

3rd-6th Coach's Guide



- **Family Fun Day (Team Picture Day): Saturday, September 7th**
 - Schedules and uniforms distributed at Picture Day
- **Season (Saturdays): September 14 – October 26**



I am a Youth Athlete.

I am Brave and strong and talented. But I'm Still just a kid. I am not perfect. I am a work in progress. I need you to be patient while I test the limits of my body and work through the emotions that come with success and failure. When I make a mistake, I wonder if you'll be disappointed. When I reach my goals, I look to see if you are watching. I am a youth athlete. I love my sport. You call it competition. I call it playing the game. I want to win and have fun. I am a youth athlete. I am **Your** youth athlete. Winning feels great, but your praise feels infinitely better. Please remember these things, and I promise to do my best to make you proud.

Thank You Coach! You make a huge difference and we appreciate you providing time and effort in making this season positive, fun and successful! If you haven't already, please fill out a [BACKGROUND CHECK](#), these are required annually to participate as a volunteer.

The purpose of this guide is to help you! Please take a few minutes and read the ENTIRE guide. The guide will help you know your role and responsibilities as a volunteer coach so the kids will have a fun learning experience and will grow to love sports and appreciate the benefits of physical activity. In this guide you will find important information to help you with all aspects of coaching- everything from conducting your first parent meeting to teaching fundamentals. If you ever need access to more coaching information it is available in the [COACH'S CORNER](#) on our website at www.PowerOfTheClub.org. **Thank you for volunteering!!!**

WHY YOU'RE IMPORTANT

Why do you want to coach? Do you want your kids to have an opportunity to play? Do you want to teach your kids to be the best they can be? What kind of coach do you want to be? People underestimate the effect that coaches have on young players. Coaches occupy a central role in the athletic setting, and their influence extends into other areas of their players' lives. As a coach you will have an impact on your players in their sports careers and in life, long after their organized playing days are over. You are a role model. Your actions and the attitudes you express shape their view of the world and of themselves. Your attitudes and actions also represent the Boys & Girls Clubs of the Lewis Clark Valley (BGCLCV), your team, and yourself. Please keep in mind the reason you want to coach, and remember your actions have a great impact on young lives!

ATHLETE FIRST, WINNING SECOND

THE MISSION OF THE BGCLCV IS: TO ENABLE ALL YOUNG PEOPLE, ESPECIALLY THOSE WHO NEED US MOST, TO REACH THEIR FULL POTENTIAL AS PRODUCTIVE, CARING, RESPONSIBLE CITIZENS. The BGCLCV youth athletic programs encourage participation, sportsmanship, developing skills and providing a fun, safe and supportive experience for children. Our programs are **NOT** intended to be miniature professional leagues. Coaches can get caught in the "winning is everything" philosophy that characterizes our pro sports culture. This thinking leads coaches to lose sight of what youth coaching is really about. The value of playing far exceeds winning and losing. The **MOST** important youth coaching product is not a win-loss record, but lifelong character lessons, skills, knowledge, and enjoyment by the players.

YOUTH DEVELOPMENT STRATEGY (BUIC)

How do we teach character lessons, skills, knowledge, and enjoyment? Coaches create an atmosphere with four club tested tools: Belongingness, Usefulness, Power or Influence and Competence. These four tools create the environment needed for boys and girls to reach their full potential.

Belongingness- A setting where players know they are accepted and belong. What we do not want is the sense that there are "groups or clicks," which create an uncomfortable environment for your players.

Usefulness- This gives your players the opportunity to do something of value for other people. For example use a player to demonstrate a certain skill like dribbling.

Influence or Power- Creates the chance for the players to be heard and to influence other people's decisions. Power is knowledge and knowledge is the key to influence others.

Competence- The sense that a player can do something and do it well. This is a coach's obligation to find that players niche, where they fit in and have the ability to do something well as a player or as a teammate.

Use these key elements to teach players life lessons, skills, sport knowledge, love of the game, and make a difference in a kid's life.

SUCCESS IS FOUND IN DOING ONE'S BEST

Children should be taught that success is found in striving for victory. Your players need to know they have complete control over the amount of effort they put forth. Youngsters should be taught that they are never a "loser" if they give their best effort. Focus on your player's effort and enjoyment rather than on success as measured by wins and losses. Emphasize and reward "doing your best," "getting better" and "having fun" as opposed to "win at all costs." With this in mind always reinforce effort as much as results. It's easy to recognize and praise an athlete who makes a great play. It's your job to recognize the athlete who tried hard but did not make the play. Be on the lookout for effort to encourage your players to continue or increase their output. In the quote on the title page I emphasized to his teams that success lies in doing one's best, in giving maximum effort regardless of the final score. Let that be the message you send your players and always let them know that you appreciate their efforts.

WINNING & LOSING

Children can learn from both winning and losing but winning must be put in a healthy perspective. Winning isn't everything, nor is it the only thing. Young athletes can't learn from winning and losing if they think the only objective is to beat their opponents. Winning is an important goal, but it is **NOT** the coaches most important objective. Children should leave our program having learned valuable lifelong lessons, having enjoyed the experience, demonstrated the expected skill outcomes, and looking forward to future sports participation. One of our coaches said it best, "We won't teach our kids to 'win at all costs' but we will teach them to be winners." This is the attitude that will best serve our youth.

When They Win

After a win the players have a great opportunity to show good sportsmanship by continuing to treat the other team with respect and dignity. As the coach, you should strongly remind your team to "win with class." Congratulate the other team by giving them a cheer then line the teams up to give high fives and to tell each other "good game," then have the players thank the referees. Never allow your players to taunt or humiliate an opponent, if it happens during a game, sit them out and explain that it will not be tolerated, put them on the bench until they learn their lesson. If the behavior continues notify the parent and the Athletic Director.

When They Lose

Athletes should not view losing as complete defeat. This might be the single most important lesson a child can learn from sports. This loss will not be the player's only failure in their lifetime. Children need to be taught that losing a game isn't the worst thing in the world. Teach players that how you respond to failure is more important than failing itself! After a loss explain that they can "lose with class." Have the players give the other team a cheer and line up and give high fives and tell the other team "good game," and have them thank the referees. Explain that if they give their best effort they aren't losers or bad people. Explain to them they can do different things to achieve success next time, like working harder in practice, teach them that you've only lost if you give up and quit.

SPORTSMANSHIP

Behavior after a win or a loss is an important part of sportsmanship. Sportsmanship can be taught by encouraging clean play, not trash talking, developing a positive relationship with the officials, and coping with winning and losing. These are all lessons that can be taught at practice and re-enforced before players step into a competitive game. A large part of teaching sportsmanship is having the courage to enforce it if one of your players misbehaves. As the coach, it's up to you to model appropriate behavior with both your words AND your actions. Remember- you are a role model.

COACH'S CONDUCT

As coaches we have a responsibility to promote high standards of behavior in athletics. Behavior is the biggest concern in our athletic program. This includes the treatment and respect of game officials (referees) and opponents. The BGCLCV enforces two major policies- first is our Coaches-At-Will Policy stating The BGCLCV is free to terminate a volunteer for any reason at any time. Our No Tolerance Policy below is the key to promoting and enforcing the expected standard of behavior. Please make sure you understand it.

No Tolerance Policy

The Boys & Girls Clubs of the Lewis Clark Valley are proud of everyone involved in our athletic programs. In an effort to encourage and create a positive, safe & enjoyable environment we present the NO TOLERANCE POLICY for all athletic events. We want everyone involved to enjoy athletics in a mature and responsible manner. Please remember that children play for FUN. Thank you for setting a good example of sportsmanship.

We encourage and expect all coaches, spectators and players to:

- Know and follow the rules and the intent of the rules
- Respect players, fans, referees and the referee's decision
- Place safety, enjoyment and education of others above all else, including winning
- Remember that children play for FUN
- Never engage in unsportsmanlike behavior
- Never use abusive or foul language
- Encourage in a manner that inspires without belittling others
- Encourage players to respect opponents, coaches and referees
- Avoid criticizing players for mistakes, mistakes are part of learning
- Be supportive of the teams & represent yourself in a positive manner

Inappropriate behavior may result in expulsion from the current game and/or future games. If needed, a meeting with the Athletic Director will be set up to discuss further action. Decisions made will be fair and in the best interest of the athletic program and its members.

The Boys & Girls Clubs appreciate your support of this MANDATORY policy. Thank You for setting a good example of sportsmanship.

GETTING READY TO COACH

PARENTS/PARENT MEETING

PLEASE Call Each Parent immediately after the coaches meeting or the next day. They are expecting a call ASAP- the Athletic Director will literally get 100's of phone calls if you don't. Let them know when and where your parent meeting will be.

The most important team meeting of the season should take place before the very first practice. Parents are part of the team. The younger the athlete the more parental involvement is needed. Make certain you let the parents know that this meeting is mandatory. Prepare for the meeting and be ready for questions that could be asked by parents. This is usually the only chance to set the correct tone with the parents. At this meeting allow 15-20 minutes to cover important issues:

- **Welcome and meet each parent**
- **Introduce yourself** and any other volunteers.
- **Let parents know how they can help.** Have a list of volunteer jobs with responsibilities –an assistant coach, a telephone parent, a snack list parent, etc. Appreciate your assistants and be sure to thank them.
- **Handout parent guide & share Athlete's 1st Winning 2nd** - Players will participate, have fun & gain skills 1st over winning.
- **Stress their role** as a parent and the foundation of good sportsmanship in how they treat referees, opponents, etc.
- **Let the parents know your expectation of the players.** Have a short rule list: Be on time, be respectful, practices & games are positive places-no negative talk, good sportsmanship is to be shown at all times.
- Have parents bring **EQUIPMENT** to practice if needed (most kids have a soccer ball at home).
- **Communicate gym rule:** we are guests at our practice sites, drug free, no pets or weapons. Keep it clean and on time. No food or drinks, water is okay.
- Let the parents know you will be in charge of games and practices. Ask them to avoid using verbs when cheering. For example, have them avoid yelling: "shoot," "pass," etc. - this allows you as the coach to do your job with no interference.
- **Check to see if any child has special medical issues** you need to know about, answer any questions and let them know you're available to speak with them when your schedule permits (after practices, games, etc.)
- **Let them know a practice schedule,** consistent is best. For example, every Wednesday from 5-6 @ Camelot.

DISCIPLINE

Be fair, consistent, quick and clear. There will be times during the season you will need to discipline misbehaving players. Let the team know you expect them to behave in a sportsmanlike manner at all times. Set the tone early if a player is misbehaving. Confront the behavior as soon as it happens, the closer in time to the action the better the chance for change. If a player isn't following a rule have them sit out for a period of time. Correct the behavior, not the person, don't make it personal. Identify the specific action "your level of effort and attention is not acceptable." Kids enjoy playing and won't want to sit out long they will usually change their behavior so they can get back into the action. **Do Not** discipline players for physical errors - this produces fearful play. Mistakes in sports are an essential part of the growth process. Successful coaches teach how to fail, recover quickly, and to try again. Players how are fearful of the coach's reaction to a mistake, play to not make a mistake and therefore, compete fearfully.

CORRECTING PLAYERS

You don't have to be soft to be a good coach. In fact, to coach well, you're going to have to correct players. To be effective when correcting players you must do it at the right time, the right way. Almost all correction should happen in practice. In the heat of a game technical skill correction rarely works. If you must correct a player during the game wait for a break in the action like a half time period and make brief simple adjustments. In most situations it is best to correct players privately unless there are several players who will benefit from hearing the same correction at the same time. The Oreo effect can be helpful in correction: put two pieces of praise in between the "cream" of correction. For example- "You made a great effort to block out your player to get the rebound. If you have your eyes on the basket you will be able to see the ball and get the rebound next time. Great job blocking out your defender though!" The if-then structure often works better than just telling the player what to do because it gives power to the player. Regaining a sense of control of the issue can help them accept the correction and make the necessary change.

INJURY PREVENTION/TREATMENT

- *Dehydration/Soreness*- Drink plenty of fluids and stretch before, during, and after practice and games. Get plenty of rest.
- *Cuts*- clean in cold water, dry thoroughly, applying dressing such as Neosporin and band aid(s).
- *Sprains & strains*- Use RICE method=Rest, Ice, Compress, Elevate. Rest the injured area. Apply ice to area to help reduce swelling. Compress with bandage wrap and elevate to help reduce swelling.
- *For severe injuries*- Call 911 immediately. Notify the athletic director ASAP if medical care is required as the result of an injury at practice or a game. Notify athletic director ASAP if a player is ever taken in for medical care.
- **Concussions**- Brain and head injuries are not to be taken lightly. Always err on the side of caution: "**When in doubt, sit them out.**" After sustaining a head injury player must be cleared by a physician before returning to physical activity.

ABUSE PREVENTION

- The BGCLCV prohibits being alone with a player that isn't your own child. This protects you and the children on your team.

OFFICIALS/REFEREES/MONITORS

All BGCLCV officials are honest, impartial, trained and most have previous referee experience. **HOWEVER, they are still human and they will make mistakes.** I'm sure you can think back to a game where a professional referee made the incorrect call. The finest referees on the professional levels make mistakes all of the time, and they are the best in the business. Our referees are going to do the best they possibly can but they **will** make mistakes also. Please act like a mature & responsible adult. Whether you believe it's the right call or not **ALWAYS** respect the referee's decision. **Follow the No Tolerance Policy.** There is a time and a place for having conversations with officials. Please wait for a game break like half time, before or after a game to speak with the officials always approach them diplomatically to avoid confrontation. Never yell at a game official. Make a conscious decision to set a good example for your team by never arguing a call no matter how bad it is. Teach your players to never question authority. You're their model.

Site monitors/scorekeepers will be available at each facility. They are there to supervise if you have an issue the referee can't resolve let the site monitor or scorekeeper know and they will contact the Athletic Director if needed.

GENERAL

Promote Fun

Avoid getting too serious. Don't get crazy about winning, winning is not our ultimate goal. Make sure you smile. Above all else, make sure the kids are having fun. If they're having fun they'll continue to play.

Be patient

Young players are going to miss shots. They're going to make crucial turnovers. They're going to commit needless fouls. They need the freedom to make mistakes. This is how they learn the game and develop their skill. It's your job to help them learn from those mistakes, this takes time and patience.

Focus on the Fundamentals

Fundamentals learned at this level are going to be used for the rest of these player's lives. Don't waste an opportunity to teach your players that hustle and good work ethic is also a fundamental skill.

Understand the rules of the game

Read the rulebook. The Boys & Girls Club leagues have rules tailored to the age of the player. Youth athletics have specific rules that aren't the same as other levels of athletics. You can't expect your players to know the rules if you do not. As the coach, it is essential that you learn the rules and always attend the preseason organizational meeting and that you and any assistant coaches read and understand the league rules. Make sure you know the rule for game participation in the particular sport you are coaching.

UPCOMING SCHEDULE (TEAM PICTURE DAY, FIRST GAME DAY, MID-SEASON)

Team Picture Day – Saturday, September 7th

- Team shirts/uniforms will be given to coaches once they check in at the front counter on team picture day. Coaches will then distribute shirts/uniforms to players by size listed on roster and get team in line for team/individual pictures.
 - Distribute picture packet forms at the back of your packet at parent meeting.

First Game Day

- 2nd Saturday in September

Mid-Season

- Monitors/referees will distribute pictures, upcoming sport flyers, and [PARTICIPATION CERTIFICATES](#) to head coaches. [PASS OUT PICTURES](#) ASAP. Fill out certificates with player's name and give them to each player after the last game.

INTRODUCTION

AT THE YOUTH LEVEL THERE IS A SET OF PRINCIPLES THAT MUST BE CONSIDERED BY ANYONE INVOLVED WITH SOCCER. PLAYERS SHOULD BE ALLOWED THE OPPORTUNITY TO EXPERIMENT, AND WITH THAT, SUCCEED & FAIL. THIS ALLOWS THEM TO EXPERIENCE SOCCER FIRST HAND. THE COACH'S LONG TERM GOAL IS TO PREPARE A PLAYER TO SUCCESSFULLY RECOGNIZE AND SOLVE THE CHALLENGES OF THE GAME ON THEIR OWN. IT'S VITAL THAT COACHES APPROACH SOCCER WITH THIS IN MIND.

COACH AS A PROFESSIONAL- ORGANIZE AND PLAN

- The most important factors in team improvement are attention, effort, your teaching ability and use of practice time.
- Find drills and techniques for performing specific skills that can help your players improve.
- Understand your teaching environment before you begin teaching a drill. Know your time limits, # of players, and space to prevent wasted time and maximize use of assistant coaches.
- Plan your practice so that drills that are new or require more thinking occur early in practice and drills done at the end of practice are the ones that require execution of fundamentals done correctly while tired.
- Start on time, stay on time and end on time.
- Don't confuse activity with achievement. Achievement is activity that produces improvement in skill level.
- If a skill is going to take 20 minutes to teach, consider breaking it up into smaller periods (4 five minute segments).
- Write your plan and follow your plan. Keep a record with comments in case changes need to be made next time.
- For increased intensity and motivation make all drills as competitive as possible.

COACHING YOUR OWN CHILD

- Define all roles: understand when to be “coach” and when to be “parent.” Teach your child the responsibilities they have and how to separate “player” from “son or daughter.” During practices and games, you are “coach” and they are a “player.” Have them call you “coach” during practices and games. As soon as practice is over you go right back to “Dad/Mom.”
- Leave your instruction, coach’s voice and whistle on the field and make a quick transition back to the unconditional love of a parent. Don’t be the coach to your child at home; and don’t parent your child on the field. Develop a clear separation of roles. Of the two roles, you will be a parent for life. You will only be a coach for the season.
- Be careful about leaning too far either way when it comes to preferential treatment. Showing favoritism to your child will strain their relationship with teammates. But being too tough on your child can make the child question why they are being “punished,” or treated unfairly. Treat them as a member of the team – Nothing more, nothing less.

COACH AS A TEACHER

- Teaching is the key to skill improvement.
- **DDADA** - Describe. Demonstrate. Ask for Questions. Do it. Then Adapt it if necessary.
- Talk little and DO a lot. Keep instruction to a minimum number of words and keep lines short with lots of reps & correction.
 - Talking too much while players are not moving will cause you to lose the most active of players.
- The game is the best teacher for players. Coaches and parents should think of themselves as guides to provide a rich environment for the kids to learn from and enjoy.

MOTIVATE

- Great coaches encourage, motivate and allow players to enjoy playing.
- Coaches that find the correct mix of being demanding AND positive are the best motivators of young players.
- Motivation is relationship based- Do your best to care for, respect, and understand your players.
- Things that get rewarded get done and they perpetuate themselves.
 - Choose to reward effort and behavior not outcome or people.
- Use positive direct communication correct privately and praise publicly.
 - Attach the name and the action to every praise and every correction. Look for positives on a daily basis.
 - The closer in time the correction is made, the stronger the learning effect
- Build on successes – small successes will lead to bigger successes.
- Be creative and enjoy your work- show your enjoyment. End each day on a positive note.
- Be positive, it’s contagious for your team.
- Teach, find and model individual worth. Find the good in every kid.
- **MAKING THE GAME TOO COMPLICATED AND NEGATIVE COACHING WILL HURT PLAYERS MOTIVATION.**

MOTIVATION DURING THE GAME

- Be a model of confidence, concentration and poise.
- A lot of your messages will be sent through your body language be aware of what you’re saying and showing.
- Provide and model positive energy and direction for your team.
- Focus on the things you can control and don’t waste your energy on anything out of your control. You can’t control official’s decisions, the size or skill of the opponent but you can control effort, preparation, motivation and behavior of yourself and the team.
- Don’t spend a lot of time talking during games. Use quick simple instructions with key words used at practice. “Stay spread”
- Keep games simple. Teach less during games than at practice- players are already overloaded and don’t need much more.
- Stay positive and aggressive. Enjoy the games and your player’s efforts with quick, simple expressions of appreciations.
- Keep your focus on your players. Don’t be the center of attention. Your activity, yelling, and strategy makes the player learn to wait for other people to do their thinking for them.

- After the game, if you can't end on a positive note, say nothing at all and wait until the next day. **ALWAYS REMEMBER THAT THE GAME IS THE BEST TEACHER FOR THE PLAYERS. COACHES AND PARENTS SHOULD THINK OF THEMSELVES MORE AS FACILITATORS, MONITORS, GUIDES OR EVEN PARTICIPANTS, TO PROVIDE A RICH ENVIRONMENT FOR THE KIDS TO LEARN FROM AND ENJOY.**

TEACHING THE FUNDAMENTALS

The first fundamental to instill in young players is that sports are team games. Teach them no team is going to win unless each player contributes. Everybody has to learn the fundamentals, the expected outcomes listed below, and hustle if the team is to play well and succeed. Make it clear that unless everybody does their part, the team has very little chance of playing well. This is the first step in building a team mentality. Let your players know the team always comes ahead of the individual. Stress the idea every player is important, and that everyone must contribute to the team's effort. Most importantly, you have to mean those words. Don't fall into the trap of playing the same three players and not following the participation rule. Let every player know that he or she is going to be called upon to play and perform during every game. . And remember, if you show confidence in your team, they will rise to the challenge. Praise not only makes a player feel good, but it also results in bringing their game to a higher level.

SIMPLE PRACTICE PHILOSOPHY

Practice Planning is based on 4 ingredients:

1. Structure: A successful soccer practice has to be well-organized, following a clear set of objectives from start to finish.

My practices will always follow a simple formula:

a) Warm-up: Effective warm-ups allow the players to become mentally and physically focused to begin the practice. Properly warming up the muscles and ligaments of the body is also essential for avoiding injury.

b) Fundamentals & Defense: Michael Jordan once said "I don't need to play with superstars. Just put me on the field with guys who have strong fundamentals and can play defense, and I guarantee you we'll be a winning team."

While you may not have any MJ's on your squad, this principle is the basis for the core part of my practices.

Equip your players with the basics in ball handling, shooting, passing, rebounding, and defense, and you can guarantee your players will grow.

c) Game Preparation: I believe firmly in coaching simplicity. For the vast majority of teams at the high school level and below, all that is necessary is a few set plays. The key is executing these plays with precision, and understanding how to react to the defense.

2. Variety: Players need different drills to keep their interest, find drills online or on our coaches corner website at www.PowerOfTheClub.org

3. Competition: Encourage an atmosphere of hard competition to simulate a game-like level of play. Do this by rewarding hard play (i.e. hustling for loose balls, taking the charge) with positive feedback.

4. Fun: Don't take yourself too seriously. If the players aren't having fun, they'll lose interest and motivation very quickly

EXERCISES

Best Practices, the more times a player runs through a drill and the less a player stands around watching others, the better. Try and break down your drill groups to three or four players each (with a coach) if you can. Use as much of the court/field and as many baskets/goals that are available. Run players through drills as many times as possible. If you must conduct drills with the entire team as a group, keep the payers waiting in line engaged by quizzing them on what they see being done right and wrong by the players running the drills ahead of them.

ORGANIZATION OF PLAYER DEVELOPMENT BY AGE AND STAGE

Children do not learn the same way as adults, especially when it involves both intellectual and physical activity. We can't train 6 year-old players the same way as 13 year-old players. Practices must be adapted to the age of the players.

Here is a key for the terminology used below:

- Tactical= Game understanding (General soccer knowledge, vision and awareness is important)
- Technical= Quality Technique
- Physical= Intensity
- Psychosocial = Competitiveness (opposed or facing opposition helps create

9-12 YEAR OLDS (BASIC STAGE)

At this stage the structure (but not the content) of the training sessions will be similar to that of older players. The main component of the practices session will be technical. It is sensible at this age to develop technique and basic tactical understand. Children's capacity to solve problems increases significantly. Therefore, players will begin working on basic and dynamic tactical scenarios. At these stage players are pre-pubescent and have important physical limitation in terms of strength and endurance.

***Characteristics:**

Special ability to learn- making it the right age to work on specific soccer techniques and skills, developing good technique is essential at this stage.

1v1 and 2v1 attacking and defending situations are important to develop individual skills as well as the passing techniques to develop the necessary team game.

Use small-sided scrimmages to develop basic attacking and defensive principles. Other important aspects of training are possession, combination play, transition and finishing in the final third, as well as zonal defending. Players will rotate in two or three different positions to avoid early specialization.

Speed, coordination, balance and agility are the main physical aspects to improve at this stage.

EXPECTED OUTCOMES AND OBJECTIVES FOR THIS SEASON

OVER THE COURSE OF THE SEASON WE EXPECT EACH PLAYER TO GAIN AND DEVELOP SKILL, BELOW ARE THE SKILL OUTCOMES BASED ON GRADE LEVEL:

3rd Grade

| Objectives | Expected Season Skill Outcomes |
|---|---|
| <i>Scrimmage:</i> Efficiently occupy the spaces on the field <i>Tactical:</i> Creating space to receive the ball and keep possession <i>Technical:</i> Improve individual& collective basic soccer techniques <i>Physical:</i> Develop speed, coordination & balance with and without the ball <i>Psychosocial:</i> Positive interaction with teammates during the game | <ol style="list-style-type: none"> 1. Basic skills in 1v1 situations 2. Balance in relation to the ball (forward, backwards and side to side) 3. Basic coordinated movements with and without the ball |

4th Grade

| Objectives | Expected Season Skill Outcomes |
|--|---|
| <i>Scrimmage:</i> Efficiently occupy space in relation to ball & teammates <i>Tactical:</i> Creating space and applying basic principles <i>Technical:</i> Accuracy in individual soccer techniques <i>Physical:</i> Develop speed, agility, coordination & balance with and without the ball <i>Psychosocial:</i> Positive interaction with teammates during the game | <ol style="list-style-type: none"> 1. Being efficient in 1v1 situations 2. Application of basic attacking principles 3. Coordinated movements at speed |

5th Grade

| Objectives | Expected Season Skill Outcomes |
|--|--|
| <i>Scrimmage:</i> Focus is on possession and transition <i>Tactical:</i> Improve attacking principles and basic defending <i>Technical:</i> Accuracy & speed in individual and collective techniques <i>Physical:</i> Improve speed, agility, coordination and balance <i>Psychosocial:</i> Cooperate with teammates in collective tasks | <ol style="list-style-type: none"> 1. Application of technique in game situations 2. Application of attacking & defending in slightly opposed collective exercises 3. Agility and speed movements with and without the ball |

6th Grade

| Objectives | Expected Season Skill Outcomes |
|--|---|
| <i>Scrimmage:</i> Improve possession & transition & group defense in games <i>Tactical:</i> Develop attacking/defending principles & combination play <i>Technical:</i> Focus on quality of passing & receiving technique & ball control in game situation <i>Physical:</i> Compete to increase speed, agility, coordination & balance in games <i>Psychosocial:</i> Increase collective self-confidence | <ol style="list-style-type: none">1. Application of technique at speed in game situations2. Application of attacking & defending principles in games3. Agility coordination and speed movements in simple practices |

“The bottom line is youth sports should not be based on pressure to win. Instead, it should be on the enjoyment of competing and the opportunity to develop positive attitudes toward other people.”

**-Coach Lute Olson,
Former University of Arizona Basketball Coach**

Your participation as a coach/role model is crucial in the overall success of our athletic programs; as well as the development of the next generation of athletes and citizens). We cannot thank you enough for your commitment and support!

For more information, please contact:

Scott McClure, Athletic Director

smcclure@poweroftheclub.org

Phone – (208) 791-2394

3rd-6th Grade Practice Plan



Topic: Conditioned Games

| Stage | Activity Description | Diagram | Coach Interventions | |
|------------|---|--|---|------------|
| Warm Up | <p>Ball Mastery – Inside and Outside of the Foot: Place 3 cones in a line with the middle cone 7-10 yards from the end cones and two players by each end cone with a soccer ball each. At coach's command, they will go from their cone to the middle and back.</p> <p>At coach's command the players will...</p> <ol style="list-style-type: none"> 1. Dribble with inside & outside of the foot 2. Dribble with laces, laces, inside outside of the foot 3. Inside, inside, outside of the foot 4. Outside and inside with both | | <ul style="list-style-type: none"> • What should the player say while performing the task? • Where should your eyes be looking? • How far should the ball be from you? | |
| Activity 2 | <p>4v4 to End Zones: In a 20Wx25L yard grid, place an End Zone of two yards wide along each end line. Players will score by dribbling and stopping the soccer ball in the End Zone. Defenders can't defend in the End zone.</p> | | <ul style="list-style-type: none"> • What surface of the foot should you use to receive the ball? • What surface of the foot should you use to pass the ball? • When do you pass vs when do you dribble? • What do you do when you do not have the ball? | |
| Activity 3 | <p>4v4 Hit the Ball Off the Cone: In a 20Wx25L yard grid with a 2 yard end zone, place 3 soccer balls on top of three cones. Two cones are about 5 yards from the corners and one is central. Place a soccer ball on each cone. Two teams of 4 players each will try to score by knocking the soccer ball off the cone.</p> <p>Scoring: Hit the ball on the cone: 10 points - If the soccer ball goes between the cones: 1point No players are allowed in the end zone.</p> | | <ul style="list-style-type: none"> • What shape do we make when we attack? Why do we do this? • When do we run with the ball vs when do we pass the ball • When do we strike the ball towards goal? • Who slows the ball down when defending? • When do we try and win the ball back when defending? | |
| Activity 4 | <p>4v4 to 4 Goals: In a 20Wx25L yard grid, place a two yard goal with cones close to the corners of each end line. Players will score by dribbling or passing through any of the two goals they are attacking.</p> | | <ul style="list-style-type: none"> • When do we try and win the ball back when defending? | |
| Match | 4v4 - Dual Field Scrimmage | Set up two fields of 20x25 yards with a 5 yd. space between them in order to keep the majority of your team playing. | | 25 minutes |