



**HTRSA**

*Hamilton Twp Recreation Soccer Association*

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# Training Session Activities for the

# HTRSA

Division 4 (U12)

Division 3 (U14)

# Players

Published: Spring 2018 v1

# PRINCIPLES OF AGE APPROPRIATE DEVELOPMENT

Training characteristics based on human development

STAGES	AGE GROUPS	CHARACTERISTICS
INITIAL	U6	Very young players from 5 to 8 years of age love to play. Therefore, all practices should be based on fun games.
	U7	Players must spend the maximum time possible in contact with the ball and experiment by themselves.  For the first time the player has to build a relationship with other players. Give different responsibilities to the players in order to develop a sense of team.
	U8	Basic motor skills like walking, running or jumping have to be combined with ball handling and ball control.
BASIC	U9	Pre-pubescent players from age 9 to 12 years have a special ability to learn. Therefore, this is the right age to work on specific soccer techniques and skills. Developing good technique is essential at this age.
	U10	1v1 and 2v1 attacking and defending situations are important to develop individual skills as well as the passing techniques to develop the necessary team game.
	U11	Use small-sided games to develop basic attacking and defensive principles. Other important aspects of tactical training are possession, combination play, transition and finishing in the final third, as well as zonal defending. Players will rotate in two or three different positions to avoid early specialization.
INTERMEDIATE	U12	Speed, coordination, balance and agility are the main physical aspects to improve at this stage.
	U13	At this stage, training sessions are orientated more toward tactics and the player will practice in bigger spaces. Players must practice all different types of techniques at this stage.  Strength and endurance should be part of the fitness training. Coaching methods have to consider and preserve players' health since they will be experiencing many changes due to puberty at this stage. Warm-ups and cool downs are essential as is dynamic flexibility.
	U14	Players must develop discipline at this stage by following the instructions of the coach both during and outside training sessions.



# COACH'S CHECKLIST!

**The following is a list of what is recommended for good soccer practices:**

- A Ball for Every Player.** This is a MUST. Ask each player to bring a ball to practice with their name on it. Make it a team rule! Also, buy a hand pump to keep the balls inflated!
  
  - Cones or Small Soccer "Disk" Cones.** Disk cones are ideal for marking areas for small sided games. You need roughly 25 disk cones for your team. Disk cones look like an upside down bowl and come in fluorescent yellow and orange. They are about \$18 for a set of 25 at [www.usyouthsoccershop.com](http://www.usyouthsoccershop.com) but are available elsewhere. Consider buying a strap to keep your disk cones on. It's worth it!
  
  - A Way To Identify "Teams".** You can buy practice vests (also called "bibs", "vests" or "pinneys") for about \$5 each at [www.usyouthsoccershop.com](http://www.usyouthsoccershop.com). Another cheap way is to cut the sleeves & bottoms off old t-shirts & use the tops as practice vests; you can dye them in different colors to make enough for several teams. Another way is to buy a 3-pack of men's "Athletic T-shirts" (about \$6.00) in the XLarge size. Cut off the top about 3 inches below the bottom of the sleeve. If you need different colors, dye them.
  
  - Shin guards & Water.** Every player should wear shin guards & bring a plastic water bottle with their name on it. Consider taking extra water because some players/parents always forget.
  
  - A Whistle.** A cheap one will do. This will be hugely helpful in getting attention.
  
  - A Stopwatch/Timer.** You can get by without this, but it makes it a lot easier to run timed games.
  
  - An Equipment Bag.** To keep your gear in. If you coach in the Fall, Dick's usually supplies each HTRSA rec team with one. You should put some Band-Aids or a small medical kit (about \$5) in it. One of the instant ice packs is good to have as well.
  
  - Assistants.** The more the better. Ask parents to help, even if it is just to pick up balls.
- Do You Need a Goal or a Lined Field?** Nope! If you have cones you can create your own area. However, a goal or a net backstop is handy if you are practicing shooting.
- A Great Attitude!** If the players see the coach having a good attitude, that will rub off. Remember to keep it FUN!



# Tips for Good Soccer Practices

1. Kids love playing games and keeping score. **In practice, try to use more Practice Games and less drills.** If it's not fun, it's not a good Practice Game. Everyone should stay active and participate. **AVOID LINES!** Run games by keeping time (e.g., so they last 1, 3, or 5 minutes) or by keeping score (e.g., first to 3, 12, etc.) This is especially true for the younger age groups.
2. **You MUST have at least one ball per player.** This is absolutely critical. Players should bring a ball with their name on it to every practice. Ask players to bring extra balls or buy some.
3. Take the time to plan your practice so when you get to the field you are prepared. Figure out what skill you are teaching, what games you will be playing and how you want to set up your cones. You should only need 15 minutes to plan your practice.
4. **Maximize "touches" on the ball.** At least 100 touches on the ball per practice for each player. Do this by doing dribbling and ball juggling games.
5. Teach proper technique and use games that practice skills or simulate play or "match conditions". Practice Games are much better than drills because they involve competition and pressure (which drills don't) and better prepare players to perform under pressure in "match" conditions and at "game speed". It is one thing to perform an activity without pressure, but it is very different to perform the same activity at "game speed" and under pressure. Players improve more quickly and become better players when they practice at game speed in match-related conditions.
6. Praise hustle, improvement and a good attitude. Measure each player's performance by his or her personal improvement and effort, and not by comparing them to someone else. Try to motivate in a positive way that builds self-esteem.
7. A good Practice Game must be easy and quick to set up by **one coach** and should be simple to explain and manage. If you are spending too much time on set up or instruction, simplify it. You should be able to play the game in a small area and without special equipment, except for cones or "disk cones". This is important so you can achieve more in your practices and not waste time. Think about the benefit of being able to achieve 20% or 30% more in each practice.
8. Limit or don't use practice games that eliminate or "knock-out" players. For Recreational players, we believe in positive motivation and we don't believe in punishing a child who has tried their best but lost a practice game. Practice Games shouldn't make the losers leave the game or run laps. Don't use knock-out or elimination games that leave the players who need the most practice on the sideline. From a practical perspective, punishing players slows down practice and elimination games don't produce as many touches on the ball.
9. Avoid general scrimmaging for more than 10 minutes per hour. In general scrimmages players don't get enough touches on the ball, the weaker players tend to get the fewest touches and bad habits can be reinforced because players tend to do the same things they have always done. If you scrimmage, do so without a goalkeeper and encourage players to work the ball close to the goal before shooting.
10. Remember to AVOID the 3 "L"s (**Lines, Laps, & Lectures**) & STRESS the two "F"s: (**Fun and Fundamentals**) and adopt this philosophy: **"Keep it simple, keep them active, keep it fun & at least 100 touches per player per practice"!**



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# Turning Moves from NY Red Bull Academy!



For video clips of these go to: <http://www.redbullsacademy.com/training/skills.aspx>

Try these for your players at your training sessions! These are (for the most part) listed from easy to difficult!

## **The OUTSIDE CUT**

Contact is made with the OUTSIDE of the foot while the non-kicking foot comes past the ball and plants allowing the player to pivot. Next touch is made with the nearest surface of the nearest foot while shielding the ball

## **The INSIDE CUT**

Contact is made with the INSIDE of the foot taking the ball ACROSS the body into space. At the point of contact the knees bend to create a platform from which to accelerate!

## **The STOP TURN**

Stop the ball with the SOLE/BOTTOM of the foot. Step PAST THE BALL and plant with the foot that stopped the ball. The knees bend to create a platform from which to accelerate. The next touch is made with the nearest surface of the nearest foot taking the ball in the opposite direction.

## **The U TURN**

The non-kicking foot plants as the kicking foot reaches for the ball. Drag the ball BACK in the opposite direction shielding the ball as you turn. The next touch is made with the nearest surface of the nearest foot.

## **The CRYUFF TURN**

Fake to strike the ball by planting the non-kicking foot in front of the ball. Use the inside of the opposite foot to move the ball BEHIND the non-kicking foot shielding the ball as you turn.

## **The STEP OVER**

Pretend to play the ball with the INSIDE of the foot but move the foot around the front of the ball instead. Plant that foot and pivot back in the opposite direction. Take the ball away using the same foot.

## **The SLAP CUT**

The ball is moved across the front of the body with the sole/bottom of the foot. The player IMMEDIATELY cuts the ball back with the OUTSIDE of the SAME FOOT creating space to pass or shoot.



# Dribbling Moves from NY Red Bull Academy!



For video clips of these go to: <http://www.redbullsacademy.com/training/skills.aspx>

Try these for your players at your training sessions! These are (for the most part) listed from easy to difficult!

## **The ROLL**

As the player approaches a defender, they drag ('roll') the ball across the front of the body using the SOLE/BOTTOM of their RIGHT foot and then takes the ball past the defender with the inside of the LEFT foot.

## **The ROLL STEP**

The player drags ('rolls') the ball across the front of the body using the SOLE/BOTTOM of their RIGHT foot and then steps over the top of the ball with the LEFT foot and carries on in the same direction.

## **The FEINT (Outside cut)**

As you approach the defender, lean to the left, dropping the left shoulder and planting the LEFT foot outside the line of the ball, and take the ball away with the outside of the RIGHT foot in the opposite direction.

## **The DOUBLE FEINT**

As you approach the defender, lean to the left, drop the left shoulder and plant the LEFT foot outside the line of the ball, move the RIGHT foot BEHIND the ball planting on the other side dropping the right shoulder and take the ball away with the outside of the LEFT foot in the opposite direction.

## **The INSIDE/OUTSIDE - Part 1**

Move the ball with the INSIDE of the RIGHT foot to the left side, plant the right foot quickly and then take the ball away in the opposite direction with the outside of the right foot.

## **The INSIDE/OUTSIDE -Part 2**

Touch/move the ball with the INSIDE of the right foot to the left side and then quickly take the ball away in the opposite direction with the outside of the right foot **without planting** the right foot.

## **The SCISSORS (Reverse Step-Over)**

Player moves their RIGHT foot in a clockwise direction OVER the ball planting their foot to the right of the ball, dropping the right shoulder as the right foot plants, and then takes the ball past the defender with the outside of the LEFT foot.



## The DOUBLE SCISSORS (Reverse Step-Over x2)

Player moves their RIGHT foot in a clockwise direction OVER the ball planting their foot to the right of the ball, then quickly brings the LEFT foot OVER the ball in a counter-clockwise direction finishing and planting to the left of the ball and then takes the ball past the defender with the outside of the RIGHT foot.

## The INSIDE SCISSORS

Move the ball with the INSIDE of the RIGHT foot to the left side, step over the front of the ball with the RIGHT foot and plant and then take the ball past the defender with the outside of the LEFT foot.

## The STEP OVER

As the attacker approaches the defender they place their RIGHT foot over the ball and plant it and take the ball away with the OUTSIDE of the RIGHT foot in the opposite direction.

## The PUSH AND RUN

Approach the defender quickly and push the ball around the defender with the outside of the foot. The player quickly bursts around the other side of the defender and re-connects with the ball.

## The CHOP

Take the ball towards the right side of the defender, and use the INSIDE of the RIGHT foot on the outside of the ball to chop the ball back BEHIND the opposite leg. At point of contact BOTH FEET should be OFF THE GROUND! Continue in the direction of the ball.

For video clips of these go to: <http://www.redbullsacademy.com/training/skills.aspx>





Monday, Oct. 21, 2013

## How coaches' mouths lose games

By Mike Voitalla

I suspected this many times as a coach and spectator, but it comes through even more clearly when I referee: Coaches can destroy their teams with the way they shout from the sidelines.

When you're reffing, you see up-close the children's faces after they get screamed at. It's a sad sight.

In my most recent example, a 10-year-old team had so much bad luck I had to restrain myself from consoling the kids (not part of the ref's job description). While going down 1-0, they hit the post three times and all the while they're getting reprimanded by screams from their coaches. (I'm using the plural because this team -- like many I've seen -- had *two* coaches doing minute-by-minute sideline screaming.)

In this game in which they dominated but got very unlucky, they collapsed and went down 4-1 by halftime -- despite being the more talented team. The game also marked the fifth time this year, in games from U-14 to U-9, that I saw a goal scored because a key defender was distracted -- looking to the sidelines -- by the coach's instructions.

And it wasn't just the coaches. Screams came from the parents' sidelines. I heard them all so the players' must have as well. And I wish I was making this up, but these are real examples:

"We need a new defense!"

"If you're not going to pass, then at least take a shot!"

The latter after a 10-year-old took the ball in his own half, smoothly faked out three players, but before shooting had the ball poked away. His efforts may not have produced a goal, but the dribbling was fabulous and he won a corner kick.

There's no doubt in my mind that the coaches' screaming creates an environment that emboldens parents to yell -- and even creates discord among the players. The coach constantly "instructs" and berates the players, the parents follow suit, and the players start believing that when something goes wrong the suitable reaction is to place blame.

It's hard for me to believe that the boy who yelled at a teammate, "What are you doing!?" wasn't inspired because the *exact* phrase had come from the sidelines earlier in the game.

When we coach, we have a very strong desire to help our kids succeed. With good intentions, we want to aid or correct right away. But most people -- big or small -- who get hammered right after they make a mistake experience a giant loss in confidence. Not productive during a competition.



My recommendations for youth coaches:

\* Referee some games -- to get an up-close look -- and watch how the children react to getting screamed at. Decide for yourself if it brings out the best in them.

\* Do not prowl the sidelines. Watch from a chair. Nervous energy makes one want to stand and pace, but the children notice how unnerved you are and it doesn't instill confidence. (*Further Reading: [Claudio Reyna: 'Coaches should sit down'](#)*)

\* When you spot the mistake or bad decision -- and that urge hits to address it with a scream from the sidelines -- instead of yelling, jot it down in a notebook as something you'll bring up in an unemotional way at halftime or at a future practice.

\* If you have a really hard time suppressing the desire to articulate your frustration, chat with your assistant coach.

\* Consider the probability that what's going wrong in the game might be your fault.

*(Mike [Woitalla](#), the executive editor of Soccer America, is co-author, with Tim Mulqueen, of [The Complete Soccer Goalkeeper](#) and co-author with Claudio Reyna of [More Than Goals: The Journey from Backyard Games to World Cup Competition](#). [Woitalla's youth soccer articles are archived at YouthSoccerFun.com.](#))*



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## Ball Thieves

### SETUP:

LARGE island area marked with cones.

Split the team into 2 groups and give one group pinis to wear.

Give one team balls to dribble. Not every player on the team should have a ball!  
For example: If 6 players in a group, 4 have **soccer balls**.

### THE GAME:

The team with the balls tries to dribble inside the area without losing possession of their ball to the other team.

The objective is to see which team has the most soccer balls at the end of the game.

Players with soccer balls should shield and Pass.

Players from the same team should work together to steal balls or keep possession of them.

Run game for 2 minutes and see which team is the winner!

### WHAT THIS TEACHES:

Working on keeping the ball from an opponent, passing the ball to a teammate, and tackling (taking away) the ball from a player!



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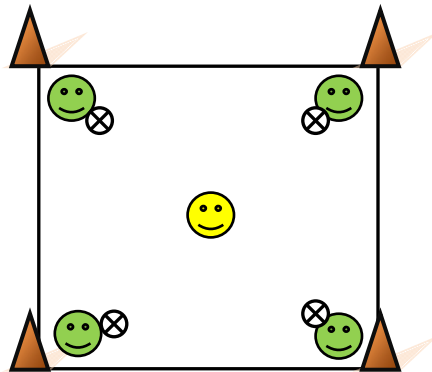
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## Bull in the Ring!

### SETUP:

Set up a square with 4 cones, 5 to 6 yards apart.

5 players – Put one player in the middle of four. The four players on the outside each have a soccer ball.



### THE GAME:

Players on the outside with the ball alternate by serving by hand (or feet if capable) to the player in the middle. The middleman (the BULL!) receives the ball and controls it (feet, chest, thigh, etc.) and passes it back to the server and turns to the next.

Go for 60 to 90 seconds and switch.

### WHAT THIS TEACHES:

Quick touches on the ball and trapping/collecting the ball and getting it back to a teammate.

Make sure the BULL gets his body behind the ball (move the feet, don't stick a leg out!). This is a great way to get them moving.



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## Cone Goal Pass

### SETUP:

Players in pairs and each pair has one soccer ball.

2 cones about 1 to 2 yds apart between each pair of players.

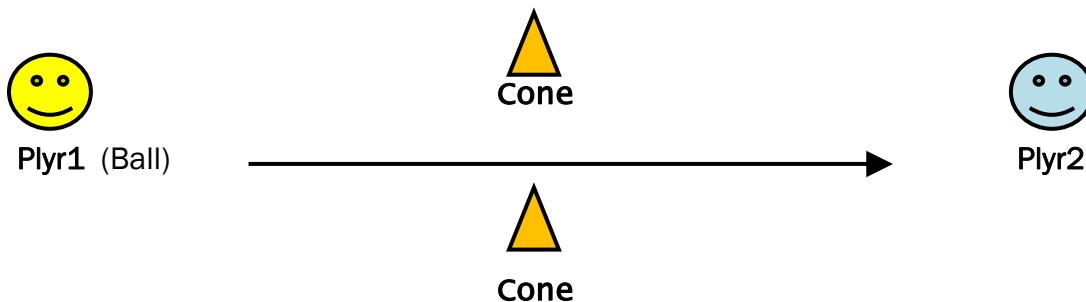
### THE GAME:

Go over the correct Inside of the Foot PASSING technique.

Players strike and pass their ball back and forth to each other between their cone goal.

Feel free to practice both inside of the foot and instep (“LACES”) kicks.

**Variation#1:** After (if!) players get the hang of it, add some competition by seeing who can ‘score’ the most “goals” in 1 minute!



### WHAT THIS TEACHES:

This teaches the Inside of the Foot pass and Instep Kick which is critical for players to learn and aiming through a target (goal).

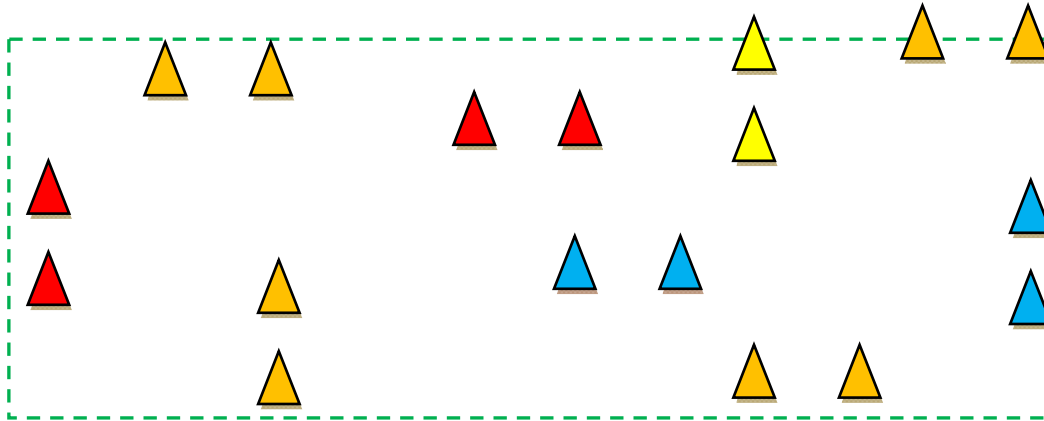
**\*\*Warning!** BE PATIENT WITH THE PLAYERS AS THIS WILL LOOK VERY UGLY with soccer balls going everywhere! But it is necessary to spend time on this for their development! Gently correct any improper technique.



## Dribbling Thru the Gates

**SETUP:** Pairs of cones no more than 3 yards apart scattered randomly throughout an area ...probably a 20x40 yard area. The island area does NOT need to be marked off.

Every player has a soccer ball at their feet (although for U6 you can play a round WITHOUT soccer balls to give them confidence).



### THE GAME:

When coach says, "AND...BEGIN!" players dribble the ball thru as many cone "gates" as they can. Players should NOT go through the same gate without going through another. Game goes for 60 to 90 seconds and the players keep score!

\*\*For Under 6 age players: Parents should help the players count how many times they pass through the gates as the ability to dribble through gates and count is difficult at this age. Each player gets a chance to repeat the exercise to try and beat their own score. It is appropriate for younger players to compete against themselves, not other players.

**VARIATION:** For a round the Coach orders players to use only the OUTSIDE/INSIDE of their feet ...BOTTOM of their feet (turned like an "L") ...or orders players to SWITCH balls during the game! Play again and see if players can better their score.

### WHAT THIS TEACHES:

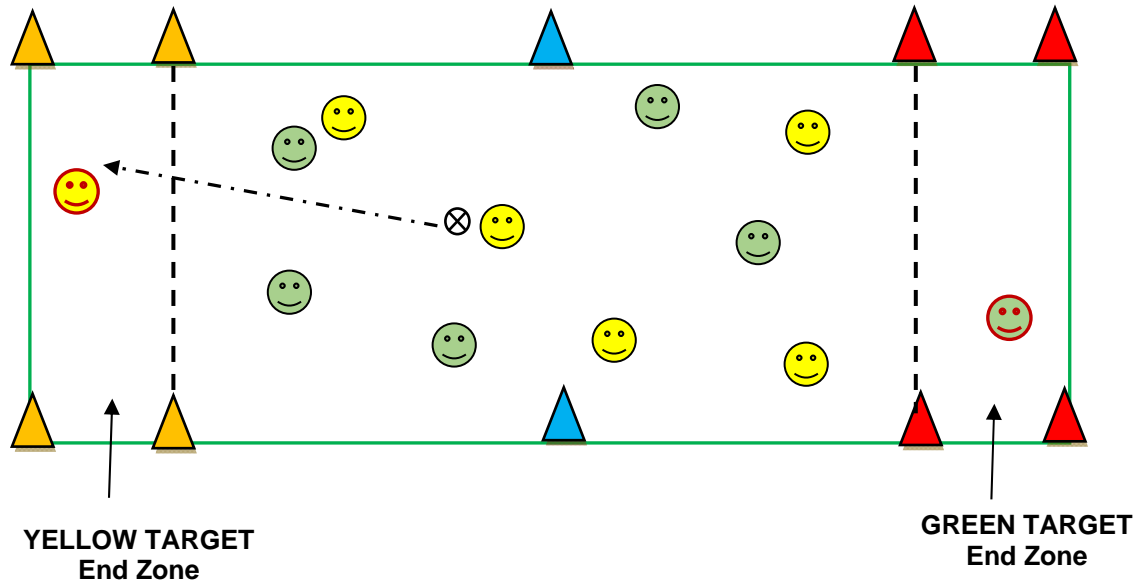
Players will have to keep their head up in traffic! They are learning to dribble to a specific target at a pace that suits them.

Why use the BOTTOM of their foot (turned like an "L") to move the ball? Because it simulates them turning their foot to make that all-important inside of the foot pass...an important skill to learn.



## End Zone Soccer

**SETUP:** The playing field has End Zones (like American football) marked off by cones. Two teams with a TARGET PLAYER in their End Zone. In diagram below the YELLOW Team is attacking to the left while GREEN Team is attacking to the right.



**THE GAME:** Target Player for each team is in one End Zone (can be a goalkeeper). This is their TARGET (attacking) End. Target player may run anywhere in the End Zone to create space to receive a pass. No one else may enter the End Zone including the players of the Defending team! Object is to score by playing the ball to the feet (hands) of the target player who MUST receive and control the pass in the End Zone. This is a score. NOTE: If the ball stops moving before the target player reaches it then it is NOT a score and ball must be turned over to the other team.

The Target player then passes the ball to the opposite team before midfield and they attempt to play the ball to their own target. Keep the game moving! Keep ball possession long enough to get a clear chance to play forward and get in good position to receive the ball!

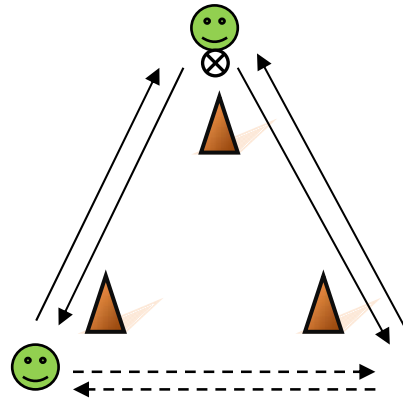
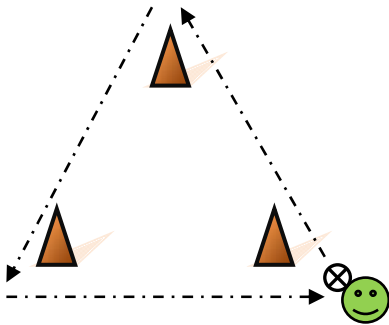
**VARIATION #1:** For a round the Coach orders the players to limit their touches on the ball to 5 (or 3) then must play the ball! **VARIATION #2:** Teams MUST compete 3 (or 5) passes minimum they can score!

**WHAT THIS TEACHES:** PASSING! This activity encourages problem-solving, getting open to create space and passing to a target and receiving and passing to feet. Speed of the pass into the End Zone so the target player can receive it is important! Players will have to keep their head up and must work together! They should talk and communicate! Use the width of the field for open space. Encourage passing on the ground during play.



## Everton Triangle

**SETUP:** Sets of 3 cones 5 to 7 yards apart in a TRIANGLE configuration. Two players each with a ball at a triangle.



Path of DRIBBLE = ----->

Path of RUN = ----->

Path of PASS = —————>

BALL = ⊗

### THE GAME:

**GAME#1: DRIBBLE TRIANGLE** – One player dribbles and other player is the counter. First player dribbles their ball around the triangle keeping it under control- how many times can they go around in 60 seconds? Switch players and rest. Then have players go around the triangle the opposite way.

*Variation:* Player dribbles a COMPLETE CIRCLE around each cone before going to the next one.

**GAME#2: PASS and MOVE** – 1 player with the ball is the server and stays put at cone 1. The second player moves laterally from cone 2 to cone 3. Receives pass from the server on the outside of the triangle, returns the pass and moves to the other cone and repeats. Go for 60 seconds and switch. You can also do this as GOALKEEPERS! A great exercise!

### WHAT THIS TEACHES:

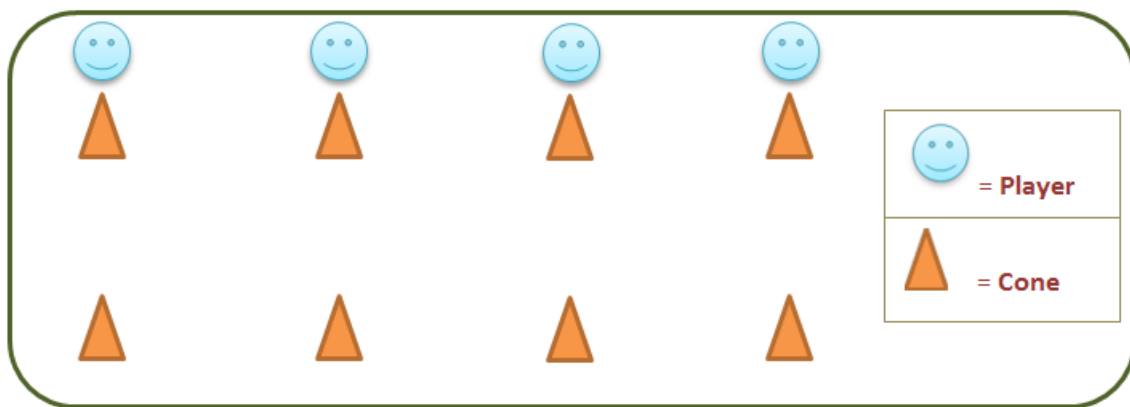
Getting the player comfortable moving, controlling, passing, and receiving the ball. Movement off the ball is worked on in Game#2 as well. Dribbling is NOT kick and chase!



## Figure 8 Dribbling Race

### SET-UP:

Split your players into 2 groups and let one group play while the other watches. Use disk cones to make 2 rows (like shown below), putting the cones opposite each other 3 or 4 steps apart (depending on age) and place the cones in each row also 3 or 4 steps apart so players will have enough room to turn around the cones without running into each other. Players will all start behind a cone and dribble around the opposite cone in a "Figure 8" pattern. The set-up is shown below:



### THE GAME:

1. Each player has a ball. The players all start by standing behind a cone in the same row (as shown in the diagram above).
2. Players must only use one foot to dribble the ball. Show them how they can use the inside and outside of their foot to control the ball and make turns. Show them how they can use a "Outside Cut" to turn around the cone. Demonstrate how to dribble around the cones in a Figure 8 pattern (so they turn around one cone using the outside of the foot and around the other cone using the inside of the same foot). Allow players to use the bottom of their foot to help control the ball if they need to.
3. Tell them to use their preferred foot to dribble in the first game. This is so they are all competing using their strongest foot in the first game and their weaker foot in the second game. (Otherwise, it won't be as competitive).
4. On "Go" the players dribble in a "Figure 8" pattern around the other cone and back, until they have done it 5 times. Each time across and back is one trip. Tell players to yell "Done" when they have made 5 trips across and back. The first to make 5 trips across and back is the winner.
5. Then, play another game requiring each player to use the opposite foot.

### WHAT THIS TEACHES:

Using the inside and outside of the same foot to dribble and turn. Being able to control the ball using the inside and outside of the same foot is very useful in dribbling and shielding the ball.



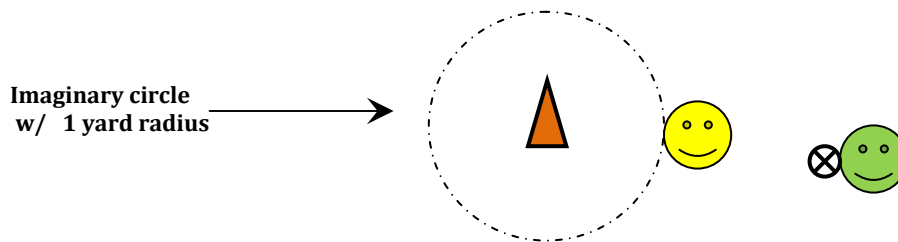


## Guard Your Cone!




### SETUP:


Players are grouped in PAIRS and each pair has a soccer ball and a cone.

The stopwatch is set at two minutes!



### THE GAME:

One player  is on offence trying to pass/shoot the ball  so it hits the cone  for a point.

The other player  is a defender trying to prevent the cone from being hit with the ball. However, he must stay 1 YARD AWAY from the cone at all times.

Attacking player may try to dribble around the defender or shoot. Have them use their moves (i.e. the Roll, Feint, Inside/Outside, Scissors, etc)!

Defender should defend their space. If he gets the ball just touch it back to the attacker and go again. Game goes for 2 minutes and then switch roles.

Variation: Make the Defender into a goalkeeper and let them use their hands to make themselves "BIG".

### WHAT THIS TEACHES:

For the defender it's getting familiar with defending a space. The attacking player works on getting around a defender toward a desired space (the cone).



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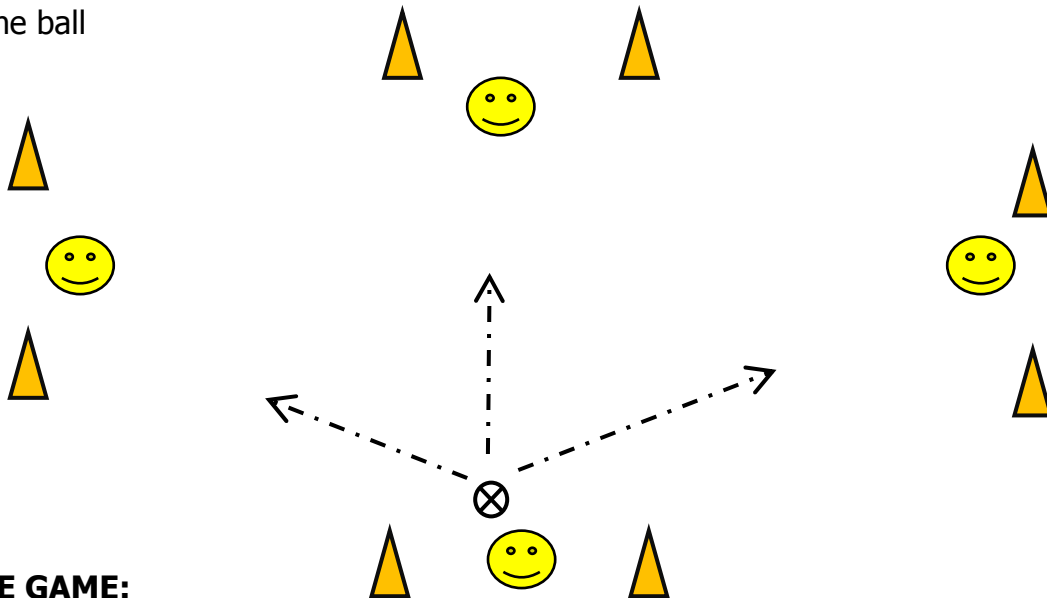
## Hands Up!

### SETUP:

\*Four cone goals, spaced about 20 yards apart.

\*Put a GOALKEEPER in each goal.

\*One ball



### THE GAME:

The Goalkeeper with the ball tries to score a goal by THROWING the ball into one of the other 3 goals.

Variation: Instead of throwing players try and score a goal from a full or half volley

### WHAT THIS TEACHES:

Emphasize the need for a transition from defending the goal and attacking quickly!



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## Hot Potato!

### **SETUP:**

Every player has a soccer ball and starts with the ball in front of their feet.

The coach is in the middle with a stopwatch.

### **THE GAME:**

Explain to the players that the ball is a HOT POTATO and the only way to cool it down is by touching/tapping it on top with their foot! Coach demonstrates the skill.

Coach blows the whistle and the players touch the top of the ball with the bottom of their foot/toes alternating their feet if possible.

Start stationary and then see if they can tap alternating feet while going around the ball.

How many touches can each player get in 30 seconds?!

### **WHAT THIS TEACHES:**

We are helping develop the player's fine motor skills!

This teaches and reinforces control of the ball. Keep knees bent & tap ball with the front of the foot (this gives better control than the back of the foot).

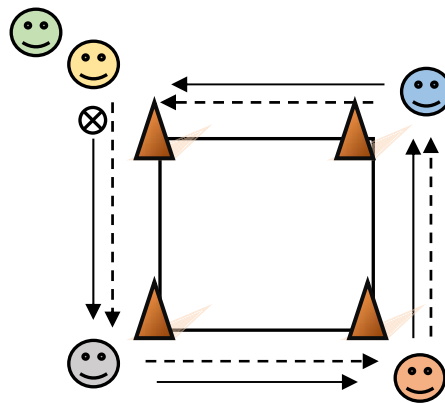


# Kickabout the Square!

## SETUP:

Set up a square with 4 cones, 7 to 15 feet apart.

5 players, the 3 without balls stand alone in front of a cone. The other 2 players have 1 ball and stand behind the last cone.



Path of RUN = - - - - ->

Path of PASS = ———>

BALL = ⊗

## THE GAME:

Player 1 with the ball passes the ball to Player 2 at the cone on his right. Player 1 runs to the cone where Player 2 is and stops.

During this, Player 2 traps the ball, turns it with his foot and passes it to Player 3 at the cone on HIS right. Player 2 runs to the cone where player 3 is and stops...

And so it goes. Ball is played on the outside of the square. Keep the ball and players moving! Go for 3 to 4 minutes.

## WHAT THIS TEACHES:

Quick touches on the ball and change of direction and running to a space.

Try to get them to get to the point where they can do this two touch. One touch to set up the ball and the next to pass it.

This is a great way to get them moving.



# HTRSA

Hamilton Twp Recreation Soccer Association

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## 'Outta Here! (U10+)

(from the US Youth Soccer Coaching Manual)

### SETUP:

Create a small sided field approximately 40X20 yards with a goal of ANY SIZE on each end line. Split the group into two even teams and line them up on the same sideline with the coach in the middle with a pile of soccer balls. It would help if one group wore alternate jerseys.

### THE GAME:

The coach will play a ball into the area and call out a players names. Those players must then sprint onto the field and play. The game should continue until a goal is scored or the ball goes out of bounds. Tell them NO BLASTING the BALL down the field or it's pushups as punishment! Play ball on the ground.

If a goal is scored the scoring team/player stays on while the defending team comes off.

If ball goes out of bounds coach shouts "Get Outta-Here!" and all players must leave the field and sprint back to their team's line!

*Variation#1: No small goals available? Set up some cones for them to knock over for a score.*

*Variation#2: Call out more players to create a 3v2 or 3v3.*

*Variation#3: Require 3 passes before a team can score!*

### WHAT THIS TEACHES:

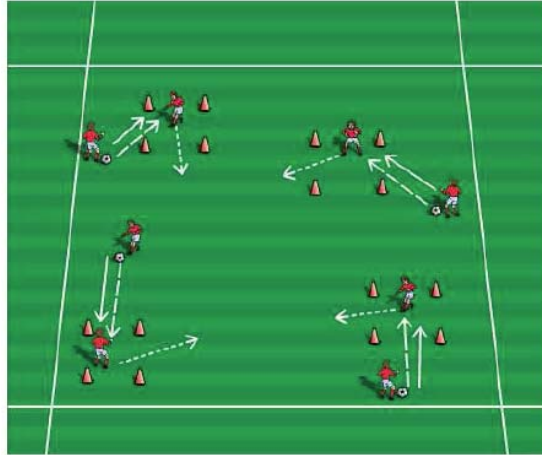
- Encourages players to take on their opponent.
- Encourages players to shoot when they have a chance of a goal.
- Gives players concentrated time in a game like situation. It's a game...just like Saturday!





## Pass N' Go Squares: Pass & Replace

**SETUP:** Sets of 5x5 yards SQUARES set with cones in an area. Half of the players IN squares (1 per square) WITHOUT a ball. The other players in the area outside the squares each with a ball.



### THE GAME:

1. All of the players with ball at their feet dribble and look for an open player inside a square. (make eye contact or call name!).
2. The player passes ball into square and the receiving player takes the ball into main area exiting out of a different side than where the ball entered.
3. The passing player then REPLACES the receiving player inside that square.
4. The player on the ball must then look for a new square to pass into.
5. Play for 90 seconds! Have players count how many times they switch!

### Variations: (Progression/Regression)

1. P - Receivers can only use 1 touch to move ball out of square
2. P – Add a roaming defender to prevent passes being made to open players
3. R – Players can exit the square using any four sides
4. R – Have the receiving player first stop the ball inside the square before exiting

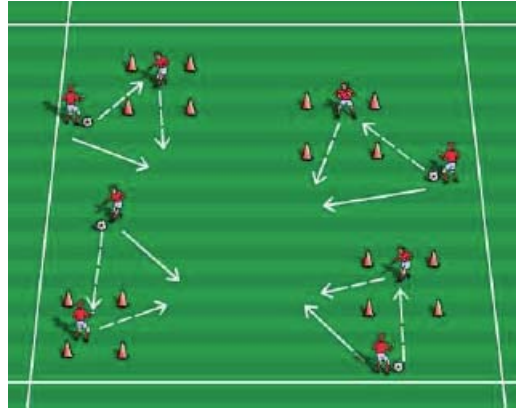
### WHAT THIS TEACHES:

Communication between players! Use inside of foot push pass NOT toe or in-step! Use good 1<sup>st</sup> touch to get out of square and HEADS UP and figure out where player will go next!



## Pass N' Go Squares: Wall Pass

**SETUP:** Sets of 5x5 yards SQUARES set with cones in an area. Half of the players IN squares (1 per square) WITHOUT a ball. The other players in the area outside the squares each with a ball.



### THE GAME:

1. All of the players with ball at their feet dribble and look for an open player inside a square. (make eye contact or call name!).
2. The player with the ball passes the ball to the player inside the square. The receiving player traps (settles) the ball and then passes the ball back to the same player (Wall pass) in main area exiting out of a different side than where the ball entered.
3. The player then looks for another square to exchange the next wall pass with.
4. Play for 90 seconds! Have players count how many times they switch!

### Variations: (Progression/Regression)

1. P – Players in the square must use 1 touch to pass the ball out of square
2. P – Add a roaming defender to prevent passes being made to open players
3. R – Players can exit the square using any four sides
4. R – Have the receiving player first stop the ball inside the square before exiting

### WHAT THIS TEACHES:

Communication between players! Use inside of foot push pass NOT toe or in-step! HEADS UP and figure out where player will go next!  
Use this for ALL age groups!

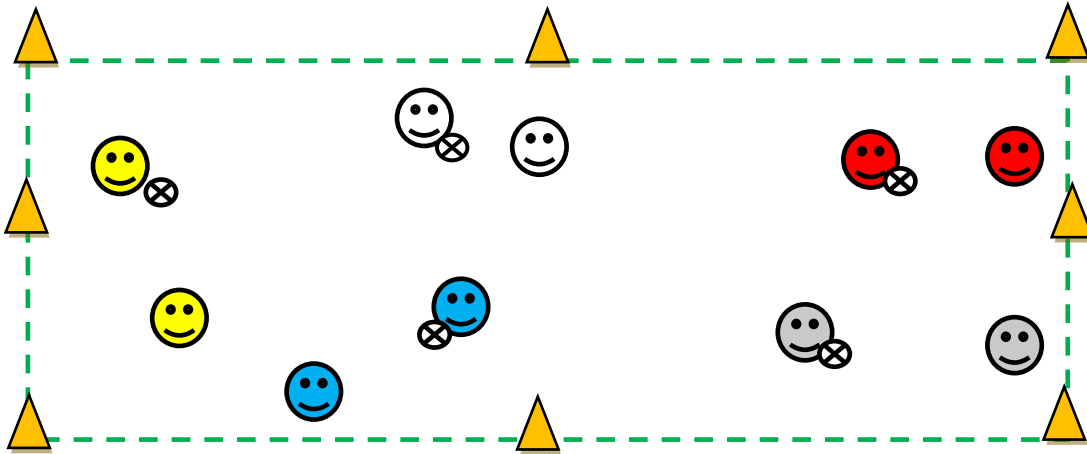




## Passing & Moving in Pairs

**SETUP:** in Penalty Area or a marked off island area.

Players in pairs and each pair has a soccer ball. Everyone goes at once!



**THE GAME:** Players move freely in the area. When coach says, "AND...BEGIN!" Player receives a pass from their partner, does a move (scissors, step-over, Maradona, U-Turn, Stop-turn etc.) make 2 touches on the ball & passes back to partner who does the same!

Partners without the ball should move and get open while staying 8 and 10 yards away but remain in the Penalty Area...! Players need to keep their heads up to find open space.

Each player should try the bunch of different moves! Check out the Red Bull Academy list for more complicated ones. Players should relax and have fun with it!

Coach can call out moves to do as well.

### WHAT THIS TEACHES:

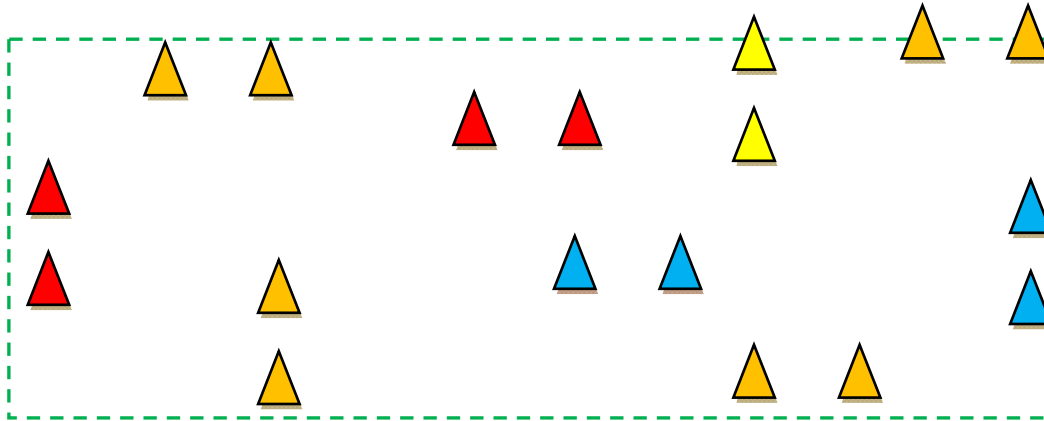
This activity encourages moving and being creative with the soccer ball. They get a chance to work on their individual ball skills free from pressure.



## Passing Thru the Gates

**SETUP:** Pairs of cones 'gates' no more than 3 yards apart scattered randomly throughout an island area probably a 20x20 yard area. ('Gates' could be 3x3 yard squares too). The island area does NOT need to be marked off.

Players in pairs and each pair has a soccer ball.



**THE GAME:** When coach says, "AND...BEGIN!" all player pairs attempt to play as many passes to each other as possible through the cone 'gates'. Players cannot play a ball through the same gate on consecutive passes. Hence they must DRIBBLE to another gate!

Game goes for 60 to 90 seconds and the players keep score.

Each player group gets a chance to repeat the game to try and beat their own score. It is appropriate for younger players to compete against themselves, not other players.

**VARIATION:** For a round the Coach orders players to move the ball only with the OUTSIDE/INSIDE of their feet ...BOTTOM of their feet (turned like an "L") ...or orders players to SWITCH balls during the game! Play again and see if players can better their score.

### WHAT THIS TEACHES:

This activity encourages problem-solving, speed of passing, changing direction, and receiving and passing to feet. Players will have to keep their head up in traffic and the pairs must work together! They should talk and communicate! They are learning to dribble to a specific target and pass to a target at a pace that suits them.

Why use the BOTTOM of their foot (turned like an "L") to move the ball? Because it simulates them turning their foot to make that all-important inside of the foot pass...an important skill to learn.



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## Reach the Square Game

### SETUP:

Set up (ideally) six 6x6 yard squares as shown below. Three squares marked by RED cones (7+ yards between the squares) and 20 yards from that have three squares marked by another color let's say BLUE cones.

Three players without a soccer ball (the Ps) stand just outside the blue squares. All other players (the Xs) are in one of the red squares each with a soccer ball.



### THE GAME:

On coach's command every player must change to a square at the other end. The team/players in the middle (the Ps) try to regain the ball in the process and dribble to one of the original squares.

Whoever is able to switch to a square with a ball gets a point. After 60-90 seconds stop the game and any player who has NOT reached a square gets ZERO points.

Play again before switching players. See how many points each player gets. Rotate until all players have started without the ball.

### WHAT THIS TEACHES:

Dribbling in traffic and dribbling to a target under pressure and give them experience in taking away the ball from another player!

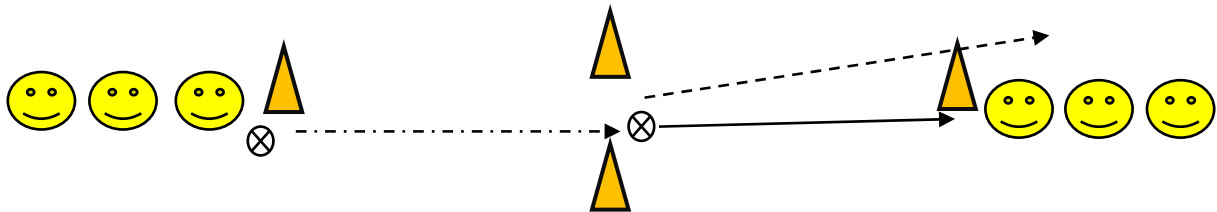


# Receiving Line (Dribble and Pass)

## SETUP:

Two cones, spaced apart, half of the group on one side (side A) in a line and the other half behind the other cone (side B) facing them in a line.

One ball. No more than 8 players per game. If more, have 2 games running.



*Path of DRIBBLE* = .....→

*Path of RUN* = .....→

*Path of PASS* = ———→

*BALL* = ⊗

## THE GAME:

Player1 (Side A) with the ball dribbles the ball (touch it with every step!) through the cone(s) at the middle. Once at the middle they pass the ball the Player2 at the other line on Side B. Then player on Side B dribbles the ball through the cone(s) at the middle and does the same. Players go back to the end of line they passed to.

## WHAT THIS TEACHES:

Gets players used to dribbling the ball with purpose/to a specific target

Passing while moving!

First touch sets up your second touch!



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## Receiving Line (Throw In)

### SETUP:

Two cones, spaced apart, half of the group on one side (side A) in a line and the other half behind the other cone (side B) facing them in a line.

One ball. No more than 8 players per game. If more, have 2 games running.



### THE GAME:

First player (Side A) with the ball uses a Throw-in technique to throw ball to first player on Side B. After throwing the ball the Side A player runs toward the receiving player to simulate pressure BUT DOES NOT TAKE THE BALL AWAY! After pressure they go back to the end of Side B's line.

Receiving Player on Side B brings down the ball and then dribbles to the Side A line and leaves the ball at his feet to repeat.

### WHAT THIS TEACHES:

First touch and importance of trapping the ball

Get in line with the ball

Select what part of body you will use to trap the ball

Relax body part at impact

First touch sets up your second touch!

Ball should come down no farther than a "legs length" away.



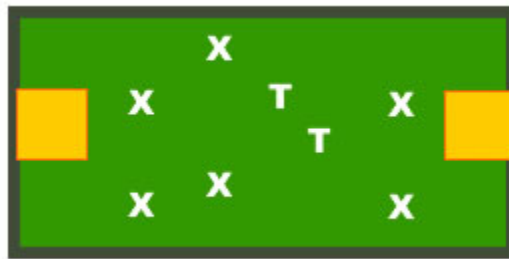
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## Welcome to the Jungle! (Tigerball)

### SETUP:

Mark off a field about 30x20 yards with two 5x5 yard squares at each end or near the end. Start with 8 players on the field, 6 players (X) with a ball each, and 2 players as the "tigers" (T) or defenders.



**THE GAME:** On the whistle the pair of tigers work together to win a ball and place the ball in one of the collection squares.

The tigers must work together and can only attack and win one ball at a time.

If a dribbler loses his ball to the tigers he can attempt to regain possession until the ball is put in a collection square, then the dribbler must leave the field.

If a ball goes out of bounds the coach should have 1 or 2 extra balls at his disposal and immediately throw another ball onto the field towards the player(s) who did not play the ball out.

Keep track of how long it takes each tiger pair to collect all 6 balls. Rotate the "tigers" and rotate in the players on the sidelines. If you have 16 just have two groups of 8 players or have your other coach do something else with the other players.

**WHAT THIS TEACHES:** Gets defenders working together! Tip: Before playing explain how one tiger should pressure the dribbler while the other tiger should lurk 3-8 yards behind and to the side of his partner anticipating where the dribbler might go. The first tiger wants to force the dribbler into his partner or into a mistake and the second tiger, if necessary, should pounce on the ball when that happens.



November 13, 2008

ESSAY

## Remembering the Joy of Just Playing

By CHRISTOPHER CLAREY

WEST NEWBURY, Mass. — The girls finished their soccer season on an autumn afternoon in New England with only their families and a border collie in attendance.

The final game took place a few days before the presidential election, yet there was already plenty of hope as the players chased after the ball and attempted, with varying degrees of deftness, to put it in the back of the net.

They have time to get it right. The girls were playing in an under-12 league where the emphasis is on exercise, fundamentals and sportsmanship rather than all-affirming victory.

But the coaches still took it to heart, one of them being me. I have been coaching my two oldest daughters and their peers for nine seasons now. Along the gesticulating way, I have lost some of my zeal (I used to force Zidane videos on them), but none of my appreciation for being able to share a slice of their lives and teach them a game I was once convinced I knew a great deal about. That belief is no longer bedrock, and I now know that having played goalkeeper as a youth and having covered Real Madrid and Barcelona and a couple of World Cups as a journalist are no passports to a winning record.

For a simple game requiring little equipment, soccer can be a cipher: one where the chemistry set can start producing ominous smoke in a hurry and one where pushing the buttons that worked last year does not mean they are going to work this time around. All sportswriters should really be required to run this gantlet, because even if we know that we could never play like the people we critique for a living, some of us are convinced deeper down that we could coach like the people we critique for a living.

Somewhere in my shaken soul, I might still believe it. But for now and surely quite a bit longer, I'm settling for surfing the Internet for shooting drills, rolling out the balls and reading the minds and motivations of preteens, which seem much easier to decrypt than the intangibles of the age group that comes next. I have coached the under-8s, the u-10s, the u-12s and the u-14s, and the u-12s feel like a happy way station before the climb grows steeper.

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The girls are old enough to grasp some essentials of the game, and fast and coordinated enough to make the essentials look pretty good at times. Yet they are still young enough to place their trust happily in adult authority without a lot of talking back, or even nonviolent resistance. The fact that puberty usually has not quite kicked in yet also seems to help with the concentration. U-14 practices can screech to a halt as soon as boys (boys!) come within periscope range of the field.

U-12 practices are more likely to break down over the sudden emergence of an Australian Shepherd or, in this semirural part of the Northeast, a horse. But the u-12s quickly get back to playing the game, and they can still shake off defeat with a lot more equanimity (and dignity) than their coaching staff.

I drive off clenching the steering wheel as if I am on a mountain road with no guard rail, replaying the second-half substitutions in my head. They drive off in the back seat of the family van, already living and laughing in the present. That is as it should be. Making the playoffs is nowhere near as important as making the effort or getting a cider doughnut afterward. And though I can get wrapped up in the formations and the standings, the real reward for me over the last few years, other than getting to spend extra time with my daughters, has been plunging back into the pure waters of sport.

Way down here at this unsullied level, you remember why you fell for it all in the first place. There is the empowerment of mastering a new skill, the sense of belonging to something just a bit bigger and the elemental thrills of chasing and being chased.

There is also the eau de cologne of freshly cut grass that does not yet smell like the opium of the people. Back at the surface, it is too easy to keep running into the oil slicks generated by big money, doping scandals, exploited prodigies and tribalism gone too far. But way down here, at the end of another up-and-down season where no jobs or business plans were on the line, it feels as if there are still values worth transmitting; still plenty of sport for sport's sake and fun for fun's sake to be had.

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