



# Coaching

## Manual

### U9-U10 Players

**Vision: To develop all players to their greatest potential in a positive, nurturing and enjoyable environment.**

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## **John McGeough: Director of Soccer General Guidelines for Coaches**

### Team philosophy:

1. Have a passion for working with kids
2. Be committed and consistent
3. Don't be afraid to say you don't know.
4. Listen to ideas and concerns of others
5. Believe the following order of priorities:
6. Kids come 1<sup>st</sup>
7. Soccer comes 2<sup>nd</sup>
8. SBFC comes 3<sup>rd</sup>
9. Team comes 4<sup>th</sup>
10. Coaches, parents etc. come last
11. Encourage everyone involved to watch the sport
12. Encourage everyone involved to love and respect the game
13. Coach more than soccer, coach valuable life skills
14. Winning will take care of itself
15. Don't take anything personally; develop a thick skin
16. Do not use profanity at any time; stay calm
17. Do not get involved in non-soccer issues; stay neutral
18. Don't get too friendly; be objective and professional
19. Support your players, assistants, parents and the SBFC Board
20. Do not "bad mouth" officials, other teams, etc.
21. Support the FYSA code of ethics

### Team instructions:

1. Be organized
2. Have a direction; know where you are going
3. Meet immediately with the team and parents and as needed thereafter
4. Appoint great team mom; fundraising, communicate with parents, etc.
5. Appoint great assistant; scheduling etc.
6. Coach focuses on coaching not managing
7. Coach the parents; keep everyone on the same page
8. Weekly email to parents
9. Show up for practices and matches with an plan; don't "wing it"
10. Make sure players are properly dressed
11. Use a ball as much as possible during training, even warm-ups
12. All players should arrive at least 30 minutes prior to a match, especially comp
13. Coaches provide practice pinnies, cones, etc.
14. Warm-up and cool-down before every practice and match
15. End every practice/match with a team cheer.
16. Challenge yourself, players and team

17. Make sure kids are playing at the appropriate level
18. Encourage players/parents to not overanalyze the opposition; always play hard
19. Always leave the field last
20. Always leave the field clean
21. Always finish practice and matches with a positive team talk
22. Always begin matches with a positive team talk; outline the plan
23. All players bring their own ball to practice and matches
24. Comp. players wear uniform jerseys while practicing
25. Comp. players wear traveling shirts for matches
26. Emphasize technique and small sided games
27. Emphasize work-rate and development
28. Coach less; let the kids play
29. Everyone plays and multiple positions
30. Maintain discipline
31. Have a First Aid kit on hand and hopefully someone knowledgeable about injuries

In general emphasize technique more than tactics at all ages. Anyway, tactics are ineffective without proper technique in place as the execution breaks down. Proper technique is not suddenly learnt at 10 or 12. It has to be continually honed via appropriate training and good competition.

## **TEAM MANAGEMENT**

### ***Parent – Coach Meeting***

The following list includes key points for you to remember when you meet with the players' parents at the beginning of the season:

- Introduce yourself and your assistant coaches.
- Be prompt and organized in starting.
- Have refreshments if possible.
- Introduce yourself and your assistant coaches.
- State your experience and qualifications, even if you have none, and your reasons for becoming a coach.
- Explain your philosophy and team objectives.
- Review your methods of coaching. Describe a typical training session.
- Discuss what is expected of parents and solicit their assistance.
- Collect parent contact information (postal address, phone numbers, E-mail addresses, etc.) and especially emergency contact information.
- Ask the parents to let you know if there is any particular medical condition about their child you should know.
- Distribute information on the club and the training/game schedule.
- Discuss and perhaps give the adults a handout on the rules for their conduct at games.
- Leave plenty of time so parents can ask any questions or voice any concerns they may have.

### ***Sideline Ethics***

Define appropriate sideline behavior. This would be for players, spectators and the staff. Don't allow yourself or spectators to verbally abuse the players or the officials. **REMEMBER: A COACH IS RESPONSIBLE FOR HIS/HER SIDELINE!**

Some things to discuss early in the seasonal year are:

- Encourage parents to cheer for all players, not just the “good ones.” Know the difference between cheering and “oh my goodness, what are you doing out there?”
- Discourage coaching by spectators from the sidelines, as this will confuse players.
- Referees, especially young ones, are doing a difficult job. Let them do it.
- Criticism of officials usually results in the children learning the wrong lesson from the adults surrounding the field.
- Be a positive role model and set the standard of good sportsmanship.
- Do not negatively question or argue with officials.
- Do not engage in unsportsmanlike communication with opponents or their spectators.
- Maintain integrity. Your demeanor on and off the field will say a lot about you for a long time.
- Know and keep the rules and regulations of the local, state and national organizations.
- Always work within the spirit of the Laws of the Game. Do not “bend the rules” to your advantage.
- Regardless of the outcome of matches, wins and losses and trophy presentations, your actions as coach will always be how people remember you.

## PREVENTION AND CARE OF INJURIES

Your primary role is to provide a safe and healthy environment for the children. You can do this by following this simple checklist for basic safety. Be sure to devote part of your team's first training and practice to basic rules. Here are the most important:

- Shin guards are mandatory equipment. Players must wear shin guards under their socks.
- Do not allow kids to play soccer while wearing jewelry or watches.
- Goals must be anchored to prevent them being blown or pulled over.
- Absolutely no swinging or climbing on goals. Never allow kids to move a portable goal.
- Keep warm-up areas clear of gear bags and other items players might trip over.
- Keep benches at least five yards away from sidelines.
- Insist that kids bring filled water bottles to every game and practice.
- Use corners flags made with flexible rods.
- Check fields before you play. Look for broken glass, storm drains, raised sprinkler heads, holes, protruding bolts, hooks or nails on goal posts or crossbars - anything that can cause injury. In following the above, you have taken precaution to ensure a safe environment. However, there's no avoiding injury when it comes to playing sports. Again, be safe and prepared in the event of an injury to a player.
- Have a properly stocked first aid kit, including ice. Ask your physician, ambulance squad, or emergency medical facility to suggest a list of supplies for your medical kit.
- Tape several quarters inside the first aid kit, for telephone calls. Despite the prevalence of cell phones this practice is a good backup for an emergency.
- Take first aid courses, or better yet, advanced first aid.
- Prevent many injuries/sprains by teaching, and allowing time for warm-ups and cool downs.
- Don't take chances; kids who are injured should be removed from the field. Injuries should never be "worked out" or "run off."
- Teach team parents the basics of R.I.C.E. for minor injuries:
  - o **Rest:** Stop all activity that would further aggravate the injury.
  - o **Ice:** Use ice continuously for the first 15 minutes then 10 minutes on and 10 minutes off for the first 24 hours.

- o **Compression:** To prevent swelling wrap the injury with an elastic bandage.
- o **Elevation:** If possible raise the injured body part above heart level.
- o **RICE** should be employed for 24 to 48 hours depending on the severity of the injury.
- Discourage parents from seeking a player's early return from an injury.

### ***Prevent Dehydration***

Adequate hydration is critical in order for players need to feel and perform well.

- Kids dehydrate easier than adults.
- Thirst is not a good indicator of the need for fluids. Often kids don't feel thirsty until after they are dehydrated.
- Kids should drink fluids frequently, and in small amounts, especially in hot or humid weather.
- Water, sports drinks and diluted fruit juices are all good choices for fluid replacement.
- Care should be taken that kids do not contaminate common drinking containers by putting their hands into water containers to scoop out ice or by passing around a common drinking bottle.
- NEVER withhold fluids from kids; thirst won't make them tough, it will just endanger them. Do not tell kids to just "wet their whistle" or "take a sip!"

**For more information go to: [www.SportsSafety.org](http://www.SportsSafety.org)**

### **TRAINING SESSIONS**

- Action as soon as possible. Have the team working at the outset without an involved and complicated explanation.
- Remember you are coaching players, not skills.
- Involve as many of the players as possible and try to ensure that each one has a specific job.
- Demonstration position – select a suitable demonstration position. This is important and certain basics should be followed:
  - o Coach must see every player...do not begin to speak until all are in front and standing still...the players nearest you should crouch down.
  - o Immobilize all soccer balls...have all balls out of the players' reach as you speak...if coaching in the activity, get the ball yourself.
  - o Do not speak into a strong wind.
  - o Players should not be asked to look into the sun at the coach...it is better that the sun is in the eyes of the coach.

### ***Assistant Coaches***

If you are fortunate enough to have other adults volunteer to assist you with the team then look for assistance with team management/administration and coaching. The assistant coach (es) does not necessarily need to have experience as a player or coach to be helpful to you. Let the parents, your volunteer base, know this and they'll then be more likely to assist you. An assistant coach could simply help with supervision, training and game organization, first aid, etc. Some adults will be more comfortable starting with these responsibilities and then ease themselves into helping you to actually coach the players. Whatever tasks you assign to your assistant be sure you communicate clearly and often. It is important that the coaches working with the players are on the same page. An assistant coach can be a real benefit to you, but only if you invest the effort to build a good working partnership.

## ***Equipment***

The key motivator in soccer is the ball; use it as much as possible in your training sessions. If you are using equipment, try to make sure that your layout has visual impact. The set up and collecting of equipment should be done efficiently. Prepare your lesson plan thoroughly, bearing in mind the players' abilities, the facilities and the equipment at your disposal. As you begin each activity during your training be sure you have all of the equipment where you need it to efficiently run that activity. Remove any unnecessary equipment from the training area. Involve the players in this process to a degree commensurate with their age. Players in all age groups can help pick up all of the cones or dribble all of the balls to one spot. However, U6 players most likely will not be able to use the cones to mark off a practice grid for you, but U10 and older players can do this. Here's a short list of equipment you should consider obtaining to coach your team.

- First aid kit                      Emergency ice                      Extra water
- Spare soccer balls              Ball pump
- Junior size training bibs (at least two colors)
- Disc cones (having some of different colors can be useful)

## **How To Run A Training Session**

### **A training session should focus on one theme!**

1. Warm-up: without the ball at first to challenge their physical fitness growth; i.e., at this age the fitness focus is on balance, agility, fundamental eye/hand & eye/foot coordination. Psychologically this needs to be FUN physical challenges - NOT - a calisthenics approach.
2. With the ball- simple challenges first and as their technique improves over time then increase the challenge of doing things with the ball. Activities done with the ball could be done with either the feet or hands.
3. Fun game-like activity that is done with the ball. Run two or three different activities now. Length of each activity depends on how much fun the kids are having and their attention span.
4. Finish with a 3 vs. 3 (U5-U6) or 4 vs. 4 (U8-U10) or 8 vs. 8 (U12) match. If you have more children in attendance then set up a second match.

Throughout the session the coach allows the players to experiment and discover the ball skill being taught on their own. The coach should do some demonstration of the skill a few times during the session. Also during the session call out some of the key coaching points on how to execute the ball skill. Praise loudly and positively when a player does the skill correctly — Positive Reinforcement! Encourage them to try to do new things with the ball throughout the soccer season. **It is VERY important for the training session that each player has a ball.**

## **Design of a Training Session**

The training session should go from simple to complex activities.

Warm-up (1st activity)

2nd activity – alone & in pairs

3rd activity – pair's activity on cooperation

4th activity – pair's activity on competition

5th activity – small-sided games

Cool-down

Whenever you put together a lesson plan for a training session ask yourself these questions:

- Are the activities fun?
- Are they organized?
- Are the players involved in the activities?
- Are creativity and decision making being used?
- Are the spaces used appropriate?
- Is the coach's feedback appropriate?
- Are there implications for the game?

When you are writing out your lesson plan here are some of the items that should be included:

- Date
- Topic
- Training Objective
- Equipment Needs
- Outline of Activities
- Diagram of each Activity
- Coaching Points

### **One last note...avoid the three L's: Laps, Lines and Lectures!**

There's no more surefire way of boring the kids than the three L's. Kids at these ages are fit. They don't need to run laps. It's a waste of precious time when the kids could be combining fitness with skills. And as we've said before, every child should have a ball, then there's no need to wait in line for their turn. Use activities that have all the children active. And keep your comments and instructions brief. A lecture is the last thing a child wants when soccer time is supposed to be a fun time. A well organized training session will leave no idle time for their minds to wander. US Youth Soccer provides an archive of lesson plans for training sessions on the web site at [www.usyouthsoccer.org](http://www.usyouthsoccer.org).

### **The Starting 11**

1. BEGINNING – brief explanation (15 seconds or less) – show them, practice
2. ENCOURAGING – give individual and group praise
3. MODELING – use the children when possible to demonstrate good performance
4. OBSERVING – position yourself to see all of the group at one time
5. QUESTIONING – help the children solve the challenges
6. TEACHING – assist individuals and the group to improve performance
7. PROGRESSING – the activities should flow from simple to complex
8. PARTICIPATING – maximum involvement – cooperative and competitive fun activities
9. ORGANIZING – keep all spare equipment (balls, training bibs, cones) close for each activity.  
Adjust the size of the playing area when needed, even during the activities.  
Ensure proper supervision for safety and success.
10. PLAYING – let the children play! Avoid over-coaching
11. FINISHING – end on a positive note

## **GAME DAY**

### ***Pre-Game***

- Tell parents that the kids should eat at least two hours before kickoff whenever possible.
- Be at the game site 30 minutes prior to kickoff
- Brief warm-up.
- Very short talk from the coach.
- Organize who will be on the field first and how you intend to play.

### ***Game***

- Sit back, relax and enjoy watching the kids play.
- Help officiate the match when needed.
- Make sure all of the kids' play at least 50% of the game.
- During the game is a good time to speak with the parents to explain to them what is happening in the game and for what you want them to cheer.
- Watch for what the players do well in the game and praise it...otherwise be quiet.
- During breaks make sure the players get water and take care of any injuries.

### ***Post-Game***

- Tend to any injuries.
- Ensure all of the kids drink plenty of water.
- Thank the players and send them home. Have a group cheer.  
Email parents with updates.

This curriculum is the result of a combined effort by the members of South Brevard FC (SBFC). It is not designed to be an original document, but the outcome of the accumulation of already existing materials and ideas from various sources. The main sources of information were provided by US Youth Soccer and our very own SBFC Coaching Manual.

The purpose of this curriculum is to help standardize “best practice” soccer training throughout SBFC. Through licensure courses, clinics, and ongoing support of teams, SBFC will work to educate as many coaches as possible. However, the coaching population is constantly changing and with so many coaches and players within the club, we believe that we need to do more to connect with coaches on a consistent basis. This curriculum will serve as a bridge for those connections in that the Director of Coaching (DOC) can disseminate this curriculum to all coaches in order to develop coaching consistency within age groups and a developmental progression across age groups. The curriculum can stand on its own to teach all coaches what is best for developing players. It is designed to supplement the new SBFC Coaching Manual. At the same time, all member coaches can utilize the DOC and MLS Trainer for constant consultation and/or clarification whenever needed. Please understand that every child varies in their development and these are strictly guidelines. Guidelines are meant to be flexible as all players of the same age are certainly not at the same developmental level. It is important we challenge all players at a level that befits their ability. Additional insights are provided by the SBFC DOC, the MLS trainer, and the Comp./Rec. Directors. Topics such as how to organize a training session, team management and prevention and care of injuries are not included here as it is hoped that these have all been learnt already. If that is not the case, contact the DOC for a copy. We hope all coaches will use this curriculum to help insure that our players and parents are being provided the best and most consistent soccer environment possible.

### **Coaching Guidelines**

1. **COMMUNICATION:** Ensure the terminology you use is clear and precise. Let players know you are in charge.
2. **POSITIVE REINFORCEMENT:** Whenever possible give individuals and/or groups positive reinforcement. Refrain from using negative comments. Use praise as an incentive.
3. **BE CREATIVE AND USE INITIATIVE:** If the drill or game is too advanced, modify to increase the chances of success.
4. **MAKE A DIFFERENCE:** Be motivational and inspirational. Enthusiasm and being energetic are contagious.
5. **KEEP PLAYERS ACTIVE:** If the drill is static, create need of helpers or assistants to keep everyone involved.
6. **EACH PLAYER IS AN INDIVIDUAL:** Be aware of player differences. Aggressive or quiet, recognition of player personalities will allow you to respond to all players, and they will respond to you positively.
7. **STRIVE FOR QUALITY:** In all demonstrations make the desired objectives clear. If a player shows mastery of a skill, use him/her to demonstrate.
8. **REINFORCE CORRECT TECHNIQUE:** In all drills and games continually emphasis the use of correct techniques.
9. **ENCOURAGE PLAYER MOVEMENT:** At all times make players aware of importance of readiness. Emphasize weight forward on toes and bouncing instead of flat footed-ness.

10. ROTATE POSITIONS: All players should be active as servers, assistants. In game situations change positions each quarter.
  11. DEVELOP PLAYER RESPECT: Continually get players to support one another. To show good sportsmanship towards all players including opponents, and respect for others attempts and effort.
  12. EQUALITY AMONGST PLAYERS: Give equal attention to all players in group or games. Do not leave the less competent players behind nor slow the advanced players.
  13. FUN AND ENJOYMENT: Players will respond and want to continue if things are fun. Create their enjoyment.
- **REMEMBER AS A COACH YOU SHOULD BE DEDICATED TO THE DEVELOPMENT OF ALL PLAYERS WHETHER TECHNICALLY ABLED OR NEW TO THE GAME. YOUR POSITION IS VERY IMPORTANT. YOU ARE A ROLE MODEL TO THESE CHILDREN. SET EXEMPLARY STANDARDS. DEVELOPING GOOD TOUCH AND TECHNIQUE, GOOD SPORTSMANSHIP AND A GOOD ATMOSPHERE IS THE GOAL. KEEP AWAY FROM CREATING A PRESSURE TO WIN. MAINTAIN EQUALITY THROUGHOUT YOUR SESSIONS AND EMPHASIZE FUN AND DEVELOPMENT.**

## **Age Group Skill Priorities: U9-U10**

As we move up the age ladder from the U8 level to the U10 level there are many differences we must attend to in order to provide an optimal experience for young players of this age. However, there are also many similarities. Just as in parenting, it is important to be consistent in coaching and we must make sure that we follow a progressive trend of development for young players. To this ends, we need to continue to focus on technique during our practices, as we did at the younger ages. Creating environments in which players get maximum repetitions of technical skills is key. Players at this age should still work on ball mastery and demonstrate growing familiarity and comfort with a ball at their feet. If you can honestly state that your players, by the end of the season, are proficient in the following areas, you have done a fantastic job!

### **GENERAL.**

- Maintain close control with BOTH feet.
- Be agile, stay on toes.
- Use all parts of feet, inside, outside, laces, sole.
- Move to get behind balls path.
- Keep a soft contact.
- Concentrate on center of ball.
- Keep head up.
- Receiving the ball with all parts of body
- Control ball first, don't just kick it away.
- Change direction and speed when turning.
- Heading
- Be a friend with the ball.
- Sportsmanship

**PASSING.**

- Passing with inside and outside of both feet
- Change body position so it's comfortable.
- Stay relaxed. Don't be like a robot.
- Look at ball when passing.
- Pass to other players, not just kick and hope.
- Move afterwards.
- Move away from players to receive ball.
- Turn body to face ball when receiving.
- Stay spread out.

**SHOOTING.**

- Keep toe pointing down.
- Lock ankle.
- Shooting with both feet---using laces
- Strike through center of ball.
- Swing leg and follow through.
- Keep relaxed except keep foot locked.
- Accuracy before power.
- Keep knee and head over ball.
- Place standing foot alongside ball, not in front or behind.
- Aim for bottom corners of goal.
- Accuracy before power.
- Follow after shooting.

**GAMES.**

- All of the above.
- Keep moving.
- Encourage movement towards ball.
- Encourage use of width.
- Keep positions only loosely restricted.
- Tactical Priorities
- Basic Attacking Ideas
- Basic Defending Ideas
- Comprehend 1 vs 1 concepts
- Comprehend 2 vs 1 concepts
- Introduction to 2 vs 2 concepts
- Comprehend roles of 1<sup>st</sup> and 2<sup>nd</sup> defenders
- Comprehend roles of 1<sup>st</sup> and 2<sup>nd</sup> attackers
- Take Time-out to rotate subs and positions.
- Coach, educate, and support during games.
- Explain all fouls and calls made.
- Create an understanding of the Laws of the Game.

### **Practices Problems/Solutions**

#### **NOT ENOUGH SOCCER BALLS AT PRACTICE or half the team left them at home!**

1. Use “ghost” players who play without ball. They can tag a player on shoulder and replace that player. Good in individual activities and when only 1 or 2 balls missing.
2. Revise practice session to be less Individual and more small group. Good for passing and shooting type activities that work 1 ball between 2,3 or more players. Useful if half balls or more are missing.
3. If only 2 balls present: play a 3 Vs 3 style tournament, IE 2 games of small-sided being played at once. Only 1 ball, rather than play 6 Vs 6 play 3 teams of 4 NON-STOP SOCCER, where teams rotate after each goal or set time.

#### **HAVE AN ODD NUMBER OF PLAYERS AT PRACTICE or I planned for 12 but got 9!**

1. If you have an Assistant or spare parent have them work with a goalkeeper.
2. When doing pair activity make a triangle.
3. If small group activity, ie In groups of 3 players pass to a central player who turns and passes, add spare player to one group and the passes are alternated.
4. In small group activities use spare as a shadow defender with no tackling allowed (vary)
5. Scrimmage time at the end of practice and only 9 players:
  - Play 5 vs 4 and make the team with less players loaded with stronger players
  - Play 5 vs 4 and have team of 5 attacking small goal
  - Play 5 vs 4 and team 4 with GK, team 5 without
  - Use Asst./ parent/ brother - sister to even teams
  - Play yourself
  - Play 4 vs 4 with a floating player who plays for the team in attack (good for more advanced players. )
  - Play 4 vs 4 and use a sub. Good for more active activities, longer period of play

#### **HOW YOU CAN INCLUDE GK SPECIFIC TRAINING or my keeper needs work but so do my field players?**

1. If odd number of players, remove GK and have them work with Asst or Parent.
2. In individual and group activities allow GK's to use hand. IE Your topic is passing and receiving and your activity is give ‘n’ go's. Allow Gk to use hands to receive and distribute, or if a defending activity allow them to dive to try and intercept passes.
3. In activities make topic goal orientated. If playing 1 vs 1 game trying to knock over opponents cone, have 1 player attack a cone and other attack a GK and goal.
4. Small and large group activities can be goal orientated also. Playing 5 vs 2 keep away, after 6 passes can attack goal

#### **HOW TO PICK TEAMS FOR SCRIMMAGES or I don't want to use captains?**

1. Use your knowledge and judgement to evenly match up individuals
2. Play offense versus defense, or as the Dutch do, play left side versus right side
3. For Random teams:
  - a. Choose 1 player to give everyone a number. You turn away then pick random numbers
  - b. Choose players by criteria like 1<sup>st</sup> letter of 1<sup>st</sup> name (or any 1<sup>st</sup> - last combo with
  - c. 1<sup>st</sup> name, last name, mom - dad's name etc)
  - d. Choose players by criteria of date of month born, month of year born etc

#### **HOW TO RESTRICT DEFENDERS/OPPOSITION or my defenders always win the ball without the others gaining experience!**

1. Have opposition play only as a shadow (good for introducing new topics).

2. Have defender play as a ghost, IE no tackling only pressure to force an error or interception
3. Restrict movement of defender by playing as a crab on all 4's (good for less experienced)
4. Ensure adequate grouping. IE less experienced might need 6 vs 1 to achieve success, more experienced maybe 3 vs 1
5. Increase the playing area especially in examples like above

**HOW TO INCREASE COMPETITION FOR THE MORE ADVANCED PLAYERS ON TEAM or my good players are creaming the weaker ones and not learning !**

1. In pair or group activities match players up by talent/ experience
2. If 1 exceptional player then match against an Asst/ parent/ older brother - sister for greater physical challenge
3. Reduce the space the stronger player must work in
4. Make their target smaller or further away
5. Limit their number of touches
6. Limit them to use their weaker foot only
7. Allow a less experienced player to play more intense opposition, IE rather than shadow defend can play 100%
8. In scrimmage you as coach play Against that 1 stronger player
9. 9 players for scrimmage, maybe play 3 stronger players vs 6

**IN SOME ELIMINATING GAMES PLAYERS SIT OUT FOR 5 MINUTES or it's my weaker players who lose first - and they need the practice!**

In games like Knockout, players should do a skill activity that allows them back into the game. Rather than score game by eliminating players, score by number of successes in a set period of time, thus allowing players back in after they : dribble to a distant cone: juggle the ball x times: do x toe taps.

## **An 8-Week Schedule for U9-U10**

### **Every practice should:**

- **have a main theme.**
- **have progression from a warm up to ending with a scrimmage that emphasizes the main theme.**

WEEK	FORMAT	PRACTICE	GAME
1.	<b>INTRO.</b>	<b>BASIC TECHNIQUE - FOOT SKILLS</b>	<b>15 - 20 MIN</b>
2.	<b>INTRO.</b>	<b>BASIC TECHNIQUE – PASSING</b>	<b>15 - 20 MIN</b>
3.	<b>CONTROL</b>	<b>CONTROL AND TURNING</b>	<b>4 * 10 MIN</b>
4.	<b>PASSING</b>	<b>PASSING GAMES</b>	<b>4 * 10 MIN</b>
5.	<b>ATTACK</b>	<b>SHOOTING TECHNIQUE AND GAMES</b>	<b>4 * 10 MIN</b>
6.	<b>DEFENCE</b>	<b>DEFENDING AND GOALKEEPING</b>	<b>4 * 10 MIN</b>
7.	<b>TEAMWORK</b>	<b>COMBINING SKILLS LEARNT</b>	<b>4 * 10 MIN</b>
8.		<b>FESTIVAL OF FUN</b>	<b>GAMES.</b>

If more than 8 weeks are required:

- Repeat the weekly training sessions from Week1-8
- Repeat the sessions you felt worked best
- Repeat the sessions you feel need repetition
- Utilize the additional activities posted below
- Utilize some additional drills/activities from the websites posted below

**Week 1 actually might be introductions, parent's meeting, etc. so may just want to play games/scrimmage at that time and begin above schedule on Week 2**

### **U-10 TRAINING-GAME RECOMMENDATIONS:**

- ❖ Number of Practices per week two
- ❖ Practice to Game Ratio 2:1
- ❖ Duration of Practice 1 hour
- ❖ Tournaments 1 or 2 - festival format
- ❖ Games per Year 20-24

**For additional ideas go to:**

[http://www.mayouthsoccer.org/coach's\\_corner.aspx](http://www.mayouthsoccer.org/coach's_corner.aspx)

<http://www.soccerxpert.com/soccer-drill-search.aspx>

<http://www.utahyouthsoccer.net/resources/technicaltuesday.aspx>

<http://www.coach-soccer.com/weekly/indexusd.asp?sReferrer=bsc420b&sKey=6344563C-C6A6-4CCC-BCD1-C3BE13BCC429>

## PROGRAM TEACHING PLANS.

### KEY TO DIAGRAMS.

A, B, C Etc.

Player.



Playing area.

O

Ball.

X

Cone.



Movement of ball.



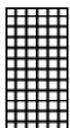
Movement of player



Movement of Player with ball



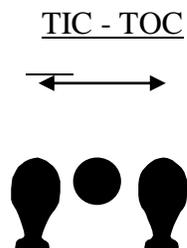
Feet with ball.



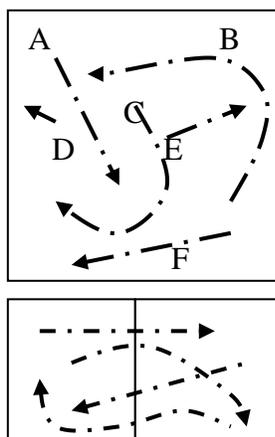
Goal

## Week 1: Basic Foot Skills

WARM - UPS: 10 - 15 MINS.



TECHNIQUE: 10 - 15 MINS.



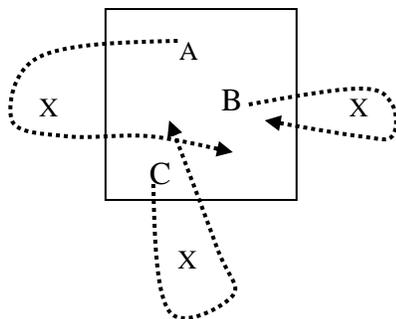
2 Squares C

WATER BREAK:

GAMES 1: 10 - 15 MINS.

Musical Soccerballs

X



**BALL GYMNASTICS:**

Stationary: Roll ball with bottom of foot forwards and backwards with right then left. Repeat from side to side, and then in a circular motion. Repeat all with increased speed.

On Toes.

Tick-Tock. Pass the ball from inside of left to inside of right ( See Diagram)

Hat Dance. Lightly touch ball with bottom of right foot then with left. Ball should remain still. Increase speed for both.

Movement. Tick-Tock but move ball slightly forwards each touch. Take it width of field then turn and return. Same with Hat dance. Sideways stance. Roll right foot over ball and stop with inside of left. On return use other feet.

**SQUARE ACTIVITIES. (SEE DIAGRAM)**

Commands. Move ball inside square. Coach gives Commands like Stop, Go, Turn Left foot, Right foot, Insides, Tic-toc, etc.

Other Commands. Body Parts. Touch ball with that BP.

Find Spaces. As kids move their ball inside square they try to find as much space as possible. On Coaches command player with most space is winner.

2 Squares A. Add a 2nd square and have players on command move ball into new square.

2 Squares B. Split kids into 2 groups, 1 in each square, on command they leave their ball and switch squares to find a new one.

2 Squares C. Same as above but take the ball with them, avoiding bumping in the middle. (See Diagram)

Lose your Shadow. In the double square each player has ball and partner. The Shadow has to try and stay within 1 yd of 2 Square C. Partners Switch between Leader and Shadow.

**SQUARE GAMES:**

Pac Dudes. Kids inside square dribble around, 1 player ( GHOST ) outside square. On command Pac Dudes the Ghost has to kick all the balls out of the square. Winner is

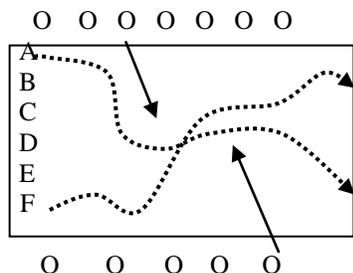
last one in square. Emphasize shielding and turning. Change ghosts. U7 all have go as Ghost. U8 have 2 Ghosts.

Musical Soccerballs. Place 4 cones outside square. Dribble in square, on command, players stop ball and leave it, and run to touch any one of the 4 cones. Coach removes 1 ball and When they come back into square they put there foot on ANY available ball. Player who doesn't get a ball is out. Get that player to remove next ball. Make sure all players are moving in square, not staying by the sides. (See diagram)



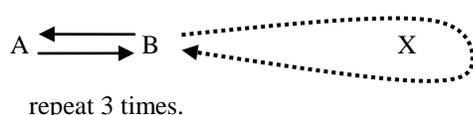
pass to their partner. Repeat. Emphasize movement and looking up.

**GAMES 1: 10 - 15 MINS.**



**WATER BREAK:**

**GAMES 2: 10 - 15 MINS.**



**BRITISH BULLDOGS.**

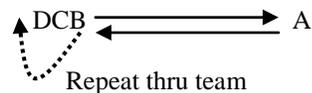
Set up Island like TMNC (Week 1). Have players start at one end with all the balls lined up along the two sides. Coach starts as BB. On command players have to run to other end of Island, dodging balls that BB is passing in. If hit below knee they become a BB. Reset all the balls and repeat till everyone hit. Winner starts as BB for next game.

Elvis Presley.

Divide into pairs and place approx. 5 - 10 yds from each other. Player A has ball. Payer B must call A's name before A passes. A passes. B stops and passes back when A calls his name. After passing B turns and runs to cone approx. 15 yds away. On return they repeat. Repeat 3 times and on final return players do Elvis shake, to show they are finished. New game A and B swap roles.

**Week 3: Control and Turning**

**WARM UPS: 10 - 15 MINS.**



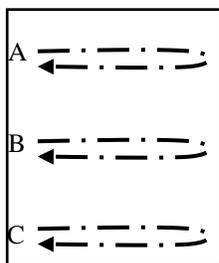
**PASSING GAMES.**

Wall game. Set up 2 or 3 teams. Player A is 5 - 10 yds from group. A is the Wall. Each player passes to the Wall. When it comes back he stops it, and then goes to end of line. All players pass to wall, then player B becomes wall. All players have turn as wall. When B, C, and D have turn as Wall team is finished and sit down in line. Recap. BALL GYMNASTICS.

**WATER BREAK:**

**TECHNIQUE: 20 - 25 MINS.**

Choice of set ups.



**COERVER MOVES.**

**U7**

1. roll
2. Cut ( inside and outside )
3. Cryuff
4. Barnes

**U8**

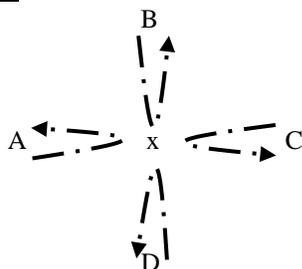
- 1.roll
2. cut ( inside and outside )
3. Cryuff
4. Barnes
5. Step 1 and 2.
6. Scissors.

Roll: Roll backwards with sole of shoe.

Cut: Cut across body with inside. Then with outside.

Cryuff. Put standing leg alongside ball. Look to shoot, then turn foot inwards and drag ball back behind standing foot with inside of other foot.

OR:



Barnes: Step over ball with outside of one foot ( LUNGE ), then push ball forwards with outside of other foot.

Step 1: Fake a pass with inside of foot, but step over ball and cut ball back with outside of same foot.

Step 2: Opposite as above. Step over with outside, cut with inside.

Scissors: As with Step 1, but cut ball back with inside of other foot.

Turning. Allow approx. 5 mins of freedom. In half field get them moving with the ball trying new tricks , moves, or Coervers.

**WATER BREAK:**

**GAMES 1: 15- 20 MINS.**

**1 V. 1'S.**

Set up. Square with 1 pair per side, 1 ball per pair. A and B face each other about 1 yd. apart. A has ball and B is shadow. B is not allowed to steal ball. A must try and stop ball by 1 of the cones while 'losing' B. Start without ball to get the idea of body movement.

Emphasize upper body movement, change of direction and speed.

Keep away. Set up. 3 squares, 2 pairs per square, 1 ball per pair.

Player A has to try and keep ball away from B. And C away from D. When player loses ball, or when coach gives command, whichever is first, players switch roles.

**WATER BREAK: RECAP: GAME PREP:** If Spare time, recap Coerver moves.

Use this time to recap practice, and to organize for the game.

**GAME: 4 \* 10 MIN. QTRS.**

## Week 4: Passing Games

**WARM UP: 10 - 15 MINS.**

**VARIOUS.**

Recap. Coerver moves. Allow players freedom to try and practice moves. assist and re-demonstrate where necessary.

Tag. Area of half the field, players in pairs, 1 ball per pair, playing shadow ball. On coaches command the Shadow has 3 seconds to get away. Player has to pass ball at his shadow. Scoring for U8 is through legs, for U7 within 1 yd or a hit. Switch and repeat. Keep running score.

**TECHNIQUE: 20 - 25 MINS.**

**JUGGLING.**

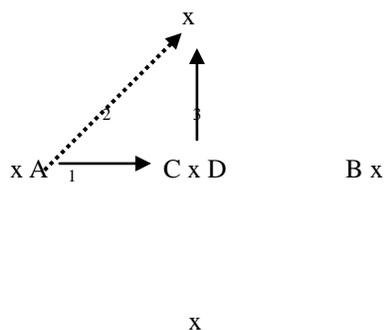
Start with feet. Hold ball in hands. Drop ball onto laces and try to catch. Repeat with other foot. Then kick, let it bounce, and kick again. Increase number of kicks. *Advanced players* shouldn't let bounce.

**Emphasize:** Be relaxed. Don't throw ball. Focus on Ball. Bend knee to strike. keep ankle solid ( don't flick ). Controlled kicks.

Thigh. repeat above procedures. Use thigh not knee.

Head. Repeat above procedures. Keep head back, eyes open and looking at ball, and neck tight.

Tony Head. Now try combinations of the above. Try to meet Tony Head. TOE - KNEE - HEAD.

**GAMES 1: 15 - 20 MINS.**Star game**NETBALL.**

Set up. 3 vs. 3 in each half of field.

Objective. Players have to get ball to an end zone, by passing it with their hands.

Rules. Players cannot be tackled. Players cannot move when they have ball in hands. Must roll ball to other players to move ball forwards. ( U8's can also Basketball pass ). To score a player must receive ball standing in end zone.

Star Game. Rotation Clockwise. Emphasize, passing to players, moving to ball to receive.

Set up. In groups of 4 have 2 players at points and 2 in center, and 2 balls. Players A and B at opposite points of start with a ball each, and a center player faces each one of them. On the coaches command of left or right, the ball is passed to the facing center player (1). The center player turns as A and B run to the next point (2), and then passes them the ball (3). They continue passing around in the direction the coach shouted and try to catch the other team. Then switch player roles and repeat.

Emphasize: Turning body and ball, accurate passes, and movement. note: B and D do the same

**WATER BREAK: RECAP: GAME PREP:** If spare time repeat a previous weeks game.

Recap practice and organize for game.

**GAME: 4 \* 10 MIN. QTRS.**

*Set conditions for first 3 quarters. 1 and 3: 3 passes = goal 2: Try to beat defender with move. 4:*

**Week 5: Shooting Technique and Games**

**WARM UP: 10 MINS.**

**2 GROUPS.**

Coerver: Half the group practice Coerver moves in half field.

Juggling: Other half practice juggling. Change after 5 - 7 mins.

**TECHNIQUE: 10 - 15 MINS.**

**SHOOTING.**

Striking with laces.

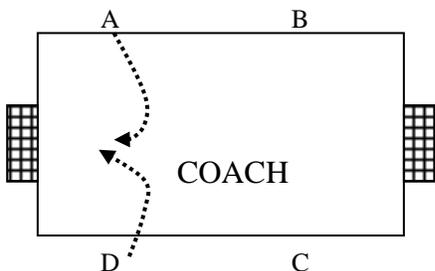
1. Circle around coach. players sit in crab position. Try to kick back into coaches hands. 2. This time players are standing and drop ball onto their foot. Same objective. 3. Same but in pairs approx. 5 yds apart. 4. Now drop ball and try and get through partners legs. 5. Ball on ground. Partner approx. 7 - 10yds away. try to get through legs. 6. Set up. Goal of 2 cones approx. 12ft. Players either side of goal approx.

Emphasize: Strike middle of ball, strike with center of foot, keep ankle solid, flex from hip and knee, focus on ball only, be relaxed.

**PASS AND SHOOT.**

Set up. 2 lines of players facing goal on half way line, in line with goal posts. Coach approx. 7 yds from players. Goal divided into 3. Players pass to coach who passes to side and/or forwards. Player runs on and shoots to goal. U7 can dribble. have to shoot before arc and aim for corners. 10 points for corners, 5 points for center.

**GAMES 1: 20 MINS.**

Numbers game.**NUMBERS.**

Set up. 4 groups of players. Each group is numbered 1 thru 3. Coach on center spot with all balls.

Play. Coach calls # and groups A play D, and B play C, in each half. Player whose # is called tries to score, without going into arc.

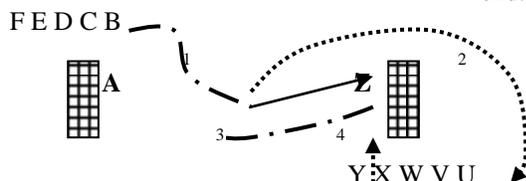
Progression. Call 2 or 3 #'s. (See Diagram).

**GAMES 2: 10 - 15 MINS.****SHOOT AND SAVE.**

Set up. Bring goal to half way line ( GET ASSISTANCE. ). GK in each goal, and players in line outside left post. Balls in both goals

Play. Player takes ball and dribbles towards goal (1) opposite and Shoots. Then goes to end of other line (2). The GK now becomes a Forward, takes ball , dribbles (3) and shoots. 1<sup>st</sup> player in the line replaces the GK (4)

Players in line can assist collecting balls. Repeat rotation at other end.

Shoot and save

**WATER BREAK: RECAP: GAME PREP:** Use this time to recap, and organize for game.

**GAME: 4 \* 10 MIN. QTRS.**

## Week 6: Defending and Goalkeeping

**WARM UP: 5 - 10 MINS.****2 GROUPS.**

Coerver: Half the group practice Coerver moves in half field.

Juggling: Other half practice juggling. Change after 5 - 7 mins.

**TECHNIQUE AND GAME: 25 MINS.****DEFENDING.**

1 v 1. In squares have 2 pairs working. Defender has to try and win ball. When does, swap roles.

Progression. In squares. 2 pairs. 1 player from each pair at opposite sides of square. 2 balls. Pairs alternate turns. A passes to B, who controls. A follows pass and is defender. tries to force out of square or win possession. A and B swap roles after each turn.

**GAME.**

Set up. Divide field into 4 qtrs. using cones. Coach on center spot. 1 defender on goal line in each segment. other players in 4 groups on half way line.

Play. Attackers take ball to defenders. Defenders job to force ball back to half way line. Attacker has to stop ball on goal line. Attacker becomes defender.

Progression. Only half 2 sections and play 2 vs. 2.

Emphasize: Don't back away, don't rush in, stay goal side, chase back if beaten, timing, jockeying, staying low, forcing wide.

**TECHNIQUE AND GAME: 25 MINS.****GOALKEEPING.**

Prep. With no ball, players on half way line facing 1 goal. On command, run forwards, backwards, left and right. Always face same goal. Emphasize on sideways running, bring feet together And then apart.

Pairs. Approx. 5 - 7 yds apart with 1 ball. Each player in goal of approx. 12ft. Players serve to one another.

1. Rolling to feet.

2. Throwing to chest.

3. Rolling to side (close)
4. On knees. Roll further to corners.
5. Variety of above.

Emphasize: Not stepping back, on toes, get body behind ball, hold to chest, scooping to collect ball, keeping legs together.

#### **GAME.**

Repeat any shooting game that uses GK repetitively. Or add GK to a shooting drill.

**WATER BREAK: RECAP: GAME PREP:** use this time to recap practice, and to organize for game.

#### **GAME: 4 \* 10 MIN. QTRS.**

*Set Conditions in 1st and 3rd qtrs. 1st. Select a passing condition. i.e. 3 passes = goal.*

*3rd. Select a control condition. i.e. limit 3 touches.*

## **Week 7: Team Work**

#### **WARM UP: 10 - 15 MINS.**

#### **TEAM GAMES.**

Set up. 2 teams of 6 or 3 teams of 4. 6 cones in line approx. 5yds apart.

1. Passing. Wall Game. ( see week 3 W-up.)

2. Tunnel ball. 1st player rolls ball through everyone's legs. End person picks ball up runs to front and repeats. repeat through team. Sit down in line when finished.

3. Over under. 1st passes over head, next under legs. repeat as above.

4. Dribbling. dribble through cones. Repeat as above.

Emphasize: Team work, co-ordination.

#### **TECHNIQUE: 10 - 15 MINS.**

#### **WALL PASS.**

Set up. Same as Shoot and save ( week 5 ) but use full field, and coach is in center circle. Balls in goals.

Play. Similar as shoot and save but player is served ball by GK. Dribbles forwards and passes to coach. Coach wall passes back, and player runs on dribbles and shoots. GK serves his line, goes to end of line and is replaced in goal by the 1st shooter.

Progression. Use player for the wall pass. Don't dribble on return pass.

#### **GAME 1: 10 - 15 MINS.**

#### **ENGLAND VS. AMERICA.**

Set up. Half field. Divide into 2 groups. Put cones on corners.

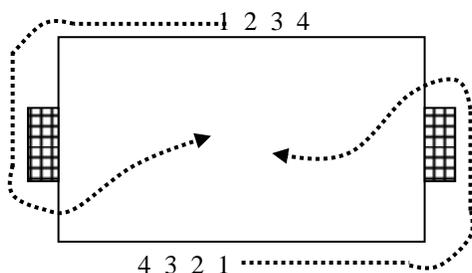
Teams set up on half way on opposite sides facing opposite goals.

Players on each team given #'s 1 thru 6.

Play. Coach calls a # and serves ball into field. The players with that # run around corner cone, and goal and enter field to try and score against other team's player.

Progression. Call 2, 3 or more #'s at once. Introduce teamwork. Set conditions. i.e. have to make a pass. etc.

#### England vs. America



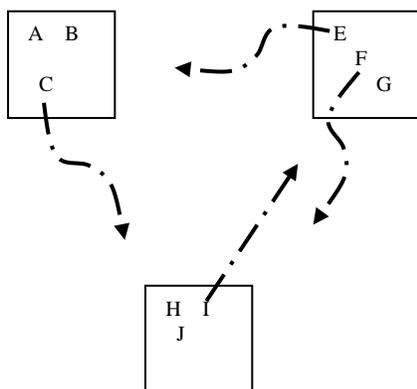
#### **GAME 2: 10 - 15 MINS. PLAYERS CHOICE.**

Recap the major skills developed over the weeks. Allow players to choose favorite game or games.





### Game: Shark Attack



Set up 3 Islands. Divide players onto the 3 Islands. Each player with a ball. Coach starts as the shark in the middle of the ocean. The shark holds a cone on his/her head, or hands to designate a shark fin, so everyone knows they are the shark. When Coach shouts “shark attack” the players have to swim (dribble) their balls to either of the other 2 islands. The shark attempts to kick soccer balls away. Any soccer balls kicked away, then that player also becomes a shark. Play until 1 person left, who becomes the new shark for the next game.

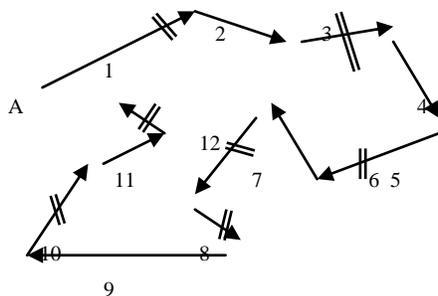
Teaching points: Players have to respond to the defenders movements and keep possession of the ball. A lot less static and more game like than the above relay races.

### Additional Passing Games

#### Game: Soccer Bowling

Set up several cones as pins. Arrange players in a circle around the pins and have each player attempt 2 passes to knock as many pins down as possible.

#### Game: Soccer Golf



Set up a golf course similar to the skiing course using gates as the holes. Have players pass their ball through the gates in the order you designate. Players count their number of passes. The lowest score wins.

Teaching points: A variety of passing techniques, short, angled, long.

Variation: have players design the course, or use obstacles such as trees, parents that players have to pass around.

#### Game: Tunnel Game

In pairs players have a ball. 1 player stands with his/her legs shoulder width apart. Player tries to pass ball through the legs. They take it in turns to try and score points.

Scoring: 3 pts if it goes through without touching. 2pts if it touches a leg and still goes through, 1 pt hits leg but doesn't go through. 0pt if misses.

Progression: As ball goes through legs the tunnel player, turns and runs and receives it dribbles back towards partner and passes. The partner moves to let the ball pass through legs, turns and runs to receive it.

Teaching point: For the progression it gets the receiver into getting their body behind the ball.

**Game: Stuck in the mud.**

In a grid about 20 by 20, players are dribbling their soccer balls. Have 2 or 3 players as Swamp Monsters outside the grid with a ball each. On "go" the swamp monsters dribble their balls into the grid and attempt to hit players on the knees and below or soccer ball. If a player gets hit, or leaves the grid, they are stuck in the mud and they pick the ball up and hold it on their head, and stand with legs apart. Other players may release them by passing their ball through the stuck players legs. Rotate through the team as Swamp monsters and see who can get the most people stuck.

Teaching Points: Good passing technique, passing to where a player is running, good control, turning and changing of direction technique for the players in the swamp.

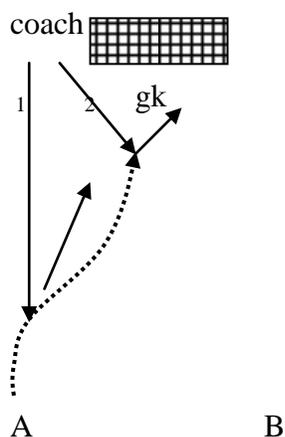
## Additional Shooting Activities

### Technique: Kick and Catch:

Have players sitting in circle around coach. Knees bent, feet flat to the floor. Hold ball over foot and extend knee to touch ball with laces. Then repeat with other foot. Now player makes a small kick trying to make ball go straight up in air. Now have players try to kick and then quickly stand and catch ball.

Teaching Points. To generate feeling for correct technique, player must keep ankle locked. The whole kicking action is generated from the knee. When standing hip flexion is involved, but ankle must remain locked.

### Power Finesse

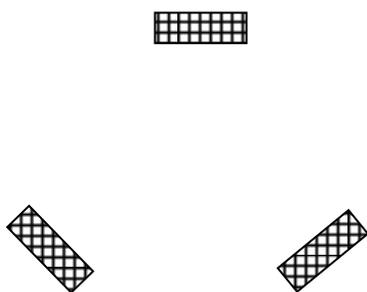


### Game: Power Finesse:

Create 2 teams. Have 1 goalkeeper and 1 server (coach). Coach serves 2 balls to each player. 1<sup>st</sup> ball is served to about the edge of the penalty box. The player runs up and shoots it. Directly after that shot serve a 2<sup>nd</sup> ball closer to goal for the player to continue up to shoot. **Scoring:** If player misses both shots, he goes behind goal to shag soccer balls. If player scores 1 goal he survives and stays in the game. If player scores 2 goals he can either release a team mate who is out of the game or can challenge a member of the other team who must score 2 goals to survive.

**Teaching Points.** 1<sup>st</sup> shot should be a power shot with the laces while the 2<sup>nd</sup> shot should be an accurate pass to the corner of goal (finesse). Play until one team wins.

### Crazy game I



### Game: Crazy Game I:

Create 3 teams (no GK's) and 3 goals. If using cones for goals allow goals to be scored through either side. Each team is attacking the other 2 teams goals, NOT defending their own goal.

**Scoring:** After a team scores a goal, they cannot score directly back into the same goal. The first person to in the goal (or to touch coach) his/her team restarts the game. The winning team is the team to score the most goals.

**Teaching points:** Get players to recognize goal-scoring opportunities. To recognize and penetrate when space is available, to change direction of play

**Progression: Crazy Game II.** Same game but now have 2 soccer balls in play to help generate better awareness of players surroundings.

## BYSL Modified Game Specifications and Rules

For complete details go to [www.bysl.net](http://www.bysl.net)

<b>Game Dimensions:</b>	<b>6 &amp; Under</b>	<b>8 &amp; Under</b>	<b>9/10 &amp; Under</b>	<b>11/12 &amp; Under</b>	<b>13 &amp; Up</b>
Number of players	3v3	4v4	<b>6v6</b>	8v8	11v11
Max. goal size	4' x 6'	4' x 6'	<b>6' x 18'</b>	7' x 21'	8' x 24'
Ball size	#3	#3	<b>#4</b>	#4	#5
Max. field dimensions	30 x 50yd	30 x 50yd	<b>40 x 50yd</b>	50 x 80yd	75 x 120yd
Min. field dimensions	20 x 40yd	20 x 40yd	<b>35 x 45yd</b>	40 x 70yd	50 x 100yd
Center circle radius	5yd	5yd	<b>5yd</b>	8yd	10yd
Penalty arc radius	5yd	5yd	<b>5yd</b>	8yd	10yd
Corner kick arc radius	2ft	2ft	<b>2ft</b>	1yd	1yd
Goal area from goal post	3yd	3yd	<b>4yd</b>	6yd	6yd
Depth of goal area	3yd	3yd	<b>4yd</b>	6yd	6yd
Penalty area from goal post	None	None	<b>12yd</b>	14yd	18yd
Depth of penalty area	None	None	<b>12yd</b>	14yd	18yd
Penalty spot from goal line	None	None	<b>9yd</b>	10yd	12yd

### **Player Specifications:**

Max. # of players on field	4	4	<b>6</b>	8	11
Max. # of players on roster	8	8	<b>12</b>	14	18
Min. play-time/player (not Comp.)	50%	50%	<b>50%</b>	50%	50%
Substitutions	Unlimited	Unlimited	<b>Unlimited</b>	See BYSL	See BYSL

### **Rules**

# of halves/quarters	U-5 4x8 min. U-6 4x10min	4 x 10 min.	<b>2 x 25 min</b>	2 x 30 min	See b. below
Length of break time	2-5 min.	2-5 min.	<b>5 min.</b>	5 min.	5 min.
# of officials	2 coaches	1	<b>1 or 2</b>	3	3
Length of overtime	None	2x10 min	<b>2x10 min</b>	2x10 min	See b. below
Keeper can use hands	No keeper	No keeper	<b>Penalty area</b>	Penalty area	Penalty area
Dist. from ball @ free-kicks & K.O.	5yd	5yd	<b>5yd</b>	8yd	10yd
Direct kicks allowed	No	No	<b>Penalties only</b>	Yes	Yes
Penalty kicks allowed	No	No	<b>Yes</b>	Yes	Yes
Ref. to explain penalty	Yes	Yes	<b>Yes</b>	Yes	No
# of throw-ins allowed	Kick-ins only	2	<b>2</b>	1	1
Call off-side?	No	No	<b>Yes</b>	Yes	Yes
Goal kicks taken anywhere in box?	Yes	Yes	<b>Yes</b>	Yes	Yes
Goal allowed from K.O., corner or goal kick?	No	No	<b>No</b>	Yes	Yes
Record scores/standings	No	Yes	<b>Yes</b>	Yes	Yes

a. Length of half & overtime periods:

- 13/14 & Under – 35 min. & 2 x 10 min.
- 15/16 & Under – 40 min. & 2 x 15 min.
- 17/19 & Under – 45 min. & 2 x 15 min.

b. 16/19 & Under Small Sided (6v6) use the same rules as 10 & Under except #5 ball.

## Formations/Positions

<b>Age Group</b>	<b># of Players</b>	<b>Formations</b>	<b>Positions</b>
5 & Under	3v3	None	None
6 & Under	3x3	None	None
8 & Under	4x4	2-2	2 defenders 2 forwards
<b>9/10 &amp; Under</b>	<b>6x6</b>	<b>2-1-2</b> <b>3-1-1</b> <b>2-2-1</b>	<b>1 Goalkeeper</b> <b>2 defenders</b> <b>1 midfielder</b> <b>2 forwards</b>
11/12 & Under	8v8	3-2-2 + Keeper	1 Goalkeeper 3 defenders 2 midfielders 2 forwards
12 & Up	11x11	See <a href="http://news.bbc.co.uk/sport2/hi/football/rules_and_equipment/default.stm">http://news.bbc.co.uk/sport2/hi/football/rules_and_equipment/default.stm</a>	See <a href="http://news.bbc.co.uk/sport2/hi/football/rules_and_equipment/default.stm">http://news.bbc.co.uk/sport2/hi/football/rules_and_equipment/default.stm</a>

Formations are typically designed with defense, followed by midfield then forwards (strikers).

For a more detailed explanation go to:

[http://news.bbc.co.uk/sport2/hi/football/rules\\_and\\_equipment/default.stm](http://news.bbc.co.uk/sport2/hi/football/rules_and_equipment/default.stm)

### Note:

- All players should experience multiple positions continuously. It is ridiculous for a young player to be pigeon holed as a goalkeeper or whatever.
- Good teams defend as a unit and attack as a unit. I'm a defender or forward is misleading.
- Definitely with the U5/U6 let them play; keep tactics out of the equation.
- Tactics are progressively introduced at U8 and on.
- Technique and dexterity should be emphasized more with a youth player than tactics.

## Appendix Useful Websites

As usual the information available is overwhelming. The list below was chosen because some of it was used to create this document. Furthermore, the sites were thought to be user-friendly and they were free. Read the comment after the URL address to select the site appropriate for you. The list is divided into three sections to simplify matters. Don't forget to also consult your SBFC Coaches Manual above. In addition, DOC John McGeough, MLS Trainer Neil Tilley, and others are available to supplement the material provided and offer clarification whenever necessary. If a beginning coach could introduce the ideas, drills, and activities outlined above along with the two websites listed below, that would be fantastic. More experienced coaches may also benefit tremendously from this manual, but may want to search out some more detailed websites.

### Useful websites for the novice:

<http://www.coach-soccer.com/weekly/indexusd.asp?sReferrer=bsc420b&sKey=6344563C-C6A6-4CCC-BCD1-C3BE13BCC429>

[http://www.mayouthsoccer.org/coach's\\_corner.aspx](http://www.mayouthsoccer.org/coach's_corner.aspx)

Training sessions outlined in detail for U6-U14

<http://www.soccerxpert.com/soccer-drill-search.aspx>

Outlines specific drills for a specific age group/skill.

<http://www.ucs.mun.ca/~dgraham/manual/Pages/main.html>

Complete step by step process on what to do.

### Useful websites for the more experienced coach:

[http://www.mayouthsoccer.org/pages/2302\\_practice\\_sessions.cfm](http://www.mayouthsoccer.org/pages/2302_practice_sessions.cfm)

9 training sessions outlined in detail for U6-U14

<http://www.utahyouthsoccer.net/resources/technicaltuesday.aspx>

<http://www.soccerforcoaches.com/>

Look under the Practice Games tab at the top then choose your game on the left.

<http://www.soccerxpert.com/soccer-drill-search.aspx>

Check out the top viewed drills.

[http://www.finesoccer.com/finesoccer\\_drills\\_archive.htm](http://www.finesoccer.com/finesoccer_drills_archive.htm)

Lists numerous drills; take your pick.

<http://www.eteamz.com/soccer/pills/jpill.htm>

Has some good ideas, but the background is annoying.

<http://www.eteamz.com/soccer/instruction/tips/>

Just follow the links and print a drill.

<http://www.soccertutor.com/>

Sign up is free for the basic package and it's quite good.

### **Useful websites for general information:**

<http://www.southbrevardfc.org/>

Local information

<http://www.bysl.net/>

County wide information. Extremely useful. Contains access to the following:

- Other local leagues
- FYSA blank Roster
- Calculate the correct age group for players
- Handbook with complete rules for all age groups
- Latest schedules
- Maps, field locations and directions

<http://www.soccer-for-parents.com/index.html>

Basic information available, even check out what matches will be on TV

[http://news.bbc.co.uk/sport2/hi/football/rules\\_and\\_equipment/default.stm](http://news.bbc.co.uk/sport2/hi/football/rules_and_equipment/default.stm)

Simplified rules of the game, positions, formations, etc.

<http://www.fysa.com/>

General information on soccer in Florida.

<http://www.usyouthsoccer.org/>

Look under Coaches tab. General information on the national scene

<http://www.nscaa.com/>

General information on the national scene

<http://www.ussoccer.org/>

General information on the national scene

<http://www.socceramerica.com/index.cfm?fuseaction=PublicationsHome.showHomePage>

News and articles on national/international scene

<http://responsiblesports.com/>

Take the quiz!

<http://msn.foxsports.com/foxsoccer>

Stay up-to-date with what's happening with the pros.

<http://www.thesportssource.com>

College recruiting information.

# Risk Management:

## Guidelines for dealing with severe weather

By Alfred Kleinaitis  
Manager of Referee Development and Education

The peak season for severe weather occurs in the United States between May and August, typically in the late afternoon and early evening.

### 1. Lightning

#### a. Recognizing the threat

(1) Apply the 30-30 rule — When you see lightning, count the time until you hear thunder. If this time is 30 seconds or less, seek proper shelter. If you can't see the lightning, just hearing the thunder is a good back-up rule. Wait 30 minutes or more after hearing the last thunder before leaving shelter.

(2) Know and heed warning systems and community rules — Many communities or park systems have lightning detection and warning systems (SBFC does). Use this information and obey the rules established by the community or park system.

(3) Know and apply the rules or procedures established by the competition authority

(4) Minimize the risk of being struck — Referees must protect the safety of all participants by stopping game activities quickly, so that participants and spectators may retire to a safer place before the lightning threat becomes significant. Remember, if you can hear the thunder, you are within reach of lightning.

#### b. Seeking proper shelter

(1) No place outside is safe near thunderstorms

(2) The best shelter is a large, fully enclosed, substantially constructed building. A vehicle with a solid metal roof and metal sides is a reasonable second choice.

c. If there is no proper shelter, avoid dangerous locations:

(1) Higher elevations

(2) Wide open areas, including fields

(3) Tall isolated objects, such as trees, poles, or light posts.

(4) Unprotected open buildings

(5) Rain shelters

(6) Bus stops

(7) Metal fences and metal bleachers

d. If you cannot avoid these locations, crouch down on the balls of your feet, with your head tucked into your chest and your hands over your ears.

e. All deaths from lightning result from cardiac arrest and stopped breathing. If someone is hit perform CPR and mouth-to-mouth resuscitation, respectively. Referees should become involved in such assistance only if they have proper training.

f. Remain calm

A calm official will often be able to prevent panic by young players.

2. Other types of severe weather

a. Severe storms or tornadoes

Obey local rules and heed warnings (meaning that a severe storm or tornado has been sighted). Clear the field and seek proper shelter immediately — see above. Remember, according to standard weather warning terminology a “warning” represents a more immediately likely occurrence than a “watch.”

b. Hurricanes

There is usually plenty of advance notice, so games will probably have been cancelled. Look for warning signs.

c. Hail

Stop the game, clear the field, and seek proper shelter  
— see above.

**NO SEVERE WEATHER SAFETY GUIDELINES WILL GIVE 100% GUARANTEED TOTAL SAFETY, BUT THESE STEPS WILL HELP YOU AVOID THE VAST MAJORITY OF CASUALTIES.**

If there is a possibility of severe weather, the referee and assistant referees should discuss these guidelines in their pregame meeting and ensure that all officials have a clear understanding of their respective duties. Referees in particular should clearly identify what assistance they expect in detecting and bringing to their immediate attention any dangerous weather conditions which may not be directly visible to them. If such conditions develop only after a match has begun, the referee should take the first stoppage opportunity to quickly review these matters with the assistant referees. A brief word to the coaches regarding steps the referee will take to ensure player safety in threatening weather conditions would be useful. FYSA’s soccer family recently lost a member who was struck by lightning while sitting on a bleacher watching a soccer match. There was no warning of the impending strike-clear air lightning. The welfare and safety of all members of our soccer family is the first concern of all of us. There can be no exception to this. Many parks and fields currently have lightning detection systems in place (SBFC does). While at times we may disagree with their warnings, they are not to be taken lightly or ignored. Until the all clear signal is given, the fields are to remain cleared. If the park or field does not have a

detection system, FYSA requires that all participants observe the “30/30 rule” in regards to lightning. If lightning is seen and thunder is heard within 30 seconds, then the match must be suspended immediately and all participants must seek appropriate shelter (not under trees) until such time as no

strikes are observed with thunder within 30 seconds for a period of 30 minutes. No one should be allowed back onto the fields until this time has expired. While the referee is the party who should suspend the match, coaches and administrators are also responsible to exercise proper judgment. If a referee fails to observe the above 30/30 rule, we are still required to suspend the match immediately. There will be no sanction against any coach/administrator who removes team(s) from the field of play for the above. A report to the sanctioning body may be required. What is proper shelter in the event the games are suspended? This may mean back to your cars. Many fields have pavilions and shelters that may not offer adequate protection. When in doubt, be safe. Remove everyone to proper shelter . Florida is the lightning capital of the world. We all must do whatever is necessary to insure the safety of our players and supporters.

# Goals must be anchored

Twenty-four deaths prompt warning: Movable soccer goals can fall over on children

Movable soccer goals can fall over and kill children who climb on them or hang from the crossbar. The U.S. Consumer Product Safety Commission (CPSC) has reports of at least 24 deaths since 1979 resulting from soccer goals falling over. In addition, an estimated 120 injuries involving falling goals are treated each year in U.S. hospital emergency rooms. Almost all of the goals involved in these tipovers appeared to be “homemade” by high school shop classes, custodial members, or local welders, not professionally manufactured. These “home-made” goals are often very heavy and unstable. Since 1990, the CPSC has worked with the Coalition to Promote Soccer Goal Safety to address risks presented by these soccer goals and to make movable soccer goals more stable.

The Commission and the Coalition strongly recommend that soccer coaches, school officials, and soccer field maintenance personnel prevent goals falling over by anchoring goals to the ground. They should chain goals to a fence or permanent structure when not in use and warn students not to climb on goals.

## FOLLOW THESE SAFETY SUGGESTIONS/ GUIDELINES:

- Securely anchor or counter-weight movable goals at all times
- Never climb on the net or goal framework.
- Remove nets when goals are not in use.
- Anchor or chain goals to nearby fence posts, dugouts, or any other similar sturdy fixture when not in use.
- Check all connecting hardware before every use.
- Replace damaged or missing fasteners immediately.
- Ensure safety labels are clearly visible.
- Fully disassemble goals for seasonal storage.
- Always use extreme caution when moving goals.
- Always instruct players on the safe handling of and potential dangers associated with moveable soccer goals.
- Use movable soccer goals only on level (at) fields.

To get more information on soccer goal anchors or to get free soccer goal warning labels, contact The Coalition to Promote Soccer Goal Safety at the Soccer Industry Council of America,  
200 Castle wood Dr.,  
North Palm Beach, FL 33408,  
or call any of these Coalition members:  
800-527- 7510, 800-334-4625, 800-243-0533, or 800-531-4252. CPSC’ s hotline is 800-638-2772.

# The Effects of Temperature on Performance

*A look at how extremes in temperature can affect soccer players*

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**By Lawrence Fine**

*Article contributed by soccerperformance.org*

## INTRODUCTION

A human being can only tolerate a variation of around 5° F in internal body temperature without physical and mental performance being impaired. Soccer players, like with many other outdoor sports, are at times subjected to extreme weather conditions. The temperature of the climate the game is played in is important, affecting body temperature and the ability to perform.

## TEMPERATURE REGULATION

The control of body temperature depends on the balance between overcooling and overheating. The body's normal temperature is 98° F. When playing soccer, heat production is increased and has to be removed or performance will be affected. Temperature must stay within a range of 98° F to 104° F. Body and the outside air temperature/humidity can be measured relatively accurately through the use of thermometers.

Most of the heat is conducted in the blood stream to the skin, where it is released into the environment in four different ways:

- **Conduction:** excess heat is transferred through direct contact with an object (e.g. when swimming in cold water).
- **Convection:** circulating air allows heat to be transferred to air passing over the skin (depending on the air temperature).
- **Radiation:** Involves heat being lost from the body through radiation (e.g. loss of heat within a cold environment).
- **Evaporation:** excess heat is transferred to sweat which is then evaporated. Sweating is the most important means of dissipating heat when exercising under hot conditions.

However, even with the large heat loss through sweat evaporation, body temperature does rise during a match because not all of the heat produced can be released. Evidence also shows that due to the intermittent nature of soccer, the general increase in temperature is greater than that produced through continuous exercise. In addition, the higher the exercise intensity, the greater is the heat production.

## COLD WEATHER

The harmful effects of exposure to cold are mediated by the balance between heat production and heat loss. There is a direct relationship between muscle performance and muscle temperature. As temperature decreases, so does performance. For example, muscle strength is impaired and a decrease in reaction time has been shown under cold conditions. Vasoconstriction, where the blood flow to muscles or the outer parts of the body is reduced, occurs.

Under normal conditions, body fluid loss can be around two liters, resulting in a negative effect on soccer performance (a loss of only two percent in body mass affects performance). Even in winter conditions, there is still a danger of dehydration if correct fluid replacement is not implemented. Studies under cold conditions have shown that if players do not drink sufficiently, significant dehydration still can occur.

The risk of injury also is increased when exercising in the cold. Whether this is due to a poor playing surface or incorrect warm-up procedures, athletes should take the necessary precautions to reduce the chance of injury. To reduce the effects of cold weather, players should be properly hydrated, undertake a good warm-up session and wear appropriate warm clothing. The coach must play a major role by making sure players are correctly prepared and checking if the climatic conditions are suitable.

## HOT WEATHER

When playing soccer in hot weather, the heat lost through convection and radiation is minimal, requiring heat to be dissipated through sweat evaporation. In humid conditions the body's ability to reduce its temperature is further reduced as sweat evaporation is inhibited. The active muscles and the skin are in direct competition for the limited blood supply as the muscles need blood to provide the oxygen necessary to fuel them and the skin needs blood to facilitate heat loss. Thus, exercising in hot and humid conditions at the least lead to poor performance and at worst be dangerous to the participants.

The distance run by players has been shown to be reduced markedly when playing in hot conditions. Evidence also shows that the loss in body water can be more than three and a half liters (compared to two liters in normal conditions). As mentioned earlier, a loss of two percent in body mass affects match performance levels. A five percent loss will decrease the ability to exercise by as much as 30 percent.

Players can help reduce the effects of a hot climate through:

- **Fluid intake:** adequate fluid intake before, during and after the game/training will help avoid dehydration. Players should be correctly rehydrated before competition and take additional drinks when possible. Before exercise, the player's weight should be at its norm. Drink absorption is at its best when mixed to a weak solution of 2.5 percent carbohydrate and rehydration drinks should contain sodium. Thirst is a poor indicator of hydration levels and probably indicates that the player is already dehydrated.
- **Judging their efforts:** Many tournaments are played in hot and humid conditions, which are likely to affect playing performance. Players should try to judge carefully their efforts throughout the entire match without exhausting themselves from too much high-intensity exercise too soon in the game.
- **Planning:** The coach can judge or measure whether the temperature is too hot for training. Training should not take place in temperatures above 104° F and can be moved to cooler periods (morning/early evening). Plenty of drinks must be made available and exercise intensity levels adjusted accordingly. Training should as well include regular rest periods. Particular attention to the conditions must be taken with children when training or playing matches.
- **Acclimatization:** Players can become acclimated to hot conditions by spending a defined period of time in the designated place beforehand (10-14 days is recommended as a good adaptation period). However, training sessions should be shorter and easier at the beginning in hot weather. It seems as well that the higher the training level of individuals, the quicker their adaptation to hot conditions with one of the reasons being a greater ability to sweat.
- **Clothing/Skin Protection:** Clothing should be light colored if possible and made of a lightweight, breathable material that allows sweat to evaporate. A soccer uniform soaked in sweat prevents heat loss, so should be changed frequently. Sun block can be used to prevent sunburn.

## CONCLUSION

This article has described the effects of temperature on playing performance. Both the coach and player must take the necessary measures to prevent problems that arise when playing soccer in adverse weather conditions. Correct clothing, fluid intake, hydration levels, adaptation, planning and rest periods all play a part in maintaining playing performance. If temperature-related illness is suspected, consult a qualified doctor.

## U.S. Soccer Federation Issues New Hydration Guidelines to Prevent Dangerous Heat Illness in Young Players; New First-of-Its-Kind Study Shows Chronic Dehydration is a Significant Issue among Youth Soccer Players ([Business Wire, June 5, 2006](#))

CHICAGO -- Adolescent males typically lose up to 1.5 liters of sweat per hour when performing intense soccer activities in the heat, says a new first-of-its-kind study from the University of Connecticut presented this week at the American College of Sports Medicine (ACSM) annual conference in Denver, Colorado. The three-year research project also showed that nearly two-thirds of male and female youth soccer players are dehydrated before they even take the field and the average hydration routine observed by parents and coaches isn't preventing the problem. However, educational intervention implemented by researchers positively influenced hydration knowledge and attitudes among youth soccer players, and improved the chances of proper hydration status on the field.

This study, coupled with the extra attention soccer is getting leading into the sport's most elite international tournament and the quickly approaching heat of summer, has prompted the U.S. Soccer Federation - the governing body of soccer in the United States - to develop and distribute new Youth Soccer Heat and Hydration Guidelines to coaches and parents nationwide. The goal is to help prevent the potentially deadly effects of heat illness among the 14 million U.S. children who play soccer and, as it relates to more elite levels, increase physical performance of the next generation of US soccer stars.

"The release of the new Youth Hydration Guidelines by U.S. Soccer is a big step in better protecting youth soccer players from dehydration and heat illness," said Bruce Arena, manager of the U.S. Men's National Team. "Every coach out there should be aware of the dangers of dehydration and should be taking the important steps to prevent it among their players. When proper hydration isn't taken into consideration, coaches are not only risking inadequate performance from their players, but, in some cases, serious injury."

The guidelines provide coaches with an overview of the latest research and information regarding: 1) physiological and environmental factors that place young soccer players at risk for heat illness, 2) signs of dehydration and heat illness, 3) prevention techniques and 4) recommended fluid guidelines that coaches, parents and players should be following on the field of play.

"We were amazed that two-thirds of youth players arrived at practice significantly dehydrated and, in turn, were potentially at-risk for heat illness from the moment they stepped on the field," said Douglas Casa, lead researcher and director of athletic training at the University of Connecticut. "Findings like this reinforce the fact that youth soccer players should be drinking before, during and after practice and games. They should avoid carbonated and caffeinated beverages, and consume a sports drink with electrolytes such as sodium, which research shows is better than water to keep kids hydrated for optimal safety."

Casa also points out the importance of the findings in the study and how educational intervention implemented by researchers positively influenced hydration attitudes among youth soccer players -- and that this could be the most important step in eliminating chronic dehydration as a significant issue among kids who play soccer.

Key points from the guidelines include making sure youth players gradually adapt to increased exposure to high temperatures and humidity; recognize the signs of heat illness; and realize that thirst is not an accurate indication of fluid needs.

To ensure these points are memorable for coaches, parents and kids, the U.S. Soccer Federation has developed the acronym - G.O.A.L. - which stands for:

- Get acclimated - bodies need time to gradually adapt to increased exposure to high temperatures and humidity (especially young athletes)
- On schedule drinking - Youth athletes should be encouraged to drink on a schedule before they become thirsty, and should drink before, during and after practice and games
- Always bring a sports drink - replacing electrolytes and providing energy is crucial to keeping kids safe and performing at their best
- Learn the signs - if someone becomes unusually fatigued, dizzy, and nauseous or has a headache during exercise in the heat, have them stop, rest and drink fluids

As one of the best means to preventing heat illness, The U.S. Soccer Federation recommends parents and coaches ensure children are well hydrated before practice and games. During activity, young athletes should drink on a schedule; because thirst is not an accurate indicator of fluid needs, athletes should drink before they become thirsty. The Federation plans to incorporate the Heat Illness and Hydration Guidelines into its already existing coaches' curriculum, reaching thousands of youth soccer coaches across the country.

# Basic Defending

## Introduction to Defending

The concept of defending is one of the more overlooked items in teaching players the game of soccer. We will break this section on defending down into team principles, individual principles and drills so that you can get an idea of how what concepts to get across and how to get them across.

What you will usually see with younger players is everyone going for the ball at once.

As the players get a little older the more aggressive steal the ball consistently from the less aggressive, and the less skilled, simply by running straight at them.

This of course works at the younger levels, but as the players develop, and the skill differential decreases, this type of play actually becomes a detriment. Overly aggressive players who try to simply run down their opponents and strip the ball at the travel level often times find themselves missing completely and watching the backs of their opponents as they head down field.

This is not to say that aggressiveness is not important, merely to say that controlled play, especially on defense, is what we want to teach them at a young age so that they carry it forward with them as they progress.

What we need to get across to our youngsters is that defense, like the entire game, is dependent upon their teammates, as well as themselves, to do their job.

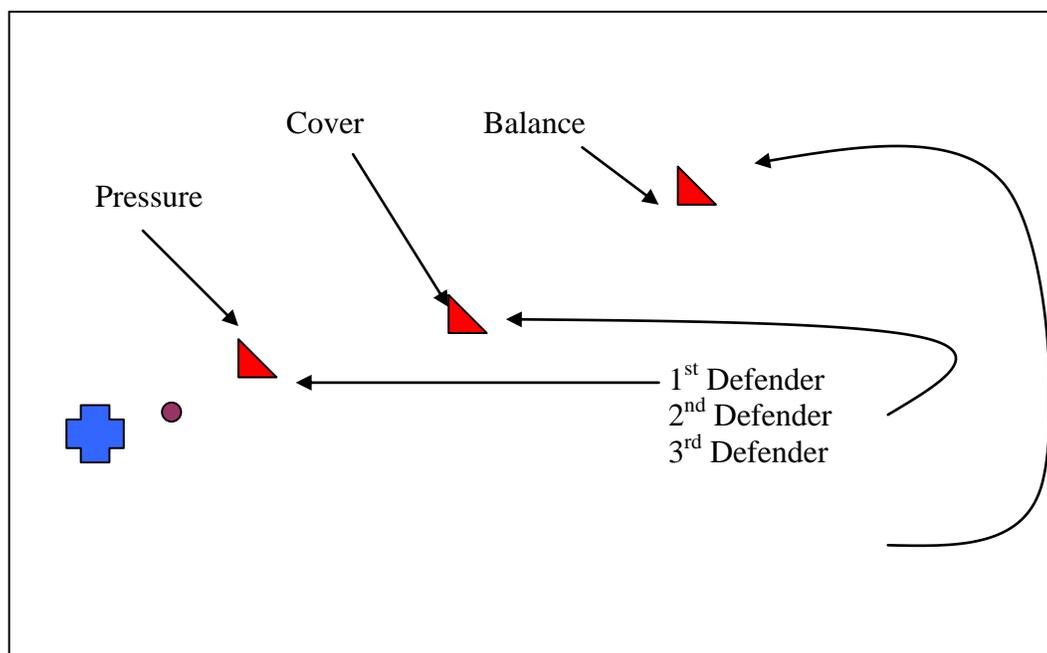
## ***Concepts of Defending***

You will hear the terms ***First Defender***, ***Second Defender*** and ***Third Defender*** used in this manual and in any LIJSL coaching course that you take. The ***First Defender*** is the person nearest the attacking ball carrier. The initial job of the first defender is not to steal the ball, but to delay the opponent until his teammates arrive to help.

The ***Second Defender*** is the second person to arrive at the scene. The job of the second defender is to provide ***cover*** for the first defender. That is to cover up any mistake that the first defender might make.

When the second defender arrives on the scene, the job of the first defender changes from ***delay*** to ***pressure***.

The job of the ***Third Defender*** is to provide balance. The positions and jobs of all three defenders is shown in the simple diagram below:



**Pressure – Cover – Balance (PCB)**

## Team Principles of Defense

The basic principles of team defense are as follows

- Collapse - Entire team collapses into less space in front of opponent's point of attack.
- 1st defender guides ball carrier into thickest part of defense or away from middle.
- Covering defenders cut off "through" spaces.
- Together, First and second defenders squeeze attack into tight difficult space.
- Concentrate - Gather forces in middle of the field and near the ball before attempting to dispossess the ball.

## Individual Principles of Defense

The principles of individual defense are as follows:

- **Delay Then Pressure-**
  - Player nearest the ball is "the 1st Defender":
  - Get ball carrier's head down by putting him under *close enough* pressure to make him worry about controlling the ball and so he cannot look for passing options, **but not close enough to be beaten**; (delay)
- Player(s) not nearest to the ball, get into position to intercept all short or desired passing options; (Provide *Cover*)
  - Leave open most difficult and longest passing options as long as there is good pressure and cover on the ball carrier and his nearest passing options.

- The first defender should not run straight at ball carrier, but should come in at an angle that would force the ball carrier to pass back or to attack toward our covering defenders or toward a touchline. This makes the opponent's attack predictable and easy to read by covering defenders.
- When the attacker has been contained, but still maintains possession of the ball, the defender would do well to force the attacker to move to the side or even backwards. By forcing laterally, the supporting defenders can gain time to recover. Once recovered, the supporting defenders can enhance their positions as they have more time to adjust. An attacker that is allowed to go forward, causes the whole team to adjust their vertical defensive positions.
- If the defender can force the attacker to go backwards, the defender must try to maintain close pressure to keep the attacker from opening up space. The supporting defense should use this opportunity to push forward as well, compressing the attack away from it's own goal. If the on ball pressure is not there, then the supporting defense would do well not to compress as the attacker will have time and space to find and take advantage of the defensive weak spots.

The 1st defender, in applying pressure to the attacking ball-handler, should:

➤ *Delay*

- Staggered stance, alternating front and back foot, feet shoulder width apart, legs bent, body bent, on your toes (don't get flat-footed).
- Feints and stabs but do not commit until ball-carrier makes a mistake.
- Concentrate on player, not the ball, look at ball carrier's hips, not his feet or upper body.
- With peripheral vision, see the space between the ball and ball carrier. If the ball gets away from feet

➤ *Deny*

- Deny the shot;
- Deny penetration by denying "through" spaces which ball carrier desires to penetrate.
- Close distance between self and ball carrier. Get close enough to force ball carrier to alter course of attack and to force his head down to concentrate on not losing possession of the ball.
- Choose angle of approach to guide ball carrier away from dangerous space.
- Block any attempted shot.

➤ *Destroy*

- Win possession by tackling *if* ball carrier achieves even position.
- Win possession by stepping between ball carrier and ball *if* ball gets away from his feet.

- Tackle also if ball carrier allows ball to be between his own feet. Tackles should be fully committed through center of ball carrier's position.
- The 2<sup>nd</sup> defender(s), those next nearest to the ball, are those who are marking up to close passing options. They must cover " the space behind teammate who is pressuring the ball; and if numbers are up than extra defender might decide whether to risk double teaming the ball carrier to win the ball.
- The 3<sup>rd</sup> defender provides **Balance** .- The 3rd and other defenders cover deep and attacking spaces which may be used by the opponent to switch their point of attack, for example, by playing to the opposite wing.

The following are good “rules of Thumb” from Gary Rue – a high school coach from Kentucky:

1. do not allow dribbler to get behind or past the first defender
2. stop or slow down dribbler
3. take away shooting or passing behind the defense options
4. force dribbler sideways or backwards
5. force dribbler to a certain area determined by these factors:
  - field position of the dribbler
  - ability of the dribbler (uni-footed, fast, etc.)
  - location of supporting defender(s) or boundary
  - location of supporting attacker (passing options)
6. keep dribbler's eyes on ball, not allowing the dribbler to look around
7. look for and take advantage of opportunities to tackle the ball
8. maintain defensive presence with dribbler that goes forward after releasing the ball
9. recover quickly into second defender support position when dribbler releases the ball.

### 1 v 1 Defending – Containment

After the defender has been positioned to prevent the attacker dribbler from getting into paradise (behind the defense), step 2 is to contain the dribbler. That is, to stop or slow down the attack so the defense can recover and organize.

When the attacker is "stopped," the defender can get closer by inching forward via a side-on shuffle, keeping balance or slightly leaning backwards to react to any forward movements by the attacker. The defender should be in constant movement with short hops to keep the feet alive.

If the defender can get the attacker to turn his back, then has won that battle. There are two schools of thought on how to deal with an attacker that has turned his back. The first is to get close with minimal contact, so as not allow the attacker to know exactly where the defender is. Skilled attackers can easily turn on a defender by feeling which side is not being pressured.

The other theory is to apply extreme pressure by charging through the back. The decision making of the referee comes into play on this technique. The defender should be okay, if enough pressure can be applied to keep the attacker off balance, so as not to turn and can keep from pushing or charging in a dangerous manner.

A compromise to the two extremes is the "pop and release" technique. As the attacker turns, the defender "nudges" the attacker and bounces off a little, keeping the feet active. After a second or two, the defender bounces into the attacker again to make him aware of the defender's presence and bounces off to stop the attacker's turn attempt.

In a team defensive scheme, there should not be supporting defenders and perhaps a teammate to double team the attacker. Once support is there, the defender can be more aggressive in an attempt to take the ball from the attacker.

## **1 v 1 Defending - Pressure**

Once the defender is in control of the attacker, forcing him in the defender's direction of preference, it is important that the defender continue to maintain a high level of pressure on the attacker. The defender need not confront the attacker with a tackle attempt, until the defensive support is in place and the defender is ready.

The feint tackle is one way to keep the attacker off-balance. The defender feints a reach for the ball, yet maintains excellent balance and position. The defender should not actually get caught with the body weight going forward, only the feinting foot.

The attacker will have to react (if there is a reaction) in one of two ways. First, he may protect the ball by pulling it back or stepping in with a shielding motion. Or secondly, he may attempt to push the ball past the defender, assuming he is off balance.

In the first case, the defender is forcing the attacker to focus totally on the ball. In the second case, the defender should be in good position to cut-off the attempted pass and possibly be able to step between the attacker and the ball.

## **1 v 1 Defending -Shepherding**

Once the immediate threat of the dribbler beating the defender subsides, the defender should force the attacker towards an area that favors the defender and his team. Referring to the rules of thumb above, in this case #5, there are a few factors that must be considered. If the attacker is in his own defensive third of the field, the defender would do well to force the attacker towards the middle. A lost ball in this area would surely be a scoring opportunity.

If the attacker is in the middle third of the field towards one side, the defender would do well to force the attacker towards the touch, thereby restricting his options. If the team defensive strategy is to funnel the attacker in towards the middle, then that should be the choice.

In the defensive third, almost always take the attacker as wide as possible or keep him wide. If the attacker is in the middle, the defender would do well to stay between the attacker and the goal and to keep the attacker moving laterally. If possible, take the attacker towards his weaker

side (if he has one), but do not give up a shooting angle by getting to one side of the attacker to force him in a direction.

## **1 v 1 Defending – Maintaining the Mark**

If a defender is able to get an attacker wide deep in the defender's territory, the defender should not over commit and allow the attacker to beat him, i.e. allow the goal line. This is one of the worst attacking situations to have to defend.

One of the best ways to break down a single defender is the one-two combination. That is, the attacker plays the ball to a teammate, runs forward and receives the return pass. Usually, the attacker is able to get around and behind the defender, as the defender will stand and watch the ball or chase the ball after the pass. You may want to review the 1-2 combination practice in the Passing and Receiving section.

The defender is obligated to continue to maintain the mark on an attacker that goes forward after a pass until one of several things occur: \*

- the attacker's position is not considered dangerous any more
- another defender can or should take over marking responsibilities
- the attacker on ball is free and un-pressured
- support for the defender on ball is needed

The most important time is immediately after the pass. It is recommended that the defender turn with the attacker (taking his eyes off the ball), try to beat the attacker to space he is going and turning back to find the ball. An extended forearm touching the attacker can help the defender know where the attacker is. The defender must not slow down his turn with the attacker, as he may obstruct the attacker.

The beauty of this defensive reaction is that it takes the defender automatically into a supportive position. Once the immediate threat of a return pass is defended, the defender can decide whether to continue a close mark on the attacker, support his teammate who should have closed down the ball by now or close down the ball himself.

## **1 v 1 Defending – Closing Down the Angles**

Once the defender has applied pressure and contained the attacker, he should prevent as many forward passing options as possible. The responsibility of the through pass still remains with the supporting defender (if present), but the first defender can help the team by also being attentive to the dribbler's passing option. The closer a defender can get to the attacker without compromising his containment position, the fewer passing options an attacker has.

As the defender is keeping the attacker under control, he should try to stay aware of the near ball runs made by supporting attackers. An overlap run will be the easiest to see by the defender and

a slight shift towards the overlapper's side could be enough to discourage this option. . Again, the defender needs to be careful not to give the attacker the angle to fake the pass and drive by the defender to the other side.

One other passing option is the nutmeg. Defenders that maintain a side-on position and keep their feet from getting too spread apart, greatly reduce the possibility of this pass being successful.

## ***Proper Stance***

The proper stance for a defending player is shown below:



## **Coaching Points**

- Get Low – you are harder to fake
- On Balls of your feet with knees flexed – Ready to Pounce
- Hands at your side for balance
- One foot forward, the other back
- Play “side –on” rather than head on. This channels the attacker where **YOU** want him to go not where **HE** wants to go.
- Take small quick, shuffling steps
- Maintain a “correct” difference (usually about a yard). Too close and you will be beaten with no time to recover. Too far and you don’t deny the opportunity to pass.

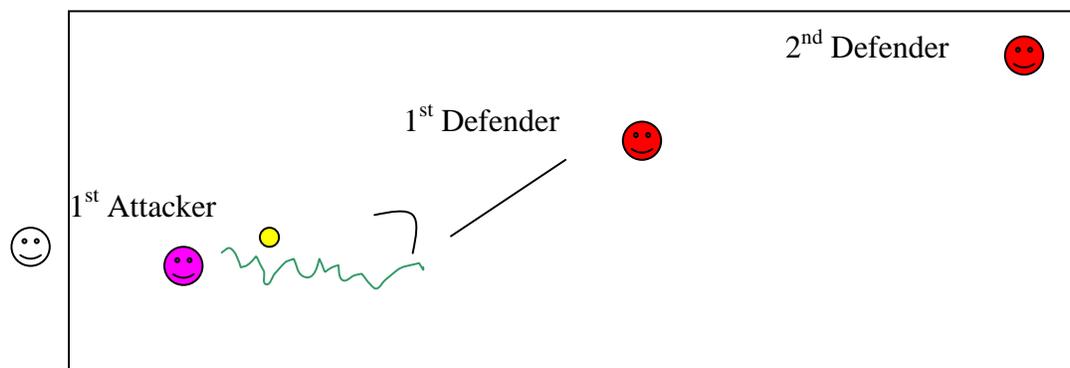
## **Basic Defender Drill/ warm-up**

### ***Organization***

Split the team into groups of two. Each group with a ball. Player A passes to Player B who is ten yards away. Player A is the defender, Player B the attacker. Player B takes on Player A. Play at 50% speed working on foot placement, small quick step, playing side on, balance and keeping the correct distance.

After each turn the players switch roles. Run this about 10 minutes and each player should be getting 10 to 20 repetitions at the defender spot.

## The Delaying Game



The object of this game is to teach the 1<sup>st</sup> Defender to delay his opponent. The 1<sup>st</sup> defender is backed up by a second defender located on the far touchline. The 1<sup>st</sup> attacker, person with the ball starts to dribble towards the far touchline. His job is to get it across under control.

The 1<sup>st</sup> defender's job is solely to delay the 1<sup>st</sup> attacker until his teammate arrives. The 2<sup>nd</sup> defender has to be artificially delayed. Make him do ten juggles, or ten foundations or ten of any other foot skill before he enters the field of play.

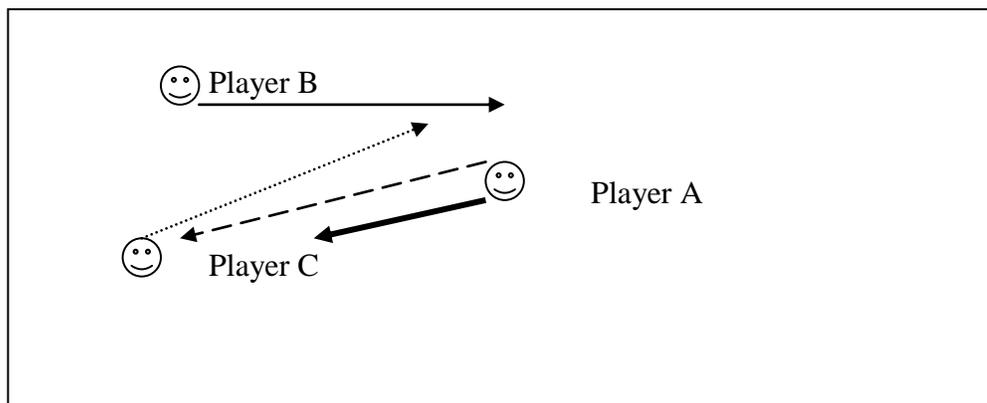
Score the game so that the concept of delay is rewarded. If the 1<sup>st</sup> defender gets beat and the second defender is not on the field, award 5 points to the attacker.

If the first defender simply knocks the ball out of bounds give him a point, but give him 5 points if he delays the 1<sup>st</sup> attacker and, together with his teammate, dispossesses the ball and takes control.

### Coaching Points

- Praise delay over deny and destroy
- Look for the 1<sup>st</sup> defender to angle his opponent towards the touchline. The touchline acts as a third teammate.
- Make sure that the 1<sup>st</sup> defender just doesn't dive in and stab at the ball

## Pressure (Under 7 Game)



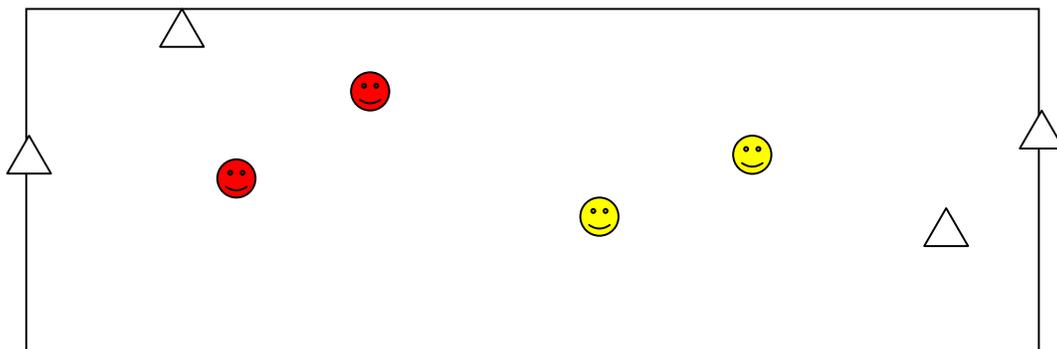
The game of “Pressure” is played in groups of three, one ball per group. Player A rolls the ball (receiving ground balls) or tosses the ball (receiving air balls) to either player B or player C. In this example, player C must control the ball and get a completed pass to player B. While this is occurring, player A immediately challenges player C and tries to win the ball back.

After successful pass, player C would then pick up the ball and repeat the activity as the defender. The defender is awarded a point for winning the ball back and gets to throw again.

### **Coaching Points**

- Encourage defender to pressure quickly after the toss.
- Defender needs to work hard at closing down the space while the ball is in flight.
- Receiving player's first touch should be away from the pressuring defender.
- Player receiving the pass should move to create a clear passing lane.
- Do not allow the receiving player to one touch the incoming toss. This is a receiving drill, as well as a drill that serves as a good warm-up for practices dealing with defenders.

## Pressure / Cover Defending (Under – 8 Game)



2 v. 2, with goals marked out in the corner of the grid.

Have a regular game with periods of about 2 - 3 minutes in duration.

Have plenty of extra balls ready to keep the game flowing

### **Coaching Points**

- Pressure on the ball, do not let the first attacker's head to come up
- Second defender must cover the goal as well as be aware of the second attacker
- First defender tries to channel the attacker into the sideline and away from the second attacker. (This is easier to do since the goals are in the corners of the grid, the sidelines come up quicker.)
- When first defender has made the play predictable, second defender tries to double team.
- Make sure the defenders stay balanced, that they do not become too spread out, enabling the attacking team to make "splitting passes".
- As soon as the ball is won, can they shoot? This is the best time to do so because the attacking team is not in a good defending posture

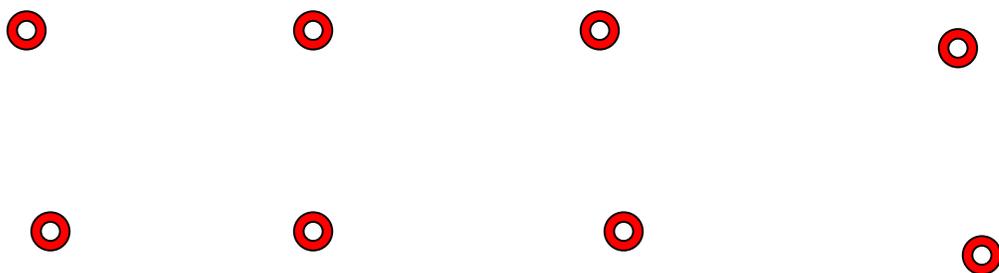
### **Defending the through Ball**

This section deals with stopping penetrating through balls in a flat back defense. It was supplied to me by Gary Rue, a high school coach from Kentucky and frequent contributor to several coaching forums.

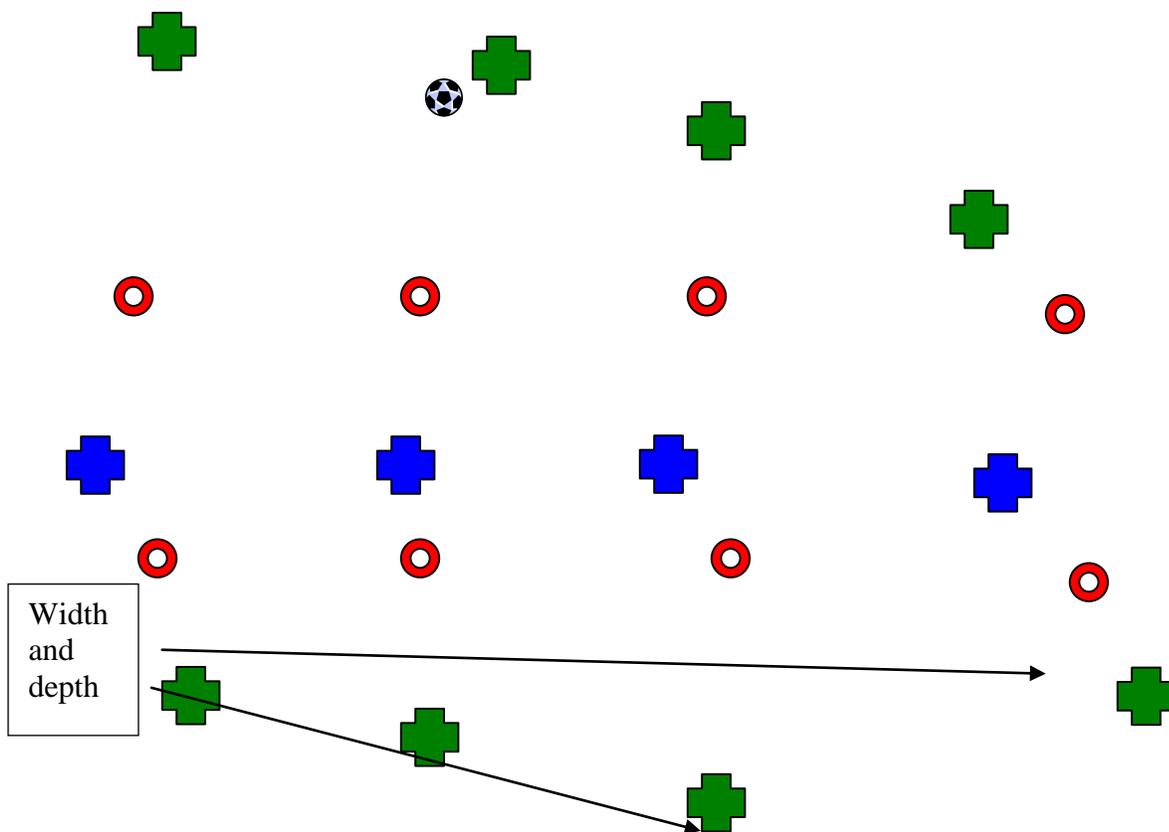
One of the prime positioning responsibilities of the flat back is to stop penetrating through balls. The following exercise helps a flat back learn, shift and position themselves in the face of passes out of the opponent's midfield.

### Setup

Using the flat cones as markers, create a horizontal channel of 10x60 yards across the field as shown.



Inside the channel are the four defenders. On each side of the channel are 4-6 attacking players spread out across the whole width.



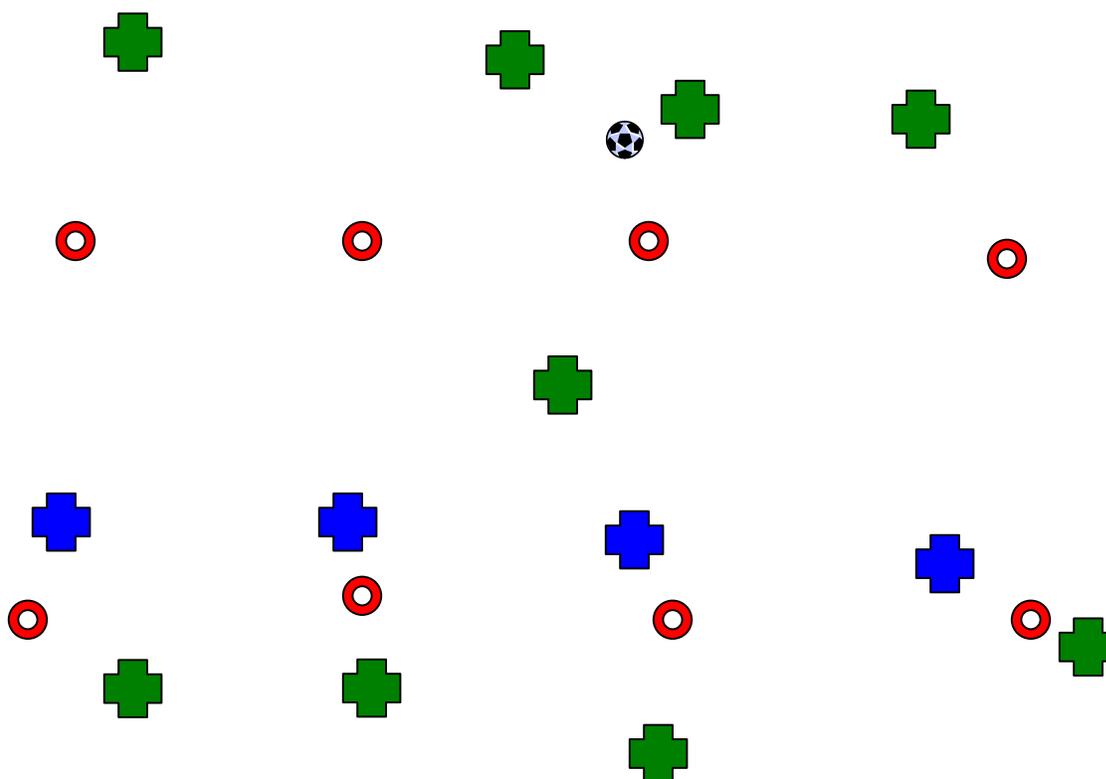
## Execution

For ease of switching the point of attack, the attackers may want to position a player forward with back to the channel (as if he was a checking forward player). The attackers should not be in a flat shape, but have some depth and width.

The attackers move the ball around trying to off balance the defenders where they can deliver a pass past the defensive line to the attackers on the other side.

In this exercise, we will assume that the midfielders are applying appropriate pressure and the backs are just in support of the halfbacks. In the example above, the ball is central and so are the backs. They have gotten closer together and moved towards the center. As the ball moves wide, they should shift to that side as well.

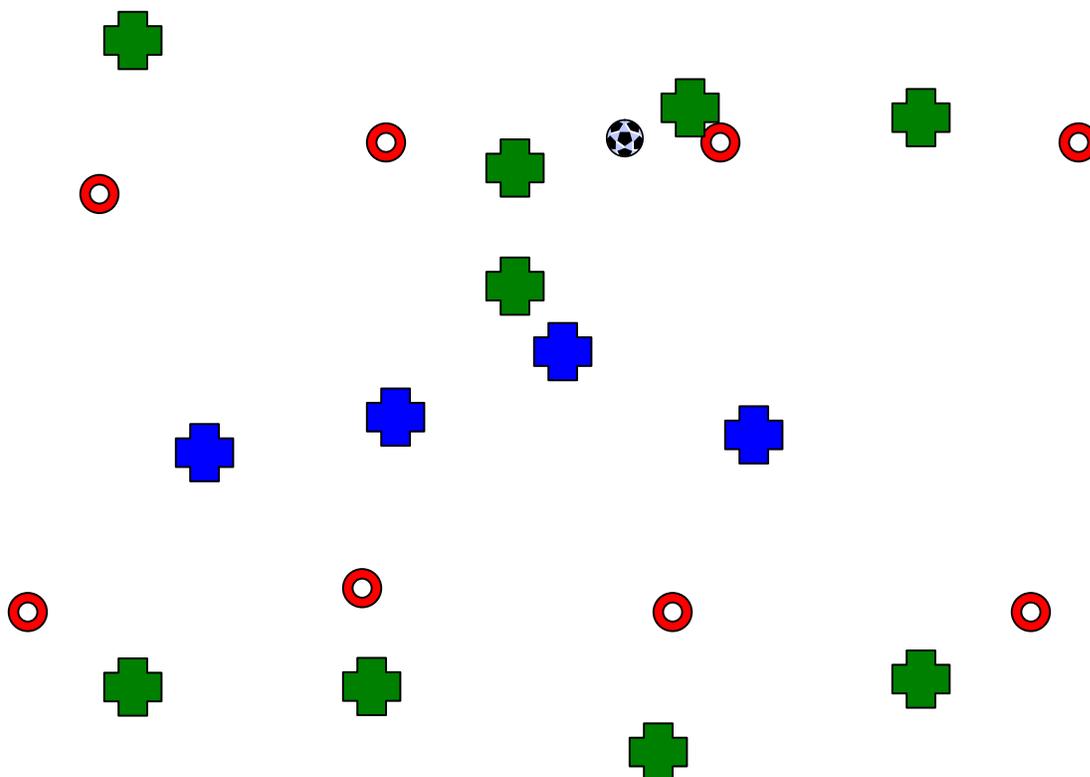
Notice the defenders have moved to closer to their back restricted line. This is because they are trying to stop the through ball. **In a flat back, you want to create space between you and the ball when possible.** If the ball is close to midfield, the space is 10-15 yards. It is 5-7 yards when the defense is backed up to its 18. If the ball is dropped further away, they should move forward. As the ball comes forward, they should move back.



Once the basic movement is trained, an attacker can be added to inside the channel. Now the defenders must mark this attacker, passing him on as the attacker moves side to side.

Balls can be played into the attacker who can turn and pass or drop it back.

If a defender must move forward to mark an attacker, the other backs must adjust their positions forward in order to not create too much space between the marking defender and the rest of the backs. This space creates angles for through balls. The diagram below shows the slight difference in positioning when an attacker must be marked in the channel.



## Slide Tackling

There is a debate on within the youth soccer community as to when to teach, or even to teach, slide tackling. At many youth, recreation levels, slide tackling is not permitted due to the risk of injury, both to the tackler, and the one being tackled. This is generally because slide tackling is not taught, or taught very little and therefore the execution of this technique is poor, to say the least.

Since slide tackling is part of the game and sooner or later your kids are going to try it, it is probably better if they are taught the right way to do it, rather than let them experiment on their own.

**The basics of slide tackling are as follows:**

### **1. Watch The Ball**

When an attacker is running at you with the ball, it's difficult not to concentrate on his body movements. Doing so, however, could cost you a tackle.

More than a few flashy forwards have faked a defender out of his socks while only nominally touching the ball. Such situations, however, can be avoided by keeping your eyes on the ball. If someone is trying to dribble by you and he's coming right at you, you've got to watch the ball. No matter where the attacker's body moves -- he can go right, he can go left -- the ball always sits still.

### **2. Don't Tackle Unless It's Necessary**

The best place for a defender to be is on his feet, not on the ground, and so one should resist the temptation to leap at an opponent's ankles any time the opportunity presents itself. It's better to contain the forward and prevent him from penetrating. You should also try to work with your fellow defenders to close off the attack without direct confrontation.

If you are the last line of defense, it is particularly important to remain upright. If your slide-tackle fails, your opponent's path to the goal will be clear.

Any time you dive in, there's a chance of you getting beat. Even if you do dive in and get the ball, it can always bounce or deflect off the guy and get by you.

### **3. Wait For Your Opponent To Separate From The Ball**

As long as your opponent has the ball at his feet, he's in control and a slide-tackle could be suicidal. Wait for him to knock it ahead two or three feet -if you are fairly close by before diving at his feet.

If you tackle when it's at his feet he can knock it away from you or dribble by you. When he separates from the ball, then you cut in front of him without tackling. And that's perfect because you can keep playing. If you need to tackle, wait for him to separate from the ball, then hook him.

Timing is the crucial ingredient, both for safety and effectiveness. But the quality of the timing is elusive. The most important thing is to get your timing down. If you don't have the right timing, your opponent is going to run right by you

Developing timing requires constant practice, but because training sessions rarely emphasize tackling, games offer the best training ground. Kids always want to practice slide-tackling, but it is not really something you can do in practice. The more you play, better you'll get at it.

#### **4. Be Decisive**

Every time a high level player tries to complete a tackle, he takes the attitude that he is going to get the ball and crush the forward. That's the way you have to think.

Mentality is important, especially at the highest level where the difference between success and failure can be confidence. Players can't hesitate, or they'll be beaten.

When you decide to go down, you have to go down. You can't think twice about it. If you go into a tackle halfway, you can get hurt. Decide 100 percent that you are going, then go.

Knowing when to go requires instinct built through experience, and it requires the ability to read the game.

#### **5. Attack From An Angle**

It is possible to slide-tackle an opponent from behind or from the front. But the risks -- fouls, cards, expulsion -- are great. The best tackles come from an angle. Coming in at an angle also allows the defender to strip an opponent from the ball without tackling.

While racing alongside an opponent, wait for him to separate from the ball. Then step into his path, between him and the ball. Step right into his line. Now you've got the ball, and you can shield it. Chances are, he'll trip you or foul you because you've cut him off.

Tackling from behind, an inexact science which soccer officials are intent on banning, isn't recommended. For every clean tackle from behind, there are four bad ones. You always seem to clip the guy, catch an ankle or something. You might get away with one clean tackle, but many times you are going to foul the guy, and you might seriously hurt him.

Slide-tackling from the front, with both feet, is another matter, and one referees rarely smile upon.

Straight-on, you're going to get the ball first, but obviously you're trying to hurt the guy if you're going in with both feet straight on. That's why referees don't like straight-on tackling. Even if you get the ball, they usually call a foul.

#### **6. Protect Yourself**

The first law of slide-tackling concerns safety, and it begins with shinguards. Full guards may not be as comfortable as smaller models, but defenders don't really have a choice. Nor do they have a choice once the decision to tackle has been made. Don't take it easy! You must go all out.

Mechanics are important. Tacklers should keep their leg unlocked with a slight bend. Then when you get to the ball, extend your leg through it. Make sure you get the ball right on your shoelaces and swing your leg through it.

### **7. Give 'Em The Hook**

The proper slide should make baseball managers proud -- it's a hook, on your side, with the extension of your leg through the ball. It's like a baseball slide. The only difference is you don't slide straight through. In soccer, you're running at an angle and sliding, hoping to land on your side. Then you try to swing your leg across and hook the ball.

It requires precision and resolution. Don't just put your foot out there, hoping the ball will hit you as your opponent trips over you. Make sure you swing through it. Try to clear it, or try to kick it away from him.

### **8. Get The Ball**

This is most important. If you don't get the ball, your goalkeeper will likely be picking the ball out of the back of the net in a matter of moments. Make sure you get the ball. You can get the ball first and then go through the player

Or don't. Tackling doesn't require a defender to strip the ball from his opponent. Sometimes just getting in the way is enough. If a guy is running down the wing, he's running full speed, and you know at that speed he can't cut it back. You know he is going to cross it. Sometimes if you stick out your leg, you're not going to block it. If you slide and lift your leg, you can block the pass.

### **9. Control Your Emotions**

Professional fouls are part of the game, mere moves in a chess match. And although players can become frustrated and tempers can flare, one should never take it out on an opponent.

It's important that you control your emotions. Never go out to hurt somebody because you're looking to be thrown out of the game, and that's stupid. Make sure you keep your foot down when sliding -- you don't ever want to lift your foot.



## INTRODUCTION

The obvious goal of the team is to be successful. In order for that to happen one critical ingredient is team discipline. The expectations, in this regard, for players, parents and coaches are clearly outlined in the document below which all parties are required to sign. In addition, the Florida Youth Soccer Association (FYSA) has published a Code of Ethics. If anybody has any questions please bring them to the attention of the coach.

## SPECIFIC TEAM RULES

1. Practice will take place at Palm Bay Regional Park (PBRP) on ..... and ..... Matches will take place ..... Games are typically played on Saturday, but some Sunday games may also take place. This is particular true in the case of tournaments.
2. Players must call if they will miss practice.
3. Players must arrive promptly for practice. Be ready to train at the assigned time. Do not just show up at the assigned time!
4. If a player misses practice during the week, he/she must make arrangements with coach for skills work to do at home to cover areas missed.
5. Players are expected to appear at practice wearing the assigned team practice T-shirt. They are required to provide their own refreshments, ball and shin guards.
6. Players must arrive at least 30 minutes to kick off on game days. Remember, they have to be checked in, warmed up and provided with the game plan for the day. Players are required to be appropriately dressed for matches. Bring both jerseys; the home team has to change in case of a clash and you never quite know what they are going to be wearing. Also, bring your own ball and refreshments.
7. Repeated tardiness and absences will not be tolerated as they damage the spirit of team. They hamper the ability of the coach to organize effective practices and disrupt game day preparations. If transportation and or getting to scheduled events on time is a problem, contact the coach to see if something can be worked out.
8. Team line-ups are prepared prior to each game. Players must advise by 8:00 pm on Friday if they will be unable to make a game. **Note:** If a player looks questionable due to illness or injury, please call in order to allow for a back-up plan to be put in place.
9. All players may be assigned homework on specific soccer skills. Please encourage players to practice at home - this is an effective way to improve their skills.

## GENERAL TEAM RULES

1. Spectators, **DO NOT** instruct the players. They have already been probably provided instructions from the coach. You are only confusing them. More importantly, please avoid criticizing your child.
2. Spectators, **DO NOT** question the player choice or tactics of the coach.

3. Players are expected to show positive attitudes, and to follow directions given by coaches. The coaches will not permit whining, grumbling, horse-play, or other disruptive acts during games or practices. At all times players are expected to work hard for the betterment of themselves and the team.
4. Players must show courtesy towards teammates at all times. Name-calling, teasing, criticizing or other acts designed to hurt feelings or cause injury will not be permitted.
5. All players must be willing to play all positions, and follow the assignments given by coaches. Over the season, every player will probably be on both defense and offense. The attitude of "I'm too good to play defense" is silly and selfish.
6. During games, players are expected to show courtesy to opponents and to referees. The decision of the referee is binding, so don't whine over bad calls.
7. Parents should avoid any taunting of opponents or disagreement with the referees, in order to teach sportsmanship to our kids. All communications to our child or teammates should be general and positive ("Good pass", "Nice kick", "Way to go").
8. Please use the 48 hr. rule to address any concerns with a coach after a game. Approaching a coach directly after a game is the wrong time! Remember, the coaches volunteer their time to the program. Please be respectful of that.
9. If assigned day to bring half-time or ending snacks, players will need to bring this to the bench area. Suggested half-time snacks are fruit (such as grapes and orange slices). Suggested ending should also be healthy in nature.
10. Please make sure players are properly nourished and hydrated prior to any activity.
11. Please pick up players promptly after practices and/or matches.
12. Please advise coaches of any carpool arrangements, so that they can contact the appropriate person if problems arise during practice (such as bad weather) where practice needs to end early or where player has non serious injury (such as sprain/strain) and needs early pickup.
13. If weather conditions are questionable for practice, please call [insert number here]. We will try to have a recorded announcement available if practice is cancelled.
14. If you will be picking up player(s), please keep a "weather eye" out in the event of approaching storms during practice, and start heading for fields if storms appear to be approaching. Club rules (as well as common sense) do not permit players on field if there is nearby lightning.
15. Everyone involved with the team is expected to familiarize themselves with the Laws of the Game; go to [www.bysl.net](http://www.bysl.net)
16. **Consequences:** If parents/guardians or players cannot follow these guidelines, the coach or the Club may take any one or all of the following steps:
  - Warn the parent/guardian/player about their behavior; have them re-read the expectations above and FYSA Code of Ethics
  - Ask the parent/guardian to no longer attend games and practices;
  - Reduce the playing time of the player; and/or
  - Remove the child from the team.

I have read the team rules above. I completely understand the rules and agree to abide by them. Furthermore, I have read, fully understand and will abide by the FYSA code of ethics available at <http://www.southbrevardfc.org/>

\_\_\_\_\_  
Player Name

\_\_\_\_\_  
Player Signature:

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Parent/Guardian Name

\_\_\_\_\_  
Parent/Guardian Signature:

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Coach Name

\_\_\_\_\_  
Coach Signature:

\_\_\_\_\_  
Date:

Please identify any medical conditions this player has:

Parent/Guardian home phone:

Parent/Guardian work phone:

Parent/Guardian Cell phone:

Parent/Guardian email address:

Emergency contact:

The coach may be contacted at the following numbers:

Home phone:

Work phone:

Cell phone:

Email address:

# Coach v Coach/Player: The Implications

There are times when a coach wants to jump in and play with his/her players. We do it for a variety of reasons; to get our daily workout, to compete, to show players how to do it, or to help out. We have many motivations but does it affect the team and its well being. You also have to realize that an adult body and a youth body are two different things. Soccer is a contact sport and contact does occur. When the adult and the youth collide there may be injuries. None of us want that and we must be careful that it doesn't. I know for myself I am not nearly as nimble and I can't avoid those collisions nearly as easy as in days gone by.

From a pure coaching perspective here are the situations that can occur when the coach enters the field as a player:

## 1. Player/coach

This is the situation that is often seen where the former player begins his coaching career. The player/coach tends to play with the players more then coaching the players. A large part of coaching is observation and if you are playing you are not able to observe all of the players. This is the type of coach who needs to step away from the game when it involves the team he is coaching. This coach has a lot to offer but needs to realize the differences in their roles.

## 2. Show off

This is the coach who likes to show the players what he/she can do. That is all fine and good but the idea is finding out what the players can do or can't do. Players do learn from examples given by the coach. They should be short demonstrations not from long demonstrations that take away from the time the player should be spending with the ball.

## 3. I have to win

Coaches by their nature are competitive. Sometimes their competitiveness gets in the way of the learning of the players. By this I mean certain things a coach might do are not within the confines of the rules. We set a bad example for the players in how they should play the game fairly. This can also occur as we get frustrated with our players play. Our attitude often affects our players in a negative manner. Even if we play within the confines of the rules the coach dominates the game thus taking away the learning opportunities of the players.

## 4. Play me the ball

The coach who inserts himself in the game does affect the dynamics of the game. By adding yourself in the game the players tend to focus on getting the ball to the coach. It only makes sense to the players is that if I can get the ball to the coach he will be pleased with me. Often times the coach's body language lets the player know as to whether he is pleased with their play. A good example is my play on a reserve team that the 1st team coach played with. When he played with us you always wanted to try and get him the ball so he would look favorably upon us

and move us up to the first team. Our team was always more effective when he missed a game as we were more free owing and would incorporate all of our teammates into the game.

#### 5. Parent/Player game

Seems like a good idea on the surface but often you have all of the dynamics for disaster both for the players and the parents. The parents want to prove themselves to the players and they may or may not be physically capable to do this. This creates a situation where the parent gets hurt or they are unable to avoid a player and the player gets hurt. Coaches need to know what their role is with the team. By inserting yourself into the game you relinquish the coaching role and become a player. This is not something we want to do on a frequent basis. There are times when a coach can insert himself into the game. When you do though you want to make sure in your mind what goal you wish to obtain by doing so. You need to be careful you are not changing too much in terms of the dynamics of your team. Ultimately you will not be on the field with them and your team needs to function as a team. The coach who plays at the end of practice with the team every practice never allows for the team to function as a team at the end of the practice. You have made the game different than the one you have trained them for through out the preceding part of the practice. You are also unable to observe and analyze your team when you are playing as you have a very limited perspective. Lastly we don't want as a coach to put ourselves in a situation where we could hurt one of our players. I think as a coach I would feel very bad but beyond that we may be opening ourselves up to even more serious problems.