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Pre-F

“Pre-F” Course Manual



California Youth Soccer Association, Inc.



THE GOVERNING BODY FOR YOUTH SOCCER FOR NORTHERN CALIFORNIA
Member of the United States Youth Soccer Association and the United States Soccer Federation

Dear CYSA Pre - F Course Attendee,

On behalf of the children you will be coaching/teaching, we would like to "thank you" for taking the time to attend this coaching course. We realize that as a coach/teacher you will become the catalyst who may make the difference in the lives of our children.

Therefore . . .

Your local CYSA organization has been careful in selecting the most qualified CYSA coach to be your instructor. This youth oriented individual will utilize modern educational methods in transferring his/her extensive practical coaching and playing experiences to you. This individual not only understands the local youth soccer scene, but also the local spirit of the game.

The Pre - F Course objectives are:

- To provide you, the new individual joining the coaching ranks of CYSA with the most modern soccer coaching methodology available.
- To develop an awareness of the need for a soccer education and promote an active participation in future CYSA workshops and coaching courses.
- To make you aware of local CYSA resources that can help you in this exciting venture.
- To provide you with general coaching requirements that will make this an enjoyable experience for you and your players.

In order to assure an understanding of the topics taught, we combine classroom work with field participation. We encourage you to ask questions at any time during the course. Because of the enormous amount of new information that is given, we highly encourage you to take notes for future references.

We appreciate your commitment to soccer and our children and are happy to support you in the quest in self-improvement. It is people like you who make a positive difference in our children's lives. We are very proud to be working with you.

Have FUN participating in this CYSA event!

Karl Dewazien

A handwritten signature in black ink that reads "Karl".

CYSA State Coaching Director

Developed for:

The California Youth Soccer Association
1040 Serpentine Lane, Suite 201
Pleasanton, CA 94566
(925) 426-5437 • www.cysanorth.org



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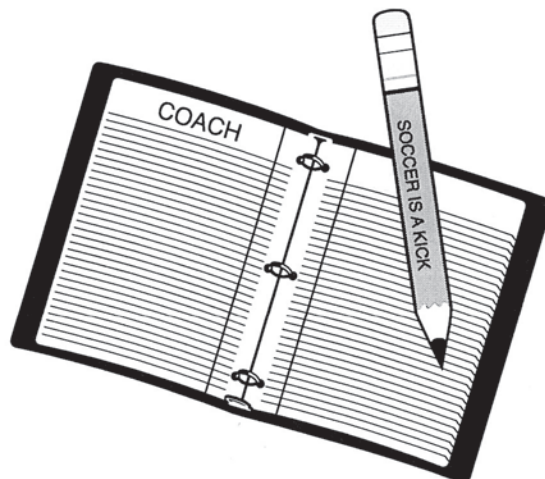
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Welcome Coaches

Classroom Agenda

- Introductions
- The Game
- Themes
- Expectations
- The "9-Step Practice Routine"



Field Agenda



- INTRODUCTION TO . . .
 - CYSA "9-Step Practice Routine"
 - "the SERVE"
- Analyzing the . . .
 - CYSA "9-Step Practice Routine"
 - "the SERVE"
- Applying . . .
 - CYSA "9-Step Practice Routine"
 - "the SERVE"

Attention: Course Participants

Each participant should bring the following items to the field session: soccer ball, notepad and pen, cones, water, proper clothing for weather, cleated shoes if possible. Enthusiasm and open mind. Let your instructor know if you are unable to participate in the field session!





Course Information

✓ Level _____

✓ Instructor _____

✓ State Organization _____

✓ League Name _____

✓ Course Number _____

✓ Course Date(s) _____

✓ District Number _____



People Willing to Help You . . .

Title	Name	Number
President		
Vice President		
Coaching Coordinator		
Referee Coordinator		
Age Group Coordinator		
Others		

Organizations Standing Beside You . . .



CYSA
1040 Serpentine Lane
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(925) 426.5437



US Youth Soccer
9220 World Cup Way
Frisco, TX 75034
1-800-4-SOCCER



United States
Soccer Federation
1801 So. Prairie Avenue
Chicago, IL 60616
(312) 808-1300







FIFA House, 11 Hitzigweg
8030 Zurich
Switzerland
+41 (1) 384-9595

Instructors will give out manuals for specific league information, such as, schedules, calendars, etc.



The Game

SOCCER is a contest between two opposing teams  who play with a spherical ball  on a rectangular field  with goalposts on each end. 

4 basic skills are used to control, move and propel the ball  toward the opponent's goal in an attempt to score.  The unique feature is that any part of the body may be employed **EXCEPT INTENTIONAL ARMS and HANDS.** 

The team with the most goals at the end of a given time  period is declared the winner of the contest. 



The Coach and The Game

Pre-Game

- Arrive early
- Check weather and field conditions
- Greet players — check equipment and injuries
- Greet manager — check equipment and paper work
(Home Team) usually provides game ball
(Visiting Team) should be prepared to provide game ball
- Player passes
- Game card
- Greet referee and opposing coach
- (Home Team) usually fills-out game card
- Coach(s) give completed game card to the referee
- Establish team sideline area
- Pre-pick team captains (each player should get the honor)
- Have your starting line-up ready, substitution scheduled
- All must play 50%
- Give each experience in goal
- Establish warm-up routine (plenty of fluids)
- At referees request — equipment check, player pass check, and coin toss
- Team Yell
- Team ready for kick-off



First Half . . .

- Become an observer — look for strengths and weaknesses in both teams
- Substitute at appropriate times (no time-outs except for injuries)
- Take notes of the strength
- Prepare to make adjustments at half-time



Half-Time . . .

- Gather team in a defined, secluded area
- Allow players to relax . . . and seek feedback
- Encourage players to replenish liquids
- Check for injuries
- Give technical/tactical adjustments . . .
 - Going in other direction
 - Kick off team opposite of start
 - Review 2nd half assignments
 - Show enthusiasm and support



Second Half . . .

- Become a great observer
- Substitute at appropriate times
- Take notes of teams strength and weaknesses
- Prepare to improve those weaknesses at the next practice

Post Game . . .

- Praise team
- Cheer the other team
- Shake with opponent
- Lead hand shake with opposing coach, player and referee
- Cool-down (physical and mental)
- Replenish liquids (more water . . .)
- Release players to parent
- Check game card for accuracy — usually kept by referee
- Get player passes from referee for safe storage and next game
- Join team and parents. Thank and praise them (regardless of game results)
 - Remind parents of their after game duties
 - Remind them of next practice
- Leave facilities cleaner than when you arrived (parents & manager)
 - Remove and secure all equipment and collect lost items
- Relax and evaluate the game:
 - Player's performance
 - Parents behavior
 - Personal behavior
 - Select a theme for the next practice
 - Begin plans on how to improve performance and make (next practice) more fun



Players and Game Day

Be Ready

Be Ready

Sweatsuit
(proper weather attire)

Waterbottle
(individual)

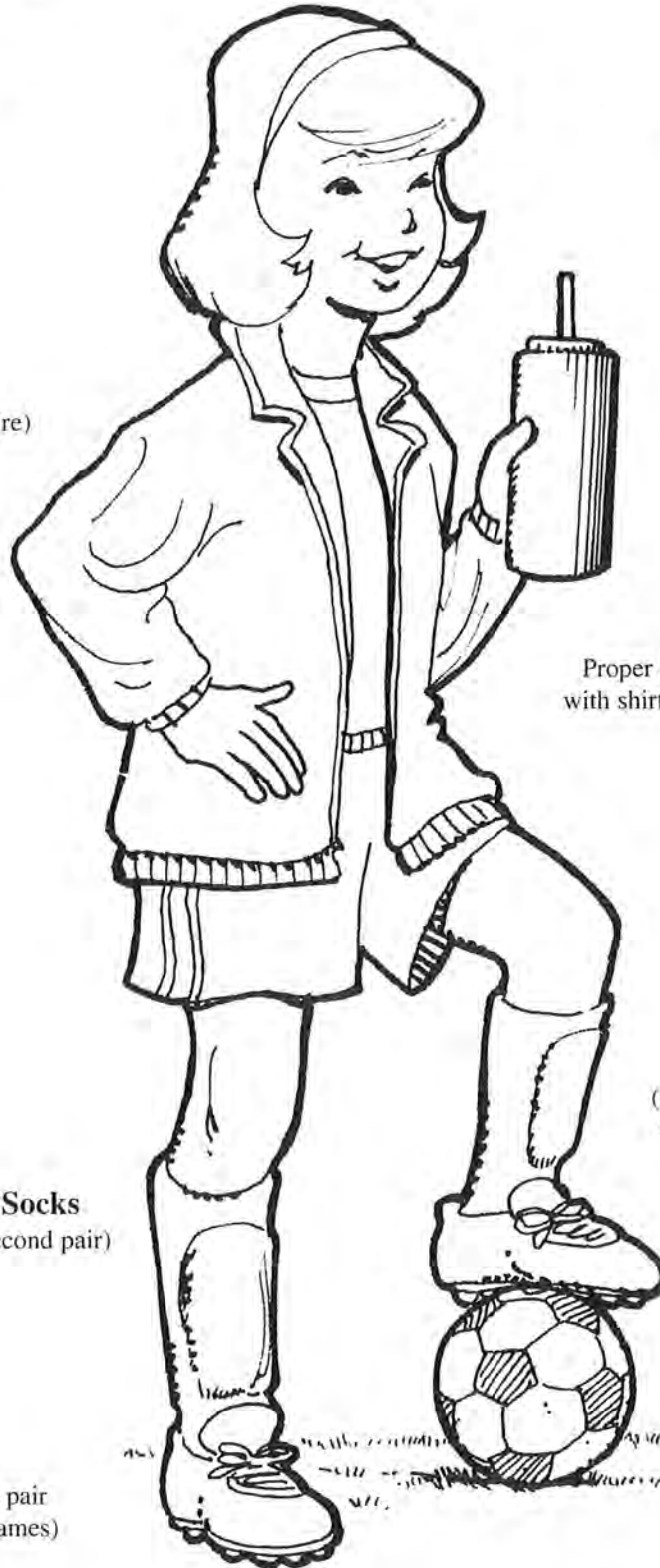
Proper league uniform
with shirt tucked in shorts

Socks
(second pair)

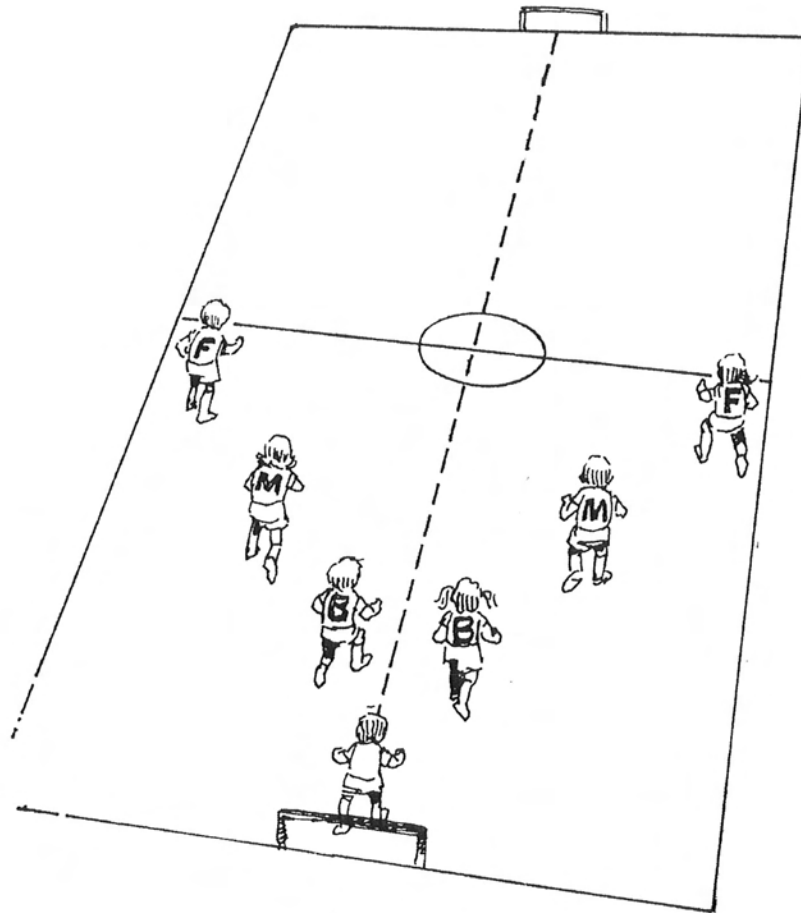
Shinguards
(mandatory . . . to be worn
at all games & practices)

Shoes
(mandatory . . . same pair
used in practice and games)

Soccer Ball
(mandatory . . . initialed)



The Participants



Goalkeepers

- Differ from field players only in that they may use the hands and arms once inside the designated penalty area.
- Goalkeepers may not intentionally use their arms or hands outside the penalty area.

IMPORTANT: The position of the ball, not the position of the keeper determines a hand ball foul.

NOTE: Keepers are free to play on any part of the field. But are asked to stay within the penalty area by the coaches not the Laws of the Game.

Field Players

Are free to play on any part of the field. They may control, move and propel the ball with any part of the body except the intentional use of the arms or hands.

- **BACKS** — Name given to players who at any particular moment have only the goalkeeper in back of them for support and over.

Very Cautious with and without the ball.

- **MIDFIELDERS** — Name given to players who at any particular moment have player(s) behind them and player(s) in front of them for support and cover.

NOTE: They are in the middle of the system. Semi-Cautious with and without the ball.

- **FORWARDS** — Name given to players who at any particular moment have no teammates in front between them and the opponents' goal. Take Risks with and without the ball.

NOTE: Field players are strongly encouraged to exchange positions providing they work to support and cover for each other.



What We Need To Teach — Defending

- **LOVE**

Defending our own goal.

TRAIN TOWARDS: All players become 'Defenders' when we lose ball possession!

- **READ THE GAME**

Memorize: 'Ball in flight — look left and right'.

TRAIN TOWARDS: Ball and field watching. Consciously seeing everything during the game.

- **RUN TO DEFEND — MOVE** — Intelligent 'Defending' positioning

To intercept the ball

To get between the ball and the goal

To get between the player and the goal

To get into the defensive stance

To the advantage of teammates

TRAIN TOWARDS: **Covering** runs in defense.

To the disadvantage of opponents

TRAIN TOWARDS: Having more players around the ball.

- **READY POSITION — BRING OPPONENT UNDER CONTROL** — Giving dribbler only 'one' choice

Slow — Slow down the dribbler

Low — Bend knees and go sideways into the defensive stance

There you go — Force dribbler in the direction you want him to go

TRAIN TOWARDS: Staying on your feet and shuffling sideways.

- **REFUSE ADVANCEMENT — KEEP OPPONENT UNDER CONTROL** — Faking and making attempts at the ball

Slow — Slow down the dribbler

Low — Bend knees and go sideways into the defensive stance

Front foot go! — Poker fakes and makes attempts at the ball

TRAIN TOWARDS: Making convincing attempts at the ball.

- **REGAIN BALL POSITION — WIN THE BALL** — Taking the ball away from the opponent

Slow — Slow down the dribbler

Low — Bend knees and go sideways into the defensive stance

Back foot go! — To the middle of the ball like a push pass

TRAIN TOWARDS: Making only shrewd and assured tackles.



What We Need To Teach — Attacking

- **LOVE**

Attacking the opponent's goal.

TRAIN TOWARDS: All players become 'attackers' when we gain ball possession!

- **READ THE GAME**

Memorize: 'Ball in flight — look left and right'.

TRAIN TOWARDS: Ball and field watching. Consciously seeing everything during the game.

- **RUN TO ATTACK — MOVE** — Intelligent 'Attacking' positioning

To the advantage of teammates

TRAIN TOWARDS: Supporting runs in attack

To the disadvantage of opponents

TRAIN TOWARDS: Having properly placed players around the ball in attack.

- **RECEIVE THE BALL — BRING BALL UNDER CONTROL** — 1st part of 2 touch play

Meet it! — Move into line of flight

Greet it! — Disguise intent (jab step)

Cushion the ball on contact

Beat it! — Explode past the opponent

TRAIN TOWARDS: Not letting any ball get by . . . Not letting any ball bounce!

- **RETAIN THE BALL — KEEP BALL UNDER CONTROL** — 3 or more touch play

Meet opponent — Go straight at him and force him to defend

Greet opponent — Use a fake/feint to get him off-balance

Beat opponent — Explode past him taking advantage of fake/feint

TRAIN TOWARDS: Tap and look!

- **RELEASE BALL UNDER CONTROL = PASSING** — 2nd part of 2 touch play

Push — The ball slightly ahead

Peek — To see open teammate

Place the ball — At feet or into space

TRAIN TOWARDS: Passing to teammates!

NOTE: This is the most difficult concept for young players to perform.

- **RELEASING BALL UNDER CONTROL = SHOOTING** — 1 touch play

Push — The ball slightly ahead

Peek — To see the 'magic' space

Place the ball — Into the space

TRAIN TOWARDS: Shooting when in range — Following each shot —

Retreating to defend after each shot!

- **RELEASING BALL UNDER CONTROL = CLEARING** — 1 touch play

Be first to ball

Go for height

Go for distance

Go wide

Play it out

TRAIN TOWARDS: Composed play in front of our goal!



IN GAME SITUATIONS THE FOLLOWING CAN BE EXPECTED BY THE MAJORITY OF U-6 PLAYERS:

- **READ THE GAME – LOOK**

They will only watch the ball.

They will react too quickly to the flight of the ball.

They cannot and will not look for space to run into.

They will not understand the concept of space so any encouragement to 'spread out' is absolutely pointless.

- **RUN TO ATTACK – 'PROPER POSITIONING'**

They will happily chase after the ball while attacking and defending.

They will run and change direction in short bursts until tired.

Review such skills as running at various speeds and directions.

Explore such skills as dodging, ducking, twisting and turning while running.

- **RECEIVE THE BALL**

During the game it is more like 'finding' the ball.

In practice – begin every action with a serve.

- **RETAIN THE BALL**

Can run in a straight line with the ball.

Fakes – none to be expected.

- **RELEASE BALL UNDER CONTROL**

Can shoot toward goal.

Can not find teammates for a pass.



IN GAME SITUATIONS THE FOLLOWING CAN BE EXPECTED BY THE MAJORITY OF U-8 PLAYERS:

- **READ THE GAME – LOOK**

Will continue to watch the ball.

Still cannot and will not look for space to run into.

Will still not understand the concept of space so any encouragement to 'spread out' is still pointless.

- **RUN TO ATTACK – 'PROPER POSITIONING'**

Will continue to happily chase after the ball while attacking and defending.

Will continue to run and change direction in short bursts until tired.

Continue to review such skills as running at various speeds and directions (with ball).

- **RECEIVE THE BALL**

Have difficult time judging flight and speed of ball.

Teach controlling ground ball!

In Practice – Begin every action with a serve.

- **RETAIN THE BALL**

Can run in a straight line with the ball.

Can dribble with change of speed.

Teach them to 'turn' with the ball.

- **RELEASE BALL UNDER CONTROL**

Can shoot toward goal.

Are still unable to find a teammate for a pass.



IN GAME SITUATIONS THE FOLLOWING CAN BE EXPECTED BY THE MAJORITY OF U-10 PLAYERS:

- **READ THE GAME – LOOK**

- Most will continue to watch the ball.

- Some will begin to predict the flight of the ball.

- Some will begin to look-up for space to run into.

- Some will begin to look-up to find a teammate to pass to.

- Some will begin to look-up and find themselves in shooting position.

- **RUN TO ATTACK – ‘PROPER POSITIONING’**

- Most will continue to happily chase after the ball while attacking and defending.

- They will continue to run and change direction in short bursts until tired.

- Continue to review such skills as running at various speeds and directions.

- They have no problem accelerating but need practice controlling decelerating.

- Most will still not understand the concept of space so any encouragement to ‘spread out’ is still pointless.

- **RECEIVE THE BALL**

- Beginning to learn to control the ball on the ground.

- In Practice – Begin every action with a serve.

- Teach – Right foot right side; Left foot left side.

- **RETAIN THE BALL**

- Can learn a fake to deceive the opponent.

- Can run in a straight line with the ball.

- Can dribble with change of speed.

- Can ‘turn’ using one favorite turn.

- **RELEASE BALL UNDER CONTROL**

- Can shoot toward goal.

- Can pass over short distances on the ground.





FIELD CURRICULUM

Kids and Practice



You will be faced with players who are not interested in playing soccer.

1. Give appropriate attention to the disinterested player, but not at the expense of the team.
2. Make the practices *fun* so they will want to participate!

Why Do Kids Play?

U-6 to U-10



Parents

U-12 to U-14



Peers

U-14 & Above



Individual

At practice as a coach/teacher you:

- Provide information to assist the players.
- Observe and make suggestions for necessary corrections.

Remember: **INTEREST + ENTHUSIASM = LEARNING**



Practice Equipment



- ① Clipboard or Index Cards (with practice session notes)
- ② Bibs (to distinguish between team)
- ③ Extra Soccer Balls (just in case)
- ④ First Aid Kit (just in case)
- ⑤ Goal Nets (create realistic shooting situations)
- ⑥ Cones (mark goals or boundaries)
- ⑦ Water Container (assure availability of water)

OPTIONAL ITEMS:

Air pump & needle (properly inflate balls)

Whistle (game control and assembly)

Pen and Note Pad (jot down important notes for future review)

Watch (stop and start on time)

Stopwatch (to time improvement and events)

Marking Pen (for identification marking player/team articles)

Magnetic Playing Field (to use as visual aid)



Youth Practices

- A practice session is rehearsal for the game day routine.
- Through repetition the players begin to reduce the number of errors in their performances.
- Consistent, sequential exposure to a practice session routine will produce real results.
- Ask yourself – Does it happen in the game?
 - If the answer is YES – then do it in practice.
 - If the answer is NO – then don't do it in practice.
- When player and ball are moving, learning is taking place.
- When player and ball stop moving, learning stops!
- Duplicate the excitement of the game in your practice session.
- The genius of good coaching is to make hard work seem like FUN.
- Create an atmosphere where the players are allowed to teach themselves!
- Allow them to experiment and fail their way to success!
- Teach them at practice what they can work on at home (Hint: get-a-ball, find-a-wall)
- Teach them at practice what they must work on at home (Hint: 1 vs. 1 game)
- *"Learning occurs slowly and that is why patience is not only a virtue, but a teaching necessity"* William E. Warren



The CYSA '9-Step Practice Routine'

Step 1. **BEGIN PRACTICE**
(Discipline, Demo/Explanation of the Theme)

Step 2. **WARM-UP**
(Figure 8 Stretch Routine)

Step 3. **ONE + ONE**
(Cooperative Play)

Step 4. **ONE vs. ONE**
(Competitive Play)

Step 5. **HALF-TIME ROUTINE**
(Second Demo/Exp. if necessary)

Step 6. **SMALL SIDED GAME(s)**
(Cooperative and Competitive)

Step 7. **SCRIMMAGE**
(Cooperative and Competitive)

Step 8. **COOL-DOWN**
(Physical and Individual Compliments)

Step 9. **END PRACTICE**
(Review, Compliment Team, Assign Homework)

Special notes:

- Players come to practice to play soccer.
- Practice is rehearsal for the game.
- Observe as much as possible.
- Help only when necessary!



THE FIRST — PRACTICE SESSION

The Theme: Introducing the CYSA Practice Session Routine.

Before Practice: Arrive early and check the field
Socialize and learn the player's names
Play a FUN game

Step 1. BEGIN THE PRACTICE:

- Official beginning (Team cheer)
- Cover practice session sequence and rules
- Tell them what they will learn

Step 2. WARM UP: Teach them the Figure 8 Stretch Routine

Step 3. 1 + 1: Cooperative Time

Show and Tell them how:

- The field must look
- To make a small 'goal'
- To step off the distance between goals – 10 steps or yards
- To step off the distance between adjacent goals
- To play 1 vs. 1 game
- To start the game – 'the Serve'
- To Attack the opponent's goal – 1st Attacker
- To Defend one's own goal – 1st Defender
- To stop the game – The Signal
- To report the score – Inactive or Active Rest
- To rotate – Getting ready to face the next opponent

Step 4. 1 vs. 1: Competitive Game

- Show and Tell them that the coach will observe and take notes
- While they will attempt to score goals without interference

Step 5. HALF TIME ROUTINE: Prepare for second half of practice

Step 6. SMALL SIDED GAMES: Cooperative and Competitive

- Cooperative – Give instructions while they are playing
- Competitive – Be verbally silent and take notes

Step 7. SCRIMMAGE: Cooperative and Competitive

- Cooperative – Give instructions while they are playing
- Competitive – Be verbally silent and take notes

Step 8. COOL DOWN: Stretch and compliment individuals

Step 9. END PRACTICE: Review, compliment team and assign homework (play 1 vs.1 game)



THE 2ND — PRACTICE SESSION

The Theme: Teaching the CYSA Practice Session Routine

Before Practice: Arrive early and check the field
Socialize and learn the player's names
Play a FUN game

Step 1. BEGIN THE PRACTICE:

- Cover practice session sequence and rules
- Tell them what they will learn

Step 2. WARM UP: Teach them the Figure 8 Stretch Routine

Step 3. 1 + 1: Cooperative Time

Help them prepare the field by:

- Constructing their small 'goals'
- To step off the distance between goals – 10 steps or yards
- To step off the distance between adjacent goals

Step 4. 1 vs. 1: Competitive Game

Let them play the 1 vs. 1 game by:

- Starting the game – 'the Serve'
- Attacking the opponent's goal – 1st Attacker
- Defending one's own goal – 1st Defender
- Stopping the game – The Signal
- Reporting the score – Inactive and Active Rest
- Rotating – Getting ready to face the next opponent

Consistent, sequential exposure to the 1 vs. 1 game will produce great results.

Step 5. HALF TIME ROUTINE: Prepare for second half of practice

Step 6. SMALL-SIDED GAMES:

Cooperative games – Observe & Patiently help (only) those who need help
Competitive games – Observe & Take Notes

Step 7. SCRIMMAGE:

Cooperative games – Observe & Patiently help (only) those who need help
Competitive games – Observe & Take Notes

Step 8. COOL DOWN: Stretch and compliment individuals

Step 9. END PRACTICE: Review, compliment team and assign homework (play 1 vs.1 game)

Consistent, Sequential Exposure to this '9-Step Practice Routine' will Produce Real Results.



THE 3RD — PRACTICE SESSION

The Theme: Directing the CYSA Practice Session Routine

Before Practice: Arrive early and check the field
Socialize and call the players by name
Play a FUN game

Step 1: BEGIN THE PRACTICE:

- Cover practice session sequence and rules
- Tell them what they will learn

Step 2: WARM UP: Teach them the Figure 8 Stretch Routine

Step 3: 1 + 1: Cooperative Time

Let them prepare the field by:

- Constructing their small 'goals'
- Stepping off the distance between goals – 10 steps or yards
- Stepping off the distance between adjacent goals

Step 4: 1 vs. 1: Competitive Game

- **Let them play** the 1 vs. 1 game by:
 - Watching them Start the game – 'the Serve'
 - Watching them Attack the opponent's goal – 1st Attacker
 - Watching them Defend their own goal – 1st Defender
 - Watching them Stop the game – The Signal
 - Listening to them Report the score – Inactive or Active Rest
 - Watching them Rotate – Getting ready to face the next opponent
- Observe & Patiently Help (Only) Those Who Need Help!!!
- Consistent, sequential exposure to the 1 vs. 1 game will produce great results.

Step 5. HALF TIME ROUTINE: Prepare for second half of practice

Step 6. SMALL-SIDED GAMES:

Cooperative games – Observe & Patiently help (only) those who need help
Competitive games – Observe & Take Notes

Step 7. SCRIMMAGE:

Cooperative games – Observe & Patiently help (only) those who need help
Competitive games – Observe & Take Notes

Step 8. COOL DOWN: Stretch and compliment individuals

Step 9. END PRACTICE: Review, compliment team and assign homework (play 1 vs.1 game)

Continue following the '9-Step Practice Routine' in all future practices



All Future Practices

Step 1. **BEGIN PRACTICE**
(Discipline, Demo/Explanation of the Theme)

Step 2. **WARM-UP**
(Figure 8 Stretch Routine)

Step 3. **ONE + ONE**
(Cooperative Play)

Step 4. **ONE vs. ONE**
(Competitive Play)

Step 5. **HALF-TIME ROUTINE**
(Second Demo/Exp. if necessary)

Step 6. **SMALL SIDED GAME(s)**
(Cooperative and Competitive)

Step 7. **SCRIMMAGE**
(Cooperative and Competitive)

Step 8. **COOL-DOWN**
(Physical)

Step 9. **END PRACTICE**
(Compliment, Review, Assign Homework)

Special notes:

- Consistent, sequential exposure to this routine will produce real results.
- Change "only" the theme.



AN ANALOGY

By Karl Dewazien

Would children become proficient at playing a computer game if

- . . . an adult decided for them which game they would enjoy playing the most?
- . . . they were given a 'new' game to play each time they sat down at the computer?
- . . . they had to read the manual and know all the applicable rules before they could start?
- . . . they could only play at certain scheduled times with an adult present?
- . . . they could only play on the computer twice during the week and once a weekend?
- . . . they were forced to play more than five times on certain weekends?
- . . . they had to wait in line to get an occasional stroke on the keyboard?
- . . . the week day game was totally different from the week end game?
- . . . the computer room was usually full of noisy, gawking, emotional adults?
- . . . the adults were in charge of turning on the machine, putting in the CD, etc.?
- . . . the adults hit the keys while the child was able to watch the action?
- . . . the adults allowed the child to stroke the keys but insisted on giving a running commentary on every action taking place?
- . . . the adults insisted the child stroke the keys in a certain manner?
- . . . the action at the first level was so frantic that the child could not succeed?
- . . . the action at all levels was so slow that all the child could do was succeed?
- . . . the monitor blanket-out leaving only the audio portion of the game?
- . . . the game had a glitch that froze the action and the child could not figure out how to fix it?
- . . . the computer explained 'how to' avoid making future mistakes after each and every mistake?
- . . . the game was arranged in such a way that there was only one way to win?
- . . . the computer did not record the scoring results of previous games?
- . . . the adults anticipated and encouraged the child to beat the previous high score?
- . . . parents compared scores with family, neighbors and friends?

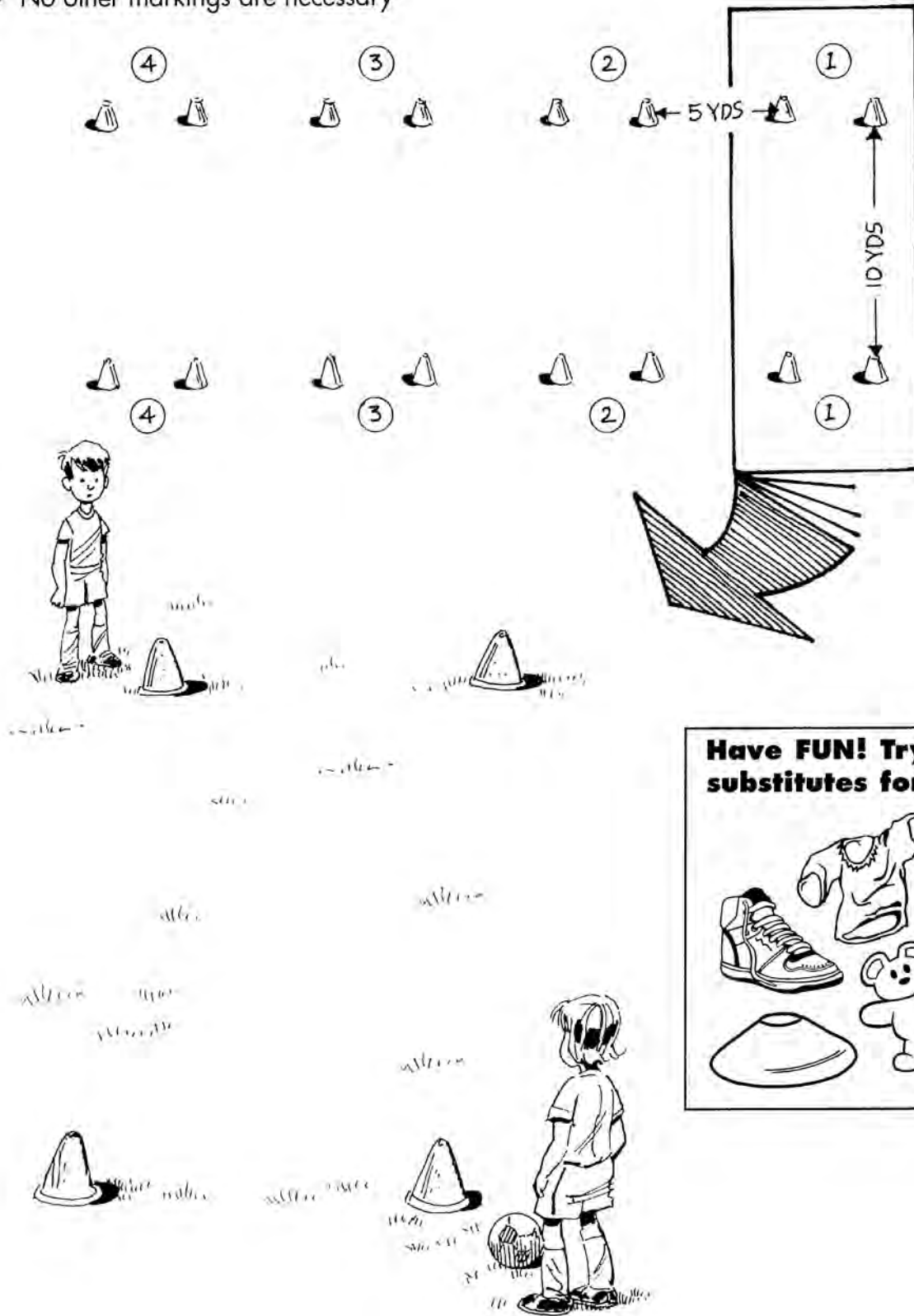
FACT: You are working with very young children. You are these children's first and possibly the most influential coach/teacher they will ever have. The stimulation and support you provide can instill in them a desire to want to play this beautiful game for a lifetime. Therefore, when you are working with them be as helpful, understanding and patient as you are with your own child when he/she is learning other skills in life.

**REMINDER —
IT TAKES TIME TO LEARN EVERYTHING!**



1. SHOW & TELL them how the field must look!

- No other markings are necessary



Have FUN! Try these substitutes for cones

The box contains illustrations of various household items that can be used as substitutes for cones: a shoe, a jacket, a milk jug, a plate, and a teddy bear.

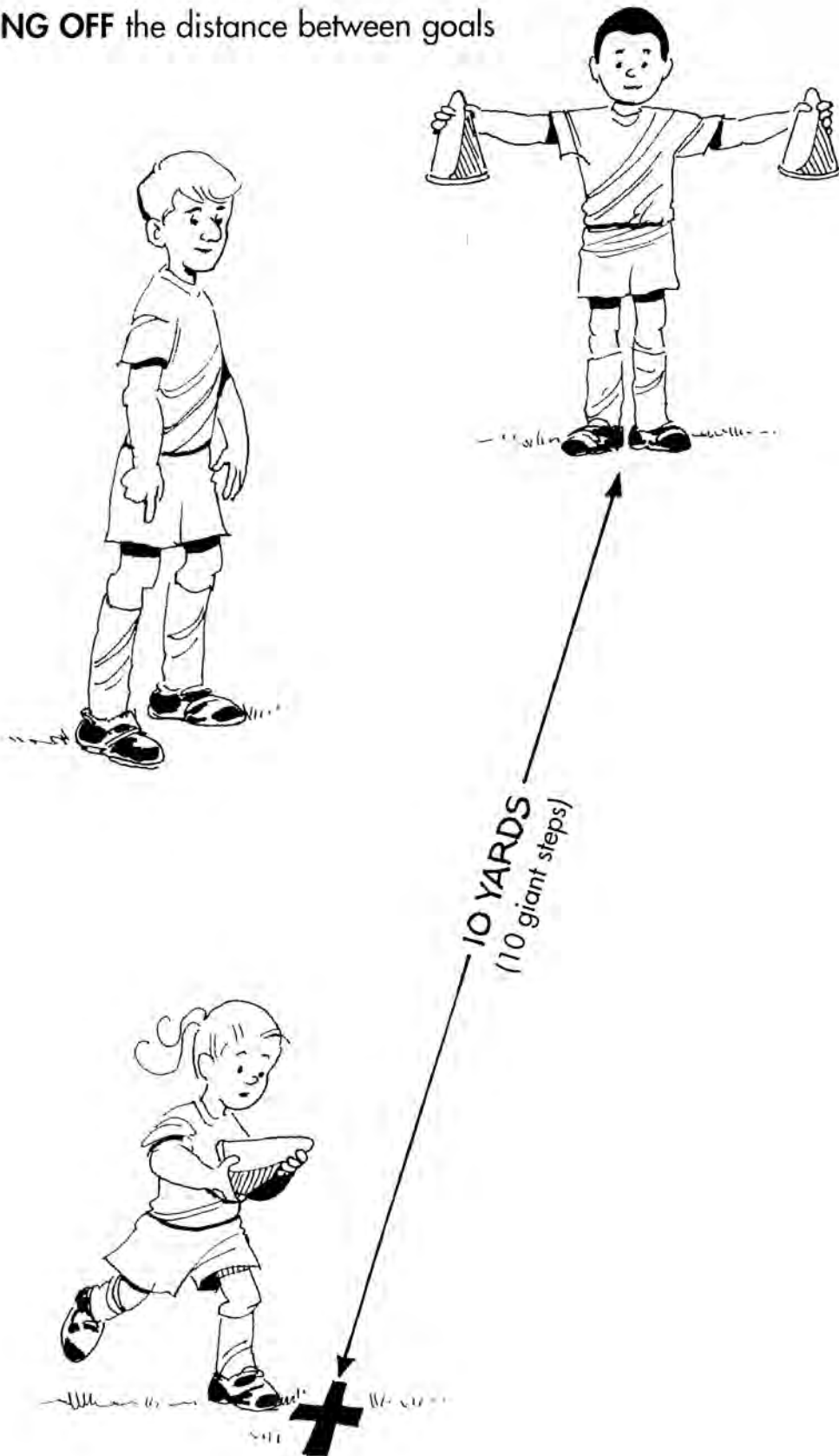


2. MAKING a small GOAL:

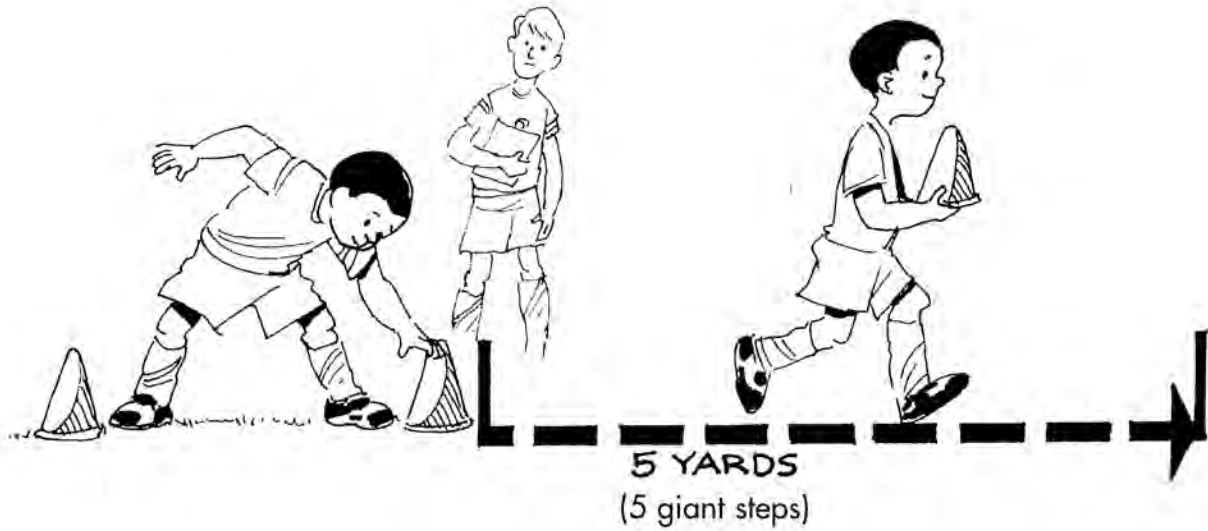
- With feet together, hold objects in each out-stretched hand.
- Move right foot as far as you can. Place cone outside the right foot.
- Bring feet back together.
- Do the same thing on the left side.
- There is your perfect small goal!



3. STEPPING OFF the distance between goals



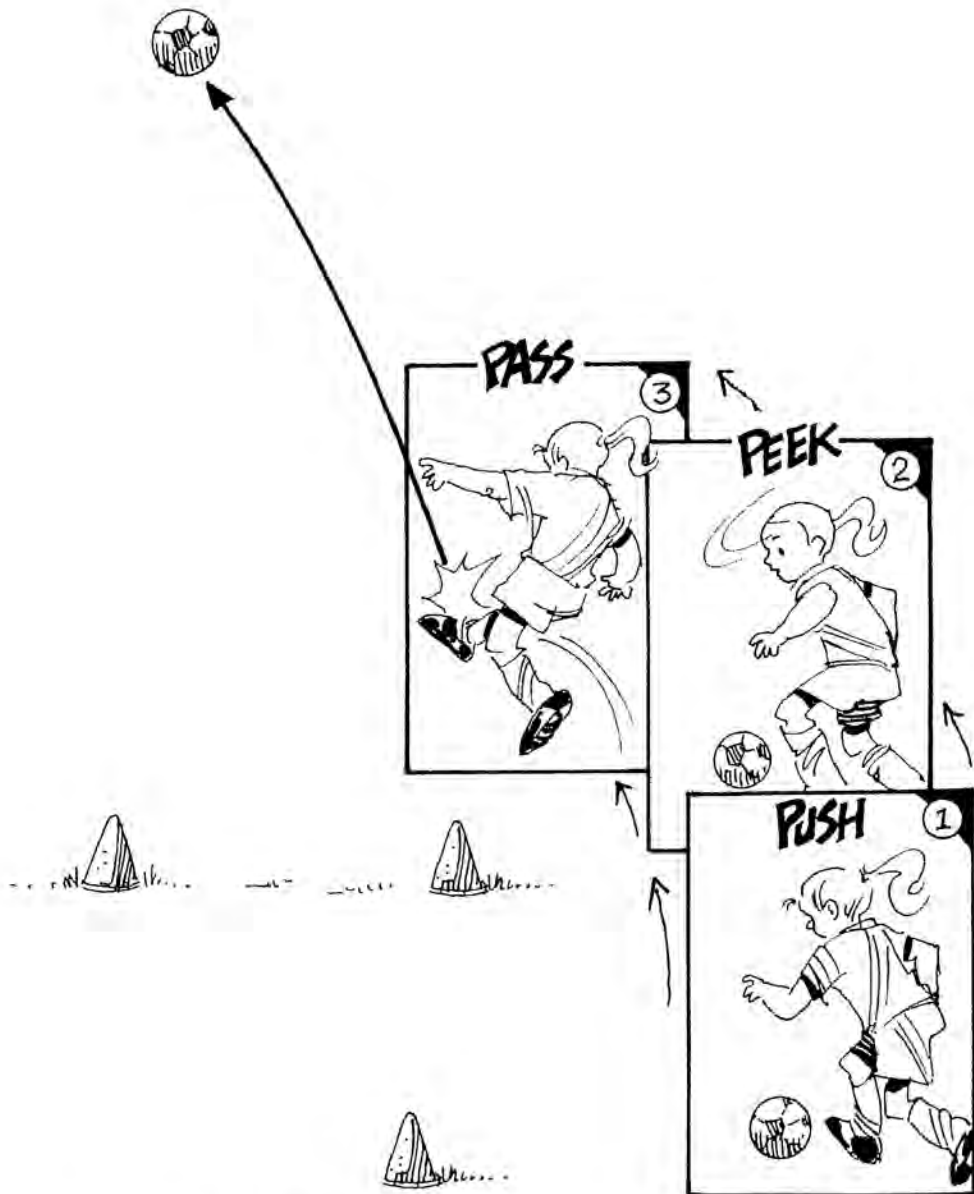
4. **STEPPING OFF** the distance between adjacent goals





5. STARTING the Game — 'the Serve'

- The pass must be diagonal from right to left or left to right.



- Up-dated "SERVE PATTERN" Page 65



6. ATTACKING the Opponent's Goal – 1st Attacker



- **MEET** your opponent by dribbling straight at her and forcing her to defend.

- **GREET** your opponent by forcing her back on her heels with a sudden move. (Foot-fake or Body-feint)



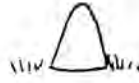
SLICE



- **BEAT** your opponent by exploding past her!



7. DEFENDING one's own goal – 1st Defender

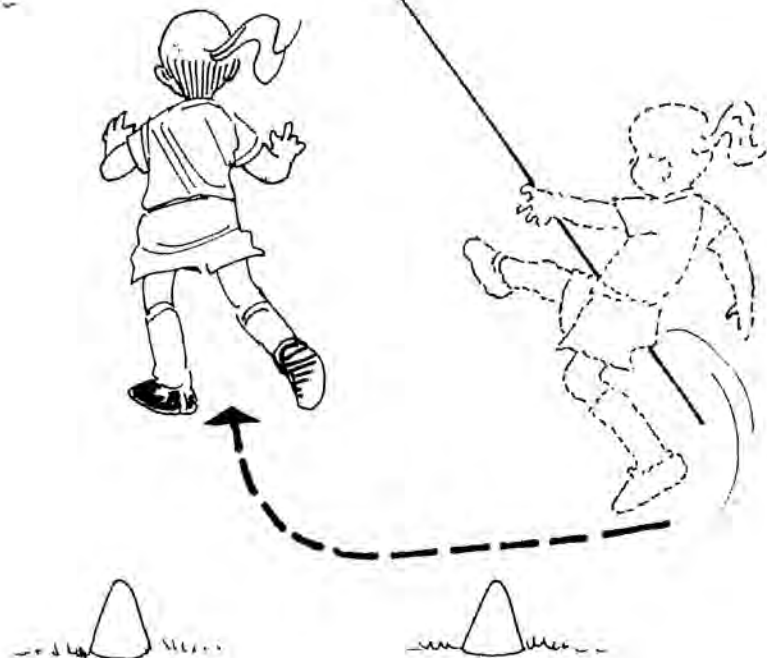


- **SLOW** down the attacker by getting between your goal and the ball.

- **LOW** – Bend your knees and go sideways into the 'ready' stance.



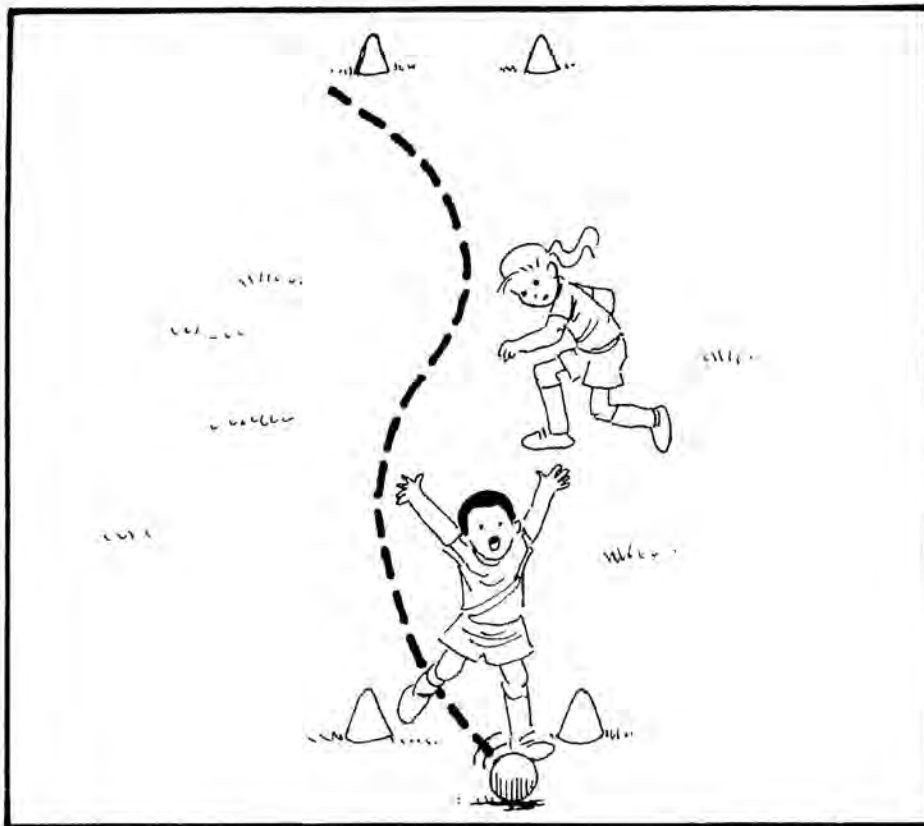
- **GO** – Force the attacker in the direction you want by staying on your feet and shuffling sideways.



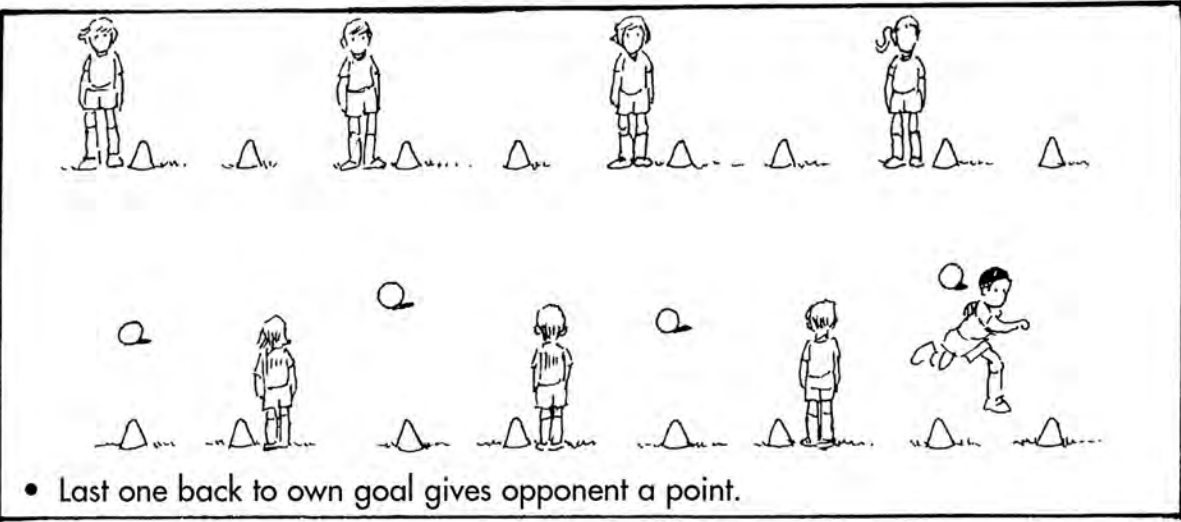
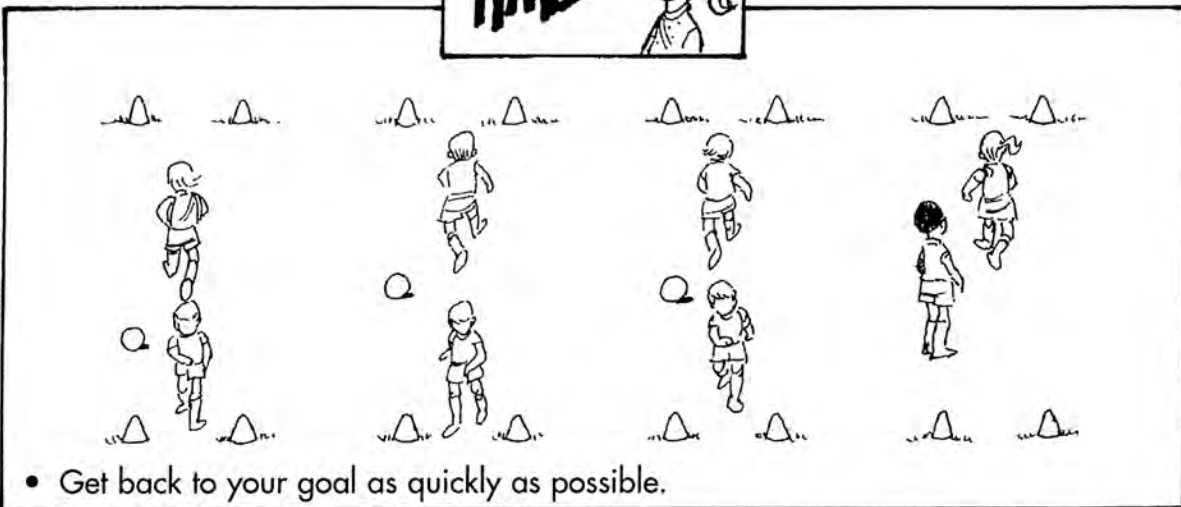
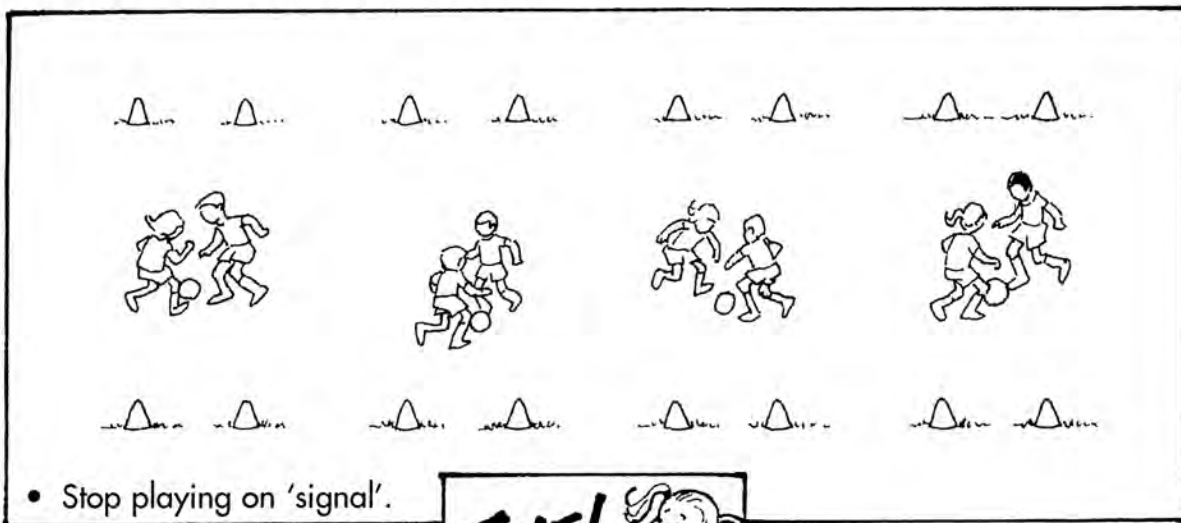
8. NO RESTARTING

Continuous play for a given period of time. But no longer than one minute.

- No boundaries
- No restarts
- Score from both directions
- Continuous play with a time limit (between 30 seconds and 1 minute)

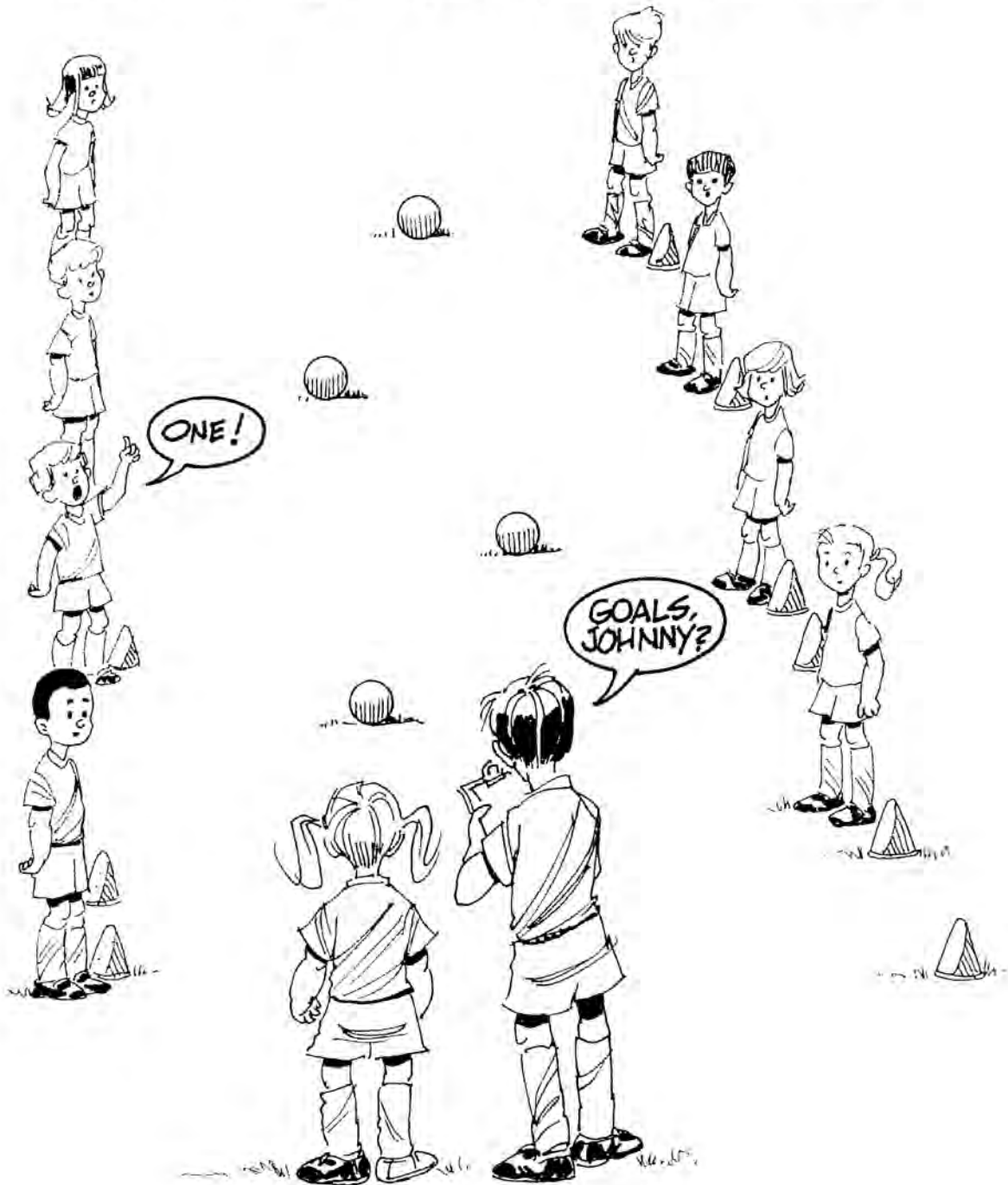


9. ENDING each game – The Signal



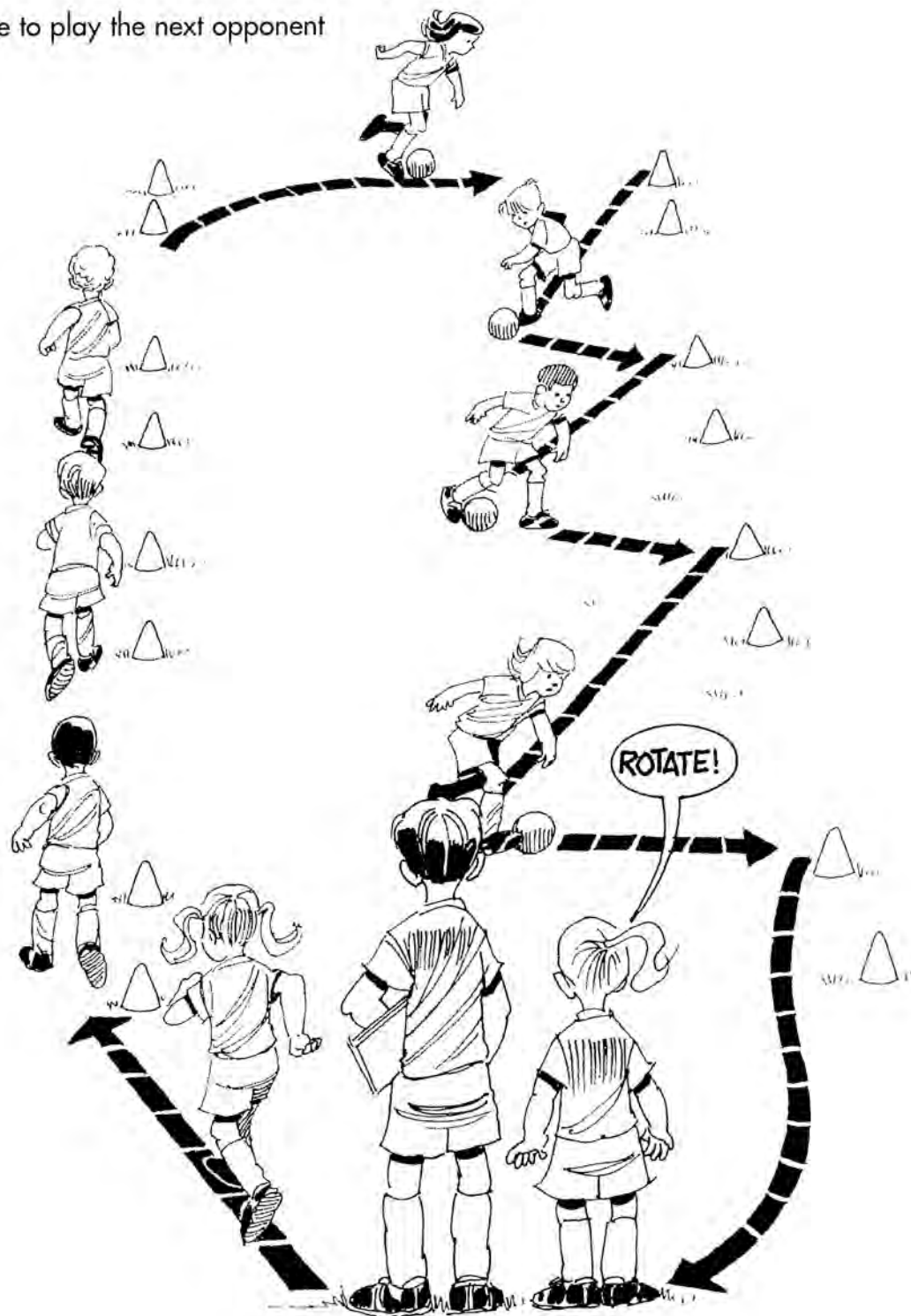
10. REPORTING the Scores:

- Keeps the elements of competition motivating play.
- Allows players to catch their breath, for example:
 - Inactive rest period – All action stops as they stand/sit next to goal.
 - Active rest period – Light activity such as passing the ball back & forth.



11. ROTATING

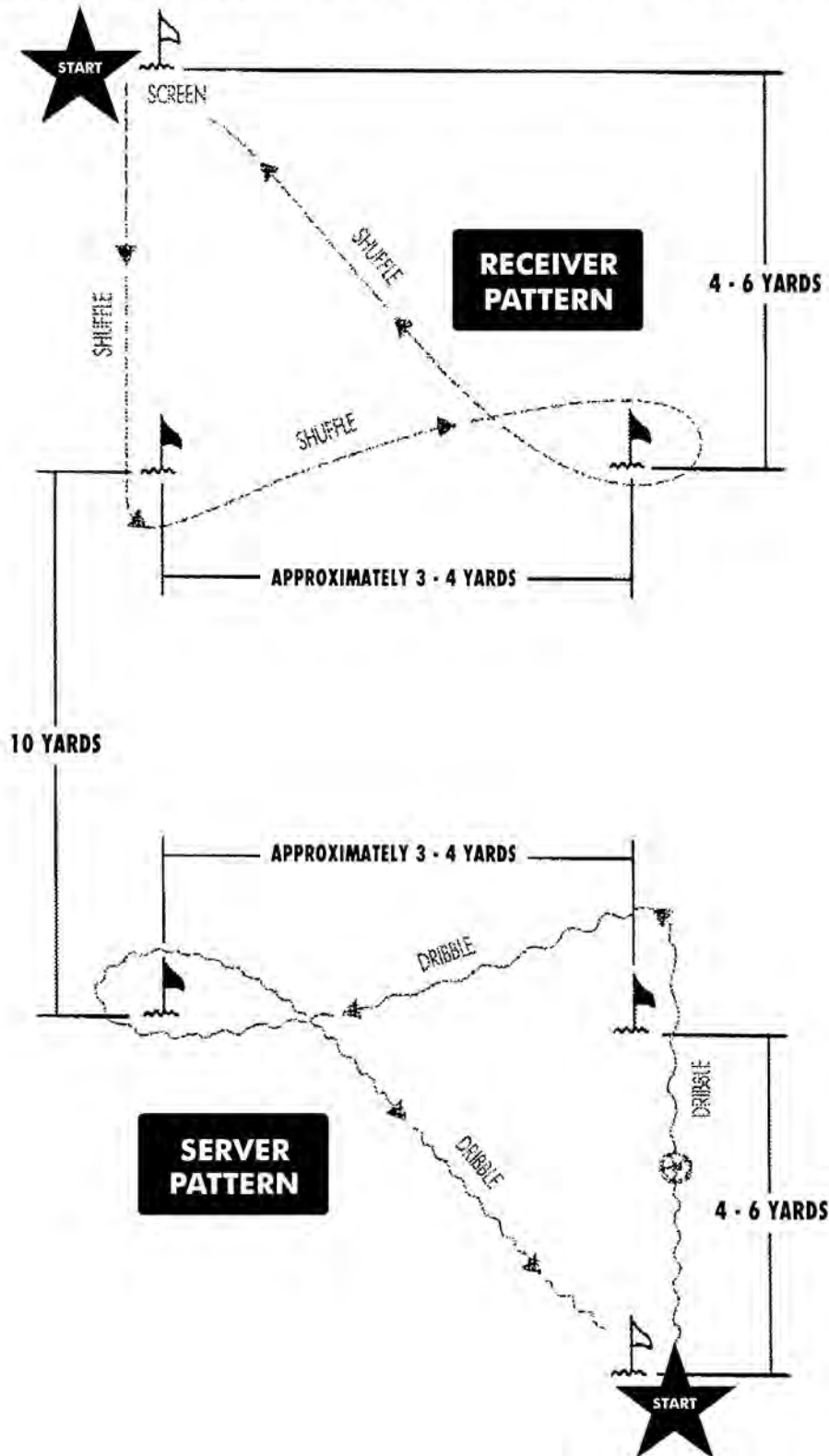
- Go to the next goal in a clockwise direction
- Retrieve the ball to be 'served' from adjacent game
- Prepare to play the next opponent



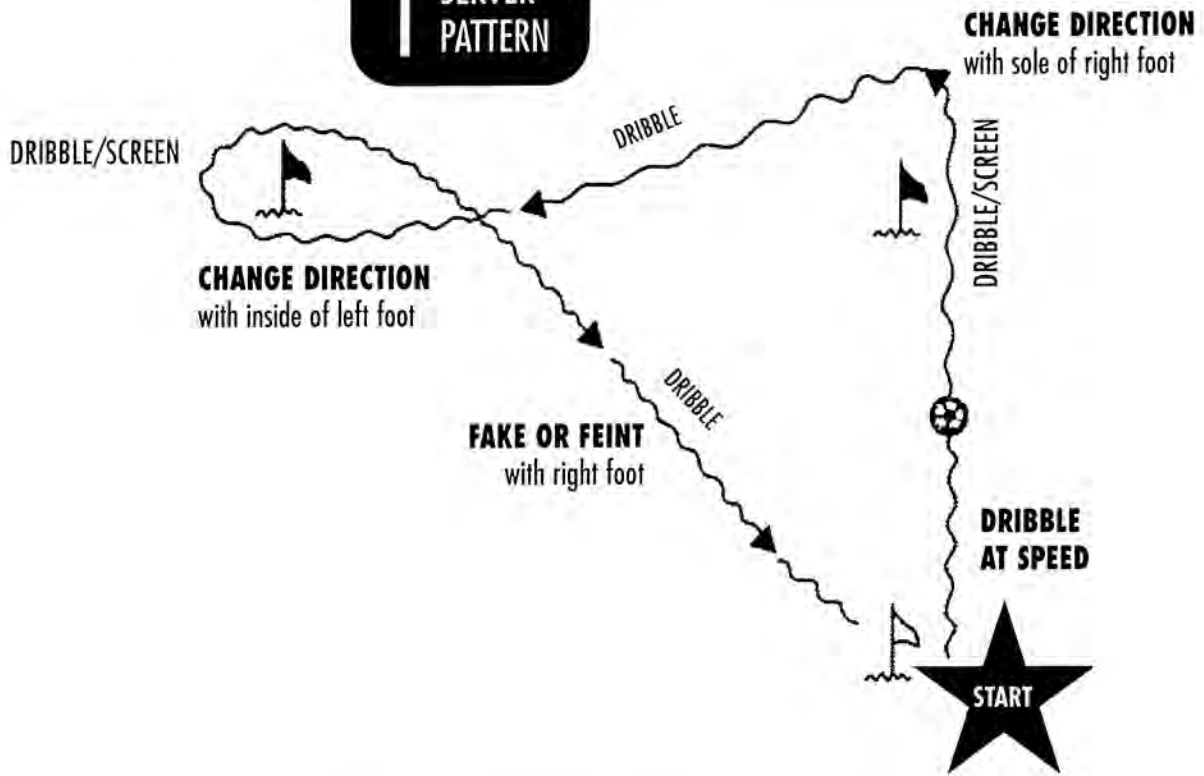
SERVE PATTERN

1 + 1 - Cooperative Play

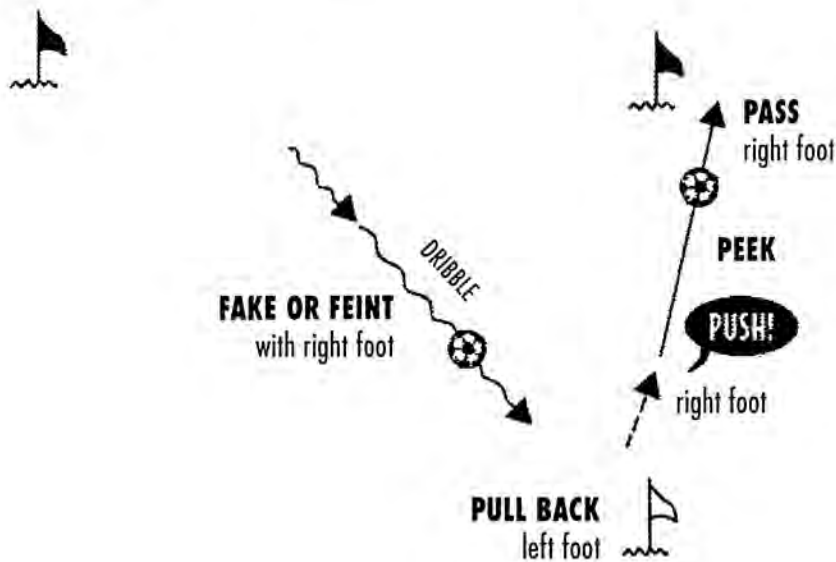
Economical Environmental to Perfect First Attacker and First Defender Techniques



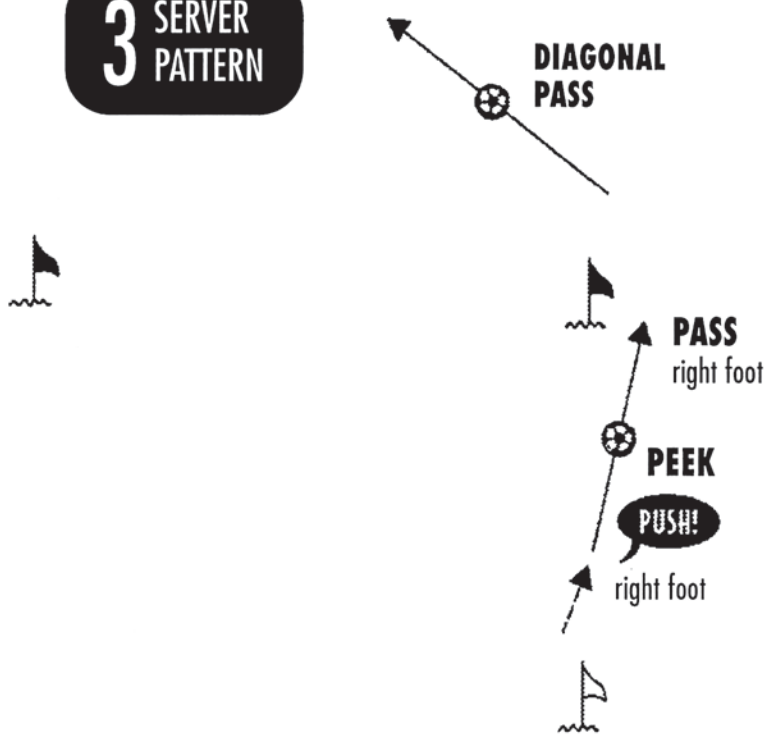
1 SERVER PATTERN



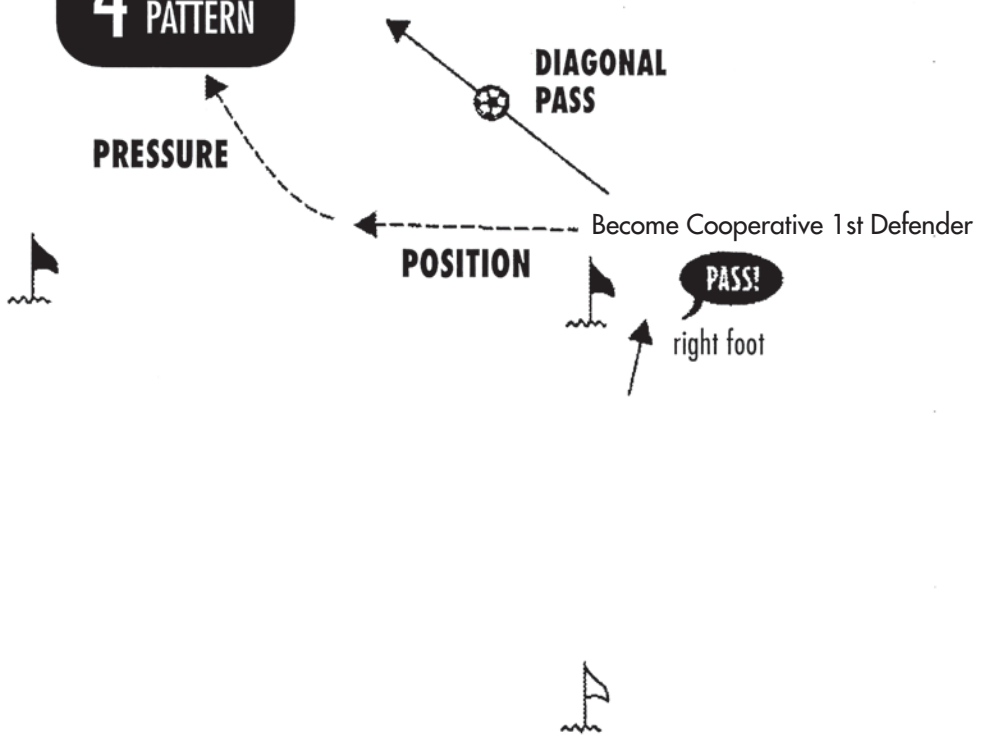
2 SERVER PATTERN



3 SERVER PATTERN

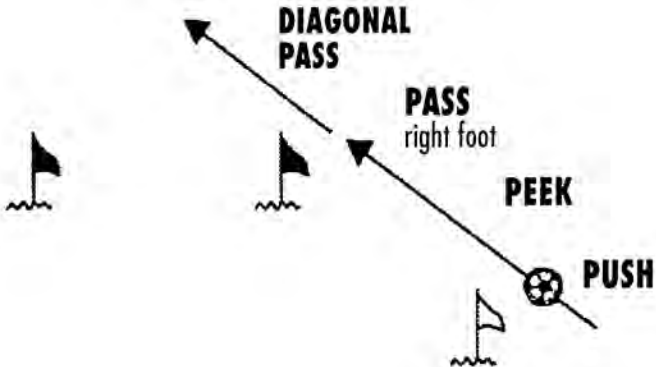


4 SERVER PATTERN

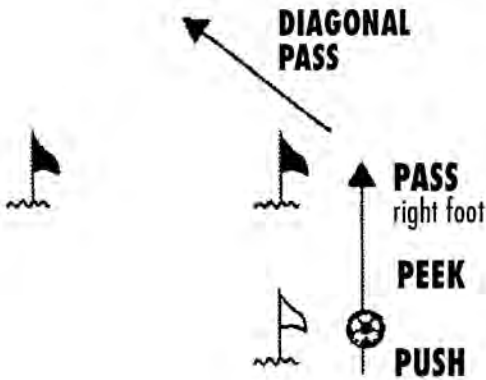


SERVER PROGRESSION

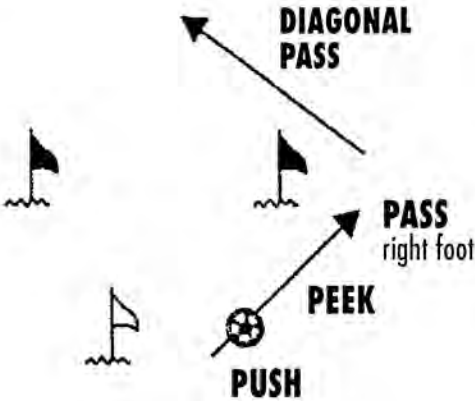
BEGINNING PATTERN

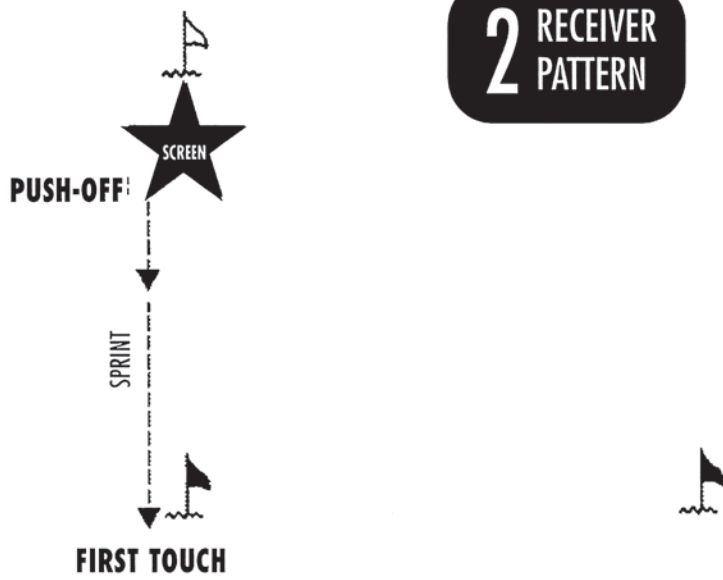
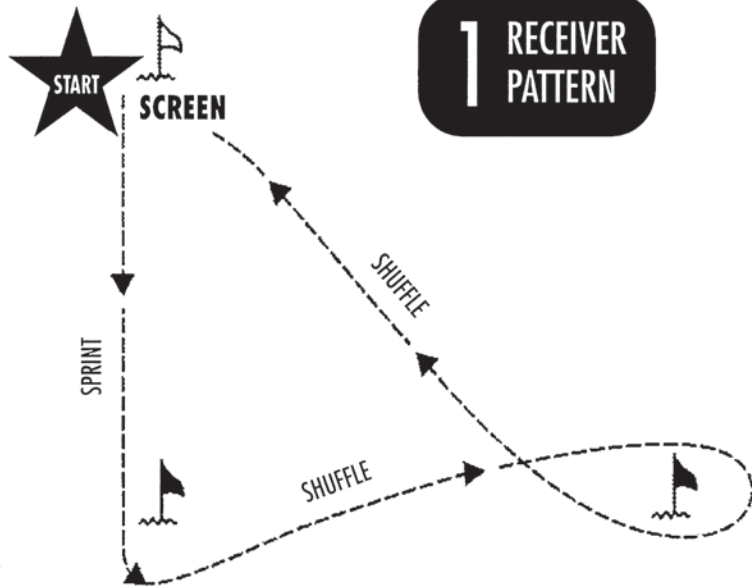


INTERMEDIATE PATTERN



ADVANCED PATTERN





Become Cooperative 1st Attacker



1 + 1 - Cooperative Play "the SERVE"



RECEIVER
PATTERN



FIRST TOUCH



After running their patterns, players cooperate:

Receiver becomes and works on First Attacker techniques.

Server becomes and works on First Defender techniques.



SERVER
PATTERN



Seventeen Laws That Govern The Game

These Laws are modified for the child's enjoyment and age.
The modified Laws are in the U6, U8 and U-10 Curriculum.

LAW I

The field of play

LAW II

The ball

LAW III

Number of players

LAW IV

Players equipment

LAW V

Referee

LAW VI

Linesmen

LAW VII

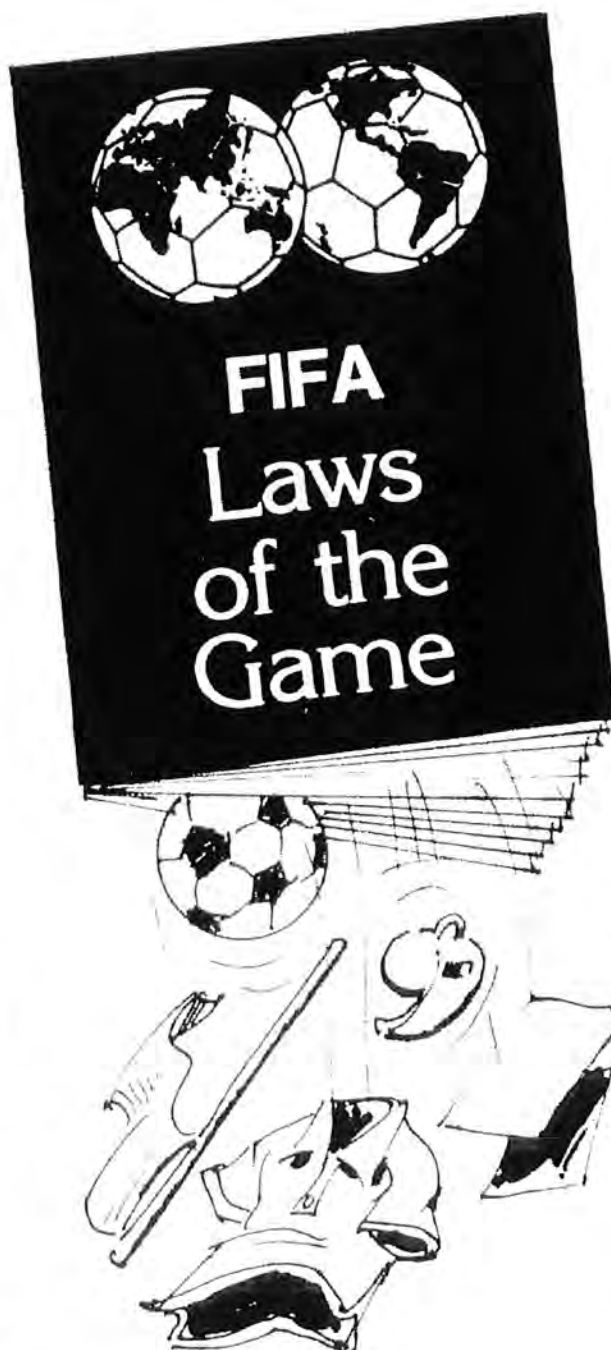
Duration of the game

LAW VII

The start of play

LAW IX

Ball in and out of play



LAW X

Method of scoring

LAW XI

Off-side

LAW XII

Fouls and Misconduct

LAW XIII

Free-Kick

LAW XIV

Penalty-Kick

LAW XV

Throw-in

LAW XVI

Goal Kick

LAW XVII

Corner-Kick

LAW XVIII

Common Sense



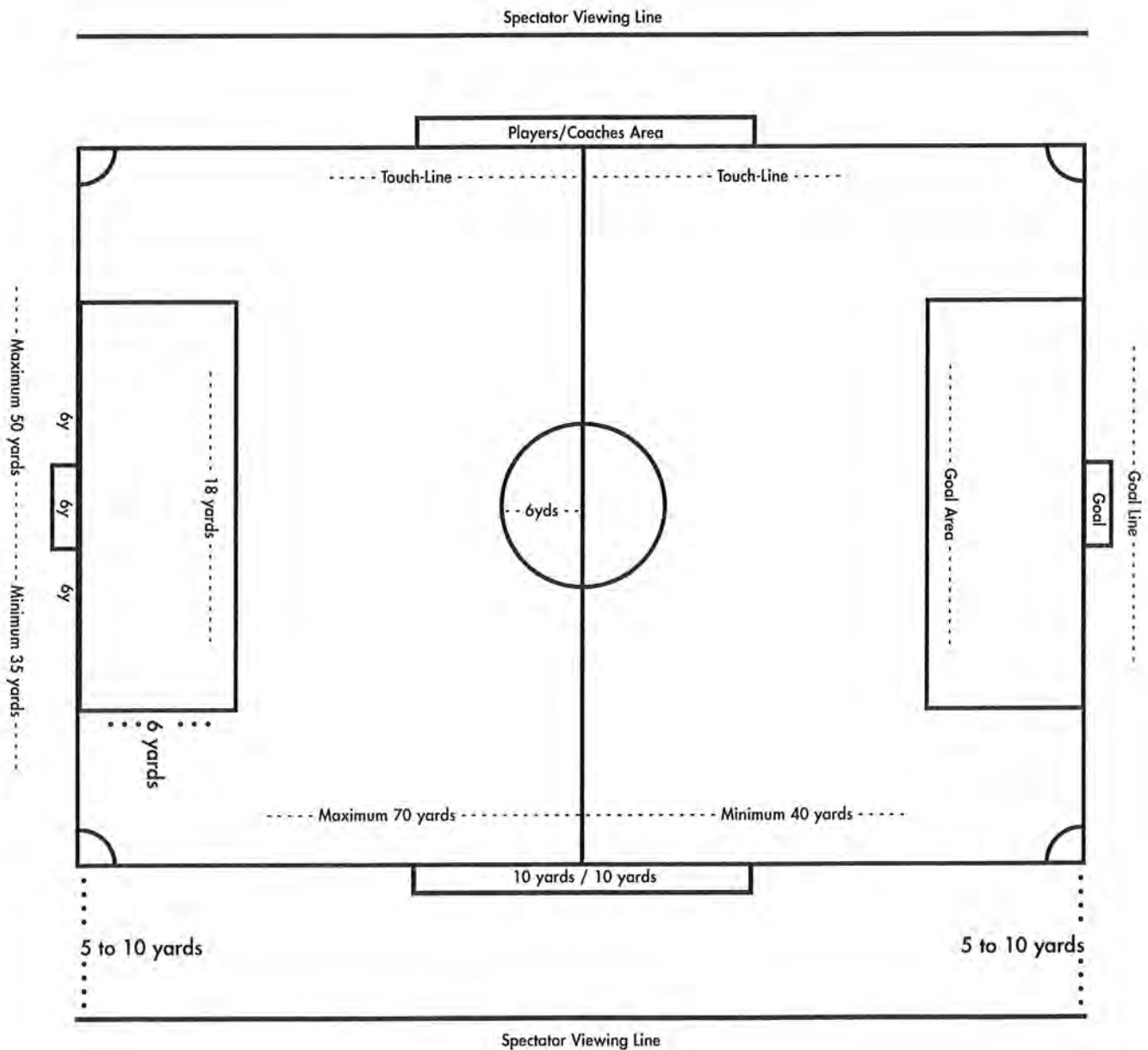
1. FIELD of PLAY

A. DIMENSIONS:

The field of play shall be rectangular, its length being not more than 70 yards nor less than 40 yards and its breadth not more than 50 yards nor less than 35 yards. The length in all cases exceed the breadth.

Length: 40 - 70 yards

Width: 35 - 50 yards



B. MARKINGS:

- Distinctive LINES at least 2-5 inches wide.
- A HALFWAY LINE shall be marked out across the field.
- A CENTER CIRCLE with a 6 yard radius.
- Four CORNER ARCS with a 1 yard radius.
- GOAL AREA – Six (6) yards from each goal post and six (6) yards into the field of play then joined by a line drawn parallel with the goal line.
- PLAYER/COACHES AREA – Twenty (20) yards long. Beginning at the halfway line go ten (10) yards down the touchline into each half of the field.
- SPECTATOR VIEWING LINE – Will be marked out five to ten (5-10) yards from the touchlines and behind the Player/Coaches Area.

C. GOALS:

Maximum – Six (6) feet high and eighteen (18) feet wide.

Minimum – Size of a Hockey goal.

2. The Ball Size three (#3)

3. Number of Players

Maximum number of players on the field at any one time is seven (7)

Minimum number of players on the field at any one time is four (4)

Maximum number of players on the roster should not exceed eleven (11)

SUBSTITUTION: During substitution break in 1st & 2nd half and half-time . . . with referee's permission.

PLAYING TIME: Each player must play 50% of the game.

SEX: Co-educational teams are highly recommended.

4. Player's Equipment

Jersey or shirt – with number, Shorts, Socks, Footwear, Shinguards are Mandatory.

A player shall not wear anything which is dangerous to another player or themselves.

5. Referees

- Official referees can be used, if available. Older age group players are highly recommended.
- Are encouraged to explain the infraction called on the offending player.
- Their decisions on points of fact connected with the game shall be final!

6. Assistant Referees

- Anyone who can tell the ball has gone totally over the touch or goal lines.

7. Duration of the Game

- The game is to be divided into two (2) equal halves of twenty (20) minutes each.
- A 'substitution break' shall be whistled mid-way in each half.
- Substitutions can be made at any other time with Referees permission.
- Half time break of five (5) minutes.

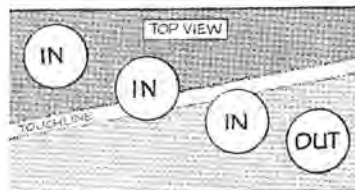


8. Start of Play

- Opponent must be 6 yards from the center mark when place kick (kick-off) is in progress.

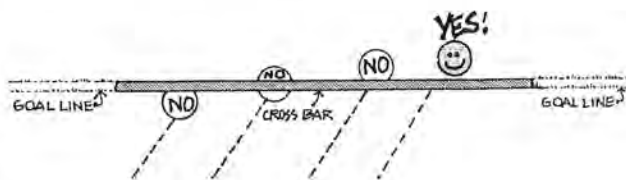
9. Ball In and Out of play

- Conform to FIFA laws of the game
'The ball is out of play only when it has **wholly** crossed the goal or touch lines'.



10. Method of Scoring

- The **whole** of the ball must cross the goal line between the goal post and under the cross bar.
- The ball can not be thrown, carried or intentionally propelled by hand or arm over the goal line.



11. Off-Side – No off-side is to be called!

12. Fouls and Misconduct

- All fouls will result in an INDIRECT FREE KICK with opponent 6 yards away.
- The referee must explain ALL infractions to the offending player.

Players CAN NOT intentionally DO THE FOLLOWING:

FOUR WITH THE HANDS:

1. Touch the ball.
2. Hold the opponent.
3. Push the opponent.
4. Hit or try to hit the opponent.



THREE WITH THE BODY:

1. Jump at the opponent.
2. Charging violently or dangerously.
3. Charging from behind.



TWO WITH THE FEET:

1. Kicking, or trying to kick an opponent.
2. Tripping the opponent.



13. Free Kicks

- Shall be classified under only one heading "INDIRECT".
- A goal may not be scored until the ball has been played or touched by a second player – of either team.

14. Penalty Kick – NO penalty kicks are to be taken during these games.

15. Throw-In

- Conform to FIFA laws of the game.
- One re-throw must be allowed if foul throw occurs.
- Referee shall explain proper method before allowing player to re-throw.

16. Goal Kick

- Conform to FIFA laws of the game.
- Goal kick may be taken from any point inside the goal area – six yard area.
- Opponent must be six yards from the ball.

17. Corner Kick

- Conform to FIFA laws of the game.
- May be taken from any point inside the corner arcs.
- Opponent must be six yards from the ball.

18. Common Sense

- Team officials and players are encouraged to shake hands with opponent before and after the game.
- No league standings are to be kept.
- Publicity of game and results are discouraged.

This is the Children's Play Time not their Performance Time!



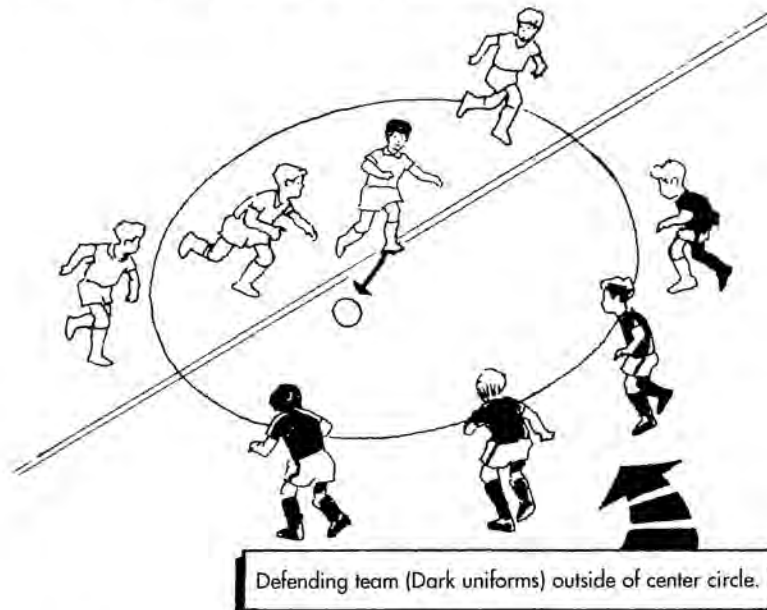
Soccer Restarts

The game is stopped when the ball goes out of play, a goal is scored, or the referee blows the whistle. To begin play again, one of the following will occur (these are called restarts)

START OF PLAY (LAW 8)

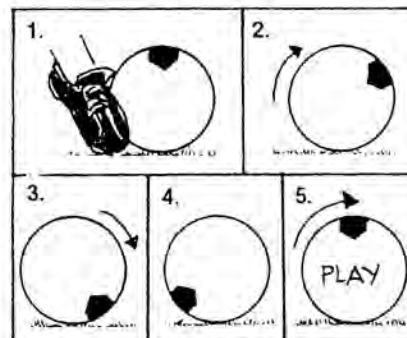
Kick-Off

The **GAME STARTS** with the **KICK-OFF**. **ALL** the **PLAYERS** must be in their own half of the field.



THE BALL must travel its own circumference into opponent's half before play can begin.

THE PLAYER KICKING OFF may not play the ball again until it has been touched by another player (either team).



OTHER TIMES WHEN KICK-OFF IS USED — no coin toss necessary.

AFTER HALF-TIME — Opponent turn.

AFTER EACH GOAL — By team scored upon.

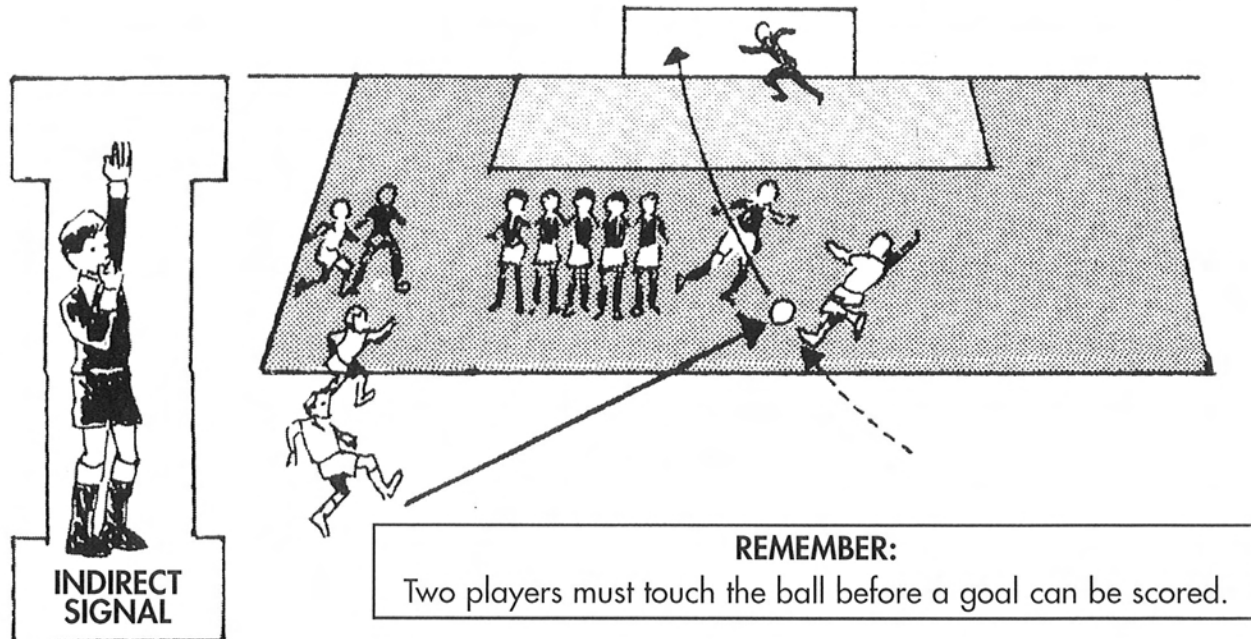
Procedure — same as starting kick-off.

NOTE: A goal **CAN** be scored directly from a kick-off.



INDIRECT FREE KICK (LAW 13)

From this re-start . . . two players (of either team) must touch the ball before a goal can be scored.

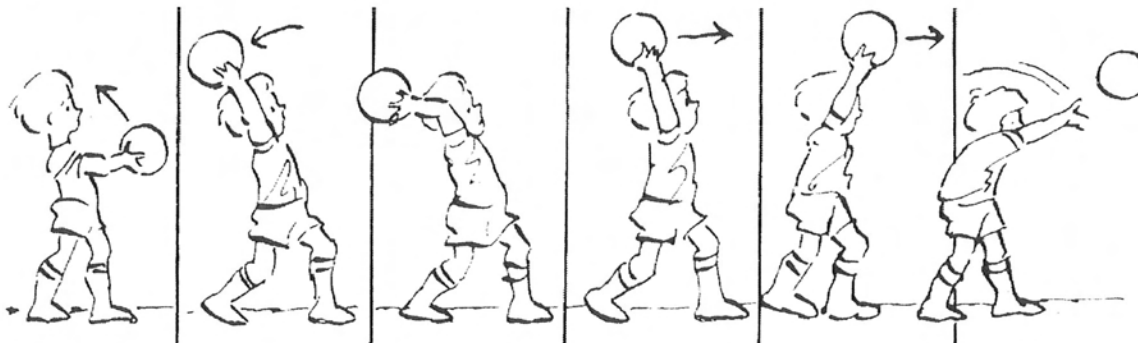


THROW-IN (LAW 15)

After play begins a team may propel the ball over the touchline causing play to stop. Any member of the opposing team then restarts play by using a throw-in from the point where the ball went out.

KEY POINTS:

1. Part of each foot has to touch ground prior to release of the ball.
2. The thrower at the moment of delivering the ball must face the field of play. (Part of each foot shall be either on the touch-line or on the ground outside the touch-line).
3. The ball delivery must originate from behind the head and be thrown over it.
4. The ball must be thrown, not dropped.
5. Both hands must be used simultaneously or with equal force.
6. The player must face the direction of the throw.



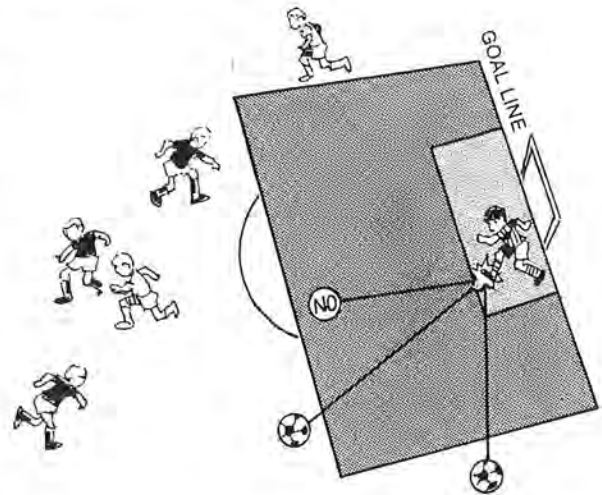
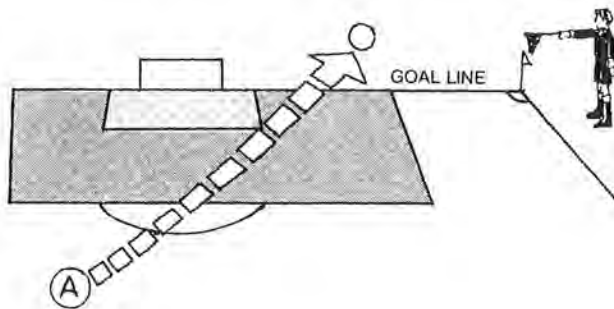
NOTE: A goal **CANNOT** be scored directly from a throw-in.



GOAL KICK (LAW 16)

During play, if the attacking team propels the ball over the goal line, but not into the goal, play stops.

The Opposing team puts the ball back into play using a Goal-Kick.



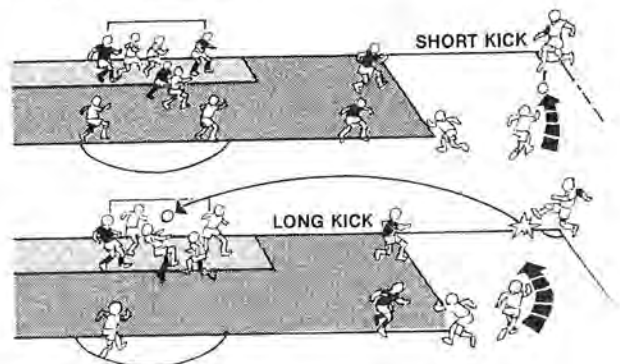
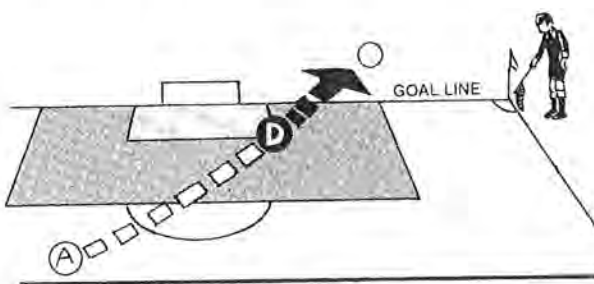
KEY POINTS:

1. Kick can be taken from any part of the goal area.
2. Kick can be taken by any member of the opposing team.
3. Ball must go outside of penalty area directly from kick to be in play.
4. If ball is touched inside penalty area, by either team, kick is retaken.

CORNER KICK (LAW 17)

If the defending team propels the ball over the goal line, but not into the goal, play stops.

The opposing team puts the ball back into play using a Corner Kick.



KEY POINTS:

1. Corner flag or cone can not be moved.
2. Kick taken from quarter-circle in corner area.
3. Ball must be wholly inside the quarter circle.
4. Ball is in play once it has gone its own circumference.
5. Kick taken from corner nearest spot where ball went out of play.
6. Defenders must stand at least six yards from the ball.
7. Kicker can not play ball again unless touched by another player (either team).

NOTE: A goal **CAN** be scored directly from a corner-kick.





SUPPLEMENTAL READING

MYELINIZING . . .

by Len Marks, Pediatric MD. and CYSA Instructional Staff Member

I have an experiment for you:

Take children of different ages who are engaged in an activity they enjoy, inform them that when the activity is over (about 20 minutes later) they must clean up their room or go out and bring in the mail or do something they probably would not ordinarily want to do; then see if they do it:

How many 6,7,8 or 9 year olds will do it? **NONE!**

How many older pre teens will do it? Perhaps a few more.

How many teens will do it? Even a few more.

And as you get older consistently more and more will do it.

Brain growth and development hinges on environmental experiences (i.e. our upbringing, schooling and friends) and physiological changes. It is the physiological differences between children and adults that are crucial for us, as coaches, to understand. Surrounding nerve fiber is a form of insulation called a myelin sheath. This sheath from insulation which prevents these fibers from "shorting out" thus permitting the transmission of a biophysical nerve impulse.

If a portion of the brain is not myelinated, that portion will not function. An infant cannot walk until that portion of the motor cortex dealing with walking is myelinated. No amount of exercise, occupational therapy, coaching, bribery, coercion or rewards will enable that child to move or walk sooner.

How does this relate to us as coaches? Simple. A common coaching mistake is to consider kids little adults and treat them as such. Obviously this will not work! As an adult I will pick something up at a coaching course then immediately try it in my game. I will keep trying it until I have learned it. I do not need someone standing over me harping on whatever it is. I am capable of intellectualizing the information and acting on it.

On my high school team, I will work on a technique or stratagem for four or five practices. If I am lucky the kids will use it for fifteen minutes during the first half of the game; then 10 minutes (if I remind them at half-time) in the second half. The coach of an under 10 team would be lucky if his players tried it once.



Myelinizing (continued)

As coaches we must recognize that physiologically the child is still developing both physically and mentally. His learning processes are different than an adult's. The youngster cannot and will not intellectualize techniques and tactics. To achieve success we must deal with creating a desire to learn. If the child has a desire to learn then he will repeatedly do the new technique and eventually create muscle memory; i.e. he will have learned something.

Chalk talks are essentially useless. First, no self-respecting child will listen to an adult for more than fifteen (15) seconds. Secondly, the child's auditory processing to memory connections just aren't there (i.e., they won't remember). Until the brain has adequately matured physiologically, verbal data does not compute.

So, how do we coach/teach a child? Talk briefly; demonstrate (Show & Tell); then have fun games or 1v1 games in which the new technique or tactic will create success. Be positive and repeat the skill throughout the session creating muscle memory. To achieve success the players must enjoy being successful. Kids enjoy seeing and playing, not listening and standing. Yes, the "F" course works. The more kids play soccer, the more the muscles will remember. It's like riding a bike.

Do you remember learning to ride a bike? Did you have a coach or paid trainer? Did your parents give you bike riding lessons? Did your parents make you learn to ride? Were you lectured on techniques? Were you lectured on bike riding laws? Or did they provide you with the tools and then give you the opportunity to experiment your way to success?



WHAT YOU CAN EXPECT FROM CHILDREN?

By Brenda Read, British Council of Physical Education; and Loughborough University.

GENERAL PRINCIPLES

You will not be able to expect very much if you do not reduce the importance of the outcome of the game. Children do not respond well to highly critical adults; their anxiety levels increase and their decision making becomes less effective, so it is important that you do not become another problem to be overcome while the child is playing.

The children, at all ages, should be able to show respect and the common courtesies to all the players, adults, game leaders and officials involved in soccer. You should be able to expect simple good manners from all children.

All children should be able to recognize the equipment used and their own playing equipment. They should recognize the importance of care for all the equipment used, including their own!

You should continually ask yourself – does it somehow look like soccer? In essence this means answering “Yes” to the following questions:

- Is the team in possession of the ball generally trying to score?
- Is the team not in possession of the ball generally attempting to prevent scoring?
- Is there a realization that the situation has changed when possession moves from one team to the other?

If this is so then you should merely reinforce what is occurring in front of you. If it is not, then the solution will invariably lie in either reducing the numbers on each team or increasing the playing area or both.

From 6 to 11 years, children are essentially self-oriented. They begin by relating and co-operating with one or two friends and teammates. As they near 11 years of age they can cooperate with four or five individuals – you need to be aware of this fact. The increase in team size should be gradual and reflect the age range of the team.

Coaches invariably wish to place children into positions. However, children under 10 years of age have great difficulty in understanding the priorities associated with such positions and it is therefore unhelpful to give positions to children in this age group.



WHAT YOU CAN EXPECT FROM CHILDREN? (continued)

Soccer is fast, fun and physically demanding at each child's own level; the time it takes for a successful game to be completed is, therefore, relatively short. Ten minutes is recommended for the younger children and 20 minutes for the older age group. Half-times are not essential but are recommended.

The game will be the teacher, the children will organize their experiences and build upon them. Above all the children will want to be active; action is one of the main attractions of soccer because it is stimulating and exciting. Don't stop the play unless you have to; let the children enjoy the game.

It should be remembered that all children are individuals and will develop at different stages, in different ways and at different rates. The process of development from 6-11 years is based upon assessing what is in the best interest of the child and by fitting the game to the child's needs – and not vice versa.

The process of building upon the individual child's experience is vital. the game provides the teaching and the role of the adult is to reinforce the successful discoveries the child makes.

Be patient, do not expect the impossible from children – they are not small adults. This is their play time not their performance time.
Always remember that this will be their only childhood.



WHAT YOUR PLAYERS NEED FROM YOU!

- They need you to . . .
 - Display patience
 - Show consistency
 - Look for aspects to praise
 - Help them understand the rules
 - Be helpful, encouraging and supportive
 - Give them examples of excellent behavior
 - Give them examples of excellent technique
 - Emphasize players first and winning second
 - Praise effort and performance more than results
 - Give them a clear idea of the behavior expected
 - Assess players with regard to their skills and attitude
 - Praise good behavior quickly to show that adults value it

- They don't need you to . . .
 - Use any jargon or dictate tactics
 - Ignore those players who need help
 - Assess players by their incompetence
 - Shout, argue, swear, become violent or use sarcasm
 - Attempt to 'coach' or 'manipulate them while they are playing

Remember that children are often easily led, anxious to please and prone to over-enthusiasm, and so plenty of praise and positive reinforcement is needed – especially with beginners.

Children find it hard to understand negative instructions and easier to understate positive reinforcement and this can frequently mean playing down the result and playing up the performance. This reduces the child's anxiety and decreases their worry about failing. Remember that children do not mean to make mistakes; we should accept mistakes as a necessary part of learning.

Make sure the players play by the rules. The majority of children at these ages will not knowingly cheat. Work with other adults, not against them, and by so doing reinforce positive attitudes among the children.



THE YOUTH SOCCER COACH

Written by Mike Berticelli, Head Soccer Coach, Notre Dame, March 24, 1987

You donate your time for the good of our youth,
but you scream and you yell and are often uncouth.

The Ref is just twelve and still learning the game,
but you call him a jerk and say he's not sane.

The parents are screaming and follow your lead,
as you sprint up the sidelines at uncontrollable speed.

You jump as you yell – "pass, pass the ball!"
You turn red as you bellow – "ref, make the damn call!"

"Your the left back now, get in your position,
if you don't we might loose and ruin our tradition!"

Positions are needed so we look like a team,
cause their miniature pro's or so it does seem.

The fullback is bored, as he picks at his nose,
while the others run wild and kick with their toes.

You scream for a goal, no matter how it goes in,
the skill doesn't matter, just as long as we win!

The parents go crazy as the ball nears the goal,
their advise and instructions will soon take their toll.

You see "Junior" feels pressure, he's not having much fun,
we tell him to pass, when to shoot, and to run.

He came here to play and to use his own mind,
cause soccer's the most creative game that you'll find.



THE YOUTH SOCCER COACH (continued)

Imagination is needed on the part of each child,
solving problems on the field is what makes them go wild.

A week of long practice, while just standing in line,
waiting to shoot, using one ball at a time.

This just doesn't cut it, and for some it's to late,
make your practices fun, don't be the coach that they hate.

They come to "play" soccer, not to "work" at the game,
their excitement is something we don't want to tame.

Maradona has moves that are beyond comprehension,
no coach taught those moves, while threatening detention!

He learned from his friends, and tried copying others,
while playing in games, without coaches and mothers.

Soccer is different, not like baseball and all,
we don't need positions, just give them the ball.

They first must learn skill, it's the meat of the game,
if they can't dribble or shoot, then who should we blame?

Skill must be learned through repeated trails,
if motivation is present you will see them run miles.

"Fun games" are the answer to encourage repetition,
they laugh and they scream and enjoy competition.

Without the skill to dribble past an opponent at will,
your players may win, but their growth will stand still.

I dream of the day when the parents just cheer,
and losing the game doesn't bring out a tear.



THE YOUTH SOCCER COACH (continued)

When practice is fun, not dull and so boring
and playing the game means more than just scoring.

I know you mean well, and you donate your time,
but bury your ego, and try something sublime.

Call all the parents, and ask for their aid,
your teaching their kids and not getting paid.

Your goal is to develop a youngster with skill,
not a team that must win, or some fancy new drill!

You see players are not judged by their wins or their losses,
instead they are judged by their shots, heads, and crosses!

Scholarships are given to players with great names,
not to those on youth teams that never lost games.

A pro players gets paid cause his skills are real fine,
not because his team never lost, when he was just nine.

It's time to bring soccer to new heights in this nation,
the futures in players, not a coaching citation!

Let's start to say "dribble", and stop yelling "pass!"
You'll then see our players go to the head of the class.

I hope your concerned, but not really offended,
It's the need for more skill, that I have defended.

Your giving your all, from the good of your heart,
why not make sure the kids get the right start?

Finally, do not forget that...

**"THE OUTCOME OF OUR CHILDREN IS INFINITELY MORE IMPORTANT THAN THE
OUTCOME OF ANY GAME/PRACTICE YOU WILL EVER COACH!"**

Karl Dewasien



GROWING WITH YOUR PLAYERS

SOCCER IS A SIMPLE GAME TO COACH . . .
REQUIRING SIMPLE KNOWLEDGE:

ATTEND AND UNDERSTAND THE INFORMATION
PRESENTED AT OUR C.Y.S.A. COACHING SCHOOL
AND WHAT WILL MAKE YOU A SUCCESSFUL
YOUTH SOCCER COACH IS
THE APPLICATION OF THIS INFORMATION

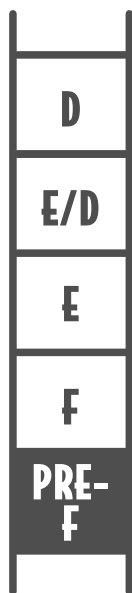
WE ENCOURAGE YOU TO
ATTEND A C.Y.S.A. "F" COURSE!





COACHING COURSES

"PRE-F" ORIENTATION COURSE



Objectives: Prelude to the "F" course. Introduction to Youth Soccer and the CYSA Coaching School.

Course Length: Three Hours (flexible).

Two Hours Classroom (flexible):

- Coach's (Teacher's) Role
- Player's Role
- Parent's Role

One Hour Field (flexible):

- Introduction to the "9-Step Practice Routine"

Testing: None

Prerequisites: Minimum age is 13 years old. Open mind and willingness to have FUN!

Enrollment: Check with your local League, Club or District Recreation Coordinator.

"F" COURSE



Objectives: Prelude to the "E" course.

Course Length: Nine Hours total.

Three Hours Classroom:

- "The Routine"
- Methods of Coaching and Teaching
- Players and Their Game Responsibilities

Six Hours Field:

- "The Routine" in action
- Role of the First Attacker
- Role of the First Defender

Testing: None

Prerequisites: Minimum age is 14 years old. Open mind and willingness to LEARN!

Enrollment: Check with your local League, Club or District Coaching Coordinator.



"E" COURSE



Objectives: Prelude to the "E/D" course.

Course Length: Eighteen Hours total.

Six Hours Classroom:

- Systems of Play
- Principles of Attack
- Principles of Defense

Twelve Hours Field:

- Roles of the First and Second Attacker
- Roles of the First and Second Defender
- Tactics and the Laws of the Game

Testing: None

Prerequisites: Completed "F" course. Minimum age is 15 years old. Open mind and willingness to gain understanding.

Enrollment: For additional "F" and "E" course information, call your District Coaching Coordinator.

"E/D" COURSE



Objectives: Preparing for "D" course.

Course Length: Thirty-two Hours

Six Hours Classroom:

- Fifteen Attacking Themes
- Fifteen Defending Themes

Twenty-Six Hours Field:

- Fifteen Attacking Themes
- Fifteen Defending Themes

Testing: Self evaluation - Be prepared to receive Points of Refinement.

Prerequisites: Completed "E" course. Minimum age is 16 years old. High school coaches need verification from their Athletic Director.

Enrollment: For application and registration information, contact your District Coaching Coordinator.

Note: Fifteen (15) applications must be received two weeks prior to the scheduled course date in order for this course to be held. The District "E/D" Course is mandatory as a prerequisite to the "D" Course.



"D" COURSE



Objectives: Rating your youth coaching ability.

Course Length: Four Days

Classroom:

- Discussions and Lectures

Field:

- Game Observation
- Field Demonstrations and Examinations

Testing: Quizzes, Oral Examinations and Field Examination.

Prerequisites: Completed "E/D" course, no exceptions. Minimum age is 17 years old. (Proof of attending a referee course fulfills the "D" Course requirements.)

Enrollment: Enrollment is limited to qualified applicants.

GOALKEEPING COURSE

Objectives: Training the Goalkeeper.

Course Length: Nine Hours total.

Three Hours Classroom:

- The Goalkeeper "Routine"
- Methods of coaching and teaching the Goalkeeper
- Goalkeeper game techniques and responsibilities

Six Hours Field:

- The Goalkeeper "Routine" in action
- Learning and teaching specific Themes

Instructors: Carefully selected goalkeeper specialists.

Testing: Self evaluation when instructing (team) goalkeeper.

Prerequisites: Minimum age is 14 years old.

Note: Coaches must be prepared to have ONE of their goalkeepers attend the last 3 hours of the course.



Thank You



Segments reproduced with permission:

From the books:

"FUNdamental Soccer - Tactics" – Coaching Book and

"TOTALLY FUNdamental Soccer" – Player Manual

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