**Coach Learning and Reference Manual**

**Watertown Youth Soccer Association, Watertown, South Dakota**

[http://www.watertownsoccer.com/Pics/WYSA_Logo_ball.JPG](http://www.watertownsoccer.com/index.html)

For coach/facilitators

of

**U5 through U8 children**

Training and Game Day Guide

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**Welcome and Introduction Glen Buckley**

I was both honored and flattered to be asked to work with the Watertown Soccer Association and to put together these manuals. To be associated with such an innovative and forward thinking organization whose primary focus is in the development of young athletes in the sport of Soccer, and life itself, was just too good an offer to refuse. Coaching young players and introducing them to the sport of Soccer can be a very frustrating yet extremely rewarding experience. I look forward to working with you to enhance the experience of both the players and coaches within the club.

It is my intention within these pages to minimize the frustrations and provide you with enough information to maximize the “Fun” for both the players and the coach. Understanding the players and their age characteristics, along with creating the correct age appropriate training and game environment is paramount in the development of both player and coach. Please think of yourself as a “facilitator” rather than coach. You will present the “game” to the children and challenge them to resolve the problems that the game presents. Children love to solve problems. We adults have a tendency to forget that and want to give them the answers. Telling them to shoot, boot it, go to it and hustle are all things that they are more than capable of working out for themselves! We just have to allow them the time to do so. Some will work things out quicker than others, we have to be patient, and they will get there in the end.

**U5 – U8 Players**

The activities contained in this manual are designed to encourage problem solving, communication, sharing information, collective reasoning, individual motor skills and small group work. You will also find some suggestions for a parent meeting and how to explain the philosophy of small sided activities and games. The main focus for these age groups is their comfort with the ball, in Soccer terms dribbling. There is little point in asking them to pass as they want the ball for themselves……hence “swarm ball”. We should therefore be encouraging them to play with the ball and manipulate and master it. The use of **Guided Discovery** as a teaching tool is also explained and will help you in setting the correct environment and atmosphere during your sessions. **The Mosston’s Slanty Line Theory** helps you present the game to the children at a level they can all succeed. Thus addressing the age old question “Do I coach to the top third or bottom third of my group?”

The biggest tip I can give you is to get down to the children’s level [literally bend on one knee and be at eye level with them when talking to them] learn about their interests, Wii, Sponge-Bob X-Box and iCarly will stand you in good stead!......but most of all don’t take yourself too seriously and both you and they will find it much easier to have FUN.

**Sample Parent Meeting Agenda .**  **\* Have the schedule of all practices and games and the weather/medical emergency plan attached to these agendas. Adapt the following to suit the age and competitive level of your group.**

***Team Goals:*** Our primary goals as a team are to have fun and to develop as young soccer players. I hope to be able to teach the players needed skills that will help them improve in the game. We will have fun practices that focus on technical skills. Winning will not be a priority for our team. Team priorities will be developing skills and enjoying the game. If you watch practice you may at times see us engaging in activities that do not look like “real soccer”. Please be assured that all activities we do will help with skill building, motor development, and enjoyment.

***Style of Play:*** I will be encouraging the players to try new things and to be creative. We will focus primarily on developing dribbling skills, and also spend time on passing, receiving, and shooting skills so players begin to develop in age appropriate skills. It is my hope that players have the confidence to show their skills in the game and improve their comfort in possession of the ball. We will try to move up and down the field as a team and I may, on occasion, move players into different positions to help them learn all parts of the game. We will spend most of our time on skill development.

***Attendance:*** I will be at every practice and game, foregoing any unforeseen emergencies. Please make every attempt to have your child at every practice and game (on time) as it is part of learning the responsibility of being on a team. Given our hectic lives, I do understand that players may have conflicts here and there. Please let me know before the first game of any conflicts you might have for the season so I can prepare my practices accordingly and we can make sure our team has enough players at every game. Please have your children at the field ???? minutes before the game starts and please pick up your children promptly after every practice and game.

***Discipline:*** I have been told that I run a tight ship and will continue to do so. If players are acting out, I will ask them two times to fix their behavior. If they fail to do so after these warnings, I will sit them down at practice or during a game. If the behavior continues, we will need to talk about it to find a way to help resolve the behavior best without it detracting from the rest of the players’ experiences on the team.

***Communication:*** I am typically a difficult person to reach by phone. The best way to contact me is via email at [soccercoach@sampleclub.com](mailto:mikes@mayouthsoccer.org). Should you wish to talk by phone, my office number is 1-800-852-6666 and the best time to reach me is between 12pm and 3pm. If these times do not work, let’s schedule a time that works for both of us. Please do not ask to talk to me during a practice or game or immediately before or after the game or in front of your child. I do encourage open communication and questions as we all hope to make this a great experience for the children.

***Sideline Behavior:*** Please be supportive and enthusiastic on the sideline during games. The players and I will truly appreciate your applause and encouragement. However, if everyone is coaching, this will only confuse the players. Please do not coach from the sideline. The players need to make their own decisions and we need to support them and educate them at practice. Remember, you are a role model on the sideline for the players. Please set a good example.

***Overall:*** I am excited for a great year and I hope you and your child are as well. Let’s all have fun and enjoy the game. If you have any questions, please, let’s keep open communication. ☺

**U5 - U8 Age Group Characteristics**

Coaching at the U5 / U8 level can be one of the most rewarding experiences in sports. The children’s enthusiasm is contagious and their smiles can brighten up even the gloomiest of days. Coming home after a long day of hard work and arriving at the park to be welcomed by the cheers of players who think you are the harbinger of fun is an experience we would hope everyone gets to feel at some point in their life. That being said, a little crankiness or malaise can make coaching these young players a very difficult challenge at times. Remembering these general guidelines will help maintain everyone’s happiness throughout the entire season.

***Typical Characteristics of U5/U8 Players***

* *Focused on themselves* – reality to them is solely based on what they see and feel.
* *Unable to see the world from another’s perspective* – it is “the world according to me” time. Asking them to understand how someone else is seeing something or feels is unrealistic.
* *Everything is in the here and now* – forget about the past and future, they live in the moment.
* *Heating and cooling systems are less efficient than adults* – we need to give frequent water breaks (every 8-10 minutes) or they may just run until they cannot run anymore.
* *Enjoying playing, not watching* – they feel no enjoyment from watching others play when they could be playing too. Make sure every player has a ball in practice so every player is always playing.
* *Limited attention span* (on average 15 seconds for listening, 10-15 minutes when engaged in a task) – keep your directions concise and to the point. When in an open environment, such as a park, their attention span will dwindle towards 10 seconds.
* *Effort is synonymous with performance* – if they have tried hard, they believe they have done well. This is a wonderful quality and we should be supportive of their enthusiasm.
* *Active imaginations* – if we utilize their imaginations in practice activities, they will love practice!
* *Look for adult approval* – watch how often players look to you for approval or to see if you are looking. Also be encouraging when they say “Coach, look what I can do!”
* *Unable to think abstractly* – asking them to think about spatial relations or runs off the ball is unrealistic.
* *Typically have 2 speeds* -- extremely fast and stopped.
* *Usually unaware of game scores* – we should keep it that way.
* *Often like to fall down just because it is fun* – they are just children having fun ☺
* *Often cannot identify left foot vs. right foot* – they know which foot they use most and if they point to their feet you can help teach them left and right.
* *Practices length*- never last more than 1 hour and should really be 45-50 minutes
* *During activities*- If there are special roles (e.g. a few players start as sharks or as ice monsters) make sure you give every player a chance to be “special”
* Do not expect children at this age to understand passing as that means they are giving their toy away. They are only focused on themselves.
* Speak to the children at their level. Kneel or bend down and make sure you have gained eye contact and all players are in your view.
* If you find particularly shy players, try to pair them up with friendly, mature children who can help create a social bridge
* If you have a particularly angry/aggressive player, immediately set firm conditions to control this behavior and insure the safety of the larger group
* If you are concerned about the behavior of any player, contact that child’s parents to either inform them or seek advice as to how to work with the player most effectively
* Have fun!!!

***Psychological/Fun Aspects of Coaching U5 –U8***

***The most important aspect of working with these age groups is FUN. If not having fun, children will no longer want to play. Children remind us adults of this fact over and over again when asked in research studies and anecdotally. Psychosocial development is also a very important focus for this age group. Children are still learning how to enter and interplay within a social group and we can help with this through soccer. It is important that we praise children of these ages regularly and help build self-esteem and a willingness to be creative. In this manner, we can support them as individuals and help facilitate their entry into the world of group play.***

Five, six and seven year-olds have a short attention span and loads of energy. As a result, quick instructions and simple activities work best. Activities that utilize their active imaginations are preferred and will help keep their attention. These players all want to play with the “toy” on the field, which is the ball. In practice, make sure to have a “toy” for each player.

***Technical Development of U5 – U8 Year Olds***

Fun, dribbling, and motor development (running, skipping, galloping, turning, jumping) should be the central soccer themes in U5 and U6 practices. In order to become comfortable on the ball, players need to touch the ball as often as possible.

**Age Group Skill Priorities**

**U5 / U-8 Dribble with all sides of both feet**

**Dribble out of trouble**

**Dribble past someone**

**Soft first touch**

**How Do Children Learn?**

**Children learn by knowledge of results.**

No not the winning and losing, or by points gained type of results, but the result of doing. If a child tries something and is successful, they are more likely to want to do it again. Repetition is the key**.** Practice Makes Perfectis a phrase we have all heard and used. However caution should be taken as practicing the wrong thing may make you perfectly bad at it! Maybe we should change the phrase to **Practice Makes Permanent.** The point being that the correct environment and correct practice is essential to learning.

**Learning.**

It is critical for us to recognize children have varied learning styles. Some children learn optimally when they hear things described to them. Others learn best when they see things. However, other children learn best by doing. Depending on the source, estimates claim 20-30% of children may retain information they hear and, possibly, up to 45% of children retain what they see. This is compared to 80% retaining what they do. Here are brief descriptions of the varied learning styles of children:

***Auditory Learners***

Auditory learners learn best by listening. They often understand the nuances of speech we convey through tone, speed, or pitch. You might see these children reading aloud in school as they learn best by hearing. On the field they will listen intently to your words. It is important you provide clear, concise, and direct instructions.

***Visual Learners***

Visual learners learn best by seeing. They will benefit most not from your description of activities, but rather by seeing a demonstration. The adage “a picture is worth a thousand words” is often very true to visual learners. In school, these children prefer diagrams and overheads. On the field, they prefer to see what they need to do.

***Kinesthetic Learners***

Kinesthetic learners learn best by doing. The large majority of your players will excel through this means of learning. Children in kindergarten and early elementary school are especially likely to learn this way on the soccer field as it is the primary method of learning in life for them. They learn through exploration and touching. You may actually find some children who are easily distracted unless completely engaged.

Overall, we need to make sure all of our players understand the messages we are trying to provide. The important thing to note is the large majority of players will understand most easily by doing. Therefore, we need to make sure they are active as much as possible. Giving brief directions, providing a clear and simple demonstration, and then having the players engage in the activity will prove the optimal method of teaching. By doing this, we quickly cover all types of learning. However, if your description is too long, you will find you have lost some children before you even start. A brief description is key. Once you get the children playing, you can give personal attention to players who do not understand while the remainder of the players are actively engaged in the activity.

**GUIDED DISCOVERY**

If you listen to the words shouted from the sideline of a typical field, you are likely to hear many specific directions from coaches and spectators alike. Every time a child receives the ball, they are likely to hear at least 3 or 4 people telling them what to do. We then see children kick the ball forward as hard as they can or run with it as fast as they can seemingly without any thought. They do not do this because it seems like the best choice. In fact, it is unlikely those players even ask themselves what the best choice of action is in that situation. Often, they are simply doing what they are told to do by the shouting coach or spectator.

If we asked these players to explain their decisions to us at the end of the game, or even immediately after their actions, it is unlikely they would be able to provide us with a rational explanation as to why their actions were warranted. If these players are placed in the same situation at a later time, they will not have a thoughtful knowledge base from which to draw upon when trying to solve the situation. It could be that they make the same mistake when placed in the same situation. Otherwise, they could simply choose a different response randomly in hopes they will eventually find something that works. By the time this trial-and-error method of solution proves fruitful, it is likely the player will be so frustrated they do not want to play anymore.

So what can we do as coaches to prevent players from making the same mistakes and feeling growing frustration? We could continue to yell louder and hope they listen to us constantly when playing. Of course, then it does not really seem like they are playing. Rather, it seems we are puppeteers using our players as puppets. Our challenge then is to help provide the players with the tools to make these decisions for themselves while on the field. If our players understand when it is best to kick the ball forward or to run forward with the ball and why they are making all the decisions they are making during a game, then they will be able to improve their own play (even during the game) and be rewarded with success. Further, if they become thoughtful strategic players, they will have more fun, gain confidence, and your team’s performance is likely to improve continually.

By asking our players questions to which they must come up with answers, we can insure that our players are thinking, as opposed to mindlessly following our directions. Of course, if we do not ask guided questions, we may find ourselves and our team roaming aimlessly amidst philosophical clouds. By asking guided questions, we can help maintain focus and direction for our team and help provide learning experiences for our players.

When referring to guided questions, we mean our questions should place our players on the right track (guide) in order be able to solve the questions we pose. Some questions may be quite direct and simplistic such as:

* What part of the foot do you use to make a short pass?
* Where should you aim when shooting on goal?

Questions such as these are called “low order” questions as they demand factual, memorized answers. In contrast, we could ask “high order” questions that challenge our players a bit differently by asking them to weigh options within the framework of a larger process. High order questions beg interpretation and comprehension over memorization or recall. Examples of “high order” questions include:

* How can you get the ball down the field quickly?
* How can you protect your ball?

Utilizing questions such as these will help our players learn and retain information that will aid them in making optimal choices as they play. It is not better to ask “high order” or “low order” questions, as they both serve helpful roles in learning. Our task as coaches is to find the proper balance of “high order” vs. “low order” questions for each of our players. In consequence, rather than waiting for us coaches to fix errors of play at half-time, our players will likely look to solve errors immediately during the game as they have been trained to do so in practice.

**MOSSTONS SLANTY LINE THEORY**

As mentioned previously you will find a great range of abilities amongst the players on your team. Because children are maturing at various rates, our most challenging task may be to find a way to run a practice in which we challenge each player at a level that befits their abilities. Do you set goals for all your players that are based on the performance of your best player? If so, do your lesser players have any chance of actually attaining these goals or are they constantly faced with failure? In contrast, do you set your goals according to the abilities of your lesser players in order that everyone on your team can reach the goals? If you do this it is likely your better players will find practice extremely boring and they will not develop or have fun. We are stuck with a problem if we do either of these things, so what do we do?

**STRAIGHT LINE SLANTY LINE**

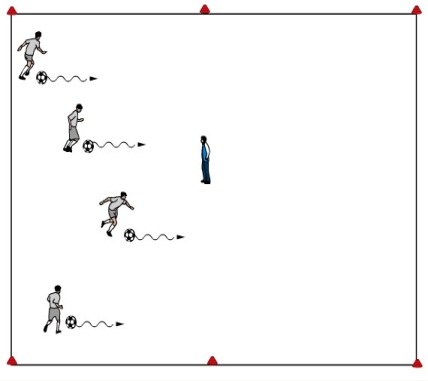
Think of practice as a jumping contest. If we hold a stick parallel to the ground and eight feet in the air (see picture above) and then ask all players to jump as high as they can and touch the stick with their hand, we will find most players have no chance of success. However, if we hold this stick at a slant and challenge players to touch the highest part of the stick they can reach, then each player can experience some success. Each time they jump, we can challenge them to try to improve the height they reach on that slanted stick. Therefore, they experience success and have reachable goals to strive for going forward. This is Mosston’s Slanty Line Theory in practice. By challenging each player in a manner that befits their abilities we will keep every player engaged in the task and cognizant of challenging, yet reachable goals. By doing this, we are much more likely to aid in every player’s development than if we challenged all players at a standard that only befit a few of the players. Remember, children tell us a primary component of fun is seeing themselves improve at a task. Allowing each player to see themselves reaching new goals will clearly enhance their enjoyment!

**Lesson Plans and Activities**

**U5 / U8 Lesson Plan:**

**1) Juggling**---Everyone with a ball. Hold hands out with ball in between, drop ball directly down and kick back up to hands, etc. Players practice keeping the ball in the air with feet and thighs, Have each player try to get 1, then next time 2 and so on. Players count how many times they touch the ball before it drops to the ground. (8 minutes)

**2) Paint the Field**---Every player dribbles their ball in the area defined. You explain to them that their ball is actually a paintbrush and wherever it rolls on the ground, it paints that area. The task is to paint as much of the area as possible in the time allotted by dribbling their soccer balls all over the grid. *Version 2:* Can ask them to paint with only their left foot, then their right foot.(8 minutes)

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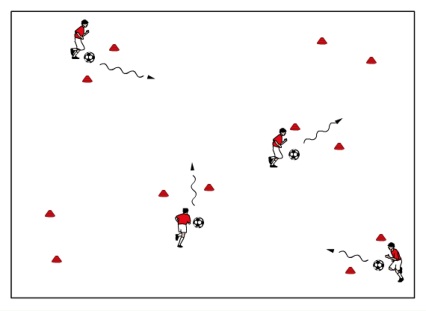
**3)** **Red light/Green light**---All players have a ball and dribble in a limited space. When coach says “red light”, players must stop ball and put foot on top of ball. When coach says “yellow light”, players must dribble very slowly. When coach says “green light”, players dribble fast. Coach controls this game with frequency of light changes and variety of changes. Once players catch on to this game, add light of other colors and affix different actions to them. (i.e. purple light = hop back and forth over ball, orange light = run around the ball, black light = dance, blue light = hide behind the ball etc. etc.). (8 minutes)

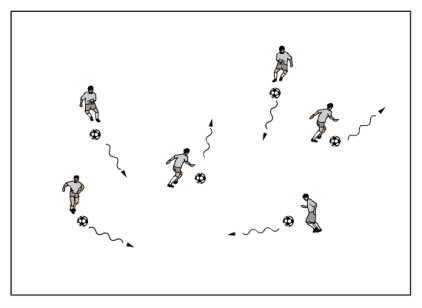
**4)** **Pirate Ship**---Set up a 20x20 grid (Pirate ship deck) with a small 6x6 grid (safe shark cage) just in one of the corners of the field. Coach makes up variations and adds them to their pirate ship journey one at a time. Variations on the ship can be: *Scrub the deck*-players must roll the ball back and forth with the sole of their foot, then coach can ask them to do this while moving all around the Pirate Ship deck. *Hoist the sail*-players can knock the ball back and forth between their feet (foundation), then dribble all around the Pirate Ship deck as fast as they can. *Walk the plank*-players must do toe touches on their soccer ball, then dribble all around the Pirate Ship deck as fast as they can. *Shark attack*-Coach (aka: ‘Shark’) runs after players and they have to try and dribble their soccer ball into the 10x10 grid (safe shark cage) before the ‘shark’ catches them. (8 minutes)

**5) U5 4v4 orU6 5v5 scrimmage**—On a field aprox 35 yards long by 25 yards wide, no goalkeeper

**U5 / U8 Lesson plan:**

**Dribbling, Balance & Coordination**

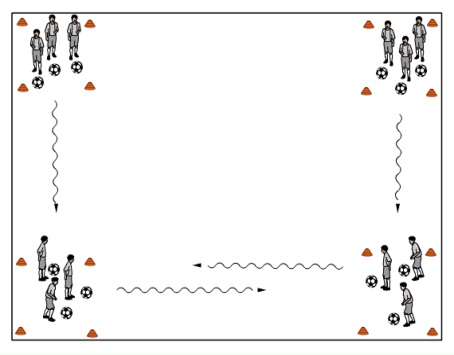
1. **Gates**---Set up many pairs of cones (with roughly 2 yards in between pairs) all around the playing area. These pairs serve as gates or many mini-goals. Players each have a ball and must dribble through the gate in order to score. Have players count how many goals they score and when playing a second time ask them if they can beat their score by one goal. Coaches can vary this by asking players to dribble with left foot or right foot. If players end up dribbling back and forth through only one goal, set up a rule to protect against this.



1. **Tag**---Every child dribbles a soccer ball in the space defined while trying to tag other players with their hand. Players cannot leave their own ball. Have them keep count of how many people they have tagged and, if playing twice in a row, see if players can tag more people than they did in the first game. *Version 2:* Players must tag other players on their knees.
2. **Hospital tag**---Same as tag in that each player dribbles a soccer ball and that they try to tag each other with their hands. In this game, each time a player is tagged he/she must place their hand on the spot on their body at which they were tagged. Obviously, if tagged a third time, players have no more hands to cover those spots, so they most go to the hospital to see the doctor. The coach acts as the doctor and performs a magical task (pretend) to heal all the little soccer players so they can continue playing the game.
3. **U5 4v4 or U6 5v5 scrimmage**—On a field aprox 35 yards long by 25 yards wide, no

goalkeeper

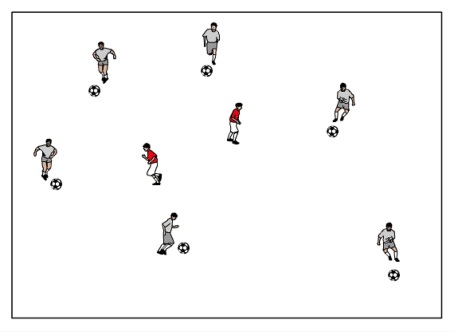
**U5 / U8 Lesson plan:**

1. **Body Part Dribble**---In designated area, coach has all players dribble a soccer ball. When coach yells out the name of a body part, players must touch that body part to the ball as quickly as possible. Coach should vary body parts and rate at which he calls out body parts. At times, call out body parts consecutively (i.e. tummy, nose, elbow) during one stoppage or call out two body parts at once (i.e. both feet).
2. **Kangaroo Jack**---All players except two or three begin with a ball. Players without balls are kangaroo jacks and must hop like a kangaroo and try to tag players. If a player gets tagged, he/she becomes a kangaroo as well until all players are turned into kangaroos.
3. **Planets**---Set up cones into multiple squares or triangles that serve as planets (or cities). All players must follow coach’s order and dribble into the planet he calls out. Coach can have all players follow same directions or break up team so they start at different planets and then have them dribble through the solar system in clockwise or counterclockwise fashion. Coach can have groups

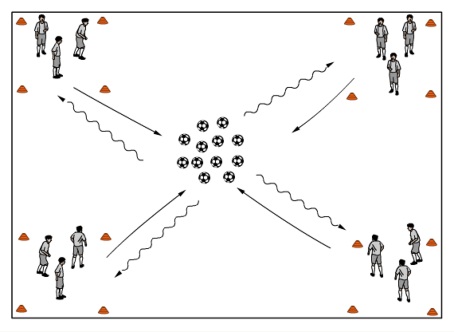
dribble in opposite direction through the solar system.

1. **U5 4v4 or U6 5v5 scrimmage**—On a field aprox 35 yards long by 25 yards wide, no goalkeeper

**U5 / U8 Lesson plan:**

1. **Crab Soccer**---Set up a grid roughly 18yd x 10yd. Have 3-4 players inside the grid acting as crabs. These crabs do not have a soccer ball. Other players start at one end of the grid and when the coach says “Go”, they dribble their soccer balls to the other end of the grid. The crabs try to kick the balls out of the grid. If a dribbler’s ball goes out of the grid, that player becomes a crab as well. Play until all players turn into crabs.
2. **Snake**---In an appropriate space for the numbers you have, have all players dribbling soccer balls except for 2-3 players to start. These players hold hands and work together as one snake to tag the other players. The players with balls try to avoid getting tagged by the snake. If they are tagged, they join hands with players making up the snake. The snake grows until all players are part of the snake. The snake must stay together as one animal and not break off into little parts. Encourage fun by having the snake hiss. ☺
3. **Shrek/ Spiderman/ Sponge Bob**---Place a couple players in pennies and have everyone else get a soccer ball. Set up a 20 yd x 15 yd space and have the players with balls dribble around in the space. The players in pennies are Shrek or Spiderman or SpongeBob etc. etc. and try to tag the players who have soccer balls. When players are tagged they go to into the goal (castle, spider net etc. etc.) and can only get back out if a teammate with a ball tags them or the coach uses his/her magic powers to let everyone free. Use any character or images you like for this and make sure all players get a chance to be one of the special characters at some point during every practice.
4. **U5 4v4 or U6 5v5 scrimmage**—On a field aprox 35 yards long by 25 yards wide, no goalkeeper

**U5 / U8 Lesson plan:**

1. **Freeze Tag**---Break up the group into two teams. Everyone must dribble their soccer ball, but one team tries to tag (freeze) the other team. If they do tag a player on the other team, that player must freeze, place their ball above their head and spread their legs. Another player on their team must kick his/her ball through the frozen player’s legs to unfreeze the teammate. If all players are frozen, game ends and the frozen team becomes the taggers. Otherwise, stop game after a few minutes and have team reverse roles. *Version 2:* Coach can be the freeze monster and try to tag all the players with players unfreezing each other in same fashion.
2. **Ball Tag**---Similar to other tag games except players try to tag others with their soccer ball instead of their hand. Have them keep count of how many times they kick their soccer ball and tag another person. Have the tag count if their ball hits another player or that player’s ball. Can have the players tag the coach for 10 or 20 points. Then can have players tag other selected players for 50 or 100 points etc. etc. *Version 2:* Rather than having players tag each other, have them tag the coach by kicking their soccer ball. The coach moves around without a ball to avoid being tagged. Have players count up how many they got and can do the same variations as in the other game by affixing a lot of points to players.
3. **Cops and Robbers**---Coach sets up 8-10 stand up cones in a 15yd x 15yd space. Robbers all have soccer balls and knock over the cones (banks) by kicking their balls into the cones and knocking them over. Cops (have 2 or 3 cops for each game) do not have soccer balls and need to stand the cones back up (before all the banks’ money falls out). Coach can help knock over cones or pick up cones as he/she sees fit. Rotate who gets to be cops.
4. **Capture the Balls**---Set up three or four “home bases” (squares) with cones roughly 2-3 yards wide. Break up the players into teams and have each team get together in their home base. Place all the balls in the center of the space between the home bases. On the coach’s command the teams are free to gather as many soccer balls as they can into their home base. Players cannot use hands and there is no pushing each other or sitting/laying on the balls. Teams try to gather as many balls as possible into their home bases. Teams can steal balls from others’ home bases. Coach calls time and counts up how many balls are in each space to determine a winner. Coach allows team 1 minute to make up a new team strategy before playing again.
5. **U5 4v4 or U7 5v5 scrimmage**—On a field aprox 35 yards long by 25 yards wide, no goalkeeper

**U5 / U8 Lesson plan:**

To encourage coach development you should create your own lesson plan from the activities used in previous weeks. Alternatively ask the players which three or four activities they wish to play prior to the scrimmage at the end of the session. In addition be creative following the methodology shown and make your own plan.

**General coaching points:**

* Keep your instructions to a minimum, these games are simple to understand and should stay that way. Do not talk for more than 20 seconds at a time and try to keep it much less than that
* By counting down the last 5 or 10 seconds of an activity you can add excitement
* If you see players not understanding or enjoying a game, be flexible and change it
* Keep all players involved all the time, do not have players knocked out who then sit and watch
* When sending players on a water break, have them go backwards or have them act like a rabbit or frog and hop. Have them act like a monkey or dinosaur, or anything else they come up with for fun and to help coordination skills.
* Be animated
* Change the inflection of your voice, do not be monotonous
* Have fun!

The sessions contained here have very few boundaries and use minimum cones. Players in these age groups struggle with staying in between lines and so can be set up to fail, and see it as such if they are constantly running out of bounds. A general rectangle shape playing area for the activities is sufficient.

**Summary**

I hope you find the information contained in this manual helpful and that it not only provides you with some ideas on how to present the game to the players, but also that you found it educational.

Should you have any questions please do not hesitate to contact me at

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585 831 7465

[gbuc200398@aol.com](mailto:gbuc200398@aol.com) or [glen@glenbuckleysoccer.com](mailto:glen@glenbuckleysoccer.com)

Thank you and remember, Have FUN!

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**glen buckley soccer llc**

**Glen Buckley BIO**

If you are serious about soccer then as a player, coach, administrator and parent you need to expose yourself to quality information and instruction. **Glen Buckley** has grown up around the game and made it his life. He has amassed close to 30 years of experience in the coach education and player development arenas.

His early days were spent in his native England learning his trade working for his home town club Wigan Athletic as Youth Team and Center of Excellence Director. He has worked for The English Football Association, and Lancashire Football Association. When his playing career was over he focused his attention and devoted his adult life to further education. He gained his FA “Full Badge” at just 27 years of age. He was selected as one of the first 30 coaches in England to be a Tutor Assessor of the FA, shortly afterward completing his UEFA A license. Following successful stints as a manager in the Semi Pro leagues and scouting for numerous professional clubs he arrived on these shores in 1994 to take up a role as a Club Director of Coaching in Minneapolis, MN. Following 5 years in that role he was appointed State Director of Coaching for the New York State West Youth Soccer Association, a position he held for 10 years transforming the state coach education program into one of the most successful in the country. During this period he successfully acquired the USSF A, B, National Youth License and the NSCAA premiere diploma.

He has recently set up **glen buckley soccer llc**  an education and consulting company offering individual and team training, coach education, club development, curriculum and key note speaking nationwide. A self-confessed football junkie, his knowledge of the game from today and yesteryear was once called “encyclopedic.” His innovative ideas and visions for the growth and development of the game keep him busy from those seeking advice through his newly formed company.

He has served as both a US Soccer and US Youth Soccer National Staff Instructor.

If you have been in his classes or attended his clinics or lectures then you will fully understand his infectious personality and will certainly appreciate his quick wit. His knowledge is unsurpassed and is delivered with a calm and controlled demeanor that both players and coaches welcome and appreciate, normally with a smile on their face!

**Mission Statement:** "To provide the youth of Watertown the opportunity to participate in recreational and competitive soccer leagues by teaching and demonstrating soccer skills, sportsmanship, honesty, respect, and fair play. To provide a safe environment where our youth not only can excel in their soccer skills but also learn the importance of physical fitness in their lives. To provide an atmosphere where the player’s emotional well-being will be nurtured as they learn the importance of teamwork, determination, persistence, and hard work. All members will work towards instilling in our youth the enjoyment and fun aspects of the beautiful game of soccer"

**Association Information and Contacts:**

**WYSA Officers:**

**Jason Bartels President**

**Dan Dahl Vice President**

**Lisa Kieso Sec/Treasurer**

**Milt Carter Past President**

**Executive Director**

**Kelly Roby 605 868 1369** [**Director@watertownsoccer.com**](mailto:Director@watertownsoccer.com)

**WYSA Board of Directors**

**Jeremy Ebsen**

**Rose Derby**

**Heidi Fiechtner**

**LuAnn Strait**

**Casey Feinenger**



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