

# 3<sup>rd</sup>-6<sup>th</sup> Grade Coach's Guide



- **Family Fun Day (Team Picture Day): Saturday, September 10**
  - Schedules and uniforms distributed at Picture Day
- **Season (Saturdays): September 17 – October 29**



## 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 FORM](#) (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](http://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, and skill-development; while 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 professional 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 of the game; rather than on 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 effort. Let that be the message you send your players and always let them know that you appreciate their efforts.

## WINNING & LOSING

Children learn from both winning and losing; and 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; such enjoying the experience 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’ ...we will teach how to be winners.” This is the attitude that will best serve our youth.

### When You Win

After a win, 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.” Finally, have the players thank the referees. Never allow your players to taunt or humiliate an opponent. If you witness it during a game, sit them out and explain that it will not be tolerated. If the behavior continues, notify the parents & the Athletic Director.

### When You Lose

Athletes should not view losing as complete defeat. This might be the single most important lesson an athlete 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.” Finally, have them thank the referees. Explain that if they give their best effort they aren’t losers. Explain to them they can do different things to achieve success next game, like working harder in practice and playing better as a team.

## SPORTSMANSHIP

Behavior after a win or a loss is an important part of sportsmanship. Sportsmanship can be taught by encouraging clean play, discouraging dirty or rough play, 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 for your players, parents & fans!

## COACH’S CONDUCT

As coaches we have a responsibility to promote high standards of behavior in athletics. This includes respecting game officials (referees) and opponents. The BGCLCV enforces two major policies – the 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 standards of behavior. Please make sure you understand both of these policies.

### 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 adhere to 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 understand the intent of the rules
- Respect all players, fans and referees; and respect the referee’s decisions

- 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
- Avoid criticizing players for making mistakes. Making mistakes is crucial to learning & improving
- 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 our members.

## GETTING READY TO COACH

### PARENTS/PARENT MEETING

**PLEASE contact each player's parents immediately after the coaches' meeting or the next day.** They are expecting your call! Our athletic office will literally get hundreds of phone calls/texts/emails if you don't contact your players' parents ASAP. Introduce yourself and provide information about your first team meeting and/or practice.

The preseason parent/player meeting should take place before the very first practice. Parents will be a key part of your team. The younger the athlete; the more parental involvement is needed. Be prepared ready for parent questions at the meeting. This is usually the only chance to set the right tone with the parents. At this meeting allow 15-20 minutes to cover important issues. Here are some tips/reminders:

- **Introduce yourself** and any other volunteers. Go around and have parents introduce themselves/children.
- **Let parents know how they can help.** Have a list of volunteer jobs with responsibilities – an assistant coach, a snack list parent, etc.
- **Distribute parent guide & primary goals** - Players will participate, have fun & gain skills. Winning is secondary.
- **Stress their role** as a parent and the foundation of good sportsmanship is how they treat referees, opponents, etc.
- **Let the parents know your expectation of the players.** Have a short rule list: For example - Be on time. Be respectful. No negative talk. Be positive. Be a TEAM player. Be a good sport at all times!
- Have parents bring **EQUIPMENT** to practice if needed (most kids have a soccer ball at home).
- **Communicate field/facility rule:** we are guests at our practice sites. Follow their rules - drug free, no pets or weapons. Keep it clean and stay on time. No food or drinks, water is okay. Be courteous if other teams are waiting to use the fields.
- Let the parents know you will be in charge of games and practices. Ask them to avoid using coaching commands when cheering. For example, avoid yelling: "shoot," "pass," etc. - this helps the players focus on the coach's instructions.
- **Check to see if any child has special medical issues** you need to know about. Field/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 the practice schedule** – having a consistent schedule is best (e.g. 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. 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. **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 and in the right manner. 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, then wait for a break in the action, such as at half time and make simple adjustments. In most situations, it's best to correct players privately unless there are several players who will benefit from hearing the same correction.

## INJURY PREVENTION/TREATMENT

- *Dehydration/Soreness*- Drink plenty of fluids and stretch before, during, and after practice and games. Get plenty of rest.
- *Cuts* - clean the wound, dry thoroughly and apply dressing (such as Neosporin and bandages).
- *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.
- **NOTE** – make sure any parent/individual has a completed background check on file with the Club before they help coach.

## 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.** Our referees are going to do the best they possibly can. Please act like a mature & responsible adult. Whether you believe it's the right call or not, we ask that you respect the referee's decisions. **Follow the No Tolerance Policy.** There is a time and a place for having conversations with officials. Please wait for a game break to speak with the officials and always approach them in a non-confrontational manner. Make a conscious decision to set a good example for your team by never arguing with or disrespecting an official or Club staff member. Be a positive role model for your players, parents & fans. Site monitors will be available at each facility. They are there to supervise and assist. If you have an issue the referee can't resolve, then let the site monitor know. If they need further assistance, they will contact the Athletic Director.

## GENERAL

### Promote Fun

Avoid getting too serious. Don't be obsessed with winning-it's not our ultimate goal. Above all else, make sure the kids are having fun. If they're having fun, then they'll continue to play.

### Be patient

Young players are going to miss shots. They're going to make turnovers. They're going to commit fouls. They need the freedom to make mistakes. This is how they learn the game and develop skills. It's your job to help them learn from their mistakes; and 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 are fundamental skills.

### 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 the game. You can't expect your players to know the rules if you do not. As the coach, it is essential that you attend the preseason coaches' meeting and that you and any assistant coaches read and understand the playing rules. Make sure you are aware of any age-group specific rules for the sport (and level) you are coaching.

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

### Team Picture Day/Family Fun Day – Saturday, September 10 – at the Lewiston Boys & Girls Club (1021 Burrell Ave.)

- Team shirts/uniforms will be given to coaches when they check in on team picture day. Coaches will 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 Saturday of game

- Saturday, September 17

### Mid-Season

- Monitors/referees will distribute picture packets, upcoming sport flyers, and [PARTICIPATION CERTIFICATES](#) to head coaches. [PASS OUT PICTURES ASAP](#). Sign each participation certificate and present them to your players after the last game.

## INTRODUCTION

AT THE YOUTH LEVEL THERE ARE 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 THEIR ROLE & RESPONSIBILITIES WITH THIS IN MIND.

## COACH AS A PROFESSIONAL- ORGANIZE AND PLAN

- The most important factors in team improvement are attention, effort, and productive use of practice times.
- 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 out your plan and follow it. That said, be flexible. Keep a record with comments if changes are needed 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. Leave your 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.
- 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. Make sure you account for different types of learners.
- **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 & movement.
  - Talking too much will cause your players to lose focus. The game is the best teacher for players, coaches & parents.



## 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. Reward effort and behavior.
- Use positive and 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 impact to the player/learner.
- Build on successes – small successes will lead to bigger successes.
- Be creative and enjoy your coaching experience. Show your enjoyment. End each practice/game on a positive note.
- You will find that being POSITIVE is CONTAGIOUS!
- Teach, find and model individual worth. Find the good in every kid.

## MOTIVATION DURING THE GAME

- Be a model of confidence, concentration and poise. Provide and model positive energy and directions for your team.
- A lot of your messages will be sent through your body language. Be aware of what you're saying and showing.
- Focus on the things you can control. Don't waste your energy on things out of your control.
- Don't spend a lot of time talking during games. Use simple instructions with key words used at practice.
- Keep games simple. Teach less during games than at practice. Players are already overloaded and don't need much more.
- Keep your focus on your players. Don't be the center of attention.
- **ALWAYS REMEMBER THAT THE GAME IS THE BEST TEACHER FOR THE PLAYERS. COACHES AND PARENTS SHOULD THINK OF THEMSELVES MORE AS FACILITATORS, MONITORS, OR GUIDES 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 soccer is a team game. 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. This is the first step in building a team mentality. Let your players know the team always comes ahead of the individual. Stress the importance of each player's contribution to the team's success. Most importantly, you have to mean those words. Don't fall into the trap of playing the same 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; it also helps them raise their game to a higher level.

## SIMPLE PRACTICE PHILOSOPHY & PLANNING

**1. Structure:** A successful soccer practice has to be well-organized and follow 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:** Equip your players with the basics/fundamentals needed for improvement.

**c) Game Preparation:** 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](#) section of our website.

**3. Competition:** Encourage an atmosphere of hard competition to simulate a game-like level of play. Do this by rewarding good plays (e.g. hustling on defense, passing the ball, controlling the ball, etc.) with positive feedback.

**4. Fun:** If the players aren't having fun, they'll lose interest and motivation quickly.

## EXERCISES

The more times a player runs through drills and the less a player stands around watching others, the better. Try and break down your drills into smaller groups (with a coach) if you can. Use as much of the field and as many 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 players engaged by quizzing them on what they see being done right 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 as 13-year-old players. Practices (and practice plans) 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

### 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 practice 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, EXPECT PLAYERS TO DEVELOP SKILLS. BELOW ARE SKILL OUTCOMES BASED ON GRADE LEVEL:

### 3<sup>d</sup> Grade

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

### 4<sup>th</sup> Grade

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



### 5<sup>th</sup> 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"> <li>1. Application of technique in game situations</li> <li>2. Application of attacking &amp; defending in slightly opposed collective exercises</li> <li>3. Agility and speed movements with and without the ball</li> </ol>

### 6<sup>th</sup> 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"> <li>1. Application of technique at speed in game situations</li> <li>2. Application of attacking &amp; defending principles in games</li> <li>3. Agility coordination and speed movements in simple practices</li> </ol>

Your participation as a coach/role model is crucial in the overall success of our athletic programs; as well as in 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:

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# 3rd-6th Grade Practice Plan



## Topic: Conditioned Games

Stage	Activity Description	Diagram	Coach Interventions
<p><b>Warm Up</b></p>	<p><b>Ball Mastery – Inside and Outside of the Foot:</b> 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><b>At coach's command the players will...</b></p> <ol style="list-style-type: none"> <li>1. Dribble with inside &amp; outside of the foot</li> <li>2. Dribble with laces, laces, inside outside of the foot</li> <li>3. Inside, inside, outside of the foot</li> <li>4. Outside and inside with both</li> </ol>	<p>www.SportSessionPlanner.com</p>	<ul style="list-style-type: none"> <li>• What should the player say while performing the task?</li> <li>• Where should your eyes be looking?</li> <li>• How far should the ball be from you?</li> </ul>
<p><b>Activity 2</b></p>	<p><b>4v4 to End Zones:</b> 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>	<p>www.SportSessionPlanner.com</p>	<ul style="list-style-type: none"> <li>• What surface of the foot should you use to receive the ball?</li> <li>• What surface of the foot should you use to pass the ball?</li> <li>• When do you pass vs when do you dribble?</li> <li>• What do you do when you do not have the ball?</li> </ul>
<p><b>Activity 3</b></p>	<p><b>4v4 Hit the Ball Off the Cone:</b> 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><b>Scoring:</b> 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>	<p>www.SportSessionPlanner.com</p>	<ul style="list-style-type: none"> <li>• What shape do we make when we attack? Why do we do this?</li> <li>• When do we run with the ball vs when do we pass the ball</li> <li>• When do we strike the ball towards goal?</li> <li>• Who slows the ball down when defending?</li> </ul>
<p><b>Activity 4</b></p>	<p><b>4v4 to 4 Goals:</b> 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>	<p>www.SportSessionPlanner.com</p>	<ul style="list-style-type: none"> <li>• When do we try and win the ball back when defending?</li> </ul>
<p><b>Match</b></p>	<p><b>4v4 - Dual Field Scrimmage</b></p>	<p>Set up two fields of 20x25 yards with a 5 yd. space between them in order to keep the majority of your team playing.</p>	<p><b>25 minutes</b></p>