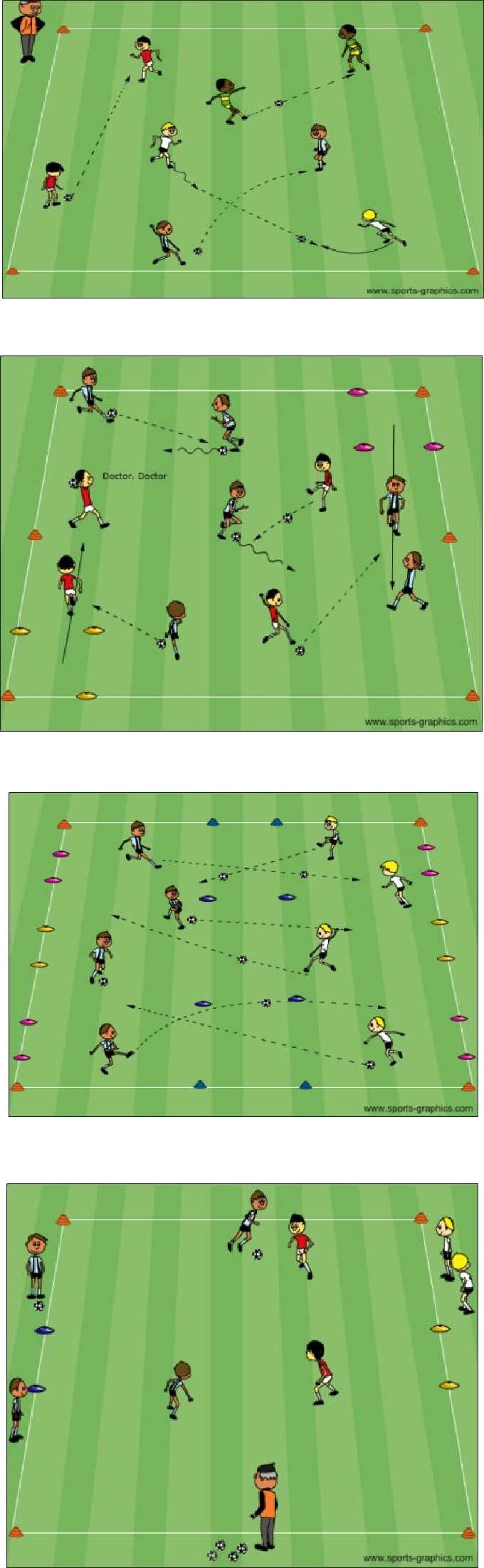
|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Activity 1** |  | **Activity Description** | |  |  | **Coaching Considerations** |  |
|  | **Paint the Field- Passing:** | |  |  |  |  Passing and receiving |  |
|  |  |  |  |  |  |  |
|  | In pairs, players will pass the soccer ball back and forth | | | | | technique |  |
|  | in a 20x25 yard grid. Explain to the players that their | | | | |  |
|  |  Weight of the pass |  |
|  | soccer ball is a paint brush and wherever it rolls it will | | | | |  |
|  |  Ability to pass through |  |
|  | paint the area. Their task is to pass (kick) the soccer ball | | | | |  |
|  | traffic |  |
|  | to paint as much of the grid as possible in the allotted | | | | |  |
|  |  Communication and |  |
|  | time. |  |  |  |  |  |
|  |  |  |  |  | mobility of the players |  |
|  |  |  |  |  |  |  |
|  | **Version 2:** Tell the players to use the other foot | | | |  | **Time: *8 minutes*** |  |
| **Activity 2** |  | **Activity Description** | |  |  | **Coaching Considerations** |  |
|  | **Doctor, Doctor:** | |  |  |  |  Dribbling Technique |  |
|  | Divide the group into two teams. Send them to their | | | | |  |
|  |  Protect the ball |  |
|  | hospital | (corner boxes). Each | team | selects a | doctor. |  |
|  |  Passing technique |  |
|  | He/she | will cure (unfreeze) | his/her | team’s | players. |  |
|  |  Wight and accuracy of |  |
|  | Teams try to freeze each other by hitting the players | | | | |  |
|  | the pass |  |
|  | with their soccer balls below knees or striking their | | | | |  |
|  |  |  |
|  | balls. When frozen, players must put ball above head, | | | | |  |  |
|  | remain in place, and yell **“Doctor, Doctor”**. The Doctor | | | | |  |  |
|  | is without a ball, and is safe in the hospital, but when he | | | | |  |  |
|  | comes out, he can be frozen. When the doctor is frozen | | | | | **Time: *8 minutes*** |  |
|  | the game is over. | |  |  |  |  |
|  |  |  |  |  |  |
| **Activity 3** |  | **Activity Description** | |  |  | **Coaching Considerations** |  |
|  | **Clean Your Backyard:** | |  |  |  |  Basic Shooting |  |
|  | Split the players into two teams to play in a 20x25 yard | | | | | technique |  |
|  |  |  |  |  |  |  |
|  | gird. With cones, divide the field into three portions. The | | | | |  Simple decision making |  |
|  | central portion (**the buffer zone**) is 6yds wide and no one | | | | |  |
|  |  Shoot, Shoot, Shoot! |  |
|  | can enter it. Place three goals (3yds each) at the far ends of | | | | |  |
|  |  |  |
|  | the grid. Players on each team will try to shoot/pass and | | | | |  |  |
|  | score below knee height in any of the other team’s goals. | | | | |  |  |
|  | **Coach:** Allow players to enter the buffer zone to retrieve any | | | | |  |  |
|  | ball that has stopped in there. | |  |  |  |  |  |
|  | **Version 2:** Allow teams to defend the goals using their hands. | | | | | **Time: *8 minutes*** |  |
| **Activity 4** |  | **Activity Description** | |  |  | **Coaching Considerations** |  |
|  |  |  |  |  |  |  Application of |  |
|  | **2v2 to Small Goals:** | |  |  |  | dribbling, passing- |  |
|  |  |  |  |  |  |
|  | Divide | the 20x25 yard grid into two equal grids of | | | | receiving and shooting |  |
|  |  |  |
|  | 12x20 yards, with a one yard buffer zone in between. | | | | | technique under |  |
|  |  |  |
|  | Place a 3yard goal with cones on each end line. Players | | | | | pressure |  |
|  |  |  |
|  | will score by dribbling or passing through the goal they | | | | |  1v1 defending |  |
|  |  |  |
|  | are attacking. | |  |  |  |  Decision making |  |
|  | **Coach:** have two games going at the same time. If you | | | | |  |  |
|  | have extra players, make sure you sub them in. | | | |  |  |  |
|  |  |  |  |  |  | **Time: *8 minutes*** |  |
| **Scrimmage** |  | **Activity Description** | |  |  | **Time** |  |
|  | 3v3 in your area or 4v4 against the team practicing | | | | |  |  |
| **3v3 or 4v4** | Next to you | | | | | **30 minutes** |  |
|  |  |  |  |  |  |
|  | . |  |  |  |  |  |  |



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