

In-House Coaching Manual



Franklin Youth Soccer Association

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IN-HOUSE COACHING MANUAL

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INTRODUCTION

Greeting Coaches and welcome to the Franklin Youth Soccer Association's In-House Division!

Purpose of this Manual:

This manual is designed with three objectives:

- To provide coaches with an understanding of the current principles and methods of coaching youth soccer endorsed by the United States Soccer Federation ("US Soccer") and the Massachusetts Youth Soccer Association ("Mass Youth Soccer")
- To provide coaches with a framework for conducting practice sessions that utilize these principles and methods
- To provide coaches with tools and techniques to allow them to be effective game-day coaches

Although this manual draws heavily on material from the State and National Coach Licensing courses, it is by no means a substitute for them. The FYSA expects all Junior In-House coaches to hold at least a G Coach License, and highly recommends that they continue on to take the higher license courses.

General Guidelines:

Our first and foremost concern in youth soccer is safety, and the FYSA expects that its coaches do nothing that would endanger the health and wellbeing of their players. That being said, we must recognize that soccer is a contact sport, and injuries will occur during the course of play. By emphasizing fair play and an adherence to the Laws of the Game we hope to minimize the potential for game-related injuries.

Our second concern is fun - we need to create an environment where children want to play the game for the sheer enjoyment of it. The more coach-dominated and adult-oriented the game becomes, the less the children will enjoy it, and they will quickly lose interest and move on to other activities. If children are enjoying what they are doing, then they will more quickly learn the fundamentals of the game.

Our final concern is player development. Although soccer is a simple game, it does have a set of skills and techniques that must be progressively mastered in order to continue playing the game at higher levels. If a player does not have the opportunity to learn and develop these skills, as they move along they will become increasingly frustrated and eventually lose interest in the game. Therefore, we as coaches must be sure to focus first on the mastery of fundamental skills and the application of them in game situations. Once this has occurred we can then continue to develop and refine these skills as well as build on the foundation that these skills provide.

Note that we are not concerned about winning and losing. Games should be played with the intention of winning, but player development, not winning, should be the focus of the



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game. Many of the things that coaches do to “help” their teams win more games (e.g. stressing positions, formations, organization, and discipline) actually hamper the development of the youth player. Children need the opportunity to be creative and experimental in their approach to learning soccer. Making mistakes is a very important part of the player’s learning and development - encourage risk-taking and applaud effort, even if it results in a goal for the other team.

From the US Women’s National Team Position Statement on ‘Playing to Develop’ versus ‘Playing to Win’:

“For under 14 and younger, the primary objective of game participation and training is to provide the players with learning opportunities. Teams should ‘strive to win,’ but this should not be the focus of any training sessions, half-time talks or player motivations... It should be noted that while the US Women’s National Team steps on the field prepared to win every game and every tournament, there are only two tournaments (every four years) that we play with the sole purpose of ‘winning,’ the Olympics and the Women’s World Cup.”



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JUNIOR IN-HOUSE PRIORITIES (per Mass Youth Soccer Statewide U6-U12 Curriculum)

Skill Priorities:

- Dribble with all sides of both feet
- Dribble out of trouble
- Dribble past someone
- Shielding
- Passing with inside and outside of both feet
- Shooting with both feet---using laces
- Receiving the ball with all parts of body
- Heading

Tactical Priorities:

- Basic Attacking Ideas
- Basic Defending Ideas
- Comprehend 1 vs 1 concepts
- Comprehend 2 vs 1 concepts
- Introduction to 2 vs 2 concepts
- Comprehend roles of 1st and 2nd defenders
- Comprehend roles of 1st and 2nd attackers

As we move up the age ladder from the U8 to Junior In-House there are many differences we must attend to in order to provide an optimal experience for young players of this age. However, there are also many similarities. Just as in parenting, it is important to be consistent in coaching and we must make sure that we follow a progressive trend of development for young players. To this end, we need to continue to focus on technique during our practices, as we did at the younger ages. Creating environments in which players get maximum repetitions of technical skills is key. Players at this age should still work on ball mastery and demonstrate growing familiarity and comfort with a ball at their feet.

Typical Characteristics of Junior In-House Players:

- Attention span lengthens from U8 - they start to show the ability to sequence thought and actions
- They start to think ahead and think “If this, then that”
- They are more inclined towards wanting to play soccer rather than being told to play
- They demonstrate increased self-responsibility – bringing a ball, water, and all gear should now be their complete responsibility
- They start to recognize fundamental tactical concepts
- Children at this age begin to become aware of peer pressure
- Players greatly affiliate with their team or their coach - “I play for the Tigers” or “I play for coach Amy’s team”



- Players at this age are extremely rule bound - remember each rule you create is the equivalent of a bar in the prison in which you would like to live
- There is a wide continuum of maturity evident on most teams, yet this is still a crucial age for technical skill development

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SENIOR IN-HOUSE PRIORITIES
(per Mass Youth Soccer Statewide U6-U12 Curriculum)

Skill Priorities:

- Continue with all Junior In-House foci
- Speed Dribbling in Traffic
- Ability to chip the ball
- Accurately play long passes
- Offensive/Defensive Heading
- Power/Accuracy Shooting

Tactical Priorities:

- Continue with all Junior In-House foci
- Communication
- Basic Support Positions
- Receiving the Ball Away from Pressure
- Combination Play
- How and when to switch the point of attack
- Pressure vs Containing
- Proper 2 vs 2 roles
- Introduction to all roles in 3 vs 3

The period this age group is entering is often referred to as the “Dawn of Tactics.” Typically players of this age begin to understand the basic tactical situations of the game and are more aware of movement off the ball and the reasons for tactical choices. Problem-solving becomes systematic and these players tend to learn quickly. Children of this age typically are beginning to develop abstract awareness, so they can understand coaches when we talk about space and runs off of the ball. However, just because they understand these basic tactical concepts does not mean we should focus on these concepts entirely. Players are still developing technically at this age, especially as they go through growth spurts and awkward phases.

It is quite common to look out at a Senior In-House field and see players that are physically the size of adults. Yet, other players appear as if they could still be in the 3rd grade. These children are all growing at different rates and undergoing physical, mental, emotional, and social changes. The average age for the beginning of pubescence in girls is 10 years old with a range of 7 to 14; for boys it is age 12 with a range of 9 to 16. As coaches, we need to be sensitive to these changes and their social implications when coaching this age group. Some players may pick up skills quickly, where as others may struggle. However, it may be the case that this is simply the result of differences in maturation. In a year, the slower developer may surpass the player who developed earlier. For this reason we need to be patient and keep open minds about all players through these years. They are aware of their struggles more than anyone else as peer



evaluation is omnipresent at these ages. When we see them struggling, it is important for us to help them and to keep the game fun.

Typical Characteristics of Senior In-House Players:

- All children are maturing at different rates
- Players need to warm-up and stretch - muscle pulls and other nagging injuries are common otherwise
- Players will typically understand elemental abstract concepts and hypothetical situations
- They like to solve problems
- Peer evaluation is a constant
- Egos are sensitive
- Coordination may depend on whether or not they are in a growth spurt
- Technique still needs to be reinforced constantly
- Playing too much can lead to overuse injuries
- Playing too much and not feeling like they have a choice in the matter can lead to burnout and drop-out
- This is the “Dawn of Tactics”
- Keep asking the players to be creative and to take risks - we never want them to stop doing these things
- Ask for feedback from them - they will tell you how things are going
- Try to hand over leadership and ownership of the team to them
- Keep it fun!!!



ATTACKING

Principles of Attack:

Unlike most team sports, soccer does not have a series of set plays. It is a fluid game in which the player who has possession of the ball must always have several options to pass the ball. The more options a player has, the less likely he is to lose possession.

Therefore, it is necessary for players not in possession to quickly help the player with the ball. While defenders attempt to make play predictable, attackers look to make the attack unpredictable by improvising. In an effort to score goals the offense utilizes penetration, depth, mobility, width, and improvisation.

- Penetration – The first choice of the player with the ball is to penetrate the opponents defense. Depending where the player is on the field he can look to shoot, pass to a teammate that has penetrated the defense or simply dribble for penetration or to space.
- Depth (support) – When we refer to depth in attack we are talking about support play. Good depth provides the player on the ball with all around support so that there are options to play the ball forward, square or back. The more options a player has, the less likely they will lose the ball. Good support play is achieved when there are good angles of support, proper distance of support and speed of support. The shape most often seen in good support play is a triangle. Player who stand or run to create straight lines are destroying support and risk losing possession of the ball by eliminating options for the player with the ball.
- Mobility – Movement is necessary in the game so that players can create space for themselves or for their teammates. Good mobility involves moving in support of the ball as well as “playing without the ball.” Players without the ball need to “unbalance” the opponent’s defense by running into positions that will create scoring opportunities or create space for the teammates near the ball (the work of the unbalancing attackers).
- Width – When a team is in possession of the ball it has to use all the area available in which to play. Successful teams use all the width of the field and as much of the length as the offside rule will allow. The more space they have in which to play in, the greater the time and space each player in possession will have. As a result, there is less chance of being pressured into mistakes. Using the full width of the field creates problems for the defense to provide good cover and concentration.
- Improvisation – There are many times when players have to use their own individual flair to create passing or shooting opportunities for themselves or teammates. Clever dribbling or inter-passing eliminates defenders and creates openings for attackers. Players who have the ability to turn quickly, evade a challenge easily, shoot off balance or even perform their own “tricks” to create opportunities are an asset of a team.

It is much more difficult to create than to destroy. Therefore, a much greater proportion of training should focus upon the techniques and principles of offense. However, it



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would be a mistake for coaches to neglect to teach the equally important defensive understanding of the game.

Attacking Roles:

Developing an understanding of your task and function in the game is vital for successful attacking play. With defending teams trying to take away time and space, attackers must quickly make decisions based upon these roles and functions in order to be successful in attack. Players whose technical skills break down under pressure will find that they are always out of time and cannot make simple decisions that benefit the attack.

- Player on the ball - First Attacker:
 - player with the ball is the most important player
 - first choice is to achieve penetration by making the best tactical decision based upon the players technical capabilities
- Supporting player(s) - Second Attacker(s):
 - player(s) in immediate support of the player on the ball
 - positioned behind, square or in advance of the ball based upon pressure applied to the ball
 - positioned at the proper distance to insure that one defender cannot restrict both attackers
 - must combine with player on the ball to gain penetration through bent runs, overlapping runs, 1-2 double pass, wall pass, take overs, etc.
 - bent and overlapping runs may isolate the player on the ball for dribbling
- Unbalancing player(s) - Third Attacker(s):
 - attempts to unbalance the defending team by making constructive runs to increase the attacking options; most runs are penetrating
 - a penetrating run allows for the possibility of an unbalancing attacker to receive the ball or create space behind his run for another attacker

In Junior In-House, the teaching focus is on the First and Second Attacker roles and their related principles. Only once these roles are mastered by the players should you consider addressing the Third Attacker role.

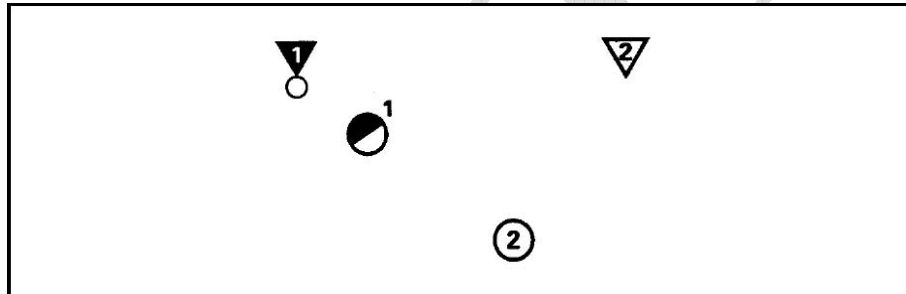


DEFENDING

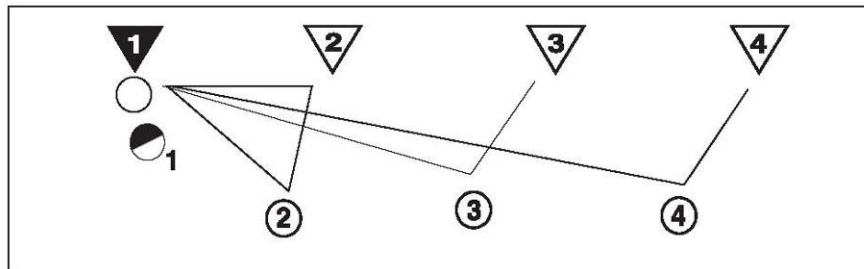
Principles of Defense:

Good defending begins with an understanding of how the principles of defense are applied by both the individual player as well as collectively within the team. The moment a team loses possession an immediate organization begins.

- Immediate chase – The moment possession is lost the nearest player(s) try to regain possession or apply pressure on the ball. Players giving immediate chase can also help to delay the attack by making recovery runs that deny the opponent the opportunity to play the ball quickly forward.
- Delay – The pressuring defender(s) forces the attacking team to slow down so that the defense may organize. While applying pressure the defender must be careful to not over-commit. If he is beaten easily the time for the team to organize is shortened.
- Depth – This refers to the immediate organization of players behind the pressuring defender. While the ball is being pressured all other players should be recovering into defensive positions. The positions taken should support the pressuring defender in the event he is beaten. This is called providing defensive cover.



- Balance – As the team concentrates their defense in the area of the ball, defenders away from the ball (opposite side of field) must position themselves to cover vital spaces (central areas) in order to prevent attackers from making penetrating runs into these spaces in which to receive the ball for an attempt on goal. All players who are on the opposite side must seek positions in which to provide balance to the defense.



- Concentration – As players recover towards their own goal and organize their defense, the objective is to limit the time and space for the opponent by concentrating their defense in the area of the ball. Defenders also recover



centrally towards their goal in order to limit the opponents ability to directly attack the goal.

- Control and Restraint – Players must be disciplined and play “under control” when challenging for the ball. Too often players make poorly timed or off-balanced attempts to win the ball. Players should restrain from tackling until they are confident they will win the ball.

Defensive Roles:

It is important for players to understand their role and function within the game as well as their position. While the team is defending, a player will assume the responsibility to provide pressure, cover, balance, or depth.

- Pressure - First Defender, the defender closest to the ball:
 - apply pressure to the ball to regain possession if possible
 - deny penetration of any kind
 - select proper angle of challenge
 - select proper speed of challenge
- Cover - Second Defender(s), the player(s) next closest to the ball:
 - provide cover for the pressuring defender
 - select proper angle of cover
 - should be a distance that the covering defender can tackle or immediately close down the attacker who has beaten the pressuring defender
 - distance of cover will vary with the third of the field and the amount of pressure on the ball
 - responsible for tracking supporting attackers who make forward runs
- Balance - Third Defenders, all remaining players:
 - track attackers away from the area of the ball who are making forward runs
 - squeeze space towards center of the field to “lock up” vital areas
 - preserve balance/shape
- Compactness - Collective play of all players:
 - pressure, cover, and balance together provide depth in defense
 - organization of defending between the various lines, e.g. midfield and defending line
 - proper positioning, spacing and number of defenders in area of the ball vital to maintain depth in defense

In Junior In-House, the teaching focus is on the First and Second Defender roles and their related principles. Only once these roles are mastered by the players should you consider addressing the Third Defender role.



IN-HOUSE FORMATIONS

The primary purpose of formations in youth soccer is to encourage the players to spread out on the field and break up the “swarm.” Formations are not to be used to designate players as being Attackers or Defenders. The underlying principle to stress to your team is that when they have the ball they are all Attackers and when the other team has the ball they are all Defenders. Formations provide a starting point for applying the Principles of Attack and the Principles of Defense, and will constantly flex and adapt to the current situation as the players apply the Principles. Formations can also be used to assign certain duties to players during restarts so that less time is spent deciding who will take the Throw-in, etc.

In general, the most important things are that the players should keep their shape to attack as a team and defend as a team, and that all positions should be actively involved in the game. For example, the Fullbacks should not be hanging back, waiting for the other team to gain possession of the ball and make an attack, and the Forwards should not be staying upfield, waiting for a clearing pass so that they can attack the goal. As a Coach, it is your job to see these situations when they occur and encourage the players to join in the game and not just watch it from afar.

Junior In-House:

In Junior In-House we play 5v5 soccer, so your team should set up with a Goalkeeper, a Fullback, two Midfielders (Left and Right), and a Forward. This arranges the four field players in a Diamond Formation, also called a 1-2-1. This formation allows the team to spread the field, which creates passing opportunities on offense and provides layers of defense.

Position Tips:

- The Goalkeeper is the last line of defense and the first line of attack. Once a shot is saved, the Goalkeeper initiates the attack with a punt or throw (preferable for accuracy). Goalkeepers also need footskills, and should be encouraged to play balls with their feet. They should also be encouraged to come out of the goal to intercept long passes by the opposition or to “rush” a breakaway attempt. Goalkeepers should take all goal kicks; this provides more passing options.
- The Fullback is free to advance up the field when his team is attacking, but he needs to be aware of the opposing players sneaking behind him. However, if the Fullback has possession of the ball and has an opportunity to make a run with it upfield, he should be encouraged to do so (ideally, one of the other players on the team should slide back into the Fullback position until the Fullback finishes his run and can move back into his position).
- On offense the Midfielders should try to advance the ball up the wings (sidelines) and then pass to a teammate in front of the opponents goal. The Midfielders take most of the Throw-ins and Corner Kicks that occur on their side of field; however the person closest to the ball should be encouraged to take the throw or kick if it can be taken before the opposition has time to organize their defense. One of the



Midfielders should also line up right next to the Forward when taking Kickoffs; the Forward nudges the ball forward, and then the Midfielder takes it and starts the attack.

- The Forward makes the initial touch on the ball on Kickoffs and also takes Free Kicks that are scoring opportunities. The Forward is not just an Attacker, and must remember to come back on defense and support his team.

Senior In-House:

In Senior In-House we play 6v6 soccer, so your team should set up with a Goalkeeper, two Fullbacks (Left and Right), a Midfielder, and two Forwards (Left and Right). This arranges the five field players in an “X” Formation, also called a 2-1-2. This formation allows the team to spread the field, which creates passing opportunities on offense and provides layers of defense.

Position Tips:

- The Goalkeeper is the last line of defense and the first line of attack. Once a shot is saved, the Goalkeeper initiates the attack with a punt or throw (preferable for accuracy). Goalkeepers also need footskills, and should be encouraged to play balls with their feet. They should also be encouraged to come out of the goal to intercept long passes by the opposition or to “rush” a breakaway attempt. Goalkeepers should take all goal kicks; this provides more passing options.
- The Fullbacks are free to advance up the field when their team is attacking, but they need to be aware of the opposing players sneaking behind them. However, if a Fullback has possession of the ball and has an opportunity to make a run with it upfield, he should be encouraged to do so (ideally, one of the other players on the team should slide back into the Fullback position until the Fullback finishes his run and can move back into his position). The Fullbacks take most of the Throw-ins that occur on their side of the field; however the person closest to the ball should be encouraged to take the throw if it can be taken before the opposition has time to organize their defense.
- The Midfielder makes the initial touch on the ball on Kickoffs and also takes Free Kicks in neutral areas. On offense the Midfielder should try to advance the ball up the wings to the Forwards, and then go to the front of the opponents goal for a return pass or rebound opportunity. The Midfielder should try to control the middle of the field, and can often act as a Center Fullback or Center Forward.
- On offense the Forwards should try to advance the ball up the wings (sidelines) and then pass to a teammate in front of the opponents goal. One of the Forwards should also line up right next to the Midfielder when taking Kickoffs; the Midfielder nudges the ball forward, and then the Forward takes it and starts the attack. The Forwards are not just Attackers, and must remember to come back on defense and support their team. The Forwards take most of the Corner Kicks that occur on their side of field; however the person closest to the ball should be encouraged to take the kick if it can be taken before the opposition has time to organize their defense.



WHAT TO DO AT PRACTICES

Modern Components of Coaching Soccer:

It is important for the coach to understand the components of coaching soccer and how to apply them through a consistent methodology. The components of coaching soccer are:

- Technical
 - “The Interaction of Body and Ball”
 - There are two aspects of Technical development
 - Technique: The ability to do fundamental soccer skills correctly under little or no pressure
 - Skill: The ability to do fundamental soccer skills correctly under pressure and/or in game situations
- Tactical
 - Choosing the correct thing to do in a given game situation
- Physical
 - General athletic abilities as they apply to soccer
- Psychological
 - The development of a positive attitude for all aspects of the game

When working on a particular components, it is important to recognize that there is a general progression or hierarchy within it that must be followed in order to train effectively. Generally, players must be comfortable a given progression level before moving on to the next. These progressions are as follows:

Technical Progression:

- Fundamental Stage
 - No pressure from opponent
 - Begin at slow speed and work towards execution at top speed
 - Reduced strength and power
- Match Related
 - Introduce pressure of an opponent
 - Incrementally add pressure based upon the player’s level of success
- Match Conditions
 - All restrictions taken off the opponents
 - Does not have to be full-sided or an even numbered exercise

Tactical Progression:

- Individual tactics (1v1 for attacking and defending)
 - Player with the ball versus the pressuring defender
 - The importance of individual duels
- Group tactics (begins by forming a pair)
 - Small groups of players around the ball become effective tactical units
 - Groups can be numbers of 2v1, 2v2, 3v2, 4v2, 4v3, etc.
 - Groups can be players combining to form a line, i.e., back line, or in certain areas, i.e., 2 strikers and a central midfielder



- Team Tactics
 - Half-field matches with small groups through full game numbers.
 - In team tactics we teach individual players and groups of players about their role and responsibilities through the various thirds of the field for both attacking and defending.
 - Use of conditions to emphasize aspect of play is acceptable in team tactics, e.g., 1-2 touch passing, all players must be in attacking half for goal to count, team must defend with low pressure, etc.
 - Attacking and defending on restarts – training for individuals and group responsibilities.
- General progression for teaching Tactics
 - Unrestricted space – Restricted space – To one large goal with counter goals – To two large goals.
 - Numbers up and numbers down

Fitness Progression:

- Athletic attributes – soccer requires the development of many athletic attributes. These attributes enhance the quality of performance of a player within the game.
 - Flexibility – is the ability to conduct movements in certain joints with an appropriate range of motion. An increased range of motion assists the player to execute technically and aids the player to prevent injury.
 - Agility – is the ability to change direction quickly and easily with the body and the body parts. The ability to change direction with and without the soccer ball is a critical element of the game. Individual ball work, i.e. ball juggling, fast footwork, etc., and small-sided games assist in improving agility
 - Balance – is the ability of the body to maintain stability and equilibrium while running or standing on one leg. The ability to maintain your balance during kicking or when being challenged for the ball is important. Small-sided games and activities require players to maintain their balance while being challenged by the opponent.
 - Speed – speed for soccer is more complex than running a race. The application of speed within the game is determined by the following movements and actions found in the game: movement of ball, movement of the opponent, movement of a teammate. We can differentiate between various types of speed that are required of a player within the game. They are:
 - Pure Speed – the ability to overcome the distance between two points in the shortest amount of time.
 - Technical Speed – the ability to control and manipulate the ball with the body, legs or feet at speed.
 - Speed of Action – processing information from the game and choosing an appropriate response quickly to the situation.



- Mental Speed – the ability of the player to be aware of all factors, conditions and options inside and outside of the game (opponents, teammates, crowd, etc.)
 - Strength – is the ability to overcome resistance or oppose an obstacle through muscular strength.
 - Power – the application of strength in time and is connected to explosive action of performance.
- General endurance – is the ability to withstand the varied intensity of a soccer game i.e., 60 minutes of match play for an In-House player
 - Endurance training prevents the onset of fatigue and provides for a continuation of effort.
 - Aerobic (with O₂) capacity is the ability of the cardiovascular system to deliver oxygenated blood to the muscles and return depleted blood to be re-oxygenated.
 - The method of training most commonly used to develop general endurance (aerobic capacity) is interval training.
 - Interval training has both a work and relief period
 - The principle dictates that work is done at approximately 80% of MHR while the relief is carried out at 20% of MHR
 - At the beginning of the season the work to relief ratio may be 1:3 (30 seconds of work to 90 seconds of relief).
 - As athletes become fitter we lower the ratio of relief to 1:2 and eventually to a time ratio of 1:1
 - During the relief period the player does not come to a complete rest. Light activity is carried out during this period
- Local muscle endurance – is the ability of a specific group of muscles to be intensely active for a necessary period of time in the absence of oxygen.
 - Anaerobic (without O₂) training must always be organized in an interval training method although the source of energy is predominately through the anaerobic breakdown of glycogen.
 - Glycogen is stored in the muscular system. A player's diet must consist of high quantities of carbohydrates, proteins, iron and vitamins for the necessary production of glycogen during this high intensity exercise.

Psychological Progression:

- The willingness to take risks and make mistakes and the ability to learn from them
- The ability to cope with peer pressure
- The ability to cope with game-related pressure

Economical Training:

Economical training demands that we combine as many of the components of coaching as possible into our training activities and games in order to obtain maximum results in a minimum amount of time. In-House coaches must be extremely economical in their team training given the limited practice time available with In-House players.



The SAID Principle:

SAID stands for Specific Adaptations to Imposed Demands, and the SAID Principle states that the development of players is guided by the restrictions that are placed on them during training. All training should be specific to the technical, tactical, physical, and psychological demands of the game and the positions of the players, and training must be specific to the needs and demands of actual competition. Effectively this means that the best players development occurs when the training activities closely resemble real-game situations - for example dribbling while avoiding defending players is far superior to dribbling around a set of stationary cones.

The SAID Principle also helps us to understand how to best use conditions/restrictions during training games. At first, conditions should be put into place that lead to more success when using the desired technique or tactic; as the players adapt their behavior and become more successful, then the conditions are altered to add more challenge to the activity. For example, in a '1v1 to Lines' game where the objective is to get the attacker to use changes of direction to get by the defender, the coach should set up a wide activity grid that gives the attacker more room to work with; as the attackers start to become more successful, then the coach should narrow the grid in order to make the activity more challenging. Remember, build confidence through success, then add challenge.

Using Small-Sided Games to Teach:

The use of small-sided games creates the right environment for player development by allowing players to develop creatively by allowing them to respond to the problems presented by the game. Because small-sided games encompass all of the modern components of the game, they provide a highly economical way to train players that adheres to the SAID principle.

Small-sided games accentuate these areas of player development:

- Skill development – number of touches on the ball increased.
- Tactical development – decision making is expanded.
- Fun and enjoyment – amount of goal scoring chances increased.
- Game understanding – positional play is greatly expanded.
- Intuitive development – transitional play is increased and becomes automatic.

Coaches' Toolbox:

The Coaches' Toolbox provides a 5-step framework showing how to make coaching points and/or correct problems during practice activities. The steps should be used in an escalating fashion, i.e. use Step 1 first, then Step 2, etc.

The steps of the Coaches' Toolbox are:

1. **Allow the conditions of the game/training environment to teach the players.**
For example, if you want to work on using penetrating runs/passes to get behind defenders, you should choose a game like 4v4 to End Zones, where a point is scored only when a pass is completed to a player who is making a run over the End Line.



2. **Make coaching points to all players in the run of play.** Do not stop play, and cause minimal interruption to the game while making the coaching point.
3. **Make coaching points to an individual in the run of play.** You may take the player aside to make your coaching point, but you should otherwise not interrupt the other players. Do not worry about creating a numbers-up/numbers-down situation - this occurs naturally during the game, and the players need to learn how to adapt to it.
4. **Make coaching points during a natural stoppage in play.** This is used to address a repeated problem to the whole group, and may or may not include a demonstration. The duration of the stoppage should be minimal.
5. **Stop (freeze) the flow of the game to make a correction.** This is used to address a repeated chronic problem that continues regardless of the coach using the first 4 steps. The coach should demonstrate the correct technique/tactic, have the players repeat it, and then restart play at the point it was frozen (“Demonstrate, Repeat, Restart”). Again, the duration of the stoppage should be minimal.

When making coaching points, you should always include the “Why, How, and When”:

- Why the players should use the technique/tactic;
- How the players should do the technique/tactic; and
- When the players should use the technique/tactic

Practice Organization:

Coaches should organize their practice session in a progressive manner that provides for individual, small group, large group, and/or team activities. An example of a practice format would be:

- Warm Up – the warm up prepares the player both physically and mentally for the training session. Warm ups that incorporate a technical or tactical element as a lead in the training session should be used. Dynamic stretching may also be integrated throughout the warm up.
- Individual activities – as appropriate, although this may be addressed during the warm up period or within the small group activities. The need for this portion of the practice will depend upon the ability and specific needs of the players.
- Small group activities – this area includes small group games that may provide a lead into larger group games or activities. Small group activities will provide the majority of work within your coaching session.
- Large group activities and/or team activities – This does not necessarily mean a full-sided game. Large group games can include situations that are numbers up, numbers down, or even numbered.
- Cool down – following the training session a cool down of light exercise and static stretching aids the player to recover from the training session.



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GAME DAY

Admin/Pre-game:

- Please have your team at the field and ready to play 20 minutes before their game time. This allows plenty of time to warm-up and complete the Referee's inspection.
- Coaches and teams set up on one side of the field, spectators set up on the other (see relevant field map). Please stay one yard away from the touch lines.
- Games are a time for the kids to play freely, develop their skills, and use them in a creative manner; coaches should organize only so far as it helps to create this environment.
- Kickoffs will occur ON TIME
 - Referees will deduct time from second half to keep on schedule
- Game organization
 - Pre-game: Warm-up (every player working with a ball with increasing speed) and dynamic stretching; Referee's inspection
 - Half-time: Let the players cool down and talk amongst themselves; give them only 2 or 3 key points of information for the second half
 - Post-game: Team handshakes and cheers; check for injuries; cool-down (every player working with a ball at low speed) and dynamic stretching; keep any post game comments brief

Substitutions:

During games, substitutions are allowed during the following stoppages in play:

- Goal Kicks
- Offensive Throw-ins
 - The defending team can substitute if the offensive team does. Work together on this - if the other team needs a substitution, ask for one even if you do not switch anyone.
- Kick-offs
- Half-time
- Yellow card
 - The player carded must be substituted
 - No other players may be substituted
- Injury
 - Any injured player(s) causing a stoppage in play must be substituted
 - The opposing team may substitute during this stoppage

Note that you must ask for (and be granted) the Referee's permission before substituting any players.

Substitution procedure:

- BEFORE play is stopped, have the substitutes standing at mid-field, ready to come in
- At an allowed stoppage in play, ask the Referee for permission to substitute



- Once the Referee has given permission for the substitution, call off the players who are being substituted out
- Once the substituted players start to RUN off of the field, tell the substitutes that they can go in

In general substitutions are to be used so that each player gets to play their fair share of the game in a variety of positions. Substitutions are not to be used to gain a tactical advantage over the other team. Also, a given player should play no more than 10 minutes of a game as Keeper. (Although you should never force a child to play Keeper, you should encourage all the players to “give it a try” and take their turn in net.)

Blow-outs:

As much as we try to create evenly-balanced teams, there will be mismatches. On these occasions, the coach of the team that is winning should attempt to control play by challenging their team to accomplish certain things before shooting on goal, e.g. complete 3 consecutive passes, shoot with their weak foot only, pass from outside the box to a player inside the box, etc.

If the score line continues to increase, then coaches should get together to decide on further ways to make the game more competitive. For example, one option is to “call” the game at half-time, divide up the players into two new, more balanced teams (this is why the jerseys are reversible), and start a “new” game for the second half. Please notify the referee of any such modifications that you intend to do to the game.

Zero Tolerance Policy:

The In-House Division has a Zero Tolerance Policy regarding interaction between Coaches/spectators and the Referees. Any violations of this policy will result in immediate ejection from the playing fields, and may result in further disciplinary action pending review by the FYSA Board of Directors. The terms of the Zero Tolerance Policy are as follows:

- No one, except the players, is to speak to the Referee during or after the game. Exceptions: Coaches may ask questions before the game, call for substitutions and point out emergencies during the game, or respond to the Referee if addressed.
- Absolutely no disputing calls during or after the game, and no remarks to the Referee to watch certain players or attend to rough play. No yelling at the Referee ever, and no criticism, sarcasm, harassment, intimidation, or feedback of any kind during or after the game.
- If Coaches or spectators have questions regarding particular calls, rules, or a Referee, or wish to give feedback regarding a Referee, they should do so through the Referee Coordinator or Division Director.

Please bear in mind that the In-House Division is also a training ground for our young Referees. For many of them it will be their first experience running a game, and they will



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make mistakes. However, it is important that the players learn to abide by the Referee's decisions, and it is our job as adults to demonstrate good sportsmanship for our children.

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APPENDIX I: BASIC SKILLS EXPLAINED

- <Dribbling: Control, Shielding, Moves/Fakes, and Turns>
- <Passing: Proper Inside-of-Foot Technique>
- <Shooting: Proper Laces Shooting Technique>
- <Individual Defense: Posture and Approach for 1v1 Pressure>
- <Heading>

This section of the manual is still in development. Links to resources that explain many basic skills are available on-line at the FYSA In-House Coaches Corner:

<http://www.franklin.ma.us/auto/community/soccer/inhouse1/coach/default.htm>



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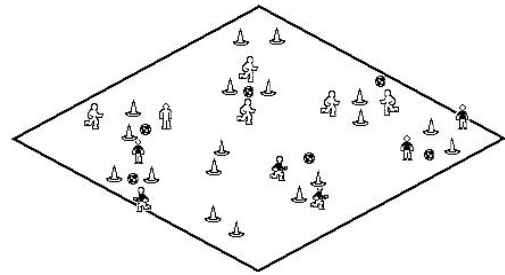
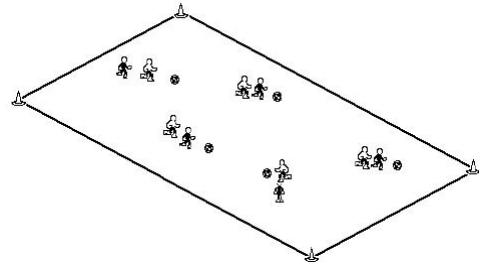
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APPENDIX II: TRAINING GAMES FOR IN-HOUSE (per Mass Youth Soccer Statewide U6-U12 Curriculum)

Junior In-House:

(note that all of these games are also suitable/recommended for Senior In-House)

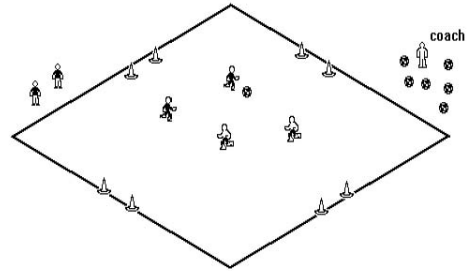
- **Free Dribble:** Everyone with a ball, use inside, outside, and sole of the foot. Have players dribble with speed (outside of foot), change direction, and perform moves. Coach calls out moves or changes in direction and sets the pace as the manipulator of the session, kids carry the ball towards someone and try a move. *Version 2:* As players get comfortable, coach can walk around and put pressure on players as they are performing dribbling tasks. This adds fun and interaction. *Version 3:* Make the game a knockout game in which players try to knock each other's balls out of the grid while maintaining possession of their own. Note: You may wish to have them perform a skills task before re-entering such as 10 toe touches or juggling 5 times - you do not want players sitting out.
- **Shield-Steal:** Half of players in the group have a ball and half do not. If you do not have a ball you need to steal one from someone who does. If ball goes out of bounds, person who touched it last does not get possession. You can teach players the technical points of shielding as a group at start of activity. Show technique with body sideways, arm providing protection, ball on outside foot, knees bent, turning as defender attacks, using feel to understand where defender is going. Fix technical shielding errors throughout this activity and make sure entire group knows how to properly shield.
- **Gates Passing:** Players are paired up and must successfully pass the ball through the cones to their teammate to earn a point. Players try to accumulate as many points as possible in the time allotted. Have players pass only with their left foot or right foot, or the outside of their foot.
- **1v1 to Lines:** In a grid 10x10 yards, players line up on opposite sides. The first player in each line alternates attacking the player opposite them. When the attacker dribbles over the line they score a goal. If the defender wins the ball he or she can counter attack to the opposite line to also score a goal. The players switch to the opposite line if a goal is scored or the ball goes out of bounds. The



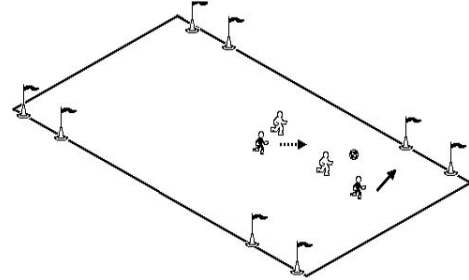
coach rotates the lines so all players get to compete against each other. *Version 2:* Make the grid larger and make this a 2v2 or a 3v3 game.

- 1v1 to Two Small Goals: Same grids as above except now there is a three foot goal in the middle of each line. Attackers try to score by passing the ball through the goal. Defenders can counter attack to the opposite goal if they win the ball. Players switch sides after a goal or the ball goes out of bounds. The coach rotates the lines so all players get to compete against each other.

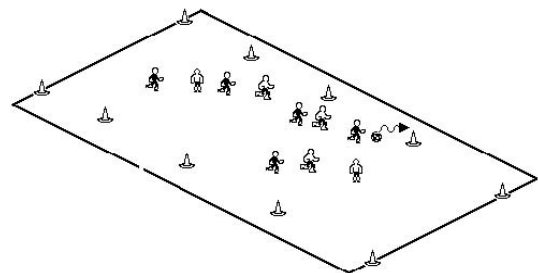
- 2v2 to Four Cross Goals: Teams defend one goal and have the opportunity to score on the other three, you must dribble through a goal to score a point. The goals are on the ends of a large cross in a square grid roughly 10yd X 10yd. Have one team of 2 on deck, they come on when a team gets scored on twice. Game is continuous, they must run on immediately.



- 2v2 to Four Small Goals: In a 15 X 15 yard grid with a small goal in each corner teams of two attack the two opposite goals and defend their two goals. The coach will set up as many grids as needed to accommodate the players. When the ball goes out of bounds it can be passed or dribbled in to play. The teams should be rotated every three minutes until all groups have played against each other. *Version 2:* 3v3 in a 20 X 25 yard grid. Teams should show a triangle shape in attack.



- 4v4 Endzone Game: Teams comprised of 4-6 players depending on numbers and space. To score you must pass the ball to a teammate into the opponent's end zone (created with discs). The player cannot go into the endzone until after the ball has been passed. Stress recognizing opportunities and timing of passes.



- Triangle Goal Game: Make a triangle with three cones in the center of the field. The sides of the triangle each serve as a goal mouth so teams can shoot at three different goals. Place 2 goalies in the triangle and the 2 goalies must protect the three goal mouths. Two even teams play a normal soccer game, except they both can score on any of the three faces of the triangle for a point. The game is

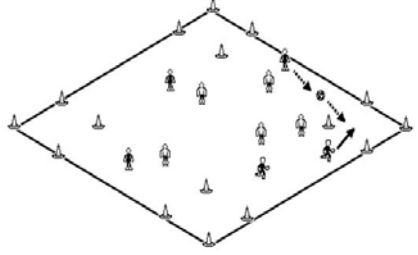
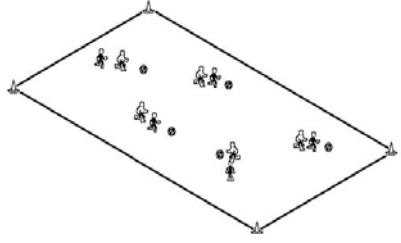
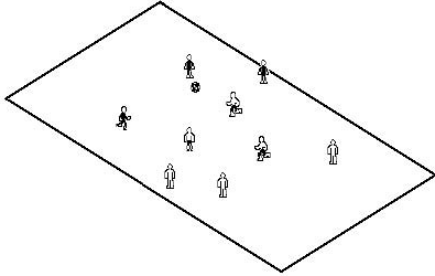


continuous and if a goalie catches the ball he just throws it out so the game continues. *Version 2:* Use two balls at the same time.

- 4v4 To Four Small Goals: In a 30 X 35 yard grid, the same rules as 3v3 but now players must show a diamond shape in attack.

Senior In-House:

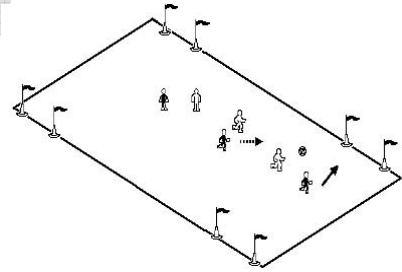
(note that some of these games are also suitable for Junior In-House)

- Four Square Passing: Form a grid 35x35 with squares roughly 4 yards across in each corner. Two teams of 4 to 6 players try to score by passing the ball to a teammate who makes a run into one of the four squares. Players in the squares cannot be defended against they can pass or dribble the ball out. Balls out of play can be passed or dribbled back into play.
 
- Shield-Steal: Half of players in the group have a ball and half do not. If you do not have a ball you need to steal one from someone who does. If ball goes out of bounds, person who touched it last does not get possession. You can teach players the technical points of shielding as a group at start of activity. Show technique with body sideways, arm providing protection, ball on outside foot, knees bent, turning as defender attacks, using feel to understand where defender is going. Fix technical shielding errors throughout this activity and make sure entire group knows how to properly shield. *Version 2:* make this competitive by breaking the group into two teams and seeing which team has more balls at the end of the time.
 
- Colors-Warm Up: Half of the players in red pennies, half in blue. Teams playing together in the same space combine in the passing sequence blue-blue-red-red-blue-blue-red-red etc. etc. Ball can never stop, players can never stop moving, and ball cannot leave area of play. Coach can limit touch-count, mandate which foot to pass with or which side of foot to pass with as sees fit. When players can do first sequence adequately and without frequent errors change the sequence to blue-blue-blue-red-red-red-blue-blue-blue etc. etc. Stress communication and technical passing points throughout. Make this activity competitive by counting errors and setting goals by lowering allowed errors.
- 2v2+2 or 3v3+3: Three distinct teams in colors (red, green, white), one team starts as defenders and the other 2 teams play together to keep the ball away from the
 



defense (so it is actually 4v2 or 6v3). When the ball is taken by the defense, the color (two/three players) they stole it from becomes the new defenders. Players must pay close attention to who the defenders are, to score the teams in possession must make 6 passes before losing possession. If they do this, both teams on offense receive 1 point.

- 2v2 with 2+2: In a grid 15x15 yards, each team has two players in the grid and two on the outside, on opposite sides from each other. The teams score by either making six passes (with teammate inside the grid or support players) or by executing a 1-2 (wall pass) with a support player. After 3 minutes switch inside and outside players.
- 5 Goal Game: 4v4+2 in 35x40 yard grid. Five 2-yard goals are spread out throughout the grid. The plus 2 players are always on the attacking team. The teams score by passing through any of the goals to a teammate. Must receive with inside of foot, then outside, weak foot inside/outside are different expectations that can be put on the players. First team to 10 points wins. Players need to be able to see where the open goals are, and receive with a “picture” of what is around them. With this in mind, if the players are advanced enough, the player receiving through the goal must play 1 touch. Coach could require receiving player to perform a feint before touching ball.
- 3v3 or 4v4 To Four Small Goals: In a 30x30 yard grid, two teams attack the two opposite goals and defend their two goals. The goals are three feet wide and setup near each corner. With three attackers the players now have the 1st attacker (ball) and 2nd attackers (support) and a triangle shape in attack, looking to change the point of attack away from pressure. The defending team now has the 1st defender (pressure), 2nd defender (cover), and 3rd defender (balance). This game can be played to lines, goals with keepers, four squares or targets.
- Bread and Butter: Typical 4v4 but with an additional 4 players who stand on outside of field and can be used by either team as outlets (with only 2 touches). If a team gets scored upon, they become the team on the outside and the outside team plays on the field. Use approximately a 20x25 yard area. Stress correct technique, receiving sideways on, and facing where they wish to play. May restrict the players to 2/3 touch to force quicker decisions, and better body position before the ball arrives. Keep score and make the game competitive.
- 6v6 team touch: Play a normal 6v6 game except for the fact that every player on a team must touch the ball before their team can score. This forces players to



show for the ball, to communicate, and to spread out the field. *Version 2:* If players are advanced, you can enforce a 3 or 2 touch limit on players.

- 8v8 dual sided goal: Using a coerver goal or setting up a goal in which the goalie must protect both sides of the goal, play 8 against 8. Both teams can score from either side of the goal. If a goalie makes a save she just punts the ball out. Teams must learn to change the point of attack and must give support to each other and communicate constantly. This will help teach teams to make the field big when on offense and to try to compact the field on defense.



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APPENDIX III: SAMPLE PRACTICES FOR IN-HOUSE

Structured practices centered around a theme:

- Passing and Receiving
- 1v1 Attacking
- 1v1 Defending
- Small Group Attacking
- Small Group Defending

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Practice Topic: Passing and Receiving

Game	Organization	Key Coaching Points
Free Dribble	<ul style="list-style-type: none"> • Work on control dribbling using all surfaces of the foot 	<ul style="list-style-type: none"> • Keep head up to watch out for other players • Keep knees bent for balance
Gates Passing	<ul style="list-style-type: none"> • Have players keep track of how many points they score each round; the object is to improve each round, not necessarily beat other pairs 	<ul style="list-style-type: none"> • Inside of foot passing technique: point, lock, push, and step
Colors Passing	<ul style="list-style-type: none"> • Limited touches by the ball handler - the focus is on using passes to move the ball across the field • Can introduce tactical passes such as give-and-goes or overlaps 	<ul style="list-style-type: none"> • Pass and Move: as soon as you have passed the ball, you should be moving into a good position to receive it back • Show for the ball: body square to the passer, ready to receive the ball and immediately touch it in the direction of attack
2v2 to Four Small Goals	<ul style="list-style-type: none"> • Set up enough grids to keep all players active; if there are an odd number of teams, then one grid can be “winner stays on”, with the scoring team continuing to play and the scored-upon team subbing out 	<ul style="list-style-type: none"> • Use passing to move away from defensive pressure towards the open goal
Scrimmage - all players, with or without Keepers		
Cool Down - 3 or 4 Dynamic Stretching activities		



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Practice Topic: 1v1 Attacking

Game	Organization	Key Coaching Points
Free Dribble	<ul style="list-style-type: none"> • Introduce and practice 1 or 2 moves to beat an opponent • Execute moves on the command of the Coach, and/or use moves to turn away into open space • Have 2 or 3 players without balls act as “Shadow Defenders” who pressure ball handlers until they execute a move to get away 	<ul style="list-style-type: none"> • Build basic technique under little/no pressure • Gradually add pressure to improve skillful use of moves
Shield-Steal	<ul style="list-style-type: none"> • Have players pair up, with each pair contesting for a ball 	<ul style="list-style-type: none"> • Shielding technique: body sideways, arm providing protection, ball on outside foot, knees bent, turning as defender attacks, using feel to understand where defender is going
1v1 to Lines	<ul style="list-style-type: none"> • Set up several activity grids so that the lines are only 2-3 players deep. • Use a wider activity grid to encourage successful attacking 	<ul style="list-style-type: none"> • “Fake and Fly”: use a move to get the defender moving in one direction, and then accelerate past them in the other direction • Angles of attack: 45 degrees left and right of the attacking direction; fake on one angle, and go on the other
1v1 to Two Small Goals	<ul style="list-style-type: none"> • Set up several activity grids so that the lines are only 2-3 players deep. • Points are scored by dribbling <u>under control</u> through the cone goals 	<ul style="list-style-type: none"> • Cut back after beating defender to go to goal
Scrimmage - all players, with or without Keepers		
Cool Down - 3 or 4 Dynamic Stretching activities		



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Practice Topic: 1v1 Defending

Game	Organization	Key Coaching Points
Free Dribble	<ul style="list-style-type: none"> • Work on control dribbling using all surfaces of the foot 	<ul style="list-style-type: none"> • Keep head up to watch out for other players • Keep knees bent for balance
Shield-Steal	<ul style="list-style-type: none"> • Have players pair up, with each pair contesting for a ball 	<ul style="list-style-type: none"> • Immediate Pressure: close in quickly on attacker • Patience: stay with attacker, and wait for the opportunity to steal
1v1 to Lines	<ul style="list-style-type: none"> • Set up several activity grids so that the lines are only 2-3 players deep. • Use a narrower activity grid to encourage successful defending 	<ul style="list-style-type: none"> • “3 Ways” of defense: Get in The Way, Turn Them Away, Take it Away
1v1 to Two Small Goals	<ul style="list-style-type: none"> • Set up several activity grids so that the lines are only 2-3 players deep. • Points are scored by dribbling <u>under control</u> through the cone goals • Points are also scored for each successful steal. 	<ul style="list-style-type: none"> • Use pressure to herd the attacker towards the sidelines, away from the goal, and then look to steal
Scrimmage - all players, with or without Keepers		
Cool Down - 3 or 4 Dynamic Stretching activities		



Practice Topic: Small Group Attacking

Game	Organization	Key Coaching Points
Free Dribble	<ul style="list-style-type: none"> • Work on control dribbling using all surfaces of the foot 	<ul style="list-style-type: none"> • Keep head up to watch out for other players • Keep knees bent for balance
2v2 to Four Small Goals	<ul style="list-style-type: none"> • Set up enough grids to keep all players active; if there are an odd number of teams, then one grid can be “winner stays on”, with the scoring team continuing to play and the scored-upon team subbing out 	<ul style="list-style-type: none"> • First Attacker: Penetration; look to beat the defender and score • Second Attacker: Support; get into open positions away from pressure to set up the attack
3v3 to Four Small Goals	<ul style="list-style-type: none"> • Set up enough grids to keep all players active; if there are an odd number of teams, then one grid can be “winner stays on”, with the scoring team continuing to play and the scored-upon team subbing out 	<ul style="list-style-type: none"> • Second Attackers: Support; get into open positions away from pressure to set up the attack; give the First Attacker several passing options • When appropriate, one of the Second Attackers can take on the Third Attacker role, making runs behind the defense to open up the field and set up penetrating pass opportunities
4v4 to Two Small Goals	<ul style="list-style-type: none"> • Rotate players between teams throughout the game so that they get opportunities to play different roles with different teammates 	<ul style="list-style-type: none"> • Third Attacker: Unbalancing; one player should be making runs behind the defense to open up the field and set up penetrating pass opportunities
Scrimmage - all players, with or without Keepers		
Cool Down - 3 or 4 Dynamic Stretching activities		



Practice Topic: Small Group Defending

Game	Organization	Key Coaching Points
Free Dribble	<ul style="list-style-type: none"> • Work on control dribbling using all surfaces of the foot 	<ul style="list-style-type: none"> • Keep head up to watch out for other players • Keep knees bent for balance
2v2 to Four Small Goals	<ul style="list-style-type: none"> • Set up enough grids to keep all players active; if there are an odd number of teams, then one grid can be “winner stays on”, with the scoring team continuing to play and the scored-upon team subbing out 	<ul style="list-style-type: none"> • First Defender: Immediate Pressure; make the ball handler work for every yard • Second Defender: Cover; slots in behind the First Defender creating defensive layers, but must also be aware where the other attacker is
3v3 to Four Small Goals	<ul style="list-style-type: none"> • Set up enough grids to keep all players active; if there are an odd number of teams, then one grid can be “winner stays on”, with the scoring team continuing to play and the scored-upon team subbing out 	<ul style="list-style-type: none"> • Second Defenders: Cover; slot in behind the First Defender creating defensive layers, but must also be aware where the other attacker is • When appropriate, one of the Second Defenders can take on the role of the Third Defender, providing Balance, defending crucial field areas, and guarding against penetrating runs
4v4 to Two Small Goals	<ul style="list-style-type: none"> • Rotate players between teams throughout the game so that they get opportunities to play different roles with different teammates 	<ul style="list-style-type: none"> • Third Defender: Balance; one players should be defending crucial field areas, and guarding against penetrating runs
Scrimmage - all players, with or without Keepers		
Cool Down - 3 or 4 Dynamic Stretching activities		



APPENDIX IV: DYNAMIC STRETCHING

- Set up cones 10 - 15 yards apart
 - Each element is done 2 -3 times around the cones
 - The jogging is always done using the correct running form, with arms going from just inside the shoulders to hips NOT across the body
- 1) Slow Jog around cones
 - 2) Diagonal step 2 right and 2 left, jog back
 - 3) Side step shuffle swinging arms up and down
 - 4) Side step-overs up and back
 - 5) Jog with heels high, normal jog back
 - 6) Jog with knees high, normal jog back
 - 7) Lift knee and roll hips outside to inside, jog back
 - 8) Extend leg and roll hips outside to inside, jog back
 - 9) Lift knee and roll hips inside to outside, jog back
 - 10) Extend leg and roll hips inside to outside, jog back
 - 11) High kick alternate legs, jog back
 - 12) Backwards shuffle right and 2 left, jog back
 - 13) Rapidly lift knees high, body forward, jog back
 - 14) Tuck jump over and back, sprint to cone, jog back
 - 15) Running stance, fast feet and hands over and back, spring to cone, jog back
 - 16) Jump using heading motion, land with feet in stride, sprint to cone, jog back



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APPENDIX V: SUPPLEMENTAL MATERIALS

Links to the following are available on-line at the FYSA In-House Coaches Corner:

<http://www.franklin.ma.us/auto/community/soccer/inhouse1/coach/default.htm>

- MA Youth Soccer Statewide U6 - U12 Curriculum: A general “best practice” guide from MYSA. It outlines priorities, player characteristics, and recommended practice activities for the U6 - U12 age groups.
- US Soccer Player Development Guidelines: A thorough document covering US Soccer’s philosophy on how we should be teaching our children to play the Beautiful Game. Excellent for helping see the “big picture” of what we are trying to accomplish here.
- US Soccer E License Manual: Although it is best used in conjunction with the E License Course, this manual is designed to help prepare coaches working with players ages 9-12 years old by expanding their knowledge and understanding of the technical and tactical demands of the game and the developmental process necessary for players of these ages.
- US Soccer D License Manual: Although it is aimed at coaches of U13 and above, this manual is nevertheless an excellent resource for all coaches.
- ClubMax Coaching: A great on-line coaching tool, with Soccer Practice Plans, an on-line Video Training Center, and Game Day Guides. The FYSA has a subscription to this service: UN = yescoach, PW = coach2005
- StrongSoccer: A free on-line resource with a lot of useful information. The “Mini Practice” section has great descriptions and videos of common fakes/moves, and the “Juggling” section has a good step-by-step method for learning how to juggle a soccer ball.
- Instructional Activities: Selected activities from the Instructional Manuals that are still useful as part of In-House practices.
- Quick Skills: Instructions for four basic foot-skills that you can teach your team. The instructions also make excellent handouts to give to the kids for “homework” between sessions!
- How to do an Inside-of-Foot Pass: Simple instructions on how to do (or teach) the most fundamental passing skill. Another good “homework” handout.
- Laws of the Game: The official soccer rules issued by FIFA (the Fédération Internationale de Football Association)
- Laws of the Game, Questions and Answers: A supplement to the official soccer rules issued by FIFA
- Advice to Referees on the Laws of the Game: A further supplement to the official soccer rules issued by USSF (the United States Soccer Federation)
- FYSA In-House Rules: The modifications to the official Laws, as they apply to the In-House Division



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