Challenge your players as much as possible. Keep the better players occupied.
- 13.** Encourage water breaks and get the players to stay hydrated.
- 14.** Use water breaks to reinforce key coaching points.
- 15.** Recap training sessions, asking questions to check players understanding of key coaching points.

A Referee's Perspective: What You Need to Know as a Coach

**These rules generally apply, however be aware of modified laws that a league or tournament may choose to use.*

LEVEL 1 & 2 COACHING - Aspects of the Game

Spirit of the Game (COACH)

- Teach fair play
- Teach and practice good sportsmanship
- Discipline and control players and self - Dissent in any form (by anyone) is not acceptable

Spirit of the Law (REFEREE)

- Safety of the players
- Be fair/be consistent - be an impartial observer
- Use common sense

WHAT YOU SHOULD KNOW AS A COACH - BASIC LAWS

Restarts

- **Ball in/out of play:** only when whole of ball leaves outer boundary of the field
- **Free kicks:** Direct/Indirect
- **Indirect kick signal:** referee's hand in the air
 - Place ball at the spot of the foul
 - Ball must be stationary
 - Ball in play - must move (touched with foot) (and out of Penalty Area into play)
 - Second touch by original kicker is not allowed
 - Defender must be 10 yards away from the ball
- **Direct kick:** referee does not make a signal and keeps hands by side
 - The ball can be struck direct at the goal and does not need to be touched by a second player
- **Kick off:** Direct type free kick
 - Ball must move in a forward direction (not backwards)
- **Goal kick:** Direct type free kick
 - Ball may be placed anywhere in the Goal Area
 - Ball must leave Penalty Area into play before a second player can touch the ball
- **Corner kick:** Direct type free kick
 - Ball must be placed in or on the corner arc
- **Penalty kick:** Direct free kick
 - Ball must move in a forward direction/all other players located behind the ball and outside both penalty box and arc
- **Throw-in:** No goal can be scored from a throw-in
 - Taken at the spot where the ball left the field of play
 - Both feet must be on ground-on or outside the touch line
 - Throw taken from behind & over head using both hands
 - Ball in play once any portion of ball enters play & been released
 - Goalkeeper may not handle ball from a throw-in
- **Drop Ball:** Ball put back in play by referee
 - Ball is in play as soon as it hits the ground
 - Any number of players or no players need to be present

A Referee's Perspective: What You Need to Know as a Coach

LEVEL 1 & 2 COACHING - Aspects of the Game

Spirit of the Game (COACH)

- Avoid dissent - it is not acceptable in any form
- Teach players to learn to adapt to each individual referee
- Discipline players - anticipate individual problems
- Assume responsibility- player's equipment and dress
- Long time enforcer of the rules

Spirit of the Law (REFEREE)

- Know the rules - be a neutral observer
- Develop consistency - sense of fair play
- Discipline players - can only punish after an act has been committed.
- Punish only and where necessary - do not be an intrusion on the game.
- Short term - enforcers of the law.

WHAT YOU SHOULD KNOW AS A COACH - BASIC LAWS

- ***Offside position:*** the illegal location of a player
 - Ahead of ball and not in own half of field and closer to the opponent's goal line than the last two opponents.
 - The position of the player, by itself is not an offense
- ***Offside offense:*** when played by a teammate
 - Interferes with play or interferes with an opponent or gains from advantage of illegal position
 - Not on a goal kick, corner kick, throw-in or drop ball

MAJOR FOULS

- ***Ten major fouls - six fouls careless or reckless or using disproportionate force must be committed against an opponent***
 - Kicking or attempting to kick
 - Striking or attempting to strike
 - Tripping or attempting to trip
 - Pushing
 - Jumping at or charging an opponent
- ***Three fouls that must be committed against an opponent***
 - Holding
 - Spitting at an opponent
 - Tackling - contact with player prior to ball
 - Handling ball - hand or arm deliberately contacts the ball

For further information go to saysoccer.org, select referee and click on 'Never Ask a Referee'. Here you can submit questions and get answers to frequently asked questions.

First Aid Emergency Procedures

It is necessary to have a plan and a response to an emergency, injury, illness or allergic reaction when dealing with all youth sports.

Actions to be taken in a life threatening or serious injury

Dial 911 Immediately

- Know location of where injury occurred and where victim is located.
Exact address required (e.g. what field # are they on)
- Know Phone number from where you are calling from
- Extent and description of injury (Is this an allergic reaction)
- What actions are being taken to promote recovery (if any)
- Hang up only after 911 operators do.
- Contact parents immediately

**IT IS ESSENTIAL TO CARRY ATHLETES EMERGENCY MEDICAL
AUTHORIZATION FORMS AT ALL TIMES.**

Summing It Up:

- Always lean on the side of caution.
- It is highly recommended that a coach attends a child CPR or first aid course.
- Encourage coaches to always carry a first aid box.

For more information on first aid, contact your local Red Cross Organization.

Techniques and Skills of Soccer

To become a very good soccer player it is essential that every player has good technique in the fundamental skills of soccer. The coach must explain this to the player and even more important that the player identifies these skills at an early age. It is essential this is done early, as after the age of fourteen, it is very hard to change and correct faults in players technique. A phrase of “practice makes perfect” is often used but when working on technique, a phrase which is more appropriate would be “practice makes permanent”. For this reason development appropriate exercises are highly encouraged to master the techniques of soccer. Five main techniques to look at are:

- Dribbling
- Passing
- Shooting
- Heading
- Receiving

The first technique to observe is dribbling. This is a major part of the game as every player will have to perform this skill. Dribbling is a skill taught at a very early age. We do not go into depth at 4 or 5 years of age but this is the first skill that players can learn and perform due to the players motor skill development. As stated earlier we do not go into depth but we can begin to teach fundamentals that will help the player in the future.

There are three main types of dribbling that a player must learn to perform:

- Speed dribble
- Shielding dribble
- Attacking dribble – to beat a player

The speed dribble- This type of dribbling is used when there are large spaces of the field to attack and no defenders close. It is a way of getting to a position on the field as quickly as possible. This is achieved by:

- Use the inside, outside or laces of the foot and keep the toe down.
- First touch should be out of feet and played with a long touch into space.
- As the space to the defenders decrease smaller touches on the ball or needed.

The shielding dribble- This type of dribbling is when you want to keep the ball in tight spaces and away from your opponents. It is a dribble that is used many times in the game and by all players’ defenders, midfield and attackers. The shielding dribble is achieved by:

- Keeping your body between the ball and the player.
- Being sideways on so you can play the ball with your far foot.
- Being sideways on so you can see both your opponent and space on the field.
- Keeping a low centre of gravity that you can twist and turn easily.

The Attacking dribble – This type of dribbling is most often used by midfield and attacking players and is used frequently in the attacking third of the field, although it can be used anywhere and anytime on the field. To perform this type of dribbling exercise effectively a number of stages have to be performed. These include:

- Dribbling that includes both a change of speed and change of direction.
- After you have beaten the defender, be first into the space and explode onto the attack.
- Finally after beating the defender cut across him/her so that the defender cannot make a recovery run.

Passing Techniques – Passing is one of the most important skills any player will learn to do. It is what all good teams do well and many experts think what the game is all about. Passing is the ability to move the ball from one player to another to unbalance your opponent's defense and set up good attacking opportunities. Keeping possession of the ball can help you in two key areas. First, if you have possession the opposition cannot score, second passing can tire teams out as they have to chase the ball, making the game physically demanding to regain possession and mentally tiring having to defend for long periods. It has therefore been suggested that if your players cannot pass the ball, they will not truly be able to master the game.

Passing is a simple technique which must be practiced from a young age. When introducing passing there are three main points to consider:

- The speed and weight of the pass- Can I make this pass easy for my teammates to control or run onto?
- The timing of the pass- When should I play the pass to give my teammate the best chance of receiving the ball in space.
- Deception- Can I fake the pass and split the defense for a teammate to run on to.

There are many different ways of passing a soccer ball such as a lofted or driven pass. Here we are going to look at the most commonly used passes in the game and break them down. The two most common used passes are probably the inside and outside of the foot pass.

Inside foot pass- This pass is probably the most used pass in the game by all players and can be broken down into four segments:

- Approach the ball from a slight angle and if not under pressure attempt to face the target player.
- Place the supporting foot next to the ball, facing the target with the supporting knee bent.
- Kicking foot should be in an L shape. Keep the ankle locked, toe pointed up and strike through the center of the ball.
- Finally keep your head steady and follow your kick through the target.

Outside of foot pass- This type of pass is an excellent way to disguise a through ball, confuse defenders and make defense splitting passes. Reasons offered why it can be so hard to learn are that your hips remain closed and therefore it is hard to read what you are going to do in the middle of a heated game. As with the inside of the foot pass there are a number of different stages that the pass can be broken down into:

- Support foot should be placed slightly behind the ball.
- Hop onto support foot, placed slightly behind the ball.
- Toe should be slightly down, along with the striking foot.
- Keep head still, eyes looking at the ball and strike the ball either in the middle or from the side, depending on the direction of the pass.

Shooting Technique- Every player who has ever played the game loves to score goals. This can be even more important for young players. It is a chance to get a pat on the back from his/her teammates a chance to get 'a way to go' from the parents on the sidelines and a chance to feel good inside that you have made a big contribution to your team. Scoring helps build confidence.

Many people suggest that goal scorers are made and it's often heard in soccer games that he/she is just a natural. Although goal scoring often comes natural to some players it is a fact that they have worked endlessly on the practice field to become as good as they are. Players such as Mia Hamm and Landon Donovan would tell you they have to work hard to be where they are today often staying after practices so when that chance to score comes along they are ready to take it.

As with any other technique in the game shooting can be broken down to make it easier for the player to learn and understand.

Shooting can be broken down into three different categories:

- Mentality
- Placement
- Power

Mentality- Many players approach shooting in different ways, some would rather pass the ball off not wanting to take responsibility, other players shoot without much conviction while others shoot and believe they are going to score. This can be broken down as follows:

- Be aggressive to the target.
- Frame the goal when shooting.
- Take the responsibility of shooting if you are in good scoring positions.
- Positive attitude- Believe that you are going to put the ball in the back of the net.

Power- Some players have not been taught the correct way to shoot, so they find it very hard to get any power into their shots, which can make it easier for keepers to make saves or defenders to defend. For a player to get power into a shot we can break down the technique into different segments and make it easier for a coach to coach.

- Player should approach the ball from an angle.
- Player should be round and compact over the ball.
- Player should stay over the ball and keep the head steady while shooting.
- Player should strike through the centre of the ball and land on shooting foot.
- For maximum power the player should use their laces but must be aware of using all parts of the foot to score e.g. inside, outside, toe or heel.

Placement- It is important when shooting at goal to make a decision early and go with your decision. For example: Do I need to shoot with power or would a placed shot work as a better option? Therefore it is suggested a player must be coached in goal scoring exercises inside the box, outside the box and one on one opportunity with the goalkeeper. This is carried out multiple times on the training field so when a goal scoring chance comes along in the game, the player knows what to do and when to do it. A placement of a shot can be broken down into three points:

- The player needs to make an early decision. Do not change your mind, concentrate and focus on the shot/finish.
- When the player is going through the shooting action, support foot, hips and knee caps should be aimed at the target.
- The player should strike the ball before the advancing keeper sets their feet.

Heading Techniques- Heading is a technique that is concentrated at a later stage in a player's development but is a key opponent in a game of soccer and one a player must learn. The suggestion is that you can work on the technique of heading as early as the age of eight years old. When introducing heading to this young age group, it is not necessary to physically head the ball. It is advised that you as a coach hold the ball out in front of you with two hands and ask the players to approach the ball sideways on, mouth closed, eyes open and put their head on the ball. In this case no pressure is being placed on the players head and you have only shown the player the correct technique for heading the ball and have educated the player for a later stage in their soccer development.

As stated earlier heading is a key component in the game and can be broken down into two different types. The first header we look at is a defensive header. This type of header is mainly used in the defensive half and is a great way of relieving pressure for your team. Taking the ball out of the air takes play away from your defensive third of the field into the middle or oppositions half.

Upwards Heading-

- Leave it late to attack the ball in the air.
- Run up to the ball and take off on one foot.
- Jump up towards the ball first.
- Head through bottom half of the ball.
- Ensure height, width and distance.

The second type of header which is commonly used in the game of soccer is the attacking header. This is mainly used when heading towards goal. All players will need to practice attacking headers as it is a great way to score goals. It can have an element of surprise and can be very effective from set pieces such as corners and free kicks around the outside of the box.

Downwards Heading-

- Make a bending run to side, opposite the ball.
- Leave it late to attack the ball in the air.
- As you approach, take off on one foot.
- Head through top half of ball, sending it downwards.
- Attempt to hit corners of goal.

Receiving – Receiving a ball on the ground is different than receiving a ball in the air. When receiving a ball on the ground the following points should be considered.

Receiving the ball on the ground:

- Keep your eye on the ball.
- Choose which foot to receive the ball with (this may depend on the position of the defender)
- Receive the ball with one foot, with the toe pointed up (ankle locked)
- Don't stop the ball, instead prepare it for the next action, shot, dribble, pass or to play away from pressure.

Receiving the ball in the air:

- Keep your eye on the ball.
- Read the flight, speed and direction of the ball.
- Decide early which body part will control the ball (foot, thigh, chest or head)
- Get the body in line with the direction of the ball.
- Prepare to receive the ball by presenting the body part to the ball.
- Cushion the ball with the body to slow it down and prepare for the next touch.

Expectations of Children at Different Age Groups

Expectations of a U'6 Player	Achievable Targets	Unachievable Targets
Children will be Spatially unaware	Have Fun	Understanding positions
Can be afraid of both ball and opponent. Most players tend to cry when they get hurt, some when they just simply loose the ball	Feel a sense of achievement touching the soccer ball	Do not understand about passing to teammates
Short Attention span Concentration period very limited (approx 2-3mins)	Paint the picture. Children will understand a picture or demonstration easier than the coach talking	Children will not sit down and listen to lots of information. K.I.S.S Keep It Short and Simple
Physical Characteristics developing constantly	Very energetic, work hard but only for short periods of time. Get out of breath easily	Can only play for short periods of time before needing a rest
Kick ball with no direction	Beginning to learn the process of passing the soccer ball	Directed pass to a teammate
Tactics Very limited	Understand they should be attacking and trying to put ball in opposite goal	Do not understand about going to the goal often they will go round in circles all bumble bees around the ball

Expectations of a U'8 player	Achievable Targets	Unachievable Targets
Attention Span longer than U'6	Can retain small quantities of information	Still cannot retain large chunks of information. Essential to still use the K.I.S.S principle
Players still selfish but starting to understand the concept of working with a teammate	Begin to understand the team concept.	Understand about passing to teammates but only a rough version of passing will be achieved at this age
Players are very eager to impress the coach they want to be liked	Children respond to positive re-enforcement and improve quicker through this type of coaching	Children do not understand negative re-marks and take criticism personal. This can mean the child stops playing
Cardio-vascular system not fully developed	At this age can only work hard for small periods of time.	Keep practice moving, cannot work for long periods, and get out of breath quickly. Need more water breaks
Co-ordination and speed have improved	Can now understand about stopping a ball and passing it off	Do not expect combination passes or a sequence of passes
Will begin to ask multiple questions	Tries to understand what is expected of him/her	Verbal answers will not always be understood, wherever possible use demonstrations

The Advantages of Small Sided Games

The question is constantly asked. How do we best train our young players so that they receive the best training and maximum opportunities to improve skill, technique, understanding and enjoyment of the game?

One answer commonly given is to play small sided games from a young age. Playing small sided have many advantages which include:

- Players increase amount of touches they have on the ball.
- The player has more decisions to make.
- The player has more individual teaching time.
- The player increases the amount of involved playing time.
- The player has more opportunities to score.
- The player becomes more skillful.
- The player has more fun, more touches, and more smiles due to constant involvement in the game.

Most youth organizations will play 3v3, 4v4 or 5v5 and as mentioned above the advantages are many with players making numerous decisions in the game. Initially at the u'6 age group players will run all over the field, have poor spacial awareness and will not even notice the cones and line markings that are on the field. The games will be dominated by the biggest and fastest children and the thought of passing will not enter the players mind.

As the player becomes older and can incorporate more information, small sided games can take on a different format. It is however essential for learning purposes that small sided game should have an overall objective and specific goal. For example 2 or 3 v 1 in a confined space has an overall objective of possession. A specific goal maybe 5 or 10 passes in a row equals a point or a goal. It should always be remembered, the game is the teacher and creativity should always be encouraged.

Playing small sided games can also help the coach identify and correct mistakes. Experience teaches a coach when it is appropriate to jump in and freeze play. When stopping play make your point quickly, paint a good picture for the players, rehearse what you wanted to see on the field of play and then restart the game. However it must be noted over coaching can kill the game and ruin the fun for the players, it is also noted young players learn through discovery, trial and error. As coaches we need to allow players to make mistakes which will in turn build confidence and creativity as they will perceive it is good to try and use their skills on the field of play, even if mistakes are made.

A second way a coach can get their message across is in the breaks or after practice. It is deemed very efficient to talk to players individually, build confidence by talking about what they did well, what they can do better and then finishing positively on their good play.

Small sided soccer is therefore seen as a developmentally appropriate environment for our young soccer players. It creates a fun environment that focuses on both skill development and game management which gives our players the best chance to succeed, improve and become better players.

How do you Handle a Child that Causes Problems at Practice?

- The coach needs to be patient, encourage and try to remain upbeat with the child and the rest of the group at all times. Do not allow one child to bring practice down for the whole team.
- Always highlight positive behavior of the child causing problems at both training and games.
- If the child will not join an activity, ask the child to sit out of the exercise. When you have finished the exercise play the child's favorite game. The first time you play this game do not allow this child to play. Play the game a second time and allow the child to play although explain the consequences that if he/she disrupts the session again, he/she will not be allowed to play the game next time.
- Talk to the parents and explain to them the challenges you are facing with their child at practice. Ask the parents if they could talk to their child and stay for a couple of practices; one to see the problems they are causing and secondly to take care of their child if they disrupt the sessions.
- The final solution would be to ask a local board member to observe a practice. Resulting in that the child may be moved to another team or your last course of action may be to remove the child from the program for the season.

Idea's on How to Coach a Lop Sided Game and Keep the Score Down

- Be aware of the possibilities early on. Coaches need to be pro-active and be ready to adjust when the game is at 3-0 or 4-0 not when the score is 7-0.
- Start the so called stronger players at defender or goalkeeper if you know that you are playing a weaker team. This may prevent scores becoming lopsided early.
- Be pro-active and check the scores from previous weeks know who you are playing and be helpful to the weaker teams.
- Before the season begins ensure that all coaches are educated at both coaches meeting and coaches clinic. All coaches should know about SAY philosophy and how running up scores will not be seen as positive coaching.
- Stipulate rules, for example the team must make five passes before scoring.
- Goals can only be scored by the weaker foot, from outside the penalty area or after the player has performed a move such as the Maradona that has been worked on in training.
- Goals can only be scored once every player in the team has touched the ball
- - After four goals have been scored allow the opposition to add a player and be prepared to add another player if the score dictates.
- Teams can take a player out of the game if the score moves above 4-0. The option above will not penalize playing time of the kids just for scoring goals. It is also suggested that the referee should intervene when the score moves above a certain point. This way the coaches are not put in tense situations.
- Finally it's ok to tell the players not to score anymore and talk about good sportsmanship so they understand why.

How do We keep Kids Motivated during a Losing Season?

- At the beginning of the season it is very important to get your parents together at the team bonding session. Here you explain the SAY philosophy (see coaches meeting at bottom of page) how teams are put together and your expectations for the season.
- As a coach always be energetic, enthusiastic and positive in all training sessions and game environments.
- At the U-6 and U-8 age group children do not care about the score. Often scores are not kept it is only the parents who make a big deal about the outcome of the scrimmage. At the end of the game the players are more concerned at running through the parent's tunnel and seeing what the after game snack is.
- Try to socialize out of soccer and encourage team bonding exercises. The bonding exercises can take place in the form of a pizza party, going to the cinema, bowling or a picnic. Encourage team participation and bonding rather than just winning. Enjoying each other's company will help with morale in a losing season.
- Create themed training evenings and make them both fun and interesting. Bring snacks and small prizes and hand them out during practice. For example you could call the evening a South American soccer evening. Each child has to come in the colors of the country they have been given (Brazil, Argentina etc) paint their face and bring three interesting facts about their country. This builds morale after a couple of big defeats and gets the kids thinking that soccer is FUN.

Why does my Team Play so Bad?

- A frequently asked question is why does my team play so bad? The real question should be is my team having fun?
- Coaches need to realize that they are working with recreational players and these players may not be the best players in the city. It may be a case that the child has never played the game before or has not played in two years. Keep your objectives realistic.
- You are not selecting your players, it is a blind draw. This results in players never having experienced playing with each other before. This causes many challenges because it takes time for children to bond, trust and understand and how each other play. This process takes time and the season only lasts three months. Again this highlights how the coach needs to make goals that are realistic to the team and the season.
- Practices may occur only once a week. It is impossible to make players into great players, if you are only working with them once a week. Practices should be light, educational and fun. If at all possible hold two practices a week and always send the children home with challenges. This way you have the children practicing at home and getting lots of touches on the soccer ball.
- To improve team play, work on player's morale. Emphasis that when players score goals, it's not only for them, it's for the defenders and goal keeper stopping the opposing team scoring. Create an environment and atmosphere where it is all about the TEAM and helping each other

TEAM MEETING

At the beginning of each season it is highly recommended that you pull your team together for a swim party, a cook out or a picnic. This is done for two main purposes
Firstly it is a chance for you to meet all the players and all the players have a chance to meet each other and have a chance to bond. Secondly it is a great time to meet the parents, express what you want to achieve out of the season and have them sign the Parents Code of Ethics.

Example of a Team meeting:

Head Coach:

Assistant Coach:

Introduction to Parents and Players:

Goals: Please set goals that are realistic and obtainable, being aware that the season is 10 weeks in length and players will vary in both ability and playing experience.

- Have Fun – Soccer for a lifetime (Building a love of the game)
- Make New Friends
- Feel Good Factor (Make them proud of themselves)
- Make learning Fun and enjoyable (passing, dribbling, shooting)
- Learn to work as a team (everyone is equal)
- Follow directions and rules
- Supportive Positive parents (parents code of ethics)
- Good communication

This is also a good time to keep parents informed of what will be happening through the season and also educate parents who may not know anything about the game.

- Hand out fixture schedules of where the games will be played and when.
- Arrange for the parents to pick up the uniforms on a certain date & time (if arrived meeting would be a good time to hand them out)
- A roster of who will bring the post game refreshments. (Very important with young children)
- What nights practice will be held and from what time.
- Educate on how many players will be on a field, how long the quarters will last and how big the field they play on will be.
- SAY Philosophy- Everyone plays at least two quarters
- Explain the different positions on the field
- Questions and comments

SAMPLE TEAM ROSTER

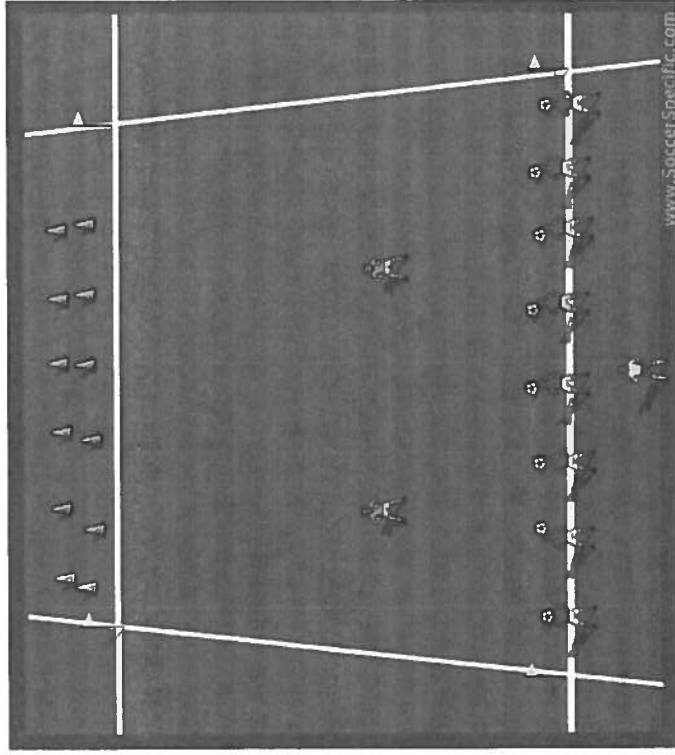
List of Players

#	Player	Parents	Phone	Address	City	Zip	Email
1	Mia Hamm	Jackie/Ed	555-1212	201 Mason Dr	Mason	45040	mhamm@email.com
2	David Beckham	Joy/Bill	555-1213	202 Mason Dr	Mason	45040	beckham@email.com
3	Roberto Carlos	Julie/Sam	555-1214	203 Mason Dr	Mason	45040	carlos@email.com
4	Heather Mitts	Suzie/John	555-1215	204 Mason Dr	Mason	45040	hmitts@email.com
5	Wayne Rooney	Emily/Tim	555-1216	205 Mason Dr	Mason	45040	rooney@email.com
6	Brandy Chastine	Jamie/Bertie	555-1217	206 Mason Dr	Mason	45040	Chastine@email.com
7	Marcus Beasley	Sheila	555-1218	207 Mason Dr	Mason	45040	beasley@email.com
8	Michael Owen	Nancy/Tom	555-1219	208 Mason Dr	Mason	45040	mowen@email.com
9	Thierry Henry	Betty/Bob	555-1220	209 Mason Dr	Mason	45040	thierry@email.com

Table of When and Where Games are Being Played Drink/Snack Schedule

Day	Date	Time	Field	Meet	Opponent	Drink
Sat	9/2	2:00 PM	Wembley	1:30 PM	Barcelona	Hamm
Sat	9/9	10:00 AM	Crew Stadium	9:30 AM	Everton	Beckham
Sat	9/16	9:00 AM	Crew Stadium	8:30 AM	Chicago	Carlos
Sun	9/17	1:30 AM	Sam Park	1:00 PM	Revolution	Mitts
Tues	9/26	6:00 PM	Highbury	5:30 PM	Kansas	Rooney
Thurs	9/28	6:00 PM	Crew Stadium	5:30 PM	DC United	Henry
Sat	10/6	11:15 AM	Crew Stadium	10:45 AM	Arsenal	Chastine
Sat	10/13	8:30 AM	Crew Stadium	8:00 AM	Galaxy	Vierra
Sat	10/20	10:00 AM	Crew Stadium	9:30 AM	Barcelona	Beasley
Sun	10/21	1:30 PM	Sam Park	1:00 PM	Chicago	Owen

Sponge Bob Needs Help



Purpose:

To improve dribbling skills.

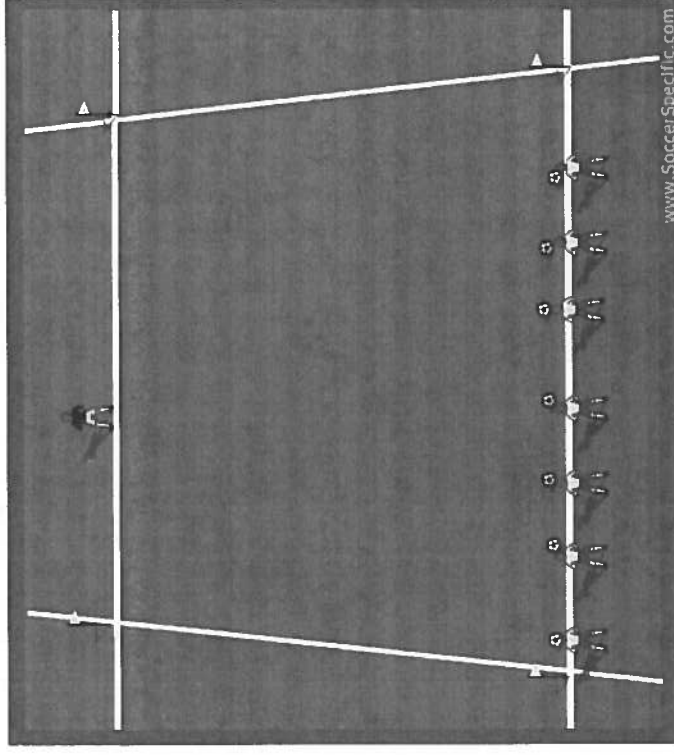
Organization:

- In a 20 x 20 yard area, Sponge Bob is in the corner needing food (jellyfish) so that he has the energy to come out and play.
- All players with soccer balls are Sponge Bobs friends (Patrick and Squidward) who must dribble past the other players (mean Mr. Crabs and Plankton). Get to the cones (jellyfish) and bring them back to Sponge Bob.
- But, if the mean Mr. Crabs or Plankton touch Patrick or Squidward the player must come back to the beginning and start again.
- All food must be back to him within 2 minutes or Sponge Bob cannot come out and play.

Coaching Points:

- To see where obstacles lie, keep your nose in front of the ball.
- Use inside and outside of foot to create space and in unbalancing the mean Mr. Crabs and Plankton. When you get Mr. Crabs or Plankton unbalanced, explode past them with a change of speed.

Dribbling Games Red Light Green Light



Purpose:

Starting and stopping the ball and improve vision.

Organization:

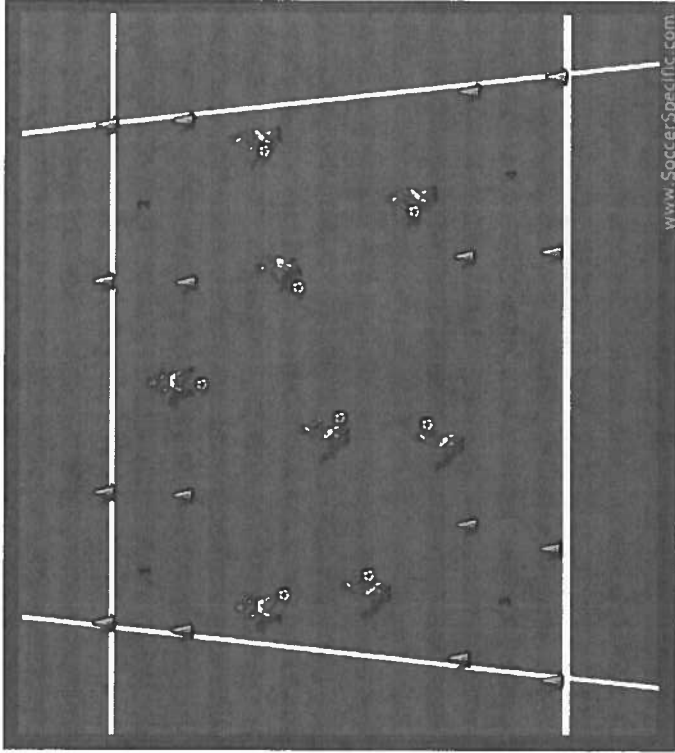
Players line up at the one side of the 20x20 grid. The coach stands on opposite side with a red and green cone. When coach holds the green cone in the air, players dribble forward. When coach holds the red cone up in the air, players need to stop ball immediately.

If the coach turns around and player is still moving when the red cone is in the air he/she must go back to the beginning and start again. Coach continues to change from red and green cone to confuse players. The first player to make it to the coach wins the game.

Coaching Points:

- Keep the ball close.
- Keep head up.
- Use all different parts of the foot to dribble with (laces, sole, inside and outside).

Dribbling Games Fast Food



Purpose:

Working on both a change of speed and direction.

Organization:

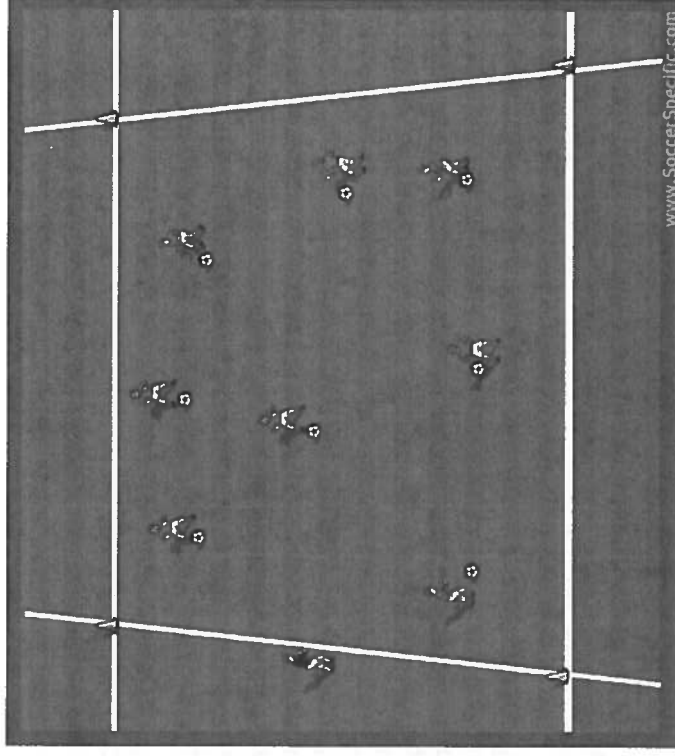
Players dribble the ball in the middle of the area listening to the coaches' call such as left foot dribbling only, outside of the foot only. After testing the player's skills in the middle of the field the coach will call a restaurant name and the players will have to get there as quickly as possible. The last player to make it to the restaurant will be asked to perform a forfeit such as 5 Irish pushups.

For example: #1 will be McDonalds, #2 Wendys, #3 Burger King, #4 Dairy Queen.

Coaching Points:

- Keep the ball close to the body.
- Use different parts of the foot to change direction and stop the ball.
- When you hear the restaurant being called look to change speed and direction quickly.

Five Steps to the Clouds



Purpose:

Warm up dribbling activities.

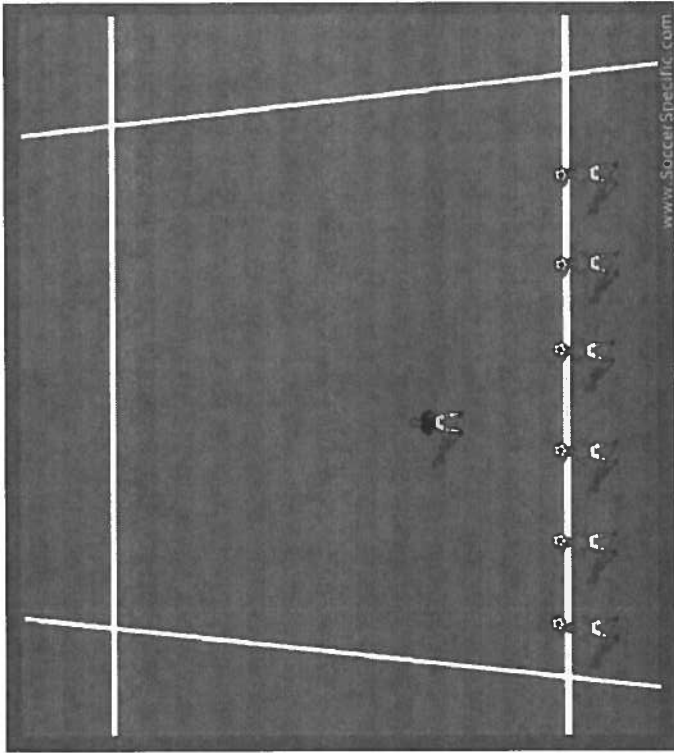
Organization:

In a 20x20 grid (4 cones), each player has a soccer ball to perform activities that the coach calls.

Coaching Points:

- (#1) On the run: Dribble around the grid, change of pace and change of direction, left foot only, right foot only etc...
- (#2) Sole of the shoe: On command player stops the ball. Encourage player to use both feet to stop the ball. Direct players to drag the ball back and change direction.
- (#3) Bend the knee: On command player stops the ball and places knee on ball.
- (#4) Head to ball: On command player stops the ball and places head on the ball. Coach then asks player to dribble ball with their head, stomach, back, bottom etc...
- (#5) Staying Alive: Toe taps on the ball (players need happy feet) singing and dancing "Staying Alive".

What's the Time Mr. Wolf?



Objective:

To incorporate a turn and change of speed while dribbling the ball.

Organization:

Each player has a ball and the exercise is played in a 20x20 yard area. The game begins by the players asking the coach "What time is it Mr. Wolf?"

The coach turns around and calls a time such as 6 O'clock. Players and coaches then take six steps forward and ask again "What time is it Mr. Wolf?"

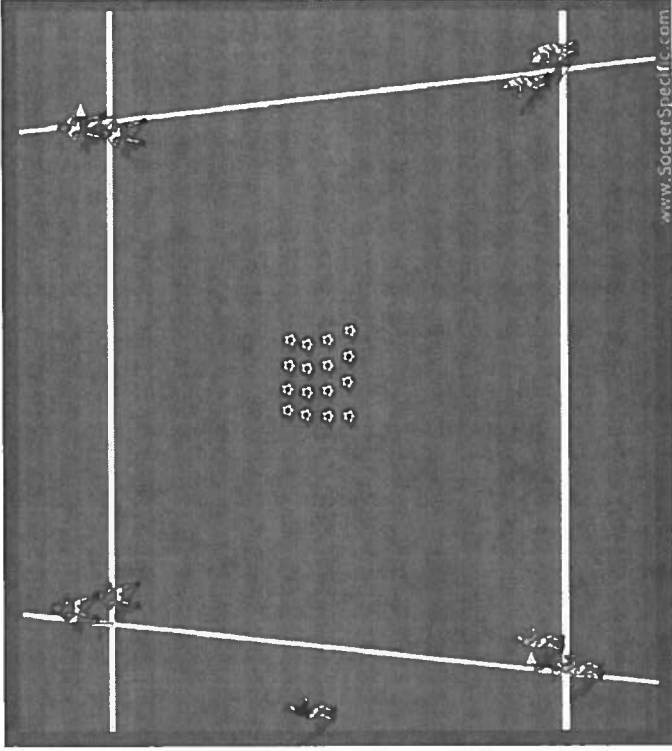
This continues until the coach calls "DINNER TIME"

As soon as this happens, players need to turn with their balls and get back to the starting line before the coach (MR. WOLF) tags them. If players are tagged, they become Mr. Wolf with the coach.

Coaching Points:

- Keep the ball close.
- Turn and accelerate away.
- Listen to the coach and be aware of where you are on the field.

Robin Hood



Objective:

Dribbling and turning at speed.

Organization:

When the coach gives the signal to "GO" the game begins. Players run to the middle of the grid, take a soccer ball with their feet and dribble the ball back to their partner.

The second player (their partner) then runs out and takes another ball and brings it back.

The process continues until all the balls are gone.

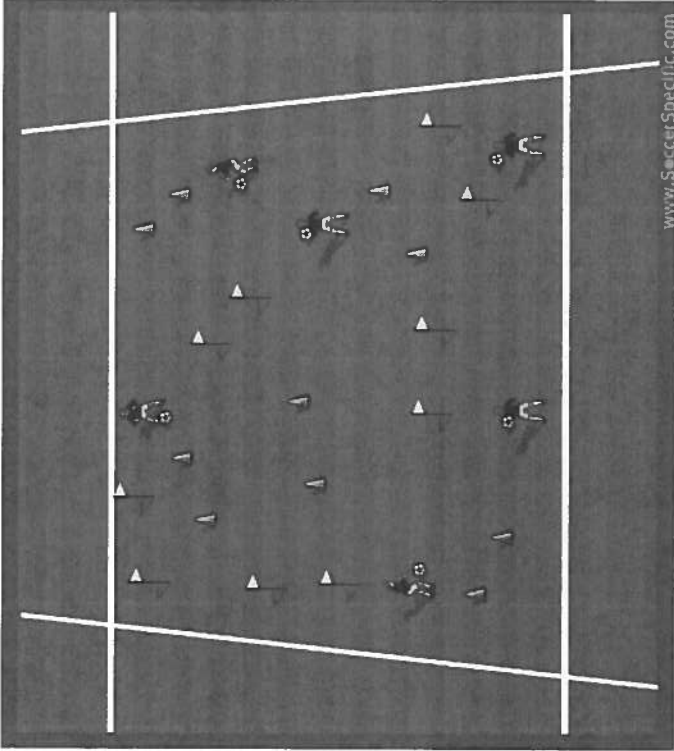
Players are then allowed to steal balls from other teams around the outside one at a time and bring the ball back to their partner.

Coach allows this to continue for 60-90 seconds, then sends all players back to their starting positions to count how many soccer balls they have.

Coaching Points:

- Keep the ball close.
- Head up look for space and open soccer balls.

DRIBBLE THROUGH THE GATES



Purpose:

To improve dribbling skills.

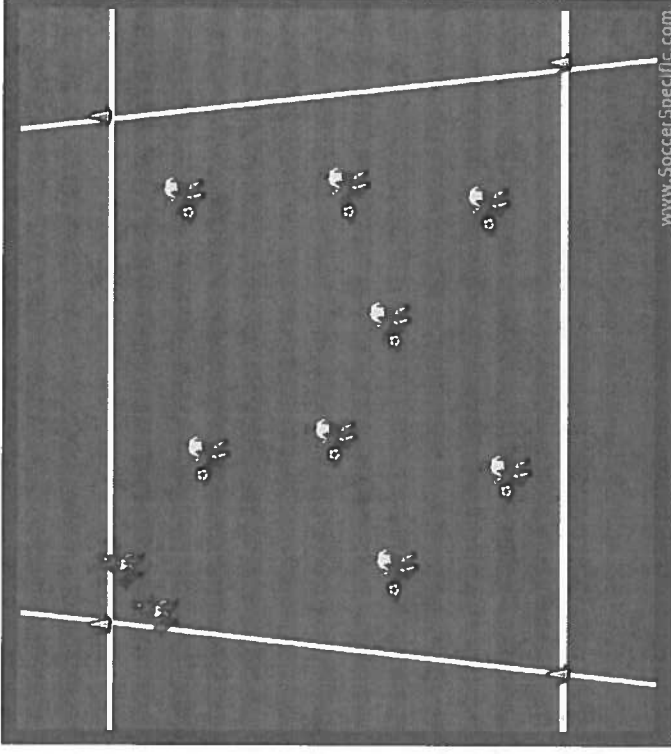
Organization:

Mark out a 20 x 20 yard grid and place various colored cones and corner sticks in the grid as gates. Players are asked to dribble through cones on coach's instruction. Coach gives different instructions to make players think. How many gates can you dribble through in 30 seconds? How many gates can you dribble through using your left foot only? Right foot only? How many gates can you dribble through when you are only allowed to dribble through orange gates/yellow gates? How many gates can you dribble through going through the gates alternately yellow gate then orange?

Coaching Points:

- Use all different parts of the foot.
- Keep the ball close.
- Keep your nose in front of the ball so you can see where you are going.
- Work on a change of pace slow into the gate fast out of the gate.

Stuck in the Mud



Purpose:

Opposed dribbling.

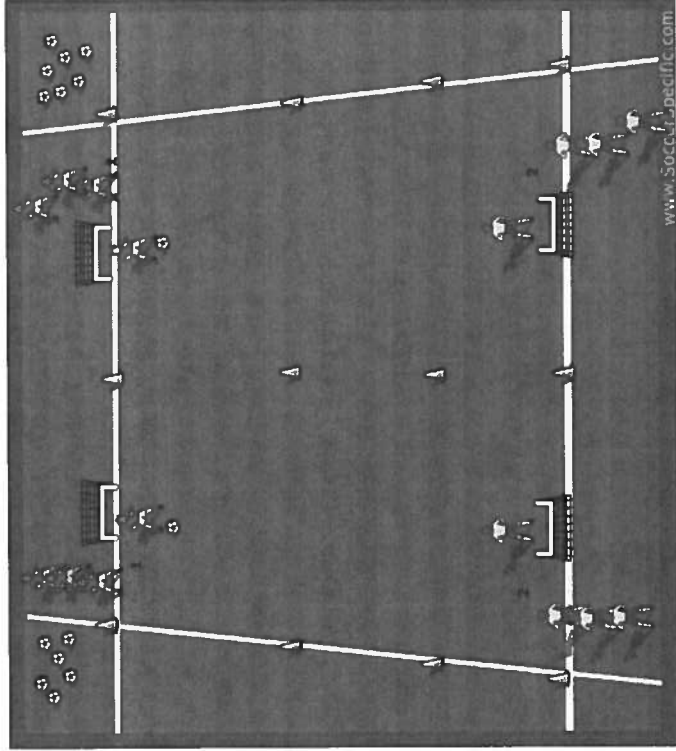
Organization:

All players except for the two in the scrimmage vests have a soccer ball. Players dribble around the grid and try to avoid the players in the scrimmage vests. The players without the ball (defenders) try to tag the players with the ball. Players in the scrimmage vests (defenders) can only hope to start (passive defending). If players with balls are tagged, they must hold the ball above their heads and call "stuck in the mud, stuck in the mud, stuck in the mud". To become free another player must dribble the ball and pass the ball through the person's leg so they can place the ball down and return to the game. After one minute the defenders are allowed to run. How long does it take to tag all the defenders?

Coaching Points:

- Keep the ball close.
- Keep your nose in front of the ball, to avoid defenders and look for the open space.
- Technique: Use turns and fakes when 1v1 to avoid being tagged by defenders.

DRIBBLING PART I



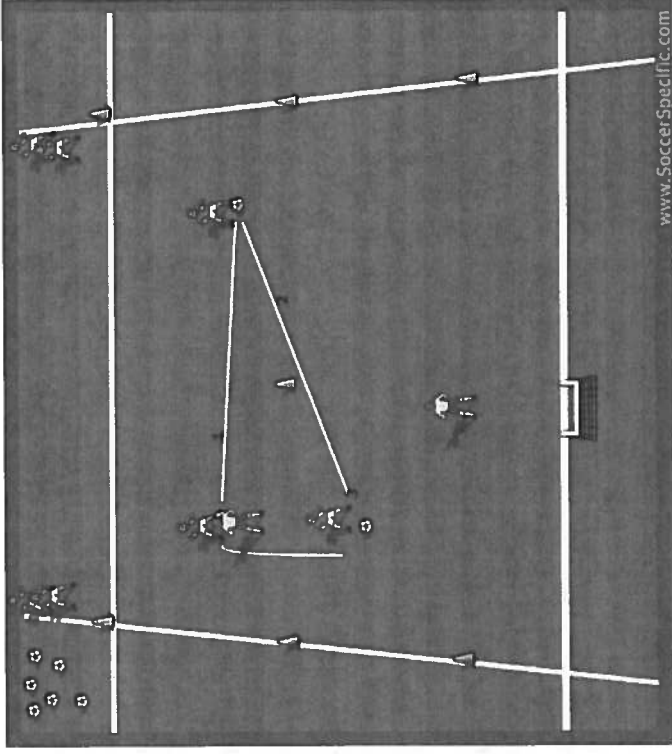
Organization:

Player one passes to player two. Player one plays as a defender and player two plays as an attacker and tries to score in opposition's goal. If player one (the defender) wins the ball, they go to opposite goal and try to score. Team plays as defenders for three minutes and then teams reverse roles. Winning team is the team who scores the most goals after six minutes.

Coaching Points:

- Encourage the attacking player to be creative (using moves and change of speed to beat opposition).
- For example player needs to get defender off balance using moves and then burst by defender when he/she is off balance by using a burst of speed.
- Encourage players to be positive at all times.

DRIBBLING PART TWO



Purpose:

Encourage players to be creative and beat defender.

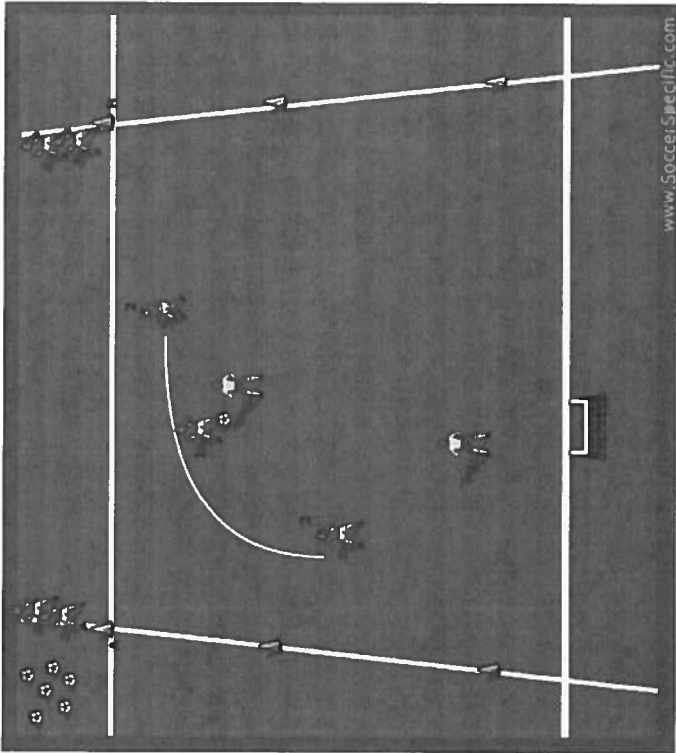
Organization:

Set up a 10 x 20 yard grid. Two attacking players play against one defender. One defender is in an area of 10 x 10 yards and is not allowed outside this area. If attacking players beat the first defender, then they take on second defender who is only allowed to defend their own grid. The object for the attacking players is to score in the goal at the end of the grid. If the attacking players score, they go back to the line and become attacking players. If attacking players fail to score, they become defenders and defenders go to attacking line.

Coaching Points:

- Players look to play combinations to beat defenders (player one draws defender passes to player two who returns the pass to player one).
- Before passing player one must draw defender.
- Good weight of pass.
- Timing of run (burst back onto the ball).

DRIBBLING PART THREE



Purpose:

Encourage players to be creative and beat defenders

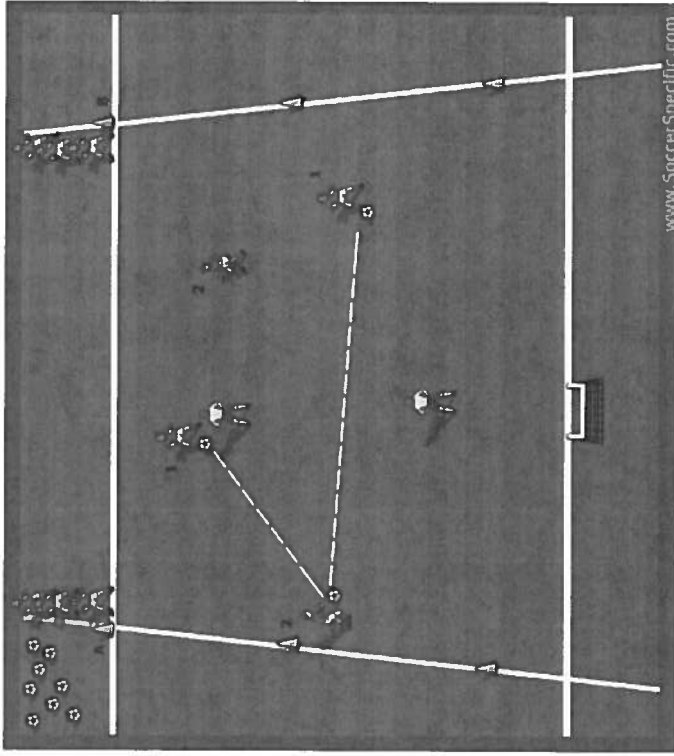
Organization:

Set up a 10 x 20 yard grid, as in the Dribbling Part II drill. Overlapping runs to beat defender. Player one dribbles at defender in middle of grid from position A. Player two runs behind player one from position B performing an overlapping run. Player one then must decide whether it is best to go on their own and take defender on or play the ball to player two who has made the overlapping run.

Coaching Points:

- Player must attack the defender by dribbling quickly and attacking the middle of grid.
- Communication between players.
- Attacking player must make a good decision whether to fake defender or pass.
- While dribbling at defender keep ball close.
- If passing play the ball with a good weight so player two is bursting onto the ball.

DRIBBLING PART IV



Purpose:

Encourage players to be creative and beat defenders.

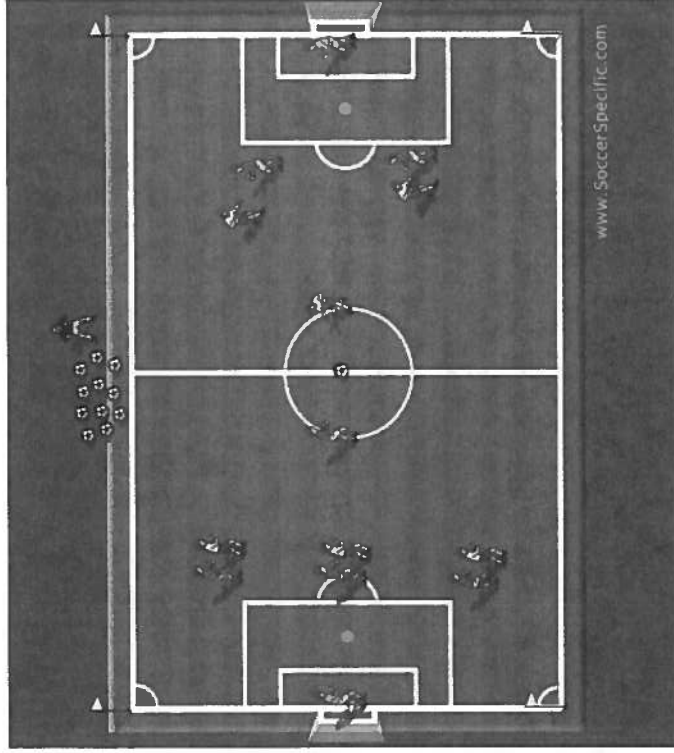
Organization:

Set up 10 x 20 yard grid, just as in the dribbling part one two and three drills. Diagonal runs to beat defenders. Player one dribbles at defender in the middle of the grid from position A. Player two starts at position B and makes a diagonal run behind the defender. Player one then passes to player two and then makes a diagonal run in front of the defender who then passes back to player one.

Coaching Points:

- Good communication.
- Play quickly.
- Good weight of pass making it easier for teammate to control and return the pass.
- Timing of runs.
- Overall players get use to making diagonal runs which are a lot harder to defend than when players only play in straight lines.

DRIBBLING PART V



Purpose:

Encourage players to dribble and take on defenders.

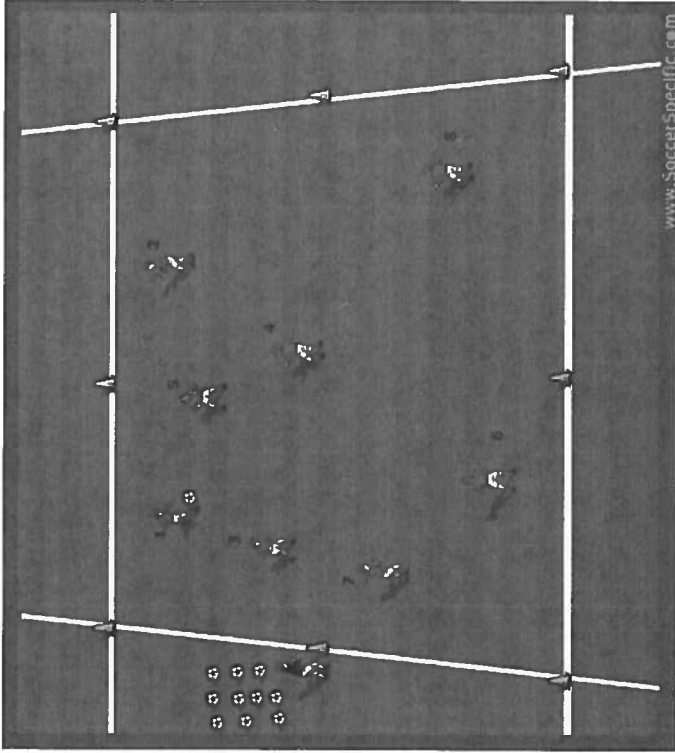
Organization:

On a half size field, set up field 6v6 plus goalkeepers and team plays a normal scrimmage against each other with restricted conditions. The restriction on the players is that they are only allowed to pass the ball backwards or sideways. This forces the players to dribble the ball and take on players to attack the opposition goal.

Coaching Points:

- Communication between players is essential.
- Encourage players to take players on and use their dribbling skills and moves. This is something they should have to do as all players should be marked up.
- Encourage players to dribble, use moves to unbalance defenders and encourage players to be aggressive.
- Head up to see options on the field.

PASSING NUMBERS



Organization:

Each player is given a number one through eight in a 20 x 30 yard grid. The players in the grid pass in sequence to the next number. Players must be aware of the numbers before and after them and where those players are positioned on the field.

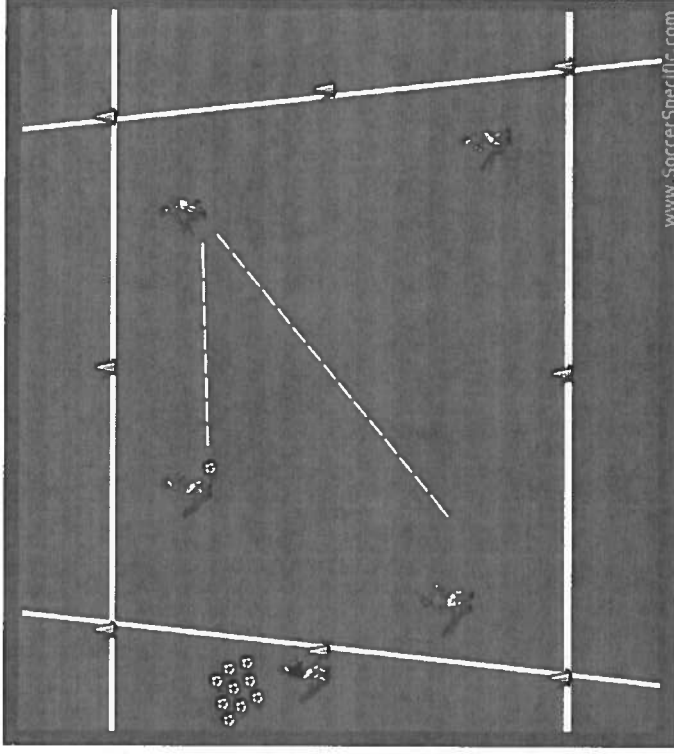
Progression:

- Add that after a player has passed the ball they must run around a cone and then come back to the middle.
- A further progression can be to add two soccer balls, then three. This should force the players to a greater level of awareness and movement on the field.

Coaching Points:

- Keep thinking and looking throughout the practice
- Communicate with the player, prior to receiving the ball.
- Open your hips to receive the ball, allowing you to play the ball quickly and giving you maximum opportunities to play.
- Lift your head as soon as you have controlled the ball so that you can see the movement of your intended target.

PASS AND MOVE



Organization:

Four players move around a 10 x 20 yard grid, passing and moving the soccer ball. Each player may use one or two touches. Players should not stop moving during the duration of the exercise. Encourage all players to call for the ball.

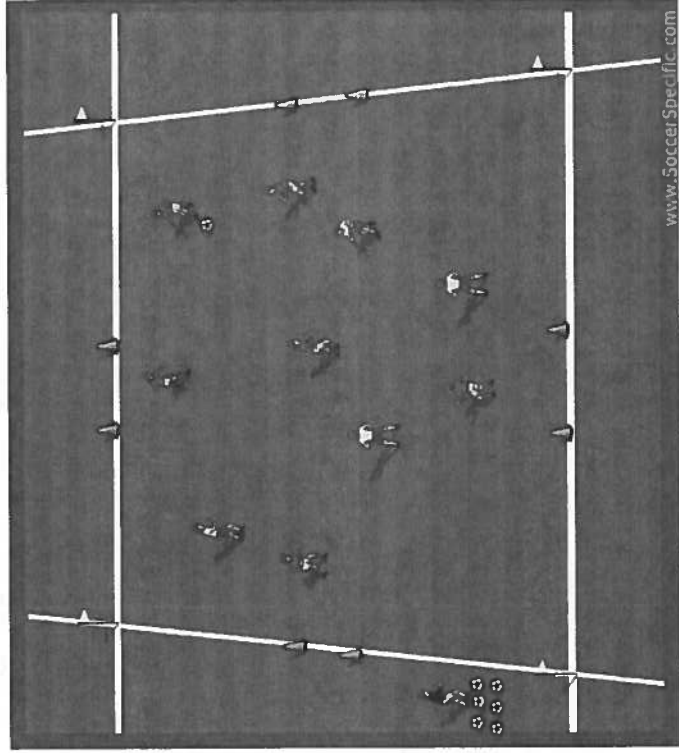
Progression:

- Players must run around a cone before they can re-enter the grid and receive another pass.
- Once players understand the exercise, add restrictions such as running backwards around a cone, or making a double pass with a player before heading to the cone.

Coaching Points:

- Each player should always know where their teammates are.
- Use first touch to direct the ball in the direction you wish the pass to go.
- Open your hips to face the inside of the grid when you receive a ball.
- Communicate with the passer before they receive the ball.

PASSING POSSESSION AND PENETRATION



Purpose:

Passing and moving to keep possession.

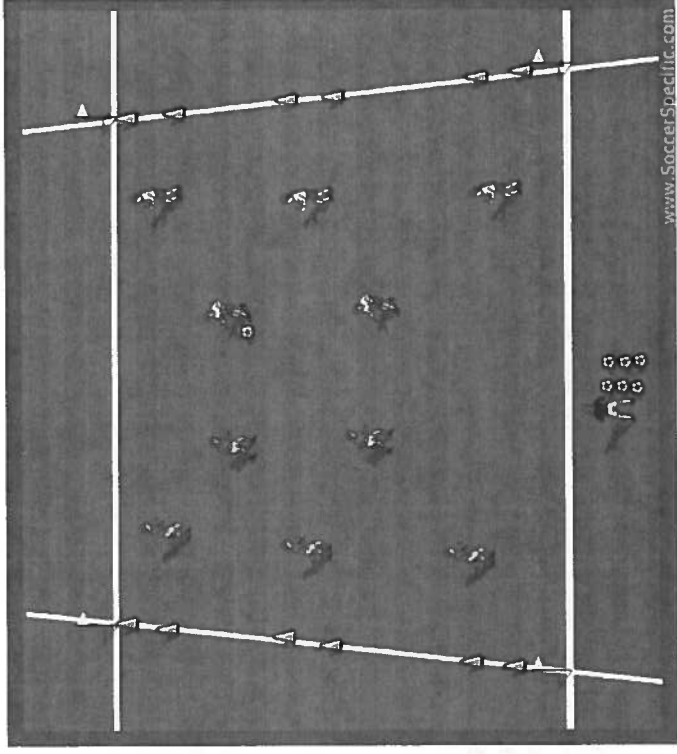
Organization:

In a 20 x 30 yard grid, the game is set up as a 6v4 with six attacking players and four defenders. Four coned goals are set up around the outside of the grid. Attacking players must make five passes in a row to score a point. Defenders must win the ball off attacking team and try to score in one of the four goals around the outside of the field to score a point. Play for 3 minutes and see who wins the game. After 3 minutes change the defenders and play again.

Coaching Points:

- Good communication within the teams.
- Movement into open space to receive the ball.
- Open hips-good first touch out of your feet at slight angle so you have multiple passing options.
- Make the game competitive.

PASSING SWITCHING FIELDS



Purpose:

To keep possession, stretch the defense by switching the play and can score in an open goal.

Organization:

In a 20 x 30 yard area, a normal scrimmage is played, within the allotted area. Each team tries to keep possession and score in one of the three opposite goals.

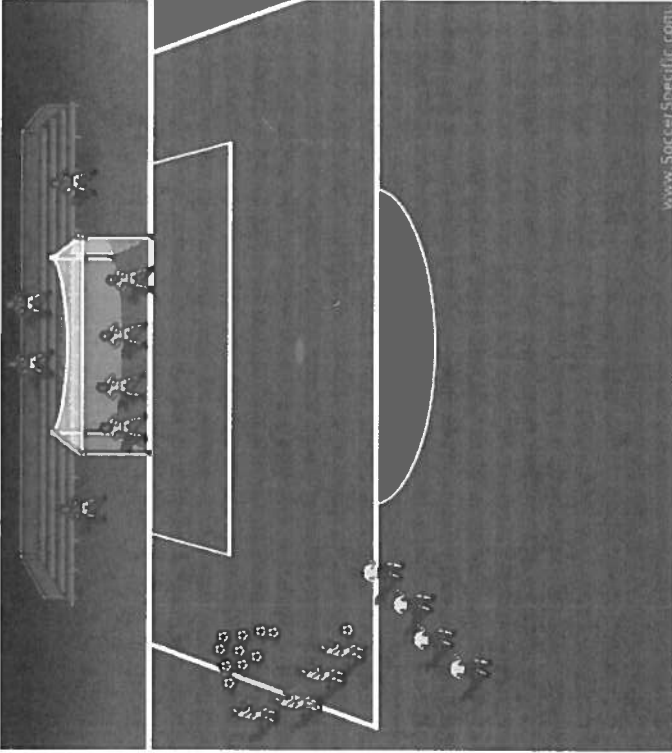
Progression:

Add a rule that if team can make 5 passes, a goal is awarded to the team in possession.

Coaching Points:

- Players need to move into space and always look to receive the open pass.
- Good first touch out of your feet so you are ready to play.
- Open your hips and receive the ball to give yourself multiple passing opportunities.

Goal Scoring Exercise Part 1



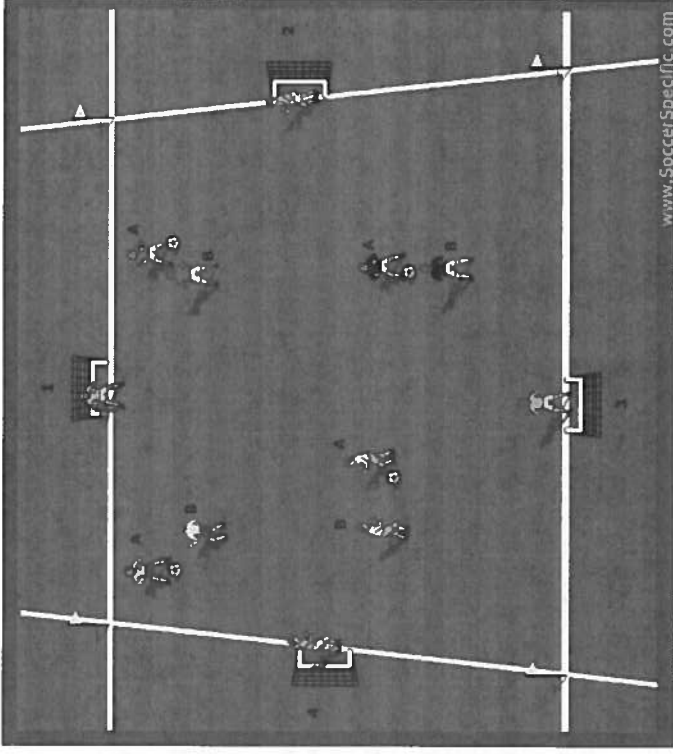
Organization:

Teams are split into four teams of four. The red team collects balls and passes them back to the white team. The green team is the goalkeepers and tries not to let any goals in. The white team is the passing team. The yellow team is the shooting team. The white team should aim to pass the ball to the middle of the area in front of the penalty spot with little pace on the ball. The yellow team run from an angle in turn and shoots at the goal. Play for two minutes and count how many goals are scored. Team rotate until every team has been in every position. Winning team is the team who scores the most goals.

Coaching Points:

- Good weight of pass from the passing team to the shooting team.
- Shooting team approach ball from a slight angle.
- Round and compact over the ball.
- Stay down on ball with steady head.
- Strike through center of ball.
- Landing on shooting foot.
- Make an early decision where you aim to shoot.
- Be aggressive and positive believing you will score.

Goal Scoring Exercise Part 2



Purpose:

To score goals.

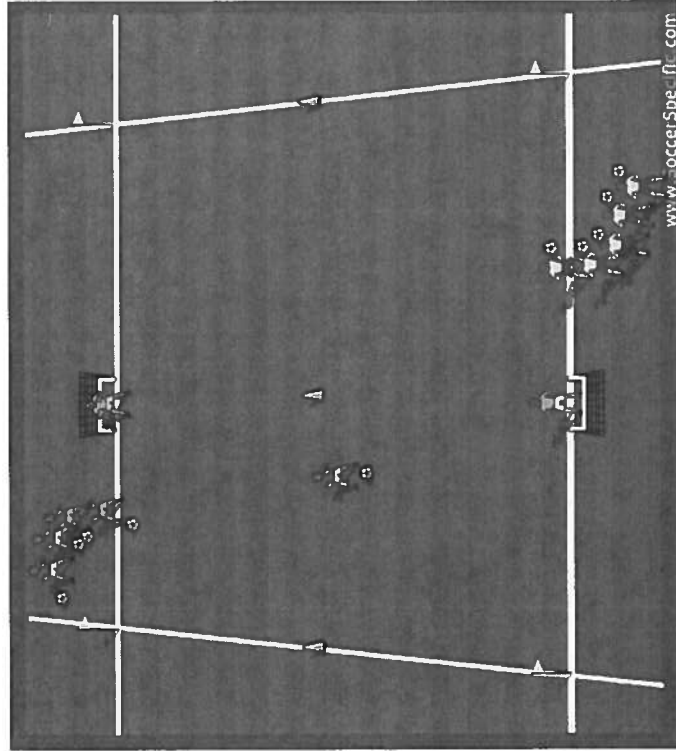
Organization-

In a 35 x 35 grid, players are split into two's and marked A and B and are only allowed to play against each other. The coach gives each pair a number for each goal. For example when the coach calls #1 the red team attack the goal marked #1. The black team would then attack goal marked #2 but this would be their #1. The white team would attack goal #3 but would be their #1. The yellow team would attack goal #4 but would be their #1. Each team therefore attacks a different goal when the coach calls a # between 1-4. The players play against each other in their two's and attack which ever goal the coaches call.

Coaching Points:

- Attack quickly and with purpose.
- Do not try to walk the ball in-if you create space or an opening look to take the shot early.
- Encourage players to use both feet when shooting.

Goal Scoring Exercise Part 3



Purpose:
Attacking and Defending 20x30 area.

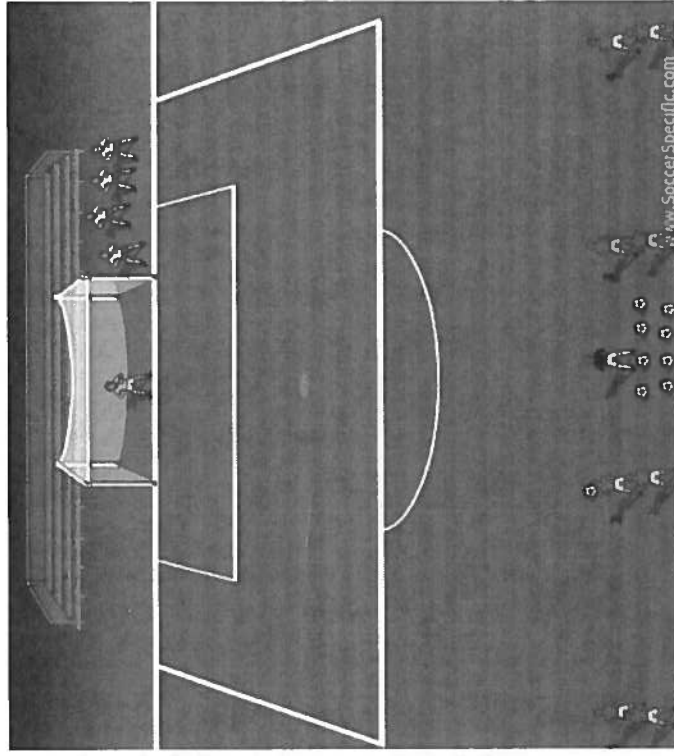
Organization:

All players begin with ball at the side of the goal. The red player dribbles across the half line. When he/she crosses the half they are free to shoot on goal. As soon as the red player has taken a shot, the red player then becomes defender and the yellow player on the side attempts to dribble across the half way and get a shot on goal. As soon as the yellow attacker shoots he/she becomes defender and the red attacker on the side comes out and begins the process again. When the attacker has played offense and defense he/she goes back to their line. If the defender intercepts or wins ball they become the attacker. Game is played until a team reaches 10 goals. Players then change ends and play again.

Coaching Points:

- Be aggressive and run at player hard.
- As soon as the player is off balance take the shot and be positive.

Goal Scoring Exercise Part 4



Purpose:
Finishing in fours.

Organization:

In half size field, coach plays ball to player 1, 2, 3 or 4. The team then either dribbles or passes the ball to a teammate down the field aiming to score a goal. The game is played at the beginning with no defenders and the red team can just go to goal unopposed. After one minute the coach calls for one yellow defender to come out and defend 4v1. This continues every minute until all four defenders are out defending 4v4. After the four defenders have played together for one minute 4v4 the process reverses and you start taking defenders out every minute until all defenders are off the field once again. Every time a goal scored the reds get one point. Every time the defenders win the ball they must get the ball to the coach and will receive three points. Winning team, the team with the most points at the end of the game

Coaching Points:

- Communication between teammates.
- Have a positive attitude to scoring.
- Be creative in your attacking runs (diagonal and overlapping runs).