

**SOCCER NIGHTS**  
**SOCCER CURRICULUM**  
**DEVELOPED BY JK PARK**

# **THOUGHTS TO CONSIDER BEFORE CAMP AS A COACHING DIRECTOR**

*What are my strengths and blind spots?*

*How do I work?*

- Learning style?
- Process info by reading it or by hearing it?
- Work well with others or by oneself?
- Decision-maker or advisor?
- Am I top form when things get stressful or when in highly predictable environment?

*What are my values/passions? - mirror test - who do I want to be?*

- What one does well - even very well and successfully - may not fit with one's value system. - Drucker

*Where do I belong?*

- In what environment do I maximize my skills, talents, and passions?

*How can I contribute?*

- It takes far more energy to improve from incompetence to mediocrity than to improve from first-rate performance to excellence. - Drucker

*JK's life philosophy*

- Passion + Skills + Favorable context to enrich oneself and others = Success and Joy

*Notes:*

# TIPS ON COMMUNICATION

*Communication: process of making meaning in the minds of others through the use of verbal and non-verbal messages*

- Source - originator
- Message
- Receiver - target or audience
- Channel - method of communication
- Decode - make meaning of the message
- Feedback - how the receiver responds and how you respond to them
- Noise - environmental and psychological
- Purpose
  1. To inform or share information
  2. To relate, connect, establish a relationship
  3. To influence attitudes, emotions, and behaviors (to elicit a response)
  4. Ultimately, to convey clearly what's going on in your head to someone else's
  
- It is important to note that not everyone has to be on the same "page," as long as they are in the same "book," or hopefully the same "chapter/unit."
- It is okay to disagree (given that you and the audience flow in and out of a conversation as the source and receiver)
- We need to recognize that technology has enhanced and also negatively impacted communication (i.e. there are so many sources for info) - be aware of this when emailing coaches.

*Who is your audience?*

- Kids
- Parents/Guardians/Family
- Coaches (Team, Assistant, Field Assistant)
- Volunteers
- Community members

*Practical tips to improve communication*

- Prepare
- Be sensitive of context and emotional state of intended audience
- Be aware of non-verbals
- Ask
- Be clear with stated purpose/objectives
- Know when to allow time for processing - decoding (do not feel pressured to respond immediately and/or expect an immediate response) and when to respond immediately
- Use differing modalities (i.e. oral, visual, experiential, etc.)
- Be concise and direct (with respect). Assertive NOT aggressive.
- Prioritize
- Ask for feedback from coaches, players, and me
- Have an attitude of humility (learner's perspective)

*Notes:*

# HOW TO BE MULTICULTURALLY AWARE AND SENSITIVE

(VISIONS, Inc. 2003)

## *Try-on*

Each other's ideas, feelings, and ways of approaching things for the purpose of greater understanding and exploring all possible ways. Keep what you like and let go of the rest at the end of the session.

## *It's OK to disagree*

One of the necessary ingredients for differences to be expressed and valued is that people let go of the need to be, think, feel, or act the same.

## *It's not OK to blame, shame, or attack*

Ourselves or others because of our differences.

## *Practice self-focus*

Begin by talking about your own experience. It is helpful to make "I" statements when speaking about yourself and your experience, rather than saying "you," "we" or "one." When you intend to refer to others, be specific about who those others are - by name or group. When you are really speaking about your own experiences or opinions, try using "I have found..." or "I think..." statements.

## *Notice both process and content*

Content is what we say, while process is how and why we say or do something, and how the group members react. Notice who's active and who's not, who's comfortable and who's not, who's interested and who's not, including yourself. Ask about it, and share your own thoughts and feelings as well.

## *Practice "both/and" thinking*

Look for ways to fit ideas together and not set up an "either/or" process or a competition between ideas. Look for the existence of many "truths" from the perspective of many backgrounds involved. We need to be sensitive to the HS with regard to Truth.

## *Be aware of intent vs. impact*

The impact of our behavior and decisions on others will determine the success of group sessions. A good strategy to remember is to learn and hear when our behaviors and decision are having a negative impact even when we don't intend them to and to be willing to change that negative impact if it results in persons or groups being treated as "less than" or excluded. This guideline requires us to take risks with new ways of thinking and feeling, to share our reactions to others, and to exchange honest feedback about the impact of our words and actions. **REMEMBER:** we can be both well-intentioned AND still say hurtful things at the same time.

## *Recognize the power imbalance (position of privilege)*

# **TIPS ON HOW TO RESOLVE CONFLICTS**

(Jane Bluestein, Ph.D)

## *Common sources of conflict*

- Unresolved crisis (frequently family, friendship, school issues)
- Unmet need for power or attention; perceived inability to meet these needs in healthy or constructive ways
- Perceived inability to succeed (frustration, despair, boredom)
- Unmet need for physical, emotional and/or cognitive safety
- Boundary issues, including:
  - Lack of boundaries (on part of the adult)
  - Unclear, undefined, ambiguous, inconsistent boundaries
  - Unenforced boundaries (no follow-through)
  - Boundaries with built-in loop-holes (ex: "...unless you have a good excuse.")
- Violations of kid's boundaries

## *Practical tips:*

- Ask yourself: to what degree do the power structures in my group accommodate the players' needs for safety, success, and power?
- Establish clear, defined, consistent boundaries without setting a double standard (kids need to have role models/adults who are held to same standards). Communicate assertively, NOT aggressively.
- Identify shared/common goal and make it a win-win situation by offering choices. Ask, don't tell. It's not a competition of who's right and wrong. Build "power with" NOT "power over" others.
- Know how to distinguish feelings and behaviors (All feelings are OK - make no judgements about one's right to be upset). Recognize if and when the kid or you are emotionally escalated and allow time to calm down and be rational.
- Remember that all behavior is motivated by something - it is purposeful. Ask: what's in it for the kid to cooperate?
- Attack problems, not people. Make clear the goal of reaching a solution, gaining a commitment to more positive behaviors, and/or preventing further problems, rather than exacting punishment, making the student feel blamed, shamed or criticized.
- Stay positive and provide positive reinforcement. Empower difficult kids with leadership activities.
- Always seek the support of other coaches, division leader, and coaching director when necessary.
- Thank all involved parties for listening and trying to resolve the issue.

# **THOUGHTS TO CONSIDER DURING CAMP AS A COACHING DIRECTOR**

*Make yourself visible among all groups (coaches, volunteers, players, parents, community members, etc).*

*Make rounds to check-in with division leaders and coaches.*

*Ask if others would like feedback before giving it.*

*Challenge your coaching staff before camp each night with a word of encouragement.*

*Reflect with the coaches and allow for sharing at the end of each night.*

*Remember that your attitude trickle downs to all volunteers*

*Be willing to accept praise as encouragement and criticism for growth.*

*Have the strength to “never, never, never give up” (Winston Churchill). However, have the courage to say “no” to things you will not be able to complete. Rather, empower those around you and delegate responsibility.*

*Remember that it’s all about progress not perfection - for you and for the children.*

# **DAY 1 - SOCCER CURRICULUM: PASSING**

*Ways to “go for the gold”*

- 1) Accuracy
- 2) Pace
- 3) Timing

*Push Pass: Coaching Points*

- Head down and eyes on the ball
- Place non-kicking foot approx. 6 inches to the side of the ball with room for kicking foot to swing through, and toe pointed in the direction of the pass.
- Pass with the “instep” of the foot, ankle locked at right angles to the direction of the pass, knee slightly bent, contacting the middle of the ball.
- Follow through, so your teammate can see the bottom of your shoe.

*Video to use as reference*

<http://www.youtube.com/playlist?list=PLDD9DF02717D5214F&feature=plcp>

<http://www.youtube.com/watch?v=yOXrf0Tlphg>



## 1) Accuracy (set up a 10x10 grid)

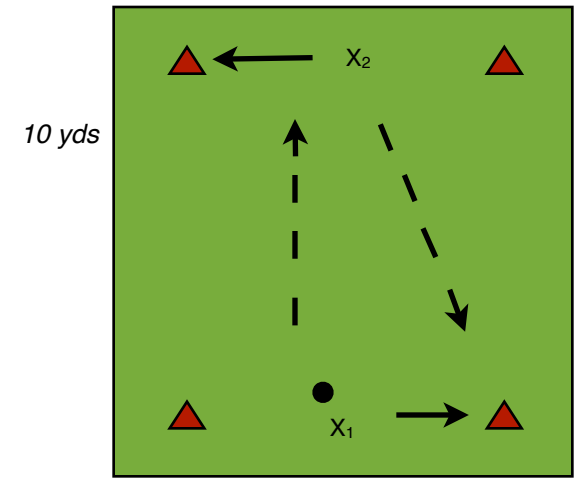
- $X_1$  passes to  $X_2$  and moves to a new position along his/her line.
- $X_2$  controls, then returns pass to  $X_1$  in his/her new position
- $X_2$  then moves to new position along his/her line.

### Emphasize:

- Balls played to feet

### Game:

- Players receiving the ball are to stand with their legs apart.
- Players score points by passing through the legs (2 points) or by hitting a leg (1 point).
- See how many each player can score in 2 minutes.



10 yds

## 2) Pace (set up a 10x10 or 10x15 grid)

- $X_1$  and  $X_2$  pass back and forth between themselves.
- After each pass,  $X_1$  and  $X_2$  must...
  - a. sit down
  - b. belly dive
  - c. spin 360
  - d. jump up for a header
  - e. etc.

### Progression (for older age groups):

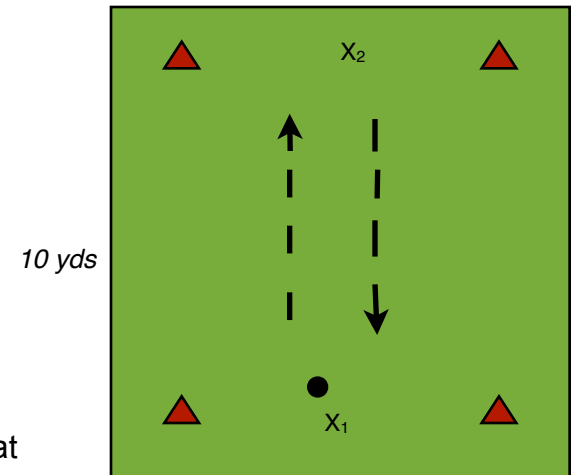
➔ Move one line backwards and forwards every 20 seconds, forcing them to alternate between longer and shorter passes.

### Emphasize:

- For  $X_2$  to be up and on his/her feet by the time the ball reaches him/her (i.e. the pass should be at correct pace for partner to control).

### Game:

- How many passes can they accumulate in one minute?



10 yds

### 3) Timing (set up a 10x10 or 10x15 grid)

- $X_1$  watches  $X_2$  make a run for the corner cone.
- $X_1$  passes the ball so that  $X_2$  and the ball reach the cone at the same time, allowing  $X_2$  to control the ball near the cone.

*Progression (for older age groups):*

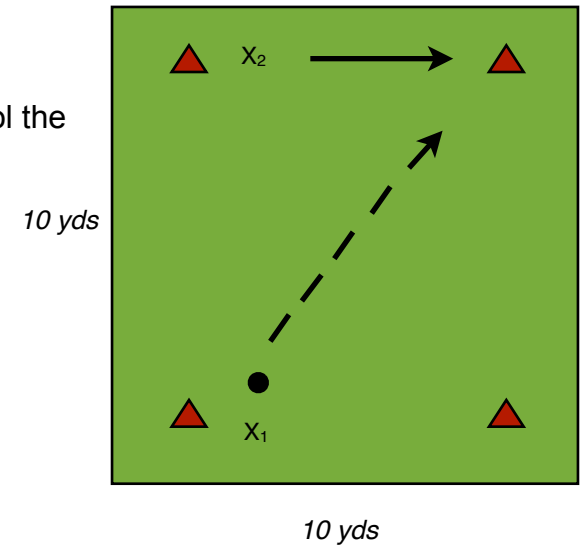
→ have  $X_1$  start from a sitting position / lying position.

Emphasize:

- Good communication between  $X_1$  and  $X_2$  and for  $X_1$  to be looking up observing  $X_2$ 's run.

### PASSING GAMES

- Ten Pin
- Across the Border
- Multi-goal Soccer



## **DAY 2 - SOCCER CURRICULUM: DRIBBLING**

*Ways to “go for the gold”*

- 1) Confidence - Having a positive attitude
- 2) Quick feet / Close control
- 3) Different parts of the feet
- 4) Awareness - Keeping your head up

*Dribbling: Coaching Points*

- Positive attitude - confidence
- Keep the ball close to your feet
- Head up - awareness of what’s around you
- Change of speed and change of direction

*Videos to use as reference:*

<http://www.youtube.com/playlist?list=PLDD9DF02717D5214F&feature=plcp>

<http://www.youtube.com/watch?v=tb8kKHJaQJQ>

<http://www.youtube.com/watch?v=6iDtaSE25ls>

<http://www.youtube.com/watch?v=bb6jlHgj7tc&feature=relmfu>

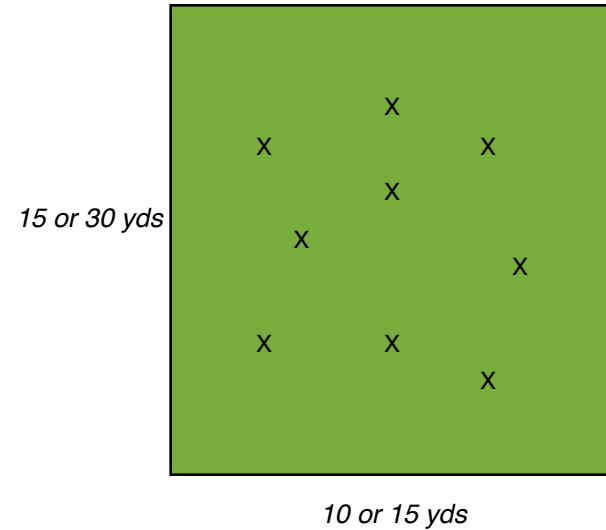
<http://www.youtube.com/watch?v=2QDqXO8g8Qs>

## 1) Dribble and ..... (set up a 15x15 grid)

- X players are all in the grid, dribbling freely.
- On the coach's signal, players must perform the given command:
  - ➔ use only left or right foot
  - ➔ use only the inside, outside, or sole of any foot
  - ➔ move the ball quickly between both feet
  - ➔ crazy stuff (i.e. sit on the ball, head on the ball, ball b/w knees)
  - ➔ dribble in area and on whistle, do a certain MOVE
  - ➔ dribble in area and on whistle, do a certain TURN

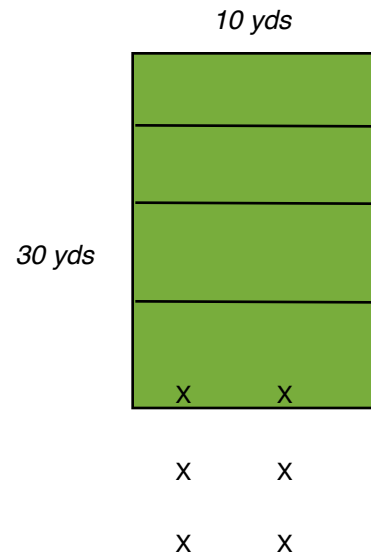
### Emphasize:

- Quick feet
- Good stance - knees bent, moving on the balls of feet



## 2) Lines (set up a 10x30 grid)

- X players dribble to the various lines and back.
- Coach should vary what players do:
  - ➔ use only the laces of left or right foot
  - ➔ move the ball quickly b/w both feet
  - ➔ use only the inside, outside, sole of foot
  - ➔ zig-zag
  - ➔ drag the ball with the sole of foot
  - ➔ pull the ball with the sole of foot
  - ➔ dribble freely
  - ➔ be creative!



### Emphasize:

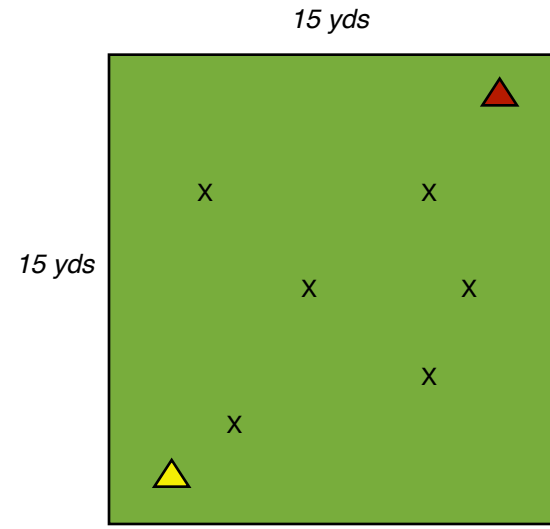
- Use both feet
- Use different parts of feet

### 3) Colors (set up a 15x15 grid)

- Place two differently colored cones in the corner (e.g. red and yellow).
- Coach must hold in hand something that is also yellow and red (e.g. pinnies)
- X players dribble in and around grid.
- Without saying anything, the coach lifts either of the pinnies in the air.
- Players must now dribble the ball to the corresponding color cone.
- Coaches could use 4 different colors.

#### Emphasize:

- Keep heads up (awareness)
- Be quick to change speed and direction

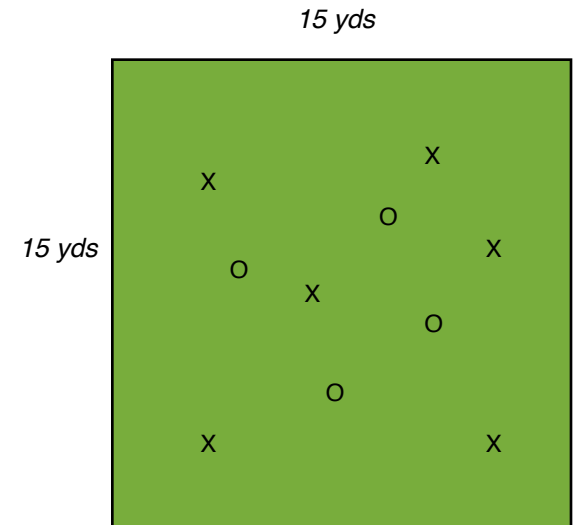


### 4) Crabs (set up a 15x15 grid)

- Each player has a ball except for three or four players who are “crabs.”
- “Crabs” have to be sitting on his/her backside but is free to move anywhere only on hands and feet.
- Players with the ball dribble in and around the area trying to avoid the “crabs.”
- Switch “crabs” every 2-3 minutes.

#### Emphasize:

- Keep heads up (awareness)
- Be quick to change speed and direction



### 5) Multi-goal soccer (set up a 30x30 grid)

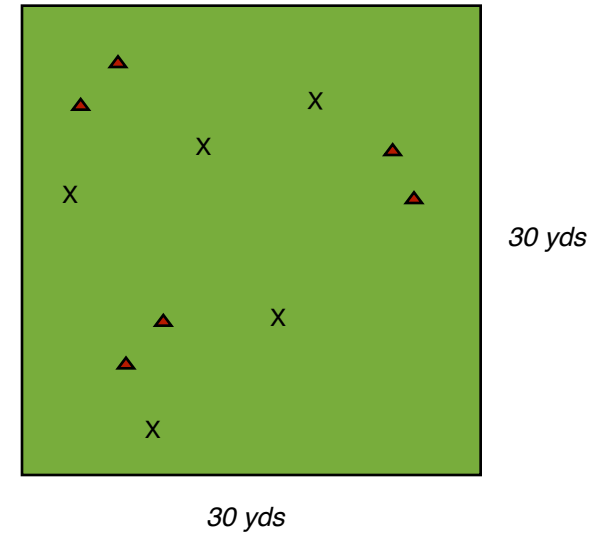
- Each player has a ball and must dribble the ball through the goals.
- A goal can be scored from any side.
- After scoring on one goal, the player must then move to a different goal.
- No passing through the goal.

#### Emphasize:

- Encourage players to keep heads up (awareness) and attack a new goal after going through a goal and to avoid other players.
- Be quick to change speed and direction.
- See how many goals each person can score in one minute.

#### **DRIBBLING GAMES**

- Wickets
- King of the Castle
- Freeze Tag
- Thieves
- Alien Attack



# **DAY 3 - SOCCER CURRICULUM: CONTROLLING / THROW-INS**

*Ways to “go for the gold”*

- 1) Bring the ball to a complete STOP
- 2) Set up the next action (shot, pass, run, etc.)

*Controlling: Coaching Points*

- Move the controlling surface into line of the flight of the ball
- Select early how you will control the ball (wedge or cushion)
- Good first touch control (protect the ball if needed)
- Make direct play possible by controlling the ball in direction of choice

*Throw-ins: Coaching Points*

- Hold ball between two hands (hands spread to the side of the ball)
- Take ball back so that it rests comfortably above and slightly behind the head
- Keeping feet square and ON THE GROUND, arch backwards
- RELEASING MOTION: straighten up, bring ball over the head, and release at highest point

*Videos to use as reference:*

<http://www.youtube.com/playlist?list=PLDD9DF02717D5214F&feature=plcp>

<http://www.youtube.com/watch?v=F6HGHfR4bYA&feature=fvsr>

<http://www.youtube.com/watch?v=e0kGbG2jOnY>

<http://www.youtube.com/watch?v=aDXqDg4k9gQ&feature=relmfu>

<http://www.youtube.com/watch?v=NfiEj1pcfnM&feature=relmfu>

<http://www.youtube.com/watch?v=Oxpnr1s90dl>

## 1) Pass and Control ..... (set up a 10x10 grid)

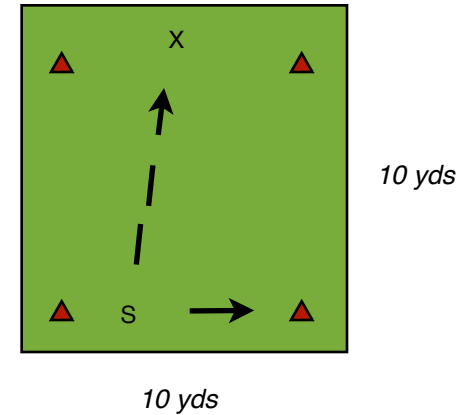
- S plays a pass to X who controls the ball and passes it back

*Progression (for older age groups):*

- ➔ Have S throw the ball to different parts of X's body
- ➔ Add a defender behind X to play 50-75% and try to steal anything uncontrolled
- ➔ Have S follow pass and attack X while X tries to shield the ball for 5 seconds

Emphasize:

- Receiver to be light on feet and quick to move
- Receiver to make decision quickly
- Receiver to make a positive first touch - direct play back



## 2) Pass and Control #2 (set up a 10x10 grid)

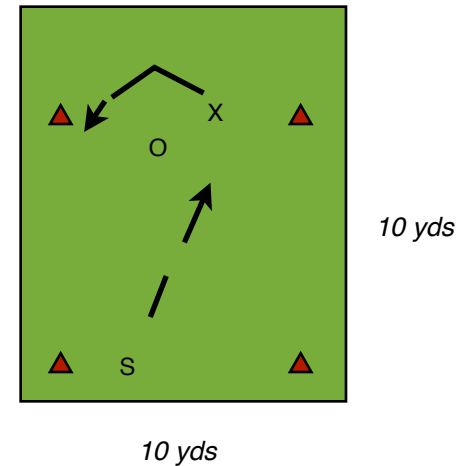
- S plays a pass to X who controls the ball and passes it back. After the pass, X makes a quick run behind O and awaits the next pass from S.

*Progression (for older age groups):*

- ➔ Have O move to a new spot after each pass
- ➔ Try to have players make as many control and passing movements in one minute!

Emphasize:

- Receiver to be light on feet and quick to move
- Receiver to make decisions quickly
- Receiver to make a positive first touch - direct play back





### 3) Foot Control from Balls in the Air (set up a 15x15 grid)

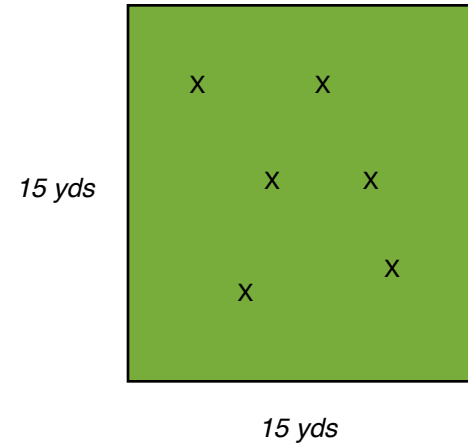
- X players are all in the grid with a ball in their hands
- On their own time, players should toss the ball and control it with their feet

*Progression (for older age groups):*

- ➔ Control using outside part of both feet
- ➔ Control using inside part of both feet
- ➔ Control using laces of both feet
- ➔ Control using sole of both feet

Emphasize:

- Players to control ball as close to ground as possible
- Players TIMING of foot movement over the ball



### 4) Control and Shoot (set up a 15x20 grid)

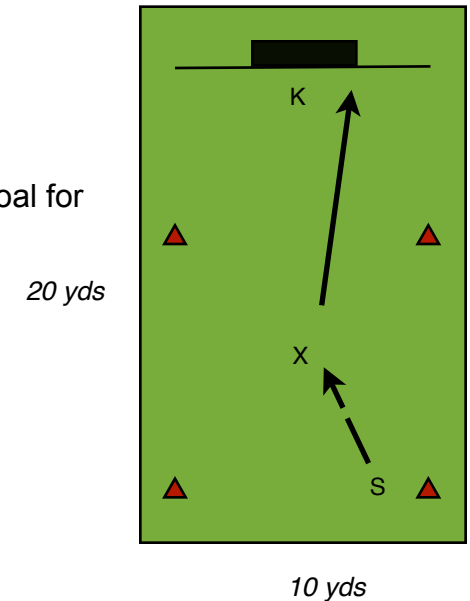
- In front of a goal, set up players so that the pass they receive must be controlled in the direction of the goal for a shot.
- Adjust the position of the server (S) so that X must control and shoot through a variety of angles.

*Progression (for older age groups):*

- ➔ Have X's start outside the area and run into the area to receive the pass from S and finish with a shot
- ➔ Add a passive defender to run in with X for added pressure

Emphasize:

- Looking for X to control and set up the shot
- Looking for X to get shot off with one touch only



## 5) Throw-ins (set up a 10x10 grid)

- S throws to X who controls the ball with the feet and passes it back

*Progression (for older age groups):*

- ➔ Give S the opportunity to have a little run up (drag the back foot!)
- ➔ Have X move away from S initially, then “cut back” to S for the throw
- ➔ Add a defender behind X to play 50-75% and try to steal anything uncontrolled

Emphasize:

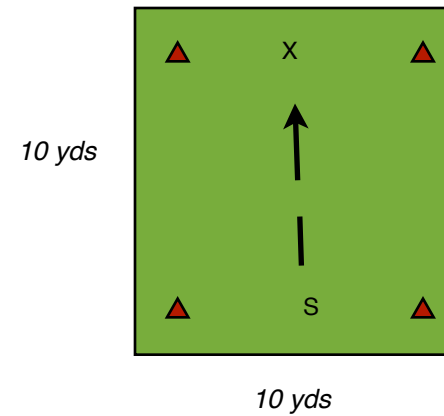
- S to throw with a good technique

## CONTROLLING GAMES

- Around the Clock
- Head! Catch!

## THROW-IN GAMES

- Get team together and set out markers. See who can...
  - ➔ Throw the ball farthest
  - ➔ Be the most accurate
- Soccer Basketball
  - ➔ Divide group in half
  - ➔ Players may only take three steps with the ball
  - ➔ All throws must be using correct throw-in technique
  - ➔ One point for a goal scored directly from a throw
  - ➔ Two points for anyone who can score the ball from header



## **DAY 4 - SOCCER CURRICULUM: FINISHING / DEFENDING**

### *Ways to “go for the gold”*

- 1) Shooting with the instep (pass the ball into the goal)
- 2) Shooting with the laces (low driven shot with power)
- 3) Knowing when to defend an attacker vs. space
- 4) Preventing the ball being played forward on defense

### *Finishing / Shooting: Coaching Points*

- Have a positive attitude
- Select type of shot (instep or laces)
- Select vulnerable part of goal (corners)
- Accuracy first; power second
- Ankle locked and toe down (for laces)
- Head down and steady
- Non-kicking foot should be well up to the ball
- Strike through the middle to top half of the ball
- Land on kicking foot
- Follow up shot for potential rebounds

### *Defending: Coaching Points*

- Be aware of where other attackers are
- Challenge the player with the ball ASAP and at an angle that will cut off a forward pass
- Stay low to the ground and balanced
- Concentrate and watch the ball
- Be patient and stay on feet
- If you are further away from the ball, you may want to defend space by being goal-side of the attacker in a position where you can see both the ball and other attackers

*Videos to use as reference:*

<http://www.youtube.com/playlist?list=PLDD9DF02717D5214F&feature=plcp>

<http://www.youtube.com/watch?v=BrzfmkGtnYE>

<http://www.youtube.com/watch?v=XbdedDgzEsQ>

## 1) Shooting Technique (set up a 20x20 grid)

- Have the group form two lines, each player with a ball
- First line set ball down and prepare to shoot
- On coaches command, players shoot one-by-one
- As line one collect their balls, line two step forward, place their ball and prepare to shoot
- Line one goes to the back

*Progression (for older age groups):*

➔ *Have players switch positions on the line*

Emphasize:

- Walk through the coaching points above

## 2) Shooting a moving ball (set up a 20x15 grid)

- S (coach) has the balls while players form a line. S plays a pass for X to run on and shoot on goal. X must collect ball and return to S. Initially have the players “pass” the ball into the goal. Move onto shooting with the laces. Think about placement rather than power.

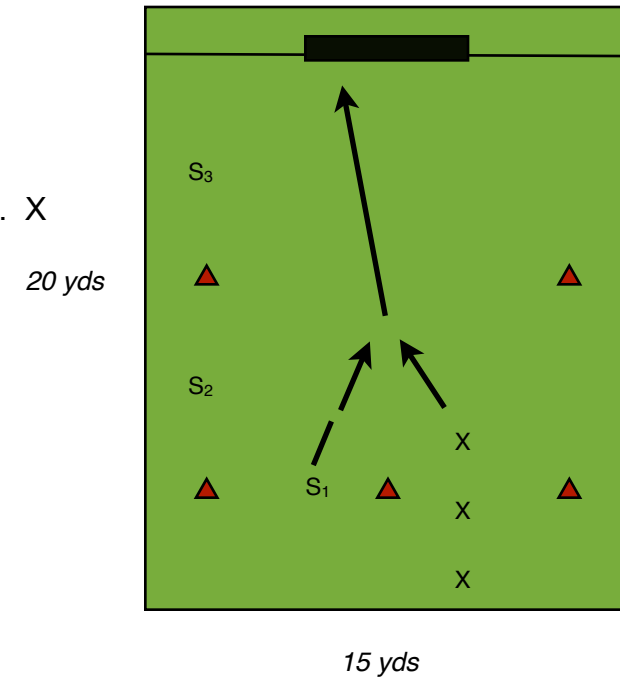
*Progression (for older age groups):*

➔ *Switch sides to work on both feet.*

➔ *Add a defender to chase X.*

Variety of shots (for older age groups):

- Balls moving away from the attacker (S<sub>1</sub>)
- Balls moving across the attacker (S<sub>2</sub>)
- Balls moving towards the attacker (S<sub>3</sub>)

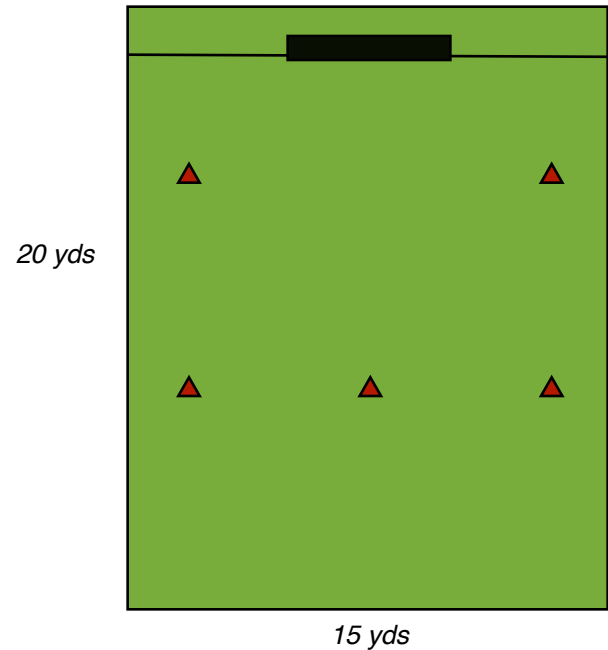


### 3) Continuous shooting (set up a 20x20 grid)

- S<sub>1</sub> and S<sub>2</sub> are set up on the sides with plenty of balls at their feet
- X<sub>1</sub> runs to meet pass from S<sub>1</sub> and shoots
- X<sub>1</sub> then turns, goes around the cone in the center ready to shoot the pass from S<sub>2</sub>
- X<sub>1</sub> has five or six shots, then X<sub>2</sub> takes over

*Progression (for older age groups):*

➔ *S can lay the ball off in various ways...left, right, in the air to thigh or chest.*

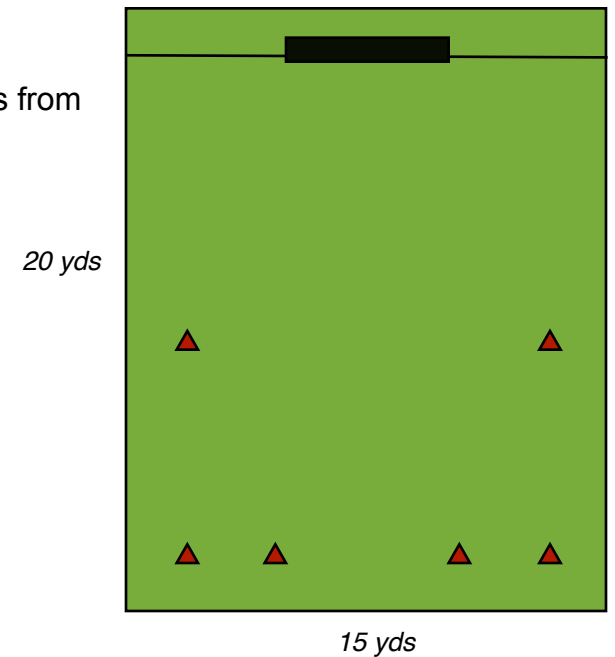


### 4) Slalom (set up a 30x20 grid)

- S is a server and has all the balls.
- X<sub>1</sub> and O<sub>1</sub> are competing - try to match players according to speed.
- On servers command they “slalom” through the cones to see who can be first to get to the pass from S and shoot on goal.
- The player who does not gain possession of the ball will try to then defend against a shot.

*Progression (for older age groups):*

➔ *Have players start from various positions...sitting, lying, star jumps, etc.*



**5) Defending: Practice one (set up a 10X20 grid)**

- A<sub>1</sub> hits a low driven pass to A<sub>2</sub>
- A<sub>2</sub> must try to get the ball back to A<sub>1</sub> by making a forward pass while D closes down to block any forward initiative by A<sub>2</sub>

*Progression (for older age groups):*

- ➔ *Serve balls in the air to A<sub>2</sub>*
- ➔ *A<sub>2</sub> to have as option to take on D*

**6) Defending: Practice two (set up a 20X15 grid)**

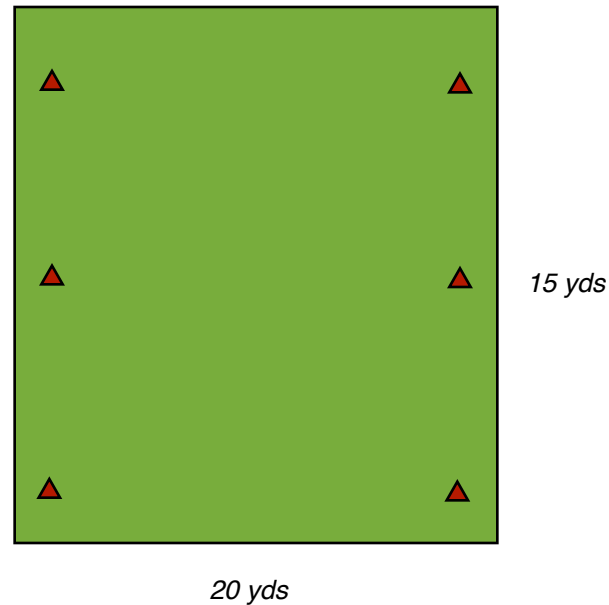
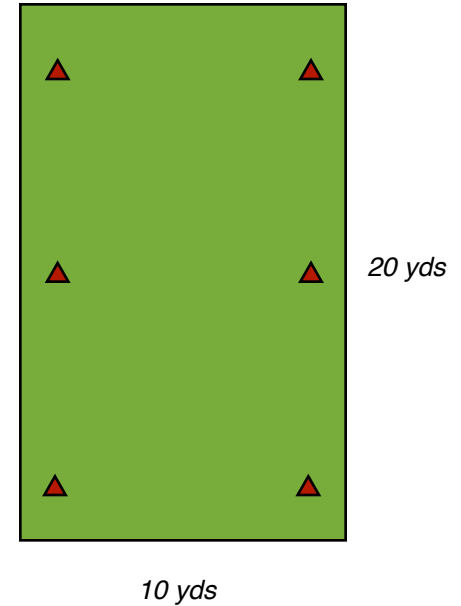
- A<sub>3</sub> passes to A<sub>1</sub> or A<sub>2</sub> who work together to beat D<sub>1</sub> and D<sub>2</sub> with a forward pass back to A<sub>3</sub>.
- D<sub>1</sub> and D<sub>2</sub> seek to block any forward pass back to A<sub>3</sub>, win the ball, or force A<sub>1</sub> and A<sub>2</sub> out of play.

*Progression (for older age groups):*

- ➔ *Allow A<sub>3</sub> to come into the field of play*

**SHOOTING GAMES**

- Captain Catapult
- Shooting Numbers



# WARM-UP EXERCISES

## **1) General Warm-ups (appropriate for all age groups):**

Divide players into group of no more than 10. Have each group facing each other 20 yards apart. Have each group do various warm-up exercises (skip, jog, run, side shuffle, high knees, butt kickers, karioka, bear crawl, etc.) past each other to the opposite line. They must avoid each other in the center while doing these exercises.

## **2) Octopus Tag (appropriate for all age groups):**

Similar to an ordinary tag game. Select 8-10 players to be "IT." When one gets tagged, the player must drop to his/her knees and become an octopus (waving arms left to right). Players can be tagged by those who are IT as well as the octopi. Play until there is only one person left.

## **3) Cups and Cones (appropriate for all age groups):**

Place disc cones scattered across a designated area (40X40). On coach's command, time how long it takes for players to turn all the CONES into CUPS (or vice versa). Divide into teams and compete for the fastest score.

## **4) Hot Potato (appropriate for all age groups):**

Everyone sits in a large circle as close together as possible. Pass out a ball to alternating players (every other person). Everyone does a sit-up simultaneously. On the up, pass the ball to the player on the right. Everyone down together, up together, pass, and so on...

## **5) Jurassic Park (for older age groups):**

Similar to an ordinary tag game with a touch of Simon Says. Players are the humans while coaches are the dinosaurs (T-Rex, Velociraptor, Dance-a-saurus). Have the humans spread out in a designated area (40X40). In the middle of the area, place cones to create a circular area (10 yd diameter) - the dinosaur cave. Dinosaurs will pass around the egg (soccer ball). Only the dinosaur with the ball can tag the humans. If the T-Rex has the ball, players must freeze or they will be sent to the cave. If the Velociraptor has the ball, it can run around and tag anyone it chooses to send to the cave. If the Dance-a-saurus has the ball, players must copy the dance of the Dance-a-saurus. Dinosaurs will throw the ball around between them, however, if they drop the ball, players in the cave are freed!



**6) Human vs. Aliens (appropriate for all age groups):**

Similar to Sharks and Minnows. Place all players (HUMANS) in a straight line on one end of a designated area (30X40). Have players make a scary face, and choose 8-10 players with the “scariest faces” to be the ALIENS. HUMANS must run from one side of the “galaxy” to the other without getting tagged. If and when HUMANS get tagged, they lose their “oxygen tanks” and must sit down. Play until there is only one person left. You can play with the balls or pennies as “oxygen tanks.”

**7) Rock, Paper, Scissors (appropriate for all age groups):**

Moving randomly in a given area, perform a series of motor skills (jog, skip, karioka, side shuffle, high knees, butt kickers, bear crawl, etc.). On coach’s command each person finds a partner and plays rock, paper, scissors (2 out of 3). The loser forms a train behind the winner. On coach’s command, the group finds another group and the first person in line plays rock, paper, scissors with another group. The losing group adds to the end of the winner. Continue until there is only one group remaining.

**8) Ameeba Weava (appropriate for all age groups):**

Moving randomly in a given area, perform a series of motor skills (jog, skip, karioka, side shuffle, high knees, butt kickers, bear crawl, etc.). Give two commands - a number and description. For example, “**3**,” “**hair color**.” This means everyone must get in groups of three with the same hair color. Continue with different commands - birth month, favorite athlete, color shorts/pants, first letter of their name, etc.

# DESCRIPTION OF GAMES

## PASSING

### **1) Ten Pin - Set up a 15X20 grid (appropriate for all age groups)**

Two teams line up on either side of the grid, each player with a ball. On command, each team “pass” the ball to knock over the other teams’ cones. Once a cone is knocked over, it is removed. Team who knocks over the oppositions cones first is the winner.

*Progression -*

- *adjust distances depending on age of kids*
- *if using discs, place extra balls on top and knock the balls off*

### **2) Across the Border - Set up a 20X40 grid (appropriate for all age groups)**

There are two teams. Team X line up on either side of the grid with a ball each. On the coach’s whistle, Team O have 20 seconds to cross the border, avoiding the balls that are being passed at them by Team X. If any O player is hit below the waists, he is out and sits on the side and cheers for his team. As long as any one player makes it across, Team O scores a point. When the last runner from Team O is hit their turn is over. Team X then come in to “Cross the Border.” Passes must be on the ground.

### **3) Multi-goal Soccer - Set up a 30X30 grid - have players in pairs - have a number of “goals” 2 yards wide (appropriate for older age groups)**

Working in pairs, each group must pass the ball between themselves, the main objective being to ultimately pass the ball through the “goals.” A goal can be scored from any side. After scoring on one goal, the pair must then move to a different “goal.” No dribbling.

*Emphasis - look for players to MOVE QUICKLY into new positions after scoring goals*

*Progression - How many goals scored in one minute?*

## DRIBBLING

### **1) Wickets - Set up a 20X20 grid (appropriate for all age groups)**

There are two teams. Divide players into 1’s and 2’s. Have all the 1’s spread around the designated area and stand with their feet spread well apart as “Wickets.” Have the 2’s dribble the ball in and through the “Wickets.” The objective is to see how many wickets they can dribble through in a given time. Switch teams.

**2) Freeze Tag - Set up a 20X20 grid (appropriate for all age groups)**

Similar to the game “Wickets” combined with traditional freeze tag.

**3) King of the Castle - Set up a 20X20 grid (appropriate for all age groups)**

All players have a ball at their feet. On the whistle, all players are to dribble around while attempting to kick a teammates ball out of the grid. Once a ball has been knocked out of the grid, the player collects his/her ball and waits on the sideline. He/she is out for that round. That last player with a ball at his/her feet is King of the Castle.

**4) Thieves - Set up a 20X20 grid (appropriate for all older groups)**

Create 4 safe zones with the cones. Each player has a ball except for the 3-4 “Thieves” who will wear pennies. It’s similar to a traditional tag game with safe areas. If you get tagged by the “Thieves,” you lose the ball and become the “Thief.” When the play is stopped, at coach’s command, any player without a ball must do a “Fun Exercise” (i.e. 5 star jumps, 5 push-ups, etc.). Maximum of 2 players are allowed in each safe zone at one time. The 1st person who was in the zone must leave when the 3rd person enters the safety zone.

**5) Alien attack - Set up a 20X30 grid (appropriate for older age groups)**

This game is basically, the “Humans vs Aliens” warm-up with soccer balls.

CONTROLLING

**1) Around the Clock - Set up a 20X20 grid (appropriate for older age groups)**

Create 2 circles (one inner and one outer). Have each pair be about 5-8 yards away from each other. Work on various controlling techniques. Players in the inner circle move from receiving the ball from one person to another. Switch inner to outer and vice versa.

**2) Head! Catch! - Set up a 10X10 grid (appropriate for all age groups)**

Have the group form a semi-circle around the coach about 5 yards away. Round 1 = the coach tosses the ball around the semi-circle of players and says either "head" or "catch." Player must head the ball if coach says "head," and catch the ball and throw it back, if he/she says "catch." Round 2 = the players must do the opposite to the coach's instruction.

SHOOTING

**1) Captain catapult - Set up a 20X10 grid (appropriate for all age groups)**

Team X shoot continuously for 2 minutes. Players cannot begin their run until previous player has shot. For each goal that is scored, team X win a point. Team O must not let any ball stop behind the goal line. If so, another point is scored for team X. After two minutes, tally up points for team X then switch for team O. If the goal is large enough, the team behind the goal provides their own goalkeeper.

*Progression - Adjust distances depending on age of kids.*

**2) Shooting numbers - Set up a 20X10 grid (appropriate for older age groups)**

Divide the group in half and assign each person a number (try to match them up according to speed). Coach places a ball between the center cones and shouts out a number - or a combination of numbers - and the players in turn must sprint around the box on the outside of the markers to reach the ball first and get off a shot.

*Progression - Adjust distances depending on age of kids. Feed the ball into different areas of the box.*