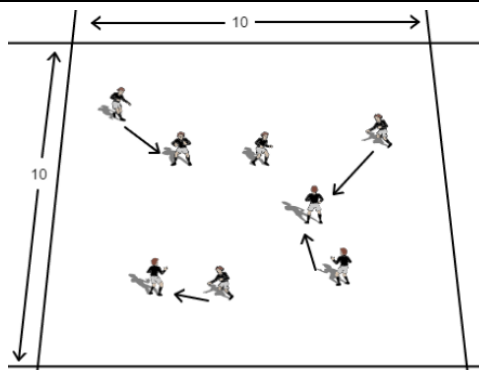




ARKANSAS
RISING

5v5 / Under 8 / K, 1st, 2nd Practice #1 Using different surfaces of the fee



Superman/woman Tag! (Technique/Decision Making) 10x10yd grid.

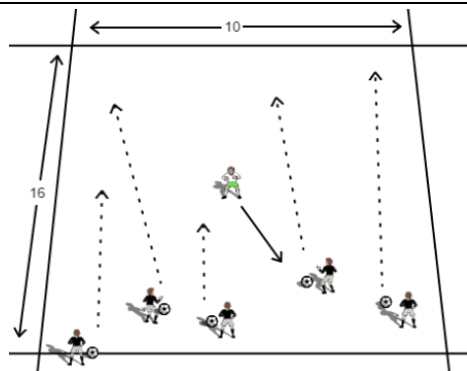
- Everyone is it and is trying to tag other people in the grid. If you tag someone, you get a point. However, if you get tagged, you lose a point. Players keep track of their own scores and, yes, you can go into negatives!

Progression:

- Add a ball. Now instead of tagging someone else, you have to touch their ball with your foot (but not allowed to kick it away). Players get a point if they touch a ball, but lose a point if theirs gets touched.

Coaching Points:

Let players play for a minute and get into the rhythm of the game. After a minute, ask for scores, and challenge them to get a higher score than they got before. Discuss ways to be better aware of your surroundings so you don't get tagged as often. Play a few more round before adding balls. After adding a ball, discuss the differences between little touches and big touches. When do we use little touches? When do we use big touches? What parts of our feet can we use to accomplish the different changes in direction? (10 mins)



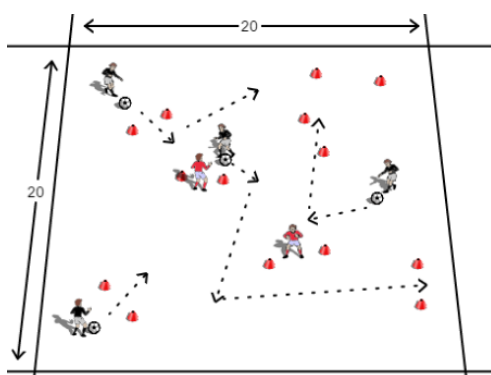
Monsters and Kittens (Technique) Expand your grid to 16x10yds

- In your expanded grid, all players have a ball and are on one end of the grid. The coach stands in the middle.

- When the coach says 'go,' all players (the kittens) try to dribble from one end of the grid to the other without getting their ball stolen by the coach (the monster).

- If a player gets their ball stolen, they have to perform a special activity in order to become a kitten again (ex: touching the top of the ball with the bottom of their feet alternating eight times, or passing the ball between their feet eight times). Players cannot become a monster with the coach - we want them to keep dribbling their soccer ball!

Coaching Points: Encourage players to find the space behind you and think about how to get there without getting tagged. Ask players to think about the length of their touches, and how they can use the inside and outside of their feet to manipulate the direction of the ball. When do we use big touches, and when should they be smaller?



Gatekeepers (Technique/Decision Making) Expand the grid to 20x20yds

- Every player needs to have a ball. (except for a couple gatekeepers). Spread pairs of cones around the grid about a yard apart from each other. Each set of cones is called a 'gate.'

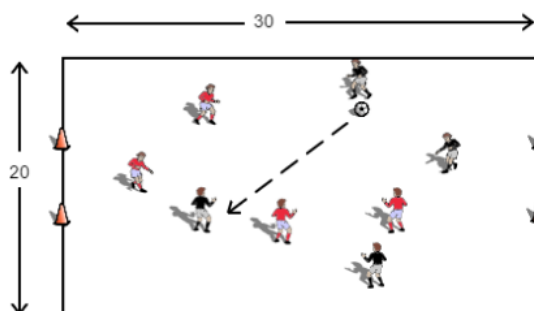
- Players have 45 seconds to dribble through as many gates as they can. Players need to keep track of their score.

- The gatekeepers stand in the middle of a gate making it 'closed.' Gatekeepers must switch and go stand in a different gate every 4 seconds. After 45 seconds, stop game and ask each player what they got. Repeat and ask them to beat their own scores.

Coaching Points:

- Players need to take close, tight touches when dribbling through a gate and larger touches when they are trying to build up speed to get to the next gate. Players need to look around so they know which gates are closed, and take their next touch towards an open one.

- Talk to players about using different sides of their feet to change direction. Stress the importance of using both feet. A two footed players is twice as good as a one footed player!(10 mins)



Scrimmage (Holistic) Expand your grid to 30x20yds (same size as your game field)

- Play 4v4. If your numbers are short, decrease size of field to 25x15 and play 3v3.

- Cones for goals are 2yds wide (same as for a game)

- There are no goalkeepers

Coaching Points:

- None! Just sit back and let them play. Help remind them of ASA's rules whenever a ball goes out of bounds, and use those opportunities to show them the proper restarts. We do throw-ins at 2nd grade, so show them what a throw-in looks like if they are having trouble. Play with goalkicks and corners, just like in a real game.

(20 mins)

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Practice Conclusion: Bring your players in for the last five minutes of practice and recap your session using open-ended questions. When should we use little touches vs. big touches? (little touches in tight spaces and big touches in space so we can build up speed faster). What are some of the different surfaces we can use to dribble the ball? (top, inside, outside, bottom). Encourage your players to practice these different parts of their feet at home or at recess. Have a team cheer and send them home. Great first practice, coach!