

## **AYSO – REGION 418**

### **U6 CURRICULUM – 2006-2007 SEASON**

#### **The AYSO Mission**

To develop and deliver quality youth soccer programs, which promote a fun, family environment based on the AYSO Philosophies of Open Registration, Balanced Teams, Everyone Plays, Positive Coaching, Good Sportsmanship.

#### **How the Program Works**

At U6 we are “exposing” players to the game far more than “training” them. This curriculum has been designed to expose each player to all the skills we can hope they will master in one season. Though everyone will practice the same techniques at the same time, kids learn and develop at different rates so we will see a wide range of mastery. Patience on the part of every coach and parent is essential. The kids will learn it when they are ready to learn it, not when we teach it.

We employ the guided learning method. That is, we emphasize actions rather than words to help the players learn what to do. Rather than explain that when the ball moves it is time to adjust their position on the field, we set up kicking exercises so that after every kick they move to a new position. Rather than tell them to position their plant foot so it points at their target when kicking, we help them position their foot so they know what it feels and looks like. We can tell them what we are doing but it is actions, not words, which create mastery.

In the U6 Coach Training Course, the entire curriculum will be explained and demonstrated. There will be a coach trainer available at the fields every Saturday morning so coaches and parents can raise any coaching question they have and receive suggestions.

#### **Saturday Sessions**

When the practice begins, the team coach works with the players (preferably with the assistance of the parents). The Coach Trainer circulates, answers questions, offers suggestions, and occasionally may work with an individual player as a means of demonstrating training techniques. However, the Coach Trainer is a support and resource person; the responsibility for helping the kids master the techniques rests with the team coach.

The match that immediately follows the practice is for the kids to play the game. The team coach has the following responsibilities during the match:

1. Cheer for the kids (applaud good play on both teams) and make them feel good.
2. Observe players and chart (write down) what they are doing well and where they need help. Note well that coaches need to record the successes, not just the failures. “Catch them being good.”
3. Manage substitutions. It is common for a team to have a player who is far more developed than others. Before the match, the two coaches should coordinate substitutions so these “impact” players will be playing at the same time. This is the practical application of “balanced teams” and assures that stronger players develop their skills by facing stronger opponents. It will also reduce the chance of a “blow-out” situation that is no fun for anyone. Make sure that playing

time is equal through the season and do not fall into the habit of never starting one player or never allowing another to play in the final quarter. Kids notice these things!

Items 1 through 3 should keep you so busy that you will not have time to “boss” the players; that is, telling them to “go to the ball,” “send it,” “get back,” “shoot,” etc. Nor is this the time to remind a player how to dribble or kick the ball. Having chartered where they need help, the time to give that help is at the next practice. It is their game to play; let’s let them play it. This goes for parents as well.

### **Rules of Play**

The following modified rules apply to the U6 division (5 year olds).

1. Field Markings. Same as a full size soccer field (scaled down), except there is no “penalty” area.
2. Teams: 3 v 3 on the field at any given time; five players on a team. Substitutions at quarters and halftime. Equal playing time for all players. Each player must play at least 3 quarters before any player can play a full game. Ball: size 3. Separate teams for boys and girls.
3. Equipment: soccer shoes (no baseball cleats with a cleat directly under the toe and no metal cleats), gym shoes or sneakers. Shin guards mandatory at all practices and games. For safety reasons, No jewelry (including earrings or other body piercings), watches, string or woven bracelets, barrettes, etc. are permitted. Medical or religious medallions are allowed to be worn, but must be taped down. Youngsters cannot wear earrings even if the earrings are covered with band-aids.
4. Referee: trained referee (youth, U8/U6 level or above). If a trained referee is unavailable the coaches should meet and decide which of them will referee the game, or how they should divide refereeing the game. Referees and coaches should emphasize safety, fairness, learning and fun. The referee should explain any infringements to the players and allow poor throw-ins to be retaken by the player originally throwing in the ball, until the player gets it right.
5. Duration of Games: 4 approximately five minute quarters, each half divided into 2 quarters at approximately the half way point. Call quarters on a natural break in play, if possible. Two and one-half minute quarter breaks, and a five minute break between halves.
6. Rules: same as regular soccer (with distances scaled down appropriately), except that there are no indirect free kicks, no offside, no penalty kicks and no goalkeepers. During the fall games, after a ball leaves the field of play it will be put back into play by a direct kick from the point where the ball exited the field of play, except that if the ball leaves the field adjacent to the goal it should be moved towards the sideline for the kick. During the spring games, those balls leaving the field by crossing the side (touch) line will be put back in play with a throw-in.

Since the regular rules of soccer are generally in effect, the following rules, among others, apply:

1. Games start with a kick off in the center of the field, with the defending team outside the center circle. A coin toss determines which team starts the game. The winner of the toss selects which side of the field to defend. The loser kicks off in the first half and the winning team kicks off to start the second half. Teams switch ends of the field after the half-time stoppage of play. If both coaches decide neither side would be harmed by keeping the teams going in the same direction

of play during the second half and if they think this would avoid confusion for players, they may refrain from switching ends at half time.

2. Opponents must be at least 5 yards away when a free kick is taken.
3. Ball is out of play only when the entire ball has passed completely beyond the boundary line; i.e., a ball that has any portion on or over the line is in play and the game continues. This applies to side lines, end lines, goals.
4. No player may take up permanent or semi-permanent position within the "goal area" (this is the box in front of the goal which designates where goal kicks are taken from), unless there is active play in that area. Violators should be instructed by the referee to move, and if necessary for repeated violations the referee should talk to the coach. The purpose of the current rule is to prevent players acting as de facto goalkeepers. Coaches are, however, free to encourage players to play defense.
5. Coaches should remain close to the mid-field line. Parents and coaches should also stay behind the orange line that runs parallel to the sidelines. Parents should not coach or instruct the players during the play of the game, but should cheer good play (by either team) and offer words of encouragement. Coaches should leave all but the most basic coaching and instructions for the half and quarter breaks. Basic reminders ("Bobby, we are going this way") are acceptable. Coaches should also cheer good play and offer positive words of encouragement to the team during play.

## **AYSO Region 418 U6 Coach Practice Planner**

1. In designing a practice, always keep the season's objectives clearly in mind. They are summarized below.
2. Focus on two techniques for each practice and refine them depending on what you see the players needing. Example: Not just dribbling but speed dribbling down the field or dribbling past a defender. Not just kicking but shooting with the non-dominant foot. The more focused the practice the easier it is for the players to learn.
3. Start at the level the players are at, not the level they should be at.

### **The Process: (Say, Show, Do)**

- Sell the technique – It takes just a sentence but players need to know what they are learning.
- Demonstrate. Break it down into easily learned parts if necessary.
- Have players practice technique in its least dynamic, easiest format. Help them get it right.
- Select a game that fits your objective. Games should maximize the number of player touches on the ball (avoid lines of waiting players) and be capable of modification to raise or lower the level of difficulty.
- Circulate and observe. Coach steps in to correct a technique sparingly.
- Adjust the level of difficulty by adjusting the space available to the players, the speed at which you ask them to perform, or the opposition they face. (If this can be done individually so each player is challenged at his/her skill level, so much the better.) If the game is not working, don't stick with it, stop it and try something else.
- As players improve their skills, gradually progress from static to dynamic games that are closer to match like conditions. Eventually (over weeks), the games you play in the training session will become so close to match play that your players will find it easy to translate what is covered in the training sessions into the matches. This "build-up" process takes time and kids learn a skill when they are ready, not when we teach it.

### **Season Objectives**

1. Make it enjoyable for players, coaches, and parents. Everyone should look forward to coming out every Saturday.
2. Develop player confidence. Be relentlessly positive and set individual challenges that the player can achieve.
3. Technique: Instep (laces) kick performed with increasing accuracy and power with both feet.
4. Technique: Receiving a kicked ball with the inside of either foot and controlling it so it can be played immediately.

5. Technique: Dribbling the ball so as to be able to move forward, at angles, and stop the ball using all surfaces of both feet.
6. Tactical: Penetration – To advance the ball toward the opponent's goal and to support a teammate who is doing so.
7. Tactical: Delay -- To get between an opponent with the ball and the goal in order to stop or delay their penetration.

## The Characteristics of U6 Skills Covered Fall 2006

### Dribbling

- (a) Player keeps ball within playing distance, about one or two steps.
- (b) Player uses all surfaces of both feet.
- (c) Player maintains vision of field while dribbling.
- (d) Player changes direction and speed while dribbling to get past a defender.

Problem: Player kicks the ball beyond immediate playing distance.

Coaching Points: Show them the difference between pushing and kicking the ball. Play games that require keeping ball under close control such as games with frequent stops or changes of direction.

Problem: Player pushes ball but does not go with it.

Coaching Points: Player may be back on heels or legs are too straight when touch is made. Help player lean over the ball and stand on balls of feet with knees bent when pushing the ball.

Problem: Player consistently uses only one surface or one foot.

Coaching Points: Put restrictions on dribbling in games so the player can use only their non-preferred foot or surface. Once they become comfortable they will use that surface or foot.

Problem: Player will not look up.

Coaching Points: Players are afraid of losing possession of the ball if they look up. Develop their foot skills (and thus their confidence) and gradually encourage them to look up as they dribble.

Problem: Player only goes in one direction and speed.

Coaching Points: The player may be standing too upright which makes it difficult to turn. Work on lowering center of gravity by bending knees. Go back to basics, moving player through the specifics of a turn and focusing on such things as balance and proper surface of foot. Then play games that require turns but provide easy levels of Space, Speed, and Opposition and build up.

### Kicking

- (a) Accuracy
- (b) Pace
- (c) Timing

Problem: Player cannot kick the ball straight.

Coaching Points: Review mechanics.

- (i) Is plant foot pointing at the target?
- (ii) Is the plant foot the proper distance from the ball? If it is too near or far from the ball or too far forward or back it is hard to strike the ball at the right spot.
- (iii) Does the player keep eyes on the ball and the head steady when kicking?
- (iv) Is the player striking straight through the ball with kicking foot pointing at the target when finished or does the leg swing across the body?

Problem: Player cannot get any power on kicks.

Coaching Points: Player may be leaning back rather than over the ball. Player may be swinging the leg only from hip without any knee whip action. Is contact with the ball being made at the bone on the top of the foot rather than just above the toes?

Problem: Player puts too much power on passes.

Coaching Points: Start with short distance accuracy games so they do not get into the habit of just blasting away. Have them kick with proper pace in calm, controlled, isolated sessions and gradually build up to longer distance passing games.

Problem: Player makes the pass too soon or too late.

Coaching Points: If player has problem with timing, take time out of it and work with them on recognizing space: player makes pass to a target spot when receiver reaches a particular spot. Start with cones for each spot and later progress to not having cones

## **Ball Control**

- (a) Watch the ball as it comes.

Coaching Point: Later we will want players to look up and see where teammates and opponents are as the ball is moving. But at this age we will concentrate on the player keeping her eye on the ball.

- (b) Get in the right spot to receive ball without being off balance (usually reaching for the ball.)

Coaching Point: Assuming the ball is not kicked directly at the player, the player will need to run to get to the spot before the ball gets there. Ultimately, we want the player in the right spot and facing the right direction.

- (c) Use proper foot and surface of the foot.

Coaching Point: Require them to receive with whichever foot is closest to the ball. If they are reluctant to use their non-dominant foot then spend twice as much time on that foot as their

dominant foot. Focus on using the inside of the foot. If a player uses the outside of the foot in addition to the inside of the foot, there is no need to stop him from doing so.

(d) Direct the ball into position for next movement (the first touch).

Coaching Point: The ball is making contact with the foot. The foot is receiving the ball, not striking it. Most common mistake is employing a rigid foot so the ball bounces off or a kicking motion so the ball bounces away. Work on “catching” the ball with the foot.

Coaching Point: A common error is when players stop the ball so far underneath their body that they have to take a step or two back to be able to kick it or even dribble it. The ball should be touched so it comes to rest about one step in front of the player. “Your first touch is a pass, even if it is a pass to yourself.”

#### The Mechanics of the First Touch:

- The point of impact is the inside arch of the foot which is exactly the same shape as the soccer ball. To achieve this
- Rotate the foot outward to a 90-degree angle.
- Lock the ankle up as if a string were tied around the big toe and pulled up.
- Raise the receiving foot until the sole of the foot is parallel to the ground. This requires bending the knee, something many players resist doing.
- However, at this age most kids have not developed the muscles to do an effective 90-degree angle. So it is fine if they just turn their body slightly so they are almost side on to the pass rather than facing it directly.

At the moment of contact...

- The receiving leg is under the body, not reaching out forward.
- The foot makes contact with the ball about  $\frac{2}{3}$  the way up the ball.
- The foot gives a little as the ball strikes the foot. Soft touch.

Problem: The ball bounces up rather than staying on the ground.

Coaching Point: Player made contact low on the ball. Check to see if receiving leg has knee bent and foot raised off ground.

Problem: The ball bounces off to the side rather than straight ahead.

Coaching Point: Check to see if player’s receiving foot is rotated a full 90 degrees. If it is only 45 degrees, ball will be pushed out at an angle.

# AYSO Region 418 – U6 Practice Plan – Fall 2006

## Week #1

### *Dribbling and Instep/Laces Kicking*

Activity	Coaching Points
<p><b>1<sup>st</sup> Activity (warm-up) (2 minutes)</b> <i>Gorilla Walk</i></p> <p>Learn to move with a lower center of gravity. Get them to have bended knees and alternately transfer weight from one foot to another.</p> <p>Smoothly transition into dribbling by adding a soccer ball and ask them to push it around while keeping knees bent and butt low.</p>	<ul style="list-style-type: none"> <li>▪ Warm-up with the Gorilla Walk where coaches have everyone walk stiff legged and then walk with knees bent and hands hanging down almost scraping the ground. All the kids practice walking with lowered butt and bent knees.</li> <li>▪ Later, whenever players get too stiff legged in dribbling or kicking we remind them to walk like a gorilla.</li> </ul>
<p><b>2<sup>nd</sup> Activity (3 minutes)</b> <i>Straight Up Dribbling</i></p> <p><u>Set Up:</u> Use ½ field (20x20 yard grid.) Dribbling the ball forward across a grid using the inside of the right and left feet.</p> <p><u>Quick Stretch:</u> Touch your toes, reach for the sky.</p>	<ul style="list-style-type: none"> <li>▪ “Push” the ball, rather than kick it.</li> <li>▪ Dribble as fast as you can, but not as fast as you can’t!</li> <li>▪ Keep the ball close by touching it softly</li> </ul>
<p><b>3<sup>rd</sup> Activity (5 minutes)</b> <i>One, Two, Three Red Light</i></p> <p><u>Set Up:</u> Use same ½ field grid (20 x 20)</p> <p>The coach stands on one end of the grid with his back to the players who are spread along the opposite end of the grid. The players must dribble toward the opposite side of the grid (where coach is located). Before the coach turns around he yells “One, Two, Three, Red Light” and then turns around. At that point each player must have stopped the ball with the sole of their foot. Anyone seen moving is sent back to the start line. The coach turns his back again and repeats.</p>	<ul style="list-style-type: none"> <li>▪ “Push” the ball, rather than kick it.</li> <li>▪ Dribble as fast as you can, but not as fast as you can’t!</li> <li>▪ Keep the ball close by touching it softly</li> <li>▪ Incentive to dribble quickly rather than barely moving is to make first to reach other side of grid the winner.</li> </ul>
<p><b>4<sup>th</sup> Activity (3 minutes)</b> <i>Instep/Laces Kick</i></p> <p>(a) Prepare Plant Leg (non-kicking foot) Practice – 5X (b) Prepare Striking (kicking) Leg Practice – 5X (c) Striking Movement Practice with Held Ball. Parents sit down with legs out in front and secure ball with feet. Each player stands with plant leg in proper position and strikes the ball lightly with properly locked ankle. Progress to striking the ball more solidly.</p>	<ul style="list-style-type: none"> <li>▪ Plant leg: knee slightly bent.</li> <li>▪ Plant foot pointed at target and positioned next to back of ball and comfortable distance from ball.</li> <li>▪ Striking foot has ankle locked down.</li> <li>▪ Point of contact is the bone on top of foot slightly inside of the laces.</li> <li>▪ Be sure to practice with both feet.</li> </ul>
<p><b>5<sup>th</sup> Activity (5 minutes)</b> <i>Accuracy Challenge</i></p> <p>Parents stand across from players with legs open. Players use proper instep/laces kicking technique to kick ball through parent’s legs. After kick, players retrieve ball and dribble back to their start position. Parents step back after successful kicks.</p> <p>More time? Coach places his/her ball in middle of circle and players kick their ball and try to hit it. Adjust space to give success. Or players kick at goal from different distances.</p>	<ul style="list-style-type: none"> <li>▪ Encourage calm, accurate passes, not hard kicks.</li> <li>▪ Be sure to switch kicking foot.</li> <li>▪ Okay for parents to move a little to give success.</li> </ul>

**Practice continues with a match.**

# AYSO Region 418 – U6 Practice Plan – Fall 2006

## Week #2

### *Dribbling, Instep/Laces Kicking and Controlling the Ball*

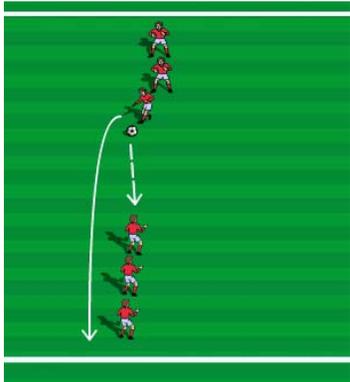
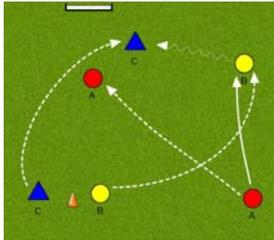
Activity	Coaching Points
<p><b>1<sup>st</sup> Activity (warm-up) (2 minutes)</b> <i>Square Dance</i></p> <p>Using the inside and outside of the left and right feet, players dribble around within a designated area. Coach directs shifts from inside, outside and stopping.</p> <p><u>Quick Stretch</u>: Touch your toes, reach for the sky.</p>	<ul style="list-style-type: none"> <li>▪ “Push” the ball to keep it close, rather than kick it.</li> <li>▪ Encourage players to dribble a little faster each time.</li> <li>▪ Mistakes are good because they mean they are pushing themselves to improve.</li> <li>▪ Look up as much as possible – Buzz Word: <i>Peek</i> (1) Example: <i>Push, Push, Peek, Push, Peek</i>, etc.</li> <li>▪ Stop the ball by putting foot on top of ball</li> <li>▪ Make sure they use both feet!</li> </ul>
<p><b>2<sup>nd</sup> Activity (5 minutes)</b> <i>Dribbling from Square to Square</i></p> <p><u>Set-up</u>: Make a large circle in half the field using one cone for each player. Coach stands in the middle of the circle. On “Go”, players dribble to the coach, reverse and dribble back to their cone. Try it a few times. Progression: Same as above but coach “tries” to kick the ball away. Progression: Players dribble across the center, around the coach, and back to their original cone.</p>	<ul style="list-style-type: none"> <li>• The coach can show a different level of effort in trying to kick the ball away. The better the dribbler the more challenging the coach can afford to be. However, every player should find success in beating the coach.</li> <li>• When circling the coach, we can ask them to go one way one time and the other the other time which will encourage using both feet equally.</li> </ul>
<p><b>3<sup>rd</sup> Activity (2 minutes)</b> <i>Instep/Laces Kick – Review</i></p> <p><u>Review</u>: Instep/Laces Kick mechanics as players kick a held ball. Coaches work 1 on 1 with the players while parents hold ball. If there are not enough parents then two kids take turns kicking.</p>	<ul style="list-style-type: none"> <li>▪ Coaches, check your notes from first match in order to identify what guidance each player needs. This is the time to make the needed corrections working with players one on one.</li> <li>▪ If they are still toe kicking use your hands to place their foot in the proper position with a “locked down” ankle. Ask them to feel what it is like.</li> </ul>
<p><b>4<sup>th</sup> Activity (5 minutes)</b> <i>Bee Sting (Accuracy Game)</i></p> <p><u>Equipment</u>: Four cones to mark ten-yard grid.</p> <p>(i) Players (Bees) on the outside of area with a few parents walking around inside the area.</p> <p>(ii) Bees attempt to “sting” the big people with an instep/laces kick. When a parent is hit, they yell “ouch.”</p> <p>(iii) After kicking the ball, players run to their ball, control it, dribble outside the area and attempt to “sting” again.</p>	<ul style="list-style-type: none"> <li>▪ Targets should move at a consistent pace and not jump out of way of balls. Object is to give players success.</li> <li>▪ Coaches circulate and work individually with players correcting technique but do this sparingly so players get maximum kicking time.</li> <li>▪ Coaches: review technique checklist and coaching points before observing and correcting players.</li> <li>▪ Do not retrieve ball for players, they must run to get their ball back.</li> </ul>
<p><b>5<sup>th</sup> Activity (10 minutes)</b> <i>Controlling the Ball</i></p> <p>(1) Instruct players on proper technique for receiving the ball with the inside of foot focusing on foot position, balance and gentle first touch. Practice with easy serves to players by parents.</p> <p>(2) Five minutes before the end of practice, coaches from both teams on the field set up “Clean Up Your Field”.</p> <p>Play 1-2 minute little matches. If you want a team winner, count the balls after every match. Team with the fewest balls on their side of the field wins. Coaches should observe, encourage, and offer an occasional correction on technique. Be careful not to over coach as the kids need to learn by playing.</p>	<ul style="list-style-type: none"> <li>▪ ‘Clean Up Your Field’ uses the existing field with a “no man” zone marked by cones across the width of the field that is no wider than the center circle. (If that is too big, use your cones to reduce it.) One team on each half of field with no one in “no man” zone. Two balls with each team.</li> <li>▪ Players kick ball to opposite side of field thru the “no man” zone. If it goes out or stops in the “zone”, the kicker retrieves it and kicks again.</li> <li>▪ Players who are not kicking try to get to the ball that was kicked into their field and kick it back.</li> </ul>

**Practice continues with a match.**

# AYSO Region 418 – U6 Practice Plan – Fall 2006

## Week #3

### *Dribbling, Taking on Defender, Passing and Receiving, Tactical Attacking & Defending*

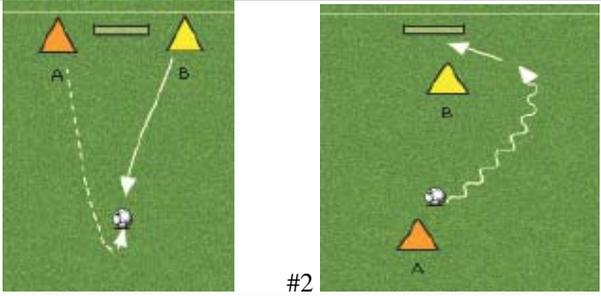
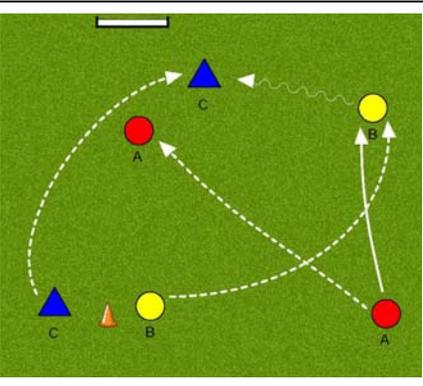
Activity	Coaching Points
<p><b>1<sup>st</sup> Activity (warm-up) (3 minutes) <i>Square Dance</i></b></p> <p>Using the inside and outside of the left and right feet, players dribble around within a designated area. Coach directs shifts from inside, outside and stopping. Emphasize outside of foot ball touch to lead into next activity. Coach: This is your chance to focus on whatever aspect of dribbling you think your players need having watched them last week. <u>Quick Stretch</u>: Touch your toes, reach for the sky</p>	<ul style="list-style-type: none"> <li>▪ “Push” the ball, rather than kick it.</li> <li>▪ Dribble as fast as you can, but not as fast as you can’t!</li> <li>▪ When you get near another player, feel their “force field” and go around or move away from that player.</li> <li>▪ Keep the ball close by touching it softly</li> <li>▪ Look up as much as possible – Buzz Word: <i>Peek</i> (1) Example: <i>Push, Push, Peek, Push, Peek</i>, etc.</li> <li>▪ Stop the ball by putting foot on top of ball</li> <li>▪ Use different speeds (1) <i>1st gear, 2nd gear, 3rd gear</i></li> </ul>
<p><b>2<sup>nd</sup> Activity (3 minutes) <i>Take On Technique</i></b></p> <p>Demonstrate and have players use technique to get past defender. Parents stand and kids dribble up and past them using proper technique. <u>Next</u>: Parent or coach stands at top of penalty area and players have to dribble at and around coach and take shot on goal, retrieve their ball, and dribble around some cones to do it again. Coach may show a little resistance against more accomplished dribblers.</p>	<p>Keys to take on.</p> <ul style="list-style-type: none"> <li>• Keep low center of gravity, remember gorilla walk.</li> <li>• Dribble ball directly at defender. This is called locking the defender down.</li> <li>• Fake one direction with head and shoulder.</li> <li>• Push ball opposite direction and explode with it.</li> <li>• Pushing ball with outside of foot works better than using the inside of the foot.</li> </ul>
<p><b>3<sup>rd</sup> Activity (5 minutes) <i>Race to Goal</i></b></p> <p><u>Set up</u>: Dribbler gets 3 to 5 yard head start near center of field. On “Go” attacker dribbles toward goal while defender runs to get between dribbler and goal. Dribbler now has to use take on skills to get past defender and shoot.</p>	<ul style="list-style-type: none"> <li>▪ Young players often run next to attacker. Help them get in front of the dribbler, between the ball and the goal.</li> <li>▪ Adjust the head start each player gets to allow defender to overtake and get “goal side” of attacker.</li> </ul>
<p><b>4<sup>th</sup> Activity (3 minutes) <i>Tunnel Pass/Receive</i></b></p> <p>This is a quick review of passing and receiving technique to prepare them for the next activity, which combines all of today’s training. <u>Set up</u>: Players line up in single file groups of 2 or 3 facing each other up to 7 yards apart. First player in the larger group has a ball. <u>Game</u>: Player with ball passes to first player in opposite line and runs to the back of that line. Player receiving the pass controls the ball and passes to the next player in opposite line and runs to the back of that line. Game continues: control, pass, run. <u>Coaching Points</u>:</p> <ul style="list-style-type: none"> <li>▪ It is good for receiver to take a step toward the ball before it arrives but do not let them compact the space so the passes are too short.</li> <li>▪ Don’t allow them to kick on first touch. Have them practice their first touch to control the ball.</li> <li>▪ If the game gets faster than the players can maintain proper technique have them slow down.</li> <li>▪ If pass goes wide, have passer chase it down while coach puts another ball into play.</li> </ul>	
<p><b>5<sup>th</sup> Activity (10 minutes) <i>Kick-In Game</i></b></p> <p>“A” is going to kick the ball to a cone downfield. B is going to run to that cone. “A” waits to pass so the ball and “B” get to the cone at the same time. After the pass, “A” runs on the field to support “B” by being within passing distance, not right next to “B”. (Coaching Cue: <i>Go and help him/her</i>. “B” dribbles to the goal and either shoots or passes to “A” who shoots. Though “B” most likely will shoot rather than pass, “A” must run in support all the way to the goal.</p>	

**Practice continues with a match.**

# AYSO Region 418 – U6 Practice Plan – Fall 2006

## Week #4

### *Dribbling, Taking On Defender, Tactical Passing and Defending*

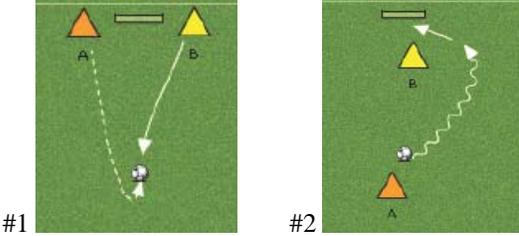
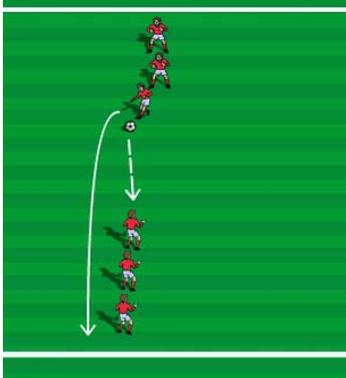
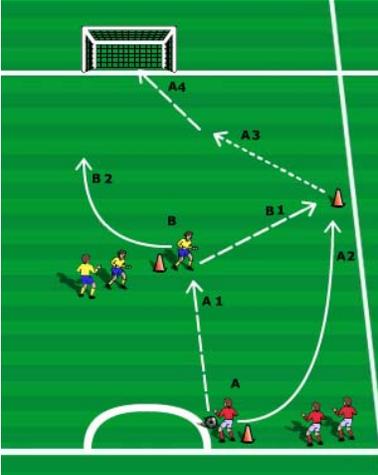
Activity	Coaching Points
<p><b>1<sup>st</sup> Activity (warm-up) (4 minutes)</b> <i>Square Dance</i></p> <ul style="list-style-type: none"> <li>Using the inside, outside and sole of the left and right feet, players dribble around within a designated area.</li> <li>When near another player, use <u>only</u> the outside of foot to dribble around and/or away from that player.</li> <li>Coach directs shifts from inside, outside and stopping.</li> <li>Quick Stretch: Touch your toes, reach for the sky</li> </ul>	<ul style="list-style-type: none"> <li>“Push” the ball, rather than kick it.</li> <li>Dribble as fast as you can, but not as fast as you can’t!</li> <li>When you get near another player, feel their “force field” and go around or move away from that player.</li> <li>Keep the ball close by touching it softly</li> <li>Look up as much as possible – Buzz Word: <i>Peek</i> (1) Example: <i>Push, Push, Peek, Push, Peek</i>, etc.</li> <li>Stop the ball by putting foot on top of ball</li> <li>Use different speeds (1) <i>1st gear, 2nd gear, 3rd gear</i></li> </ul>
<p><b>2<sup>nd</sup> Activity (5 minutes)</b> <i>Gates Dribbling</i></p> <p>Four 2-cone 1-yard wide “gates” are scattered throughout ½ a field. On “GO”, players dribble their balls through as many gates as possible in one minute. At the end, ask them how many gates they dribbled through. Then repeat, and challenge them to improve on that number.</p>	<p><u>Option:</u> If this is not challenging, select one player who tries to tag with the foot (not kick away) the ball of every other player before any one player has dribbled through all four gates.</p>
<p><b>3<sup>rd</sup> Activity (6 minutes)</b> <i>Bring it On</i></p> <p>Players A and B are lined up next to each other 3-5 yards apart.</p> <p>#1: Player A kicks the ball out into space and Player B runs after ball and controls it.</p> <p>#2: Player B then turns and attempts to dribble past Player A and take a shot on goal. After shot on goal, players switch places.</p>	 <p>#1</p> <p>#2</p>
<p><b>4<sup>th</sup> Activity (7 minutes)</b> <i>Kick-in with Defender (again)</i></p> <p>“A” waits while “B” makes a curved run to a cone placed down the line. “A” kicks so “B” and ball arrive at cone at same time. (When “B” gets to cone, her back should be toward the touch line.) After the pass, “A” runs on the field to support “B” by being within passing distance, not right next to “B”. (Coaching Cue: <i>Go and help him/her</i>. Once pass has been made, “C” runs from middle of field to get <u>between</u> “B” and goal and attempts to stop “B” from shooting. “B” controls the pass and attacks the goal. Now playing 2vs1. Switch touch lines part way through, so both left and right kicking and receiving are practiced.</p>	

**Practice continues with a match.**

# AYSO Region 418 – U6 Practice Plan – Fall 2006

## Week #5

### *Dribbling, Passing under Pressure Tactical Mobility, Defending*

Activity	Coaching Points
<p><b>1<sup>st</sup> Activity (warm-up) (3 minutes) <i>Square Dance</i></b></p> <p>Using the inside, outside and sole of the left and right feet, players dribble around within a designated area.</p> <p>When near another player, use <u>only</u> the outside of foot to dribble around and/or away from that player.</p> <p>Coach directs shifts from inside, outside and stopping.</p>	<ul style="list-style-type: none"> <li>▪ “Push” the ball, rather than kick it.</li> <li>▪ Dribble as fast as you can, but not as fast as you can’t!</li> <li>▪ When you get near another player, feel their “force field” and go around or move away from that player.</li> <li>▪ Keep the ball close by touching it softly</li> <li>▪ Look up as much as possible – Buzz Word: <i>Peek</i></li> <li>▪ (1) Example: <i>Push, Push, Peek, Push, Peek, etc.</i></li> <li>▪ Stop the ball by putting foot on top of ball</li> <li>▪ Use different speeds</li> <li>▪ (1) <i>1st gear, 2nd gear, 3rd gear</i></li> </ul>
<p><b>2<sup>nd</sup> Activity (5 minutes) <i>Bring It On</i></b></p> <p>Players A and B are lined up next to each other 3-5 yards apart.</p> <p><b>#1:</b> Player A kicks the ball out into space and Player B runs after ball and controls it.</p> <p><b>#2:</b> Player B then turns and attempts to dribble past Player A and take a shot on goal. After shot on goal, players switch places.</p>	
<p><b>3<sup>rd</sup> Activity (5 minutes) <i>Tunnel Pass/Receive</i></b></p> <p>This is a quick review of passing and receiving technique to prepare them for the next activity, which combines all of today’s training.</p> <p><b>Set up:</b> Players line up in single file groups of 2 or 3 facing each other up to 7 yards apart. First player in the larger group has a ball.</p> <p><b>Game:</b> Player with ball passes to first player in opposite line and runs to the back of that line. Player receiving the pass controls the ball and passes to the next player in opposite line and runs to the back of that line. Game continues: control, pass, run.</p> <p><b>Coaching Points:</b></p> <ul style="list-style-type: none"> <li>▪ It is good for receiver to take a step toward the ball before it arrives but do not let them compact the space so the passes are too short.</li> <li>▪ Don’t allow them to kick on first touch. Have them practice their first touch to control the ball.</li> <li>▪ If the game gets faster than the players can maintain proper technique have them slow down.</li> <li>▪ If pass goes wide, have passer chase it down while coach puts another ball into play.</li> </ul>	
<p><b>4<sup>th</sup> Activity (8 minutes) <i>Overlap</i></b></p> <p><b>Set up:</b> Use ½ of field. 2 or 3 “A” players start at edge of center circle. 2 or 3 “B” players at cone about 7 yards ahead and slightly to one side. Cones on field as shown.</p> <ul style="list-style-type: none"> <li>▪ “A” passes the ball forward for “B” to control (A-1).</li> <li>▪ After the pass, “A” makes a run forward on the touchline toward the target cone (A-2).</li> <li>▪ “B” passes the ball toward the cone “A” is running onto (B-1)</li> <li>▪ “A” controls, dribbles and shoots on goal (A3 &amp; A4).</li> <li>▪ After “B” passes to “A”, “B” makes a curved run to support “A” (B-2).</li> <li>▪ Players return to opposite line for their next turn.</li> </ul> <p><b>Coaching Point:</b> Be sure to demonstrate what players are to do rather than just saying it.</p> <p>Progress to 2v1 with defender if appropriate.</p>	

**Practice continues with a match!**

## **AYSO Region 418 – U6 Practice Plan – Fall 2006**

By this point you know your players and have run five practices. It is time to design your own practice.

Look at your players and decide what they need to help them improve. Confine your practices to the skills listed at the start of this curriculum. Do not introduce additional skills.

Select some games that will achieve these objectives. You may use games used in earlier weeks, those in your U6 coaching manual, or others. If there was a game from an earlier practice your players were not then ready for, it may work now. Just be sure that each game you play fits your objectives, is fun, and can be adjusted so it is neither too hard nor too easy.

There will be a coach trainer present at each practice session to offer advice and provide support. Or you may e-mail [aysotraining@aol.com](mailto:aysotraining@aol.com) with your questions.