Smithtown Kickers

C.O.R.E

To
Intramural

Character Opportunity Recreation Enthusiasm

Pee Wee

Division

Version 1.4 09/10/08

Introduction

Dear Fellow Coach/Teacher/Trainer,

Congratulations! You, as a youth soccer coach, are about to enjoy a rare privilege - becoming a surrogate parent to 12 to 18 kids who are looking to have fun and learn the game of soccer. You are not alone. Youth soccer in Smithtown Kickers is flourishing. In communities from Albertson to Riverhead, the sport of soccer is enjoyed by 80,000 other members of Long Island Junior Soccer League and over 2,000 in the Smithtown Kickers Soccer. With this much activity, SMITHTOWN KICKERS needs all of its' member coaches to be their BEST - as leaders, teachers, and friends to every player.

With youthful exuberance and enthusiasm, the seven-year-old player finds challenges, excitement, and fun with his or her classmates and friends on the soccer team. For the prospective coach, who likely has never played the sport, the task of organizing a team, understanding the rules, running effective and enjoyable practices, and making a positive experience of the Saturday game, is another matter. But just as your child player will develop soccer skills over time, the parent-coach can learn age-appropriate and effective coaching techniques over time as well.

The members of the SMITHTOWN KICKERS board, who have compiled this manual, believe that your educated participation is vital to the overall experience of your youth players. We offer this manual to our family of youth soccer coaches with the expectation that you will use it in conjunction with the full complement of coaching clinics supported by SMITHTOWN KICKERS's coaching staff. We hope that together these resources will give you the confidence to be the BEST - for your child, your team, and the sport of soccer.

Sources/Reference:

ProExcel/Britannia Soccer

Colin Schmidt, Colorado State Director of Coaching

Andrew Ransome United States Soccer Federation "A" License & National Youth

Soccer. How to Play the Game. The official playing and coaching manual of USSF

Tony Waiters & Bobby Howe "Coaching 6,7, and 8 year olds"

Tony Waiters & Bobby Howe "Coaching 9,10, and 11 year olds"

Wiel Coerver "Score Soccer Tactics & Techniques for a better offense"

Richard Kentwell "Dutch Soccer Drills Volume I"

Frrank Schmidt LIJSL "B" Course National Soccer Coaches Association of America

Enjoy and Have Fun !!

Smithtown Kickers Board

"LET THE GAME BE THE TEACHER"

"LET THE GAME BE THE TEACHER"

The coach must find that magic line when training a team. The coach must figure out just what the players can learn and how far to take them past their comfort level. If the players don't leave their comfort level, they can't improve as quickly. On the other hand, if the players are asked to do something that is too far beyond their capability, then they may lose confidence and desire.

Following is a summary of some basic tactical development guidelines per age:

Ages 4-7 - Focus on individual ball touches, learning the different parts of the feet, general play, with lots of short games that involve some thought, competition and individual skill development in small groups of two to four players.

Ages 8-10 - Passing exercises for technical development; continue to focus on the individual player development such as dribbling games and 1v1 play; individual defending techniques can be introduced with other individual skills. This age will enthusiastically do anything the coach asks. Tactical situations may be part of some training exercise, but the coach should focus on the individual development. Again, small group training of two and three man teams is much preferred over larger groups.

Ages 10-12 - Individual development is continued with supporting players added. Initially two-man supporting tactics are developed (attack and defense), generally against one opponent. A second opponent or third teammate are added later as needed. Coaches should start to use neutral players in many exercises and games to allow the players to achieve more success in the early development stages.

Ages 12-14 - Three man combination play is developed, evolving into a four man shape during play. Tactical patterns are used to setup exercises. Off ball marking and tracking are worked on defense.

Ages 14-16 - Tactical patterns are trained in a five-man shape. Training zones help to define player responsibilities within areas of the field. Functional defensive play, such as marking backs, sweeper, or zone structures, are refined. Transition should be a prime focus of this age.

Ages 16-18 - Team system of play is stressed more. 6-9 man tactical setups are employed. Set pieces are developed. Decision-making training environments are mandatory. Team pattern play as well as group and individual functional training give more tactical options.

Age Appropriate Training Objectives

Age Objective	U4 – U7	U8 – U10	U10 – U12	U12 – U14	U14 – U16
Stage of Development	***"FUNdamental Period"*** The fascination of the ball and play.	***"Foundation / Romance Period"*** Move from being self-centered to self-critical. Group and team games become central to skills training.		***"Training to Play and Compete – Formal Period"*** Dawn of tactical awareness and onset of puberty. Encourage risk-taking, imagination, and creativity.	
Enjoyment of Playing and Practicing	Enjoy playing with the ball without fear.	Enjoy cooperative play and practice.	Enjoy 1 v 1 competition and competing as a team.	Satisfaction from improving own performance and understanding of 'team' concept.	Enjoying performance oriented practice of techniques, tactics and conditioning. *"The Beautiful Game"*
Technical Ability	Simple ball control. Instep Kicking.	All basic forms of movement with and without opponent.	Fine tuning basic form. Simulating game conditions.	Position specific techniques. Improving dribbling and tackling in 1 v 1.	Restart plays. Learning to consciously use techniques when moving at speed and in 1 v1 situations.
Tactical Ability	Understand scoring and preventing goals. Coordination in offense and defense.		Playing and coping with situations in a given space. Individual tactics (cover; getting free).	Improve teamwork and group tactics, practice tactically correct reactions to standard situations.	Improve game tactical knowledge. Improve individual tactics as part of a team.
Physical ability & Coordination	General motor skills: Running; jumping; endurance; agility.	Learning to anticipate. Improve quickness and coordination with and without the ball.	Developing a 'feel for the ball. Improving endurance and motor skills. Onset of puberty	Puberty stage. General and specific muscle training; speed dexterity and endurance.	Training to improve explosiveness and change of pace with and without the ball

Coaches Checklist Administrative

1. Call all players as soon as possible. Speak to a parent and be sure to ask if they have a pen and paper before giving them the following information:
    a. Your name and phone number.
    b. The time and location of the first game and practice.
    c. The required equipment for your age group. Shingaurds are mandatory and a uniform is required for PeeWee and older. Clinic and Micro-Clinic the shirt is provided.
    d. All players should bring a ball to practice and for the pre-game practice.
    e. Let them know that you will be wearing "hat with logo and/or shirt that they recognize your for the first time. The parents will be able to find you right away

2. Meet with the parents at the first practice and distribute the game schedule. You can insure capturing the entire team by writing the players name in the top corner of each copy and distribute to the parents. Any leftover sheets are the ones you need to call.

3. At the first game distribute a roster including the name of the players, the parents and phone numbers. This will help to remember names and provide the opportunity for the parents to get to know one another.

4. Call players that do not attend practice and ask them if everything is ok. Some players (parents) need encouragement to make practice.

5. Give instructions at practice and let the players enjoy the games on Saturday. By letting the players become free thinkers they will play a better game.

6. Be prepared for practice. Spend time preparing a practice that has no lines (players waiting) and every player or pair of players with a ball.

7. When meeting the players and parents for the first time you should let them know how to recognize you i.e. baseball cap and/or sweat shirt with a logo so they can look for at the first practice/game.

Coaching Conduct/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 nc 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.

PLAYING TIME IS EQUAL FOR ALL PLAYERS

Introducing guidelines to practice

Practices should include a variety of games, activities, small-sided games, and full-field games that will help promote the development of individual skills and concepts, group skills and concepts, strategies, and games. Use games as an integral part of practices to develop a smaller part of the big picture. Exercises & games enable the players to focus on one dimension without being distracted by having to concentrate on other aspects of the game.

Careful planning will allow coaches to use exercises & games that are appropriate for the players and offer many opportunities for movement and touches on the ball. When planning, coaches should use exercises to address specific areas of development. For example, if a team is having trouble scoring after moving the ball successfully to their offensive third of the field, then practices should include exercises that emphasize finishing skills.

Making Practice Exercises & Games Successful

There are several key factors in making exercises work successfully in practice. These include dividing the group into smaller parts, changing activities frequently, having sufficient equipment, varying formations, switching the order of activities, and making the exercises game like.

Whenever possible, divide the players into small groups during exercises. By using grids you can identify boundaries of general space for each group. In spacing grids consider safety and your ability to observe adequately. Small groups of players within these grids will have opportunities for hundreds of touches on the ball during each practice.

It is also a good idea to change combinations of players frequently so that everyone gets a chance to play with each other. Having small groups means players will become more accomplished in shorter periods of time because there is less standing around. Coaches will also have the opportunity to present more activities during each practice session. Generally spend no more than 10 to 15 minutes on a exercise during each session. Changing exercises frequently will help players stay motivated, which will increase their work rate. You must have sufficient equipment to implement exercises with smaller groups. Ideally, there should be a couple dozen small-game markers of various colors, scrimmage vests, and a ball for each player in each team's equipment inventory. Along with regular goals, small portable, temporary goals are helpful for exercises.

Switching the order of activities occasionally will also help to make exercise work go more smoothly. For example, players can work on a exercise involving individual moves the first part of the first three practice sessions. On the fourth practice session, you could start practice with a small-sided, three-versus-three game and follow with exercises that help develop individual moves. Breaking practice routines will keep players motivated.

Changing formations regularly will also give a different look to exercise. Alternately using triangles, squares, and circles for exercise work adds variety. Varying the number of players, number of balls, and amount of space for exercise work will help to promote a high work rate.

Probably the single most important factor in the success of a exercise is whether or not players are having fun. Exercises will be fun for players if you present them in a game like fashion. Many of the exercises in this book have these game like qualities. Using them in their proper progression not only helps players develop skills and concepts but also is enjoyable for them.

Coaching Guidelines at Practice

The guidelines given can be seen as "GOLDEN RULES" which you can use to help run your practice sessions and games by:

1.) Give the players as much active time with the ball possible.

2.) Do not use practices that involve the players standing in a line.

3.) Try to finish the practice when the children are having tremendous fun and you have accomplished your "goals" for the day.

4.) Juggling and Coerver ("Soccer Moves") type moves should be part of every session you do.

5.) Be an entertainer. Remember a child's world is one colored with magic and imagination. Mickey Mouse means more to them than a simple passing exercise. Do not coach them as though they are miniature adults.

6.) Players at these ages learn best by touching the ball frequently. It therefore seems logical to play small-sided games as much as possible. As the parameters for five and six year olds suggest the best game to play is MICRO Soccer.

7.) Although they are young they need and respect discipline. Carefully select your teaching style and your guidelines for behavior and then be firm with what you will and will and not accept.

8.) Carefully select the language that you use when communicating with the young players. For example by saying, "The one who works the hardest will be my next catcher" you effectively invite all players (regardless of ability) to participate in the game. Alternatively the phrase "The first on to do." invites only the gifted few. At all times try to use language which invites all and excites all and alienates no one.

9.) Use your body to help express the enthusiasm that you have for the practice you are running. Avoid towering above them, get down on your knees and become part of their world. They will relate better to you if you are an animated character

10.) There is no place for yelling at the players. Many coaches feel that they need to bark instructions out to players. Let the players play. Then if you want to make a coaching point, stop the exercise and make one or two points only. During a game, we hear coach's constant sounds of "LOUD" direction. This really not needed for the players.

"LET THE GAME BE THE TEACHER"

PEE-WEE Division

Ball Size: #3

Field Information:

The Pee-Wee fields are 20 yds. wide x 30 yds. long. The goals are small pop up goals 6 ft wide and 3.5 feet high There is no center line and there is no center circle. There is a line 6 yds up from each goal across the width of the field,

The Pee-Wee program is designed as the first introduction of the players to the use of referees in a game. It is also probably the first time the coaches have experienced referees. The referees are required to assist the players in adhering to the rules of the game and are asked to help the players learn some of the skills of the game goal kicks, corner kicks, etc. There are no keepers and/or sweeper keeper

Game Duration:

The game will consist of 4/10 minute quarters running time with stops when necessary for substitutions. There will be 1-2 minutes between quarters.

Rules:

The rules of the Pee-Wee program are very basic:

1. The teams can only play 3v3 soccer with substitutions.
2. There is no offside. There are no penalty kicks.
3. All restarts are indirect. A goal can only score after two players have touched the ball. There are no direct kicks. The defending players must give 5 yards space.
4. If a ball goes out over the sideline, the ball place on the ground and the players kickers it in.
5. If a ball goes over the endline and an attacker last touched the ball, a goal kick is taken from anywhere in the goal box.
6. If a ball goes over the endline and a defender last touched the ball, a corner kick is taken.
7. After a goal, the team that was scored upon restarts with a goal kick. The defending team must retreat all players to it's own goal-keeping box.
8. All substitutions must be requested of the referee and can only be done on a throw-in, a goal kick or a re-start after a goal or a referee time-out.
9. All players must have equal playing time and the coaches must rotate the players to all positions.
10. There is **no** Sweeper keeper the game is to be played 3v3 with no use of the hands. The game is started with a goal kick and possession should be rotated each quarter.
11. On goal kicks the opposing team goes back to the their line 6 yards up from the goal
12. No coaches are to be on the field. They are to stay on the sidelines only.
13. No coaches and/or parents are to stand by the behind the goals.

Intramural coaching curriculum for players (Pee Wee Division)

AIM: To help those players to have productive, fun based introduction to the game of soccer. The curriculum is based upon introducing these young players to key fundamentals of the game through involvement in a series of FUN based practices and small sided games

At the ages of five and six following techniques will be introduced and reinforced:

a. Dribbling
b. Moves i.e. Coerver work
c. Juggling
d. Short passing
e. Ball control – pass to yourself

These techniques have been selected because our experience shows that it is these areas in which the young players can learn and enjoy learning.

The length of the practice should be no longer then 45 minutes.

Each practice should include a variety of games, activities, and small-sided games that will promote the development of individual skills and concepts, group skills. At this level, offensive skill and concept development is much more difficult than defensive development. Therefore, when organizing you practice plan, design exercises that have no defensive pressure or passive defensive pressure

Develop a warm-up plan for your players. Follow this plan as players are arriving to practice. Include in the warm-up plan activities that involve various skills including juggling, passing, dribbling, and shooting. Players can do these activities without much coaching instruction

For the Pee Wee division you should have one practice a week. At this age you want the players to touch the ball. The first practice we recommend that you cover the rules so the kids know when the games starts. The following table provides you with a guide of how to run a practice for the Pee Wee division

Activity	Time
Warm-up	5 Minutes
Skills games	15-20 Minutes
Game	15-20 Minutes

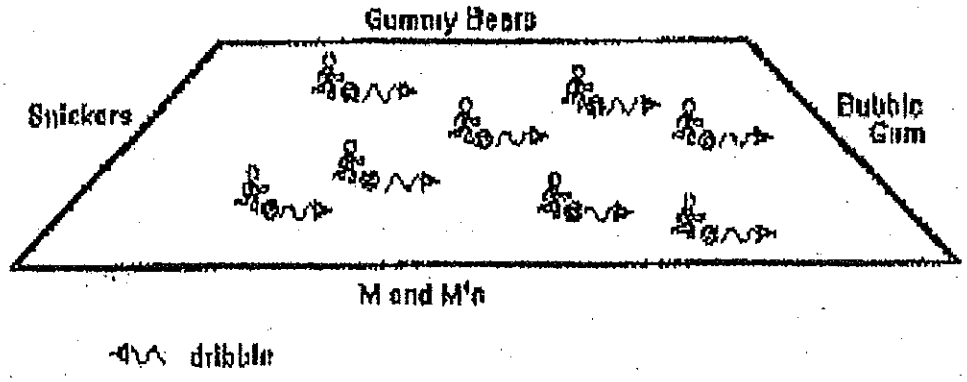
The following will provide you with a variety of games that the kids will enjoy and have fun with. There are 10 games that are geared towards teaching the kids ball control skills, while having fun. The last page contains "Soccer Super skill moves that you will teach the kids.

Game 1 – CANDY STORE

The children play in a square approximately 30 x 20 steps. The coach names each side of the area after a piece of candy. Each child must have a soccer ball. When the coach shouts out the name of a candy bar the children dribble their soccer ball to the appropriate side.

Coaching/Organizational points:

1. *As a coach of young children you should know their favorite candy bars.*
2. *This practice should be "up beat" it requires a dynamic coaching performance.*
3. *When the children reach the particular candy they should be encourage not standing sill but to perform soccer related practice to secure the candy, for example toe taps.*
4. *This game can be played without a ball, this is done in order to get the children's attention and familiarize the young players with coaches different tones*



Game 2 – BODY BRAKES

The children play in a square approximately 30 x 30 feet. The children move inside the square with a ball at their feet. The coach call a body part, the children they have to stop the ball using for example their right elbow. First one down scores a point.

Coaching/Organizational points:

1. *The coach should always encourage the children to dribble with their heads up.*

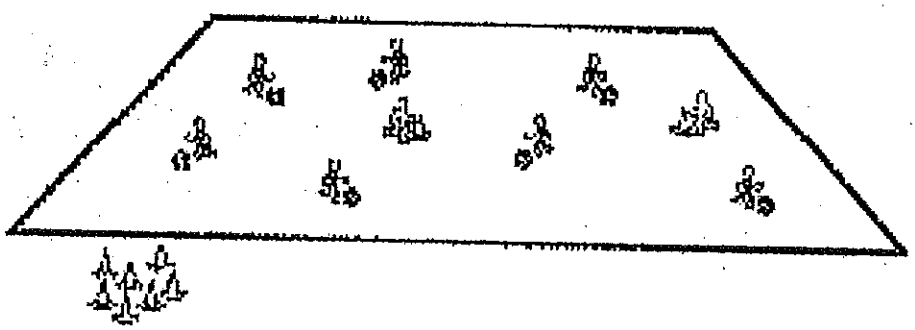
2. *The coach should ask the children the question, "Why should we dribble with our heads up?" He/she should encourage the children to provide the answer. a) To look for space b) To avoid other players.*

Game 3 – CONEMAN

The children play in a area approximately 30 x 20 steps. The coach is the "Cone/Woman" who runs around the area attempting to "CONE" the players. This is done by placing a cone on top of the player's ball, and shouting "Conman's got you". Once a player has been coned they must perform three juggles to get back in the game.

Coaching/Organizational points:

1. *The children should dribble with their heads up, looking for both space and defenders.*
2. *The children should take as many touches of the ball as possible.*
3. *The children to use both feet to dribble the ball.*
4. *The coach should make it known that he/she is always looking for the person who is working the hardest. To use as the next "Coneman/woman"!*



Game 4 – STOREY BOOK SOCCER

The children play in a square approximately 30 x 20 steps. The coach tells a story of when she/he was young and on his/her birthday they were given a magic car. The coach then ask the children if they want to play "magic cars". The children dribble around the area and the coach introduces three gears. In first gear the children must dribble their soccer ball really slowly. In second gear the children should be encouraged to dribble their soccer ball at medium speed. Third gear is "racing car" speed; the children should be encouraged to dribble the soccer ball as fast as they can.

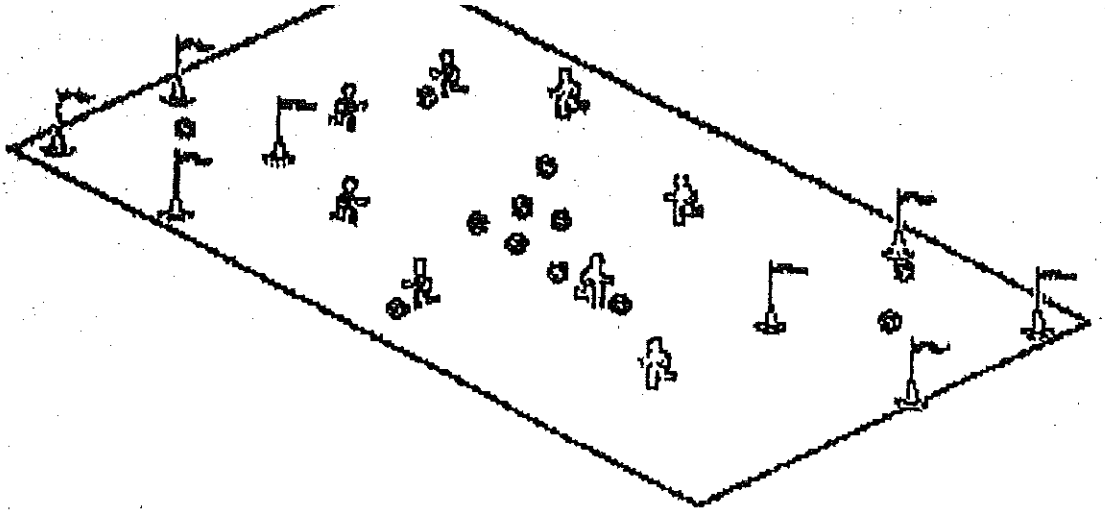
Coaching/Organizational points:

1. *The coach can introduce additional coaching points:*
    a. *Traffic lights at which children must stop. Remember if you are traveling really fast cars usually screech to a halt*
    b. *Hills, the children are asked to travel up a hill, performing toe taps does this.*
    c. *Chicane, the children are asked to travel through a chicane, this is done by cradling the ball (inside to inside)*
    d. *If the children fail to stop when the coach shouts our red light, they get a speedy ticket. Rather then shout out "red light" you are encouraged to raise your hand to indicate stopping. This will teach the children to look up, rather responding to shouting*

e. *The coach finally introduces a car thief. The thief steals the children's soccer ball by touching them with his/her foot. To get back in the game the child must perform three juggles.*
f. *It should be made quite clear that all these progressions do not have to be made in the first week, or even the second. This game should be played regularly so the children remember the storyline.*

Game 5 – THE GOLDEN EGG

The coach makes two small squares approximately 30 steps apart. Each square acts as a nest for a group of birds (children). The coach places all the soccer the balls into the middle of the "nests"(the area between the two nests). The soccer ball are turned into "GOLDEN EGGS" that the birds have to save. The "GOLDEN EGG" are then taken back to their nests. On the coaches command of "magpies" the birds fly into the middle to save the eggs. The children can save the eggs from the nests

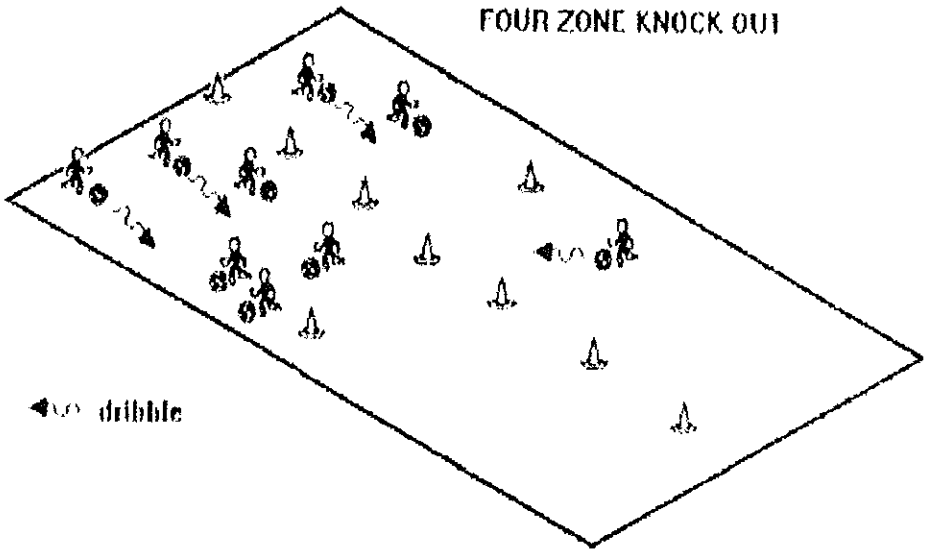


Coaching/Organizational points:

1. *The coach should encourage the birds to save the balls using only their feet.*
2. *When the balls are in the middle they should be slightly spread out, so as to avoid collisions.*
3. *Remember that the golden eggs are extremely heavy and the only way the children can move them is by dribbling.*
4. *The birds should be constantly encouraged to save eggs for other nests. Remember the simple philosophy that the more touches of the golden eggs the birds get the greater the ball control skills that will develop.*
5. *With more advanced groups the coach should encourage the birds to perform dragback turn when stealing the "GOLDEN EGGS".*

Game 6 – FOUR ZONE KNOCK OUT

The coach divides the area 60 x 60, into four equal quarters. He then numbers the quarters, one to four. All the players start in quarter one, they move around the square with the ball. When the coach says "knock out" the children use their ball to knock their teammates balls out of the square. When a players' ball is kicked out of the area he/she moves into the next square and begins to dribble around the square with their ball. As more people are knocked out the second quarter becomes the more crowded area. Players who are knocked out of the second quarter go to the third and, the game continues. When players are in the fourth quarter they can gain promotion back into the third by performing a superskill move.

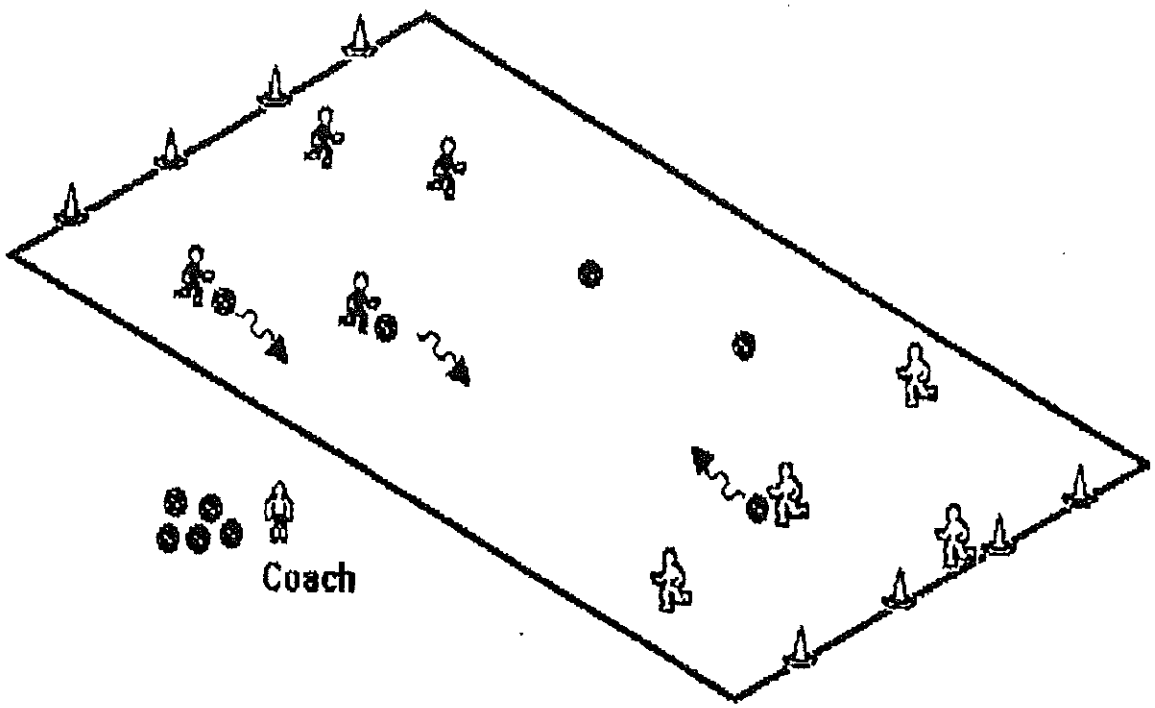


Coaching/Organizational points:

1. *Unless they dribble with their heads up they will never know if and when their teammates have control of their balls.*
2. *Once they see a teammate has lost control, encourage them to try to knock the ball out.*
3. *Encourage the game to be played a high intensity.*

Game 7 – FOUR CONE SOCCER

The coach sets the cones up as shown below:



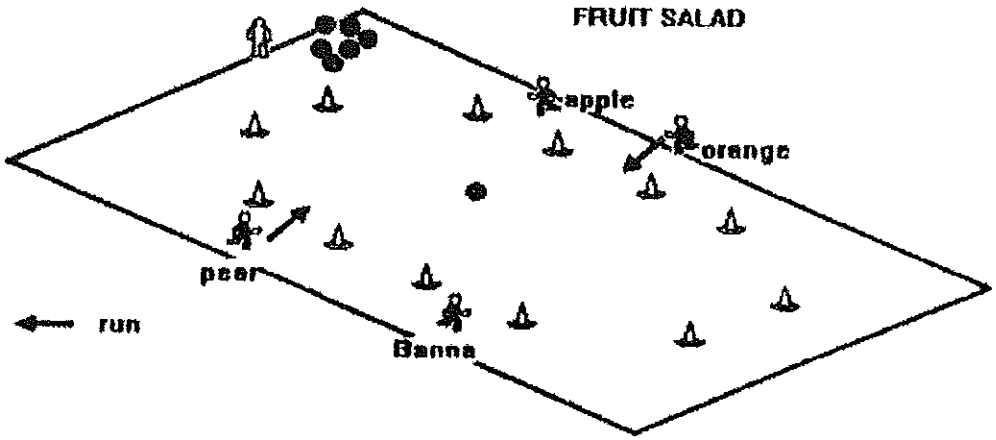
Play 3 v 3 (Micro soccer). Both teams are trying to knock down each other's cones.

Coaching/Organizational points:

1. *The coach should stand with a supply of soccer balls. Play with two or even three balls at a time.*
2. *There is no out of bounds.*
3. *The children should knock the cones over using the correct push pass technique.*
    a. *Non kicking foot by the side of the ball.*
    b. *Lock ankle and follow through in the direction you want the ball to go.*
    c. *Watch the foot, make contact with the middle of the ball.*

Game 7 – FRUIT SALAD

Mark out the area as shown:



Coach stands in the position shown with a supply of balls. The coach has already given the children, each a name of a fruit. He/she randomly calls out, orange, apple, etc this can be done single or in pairs. When the child's name is called out they run on to the field and tries to score. When the coach shouts "Fruit Salad" all the children run into the "Fruit Bowl" and try to score.

Coaching/Organizational points:

1. *The coach plays one ball per player(I mean fruit) the player simply passes the ball into an open gate.*
2. *The coach plays one ball in and calls a fruit both players have to pass the ball between them four times.*
3. *The coach calls two fruit and puts in two balls, creating two 1v1 practices.*
4. *The coach shouts "Fruit Salad" all the players are in the fruit bowl with x amount of balls.*
5. It is vitally important that the players are changed frequently, the coach must keep the tempo of the game high. This requires a dynamic coaching performance.

Game 8 – FIRE FIGHTER

The children play in a square approximately 30 x 30 feet. Select a catcher (s). The catch gets people of the game by touching their ball with his/her foot. All the players are "Fire bugs" with the catcher being the "Firefighter", he/she has to put out all the bugs. The way back into the game is by doing three "Zigs" and three "Zags" on each foot.

Coaching/Organizational points:

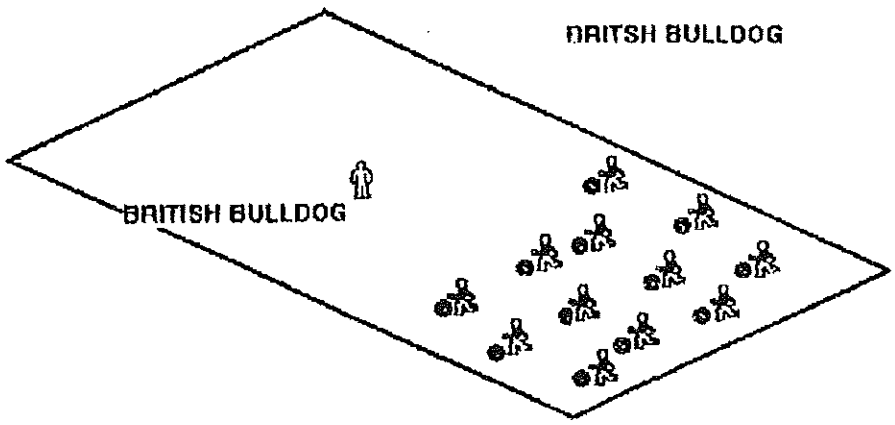
1. For the first game the coach should be the catch..
2. The catcher should be the child who is working the hardest during the practice.
3. The coach should encourage the children to perform the step over move within the game.
4. The coach should always encourage the children to dribble with their heads up.
5. *The coach should ask the children the question, "Why should we dribble with our heads up?" He/she should encourage the children to provide the answer. A) To look for space b) To avoid other players. (defenders)*

Game 9 – BRITISH BULLDOG

The children play in a area approximately 30 x 20 steps. The children start a t one side of the area (which the children can call street). The coach has told the story of a "British Bulldog" who will not let the children out to play. The children have to dribble their soccer ball past the "British Bulldog" so that they can get out to play. The coach plays the part of the "British Bulldog." Each time the children make it past the "British Bulldog" they get a quarter to buy candy, this is done by performing toe taps. The young players can only travel across the street when the coach says "British Bulldogs." Once the players have been caught they become a bulldog and assist the coach to catch the others.

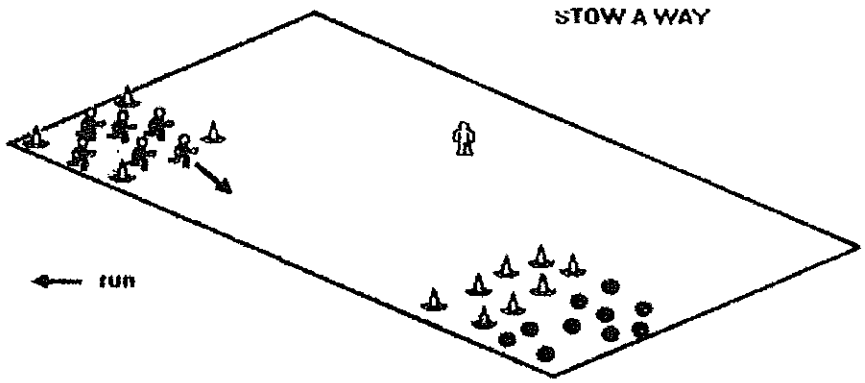
Coaching/Organizational points:

1. The children should dribble with their heads up, looking for space and defenders.
2. The children should take as many touches of the ball as possible.
3. The children should use both feet.
4. The coach should make it known that he/she is always looking for the <u>person who is working the hardest</u> to use as the next "British Bulldog".
5. The coach should always let the children have success, to begin with at least!



Game 10 – STOW – A – WAY

It was a bright sunny day on Nogatania, Captain Cricket and his crew were busy loading the good ship Graham (it was a big ship) with all the supplies needed for their voyage. Captain Cricket a huge man with a long flowing beard, had ordered that all the soccer balls in Nogatania to be put in ball net and used to help the already over loaded ship stay a float. This was most annoying for the young soccer players Nogatania. Realizing that they had to do something X amount of the bravest young soccer players decide to stow – a – way on the good ship Graham in an attempt to rescue their soccer balls. They would have to be very skilled and quite in order for the mission to be successful. They hid below deck and waited.
The children sneak out at night to rescue their soccer balls when they get to their soccer balls they have



to break out of the ball nets i.e. cones and race back below deck, all before Captain Cricket wakes up. If the captain does wake up he can capture one of the stow – a – ways. Who then becomes the 12th man and helps Captain Cricket.

Coaching/Organizational points:

1. The push pass should be coached:
    a. Non kicking foot by the side of the ball.
    b. Lock ankle and follow through in the direction you want the ball to go.
    c. Watch the foot make contact with the middle of the ball.
    d. Encourage the correct weight of the pass.

2. The game should be played several times, giving the children time to get used to the storyline.
3. The children can also escape 'aloft' by performing eight toe taps.

At the of Practice session you should play a game

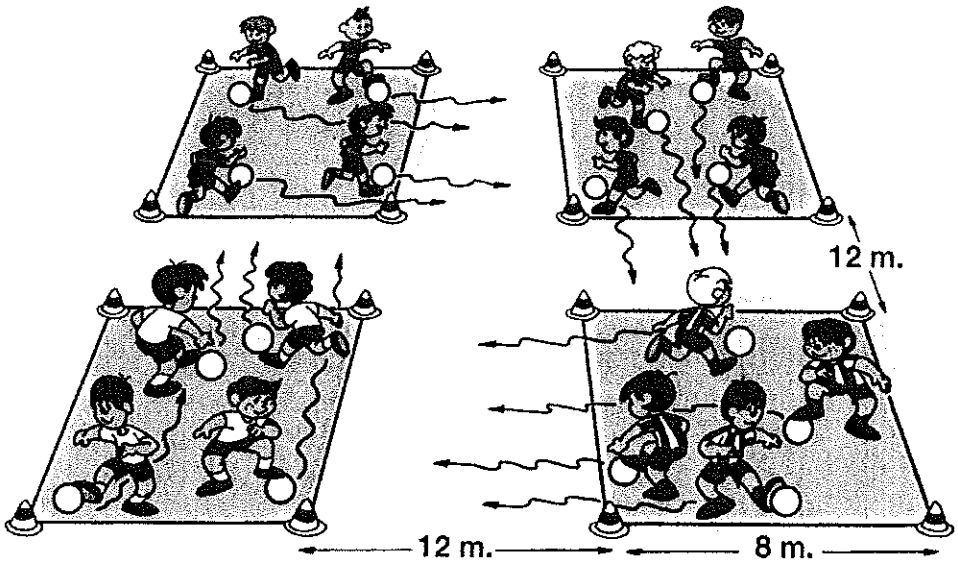
GAME SITUATION (MIRCO SOCCER)

Play 3v3 with small goals/cones. On a field approximately 30 x 20 steps
Coaching/Organizational points:

1. *Throughout the game discourage them from just kicking the ball. They should always be either trying to pass or dribble*
2. *Do not stop the game every time the ball goes out of play. Simply roll another ball on and let play continue.*
3. *The players should be asked if the can perform the drag back move within a game before they make a pass to a teammate. Coach: Tim can you do a drag back ?*

Changing the Square

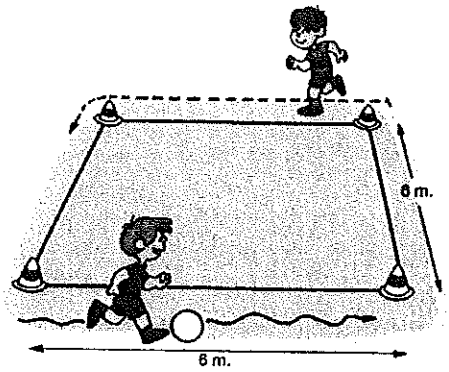
Set up teams of four youngsters each, giving each a ball. Form squares (see the illustration), the corners marked by cones. The children should practice first without a ball and later with a ball. Every time the coach gives a visual signal, each team's players run (without and later with the ball) toward the next square, keeping control of their balls. As coach, give them an instruction or a visual signal to run either in a clockwise or counterclockwise direction. (Be sure to make it clear which way to run as most very young children don't know the terms clockwise and counterclockwise). The team that manages to control all their balls first in the next square wins. Running with the ball in opposite directions should be avoided because of danger of head injuries through collisions!



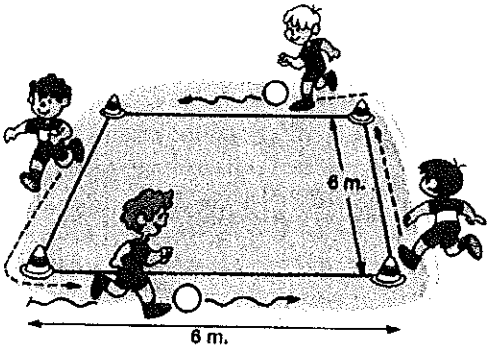
VARIATION

➤ Have a defender situated between the squares. This child tries to delay the opponent's attack and conquer at least one ball. He or she then must dribble that ball into the square from which the attack was launched.

Chasing the Dribbler



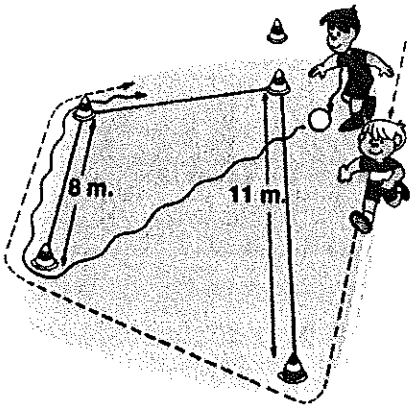
Outline a square on the playing field with four cones. Direct two players to diagonally opposite corners outside of the square. Only one of them has a ball; the other player chases the ball carrier around the square. During the first trial (Level 1) the defender has the task to touch the attacker with one hand. Later (Level 2) he is to touch the ball with either foot. For every cone reached with the ball under control, the attacker gets 1 point. The attacker learns to improve his play by dribbling the ball out of the reach of the defender whenever the latter gets near him.



VARIATION

➤ Play this game of Chase the Dribbler with four players: two attackers and two defenders. Give a visual signal for each defender to start from the cone directly behind his attacker, aiming to immediately pressure him. The defender should try to prevent the attacker's concluding a run around the square (award 1 point for a successful defense). Defenders and attackers switch functions until one of them scores 5 points.

19. Hot Pursuit



Mark off a trapezoid on the field, with four cones set at slightly uneven distances as in the illustration. A fifth cone serves to form the goal line with the first cone. Children play in pairs, one being the attacker and one the defender. The attacker dribbles the ball around a triangle formed by three cones. As soon as she begins, the defender reacts and follows her, trying to prevent the attacker from keeping the ball under control as she reaches the goal at the end of the circuit. The defender, however, has a handicap: he must run a longer distance (around all four cones) in order to catch the attacker. Every player attacks and defends five times. The winner is the player who, after having completed the dribble around the cones, controls the ball more often in reaching the goal line (cones 1 and 5). In case the result is a draw, hold a playoff.