



Lesson Plan



Topic: Warm-Up Activities

Age: 6-U & 8-U

Activity Name	Description	Diagram	Coaching Points
1 Soccer Marbles	<p>Individual competition Accuracy of pass Weight of pass Introducing the difference between a kick and a pass</p> <p>Use a weighted ball as the target. Each child has a ball. Passing the ball try to hit the weighted ball and move it out of the grid.</p> <p>The grid should be large enough to accommodate the number of players, but small enough to make it possible for them to knock the weighted ball out of the grid.</p>		<p><i>Q.:</i> Where should you stand to get a good kick with your ball? <i>A.:</i> With the foot that I'm standing on next to the ball. <i>Q.:</i> How do you decide how far away the target ball is? <i>A.:</i> I have to look at it first and then the ball that I will kick.</p>
2 Rhythmic Movement	<p>A variety of movements in confined space.</p> <p>Hopping, Skipping, Sidestep, Moving Backwards, Kariokum, Turning on the Move</p>		<p>General Coordination Balance Agility Proprioceptor muscle development</p> <p><i>Q.:</i> to move well here what can you do with your legs and feet? <i>A.:</i> Move them quickly, bend my knees and stay on the pads of my feet.</p>
3 Properties of the Ball			



Lesson Plan



Topic: Warm-Up Activities

Age: 6-U & 8-U

<p>Visual acuity How to read the path of the ball Body alignment with the moving ball</p>	<p>Learning the properties of a rolling and bouncing ball. The coach serves balls around the playing area to the players. Vary the service between rolling balls of various speed and bouncing balls of various heights.</p>		<p>Eye-Hand Coordination Eye-Foot Coordination Timing Judging the pace of the ball <i>Q.: How can you gain easy control of the ball rolling toward you?</i> <i>A.: Move into the path of the ball.</i></p>
<p>4 Random Cones</p> <p>Agility – body control Dribbling</p>		<p>Weave in and out of the cones</p> <ul style="list-style-type: none"> ➤ First without the ball ➤ Second with the ball -- dribbling 	<p><i>Q.: How can you control the ball to get around the cone?</i> <i>A.: Get down low and use the inside or outside of my foot to dribble the ball.</i> <i>Q.: Is there a way to stop the ball and then go around the cone?</i> <i>A.: Yes, use the bottom of my foot.</i> <i>Q.: Can you go around the cone and move the ball with your other foot?</i> <i>A.: Yes, I'll try.</i></p>
<p>5 Attack of the Trolls</p>			

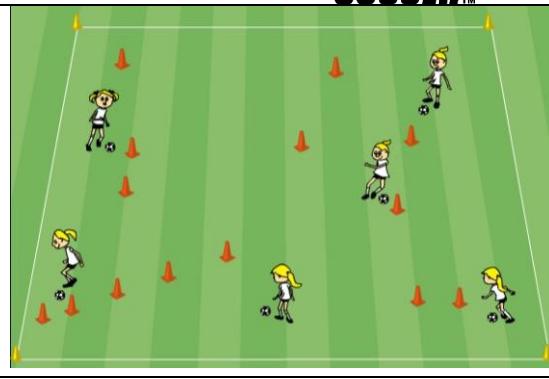
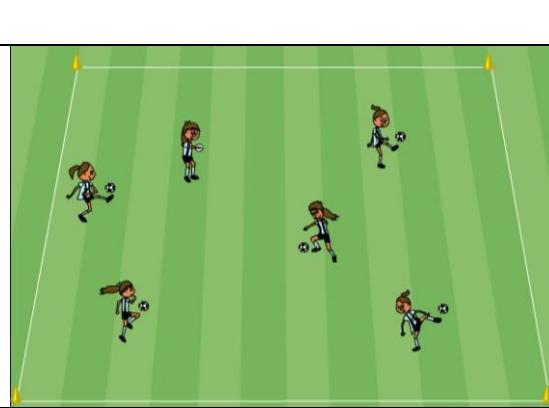


Lesson Plan



Topic: Warm-Up Activities

Age: 6-U & 8-U

Passing from the dribble Accuracy Lower limb control Eye-foot coordination	Same organizational set up as the Random Cones activity. The players now try to knock over the cones with a pass off the dribble.		<p><i>Q.: Can you sometimes stop the ball and then pass to hit the troll?</i> <i>A.: Yes and then I'll kick the ball better.</i></p> <p><i>Q.: Can you pass while you are moving to hit the troll?</i> <i>A.: Yes, but I'll have to slow down to do it right.</i></p>
6 Juggling	Each player with a ball. Practice juggling from the ball from the hands. Allow the ball to bounce between juggles. Focus on juggling with the feet and thighs. Use the same space as used in the last two activities.		<p><i>Q.: Can you bounce the ball off of your shoelaces?</i> <i>A.: It's hard, but I'll try.</i></p> <p><i>Q.: How many juggles can you get in a row?</i> <i>A.: More times if I keep my eyes on the ball.</i></p>
7 4 v 4 Match	Play by US Youth Soccer modified rules for the 8-U age group.		Simply observe the players without any coaching. Give guidance only on the rules of the game.



Lesson Plan



Topic: Ball Movement

Age: 6-U

Activity Name	Description	Diagram	Coaching Points
1 Space Invaders	To start, everyone is holding a ball and running in a space 20 x 15 yards. Proceed to rolling the ball with your hands. Finish with players moving the ball or “driving it” around the space with their feet.		<p><i>Q.:</i> There is not that much space, where can you go so you do not bump into anyone?</p> <p><i>A.:</i> Away from everyone, on the outside.</p> <p>Show me how you do it.</p>
2 Driving my Car	<p>Everyone is driving their “car” through the city 25x20 area, making engine noises, coach tells players when to switch into first gear (slow), now second gear (little faster), and third gear (real fast) at first; TURN; HIT THE BRAKES (make tires screeching sounds).</p> <p>In each corner, there is a “town” marked out with cones; i.e., Allentown, Vorhees etc. Can you visit all the towns-get there anyway you want. The side spaces between towns are the roads—be careful not to crash! Now everyone drive to your “hometown”. How fast can you drive to all the towns and finish at your town? Now the space in the middle is a lake, you have to go real fast through here or your car will sink—what, you have a boat? To finish, the coach can point in a direction of a town and players must drive there.</p>		<p><i>Q.:</i> What do you see when you are driving around?</p> <p><i>A.:</i> I see other drivers/children, I see trees...</p> <p><i>Q.:</i> How many ways you can stop your car using your feet only?</p> <p><i>A.:</i> the bottom of my foot, the inside of my foot...</p> <p><i>Q.:</i> How does a speedboat turn?</p> <p><i>A.:</i> Really fast! Vroom! (show me!)</p>



Lesson Plan

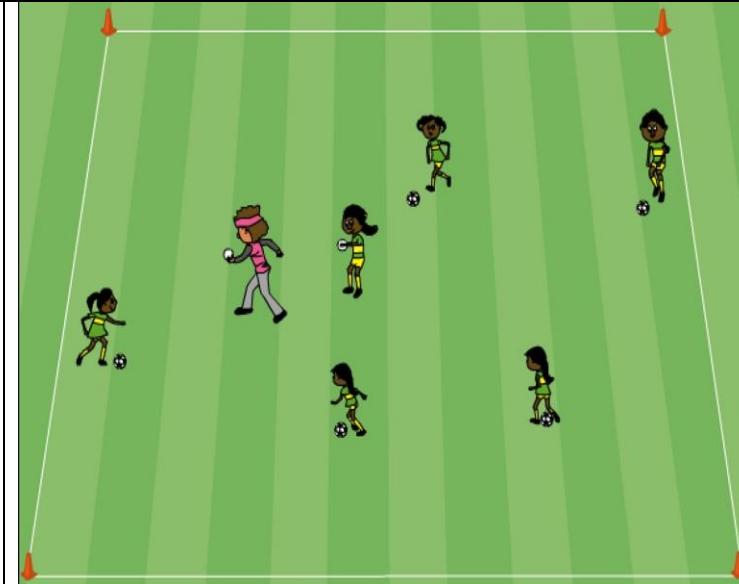


Topic: Ball Movement

Age: 6-U

3 I can do this can you?

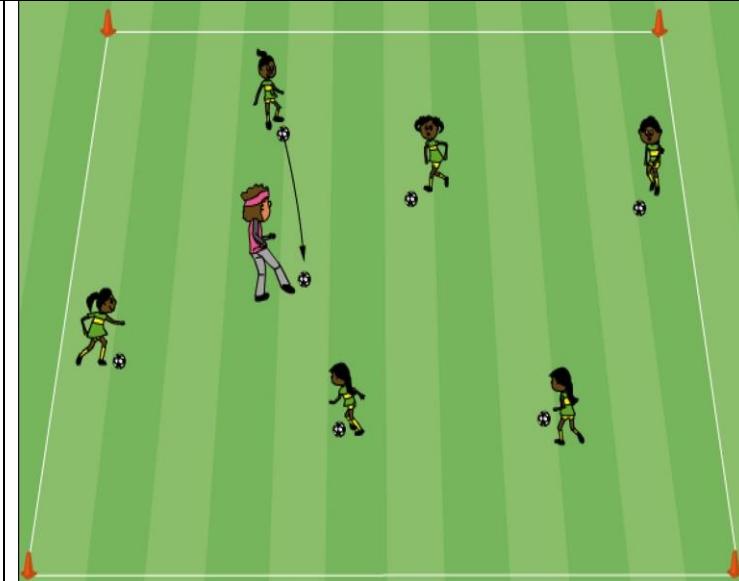
All the players have a ball and follow what the coach is doing, i.e. roll it around the legs etc.



Show me what you can do with your ball. WOW, that is cool! Let's all try that!

4 Bumper Cars

Coach moves a ball around, players each with a ball try to kick their ball and knock something off the coach's car i.e. one tire, fender etc. let them keep going until the car can't go anymore.



*Q.: How can you hit my car when your car is moving also?
A.: I have to move and kick my ball closer to you!
Show me!*



Lesson Plan



Topic: Ball Movement

Age: 6-U

5 Game

<p>Coach is “Boss of Balls”; play 3v3 no GK in a 25x20 field. Remaining players from both teams on each side of coach. If ball goes out or in goal, a player from the outside replaces one player from each team.</p>		<p>How can you score a goal?</p>
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Cool down: Body Part Dribble in small space, finish with a drink of water



Coaching Advisor Lesson Plan



Topic: Ball Sense
Age: 6-U

Activity Name	Description	Diagram	Coaching Points
1 Free Form Dribbling	<p>Start by having players dribble in and out of each other in a confined area.</p> <p>The space can be marked off with cones. For the 6-U age group use a 10 x 10 yard area.</p>		<p>This prepares the body and mind for the session to follow.</p> <p><i>Q.: How do you know where the edges of the grid are while you dribble the ball?</i></p> <p><i>A.: Glance up once in a while.</i></p>
2 Free Form Dribbling	<p>Have all players toss up a ball and then dribble the first ball found. (Obviously each player needs a ball.)</p>	<p>Same as above</p>	<p>Same as above</p> <p>This builds hand/eye coordination and general movement abilities.</p> <p><i>Q.: As you dribble the ball how do you keep it inside the grid?</i></p> <p><i>A.: By having easy touches on the ball.</i></p>
3 Free Form Dribbling	<p>Vary the pace at which the players dribble in and out of each other, at fast, slow motion and medium speeds.</p>	<p>Same as above</p>	<p>Same as above</p> <p>Observe ball control and balance.</p> <p><i>Q.: How do you keep your balance as you dribble around another player?</i></p> <p><i>A.: Get closer to the ground by bending my knees.</i></p>



Coaching Advisor Lesson Plan



Topic: Ball Sense
Age: 6-U

4 Follow The Coach

Play follow the coach. Every player follows the coach dribbling around the field. Along the way, coach does goofy things like hopping on one foot, rolling on the ground, sitting on and spinning on the ball, etc. Show players that coach has fun too.

Mark off a 20 x 20 yard grid.



The varied movement patterns that you demonstrate will simply put the players in positions that will help them improve their general coordination and balance. Along the way, enjoy yourself.

Q.: Which part of your foot can you dribble with to be able to keep up with the coach?

A.: The top (instep) of my foot.

5 3V3 NO GOALKEEPER

Play 3 vs. 3 with no goalkeepers. Have one extra team of equal numbers. They rest until you switch them. This allows for recovery. Rotate in the third team after a goal is scored or every three minutes, whichever comes first.

Mark out a 25 x 15 yard playing area with cones and small goals. The smaller space allows for end to end action with shots on goal.



Let them play! Here they can learn everything! They should have a great time!



Lesson Plan



Topic: Coordination Movement

Age: 6-U

Activity Name	Description	Diagram	Coaching Points
1	<p>Free Movement with the Ball.</p> <p>Free Movement with the Ball at their Feet.</p> <p>Every player has a ball in a 15 x 20 yard grid. Coach asks all players to move freely with their ball around the grid.</p> <p>Coach then asks players to move freely with the ball at their feet.</p>		<p>Movement education; repetition in ball touches; balance; eye-foot coordination; change of speed; change of direction; decision making.</p> <p>Question: How can you avoid bumping in to the other players?</p>
2	<p>Goofy Stop and Go</p> <p>Same set up as above. All players dribble their ball in the grid. When coach says, "STOP!" Players must stop their ball and freeze in a goofy position.</p>		<p>Same as above.</p> <p>Question: What different parts of the foot can you use to stop the ball?</p>



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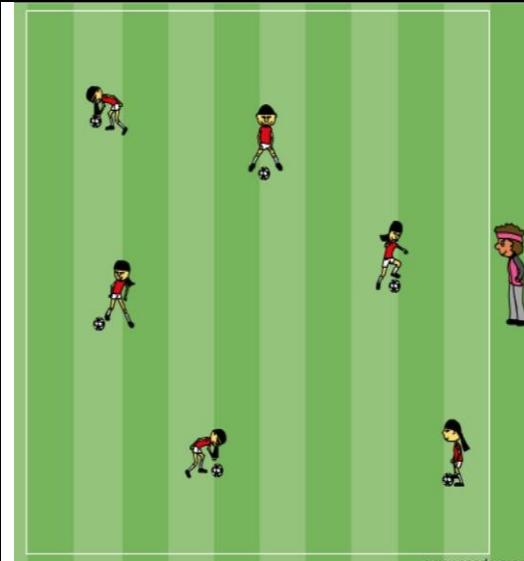
Topic: Coordination Movement

Age: 6-U

3

Body Part Dribbling

Same set up as above. All players dribble their ball in the grid. When the coach yells out a body part, the players must stop the ball with that body part.

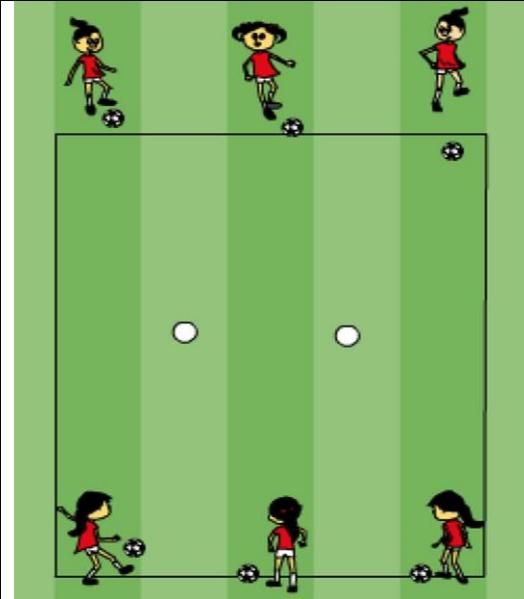


Same as above.

4

Hit the Ball
(Relaxation Activity)

Players line up shoulder to shoulder on one end of the grid. Place 2 balls in the middle of the grid. One at a time players kick their ball and try to hit one of the balls in the middle.



Rest from previous activities.
The challenge of hitting a target.



Lesson Plan



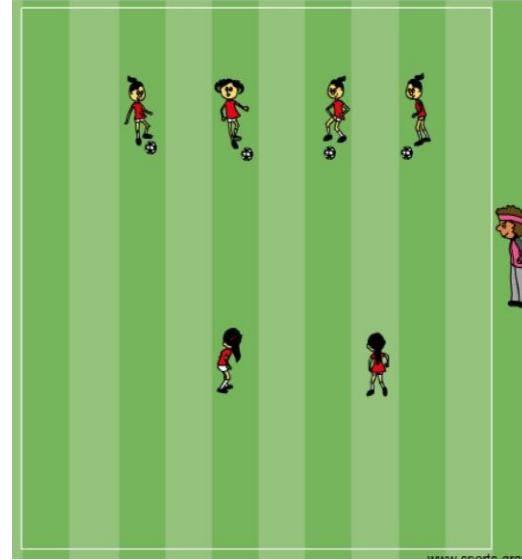
Topic: Coordination Movement

Age: 6-U

5

Sharks and Minnows

The minnows, the players with a ball, line up shoulder to shoulder on one end of the grid. Two players are designated as sharks and are positioned inside of the grid without soccer balls. On the coach's command, the minnows must dribble their ball through the grid and get to the other side without getting their ball stolen or kicked away by the sharks. If a player loses their ball while crossing the grid, he/she becomes a shark.



FUN...Dribbling under pressure; decision making; change of speed; change of direction; defending. This is an inclusive game...the players are either dribbling a ball or trying to get one back.

Question: *When should you (minnows) dribble fast to the other side?*

Question: *When do you (sharks) try to steal the ball from the minnows?*

6

End Line Soccer

Set up a 15 yd x 20 yd grid. Divide the players into two teams. Play 3v3 with no goalkeepers on the field. A team scores by dribbling the ball or kicking the ball over their designated end line. Balls are served in one at a time by the coach who is positioned outside the field at midfield.



FUN...Directional play. Dribbling under pressure; kicking; receiving; decision making; change of speed; change of direction; defending.

Question: *What are the different ways to get the ball over your end line?*



Lesson Plan



Topic: Coordination Movement

Age: 6-U

7	<p>3v3 Soccer Match</p> <p>Set up a 20 yd x 25 yd field with goals at each end. Divide the players into two teams. Play 3v3 with no goalkeepers on the field. Balls are served in one at a time by the coach who is positioned outside the field at midfield.</p>		<p>FUN...Directional play. Dribbling under pressure; kicking; receiving; shooting; decision making; change of speed; change of direction; defending.</p>
8	<p>Cool Down Juggling</p> <p>Every player starts with a ball in his or her hands. They drop the ball on their thigh and catch it. They progress to dropping the ball on one thigh and juggling it to the other thigh, then catch it. Eventually, they can try "thigh-thigh-foot-catch", etc.</p>		<p>FUN...challenging; balance; coordination.</p>



Lesson Plan



Topic: Dribbling

Age: 6-U

Activity Name	Description	Diagram	Coaching Points
1 BALL MASTER	<p>Each player should have a ball.</p> <p>The players dribble to the coach and hand him/her the ball. The coach tosses away the ball and the players retrieve the ball and dribble it back to the coach. The coach can give a different dribbling challenge to the players when he/she tosses out the ball.</p>		<ul style="list-style-type: none"> ▪ Listening skills ▪ Problem solving ▪ Dynamic dribbling <p><i>Q.: How do you know where the ball is?</i> <i>A.: Look down at it.</i></p> <p><i>Q.: How do you know where the Ball Master is?</i> <i>A.: Look up to see him or her?</i></p> <p><i>Q.: Then if you glance up and down can you see the ball and the Ball Master?</i> <i>A.: Yes.</i></p>
2 SHADOW DRIBBLE	<p>Each player has a ball and follows the coach.</p> <p>The coach dribbles a ball him/herself and the players follow while dribbling their ball. The coach does both dribbling moves and goofy things for the children to mimic.</p> <p>Include here not only dribbling basics, but also tumbling, balance and rhythmic exercises.</p>		<ul style="list-style-type: none"> ▪ Dribbling & movement enhancement ▪ Decision making <p><i>Q.: How can you keep close to me as we dribble our soccer balls?</i> <i>A.: Take easy touches on the ball so it doesn't go far away.</i></p>
3 KNEE TAG			



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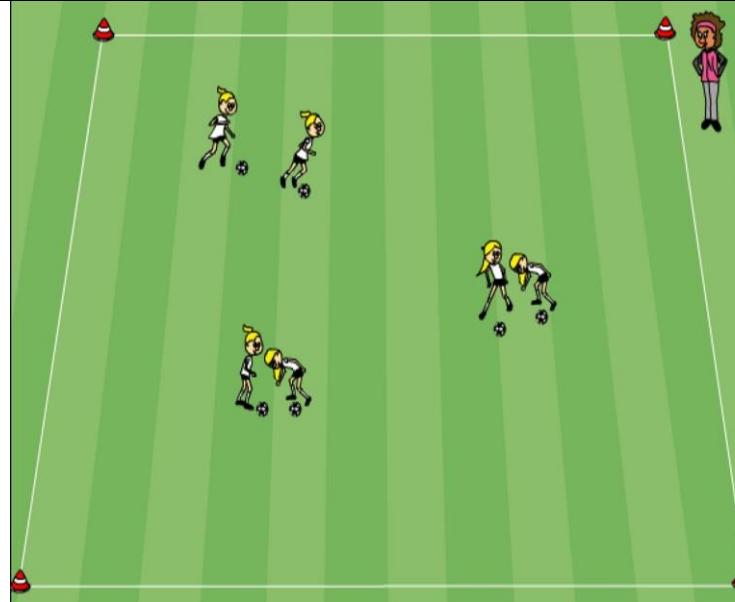


Topic: Dribbling

Age: 6-U

In a 10 x 15 yard grid each player has a ball.

The kids dribble and try to tag others on the knee to collect a point for each tag.



- Physical fitness components
- Dribbling & shielding skills
- Vision

Q.: How do you know if someone is coming to tag you?

A.: Look all around.

Q.: Even over your shoulder?

A.: Yes.

Q.: Can you move your body so the tagger can't get your knee?

A.: Yes, I can put my back to the tagger (shielding).

4 BALLS GALORE

Divide the players into two groups.

Play on a normal 6-U game field with goals. Play a normal 3v3 or 4v4 game with the exception of playing with more than one ball. The coach can add in more soccer balls as he/she sees fit.

Gradually take out balls until the game is left with only one ball and then move directly into the match in activity number five below.



- All techniques for the age group occur
- Vision
- Some teamwork
- Lots of 1v1 situations
- Problem solving

Q.: When your team is down to one ball how can you help?

A.: Be near the ball to receive a pass.

5 3 VS. 3



Lesson Plan



Topic: Dribbling

Age: 6-U

2 goals
1 ball
No goalkeepers

Play a 3-on-3 or a 4-on-4 match according to US Youth Soccer modified rules for the 6-U age group.



- Summation of all challenges for the players.
- Stay out of their way and let them PLAY!

Q: How do you know when to shoot from your dribble?

A: Glance up while I'm dribbling to see the goal and then shoot when I am close to it.

Low Fives All Around – Water – Go Home



Lesson Plan



Topic: Dribbling

Age: 6-U

Activity Name	Description	Diagram	Purpose/Coaching Points
1 Red Light/Green Light	All players dribble soccer balls in a grid. When the coach yells out green light players dribble fast, red light--stop and put foot on top of ball, yellow--slow. Add more colors slowly: blue--hide behind ball, black—dance, purple—run around your ball, orange—hop over your ball back and forth.		Movement education; repetition in ball touches; balance; eye-foot coordination; change of speed; change of direction. Make sure not to add more than 2 colors at one time so children can learn progressively. Make sure to ask players how can you dribble your fastest? Ask for demonstrations of new ways to change direction too.
2 Ball Tag	Players dribble in the grid and try to kick their ball and hit other players' balls. Have them count how many times they hit other balls.		Change of direction; repetition of ball touches; change of direction and speed; eye-foot coordination; shooting—timing and accuracy; basic shielding. How can you use your body prevent your ball from being hit?



Lesson Plan



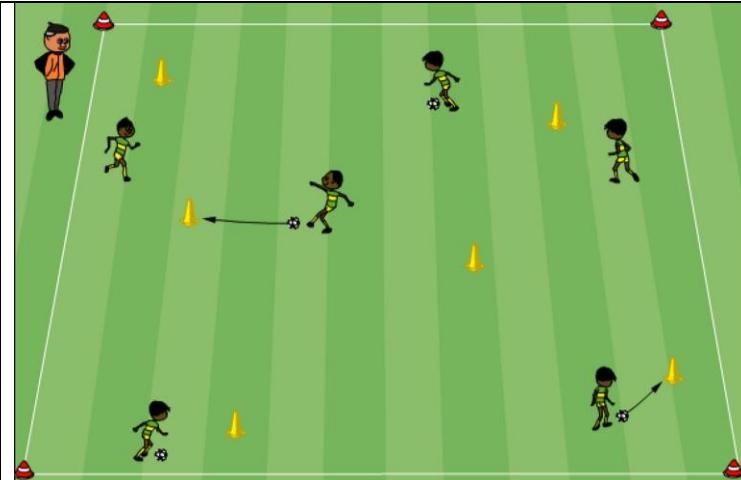
Topic: Dribbling

Age: 6-U

3

Cops and Robbers

Have 2 cops, everyone else is a robber (only robbers have balls). Robbers dribble around and try to knock over the cones (banks) by kicking a ball at a cone and knocking it over. Cops run around and try to stand cones back up (before money falls out).



Change of direction; repetition of ball touches; change of direction and speed; eye-foot coordination; passing—timing and accuracy; teamwork. How can you work together to knock down all the balls super-fast? Cops, do you have a plan to keep balls up?

4

Capture the Balls

Three teams of 2 players try to gather as many balls as can in their home base. Take balls from the other teams and protect your own. Count up who has the most at the end.



Change of direction; repetition of ball touches; change of direction and speed; eye-foot coordination; passing—timing and accuracy; shielding; teamwork-- strategizing. Between each trial have each team take 30 seconds to make up a new strategy. Talk to each group asking their plans.



Lesson Plan



Topic: Dribbling

Age: 6-U

5

3 vs. 3 game

Set up a 20 yd x 25 yd field with goals at each end. Divide the players into two teams. Play 3v3 with no goalkeepers on the field. Balls are served in one at a time by the coach who is positioned outside the field at midfield.



FUN...Directional play. Dribbling under pressure; kicking; receiving; shooting; decision making; change of speed; change of direction; defending. How can you get defenders away from blocking the goal?



Lesson Plan



Topic: Moving with the ball

Age: 6-U

Activity Name	Description	Diagram	Coaching Points
1 Moving with the Ball (and Red light – Green Light)	<p>In a 15 x 20 yd area, each player has a ball.</p> <p>The coach asks the players to move around the area with their ball. (Some of the players may carry it with their hands as they move around; while others may dribble the ball with their feet...it's OK!)</p> <p>Variations: Red Light – Green Light When the coach says "green light", players dribble their ball with their feet. When the coach says "red light", players must stop their ball and stand still. When the coach says "green light" again, the players begin to dribble their ball again. Have fun with their imaginations...have the players make "brake" sounds when coach says "red light" and have them make loud "motor sounds" when coach says "green light".</p>		<p>The coach gives praise for creative movement, whether the ball is being carried with the hands or dribbled with the feet. The coach applauds dribbling with the feet, change of direction, etc. The coach highlights players that are dribbling the ball with their feet and asks if everyone can try to dribble the ball with their feet.</p>
2 Body Part Dribbling	<p>In a 15 x 20 yd area, each player has a ball.</p> <p>The players dribble freely in the area. When the coach says "NOW", the players must stop the ball with any body part. Keep it going.</p> <p>Variation: After the players try it a few times, the coach will yell out a specific body part. Each player must try to stop the ball with that body part. Keep it going.</p>		<p>The coach gives praise for creativity and asks each player what body part they used.</p> <p><i>Q.: How can you quickly get your body part on the ball to stop it rolling?</i> <i>A: Stay close to the ball.</i></p>



Lesson Plan



Topic: Moving with the ball

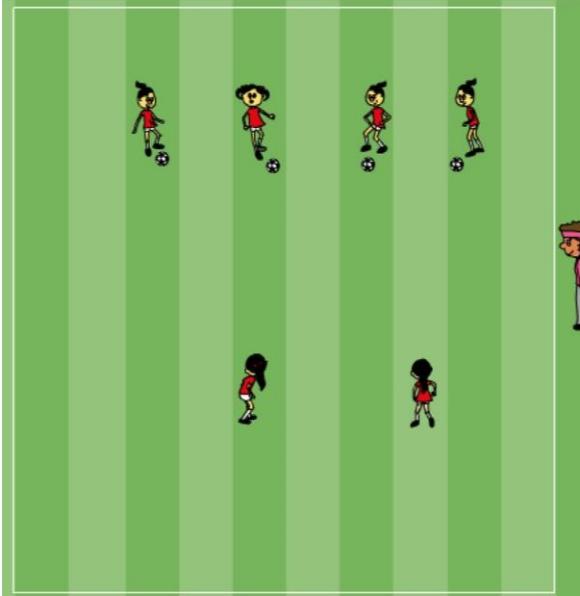
Age: 6-U

3 Sharks and Minnows

10 x 15 yd. rectangular grid. Two players, the sharks, do not have a ball. The rest of the players, the minnows, each have a ball.

The minnows line up side by side along one of the 10 yd lines facing the other 10 yd line. The sharks position themselves inside the grid facing the minnows. When the coach says, "swim", the minnows try to dribble their soccer balls past the sharks, safely to the other side of the grid. If a shark steals a soccer ball from a minnow or kicks a ball out of the grid, the minnow becomes a shark and the family of sharks grows. The minnows that make it safely to the opposite side get to swim again on the coach's command. Continue until all the players become sharks. If a shark steals a ball and can dribble it over any line of the grid, then the shark becomes a minnow and the minnow becomes a shark. (These are games of inclusion...no one sits out.)

Variation: start on the long (15 yd.) line of the grid to give the minnows more room to dribble around the sharks.



Minnows must keep ball close when being pressured by the sharks. Minnows must recognize open space so that they can speed past the sharks if the sharks are busy elsewhere. Sharks must concentrate on stealing (tackling) the ball.

Q.: How do you know where the sharks are?

A.: Look up from the ball.

Q.: How to get past the shark?

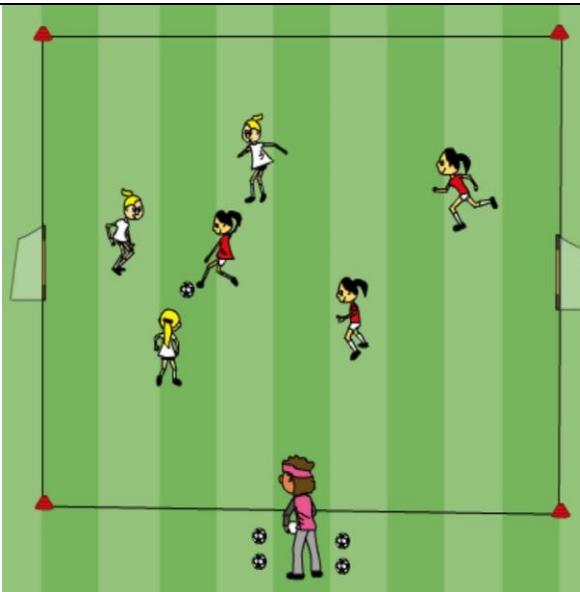
A.: Dribble fast when the shark looks away.

4 Get Outta' There

Set up a 15 x 20 yd. grid with a goal at each end. The goal is 3-4 steps wide using flags or cones. The players are divided into two teams, color coded with pennies. NO GOALKEEPERS. The coach is located centrally on one side of the field, outside of the playing area. Each team lines up single file on both sides of the coach facing the field.

The coach kicks a ball onto the field. The first player from each team chases the ball and plays 1v1. The players shoot at the goal that is farthest from their starting position. If the ball goes out of bounds or is scored, the players must get off of the field immediately and return to the end of their line. If they don't get off the field quickly, the coach yells, "Get Outta' There!" Once the players are off the field, the coach kicks the next ball onto the field and the next 1v1 begins. The ball is the cue.

If the coach says, "ONE" before she serves the ball onto the field, then the game is a 1v1, like above. If the coach says, "TWO" before she serves the ball onto the field, then the game is a 2v2...2 players from each line play against each other.



The players get repetition on dribbling to beat an opponent and on shooting. They get the opportunity to defend 1v1. They get repetition trying to steal a ball from an opponent (tackling). The coach must praise their effort and make the game exciting with his/her enthusiasm.

Q.: When there are three of you attacking what shape can you try to make?

A.: A triangle.



Lesson Plan



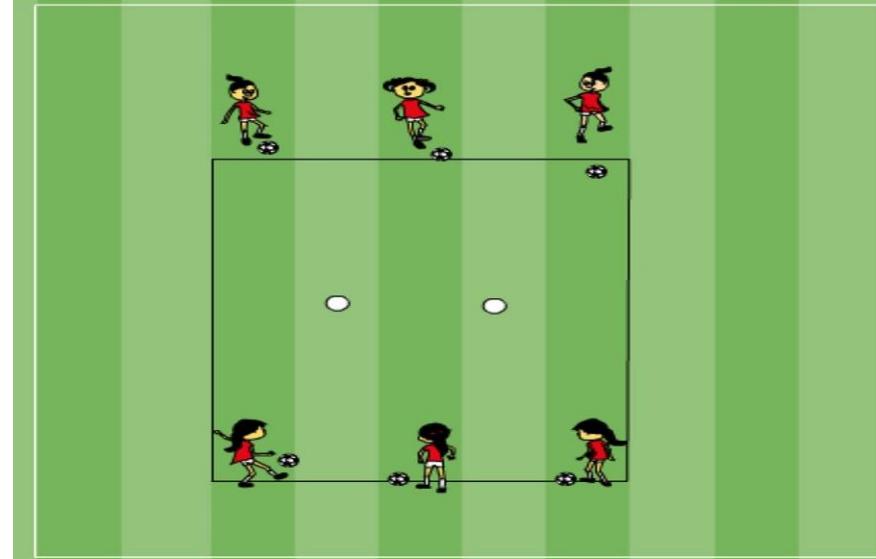
Topic: Moving with the ball

Age: 6-U

5 Cool Down Activity...Hit the Ball / Cone

Extra soccer balls or cones are scattered around an area (free space). Each player has his or her own soccer ball.

Players try to kick their ball so that it hits one of the stationary balls or cones that have been scattered around the area. They can start from various distances. After they hit one ball or cone, they can try to hit another ball or cone.



Coordinate this activity so that everyone isn't kicking their ball at the same ball or cone. Let them play and have fun. Give generous praise for their effort and hard work.

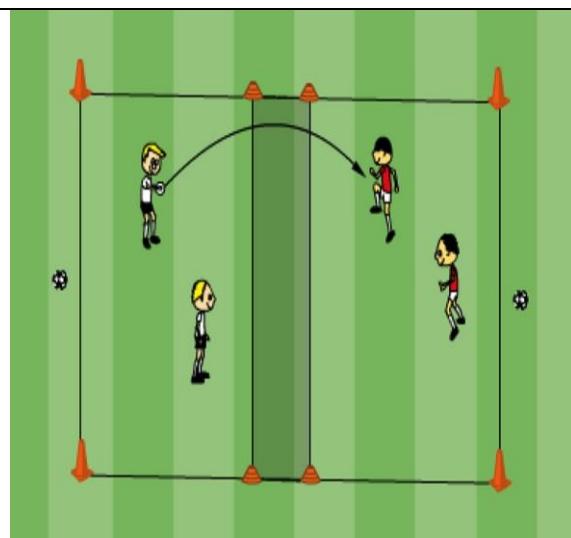


Lesson Plan



Topic: 1 Ball for 2 Players

Age: 8-U

Activity Name	Description	Diagram	Purpose/Coaching Points
1 Juggling with a Partner	<p></p> <p>Two players compete against other pairs to keep the ball up in the air using as many touches as needed in 3-minute period.</p>		<ul style="list-style-type: none"> -Move to get behind and in line with ball. -Select the body surface quickly. <p><i>Q.: How can you help your partner juggle well?</i> <i>A.: Pass him or her the ball when I have good control of it.</i></p>
2 Soccer Newcomb	<p>Use a size 3 ball not too inflated</p> <p>20 x 15 (one yd. "dead space" for net). 2 teams of 2 play toss-receive-catch over the net. If caught = 1 point - if the ball hits the ground no point - toss it over. Allow 1 bounce. Partner helps catch/control.</p>		<ul style="list-style-type: none"> -Move quickly to get behind and in line with flight of ball -Select surface early -"Withdraw" on contact <p><i>Q.: How can you always be ready for the ball?</i> <i>A.: Stay alert, watch the ball and stay on your toes.</i></p>



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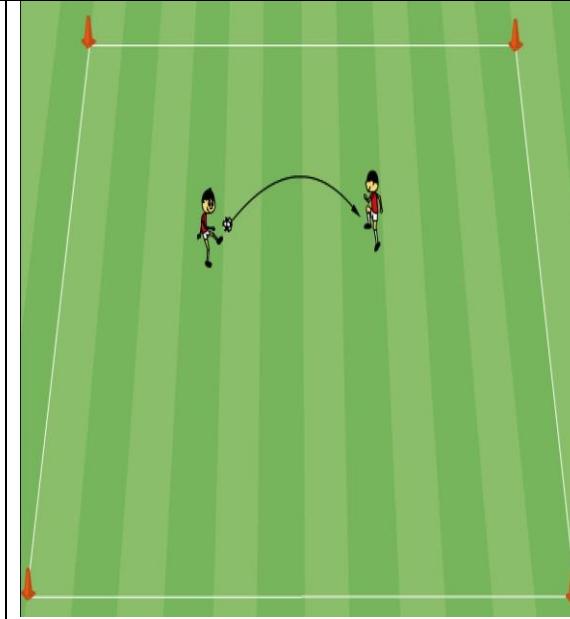
Topic: 1 Ball for 2 Players

Age: 8-U

3 Volley Game | Cooperative – Competitive

Set up 15 x 15 yard grids. Two players and one ball in each grid.

Two players freely passing a ball inside the grid. Try to keep the ball in the air. The ball may not bounce more than twice before it is played. Count the passes inside the grid each pass is a point. Go for thirty seconds. Try to get more points than other pairs.



- Get in “line of flight” quickly.
- Ready, balanced to receive.
- Choose body surface.
- Withdraw surface.
- Scoop/”spoon” ball with foot.

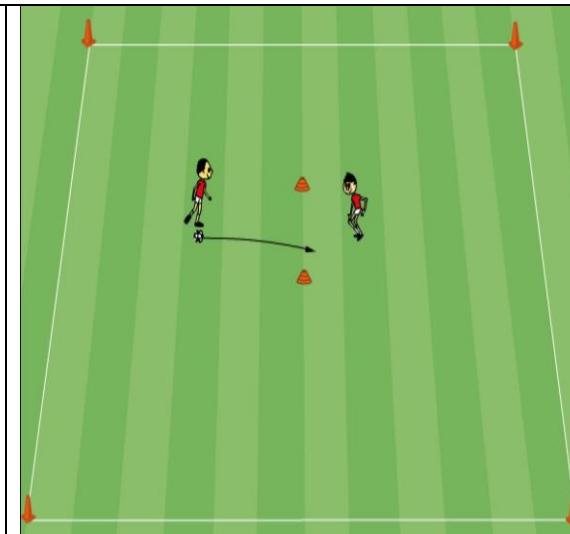
Q.: What part of the ball should you hit?

A.: Just below the equator (midline) of the ball.

4 Pong

This is a simple game. Two players play against each other and share a ball. They place two cones anywhere from 2-8 yards apart. They choose!

Players pass back and forth to each other. The rules are that the ball must never stop, must always stay on the ground and must go through the two cones without touching them. Whenever this is violated the other person receives a point. Because of the rule that the ball must never stop, players have to play 1-2 touch. The closer the two cones are the closer the pairs are probably going to be. The farther apart they are, the more they will have to move laterally and look more like the old arcade “pong” game. Play for time and see who can become the PONG Champ!



- See ball through bottom of eyes
 - Move to get behind and in line with ball.
 - Keep ball rolling
- Q.: How can you react quickly to the ball?*
- A.: Stay on my toes and always be moving slightly.*



Lesson Plan



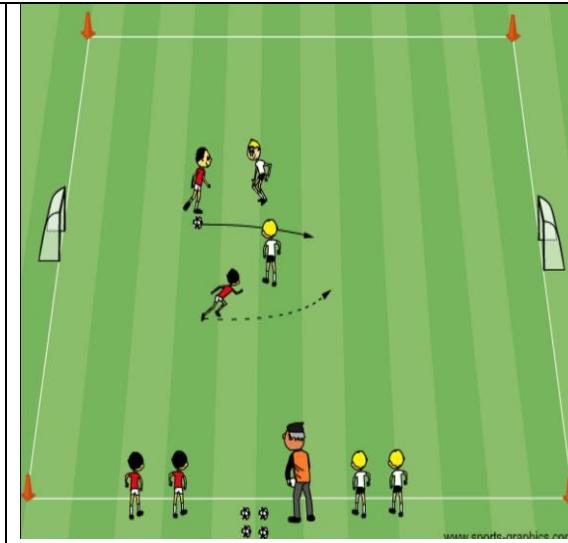
Topic: 1 Ball for 2 Players

Age: 8-U

5 2v2 Get Outta There

Play 2 vs. 2 on a 25 x 20 yard grid with two small goals.

- a. coach as boss of the balls
- b. coach passes ball onto field to start play
- c. two players from each team play until a goal is scored or the ball goes out of bounds
- d. out of bounds, coach yells "get outta there," and two new players from each team go on with the next ball
- e. goal is scored, two players who scored stay on and two new players from the other team play against them
- f. once three goals are scored by one group then reshuffle the players in the groups



- See ball through bottom of eyes
- Keep ball rolling
- First try to solve game by dribbling
- Player without the ball find big, easy spot to receive a pass

Give specific praise on their attempts to do what they have learned – otherwise be quiet and let them play.



Lesson Plan



Topic: Ball Control

Age: 8-U

Activity Name	Description	Diagram	Purpose/Coaching Points
1 Math Dribble	<p>In a 15 yard x 20 yard grid marked out with four cones, each player has a ball. Play for 5-10 minutes.</p> <p>When the coach says a number or yells out a simple math addition problem (like 1+1), the players must quickly form groups of 2. If the coach yells out "3", the players form a group of 3, etc.</p> <p>Players must keep the ball close to them by using the inside, outside and soles of their feet. After they stop the ball and/or change direction, they must explode into space keeping the ball within playing distance (1-3 steps) so they can dribble it again.</p>		<p>This type of dynamic activity forces the players to keep their heads up.</p> <p><i>Q:</i> How do you know where and with whom you might next add up?</p> <p><i>A:</i> Glance up and down while dribbling to see people.</p>
2 Multi-Gate Dribbling	<p>In an area approximately 25 yards x 30 yards marked with corner flags, set up small goals (gates) using cones (1-2 steps wide) all around the area at different angles. Each player has a ball. Play for 10 minutes.</p> <p>Timed Multi-Gate Dribbling...players must count the number of gates that they dribble through in 30 seconds. (Coach is the timer and must make it exciting...make sure you count down the last 10 seconds) Players attempt to increase that number on future attempts.</p>		<p>Players must keep the ball close to them by using the inside, outside and soles of their feet. This environment fosters controlled dribbling, looking around (vision), change of pace (exploding through a gate), change of direction, direction making (if one player is occupying a gate, the other players must look for another open gate).</p> <p><i>Q:</i> How can you keep good balance and control of the ball as you go through a gate?</p> <p><i>A:</i> Bend my knees, stay on my toes and get closer to the ball.</p>



Lesson Plan



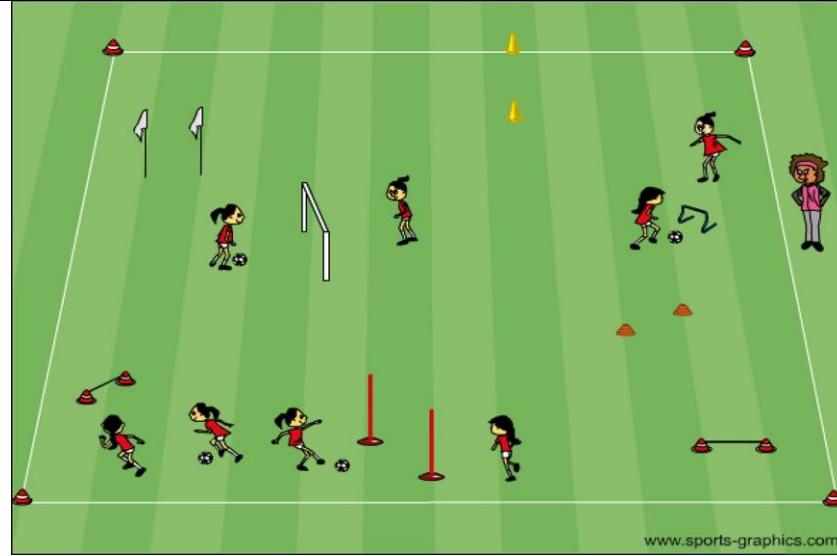
Topic: Ball Control

Age: 8-U

3 Multi-Gate Passing

Use the same space and set up as in activity # 2 above. Divide the players into pairs with one ball per pair. Play for 10 minutes.

Two players per ball. Pairs move and pass the ball to their partner through the gates. Use a variety of objects to make gates if possible to give random challenges on the width and height of gates. You can also time this as well as in activity # 2.



Players must keep the ball close to them by using the inside, outside and soles of their feet. This environment fosters controlled passing, looking around (vision), change of pace, change of direction, decision making (if one pair is occupying a gate, the other pairs must look for another open gate).

Q.: How can you see the ball coming to you?

A.: Look over my shoulder as I run around the gate.

4 Combat

Open area (no boundaries). Players divided into two teams. Each team lines up single file on opposite sides of the coach facing the open area. There should be no more than 5 players in a line. If there are more than 10 players on the team, simply have another coach or parent work with half of the players. 1-2 balls. Play for 10 minutes.

The coach kicks the ball out into the open area. The first player from each line chases after the ball. The first player to the ball attempts to possess it while the other player tries to steal it from him/her. They play 1v1. Whoever passes the ball back to the coach's feet gets a point. When the ball is returned to the coach's feet, he/she immediately kicks the ball out again for the next 2 players. The coach positions himself/herself away from the 2 lines once the game begins (safety).



Quickness, speed, dribbling for possession (shielding), vision (finding target = coach), passing.

Q.: What could be a cue that you could dribble past the defender?

A.: I could go if the defender was flat footed or off balance.



Lesson Plan



Topic: Ball Control

Age: 8-U

5 4v4

In a 25 x 35 yard field, with goals approximately 4 ft. high by 6 ft. long at each end of the field. Organize players into teams 4. NO GOALKEEPERS. Play two 6 minute halves with a 2 minute halftime. The teams switch ends after the half.

4v4...Scatter balls around the outside of the field and simply play 4v4 without the coach serving the balls. When a ball goes out of bounds, a player gets any ball closest to where it went out and puts it into play. Reset the balls after the halftime.



Let them play and have fun. Give generous praise for their effort and hard work.

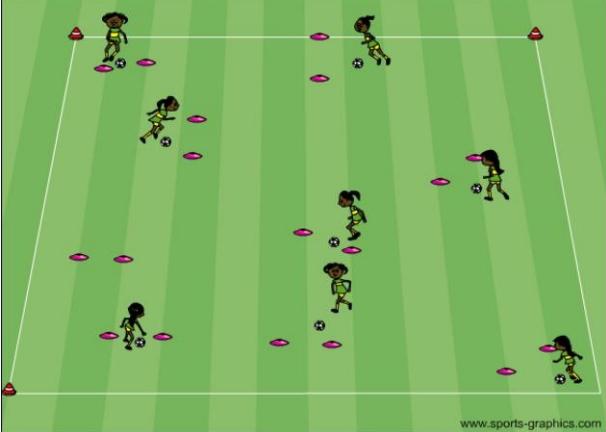
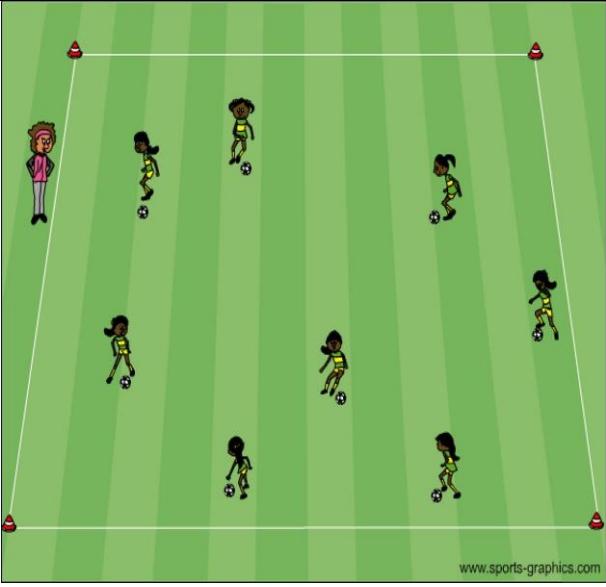


Lesson Plan



Topic: Dribbling

Age: 8-U

Activity Name	Description	Diagram	Purpose/Coaching Points
1 Gate Dribbling	<ul style="list-style-type: none"> - every player with a ball - one more gate than the number of players - must dribble through free gate - 1 point for each gate - play again, improve by 1 point 	 <p>www.sports-graphics.com</p>	<ul style="list-style-type: none"> - see ball through bottom of eyes - keep ball rolling - use foot brake - different surfaces
2 Stop & Go	<ul style="list-style-type: none"> - every player dribbling a ball - on whistle, players stop ball and then go with speed - coach demonstrates stop & go, and players try to copy - players invent their own stop & go - coach observes, and choose players to demonstrate their stop & go for others to copy 	 <p>www.sports-graphics.com</p>	<ul style="list-style-type: none"> - see ball through bottom of eyes - speed up after stop - change of direction - different surfaces



Lesson Plan



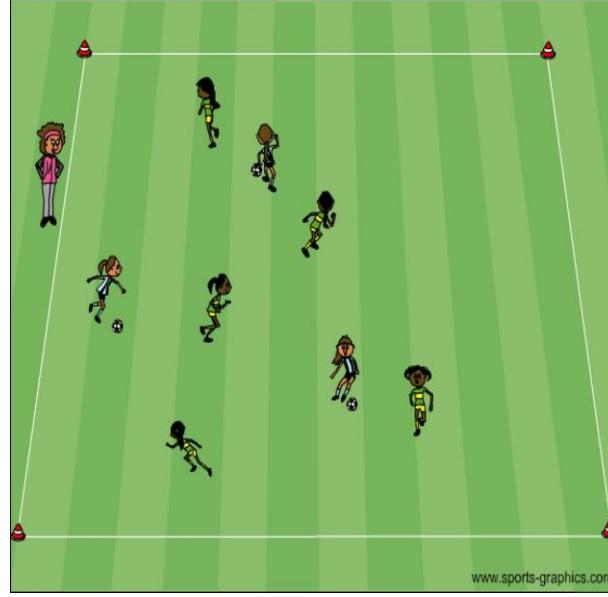
Topic: Dribbling

Age: 8-U

3

Pac-Man

- two or three players are “it” to start, and have balls
- if you are “it”, try to dribble and hit others with passes below the knees
- players who are not “it” may run and jump to avoid being hit
- if you are hit with a pass, you become “it” too

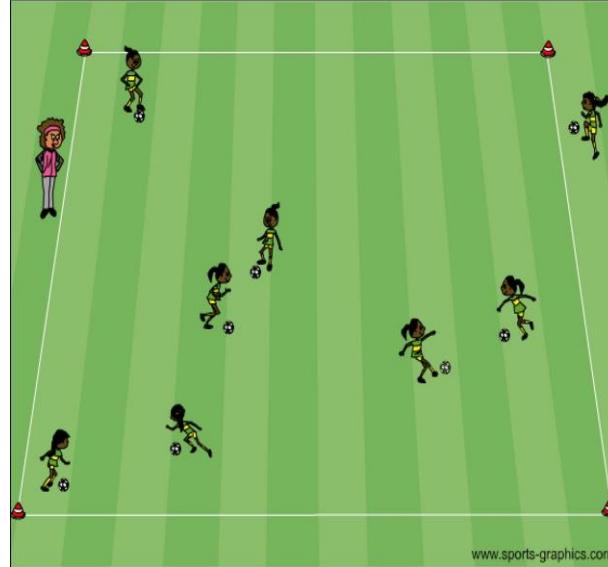


- keep ball rolling
- eyes up to find space and who is “it”
- change direction and speed fake passes

4

Knockout

- every player dribbling a ball
 - try to kick other players’ balls off the field
- if your ball stops rolling or is kicked out, then - you must do two juggles before you return to the game



- keep ball rolling
- body between ball and other players
- see ball through the bottom of your eyes



Lesson Plan



Topic: Dribbling

Age: 8-U

5

2v2 "Get Outta There"

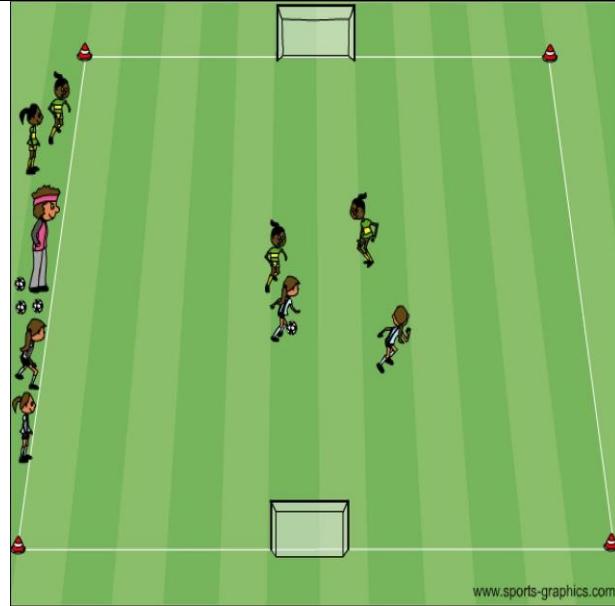
- coach as boss of the balls
- coach passes ball onto field to start play
- two players from each team play until a goal is scored or the ball goes out of bounds
- out of bounds, coach yells "get outta there," and two new players from each team go on with the next ball
- goal is scored, 2 who scored stay on, and two new players from the other team play against them

X & O = players

C = coach

. = ball

- see ball through bottom of eyes
- keep ball rolling
- first try to solve game by dribbling
- player w/o ball find big, easy spot to receive a pass





Lesson Plan



Topic: Dribbling

Age: 8-U

Activity Name	Description	Diagram	Purpose/Coaching Points
1	<p>Warm-up in a 30 x 20 yard grid</p> <ul style="list-style-type: none"> a. every player dribbling a ball b. incorporate stretching c. dribble/pass ball through “gap” between two other players d. reverse the “flow” by changing directions when other are dribbling the same direction 		<ul style="list-style-type: none"> a. running w/ ball – toe in and down b. change direction – different surface c. see ball though bottom of eyes d. keep ball rolling e. change the “flow” & speed
2	<p>1 vs. 1 to two goals on a 15 x 10 yard grid</p> <ul style="list-style-type: none"> a. two goals (3 steps each) on a line 5 steps apart b. defender must keep one foot on line between two goals c. defender can stand in either goal d. attacker scores by dribbling through either goal e. play 30 to 45 seconds & switch roles 		<ul style="list-style-type: none"> a. keep ball rolling b. defender comes past your hips, change direction & speed c. when in close, body between ball & defender d. arms up to feel pressure e. mentality of trying new moves



Lesson Plan



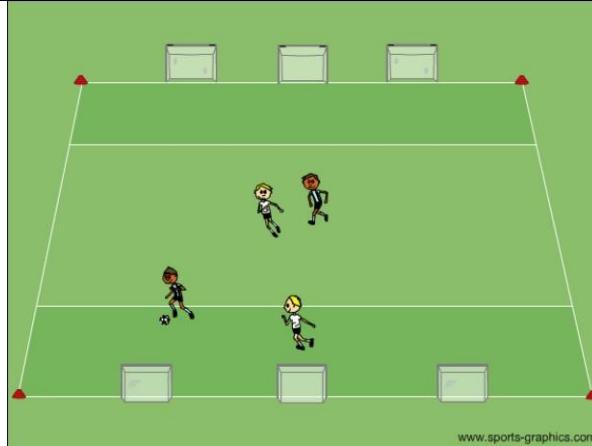
Topic: Dribbling

Age: 8-U

3

2 vs. 2 to three goals on a 25 x 20 yard grid

- a. each team attacks & defends three goals
- b. score by dribbling through any of the three goals
- c. play 2 minute games



- a. team shape
- b. first try to solve game with dribble
- c. keep ball rolling
- d. defender comes past your hips – change direction
- e. both defenders in same half- change “flow”/direction
- f. body between ball and defender on turn
- g. arms up to feel pressure

4

4 vs. 4 on a 35 x 30 yard field

Free Play



- a. team shape
- b. first try to solve with dribble
- c. keep ball rolling
- d. change “flow” & speed

5

Cool-down: review warm-up, incorporate stretching and show a ‘move’ for homework



Lesson Plan



Topic: Passing

Age: 8-U

Activity Name	Description	Diagram	Coaching Points
1 Warm-Up	<p><i>Retrieval Activity in Pairs-getting them to work together</i></p> <p>Every pair gives their ball to the coach and the coach tosses the ball out for each player to collect individually. Players bring the ball back by: 1) Picking up the ball and running back to the coach; 2) Picking up the ball and hopping back to the coach; 3) Picking up the ball and skipping back to the coach; 4) Running after the ball and passing the ball back to the coach. The coach walks around while the players dribble and pass the ball back to them.</p>	<p>www.sports-graphics.com</p>	<p><i>Q.: Where should your eyes be when you pass the ball back to me?</i></p> <p><i>A.: (Up so we can see where you are.)</i></p>
2 “Pong”	<p>This is a simple game. Two players play against each other and share a ball. They place two cones anywhere from 2-8 yards apart. They choose!</p> <p>Players pass back and forth to each other. The rules are that the ball must never stop, must always stay on the ground, and must go thru the two cones without touching them. Whenever this is violated the other person receives a point. Because of the rule that the ball must never stop, players have to play 1-2 touch. The closer the two cones are the more they closer the pairs are probably going to be. The farther apart they are, the more they will have to move laterally and look more like the old arcade “pong” game. Play for time and see who can become the PONG Champ!</p>	<p>www.sports-graphics.com</p>	<p><i>Q.: What part of the foot do you use to push the pass on the ground?</i></p> <p><i>A.: Inside of the foot.</i></p> <p><i>Q.: Where should your foot strike the ball to keep it on the ground?</i></p> <p><i>A.: Your foot should strike the middle of the ball.</i></p>



Lesson Plan



Topic: Passing

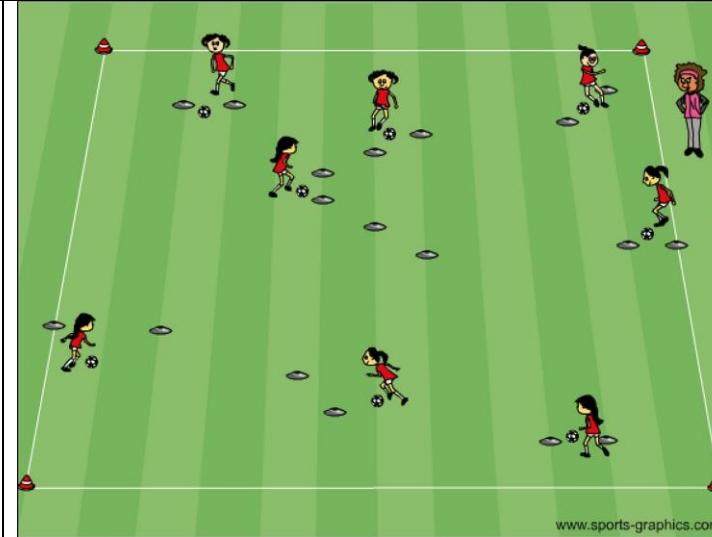
Age: 8-U

3 Gates Passing

All players have a ball inside a playing area.

Set up gates/small goals throughout the playing area. Players dribble and pass the ball through as many of the gates as time allows.

Variations: a) Players work in pairs and must pass through a gate to their teammate who is on the other side.



Q.: When you are passing with your teammate, how do you know when to pass the ball?

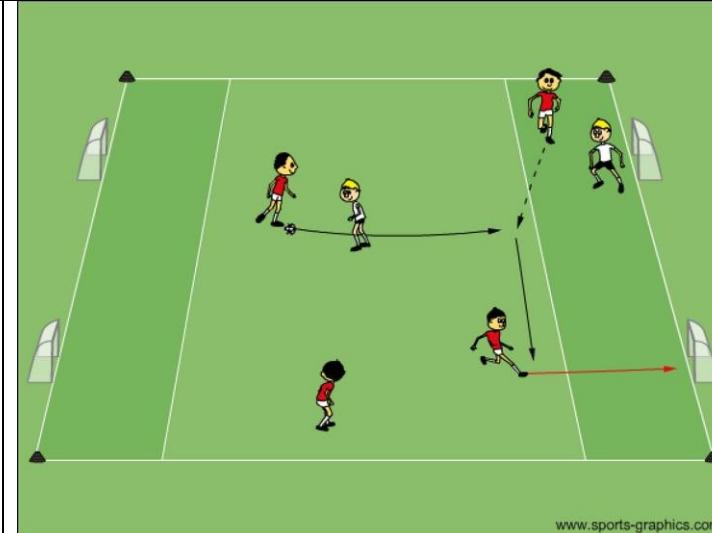
A.: When we are both looking at each other and making eye contact)

4 3rd Activity-“Gates”

Divide into two teams of 3-4 players each.

Make a goal with flags, cones, etc in the corners of the field, but they are diagonal. Coach has a supply of balls in order to keep the game flowing. When a goal is scored or the ball goes out, the coach plays in a new ball. The object of the game is to score thru any of the 4 corner goals. The only way to score is to pass the ball through the goals.

At first allow the players to score at any of the 4 goals, then tell them that one team has two goals to score on and 2 to defend.



Q.: When a ball is rolling toward you how do you pass the ball quickly into the goal?

A.: Keep our eyes on the ball and push through the middle of the ball.



Lesson Plan



Topic: Passing

Age: 8-U

5 Final Activity-The Match

Coach has a supply of balls to keep match flowing.

"CELEBRATE"





Coaching Advisor

Session Plan



Topic: Passing in Pairs

Age: 8-U

Activity Name	Description	Diagram	Coaching Points
1 Technical Warm-up	<p>Use 1/3 of the field</p> <p>Four players stand in the grid with feet apart. The remaining players get into pairs. The pairs pass around & through the stationary players' legs when they can. Players switch roles each minute.</p> <p><i>Variation:</i> 1. Players not in possession take giant steps around the grid. The pairs pass between the strides. 2. Pairs without a ball use a training bib to be a moving goal for the pairs with a ball to pass/shoot through.</p>	 Variation:	<p>Tech: 1. Quality of passes <i>Q.:</i> How do you decide the part of the foot to use for your pass? <i>A.:</i> Based on my distance & angle to the receiver.</p> <p>Tact: Partner moves to get into the field of vision of the passer. The support player does the hard work. <i>Q.:</i> How does your run to where your partner can see you make the pass easier for both of you? <i>A.:</i> Passer can make quicker & cleaner passes. Receiver can control a good pass easier.</p>
2 Small-Sided Activity	<p>Use 1/3 of the field</p> <p>Use cones to mark 'gates' to pass through – adjust the width between the cones according to players' abilities larger gate for less skillful / smaller gate for more skillful</p> <p>Use one ball per pair to begin. Make a straight pass forward to your partner without hitting any cones.</p> <p>Next pass and then switch ends.</p> <p>Final round use only one ball to pass forward then square, then forward and so on. Players switch spots every 30 seconds without stopping.</p>	<p>Passes can be made forward (solid black line), square (solid-dash blue line) or diagonal (double solid red line).</p> <p>The blue solid and dashed arrow line is the possible square pass. Forward or square passes can be made between pairs facing each other or beside one another.</p>	<p>Tech: Pace of pass <i>Q.:</i> How do you decide on the pace of your pass? <i>A.:</i> Based on the distance from my partner.</p> <p><i>N.B.:</i> the same coaching point can be made on the angle of the pass.</p> <p>Tact: Target for the pass. <i>Q.:</i> Where do you want your pass to go so it's easy for your partner to get it? <i>A.:</i> I should pass to his feet if he's standing or a little bit in front of him if he's running.</p>

[Author's note: under coaching points: **Tech** = Technique | **Tact** = Tactics]



Coaching Advisor Session Plan



Topic: Passing in Pairs

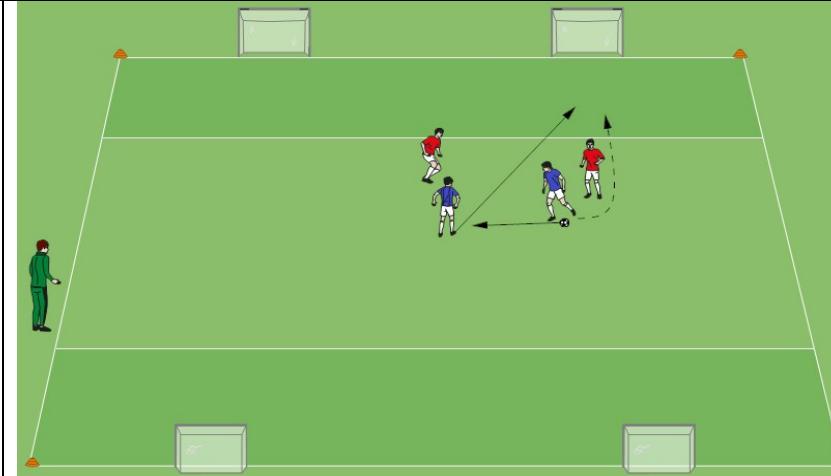
Age: 8-U

3 Expanded Small-Sided Activity

4 Goal Game

Grid = 20 yards long x 30 yards wide. Use small goals or cones or coaching sticks or corner flags. Four players per grid; make several grids. At least one team needs to wear training bibs to designate teams.

Play 2 vs. 2. Switch sides after 2 minutes. Switch opponents after four minutes – one pair from each grid moves clockwise.



Tech: Game situation choices of passing to keep possession & then penetrate.

Q.: How hard should you pass the ball?

A.: It depends on how far away my partner is.

Tact: Support

Q.: How do you know when to pass forward?

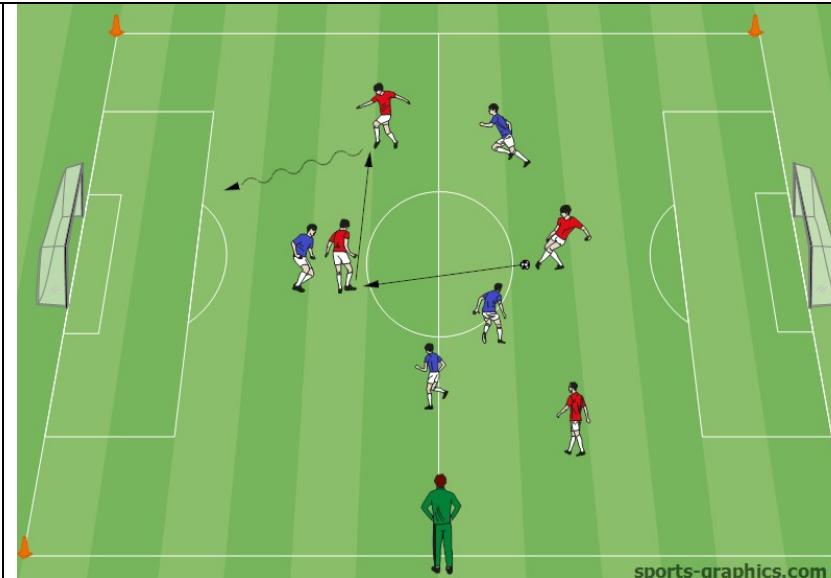
A.: When there's space or my partner gets open.

4 Match

4 vs. 4

Play according to the US Youth Soccer Modified Rules for the U8 age group.

Encourage the players to make forward & square passes to each other.



Tech: Match speed execution.

Tact: Match speed thinking.

Q.: Are you trying what you learned earlier today? This is a reinforcement question without an answer truly necessary.

Predominately observe the players' decision making.

[Author's note: under coaching points: **Tech** = Technique | **Tact** = Tactics]



Lesson Plan



Topic: Principles

Age: 8-U

Activity Name	Description	Diagram	Coaching Points
1 “Principles of Youth Coaching”	<p>The game of soccer provides them with the opportunity to think creatively and solve problems while moving and combining with other players.</p> <ol style="list-style-type: none"> 1. Training activities must be inclusive and developmentally appropriate. 2. Information must be clear, concise and correct. 3. Activities must be presented from simple to complex. 4. Players must train in a safe and appropriate environment. 5. There must be decision making for players in all activities. 6. All activities must have implications for the game. 7. It must be a FUN environment. 	<p>8-U players go all-out (100 miles an hour) for a little while and then collapse from exhaustion. After a short rest, they’re ready to go again. Their play consists of imagination and pretend activities. They are “egocentric”...they see the world only from their perspective, although they are making the transition to cooperation at this age. Predominately the U8 player can only attend to one task at a time. They are just beginning to sequence two actions together – receive and then dribble for example.</p>	<p>As you consider these training activities, keep in mind that you can adjust the activities, the size of the playing areas, the rules and the numbers to make them developmentally appropriate in order to benefit the players.</p>
2 Stop and Go	<p>In a 15 yd x 20 yd grid, each player has a ball.</p> <p>Players dribble freely in various directions. On the coach’s command (whistle, “NOW”, etc.), the players “stop and go” quickly, continuing to dribble the ball. When the coach says “change”, the players change direction while dribbling.</p>	<p>www.sports-graphics.com</p>	<p>Players must keep the ball close to them by using the inside, outside and soles of their feet. After they stop the ball and/or change direction, they must explode into space keeping the ball within playing distance (1-3 steps) so they can dribble it again. This type of dynamic activity forces the players to keep their heads up.</p> <p><i>Q.: How do you keep the ball close to you to be able to stop it quickly?</i></p> <p><i>A.: Take soft touches when dribbling.</i></p>



Lesson Plan



Topic: Principles

Age: 8-U

3 Combat

Use the same grid as in activity 2. Players divided into 2 teams. Each team lines up single file on opposite sides of the coach facing the open area. There should be no more than 5 players in a line. If there are more than 10 players on the team, simply have another coach or parent work with half of the players. 1-2 balls.

If the coach says, "ONE" before he/she kicks the ball, one player from each team chases after the ball (1v1) as explained above. If the coach calls out, "TWO" before he/she kicks the ball, two players from each team chase the ball and play 2v2.



Quickness, speed, dribbling for possession (shielding), vision (finding target = coach), passing.

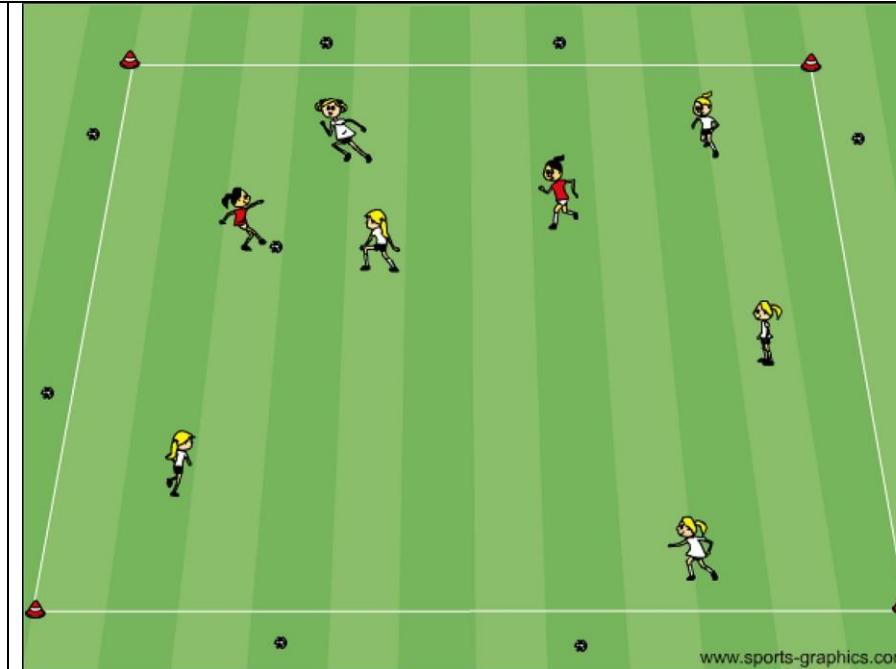
Q.: If the defender is off to one side could you make a fast pass to the coach?

A.: Yes, it's called a passing lane.

4 The Glob

All players are in a 20 yd x 25 yd grid. 2 players (the Globs) start with a ball at their feet. All of the other players do not have soccer balls. Many soccer balls are placed outside around the grid.

Allow a maximum of 3-4 balls in the game. Now the Globs will have to pass to each other sometimes (teamwork/cooperation) in order to hit a player without a soccer ball.



Agility, balance, vision, dribbling, passing.

Q.: If you are part of the glob and you don't have the ball should you run behind one of the other players?

A.: Yes, so that I can get the pass; it's called support.



Lesson Plan



Topic: Principles

Age: 8-U

5 Cool Down Activity...Juggling

Open area. Each player has a soccer ball.

Coach can call out "thigh, foot, catch" or "foot, foot, catch". For more advanced players, try "thigh, thigh, foot, catch" or "thigh, thigh, foot, foot, catch". It's a challenge, every player can participate at his or her own level and it's great fun!



Eye on ball; preparing surface (thigh) horizontally; hand-eye coordination.

Q.: How can you always get to where the ball goes?

A.: Stay on my toes and move my feet fast if the ball gets away a little bit.

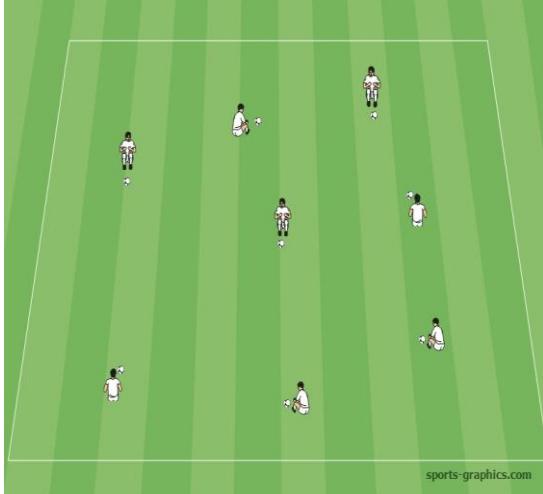
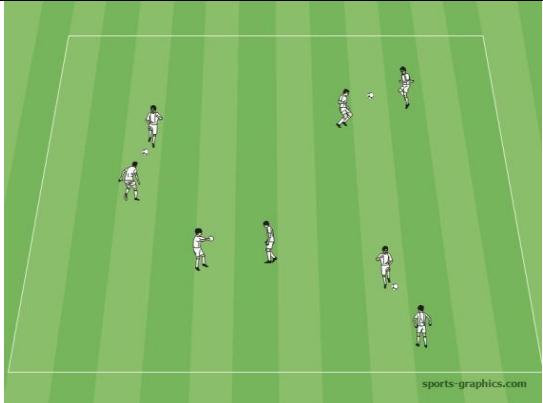


Lesson Plan



Topic: Receiving a bouncing ball

Age: 8-U

Activity Name	Description	Diagram	Coaching Points
1 WARM-UP	Beginner Juggling	<p>One ball per player.</p> <p>Each player sitting down holds a ball over his or her shoelaces.</p> <ul style="list-style-type: none"> • Strike the ball and catch. • Now twice and catch. • Now thrice and catch. • Work up to a total of five kicks. • Try both feet. 	 <p>sports-graphics.com</p> <ul style="list-style-type: none"> • Eyes on the ball. • Bend at the waist. • Bend the knee of the kicking leg. • Toe of the kicking foot out. • Drive the knee of the kicking leg to the chest. • Throw your ball up in the air, what happens if you close your eyes? Answer: You can't see where the ball is! Did it bounce away? Yes! So you need to have your eyes open so you can watch where the ball goes? Answer: Yes!
2 PAIR JUGGLING GAME	Cooperative - Competitive	<p>The players should divide themselves into pairs.</p> <p>One ball per pair.</p> <p>Try to keep the ball off the ground using feet only. Two bounces between touches allowed. Score a point for seven consecutive touches. Alternate touches between the partners. See if you can get up to ten touches!</p>	 <p>sports-graphics.com</p> <ul style="list-style-type: none"> • Eyes on the ball. • Get into position early. • Lift the ball with "laces." • Use arms for balance. • Try to catch it and not let it bounce without moving your feet...what happened? <p>Answer: It bounced and went away from me! What happens if you don't move your feet?</p> <p>Answer: I can't get to the ball before it bounces!</p>
3 VOLLEY GAME	Cooperative - Competitive		



Lesson Plan



Topic: Receiving a bouncing ball

Age: 8-U

<p>Set up 15 yard X 15 yard grids. Two players and one ball in each grid.</p>	<p>Two players freely passing a ball inside the grid. Try to keep the ball in the air. The ball may not bounce more than twice before it is played. Count the passes inside the grid each pass is a point. Go for thirty seconds. Try to get more points than other pairs.</p>		<ul style="list-style-type: none"> Get in “line of flight” quick. Ready, balanced to receive. Choose “platform”/surface. Withdraw surface. Scoop/”spoon” ball with foot. I saw you catch and drop the ball a couple of times; when you caught it did you just use your hands or did you use your whole body—Answer: my whole body-- what parts? (many answers here - eyes, feet, chest, stomach etc.)
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4 GAELIC FOOTBALL

<p>Mark out a 20-yard X 20 yard grid with a 5-yard end zone at each end.</p>	<p>6v2 (or 5v3) play volley-catch-volley. Volley ball from the hands so it can be caught by a teammate. If the defender intercepts the ball a point is scored. Try to play into the end zones for a point.</p>		<ul style="list-style-type: none"> Move to the ball. Support quickly. Move to open space. Imagine the ball is an egg and your body is hard like a table, what happens when the egg hits the table? Answer: it breaks! Imagine your feet are like sponges, can you “catch” the ball using your feet? Show me! How about your “head”? Your “thigh”? Show me!
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5 THE GAME

<p>4v4 to goal. Use a playing area of 40 yards X 30 yards with each goal 6 yards wide.</p>	<p>The coach is the ‘Boss of the Balls’; toss a new ball in after a goal or when the ball goes out of play. Bonus point if control leads to possession or a goal.</p>		<ul style="list-style-type: none"> Look. Move to open space. Choose surface quickly.
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Lesson Plan



Topic: Receiving a bouncing ball

Age: 8-U

6 COOLDOWN			
Each player with a ball.	Strike the ball up using foot, allow it to bounce and then strike it again. Go until you are able to go through this series until ten consecutive times. Now try striking the ball two times (using any surface except the hands) allow it to bounce once, try to get to five consecutive touches before allowing it to bounce. Get a drink and stretch.		Go and try it at home.

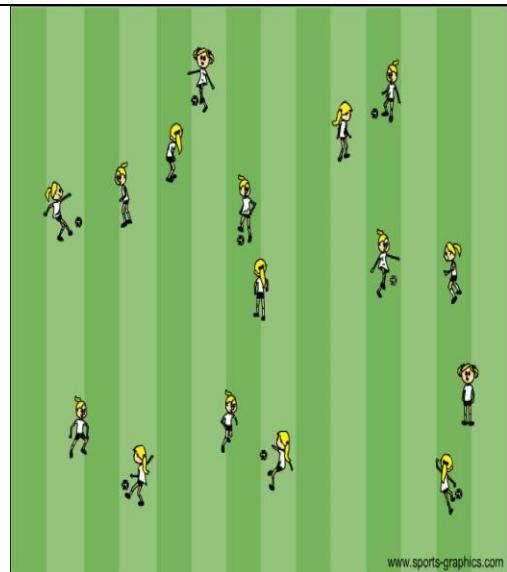


Lesson Plan



Topic: Receiving lofted balls

Age: 8-U

Activity Name	Description	Diagram	Coaching Points
1	<p>Warm-up: “Juggling Balloons or Beach Balls”</p> <p>Each player tries to keep their balloon or beach ball up in the air using any body part except for hands. Count how many touches. If it falls to the ground, pick it up try again.</p>	 <p>Striking the ball (first building blocks of juggling, volleys)</p>	<ul style="list-style-type: none"> -Follow object/ball with your eyes. -Move to get behind and in line with it—don’t stretch for it -Make your foot flat like a table. Show me!
2	<p>“Juggling with a Partner”</p> <p>Same as one but now 2 players compete against other pairs to keep the object up in the air using as many touches in 3 minute period.</p>	 <p><small>www.sports-graphics.com</small></p>	<ul style="list-style-type: none"> -Move to get behind and in line with object. -Select the surface quickly. <i>Q.: Is a noodle, hard? Or soft? A.: Soft!</i>



Lesson Plan



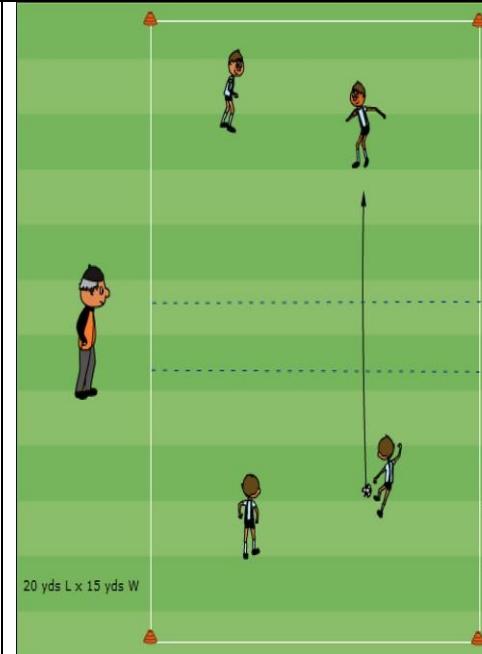
Topic: Receiving lofted balls

Age: 8-U

3

"Soccer Newcomb"
(use size 3 ball not too inflated)

20x15 (one yd. "dead space" for net). 2 teams of 2 play toss-receive-catch over the net. If caught point-if hits ground no point-toss it over. Allow 1 bounce. Partner helps catch/control



-Move quickly to get behind and in line with flight of ball
-Select surface early

-"Withdraw" on contact

Q.: Good, now can you make your foot feel like a "noodle" strike the ball and try to catch it before it bounces? Show me! What happened?

A.: It went far away from me and I could not catch it.

Q.: What happens if you strike the ball with your foot and it is flat like a "table"?

A.: It goes straight up and it was easier to catch!

Q.: Can you strike it twice and catch it? Show me!

Q.: Can you march? Show me!

Q.: Can you do it while striking the ball and not letting it bounce? Show me!



Lesson Plan

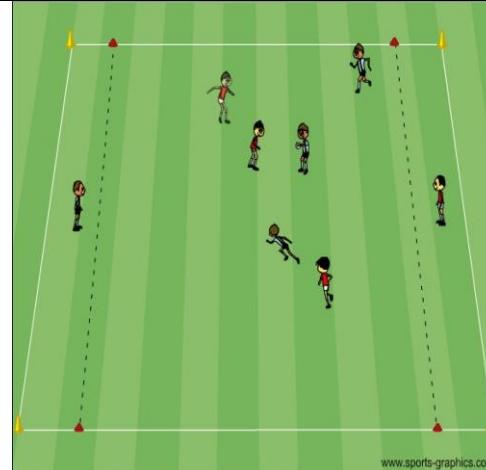


Topic: Receiving lofted balls

Age: 8-U

4

“Toss-control-catch”
4v4 in 40x30 yard area (includes 5 yd. end-zone on each end). Toss-receive-catch to advance ball. If ball drops to ground goes to other team. Score by receiving and catching in your end zone.
Opponent cannot block the toss.



- Move to the ball
- Select surface early
- Look, get head up quickly
- Move to open space

5

The Game
4v4 in 45x30 with 4 yd wide goals no GK. Coach is boss of Balls. Toss new one to a player after a goal or out of play. 1 pt for goal, 2 pts for volley goal.



- Move to the ball
- Move to open space
- Look
- Choose surface early

COOLDOWN: Try to beat your own ball juggling record. WATER – stretch – WATER.



Lesson Plan



Topic: Small Group Play

Age: 8-U

Activity Name	Description	Diagram	Coaching Points
1 Free Dribble; Stop and Go; Change Direction	<p>In a 15 yd x 20 yd grid, each player has a ball.</p> <p>Players dribble freely in various directions. On the coach's command (whistle, "NOW", etc.), the players "stop and go" quickly, continuing to dribble the ball. When the coach says "change", the players change direction while dribbling.</p>		<p>Players must keep the ball close to them by using the inside, outside and soles of their feet. After they stop the ball and/or change direction, they must explode into space keeping the ball within playing distance (1-3 steps) so they can dribble it again. This type of dynamic activity forces the players to keep their heads up.</p> <p><i>Q.: How could being able to stop quickly with the ball under your control help you in a match?</i></p> <p><i>A.: Maybe then I could lose a defender or shoot or pass or dribble somewhere else.</i></p>
2 Multi-Gate Dribbling; Multi-Gate Passing	<p>In an area approximately 25 yd x 30 yd, set up small goals (gates) using cones (1-2 steps wide) all around the area at different angles. Each player has a ball.</p> <p>Players dribble through the gates freely in various directions. As they dribble through one gate, they look for another gate to dribble through.</p> <p>Once the players show competence in finding and dribbling through all of the gates then put them into pairs with one ball to a pair. Now they must dribble and pass to get to a gate. They must pass the ball through the gate to their partner. Now go find the next gate.</p>		<p>Players must keep the ball close to them by using the inside, outside and soles of their feet. This environment fosters controlled dribbling, looking around (vision), change of pace (exploding through a gate), change of direction, decision making (if one player is occupying a gate, the other players must look for another open gate).</p> <p><i>Q.: How do you and your partner know where to go next?</i></p> <p><i>A.: We look for an open gate, talk to each other and then go there.</i></p>



Lesson Plan



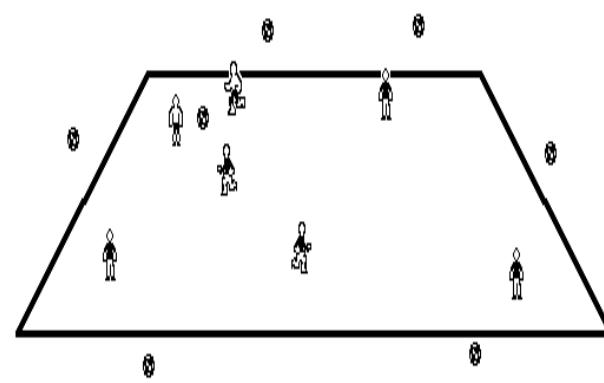
Topic: Small Group Play

Age: 8-U

3 The Glob.

All players are in a 20 yd x 25 yd grid. Two players (the Globs) start with a ball at their feet. All of the other players do not have soccer balls. Many soccer balls are placed outside around the grid.

On the coach's command, the **Globs** try to "pass" the ball at the players without soccer balls, below their knees. When a player is hit, they become a **Glob** as well, and they collect a ball from the outside of the grid and join the other **Globs**. The game is over when everybody is a **Glob**. Progress to, or begin here, with the **Globs** as pairs passing a ball. When there are odd numbers of **Globs** make a triangle. When there are even numbers of **Globs** then play in pairs and each pair has a ball.



Agility, balance, vision, dribbling, passing.

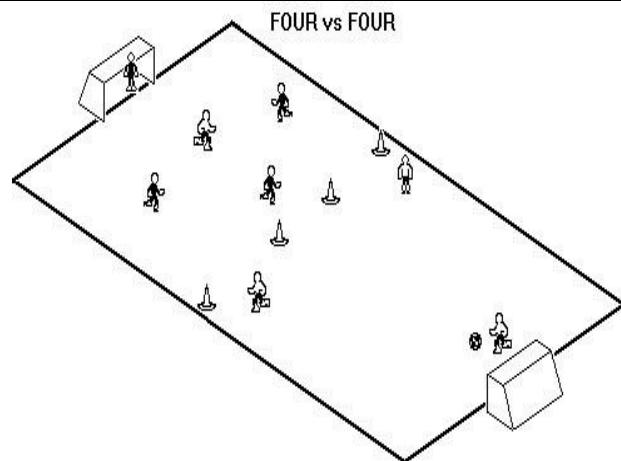
Q.: Where would you like your partner without the ball to go?

A.: Behind one of the players to collect the ball if my pass missing hitting that player.

4 Boss of the Balls

In a 25 x 35 yd field, with goals approximately 6 ft high by 18 ft long at each end of the field. Organize players into teams 4. NO GOALKEEPERS.

Play 4v4. The coach serves the balls onto the field, one at a time. Each time a ball goes out of play or a goal is scored a new ball is served. The coach is "Boss of the Balls"! Play is continuous until all of the balls are used. When the coach runs out of soccer balls, he/she simply asks the players to retrieve a ball and dribble it back to him/her. Play is then resumed.



Let them play and have fun. Give generous praise for their effort and hard work.

Q.: If you are pressured by more than one opponent can a teammate help you?

A.: Yes, he/she could move to where I can pass the ball to him/her.

5 Cool Down Activity...Juggling.

Open area. Each player has a soccer ball.

Coach demonstrates a juggle with one thigh then catches the ball (thigh, catch). Then he/she asks if the players can juggle the ball twice, once with each thigh, before catching it (thigh, thigh, catch).

Variations: Coach can call out "thigh, foot, catch" or "foot, foot, catch". For more advanced players, try "thigh, thigh, foot, catch" or "thigh, thigh, foot, foot, catch". It's a challenge, every player can participate at his or her own level and it's great fun!

Eye on ball; preparing surface (thigh) horizontally; hand-eye coordination.

Activities 2, 3 and 4 require the players to execute the three C's – Communicate, Cooperate and Coordinate (the execution of their decision).



Lesson Plan



Topic: Distribution

Age: 10-U

Activity Name	Description	Diagram	Coaching Points
1 Warm-up	<p>Use the space between the side of the penalty area and the touchline.</p> <p>Jogging in different directions with change of speed.</p> <p>Sit-ups & back-ups.</p> <p>Throw the ball up, touch toes (1x, 2x, etc.), catch. Next throw ball up, forward roll, catch.</p> <p>Drop the ball to thigh height from your chest, catch at thighs, and bring it to your chest again quickly. A dozen repetitions.</p>		<p>Increase circulation & loosen up joints.</p> <p>Core body strength improvement.</p> <p>Eye-hand coordination, agility & balance.</p> <p>Improve reflexes.</p>
2 Match Related	<p>Use the space near the top of the penalty area.</p> <p>Rehearse techniques with a partner, roll and throw to one another (bowl, side arm and over arm).</p> <p>Start ten yards apart and increase to your maximum distance. Do the same with goal kicks and punts.</p> <p>Bowl: bends knees to get closer to the ground, cradle the ball in the palm of the hand, release the ball with a roll and off the fingertips, and follow through with the throwing hand toward the target.</p> <p>Over arm: cradle the ball in the palm and have a full swing from the shoulder forward toward the target, release the ball when the arm is level with the shoulder (parallel to the ground), release off the fingertips & follow through.</p> <p>Goal kicks: plant foot beside the ball with the toes pointing toward the target, bend the knees, full back swing of the kicking leg, get the big toe and 'knuckle' of the big toe under the ball for slight lift of the ball, strike through the center of the ball with the instep to drive it forward, follow through with the kicking leg and keep your eyes on the ball.</p> <p>Punt: cradle the ball in the hand opposite the kicking foot, let the ball roll forward off the fingertips & strike the ball when it has dropped below knee height.</p>		<p>Cooperation in pairs – ask the players to 'coach' their partner.</p> <p>Observe closely the body mechanics of each throw or kick.</p> <p>Self-challenge to increase distance of distribution.</p> <p>Q.: How to you better direct the ball when you bowl it?</p> <p>A.: Be sure to follow through toward my partner and let the ball roll off my fingertips.</p>



Lesson Plan



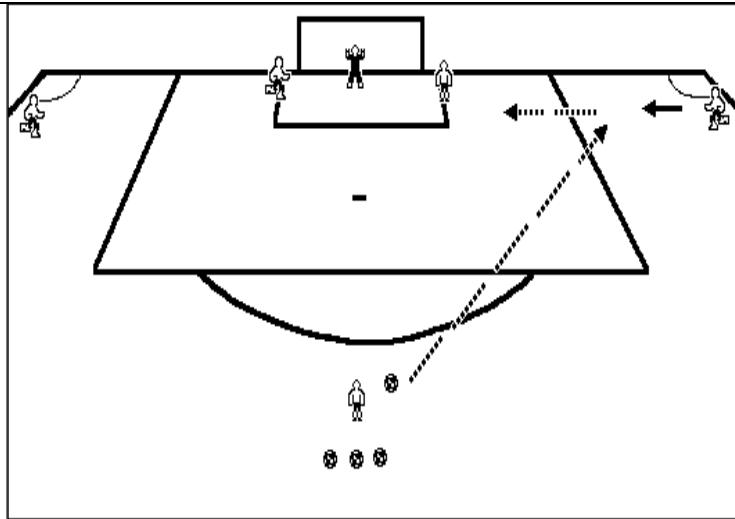
Topic: Distribution

Age: 10-U

3 Match Related

Use the defensive third of the field.

Keeper in the goal, five field players, two players on each post to challenge the keeper and try to score, two wingers on the touch lines to send in crosses of varied height. The keeper saves the cross or shot and then distributes to the wingers or center half, who passes out to the wings and repeat for twenty minutes.

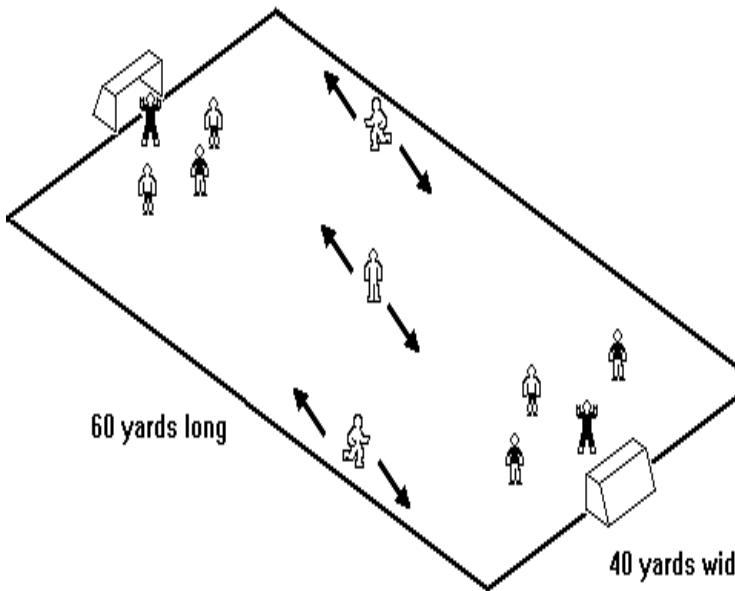


Focus on the accuracy of the distribution. Be sure the ball arrives to the field player in a manner easy to control.
Q.: Where do you want the ball to land when you throw it?
A.: At or near my teammates feet.

4 Match Condition

Field sixty yards by forty yards with two full size goals.

A keeper in each goal, a striker in front of each goal, two wings attacking both ways. Center half attacking both ways, two defenders in front of each goal. Keeper starts play with a distribution to either winger, his/her two defenders, the center half or his/her striker. An attack is made on the opposite goal and then counter-attack. Concentrate on accurate distribution and communication with the player to whom you distribute. Play for twenty minutes.



Critique the decisions on where to distribute. What tactical information does the keeper give during the distribution; i.e., man-on, turn, etc.
Q.: Why would you throw the ball slightly in front of either winger or the midfielder?
A.: because they have open space in front of them to run onto the ball.



Lesson Plan



Topic: Distribution

Age: 10-U

5 Match

10-U field	Play a match according to US Youth Soccer 10-U modified rules.		Observe the distribution technique of the goalkeepers. Move from goal to goal for close observation of their body mechanics when throwing or kicking the ball.
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COOL-DOWN



Lesson Plan



Topic: Passing

Age: 10-U

Activity Name	Description	Diagram	Coaching Points
1 Warm Up (Assuming 14 players per team)	<p>Windows Set up 30 x 40 yds. field</p> <p>Players in three groups with different colored vest (i.e. one -red, one- blue and one-yellow) 4 pairs of players, each pair with a ball inside the area, and six players on the outside, each on a line as target players. Pairs of players passing to each other in and among others, and trying to play ball to, and receive ball back from each target player. Target players must play ball in two touches. Incentives: one point for every ten passes made without ball hitting any other of pairs of players. One point for every wall pass made. One point for playing ball between two players to a target player. One point for hitting all four targets. Technical coaching can focus on using different surfaces, weight and accuracy of passes, how players are opening their bodies to receive balls so that they have vision of the whole field, and the types of runs they are making to receive balls. The focus on receiving positions is important because these will enable players to more quickly and effectively passes the next ball.</p>	<p><i>A note about incentives</i></p> <p><i>Coaches can seek to provide incentives or objectives for players to achieve within an exercise. Incentives are always positive, rather than negative restrictions. Using incentives, as opposed to restrictions, allows players to play more realistically. For instance, if a coach wants to increase the players' number of passes, he might state that a side in the exercise is awarded a point for every ten passes it makes in a row. If the coach is trying to encourage penetrating passes, then he might count passes that split opponents as three passes. One key to the value of this type of coaching is that it is player-centered, not coach-directed. Certainly, the coach describes the objective, but the players fulfill that objective as the game itself presents opportunities.</i></p>	<p>The permeating concept for all technical training for this age should be coaching from the game. Each exercise should provide a realistic game-like environment that the coach can manipulate to provide progressively complex situations. Even the warm-up phases should have definite implications for the game.</p> <p>Q.: How can you move the ball into a new space with just one touch?</p> <p>Q.: How can you run to a space and see the ball the whole time?</p> <p>Q.: When you are looking to receive a ball from a target player where and how can you run so that you can see the target player with the ball and the target player on the other side at the same time?</p>



Lesson Plan



Topic: Passing

Age: 10-U

2 Three Match-Related Exercises

Keep Away

Area: 30 x 50

5 + 5 v 4 playing keep away (three colors, two colors against one defending color). No goals or direction. Start with 4 extra players in windows format, with one team combining with the outside target players to keep the ball away from the other team. Award a point for every five passes in a row. If the defending team steals the ball, then they combine with the target players to play keep away from the inside team that lost the ball. Same field area, but now the target players move into the field, and two teams play keep way from the third team. If one of the two offensive teams loses the ball to the defending team, the team that lost the ball becomes the defending team.

A note about incentives

This does not mean that coaches never should put conditions on players to achieve repetition of desired techniques. For instance, to increase the number of passes and speed of play, a coach might ask players to take only two or three touches each time they receive the ball. A negative restriction is different from this type of condition because it restricts the free flow of the game by requiring players to do one thing before they can do another: for example, requiring players to pass the ball five times before they can shoot on a goal. These types of restrictions create unrealistic situations that can often be more harmful than beneficial. For instance, with the restriction cited above, what happens if a player finds himself in front of the goal with a clear shooting opportunity, but only three passes have been made? In that instance we want the player to shoot, but because of the restriction he cannot shoot.

Stages now used in our technical practice are called "match-related" or "game-related." These involve opponents. We make it more complex by using "numbers-up" or "numbers-down", altering the size and shape of the field, adding goals, and using neutral players and target players, applying "incentives." This is the way we make our practices more complex.

Now, the same type of guided discovery questions can be used for players to recognize where they should move with their first touch and how to run to see what is behind them.



Lesson Plan



Topic: Passing

Age: 10-U

3 Four Box Goals

Set Up: Field 40 x 60, with four 15 x 15 yd boxes (one in each corner).	5 v 5 plus two neutral players who play with team possessing the ball. One point for every five passes without interception. One point for passing into two different boxes in a row to a teammate without interception by the other team. Can use the same incentives as used earlier concerning wall passes, and splitting players, etc. Since spaces are becoming bigger, can also award points for successful longer passes that are part of the five passes.	<p><u>Note on Use of Unequal Sides</u></p> <p><i>One of the most useful tools for providing success in a game-like environment is to make the sides unequal, i.e., 4 v 2, 6 v 3, 8 v 4, etc. By having “numbers up,” it is easier for players to perform the technique under pressure, but there is not so much pressure that play is constantly breaking down. There are a number of techniques for creating unequal sides. Each has advantages and disadvantages, and each emphasizes something different. For example, a coach might divide a group of twelve players into three groups of four, with each group wearing a different color-training vest (e.g., one group of four in red, one group in blue and one group in yellow). Two of the groups could play against the third, automatically creating a numbers up situation. When possession is lost, then the group losing possession could become the lone defending group playing against the other two.</i></p>	Another way to create unequal numbers is to use target players on the outside of the playing area to and from whom either team of equal sides inside the playing area may pass and receive passes (for example, we might have two equal sides of 4 v 4 inside, with four target players on the outside). The advantage of using target players like this is that the placement of the target players can create automatic width or depth or both for the attacking team. A third way to create unequal sides is to play equal sides against each other, and use extra “neutral” players inside the area, who play with whichever team has possession of the ball. An immediate downside to this arrangement is that transition can be awkward, especially if one of the neutral players loses possession. <i>Q.: Can you find a “meadow” on the field where there are no opposing players and you can receive the ball?</i> <i>Q.: If that “meadow” is not forward, where might it be?</i> <i>Q.: If a ball is played wide, where can you run to re-establish depth? And if it is played back, where can you run to re-establish width?</i>
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Lesson Plan



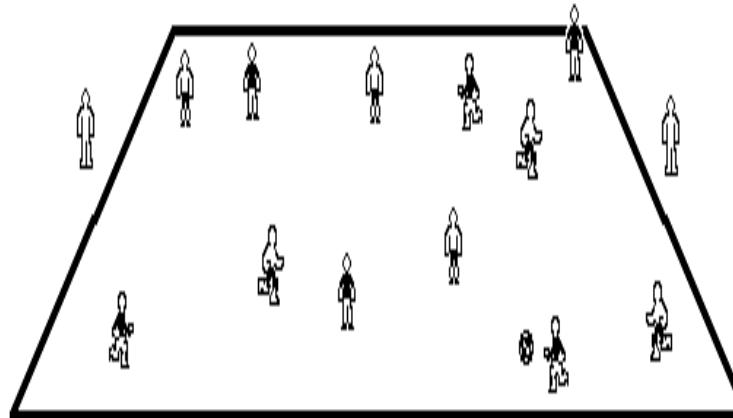
Topic: Passing

Age: 10-U

4 6 v 6 to targets on end lines

Play in same area 40 x 60, but now score a point by keeping possession for five passes, and two points for passing to a target player and successfully getting the ball back from the target player. (After hitting one target player, can only score two points again by next hitting the other target player).

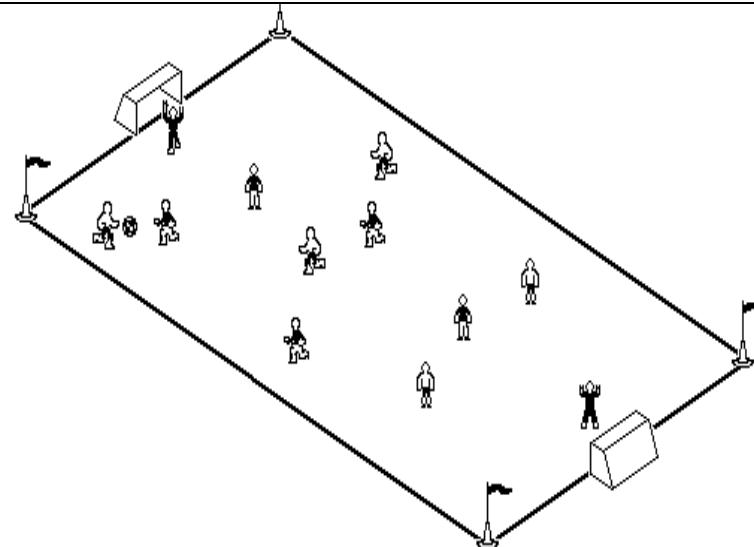
Then change the game by moving target players into the field as neutral players playing with the attacking team, and keeping possession points, but giving teams opposite end lines to attack, and giving them two points for successfully passing the ball to a teammate across the end line. When they do so the other team gets the ball.



5 Match Conditions

Play 6 v 6 on same-sized field with goals and goalkeepers. You can start out awarding incentive points for a certain number of passes, wall passes, and splitting passes, etc. as well as points for scoring goals. Eventually take the incentives off and just play.

Guided discovery questions will almost all concern re-establishing width and depth to create spaces between defenders to penetrate. The earlier questions concerning where and how to run to see the ball and other parts of the field at the same time will also be valuable, especially now that players are attacking one direction and defending the other.





Lesson Plan



Topic: U11 First Defender

Age: 11-U

Activity Name	Description	Diagram	Coaching Points
1 WARM-UP SHADOW EXERCISES	<p>Players organize themselves into pairs with one ball to a pair.</p> <p>Unlimited space. Partner with the ball faces one of the touchlines and dribbles towards his/her partner. The defending partner does a slow retreat while staying within one yard of the dribbler. Shadow the moves of the dribbler as he/she dribbles towards the opposite touchline.</p> <p>Once the opposite line is reached the players switch roles, repeat the exercise and work back towards the original starting point.</p> <p>VARIATIONS:</p> <ul style="list-style-type: none"> • Face-to-face • Side-to-side • Recovery 		<ul style="list-style-type: none"> • Body shape (posture) • Footwork • Angles to the dribbler • Space (distance between the defender and attacker) & (location in the playing area)
2 1 VS. 1 DEFENDING	<p>20 x 10 yard grid. One pair per grid and one ball per pair.</p> <p>The players start at opposite ends of the grid with the defender having the ball. The defender passes the ball to the dribbler and then goes to defend. The dribbler tries to get to the opposite end of the grid with the ball under control.</p> <p>Switch roles after each turn.</p> <p>Encourage the defender to try to gain possession of the ball and not merely dispossess the dribbler.</p>		<ul style="list-style-type: none"> • Angle of approach • Speed of approach • Long strides early to cover yardage • Short strides once the defender is within three yards of the dribbler • Physical control & emotional restraint • Lower the center of gravity by bending the knees and leaning slightly forward at the waist. <p>Q.: When might you go for the ball? A.: When the dribbler takes a heavy touch of the ball.</p>



Lesson Plan



Topic: U11 First Defender

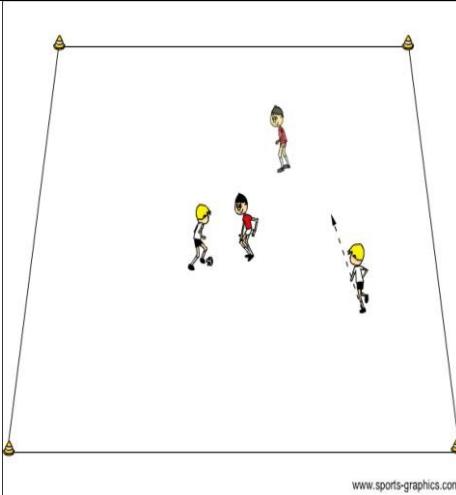
Age: 11-U

3 2 VS. 2

25 x 15 yard grid. Two pairs per grid and one ball per grid. Use training bibs to designate the pairs.

Same set up as in activity number two above. Attackers may pass as well as dribble and try to get the ball over the opposite end line under control. The defenders try to gain possession of the ball.

If the attackers get to one end they turn and attack the opposite end of the grid. Switch roles after two minutes.



- Tactically reading when to be the first defender.
- Help the players recognize when they should be the first defender and when to switch roles with the other defender.

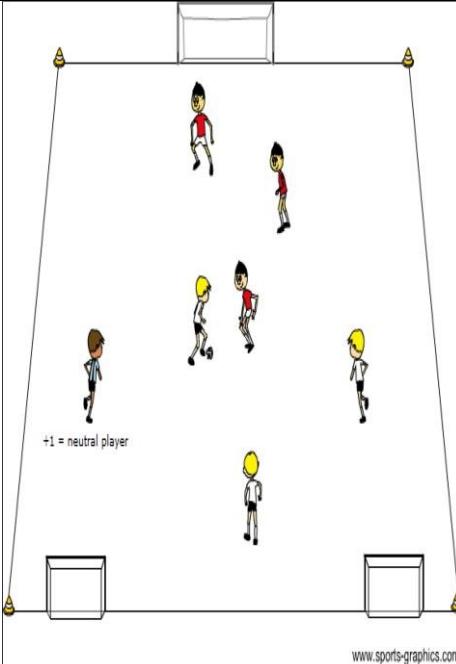
Q.: How do you change the odds in this situation?

A.: Cut off the pass to the other attacker and force the dribbler into my teammate.

4 3 VS. 3 + 1

40 x 30 yard grid with one age appropriate goal at one end and two small counterattack goals at the opposite end. Three balls at each grid, one in use and one at each end of the grid to keep the activity moving if a ball goes astray.

The team on the attack will always be numbers up because of the neutral player who is only on offense. The defending team will have to make quick and clear decisions on who is to pressure the ball (be the first attacker). Designate one team to be the defenders. They defend the large goal and attack the small counterattack goals. Have the two teams of three switch roles every three minutes. Switch the neutral player at that time also. Use training bibs to designate the two teams. The neutral player must be in a third color.



- Verbal and visual communication between the defenders.
- Clear communication and understanding between the defenders on who will pressure the ball.
- Is the first defender executing the points taught earlier in the training session?
- Do the defenders know when to switch roles and become the first defender?

Q.: How can you deal with the extra player the attack will always have?

A.: Have our third defender drop off to give deeper cover and to be able to go to either side as needed.



Lesson Plan



Topic: U11 First Defender

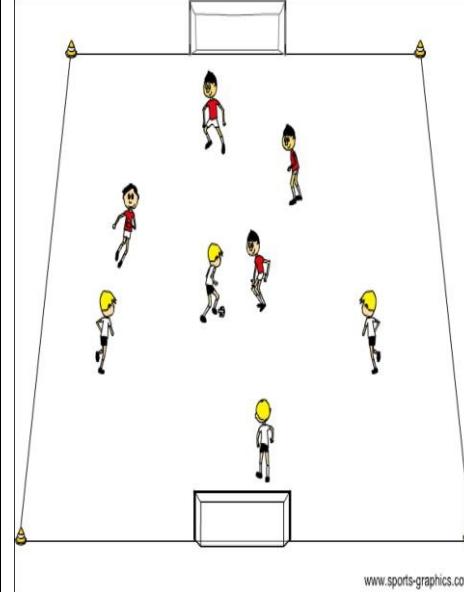
Age: 11-U

5 4 VS. 4 TWO GOALS

50 x 40 yard grid with an age appropriate goal at each end.

Designate the two teams with training bibs.

No goalkeepers are used in this exercise so as to emphasize the need for proper defensive pressure on the ball. Otherwise play by the normal rules of play for the age group. The small playing area and the small number of players will give the players many opportunities to act as the first defender. Set up more grids if needed to keep all of the players active.



- Are the players beginning to execute the points taught through the session on how and when to be the first defender?

Q: Who does the work to pressure the ball?

A: The person closest to the opponent in possession.

Q: What if they pass the ball?

A: Then the person in that area moves to pressure the ball.

6 8 VS. 8 MATCH

Set up is a regulation 12-U field and goals according to the US Youth Soccer modified rules for the 12-U age group.

Combine the players now and include the goalkeepers. Play 7 vs. 7 up to 9 vs. 9 depending on the number of players available. Play a regulation match for ten minutes.



- Observe the players to see the decisions they make about playing first defender.
- Observe the players physical execution of the first defender.

COOL-DOWN

Easy jogging – forwards, backwards, sideways – stretch in between each variation of jogging.

Both the players and coaches should drink plenty of water at the end of training.

Equipment: 7 red bibs, 7 blue bibs, 2 white bibs, 14 balls, 8 cones, 4 corner flags, 2 small goals & 2 age group regulation goals

Activity Name	Description	Diagram	Coaching Points
1 Technical Warm-Up: Windows I	<p>Grid = 15 x 15 yds. 7 players around the outside of the grid. 7 players on the inside of the grid, each with a ball.</p> <p>Players on the inside dribble & make passes to outside players who return the pass 1 or 2 touch. Inside players practice 1st touch to space, turns & dummies. Then dribble to find a new open outside player.</p> <p>Part 1. After 3 minutes switch roles.</p> <ul style="list-style-type: none"> - After 2 rounds add a defender (Part 2) inside the grid 		<p>Key coaching point (CP) throughout the session will be: early vision & decision.</p> <p>Q: How do you know in which direction to receive the pass?</p> <p>Q: What ways can you turn with the ball?</p>
2 Small-Sided Activity: Windows II	<p>Grid = 30 x 20 yds. 6 players (red) on the inside with 3 balls. 2 defenders (white) on the inside. 6 players (blue) on the outside along the touchline.</p> <p>Initially make 2v1 set ups with one pair of attackers w/o opposition. Rotate 2v1 match ups. Central attackers use flank support players when needed. Attackers score by dribbling or passing to a teammate under control across the goal line. Score at one end & then go to opposite end. Switch roles of all players every 5 minutes.</p>		<p>CP: when under pressure 1st touch toward support inside or outside or drag back.</p> <p>Q: Why would you take your 1st touch to outside support?</p> <p>Q: How do you gain more time for a controlled 1st touch?</p>

Topic: 1st Touch Out of Pressure

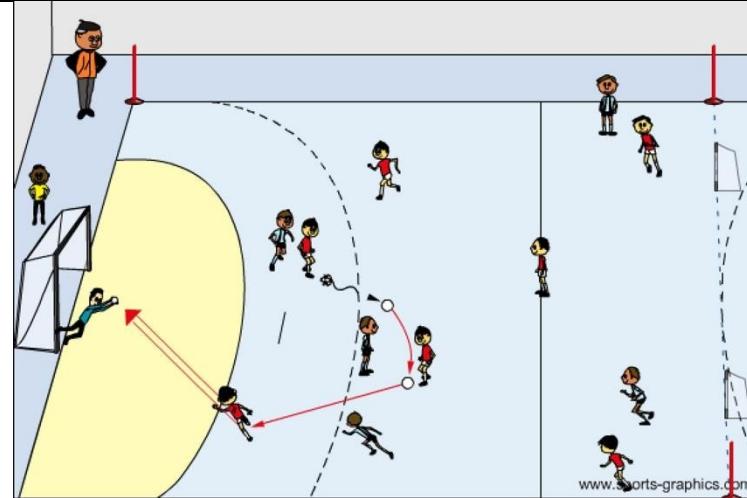
Age: 12-U

Equipment: 7 red bibs, 7 blue bibs, 2 white bibs, 14 balls, 8 cones, 4 corner flags, 2 small goals & 2 age group regulation goals

3 Expanded Small-Sided Activity: 3 goals

Grid: $\frac{3}{4}$ of the field.
1 regulation goal, 2 small counter goals, 4 corner flags.
7v5+GK
Red team attacks the large goal.
Grey team attacks the small goals.

One team attacks the full size goal in which a goalkeeper is playing. Rotate the goalkeeper every 5 minutes.
The opposite team attacks the small counterattack goals.
Both teams look for proper 1st touch to shoot, pass, dribble or shield the ball.

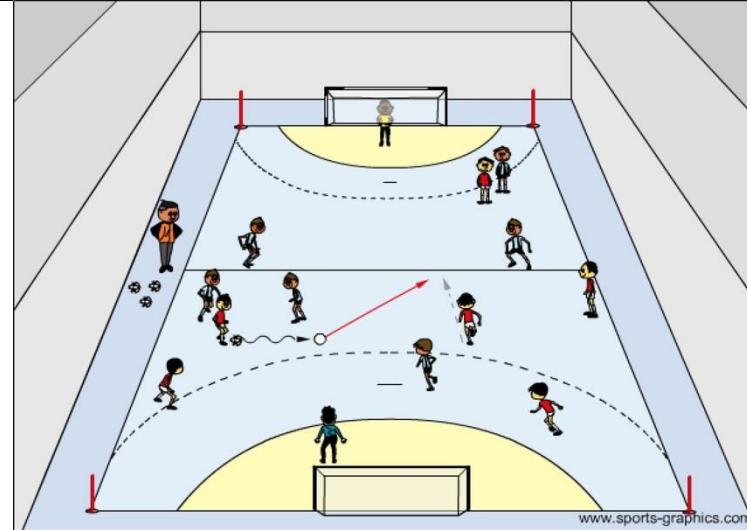


CP: Team attacking the large goal looks for drag back, lay-off or roll turn.
Q: When could an attacker roll with the ball around a tight marking defender?
Q: How can a 1st touch into space set up a penetrating shot or pass?

4 Match: 7 vs. 7

Regulation U12 field and goals.
4 corner flags.
Red & grey training bibs.
1 ball.
Spare balls with the coach.

Play 7 vs. 7 using US Youth Soccer Modified Rules for the U12 age group.



Observe the players recognition of 1st touch away from pressure moments.
Observe player execution of skill in those moments.
Occasionally reinforce previous coaching points.

Cool-Down



Author: Sam Snow



Coaching Advisor

Topic: Spatial Awareness



Age: 12-U

Activity Name	Description	Diagram	Coaching Points
1. WARM-UP: PAINT THE GRASS	<p>Groups of six with one ball go into a 20-yard by 30-yard grid. Three rounds with a stretch between each round.</p> <p>The coach has the watch and the players have thirty seconds to use the ball as a “paint brush” and “paint” (via passing) as much of the grass in the grid as they can.</p>		<p>The intent is to get the players to move, work on passing and receiving techniques, to communicate and solve problems together.</p> <p><i>Q.:</i> How do you anticipate where to run to receive a pass? <i>A.:</i> I look for open space and run there. <i>Q.:</i> Can your receiving help you “paint” the grid? <i>A.:</i> Yes, if I can keep the ball close to me then I make the next pass quickly. <i>Q.:</i> What group shape should you take? <i>A.:</i> Always with an open passing lane between my partner and me.</p>
2. SEQUENCE PASSING	<p>The players organize themselves into groups of six to eight. Players are numbered 1-6 (8) and must pass in that sequence, 1 to 2, and 2 to 3 and so on with 6 (8) passing to 1. Divide into two or three groups with all groups using the same field.</p> <p>All passing is done on the move, no standing allowed. The groups have to play through, over and around each other, which increases the demand on vision and communication and off the ball movement.</p> <p>VARIATIONS: Reduce the playing area to half of the original size. Each group starts with one ball and once they have a rhythm add a second ball, which increases the tempo of the session. A player should not get caught with two balls.</p>		<p>The intent is to promote vision and communication between the players without the pressure of opponents. The activity will cause the players to work on the techniques of passing and receiving. Rhythm of play and timing of support runs will improve.</p> <p>Off-the-ball players must get into the field of vision of the teammate with the ball. A dynamic run should be made to show for the ball.</p> <p><i>Q.:</i> Where should the next receiver position himself or herself? <i>A.:</i> Where the person with the ball can see you. <i>Q.:</i> When should your supporting run start? <i>A.:</i> Just before the person who'll pass to me receives the ball. <i>Q.:</i> How do you know which way the player passing to you will most likely be facing? <i>A.:</i> By the angle of the pass going to that person.</p>



Lesson Plan



Topic: Spatial Awareness

Age: 12-U

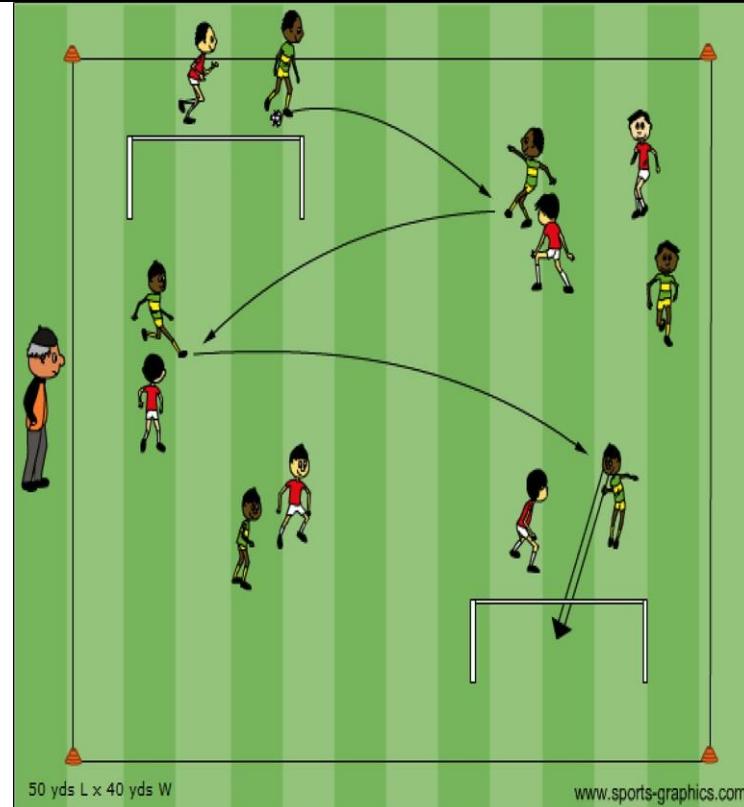
3. CROSSING GAME

The players should organize themselves into groups of six to play 6 vs. 6. The training grid is 50 yards long by 40 yards wide. Corner flags, tall cones or flat faced goals should be used for goals and disc cones to mark the corners of the grid. The goals are set up diagonally from one another and ten yards in from the goal line.

Players can score from either side of the goal and the game doesn't stop after a goal is scored.

Play a normal 6 vs. 6 match except for goals being scored from either side of the goal. Because of the angled goals there will be more crosses into areas in front of the goalmouth. Many goals can be scored under match conditions in a short time period. Teamwork in preparation of attack and defense will improve.

VARIATION: use goalkeepers who may play only on the side of the goal facing the center of the field.



This activity promotes group movement (tactic) and involves transition. The techniques of dribbling, passing, receiving, shooting, heading, tackling and crossing will have the chance to emerge. As a bonus fitness will also improve in a fun and competitive fashion.

Q.: Why do diagonal passes and runs work so well against the defenders?

A.: That kind of pass can slice behind defenders.

Q.: What cues of the crosser can you look for to help you time your run?

A.: When the crosser's plant foot goes down and their eyes go down to the ball they are about to cross it.

Q.: When should you cross the ball to the near post or the far post?

A.: It depends on the runs of my teammates.



Lesson Plan



Topic: Spatial Awareness

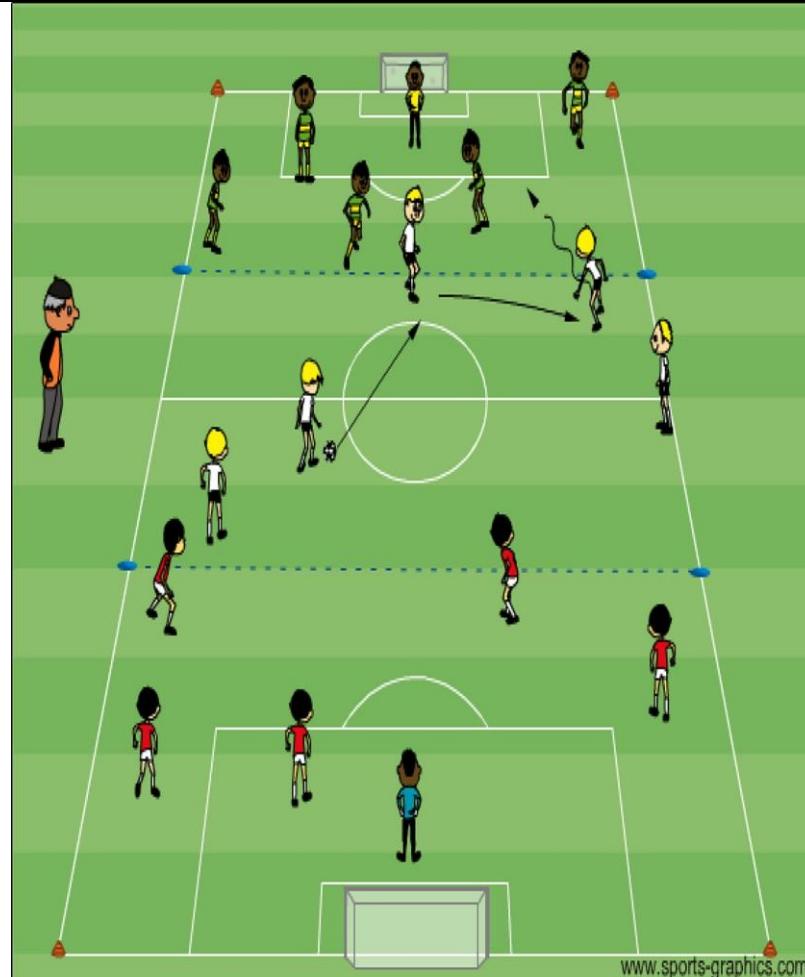
Age: 12-U

4. THREE TEAM GAME

The players organize themselves into three groups of five plus a goalkeeper in each goal. Use a regulation field and goals for the age group. Each group keeps track of their own score.

Goalkeepers act as their own team.

Divide the field into thirds-defensive, midfield and attacking. Place each group (green, white & red) into a third. Group white in the midfield third has the ball. Group white chooses one goal to attack and plays against the group green in that third. The group red at the other end is resting. Only the group in possession of the ball may enter the midfield third. If group white scores they keep the ball, go back to the midfield third and attack the group red goal. If the defending group green wins the ball and gets it into the midfield third then group white stays in the final third and group green now attacks against group red.



This is a complex environment and will require the highest level of concentration from the players. It will take them awhile to get the hang of it, so be patient. While this is a match related activity, it may be the most complex activity in this training session. Encourage one and two touch passing in the midfield third to change the point of attack and to get targets forward of the ball. A multitude of techniques, offensive and defensive tactics can be taught in this activity. The coach should focus in this lesson on creating space.

Q.: How do possession passes in the midfield third help to set up the penetrating pass?

A.: They draw the defenders forward and opens space behind them.

Q.: Why would the attackers sometimes pass the ball square or backwards?

A.: To keep the ball and set up the penetrating pass.



Lesson Plan



Topic: Spatial Awareness

Age: 12-U

5. ALL UP & ALL BACK

Play a full field match of 8v8. Follow the US Youth Soccer rules for 8v8 U12 soccer. Use a painted, chalked line or small disc cones to mark the halfway line.

For a goal to count all field players of the attacking team *must* be over the halfway line. If any of the field players are not over the halfway line and in the opponent's half of the field then the goal does not count and a goal kick follows. Let them play under this condition until it is obvious they all understand it. Then if the coach feels they are ready the second condition can be added to the game. When a goal is scored against the defending team they *must* have all of their players in their half of the field or the goal counts double.



The intent of these conditions is to work on team communication, off the ball runs, vision, fitness and most importantly compactness. No new guided discovery questions. Reminder comments or questions only. Let them play!

COOL-DOWN

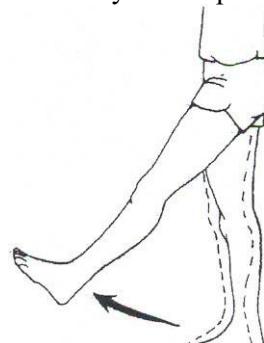
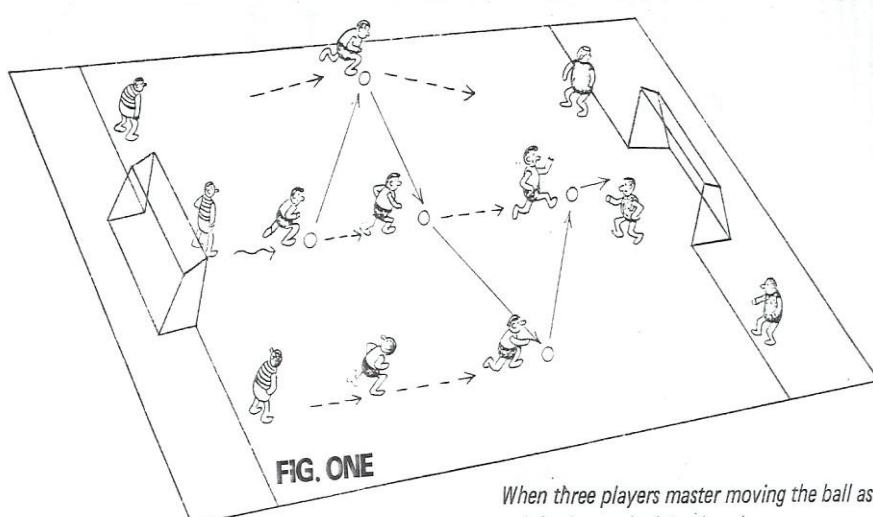


Lesson Plan



Topic: 3rd Attacker

Age: 12-U

Activity Name	Description	Diagram	Coaching Points
1. WARM-UP	<p>12 players with one ball each.</p> <p>Dribbling, turning, changing speed, direction, etc.</p> <p>STRETCH</p> <p>Ankle warm-up: Balance on one leg with the other leg straight to front of you. Pull your toes back. Point your toes down. Turn your foot in. Turn your foot out.</p> <p>Hip Flexion: Balance on one leg and straighten the opposite leg toward the sky.</p> <p>Hip extension: Balance on one leg, tighten your buttocks and bring the other leg straight behind you. Keeping your thigh still and slightly behind the standing leg, bend your free leg.</p> <p>Body curl: lie on your back. Bend your knees into your chest and put your hands behind your head. Exhale and curl your upper body and pelvis toward each other like you are crunching into a ball.</p>		<p>Gradually work up to match speed.</p> 
2. 3 VS. 1	<p>Use a 40-yard long by 30-yard wide grid. Use regulation goals for the age group. Begin the activity as a 3 vs. 0 play. Build to a 3 vs. 1 activity.</p>	 <p><i>When three players master moving the ball as a unit, a defender can be introduced.</i></p>	<ul style="list-style-type: none"> ⦿ Getting open to the game ⦿ Flank players get the backside to the outside ⦿ Wall passes ⦿ Double passes ⦿ 3 man combinations ⦿ Decisions on when to shoot, pass or dribble <p><i>Q.: Why should you sometimes pass to the player farthest from you?</i></p> <p><i>A.: Because he/she should have the most open space.</i></p>

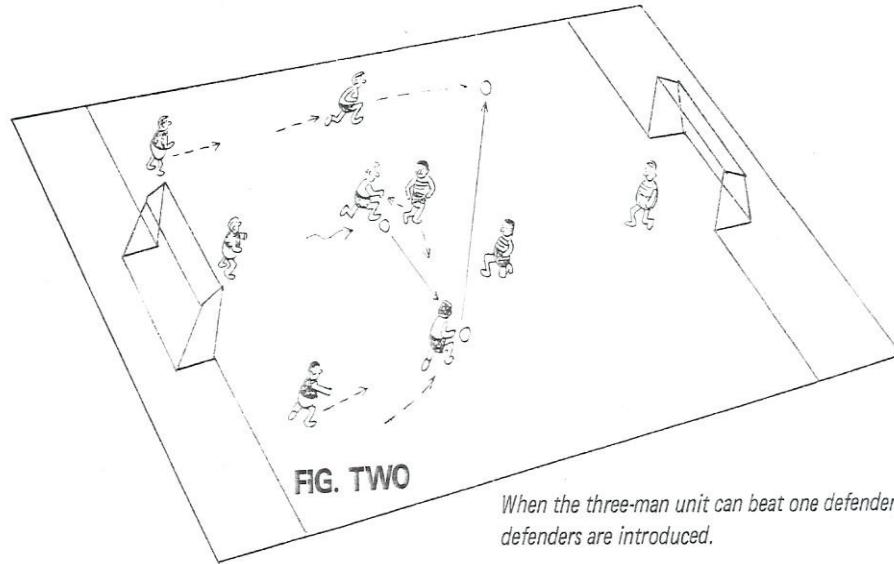
Lesson Plan

Topic: 3rd Attacker

Age: 12-U

3. 3 VS. 2

Use a 40-yard long by 30-yard wide grid. Use regulation goals for the age group. Begin activity as a 3 vs. 1 play. Build up to 3 vs. 2.



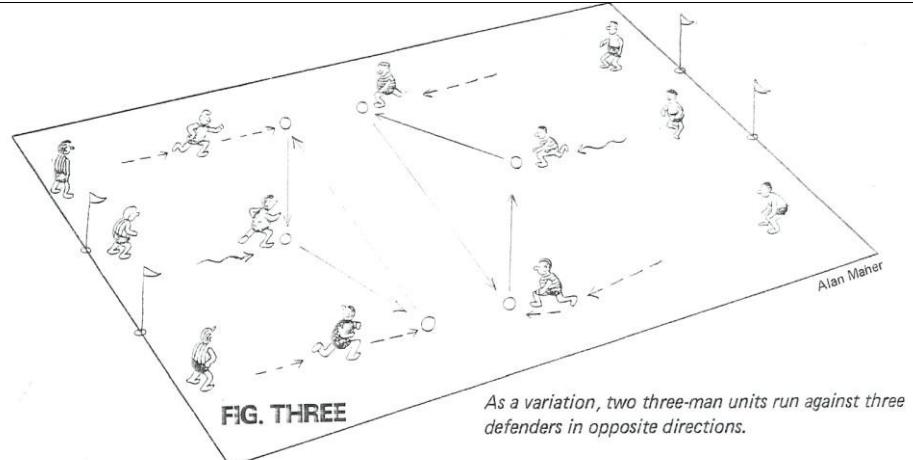
- ⦿ Timing of runs
- ⦿ Creating space
- ⦿ Stay wide
- ⦿ Backside to the outside
- ⦿ Angle of support
- ⦿ Distance of support
- ⦿ Disguise passes
- ⦿ Decisions on when to shoot, pass or dribble

Q.: Why should the 3rd attacker run forward from a deeper position in your triangle?

A.: Because the two defenders will be marking the attackers farthest up the field and then our 3rd attacker can go free.

4. 3 VS. 3

Use a 40-yard long by 30-yard wide grid. Use regulation goals for the age group. Play 3 vs. 3.



- ⦿ Connection with other attackers
- ⦿ Timing
- ⦿ Create space
- ⦿ Angles
- ⦿ Distance
- ⦿ Width
- ⦿ Technique – skill- disguise
- ⦿ Penetration

Q.: Now that it's 'numbers even' how might you get one attacker open?

A.: Use an overlap run on one side to overload that space.



Lesson Plan



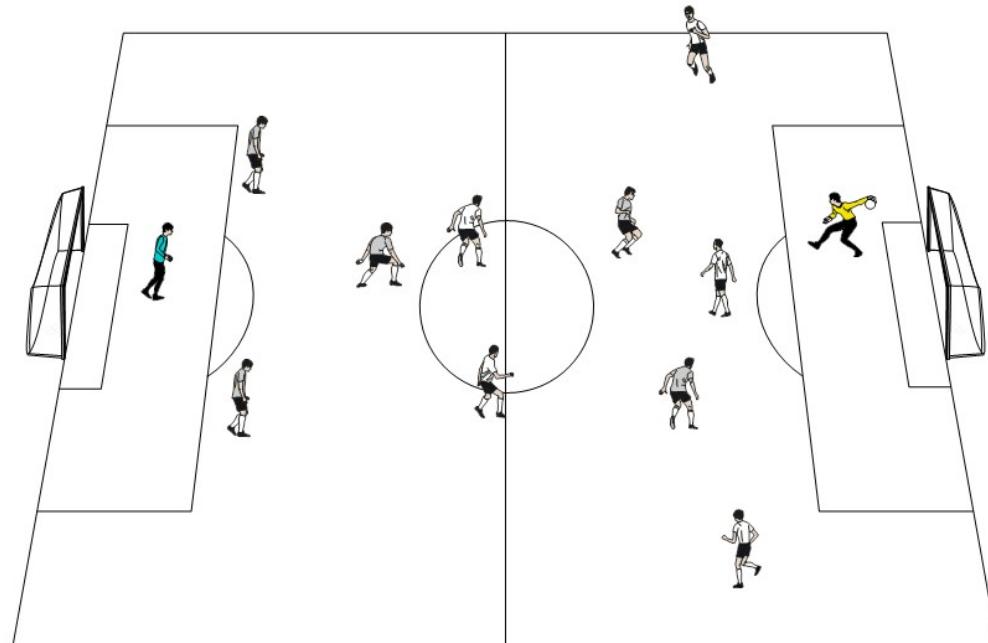
Topic: 3rd Attacker

Age: 12-U

5. 5 VS. 5 + GKs.

Use a regulation U12 field according to the US Youth Soccer rules.

The team (white) being coached plays a 3-2 formation. The opponents (grey) start in a 2-1-2 formation. If the activity is successful then the opposing team (grey) goes to a 3-2 formation. The opposing team must shoot within four passes.



- Starting position
- Proper spacing between attackers
- Body posture
- First touch should be forward
- Look for wall pass with midfielders