

**SEACOAST**



**M A I N E**



Seacoast United Maine North and Hampden Recreation Department

Community Partnership 2017

Fall Coaches Meeting – Wednesday, 08/31/2017

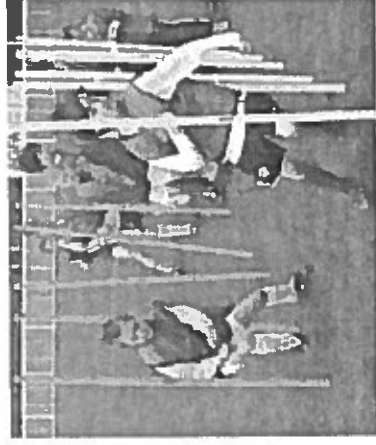
# Seacoast United Maine Brewer Contacts



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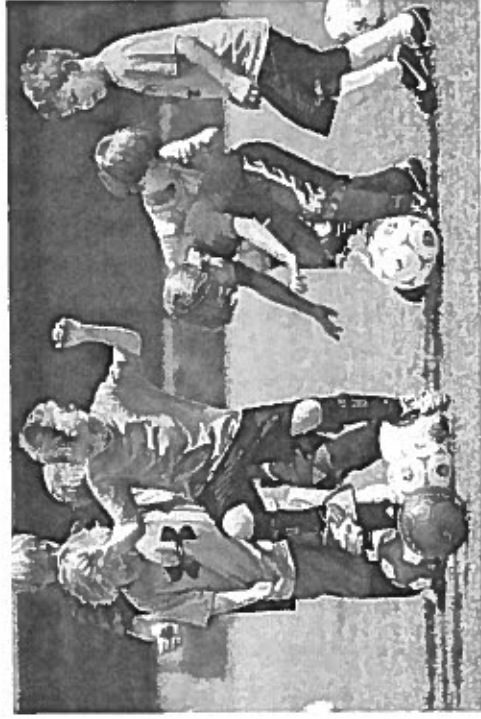
# What is grassroots soccer coaching?



# What is grassroots soccer coaching?



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Developing the grassroots individual, first

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confident  
kind talented  
thoughtful dynamic  
hardworking  
fantastic amazing  
empathetic smart  
dedicated  
understanding  
humorous  
warm  
fair

courageous  
inspirational patient  
sensational intuitive  
caring fabulous  
teacher  
exceptional  
awesome

# Developing the player, second

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Age in years	0-3	4	5	6	7	8
Baby/LATD	Active start					
Stage of Development	Stage 1			Stage 2		
Age groups	U4-U6			U7-U9		
Soccer age (development)	2 years +/-			2 years +/-		
Coaching time per year	40-90 hours			100-120 hours		
Developmental focus	1. Social			Technical		
	2. Physical			Social		
	3. Technical			Physical		
	4. Psychological			Tactical		
	5. Tactical			Psychological		
Specialist training	No positions					
Players per session	12					
Length of session	30 to 45 mins			45 to 60 mins		
Training to game ratio	Training only					
Training format	1v1 to 3v3			4:1		
Game format	Training only			3v3 to 5v5		

control hook challenge free kick center kick dribbling coach speed love penalty right wing shoot bicycle pitch net team mid fielder shoot bicycle pitch net team victory goal defense header score overlap pass linesmen cleats formation left wing switch assist assist defense header score overlap pass linesmen champion formation left wing switch assist assist defense header score overlap pass linesmen

# Stage 1 – Pre-Kindergarten, Kindergarten



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NSCAA Player Development Curriculum Diploma

## DEVELOPMENT CHARACTERISTICS - STAGE 1

### STAGE 1 – EARLY CHILDHOOD (3-5 YEARS OLD)

The introduction to soccer stage coincides with the onset of independence from parents and increased self confidence in most children. Children also start to begin to play cooperatively with others. This does not mean however parents should fully pass the responsibility for learning to the club coach. The parent has a very important role in encouraging the child to play at home. Practice sessions should occur once or twice per week and players should be encouraged to play multiple sports and activities.

#### DEVELOPMENT FOCUS:

- Players should learn the fundamental movement skills of running (forwards, backwards and sideways).
- The ball should be involved all the time.

KEY DEVELOPMENT POINTS FOR CHILDREN IN STAGE 1		
Physically	Psychological/Social	Cognitive/Mental
1. Tires easily and recovers quickly.	1. Likes to play/work on their own, egocentric.	1. Increasingly able to use visual instructions (play them out of their mind), although observing demonstrations is more concrete.
2. Learns best by being physically active.	2. Easily motivated.	2. Beginning to take into account ideas and emotions of others.
3. Needs to repeat activities that are well known and mastered.	3. Enjoys initiating activities.	3. Inconsistent attention span.
4. Mainly uses large muscle movement, fine motor skills developing, but more difficult to master.	4. Enjoys being praised for endeavors. Sensitive to criticism and does not enjoy failure.	4. Moving from being adventurous to be cautious.
5. Basic motor skill developing, needs to combine skills in simple games.	5. Developmentally advanced players start to become more independent and attempt to exercise more control over own environment.	5. Interests can be short and quick changing.
6. Boys and girls have equal ability.	6. Limited attention span, 15-20 minutes.	6. Imaginative, spontaneous and creative.
7. Center of gravity is higher, resulting in issues with balance.	7. Frustration can come quickly.	
	8. Has a strong desire for affection and attention from adults.	
	9. Seeks social approval.	
	10. Experimental, exploratory behavior is part of development.	

NSCAA Player Development Curriculum Diploma

## DEVELOPMENT CHARACTERISTICS - STAGE 1

### DEVELOPMENT CHARACTERISTICS TRANSLATED TO COACHING PLAYERS IN STAGE 1

Child centered coaching requires a commitment on behalf of the coach/adult to embrace a natural starting point in development for each player. The coaches role is not to create parity (all players the same), but to nurture them to a level consistent with their individual commitment, attitude, enthusiasm and talent. To ensure participation in soccer is enjoyable for players and adults, parents and coaches of 4 & 5 year olds need to embrace and work with the development characteristics, and not against them.

Translated to player development this means:

1. Significant emphasis on fundamental movement skills - running, jumping, skipping, throwing etc
2. Focusing on ball familiarization and dribbling skills - one ball per child.
3. Sessions that are simple, fun, have variety and use large muscle.
4. Selecting activities that do not place undue stress on the muscles, bones and energy systems of the body.
5. Repeating activities regularly - constant change and insufficient reinforcement negatively affects learning.
6. Including activities that take a short time to complete (5-10 minutes), due to short attention span.
7. Camouflaging and concealing technical information by using names, characters and stories.
8. Encouraging trial and error, keeping instruction to a minimum.
9. Using equipment and props to increase complexity but continue to make the sessions fun - hurdles, hoops, ladders, bean bags etc.
10. Include competitive games, but emphasize successes other than just winning (i.e. effort).
11. Providing considerable encouragement.
12. Keep instruction to a minimum and activity regular.
13. Include 'games and matches' in every session - no need for a separate day for games.
14. Avoiding temptations to place players in specialist positions (i.e. full back, forward or goal keeper).
15. Continually reinforce effort - and constantly praise players.



# Stage 2 – Grades 1, 2 & 3

## DEVELOPMENT CHARACTERISTICS - STAGE 2

NSCAA Player Development Curriculum Division

### DEVELOPMENT CHARACTERISTICS TRANSLATED TO COACHING PLAYERS IN STAGE 2

Translated to player development this means:

1. Continued involvement of fundamental movement skills – running, jumping, skipping, throwing etc
2. Focusing on ball familiarization and dribbling skills - one ball per child.
3. Introduction of paired and cooperation activities.
4. Help players understand a task by demonstration and asking questions
5. Sessions requiring players to be extremely active.
6. Selecting activities that do not place undue stress on the muscles, bones and energy systems of the body.
7. Repeating activities regularly - constant change and insufficient reinforcement negatively affects learning
8. Camouflaging and concealing technical information by using names, characters and stories.
9. Encouraging trial and error, keeping instruction to a minimum
10. Using equipment and props to increase complexity but continue to make the sessions fun – hurdles, hoops, ladders, bean bags etc
11. Including competitive games, but emphasize success other than just winning (i.e. effort)
12. Providing considerable encouragement.
13. Including 'games and matches' in every session
14. Introduction to small sided games – 2v2 to 4v4 – play at the end of a practice session - don't sacrifice practice sessions for games at this stage.
15. All players to receive fundamental goal keeping skills - catching, throwing and diving (players love to dive!)
16. Introduce basic rules of the game - including restarts when ball leaves the field.
17. Passing skills can be introduced.
18. Avoiding temptations to place players in specialist positions (i.e. full back, forward or goal keeper)

## DEVELOPMENT CHARACTERISTICS - STAGE 2

NSCAA Player Development Curriculum Division

### STAGE 2 - MIDDLE CHILDHOOD (6-8 YEARS OLD)

A 6 year old is eager, active and likes to be on the go. Although keen to act independently, a 6 year old needs parental approval, understanding, praise and encouragement. Pushing too hard or expecting too much can result in the child becoming tense and nervous. An 8 year old is able to accept moderate responsibilities. Peer groups become important and the child will identify with other youngsters of the same sex and with similar interests and activities.

#### DEVELOPMENT FOCUS:

- Movement skills and technical development remain top of the agenda in Stage 2.
- Small sided games and teamwork activities are introduced.
- Speed training commences for Girls (6-8 years) & Boys (7-9 years)
- Optimal time for training suppleness occurs for both Girls and Boys in stages 2 and 3 (6-10 years)

KEY DEVELOPMENT POINTS FOR CHILDREN IN STAGE 2	
Physically	Cognitive/Mental
1. Coordination and body control improve rapidly as this is a key skill.	1. Impulsive, spontaneous and creative.
2. Fine motor skills are well developed.	2. Enjoys pushing activities.
3. Reaction time is slow, but improves as the child grows.	3. Enjoys being praised for endeavours from adults.
4. Lots of energy as endurance levels but there are fluctuations in energy.	4. Starts to become more independent and attempt to exercise more control over own environment.
5. High need for skill development.	5. Appreciates consistency in own environment.
6. Fine motor skills developing	6. Learning by repetition.
7. Visual and hand/eye coordination improving.	7. Experimental, exploratory behaviour is part of development.
8. Height and weight increasing at a steady rate.	8. Ball repulsive – both player wants a ball to be kicked and to be kicked.
9. Balance improves with age	9. Peer group becomes increasingly important.
10. Learning to be physically active.	10. Players are concrete thinkers and find abstract concepts difficult.
11. Needs to reveal activities that are well known and mastered.	11. Players start to develop powers of reasoning – if you do 'X' the result will be 'Y'.
12. Eye development and ability to track objects in motion improving.	12. Easily motivated and eager to try something new. Willingness to seek risk and adventure.
13. High center of gravity, so balance can be difficult.	13. Needs guidance and praise from adults to be confident and to achieve the best performance.
	14. Increasingly self-assured but can be childish and silly at times.
	15. Stronger sense of right and wrong.
	16. Growing desire to be liked and accepted by friends.
	17. Enthusiastic and impatient.



# The Seacoast United Maine Process



Indicates an appropriate warm-up activity



Indicates an appropriate daily theme activity



Indicates “New Ball” activity

**You choose: 2 red activities, 2 yellow activities and new ball!**

# Desired Outcomes

- Enjoyable introduction to the sport of soccer
- Fostering a passion for sport and movement
- Creation of new and improved social circles, between friends and families
- Development of a curiosity within problem solving situations
- Develop confidence, bravery, trust, respect, emotional stability etc., through the many interactions
- Elevate confidence in volunteer coaches and recreational players
- Encouragement to come back for more!



# Training session example – Warm up’s

## 1ST STAGE OF DEVELOPMENT - PLAYERS AGE 3-5 YEARS

### FLIP 'EM

**STAGES COVERED BY ACTIVITY**  
 Stages 1 & 2 - 1-4 year old players

- THEMES & COMPETENCIES**
- Drinking
  - Ball mastery
- Competencies:**
- Turns and kicks - basic
  - Drilling basics

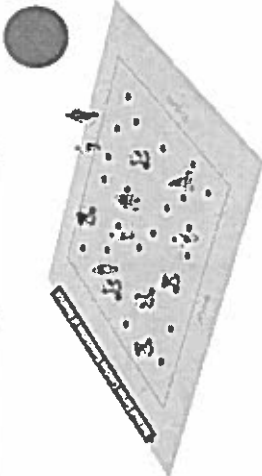
**WHY USE IT**  
 Flip 'em is a terrific warm-up exercise that incorporates fundamental movement skills and can include the cone.

**SET UP**  
 Set up a 10m x 20m, 20 x 25 yard or 20 x 30 yard field. Use 17 of cones, with 20-25 football cones - 50% right side up and 50% right side down.

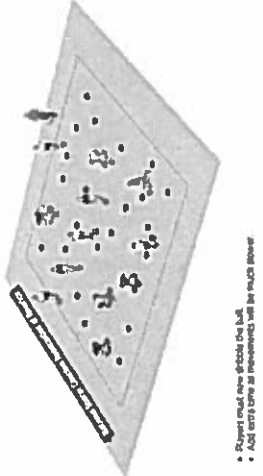
**HOW TO PLAY**  
 Spread the players into 2 teams. Set the cones randomly in the area, in the cones are spread evenly. One team has to turn all the cones right side up and the other team turns all the cones right side down. On the command of 'GO' players rush out into the area and start 'flipping' the cones. Play for 4-6 minutes and then switch from many cones as up and how many are down. Play a couple of turns, then give each player a ball. Now the players must perform the same activity, but must create a ball while flipping the cones. Increase the time to 2 minutes when introducing the ball.

**COACHING NOTES**

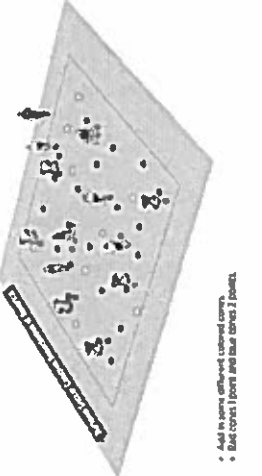
- Coaching objectives - across the player base and introduce towards the activity
- Coaching tip - Once the right approach according to the weather and time of day - lay cones (flipping all players) and give each flip up an object for cone start and use appropriate cones
- Adaptation - add 2 different colored cones and give them different point values, i.e. red cone 1 point, and blue cone 2 points.



- Players flip over the cones.
- Introduce intervals and count the cones



- Players must now grab the ball
- Add cones as remembered will be much slower



- Add in cones different colored cones
- Add cones 1 point and blue cones 2 points.

## 1ST STAGE OF DEVELOPMENT - PLAYERS AGE 3-5 YEARS

### BODY BALL

**STAGES COVERED BY ACTIVITY**  
 Stages 1 & 2 - 1-4 year old players

- THEMES & COMPETENCIES**
- Drinking
  - Ball mastery
- Competencies:**
- Turns and kicks - basic
  - Fundamental movement skills
  - Passing and receiving on opposite

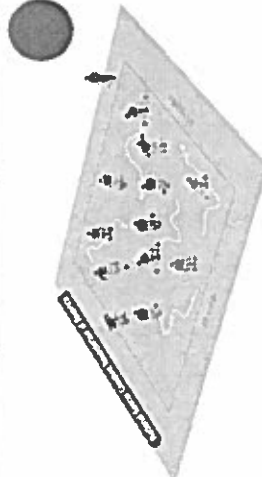
**WHY USE IT**  
 Young players like to experiment and Body Ball is the perfect way to incorporate laughter and play development into one activity. Players learn to use different parts of the ball, and to keep hands off the soccer ball.

**SET UP**  
 25 x 35 yard area 17 players each with a ball circling around the area.

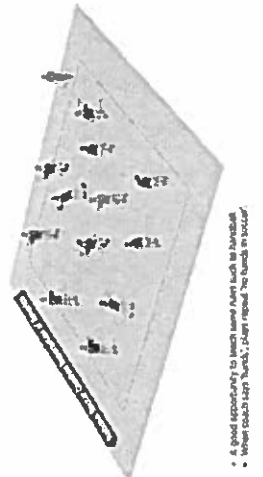
**HOW TO PLAY**  
 Player circles around the area listening for the coach's instruction. When the coach shouts 'GO' they are to touch the ball to the player in front of them. Start at simple, leaving the instructions to single body parts, such as 'head', 'torso', and 'bottom'. Increase the complexity by calling out 'left foot', 'right knee', 'left elbow' etc. As you learn, some young players also like to use their hands. One way to introduce the 'hands near' is to have one player repeat as a group 'Hands near the ball. Be ready for the speedy hands who take you that good looks use their hands!

**COACHING NOTES**

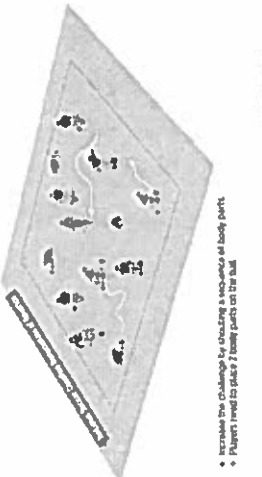
- Coaching objectives - To get the players moving and touching the ball using different parts of the foot. Also introduce players to 'left' and 'right' and the 'head'
- Coaching tip - Stand down as your head height is at the same level as your players to establish eye contact. Avoid using language when you coach.
- Adaptation - as player become proficient, call out body parts consecutively (i.e. torso, knee, elbow) or call out two body parts at once (i.e. right hand and left foot).



- Players circle around the area listening for the coach to call a body part.
- Start with simple parts such as torso, bottom and head



- Good opportunity to learn some parts such as shoulder
- When coach says 'hands', they repeat 'no hands in ball'



- Increase the challenge by choosing a sequence of body parts
- Players need to take 2 body parts on the ball

# Training session example – Daily Themes

## 1ST STAGE OF DEVELOPMENT - PLAYERS AGE 3-5 YEARS

### LOOTERS

STAGES COVERED BY ACTIVITY  
Stages 1 & 2 - 3-6 year old players

#### THEMES & COMPETENCIES

- Drizzling
- Ball mastery
- 1v1 Attacking and Defending

#### Competencies:

- Form and hand- basic
- Drizzling basics.
- Blocking and trapping an opponent.

#### WHY USE IT

Looters is a great opportunity to introduce new turns and take on exercises. As the numbers of balls decrease, 1v1 and 2v1 scenarios pop up all over the area.

#### SET UP

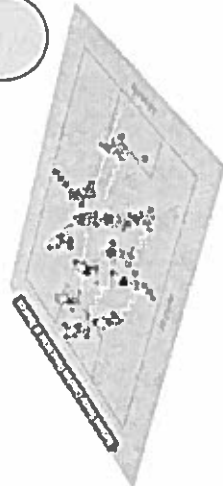
A rectangle, 30x20 yards. Create 2x5 and 4x2 teams at either end of the area. A "home" house at either end of the area. A ball on player and 2 sets of colored wickets.

#### HOW TO PLAY

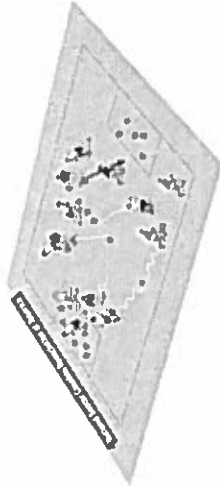
2 equal teams carrying inside their own "home" ball are lined up on either side of the "home" house. The goal is to get the ball into the opponent's "home" house. The teams consist of "GO" players (one player) and "LOOTER" players (two players). The looter's goal is to get the ball into the opponent's "home" house. The GO player's goal is to get the ball back to their "home" house. An opponent cannot challenge for the ball in the first version of the activity. Play ends as soon as an enter of the two squares. Usually the rules to progress the activity. (a) 1) The GO player can enter the opponent's "home" box (to steal the ball) (2) second time area). 3) After each team into ATTACKER and DEFENDER - each cannot enter the other half of the field and must pass to get the ball back to the home area. 4) Create equal numbers of small "home" squares around the area - each team can enter the area. The ball cannot be returned.

#### COACHING NOTES

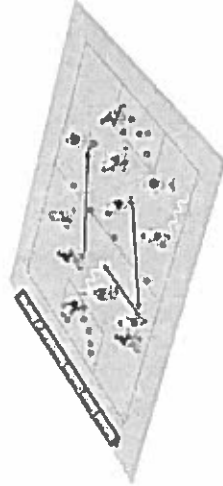
- Coaching objectives - The activity offers opportunities to discuss with young players basic attacking and defending concepts.
- Coaching notes - Use colored stationary wickets to create a safe zone for young players, such as home can you stop the other team?
- Adaptations - (two games can be modified by creating 5-4 teams).



- Teams start in their home box.
- Each team has 2 sets of home box wickets.



- Progress to players competing for possession.
- 1v1 and 2v1 situations in abundance.



- Add a center line.
- Split each team into attack and defense.
- Defenders cannot cross center, so must kick to attackers.

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## 1ST STAGE OF DEVELOPMENT - PLAYERS AGE 3-5 YEARS

### SLEEPING GIANT

STAGES COVERED BY ACTIVITY  
Stages 1 & 2 - 3-6 year old players

#### THEMES & COMPETENCIES

- Drizzling
- Ball mastery
- 1v1 Attacking and Defending

#### Competencies:

- Form and hand- basic.
- Drizzling basics.
- Blocking and escaping an opponent.

#### WHY USE IT

Coach's (1v1) and (2v1) to help the coach bring and run. Drizzling with "read up" helps players steal the ball.

#### SET UP

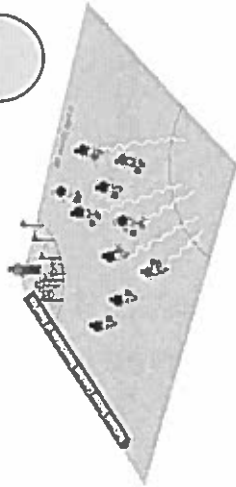
Set up 3 "guest" and "villager" and about 20 yards apart. The goal is to have the guest player take the ball and make it into a ball per player and 2-3 sets of wickets.

#### HOW TO PLAY

The story: The guest has taken all the villagers treasure. The villagers have to get the treasure back. The villagers come to a deep sleep by using the ball. Once they wake up, they must get the ball back to the villagers. The villagers must send the guest back to the goal by using the ball. Once a villager can cross the ball closer. Once a villager gets inside the goal, they can take a ball of treasure and return to their home. The guest must take the ball and capture the villager; they become a "new" guest.

#### COACHING NOTES

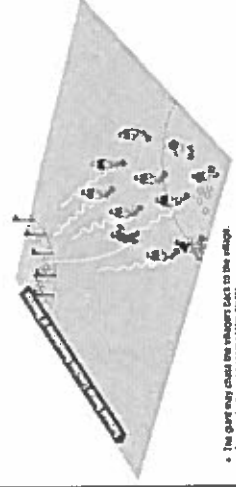
- Coaching objectives - Players learn to dribble and kick up at the wall with 3-5 year olds requires energy and goodness.
- Coaching notes - (two games can be modified by creating 5-4 teams).



- The guest is sleeping in the goal zone.
- The villagers approach slowly and quietly.



- Villagers enter the goal and steal back treasure.
- The guest wakes up and pushes back to sleep.



- The game ends when the guest goes to the village.
- Colored wickets indicate team goals.

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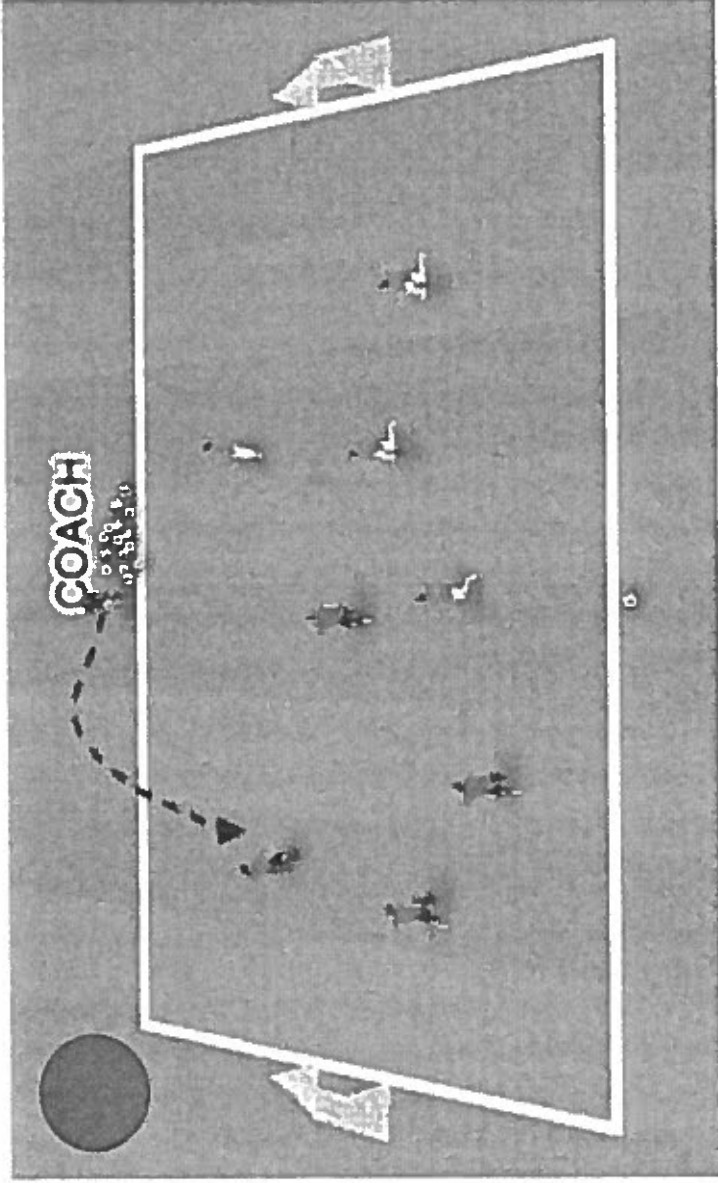
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# “New Ball” Game

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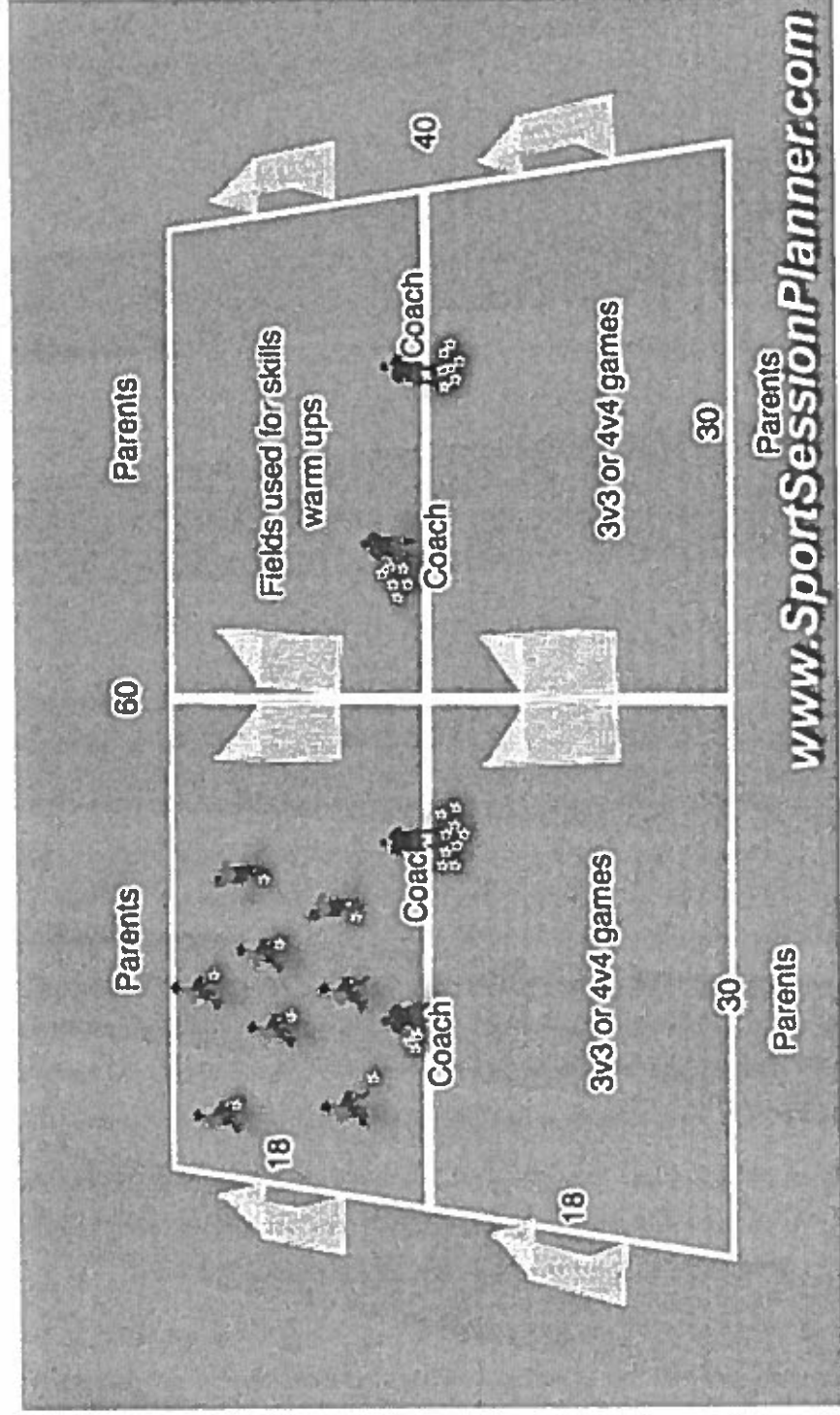


## New Ball Game

Players play 3v3, 4v4 or 5v5 on a small-sided field with small-sided goals.

- Everytime the ball goes out of bounds (this will be a lot) or a goal is scored - The coach throws in a NEW BALL, while shouting NEW BALL!!!
- Parents are encouraged to watch, but not to retrieve the ball for the players - The players must turn their attention to where the coach now passes or throws the NEW BALL into the field and adapt to that situation.
- If parents want to help with the retrieval of balls, they can bring them back to the coach.
- Encourage players to enjoy scoring goals and use fun celebrations, airplanes, barrel roll etc

# Hampden Rec – Field Setup



# 1ST STAGE OF DEVELOPMENT - PLAYERS AGE 3-5 YEARS

## V1 TO GOAL

AGES COVERED BY ACTIVITY  
 ages 1, 2 & 3 - 3-11 year old players

### AIMS & COMPETENCIES

- me: Dribbling
- Ball mastery.
- VI1 Attacking and Defending
- Shooting at an unopposed goal

### INTENCIES:

- Turns and feints- basic
- Dribbling basics
- Beating and escaping an opponent
- Basic shooting technique

### KEY USE IT

to Goal gives players the chance to perform a goal after they have performed an activity, take on moves and goal scoring.

### TIP

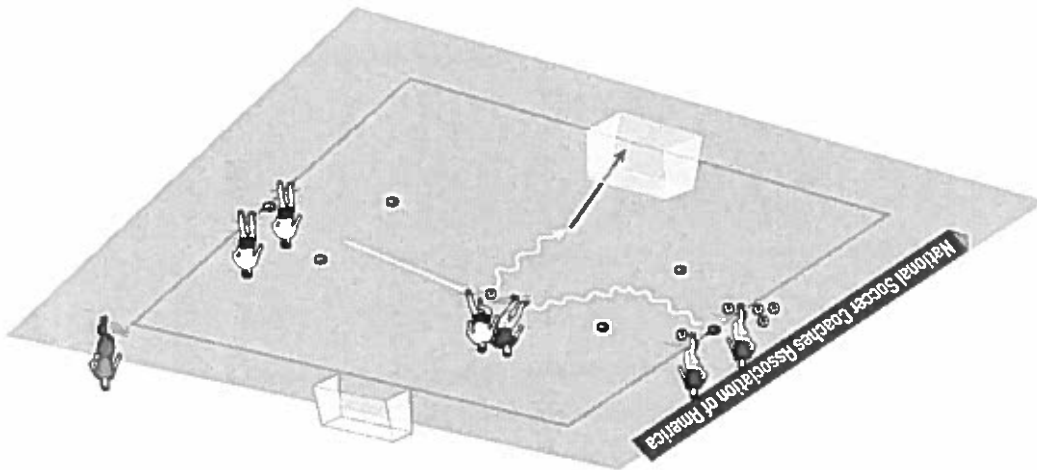
15x15 yard square with 2 goals on opposite sides, located centrally along the line. On each side of the area, set up 2 cones to maximize the activity time for each player. Teams of 3 players with colored training vests - 2 teams at each area.

### HOW TO PLAY

This activity is most appropriate for players that have progressed from introductory dribbling activities. Each team is situated behind a cone, facing each other. One team starts with the ball. The first player in the square dribble towards the center of the square and the first player from the other line comes forward to defend. Once the dribbler goes through a cone gate, he/she can dribble towards either of the goals to the left or right. The defender attempts to win the ball and score in either goal.

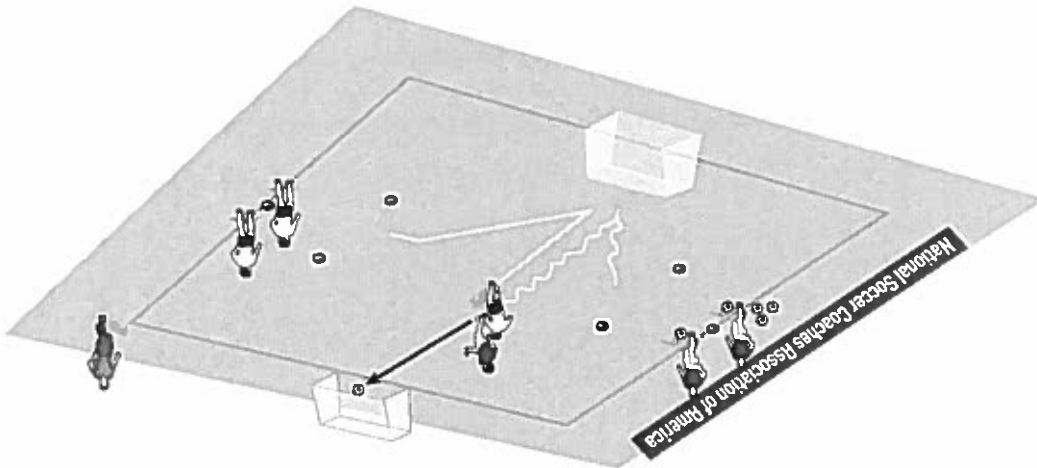
### COACHING NOTES

- Coaching objectives - The goals are strategically placed to enable the coach to work with players on dribbling laterally and using different cut moves before scoring.
- Coaching tip - Utilize assistant coaches to occasionally split the group so players receive more involvement and touches.
- Adaptations - Although passing is not a key focus at the first stage, give players they opportunity to experience playing as a 'team' - 2v2 - 1 ball.

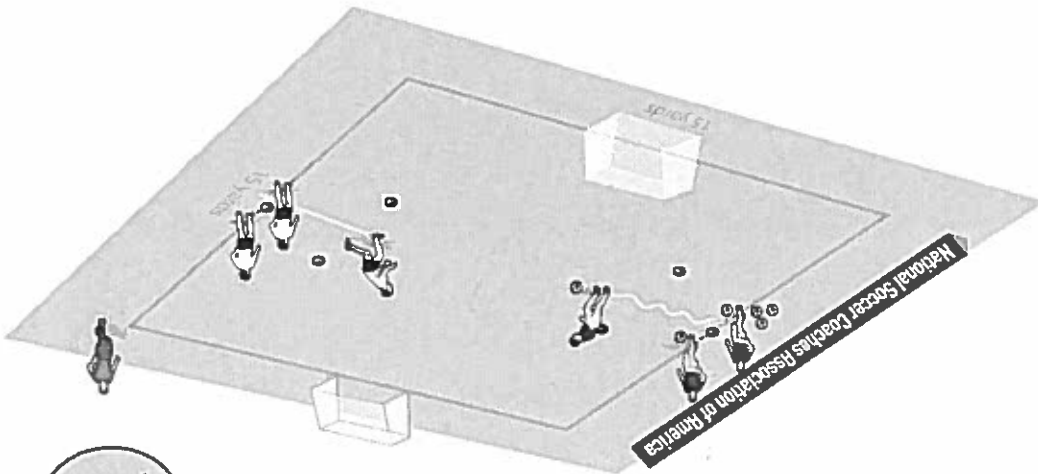


+ If the defender wins the ball, he/she can score.

- + Player encouraged to use 'cut' moves to change direction.
- + Work with players to use a move to keep ball away from pressure.



- + First player dribbles out towards the center.
- + The dribbler must pass through the gate before scoring.



# 1ST STAGE OF DEVELOPMENT - PLAYERS AGE 3-5 YEARS

## V1 TO 3V3 NUMBERS GAME



AGES COVERED BY ACTIVITY  
 ages 1, 2 & 3 - 3-11 year old players

### SKILLS & COMPETENCIES

me:  
 Dribbling  
 Ball mastery.  
 [V] Attacking and Defending  
 Shooting at an unopposed goal

### COMPETENCIES:

Turns and feints- basic  
 Dribbling basics  
 Beating and escaping an opponent  
 Basic shooting technique

### HOW TO USE IT

A numbers game is a young player classic  
 that a stable activity for coaches introducing  
 game concepts, rules and a basic attacking  
 and defending principles.

### SET UP

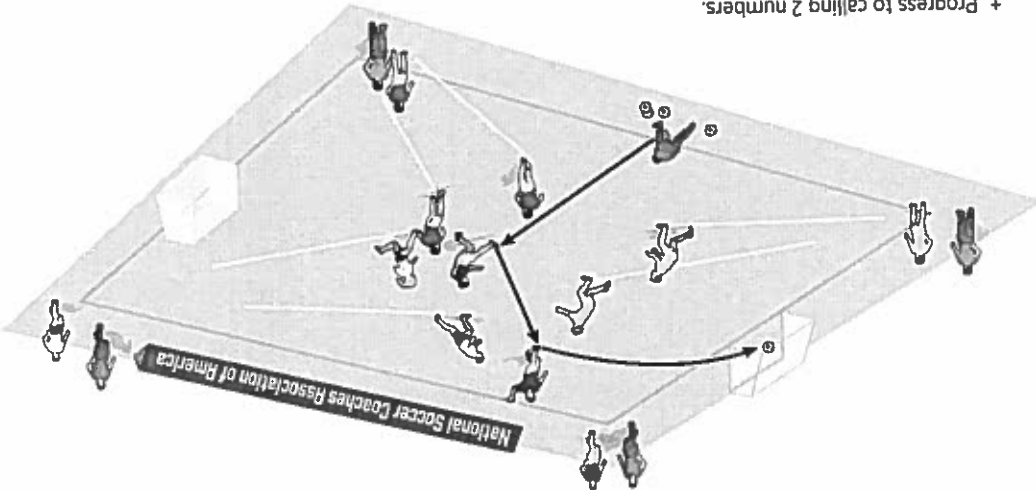
The shape and configuration of the area can  
 be adapted in many different ways. For this  
 activity, use a rectangle 25x15 yards with a  
 goal at each end to form a traditional  
 soccer field shape.

### HOW TO PLAY

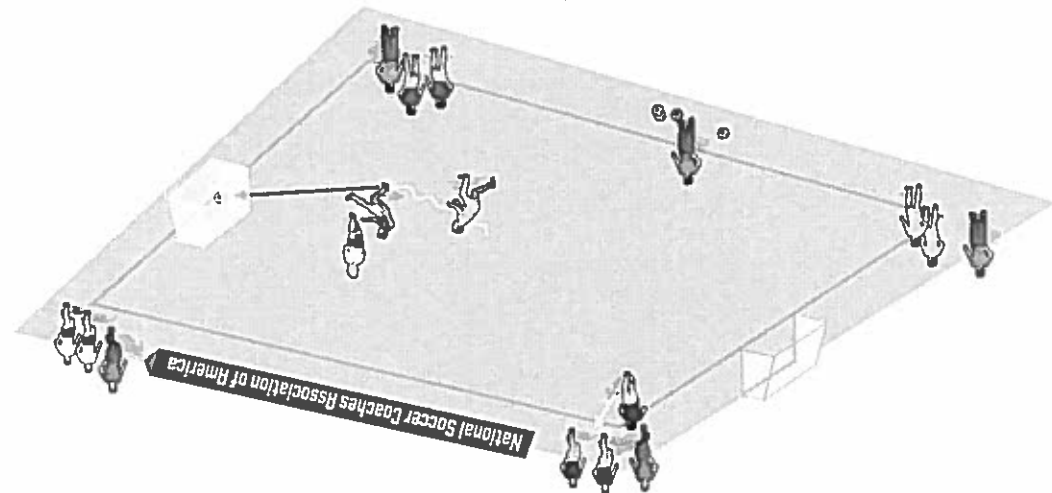
To maximize the player's involvement in the  
 game, set up to adjoining areas, with 6 to 8  
 players in each area. With 12 players in the  
 game area, create 4 teams of 3 players in the  
 same color pinnies. Assign a team to each  
 corner - solicit the help of a parent/coach.  
 Number the players 1-3 and try to match  
 the playing ability of the players. Keep a  
 good supply of balls and give each group  
 approximately 30 seconds before changing  
 the number. When the coach shouts out '1'  
 the players with that number run out into  
 the area and attempt to score a goal. If the  
 all goes out of play, shout 'NEW BALL'.  
 and serve a new ball into the area. When a  
 player scores, send them back to their team  
 and then serve a new ball for the remaining  
 players - this way everyone gets to score.  
 Progress to a 2v2 and 3v3.

### COACHING NOTES

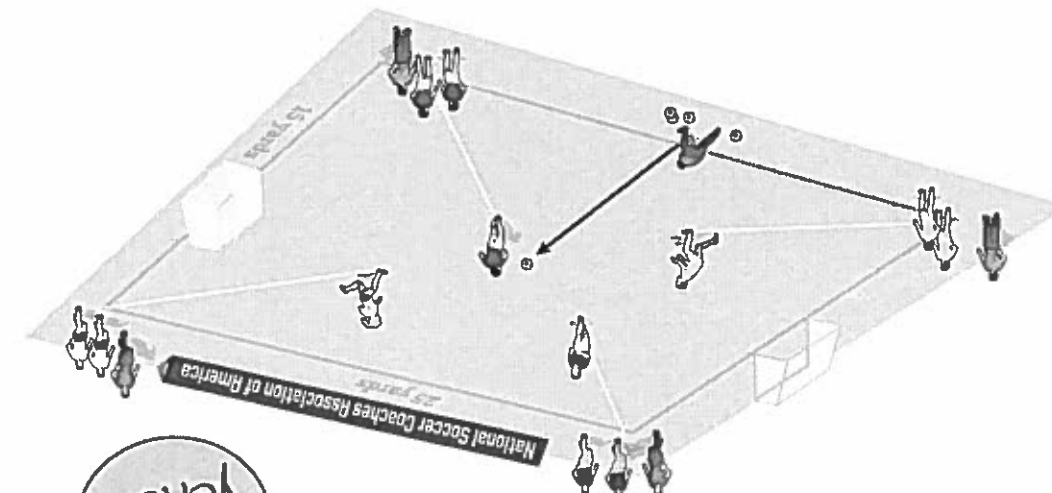
Coaching objectives - balance the ability  
 levels to give players a challenge.  
 Coaching tip - introduce rules and  
 objectives of the game.  
 Adaptations - Change the shape of the  
 area, add more goals, add rules for older  
 players such as the need to make a pass  
 before scoring, etc.



- + Progress to calling 2 numbers.
- + Add a condition that players must pass once before scoring.



- + A player from each team competes for the ball.
- + Players attempt to score.
- + Coach sends a goal scorer back to their line.



- + Teams start in the 4 corners of the area.
- + Parent helpers assist the coach.
- + Coach rolls a ball into the area and calls a number.



# SEE HIVE

AGES COVERED BY ACTIVITY  
Ages 1, 2 & 3 - 3-11 year old players

TECHNIQUES & COMPETENCIES  
1v1 attacking and defending  
Dribbling  
Ball mastery.

COMPETENCIES:  
• Turns and feints- basic  
• Dribbling basics  
• Fundamental movement skills  
• Beating and escaping an opponent  
• Attacking as an individual  
• Confidence and concentration  
• Defending as an individual.

## WHY USE IT

See Hive is a small sided game emphasizing close control and dribbling with the laces. Coaches can introduce the speed of dribble, change of direction and simple attacking and defending strategies.

## SET UP

5 x 15 yard square with Bee Hives - 3 x 3 yards squares marked with cones in each corner. 12 players organized into 4 teams - each team with a different colored training vest. At least 1 ball for each player.

## HOW TO PLAY

Story: There are 4 Bee Hives close to a field of flowers with the Bee's favorite pollen. Each Bee has to supply the hive with 3 pollen balls to win the game. 4 teams of 3 Bees'. Each Bee has a number (or a character name - Buzzy 1, 2 etc). Position each team behind one of the small corner squares (the hive). All the pollen balls are placed in the center of the playing area. The objective is to see which team can supply their hive with 3 pollen balls the quickest. The game starts with the coach shouting out a number. The activity can be progressed by reducing the number of balls in the center and allowing players to 'steal' from another hive.

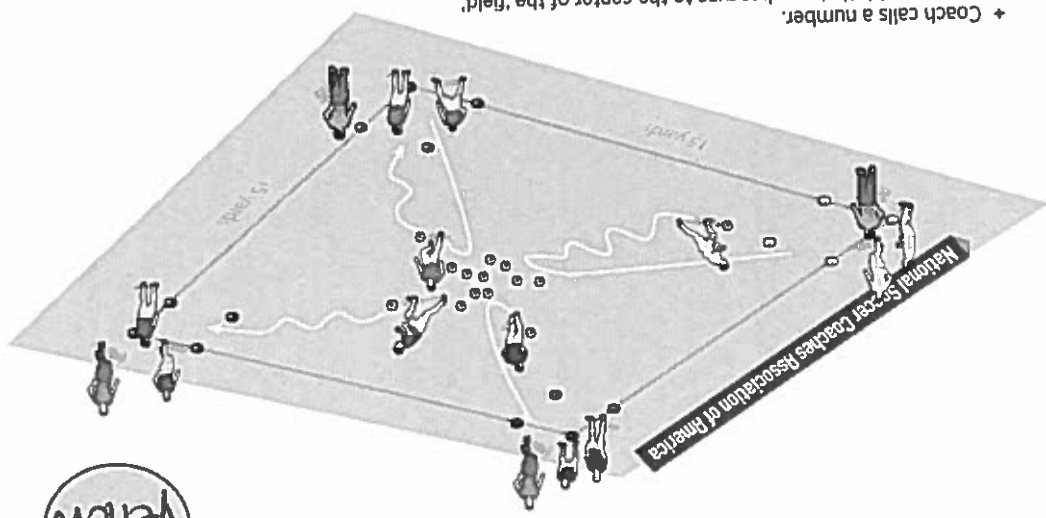
## COACHING NOTES

+ Coaching objectives - players dribbling with the laces and performing different turns when collecting the ball.  
+ Coaching tip - Use assistant coaches/parents for 'crowd control' - helping keep players behind the hives and reminding players when it is their turn!  
+ Adaptations - add balls to make the activity easier and reduce balls to create 1v1 duels.

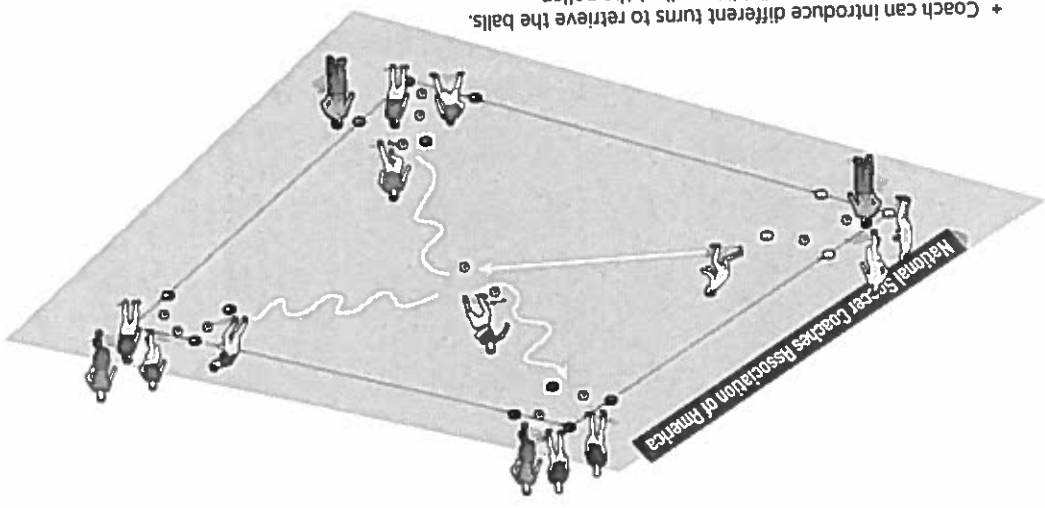


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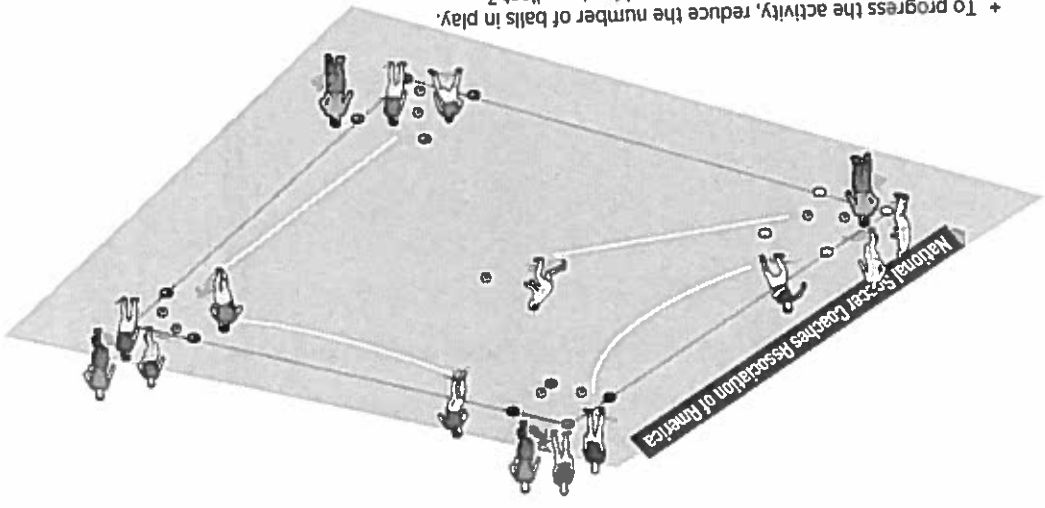
# 1ST STAGE OF DEVELOPMENT - PLAYERS AGE 3-5 YEARS



- + Coach calls a number.
- + The Bee with that number runs to the center of the field.
- + The Bee dribbles one ball back to the hive

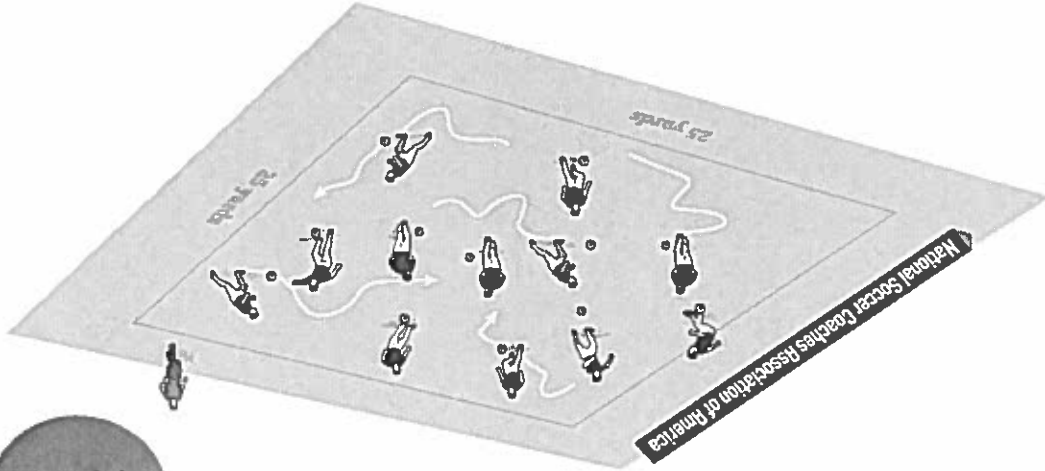


- + Coach can introduce different turns to retrieve the balls.
- + Keep returning to the 'field' to collect the pollen.

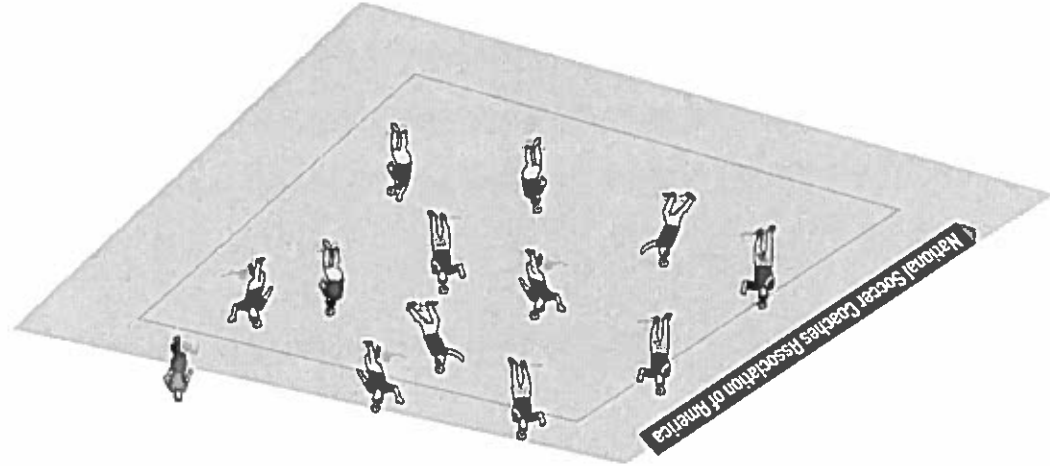


- + To progress the activity, reduce the number of balls in play.
- + Players steal pollen from other teams hive to collect 3.

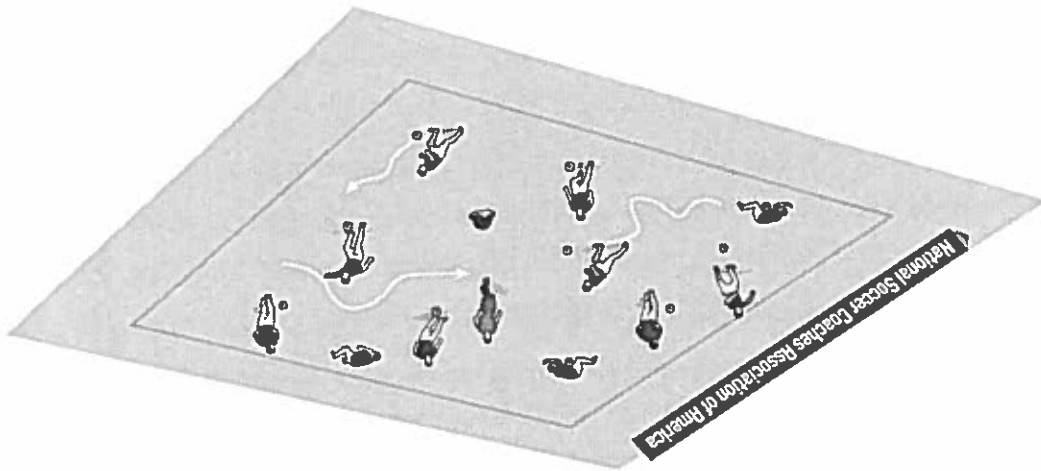
# 1ST STAGE OF DEVELOPMENT - PLAYERS AGE 3-5 YEARS



- + Players dribble around the area listening for the coach to call a body part.
- + Start with simple parts such as tummy, bottom and head.



- + A good opportunity to teach some rules such as 'handball'.
- + When coach says 'hands', plays repeat 'no hands in soccer'.



- + Increase the challenge by shouting a sequence of body parts.
- + Players need to place 2 body parts on the ball.

# 3 BODY BALL

AGES COVERED BY ACTIVITY  
ages 1 & 2 - 3-8 year old players

## MES & COMPETENCIES

- me:
  - dribbling
  - ball mastery
  - competencies:
    - turns and feints - basic
    - dribbling basics
    - fundamental movement skills
  - Beating and escaping an opponent

## HOW TO PLAY

Playing players like to experiment and 'Body' is the perfect way to incorporate ghter and skill development into one vity. Players learn to use different faces of the feet and to keep hands off the er ball.

**T UP**  
x 25 yard area. 12 players each with a ball bbling around the area.

## HOW TO PLAY

Players dribble around the area listening for a coach's instruction. When the coach outs out a body part, the players have to ace that part on the ball. Start off simple, eping the instruction to single body rts, such as, 'head', 'tummy' and 'bottom'. rease the complexity by calling out 'left ot', 'right knee', 'left elbow' etc. As you ow, some young players also like to use eir hands. One way to introduce the 'no and rule' is to have the players repeat as group 'No hands in Soccer' when you call ut 'hands' as a body part. Be ready for the narty pants who tells you that goal keepers se their hands!

## COACHING NOTES

Coaching objectives - To get the players moving and touching the ball using different parts of the foot. Also introduce players to 'left' and 'right' and the 'hand ball rule'.

- Coaching tip - Kneel down so your head height is at the same level as your players to establish eye contact. Avoid wearing sunglasses when you coach.
- + Adaptations - as player become proficient, call out body parts consecutively (i.e. tummy, nose, elbow) or call out two body parts at once. (i.e. right hand and left foot).



# CAN YOU?

AGES COVERED BY ACTIVITY  
 5-12 & 2-3-8 year old players

## MESS & COMPETENCIES

- Dribbling
- Ball mastery
- Interactions:
- Turns and feints- basic
- Dribbling basics
- Fundamental movement skills
- Beating and escaping an opponent

## KEY USE IT

• 'You?' is a terrific activity to commence a training session with young players and has most endless variations and possibilities. • Coach demonstrates an activity and asks players - can you do that?

## TIP

• 25 yard area. 12 players each with a ball dribbling around the area.

## HOW TO PLAY

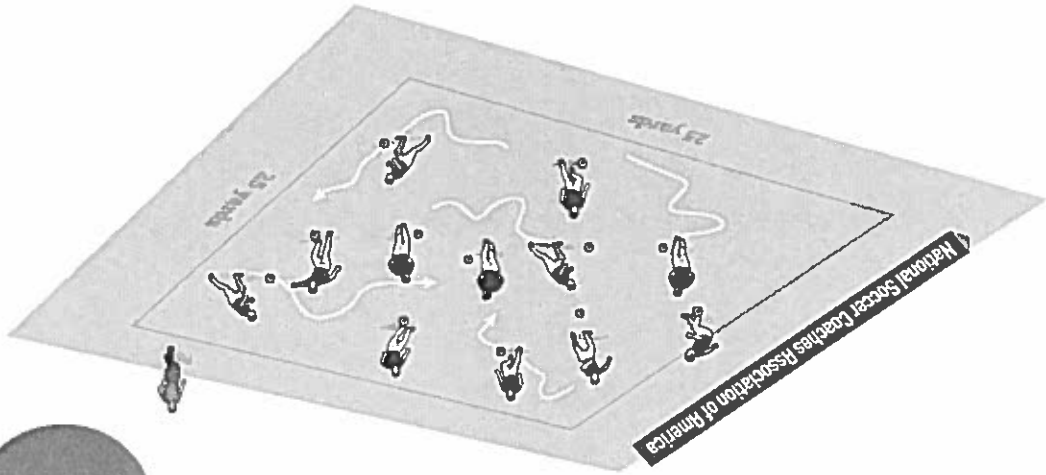
• Ask players to dribble around the area for 1 minute, ask players to come close and place a foot on top of the ball. Explain how to play - the players must copy what the coach demonstrates. Start with fundamental movement skills, such as running, skipping, hopping, balancing, dodging etc. Then introduce the ball and add new movements rich time you play. E.g. 1) Dribble with feet - slow down and push the ball lightly with the laces (left, right and alternate) 2) Conditions - push the ball from side-to-side, right to the left foot and back again, 3) Toe tips - hopping from one foot to the other suching the top of the ball with the opposite foot each time. 4) Sole drag back - hopping between feet, move backwards dragging the all back alternating between the sole of the shoes, 5) Sole push - push the ball forward with the sole of the shoes.

## COACHING NOTES

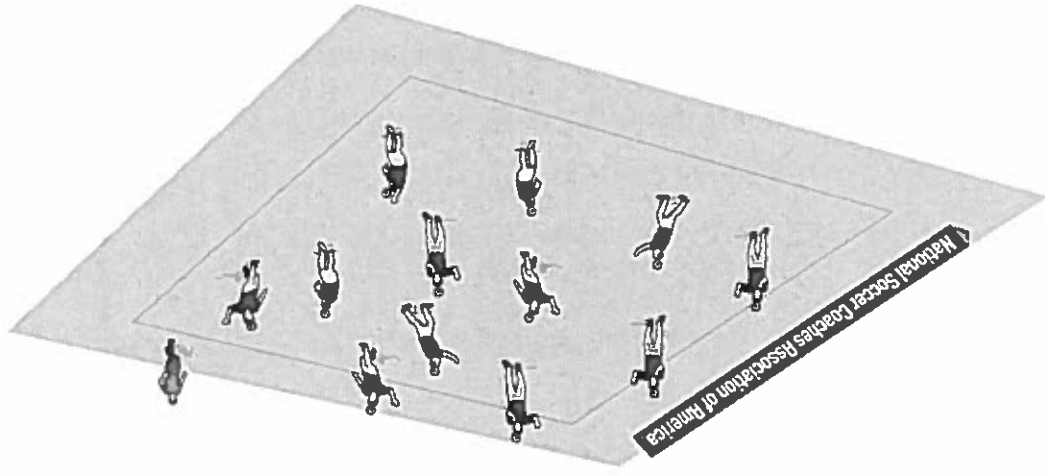
- Coaching objectives - the coach can add many different skills and objectives. Talk about the 10 surfaces of the feet - inside, outside, laces, heel and sole on each foot and perform moves with each.
- Coaching tip - Start the activity without a ball and include fundamental movement skills.
- Adaptations - the coach can add all sorts of movement patterns, turns and tricks to keep the game new and exciting for the players.



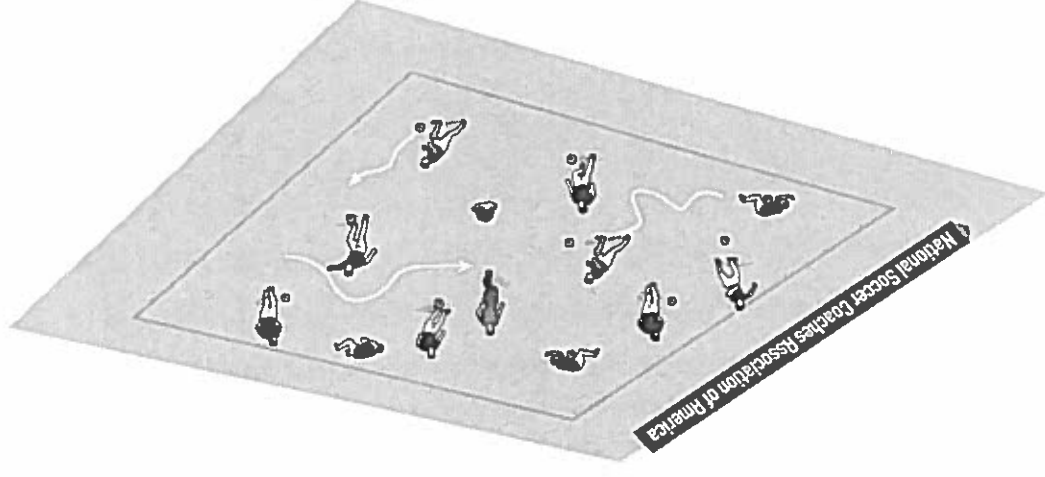
# 1ST STAGE OF DEVELOPMENT - PLAYERS AGE 3-5 YEARS



- + Players gather around the coach with a ball each.
- + Coach demonstrates some moves.



- + On the coach's command, players perform movement patterns.
- + Simple dribbling moves at first and then more challenging moves.



- + Add in basic turns such as drag back, inside of the foot, step-on and step-over.

# 1ST STAGE OF DEVELOPMENT - PLAYERS AGE 3-5 YEARS



# CAT AND MOUSE

AGES COVERED BY ACTIVITY  
 Ages 1 & 2 - 3-8 year old players

## SKILLS & COMPETENCIES

- me: Dribbling
- Ball mastery.
- IV1 Attacking and Defending

## COMPETENCIES:

- Turns and feints- basic
- Dribbling basics
- Beating and escaping an opponent

## KEY USE IT

: and mouse introduces young players to the simple IV1 concepts, such as the need to keep the ball (attacking) and win the ball from an opponent (defending).

## TIP

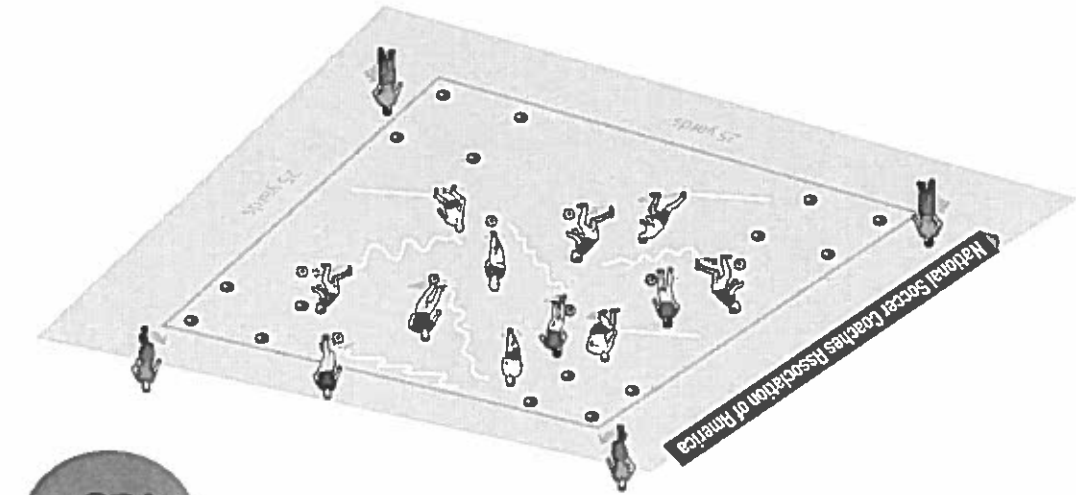
x25 yard square with 4 small 2 yard squares 2 yards from the corners (use 2 different colored cones). 3 teams with 4 players in colored training vests. Players in 2 teams have soccer balls (mice) and 1 team without the balls (cats). Additional 16 training vests - place 2 in each mini-square mouse hole).

## HOW TO PLAY

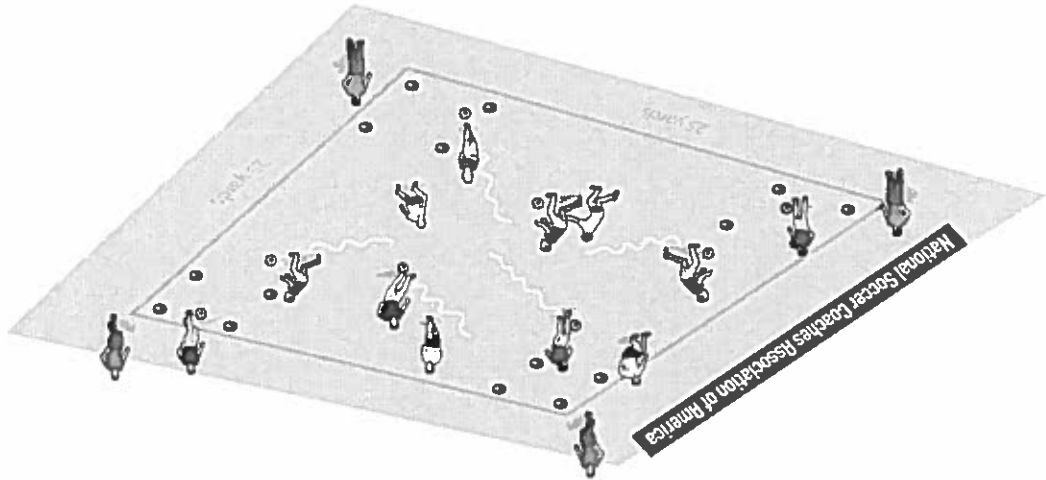
ory: The 'Cats' are chasing after the mice and trying to catch their tails (training vests tucked into the shorts of the mice). The mice are dribble to a mouse hole, where they are safe from the mouse. The mouse can only stay in the mouse hole for 5 seconds at a time (use parents to help move the mice long). If a mouse loses its tail, they can dribble their ball to a mouse hole to retrieve a new tail. Once all the tails have gone from the mouse holes change the cats.

## COACHING NOTES

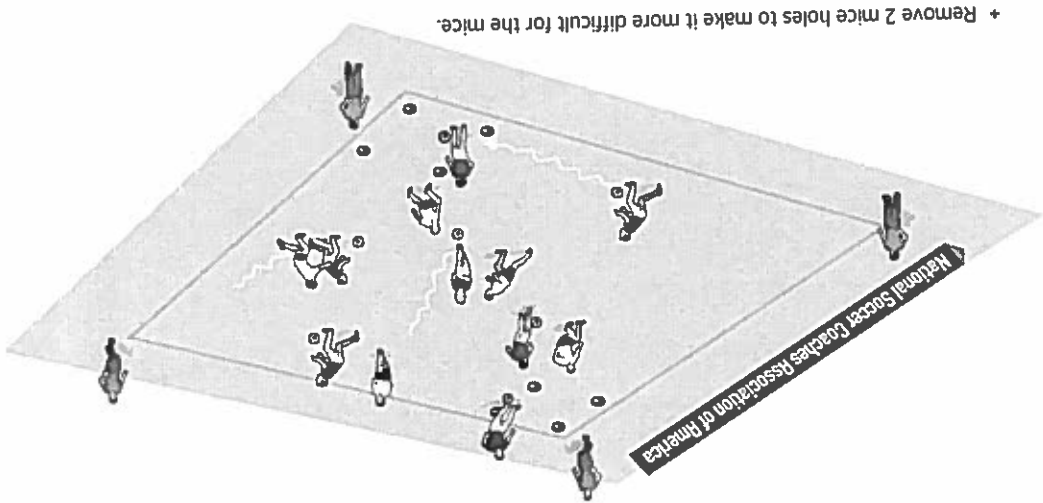
- + Coaching objectives - Instruct the players to keep the ball moving - standing still helps a defender. Dribble to space and away from pressure.
- + Coaching tip - Young players will have difficulty placing their own tails in their shorts - get parents to help - or players hold the pinie and the cat has to tag the player to get the tail.
- + Adaptions - To make it more difficult for the mice, reduce the mouse holes to 2-3. If the tag game is going too quickly, make the 'tagger' dribble a ball to slow them down.



- + 2 teams of mice dribble the balls.
- + 1 team of cats without balls chase the mice.
- + Parents help the coach.



- + Mice are safe when in the mouse hole.
- + There are new tails for mice in the mouse hole.
- + Cats pull out the mice tails.



- + Remove 2 mice holes to make it more difficult for the mice.



# 1ST STAGE OF DEVELOPMENT - PLAYERS AGE 3-5 YEARS

Yellow

# ROCODILE SWAMP

AGES COVERED BY ACTIVITY  
 3-5 & 6-8 year old players

## MES & COMPETENCIES

- ne: dribbling
- Ball mastery.
- Attacking and Defending
- Dependencies: Turns and feints- basic
- Dribbling basics
- fundamental movement skills
- Beating and escaping an opponent

## HOW TO USE IT

crocodile Swamp' incorporates dribbling

is, changing direction and ball mastery. I

at warm-up and activation activity.

## TIP

:25 yard square and a smaller 10x10 yard

are in the center. The smaller square is a

coach instructs players to enter.

## HOW TO PLAY

try: Players are lost in a Floridian swamp

l of crocodiles. As long as the players stay

side the swamp they are safe, but to score

point they must take a risk and cross the

swamp and avoid a crocodile. To help the

ayers become orientated and familiar with

e activity, get the players dribbling in the

arge square. Introduce the direction of the

ibble - left or right. Then, explain that the

inter square is the swamp - as the players

dribble, the coach calls 'Cross the Swamp'

nd the players must travel with the ball

irectly across, one side to the other. Add

ifferent ways to change direction, moves

o beat an opponent etc. Then add the

'crocodile Coach' in the swamp and points

or crossing the swamp without the Crocodile

ouching the ball. Play for up to ten minutes.

## COACHING NOTES

- Coaching objectives - Repetition and

reinforcement of dribbling and ball mastery

skills are essential- introduce inside and

outside of the foot cut moves.

+ Coaching tip - At an early age, teach

players to perform cut moves using the

correct foot and surface of the foot, so

that the ball is furthest away from pressure.

+ Adaptations - Create a team game - split

the players into 4 teams of 3 players and

1 team are the crocodiles and the other 3

teams try to cross the swamp.

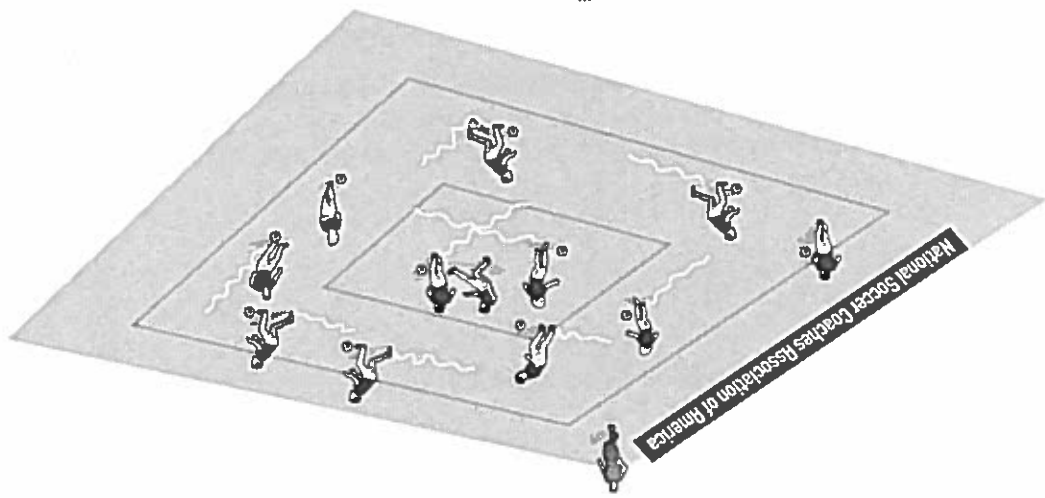


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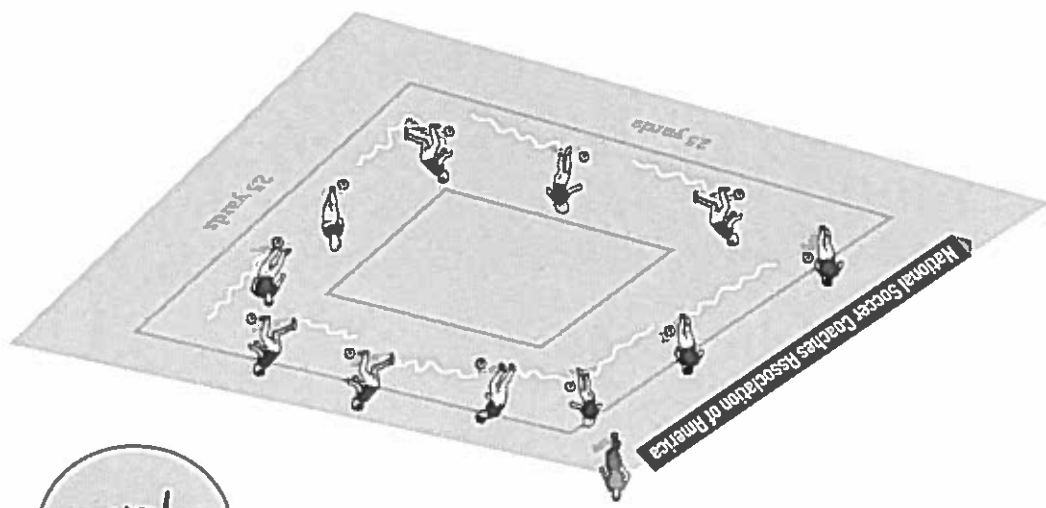
- + Add 4 teams, 1 team are crocodiles in the swamp.
- + The other 3 teams have to cross using 'special moves'.



- + Introduce the 'swamp' and add the Crocodile.
- + Players earn a point each time they cross the swamp.
- + The Crocodile has to touch a ball.



- + Start with introducing the rules of the game.
- + Players dribble inside the big square following the coach's commands.



# 1ST STAGE OF DEVELOPMENT - PLAYERS AGE 3-5 YEARS

## DOCTOR DOCTOR

AGES COVERED BY ACTIVITY  
 Ages 1 & 2 - 3-8 year old players

### MES & COMPETENCIES

- Ball mastery
- Dribbling
- Attacking and Defending
- Turns and feints- basic
- Dribbling basics
- Fundamental movement skills
- Beating and escaping an opponent

### KEY USE IT

Players love to play Doctor Doctor - all players are constantly involved in this game during team strategy!

### SET UP

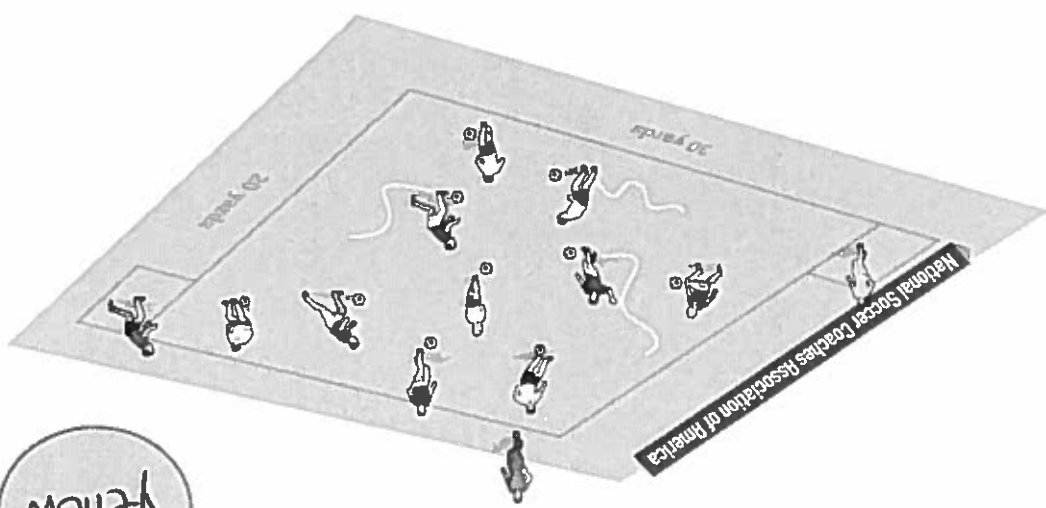
30 yard area. 1 ball per player. 2 teams of 5 players. 2 sets of different colored training vests. Create 2 5x5 yard 'hospitals' at the end of the rectangle at both ends.

### HOW TO PLAY

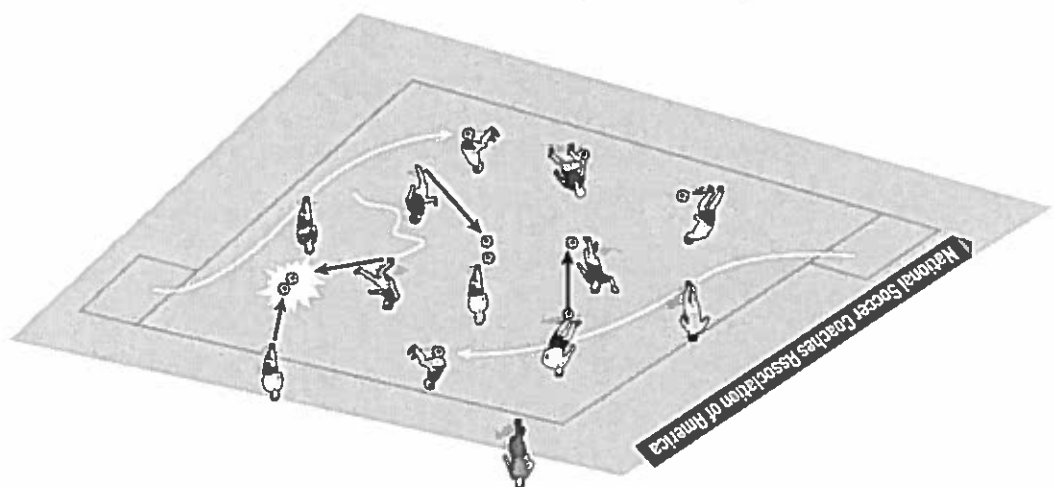
Children are playing in the schoolyard. If they get injured, the school Doctor on hand to patch them up and get them going again. However, without a Doctor they will be no one to provide medical help. Players are into 2 equal teams. 5 players on each team dribble a ball in the playground, saving in and out of each other. A Doctor each team stands in the 'hospital' waiting to be called. On the command of 'GO', the school kids must attempt to pass their ball against an opponent's ball. If a ball is hit, the player is injured and must sit on his/her ball and shout "DOCTOR DOCTOR". The Doctor saves the safety of the hospital and runs to 'treat' the injured player (perform a high-5). The injured player can now resume dribbling. Once the Doctor leaves the safety of the hospital, the opponents can attempt to pass their ball to hit the Doctor. The game ends if DOCTOR is hit or if all players are injured.

### COACHING NOTES

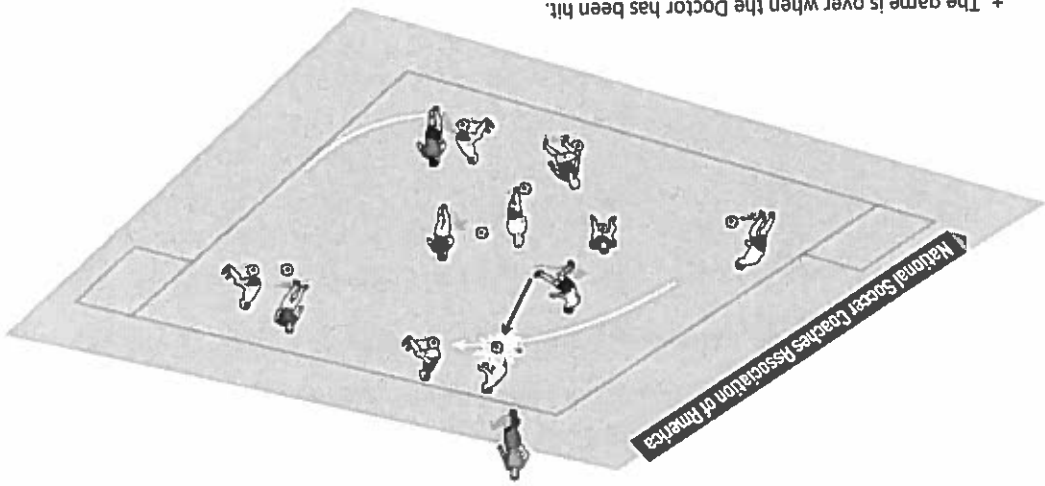
- Coaching objectives - Players must keep the ball moving to make it difficult for an opponent to hit their ball.
- Coaching tip - It is often appropriate with young players for the coach to join in. In this activity, the coach can set the tone and intensify by being the Doctor.
- Adaptations - Add a second doctor to keep the pace and action going.



- + Game commences with 2 teams dribbling.
- + Each team has a Doctor in the hospital.



- + Each team must leave the hospital to provide 'treatment'.
- + The Doctor must leave the hospital to provide 'treatment'.



- + The game is over when the Doctor has been hit.
- + Play again!

# 1ST STAGE OF DEVELOPMENT - PLAYERS AGE 3-5 YEARS

## FETCH

AGES COVERED BY ACTIVITY  
Ages 1 & 2 - 3-8 year old players

### KEYS & COMPETENCIES

- Game: Dribbling
- Ball mastery.
- Competencies: Turns and feints- basic
- Dribbling basics
- Fundamental movement skills
- Beating and escaping an opponent

### WHY USE IT

Its activity is a great introduction to dribbling and ball mastery. Players are constantly moving and touching the ball - a fantastic way to activate the players at the beginning of the session.

### SET UP

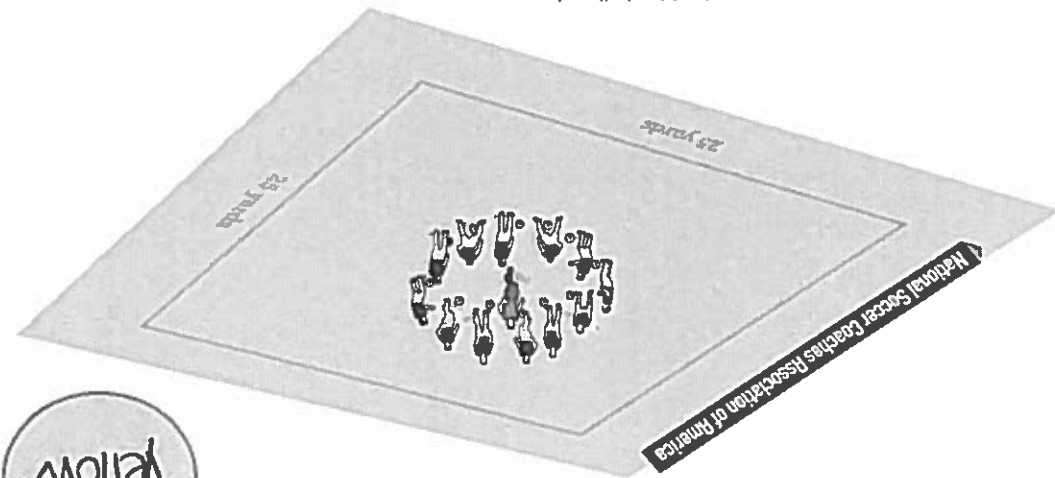
A 25 x 25 yard area with extra room to roam outside the square. Every player with a ball, 3 coaches/parent helpers.

### HOW TO PLAY

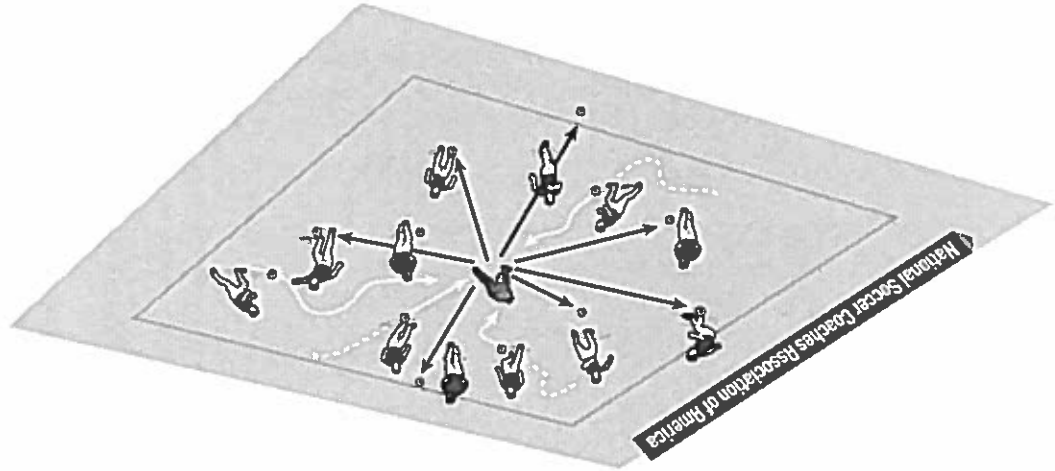
The coach kneels down in the center of the area with the players around with their foot on the ball. The activity begins with the coach rolling a players ball out into the area some long and some short. The player passes their ball and then dribbles the ball back to the coach. Involve a 2nd/3rd helper to ensure players are constantly moving. Repeat several times. Add challenges, such as, the player must dribble to a different coach/helper each time, the player has to catch the ball before it stops moving for a point, perform 5 toe taps before returning, left foot only, outside/heel only etc.

### COACHING NOTES

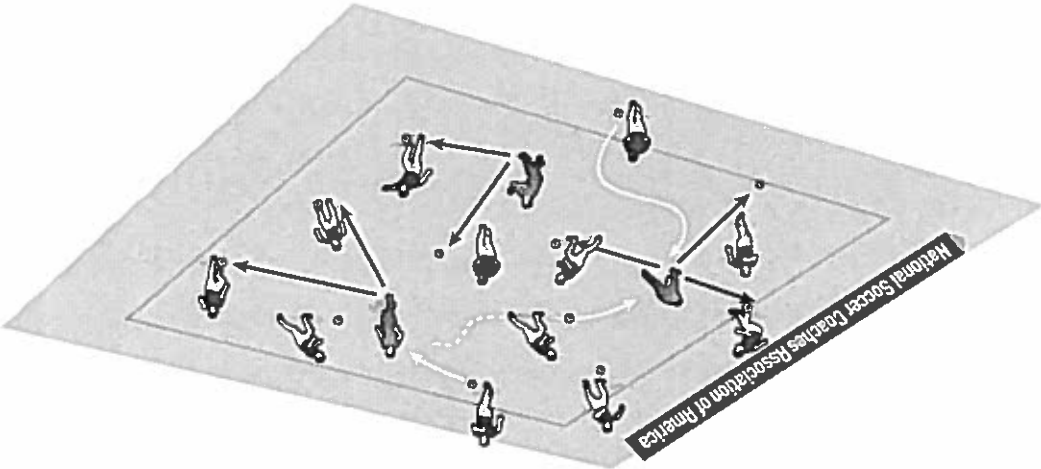
- Coaching objectives - the coach can add many different skills and objectives. Talk about the 10 surfaces of the feet - inside, outside, laces, heel and sole on each foot and perform moves with each.
- Coaching tip - If coaching mixed ability groups, experiment ways to differentiate the activity to challenge all players.
- Adaptations - alternate the serve height and direction and transition into another activity such as body part dribble or a tag game.



- + Players gather around the coach with a ball each.
- + Coach demonstrates some moves.



- + Coach rolls the balls randomly short and long.
- + Players chases attempting to reach the ball before stopping.



- + Additional coaches/parents join in.
- + Player alternate between servers.
- + Servers move to add an additional challenge.



# FLIP 'EM

STAGES COVERED BY ACTIVITY  
Stages 1 & 2 - 3-8 year old players

## THEMES & COMPETENCIES

- Theme:  
+ Dribbling.  
+ Ball mastery.

### Competencies:

- + Turns and feints- basic.
- + Dribbling basics.

### WHY USE IT

'Flip 'em' is a terrific warm-up exercise that incorporates fundamental movement skills and can include the ball.

### SET UP

Set up a square, 25x25 yards. A ball per player and 2 sets of colored vests. 20+ small hat cones - 50% right side up and 50% right side down.

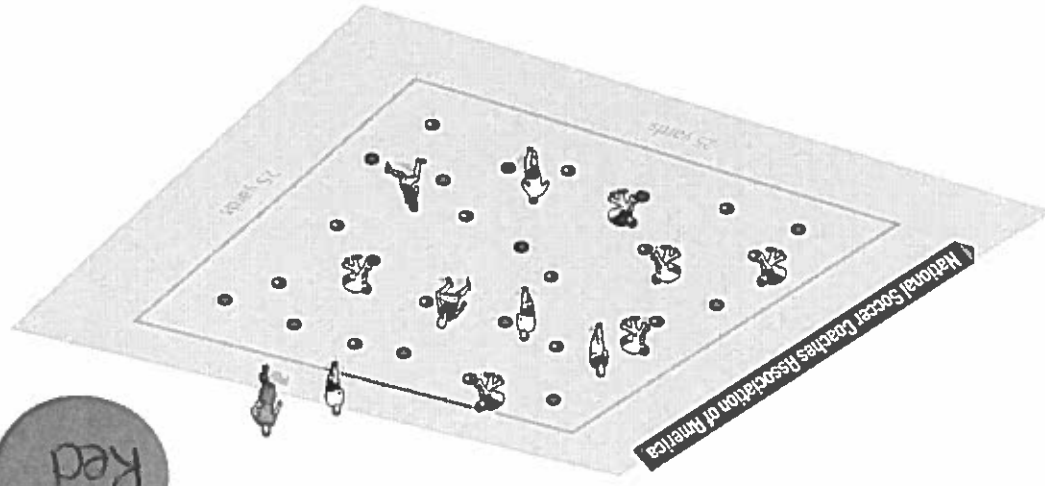
### HOW TO PLAY

Separate the players into 2 teams. Set the cones randomly in the area, so the cones are spread evenly. One team has to turn all the cones right side up and the other team turns all the cones right side down. On the command of 'GO' players rush out into the area and start 'flipping' the cones. Play for a minute and then count how many cones are up and how many are down. Play a couple of times, then give each player a same activity, but must dribble a ball whilst flipping the cones. Increase the time to 2 minutes when introducing the ball.

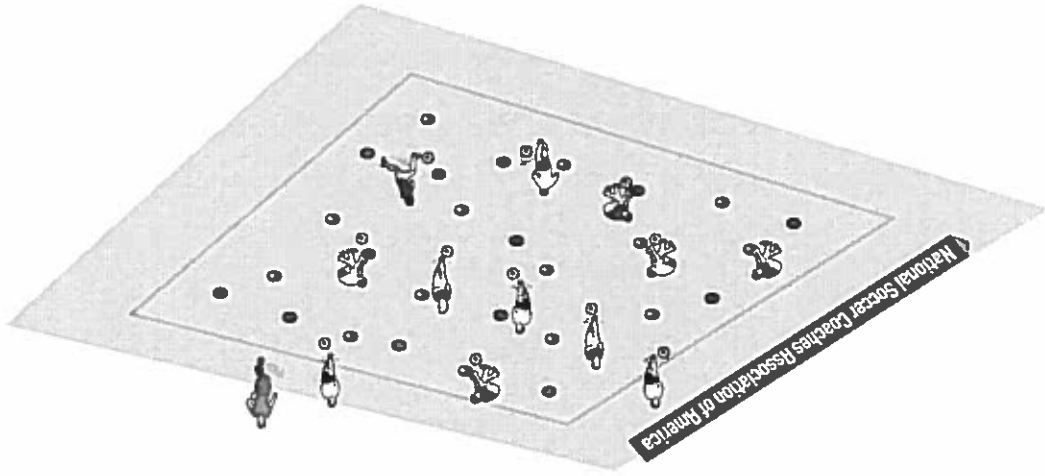
### COACHING NOTES

- + Coaching objectives - activate the players focus and enthusiasm towards the activity.
- + Coaching tip - Choose the right activities according to the weather and time of day - tag games involving all players and games like Flip 'em are perfect for cold days and late afternoon sessions.
- + Adaptations - add 2-3 different colored cones and give them different point values, i.e. red cone 1 point, and blue cone 2 points.

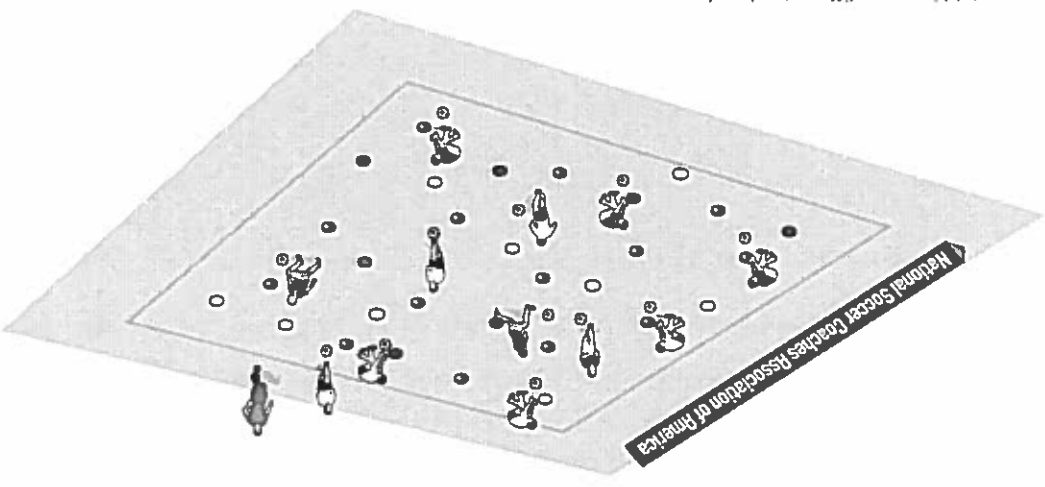
# 1ST STAGE OF DEVELOPMENT - PLAYERS AGE 3-5 YEARS



- + Players flip over the cones.
- + 1 minute intervals and count the cones



- + Players must now dribble the ball.
- + Add extra time as movements will be much slower.



- + Add in some different colored cones.
- + Red cones 1 point and blue cones 2 points.





# 1ST STAGE OF DEVELOPMENT - PLAYERS AGE 3-5 YEARS

# FREEZE

AGES COVERED BY ACTIVITY

ges 1 & 2 3-8 year old players

## EMES & COMPETENCIES

- ame: Dribbling
- Ball mastery.
- lvi) Attacking and Defending

## mpetencies:

- Turns and feints- basic
- Dribbling basics

Beating and escaping an opponent

## HY USE IT

reeze' is a tag game involving all the  
ayers dribbling, dodging and using moves

allude Mr Freeze.

## IT UP

it up a square, 25x25 yards. A ball and a  
st per player.

## OW TO PLAY

ory: Mr Freeze is a super hero and protects

e people from a terrible virus spreading

rough 'ice City'. The only way Mr/Mrs

reeze can stop the virus is to freeze it.

art without balls, so the players can get

customised to the rules. Select 2 players

be Mr/Mrs Freeze, who stand outside the

ea. All the other players are in space in the

ea, wearing a vest. When the coach shouts

REEZE THEM', Mr/Mrs Freeze chase the

ayers around the area. If a 'virus' is tagged

rozen) or leaves the area, they must stand

with their feet wide and hands on their head.

irus can be thawed out when another

irus crawls between their legs. Once all

irus are frozen, the game is over and a new

ame is started. As soon as the players are

adequately familiar with the activity, add

alls. A frozen 'virus' picks up the ball and

laces on his/her head with legs apart. To

nfreeze a virus, pass the ball between the

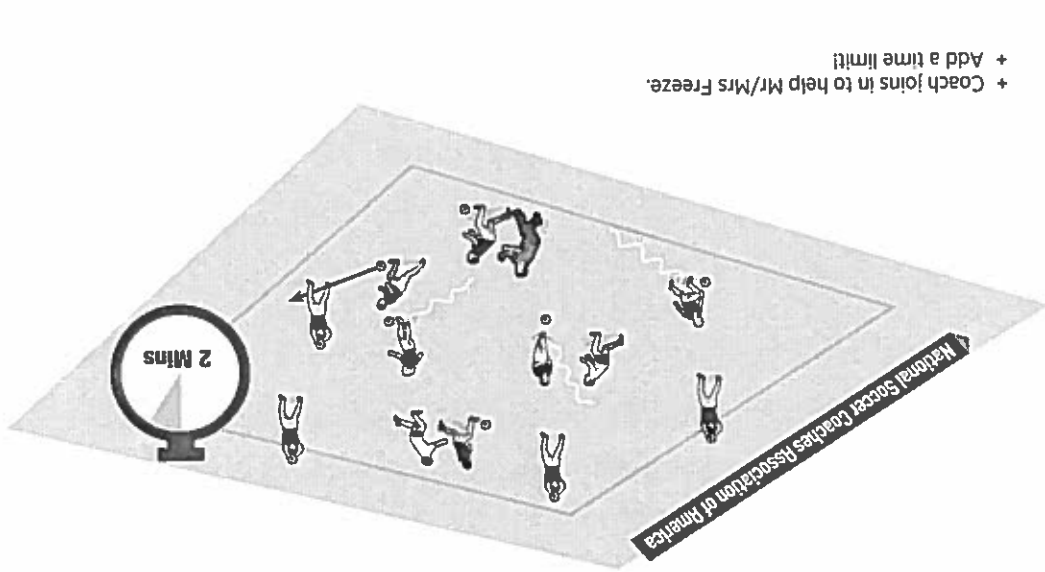
gs.

## COACHING NOTES

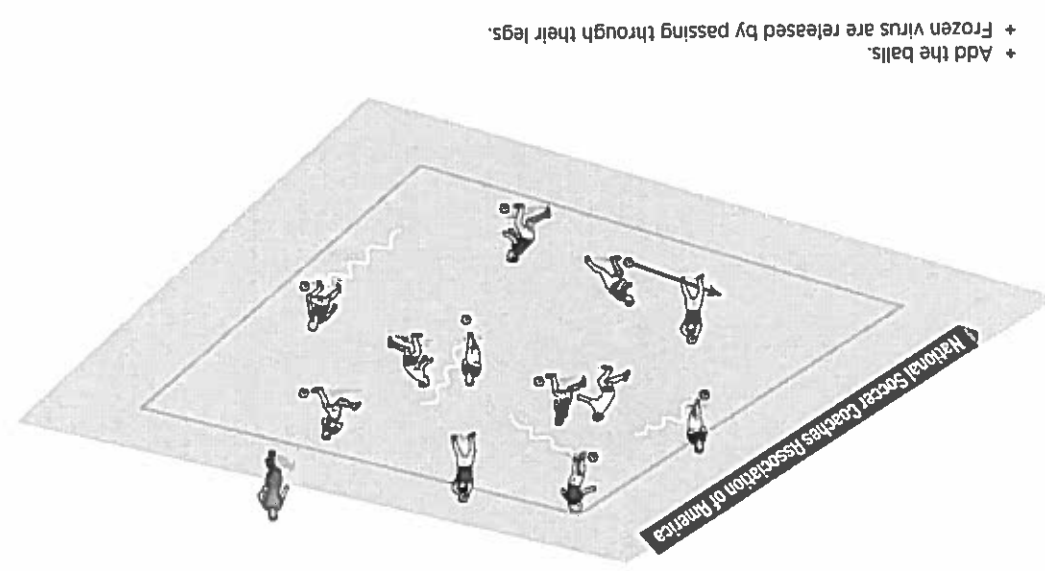
- Coaching objectives - to get players moving and aware of opponents and teammates.
- Coaching tip - Young players often leave the playing area in their excitement. To help them understand the perimeter, play follow the leader and walk around the area.
- Adaptations - Add a time limit, record the best time, increase the number of Mr/Mrs Freeze and if necessary, join in to help Mr/Mrs Freeze.



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- + Coach joins in to help Mr/Mrs Freeze.
- + Add a time limit!



- + Add the balls.
- + Frozen virus are released by passing through their legs.



- + The virus run around the area with a ball.
- + 2 players are Mr/Mrs Freeze.
- + If tagged, stand with legs apart.



# 1ST STAGE OF DEVELOPMENT - PLAYERS AGE 3-5 YEARS

## GOALS GALORE 1

AGES COVERED BY ACTIVITY  
 ages 1 & 2 - 3-8 year old players

### EMES & COMPETENCIES

me:  
 Dribbling  
 Ball mastery,  
 Attacking and Defending  
 Shooting at an unopposed goal

### mpetencies:

Turns and feints- basic  
 Dribbling basics  
 Fundamental movement skills  
 Beating and escaping an opponent  
 Basic shooting technique

### HY USE IT

en from an early age, young players love  
 score goals. As the name suggests, in this  
 me players have many opportunities to  
 joy scoring with and without pressure from  
 opponent.

### IT UP

x 25 yard area. At least 1 ball per player  
 ideally several more. 4 teams each with  
 players. 4 sets of different colored training  
 sts and 4 small portable goals placed  
 ntrally along each sideline.

### OW TO PLAY

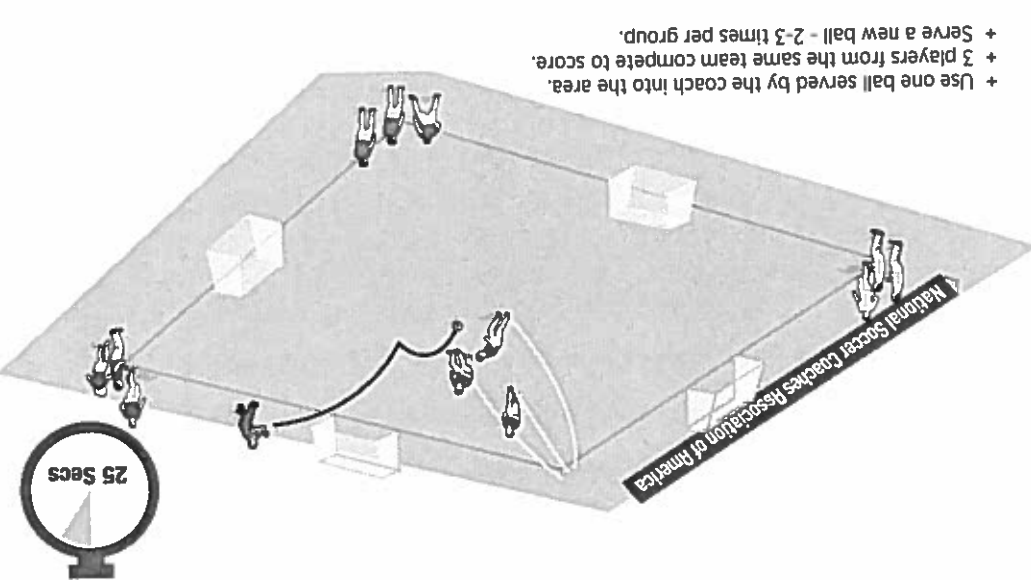
teams, each with a coach/parent to assist,  
 e positioned behind a cone in the 4 corners  
 the area. To begin, all the soccer balls are  
 aced towards the center of the area, but  
 t in a tight cluster. The coach starts the  
 ame by calling out a color - all the players  
 om that team run out, collect a ball and  
 :ore a goal. Allow 20 seconds per color so  
 at all the players have a chance to score  
 iple goals. Coach then calls another  
 or etc. Next, instruct the players that they  
 annot score in the same goal multiple times  
 try to score in all 4 goals. Finally, the coach  
 ills a ball into the area and the 3 players  
 om the same team compete to score a goal.

### COACHING NOTES

- Coaching objectives - Enable players to experience scoring goals.
- Coaching tip - Invest in a couple of sets of portable goals if the club does not provide them. Scoring goals is a major reason why players participate in the game.
- Adaptations - In the final adaptation, the coach can feed a new ball in continuously to enable all players to score a goal.

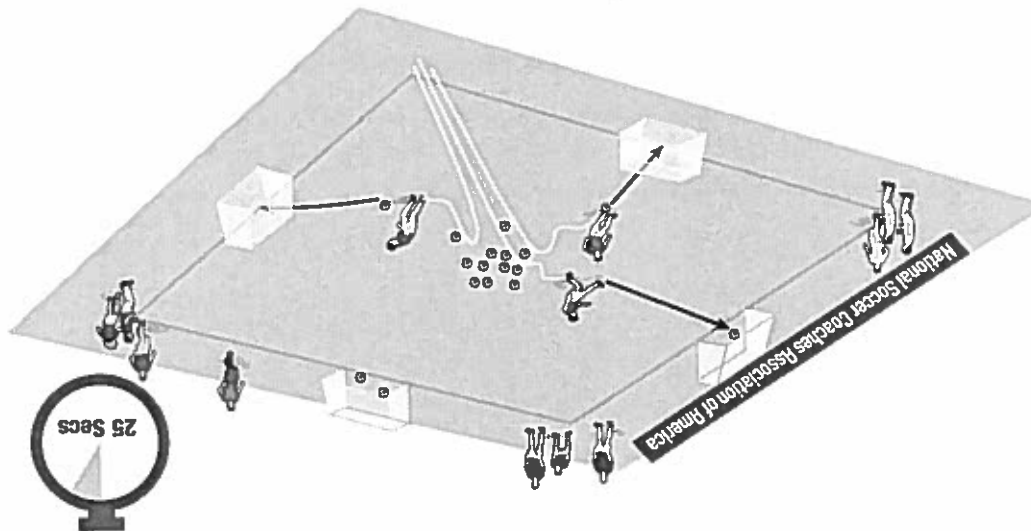


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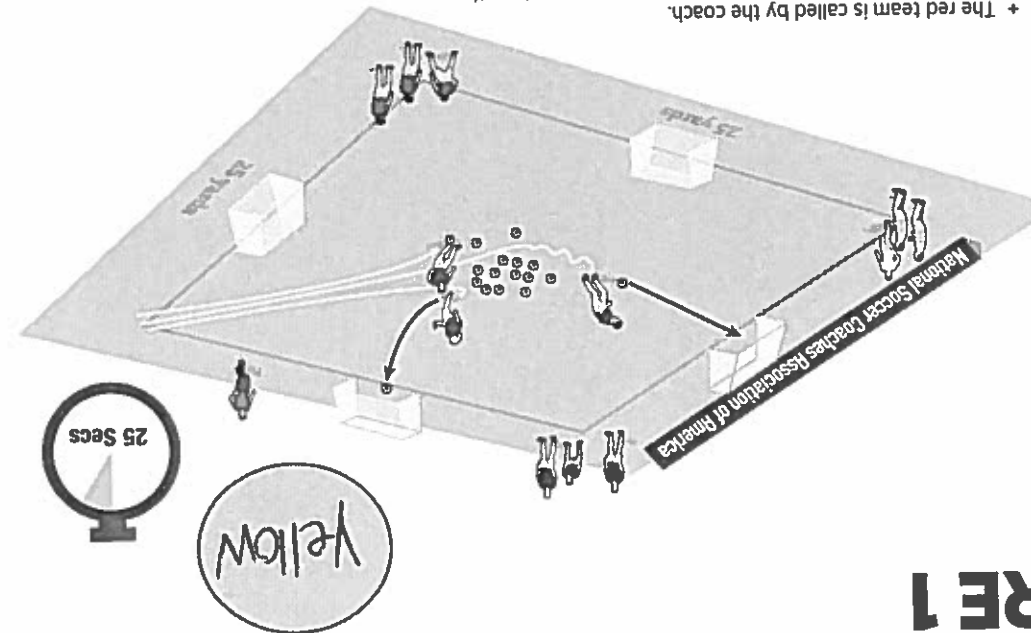


- + Use one ball served by the coach into the area.
- + 3 players from the same team compete to score.
- + Serve a new ball - 2-3 times per group.

- + Add a condition that players must score in a different goal each time.



- + The red team is called by the coach.
- + Red players have 25 seconds to score as many goals as they can.



# GOALS GALORE 2

AGES COVERED BY ACTIVITY  
ages 1, 2 & 3 - 3-11 year old players

## THEMES & COMPETENCIES

- Dribbling
- Ball mastery.
- 1v1 Attacking and Defending
- Shooting at an unopposed goal

## COMPETENCIES:

- Turns and feints- basic
- Dribbling basics
- Fundamental movement skills
- Beating and escaping an opponent
- Basic shooting technique

## /HY USE IT

adding goals to practice sessions adds realism in the eyes of players and parents – it's the real game. Finishing a practice session with scoring goals is a perfect conclusion.

## SET UP

5 x 25 yard area. At least 1 ball per player. 4 teams each with 3 players. 4 sets of colored cones. 2 small goals placed back to back and facing the outside of the area. Leave a 2 yard space between the goals.

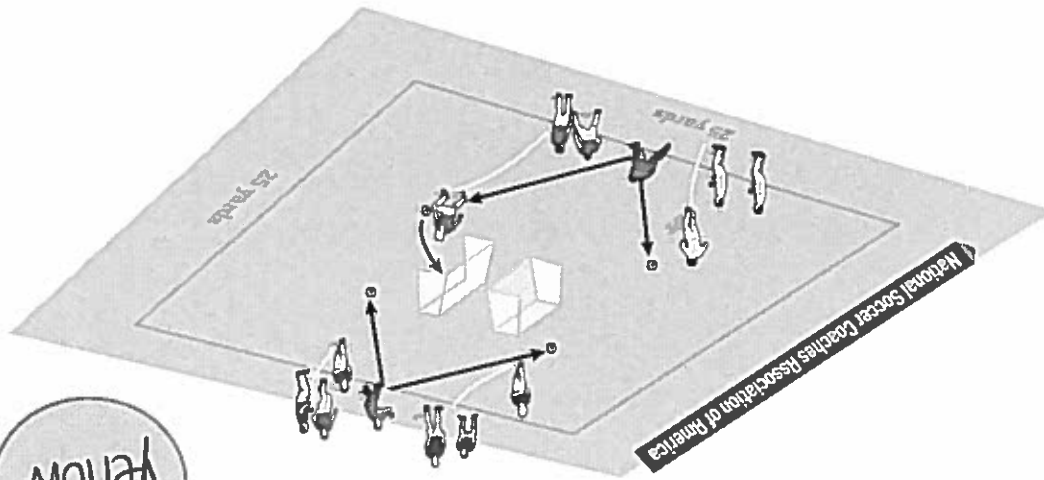
## HOW TO PLAY

teams of 3 players stand at each end of the field facing each other. To maximize the time each player has participating, two parents/coaches start the game at the same time from each end. The coach kneels between the two lines with a pile of balls. 2 balls are rolled out into the area by the coach - first player from each line runs out to collect 1 ball before scoring. After a couple of attempts, change the pairings. Award 1 point to the first player to score in either goal. The third evolution involves 1 ball and 2 players competing to score. The final adaptation is to include the players from all 4 teams to compete for 1 or 2 balls.

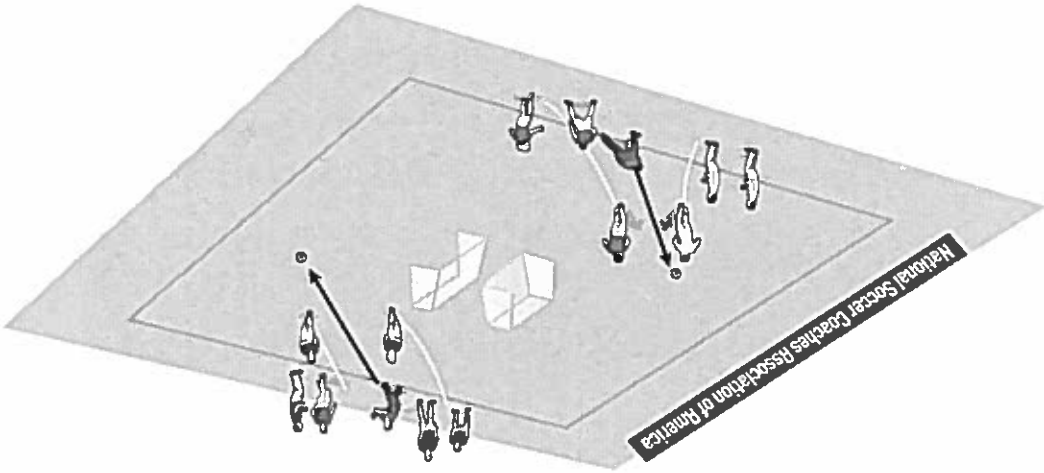
## COACHING NOTES

- + Coaching objectives - To eventually create 1v1 attacking and defending scenarios.
- + Coaching tip - To avoid disappointment, instruct the player scoring to return to their line and roll out another ball for the 2nd player to score an uncontested goal - everyone scores every time!
- + Adaptations - Once the players have learned a few moves/turns, instruct the players that before scoring they have to perform a move - such as a 'inside cut'.

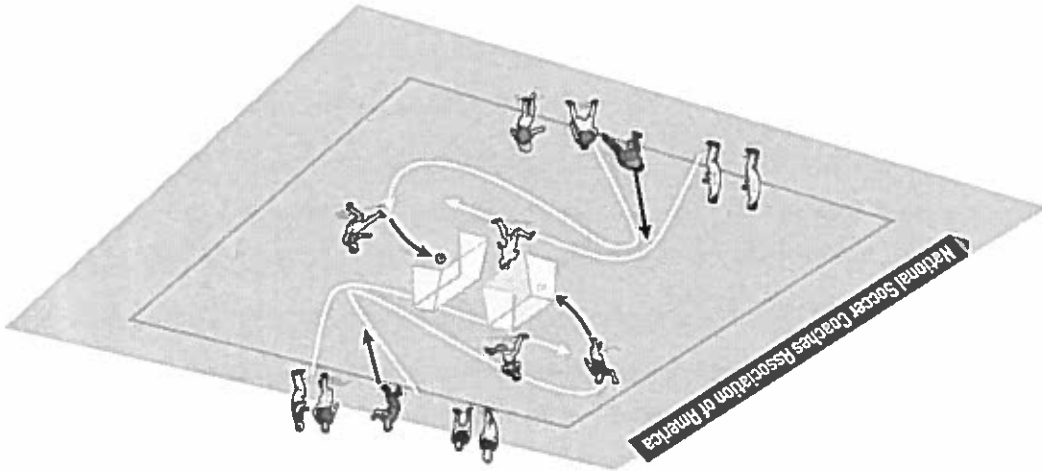
# 1ST STAGE OF DEVELOPMENT - PLAYERS AGE 3-5 YEARS



- + 2 teams at each end face each other with a coach between.
- + Coach serves 2 balls and each player attempts a shot.



- + Each coach now serves 1 ball into the area.
- + Give both players an opportunity to score.



- + The players must perform a move before scoring.

# 1ST STAGE OF DEVELOPMENT - PLAYERS AGE 3-5 YEARS

## LOOTERS

STAGES COVERED BY ACTIVITY  
Stages 1 & 2 - 3-8 year old players

### THEMES & COMPETENCIES

- Theme:
- + Dribbling.
  - + Ball mastery.
  - + 1v1 Attacking and Defending.
- Competencies:

- + Turns and feints- basic.
- + Dribbling basics.
- + Beating and escaping an opponent.

### WHY USE IT

Looters is a great opportunity to introduce new turns and take on moves. As the numbers of balls decrease, 1v1 and 2v1 scenarios pop up all over the area.

### SET UP

A rectangle, 30x20 yards. Create 2x5 yard 'home' boxes at either end of the area. A ball per player and 2 sets of colored vests.

### HOW TO PLAY

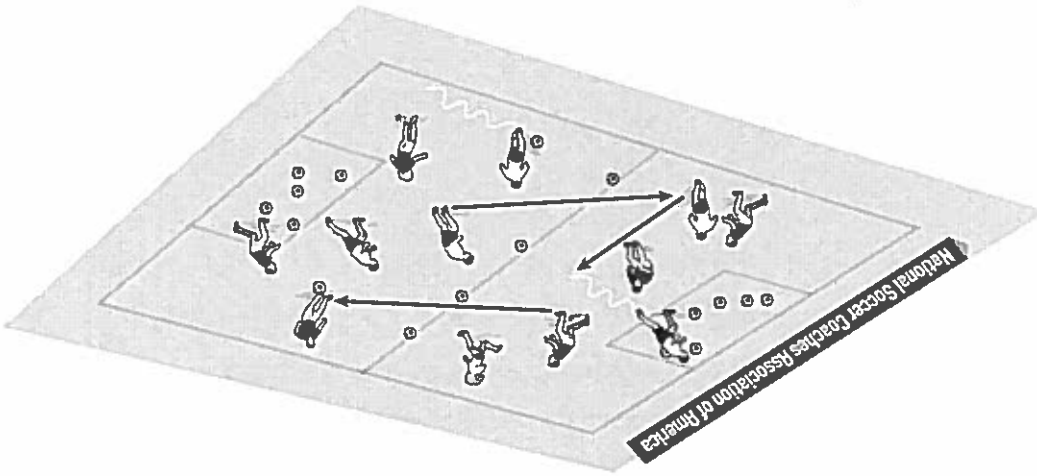
2 equal teams standing inside their own 'home' box. Balls are lined up between the 2 side lines across the center of the area. On the command of "GO" players leave their square and attempt to dribble a ball back to their 'home'. An opponent cannot challenge for the ball in the first version of the activity. Play until all balls are in either of the two squares. Modify the rules to progress the activity, i.e. 1) Players can compete to win possession, 2) players can enter the opponents 'home' box to steal the balls (90 second time limit), 3) split each team into attackers and defenders - each cannot enter the other half of the field and must pass to get the ball back to the home area, 4) create equal numbers of small 'home' squares around the area - once the ball enters this area, the ball cannot be removed.

### COACHING NOTES

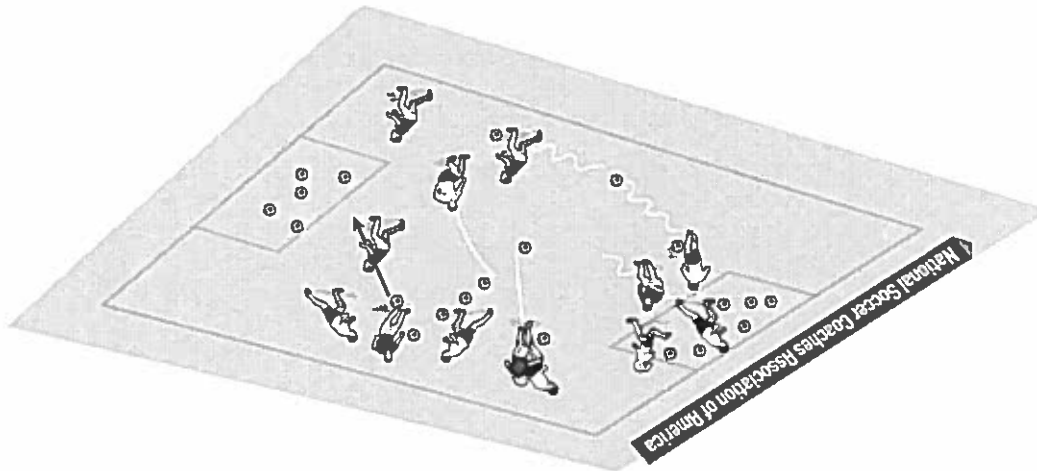
- + Coaching objectives - this activity offers opportunities to discuss with young players basic attacking and defending concepts.
- + Coaching tip - Use guided discovery methods to draw out solutions from the young players, such as 'how can you stop the other team?'
- + Adaptions - This game can be modified by creating 3-4 teams.



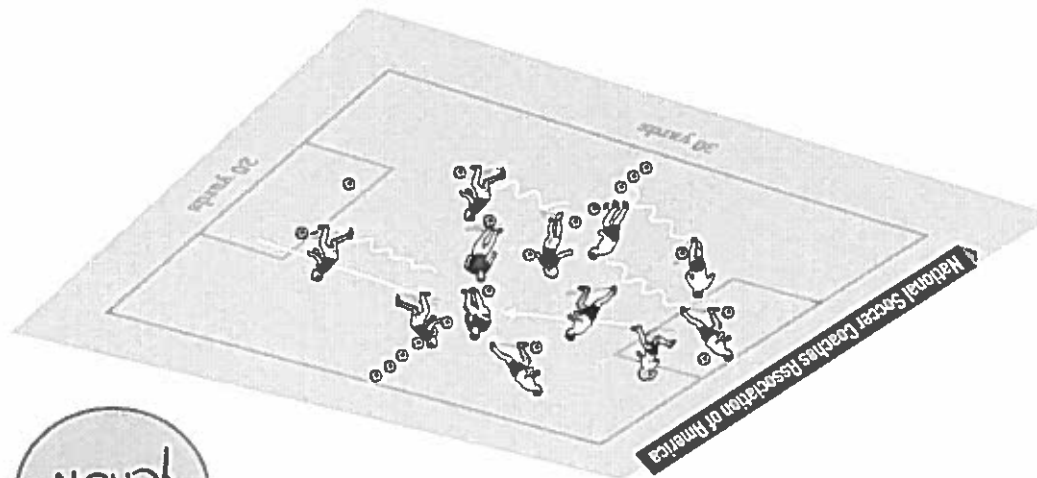
- + Add a center line.
- + Split each team into attackers and defenders.
- + Defenders cannot cross center, so must pass to attackers.



- + Progress to players competing for possession, 1v1 and 2v1 situations in abundance.



- + Teams start in their home box.
- + No tackling to begin.
- + Team with most balls in home box wins.



# 1ST STAGE OF DEVELOPMENT - PLAYERS AGE 3-5 YEARS

## PIT STOP

AGES COVERED BY ACTIVITY  
 Ages 1, 2 & 3 - 3-11 year old players

### KEY THEMES & COMPETENCIES

- 1v1 attacking and defending
- Dribbling
- Ball mastery
- Competencies:
- Turns - basic
- Dribbling basics
- Fenits and dribble
- Beating an opponent (2nd stage)
- Attacking as an individual
- Confidence and concentration
- Defending as an individual

### KEY USE IT

It Stop is an excellent activity to activate the interest and focus of young players quickly. Consistent with the our 'individual' focus at the 1st stage of development, we can differentiate a difficulty of the activity.

### SET UP

1 x 20 yard square. Randomly place 6 cones (Pit Lane) - 2 yds apart. All players have ball and can dribble anywhere within the square. Coach can add a number of conditions the activity to change the emphasis, such as changing the pace of the dribble, changing direction and dribbling to space.

### HOW TO PLAY

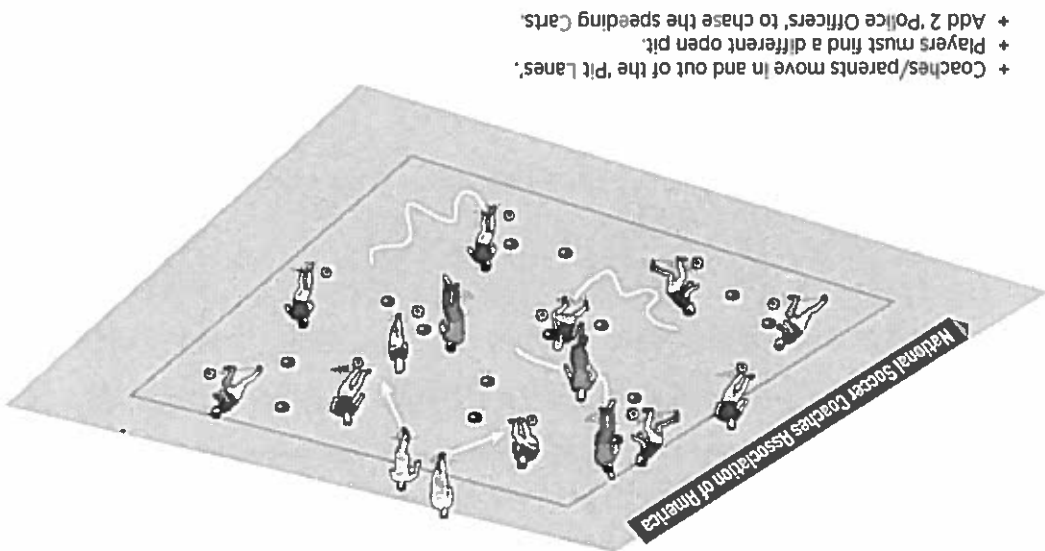
Coaches/parents are on a race track with many cones and turns. To begin the race, the coach produces different signals: 'Green Flag' the players can dribble at any speed they wish; 'Red flag' - there has been an accident and all cars must stop (foot on ball); 'Final Lap' - players must dribble at full speed. Add many other conditions to add turns, ball mastery skills etc. During the race, the cars need refueling and tires - go through the gates when coach gives tires. When a coach/parent stands out 'Pit Stop'. Between the cones the 'Pit Lane' is closed.

### TEACHING NOTES

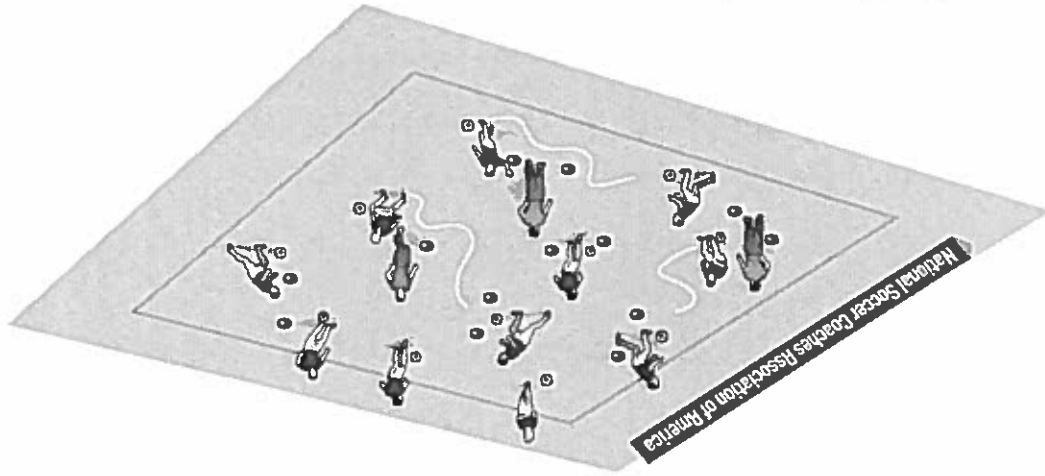
Coaching objectives - players dribbling with the cones and 'raise their heads' to see if a Pit Lane is closed or open.  
 Coaching tip - Add a points system to add extra excitement - 1pt for a Pit stop and change of direction using the turn of the day. Adaptations can be added to increase or decrease difficulty, i.e. Add a Police Officer (player without the ball) to chase after a speeding carts.



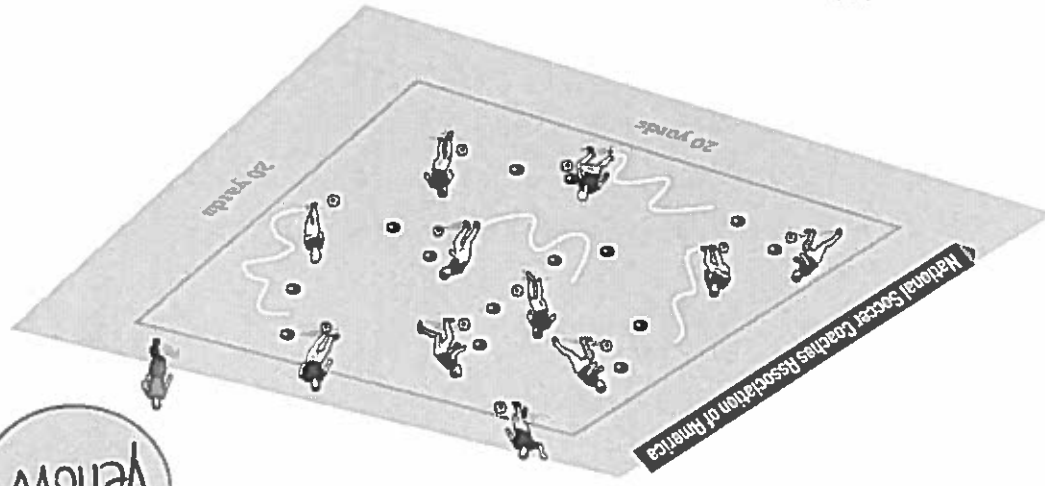
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- + Coaches/parents move in and out of the 'Pit Lanes';
- + Players must find a different open pit.
- + Add 2 'Police Officers' to chase the speeding Carts.



- + The coaches/parents have closed 3 of the 'Pit Lanes'.
- + Racing Carts must go to open 'Lanes' for a point.



- + All players dribbling anywhere on the race track.
- + Introduce commands - i.e. 'Red Flag' - stop.



# PYRAMID CHALLENGE

TAGES COVERED BY ACTIVITY  
 ages 1 & 2 - 3-8 year old players

## HEMES & COMPETENCIES

- + 1v1 attacking and defending
- + Dribbling
- + Ball mastery.
- ompetencies:
- + Turns and feints- basic
- + Dribbling basics
- + Fundamental movement skills
- + Beating and escaping an opponent
- + Attacking as an individual
- + Confidence and concentration
- + Defending as an individual.

## WHY USE IT

gyptians (players) must avoid the Serpent  
 to build their pyramids. The dribbling  
 ctivity also emphasizes take on moves to  
 eat a defender and is an opportunity a  
 each to teach dribbling to space.

## ET UP

5 x 20 yard area with an additional 5 yard  
 nd zone at one end. 14 balls of similar size  
 re randomly placed in the end zone - each  
 all represents a 'pyramid stone'. All players  
 tart at the end of the area with a ball, facing  
 re end zone. The 'Serpent Coach' stands in  
 re middle of the area.

## HOW TO PLAY

ory: The Egyptians are attempting to build  
 magnificent pyramid from stone situated  
 t the end of the valley. The Egyptians  
 ust avoid the Serpent - at first without the  
 all - collect a stone and return back to the  
 yramid building site to build a 3 level and  
 4 ball pyramid (9 on the bottom, 4 on the  
 ext level and 1 on top). If the Serpent tags  
 n Egyptian or touches a stone, the Egyptian  
 becomes a Serpent. Egyptians win the game  
 they build a pyramid - they lose if the  
 erpent captures all the Egyptians before  
 uilding the Serpent.

## COACHING NOTES

- Coaching objectives - players dribbling with the laces and performing different take-on moves to beat the 'Serpent';
- Coaching tip - Discuss with players Big Space and Little Space.
- Adaptations - Players dribble balls in both directions, captured players go to the sides and fire (pass) boulders to hit the Egyptians below the knee.

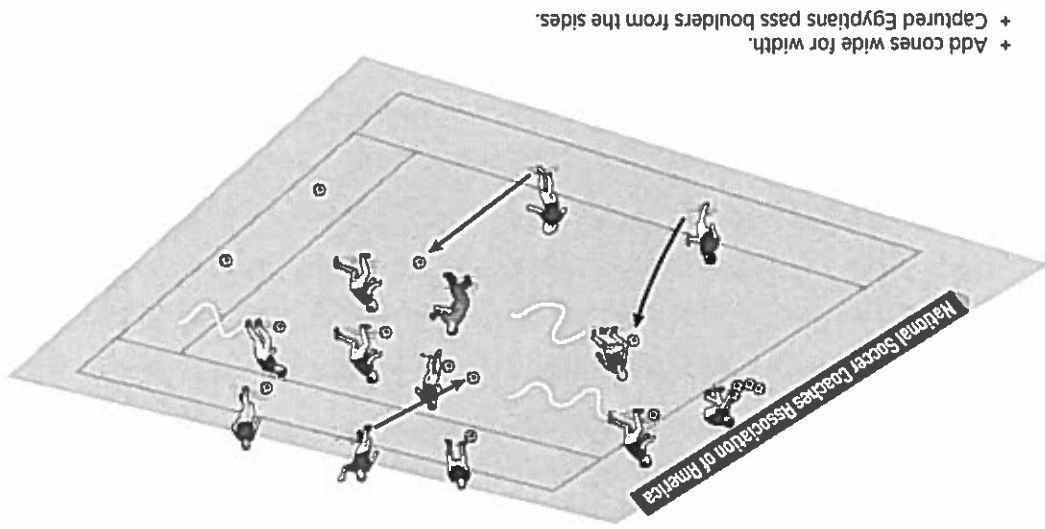


National Soccer Coaches Association of America

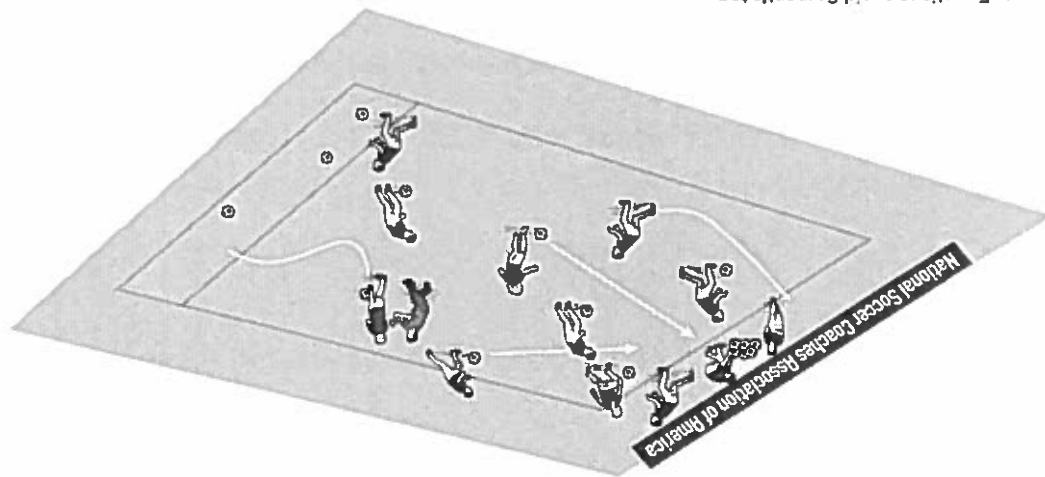
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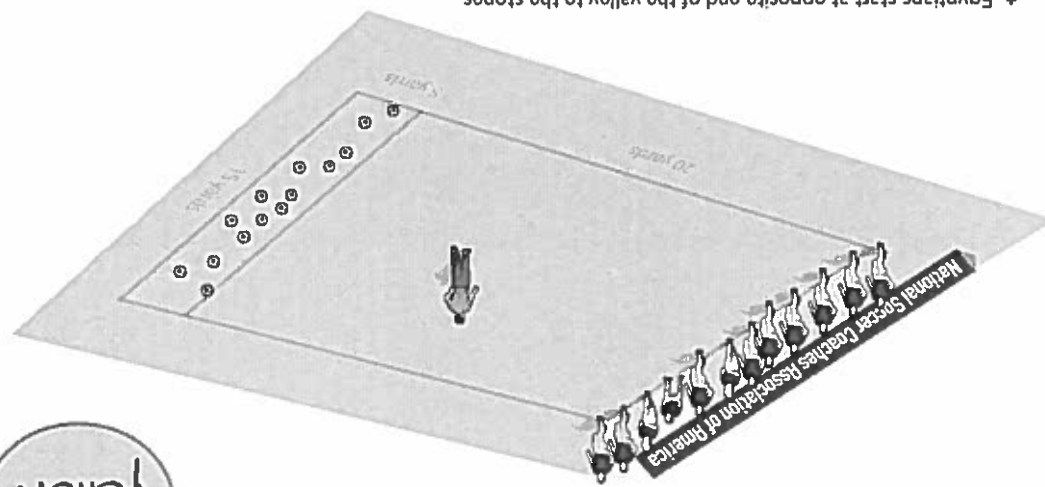
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- + Add cones wide for width.
- + Captured Egyptians pass boulders from the sides.



- + Egyptians avoid Serpent's tag.
- + On the return trip, Egyptians dribble the ball.
- + Egyptians build a 3 tiered pyramid.



- + Egyptians start at opposite end of the valley to the stones.
- + Serpent in the middle.
- + Egyptians start without a ball.



# RUNAWAY ROBOTS

STAGES COVERED BY ACTIVITY  
Stages 1 & 2 - 3-8 year old players

## THEMES & COMPETENCIES

- + Dribbling
- + Ball mastery
- + 1v1 Attacking and Defending

### Competencies:

- + Turns and feints- basic
- + Dribbling basics
- + Beating and escaping an opponent

## WHY USE IT

This fun activity is a great way to involve parents and an opportunity to find your next coach!

## SET UP

25x25 yard square to form 'Soccer Space'; 12 players each with a ball are the Space Rangers; 5-12 parent Robots.

## HOW TO PLAY

The Story: Runaway Robots are on the loose in Soccer Space. It's up to the Space Rangers (players) to try and destroy the robots using their Space Lasers (ball). Before starting the game, perform an active demonstration of the rules. The Robots must move like Robots - slow and stiff. The objective is to hit the robots with the ball - 5 hits leading to the Robot's demise: 1. Robot loses power in their right arm (right arm behind the back); 2. lose power to the left arm (both arms behind the back); 3. lose right leg (hop on one leg); 4. lose left leg (kneeling) and 5. complete shut-down (lie on the ground). Start the game - Space Rangers moving around with their Laser in Soccer Space firing them at the Robots. Stop occasionally to identify operating Robots. After the 5th hit, Robots either lay on the ground or leave Soccer Space.

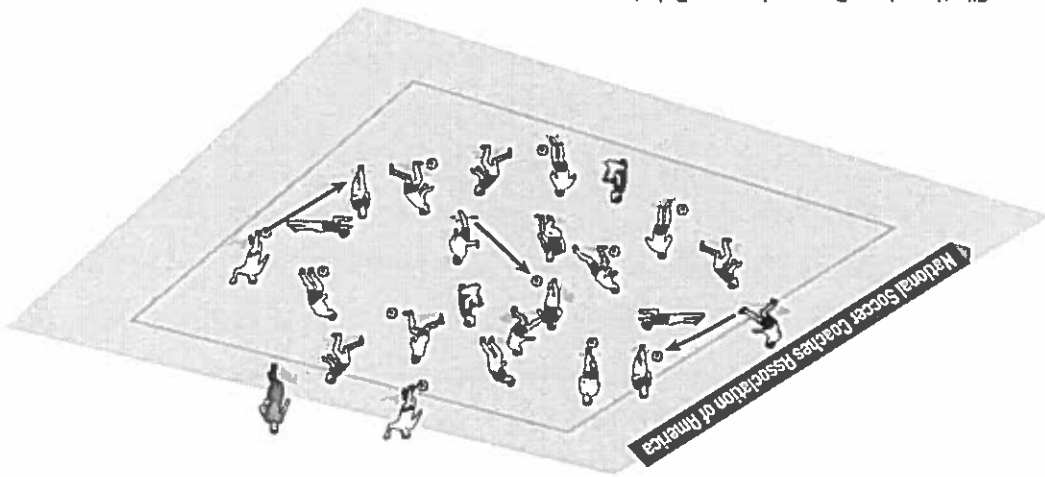
## COACHING NOTES

- + Coaching objectives - After the first round, ask the players what they do to fire their lasers hard at the Robots. Focus on using laces and toe pointed down.
- + Coaching tip - Task each player with getting a parent guardian to be a Robot. A good way to identify your next parent coach!
- + Adaptations - Flip the roles. Parents are Space Rangers and players Robots. Remind parents to strike the ball softly.

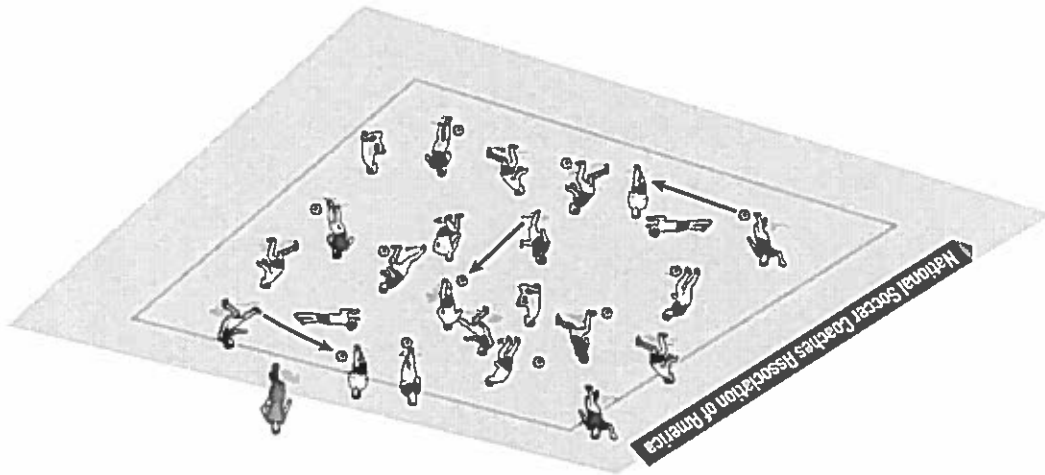


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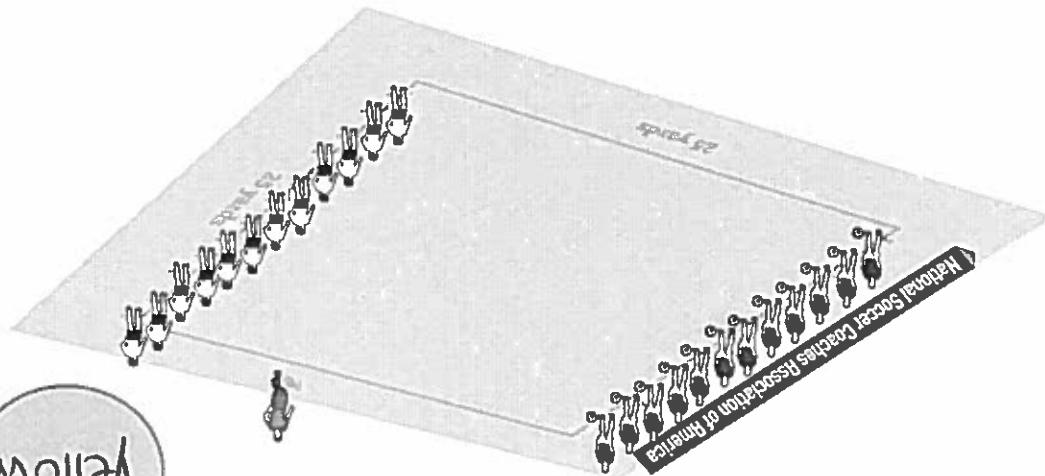
+ Flip the roles - Rangers become Robots.



+ Rangers fire lasers at the Robots.  
+ Robots go down in 5 stages.



+ Coach sends Space Rangers to collect Robots.  
+ Robots stand at one end of the area Rangers at the other.



Yellow

# 1ST STAGE OF DEVELOPMENT - PLAYERS AGE 3-5 YEARS

## SLEEPING GIANT

STAGES COVERED BY ACTIVITY  
 Stages 1 & 2 - 3-8 year old players

### THEMES & COMPETENCIES

- Theme:  
 + Dribbling  
 + Ball mastery  
 + 1v1 Attacking and Defending

### Competencies:

- + Turns and feints - basic
- + Dribbling basics
- + Beating and escaping an opponent

### WHY USE IT

Coach plays a pivotal role to keep the activity going and fun. Dribbling with head-up helps players steal the treasure.

### SET UP

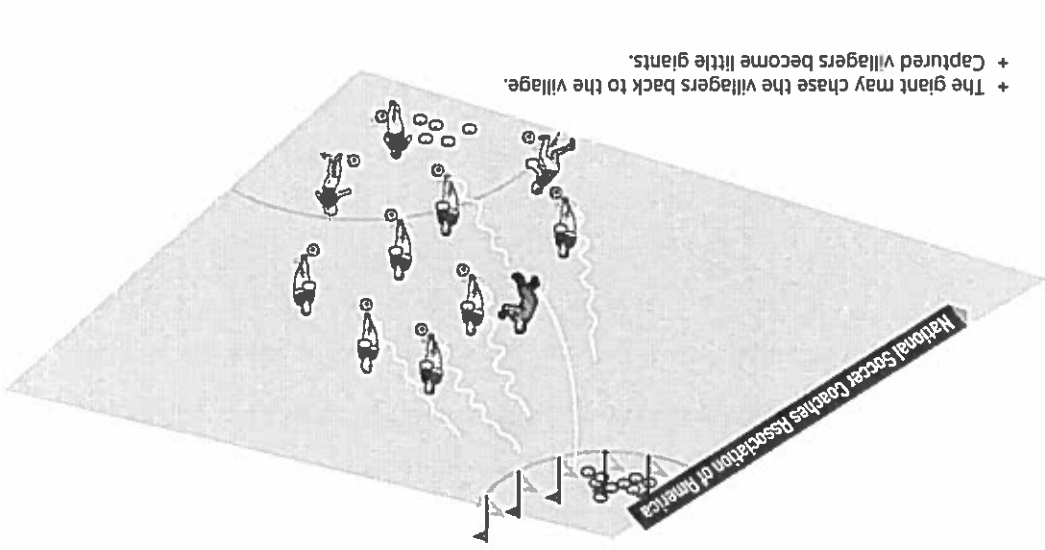
Set up a 'Giant's' and 'Villager's' area about 20 yards apart - does not need to be in a square. Use flags for the giant's area so players feel like they are sneaking inside. A ball per player and 2-3 sets of vests.

### HOW TO PLAY

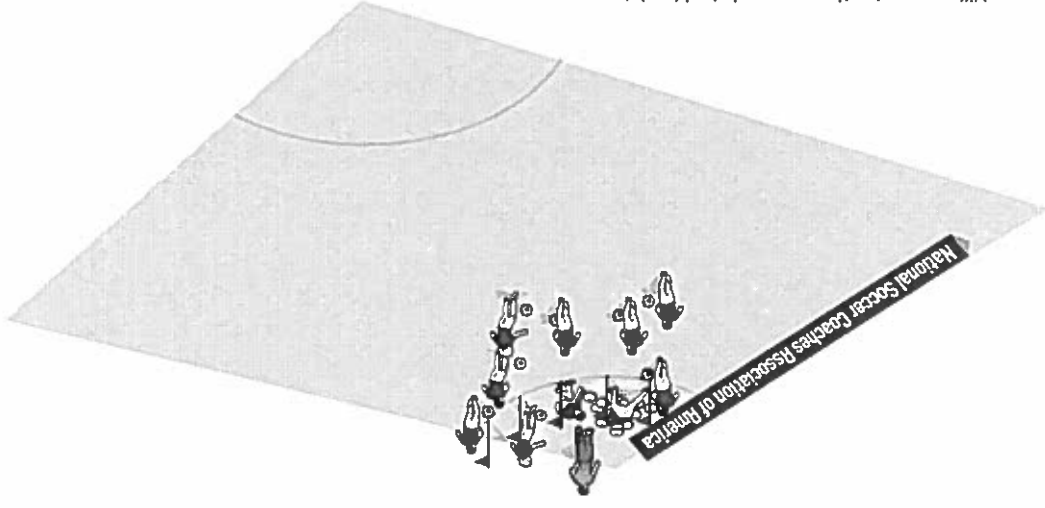
The Story: The giant has stolen all the villagers treasure. The villagers know the giant always falls asleep when he hears his favourite song. The villagers come up with a sneaky plan to send the giant into a deep sleep by singing his/her favourite song, such as Twinkle Twinkle Little Star. Once the giant is asleep the villagers may dribble their ball toward the giant and the treasure. If the giant stirs, the villagers must hide behind their ball. Once again the villagers must send the giant back to sleep by singing. When asleep, villagers can dribble the ball closer. Once a villager gets inside the giant's cave, they can take a piece of treasure and return to their village. The aim is to win back all the treasure. The Giant may wake up, chase and capture the villagers - they become a 'little giant'.

### COACHING NOTES

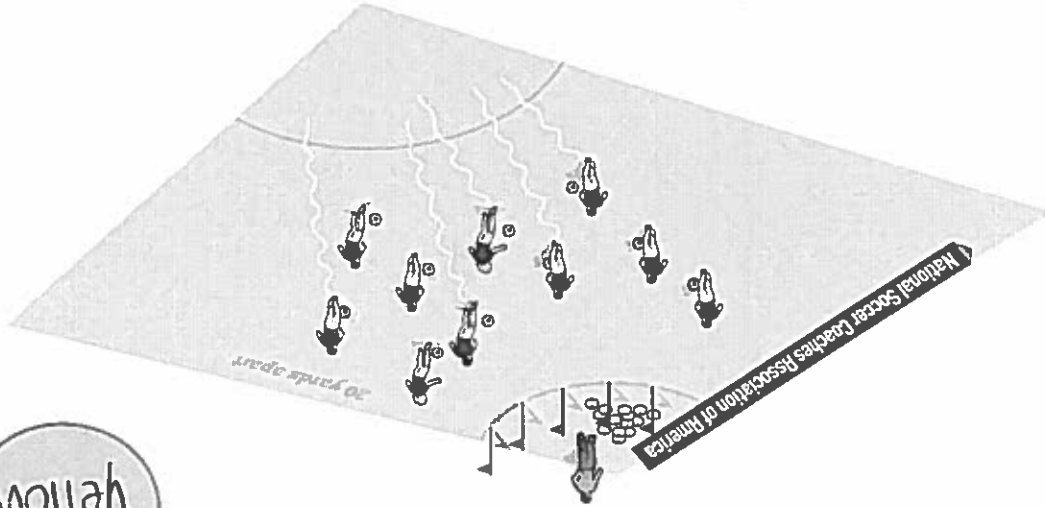
- + Coaching objectives - Players learn to dribble and look up at the same time.
- + Coaching tip - Working with 3-5 year olds requires energy and goofiness, deal! Enjoy it - kids will love you for it and so will the parents.
- + Adaptations - Lay out the color vests, for example all Blue (Rubies). Once the villagers have stolen back the rubies lay out your yellow vests (Gold).



- + Villagers enter the cave and steal back treasure.
- + If the Giant wakes sing him/her back to sleep.



- + The giant is sleeping in his/her cave.
- + The villagers approach slowly and quietly.



- + The giant may chase the villagers back to the village.
- + Captured villagers become little giants.





# 1ST STAGE OF DEVELOPMENT - PLAYERS AGE 3-5 YEARS

## SNOOKER

TAGES COVERED BY ACTIVITY  
 Ages 1, 2 & 3 - 3-11 year old players

### HEMES & COMPETENCIES

- Home:
- + Dribbling
- + Ball mastery.
- + 1v1 Attacking and Defending

### ompetencies:

- + Turns and feints- basic
- + Dribbling basics
- + Beating and escaping an opponent

### WHY USE IT

his activity follows the popular pastime  
 'hooker', or for an American audience the  
 game can be called 'Pool'. Using a number of  
 rns and dribbling moves, players attempt  
 o score points!

### ET UP

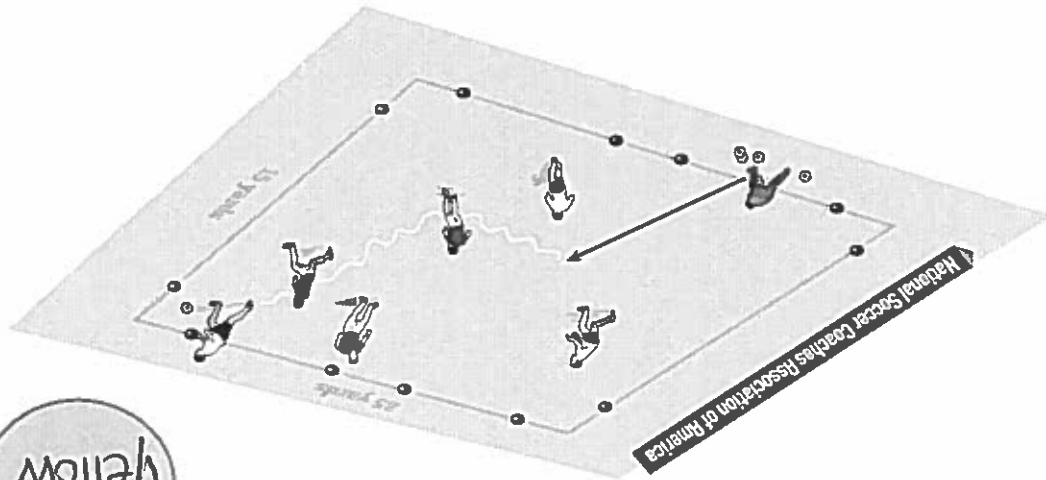
, rectangle, 25x15 yards. In the four corners,  
 reate a 'pocket', using flags or cones 2  
 ards apart. Add 2 additional 'pockets' in the  
 enter of the long sides. Set up 2 areas, so  
 hat the players are on task continuously.

### OW TO PLAY

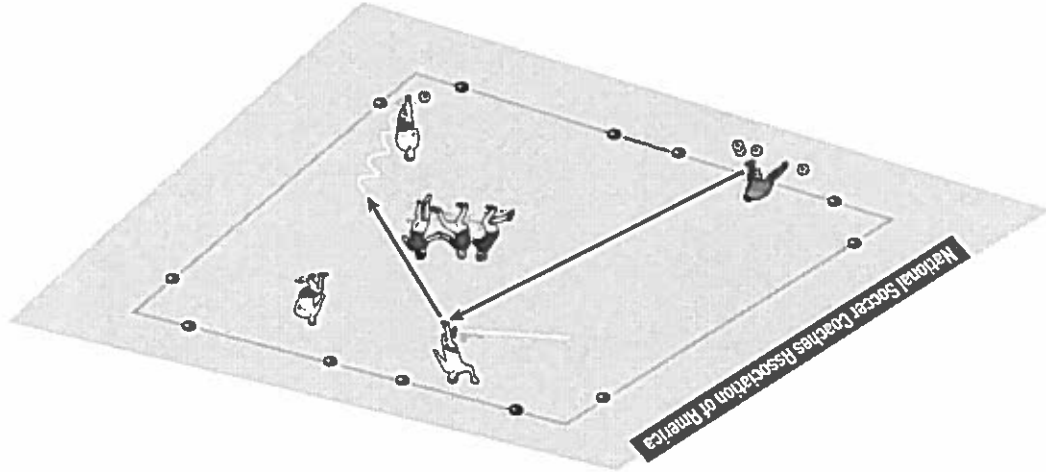
1 each area, play 3v3, with the purpose to  
 'not' (pass or dribble) 8 balls into any of the 6  
 ockets to win the game. If possession turns  
 ver, immediately switch roles and continue  
 ay. A few variations to make this activity  
 ppropriate for 3-year-old and older players.  
 Diagram 1: instruct team 1 to find a space in  
 he area and stand like a statue (they cannot  
 ove). The coach rolls a ball to a player on  
 he other team, who is allowed 3 touches to  
 'not' into any 'pocket'. Give each player an  
 opportunity and then change roles. Diagram  
 : allow the defenders to move, but they  
 must link arms to slow them down. Diagram  
 : alternate serve, with no restrictions on  
 he defenders. If a ball is 'potted' the team  
 etains possession from the coach's serve.

### COACHING NOTES

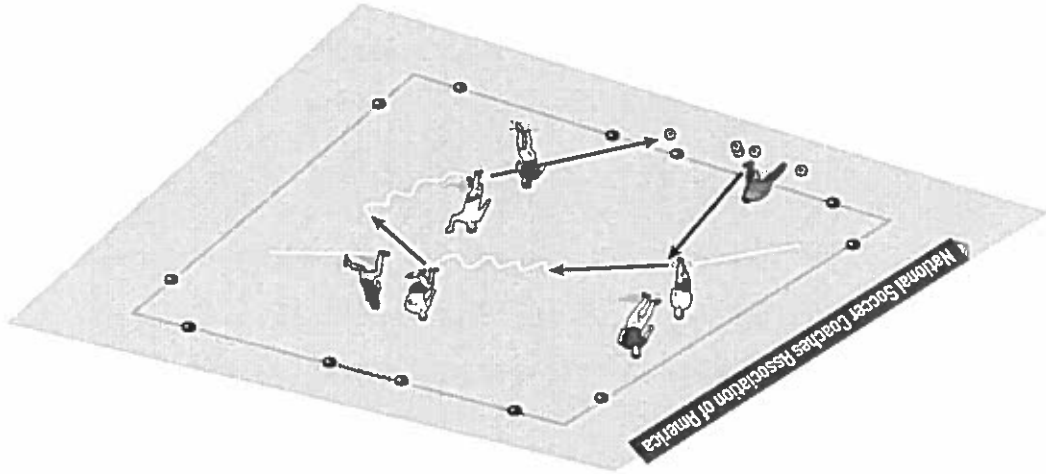
- Coaching objectives - players start to appreciate 'big-space' and 'small-space'.
- Overly encourage dribbling and limit your urge to require passing!
- Coaching tip - differentiate the environment by adapting the rules, personnel and layout based on your assessment of success.
- Adaptations - play 3 attackers v 1 defender.
- Defenders tag in and out on the call of CHANGE. Time how long it takes a team to pot 8 balls and then switch.



- + Defenders must start as statues.
- + Attackers can dribble or pass.
- + 3 touch restriction.



- + Defenders move, but with linked arms.
- + Ask players to identify 'big space' and 'small space'.



- + Progress to 3v3 with no defensive restrictions.

Yellow

# SPIDERS WEB

STAGES COVERED BY ACTIVITY  
Stages 1, 2 & 3 - 3-11 year old players

## THEMES & COMPETENCIES

- Theme:
- + 1v1 attacking and defending
  - + Dribbling
  - + Ball mastery.

## Competencies:

- + Turns and feints- basic
- + Dribbling basics
- + Fundamental movement skills
- + Beating and escaping an opponent
- + Attacking as an individual
- + Confidence and concentration
- + Defending as an individual.

## WHY USE IT

Spider's Web introduces young players to the concept of dribbling to space within a confined area. As more players join the 'web', less open space is available – an excellent teaching moment for the coach to discuss head up, looking for space and changing direction to avoid pressure.

## SET UP

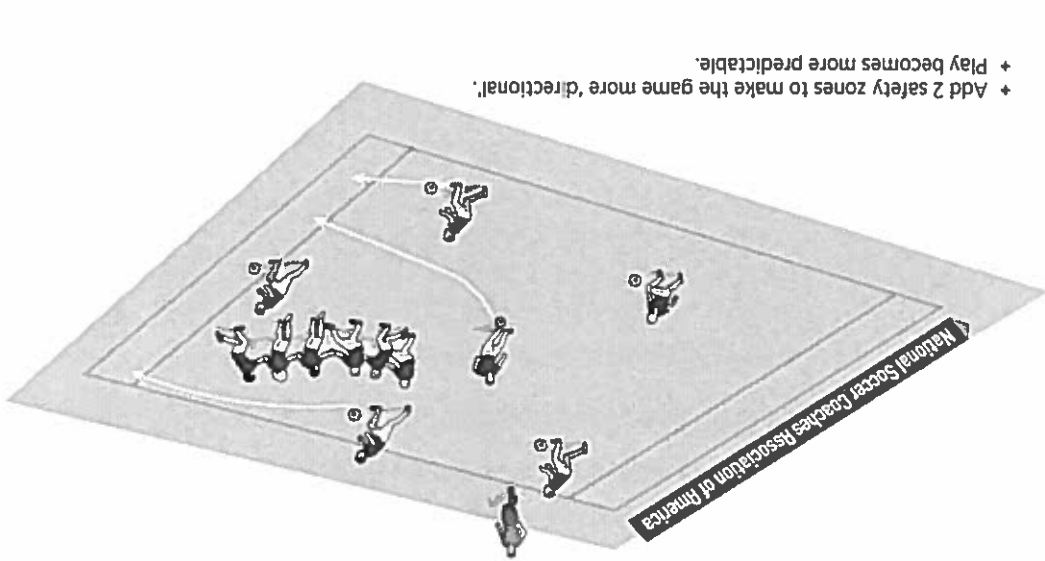
20 x 20 yard square. 9 players each have a ball and can dribble anywhere within the square. 3 players start the web by linking arms and the 'web' can move anywhere in the square as long as arms are linked together.

## HOW TO PLAY

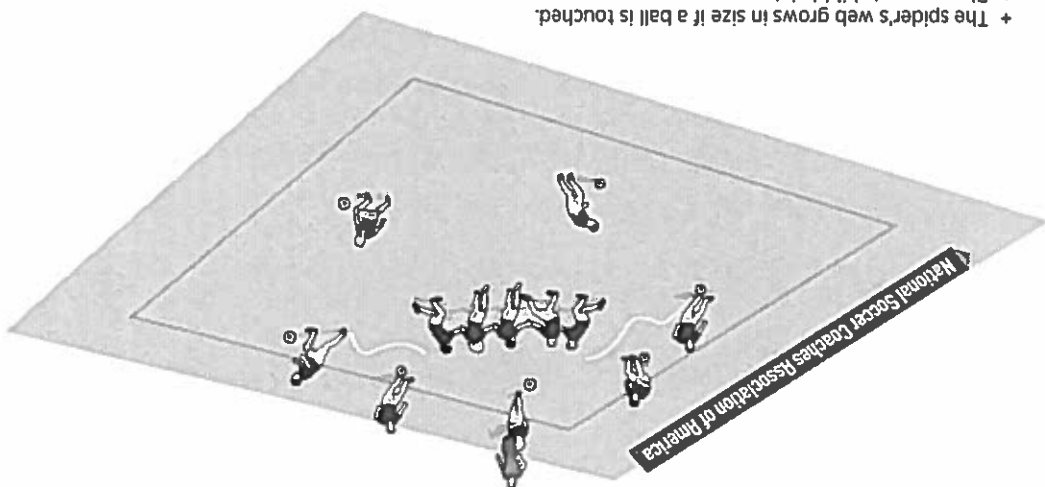
Story: The players are on safari in the dangerous Amazon jungle. Huge spiders have made a massive web and are hoping to capture all the players. On the command of 'GO', the web starts to move around the jungle (square). If any part of the web touches the players ball, the player must join the web and kick their ball out of the area. The game continues until all the players are caught in the web.

## COACHING NOTES

- + Coaching objectives – players dribbling with the laces and 'raise their heads' to see where space exists.
- + Coaching tip – Set a touch-target. My goal for Stage 1 is 10 touches per minute per player - 300 touches in 30 minutes
- + Adaptations – make the game a direction activity, by adding a safety zone at each end of the jungle.



- + Add 2 safety zones to make the game more 'directional'.
- + Play becomes more predictable.



- + The spider's web grows in size if a ball is touched.
- + Players must dribble into space.
- + Players in web must keep arms linked.



- + 3 players link arms to start the spiders web.
- + Remaining players dribble a ball in the jungle.

