

Clackamas United Soccer Club



Coaching Manual

U6-U7

Clackamas United Soccer Club

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Other Volunteers:

Craig Simcox: Rec Teams Coordinator for U6 – U8
Michael Choate: Rec Team Coordinator for U9 – U11
Brett Duax: Team Coordinator for U12 – U14
Stacey Barrett: Marketing and Events Coordinator
Ryan Zook: On Leave of absence but Coordinates Rec Teams over all

Clackamas United Fields

Happy Valley Elementary	13865 SE King Rd.
Pfeifer Park	14074 SE 139th Ave
Sunnyside Elementary	13401 SE 132nd Ave (Sunnyside Rd.)
Oregon Trail Elementary	13895 SE 152nd Dr
Spring Mountain Elementary	11645 SE Masa Lane
Valley View Church	Sunnyside Rd.
Mt Scott Elementary	11201 SE Stevens Rd
Aquatic Park	Harmony Rd& 82nd
Happy Valley Park	SE Ridgecrest Rd/SE Callahan Rd near 137th

Sportsmanship

Soccer - Ethical and Moral Credo

The Coach

1. Treats own players, parents, and opponents with respect.
2. Teaches and inspires soccer players to love the game and to Promotes the game of soccer as fun.
3. Demonstrates by example the type of person he/she wants the players to be.
4. Has control and commands discipline at all times.
5. Respects the interpretation of rules and judgment of the officials.
6. Realizes that as a coach he/she is a teacher and therefore understands the game and proper soccer behavior at all times.
7. compete fairly.

You are successful if your players want to return next year.

The Player

1. Treats opponents with respect.
2. Plays hard plays within the rules of the game of soccer.
3. Demonstrates self control.
4. Respects officials and accept their decisions without gesture or argument.
5. Wins without boasting, loses without excuses and never quits.
6. Remembers that it is a privilege to represent his/her soccer club and community.

The Official

1. Knows the rules and understands the game.
2. Places health and welfare of the players above all other considerations.
3. Treats players and coaches courteously and demands the same from them.
4. Works cooperatively with fellow referees and linesmen.
5. Is fair and firm in all decisions on the field.
6. Maintains confidence, poise and self-control from start to finish of the game.

The Parents

1. Do not coach the team players including your own youngster, from the sidelines during the game.
2. Respect the judgment of the referee and do not criticize officials.
3. Supportive parents focus on mastering soccer skills and game strategies.
4. Decrease the pressure to win.
5. Believe that soccer's primary value is to provide youth an opportunity for self-development.
6. Understand the risks. A soccer game is full of mistakes and the team that makes fewer mistakes generally wins the game. Playing soccer is willingness to chance failure.
7. Communicate with the coach and create a positive, supportive working relationship.
8. Understand and respect the different roles of parents and coaches.
9. Control negative emotions and think positively.
10. Avoid the use of fear - because player development is rarely fostered by fear of the consequences of failure.
11. Parents must show empathy for the young developing soccer player.

Value Statement for Youth Sports

Youth sports programs provide an enjoyable learning environment for the physical, social, and personal development of youngsters. The values of youth sports programs include:

- Promoting fitness
- Developing new skills
- Instilling a desire to succeed
- Teaching responsibility and commitment
- Teaching cooperation

- Preparing one to deal with success and failure
- Providing an outlet for the release of energy
- Building character through discipline
- Teaching how to cope with the realities of life
- Instilling positive attitudes toward authority
- Providing a fun and enriching experience

The likelihood that youngsters will realize positive sports values is enhanced when adult sports leaders take the responsibility to serve as facilitators of desirable sports outcomes. This can be achieved when coaches assume a role as teacher and carry out lesson plans, which develop skills progressively, emphasize positive sports values, and encourage life-long interest in sports participation.

Coaches Code of Conduct

I will:

- Remember that we are all here for the "Good of the Game", and that we participate in the "Spirit of Fair Play".
- Continually communicate with parents to advance the sport.
- Treat all players, parents, opponents and referees with respect and courtesy at all times.
- Teach each player, by personal example to be humble in victory and courteous in defeat.
- Learn the Laws of the Game of soccer, respect and abide by them.
- Teach the Laws of the Game and sportsmanship to my players.
- Respect the game officials at all times, and require the same of my players.
- Remain calm and not make loud or offensive remarks.
- Teach and practice good sportsmanship and fair play.
- Ensure that I and all players control emotions and avoid actions, language, or gestures that may be interpreted as hostile or humiliating.
- Ensure that fans are taught sportsmanship and to control their behavior before, during and after games.
- Assist the game officials in maintaining control of spectators during the games.
- Attend coaching clinics and learn the most effective ways to conduct practices.
- Teach players the skills necessary to develop in the sport.
- During the games, leave the decisions to the players.
- Observe the game, analyze and teach to reduce mistakes or enhance skills.
- Promote the concept that soccer is a game, and that players and coaches on other teams are opponents, and not enemies.
- Provide an environment for my team that is free of drugs, tobacco, and alcohol.
- Review and practice first aid principals to administer the injuries of my players.
- My assistant coaches, players, and I will be properly registered participants.
- Play the game and encourage parents to play and to referee.

Coaching Principals

Safety

- My first responsibility is the safety and health of my players.
- Know and understand the Laws of the Game of soccer.
- Inspect player's equipment and field conditions for safety reasons.
- Implement appropriate training to ensure players are fit for practices and competition.
- Become certified in basic first aid.

Player Development

- Develop the child's appreciation for the game.
- Be sensitive to each child's developmental needs.
- Educate the players on technical, tactical, physical, and psychological demands of soccer, at their level.
- Apply the rules and techniques applicable to the age group.
- Allow players to gain experience in all positions.
- Understand that players need to have fun to stay with any sport.
- Conduct practices in the spirit of enjoyment and learning.
- Strive to help each player reach their full potential and move on to their next stage of development.

Ethics

- Strive to maintain integrity within the sport.
- Know and follow the rules and policies set forth by the club, league, state and national associations.
- Work in the spirit of cooperation with administrators and game officials.
- Set the standard of sportsmanship for referees, spectators, and players.
- Encourage moral and social responsibility.
- Just say no to drugs, tobacco, and alcohol.
- Continue to improve my own knowledge and ability as a coach

Laws of the Game

Mollie said she had a handout.

OREGON YOUTH SOCCER GUIDELINES

Mission Statement: "To foster an environment that promotes the physical, mental and emotional development of Oregon's youth through the sport of soccer."

Introduction

The Oregon Youth Soccer Association (Oregon Youth Soccer) has prepared these small-sided guidelines for players under the age of 12. In addition, the guidelines have been expanded to include all youth age groups (U6-U19 or K-12), as a method for offering a single resource for team and field management. These are in agreement with the small-sided game guidelines adopted by US Youth Soccer Association (USYSA). These guidelines are recommendations of Oregon Youth Soccer, and are intended to provide guidance to clubs, leagues, and districts when establishing their own small-sided programs. The guidelines will be used during Oregon Youth Soccer sponsored competitions. Small-sided games should be used for match play for players under the age of twelve, because they provide increased player development through:

- More involvement in the game.
- More touches on the ball.
- Increased exposure to simple, realistic decisions.
- Simple decision making.
- Increased enjoyment of the game.

Small-sided games provide development of skills and understanding of simple tactics for youth players. Small-sided games also provide more fun for players which increases the likelihood that they will continue to play the game, as they grow older. These guidelines are based on national recommendations, regional position statements, and input from state association coaches and clubs.

Planning for the Season

Planning

The way to have successful practices is to plan. Your practice planning should begin *before* you first get together with the team and should continue throughout the season as you plan for each practice.

Pre-season planning

Find out from your club when and where you can practice. Younger teams (U6) should limit practice to 45 min or 1 hour, once or twice per week. As the players get older, practices can be increased in frequency and length. U7 and U8 teams may practice twice a week for about an hour each time; older teams may extend twice-a-week practices to 90 min. Your club may have guidelines about the frequency and duration of practices, so check there first. The two main objectives for any soccer practice are (1) to have fun, and (2) to learn to become better soccer players. In order to achieve the second objective, it is important that you develop teaching goals for the season before you start. You will ordinarily have only four to six practices before the first game. Since you will not have time to teach everything, choose the topics you want to focus on and build your practices around these topics.

Parent Orientation Meeting

All coaches are encouraged to establish effective lines of communication with team parents early in the season by holding a parent orientation meeting. This may take the form of a casual discussion in your living room, could be combined with a team picnic, or at your 1st practice. Whatever the format, the time you invest will pay benefits for all concerned throughout the season. If a meeting is impossible, the following information could be put into a letter to parents/players, but a face-to-face meeting is preferable.

Purposes of a parent orientation meeting include the following:

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

Things to consider when organizing a parent orientation meeting:

- Hold it early in the season; preferably before the first team practice.
- Having the players present is optional.
- Prepare any handouts you would like to distribute, for example:
 - team roster (with names of parents and players, telephone numbers)
 - schedule of practices and games
 - club rules
 - team goals/rules
 - summary or outline of the meeting
- Be prepared and be organized to conduct the meeting efficiently.

Important points to cover in your meeting:

- Coach introduction
 - Introduce yourself and assistant coaches (or ask for volunteers at this time)
 - Give some background information about yourself (why you are coaching, experience)
 - Discuss your methods for teaching skills (describe a typical practice)
 - State the importance you assign to having fun and developing skills
 - Discuss any team rules and guidelines, disciplinary procedures
 - Discuss your philosophy regarding player rotation, substitution, playing time
 - Practice schedule (how many per week? how long?)
 - Game schedule (how many? when do they begin?)
 - Minimum playing time (what is the rule in your local club?)
 - Equipment required (*e.g.* shirts, socks, shorts, shin guards) or recommended (*e.g.* ball, soccer shoes, water bottle)

- Inherent risks (soccer is a contact sport, albeit a relatively safe one)
- Ask for volunteers as assistant coaches
- Ask for volunteers as team parents (snack schedule, help with nets/flags)
- Set up telephone tree and/or car pooling system

Discuss COACH'S responsibilities, for example:

- Demonstrate leadership and good sportsmanship
- Treat each player fairly
- Have organized practices and teach soccer fundamentals appropriate to the age group
- Provide a safe environment (e.g. arrive at practice on time and remain after practice until every child is picked up by an authorized adult, ensure that the players' equipment conforms to the club guidelines)
- Contribute positively to the development of each player's self-esteem
- Help each player set individual and team goals that are realistic
- Give parents a schedule of practices and games in a timely fashion
- Allow each player to play half of every game at a minimum
- Respect the referees, know the rules, and conduct yourself in a controlled manner on the field

Discuss PLAYER'S responsibilities, for example:

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

Discuss PARENTS' responsibilities, for example:

- Safety of the child may not transferred to the coach or other party
- Transport the child to and from practices/games on time
- Be supportive of all the players (criticism does not improve performance)
- Help the child understand that he/she is contributing to a team effort
- Focus on mastering skills and having fun, not on winning
- Avoid material rewards for the child (the reward is the fun of playing!)
- Attend games and cheer the team
- Refrain from criticizing opponents; be positive with all the players
- Respect the referees (they will make mistakes, but they are doing their best; if you feel you are better qualified, see your club's Referee Coordinator - he or she could easily find work for you!)
- Refrain from coaching any child during games (try to understand and respect the difference between the roles of the coach and the parent)

Answer any questions from the parents.

Suggestions for Dealing with Parents

Coaching is exciting and rewarding, but occasionally you may experience difficulty with parents. Some parents may want their child to play more; others may question your judgment as a coach. Whatever the concern, a parent is generally just looking out for their child, often at your expense. Don't be discouraged. There are some things you can do to open up communication and make dealing with parents a positive aspect of your coaching duties.

1. Have a parent meeting before the first practice to discuss your plans and expectations for the season. See the section: "Parent Orientation Meeting" for tips on how to do this well. Encourage questions from the parents and let them know that you have given a lot of thought to the upcoming season.
2. Express appreciation for their interest and concern. This will make them more open and at ease with you.
3. Always listen to their ideas and feelings. Remember, they are interested and concerned because it is their children that are involved. Encourage parental involvement. (If you have a preference for a certain time to voice these concerns, such as after practice, make this clear at the Parent Orientation Meeting.)

4. Know what your objectives are and do what you believe to be of value to the team, not to the parents. No coach can please everyone!
5. Know the club and game rules. Be prepared to abide by them and to explain them to parents.
6. Handle any confrontation one-on-one and not in a crowd situation. Try not to be defensive. Let the parent talk while you listen. Often a parent will vent their frustrations just by talking. Listen to their viewpoint, and then thank them for it.
7. Resist unfair pressure. It is your responsibility as coach to make the final decision. This doesn't mean that you can't still listen to parents.
8. Don't discuss individual players with other parents. The grapevine will hang you every time. Show the same respect for each player on the team that you want the parents to show toward you.
9. Ask the parents not to criticize their children during practice or a game. Don't let your players be humiliated, even by their own parents.
10. Don't blame the players for their parents' actions.
11. Be consistent! If you change a rule or philosophy during the season, you may be in for trouble. At the very least, inform players and parents of any change as soon as possible.
12. Most importantly, be fair! If you treat all players equally and with respect, you will gain their respect, and that of their parents as well. Remember that you will be dealing with all types of children, and with parents having different backgrounds and ideals. The challenge for you as a coach is to address these differences in a positive manner so the season will be enjoyable for everyone involved.

Coaching a game

Soccer Techniques

Five year olds should have fun and develop an appreciation for the game of soccer. The field is small, 20x30 yards, and goals are not protected, except for the field players of the opposing team. The theory is to allow the players to dribble and shoot the ball as much as possible. Players are usually arranged in a triangle, which allows for passing, but do not be concerned if this does not happen. Allow them to have fun, and training should be in getting them to go the proper direction, striking the ball properly with the foot, and how to defend.

Listed below are some techniques which you can reasonably expect to introduce to kids by the time they are six years old. The major emphasis for the youngest players should be on getting comfortable with the ball while introducing basic techniques. "Coaching" should be kept to a minimum; teach through enjoyable games and exercises. Allow the game to be the teacher. Tactics are not important at this age.

Be patient!

Start practices with warm-ups, using a ball whenever possible. This age does not need to stretch. You should be aware of skills the players will need at the next age group, so you can help the exceptional player advance.

The Game

Play Formation

Place 3 players in a triangle. The goal is to have them sort of resemble that shape during play. The triangle may have 2 players forward and one behind, or 1 forward and 2 behind.

Game Preparation

1. At each game, the HOME TEAM coach is in charge. The home team will be so designated on the schedule, and will rotate each week.
2. First HOME TEAM coach of the day is responsible for setting up the field for play.
3. The coaches may be the referee for the game at U6, 1st grade. At this age, both teams' coaches are allowed on the field to guide play if they are the referees. The club may assign referees to these games, and the coaches will be on the touchline with their substitute players and assistant coaches.
4. The HOME TEAM coach appoints a timekeeper (parent volunteer) if the coach is the referee.
5. A Coin Toss determines who starts play. The visiting team calls the toss. The winning team gets to choose the goal they want to attack first, and the other team to kick off or receive.
6. Play starts with a kick off from the center of the field. The player kicking off must move the ball forward, and may not touch the ball again until the ball has been touched by another player. All opposing players must be on their own half of the field. Defending players must be outside of the center circle

Length of Game

1. Games will consist of 4 equal 8 minute quarters for, with a 1 minute break between quarters and a 5 minute half time break.
2. The clock is not stopped during the game.
3. The parent timekeeper (supplied by the home team) will blow a whistle to indicate the start of play, the end of each quarter, and the end of the game.

Substituting

Substitutions should be made about every 4-6 minutes, or at the end of each quarter. Substitutions during play are made when the ball is naturally put out of play. Ball out of play is; *i.e.* throw-in, goal kick, after a goal is scored, or for an injury. Each coach should determine a system of substituting (platoon style - 2-3 at a time, individually - one at a time, *etc.*).

Switching at Half Time

After the half time break, the players switch ends of the field.

Goals

There are no goalkeepers in 3v3 soccer. The intent is for the kids to be encouraged by the success of scoring goals. All free kicks are indirect kicks, meaning that two players must touch the ball before a goal is scored off a free kick. Goals cannot be scored directly from a free kick, goal kick, corner kick, or throw-in. A second player, from either team, must touch the ball before the goal can be scored. Coaches are asked not to keep score.

Taking Down the Field (within your own District)

The coach of the HOME TEAM of the last game of the day will take down the goals and field equipment.

Equipment

1. U6 uses a size 3 soccer ball.
2. Players are responsible for providing their own equipment. Players should have soccer shoes or turf shoes with molded plastic cleats; single toe cleats are not permitted. All players must wear shin guards during practice and games. Socks must cover shin Guards. All players on the team should be attired in matching jerseys. In case of color clash the home team will change.
3. No earrings, watches, rings, necklaces, bracelets, wristbands or casts may be worn during game play or during practices. Hair bands, if used, must be elastic, with no balls on them. Any other articles, which in the opinion of the referee, may endanger the player or other players, are also not allowed. Pierced earrings may not be worn, even if taped.
4. Splints, casts, or braces with hard components may not be worn. Soft, elastic bandages may be worn provided the ends are taped to cover metal clips.

Starting the Game

The game starts with each team on their respective side of the mid line. The defending team must be outside of the center circle. The person kicking off plays the ball to a teammate, who may also be within the center circle. The player kicking off may not touch the ball a second time until another player has touched it. The game starts when whistle blows or the ball is first played by a player. The ball must move forward, any distance.

Restarting the Game

1. When the ball goes out of play, restart in the following way:
 - a) Over the touchlines – restart with a throw-in (shall be retaken if not properly done). The ball is out of play, only when the entire ball passes over the entire sideline. Players need not be on the field to play the ball. The ball must be on or inside the lines to be in play.
 - b) Over the goal line, but not in the goal, last touched by the attacking team - restart with a *goal kick*; all opposing players must stand at least 5 yards away from the ball;
 - c) Over the goal line, but not in the goal, last touched by defending team - restart with a *corner kick*; all opposing players must be at least 5 yards from the ball.
2. After a goal is scored, restart with a *kick-off*; all opposing players must be on their own half of the field. Defending players must be outside of the center circle
3. Restart with a *drop ball* if:
 - a) The referee did not see who last touched the ball;
 - b) The game is stopped because of an injury.

(1) A *drop ball* is between two players. All other players should be 5 yards away from the ball drop. The ball must touch the ground before either player touches it. It is safer for the players, if the ball is rolled slightly away from them as it is dropped. The players are least likely to kick each other while trying to kick the ball.

OYSA Micro 3v3 KinderSoccer Practice Games

The first week or two, practice on your own with your 5-6 players – get to know ‘your’ team a little better.

Lay out cones in a 15x20 yard box. This will do for all activities! Remember 5-year-old players find it difficult to see an imaginary line between 2 cones so lay down as many as you can for sidelines. Also, try and *stay away* from the 4 L’s; Lines, Lectures, Laps and Language...

L = Laps; Young kids don’t need stretching so start with a FUN warm up game – pick one below!

L = Lines; Don’t have kids wait in turn in a line, have them all play at same time

L = Lectures; If you talk or make little kids wait in line for more than 30 seconds, then you will lose them! Their powers of concentration are not the same as an adult!

L = Language; We are all important role-models in the lives of these young kids so don’t use any bad language or behavior!

Warm-Up

Ball Gymnastics (3-5 minutes)

Have kids all start with a ball in front of the coach. Then proceed to do age appropriate ball gymnastics with them, for instance... have them bend down with their legs apart and move the ball with their hands in a figure 8 around their ankles, picking the ball up and trying to touch the sky, holding the ball standing on one leg and closing eyes (see who is last player standing!). Coaches use your imagination!! Have kids come up with ideas to show you!

Sharks and Minnows (3 minutes)

All players start in a line at one end of the grid, while coach is in the middle. The Coach puts his/her hands together on top of their head like a shark’s fin. The players, on the coach’s call, try to reach the other side of the grid safely. If they do they turn around and wait for the coach to call again. If they are tagged by the coach then they become a shark in the middle with the coach. After a few runs, declare whoever is left winners and progress to having the kids each with a ball (gets them to attempt to look up for the ‘shark’ while dribbling!)

Swim across River (and take your ball)! (3-5 minutes)

Version of Sharks and Minnows. Have narrow river set up with cones. First have kids carry their ball and not be tagged by coach (crocodile), then progress to having them dribble across and not get tagged.

Freeze Tag (3-5 minutes)

Every player starts with a ball in a grid except two taggers (in different color bibs). After 3 seconds, the taggers are free to tag anyone with a ball. If tagged, they have to freeze with their legs apart and ball by side. They can be released (or unfrozen) by another free player dribbling ball up to them and passing ball through frozen players legs. Swap taggers after 30 seconds or if they freeze everybody! This can also be played without the ball, just as a tag game. To be unfrozen, free players crawl through the legs of the frozen players.

Hospital Tag (3-5 minutes)

Lay out appropriate sized grid, with a small square on one side (the hospital). All players are in and try to tag each other. If tagged on shoulder for instance, player has to hold shoulder with one hand. If tagged a second time hold that spot with the other hand and run into the hospital to free themselves. Game gets amusing if player is tagged twice on the feet!

Fetch! (3-5 minutes)

Each player picks up a ball and brings it to the coach. The coach throws it away 10 yards and calls a number (i.e. 2). That is the # of body parts the player has to bring the ball back with. The coach can show them a couple of ways to retrieve ball if needed (i.e. holding ball between knee and one hand) then let them be creative! Then the number that the coach calls can represent the number of kicks the child should have to kick it back to the coach. Then the coach can move to a different position after he throws the ball away.

Pac-Man (3-5 minutes)

The Coach starts with a ball in the grid. All the others start in the grid without their balls (placed just outside the grid within easy reach). On command the coach with the ball has to dribble the ball under control while attempting to tag others. If he does then they also get their ball and attempt the same.

Body Part Dribble (3-5 minutes)

Each player has a ball in a grid, and dribbles it around with his/her feet. After 20 seconds or so, the coach calls out a part of their body i.e. 'hand' and the players have to stop their ball with their hand as quickly as possible. Play a few times, having fun using ideas such as 'ear', 'nose', 'elbow', or 'knee'. Then advance the game where coach instead of calling a body part out, simply points to it on their body. The kids are therefore taught in a fun way to look up each time they touch the ball. Coach can move around when kids get used to looking up. Challenge kids to dribble faster!

Red Light Green Light (3-5 minutes)

When you (the coach) calls 'green light' the kids make the sound of a car revving up and move forward. When you call 'red light' they must stop (making the noise of screeching brakes) keeping their ball under the control. Add yellow light, that means walking! If coach calls red light twice in a row, watch all kids move – joke about them crashing! Coach can introduce moving up gears to move.

Blob / Link Tag (3-5 minutes)

Coach is it; all the players have a ball in a grid. If the coach tags someone's ball (usually get the best dribbler first to allow the weaker kids to get more touches), that player's ball is knocked out of the grid and then the two link arms (or hold hands) and try to tag somebody else's ball. Game continues. Instead of having 6 people linked, the blob can mutate to 2 blobs of 3. Can play again!

Magic Goals! (3-5 minutes)

Each player starts in area with a ball. The coach and assistant hold up one end each of a bright t-shirt twisted up and ask the kids what it looks like. Hopefully one of the parents will call it a goal and then play with them having to kick their ball through the goal. They cannot run through/under the goal otherwise they lose a point. The goal can then walk around the area!

Everybody's it! (3 minutes)

Every player starts with a ball in a grid. On command they can hunt each other down and if they can touch their ball against somebody else's then they score a point. This teaches them to be creative, fake to get a view of someone's ball or in turn shield their own ball from attack!

Crab Soccer (3-5 minutes)

Divide the kids into 2 teams of 3-4 players. Set up a grid with a goal at one end. Have one team (each with a ball) stand on the opposite end line from the goal and get them to dribble around the other team (down on hands and feet like crabs with bottoms off the floor). If player scores, have them pick ball up run back to start line and try again. Switch teams after 1-2 minutes. Each team will score a lot (thus having fun and success) so you can call it a tie!

Everybody Tag! (3 minutes)

Every player starts with a ball on a small field. On command they can dribble towards each other and if they can lightly tag someone else's arm then they score a point. This teaches them to be creative, fake, turn with their ball, shield and get their head up. Coaches can play and be tagged easily to help all kids be successful and have fun!

Keep away from coach! (3 minutes)

Show players how to turn with the ball (as simple as turning in a tight small circle maneuvering the ball with the inside of the right foot) keeping the ball close to their feet. Coach jogs around and says they will try and tag kids balls (but don't really)! Concentrate on having kids keeping the ball close to their feet but turning away from the coach (getting their body in between opponent and ball as soon as possible).

Fun Shielding Game using hands (3-5 minutes)

Introduce the concept of shielding the ball using hands first (younger players will comprehend this infinitely quicker as they are more dexterous with their hands than feet). Each player has a partner with one ball between him or her. (The Coach should give a good picture to start so they do not go straight down and bang heads). One player tries to keep the ball away from coach. The only rules are that the ball has to remain on the ground and that you can only maneuver it with one hand at a time. If partner (coach) touches the ball with his/her hand

possession changes! When coach wins ball, demonstrate that you don't have to run away, just simply place your body frame between the ball and the opponent. Secondly, tell players not to travel – can stay in one spot and still retain possession. Third, get shielder to keep hip pointing to partner. Fourth, give everyone a ball in the rectangle and if coach (without ball) approaches them they are to turn away to shield. Coach can introduce inside and outside of foot turns this way.

Minefield (5 minutes)

Put all the cones randomly on the field (half right way up and half upside down). Coach and assistant coach make two teams and join one each. Appoint one team to search out the cones that are right way up and flip them upside down while the other team is doing the opposite. Play for 30 seconds then yell stop and see which team wins! Losing team gets a fun silly exercise, i.e. do a donkey impression.

Variations of Minefield

Dribble round cone in order to pick up

Croquet – same as above only introduce knocking other persons ball away with your ball

Kick to the edge of the world (3-5 minutes)

Have all the players stand at one edge of your grid with their ball and then tell them that they all have 3 kicks to get it as close to the other side (edge of the world) without going over as they will lose their ball. Coach should demonstrate! For fun ask they how far away the other line is! This gives the kids the idea of putting the correct weight behind a pass or when they are kicking the ball.

1v1 Circle of Fire (5 minutes)

Divide players into 2 team and number each player of each team 1, 2, 3 etc. Put 4 goals out (a goal being 2 cones close to each other) then throw a ball out and call a number. Those 2 players go out and play for 20 seconds. They score points by kicking through the cones, so yes they can challenge each other.

Shoot on Coach (3-5 minutes)

Make two goals with 2 flags (or pop up goals) and have the coach and assistant (or parent) sit down in the middle of the goal and be goalkeeper! Kids take it in turns to try and score goals on whichever goal they choose. Of course the coach lets them all score lots!

Simple Body Fake or Trick! (3-5 minutes)

All kids/players love to learn new tricks! Instructor can use their favorite trick or any Coerver move as long as they break it into very small steps. I prefer to teach tricks without the ball first! Get all participants to stand 3 steps back from their ball to learn the foot positioning first before complicating things with the ball! Lift the left foot up, take a small diagonal step forward (to the left), bend the left knee and drop the left shoulder down. Then lift the right foot up and take a quick hop diagonally forward to the right. When the ball is involved, on the hop push the ball forward in the same direction with whichever part of the foot is comfortable, preferably the right hand side of the laces of the right shoe. Let them practice on their own for 30 seconds. Do not spend long on this exercise. Some players will understand the concept and this will begin to rub off on the players around. I have had a 3 year old do this fake at camp and remember it the next day! Only spend 3-4 minutes on this then move onto another high intensity activity.

Scrimmage (10 minutes)

Always end up with a 3v3 game at the end. Pick 2 teams and each have an adult leader to facilitate the team picking a team name. Hands in – team cheer '1, 2, 3, GO <'scary tigers' or whatever kids decide>'. At kindergarten level don't be afraid to put 2 or 3 balls on the field at a time to make sure all kids are involved. Work towards only having one ball on field, as that is what they will play on Saturday! Make sure they know each other's name! Don't worry about playing 2v3 or 3v4. Make sure no kid is sitting out!

Remember to give them plenty of water breaks! If in doubt, fall back on one of their old favorites!