

10U COACH



Complete “How-To” for Coaching Young Children
Includes a Complete Season of Training Plans



AMERICAN YOUTH
SOCCER ORGANIZATION

COACHING SERIES

10U COACH



everyone plays[®]

AYSO National Office

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Accredited By:



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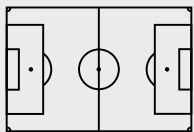
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WELCOME TO THE FIRST TEAM!

FROM THE **FIELD**



“Our National Coaching Program is expertly designed, tested and accredited by the National Council for Accreditation of Coaching Education. We have a proven method for player development and I am proud of our contribution to the game in the USA.”

John Ouellette, AYSO Hall of Fame and Former National Coach

THANK YOU FOR VOLUNTEERING!

The American Youth Soccer Organization (AYSO) welcomes you to the colorful world of youth soccer coaching.

AYSO is a place where **every child plays** in an atmosphere of **good sportsmanship** and **positive coaching**. In addition to the game’s technical, tactical and physical components, we fully recognize and prioritize the psychosocial needs of our children and work toward the fulfillment of those needs in all our programs. Staying **truly** child-centered makes AYSO a model for other youth sports groups and is a key to our position as a **player development** leader.

The content of this manual is drawn from the knowledge and experience of AYSO’s Player Development Team and our National Coaching Advisory Commission—people with vast soccer knowledge, yet volunteers of AYSO—just like you. The coaching methodology and soccer skills included in this manual have been carefully researched and have **natural** alignment with U.S. Soccer’s Zone One (6-12 years) objectives for player development: Development over Winning, Age Appropriate, Quality Training, and Having Fun/Inspiring Players.

We encourage you to attend your local Region’s Annual Coach Orientation, as well as other AYSO coaching courses available in your area or online. Your Regional Commissioner or Coach Administrator can provide you with information about what’s required for your specific age group.

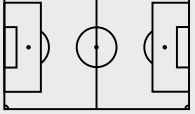
On behalf of the entire organization, thank you for joining the team!

NATIONAL COACHING ADVISORY COMMISSION

AYSO PLAYER DEVELOPMENT TEAM

AYSO

FROM THE FIELD



“We strive to galvanize the player development pathways of our youth soccer organizations. The common objective is to develop the next wave of youth players. In this collective effort, it is critical to promote a single message and common coaching methodology with respect to player development. AYSO’s National Coaching Program is in line and coherent with these efforts.”

*Dave Chesler, Former U.S. Soccer Director of Coach Education
Current WNT Performance Analysis Coach*

THE WORLD’S BIGGEST SOCCER CLUB

Founded in Torrance, CA in 1964, AYSO is a distinguished cornerstone of US Soccer and with approximately 60,000 teams across *all* age groups; AYSO is the world’s largest soccer club!

Success can be measured in many ways, from the careers of professional players who got their start playing AYSO to the thousands of coaches (youth, high school, collegiate and professional) who developed their passion and understanding of the game in AYSO. Regardless of perspective, our contribution to the US game’s success is founded upon our unique **Vision, Mission** and **Philosophies**.

KEEP IN MIND



Any player development or instruction should always include a comprehensive understanding and practical application of our core values.

AYSO VISION

To provide world-class youth soccer programs that enrich children’s lives.

AYSO MISSION

To develop and deliver quality youth soccer programs in a fun, family environment based on the AYSO philosophies:

AYSO SIX PHILOSOPHIES

EVERYONE PLAYS®

Our goal is for kids to play soccer—so we mandate that every player on every team must play at least half of every game.

BALANCED TEAMS

Each year we form new teams as evenly balanced as possible—because it is fair and more fun when teams of equal ability play.

OPEN REGISTRATION

Our program is open to all children who want to register and play soccer. Interest and enthusiasm are the only criteria for playing.

POSITIVE COACHING

Encouragement of player effort provides for greater enjoyment by the players and ultimately leads to better-skilled and better-motivated players.

GOOD SPORTSMANSHIP

We strive to create a safe, fair, fun and positive environment based on mutual respect, rather than a win-at-all-costs attitude, and our program is designed to instill good sportsmanship in every facet of AYSO.

PLAYER DEVELOPMENT

We believe that all players should be able to develop their soccer skills and knowledge to the best of their abilities, both individually and as members of a team, in order to maximize their enjoyment of the game.

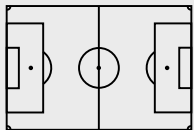
KEEP IN
MIND



AYSO Six Philosophies:

- Everyone Plays®
- Balanced Teams
- Open Registration
- Positive Coaching
- Good Sportsmanship
- Player Development

FROM THE FIELD

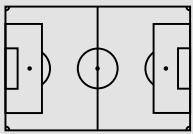


“It is better to win ten times 1-0 than to win once 10-0.”

Vahid Halilhodžić, Bosnian Coach and Former Professional Player

STEWARDS OF THE GAME

FROM THE **FIELD**



“We must all work together; coaches, officials and parents to create the optimal performance environments for our players’ development.

Players need to play with freedom, confidence and enjoyment in a developmentally rich environment to truly reach their potential.”

Scott Snyder
AYSO Player Development Specialist

Stewardship: “The conducting, supervising, or managing of something; especially: the careful and responsible management of something entrusted to one’s care” (2017 Merriam-Webster).

APPLICATION ON THE FIELD

Referees and coaches are to be Stewards of the Game and work together to ensure that player safety, at the physical and emotional level, is the number one priority on the field. All 7 members of the team (3 referees and 4 coaches) are equal participants and are there for the sole purpose of discussing how to ensure a safe and protective environment for the players to play. The Center Referee shall initiate a brief meeting between referees and coaches before the AYSO match to collectively:

- Identify any potential issues that may impact the ability of players to safely have fun; such as the field, sideline areas, field equipment, players' equipment, the physical and emotional states of participants, and other game related concerns.
- Review and follow a simple process that encourages communication and collaboration when there is a concern or issue with players/participants.

REFEREES

Referees, as Stewards of the Game, are responsible for keeping the game safe, fair, and fun. Referees should support and work with coaches to manage the behavior of players and spectators.

COACHES

Coaches must keep their sideline participation to being: Positive, Instructive and Encouraging at all times. Coaches must ensure respect and support for referees by players, parents, and all other spectators.

PARENTS

Parents are expected to respect coaches and referees, and model positive sporting behavior; and at the same time, maintain realistic expectations.

KIDS ZONE®

KEEP IT FRIENDLY

KEEP IN MIND



Sideline critics who scream instructions at players or criticize referees or coaches slow down the learning process and make it less fun for everyone. Consider every time you prepare to kick the ball you receive numerous screams of direction? Scary, confusing and annoying!

In AYSO, fans (yes, including parents) are asked to be cheerleaders, **not critics or sideline coaches**! Kids Zone® is a unique program that includes a Parent Pledge that moms and dads sign to commit to *positive, encouraging* behavior when they're watching the matches. It also includes signs, buttons and other match-day reminders.

Soccer is a *player's* game! Players learn the game by trying new things, making mistakes and trying again.

Negative, even violent, behavior of players, coaches and parents involved in youth sports has become almost epidemic in this country. Kids Zone® is a proactive effort to counteract this trend and involves the following elements:

To help execute this program, four basic elements are involved (and available from the AYSO Store):

1. **Kids Zone® Button.** Worn by program supporters at matches and serves as a reminder of the importance of positive sideline behavior.
2. **The Sign.** A large sideline poster lists positive behavior standards and can be posted at the entrance of participating fields. Parents and spectators who will abide by these standards are welcome-- all others are not.
3. **The Pledge.** AYSO requests all parents to sign a pledge that holds them to the Kids Zone® standards.
4. **The Video.** A 12 minute documentary introduces AYSO's principles and its Kids Zone® action plan to new participants. Viewers will also watch a parent intervene to change another parent's negative behavior. In order to make this program work, everyone must help!

KEEP IN MIND



Help create a safe and encouraging environment for you and your team by implementing Kids Zone®.



Scan with your smartphone to learn more or visit ayso.org/kidszone

ALERT!

You are entering an



By entering this kids zone, you agree to the following:

- Kids are #1
- Fun - not winning - is everything
- Fans only cheer, and only coaches coach
- No yelling in anger
- Respect the volunteer referees
- No swearing
- No smoking
- Leave no trash behind
- Set a proper example for our children

If you can agree to the above, we welcome you.
AYSO – it's for the kids!

THE ADVENTUROUS WORLD OF 10U

LET THE GOLDEN AGE BEGIN

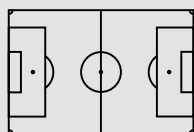
Ages 9-12 are often referred to as the “golden age” for learning. At AYSO, 10U is a time for **ADVENTURE!** where players’ willingness and ability to absorb new teachings are met with innovative and age appropriate **Player Development.**

From a coaching perspective, we now have two new significant elements to contend with: goalkeepers and offside. As you can imagine, this is a major shift in our players’ soccer experience. For the most part, the 10U game resembles that of full-sided, so our preparation, organization and coaching should progress accordingly.



COACHING METHODOLOGY

FROM THE FIELD



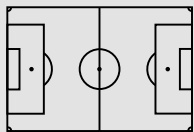
“One of my biggest pet peeves is youth team coaches who take winning too seriously. This has always bothered me, and I always tell coaches to forget about winning with young players. They need to create an environment where the kids enjoy playing and are developing their soccer skills. Winning should never be a priority.”

Landon Donovan, AYSO Alumni and Professional Player

The AYSO Player Development Team and NCAC have researched current coaching methodologies and approaches to quality training from all across the soccer globe and are proud to present our findings for your consideration and implementation.

DEVELOPMENT OVER WINNING

FROM THE FIELD



“Development over winning. Being faithful to it, being really faithful to it every single day. Are the players, are the kids the most important thing? That’s what I worry about. That’s what I talk about. That’s my only goal: making the players and of course, the coaches who teach them, all of us, better!”

Claudio Reyna, Former U.S. Soccer Youth Technical Director

Prioritizing **Development Over Winning** does **NOT** reduce competition, which is instrumental to a player’s development. However, a competitive environment does not necessarily need to be all about wins, draws and losses.

Consider the emotional roller coaster of equating success *only* when you win the game or score a goal (aspects that are *not* 100% within your control)? How would we like to be judged as adults in that type of scenario?

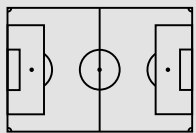
As coaches, it is our responsibility to determine if the competitive environment is healthy or not. Please consider this on your coaching journey.

KEEP IN MIND



Children should be competitive, not the adults! And a competitive environment for our youth players should focus on **performance** rather than **outcome** (favoring ball skills, effort, creativity, etc., as means to find success, not the score).

FROM THE FIELD

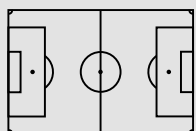


“In matches the coaches should keep out of the way. He/she is an important figure, of course, but is more likely to lose a match than win it. Matches are won by players.”

Romario, Brazilian Legend

CHARACTERISTICS OF SOCCER (VS. OTHER U.S. SPORTS)

FROM THE FIELD



“AYSO emphasizes all the positives of soccer: the enjoyment that kids get from the sport, understanding how to play on a team and be a good teammate, and developing skills in a fun environment.”

Julie Foudy, AYSO Hall of Fame, 1991 & 1999 World Cup Champion, 1996 & 2004 Olympic Gold Medalist

It is important to recognize some key differences between soccer and other American sports, as this impacts how the game should be played, viewed and coached. In comparison, soccer is:

- Free-flowing (fewer stoppages).
- Low-scoring (more often).
- Requires eye-foot coordination (versus eye-hand in baseball, basketball, football).
- Has no physical size requirement.
- Equal opportunity sport (girls are equally as talented and have comparable opportunities to boys).
- **PLAYER-based** (as game flows, *players* make the decisions and PLAY the game, less coach involvement).

STYLE AND ATTITUDE

Mourinho, Ferguson, Klinsmann, Guardiola? Coaching styles differ based on personality and beliefs on how the game should be played. Effective coaches; however, *all* possess similar qualities:

- | | | |
|-----------------------|----------------------------|--------------|
| • Leader | • Knowledgeable | • Observant |
| • Teacher & Motivator | • Quality Demonstrator | • Humorous |
| • Conscientiousness | • Enthusiastic & Energetic | • Personable |
| • Fair & Honest | • Patient & Understanding | • Confident |
| • Smart Appearance | • Communicator | |

The general qualities of any coach combine into four fundamental attributes all successful coaches share:

1. Soccer knowledge.
2. Prioritize athlete's well being.
3. Ability to communicate knowledge to the player.
4. Ability to observe and evaluate (coaching eye) to correct any apparent faults (in a positive manner).

KEEP IN MIND



Whatever coaching persona you may adopt, avoid being the center of attention! Create an environment where the players are the focus and priority, and they can gain success on their own.

PREPARATION AND ORGANIZATION

PREPARATION

Always prepare a written Training Plan! Consider what you wish to work on and what activities you can use to achieve your goal. A written plan ensures smooth transitions, less down time and a more economical use of precious time. A blank AYSO Training Plan is on *page 99* and numerous completed plans on *pages 74-85*.

Take a few minutes just before your training session to review your plan and the coaching points you want to make. (Consider saving your plans as a coaching library for future seasons/sessions or to share with other coaches in your Region.)

APPEARANCE

Appropriate attire is expected when conducting your coaching session. Wearing soccer apparel and footwear go a long way to comforting your players that you know what you are doing related to your role as their "soccer coach."

Sunglasses are discouraged (unless you require a medical prescription), as the players cannot see your eyes. Even with a prescription, remove your sunglasses when in direct communication with your players.

ORGANIZATION

Ideally, set up your area in advance of players and parents arriving. **Upon their arrival, they should see a planned and organized environment, which will immediately set the tone for the session as well as provide confidence for the parents.** In organizing your coaching area:

- Make sure the area is safe (playing surface, physical considerations, sprinklers, etc.).
- Plan for a smooth transition from one exercise to another.
- Minimize the number of cones that you have to pick up or reset.
- Have a place for equipment and breaks.



EQUIPMENT

Below is a basic list of the minimum equipment you should have as part of your coaching kit:

- AYSO Player Registration Forms – which include the Emergency Authorization.
- Basic first-aid kit*.
- **(Players should bring water to every session).**
- 12 cones (preferably multi-colored).
- **10** scrimmage vests (preferably 2 sets of different colors).
- Extra soccer balls (players should bring a ball to every session).
- Pump.
- Extra pair of shin guards (players must wear shin guards at every session).
- Pop-up goals (preferred).
- Whistle.
- Charged cell phone (in case of emergency).
- Training plan.

*Be familiar with your first aid kit contents so that you know what you have **and where it is** if needed.

AGE APPROPRIATE UNDERSTANDING AND APPLICATION

The following chart generalizes age characteristics of children ages 9 through 12 years of age. (Note: *All* children are unique and often chronological age can conflict with developmental age; therefore, individual application should always be considered.)

KEEP IN MIND

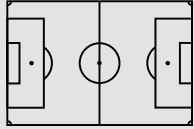


Our players are *not* mini-adults; therefore, our training sessions must be adapted to life through *their* eyes, *their* interests and most important, *their* capabilities.

AGE APPROPRIATE CHARACTERISTICS AND TRAINING ENVIRONMENTS	
10U	<p>9-12 years is the golden age for learning and the perfect age to increase focus on specific techniques and skills. It is the time for ADVENTURE!</p> <p>Physically, ages 9-10 are still in the early stages of development.</p> <p>Pre-pubescent players (9-12) are responsive to role models, friendships and peer approval.</p> <p>Players enjoy the team concept but will participate enthusiastically in competitive arenas, so 1v1 and 2v1 situations are perfect to develop individual skills. Passing technique/activities will help develop their team concept.</p>
12U	<p>Players have increased understanding of strategy and tactics so small-sided matches can help develop basic attacking and defensive principles. Players should still rotate positions to avoid early specialization (as well as participate in other activities/sports).</p> <p>Physical literacy (balance, agility, speed, coordination, etc.) improves.</p> <p>12U is the time for “polishing” the player’s technical skills.</p>

COACHING MOMENTS

FROM THE FIELD



“Football is simple; trainers (coaches) shouldn’t make it so complicated.”

Johan Cruyff, Dutch Soccer Legend

At the end of the day, it is the coach’s job to coach! But having the content is one thing (and we are providing this for you), but knowing *how* to effectively communicate, motivate and develop your individual players is another talent.

KEEP IN MIND



Positive Coaching! Regardless of your personal approach or delivery, **Positive Instruction and Encouragement (P.I.E.)** should *always* be used to instruct and motivate your players. They will respond better to you and it will help keep AYSO a developmentally rich and positive environment.

MANAGING THE COACHING MOMENT...LESS IS MORE

Occupy a central but sideline position during training to allow a clear, panoramic view of the activity.

The coaching environment you create must be safe and conducive to learning. Players must be stimulated to learn and educational opportunities must be well thought out if you want to maximize player development. Players must be given freedom to be creative, find solutions *without* constant coaching, and ultimately learn from their mistakes. Remember, mistakes are guidelines for improvement!

It is a fine line, managing the flow of your session and finding the appropriate time to step in. Methods:

- Forced Stoppage (**freeze, get in, make your point, get out**).
- Natural Stoppage (be careful the coaching opportunity hasn’t passed and the situation forgotten).
- Flow (talking as the game is playing...but *avoid* constant commentary).
- Individual Reference (pulling a player aside to make an observation).

PRESENTING YOUR COACHING POINTS

Avoid lengthy speeches! Keep instructions for activities as simple and quick as possible and limited to one point at a time. Where possible, explain in images and provide visual analogies (much easier for kids to grasp). Coaching points or instructions should be:

- Concise (broken down, simple, small pieces of information).
- Accurate.
- Relevant (to a coaching principle or objective).
- **Demonstrated** (whenever possible)!

When addressing your players, make sure *they* are not directly facing the sun.

LET THEM PLAY AND THE GAME TEACH!

KEEP IN MIND



Avoid lengthy speeches! Keep instructions for activities as simple and quick as possible.

I HEAR...

I SEE...

I DO...

I FORGET

I REMEMBER

I UNDERSTAND



VOICE

- Do consider the volume and tone of your voice.
- Avoid being monotone.
- Modulating the intensity of your voice can help emphasize your coaching points and gain the required attention.
- Always maintain control and *never* raise your voice in anger or frustration.

INDIVIDUAL COMPONENTS OF DELIVERY

Questions

Children respond enthusiastically to questions and are stimulated to find the answer. Questions can be:

- **Factual** Definitive, simple answers (*what*).
- **Conceptual** Requires a higher level of processing and thought (*how*).
- **Stimulating** Requires complex reasoning (*why*).

Commanding: Definitive, controlled, lecture (less player-centered).

Guided Discovery: Guides the player through process by posing a series of questions whose responses lead to the understanding of a concept (like detectives).

Experimentation: Cause and effect comparison (try it and see, compare).

COMPLETE SYSTEM OF DELIVERY

Say, Show, Do and Review

An effective complete teaching method for any age group:

1. **SAY:** Explain skill or technique (keep it brief especially with younger players).
2. **SHOW:** Effectively demonstrate skill or technique.
3. **DO:** Have players perform skill or technique.
4. **REVIEW:** *Observe, Correct* and *Confirm* proper technique.

Observe (silently). Instead of trying to correct immediately, let them play uninterrupted for a time (they will learn from mistakes) and take notes (preferably written), focusing on *one* effort they can improve.

Correct what you saw in terms of the player's execution, and then provide the player with attainable modifications to correct one or two deficits by once again demonstrating.

Confirm accomplishments once success is achieved! Say it out loud, so everyone can hear.

Post Session

Discussion with the players: Do not underestimate the value and impact of a positive comment or constructive feedback to a player after the training session (but keep it concise).

Review your training plan: Note what worked well and what needs to improve.

Evaluate yourself: Encourage constructive feedback from others in relation to your coaching management and session structure.

COACHING YOUR OWN CHILD

A large percentage of you will be lacing up sneakers to coach your own children and this section outlines some perspective and tips to maximize the opportunity...for you, and more importantly for your child (and the rest of the family).

KEEP IN
MIND



In the blink of an eye, they are grown up and beyond our daily reach. Therefore, what an incredible opportunity to spend time in “their” world as “their” coach!

But I’ve Never Coached Or Played Soccer Before!

- It’s okay if you never played soccer or don’t know much about it! However, by reading this manual and progressing through the AYSO National Coaching Program, you *will* gather valuable tools to succeed.
- No pressure! Do not misinterpret the role you’re supposed to play. Go out to enjoy!
- Change your adult perspective and **view the game through your child’s eyes.**
- If you can create a safe, fun and developmental environment for your child and team, **encourage self-expression and mistakes (learning)**, you are already in the running for Coach of the Year.
- Fun, exercise and the chance to play soccer is what it’s all about, particularly at the younger ages.

What’s My Role As Coach?

- Maintain realistic expectations! It’s a game, a sport, a pastime. As you are likely aware, the odds are against your child making the pros; therefore, make sure your own adult expectations do not stray too far from those of your child.
- Soccer, perhaps more than any other sport, requires little teaching at the early ages. **The game itself is genuinely the best teacher.** In fact, the role of the coach in the first stages is simply to give children the opportunity to discover the game’s joys in a safe and nurturing environment.
- Generally speaking, through 10U let them play. At 12U we can expand their technical development and reading of the game.
- What you’re really doing is very similar to taking your child and his or her friends to the playground. You’re supervising soccer playtime while allowing the children to explore the fun on their own terms.
- Once you comprehend the expectations, you’ll find all aspects of the role less daunting, including the dynamics of coaching your own child.



Coach or Parent?

- When you first start coaching you may be introducing your child to a new experience other than the game: sharing the attention of mom or dad with a larger number of *other* children (while at the same time, you are trying not to show favoritism).
- The Positive Coaching Alliance (PCA) recommends you explain to your child, “I always love you and you are special to me. But when I’m coaching you, I need to be fair and treat you like all the other players. And you need to respond to me as your coach, not your dad. Do you think you can do that?”

Am I Doing Okay?

- **Avoid being harder on your own child than the other players because you’re worried about perceptions of favoritism.** No matter what you say or how you say it, your comments can often register as a personal attack because they come from dad or mom.
- Don’t be afraid to praise your child and acknowledge her strengths and accomplishments at every opportunity. As well as your child they are also a player on the team!
- A good test on how to treat your child on the soccer team is to constantly ask yourself if your reactions to your child’s play or behavior are the same as they are to your child’s teammates.
- Another peril of coaching your own children is to leave your coaching hat on when the session/match is over. Limit your post-session soccer discussions once the whistle blows. Once the topic of food is raised, it is probably time to get back to your *full-time* role.

KEEP IN
MIND

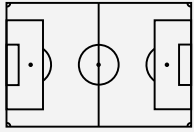


SAVOR EVERY MOMENT!

It will pass all too quickly!

AGE APPROPRIATE (PLAYER) DEVELOPMENT

FROM THE **FIELD**



“Learning to be a soccer athlete, there are progressive stages and if you don’t get the early stages right, *in sequence*, then you are fighting an uphill battle in developing an athlete.”

*Dave Chesler, Former U.S. Soccer Director of Coach Education
Current WNT Performance Analysis Coach*

THE SCIENCE OF AGE APPROPRIATE TRAINING

“To provide youth soccer programs *that enrich children’s lives.*”

This vision can *only* be achieved if we continually ask ourselves if the activity, method or decision will truly enrich the player’s life. To achieve this goal, our training sessions *must* be adapted to the player’s specific age and stage of development.

Technical, tactical, physical and psychosocial training components should be woven throughout each session; however, *at all-times* with deep respect to the player’s specific age *and* stage of development. At AYSO, we prioritize these important aspects as follows:

Psychosocial

Respect, motivation, confidence, cooperation, competitiveness, etc., and how these emotions and feelings impact a player’s development. Also, includes a player’s ability to reason, learn and solve problems. **At AYSO, we develop the *whole* person!**

Physical

A player’s physical attributes: speed, agility, endurance, strength and power, etc. **At AYSO, we promote a healthy lifestyle through soccer!**

Technical

A player’s ability to master ball skills, i.e., ball control, shooting, passing, etc. **At AYSO, we prioritize skill development and ball mastery.**

Tactical

A player’s capacity to use their skill and ability *within* a game environment, i.e., creating space in midfield, possession and transition, creating width, etc. **At AYSO, we educate our players on playing as part of (and within) a team dynamic.**

KEY DEVELOPMENTAL COMPONENTS IN AYSO 10U TRAINING

A TIME FOR ADVENTURE...



PSYCHOSOCIAL

- May have fear of failure, not being liked, etc.
- May blame others or make up alibis to explain their own shortcomings or mistakes.
- Enjoy talking and being with friends.
- Like to be a coach’s helper.
- Feelings can be easily hurt (need reinforcement).
- Recall details with considerable accuracy.
- Understand concepts of cause and effect.
- Enjoy putting on “shows” for parents and friends.
- Willing to join in games that require a moderate degree of strategy.
- Skill building is best achieved in non-competitive games.
- Take what you show or tell them literally; so be sure to say exactly what you mean.
- Children at this age are starting to be self-critical, so make sure you are always positive in your approach.

PHYSICAL

- Still in the early stages of physical development.
- Will participate enthusiastically in competitive activities.
- Will practice new skills repeatedly to perfect them.
- Will likely experience lowered frequency of minor illnesses.

TECHNICAL

- Instep kick
- Dribbling
- Throw-in
- Inside of the foot–push pass
- Inside of the foot–ball control
- Top of the thigh–ball control
- Juggling
- Tackling–front block
- Goalkeeping

TACTICAL

Attacking Objectives

- Score*
- Maintain Possession*
- Advance Ball*

Attacking Principles

- Penetration*
- Support*
- Mobility*
- Width*

Defending Objectives

- Prevent Scoring*
- Regain Possession*
- Delay Opponents*

Defending Principles

- Pressure (delay)*
- Cover*
- Balance*
- Compactness*

ELEMENTS OF SOCCER

OBJECTIVES OF THE GAME

ATTACKING OBJECTIVES			DEFENDING OBJECTIVES		
SCORE	Maintain Possession	Advance Ball	Prevent Scoring	Regain Possession	Delay Opponents
BASED ON A PLAYER'S RELATIVE POSITION TO:					
The Ball	Teammates	Opponents	Location on Field	Time in Game	

However, like most aspects of the game, **objectives vary depending on player age and stage of development:**

ATTACKING OBJECTIVES (BY AGE)

	6U	8U	10U	12U
Score	√	√	√	√
Keep Possession		√	√	√
Advance Ball			√	√

DEFENDING OBJECTIVES (BY AGE)

	6U	8U	10U	12U
Prevent Scoring	√	√	√	√
Regain Possession		√	√	√
Delay Opponents			√	√

PRINCIPLES OF PLAY

The Principles of Play are used to **achieve** the Objectives of the Game.

There are ten **Principles of Play** utilized in soccer — five **attacking** and five **defending** principles, each introduced at a specific age and stage of development. **10U Principles of Play are highlighted in the chart below:**

For each attacking principle, there is a defending principle to counter it.	
ATTACKING	countered by DEFENDING
<p>Penetration 10U v Advancing the ball past opposing players by dribbling, passing and shooting.</p>	<p>Pressure (delay) 10U v Pressuring opponents in possession by giving immediate chase, denying their options, i.e., dribbling, passing, shooting, etc., or delaying the opponents in order to regain possession.</p>
<p>Support 10U v Supporting teammates by creating safe options for the player with the ball.</p>	<p>Cover 10U v Supporting the player(s) challenging the ball in case they are beaten. Limits options for 1st attacker.</p>
<p>Mobility 10U v Players interchanging positions (filling in for one another as needed) and moving off the ball. Unbalancing defense, creating numerical advantages and thereby attacking/scoring opportunities.</p>	<p>Balance 10U v Reading the attack and providing an equal or greater number of defenders than attackers at the point of attack, while simultaneously covering the vital area near the goal.</p>
<p>Width 10U v Kin of mobility. Attacking on a broad front (players spread out) stretches and isolates the defense and creates space for players to advance.</p>	<p>Compactness 10U v Compressing or restricting the space the attacking team has by “shepherding” them into a confined area making it easier to defend and regain possession of the ball.</p>
<p>Creativity Creating opportunities for advancement, possession and scoring by utilizing individual skills such as feints and fakes.</p>	<p>Control/restraint (composure) Staying calm, disciplined and organized in the face of an attack by maintaining proper defensive techniques and positioning.</p>

Remember, due to the fluid nature of soccer, players’ roles are in constant rotation, and supporting players can be behind, to the side, or in advance of the ball.

The only players with definitive roles are the 1st attacker and 1st defender.

Additional roles (support, mobility, width, creativity **and** cover, balance, compactness, control/restraint) can be provided by numerous players.

Ultimately, players must understand **all** attacking and defending roles to truly master the game.

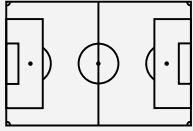
KEEP IN MIND



In soccer there are no *absolutely* correct decisions. You cannot always judge how well your team is playing by the results of the game. You need to have a standard method of assessing your team form moment to moment. The **Principles of Play** can be your measuring stick.

POSITIONS

FROM THE FIELD



“The Dutch change positions quicker than you can make a cup of coffee.”

Paolo Rossi, Italian Soccer Legend

At AYSO we do not formally introduce position-specific coaching until **12U**. There is no harm *familiarizing* your players with the basic responsibility of each position at 10U, but this does NOT mean you have players rooted to one spot covering their positions, while the game develops...without them! How many times have you seen young defenders being contained in their “own” half because they are not permitted to cross the half-way line? **Frankly, this needs to stop as it is not conducive to player development and impacts the player’s overall experience!**

Regardless of age, all outfield players should be encouraged to defend AND attack. Players should be given the freedom to be involved in the flow of the game, but empowered with the responsibility to cover their position (or have someone else cover it) if they choose to explore. Your center-half should be encouraged to score goals, your striker, encouraged to chase back and stop goal scoring chances.

Throughout the season, try to let all players experience all field positions (not in same game). Allow players to play one, or at most, two positions in a single game giving them some time to familiarize themselves and get comfortable with the position. This also applies to the goalkeeper position so that *all* children get a chance to develop their field skills.

Everyone Plays! Remember, every child in AYSO must play 1/2 of every game; however, we recommend strongly that each player play 3/4 of every game *before* any player plays all four quarters. Children of all abilities improve when they play and the more they play, the better they get.

Soccer has four basic positions: **goalkeepers, defenders, midfielders, and strikers** There are numerous specialized names for each: sweeper, forward, wing, outside back, center back, stopper, etc. We will concentrate only on the four *basic* positions whose *general* responsibilities are outlined below:

Position	Own Team with Ball	Other Team with Ball
Goalkeepers	Begin the Attack	Stop Scoring Attempt
Defenders	Maintain Possession Advance the Ball	Stop Scoring Attempt Regain Possession
Midfielders	Advance the Ball Maintain Possession	Delay Attack Regain Possession
Strikers	Score Advance the Ball Maintain Possession	Regain Possession Delay Attack

KEEP IN MIND



All players should be encouraged to defend and attack, and given the freedom and responsibility to be involved in the flow of the game.



SYSTEMS OF PLAY (FORMATIONS)

Refers to the formation of positions that a team engages during a game, i.e., 1-3-3-2 = 1 goalkeeper, 3 defenders, 3 midfielders and 2 strikers). **Age and stage of development should influence what and when to introduce shape and organization of play.**

Teaching players about systems of play, along with the principles and objectives of the game will begin to open them up to the concepts of **shape** and **organization** (*again, consider age and stage of development*).

- Systems are numbered with the first number indicating the goalkeeper, then the number of defenders, then midfielders, then forwards, i.e., 1-3-3-2 means: 1 goalkeeper, 3 defenders, 3 midfielders and 2 strikers.
- Players during a game should not be positioned in straight lines across the field. They fill general areas, **not specific spots**. Emphasize this to your players.

Do not be discouraged if your team plays as a herd at times with little or no organization (especially at the younger ages). Player maturity, skill and an understanding of the objectives, principles and systems will slowly but surely alleviate this problem. Guaranteed!

KEEP IN MIND

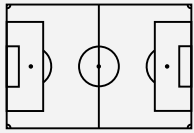


No system of play will overcome a lack of basic technique or skill. Systems of play must be appropriate for the players on your team. Therefore, find a system of play that fits the ability of your players instead of trying to fit **your players** into a particular system.

Soccer is a free-flowing and dynamic game (not static). Players must be encouraged and given the freedom to move relative to the ball, their teammates, their opponents, time in the game and the goal.

STYLE OF PLAY

FROM THE FIELD



“My life and the *beautiful* game.”

Pele

As a major cornerstone to the game in this country, we have a responsibility to help develop our players in a manner consistent with our national teams and ultimately help prepare our players to reach and play at their desired potential.

Therefore, we have decided to share an organizational perspective, not a mandate, but a belief in how the game should be played.

At AYSO, we encourage player freedom, creativity and expression (remember our quest to enrich lives). We believe the game should be played with more intent, more purpose, using the ball to achieve our objectives... not relying on the luck of the bounce.

We should strive to make the ball do the work by keeping it moving, maintaining possession and quickly and proactively transitioning to create goal-scoring opportunities. All players attack when we have the ball, all players defend when we lose the ball. Our players should be technically efficient to adapt their role to whatever the coach requires to best suit the team.

Formations should be tailored to your specific group of players; however, two line-ups to consider for the 7 v 7 game are: 1-2-3-1 and 1-3-2-1. In both cases, the two outside players in the line of three should provide width and work both offensively and defensively.

In short, we want to create exciting soccer players who can play exciting soccer. To summarize:

- TECHNICALLY EFFICIENT.
- INDIVIDUAL CREATIVITY AND EXPRESSION.
- DELIBERATE!
- PURPOSEFUL AND CONTROLLED POSSESSION.
- FAST PENETRATION!
- QUICK TRANSITION.
- TEAM UNITY AND TEAM IMPACT.
- ADAPTABLE!



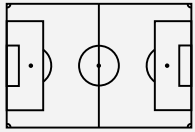
KEEP IN MIND



At AYSO, we urge you to consider a style of play that encourages player freedom and expression (remember our quest to *enrich lives*); however, in reality, we simply want for you and your players to have the most enjoyment you possibly can from this wonderful game, *whatever* style you choose to play.

QUALITY TRAINING

FROM THE FIELD



“The coach has to establish a playing environment where everyone is eager to train and perform at their best. Each player should understand what they should bring to each session, i.e., set of standards or expectations. Once everyone on the team understands their role, learning (and fun) develop naturally.”

John Kerr, Head Men’s Coach, Duke University

THE COACHING CYCLE

- Coaching involves **OBSERVING** and **EVALUATING** player and team performance to determine what needs to be worked on (**ORGANIZING** and **COACHING**) during training in order to maximize (**player**) **DEVELOPMENT**.
- Training components (psychosocial, physical, technical, tactical) are then incorporated into a training session (plan) to develop and improve the player’s competence within a match environment.
- **ORGANIZE/COACH**: Training sessions are comprised of: (free play); warm-up; activities I & II; small-sided matches & cool-down.
- **Principles of Play** should be considered and applied throughout the session.
- Adjusting **Speed, Space, Opposition** controls the intensity of an activity.
- Coach using sound methodology (P.I.E., Say, Show, Do, Review, etc.) to challenge, increase success and develop players.
- **DEVELOPMENT**: Players improved competence within match environment (finishing; short/long play; short combined with long play; ability to keep possession; risk; transition).
- **Observe and evaluate** performance and select elements for the next training session.



KEEP IN MIND



Coaching involves **OBSERVING** and **EVALUATING** player and team performance to determine what needs to be worked on (**ORGANIZING** and **COACHING**) during training in order to maximize (**player**) **DEVELOPMENT**.

DURATION AND FREQUENCY OF TRAINING SESSIONS

KEEP IN MIND



It is widely accepted that it takes 10,000 hours of *deep* practice to learn a new skill. However, the real lesson of the 10,000 hours rule is *not* about the quantity; it's about the *quality* of the practice and the environment in which it takes place.

It is important to maximize the learning opportunity without *overdoing* duration or frequency. Exhaustion and fatigue can be detrimental to learning (slows brain, lessens focus, increases errors) so it is wise to consider you training in terms of the number of quality repetitions or touches as opposed to time.

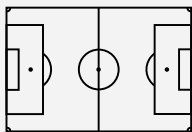
AYSO National Coaching Program

Training Duration & Frequency Recommendations

Age Group	Frequency	Duration
6U	One Activity Session/ Jamboree per Week (<i>includes</i> 25 min. game)	1 Hour
8U	Once Per Week, <i>Plus</i> Game	1 Hour
10U	Twice Per Week, <i>Plus</i> Game	1 Hour
12U	Twice Per Week, <i>Plus</i> Game	1 Hour

SMALL-SIDED MATCHES

FROM THE FIELD



“The need for parents to see their children play in 11-on-11 tournaments from a young age instead of insisting on more small-sided [matches] and practices to develop technical skills produces great athletes but limited soccer players. Parents need to become a little less shortsighted.”

Carli Lloyd, U.S. Women’s National Team referencing the youth soccer culture for her team’s technical shortcomings

Youth players need to practice in a match-like environment, which provides *numerous* opportunities to practice and **repeat a skill**; not one *possible* chance every few minutes (like full-sided play can often present). Therefore, the concentrated ebb and flow of small-sided matches create the optimal learning environment for young players to develop.

There are unlimited benefits of small-sided matches:

- Children learn more when the ratio of coach to player is reduced.
- Maximize ball contact, involvement, and mistakes (markers for improvement).
- Increase scoring opportunities.
- Maximize attacking and defending play.
- Maximize transitions and decision-making situations.
- Present more coaching opportunities (observation and analysis).
- Excitement and fun!

To cultivate the numerous benefits of small-sided matches and maximize Player Development, AYSO has carefully balanced the number of players on the field and the number of players on the roster by age group.

AYSO National Coaching Program
In-Season Play Recommendations

Age	Players Per Team	Max on Roster	Goalkeepers
6U	4	6	No
8U	4	6	No
10U	7	10	Yes
12U	9	12	Yes

PROGRESSIVE (BUILD UP) TRAINING

It is essential to technical and tactical development to scaffold player challenges by adding different factors into our training sessions. In general, sessions should progress from:

SIMPLE TO COMPLEX and from **UNOPPOSED TO OPPOSED**

Progression of Technical Build-Up

- Technique demonstrated with *no pressure*.
- Technique demonstrated while *under pressure* (passive to full, integrating decision making).
- Technique demonstrated in match-like situation.

Match Pressure

Training should simulate match conditions as much as possible (most effectively accomplished through small-sided matches). Control methods used to manipulate the playing environment:

- Changing the physical **SPACE** available to players (increasing/decreasing size of playing area).
- Varying the **SPEED** of the play (adding time constraints or number of touches).
- Introducing and varying the amount of **OPPOSITION** (numbers up or down, opposition/defenders are bunnies and can only hop, etc.).

KEEP IN
MIND



Players must **FIRST** be successful with a technique to build success and confidence *before* you progress the activity (progression or build up should be paced with your player's success rate). Alternatively, manipulating **SPEED, SPACE** or **OPPOSITION** can help *enable* your players to succeed (i.e., increasing space, touches or numbers).

TOPIC BASED TRAINING

Repetition is a key component to skill development; therefore, just like school, rather than bombard players with multiple topics per lesson, focusing on one topic, i.e., dribbling, provides the maximum opportunity to achieve mastery and success.

UNEVEN TRAINING NUMBERS

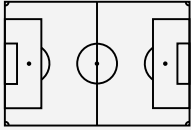
Whether it is due to your age group or attendance at training, a few suggestions on how to accommodate the possible discrepancy, **minimize isolation** and increase functionality:

- Rotate players in and out (players rest, watch, cheer, stretch).
- Pair up (players participate in activity but take turns with a partner).
- Play as a neutral (can play for either team).
- Play as two players (in numbered activities, i.e., Steven is 1 *and* 3).
- Help serve or retrieve balls.
- Have players help you demonstrate or help make small observations, etc. (Children can gain a deeper understanding of the skill if they have to explain it to others.)
- Emphasize number up number down practices (5 v 2, etc.).
- Weigh the challenge (lower number team has different goal, i.e., less touches, etc.).



BUILDING YOUR 10U SESSION

FROM THE FIELD



“We (the U.S.) are producing players who are *over-coached* and *predictable* as opposed to players who can caress the ball and make you sit up and take notice. Coaches need to be secure with themselves and not allow winning games to validate their importance in the lives of their players.”

Sonny Askew, former professional player and current youth coach, Baltimore, MD

FREE PLAY

In our current climate of over-organizing and over-coaching, Free Play is a useful method for players to develop in a natural and safe environment (like playing in the park with your buddies).

Free Play can be used as a pre-warm up upon arrival to prepare players for the technical warm up that will lead to the session’s tactical work. For younger players, Free Play can be used to evaluate their technical level so you have a logical starting point when the actual session begins.

Free Play can also be used in an activity or scrimmage to simply encourage player’s creativity, freedom and expression, not to mention learning through mistakes. In general, Free Play has simple limitations:

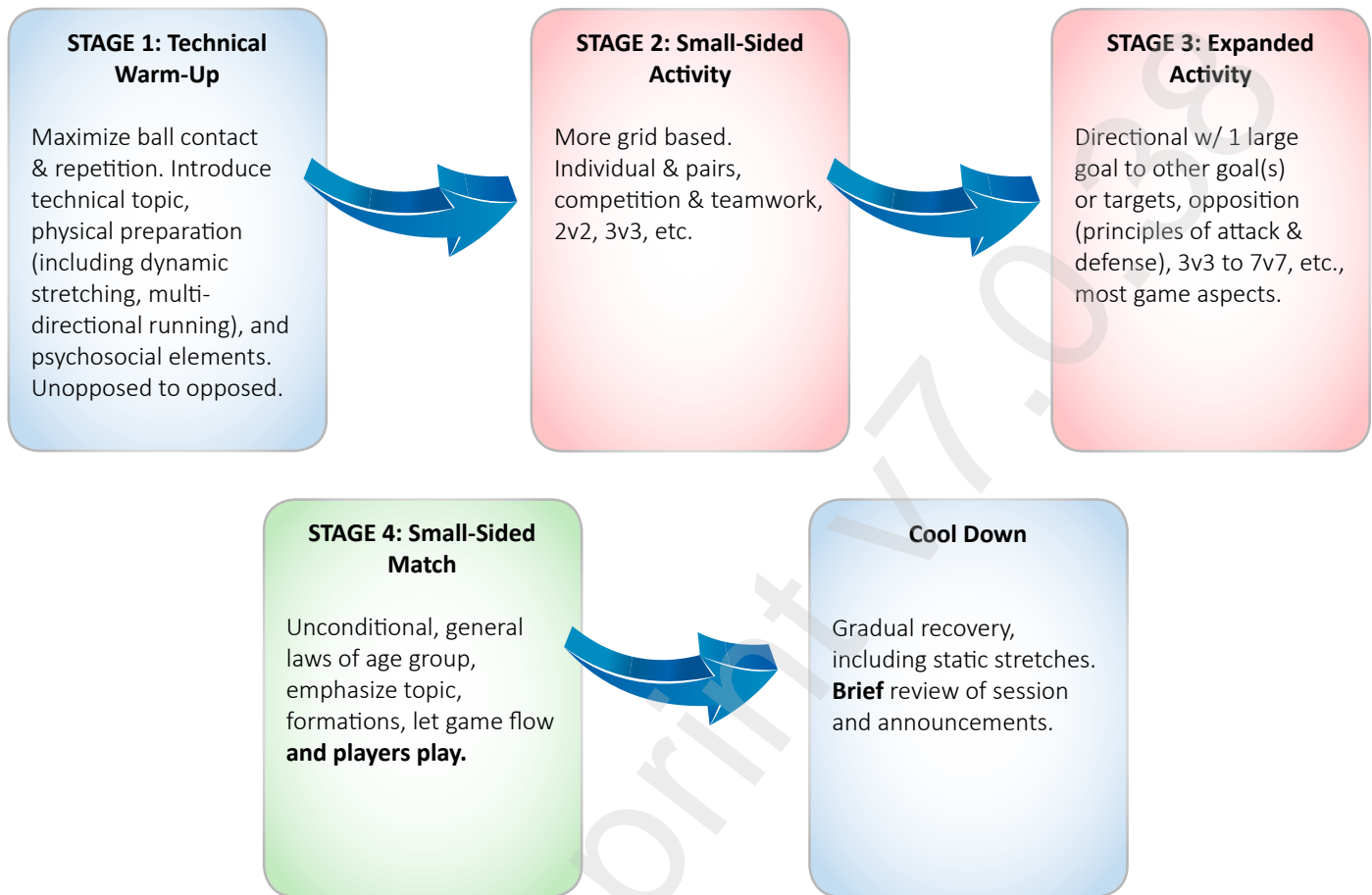
- A situation where individuals play *without* restrictions on time or space, or coaching.
- Players are given *general* directions on what they should attempt to accomplish and then left on their own.
- Free play allows players to *develop natural abilities* in a relaxed, coach-free environment.

KEEP IN MIND



Ultimately the use of Free Play in our sessions will remind the players of the fun and intrinsic benefit of practicing freely on their own (i.e., juggling or passing against a wall) or pick-up games with buddies at the park...simply playing!

Generally speaking, training sessions should progress as follows:



STAGE 1: WARM-UP

Your warm-up should be dynamic in nature, energize players, maximize ball contact/repetition and introduce the technical objective of your session. As well as physical and technical components, the warm-up also provides opportunity to introduce psychosocial elements such as leadership (having a player lead the warm-up), focus, communication and teamwork. Warm-ups should primarily be unopposed.

Warming up prepares the body for physical activity and should involve jogging as well as short sprints and multi-directional running (sideways and backwards). The intensity of the warm-up (especially sprinting) should be increased gradually to prevent a rapid increase in blood pressure. The warm-up improves blood flow to the heart and increases muscle temperature and pliability (and ultimately, reduces the risk of injury). Warming up should be done prior to any stretching. There are two methods of stretching:

- Dynamic stretching: moving limbs through the full range of motion that will be used during the game or training. Dynamic stretching is good for 'waking muscles up' and getting them ready to work hard, i.e., during warm-up.
- Static stretching: placing a muscle in its most lengthened position and holding for approximately 30 seconds. Cooling down is a good time for static stretching (helps the body recover and gradually return to its normal temperature).

At younger ages, a player's muscles are not developed to a point where injuries will occur often, especially due to a lack of warming up and stretching. However, players should be taught proper form (TPF) and *introduced* to the concepts in order to prepare them for the years to come. Priority should increase with age.

STAGE 2: SMALL-SIDED ACTIVITY

Your **first** ACTIVITY should be more grid-based and integrate:

- Individual and pair work.
- Competition and teamwork.
- 2v2 and 3v3.

Stage 3: expanded activity

- Opposition (attack & defense).
- Directional play (with goals or targets).
- Expanded numbers (3v3 to 6v6).
- Most game aspects.

STAGE 4: SMALL-SIDED MATCH

Conclude your session with a match-like activity/small-sided match, which should emphasize the training topic and other components of the game.

The match should be (for the most part) unconditional, have general rules and some formation guidelines, but **most importantly, it is time to let the game flow...and the players play!**

COOL DOWN AND DEBRIEF

Gradually slowing down the level of activity after training is just as important in reducing the risk of injury as the warming up process before exercise, especially for older players.

The major purpose of cooling down is to bring the body back to a pre-training state and to assist in recovery. Static stretches are more appropriate to the cool down as they help muscles to relax, realign muscle fibers and re-establish their normal range of movement.

During the cool-down process you can review the lessons within your session or discuss announcements but keep it concise and always end on a positive!

LAPS, LINES AND LECTURES

Communicated often, but still a prominent factor in most training sessions, the 3L's are commonly regarded as detrimental to player development:

Laps: You **don't run laps** of the field during a soccer match and you can easily obtain the same cardiovascular benefit by running *with* the ball in a dynamic activity.

Lines: Do your best to **eliminate activities that involve players standing in long lines** waiting on their turn to play. We need to maximize time players have *with* the ball to avoid boredom and keep them engaged (two or three *active* groups are always better than one long inactive group). Remember circles are also lines.

Lectures: Children come to soccer to participate and be active not to sit and be lectured for long periods of time (either positively or negatively). **Keep your communication positive, brief and to the point.**

Eliminating **Laps, Lines, and Lectures** from your sessions will provide a healthier learning and developmental environment for your players.

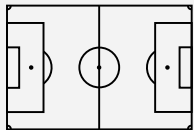
WATER BREAKS

Proper hydration is vital to all children, but especially vital to young athletes; therefore, we need to make sure our training sessions provide adequate opportunity for rehydration. Some general guidelines:

- Players should hydrate themselves **throughout the day** not just prior to or at training (to allow for proper absorption into their system).
- Two to three hours prior to participation, players should drink approx. 16 fl. oz. (2 cups) to 20 fl. oz. (2.5 cups).
- Ten to 20 minutes prior to activity the players should drink approx. 7 fl. oz. (0.875 cups) to 10 fl. oz. (1.25 cups) of fluids.
- Break approximately every 10-15 minutes (**or as often as needed pending weather and age of players**).
- Fluids can be water or sports drinks.
- Rehydration should occur after the activity and ideally be completed within 2 hours.
- Rehydration should contain water to restore hydration status, carbohydrates to replenish glycogen stores and electrolytes to speed hydration.

10U TECHNIQUES

FROM THE FIELD



“Teach skill every day! Create training environments where players are challenged and can use those skills in making quick decisions of how, why, and where to use them. Ask players to work on their own self improvement.”

George Kuntz, Cal State Fullerton University

DRIBBLING

Dribbling is using the feet to maintain possession of the ball, on the ground, under control, while moving to achieve **Penetration**. The two primary reasons to use dribbling skill are:

- Move the ball into a better position on the field.
- Retain possession of the ball.

The most important element of dribbling is developing a “feel” or “touch” for the ball with the feet...**BOTH OF THEM**. The key is then to **keep the ball close** by touching it softly.



General Coaching Points:

- Knees slightly bent and body leaning slightly over the ball for balance.
- Arms relaxed and used for balance and protection.
- Touch the ball softly using all major surfaces of the foot.
- Keep the ball close and under control.
- Touch the ball every step or so (ball should never be more than one step away).
- Head up as much as possible (to see the field as well as ball by utilizing peripheral vision).

Scan with your smartphone to see this in action or visit ayso.org/dribbling

Common Errors & Corrections

Error	Correction
Ball is played too far ahead & player loses control of the ball.	Move slower and touch ball slower.
Player dribbles the ball into trouble or out of play.	Move slower, touch ball softer, look up.
Player re-positions entire body behind ball before touching.	Use motion of foot to direct ball instead of re-positioning.

Fakes and Feints

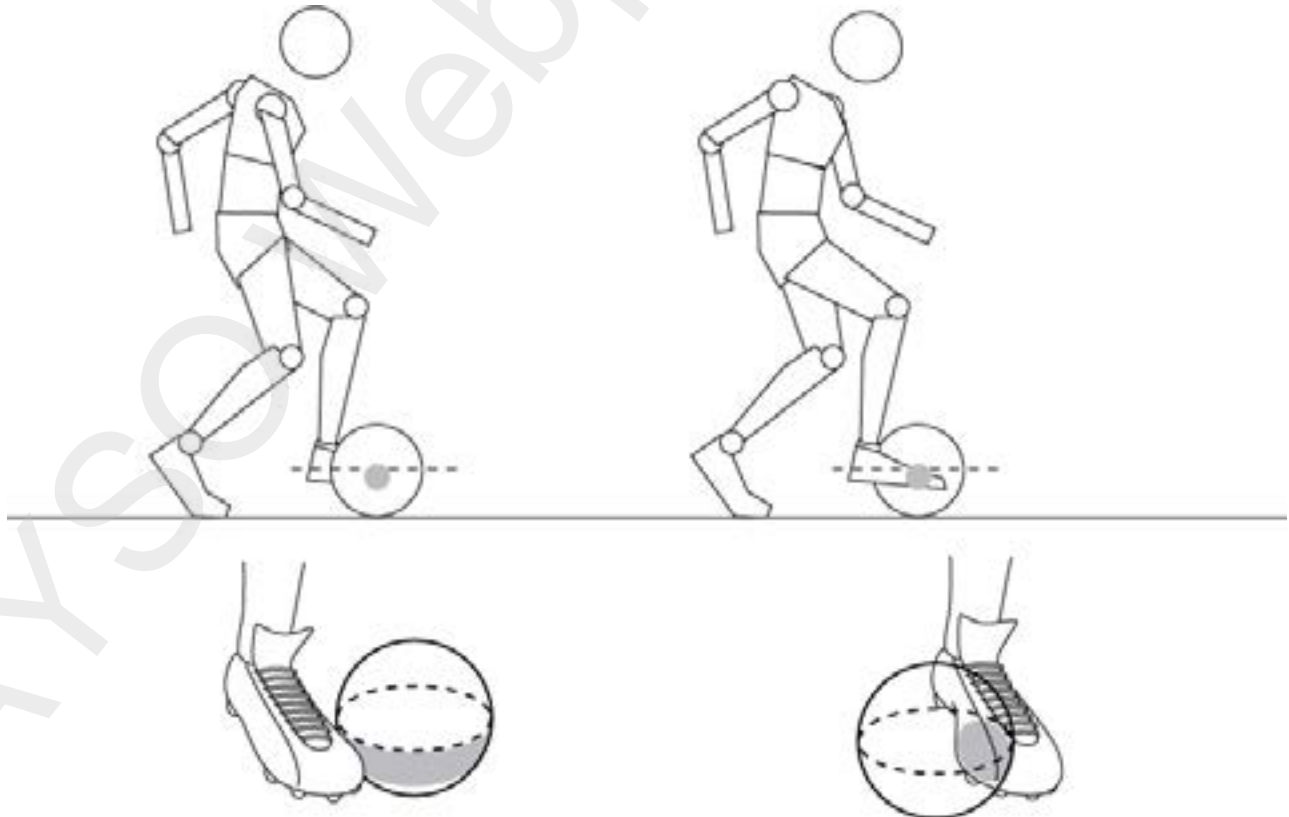
Fakes and feints or “moves” are used by the creative dribbler to unbalance an opponent and create an opportunity to penetrate or maintain possession of the ball.

Players should develop a repertoire of feints. A player often has two or three that are his “favorite moves” along with others to be called upon depending on the situation. Encourage your players to be creative, to try new moves. This expression and freedom is very positive in a player’s development.

One of the most simple and effective feints to get you and your players started is described below:

Fake Left, Go Right (or vice versa) **Coaching Points:**

- As dribbler approaches opponent:
- Step hard slightly in front of and to the left of the ball with left foot (speed of ball must be accounted for).
 - Left knee should bend as all weight is placed on left foot.
 - Upper body should move as well to “sell” the fake.
- Right foot is quickly brought up in between the left foot and the ball.
- Push off with left foot back to the right.
- Outside of the right foot pushes ball forward and to the right at approximately 45 degrees. Accelerate (explode) past the opponent and continue dribbling (the rapid change of pace and direction beats the opponent).



INSTEP KICK (LACES)

The instep kick is used to kick the ball and, as players get older, for long passes and shots on goal (as seen on right).

Instructions:

Prepare Plant Leg (Supporting, Non-Kicking Foot)

- Place support foot next to the ball pointed in general direction of target (distance from ball will depend on height of the player).
- Bend knee slightly.
- All weight should be on plant foot.
- Extend arms out to sides for balance.

Prepare Striking (Kicking) Leg

- Bend knee (cock lower leg).
- Withdraw leg straight back at hip.
- Lock ankle back and down, toes pointed down.

Striking Movement

- Body should be over the ball, moving forward.
- Keep eyes on ball.
- Set plant knee over ball (eye-knee-ball in line).
- Move thigh of striking leg forward (whip action).
- Strike the center of the ball on the instep (“laces” of the shoes).
- Follow through—move leg straight through toward target:
- Pull leg straight through while maintaining balance.
- Lower body as leg rises.
- Keep ankle locked, follow through and lift knee.
- Step out of the kick.

General Coaching Points:

- Body should be over the ball (forward).
- Eyes on ball.
- Support foot next to ball pointed in general direction of target.
- Lock ankle back and down, toes pointed down.
- Strike the center of the ball on the instep (“laces” of the shoes).
- Follow through—move leg straight through toward target.

Practice:

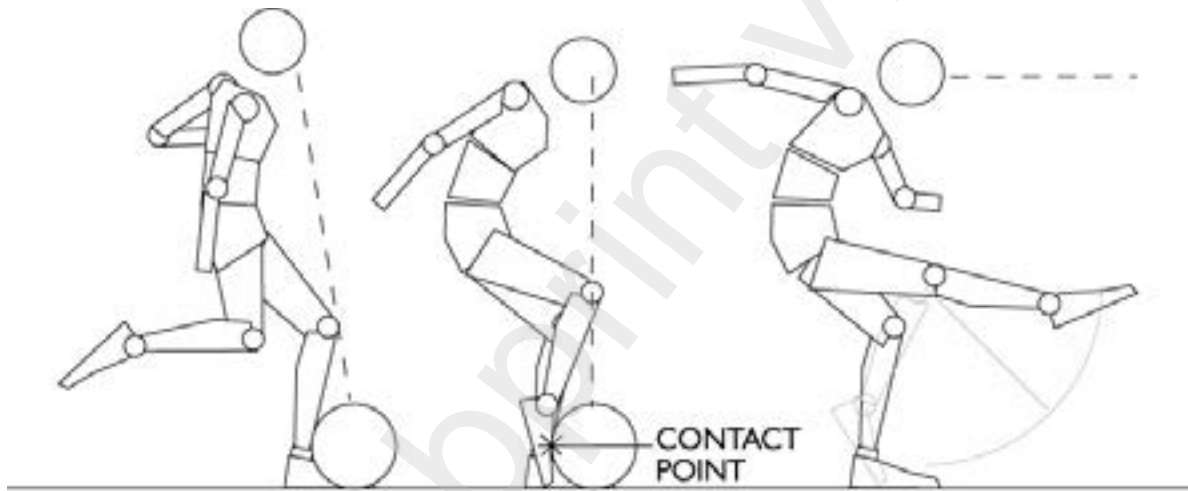
- Planting their foot in the proper place.
- Swinging their leg and foot straight back and forth, ensuring proper body and leg movement.
- Have each player stand with plant foot in proper position and strike lightly until they begin to hit the ball solidly (properly).



To see this in action visit ayso.org/instep-kick

Common Errors & Corrections

Error	Correction
Planted foot is too far in front, behind or away from ball and/or not pointed in general direction of target.	Review proper technique with player(s).
Knee(s) are locked, not bent.	Review proper technique with player(s).
Ankle is not locked and toes are not pointed.	Lock ankle, point toes.
Ball is stabbed or jabbed.	Encourage player to follow through.
Leg is swung across the body instead of toward the target.	Encourage player to withdraw leg straight back and follow through straight toward target.



THROW-IN

Used to restart the game after the *entire* ball has crossed the touchline (whether on the ground or in the air).

General Coaching Points:

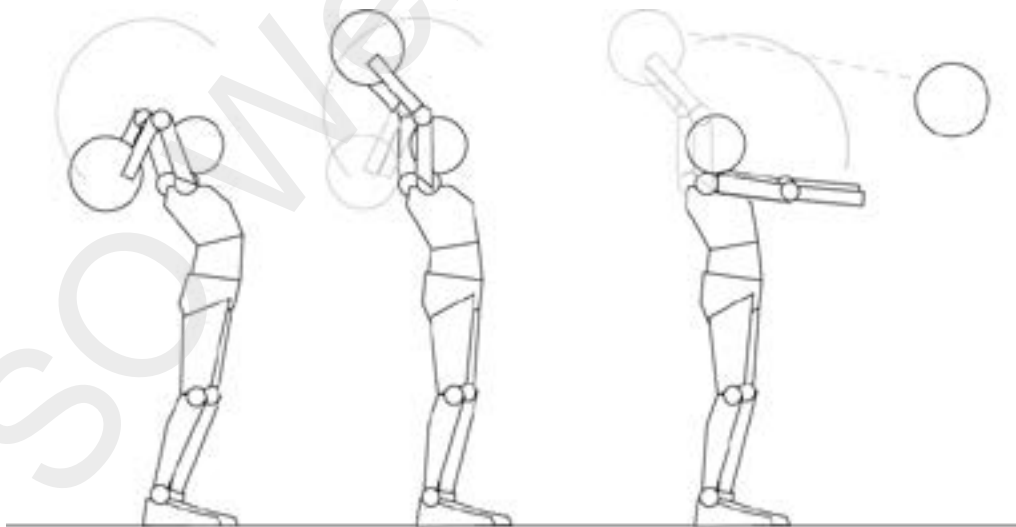
- Face the field of play.
- Have part of each foot on the ground, either on or behind the touchline when the ball is released.
- Use both hands and deliver the ball from behind and over the head in one continuous motion.
- Use the “W”/Butterfly method of holding the ball (touch thumbs together and grasp ball in hands).
- Feet must be kept on the ground until ball is released.



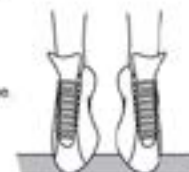
To see this in action visit ayso.org/throw-in

Common Errors & Corrections

Error	Correction
Foot/feet come off the ground during throw.	Have players keep their feet <i>together</i> with knees bent and hold their feet down until they develop feeling of throwing without lifting feet.
Ball slips out of grasp.	Reinforce use of “W”/Butterfly method of holding ball. If player’s hands are small, instruct them to spread hand out until they have a solid grasp.



Make sure your feet stay on the ground ON OR BEHIND the touchline



INSIDE OF THE FOOT - PUSH PASS

Used to advance the ball or to maintain possession by passing to a teammate. A consistent and safe technique once mastered.

Instructions:

Prepare Plant Leg

- Place support foot next to the ball (toe should not be past ball) pointed in general direction of target (distance from ball will depend on height of the player).
- Bend knee slightly.
- All weight should be on plant foot.
- Use arms for balance.

Prepare Action Leg

- Draw leg back from hip.
- Bend knee slightly.
- Rotate leg at hip 90 degrees outward.
- Lock ankle with toe pointed slightly up.
- Inside of foot should face the general direction of target.

Striking Movement

- Body should be over the ball, moving forward.
- Use arms for balance.
- Keep eyes on ball.
- Move leg straightforward toward target, ankle locked and toe up.
- Strike at the center of the ball with the inside of the foot.
- Sole of foot should be off the ground with toe pointed slightly up, and perpendicular to ball (form "T" or "L" with feet).
- Follow through:
 - Pull leg straight through in general direction of target while maintaining balance.
 - Lower body as leg rises.
 - Keep ankle locked and follow through and lift knee.
 - Step out of the kick.

General Coaching Points:

- Place support foot next to ball (toe should not be past ball) pointed in general direction of target.
- Lock ankle with toe pointed slightly up.
- Inside of foot should face the general direction of target
- Keep eyes on ball.
- Move leg straightforward toward target, ankle locked and toe up.
- Strike at the center of the ball with the inside of the foot.
- Sole of foot should be off the ground with toe pointed slightly up, and perpendicular to ball (form "T" or "L" with feet).
- Strike through center of ball and follow through in direction of pass.

Practice:

Before having players strike the ball:

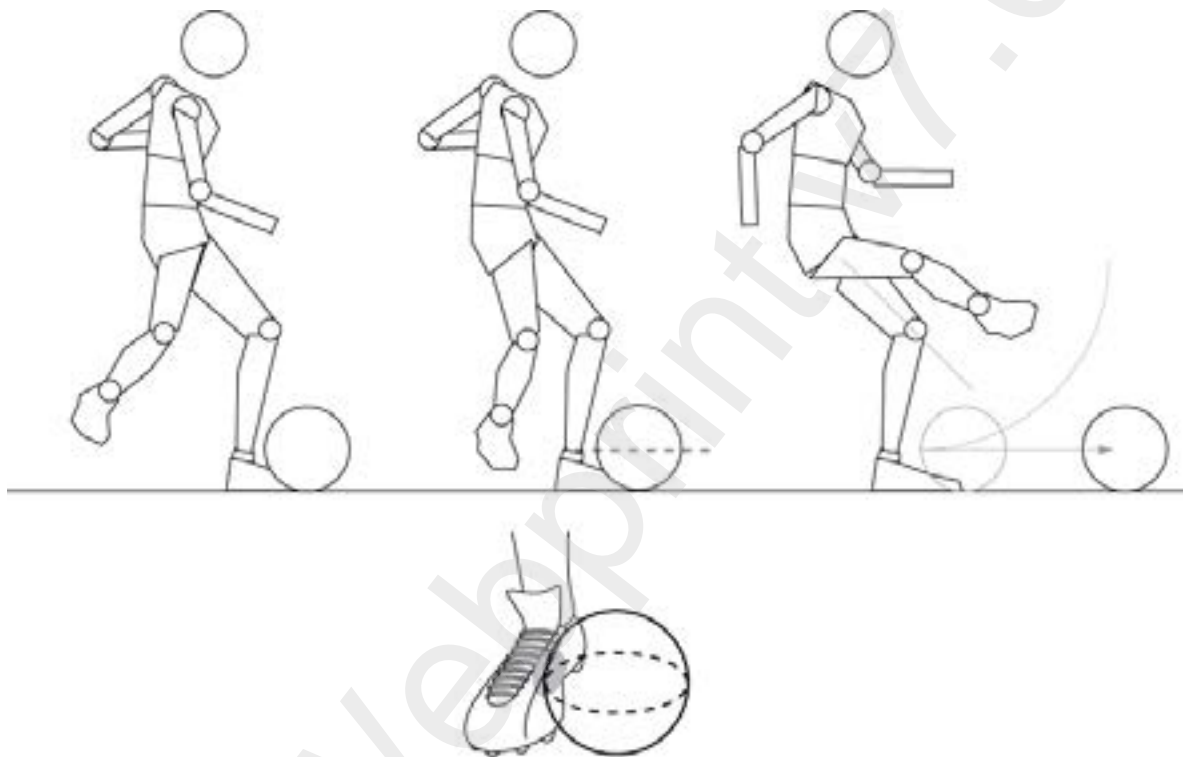
- Have them practice planting their foot in the proper place.
- Have them practice swinging their leg and foot straight back and forth, ensuring proper body and leg movement.



To see this in action visit ayso.org/push-pass

Common Errors & Corrections

Error	Correction
Planted foot is too far in front, behind or away from ball and/or not pointed in general direction of target.	Move planted foot closer to the ball and point in direction of target.
Knee(s) are locked, not bent.	Bend knees slightly.
Ankle is not locked and sole of foot is not parallel to ground and/or facing general direction of target.	Lock ankle and square body to the desired target.



INSIDE OF THE FOOT - BALL CONTROL

This technique is used to control the ball using the inside of the foot in order to maintain possession and prepare for the next move.

Instructions:

- Get in line with flight of ball.

Prepare Plant Leg

- Place support foot next to path of the ball.
- Bend knee slightly.
- Put weight on plant leg.

Prepare Control Leg

- Move leg toward the ball.
- Bend knee slightly.
- Rotate leg outward at hip, 90 degrees.
- Lock ankle with toe pointed up to ensure solid contact point.
- Raise foot off the ground and perpendicular to ball (form an “L” with feet).

Controlling Movement

- Keep eyes on the ball.
- Extend the arms to the sides for balance and protection.
- Contact center of the ball with center of inside of the foot (in curve/arch).
- Withdraw action leg straight back as contact is made in order to cushion the ball.
- Prepare ball for your next move—pass, dribble, or shoot.

General Coaching Points:

- On toes (ready to react).
- Get in line with flight of ball.
- Present inside of foot.
- Cushion the ball (by withdrawing the foot).
- Take touch into the best position for next move.

Practice (before having players contact the ball):

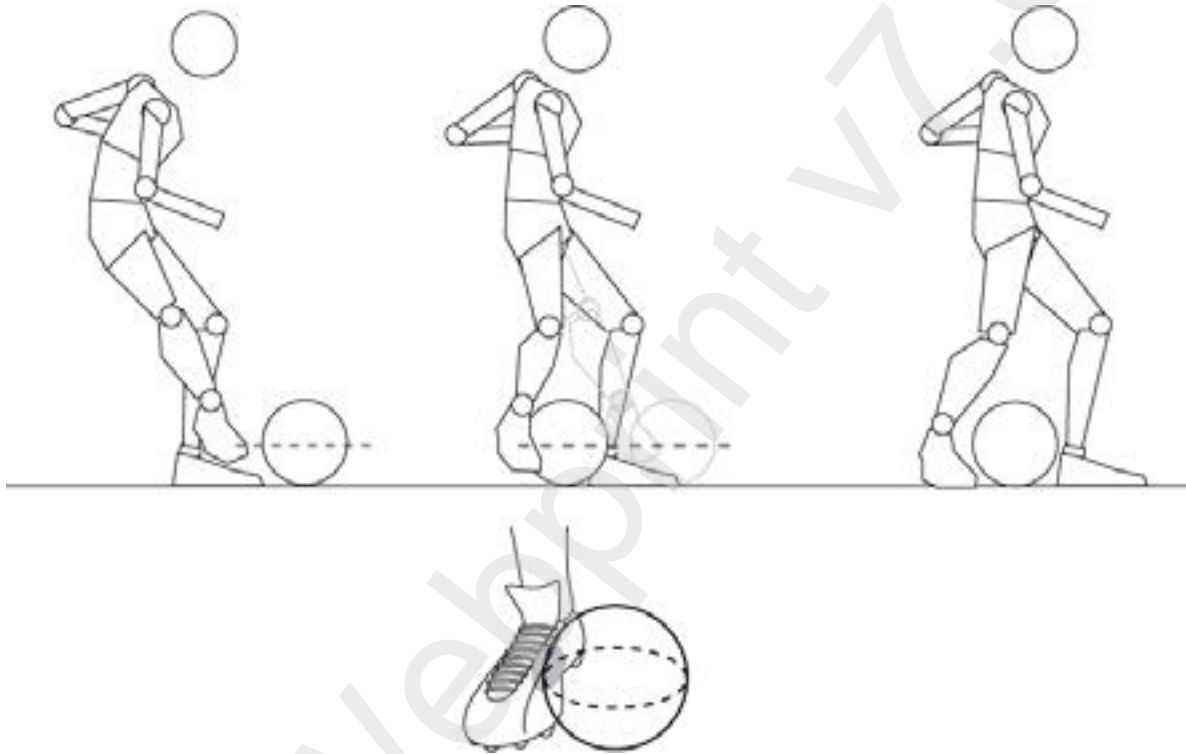
- Have them practice planting their foot in the proper place.
- Have them practice moving their leg and foot straight back and forth in a controlled motion ensuring proper body and leg movement.



To see this in action visit ayso.org/ball-control

Common Errors & Corrections

Error	Correction
Player misses the ball.	Keep eyes on the ball.
Ball rolls over the controlling foot.	Lock the ankle, point toe slightly up.
Ball bounces off the controlling foot.	Draw the controlling leg back as the ball arrives.



TOP OF THIGH - BALL CONTROL

This technique is used to control the ball in the air using the top of the thigh in order to maintain possession and prepare for the next move.

Instructions:

- Get in line with flight of ball.

Prepare Plant Leg

- Place support foot next to path of the ball.
- Bend knee slightly.
- Put weight on plant leg.

Prepare Controlling Leg

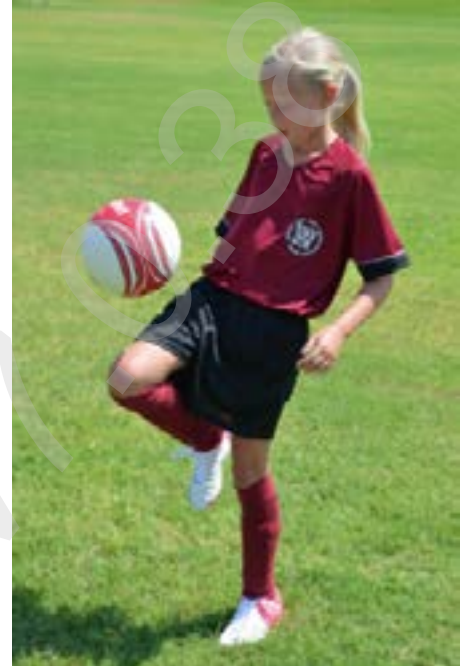
- Raise leg from hip with knee bent.
- Raise leg until top of thigh is no higher than parallel to the ground.
- Use arms for balance.
- Target contact of ball with top of thigh between hip and knee.

Controlling Movement

- As the thigh contacts the ball, cushion by withdrawing the controlling leg towards the ground.
- Move leg from hip to drop the ball at feet.
- Prepare ball for your next move — pass, dribble, or shoot.

General Coaching Points:

- Get in line with flight of ball.
- Bring thigh up to meet ball.
- At moment of impact, withdraw surface to cushion first touch.
- Be on toes to react to falling ball.



To see this in action visit aysso.org/top-of-the-thigh

Common Errors & Corrections

Error	Correction
Player falls when controlling.	Have player practice balancing. Bend knees and use arms for balance.
Ball bounces off thigh.	Withdraw (cushion) thigh towards ground when ball hits. Ensure the ball doesn't hit the knee.

JUGGLING

Juggling in soccer refers to keeping the ball in the air without it touching the ground utilizing all parts of the body except, of course, the hands. While juggling in and of itself is not a technique to be used in games, it is a tremendous way to develop your players' "touch" or feel for the ball and improving his or her ability to perform techniques.

How to get your players started juggling:

- Drop ball, bounce kick and catch ball five times for each foot. One bounce – one kick.
- Drop ball, bounce kick twice and catch ball – five times for each foot. One bounce – two kicks, three kicks, etc.

Progress to:

- How long can you keep the ball in the air?
- How many times can you?
- Kick ball without initial bounce.
- Utilize other body parts such as thigh and head.
- Drop/throw ball onto thigh/head first.
- Use of chest to drop ball onto thigh.
- Nomination of foot or surface area to be used.

Coaching Points:

- Breathe and relax!
- Let ball drop to foot – don't touch too early.
- Arms out to balance.
- Present foot towards ball (laces).
- Lift ball upwards using laces (do not kick ball too high).
- Have busy (quick) feet to stay close to ball.
- Make constant minor adjustments.
- Emphasize constant movement and focus.



To see this in action visit ayso.org/juggling

TACKLING - FRONT BLOCK

Tackling is used to take the ball away from an opponent or to maintain possession.

Instructions:

Prepare (front) Plant Leg (supporting, non-tackling foot)

- Place support foot even with and next to the ball.
- Bend knee slightly.
- All weight should be on plant foot.
- Use arms for balance.

Prepare Tackling Leg

- Draw leg back from hip.
- Bend knee slightly.
- Rotate leg at hip 45 degrees outward.
- Lock ankle with toe pointed slightly up.

Tackle

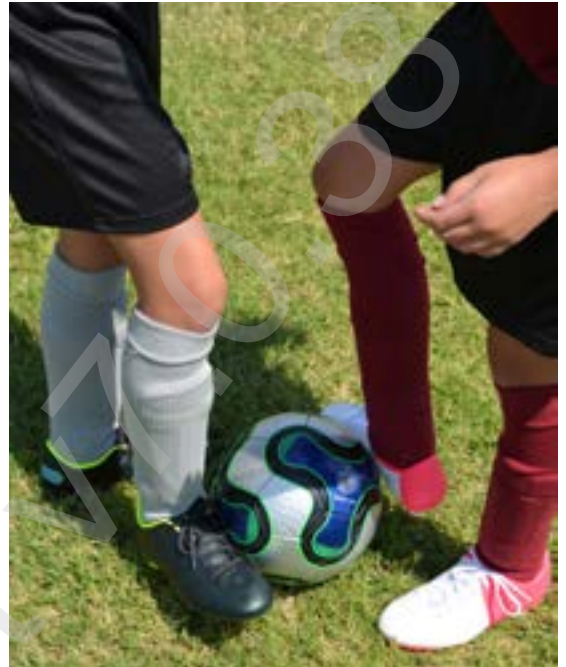
- Keep eyes on the ball.
- Move tackling leg straightforward.
- Lower body and lean slightly forward.
- Strike at the center of the ball with the inside of the foot.
- Block through the ball with your body weight.

Follow Through

- Keep foot behind the ball with body lowered.
- Keep the ankle locked through the tackle
- Win the ball from opponent.
- Dribble away or pass the ball to a teammate.

General Coaching Points:

- Place support foot even with and next to the ball.
- Draw tackling leg back from hip.
- Lower body and lean slightly forward.
- Lock ankle with toe pointed slightly up.
- Eyes on the ball.
- Strike at center of ball with the inside of the foot. Block through the ball with body weight.
- Keep ankle locked through the tackle.



To see this in action visit ayso.org/tackling-front-block

Common Errors & Corrections

Error	Correction
Incorrect placement of plant foot puts plant foot too far away causing the tackler to reach for the ball and lose it.	Review technique and encourage player to place plant foot closer to ball.
Ankle is not locked and ball “dribbles” off foot.	Lock toe up on the tackling foot.
Tackling movement and follow through are tentative, causing player to miss and/or lose ball.	Build technique up slowly, beginning with “soft” tackles and progressing to “harder” tackles as player becomes more comfortable.

GOALKEEPING

Goalkeepers are the only players on the field that are allowed to use their hands to play the ball (if within their own penalty area). They are the last line of defense when the other team is attacking and the first line of attack once they possess the ball.

At this age, one player should not be designated as your team's only goalkeeper. Anyone wanting to try the position should be given the chance, but do not force any player to play keeper if they are reluctant to do so.

Basics: Receiving the Ball

Body Position

- Stand on the balls of feet with knees slightly bent. Bending the head forward will help push the body weight to the correct position.
- Move body in line with ball when shot is taken.
- Always receive ball with body behind ball (between ball and goal).

Hand Position

- Hands should be up at the side approximately waist level, facing field of play before the shot is taken.
- When receiving the ball, hands should be close together behind the ball in either:



The High Contour is formed by spreading the hands as wide as possible in a contour to fit around the ball, with the fingers up and the thumbs almost touching. It is utilized for receiving high balls – chest level and above.

To see this in action visit [ayso.org/high-contour](https://www.ayso.org/high-contour)



The Low Contour is formed like the high contour but with the fingers down and the pinkies almost touching. It is utilized for receiving low balls – waist level and below.

To see this in action visit [ayso.org/low-contour](https://www.ayso.org/low-contour)



Two Methods of Saving Ground Balls:

1. Feet slightly apart (not too far), bend at the waist
OR
2. Go down on the knee nearest the far post, body square to the ball

THEN

- Scoop up ball with hands in the Low Contour position.
- Let ball run over hands and up arms.
- Gather ball to chest and “hug” it.
- Stand up straight.
- Put the ball away.

To see this in action visit aysso.org/saving-ball-grounds



Saving Waist-High Balls:

- Use arms to make a pocket for the ball.
- Bend slightly at waist and catch ball in pocket as it comes into the body.
- Allow body to move backwards slightly to cushion the impact of the shot.
- Put the ball away.



Saving High Balls:

- Form a High Contour with hands slightly in front of the head.
- Extend arms to meet flight of ball.
- As ball arrives, bend elbows and use hands to cushion the impact of the shot.
- Put the ball away.



Putting the Ball Away:

Regardless of the type of shot, keepers should always finish the save by “putting the ball away.” Once the save is made:

- Keep eyes on ball while “hugging” into chest.
- Breathe and look around for teammates.
- Distribute the ball.

To see this in action visit [ayso.org/putting-the-ball](https://www.ayso.org/putting-the-ball)

Distributing the Ball

The goalkeeper starts the attack by putting the ball back into play. Once the goalkeeper has possession of the ball, they are allowed 6 seconds to restart play. Maintaining possession is the prime objective when distributing the ball, requiring an accurate delivery to a teammate. Distance is secondary. Encourage your team to play the ball out of the back using your goalkeeper and defenders.

1. Throws

- **Underhand Roll** (similar to bowling) – for quick, short and accurate distribution (the ball shouldn’t bounce)
- **Sidarm Throw** (or sling style throw) – This throw provides both distance and accuracy and is best used for fast, waist level and below distributions. Used to start a counter attack and quickly send the ball up the wing.
- **Overhand** (or arc style throw) – This throw provides the most distance but least accuracy; it can also take too much time in the air to arrive at its destination, increasing chances for interception. Used to target open teammates further up the field.



Underhand Roll (Bowling) Throw

To see this in action visit [ayso.org/underhand-roll](https://www.ayso.org/underhand-roll)



Sidarm (sling) Throw

To see this in action visit www.ayso.org/sling-throw



Overhand (arc) Throw

To see this in action visit [ayso.org/overhand-throw](https://www.ayso.org/overhand-throw)

2. Punts

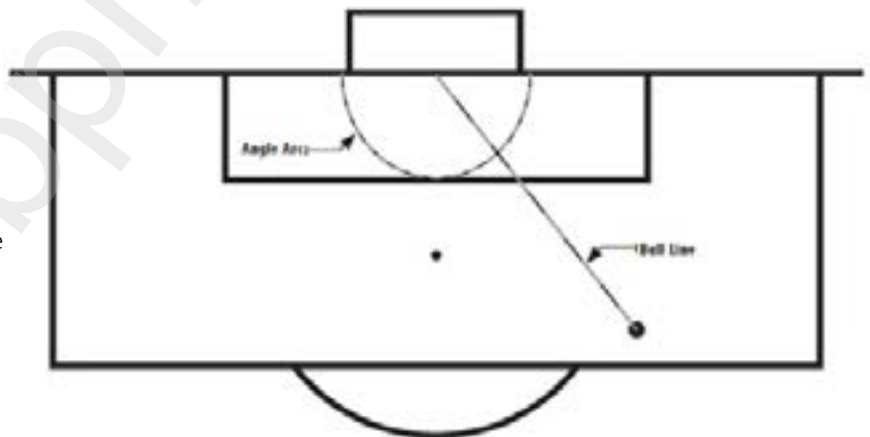
- In alignment with the US Soccer Player Development Initiatives, to encourage teams to play the ball out of the back using their goalkeeper, for 9U to 12U the goalkeeper shall NOT punt the ball.
- An indirect kick will be awarded to the opposing team at the spot of the offense if a goalkeeper for 9U to 12U deliberately punts the ball during a match.
- An indirect free kick awarded to the attacking team inside the opposing team's goal area must be taken on the goal area line at the point nearest to where the goalkeeper punted the ball.

TRAINING GOALKEEPERS

- Start by rolling, tossing or throwing the ball gently to your goalkeeper. Make sure you toss the ball so they must work on all different (types) heights of receiving the ball.
- Progress to rolling, tossing or throwing the ball slightly to one side or the other causing them to move to get the body behind the ball in a ball side/goal side position.
- Increase the distance you roll, toss or throw the ball so the keeper has to move and react faster and faster.
- Once they have mastered the correct technique, continue to increase the speed and change directions and heights of the balls.

Positioning

- As your goalkeepers begin to master the fundamental techniques, they must begin to understand fundamental positioning. Teaching basic positional play is essential. Goalkeepers should always position themselves on the "shooting line." This is an imaginary line from the ball to the center of the goal. The location of the ball in the field dictates how far from the goal line the goalkeeper should be.



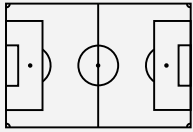
- If the ball is in the opposing half, the goalkeeper should be on the shooting line about 12 – 18 yards from the goal line.
- If the ball is just over the half way line, the goalkeeper should be on the shooting line between 6 and 12 yards from the goal line.
- If the ball is close to the defensive 18-yard line, the goalkeeper should be on the shooting line between 2 and 6 yards from the goal line.
- On one-to-one breakaways, the goalkeeper should cautiously advance along the shooting line to cut down on the shooting angle and to put pressure on the shooter. At the time of the shot, the goalkeeper should be stationary and balanced on the balls of the feet, with the body leaning slightly forward.
- As logic dictates, the goalkeeper should move across the goal relative to the position of the ball on the field.
- Goalkeepers should not remain on the goal line, but can come out from the goal in order to “cut off the angle” of a shot, thereby covering more of the goal.
- Once the shot is taken, the goalkeeper should run perpendicular (90 degree angle) to where the ball will be. This is the shortest distance to the ball.
- Demonstrate this by having them stand on the goal line. Roll the ball to the far post and ask them to count the number of steps to touch the ball.
- Have them step out toward the ball two steps. Roll the ball to the far post and ask them again to count the number of steps to touch the ball.
- Repeat one or two more times. It will become clear that it takes fewer steps to reach the ball the more they have come out to “cut off the angle.”

Getting Scored On

- No goalkeeper enjoys being scored on and some at this age may take it very personally. Remind them, yourself and the entire team that if a goal is scored it is scored on the *entire* team. The opponents had to get the ball by 10 other players before it got by the goalkeeper.
- Never allow anyone to place blame on the goalkeeper for a goal scored! (*Consider* having an outfield player collect the ball out of the net.)

10U TRAINING ACTIVITIES

FROM THE FIELD



“Players should have the freedom to express themselves, be creative, take risks and make mistakes! Learning from trial and error is a key to *all* development and it is crucial that the environment we create (as coaches) promotes this freedom.”

AYSO Player Development Team

KEEP YOUR TEAM ENGAGED

This section will provide you with age appropriate training activities (options) recommended to help your 10U players practice their skills. The activities are grouped according to the skill that they will most effectively help to teach (and generally progress from fundamental to more challenging). Despite all of the coaching techniques that can be utilized, nothing will ever teach 10U players more effectively than just letting them play.

Be creative with the names of the games and modify them to suit *your* players. Use your own creativity and personality; paint in vivid images to effectively communicate with your players in a language *they* can relate to. If an activity is *not* working as intended, modify (increase/decrease) the Speed, Space, and Opposition to maximize success. Let the players work through the adaptations to find success. Remember, all players are different (often regardless of age), so **adapt accordingly to the needs of your specific group.**

KEEP IN MIND



The game itself is the best teacher!

Have fun!



DMTS

TECHNIQUE:

Dribbling, moves and turns.

Equipment/

Organization: Mark 25 x 25 grid. One ball per player.

To see this activity in action visit aysso.org/dmts



VARIATIONS/PROGRESSIONS

- Introduce drag-back turn.
- Introduce drag-back then toe-taps.
- Introduce drag-back then tick-tock.
- Introduce drag-back then some dynamic movement/stretching, i.e., high thighs, heel kicks, opening/closing the leg (up and over motion), etc. Approximately five reps then dribble.
- Introduce step-over and Cruyff turn.
- Introduce moving the ball with soles of the feet (roll four to left, four to right).
- Introduce fake left-go right and fake right-go left.
- Introduce ball switch: Upon command of "switch," players leave their ball and collect someone else's ball. Coach should shout "switch" about every 10 or 15 seconds.
- Coach controls tempo of dribbling, encouraging change of pace and direction into space.
- Introduce passive pressure by simply walking through the grid and approaching the players as they perform the dribble plus technique.

HOW THE GAME IS PLAYED

- All players dribble ball *throughout* the grid performing progression of moves and turns.
- At all times, keeping ball under control.

COACHING POINTS

- Use all major surfaces of both feet.
- Knees slightly bent and body leaning slightly over the ball for balance.
- Players should play with their head up, enabling them to see the field as well as the ball by utilizing peripheral vision as their ability progresses.
- Ball should be kept close using soft touches.
- Players should attempt to touch the ball every other step (or so).
- Ball should never be more than a step or two away.
- Encourage creativity.
- Drag-back turn: Player stops ball by planting standing foot next to ball, placing kicking foot on top of ball, dragging ball back across body, pivoting and changing direction.
- Tick-tock: Tapping ball back and forth with inside of feet. Ball stays between feet, not out in front. Body weight and head over ball.
- Step Over: Both feet are placed at side of ball, with strongest foot nearest ball. Strongest foot is taken over the ball and planted. Upper body moves downwards (dropping shoulder), attempting to throw defender off balance. Weaker foot then takes the ball away in the opposite direction. Change of pace and direction (explode).
- Cruyff Turn: Place non kicking foot at side of ball, kicking foot in front of ball at 90 degrees; using inside of kicking foot push ball back in opposite direction; player should then turn and pivot around non-kicking foot. Change of pace and direction (explode).

THE RACE

TECHNIQUE:

Dribbling

Equipment/

Organization: 10 or more cones to mark a circle (20 to 30 yards in diameter) and one ball per player.

To see this activity in action visit ayso.org/the-race



HOW THE GAME IS PLAYED

- Number players 1-10 (depending on the number of players at practice). Position all players on the perimeter of the circle.
- The coach calls a number and that player immediately starts dribbling counter clockwise around the grid.
- The *second* player to the left of the player whose number was called leaves their ball in place and immediately pursues the player that was called, trying to tag the called player before they reach their starting position (i.e., if number one is called, one dribbles and three chases.)

VARIATIONS/PROGRESSIONS

- Change the size of the circle as needed.
- Change the chaser to be three numbers removed from the player that was called (if needed to gain required results).
- Have both players dribble their ball.

COACHING POINTS

- Use all major surfaces of both feet.
- Knees slightly bent and body leaning slightly over the ball for balance.
- Players should play with their head up, enabling them to see the field as well as the ball by utilizing peripheral vision as their ability progresses.
- Ball should be kept close using soft touches.
- Players should attempt to touch the ball every other step (or so).
- Ball should never be more than a step or two away.

BOXERS

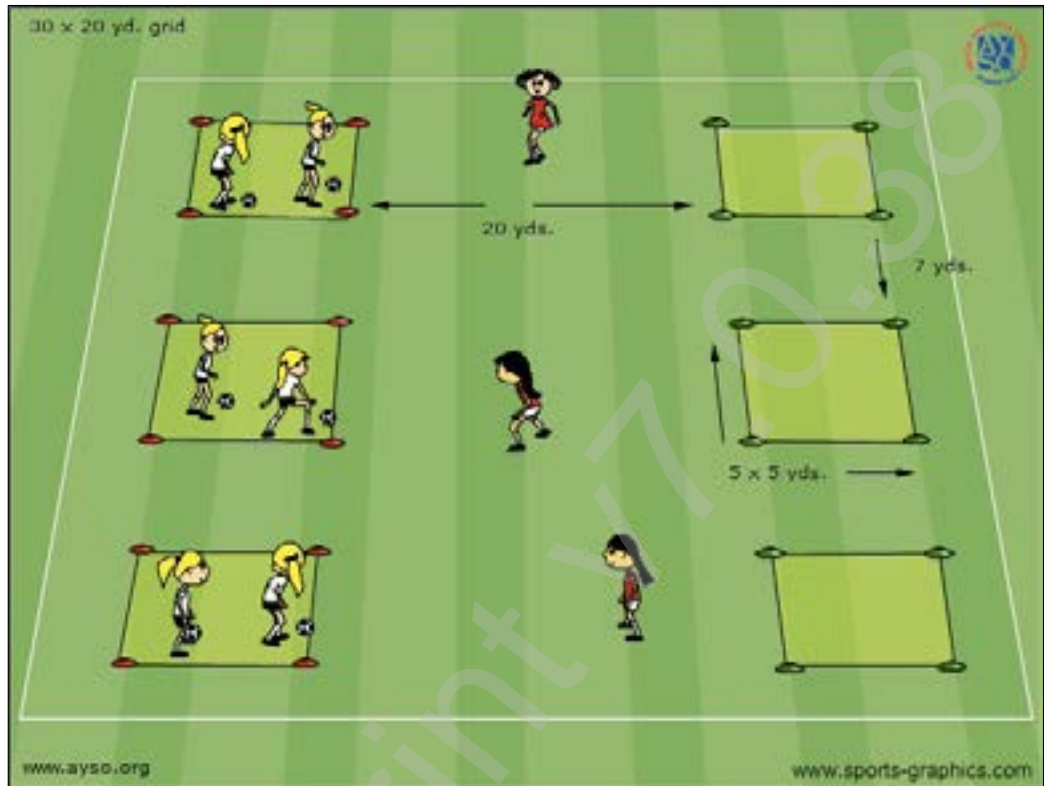
TECHNIQUE:

Dribbling

Equipment/

Organization: 24 cones/markers (two colors). Mark 30 x 20 grid. Six 5 x 5 yard boxes 20 yards apart (as per diagram). Seven yards between boxes.

To see this activity in action visit ayso.org/boxers



HOW THE GAME IS PLAYED

- Two players per box (on one side) with ball each. Two/ three players in between boxes as defenders.
- On coach's command, every player must switch to box at other end. First without ball, then with ball.
- Defenders in middle try to regain ball and dribble to one of the original boxes. If dispossessed, the player is out (and must perform toes taps and juggles on sideline). The first team with no players in the game takes the defending positions.

VARIATIONS/PROGRESSIONS

- Defenders can be passive to start (or bunnies that can only hop).
- Defenders only need to clear dribblers ball out of grid.
- No more than one player per team per box. Three players maximum per box. Vary number of defenders.
- Dribblers must perform turn, fake or feint before reaching other box.

COACHING POINTS

- Use all major surfaces of both feet.
- Knees slightly bent and body leaning slightly over the ball for balance.
- Players should play with their head up, enabling them to see the field as well as the ball by utilizing peripheral vision as their ability progresses.
- Ball should be kept close using soft touches.
- Players should attempt to touch the ball every other step (or so).
- Ball should never be more than a step or two away.

CALL ME

TECHNIQUE:

Dribbling, (1 v 1, shielding, defending)

Equipment/

Organization: Mark 35 x 20 field with a four yard zone either side (like the six yard box), two goals (make sure they are wide enough to give the attackers a chance to score and to make rear defending more challenging, i.e., 10 yards). Two teams numbered one to five spaced in either four yard zone. Supply of balls to keep activity flowing.

To see this activity in action visit ayso.org/10u-call-me



HOW THE GAME IS PLAYED

- Call two numbers to compete in central zone for offensive break and score. Players called out cannot go into the back zones during the play.
- Those numbers not called become “rear defenders” and take up good defending angles (they cannot use their hands or goal tend).
- Field players can use their rear defenders for a back pass when closed down (instep or inside of foot pass).
- Rear defenders can wait until a field player creates space to receive the ball before passing (receive using inside of foot control).
- Back players cannot go out of their zone.
- Goals only count below knee height (instep kicks or inside of foot pass).

VARIATIONS/PROGRESSIONS

- Call out two numbers to create 2 v 2.
- Call out two numbers from one team versus one number from the other, i.e., 1 and 3 vs. 2 to create a 2 v 1 (switch next time).
- Add goalkeepers.

COACHING POINTS

- Encourage creative dribbling and moves (using proper dribbling techniques).
- Encourage attackers to take on opponents and go for goal.
- Defenders should stay on their feet as long as possible, rather than over-committing.
- Defenders must try to run back and recover even when beaten.
- Quality technique (instep kick, inside of foot pass, inside of foot control).

YOU'RE "OUTTA" THERE!

TECHNIQUE:

Dribbling (1 v 1)

Equipment/

Organization: Mark 15 x 20 field with small goals marked A and B. Coach sets up in middle of field on sideline with all balls. Two teams, one on either side of coach.

To see this activity in action visit ayso.org/outta-there



HOW THE GAME IS PLAYED

- Team on left tries to score in Goal B and team on right tries to score in Goal A.
- The coach serves a ball into play.
- At moment ball is in play, first player on each side enters the field and plays 1 v 1 until a goal is scored or ball goes out of play.
- When ball goes out of play, coach shouts "You're Outta There!" Players leave field and coach serves a new ball for the next two players.
- Game lasts until all balls have gone and all players have played.

VARIATIONS/PROGRESSIONS

- Game can be played without a goal and goal is scored by *dribbling* over the end-line.
- Players can only score with right or left foot, using instep kick or inside of foot push pass.
- Players can only score, once they have tried a fake or feint.
- 2v2, 3v3, 4v4.
- If a player scores, the two players stay on and play as a team against two new players.

COACHING POINTS

- Use all major surfaces of both feet.
- Knees slightly bent and body leaning slightly over the ball for balance.
- Players should play with their head up, enabling them to see the field as well as the ball by utilizing peripheral vision as their ability progresses.
- Ball should be kept close using soft touches.
- Players should attempt to touch the ball every other step (or so).
- Ball should never be more than a step or two away.
- To beat opponent, emphasize change of pace and direction.
- Encourage creativity and expression with fakes and feints.

THE CAGE

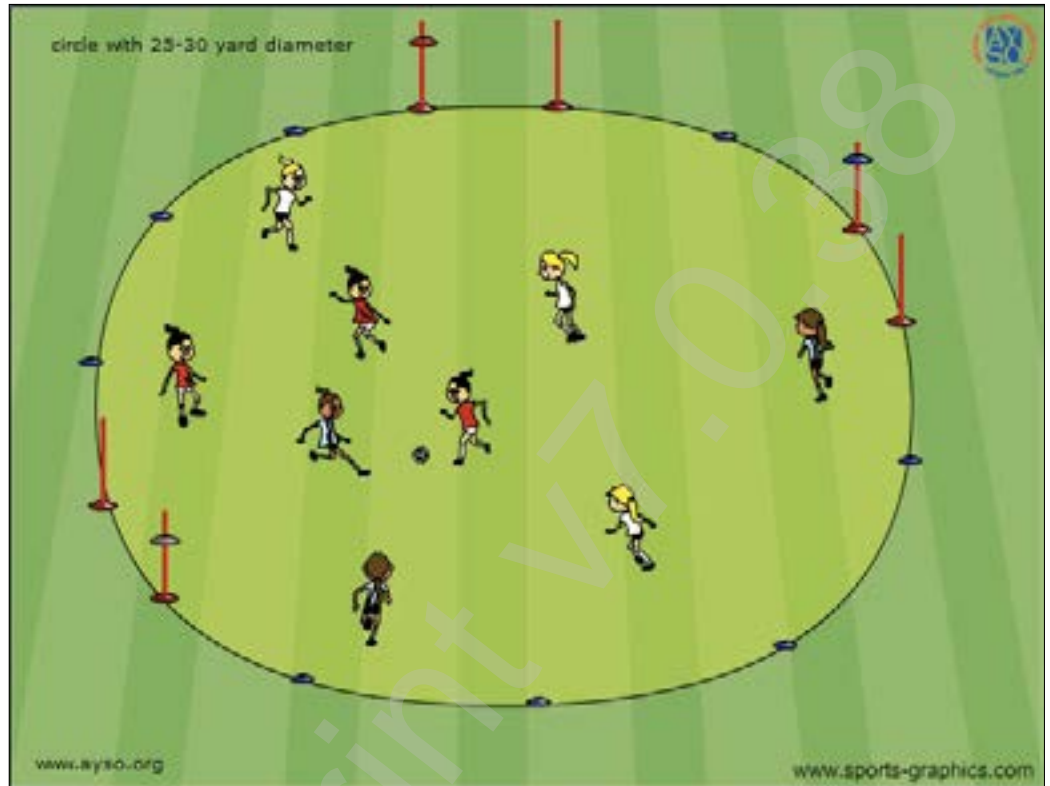
TECHNIQUE:

Dribbling, first touch efficiency, passing, decision making, communication, shooting, marking

Equipment/

Organization: Use disc cones to mark a circular playing area approximately 25-30 yards in diameter. Place three goals evenly spaced around perimeter (large with no goalkeepers to encourage rapid shots). Divide squad into three balanced teams.

To see this activity in action visit ayso.org/the-cage



HOW THE GAME IS PLAYED

- Each team defends one of the goals and attacks the other two (place a colored disc cone or scrimmage vest on each goal to identify each team's goal).
- No goalkeepers or goal tending.
- Each team begins with five lives but loses a life per goal that they concede.
- Once all lives are lost, that team is eliminated from the main competition. However, rather than be excluded, that team can either A. join forces with one of the remaining teams presenting an *overload* situation for the other team to handle or B. be distributed between remaining teams.

VARIATIONS/PROGRESSIONS

- Vary size of goals.
- Add passing requirement prior to shooting.
- Add a FREE goal, which if scored upon, deducts a life from *all* the remaining teams.

COACHING POINTS

- Encourage players to recognize opportunities to explode *into* space.
- Encourage players to recognize visual cues, i.e., 1 v 1 opportunity, space in front of dribbler, etc.
- Encourage players to recognize verbal cues from teammates, i.e., take him on, time, etc.
- Have players consider balance and shape, coverage (1st defender).
- Have players look to switch play.

SHOOTING SKUNKS

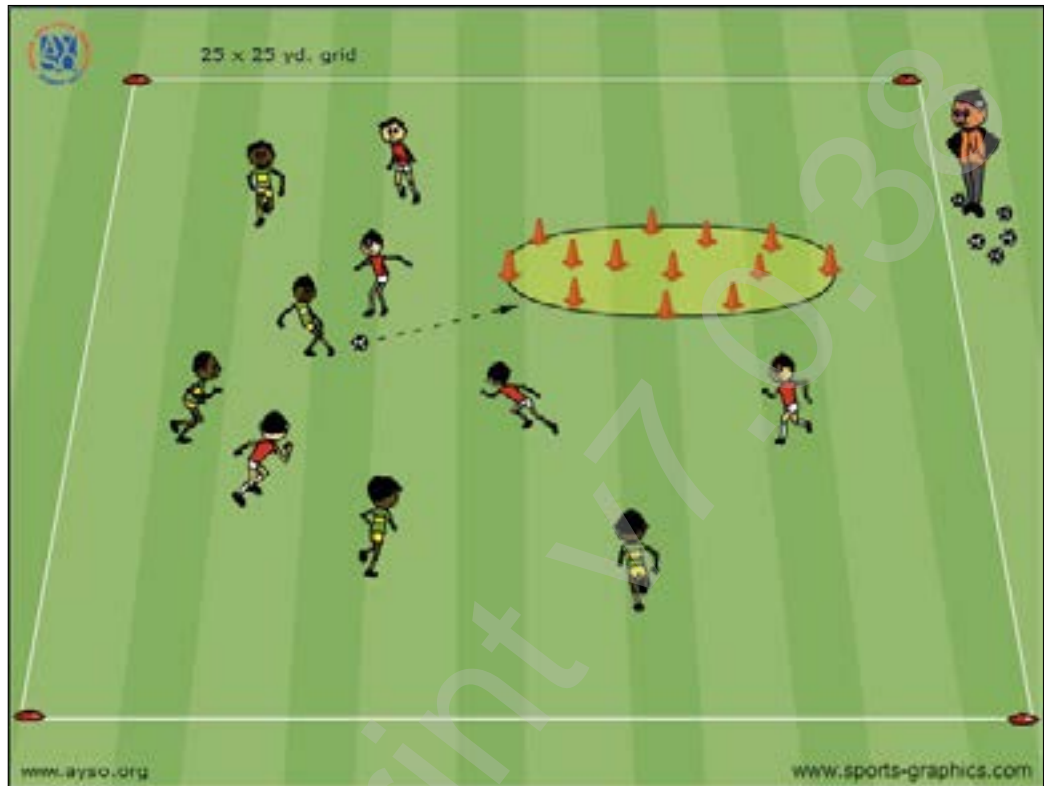
TECHNIQUE:

Dribbling, Passing, Receiving, Shooting (Attacking and Defending)

Equipment/

Organization: Mark 25 x 25 grid with approximately 12 tall cones in a circle somewhere in the grid (to act as skunks). Two teams and one soccer ball (coach has spare balls to keep game flowing).

To see this activity in action visit aysso.org/skunks



HOW THE GAME IS PLAYED

- The coach decides which team has the ball first. Team with the ball is on the attack, while the other team defends.
- If the defenders gain possession of the ball, they are now on the attack.
- Points are scored by shooting the ball using instep kick into the center circle and knocking down one or more of the tall cones (one point for each cone knocked down).
- Players are not permitted to enter the center circle except to get a stopped ball.
- The team with most points wins. Play the game three times.

VARIATIONS/PROGRESSIONS

- Play one or two touch only.

- Condition shots (left or right foot).

COACHING POINTS (DRIBBLING)

- Use all major surfaces of both feet.
- Knees slightly bent and body leaning slightly over the ball for balance.
- Players should play with their head up, enabling them to see the field as well as the ball by utilizing peripheral vision as their ability progresses.
- Ball should be kept close using soft touches (never more than a step or two away).
- Players should attempt to touch the ball every other step (or so).
- To beat opponent, emphasize change of pace and direction, creativity and expression with fakes and feints.

COACHING POINTS (INSTEP KICK)

- Body should be over the ball (forward). Eyes on ball.
- Support foot next to ball pointed in general direction of target.
- Lock ankle back and down, toes pointed down.
- Strike the center of the ball on the instep ("laces" of the shoes).
- Follow through—move leg straight through toward target.

END TO END

TECHNIQUE:

Dribbling (Passing and Receiving)

Equipment/

Organization: Mark a 20 x 30 grid with two end zones approximately five yards deep. Two teams attack either end zone.

To see this activity in action visit ayso.org/end-to-end



HOW THE GAME IS PLAYED

- Teams score points when a player dribbles the ball (under control) into the opponent's end zone and stops ball with sole of foot.
- Opponents defend their end zone.
- Keep score.

VARIATIONS/PROGRESSIONS

- Players must pass, fake or turn before penetrating end zone.

COACHING POINTS (DRIBBLING)

- Use all major surfaces of both feet.
- Knees slightly bent and body leaning slightly over the ball for balance.
- Players should play with their head up, enabling them to see the field as well as the ball by utilizing peripheral vision as their ability progresses.
- Ball should be kept close using soft touches.
- Players should attempt to touch the ball every other step (or so).
- Ball should never be more than a step or two away.

COACHING POINTS (GENERAL)

- Encourage players to recognize opportunities to explode into space.
- Encourage players to recognize visual cues, i.e., 1 v 1 opportunity, space in front of dribbler, etc.
- Encourage players to recognize verbal cues from teammates, i.e., take him on, time, etc.
- Have players consider balance and shape.

3GS! GET, GIVE, GO

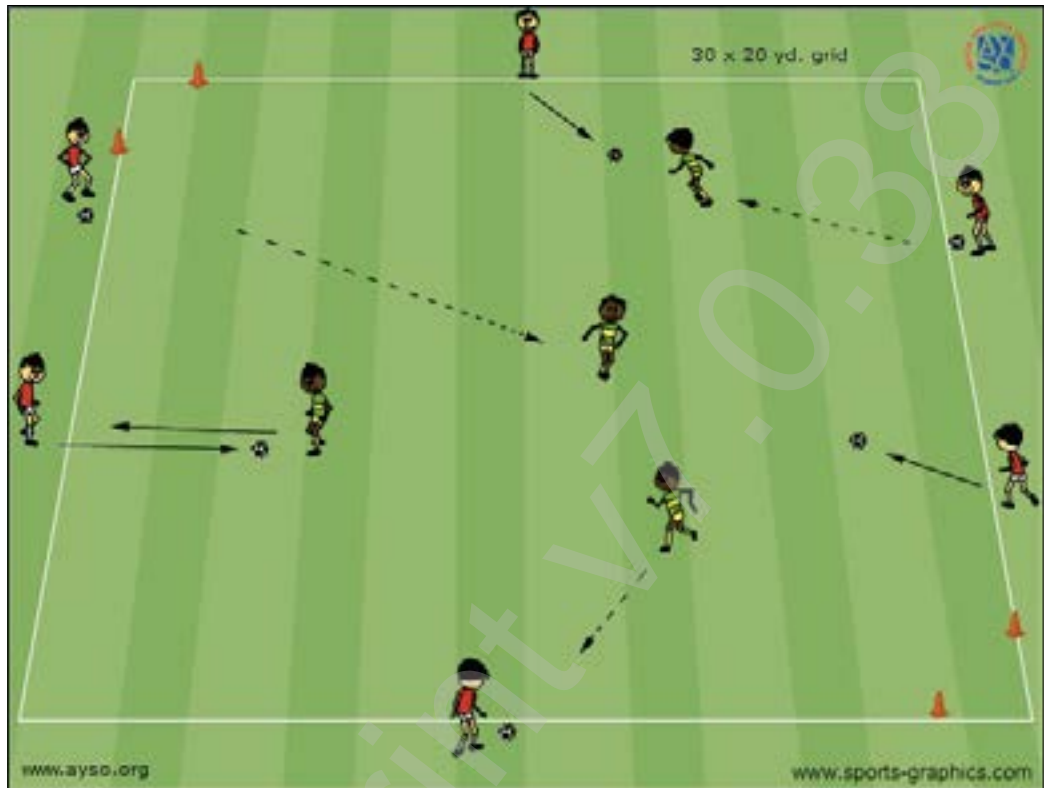
TECHNIQUE:

Passing and Receiving

Equipment/

Organization: Mark 30 x 20 grid. Place a mini-goal in two opposite corners. Split the group and place six players around the outside of the area with a ball and four on the inside without a ball (or half and half).

To see this activity in action visit ayso.org/get-give-go



HOW THE GAME IS PLAYED

- Players on the outside pass the ball using an inside of foot push pass to the players on the inside who take one touch (using inside of foot control) to receive the ball and another to pass it back to the outside target player.
- The inside players then *move* to find a free outside player so they can repeat.
- Rotate the inside and outside players often.

VARIATIONS/PROGRESSIONS

- Condition passing and receiving, i.e., receive right foot- pass right foot, receive left foot- pass right foot.
- Instead of having players pass the ball back to the same target player, they must receive, turn and dribble to find a *different* target to pass the ball to.
- Add a defender (or two) who tries to steal the ball from the inside players and then score on the mini-goals in either of the two corners. Inside players have the choice to send the ball to the same target for one point if pressure is close, or receive and turn to play to a *new* target for two points.

COACHING POINTS

- Use inside of foot control to receive and take the pace out of the ball.
- While ball is still in motion, adjust body position so non-kicking foot is next to the ball pointing towards the target.
- With weight over the ball, use the inside of the foot push pass through the middle of the ball.
- Emphasize receiving at a angle, with an open body shape so player can see where the ball is coming from and where it can potentially go to, as well as a shoulder check to know whether pressure is close or not.
- Communicate with teammates so no passes are misplaced (verbal communication, eye contact and body language).

TWO HEADED MONSTER

TECHNIQUE:

Inside of Foot Push Pass / Inside of Foot Ball Control (Dribbling)

Equipment/

Organization: Mark 20 x 20 grid(s) and make a small goal on each side with cones. Split team into four attackers and two defenders (two headed monster).

To see this activity in action visit ayso.org/two-headed-monster



HOW THE GAME IS PLAYED

- Defenders (two headed monster) must link by holding a scrimmage vest while chasing the attackers.
- The attackers must make five consecutive inside of foot push passes inside the area *before* they can dribble through a goal to score.
- If the two defenders win the ball they may break their link and attempt to score in any of the four goals.
- Keep score.

VARIATIONS/PROGRESSIONS

- Defenders can break their link (after a set time, i.e., 15 seconds) to increase numbers and mobility.
- Players must receive and pass with different feet, i.e., receive inside left foot- pass inside left foot; receive inside right foot- pass inside left foot, etc.

COACHING POINTS

- Use inside of foot control to receive and take the pace out of the ball.
- While ball is still in motion, adjust body position so non-kicking foot is next to the ball pointing towards the target.
- With weight over the ball, use the inside of the foot push pass through the middle of the ball.
- Emphasize receiving at an angle, with an open body shape so player can see where the ball is coming from and where it can potentially go to, as well as a shoulder check to know whether pressure is close or not.
- Communicate with team mates to prevent misplaced passes (verbal communication, eye contact and body language).

SEND THEM IN

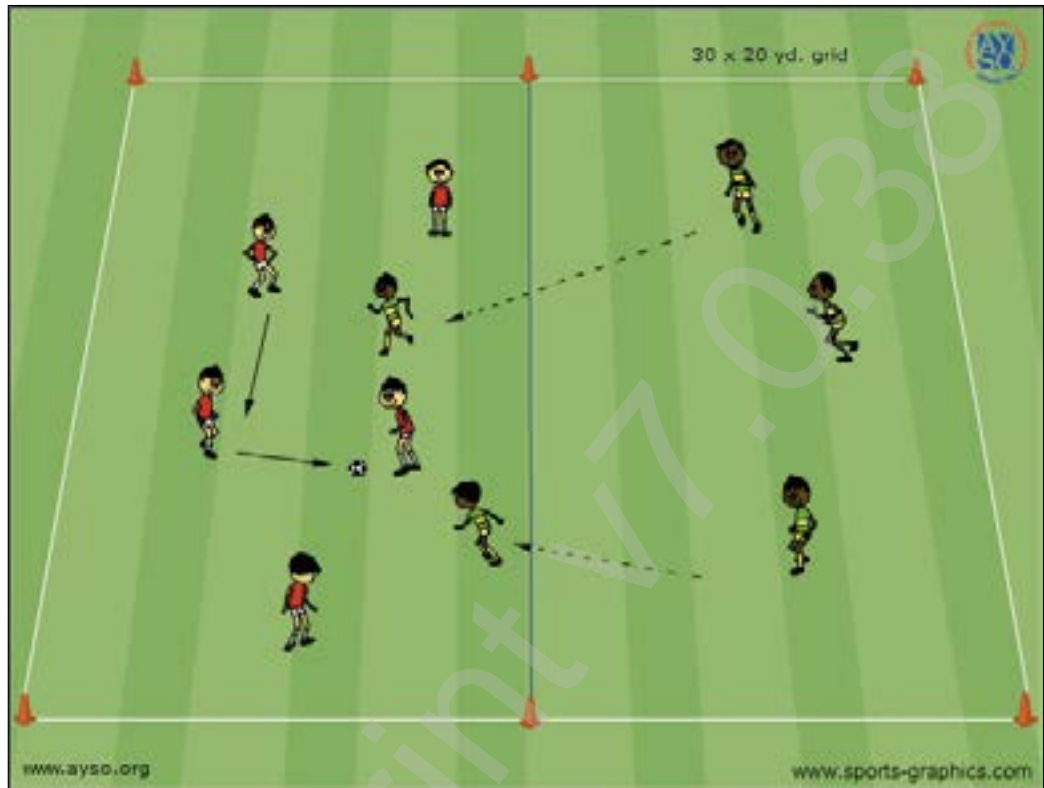
TECHNIQUE:

Passing and Receiving
(Maintaining Possession)

Equipment/

Organization: Mark 30 x 20 grid with a dividing line in the middle. Two teams, one ball. Teams remain in own half and try to keep possession of ball.

To see this activity in action visit ayso.org/send-them-in



HOW THE GAME IS PLAYED

- Defending team send in two defenders into other half to try and win the ball and pass it back to their own team (in their own half).
- If the two defenders win the ball back their team gets a point.
- If the team in possession can make five inside of foot passes without losing possession, they get a point.

VARIATIONS/PROGRESSIONS

- Send additional defender into other half.

COACHING POINTS

- Use inside of foot control to receive and take the pace out of the ball.
- While ball is still in motion, adjust body position so non-kicking foot is next to the ball pointing towards the target.
- With weight over the ball, use the inside of the foot push pass through the middle of the ball.
- Emphasize receiving at an angle, with an open body shape so player can see where the ball is coming from and where it can potentially go to, as well as a shoulder check to know whether pressure is close or not.
- Communicate with team mates so no passes are misplaced (verbal communication, eye contact and body language).

MAGIC BOXES

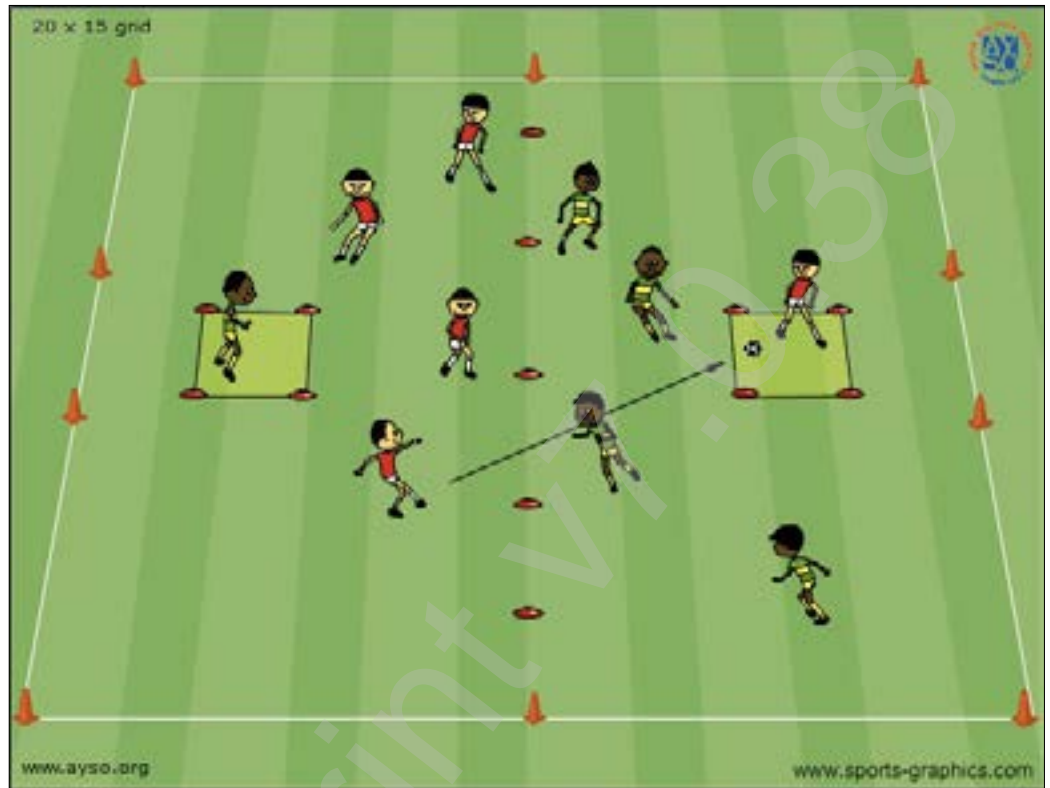
TECHNIQUE:

Encourage penetration using instep kicks/ inside of foot pass/ inside of foot control. Finding a target player.

Equipment/

Organization: Mark a 20 x 15 field with goals (for progression). Mark a 5 x 5 "magic box" approx. five yards in front of each goal. Mark a center line with cones. Two teams.

To see this activity in action visit ayso.org/magic-boxes



HOW THE GAME IS PLAYED

- Teams stay on their side of the field, other than one player (the magician) who is placed in the magic box in the opponents half.
- The rest of the players pass ball between themselves *until* they find an opening to try to penetrate and pass the ball into their team's magician (using instep kicks or inside of foot pass).
- One point is awarded for each successful pass that is "controlled" by the magician within the magic box (using inside of foot control).
- Magicians who earn a point for their team return the ball to a player on the *other* team to start the play.
- The first team to five wins.
- Only the magician is allowed in the magic box and they cannot be tackled.
- Rotate the magician often.

VARIATIONS/PROGRESSIONS

- To penetrate, specify inside of foot pass or instep pass only. Left or right foot.
- Restrict number of passes team has before they *must* penetrate to the magician.
- Restrict number of touches magician has to control and pass back.
- Allow players to enter opposing half.
- Include goals.
- Magician can score an extra point for their team if they can score a goal *without* leaving their box (turn and shoot).

COACHING POINTS

- Emphasize proper techniques for instep kick, inside of foot pass and inside foot ball control.
- Encourage movement from magician to be free for teammates, and teams to create space and opportunity to pass.

STRIKER LIKERS

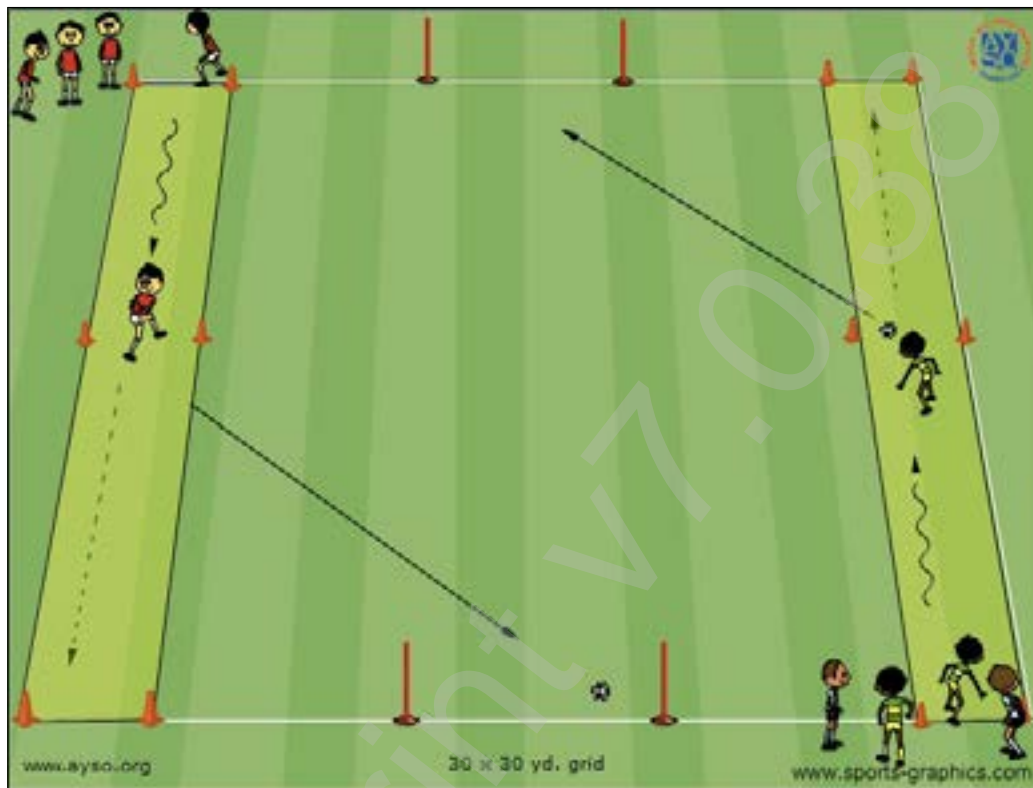
TECHNIQUE:

Instep Shooting

Equipment/

Organization: Mark 30 x 30 grid with a goal at either end. Position a 5 yard wide gate at mid-line on either side as well as at the opposite end to where players are positioned to start. Ball per player.

To see this activity in action visit ayso.org/striker-likers



HOW THE GAME IS PLAYED

- Two groups of players are positioned in opposite corners.
- Players dribble towards the mid-line gate, take one touch through gate and shoot using their instep.
- Then they sprint to the gate at the opposite end before collecting their ball and joining the other group.
- Be sure to change the starting corners so that players have to practice striking the ball with both feet.

VARIATIONS/PROGRESSIONS

- Left foot, right foot shots.
- Have players perform a turn of their choice at the mid-line to face the goal they started closest to. They will then strike on that goal as soon after their turn as possible. The sprint will be towards the other corner at the end they started.
- Game is played as first suggested, but after the shot, players sprint across to try and block the shot of the person in the opposite corner. This person is allowed to start their dribble towards the mid-line as soon as the previous player strikes the ball. The game is continuous.
- Introduce goalkeepers.

COACHING POINTS

- Body should be over the ball (forward).
- Eyes on ball.
- Support foot next to ball pointed in general direction of target. Lock ankle back and down, toes pointed down.
- Strike the center of the ball on the instep ("laces" of the shoes). Follow through—move leg straight through toward target.

THROW-IN MANIA

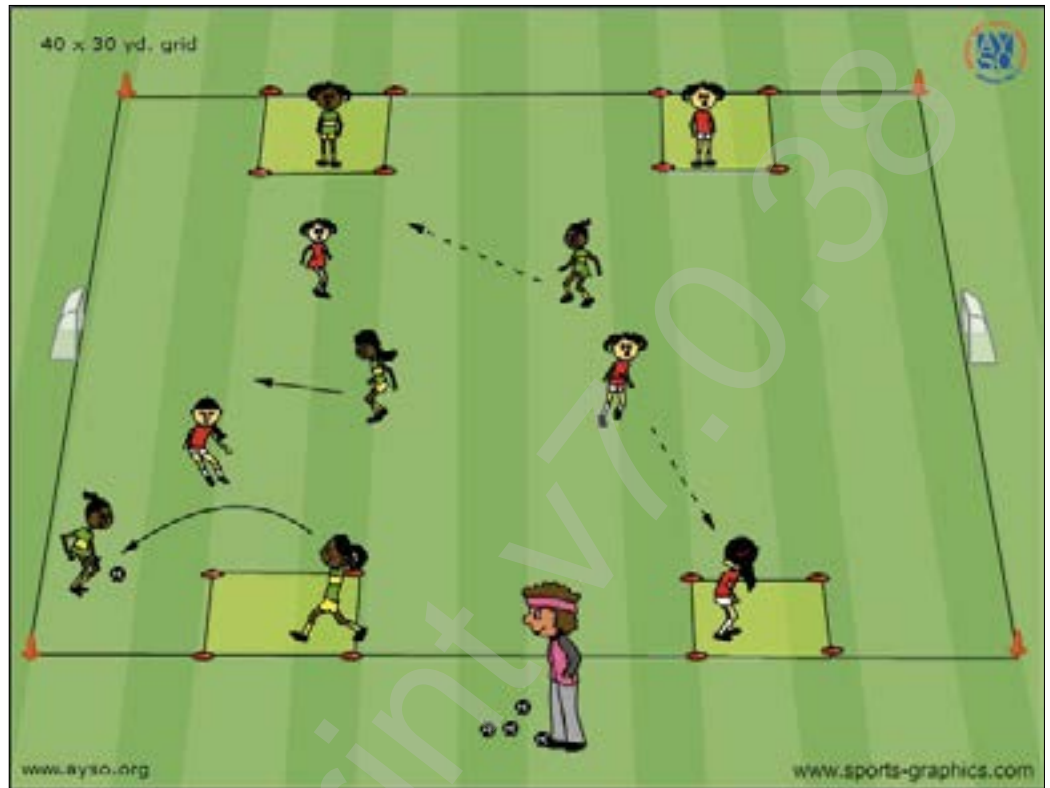
TECHNIQUE:

Throw-ins (Quick) and Movement Off the Ball

Equipment/

Organization: Mark a 40 x 30 grid with goals at each end. Using disc cones, mark two five yard squares on each side line (inside of grid). The squares should be placed about 10 yards from each goal along the sidelines. Two teams.

To see this activity in action visit aysa.org/throw-in-mania



HOW THE GAME IS PLAYED

- A player from each team is placed in each of the boxes at the end they are attacking. Remaining players play in main area.
- To score, a team must pass to one of the players in the box, who picks up the ball and quickly looks to take a throw-in.
- The attacking team try to create a goalscoring opportunity from the throw-in before the defending team can get organized.
- Award one point for a goal scored in open play and two points for a goal scored immediately after a throw-in.

VARIATIONS/PROGRESSIONS

- Rotate the throwers frequently.
- Add time restriction for throw-ins.

COACHING POINTS

- Face the field of play.
- Use both hands and deliver the ball from behind and over the head in one continuous motion. (Use "W"/ Butterfly method of holding the ball (touch thumbs together and grasp ball in hands).
- Release ball as arms extend.
- Feet must be kept on the ground until ball is released (part of each foot must either be on or behind the touchline when the ball is released).

BUILDING BLOCKS

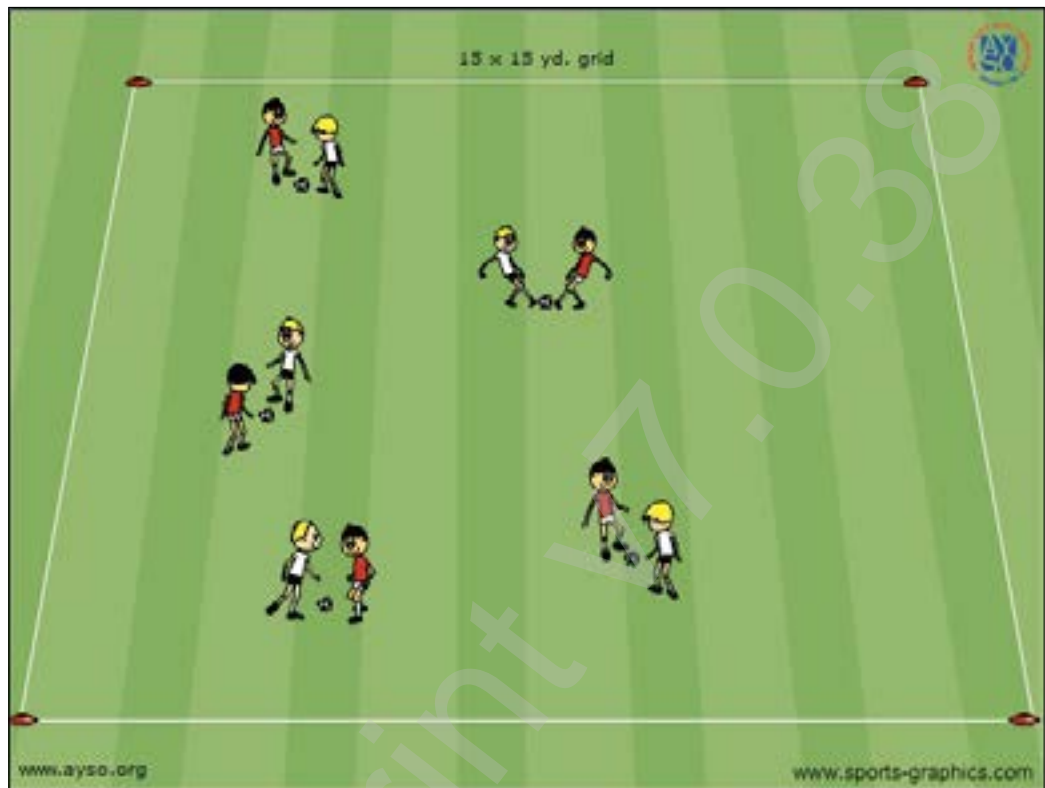
TECHNIQUE:

Block Tackle

Equipment/

Organization: Mark a 15 x 15 grid, players in pairs, one ball per pair.

To see this activity in action visit ayso.org/building-blocks



HOW THE GAME IS PLAYED

- Players face and hold each others shoulders with both hands. Ball in between.
- Place non-kicking foot next to ball and work on timing a block tackle to the middle of the ball with the inside of the foot.
- Players connect at the “same time” to develop feel for the tackle and confidence. Use count for timing, 1, 2...3.

VARIATIONS/PROGRESSIONS

- Progress to holding with just one hand; right hand to opponents right shoulder.
- Progress to no hands (other than for balance and support).
- Take two steps back and then connect into the block tackle.
- Be sure both players work the same foot at the same time and then alternate.

COACHING POINTS

- Place support foot even with and next to the ball. Draw tackling leg back from hip.
- Lower body and lean slightly forward.
- Lock ankle with toe pointed slightly up.
- Eyes on the ball.
- Strike at center of ball with the inside of the foot. Block through the ball with body weight.
- Keep ankle locked through the tackle.

COMPETE WITH FEET

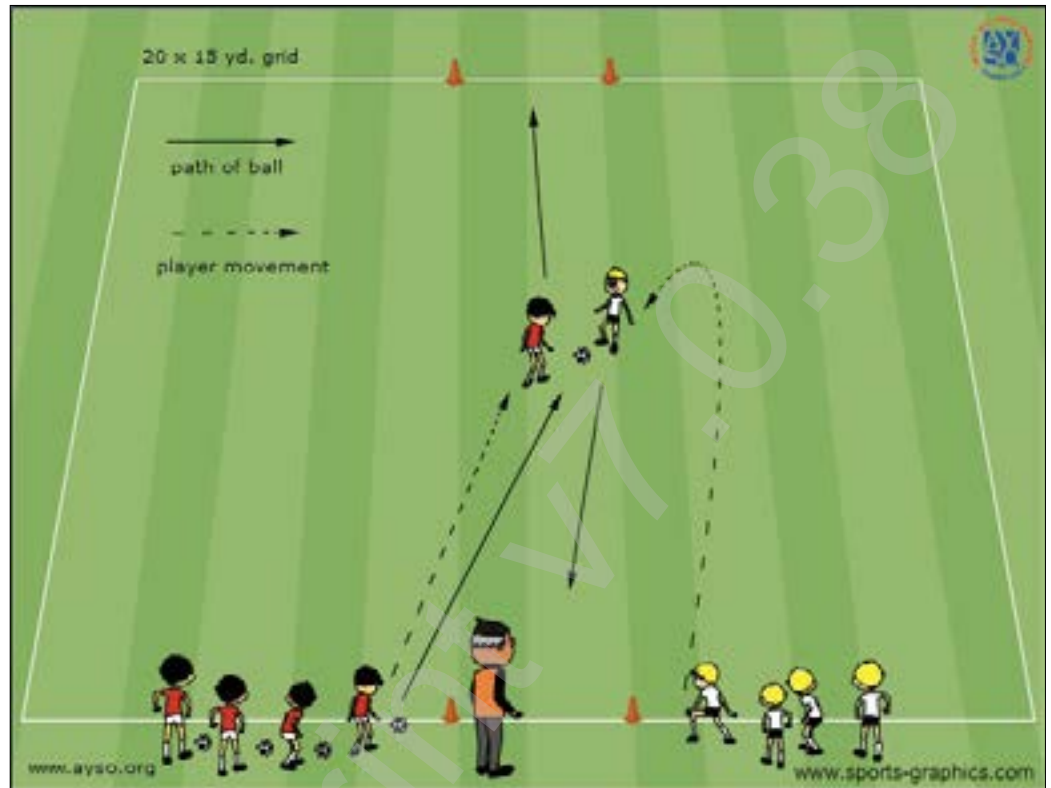
TECHNIQUE:

Block Tackle

Equipment/

Organization: Scrimmage vests, extra balls. Mark 20 x 15 grid with a small goal at either end. Split players into two groups and have them stand either side of one goal. One side has a ball each the other side does not.

To see this activity in action visit ayso.org/compete-with-feet



HOW THE GAME IS PLAYED

- Player with ball is defending the goal that both groups are standing either side of.
- Player with ball passes ball (using inside of foot pass) into space towards other goal for opposition to run on to, collect (and turn).
- After making the pass, the player runs to defend against the receiver, aiming to reach them as they are facing away from goal; therefore, providing an opportunity to block tackle as they turn. (Coach can say when they can start their chase after making the initial pass to control point of tackle).
- If attackers wins the ball, they shoot into the goal they started from (using instep kick). If defender wins the ball they shoot into facing goal. Keep score.

VARIATIONS/PROGRESSIONS

- Have players block tackle with both feet depending on which way the opposition turns.
- Vary initial pass so attackers have a more challenging first touch of the ball (i.e., played in air); giving the defender a decision whether they win the ball outright and hold position and play as before or be patient in a goal-side position, awaiting a turn.
- Add goalkeepers.
- Coach can distribute ball and control defenders run for better timing (if needed).

COACHING POINTS

- Defenders should apply pressure quickly, but slow down when close to opposition preparing to tackle (not overcommitting).
- Block Tackle:
 - Place support foot even with and next to the ball.
 - Draw tackling leg back from hip.
 - Lower body and lean slightly forward.
 - Lock ankle with toe pointed slightly up.
 - Eyes on the ball.
 - Strike at center of ball with the inside of the foot. Block through the ball with body weight.
 - Keep ankle locked through the tackle.

GOALKEEPER A, B, C'S

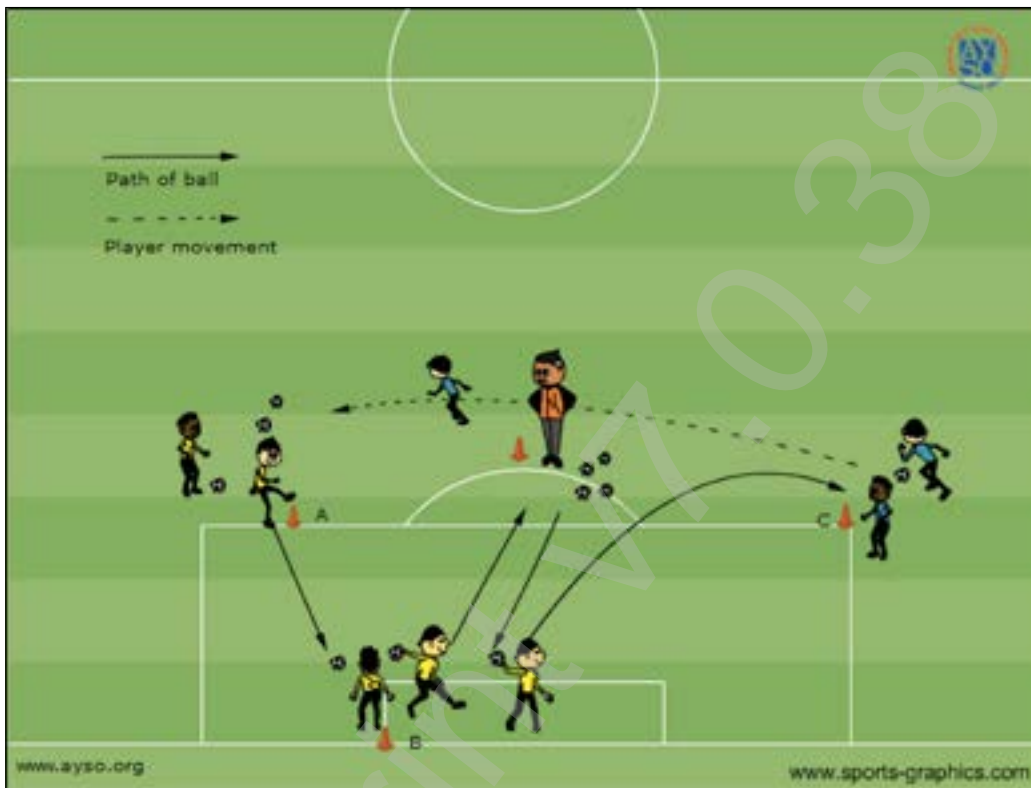
TECHNIQUE:

Goalkeeping Collection and Distribution

Equipment/

Organization: Three groups of players (A, B, C) around penalty area. 10 players, 10 balls, three cones marking each group and one at top of penalty arc. One group next to goal facing out. One group at each top corner of 18. Three players in two of the lines, four players in line that will start with ball.

To see this activity in action visit ayso.org/goalkeeper-abcs



HOW THE GAME IS PLAYED

- Line A kicks ball along ground (using instep kick or inside of foot pass) for line B to collect ball in Low Contour position and distribute using bowling method to coach at top of the penalty arc.
- Coach will then either throw or kick ball back in air for player to catch using basket or contour catch.
- Once player makes catch they distribute using sling or baseball throw to line C who receive ball using a preferred catching method or collecting off ground and dribble ball around cone which is placed behind coach to back of line A. (Alternatively B could distribute ball for C to run onto and dribble to A).
- Players rotate through entire exercise, A to B to C.

VARIATIONS/PROGRESSIONS

- Coach can vary service by sending it back along ground or in air. Coach may also play ball back by hand for better accuracy and incorporate some higher balls to catch.
- Switch sides the exercise starts from to change perspective.
- Control starting points to ensure a constant flow.

COACHING POINTS

Receiving the Ball:

- Hand Position:** Hands should be up at side approximately waist level, facing field of play before the shot is taken. When receiving the ball, hands should be close together behind the ball.
- High Contour:** Spreading the hands as wide as possible in a contour to fit around the ball, with the fingers up and the thumbs almost touching (for receiving high balls--chest level and above).
- Low Contour:** As high contour, but fingers down and pinkies almost touching (for receiving low balls--waist level and below).

Body Position

- Stand on balls of feet, knees slightly bent (bending head forward will help push body weight to correct position).
- Move body in line with ball when shot is taken.
- Always receive ball with body behind ball (between ball and goal).

Two Methods of Saving Ground Balls:

- Feet slightly apart (not too far), bend at waist **OR** go down on knee nearest far post, body square to the ball **THEN:**
- Scoop up ball with hands in the Low Contour position.

- Let ball run over hands and up arms.
- Gather ball to chest and "hug" it.
- Stand up straight.
- Put the ball away.

Saving Waist-High Balls:

- Use arms to make a pocket for the ball.
- Bend slightly at waist and catch ball in pocket as it comes into body.
- Allow body to move backwards slightly to cushion impact of the shot.
- Put the ball away.

Putting the Ball Away (once the save is made):

- Keep eyes on ball while "hugging" into chest.
- Breathe, look around for teammates and distribute the ball.

Saving High Balls:

- Form High Contour w/ hands slightly in front of the head.
- Extend arms to meet flight of ball.
- As ball arrives, bend elbows and use hands to cushion the impact of shot.
- Put the ball away.

GOALKEEPER GOLF

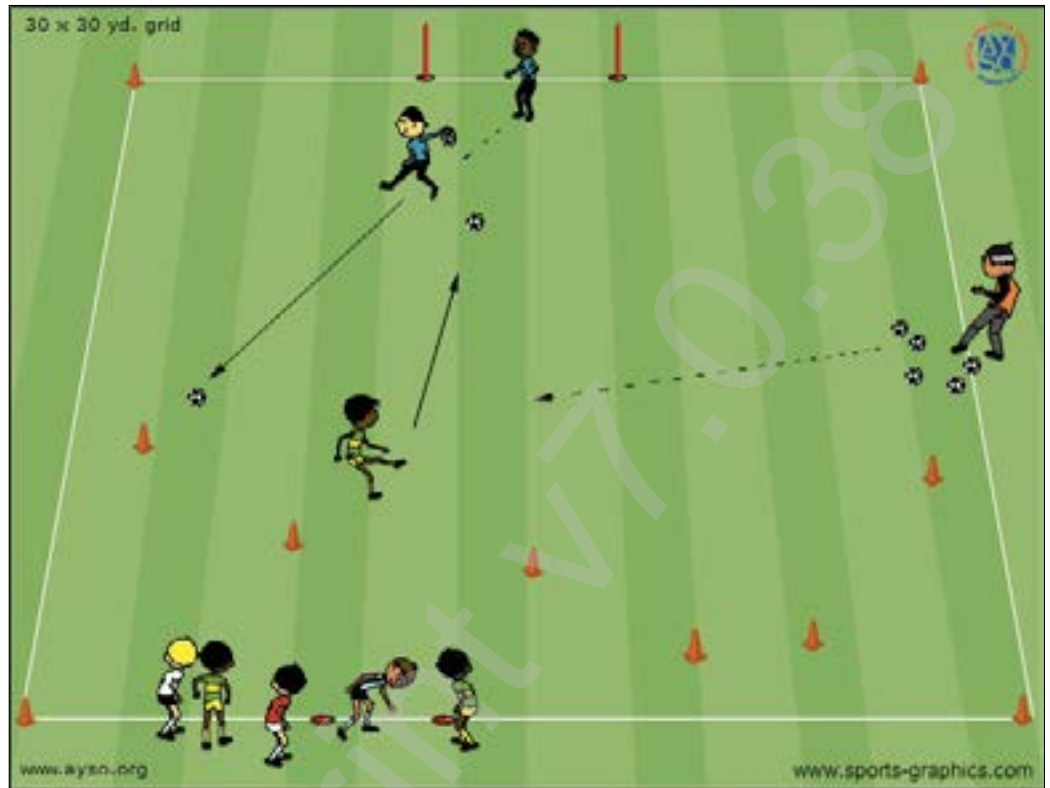
TECHNIQUE:

Goalkeeping Collection and Distribution

Equipment/

Organization: Mark 30 x 30 area with goal at one end with goalkeeper. Place numerous cones around grid about 20 yards from goal. Remaining players stand to one side of area facing the goal.

To see this activity in action visit ayso.org/goalkeeper-golf



HOW THE GAME IS PLAYED

- Coach serves a ball in front of first outfield player, who runs to ball, controls it with one touch and shoots with the second.
- Goalkeeper tries to save the shot.
- Regardless of whether he saves it or not, he distributes the ball towards one of the cones to try and land the ball within five yards of his chosen target (ask him which target he is aiming at).
- If he succeeds, he gets five points.
- The next player in the group shoots. When every player has had a shot you put a new player in goal.
- The winner is the goalkeeper with the most points at the end of the game.

VARIATIONS/PROGRESSIONS

- If a shooter scores, he gets five points, which he carries forward to his turn in goal.
- If a goalkeeper hits his target, it's a 'hole in one' which earns him 20 points.
- Vary distribution, i.e., underhand "bowling" throws, overhand "baseball" throws, overhand "arc/sling" throws, half-volley, or instep-kick.

COACHING POINTS

Receiving the Ball:

- **Hand Position:** Hands should be up at side approximately waist level, facing field of play before the shot is taken. When receiving the ball, hands should be close together behind the ball.
- **High Contour:** Spreading the hands as wide as possible in a contour to fit around the ball, with the fingers up and the thumbs almost touching (for receiving high balls--chest level and above).
- **Low Contour:** As high contour, but fingers down and pinkies almost touching (for receiving low balls--waist level and below).

Body Position

- Stand on balls of feet, knees slightly bent (bending head forward will help push body weight to correct position).
- Move body in line with ball when shot is taken.
- Always receive ball with body behind ball (between ball and goal).

Two Methods of Saving Ground Balls:

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- Let ball run over hands and up arms.
- Gather ball to chest and "hug" it.
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- Bend slightly at waist and catch ball in pocket as it comes into body.
- Allow body to move backwards slightly to cushion impact of the shot.
- Put the ball away.

Putting the Ball Away (once the save is made):

- Keep eyes on ball while "hugging" into chest.
- Breathe, look around for teammates and distribute the ball.

Saving High Balls:

- Form High Contour w/ hands slightly in front of the head.
- Extend arms to meet flight of ball.
- As ball arrives, bend elbows and use hands to cushion the impact of shot.
- Put the ball away.

SECRET STRIKER 007

TECHNIQUE:

Create Goalscoring Opportunities and Finishing with Full Pressure

Equipment/

Organization: Disc cones, scrimmage vests, two goals, spare balls. Mark 40 x 30 yards playing area. Two teams of five (four outfield plus a goalkeeper).

To see this activity in action visit [ayso.org/secret-striker-007](http://www.ayso.org/secret-striker-007)



HOW THE GAME IS PLAYED

- Each team selects their “secret striker, 007”- the only player that can score for their team (they whisper the name to you).
- Players who are *not* 007 can shoot (and even miss on purpose) to trick opponents into identifying the wrong player as the secret striker.
- Make sure all players get a chance to be 007 (can also be a good way to involve new or shy players).
- Make sure you remember who 007 is on each team.

VARIATIONS/PROGRESSIONS

- Condition 007’s finishing on goal (one touch, two touch, left foot, right foot, headers).
- Mark sections of the goal with cones for 007 to aim towards (two yards from either post for low strikes to inside of posts).

COACHING POINTS

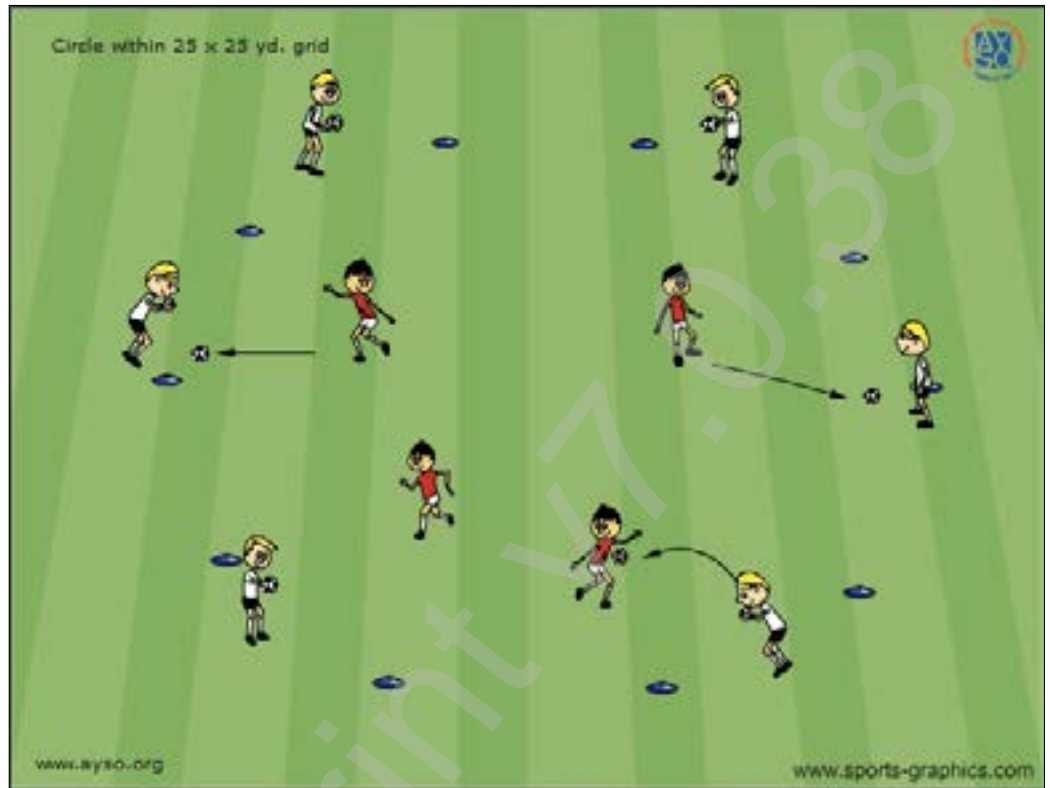
- Mobility, space creation, perception and awareness.
- First touch efficiency (inside of foot plus).
- Shooting technique (instep drives and inside of foot placement).
- Confidence to take the shot!
- Block tackles.
- Communication and teamwork.

SKILLS CIRCLE

TECHNIQUE:
Control (Thigh)

Equipment/
Organization: Create a circle of cones within a 25 x 25 yard grid. Position eight players on outside of circle with balls as servers and four players inside circle.

To see this activity in action visit ayso.org/skills-circle



HOW THE GAME IS PLAYED

- Inside players move towards any player on outside.
- The server throws (easy lob) to the receiver to control the ball using their thigh and then accurately pass the ball back to the server using inside of foot push pass.
- Player then moves to a free server.
- Rotate inside and outside players often.

VARIATIONS/PROGRESSIONS

- Vary number of servers to players.
- Vary circle size pending success level of players.
- Coach can walk through the circle as a passive defender.

COACHING POINTS

- Get in line with flight of ball.
- Bring thigh up to meet ball.
- At moment of impact, withdraw surface to cushion first touch (like catching an egg). Be on toes to react to falling ball.

SKILLZ SKOOL

TECHNIQUE:

Juggling

Equipment/

Organization: Mark a 20 x 20 grid, ball per player.

To see this activity in action visit ayso.org/skills-skool



HOW THE GAME IS PLAYED

- Players space themselves throughout grid with ball.
- To begin and encourage success, players drop ball to ground, *let it bounce*, kick and catch. One bounce – one kick. One bounce – two kicks, three kicks, etc.
- On coach command, player dribbles their ball to another space within the grid and starts again.

VARIATIONS/PROGRESSIONS

- Remove bounce.
- Left foot, right foot; two left, two right, etc.
- Introduce juggling with thigh.
- Introduce juggling with head.
- Let players try a trick, i.e., Brazilian toes taps, around the world, elastico, etc. Set time challenge; who can do the most juggles in two minutes.
- Encourage freedom and creativity!

COACHING POINTS

- Breathe and relax!
- Let ball drop to foot – don't touch too early.
- Arms out to balance.
- Present foot towards ball (laces).
- Lift ball upwards using laces (do not kick ball too high). Have busy (quick) feet to stay close to ball.
- Make constant minor adjustments.
- Emphasize constant movement and focus.

10U TRAINING PLANS

RUN YOUR SESSION LIKE A PRO

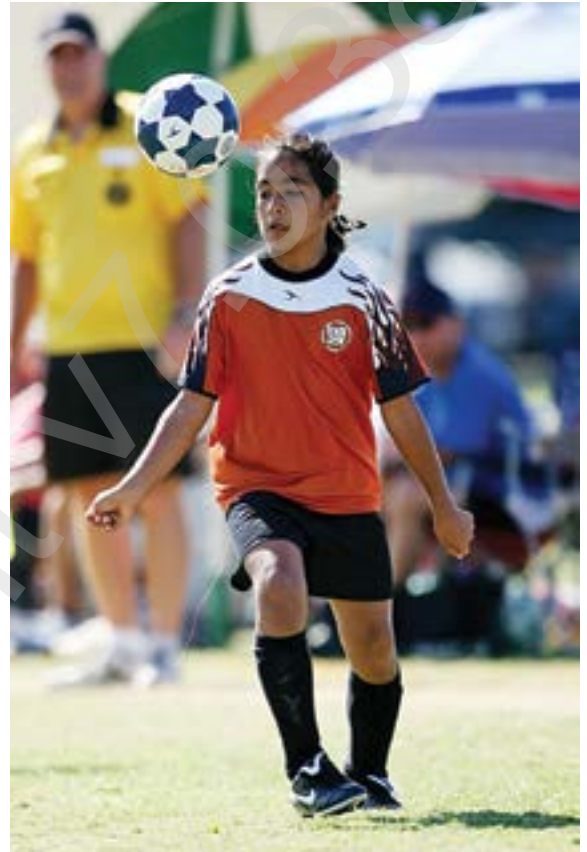
It is a great pleasure to present a collection of 10U Training Plans from all across the soccer globe, including AYSO, Division 1 Universities, U.S. Soccer, and the NSCAA. This broad perspective from top level youth coaches is representative of today's game and will give you a solid base to use for your in-season training sessions **or a solid framework to help design your own plans.**

Plans are grouped by topic and (and *generally* progress from fundamental to more challenging).

KEEP IN MIND



As with all sessions, you will need to **customize and adapt each session** and activity to your **own** players' stage of development and levels of ability (grid size, numbers, equipment, etc.). Some activities will work more effectively than others, pending numerous variables, so try them out and have fun with it (*they are only suggestions*).



TRAINING PLAN 10U DRIBBLING

CREATED BY
Region 688

STAGE 1

(Technical Warm-up)

- * Max. ball contact, repetition
- * Introduce topic
- * Physical prep. (dynamic)
- * Unopposed-opposed

To see this activity in action visit aysso.org/10u-dribbling-1-warmup

ORGANIZATION/RULES

- 25x25 grid. 1 ball per player.
- Players dribble through grid performing progression of moves & turns.
- Drag back turn, toe taps, tick tock, step over, Cruyff turn, rolling ball with soles, fakes.
- Upon command of "switch" players leave their ball for another player & collect someone else's.
- Tempo dribbling.
- > Create passive pressure by simply walking through grid.

Player leads stretching (light at this age but teach proper form).



COACHING POINTS

- Quality dribbling technique.
- Movement, touch on ball.
- Freedom.
- Preparation.

PSYCHOSOCIAL
PHYSICAL
TECHNICAL
TACTICAL

STAGE 2

(Small-Sided Activity)

- * Individual & pairs
- * Competition & teamwork
- * 2v2 and 3v3...

To see this activity in action visit aysso.org/10u-dribbling-1-act-1

ORGANIZATION/RULES

- 20x20 grid. Players in pairs w/ 1 ball.
- 1 player starts dribbling and at coach's command, his partner tries to steal the ball. Introduce shielding.
- Player who ends up with ball gets a point. Keep score.
- If ball goes out, have pair collect quickly to keep flow.
- > Change size of grid as needed.
- > Set time before defender can challenge for ball.



COACHING POINTS

- Quality dribbling technique.
- Quality shielding technique (knees bent, sideways stance, arms for protection, feel, balance. Rotate/turn as defender attacks.
- Use sole of foot to control ball.

PSYCHOSOCIAL
PHYSICAL
TECHNICAL
TACTICAL

STAGE 3

(Expanded Activity)

- * Opposition (attack & defense)
- * Directional play (w/ goals or targets)
- * Expanded numbers (3v3 to 7v7...)
- * Most game aspects

To see this activity in action visit aysso.org/10u-dribbling-1-act-2

ORGANIZATION/RULES

- 20x30 grid w/ 2 end zones 5 yards deep.
- Teams score when a player dribbles the ball into opponents end zone and stops ball with sole of foot.
- Opponents defend their own end zone.
- Use team names, keep score.
- > Players must pass, fake or perform turn before penetrating end zone.



COACHING POINTS

- Quality dribbling technique.
- Quality passing technique.
- First touch efficiency.
- Confidence to penetrate.
- Change of pace and direction to explode past opponent. Creativity.
- Individual effort and competitiveness.

PSYCHOSOCIAL
PHYSICAL
TECHNICAL
TACTICAL

STAGE 4

(Small-Sided Match)

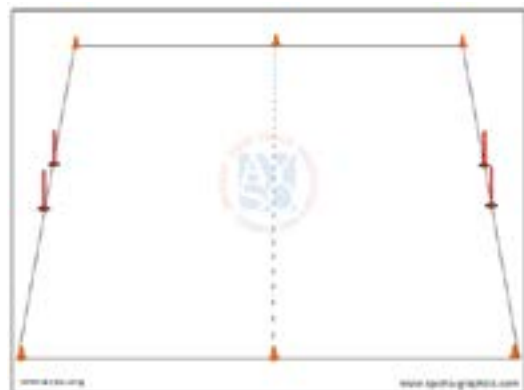
- * Unconditional
- * Emphasize topic
- * Age group laws
- * Formations
- * Let them Play!

Cool Down/Debrief

ORGANIZATION/RULES

- Small sided match with general rules.
- To score, players must dribble the ball through goal and stop ball with foot.
- > Add goalkeepers.
- > Add sideline goals.

Player leads stretching (light at this age but teach proper form), *brief* review on lesson and any announcements.



COACHING POINTS

- Emphasize quality dribbling technique but let them play.

PSYCHOSOCIAL
PHYSICAL
TECHNICAL
TACTICAL

TRAINING PLAN 10U DRIBBLING

CREATED BY
Region 688

STAGE 1

(Technical Warm-up)

- * Max. ball contact, repetition
- * Introduce topic
- * Physical prep. (dynamic)
- * Unopposed-opposed

To see this activity in action visit aysso.org/10u-dribbling-2-warmup

ORGANIZATION/RULES

- Mark a circle (20 to 30 yards in diameter) and one ball per player.
- All players on perimeter of circle numbered 1-10 (pending # of players).
- Coach calls a # who dribbles counter clockwise around the grid.
- 2nd player to left of the called player chases and tries to tag the called player before they reach their starting position.
- > Change chaser to 3 players to left.
- > Have both players dribble their ball.

Player leads stretching (light at this age but teach proper form).



COACHING POINTS

- Use all major surfaces of both feet.
- Knees slightly bent and body leaning slightly over the ball for balance.
- Players should play with their head up.
- Keep ball close using soft touches.
- Players should attempt to touch the ball every other step (or so).
- Ball should never be more than a step or two away.

PSYCHOSOCIAL
PHYSICAL
TECHNICAL
TACTICAL

STAGE 2

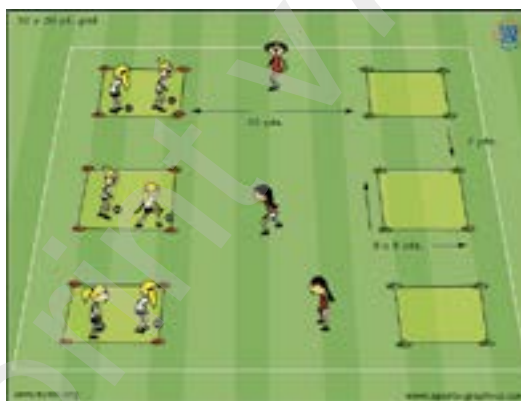
(Small-Sided Activity)

- * Individual & pairs
- * Competition & teamwork
- * 2v2 and 3v3...

To see this activity in action visit aysso.org/10u-dribbling-2-act-1

ORGANIZATION/RULES

- 30x20 grid. 24 cones, 2 colors). 6 5x5 boxes 20 yards apart (per diagram).
- 2 players w/ ball per box. 3 players in between boxes as defenders.
- On command, players switch to box at other end. 1st w/out ball, then w/ ball.
- Defenders in middle try to regain ball and dribble to 1 of the original boxes. If dispossessed, player is out (set juggling grid on side for them to go in & practice). 1st team with no players in the game become defenders.
- > No more than 1 player per team per box. 3 players max. per box. Vary # of defenders.
- > Defenders start as bunnies (hop).
- > Dribblers do feint/fake before reaching other box.



COACHING POINTS

- Quality dribbling technique.
- Keep game active and at high intensity.

PSYCHOSOCIAL
PHYSICAL
TECHNICAL
TACTICAL

STAGE 3

(Expanded Activity)

- * Opposition (attack & defense)
- * Directional play (w/ goals or targets)
- * Expanded numbers (3v3 to 7v7...)
- * Most game aspects

To see this activity in action visit aysso.org/10u-dribbling-1-act-2

ORGANIZATION/RULES

- 20x15 field with small goals marked A and B. Coach on sideline with all balls. 2 teams, 1 on either side of coach.
- Team on left tries to score in Goal B and team on right tries to score in Goal A.
- When coach serves a ball into play, 1st 3 players on each side enter field and plays 3v3 until a goal is scored or ball goes out of play.
- Game lasts until all balls have gone and all players have played.
- > 4v4, 5v5.
- > Score by dribbling over end-line.
- > Only score with right or left foot, using instep kick or inside of foot push pass.
- > Players can only score, *once* they have tried a fake or feint.



COACHING POINTS

- Quality dribbling technique.
- To beat opponent, emphasize change of pace and direction.
- Encourage creativity and expression with fakes and feints.

PSYCHOSOCIAL
PHYSICAL
TECHNICAL
TACTICAL

STAGE 4

(Small-Sided Match)

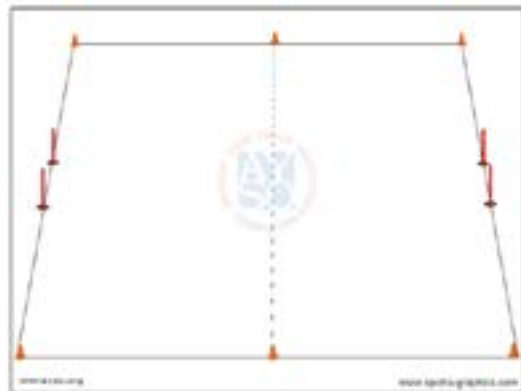
- * Unconditional
- * Emphasize topic
- * Age group laws
- * Formations
- * Let them Play!

Cool Down/Debrief

ORGANIZATION/RULES

- Small-sided match with general rules.
- To score, players must dribble the ball through goal and stop ball with foot.
- > Add goalkeepers.
- > Add sideline goals.

Player leads stretching (light at this age but teach proper form), *brief* review on lesson and any announcements.



COACHING POINTS

- Emphasize quality dribbling technique but let them play.

PSYCHOSOCIAL
PHYSICAL
TECHNICAL
TACTICAL

TRAINING PLAN 10U PASSING/RECEIVING

CREATED BY
Kuntz
Cal State Fullerton

STAGE 1

(Technical Warm-up)

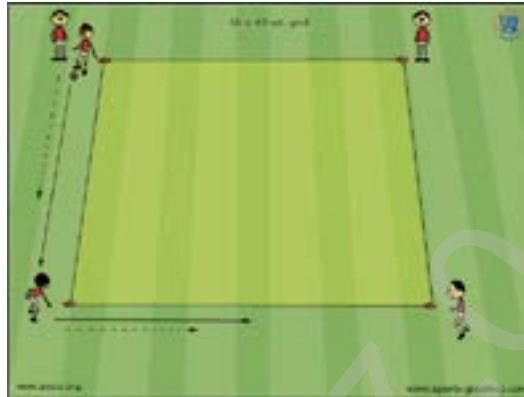
- * Max. ball contact, repetition
- * Introduce topic
- * Physical prep. (dynamic)
- * Unopposed-opposed

To see this activity in action visit ayo.org/10u-pass-rec-warmup

ORGANIZATION/RULES

- 10x10 square(s). 5 players per square, w/ 2 players on 1 corner.
- 1st player passes to next corner & follows pass at speed. (Play using 1 or 2 touches).
- This continues around square.
- > Change direction so players are receiving & passing w/ both feet.
- > Left / right foot variations, i.e., inside right foot to inside left foot, etc.
- > Wall pass around cone.
- > Short, then long pass.

Player leads stretching (light at this age but teach proper form).



COACHING POINTS

- Quality passing and receiving techniques.
- Angle runs after pass is made to receive and play.
- Body open to larger part of field.
- Change of speed to receive.
- Suitable weight, timing and accuracy of pass.

PSYCHOSOCIAL
PHYSICAL
TECHNICAL
TACTICAL

STAGE 2

(Small-Sided Activity)

- * Individual & pairs
- * Competition & teamwork
- * 2v2 and 3v3...

To see this activity in action visit ayo.org/10u-pass-rec-act-1

ORGANIZATION/RULES

- 25x25 grid w/ 12x12 square in middle.
- Players in pairs, 1 ball. 1 on outside & 1 on inside of grid.
- Inside players dribble and pass to anyone on outside who passes ball back.
- They must then receive, turn & dribble to the inside square, then dribble & pass to another side of the square. They pass to the outside for 1 minute then change roles with partner.
- Rotate any spare players as needed.
- > Outside players have ball & pass to inside players who play the ball 1 or 2 touch back to them.
- > Outside players serve ball in air to inside players for control w/ feet
- > Pass to triangle.
- > Increase grid for longer passing, reduce for shorter.



COACHING POINTS

- Quality passing and receiving techniques.
- Movement off ball to support.
- Body position.
- Correct decision.
- Transition.
- Short versus long passes.
- Suitable weight, timing and accuracy of pass.

PSYCHOSOCIAL
PHYSICAL
TECHNICAL
TACTICAL

STAGE 3

(Expanded Activity)

- * Opposition (attack & defense)
- * Directional play (w/ goals or targets)
- * Expanded numbers (3v3 to 7v7...)
- * Most game aspects

To see this activity in action visit ayo.org/10u-pass-rec-act-2

ORGANIZATION/RULES

- 40x30 grid, 4v4 w/ 1 goal and goalkeeper. 2 small sets of counter attack goals on opposite end-line from goalkeeper.
- Played as a normal game.
- The team going to goal must have four passes before they can go to goal.
- The opposing team can counter immediately and head for the counter attack goals.
- Keep score.
- Teams switch roles.



COACHING POINTS

- Quality passing & receiving techniques.
- Movement off ball to support & be free.
- Vision.
- Dribbling w/ controlled speed versus dribbling for possession.
- Opportunity.
- Switch point of attack.
- Dribble, pass, combine.
- Body position to shoot.
- Field position (to find ball & shoot).
- Suitable weight, timing and accuracy of pass

PSYCHOSOCIAL
PHYSICAL
TECHNICAL
TACTICAL

STAGE 4

(Small-Sided Match)

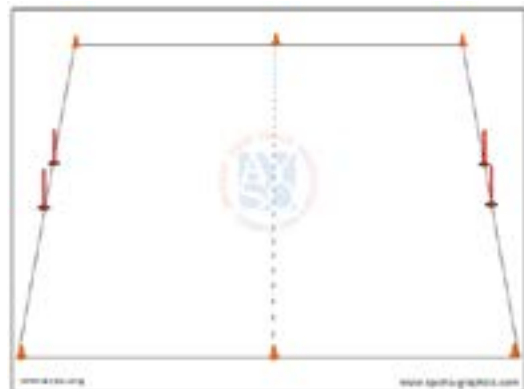
- * Unconditional
- * Emphasize topic
- * Age group laws
- * Formations
- * Let them Play!

Cool Down/Debrief

ORGANIZATION/RULES

- 5v5 field approximately 40x30. Small goals.
- Before going to goal, a team must have 3-5 passes in possession.
- > Use Goalkeepers.

Player leads stretching (light at this age but teach proper form), *brief* review on lesson and any announcements.



COACHING POINTS

- Quality passing & receiving techniques, but let them play.

PSYCHOSOCIAL
PHYSICAL
TECHNICAL
TACTICAL

TRAINING PLAN 10U PASSING/RECEIVING

CREATED BY
Chesler
U.S. Soccer

STAGE 1

(Technical Warm-up)

- * Max. ball contact, repetition
- * Introduce topic
- * Physical prep. (dynamic)
- * Unopposed-opposed

To see this activity in action visit ayso.org/10u-pass-rec-2-warmup

ORGANIZATION/RULES

- 20x25 grid. Players in pairs, ball per player.
- Pairs compete against one another by attempting to pass their ball and strike their partners ball.
- > Attempt to pass ball at a stationary ball (partners alternate attempts).
- > Attempt to strike partners ball as they dribble throughout playing area.
- > Attempt to knock partners ball out of the playing area.

Player leads stretching (light at this age but teach proper form).



COACHING POINTS

- Quality and specific mechanics of striking a ball for accuracy and pace.
- Quality and disguise in passing.

PSYCHOSOCIAL	<input checked="" type="checkbox"/>
PHYSICAL	<input checked="" type="checkbox"/>
TECHNICAL	<input checked="" type="checkbox"/>
TACTICAL	<input type="checkbox"/>

STAGE 2

(Small-Sided Activity)

- * Individual & pairs
- * Competition & teamwork
- * 2v2 and 3v3...

To see this activity in action visit ayso.org/10u-pass-rec-2-act-1

ORGANIZATION/RULES

- 20x25 grid.
- Divide team into two groups.
- Set up 6-8 windows arranged randomly throughout the training grid (each window is approximately 1-2 yards wide).
- The two teams compete to score points by a progression of methods:
 - > Dribbling the ball through a window.
 - > Passing the ball through a window.
 - > Passing the ball to a teammate on the opposite side of a window.



COACHING POINTS

- Mobility & Support among teammates.
- Quality and disguise in dribbling (changing pace, manipulating the ball).
- Quality and disguise in passing.

PSYCHOSOCIAL	<input checked="" type="checkbox"/>
PHYSICAL	<input checked="" type="checkbox"/>
TECHNICAL	<input checked="" type="checkbox"/>
TACTICAL	<input type="checkbox"/>

STAGE 3

(Expanded Activity)

- * Opposition (attack & defense)
- * Directional play (w/ goals or targets)
- * Expanded numbers (3v3 to 7v7...)
- * Most game aspects

To see this activity in action visit ayso.org/10u-pass-rec-2-act-2

ORGANIZATION/RULES

- 2 teams play 3v3 or 4v4 to within the boundaries of 20x18 grid. Each team places 3-4 balls on top of a field marker disc. The balls are 5-10 yards behind each end-line of the playing area.
- A 3rd team of 4 serve as "targets" behind each set of balls. Targets role is to return ball to the serving team on the 1st touch (2nd touch pending age/ability level).
- Each team tries to displace the other team's balls from the top of the disc.
- The three teams rotate.



COACHING POINTS

- Accuracy, pace and quality of passing mechanics.

PSYCHOSOCIAL	<input checked="" type="checkbox"/>
PHYSICAL	<input checked="" type="checkbox"/>
TECHNICAL	<input checked="" type="checkbox"/>
TACTICAL	<input checked="" type="checkbox"/>

STAGE 4

(Small-Sided Match)

- * Unconditional
- * Emphasize topic
- * Age group laws
- * Formations
- * Let them Play!

Cool Down/Debrief

ORGANIZATION/RULES

- Two teams w/ GKs play 5v5 in a field approximately 25x20.

Player leads stretching (light at this age but teach proper form), **brief** review on lesson and any announcements.



COACHING POINTS

- Accuracy, pace and quality of passing mechanics.
- Group shape to reflect essential principles of attack- width, depth, support and mobility of players and the ball.
- Emphasize effective group attacking shape- triangle (3) & diamond (4).

PSYCHOSOCIAL	<input checked="" type="checkbox"/>
PHYSICAL	<input checked="" type="checkbox"/>
TECHNICAL	<input checked="" type="checkbox"/>
TACTICAL	<input checked="" type="checkbox"/>

TRAINING PLAN 10U FINISHING/SHOOTING

CREATED BY
Vandervort
NSCAA

STAGE 1

(Technical Warm-up)

- * Max. ball contact, repetition
- * Introduce topic
- * Physical prep. (dynamic)
- * Unopposed-opposed

To see this activity in action visit aysso.org/10u-finishing-warmup

ORGANIZATION/RULES

- 45x30 area w/ 15x30 dribble zone in middle. Two goals with GKs.
- Players are numbered and dribble ball in central zone, performing turns, moves, changing pace, and direction.
- Coach calls a number who takes a prep touch out of the area to shoot on goal. Shots should be taken 12-15 yards out.
- > Rotate GKs as needed or use small goals w/out GKs.
- > Left foot, right foot.
- > Player must pass to teammate, take prep touch and then shoot.

Player leads stretching (light at this age but teach proper form).



COACHING POINTS

- Quality instep drive technique: Body should be over the ball (forward). Eyes on ball.
- Support foot next to ball pointed in general direction of target.
- Lock ankle back and down, toes pointed down and slightly away from standing leg.
- Strike the center of the ball on the instep ("laces" of the shoes).
- Follow through—move leg straight through toward target.
- Quality dribbling and turning technique in center zone.

PSYCHOSOCIAL
PHYSICAL
TECHNICAL
TACTICAL

STAGE 2

(Small-Sided Activity)

- * Individual & pairs
- * Competition & teamwork
- * 2v2 and 3v3...

To see this activity in action visit aysso.org/10u-finishing-act-1

ORGANIZATION/RULES

- 20x25 area. 2 full goals with GKs.
- Players are divided into 2v2 w/ 1 neutral player who plays for team in possession.
- Team A GK starts with ball and plays it to teammate who tries to score.
- Once there has been a shot or goal, Team B GK gets a ball and plays to his/her teammate.
- Rotate in players upon completion of each play (quickly to keep game flowing).
- > Add an additional neutral player to create a 4v2 and increase scoring opportunities.
- > A goal scored by combining with your teammate is worth two points.



COACHING POINTS

- Quality instep drive technique: Body should be over the ball (forward). Eyes on ball.
- Support foot next to ball pointed in general direction of target.
- Lock ankle back and down, toes pointed down and slightly away from standing leg.
- Strike the center of the ball on the instep ("laces" of the shoes).
- Follow through—move leg straight through toward target.
- Quality preparation touch.
- Encourage players to have a positive mentality to go to goal.

PSYCHOSOCIAL
PHYSICAL
TECHNICAL
TACTICAL

STAGE 3

(Expanded Activity)

- * Opposition (attack & defense)
- * Directional play (w/ goals or targets)
- * Expanded numbers (3v3 to 7v7...)
- * Most game aspects

To see this activity in action visit aysso.org/10u-finishing-act-2

ORGANIZATION/RULES

- 30x35 area w/ 2 goals & GKs.
- 3v3.
- 2 neutral players (1 on each side of grid) who combine w/ team in possession.
- GK starts w/ ball & plays to teammate, who tries to score.
- When team scores, they switch directions and immediately attack opposite goal.



COACHING POINTS

- Quality instep drive technique.
- Quality preparation touch.
- Encourage players to have a positive mentality to go to goal.
- Decision-making when to shoot, pass or dribble.
- Timing and shape of attacking runs.
- Neutral players movement, awareness and readiness.

PSYCHOSOCIAL
PHYSICAL
TECHNICAL
TACTICAL

STAGE 4

(Small-Sided Match)

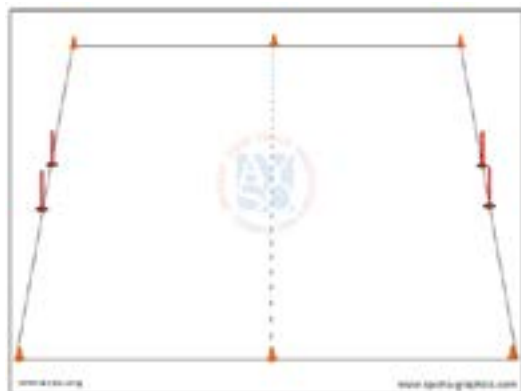
- * Unconditional
- * Emphasize topic
- * Age group laws
- * Formations
- * Let them Play!

Cool Down/Debrief

ORGANIZATION/RULES

- Small-sided match with general rules.
- > Increase attacking opportunities by adding a neutral player to play for the team in possession.

Player leads stretching (light at this age but teach proper form), *brief* review on lesson and any announcements.



COACHING POINTS

- Emphasize quality shooting and finishing technique but let them play.
- Establish a confident and free learning environment; where players are encouraged to take the shot without fear of missing.

PSYCHOSOCIAL
PHYSICAL
TECHNICAL
TACTICAL

TRAINING PLAN 10U FINISHING/SHOOTING

CREATED BY
Brady
Duke University

STAGE 1

(Technical Warm-up)

- * Max. ball contact, repetition
- * Introduce topic
- * Physical prep. (dynamic)
- * Unopposed-opposed

To see this activity in action visit ayso.org/10u-finishing-warmup

ORGANIZATION/RULES

- 15x15 grid. 1 ball per player.
- Players dribble through grid performing progression of moves & turns (grey players).
- Drag back turn, toe taps, tick tock, step over, Cruyff turn, rolling ball with soles, fakes.
- > Use all surfaces of both feet.
- > Upon command of "switch" players leave their ball for another player & collect someone else's.
- > Players pair up with 1 ball. 5-10 yards apart, players pass (using inside foot pass) and move throughout grid (red players).

**Diagram shows progression.

Player leads stretching (light at this age but teach proper form).



COACHING POINTS

- Players get comfortable moving w/ ball.
- Quality inside foot pass technique: Support foot next to ball (toe should not be past ball) pointed in general direction of target. Lock ankle with toe pointed slightly up.
- Inside of foot should face the general direction of target. Keep eyes on ball.
- Move leg straightforward toward target, ankle locked and toe up.
- Strike at center of ball w/ the inside of the foot.
- Sole of foot should be off the ground with toe pointed slightly up, and perpendicular to ball (form "T" or "L" with feet). Strike through center of ball & follow through in direction of pass.

PSYCHOSOCIAL	<input checked="" type="checkbox"/>
PHYSICAL	<input checked="" type="checkbox"/>
TECHNICAL	<input checked="" type="checkbox"/>
TACTICAL	<input type="checkbox"/>

STAGE 2

(Small-Sided Activity)

- * Individual & pairs
- * Competition & teamwork
- * 2v2 and 3v3...

To see this activity in action visit ayso.org/10u-finishing-act-1

ORGANIZATION/RULES

- 20x15 yard grid. 2 cones to mark approx. 12 yard central zone. Players in pairs on either touch line. Ball per pair.
- Players start w/ side foot passes over 12 yards back and forth.
- > Players move back to end line, approximately 20 yards apart, & start striking the ball using instep kick/drive.
- > Add small goals/gates behind each player to aim at. (Can't be blocked.)
- > See who can score the most goals in set period.
- > Section off goals into corners and middle. Award two points for hitting corners, 1 for center.

**Diagram shows progression.



COACHING POINTS

- Quality instep drive technique: Body should be over the ball (forward). Eyes on ball.
- Support foot next to ball pointed in general direction of target.
- Lock ankle back and down, toes pointed down and slightly away from standing leg.
- Strike the center of the ball on the instep ("laces" of the shoes).
- Follow through—move leg straight through toward target.

PSYCHOSOCIAL	<input checked="" type="checkbox"/>
PHYSICAL	<input checked="" type="checkbox"/>
TECHNICAL	<input checked="" type="checkbox"/>
TACTICAL	<input checked="" type="checkbox"/>

STAGE 3

(Expanded Activity)

- * Opposition (attack & defense)
- * Directional play (w/ goals or targets)
- * Expanded numbers (3v3 to 7v7...)
- * Most game aspects

To see this activity in action visit ayso.org/10u-finishing-2-act-2

ORGANIZATION/RULES

- 30x25 field. Balance teams. 2 goals (close to full size for 10U) w/ GKs. Balls start next to posts of both goals.
- 2v2 to goal.
- Team A starts w/ ball & attacks opposite (Team B) goal. If they score they immediately defend against 2 new players from team B who start w/ a ball by their goal post.
- If attacking team shoots wide they defend 2 new opponents. If GK makes a save & keeps ball they continue play. If ball goes out on the sideline it is a throw-in for other team.



COACHING POINTS

- Quality instep kicks/strikes at goal.
- The 2 players at front of the lines by the goal posts should be ready to attack quickly (this game should be fast & fun).
- Coach players to create space for shots or dribble opponents to go to goal.
- Encourage them w/ the freedom & confidence to shoot!

PSYCHOSOCIAL	<input checked="" type="checkbox"/>
PHYSICAL	<input checked="" type="checkbox"/>
TECHNICAL	<input checked="" type="checkbox"/>
TACTICAL	<input checked="" type="checkbox"/>

STAGE 4

(Small-Sided Match)

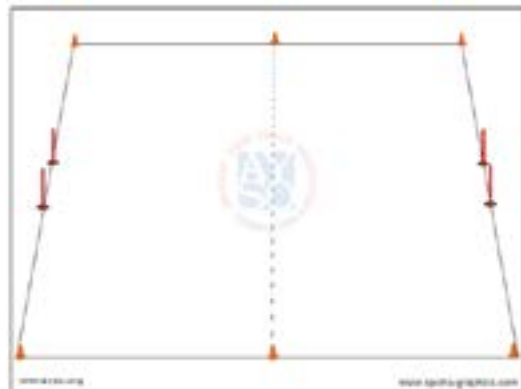
- * Unconditional
- * Emphasize topic
- * Age group laws
- * Formations
- * Let them Play!

Cool Down/Debrief

ORGANIZATION/RULES

- Small-sided match with GKs and general rules.
- > Place additional goals/gates on either sideline.

Player leads stretching (light at this age but teach proper form), **brief** review on lesson and any announcements.



COACHING POINTS

- Emphasize quality shooting and finishing technique but let them play.
- Establish a confident and free learning environment; where players are encouraged to take the shot without fear of missing.

PSYCHOSOCIAL	<input checked="" type="checkbox"/>
PHYSICAL	<input checked="" type="checkbox"/>
TECHNICAL	<input checked="" type="checkbox"/>
TACTICAL	<input checked="" type="checkbox"/>

TRAINING PLAN 10U DEFENDING

CREATED BY

Presta
NCAC

STAGE 1

(Technical Warm-up)

- * Max. ball contact, repetition
- * Introduce topic
- * Physical prep. (dynamic)
- * Unopposed-opposed

To see this activity in action visit ayso.org/10u-finishing-2-warmup

ORGANIZATION/RULES

- 20x20 grid. Players w/ ball each dribble through grid but on coach command, poke tackle their teammate's ball away from them out of grid (while keeping control of their own ball).
- Once ball is out of grid, players become defenders without a ball and poke tackle as many players' balls as possible.
- Winner is last player in grid with ball.
- > Introduce shielding.
- > Introduce sole of foot control.

Player leads stretching (light at this age but teach proper form).



COACHING POINTS

- Defenders close down ball and get goal side of attacker.
- Feet close together, on toes to pivot as needed, low center of gravity, knees bent, side-on stance (1 foot forward & 1 back).
- Await opportunity to challenge.
- Don't overcommit or dive in.
- Challenge with leading foot to retain balance.

PSYCHOSOCIAL	<input checked="" type="checkbox"/>
PHYSICAL	<input checked="" type="checkbox"/>
TECHNICAL	<input checked="" type="checkbox"/>
TACTICAL	<input type="checkbox"/>

STAGE 2

(Small-Sided Activity)

- * Individual & pairs
- * Competition & teamwork
- * 2v2 and 3v3...

To see this activity in action visit ayso.org/10u-defending-act-1

ORGANIZATION/RULES

- 20x30 grid w/ numerous mini gates around the area (as many gates as there are players). Players have ball, 3 players are gate keepers (defenders).
- Players score by dribbling through as many gates as possible. 3 gate keepers block gates preventing attacker from scoring (and if possible, steal ball from dribblers by block tackling or poke tackling their ball out of grid).
- 45 seconds then switch gate keepers (rotate through team).



COACHING POINTS

- Defenders close down ball and get goal side of attacker.
- Feet close together, on toes to pivot as needed, low center of gravity, knees bent, side-on stance (1 foot forward & 1 back).
- Await opportunity to challenge.
- Don't overcommit or dive in.
- Challenge w/ leading foot to retain balance.
- Communicate w/ other gate keepers to work as group.

PSYCHOSOCIAL	<input checked="" type="checkbox"/>
PHYSICAL	<input checked="" type="checkbox"/>
TECHNICAL	<input checked="" type="checkbox"/>
TACTICAL	<input type="checkbox"/>

STAGE 3

(Expanded Activity)

- * Opposition (attack & defense)
- * Directional play (w/ goals or targets)
- * Expanded numbers (3v3 to 7v7...)
- * Most game aspects

To see this activity in action visit ayso.org/10u-finishing-2-act-2

ORGANIZATION/RULES

- 50x30 grid w/ 1 main goal and 2 flag/pole goals positioned on opposite end line either side of field.
- 3 defenders and a GK play against 3 midfielders and 2 forwards.
- Object is for defenders to win ball and quickly transition forward by passing or running ball through any of the flag/pole goals.
- Attacking team try to score in the main goals.
- > Switch offense and defense.
- > Change number of attackers and midfielders to test your defenders.



COACHING POINTS

- Defenders close down ball and get goal side of attacker.
- Feet close together, on toes to pivot as needed, low center of gravity, knees bent, side-on stance (1 foot forward & 1 back).
- Await opportunity to challenge.
- Don't overcommit or dive in.
- Challenge w/ leading foot to retain balance.
- 1st defender role: delay!

PSYCHOSOCIAL	<input checked="" type="checkbox"/>
PHYSICAL	<input checked="" type="checkbox"/>
TECHNICAL	<input checked="" type="checkbox"/>
TACTICAL	<input checked="" type="checkbox"/>

STAGE 4

(Small-Sided Match)

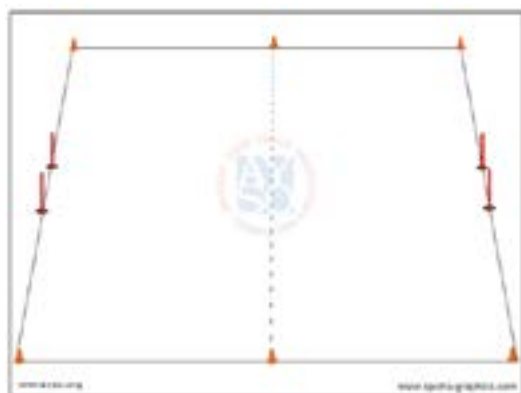
- * Unconditional
- * Emphasize topic
- * Age group laws
- * Formations
- * Let them Play!

Cool Down/Debrief

ORGANIZATION/RULES

- Small-sided match with general rules.

Player leads stretching (light at this age but teach proper form), *brief* review on lesson and any announcements.



COACHING POINTS

- Emphasize defensive role and techniques but let them play.

PSYCHOSOCIAL	<input checked="" type="checkbox"/>
PHYSICAL	<input checked="" type="checkbox"/>
TECHNICAL	<input checked="" type="checkbox"/>
TACTICAL	<input checked="" type="checkbox"/>

TRAINING PLAN 10U DEFENDING

CREATED BY
Arentz
Region 165

STAGE 1

(Technical Warm-up)

- * Max. ball contact, repetition
- * Introduce topic
- * Physical prep. (dynamic)
- * Unopposed-opposed

To see this activity in action visit ayso.org/10u-defending-warmup

ORGANIZATION/RULES

- 30x30 grid, half players w/ ball.
- Players w/ ball dribble around the grid, employing feints and fakes.
- Defending players must track attackers.
- When coach calls 'Tag,' defending players must reach out and touch the front shoulder of the attacking player.
- Players switch roles each round.
- 1 minute rounds.
- > Players can tackle when they are within arm's reach of attacker.

Player leads stretching (light at this age but teach proper form).



COACHING POINTS

- Maintain proper defensive stance (angled to ball & opponent, feet close together, on toes to pivot as needed, low center of gravity, knees bent, side-on stance (1 foot forward & 1 back)).
- Defenders must stay close to attacker, mirroring their changes of direction & speed.
- Try to shepherd attackers toward touchlines and tight spaces.
- Employ defensive feints to force attacker into a mistake.

PSYCHOSOCIAL	<input checked="" type="checkbox"/>
PHYSICAL	<input checked="" type="checkbox"/>
TECHNICAL	<input checked="" type="checkbox"/>
TACTICAL	<input type="checkbox"/>

STAGE 2

(Small-Sided Activity)

- * Individual & pairs
- * Competition & teamwork
- * 2v2 and 3v3...

To see this activity in action visit ayso.org/10u-defending-act-1

ORGANIZATION/RULES

- 10x20 grid(s) w/ 2 yard gates on either end. 2 players per grid.
- Defender plays ball to attacker. Attacker attempts to dribble through gate.
- Defender attempts to close down space and force attacker away from gate.
- Players switch roles after each attempt.
- > Defender & attacker start at same gate. Players chase to the ball. Winner tries to turn and attack gate. Defending player attempts to deny the turn and force attacker away from gate.
- > 2v2, 3v3.



COACHING POINTS

- Close down the space immediately.
- Maintain good defensive stance.
- Shepherd attacker away from gate and restricting space.
- > In variation, deny turning angles for attacker.

PSYCHOSOCIAL	<input type="checkbox"/>
PHYSICAL	<input checked="" type="checkbox"/>
TECHNICAL	<input checked="" type="checkbox"/>
TACTICAL	<input type="checkbox"/>

STAGE 3

(Expanded Activity)

- * Opposition (attack & defense)
- * Directional play (w/ goals or targets)
- * Expanded numbers (3v3 to 7v7...)
- * Most game aspects

To see this activity in action visit ayso.org/10u-defending-act-2

ORGANIZATION/RULES

- 10x10 grid(s) w/ 2 players per grid.
- 1v1 w/ each player defending their end line.
- Player with the ball attempts to get across opponents end line.
- Each successful attempt earns 1 point
- 1 minute rounds.
- > Place small gates on each end line. Players may pass the ball through the gate for a point.
- > Competition: team 1 vs. team 2.
- Each round players compete against different opponent.
- Team with most points after 5 rounds wins.
- > 2v2, 3v3, 4v4, etc.



COACHING POINTS

- Keep attacking player close.
- Deny space and force opponent away from end line (or goal).
- React to attacker change of direction and change of speed.
- Anticipate when to win the ball and become the attacker.

PSYCHOSOCIAL	<input type="checkbox"/>
PHYSICAL	<input checked="" type="checkbox"/>
TECHNICAL	<input checked="" type="checkbox"/>
TACTICAL	<input type="checkbox"/>

STAGE 4

(Small-Sided Match)

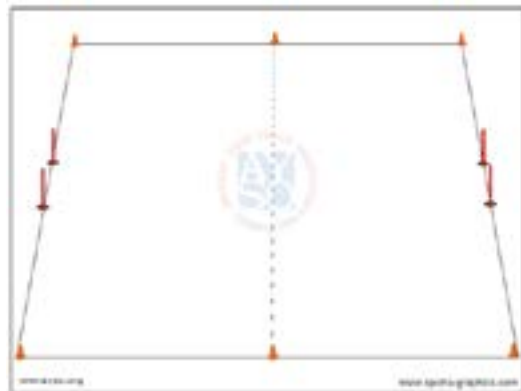
- * Unconditional
- * Emphasize topic
- * Age group laws
- * Formations
- * Let them Play!

Cool Down/Debrief

ORGANIZATION/RULES

- Small sided match with general rules.

Player leads stretching (light at this age but teach proper form), **brief** review on lesson and any announcements.



COACHING POINTS

- Emphasize defensive role and techniques but let them play.

PSYCHOSOCIAL	<input checked="" type="checkbox"/>
PHYSICAL	<input checked="" type="checkbox"/>
TECHNICAL	<input checked="" type="checkbox"/>
TACTICAL	<input checked="" type="checkbox"/>

TRAINING PLAN 10U CONTROL

CREATED BY
Region 688

STAGE 1

(Technical Warm-up)

- * Max. ball contact, repetition
- * Introduce topic
- * Physical prep. (dynamic)
- * Unopposed-opposed

To see this activity in action visit ayso.org/10u-control-warmup

ORGANIZATION/RULES

- 20x20 grid, all players w/ ball and 1 tall cone each.
- Players in space practice juggling.
- Drop ball, bounce, kick and catch ball in cone (upon successful catch, players thrust cone w/ ball on top in air like Statue of Liberty).
- Increase number of juggles: 2, 3, 4, 5.
- Coach calls "space" and players dribble ball to new space to start again.
- > Remove the bounce.
- > Use thigh.
- > How many? Time?

Player leads stretching (light at this age but teach proper form).



COACHING POINTS

- Let ball drop to foot—don't touch too early.
- Arms out to balance.
- Present foot towards ball (laces).
- Lift ball upwards using laces (do not kick ball too high).
- Have busy (quick) feet to stay close to ball.
- Make constant minor adjustments.
- Emphasize constant movement & focus.

PSYCHOSOCIAL
PHYSICAL
TECHNICAL
TACTICAL

STAGE 2

(Small-Sided Activity)

- * Individual & pairs
- * Competition & teamwork
- * 2v2 and 3v3...

To see this activity in action visit ayso.org/10u-control-act-1

ORGANIZATION/RULES

- 30x20 grid w/ 2 mini-goals in opposite corners (for progression). 6 players outside area w/ ball and 4 inside without ball (or half/half).
- Players on outside pass the ball using an inside of foot push pass to the players on the inside who take one touch (using inside of foot control) to receive the ball and another to pass it back to the outside target player.
- The inside players then move to find a free outside player so they can repeat.
- Rotate the inside and outside players often.
- >Add defender who tries to steal ball from inside players and score on mini-goals in the two corners.



COACHING POINTS

- Quality inside of foot control to receive and take pace out of the ball.
- While ball is still in motion, adjust body position so non-kicking foot is next to the ball pointing towards target.
- With weight over ball, use inside of the foot push pass.
- Emphasize receiving at an angle to see what's around and where to go.
- Communication (verbal communication, eye contact and body language).

PSYCHOSOCIAL
PHYSICAL
TECHNICAL
TACTICAL

STAGE 3

(Expanded Activity)

- * Opposition (attack & defense)
- * Directional play (w/ goals or targets)
- * Expanded numbers (3v3 to 7v7...)
- * Most game aspects

To see this activity in action visit ayso.org/10u-control-act-2

ORGANIZATION/RULES

- 40x20 grid w/ 10-yard end zones. 2 teams, each w/ 1 ball occupies an end zone (border). Players are numbered.
- Both teams pass to each other in sequence: 1 to 2 to 3, etc., using inside of foot passing and control.
- Encourage players to move to a new patch of grass immediately after passing.
- Call out a number. The players with that number run across to opposite end zone and try to steal the ball or knock it out of the playing area. The first player to succeed wins a point for their team.
- The first team to 10 points wins.
- Once a number is called, the rest of the team do not have to pass in sequence any more.



COACHING POINTS

- Quality inside of foot control to receive and take pace out of the ball.
- While ball is still in motion, adjust body position so non-kicking foot is next to the ball pointing towards target.
- With weight over ball, use inside of the foot push pass.
- Emphasize receiving at an angle to see what's around and where to go.
- Composure to control and pass while under pressure.

PSYCHOSOCIAL
PHYSICAL
TECHNICAL
TACTICAL

STAGE 4

(Small-Sided Match)

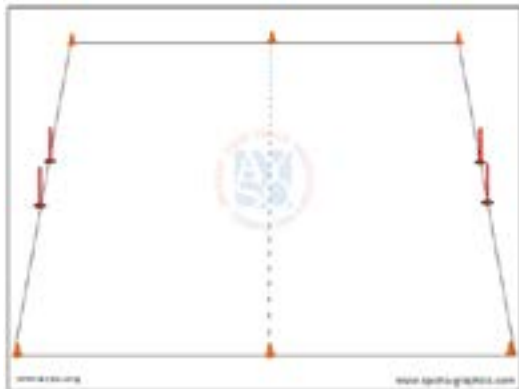
- * Unconditional
- * Emphasize topic
- * Age group laws
- * Formations
- * Let them Play!

Cool Down/Debrief

ORGANIZATION/RULES

- Balanced 5 v 5. 50x40 grid (or half size of field team plays matches on).
- Match like conditions with general rules.

Player leads stretching (light at this age but teach proper form), *brief* review on lesson and any announcements.



COACHING POINTS

- Emphasize quality control techniques but let them play.
- Game conditions should validate what was covered in training (quality control, 1st touch efficiency, movement).

PSYCHOSOCIAL
PHYSICAL
TECHNICAL
TACTICAL

TRAINING PLAN 10U CONTROL

CREATED BY
Region 688

STAGE 1

(Technical Warm-up)

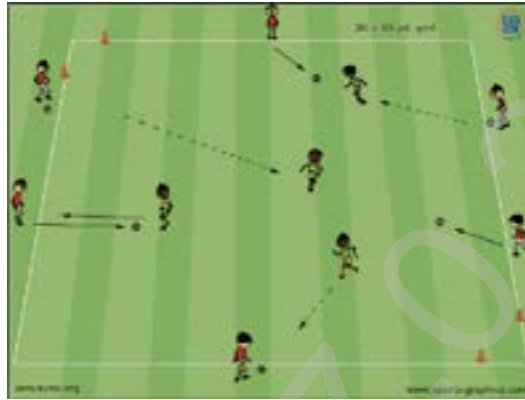
- * Max. ball contact, repetition
- * Introduce topic
- * Physical prep. (dynamic)
- * Unopposed-opposed

To see this activity in action visit ayso.org/10u-control-2-warmup

ORGANIZATION/RULES

- 30x20 grid. 6 players outside of area with ball and 4 on inside without a ball (or half and half).
- Players on the outside pass the ball using an inside of foot push pass to the players on the inside who take one touch (using inside of foot control) to receive the ball and another to pass it back to the outside target player.
- The inside players then move to find a free outside player so they can repeat.
- Rotate the inside and outside players often.

Player leads stretching (light at this age but teach proper form).



COACHING POINTS

- Use inside of foot control to receive and take the pace out of the ball.
- While ball is still in motion, adjust body position so non-kicking foot is next to the ball pointing towards the target.
- With weight over ball, use inside of the foot push pass through the middle of the ball.
- Receive at an angle w/ an open body shape so player can see where the ball is coming from and where it can potentially go to, as well as a shoulder check to know whether pressure is close or not.
- Communication (verbal, eye contact and body language).

PSYCHOSOCIAL	<input checked="" type="checkbox"/>
PHYSICAL	<input checked="" type="checkbox"/>
TECHNICAL	<input checked="" type="checkbox"/>
TACTICAL	<input type="checkbox"/>

STAGE 2

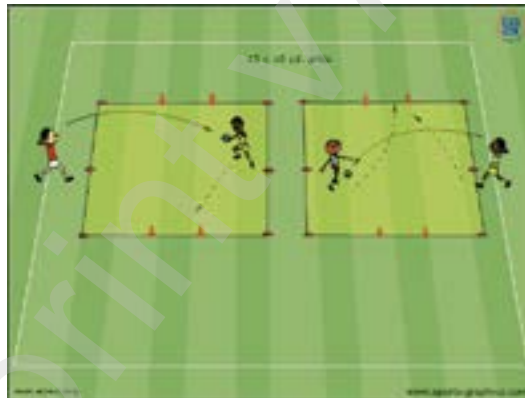
(Small-Sided Activity)

- * Individual & pairs
- * Competition & teamwork
- * 2v2 and 3v3...

To see this activity in action visit ayso.org/10u-control-2-act-1

ORGANIZATION/RULES

- 15x10 yard playing area(s).
- Players work in pairs one ball per pair.
- Two small goals are set up 15 yards apart & a service line is marked at midway point w/ 2 cones. Player 1 serves the ball to player 2 as a throw-in.
- Player 2 controls the ball in direction of the goal he wants to go through and stops ball over goal line (under control!)
- Keep score (alternate server, scorer stays on).
- > Once player 1 has served the ball he is live as a defender and attempts to prevent player 2 achieving his objective.



COACHING POINTS

- Get in line with flight of ball.
- Bring surface up to meet ball.
- At moment of impact, withdraw surface to cushion first touch (like catching an egg).
- Be on toes to react to falling ball.
- Direct touch to space (away from defender towards goal).
- Fake defender w/ body movement "prior" to receiving ball.

PSYCHOSOCIAL	<input checked="" type="checkbox"/>
PHYSICAL	<input checked="" type="checkbox"/>
TECHNICAL	<input checked="" type="checkbox"/>
TACTICAL	<input type="checkbox"/>

STAGE 3

(Expanded Activity)

- * Opposition (attack & defense)
- * Directional play (w/ goals or targets)
- * Expanded numbers (3v3 to 7v7...)
- * Most game aspects

To see this activity in action visit ayso.org/10u-control-2-act-2

ORGANIZATION/RULES

- 40x30 field. 2 teams w/ GKs.
- The condition/pattern is THROW IN- CONTROL-PICKUP. The game must follow this sequence.
- Players must not throw the ball to themselves and cannot run with the ball.
- Opposition must attempt to intercept the ball by placing their bodies in the balls pathway and controlling it.
- Goals can only be scored after ball is controlled (1 touch to control, 1 touch to strike).



COACHING POINTS

- Read service and move into line w/ ball.
- Select controlling surface early and adjust body accordingly.
- Check in or check out to lose any defenders by creating passing angles or options.
- Control into space or towards the goal if that is an option (prepare the ball).
- If defender's tight, control & protect ball.
- Attitude should be to beat the defender with 1st touch or on the turn.

PSYCHOSOCIAL	<input checked="" type="checkbox"/>
PHYSICAL	<input checked="" type="checkbox"/>
TECHNICAL	<input checked="" type="checkbox"/>
TACTICAL	<input checked="" type="checkbox"/>

STAGE 4

(Small-Sided Match)

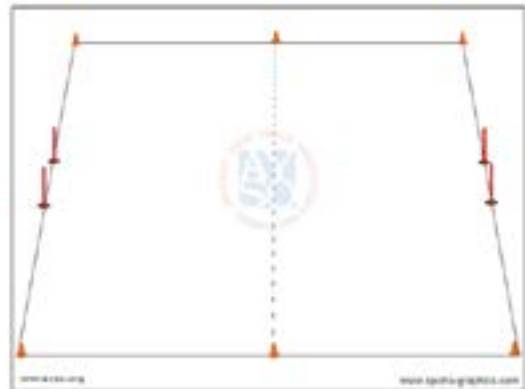
- * Unconditional
- * Emphasize topic
- * Age group laws
- * Formations
- * Let them Play!

Cool Down/Debrief

ORGANIZATION/RULES

- Balanced 5 v 5. 50x40 grid (or half size of field team plays matches on).
- Match like conditions with general rules.

Player leads stretching (light at this age but teach proper form), **brief** review on lesson and any announcements.



COACHING POINTS

- Emphasize quality control techniques but let them play.
- Game conditions should validate what was covered in training (quality control, 1st touch efficiency, movement).

PSYCHOSOCIAL	<input checked="" type="checkbox"/>
PHYSICAL	<input checked="" type="checkbox"/>
TECHNICAL	<input checked="" type="checkbox"/>
TACTICAL	<input checked="" type="checkbox"/>

TRAINING PLAN 10U CONTROL

CREATED BY
Gamble
AYSO Soccer Camps

STAGE 1

(Technical Warm-up)

- * Max. ball contact, repetition
- * Introduce topic
- * Physical prep. (dynamic)
- * Unopposed-opposed

To see this activity in action visit ayso.org/10u-control-3-warmup

ORGANIZATION/RULES

- 20x20 grid, each player has a ball (egg).
- Players toss their egg into air and try to prevent it from breaking before it hits the floor.
- The players work on the different controlling surfaces and technique to bring the ball under control to their feet as quickly as possible.
- Foot, thigh.
- Control and move, control and move.

Player leads stretching (light at this age but teach proper form).



COACHING POINTS

- Develop use of controlling surfaces (foot inside / outside / laces, thigh, chest) to bring the ball under control.
- Ball needs to be "soccer distance away" after 1st touch- close enough to keep possession, but far enough away to be able to lift head & use peripheral vision when looking at ball.
- Encourage players to be on toes & move in line with ball able to move forwards or backwards.
- Receive ball w/ cushioned control to bring it under control quickly.

PSYCHOSOCIAL	<input checked="" type="checkbox"/>
PHYSICAL	<input checked="" type="checkbox"/>
TECHNICAL	<input checked="" type="checkbox"/>
TACTICAL	<input type="checkbox"/>

STAGE 2

(Small-Sided Activity)

- * Individual & pairs
- * Competition & teamwork
- * 2v2 and 3v3...

To see this activity in action visit ayso.org/10u-control-3-act-1

ORGANIZATION/RULES

- 30x20 grid w/ multiple 2-yard goals randomly placed throughout grid.
- Pairs, one ball per pair.
- One partner throws ball up and teammate must control the ball in the direction of the nearest goal and then dribble through the goal.
- Then pick the ball up and throw to opposite partner to do the same.
- > Serving player pressures the player controlling the ball, making them speed up the control and get through a goal quickly.



COACHING POINTS

- Use numerous controlling surfaces (foot, thigh, chest).
- Move into line with the ball in time to receive it- soft touch.
- Read speed & trajectory of service (adjust forward/back as needed).
- Prepare ball away from defender to space or to goal.
- Let ball come across body & open up.
- Fake direction of control touch when pressure is applied.

PSYCHOSOCIAL	<input checked="" type="checkbox"/>
PHYSICAL	<input checked="" type="checkbox"/>
TECHNICAL	<input checked="" type="checkbox"/>
TACTICAL	<input type="checkbox"/>

STAGE 3

(Expanded Activity)

- * Opposition (attack & defense)
- * Directional play (w/ goals or targets)
- * Expanded numbers (3v3 to 7v7...)
- * Most game aspects

To see this activity in action visit ayso.org/10u-control-3-act-2

ORGANIZATION/RULES

- 40x30 field. Play small sided game with goalkeepers.
- Each player has an assigned man marker on the opposition team.
- Players can only challenge their assigned man-marker.
- The object for the defensive team is to prevent their counterpart from receiving the ball and scoring.
- Offensive players must have quality 1st touch control/efficiency under pressure.



COACHING POINTS

- Read service and move into line w/ ball.
- Select controlling surface early and adjust body accordingly.
- Check in or check out to lose any defenders by creating passing angles or options.
- Control into space or towards the goal if that is an option (prepare the ball).
- If defender's tight, control & protect ball.
- Attitude should be to beat the defender with 1st touch or on the turn.

PSYCHOSOCIAL	<input checked="" type="checkbox"/>
PHYSICAL	<input checked="" type="checkbox"/>
TECHNICAL	<input checked="" type="checkbox"/>
TACTICAL	<input checked="" type="checkbox"/>

STAGE 4

(Small-Sided Match)

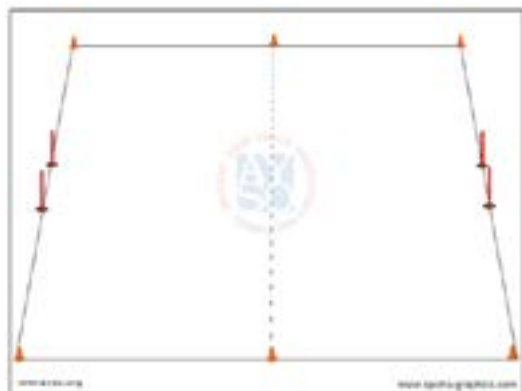
- * Unconditional
- * Emphasize topic
- * Age group laws
- * Formations
- * Let them Play!

Cool Down/Debrief

ORGANIZATION/RULES

- Balanced 5 v 5. 50x40 grid (or half size of field team plays matches on).
- Match like conditions with general rules.

Player leads stretching (light at this age but teach proper form), **brief** review on lesson and any announcements.



COACHING POINTS

- Emphasize quality control techniques but let them play.
- Game conditions should validate what was covered in training (quality control, 1st touch efficiency, movement).

PSYCHOSOCIAL	<input checked="" type="checkbox"/>
PHYSICAL	<input checked="" type="checkbox"/>
TECHNICAL	<input checked="" type="checkbox"/>
TACTICAL	<input checked="" type="checkbox"/>

TRAINING PLAN 10U GOALKEEPING

CREATED BY
Walker
AYSO Soccer Camps

STAGE 1

(Technical Warm-up)

- * Max. ball contact, repetition
- * Introduce topic
- * Physical prep. (dynamic)
- * Unopposed-opposed

To see this activity in action visit ayso.org/10u-goalkeeping-warmup

ORGANIZATION/RULES

- 20x20 grid. 1 ball per player, in GK position w/ ball in hands.
- GKs skip around area.
- Coach makes 4 calls for the GKs to respond to:
 - **Up:** GKs w/ ball in hands, jump up lifting the ball above their head & make the call "keepers."
 - **Right:** GKs shuffle 4 steps to right w/ ball in hands & in front of body.
 - **Left:** GKs shuffle 4 steps to left w/ ball in hands & in front of body.
 - **Down:** GKs drop ball & react by bending one knee to follow the ball and pick it up.

Player leads stretching (light at this age but teach proper form).



COACHING POINTS

- Goalkeeper Position: Knees slightly bent, body weight forward on the balls of their feet. Hands must be positioned in a central location, palms facing out, thumbs close together for ease of catch and movements.

PSYCHOSOCIAL	<input checked="" type="checkbox"/>
PHYSICAL	<input checked="" type="checkbox"/>
TECHNICAL	<input checked="" type="checkbox"/>
TACTICAL	<input type="checkbox"/>

STAGE 2

(Small-Sided Activity)

- * Individual & pairs
- * Competition & teamwork
- * 2v2 and 3v3...

To see this activity in action visit ayso.org/10u-goalkeeping-act-1

ORGANIZATION/RULES

- 20x20 grid. Set cones in line for 3 GKs.
- GKs w/ ball in hands side-step through the cones moving forward (accustoms GKs to working angles).
- "W"/ ball in hands, GKs maintain good GK position & awareness of handling while moving.
- > Once competent at movement w/ ball in hands, coach (assistant, parent) becomes server(s). As GKs move through cones, coach serves ball to make sure GK position is good & to increase awareness.
- > Coach varies serves. High means GK catches ball at height; low requires a bent knee to get down to ball (knees bent also serve as protection if ball beats hands). Serve to right/left of GK requires side steps & getting in line with the ball.



COACHING POINTS

- Maintain good GK position throughout movement, hands in front of the body and thumbs almost touching.
- Keep head up as much as possible to be aware of the location of the ball (10U GKs tend to look at their feet as they maneuver cones).

PSYCHOSOCIAL	<input type="checkbox"/>
PHYSICAL	<input checked="" type="checkbox"/>
TECHNICAL	<input checked="" type="checkbox"/>
TACTICAL	<input type="checkbox"/>

STAGE 3

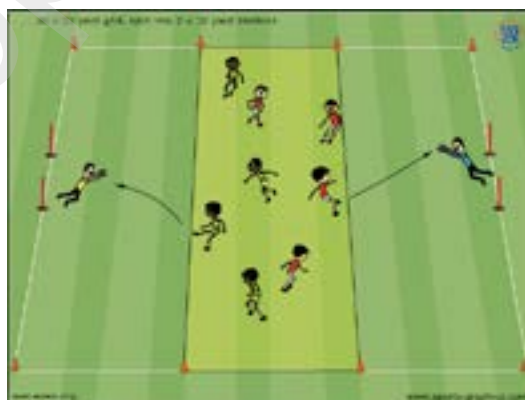
(Expanded Activity)

- * Opposition (attack & defense)
- * Directional play (w/ goals or targets)
- * Expanded numbers (3v3 to 7v7...)
- * Most game aspects

To see this activity in action visit ayso.org/10u-goalkeeping-act-2

ORGANIZATION/RULES

- 30x20 grid, split into 3 sections. 2 goals w/ GKs.
- 2 teams pass/move in central grid.
- When GK calls a specific player, whoever has the ball at that time, shoots at that GK's goal. All shots are taking from inside central grid.
- > Allow a player from the other team to pressure the shooter.
- > Player must pass ball to another player who then shoots.



COACHING POINTS

- All general goalkeeping techniques apply (see section on Goalkeeping Techniques).
- Goalkeepers must stay focused at all times.
- Goalkeepers must recover and react after shot and/or save.
- Face opposition at all time and adjust body position for angled shots adjusting to ball line and arc accordingly.

PSYCHOSOCIAL	<input checked="" type="checkbox"/>
PHYSICAL	<input checked="" type="checkbox"/>
TECHNICAL	<input checked="" type="checkbox"/>
TACTICAL	<input type="checkbox"/>

STAGE 4

(Small-Sided Match)

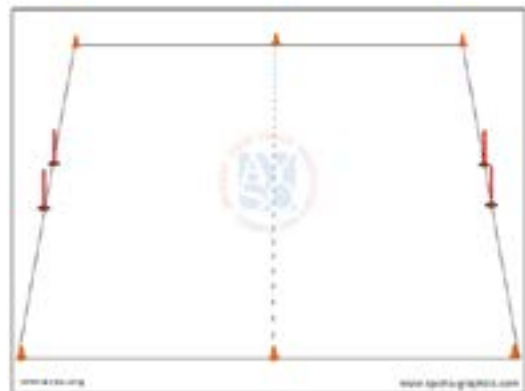
- * Unconditional
- * Emphasize topic
- * Age group laws
- * Formations
- * Let them Play!

Cool Down/Debrief

ORGANIZATION/RULES

- Small sided match with general rules.
- Rotate players through GK position.

Player leads stretching (light at this age but teach proper form), **brief** review on lesson and any announcements.



COACHING POINTS

- Emphasize quality GK technique but let them play.

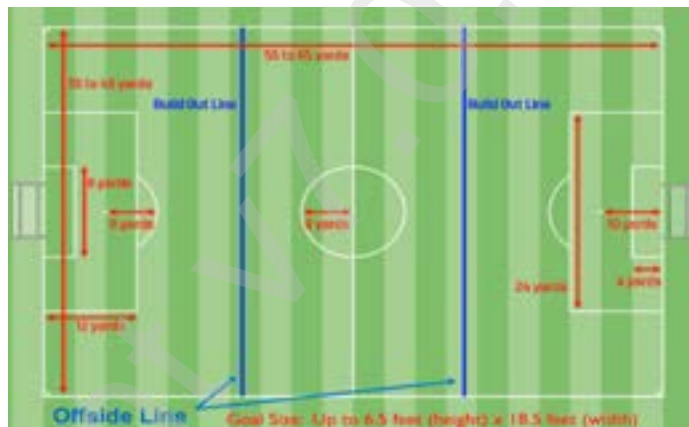
PSYCHOSOCIAL	<input checked="" type="checkbox"/>
PHYSICAL	<input checked="" type="checkbox"/>
TECHNICAL	<input checked="" type="checkbox"/>
TACTICAL	<input checked="" type="checkbox"/>

10U PROGRAM GUIDELINES

PLAYING THE GAME

Field

- **Dimensions:** 60-65 yards long, 35-45 yards wide.
- **Markings:** Distinctive lines recommended.
 - Halfway line the width of the field, marked equidistant between the goal lines.
 - Center circle with a eight-yard radius in the center of the field.
 - Corner arcs with a one-yard radius at each corner of the field.
 - Goal area in front of each goal measuring 4 x 8 yards.
 - Penalty area in front of each goal measuring 12 x 24 yards.
 - Penalty mark ten yards from the goal line.
 - Penalty arc extending in an eight-yard radius from the penalty mark.
 - Build-out line runs across the field equidistant between the top of the penalty area and the halfway line.
- **Goals:** Up to 6.5 feet high x 18.5 feet wide.



Ball

- Size 4

Players

- **Numbers:** Seven per team on field; one of which is a goalkeeper. Ten maximum on roster.
- **Substitutions:** Between periods, at halftime and for injuries.
- **Playing Time:** Minimum of two periods per game and no player should play four periods until everyone has played three.
- **Teams:** Separate girls and boys teams should be promoted at all levels of play.

Players' Equipment

- **Footwear:** Soccer shoes are recommended (or similar type athletic shoes). The type and condition of cleated shoes must be inspected for safety before use.
- **Shinguards:** MANDATORY for both practices and games, and must be covered entirely by socks.
- **Jerseys:** Rolled or tied up sleeves are permitted, provided that the referee approves it is done in a safe manner.

Duration of Game

- Four 12.5-minute periods
- Halftime break of 5- 10 minutes

Referee

AYSO-certified regional officials or higher are required for 10U and older games. Be a “thinking” referee who only interferes with play when necessary for the safety of the players and the good of the game. The game belongs to the players.

Assistant Referees/Club Linesmen

If available, qualified assistant referees who have completed Assistant Referee Certification may be used to assist the referee. This is an opportunity for new assistant referees to begin getting experience. If qualified assistant referees are not available, club linesmen (untrained volunteers who may be affiliated with one of the teams/clubs) may be recruited from the spectators to assist the referee with calling the ball in and out of play only. This is an opportunity for parents to get involved.

10U MATCH KNOWLEDGE

KNOW THE TERMS

The Start of Play

To start the first and second halves and following each goal in all age group games, play is started or restarted with a kick-off in the center of the field. A coin toss is used to determine which team kicks off to start the game and the other team kicks off to start the second half. Following a goal, the team scored upon kicks off.

The Kick-off

The kick-off is taken from the center of the field with each team in their own half and the team not kicking off at least eight yards from the ball.

Ball In and Out of Play

The ball is out of play in all age group games when it completely crosses the touch line (side line) or goal line (end line), either on the ground or in the air.

Method of Scoring

A goal, in all age group games, is awarded when the ball completely crosses the goal line into the goal.

Fouls

For 10U and older games, all fouls identified in Law 12 apply. Refer to the *Laws of the Game* for more information. Although there is now the potential for more fouls, referees still try to only stop play for deliberate breaches of the Law that are not trifling or doubtful. The goal is to maximize playing time and minimize unneeded stoppages.

Misconduct

Misconduct should still be relatively rare in 10U games. Coaches at all levels of play have the option of calling players to the touchline to receive a few words of “positive instruction” concerning the player’s behavior. A coach also has the option of telling a player to ask the referee for permission to leave the field and then, after getting the player under control, having the player request permission to reenter the game. The referee should permit these requests. However, substitution is not allowed for the player leaving the field in this situation.

Free Kicks

Free kicks, in 10U and older games, may be either direct (may score directly) or indirect (must be touched or played by another player before a goal can be scored). Opponents must be at least eight yards from the ball or on the goal line between the goal posts during free kicks in 10U games. Free kicks awarded the attacking team inside the defending team’s goal area are to be taken from the nearest point on the goal area line parallel to the goal line. Refer to the *Laws of the Game* for further details.

Goalkeeper Punts

For 9U to 12U, the goalkeeper shall not punt the ball. An indirect kick will be awarded to the opposing team at the spot of the offense if a goalkeeper for 9U to 12U deliberately punts the ball during a match. An indirect free kick awarded to the attacking team inside the opposing team’s goal area must be taken on the goal area line at the point nearest to where the goalkeeper punted the ball.

Penalty Kicks

Penalty kicks may be awarded in 10U and older games. A penalty kick results from a player committing one of the ten direct free kick fouls inside his/her own penalty area. The penalty kick is taken from the penalty mark with all other players outside the penalty area except for the opposing goalkeeper. Refer to *Laws of the Game* for further details.

Throw-in

Second chances are not given for improper throw-ins for 10U and older players. An improper throw-in results in a throw-in for the opposing team. The referee, in an attempt to keep the game moving and to minimize unnecessary interruptions, must judge if indeed the throw-in violated the spirit of the throw-in Law, or if the violation was trifling and not worthy of stopping play.

Goal Kick

A goal kick is awarded the opposing team when the attacking team is last to touch the ball before it crosses the goal line but not scoring a goal. The goal kick may be taken from any point inside the goal area. The ball is not in play and cannot be touched or played by either team until it has been kicked beyond the penalty area in 10U and older games. The goal kick is retaken if the ball is touched or played by either team before leaving the penalty area.

Corner Kick

A corner kick is awarded the opposing team when the defending team is last to touch the ball before it crosses the goal line but not scoring a goal. The opposing team must be at least eight yards from the ball when the corner kick is taken in 10U games. Refer to the *Laws of the Game* for further details.

Offside

The offside Law applies in 10U and older games.

- A player is in an offside position if he is (**beyond the build-out line**) nearer to the opponents' goal line than both the ball and the second to last defender. Being in an offside position in itself is not an offence. A player is not in an offside position if:
 - He is in his own half of the field of play or
 - He is level with the second last opponent or
 - He is level with the last two opponents
- The player in an offside position is only penalized if, at the moment the ball is touched or played by a teammate, the referee considers him to be actively involved in the play by:
 - Interfering with play or
 - Interfering with an opponent or
 - Gaining an advantage from being in that position
- There is no offside offence if a player receives the ball directly from:
 - A goal kick or
 - A throw-in or
 - A corner kick
- The punishment for being offside is an indirect free kick for the opposing team.
- The indirect free kick is taken from the location of the offside player.
- The referee may or may not declare a violation of the Offside Law depending upon his judgment of the circumstances.

Build-Out Line

- The build-out line promotes playing the ball out of the back in a less pressured setting.
- The build-out line shall be placed across the field equidistant between the top of the penalty area and the halfway line.
- The opposing team must move behind the build-out line for a goal kick or when the goalkeeper has possession. At any time, the goalkeeper may pass, throw or roll the ball to a teammate who is behind the build-out line.
- The goalkeeper or the player taking the goal kick does not have to wait for the opposing players to move behind the build-out line. The play from the goalkeeper or from the goal kick must be played to a teammate behind the build-out line. After the ball is put into play, the opposing team can then cross the build-out line and play may resume as normal. The first touch is from the goal kick or the pass from the goalkeeper.
- The build-out line shall be used as the line to determine offside. Players cannot be penalized for an offside offense between the halfway line and the build-out line.

No Heading!

- Consistent with the US Soccer mandates on heading the ball, heading is banned for all division players 11U (12U and below for programs without single age divisions) and below in both practices and matches. An indirect free kick will be awarded to the opposing team if a player age 10 or younger, deliberately touches the ball with his/her head during a match (taken from the place where the player touched the ball with his/her head).

APPENDIX A:

SAFETY AND RISK MANAGEMENT

SAFE HAVEN INTRODUCTION

Agreeing to a background check is also required for each volunteer. Safe Haven® is both a child AND volunteer protection program.

The child protection aspect is intended to prevent child abuse, promote education and awareness, enforce policies and screen and train volunteers. It includes proactive steps that promote a positive, healthy environment for children. Volunteer protection comes into play as a result of volunteer training, certification and continuing education. The Volunteer Protection Act of 1997 provides certain legal protections for volunteers *who have been trained and certified and act in accordance with a written job description*. Safe Haven includes these three elements, giving volunteers the highest degree of protection available under the law.

To coach in AYSO, you MUST complete this course!

KEEP IN
MIND



To ensure the safety of both children and volunteers, each volunteer is **required** to take a class or online training session called AYSO's Safe Haven® focusing on safety and appropriate behavior with children as well as other on-field issues.

RISK MANAGEMENT BASICS

Covered in detail within our Safe Haven course, below are some general excerpts regarding risk:

Supervision

- One adult for every 8 or fewer children.
- **At least 2 adults present at ALL times.**
- At least 1 adult of the same gender as players.
- Adults should never be alone with a child except their own (including transporting a child in a car).
- Team Coach is responsible for players on team until they are picked up or otherwise leave the area.
- **No child shall be left unsupervised** after a game or training session.
- When necessary to speak privately with a child, select a spot out of earshot but within sight of others.
- The AYSO "Buddy System" requires a minimum of 3 players whenever children are allowed to enter a restroom alone, etc. Necessary for preventing player-on-player abuse.
- Adult supervisors of children must ensure that players are not allowed to abuse other players during AYSO activities.

Physical contact with children should be:

- In response to the need of the child only.
- With the child's permission.
- Respectful of any resistance or hesitation.
- Careful to avoid private parts (hug from the side only).
- In the open, never in private.
- Brief in duration.
- Age and developmentally appropriate.

Social Media!

To help address the growing need to protect children from abuse, which includes the invasion of privacy rights and/or volunteers from misunderstandings and false accusations, the following recommendations are suggested for electronic communications and the use of social media sites, such as Facebook or Twitter.

- Maintain transparency in communications with children while protecting children's identity and privacy. It is the responsibility of adults to maintain appropriate boundaries!
- All communications regarding AYSO activities and participation in the program must be directed to parents and guardians including voice messages, e-mails and text messages (it is up to the child's parents to communicate necessary information).
- If, for older players or youth volunteers, parents/guardians allow direct communications with a player or youth volunteers, parents must still be copied on any and all messages.
- Adults should refrain from private, personal, on-going electronic conversations with children.
- It is not advised to provide player access to your personal social media site (i.e., Facebook). Settings should be set to 'Private.'

The lines between personal, private and public are becoming very thin in today's tech-dominant world, please be responsible and fully aware of the challenges!

GENERAL GUIDELINES TO INJURY MANAGEMENT

In dealing with injuries, the coach must be competent and in control of the situation and remain calm to prevent panic. When at all unsure, GET professional help!

DO NOT

- Try to diagnose a serious injury.
- Touch the injury, but rather ask the injured player to move the affected area. A serious injury will not allow movement by the injured player and will give the coach a clue to the seriousness of the injury.

DO

- Seek professional help for all but minor injuries.
- Put the child's welfare ahead of the team's needs. AYSO philosophy emphasizes healthy competition in a proper perspective. Playing youngsters with serious injuries is incompatible with our value system.

Is a player ready to return to play?

- Can the player walk without limping?
- Can the player run in a straight line? Or cut from side to side?
- Can the player execute other demands of the game?
- Is the player safe from further injury?
- If the answer is no to any of these, do *not* return player to the game.

General Care and Treatment of Injuries or Conditions

Injury	Treatment
Blisters	Don't pop blister or cut dead skin away. Cover with Vaseline. Apply blister-specific Band-Aids or moleskin (cut piece out to surround blister, do not place directly on blister).
Sprain (Ankle, Knee, Wrist, Elbow)	Pressure wrap, ice for 20 minutes per hour during first 48 hours. Elevate when possible. RICE - Rest Ice Compression Elevation
Muscle Strain (Pull)	RICE
Contusion (Bruise)	RICE
Cramp	Apply light pressure with hand. Stretch muscle with steady pressure. Ensure player is well hydrated.
Nose Bleed	Direct pressure (pinch nostrils.) Sit player up. Don't blow nose.
Bleeding	See Safe Haven
Cut or Abrasions	Stop bleeding with direct pressure. Wash with antiseptic. Close with adhesive strip or butterfly. Cover with dry sterile dressing.
"Wind Knocked Out"	Lie on side or back. Encourage slow, relaxed breathing. Try to reduce anxiety.
Heat Exhaustion - Player Feels Cool, Clammy and Damp. Pale.	Move to shade. Douse with cool water. Loosen restrictive clothes. Give fluids.
Unconsciousness	Check airway, breathing, and pulse. Don't move (risk of spinal injury). Get help!
Concussion (Possible With or Without Consciousness)	Look for loss of memory, confusion, headache, dilated pupils, nausea. Do not send player back into game. Refer to CDC's signs & symptoms. If any doubt, get help.
Choking - Object Blocking Wind Passage	Use Heimlich Maneuver. Get help!
Fracture/Dislocation	Immobilize area. Get help!
Heat Stroke - Player Feels Hot, Dry, Dizzy, Shallow Breathing.	Professional help immediately!
Hypothermia	Shield from wind and cold, wrap in warm blankets and cover head. Get Help!

When at all unsure GET professional help!

In addition to AYSO's Safe Haven, we strongly suggest a first aid class or certification.

APPENDIX B:

TEAM MANAGEMENT

ORGANIZING THE TEAM

1. Develop a Team Goal.

“Development over Winning” or “Players having FUN while learning about soccer” are good bases for a team goal. Develop in conjunction with your players and parents.

2. Develop a Coaching Philosophy.

You can base your personal coaching philosophy on your own perspective or the AYSO Coach Pledge (see *Appendix E*).

3. Conduct a Parents’ Meeting!

- Discuss AYSO’s Vision, Mission and Six Philosophies! Remember, **this is what makes AYSO unique!**
- Explain your Coaching Philosophy. Your guidelines and expectations (share your coaching experience or lack thereof), and team policies regarding:
 - Equipment brought to practice by each player: water, ball (properly inflated), shin guards, appropriate clothing, footwear, (sunscreen), etc.
 - Attendance at practices and games.
 - Player and parent behavior. You can discuss expectations of players and parents based on the Player and Parent Pledges as well as introduce Kids Zone.
 - Encourage communication regarding any player injuries
 - Discuss concussion awareness, Safe Haven, etc.
- Discuss the team’s goal(s).
- Introduce the small-sided match and why we play it.
- Educate parents briefly on the *Laws of the Game* specific to this age group. Distributing the ABC’s of AYSO (contact your Regional Commissioner for more info) is a great way to introduce new parents to soccer and AYSO.
- GET HELP – You will need:
 - Assistant Coaches
 - Team Manager for administrative duties such as phone calls, coordinating carpools, etc.
 - Team Parent to develop snack schedule, plan social activities, etc.

MATCH DAY MANAGEMENT

Prior to Match Day

- Remind parents where and what time your team will meet.
- Ask parents to have players arrive approximately 30 minutes prior to kick-off in order to account for late arrivals, warm-up and prepare accordingly.

Match Day

- Check Your Equipment Before You Leave Home: make sure you have all the equipment you need.

Before the Match

- Arrive early: at least 10 minutes before the time you expect your players.
- Gather team: begin “free play activity” as players arrive.
- Conduct a warm-up, which should include a ball per player or pair. Avoid long lines. Players need to get moving and familiar with the ball.
- Talk: Excite them about getting ready to play.
- Remind them to have fun and to do their best!
- Review training that was practiced and how it should be integrated into the game.
- A quick reminder of the rules can be most beneficial (pending age).

After the Match

- Limit any post match speeches! At the most a very brief review of what went well.
- Ask if anyone is hurt.
- Thank the players for participating and congratulate players who worked particularly hard.
- Remind players (and parents) of next practice or match.
- Wish them well for the remainder of their weekend!

APPENDIX C:

SOCCER FITNESS AND NUTRITION

STAYING HEALTHY

Fitness

Fitness can be defined as a combination of speed, strength, stamina, suppleness and skill and should be specific to meet the demands of the sport. Speed and stamina are two main components of fitness that all soccer players require (and vary depending on the player's role in the team). There are two types of stamina that we will address: aerobic and anaerobic.

Aerobic Conditioning

Aerobic fitness uses oxygen to perform exercise. Physical exercise such as jogging constantly improves the body's ability to transport oxygen to the muscles and allows the athlete to work at a constant rate without being completely fatigued. Aerobic exercise helps to build athletic stamina for sustained performance.

Anaerobic Conditioning

Anaerobic fitness is high intensity exercise without the use of oxygen. High-energy activities such as sprinting and jumping require the use of energy (ATP, glycogen) that is stored in the muscles. This happens when the body needs to get energy quickly. Anaerobic capacity can be improved by performing high intensity exercises for short durations.

Soccer-Specific Fitness

Soccer players need a combination of aerobic and anaerobic fitness. Some positions require a higher level of aerobic fitness, while others require more anaerobic-specific fitness.

Midfield Players tend to cover the most distance during a game as they are expected to continuously link with the offense and defense. Because of this, midfield players need a more all-round fitness profile with an emphasis on both aerobic and anaerobic capacity.

Attackers and Defenders need more training that prioritizes speed. Although defenders and attackers can often get more rest time than midfielders, they are also required to perform sprints at a faster speed to be successful in their crucial phases of play. For improvements in acceleration, repeated sprints of around six seconds in duration will be effective.

Hydration

With 70-75% of your total weight made up from water, it is essential to stay hydrated throughout the day, not just prior to activity. Ultimately, fluid intake is based on the size of the player, temperature, humidity and length of game (minutes played) or practice. In general, players need:

- Two to three hours prior to participation, players should drink approx. 16 fl. oz. (2 cups) to 20 fl. oz. (2.5 cups).
- Ten to 20 minutes prior to activity the players should drink approx. 7 fl. oz. (0.875 cups) to 10 fl. oz. (1.25 cups) of fluids.

Children don't sweat as effectively as adults and without adequate fluid replacement, fatigue can quickly set in (when the body loses as little as 5% of its water it can reduce physical performance by 20-30%). Therefore, it is essential for soccer players to regulate their fluid intake in order to play at their top level. Water is adequate before a game, while sports drinks can be used at halftime or after the game to help replenish lost electrolytes and carbs (they also taste good so kids are more likely to drink them).

The Importance Of What We Eat

Soccer players require the right level of energy, which can be produced from eating a balanced diet high in carbohydrates. Carbohydrates provide the most energy to the body and can be split into 'simple' or 'complex'. It is important to know the right types of foods to eat and which foods provide the best source of energy.

'Simple' carbohydrates (sugar) can be found in candy, soda, sweets and cakes, and while they can provide energy, players can experience highs and lows from this type of food. Simple sugars are still a good source of energy but should be consumed from natural foods such as fruit and vegetables.

'Complex' carbohydrates (starches) take longer to break down providing a longer lasting energy source. Starches include grain products such as bread, crackers, pasta and cereals. Eating whole grain starches also provides the body with fiber, which is another important nutrient to aid digestion.

Foods that contain protein such as meats are an integral part of an athlete's diet. Foods rich in protein help to build, maintain and replace damaged tissues. While all meats contain protein, there are some that are easier to digest than others. White meats (chicken and fish) are easier to digest than red meats (beef) and can be eaten to provide the right protein levels. Milk, yogurt, eggs, soybeans are also good sources of lean protein.

Pre-Game (starts days prior)

It is important for soccer players to eat the right diet on a daily basis and not rely solely on a pre-game meal. Energy required and expended during a game comes from what was eaten two to three days prior, not that day. A typical routine should be to gradually decrease training intensity while increase the percentage of total diet made up of carbohydrates. This helps muscles load up glycogen needed for the game.

Eating the right foods on game day will provide some energy, but its main focus is to compliment the existing energy stores, and to avoid hunger during the game. Eating light foods such as fruit smoothies, yoghurt or cereal two to three hours prior to a game or workout will provide a carb-rich diet that is light on the stomach and easy to digest. Eating in moderation at this time is important so that you do not completely fill your stomach. Avoid high fat, fiber and protein pre-game and also foods you are familiar with to avoid an adverse reaction.

During a Game

During the game, hydration is the priority. Water is great anytime but sports drinks can benefit if activity is going to be longer than an hour. Their sweet taste encourages kids to drink them, and they provide small amounts of carbohydrate to keep muscles fueled, and salts to help replace what's been lost through sweating.

Post-Game

After exercise, kids need to refuel with some healthy carbohydrates and protein (within 30 minutes after the game and again within two hours when muscles are most receptive to carb replacement). Chocolate milk is an effective recovery food since it provides fluid, potassium, carbohydrates and protein – all of which the body craves after activity. Other great post-exercise foods are sandwiches, fruits, bagels, raisins, pretzels, yogurt and smoothies.

Healthy Snacks

Many younger soccer players run from school directly to practices or games and have no time to stop for a high-energy snack to boost energy for performance. To stay fueled, players should keep water and healthy snacks accessible in their backpacks, lockers and coolers. Some healthy suggestions:

Bananas and other whole fruits, low-fat muffins, trail mix, whole grain crackers and cheese, fruit snacks, raisins, yogurt, carrots, apple wedges with peanut butter, granola bars, string cheese, and pretzels.

NOTE: At your team meeting, find out about any food allergies, i.e., peanuts, to avoid dangerous situations.

APPENDIX D:

DYNAMIC STRETCHES

GET READY TO PLAY

Dynamic stretching, in conjunction with static (pending the player's specific need) help prepare the muscles, increase the range of motion and warm up the body. Exercises can either be done freely within an open grid (more suitable for younger players) or organized similar to the option below.



Mark 10 x 15 yards area with a starting cone, a middle cone 7.5 yards from the starting one and an end cone 15 yards from starting one.

Create three sets of cones to have three groups of players working at the same time. Players perform dynamic stretches until the halfway point (cone) and then jog to the end cone, before returning to the starting cone (by jogging forwards or backwards). The process moves continuously until a dynamic stretch has been completed for each main body part.

Suggested dynamic stretches (click QR code for short video demonstrations):

- Skipping
- Jogging forwards with arms rotating in forwards circles
- Jogging backwards with arms rotating in backwards circles
- Knees into the chest
- Heels to the backside
- Side shuffle
- Opening the leg (up and over motion)
- Closing the leg (up and over motion)
- Cariocca
- Swing leg across body
- Forward lunges

Coaching Points

- TPF (Teach Proper Form).
- Select player to lead the stretches (leadership, responsibility, reward, esteem).

APPENDIX E:

PLEDGES

AYSO COACH PLEDGE

In my words and action, I pledge to:

1. Enthusiastically support and practice the AYSO vision to “enrich children’s lives” by embracing our Philosophies of: **Everyone Plays®, Open Registration, Balanced Teams, Positive Coaching, Good Sportsmanship and Player Development.**
2. Stay informed about sound principles of coaching and child development.
3. Respect the game and know the Laws.
4. Emphasize to my players that they must abide by the *Laws of the Game* at all times.
5. Develop a true respect for all referees judgments.
6. Develop a team respect for our opponents and each other.
7. Ensure a safe environment for my players.
8. Never yell at or ridicule a player.
9. Always set a good example.
10. Remember that soccer is a game and all games should be fun.
11. Let the players play without constant instructions or commentary from sidelines.
12. Role model good sporting behavior.

AYSO PLAYER PLEDGE

In my words and action, I pledge to:


1. Play for the sake of playing a game, not just to please a parent or coach.
2. Always give my best effort and work as hard for my teammates as I do for myself.
3. Treat all players as I would like to be treated.
4. Be a team player.
5. Be a good sport and support good plays whether they are made by my team or my opponents.
6. Abide by the *Laws of the Game*.
7. Cooperate with my coaches, teammates, opponents and the referee.
8. **Never argue with or complain about referee calls or decisions.**
9. Control my temper when I feel I have been wronged.
10. Not use offensive or abusive language.
11. Remember that the object of the game is to win, but the goal is to enjoy myself and give my best effort.





AYSO PARENT PLEDGE

In my words and action, I pledge to:

1. Attend and participate in team parent meetings as requested.
2. Be on time or early when dropping off or picking up my child for training or a game.
3. Ensure my child is supported and encouraged by family or loved ones at games.
4. Encourage my child to have fun and keep sport in its proper perspective.
5. **Define winning for my child as doing his/her very best and appreciate Development over Winning.**
6. Endeavor to understand the Laws (rules) of soccer and support the efforts of referees.
7. Honor the game and show respect for all involved including coaches, players, opponents, spectators and referees.
8. **Applaud and encourage players from both teams and not yell out instructions** (as this causes confusion to the players and ultimately hinders development).
9. Refrain from making negative comments about the game, coaches, referees or players, especially from the sidelines.
10. Encourage others to refrain from negative or abusive sideline behavior.
11. As parents, keep the game in perspective for our children (as a pastime, sport, fun, exercise).
12. Abide by the tenets of Kids Zone for appropriate sideline behavior and support AYSO's philosophies for enriching children's lives.

APPENDIX F: TRAINING PLAN

Topic: _____ Region: _____			Age: _____ Date: _____			
everyone plays		balanced teams	open registration	good sportsmanship	positive coaching	player development

<p>STAGE 1</p> <p>TECHNICAL WARM-UP</p> <p>Topic-related</p> <p>Max ball contact</p> <p>Unopposed to opposed</p> <p>Integrate physical</p>	<p style="text-align: center;">Organization/Rules</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p>		<p style="text-align: center;">Coaching Points</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>DURATION: _____</p> <p>INTENSITY: _____</p> <p># OF INTERVALS: _____</p> <p>INTERVAL TIME: _____</p> <p>RECOVERY TIME: _____</p>
<p>STAGE 2</p> <p>SMALL-SIDED ACTIVITY</p> <p>Individual & pair work</p> <p>Competition & teamwork</p> <p>2v2 and 3v3, etc.</p>	<p style="text-align: center;">Organization/Rules</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p>		<p style="text-align: center;">Coaching Points</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>DURATION: _____</p> <p>INTENSITY: _____</p> <p># OF INTERVALS: _____</p> <p>INTERVAL TIME: _____</p> <p>RECOVERY TIME: _____</p>
<p>STAGE 3</p> <p>EXPANDED SMALL-SIDED ACTIVITY</p> <p>Principles of attack & defense</p> <p>Directional play (w/ 1 full goal to targets or goal)</p> <p>Expanded numbers (3v3 to 6v6, etc.)</p> <p>Most game aspects/laws</p>	<p style="text-align: center;">Organization/Rules</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p>		<p style="text-align: center;">Coaching Points</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>DURATION: _____</p> <p>INTENSITY: _____</p> <p># OF INTERVALS: _____</p> <p>INTERVAL TIME: _____</p> <p>RECOVERY TIME: _____</p>
<p>STAGE 4</p> <p>SMALL-SIDED MATCH</p> <p>Unconditional Formations Laws</p> <p>PLAY!</p> <p>COOL DOWN / DEBRIEF</p>	<p style="text-align: center;">Organization/Rules</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p>		<p style="text-align: center;">Coaching Points</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>* _____</p> <p>DURATION: _____</p> <p>INTENSITY: _____</p> <p># OF INTERVALS: _____</p> <p>INTERVAL TIME: _____</p> <p>RECOVERY TIME: _____</p>

APPENDIX G: PLAYER EVALUATION

Player: _____ Number: _____ Age: _____ Position: _____

TECHNICAL	RATING	COMMENTS
Ball Control	1 2 3 4 5	
Receiving	1 2 3 4 5	
Passing	1 2 3 4 5	
Dribbling	1 2 3 4 5	
Running with the Ball	1 2 3 4 5	
Finishing	1 2 3 4 5	
Creativity	1 2 3 4 5	
TACTICAL		
Offensive Awareness	1 2 3 4 5	
Defensive Awareness	1 2 3 4 5	
Position-Specific Awareness	1 2 3 4 5	
PHYSICAL		
Agility & Balance	1 2 3 4 5	
Speed	1 2 3 4 5	
Endurance	1 2 3 4 5	
Strength	1 2 3 4 5	
Explosiveness	1 2 3 4 5	
Perception & Awareness	1 2 3 4 5	
PSYCHOSOCIAL		
Competitiveness	1 2 3 4 5	
Confidence	1 2 3 4 5	
Teamwork	1 2 3 4 5	
Leadership	1 2 3 4 5	
Communication	1 2 3 4 5	

1: Needs Improvement

2: Below Average

3: Average

4: Above Average

5: Skill Mastery

APPENDIX H: COACH REFLECTION

Technique/Topic: _____

PREPARATION: Did I...	YES	NO	COMMENTS
Prepare a written training plan			
Arrive timely to prepare coaching area			
Use Free Play (upon player arrival +)			
Introduce objective/topic			
COACHING: Did I...			
Effectively demonstrate where possible			
Involve player(s) where possible			
Observe and correct			
Effectively present coaching points			
Progress/modify activity (speed, space, opposition)			
Scrimmage (emphasize topic but let them play!)			
ASSESSMENT: Did I...			
Minimize verbal instructions			
Teach appropriate laws where possible			
Minimize use of 3 Ls			
Provide adequate water breaks			
Engage and inspire the players			
Educate!			
Accomplish the goals of my training plan			
Finish on time			

One thing to improve for next training session: _____

APPENDIX I:

VIP

VIP PROGRAM

Integrating the “VIP” Player into Your Region

A VIP (Very Important Player) is a player whose physical and/or mental challenges make it difficult to successfully participate on a mainstream soccer team.

What is successful participation? It should be defined by the player’s enjoyment and the safety of all team members.

The player who has only a physical disability is likely to have many of the expectations and capabilities of a non-disabled player and should be coached accordingly. Every effort should be made to integrate these players into mainstream teams, as much as safety allows.

VIP is an AYSO program designed to provide a quality soccer experience for VIP players. VIP teams offer many players with disabilities the least-restrictive and safest environment in which to learn and enjoy the game of soccer. Contact your Regional Commissioner, Regional Coach Administrator, Regional VIP Administrator or the AYSO National Office to obtain AYSO’s special VIP training materials and information on how to begin a VIP program.

APPENDIX J:

AYSO COACHES CORNER, Q&A

QUESTIONS & ANSWERS

My team is very strong and often is many goals ahead early. Understanding a blowout doesn't really help anyone, what can I do to contain it within reason?

This is a delicate topic but a very important one. Although we do not have an official policy on this, from a coaching perspective, the challenge is *not* to penalize the winning or scoring team (the purpose of the game after all), but not humiliate or discourage the opposing team who are being easily beaten. A few pointers for consideration:

- Coaches should be proactive *early* in the game if they see an obvious disparity.
- Winning team should *not* be penalized, i.e., reducing players, stopping scoring or sitting better players.
- Losing team should *not* be patronized, i.e., blatant efforts like playing two players down.
- Rather, we should look at some *proactive and challenging coaching conditions* for coaches potentially *about* to run up a score:
 - Rotate players' positions on winning team (GK plays striker, strikers play GK/defender, etc.)
 - Introduce a specific number of passes to score (again, a reasonable challenge that is less noticeable).
 - Ball needs to be played "wide" before being put into offensive area.
 - Selected players can only shoot using weaker foot.
 - Players must perform a specific turn or move, i.e., step-over before shooting.

In actuality, there is no guaranteed way to lessen a blowout or ensure it doesn't happen; however, a proactive awareness and effort by the winning coach *can* help lessen the impact. It should also be noted that prioritizing "development over winning" from day one could help the player's perspective.

Why do we have to be trained to coach the kids?

Age appropriate training and certification benefits *all* members of the organization. Most importantly, **our players** receive age appropriate and current coaching methods, which ultimately boosts their soccer (and personal) development, as well as their overall AYSO experience.

Our volunteer coaches are given insight to the modern game; learn about our wonderful organization (what makes AYSO unique); and are introduced to the most innovative and current coaching methodologies and activities. This not only provides great education, but also a comfort level to coaching their selected age group (maximizing their volunteer experience). After all, coaches need to have fun as well!

Coach training provides **our parents** with the comfort of knowing that the individual working with *their* child is age appropriately trained and qualified. As well as soccer-specific training, the fact each coach has been trained and certified in our child and volunteer protection course, Safe Haven, further promotes a confidence level for our parents when they hand over their precious ones each week.

Locally, we create a strong reputation for quality programming for our **Regions** to stimulate their volunteer and player base. And finally, **nationally**, requiring age-specific coach training separates ourselves from other youth sports groups in our resolute commitment to Player Development.

In conclusion, coach training is a major component in ensuring our players; parents and coaches enjoy their AYSO experience to the max!

Why “no goalkeepers” until 10U?

Soccer games without goalkeepers provide a better experience for young children for several reasons, which is why not only AYSO but U.S. Youth Soccer and U.S. Soccer discourage the use of goalkeepers at the 8U level and below.

First of all, the goalkeeper is denied a chance to run around and chase the ball. The boy or girl who must guard the goal is being prevented from doing what he or she signed up for- play soccer!

Depending on the game, the young goalkeeper is in danger of being bored (if the action is on the other end) and getting discouraged if the ball keeps flying into the goal.

In the worst-case scenario, players who are forced to play goalkeeper at the early ages lose their enthusiasm for the sport.

Also, we want young players to shoot at goal as much as possible, because striking the ball is such an important skill for players to master. Young kids are more likely to shoot often when they’re aiming a goalkeeper-free net. With a goalkeeper there, they become apprehensive, looking for the perfect shot that they are not physically mature enough to pull off.

Very young kids are not physically prepared to make saves. They may get in front of a tough shot now and again, but they just don’t have the tools for the position’s requirements and are inclined to feel devastated when scored upon.

In fact, not using goalkeepers makes the coach’s job much easier because the coach doesn’t need to cajole players to take turns in goal.

And the use of goalkeepers at such young ages also creates a temptation for the coach to make his bigger and more advanced athletes play goalkeeper, because this will greatly increase his team’s chances of winning. In other words, the use of goalkeepers encourages the results-driven approach to coaching that hinders long-term player development and can take the fun out of soccer. The players who are more advanced athletically at the young ages shouldn’t be kept from enjoying field play so that the coach can rack up some wins.

When goalkeepers are used, at the 10U level for example, the goalkeepers should be rotated frequently. Even players who enjoy playing goalkeeper should not be restricted to the position and should get plenty of time playing in the field. Players shouldn’t specialize at any one position until they are well into their teens.

Many of the nation’s best goalkeepers- Hope Solo, Tim Howard, Brad Friedel and AYSO alum Brad Guzan- spent much of their youth as field players. This not only prevented them from burning out on the position, but honed the foot skills goalkeepers need and their ability to read the game, which is crucial to being a good goalkeeper.

Kids don’t juggle in a game, so why is it so important?

Diego Maradona was once asked why he worked so hard in training perfecting tricks and juggling the ball, to which he answered, “Because I can.”

Tapping the ball in the air over and over means players are learning to hit the sweet spot while developing a good touch. Juggling with feet, thighs and all controlling surfaces trains players to be comfortable with the ball and develops striking and controlling skills.

Juggling helps with foot-eye coordination, and is a great way to work on balance. It also develops the weak foot. A key to developing soccer skills is to play with the ball as much as possible, and juggling can be done anytime, anywhere and on your own. If you can encourage your players to juggle, you’re giving them a way to work on their skills outside of organized practice and games (an important element in development).

Ball mastery gives players a competitive edge and makes tactical understanding easier to comprehend.

Why Does AYSO play “small-sided” matches at 6U, 8U, 10U and 12U?

The most influential soccer organizations in the world all agree that small-sided matches are the best way to develop soccer players. Almost every national soccer program from Brazil, Spain, England and the United States as well as the largest professional clubs including Barcelona, Manchester United and the Los Angeles Galaxy promote small-sided matches as the best tool to develop young players. This is formally confirmed in the US Soccer Player Development Initiatives.

Small-sided matches encourage young players to be engaged in the game at all times. They have more touches on the ball, which helps players build confidence on the ball. It also allows for coaches to spend more time on each player helping them develop their individual skills. It allows the younger players to make less complex decisions as they learn the game. Lastly, it allows for more opportunities for goals and success and excitement for the young players.

With the new heading restriction limiting heading in AYSO until 14U, is there anything we “can” do to help develop technique prior to this age?

In support of U.S. Soccer’s Concussion Initiative, the need to teach players the proper technique for heading a ball is an important component of player safety. For 10U and 12U players, in a controlled and individual environment (where heading is an isolated skill being taught *away* from any form of opposition or other aspects of the game), the use of lightweight balls (**foam, balloon, etc.**) would be acceptable for teaching heading technique.

APPENDIX K:

GLOSSARY

Activity: Drill or exercise.

Balance: Reading the attack and providing an equal or greater number of defenders than attackers at the point of attack, while simultaneously covering the vital area near the goal.

Build-out Line: Placed across the field equidistant between the top of the penalty area and the halfway line, the build-out line promotes playing the ball out of the back in a less pressured setting.

Center: To pass the ball from a wide position on the field into the penalty area, i.e., crossing.

Clear: A throw or kick by the goalkeeper or a kick by the defender in an attempt to get the ball away (clear) from the goal area.

Control/Restraint (Composure): Staying calm, disciplined and organized in the face of an attack by maintaining proper defensive techniques and positioning.

Combination Play: Passing combinations executed by two or more players, i.e., wall pass.

Compactness: Compressing or restricting the space the attacking team has by “shepherding” them into a confined area makes it easier to defend and regain possession of the ball.

Corner kick: Awarded to the opposing team when the defending team is last to touch the ball before it crosses the goal line but not scoring a goal. The opposing team must be at least ten yards from the ball when the corner kick is taken in 12U games. Refer to the *Laws of the Game* for further details.

Cover: A player creates a second defensive line in order to provide defensive support of a teammate or teammates.

Delay: Slowing down the attack by closing the gap and denying space to allow the defense to get organized.

Dribble: A way of advancing the ball by a series of short taps with one or both feet.

Dynamic: Moving, i.e., dynamic stretching (during warm up).

Far Post: Side of the goal or goal post farthest from the ball.

Forward: Striker. Primarily an attacking player.

Functional Training: Training specific demands of a position or a role. This can be for an individual player or for a group (i.e., forwards playing together as a pair in a 1-4-4-2). Functional training should take place in the area of the field where that scenario would occur in a real game.

Goalkeeper: The last line of defense. The goalkeeper is the only player who can use his hands within the field of play (limited to within the penalty area).

Goal line: Define ends of the field.

Grid: A marked (usually with cones), restricted playing area.

Half-volley: Kicking the ball just as it is rebounding off the ground.

Handball: Illegal act of intentionally touching the ball with the hands or arms.

Heading: A method of scoring, passing, and controlling the ball by making contact with the head.

Inside of the Foot – Push Pass: This technique is used to advance the ball or to maintain possession by passing to a teammate.

Inside of the Foot – Ball Control: Technique used to control the ball using the inside of the foot in order to maintain possession and prepare for the next move.

Instep Kick: Technique used for long passes and strong shots on goal using the instep of the foot.

Lob: Or chip. A high, soft kick, which lofts the ball over the heads of the opponents or goalkeeper.

Match: Game.

Marking: Guarding an opponent.

Midfielder: A player who is primarily responsible for moving the ball from the defenders to the forwards.

Mobility: Players changing positions (filling in for one another when necessary) and moving off the ball creates numerical advantages and thereby attacking/scoring opportunities.

Near Post: Side of the goal or goal post closest to the ball.

Obstructing: Preventing the opponent from going around a player by standing in the path of movement.

One-Touch Pass: A pass made without controlling (trapping) it first.

Overlap: The attacking play of a defender or midfielder going down the touch-line past his or her own winger.

Penetration: Advancement. Moving the ball and/or players past an opponent in order to get into position to shoot and/or score, and is achieved by shooting, dribbling, and passing.

Pitch: Another name for the field of play.

Pressure: Action of a defender to restrict time and space available to the offensive player.

Physical: A player's physical attributes: speed, agility, endurance, strength and power, etc.

Psychosocial: Respect, motivation, confidence, cooperation, competitiveness, etc., and how these emotions and feelings impact a player's development. Includes a player's ability to reason, learn and solve problems.

Screen / Shielding: Retaining possession and protecting the ball by keeping your body between the ball and opponent.

Set Play: A planned offensive movement to be executed at a free kick or corner kick.

Shoulder-Charge: Legally upsetting an opponent's balance by shoulder-to-shoulder contact.

Sliding Tackle: Attempting to take the ball away from the opponent by sliding on the ground and using the feet or legs to block and hold the ball.

Static: Stretching against muscle and holding for approximately 30 seconds (best suited to cool down).

Striker: A central forward position with a major responsibility for scoring goals.

Support: Supporting teammates by creating safe options for the player with the ball or movement to influence opponent's position to help a teammate receive the ball.

Tackling: attempting to or taking the ball away from an opponent when both players are playing the ball with their feet.

Tactical: A player's capacity to use their skill and ability within a game environment (competition), i.e., playing out of the back, possession and transition, offense/defensive and quick transition, etc.

Takeover: A 2 vs. 1 combination play in which the two offensive players move toward each other and the ball is transferred from one player to the other.

Technical: A player's ability to master ball skills, i.e., ball control, shooting, etc.

Through Pass: A pass that goes between two players and behind the defense.

Throw-In: Used to restart the game after the entire ball has crossed the touchline, whether on the ground or in the air.

Touch line: Define sides of the field.

Training (team): Practice (individual).

Trap: Controlling a ball by means of the feet, thighs, or chest.

Two-Touches: One touch is used to control the ball and the second touch is used to pass the ball.

Volley: Kicking the ball while it is in flight.

Wall Pass: A pass to a teammate, followed by a return pass on the other side of the opponent. Also called "give-and-go" or "one-two."

Warm-Up: The warm-up activity should physically prepare your players for the session as well as introduce the technical component of your session, i.e., dribbling or ball control, etc.

Width: Attacking on a broad front (players spread out) stretches the defense and creates space for players to advance.

Wing: Area of the field near the touch-line.

Winger: Name given to the right and left outside forwards.

ACKNOWLEDGEMENTS

THANK YOU!

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AYSO VISION

is to provide world class youth soccer programs that enrich children's lives.

AYSO MISSION

is to develop and deliver quality youth soccer programs which promote a fun, family environment based on AYSO's Six Philosophies:

AYSO SIX PHILOSOPHIES

- Everyone Plays®
- Balanced Teams
- Open Registration
- Positive Coaching
- Good Sportsmanship
- Player Development



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everyone plays®