

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 I – U6 & U8

Candidate Manual

Prepared by:
Peter McGahey
Director of Coaching and Player Development
Oklahoma Soccer Association
8-13-04

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,

Matt Fansher
Director of Coaching Education & 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 within the United States to unlock the game within each child to reach their full soccer potential.

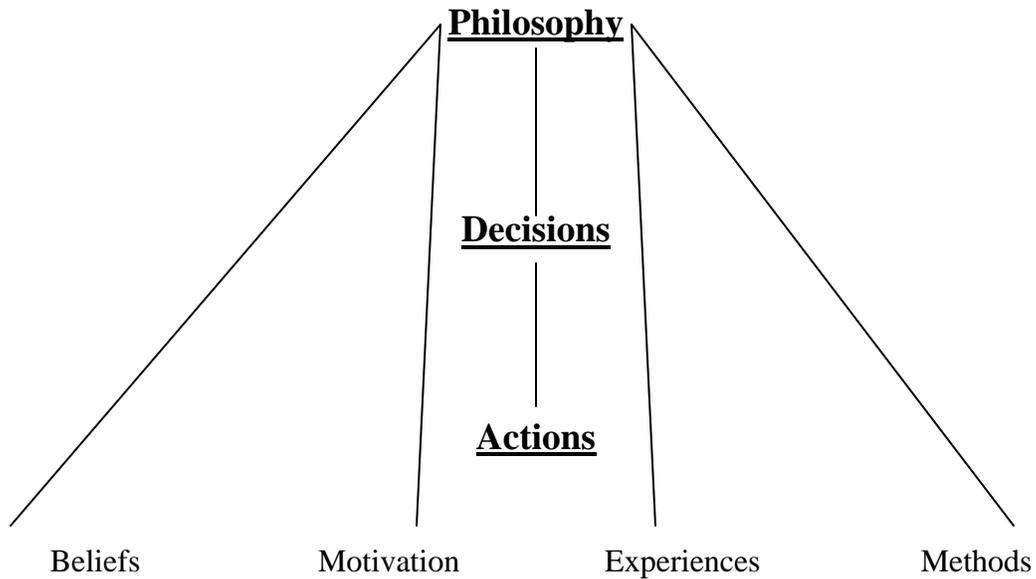
'Module Level I' Course Schedule

TIME:	TOPIC:	LOCATION:
Friday 5:30 – 7:00 pm	Coaching the U6 & U8 Player	Classroom
Saturday 10:00 – 11:00 am	U6 – Field Session -	Field
Saturday 11:00 – 12:00 pm	U8 – Field Session -	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 questions 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 U6 Children

Psychomotor Development

- Movement Education approach.
- Differences between boys and girls are minimal. Co-ed play is okay.
- Weight range for boys and girls approximately 30-50 lbs.
- Height range for boys approximately 35-45' and girls 37-45'.
- Progress in motor development starts with head and moves downward to the feet and from the center of the body outward.
- Body segments grow at different rates.
- Easy to fatigue, rapid recovery, heart rate around 90 bpm for boys and girls.
- Emphasis of fundamental movement skills:
 - Locomotor – walking, running, leaping, jumping, hopping
 - Nonlocomotor – bending, stretching, twisting, pulling, pushing reaching.
 - Basic manipulative actions – throwing, catching, striking.
- Increased use of all body parts.
- Need to explore qualities of rolling and bouncing ball.

Characteristics of U6 Children

Cognitive Development

- Preoperational stage of cognitive development begins at the onset of childhood. At this stage the difference between reality and fantasy is fuzzy. Children in this stage are naturally curious and individually oriented.
- Play consists of a high degree of imagination and pretend activities.
- Beginning to use symbols to represent objects in environment. Like to use imagination.
- Respond well to symbols or objects in playing environment.
- Tend to only one task at a time in problem solving situations.
- Process small bits of information at a time. Long sequential instructions are not processed.
- Simple rules only.
- Limited understanding of time, space relations, and boundaries.
- Prefers doing to watching.

Characteristics of U6 Children

Psychosocial Development

- Beginning to develop self-concept, body awareness, and self-image through movement.
- Egocentric, see world only from their perspective, demonstrated through parallel play. They all want the ball. Focus is 'me'.
- Have a difficult time sharing.
- Need generous praise and the opportunity to play without pressure.
- Influential person in their life is most likely their mother or significant parent.
- May verbalize team, but does not understand group or collective play.
- Prone to exaggerate.
- Need plenty of room to move.

Characteristics of U8 Children

Psychomotor Development

- Skeletal system is still growing; growth plates are near joints, thus injuries to those areas merit special consideration.
- Cardiovascular system is less efficient than an adult's; a child's heart rate peaks sooner and takes longer to recover to full resting rate. Need full rest periods.
- Temperature regulation system is less efficient than adults; children elevate their core body temperature more quickly with activity and take longer to cool down than adults. Poor body temperature regulation.
- There is perceivable improvement in pace coordination from U6 to U8, however the immaturity of a U8's physical ability is obvious.

Characteristics of U8 Children

Cognitive Development

- Concrete operational stage of development. This 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.
- Limited ability to attend to more than one task at a time; the simple task of controlling the ball demands most of their attention capacity, thereby leaving little or no capacity for making additional decisions.
- Concept of time and space relationship is just beginning to develop and will be limited by capacity to attend to multiple tasks.
- Limited experience with personal evaluation; effort is synonymous with performance, “If I try hard, then I performed well”, regardless of actual performance.
- Beginning to categorize information; some relationships that ‘do’ exist are not recognized and some relationships that ‘do not’ exist are assumed.

Characteristics of U8 Children

Psychosocial Development

- Self-concept and body image are beginning to develop; very fragile.
- Great need for approval from adults such as parents, teachers, and coaches. They like to show individual skills.
- Easily bruised psychologically by both peers and adults; negative comments carry great weight.
- Fear of failure.
- Like to play soccer because it is 'fun'; intrinsically motivated.
- Their universe is expanding from home to the neighborhood.
- True playmates emerge with the inclination toward partner activities. 'Buddies'.
- Team identity is limited; 'I play on coach Bob's team' or 'I play on the Tigers' – club or league concepts are non-existent.
- There is desire for social acceptance; they want everyone to like them.
- The influential person is most likely their father or significant parent.

‘Coaching’ the Player

Helpful Practice Hints

- U6 players should practice for 45/60 minutes once per week.
- U8 players should practice for 60 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'. For U6/U8 players have at least 5 activities per practice.
- One topic per practice.
- ALL players should be involved in ALL activities at ALL times. No elimination 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.

Areas of focus for U6 & U8 players

All areas of focus are progressive by nature and build on previously established skills and abilities. Review and enhancement are always needed and encouraged.

Technical Skills

U6 – ‘Me and the ball’

- Kicking
- Dribbling

U8 – ‘Partner and the ball’

- Dribbling
- Passing
- Receiving
- Shooting

Game Awareness & Strategy

U6

- Going in the correct direction when attacking and defending

U8

- Everyone defends and everyone attacks
- Moving away from your teammate when they have the ball

Essential Knowledge

U6/U8

- Basic Soccer Rules of Play
- ‘Love of the Game’
- 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.

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 U6 and U8 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.

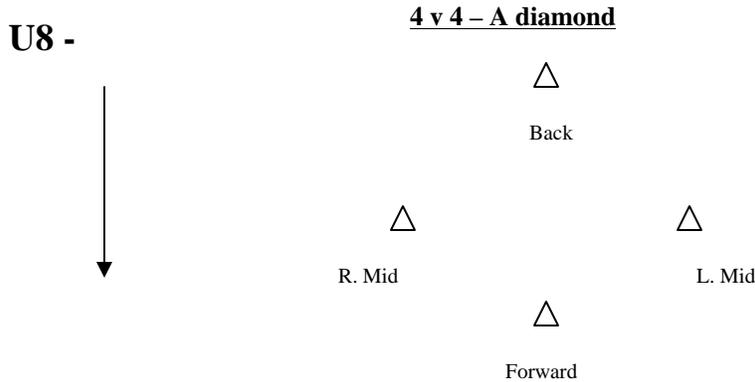
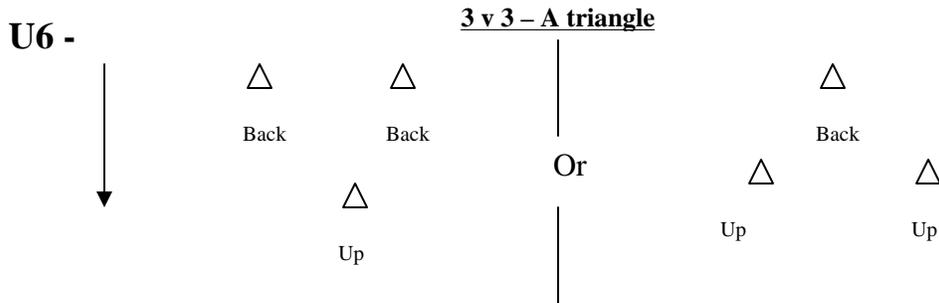
The Game

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 and should be introduced at the U6/U8 level. However, U6/U8 players **WILL NOT NOR SHOULD THEY BE EXPECTED TO** stay in their positions. They must be allowed to interact freely within the game. Soccer doesn't have 'pre-planned plays' during the run of play. If your U6/U8 players are out of position, it is okay and it is developmentally appropriate. Positions are only given as a starting point for the players.



Game Organization

Pregame

- Players arrive. Ready to Play. 30 minutes early.
- Warm-up Activity
- Line-up and a drink of water
- 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. Allow the players make their own decisions. Give suggestions post action only.
- Positive encouragement and praise for good performance.
- Observe 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. Example: 'You guys are playing great, with super dribbling and passing. Keep up the good work!'
- Positive motivating words to ALL the players. Example: 'Let's go have FUN. YEAH!'
- 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 the following pages for U6 & U8 rules.

US Youth Soccer Official Under 6 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 U6 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 20 yards maximum 30 yards

Width: minimum 15 yards maximum 25 yards

Field Markings: Distinctive lines not more than (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 four (4) yards is marked around it.

The Goal Area: None.

The Penalty Area: None.

Flagposts: None.

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 corners and joined at the top by a horizontal crossbar. The recommended distance between the posts is eighteen (18) feet and the distance from the lower edge of the crossbar to the ground is six (6) feet. Goals may be smaller in dimension.

Law 2 – The Ball: Size three (3).

Law 3 – The Number of Players: A match is played by two teams, each consisting of not more than three players. There are NO goalkeepers.

Substitutions: At any stoppage and unlimited.

Playing time: Each player SHALL play a minimum of 50% of the total playing time. Teams and games 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: An OFFICIAL (Game Manager or Coordinator or Parent or Coach or Grade 9 referee) may be used. All infringements shall be briefly explained to the offending player.

Law 6 – The Assistant Referees: None.

Law 7 – The Duration of the Match: The match shall be divided into four (4) equal, eight (8) minute quarters. There shall be two (2) minute break between quarters one and two and another two (2) minute break between quarters three and four. 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 four (4) 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 with the exception that all fouls shall result in a direct free kick. The referee/coach/parent must explain ALL infringements to the offending player. No cards shown for misconduct.

Law 13 – Free Kicks: Conform to FIFA with the exceptions that all free kicks are direct and opponents are at least four (4) yards from the ball until it is in play.

Law 14 – The Penalty Kick: None.

Law 15 – The Kick-In: A kick-in is considered as a direct free kick with the opponents four (4) yards from the ball until it is in play.

Law 16 – The Goal Kick: The goal kick should be taken within 2-3 yards of the goal line anywhere across the width of the field of play at the nearest point from where the ball was retrieved. Opposing players must be four (4) yards away from the ball until it is in play.

Law 17 – The Corner Kick: Conform to FIFA with the exception that opponents remain at least four (4) yards from the ball until it is in play.

ADDENDUM

MODIFIED RECOMMENDATIONS OF THE GAME FOR U6

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

Field Markings: the center circle gives the players a concrete marking on where to be for the kick-off. The corner arc gives the young player a concrete place to put the ball to kick it back onto the field of play. While kids this young will not execute corner kick plays taking a kick from the corner is a reasonable way for them to put the ball into play and provides continuity with all other age groups. However, the center circle and the corner arc for U6 Small Sided Games are not mandatory field markings. Cones may be used in lieu of corner flag posts if desired. Neither cones nor corner flag posts to mark the corners of the field are mandatory for this age group.

Goals: the goal, 6 x 18 feet or smaller, is the same for the U6 to U8 age groups. By using the same size goal for these age groups clubs will have to buy fewer goals and there will be greater flexibility in the use of fields. A big goal without a goalkeeper should mean a few more goals for kids whose shooting technique is primitive along with their eye-foot coordination. Let's give them the broad side of the barn at which to shoot, the more goals the merrier. Finally the shooting odds for the U6 age group are one versus five, so let's give them a chance by having a larger target. However, manufactured goals are not mandatory for U6 Small Sided Games. Clubs are free to use cones, Pug goals or other items to designate the goal for this age group. Indeed, even the entire goal line could be considered the 'goal' and a ball kicked over the goal line is considered a goal. Any goal must be properly anchored to the ground.

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

Law 3 The Number of Players: there are no goalkeepers in the U6 age group so that all of the players may chase the ball around the field. The kids want to be where the action is and at this age it is around the ball. This will provide the opportunity for the children to further develop their running, jumping and kicking coordination. These are valuable traits for all soccer players to develop. The smaller number of players takes into account the egocentrism of this age group and therefore allows each child more opportunities for kicking and dribbling the ball. 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 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.

Law 5 The Referee: a referee is not really needed for this age group. Instead a parent or a coach should supervise the game for safety sake. All rule infringements shall be briefly explained to the offending player. 'Do-overs' should be a regular occurrence allowed by the adult(s) supervising the U6 game. It is strongly recommended that the adult officiating the U6 game attend the Grade 9 referee course.

Law 6 The Assistant Referees: none are needed.

Law 7 The Duration of the Match: the game is divided into four quarters. Clubs may make the quarters shorter in duration if necessary. Quarters are played in the U6 age group to accommodate the attention span and physical limitations of the children.

Law 10 Goal Scored: shall conform to FIFA.

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

Law 12 Fouls and Misconduct: no caution or send off shall be issued to players. If a child is being too rambunctious then the game official will ask the coach to make a substitution of that player to give the child a chance to calm down before returning to play.

Law 13 Free Kicks: all free kicks shall be direct. This should keep the game flowing and keep the attention of the kids.

Law 14 The Penalty Kick: for this age group there will not be any penalty kicks called.

Law 15 The Kick-In: most U6 players do not yet have the eye-hand coordination to execute a throw-in to the letter of the law. This leads to endless retakes from one team to the other. Additionally with a kick-in the ball is on the ground and stationary so the U6 player has a better chance of striking it correctly. This may lead to some intentional passes. However, this is still unlikely given that whether it is a throw or a kick all of the kids on the field will be yelling for the ball at the same time and the child putting the ball into play will be confused.

Law 16 The Goal Kick: the kick should be allowed to be taken from anywhere along the goal line over which the ball traveled. This is so the ball can be put back into play quickly. The ball should be placed two or three yards into the field of play to make it easier for the child taking the goal kick to get the ball well into the field of play once it is kicked. The defending players must stand at least four yards away from the ball until it is in play.

Law 17 The Corner Kick: per FIFA. The defending players must stand at least four yards away from the ball until it is in play.

- ⇒ Roster Size: Under the single field method the recommended minimum roster size is four players and the maximum roster size is six players. Under the dual field method the recommended minimum roster size is eight players and the maximum roster size is ten players. This range of roster sizes allows for a club to use either the single field or dual field set up.
- ⇒ Playing Time: A minimum of at least 50% playing time is required. The goal of the U6 facilitator is to achieve 100% playing time for each child.
- ⇒ Split-Field Model.
- ⇒ No score or standings should be kept.

ADVANTAGES OF PLAYING SMALL SIDED GAMES

- More time with the coach/facilitator
- 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

- ❖ Opposing 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.
- ❖ No slide tackles to be allowed in this age group.
- ❖ Coaches of U6 teams should attend the U6/U8 Youth Module coaching course and the Grade 9 referee course.

US Youth Soccer Official Under 8 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 note the U8 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 25 yards maximum 35 yards

Width: minimum 20 yards maximum 30 yards

Field Markings: Distinctive lines not more than (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. The center mark is indicated at the midpoint of the halfway line. A circle with a radius of four (4) yards is marked around it.

The Goal Area: A goal area is defined at each end of the field as follows: Two lines are drawn at right angles to the goal line three (3) yards from the inside each goalpost. These lines extend into the field of play for a distance of three (3) 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 goal area.

The Penalty Area: none.

Flagposts: none.

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 corners and joined at the top by a horizontal crossbar. The recommended distance between the posts is eighteen (18) feet and the distance from the lower edge of the crossbar to the ground is six (6) feet. Goals may be smaller in dimension.

Law 2 – The Ball: Size three (3).

Law 3 – The Number of Players: A match is played by two teams, each consisting of not more than four players. There are NO goalkeepers.

Substitutions: At any stoppage of play and unlimited.

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: An OFFICIAL (Game Manager or Coordinator or Parent or Coach or Grade 9 referee) may be used. All infringements shall be briefly explained to the offending player.

Law 6 – The Assistant Referees: None.

Law 7 – The Duration of the Match: The match shall be divided into four (4) equal, twelve (12) minute quarters. There shall be a two (2) minute break between quarters one and two and another two (2) minute break between quarters three and four. 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 four (4) 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 with the exception that all fouls shall result in a direct free kick. The referee/coach/parent must explain ALL infringements to the offending player. No cards shown for misconduct.

Law 13 – Free Kicks: Conform to FIFA with the exceptions that all kicks are direct and all opponents are at least four (4) yards from the ball until it is in play.

Law 14 – The Penalty Kick: None.

Law 15 – The Throw-In: Conform to FIFA with the exception that an improperly performed throw-in can be retaken once.

Law 16 – The Goal Kick: Conform to FIFA with the exception that opponents must remain outside the goal area and at least four (4) yards from the ball until it is in play.

Law 17 – The Corner Kick: Conform to FIFA with the exception that opponents remain at least four (4) yards from the ball until it is in play.

ADDENDUM

MODIFIED RECOMMENDATIONS OF THE GAME FOR U8

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

Field Markings: the center circle gives the players a concrete marking on where to be for the kick-off. The corner arc gives the young player a concrete place to put the ball to kick it back onto the field of play. While kids this young will execute corner kick plays to a modest degree taking a kick from the corner is a reasonable way for them to put the ball into play and provides continuity with all other age groups. However, the center circle and the corner arc for U8 Small Sided Games are not mandatory field markings.

Goals: the goal, 6 x 18 feet or smaller, is the same for the U6 to U8 age groups. By using the same size goal for these age groups clubs will have to buy fewer goals and there will be greater flexibility in the use of fields. A big goal without a goalkeeper should mean a few more goals for kids whose shooting technique is primitive along with their eye-foot coordination. Let's give them the broad side of the barn at which to shoot, the more goals the merrier. Finally the shooting odds for the U8 age group are one versus seven, so let's give them a chance by having a larger target. However, manufactured goals are not mandatory for U8 Small Sided Games. Clubs are free to use cones, Pug goals or other items to designate the goal for this age group. Any goal must be properly anchored to the ground.

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

Law 3 The Number of Players: there are no goalkeepers in the U8 age group so that all of the players may chase the ball around the field. The kids want to be where the action is and at this age it is around the ball. This will provide the opportunity for the children to further develop their running, jumping and kicking coordination. These are valuable traits for all soccer players to develop. The smaller number of players takes into account the egocentrism of this age group and therefore allows each child more opportunities for shooting, passing and dribbling the ball. 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 repeated game situations frequently. The 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. Children in the U8 age group will intentionally play in pairs. The smaller number of players on the field will make it easier and more likely that passing and receiving will occur.

Law 5 The Referee: a referee is not really needed for this age group. Instead a parent or a coach should officiate the game. All rule infringements shall be briefly explained to the offending player. It is strongly recommended that the adult officiating the U8 game attend the Grade 9 referee course.

Law 6 The Assistant Referees: none are needed.

Law 7 The Duration of the Match: the game is divided into four quarters. Clubs may make the quarters shorter in duration if necessary. Quarters are played in the U8 age group to accommodate the attention span and physical limitations of the children.

Law 10 Goal Scored: shall conform to FIFA.

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

Law 12 Fouls and Misconduct: no caution or send off shall be issued to players. If a child is being too rambunctious then the game official will ask the coach to make a substitution of that player to give the child a chance to calm down before returning to play.

Law 13 Free Kicks: all free kicks shall be direct. This will keep the game flowing and keep the attention of the kids.

Law 14 The Penalty Kick: there will not be any penalty kicks called.

Law 15 The Throw-In: some U8 players do not yet have the eye-hand coordination to execute a throw-in to the letter of the law. However, some U8 players have sufficient eye-hand coordination to attempt the throw-in. One 'do-over' per thrower should be the normal response if the throw-in is incorrect. The adult officiating the match should explain to the child how to execute the throw-in correctly.

Law 16 The Goal Kick: per FIFA. The defending players must stand at least four yards away from the ball until it is in play. The ball is in play once it has left the goal area.

Law 17 The Corner Kick: per FIFA. The defending players must stand at least four yards away from the ball until it is in play.

- ⇒ Roster Size: Under the single field method the recommended minimum roster size is six players and the maximum roster size is eight players. Under the dual field method the recommended minimum roster size is ten players and the maximum roster size is twelve players. This range of roster sizes allows for a club to use either the single field or dual field set up.
- ⇒ Playing Time: A minimum of at least 50% playing time is required.
- ⇒ Split-Field Model: See appendix for options.
- ⇒ 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

- ❖ Opposing 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.
- ❖ No slide tackles to be allowed in this age group.
- ❖ Coaches of U8 teams should attend the U6/U8 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.

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

U6 Fields Sessions

U6 – Last minute practice reminders

- Remember to select activities/games that fit your practice topic
- The minimum number of high intensity activities/games for a U6 practice will be 3. However, it is recommended to be prepared with at least 5 activities/games. U6 players' attention span can be tricky.
- Use the low intensity activities/games to help monitor the player's heart rate and energy levels.

U6 Model Session – 45/60 minutes

Warm-up Activity – (10 minutes) – High Intensity

2nd Activity – (5 minutes) – Low Intensity

Water Break – (2 minutes)

3rd Activity – (10 minutes) – High Intensity

4th Activity – (5 minutes) – Low Intensity

Water Break – (2 minutes)

Final Activity – (10 minutes) – High Intensity

U6 – Developmentally appropriate activities

Dribbling Activities:

'I can do this can you...' (confined or open area)

- Coach performs a task or coordination exercise (stopping the ball with a variety of body parts, dribbling the ball, tossing and catching the ball, etc.) with the ball and asks the players if they can repeat the task. Later, have players come up with their own ideas for other players to imitate.

'Anatomy Dribble' (confined or open area)

- Players dribble to keep control of ball without touching others. While they dribble, coach calls out a part of the body and players have to stop their balls with that part of the body. You can call "right knee", "left below", "belly", "chin", etc.
- Variation:
 - Designate player to be the leader.

'Toss and Retrieve' (open area)

- Coach tosses ball and asks players how they can bring it back to him? Using hands? Feet? Head? Elbows? Give kids time to come up with ideas of their own.
- Variations:
 - Same as above but coach specifies, e.g. one elbow and one cheek; two backs.
 - Coach changes position.

‘Maze Dribble’ (confined or open area)

- Coach lays out cones all over the field.
- All players with a ball try and dribble in and out of the cones as quickly as possible.
- Variations
 - Players can touch cone with their hands
 - Players can touch cone with their ball.

‘Number Game’ (confined or open area)

- Players dribble performing different types of ball (left foot and right foot), stops and turns, etc. When coach yells out “One....”, players complete command with “...under your bun” and sit on ball. “Two.... under your shoe”, “Three.... under your knee”, “Four.....hit the floor”, “Five.....do a jive”, “Six.....do some tricks”, Seven.....stretch up to heaven” etc.
- Variations:
 - Change rhymes and sequence of number commands.
 - Designate player to be the leader.

‘Red Light! Green Light!’ (confined area)

- All players start in a line at the end of the grid, while coach is in the middle. When coach says “Green Light”, players dribble forward. When coach says “Red Light”, players stop ball with a foot on the ball. On “Yellow Light”, players move forward slowly. “Reverse” sends players backward. After a few rounds, use hand signals instead of verbal commands.
- Coach can face away from dribblers and when (s)he calls “Red light”, players must stop ball before coach can turn around and “catch them dribbling. Whoever gets caught, goes back to starting line (or five steps back). The first player to cross the finish line becomes the new “traffic signal”.
- Variations:
 - Create a ‘no dribble’ zone in the middle of the field
 - Change signals faster

‘Everybody Tags!’ (confined area)

- Each player dribbles within area while trying to tag anyone and maintaining control of ball. Each time you tag someone, you get a point. Replay game to beat previous score.
- Variations:
 - Restrict tagging to certain part of body like back, right shoulder, hips, etc.

‘Minefield’ (confined area)

- Players are given special names “uppsies” or “downsies”. Uppsies run around and turn cones up. Downsies run around and turn cones up side down. After 30 seconds see how many cones are down.
- Variations:
 - At first, play without balls. Then have players dribble while turning cones.

Kicking Activities:

'Hit the Target' (confined area)

- Players dribble around and try to hit coaches (or parents) with ball. How many hits can you make in 30 seconds?
- Variations:
 - Safe Zone for coach or parents
 - For more mature players; hit the other players ball (Ok Coral U8)

'Moving Goals' (confined area)

- Form two teams. One team splits into pairs with each pair holding a "pool noodle" between them to form a goal. They can run anywhere on the field to prevent getting scored on. The other team tries to score goals through the moving goals. Change roles every 2-3 minutes.
- Variations:
 - Parents holding and moving the goal
 - Multi-colored noodles; player kick goals in a specific color pattern.

Lots of Goals (confined area)

- Pairs of players try to score as many goals as possible within a limited time by kicking the ball through goals that are set up randomly throughout the field. Score one point for each kick through goal. Always repeat game to improve on previous score.
- Variations:
 - Players can't run through goals
 - Close certain goals by standing (coaches/parents) in them
 - Add two defenders, (never just one to avoid embarrassment!).

Pac Man (confined area)

- Two players with ball, all others run freely in area. Players with ball dribble and attempt to hit the other players below the knee by kicking the ball at them. Once a player is hit, he gets his ball and turns into a Pac Man. Game continues until all players have been hit and have their ball.
- Variations:
 - All players dribbling, Pac men/women in a colored penny, trying to hit other players' ball. If player get their ball hit, they put on the colored penny and join the Pac men/women.

Small-sided games:

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
 - Parent goalies

One-Goal game

- 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, ...)
 - Multiple fields
 - Large or small goals
 - Parent goalies

U8 Fields Sessions

U8 – Last minute practice reminders

- Remember to select activities/games that fit your practice topic
- The minimum number of activities/games required for a U8 practice will be 2. However, be prepared with a few extras activities/games, in case the U8 players' attention span waivers.
- Low intensity activities can be used to transition for one activity to the next without a water break or may be used to monitor and manage the player's energy level.

U8 Model Session – 60 minutes

Warm-up Activity – (15 minutes)

Water break – (5 minutes)

2nd Activity – (20 minutes)

Water Break – (5 minutes)

3rd Activity or small-sided scrimmage (4 v 4) – (15 minutes)

U8 – Developmentally appropriate activities

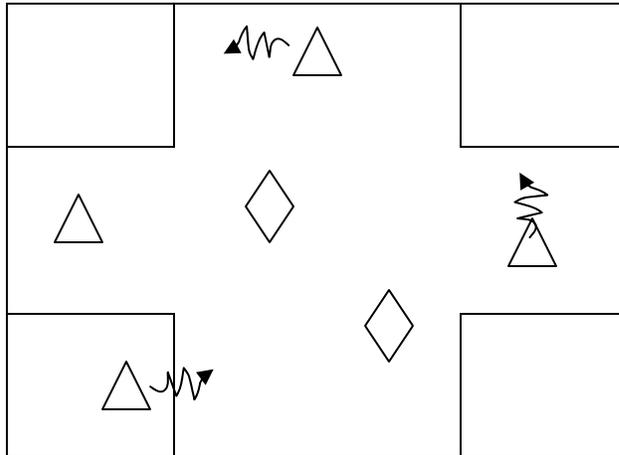
Dribbling Activities:

Freeze Tag (confined area)

- Each player has a ball. Assign two players as taggers. Put taggers in pennies. Have the players try and dribble away from the taggers. Players are frozen if the taggers tag their backs. Once frozen players spread their legs. Players may become unfrozen if another player plays the ball through their open legs. Game last until all players are frozen or a set time period. Select new taggers and repeat.
- Variations:
 - More taggers.
 - Taggers without a ball.
 - Have less taggers.
 - Coach is the tagger.

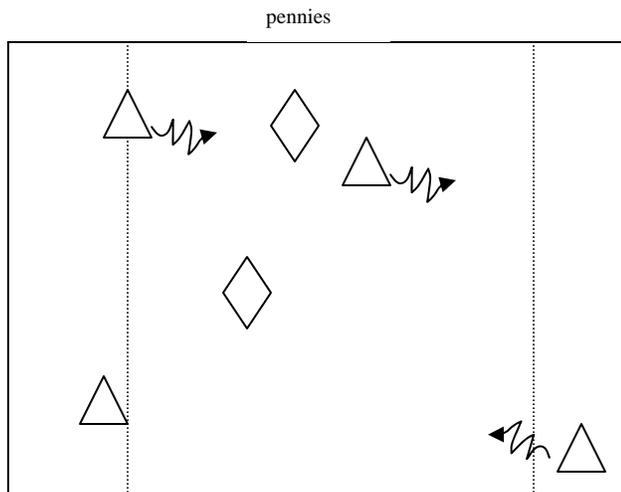
Road Map (confined area)

- Place a 5 yd. by 5 yd square in each corner of your field. Allow the players to name the square with a state name. Each player has a ball. Assign two players to be the sheriffs/state troopers. The states are the safe zone. Speeders cannot be caught for speeding the in states. Speeders try and dribble from state to state without being caught by the sheriffs for speeding. Each successful dribble to another state is worth 1 point. Each speeders ball kicked away by a sheriff is worth 1 point. After being caught by a sheriff, the speeder gathers their ball and begins traveling again. Play for a set time period, 3-4 minutes. Ask the players their points. Pick new sheriffs and play again.
- Variations:
 - No Sheriffs; no balls kicked away; dribble from state to state in a pattern
 - More sheriffs or sheriffs without balls
 - Make the distance between states greater
 - Assign different point value for length dribble vs. width dribble.



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 zone. 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
 - Use partners and pass from island to island



Passing Activities

Ball Blast (confined area)

- Each player has a ball. Place two easy to distinguish balls in the middle of the field. These balls are the special balls. Distinguish which special ball belongs to which team. The players try and blast their special ball over the other teams end line. Play until one team's ball crosses the other team's end line. Reorganize the balls and play again.
- Variations:
 - Increase the field size.
 - Reduce the number of specials ball to one. Have both teams blast at the one ball.
 - Reduce the field size.
 - Change the special ball to a larger ball i.e. beach ball
 - Allow the players to blast from any point on the field other than the other teams end line.

Individual Battleship (confined area)

- Each player has a ball. Set-up cones through the area. Players dribble around the space and try to pass their ball into the cone. Each successful pass equals 1 point. Play for 3 minutes. Repeat and try and improve score.
- Variations:
 - How quickly can all the 'tall cones' get knocked over?
 - Add two defenders who protect the battleships (airplanes).

OK Coral (confined area)

- Each player has a ball. Players dribble around the space and try and pass their ball into the other players' balls. Each successful pass equals 1 point.
- Variations:
 - Use 'not so strong foot' and hit a ball equals 2 points.

Receiving Activities

Passing Gates (confined area)

- In a field with 6-8 small goals in the field of play, players will work in pairs with one ball between two. The pairs will pass back and forth between a small goal. Each successful pass is worth 1 point. Play for a set time period. 2-3 minutes. Ask the players their score and play again.
- Variations:
 - Reduce the size of the goals.
 - Have the pairs move from goal to goal after each pass.
 - Give players extra points for players passing with their not so strong foot.

Falling Meteor (confined area)

- 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, how in a row can they touch, etc.

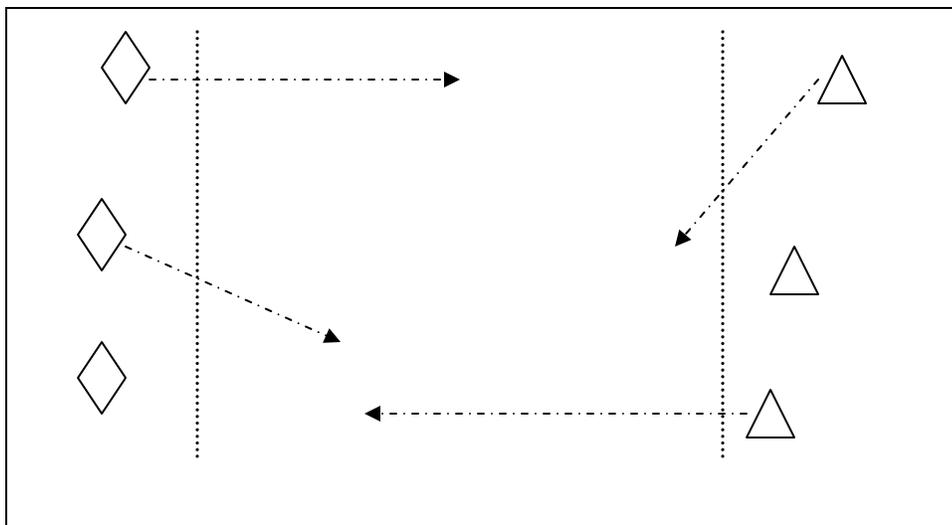
Shooting activities

Take Out The Trash (confined area)

- Divide your field in half. Divide the group into two teams. Encourage each team to have a team name. Put each team in one half of the field and give each team half the balls to start. Each team must take out the trash and shoot the balls to the other teams' half of the field. This taking out the trash continues back and forth for a set time period. 4-5 minutes. At the end of the time period the team with the fewest balls on their side win the game. After time count the balls, announce the winner, reorganize the balls and play again.
- Variations:
 - Make a channel in between the two fields.
 - Make players retrieve balls that they passed out of bounds.
 - Require players to pass with their not so strong foot.
 - Reduce the size of the field

Team Battleship (confined area)

- Set-up a field with two rows of 10-15 cones in the middle area about 15 yds. apart. Divide the players into two teams and place the teams behind a row of cones. Each player will have a ball to shot. On command all the players will shot their balls in an attempt to knock down the other teams cones. Coach determines the command. There is no defending of the cones, players must shot their ball and then step back as to not interfere with the other teams shots. After all the balls have stopped moving, players gather a ball from their side of the field and prepare to shot again. The first team to knock down all the other team's cones sinks that team's battleship. Set up the cones and play again. Play 2-3 times as sinking the battleship takes a fair amount of time.
- Variations:
 - Increase the distance between the two rows of cones.
 - Require the players to shot with their not so strong foot.
 - Reduce the distance between the two rows of cones.
 - Place the cones in the battleship close together. This means two cones will be knocked over more often.



Small-sided games:

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
 - Parent goalies

Six-Goal game

- Play a regular game with two teams with each team attacking three goals and defending three goals.
- Variations:
 - Vary number of players on the field
 - Multiple fields
 - Large or small goals
 - Parent goalies

One-Goal game

- 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, ...)
 - Multiple fields
 - Large or small goals
 - Parent goalies

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