



**Intramural Coaching  
Manual  
Grades K - 3**

# TEYSA

TEYSA Coaches,

I firstly would like to thank all of you for taking the time out of your busy life schedules to coach and help develop our children's love for soccer.

It is a great opportunity you have to help young children grow and become better people. Please understand that these young children are looking up to you not only as a soccer coach but as a possible role model or example of what they may be like when they're older.

Such is the impact you have on a young person as a coach, most players always remember their "*1<sup>st</sup> coach*".

As coaches we can offer encouragement and confidence to kids through an avenue that still warrants their respect and attention.

We can provide them with certain concepts which they may not get elsewhere, such as fairness, hard work, discipline and respect for authority.

This "*guideline manual*" is written with the hope that you will become a better coach and that you will pass on to your players traits and skills worthy of the position you have in their lives.

It is designed to help you better instruct the kids in soccer and help them to become better players. It also offers sections on parental behavior the expected conduct of a coach.

A young player should never see his/her coach yelling at a referee or berating another coach. Please remember that many "little eyes" are always upon you.

There are no playoffs, no standings, only the game of soccer, instruction and learning are the name of the game. Please help all the kids to develop a love for the game.

Again, TEYSA wants to thank you for coaching our young soccer players,

Finally, please remember that coaches are teachers and one of the greatest gifts a person can give another person is knowledge.

Yours in Soccer,

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## I. INTRODUCTION TO COACHING

As in any sport, confidence and familiarity are very important.

Reinforcement of this is important to each child before each game and practice.

Coaching starts at home with the parents. Encourage the parents to say to their children:

1. I Love You
2. Good Luck
3. Have Fun

And after the game;

4. I Love You
5. It was great to see you play
6. You were awesome

This suggestion strikes at the heart of a serious problem facing all youth sports: parents and coaches who put too much pressure on the kids and take away the fun of the game. As a coach you have 2 primary goals for your team and your players:

1. Strive to ensure that the players are enjoying themselves and having FUN !
2. Work to develop their skills so that they may continue to play and *enjoy* soccer !

If you notice, these two statements lack mention of making winning your priority or the critical need to develop your 7 year old into the next World Cup hero.

### Aspects of Coaching

As in other sports the act of coaching soccer can be broken down into several aspects.

1. *Physical* - it is an obvious statement that soccer is a physically demanding sport. This requires coaches to pay attention to the physical needs of their players. This involves not only proper training, but also proper hydration and care for any injuries that a player may suffer.
2. *Technique* - this is the aspect of coaching which answers the questions, “How” is something done? For example;  
How does a player strike the ball properly in order to make a short pass?
3. *Tactics* - this aspect addresses the questions of When, Where and Why. For example,  
When do I make a short pass to a teammate and Why would I do so?

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4. *Psychological* - this aspect addresses the emotional and mental needs of your players: the desire to compete, the will to win, their self esteem, their desire for friendships and camaraderie, etc.

The tendency in coaching is to jump to #3 and begin to develop a game plan to succeed without properly addressing all aspects in balance. All four aspects must remain in balance for a coach to truly succeed.

## General Tips for Coaches

Some very practical and wise tips for coaches can be found in books, videos and websites galore. Some of the more profitable ones follow:

1. Put Safety First! As the coach you are responsible for making sure the field is safe to play on, players do not have jewelry on while playing, players have proper equipment, dangerous play is halted and explained and you have a first aid kit to tend to minor injuries (icepack, band-aids etc.). Make sure you also have each players medical form with you for practices and games. Make sure than all goals are weighed down. Do not use the goals if they are not weighed down or if there are no weights supplied to stabilize the goal.
2. Keep your assistant coaches aware of plans and goals for games and practices.
3. You can never offer enough encouragement and praise to your players
4. Teach your players to play a couple of positions.
5. Encourage teamwork and respect for teammates. Create an encouraging atmosphere for your players.
6. Make sure you know the rules of play for your conference.
7. The official is “Never Wrong”, but you can certainly ask for clarification in a polite manner. This gives you an opportunity to teach your players sportsmanship.
8. Don’t emphasize the score, but rather the progress your team is making!
9. Be organized for games and practices.
10. Treat your coaching role as the gift and privilege that it is. You can have a tremendous positive influence on many young lives.

## Coaching Tips for practices

1. Always make your practices competitive (in a fun way), but help them to keep the competitiveness in its proper perspective.
2. Touches on the ball are the most important training tool at the early ages.

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3. If you are having trouble getting your players enthusiastic about practice, offer incentives such as the losing group must sing to the winning group or the winning player gets a water ice certificate, etc.

## Giving Your players Confidence

As the Coach it is important that sharing and showing confidence is the single most important factor in player motivation. To be successful in confidence building requires a sincere love and respect for the players and a commitment to catch them doing things well and then to praise them for it. Sincere friendly laughter rather than criticism of a mistake, cures much. The coach sets the tone for practices and games with either words of encouragement or criticism. Minimize the number of corrections that you throw their way and help them to build on their successes.

## Parental Support

Parental support is key to any team's effectiveness. The following tips should help you to maintain a good relationship with your team parents.

1. Keep your parents informed about games, practices and your overall goals
2. Enlist parental help for certain team functions: email / phone chain, snacks after games, assistant coaches for practices, etc.
3. Make sure parents understand the team ground rules: for example, "players must be at practice on time and at the games 20 minutes before the start, otherwise parents must call the coach to let them know", "parents are encouraged to offer verbal support for their player during the game, but asked to avoid giving them coaching direction, that's the coaches role", etc.
4. It's a good idea to start your season with a parent letter or parent meeting.
5. Invite parents to always call you if they have any questions or concerns about the team.
6. If you have a loud, unruly parent talk to them privately and encourage their support for what you are attempting to do with the players and team.
7. Encourage the parents to be their child's best fan.
8. Encourage the parents to keep soccer in proper perspective.

## Players Responsibilities

The players are part of a team and as such they have a responsibility to the team in order to help things go well. The responsibilities of players include:

1. Come to games and practices with a good attitude, ready to learn and have fun.

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2. Come to practices and games with a properly inflated ball, the proper equipment (socks, shorts, shinguards, team jersey) and a full water bottle.
3. Learn to show respect for the coaches and your teammates. This includes listening when the coaches are speaking.

## Additional Information on Coaching

Attend as many of the coaches clinics that are offered by TEYSA to help improve you as a coach and give you new ideas for training.

There are many additional sources of information available to help in your continued coaching development. Some of these include books and videos available at the T/E library or your nearby Soccer Supply Store as well as the following websites:

[www.eteamz.com](http://www.eteamz.com), [www.usysa.org](http://www.usysa.org), [www.us-soccer.com](http://www.us-soccer.com), [www.epysa.org](http://www.epysa.org), [www.gotsoccer.com](http://www.gotsoccer.com) and [www.tesoccer.org](http://www.tesoccer.org)

Additionally for those coaches who want to go further with their formal coaching education, information on certification is available at [www.us-soccer.com](http://www.us-soccer.com), [www.epysa.org](http://www.epysa.org) or from your TEYSA Director of Intramural Programs.

## Club Support

Please do not hesitate to contact me if you need help planning practice sessions, have parental problems, or need any assistance with your teams and players.

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## II. INTRODUCTION TO PRACTICES

### General Tips for Practices

Practices are the time when the coach is most involved. Game time should really be viewed as the players time, with minimal adjustments made by the coach to what the players have already learned at practice.

If you have to continually shout during a game you have not prepared the team and players correctly in practice.

However, during the games coaches should continue to emphasize the things that the players have already learned in practice with constructive informative instruction.

With such an important emphasis on practice time and with most teams having much less time to practice than they would want to, it is important to use your practice time wisely and follow a well thought through plan so that your team may progress.

1. Have Keep two primary coaching goals in mind for each practice:
  - a. Ensure the players are having Fun, receive a good work out and learn.
2. At this age, a practice of no more than 60-75 minutes in duration should be sufficient.
3. Arrive approximately 15-20 minutes early to get yourself set up and ready.
4. Set up 2-3 drills so the practice flows.
5. Goals for your first practice should include: establish team rules, learn names and build a bond with the team.
6. Start and end on time. Late comers will quickly get the message if you do!
7. Make sure your assistant coaches know what is planned for practice, and make use of them.
8. Make it a team rule that when you have the players gathered to speak to them, they give you or the other coaches their undivided attention. Let them know that the coaches voice is the only voice.
9. Two important ratios to keep is balance:
  - a. Player to Ball Ratio - ask each player to bring a ball to practice and bring a couple of extra ones yourself. This will allow your drills to keep moving.
  - b. Work to Rest Ratio - make sure that you give the players sufficient water breaks. 20-25 mins in cool weather and 10-15 minutes in hot, humid weather. Use more breaks for more strenuous drills.

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10. In addition to bringing extra balls to practice you should also bring: cones, a small first aid kit and a sheet with players emergency numbers and medical release forms.

11. Minimize the amount of time players are just standing around:

- a. Explain your drills quickly & keep any coach talks short and pointed;
- b. Choose drills that can involve lots of players (use your asst. coaches and small sided games);
- c. Choose drills that will always involve the use of a soccer ball (players need many touches!);
- d. Avoid drills which create long lines.

12. Always have a couple of extra drills “in your pocket” that you can quickly switch to if you see one drill that you’ve chosen isn’t working. Have a couple of fire drills handy in case you sense the team needs to kick back and just have fun.

13. Be quick to praise someone who is doing something well.

14. Correction should be given carefully. It may be better to correct the entire group, especially if more than one player is struggling with a drill. You may need to correct an individual player if they are totally lost in a drill, but do so with care.

15. Once you have a plan for the season stick to it, unless you see something during a game that must be addressed. Remember this is a developmental league and you can not be correcting everything that you see wrong during a game. You must follow a blueprint to see your team grow.

16. Change a drill that is not working by:

- a. Adding or subtracting a player from one team;
- b. Changing the size of your field;
- c. Adding restrictions to one team (ie, must make 2 good passes before shooting).

17. Avoid using drills which simply penalize your weak players (ie, some knock out games are like this).

18. If you have a player with ADD you may need to give especially clear instruction and attention to them.

19. Don’t try to do too much during practice and be flexible with your schedule. It’s better to focus on 1 or 2 things well.

20. Don’t be hesitant to give your players reasonable homework, such as dribble for 10 minutes every day or practice shooting against a wall etc.

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21. Never leave a child by themselves after practice. Wait for the parent to arrive to pick them up.

## Small Sided Games

The use of small sided games during your practice time can help to accomplish many of the goals mentioned above. Small sided games occur when you use smaller numbers of players within a drill and duplicate that drill in several places on the field. An example would be having a 2 v. 2 or 3 v. 3 game in a 15x15 area where the team needs to dribble the ball over an end line to get a point. The use of small sided games are good for several reasons:

1. It maximizes the number of times that players get to touch the ball.
2. It keeps more players involved.
3. It makes it easy to allow players to succeed in a drill.
4. With Small Sided Games you allow the game to teach the players naturally.

There are several types of small sided games which can be played: games to possess the ball (ie, keep away), games to move the ball in a given direction and games to move the ball at a goal.

## Boom Ball

Don't allow your players to simply boot the ball down the field and chase it. Encourage them to possess the ball, pass the ball and shoot the ball.

## Practice Formats

There is no one right way to run a practice, but it is a good idea to follow some basic guidelines. Your practice should progress from simple to complex and from individual to group. The simple to complex refers to the simplicity or complexity of a drill and the individual to group refers to the number of players involved in the drills. Two sample formats are presented below.

### *Practice Format #1*

5:30-5:40 Warm Up Game / Drill (make it fun / stretching is not critical at this young age).

5:40-5:45 Coach's Time (go over anything from the last game / tell them what they'll do this practice). [during this time players should give their undivided attention to the coach ]

5:45-6:05 Skill Drills - run 2-3 drills for individuals or pairs which introduce your skill for the practice.

6:05-6:10 Water Break.

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6:10-6:25 Small Group Drills - build on the skill you introduced previously by using it in the context of a small sided game with groups of players.

6:25-6:35 Scrimmage - players love to scrimmage and allow them this time to play. You could do 5-10 minutes of controlled scrimmage where you stop the play when you want to make a point and then do 5-10 minutes of free scrimmage where you are only officiating.

6:35-6:45 End your practice with a fun drill or a competition (ie, “Challenge”) - this allows the players to go home remembering how enjoyable practice was.

## *Practice Format #2*

5:30-5:50 Fundamental Stage - during this stage you introduce your skill to the players through several drills which allow them to focus individually on the skill.

5:50-5:55 Water Break.

5:55-6:00 Coach’s Time (see above).

6:00-6:15 Match Related Stage - during this stage you introduce opponents into the drills and continue to build on the skill(s) you have previously introduced.

6:15-6:20 WaterBreak.

6:20-6:35 Match Conditioned Stage - during this stage you try to make the situation as game like as possible. Use of controlled or free scrimmages are appropriate for this stage.

6:35-6:45 End your practice with a fun drill or a competition (ie, “Challenge”) - this allows the players to go home remembering how enjoyable practice was.

Whichever format you choose or if you create one yourself, keep it a fun experience for your players.

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## III. GRADE K DEVELOPMENTAL GOALS AND SAMPLE PRACTICES

### Developmental Goals

Development at this stage should be focused on 90% individual skills and 10% tactics. The goals have been kept simple at this age and most of the practice time should be spent with “fun” drills which address the goals listed below. At the end of a player’s Kindergarten season TEYSA would like to have each player have been taught the following skills and tactics (not necessarily in the order given):

#### 1. Dribbling

a. Able to dribble with one foot well (start to teach them to keep their head up also) - make sure that as your players are dribbling, they are using the inside of their foot and not their toes. A good way to help them look up as they are dribbling is to have a coach in the midst of the drill holding up a number from 1-5 and making the player shout out that number as they go by.

b. Able to dribble with both feet with head up - this is the progression from (a) and it may occur quickly for some players and more slowly for others.

2. Passing - Able to use the Push Pass technique, with both the left and right foot, as described below (this is also a good technique to use for shooting at this stage).

- approach the ball from a very slight angle
- plant your non-kicking foot next to the ball pointing to your target
- strike the ball with the inside front part of your foot
- strike the ball at its mid-point (the “equator”)
- have the player keep their eyes on the ball as they strike it
- the ankle of the kicking foot should be locked firm
- follow through towards the intended target

3. Shooting - shooting at this stage should use the push pass.

#### 4. Tactics

a. Throw Ins - the proper technique for a throw in is as follows:

- both hands firmly on the ball forming a W with the two thumbs coming together
- both feet firmly on the ground and behind the sideline
- the ball is lifted above the head

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- the ball is thrown up the side if in the defensive end and to a target if in the offensive zone
  - b. *Positional Play* - keep it simple at this level and teach them responsibilities that split the field in left and right zones. Players assigned one side should not cross into the other and vice-versa unless game circumstances warrant it (ie, a player is on a breakaway on the left side and your right fullback / defender is the only one back to stop them).

## GRADE K SAMPLE PRACTICES

### *Sample Practice #1 - emphasis on dribbling*

Arrive early to make sure the field is in good shape and to set up your first couple of drills. As players arrive let them dribble in a defined area.

5:30-5:40 *Rats & Cats (or Cops and Robbers)* - all the players except one (the cat) begin on the goal line with the intent of dribbling their ball to the center line. The lone player stands between them with the intent of knocking as many players balls away as possible. Once a player has their ball knocked away they become a cat also. The last person left is the winner.

5:40-5:45 *Coach's Time* - ask them how their week is going / go over anything from the last game / tell them what they will be doing this practice. This is a time when players give undivided attention.

5:45-5:55 Line the players up in lines that are two deep at the goal line. Have them dribble in straight line to the center line. After they've done this once or twice have them try to use both feet (the inside of the foot). After doing this, have them look up as they go by a coach (who is in the middle of the field holding up a number between one and five).

5:55-6:00 *Water Break*

6:00-6:10 *Relay Races* - have the players line up in the same way, but this time to do relay races. Think of a prize for the winning team or something that the losers have to do. Try this several times.

6:10-6:20 *Fun Game* - end with a game (use the Appendix to pick one you like).

6:20-6:30 *Scrimmage* - let part of the time be controlled and part "free". The controlled portion is where you could split the teams and place cones down the middle of the field. Players on either side (right or left) cannot cross over, unless the game situation dictates it (center players can go on either side). Stop the game if you need to correct something, if you want to praise something someone did or to give other instruction. Let the last few minutes be without restriction.

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## *Sample Practice #2 - emphasis on passing*

Arrive early to make sure the field is in good shape and to set up your first couple of drills. As players arrive let them dribble in a defined area.

5:30-5:40 Name Game - Pull the players into a large circle and begin to pass the ball around. The players must pass to someone they aren't best buddies with and as they pass they call out that person's name. This is a good game to get them to learn names. If you have enough players to break into two circles you should do so. A group should be between 4 and 8 players.

5:40-5:45 Coach's Time - ask them how their week is going / go over anything from the last game / tell them what they will be doing this practice. This is a time when players give undivided attention.

5:45-5:50 Push Pass Technique - go over with them the proper technique of the push pass. If there is a player that can do it then demonstrate it with that player.

5:50-6:00 Pass with a Partner - have the players pair up and stand about 5-7 yd. from each other. Have them pass back and forth and work on the proper technique. Coaches should walk around and try to help struggling players. You can also use this time to teach them how to receive the ball by cushioning it with the side of their foot, not by stepping on the ball to stop it.

6:00-6:10 Pass with Movement - have the players begin to move around the field and continue to pass it to their partner. On your whistle (or when you say "Go") they could take it at the net and shoot and then bring it back and move around again.

6:10-6:15 Water Break

6:15-6:20 Keep Away - play keep away with 3 v 1 in a grid that you set up. Change the defender often and teach the defender to go right at the player with the ball.

6:20-6:30 Scrimmage - have them play without restrictions.

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## IV. GRADE 1 DEVELOPMENTAL GOALS AND SAMPLE PRACTICES

### GRADE 1 DEVELOPMENTAL GOALS

#### Developmental Goals

Development at this stage should be focused on 80% individual skills and 20% tactics. The goals have been kept simple at this age and most of the practice time should still be spent with “fun” drills which address the goals listed below. The prior years skills should still be reinforced at the same time that new skills are being taught (this can be done at the same time that a new skill drill is occurring). At the end of a players First Grade season TEYSA would like to have each player have been taught the following skills and tactics (not necessarily in the order given):

1. Dribbling - each of the skills listed in the K section and:
  - a. Perform the Inside/Outside Cut (ZigZag) as described in the Appendix - “Additional Dribbling Drills (First Grade and Up)” under the 1vl Move section.
  - b. Perform the Pullback as described in the Appendix - “Additional Dribbling Drills (First Grade and Up)” under the 1vl Move section.
2. Passing - Able to use the Push Pass, with the left and right foot, as described in the K section and:
  - a. Able to use 2 touch passing. This term refers to the action by which the person receiving the ball uses 2 touches on the ball before returning a pass. The first touch settles and controls the ball and the second touch returns the pass.
  - b. Able to use one touch passing. This term refers to the action of sending a pass immediately upon receiving it with your first touch. At this age it should be introduced, but not expected to be mastered. It should be done at fairly close distances, say 5-7yd.
3. Shooting - shooting at this stage should use the push pass. Additional competencies at this stage should focus on the player’s ability to (1) shoot early enough (before they are on top of the goalie or the goal) and (2) shoot while on the move. Be sure to help players avoid “toeing the ball.”
4. Tactics - Able to do Throw-ins as described in the K section and:
  - a. Corner Kicks - the ball is sent to the front of the net approximately 5-7 yd. off of the goal line. Forwards are set up in the front as well as closer to the corner, in case the ball doesn’t reach the front of the net. This play is defended by having your defenders match up to the attackers and making sure that the near post is guarded by a defender.
  - b. Goal Kick - also called a “6 yarder”, this kick is taken by your defender with the strongest boot. While this is taken set another defender in front of the net to guard

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against The ball should never be kicked up the middle, but always up the sideline to a player.

c. Positional Play - keep it simple at this level and teach them responsibilities that split the field in left and right zones. Players assigned one side should not cross into the other and vice-versa. When the players have grasped that concept you can begin to distinguish between offensive and defensive zones.

- *The best way to teach these tactics is probably to do so during your scrimmage time, stopping the play when there is the opportunity to instruct them in these things.*

## GRADE 1 SAMPLE PRACTICES

### *Sample Practice #1 - emphasis on dribbling*

Arrive early to make sure the field is in good shape and to set up your first couple of drills. As players arrive let them dribble in a defined area.

5:30-5:40 Rats & Cats (or Cops and Robbers) - all the players except one (the cat) begin on the goal line with the intent of dribbling their ball to the center line. The lone player stands between them with the intent of knocking as many players balls away as possible. Once a player has their ball knocked away they become a cat also. The last person left is the winner.

5:40-5:45 Coach's Time - ask them how their week is going / go over anything from the last game / tell them what they will be doing this practice. This is a time when players give undivided attention.

5:45-5:55 Line the players up in lines that are two deep at the goal line. Have them dribble in straight line to the center line. After they've done this once or twice have them try to use both feet (the inside of the foot). After doing this, have them look up as they go by a coach (who is in the middle of the field holding up a number between one and five). Now progress to having them do an exaggerated ZigZag down the field with a pull back turn at the midfield, coming back to the goal line. The coach may have to demonstrate this for the players. Do this several times.

5:55-6:00 Water Break

6:00-6:05 Dribbling in a Grid - Have the players dribble around in a grid that is 15 X 15yd. and on your whistle they are to do a pullback turn.

6:05-6:20 Sharks and Minnows - the players are in a 15 X 15 yd. grid with all the players having balls except 2. These two are the "Sharks" while the others are the minnows. The minnows dribble around and on your command the Sharks enter the grid and try to kick the balls out of the grid. When a player has their ball kicked out they must leave the grid area. Do this so everyone has a chance to be a Shark. Encourage players to use the Inside/Outside Cut and Pullback turn.

6:20-6:30 Free Scrimmage - Let the players play without cones and without stopping except to officiate. Encourage them to use the dribbling moves you have worked on.

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6:30-6:40 Fun Game - end with a game (use the Appendix to pick one you like). “Challenge” or “Chase” from the K and Up section are good ones for this age.

## *Sample Practice #2 - emphasis on passing*

Arrive early to make sure the field is in good shape and to set up your first couple of drills. As players arrive let them dribble in a defined area.

5:30-5:40 Name Game - Pull the players into a large circle and begin to pass the ball around. The players must pass to someone they aren't best buddies with and as they pass they call out that persons name. This is a good game to get them to learn names. If you have enough players to break into two circle you should do so. A group should be between 4 and 8 players.

5:40-5:45 Coach's Time - ask them how their week is going / go over anything from the last game / tell them what they will be doing this practice. This is a time when players give undivided attention.

5:45-5:50 Push Pass Technique - go over with them the proper technique of the push pass. If there is a player that can do it then demonstrate it with that player.

5:50-6:00 Pass with a Partner - have the players pair up and stand about 5-7 yd. from each other. Have them pass back and forth and work on the proper technique. Coaches should walk around and try to help struggling players. You can also use this time to teach them how to receive the ball by cushioning it with the side of their foot, not by stepping on the ball to stop it. When they receive the ball they should try to use the two touch passing technique as described in the goals section.

6:00-6:10 Pass with Movement - have the players move from the mid-field line and go 2v0 in on goal and shoot. Have them attempt several passes before they shoot and have them shoot early enough before they are on top of the goal. Use both ends of the field for this drill.

6:10-6:15 Water Break

6:15-6:25 3 v 3 Small Sided Game - Have them play 3 on 3 in a 15 x 20 area. Their goal could be 2 cones spaced about 5 yd. apart or several cones lined up which they must hit. Emphasis their need to spread out, proper dribbling and passing. Have several games going on at once. If you don't have enough for all of the games to be 3 on 3 then go 2 on 2 with one of the grids.

6:25-6:35 Scrimmage - have them play without restrictions.

6:35-6:45 End with a Fun Game from the Appendix. “Challenge” and “Chase” from the K and Up section are good ones for this age.

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## V. GRADE 2 DEVELOPMENTAL GOALS AND SAMPLE PRACTICES

### GRADE 2 DEVELOPMENTAL GOALS

#### Developmental Goals

Development at this stage should be focused on 70% individual skills and 30% tactics. Most of the practice time should still be spent with “fun” drills which address the goals listed below. The prior years skills should still be reinforced at the same time that new skills are being taught (this can be done at the same time that a new skill drill is occurring). At the end of a players Second Grade season TEYSA would like to have each player have been taught the following skills and tactics (not necessarily in the order given):

1. Dribbling - each of the skills listed in the K and Grade 1 sections and:
  - a. Use the inside and outside of a players foot while dribbling and performing the various moves.
  - b. Shielding (if time permits) - this is done by a player placing themselves between the defender and the ball, with the ball on the leg furthest from the defender. The player is in a crouched stance and able to get their back end into an oncoming defender so they can't be pushed off the ball.
2. Passing - Able to use the Push Pass technique, with both the left and right foot, as described in the K section and one and two touch passing as described in the Grade 1 Section:
  - a. Give 'n Go Pass - this occurs when a player passes to a teammate and then moves to open space to receive a pass back. The player should call for the ball to get the return pass.
  - b. Receiving - the players should be taught how to control a ball that is kicked or thrown-in to them by raising their foot slightly / cushioning the ball and letting it settle in front of them. Players should also learn to receive soft tosses with their thighs and chest.
3. Shooting - shooting at this stage should encompass the competencies listed in the K and Grade 1 sections along with these new skills:
  - a. Able to shoot at a given target and from different angles and movements.
  - b. Able to shoot with the laces - this shot is also called the Low Driven shot and provides more power to the player. The technique for this is as follows:
    - Approach the ball with a series of short steps followed by one final long step;
    - The non-kicking foot is next to the ball and pointed at the target;

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- The body is leaning slightly forward;
  - The knee of the kicking foot is over the ball (the snap of the leg provides the power);
  - The ball is struck at the mid-point (“equator”) or just above with the laces of the shoe;
  - The ankle is locked with the foot pointing down;
  - The follow through is towards the target.
4. Tactics - Able to do the tactics described in the K and Grade 1 sections as well as:
- a. Positional Play - greater emphasis should be given on maintaining proper zonal positions throughout the field. Introduce the term “Shape” as a term which describes their positioning relative to their teammates. Wherever they are on the field they are to maintain the proper “Shape”.
  - b. Offensive / Defensive Positioning - throughout the skill drills teach those players with the ball to keep proper spacing from each other and the defenders to quickly close down the space between them and the attacker and to be in a good defensive stance without over committing.
  - c. Crosses - Teach the players that when they are coming into the offensive zone on a wing, the player should try to cross the ball (using the low-driven shot) to a teammate in front of the net.
- *The best way to teach these tactics is probably to do so during your scrimmage time. Continue to remind them of the prior year tactics of Corner Kicks, Goal Kicks and Throw-Ins. Stop the play when you see an opportunity to reinforce any of these things.*
5. Goalies - Since this is the first year that will include goalies, time should be spent with those players who have shown an interest in playing the position. Review the Goalie section of the Appendix.

## GRADE 2 SAMPLE PRACTICES

### *Sample Practice #1 - emphasis on shooting*

Arrive early to make sure the field is in good shape and to set up your first couple of drills.

As players arrive let them shoot on a goal with a target placed in the goal (ie, cones placed inside the goal posts).

5:30-5:40 Sharks & Minnows - Play the games as described in the Appendix - K and Up as well as in Sample Practice #1 for Grade 1. Emphasis should be on the Minnows ability to shield the ball.

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5:40-5:45 Coach's Time - ask them how their week is going / go over anything from the last game / tell them what they will be doing this practice. This is a time when players give undivided attention.

5:45-5:55 Shoot off of a Cut - Using both ends of the field, players dribble down the side-line from mid-field and at about 20 yd. out from the goal line they cut in towards the goal and take a shot on a goalie. Focus on how early they shoot (before they are on top of the goal) and the positioning of their feet when shooting. Switch sides and repeat.

5:55-6:00 Water Break

6:00-6:10 Balls in Motion - Using both ends of the field and goalies, have the players line up about 12yd, off of the goal line and 5yd. out from one of the goal posts. The coach rolls a ball to the goal mouth from outside the other post The player tries to control and then shoot. The goalie must maintain proper angles. Switch sides of the net so players shoot with both feet.

6:10-6:20 Quick Shot - Players line up about 18yd. out from the goal in the center. The coach stands next to a goal post and rolls a ball to a player who controls it, moves in and shoots it. The player must shoot before they are on top of the goalie.

6:20-6:35 Free Scrimmage - Let the players play without cones and without stopping except to officiate.

6:35-6:45 Fun Game - end with a game (use the Appendix to pick one you like). "Challenge" or "Chase" from the K and Up section are good ones for this age.

## *Sample Practice #2 - emphasis on passing*

Arrive early to make sure the field is in good shape and to set up your first couple of drills.

As players arrive let them shoot on a goal with a target placed in the goal (ie, a stuffed animal hanging down or cones placed inside the goal posts).

5:30-5:40 Juggling Game - Introduce the players to Juggling by using one or more of the juggling games in the Juggling Appendix.

5:40-5:45 Coach's Time - ask them how their week is going / go over anything from the last game / tell them what they will be doing this practice. This is a time when players give undivided attention.

5:45-5:55 Give 'n Go to Goal - Players start at mid-field and make a pass to a coach who is about 7yd. ahead. The player then makes a run for the goal, calling for the ball, and receives a pass which they control and then go in to shoot. Use both ends of the field.

5:55-6:05 Keep Away - set up a 15 X 15 yd. grid and have the players play a game of keep away with 3v1 or 4v1 or 5v2 (whichever works better for your group). Players on offense need to move into a good support position to receive a pass, while defensive players must quickly close down

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the space between them and the attackers. Defenders should apply light pressure at first and then be aggressive. Switch defenders every minute or so.

6:05-6:10 Water Break

6:10-6:20 Passing through the Gates - Set up a couple of 20 x 20 yd. grids. Within the grids, set up several pairs of cones, called gates, which are about 6 feet apart from each other. Players need to pair up and on your command they are to move about the grid and make passes to their partners through the gates. In order to receive the pass a partner must call for it and once a player makes a pass they make a run for another gate. Several pairs can go at once. Have them count the number of gates they pass through in a minute.

6:20-6:30 3 v 3 Small Sided Game - Have them play 3 on 3 in a 15 x 20 area. Their goal could be 2 cones spaced about 5 yd. apart or 1 cone which they must hit. Emphasize their need to spread out, proper dribbling and passing. Have several games going on at once. If you don't have enough for all of the games to be 3 on 3 then go 2 on 2 with one of the grids.

6:30-6:40 Scrimmage - have them play without restrictions.

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## VI. GRADE 3 DEVELOPMENTAL GOALS AND SAMPLE PRACTICES

### GRADE 3 DEVELOPMENTAL GOALS

#### Developmental Goals

Development at this stage should be focused on 60% individual skills and 40% tactics. The prior years' skills should still be reinforced at the same time that new skills are being taught (this can be done at the same time that a new skill drill is occurring). At the end of a player's Third Grade season TEYSA would like to have each player have been taught the following skills and tactics (not necessarily in the order given):

1. Dribbling - each of the skills listed in the K through Grade 2 sections and:
  - a. Have the players continue to work on developing lvl moves. Let them introduce moves that they have learned and introduce some that are in the Appendix in the Additional Dribbling Drills section.
2. Passing - each of the skills listed in the K through Grade 2 sections and:
  - a. 1st Touch - introduce the concept to them of how their first touch on the ball is very important. Use several of the passing drills to give them a chance to work on developing a good first touch.
  - b. Low-Driven Pass - this pass is for greater distances than the push pass and is similar in technique to the Low-Driven Shot described in the Grade 2 Goal section.
3. Shooting - shooting at this stage should continue to work on the competencies listed in the K through Grade 2 sections:
4. Tactics - Able to do the tactics described in the K through Grade 2 sections as well as:
  - a. Apply greater emphasis to defensive / offensive roles instructing them in the proper way to defend an attacker (close down space / angle to the side / don't over commit) and to attack a defender (lvl moves / give 'n go / put numbers in their penalty box area).
  - b. General Rule for the flow of the Game - teach them the simple rule that when you are in the defensive zone your goal is to get it outside to your left or right middies, who should move the ball up the side and then look to cross it into the middle after going across mid-field.
  - *The best way to teach these tactics is probably to do so during your scrimmage time. Continue to remind them of the prior year tactics of Corner Kicks, Goal Kicks and Throw-Ins. Stop the play when you see an opportunity to reinforce any of these things.*

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5. Goalies - time should be spent with those players who have shown an interest in playing the position. Review the Goalie section of the Appendix.
6. Juggling - continue to work on their juggling skills during warm-up using the drills listed in the Juggling Appendix.

## GRADE 3 SAMPLE PRACTICES

### *Sample Practice #1 - emphasis on lvl Moves*

Arrive early to make sure the field is in good shape and to set up your first couple of drills. As players arrive have them dribble around the goal box and warm themselves up.

5:30-5:40 Circle the Wagons - Have them warm up by getting in a large circle and going through the following progression (each of these are in the Additional Dribbling Drills section of the Appendix): Hat Dance, Killer Vee's, Foundation, warm up Juggles, timed juggles.

5:40-5:45 Coach's Time - ask them how their week is going / go over anything from the last game / tell them what they will be doing this practice. This is a time when players give undivided attention.

5:45-5:55 Demonstration - demonstrate 1-2 lvl moves from the Appendix and have the players dribble around practicing the moves.

5:55-6:05 lvl down the line - Players come down a line at one of the coaches and make one of the lvl moves around them. The coach offers no resistance to give them a chance to get it down. Players must come straight at the coach, make a move around and then "explode" past the coach to get back on the line they were taking. Do this in several places around your field.

6:05-6:10 Water Break

6:10-6:20 lvl with a Partner - Have the players pair up and spread out around the field. They need one ball between them. Partners stand about 10yd. apart. The defender starts with the ball. The defender passes to the Attacker who controls it and goes at the defender to make a lvl move around them. Defenders offer little resistance at first then more aggressive resistance. Switch roles often, say every 3 turns.

6:20-6:30 3v3 Small Sided Game - Set up a 15 x 15 grid and have them play to a goal. Emphasize use of the lvl moves / maintaining proper spacing / using proper defensive technique and communicating with teammates.

6:30-6:40 Full Sided Scrimmage - Use this time to teach some of your tactics.

### *Sample Practice #2 - emphasis on positional play*

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Arrive early to make sure the field is in good shape and to set up your first couple of drills. As players arrive have them dribble around the goal box and warm themselves up.

5:30-5:40 Circle the Wagons - Have them warm up by getting in a large circle and going through the following progression (each of these are in the Additional Dribbling Drills section of the Appendix): Hat Dance, Killer Vee's, Foundation, warm up Juggles, timed juggles.

5:40-5:45 Coach's Time - ask them how their week is going / go over anything from the last game / tell them what they will be doing thus practice. This is a time when players give undivided attention.

5:45-5:55 Keep Away - set up a 20 X 20 yd. grid and have the players play a game of keep away with 4v2 or 5v2 (whichever works better for your group). Players on offense need to move into a good support position to receive a pass, while defensive players must quickly close down the space between them and the attackers. Defenders should apply light pressure at first and then be aggressive. Switch defenders every minute or so.

5:55-6:10 3v2 from Mid-Field - Use both ends of the field and goalies. Set up your forwards and middles at the midfield line and have them enter the offensive zone and go 3on2 against 2 defenders. Attackers are working on proper spacing and good passing, while defenders are working on closing down the space, communicating with each other and trying to keep things to the outside. When they get the hang of this add 2 mid-fielders to the attackers and one midfielder to the defenders. Keep going until the ball is cleared or a goal is scored.

6:10-6:15 Water Break

6:15-6:25 Shadow Play - Using a full team of 8 players start the ball in one end and move it successfully down field for a shot on goal. There is no resistance and the movement should be to the outside middles in the defensive zone who bring it over the mid-field line and then cut in to the forwards and center middle.

6:25-6:35 Full Sided Scrimmage - Use this time to teach some of your tactics

6:35-6:45 Fun Game - No matter what the age they still like to play games, so end with one of their favorites.

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## VII. APPENDIX GAMES THAT TEACH FOR K AND UP

*Tip:* Keep team numbers reasonable (avoid long boring lines), for example use two goals for two different groups so lines are half as long. Also, several of the games listed below are “knock out” games where the losers are knocked out and the last player left is the winner. Since the first ones knocked out are often the ones who need the most practice, those knocked out should be required to do something to either get back into the game or to keep them working on their ball skills until the game is over.

### *Chase (dribbling / shooting / aggressiveness)*

Have the players in two lines by the center circle facing the goal with all of the balls at one line. Have a player with the ball start moving towards the net and the player from the other line must “chase” them and try to steal the ball before they score. The catch is that the “chasing” player must start in a seated position with their back to the goal. When they hear “Go” they pop up and start the chase. You can vary this by having them lay down or be spaced further back. Teach the “chasing” player to go at the ball aggressively.

### *Cone soccer (dribbling / aggressiveness)*

Play 1 v1 with one player against one player, each has a cone as a goal (10-15 yd. apart). This is every player; nobody stands and watches. The object is to hit the cone; there are no boundary lines, etc. This is nothing but 1v1 dribbling with a little bit of long passing/shooting, etc. They figure out very quickly that they have to beat their man and nothing else will do. After about five minutes, everybody switches to somebody they haven’t played yet. This way nobody is hopelessly outmatched against the same player for very long. They hate to stop doing this until about forty minutes or so when their tongues are hanging to the ground (it’s also a good conditioner). This also teaches individual initiative - nobody else is going to stop the opponent; nobody else is going to score the goal.

### *Team Play*

The team concept is best taught with unbalanced drills (i.e., 2 v. 1, and 3 v. 2, etc.) -- this is true for players of all ages, but especially with younger players. This will make the benefit of team play obvious and it will “let the game be the teacher”. Start with 3 v. 1 or 4 v. 1 drills, then when the players clearly recognize the value of combining to beat one player- either to beat and score or to maintain possession- consider a move to 3 v. 2 (vary the amount of space the drills are carried out in— space is almost another subject).

### *Striker! (dribbling / shooting / aggressiveness)*

Divide players into two teams. Station each team at a corner post of the goal, standing off, but facing the field. Place a keeper in goal facing the field. Coach/assistant stands behind the center of the goal with a supply of balls. Coach tosses a ball over the crossbar to about the penalty spot. A player from each team both sprint to the ball and attempt to control it, turn, and get a shot off. The second to the ball defends (if he then wins the ball, then he tries to shoot). When there is a

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score, save, or ball goes out of play, restart the same way with a different pair of players. May want to limit amount of time each pair has to attempt to score as some kids will dribble all over the field if you let them and everyone else gets bored. Limit the area that the combatants can “fight” in to the penalty area.

## *Challenge (dribbling / shooting / aggressiveness)*

The exercise is good for 1 vs. 1 dribbling skills. Divide the kids into 2 groups. If you have ten kids, say, assign each kid a number between one and five. So each team has a number one, a number two, etc. Try to make sure the kids with the same number are evenly matched. Set up two very wide “goals” with pylons. Spread the five kids on each side across each goal line. Call out one or more numbers, and those kids come out to play 1 vs. 1, 2 vs. 2, etc. and the rest of the kids stay spread across the goal line as defenders. Throw a ball from the sideline into the center and let them play it until a goal is scored, the defenders stop it, or it goes out of bounds.

## *Cops and Robbers (or Cats and Rats)*

Have the kids (each with a ball) line up on one side of the field. These guys are the “Robbers”. Have two more kids (the Cops) facing the Robbers somewhere near halfway to the other side. The object is for the Robbers to dribble to the other side without having a Cop tackle the ball away. If a robber loses his ball to a cop, he goes to jail (designate a small area off to the side or use a Goal structure.) Have the Robbers repeat the crossings until there are only 2 left. Make these guys the new cops, pull everyone out of jail and start over.

## *Camp Town Races (dribbling)*

Line up all the players on one end of the field. They each have a ball. On the whistle, they all dribble to opposite end, shoot ball into goal, get ball out of goal, and run back and finish with a shot on opposite goal. The first one to finish is the winner. Ask them “Who is going to win the race?” They all learn to say “The player who can dribble it the straightest!” A variation is to start half at one end and half on the other. This really teaches them to try to do it fast while maintaining possession. This drill really helps players deal with the balls that pop out of the bunch.

## *Keep Your Yard Clean (shooting)*

Split your team into 2 equal groups with V1 on one side of the field and V2 on the other side. The goal of this game is to clear the soccer ball into the other team’s half of the field. The team with the most ball on their side after 1-2 minutes loses. This is a fun way to end practice. Players cannot go over the mid-field line. The coach serves the balls into each side to begin the game.

## *Blob Tag (Team Work / Dribbling)*

All players are in a grided area of approximately 15X 15 yd. Each player has a ball. One player is “it” and does not have a ball. The “it” player begins outside the grid. When the game begins the “it” player attempts to knock the other player’s balls outside of the grid while they are dribbling to avoid that person. Anyone who has their ball knocked out also becomes “it”. The

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catch is that all of the “it” players become a Blob, holding hands as they go about trying to kick the balls away. When a Blob reaches 4 players have it split apart and make 2 Blobs of 2 each.

## *Line Drills (dribbling / shooting)*

Although you should limit the number of line drills, the following drills are very helpful in teaching younger players important fundamental aspects of the game (all these are on a field stepped off to regulation size, preferably with a regulation goal).

Players rotate positions:

- Simple cut back move: 1 line. Have players start at midfield and dribble halfway down sideline with coach providing minimal pressure. When coach says “cut” the player cuts the ball toward the middle and then finishes with a shot. As season progresses, coach adds more pressure.
- Reverse move (K’s can begin to do this; 1<sup>st</sup> grade should be able to do it): 1 line. Players and coach stand on endline next to goal. Coach passes ball ahead. Player has to run and reverse ball, then turn and shoot (or dribble back and shoot).
- Pass to partner: 2 lines: one along sideline and another toward the center of the field. Same as above, but this time, when coach says pass, the player passes to the wide-open teammate. The teammate must be yelling “pass it to me.” The play finishes with a shot. As season progresses, coach adds more pressure. Also, this is the foundation for 2 v 1 or 3 v 1. As season progresses, a defender is added and is coached on how to intercept/steal a pass.
- *Throw-in play*: 2 lines: one along sideline and another toward the center of the field. The coach (standing on the field 4-5 feet in front of players on the sidelines) has a ball and rolls it out of bounds. He tells the first player in line along the sideline to “go get it and throw it in.” The coach points to where it went out of bounds and tells the player to throw it in from there, encouraging the player to hurry and watching for proper technique. The throw in goes to the teammate who is yelling “Ball.” The throw in made in front of the waiting teammate. After the throw is made, both players run to the goal. The play finishes with a shot As season progresses, coach adds more pressure. This can be done with 3 v 1. As season progresses, a defender is added and is coached on how to intercept/steal a throw-in.
- *Goal kick play*: 3 lines: one taking goal kick and 2 lines 10 yards ahead of kicker. Kicker kicks to one of the players who, with other teammate, runs and takes a shot. Coach is lightly covering one of the targets. As season progresses, a defender is added and is coached on how to intercept/steal the kick and score an easy goal. This might be done with a dad kicking to another dad. The players are shown how to run and intercept for an easy shot.
- “*Kick Off*” - Offense and Defense - Position the players the way they will be in the game. Defenders touch finger tips, offensive players positioned around their half of center circle. Teach center forward to pass at 45 degree angle to partner who starts to

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run as soon as ball is kicked. Emphasize not kicking straight ahead. Teach defenders how to handle kicks straight at them and kicks off to the side.

If there are enough asst. coaches, these drills can be done as stations or through multiple lines.

## Dribbling

### *Explode*

Every kid has a ball. You get them all around you dribbling their balls as close as they can get. Make sure they begin their dribbling using the insides of both feet, no toe balls at the first practice! Make them keep control of the ball....always within one step....and do not let them run into one another or dribble their ball into another ball or another player. Keep telling them to get their heads up and see the open spaces. Yell “Explode!” at which point they all run away (dribbling their balls) as fast as they can. First one to get to a boundary and back or cone “wins”.

### *Dribble Relay*

Set up an “obstacle-course” with cones as “gates” - and team ‘A’ races team ‘B’-they have to go out and back - if they lose control and miss a gate, they have to regain control and go through the gate. A variation is to have a small “square” at the end. They have to stop the ball in the square, then sprint back and high-five the next player before he/she can take off. Another variation is to have several parents positioned at different places along the “course” and have a different one hold up a number of fingers at random times during the race - and award points to the player that sees it and correctly yells out the number first. This gets the players’ heads up.

### *Freeze Tag*

Set up a large rectangle with cones and have the players dribble in the rectangle. After a short time, take the ball away from one or two players who then become “it.” Any player whose ball is touched by an “it” player becomes frozen and has to stop dribbling, spread his legs apart, and hold his ball above his head. He is frozen in this position until another player dribbles his ball between the frozen player’s legs. Switch the “it” players often and make it a contest to see who can freeze the most at one time.

### *Red Light/Green Light*

Each player with a ball lines up at one end of the penalty area. A coach stands at the other end and yells, “Green light,” and turns his back to the players. The kids race across the penalty area to see who can reach the coach first. After a few seconds, the coach yells, “Red light.” At that command, the players must stop and put a foot on top of the ball. The coach turns back around after a count of 3 and looks for players whose ball is still moving. Those players must move a certain distance back to the starting line. Repeat calling red light/green light until someone wins the race. This game encourages fast dribbling while keeping the ball close.

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## *Follow the Leader*

Split the players in groups of 3 and pick a leader and have them dribble anywhere on the field, encouraging them to make lots of turns, changing speed, etc. All other players follow the leader. Switch leaders often.

## *Last Man Out*

Two players or more needed. All players stand at a cone about 20 feet from a group of balls that are placed in a grid. There is one less ball than the number of players. On the coach's command, the players run to the balls, get one and begin dribbling within the grid. The player who didn't get a ball tries to steal one from the others. The coach keeps time and after a preset period has passed, the coach stops the game. The player who, at that time does not have a ball, is out. Remove one ball from the group and repeat until there is only one person with a ball.

## *Bumper Car Dribble*

The whole team does this in a small grid. Try and match players of similar height. Have one player dribbling while another partner is trying to nudge them off the ball shoulder to shoulder. This teaches them to dribble under physical pressure and teaches the players that contact is a good and fun thing.

## *Egg Hunt*

Split into two teams. Have more balls than players. Have the players from one team line-up across one end of the field. Take their balls and spread them out around the field, these are the eggs. (If you have an unusual colored ball --make it the Golden Egg or something special.) At the other end of the field is a goal. Blow the whistle and turn them loose. The object of the game is to get the "eggs" in the basket as quickly as possible. They are all on the same team, and aren't allowed to take a ball away from another player. After the first team goes let the other team go and see who can do it quicker.

## *Sharks and Minnows*

Start with a defined grid marked, adjusted for size depending on the age of the players. All the players have balls and are Minnows. Two players do not have balls and are the Sharks. The Minnows start moving around the grid with their ball. When the coach says "Go" the Sharks try to kick the ball of the minnows out of the grid. Once the minnow loses their ball you can either have them sit out until all are done or join the sharks. The last remaining Minnow is the Grand Champion.

## *Killer*

Everyone dribbles around trying to keep their own ball and kick out everyone else's ball. If a player's ball is kicked out, he must retrieve it, then dance on the ball for 10 touches before getting back in. A player gets a point for every ball he kicks out (so if you spend time outside dancing on your ball, you have less time to win points).

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## *Under Pressure*

Get all the kids dribbling around in a square area and then remove one, two, or three balls, depending on how much pressure needed. Then announce that whoever has possession of a ball after 1 minute is a winner. If they can chase someone out of bounds they automatically win that ball. Count down the last 10 seconds real loud to increase the activity. Kids without a ball have to do some token penance; a couple of pushups, make a weird face for the others, nothing real negative.

## Passing

### *The Name Game*

4 or more players are needed (no more than 8). Players stand in a circle and pass the ball to one another, but first they must call the name of the person they are passing to. This game is good for the start of the season, so players can learn each other's name. Add additional balls if they are doing well with it.

### *Keep Away*

A great way to teach passing decisions is to play keep away games in a marked off, grided area. Play 3 v 1 or 4 v 2 or 4 v 1. Switch players often since this can be very tiring for the defender.

## Additional Dribbling Drills (First Grade and Up)

Since most drills involve dribbling, this is a skill that you have a chance to work on very often. It is important that as players are working on their dribbling skills that you encourage them to keep a couple of simple things in mind:

1. Use the inside of their foot to dribble, not their toe.
2. Keep their head up, so they can see what is going on around them.
3. Make sure they use both feet to dribble.

### *Circle Game*

Create a 10 x 10 grid and have the players dribble around within the grid, changing directions (using the pullback move described below) when you tell them to do so. They must keep their head up so they don't continually bump into each other.

#### Variations:

1. VI the players have balls and 14 do not and are trying to steal the balls. Once your ball is stolen you cannot take the same ball back. This is also a good drill to teach them how to shield their ball.

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2. 2 players don't have balls and are trying to clear out everyone's ball. This drill is referred to in the K and Up Game section of the Appendix as Sharks and Minnows.
3. While everyone is dribbling their ball they are also trying to knock other balls away. This drill is referred to as "Killer" in the K and Up Game section of the Appendix.

## *Warm Up*

There are several good warm up moves that you can use with your players that will improve their touch:

1. *Hat Dance* - with one foot lightly on the ball and the other next to the ball the player quickly switches so that the other foot is now on top and the foot that was on top is on the side of the ball. This motion is repeated for about 30 seconds. This can also be done from behind the ball.
2. *Killer Vee's* - have the ball out in front of you and pull it back with the sole of your foot, then using the same foot push it forward in front of the other foot using the side of the foot. This can occur continuously.
3. *Foundation* - this can be done either in a stationary position or while a player is moving down a line. The ball is quickly tapped back and forth from one inside foot to the other. Players should try to do this with their head up.

## *Line Drills / Races*

Have players line up in lines which are 2 deep. Have them dribble across the field performing the following maneuvers (make sure they get the moves right before turning it into a race):

1. Dribble with their right foot only.
2. Dribble with their left foot only.
3. Dribble with both feet as fast as they can.
4. Dribble with the left foot only using the inside and outside of the foot.
5. Dribble with the right foot only using the inside and outside of the foot.
6. Dribble down field doing exaggerated ZigZags (described below as the Inside/Outside Cut Move) to get players used to making such a cut. This should not be done as a race, but to emphasize the cut itself.

# TEYSA

## *1 v 1 Moves*

One versus One moves should be kept very simple at this stage. If a player can develop only one solid move at this age it will take them a long way. Here are a couple of the easier moves:

1. Inside / Outside Cut (ZigZag) - the player is moving forward with the ball when they use the inside or outside face of their foot to make a nearly 90 degree cut and then proceed to move the ball upfield. If they want to go to their right they would use the inside of their left foot or the outside of their right foot.
2. Make up a Move - players love to make up their own moves, so let your players introduce a new move and name it after them. This is especially fun for older players.
3. Pull Backs - one of the most useful foot skills a player will learn is the pull back. While moving forward the player puts the sole of their foot on the ball to stop it and then pulls it behind them in order to switch directions 180 degrees.
4. Hook Turn - This is another means of changing direction 180 degrees. It is similar to the Inside / Outside Cut move described below, but you are changing directions to a greater degree. To do this properly the player usually must be in a good knees bent position.

## *4 Corner Attack*

Set up a 20x20 grid with an equal number of players in each corner (2-5 players per corner). For each player there is a ball with them in the corner. One player in each corner guards the balls while the other players go to the other corners and steal the balls. Whoever has the most balls in their corner after 1 minute is the winner. The ball must be dribbled into a corner, not passed.

Variation: Put all of the balls in the center, having 4 less balls than there are players. When the game starts the teams send players to try and get the balls to their corners. The first team able to get as many balls as their are players on their team into their corner is the winner. Balls may be stolen from other corners.

## *Games*

There were many games listed in the K and Up section that the older players still enjoy playing. These games are fun and useful!

## *1v1 w/ 2 Players*

Players stand about 10yd. apart from each other. The player with the ball is the defender and the one without is the attacker. The play begins by the defender passing the ball to the attacker who upon receiving it proceeds immediately to try and beat the defender with a move. Defenders can take a first passive then aggressive position against the attacker.

# TEYSA

*Variation:* Divide players into groups of 4, Two players serve as “goals”, standing about 15yd. apart with their legs spread. The other two players play 1v1 for one minute trying to dribble the ball through the “goal”. Switch players.

## *1v1 moves in a Small Group*

Have the players split into groups of 3-5. Have a coach or a parent stand about 7 yd. away from a line of these players (each with a ball). The players must come towards the coach/parent make a move around them and then “explode” beyond them. The coach/parent should offer little to no resistance.

## *Small Sided Games*

Use of 2v2 or 3v3 games give each player lots of opportunities to practice their dribbling skills.

# TEYSA

## ADDITIONAL (FIRST GRADE AND UP)

Keep in mind as players work on the proper technique of the push pass (the simplest and first pass they should learn):

1. Approach the ball at a slight angle.
2. Place their non kicking foot next to the ball and pointed at the target.
3. Make their last stride at the ball their longest.
4. Strike the ball with their kicking foot using the front inside of the foot.
5. Ball is struck in the middle, the “equator”.
6. Keep head down and eyes on the ball.
7. Follow through at the target.

Also when players are receiving a passing make sure they are using the proper technique: receive the ball with the inside of their foot and with the foot slightly off the ground / have them “give” with the ball to cushion it / have them try to prevent the ball from bouncing too far from them.

### *Stationary Passing with a Partner*

Players get with a partner and standing approximately 7yd. away from each other they work on the proper form for the push pass. For more advanced players this can become a one touch pass.

### *Moving Pass with a Partner*

Players move 2v0 against a goalie from the mid field area. They try to get as many passes in as possible before shooting.

### *Give ‘n Go to a Goal*

Players start at the midfield and make a pass to a coach who is 7yd. ahead. The player then makes a run for the goal and receives a pass back from the coach and takes a shot. When the players have progressed far enough, have the players take the coach’s position.

### *Give ‘n Go in a Grid*

Set up a 15x15 yd. grid (or larger for older players) with 4 players with balls inside. 4 players without balls are on each corner. Players with the ball move around the grid and make a Give ‘n Go pass to a player on the corners. After they make the pass to the corner they need to call for the ball. Switch players after a couple of minutes.

# TEYSA

## *Keep Away*

Set up a 15X15yd. grid and play a game of keep away with 4v1 or 4v2 or 5v2. Teach players to move for the ball and to make good strong passes. Also teach players to keep proper spacing from each other. Have defenders give light pressure at first and then aggressive pressure.

## *Gates*

In a 20 x 20 grid set up pairs of cones, called gates, which are about 5-7 feet away from each other. There should be anywhere from 4-8 gates in this grid. Have pairs of players move through the grid and pass to each other through the gates. Players receiving the pass should call for it and player making the pass then runs to the next gate. Several pairs can go at the same time.

## *Passing Through a Maze*

Set players up in a zigzag fashion on either side of a straight line. The players forming the zigzag try to pass the ball up all the way to the end and back before another player can run in a straight line to the end and back. When done properly this helps to teach the older players that the ball moves faster than they do.

## *3 Player Passing*

3 Players are lined up in a row about 5-7yd. away from each other. The players on the end have a ball. One end player passes to the middle player who returns the pass and then turns to receive a pass from the other player and continues for 1-2 minutes. Switch players so each gets a chance to be in the middle. This is a good drill to practice one touch passing

## *Small Sided Games*

Play games of 2v2 or 3v3 in a grided area to give players a chance to practice their passing skills. Have them play across and end line or towards a goal. The goal can also be a single cone that they must touch with the ball.

# TEYSA

## APPENDIX - ADDITIONAL SHOOTING DRILLS (FIRST GRADE AND UP)

Proper Form:

1. For K and 1<sup>st</sup> Grade have them use the push pass to shoot.
2. For 2<sup>nd</sup> grade and up, the instep kick:
  - a. last stride with the non-kicking leg is the longest;
  - b. non-kicking leg is placed next to and slightly hi front of the ball;
  - c. ball is struck with the lace of the shoe, NOT the toe;
  - d. knee is over ball;
  - e. power comes from the leg snap from the knee, not from the leg swing;
  - f. keep head down;
  - g. follow through to target.

### *Drive ball into net*

Set several balls up about 6yd. out from the net (further for older or more advanced players). Have a player shoot one ball after another attempting to drive the ball into the back of the net.

### *Shoot off a Give 'n Go*

Players begin at midfield and pass to a coach is towards a goal about 7yd. away. The player then makes a run at the goal, receives a pass back and shoots.

### *Shoot from a Cross*

Player begins at the left end of the penalty box, near the 18yd. line. A coach is positioned near the corner on the opposite side. The coach makes a pass to the middle of the box and the player controls and then shoots the ball. When the players have mastered this they can try to one time it. Switch sides and do the same drill.

### *Shoot off of a Cut*

Player dribbles down the L. or R. side of the field from mid-field and makes a sharp cut at about the 18yd. line towards the goal and take a shot.

# TEYSA

## *Rapid Fire through a Gate*

Set up an 8ft. wide gate tended by a goalie. Sets of players are on either side of the gate about 10yd. from the goalie. Each side takes turns shooting on the goalie who must quickly turn to stop each ball. Prior to second grade use a coach in goal.

## *Penalty Shots at Cones (2s grade and Up)*

Set up a cone at each corner of a goal. A player takes a shot from the penalty mark attempting to hit one of the targets.

## *Shoot Barney*

Hang stuffed animal, Barney or any other will do, from a goal post. Players take shots trying to hit the target.

## *Balls in Motion (2nd grade and Up)*

Have players line up 12yd. out from the goal and 5yd. off of one side goal post. The coach rolls a ball to the goal mouth and the player one times it to the net. Use both sides.

## *Quick Shot*

Players start at the 18yd. mark. Coach rolls a ball to them from the side of the net. The players control it and then move in quickly to shoot.

## *Throw Ins*

Proper Form; 2 hands on the ball / the ball is brought over the head / and with both feet on the ground, behind the sideline the ball is thrown in.

Location: In the defensive and middle section of the field the ball should always be throw up the side. Even if there is no player there, it is a safer move than throwing it into the middle of the field. In the offensive 1/3 the ball can be thrown towards the goal or a target player.

## *Drills to Teach:*

1. Have players line up on the side at midfield (do this drill in both directions). They throw the ball in to another player up the sideline who then turns with it and takes it in for a shot. The player who just threw it in, now becomes the receiver.
2. Players stand about 10-15yd. away from each other and practice a proper throw in. Coach reviews form.
3. Repeat #1, except this time use a defender. After the throw-in the defender becomes the receiver and the throw-in player becomes the defender. The attacker still moves to the goal for a shot. Defensive pressure is light.

# TEYSA

## *Corner Kicks*

Proper Form /Location: The kick should be aimed toward the goal about 5yd. off of the goal line. If players are having difficulty getting it to the net then set up another player closer to the corner to receive the ball and then send it on goal

Drills to Teach: The best drills to teach successful corner kicks are those that work to develop a strong shot for a player. Set up a game situation with attackers and no defenders first (later add defenders) and practice your corner kicks. Make adjustments if the ball is not reaching the net, ie, put a player out closer to the corner. Also, take time during scrimmages to do your corners right.

When defending a Corner Kick, teach your players to match up with the other team and to get between the opposing player and the goal (this is called getting goal side of a player).

## *Goal Kicks*

Proper Form / Location: The kick should be taken by someone with a strong shot. If it is the goalie then one of the defenders should stand in as a goalie (although they are still not able to use their hands) while the kick is taken. This is in case the kick is muffed and the opposing team gets a quick shot off before the goalie can return to the net. All goal kicks should go up the side.

Drills to Teach: You can either set up game like situations to have them practice or do it during a scrimmage taking the proper time to explain to everyone where they should be and what they should be doing.

When defending a Goal Kick, teach your players to match up with the other team and attempt to step in front of them to intercept the ball. If they intercept all should move quickly at the goal.

## *Kick Offs*

There are several ways to start the game with a kick off.

1. The ball is booted downfield as far as a player can kick it - this is a reasonable approach for the very young ages.
2. The ball is passed ahead into space allowing for a forward on the outside to run to it.
3. The ball is played across to another forward who is close to the one kicking it and then the one kicking it breaks ahead for a give 'n go.

To defend a kick off, have your players match up to each of the players on the other team's front line.

# TEYSA

## *Direct / Indirect Kicks*

1. If the kick is in your defensive end, teach your players to send it up the sideline.
2. If the kick is in the offensive end, teach the players to send it hard at the net.

## APPENDIX - DRILLS FOR GOALIES (SECOND GRADE AND UP)

Goalies begin play in second grade in TEYSA. The following drills can be used with a couple of your goalies either early before practice or after practice. You can also use goalies in many of your shooting drills. Before each game the coach should take a few minutes to warm up the players who are to play goal that day.

### Coaching Points for Goalies:

1. They can use their hands anywhere in the penalty box area.
2. If they get to a ball outside the penalty box they may play it like any other field player.
3. They must learn to move their feet when cutting angles and getting in position for a save.
4. The best position is to have their body behind every shot, when possible.
5. Goalies should be discouraged from making “kick saves”.
6. Low shots should be caught with an underhand grip and brought to the chest.
7. High shots should be caught with the T grip and brought to their chest.
8. Once they have the ball younger players probably should throw it away, while older ones should punt.
9. Ball should NEVER be thrown up the middle of the field.

### *Goalie Positioning*

Goalies should be taught to use a crouch position and to shuffle from post to post as the ball moves across the goal mouth. The goalies should use a <> or W technique to catch the ball. The W is made by bringing the thumbs together and the <> is made by bringing thumbs and pointer fingers together.

# TEYSA

## *Roll the Ball on Goal*

The coach stands about 15 yd. out and rolls the ball to the goalie who uses proper form to bend down and grab the ball (with both hands) and then cradle it to their chest for protection. They then release the ball to whichever side the coach designates by using the throwing technique which has them do a hop, skip and a throw. This will get a little more power on the ball. Teach young goalies that they should never throw or kick the ball into the middle of the field, but always to the sides.

## *Variation:*

1. Send the ball to the goalie in the air and on bounces to get them used to unusual bounces.
2. When the goalie receives a ball rolled to them, teach them to do a roll and pop back up. The roll should be done from a crouching position, with the hip hitting first then the shoulder as the ball is trapped and then the goalie rolls with the ball and pops back up into a position to throw it away.

## *Goalie Throw*

Have 2 goalies stand about 15 yd. apart and practice their hop, skip and throw with each other.

## *Goalie Wars*

Move 2 nets about 10-20yd. apart (depending on age) from each other. Have a goalie in each net. The goalies try to score on each other from just in front of their own net. After stopping the ball they place it down to try and kick it in.

## *Angles*

Have a coach dribble the ball across the 18yd. line and teach the goalie to move to cut the angle.

## *Rainbow*

Teach the goalie to draw an imaginary line starting at one goal post and going to the other and making an arc in front of their goal. Teach them that they are to stay on the rainbow and not get in on their goal line.

## *Sprint and Dive (Grade 3 and Up)*

The coach stands at the 18 with a ball in hand, the keeper is on the goal line facing out. Upon calling "go", the keeper sprints out and touches the ball. After the keeper touches the ball, throw the ball over their head towards the goal while they sprint back and try to stop it.

# TEYSA

## *Surprise ! (Grade 3 and Up)*

The goalie is on the goal line with their back to the field. The coach stands at the 18 line with a ball. The coach says “go” right before they kick or throw the ball at the goal. Upon hearing “go” the goalie turns and tries to stop the ball.

## *Around the World*

Place balls on an arc around the 18 line and have players fire the balls in succession at the goal.

*Variation:* Alternate sides from which the shot comes. Go right then left, etc.

## APPENDIX - JUGGLING DRILLS (SECOND GRADE AND UP)

Juggling is the term given to the action of a player when they keep the ball in the air through the use of their thigh, instep of their foot, inside of their foot, outside of their foot and head.

Working on a players juggling skills helps them to develop a better touch on the ball. The following games are fun and will help develop this skill.

## *Warm Up*

Have the players bounce the ball off of their left thigh and then catch it; then off of their right thigh and catch it. As they progress with their skills have them use their right and left foot insteps in the same way. This exercise will get them used to popping the ball back up in a controlled fashion.

## *Black Jack*

Played with two or more players. First player juggles as many times in a row as they can and keep track of their count. Successive players do the same thing. The next turn Player #1 starts at the number they left off with before. The first player to 21 wins.

## *Timed Juggles*

See how many juggles a player can get in a one or two minute timeframe. Have them count successively and not start over each time. Only juggles of two or more count.

## *Around the World*

Have the players see if they can go in succession from one thigh to the other. Then have them go from the right thigh to the right foot Then have them go from the R. thigh to the L. thigh to the R. instep to the L. instep. As your players progress add to this.