

Recreational Program
Coaching Manual





Letter to coaches

Dear Coaches,

Thank you for volunteering your time to coach a recreational team this season! Our program is successful because of the hard work and dedication you, as volunteer parent coaches, put into the program.

In an effort, to guide you through the season in a positive manner, we've put together this manual to help provide tools and resources for coaches and teams to have a great season. In this manual, you will find helpful tips and tricks for practices, plus some frequently asked questions. Also included is contact info for all BHR employees that help in the Rec program. As well you will find a highly constructive 8 week training program that can be adapted for every age. The idea of the training included is to give you a starting point to build off of and to produce high level technical and tactical players.

If you should have any questions or concerns throughout the season about anything at all, please do not hesitate to reach out to Myself, Michaela or Kasha via call or email.

Please remember to be refunded your child's registration fees at the end of the season for coaching you must Sign up to coach through our website, fill out and pass the background check, coach for the entire season and return all equipment in the best condition possible.

Thanks again for committing your time to coaching our recreational players! I look forward to having an exciting season and seeing you all out on the pitch!

For the Love of the Game,

Bill Schaefer



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MFC DAKOTA FIELDS SOCCER FIELD GUIDE

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EAST FIELDS

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The Dakota Fields Sports Complex is located 3737 N. Elk Vale Rd., 1.25 miles north of Interstate 90 Exit 61
Spring 2023

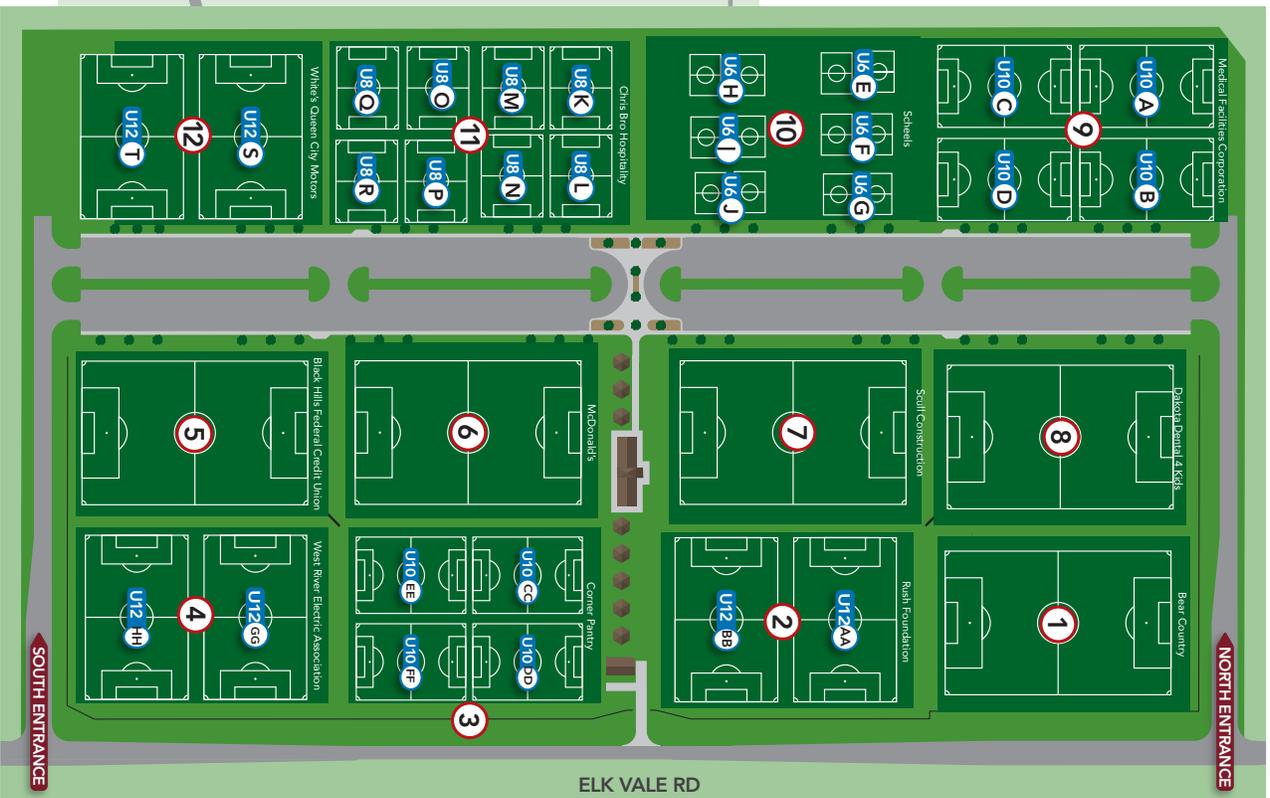




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1. What is Recreational Soccer?

You have heard the term before, but do you really know what “recreational soccer” is? There are no legal definitions, no US Youth Soccer rules, policies or regulations therefore, for the purposes of this manual, let’s use the following basic definition:

Recreational soccer is a soccer program primarily devoted to the enjoyment and development of soccer players without the emphasis on travel or high-level competition. The purpose of recreational soccer is to provide an opportunity for the participants to have fun, learn the sport and develop life skills including a lifelong love of the game.

Therefore:

- Access is open to all who desire to participate (The Game for ALL Kids).
- Emphasis is on active participation (minimum of half game playing time).
- Objective is for the players to enjoy the experience.
- Success and excellence are measured in players attracted and players retained.
- Recreational soccer is all about fun, recreation, love of the game, and winning is not a measure of success.

Some of the main characteristics of recreational play and recreational players are as follows:

- Almost every player and parent will start out in recreational soccer.
- Two-year age groups are typical, so there is a wide range between the most skilled player and the least skilled player.
- Wider age gaps create greater differences in physical, mental and social development.
- Players new to the sport are constantly being introduced into the mix.
- Enthusiasm and dedication varies widely from the highly motivated to the socially involved.
- Soccer, for the child who wants to play, is an outlet for energy and enthusiasm.
- For others it is an imposed activity, something selected for the child by the parent.
- Fit and unfit players play together.
- Participation stretches from always there to when it is convenient.
- Parents often sign up a player for the next season without the child being involved in the process.
- Recreational players generally do not develop strong feelings against the opposing team because they often have friends on the opposing team.
- The game is played for enjoyment and not necessarily future playing opportunities on college or elite teams, however, at the younger age groups are where elite players first begin to develop.
- Many young children start out in soccer. (It has been said that, “Soccer is the first sport that American children play.”) Soccer is a game, especially at the very young level, where all skill-levels of children can participate and have fun.
- Many young children try out many sports at a young age and may jump from one activity to another during the year or even during the same season.

Some of the main characteristics of recreational coaches are as follows:

- Virtually every recreational coach will be an unpaid parent volunteer.
- Many recreational coaches are coaching their own children. Many times these children are “would-be stars” in the eyes of their parents. Equal treatment may not happen as a result.
- About half of youth sport coaches will drop out of coaching within the first year.
- Most of the youngest age-group coaches are first-time coaches with little or no soccer experience and no coaching experience.



2. Recreational Player Development

Recreational Player Development takes place most effectively in environments where coaches facilitate learning in two main ways. The first is through the use of developmentally appropriate activities and games; the second is through the coach displaying a thorough understanding of how young players learn and the developmental characteristics of those players.

Coaching in the Under Six Age Group

Game Application

Game Form	3 v 3, 4 v 4, 5v5
GK Status	Goalkeeper should not be used.
Field Size	Recommended field size is 20-30 yards long by 15-25 yards wide.
Ball Size	3
Restart Method	When the ball goes out of bounds (sidelines), the game is restarted with a kick-in or throw-in; club choice.

U6 General Developmental Characteristics

- Short attention span.
- Most are individually oriented (me, my, mine).
- Constantly in motion.
- Psychologically bruised very easily.
- Little or no concern for team activities.
- Physical and psychological development of boys and girls is quite similar.
- Physical coordination is immature.
- Eye/hand and/or eye/foot coordination is most primitive at best.
- Love to run, jump, roll and climb.
- Catching skills are not developed.
- Can balance only on good foot.
- No sense of pace – GO FLAT OUT!!!

U6 Age Group Practice Objectives

Coaching Emphasis	Fun!
Technique	Dribbling, changing direction while running with the ball, shooting and kicking with different surfaces.
Psychology	Sharing, fair play, how to “play”, emotional management.
Fitness	Balance; running; jumping; coordination; movement education.
Tactics	Players should be aware of the direction they are attacking, where they are on the field and be encouraged to be ball-orientated (always wanting to be involved in the action). Team shape can be addressed but under no circumstances should players be put in positions or made to stay in a certain area. In the U6 age group, players can be set up in a triangle shape to start the game and at other natural breaks (kick off, goal kicks, etc.)

U6 Coaching Considerations

The qualities of a good coach in the U6 age group are patience, good humor, and the willingness to see the world through a child’s eyes. Make sure you are dressed like a coach (no jeans, no suits) and be prepared to play with the children, demonstrate activities, act silly and become involved with the session.



Coaching in the Under 8 Age Group

Game Application

Game Form	4 v 4
GK Status	Goalkeeper should not be used.
Field Size	Recommended field size is 25-35 yards long by 20-30 yards wide.
Ball Size	3
Restart Method	When the ball goes out of bounds (sidelines), the game is restarted with a throw-in.

Change: We are adding a build out line to the U7/U8 divisions. The build out line will be the half line. On goal kicks, the opposing team is to have all players behind the half line until the ball is played in. This will help allow players to learn the concepts of building the ball out and working the ball up the field.

U8 General Developmental Characteristics

- Attention span is a bit longer than U6, but still not at the “team at all costs” intensity.
- Inclined more toward group activities.
- Still in motion – twitching, jerking, scratching and blinking are all second nature physical movements.
- Still very sensitive.
- Dislike personal failures in front of peers.
- Ridicule from the coach in front of the group is very destructive
- Boys and girls are still quite similar in physical and psychological development.
- Beginning to develop some physical confidence
- Still into running, jumping, climbing and rolling.
- More into imitation of the “big guys”.
- Still lack sense of pace – Go flat out! Will chase the ball until they drop.

U8 Age Group Practice Objectives

Technique	Dribbling and running with the ball are still the main focus. Other techniques can be introduced, such as receiving ground balls, shooting with the laces, short passing, shielding and throw-ins.
Psychology	Working in pairs, sportsmanship.
Fitness	Agility, eye/foot and eye/hand coordination; introduce the idea of cool-down, movement education
Tactics	<ul style="list-style-type: none">• Players need continual reinforcement to stay engaged in practice or the game.• Coaches can also focus on those players who show a willingness to break from the swarm and encourage teammates to recognize this behavior.• Coaches should encourage players to run with the ball and dribble past defenders. Players in the U8 age group must not be punished for dribbling the ball too much.• Everyone attacks together and defends together and coaches can introduce what players must do when not in possession of the ball e.g. get back behind the ball, defend goal side.• Team shape can be addressed but under no circumstances should players be put in positions or made to stay in a certain area. In the U8 age group players can be set up in a diamond shape to start the game and at other natural breaks (kick off, goal kicks etc.)



U8 Coaching Considerations

Every aspect of play coached in the U6 age must be reinforced at U8. It is the coach's responsibility to encourage a fear free culture in this age group at practice. Games should only be considered as another fun activity that happens to include a soccer ball. Most of the information you will provide to a U8 player will pertain to each player's individual relationship with the soccer ball – to want it, how to find it, to feel more comfortable with it, to keep it close, etc.

Consider that kids learn by watching and copying and a good picture of proper technique can be a very powerful learning tool in this age group. Coaches should say things such as, "See if you can make it look like this, and try to do most of your teaching by offering a picture and then set up fun games where the objective of the game is for players to practice certain ways to master that technique.

Coaching in the Under 10 Age Group

Game Application

Game Form	6 v 6 + GK's
GK Status	Goalkeeper should be used.
Field Size	Recommended field size is 45-60 yards long by 35-45 yards wide.
Ball Size	4
Offside	No

*Build out line is enforced at the U10 level. The build out line is the half line. On goal kick or when goalie saves the ball the defending players must revert back to the halfline until the ball is put back into play.

U10 General Developmental Characteristics

- Lengthened attention span.
- Still in motion but not so busy.
- Psychologically becoming more firm and confident.
- Begin to comprehend team activities.
- Boys and girls beginning to develop separately.
- Motor skills becoming more refined.
- Start to understand pace (ability to think ahead)

U10 Age Group Practice Objectives

Coaching Emphasis Individual technical development, small group decision making and fun.

Technique	Dribbling: Running with the ball, how to beat an opponent, changing direction while running with the ball Passing (with inside and outside of foot) Receiving: Ground balls with the instep and outside of foot; receiving bouncing balls. Heading: Introduce attacking and defensive heading in a user friendly manner. Shooting: finishing with different surfaces including volleys.
Psychology	Working in-groups of 3, 4 or 5; stay focused for one entire half; how to win or lose gracefully; sportsmanship; emotional management
Fitness	Endurance; range of motion-flexibility.
Tactics	1 v 1 attacking 1 v1 defending - do players dive in or delay, do players recover the ball after losing possession? Vision – players should be encouraged to play with their head up, Transition – does the team transition quickly from attack to defense after losing the ball and from defense to attack after winning the ball



U10 Coaching Considerations

Players in the U9-U10 age group are beginning to develop technically and now have a basic understanding of tactics and begin to anticipate the next play. A good coach will help facilitate this development by encouraging free flowing soccer, guide instead of directing the players toward improvement and make transition from offense to defense and defense to offense a major part of their practice sessions.

Players can now be asked to play in a position and should be exposed to different playing positions throughout the season. However, coaches must remember that positions are fluid not fixed and that developmentally, many children will still have a difficult time playing a position.

The Black Hills Rapids Soccer Club recommends a 3-2 formation with 3 defenders and 2 attackers but there are a number of other formations that can be considered. Tactics and formations should not be a major part of your practice session and coaches should not sacrifice a players technical development in order to win games.

Technical sessions, tag games and small sided games and scrimmages should make up 90% of your practice time.

Coaching in the Under 12 Age Group

Game Application

Game Form	8 v 8 + GK's
GK Status	Goalkeeper should be used.
Field Size	Recommended field size is 70-80 yards long by 45-55 yards wide.
Ball Size	4
Restart Method	When the ball goes out of bounds (sidelines), the game is restarted with a throw-in.
Offside	Yes

U12 General Developmental Characteristics

- Enjoys Competition
- Psychological development has progressed
- Teamwork has improved
- Coordination has improved
- Technical competency has improved
- Development of speed and strength
- Problem solving can take place with teammates
- Self-appearance and peer pressure is a concern
- Varying stages of puberty for both boys and girls



U12 Age Group Practice Objectives

Technique	Feints with the ball, receiving air and ground balls, receiving with the instep, attacking and defensive heading, chipping, driven passes, inside and outside of the foot passing, crossing to near and far post, volley and half volley.
Psychology	Teamwork, confidence, desire, intrinsic motivation, handling stress, sportsmanship.
Fitness	Speed, strength, aerobic exercise, warm up and cool down are now mandatory
Tactics	2 v 1 Defending 2 v 2 Attacking and defending Roles of 2nd attacker and defender Combination passing Verbal and visual communication for all positions Defending and attacking corner kicks

U12 Coaching Considerations

Coaches working with U11 and U12 players are responsible for encouraging players to play attacking and thoughtful soccer, placing an emphasis on a player's role in attack and defense and more specifically getting players to recognize numbers up and numbers down situations.

The characteristics of a good coach in this age group are enthusiasm, knowledge of the basic technical skills, the ability to demonstrate or utilize someone who can paint a good picture and most importantly a coach who understands that player development is more important than winning.

Players should be able to play in a position but should still be exposed to different playing positions throughout the season. However, coaches must remember that positions are fluid not fixed and that developmentally, many children will still have a difficult time playing a position.

The Black Hills Rapids Soccer Club recommends a 3-3-2 formation with 3 defenders and 3 midfield players and 2 attackers but there are a number of other formations that can be considered. Tactics and formations should not be a major part of your practice session and coaches should not sacrifice their players' technical development in order to win games.



Coaching in the Under 14 Age Group

Game Application

Game Form	8 v 8 + GK's
GK Status	Goalkeeper should be used.
Field Size	Recommended field size is 70-80 yards long by 45-55 yards wide. (8v8)
Ball Size	5
Restart Method	When the ball goes out of bounds (sidelines), the game is restarted with a throw-in.
Offside	Yes

U14 General Developmental Characteristics

- The more advanced U-14 players are able to execute the full range of skills, but most others are still developing previously taught skills and are now being exposed to these additional skills
- Important psychosocial implications for a child entering puberty – early or late
- Popularity influences self-esteem
- Tests limits - a know-it-all attitude
- Fertile period to learn – full of eagerness
- Tend to be quite self-critical and may need regular positive reinforcement
- Bodies are going through physical changes that affect personal appearance
- There will be significant differences in physical maturation rates between individuals
- Rapid growth spurts of the skeleton leave ligaments, tendons and muscles catching up, so coordination and balance are astray. Temporary gangly movement may result in a loss of touch on the ball. Players do not always make the connection between their growth spurt and the temporary loss of form; they need help realizing that everything will come back into synch in six to 18 months

U14 Age Group Practice Objectives

Coaching Emphasis	Coach and player must work jointly throughout a player's career to reinforce and add to these building blocks. The core goal is a well-rounded player. Here are the building blocks within the components of the game for this age group.
Technique	Experiment with the qualities of a flighted ball, i.e.: spin, swerve, chipping to pass, bending passes and driving crosses to the far post and top of the penalty area. Also, practice half volley and volley shooting, slide tackles, heading to pass, flick headers, diving headers, receiving with the outside of the instep, outside of foot shot, receiving bouncing and air balls with the head, dummy the ball and shoulder charge. Introduce chipping to shoot. For goalkeepers: far post play, collapse save, step and save, step power and save, save/reaction save/recovery save, medium and high diving, deflecting over the crossbar and around the posts, boxing and catching crosses, reading crosses (when to come and when to stay), half volley (drop kick), kick saves, long over-arm throws, saving penalty kicks and angle play.
Psychology	assertiveness, tension control, self and team discipline, able to stay focused for an entire match, sportsmanship, parental involvement, how to play, mental focusing techniques, emotional management and self-regulation.
Fitness	acceleration, speed, anaerobic exercise, cardio respiratory and cardiovascular training, flexibility – static stretching (particularly in the cool-down), lateral movement and all fitness work with the ball. Continue player education about nutrition and introduce the concept of rest for recovery.
Tactics	Individual and group tactics including delay, depth and balance in defense. Compactness, role of 3rd defender, how to make recovery and tracking runs. Playing on, around and away from the ball with purpose. Responding to restart situations. How to defend in each part of the field. How



to play in the attacking half. Checking runs, take-overs, switching positions during the flow of play, zone defense and post-match analysis. For goalkeepers: taking command of the goal area, provide support on the attack out to the back line, distance of support to the defense, organization during a corner kick, setting the wall at free kicks and 1v1 with the defense and communication.

U14 Coaching Considerations

At times, allow the players to sort themselves into 4v4, 5v5, 6v6, etc., games. Also, make these games functional in organizing the teams together with defenders, midfielders and attackers. Organize the lines within the framework to give the players more functional possibilities by creating numbers, roles and functions in lines of play – 5v5, might be 2-2-1 v 1-3-1 – numbers and players' specific positions. Finally, also adjust the field in terms of length and width to affect play, number of goals, restrictions on play, thirds of the field, etc.

Continue to encourage players to watch high level soccer in person and on television. The US Youth Soccer Show on Fox Soccer Plus, You Tube and NSCAA TV is a good opportunity to see other youth players in the game. The Show highlights soccer of all levels from across the country. USYouthSoccer.org also features the individual stories from The Show and it can also be viewed online by downloading The US Youth Soccer Show podcast.

11v11 – While always playing to win, focus on performance, not merely outcome.

The U-14 age group is playing 11v11 for the first time and any number of team formations is possible. Whatever formation is chosen, it must be one that allows the players to execute the principles of play. Continue to expose the players to all of the team positions. Keep in mind that players this age still do not play well over long distances, so choose a formation that allows the formation of triangles to support one another. The 4-3-3 formation is the easiest for this age group to execute. To promote attacking soccer, play a 3-4-3 formation.

Along with full team formations, the U-14s now play on large fields. Do not put these players onto an adult field as it quickly becomes just a running exercise. Keep the field small enough so that they can play to the far post on corner kicks and switch the point of attack from one flank to the other.



Coaching in the Under 19 Age Group

Game Application

Game Form	8 v 8 + GK's
GK Status	Goalkeeper should be used.
Field Size	Recommended field size is 70-80 yards long by 45-55 yards wide.
Ball Size	5
Restart Method	When the ball goes out of bounds (sidelines), the game is restarted with a throw-in.
Offside	Yes

U16-19 General Developmental Characteristics

- May have a lengthened attention span
- Able to better understand moral principles
- Strong identification with admired adults
- Very sensitive to praise and recognition; feelings are easily hurt
- Fear of ridicule and being unpopular
- Friends set the general rules of behavior
 - Strong need to conform exists
 - Dress and behave like their peers in order to belong
- Experiences physical changes - very concerned with their appearance and very self-consciousness
- about their physical changes
- Often a rapid weight gain at the beginning of adolescence poses an enormous appetite
- Caught between being a child and being an adult
- Emotions can still overcome tactical logic
- They are likely to solve soccer problems with their legs first and their brains second
- May have bad diet and sleep habits, and, as a result, low energy levels
- The skeleton is close to full maturation, but peak athleticism is still a few years off
- Very concerned with what others say and think about them
- Developing a team consciousness – want and need a strong voice in planning their activities/game plans
- May try to manipulate others to get what they want
- Loud behavior may hide their lack of self-confidence
- Look at the world more objectively – look at adults more subjectively and are critical of them, yet they still want adult leadership
- Go to extremes – often appear to be unstable emotionally while having a know-it-all attitude
- Vulnerable – emotionally insecure, fear of rejection and mood swings
- Social needs and desires are high
- Many will leave the game for employment and many who go to college will not return to the game after graduation
- There is still a strong desire to be part of a team

U16-19 Age Group Practice Objectives

Technique	Chipping to score and airborne kicking: forward volley, scissors volley and bicycle kick. For the goalkeeper: backwards diving, saving the breakaway, all forms of distribution, narrowing the angle and improve reaction saves. technical/tactical functional training, all techniques rehearsed at match speed and at match related and match condition levels.
Psychology	personal accountability, drive, courage, sacrifice in order to achieve one's best, sportsmanship, parental involvement, how to play, emotional management and communication. Factors include increased concentration, reduced mental mistakes, playing with selfconfidence and self-motivation, emotional management during a match, dedication, commitment, leadership, personal



responsibility for actions on and off the field, sportsmanship, how to play, selfless – team comes first, discipline, composure, concentration, confidence, consistency, courage, personal goal setting, imagery, patience and respect for the game. With increased player responsibilities comes a decrease of parental involvement and that is suitable to the age and needs of the players.

Fitness

power, vertical jump, body composition, plyometric exercise, soccer-specific weight training, interval training, S.A.I.D. principle, recovery exercise and time off for rest, agility training with and without the ball, range of motion exercises especially during the warm-up and cool-down must include static stretching as well as light movement and proper nutrition and hydration. Use the 11+ routine as a part of the warm-up. Be consistent with cool-downs, plyometrics, depth jumping, implementing the overload principal and fitness tests with and without the ball – both with the guidance of a strength/conditioning coach or a certified athletic trainer. Follow fitness training concepts similar to the U.S. Youth National Teams and US Youth Soccer ODP teams. Continue player education about nutrition and rest.

Tactics

Should be developing the ability to adapt tactics during the flow of play and key players should be able to dictate the rhythm of the game. Practice playing on, around and away from the ball with purpose, group tactics, the role of the 3rd attacker, principles of attack and defense, diagonal passing, dribbling and off-the-ball runs, wing play, overlapping runs, defending in the midfield and attacking thirds, all possible set plays, match analysis and switching the point of attack.

For goalkeepers: command out to the penalty spot, initiate the attack, provide support on the attack to the fullbacks, recognize pressure on and off the ball and team organization when defending against free kicks. Should be able to adapt tactics and change team formation during the flow of play. Team tactics, tactical functional training, specialized tactics for a particular opponent, midfield play, attacking out of the back third, possession with a purpose, combination play with tactical implications, penetration with creativity, intentional flank play, pressing to win possession as an attacking concept, consistency on set plays, playing a role, combination zone and man-to-man marking defense, creativity on the attack, total soccer concept and playing on, around and away from the ball with purpose. For goalkeepers: support the attack from the defensive third, command beyond the penalty area, last line of defense—first line of attack and most of all, presence.



3. Recreational Coach Development

“Coaching development takes and lasts a lifetime. Coaches who are forever open to the ‘new’ will always create, grow and improve their understanding of coaching and the player development process.”

A coach’s influence on a young child is very important. The effect that a coach has on a child’s development can last for an extended period of time and a lack of effective coaching is one of the main causes of player attrition. Therefore, it is vital that every coach improve their understanding of coaching and the player development process. The best way to achieve that is through participation in a variety of coach education courses.

The South Dakota State Soccer Association (SDSSA) and the United States Soccer Federation (USSF) offer a number of coach education courses. The SDSSA strongly recommends that every SDSSA coach undertake a coach education course prior to the start of their first season of coaching, and take additional training courses as the coach progresses through the age groups with their team. This recommendation is true for beginning through experienced coaches.

South Dakota Soccer Coaching Course Registration

Online registration for all SDSSA coaching courses is available at: www.southdakotasoccer.com/coaches/clinics.aspx

Coaching Development Resources

Coaching information is abundant on the internet and is usually the easiest way for coaches to access additional coaching information. Some of the better websites with information relevant to coaching in the U6/U8 age group are as follows:

- www.southdakotasoccer.com
- www.iowasoccer.org
- www.socceralaska.org
- www.usyouthsoccer.org
- www.nscaa.org
- www.iowasoccer.org/coaches



4. Team Management

Effective communication and coordination with the parents of your players will make the job of coaching a lot more enjoyable. The first step is to organize a parent-coach meeting prior to each season.

Your parent/coach meeting should include the following:

Identify your Philosophy of Coaching and Goals for the Season

At the U6 and U8 age group your philosophy should be something similar to, “Success and excellence for this team will be measured in the number of players who continue playing next season, and how much fun they have during the season. Winning is not a measure of success.”

Collect Player Information

Medical information (asthma, allergies, etc.), family situations that may affect the child’s participation or the ride home.

Collect Parent Information

It is important to be able to reach a parent in case of inclement weather or an injury. Coaches should obtain work and cell phone numbers and e-mail addresses of all parents.

Identify Player Responsibilities

Players must bring an inflated soccer ball and water to every practice. Discuss expectations of the players concerning attitude and sportsmanship.

Identify Parent Responsibilities

Discuss expectations of the parents concerning communication with the coach e.g. what is required if their child cannot attend a practice or game. Emphasize that although you will always remain behind with players if a parent is late; the expectation is that parents pick up their child immediately at the end of practice. In addition clarify schedules, snacks, uniforms, etc.

Address Communication Issues

If parents have concerns, encourage them to call or e-mail you on a non game or practice day and definitely not immediately after a game. Appoint a team coordinator and determine how all team communication will be undertaken.

Parental Sideline Behavior

Identify appropriate and inappropriate sideline behavior and decide together how inappropriate adult behavior on the touchlines will be addressed. Some topics of conversation concerning sideline behavior are as follows:

- Children want cheerleaders to applaud their success, not adults yelling instructions. Think of the soccer field as a playground and not as a sports venue.
- What’s appropriate at a sport stadium with adult athletes is NOT appropriate for young children at play.
- Focus on the process of playing and not the outcome.
- Unlike the adult game, kids playing soccer do not see the other team as the enemy.
- The other team is full of their friends – friends from their school or their neighborhood. They are likely to be playing together in your backyard or in your den after the game.
- Cheer ANY and ALL success on the field. It DOES NOT matter which player OR team.
- Don’t keep score, the kids don’t regard it as that important.

- Don’t care who wins or loses, they are having fun and that is the objective NOT winning or losing.



5. Planning Your Coaching Session

The U5/U6 Coaching Session

- Session duration: 30 minutes
- All players must have a ball
- Necessary coaching equipment – Cones, pump, extra balls
- Session progression – Warm up, fun games, small-sided games
- Player equipment – Ball, cleats, appropriate clothing, shin guards, water bottle

The developmental characteristics of U6 players will have a major impact on the design and content of your training session. The session should include fun activities that encourage children to explore their physical abilities as well as emphasizing exploration and experimentation with the rolling, spinning and bouncing qualities of the ball. There should be no activities where players wait in line to perform an activity or movement.

Children at this age love to use their imagination when they play, therefore keep this in mind when designing your session. Activities should be short and simple as a U6 player's ability to stay focused is very limited. Give brief directions and repeat them when necessary. The main focus of every session should be individual activities with the ball, especially dribbling. A U6 player thinks about themselves 100% of the time and cannot conceptualize passing the ball or working with a teammate.

The U7/U8 Coaching Session

- Session Duration 60 minutes
- All players must have a ball
- Necessary coaching equipment – Cones, pinnies, pump, extra balls
- Session progression – Warm up, fun games, small sided games
- Player equipment – Ball, cleats, appropriate clothing, shin guards, water bottle

U8 players are still very young and although they can now remember what they tried at the last practice it is still very much about having fun.

The main emphasis of the session should be dribbling and shooting games that allow each player plenty of opportunity to experience the ball at his or her own pace. Games where there are multiple goals are perfect for this age group. Also encourage activities where there are multiple opportunities to change direction and to vary how fast the players run.

The U10 Coaching Session

- Session Duration 60 - 75 minutes
- 2 sessions per week
- All players must have a ball
- Necessary coaching equipment – Cones, pinnies, pump, extra balls
- Session progression – Warm up, match related or small sided activity, The game
- Player equipment – Ball, cleats, appropriate clothing, shin guards, water bottle

Children in the U9 and U10 age group are entering the “golden age of learning”. They have the ability to remember complex instructions, which enables them to become better problem solvers, they also develop an ability to focus longer and stay on task. These factors need to be taken into consideration when designing your coaching session.

The improvements in a child's cognitive and psychomotor abilities mean that coaches can, and should focus on teaching their players



the key fundamental soccer techniques – dribbling, passing shooting, heading, tackling, receiving and place a special emphasis on 1 v 1 activities.

Your coaching session can follow two paths:

Non-themed Session: In a non themed session you can pick a variety of activities to be included in your session but still follow a progression of warm up, match related or small sided activity and game.

Themed Session: 60% of your sessions in the U10 age group should have a technical theme and you should try to include all the key fundamental techniques during the season. Your choice of a theme may also be determined by what happens on game day especially if there is an obvious weakness in your teams play. You will still follow a progression of warm up, match related or small sided activity and game.

The U12 Coaching Session

- Session Duration 60-90 minutes
- 2-3 sessions per week
- All players must have a ball
- Necessary coaching equipment – Cones, pinnies, pump, extra balls
- Session progression – Warm up, fun games, small sided games
- Player equipment – Ball, cleats, appropriate clothing, shin guards, water bottle

Children in the U11 and U12 age group are still in the “golden age of learning” and it is vital that technical development be maintained as the focus in the majority of your coaching sessions. Children in this age can follow complex instructions, have enhanced tactical understanding (compared to younger players) and more importantly they now have the ability to come up with their own ideas of how to solve problems within the game.

U12 players must be exposed to as many game like situations as possible during training therefore, much of your coaching session should consist of small sided games with various playing or field conditions placed upon the players. Examples of playing conditions can include: two -touch, one -touch only, cannot pass forward, cannot pass backwards etc. Examples of field conditions can include: smaller training area to make players play faster, long and thin training area to encourage players to play longer balls, short wide training area to encourage players to use width.

The U14 Coaching Session

- Session Duration 60-90 minutes
- 1-2 sessions per week
- All players must have a ball
- Necessary coaching equipment – Cones, pinnies, pump, extra balls
- Session progression – Warm up, fun games, small sided games
- Player equipment – Ball, cleats, appropriate clothing, shin guards, water bottle

Players at this age should be developing physical, psychological, and health awareness through developing team techniques and understanding of the game.

Training should be scheduled for once a week, either at Noordermeer Field, at the complex, or elsewhere. All 8v8 games will be played on Tuesday nights at Noordermeer field (located off Sheridan Lake Road).

Play 8v8 (or 7v7 as needed) with goalkeepers and offsides for the Tuesday night games for 1 hour (2, 30-minute halves).

Coaches and players should be sitting on one side of the field and spectators should be sitting on the opposite side for all games. Please help communicate this to the families.

We use a size 5 ball



The U16-U19 Coaching Session

- Session Duration 60-90 minutes
- 1-2 sessions per week
- All players must have a ball
- Necessary coaching equipment – Cones, pinnies, pump, extra balls
- Session progression – Warm up, fun games, small sided games
- Player equipment – Ball, cleats, appropriate clothing, shin guards, water bottle

Players at this age, like the U13/14, should be developing physical, psychological, and health awareness. Additionally, developing and understanding of team tactical situations and decision making should be a focus.

Training should be scheduled for once a week, either at Noordermeer Field, at the complex, or elsewhere. All 8v8 games will be played on Thursday nights at Noordermeer field (located off Sheridan Lake Road).

Play 8v8 (or 7v7 as needed) with goalkeepers and offsides for the Thursday night games for 1 hour (2-30 minute halves)

Coaches and players should be sitting on one side of the field and spectators should be sitting on the opposite side for all games. Please help communicate this to the families.

We use a size 5 ball

General Considerations

- The coach should arrive prior to the players and set up the practice area.
- Make sure the size of your training area is appropriate to the number of players at training and the physical capabilities of the players.
- No theme is needed in these age groups. A selection of different games and activities works well.
- Make sure you have pinnies, cones, ball pump, flags or larger cones for goals (or pop up goals) and extra soccer balls.

Start your session with simple ball and body movement activities to warm up (individually U6; in pairs U8) stretching is not necessary in these age groups, progress to fun games and finish your session with small sided games and an unconditioned 3 v 3 game (U6) and 4 v 4 game (U8).

Your session should end with a non conditioned game. The final game at U10 should be 5v5 without GKs or 6 v 6 with GKs. The final game at U12 should be 7 v 7 or 8 v 8 with GK s.

U10s do not need to do plyometric or stretching movements during the warm-up, although it is beneficial to set good habits at such an early age. A warm up for U12 players should include short stretches and lots of plyometric movement. Always end your U12 session with a cool down.



Coaching Session Checklist

- Are the activities fun?
 - Players learn better in an enjoyable environment
- Are the players involved in the activities?
 - Players enjoy activities that present an achievable challenge. Activities that are too difficult will frustrate players and activities that are too easy will cause boredom. Players should be engaged at all times, and not waiting in lines to perform an activity.
- Are the activities specific to the game?
 - Sending the players to run around the field to warm up prior to the practice is not developmentally appropriate and, in addition, boring.
 - Warm up activities should include lots of movement and numerous touches on the ball.
- Is the coach's feedback appropriate?
 - It is important to encourage young players. Positive feedback will encourage players to continue to try.



6. Sportsmanship

Here are six things you can discuss with your parents to show what sportsmanship really means:

- Cheer for all the children, even those on the other team. What a surprising difference it can make on the sidelines and in the stands when parents make an effort to applaud a good effort or a fine play – no matter who makes it.
- Talk to parents of the other team. They are not the enemy.
- Be a parent, not a coach. Resist the urge to critique. Children dread their parents going over their performance in detail, pointing out all their mistakes. Sometimes just being there shows your children what being a good parent is all about. Leave the coaching to the coaches
- Thank the officials. Find a few moments to compliment the officials for their hard work after a game (especially if your child's team loses) you will be rewarded with the pleasure of seeing a surprised smile in return.
- Keep soccer in its proper perspective. Soccer should not be larger than life for you. If your child's performance produces strong emotions in you, suppress them. Remember your relationship will continue with your children long after their youth soccer days are over. Keep your goals and needs separate from your child's experience.
- Have fun, that is what the children are trying to do!

Four Red Flags for Parents

- Living Out Dreams – A parent who is continuing to live personal athletic dreams through his/her child has not released his/her child to the game.
- Too Involved – If a parent tends to share in the credit when the child has done well in sport or has been victorious, the parent is too involved.
- Trying Too Hard – If a parent is trying to continue to coach his child when the child probably knows more about the game than the parent does, he has not released the youth athlete.
- Too Serious – A parent should realize that he is taking everything too seriously and has not released the child to the activity when the parent:
 - is nervous before his/her child's game.
 - becomes verbally critical of an official.
 - has a difficult time bouncing back when the player's team suffers a defeat.
 - makes mental notes during a game so he can give his/her child advice at the conclusion of the game.
 - is evaluating his/her child's performance on the car ride home. Your child is playing to have fun, not to earn a grade! If he or she had fun, the day was a success



7. Game Day Responsibilities

- Arrive at the field at least 15 minutes prior to the time you told the players to arrive.
- Check the playing surface and equipment for safety e.g. objects on the field, goals are secured. Make sure you have a game ball that is properly inflated.
- Confirm the number of players available.
- Organize a warm up for your players – lots of movement – not just kicking on goal.
- Let the players play. Coaches should not be on the field of play at any time (Except for U5/U6 age groups).
- Organize the players for referee check in.
- Coordinate your player rotation to make sure all players receive equal playing time. Every player must play at least 50% of the game.
- Make sure all your comments are very positive.
- Make sure each player drinks water and stays hydrated.
- Players should be aware of the direction they are attacking and team shape can be addressed.
 - NOTE: The players can be set up in a triangle shape in U6 and a diamond shape in U8 to start the game and at other natural breaks (kick offs, goal kicks) however, during the game players must be allowed to run around freely – bunch ball is a natural occurrence in these age groups
- Positions are not necessary and although you may be tempted to leave a player back to defend the goal this is developmentally inappropriate.
 - U6s and U8s must learn to attack as a team and defend as a team.
- Under no circumstances should children be made to stand in a position, stand on a line or in a certain area.



8. Weather Policy and FAQ's

Weather and Lightning Policy

Severe weather in our area that may involve the suspension or cancellation of a game, practice or other activity generally includes lightning, heavy rain, hail and tornadoes. While there are guidelines that referees, coaches or staff will follow in these severe weather conditions, it is important that each individual, to the best of their ability, take responsibility for their own safety. All individuals should know and heed community warning systems and general rules of severe weather safety. Families are encouraged to have their own plan for severe weather regarding shelter, carpools from canceled games and practices, and other events.

Lightning Policy

The Black Hills Rapids Soccer Club will use the WeatherBug Spark Lightning Alert application to review and assess lightning conditions.

- 1 long 15 second horn blast means seek shelter
- Strobe Flashing – under alert and seek shelter
- 3 short 5 second blasts – All clear and safe to resume outdoor activities

FREQUENTLY ASKED QUESTIONS

- **Help – only 3 of my players showed up!**

If your team numbers are small on any given week, let Bill Schaefer or the Site Director know. They will work to combine you with another team so that you're still able to engage in fun games and activities!

- **I have extra t-shirts from the first or second session – what do I do with them?**

Drop them off at the concession stands.

- **One of my players refuses to play. What do I do?**

If you have a player who refuses to play, engage the parents of the child to see how all of you can make the situation better. It may be that the child is having an off day – or would like mom or dad to join him or her on the field. A brief conversation with the child and parents may help fix the issue – but remember to focus on the majority of players who are ready to play and have fun!

- **I feel overwhelmed. Can I get some help?**

Of course! Ask Bill Schaefer or the Site Director if they can assist you for a game or two, or for an entire session.

Don't be afraid to engage parents either – they're usually more than happy to help out.



9. Additional Resources

U.S. Soccer: Best Practices for Coaching Soccer in the United States

U.S. Soccer's Coaching Education Department has released a new publication designed to give youth and junior level soccer coaches in the United States a set of fundamental tools to help open up the game of soccer to young players in ways that celebrate the sport's spontaneous qualities. The 70-page Best Practices for Coaching Soccer is available at: www.ussoccer.com/coaching-education/resources

South Dakota State Soccer Association Resources

A medical release form and coaching code of ethics, as well as many other team management resources are available at: www.southdakotasoccer.com/administrative/forms.aspx

Rule books, additional lesson plans are is available at: www.southdakotasoccer.com/coaches/practiceplans.aspx

Updated March 2022



10. Games and Activities and Themed Lesson Plans for ALL Age Groups

The following chapter includes games/activities and themed lesson plans for ALL AGE GROUPS. The games/activities and lesson plans shown are not age specific and they can be adjusted for each age group. Therefore, coaches are encouraged to review all content to find appropriate sessions for the skills they want to coach.

Adjust the size of the training area accordingly to make sure your practices work. If it seems too challenging then consider making the space bigger. If it seems too easy for your players then consider making the area smaller to challenge them.

Also feel free to visit www.touchtight.com to see unlimited activities that can be run for all ages to include U8 to U19 soccer. Please remember the session for U8 can be simplified and used for the U5, U6, and U7 age groups. Being organized and ready for practice will make things much easier for you as a coach. Just following a lesson plan with 3 or 4 activities will make practice run smoothly and effectively as well as kids will better behavior because you are organized and ready. Visiting this site and printing off an effective lesson sets you up for success.



9v9 Practice May 5th 2021

Category: Technical: Crossing & Finishing

Difficulty: Moderate

Am-Club: Black Hills Rapids Soccer Club
Bill Schaefer, Rapid City, United States of America

Description

Warm up (15 mins)

Warm Up.

Lets have the boys start with our 3 station finishing this is the pre practice shooting. they should know this drill and you have run thru ir a few times as well. gets the moving.

Run, jog, high knees, butt kicks, side to side, High jumps, feet shuffle and burst repeat, 4 run and then jog on return and 1 of each other full half.

Then break them into groups of two doing vitamins, lets see if they can move slowly across the field to the other side line and then switch.

Groups recommendations:

Bryce and Noe

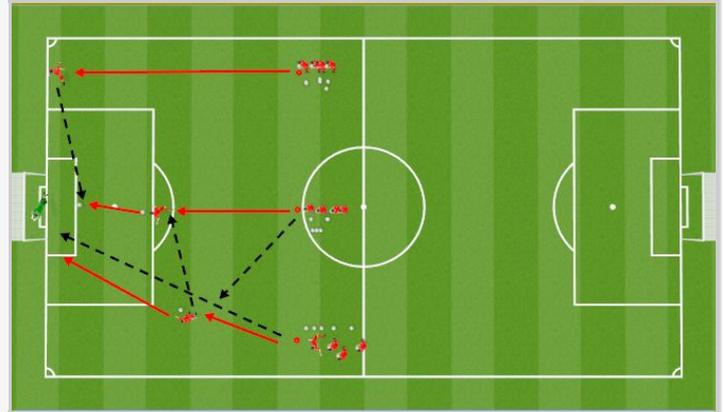
Riley and Vladmir

Cooper and Alex P

Please do not let twins work together

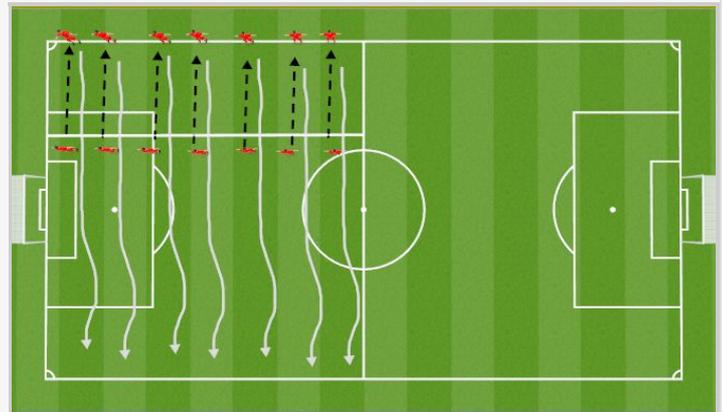
Hudson and Alex W do not let them work together

Do not let Anthony and Keaton work together



preparing for 5v3 pressure (15 mins)

Keep the boys in groups of two and lets do Pass to receive and then defensive pressure. Lets have the players on the line pass to the players on the side line. we want to see them receive in a forward motion and dribble towards the pressing defender. We want to discuss proper defensive technique. side shuffling in low and working on directing the offender. let pressure only and have them dribble all the way across. then switch. lats do this 3 to 4 times allowing more pressure to attack.



Block 1 (15 mins)

Set Up:

They know this set and should be able to run with limited supervision, replicate on both sides of the field so all players are rotating quickly

*****This activity is unopposed, there are no live defenders*****

Use an area 40*45 (40 long, approximately 45 wide) as shown in the diagram. Divide players into 2 teams (blue and red in diagram). Each team will have half of their players centrally while the other half will be wide. Place a cone/flag in line with the top of the box in the wide channel to represent a defender.

Player out wide should start by standing on the cone that represents a defender. Player centrally with the ball dribbles in to start the activity, while he/she dribbles in about 5 yards the wide player checks back and away from the cone to receive the ball at feet; then dribbles at the cone and does a move to get down the outside and play the ball across the face of goal for the player that started centrally to score.

Alternate which team goes each time.

After 5 minutes have the teams switch sides so that both sets of players get to attack from both the left and the right side.

Coaching Points:

Wide Player

- How should you receive the ball? **Across your body to be able to see where the ball is coming from and where you want to go at the same time**
- How should your first touch look? **Inside of foot in the direction you want to go**
- How do you create space to receive the ball? **Dropping shoulder then backing away to create space away from the defender**
- When do you start moving? **As soon as my teammate starts dribbling the ball**
- Where should you dribble once you receive the ball? **At the defender (cone in this activity)**

Central Player

- How should you pass the ball out wide? firm or gentle? **Firm pass with inside of foot along the ground**
- How should your run look to get in the box? **Curved and in a way that leads you to the goal**
- Should you go and stand still in the box while waiting for your teammate to cross the ball? **No, you should time your run so that you are going towards the goal when you meet the ball**



Block 4 5v3+GK (15 mins)

Set up:

Use an area a little less than half the full sized field as shown in the diagram with a full size goal on the goal line and 3 counter gates on the opposite end line. Play 6v4 with the team of 6 scoring on the full size goal while the team of 4 score by passing through either of the counter gates. Ball always starts with the team of 4. The players should be asked to play specific positions for this activity. Rotate new players in every time a goal is scored or the ball goes out of play.

Coaching Points:

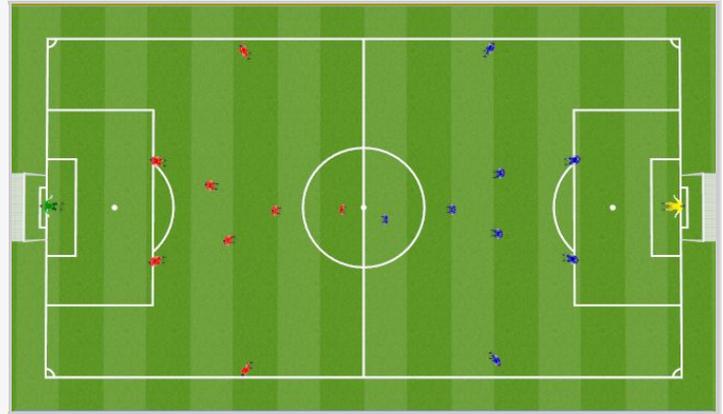
- How should your team shape look when you have the ball? Compact or spread out? **Spread out, so that we have space to attack**
- What should your team do if the defenders stop you from going directly to the goal? **Open up to make the field big and try to play the ball wide so we can get around them.**
- What do you do if you have space when in possession of the ball? **Dribble and attack the space**
- Where do you want to go if you see that your teammate is about to play the ball across the goal? **In the box in a space where you could score**



End Session 9v9 (20 mins)

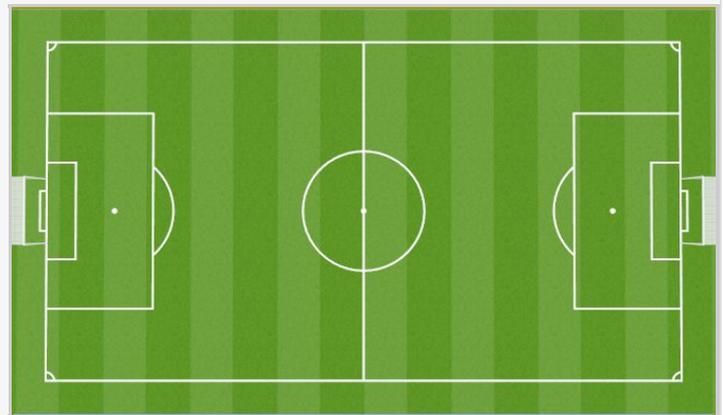
Scrimmage 9v9.

Encourage team to utilize the outside middle fielders to provide width allowing team in possession to switch point of attack and open defensive team in order play a penetrating pass whether that is in to attacking player's feet in more advanced position or to play through. Discuss defensive techniques that were discussed.



Shoot out. (10 mins)

End with some fun. they love shoot out so break into groups of 5 to 7 so 2 or 3 teams and let them shoot out. one round. Winner runs 1 full field and back, all others run 2 full fields and back.





Academy 9U/10U - Individual/Small Group Defending (Pt.2)

Category: Technical: Defensive skills

Difficulty: Difficult

Am-Club: Highland Football Club

Hasani McKenzie, Asheville, United States of America



Individual Footskills (10 mins)

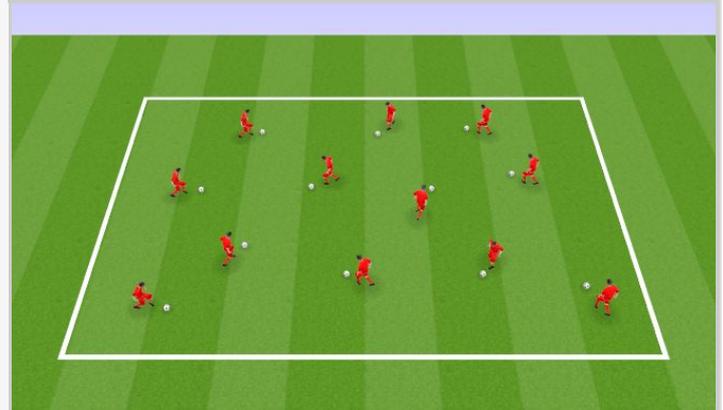
Set Up: Every player inside a large zone, every player has a ball. Each player dribbles the ball around avoiding contact with other players. On the coach's signal, the players perform the footskill that was demonstrated.

Every time a player does a skill encourage them to try to dribble to split two other players, if they perform the skill and dribble between two other players they get a point. If they bump into somebody else or lose control of their ball they lose all their points.

- Skills to work on: Patterns: Zig-Zag, Roll. Turning: Pullback, inside and outside Chop. Forward: Stab Push, Scissors, 1-Foot V-Pull, 2-Foot V Pull,

Coaching Points:

- Always looking for space when dribbling
- Accelerate into space after doing move
- Keep ball close when dribbling

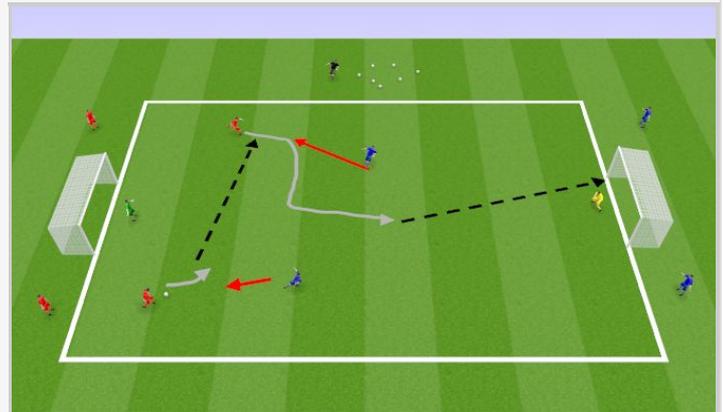


2v2 Plus Goalkeeper (Large Goals) (15 mins)

Set Up: Play 2v2 in a 25x20 grid, with each team defending a full size goal. When the ball goes out, a goal is scored, or time goes to long – new players for each team enter the field. Have the players initiate the game with a pass across to the other team or coach could serve a ball in.

Coaching Points:

-
- **When do you close down the attacker?** While the ball is travelling to him/her
- **How can you give the attacker less options?** Angle body to direct attacker one way
- **What should you do if your teammate is providing pressure?** Cover your teammate at a good angle
- **Where do you want to force the attacker?** Away from goal; toward the sideline; towards cover
- **When the ball moves do we always have the same defensive job, or do they change?** We talk to each other, and whoever becomes closer pressures, further covers



3v3 Outta Here (20 mins)

Play 3v3 in a 30x20 grid, with each team defending big goals. When the ball goes out, a goal is scored, or time goes to long – new players for each team enter the field. Have the players initiate the game with a pass across to the other team or the coach serves a ball in.

Coaching Points:

- **When do you close down the attacker?** While the ball is travelling to him/her
- **How can you give the attacker less options?** Angle body to direct attacker one way
- **What should you do if your teammate is providing pressure?** Cover your teammate at a good angle
- **Is it possible to have more than one cover defender at the same time?** Yes. Usually when the defender in the middle is providing pressure. (See diagram)
- **Where do you want to force the attacker?** Away from goal; toward the sideline; towards cover
- **When the ball moves do we always have the same defensive job, or do they change?** My role may change as the ball gets passed, person closest will now put pressure on the ball



7v7 (20 mins)

Play 7v7 at the end.

Focus on general game play and positional responsibilities with increased focus on the defensive responsibilities.

Coaching Points:

- **What are the two defensive roles we have focused on this week?** Pressure and cover
- **Who should put pressure on the ball?** The player closest to the ball (e.g. on a goal kick the defending team's forward puts pressure on the ball first)
- **Who should provide cover?** The teammate (or 2 teammates) closest to the player providing pressure on the ball
- **When the ball moves do we always have the same defensive job, or do they change?** My role may change as the ball gets passed, person closest will now put pressure on the ball
- **How should the overall team shape look when the other team has the ball? Should we be spread out or more compact? More compact, we should get a little closer to give the opposition less space to go to goal**





Goal A

The first player in the line furthest away from the goal will have the soccer balls. They will pass the ball into one of the lines, the player in that line will take a forward touch and use a turning move or combination of turning moves to escape defenders then shoot on the goal.

- Skills: Cruyff, Step-over, U-turn, Hook, Stop-pull-turn

To progress this drill, add move combinations to help make the turning move more intricate. An example of moves that can be added before the turning move: rollover, swerve, lunge, swivel.

Standard Finishing Technique

___ - Toes pointed down through impact to allow laces as the point of contact

___ - Normal strides on approach, not choppy or long.

___ - Landing on the shooting foot for the purpose of carrying momentum through the ball

___ - Plant foot should be even with the ball

___ - Angled approach to the ball, angled body position and foot position through impact

___ - Knees over toes on impact to prevent leaning back on the ball



Goal C

Backfoot Finishing:

Players line up with soccer balls on opposite sides of the goal. Player one checks to the center cone and away, while calling for the ball. The player 2, in the opposite line, then plays the ball across to player 1's back foot. They then receive and shoot on goal.

Coaching points:

Check to and away from the cone

Call out loud for the ball

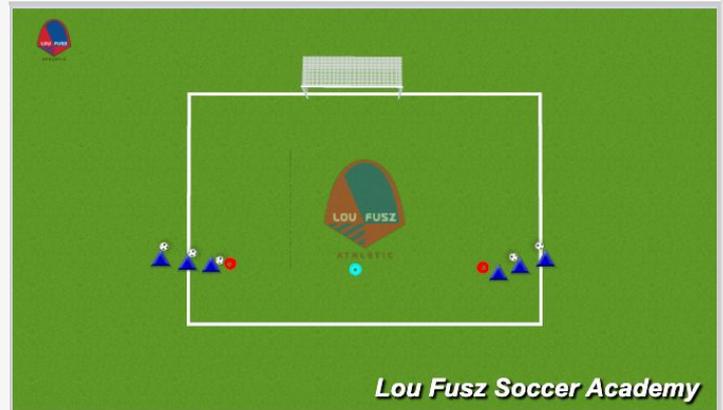
Play to the back foot

Receive with back foot

First touch out from under their body, prepping for the shot

Passing technique

Shooting Technique



Volley Finishing

Volley Finishing:

- Younger kids can toss the ball in front of them and then try to volley with correct technique.

- Older kids can have the coach toss the ball to the side from the middle mannequin as they run onto it.

- Make it a competition at the end.

CPs:

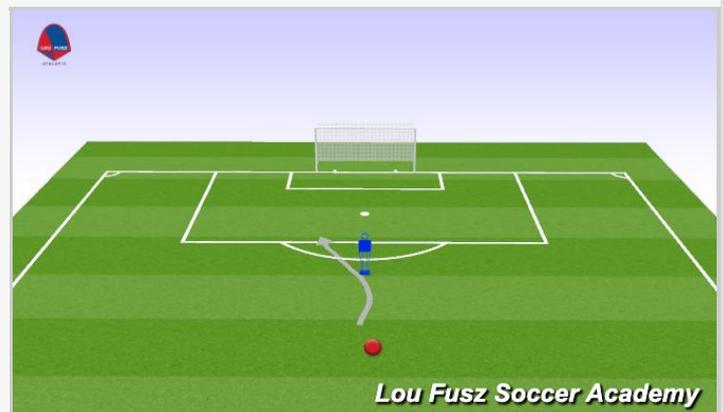
-Hit Ball on the way down

-Run through your shot

-lean over ball + hit center of ball

-Difference between straight volleys and side volleys

-Toe pointed down and no straight legs (Knee bent)





Finishing with passing work

Category: Technical: Shooting

Difficulty: Moderate

Am-Club: Black Hills Rapids Soccer Club
Bill Schaefer, Rapid City, United States of America

U9+ Passing/Receiving/turning (10 mins)

Set up 20x20 grid
4 teams, 1 Player of each color in the middle 2 players of the same color on the outside across and diagonal from each other.
Each team has a ball.

OBJECTIVE

Outside colors pass a ball into their middle player, that middle player receives the ball, and "turns" and plays a pass to their color on the opposite side of the grid.

Outside red passes to inside red, inside red, turns and passes to opposite outside red.

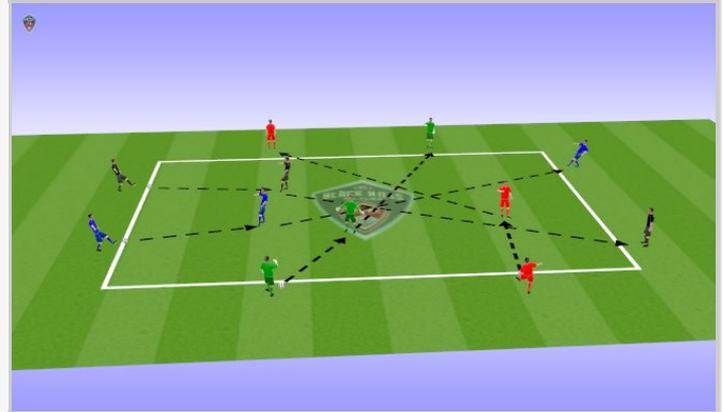
-Switch insides and outsides.

PROGRESSION

Once outside player passes a ball into the middle, they run and find another position on the outside. This makes the middle player scan the field and position themselves properly to make the next pass.

COACHING POINTS

Weight of pass, body position when receiving pass, proper parts of the foot to turn with, scanning the field, communication



U9+ Combination shooting relay race (10 mins)

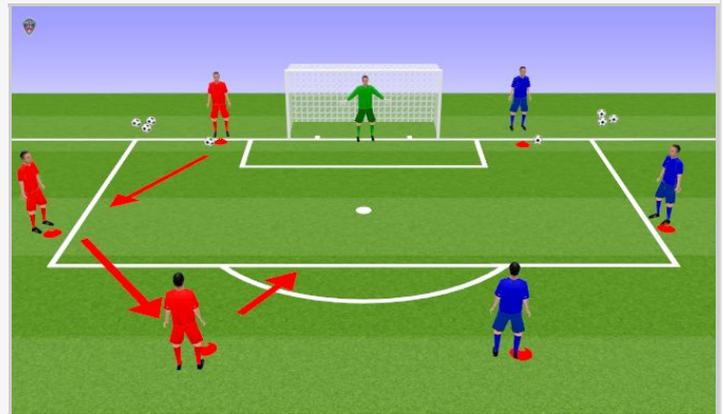
Organization:

- 2 teams of 3
- 2 goalkeepers rotating
- 20x20 grid

Instructions:

SHOOTING CHALLENGE:

- 2 teams face off in an unopposed shooting challenge.
- Red team plays first then alternates each shot with blue team
- First team to 7 goals wins.
- Player by goal starts with ball and passes to middle player.
- Middle player passes to player on top of the box.
- Top of box player takes positive touch forward and tries to score on keeper.
- first round Inside/outside foot
- second round laces/driven
- third round volley



Coaching Points/Questions:

- Inside/outside foot - Body position before shooting, part of the ball they are connecting with, coming up to the ball on an angle.
- Laces/Driven - Head and shoulders over the ball, ankle locked, following through the ball, landing on shooting foot.
- Volley - Keep eye on the ball, hitting the ball as it is coming down, ankle locked.

Progressions:

- switching sides to get different angles of the shot.

Regressions:

-

KING/QUEEN of the ring (10 mins)

Set up 20 x 20 grid, bigger or smaller depending on the number of players, each player has a ball.

OBJECTIVE

Players dribble around the grid, protecting their ball, while trying to kick out their opponents ball.

Keep control of your own ball, players cannot leave their ball to kick out an opponents. Stay within a yard of your ball when you go to kick an opponents ball out.

If your ball has been kicked out perform a series of ball mastery skills, tic toks, toe taps, scissors, sole rolls. (5) of each and then players can re enter the game.

COACHING POINTS

Dribbling

Shielding the ball

keeping your head up





Indoor COE Week 2 U5/U6 2023

Category: Technical: Ball Control

Difficulty: Beginner

Am-Club: Black Hills Rapids Soccer Club
Bill Schaefer, Rapid City, United States of America

Welcoming Scrimmage (10 mins)

Welcome Scrimmage / Play-Practice-Play Methodology

US Soccer would like us all to use a new practice methodology the season. It's called Play-Practice-Play. The idea is to get the players playing as they arrive by getting them going in a game. As players arrive we add to the game until we get to 3v3 or 4v4. This method serves the players and coaches by:

1. Getting the kids playing right away. Their favorite part of practice.
2. Allow for everyone to show up before we start the practice activity or lesson for the day.
3. Get some energy out before the lesson starts and to help players be more attentive to during the lesson.

You should play for 15 minutes and then get into the two training activities before ending the practice with another scrimmage.

On some days you can do a full field scrimmage and on other days you can do a 2v2 or 1v1 scrimmages. It doesn't always have to be the same each week. The key is just to get them playing at the start. Need at least 2 players to get the game going then add players to a team as they arrive.



1 (10 mins)

Foot Skills

1 min toe touch

1 min Bells

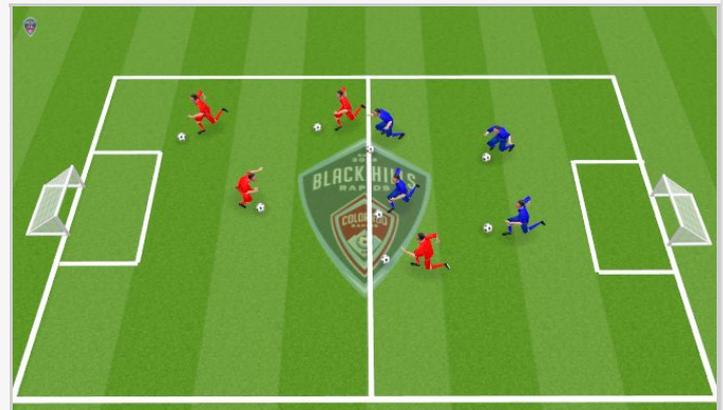
1 min

1 min forward and backward Bells

1 min Forward and backwards Toe touches

2 minutes just passing around (half the players have balls the other no balls)

Finish with kick chatch 10 on each knee, ten on each foot, try knee to foot



2

Set Up: Make lines of cones. First line is 5 yards away from line, second is 10 and the 3rd is 15 yds

Organisation: have them focus on correct passing technique

Coaching Points: After they perfect 5 yards pass them back another five

Progressions:



4 (10 mins)

Dribbling Gates (15 mins)

Organisation:

Set up 'gates' and spread them out across the playing area. Different coloured gates can create more variety and visual cues for younger children.

Every player should have a ball and can start by standing in between a gate.

How to Play:

Players dribble freely around the field gaining points by dribbling through gates. At each gate, perform a skill. Go from simple to complex.

- Start with dribbling through a gate with either foot. Then designate a foot, left or right.
- Perform skill at each gate for example: airplane, toe taps, bells, inside turn, outside turn.
- Speed dribble through a gate, under control. Using different coloured cones can create more patterns.
- Races through the gates, can you implement a point system? Introduce teams, e.g. 3 teams of 3 with one team acting as defenders, getting points for tagging the dribblers' balls.

Coaching Tips:

This is your opportunity to help players learn something new and work on it in a fun game.

If you don't know how to perform a skill yourself, ask a player to demonstrate for you.

CHANGEIT / Progressions:

Make gates or bigger or smaller based on ability levels.

Add a defender or a 'troll' that tries to defend the gates for more engagement.

Or you can add a goal and once player moves through 4 gates they can shoot



3

Sharks and minnions, do the first round with no soccer balls and explain the rules.

Second round have them hold the ball in their hands

Third round have them dribble

Progressions:





Rondo - Interception (15 mins)

Organisation-

8 x 8 area

5 players

Description-

4v1. Team with ball try to keep possession and must pass through 'central square'.

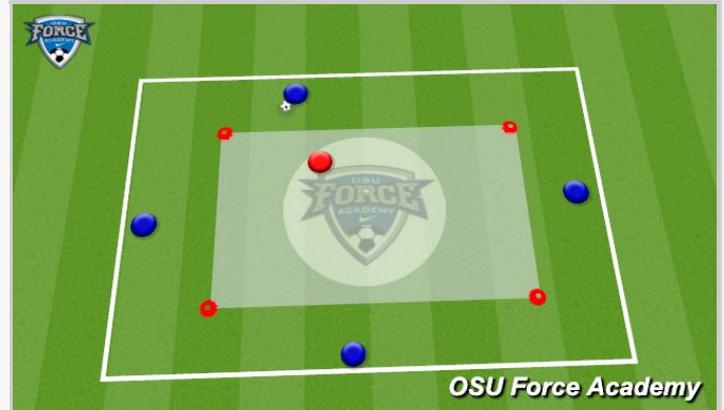
If def wins ball, can they dribble out of square?

Development Points-

Body Shape

Force play

Timing to intercept ball



Technical work - 1v1 (1v1) Intercepting (15 mins)

Organisation-

24 x 16 area.

6 players.

Description-

Attacking player (Black) to keep possession of ball.

Players locked in zones.

Server (Pink) passes to Attacker. Receive and try to pass to other server.

Ball must go through both zones.

If Defender wins ball, they become attacking team.

Different challenges for Defender

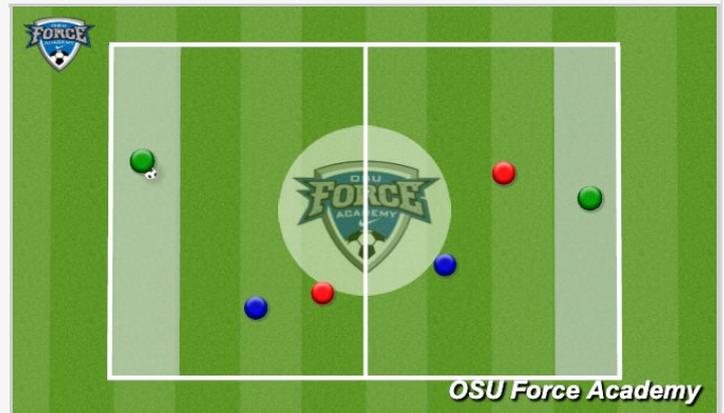
Development Points-

Body shape to force play

Goal side of attacker

Timing to 'pinch' ball

Compete



Technical work - 3v3 Def (4 Goals) (15 mins)

Organisation-

30 x 20 area.

6 players.

Description-

3 v 3 Game

Players locked in zones

Attacking team looking to score in either of the two goals.

Defending player in zone can try to intercept shot on goal

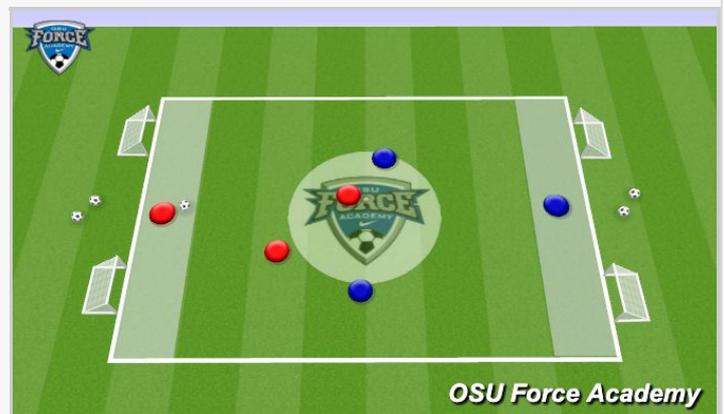
Development Points-

Body shape to defend

Awareness of opponent

Timing to 'pinch' ball

Competition



Technical work - Intercepting + zonal marking (15 mins)

Explanation:

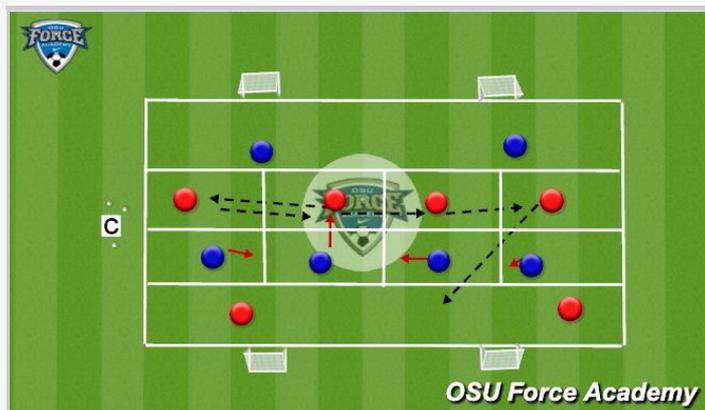
- 2 teams of 6 players each one. 4 players into the boxes and 2 players in behind the opposite team.
- The team in possession has to pass the ball through the boxes till find the deep pass in behind the defenders.
- The team who defends has to close the line of passes.
- When the defending team gets the ball. The roll will change straight away.

Rules:

- Once the ball is in behind the defenders; they can recover their position to avoid the goal.
- The defenders can not come into the boxes to press.
- The ball can not be passed by the air. The pass has to be always on the grass.
- Number of touches per player: mandatory to have 2 touches (to control the pace).

What are we looking for:

- Shifting
- Same body language for the back 4.
- Simple coverage and double coverage.
- Quick reaction
- Communication
- Understanding the next pass and why we need to come back to control the spaces in behind and upfront.



SSG (20 mins)

Organisation:

30 x 20 metres

2 teams

2 player on the top per team

Description:

- SSG where both teams will have to play into the targets players (placed on the top) to score - Mandatory -
- Every 2 minutes we will change the players on the top





OKSC Player Development LAST WEEK!!!!

Category: Technical: Ball Control

Difficulty: Beginner

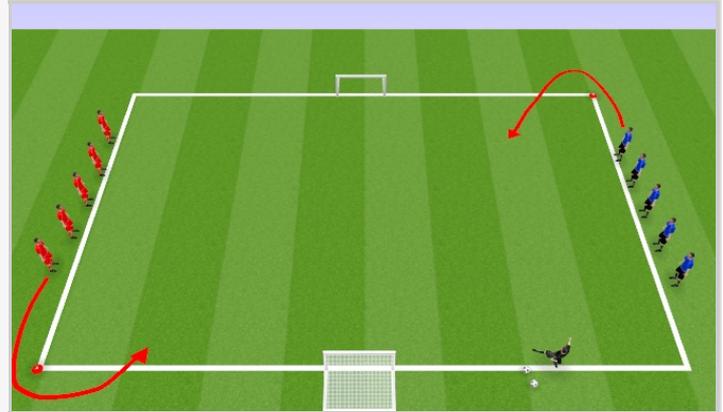
Jordon Hargrave, OSHAWA, Canada



Station 1

1v1's

Players will run around the cone and into the middle, Coach will play a ball to ONE side. Focus on defending the ball and trying to score after winning the ball.

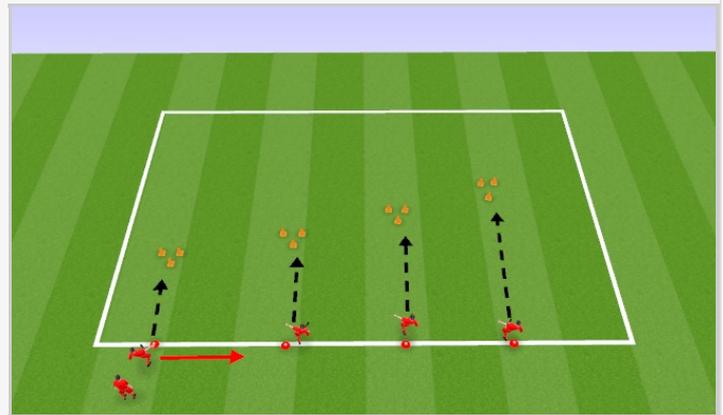


Station 2

Soccer Bowling Focusing on Passing Technique: Have 4-5 different levels of three cones each one farther than the previous. Players begin by the ball trying to knock over cones. If player knocks over a cone they can move to the next set of cones. If player misses the must retrieve their ball and go to the back of the line.

For competition, have players get into teams and players alternate shooting each time. First team to get to the end wins. Have one partner shooting and one partner behind cones to retrieve ball.

Coaching points: Inside of the foot to pass. Hit the middle of the ball. Follow through the ball to your target.



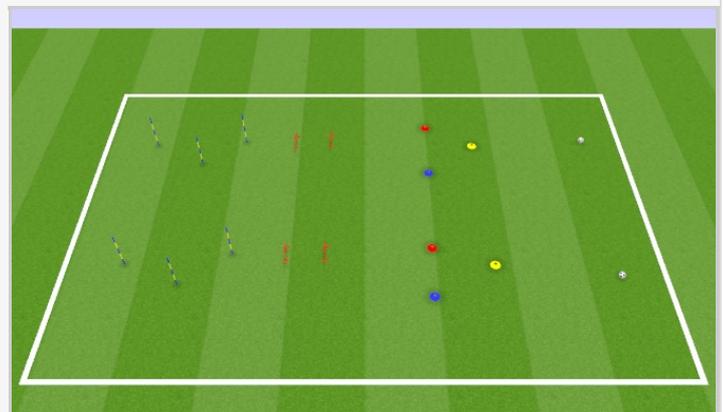
Station 3

Physical Literacy

Players will begin behind poles. Sprint through poles (or tall cones), Jump over hurdles (or hoops), then touch each cone in sequence coach gives out. After they will perform touches on ball. eg. toe taps, foundations, combo of both. Once they finish they sprint back to the beginning and high five next person in line.

Change movements through poles and hurdles as well as different sequence of cones.

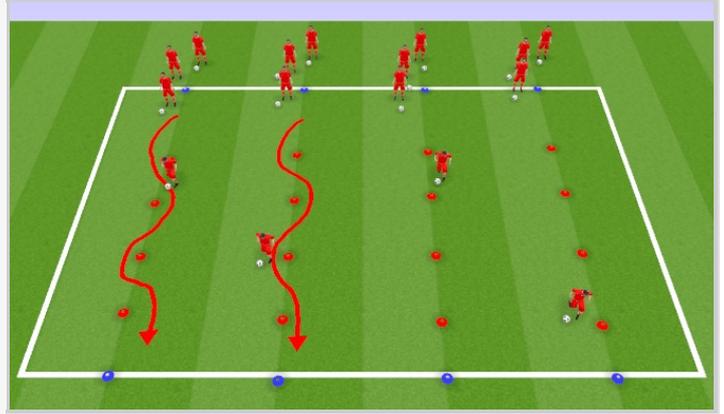
Make it a race



Station 4

Set up multiple lines

Players dribble through cones then stop at the other side and wait for rest of team to make it. Have players go through slowly at the beginning then get faster. Progress to both feet. Then make it a race.





Pre-Select u9/10 Boys Week 1

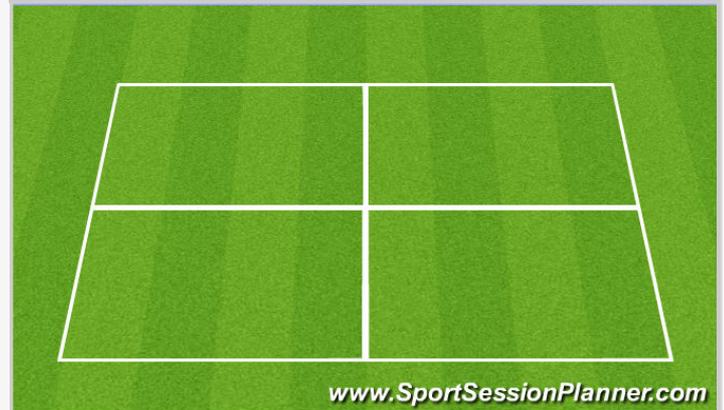
Category: Technical: Passing & Receiving

Difficulty: Moderate

Am-Club: Black Hills Rapids Soccer Club
Bill Schaefer, Rapid City, United States of America

Scrimmage (10 mins)

Please just let them start with play as kids arrive hand out pennys accordingly.



Block 1 (15 mins)

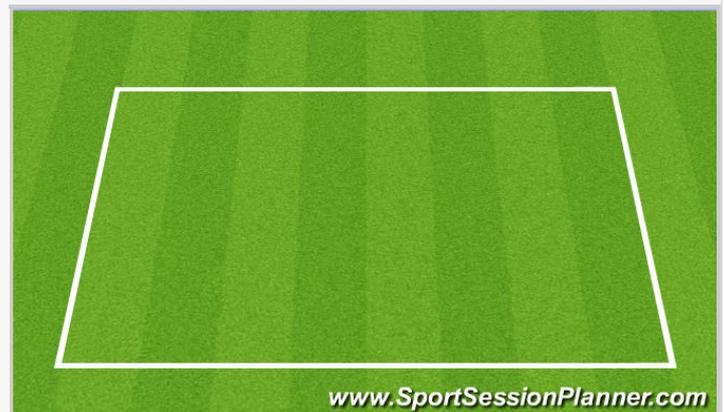
Foot Skills

In this section we will be working extensive foot Skills. Our focus is control and not speed as they develop and become confident they will add speed by themselves.

Begin with all players on side grid line. Please spend 45 seconds on each with 15 second break

- Standard toe touches
- Standard Bells
- Forward toe touches
- Backwards toe touches
- Forward Bells
- Backwards Bells
- Side rolls please swith feet on return
- Sole Flicks
- Kick Catches to juggle
- Pop Ups

If times allows please break into small groups and do group juggle see which team can do the most.



Block 2 (15 mins)

Gate Passing/Receiving/Movement:

Set up a number of varied sized gates around area. Players play in pairs to score as many points as possible by passing through the gate to partner who then dribbles as partner moves to find the next open gate to receive the ball between. Play for 45-60 seconds and see which pair scores most but also if pairs can beat their score each time.

How can players score the most points?

- Firm/accurate passes
- Quick movement to find next open gate from player without the ball
- Quick decisions as to dribbling and when to pass to move ball on to partner



Block 3 (15 mins)

Two Teams To Goal: (Adjust Numbers as needed
4v4/5v5/Neutrals)

Teams play normal game to goal but can get bonus points for every 5 passes (adjust lower or higher if needed) completed. Players should play in 2-3 touches to move the ball quickly around the field but still look to score goals which are worth 3 points.

Coaching Questions:

- How can we score the most points?
- What should players do off the ball?
- Decisions to pass, dribble or shoot



Block 4 (15 mins)

Possession Game:

2 Teams (Add Neutrals as needed) with players restricted to their own quarter of field. Neutrals can roam to any grid to make numbers up and create triangles to keep possession. Teams score by successfully completing pass from one grid to team mate in another grid. Passes can go any direction to another grid.

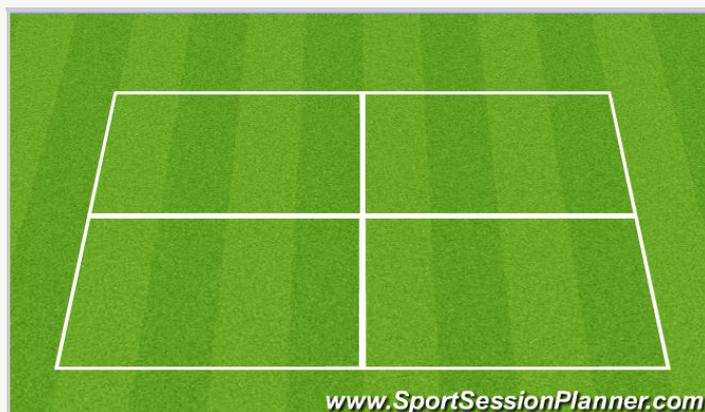
Coaching Points:

- Timing of movement to create space to receive pass
- Accuracy and weight of pass to move ball to next grid
- Can recognize when to show for ball and where?
- Speed of play (dribble to beat opponenet in grid or quick pass on limited touches to move ball on)
- 1st Touch away from pressure towards direction wanting to go next



scrimmage (10 mins)

scrimmage





Pre-Select Week 6 Receiving the Pass to Cross and Finish

Category: Technical: Crossing & Finishing

Difficulty: Moderate

Am-Club: Black Hills Rapids Soccer Club
Bill Schaefer, Rapid City, United States of America

Description

Coaches we are looking to find width in our attack as well as finding the pass across to the 6 yard line. I really want to see the outside players making the decision to take the 1v1 on the wing and then press all the way to the end line to find the cut back. Also we want the players receiving the ball across their body as well as playing to open space.

Block 1 (15 mins)

Set Up:

This activity is unopposed, there are no live defenders

Use an area 40*45 (40 long, approximately 45 wide) as shown in the diagram. Divide players into 2 teams (blue and red in diagram). Each team will have half of their players centrally while the other half will be wide. Place a cone/flag in line with the top of the box in the wide channel to represent a defender.

Player out wide should start by standing on the cone that represents a defender. Player centrally with the ball dribbles in to start the activity, while he/she dribbles in about 5 yards the wide player checks back and away from the cone to receive the ball at feet; then dribbles at the cone and does a move to get down the outside and play the ball across the face of goal for the player that started centrally to score.

Alternate which team goes each time.

After 5 minutes have the teams switch sides so that both sets of players get to attack from both the left and the right side.

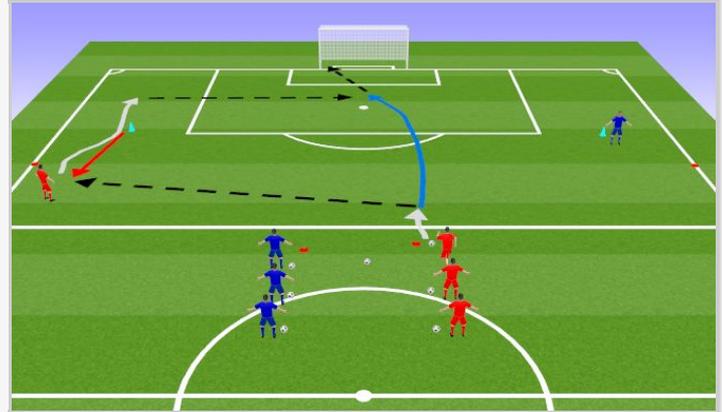
Coaching Points:

Wide Player

- How should you receive the ball? **Across your body to be able to see where the ball is coming from and where you want to go at the same time**
- How should your first touch look? **Inside of foot in the direction you want to go**
- How do you create space to receive the ball? **Dropping shoulder then backing away to create space away from the defender**
- When do you start moving? **As soon as my teammate starts dribbling the ball**
- Where should you dribble once you receive the ball? **At the defender (cone in this activity)**

Central Player

- How should you pass the ball out wide? firm or gentle? **Firm pass with inside of foot along the ground**
- How should your run look to get in the box? **Curved and in a way that leads you to the goal**
- Should you go and stand still in the box while waiting for your teammate to cross the ball? **No, you should time your run so that you are going towards the goal when you meet the ball**



Set Up:

This activity is unopposed, there are no live defenders

Use exact same set up as Pt.1.

Player out wide should start by standing on the cone that represents a defender. Player centrally with the ball dribbles in to start the activity.

While he/she dribbles in about 5 yards, the wide player checks slightly back and wide before running to receive the ball in space. Wide player then plays the ball across goal so that the central player can now finish.

Alternate which team goes each time.

After 5 minutes have the teams switch sides so that both sets of players get to attack from both the left and the right side.

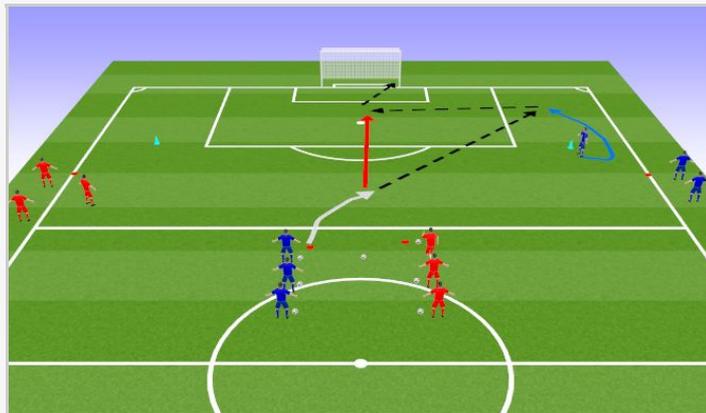
Coaching Points:

Wide Player

- How should you receive the ball? **Across your body with inside of foot on the move**
- How should your first touch look? **Inside of foot in the direction you want to go**
- How do you create space to receive the ball behind defender? **Moving slightly back and wider before running into the space.**
- When do you start moving? **As soon as my teammate starts dribbling the ball**

Central Player

- Where should you pass the ball? To my teammate or slightly in front of them? **Slightly in front of them so that they don't have to stop to receive the ball**
- How should your run look to get in the box? **Curved and in a way that leads you to the goal**
- Should you go and stand still in the box while waiting for your teammate to cross the ball? **No, you should time your run so that you are going towards the goal when you meet the ball**



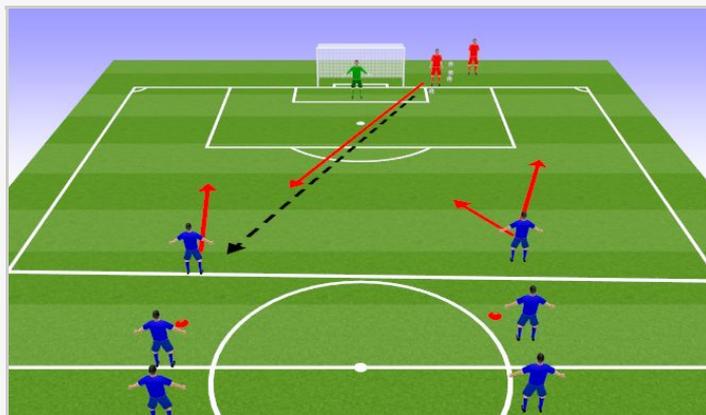
Block 3 (15 mins)

Phase 4 (We) - Finishing (Stage 1) (20 mins)

Shooting 1

Practice Organisation

- Area 15x10yds, with appropriate size goal at one end, as illustrated.
- 4 Players (Incl. GK), arranged, 2 Attackers v 1 Defender, as shown in the diagram
- Practice starts with: Defender passes ball forward into 2 Attackers
- Receiving Attacker controls and passes to partner who attacks the goal 1v1
- Defender moves forward to defend goal in tandem with GK
- Practice continues until ball goes dead
- Attackers and Defenders rotate roles and practice recommences with initial set-up arrangements.



Detail

- Receiving, controlling and passing to partner enables Defenders to move forward and establish a realistic defensive position
- Furthermore: it will create varying levels of pressure on Attackers, determined by partner's efficiency of control.
- Angle, distance and communication between Attackers to best deal with incoming long pass from Defender
- Simple progressions for this practice are:
 - Defender plays ball into space for Attackers to collect and organise on the move.
 - Develop 2v1 in existing organisation to further challenge Defenders and Attackers use of support.
 - Change the shape of practice area (long and narrow, or wide and shallow)
 - Build number of players in practice (and hence complexity of options/challenges)

Key Coaching Points

- Accuracy and quality of initial pass from Defenders to Attackers, served with pace and precision.
- Receiving Attacker getting into line of ball and receiving with good 1st touch, using appropriate controlling surface.
- Early decision from receiving Attacker on where and how to play pass to supporting team mate that will make it easier to receive and take ball on.
- Positive and early decision from Attacker, on best way to take ball past Defender to create an opportunity to shoot at goal.
- Consideration of position of GK and how that will affect choice of attacking move to score.

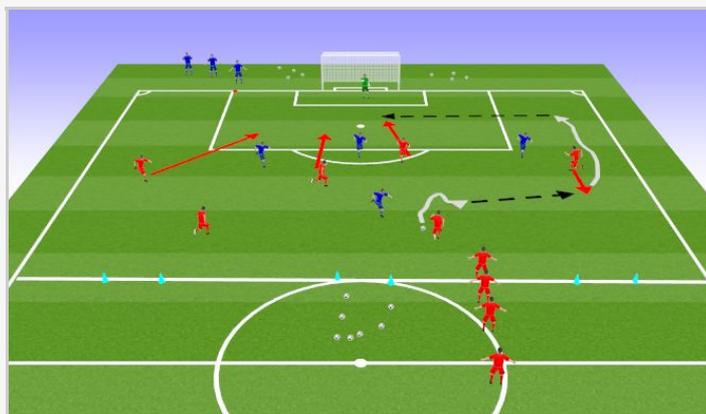
Block 4 6v4+GK (15 mins)

Set up:

Use an area a little less than half the full sized field as shown in the diagram with a full size goal on the goal line and 3 counter gates on the opposite end line. Play 6v4 with the team of 6 scoring on the full size goal while the team of 4 score by passing through either of the counter gates. Ball always starts with the team of 4. The players should be asked to play specific positions for this activity. Rotate new players in every time a goal is scored or the ball goes out of play.

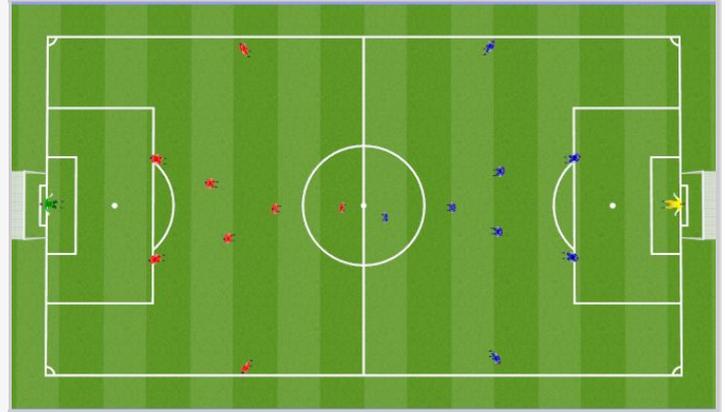
Coaching Points:

- How should your team shape look when you have the ball? Compact or spread out? **Spread out, so that we have space to attack**
- What should your team do if the defenders stop you from going directly to the goal? **Open up to make the field big and try to play the ball wide so we can get around them.**
- What do you do if you have space when in possession of the ball? **Dribble and attack the space**
- Where do you want to go if you see that your teammate is about to play the ball across the goal? **In the box in a space where you could score**



Scrimmage 7v7.

Encourage team to utilize the outside middle fielders to provide width allowing team in possession to switch point of attack and open defensive team in order play a penetrating pass whether that is in to attacking player's feet in more advanced position or to play through.





Stage 1 - Ball Control - Week 9

Category: Technical: Ball Control

Difficulty: Moderate

Mass City Coaches, Norwell, United States of America



Screen 1

Warm Up: SSG with regular games. No more than 3v3. No kick in, ball goes out they play throw ins.

Time: 10-15 min



Screen 2

Each player holding a ball. They start moving around with the ball, throw the ball in the air and must stop the ball stepping on it. After, they will pick it up, and do it again. Players must do it with both feet.

- stopping the ball with the inside foot after throwing it in the air
- Stopping the ball with the laces after throwing it in the air

Variation: now, ball is on the ground, player must dribble it, stop, take the ball off the ground with their feet, kick it up, and stop the ball the same way as they were doing before.

Time: 10-12 min



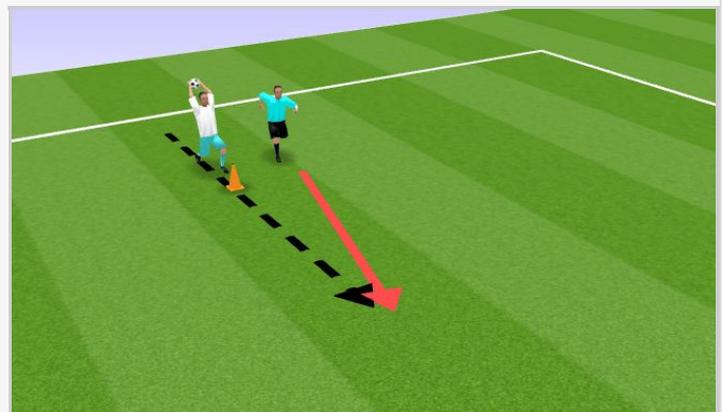
Screen 3

Now, players will be in pairs by the cone, one player holding the ball with hands and will throw it forward in the air. The other player will move forward, will control the ball, pass it back, go back by the cone and do it all again. Player will work during a time (1:30-2 min) and after, they will switch roles.

Ways the players will stop the ball:

- stepping on the ball, do a pull back and pass back
- inside foot making an inside turn and pass back
- laces, making an outside turn and pass it back
- run backwards, receiving with chest, and passing back in the air.

Time total: 15-20 min



Screen 4

SOG: regular game with regular rules. The only difference is, when the ball goes out by the sideline, coach will restart the game throwing a ball to one of the players. This player will have time and space to control the ball the best way he/she think is possible, and then the game keeps going.
Time: 20-25 min





U5/U6 Skills camp

Category: Technical: Ball Control

Difficulty: Beginner

Am-Club: Black Hills Rapids Soccer Club
Bill Schaefer, Rapid City, United States of America

Description

U6/7 -

Arrival scrimmage (10 mins)

field Set-Up/Arrival Activity

2 Bow nets 4 Pug nets Cones ,Soccer balls . pinnies

Arrival Activity - **10min** - 4:1 work/Rest -

Game Intentional Free Play 1v1 2 v 2 etc..

As players arrive, have them join one of two games, it may be 1 v1, 2v1 2v2 etc..

Objective:- Fun

Organization: set up two Fields 20 x 20m (adjust to players needs)



Ball Mastery/ Physical Literacy (10 mins)

Organization:6-8min : Players in a 25m x 25m area.

Procedure: Start without a ball, encourage the players to use different movements such as , running, jumping, changing speed/ direction.



Ball Mastery (10 mins)

Toe touch etc
kick catch



Relay Race (10 mins)

Relay Race:

10min 2min / 30sec work/rest

Game -Dribbling/running with the ball : Fundamental's

Organization: Players all have a ball. 3 teams of 4 Players

Field is 20m x 15m with a goal at each end.

Procedure: First player in each team must dribble through the cones and look to score in their net. They must run back high five their team mate, and then the next player can go.

The team who sits down first and everyone has gone is the winner. However each goal is also worth a point.

Progression:

1)players can do a move for an extra point!

Guided Questions: When dribbling around the cones what can do to dribble around the cones ?

Answer: you can use the inside and outside of the feet to push the ball around the cones.

you can use both

Part of the foot to dribble with? - Pinky toe/laces

Answer: keep our ball close, get our head up to see where coach/player is, change speed/direction so we don't get hit.



Snake (10 mins)

Kids follow the coach trying to dribble. Small touches. can the kids catch the coach. once the kids understand. pick out a player and can the players catch the snake. give several kids the chance to be the snake.

Rules: stay with in the field or designated area



scrimmage (10 mins)

Game: 20min 3 v3.

Organization: cones, pinnies bow nets ,balls

Laws of the game (retreat line, kicks in etc..)

Observation : Dribbling with the right part of the foot change/speed/direction do a move to get away from an opponent .





U7/U8 Ball Skills

Category: Technical: Ball Control

Difficulty: Beginner

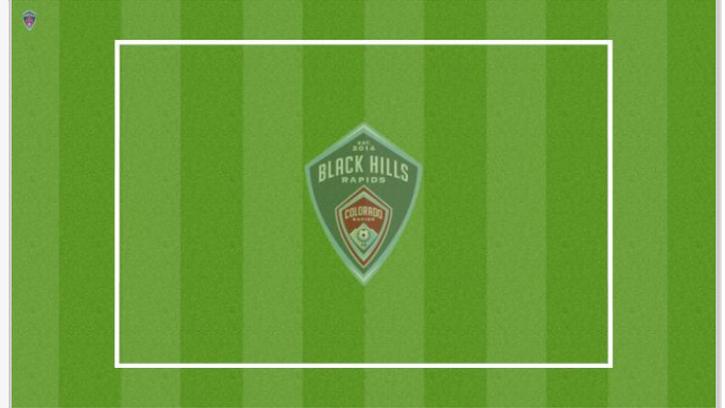
Am-Club: Black Hills Rapids Soccer Club
Bill Schaefer, Rapid City, United States of America

Description

Games with Dribbling and Control

Scrimmage (10 mins)

Welcome game



Ball Mastery (10 mins)

toe taps, bells, juggle, dribble at pace, change direction



Mosquitos (10 mins)

Organisation:

- 'Mosquitos' start with a ball and look to tag humans with their ball, passing it against their legs (below knee height)
- If hit with a ball, the human becomes a mosquitos and the mosquitos becomes a human.

Modify:

- Players can tag with a ball in their hands, they tag another player by touching them on the back with their ball (not throwing it).

Attacking KP's:

- Striking the ball with inside of the foot/instep.
- Body over the ball to keep it low

Questions:

- What part of the foot should we hit the ball with?



Wreck-it Ralph (10 mins)

Organisation:

- Each player has a ball and scores by dribbling into one of the small squares in the area.
- Wreck-it ralph, can be a coach/player or parent, looks to stop the players scoring by kicking their ball away.
- If a players can is kicked by Wreck-it Ralph, they must do 10 toe taps before restarting.

Attacking KP's:

- Soft touches to control
- Big touches to get away from the defender
- Play with head up
- Change of speed/direction

Questions:

- Do we take big touches or small touches to get away from the defender?



3v3 Wave Game (10 mins)

Organisation:

- 3v3 Small Sided Game
- Option is to play winner stays on or both teams go off once a score/time limit is reached. (Max time 2 mins for players being inactive)

Modify:

- Make 2v2/4v4

Attacking KP's:

- Quality Passing - Timing, Weight, Accuracy (+10 years)
- Soft touches - control
- Big touches - to go past the defender
- Change of speed/direction to beat opponent
- Movement to Receive (+11 years)
- Playing with head up - scanning

Defending KP's:

- Delay
- Show away from goal
- Pressing - who, why, where
- Cover & balance - teammates
- 'High to low' & 'Fast to slow' 'jockey'

Transition KP's:

- Quick Reaction to winning/losing possession
- Can we regain possession quickly (defenders)?
- Can we play forward and score quickly (attackers)?

Questions:

- Where could I stand to support my teammate on the ball if he is under pressure?
- When we are attacking, do we want to make the pitch big or small (and why)?

