

Hints

Here are some hints to use in any activity.

1. Many activities can be done with a parent helping you or taking a turn. I use this to have the kids have fun – the kids can laugh at them trying to get hit in the “Ouch” game.
2. Joke with the kids – Ready, Set, STOP to see if you can catch them not paying attention. Tell them to go on the count of 3 – 1, 2, 6!
3. Use cones of different colors – in “Run the Rapids”, use 1 color for the 2 end cones where the runner starts and stops and a different color for each of the cones the other kids shoot from. Thus, you can tell the kids to “Go stand by a blue cone” and they won’t end up at 1 of the end cones.
4. Each activity is noted as Low, Medium, to High Active to denote how much activity is involved. Intersperse these to ensure kids don’t get too tired. On hot days, watch how many High Active activity you can do.

Astronaut

Focus Areas

1. SPACE – Find space **Initiate**
2. DRIBBLING – straight line **Build**
3. DRIBBLING – pace **Build**
4. SHOOTING – off dribble **Initiate**
5. DEFENSE – attack the ball **Build**

Setup

1. Goal
2. Gather group about 20 yards from the goal with 1 ball for the group

Description

Face the goal. Huddle all the kids facing you (away from the goal). Tell the kids that the game is called “astronaut” because they have to go to space. Ask them if its easier to dribble THROUGH someone else or AWAY from someone. Tell them that you will put the ball down, call a kids name, the kid has to dribble away from the group and then go to the goal. Ensure the other kids don't move out of the way in order that the kid with the ball has to dribble to space. They have to stay still and can play a bit of defense to ensure the kid with the ball has to find space/not dribble through. Keep prompting “dribble to space, dribble to space” until the kid is free and dribbling toward the goal. After you call the kids name, all the other kids have to count slowly to 10. When they reach 10, they can ALL chase the kid with the ball and try to stop them/take it away. Kid either scores or is stopped.

Additional points

1. To level-set the kids who need a bit more time in their dribbling, count with kids and screw up the counting (1, 2, 3, 4, 3, 2, 3, 4, 3, 5, 8, 9, 10). Shout 10 and the kids will know they can go. Time it so the kid dribbling is rushed and other kids have to sprint to take it (when the dribbling kid is 10 yards from the goal?). This also makes the kids laugh.
2. Count with the kids loudly so the kid with the ball knows the others will be coming and so feels pressure to hurry – like they would in a game.
3. Watch the dribbling kids to make sure they are keeping the ball close when dribbling and NOT just kicking it and running after it.

High Active activity

Run time = 10 minutes

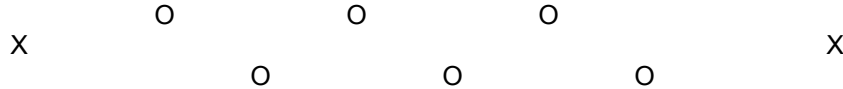
Run the Rapids

Focus Areas

1. SPACE – concept **Initiate**
2. PASSING – to space **Initiate**
3. SHOOTING – controlled **Initiate**
4. SHOOTING – straight **Build**

Setup (1 minute)

1. 2 cones about 10 yards apart
2. 1 cone for each kid, set in 2 lines between each “end cone”. Lines should be 5 yards apart. Like this (cones are Xs and Os with a kid NEXT to (not behind) each O facing inward) :



3. 1 kid at 1 X.
4. Each kid at an O has a ball.

Description

Kid at the X has to run to the other X when you say GO without getting hit by one of the balls. Each kid at the O tries to pass the ball and hit the kid “running the rapids”. Emphasize to the runner about stopping and starting, jumping, and slight changes of direction. Emphasize to the passers that they have to anticipate and pass it BEFORE the runner reaches the spot, they have to PASS it and not blindly kick it, and that they have more accuracy if they don’t just kick it as hard as they could but look for accuracy.

Additional points

5. Kids have to keep the ball on the ground. This activity can end up with a kid running and getting a ball kicked into his leg such that they get tripped – be careful.
6. Go yourself once so they get the challenge/fun of trying to hit you.

Low Active activity

Run time = 9 minutes

Hot Shot

Focus Areas

1. SHOOTING – angled **Initiate**
2. SHOOTING – opposite foot **Initiate**
3. SHOOTING – straight **Build**

Setup (1 minute)

1. Goal
2. 6 cones setup in front of goal at different angles and distances.

Description

Put all the kids in line behind 1 of the cones. You are behind the goal. Have each kid try to kick it in the goal. You return them the ball and direct them to the next cone. Make sure 1 kid goes at a time and each kid goes at a cone before the next cone line starts.

Additional points

1. Run it once through, then a second time where each kid has to use their opposite (left) foot.
2. Count how many they make and compare scores.

Low Active activity

Run time = 10 minutes for a normal-sized team.

Circus

Focus Areas

1. TEAMWORK – work together **Initiate**

Setup

1. None

Description

This activity is about getting the kids to work together as a team. Separate the kids into 2 groups, each with a ball. Team 1 is OverUnder. Team 2 is RoundandRound.

OverUnder – put the kids in a line 1 behind the other all facing forward with the kid in front holding the ball with her hands. When you say go, she puts the ball over her head. The next person grabs the ball and puts it between her legs. The third person grabs the ball and puts it over her head. When the last person gets the ball, she takes it in her hands, runs forward to the front of the line, and puts the ball over her head to the second person in line. It stops when each person has had a turn at the front of the line. Go fast.

RoundandRound – put the kids in as tight of circle as possible, back to back facing outward, with 1 kid with the ball in hand. Say go, they hand the ball to the person next to them, who hands it to the next person. When the ball has gone all the way around the circle to the first person its “1”. See how many they do before OverUnder has finished.

Additional points

1. The first time or two that you do this activity, especially for younger kids, just getting them to do it is an accomplishment. After a few different sessions doing it, or for older kids, you can move to some of the more advanced concepts.
 - a. Have them switch roles so RoundandRound becomes OverUnder. See who's RoundandRound score is higher based on OverUnder finishing.
 - b. You start with both balls You say GO and throw the 2 balls out. The kids have to go to the right ball with the right team and get organized.
 - c. Do it with their feet. RoundandRound use their feet to pass it around. OverUnder hand the ball over their head and drop it. Next person has to stop it with their feet and draw it backward on the ground with their foot to the next person who has to stop it with their foot, pick it up with with hands to pass over their head.
2. It takes a lot of instruction the first time. for (U-6), put an adult in the line to help them the first few times.
3. Works best with at least 5 people on each team but 4 is ok. Use parents to fill-in.

Low Active activity

Run time = About 15 minutes total first time, 5 minutes thereafter.

Cops & Robbers

Focus Areas

1. DRIBBLING – straight line *Build*
2. DRIBBLING – pace *Initiate*
3. SHOOTING – off dribble *Initiate*
4. DEFENSE – attack the ball *Initiate*

Setup (1 minute)

1. Goal = “Hideout”.
2. Divide the kids into 2 equal teams (Cops & Robbers).
3. 1 small grid about 20 yards from the goal with 1 ball (“bag of money”) per robber on the ground within the grid. You and the robbers in this “Bank”.
4. 1 small grid about 10 yards from the goal. Put the cops in this “Police Station”.

Description

When you stay start, each robber has to steal a bag of money from the bank and get it into the goal. The cops have to take away the bag of money and return it to the bank (dribble until close to the bank and then pass it to you or dribble it into the bank and stop it themselves).

After a first run-through, talk to each team about how keeping the bag of \$ close to them makes it more likely that it won't be taken away.

Additional points

1. Be loud and energetic as the bank teller. “Help Help! The robbers stole my \$”. Have another parent in the police station make siren noises for the cops as they chase the robbers.
2. Stop a run through of the activity if it takes too long for the ball to be in the bank or the hideout.

High Active activity

Run time = 8 minutes

Fetch

Focus Areas

1. DEFENSE – attack the ball **Initiate**
2. TRAPPING – feet **Initiate**

Setup (1 minute)

1. Goal
2. 2 cones at 45 degree angle from goal. 1 is 5 yards out, 1 is 10 yards out. Put all the kids behind the 1 5 yards out facing the goal. You're behind the other cone with all the balls.

Description

You try to score by rolling the ball toward the goal. The first kid has to try to stop it. They get no points if you score or just miss the goal. They get 1 point if they knock it away. They get 2 points if they can trap the ball and stop it reasonably close to their feet rather than just merely knocking it away.

Additional points

1. Depending on your soccer skill level, you can kick the ball at the goal or kneel and use your hands to roll, bounce, etc. the ball at the goal.
2. To increase the difficulty, start bouncing the balls toward the goal.

Low Active activity

Run time = 8 minutes

Sharks & Minnows

Focus Areas

1. DRIBBLING – straight line *Initiate*
2. DRIBBLING – head up *Initiate*
3. DRIBBLING – shielding *Initiate*
4. DEFENSE – tackling *Initiate*
5. SPACE – Find space *Initiate*

Setup (1 minute)

1. Grid large enough to contain you and all the kids, each with a ball. For 6, U-6 kids, this might be a 5ydX5yd grid.

Description

The kids dribble around the inside of the grid as minnows. You are the shark trying to eat the minnows by kicking their ball outside the grid. If you do, they have to go get their ball, count to 5 out loud, and then come back inside the grid. Emphasize that its harder for the shark if they keep their head up and go away from the shark toward open space. And, if the shark comes close, its harder for the shark if you shield your ball.

Advanced options include getting a point if the minnow touches the shark with their butt, make the shark have their own ball that the minnow can also kick out. **Or is this another activity?**

Additional points

1. Let them each take turns being the shark.
2. Get the kids excited and laughing by making the shark noises from the Jaws movie. Get louder and faster with it as you get closer to the kids.
3. Use lots of cones for younger kids to emphasize the grid (inside/outside).
4. To increase the difficulty, if you take their ball rather than kicking it out, you get to keep it and they become the shark.

Medium Active activity

Run time = 5 minutes

Marbles

Focus Areas

1. PASSING – straight line **Initiate**
2. PASSING – appropriate pace **Initiate**

Setup (1 minute)

1. 2 lines of cones 5 yards apart between the lines. Each cone is directly across from each other. Within the line, space the cones 3 yards apart.
2. Put a kid on each cone. 1 line of kids have their balls. The other kids ball is in the middle between them.
3. Looks like this where each X has a kid next to it and the O is where a ball is :

X	O	X
X	O	X
X	O	X
X	O	X
X	O	X

Description

Kids try to pass the ball from their cone and hit the ball in the middle. If they do, they replace that ball in the middle and the passing ball goes to the other kid for their turn.

1 point if they hit it. Show them how that if they aim rather than just kick, they have better results. Show them how if they look for accuracy rather than maximum force, they also have better results.

Advanced options include ensuring they are passing with the side of their foot, with their opposite foot and that they receive 2 points if they hit it so the ball goes beyond the other kid. SIDE, OPPOSITE, VELOCITY.

Additional points

1. f

Low Active activity

Run time = 8 minutes

Rapid Fire

Focus Areas

1. SHOOTING – angle *Initiate*
2. SHOOTING – pressure *Initiate*
3. DEFENSE – attack the ball *Initiate*

Setup (1 minute)

1. Goal
2. 6 cones setup in front of goal at different angles and distances. 1 ball at each cone.
3. 1 cone 30 yards from the goal.

Description

1 kid at 1 of the cone. The other kids behind the other goal. Shout GO and the kid tries to see how many of the 6 balls they can shoot. 1 point for each goal. Each kid has a chance to shoot.

Advanced options include opposite foot. Stress controlled shot that goes in to ensure they make their shot.

Additional points

1. f

High Active activity

Run time = 5 minutes

Build the House

Focus Areas

1. PASSING – straight line *Initiate*
2. PASSING – appropriate pace *Initiate*
3. TRAPPING – feet *Initiate*

Setup

```
XY                               X
X                               X
X                               X
X   O   O   O   O   O   X
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Cones at each X and O. Kid with ball at each O. Kid without ball at Y.

Description

Our house only has 3 walls. Each kid gets a chance to build the house by finishing the last wall. They walk slowly to the other cone. Each O kid passes the ball and Y kid tries to trap it in line to make a nice straight wall. Kid should start with basic trap of stepping on the ball,

Advanced options include opposite foot pass, side of foot trap, or kids using their hands to bounce the ball to kid who has to trap it out of the air.

Additional points

1. f

Low Active activity

Run time = 12 minutes

Napping Game

Focus Areas

1. SHOOTING – off dribble **BUILD**
2. SHOOTING – small goal **Initiate**

Setup (1 minute)

1. Goal. Lawn chair in front of the goal.
2. 1 cone 20 yards from the goal.

Description

Kids in a line behind the cone. You behind the goal to retrieve the balls. Parent is in the lawn chair in front of the goal. They can block in front but not on the sides. They can pretend to nap to make it funny for the kids. Kids dribble up and try to shoot into the goal. Emphasize shooting to the corners.

Advanced options include opposite foot shot, line of cones for person to dribble through first.

Additional points

- 1.

Medium Active activity

Run time = 5 minutes (run through a couple of times)

Ouch

Focus Areas

1. DRIBBLING – straight line **Initiate**
2. DRIBBLING – head up **Initiate**
3. PASSING – to space **Initiate**
4. SPACE – find space **Initiate**
5. SHOOTING – controlled **Initiate**

Setup (1 minute)

1. Grid large enough to contain you and all the kids, each with a ball. For 6, U-6 kids, this might be a 5ydX5yd grid.

Description

Each kid dribbles around the grid. You run in the inside of the grid. They try to pass their ball to hit you with it. When they do, you say ouch. After a while, trip and fall and let them pummel you with the balls all at once. Give each kid a chance to be the target. Stress to the target to stop/start and move to space to limit getting hit. Stress to the others to anticipate and pass to where the person will be rather than where they are.

Advanced options target must have a ball that can also get hit. Bigger grid. **Move between grids.**

Additional points

1. f

Medium Active activity

Run time = 7 minutes

Feed the Baby

Focus Areas

1. DRIBBLING – straight line **Build**
2. DRIBBLING – under pressure **Initiate**
3. SHOOTING – straight **Build**
4. SHOOTING – under pressure **Initiate**

Setup (2 minutes)



Each square of X's marks a grid of cones. Grid of O's marks another. Setup another cone 20 yards out from the goal.

Description

1 parent in each grid of X's. These are the alligators who make big chomping noises. 1 parent behind goal making baby noises. Kids in line behind cone 20 yards away. Kid has to dribble up and feed the baby. Must be inside the bridge of O's otherwise alligators will eat them. If ball doesn't get to baby, alligator will eat the food. Chase the kid a bit as they dribble to provide some pressure. Don't give them much time to stop and shoot.

Advanced options are to dribble and shoot with opposite foot.

Additional points

1. f

Medium Active activity

Run time = 12 minutes

Zoo Game

Focus Areas

1. TEAMWORK – work together *Initiate*
2. DRIBBLING – head up *Initiate*
3. DRIBBLING – straight line *Initiate*
4. DRIBBLING – under pressure *Initiate*

Setup (1 minute)

X	O
X	O
X	O
X	O

Both X's and O's are cones.

Description

Variation on the RedRover RedRover or PomPom Pullaway games. Kids are lined up at Xs and try to run to O's without getting tagged. You're in the middle. Ask a kid what their favorite animal is. Yell GO and chase the kids pretending to be a scary version of that animal. Start like this, add a ball for each kid that they have to carry, then move to them dribbling it. Emphasize keeping it close to them by being able to touch them or the ball. Then, move back to no ball and make them hold hands with a partner and run. Emphasize them moving together and communicating about how to do it best.

Advanced options are to have both the runner and the chaser juggle the soccer ball as they are moving.

Additional points

1. f

High Active activity

Run time = 8 minutes

Go Get It

Focus Areas

1. DRIBBLING – straight line *Initiate*
2. TEAMWORK – work together *Initiate*

Setup

1. None

Description

Gather each of the kids around you with their balls. Pick up each ball and throw it away shouting Go Get It. Kid has to dribble it back to you. Do it a few times. Then, have them do it while bouncing it off their head, their thigh, etc.

Finally, do a round where 2 kids have to hold hands and get 1 ball, then a round where 2 kids have to get 2 balls. Talk about communicating and working together.

Advanced options using opposite foot.

Additional points

1. f

Medium Active activity
Run time = 10 minutes

Find

Focus Areas

1. DRIBBLING – straight line **Initiate**

Setup

1. None

Description

Gather each kid around you with their ball. They lie down and close your eyes. You go somewhere else and yell FIND. They have to jump up, find you, dribble to you, and give you a high-five. Then they lie down and close their eyes again. Move around the field, behind the goal, behind the parents in their chairs on the sidelines, etc.

Additional points

1. f

Medium Active activity

Run time = 5 minutes

Boom

Focus Areas

1. DRIBBLING – non-linear *Initiate*
2. DRIBBLING – pace *Initiate*
3. SPACE – find space *Initiate*

Setup (1 minute)

1. Setup 1 more cone than there are players out in random locations on the field

Description

Gather all the kids with their balls away from the fields. When you yell BOOM each kid dribbles around the cone, picks up the cone and brings it back. 1 kid can get/bring back to. Talk about how to dribble fast but still under control, and how to see other kids and the space/cones on the field to see how best to get a cone that someone else isn't going for.

Advanced options are that the kid who brings back 2 doesn't get extra point if they are last. Or, let the kids kick each others balls away from each other so they are forced to really keep them under control. Or, the kid who is last has to dribble back with their ball under control and give you 5 has to sit out.

Additional points

1. f

Medium Active activity

Run time = 7 minutes

U-9 Activitys that still need to be laid out

1. **GRIDs SMASH**
 - a. 2 v 2 with 2 balls. Each team starts out at 1 cone (opposite). Balls at other cone. Team wins if they get control of both balls in grid.
2. **2 lines PaddleBall**
 - a. 1st time through – stationary and dead ball. **Gather and explain easy.**
 - b. 2nd time through – stationary and passed ball. **Gather and explain easy.**
 - c. Other girls shout “BOING”. Run down touch the line, run back. I pass the ball to them and they shoot it in the goal on the run.
 - d. Do it opposite foot.
 - e. Do it again where they stop it first.
 - f. Stop it and then do opposite foot.
3. **2 goals. 1 large square with a small square in front**
 - a. 1 v 3. Person scores the goal. They can go anywhere. 3 can only go in small square. Start with person having ball in small square.
 - i. Teach them to dribble around.
 - b. Same thing. This time, person can only be in large square but I’m on there team and I can go anywhere.
4. **Find a home**
 - a. Working on getting the girls to dribble with head up, dribble to space, dribble while changing directions.
 - b. Make 1 small 2 foot by 2 foot grid for each girls (8 girls means 8 grids). Put them randomly around the field. Put all the balls in a pile in the middle. Put all the girls next to you.
 - c. When you say go, they have to get their ball and dribble to an unoccupied grid (their home).
 - d. After doing once, talk about the concepts listed in A above. Then, do it again.
 - e. Take away 1 grid. Person who doesn’t end up with a grid plays defense next round and tries to get one of the girls balls. If they get one, leave 7 and play again. If they don’t get one, play again and take away a grid so there is 6. Keep doing it until there are only 2 girls left. Talk to the girls about dribbling away from defenders to the space. Talk to the defenders about spreading out to cover more space.
5. **Dog Trainer**
 - a. The ball is your dog. You have to teach him lessons. Stay, roll-over. Must heel at ALL times.
 - b. Get 1 parent for every 1 or 2 kids. Parents pass them the ball as flat on the ground as possible (they can use your hands if they want). You walk among kids and instruct them. Parents, before they pass the ball, should call out the type of lesson the kid should teach the dog:
 - i. STAY – kid traps the ball with the bottom of their foot in order to stop it
6. **ROLL-OVER** – kid should use the side of foot in order to have the ball not stop but move a teeny bit forward. Demonstrate the technique of just as the ball hits your foot you cushion it by moving your foot backwards so that the ball doesn’t bound forward. If it does THAT, the trainer isn’t doing a good job having the dog HEEL
7. **Triangle Bob Triangle Pants**
 - a. 3v1 with hands
 - b. 3v1 without hands (feet).
 - i. Person in middle MUST walk (perhaps you even put a parent in the middle for now – if the girls can’t be successful at first)
 - ii. MUST get into triangles very quickly