
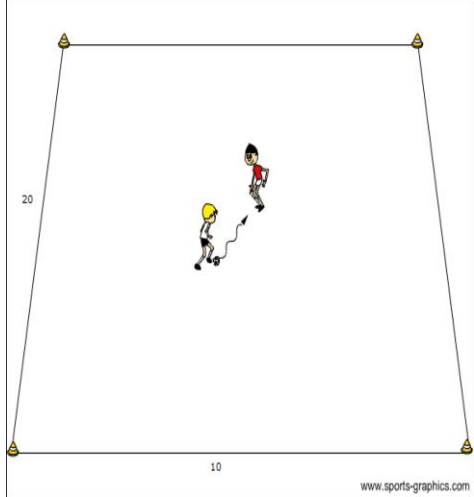


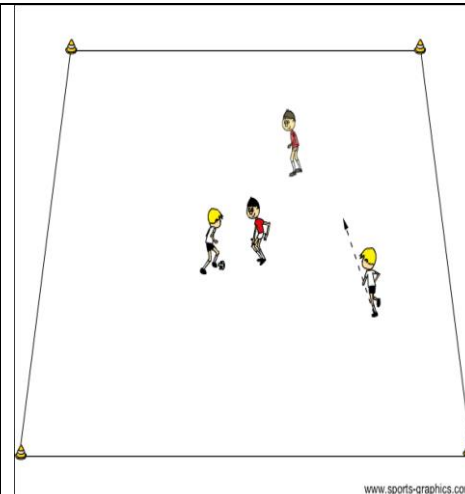
Activity Name	Description	Diagram	Coaching Points
<b>1 WARM-UP SHADOW EXERCISES</b>			
<p>Players organize themselves into pairs with one ball to a pair.</p>	<p>Unlimited space. Partner with the ball faces one of the touchlines and dribbles towards his/her partner. The defending partner does a slow retreat while staying within one yard of the dribbler. Shadow the moves of the dribbler as he/she dribbles towards the opposite touchline.</p> <p>Once the opposite line is reached the players switch roles, repeat the exercise and work back towards the original starting point.</p> <p>VARIATIONS:</p> <ul style="list-style-type: none"> <li>• Face-to-face</li> <li>• Side-to-side</li> <li>• Recovery</li> </ul>		<ul style="list-style-type: none"> <li>• Body shape (posture)</li> <li>• Footwork</li> <li>• Angles to the dribbler</li> <li>• Space (distance between the defender and attacker) &amp; (location in the playing area)</li> </ul>
<b>2 1 VS. 1 DEFENDING</b>			
<p>20 x 10 yard grid. One pair per grid and one ball per pair.</p>	<p>The players start at opposite ends of the grid with the defender having the ball. The defender passes the ball to the dribbler and then goes to defend. The dribbler tries to get to the opposite end of the grid with the ball under control.</p> <p>Switch roles after each turn.</p> <p>Encourage the defender to try to gain possession of the ball and not merely dispossess the dribbler.</p>		<ul style="list-style-type: none"> <li>• Angle of approach</li> <li>• Speed of approach</li> <li>• Long strides early to cover yardage</li> <li>• Short strides once the defender is within three yards of the dribbler</li> <li>• Physical control &amp; emotional restraint</li> <li>• Lower the center of gravity by bending the knees and leaning slightly forward at the waist.</li> </ul> <p>Q.: When might you go for the ball?  A.: When the dribbler takes a heavy touch of the ball.</p>

**3 2 VS. 2**

25 x 15 yard grid. Two pairs per grid and one ball per grid. Use training bibs to designate the pairs.

Same set up as in activity number two above. Attackers may pass as well as dribble and try to get the ball over the opposite end line under control. The defenders try to gain possession of the ball.

If the attackers get to one end they turn and attack the opposite end of the grid. Switch roles after two minutes.



- Tactically reading when to be the first defender.
- Help the players recognize when they should be the first defender and when to switch roles with the other defender.

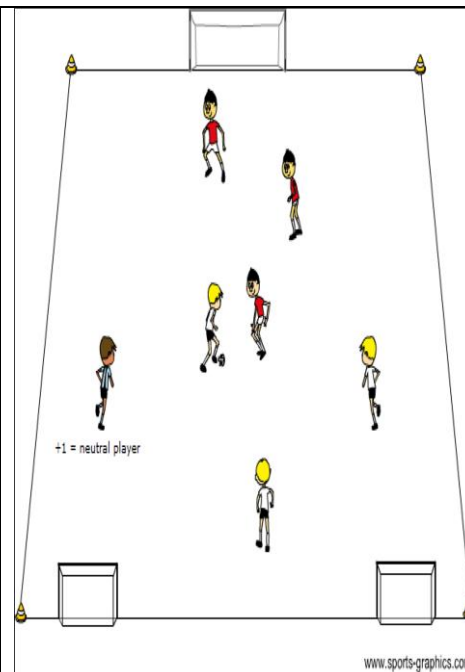
*Q.:* How do you change the odds in this situation?

*A.:* Cut off the pass to the other attacker and force the dribbler into my teammate.

**4 3 VS. 3 + 1**

40 x 30 yard grid with one age appropriate goal at one end and two small counterattack goals at the opposite end. Three balls at each grid, one in use and one at each end of the grid to keep the activity moving if a ball goes astray.

The team on the attack will always be numbers up because of the neutral player who is only on offense. The defending team will have to make quick and clear decisions on who is to pressure the ball (be the first attacker). Designate one team to be the defenders. They defend the large goal and attack the small counterattack goals. Have the two teams of three switch roles every three minutes. Switch the neutral player at that time also. Use training bibs to designate the two teams. The neutral player must be in a third color.



- Verbal and visual communication between the defenders.
- Clear communication and understanding between the defenders on who will pressure the ball.
- Is the first defender executing the points taught earlier in the training session?
- Do the defenders know when to switch roles and become the first defender?

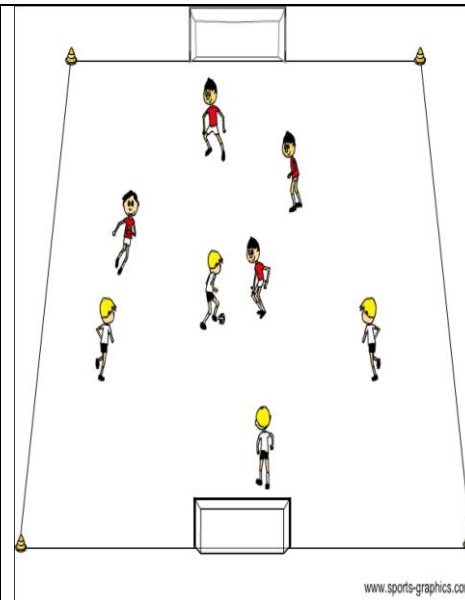
*Q.:* How can you deal with the extra player the attack will always have?

*A.:* Have our third defender drop off to give deeper cover and to be able to go to either side as needed.

**5 4 VS. 4 TWO GOALS**

50 x 40 yard grid with an age appropriate goal at each end.  
Designate the two teams with training bibs.

No goalkeepers are used in this exercise so as to emphasize the need for proper defensive pressure on the ball. Otherwise play by the normal rules of play for the age group. The small playing area and the small number of players will give the players many opportunities to act as the first defender. Set up more grids if needed to keep all of the players active.



- Are the players beginning to execute the points taught through the session on how and when to be the first defender?
- Q.:* Who does the work to pressure the ball?  
*A.:* The person closest to the opponent in possession.
- Q.:* What if they pass the ball?  
*A.:* Then the person in that area moves to pressure the ball.

**6 8 VS. 8 MATCH**

Set up is a regulation 12-U field and goals according to the US Youth Soccer modified rules for the 12-U age group.

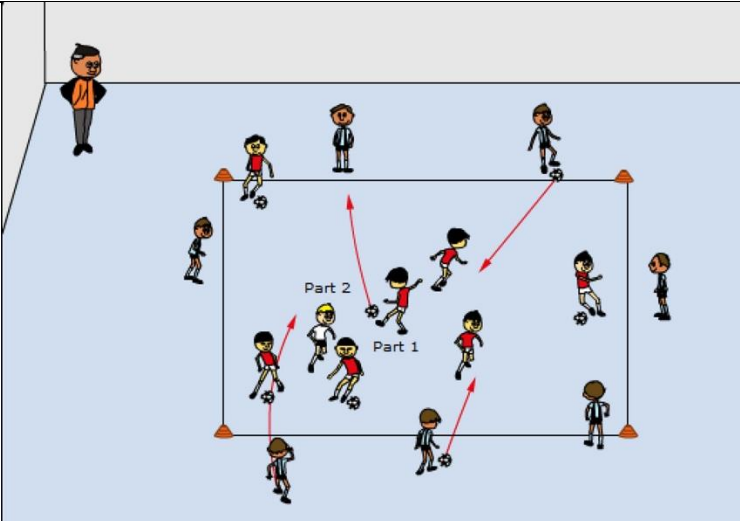
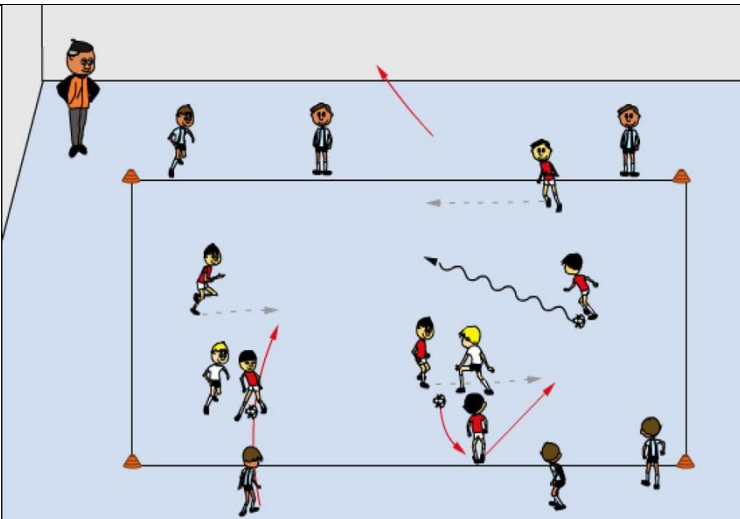
Combine the players now and include the goalkeepers. Play 7 vs. 7 up to 9 vs. 9 depending on the number of players available. Play a regulation match for ten minutes.



- Observe the players to see the decisions they make about playing first defender.
- Observe the players physical execution of the first defender.

**COOL-DOWN**

Easy jogging – forwards, backwards, sideways – stretch in between each variation of jogging.  
Both the players and coaches should drink plenty of water at the end of training.

Activity Name	Description	Diagram	Coaching Points
<b>1 Technical Warm-Up: Windows I</b>  Grid = 15 x 15 yds. 7 players around the outside of the grid. 7 players on the inside of the grid, each with a ball.	Players on the inside dribble & make passes to outside players who return the pass 1 or 2 touch. Inside players practice 1 <sup>st</sup> touch to space, turns & dummies. Then dribble to find a new open outside player. Part 1. After 3 minutes switch roles. - After 2 rounds add a defender (Part 2) inside the grid		Key coaching point (CP) throughout the session will be: <b>early vision &amp; decision.</b> Q: How do you know in which direction to receive the pass? Q: What ways can you turn with the ball?
<b>2 Small-Sided Activity: Windows II</b>  Grid = 30 x 20 yds. 6 players (red) on the inside with 3 balls. 2 defenders (white) on the inside. 6 players (blue) on the outside along the touchline.	Initially make 2v1 set ups with one pair of attackers w/o opposition. Rotate 2v1 match ups. Central attackers use flank support players when needed. Attackers score by dribbling or passing to a teammate under control across the goal line. Score at one end & then go to opposite end. Switch roles of all players every 5 minutes.		CP: when under pressure 1 <sup>st</sup> touch toward support inside or outside or drag back. Q: Why would you take your 1 <sup>st</sup> touch to outside support? Q: How do you gain more time for a controlled 1 <sup>st</sup> touch?

Author: Sam Snow

Topic: 1<sup>st</sup> Touch Out of Pressure

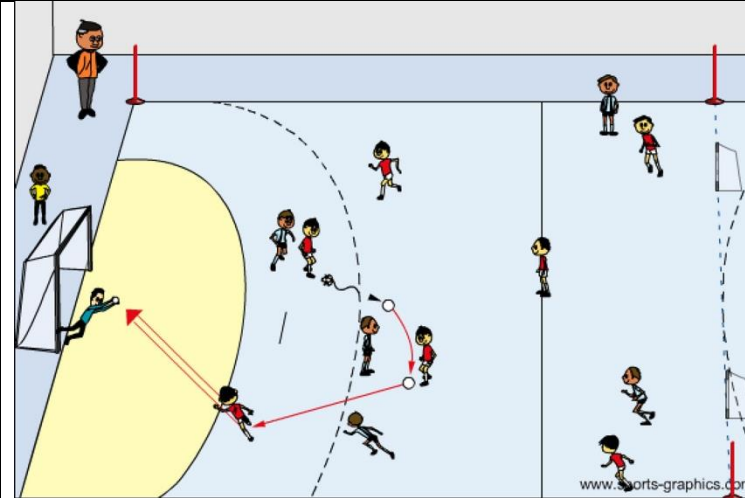
Age: 12-U

Equipment: 7 red bibs, 7 blue bibs, 2 white bibs, 14 balls, 8 cones, 4 corner flags, 2 small goals & 2 age group regulation goals

### 3 Expanded Small-Sided Activity: 3 goals

Grid:  $\frac{3}{4}$  of the field.  
1 regulation goal, 2 small counter goals, 4 corner flags.  
7v5+GK  
Red team attacks the large goal.  
Grey team attacks the small goals.

One team attacks the full size goal in which a goalkeeper is playing. Rotate the goalkeeper every 5 minutes.  
The opposite team attacks the small counterattack goals.  
Both teams look for proper 1<sup>st</sup> touch to shoot, pass, dribble or shield the ball.

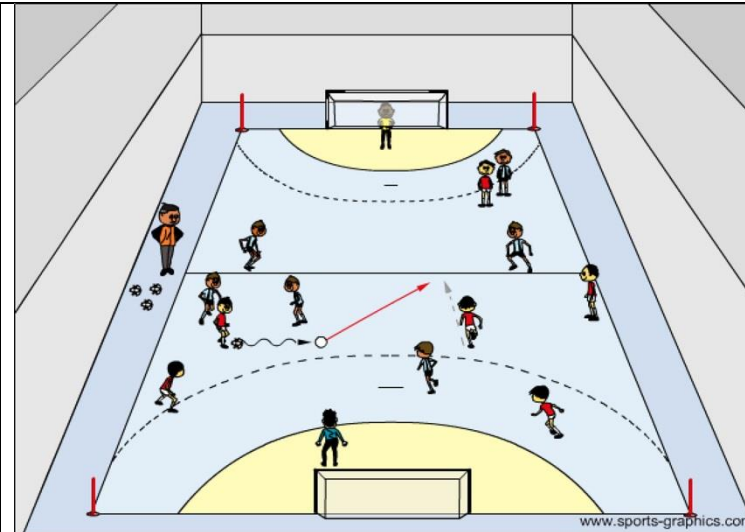


CP: Team attacking the large goal looks for drag back, lay-off or roll turn.  
Q: When could an attacker roll with the ball around a tight marking defender?  
Q: How can a 1<sup>st</sup> touch into space set up a penetrating shot or pass?

### 4 Match: 7 vs. 7

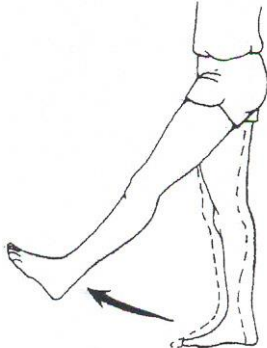
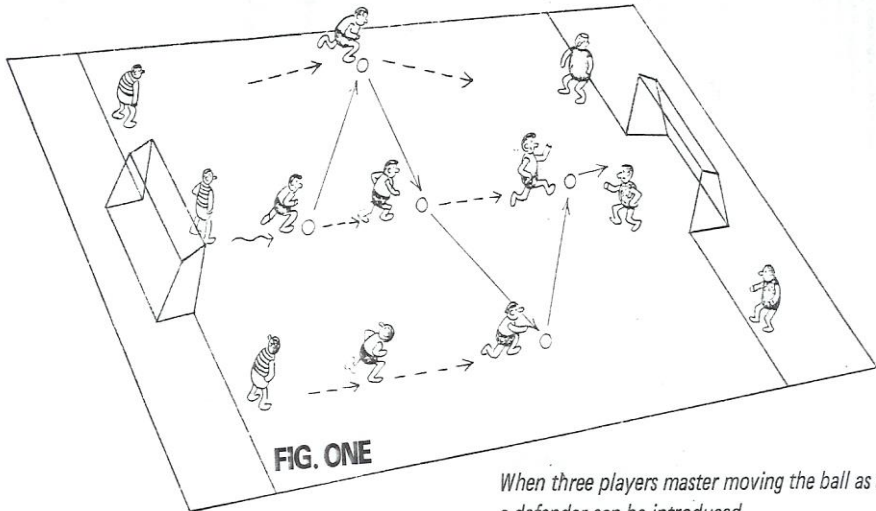
Regulation U12 field and goals.  
4 corner flags.  
Red & grey training bibs.  
1 ball.  
Spare balls with the coach.

Play 7 vs. 7 using US Youth Soccer Modified Rules for the U12 age group.



Observe the players recognition of 1<sup>st</sup> touch away from pressure moments.  
Observe player execution of skill in those moments.  
Occasionally reinforce previous coaching points.

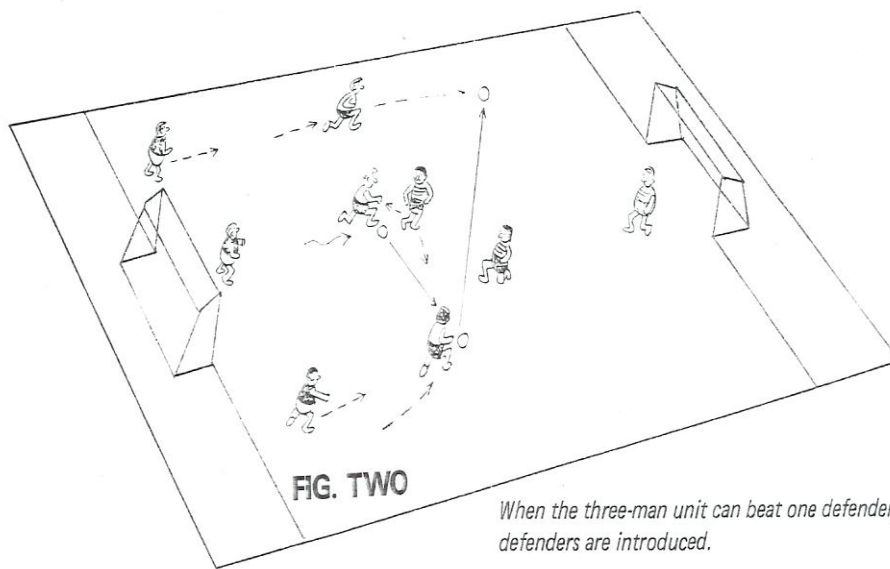
Cool-Down

Activity Name	Description	Diagram	Coaching Points
1. WARM-UP			
12 players with one ball each.	Dribbling, turning, changing speed, direction, etc. STRETCH <b>Ankle warm-up:</b> Balance on one leg with the other leg straight to front of you. Pull your toes back. Point your toes down. Turn your foot in. Turn your foot out. <b>Hip Flexion:</b> Balance on one leg and straighten the opposite leg toward the sky. <b>Hip extension:</b> Balance on one leg, tighten your buttocks and bring the other leg straight behind you. Keeping your thigh still and slightly behind the standing leg, bend your free leg. <b>Body curl:</b> lie on your back. Bend your knees into your chest and put your hands behind your head. Exhale and curl your upper body and pelvis toward each other like you are crunching into a ball.		Gradually work up to match speed. 
2. 3 VS. 1			
Use a 40-yard long by 30-yard wide grid. Use regulation goals for the age group. Begin the activity as a 3 vs. 0 play. Build to a 3 vs. 1 activity.	 <p><b>FIG. ONE</b></p> <p><i>When three players master moving the ball as a unit, a defender can be introduced.</i></p>		<ul style="list-style-type: none"><li>➤ Getting open to the game</li><li>➤ Flank players get the backside to the outside</li><li>➤ Wall passes</li><li>➤ Double passes</li><li>➤ 3 man combinations</li><li>➤ Decisions on when to shoot, pass or dribble</li></ul> <p><i>Q.: Why should you sometimes pass to the player farthest from you?</i></p> <p><i>A.: Because he/she should have the most open space.</i></p>



**3. 3 VS. 2**

Use a 40-yard long by 30-yard wide grid. Use regulation goals for the age group. Begin activity as a 3 vs. 1 play. Build up to 3 vs. 2.



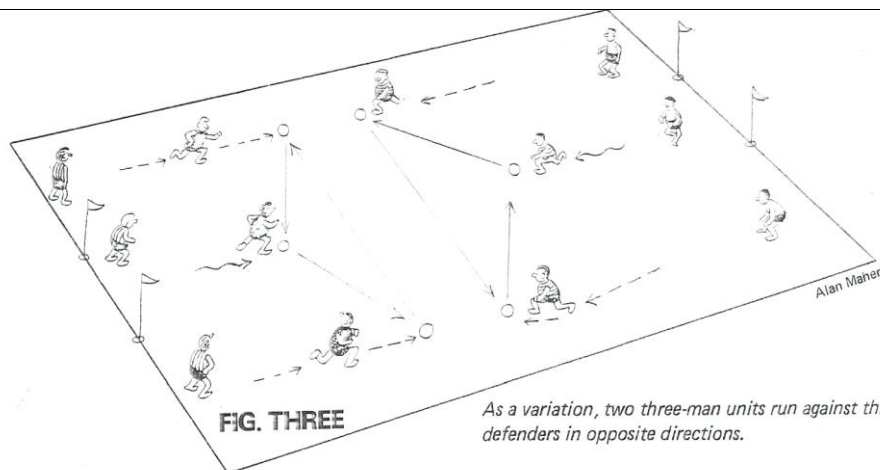
- Timing of runs
- Creating space
- Stay wide
- Backside to the outside
- Angle of support
- Distance of support
- Disguise passes
- Decisions on when to shoot, pass or dribble

*Q.:* Why should the 3<sup>rd</sup> attacker run forward from a deeper position in your triangle?

*A.:* Because the two defenders will be marking the attackers farthest up the field and then our 3<sup>rd</sup> attacker can go free.

**4. 3 VS. 3**

Use a 40-yard long by 30-yard wide grid. Use regulation goals for the age group. Play 3 vs. 3.



- Connection with other attackers
- Timing
- Create space
- Angles
- Distance
- Width
- Technique – skill- disguise
- Penetration

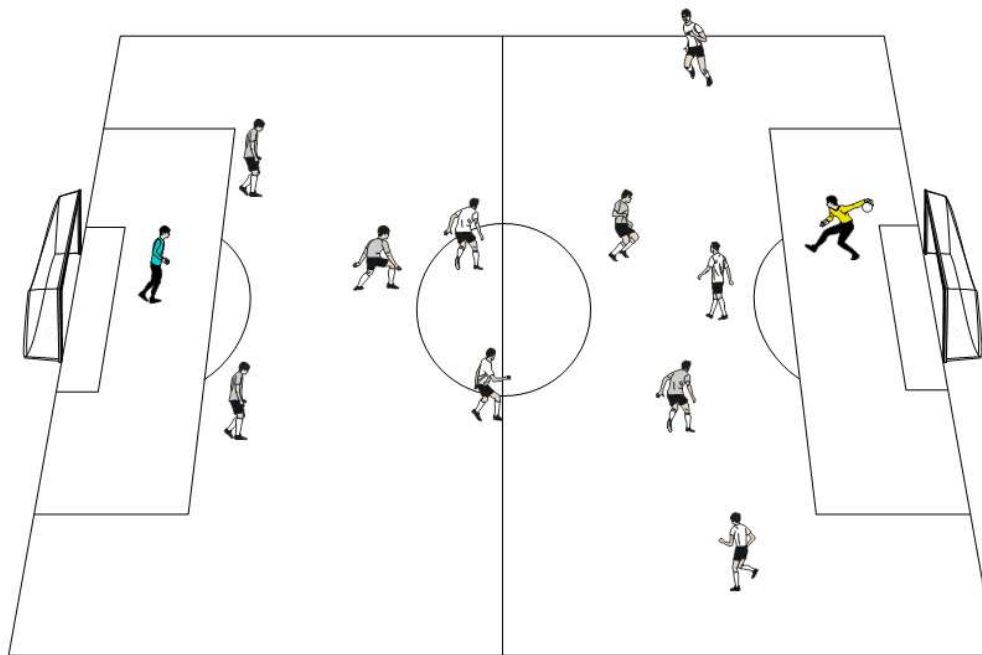
*Q.:* Now that it's 'numbers even' how might you get one attacker open?

*A.:* Use an overlap run on one side to overload that space.

**5. 5 VS. 5 + GKs.**

Use a regulation U12 field according to the US Youth Soccer rules.

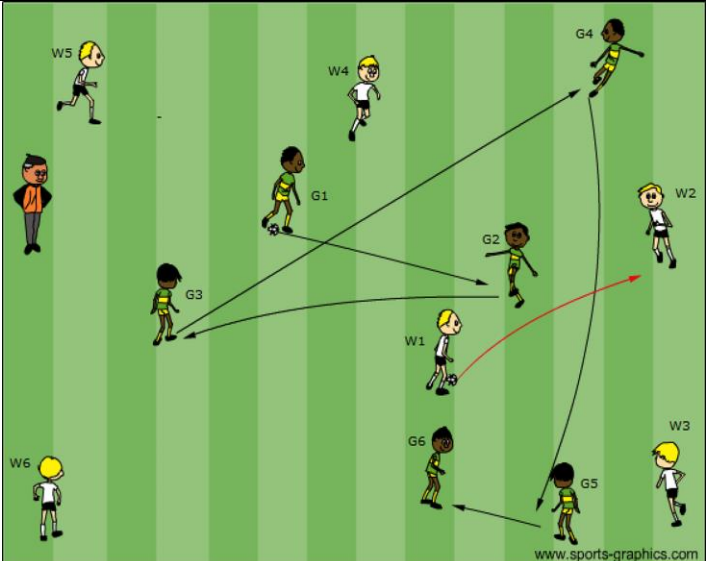
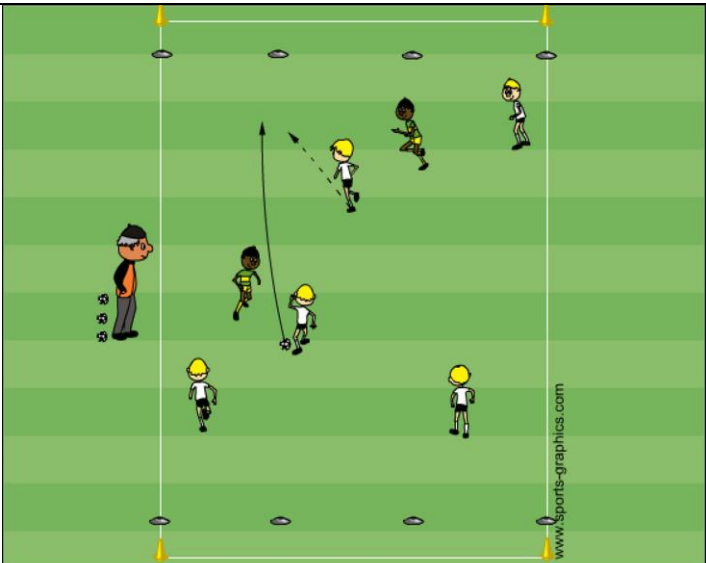
The team (white) being coached plays a 3-2 formation. The opponents (grey) start in a 2-1-2 formation. If the activity is successful then the opposing team (grey) goes to a 3-2 formation. The opposing team must shoot within four passes.



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- Starting position
- Proper spacing between attackers
- Body posture
- First touch should be forward
- Look for wall pass with midfielders

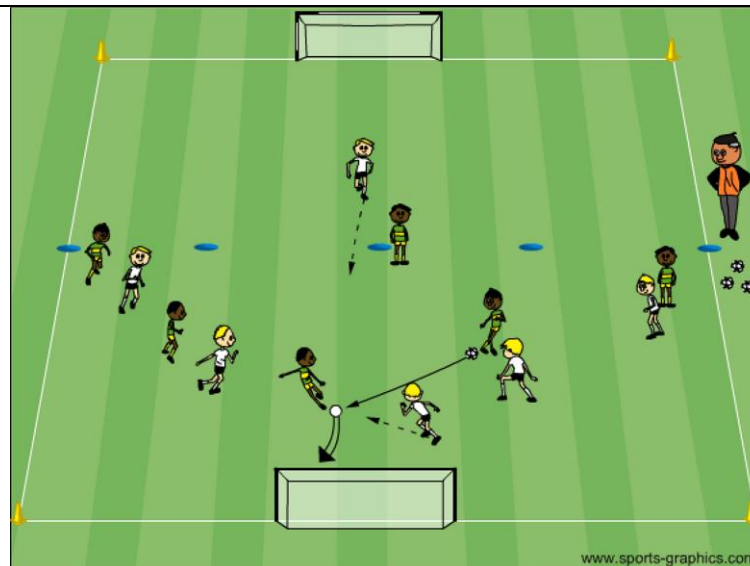


Activity Name	Description	Diagram	Coaching Points
<p><b>1 Technical Warm-up</b></p> <p><b>Sequence passing</b> One round in relatively small space &amp; then stretch Second round in larger space &amp; add flighted balls for long passes Final round 1 player in the group wears a red pinnie &amp; becomes a defender</p> <p>[Editor's note: under coaching points: <b>Tech</b> = Technique <b>Tact</b> = Tactics]</p>	<p>Working in a group of 4 to 6 (dependent upon players' abilities) on attacking shape with emphasis on compactness.</p> <p>Number the players 1-4 or 5 or 6 &amp; they must pass in numerical sequence.</p> <p>The last player in the group passes to number 1 &amp; the sequence resumes.</p>		<p><b>Tech:</b> 1. Quality of passes 2. Quality of receiving</p> <p><b>Q.:</b> How do you decide the part of the foot to use for your pass? <b>A.:</b> Based on my distance &amp; angle to the receiver.</p> <p><b>Tact:</b> Next receiver move to get into the field of vision of the passer. The support player does the hard work.</p> <p><b>Q.:</b> How does your movement to get into the line of sight of the passer make the pass easier for both players? <b>A.:</b> Passer can make quicker &amp; cleaner passes. Receiver can control a good pass easier.</p>
<p><b>2 Small-Sided Activity</b></p> <p><b>5 vs. 2 to End Zone</b> Grid = 40 x 30 yards (adjust according to players' abilities   larger grid for less skillful / smaller grid for more skillful</p>	<p>The 5 attackers score by receiving a pass in the end zone. Then run and attack the opposite end zone.</p> <p>The 2 defenders try to win possession of the ball.</p> <p>Every 3 minutes switch 1 of the defenders.</p>		<p><b>Tech:</b> 1. Pace of pass 2. Receiving touch creates a better passing posture &amp; position</p> <p><b>Q.:</b> How do you decide on the pace of your pass? <b>A.:</b> Based on the distance from the receiver &amp; the pressure on the receiver.</p> <p><b>Tact:</b> Mobility – early movement to receive passes. If 1 has the ball then BOTH 2 &amp; 3 should be moving.</p> <p><b>Q.:</b> Why does moving before the pass help our attack? <b>A.:</b> We can pass the ball around faster that way.</p>

### 3 Expanded Small-Sided Activity

**6 vs. 6 All Up & Back**  
Grid = 50 x 40 yards  
(adjust as needed)

Play 6-a-side without goalkeepers.  
All attackers must be over the halfway line into their attacking half for a goal to count.  
All defenders must be over the halfway line in their defending half or a goal counts double.

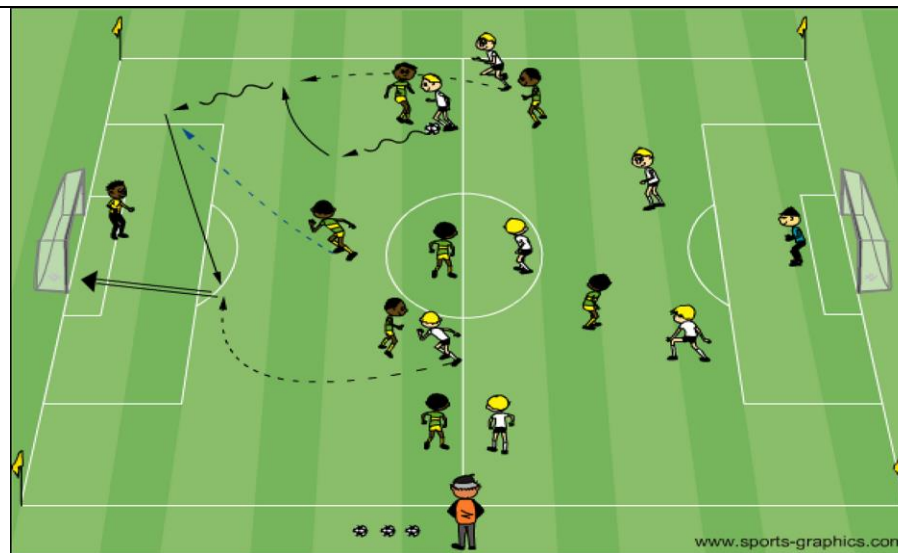


**Tech:** Game situation choices of passing & receiving to keep possession & then penetrate.  
**Q.:** How do you know when to pass forward?  
**A.1:** When there's space behind a defender for a receiver to run into for the pass.  
**A. 2:** When the receiver could shield & wait for support.  
**Tact:** Depth & Width  
**Q.:** What shape near the ball should we have to give us options in more than one direction?  
**A.:** A triangle or a diamond shape.

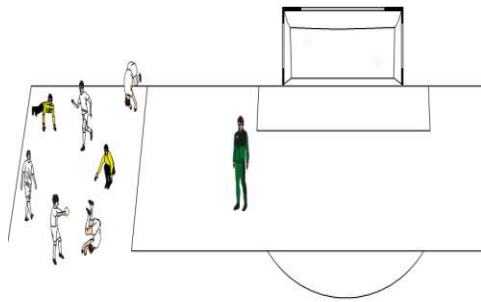
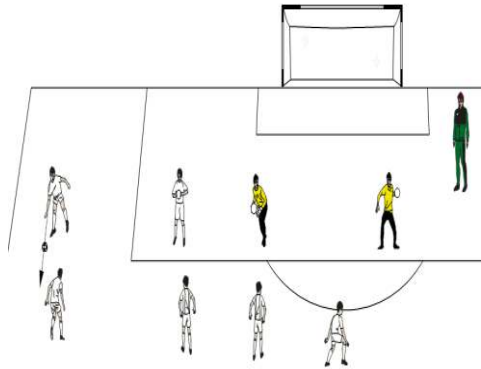
### 4 Match

**8 vs. 8 Match**  
Play according to US Youth Soccer Modified Rules

Play a 7-a-side up to 9-a-side match.  
The players are responsible to remind one another to stay compact when attacking.



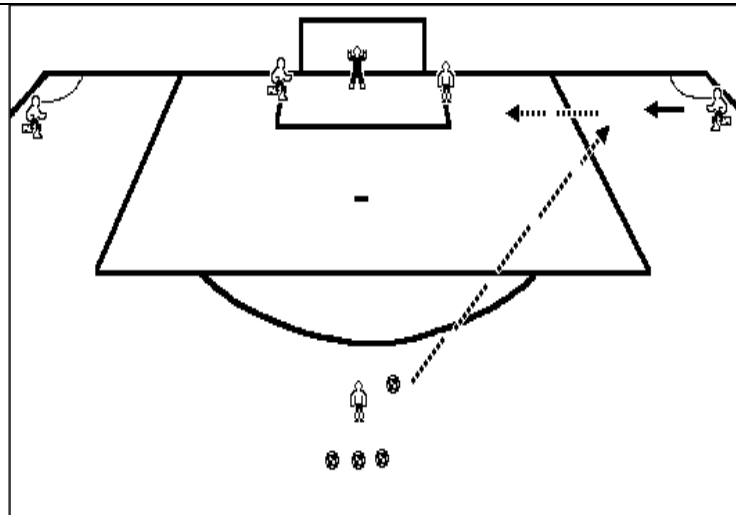
**Tech:** Match speed execution.  
**Tact:** Match speed thinking.  
**Q.:** Are you trying what you learned earlier today?  
This is a reinforcement question without an answer truly necessary.  
Predominately observe the players' decision making.

Activity Name		Description	Diagram	Coaching Points
1 Warm-up				
Use the space between the side of the penalty area and the touchline.	Jogging in different directions with change of speed. Sit-ups & back-ups. Throw the ball up, touch toes (1x, 2x, etc.), catch. Next throw ball up, forward roll, catch. Drop the ball to thigh height from your chest, catch at thighs, and bring it to your chest again quickly. A dozen repetitions.		Increase circulation & loosen up joints. Core body strength improvement. Eye-hand coordination, agility & balance. Improve reflexes.	
2 Match Related				
Use the space near the top of the penalty area. Rehearse techniques with a partner, roll and throw to one another (bowl, side arm and over arm). Start ten yards apart and increase to your maximum distance. Do the same with goal kicks and punts.	<b>Bowl:</b> bends knees to get closer to the ground, cradle the ball in the palm of the hand, release the ball with a roll and off the fingertips, and follow through with the throwing hand toward the target. <b>Over arm:</b> cradle the ball in the palm and have a full swing from the shoulder forward toward the target, release the ball when the arm is level with the shoulder (parallel to the ground), release off the fingertips & follow through. <b>Goal kicks:</b> plant foot beside the ball with the toes pointing toward the target, bend the knees, full back swing of the kicking leg, get the big toe and 'knuckle' of the big toe under the ball for slight lift of the ball, strike through the center of the ball with the instep to drive it forward, follow through with the kicking leg and keep your eyes on the ball. <b>Punt:</b> cradle the ball in the hand opposite the kicking foot, let the ball roll forward off the fingertips & strike the ball when it has dropped below knee height.		Cooperation in pairs – ask the players to 'coach' their partner. Observe closely the body mechanics of each throw or kick. Self-challenge to increase distance of distribution. Q.: How to you better direct the ball when you bowl it? A.: Be sure to follow through toward my partner and let the ball roll off my fingertips.	

**3 Match Related**

Use the defensive third of the field.

Keeper in the goal, five field players, two players on each post to challenge the keeper and try to score, two wingers on the touch lines to send in crosses of varied height. The keeper saves the cross or shot and then distributes to the wingers or center half, who passes out to the wings and repeat for twenty minutes.

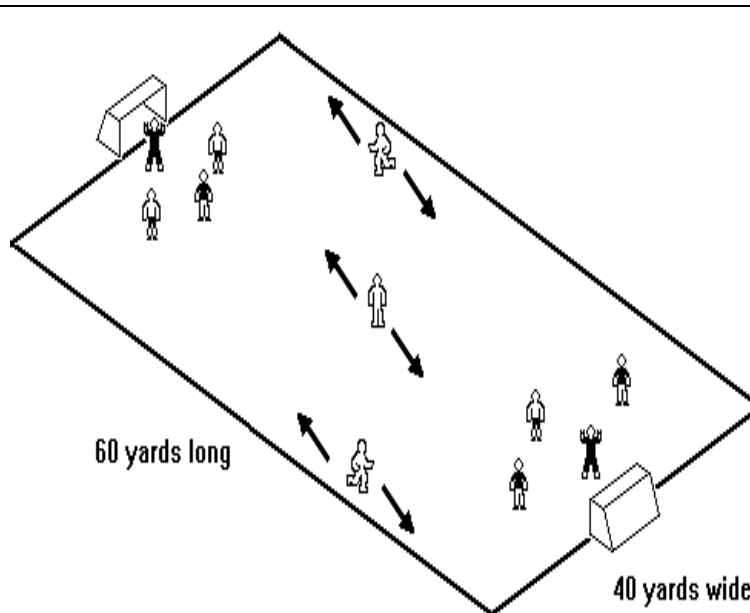


Focus on the accuracy of the distribution. Be sure the ball arrives to the field player in a manner easy to control.  
Q.: Where do you want the ball to land when you throw it?  
A.: At or near my teammates feet.

**4 Match Condition**

Field sixty yards by forty yards with two full size goals.

A keeper in each goal, a striker in front of each goal, two wings attacking both ways. Center half attacking both ways, two defenders in front of each goal. Keeper starts play with a distribution to either winger, his/her two defenders, the center half or his/her striker. An attack is made on the opposite goal and then counter-attack. Concentrate on accurate distribution and communication with the player to whom you distribute. Play for twenty minutes.

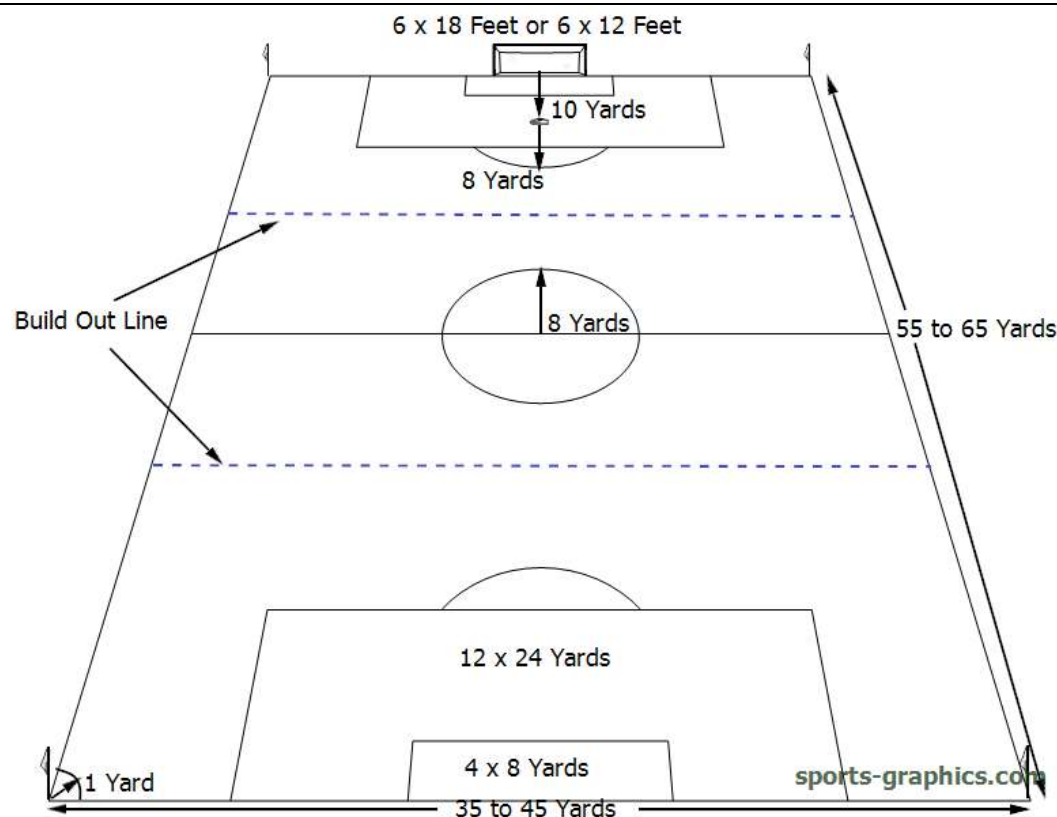


Critique the decisions on where to distribute. What tactical information does the keeper give during the distribution; i.e., man-on, turn, etc.  
Q.: Why would you throw the ball slightly in front of either winger or the midfielder?  
A.: because they have open space in front of them to run onto the ball.

**5 Match**

10-U field

Play a match according to US Youth Soccer 10-U modified rules.



Observe the distribution technique of the goalkeepers. Move from goal to goal for close observation of their body mechanics when throwing or kicking the ball.

COOL-DOWN

Author: Gary Allen



Coaching Advisor  
Lesson Plan



Topic: Passing

Age: 10-U

Activity Name	Description	Diagram	Coaching Points
<p>1 Warm Up (Assuming 14 players per team)</p> <p>Windows Set up 30 x 40 yds. field</p>	<p>Players in three groups with different colored vest (i.e. one -red, one- blue and one-yellow) 4 pairs of players, each pair with a ball inside the area, and six players on the outside, each on a line as target players. Pairs of players passing to each other in and among others, and trying to play ball to, and receive ball back from each target player. Target players must play ball in two touches. Incentives: one point for every ten passes made without ball hitting any other of pairs of players. One point for every wall pass made. One point for playing ball between two players to a target player. One point for hitting all four targets. Technical coaching can focus on using different surfaces, weight and accuracy of passes, how players are opening their bodies to receive balls so that they have vision of the whole field, and the types of runs they are making to receive balls. The focus on receiving positions is important because these will enable players to more quickly and effectively passes the next ball.</p>	<p><u><i>A note about incentives</i></u> <i>Coaches can seek to provide incentives or objectives for players to achieve within an exercise. Incentives are always positive, rather than negative restrictions. Using incentives, as opposed to restrictions, allows players to play more realistically. For instance, if a coach wants to increase the players' number of passes, he might state that a side in the exercise is awarded a point for every ten passes it makes in a row. If the coach is trying to encourage penetrating passes, then he might count passes that split opponents as three passes. One key to the value of this type of coaching is that it is player-centered, not coach-directed. Certainly, the coach describes the objective, but the players fulfill that objective as the game itself presents opportunities.</i></p>	<p>The permeating concept for all technical training for this age should be coaching from the game. Each exercise should provide a realistic game-like environment that the coach can manipulate to provide progressively complex situations. Even the warm-up phases should have definite implications for the game.</p> <p><i>Q.:</i> How can you move the ball into a new space with just one touch?</p> <p><i>Q.:</i> How can you run to a space and see the ball the whole time?</p> <p><i>Q.:</i> When you are looking to receive a ball from a target player where and how can you run so that you can see the target player with the ball and the target player on the other side at the same time?</p>

Author: Gary Allen



Coaching Advisor

## Lesson Plan



Topic: Passing

Age: 10-U

### 2 Three Match-Related Exercises

<p><u>Keep Away</u></p> <p>Area: 30 x 50</p>	<p>5 + 5 v 4 playing keep away (three colors, two colors against one defending color). No goals or direction. Start with 4 extra players in windows format, with one team combining with the outside target players to keep the ball away from the other team. Award a point for every five passes in a row. If the defending team steals the ball, then they combine with the target players to play keep away from the inside team that lost the ball. Same field area, but now the target players move into the field, and two teams play keep way from the third team. If one of the two offensive teams loses the ball to the defending team, the team that lost the ball becomes the defending team.</p>	<p><u>A note about incentives</u></p> <p><i>This does not mean that coaches never should put conditions on players to achieve repetition of desired techniques. For instance, to increase the number of passes and speed of play, a coach might ask players to take only two or three touches each time they receive the ball. A negative restriction is different from this type of condition because it restricts the free flow of the game by requiring players to do one thing <u>before</u> they can do another: for example, requiring players to pass the ball five times before they can shoot on a goal. These types of restrictions create unrealistic situations that can often be more harmful than beneficial. For instance, with the restriction cited above, what happens if a player finds himself in front of the goal with a clear shooting opportunity, but only three passes have been made? In that instance we want the player to shoot, but because of the restriction he cannot shoot.</i></p>	<p>Stages now used in our technical practice are called "match-related" or "game-related." These involve opponents. We make it more complex by using "numbers-up" or "numbers-down", altering the size and shape of the field, adding goals, and using neutral players and target players, applying "incentives." This is the way we make our practices more complex.</p> <p>Now, the same type of guided discovery questions can be used for players to recognize where they should move with their first touch and how to run to see what is behind them.</p>
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# Lesson Plan



## 3 Four Box Goals

Set Up: Field 40 x 60, with four 15 x 15 yd boxes (one in each corner).

5 v 5 plus two neutral players who play with team possessing the ball. One point for every five passes without interception. One point for passing into two different boxes in a row to a teammate without interception by the other team. Can use the same incentives as used earlier concerning wall passes, and splitting players, etc. Since spaces are becoming bigger, can also award points for successful longer passes that are part of the five passes.

*Note on Use of Unequal Sides*  
*One of the most useful tools for providing success in a game-like environment is to make the sides unequal, i.e., 4 v 2, 6 v 3, 8 v 4, etc. By having “numbers up,” it is easier for players to perform the technique under pressure, but there is not so much pressure that play is constantly breaking down. There are a number of techniques for creating unequal sides. Each has advantages and disadvantages, and each emphasizes something different. For example, a coach might divide a group of twelve players into three groups of four, with each group wearing a different color-training vest (e.g., one group of four in red, one group in blue and one group in yellow). Two of the groups could play against the third, automatically creating a numbers up situation. When possession is lost, then the group losing possession could become the lone defending group playing against the other two.*

Another way to create unequal numbers is to use target players on the outside of the playing area to and from whom either team of equal sides inside the playing area may pass and receive passes (for example, we might have two equal sides of 4 v 4 inside, with four target players on the outside). The advantage of using target players like this is that the placement of the target players can create automatic width or depth or both for the attacking team. A third way to create unequal sides is to play equal sides against each other, and use extra “neutral” players inside the area, who play with whichever team has possession of the ball. An immediate downside to this arrangement is that transition can be awkward, especially if one of the neutral players loses possession.

*Q.:* Can you find a “meadow” on the field where there are no opposing players and you can receive the ball?

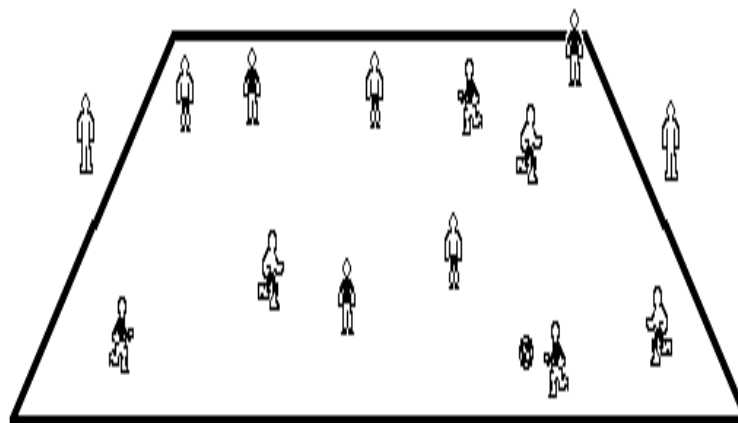
*Q.:* If that “meadow” is not forward, where might it be?

*Q.:* If a ball is played wide, where can you run to re-establish depth? And if it is played back, where can you run to re-establish width?

**4 6 v 6 to targets on end lines**

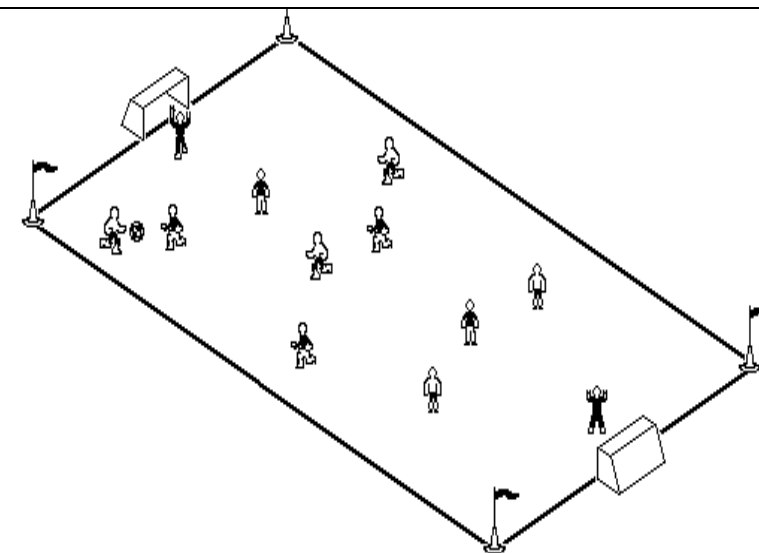
Play in same area 40 x 60, but now score a point by keeping possession for five passes, and two points for passing to a target player and successfully getting the ball back from the target player. (After hitting one target player, can only score two points again by next hitting the other target player).

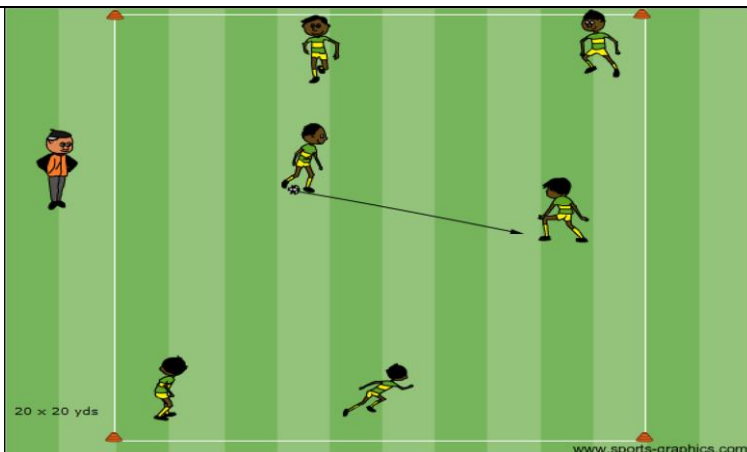
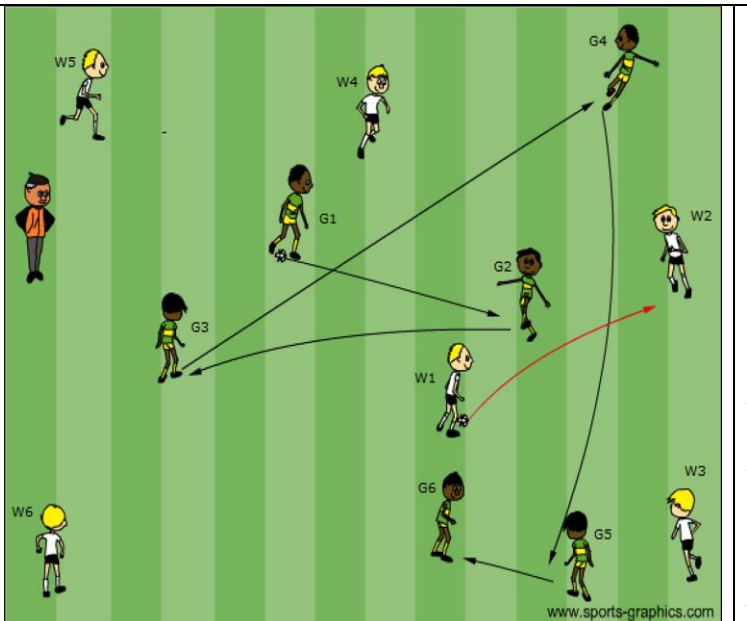
Then change the game by moving target players into the field as neutral players playing with the attacking team, and keeping possession points, but giving teams opposite end lines to attack, and giving them two points for successfully passing the ball to a teammate across the end line. When they do so the other team gets the ball.

**5 Match Conditions**

Play 6 v 6 on same-sized field with goals and goalkeepers. You can start out awarding incentive points for a certain number of passes, wall passes, and splitting passes, etc. as well as points for scoring goals. Eventually take the incentives off and just play.

Guided discovery questions will almost all concern re-establishing width and depth to create spaces between defenders to penetrate. The earlier questions concerning where and how to run to see the ball and other parts of the field at the same time will also be valuable, especially now that players are attacking one direction and defending the other.

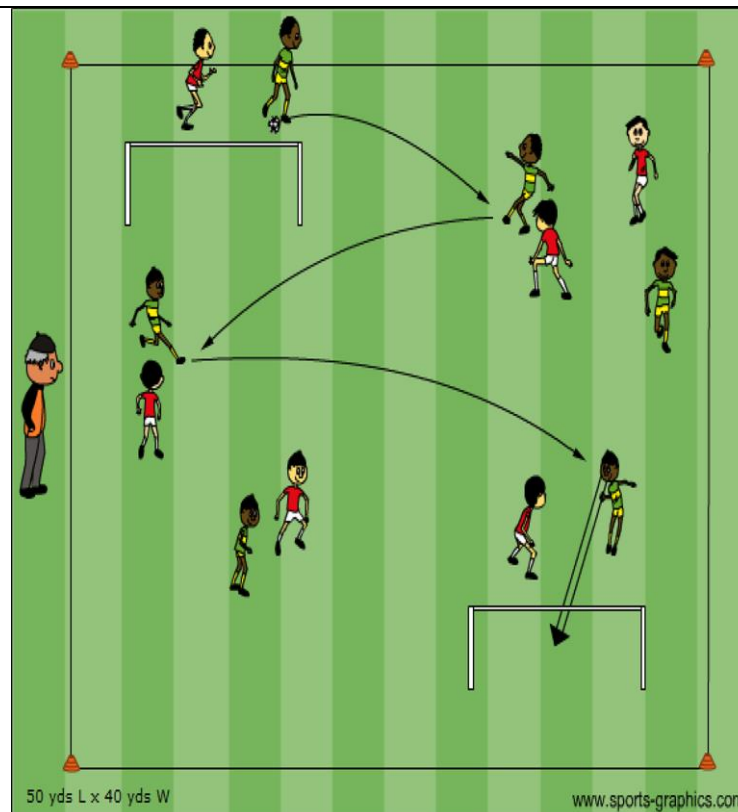


Activity Name	Description	Diagram	Coaching Points
1. WARM-UP: PAINT THE GRASS			
Groups of six with one ball go into a 20-yard by 30-yard grid. Three rounds with a stretch between each round.	The coach has the watch and the players have thirty seconds to use the ball as a “paint brush” and “paint” (via passing) as much of the grass in the grid as they can.		The intent is to get the players to move, work on passing and receiving techniques, to communicate and solve problems together. <i>Q.:</i> How do you anticipate where to run to receive a pass? <i>A.:</i> I look for open space and run there. <i>Q.:</i> Can your receiving help you “paint” the grid? <i>A.:</i> Yes, if I can keep the ball close to me then I make the next pass quickly. <i>Q.:</i> What group shape should you take? <i>A.:</i> Always with an open passing lane between my partner and me.
2. SEQUENCE PASSING			
The players organize themselves into groups of six to eight. Players are numbered 1-6 (8) and must pass in that sequence, 1 to 2, and 2 to 3 and so on with 6 (8) passing to 1. Divide into two or three groups with all groups using the same field.	All passing is done on the move, no standing allowed. The groups have to play through, over and around each other, which increases the demand on vision and communication and off the ball movement. <b>VARIATIONS:</b> Reduce the playing area to half of the original size. Each group starts with one ball and once they have a rhythm add a second ball, which increases the tempo of the session. A player should not get caught with two balls.		The intent is to promote vision and communication between the players without the pressure of opponents. The activity will cause the players to work on the techniques of passing and receiving. Rhythm of play and timing of support runs will improve. Off-the-ball players must get into the field of vision of the teammate with the ball. A dynamic run should be made to show for the ball. <i>Q.:</i> Where should the next receiver position himself or herself? <i>A.:</i> Where the person with the ball can see you. <i>Q.:</i> When should your supporting run start? <i>A.:</i> Just before the person who’ll pass to me receives the ball. <i>Q.:</i> How do you know which way the player passing to you will most likely be facing? <i>A.:</i> By the angle of the pass going to that person.

**3. CROSSING GAME**

The players should organize themselves into groups of six to play 6 vs. 6. The training grid is 50 yards long by 40 yards wide. Corner flags, tall cones or flat faced goals should be used for goals and disc cones to mark the corners of the grid. The goals are set up diagonally from one another and ten yards in from the goal line. Players can score from either side of the goal and the game doesn't stop after a goal is scored.

Play a normal 6 vs. 6 match except for goals being scored from either side of the goal. Because of the angled goals there will be more crosses into areas in front of the goalmouth. Many goals can be scored under match conditions in a short time period. Teamwork in preparation of attack and defense will improve. **VARIATION:** use goalkeepers who may play only on the side of the goal facing the center of the field.



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

Q.: Why do diagonal passes and runs work so well against the defenders?

A.: That kind of pass can slice behind defenders.

Q.: What cues of the crosser can you look for to help you time your run?

A.: When the crosser's plant foot goes down and their eyes go down to the ball they are about to cross it.

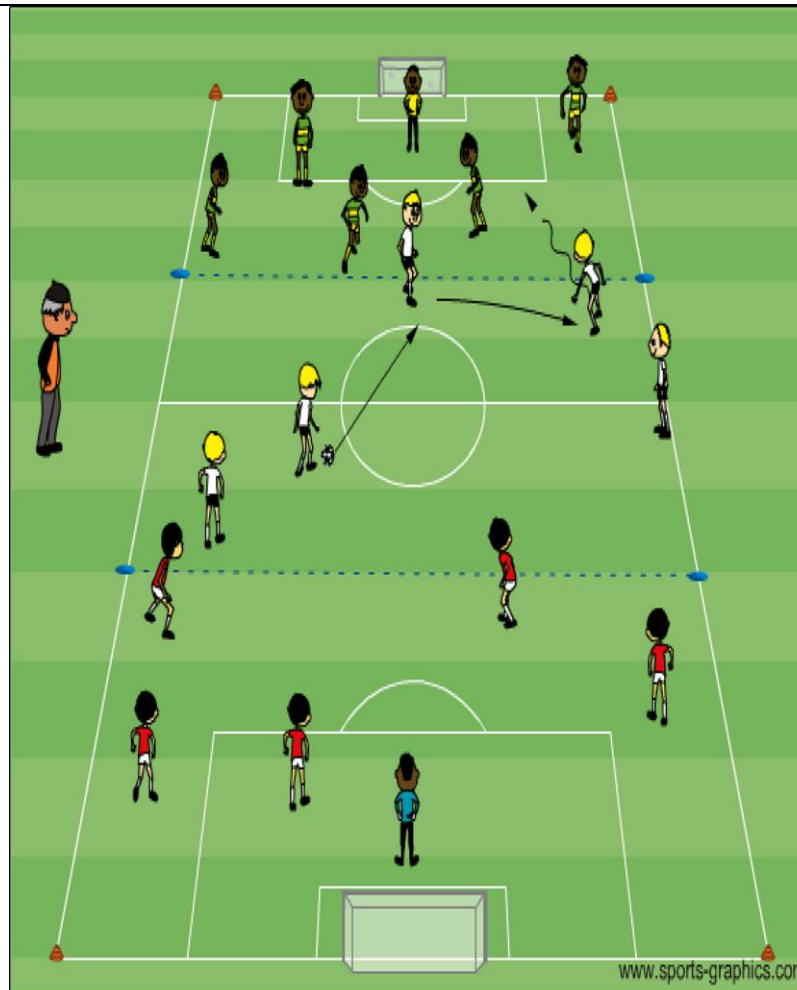
Q.: When should you cross the ball to the near post or the far post?

A.: It depends on the runs of my teammates.

**4. THREE TEAM GAME**

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

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



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

*Q.:* How do possession passes in the midfield third help to set up the penetrating pass?

*A.:* They draw the defenders forward and opens space behind them.

*Q.:* Why would the attackers sometimes pass the ball square or backwards?

*A.:* To keep the ball and set up the penetrating pass.

**5. ALL UP & ALL BACK**

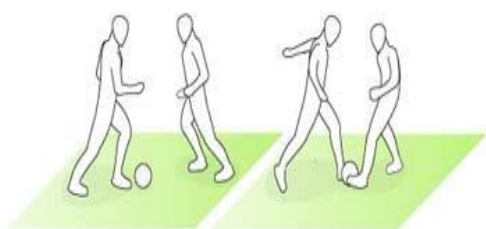


Play a full field match of 8v8. Follow the US Youth Soccer rules for 8v8 U12 soccer. Use a painted, chalked line or small disc cones to mark the halfway line.

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





The intent of these conditions is to work on team communication, off the ball runs, vision, fitness and most importantly compactness. No new guided discovery questions. Reminder comments or questions only. Let them play!

COOL-DOWN

Activity Name	Description	Diagram	Purpose/Coaching Points
1			
"Rehearsal"	<ul style="list-style-type: none"> <li>Have 2 players stand 2-3 steps on either side of the ball.</li> <li>On command both players should squarely step to address and block the ball.</li> </ul>		<ul style="list-style-type: none"> <li>Players rehearse safely a "block" tackle.</li> <li>Inside of foot to ball.</li> <li>Get weight into the tackle.</li> <li>Do not stretch or go to ground.</li> <li>Which way should you try to force the ball carrier?</li> </ul>
2			
1 vs. 1 "Faced Up"	<ul style="list-style-type: none"> <li>1 vs. 1 to goal in a 12 x 10 yard grid.</li> <li>Coach serves ball to slightly favor one player.</li> <li>If you have 10+ players use 2 grids.</li> </ul>		<ul style="list-style-type: none"> <li>Close to the ball.</li> <li>Maintain a good distance to tackle and recover.</li> <li>Get body behind tackle.</li> <li>Tackle without crossing feet.</li> <li>What helps you decide to force the ball carrier one way or the other?</li> </ul>
3			
1 vs. 1 "From Recovery"	<ul style="list-style-type: none"> <li>1 vs. 1 to goal. (As above but...)</li> <li>Players attack goal they start at.</li> <li>Defender must recover goal side.</li> </ul>		<ul style="list-style-type: none"> <li>Recover goal side.</li> <li>Do not tackle from behind.</li> <li>Face up to opponent.</li> <li>Tackle firmly with closest foot.</li> <li>Why is good to be able to tackle with either foot equally?</li> </ul>



4	<p>2 vs. 2 “Decisions”</p> <ul style="list-style-type: none"> <li>• 2 vs. 2 to goal in a 20 x 15 yard grid.</li> <li>• Restarts are passed in.</li> <li>• Play 3-4 minute sets with good rest.</li> </ul>		<ul style="list-style-type: none"> <li>• Defender not on ball must be ready to close.</li> <li>• Close as ball is traveling.</li> <li>• Ensure proper tackling technique.</li> <li>• If you tackle and are really close to the opponent what might be a problem?</li> </ul>
5	<p>6 vs. 6 “The Game”</p> <ul style="list-style-type: none"> <li>• 6 vs. 6 including keepers in a 50 x 40 yard grid.</li> <li>• No conditions on play.</li> <li>• Be prepared to stop 2-3 times in 15 minutes to review topic.</li> </ul>		<ul style="list-style-type: none"> <li>• All tackles should be made from the front.</li> <li>• Avoid going to ground.</li> <li>• What is the possible problem with slide tackling?</li> <li>• Tackle with either foot as situation demands.</li> <li>• Do not reach; stay compact.</li> <li>• If we are successful in tackling and winning the ball what should we be thinking about next?</li> </ul>