

Oklahoma Soccer Association –
Youth Module Course Candidate Manual

Down load information

Download and print the following information. This information needs to be brought with you to the course.

Recommendation is to organize your manual into an easy to use book format.

1). Organize your sheets in the following manner.

- Title Page
- Letter
- Then place the remaining pages back to back.

2). Take this organization to a printing company and get them to create a book for you by doing the following.

- Select a color piece of paper (slightly heavier weight works best) for your front and back cover.
- Then ask them to print the Title page on the color paper and to bind the book with a black plastic binder down the left hand side.

3). This will create an easy to use manual for you to use during the course.



Youth Module Level II – U10

Candidate Manual

Prepared by:
Peter McGahey
Director of Coaching and Player Development
Oklahoma Soccer Association
12-2-03

Coach,

Welcome to the Oklahoma Soccer Association Coaching School. We are very please to have you attending this coaching course.

First, I would like to offer you sincere thanks for taking the time to further your coach education. I know your players are appreciative of your efforts.

The Oklahoma Soccer Association Coaching School programs have been designed to provide you the most up to date and relevant coaching and teaching information available. We are confident that the material will help you improve the soccer experience for Oklahoma's children.

If after you complete this course you have any coaching or soccer questions, don't hesitate to contact me. I am happy to help and offer assistance anyway that I can.

Best of Luck with your course and with all your coaching pursuits!

Your Friend in Soccer,

Peter McGahey
Director of Coaching and Player Development
Oklahoma Soccer Association

United States Youth Soccer

National Youth License

And

State Youth Courses

‘THE GAME IN THE CHILD’

The mission of the National Youth License and the State Youth Courses is to provide the most current and advanced information on growth and development of the youth soccer player. The youth soccer player is defined as any child from pre-school through adolescence. The courses take the approach that the GAME WITHIN EACH CHILD is at the center of all beliefs, decisions, and actions taken by the child, coach, and organization. It is the ultimate goal with the United States to unlock the game within each child to reach their full soccer potential.

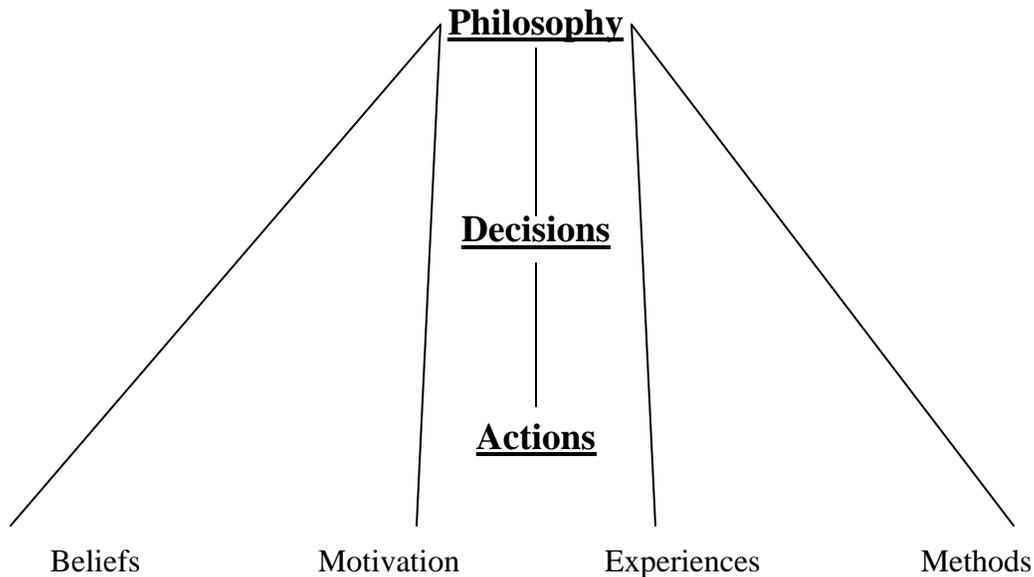
‘Module Level II Course Schedule

TIME:	TOPIC:	LOCATION:
1:30 p.m. – 3:00 p.m.	Coaching the U10 Player	Classroom
3:00 p.m. – 4:00 p.m.	U10 – Field Session - Activities	Field
4:00 p.m. – 5:00 p.m.	U10 – Field Session - Technical	Field

Candidate Expectations

- 1. An open mind.**
- 2. Attend all course session.**
- 3. Please be prompt.**
- 4. This is an attendance-based course. There will be no candidate assessments.**
- 5. Actively participate in the learning environment. Ask questions.**
- 6. Have a good time and enjoy the course.**

Developing Your Coaching Philosophy



Any coaching action you take is preceded by a certain decision. Any decision you make is based on your philosophy. A person's philosophy encompasses your personal beliefs, motivation, experiences, and methods.

To develop your own personal coaching philosophy, complete the question within this framework. It will provide you a philosophical foundation as well as a sounding board before, during, and after the season.

Coaching is a profession and an ongoing process. This is the beginning of that process which will carry through a successful coaching career.

Youth Module

Coaching Philosophy Questionnaire

1. Beliefs

- a. Why do you want to be a Youth coach?

- b. Why do we have youth soccer?

- c. What are your responsibilities? To each player, to the team, to yourself, and to the community.

2. Motivation

- a. I am interested in coaching because.

- b. What do you enjoy most about coaching?

- c. What do you like least about coaching?

3. Experiences

- a. Past – What were your personal childhood experiences in sport?
Was it enriching or inhibiting?

- b. Present – What are you doing now?

- c. Future – What experiences will I seek to improve my coaching?

4. Methods

a. What is my coaching style?

b. At what point will I involve the players in the decision making process? Pre-During-Post Practice?

‘TRUTHS’ ABOUT CHILDREN AND SPORTS

The study underlines a number of truths about children and sports that have been identified in other research.

- 1. Fun is pivotal; if it’s not ‘FUN’, young people won’t play a sport.**
- 2. Skill development is a crucial aspect of fun; it is more important than winning even among the best athletes.**
- 3. The most rewarding challenges of sports are those that lead to self-knowledge.**
- 4. Intrinsic rewards (self-knowledge that grows out of self-competition) are more important in creating lifetime athletes than are extrinsic rewards (victory or attention from others).**

**REASONS FOR PARTICIPATING
IN AND DROPPING OUT OF
AMERICAN YOUTH SOCCER**

By

**Vern Seefeldt, Martha Ewing,
Steve Walk, Tim Hylka, and Charles Trevor**

**Presented at the Annual Conference of the United States Soccer Federation,
Colorado Springs, Colorado, April 29th, 1989.**

Table 4. Ten most frequently listed reasons for participating in soccer, for boys and girls.

Boys	Girls
1. To have fun	1. To stay in shape
2. For the excitement of competition	2. To have fun
3. To improve my skills	3. For the excitement of competition
4. To get exercise	4. To get exercise
5. For the challenge of competition	5. To do something that I'm good at
6. To stay in shape	6. To go to a higher level of competition
7. To do something I'm good at	7. To play as part of a team
8. To play as part of a team	8. To improve my skills
9. To win	9. For team spirit
10. To learn new skills	10. To meet new friends

Table 5. Reasons for dropping out of soccer (school and non-school), ranked according to mean importance

Boys	Girls
1. I was no longer interested.	1. I was no longer interested.
2. It was no longer fun.	2. It was no longer fun.
3. I was tired of playing and practicing.	3. I wanted to participate in other non-school activities.
4. This sport conflicts with other sports I wanted to play.	4. This sport conflicted with other sports I wanted to play.
5. Practices and games were boring.	5. I was tired of playing and practicing.
6. My coach was as poor teacher.	6. This sport required too much time.
7. I wanted to participate in other non-sport activities.	6. Practices and games were boring.
8. Coach only played his/her favorites.	8. My coach was a poor teacher.
9. I did not like the coach.	9. There was too much pressure.
10. Too much emphasis was placed on winning.	10. I never felt like I belonged with the team.

Table 6. Children's perceptions of the changes that would induce them to play soccer again, ranked according to mean importance.

Boys	Girls
1. Practices were more fun.	1. Practices were more fun.
2. Coaches understood players better.	2. Practices or games did not conflict with social life.
3. I could play more.	3. Practices or games did not conflict with studies.
4. The coach understood the sport better.	4. Coaches understood players better.
5. The coach was a better teacher.	5. I could play more.
6. Games and practices were scheduled at different times.	6. The coach was a better teacher.
7. The coach didn't yell as much.	7. The coach understood the sport better.
8. There was less emphasis on winning.	8. Games and practices were scheduled at different times.
8. There were more leagues so other players were closer to my ability.	9. The sport did not take so much time.
10. The sport did not take so much time.	10. There was less emphasis on winning.

The Player

1. Who are we coaching?

- a. **Child Centered Approach**
 - i. 'The game within each child'
- b. **The learning process**
 - i. **The learning process is a leisure activity. No pressure from any organization or any excessive rules should interfere with this process. Children must be able to learn without undue pressure.**
 - ii. **Social Learning Theory. Children learn by watching and copying others. Also children seek praise and avoid criticism from others (adults in particular).**
- c. **Chronological Age vs. Development Age**

2. Areas of Development

- a. **Psychomotor** – is the process of acquiring physical skills as related to mental ability to recognize cues and respond with appropriate action.
- b. **Cognitive** – is mental development. This includes not only memorization, but also creativity and problem solving.
- c. **Psychosocial** – is the development of the sense of self in relation to others. It covers a range from individual awareness, to pairs (playmates), to small groups and to large groups.

Characteristics of U10 Children

Psychomotor Development

- Gross and small motor skills becoming more refined.
- Boys and girls begin to develop separately.
- Skill difference between players will be apparent. Greater diversity in playing ability and physical maturity, physically mature individuals demonstrate stronger motor skills.
- Increased strength and endurance.
- Ability to stay on task is lengthened.
- More prone than adults to heat injuries. Need full rest periods.
- Accelerated heat loss, increased risk of hypothermia.

Characteristics of U10 Children

Cognitive Development

- Moving from the concrete operational stage of development to the formal operational stage. Concrete operational is the age of rules during the preadolescent years. Rules of play a significant role for youth at this age. Rules provide the basis for cooperative play with playmates. The formal operational is the stage of 'adult' logic. At this stage the motivation for a given action is as important as the outcome.
- Lengthened attention span, ability to sequence thought and action.
- Pace factor becoming developed (starting to think ahead).
- More inclined toward wanting to play rather than being told to play.
- Demonstrate increased self-responsibility, bring ball, water, tuck in jersey, and pull up socks.
- Starting to recognize fundamental tactical concepts, such as changing directions of ball, but not always sure why.
- Repetitive technique is very important, but must be dynamic not static. Repetition will result in improvement.
- Ability to recall specific information.

Characteristics of U10 Children

Psychosocial Development

- More likely to initiate play on their own.
- Continued positive reinforcement needed.
- Explanations must be brief, concise, and indicate purpose.
- Some players becoming more serious about 'their play'.
- Still intrinsically motivated.
- Peer pressure starting to be a factor.
- Peer identification with team, i.e. uniforms, balls, equipment, etc.
- Will blame others.
- Showing confidence in an independent ability to solve problems.
- Adults outside of the family may take on added significance.

‘Coaching’ the Player

Helpful Practice Hints

- U10 players should practice for 75 minutes no more than twice per week.
- Avoid lines, laps, and lectures.
- Be flexible with your activities. If it isn't working or the players aren't having fun, CHANGE IT and move to a new activity.
- Be prepared before practice. 'Not preparing is preparing to fail'. Make sure that your practice plan is written down.
- One topic per practice.
- Practice Structure should contain the following three phases:
 - Warm-up: Select a topic specific activity/game that will get the players physically and mentally ready for practice. Non-number dependent Activities/games with simple rules work best.
 - Nucleus: This is the 'teaching' part of your practice. These activities/games should be topic specific and provide the players multiple opportunities (repetitions) to work on the selected area of focus.
 - End game: All practices should end with a scrimmage game and allow the players to put the 'new skills' into a game context.
- Move from simple to complex throughout practice with regards to practice activities/games and coaching information.
- ALL players should be involved in ALL activities/games.
- Allow the players to 'learn through playing the game'; don't over coach.
- Avoid using a whistle.
- Look like a soccer coach.
- Avoid corporal punishment. Use time outs as punishment.

Principles of Play for the U10 Player

1. Attacking – Ball possession by our team

- a. Everyone attacks –
 - i. All players moving toward the attacking goal when attacking.
- b. Player on the ball -
 - i. Decision to shoot, pass, or dribble.
- c. Other players; ‘Opening Up off the ball’ –
 - i. Intro. Combination play
 - ii. Width –
 1. Making the field bigger when your team is in ball possession by making the field wider.
 - iii. Length –
 1. Making the field bigger when your team is in ball possession by making the field longer, in front of the ball.

2. Defending – Ball possession by the opponent

- a. Pressure on the ball –
 - i. When ball is lost the player nearest to the ball immediately applies pressure to the ball.
- b. Everyone defends –
 - i. All players moving toward the defending goal when defending.
 - ii. Getting goal side when defending.
 - iii. Helping out your teammates.

3. Transition -Moment between attacking and defending phases of the game. Off → Def & Def → Off.

- a. Must be done very quickly. Example: must make the field big when ball possession is gained.
- b. Pretty constant at U10 level.

Areas of focus for U10 players

All areas of focus are progressive by nature and build on previous experiences. All areas must be continually reviewed, refined, and enhancement.

Soccer Technical Skills–

U10 - ‘Partner and the ball’ & ‘The ball and a small group’

- Basic Techniques (dribbling, passing, receiving, and shooting)
- Intro. Outside of the foot passing
- Intro. Heading
- Dribbling fast and slow
- Dribbling feints and fakes
- Tackling
- Receiving and turning- with all surfaces of feet
- Intro. Receiving balls out of the air

Game Awareness and Strategy

U10

- No kicking for kicking, ‘every pass has a purpose’
- Basic positioning during games and practice
- U10 -Principles of play
- 1 v 1 & 2 v 1 situations, attacking and defending
- ‘The Player as the Decision Maker’

Essential Knowledge

U10

- Basic Soccer Rules of Play
- ‘Love of the Game’
- It is okay to make a mistake - perseverance
- Improving concentration and ability to stay on task
- Sportsmanship
- Fair play

Practice Organization

Activities

Activities are soccer related games that engage the players' imagination while allowing them to make decisions and perform soccer skills and techniques.

Small-Sided Games

Small-sided games are the best learning environment for 'teaching and learning' soccer. Small-sided soccer games allow the player to have a 'free backyard' type of learning environment at practice. The rule to these games can be modified or simplified to highlight a specific practice topic. Varying the number of the players on the field (1 v 1, 2 v 2...) or adjusting the field size can help improve the learning environment.

Technical Skills Activities

Technical Skills activities are a manner in which to 'teach' soccer techniques. These activities are geared to provide an increased opportunity for isolated technical repetition. The repetition training should take place in a 'game like' environment as much as possible. Technical skills activities should make up no more than 30 minutes of a practice.

Activities Check list

1. Is the activity FUN?
2. Is the activity organized?
3. Are the children ALL involved in the activity?
4. Is creativity and decision making being used?
5. Is the space appropriate and safe?
6. Is the coach's feedback important?
7. Are there implications for the games? Is it Soccer?

Developmentally Appropriate

All activities for U10 players need to be developmentally appropriate. Developmentally appropriate activities or games challenge and reward all players at their own personal developmental level. Developmentally appropriate activities or games don't exclude players and allow for continuous participation.

The Game

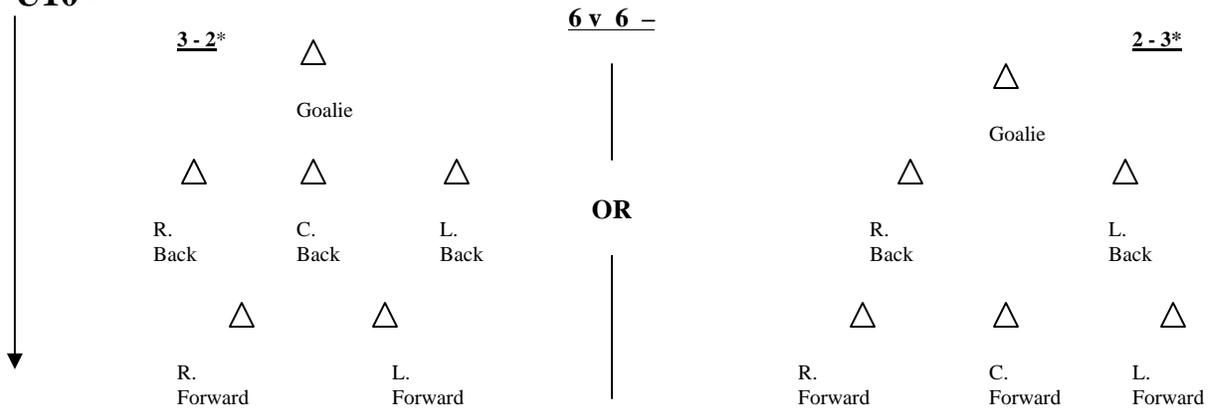
Why small sided soccer?

- More time with the coach.
- More practical space to be successful.
- More touches on the ball.
- More actual playing time or involvement in the game.
- More opportunities to make decisions.
- More repetitions in game situations.
- Players involved for longer periods of time.
- More exposure to a developmentally appropriate learning environment. A child's version of the game is much different than the adult's version.
- More scoring for ALL the players.
- Less complicated game for coaches to coach. Easier for beginning coaches to grasp principles.

Line-ups and Positions

Soccer is a free flowing game, where the player's are the decision makers. Positions are an important component to the game. However, rigid positional requirements for the U10 player are **NOT APPROPRIATE**. U10 players should be allowed to experience a variety of positions during games and practices. While experiencing these positions players must be allowed to move freely around the field. The following is recommended positions for U10s. Remember that these are starting points. Line-ups and positions don't score or prevent goals; players do.

U10 -



***Please note that in soccer when giving a line-up, the goalie is not list numerically and the numbers read from the back to front.**

Game Organization

Pregame

- Players arrive. Ready to Play. 30 minutes early.
- Warm-up Activities
- Pregame and a drink of water
 - Objectives for the game
 - Make a connection between game and practice
 - Line-up
 - 5 minutes or less
- Team Cheer. No aggressive or confrontational language.

During the Game

- ALL Players should play at least 50% of the game.
- Players should be exposed frequently to all positions.
- Limit Coaching. NO running commentary or threats. Allow the players make their own decisions. Only give suggestions or recommendations post action.
- Positive encouragement and praise for good performance.
- Observe and analyze the game.
- Say nothing to the referee.

Halftime

- Compliment the players as they leave the field.
- Allow the players to relax. A shaded area if possible.
- Water and Snacks for the players and coach.
- Positive encouraging words to ALL players.
- Go back over your pregame objectives and talk about how some or all of them were achieved.
- Organize your comments by focusing on offense and defense.
- Don't single out any individual player for criticism.
- Positive motivating words to ALL the players.
- Don't forget the Line-up
- Team cheer. No aggressive or confrontational language.

Post game

- Take a deep breath.
- Positive words of encouragement for all the players.
- Team cheer for other team. (2,4,6,8, who do we appreciate..)
- Shake other teams and referees hand.
- Team celebration – Tunnel, snacks, and good-bye.
- Don't review the game with the players.

Rules of the game

- Please see attached rules sheet and check with your local league for specific modifications.

US Youth Soccer Official Under 10 Playing Recommendations

US Youth Soccer recommended modifications to the FIFA Laws of the Game.

FIFA Laws of the Game can be found at www.ussoccer.com/referees.

Please also note the U10 addendum.

Law 1 – The Field of Play

Dimensions: The field of play must be rectangular. The length of the touchline must be greater than the length of the goal line.

Length: minimum 45 yards maximum 60 yards

Width: minimum 35 yards maximum 45 yards

Field Markings: Distinctive lines not more than five (5) inches wide. The field of play is divided into two halves by a halfway line. The center mark is indicated at the midpoint of the halfway line. A circle with a radius of eight (8) yards is marked around it.

The Goal Area: Conform to FIFA.

The Penalty Area: A penalty area is defined at each end of the field as follows: Two lines are drawn at right angles to the goal line, fourteen (14) yards from the inside of each goalpost. These lines extend into the field of play for a distance of fourteen (14) yards and are joined by a line drawn parallel with the goal line. The area bounded by these lines and the goal line is the penalty area. Within each penalty area a penalty mark is made ten (10) yards from the midpoint between the goalposts and equidistant to them. An arc of a circle with a radius of eight (8) yards from each penalty mark is drawn outside the penalty area.

Flag posts: Conform to FIFA.

The Corner Arc: Conform to FIFA.

Goals: Goals must be placed on the center of each goal line. They consist of two upright posts equidistant from the corner flag posts and joined at the top by a horizontal crossbar. The maximum distance between the posts is eighteen (18) feet and the maximum distance from the lower edge of the crossbar to the ground is six (6) feet.

Safety: Goals must be anchored securely to the ground. Portable goals may only be used if they satisfy this requirement.

Law 2 – The Ball: Size four (4).

Law 3 – The Number of Players: A match is played by two teams, each consisting of not more than six players, one of whom is the goalkeeper.

Substitutions: At any stoppage and unlimited.

Playing time: Each player SHALL play a minimum of 50% of the total playing time. Teams and matches may be coed.

Law 4 – The Players' Equipment: Conform to FIFA. Non-uniform clothing is allowed based on weather conditions, but uniforms must still distinguish teams.

Law 5 – The Referee: Registered referee, especially Grade 9 or parent/coach or assistant coach. All rule infringements shall be briefly explained to the offending player.

Law 6 –The Assistant Referees: Not required. May use club linesmen if desired.

Law 7 – The Duration of the Match: Conform to FIFA with the exception of the match being divided into two (2) equal halves of twenty-five (25) minutes each. There shall be a half-time interval of five (5) minutes.

Law 8 – The Start and Restart of Play: Conform to FIFA with the exception of the opponents of the team taking the kick-off are at least eight (8) yards from the ball until it is in play.

Law 9 – The Ball In and Out of Play: Conform to FIFA.

Law 10 – The Method of Scoring: Conform to FIFA.

Law 11 – Offside: None.

Law 12 – Fouls and Misconduct: Conform to FIFA.

Law 13 – Free Kicks: Conform to FIFA with the exception that all opponents are at least eight (8) yards from the ball.

Law 14 – The Penalty Kick: Conform to FIFA.

Law 15 – The Throw-In: Conform to FIFA.

Law 16 – The Goal Kick: Conform to FIFA.

Law 17 – The Corner Kick: Conform to FIFA with the exception that opponents remain at least eight (8) yards from the ball until it is in play.

ADDENDUM

MODIFIED RECOMMENDATIONS OF THE GAME FOR U10

Law 1 The Field of Play: dimensions are smaller to accommodate the six-versus-six game and are appropriate for the movement capabilities of eight- and nine-year-old children. These adjusted dimensions provide more practical space allowing players to be successful.

Field Markings: the penalty area is marked, but is smaller than the adult field size penalty area. The center circle is two yards smaller in radius than the adult size field marking.

All other markings are per FIFA.

Goals: the goal, 6 x 18 feet, is the same for the U10 and U12 age groups.

By using the same size goal for both age groups clubs will have to buy fewer goals.

Law 2 The Ball: must be a size four. The smaller ball is lighter and more easily kicked, received, dribbled and passed.

Law 3 The Number of Players: the six-a-side game now includes the goalkeeper. The smaller number of field players will provide the opportunity for the children to further develop their physical and technical abilities. These are valuable traits for all soccer players to develop. With fewer players on the field each child has an increased number of contacts with the ball and has more actual playing time. Additionally the players will be required to make more decisions and experience repeating game situations more frequently. The work rate and involvement of players will be more consistent. While learning both offense and defense, players will become well rounded and will understand more readily the roles and importance of teammates. The need for the players to make the mental and physical transition from offense to defense and vice-versa will be enhanced in this playing environment.

Law 5 The Referee: per FIFA. Clubs are urged to use this age group as a field training opportunity for Grade 9 Recreational Referees. All rule infringements shall be briefly explained to the offending player.

Law 6 The Assistant Referees: use club linesmen. Implement here the referee-in-training program.

Law 7 The Duration of the Match: per FIFA with the exception of the halves being 25 minutes each.

Law 8 The Start and Restart of Play: per FIFA. The distance the defending players must be away from the ball until it is kicked is the same as the radius of the center circle.

Law 10 Goal Scored: shall conform to FIFA and the sections concerning Winning Team and Competition Rules shall conform to US Youth Soccer guidelines.

Law 11 Offside: there shall be no offside called during these games.

Law 13 Free Kicks: per FIFA. The distance the defending players must be away from the ball until it is kicked is the same as the radius of the center circle.

Law 14 The Penalty Kick: conform to FIFA with the exceptions that the penalty mark is ten yards from the center of the goal line and that players other than the kicker and defending goalkeeper are at least eight yards from the penalty mark. The distance of eight yards conforms to the radius of the center circle. The distance of ten yards from the center of the goalmouth for the penalty mark fits within the reduced dimensions of the penalty area and is a reasonable distance for the kick.

Law 17 The Corner Kick: per FIFA. The distance the defending players must be away from the ball until it is kicked is the same as the radius of the center circle.

- ⇒ Roster Size: Under the single field method the recommended minimum roster size is nine players and the maximum roster size is eleven players. Under the dual field method the recommended minimum roster size is fourteen players and the maximum roster size is sixteen players. This range of roster sizes allows for a club to use either the single field or dual field set up.
- ⇒ Split-Field Model: See appendix for options.
- ⇒ Playing Time: A minimum of at least 50% playing time is required.
- ⇒ No score or standings should be kept.

ADVANTAGES OF PLAYING SMALL SIDED GAMES

- ❑ More time with the coach
- ❑ Energetic workouts due to playing both offense and defense
- ❑ More efficient use of field space
- ❑ Matches can be played simultaneously across a full size field
- ❑ Children are physically more efficient in smaller space
- ❑ Children are actively involved for a longer period of time
- ❑ It takes less time to score a goal or advance to goal
- ❑ Greater success rate for the players

US Youth Soccer Recommendations

- ❖ Oposing coaches, players and parents should shake hands after each match.
- ❖ Parent/coaches, non-participating players and spectators should be there to enjoy and encourage the activity of the youngsters.
- ❖ Spectator and team benches should be on opposite sides of the field.
- ❖ No alcoholic beverages or tobacco products will be consumed or allowed near the playing area. Oposing parent/coaches and players should shake hands after each match.
- ❖ No slide tackles to be allowed in this age group.
- ❖ Coaches of U10 teams should attend the U10/U12 Youth Module coaching course and the Grade 9 referee course.



Managing the 'TEAM'

Preseason Parent Meeting

- Player may be included, if coach desires.
- Hold before each season.
- Discuss coaching philosophy.
- Discuss what is expected of parents and players (transportation, communication, sportsmanship, etc.)
- Obtain additional player information.

Team Administrator

- Volunteer 'Team Parent'
- Handles schedules (snacks, drinks, transportation, etc.)
- Handles cancellations and reschedules.
- Handles registration of team with club or association.

Assistant Coach

- Limit # to reduce distraction and confusion.
- Selection should be made with prior knowledge of their coaching philosophy and agenda.
- Be sure to establish roles and responsibilities prior to beginning practice or games.

Equipment

- Players should be encouraged to take responsibility and care of their own equipment beginning at the U6 level. This should include a ball, shin guards, proper shoes, clothing appropriate for all weather conditions, and water bottle.
- Coaches should be responsible for cones, bibs, extra balls, air pump, ice, extra water, etc.
- ALL teams/coaches should have a 1st Aid Kit and be familiar with its contents.
- ALL medical forms should be carried at ALL times to ALL events.

Scheduling

- Seasonal Planning
 - Prior the each season and year develop a master plan and schedule
 - Objectives
 - Calendar of events
- Tournaments and Indoor Soccer
 - Focus is on development and not on accumulation of trophies and medals.
 - Make sure seasonal plan allows for 'OFF- SEASON'.

Risk Management

Remember that accepting a coaching position means accepting responsibilities.

- To provide proper instruction for ALL activities.
- To provide proper equipment for ALL activities.
- To make reasonable selections of players.
- To provide proper supervision of trainings and games.
- To take proper precautions to guard against post-injury aggravation.

Important Points

- Never leave a child alone after a practice or game.
- Be certain that players depart with their parent or appropriate individual.
- Avoid being left alone with players who are not your children.
- Use caution when transporting players.

Soccer Injuries - Prevention

- A well planned developmentally appropriate program for the players.
- Proper use of equipment (shin guards, no jewelry, appropriate clothes).
- Upkeep and monitoring of the playing surface.
- Proper fitting shoes, proper type of shoe for surface.
- Ample water supply and breaks.
- Avoid scheduling training during the hottest periods of the day and when there is intense humidity.
- Full rehabilitation of an injury prior return to play, determined by a physician.

Soccer Injuries - Care

- Begins the moment the injury occurs. Immediate care will help reduce severity of the injury and the possibility of long-term disability.
- Make sure the airway is clear.
- Determine if the player is conscious.
- Ask how the injury occurred (player, teammate, referee).
- Ask the player where it hurts.
- If the player is unable to continue, they should be checked to determine the extent of the injury.
- Use caution when dealing with blood and body fluids.

After determining that the injury is not life threatening, the nature of the injury can be further determined.

- Note the position of the injured part.
- Look for swelling and deformity.
- Compare with the opposite side.
- Ask the players and/or teammates what happened. Use the RICE principle.

Treatment for minor injuries such as sprains, strains, and contusions is referred to as RICE (Rest, Ice, Compression, and Elevation). The RICE principle is the only first aid treatment that is safe treatment for a sports injury without professional advice. The treatment helps in 3 different ways. RICE treatments, limited to 20 minutes, can do no harm to any type of injury. Almost anything else (including heat applications can cause harm in some instances.

- R** — Removing the player from the competition.
- I** — Applying ice chills the injured area causing the blood vessels to contract, reducing circulation to the injured area.
- C** — Applying pressure with an elastic bandage inhibits the accumulation of blood and fluids in the area, thereby minimizing pain and swelling.
- E** — Elevating the injured area decreases fluid accumulation to the injured area, puts the area to rest and helps reduce painful muscle spasms.

Follow-up: Care should be considered if gross swelling or deformity is present, the player is unable to bear weight on the injured part or severe pain or discomfort is present.

General Principles when handling an injured player:

- Avoid panic.
- Treat the injury. Don't assess blame.
- Use common sense.
- Seek professional help.
- Check for breathing, bleeding, consciousness, deformity, discoloration, and shock.
- Dependent upon the nature of the injury, avoid moving the player.
- Inspire confidence and reassure the player.
- Determine how the injury occurred.
- Use certified athletic trainers when available.
- Always ERR of the side of caution.
- It is recommended that if a player has had medical attention, they must have written permission from the doctor to return to activity.

Common Soccer Injuries and Treatments

Aliment	Symptoms	Suggested Treatment
Abrasion	Loss of skin surface	Cleanse with antiseptic and apply antibiotic ointment
Blister	Fluid build-up under skin	Have it drained by a qualified person and clean the area
Concussion	Severe blow to the head which can cause dizziness, dull to serve headache, ringing in the ears, vomiting, disorientation and possible loss of consciousness	Remove for the contest and do not allow the player to reenter the game, under any circumstance. Have the player seen by a professional
Contusion	A bruised muscle or tendon	RICE
Cramps	Involuntary and painful muscle contraction	Firm pressure on the area combined with a gentle massage. Hydrate the player
Heat Exhaustion	Weakness, pale/clammy skin, profuse sweating but normal body temperature. Possible cramps, nausea, dizziness, vomiting, and fainting	Lie the player down with the feet slightly raised. Loosen clothing, apply wet cloths, and fan player or remove to a cooler area. Provide water in small doses every one-hour. If player vomits, take to hospital.
Heat Stroke	High temperature; red, dry, and hot skin; rapid pulse; weakness (possible loss of consciousness); and little or no noticeable sweating	Removing clothing (without compromising privacy), sponge bare skin with cool water or place in tub with cool water (but do not add ice!), and bring to cooler or an air-conditioned area. Avoid stimulants and over-cooling (at the risk of inducing shock). Quickly get professional help.
Sprain	An injured ligament	RICE – If any doubt, seek professional help
Strain	Torn muscle or tendon	RICE – If any doubt, seek professional help

FIELD SESSIONS

Dribbling:

Players at U10 will enjoy repetition technical training as they discover new dribbling skills and techniques. To enhance both the learning process and the players' enjoyment make the learning environment game realistic just as soon as possible.

- Dribbling moves & feints - Moves away from Pressure

<p style="text-align: center;"><u>Cut Move</u></p> <p>Changing direction –180 degrees; using the outside of the foot Teaching Technique</p> <ol style="list-style-type: none"> 1). Stand to the side of the ball 2). Swing leg between ball and plant foot –away from ball 3). Using outside of the swinging foot touch the ball away 4). Bring body around in following your swinging foot 	<p style="text-align: center;"><u>V Move</u></p> <p>Making the letter V on the ground Teaching Technique</p> <ol style="list-style-type: none"> 1). Step on the ball with the sole of foot 2). Pull it towards you. 3). Take away with the inside/outside of the same foot <p>Or</p> <ol style="list-style-type: none"> 4). Take away with the inside/outside of the opposite foot
<p style="text-align: center;"><u>Step Over</u></p> <p>Change of direction using the outside of the foot Teaching Technique</p> <ol style="list-style-type: none"> 1). Swing leg over ball and slightly in front of plant foot 2). Rotate your body away from the ball as foot is swinging 3). Right before swinging foot lands next to plant foot; dip shoulders back toward ball and quickly swing same foot back toward the ball 4) Touch ball away with outside of swinging foot and explode behind 	<p style="text-align: center;"><u>Inside/Outside</u></p> <p>Quick change of direction from side to side</p> <ol style="list-style-type: none"> 1). Play ball with the inside of foot toward plant foot 2). Out of the movement, play the ball quickly with outside of the same foot in the opposite direction 3). Dribble away with speed
<p style="text-align: center;"><u>Cruyff</u></p> <p>Deceptive change of direction</p> <ol style="list-style-type: none"> 1). Plant foot on slightly ahead of and on one side of the ball 2). With inside of opposite foot cut ball back behind plant foot 3). Take ball away with the outside of the plant foot 4). Using arms will help sell the move 	<p style="text-align: center;"><u>Pull Back</u></p> <p>Change of direction – 180 degrees</p> <ol style="list-style-type: none"> 1). Plant foot on side of the ball 2). With sole of other foot pull the ball back directly behind 3). Turn toward the ball as it is being pulled back 4). Take ball away with any part of either foot

Dribbling Activities:

Individual Sharks and Minnows (confined area)

- Set-up a field 25 yds. by 35 yds.
- Assign two players to be sharks. Put sharks in vests.
- Make a stack of vests for future sharks.
- Sharks try to kick the minnows' balls out of the space.
- If minnows' balls are kicked out, they rush to put on vests and become sharks.
- Each game lasts for a set period of time (3-4 min.)
- Select new sharks and play again.
- Variations:
 - Have sharks tag as opposed to kicking the balls away
 - Have more sharks or sharks with balls

Team Sharks and Minnows (confined area)

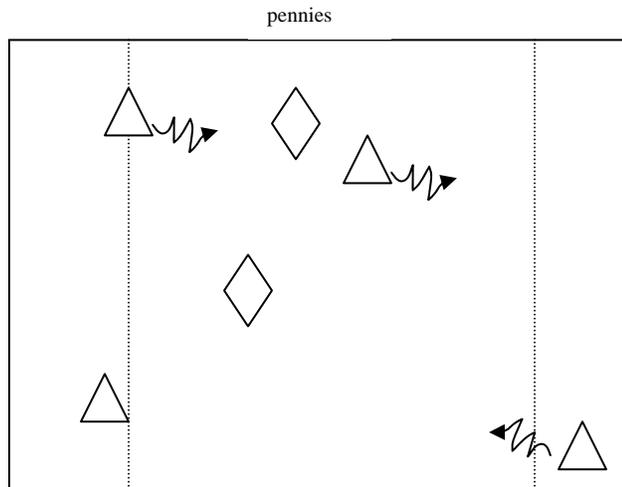
- Set up field 25x35 yards
- Divide players into two teams and give one team half the balls to dribble inside the field.
- The other team tries to take the balls from the dribbling team and attempts to maintain possession.
- Play for a set time period (3-4 minutes) and count the balls at the end. The team with the majority of balls wins.
- Set up the other team with half the balls and start over.

Haunted House Dribble (confined area)

- Set up field 25x35 yards
- All the players have a ball except one or two players. Put the players without balls in pennies as ghosts.
- Coach will give the players a command and the players' with a ball will perform the required dribbling skill. Possible commands:
 - Dribble with left or right foot only
 - Stop
 - Speed up or slow down
 - Change/Turn
 - Dribble Out
 - Divide players into two teams and give one team half the balls to dribble inside the field.
- As the players are dribbling the ghosts are trying to steal the other players' balls and dribble them out off the field. If they succeed they switch places with the player whose ball they just dribbled out.
- Variations:
 - Ghost tag and switch as opposed to steal balls
 - Ghost have balls, must perform the same commands, and tag convert the players to ghosts
 - Don't have ghosts and players switch. Have the players' become ghosts until there are two players left. These players are the new ghosts.

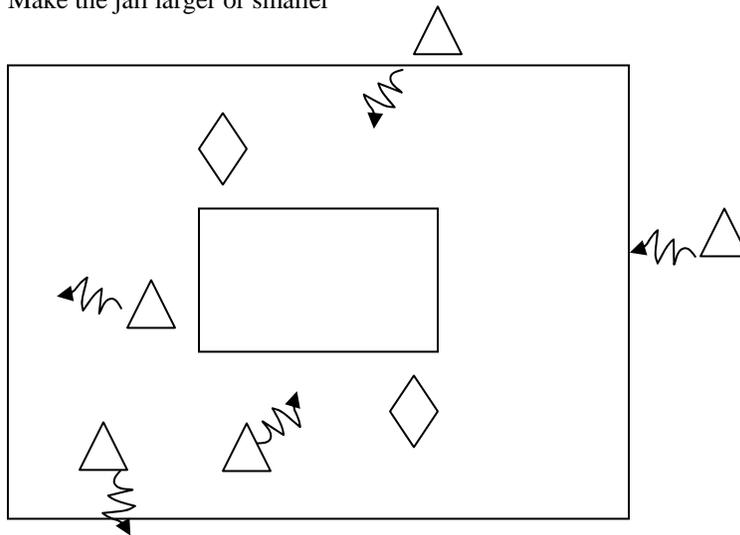
Island to Island (confined area)

- Field with a 5 yd. zone on both ends. Assign two players to be sharks. Put these players in pennies. Make a stack of pennies on the sideline for future sharks. The islands are the safe zones. Sharks cannot eat the swimmers when they are on the island. Swimmers try and swim from island to island. Each successful swim is worth 1 point. Sharks try and eat (kick the ball out) the swimmers as they swim to the next island. Eat successful brunch is worth 1 point. After a shark has eaten swimmers, they rush to the stack of pennies and put one on. Then they are a shark and try to eat the swimmers. Swimmers may start on either island. And may swim at their own pace. Once all the swimmers have become sharks. Ask the players their points, select new sharks, and play again.
- Variations:
 - Make the island further away
 - Make the one island into two islands
 - Add more sharks in the beginning
 - Add the volcano rule: swimmers may not stay on an island for more than 5 seconds before a volcano erupts and the swimmers lose all their points.
 - Put a small island in the middle
 - Make the sharks have balls
 - Allow swimmer to go back to the island without gaining or losing points



Break in and Break Out (confined area)

- Place a 7 yd. by 7 yd square in the middle of your field. This space will be the jail.
- All the players with balls except two/three. The two/three players without balls will be sheriffs.
- The players with the balls will try to break in (from outside the space) and break out (from the jail).
- Each successful break is worth one (1) point.
- As the players breaking in and out the sheriffs try and steal they players ball. If the sheriffs steal the players' ball they try to dribble out of the space. Each successful dribble for the sheriff is worth one (1) point.
- Hint: The sheriff's can't steal the players' balls when they are in the jail or when they are outside the space. Also the players don't have to re-enter the field in the same spot that they left it.
- Play for a set time period, 3-4 minutes. Ask the players their points. Pick new sheriffs Play again.
- Variations:
 - More sheriffs or sheriffs' with balls
 - Make the distance between the outside and the jail greater
 - Make the jail larger or smaller



Nutmeg (confined area)

- Set up field 25x35 yards
- Divide players into three teams and give one-team balls, the second team color jennies, and have the third team stand throughout the field while making small goals with their legs.
- The team with the balls scores by dribbling/kicking their balls through the legs of the players' making small goals. The defending team scores by stealing the balls and dribbling outside of the space.
- Play for a set time period (3-4 minutes). Switch teams and play again.
- Variations:
 - Smaller or larger field
 - Allow defenders to score on player goals as well

World Cup Dribbling (confined area)

- Set-up multiple small fields 15 x 10 yards
- Play 1v1 for 75 to 90 seconds.
- Dribble the ball over the goal line for one point.
- Winner moves up one field.
- Loser moves down one field.
- In case of a tie, the player that moved up the previous game moves up again.
- Everyone tries to reach the top field.
- Variations:
 - Use technical training activities as active rest between games to allow players to recover

Top field

Passing and Receiving

Please note that most passing activities are also receiving activities. What makes it a passing or receiving session is the topic that you as the coach chose to highlight during your session. Many of the dribbling activities that you and the players are familiar with can be adjusted or modified to highlight a passing or receiving topic.

Hunter (confined area)

- Focus is either passing or receiving
- Divide team into groups of 3 with 2 balls per group.
- One player dribbles with ball while the other two players have one ball between them and try to hit the dribbler's ball.
- Switch after at set time period (2 minutes to 3 minutes)
- Variations:
 - Make the field larger
 - Both "hunters" have a ball

Passing Squares (confined area)

- Focus is either passing or receiving
- Divide the team into two groups
- Throughout the field set-up enough small squares (5 yds by 5 yds) for one team of players. All the other players have a ball.
- Players with the ball score one (1) point each time they pass the ball successfully to a player in a square who receives it and passes it back. Players within the square score one (1) point each time they receive the ball successfully.
- Players may not pass the ball to the same square twice in a row.
- Play for a set time period. 2-3 minutes. Ask the players their score and play again.
- Variations:
 - Reduce or increase the size of the squares.
 - Give players extra points for players passing with their not so strong foot.
 - Have the players use different surfaces of the foot or one touch
 - Develop challenges for the players (patterns, one touch then two touch, etc.)

Falling Meteor (unrestricted area)

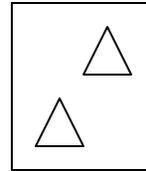
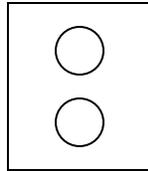
- Focus is on receiving
- Players toss the ball in the air and touch it before it hits the ground. Then dribbles four touches before tossing it in the air again.
- Variations:
 - Challenge the players; touch it twice in a row before it hits the ground.
 - Use a variety of surfaces to receive ball (feet, thigh, chest, or head)

Combat (unrestricted area)

- Focus is on moving without the ball
- Coach has all the balls and players are divided into two teams
- If coach tosses out a ball 2 players from each line run out and try to pass the ball back to the coach.
- If the coach tosses out a ball and calls out a color that teams sends 3 players and the other team sends 2 and the teams try to pass the ball back to the coach.
- Variations:
 - Change the number of players who participate in the numbers up vs. numbers down situation.

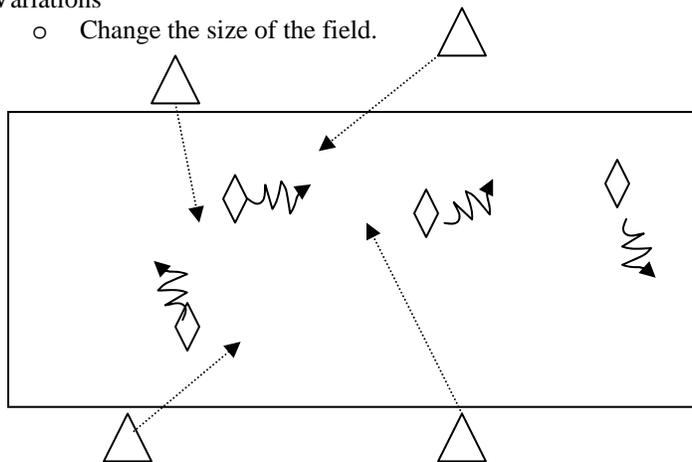
Soccer Squares with Partners (confined area)

- Focus is on passing and receiving.
- Set up two squares approx. 8 yds by 10yds that are about 12 yards apart (
- Team is divided into pairs and each pair is placed inside a square.
- 2 squares participate in each game.
- Team has 3 touches to get the ball back across (this can be adjusted)
- Players may only touch the ball once (this can be adjusted)
- Score +1 a). if the ball travels over the end line of the opposing team's square below shoulder height or b). if the team takes more than limited amount of touches to get the ball back across



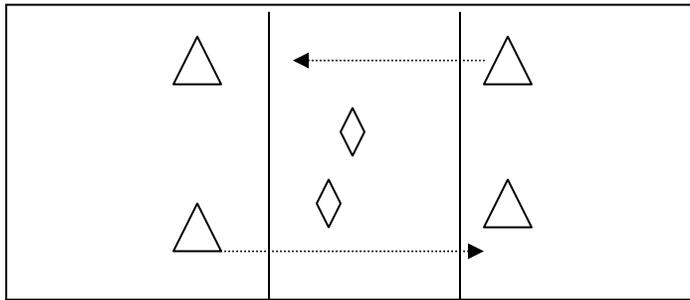
Scooby Doo – (confined area)

- Focus is on passing
- Set-up a field that is 25 yds by 40 yds
- Designate half the team as ghost and half the team as scoobies. Each player has a ball.
- Ghosts dribble inside the grid.
- Scoobies stand at the edge of the grid and try to hit the ghosts' balls with a pass. The other scoobies retrieve the missed passes.
- Play for a set time period (2 to 3 minutes), change roles and play again.
- Variations
 - Change the size of the field.



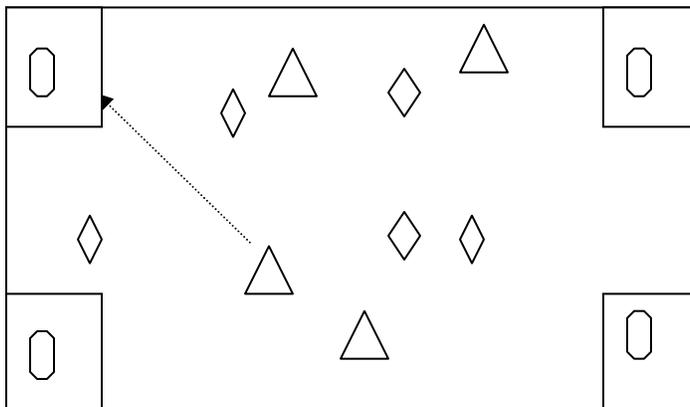
Pass Across (confined area)

- Focus is on either passing or receiving
- Set up a field 25 yds by 40 yds with a 5 yd channel in the middle
- Pairs of players with a ball and two players who are defenders
- Players stand on opposite sides of the channel from their partner
- Defenders are placed inside the channel
- Players score one (1) point with each successful pass across the channel. Defenders score one (1) point with each successful interception. Hint: Defenders can't take a ball from the same group twice and passing players don't have to stand only in one spot.
- Play for a set time period (2 to 3 minutes). Ask players their points. Change roles and play again.
- Variations:
 - Increase or decrease size of the channel
 - More or less defenders



Four Corners (confined area)

- Focus is on passing or receiving
- Set up field 35 yds long and 30 yds wide. Set up a small square in each corner
- Form three teams: two competing in the middle, one neutral team in the corner areas
- Score with a pass to a neutral player in one of the four corners. If the neutral player receives the ball with two touches and the ball stays in the triangle, the team gets one point
- Switch roles. Ask players their points. Play again
- Everyone has to touch the ball at least two times (no one-touch!)
- Variations:
 - Increase or decrease size of field and squares
 - Have multiple teams with fewer defenders (pairs or groups of three)
 - Allow score only after pass back from the player in the square

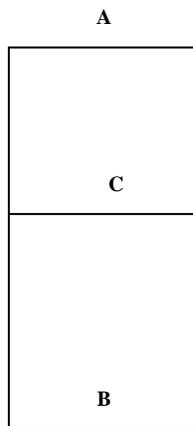


Shooting

Shooting activities and games need to have maximum realistic repetitions. Make sure that your activities eliminate the use of lines or long waits between repetitions.

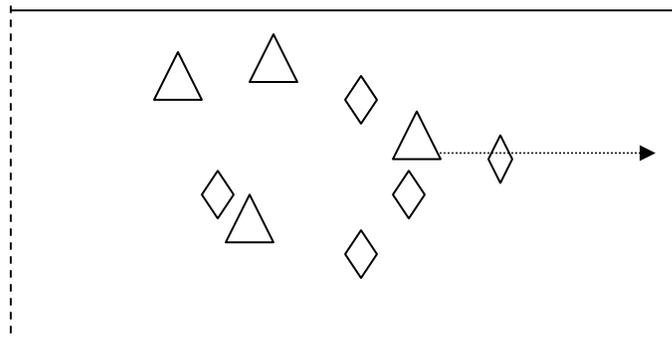
Receive and Shoot! (confined area)

- Set up multiple fields 20 yds. long and 7 yds. wide
- Three players and one ball per field. Set extra balls behind the end of the fields.
- **A** passes to **B**. **B** must control the ball (first touch, if possible) and, with the second touch, take a shot on goalkeeper **C** from behind the line. If **B** scores, **C** stays in goal. If **C** stops the shot or if **B** misses, **B** becomes the goalkeeper.
- Variations
 - Goalkeepers may not use their hands
 - When **A** passes to **B**, goalkeeper **C** may not touch the ball
 - Don't have a goalkeeper in the middle and have player **A** serve as a goalkeeper after passing to **B**



Soccer Bowling (confined area)

- Set up field 25 yds by 30 yds
- Place as many cones (tall cones work best) as you have on both back lines
- Form two teams and score by knocking down cone(s) with a shot
- Who can knock down the most cones in a given time period or who knocks down all the cones first or if using short cones, who can hit the cones (coach picks them up) and is the first to have no cones to score on?
- Play for a set time period or until all the cones have been eliminated or hit. Set-up cones and play again.
- Variations:
 - Cones spaced through out the field and individual players with a ball. Each successful hit cone equals one (1) point
 - Groups of four players in a bowling alley set-up
 - Set the line of cones a short distance off the field to encourage larger distance shooting

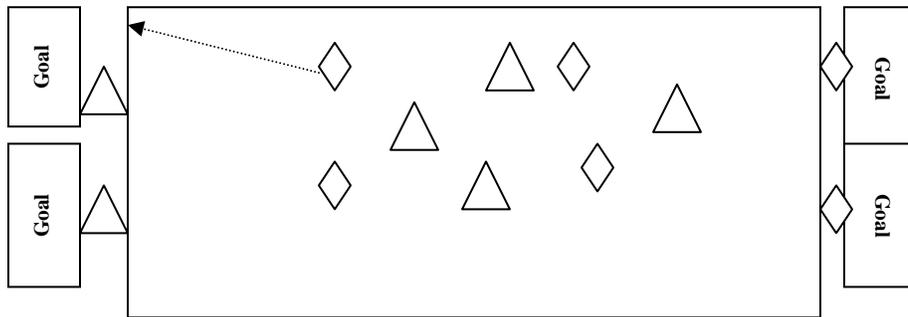


Goal Line Game (confined area)

- Set up field 25 by 30 yards
- Two teams. Each team has two players defending their goal line as goalkeepers
- Teams score with a shot over the entire goal line, defended by the two goalkeepers
- After a few minutes, the field players switch with the goalkeepers
- Encourage players to take as many shots as possible
- Variations
 - More or less goalkeepers

Distance Goal Game (confined area)

- Set up field 25 by 30 yards with two large goals a short distance off each endline
- Two teams. Each team has two players defending their goals as goalkeepers
- Teams score with a shot into the goal, defended by the two goalkeepers
- After a few minutes, the field players switch with the goalkeepers
- Encourage players to take as many shots as possible
- Variations
 - No goalkeepers
 - Goals on the endline
 - More than two goals (three or four)



Small Sided Games

For U10 use small-sided games with simple rules and restrictions. Try and limit your coaching to coaching 'over the game' and allowing the players to learn through the game and the game's restrictions.

Get Out Of Here!

- Two teams stand on sideline of small field next to coach, who rolls ball into play. Players play 1v1 or 2v2, determined by coach before ball is rolled into play. When ball leaves field, players "Get out of here" and return to teams. Coach continues play with a new group. (Coach is boss of the balls – players don't chase ball until coach passes it). Player don't collect balls until all the balls have been played
- Variations:
 - Large or small goals

One-Goal game (Of course we are going to scrimmage!!)

- Play a regular game with two teams with each team attacking one goal and defending one goal.
- Variations:
 - Vary number of players on field (1v1, 2v2, etc)
 - Multiple fields
 - Large or small goals

Two wide goals

- Focus is on making the field wider in attack
- Play a regular game with two teams with each team attacking two goals and defending two goals. Goals should be placed as wide as possible on the endline.
- Variations:
 - Vary number of players on field (1v1, 2v2, etc)

Over the half line to score

- Focus is on moving up as a team
- Play a regular game with two teams with each team attacking one goal and defending one goal..
- A half line should be place on the field and in order for a goal to count all attacking players must be over the half line.
- Variations:
 - Vary number of players on field (1v1, 2v2, etc)
 - Have a goalkeeper and make that player be across the half line as well

First Back

- Focus is making the field big, positions, and every pass is important
- Play a regular game with two teams with each team attacking one goal and defending one goal.
- The coach off the side of the field will control all the balls.
- Whenever a ball goes off of the field, the next ball in comes from the coach, and the balls goes to the first team with all their players standing on their defensive endline.
- Variations:
 - Vary the type of service (ground or air balls)
 - Vary the person to whom you serve the ball
 - Play a few balls and then allow the players to meet and come up with a plan

U10 - basic ball control exercises and coordination activities

Here are some progressive ball control exercises that need to be selected/adjusted for your players' age and ability. Also the activities can be done all together or in individual segments. Use these activities mainly as self warm-up activities, active rest or cool down activities.

All the players have a ball and dribble around the field or within a defined space/area and:

- Dribble with frequent changes of direction
- Dribble with right foot only
- Dribble with left foot only
- Dribble only with outside of foot
- Dribble only with inside of foot
- Dribble alternately with right and left foot
- Dribble with a variety of surfaces of the both feet

Now:

- Players dribble with many quick touches
- Players dribble at higher speed with changes in direction (ball must stay under control)
- Players dribble, pull ball back with sole and continue dribble with outside of same foot, then players repeat this maneuver with other foot, then continue with alternating feet
- Players tap ball alternately with right and left sole. (Ball should not move)
- Players push ball forward and pull it right back with sole of foot (alternate feet)

Players each have a ball and spread out to avoid collisions:

- Players drop ball from hands and kick it up with right/left foot (laces) and catch it again
- This time, let the ball bounce and kick it up again
- Players drop ball from hands and juggle it twice and catch it again
- Now players juggle ball twice, let it bounce and juggle it again twice and catch it
- Players kick the ball up, bounce it off thigh, chest or head and kick it up again
- Players juggle ball with all parts of the body (no hands) and establish personal records

Finally,

- Players throw balls up in the air from various body positions (crouching, kneeling, sitting, lying on back, lying on stomach), get up quickly, jump up and catch ball
- The reverse: players throw (or kick) ball up from a standing position, assume one of the previous body positions and catch ball
- Players throw balls up in the air from various body positions and receive the ball as a soccer player using their feet, thighs, chest, or head.

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