

FOLEY PARKS AND RECREATION SOCCER COACHING MANUAL



DISCLAIMER

This manual is intended as a resource for new or returning coaches in the City of Foley with a primary emphasis on players under the age of 15. This document is not intended for duplication as the information provided has been taken from many other manual websites, books, and other coaches.

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INTRODUCTION

The purpose of this manual is to be an overview of the rules, regulations, and procedures for the City of Foley's Parks and Recreation Department's Sports programs. We hope that by reviewing this manual, you will have a better understanding of our programs, policies, and procedures.

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IMPORTANT LINKS

Parks and Recreation Website Home Page: www.foleyrecreation.com

Rec Desk: <https://foleyrecreation.recdesk.com/Community/Home>

Coach Safely: <https://www.coachsafely.org>

US Soccer Learning Center: <https://www.ussoccer.com/coaching>

US Youth Soccer: <https://www.usyouthsoccer.org/coaching-resources/>

MOJO: <https://www.mojo.sport/coachs-corner?search=>

Masterminds: <https://themastermindsite.com/>

Rookie Road: <https://www.rookieroad.com/soccer/>



OUR MISSION

The City of Foley Parks and Recreation Department's Mission is to enhance the quality of life for our diverse population by providing a wide range of recreational opportunities at an affordable cost while also providing safe, welcoming, and inclusive parks and facilities.

PROGRAM PURPOSE

The purpose of recreational sports is to provide an opportunity for the participants to have fun, learn the sport, and develop life skills including a lifelong love of the game. To ensure competitive equality, players 8 years of age and older are required to attend assessments in order to be drafted to teams. The purpose of drafting teams is to ensure fairness in the league by creating teams that are as equal in ability as possible. The draft process allows for greater league parity by evenly distributing players in the league across all teams.

PROGRAM OBJECTIVES

To have fun of course! It is critical that players involved in youth sports enjoy the game in which they are playing. This also relates very closely to how players perceive their coach(es) and their interaction with them.

Main Objectives:

1. To instill a passion and enjoyment for the game.
2. Develop skills that are transferable throughout life (i.e. physical, psychological, and social skills).
3. Create positive, safe, and encouraging learning environments.

Coaching Objectives:

1. Be a positive role model.
 - Demonstrate respect for team members, opponents, referees, parents, spectators, opposing coaches, and athletic administrations.
2. Understand who you are coaching.
 - All children/athletes are different and learn differently.
 - Children are not defined by chronological age alone.
 - Each child matures and develops at his/her own pace.
 - Treat each child as an individual.
 - Not all children participate for the same reasons.
 - Children are humans with feelings- be patient, kind, and understanding.
 - Find ways for your players to have fun and learn.



Thanks for Coaching!

First, let us thank you for volunteering this season! We know that it is a significant commitment of your time and energy. By coaching, you are helping to provide an exciting athletic experience for the youth in our community.

Our hope is that each player is allowed to achieve their personal best while having fun. This manual will hopefully give you some ideas and resources that will prepare you to be able to create a friendly and encouraging environment for all your players that will allow them to achieve their personal best all while having fun.

A Friendly Reminder:

You do not need to be the best soccer coach or even know that much about the techniques of soccer to be considered the “greatest coach in the world” by your players. By creating a fun and safe environment for your players (of ALL ages) you will give them the room to fall in love with the sport. Teaching soccer is not the most important task you have while coaching your players. In fact, the younger or inexperienced players must first learn how to run, jump, stop, move, fall, etc. without a ball before they will be physically ready to do all of those movements with a ball. In U.S Soccer's “Best Practices” Guidelines they state that for this age group “Training sessions should be treated more as physical education than specifically as soccer training”. One of the biggest mistakes coaches make during these ages is thinking that this age soccer should look like “real soccer” and that they should be trying to get the “little people” to play like that as soon as possible.

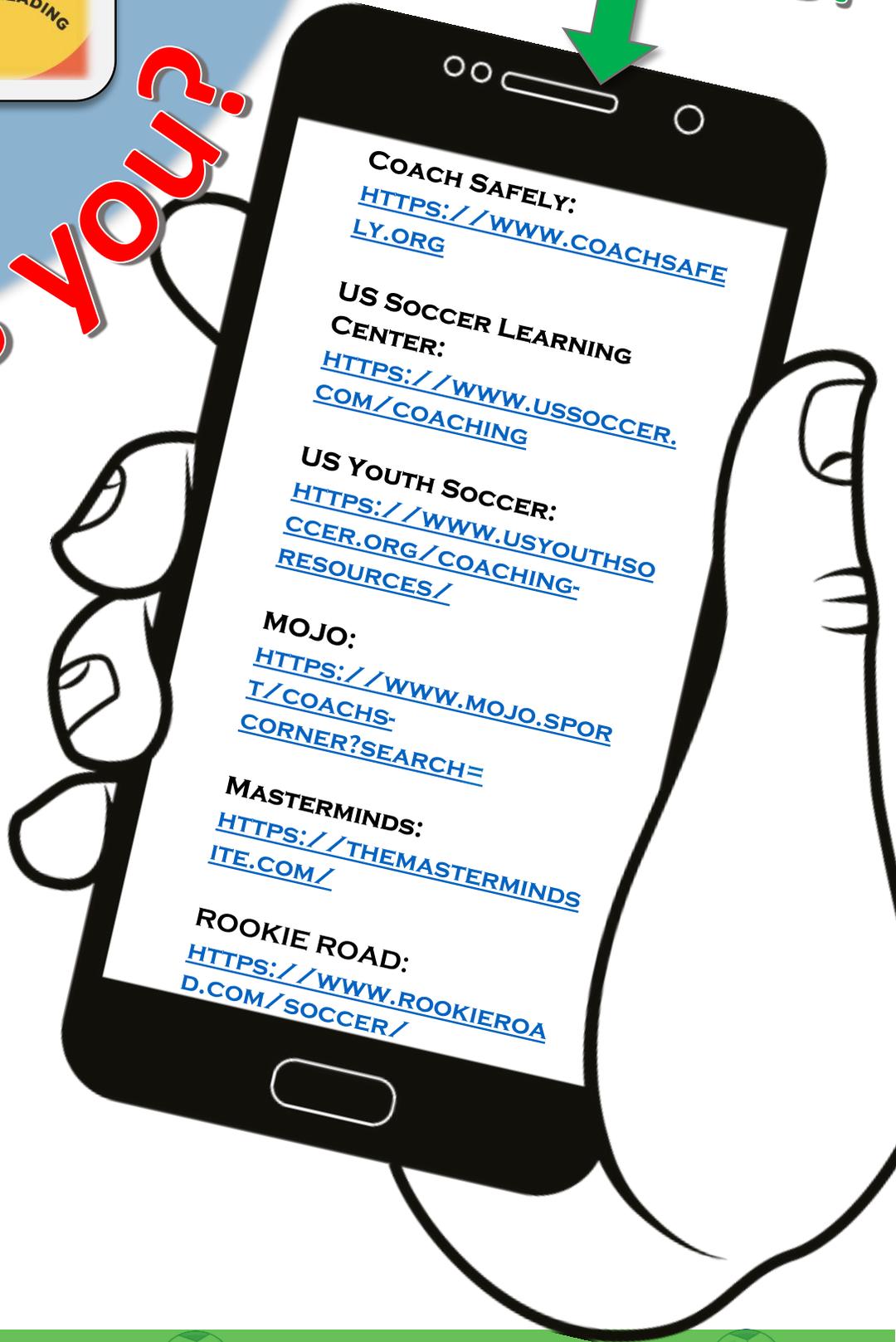
This manual is designed on the principle of **player-centered** and not **coach-centered**. In other words, practices should “**fit the activity to the child....not the child to the activity or what’s easier for the coach**”. This is why we have given you insight into the developmental stage that you are coaching. The hope is that by understanding the age appropriate skills and activities that you are coaching helps to decrease frustrations and increase individual and team successes. We have given you activities that are developmentally appropriate and will teach the appropriate skills in a progressive way. These practices focus on activities (drills) aimed at teaching and reinforcing physical movement skills, as well as individual soccer skills such as; dribbling, shooting, throwing, kicking, and ball control. Activity difficulties will increase with the older age groups.



Try these!



Is this you?!



WE GET IT!

Try these videos from our favorite websites and apps!

These are perfect for visual learners and those who hate or don't have the time to read!

- COACH SAFELY:**
[HTTPS://WWW.COACHSAFE
LY.ORG](https://www.coachsafely.org)
- US SOCCER LEARNING CENTER:**
[HTTPS://WWW.USSOCCER.
COM/COACHING](https://www.usoccer.com/coaching)
- US YOUTH SOCCER:**
[HTTPS://WWW.USYOUTHSO
CCER.ORG/COACHING-
RESOURCES/](https://www.usyouthsoccer.org/coaching-resources/)
- MOJO:**
[HTTPS://WWW.MOJO.SPOR
T/COACHS-
CORNER?SEARCH=](https://www.mojo.sport/coaches-corner?search=)
- MASTERMINDS:**
[HTTPS://THEMASTERMINDS
ITE.COM/](https://themastermindsite.com/)
- ROOKIE ROAD:**
[HTTPS://WWW.ROOKIEROA
D.COM/SOCCER/](https://www.rookieroad.com/soccer/)



ROLES OF THE COACH

The main goal for both coaches' is to work together to balance each other to create a positive learning environment for the players.

ROLES OF THE HEAD COACH:

1. The Leader of the Entire Program/Team:

- Teach/model character.
- Teach discipline.
- Teach work ethic.
- Teach Sportsmanship.
- Teach commitment to the team.

2. Decision Maker:

- Make major decisions.
- “Bad Cop”- decide discipline and rules.
- Create practices and game line-ups.

3. Head Voice of the Team:

- Play maker- make the calls during practice and games, corrects mistakes as they see fit.
- Create the environment for practice and create game plans.

4. Create Roles for Assistant:

- The Head Coach is the role model for how they want things done.
- Teach expected roles for the Assistant Coach and explain to them their responsibilities and privileges. Don't assume that the Assistant Coach already knows what to do.
- Never criticize your assistants- this hurts you and the program and causes players to lose respect for their coaches.
- Set plans and responsibilities for your assistant. Explain to them what you would like for them to do before, during, and after practices and games.
- Be open for Assistant Coach's input and work with them.



ROLES OF THE ASSISTANT COACH:**1. Main Role:**

- Implement and support the Head Coach's philosophy, instructions, decisions, and things that they may need assistance with. Don't just assume what to do or do something other than what the Head Coach is asking.
 - Ask the Head Coach on what they may need help with or to clarify something that you do not understand.
- Support and encourage players while boosting their attitudes.
- The Assistant is not a second head coach- the responsibilities and privileges differ.
 - The assistant enforces the Head Coach's instructions and expectations.
- Help with little things such as:
 - Make sure that a player understands and performs a technique correctly.
 - Make sure that an activity continues if the Head Coach has to step away and handle a situation.
 - Help to set up and break down practices and warm-ups.

2. Decision Enforcer:

- Not the decision maker- the Head Coach makes the major decisions.
 - Assistant is meant to help support the Head Coach's program/team.
 - Assistant Coach does not make calls during practices or games unless stated otherwise by the Head Coach.
- "Good Cop"- support, encourage, and ensure that players understand the instructions/rules without contradicting things that the Head Coach's has stated. (Even if you do not agree).
- Head Coach determines the discipline, the Assistant Coach relays the information to the Head Coach for them to decide what discipline is necessary.

3. Head Ear of the Team:

- Listen for things that need to be addressed to the Head Coach.
- Provide players with a positive support system on the bench during games, boost attitudes, and monitor injuries and report progress to the Head Coach.
- Allow the Head Coach to speak for themselves.
 - Try to refrain from interrupting while the Head Coach is talking. Allow them to extend an invitation for comments/input.
 - Interruptions could increase player confusion, decrease time during breaks, and/or decrease flow of practice or the activity. Instead of interrupting, simply ask, "Coach may I add something?"
 - This will encourage respect on both sides.
- Offer suggestions and inputs to the Head Coach; Head Coach will use info as they see necessary.



EQUIPMENT

COACHES' EQUIPMENT

At your first practice, you will receive a gear bag with the items listed below:

1. Soccer Balls (you can bring your own as well)
2. Cones
3. Pinnies (bibs, practice jerseys)
4. Pump
5. Goalie Jersey (9U-14U only)

Suggested, but not required:

1. *Medical Kit*- A simple kit for games and practices is a good idea for every coach. A kit should include: **Ice Packs, Band aids, Antibiotic ointment.** If you use chemical cold packs, be careful about applying them directly to skin; some types are exceedingly cold!
2. *Shin Guards* - a spare pair of old ones will cover for a forgetful player! Make sure to sanitize after each use.
3. *WHISTLE and a CLIPBOARD*- (for practice plans, contact forms, substitution schedules) are helpful items.

PLAYERS' EQUIPMENT

1. **BALL**- Encourage each player to have his or her own ball and to use it often, not just during team practice. Players will not derive maximum benefit from practice unless they each have their own ball for warm-ups and individual drills. Have the players write his or her name on the ball.
 - Soccer balls come in a variety of sizes, each designated by a number:
 - size 3 - smallest standard size (5U & 7U)
 - size 4 - intermediate size (9U & 11U)
 - size 5 - largest standard size (14U and older)
2. **SHIN GUARDS**- An absolute requirement for all practices and games. Must cover all of shin. Ankle guards not required but are recommended for the younger players.
3. **CLEATS**- Recommended, but not absolutely required. Baseball or football type shoes with square or rectangular cleats are not legal for soccer. Soccer cleats for most recreational play must be rubber or molded plastic (no metal cleats). No toe cleats are allowed during soccer games.
4. **WATER BOTTLE** (with player's name on it).
5. **SHIRTS, SOCKS, SHORTS**- Uniforms must be matching during the game and socks should **always be worn over the shin guards** during soccer.



TEAM MANAGEMENT

PARENT ORIENTATION MEETING:

The parent meeting is very important. It is an opportunity to get to know your families better and let them get to know you. This will allow you to set the stage for open communication, share your philosophies and goals, and give season and team information.

In This Meeting, You Should:

- Briefly introduce yourself.
- Tell them what your focus is for the players and team. (i.e. Have fun, teach appropriate skills, have them want to play again)
- Tell them what they can expect from you: to be on time, be prepared, be positive, be fair, no coaching from the sidelines, etc.
- Tell them what expectations you have of them: get child to practice, communicate if they will be absent or late, be positive, pick-up on time etc.
- Make sure you cover how you will communicate all information about games and practices with them (email, text, group me, team sports apps, etc.)
- Make sure you have all the correct emails and phone numbers.
- Make sure everyone is aware of practice and game schedules.
- You are responsible for your parents and spectators behaviors. Make sure everyone understands the code of conduct.
- Get parent volunteers for assisting or help with snacks, carpools, etc.

TEAM ORIENTATION MEETING:

It is also a good idea to take a few minutes to have a team meeting with your players. Keep this brief and simple. Remember the more you talk, the less they listen. Just introduce yourself and have each player introduce themselves. You can also have them answer a simple question such as “what is your favorite food” or “what is your favorite animal”? This is a simple icebreaker that will help the players get to know each other. You also will want to let them know what your coaching will focus on, but in a way they will be able to understand.

For Example, You Could Say:

“We are going to have a great time this season! We are going to learn all the ways we can move our bodies and learn how to play soccer. You all are going to be learning lots of new things and even if things are hard to begin with, I am going to want you to keep giving your best effort. That is how we will know if we are winning our games....if we are giving our best effort and learning new things. Not by the score of the game but how hard you tried. OK?! Now let’s get started!”



PLAYER DISCIPLINE

It is also important to discuss your team rules. Your rules will all be slightly different depending on your own personal style, but keep it short and easy to remember.

At the first practice it is valuable to establish team rules concerning attendance, listening carefully, respecting teammates, *etc.* You will be most successful if you do this with the cooperation and consent of the players themselves. Make it clear to all what the penalty will be for breaking team rules (*e.g.* time out from practice or a scrimmage). This is also a good time to set realistic team goals for the season (*e.g.* to have fun, to work together as a team, to practice good sportsmanship).

Some Other Ideas on Team Discipline:

- Keep your players busy so they don't have time to misbehave. If you have kids standing in line all the time, you are inviting disaster.
- Be positive: say "Please walk" instead of "Don't run".
- Try to deal with problems before they get worse.
- *Speak* with the culprit first, before resorting to other disciplinary measures.
- If time outs don't work, then talk to the parents; ask them to attend practice, if necessary.

Work on your communication skills. Many coaches can speak clearly, use appropriate words well enough, and have content that is appropriate to young players. *However, most coaches need a great deal of work on listening to young players such as controlling and reading non-verbal cues, and understanding the emotional responses of different athletes to what they say.* The better you understand your players, the less trouble you are likely to have with misbehavior.

Some Examples of Team Rules Are:

- 1) No talking while the coach is talking.
- 2) Give your best effort.
- 3) No negative comments to others.
- 4) Have fun!



TEAM COMMUNICATION

Make sure to establish a way to communicate with your teams. The apps below are commonly used on all smart phone platforms, iPads, tablets, and computers.



1. Download the app shown above.
2. Create Account.
3. In the Chats tab, select the **New chat**  icon.

Note: If you don't have the **New chat**  icon on your iPad, select **Chat** at the top of the screen.

4. Select **Start Group** , then enter the new group name and group avatar.
5. To add members, type their name, phone number, or email, or scroll through your current GroupMe contacts.
6. Select **Done** (or the **checkmark**)  to create your group.



1. Download the app shown above.
2. Click **Sign Up** and enter email address.
3. Choose **Coach or Manager**. All parents should choose **Parent or Fan**.
4. Enter your **First and Last Name**. Click to agree for the **Terms of Service**. Click **Create Account**.
5. Click **Create a New Team**.
6. Enter **Team Name and Sport** and **Save**.
7. Add your **Roster manually** or add from existing contacts. (Parent's information)
8. Add your schedules (Games and Events/Practices). This information, along with reminders, will be shared with all members of the group.
9. Group or private messages, posts, emails, and alerts can be sent using the message tab along the bottom of the screen.



SUGGESTIONS ON DEALING WITH PARENTS

Coaching is exciting and rewarding, but occasionally you may experience difficulty with parents. Some parents may want their child to play more, others may question your judgment as a coach. Whatever the concern, a parent is generally just looking out for their child, often at your expense. Don't be discouraged. There are some things you can do to open up communication and make dealing with parents a positive aspect of your coaching duties.

1. Have a parent meeting before the first practice to discuss your plans and expectations for the season. See the section: "Parent Meeting" for tips on how to do this well. Encourage questions from the parents and let them know that you have given a lot of thought to the upcoming season.
2. Express appreciation for their interest and concern. This will make them more open and at ease with you.
3. Always listen to their ideas and feelings. Remember, they are interested and concerned because it is their children that are involved. Encourage parental involvement. (If you have a preference for a certain time to voice these concerns, such as after practice, make this clear at the Parent Orientation Meeting.) Ask for solutions and not just problems. Implement the 24-hour rule.
4. Know what your objectives are and do what you believe to be of value to the team, not to the parents. No coach can please everyone!
5. Know the league and game rules. Be prepared to abide by them and to explain them to parents.
6. Handle any confrontation one-on-one and not in a crowd situation. Try not to be defensive. Let the parent talk while you listen. Often a parent will vent their frustrations just by talking. Listen to their viewpoint, then thank them for it.
7. Resist unfair pressure. It is your responsibility as coach to make the final decision. This doesn't mean that you can't still listen to parents.
8. Don't discuss individual players with other parents. Team gossip can severely affect your team. Show the same respect for each player on the team that you want the parents to show toward you.



9. Ask the parents not to criticize their children during practice or a game. Don't let your players be humiliated, even by their own parents.

10. Don't blame the players for their parents' actions.

11. Be consistent! If you change a rule or philosophy during the season, you may be in for trouble. At the very least, inform players and parents of any change as soon as possible.

12. Most importantly, be fair! If you treat all players equally and with respect, you will gain their respect, and that of their parents as well.

*** Remember that you will be dealing with all types of children, and with parents having different backgrounds and ideals. The challenge for you as a coach is to address these differences in a positive manner so that the season will be enjoyable for everyone involved.



PRACTICES

PRACTICE GUIDELINES

Be realistic in selecting your objectives! Consider the age and experience of your players. Decide on your priorities - what are the most important things you want to cover before the games begin?

Identify one or more assistant coaches. Assistant coaches are extremely valuable. They make it possible to divide players into smaller groups so that each player gets individual attention. Parents who would like to help but feel they lack the necessary skills should be encouraged to attend practice to help collect balls and direct traffic. The preseason Parent Meeting is an excellent time to solicit help! Remember that all volunteers must complete the required coaching documents before they can help!

PRACTICE PLANNING

Have a *written* or drawn-out plan for each practice. You cannot have a good practice if you do not have an idea of what you want to accomplish during that practice. The plan should be written out in detail on a practice planning form or it may just be notes jotted on note card, etc. Writing down your plan will help you think through the equipment and the setup that you will need for the topics to be covered. Save these plans as a record of performance and to help develop a progressive program for the season.

As you plan your practices, remember these tips to keep players' interested and avoid boredom:

- Minimize the amount of talking that you do.
- Get all of the players involved.
- Turn "drills" into games.
- Give players many touches on the ball.
- Give players many chances to shoot and score.
- Let the kids PLAY!
- Ask guided questions to increase their soccer knowledge. Don't just tell them what they are doing.

Keep the practice focused. If you are trying to teach new skills, your practice should concentrate on a single major topic (*e.g.* passing), rather than on many different topics. Make sure to let them practice the learned skill in a scrimmage.

Practices should follow a progression: warm-up, drills, scrimmage, and cool down.



SOCCER PRACTICE PLANNER

Plan warm-ups so that each player uses a ball. Incorporate games and exercises that emphasize a lot of touches and dribbling. If possible, use or create conditioning exercises that require the players to work with a ball rather than just running; the kids will have more fun and they will learn more soccer skills!

Be sure to include dynamic stretching (moving) throughout warm-ups. Younger players don't need a lot of stretching, but you should start the habit early. Avoid static stretching (standing still or holding poses and counting).

Drills should be appropriate for the skills you are teaching. Limit the number of drills in a given practice, and don't spend too long on any one drill. Remember that a child's attention span is limited! Be ready to switch things up if the drills aren't going as planned.

Keep it varied and interesting with a minimum of oral instruction (don't lecture!). Demonstrate as much as possible. If you feel uncomfortable demonstrating techniques, don't hesitate to ask your more skillful players, or perhaps older soccer players, to help you. **MAXIMIZE** the number of touches for each player by running drills with several small groups at the same time; no child likes to stand in line waiting!

Small-sided games (*e.g.* 3 v 3) are an excellent practice and warm-up tool. They help keep everyone involved and, by reducing the size of each playing field, you can have two games going at the same time.

Drills should be organized to progress into controlled scrimmages (*e.g.* no shots until at least four consecutive passes have been made). Follow up a controlled scrimmage with an open scrimmage. Remember, the kids signed up to *play* soccer!

Be prepared to change your plans. Weather, field conditions, the number of players who come to practice, can all affect your plans. Be flexible and adjust to conditions. While it is suggested not to stay on an activity for too long, you may also need to extend the time spent on a particular drill if the players are having difficulty acquiring a particular skill. If it is especially hot, allow for more frequent water breaks.

After the season starts, it is helpful to take a few minutes of practice to discuss the previous game, emphasizing what your team did well, what can be improved upon, and what the goals should be for the coming week. Ask and encourage your players to answer and ask questions!



The MAIN POINTS to remember for a successful practice are:

1. **BE PREPARED.** Have a plan for what you will cover during the practice.
2. Keep it **SIMPLE.** Give a short demonstration with a minimum of talk, then have the players work on the drill. **MAXIMIZE TOUCHES** on the ball for each player.
3. Make it **FUN.** Sometimes the drills in books or videos just don't work for you and/or your players. Be prepared to switch to something you know they can handle.
4. Strive for a **PROGRESSIVE** acquisition of basic skills. Begin with relatively simple drills. Add movement and then opposition to simulate game conditions. Always consider the age and skill level of your players. The percentage of time spent on practice without opposition should decrease as players become older and more skillful. Restricting space and number of touches are other ways to make drills more demanding.
5. Always have time when the players can **JUST PLAY.**
6. Always **BE SAFETY CONSCIOUS** with your players.
7. **Avoid the "4 Evil L's"**
 - **Laps:** warm-up with fun games with the ball instead.
 - **Lectures:** Don't speak for more than 30 seconds.
 - **Lines:** No standing waiting for turn instead keep lines short with constant rotations. Have them all with a ball participating.
 - **Language:** Watch what you say and how you say it. Don't be inappropriate.



SESSION OUTLINE

SESSION LENGTH: Times differ with each age group; make sure to include water breaks.

PRACTICE SESSION STRUCTURE:

- **Warm up:** 5 minutes for 6U-7U, 8 minutes for 9U-11U, and 10-15 minutes for 14U.
 - Dynamic stretching- make them move with soccer specific movement. **NO static stretching before practice or games!** (No standing still in circle and counting).
 - Get the blood pumping! (Some static stretching can be done after this).
 - 2-3 fun games to get excited and ready to play.
 - Sharks and Minnows
 - Freeze Tag
 - Knockout
 - Small side games
 - And more
- **Physical:** 10 minutes (with and without a ball).
 - 1-2 activities to help develop physical abilities:
 - Running and stopping
 - Changing direction- forward, backward, left, right
 - Jumping and balance
- **Technical:** 15-20 minutes (main activities to introduce/refine skills).
 - 4-5 fun game activities (5 minutes each) that would cover:
 - Dribbling
 - Shielding
 - Passing and receiving (inside of foot, sole, laces)
 - Finishing (shooting-inside and laces)
- **Game/Scrimmages:** 15-25 minutes.
 - Small game/scrimmage activities such as 1v1, 2v2, 3v3, 1v2, 2v3.
- **Warm-down (cool-down):** 5 minutes.
 - Slow dynamic stretching; stretch what you need (static stretching is fine here).
- **Reflection:** 1-3 minutes.
 - If time allows, have a brief meeting to discuss what they learned. Ask them questions and let them respond. Don't just tell them what they did.

*Note: **Dynamic**= moving (speed is not the focus) **Static**= Standing Still



PRACTICE FIELD SET-UP EXAMPLE

The image below shows and explains a practice field set-up using half field. In the image, the coach illustrates how each activity will be set up at the beginning of the practice and how the activities will flow to the next.

Description

This session was created off of the concept of "Play, Train, Play". Its purpose is to create opportunities for as many touches as possible, a fun but challenging environment, and to minimize an overwhelming amount of stimulus and information load. Focus: working in 3's, ball control, athletic conditioning and development, and evaluating strengths and weaknesses to be used towards future practices.

*Remember to encourage creativity and information recall.

Field Set-up

This session was created to encourage the development of working on 3v3 skills. The grids are based on available field space.

Grid Rotations

Start in Grid A, rotate to Grid B, rotate to Grid C, and end in Grid D (B+D).

After completing warm-up, pick up all cones from Grid A. Rotate to Grid B- leave cones for now after activity. Rotate to Grid C- pick up cones after finishing. Rotate to Grid D- pick up remaining equipment after finishing.

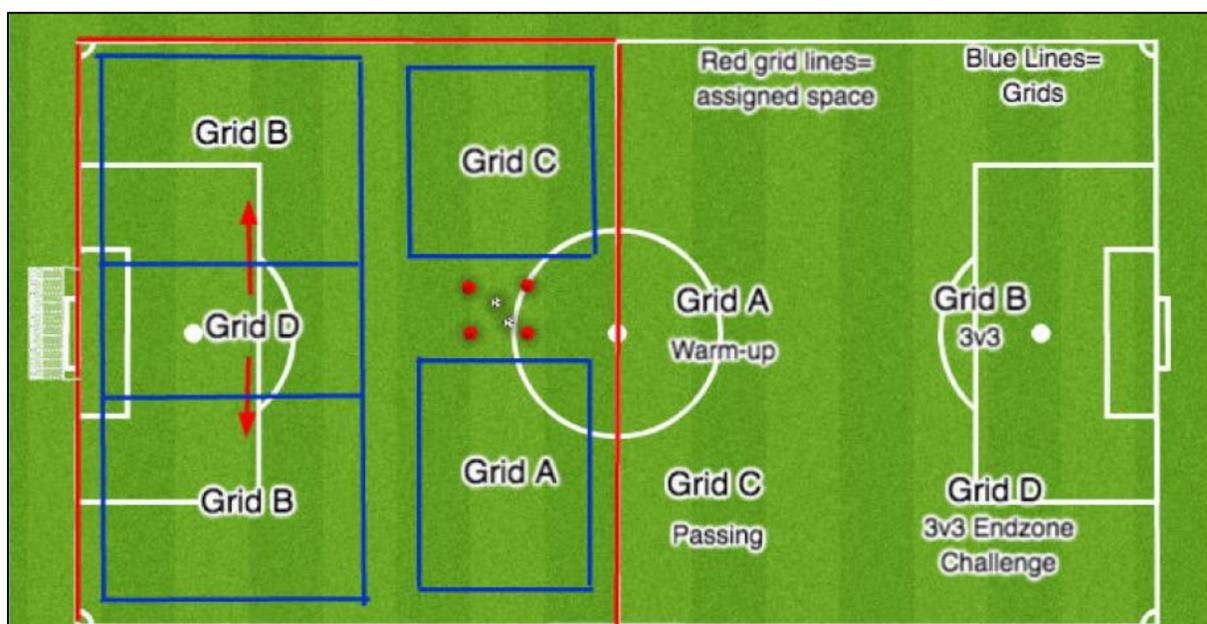
For fun end of practice game- play Lightening

*Make adjustments depending on your field size and number of players. Please note that this does/may not accurately show all grids needed during this session.



www.SportSessionPlanner.com

The image below shows a larger view of a practice session layout.



PRACTICE SESSION EXAMPLE

Dynamic Warm-up (10 mins)

OBJECTIVE:

To get the players to move and stretch to prevent- this will increase muscle flexibility which will provide and improve joint support and stability (ligaments, tendons, and muscle strength).

Note: Do the Dynamic Warm-up all together before going into the next activity.

Dynamic Warm-up: (10 mins)

DESCRIPTIONS:

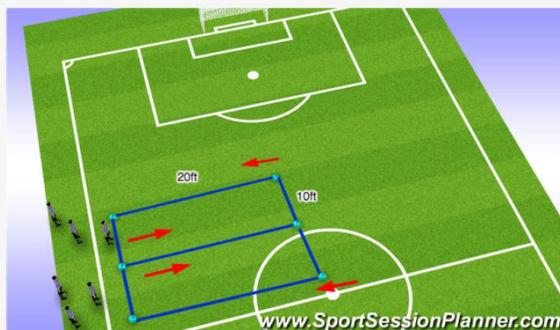
Set up: Grid A- Create 2 lanes - 20x10ft (for each lane: place cones 20ft apart for length/forward and 10ft apart for width/sides)

Perform: (perform each exercise down and back 2x). light jogging, high knees, butt kicks, front lunges, sumos/side lunges, open gates.- open hip to outside, close gates- bring hip across body, low and high front leg kicks- alternating opposite elbow to opposite foot- low= belly button level, high= as high as they can go while keeping leg straight, Donkey Kicks/alternating standing one leg and touch ground, low skips, high skips, skip backwards, calf stretch/dips (leg extended, heel in ground, toe to sky, and scoop the grass), 3 sets of sprints- sprint forward at halfway turn and jog backwards, jockey backwards and at half way turn and sprint, lateral shuffles and at half way sprint

Coaching point: It's not about who finishes first, take your time and get the maneuvers and work on functional postures, get as many reps as possible.

Sprint form- Stiff hands, spread fingers, locked wrist, bent elbow, only movement comes from shoulders- pinky to pocket, thumb to ear.

Head on a swivel(looking around/over shoulder to prevent collisions).



3v3- Play (10 mins)

OBJECTIVE:

To allow players an opportunity to utilize creativity to beat opponent by deciding when to dribble, pass, or shoot. Let them play with minimal coaching feedback and stoppage- Let them play.

DESCRIPTION:

Set up: Grid B- Create 1-2 40x30 ft grids. Place 2 mini goals on each field. If weather is windy, you can modify by using endzone boxes.

Note: Notice the red cones- they will be referred to as the Ball Pit. Have players collect balls before and after activity and if they are waiting to play (not the next to play). This will help to maintain dynamic flow and fluidity of the activity.

Perform:

Balls are served in by a kick on sideline. Players play 3v3 to goal. Must complete at least one pass in order to shoot/score. (All balls are served in my kicks- no throwins)

Coaching Points: Make sure you keep your body in between your ball and the opponent. Keep contact with your ball- harder for the opponent to take. Use different parts of your foot to maneuver around the opponent. Watch your surroundings (head on a swivel) for available space to move to. Control your speed in order to maintain ball control. Pass to a teammate who has the least amount of pressure. Don't bunch- spread out to create space.

Guided questions:

Coach (C): What kind of shape are you in?

Players (P): Triangle

C: What does a triangle mean?

P: That I have someone to pass to on me left and my right.

C: Does a triangle stay in the exact same spot?

P: No, it is moving.

C: What does it mean to use a triangle on offense and your teammate has the ball?

P: If you don't have the ball, then you are trying to find space to receive the ball.

C: What does it mean to use a triangle on defense and your opponent has the ball?

P: One person pressures the ball, one person covers the passes, and one person balances by covering someones' position.



3 Player Passing (10 mins)

OBJECTIVE:

To teach passing combinations with 3 players.

DESCRIPTION:

Set up: Grid C- Set up groups of 3 cones 26 ft in length, 13 ft for center. Create as many groups as needed.

Perform:

All players will perform each passing activity together for 2 minutes each. Place 3 places on each cone.

Pass, Return, Turn, Pass, Return.

Each player on the end cones will have ball. Player 1 passes to Player 2, who then returns the ball back to Player 1. Player 2 then turns to receive ball from Player 3, and returns it back. Work for 2 minutes, then swap. Continue until everyone has gone.

Pass, Turn, Pass.

Player 1 starts with ball and passes to Player 2. Player 2 receives the ball and passes to Player 3. Player 3 passes ball back to Player 2, who then turns and passes to Player 1.

Short, Short, Long

Player 2 runs towards Player 1 to receive a "short" (short distance) ball, then passes a quick "short" ball into Player 1's path to set up for Player 1 to send a "long" pass to Player 3. Player 2 runs to Player 3 to receive a short pass, and plays a quick, short pass back so that Player 3 can send a long pass to Player 1.

Coaching Points: Keep your body low and make quick and short movements. Stay on the balls of your feet- don't touch let your heels touch the ground. Don't cross your feet- keep hips open. Watch your surroundings (head on a swivel) for available space to move to. Control your speed in order to maintain eye contact with ball and to keep a steady pace to maintain ball control. Use the inside of your foot, not the outside, laces, or toe. Lock the ankle, open to hip, and swing towards your partner. Run through your pass, don't stop.

Guided Questions:

Coach(C): Should you wait for the ball to come to you?

Player (P): No, run to it.

C: Why wouldn't you want to wait for the ball?

P: A defender can take it or you will lose possession.

C: What part of the foot should you kick with, and what way should it face?

P: The inside, towards where you want it to go.



3v3 Endzone Game (10 mins)

OBJECTIVE:

To challenge learned 3v3 skills under pressure.

DESCRIPTION:

Set up: Grid D Create 1-2 40x30 ft grids. Create endzones on each end of grid. (5ftx40)

Perform:

Balls are served in by a kick on sideline. Players play 3v3 to endzone. Players attempt to pass or dribble into opposing team's endzone. Player then sprints to take a shot on Goal. Points are counted by goals made.

Coaching Points: Make sure you keep your body in between your ball and the opponent. Keep contact with your ball- harder for the opponent to take. Use different parts of your foot to maneuver around the opponent. Watch your surroundings (head on a swivel) for available space to move to. Control your speed in order to maintain ball control. Pass to a teammate who has the least amount of pressure. Don't bunch- spread out to create space.

Have a coach stand in for goalie, or use cones on inside corners of goal.

Guided questions:

Coach (C): What kind of shape are you in?

Players (P): Triangle

C: What does a triangle mean?

P: That I have someone to pass to on me left and my right.

C: Does a triangle stay in the exact same spot?

P: No, it is moving.

C: What does it mean to use a triangle on offense and your teammate has the ball?

P: If you don't have the ball, then you are trying to find space to receive the ball.

C: What does it mean to use a triangle on defense and your opponent has the ball?

P: One person pressures the ball, one person covers the passes, and one person balances by covering someone's position.



Scrimmage - Final Play (25 mins)

Objective:

To demonstrate what they have learned and to analyze understanding of session topic. Again, let them play with minimal coaching feedback and stoppage- "Let them play". This will encourage team cohesion and allow to think for themselves.

Description:

Set up: 40x60 grid- Or half field. Place 2 mini goals/pug goals on both sides of center circle.

Perform:

Use regulation game rules and allow scrimmage to be as game-like as possible.

Coaching Points:

Head up when dribbling. Close space quickly; slow down just as you approach attacker. Bend run to cut off angle (not directly towards). Stay connected and compact. Force play wide to create opportunities in the central channel. Bend knees and stay on toes. Be patience and use hips to force attacker to make mistake and force to sideline.



Practice session set-ups should be simple and allow continuous movement and more touches on the ball. Make sure to incorporate water breaks in your planning. Remember the more you talk, the less they listen. Keep your coaching points short, relatable, and remember to just let them play!



SKILL DEVELOPMENT

TEACHING SOCCER TECHNIQUES

Soccer players do not automatically know how to execute the various techniques (skills) associated with the game. Even after learning the basic skills, players need instruction on how and when to use the techniques that they have learned in a game situation. Remember that everyone learns and comprehends differently. Some may need instructions more simplified than others.

Our job as coaches is to teach our players the basic techniques and give them the knowledge of the game and confidence in themselves that will help them reach their full potential as soccer players. Here are some tips to help you teach the fundamentals to your players:

1. Explain the importance of the technique. Keep it short and relatable!
 - The players are more willing to want to learn if you tell them how and when the technique fits into a game setting.
2. Give 3 or 4 key points to help the players perform the technique.
 - See Key Points for Teaching Soccer Techniques below for guidelines.
3. Demonstrate the technique.
 - If you are unable to do it, ask one of your better or eager players to do it for you. Correct technique if needed.
4. Organize the team into small groups.
 - Depending upon the technique and the amount of help you have, the smaller the better. Smaller groups allow more interactions and chances with the ball.
5. Practice the technique.
 - Observe the players trying to do the technique. Make sure to explain to them when they would use this technique in an actual game.
6. Make corrections as necessary.
 - Be POSITIVE and try to point out when the technique is being done well; however, you must correct technique that is being done wrong. You can do this without directing your corrections at any particular player. If none of your players can perform the technique, you need to reconsider whether it is appropriate for their age and experience level, or if there is a better way to explain it.
 - Make sure to acknowledge their attempts!



7. Practice game-like situations and conditions.
 - In order to tell if the players can do the technique in a game-like situation, increase the difficulty by adding a defender, making their space smaller, or by speeding up the pace of the activity. Small-sided games work well to show whether a technique has been learned.

TEACH USING PROGRESSIONS

The basic idea in teaching soccer techniques is to start simple and increase the level of difficulty.

1. Start with the simplest elements of the technique. Let the players learn initially without any pressure.
2. Gradually add more elements of the skill.
3. Gradually increase the difficulty level of the activity. Increase difficulty (pressure) by:
 - Increasing the number of players executing the skill in a limited area.
 - Reducing the space available for executing the drill.
 - Specifying the direction the player must move.
 - Adding a passive defender(s) ("shadow defense")- No contact.
 - Adding an active defender(s).
 - Finally, perform the skill in the way it would be used in a game.

Note: You can keep practice/field layouts the exact same but remember to add challenges.

Keeping the same layouts helps player development, encourages initiative (players already know what to do when they arrive to practice and games), reduces anxiety and confusion, helps create smooth sessions, and makes planning easier.



COACHING THE 5U PLAYER

The 5U player should have fun and develop an appreciation for the game of soccer. The major emphasis for the youngest players should be on getting comfortable with the ball while introducing basic techniques. "Coaching" should be kept to a minimum; teach through enjoyable games and exercises. Tactics are not important at this age. Be patient and encouraging!

Listed below are some developmental considerations and techniques which you can reasonably expect to introduce to kids during the season.

DEVELOPMENTAL CONSIDERATIONS: "ME AND MY BALL"

- **Psychological/Cognitive:**
 - Individually oriented (egocentric).
 - Short attention span.
 - Easily bruised psychologically.
 - Perform tasks one at a time.
 - "My Ball" is a commonly used phrase.
 - Limited tactical abilities.
 - Biggest concern is which way to go when they have ball.

- **Physical/Motor:**
 - No sense of pace...will often run until they drop.
 - Running, jumping, skipping, hopping and maintaining balance are not fully developed at this age.
 - Will often fall when changing direction because of high center of gravity.
 - Need multiple breaks during practice and games.

- **Psycho– Social:**
 - Typically this is first exposure to team sport.
 - Need to feel secure in practice and games.
 - Social development is limited.
 - Low interest in team activities.

- **Coaching Consideration:**
 - Give brief directions.
 - Use several short activities.
 - Lots of water breaks.
 - Emphasize confidence and familiarity with the ball (every child needs to have access to a ball for entire session).
 - Give plenty of encouragement and very little criticism or correction.
 - Primary focus is making the seasons so enjoyable that when the child has choices in activities, they continue to choose to play sports.
 - Encourage decision making: "Should I dribble, pass, or shoot".



TECHNIQUE CONSIDERATIONS

Dribbling, Turning

- Techniques
 - Dribbling with inside of foot (R and L).
 - Dribbling with outside of foot (R and L).
 - Dribbling with sole of foot (bottom of foot) (R and L).
 - Running with the ball for speed.
 - Turning with inside of foot (R and L).
 - Turning with outside of foot (R and L).

- Principles
 - Close control in close space.
 - Keep head up to see the ball and the developing play.

Shooting

- Techniques
 - Lace kick with both feet (R & L)- NEVER the big toe!
 - Inside of foot (R & L).
 - One-touch shooting (R and L).

- Principle
 - Accuracy before power.

Passing and Support

- Techniques
 - Inside of foot for passing on the ground (R and L foot).

- Principles
 - Discourage kicking with the toes and outside of the foot.
 - Pass and immediately move to support in an open space.
 - All passes and set-plays should be directed to a teammate and with a purpose. Never just up the field or kicked uncontrolled quickly.

Controlling ("Trapping"/Stopping)

- Techniques
 - Stopping foot with inside of foot (R and L).
 - Stopping ball with sole of foot (R and L).
 - Juggling (at least 1 touch of foot before hitting the ground).



- Principles
 - Use relaxed stance, knees slightly bent.
 - Cushion control is the key.
 - Keep ball close.
 - Never let ball completely stop. Instead, teach a soft touch to the direction you want to dribble, pass, or shoot.

Defending

- Techniques
 - Staying goal-side.
 - Challenging (attacking the ball).
 - Clearing (getting the ball out of the goal area and to a teammate). No aerial balls at this age (nothing above the waist).
 - Shielding ball to:
 - Keep opponents from getting ball.
 - Wait for help if no options available.
- Principle
 - Decrease space and time (for the opponent).
 - Force the opponent away from the goal and to a sideline.

Positions and Systems of Play

- Techniques
 - Attackers (scoring goals).
 - Defenders (stopping goals).
- Principles
 - All positions have both offensive and defensive responsibilities.
 - Players must learn to recognize when direction of play changes.
 - Teach players to play away from traffic and out of danger.

Creating and Exploiting Space on the Attack

- Techniques
 - Spreading out, side to side and end to end.
 - Crossing the ball to open spaces or teammates.
 - Passing in triangles.
- Principles
 - Team has possession of the ball- spread out.
 - Opponent has possession of the ball- come together to decrease space for opponents.
 - Share the ball, find space.



Restarts and Set Plays

- Techniques
 - Kickoffs
 - Throw-ins
 - Goal kicks
 - Corner kicks
 - Drop balls (between and 2 players from opposing teams)
 - Indirect kicks
- Principle
 - Possession is everything on restarts.
 - If you lose possession, the goal is to get the ball back quickly.

SKILL DEVELOPMENT TECHNIQUES (CUES): PRACTICE ALL FOOT SKILLS WITH BOTH RIGHT AND LEFT FEET!

Inside of the Foot Pass

- Planted foot- the non-kicking foot should be beside the ball (give some space between the ball to keep from tripping or kicking self).
- Hips open- “Open the gate” with the kicking foot.
- Ankle locked- “Make a fist with your foot” with the kicking foot.
- Striking the middle of the ball- “Hit the nose of the ball”.
- Follow through (contributes to direction and pace of the pass)- continue running in the direction of your kick.

Receiving a pass

- Move toward the ball (don’t wait for it to come to you).
- Use inside of the foot to cushion the received pass- the open hip absorbs the force from the ball.
- Ball should not be stopped completely, but under close control. Push ball slightly forward to set up for next decision.

Dribbling

- Small controlled steps ... ball should be kept approximately 2-3 feet in front of you.
- Short strikes on the ball with either the inside, outside, laces, or sole of the foot (softly and not with the toe).
- Look up frequently to establish eye contact and look for open space.
- Change speed and direction to avoid traffic, opponents, or running in to others- “Head on a swivel”.



Shielding

- Defensive Stance (“Surfer Boy/Girl” stance)
 - Legs bent.
 - Chest slightly over knees/ball.
 - Legs wide.
 - Bounce on balls of feet- for quick transitions.
 - Arms out for balance (bent and strong like iron arms).

Shooting

- Lace striking
 - Head down.
 - Ankle locked with foot pointing downward at the toe.
 - Chest over the ball.
 - Strike the ball with the laces of the shoe.
 - Follow through- run through the shot.
- Inside Striking
 - Similar to passing but instead player is aiming for goal.
- Accuracy before power (avoid shooting directly at the goalkeeper)- shoot for sides of goals not the middle.

Throw-ins

- Ball MUST go directly over the head.
- Both hands must remain on the sides of the ball.
- Both feet must be on the ground (not necessarily flat; it is permissible to drag the toe of the trailing foot).
- As soon as ball is released, player should get back onto the field (often to receive a return pass).

"Trapping" (Settling or Controlling)

- Controlling the ball using any legal part of the body (NO HANDS).
- The controlling surface must "give" on contact to cushion the ball.
- Ball should stay close to the player (not bounce far away).
- If using a chest trap, bend the body backward slightly so the ball rolls down onto the ground at the feet.
- If using a thigh trap, bend and raise knee to meet the ball, once contact is made knee should point down to ground to bring ball down.



BY THE END OF THE SEASON, THE PLAYER SHOULD BE CAPABLE OF:

1. Handling the ball with at least one foot and both hands.
2. Perform a throw in.
3. Running, jumping, dribbling, and stopping with and without the ball.
4. Shoot with the laces or inside of the foot (not the toe).
5. Perform an indirect kick, goal kick, corner kick, and kick off.
6. Pass and receive a pass.



COACHING THE 7U PLAYER

The 7U player should have fun and develop an appreciation for the game of soccer. The major emphasis for the youngest players should be on getting comfortable with the ball while introducing basic techniques. "Coaching" should be kept to a minimum; teach through enjoyable games and exercises. Tactics are not important at this age but can begin to be introduced. Be patient and encouraging!

Listed below are some developmental considerations and techniques that you can reasonably expect to introduce to kids during the season.

DEVELOPMENTAL CONSIDERATION: "ME AND MY PARTNER"

- **Psychological/Cognitive:**
 - Attention span a bit longer than U-6 but still limited.
 - Developing an ability to form a rule structure.
 - Still has limited ability to concentrate on more than one task at a time.
 - Beginning to understand the relation between time and space.
 - Effort is synonymous with performance for them; if they feel they tried hard, they feel they have performed well.

- **Physical/Motor:**
 - Bones still growing; growth plates are near joints. (Be aware of possible injuries to those areas).
 - Still lack sense of pace; will run till they drop.
 - Improved coordination from U-6, but physical immaturity is still obvious.
 - Boys and girls are still similar in physical development.
 - Beginning to develop physical confidence.

- **Psycho-Social:**
 - Beginning to understand cooperative play and are more inclined towards group activities.
 - High need for approval from adults.
 - Easily bruised psychologically; negative comments carry great weight.
 - Intrinsically motivated; play because it is "fun" and for their own enjoyment.
 - Increased desire for social acceptance.
 - Beginning to develop a team identity.

- **Coaching Consideration:**
 - Mixture of individual and partner activities; more activities designed for one ball and 2 players.
 - Introduce target games and maze-type games.
 - Conclude each session with small-sided games 3v3 or 4v4.
 - Introduce easy/simple tactics or team concepts.
 - Coach should focus on players relationship with the ball...to want it, how to find it, how to deal with it, feel comfortable with it, keep it close, etc.



TECHNIQUE CONSIDERATIONS

Dribbling, Turning

- Techniques
 - Dribbling with inside of foot (R and L).
 - Dribbling with outside of foot (R and L).
 - Dribbling with sole of foot (bottom of foot) (R and L).
 - Running with the ball for speed.
 - Turning with inside of foot (R and L).
 - Turning with outside of foot (R and L).
- Principles
 - Close control in close space.
 - Keep head up to see the ball and the developing play.

Shooting

- Techniques
 - Lace kick with both feet (R & L)- NEVER the big toe!
 - Inside of foot (R & L).
 - One-touch shooting (R and L).
- Principle
 - Accuracy before power.

Passing and Support

- Techniques
 - Inside of foot for passing on the ground (R and L foot).
- Principles
 - Discourage kicking with the toes and outside of the foot.
 - Pass and immediately move to support in an open space.
 - All passes and set-plays should be directed to a teammate and with a purpose. Never just up the field or kicked uncontrolled quickly.

Controlling ("Trapping"/Stopping)

- Techniques
 - Stopping foot with inside of foot (R and L).
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 - Juggling (at least 1 touch of foot before hitting the ground).



- Principles
 - Use relaxed stance, knees slightly bent.
 - Cushion control is the key.
 - Keep ball close.
 - Never let ball completely stop. Instead, teach a soft touch to the direction you want to dribble, pass, or shoot.

Defending

- Techniques
 - Staying goal-side.
 - Challenging (attacking the ball).
 - Clearing (getting the ball out of the goal area and to a teammate). No aerial balls at this age (nothing above the waist).
 - Shielding the ball. Defensive Stance (“Surfer Boy/Girl” stance).
 - Keep opponents from getting ball.
 - Wait for help if no options available.
- Principle
 - Decrease space and time (for the opponent).
 - Force the opponent away from the goal and to a sideline.

Positions and Systems of Play

- Techniques
 - Attackers (scoring goals).
 - Defenders (stopping goals).
- Principles
 - All positions have both offensive and defensive responsibilities.
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- Techniques
 - Spreading out, side to side and end to end.
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 - Passing in triangles.



- Principles
 - Team has possession of the ball- spread out.
 - Opponent has possession of the ball- come together to decrease space for opponents.
 - Share the ball, find space.

Restarts and Set Plays

- Techniques
 - Kickoffs
 - Throw-ins
 - Goal kicks
 - Corner kicks
 - Drop balls (between and 2 players from opposing teams)
 - Indirect kicks
- Principle
 - Possession is everything on restarts.
 - If you lose possession, the goal is to get the ball back quickly.

SKILL DEVELOPMENT TECHNIQUES (CUES): PRACTICE ALL FOOT SKILLS WITH BOTH RIGHT AND LEFT FEET!

Inside of the Foot Pass

- Planted foot- the non-kicking foot should be beside the ball (give some space between the ball to keep from tripping or kicking self).
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Receiving a pass

- Move toward the ball (don’t wait for it to come to you).
- Use inside of the foot to cushion the received pass- the open hip absorbs the force from the ball.
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Dribbling

- Small controlled steps ... ball should be kept approximately 2-3 feet in front of you.
- Short strikes on the ball with either the inside, outside, laces, or sole of the foot (softly and not with the toe).
- Look up frequently to establish eye contact and look for open space.
- Change speed and direction to avoid traffic, opponents, or running in to others- “Head on a swivel”.

Shielding

- Defensive Stance (“Surfer Boy/Girl” stance)
 - Legs bent.
 - Chest slightly over knees/ball.
 - Legs wide.
 - Bounce on balls of feet- for quick transitions.
 - Arms out for balance (bent and strong like iron arms).

Shooting

- Lace striking
 - Head down.
 - Ankle locked with foot pointing downward at the toe.
 - Chest over the ball.
 - Strike the ball with the laces of the shoe.
 - Follow through- run through the shot.
- Inside Striking
 - Similar to passing but instead player is aiming for goal.
- Accuracy before power (avoid shooting directly at the goalkeeper)- shoot for sides of goals not the middle.

Throw-ins

- Ball **MUST** go directly over the head.
- Both hands must remain on the sides of the ball.
- Both feet must be on the ground (not necessarily flat; it is permissible to drag the toe of the trailing foot).
- As soon as ball is released, player should get back onto the field (often to receive a return pass).



"Trapping" (Settling or Controlling)

- Controlling the ball using any legal part of the body (NO HANDS unless you are the goalie) *Note: There are no goalies in 5U or 7U.*
- The controlling surface must "give" on contact to cushion the ball.
- Ball should stay close to the player (not bounce far away).
- If using a chest trap, bend the body backward slightly so the ball rolls down onto the ground at the feet.
- If using a thigh trap, bend and raise knee to meet the ball, once contact is made the knee should point down to ground to bring ball down.

BY THE END OF THE SEASON, THE PLAYER SHOULD BE CAPABLE OF:

1. Handling the ball with at least one foot and both hands.
2. Perform a throw in.
3. Running, jumping, dribbling, and stopping with and without the ball.
4. Shoot with the laces or inside of the foot (not the toe).
5. Perform an indirect kick, goal kick, corner kick, and kick off.
6. Pass and receive a pass.
7. Work cooperatively with a partner.
8. Dribble while changing directions.
9. Trap the ball with foot, thigh.
10. Spatial awareness.



COACHING THE 9U PLAYER

The 9U player should continue to have fun and develop an appreciation for the game of soccer while building on skills learned at the 7U level. Tactics are important at this age as they can begin to work as a team on a larger pitch. Keep challenges fun and relatable.

DEVELOPMENTAL CONSIDERATION: “THE START OF US”

- **Psychological/Cognitive:**
 - Ability to remember and follow more complex instructions.
 - Ability to focus longer and stay on task.
 - Beginning to think in advance of or anticipate, the ball.
 - Better understanding of moving both with the ball and without the ball.
 - Developing a sense of pace.

- **Physical/Motor:**
 - Making huge gains in strength, endurance, balance and power.
 - Can be large differences in size as some children grow much faster.
 - Begin to see some significant differences between genders.
 - Increased coordination and ability to perform more difficult task.

- **Psycho– Social:**
 - Increased peer attachment and need to belong.
 - Some becoming more serious about playing and with whom they play.
 - Pressure generated by peers is significant.
 - Association with team becomes more important.
 - The coach takes on increased significance.
 - Egos are sensitive.

- **Coaching Consideration:**
 - Mixture of individual, partner and small group activities.
 - More activities designed for 1 ball and 4 players.
 - Encourage players to be creative and take risks.
 - Ask their input----They will tell you how things are going.
 - Introduce more complex games that require players to solve “problems”.
 - End each practice with small sided scrimmages 4v4, 5v5, 6v6.
 - Take great care in maintaining a positive team culture.
 - Keep the focus on process and performance rather than outcome of games.
 - Although winning is not the main focus, keep in mind it is easier to “win games” at this age group with teams that are “organized” but lack skill....the skillful approach can result in losing games in the short term but creates creative, skillful players in the long run.



TECHNIQUE CONSIDERATIONS

General

- See 5U & 7U for basic skill technique development.
- Play ALL positions. Teaching players in play in all positions, increase their overall understanding of the sport.
- Get open and call for the ball. Don't stand in one place waiting on the ball.
- Look and listen for passing opportunities.
- Pass and move to an open space to create opportunities to receive a pass or draw a defender.
- Work to build and maintain triangles - the basic structure for passing and support.
- Never steal the ball from teammates.

Team Offense

- Maintain possession of the ball. Don't play kick ball.
 - Dribbling to beat an opponent and to keep possession.
- Keep the offense wide in order to spread (and weaken) the opponents' defense and to create space for scoring opportunities.
- Decide to pass, dribble, or shoot before getting the ball.
- Finish attacks with shots on goal. Follow your shot!
 - Finishing with all parts of the body (except for headers).

Team Defense

- Support and communication are critical.
- Pressure opponents to decrease their "comfort zone".
- Delay opponents' attack when your team first loses possession to enable a recovery.
- Mark "goal-side" to defend against shots on goal. (i.e., Defender is between an attacker and their own goal)
- Mark tighter as you get closer to your goal. Close the possible paths opponents have to the goal.
- Concentrate defense in front of the goal as the ball approaches your goal (limiting space available for goal shots) and direct ball away from goal. Never to the middle!
- Offside tactics and space consideration.
- Marking responsibilities and zonal coverage.
- Tackling- winning ball from opponent.



Kick Off (Note that the "long boot" is strongly discouraged!)

- Short pass and dribble: Between the 2 players performing the kick-off. Player 1 passes to player 2, and then player 2 dribbles in to space. Player 1 moves to find open space once ball has been passed.
- Short pass and pass back (triangle): Between the 2 players performing the kick-off and a player in center field. Player 1 passes to player 2, player 2 then passes to player 3, and player 3 dribbles in to space or passes to another teammate. Player 1 and 2 look to find open space once they have passed the ball.
- Short pass and long pass: Between the 2 players performing the kick-off and a player in close to the sidelines. Player 1 passes to player 2, player 2 then passes out wide to player 3, and player 3 dribbles in to space or passes to another teammate. Player 1 and 2 look to find open space once they have passed the ball.

Throw-in

- Throw to an open teammate if possible (first look for the farthest unmarked player).
- Throw toward the other team's goal.
- Throw down the touchline.
- Take throw-ins quickly (before the defense can set up) but always under control.
- Thrower should re-enter the field quickly to be open for a return pass.

Goal Kick

- Pass the ball to an open teammate or to the sidelines.
- Avoid kicking the ball across the front of your goal or down the middle of the field.
- Have a defender take goal kicks while the goalkeeper maintains position to guard goal.

Free Kick

- Close to goal, direct - shoot!
- Close to goal, indirect - short pass and shoot.
- Far from goal - big kick toward the front of the opponents' goal.
- Kickers should always follow their kick and teammates should always crash the goal.

Corner Kick

- Big kick (ground or aerial) into the opponents' goal area.
- Short pass and dribble or cross.



TACTICAL CONSIDERATIONS

Defense

- *Last Defender(s)- Formerly known as “Sweeper”*
 - **DEFENDING: Opponent has possession of the ball.**
 - Play behind, even, and in front of the back line.
 - Organize the team defensively, communication.
 - Establish and control the line and rate of defensive retreat.
 - Offside tactics and space consideration.
 - Positional play in reference to the ball and players.
 - Marking responsibilities and zonal coverage.
 - Provide cover and balance.
 - Stepping up to close players down, playing numbers up and down in the defense.
 - **ATTACKING: Team has possession of the ball.**
 - Play as a free player to penetrate with or without the ball.
 - Play as a support player for the players in advance of the ball to change the point of attack and dictate or change the rhythm of the game, and to play out of the back.
 - Play as a counterattacking player to start counter attacks.
- *Center Backs*
 - **DEFENDING: Opponent has possession of the ball.**
 - Marking responsibilities, starting positions in relation to the ball and movement of players, denying, containing, and winning the ball.
 - Proper angles of recovery appropriate to the ball on the field and the attacking players as a whole.
 - Man to man marking, zonal and combination coverage.
 - Offside tactics and space usage.
 - Providing cover and balance.
 - Controlled aggression in tackling and closing players down, picking moments when to win the ball.
 - Defending numbers up and down and in transition.
 - **ATTACKING: Team has possession of the ball.**
 - Distribution of the ball, long and short.
 - Support for players in advance of the ball.
 - Establish width in the attack.
 - Win ball and play forward quickly.
 - Flank play to play into the attack as a wide midfielder or winger by overlapping.



- Play off side of the ball in attack, team shape.
- Be dangerous on restarts.
- *Outside Backs*
 - ***DEFENDING: Opponent has possession of the ball.***
 - Deny penetration on the flank, 1v1, numbers down.
 - Positional play depending on the movement of the ball and players and the defensive scheme and system of play for the team.
 - Provide cover and balance to the other defenders and the midfield players.
 - Tracking of players and recovery runs into spaces where the attack is most dangerous.
 - Marking responsibilities when players come into your defensive zones or passed on from the central defenders.
 - ***ATTACKING: Team has possession of the ball.***
 - Provide an early outlet after the ball is won, provide width in the attack.
 - Establish self in the attack when necessary.
 - Play as a flank player, wide midfielder, or winger in the attack, on the ball or without the ball.
 - Maintain team shape in the attack on the side of the ball and away from the ball.
 - Provide support both behind the ball and in advance of the ball.
 - Play ball forward immediately upon winning the ball to start transition.

Midfield

- *Group Defending*
 - ***DEFENDING: Opponent has possession of the ball.***
 - Transition to get goal side of the ball, recovery runs, and positioning.
 - Delay the attacking progress, and winning the ball when appropriate and zonally pressuring in pockets as dictated by the team's style of play.
 - Provide pressure, cover, and balance.
 - Man to man, zonal and combination defensive play.
 - Win 1v1 duels.
 - Changing the rhythm of play defensively by pressing.
 - ***ATTACKING: Team has possession of the ball.***
 - Link the play from the back to the front.
 - Support in advance and behind the ball.
 - Create width in the attack.
 - Create space for self and others to attack.



- Penetrate with and without the ball.
 - Changing the point of attack and the rhythm of play.
 - Finishing, long range shooting.
- *Defensive Midfielders*
 - **DEFENDING: Opponent has possession of the ball.**
 - Organize the players, communication to midfielders and forwards.
 - Provide cover to pressuring defensive players in the midfield.
 - Provide balance in the midfield.
 - Marking responsibilities.
 - Specific marking responsibilities vs. opposing attacking midfielders.
 - Zonal play.
 - Delay to attack playing numbers down in defense.
 - Play numbers up in defense.
 - Tracking down players.
 - Skillful in the air and at tackling.
 - Ability to win 1v1 battles.
 - **ATTACKING: Team has possession of the ball.**
 - Support in advance of the defenders.
 - Support behind the midfielders and forwards.
 - Penetration with and without the ball.
 - Changing the point of attack and the rhythm of play.
 - Finishing and long range shooting.
- *Flank/Outside Midfielders*
 - **DEFENDING: Opponent has possession of the ball.**
 - Defend the flank 1v1, numbers up and down.
 - Recovery runs.
 - Understand man to man, zonal, and combination defending.
 - Provide pressure, cover, and balance, in the defensive scheme of play.
 - Tracking down players.
 - Ability to win 1v1 duels.
 - Skillful in the air and at tackling.



- ***ATTACKING: Team has possession of the ball.***
 - Ability to play on the entire flank: fitness level.
 - Ability to play wide.
 - Establish width in the attack.
 - Create space for self and others with and without the ball.
 - Ability to penetrate with and without the ball, combination play.
 - Ability to support in advance and behind the other players and the ball.
 - Ability to serve the ball effectively from the flank.
 - Crossing.
- ***Playmaking/Center Midfielders***
 - ***DEFENDING: Opponent has possession of the ball.***
 - Support in advance of the ball.
 - Support behind the ball.
 - Availability to make the game, angles, and distances in support, vision.
 - Penetration with and without the ball.
 - Ability to create space for self to play.
 - Dictate rhythm of the game, changing the point of attack.
 - ***ATTACKING: Team has possession of the ball***
 - Play in advance of the other midfielders and support to the forwards.
 - Penetration with and without the ball.
 - Support in advance and behind the ball.
 - Finishing and long range shooting.

Offense

A. Strikers/Forwards

- ***DEFENDING: Opponent has possession of the ball.***
 - Pressing.
 - Close down the space of the central defending players.
 - Force the opponent's defensive line to push up.
 - Stretch the defense lengthwise.
 - Create space for others central.
- ***ATTACKING: Team has possession of the ball.***
 - Support in advance of the ball.
 - Ability to penetrate with and without the ball.
 - Timing of runs to get behind defense and then support the ball.
 - Ability to create space for self and others.



- Team Shape and ability to pull the defense apart.
- Quick finishing/scoring.
- Diagonal runs to the flanks to pull apart defense and gain position to score.
- Bending runs to free oneself of opponents and gain position to score.
- Availability to play with other players in combination.
- 1v1 ability to beat opponents with and without the ball.

BY THE END OF SEASON, THE PLAYER SHOULD BE ABLE TO:

1. Be comfortable with the ball- increased ball control.
2. Increased confidence making decisions individually and in small groups.
3. Basic goal keeper skills learned.
4. Increased form and accuracy of kicks.
5. Attempt serving and receiving aerial balls.
6. Understand basic offensive and defensive tactics.
7. Use both sides of body (left and right).



COACHING THE 11U & 14U PLAYER

Coaching the 11U and 14U groups are similar. While the 11U still needs more help with learning and development, the 14U should practice and understand all aspects of the game. Please see sections regarding 5U-9U for technique and tactic considerations.

DEVELOPMENTAL CONSIDERATION: THE DAWN OF TACTICS: “US”

- **Psychological/Cognitive:**
 - Able to perform more complex tasks.
 - Players able to use abstract thought to solve problems in the game.
 - Usually eager to learn.
 - Should be able to think while running and striking the ball.
 - Internally motivated.

- **Physical/Motor:**
 - Coordination improves.
 - Strength and power become significant part of their performance.
 - Has the ability to strike the ball a good distance with confidence in it’s direction.
 - More confidence with the ball above their waist, body traps and headers become a part of their game.
 - Skills as goalkeeper being to be developed.
 - Players need to properly warm-up and stretch---strains and muscle pulls are common otherwise.
 - Significant differences in genders.

- **Psycho– Social:**
 - Acceptance by teammates is critical.
 - How they feel about themselves effects how they relate to their teammates.
 - Playing too much and feeling like they don’t have a choice in the matter can lead to burn out and drop out.
 - Rules and agreements created within the team group can help maintain a positive and effective learning environment.
 - Try to hand over leadership and ownership of the team to them.
 - Egos are sensitive.

- **Coaching Consideration:**
 - Players need opportunity for individual, partner, small group and whole team practice.
 - More activities that allow tactical concepts to be practiced. (1 ball for 4 to 8 players.)
 - Small sided games allow for the most development and greatest learning tactical concepts.
 - Allow 20 minutes at end of practice for unstructured play (scrimmages).



BY THE END OF SEASON, THE PLAYER SHOULD BE ABLE TO:

1. Be comfortable with the ball under pressure.
2. Use proper side (left or right) when receiving the ball, dribbling, striking and tackling.
3. Develop increased power and accuracy in the kick.
4. Develop confidence in heading the ball.
5. Increased understanding the use of combinations around ball (ex. 1v2).
6. Understand transitioning from defensive to offensive tactics.
7. Use multiple surfaces of the body for ball control.
8. Perform and receive aerial balls with control.
9. Confidence with individual and team decision-making.



COACHING THE GOALKEEPER

Goalkeeping can be scary to many young players. Coaches should encourage all players to practice goalkeeping. For the younger age groups, keepers should be rotated frequently. Keeping a player in goal for long periods prevents them from being around the ball and getting the touches that a player needs in order to develop. It's important to understand that the keeper on a dominating team can get bored, and the keeper on a team that is conceding plenty of goals can get discouraged. At the U14 level, goalkeepers are ready to go the distance if that's their desire. However, many talented keepers are also good field players, and giving them some time in the field will keep them happy, help them learn to read the game, and give the other keepers valuable experience. To raise the confidence of players and to help encourage them to take stints in the goal, you should incorporate some throwing and catching games into the practice.

TECHNIQUE CONSIDERATIONS

Technical Functions

- Shot stopping and ball handling: on ground, below waist, above waist, diving, tip overs, parrying, catching and holding, body position.
- Crosses: catching, boxing one and two handed, attacking the ball, body position, jumping technique.
- Distribution: throwing, bowling, kicking, punting, and drop-kicking.
 - *Note:* Punting & drop-kicking are only allowed in 11U & 14U groups.
- Break away technical aspects.
- Receiving with all parts of the feet and all parts of the body.
- Passing in the air, on the ground, and striking the ball for distance.

Tactical Application of Technique

- *Tactical Functions: Defensive*
 - Organization of the defense.
 - Playing as a last defender, providing cover and balance.
 - Starting positions in reference to the movement of the ball, pressure on the ball, athletic ability, and movement of players.
 - Distribution as the first attacker and as a support player in the back.
 - Ability to close down players on a breakaway and cut down shooting angles.
 - Range of the goalkeeper in the box to handle crosses and come off the line.
- *Tactical Functions: Attacking*
 - Support player, ability to change the point of attack in order to relieve pressure and keep possession.
 - Distribution to be the first attacker.
 - Transition from defending to attacking.



SKILL DEVELOPMENT TECHNIQUES (CUES): PRACTICE ALL FOOT SKILLS WITH BOTH RIGHT AND LEFT HANDS AND FEET!

Set (Ready) Position:

- Balanced, weight equally distributed on both feet.
- Heels off ground, shoulders forward, elbows in front of body.
- Hands relaxed in front of body. Ready to grab the ball.
- Toes, hips, shoulders square to ball

Footwork:

- Short quick steps (shuffle) when ball is close to shooter, shot is imminent.
- Longer sprinting steps to cover space when ball is “out of touch”.
- Match rhythm of shooter to get set.

Handling:

- Shape hands to ball.
- Keep ball where you can see it (in front of body line), eyes fixed on ball.
- Early footwork to get as much body behind the ball as possible.
- Low ball: hands under ball, pinkies together, forearms parallel.
- Chest height: hands reach slightly over ball, thumbs behind ball, look thru forearm window.
- High Ball: hands reaching slightly over ball, use leg to drive into the air, catch above head height.
- Tuck ball away “hug ball” when a late hit by opponent is likely.

Diving:

- Keep hands in front of body, small lateral step or shift to the side ball is shot.
- Collapse or extend knee depending on distance that needs to be covered.
- Use contour catch to hold ball, flatten hands to parry and push wide.
- Land on your side – not your stomach or back, get elbow out of the way.
- Ball breaks fall, hands to ground first – not knee, hip, or elbow.
- Top leg keeps hips squared up and allows momentum for re-stand.
- Bottom hand to parry shoulder height or lower, top hand to parry above shoulder height.



Basic Positioning for Shot Stopping:

- Position between center of the goal and ball.
- Ball within shooting distance but well out of penalty box – able to cover space over top of your head.
- Ball within shooting distance in/around penalty box – more aggressive with coming out of goal to cut angle of the shooter (make goal smaller).
- Positioning will depend abilities of shooter (strength, accuracy, technical skill) and abilities of goalkeeper (ability to cover space behind and to side of them.)

Basic Communication:

- “KEEPER” notifies team/opponent that GK is leaving goal to intercept the ball.
- ‘AWAY’: GK is NOT leaving goal to intercept ball and defenders should win/clear ball.
- Communication needs to be early, specific, and confident.
- Use field marks or other physical mark to an action when directing teammates.

BY THE END OF SEASON, THE PLAYER SHOULD BE ABLE TO:

1. Be comfortable with the ball under pressure.
2. Confidence with individual and team decision-making.
3. Attacking balls within the goal area.
4. Blocking shots.
5. Collecting balls on the ground.
6. Collecting balls in the air.
7. Use proper grips to catch the ball- in air and on the ground (Basket and Diamond)
8. Increased footwork.
9. Diving (introduced for 9U but not required).
10. Punching the ball (defensive clear).
11. Distributing the ball to a teammate- rolling and throwing.
12. Punting the ball (11U and 14U only) to a teammate.



GAMES

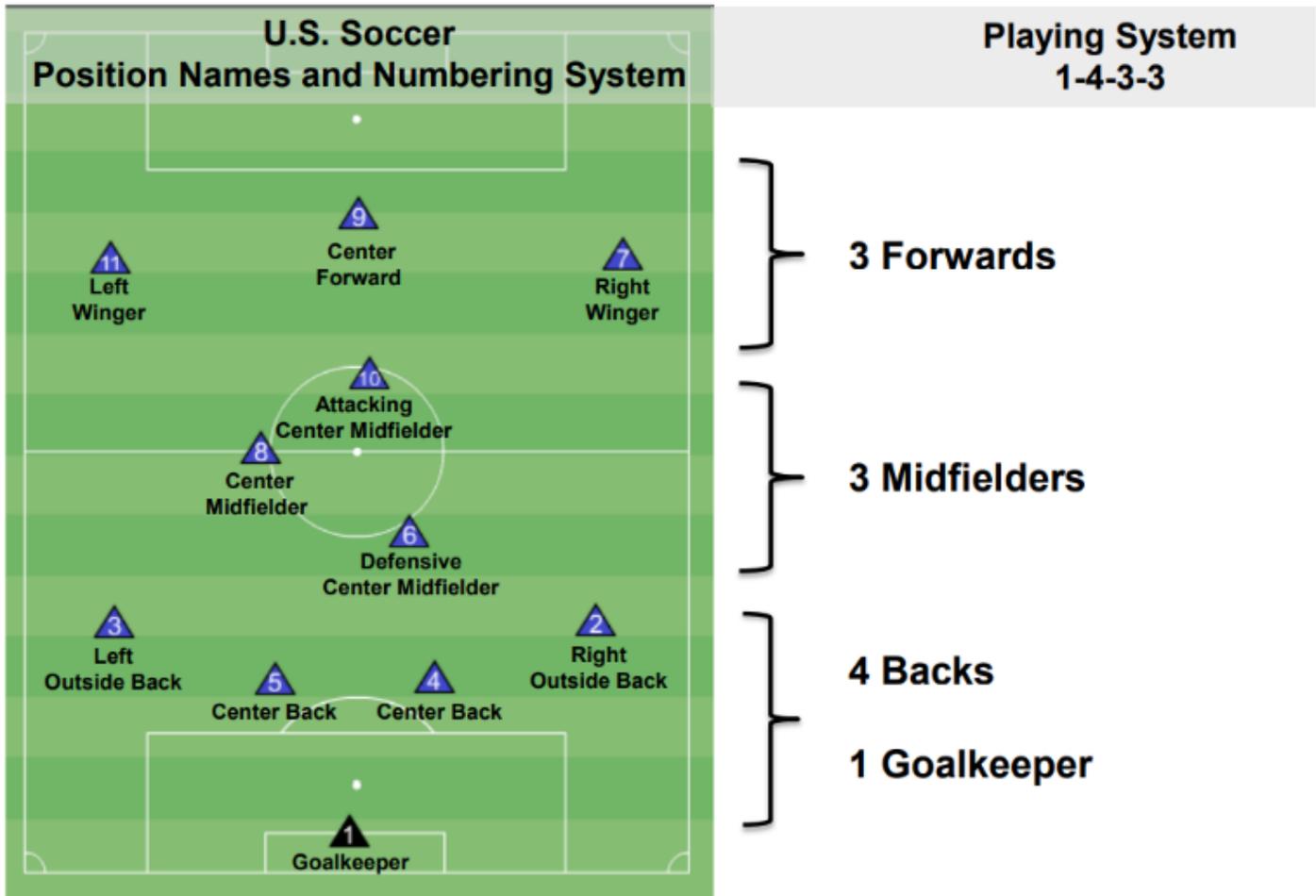
Game time should be a fun, exciting experience that allows the players to freely play and practice all the things they have been learning. For some players who have never played or are playing against kids they don't know, they may be a bit nervous before the first game. Be patient, kind, and reassuring.

Other Important Things to Consider for Game Time Are:

- Letting families know how early to show up for a game...30 min prior? 15 min prior?
- What warm-up activities will you have your team do before a game? You will want them to get moving and ready to play, especially if the weather is chilly or wet.
- Coach the players around the ball, not the person with it. By coaching the players without the ball, you are teaching the team to play the empty spaces, support their teammates, and to not get “sucked in” to the ball which will create more opportunities for your team.
- Making sure families and players know what behaviors are acceptable on the sidelines and in the game: cheering for both teams, no negative comments, no coaching from the sidelines, good sportsmanship. Understand that the players and families will follow your example of behavior.
- Make sure to let your players know to listen to yours and their teammates' instructions. Remind parents that coaching from the sides lines causes too much confusion and frustration for the players.
- Remind your team about the purpose of the game? Winning isn't the most important part of the game....learning and having fun is.
- Have a plan for keeping track of player play time and rotation.
- Remember the developmental stage your players are in. Don't get angry or visibly frustrated when players are struggling with skills, instead guide and support them in a positive tone.
- Don't get frustrated when they don't listen or understand. Stay positive and keep instructions short and simple.
- Make sure all players are allowed to play in all areas of the field. No player should be labeled an “offensive” or “defensive” player at this level. Players benefit more from understand all positions on the field.
- Set a post-game routine be. A brief meeting/reflection about what they did well on and what they can improve on. Ask them individually as well as a team.
- Try to be consistent; your players will look forward to whatever you do. The goal is to end the day with a positive message.
- LET THEM PLAY! Keep instructions short and let them figure things out as a team. Players must learn to think for themselves. Too many instructions takes away from the players ability to express themselves and doesn't allow the opportunity for team cohesion.



PLAYER POSITIONS



For more formation about formations, please visit <https://themastermindsite.com/>.



POSITION ROLES



LEFT WINGER: This position defends like other defensive backs but is a more offensive position. They play wide on the left while running up and down the field (closest to the sidelines). Main role is to stretch the field to open the center for more offensive opportunities.



RIGHT WINGER: This position defends like other defensive backs but is a more offensive position. They play wide on the right while running up and down the field (closest to the sidelines). Main role is to stretch the field to open the center for more offensive opportunities.



FORWARD: Also known as central forward or striker, this position's primary role is stay nearest the goal and score. They apply pressure to opposing defenders and capitalize on their mistakes.



ATTACKING CENTER MIDFIELDER: Also known as second forward, sits between the midfield and the offensive line. They must know how to score goals and dribble well to avoid the opponent's defenders. They direct the ball and creating scoring opportunities.



CENTER MIDFIELDER: Typical role is to control the center of the field and distribute the ball to other players. When on the attack, they often take long shots on goal to help the offense. To fit a team's strategy, they will sometimes line up with the Defensive Midfielder in a more defensive position or with the Attacking Midfielder in a more offensive formation.



DEFENSIVE CENTER MIDFIELDER: They play directly in front of the center backs. They are responsible for keeping the ball outside of the defensive center. This position acts as an additional defender or attacker throughout the game.



CENTER BACK: Also known as the central defender, sweeper/stopper, this position controls the middle area in front of the goal. These players are the last line of defense before the goalkeeper. Their job is to sweep up any balls that get past the midfield or defensive backs. While they typically stay behind the other defenders, they can also help take the ball up the field in an offensive push.



LEFT OUTSIDE BACK: Rear defender on the left side of the field, also referred to as left defender or outside fullback. They usually play wide to protect the sides of the field, but they can also assist with protecting the center as needed. These players will often move up and down the field to help with offensive plays.



RIGHT OUTSIDE BACK: Rear defender on the right side of the field, also referred to as right defender or outside fullback. They usually play wide to protect the sides of the field, but they can also assist with protecting the center as needed. These players will often move up and down the field to help with offensive plays.

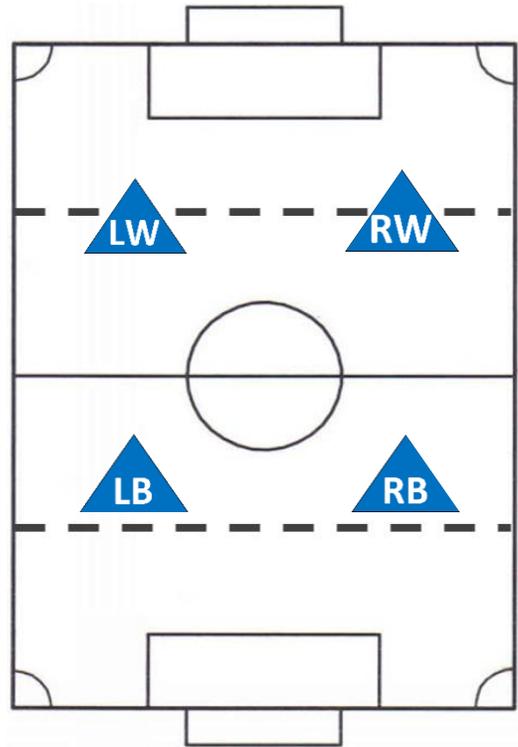
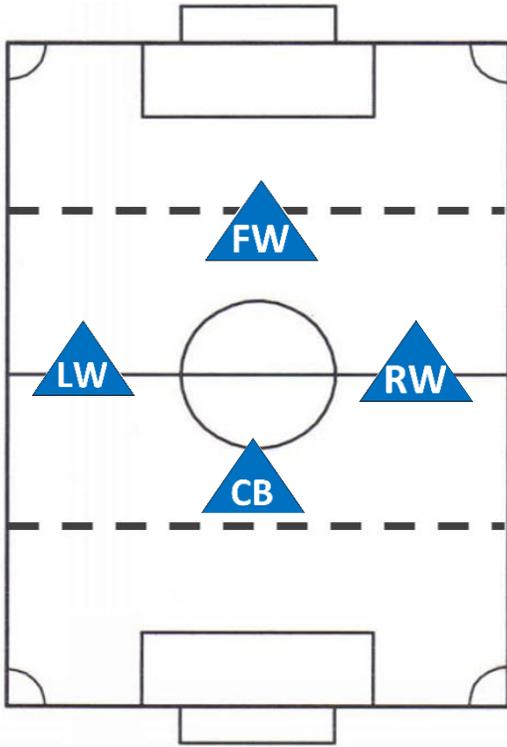


GOALKEEPER: Usually the last line of defense to stop the opponent from scoring, this player protects the net.

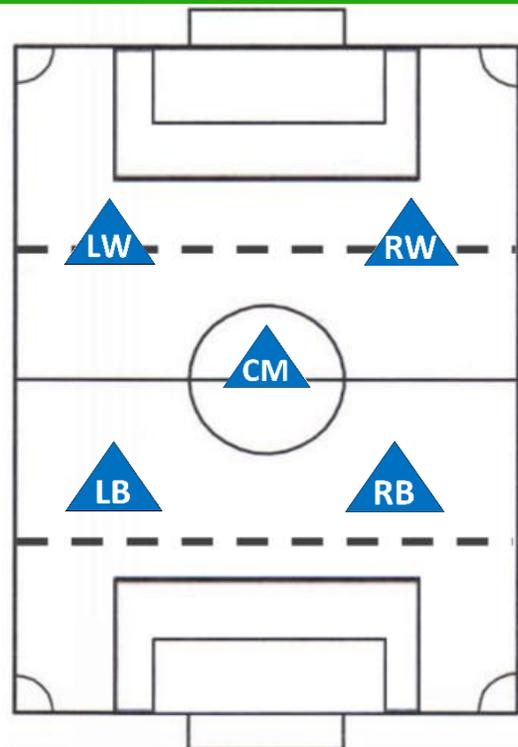
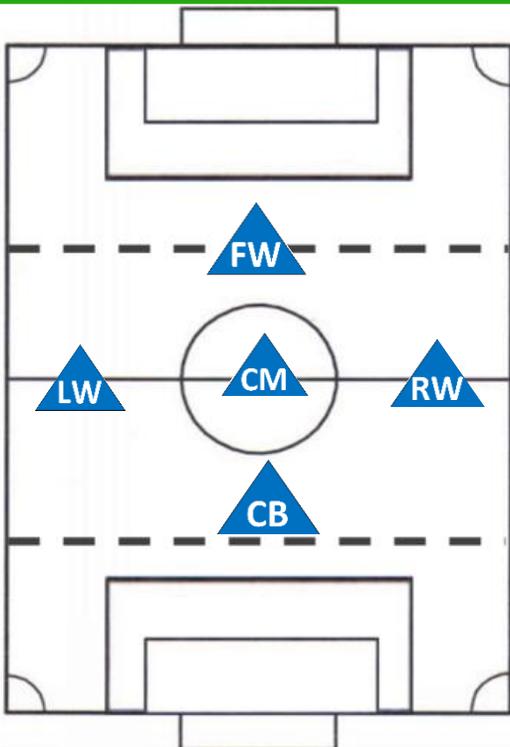


COMMON GAME FORMATIONS

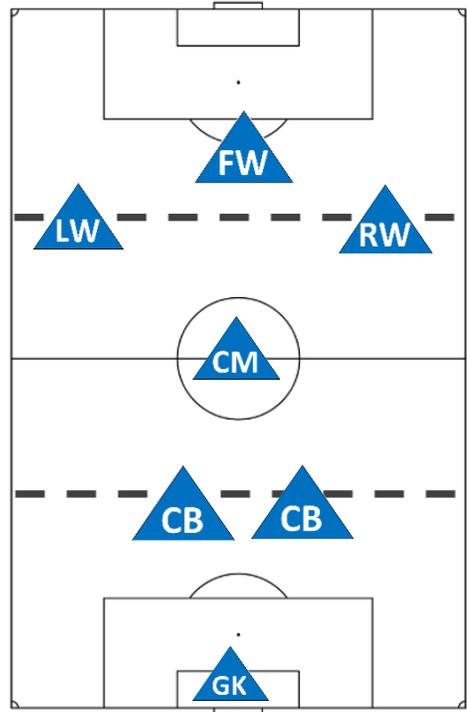
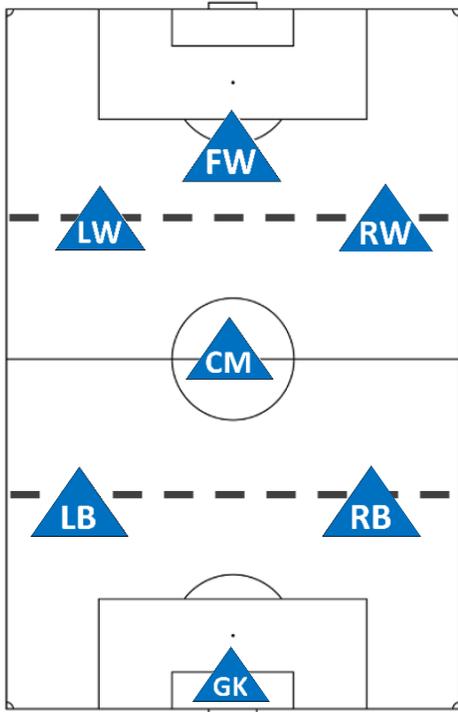
5U: 4v4 Formation



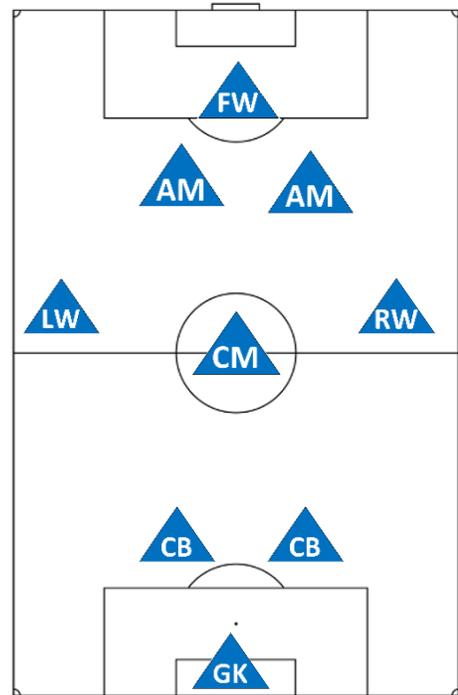
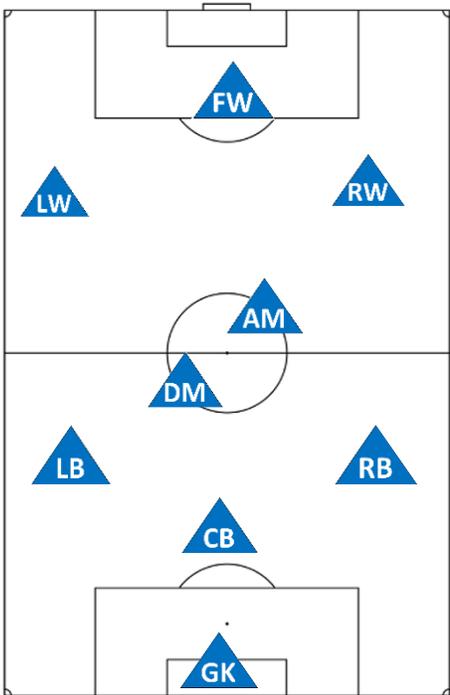
7U: 5v5 Formation



9U: 7v7 Formation



11U: 9v9 Formation



14U: 11v11 Formation



Note: Formation sizes for the 14U team may differ for the season depending on player registration numbers.



BASIC RULES FOR 5U SOCCER

These rules are not all-inclusive, but they do provide most of the basic rules per age group specifics. If please refer to the official Foley Parks and Recreation rule book or coordinators for any questions regarding rules.

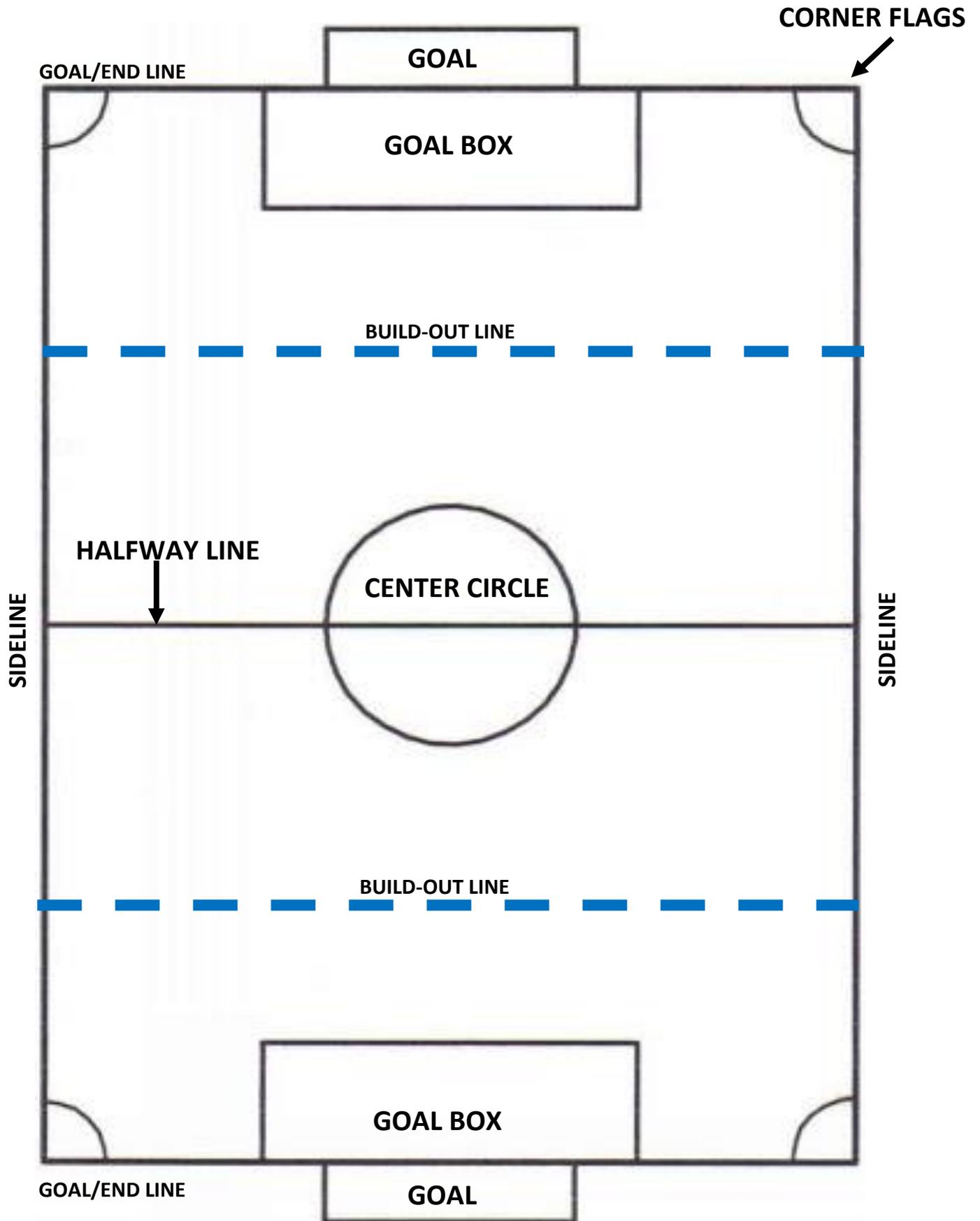
5U Specific Rules

1. Each team will field 4 players (4v4 format).
2. A size 3 soccer ball will be used.
3. Offsides will not be called.
4. There will be no direct kicks.
5. Slide tackling is not allowed.
6. The game will consist of 4 eight minute quarters with a 3 minute half-time.
7. Goalkeepers will NOT be used.
8. One coach is allowed on the field to help the players.
9. Throw-ins will be used.

Common fouls that will reward the opposing team with an indirect kick:

- Hand ball
 - Holding
 - Hitting
 - Spitting
 - Foul Language
 - Tripping
 - Pushing
 - High Kicking
 - Obstruction - shielding the ball from another player while not playing the ball
- An indirect kick means that another player must touch the ball before a goal can be awarded. A player cannot shoot the ball directly into the goal.
 - A throw-in occurs when the ball goes over the sideline of the field. A successful throw-in includes:
 1. Both feet on the ground when you let go of the ball.
 2. Ball must be thrown equally with each hand.
 3. Both hands must start behind the head and come all the way over.
 4. Your body must face the way you are throwing.
 - When the attacking team kicks the ball over the goal line, the defending team gets a goal kick. A successful goal kick must cross the build-out line before it is touched by a player on the same team.
 - If the defenders kick the ball over the goal line, a corner kick will be awarded. The ball is then placed in the corner along the goal line and the attacking team gets to kick.





BASIC RULES FOR 7U SOCCER

These rules are not all-inclusive, but they do provide most of the basic rules per age group specifics. If please refer to the official Foley Parks and Recreation rule book or coordinators for any questions regarding rules.

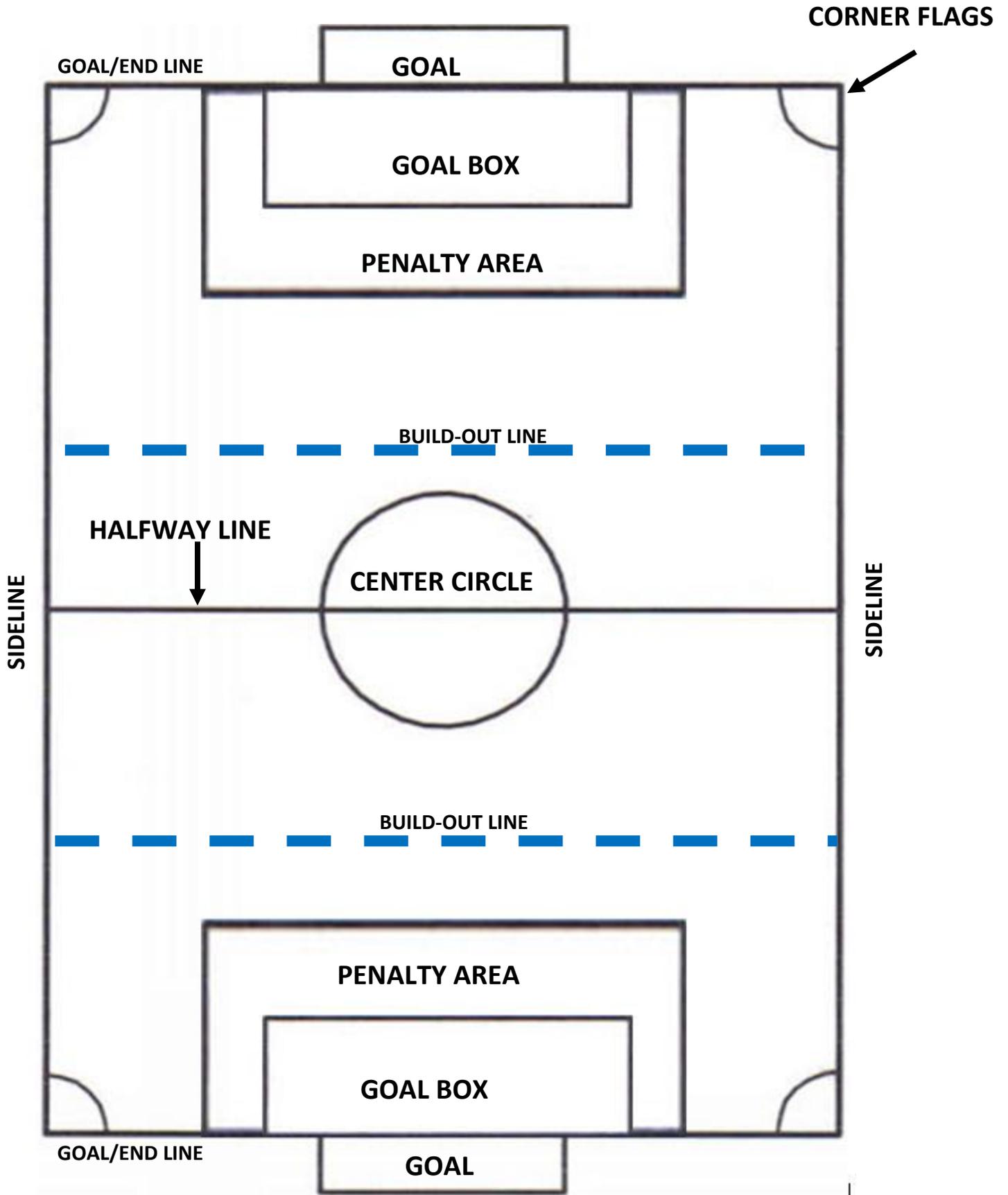
7U Specific Rules

1. Each team will field 5 players.
2. A size 3 soccer ball will be used.
3. Offsides will not be called.
4. There will be no direct kicks.
5. Slide tackling is not allowed.
6. The game will consist of 4 10-minute quarters with a 3 minute half-time.
7. Goalkeepers will NOT be used.
8. Throw-ins will be used.

Common fouls that will reward the opposing team with an indirect kick:

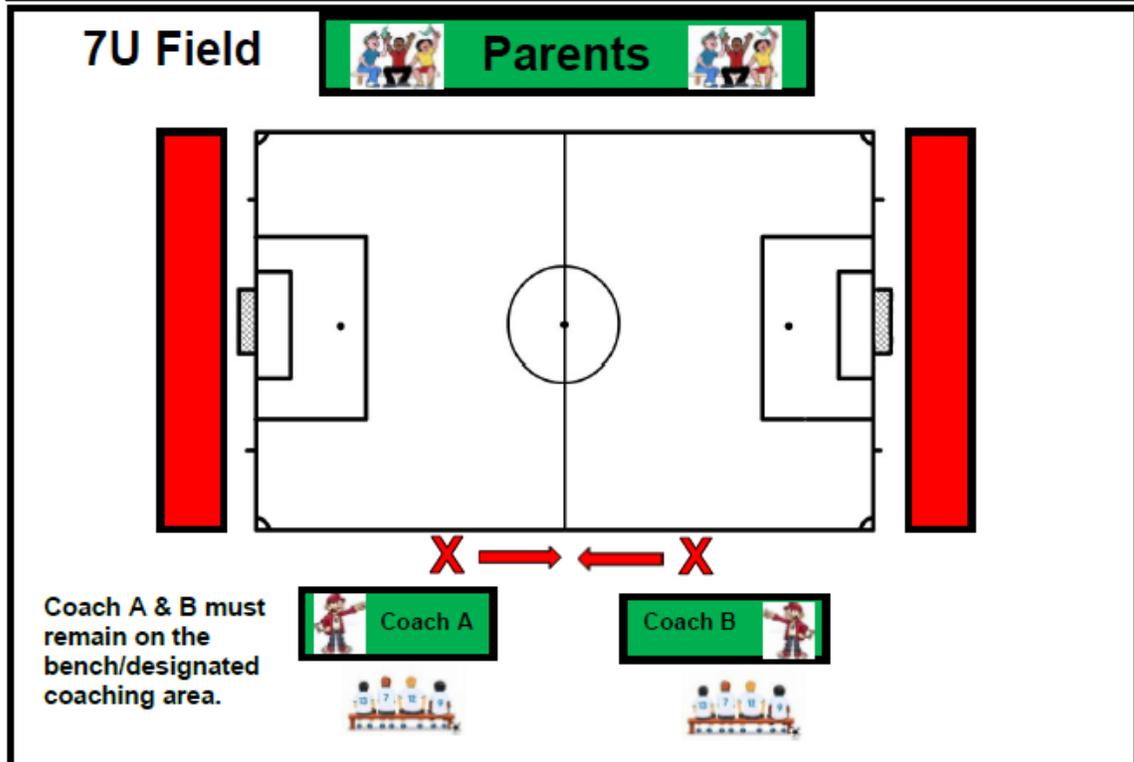
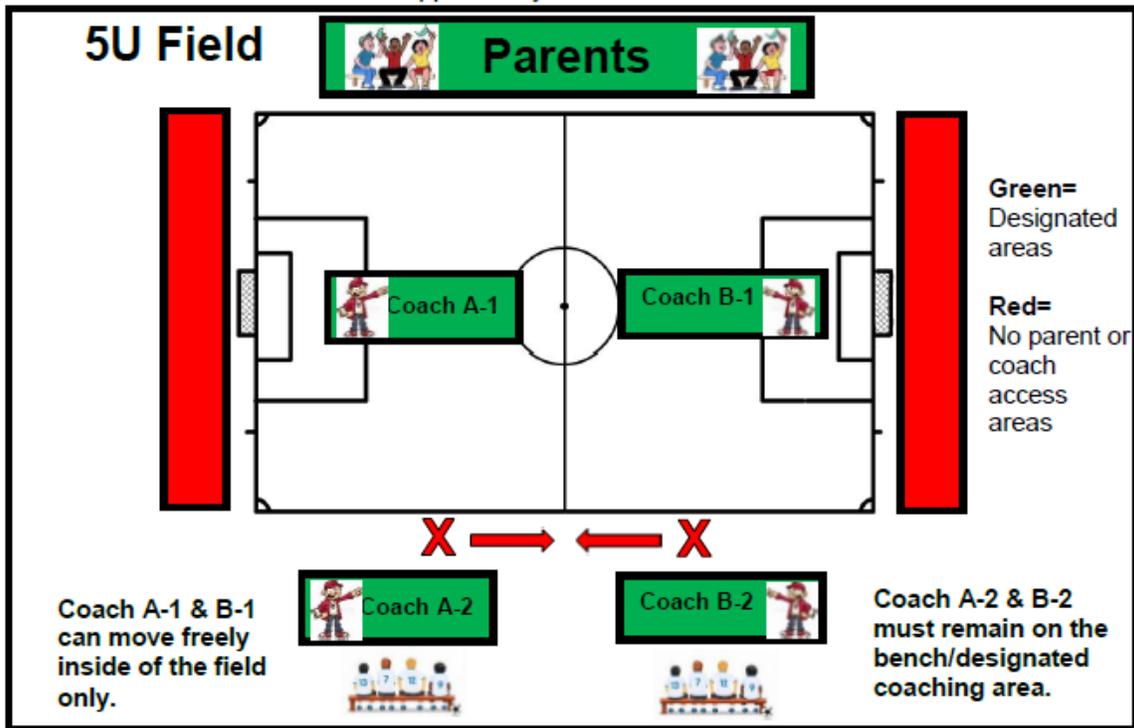
- Hand ball
 - Holding
 - Hitting
 - Spitting
 - Foul Language
 - Tripping
 - Pushing
 - High Kicking
 - Obstruction - shielding the ball from another player while not playing the ball
- An indirect kick means that another player must touch the ball before a goal can be awarded. A player cannot shoot the ball directly into the goal.
 - A throw-in occurs when the ball goes over the sideline of the field. A successful throw-in includes:
 1. Both feet on the ground when you let go of the ball.
 2. Ball must be thrown equally with each hand.
 3. Both hands must start behind the head and come all the way over.
 4. Your body must face the way you are throwing.
 - When the attacking team kicks the ball over the goal line, the defending team gets a goal kick. A successful goal kick must cross the build-out line before it is touched by a player on the same team.
 - If the defenders kick the ball over the goal line, a corner kick will be awarded. The ball is then placed in the corner along the goal line and the attacking team gets to kick.





5U & 7U ASSIGNED AREAS ON FIELD

Note: Neither coach can cross the halfway line, go behind the goal, stand at the corner, or stand on parents' side. No parents are to be behind goals or behind bench. Parents at the bench must be approved by the coordinators.



BASIC RULES FOR 9U SOCCER

These rules are not all-inclusive, but they do provide most of the basic rules per age group specifics. If please refer to the official Foley Parks and Recreation rule book or coordinators for any questions regarding rules.

9U Specific Rules

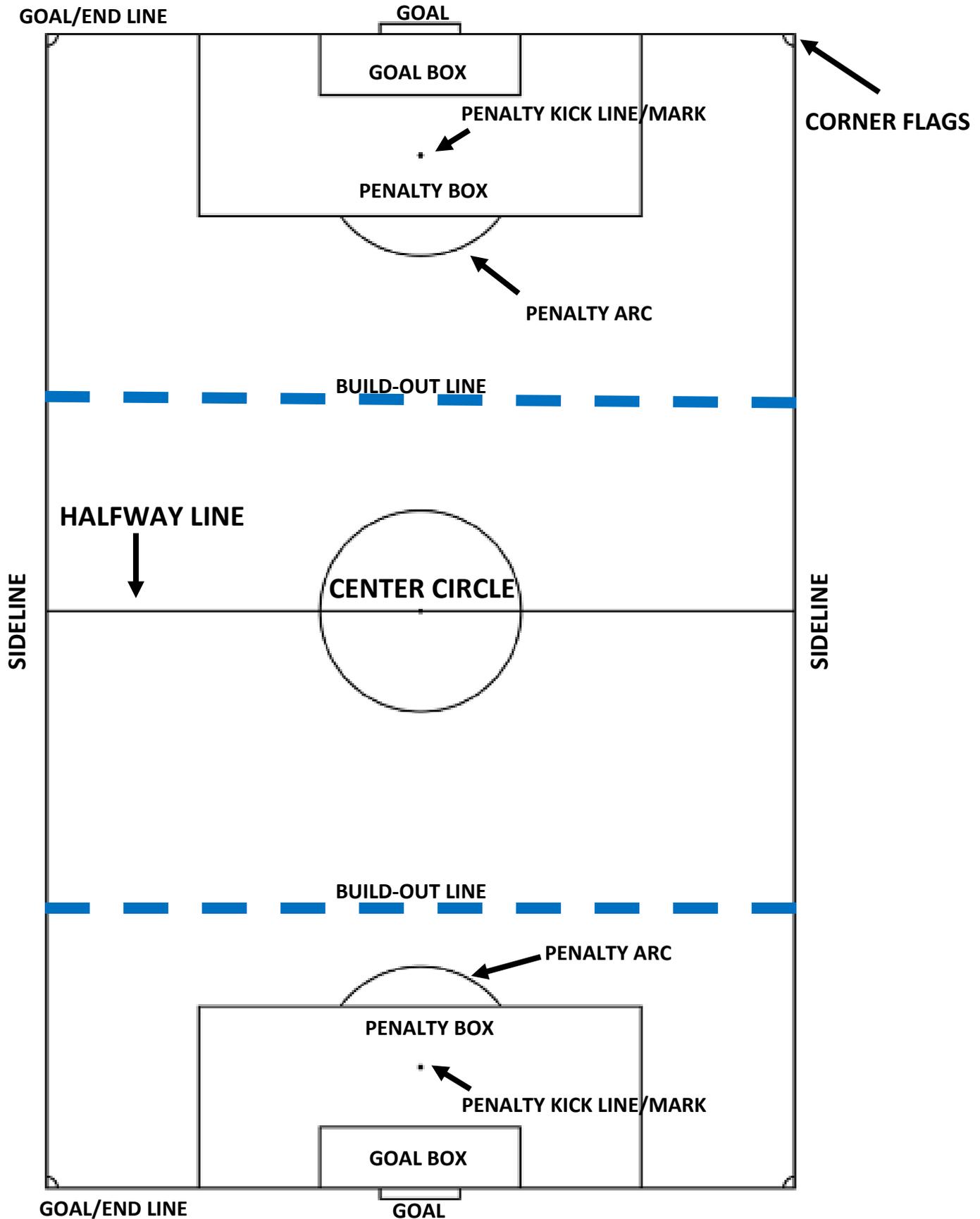
1. Each team will field 7 players.
2. A size 4 soccer ball will be used.
3. Offsides will be called.
4. There will be direct kicks.
5. There will be penalty kicks.
6. Slide tackling from behind is not allowed.
7. The game will consist of 2 25-minute halves with a 5 minute half-time.
8. Goalkeepers will be used.
9. Goalkeepers cannot punt or drop-kick the ball.
10. If a teammate passes the ball to the goalkeeper, they goalie cannot pick up the hand. They have to pass the ball. Touching the ball in this situation will result in a handball.
11. No headers.

Common fouls that will reward the opposing team with an indirect kick:

- Hand ball
 - Holding
 - Hitting
 - Spitting
 - Foul Language
 - Tripping
 - Pushing
 - High Kicking
 - Obstruction - shielding the ball from another player while not playing the ball
- An indirect kick means that another player must touch the ball before a goal can be awarded. A player cannot shoot the ball directly into the goal.
 - A throw-in occurs when the ball goes over the sideline of the field. A successful throw-in includes:
 1. Both feet on the ground when you let go of the ball.
 2. Ball must be thrown equally with each hand.
 3. Both hands must start behind the head and come all the way over.
 4. Your body must face the way you are throwing.
 - When the attacking team kicks the ball over the goal line, the defending team gets a goal kick. A successful goal kick must cross the build-out line before it is touched by a player on the same team.
 - If the defenders kick the ball over the goal line, a corner kick will be awarded. The ball is then placed in the corner along the goal line and the attacking team gets to kick.



9U Soccer Field



BASIC RULES FOR 11U SOCCER

These rules are not all-inclusive, but they do provide most of the basic rules per age group specifics. If please refer to the official Foley Parks and Recreation rule book or coordinators for any questions regarding rules.

11U Specific Rules

1. Each team will field 9 players.
2. A size 4 soccer ball will be used.
3. Offsides will be called.
4. There will be direct kicks.
5. There will be penalty kicks.
6. Slide tackling from behind is not allowed.
7. The game will consist of 2 30-minute halves with a 5 minute half-time.
8. Goalkeepers will be used.
9. Goalkeepers may punt the ball.
10. No headers.

Common fouls that will reward the opposing team with an indirect kick:

- Hand ball
 - Holding
 - Hitting
 - Spitting
 - Foul Language
 - Tripping
 - Pushing
 - High Kicking
 - Obstruction - shielding the ball from another player while not playing the ball
- An indirect kick means that another player must touch the ball before a goal can be awarded. A player cannot shoot the ball directly into the goal.
 - A throw-in occurs when the ball goes over the sideline of the field. A successful throw-in includes:
 1. Both feet on the ground when you let go of the ball.
 2. Ball must be thrown equally with each hand.
 3. Both hands must start behind the head and come all the way over.
 4. Your body must face the way you are throwing.
 - When the attacking team kicks the ball over the goal line, the defending team gets a goal kick. A successful goal kick must cross the build-out line before it is touched by a player on the same team.
 - If the defenders kick the ball over the goal line, a corner kick will be awarded. The ball is then placed in the corner along the goal line and the attacking team gets to kick.



BASIC RULES FOR 14U SOCCER

These rules are not all-inclusive, but they do provide most of the basic rules per age group specifics. If please refer to the official Foley Parks and Recreation rule book or coordinators for any questions regarding rules.

14U Specific Rules

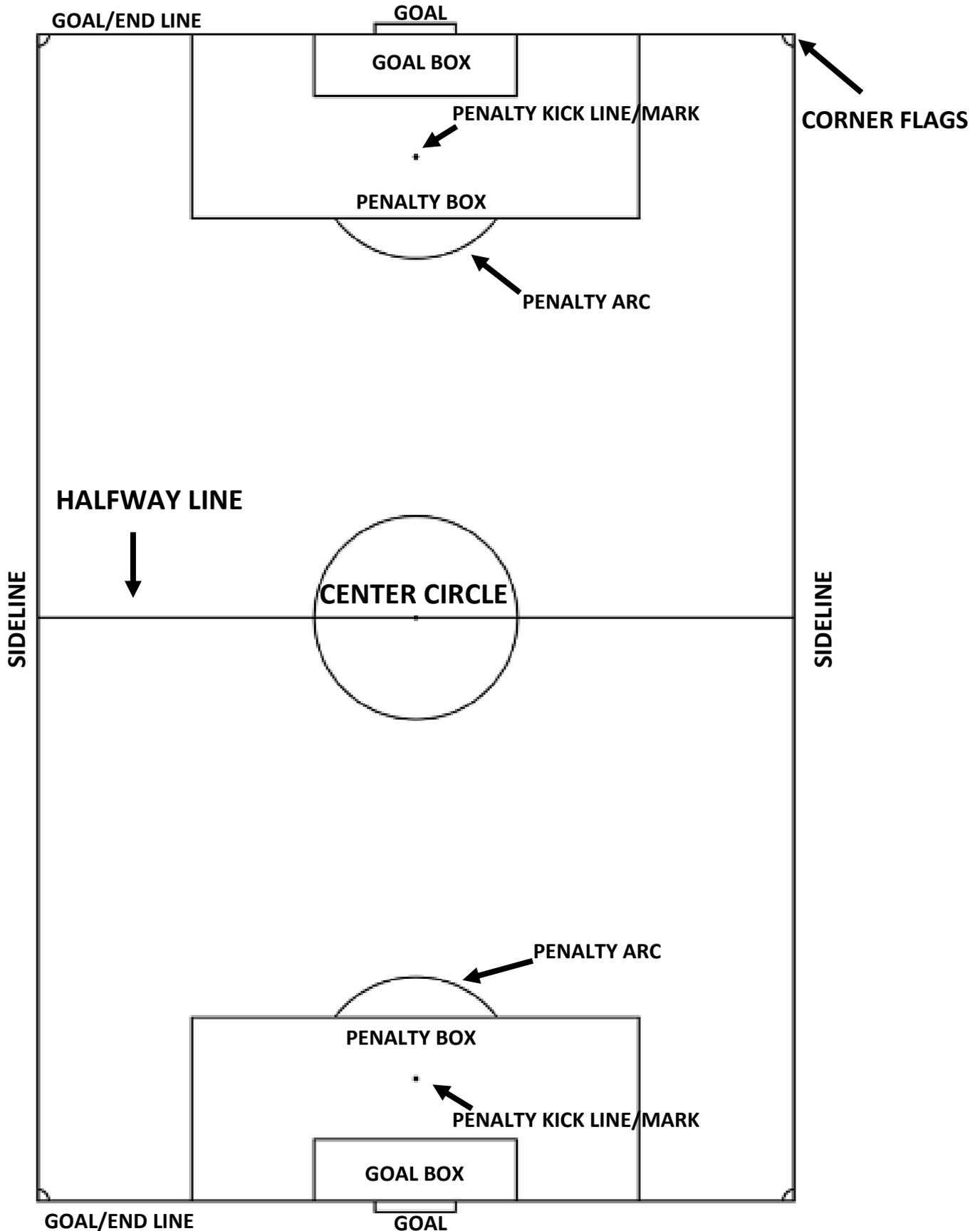
1. Each team will field 11 players. Registration numbers directly affect game format.
2. A size 5 soccer ball will be used.
3. Offsides will be called.
4. There will be direct kicks.
5. Slide tackling from behind is not allowed.
6. The game will consist of 2 30-minute halves with 5 minute half.
7. Goalkeepers will be used.
8. Goalkeepers may punt the ball.

Common fouls that will reward the opposing team with an indirect kick:

- Hand ball
 - Holding
 - Hitting
 - Spitting
 - Foul Language
 - Tripping
 - Pushing
 - High Kicking
 - Obstruction - shielding the ball from another player while not playing the ball
- An indirect kick means that another player must touch the ball before a goal can be awarded. A player cannot shoot the ball directly into the goal.
 - A throw-in occurs when the ball goes over the sideline of the field. A successful throw-in includes:
 1. Both feet on the ground when you let go of the ball.
 2. Ball must be thrown equally with each hand.
 3. Both hands must start behind the head and come all the way over.
 4. Your body must face the way you are throwing.
 - When the attacking team kicks the ball over the goal line, the defending team gets a goal kick. A successful goal kick must cross the build-out line before it is touched by a player on the same team.
 - If the defenders kick the ball over the goal line, a corner kick will be awarded. The ball is then placed in the corner along the goal line and the attacking team gets to kick.



11U & 14U Soccer Field



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SEASON REMINDERS

1. Address officials with respect and during quarters/halves if possible.
2. Request that your parents don't coach their kids or address the officials.
3. 24 hour Rule – if someone has a question about a playing time or with the officials, please wait until the next day instead of when tensions are high immediately following a game.
4. Be consistent with handling discipline.
5. Organize practices and games.
6. We have insurance coverage for all kids above and beyond whatever their current insurance does not cover. If someone gets hurt, please contact a coordinator and complete an incident report.
7. Lightning – we will suspend practice and games in the event of nearby lighting.
8. Clean-up after yourself (have the players do it).
9. First aid kits in concessions stand.
10. Have a team Mom or assign parents to get drinks following each game once you have your schedule.
11. Always carry a list of parents' contact info and please make certain all kids are gone before you leave or let one of us know so we can make sure they are safe.
12. Check the website www.foleyrecreation.com or our Facebook page for weather updates. We will not cancel games before 4 pm, but will contact you shortly after that time if there are weather questions.
13. Train players in multiple positions if possible, regular season games do not count.
14. Ask for help!



COACHES LETTER TO PARENTS

Coach Name: _____

Cell: _____ Email: _____

- Coaching philosophy (Fun, Learning/Skills, Game Outcomes)
 - Teamwork and sportsmanship are our top priorities.
 - Please only give encouraging or positive words and not instruction to the kids during practice and/or games.
 - Everyone will have the opportunity to play every position during the season.
 - All players will have the same amount of playing time during the season.
 - We may lose some games during the season, but we will learn from our losses.
 - We will play a lot of games that encourage skill development during practice. It may not look like it, but the kids will be learning while having fun.
 - Please practice with and encourage your child to practice at home.
 - Please be on time to practice and games. Let me know if you will be running late or won't be there.

- Practice requirements - Shin guards, ball marked with players name if you have one, and a water bottle or drink. Depending on the weather, we will take at least one or more water breaks during practice, so please make sure your child has something healthy to drink.

- Inclement weather procedures – You will receive a message in the group chat for any cancellations or delays. Most calls are made after 4:00pm. You can also check the www.foleyrecreation.com web site or Foley Parks and Recreation Facebook page.

- Rules (see foleyrecreation.com)

- Uniforms will be distributed before the first games. In the event of shipment delays, we will wear matching colors until they are distributed.



PRACTICE SESSION PLAN

Topic: _____

Date: _____

Activity 1

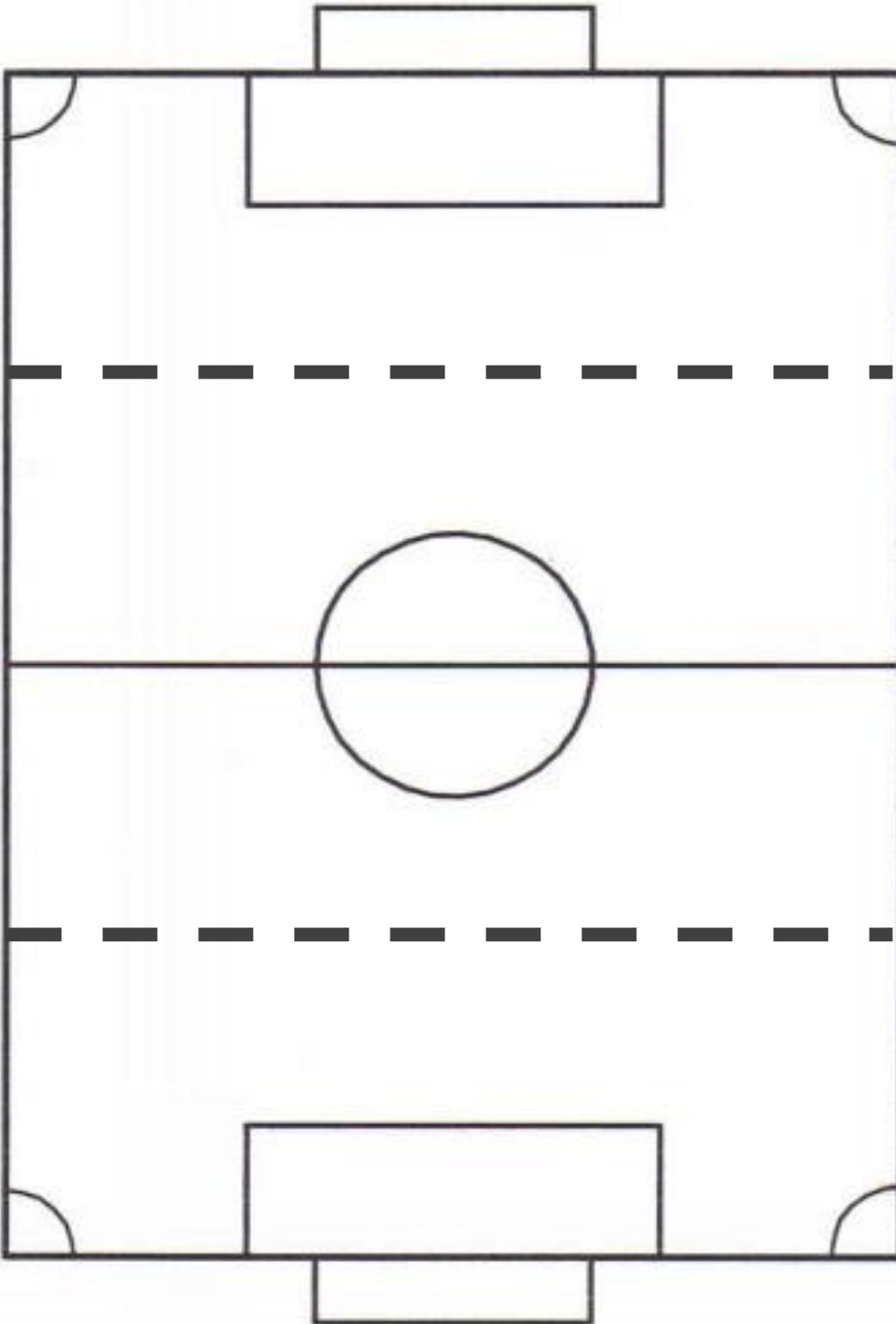
Activity 2

Activity 3

Activity 4



5U GAME DAY LINEUP



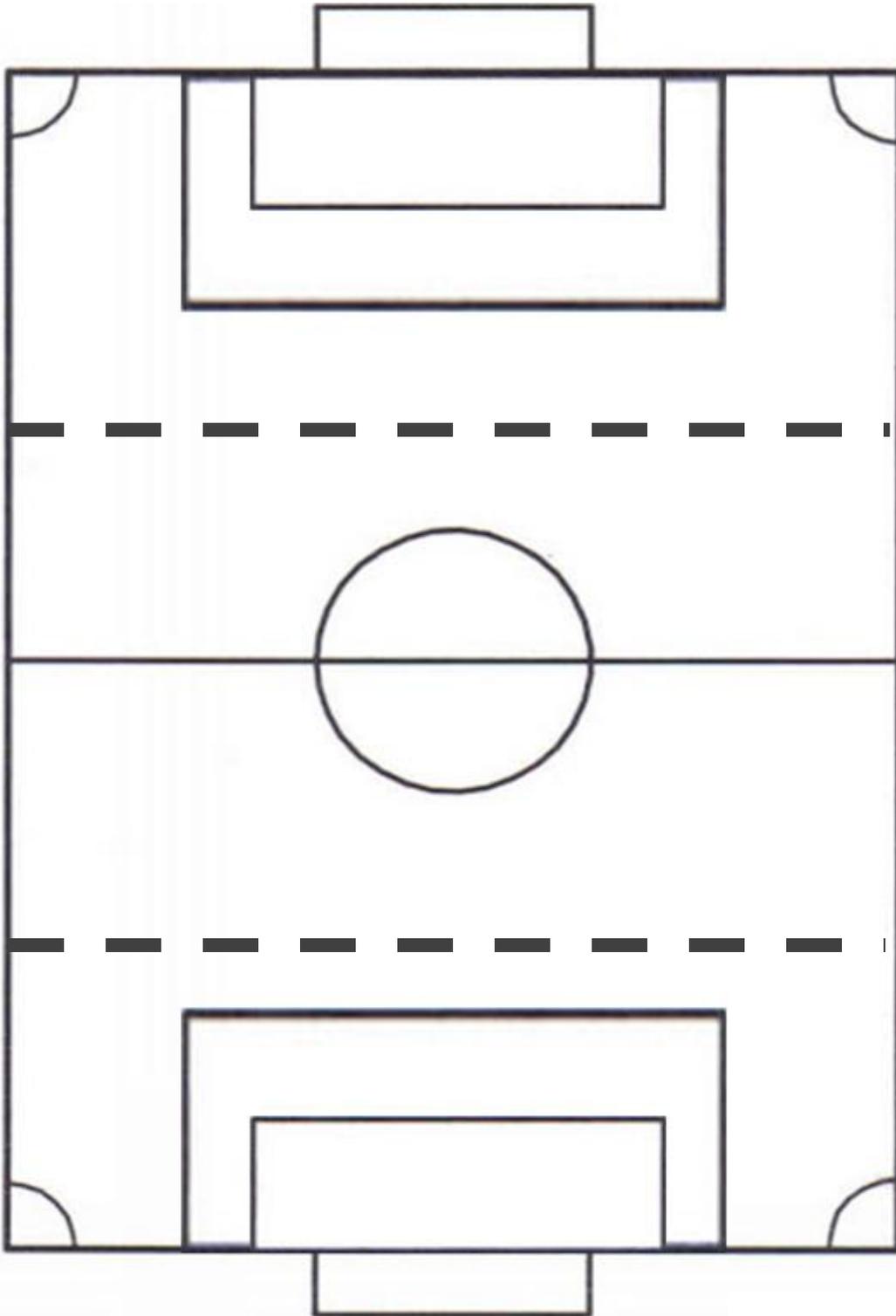
Formation- __ v __

TEAM ROSTER

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Notes:

7U GAME DAY LINEUP



Formation- __ v __

TEAM ROSTER

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

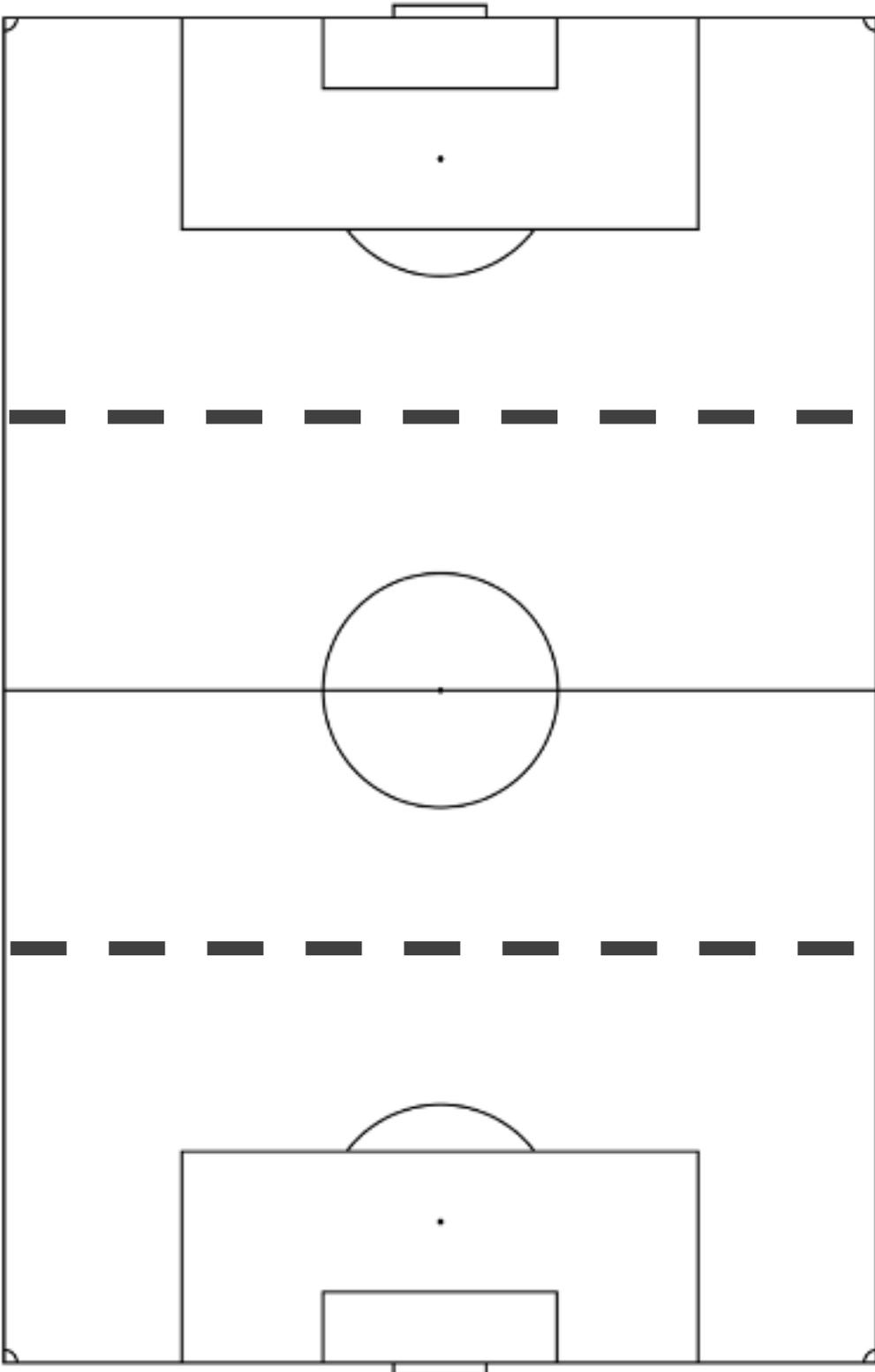
Notes:

9U GAME DAY LINEUP

Formation- __ v __

TEAM ROSTER

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



Notes:

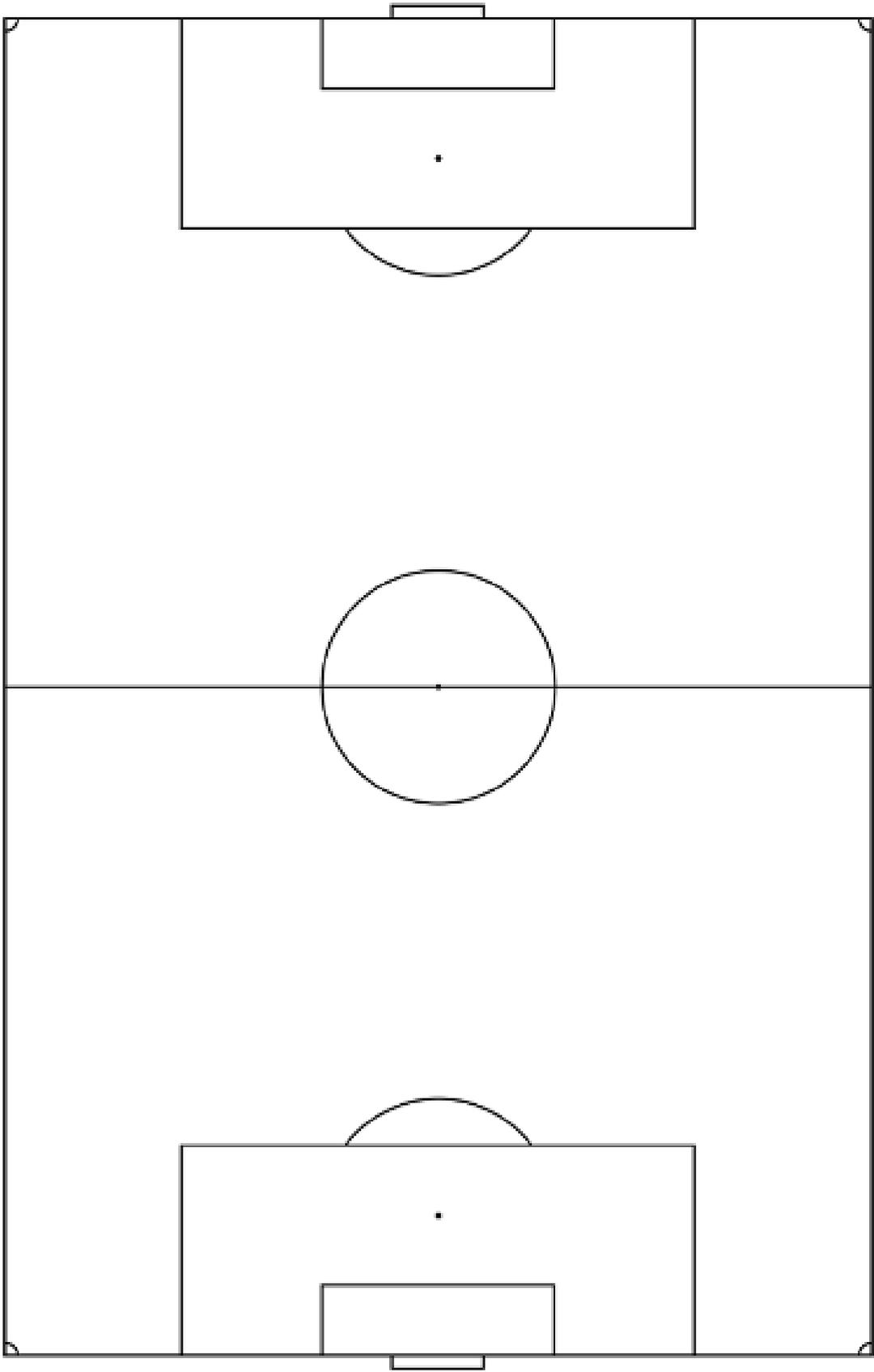
11U/14U GAME DAY LINEUP

Formation- __ v __

TEAM ROSTER

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

Notes:



REQUIRED COACHES DOCUMENTS

All Foley Parks and Recreation coaches are required by law to complete all documents and training certifications listed in this packet. Please return or email all signed documents and certificates to the athletic coordinators.

Coordinators:

Sam Blanquiset: shavel@cityoffoley.org

Rick Lazauskas: rlazauskas@cityoffoley.org

- Code of Conduct & Discipline Policy
- Background Check Instructions
- Communicable Disease Waiver
- Practice Policy
- Travel/Recreational League Interaction Policy
- Coach Safely Training



Foley Parks and Recreation Coaches Code of Conduct

I will remember that I am a youth sports coach and that the game is for the children and not the adults.

I will place the emotional and physical wellbeing of my players ahead of a personal desire to win. In doing so, I will refrain from communicating negative comments or threats to my players.

I will refrain from all manner of personal abuse and harassment of others, whether verbal, physical, emotional or sexual and shall oppose such abuse and harassment.

I will treat all coaches, players, officials, and fans with respect regardless of race, sex, creed, or abilities and I will expect to be treated accordingly.

I will do my best to provide safe playing conditions for my players during all games and practices.

I will be knowledgeable of basic first aid principles needed to treat injuries of my players.

I will do my best to organize practices that are fun and challenging for all my players.

I will use positive coaching techniques that are age appropriate.

I will lead by example in demonstrating fair play and sportsmanship to all my players.

I will provide an environment for my team that is free of drugs, tobacco, and alcohol and I will refrain from their use at all youth sports events.

I will be knowledgeable in the rules of each sport that I coach and I will teach these rules to my players.

I understand that alterations to uniforms will not be permitted including adding names to jerseys.

I will not seek an advantage by circumvention or exploitation of the rules.

I will exhibit good sportsmanship following each game and exchange a cordial greeting with the opposing team and coaches.

I will not violate the amount of practices allowed in a given week and/or the duration of each practice set forth by the Foley Parks & Recreation departments practice policy.

I will complete the mandatory concussion training online and will provide proof of training by making a copy of my certificate and submitting it to the Foley Parks & Recreation Department to hold on file.

I will complete a satisfactory background check and I understand that if I receive a red-light or failed background, I will remove myself from coaching or volunteering with City of Foley recreation programs.

I understand that if I violate this code of conduct or any part hereinabove, I am subject to being reprimanded as set forth in the discipline policy below.



Discipline Policy

Inappropriate Coaching Behavior

Situations involving inappropriate coaching behavior will be handled as follows:

Immediate removal from the ball park/facilities and further suspension depending on the severity of the actions:

1. Cursing, inappropriate language, or inappropriate gestures directed at officials, coaches, players, athletes, or fans.
2. Failure to leave park area or arguing with an official after being ejected from the game.
3. Throwing objects at an official or onto the field.
4. Being under the influence of alcohol or illegal drugs.

Immediate removal from the ball park/facilities and suspension from coaching for at least one year:

1. Striking or pushing an official, coach, athlete, or fan.
2. Fighting with other fans or throwing objects at other fans.
3. Verbal threats of bodily harm, injury or death towards an official, coach, athlete, fan.
4. Inappropriate touching or verbal exchange of a sexual nature.
5. Disclosing privileged information exchanges during preseason draft or all-star selection meetings.
6. Providing false witness or information about coaches, players or parents.

Extreme behavior or multiple incident reports of a serious nature will result in permanent dismissal from the Foley Parks & Recreation program. This will also include any violation of the Coaches Code of Conduct.

Inappropriate Fan Behavior

Situations involving inappropriate fan behaviors will be handled as follows:

1. Coaches will be asked for assistance and warned that fan behavior may result in penalty to the team.
2. Officials may request assistance of site supervisor if fan needs to be removed.
3. If the situation persists, the police will be contacted.

Entry fees and admission fees are non-refundable in the event of inappropriate behavior. The offender may or may NOT receive a warning, depending upon the severity of the behavior before required to leave the park/facility.

Extreme behavior or multiple incident reports of a serious nature will result in permanent dismissal from the Foley Parks & Recreation events. This will also include any violation of the Parent Code of Conduct.

I have read, understand, and agree to comply with the FOLEY PARKS & RECREATION COACHES CODE OF CONDUCT & DISCIPLINE POLICY as outlined above.

Printed Name

Signature

Date





Updated Instructions for Applying for a Background Check 9/8/20

In order to apply for your background check you must come to the website and enter your information through the self-Registration portion of the website. Through this process you will be asked to provide personal information as well as authorization and consent to the background check therefore it is important that you submit the information yourself.

Follow instructions on each screen to activate account. Enter any all information requested and click to box to agree to all consents and screenings.

<https://city-of-foley.sportngin.com/register/form/489762303>

Once complete, the coordinators will be notified. No additional tasks need to be taken.

I have read and understand that I am responsible for completing the mandatory background check outlined above and agree to comply with the MANDATORY BACKGROUND CHECK POLICY as outlined above.

Printed Name

Signature

Date



Communicable Disease Waiver

We are monitoring any developments regarding communicable diseases including but not limited to the coronavirus and are preparing for any changes that will need to be made during each sport's season. We reserve the right to change or modify any of the terms and conditions contained in the **Communicable Disease Waiver** to better protect the health and safety of our community and surrounding cities.

In consideration of participating in any way with Foley Parks & Recreation Programs, I hereby acknowledge for myself and my family members that:

1. Participation includes possible exposure to and illness from infectious and/or communicable diseases including but not limited to MRSA, influenza, and COVID-19. While particular rules and personal discipline may reduce this risk, the risk of serious illness and death does exist, and it is impossible to eliminate the risk that my family and I could be exposed to and/or become infected through contact with or close proximity with an individual with a communicable disease;
2. I KNOWINGLY AND FREELY ASSUME ALL SUCH RISKS, both known and unknown, and assume full responsibility for my and my family's participation;
3. I agree to abide by all current and future communicable and infectious disease guidelines set by the Alabama Department of Public Health (ADPH) and local government during Foley Parks & Recreation events;
4. I agree to screen myself and my family for infectious symptoms such as excessive runny nose, coughing, fever, and shortness of breathe before coming to ANY AND ALL practices or games. If, however, I observe any unusual or significant hazards during my and my family's presence or participation, I will remove myself and my family from participation and bring such to the attention of the nearest official immediately; and,
5. I, for myself and on behalf of my family members, hereby release and hold harmless Foley Parks & Recreation, with respect to any and all injury, illness, disability, death, or loss or damage to person or property, whether arising from the negligence of the releases or otherwise;
6. By clicking "I accept Waiver," I confirm that I have read the terms and conditions, that I understand them, and that I agree to be bound by them.

I have read, understand, and agree to comply with the COMMUNICABLE DISEASE WAIVER as outlined above.

Printed Name

Signature

Date



Foley Parks & Recreation Practice Policy

1. Teams have a limit of three meetings per week. The week is Sunday to Saturday.
 - 3 games = 0 practices
 - 2 games = 1 practice
 - 1 game = 2 practices
 - 0 games = 3 practices
2. The following are restrictions on the practice times:
 - Tee Ball, 5U, 6U – 1 hour maximum
 - 7U, 8U, 9U – 1 hour and 15 minutes maximum
 - 11U, 12U – 1 hour and 30 minutes maximum
 - 14U, 15U, 16U – 1 hour and 30 minutes maximum
3. Kids cannot be punished for missing rec scheduled practices.
4. Kids may NOT be punished for missing an excessive amount of practices without a legitimate excuse. It is the responsibility of the coach to make his/her best effort to contact the player's parents. Any punishment should be reported to the recreation coordinator and to the parents and player involved. Punishments should not invoke physical, emotional, or mental damages. Punishments should be used to address the behavior and not the person. Punishments should not be used to embarrass, berate, or belittle players in front of their teammates.
5. All practices must end by 8:30 pm.
6. All after-game breakdowns and chats should be done before practice time limit has been reached.
7. Practices or scrimmages cannot be conducted at any location not approved by the coordinators.

All practices will be scheduled through the recreation coordinators and you will be provided with a schedule every week. Please let the coordinators know by Tuesday evenings if you will have any schedule conflicts. Please respect your other coaches and do not make them or a coordinator remove you from the field.

Any coach or team that violates the amount of practices allowed in a given week and/or the duration of each practice set forth by the Foley Parks & Recreation department will be subject to disciplinary action determined necessary by the Foley Parks & Recreation department.

I have read, understand, and agree to comply with the FOLEY PARKS & RECREATION PRACTICE POLICY as outlined above.

Printed Name

Signature

Date



Travel/Recreational League Interaction Policy

Foley Parks & Recreation wants all participants to understand the potential dangers of allowing a child to participate in programs in which limited rules and regulations may exist – while recognizing our program’s rules are designed to protect players from mental, emotional, and physical injury.

We love competition. However, Foley Parks & Recreation is not the place for competitive teams to play. We have established and run this league for the benefit of the recreational player, and it is unfair for them to compete against “travel” teams. Our divisions do not have standings because, while everyone likes to win, winning the division is not what the league is about. When we talk about trying to make our games more competitive, we are referring to the balance of the run of play, not an expectation that the teams will be more competitive. The City of Foley’s goal is to provide a recreational sports experience – with the emphasis on “recreation” and fun.

OUTSIDE PARTICIPATION RULE. An athlete who is registered for any Foley Parks & Recreation sports and plans to participate (includes practice) in a non-rec league/outside sports activity in the same sport during the same season must notify the recreation department.

If a player is rostered on a travel ball team in the same sport, the Foley Parks & Recreation league shall take priority. No outside league participation may interfere with the Foley Parks & Recreation league activities, including practices, games, and team activities.

Private individual instruction is not considered an outside sports activity. Private individual instruction is one-on-one instruction between one athlete and one instructor and cannot be instruction with another player or groups of players.

All Foley Parks & Recreation teams cannot participate in any travel ball games or tournaments. In addition, no Foley Parks & Recreation teams may be entered in any tournament without the administration’s permission.

All Recreation teams are only allowed 3 travel ball players that are rostered on the same travel ball teams. All players must be drafted and are not guaranteed.

I have read, understand, and agree to comply with the FOLEY PARKS & RECREATION TRAVEL/RECREATIONAL LEAGUE INTERACTION POLICY as outlined above.

Printed Name

Signature

Date





Free #ReturnToPlaySafely resources:
www.coachsafely.org/covid19



Coach Safely Training

1. Visit: <https://www.coachsafely.org> for important information regarding volunteer coaching.
2. I understand that I am responsible for understanding and preventing the following:
 - Concussions
 - Heat and Exertion Illnesses
 - Trauma and Overuse
 - Sudden Cardiac Arrest
 - Emergency Action Plan
 - Physical Conditioning- Age-appropriate activities
 - Equipment Usage
3. You are responsible for reading, understanding, and applying the information given in the Coach Safely Training material provided by the Foley Parks & Recreation department.

I understand that the Coach Safely Act is meant to help in the prevention of mental and physical injuries of youth athletes in high risk activities. I promise, to the best of my abilities, to create the most positive and safest learning environments for all athletes. I understand that if I violate any topics mentioned in this law that I may be subject to limited coaching time and/or other disciplinary action determined by the league coordinator.

I have read and understand that I am responsible for completing the coach safely training outlined above and agree to comply with the MANDATORY COACH SAFELY TRAINING POLICY as outlined above.

Printed Name

Signature

Date



TERMINOLOGY

Pitch: Another word for the field a soccer game is being played on.

Goal (Net): Goal is also a term that refers to the net (which is where you try to score).

Goal (Score): When the ball is kicked into the net it is a goal, and it counts as one point.

Own Goal: A goal scored by a player on their own team's net.

Shot: Any attempt to kick the ball into the goal.

Strike: A shot on goal using the feet.

Pass: A ball kicked from teammate to teammate.

Short Pass (Push Pass): Most common pass in soccer. A short pass involves a player making a regular pass with the inside of their foot over a short distance to a teammate.

Long Pass: A pass that covers a large portion of the field.

Through Pass: A pass that splits two opponents. Typically seen splitting two defenders and connects with a teammate running behind the defense while remaining onside.

Forward Pass: A pass to a teammate that advances the ball toward the attacking goal.

Back Pass: A pass back towards a teammate rather than forward towards the attacking goal. If the pass is to the goalkeeper, they cannot use their hands to pick up any pass from a teammate or a handball is awarded. The goalkeeper must kick the ball.

Square Pass: A pass made laterally.

Give and Go Pass: When one player sends a pass to a teammate and then immediately runs past a defender into space.

One Touch Pass: A pass where a player received the ball from a teammate, and with one touch, sends it to another teammate. This means that the player doesn't trap or dribble the received ball before passing it.

Dribble: Moving the ball with the feet in any given direction, avoiding defenders' attempts to intercept the ball.

Assist: The pass that goes to the player that scores the goal.

Header: Hitting the ball with your head.

Save: The goalie blocks a shot.

Volley: When a player kicks/hits with any part of the body the ball while it is in the air.

Trap: Stopping the ball with your body in order to control it.



Tackle: A player's attempt to steal the ball from the other team, often times involving a legal slide.

Cross: A kick from the side of the field into or across the middle of the field.

Switch: A kick from one side of the field to the other.

Clear: When a defending team kicks the ball out of their defensive area.

Aerial Ball: When a ball is kicked in to the air above the waist.

Punt: When the goalie drops the ball from their hands and kicks the ball in the air.

Drop Kick: When a goalie allows the ball to hit the ground and then volleys.

Throw in: An overhead throw to resume play after the ball goes out of bounds on either sideline.

Free Kick: Anytime there is a foul, the team that was fouled gets to kick a stationary ball to resume play.

Direct Kick: Is awarded if a player is careless, reckless, or uses excessive force during a game. The ball does not have to be touched by another player before keeping it straight into the goal.

Indirect Kick: Is awarded if a player players in a dangerous but not excessively. A goal can't be scored unless another player touches the ball after the kick is taken. So, the player taking the indirect free kick can't shoot directly for a goal. The goal would not count.

Corner Kick: If the defense touches the ball over the end line, the offensive team then gets to place the ball in the corner (arc in front of the flag) of the field and kick the ball into play, typically towards the goal box.

Goal Kick: If the offense touches the ball over the end line, the ball is placed at the corner of the goal box. A player from the defensive team kicks the ball into play.

Goalie (Goalkeeper): A position that is responsible of guarding the goal. They are the only players who are allowed to use their hands.

Defender: A position that is the last line of defense in front of the goalie. Their job is to stop the other team's offense from scoring.

Midfielder: A position in between the defenders and attackers, they specialize in passing and moving the ball toward the goal, from the defensive half of the field to the offensive half.

Attackers (Offense): These players are the furthest up the field and are the ones scoring the most goals.

Offensive Half: The area on the field between the midfield line and the opposing team's goal and end line.

Defensive Half: The area on the field between the midfield line and a team's own goal and end line.



Midfield Line (Halfway Line): The line on the field that runs through the center of the field dividing it equally into two halves.

Penalty Kick: A free kick shot from the penalty spot. This is awarded when a defending team commits a foul inside their own penalty area. During the kick, only the goalkeeper and 1 kicker from the fouled team are allowed in the penalty box. The kicker attempts to score a goal against the goalkeeper.

Penalty Spot (Mark/Line): The designated spot that is marked in front of the goal inside the penalty area.

Penalty Area: The large area around the penalty spot.

Goal Line: The lines between the goal posts.

End Line: The lines on each end of the field that form the boundary lines with the sidelines. This line connects to the goal line.

Sideline (touchline): The lines on each side of the field that form the boundary lines with the end lines.

Out of Bounds: The area outside of the sidelines and end lines.

Officials (referees): A person who ensures that the game's rules are followed in every match.

Foul: Any actions that violate the rules of the game or endanger the safety of others.

Handball: A violation whenever a non-goalie touches the ball with their hand or arm.

Offside: A violation that occurs when an offensive player is positioned behind the last defender and receives a pass from a teammate in front of the defender. An offensive player can also be called offside for being behind the defensive line before the ball crosses behind them.

Yellow Card: A card signifying that a player, coach, or spectator has received a caution warning for their behavior.

Red Card: A card signifying that a player, coach, or spectator has been ejected from the game. Players given a red card cannot be replaced by another player and must play a player down until the next dead ball. This individual must sit out the following game.

Drop Ball: A ball awarded between 2 opposing players by the referee between for a fair attempt to restart the play.

Formation: The arrangement of players on the field.

Advantage: The referee can choose to let play continue even when a foul has happened.

Wall: In an attempt to block a free kick, a team will set up a row of players 10 yards away from the kick.

Hat Trick: A slang phrase to use when one player scores three goals in a single game.



Nutmeg (Meg): A slang phrase used when a player kicks the soccer ball through another player's legs.

Mercy: The end of a game is declared when a team is ahead by 10 points.

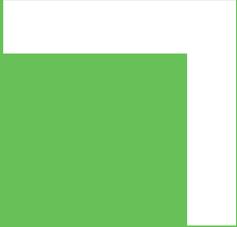


Thank you for choosing to volunteer!

Foley Parks & Recreation's mission is to enhance the quality of life for our diverse population by providing a wide range of recreational opportunities at an affordable cost while also providing safe, welcoming, and inclusive parks and facilities.

Coaching is an excellent opportunity for community members to support our youth at the recreational level. As our programs continue to grow, our need for volunteer coaches is too. Whether your reason to coach is to volunteer for your child's team or simply because you love the experience of coaching, the Foley Parks & Recreation Coaching Manuals will help your team make the most of its season. These manuals cover the most essential foundations for coaching at the recreational level. We have worked hard to gather all materials to assist you in your coaching journey. All manuals include information on team warm-ups, skill-specific activities, game formations, and more!

Visit foleyrecreation.com for coaching manuals for softball, baseball, and basketball.



FOLEY PARKS AND RECREATION

