

## **U7 and U8 Coaching Manual (1<sup>st</sup> and 2<sup>nd</sup> Grade)**

### **WHO ARE WE COACHING?**

#### **Characteristics of U7 and U8**

Has more control of their bodies  
Coordination becoming more manageable, but some may still need work  
Attention span is short  
Handle simple instructions  
Seeking Praise and Encouragement  
Learn from imitation.

### **GUIDELINES FOR PRACTICE AND MATCHES**

Practices should last 45 to 60 minutes. For most of the practice, each player should be actively involved with a ball. Games of 1v1 or games up to 3v3 with multiple balls involved (2:1 ratio of player to ball) and games to goals are also enjoyable and effective for this age

### **ORGANIZING A PRACTICE**

#### **Practice Outline**

(10 Min) **Warm-up** – Introduction of individual in “Free Space”, to a line, gate or goal.

**Do not use static stretching**, which is stretching muscles while holding position for 10 sec. or more.

**No Lines. No laps. No Lectures.**

**Skills;** Dribbling, Shooting, Receiving, Passing, Tackling

**Tactical:** Team Shape: “Triangle”, Dribbling to Penetrate and Shoot. Defending: Pressure on the ball, Goal side of the ball (Restarts: Throw-ins/kick-ins, Goal Kicks, Corner Kicks)

(25 Min) **Small Sided Games** – Emphasis of technique, Speed of play with large areas to keep play moving. (3v3 or any combination equaling 6 playing to a line, gate, or goal)

**No Lines. No laps. No Lectures.**

<b>Dribbling</b>	<b>Shooting</b>	<b>Receiving</b>	<b>Passing</b>	<b>Tackling</b>
Possession	Accuracy	On Ground	Possession	Poke Tackle
Penetration			Penetration	Block Tackle

**\*\*\*Progressions for training\*\*\*\*: Examples;** Dribble with sole of ft./instep./must have 3 touches on ball before passing, Receive with left foot and then pass with right foot, Receive with inside foot/outside/sole, receive and pass with same ft., Start field size larger then move to smaller when need to be challenged.

<b>Throw-ins</b>	<b>Corner Kicks</b>	<b>Goal kicks</b>
Attacking	Attacking	Attacking
Defending	Defending	Defending

**Attacking**

NA

**Defending**

NA

**Goalkeeping: NA**

(30 & up to 60 Min) **Scrimmage** – Emphasis of technique, Speed of play, Individual and group tactics and the principles of play (6v6 up to 8v8, to goals)

### **BEST QUALITIES OF A COACH FOR THIS AGE PLAYER:**

Coach must clearly understand the capabilities and limitations of this age and appreciate the power of learning by watching. He or she must have the ability to demonstrate or to use older players to demonstrate.

Similar to the U-6 age group, the coach/parent should be positive and encouraging of each child. Specific soccer-related information should be limited to basic ideas of how to best keep the ball from running out of bounds too often, as well as some simple ideas for maneuvering in tight spaces and past opponents.

### **GENERAL DESCRIPTION OF INFORMATION THAT IS COMMUNICATED TO THE PLAYERS BY THE COACH**

Similar to the U-6 age group, the coach/parent should be positive and encouraging of each child. Specific soccer-related information should be limited to basic ideas of how to best keep the ball from running out of bounds too often, as well as some simple ideas for maneuvering in tight spaces and past opponents. **Coaches should exclude discussions about positions or other team concepts\***. When addressing technique, consider that kids learn much by watching and copying. A good picture of proper technique can be a very powerful learning tool. Coaches should say things such as, “See if you can make it look like this.” Limit time spent breaking down the mechanics. Instead, try to do most of your teaching of technique by offering a picture and then set up fun games where the objective of the game is for players to practice certain ways to control the ball. This approach allows the player a certain amount of freedom to develop their ball control and accept that there is more than one way of doing it. This is applicable at least through U-12.

*\*They are not ready for specific soccer type information and there should be no emphasis on team concepts or positions.*

#### **How to Teach**

**Preview** what you are going to coach, and why you are coaching it, and where does it belong in the game.

**Time Factors** as to when in the training cycle, weekly cycle, seasonal cycle

**Explanation/Demonstration** paint a clear picture – TALK IT, SHOW IT, DO IT.

**Economical Training** Incorporating two or more components in the practice to benefit the players.

**Elements of the practice** Plan the practice with the end in mind, activities should be challenging but not too hard because that promotes frustration, not too easy because that develops boredom, activities should have a rhythm that replicates the game and recognize coaching moments to teach.

**Corrections** should be made during a natural stoppage in the activity, identify specific breakdowns in either the technical, tactical, physical, or psychological aspects in the game.

**Components of Soccer** Technical (skills) Tactics (decisions) Physical (fitness: elements that encompass being athletic) Psychological (positive attitude about self/coaches/referees/teammates/and game)

**Priority of Components** Technical/Tactical/Physical/Psychological

**S.A.I.D Principle** Specific Adaptations to Imposed Demands, Training must replicate the game and meet the demands of the game

**Practice Organization** cycle of development - Game/Analysis/Training back to the game, Warm-up-SSG-ESSG-Scrimmage-Warm down.

## **TECHNIQUE (skills)**

### **COACHING POINTS: Field Players**

#### **Dribbling**

1. Head up to read the game; progress kids to lift heads while dribbling. Stand with ball at feet, can you see it while looking straight ahead? Now move ball about a foot from feet, can you see it?
2. Ball close enough to the body to keep control. Tight dribbling with Laces (instep)
3. Change speed
4. Change direction: using outside and inside foot.
5. Running with the ball for speed.
  - a. Ball is pushed out further in front with laces (instep or outside of foot)
  - b. Longer running strides

#### **Shooting/Finishing**

1. Approach to the ball at an angle (open the body)
2. Standing foot next to the ball pointed in the direction of the target
3. Ankle locked –
4. Body over the ball – momentum forward through the ball
5. Solid contact

#### **Passing**

1. Standing foot next to the ball pointed in the direction of the target
2. Different type of passes:
  - a. Push Pass – Heel down, toe up, knee out and strike ball on inside of foot.
3. Bend at the knee
4. Follow through
5. Accuracy – Pass should be to the indented target, (play to “feet”)\

#### **Receiving**

1. Get in line of the ball
2. Watch the ball make contact with foot
3. Control ball into space or away from pressure
4. Preparation touch (FIRST TOUCH) should allow the player to shoot, pass, or dribble with the next touch

#### **Tackling**

1. Non-tackling foot close to the ball – do not reach for the ball
2. When making contact with the ball, ankle should be locked
3. Momentum forward through the ball.
4. Watch the ball
5. Time to Tackle – After opponent touches the ball and foot goes down

6. lower center of gravity
7. Block tackle – use inside of foot, facing opponent
8. Poke tackle – use toe of foot

### **COACHING WITHOUT EXPOSURE TO THE GAME**

**DO NOT**...become frustrated, yell or intimidate. Be afraid to adapt & adjust to players not having fun  
**DO**.....keep players active with a ball, individually if possible. Vary activities to keep practice interesting. Have FUN (coaches and players). Be positive & praise all the players. Attend Coaching clinics. Read soccer instructional materials. Watch soccer matches above your level.

Use common sense when dealing with children, especially “problem” kids.  
All children want to have fun. Not all kids are blessed with positive home environments.  
Soccer can be an opportunity for release and expression.  
Some may have physical or mental impairments.

### **COACHING METHODS**

#### **The Best Teacher is the Game**

*Tell me, I will probably forget...Show me, I may remember, Involve me, I will start to understand.*  
We all learn the most through self-discovery. Create a realistic environment that reflects the game.

#### **Using Small Sided Games to Teach**

Small sided games are a highly economical way to encompass all four components in a fun and competitive environment.

#### **Player Development**

Prepare fun and enjoyable games or activities during practice. Each player should have their own ball. Maximize the number of touches in the time allowed for practice. Practices designed to apply technique to tactical situations. Competition is the main focus to motivate and challenge players.

#### **Role of the Coach**

**Serve as a facilitator** developing a positive and fun environment with activities gear towards achieving success

**Serve as positive role model** that demonstrates respect for the members of the team, opponents, referees, parents, spectators, and opposing coaches. The coach is also the ambassador for soccer.

**The coach has to understand who they are coaching.** Children are not just defined by their age. Treat them as individuals and recognize they all are participating for different reasons.

#### **How Do Players Learn**

*Performance = Potential – Interference*

K.I.S.S keep it simple soccer, Specified vs. General, Progressions should b simple to complex, Feedback should be immediate, short, sweet and to the point.

## CARE & PREVENTION OF INJURIES

Always err on the side of caution, It is a good idea to be certified Red Cross First Aid, Each team should have a First Aid Kit.

Coaches' primary concern should be Prevention

- Warm-up
- Fitness
- Equipment
  - Shoes
  - Shin guards
  - Proper clothing
  - No jewelry
- Water
- Breaks/Time of training – Matches
- Inform parents of any injuries
- Serious injuries should be cleared by a doctor

R – Rest: any injury or ailment that occurs immediately removed the player to rest

I – Ice: contusions, broken bones, heat stroke, heat exhaustion, cramps, blisters

C – Compression: wrap ice when appropriate and after ice, this will help keep swelling down.

E – Elevate: if possible, raise injured body part above heart to restrict blood flow.

*(Sprains, Strains, Blisters, Broken Bones, Cramps, Heat Exhaustion/Heat Stroke, Head injuries)*

Dealing with injured players

- Don't panic
- Make observations
- Be positive
- Use common sense
- Seek professional help

Circle of Care

- Injury
- Recognition
- Diagnosis/Treatment
- Rehabilitation
- Pre-habilitation
- Participation

## How to Teach

There are basic rules for coaches to consider before presenting information. These “**teaching rules**” are specific to coaching soccer and should be considered carefully by the coach when planning their training.

### A. Preview

1. What are you going to coach?
2. Why are you going to do it?
3. Where does it belong in the full game?

### B. Time Factors

1. When in the training session?
2. When during the weekly cycle?
3. When in the seasonal cycle?

### C. Explanation and/or Demonstration

1. Paint a clear picture – “paint a picture.”
2. Explain rules of activity
3. Explain why you are doing this.
4. Remember: “Show it – Explain it – Do it.”

### D. Elements of the Practice

1. Organization – appropriate size, space, location on the field, necessary equipment, training realistic to the full game.
2. Activities for training – too hard creates frustration – too easy becomes boring.
3. Starting the practice – allow players to play in the beginning to get a feel for the game and develop a rhythm – provides an opportunity for the coach to see if they understand the activity.
4. Coachable moments – opportunities during the practice to provide instruction.
5. Starting and restarting the practice – where it was stopped
  - a. by the coach – with incremental pressure.
  - b. by the players – when all are ready.
6. Always have an objective, i.e., number of goals, consecutive passes, etc.

### E. Corrections (coaching)

1. Assessment / Adjustments.
  - a. Is my coaching having an effect on the game, the practice and the players?
  - b. Identify the specific problems – is it technical, tactical, physical or psychological?
  - c. Put into large game – always make practice as realistic to the game as possible.
2. **Step One:** Allow the conditions of the game/training environment to teach the player.
3. **Step Two:** In run of play (minimal interruption for coaching point). Should include the why, how and when.
4. **Step Three:** In the run of play to specific individual. Should include the why, how and when.
5. **Step Four:** During natural stoppage (address the repeated problem to whole group – may or may not include demonstration). Duration of the stoppage should be minimal. Should include the why, how and when.
6. **Step Five:** Stopping (freeze) the flow of the game to make a correction (addressing repeated chronic problem that continues regardless of coach using first 3 steps). Duration of the stoppage should be minimal. Should include demonstration, why, how and when.

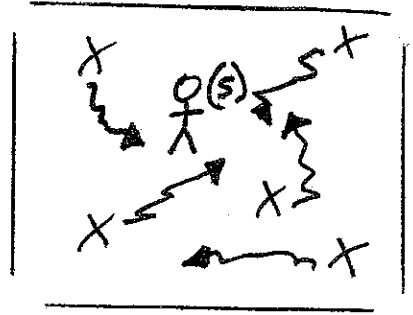
# Recommended US Lesson Plans - Lesson 1

## Warm Up

**Simon Says.** Organization: In a 20 x 20 yard area using cones play Simon Says. If you wish, you can create a story where Simon is the King of "Knotty Ash." In "Knotty Ash" all of the people are children. When King Simon says "foot, knee, sit, elbow, head on the ball, etc." you have to do the command. The coach can also integrate commands such as change direction, go faster and so on, into the game. If Simon does not issue the command or a child responds slowly, he/she receives a "gotcha."

Progressions: 1 minute without ball, 1 minute with ball in hands, minimum of 4 minutes of commands with ball at feet.

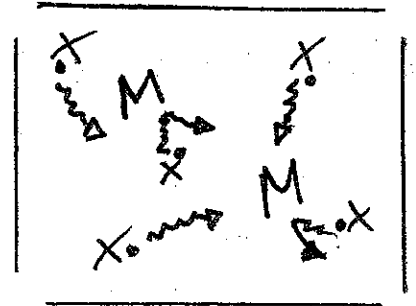
Comments: Children should not be eliminated from the game.



## Activity 1

**Monster Turnaround.** Organization: In a 20 x 20 yard area, organize one ball per player and two "Monsters" (can be coaches) without a ball. The players run around with their ball. To score points they have to run towards a monster and execute a turn. They score a point if they can get close to a monster and turn away keeping control of the ball. If they get too close, the monster can kick their ball away, which they then have to retrieve. How many points can you score in 30 seconds?

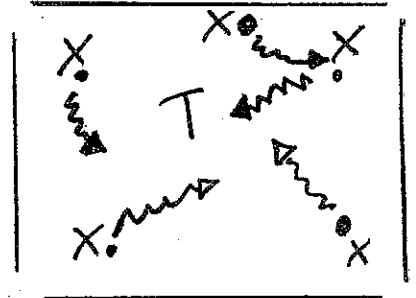
Progressions: Repeat trying to beat your own score. Turn using sole of foot. Turn using outside of foot.



## Activity 2

**Tigerball.** Organization: Each player has a ball, except for the "tiger." At the coach's signal, the tiger tries to steal a ball from one of the other players. To win it, he must steal the ball with his feet and then hold it above his head in his hands ...then he can take it to the coach. The player who lost his ball becomes a tiger too. The last player with a ball is the winner and becomes the first tiger in the next round.

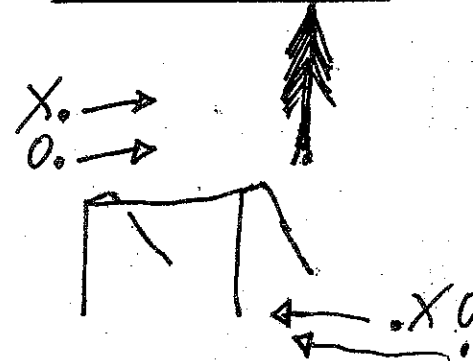
Progressions: Use left foot, use only soles of both feet, etc.



## Activity 3

**Soccer Golf.** Organization: Each player has a ball. Select several objects around the field and number them as holes on a golf course. Use flags, goal posts, bleachers, telephone poles, center circle etc, as holes. After a demonstration of the course, players proceed in pairs through the course. Each touch of the ball counts as a stroke. You could establish par for the course. Each player keeps his/her own score.

Progressions: Pairs play the course taking turns to kick the ball.

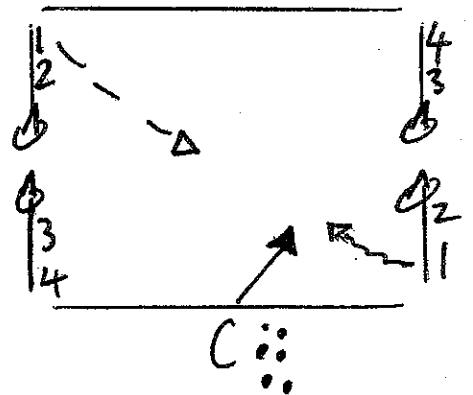


## 2 v 2

**Numbers Game.** Organization: Two teams of equal numbers. Coach calls out a number and that number goes out into the field. The remaining players stay on the goal line, either side of the goal. After a goal, or a period of play, coach calls out another number.

Progressions: Call out same number at each end, 1<sup>st</sup> number from one end and 2<sup>nd</sup> number from other end. Call out two numbers for each end and call out different combinations of numbers, so players learn to interact with different subsets. Give advantages to certain teams so players can learn to deal with numbers up and down situations (for example, 2 players from one end and one player from the other end). Coaches should keep comments to a minimum.

Comments: Don't be afraid to have more than one 1 v 1 or 2 v 2 going at once.



## Scrimmage: 3 v 3 or 4 v 4

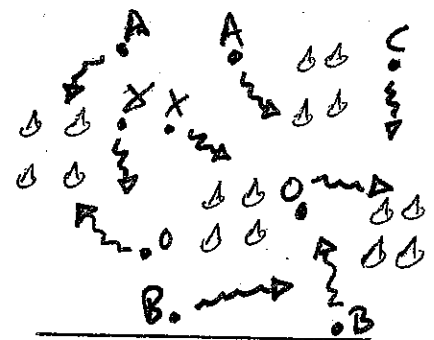
# Recommended U8 Lesson Plans - Lesson 2

## Warm Up

**Island Game.** Organization: Small zones (islands) are set up in the playing area (use disc cones). The players run about in the playing area. At a signal, the players run quickly to an island. No more than two players can occupy one island. A player (or 2) who fails to find an island scores one minus point. The player with the fewest minus points wins.

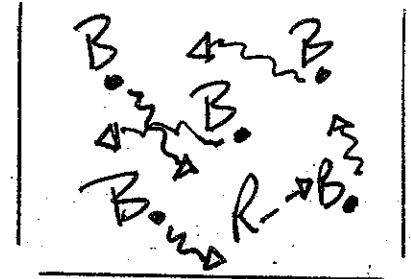
Progressions: Every player has a ball and players must dribble the ball to an island.

Comments: Don't be afraid to use non-verbal signals.



## Activity 1

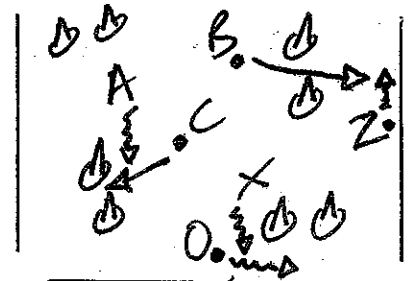
**Ball Stealing.** Organization: Blue players each have a ball. A Red player (or two) tries to gain possession of a ball. Blue must stay inside the 20 x 20 yard area. If a red player gets a ball he/she now becomes a blue player. Play for 60 seconds and see who did not lose possession or who does not have a ball. Rotate players.



## Activity 2

**Everyone vs. Everyone.** Organization: A number of small goals are set up in a field. The coach provides about half as many balls as there are players. Each player tries to win one of the balls and shoot through one of the goals. It doesn't matter which side he shoots from. If he knocks over one of the cones/posts, he must set it up again immediately. The player who scores the most goals in one minute is the winner. Allow adequate breaks after each round of play.

Progressions: Score by dribbling through a goal, score by shooting through a goal, play a couple of rounds for each, etc.

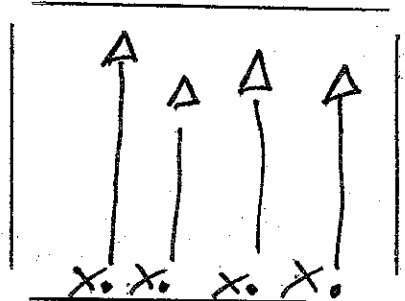


## Activity 3

**Edge of the World.** Organization: Each player has a ball in a rectangular area (adjust size for ability of players). Players start at one end of the area and pass their ball to the other end line. They must run after their own ball and control it before it falls off the edge of the earth. Players can only strike the ball once when passing it. The challenge is to get as close to the line without going over.

Progressions: Pass ball with laces, with inside of foot, work in pairs (one kicks, one stops), etc.

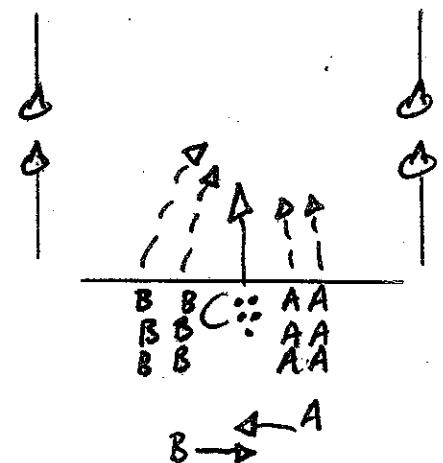
Comments: Can be played in the penalty box, center circle or any confined area.



## 2 v 2

**"Outta There."** Organization: Set-up a 25 yd x 15 yd area with goals at each end. The coach stands on the touchline with all of the balls at his/her feet. Players are on either side of the coach lined up in pairs. The pairs to the right of the coach defend the goal to the right and visa versa for the players to the coach's left. There are no preparatory vocal commands (just roll the ball in). If ball goes out of bounds - "Get out of there" applies to both teams. If one team scores, "see ya or hosta la vista" etc. applies to scored upon team. Don't retrieve balls, when all balls used up, exclaim "we're out of balls" and every player races to get a ball.

Progressions: Can be played 1 v 1 to start.



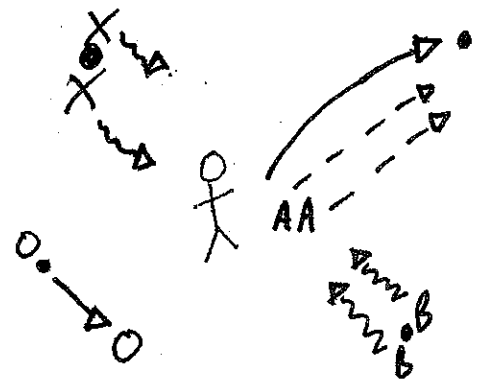
## Scrimmage: 3 v 3 or 4 v 4

# Recommended U8 Lesson Plans - Lesson 3

## Warm Up

**Ball Retrieval.** Organization: Children work in pairs. The coach tosses the ball for each player and their partner to bring back. Have all of the players gather closely around you (no lines). Each pair hands you their ball, which you toss randomly into an open area where the pair must retrieve the ball (lines are not needed...just help each pair in turn as they come back) and get it back to you as quickly as possible.

Progressions: 4 hands, 4 elbows, one hand and one back, 2 foreheads, 8 passes, 7 passes with feet, 6 passes with right foot, 3 long passes, etc.

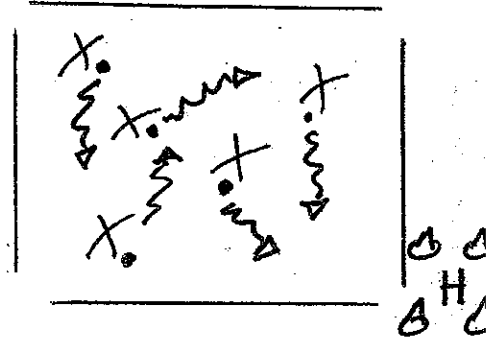


## Activity 1

**Hospital Tag.** Organization: All players each with a ball in a defined area. Set up a second space for a "Hospital." Players must dribble around in the main space and try to tag other players while controlling the ball. If tagged, players must hold the part of the body that was tagged. After player is tagged for the third time, he must go to the hospital. While in the hospital, the players must practice more dribbling. After completing a specific task they come back to the game and begin with a fresh start. Who never went to the hospital?

Progressions: Only dribble with one foot, only use the inside of foot, only use the outside of foot, etc.

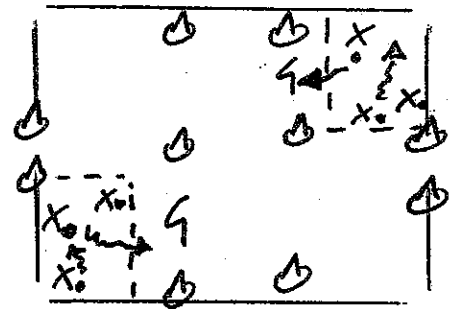
Comments: Encourage rapid changes of speed and direction. Encourage players to attack while they have free hands, but when both hands are holding tagged body areas, they must employ defensive dribbling and go away from attackers.



## Activity 2

**Entrances and Exits.** Organization: Divide players into two groups, one on each end line of a field of an appropriate size. The two teams face each other, and each player has a ball. Mark the centerline with a flag or tall cone on each sideline. Call the line between the flags "the bridge." Place one defender on each bridge at the entrance. Essentially the players have to dribble past the bridge defender to the other side. Ask players to go one at a time or call out numbers. Who gets through the most?

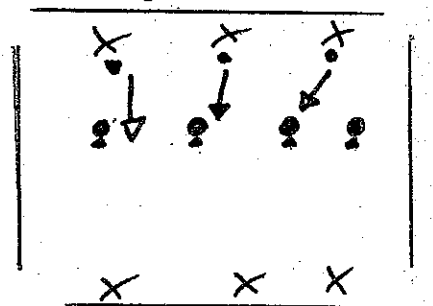
Progressions: Add second defender at the exit of the bridge, shoot after getting out of the exit, etc.



## Activity 3

**Ball Hunting.** Organization: On the baseline of rectangular playing area are 4-6 players. In the middle of the playing area are three cones, each with a ball on top of it. The players shoot from the baseline simultaneously, trying to knock the balls off the cones. Balls that are knocked off are immediately put back on the cones. Who hits the most balls?

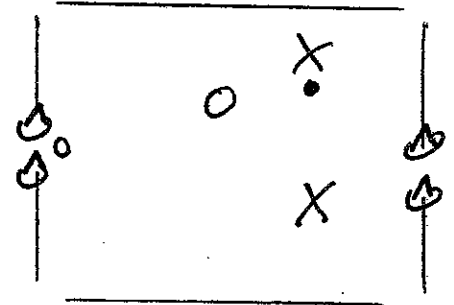
Progressions: Shoot using any surface, shoot using laces, shoot using inside of foot, etc.



## 2 v 2

**GK Game.** Organization: Set-up a couple of 2 v 2 fields (10 x 20 yards) with 2 six yard goals. 2 pairs play against each other with one condition... if a pair does not have the ball one player must drop back into goal (they can play as a GK if you wish). When the single player wins the ball he must pass back to the other player in the goal before attacking (meanwhile the other team has a player drop back).

Comments: Each team can play 3 games, so that all the teams play each other.



## Scrimmage: 3 v 3 or 4 v 4.

# Recommended U8 Lesson Plans - Lesson 4

## Warm Up

**Partner Exercises.** Organization: Divide players into two groups. Each player in Group A has a partner in Group B. B runs behind A at an easy pace. At the coach's signal (hand signal, dropped ball), each pair must perform specific tasks.

**Progressions:** A stands with legs apart and B crawls under him, A falls onto his stomach and B jumps over him (variation: five quick hops in a row), A reacts as above and B forms a "bridge" over him, A changes the way he is running (skipping, sideways) and B follows his lead. After a few minutes, each player has to dribble a ball too (adjust tasks accordingly).

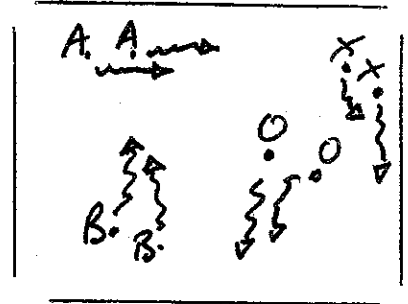
**Comments:** Players switch roles halfway through the exercise.

## AND/OR

**Pair Tag.** Organization: Put players into pairs (one player is #1 and the other is #2). Players start out running freely in the field. When the coach calls out a number, the players called have 10 seconds to tag their partners. The coach signals the end of 10 seconds with a signal.

**Progressions:** Players score one point each for every successful tag. Who can score the most points in five rounds?

**Comments:** Individual players' points may also be added for a team total.

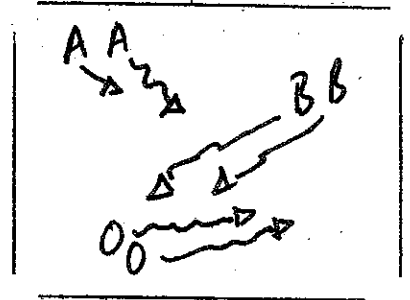


## Activity 1

**Shadow Running.** Organization: The front player is the runner and the second player is his shadow. The runner tries to shake off his shadow by changing pace and direction. The shadow tries to remain at a distance of 1-2 yards behind the runner. The runner can stop and carry out stretching exercises or he can make arm movements or turns while running. His shadow must imitate all of these movements. After 1-2 minutes the two players swap roles.

**Progressions:** Add ball for each player.

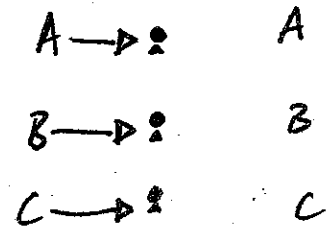
**Comments:** Make sure the players in each pair are evenly matched.



## Activity 2

**Coconut Shy Game.** Organization: In pairs, set the children up 10 yards apart. Put a ball (the coconut) on a disc cone or put a tall cone in between them. Players kick the ball and try to knock the ball off the cone. Player who hits the ball or tall cone resets target ball/cone and the other player retrieves game ball. How many times can you knock the ball off the disc cone in a minute?

**Progressions:** Shoot using any surface, shoot using laces, shoot using inside of foot, etc.

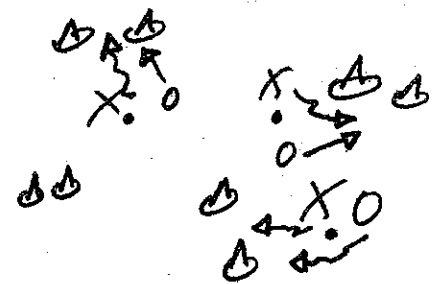


## Activity 3

**Pairs Game.** Organization: A number of goals are set up in a field (one more than the number of pairs). Each player tries to score as often as possible. The coach divides the players into pairs, who play 1 v 1 on the small goals. Each pair has a ball. Players may score on any goal from either side. Due to the high physical intensity, the game should be played in intervals: one minute of play should be followed by a one-minute active rest period, during which players can play and pass through the small goals at a relaxed pace. At a signal from the coach, the 1 v 1 begins again.

**Progressions:** Score by shooting into a goal, score by dribbling through a goal and stopping the ball within 2 yards (leave the ball for your opponent to become the attacker), etc.

**Comments:** The players who scores the most goals wins. Again, well-matched pairs are vital.



## 2 v 2

Use the same field set-up as per activity 3. Each pair now becomes a team. Play 2v2 into multiple goals.

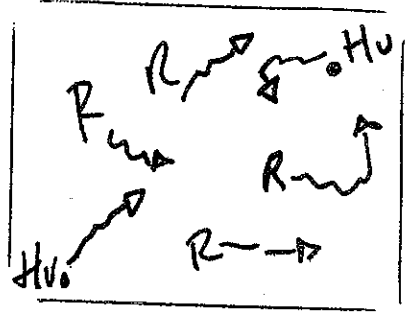
## Scrimmage: 3 v 3 or 4 v 4

## Recommended U8 Lesson Plans - Lesson 5

### Warm Up

**Hares and Hunters.** Organization: Players are in a marked playing area. 1 to 3 hunters have a ball. The other players are hares. The hunters throw the ball at the hares (must hit below waist height). When a hare is hit by a ball, he picks it up and becomes a hunter.

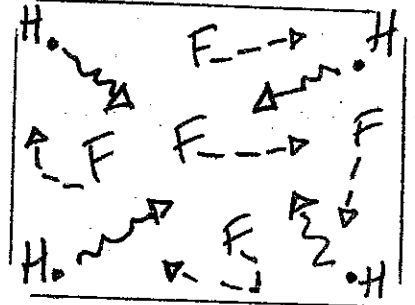
**Progressions:** The hunters try to catch all of the hares as quickly as possible by hitting them all with the ball. The group that catches all of the hares fastest is the winner. Also players each have a ball to dribble and hunters hit a hare's ball. Hunters have to kick the ball.



### Activity 1

**Foxes & Hunters.** Organization: Players on the inside are "foxes". Players on the outside are "hunters." Hunters dribble into the grid and try to dribble their ball into the foxes so that it hits them below the knees. If a fox is hit, the fox drops down to one knee and tries to kick the ball away from the other hunters that are dribbling by. Once all of the foxes are down the teams switch roles. Time each team, the team that "stays alive" longest wins.

**Progressions:** Specify how hunters can dribble, give foxes balls to dribble too, etc.



### Activity 2

**Tigerball.** Organization: Each player has a ball, except for the "tiger." At the coach's signal, the tiger tries to steal a ball from one of the other players. To win the ball, he must steal it with his feet and hold it above his head in his hands...then he can take it to the coach. The player who lost his ball becomes a tiger too. The last player with a ball is the winner and becomes the first tiger in the next round.

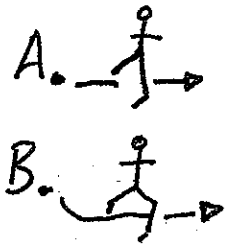
**Progressions:** Use left foot, use only soles of both feet, etc.

SEE LESSON 1

### Activity 3

**Tunnel Passing.** Organization: Two players face each other at a distance of 1 meter. Player 1 has 30 seconds to pass the ball as many times as possible through the tunnel formed by the separated legs of Player 2. The first player kicks the ball through the partner's legs and then runs behind Player 2 to return kick the ball to the original side. Meanwhile, Player 2 remains still and counts the number of goals scored by the opponent. Then the players switch roles and Player 2 gets 30 seconds to pass the ball. The winner is the player who, using either left or right foot, passes the ball more often through the tunnel formed by the opponent. In case of a tie, repeat the test.

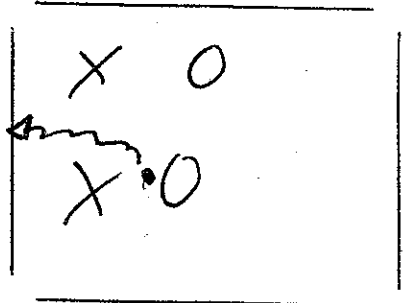
**Progressions:** Right foot only, left foot only, alternate feet, inside of foot, etc.



### 2 v 2

**German Game.** Organization: Set-up a rectangular field 20 x 10 yards with 2 end lines. Goals only count if the player with the ball at his foot dribbles the ball over his opponents' end line between the two cones. Duration of the game: 2 minutes, then 1 minute rest. Each pair plays 5 games against different pairs.

**Comments:** The pair that wins the most games could be the tournament winner.



### Scrimmage: 3 v 3 or 4 v 4

## Recommended U8 Lesson Plans - Lesson 6

### Warm Up

**Simon Says.** Organization: In a 20 x 20 yard area using cones play Simon Says. If you wish, you can create a story where Simon is the King of "Knotty Ash." In "Knotty Ash" all of the people are children. When King Simon says "foot, knee, sit, elbow, head on the ball, etc." you have to do the command. The coach can also integrate commands such as change direction, go faster and so on, into the game. If Simon does not issue the command or a child responds slowly, he/she receives a "gotcha."

Progressions: 1 minute without ball, 1 minute with ball in hands, minimum of 4 minutes of commands with ball at feet.

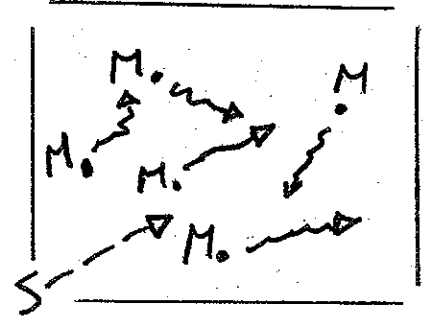
Comments: Children should not be eliminated from the game.

SEE LESSON 1

### Activity 1

**Sharks and Minnows.** Organization: Mark off an area on the field as the pond. Choose a couple of players to be sharks - they won't have balls, but they are on the prowl for someone else's ball. All the other players are minnows dribbling around the pond. The sharks must try to take someone else's ball away or kick that person's ball out of the pond. If they succeed, then they become a minnow, and the person whose ball was kicked out becomes the shark.

Progression: Have two ponds, one where all the minnows are swimming and another where they need to go before 10 to 15 seconds are up. Between the two ponds are the rapids, where the shark is waiting. If the shark kicks a minnow's ball away (as the minnow swims through the rapids) the minnow must join the shark. Eventually you'll end up with almost everyone being sharks and perhaps just one minnow trying to swim between the ponds with his ball.



### Activity 2

**Entrances and Exits.** Organization: Divide players into two groups, one on each end line of a field of an appropriate size. The two teams face each other, and each player has a ball. Mark the centerline with a flag or tall cone on each sideline. Call the line between the flags "the bridge." Place one defender on each bridge at the entrance. Essentially the players have to dribble past the bridge defender to the other side. Ask players to go one at a time or call out numbers. Who gets through the most?

Progressions: Add second defender at the exit of the bridge, shoot after getting out of the exit, etc.

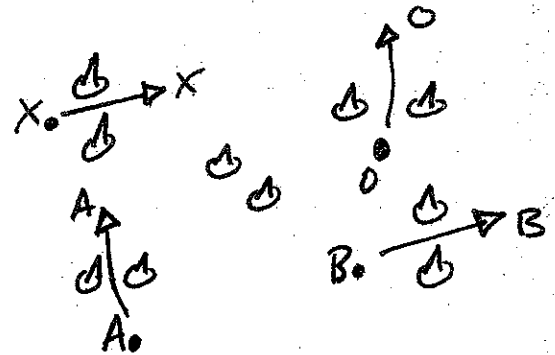
SEE LESSON 3

### Activity 3

**Gate Passing.** Organization: Divide the players into pairs. Set up a series of small goals, approximately two yards apart in a 30 x 30 yard area...making sure you have more goals than pairs. Give your pairs 30 seconds to see how many goals they can pass through in that time.

Progressions: Thrown passes, throw-ins, kicked pass, right foot passes, left foot passes, passes with laces, three passes at each gate, etc. Variations are limitless.

Comments: Pairs cannot go to a goal they have already played or to a goal at which another pair is playing...they have to look for a goal that's empty!



### 2 v 2

**"Outta There."** Organization: Set-up a 25 yd x 15 yd area with goals at each end. The coach stands on the touchline with all of the balls at his/her feet. Players are on either side of the coach lined up in pairs. The pairs to the right of the coach defend the goal to the right and visa versa for the players to the coach's left. There are no preparatory vocal commands (just roll the ball in). If ball goes out of bounds - "Get out of there" applies to both teams. If one team scores, "See ya, hosta la vista" etc. applies to scored upon team. Don't retrieve balls, when all balls used up, exclaim "we're out of balls" and every player races to get a ball.

Progressions: Can be played 1 v 1 to start

SEE LESSON 2

### Scrimmage: 3 v 3 or 4 v 4

## Recommended U8 Lesson Plans - Lesson 7

### Warm Up

**Island Game.** Organization: Small zones (islands) are set up in the playing area (use disc cones). The players run about in the playing area. At a signal, the players run quickly to an island. No more than two players can occupy one island. A player (or 2) who fails to find an island scores one minus point. The player with the fewest minus points wins.

Progressions: Every player has a ball and players must dribble the ball to an island. Use math problems to get number's for each island (e.g.  $5 - 3$ , etc.) Vary numbers in the islands.

Comments: Don't be afraid to use non-verbal signals.

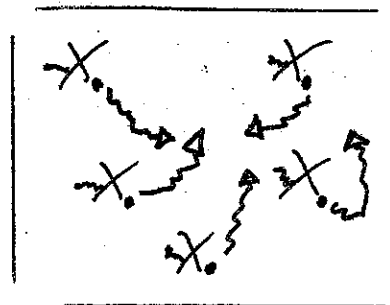
SEE LESSON 2

### Activity 1

**Tail Tag.** Organization: Players run around in a 20 x 15 yard playing area. Each player has a flag (vest/bib, ribbon, etc.) tucked into the back of his shorts with most of it hanging free. All of the players try to steal the other players' flags (but cannot take them out of other player's hands). The players hold the flags that they have stolen in their hands. If a player loses his own flag from the back of his shorts, he keeps playing. The player with the most flags at the end is the winner.

Progressions: Who is the last person to have their flag taken? Each player has a ball to dribble. Each player dribbles a ball in specified way.

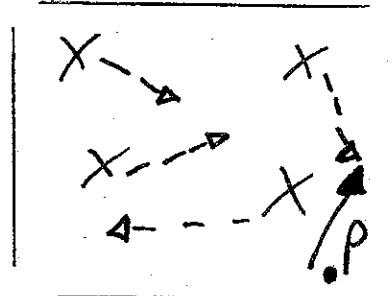
Comments: A fun game that the kids love.



### Activity 2

**Pac Man.** Organization: Players are in a confined area about 20 yards x 20 yards, each player has a ball. Pac Man controls his ball while the other players run freely without a ball. Pac Man dribbles and attempts to hit the other players below the waist. When a player is hit, they get their ball and become the second Pac Man. The game continues until all players have become a Pac Man.

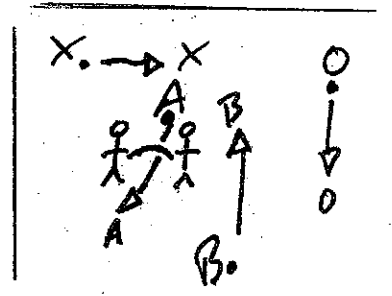
Comments: When playing this game with girls, call it Pac Woman or Pac Girl!



### Activity 3

**Moving Target (In Pairs).** Organization: Players are in pairs and share a ball. The coach and a chosen assistant are holding a bib/vest between them above waist height. The coach and assistant represent the uprights of a goal and the bib they are holding is the crossbar. The goal does not stand stationary, but moves about at a walking pace. The players try to strike their ball through the goal to their partner. Obviously they will try to "gang" about the goal so the goal must go to open space in order to spread out the playing area. Add a second goal after the players get some success or as needed.

Progressions: Specify how the ball has to be passed through the goal.



### 2 v 2

**German Game.** Organization: Set-up a rectangular field 20 x 10 yards with 2 end lines. Goals only count if the player with the ball at his foot dribbles the ball over his opponents' end line between the two cones. Duration of the game: 2 minutes, then 1 minute rest. Each pair plays 5 games against different pairs.

Comments: The pair that wins the most games could be the tournament winner.

SEE LESSON 5

### Scrimmage: 3 v 3 or 4 v 4

# Recommended U8 Lesson Plans - Lesson 8

## Warm Up

**Ball Retrieval.** Organization: Children work in pairs. The coach tosses the ball for each player and their partner to bring back. Have all of the players gather closely around you (no lines). Each pair hands you their ball, which you toss randomly into an open area where the pair must retrieve the ball (lines are not needed...just help each pair in turn as they come back) and get it back to you as quickly as possible.

Progressions: 4 hands, 4 elbows, one hand and one back, 2 foreheads, 8 passes, 7 passes with feet, 6 passes with right foot, 3 long passes, etc.

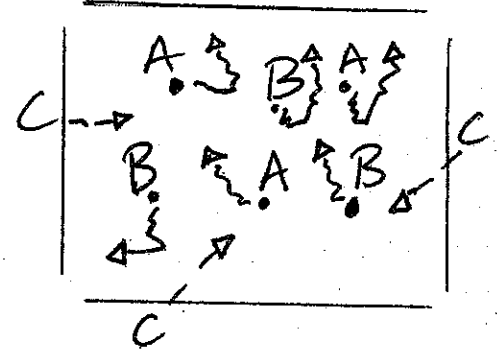
SEE LESSON 3

## Activity 1

**Freeze Tag.** Organization: Divide the players into three groups. Designate one group as the "taggers" and upon a signal have them run around the soccer field trying to tag the other players. When they tag someone, perhaps on the top of the head or on the back, the person who has been tagged is frozen. The only way he can get free is for one of his teammates to crawl through his legs and release him. Time how long the "taggers" take to get all the players frozen. Each group has a turn as the "taggers." The winners are the quickest group to tag everyone.

Progressions: Everybody has a ball and players are unfrozen if the ball is passed through their legs.

Comments: When playing with soccer ball "taggers" could have a ball too...adjust to the level of play.



## Activity 2

**Foxes & Hunters.** Organization: Players on the inside are "foxes". Players on the outside are "hunters." Hunters dribble into the grid and try to dribble their ball into the foxes so that it hits them below the knees. If a fox is hit, the fox drops down to one knee and tries to kick the ball away from the other hunters that are dribbling by. Once all of the foxes are down the teams switch roles. Time each team, the team that "stays alive" longest wins.

Progressions: Specify how hunters can dribble, give foxes balls to dribble too, etc.

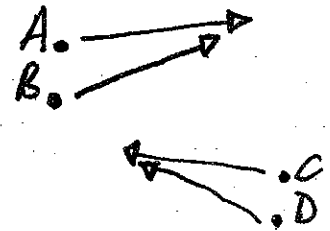
SEE LESSON 5

## Activity 3

**Marbles.** Organization: One ball per person with players in pairs. Players take turns trying to hit each others ball through passing. The exercise begins with players together when one player plays his/her ball away 5-10 yards. The second player then attempts to pass his/her ball to hit their partner's ball with one kick. For a hit, score one point (see restart below). For a miss, the moment the passed ball moves completely passed the other ball, the other player's turn begins. They now try to hit their partner's ball.

Progressions: Specify how the ball has to be kicked.

Comments: There is an advantage to immediately chasing your ball after passing so that in the event your partner misses you can be right there to strike your ball. There is also a fairness component; after a player scores a point and their ball is now only inches away from the other one, the player who just scored restarts the game with a new pass away from the area. This activity develops the tendency to follow your pass.



## 2 v 2

**Numbers Game.** Organization: Two teams of equal numbers. Coach calls out a number and that number goes out into the field. The remaining players stay on the goal line, either side of the goal. After a goal, or a period of play, coach calls out another number.

Progressions: Call out same number at each end, 1<sup>st</sup> number from one end and 2<sup>nd</sup> number from other end. Call out two numbers for each end and call out different combinations of numbers, so players learn to interact with different subsets. Give advantages to certain teams so players can learn to deal with numbers up and down situations (for example, 2 players from one end and one player from the other end). Coaches should keep comments to a minimum.

Comments: Don't be afraid to have more than one 1 v 1 or 2 v 2 going at once.

SEE LESSON 1

## Scrimmage: 3 v 3 or 4 v 4

## Recommended U8 Lesson Plans - Lesson 9

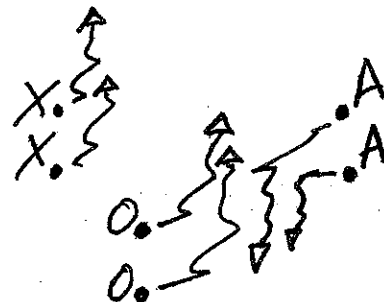
### Warm Up

**Partner Exercises.** Organization: Players divide into two groups. Each player in Group A has a partner in Group B. B runs behind A at an easy pace. At the coach's signal (whistle, hand signal, dropped ball), each pair must perform specific tasks. Progressions: A stands with legs apart and B crawls under him, A falls onto his stomach and B jumps over him (variation: five quick hops in a row), A reacts as above and B forms a "bridge" over him, A changes the way he is running (skipping, sideways) and B follows his lead, etc. Each player has a ball...adjust tasks accordingly. Comments: Players switch roles halfway through the exercise.

SEE LESSON 4

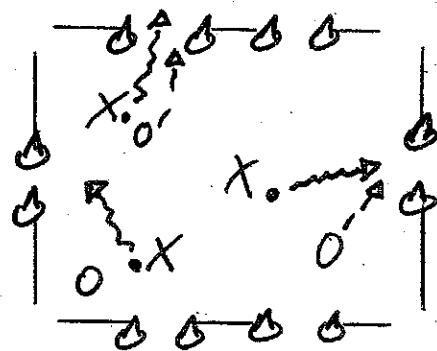
### Activity 1

- Tag in Pairs.** Players are in pairs and everybody has a ball in a unlimited space. One player is "it" and has to catch their partner and tag them (tag with hand below shoulder height). If the other player is tagged, they become "it" and now must tag their partner. Players must keep their ball with them at all times.
- Progressions: Don't run away but be brave and see how close you can let "it" get to you before getting away, don't turn and run away again but go around "it" to the side, lean one way and go another way to get away, etc. Can be played by varying the tagging method... "it" has to hit their ball against their partners.
- Comments: Use you coaching points as the rules for the next round. Even matching of pairs needed for this game.



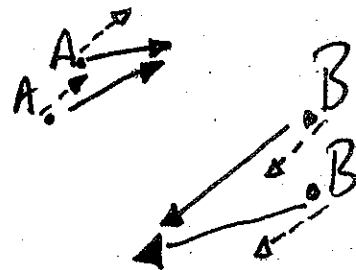
### Activity 2

**Gate Game.** Organization: Set up "Gates" marked by markers in an area 20 x 30 yards. Players are in groups of 2. One player (X) starts as an attacker and the other is a defender (O). X tries to beat O to run the ball through an empty gate. If O wins the ball, he/she now becomes the attacker. Play until a goal is scored, then players change over. No player can score in the last goal scored upon. Play for 2 minutes and see how many goals each player scores. All groups working at the same time, therefore the empty gates keep changing. Rotate the players.



### Activity 3

**Duck Hunt.** Organization: The players are in pairs. Each player has a ball. One person is in front of the other as in "partner exercises." The person in front dribbles anywhere, but cannot lose his/her partner who is following right behind with a ball. When the coach says "pull", the person in front passes their ball to the side and the person behind has to pass immediately and try and hit the ball that was just passed. If a ball is hit then a point is scored. Players switch roles after three times. Progressions: Specify which foot is used, what technique is used, etc. Allow players in front to decide themselves when they pass a ball out instead of listening to the coach yell.



### 2 v 2

- GK Game.** Organization: Set-up a couple of 2 v 2 fields (10 x 20 yards) with 2 six yard goals. 2 pairs play against each other with one condition . . . if a pair does not have the ball one player must drop back into goal (they can play as a GK if you wish). When the single player wins the ball he must pass back to the other player in the goal before attacking (meanwhile the other team has a player drop back).
- Comments: Each team can play 3 games, so that all the teams play each other.

SEE LESSON 3

**Scrimmage:** 3 v 3 or 4 v 4.

# Recommended U8 Lesson Plans - Lesson 10

## Warm Up

**Hares and Hunters.** Organization: Players are in a marked playing area. 1 to 3 hunters have a ball. The other players are hares. The hunters throw the ball at the hares (must hit below waist height). When a hare is hit by a ball, he picks it up and becomes a hunter. Progressions: The hunters try to catch all of the hares as quickly as possible by hitting them all with the ball. The group that catches all of the hares fastest is the winner. Also players each have a ball to dribble and hunters hit a hare's ball. Hunters have to kick the ball.

SEE LESSON 5

## Activity 1

**Shadow Running.** Organization: The front player is the runner and the second player is his shadow. The runner tries to shake off his shadow by changing pace and direction. The shadow tries to remain at a distance of 1-2 yards behind the runner. The runner can stop and carry out stretching exercises or he can make arm movements or turns while running. His shadow must imitate all of these movements. After 1-2 minutes the two players swap roles.

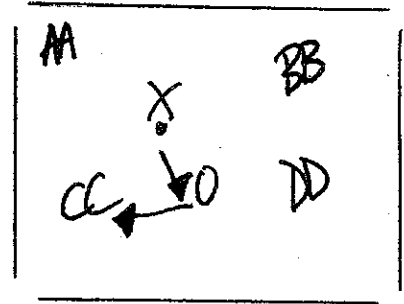
SEE LESSON 4

Progressions: Add ball for each player. Comments: Make sure the players in each pair are evenly matched.

## Activity 2

**Siamese Soccer.** Organization: Create a playing space of approximately 20x20 yards. One ball for one pair to start. These players are partners who can only pass to each other. All other players are paired and must link arms/hold hands. Players with the ball dribble (3 touch maximum) and pass while attempting to hit the other paired players, who are trying to avoid getting hit. To hit a player, the pass must be under waist height. If one of the pairs gets hit, they break apart, get a ball and attempt to dribble and pass to hit other pairs. Game continues until all paired players have a ball. Last pair to be hit start with the ball for the next round.

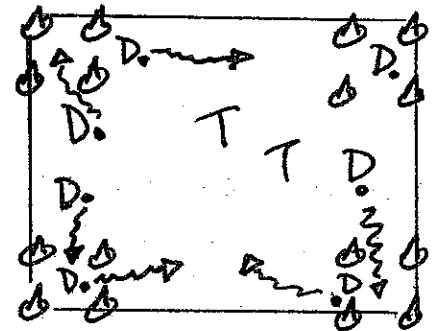
Comments: Coaches can join in to help the first couple of pairs get some "hits."



## Activity 3

**Running Bases.** Organization. Divide the team up into "taggers" and "dribblers." There should be more dribblers than "taggers." Players try to dribble their ball without being tagged. If they get tagged they exchange places with the "tagger." Have "taggers" carry a vest/bib to distinguish themselves. They drop their vest/bib for the player that is tagged and use their ball to dribble. Players are safe in any one of the 4 bases. Only one player allowed in a base at any one time. If new player enters the base, the old player must leave.

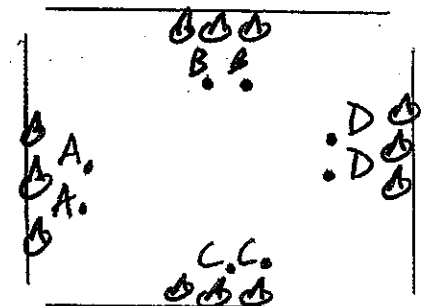
Progressions: Can start without a ball. Once kids are dribbling to make it easier for the dribblers: only one "tagger," "taggers" have to dribble a ball too, more bases and/or allow more players in each base at a time. To make it harder for the dribblers use fewer bases, increase the number of "taggers," only one player allowed in each base, allow players in the base to defend their base against players trying to dribble in and/or players are tagged if the defender (who doesn't dribble ball) steals their ball or touches it with their feet.



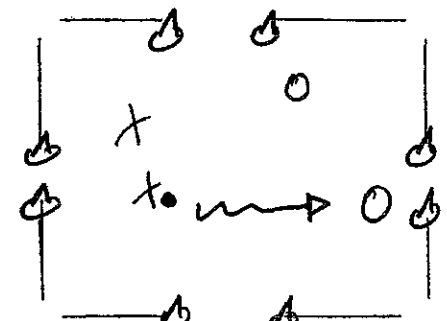
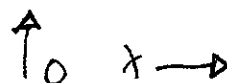
## 2 v 2

**Protect The Cone in 2's.** Organization: Divide the group into four teams. Each team sets up three or four cones to protect on one side of the space. Each player must have a ball. Each pair may choose a captain to organize the pair: which player will defend and/or attack. On a signal, the game begins with players defending their cones or attacking the other team's cones, while controlling their own soccer ball. When your cones are knocked down, your team can no longer attack. The team with the last standing cone is the winner.

Progressions: Only one ball per pair and the defending team can kick any opponents' ball. Finish by playing two 2v2's at once (one is played E-W and the other N-S). Goals are scored by knocking over cones as above. Comments: Allow players to organize themselves with as little interference from the coach as possible. Watch which players have the most success at organizing their group but make sure all get plenty of opportunities to be the leader. Watch the group dynamics and switch players so all get to work together.



**Scrimmage: 3 v 3 or 4 v 4.**



## Uniforms

Carmel Dads' Club will provide, with assistance from the sponsors, a soccer jersey and soccer socks. Children will be asked to provide their own black shorts, soccer shin guards and shoes. Shin guards are required and are worn underneath the soccer socks. Soccer cleats are optional, metal cleats are **not** acceptable. For practice and games each child should bring their own water bottle and soccer ball.

A soccer ball is required for practice. The sizes are as follows:

Prek-K	#3 ball	
<b>1<sup>st</sup> grade</b>	<b>#3 ball</b>	<b>new Fall 2009</b>
2 <sup>nd</sup> -4 <sup>th</sup> grade	#4 ball	
5 <sup>th</sup> & 6 <sup>th</sup> grade girls	#4 ball	
5 <sup>th</sup> & 6 <sup>th</sup> grade boys	#5 ball	
7 <sup>th</sup> grade through High School	#5 ball	

Earrings, hats with hard brims, watches, bracelets, necklaces and any other items that may cause injury to the player or to another player are **not allowed**. If earrings cannot be removed, due to recent piercing, they must be covered front and back with first-aid tape or band-aids.

## Practice Locations

Finding a practice location and choosing the practice night(s) is the responsibility of the coach. All public green spaces are generally available on a first come-first served basis. Practices may not be held at a parents' or coaches house or the following facilities: Cox Hall Gardens Park, River Road or other CDC and Carmel Clay School competition or practice areas or the Carmel United soccer fields on the elementary grounds next to Shelbourne Field. Badger Field and Shelborne Field are not available for practice. They are used; weather permitting, for scheduled scrimmages throughout the week. We do ask coaches not to change locations or times of practice throughout the season.

The PreK-K leagues do not practice during the week. The practice for these leagues is incorporated into game day. The practice is held during the first half hour of the players scheduled game time. The actual game immediately follows the practice.

All other age groups may practice once or twice a week, as determined by the coach. Any questions about practice places, please call the CDC office.

## Game Locations

CDC Soccer has two field locations. Badger Field is located on the east side of Carmel at 5959 E 131<sup>st</sup> Street. Badger Field is shared with CDC's baseball, rugby and football program. Shelborne Field is located on the west side of Carmel at 3451 W. 126<sup>th</sup> Street. The Shelborne Fields are shared with Carmel United Soccer Club, Carmel's travel soccer program. Parking at times can be a challenge at both field locations. Most coaches ask that players arrive at the field 15 minutes prior to game time. Please allow plenty of time to not only drive to the field, but to park and walk to your appropriate field. Driving maps to fields and field layouts can be found on the CDC soccer website.

As any other organization of this size, we must have rules, requirements and regulations that govern our program. Please become familiar with these, and if you have any questions or comments please contact the General Commissioners.

1. Players must be on time for games and are usually asked to arrive 15 minutes prior to game time. Games are scheduled close together due to the size of the program and must start at their designated time. Players coming late to games create havoc with an organized coach's line-up. If your child is late to a game and misses one of their quarters of play, the coach does not have to make it up
2. During games parents must remain on the parents' sideline. No parents or coaches are allowed near or behind the goal.
3. Only those players on the official team roster are allowed to participate in games or practices.
4. In registering your child to play in the Carmel Dads' Club soccer program, You signed that you and your child would abide by the Carmel Dads' Club Code of Conduct. The code of conduct can be reviewed on the backside of the registration form or on the Carmel Dads' Club web site.

### **League Rules**

**Below are the game rules by which the CDC soccer program is officiated.**

<b>Game Rules</b>	<b>PreK-K</b>	<b>1<sup>st</sup>-</b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup> -4<sup>th</sup></b>	<b>5<sup>th</sup> - 6<sup>th</sup></b>	<b>7<sup>th</sup> - 8<sup>th</sup></b>
Length of Quarters/Halves	8 min.	10 min	10 min	12 min.	12 min	30 min. halves
Players on Field	3 v 3	<b>6v6, no goalie: Boys.</b> 5 v 5, no goalie: Girls	6 v 6 with goalie	8 v 8	<b>(8 v 8 girls)</b> <b>(11 v11 boys)</b>	11 v 11
Minimum # Players	3	4	4	6	7	7
Legal Slide Tackles Allowed?	No	Yes	Yes	Yes	Yes	Yes
Offsides Called?	No	Yes	Yes	Yes	Yes	Yes
Retake Throw-Ins?	Yes	1 <sup>st</sup> 2 games	1 <sup>st</sup> 2 games	No	No	No
Passback to Goalkeeper Penalty Allowed	No	No	No	Yes	Yes	Yes
Direct Free Kicks?	Only Indirect	Only Indirect	Only Indirect	Yes	Yes	Yes
Penalty Kicks?	No	No	No	Yes	Yes	Yes
Distance of PK Mark to Goal	N/A	N/A (except in tournament-10 yds)	N/A (except in tournament- 10 yds)	12 Yds.	12 Yds.	12 Yds.
Size of Ball	3	<b>3</b>	4	4	5 Boys/4 Girls	5

**Tournament Modifications – PreK-K and 1<sup>st</sup> grade does not have a post season tournament**

Overtime Periods?

Only in Championship Game, play two 5 minute OT periods

Shoot Out?

All tied tournament games and after OT in Championship Game



## CODE OF CONDUCT

### Players:

- Make every reasonable effort to attend all games and practice sessions. If unavailable for any reason, the player must inform the team coach in advance.
- Be punctual.
- Exhibit sportsmanship and fair play for all games and practice sessions.
- Understand the rules of the games and play within them.
- No intentional foul or rough play will be tolerated.
- Players will not question or argue with officials/referees.
- Maintain a good appearance while playing in the games.
- Cooperate with coaches, teammates, opponents, and officials.
- NO profanity, taunting, or trash talking before, during, or after games/matches.
- No consumption of alcohol, tobacco, or illegal drugs.
- Be gracious in victory and dignified in defeat.
- Support other CDC teams and their participants.

### Coaches

- Make every reasonable effort to attend all games and practice sessions. If unavailable for any reason, the coach must inform one of his/her assistants.
- Be punctual.
- Exhibit sportsmanship and fair play for all games and practice sessions.
- Understand the rules of the games and require your team to play within them.
- Do not tolerate any rough or foul play by any of your players.
- Do not argue or engage in any confrontational discussions with referees or game officials.
- Maintain a good appearance at all times when representing the club.
- No profanity, taunting or trash talking to your players, other players, coaches or game officials.
- No consumption of alcohol, tobacco products or illegal drugs at any CDC events that you are coaching.
- Be gracious in victory and dignified in defeat.
- Support other CDC teams and their participants.
- Treat everyone with respect, players, parents, coaches, officials and spectators.

### Parents/Guardians

- Players are in the care of CDC staff and coaches during all sessions and games.
- No coaching, shouting or negative comments from the sidelines or stands during games and practices. Positive support only for both teams.
- Do not comment to opposing players, coaches or fans in any way other than complimentary.
- If you have a problem with any coach or official within the Dads' Club, bring it to the attention of the league

commissioner. If you deem the response as unsatisfactory, then write a formal complaint to the CDC executive committee. All such issues have to be documented and signed.

- Do not challenge or object to officials or coaches' decisions.
- Teach and encourage your children to play within the rules of the game and to exhibit good sportsmanship.
- No profanity, taunting or trash talking to any opposing players, coaches, or officials.
- Be gracious in victory and dignified in defeat.
- Be a positive role model for your children and their teammates.
- Do not criticize other players or coaches in the presence of other children.
- No consumption of alcohol, tobacco products or illegal drugs at any CDC events that you are attending.

### Commissioners

- Exhibit sportsmanship and fair play for all games and practice sessions.
- Understand the rules of the games and require teams to play within them.
- Do not tolerate any rough or foul play by any players.
- Do not argue or engage in any confrontational discussions with referees or game officials.
- Maintain a good appearance at all times when representing the club.
- No profanity, taunting or trash talking to players, coaches or game officials.
- No consumption of alcohol, tobacco products or illegal drugs at any CDC events that you are attending.
- Be gracious in victory and dignified in defeat.
- Support all CDC teams and their participants.
- Treat everyone with respect, players, parents, coaches, officials and spectators.

### General

- Carmel Dads' Club will not tolerate any sexual or racial harassment or intolerance.
- Carmel Dads' Club will encourage an atmosphere of openness, cooperation, and consultation.
- Carmel Dads' Club will encourage loyalty within the team and the Club.

**Any violation of this code will be brought to the attention of the executive committee, which will issue the appropriate penalty. This penalty could include one or all of the following:**

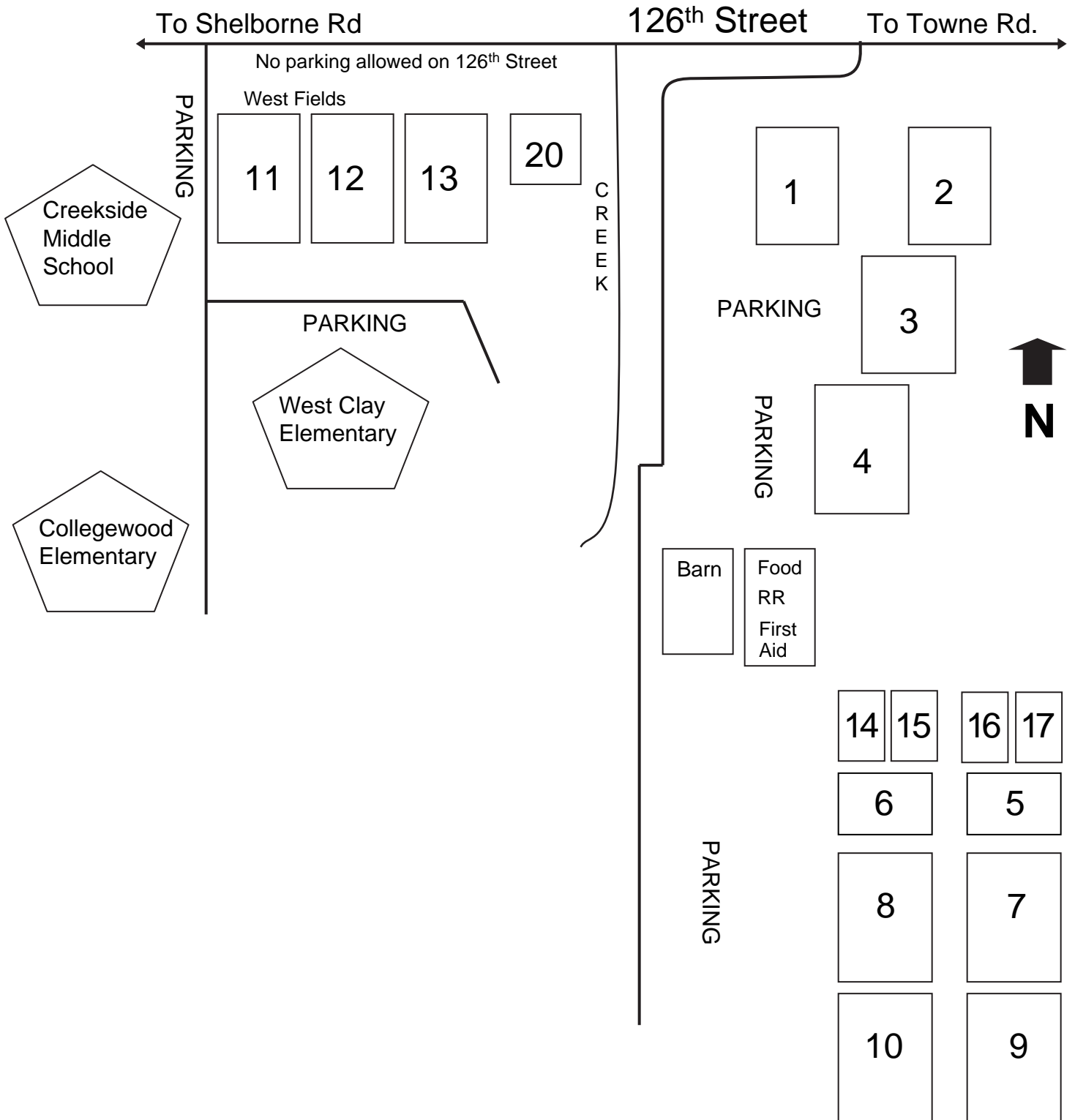
- 1) Reprimand
- 2) Probation
- 3) Temporary suspension
- 4) Permanent suspension

**This code of conduct shall be construed in conjunction with and not contrary to any existing rules and/or guidelines which govern Carmel Dad's Club programs.**

# Carmel Clay Community Soccer Complex

3451 W. 126<sup>th</sup> St. Carmel, IN

## Shelborne Soccer Fields





## Carmel Dad's Club Coaches Clinic 3-27-10

### Anatomy of a Youth Soccer Practice (1 hour in duration)

**Phase 1** - Skill only / No pressure (15 minutes)

**Session Ideas** - Free movement & Triangle warm-up

**Coaching points:** use all surfaces, change of direction and change of pace

**Phase 2** - Skill focus / Passive Pressure (10 minutes)

**Session Ideas** - Triangle chase game

**Coaching points:** same as previous, head up, upper body movement, cuts and turns, and leg feints

**Phase 3** - Limited Pressure / One Player opposition or numbers up (15 minutes)

**Session Ideas** - 1 v 1 to player goals ladder style

**Coaching points:** same as previous, use pace, get across front foot, body between defender and ball, and get in space behind defender.

**Phase 4** - Game situation (20 minutes)

**Session Ideas** - Line soccer and scrimmage

**Coaching points:** Let them play; the game is the best teacher!

### **OUR FOCUS AS COACHES:**

Enthusiasm, Fun, Encouragement, Repetition, Team Building  
and Character Development

Thank you for your commitment to youth soccer development.

Please visit our website for more information about the  
Butler Soccer Program and Butler Boys Soccer Camps.

**[www.butlerboysoccercamp.com](http://www.butlerboysoccercamp.com)**

Spring 2010  
Soccer Coaches Clinic and Roster Day Handout

1. Fun. Fun. Fun
2. Background Check Form
3. League schedule:

Scrimmages will be scheduled on weekday evenings replacing one practice in that week of your scrimmage. Scrimmages will likely be between the first and fourth game of the season.

Sat, April 17th: 1st Game  
Sat, April 24th: 2nd Game  
Sun, April 25th: Game 3A  
Sat, May 1st: 4th Game  
Sun, May 2nd: Game 3B  
Sat, May 8th: 5th Game  
Sat, May 15th: 6th Game  
Sat, May 22nd: 7th Game  
Sun, May 23rd: CDC Soccer Tournament: 1st Games  
Sat, May 29th No Games, Memorial Day Weekend  
Sun, May 30th No Games, Memorial Day Weekend  
Mon, May 31st Memorial Day  
Sat, June 5th: CDC Soccer Tournament  
Sun, June 6th: CDC Soccer Tournament: Finals  
Sat, June 12th: Potential Event: skills challenges for youth CDC soccer players and World Cup viewing party for CDC families: USA vs England in 1st round of World Cup 2010, South Africa  
July, 11: Potential Event: Soccer Extravaganza at CDC Badger fields in conjunction with the World Cup Finals match. Including 3v3 tournament, vendor booths...

4. Field layouts and numbering at Shelbourne  
(grades 1st and 2nd are only ones effected)  
Carmel-Clay Community Soccer Complex (Shelbourne Fields) 3451 W. 126th  
Shelbourne field map: In packet.

[http://www.carmeldadsclub.org/f5e9e0f379\\_sites/www.carmeldadsclub.org/files/Shelbourne\\_FieldsSpring2010.pdf](http://www.carmeldadsclub.org/f5e9e0f379_sites/www.carmeldadsclub.org/files/Shelbourne_FieldsSpring2010.pdf)

Badger field soccer fields: 5459 E. 131st St.

Badger soccer fields map:

[http://www.carmeldadsclub.org/f5e9e0f379\\_sites/www.carmeldadsclub.org/files/Badger\\_FieldPublic.pdf](http://www.carmeldadsclub.org/f5e9e0f379_sites/www.carmeldadsclub.org/files/Badger_FieldPublic.pdf)

5. CDC Code of Conduct: I will have to bring them with me on Saturday for you to review with your coaches. I would like you to instruct the coaches to review with parents as well.

6. Communication chain: Parents to Coaches to League Commissioners to General Commissioners to CDC Office. You can find commissioner emails on Web site.

7. Jersey handout: CDC Office hours: 8:30 am – 4:30pm? Week of

8. 1<sup>st</sup> and 2<sup>nd</sup> grade leagues; perhaps 3-4<sup>th</sup> grade league field practice day.  
Likely Shelbourne fields.