

# **HYR SOCCER COACHING MANUAL**

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*Please.....*

*Return this manual at the end of the season.*

# Basic Rules

## 1. No Hands

First, the rule for a handball includes using any part of the body from the tips of the fingers to the shoulder. Second, the proper way to look at this soccer rule is that a player cannot “handle” the ball. A ball that is kicked and hits a player’s hand or arm is not a hand ball. This means that the referee must use his or her own judgment to some extent in determining whether or not a handball is accidental contact or a purposeful attempt to gain an advantage. There is also a situation in which the goalie cannot use his/her hands. This is sometimes called the back-pass rule. Goalkeepers cannot pick up a pass that came directly from one of their teammates. In this case, the goalkeeper must use his feet. Infraction of this soccer rule will result in an indirect kick from the point of the infraction.

## 2. Throw-ins

A throw-in is taken when the ball crosses a sideline and leaves the field. The two basic soccer rules for a proper throw-in are to have both feet on the ground and to throw the ball with both hands over the head.

## 3. Corner Kicks & Goal Kicks

A corner kick or goal kick is taken when the ball leaves the field across the end line. If the offensive team kicks it out, play is restarted with a goal kick. If the defensive team kicks it out, play is restarted with a corner kick. The goal kick is taken from anywhere inside the “goalie box” as it is affectionately called. It can be taken by any player, not just the goalkeeper. The corner kick is taken from the corner nearest to where the ball left the field.

## 4. Fouls

The common rule of thumb on fouls is “If it looks like a foul, it probably is.” A player cannot kick, trip, jump at, charge, strike, push, hold, or spit at an opponent. Soccer can be a physical, contact sport when two opposing players both want the soccer ball. Bumping or going shoulder-to-shoulder while competing for a ball is *not a foul* until the hands or elbows come up. This is a bit of a judgment call and not all referees will call it the same way. **Remember though, the referee is ALWAYS right.**

## 5. Direct and Indirect Free Kicks

The simple difference between the two is this: On a direct kick a player can score by kicking the ball directly into the goal. An indirect kick must be touched by another player before it can go into the goal. There are many soccer rules around what causes a direct or indirect kick. In general, a direct kick comes from a contact foul or handball. Everything else is indirect.

## 6. Penalty Kick

A penalty kick results from a contact foul or handball by the defending team within the penalty area – the large box on either end of the field. So it's a type of direct kick also. The ball is placed on the penalty spot, 12 yards in front of the center of the goal. All players must remain outside the penalty area and the penalty arc until the ball is kicked. The goalkeeper must have both feet on the goal line until the ball is kicked. If after the ball is kicked, it rebounds off of the goal or the keeper and stays on the field, the ball is "live" and anyone can play it.

## 7. Offside

This is without a doubt the least understood rule by parents and coaches alike. The first thing to know is that a player cannot be offside on a corner kick, goal kick, or throw-in. Also, it is not an offense for a player to be in an offside position. The player must be involved in active play as determined by the referee to be called offside. An offensive or attacking player can't be ahead of the ball and involved in the play unless there is a defender between him/her and the goalkeeper. In other words, he/she can't hang out at the other team's goal waiting for the ball. No snow birding! A player can't be offside if he/she is standing on his team's half of the field. Also, the offside rule applies when the ball is kicked, not when the player receives the ball.

## Position Terms:

**Defender** – A player who works mainly in the defensive third of the field. They are primarily focused on stopping the opposition's attackers from scoring.  
DEFENDERS SHOULD NOT STAND STILL.

**Goalkeeper** – The player positioned directly in front of the goal who tries to prevent shots from crossing the goal line; the only player allowed to use his or her hands and arms, though only within the 18-yard penalty area.

**Midfielder** – A player generally positioned in the middle third of the field between the forwards and defenders. Their job is to link the defense and the offense through ball control and passing. They play both an attacking role and a defensive role.

**Forward** – A player who is responsible for most of a team's scoring. They play in front of the rest of their team where they can take most of the shots.

## Practice Format

### 1. Warm Up

A quality warm up should get the kids moving and active. It should include stretching and is a perfect time to introduce the topic you plan to cover in that evening's practice. Warm up activities are included in the reference section.

### 2. Skill

The skill portion of your practice should be a focused time period where you teach the topic you have chosen for the evening (dribbling, trapping, passing etc.). It is perfectly ok to use one activity for this time period, or several, depending on the age/attention span of your kids.

### 3. Scrimmage

You should always end your practice with a controlled game; after all, playing is why the kids are here! Game simulation is the best time to reinforce the topic you have been working on that evening, if it was dribbling, stop the scrimmage at a time when a player could have used dribbling to his advantage (when he is in open space) so they can see a 'game example'.

## Practice Tips

- Have every player touching the ball as much as possible.
- Use games that keep all kids playing until the end. Don't have the weak players get knocked out and watch the stronger players get more touches.
- Avoid rewarding "winners" and punishing "losers" (push ups, laps, etc).
- Shorten or ideally eliminate lines.
- Keep it simple. The games should be easy to explain and to set up.
- Don't have too many different games. Find a few games that the kids love and just expand the games as they need more challenges.
- Start practice with a favorite game to increase on-time attendance and get everyone in the right spirit from the start.
- Get the kids out of lines whenever feasible and keep the lines short when it's not.
- Make sure every child is touching the ball as many times as possible, not just the ones who excel.
- Lose the words "drill" and "working" from your vocabulary and start talking about playing games and having fun at practice.
- Don't panic that you don't have enough time in practice. You never will. Your job is to keep them coming back and build their love for the game. Achieve that and there will be plenty of time.

## Sample Practice

### 1. Warm Up

“Red-light, Green light” (found on page 18)

- a. This activity is a fun way to start practice, it takes the classic game and adds a ball, it also introduces the topic of this practice, dribbling.
- b. When teaching dribbling, one of the major points to focus on is close control. The game red-light, green-light is set up to reward those players that can keep the ball close to their foot.
- c. Point out to the players that they are able to stop quicker when the ball is close to their feet, reinforcing close control.

### 2. Skill Section

“King of the dribble” (found on page 21)

- a. This is a fun dribbling game, where the point is to keep control of your ball, while trying to knock other players ball out.
- b. Using this game is a continuation of the topic ‘dribbling’ while presenting it in a fun, semi-competitive environment.
- c. When a player is knocked out, the penalty is 10 ‘step ups’ (a step up is simply having the ball stationary and alternating one foot on top of the ball, then switching feet) on the ball, and then they can rejoin the group.

“Freeze Tag” (found on page 19)

- a. The classic playground game can be easily adapted to teach dribbling and close control. One or two players are ‘it’, while the other players dribble around.
- b. The ‘it’ players try to hit the other players with their ball thus ‘freezing’ them. The other players can unfreeze the frozen players by dribbling the ball through the frozen players legs.
- c. This accomplishes two things; the ‘it’ players are forced to keep the ball close if they want a chance at hitting the other players, while in order to unfreeze the frozen players, close control must be used by the players being chased.

### 3. Scrimmage

“Controlled Game”

- a. At the end of practice, have the kids play a game of soccer.
- b. For younger kids, simply letting them play, with limited instruction is sufficient.
- c. For older kids, at the beginning of the scrimmage you can set a rule that to score a goal, you must dribble across a designated line.

# Warm Up

## **Teambuilding**

### ***Set up***

- Players sit in circle facing each other, with one ball.

### ***Play***

- Coach starts by throwing a ball to one of the players.
- That player says his or her name and throws the ball to another player.
- Continue until each player has had the ball several times.

### ***Coaching Points***

- Goal is to help players and coach learn player names.
- Part of building team is helping players get to know each other. This helps the coach too!

### ***Variations***

- Everyone says the name of person who catches the ball.
- Say the name of the person you throw the ball to.

## **No Touch**

### ***Set up***

- Create one small square using cones and parents at corners
- Each player has a ball.

### ***Play***

- Players move their ball around inside the square with their feet
- If their ball touches another player or leaves the square, the player runs outside the square and shouts their name 3 times.

### ***Coaching Points***

- Younger players often kick very hard and must chase the ball. The ultimate goal is to control the ball with the feet.

### ***Variations***

- Have players pretend they are dinosaurs moving eggs with their feet, being careful not to break them.
- Have players pretend the square is a platform high above the ground.
- Every 30 seconds, have the parents at the corners pick up the cones and make the square smaller.



## **Simon Says**

### ***Set up***

-Players spread out in a line facing the coach

### ***Play***

-Give simple instructions such as “Simon says, touch ball with your left foot” or “trap foot with your heel.”

-If a player does an instruction that does not start with “Simon says” he must dribble the ball around the coach and go back to the line.

### ***Variations***

-Players stand in a circle around “Simon” or the coach.

-The players dribble the ball in clockwise rotation around the circle.

-The coach gives instructions such as “dribble with the inside of your foot” or “dribble with the toe of your foot”.

-Any one who does not follow instructions that start with Simon says must dribble the ball to the goal area and back.

### **Notes:**

## **Chain Tag**

### ***Set up***

- Create one small square using cones at corners.
- No balls.
- 2 players wearing pennies are “it”.

### ***Play***

- When an “it” player tags another player, that player grabs the shoulders of the “it” player and begins to form the chain.
- Every player the “it” player tags joins the end of the chain.
- Each of the 2 starting “it” players form their own chain.
- If the chain breaks, the “it” player may not tag anyone until it reconnects properly.
- A non-“it” player who goes outside the square must join a chain.

### ***Coaching Points***

- Emphasizes teamwork in the chain – players have to watch and anticipate the leader to keep the chain together.
- Encourage the 2 slow chains have to work together to corral the faster untagged players. Encourage a lot of shouting of directions and tactics between the chain members. This is a loud, fast, crazy game.

## **Body Parts**

### ***Set up***

- Create one or two small squares using cones at corners, depending on how many players you have.
- Each player has a ball.

### ***Play***

- Each player moves a ball around with their feet while trying to keep the ball inside the square.
- One player stands outside the square and calls out a body part, e.g. arm, knee, head, stomach, etc. and all players must stop their ball with that body part. The idea is to see how quickly they can stop the ball.

### ***Coaching Points***

- Emphasize control. If a player lets the ball get too far from them they can't stop it as quickly.

### **Notes:**

## **Drive & Park**

### ***Set Up***

- Every player has a ball.
- Create a wide circle with evenly spaced cones around the center of your area of play.
- Stand in the center with all your players.

### **Play**

- Tell players to “drive” and have them stay as close to you as possible “in traffic” while dribbling the ball between their feet.
- When they do not expect it, shout “Park!”
- Each player dribbles the ball to the nearest cone and “Parks” it on top of a cone as quickly as possible.

### **Coaching Points**

- Emphasize control of the ball within one step in front of them.

### **Variations**

Ask players “how many fingers am I holding up?” This teaches players to look up and not at the ball as they dribble.

### **Notes:**

## **Shadow**

### ***Set up***

- Use cones to define a confined box.

### ***Play***

- All pairs play within the confined space at the same time.
- Play a type of follow the leader. Wherever your leader goes you follow and try to mimic what they do, if they bob, you bob etc.
- Coach blows whistle or says “change” and the rolls should instantly reverse with the follower becoming the leader.

### ***Coaching Points***

- For the youngest kids the players do not initially have a ball.
- This game teaches man to man marking. Players isolate on a person not just the ball and to observe them closely.
- Intersperse short lead times with longer lead times.
- This game should be fast. Get them to move without thinking.
- Inspire them to have fun with it not to worry if they are doing the right thing. It is difficult to get kids to move without the ball and that is also a skill being developed here.

### ***Variations***

Add balls for more advanced players.

## **Toss and Control**

### ***Set up***

- Each player has a ball

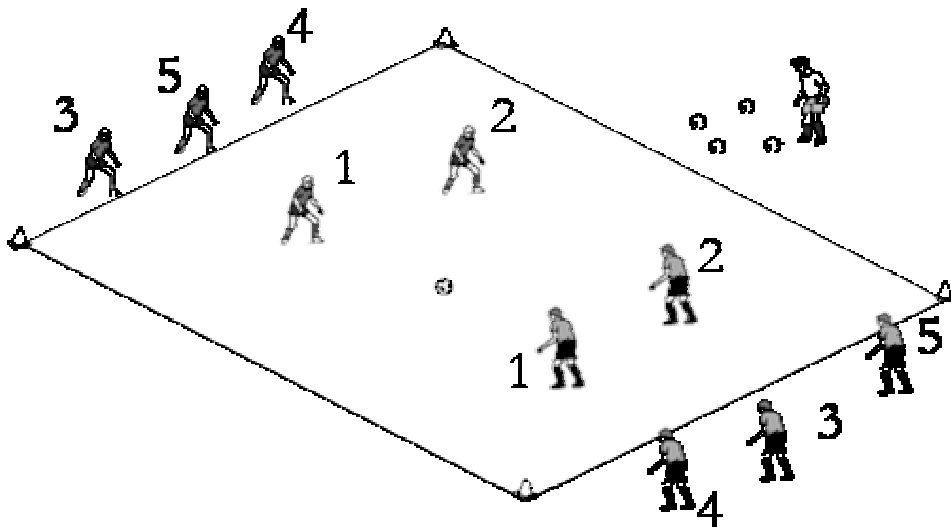
### **Play**

- Players move around the space freely, tossing their own ball in the air and trying to control it before it lands.
- Players dribble around controlling, then repeat the toss and control activity.

### **Coaching Points**

- Have player's body touch ball before it first hits the ground.
- Have players control first touch with different body parts: foot, head, thigh, etc.
- Watch for height. Encourage different heights.

### **Notes:**



## **Steal the Bacon**

### ***Set up***

- Two teams, each player is designated a number.
- Teams line up on opposite end-lines facing each other.
- Coach is on sideline with balls.

### ***Play***

- Coach calls out the numbers of the players. These players then run out from the end-line to play the game.
- The coach serves balls from the sideline if the ball goes out of bounds or into a goal.
- Each group should play for a minute and a half of continuous action.
- Players waiting to come on should return loose balls to the coach

### ***Coaching Points***

- This game is best played 2 v. 2 or 3 v. 3.
  - Praise combination plays, seeking and taking shots
- Start with any shot over end-line counts. Add goals for more advanced players.

# Dribbling



## **Red Light, Green Light**

### ***Set up***

- Each player has a ball and is lined up on a sideline or end-line facing the coach.

### ***Play***

- When you shout "green light," the players begin dribbling the ball toward the opposite touchline.
- When you shout "red light," they must stop the ball by putting their foot on top of it, as quickly as they can.
- When all the players reach the far touchline they turn and come back. Repeat 1-2 two times as desired.

### ***Coaching Points***

- The goal is to be able to stop the ball at will, unexpectedly. This can be very difficult at this age, so be sure not to call attention to those who take longer to stop the ball.
- Emphasize control. It takes longer to stop the ball when it is farther away from you.

### ***Variations***

- Let the players take turns calling "red light, green light."
- Have the players try this without a ball, running backwards.

## **Freeze Tag**

### ***Set up***

- Create a small square using cones at corners.
- Each player has a ball
- 2 players wear pennies. They are “it” and stand outside the square.
- All other players are inside the square.

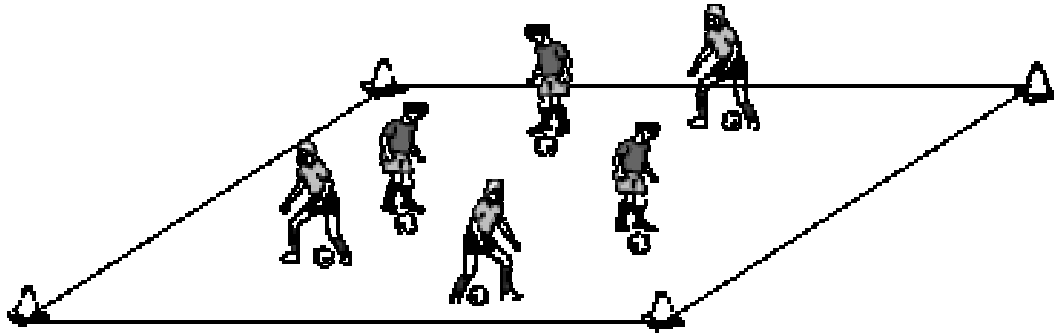
### ***Play***

- On coach’s “go”, “its” enter the square and try to “freeze” players by hitting them below the knee with their ball.
- Frozen players sit down on their ball.
- Frozen players can be unfrozen if another player hits them below the knee with a ball.

### ***Coaching Points***

- This game emphasizes ball handling skills and heads up soccer.
- Emphasize the ball must be passed – hit with the inside of the foot and kept on the ground – and not shot at other players.

### **Notes:**



## **Sharks and Minnows**

### ***Set up***

- Create a small square “pond” using cones at corners.
- 2 players “sharks” have no ball. All other players have a ball.

### ***Play***

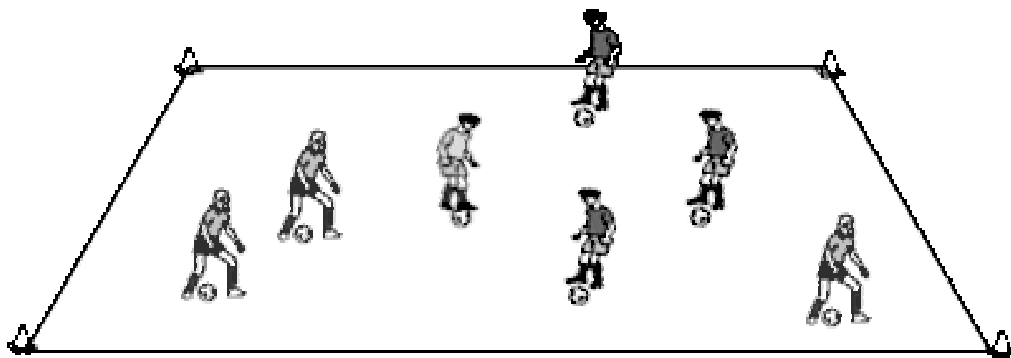
- Sharks try to take a minnow’s ball or kick it out of the pond.
- If they succeed, they become a minnow and the player whose ball was kicked out becomes a shark.

### ***Coaching Points***

- This game emphasizes ball handling skills and heads up soccer.

### ***Variations***

- Create two ponds with the sharks between them.
- Minnows all start in one pond and on “Go”, have 20 seconds to cross to the other pond.
- Sharks try to kick the minnow’s ball away. If they succeed the minnow joins the sharks.
- Play each round until only a few minnows are left



## **King of the Dribble**

### ***Set Up***

- Create a space that is large enough for all of your players to dribble around freely, while still having to keep close control of the ball.
- All players start inside the space with a ball

### ***Play***

- When the coach says “go”, the players begin dribbling around inside the space
- At the same time they are trying to knock the other players balls out, while protecting their own
- If a players ball is knocked outside the square, they must do a series of ‘step ups’ on the ball (with a stationary ball, the player alternates placing one foot on the top of the ball, then the other) and then may re-enter the square.

### ***Coaching Points***

- Emphasize the importance of keeping the ball close to their feet.
- Point out that they must keep the ball close to themselves, even when trying to kick out another players ball

### ***Variations***

- For older players, once a player is knocked out, that player is done until a new game is started. Play until one player is left, encourage knocked out players to cheer remaining players on.



## **Relay Dribbling**

### ***Set up***

- 2 sets of obstacle courses parallel to one another using cones as gates.
- Separate the players into two teams

### ***Play***

- Team 'A' races team 'B'.
- Their objective is to go through the course and back while dribbling the ball.
- When the player returns to the line, this player passes the ball to the next player.

### ***Coaching Points***

- Have parents help watch the course; if a player misses a cone, they have to regain control and go through, around or between the cones.

### ***Variations***

- Have coaches or parents at the end of each course holding up a random number of fingers as the players pass each cone.
- The players must call out the number of fingers being held up, or return to the last cone completed.

## **1 vs. 1 Cone Soccer**

### ***Set up***

- Divide players into pairs.
- Each pair has a cone as a goal.
- One ball per pair.

### ***Play***

- Play 1 vs. 1 soccer with no sidelines
- A player scores by hitting the cone with the ball.

### ***Coaching Points***

- Rotate players between pairs every 5 minutes.
- In the 1 vs. 1 situation, players quickly figure out that they must use feints and changing speed & direction to get free of their defender.

### **Notes:**

# Passing

## **Alphabet Passing**

### ***Set Up***

- Have players break into groups of two with one ball for the pair
- Each pair lines up facing each other 5-6 yards apart

### ***Play***

- Players pass the ball back and forth; each successful pass (a pass that goes directly to their partner) earns a letter. 'A', 'B', 'C'....
- The goal is to make it all the way through the alphabet
- If a pass goes wide of a partner, that group starts over at 'A'

### ***Coaching Points***

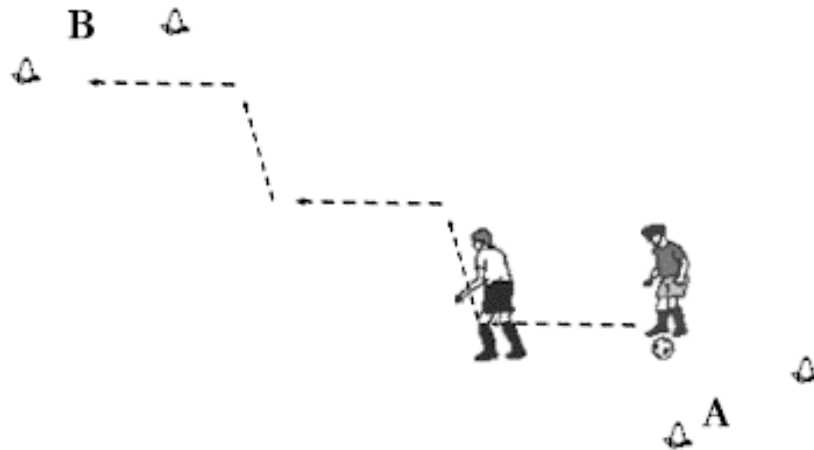
- Emphasize using the inside of the foot
- Emphasize placing the plant foot (non-kicking foot) directly next to ball pointing at target
- Remind players to control the ball before attempting a pass

### ***Variations***

- For older players, move to one touch passing (with no control touch)
- Have players step back every 4-5 passes

### **Notes:**





## **Pairs Passing**

### ***Set up***

-Players pair up, one ball each pair.

### ***Play***

- Pairs run from point A to point B (you determine) while passing the ball between them.
- When they get to point B they come back without switching sides. Not switching sides ensures they pass and receive with both feet

### ***Coaching Points***

- Pass to where the player will be when they get the ball, not where the player is when the ball is passed
- Passing and receiving ideally with the outside foot – farthest away from the other player.

### ***Variations***

- Players touch the ball twice before passing
- Players touch the ball once before passing

## **Keep Away (Monster in the Middle)**

### ***Set up***

- Groups of 4-5 with one ball per group.
- One player is in the middle.
- The other 3 or 4 spread out around the middle with the one ball.

### ***Play***

- The player with the ball passes it to a teammate.
- The middle player tries to intercept the pass.
- The middle player may only by intercepting a pass, not take the ball directly from the other players.

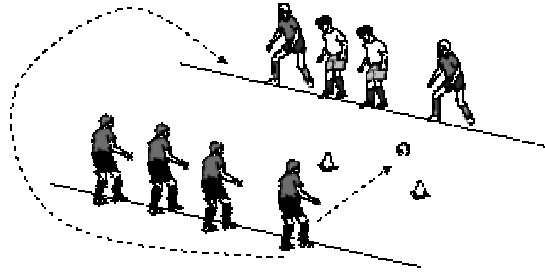
### ***Coaching Points***

- The receiving players must spread out and move to be “open” so they can receive a pass from another player.
- Player with the ball needs to keep his/her head up to be able to see if another player is open to receive a pass.

### ***Variations***

- Player cannot hold the ball more than 5 seconds

### **Notes:**



## **Pass and Move**

### ***Set up***

- Players form two lines facing each other about 10-15 feet apart.
- Place two cones about three feet apart between the lines for a goal.
- One ball.

### ***Play***

- First player passes the ball through the cones to the first player in the other line, then runs to the end of the opposite line.
- Repeat from the opposite line.

### ***Coaching Points***

- Teaches a player to pass then move.

### ***Variations***

- Count the number of passes completed.
- Have players count the number of passes in a certain amount of time.

## **Swedish Handball**

### ***Setup***

- Create a rectangular field big enough to allow some spacing.
- Make two teams of equal numbers.
- For a goal, mark a 5x5 feet square at each end of the field with cones.

### ***Play***

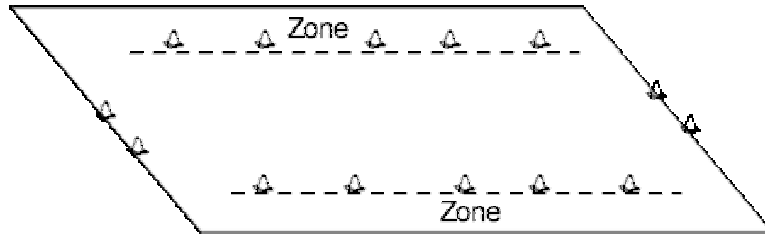
- Players play a small-sided game, but **USING THEIR HANDS** to pass the ball.
- Each team scores by placing the ball (or throwing the ball down) in the opponent's goal.
- Players pass the ball using **TWO** hands, underarm or throw-in style, overhead.
- Before passing they must touch the ball on the ground.
- Player with ball may only take one step, then is frozen.
- The opposing players can only intercept passes – they may not grab the ball out of the player's hands.
- If the ball goes out of the grid award throw-in to opposing team.

### ***Coaching Points***

- Emphasize moving to space without the ball.
- You may need to limit defenders in the goal area to 1 or 2 to prevent packing the goal area.

### ***Variations***

- 2 or 3 steps with the ball.
- Add a time limit (only hold ball for 5 seconds)



## **Passing Lanes**

### ***Setup***

- Field size will depend on the number of players, maximum size half the regular field length. One goal at each end.
- Use cones to mark a 2- to 5-yard wide “channel” inside each sideline.

### ***Play***

- A player receiving a pass in the “passing lane” becomes the “wing”.
- Wing can advance in the lane without been tackled.
- Wing has 10 seconds from receiving a pass to make a cross.
- Wing crosses the ball to set up players to score.
- Kickoff and play proceeds otherwise as usual.

### ***Coaching Points***

- A goal not coming off a cross worth nothing.
- If the sideline is too far to allow a good cross, widen the channel or narrow the field.

### ***Variations***

For beginning players, designate a wing on the right and left side for each team. The wing players must stay in the passing lane, and only the wing players may play in the passing lane.

# Shooting

## **Alphabet Shooting**

### ***Set Up***

- Divide team into groups of two with one ball between them
- Players line up across from their partner about 5-6 yards apart

### ***Play***

- Players begin by using the “shooting” the ball to their partner, focusing on accuracy
- Each successful shot (one that goes directly to partner) earns a letter ‘A’, ‘B’, ‘C’... trying to go through the entire alphabet

### ***Coaching Points***

- Players should focus on locking the ankle and having toe pointed down when they strike the ball
- Encourage players to plant non-kicking foot directly next to the ball, pointed at their target
- Coach accuracy first, discouraging players from really striking ball hard

### ***Variations***

- Have players take steps back after 4-5 successful shots
- Have players work strictly on weak foot

## **Drop-Kick Shooting**

### ***Set Up***

- Have players line up facing a goal (two lines if numbers are large)
- Each player should have a ball

### ***Play***

- Players take turns one by one, coming up and dropping the ball in front of them, trying to hit the ball with their laces before the ball hits the ground
- Have players try with both feet

### ***Coaching Points***

- Have players concentrate on locking ankle when they kick the ball
- Encourage players to hit the ball with the top of their foot (laces)

### **Notes:**



## **Striker!**

### ***Set up***

- Divide players into 2 teams.
- Station one parent behind a goal with a supply of balls, and one in the goal as keeper.
- Line each team up at a corner goal post facing the field.

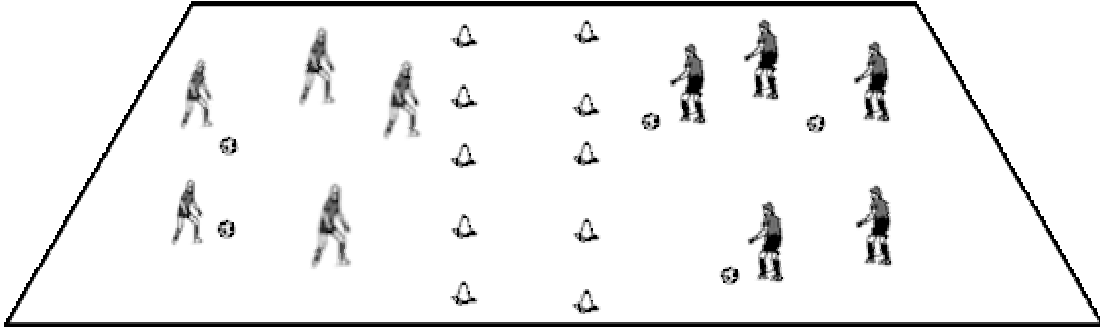
### ***Play***

- Toss a ball over the crossbar from behind the net.
- The ball should land at about the penalty spot.
- One player from each team sprints to the ball
- The first player to the ball attempts to control it, turn, and shoot.
- The second to the ball defends, and can also shoot if the ball is tackled away from the first player.
- Play continues until ball is shot or goes out of play (end or side).

### ***Coaching Points***

- Award a point for any shot on goal – score or saved.
- Limit the time each pair has to shoot.

### **Notes:**



## **Keep Your Yard Clean**

### ***Set up***

- Create a 5 - 10 yard neutral area that no player can enter.
- Use a minimum of one ball per two players (for best results, use a ball for each player)

### ***Play***

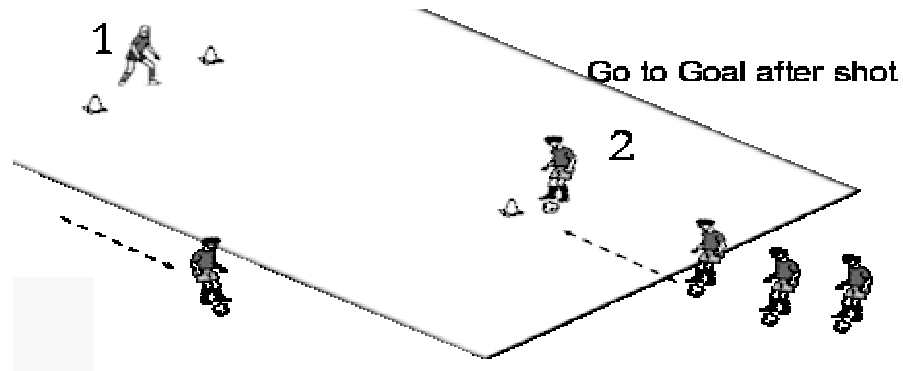
- Each team tries to keep its side free of balls by kicking through the neutral zone to the opposite side.

### ***Coaching Points***

- Encourage players to hit hard.
- For shooting practice, use only instep (laces) when kicking.

### ***Variations***

- This game can also teach defenders how to clear a ball from their end:
  - No more than 2 touches.
  - Must do an escape move, then kick.
  - Increase size of neutral zone for more advanced players.
  - Use fewer balls.



## **Central-Goal Shooting**

### ***Set up***

- This game can be played with a full goal or cones.
- Have two games running at once to keep players moving.

### ***Play***

- Player 1 starts in goal.
- Player 2 dribbles at speed to cone, stops the ball and shoots with the next step.
- After the shot, Player 2 runs to become the new keeper.
- Player 1 gets ball and goes to back of line.

### ***Coaching Points***

- Watch for players backing up or moving to the side before they shoot. There should be no extra steps.
- Players shoot immediately after each other. Do not wait to advance ball to cone. This makes players follow their shot. If they do not get to the goal, the next player will have an open goal to shoot at.
- Vary distance to goal and size of goal so players have success and then make it harder by increasing the distance and making goal smaller.
- Encourage players to hit hard.

### ***Variations***

- Stand behind the goal and point to one side as the player reaches the cone. The player has to cut right or left of the cones and then shoot.

# Goalkeeping

## **Keeper Warm-Up**

### ***Set Up***

- Each player is spread out in an area around the coach with his or her own ball
- The players have the ball in his or her hands to start

### ***Play***

- When coach says 'Go' players begin skipping around freely, bouncing the ball on the ground and catching it again with both hands
- After a few minutes of this, coach then begins yelling 'Stop' while players are skipping. When players hear 'Stop', they place their ball on the ground and move away to pick up another players ball and continue skipping and bouncing

### ***Coaching Points***

- Have kids focus on catching ball each time with hands in a "W", thumbs together, fingers spread
- Encourage kids to quickly locate an open ball and get to it as fast as they can upon hearing 'Stop'

### ***Variations***

- Have kids throw ball in the air while skipping and work on catching ball, focusing on the "W" technique
- Have kids roll on ground when gathering new ball after hearing 'Stop'

## **Keeper-Roulette**

### ***Set Up***

- Have players line up in a single file line, facing the coach
- Coach has all the balls with him
- Assign each player a number beginning with 1

### ***Play***

- Coach begins by calling a number
- The player with that number remains standing, the other players dive to the side
- The coach then quickly throws a ball towards the player left standing, who catches, or bats away
- Players stand back up and coach calls another number

### ***Coaching Points***

- Encourage kids to react quickly; if it is their number, get ready for the 'shot', if it is not their number to get down to the ground quickly
- Have kids focus on getting feet set when it is their time to catch the ball
- Concentrate on the "W" technique (thumbs touching, hands forming a "W")

### ***Variations***

- Give the numbers as simple math equations for older kids (to encourage quick thinking), 5 minus 4, 4 plus 1 etc.

## **Goal Kick**

### ***Set up***

- Set the ball at the corner of the goalie box.
- One player is the goal kicker
- Spread the other players out about 15-20 feet away from the kicker to the close side of the field (the lane between the ball and the sideline).
- Set up two games at once, one on each corner of the goalie box.

### ***Play***

- The goal kicker kicks the ball to the other players
- Players receive the ball and pass it “around the world” among teammates.
- The last player to get the pass dribbles to the goalie box and is the next goal kicker.

### ***Coaching Points***

- Kick to a teammate
- Do not kick across the face of the goal.
- Do not use the toe to kick.
- Emphasize that players spread out so the kicker has options.
- Down the field near the sideline is the best place to kick the ball. Another player should provide the kicker with a short pass outside the penalty area on the side as an alternative to the long kick.
- Develop “secret” combination plays.
- In a game, have a defender take the kick so the goalie can protect the goal.

### ***Variations***

1. Call out players’ names for the goalie to kick to.

## Resources:

[www.bob-bigelow.com](http://www.bob-bigelow.com)

[www.fifa.com](http://www.fifa.com)

[www.positivecoach.org](http://www.positivecoach.org)

[\\_www.soccer-for-parents.com](http://www.soccer-for-parents.com)

[www.sportsparenting.org](http://www.sportsparenting.org)

YouTube has many videos illustrating drills and skills.

***Please.....***

***Return this manual at the end of the season.***

***Thank you for coaching at HYR***