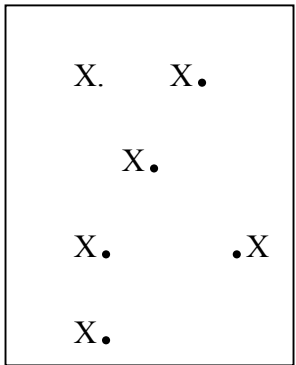
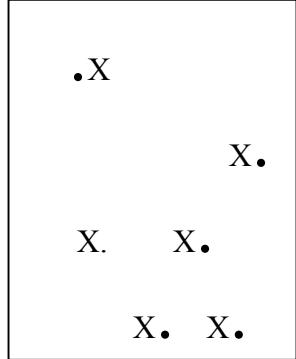




Lesson Plan



Activity Name	Description	Diagram	Purpose/Coaching Points
1			
<p>Free Movement with the Ball.</p> <p>Free Movement with the Ball at their Feet.</p>	<p>Every player has a ball in a 15 x 20 yd grid. Coach asks all players to move freely with their ball around the grid.</p> <p>Coach then asks players to move freely with the ball at their feet.</p>	<p>20 yds.</p>  <p>15 yds.</p>	<p>Movement education; repetition in ball touches; balance; eye-foot coordination; change of speed; change of direction; decision making.</p>
2			
<p>Goofy Stop and Go</p>	<p>Same set up as above. All players dribble their ball in the grid. When coach says, "STOP!" Players must stop their ball and freeze in a goofy position.</p>	<p>Coach</p> <p>20 yds.</p>  <p>15 yds.</p>	<p>Same as above.</p>


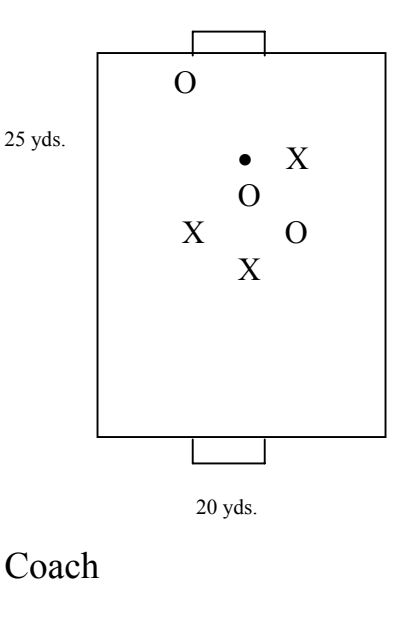


Lesson Plan

3			
Body Part Dribbling	Same set up as above. All players dribble their ball in the grid. When the coach yells out a body part, the players must stop the ball with that body part.		Same as above.
4			
Hit the Ball (Relaxation Activity)	Players line up shoulder to shoulder on one end of the grid. Place 2 balls in the middle of the grid. One at a time players kick their ball and try to hit one of the balls in the middle.	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <p style="margin: 0;">20 yds.</p> <p style="margin: 0; text-align: center;">X. X. X.</p> <p style="margin: 0; text-align: center;">• •</p> <p style="margin: 0; text-align: center;">X. X. X.</p> <p style="margin: 0;">15 yds.</p> </div>	Rest from previous activities. The challenge of hitting a target.
5			
Sharks and Minnows	The minnows, the players with a ball, line up shoulder to shoulder on one end of the grid. Two players are designated as sharks and are positioned inside of the grid without soccer balls. On the coach's command, the minnows must dribble their ball through the grid and get to the other side without getting their ball stolen or kicked away by the sharks. If a player loses their ball while crossing the grid, he/she becomes a shark.	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <p style="margin: 0;">20 yds.</p> <p style="margin: 0; text-align: center;">M. M. M. M.</p> <p style="margin: 0; text-align: center;">S S</p> <p style="margin: 0;">15 yds.</p> </div>	FUN...Dribbling under pressure; decision making; change of speed; change of direction; defending. This is an inclusive game...the players are either dribbling a ball or trying to get one back.




Lesson Plan

6			
End Line Soccer	<p>Set up a 15 yd x 20 yd grid. Divide the players into two teams. Play 3v3 with no goalkeepers on the field. A team scores by dribbling the ball or kicking the ball over their designated end line. Balls are served in one at a time by the coach who is positioned outside the field at midfield.</p>		<p>FUN...Directional play. Dribbling under pressure; kicking; receiving; decision making; change of speed; change of direction; defending.</p>
7			
3v3 Soccer Match	<p>Set up a 20 yd x 25 yd field with goals at each end. Divide the players into two teams. Play 3v3 with no goalkeepers on the field. Balls are served in one at a time by the coach who is positioned outside the field at midfield.</p>	 <p>25 yds.</p> <p>20 yds.</p> <p>Coach</p>	<p>FUN...Directional play. Dribbling under pressure; kicking; receiving; shooting; decision making; change of speed; change of direction; defending.</p>





Lesson Plan

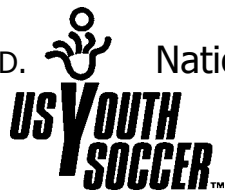
8			
Cool Down Juggling	Every player starts with a ball in his or her hands. They drop the ball on their thigh and catch it. They progress to dropping the ball on one thigh and juggling it to the other thigh, then catch it. Eventually, they can try “thigh-thigh-foot-catch”, etc.	 A cartoon illustration of a young boy with brown hair, wearing a blue t-shirt, black shorts, and black socks with white stripes at the top. He is standing on a small patch of green grass and is juggling a black and white soccer ball on his right thigh. He has a focused expression and his left hand is slightly raised.	FUN...challenging; balance; coordination.




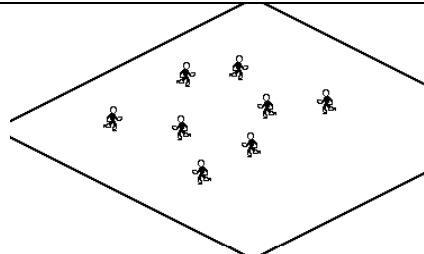
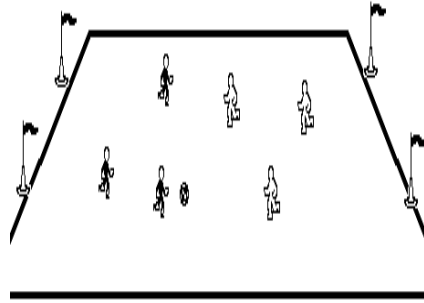
Lesson Plan



Activity Name	Description	Diagram	Purpose/Coaching Points
<p>1</p> <p>I can do something can you?</p>	<p>The coach begins the activity by saying “I can do something can you?” and demonstrating a physical activity such as jumping jacks. The children then do the same. The coach demonstrates several other physical activities such as: skips, one-legged bounces; star jumps, rolls, etc. After demonstrating several times the coach asked the children, “what can you do?” and takes their suggestions.</p>		<p>Body movement from skipping to balancing on one leg. The important thing is to allow the children to explore how their body moves.</p>
<p>2</p> <p>Snake in the Grass</p>	<p>In an area 15 yds x 15 yds, two children begin by being “snakes” by lying on their stomachs. The other children’s starting position is with their hands touching the “snakes.” On the command “snake in the grass” the children try to stay away from the snake while the snake slithers around trying to catch a child. When any child is caught he/she becomes an additional snake. The activity continues until every one is a snake.</p>		<p>The children move in all directions trying to avoid the snakes. Once snakes, the children try to work together to create more snakes.</p>



Lesson Plan

3			
Find the Coach	The coach has all the children close their eyes and while their eyes are closed the coach moves. On the command, “find the coach” the children open their eyes and run to tag the coach. This progress from the coach staying still to the coach moving even after the children has opened their eyes.		This activity becomes “chase and flee” quickly. The children begin to run in a direction, and for a purpose. Later they will do the same with a soccer ball, but first they learn to run to a target.
4			
Everyone is it	In an area 20 yds x 20 yds, each child runs around trying to tag as many other children as possible while not being tagged themselves. Each bout lasts for 30 to 45 seconds.		The children must be aware of their surroundings and make decisions about where to go and where to avoid.
5			
3v3	The activity ends playing 3v3.		This is free play.

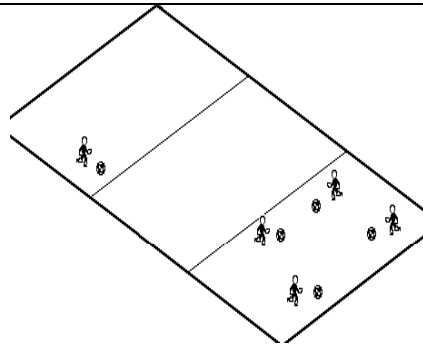
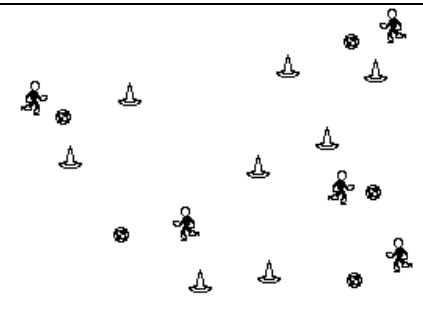
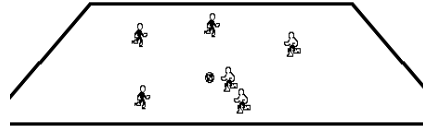


Lesson Plan



Activity Name	Description	Diagram	Purpose/Coaching Points
1			
Retrieve	<p>The coach begins with all the balls. He throws the balls in different directions for each player who must bring the ball back to the coach as quickly as they can. First the children bring the ball back by using their hands in some fashion; such as, rolling the ball with their hands, or bouncing the ball with two hands. After the children get the idea that they are to bring the ball back to coach then the coach has the children bring the ball back using their feet.</p>		<p>The purpose of the activity is to encourage the children to move toward a target. First, by bring the ball with their hands and then with their feet.</p>
2			
Body Part Dribble	<p>In an area the size of the center circle the children dribble while avoiding each other. While they dribble the coach calls out a body part, such as “elbow,” “knee,” “nose” or “belly button.” The children stop the ball using the part of the body identified.</p>		<p>Children learn to keep the ball close so they can stop the ball quickly.</p>

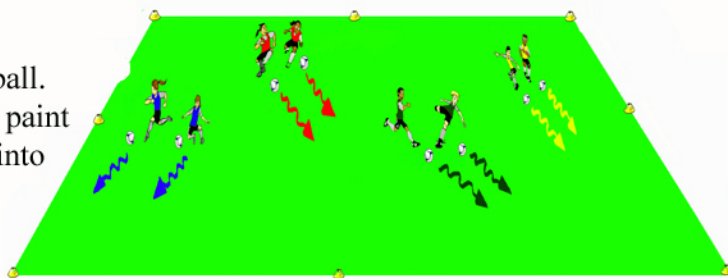
Lesson Plan

3			
Hospital Tag	<p>In a space appropriate for the number of children, the children dribble around and try to tag other children while controlling their ball. When tagged, the player must hold the part of the body that was tagged. After the player is tagged for the third time, they must go to the hospital to get well. The hospital is a space ten to fifteen yards away where the player must dribble to and perform four ball touches. After completion they come back into the game with a fresh start.</p>		<p>The children learn to keep the ball close to be able to move quickly to avoid being tagged. Those who are more comfortable with the ball will tag those less comfortable, but after visiting the “hospital” they are back in the game.</p>
4			
Gates Dribble	<p>Cones or disks are placed as gates all over the playing area (there should be more gates than children). Children try to dribble through as many gates as possible in a specified period of time, such as 15 sec. The children keep track of how many gates they dribbled and try to get more the next time. The coach needs to make sure the children go from one gate to another.</p>		<p>The children learn to control the ball at pace while running and turning.</p>
5			
3v3	<p>The session ends by playing 3v3 to the end line. This provides an appropriate target to attack and numerous 1v1 opportunities.</p>		<p>Children should be encouraged to try to dribble to the end line. There is no such thing as a “ball hog” here.</p>

U-8 LESSON PLAN: COOPERATIVELY COMPETING

Warm-Up "Paint The Square"

Players pair up with a teammate. They each share have a soccer ball. Tell them to pretend the ball is a paint brush and as a pair try and paint the entire square by passing the ball around the square. Progress into having them create or "paint" a picture with the ball by passing. A good "paint stroke" only counts when the ball is on the ground.



Guided Discovery Question: "How can you make sure your pass stays on the ground?"
Answer: By hitting the middle of the ball.

1st Activity -Triangles

Two players take 3 cones and spread them about a yard apart into a triangle shape. One player passes the ball through a pair of cones and the other player will then receive the ball and to take the ball around a cone and then back through for the other player to repeat. Every time they can do this successfully it is a point. Anytime they hit a cone or the pass isn't completed, it is not a point. See which pair can get the most.



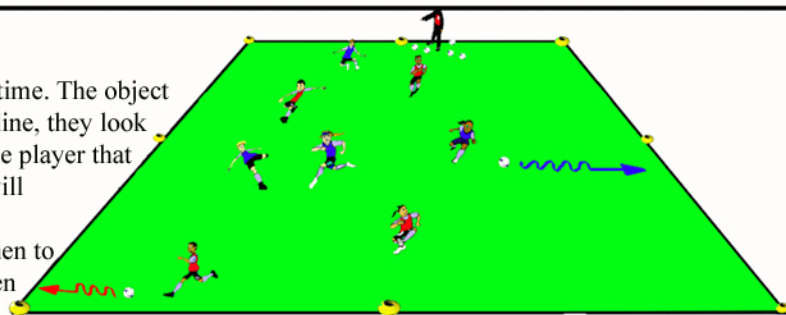
Guided Discovery Question: How can you and your partner score more points?
Answer: By always being ready to receive a pass. By always making a good pass to our teammate.

2nd Activity

"Matthews" Line Game

This is a 4v4 game but it is always played with 2 balls going at the same time. The object is to dribble the ball over a line. When a team scores by dribbling over a line, they look for a new ball that is delivered by the coach. An extra point is scored if the player that dribbled over the line can tell the coach who passed them the ball. This will encourage them to pass a little bit more.

Guided Discovery Question: How do you know when to dribble and when to pass? Answer: We can dribble when we have space. We need to pass when someone comes to try and get the ball from us.



3rd Activity

"Outside" Goals

Divide into two teams of 3-4 players each. Make 2 goals on each end with flags, cones outside the normal playing field. Coach has a supply of balls in order to keep the game flowing. A goal can only be scored from inside the field so the ball must be passed through the goals that are outside. Players can not go outside the field to score.

Guided Discovery Question: Is it better to try and score far away from the outside goals or closer? Answer: Closer. Follow up with "how does this happen"? Answer: By finding a teammate who is closer to an outside goal.

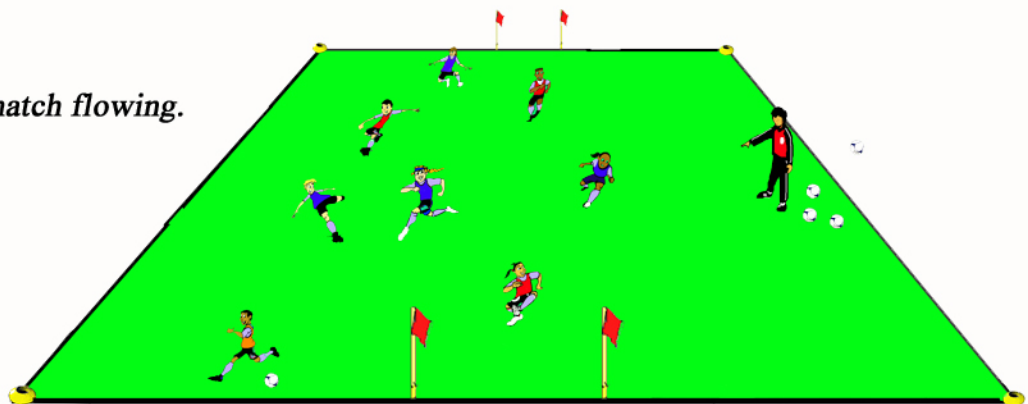


Final Activity-The Match

Play 4v4 to goals

Coach has a supply of balls to keep match flowing.

"CELEBRATE"





Lesson Plan



Activity Name	Description	Diagram	Purpose/Coaching Points
1			
<p>Gate Dribbling</p>	<ul style="list-style-type: none"> a. every player with a ball b. one more gate than the number of players c. must dribble through free gate d. 1 point for each gate e. play again, improve by 1 point 		<ul style="list-style-type: none"> a. see ball through bottom of eyes b. keep ball rolling c. use foot brake d. different surfaces
2			
<p>Stop & Go</p>	<ul style="list-style-type: none"> a. every player dribbling a ball b. on whistle, players stop ball and then go with speed c. coach demonstrates stop & go, and players try to copy d. players invent their own stop & go e. coach observes, and choose players to demonstrate their stop & go for others to copy 		<ul style="list-style-type: none"> a. see ball through bottom of eyes b. speed up after stop c. change of direction d. different surfaces

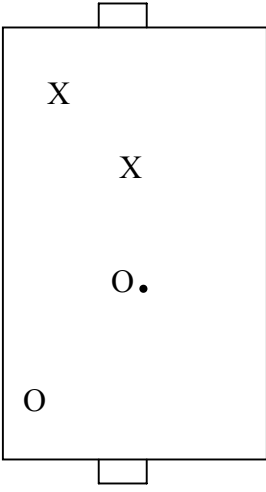


Lesson Plan

3			
Pac-Man	<ul style="list-style-type: none"> a. two or three players are “it” to start, and have balls b. if you are “it”, try to dribble and hit others with passes below the knees c. players who are not “it” may run and jump to avoid being hit d. if you are hit with a pass, you become “it” too 	<p>X</p> <p style="margin-left: 100px;">X</p> <p style="margin-left: 20px;">X</p> <p style="margin-left: 50px;">IT.</p> <p style="margin-left: 100px;">X</p> <p style="margin-left: 20px;">IT.</p> <p style="margin-left: 50px;">X</p> <p style="margin-left: 100px;">X</p> <p style="margin-left: 20px;">IT.</p>	<ul style="list-style-type: none"> a. keep ball rolling b. eyes up to find space and who is “it” c. change direction and speed d. fake passes
4			
Knockout	<ul style="list-style-type: none"> a. every player dribbling a ball b. try to kick other players’ balls off the field c. if your ball is stops rolling or is kicked out, then you must do two juggles before you return to the game 	<p style="margin-left: 100px;">X.</p> <p style="margin-left: 20px;">X.</p> <p style="margin-left: 50px;">X.</p> <p style="margin-left: 100px;">X.</p> <p style="margin-left: 20px;">X.</p>	<ul style="list-style-type: none"> a. keep ball rolling b. body between ball and other players c. see ball through the bottom of your eyes




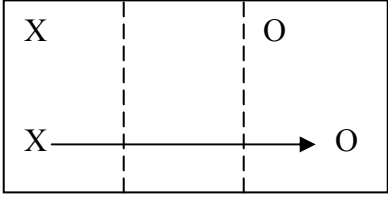
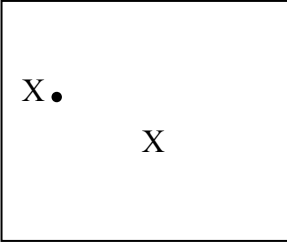
Lesson Plan

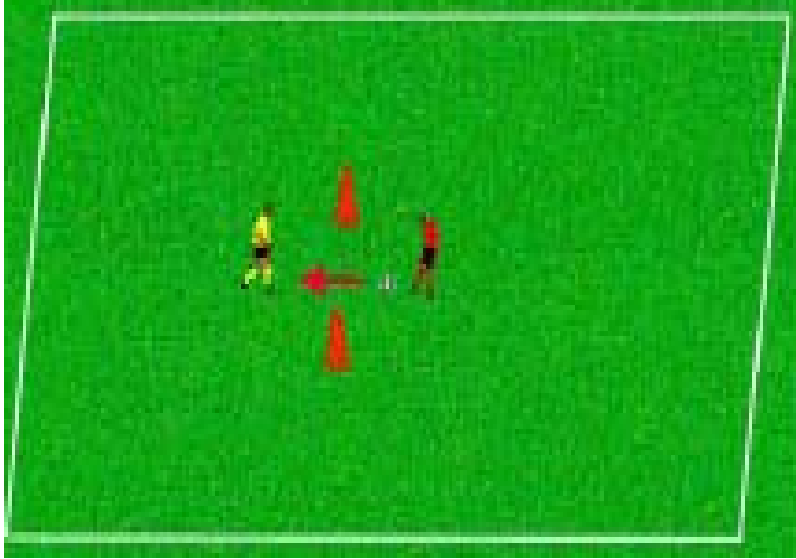
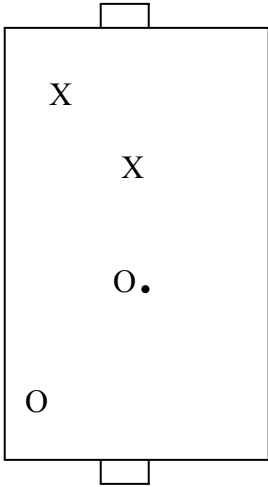
5				
<p>2v2 “Get Outta There”</p> <p>X & O = players</p> <p>C = coach</p> <p>• = ball</p>	<ol style="list-style-type: none"> a. coach as boss of the balls b. coach passes ball onto field to start play c. two players from each team play until a goal is scored or the ball goes out of bounds d. out of bounds, coach yells “get outta there,” and two new players from each team go on with the next ball e. goal is scored, 2 who scored stay on, and two new players from the other team play against them 	<p>X X</p> <p>X X</p> <p>• • •</p> <p>C</p> <p>O O</p> <p>O O</p>		<ol style="list-style-type: none"> a. see ball through bottom of eyes b. keep ball rolling c. first try to solve game by dribbling d. player w/o ball find big, easy spot to receive a pass



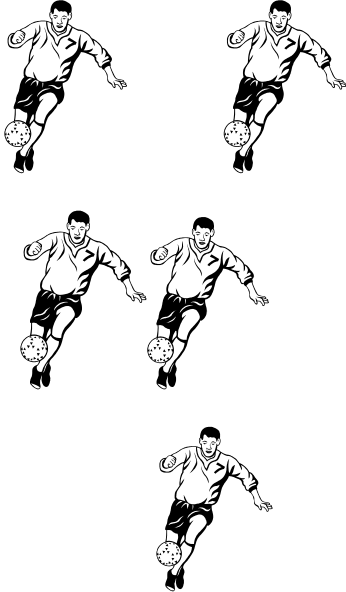

Lesson Plan



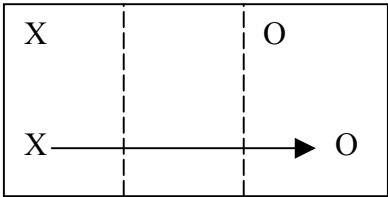
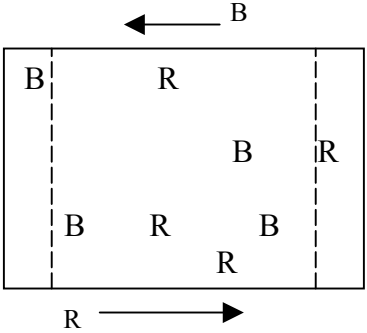

Activity Name	Description	Diagram	Purpose/Coaching Points
1 Juggling with a Partner			
	Two players compete against other pairs to keep the ball up in the air using as many touches as needed in 3-minute period.		-Move to get behind and in line with ball. -Select the surface quickly.
2 Soccer Newcomb			
Use a size 3 ball not too inflated	20 x 15 (one yd. "dead space" for net). 2 teams of 2 play toss-receive-catch over the net. If caught = 1 point - if the ball hits the ground no point - toss it over. Allow 1 bounce. Partner helps catch/control.	 <p style="text-align: center;">20 yds.</p>	-Move quickly to get behind and in line with flight of ball -Select surface early -"Withdraw" on contact
3 Volley Game Cooperative – Competitive			
Set up 15 x 15 yard grids. Two players and one ball in each grid.	Two players freely passing a ball inside the grid. Try to keep the ball in the air. The ball may not bounce more than twice before it is played. Count the passes inside the grid each pass is a point. Go for thirty seconds. Try to get more points than other pairs.	 <p style="text-align: center;">15 yds.</p>	<ul style="list-style-type: none"> • Get in "line of flight" quickly. • Ready, balanced to receive. • Choose body surface. • Withdraw surface. • Scoop/"spoon" ball with foot.

<p>4 Pong</p>			
<p>This is a simple game.</p>	<p>Two players play against each other and share a ball. They place two cones anywhere from 2-8 yards apart. They choose! Players pass back and forth to each other. The rules are that the ball must never stop, must always stay on the ground and must go through the two cones without touching them. Whenever this is violated the other person receives a point. Because of the rule that the ball must never stop, players have to play 1-2 touch. The closer the two cones are the closer the pairs are probably going to be. The farther apart they are, the more they will have to move laterally and look more like the old arcade “pong” game. Play for time and see who can become the PONG Champ!</p>		
<p>5 2v2 Get Outta There</p>			
<p>X & O = players C = coach . = ball</p>	<ol style="list-style-type: none"> coach as boss of the balls coach passes ball onto field to start play two players from each team play until a goal is scored or the ball goes out of bounds out of bounds, coach yells “get outta there,” and two new players from each team go on with the next ball goal is scored, two players who scored stay on and two new players from the other team play against them 	<p>X X X X</p>  <p>... C</p> <p>O O O O</p>	<ol style="list-style-type: none"> see ball through bottom of eyes keep ball rolling first try to solve game by dribbling player w/o ball find big, easy spot to receive a pass

Lesson Plan

Activity Name	Description	Diagram	Purpose/Coaching Points
<p>1</p> <p>Warm-up: “Juggling Balloons or Beach Balls”</p>	<p>Each player tries to keep their balloon or beach ball up in the air using any body part except for hands. Count how many touches. If it falls to the ground, pick it up try again.</p>		<ul style="list-style-type: none"> -Follow object/ball with your eyes. -Move to get behind and in line with it—don’t stretch for it
<p>2</p> <p>“Juggling with a Partner”</p>	<p>Same as one but now 2 players compete against other pairs to keep the object up in the air using as many touches in 3 minute period.</p>		<ul style="list-style-type: none"> -Move to get behind and in line with object. -Select the surface quickly.

Lesson Plan

<p>3</p> <p>“Soccer Newcomb” (use size 3 ball not too inflated)</p>	<p>20x15 (one yd. “dead space” for net). 2 teams of 2 play toss-receive-catch over the net. If caught point-if hits ground no point-toss it over. Allow 1 bounce. Partner helps catch/control</p>	 <p>15 yds.</p> <p>20 yds.</p>	<ul style="list-style-type: none"> -Move quickly to get behind and in line with flight of ball -Select surface early -“withdraw” on contact
<p>4</p> <p>“Toss-control-catch”</p>	<p>4v4 in 40x30 yard area (includes 5 yd. end-zone on each end). Toss-receive-catch to advance ball. If ball drops to ground goes to other team. Score by receiving and catching in your end zone. Opponent cannot block the toss.</p>		<ul style="list-style-type: none"> -Move to the ball -Select surface early -Look, get head up quickly -Move to open space
<p>5</p> <p>The Game</p>	<p>4v4 in 45x30 with 4 yd wide goals no GK. Coach is boss of Balls. Toss new one to a player after a goal or out of play. 1 pt for goal, 2 pts for volley goal.</p>		<ul style="list-style-type: none"> -Move to the ball -Move to open space -Look -Choose surface early

COOLDOWN: Try to beat your own ball juggling record. WATER – stretch – WATER.




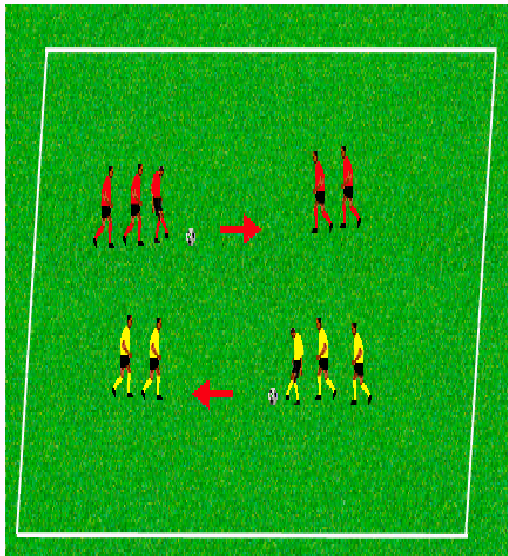
United States Youth Soccer Association

Practice Plan

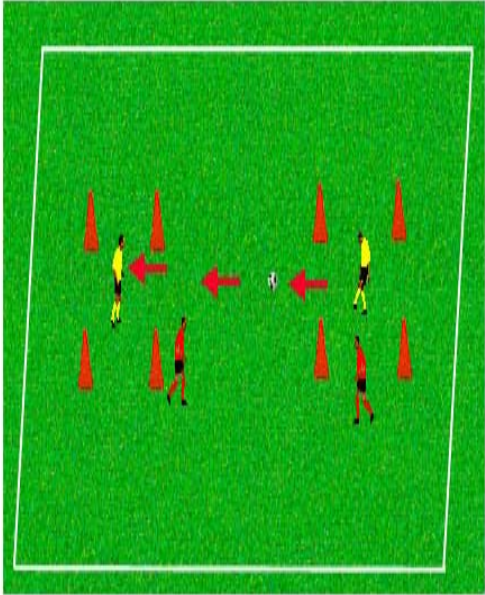

Name: Matthew Callahan	Date: 2004
Age Group: U10	Theme: Foot Coordination & Speed

Activity	Coaching Points
<p>1st Activity (warm-up) <i>Island Game</i></p> <p>Use disc cones to set up small islands (small squares) in a large playing area. Have everyone dribble around in the area. On the coaches signal everyone must dribble with speed to an island; however, only two people are allowed per island. The player (or two) who does not get to an island scores one minus point. Play to see who has the least minus points. Progressions: Start game without balls and then add them.</p>	<ul style="list-style-type: none"> ▪ When dribbling for speed the players do not have to dribble the ball as close ▪ Their should be about five or six steps in between each touch of the ball
<p>2nd Activity <i>Ball Stealing</i></p> <p>Split the team into two groups and give one group red vests and one group blue vests. Give one of the teams balls to dribble. Those players try to dribble inside the area without losing possession of their ball to the other team. The objective is to see which team, red or blue, has the most balls at the end. Players from the same team can work together to steal balls or to keep possession (passing???). Progressions: Rotate who starts with the balls.</p>	<ul style="list-style-type: none"> ▪ When someone is trying to stop their ball from being taken away, can they keep their body between the ball and the defender? ▪ If you are going to lose your ball can you find a teammate to give your ball to?
<p>3rd Activity <i>Everyone vs. Everyone</i></p> <p>Set up several small gates in the playing area. Give half to three-quarters of the team a ball. Players with a ball try to dribble/shoot through as many of the small gates as they can. Players without a ball try to steal a ball from someone who has one and then they try to score. Play multiple games and allow everyone to have a chance to beat their own score. Progressions: Define how goals are scored - by dribbling or shooting.</p>	<ul style="list-style-type: none"> ▪ Don't tell the players that they can't dribble through the same gate twice, see if anyone is creative and dribbles through the same gate back and forth ▪ As soon as players go through a gate they should look up to find an open gate and then go for it!
<p>4th Activity <i>Edge of the World</i></p> <p>Each player gets a ball and stands on one sideline of an area. The objective is for everyone to pass his or her ball so that it stops as close to the other sideline as possible. If the ball goes past the sideline it falls off the edge of the world. Players gets points for getting their ball within one yard (distance depends upon ability) of the line without going over. Progressions: Players play ball with laces, inside of foot, etc.</p>	<ul style="list-style-type: none"> ▪ Instead of having a line you could also have an end zone in which the players try to get their ball to stop.
<p>5th Activity (the game) <i>Outta There</i></p> <p>In a 25 x 15 yard grid with a goal at each end, play 1v1. The coach stands on the touchline with a supply of balls and a small line of players on each side. The coach plays a ball in and the first person from each line plays 1v1. If a player scores they stay on and the other person leaves. A ball is immediately played back into the game. If the ball goes out of bounds both players are "outta there." This should be a very fast paced game. Progressions: Start with 1v1 and progress to 2v2.</p>	<ul style="list-style-type: none"> ▪ This game should be very fast paced ▪ As soon as the ball goes out of bounds throw another ball in immediately ▪ The coach is the master of the balls, look to see for players that aren't having a lot of success and distribute the ball straight to them ▪ Vary how balls are distributed into the playing area

Scrimmage 3v3 or 4v4

Activity Name	Description	Diagram	Purpose/Coaching Points
<p>1</p> <p>Receiving Square</p>	<p>Half the group with balls, half without. Player without ball runs to player on outside of square with a ball. Player with ball tosses ball underhand to player who is running toward them. Inside player receives ball with a designated part of the body and then passes it back. Then they repeat it by receiving a ball from someone new.</p>		<ol style="list-style-type: none"> 1. First touch and importance of cushioning ball 2. Get in line with the ball 3. Select controlling surface early 4. Relax body part at impact.
<p>2</p> <p>Receiving Line</p>	<p>Passer using throw-in technique throws ball to a player ahead of them in the opposite line. After throwing the ball, they run towards the receiving player to simulate pressure, but don't take the ball away. After simulated pressure, then run to the back of the opposite line. Receiving player brings ball down and then dribbles to the line across and leaves the ball for the first player in the opposite line to repeat.</p>		<ol style="list-style-type: none"> 1. First touch and importance of cushioning ball 2. Get in line with the ball 3. Select controlling surface early 4. Relax body part at impact. 5. First touch sets up your second touch. 6. Ball should come down no farther than a "legs length" away.

Lesson Plan

<p>3</p> <p>Box to Box</p>	<p>Two players per team. Two boxes are made approximately 20-30 yards apart. There is a player from each team in one box. One team starts the game. When the ball is played to the other box, the attacking team gets the opportunity to get the first touch. Then they have to dribble outside of the box (square) to receive a point. The defending player is outside the box and has to wait until the attacking player gets the first touch. The defending player tries to win the ball after the first touch has been made. If the attacking player is successful in bringing the ball down and dribbling outside of the square then they keep it. If the defending player wins the ball after the first touch, then they become the attacking team. Coach may have to allow serving players to toss ball in air and then strike it to their teammate in opposite box.</p>		<ol style="list-style-type: none"> 1. First touch and importance of cushioning ball 2. Get in line with the ball 3. Select controlling surface early 4. Relax body part at impact. 5. Take first touch away from where pressure is coming from.
<p>4</p> <p>6v6 (4v2 in each half)</p>	<p>Play 4v2 in each half. Field is 50 x 30 yards with no one allowed over half line. Four players from each team go into their defensive half of the field. The other two players go into the attacking half. The defending players can only defend with two. The other two defending players retreat back to their goal until possession is retained or the attacking team scores.</p> <p>Could make a restriction that the ball played into other half has to be in the air.</p>		<ol style="list-style-type: none"> 1. First touch and importance of cushioning ball 2. Get in line with the ball 3. Select controlling surface early 4. Relax body part at impact. 5. Take first touch away from where pressure is coming from.



Lesson Plan

5

6v6 match

Session should end with a 6v6 match played on a field that is 50 x 30 or 60 x 40.



Control made easier by early selection, getting in line of flight of the ball, and relaxing body part at impact.

COOL DOWN

STRETCH

WATER



Lesson Plan



Activity Name	Description	Diagram	Purpose/Coaching Points
1			
<p>“Rehearsal”</p>	<ul style="list-style-type: none"> • Have 2 players stand 2-3 steps on either side of the ball. • On command both players should squarely step to address and block the ball. 		<ul style="list-style-type: none"> • Players rehearse safely a “block” tackle. • Inside of foot to ball. • Get weight into the tackle. • Do not stretch or go to ground.
2			
<p>1 vs. 1 “Faced Up”</p>	<ul style="list-style-type: none"> • 1 vs. 1 to goal. • Coach serves ball to slightly favor one player. • If you have 10+ players use 2 grids. 	<p>10x12</p>	<ul style="list-style-type: none"> • Close to the ball. • Maintain a good distance to tackle and recover. • Get body behind tackle. • Tackle without crossing feet.
3			
<p>1 vs. 1 “From Recovery”</p>	<ul style="list-style-type: none"> • 1 vs. 1 to goal. (As above but...) • Players attack goal they start at. • Defender must recover goal side. 	<p>10x12</p>	<ul style="list-style-type: none"> • Recover goal side. • Do not tackle from behind. • Face up to opponent. • Tackle firmly with closest foot.
4			
<p>2 vs. 2 “Decisions”</p>	<ul style="list-style-type: none"> • 2 vs. 2 to goal. • Restarts are passed in. • Play 3-4 minute sets with good rest. 	<p>15x20</p>	<ul style="list-style-type: none"> • Defender not on ball must be ready to close. • Close as ball is traveling. • Ensure proper tackling technique.
5			
<p>6 vs. 6 “The Game”</p>	<ul style="list-style-type: none"> • 6 vs. 6 including keepers. • No conditions on play. • Be prepared to stop 2-3 times in 15 minutes to review topic. 	<p>40x50</p>	<ul style="list-style-type: none"> • All tackles should be made from the front. • Avoid going to ground. • Tackle with either foot as situation demands. • Do not reach; stay compact.



Lesson Plan



Activity Name	Description	Diagram	Purpose/Coaching Points
1 Begin the Practice:			
<ul style="list-style-type: none"> Explanation that the main objective of this practice is to have 1st and 2nd defenders work together. Explanation and demonstration of the 1st defender's role: PRESSURE (Areas that could be covered) 	<ul style="list-style-type: none"> 'Read the game' by looking around and seeing positions of teammates and opponents. 'Run to Defend' by first blocking your goal. 'Run to Defend' by then getting to within two yards of the ball. 'Run to Defend' by angling the approach using a curved run. 'Ready Position'. Glide into the Ready or Defensive Stance. <ul style="list-style-type: none"> -The Head –eyes on the ball -Upper body- half turned and slightly inclined forward -Arms –away from sides for better balance -Legs – one in front of the other and knees bent -Back leg support body weight Front leg 'pokes' at the ball 	<ul style="list-style-type: none"> 'Ready Position'. Use a more definitive body position (Sideways-on) <ul style="list-style-type: none"> Sideways-on Stance is visual cue to your intent of where to force 1st Attacker. Sideways-on Stance helps in making your intentions predictable to teammates. Sideways-on Stance allows the application of the 'shepherding' technique. 'Reject Advancement' by forces 1st Attacker where you want him/her to go. 	<ul style="list-style-type: none"> 'Reject Advancement' by poking at the ball and not allowing 1st Attacker to 'Read the Game.' 'Regain Possession' of the ball when reasonably sure of success, otherwise delay.
2 Warm-up			
<ul style="list-style-type: none"> Have players go through Figure 8 Stretch Routine in the "Ready Stance" 	<ul style="list-style-type: none"> At appropriate moments ask the players to stretch/loosen: <ul style="list-style-type: none"> Ankles, Calves, Groin, Quads, Hams, Back, Stomach, Upper body and Neck. 		

Lesson Plan

3 One + One (Cooperative)

'Server' goes through 'the SERVE' pattern and become **Cooperative 1st Attacker**.

- As **Cooperative 1st Attacker** apply the appropriate Stage of Play:
- Beginning Stage – Allow 1st Defender to work on techniques by walking with the ball.
- Intermediate Stage – Allow 1st Defender to work on techniques by jogging with the ball.
- Advanced Stage – Challenge 1st Defender to work together by sprinting through the action.
- **1st Attacker Cooperate** and Guarantee 1st Defender success in individual Defending techniques.



- **Coach** – Remember (PLUS) stands for...**Players Learn Using Stoppages**.

4 One vs. One (Competitive)

Players experiment with their newly acquired techniques in Defending





- **Coach** observes and takes notes on weaknesses to be improved at future practices.
- **Coach** – Remember (vs.) stands for you being ...**Verbally Silent**.



Lesson Plan

5 Half-time			
<ul style="list-style-type: none"> Gather the team in a defined, secluded, shaded area. Encourage and have players replenish liquids. Check for injuries Have players relax and communicate with each other about the theme. Review 1st Defenders role – if necessary. 	<p>Explanation and Demonstration of 2nd Defenders role: COVER</p> <ul style="list-style-type: none"> Go through ‘the SERVE’ pattern with SERVER and intend to become 2nd Defender. As 2nd Defender: Make proper recovery run. Remember, curved runs are best! Take (ideal) covering position at 2-4 yd. behind 1st Defender. At a distance where becoming 1st Defender is immediately possible. Begin verbal communication to inform 1st Defender of your covering position. Give 1st Defender ‘specific’ verbal instructions - for example: <ul style="list-style-type: none"> "Tighten" -get closer to 1st Attacker "Force out" -make 1st Attacker go toward touchline "Force in" -make 1st Attacker go away from touchline "Poke" -fake attempts at the ball "Tackle" -make attempts at the ball <p>Give encouragement or other advice such as ‘get closer’; ‘watch the ball’. Etc.</p>	Empty cell	<p>Notes:</p> <p>Your goal is to limit verbiage... For example: "RIGHT," tells it all. No need to say "force-right". Hearing 2nd Defenders voice means... There is "cover" and ball position dictates the 1st Defenders next move.</p>

Lesson Plan

<p>Small Sided Game(s) (2 + 1 Cooperative Game)</p>	<ul style="list-style-type: none"> • ‘Server’ goes through ‘the SERVE’ pattern and become Cooperative 1st Attacker. • As Cooperative 1st Attacker apply the appropriate Stage of Play: • Beginning Stage – Allow 1st and 2nd Defenders to work on Defending by walking with the ball. • Intermediate Stage – Allow 1st and 2nd Defenders to work on Defending by jogging with the ball. • Advanced Stage – Challenge 1st and 2nd Defenders to work together by sprinting through the action. • 1st Attacker Cooperate and Guarantee 1st and 2nd Defenders success in Working Together! 		<ul style="list-style-type: none"> • Coach – Remember (PLUS) stands for...Players Learn Using Stoppages.
<p>Small Sided Game(s) (2 vs. 1 Competitive Game)</p>	<p>1st and 2nd Defenders experiment with their newly acquired techniques in Defending</p>		<ul style="list-style-type: none"> • Coach observes and takes notes on weaknesses to be improved at future practices. • Coach – Remember that (vs.) stand for you being Verbally Silent)



Lesson Plan

<p>Scrimmage (Cooperative Scrimmage)</p>	<p>Opposing team becomes Cooperative in Attack</p>	<ul style="list-style-type: none"> • As Cooperative Attackers apply the appropriate Stage of Play: • Beginning Stage – Allow Defenders to work on 1st and 2nd Defender Working Together by walking with the ball. • Intermediate Stage – Allow Defenders to work on 1st and 2nd Defender Working Together by jogging with the ball. • Advanced Stage – Challenge Defenders to work together as 1st and 2nd Defenders by sprinting through the action. • Attackers Cooperate and Guarantee Defending Team success in Working Together! 	<ul style="list-style-type: none"> • Coach – Remember (PLUS) stand for...Players Learn Using Stoppages.
<p>Scrimmage (Competitive Scrimmage)</p>	<p>Defenders experiment with their newly acquired techniques in Defending in pairs.</p>		<ul style="list-style-type: none"> • Coach observes and takes notes on weaknesses to be improved at future practices. • Coach –remember that (vs.) stand for you being...Verbally Silent.



Lesson Plan

<p>Cool-down</p>	<p>To prevent soreness and injuries stretching Ankles, Calves, Groin, Quads, Hams, Back, Stomach, Upper body and Neck should take place after every game and practice. If you are going to stretch only once, afterwards, is the most important time.</p>	<p>End of Practice</p>	<ul style="list-style-type: none"> • -Summarize practice session and theme of 1st and 2 Defenders roles. • -Briefly analyze/compliment the strong/weak points of their performance. • -End with a positive statement, which lets them, know they improved. • -Give them homework assignment related to 1st and 2nd Defenders roles.
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Author: Greg Maas

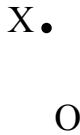
National Youth Certificate Course



Topic: Defending

Age: U12

Lesson Plan

Organization	Variations	Diagram	Coaching Points
<p>Unrestricted</p> <p>In pairs, one ball between two. “Shadow” exercises working on proper defending position and body shape. Alternate the attacker and defender throughout. Stretch.</p>	<ul style="list-style-type: none"> ▪ 1 v 1 defending with players going directly at each other (fundamentals). ▪ 1 v 1 defending with players facing each other and the ball being played away at an angle (angle of approach). ▪ 1 v 1 defending facing one another with the defender playing the ball through the attacker’s legs (close space). 	 <p style="text-align: center;">X. O</p>	<ul style="list-style-type: none"> ✓ Pressure responsibilities ✓ Proper body position and shape ✓ Speed and angle of approach ✓ Quick reactions and closing space accordingly ✓ Patience – don’t over commit



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National Youth Certificate Course



Topic: Defending

Age: U12

Lesson Plan

Restricted			
<p>1 v 1, 1 v 2 and 2 v 2 defending exercises in channels (10 x 20 area or as needed).</p>	<ul style="list-style-type: none"> 1 v 1 line soccer with players feeding the ball. Play is continuous until someone scores or the ball goes out of bounds. Repeat. 1 v 2 defending in [wider] channel (15 x 20) with small goals at each end or corners. Play is continuous until someone scores or the ball goes out of bounds. Repeat. 2 v 2 (same as second variation). 		<ul style="list-style-type: none"> ✓ Pressure and cover responsibilities ✓ Close down space quickly and under control ✓ Select a proper angle of approach and cover ✓ Decision when to get tight or to simply “shadow” the attacker ✓ Communication between defenders



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National Youth Certificate Course



Topic: Defending

Age: U12

Lesson Plan

Counter Goals and/or Lines			
<p>3 v 3 + 1 directional game (30 x 40 area or as needed). Neutral player plays for team in possession.</p>	<ul style="list-style-type: none"> ▪ Line soccer or add 2-3 small goals on touchline or corners to score. ▪ Option to play this exercise rotating the length or width to change the demand on the defending group. 	<p>40 yds.</p>	<ul style="list-style-type: none"> ✓ Pressure, cover and balance responsibilities ✓ Visual and verbal communication between players ✓ Proper defensive shape and balance with movement of the ball ✓ Visual cues from the attacking team ✓ Zonal defending
Two Goals			
<p>7 v 7 with goalkeepers to two large goals (50 x 70 or as needed).</p>	<ul style="list-style-type: none"> ▪ Possible Formation 2:3:2. ▪ No restrictions. 	<p>70 yds.</p>	<ul style="list-style-type: none"> ✓ Immediate pressure to the ball at all times ✓ Defending shape and balance with movement of the ball ✓ Compactness of the field (limit attacking space and options) ✓ Zonal defending ✓ Counter attack



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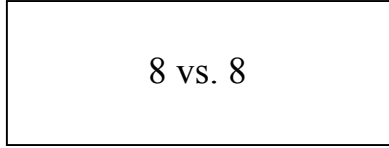
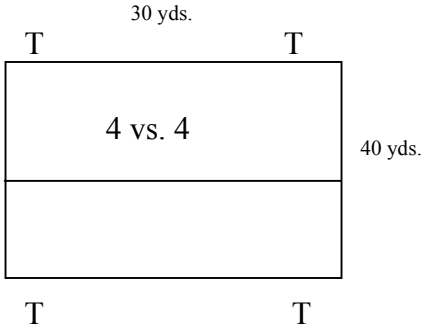
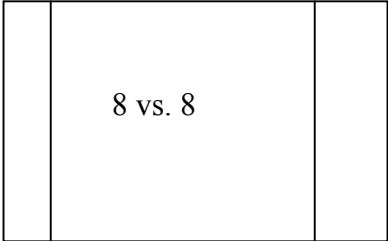
Lesson Plan

Cool Down			
Players jog (dynamic movements). Stretch.	<ul style="list-style-type: none">▪ Focus on major muscle groups.		<ul style="list-style-type: none">✓ Reduce Heart Rate✓ Static Stretching✓ Review Session



Lesson Plan



Activity Name	Description	Diagram	Purpose/Coaching Points
1. Warm Up			
KEEP AWAY	Two teams, one ball keep away. Score with combinations, 1-2's, take overs, over laps, etc.		Work on ideas for penetration. CP: Timing, movement, disguise, communication, weight and shape of pass.
2			
TARGET GAME	4v4 possession – Score by hitting the targets & receiving it back. Keep possession. All players must be in one half, can't cross half until ball does, either with a dribble or a pass. If defending team wins it they score in that half before crossing over.		As above with real focus on imagination and creativity. Don't force it.
3			
END ZONE GAME	Directional game. Each team tries to score in other team end zone. Score by getting ball in end zone under control, pass or dribble.		As Above



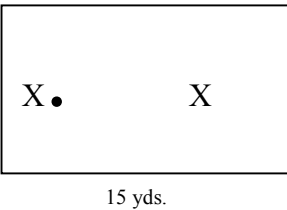
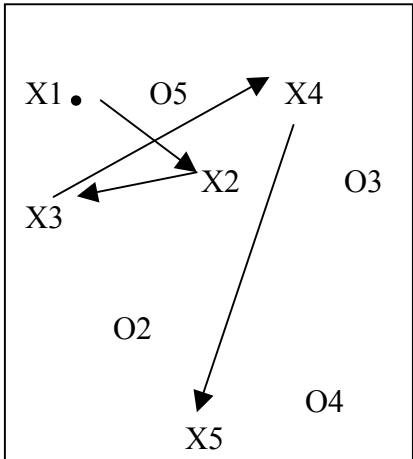
Lesson Plan

4			
<p>ONE GOAL WITH COUNTERS.</p>	<p>Defending team defends the offside line & score on the counters. Attackers try to penetrate & score.</p>	<p style="text-align: center;">Offside</p>	<p>As above</p>
5			
<p>FULL GAME 8v8</p>	<p>Play according to the US Youth Soccer U12 modified rules.</p>		<p>No restrictions.</p>



Lesson Plan



Activity Name	Description	Diagram	Purpose/Coaching Points
<p>1. WARM-UP: PAINT THE GRASS</p>			
<p>Pairs with one ball go into a 10-yard by 15-yard grid. Three rounds with a stretch between each round.</p>	<p>The coach has the watch and the players have thirty seconds to use the ball as a “paint brush” and “paint” (via passing) as much of the grass in the grid as they can.</p>		<p>The intent is to get the players to move, work on passing and receiving techniques, to communicate and solve problems together.</p>
<p>2. SEQUENCE PASSING</p>			
<p>The players organize themselves into groups of five to seven. Players are numbered 1-5(7) and must pass in that sequence, 1 to 2, and 2 to 3 and so on with 5(7) passing to 1.</p>	<p>All passing is done on the move, no standing allowed. Divide into two or three groups with all groups using the same field. The groups have to play through, over and around each other, which increases the demand on vision and communication and off the ball movement.</p> <p>VARIATIONS:</p> <ol style="list-style-type: none"> 1. Reduce the playing area to half of the original size. 2. Each group starts with one ball and once they have the hang of it add a second ball, which increases the tempo of the session. A player should not get caught with two balls. 		<p>The intent is to promote vision and communication between the players without the pressure of opponents. The activity will cause the players to work on the techniques of passing and receiving. Rhythm of play and timing of support runs will improve. Off the ball players must get into the field of vision of the teammate with the ball. A dynamic run should be made to show for the ball.</p>

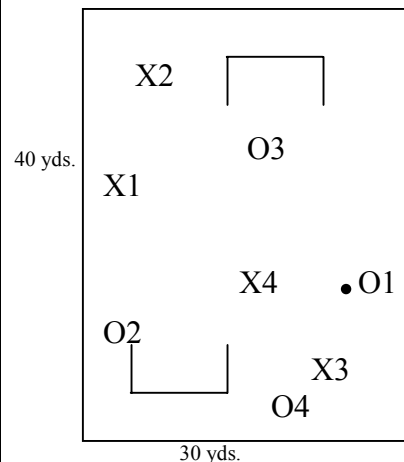


Lesson Plan

3. CROSSING GAME

The players should organize themselves into groups of four to play 4v4. The training grid is 40 yards long by 30 yards wide. Corner flags or tall cones should be used for goals and disc cones to mark the corners of the grid. The goals are set up diagonally from one another and ten yards in from the goal line.

Players can score from either side of the goal and the game doesn't stop after a goal is scored. Play a normal 4v4 match except for goals being scored from either side of the goal. Because of the angled goals there will be more crosses into areas in front of the goalmouth. Many goals can be scored under match conditions in a short time period. Teamwork in preparation of attack and defense will improve.



This activity promotes group movement (tactic) and involves transition. The techniques of dribbling, passing, receiving, shooting, heading, tackling and crossing will have the chance to emerge. As a bonus fitness will also improve in a fun and competitive fashion.

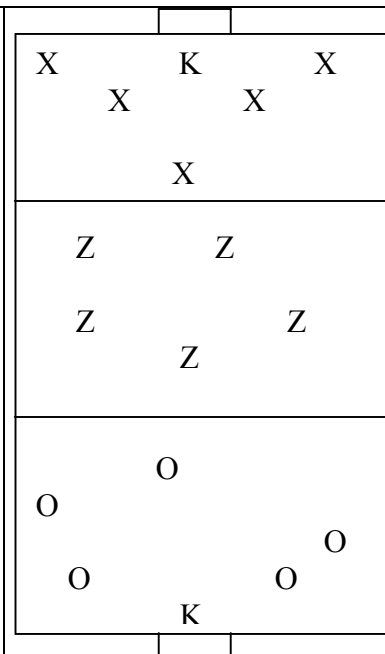


Lesson Plan

4. THREE TEAM GAME

The players organize themselves into three groups of five plus a goalkeeper in each goal. Use a regulation field and goals for the age group. Each group keeps track of their own score. Goalkeepers act as their own team.

Divide the field into thirds-defensive, midfield and attacking. Place each group (X, Z & O) into a third. The group Z in the midfield third has the ball. Group Z chooses one goal to attack and plays against the group X in that third. The group O at the other end is resting. Only the group in possession of the ball may enter the midfield third. If group Z scores they keep the ball, go back to the midfield third and attack the group O goal. If the defending group X wins the ball and gets it into the midfield third then group Z stays in the final third and group X now attacks against group O.



This is a complex environment and will require the highest level of concentration from the players. It will take them awhile to get the hang of it, so be patient. While this is a match related activity, it may be the most complex activity in this training session. Encourage one and two touch passing in the midfield third to change the point of attack and to get targets forward of the ball. A multitude of techniques, offensive and defensive tactics can be taught in this activity. The coach should focus in this lesson on creating space.

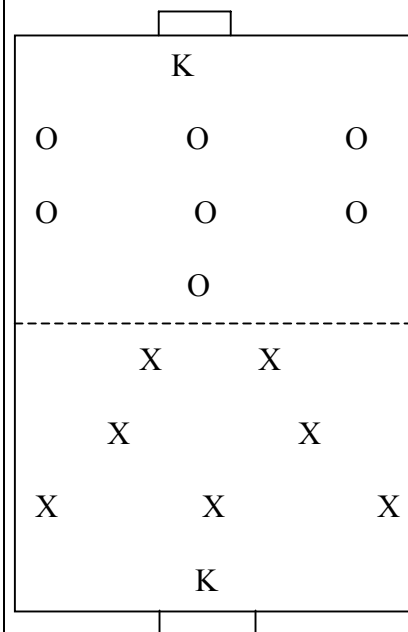


Lesson Plan

5. ALL UP & ALL BACK

Play a full field match of 8v8. Follow the US Youth Soccer rules for 8v8 U12 soccer. Use a painted/chalked line or small disc cones to mark the halfway line.

For a goal to count all field players of the attacking team *must* be over the halfway line. If any of the field players are not over the halfway line and in the opponent's half of the field then the goal does not count and a goal kick follows. Let them play under this condition until it is obvious they all understand it. Then if the coach feels they are ready the second condition can be added to the game. When a goal is scored against the defending team they *must* have all of their players in their half of the field or the goal counts double.



The intent of these conditions is to work on team communication, off the ball runs, vision, fitness and most importantly compactness.

COOL-DOWN