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WELCOME TO CYSA!

We would like to take this opportunity to welcome you to the Chugiak Youth Sports Association. CYSA offers an array of activities in a fun, and safe community environment, providing children with the opportunity to reach their potential. Our mission is to develop healthy, confident kids in our community through recreational team sports. We believe in putting "Kids First!" in all of our activities.

What CYSA is About

CYSA was founded in 1991 to provide recreational team sport opportunities to the youth of Chugiak and Eagle River. Over the years we have grown and now offer five team sports throughout the year. We had over 1500 participants in our programs last year, ranging from 5-18 years old.

CYSA Sports

- indoor soccer
- volleyball
- outdoor soccer
- flag football
- basketball

CYSA Philosophy

Throughout all of our programs, CYSA strives to emphasize participation over competition and education over performance. Our programs are open to participants of all abilities with no try outs and everyone gets to play equally. CYSA instills in our youth a lifelong appreciation for and involvement in sports and a desire for participation that will serve as a future commitment to the community.

Our objective is to make sure that every child, no matter the skill level, has a positive and fulfilling experience in this league. In our league, if you participate...you win!

To learn more about the programs offered by CYSA, please visit our website: www.cysa-ak.org.

We regard our coaches as one of our most valuable resources. Each youth coach enjoys a rare privilege--becoming a surrogate parent to a team of kids who are looking to have fun. CYSA needs all of its coaches to be their BEST-as leaders, teachers, and friends to every player.

The CYSA "Coach's Handbook" is designed to assist you, "the coach", in creating an environment in which each child can reach his/her full potential as a soccer player and as a child. You are an assistant to the GAME in teaching players and an assistant to players in their understanding of the GAME. This handbook provides the support that you, the coach, need to best accomplish these goals.

The Coach's Handbook is broken into several sections to make your job easier including the basic information on coaching theory, age group specifics, and important reference information. For more detailed information on age groups, visit our website and click on the coaches tab then the appropriate age group you are interested in.

Good luck with your team this year! If you need help, do not hesitate to contact us at 694-6559 or by email at admin@cysa-ak.org.



TEAM ORGANIZATION

Parent Orientation Meeting

All coaches are encouraged to establish effective lines of communication with the team parents early in the season by holding a parent orientation meeting. This is often best accomplished just before or immediately following your first practice. Whatever the format, the time you invest will pay dividends for all concerned throughout the season. If a meeting is impossible, then the following information could be put in a letter to parents/players. But, a face-to-face meeting is preferred.

Purpose of a Parent Orientation Meeting

- Enables parents to understand the objectives of the team.
- Allows parents to become acquainted with you, the coach.
- Inform parents about the nature (and inherent risks) of the sport.
- Articulate your expectations of them and of their children.
- Enables you to address any parents' concerns.
- Establishes clear lines of communication between you, parents, and players.
- Allows you to obtain parental support (assistant coaches, team parents, etc.).

Things to Consider When Organizing the Meeting

- Hold it early in the season, preferably before the first team practice.
- Having the players present is optional. However, if they are not present then it is advisable to hold a meeting with your players and clearly explain to them what you explained to the parents.
- Be prepared and be organized to conduct the meeting efficiently.
- Prepare any handouts you would like to distribute, for example:
 - Team roster
 - Schedule of practice and games
 - Team goals
 - Summary or outline of the meeting

Important Points to Cover

Coach introduction

- Introduce yourself and assistant coaches (or ask for volunteers at this time).
- Give background information about yourself.

Coaching philosophy

- Discuss the value of the sport and the health benefits to the children.
- Discuss the philosophy of age appropriate activities.
- State the importance you assign to having fun and developing technique.
- State how you evaluate player development through skills and not winning.
- Discuss any team guidelines (e.g., must be there 15 min. before kickoff).
- Let them know that all players will receive equal playing time.

Team guidelines

- Specifics of the program (e.g. players must appear with proper shoes/boots and properly inflated ball).
- Practice schedule
- Game schedule
- Discuss how players must respect opponents, coaches, officials, and the game itself.
- Required equipment (shirts, socks, shorts, shin guards, water bottle).
- Recommended size of ball and shoes (non marking gym shoes).
- Inherent risks (soccer is a contact sport, albeit a relatively safe one).
- Medical insurance (CYSA insurance provides secondary coverage). Briefly discuss rules of the game.

Team Management

- Request volunteers as assistant coaches if needed.
- If no team parent has been assigned, request volunteer to assist with team duties (snack schedule, phone calls, etc.).
- Set up telephone tree, car-pooling system.
- Rosters will be available on our website – parents must login to their account. They

should contact CYSA if they have questions.

Coaches' responsibilities

- Demonstrate leadership, good sportsmanship, respect, and coach with humility.
- Treat each player fairly.
- Organize practices and teach the game through age appropriate activities/games.
- Provide a safe environment i.e. Inspect playing surface.
- Arrive at practice on time and remain until a parent picks up every child.
- Contribute positively to the development of each player's self-esteem.
- Give regular feedback to players.
- Allow each player to play equally in every game.
- Respect referees, know the rules, and conduct yourself respectfully on the field.
- Continue to seek coaching education.

Player Responsibilities

- Attend practices/games regularly, and arrive on time.
- Bring proper equipment to each practice and game.
- Inform the coach in advance if it is necessary to miss a practice or game. Try your best at each practice.
- Work toward good sportsmanship and teamwork.
- Respect the referees.
- Be supportive of teammates all of the time.

Parent responsibilities

- Refrain from coaching your child during games.
- Transport your child to and from practices and games on time.
- Be supportive of all the players (criticism does not improve performance).
- Help your child understand that he/she is contributing to a team effort.
- Focus on mastering skills and having fun, not winning.
- Avoid material rewards for your child (The reward is the fun of playing!).
- Attend games and cheer for the team.
- Refrain from criticizing the opponents; be positive with all players.
- Respect the referees (They will make mistakes, but they are doing their best).



CODES OF CONDUCT

COACHES

Chugiak Youth Sports Association (CYSA) is committed to creating positive opportunities and experiences through our sports programs that are fun and will foster the development of positive moral and ethical standards within the youth of our communities and promote good sportsmanship among all participants. The achievement of those goals, in large part, depends on the character and conduct of persons involved in those programs as administrators, officials, and coaches.

In order to assure CYSA's commitment to those goals, all coaches hereby agree to abide, and be bound, by the following standards of conduct and further agree to the authority of CYSA to enforce those standards:

The coach shall:

- Be aware that he or she has an influence on the education of the athlete and, thus, shall constantly display and demand good sportsmanship in practice and in games, including, but not limited to, accepting decisions of game officials in a professional manner; refrain from criticizing opposing coaches, players, and fans; congratulate opposing players and coaches following a game; and refrain from teaching unsportsmanlike strategies.
- Master the contest rules and shall teach them to his or her team members. The coach shall not seek an advantage by circumvention of the spirit or letter of the rules.
- Respect and support the contest officials. The coach shall not indulge in conduct that would incite players or spectators against the officials.
- Refrain from using abusive or profane language in or around the playing field or the gym.
- Provide opportunities for all players regardless of race, color, ethnic background, or religion.
- Strive to promote good mental and physical health in all aspects of participation and refrain from any type of verbal or physical abuse of any players.

- Refuse to permit a player to participate in a practice or game when in doubt as to the player's health or physical condition and abide by a doctor's decision in all matters relating to a player's health and physical ability to participate.
- Avoid the use of alcohol and tobacco products when in contact with players, or in view of players at the playing field.
- Provide approximately equal playing time for all team members that are present and physically able to play in each game regardless of ability.
- Provide players with additional challenge (such as playing with the left foot, or non-dominant hand) rather than "running up the score" against another team.

PLAYERS

It is the view of Chugiak Youth Sports Association (CYSA) that hard work, good sportsmanship and respect for others are key aspects of a successful athlete. In this spirit, I recognize that I must conduct myself, both on and off the field, in a way that demonstrates respect for my coach, team, others, and myself. I therefore resolve to:

- Accept accountability for my behavior and its outcomes.
- Honor my obligations to my coach and my team.
- Exercise self-control.
- Take pride in my team, our accomplishments, and myself but never at the expense of demeaning another person or group.
- Respect the efforts of others.
- Respect authority.
- Play by the spirit, not just the letter, of the rules of the game and the rules of life.

PARENTS\SPECTATORS

CYSA seeks to instill positive character-building traits in our communities' youth through the demonstration of good sportsmanship, respect for others, responsibility, fairness, caring and good citizenship. We ask that parents and their guests attending CYSA sponsored events help us by reflecting these character traits at games. When attending CYSA sponsored events, I therefore agree:

- I will be a positive role model for my child and encourage sportsmanship by showing respect, courtesy and by demonstrating positive support for all players, coaches, officials and spectators at every game, practice or other sporting event.
- I will not engage in any kind of unsportsmanlike conduct with any official, coach, player, or parent such as booing, taunting or using profane language or gestures, etc.
- I will not encourage any behaviors or practices that would endanger the health and wellbeing of the athletes.
- I will teach my child to play by the spirit of the rules and to resolve conflicts without resorting to hostility or violence.
- I will demand that my child treat other players, coaches, officials and spectators with respect regardless of race, sex, or ability.
- I will never ridicule or yell at my child or other participant for making a mistake or losing a competition.
- I will respect the officials and their authority during games and will never question, discuss, or confront coaches or referees at the game field, and will take time to speak with coaches at an agreed upon time and place.
- I will refrain from coaching my child or other players during games and practices, unless I am one of the official coaches of the team.
- I will inform the coach of any physical disability or ailment that may affect the safety of my child or the safety of others.

I also agree that if I fail to abide by the aforementioned rules and guidelines, I will be subject to disciplinary action that could include, but is not limited to the following:

- Verbal warning by official, head coach, and/or member of league organization

- Written warning
- Parental game suspension with written documentation of incident
- Parental season suspension

REFEREES

Referees are responsible for the safety of the players and coaches during a match. Referees must know the laws of the game and enforce them fairly. They have the responsibility for upholding the laws and spirit of the game. Referees should show respect for the players, coaches, spectators, and the game itself.

- Referees are expected to always maintain the utmost respect for the game.
- Referees are expected to conduct themselves honorably at all time and maintain the dignity of his/her position.
- Referees are expected to always honor an assignment or any other contractual obligation.
- Referees will not tolerate nor allow abusive behavior or language.
- Referees are expected to attend training meetings and clinics so as to know the rules and regulations of CYSA, their proper interpretation and their application. Referees are expected to know the rules and regulations of the games and divisions to which they are assigned.
- Referees are expected to strive to achieve maximum teamwork with fellow officials.
- Referees are expected to show respect for other referees, coaches and players and never promote criticism of them.
- Referees are expected to control players, coaches and Parents/Spectators effectively by being courteous and considerate without sacrificing fairness. Referees will handle disputes with coaches, players and parents calmly and respectfully.
- Referees are expected to do their utmost to assist fellow officials to better themselves and their work.
- Referees are expected to not make statements about any game except to clarify an interpretation of rules.
- Referees are expected to not discriminate against nor take any undo advantage of any individual group on the basis of race, color, religion, sex or national origin.

Coach's Equipment

CYSA will distribute to each coach a large bag with the following items:

MEDICAL KITS - A simple kit for games and practices which includes:

- Ice pack
- Band aids
- Sterile Pads
- Adhesive Tape
- Elastic wraps
- Antibiotic ointment

BALLS – if you need more balls for practices, please contact the CYSA office. Additionally, if you have balls in your bag that are cracked or will not hold air, throw them away and call for replacements.

PUMP and inflating needle

SHIN GUARDS - a spare pair for a forgetful player!

PINNIES for practices, for your goalkeepers or in case another team has a similar color shirt

GOALKEEPER'S GLOVES – limited stock available – call if you'd like a pair.

CONES to set up small areas for practice drills, as obstacles for dribbling drills, or to mark boundaries for a scrimmage field.

WATER should be available during practice and at the game. Have the players bring their own water bottles (but keep an extra bottle in your bag or cooler for the occasional forgetful player).

If the team desires snack for game day, the team parent should organize a simple snack schedule. Discourage turning snacks into a financial hardship for some parents. Orange or apple slices, or seedless grapes are good choices. Make sure that all orange peels, apple cores, and grape stems are picked up and placed in an appropriate receptacle. Please remember the only liquid allowed in the ASD gyms is WATER.

Player's Equipment

BALL – Some players will have their own ball; please make sure it is the correct size. Soccer balls come in a variety of sizes, each designated by a number:

Size #3 - smallest standard size, used for the youngest players (U-6 and U-8)

Size #4 - intermediate size, used for the U-10 and U-12 divisions

Size #5 - largest standard size, used for



the U-15 and U-19 divisions

SHIN GUARDS - An absolute requirement for games and all practices, the pull-on "legging" type with foam padding protecting the front of the leg from ankle to shin is an excellent shin guard. Those with plastic inserts offer additional protection, especially for the older player. Shin guards must be covered by the player's socks.

SHOES – Non-marking athletic shoes are the only shoes allowed in the ASD gyms. Players who do not have on non-marking shoes should not be allowed to practice/play,

WATER BOTTLE (with player's name on it) – each player should bring his/her own water bottle to practices and games. The only liquid allowed in ASD gyms is water.

SHIRTS AND SOCKS CYSA will provide all players with a team shirt and matching soccer socks. The team shirts should be worn to all games and must be tucked in during games.

SHORTS – Most players find it most comfortable to wear athletic type shorts for practices and games. Sweat pants can easily be worn over the shorts for transport to and from practices and games.

What Is Player Development?

The concept of player development is essential to the long-term growth and improvement of the player. Player development demands that "the player is central" to all decisions made regarding practices and games. The coach who believes in player development will ensure that the following objectives are met:

- Games and activities that are age appropriate. The child wants to participate in because they are fun and enjoyable.
- Players being exposed to playing all positions.
- Every player has a ball for practice.
- Activities designed to maximize the number of touches on the ball by each player.
- Rules and field size modified for players according to their age group and abilities.
- Equipment modified for players according to their age group and abilities.
- Activities designed to promote decision-making. (Not just doing drills).
- De-emphasize winning/losing. We do not need to keep standings, statistics, etc.
- The game is already in each child; we as coaches need to create an environment to unlock the game within each child to reach his or her full soccer potential.

Role of the Coach

Coaches take on many roles when leading a team. However, youth coaches need to understand their role within the overall player development process. Inexperienced coaches often identify with coaches of older aged teams where the priority and objectives for that age group may be different. Coaches who understand the player development process and the differences that exist between age and ability characteristics are more likely to positively influence and effect the development of the player.

The role of the youth coach based upon principles of player development is:

- As a Facilitator
- Set up the conditions and environment for learning.
- Players need to receive positive feedback from the coach.
- coaches must be enthusiastic about what

they are doing.

- Practices should be conducted in the "spirit" of enjoyment and learning.
- Activities need to be geared towards the players achieving success, with success measured by FUN.

As a Positive Role Model

- Demonstrate respect for team members, opponents, referees, parents, spectators, and opposing coaches.
- To have a responsibility to the game itself.

As one who understands who they are coaching

- Children are not defined by chronological age only.
- Each child matures and develops at his/her own pace.
- Treat each child as an individual.
- Recognize that their needs are different and they participate for different reasons. Some may be there because their older brother and sister play and it's expected in the family. Some may play because a parent is a frustrated athlete and wants to live through his/her child. Some may play because all their friends do, and they want to be with them. Others may play because they actually enjoy the sport.

Truths About Children and Sports

The four underlying concepts provide a number of truths about children and sports that have been identified in other research.

1. Fun is pivotal; if it's not "fun," young people will not play a sport.
2. Skill development is a crucial aspect of fun. It is more important than winning, even among the best athletes.
3. Intrinsic rewards (self-knowledge that grows out of self-competition) are more important in creating lifetime athletes than are extrinsic rewards (victory or attention from others).
4. The most rewarding challenges of sports are those that lead to self-knowledge.

Age Group

Characteristics

Before we are able to effectively coach, we need to understand the characteristics of whom we are developing. It is imperative that when you are dealing with children you take the time to comprehend where they are currently in their own development. More detailed information is available on our website and click on the coaches tab.

U6

From a physical perspective, children in this age group perform activities at full speed. Then they need frequent rests and then they go again. Movements such as running, hopping, skipping and maintaining balance are not fully developed at this age.

From a mental perspective, they have a short attention span, can only perform one task at a time and only if it's given with basic instructions. They don't have a clear understanding of the team concept and tactics are useless. Everything revolves around themselves and the ball.

From a social standpoint the children need to feel secure in practice and in games. The coach needs to be sensitive in selecting activities that allow social interaction with the other players in their group. They are easily bruised psychologically. Elimination games are highly discouraged. They will also tend to exaggerate their accomplishments - let them.

U8

This is the stage where players begin to understand the concept of passing to a teammate. From a physical standpoint they still lack a sense of pace and tend to exert themselves hard and then drop. They are now starting to develop some physical confidence in themselves and they are still into running, climbing, rolling and jumping.

From a mental perspective they feel if they tried hard then they performed well, regardless of the activity's outcome. They are beginning to show a limited ability to tend to more than one task at a time.

From a social perspective they have a great need for approval from adults and like to show

off individual skills. Negative comments carry great weight. Their playmates start to emerge and they will start to move towards small groups. They want everyone to like them at this age. You should be positive with everything you do.

U10

From a physical standpoint, children at this age gain a lot of strength, endurance and power during this period. Some children will grow faster than others; be aware of the size differences and how you match them up with each other during activities.

From a mental perspective they have the ability to remember and follow complex instructions, which enables them to solve higher-level problems. They will begin to think in advance and anticipate actions or ball movements.

From a social perspective players will begin to initiate play on their own and are becoming more serious about their soccer. Peer group belonging and pressure generated by peers becomes more significant. The need to belong becomes important.

U12

Children at this age are on the edge of childhood and adolescence which can present a multitude of problems, but also an abundance of potential. From a physical standpoint strength and power become a major factor in their performance. Their muscles mature and they realize how much more they can do on the field. Their coordination significantly improves and it shows up in the execution of child's technical ability.

From a mental perspective they can sequence thoughts and perform complex tasks. A coach can expect his players to understand the game and use teammates to solve problems. They are usually eager to learn.

From a social perspective whether a child enters puberty early or late is significant. Girls tend to form cliques while boys take a more broad approach to team relationships.

The manner in which they feel about themselves can determine how they relate to their teammates. Sometimes popularity influences self-esteem.

Player Management

Look Out for the Kids!

Come to practices a few minutes early to set up and to be there for early drop-offs. The coach (or another parent) must stay at the practice site until all children are picked up. If parents are persistently late, then settle the problem with the parents; don't gamble with the safety of the kids. Consider having a contingency plan (e.g. pickup the player at your house?) and announce it at the Parent Orientation Meeting.

Team Discipline

At the first practice it is valuable to establish team rules concerning attendance, listening carefully, respecting teammates, etc. You will be most successful if you do this with the cooperation and consent of the players themselves. Make it clear to all what the penalty will be for breaking team rules (e.g. time out from practice or a scrimmage). This is also a good time to set realistic team goals for the season (e.g. to have fun, to work together as a team, to practice good sportsmanship).

Some other ideas on team discipline:

- Keep your players busy so they don't have time for mischief if you have kids standing in line all the time, you are inviting disaster!
- Be positive: say, "Please walk" instead of "Don't run".
- Try to deal with problems before they get worse.
- Speak with the culprit first, before resorting to other disciplinary measures.

If time outs don't work, then talk to the parents. Ask them to attend practice if necessary.

Work on your communication skills. Many coaches can speak clearly, use appropriate words well enough and have content that is appropriate to young players. However, most coaches need a great deal of work on listening to young players, controlling and reading nonverbal cues, and understanding the emotional responses of different athletes to what they say. The better you understand your players, the less trouble you are likely to have with misbehavior.

The MAIN POINTS to remember for a successful practice are:

BE PREPARED. Have a plan for what you will cover during the practice.

Keep it **SIMPLE.** Give a short demonstration with a minimum of talk, and then have the players work on the drill. **MAXIMIZE** touches for each player.

Make it **FUN.** Sometimes the drills in books just don't work for you and/or your players. Don't fight it to the point of frustration. Be prepared to switch to something you know they can handle.

Strive for a **PROGRESSIVE** acquisition of basic skills. Begin with relatively simple drills. Add movement and then opposition to simulate game conditions. Always consider the age and skill level of your players. The percentage of time spent on practice without opposition should decrease as players become older and more skillful. Restricting space and number of touches are other ways to make drills more demanding.

Always have time when the players **JUST PLAY** ("THE GAME").

Always **BE SAFETY CONSCIOUS** with your players.

Every once in a while **ASK YOURSELF**, "Why am I coaching?" and "HOW do I measure my success?" This will help you evaluate your techniques and your progress.

Ask yourself repeatedly "Are the kids having fun? If the answer is yes, you are achieving



success.

Practice

Planning is the key to having successful practices. Your practice planning should

Be realistic in selecting your objectives! Consider the age and experience of your players. Decide on your priorities - what are the most important things you want to cover? If you have doubts about whether your team is ready for a new tactic, skill or concept, introduce it after you have seen it used by some of your players.

Identify one or more assistant coaches. Assistant coaches are extremely valuable. They make it possible to divide players into smaller groups so that each player gets individual attention. Parents who would like to help but feel they lack the necessary skills should be encouraged to attend practice to help shag balls and direct traffic. It is hard to have too many helpers, especially with younger players. The preseason Parent Orientation Meeting is an excellent time to solicit help!

Practice Plans

Have a written lesson plan for each training session or practice. You cannot have a good practice if you do not have an idea of what you want to accomplish during that practice. The plan may be written out in detail on a practice planning form (see sample, also available at www.cysa-ak.org).

Writing down your plan will help you think through the equipment and setup you will need for the topics to be covered.

As you plan your practices, remember these TIPS TO KEEP PLAYERS' INTEREST AND AVOID BOREDOM:

- Give players many touches on the ball.
- Get all of the players involved.
- Turn "Drills" into games
- Let the kids PLAY!
- Practices should follow a progression: warm-up, individual activities, group activities and "The Game".
- Finally, perform the skill in the way it would be used in a game.
- Minimize the amount of talking that you do

After the season starts, it is helpful to take a few minutes of practice to discuss the previous game, emphasizing what your team did well, what can be improved upon, and what the goals should be for the coming week.

The two main objectives for any soccer practice are to have fun, and to learn to become better soccer players. In order to achieve the second objective, it is important that you develop teaching goals for the season. Since you will not have time to teach everything, choose topics you want to focus on and build your practices around these topics.

Coaching Practice Methodology

"If you aren't 15 minutes early, you are 15 minutes late"

No-No's

- false praise
- prolonged stoppages
- associating fitness with punishment
- lines, laps, and drills
- idle time

Yes's

- Incorporate games that players are already familiar with, into your training session (playground games, physical education games, etc.)
- Stretching, and selecting certain players to lead stretches are chances to develop leadership in your players
- Do you refer to what you worked on in your last practice before your next game?
- Pause for brief coaching messages
- Coach the positive!
- Encourage decision making and problem solving by allowing groups to "strategize" before beginning and in between activities
- Send them away with "soccer homework"

Principles and Methodology of Coaching

- Developmentally appropriate
- Clear, concise, and correct information:
Brevity – Clarity – Relevance
- Simple to complex: there should be a flow that is appropriate to the age of the players and the topic of the practice – in some instances this will proceed from a warm-up to individual activities to small group activities to large group activities (THE GAME) – While the progression may vary, every practice should start with a warm-up and end with “The Game.”

Designing a Training Session

Helpful questions to ask yourself when planning a training session:

- are the activities fun?
- are the activities organized?
- are all of the players involved in all of the activities?
- is creativity and decision making being used?
- are the spaces being used appropriate?
- is the coach’s feedback appropriate?
- are there implications for the game?
- Are the players having fun?

Variations, Restrictions, and Alterations to keep you players excited about training:

- Number of balls
- Number of teams (instead of the traditional 2 teams, why not play with three!)
- Size of field (short in length and wide in width and vice versa)
- Number of goals
- Size of goals
- Various ways of scoring a goal (passing, shooting, dribbling, etc.)
- Size of balls
- Touch restrictions (maximums and minimums)



The Main Areas of a Practice Session

Warm-up:

Enthusiastically set the tone for fun.

The warm-up prepares the mind and body for upcoming activities. Ball gymnastics greatly enhance motor skills (i.e. coordination, balance, agility, and flexibility).

Young players need very little stretching, but it is a good habit for them to begin at an early age. Plan warm-ups so that each player uses a ball. Incorporate games and exercises that emphasize a lot of touches and dribbling,

If possible, use or create conditioning exercises that require the players to work with a ball rather than just running. The kids will have more fun and they will learn more soccer skills!

Individual Activities:

Fun filled activities that emphasize technical development. "GAMES" Remember this is the discovery age. Lots of ball contacts.

Activities should be appropriate for the skills you are teaching. Limit the number of activities in a given practice, and don't spend too long on any one activity. Remember that a child's attention span is limited!

Group Activities:

Group games that are an extension of the individual activity. Groups are small to again allow for ball contacts. Activities should emphasize fun while challenging the players in a non-drill manner.

Keep it varied and interesting with a minimum of oral instruction (don't lecture!). Demonstrate as much as possible, if you feel uncomfortable demonstrating techniques, don't hesitate to enlist your more skillful players, or perhaps older soccer players, to help you. Depending on the level you are coaching, junior high or high school players may be useful for this purpose.

MAXIMIZE the number of touches for each player by running activities with several small groups at the same time; no child likes to stand in line waiting!

"The Game":

This portion of the practice session is designed to familiarize the players with the varying aspects of the game. Kids want to play and have fun. After a brief explanation and/or demonstration quickly get the players playing.

Small-sided games (e.g. 4 v 4) are an excellent practice tool they help keep everyone involved and, by reducing the size of each playing field, you can have two games going at the same time. Drills should be organized to progress into controlled scrimmages (e.g. no shots until at least four consecutive passes have been made). Follow up a controlled scrimmage with an open scrimmage. Remember, the kids signed up to play soccer!

Be prepared to change your plans! Weather, field conditions, the number of players who come to practice, can all affect your plans.

Be flexible and adjust to conditions.

You may also need to extend the time spent on a particular drill if the players are having difficulty acquiring a particular skill. If it is especially hot, allow for more frequent water breaks and reduce the physical intensity of practice.



Teaching Soccer Techniques

Soccer players do not automatically know how to execute the various techniques (skills) associated with the game. Even after learning the basic skills, players need instruction on how and when to use the techniques they have learned in a game situation. Our job as coaches is to teach our players the basic techniques and give them the knowledge of the game and confidence in themselves that will help them reach their full potential as soccer players.

Here are some tips to help you teach the fundamentals to your players:

- Explain the importance of the technique, keep it short; players are more apt to want to learn if you tell them how and when the technique fits into a game setting.
- Give 3 or 4 key points to help the players perform the technique
- Demonstrate the technique; if you are unable to do it, ask one of your better players to do it for you.
- Organize the team into smaller groups; the smaller the better, depending upon the technique and the amount of help you have.
- Practice the technique; observe the players trying to do the technique.
- Make corrections as necessary; be POSITIVE and try to point out when the technique is being done well; however, you must correct technique that is being done wrong. You can do this without directing your corrections at any particular player. If none of your players can perform the technique, you need to reconsider whether it is appropriate for their age and experience level.
- Practice under match conditions; in order to tell if the players can do the technique in a game situation, increase the difficulty by adding a defender, making their space smaller, or by speeding up the pace of the activity. Small-sided games work well to show whether a technique has been learned.)

Teach Using Progressions

The basic idea in teaching soccer techniques is to start simple and increase the level of difficulty.

- Start with the simplest elements of the technique. Let players learn initially without any pressure.
- Gradually add more elements of the skill.
- Gradually increase the difficulty level of the activity. Increase difficulty by:
 - Increasing the number of players executing the skill in a limited area
 - Reducing the space available for executing the drill
 - Specifying the direction the player must move
 - Adding a passive defender ("shadow defense")
 - Adding an active defender
- Finally, perform the skill in the way it would be used in a game.

Key Points for Soccer Techniques

Focus your attention on the listed points for each technique as you observe your players. It is important for your players to learn to practice techniques properly, but remember this may take some time-more for some techniques and less for others, and more for some players than others. Again, be patient and be encouraging! **Practice all foot skills with both right and left feet!**

Dribbling, Turning, Faking:

A. Techniques

- Dribbling with inside of foot (R & L)
- Dribbling with outside of foot (R & L)
- Running with the ball for speed
- Turning with inside of foot (R & L)
- Small controlled steps, ball should be kept approx. 2-3 feet in front of you
- Change speed and direction

B. Principle

- Close control in close space
- Keep head up to see the ball and developing play

Shielding:

A. Techniques

- Legs bent
- Shoulders down
- Arms at sides

B. Principle

- Used as a means of keeping opponents away from the ball, or to stall time waiting for a teammate to get open.

Passing:

A. Techniques

- Lace kick for power (R & L)
- Heading
- Inside of the Foot Pass:
 1. Ankle locked
 2. Foot turned slightly up at the toe
 3. Thigh turned outward
 4. Look up to establish eye contact
 5. Connect with the middle of the ball just before the instep
 6. Follow through (contributes to the direction and tempo of the pass)
- Outside of the Foot Pass:
 1. Ankle locked
 2. Foot pointed slightly downward at the toe
 3. Leg swings across the ball
 4. Ball should spin when kicked

B. Principle

- Discourage kicking with the toes
- Pass and immediately move to support

Shooting:

A. Techniques

- Strike the ball with the laces of the shoe with both feet (R & L)
- One-touch shooting

B. Principle

- Accuracy before power (avoid shooting directly at the goalkeeper)
- Head down
- Ankle locked with foot pointing downward at toe

Controlling (trapping):

A. Techniques

- Inside of foot (R & L)
- Thigh (R & L)
- Chest
- Head
- Outside of foot (R & L)

B. Principle

- Use relaxed stance, knees slightly bent
- Cushion control is the key
- Control the ball using any legal part of

the body (NO HANDS unless you are the goalie)

- The controlling surface must "give" on contact to cushion the ball
- Ball should stay close to the player (not bounce away)
- If using a chest trap, bend the body backward slightly so that the ball rolls down onto the ground at the feet

Receiving a Pass

A. Techniques

- Move toward the ball (don't wait for it to come to you)
- Inside or outside of foot used more often
- Foot surface first touching the ball should be withdrawn slightly on contact to take the momentum out of the ball (cushioning)
- Ball should not be stopped immediately, but under close control
- Redirect ball in front or to side in anticipation of moving in that direction to pass or dribble

Heading

A. Techniques

- Lean back at the waist
- Lunge into the ball
- Strike the ball with middle of forehead

Defending

A. Techniques

- Staying goal side
- Challenging
- Tackling
- Clearing

B. Principle

- Decrease space and time (for the opponent)

Throw ins

A. Techniques

- Ball must go directly over head
- Both hands must remain on the ball (R & L thumbs meet behind ball, thumbs and fingers of both hands form a W)
- Both feet must be on the ground (not necessarily flat; it is permissible to drag trailing foot)
- As soon as ball is released, player should get back on field (often to receive a return pass)

Key Points for Teaching Soccer Tactics

Remember, tactics are not important for the U6/U8 player and should not be stressed. As the players mature, and the concept of team play begins to develop, the tactical elements can begin to be introduced. Listed below are some basic guidelines, which fall into the realm of tactics.

General:

- Play positions (the various roles can be understood even as players rotate positions)
- Get open and call for the ball
- Look and listen for passing opportunities
- Pass and move to space and/or to support
- Work to build and maintain triangles-the basic structure for passing and support
- Always support the player with the ball (forward and rear support within passing distance)

Team Offense:

- Maintain possession of the ball
- Keep offense wide to spread (and weaken) opponents' defense and create space for scoring opportunities
- Penetrate as deeply as possible with every pass, without unduly risking loss of possession
- Finish attacks with shots on goal

Team Defense:

- Support and communication are critical
- Pressure opponents to decrease their "pressure zone"
- Delay opponents' attack when team first loses possession of ball to permit defense to regroup
- Mark "goal side" to defend against shots on goal
- Mark "ball side" to defend against easy passes
- Maintain defensive balance on the field; guard against reversing the ball (crossing passes)
- Mark tighter as you get closer to your own goal
- Concentrate defense in front of goal as ball approaches goal (limiting space for shots on goal) and direct ball away from goal

Kick off:

- Short pass and dribble
- Short pass and pass back (triangle) (note that the long boot is not encouraged!)

Throw in:

- Throw to an open teammate if possible (first look for the farthest unmarked player)
- Throw toward the other team's goal
- Throw down the touchline
- Throw to your goalkeeper (this is not considered an illegal pass back)
- Take throw ins quickly (before the defense can set up) but under control
- Throw the ball so that it can be controlled in the air
- Thrower should reenter field quickly to be open for a return pass

Goal Kick:

- Big kick up the side of the field
- Avoid kicking the ball across the front of your own goal
- Consider having a defender take goal kicks while the goalie maintains position to guard goal

Free Kick:

- Close to goal, direct - SHOOT!
- Close to goal, indirect - short pass and shoot
- Far from goal - big kick toward the front of the opponents' goal

Corner Kick:

- Big kick into the opponents' goal area
- Short pass and dribble and cross



Guidelines for Practice Activities Selection

Skill Games

There are countless drills and many videos and books available. You can obtain books at the CYSA office; also check the many resources available on the internet. Some popular skill games are included here for your immediate use.

You don't need 100 drills. Pick a few (about 10) and work at them.

- Step 1 - explain the drill (why and how it is done)
- Step 2 - demonstrate the drill (slowly, step by step)
- Step 3 - execute the drill
- Step 4 - figure out what went wrong (it's often the instructions); fix it, and start over!

Remember: showing is better than talking.

Some drills will not work well at first. Maybe they need a small adjustment (e.g. too many players or players standing too close or too far apart).

Repetition of drills builds skills. It can also be boring, so use variations of drills. If your players are not enjoying or not learning from a particular drill, find another that focuses on the same skills.

Start a drill simple and move to the harder stuff. For example, begin with a simple passing drill, and then introduce a defender.

Play with the kids! Sometimes you should join the drill as a participant rather than a coach. Not only will the kids enjoy it, but also you will gain a better appreciation of the skill you are asking them to master.

IDEA: Call a parent from their sidelines to be a goalkeeper for a shooting drill.

Experiment! Don't be afraid to try new ideas.

Split the team into small groups for you and your assistants to teach a drill; then rotate. This

keeps more players busy and allows more individual attention.

When organizing kids into groups, consider their abilities. For example, in some dribbling or passing drills it might be best to have pairs with similar abilities. Conversely, in competition (e.g. 2v2) you might pair stronger and weaker players for balance.

Start a drill slowly. WALK through it first, then move to half speed, and finally at full speed.

Individual Skill Games

Dribbling

Dribbling is the act of an individual moving the ball with a series of gentle touches. It is important for the player to keep the ball close to his body. Stress soft touches, and encourage them to use the "fingers" of their feet: inside of big toe, outside of small toe, and top of the toes. It is important for players to keep their heads up and look away from the ball when dribbling. Instruct players on how to fake in one direction and then dribble in the other direction.

Beehive - Provide a 20 yd. x 20 yd. grid (or approximately 1 sq. yd. per player). Each player has a ball. Players dribble inside grid randomly using correct techniques and avoiding other players. Players should practice inside and outside foot dribbling, stopping, changing direction and pace, and maintaining control while in the beehive.

King of the Ring - Provide a 20 yd. x 20 yd. grid with each player has a ball. One player or coach is "it" without a ball. Players start to dribble inside the grid while trying to avoid having their ball kicked out of the grid by the player who is "it." Players may reenter grid after retrieving their ball and completing some small skill penalty activity, like juggling twice on their feet or something similar.

Red Light - Green Light - Just like traditional game except players dribble their balls and learn to stop and control balls on red light command. Line all players up. Coach is traffic cop. Send out-of-control players back to starting line.

Attack and Protect - Provide a 20 yd. by 20 yd. grid. Each player has a ball. Players dribble

around the grid trying to kick each other's ball out of the grid while protecting their own ball. Provide players with a skill condition that they must complete before they reenter the grid.

Spiderman - Provide a 20 yd. by 30 yd. grid. Each player with a ball. Coach starts as first spider. Players dribble around grid while trying to avoid the tag of the spider. When a player is tagged, they join hands and go after a new player. Each new player makes the web grow bigger, but less organized. Young player will request this game frequently.

Shadow Dribbling - Have players pair up, each player with a ball. Leader dribbles while second player follows, also dribbling. Remind players to keep their heads up. Encourage creative dribbling - changes in direction, pace, and technique. Stress control and change leaders frequently.

One-on-One - Players pair up, each couple with a ball in a grid. Player with ball is "on the attack" and other player is defender. Attacking player tries to dribble to any of the cones (aside from the one behind him/her) and touch the cone with the ball. Defending player tries to prevent this. Players switch possession of ball when attacker accomplishes his goal or when ball goes out of bounds.

Crab Monsters - Half of players are "crab monsters" (who are in a crab walk position on ground) and half are dribblers. Dribblers attempt to maneuver ball from one end of grid to the other while crab monsters try to prevent this by kicking balls away. Dribblers who lose their ball become crabs.

Musical Balls - Each player, except one, has a ball within grid. Player without ball attempts to steal ball from other players. Once a player loses his ball, he attempts to steal ball from another player. A player cannot steal ball from person who has just stolen his ball.

Slalom - Split players into two groups, giving each group a ball. Set up a line of four to ten spaced cones in front of each group. One at a time, have players dribble between cones, up and back, leaving the ball at the foot of the next player. The half that finishes the drill first wins.

Passing

Passing allows a team to keep possession of the ball. Explain that accurate passing is more important than just kicking the ball in one direction. Kicking with the inside of the foot is the most accurate way for a player at this age to pass. The best passes to focus on are simple passes on the ground, to the teammate's feet. When passing, the player's shoulders should be over the ball, and he should follow his passing foot through to the target. When receiving a pass, the player should watch the ball into his possession. When making a pass, the player should watch the ball into the receiver's possession.

Keep Away Circle - Players pair up and stand across from each other around a circle of cones. One player or coach stands inside the circle and tries to intercept passes made between the players. Passes made between the players count as goals. Change the players in the circle after a pass is intercepted or after a short time.

Cone Game - Players pair up and stand across from each other around a circle. Set up 6 or 8 cones in the middle of the circle as targets. Players try to knock over the cones in the middle with accurate passes.

Triangle Pass - Set up a three-player triangle. Each group has one ball. Players try to pass around the triangle shape. Make sure they reverse the direction of the passes from time to time. After a certain level of proficiency is reached, add a defender to try and intercept the passes.

Four Corner Pass - Set up a 10 yd. x 10 yd. grid with cones at each of the corners. Four players work with one ball, one on each side of the grid. A fifth player defends inside the grid. Players may only run on their sides of the grid between the cones. They then attempt to pass the ball across the grid. Change the middle defender frequently.

Star Wars - This classic game is very exciting for younger players. Set up a 10 yd. x 20 yd. grid. Have all players line up at one end prepared to run to the other end. The coach or player stands just outside the grid with several balls at the ready. On command the players attempt to run to the end line while evading

balls kicked at them by the coach. All shots should be kept below waist level. Players hit by shooting balls become additional shooters until only one player is left.

Basic Passing - Split the team up into partners, giving each pair a ball. Have the players pass and trap the ball, while you evaluate their skill. Later, introduce one touch control passing.

Wall Pass - Divide the team into pairs. Each pair needs one ball and one cone. The first player passes the ball to the second and then runs past the cone (as if it were a defender). This first player then receives the pass on the other side of the cone. Change roles frequently.

Passing Through the Gap - Partners are required, with one ball and two cones for each pair. Set the cones up about two feet away from one another (moving them closer as accuracy improves). Have the players pass back and forth to one another, making sure that the ball goes between the two cones. Develop a scoring system.

Two against One - For this game, use a goalkeeper and two attackers. Set up a goal with cones, and require the pair to pass the ball at least three times before taking a shot. Change positions frequently.

Return Passing - Divide the team into pairs, giving each pair one ball and two cones. One player will initiate passes, the other will return them. The player making the pass will pass alternately to one of the two cones, where the other player will run to make the return pass. Reverse the roles often.

Monkey in the Middle - Form a circle using all of the players, except for three, who will go in the middle. The players on the outside pass the ball to one another, trying to keep it away from the monkeys. When a monkey gets the ball, he switches places with the player who last touched the ball. The players on the circle may not pass to players directly next to them.

Shooting

Shooting is a skill that children will enjoy learning. Some basic instructions will help the players learn the skill properly. Show them how

to place their non-kicking foot next to the ball and aim at the target. Demonstrate that the shoulders should be over the ball, and that you should be leaning slightly forward. Explain how the foot should be "locked" when the ball is kicked. Use the label on the ball to demonstrate where the ball should be kicked (just above the midline) to keep a shot low.

Marbles - Players are organized into pairs, each with a ball. Standing with his back to the field of play, the first player throws his ball over his head. The second player then kicks his ball from the starting point and tries to hit the ball that was thrown. Play alternates by kicks until one ball is hit. The players then reverse and start again. Coaches should emphasize instep kicks for length and the side of the foot for accuracy. Make it a condition that every other game is left foot only.

Four Goal Game - Set up four 2 cone goals in each corner of a 20 yd x 30 yd grid. Divide players into two equal teams. Players may score at any of the four goals. The game encourages teamwork and results in lots of shooting.

Shoot Between Cones - Set up a cone row with cones spaced 3 to 5 yards apart. Pair up players and put one player on each side of the cone row facing cones and each other. Players should start close to the row of cones at first, striking the ball between the cones. The partner receives ball and passes it back through the cones. Move players farther apart as their technique and accuracy improve.

Go For Goal - Players form two lines on either side of the coach who is standing 18 to 20 yards from a goal that is any size. The coach serves the ball toward the goal line while one player races to win the ball and shoot. As skills progress, add a goalkeeper. The coach should encourage correct shooting technique and a good first touch on the ball.

Dribble Cones and Shoot - Set up two cone lines for a dribble weave about 30 yards with a 2 yard goal at the end. Divide players into two lines or teams. Players must dribble through the cones and score at the goal at the end before the next player in line starts.

The Numbers Game - Young players will play

this game for hours! Set up a 20 yd. x 30 yd. grid with goals at each end. Divide players into two teams and place each team on one of the end lines. Number players 1-6 (or use colors for very young players). Coach stands at the half-line and serves a ball into the grid while calling a number. Players who are called sprint off their end line to win the ball, 1v1, and try to score. Players standing on the end line may keep the ball in play but may not protect the goal! The coach should try 2, 3, 4, etc. numbers. Ball can be served on the ground or in the air.

5v5 Pass and Strike - Set up a 30 yd. x 30 yd. grid with two opposing goals. Divide players into two 5 person teams. Players must pass the ball to each team member or make 4 complete passes before they can shoot on goal. If the opponent takes the ball the team must start over in its pass count.

Crab Soccer - Set up a 20 yd. x 30 yd. grid with goals at each end. Divide the players into two teams or a minimum of 5v5. Players must walk on their hands and feet simultaneously while trying to pass the ball to teammates and scoring. This game really encourages teamwork because of the difficulty in movement by the players.

Hit the Cone - Set up cones in a line, with three feet between each cone. Line up two players on opposing sides of each cone, facing one another. Give one of the opposing players a ball. The object of the game is to knock down the cone, in as few shots as possible. When the first shooter misses the cone, the partner should trap the ball and take a shot. When the cone is knocked over, one player should set it back up and continue playing. For a variation, play this game for one-minute intervals, and encourage the players to improve their record each time.

Pass and Shoot- Set up two cones as a goal at one end of the grid and divide the team in half. Pick one player to start as goalie. Then line one group up behind the goal, with one ball for each player. Line the other group up fifteen feet in front of the goal, in the center.

The first player in line should pass the ball to the first player in the center line. This person then traps the ball and takes a shot on goal.

After their turns, the players should get in the end of the alternate line (players who took shots need to retrieve the ball if needed). Switch goalies often. For large groups, two games can be set up at opposite ends of the grid. Later, have the shooting line take their shots with only one touch.

Quick Shot - Divide players into groups of three, and give each group one ball and two cones. Set the cones up as a goal, and have one player be the goalie. The remaining two players should be on opposite sides of the goal, facing each other. They take turns shooting on goal. When the goalie makes a save, he should turn and roll the ball to the other player. Switch goalies often.

Shot Against Goalie - Divide the team into pairs. Give each pair one ball and four cones. Set the cones up as two separate goals, about 10 yards apart. One partner will stand in either goal, and will then take turns shooting and being the goalie, in alternating turns. Initially, have the players shoot a stationary ball. Then have them stand behind their goal line and dribble up to it before shooting or have the goalie roll the ball to the shooter for a one-touch shot

Cone Kick Down - This is played just like a regular scrimmage, but instead of having a goal to shoot at, set up five cones, spaced along each goal line. The first team to knock down all five cones wins. There are no goalies.

Ball Control

Ball control is one of the essential skills of soccer. In order to execute a good pass, score a goal, stop a breakaway, or dribble through defenders, players must be able to control the ball. Players must learn to control the ball quickly so that they have time to do something positive. Impress on the young players that they can use their foot, thigh, chest, or head to control the ball. Explain that when the ball comes to them, they must create a soft cushion for the ball to land on. Tell them to treat the ball like an egg. When the ball (egg) comes to them, they have to cushion it so that it doesn't break and get everything gooey.

Warm-ups for ball control may include breaking

your team into pairs, each pair with a ball. Have each pair make two-touch passes to each other. Make sure they trap the ball using both the inside and outside of their feet. This warm-up will enable you to see how good their trapping skills are. If they are mastering trapping with both the left and right foot, you can work up to thigh and chest traps by having them serve lobs to each other.

Pig-in-the-Middle - Break the team up into groups of three, with one ball to a group. Volunteer one player to be the pig-in-the-middle. The two other players try to pass the ball past the pig without letting him control it. Once the pig traps the ball, one of the other players takes his place. The two outside players must control the ball, or they will have to switch with the pig.

Rapid Fire - Have the team form a circle around a single player. Every player except the middleman should have a ball. Have each team member take turns passing the ball to the player in the center. This player tries to trap and control the ball, and then passes it back to the original player. Have each team member take a turn as the middleman.

Continue Down the Line - Divide team members into groups of four players, with one ball to a group. Select one player to be the server. The three remaining players should line up, side by side, facing the server. The server will take turns serving the ball to each player, who must trap and control before returning it to the server. Continue in this fashion, alternating the server.

Intermediate Threes - Break the team into groups of three, with two balls to a group. Designate two servers and a runner. As shown in the example, have server A throw the ball to C, who traps and returns the ball to A, and then runs to repeat the sequence with server B. Variations of throw height and strength should be used by the servers. Alternate positions frequently.

Flight Ball - Divide team into pairs, giving each pair one ball and a grid. One player will be the server, who is to serve the ball in the air to any location in the other player's half of the grid. This player must move to the ball, trap it, and

return it to the server. Alternate roles after every 10 servers.

Volleying

Volleying is a skill seldom used by young players. Their soccer instincts tell them they have to let the ball hit the ground because that's where their feet are. Learning to volley will make players more aggressive, and help them realize that they can attack the ball wherever it is, even in the air. When volleying, the player should strike the ball with the laces of the shoe. He must also learn to "open up" his body to the ball and follow through to the target as in a normal shot. In order to keep a volley low, the player must kick the ball above its midline.

Juggling - Have each player toss the ball and "juggle" it with his feet. Have them see how many times they can do it without letting the ball touch the ground. Repeat to see improvement.

Cone Shots - Divide the team in half, choosing one person to be goalie. On both sides of a goal, put a cone about 10 yards out. Have each half line up behind a cone, with their balls. In turn, the first player in line will put his ball on top of the cone, and take a shot. The two sides will take turns as the goalie alternates facing the two lines. Change goalies frequently.

Air shots - Set up is the same as above, except that now the players should toss the ball and let it bounce once, prior to taking the shot. The ball should be kicked while it is in the air. As a variation, have someone else toss the ball into play. The players can be stationary, or can be "on the run".

Goalkeeping

Goalkeeping is a combination of three basic skills: securing, distributing, and positioning. The goalkeeper must first know how to use his unique position to his team's advantage by gaining and keeping control of the ball with his hands. He must also know the various methods of releasing the ball that are helpful to his team. He must choose the best method of getting the ball to a teammate who is out of the "danger zone". Another important skill for a goalkeeper to master is positioning. Being in the right place at the right time is the best way to prevent

goals from being scored.

Goalie Passing - Have the players pair up, with one ball to each pair. Line them up about 10 yards apart, and have them pass to one another. Each pass is assumed to be from a goalie to a field player. First have them bowl the ball to each other's feet: explaining that this is the most accurate goalie pass. Then have them throw it overhand, which will give the goalie a bit more distance. Then have them punt passes, and explain that this is the longest but least accurate pass.

Fielding Ground Balls - Divide the team into pairs, giving each pair four cones and one ball. Set the cones up as two goals, parallel to one another (about 10 yards apart). Have the players roll the ball to each other, "scooping" the ball up when it comes to them, without getting on their knees. Start with rolls directly to the partner, and then move them to either side of the partner.

Fielding High Balls - Same set up as above, but have the goalies throw high balls to each other.

Save the Breakaway - Divide players into pairs, each pair having one ball, four cones, and a grid. Set the cones up as goals on opposite ends of the grid and assign one player to each goal. The player with the ball should dribble forward from his goal line, and try to score on the other goalie, by either dribbling or shooting past him. Long-range shots are not permitted and both goalkeepers should return to their respective goals after each save or score, before starting the next round. Continue for set number of minutes or goals.

Three on one - Break the team into groups of four, with one goalie and three attacking players. Set up two cones as a goal on one end of the grid and give the attacking player in the center a ball. The attacking player must pass the ball to one of the wings, who will shoot. The object is to get the goalie to shift to whichever side the ball is passed to, in order to cut off the angle. If the team is not evenly divided by four, some groups of three can be used. Shift positions frequently.

"Game" Guidelines

Scrimmages

Not the best for improving skills (many players, only one ball); the kids love scrimmage and it is great fun for them: allow plenty of time for scrimmage during every practice, but don't make it the only activity.

Excellent for learning positions and game simulation

Good way to teach the rules (you are the referee) but try not to stop play too often.

Small-sided scrimmage:

- Fewer players, therefore each player gets more touches on the ball
- Small field requires more control and more passing
- Small goal encourages accuracy
- Highly recommended in practice for all ages
- If you have a large team and sufficient space, run two games simultaneously

Scrimmage with Conditions:

- Maximum 5 touches: to encourage passing
- Minimum 2 touches: to encourage control (no one touch passing)
- Minimum 5 touches: to encourage dribbling
- Must pass three times before allowed to shoot: rewards passing and good spacing

Uneven Scrimmage:

- 5v2 with no goals: forces passing (the larger team counts passes)
- Offense vs. Defense:
- Good to practice action at the mouth of the goal

- Good to work on set plays (goal kicks, corner kicks, free kicks)
- Have 2 or 3 extra players on offense to keep action around goal
- Give defenders two goals at mid field near touchline

Freeze!

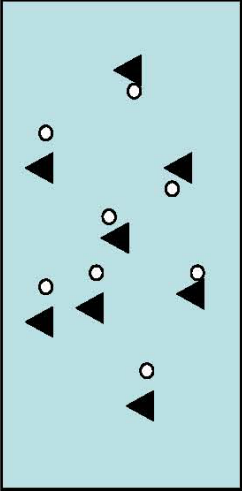
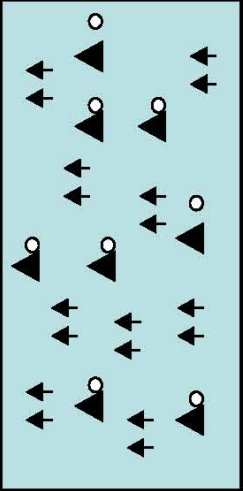
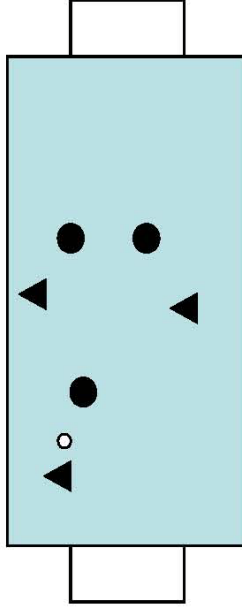
- Blow the whistle and call freeze
- All players must stop where they are
- Coach makes observations, e.g. players open on the right flank
- Excellent teaching tool (if not used too often)

Open Scrimmage:

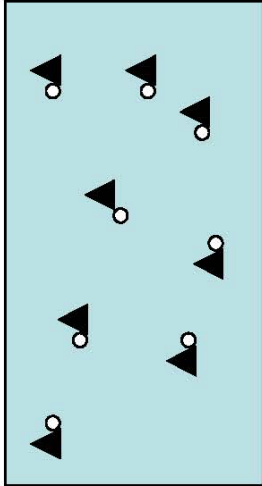
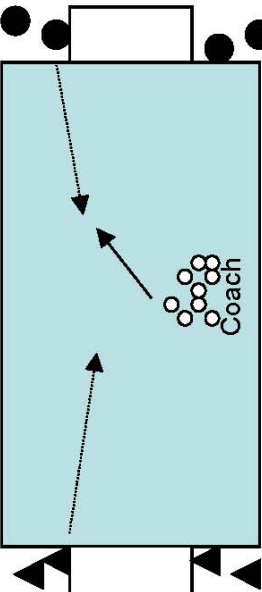
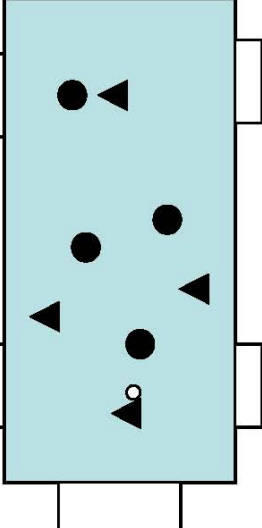
- Full game simulation
- All players, one game
- Enforce rules more strictly to encourage fair play; it also gives players free kick practices
- Play another team occasionally, if possible; practice subs and positions



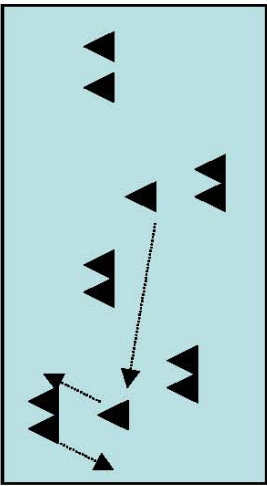
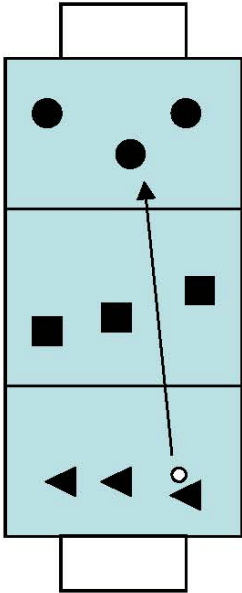
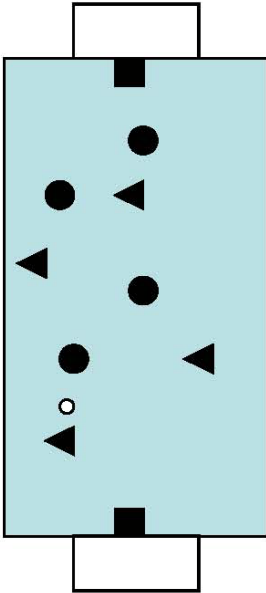
U.6 Practice Plan

<p>Warm-Up Activities / Games</p>  <p>10x15 yard grid marked with cones</p>	<p>Organization</p> <p>Each player with a ball dribbling anywhere in the grid, keep control of the ball and avoid hitting the other players and balls</p> <p>Body Part Dribble – players must stop the ball with the body part the coach calls out, e.g. knee, elbow, ear, etc... and then dribble again in the opposite direction</p> <p>Balhnastics – players roll ball around feet with feet together and legs straight, roll ball as a figure 8 around feet with feet apart, etc...</p> <p>Tag – all players are "it" and attempt to tag the others while maintaining control of their ball, players receive a point for each tag; tag the player's back and then the stomach = shielding</p> <p>Red Light Green Light – players move across grid or towards moving coach dribbling the ball on coaches' green light command and stop the ball on coaches' red light command</p>
<p>Main Activities / Games</p>  <p>same grid; add 2 yard gates made with cones</p>	<p>Dribbling Gates – all players with a ball; players must dribble through the gates to score a point; How many points can each player score?</p> <ol style="list-style-type: none"> In a limited amount of time e.g. 1 minute Before the coach scores a certain number of points Score going backwards through the gate Score with different body parts (how many different ways?) <p>Red Rover – (remove gates) all players on one side of the field with a ball; coach stands in the middle of the field, on coaches' command players attempt to dribble across field to the other side without the coach tagging them; players tagged join coach for the next round</p> <p>Progress to "crab" position and kick the ball out of the area</p>
<p>Game</p>  <p>20x30 yard field marked with cones; small goals</p>	<p>3v3 or 4v4 Game to lines – play across the field; to score player must dribble across the line in control of the ball</p> <p>3v3 or 4v4 Game to small goals – play normally on the field; place small goals (or use cones) on each goal line</p>

U.8 Practice Plan

<p style="text-align: center;">Warm-Up Activities / Games</p>  <p style="text-align: center;">10x15 yard grid marked with cones</p>	<p style="text-align: center;">Organization</p> <p>Hospital Tag (without ball then with ball) – all players are it and attempt to tag the others; first time a player is tagged he must hold that spot with a hand, the second time he must hold that spot with the other hand, third time he must go to the ‘hospital’ and see the doctor (coach), coach has player do an exercise e.g. number of ball touches and then he is back in the game</p> <p>Ballnastics – (see U.6 Practice Plan)</p> <p>Tunnel Tag – all players with a ball except one who is it and tries to tag the other players; if tagged the player is frozen and holds ball on his head with feet apart; other players may unfreeze them by playing the ball between the frozen player’s legs</p> <p>Math Dribble – all players with a ball dribbling anywhere in the grid; coach calls out a math problem (1+1), players solve it and form the appropriate sized group (2)</p>
<p style="text-align: center;">Main Activities / Games</p>  <p style="text-align: center;">20x15 yard field with small goals</p>	<p>Goal on the Move – players are in pairs (from math dribble) with a ball; 2 coaches form a goal by holding a bib between them, the ‘goal’ moves about the area; players pass the ball through the moving goal to their partner to score; How many goals can each pair score?</p> <p>Passing through Gates – form gates (see U.6 Practice Plan) pairs pass the ball through gates to score; How many points can each pair score?</p> <p>a) In a limited amount of time b) Score with different body parts</p> <p>Number Game – divide players into two teams, each player is given a number 1 to 4; coach has all of the balls on the side of the field; coach passes a ball to one of the sides and calls a number, the corresponding player from each team plays 1v1 to the small goals; Coach can also call out 2 numbers to play 2v2 or call out two separate numbers, one for each team to play 2v1</p>
<p style="text-align: center;">Game</p>  <p style="text-align: center;">25x35 yard field marked with cones; small goals</p>	<p>4v4 Game to 4 small goals – play across the field; each team defends two small goals (marked with cones) and scores on the opposite two small goals (marked with cones)</p> <p>4v4 Game to 2 goals – play normally on the field; place small goals (or use cones) on each goal line</p>

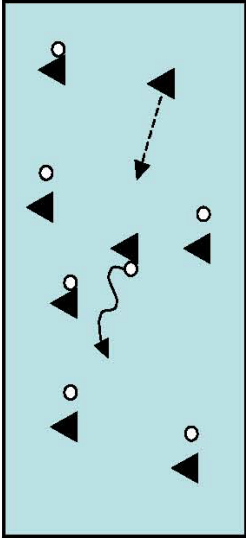
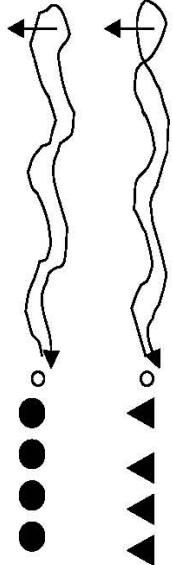
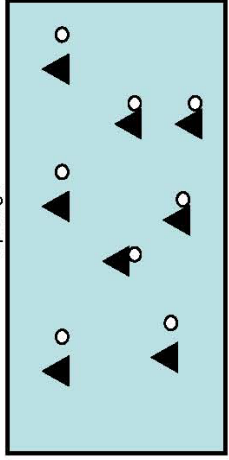
U.10 Practice Plan

Organization	
<div style="text-align: center;">  <p style="text-align: center;">15x20 yard area marked with cones</p> </div>	<p>Island Tag – players in pairs making “islands”; coach breaks apart 1 pair; 1 player is ‘it’ & chases the other trying to tag him; if player is tagged the roles are reversed; the player being chased is safe on an “island”, but only 2 are allowed on an “island”, so the player on the other end must leave & is now being chased; Progress to 2 chasers and 2 being chased, from standing to lying position</p> <p>Ballnastics – (see U.6 Practice Plan)</p> <p>Switch-Out-Reverse – all players with ball dribbling anywhere in area; coach calls “switch”, players leave ball & find another & dribble again; coach calls “out” players must dribble out of area as fast as possible; coach calls “reverse”, players reverse ball & dribble in opposite direction</p> <p>Knock Out – all players, but 1 with ball dribbling anywhere in area; on coaches’ command the 1 tries to kick the others balls out of the area; if ball is kicked out, the player joins in kicking out balls</p>
<div style="text-align: center;">  <p style="text-align: center;">3 - 15x20 yard areas, add goals for final progression</p> </div>	<p>Freeze Tag – 3 teams of 3 to 4 players; 1 team is “it” each player with a ball and tries to hit the players on the other two teams with a ball to freeze them; frozen players stand with legs apart and can be unfrozen if a player crawls through his legs; start with hands (throw) and progress to feet (pass or shoot); team that is it, can pass the ball(s) between them</p> <p>3 Zone Game – teams on the end try to pass the ball through the center area to the opposite side with out the center team winning the ball; if center team wins the ball, they change places with the end team; team scores a point each time they pass a ball through the center area</p> <p>Progress to center team playing with a player in each end area to make a 3v1; same rules as above</p> <p>Progress to taking the game to goals with the center area being a neutral free area where the opponent can not take the ball away; this area is used to “regroup” before the next attack</p>
<div style="text-align: center;">  <p style="text-align: center;">25x35 yard field with goals</p> </div>	<p>5v5 Game with Goalkeepers – smaller numbers equals more touches of the ball for all the players</p> <p>6v6 or 7v7 with Goalkeepers</p>

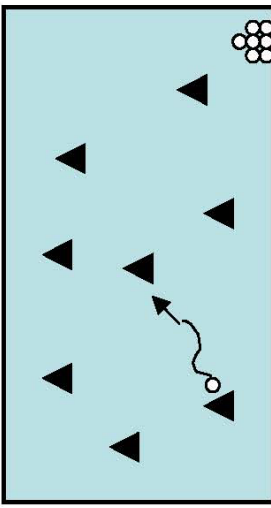
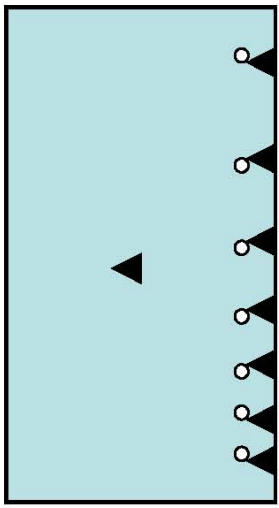
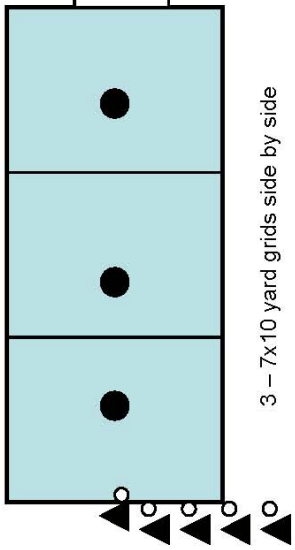
U.12 Practice Plan

<p style="text-align: center;">Warm-Up Activities / Games</p> <div style="text-align: center;"> <p style="text-align: center;">15x20 yard grid marked with cones</p> </div>	<p style="text-align: center;">Organization</p> <p>Tail Tag – all players wear a “tail” (bib) out of the back of their shorts; one player or all players isolate it and try to pull the other’s tail out ; without a ball then with a ball</p> <p>Static Stretching – players need to get in the habit of stretching before and after practice</p> <p>Sequence Passing – players in groups of 4 with a ball; players number themselves 1 to 4; ball starts with number 1, 1 passes to 2, 2 to 3 etc.; all players continue to move, no one stands still; after a pass is made the player must move into a space as not to interfere with the next pass; once the players get into a passing rhythm, add a second ball and challenge them to catch the first ball</p>
<p style="text-align: center;">Main Activities / Games</p> <div style="text-align: center;"> </div>	<p>Triangle Tag – 3 players form a triangle placing arms on each others shoulders, 4th player is outside; group designates 1 player to be target; 4th player tries to tag the target, while the other 2 players move the triangle to protect & prevent target from being tagged; players change roles</p> <p>Keeper’s Nest – 1 player (keeper) guards, but can’t touch the ball; other 3 players try to get the ball away from the keeper without being tagged & frozen by the keeper; keeper tries to freeze all 3 players; once a player is frozen, he can remain frozen until all are frozen or the ball is stolen</p> <p>Keeper’s Nest 3v1 – 3 cones form a triangle; 3 players on outside possess the ball; triangle creates 3 goals; 1 player (keeper) is in middle & tries to prevent the ball from penetrating the triangle from a pass; the 3 players try to pass the ball between them and move the keeper out of position so the ball may be played through two sides; if keeper intercepts the ball, player who played the ball last becomes new keeper</p> <p style="text-align: center;">Very good for teaching passing and support</p>
<p style="text-align: center;">Game</p> <div style="text-align: center;"> <p style="text-align: center;">25x35 yard field</p> </div>	<p>4v4 Games</p> <p>To Lines – play across the field; to score player must dribble across the line in control of the ball; Dribbling Game</p> <p style="text-align: center;">or</p> <p>To 4 small goals – play across the field; each team defends two small goals (marked with cones) and scores on the opposite two small goals (marked with cones) Passing Game</p> <p style="text-align: center;">or</p> <p>To 2 normal goals with GKs – Shooting Game</p> <p>6v6, 7v7 or 8v8 – depends on the number of players on your team; increase the size of the field to fit the numbers</p>

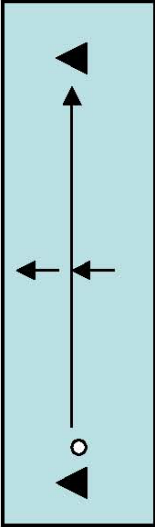
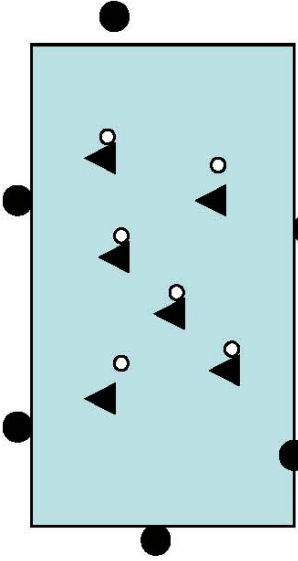
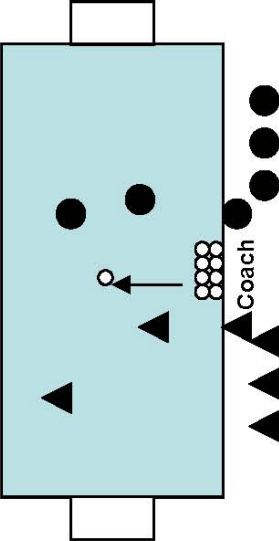
U.6 Age Appropriate Activities

 <p style="text-align: center;">10x15 yard grid marked with cones</p>	<p>Pirates All players, except one (Pirate) with a ball; all players dribble away from the pirate keeping control and protecting their ball; Pirate tries to tackle (dispossess) the ball away from a player; the dispossessed player then becomes the Pirate; also, if the player with the ball dribbles outside of the grid, he relinquishes his ball to the pirate; game continues Progress to adding additional Pirates – 2 pirates, 3 pirates, 4 pirates</p>
 <p style="text-align: center;">Vary distance between "starting line" and cone depending on ability level and the activity</p>	<p>Relays Form 2 even teams; create various types of relay races: •1st player dribbles ball down around cone or flag and dribbles back; gives the ball to the 2nd player, who does the same etc... •Run holding ball on head to cone or flag and back •Run backwards to cone or flag and return running forward •Add more cones to make a slalom course; players must dribble ball around the slalom course around cone or flag and back through slalom course •Invent your own races.</p>
 <p style="text-align: center;">Sponge Scooby</p> <p style="text-align: center;">10x15 yard grid marked with cones</p>	<p>Colors or Cartoons All players with a ball in the grid; Have players pick their favorite colors or cartoons; coach gives each side of the grid a color or a cartoon name; players dribble anywhere in the area; coach calls out the name for one of the sides; the players try to get to that side as fast as they can with ball under control. Progress to making teams of two, three or four; each team tries to get to the correct side before the other team</p>

U.8 Age Appropriate Activities

Organization	
 <p>10x15 yard grid marked with cones</p>	<p>Pac Man</p> <p>One player with a ball, all others with out run freely within the grid; player with the ball, "Pac Man", dribbles the ball and attempts to hit the other players below the waist by passing the ball at them; players without the ball try to avoid getting hit with the ball; once a player is hit, he gets his ball and becomes the second "Pac Man"; game continues until all players have been hit and have their ball</p>
 <p>10x15 yard grid marked with cones</p>	<p>Snake in the Grass</p> <p>All players with a ball except one, the "Snake"; the players with the ball on the coaches' command attempt to dribble the ball across the grid past the "snake" to safety on the far side of the grid; the "snake" tries to kick the ball away from the players and outside of the grid; repeat the procedure from the other side; when a player's ball is kicked out of the area, he becomes a "snake" as well; continue game until all are caught.</p> <p>Can also play game with "snake" in sitting position playing as a crab.</p>
 <p>3 - 7x10 yard grids side by side</p>	<p>Jungle Ball</p> <p>Players start at one end of an area with a ball; they go one at a time attempting to get through the area 'guarded' by an "Animal" to the next area which has a different "Animal"; the "Animals" which 'guard' the areas must stand and move like the animal they represent e.g. crab, snake, monkey; "Animals" try to kick the ball of dribbling player outside of grid; Add a goal at the end of the third area for players to shoot; rotate players so all have an opportunity to dribble and be an animal.</p>

U.10 Age Appropriate Activities

Organization	
 <p style="text-align: center;">2x15 yard grid marked with cones</p>	<p>Bowling</p> <p>Partners start 1 yard away from each other; each one passes the ball through the goal to his partner; after each goal the player takes one step back; if a player misses the goal, then the pair must start over; who is the first pair to score goals from outside the 15 yard end lines? Players must use both feet.</p> <p>Progress to the most goals scored in 30 seconds, 1 minute, change partners.</p>
 <p style="text-align: center;">20x25 yard field marked with cones</p>	<p>Team Knock Out</p> <p>Form 2 teams; Team ▲ is on the field each with a ball; Team ● stands anywhere along the sidelines without a ball; on the coaches' command, Team ● runs on to the field and attempts to kick all the balls off of the field; the coach starts the clock on his signal and stops it when the last ball is kicked off the field; Team ▲ members, who have had their ball kicked off the field should help their teammates by getting into positions, so that they may receive a pass; which team can keep their balls on the field the longest?</p>
 <p style="text-align: center;">10x15 yard field marked with cones, with small goals</p>	<p>Get Out of Here</p> <p>Form 2 teams; each team stands in a queue on either side of the coach; the coach plays a ball out on to the field the first two players from each team immediately enter the field and play 2v2; when the ball goes out of the field, the coach calls "Get Out of Here" – both teams leave the field and go to the back of their team's queue; the coach plays a new ball out onto the field and two new players from each team enter the field and play 2v2; if a goal is scored, the pair who scored stays on the field and two new opponents enter the field when the coach plays out a new ball and they play 2v2; the game is continuous.</p>

Game Preparation

Prepare the lineup and substitution schedule. Remember that over the course of the season, all players should have the chance to: 1) play different positions; 2) be captain; 3) start and finish games; 4) play goalkeeper. These things are important to your players (ask them!); they will notice.

Game Day: Remember to bring your equipment bag and substitution schedule, Have a good quality ball with you to use for the game (some clubs will provide the game ball).

Have your team arrive at least 15 minutes before your scheduled kick-off time to properly warm-up. It is important to stress this message to parents as well as players.

Team Warm-Up: Simple passing, dribbling, shooting exercises, maximize touches. Have an assistant work with the players who will be goalkeepers for this game. Introduce stretching and flexibility, so players understand how to prepare their body in the future.

Rules: It is your responsibility as a coach to know what is expected of you, your players, the officials, and the spectators. You should know the rules and should carefully consider the spirit, which underlies them.

Referee: Meet the referee and make note of his or her name. Ask any questions you may have about game duration, allowable substitution times, etc. Make sure you have your game card to give him if you are the home team.

COACHING FROM THE TOUCHLINE

Simple, even-keeled, encouragement from the sidelines is preferred. It is important to realize that although we as coaches are permitted to instruct from the sideline, this is not a license to take over the game from the players.

Coaching is best done during practice time, not during the game. Let the players make their own decisions on the field, so they develop a feel for the game.

Pacing up and down the touchline, is not a great idea under the best of circumstances; if you

must pace then you should remember to stay on your side of the field and no closer than 5 feet from the center line. You are not allowed to cross the center line onto the opponent's side.

A Few Things to Avoid:

Don't continually shout instructions - they often reach the players too late (the action has moved to a new situation), and may be distracting.

Don't send one of your assistants to instruct from the opposite touchline to "cover the field." It is doubly distracting to the players (often the instructions coming from opposite sides of the field differ!). It is irritating and disrespectful to the other team if they are located there.

Don't send a parent or assistant to coach from behind the goal line.

Coaches and spectators do not belong there! The coach can be "cautioned" for allowing this infraction to occur.

A Few Good Ideas:

Your sideline coaching should be limited. Prepare your players to think for themselves as much as possible. Take notes of situations and skills that your team has problems with and work on them during practice.

Watch how the opposition plays and point out to your substitutes anything that can be to your team's advantage (e.g. all their goal kicks go to a certain area, their defense plays far back or far forward, etc.).

Remind the players going into the game for whom they are substituting and what is expected of them.

The less time spent shouting and the more time observing, the better understanding you will develop of your team, and the more information you will have to help them during your next practice.

Remember that as coaches we are in a supporting role. It is the kids' show!
Positions

Positions

In the younger age groups, each player should be given the opportunity to play both offense and defense. The idea of a 7 or 8-year-old defensive specialist is absurd.

Don't emphasize positions too much.

Sometimes players will ask you if a particular position (such as fullback) is allowed to score - YES or, if a fullback is ever allowed to cross the halfway line - YES. Younger players often get the erroneous belief that they are assigned to a particular place on the field and are not allowed to leave it, no matter what the situation. This does not mean that players should all wildly chase the ball, but don't inadvertently teach your players inflexibility in the name of positions.

In the younger age divisions, the kids will tend to follow the ball like bees around honey. Give them either a forward or defending name (so they get used to the terminology) but don't get too worried if they are not staying in their positions. They don't have the psychological capacity yet to understand conceptual ideas and tactics.

Caution against inflexibility: your forwards should know that they may at times have to help the defense, and that they shouldn't stay so far up field that the defenders can't clear the ball to them. Also, a defender should know that if he or she has the ball in midfield and has a clear path into the attacking area, the player doesn't have to relinquish the ball but can continue into the attacking zone. A teammate can fill in for the attacking defender until he/she is able to recover.

Don't make the mistake of placing all of your best players on offense. If you have only weak players on defense, the other team may spend most of the game in front of your goal while your forwards wait in vain for the ball that never comes.

Another common mistake: Don't play your defenders too far back. If they are positioned at the edge of your own penalty area while the ball is down at the other end of the field, then when the other team clears the ball you will have given up a significant amount of space without

a contest. Instruct your defenders to step up and challenge for the ball. You want your team to move up and down the field as a unit without too much space between them. Also, you don't want your defenders too near your own goalkeeper. They will often block his/her view and keep the opposition onside at all times. If one of your defenders is standing next to the goalkeeper, an opposing forward can be positioned near your goal without any fear of being called offside.

PARENTAL BEHAVIOR

During the game parents should:

- Sit on the sidelines opposite the team, not on the same side.
- Cheer for all members of the team, not just their own child.
- Allow the coaches to coach – do not shout instructions to the players.
- Do not yell at members of the opposing team.
- Do not yell at the opposing coach.
- Do not yell at the referee.
- Stay off the field of play.
- Keep two yards off the touchline.

SUBSTITUTIONS

The coach's main duty, besides watching out for the welfare of his or her players, is to keep track of playing time and to substitute players in and out so that every player plays a comparable amount of time. Know the situations when it is permissible to substitute.

Substitutions are made on the fly; the player on the field must come off the field before the new player enters the field.

CYSA requires that each all children play equitably in terms of time; please abide by this. Explain to your parents (e.g. at the Parent Meeting) when you can legally substitute players during a game. Prepare a fair substitution schedule before each game, follow it as best you can, and keep it on file for the season.

Rotate players, particularly in young age groups. Don't limit forward positions to a few; everyone should have a chance to play defender, midfield, and forward. All players

should be encouraged to try goalkeeping, but no player should be forced to play the position. Giving each player some goalkeeping experience during practice scrimmages will increase their confidence to try it during a game.

HALFTIME

- Make sure they all have their water bottle.
- Keep the team together, away from the parents, so you are able to focus the group.
- Give positive feedback about the team's performance.
- Do not criticize individual players.
- Make only one or two statements regarding points to concentrate on in the second half.
- Ask the players if they have any questions.
- Have a team huddle and cheer before restarting the game.

AFTER THE GAME

- Immediately after the game, applaud both teams.
- Line up with your team to shake hands with the opponent.
- Shake hands with the referee.
- Have the players congratulate the other team with a cheer.
- Players should thank the referee.
- Hand out refreshments
- Forget about the game results and only give praise and encouragement.
- Do not criticize and recap the game.
- Check for injuries.
- Have everyone clean up the area before leaving.
- Remind them the time of the next game or practice.

REFEREE RELATIONS

The referees in our program have varying degrees of experience and ability. There may be times when your game is in the hands of a novice referee, possibly handling a game for the first time. Go easy on the referee! He or she has a hard job and they are usually teenagers. Just remember, it could be your child out there someday. How would you want them to be treated?

Set the example by treating all referees with respect, and insist that your players and parents do the same. Accept their decisions as

part of the game. Don't make calls for them, shout at, or argue with them. Teach your players to focus on improving their own play and that of the team, not on criticizing the officials.

Coaches (and especially parents) need to be careful not to overreact to some of the inevitable bumping and incidental contact that occurs in a soccer game. Contrary to some misconceptions, soccer is a contact sport. Legal contact is clearly defined in the rules of the game.

There will inevitably be calls with which you disagree. Don't let it become a distraction for you or your team. Over the course of the game the "bad" calls will probably even out. If the referee does a good job, be sure to let him/her know and thank them after the game, regardless of the result.

The rules and officiating of soccer are rooted in the philosophy and spirit of the game. Soccer is a gentlemen's (and gentlewomen's) sport. The referee is in charge. Dissent is not allowed or tolerated. Unfair or unsportsmanlike advantage is not sought nor taken.

SPORTSMANSHIP/GAME ETIQUETTE

Teams will share one side of the field for players and coaches while parents of both teams will share the opposite side of the field.

After the game, give the other team a proper cheer (discourage cheers such as "Two, four, six, eight, who did we eliminate!") They are both arrogant and unsportsmanlike); then line up your squad and lead them across the field to congratulate the opposing players and coach. Teach your players to win humbly and to lose graciously.

Winning and losing: The outcome of the game will not be a life-or-death matter for your players unless adults teach them that it is. The children come to play; it is only adults who come to keep score. If you don't believe that, ask some players coming off the field what the score is. They often don't know (and don't really care that much) who is ahead. If your team is typical, you will have players at the end of

games asking "Did we win?" even if the game was completely one-sided, and, by the time of the next team practice, many of your players will not remember who won, much less remember the score.

It is, after all, only a game. What is important is that the players have fun, give a good effort, and accept the result in a sportsmanlike manner.

Finally, remember that, as coach, you are responsible for the behavior of your spectators (parents and others) as well as your own and that of your team. Spectators must be educated about the proper place to stand to watch the game. All spectators should remain at least 2 yards behind the sideline. This provides a clear line of sight for the referee or linesman. No one should ever be beside or directly behind the goal area.



CARE AND PREVENTION OF INJURIES

General Injury Protocol

U.S. Soccer, Sep. 5, 2002

Coaching sports can be rewarding and stressful as it is without having to worry about injuries to your players. However, there may be situations when appropriate medical personnel are not available and the care of the athlete is in your hands. Here are some general guidelines regarding injuries that often occur on the soccer field.

Remember R.I.C.E.

Rest, Ice, Compression, Elevation - most common injuries encountered in soccer will follow this general principle. DO NOT use heat while swelling is present to the extremity. Apply ice to the injured area for 15-20 minutes. Adding heat will increase the swelling, while ice will help decrease it.

Let common sense prevail. If there is a deformity, DO NOT move the athlete. Call 911 (or the local equivalent) and let trained personnel handle the situation.

Communicate with parents and inform them of the situation if they are not on-site at the time of the injury.

Be conservative. If you have doubts as to an athletes' ability to play, do not let them play.

Ankle Injuries

Most ankle injuries involve ligaments and tendons (i.e. sprains). In instances like this, follow the R.I.C.E. principle. These injuries often turn into recurring injuries if the athlete returns to activity too soon. If the athlete experiences pain during activity, he/she should be removed from competition. If the pain level increases in the following days, the athlete should see a physician.

If a deformity is present, do not attempt to put the limb in place or move the limb. Immediately call 911 or EMS personnel.

Deep Thigh Bruise

Usually caused by direct contact to the thigh, a deep thigh bruise is very painful and can lead to potential problems.

Ice immediately with the knee in a bent position. This will help maintain flexibility to the thigh muscle.

Instruct the athlete to keep stretching the thigh. This will prevent swelling/blood from "settling" in the muscle and limit movement.

Knee Injuries

The knee is the most vulnerable joint in the body and should be dealt with using caution. Injuries can occur to the ligaments, tendons, kneecap, cartilage (meniscus) and bones (growth plates). Here are some indications of significant injury to the knee:

- Hearing or feeling a "pop" or a "snap" in the knee.
- Feeling that the knee "gave out"
- Sharp pain
- Obvious deformity
- Limited movement
- Swelling

Apply ice immediately and immobilize the knee. When immobilizing the knee, be sure to splint the ankle. As a general rule to follow, the joint above and below the injured joint should be splinted.

In all instances involving a knee injury, the athlete must follow-up with a physician.

Head Injuries

There are currently many different theories regarding head injuries and concussions and how to treat them. The following guidelines are essential to insuring safe return to play for your athlete:

When in doubt, keep the athlete out. Any player who appears to have suffered a concussion should be removed from participation and evaluated by a physician as soon as is practical. Players exhibiting prolonged loss of consciousness or marked amnesia should be evaluated immediately in an emergency room.

Players should not be allowed to return to play if they exhibit the symptoms (headache, nausea, blurred vision, dizziness, ringing in the ears, unsteadiness, confusion) of concussions.

If an athlete loses consciousness, call 911 and activate EMS. Before this athlete can return to competition or practice, he must be cleared by a physician.

Athletes, in the eagerness to play, may fudge the truth when telling the coach how they feel. As part of the overall evaluation, have the athlete perform sport-specific movements on the sideline and watch for unsteadiness, lethargy, uncoordinated movements. They may lie, but their bodies won't.

Neck Injuries

Any athlete that sustained a hit and complains of neck pain, or numbness and tingling to extremities **MUST NOT BE MOVED**. Immediately call 911. If the athlete is not breathing, your priority is to get the athlete breathing, which means you – or another trained person on-site must begin CPR. However, neck injuries pose a unique problem when CPR is initiated. We encourage all coaches and staff to contact their local EMS provider and learn how and when to use 'log rolling' when in this situation.

Soccer, like most sports, contains the risk of injury, but the use of shin guards and on-field awareness can lessen that risk. In the case of an injury, stay calm and seek medical help. The general guidelines listed above should not be used as a substitute for seeking trained personnel. Remember that a player's health is

the first priority in situations where an injury appears to have occurred, and trained medical personnel are best able to deal with such situations.



Soccer Terms

Attacker - The player with possession of the ball.

Advantage - Law permitting a referee to recognize a foul but not call it and allow a game to continue if he feels it is in the best interest of the player who was fouled.

Ball Control - Receiving, moving, juggling, or manipulating the ball.

Ball Watching - The tendency of inexperienced players to concentrate so much on the movement of the ball that they overlook the actions of the player being marked.

Baseball Throw - A type of throw used by goalkeepers to move the ball over medium distances.

Blind Side - The side of the player away from the ball.

Breakaway - Situation where an attacker breaks free of the defenders and moves in on the goalkeeper for 1 vs. 1 situation.

Challenge - When a defender tries to steal the ball from an attacker.

Chip - A kick where the ball is lofted into the air by wedging the toe and instep underneath a grounded ball.

Corner Kick - A kick made by the attacking team from the corner arc on the side of the field where the ball went out of play. A corner kick is awarded when the ball is last touched by a defender and goes over the goal line without resulting in a goal. Opponents must be at least ten yards away from the ball when the kick is taken. A goal may be scored directly (without being touched by another player) from a corner kick.

Counterattack - When the opposing team gains possession of the ball and moves to attack the other goal.

Cover - Defensive support. When a defender challenges for possession of the ball, his team mates should support him (cover him) from behind.

Crossing - When the ball comes across the field from the sidelines toward the goal.

Defenders - Players who need to get the ball from the opposition.

Direct Kick - A free kick on which the kicker can score directly. The ball does not need to touch another player before entering the goal. If it does touch another player the goal counts.

Dribble - A skill which allows a player to move with the ball on the ground using various surfaces of both

feet.

End lines - The lines at each end of the field.

Fake - A technique used to throw an opponent off balance or out of position. Usually pretending to move one way and actually going the other.

Feint - A fake.

Finishing - Completing an offensive play with a shot on goal.

First-Time Ball - A ball that is played without being stopped or controlled first. (See "one-touch.")

Forwards - Lead attackers who play most of the game in the middle and attacking thirds of the field.

Foul - An infringement of the laws, punishable with a free kick.

Free Kick - A kick awarded to a team whose opponents have committed a foul. They come in two types - direct (kick can score directly) and indirect (ball must touch a player other than the kicker before entering the goal).

Give & Go Pass - A series of passes where one player passes to a nearby teammate and then sprints forward to receive a pass in return.

Goal Kick - A kick awarded to the defending team when the attackers kick the ball out of bounds over the end line.

Goal lines - The lines at each end of the field, also called "end lines."

Half Volley - A technique for kicking a descending ball the precise moment after it hits the ground.

Indirect Kick - A free kick on which the kicker may not score directly. The ball must be touched by another player before a goal is permitted.

Instep - The portion of the foot where the shoes are laced.

Interception - Cutting off a pass intended for an opponent.

Jewelry - No jewelry is permitted, including watches, bracelets, necklaces, hair clips and earrings. If players intend to get their ears pierced, we suggest that they do so a month before games begin, or after the season is over.

Jockeying - A technique used by defenders to limit the movement of the player with the ball by forcing him to the sidelines.

Juggling - Performing several techniques in combination in order to keep the ball from hitting the ground; used to teach ball control.

Man-To-Man Defense - System of defense where each player is assigned a specific opponent to cover.

Marking - Covering an opponent.

Midfielders - Players positioned in the middle of the field who form the link between offensive and defensive play.

Near Post - The goal post nearest the ball.

Off-the-Ball Movement - Movement of players who are not in possession of the ball; done to create passing and scoring opportunities for teammates.

Offside - When a receiver is positioned on his opponents' half of the field with less than two defenders between him and the end line at the moment the ball passed.

Offside Trap - When defenders move away from their goal to force an attacker into an offside position.

One-Touch Passing - Passing a ball without stopping or controlling it first - the ball is received and propelled in a single movement. (See "first time ball.")

Overlap - Method used to penetrate the defense in which a player without the ball runs from behind into a position ahead of the player with the ball.

Penalty Arc - The arc at the top of the penalty area; no player may be within this area while a penalty kick is being taken.

Penalty Area - Large area (18 x 44 yd. on a full size field) in front of goal in which any of the "direct kick" fouls by the defending team result in a penalty kick. Also limits the area where the goalie can use his/her hands. The penalty area includes the goal area.

Penalty Kick - Awarded to the attacking team if the defending team commits a direct free kick violation within the penalty area. Penalty kicks are taken from the penalty mark. All players of both teams except the kicker and opposing goalkeeper must remain on the field of play outside the penalty area and penalty arc. Goalkeepers are allowed to move laterally along the goal line while waiting for the kick to be taken. The player taking the kick must kick the ball forward and may not touch the ball a second time until another player of either team has played it. A goal may be scored directly from a penalty kick.

Shielding - A technique whereby the player with the ball positions his body between the ball and his defender in order to maintain possession.

Sidelines - The lines at each side of the field, marking the difference between a ball that is in and out of

bounds; also called touchlines.

Striker - The forwards who play toward the middle and final thirds of the field, usually the players with the primary responsibility for scoring.

Sweeper - A back player positioned behind the line of defense who's responsible for providing a backup to field defenders as well as increased support for the goalkeeper.

Tackling - A means of using the foot to steal the ball from an opponent.

Through Pass - A ball delivered through the defensive line.

Throw-In - A method for putting a ball back into play that has traveled over the sidelines.

Touchlines - The lines at each side of the field, marking the difference between a ball that is in and out of bounds; also called side lines.

Two-Touch Passing - A method of passing where the ball is received by a player with one touch and then played to a teammate with the next touch.

Volley Kick - Striking the ball directly out of the air, most commonly with the instep (or laces) of the foot.

Wall Pass - Passing technique where one player passes to another and then moves into open space behind a defender to receive the ball in return (same as Give and Go).

Wing - Plays along the sides of the field or any player who is positioned to play along the touchlines of the field.

Zone Defense - System of defense in which each player is assigned a specific area of the field to cover. Defenders are responsible for covering any player who enters their zone.



Coaches Education Program

The USSF Coaching Education Program is designed to give coaches, of all abilities, the opportunity to learn more about the game. The purpose of the courses is to provide instruction in soccer coaching for any individual regardless of coaching and playing background. Any interested person, whether or not the individual with the CYSA, is eligible to qualify for a license.

E Course Information

The 'E' certification course consists of 18 hours of instruction which includes and a written exam. This course normally includes 3½ hours of theory (theory of tactics, methods, team management, Laws of the Game, injuries) and thirteen (13) hours of practical (components of soccer-fitness, technique, tactics, principles of defense, goalkeeping, set plays, functional practice, coaching practice and critique). Coaches must be 14 years of age to take the E course.

D Course Information

The 'D' certification course is a continuation of the E course and offers more advance training in all areas. This course normally includes seven (7) hours of theory, 21-25 hours of practical, and a four-hour exam, written and practical. Coaches can receive either a state D license or a National D license. Only coaches who receive the National D License will be accepted in the C license course. Coaches must be 16 years of age to take the D course.

Coaches signing up for the D course must take the E course as a prerequisite. E waivers may be granted based on playing and coaching experience, please contact AYSA.

National Youth License Course

The National Youth License, a U.S. Soccer course, focuses upon the nature of children and the adjustments adults must make to coach them. The course curriculum covers the ages of 4-12 years old. Each day of the course, the focus is upon one of the traditional soccer age groups of U6, U8, U10 or U12.

Soccer Governing

Bodies & Additional Resources

FIFA – Federation Internationale de Football Association – the world governing body for soccer. Known best as the sponsor of the World Cup and the originator of the "Laws of the Game" FIFA can be reached at www.fifa.com.



USSF - The United States Soccer Federation is the national governing body for soccer in the United States. The USSF offers a wide diversity of programs for all levels of soccer in the United States. The USSF can be found on the web at www.ussoccer.com.



USYSA – The United States Youth Soccer Association – a cooperative association of State Youth Soccer Associations in the United States. The USYSA is a member of the USSF Youth Council. The USYSA can be found on the World Wide Web at www.usyouthsoccer.org.



AYSA – Alaska Youth Soccer Association;
www.alaskayouthsoccer.org







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