

SOCCER PRACTICE SIMPLIFIED

FOR 5-9 YEAR OLDS

**A Complete Season
Lesson Plan
For Coaches
And Parents**



A Soccer Learning Systems publication

First Published in North America by;
Soccer Learning Systems Inc.
17610 Murphy Pkwy
Lathrop CA 95330 USA

© Soccer Learning Systems 2013
© Cover Design & Graphics: Soccer Learning Systems 2013
© Text: Mazzantini/Bombardieri 2013

Illustrations by GIULIA RUBENNI

All Rights Reserved. The reproduction or utilization of this work in any form or by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording and in any information storage and retrieval system, is forbidden except as expressly permitted in writing from the publisher.

Printed and bound in the USA

ISBN 978-0-984-44671-1

Soccer Learning Systems policy is to use papers that are recyclable, natural and made from wood grown in sustainable forests.

SoccerBooks.com

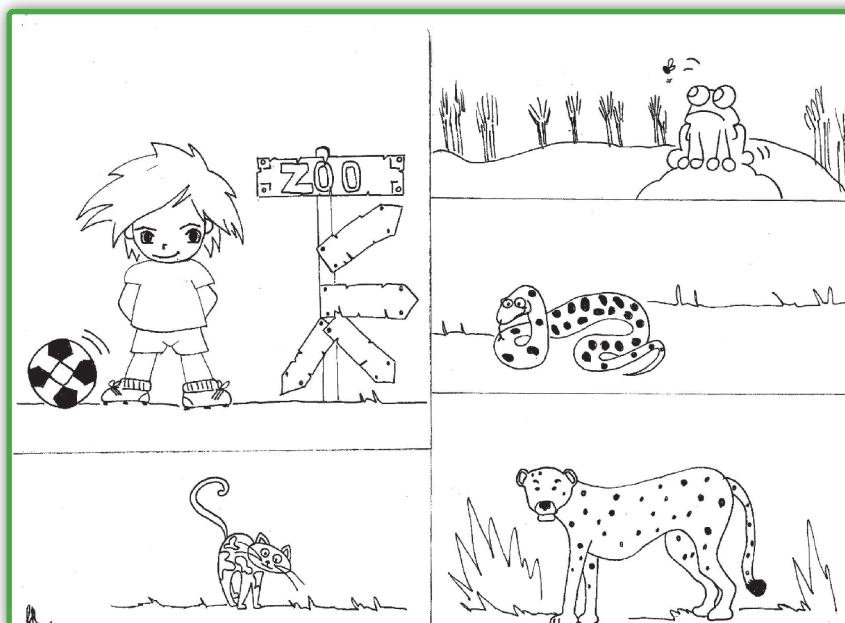
Table Of Contents

Foreword	3
The Child	6
Technical and Tactical Objectives	7
Motor Skills	9
“Italian Style” Working Methodology	11
Technical Block	14
Tactical Block	17



“The Mountain” Page 20

Session 1	20
Session 2	21
Session 3	22
Session 4	23
Session 5	24
Session 6	25
Session 7	26
Session 8	27
Session 9	28
Session 10	29



“The Zoo” Page 21



"The City" Page 24



"The Beach" Page 34



"The Country" Page 29

Session 11 30

Session 12 31

Session 13 32

Session 14 33

Session 15 34

Session 16 35

Session 17 36

Session 18 37

Session 19 38

Session 20 39

About The Authors 40

Soccer Italian Style 40

The Italian Style Story 40



"World Cup" Page 39

Illustrations by GIULIA RUBENNI

Foreword

This project focuses on younger soccer players ages 5-8. Our belief is that the younger the players, the more effective the work becomes and the results are the most evident.

In the real world this concept is not accepted by everybody, and often these young players are assigned to the youngest or to the most inexperienced coaches who are also starting out in their coaching careers. The consequence is that the results achieved are not the ones expected and the potential of the young players is often not reached.

We consider this work a global product because the writers are from different soccer backgrounds and it has evolved from soccer experiences that differ greatly. From sharing ideas with coaches on our trips across Europe and North America and from observing other coaching methodologies we have strengthened our beliefs that have helped to develop our own methodology which we are about to share with you.

This book is divided into two parts. The first part is the theory where we identify the main concepts of our ideas: a brief introduction to the general characteristics of children aged 5 to 9 years old, the technical-tactical and motor objectives, and the presentation of the seasonal plan.

The second part is more hands on, where we present 20 training lesson plans with proper progressions, and all the concepts indicated in the first part are easily identified.

We think of the second part as a tool to help fully understand the concepts explained in the first part of this book. Our hope is that the coaches appreciate and understand our model and that this book is not just used as a source of single and isolated drills.

This book is not meant to be a simple collection of drills and lesson plans, and the limited number of lessons is the proof, but it is meant to be the presentation of a new work methodology which we hope is appreciated and implemented by as many coaches and instructors as possible.

The effort put into the completion of this book is testament to our infinite passion for the game of soccer. We are aware that every day we can learn new things and methodologies and we are very proud to be given the opportunity to share our experience and knowledge. We are thankful to be able to produce this book and all the soccer clubs that have given us the opportunity to work with players of this age.

Mirko Mazzantini – Simone Bombardieri – Andrea Agnoloni



About QR Codes

The QR codes can be scanned using your smartphone. Search the Apple App Store or Google Play for “qr reader” to download a free app.

The QR codes used in this book will allow you to watch supporting video clips.



The Child

Every coach and instructor working with youth players must be aware not only of the technical and tactical concepts but also of the physical and psychological characteristics of the child during the various periods of growth.

The principal requirement of youth training is adapting the methods of training to the needs of the formation and development of the child. A training session will be more effective if the instructors have accurately studied the methods and how to implement them. We need to take into consideration that when we work with young children, they are not “miniature adults” therefore the planning of training sessions for the young players has a different structure and characteristics from those for the older players.

From a cognitive point of view it is important to know that a child between the age of 5 and 8:

- Has a short attention span and is not able to listen to complex and long explanations
- Has difficulty understanding abstract concepts but is able to grasp and imitate an action just demonstrated
- Is still in the stage of “**intellectual egocentrism**” where the point of view of other individuals is not different than the child.
- The child only thinks from his point of view and thinks that everyone else thinks like him, or that everyone else understands his thoughts; typically if he or she tells a story they will tell it in a way that the listener will not understand unless he already knew it
- Is at a stage where he has full dynamic mental representation of his body. He is conscious of the sequential gestures and movements and for this he is able to mentally represent a body in motion. When he **internalizes** these images his movements become more coordinated and refined
- Depends on adults and therefore the group of friends is still not relevant, the coach is predominantly the central figure

From a physical point of view the child is quite frail with little muscle power, however his motor behavior is still very active. He does not have much control of his quick movements. He has good joint mobility but his cardio, circulatory and respiratory functions are not yet developed.

It is important to know the characteristics of the psychological and physical development of the child to allow the instructors to organize and design a plan of work where its content is based in large part on fun practical games. When playing soccer, the child will find satisfaction and fun.



Technical and Tactical Objectives

TECHNICAL AND TACTICAL OBJECTIVES

Soccer technique means all the forms of contact allowed by the rules of soccer. They are called technical abilities and they form the skills with which a player expresses his or her competence. The more the player has confidence with these abilities the more impact he or she will have in the game.

There are seven technical abilities:

Running with the ball is the technical gesture that allows the player to move in any part of the field. The difficulty is greater as the speed increases, with the presence of opponents and with the reduction of the space. This fundamental is often combined with other abilities, like kicking the ball (intended as shooting in goal or passing) and receiving the ball. As far as the age level of this book, this fundamental will be associated with kicking the ball to shoot in goal.

Kicking the ball as explained above is intended as passing if we want to transfer the ball to a teammate, or shooting in goal if the objective is scoring a goal, and kicking to clear the ball from pressure.

Receiving the ball is the ability that allows the player to get possession of the ball. With receiving the ball the communication between two teammates is completed, but receiving the ball can also happen by intercepting a pass of an opponent. In this case we say intercepting the ball.

Heading the ball is an ability that differentiates from the others because only one part of the body is used, the head. The front and the side of the head is mostly used. Heading has various objectives; it can be used to pass the ball to a teammate, to head the ball in goal, to receive the ball, to intercept or to clear the ball away. Heading can be used in various conditions: diving headers, with feet on the ground, jumping, with one foot or with two feet, moving forward, backwards or diagonally. **We believe heading should be trained in the older age levels.**

The Throw in is the only opportunity the field player has to handle the ball with the hands. It is its uniqueness that categorizes the act of throwing as a technical fundamental.

Tackling is the technical ability with which the player tries to regain possession of the ball. Tackling requires the presence of an opponent over whom the act of tackling is performed.

Goalkeeper technique. Regardless of the radical changes to the FIFA rules in the last few years that have permitted the goalkeeper to be more like another player, the goalkeeper clearly has a distinct performance compared to the other players because of the use of the hands. Goalkeeper technique comprises of all the specific components of this position that must be trained separately and in addition to all the other fundamental techniques. Goalkeeper technique includes catching the ball, diving, footwork, etc.

To the above technical fundamentals we like to add an additional ability that is covered in detail in this book:

Ball control. Although ball control is not a real technical fundamental, ball control is a pre-requisite in order to acquire and master all the other technical fundamentals mentioned earlier. Ball control is the level of mastery with which the player deals with the ball. The player must be able to have full control of the ball and this requires an absolute sensitivity in applying the appropriate muscle tension. We can divide ball control into two categories:

- Ball control when the ball is in the air (juggling)
- Ball control when the ball is on the ground

Technical objectives for the U5 to U8 age level

Many instructors introduce all the technical fundamentals at this youngest age level. Our opinion is a little different. We think at this age it is more important to concentrate the effort on some of the fundamentals, leaving the others for the subsequent years.

Our philosophy is due to two reasons:

We believe the development of some of the technical abilities is not adequate for this age level, for example the long pass in the air (the children do not have the strength and the sensitivity required for this skill), receiving the ball and heading the ball. **We believe these fundamentals should be trained in the older age levels.**

If we work on ball control we will create a solid base to learn the other technical and tactical fundamentals and increase the ability to deal with 1v1 situations.

This project is based on the technical idea to create a solid base concentrating on:

- Running with the ball
- Ball control with ball on the ground
- Kicking, intended as shooting on goal

Every training session will focus on these fundamentals that will be trained in a unique way so that at the end of the annual plan all the players in the squad will have acquired a reasonable level of ability.

The technical module we have illustrated earlier will be designed around running with the ball and ball control. Kicking the ball will be trained in all the other exercises, exploiting the motivation component. All children like to shoot on goal and scoring goals is maybe one of the few reasons why they come to the field to train.



Tactical objectives – feints and dribbling

Tactics, both individual or group, is a very difficult concept. It is not possible to think to introduce tactical concepts at this young age level. The main risk is we would waste precious time which can be devoted to develop other fundamental objectives. Children at this age are not ready physiologically to face these concepts.

However we believe there is one exception. We believe teaching feints and the simple concept of dribbling, both skills classified as principles of individual tactics when in possession of the ball, are essential objectives that can be introduced and included in the annual working plan of the U5-U9 age level. From a teaching point of view, some of the most common feints like the scissor, the cut, the double step, are just a progression of the technical program of running with the ball and ball control we have mentioned earlier.

Our international experience has confirmed that the younger players are very receptive to teaching of the simplest feints. Working consistently on these aspects will help to achieve visible and successful results.

At the end of the season, if the work has been carried with continuity and with the right methodology, it is reasonable to expect every player on the squad to easily perform all the feints we have decided to introduce, although some quicker than others. We will also see that the players will start to use the feints to overtake an opponent without the input of the instructor.

In conclusion, we believe that teaching feints and dribbling beginning with the younger ages is extremely important because players are exposed to the simplest form of a tactical situation, the 1vs1 duel, the key situation to win games in the modern soccer.

The tactical module is composed of a series of exercises focusing on feints, dribbling and changes of direction.

Motor Skills

MOTOR SKILLS

The structure of movement is composed of base movements that are called basic motor skills or posture schemes. They allow all the functional activities and they constitute the required repertoire not just to execute the movements, but to also assume posture positions. Motor skills are dynamic and are identified as walking, running, jumping, catching, throwing, crawling, rolling and climbing. Postures are static schemes and are identified as flexing, leaning, running in circle, bending, elevating, extending, rotating, advancing, swinging, and can include global or segmented movements of the body.

At this point it is important to discuss a key point. In modern society, children spend most of their day in school or at home and in their spare time they are either in front of a TV or computer, devoting little time to motor exercise. Because of this, the child does not develop specific motor skills or proper body formation. It is important the instructors consider this fact when planning their sessions and expose the child to the elements that have not been taken care of. During all the phases of child formation it is necessary the instructor creates the conditions to increase the repertoire of motor skills and postures. That will benefit the activity itself, in fact many of the technical deficiencies are the result of poor coordination, and working on all the motor skills aspects can only increase technique.

Therefore we believe that every coach must set up the annual plan including technical objectives and motor skills objectives as well. We are now going to examine the motor skills that we propose to include inside the training sessions, with the objective to improve the acquisition and refining of technique. The inclusion of the activities will also result in more involvement of the player and more fun.

MOTOR SKILLS

Walking

Walking is the first motor skill the child executes after he or she can stand, and it is the most natural expression of the motor behavior. At the age of 3 to 5 years old the child already masters this skill which constitutes the starting base of the first motor experiences.

Running

The style of running of a 5 or 6 year old is characterized by lateral swerving, not very harmonic and not efficient. The strides are not regular, and are frequent but short. A child 9-10 years old who is normally developed can refine this motor skill because his or her coordination capacities and conditional abilities improve.

Rolling-crawling

These skills are found early in children and they constitute one of the first tools to move before they acquire an upright position. During the school years this skill is not used much and rolling is frequently the source of fear and apprehension. However, they generate fun and pleasure when used in game situations.

Jumping

The acquisition of this skill requires a certain level of dynamic coordination and control. For a 7-8 year old child the movements of the arms and legs are not well coordinated, especially when in the air. It is essential that in the beginning jumping low is introduced as a game before progressing to jumping high or long.

Catching – throwing – kicking

Catching and throwing are motor skills that get developed with the increase in the general coordination process, directly related to the relationship between visual field and hands mobility. Only beginning at around 8 years old throwing becomes a fine and coordinated skill. Catching and kicking depend on the orientation of the body in the space.

Climbing

Like rolling and crawling, climbing is a motor skill that precedes the act of walking. If used during the growth of the child the skill can be a tool to improve confidence levels and to improve the sense of courage and sense of challenge. The acquisition of the technique of climbing represents a discovery, and personal achievement for the child.

Movement, like any other function of personality, develops in a continuous relationship with the environment, through behaviors modified by experience. The learning of movements goes through the mechanism of perception, coordination, selection and execution that are present in every intentional motor act.

The task of the instructor is to promote the progressive control of motor behavior, taking into consideration the level of individual bio physical maturation. The different characteristics of development and maturation of the student in an elementary school require diversified timing and a method of planning and implementation of motor activity.

At the age of 3 to 5 years old and particularly between 5 and 7 years old the child must develop the capacity of perception, analysis and selection of information that are coming from the organizing organs.

In relation to the regulation of movement, an additional series of objectives are represented by the promotion of the coordination capacities that are devoted to the choice of movement, to its direction and its control. These capacities that are intensely developed between the age of 6 and 11 years old are identified as:

Perception, knowledge and awareness of the body

Through the experiences of exploration and discovery, touching, examining, using the various part of the body, playing and manipulating objects, we work on the gradual development of the body image in its various aspects: global and segmentary, static and dynamic. There is integration of the relationship of emotional, motivational and affective aspects for a complete awareness of the body.

In the soccer activities presented in this book there are exercises of contact and control of the medium (the ball) to execute with the hands, the feet and with various body parts which allow the child to know and better perceive his own body, acquiring awareness and confidence with the ball. This gives gratification to the child and reiterates his capacities and knowledge.

Eyes-hand and segmentary coordination

Particular attention must be given to the acquisition of this capacity through simple manipulative activities with small objects, which benefits the regularity, precision and the flow of fine motor gestures and graphic learning.

It will be appropriate to propose activities where the child executes throws, passes and control with the hands. All these activities will benefit general coordination and as a result technique.

Space and time organization

Using games for exploration of the environment will promote the progressive formation and organization of the physical, geometrical and relational space, and the initial perception of success of the activities.

Using games of movement, with pre-determined or free structure, with or without objects, in groups or individually, we favor the acquisition of concepts related to space and orientation (close-far, over-under) and of concepts related to time and to rhythm structures (before, after, slow, fast).



“Italian Style” Working Methodology

As mentioned in the foreward, this book is not meant to be a list of training sessions but an attempt to share our methodology, which can be very rewarding when applied to this particular age level. The “Italian style” methodology of training represents the base structure on which all the training sessions will be based. All the sessions will follow the same logical structure and are composed of 3 phases:

- **Initial phase**
- **Central phase**
- **Final phase**

Timing	Phase	Description
10 minutes	Initial Phase	Initial Game
15 minutes		Working Block (Technical or Tactical)
10 minutes	Central Phase	Technical Game
15 minutes		Motor Game
20 minutes	Final Phase	Final Game

The **Initial Phase** is about 25 minutes long and it is divided in two parts: the Initial Game and the Working Block. This initial part of training has a fundamental importance in order to reach our objectives.

The **Initial Game** is where the players are allowed to play in free or themed exercises of running with the ball or control combined with various activities involving motor skills.

The initial element must also contain a fun element. This will create a positive mindset in the players which will allow you to get the most out of them in the activities to follow.

This is a delicate phase because the children arrive at the field after a long day at school. School commitments and other activities impair the natural impulse of children to free up all their energies, and this is visible when they arrive at the field. The children run, scream and chase after each other. All this is used to unleash their enthusiasm and energy. There is no need for additional structure in this phase. We can define this phase as a warm up where the children get ready for the second part of the phase.

After the initial game, the children will have better focus and concentration and will be more susceptible to learning. This is the time for a type of activity which requires more concentration: **The Working Block**. The working block is, in our opinion, the base of our philosophy. If in the other parts of the sessions the instructor will create and propose new and always fun activities in order to stimulate creativity and avoid repetitive exercises, inside the working module we have decided to collect a series of standard exercises, carefully selected from experiences on the field, that must be repeated during every training session.

The continuous repetitions will allow the players to master the simple but fundamental movements that will form the base for his or her technical soccer activities in the future.

There are two different types of working blocks:

-Technical working block

-Tactical working block

The first module to be inserted in our Working Block is the technical block, and as previously mentioned in the technical and tactical objectives section we will focus exclusively on improving the two fundamentals: running with the ball and ball control. We demonstrate all the motor actions that allow the player to run with the ball keeping it under control, to change direction and to stop the ball and re-start using as many parts of the foot as possible (the instep, the outside, the sole, the inside etc.)

The second module, closely related to the first one, is the tactical block. It is important to clarify what we mean by the term tactical, in order to avoid any misconception. In this block we introduce a series of simple exercises, repeated more times during the course of the season, with the objective to teach simple feints to beat the opponent. We define the tactical module as such because feints are considered part of individual tactical abilities, and because we start introducing to the young players the tactical objective of beating opponents while maintaining control and possession of the ball.

The exercises contained in the two blocks will be shown in detail preceding the 20 training sessions.

Another concept to emphasize is the role of the instructor during the course of the technical and tactical blocks. This is the only time of the session where the instructor will correct the technical execution of the moves. The instructor will stop the exercise to demonstrate the correct execution, which is a very important moment because the young players do by imitating a role model. It is obvious we want to avoid long stops during this moment, so the instructor must correct and demonstrate in the least amount of time possible, leaving more time to the players for the recreation of the move.

The Central Phase is characterized by 2 exercises: one of a technical nature and the other one concerning motor skills. The main difference with the previous phase is that during these exercises the instructor will not stop the players to correct mistakes of a technical or motor skill nature. The instructor will observe and correct without stopping the exercise, to allow the players to repeat the exercise as many times as possible. Sometimes the exercises will require the players to find technical and motor skill solutions without the support of the instructor.

From a technical point of view, we introduce the technical skill of kicking the ball, intended mainly as shooting on goal and not as much as passing. Most of the exercises in this phase will end with a shot on goal. This has a double effect: it allows the player to gain more confidence with this fundamental, and because the goal represents the ultimate objective for a player, it gives the maximum gratification and helps with the flow of a good and fun practice.

The motor exercises will touch on all the motor skills that we described in the Technical and Tactical Objectives section of this book. It will be important to design a general working plan in order to allow the young athletes to consolidate all the motor skills. This will allow for diverse and complete motor skill development. This type of plan will benefit the technique because if we work at improving general coordination of the player, the technical fundamental will improve as well.

Soccer is considered an acyclical sport, where there are no continuous or repetitive movements. The player is required to find solutions to complex situations in the shortest time possible. It is important to work with the youngest players on the physical capacity of rapidity or quickness defined as "the capacity to react to a stimulus in the shortest time and to execute movements of single body segments as quick as possible, against an outside resistance not stronger than 15% of the maximum muscle force". Many times the term of quickness and speed are confused and to understand the difference think of quickness as the execution of a movement, while speed is the movement inside a space.

This brief explanation is helpful to introduce another important concept when planning a training session: with the development of basic motor skills it will be important to combine a type of work that includes quickness. The relevance of this objective derives from the fact that although quickness can be improved only in the range between 15% and 20% of the potential of an athlete, it is at this young age that we can obtain the best results. In an era where soccer is played in tighter spaces, a slower player will find it more difficult compared to another player with similar skills but with more quickness.

An important element of this phase is that the exercises will be in the form of games with conditions, relay competition etc. As you can imagine, these types of activities stimulate the competition among the players with the benefit of motivation and intensity of training.

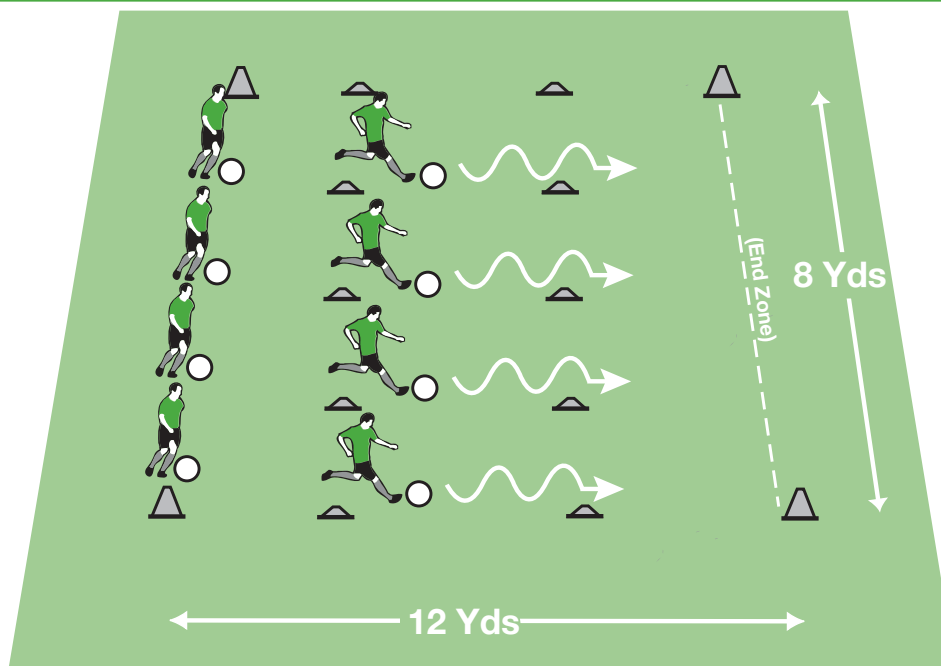
The final phase is devoted to the game/scrimmage. It is a very important tool for the instructor where he or she can verify the improvements of the squad. Many instructors also require that during the scrimmages the players act under a certain logic of group organization, asking the players to pass the ball. Our preference is totally opposite, it is not based on the immediate result, but on trying to stimulate, even in this phase, all the skills that we have worked previously in the session. We will ask the players to execute personal plays through dribbling, running with the ball, ball control and feints, objectives that the players have been working on during the session.

In our opinion, with this attitude to the game we can stimulate and work on some aspects of personality and character of the individual, like gaining confidence to try and execute an individual play with no fear, and with creativity, elements that nowadays are rarer in players. It is also important to plan a progression starting from single situations, like 2v2, progressing to a more complex situation like 5v5.

We do not agree with playing games at this age with larger number of players on the field, because if we add more players, the less touches on the ball the players will have. And if in the group there are players that are more advanced compared to others, that factor is amplified with negative effect on the other players.



Technical Block



All Technical Block exercises are played inside this field.

The players run with the ball inside the channels and they stop past the end zone and wait for their teammates.

Exercise 1-

Move Forward With The Sole

In this exercise players are in groups of four and while walking they push the ball forward using the sole of the right and left foot. The objective is to stimulate ball control and sensitivity. Ask for a soft touch and a regular rhythm.



Exercise 2-

Move The Ball Forward With The Sole While Skipping

In this exercise players are in groups of four and while skipping they push the ball forward using the sole of the right and left foot while trying to keep a regular and well coordinated rhythm.



Exercise 3-

Inside Rolling With The Sole

The players progress the exercises by rolling the ball inwards with the sole. From a technical point of view the exercise stimulates the sensitivity of the foot-ball contact aimed at improving control. From a motor skill point of view it stimulates joint mobility.



**Exercise 4-
Lateral Rolling While Walking**

This is a technical exercise where players move the ball forward remaining in a lateral position, that is important to learning ball control, feints and dribbling and is characterized by the use of the sole. The body's lateral position will be useful in shielding the ball during a match.



**Exercise 5-
Lateral Rolling While Running**

This is an exercise of medium difficulty that requires running with constraint and with greater attention to the sensitivity of the touch of the ball linked to the lateral running. This exercise probably reproduces a more realistic match situation of 1v1 where the speed of execution is high.



**Exercise 6-
Running With The Ball With The Inside Of The Foot**

Four players run with the ball using the inside of both feet with quick touches on the ball. The exercise stimulates the contact of the ball and inside of the foot ball control. Progress the exercise by requesting a higher rhythm and quickness of execution.



**Exercise 7-
Quick Dribbling Using The Outside Of The Foot**

In this exercise the players run with the ball pushing it quickly with the outside of the foot. The exercise helps the act of dribbling and changes of direction. Emphasize the extension of the foot with the tip pointing down.



**Exercise 8-
Dribbling With The Inside And
Outside Of The Foot With Many
Quick Touches**

In this exercise the players run with the ball using many touches and alternating a touch with the inside and a touch with the outside of the foot. The primary objective of the exercise is the control of the ball and the first steps of dribbling.



**Exercise 9-
Dribbling And Stop**

In this exercise the players run with the ball using many touches, and every 3-4 touches they must stop with the sole of the foot. Knowing how to stop the ball and re-start is a technical objective that is very important at this age, also stimulating coordination and balance.

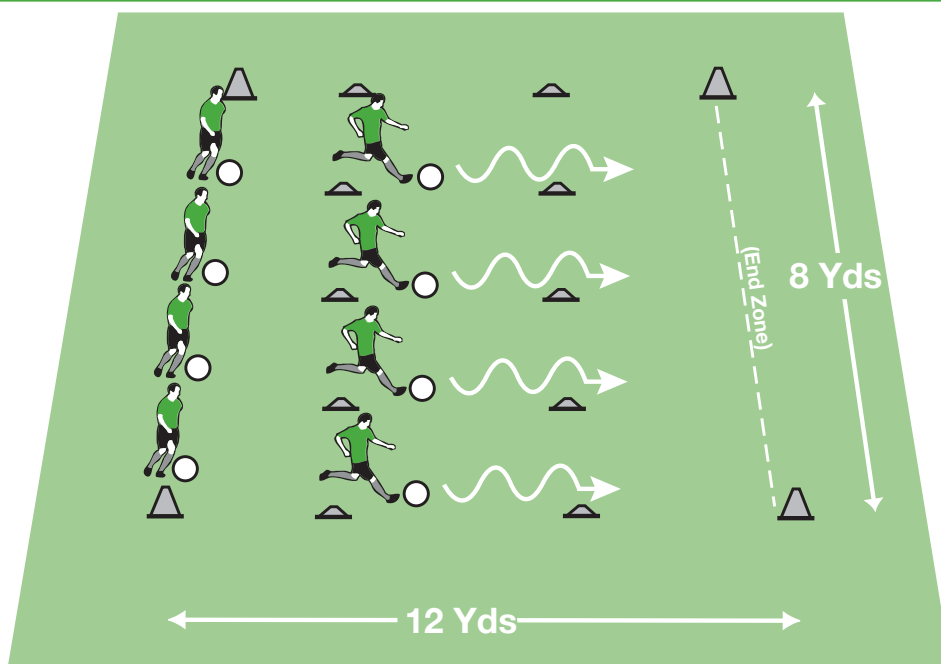


**Exercise 10-
Slalom Dribbling**

This exercise is the final objective of the technical block; the level of difficulty is high and it represents the peak of this series of exercises. Players run with the ball using quick touches, alternating a touch with the outside and a touch with the inside of the right foot and then repeat the series with the left foot, continuing the exercise until they reach the end zone.



Tactical Block



All Tactical Block exercises are played inside this field.

The players run with the ball inside the channels and then stop past the end zone and wait for their teammates.

Exercise 1- Running With The Ball And Scissor Move

Together the players run forward with the ball and every two or three touches make a scissor move first with the right foot and then with the left. Request a constant foot-ball contact during the exercise and ask for quick execution of the move.



Exercise 2- Running With The Ball And Double Scissor Move

Together the players run forward with the ball and every two or three touches they make a double scissor move first with the right foot and then with the left. Request a constant foot-ball contact during the exercise and ask for quick execution of the move.



Exercise 3- Step-Over Move

Together the players run forward with the ball and every two or three touches they make a cut back move- a move where the players step over the ball with one foot and then cut back with the outside of the same foot. Ask the players to work with both feet. Request a constant foot-ball contact during the exercise and ask for quick execution of the move.



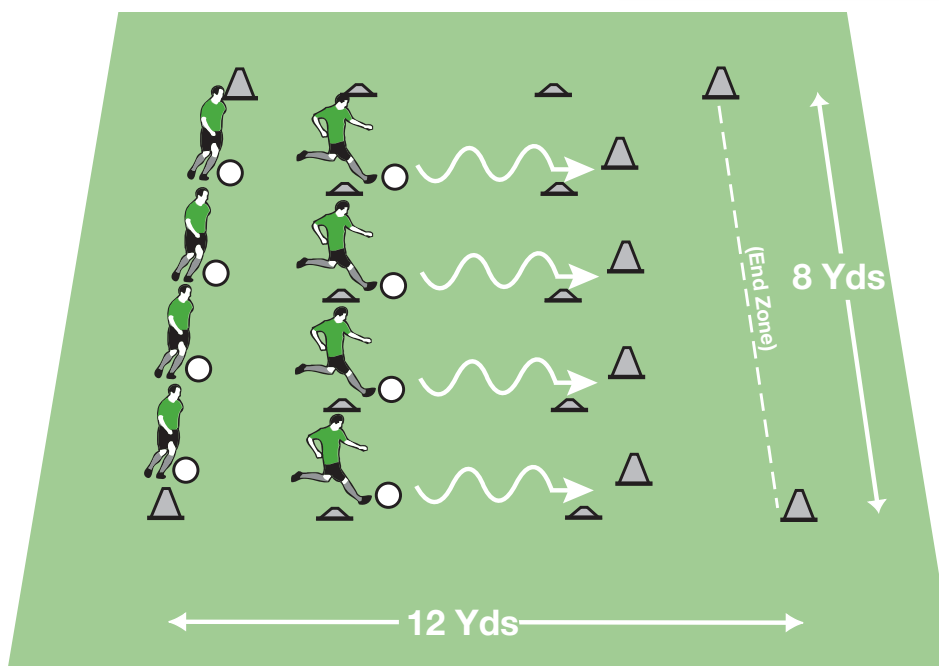
Exercise 4- Running With The Ball And Maradona Move

Together the players run forward with the ball and every two or three touches they make a Maradona move- a move where the players make a full 360 turn touching the ball with both feet. Request a constant foot-ball contact during the exercise and ask for quick execution of the move.



Exercise 5- Running With The Ball And Chop Move

Together the players run forward with the ball and every two or three touches they make a Chop move- the player pretends to pass with the inside of the right foot, instead he plants it on the right of the ball and moves on the opposite direction using the outside of the left foot.



Exercises 6-10 utilize a cone placed in the middle of the channel. When players reach the cone they change direction.

**Exercise 6-
Change Of Direction With The
Sole Of The Foot**

Players run with the ball until they reach the cone then change direction 180 degrees with the sole of the foot, going back to the starting point. Request a constant foot-ball contact during the exercise and ask for quick execution of the change of direction.



**Exercise 7-
Change Of Direction With The Sole-
L-Shape**

Players run with the ball and before the cone they change direction pulling the ball first with the sole (step 1) then with the inside of the foot. When the move is mastered the player will execute the gesture with a single touch of the ball sole-inside of the foot. Request a constant foot-ball contact during the exercise and ask for quick execution of the change of direction.



**Exercise 8-
Change Of Direction With The
Inside Of The Foot**

Players run with the ball and before the cone they change direction with one single touch of the ball with the inside of the foot. Request a constant foot-ball contact during the exercise and ask for quick execution of the change of direction to sell the move.



**Exercise 9-
Change Of Direction With The
Outside Of The Foot**

Players run with the ball and before the cone they change direction with one single touch of the ball with the outside of the foot. Request a constant foot-ball contact during the exercise and ask for quick execution of the change of direction to sell the move.



**Exercise 10-
Change Of Direction- Inside Cut**

Players run with the ball and before the cone they change direction by quickly cutting the ball with the inside of the foot. We call it a cut because the ball is almost cut by the touch with the inside foot.



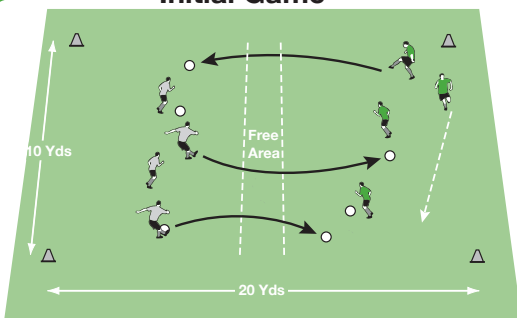
Session 1

This session is unique because the coach must present it as if it was a story. The theme of the session is “THE MOUNTAIN”. The players will pretend they are on a mountain trip. This methodology is extremely motivating and the players will be very involved in the exercises.

Initial Phase

Initial Game

10



Snow Ball Fight

On a 20x10 yd field the players are divided in two groups. The field is divided in three zones and the middle is a free zone of 2 yds. The players will throw the ball and try to hit the players on the other team while trying to dodge the “snow balls” that are coming in their field.

Variations:

5 minutes throwing with the hands

5 minutes using the feet

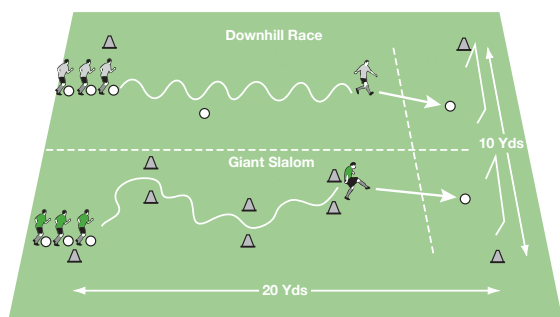
15

Technical Working Block- Choose An Exercise From Pages 14-16

Central Phase

Technical Exercise

10



Downhill Skiing

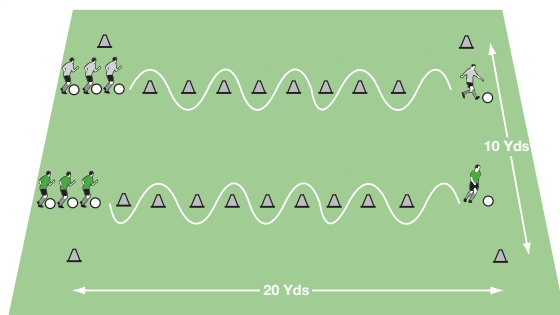
Players are in groups of 2 or 3 and are pretending to ski down a ski slope.

a) DOWNHILL RACE- 5 minutes. For the first two minutes the players move the ball forward with the sole of both feet and when they are close to the goal they shoot. In the next two and half minutes they will run with the ball freely and finish with a shot on goal.

b) GIANT SLALOM- 5 minutes. In this exercise the player will have to cross a gate before shooting on net. For the first two and half minutes the players move the ball forward with the sole of both feet and will shoot on goal when they near it. The remaining two and half minutes the players will run with the ball freely and will finish with a shot.

15

Motor Exercise



Run In The Trees

The players will pretend to run a relay between the trees without touching cones (the trees).

Variations:

Run in a slalom

a) relay- run with no ball

b) relay- run with the ball in their hands

c) relay- run with ball on their feet

Change the rhythm of the race by varying the distance between the cones or ask the players to slalom every second or third tree instead of a single one.

Final Phase

Game

20



2v2 Mini Game

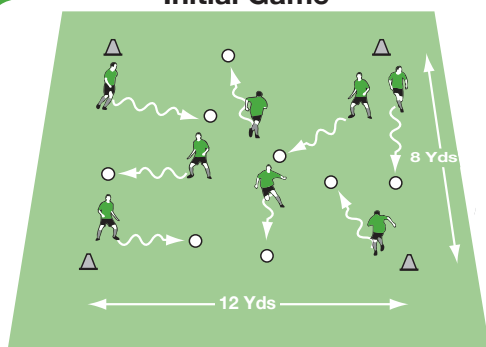
Set up two mini-fields where the players play mini games 2v2.

Session 2

Initial Phase

Initial Game

10



The Zoo

On a field 8x12 yds, 8 players run with the ball freely. The coach calls an animal and asks the players to use their imagination to imitate the way the animal walks. The exercise is fun and works on motor skills; some of the animals to call to develop the principal motor skills are:

ANIMAL:

Frog
Snake
Cat
Lobster
Leopard

MOTOR SKILL:

Jump
Crawl
Walk on 4 legs
Walk on 4 legs backward
Run fast

Coaches can introduce more variations

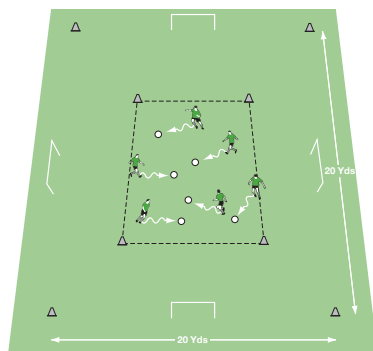
15

Technical Working Block- Choose An Exercise From Pages 14-16

Central Phase

Technical Exercise

10



4 Goals

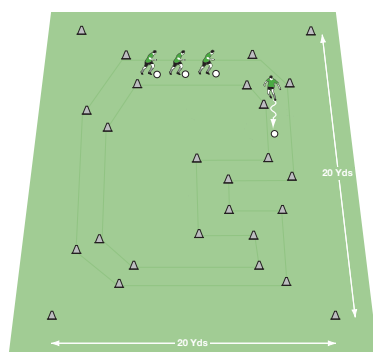
Set up a large square 20x20 yds inside of which there is a smaller square 10x10 yds. Players move with the ball inside the smaller square executing different types of dribbling:

- move the ball forward with the sole of the foot
- using only the right foot
- using only the left foot
- move the ball forward with the instep of both feet

e) the coach can introduce a variety of obstacles inside the smaller square (pylons, cones, hurdles) and the players must dribble the ball trying to avoid the obstacles. At the coach's signal all the players must move towards one of the 4 goals and shoot in goal. The last player to shoot in goal loses a point. Every two signals to shoot in goal change the type of dribbling.

Motor Exercise

15



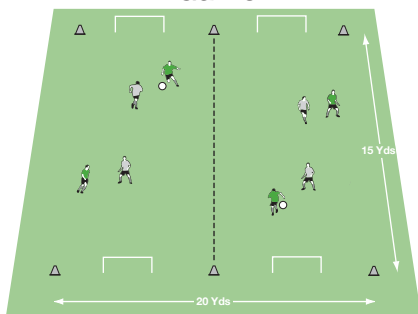
Grand Prix

Players are divided in groups of 4 and must run with the ball inside the race track, pretending to be a race car driver. First the players race without the ball, then introduce obstacles on the track to be jumped and finally the players run with the ball. If a player cannot control the ball inside the track he can re-enter the track from where he went out.

Final Phase

Game

20



2v2 Mini Game

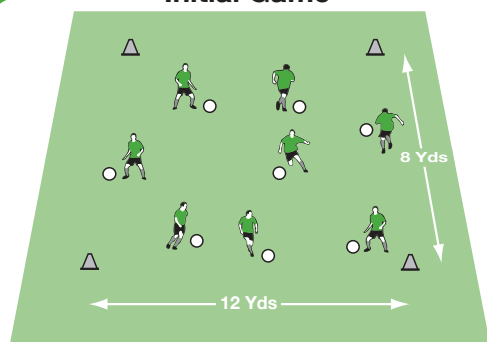
Set up two mini-fields where the players play mini games 2v2.

Session 3

Initial Phase

Initial Game

10



Let's Build Together

On a field of 8 x12 yds 8 players dribble freely in the space. The coach will tell a story where all the players, moving with the ball, must participate in the building of a building, like the school. At each request from the coach the players must execute a technical move to control the ball. Here are some examples:

LAWN MOWER- the players run freely on the field pretending to cut the grass
TRACTOR- players will move the ball forward jumping on the ball with the sole of the foot pretending to level the ground

CARPENTER- the players move the ball forward with the inside of the foot, in a bell motion, and they build the walls and rooms of the school
 Coaches can introduce more variations

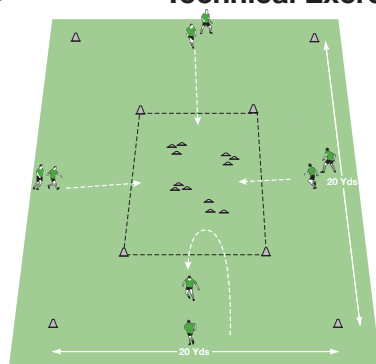
15

Technical Working Block- Choose An Exercise From Pages 14-16

Central Phase

Technical Exercise

10

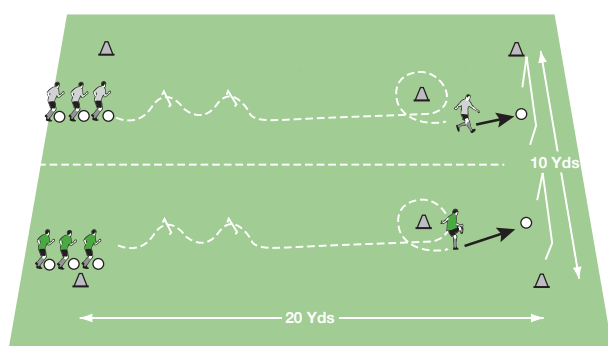


The Supermarket

Set up a large square 20x20 yds inside of which there is a smaller square 10x10 yds. Inside there are various cones that represent food items. There are 4 teams that have a home on one of the 4 sides outside the larger square of 20x20 yds. At the coach's command, one player per team will leave his home to fetch a cone of the color of the food item called by the coach. (for example if the coach calls a tomato the players will collect the red cones) The team that collects the most cones will win the game. A variation is to ask the player to go food shopping while dribbling with the ball.

15

Motor Exercise



Who's The Fastest?

Relay runs between 2 teams. Every player must jump over the low hurdles, run around the cone and shoot on goal. Running backwards, the player picks up the ball from the goal and places it on the shooting spot, then runs to his teammate for a high five. The team scoring 10 goals first wins the game.

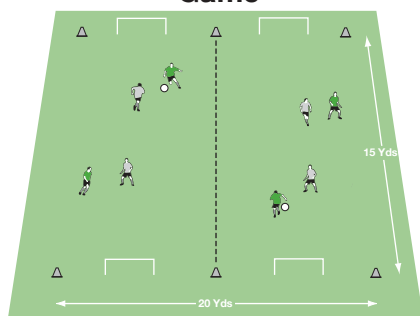
Variations:

- 1) increase the number of low hurdles to make the act of running more difficult
- 2) the player picks up the ball and shoots with a volley instead of kicking a stationary ball

Final Phase

Game

20



2v2 Mini Game

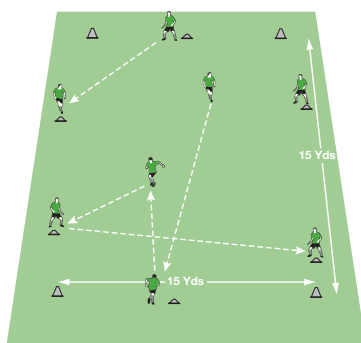
Set up two mini-fields where the players play mini games 2v2.

Session 4

Initial Phase

Initial Game

10



Everybody Out

On a field of 15x15 yds 8 players are divided as follows: 6 players are inside their own home and 2 players are in the middle of the field. At the start given by the coach all the players must leave their home and enter another one. The 2 players who do not have a home must run and occupy one that is available. The 2 players who are left without a home lose a point.

Variation: after the first 5 minutes ask the players to play while running with the ball. The ball must be stopped inside the home and it is not allowed to go past it.

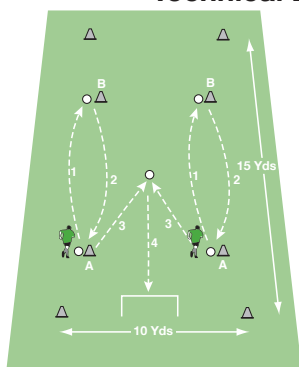
15

Technical Working Block- Choose An Exercise From Pages 14-16

Central Phase

Technical Exercise

10



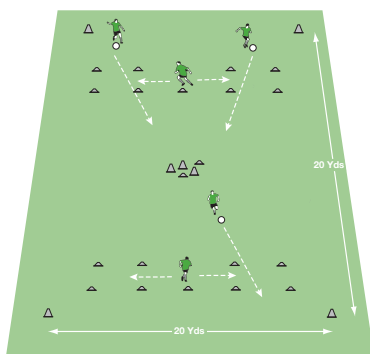
The Duel

On a field 10x15 yds two players use their hands to take the ball from A and they bring it to B, they take the ball from B and they bring it back to A. As soon as they drop the ball in A they run towards the ball in the center, the first to arrive to the ball becomes the attacker, goes around the cone and shoots on goal. The player that is second to the ball becomes the goalkeeper.

Variations: after 5 minutes ask the players to execute the exercise with their feet

15

Motor Exercise



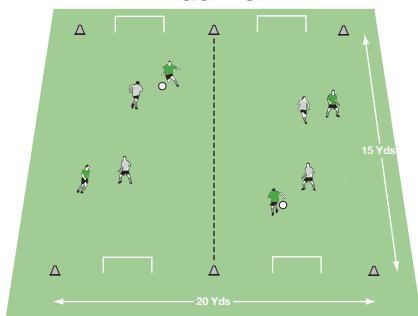
Pirates and Guards

On a field 20x20 yds there are various cones (the treasure) in the center of the field. Inside the corridors there two guards. The first guard must prevent the pirates from getting to the treasure and the second guard must prevent the pirates from getting to a safe place.

Final Phase

Game

20



2v2 Mini Game

Set up two mini-fields where the players play mini games 2v2.

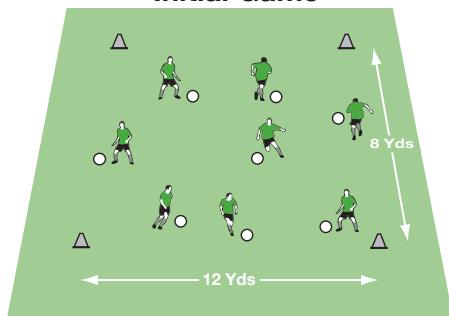
Session 5

This session is unique because the coach must present it as if it was a story. The theme of the session is "THE CITY". The players will pretend they are on a city trip. This methodology is extremely motivating and the players will be very involved in the exercises

Initial Phase

Initial Game

10



The Light

On a field 8x12 yds, 8 players run with the ball freely. The coach will show pinnies of different colors corresponding to various style of running with the ball:

red pinnie	players walk
yellow pinnie	players run
green pinnie	players sit on the ball, stop it with the foot, jump or roll

Other variations can be run on 4 legs, crawl

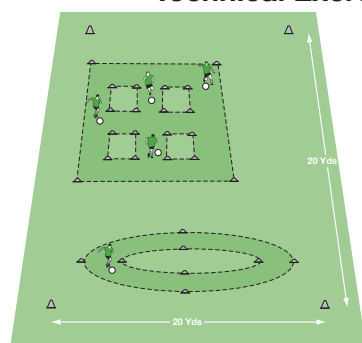
15

Technical Working Block- Choose An Exercise From Pages 14-16

Central Phase

Technical Exercise

10



Dangerous Intersections

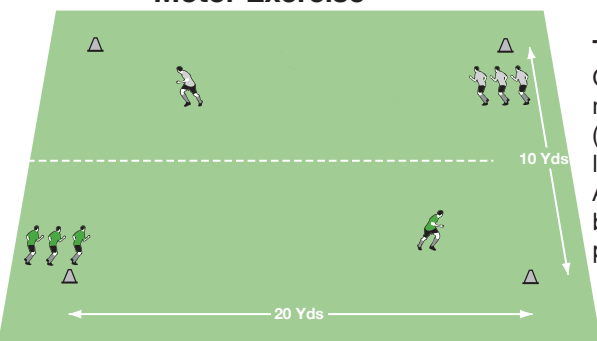
Players with a ball each dribble the ball inside the street. Every time they get to the intersection they must avoid all the other drivers, paying attention to their running and control of the ball, stopping the ball if necessary. If a player collides with another one, they must go back to driving school to learn how to drive, and have to do 2 laps in the circuit outside the road.

Variations:

- 1) dribble with right and left foot
- 2) dribble with only the right foot
- 3) dribble with only the left foot
- 4) dribble using the sole of the foot
- 5) introduce obstacles on the road (hurdles "other autos" - cones "pedestrians")

15

Motor Exercise



The Metro

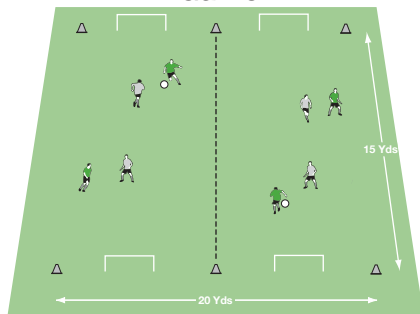
On a field 10x20 yds two teams compete in a game between two metro trains that start from opposite directions. The last wagon (player) must crawl under all the other wagons (players with open legs). The team that arrives first at the station wins the game.

A variation is to give a ball to each player and they must bring the ball with them the entire way. An additional variation is to get the players to leapfrog over the other players.

Final Phase

Game

20



2v2 Mini Game

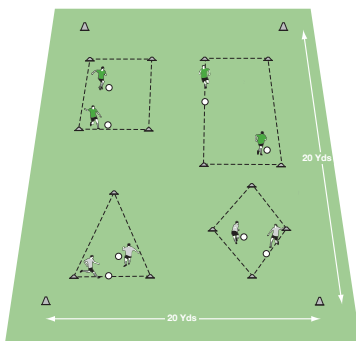
Set up two mini-fields where the players play mini games 2v2.

Session 6

Initial Phase

Initial Game

10



The Painters

On a field 20x20 yds cones are placed to represent geometric shapes (square, diamond, triangle, rectangle). The players are divided into pairs and the coach tells them to draw the various geometric shapes. One player imagines the ball is a brush and will paint the outline of the shape, the other will paint the inside. From time to time the players will change the geometric shape and must cooperate to share the assigned task.

A variation is to form a more complex shape like a house and assign to each player a different task: paint the walls, the roof, the windows, etc.

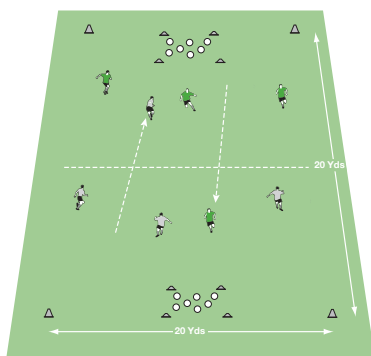
15

Technical Working Block- Choose An Exercise From Pages 14-16

Central Phase

Technical Exercise

10



The Ball Thief

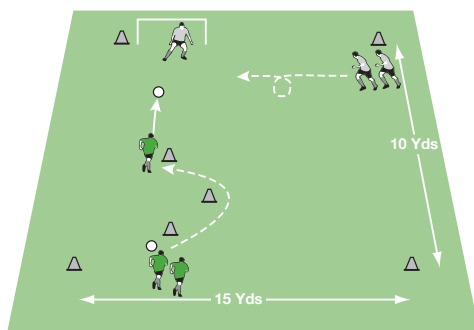
On a field 20x20 yds the players are divided in two teams, and are protecting their zone where the safe is located. Inside the safe there are 7 balls. At the coach's command the players must run inside the opponent's field and steal one ball at a time from the safe and bring it to their own safe. At the end of the game, appx. 1.5 minutes, each player of the team with more balls will kick a penalty shot each, and the players in the other team will be the goalkeepers.

Variations:

- 1) use the hands
- 2) use the feet running with the ball

15

Motor Exercise



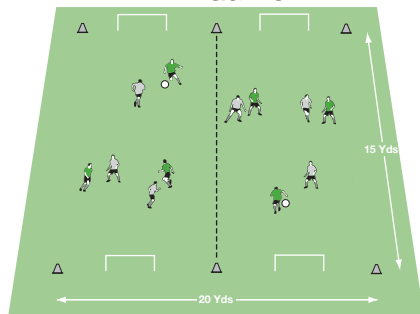
Somersault And Save - Dribble And Shoot

On a field 10x15 yds one team will run with the ball through the cones and will shoot on goal and the other team will be the goalkeepers after they do a somersault or roll. After each shot the players change position.

Final Phase

Game

20



3v3 Mini Game

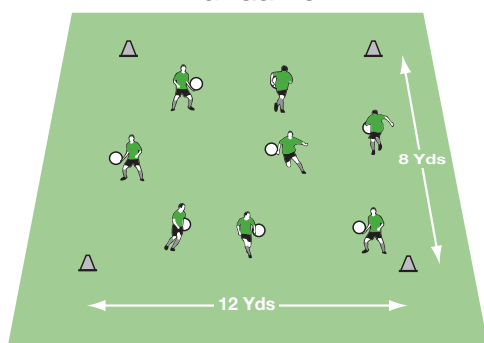
Set up two mini-fields where the players play mini games 3v3.

Session 7

Initial Phase

Initial Game

10



Hand Ball

On a field 8x12 yds 8 players move with the ball in their hands. The coach will call a different game with the ball. Create a competition assigning points.

- 1) "let's see who can throw the ball in the air and catch it"
 - 2) "lets try to throw the ball in the air, clap the hands, once or twice and catch it"
 - 3) ".... Run and bounce the ball like in basketball"
 - 4) ".... Throw the ball in the air, do a somersault and catch it in the air"
 - 5) ".... Exchange the ball in the air between two teammates"
 - 6) " Throw the ball, roll on the ground and catch it after 2 or 3 bounces"
- Every coach can use his imagination to make the game more fun.

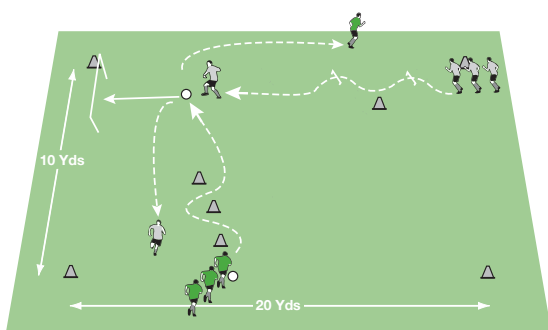
15

Technical Working Block- Choose An Exercise From Pages 14-16

Central Phase

Technical Exercise

10



Let's Work Together

On a field 10x20 yds there are two lines of players. One line runs with the ball around the cones and they stop it in front of the goal. The other line jumps over the hurdles or rolls under them and shoots in goal the players exchange position after each shot

Variations:

- 1) the players dribble with both feet
- 2) the players dribble using the sole of both feet
- 3) the players pick up the ball and volley the ball after one bounce

15

Motor Exercise



The Rabbit And The Hunter

On a field 15x15 yds the players move freely in the box. There are 2 hunters and 6 rabbits. The hunters capture the rabbits by tagging them. Once captured the rabbits must stop on the spot and open their legs wide. The other rabbits must crawl under the legs of the captured rabbit to give them freedom. Every 1.5 minutes the hunters are changed.

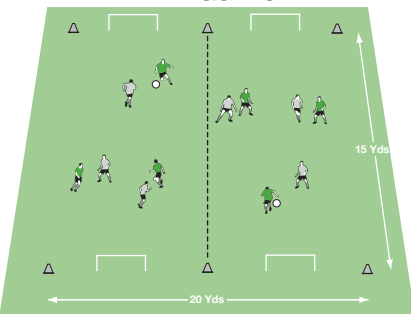
Variations:

- 1) once the rabbits are captured they must crouch. To get freedom, the other rabbits must jump over them
- 2) all the rabbits have a ball in their hands, to get the freedom the ball must be passed under their legs and picked up on the other side

Final Phase

Game

20



3v3 Mini Game

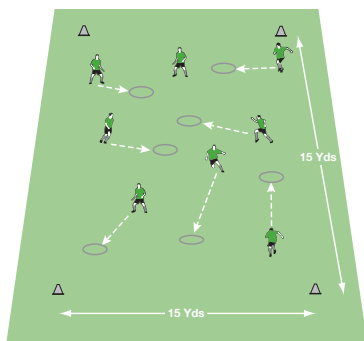
Set up two mini-fields where the players play mini games 3v3.

Session 8

Initial Phase

Initial Game

10



Circles Game

Players run in a square of 15x15 yds. Every player will start with 3 points. At the command of the coach they must stop inside the rings that are scattered inside the square. The number of rings will be one less the number of players. The player that does not find a ring will lose a point. The first player to zero will be eliminated and will wait for the end of the game dribbling with the ball outside the square in a pre-set circuit.

Variations:

- 1) the player must stop inside the square balancing on the right foot or on the left foot, or he must sit, crouch etc.
- 2) the players use a ball to play the game. The stop must be exactly inside the ring.

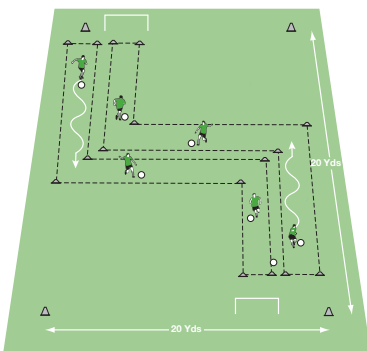
15

Technical Working Block- Choose An Exercise From Pages 14-16

Central Phase

Technical Exercise

10



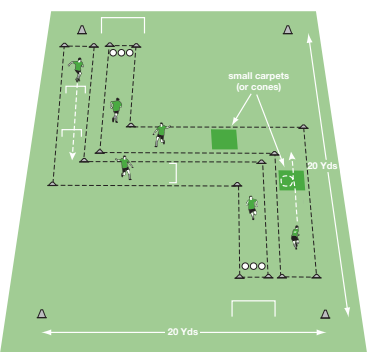
The Canoe

On a field 20x20 yds two goals are placed on a field and are connected by two rivers (cones are used to design the rivers). The players must run with the ball inside the river pretending to be in a canoe. Without going outside of the river, they must stop the ball and shoot on goal. After the shot the player picks up the ball and starts the game towards the other goal. Variations:

- 1) shooting without stopping the ball
- 2) set some obstacles to be avoided inside the river

15

Motor Exercise



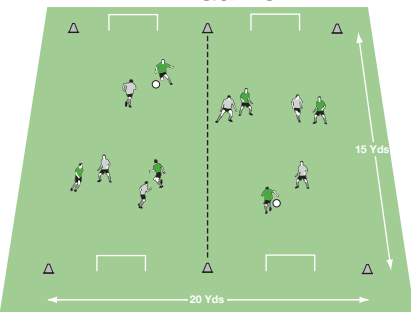
Obstacle Course

Using the same field as in the previous game we now introduce 3 hurdles in one direction and two carpets in the other direction. In the first direction the players must crawl under the hurdles and shoot one of the balls that are in front of the goal, then return the ball to the shooting area and start in the opposite direction. When they reach the carpets they must do a somersault on the first lap and a roll on the second lap.

Final Phase

Game

20



3v3 Mini Game

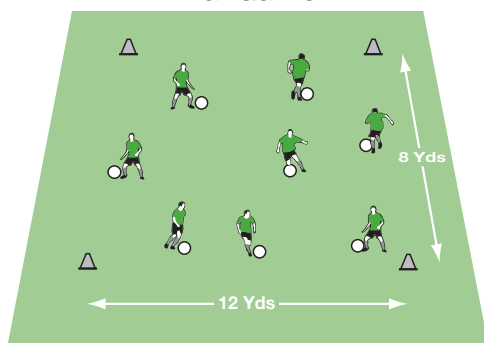
Set up two mini-fields where the players play mini games 3v3.

Session 9

Initial Phase

Initial Game

10



Learn The Human Body

On a field 8x12 yds 8 players dribble the ball freely. The coach will call a part of the body with which the players will have to stop the ball. The last player to execute the gesture or makes an error will lose a point. Examples:

- 1) with the hands
- 2) with the knee
- 3) with the head
- 4) with the back
- 5) with the stomach

Every coach will use his own imagination

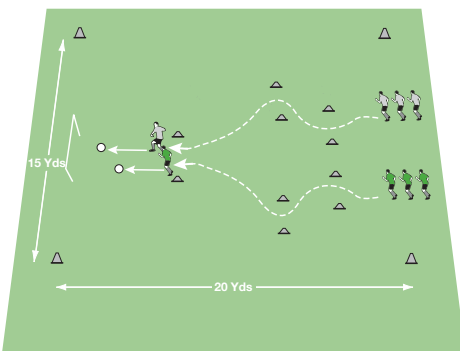
15

Technical Working Block- Choose An Exercise From Pages 14-16

Central Phase

Technical Exercise

10



Who Scores First?!?!?

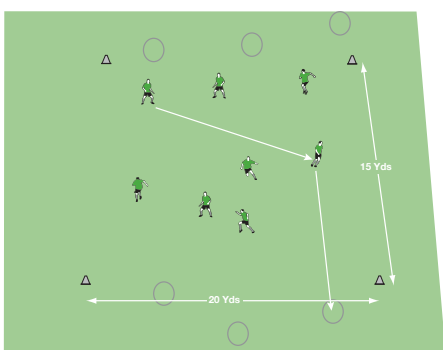
On a field 20x15 yds, two players start with the ball in their hands and run in between the gates made out of cones. The last gate is common for both players. The player who scores first gets 2 points and the second player only gets one point if he scores. The shot is taken after the ball is dropped on the ground

Variations:

- 1) two balls are placed after the last gate
- 2) the players run through the gates dribbling the ball

Motor Exercise

15



Ring Toss

On a field 20x15 yds two teams play a 4v4 game. The object is for a player to throw the ball inside one of 3 rings that are placed about 2 meters outside the end zone.

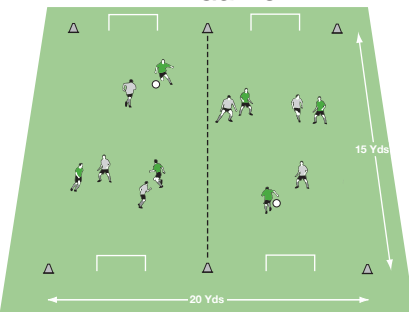
Variation:

Use rings with different colors and assign different points to the different rings: red ring 3 points - yellow 2 points blue 1 point. Vary the distances the rings are set from the field.

Final Phase

Game

20



3v3 Mini Game

Set up two mini-fields where the players play mini games 3v3.

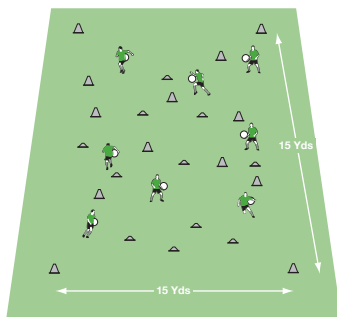
Session 10

This session is unique because the coach must present it as if it was a story. The theme of the session is “THE COUNTRY”. The players will pretend they are on a country trip. This methodology is extremely motivating and the players will be very involved in the exercises.

Initial Phase

Initial Game

10



Walk In The Forest

The players will pretend to be walking through a nice forest with lots of flowers (cones) and trees (pylons). Players will move in a square of 15x15 yds with the ball in their hands, paying attention not to step on the flowers and trees. Every 30 seconds the coach will add more flowers and trees inside the forest, making it harder to walk. The players can be divided in two teams, and one team at a time runs on the field within a pre-established time. The team that will allow more plants and trees to grow will win the game. The second version will be played in a 10x10 field with only 4 players. The team waiting for its turn dribbles outside the square in a pre-set circuit.

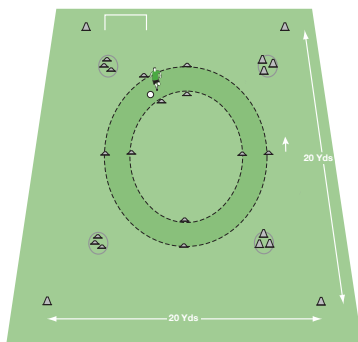
15

Technical Working Block- Choose An Exercise From Pages 14-16

Central Phase

Technical Exercise

10

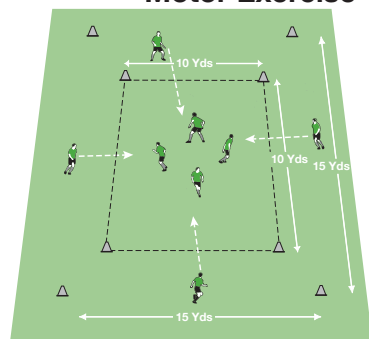


Forest Fruits

This is a competition between 2 teams in a square of 20x20 yds. An oval track is built with cones and outside there are some harvesting areas. Inside the areas there are: red cones- strawberries, blue cones- blueberries, yellow cones- raspberries, white cones- cherries. At the start the players will be assigned specific tasks like: pick up 10 fruits, 3 blueberries, 1 strawberry, 2 raspberries and 4 cherries. Players will go one at a time and within a pre-established time will have to collect all the fruits in the right quantity. If a player gets out of the track he will have to leave the fruit and go back to the starting point. This game stimulates the cooperation between the players.

15

Motor Exercise



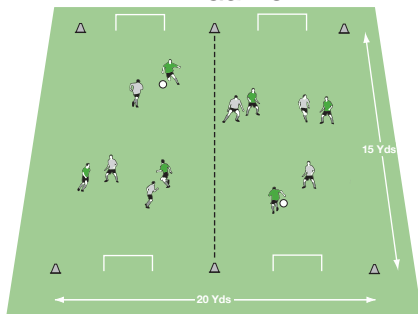
Catch The Rabbits

On a field 15x15 yds with a smaller square inside of 10x10 yds, 4 rabbits will move inside the smaller square and the 4 hunters will try to hit them by throwing a ball at them with their hands from outside the larger square. Every 1.5 minutes the players will change roles. Variation: use the feet to kick the ball and hit the rabbits. Be sure to keep the ball on the ground.

Final Phase

Game

20



3v3 Mini Game

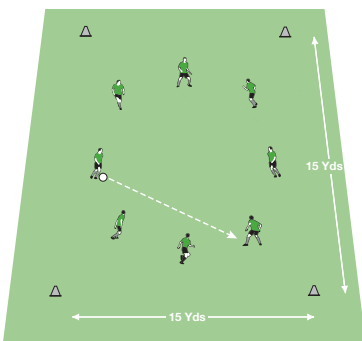
Set up two mini-fields where the players play mini games 3v3.

Session 11

Initial Phase

Initial Game

10



Learn The Names

Players are in a circle and one of them has a ball. The players start with their hands and the objective is to carry or pass the ball to one teammate call the player's name first and then take their place.

Variations:

- 1) dribble the ball to the other player
- 2) dribble the ball to the other player and stop it in front of him

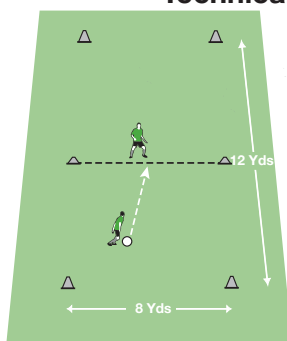
15

Tactical Working Block- Choose An Exercise From Pages 17-19

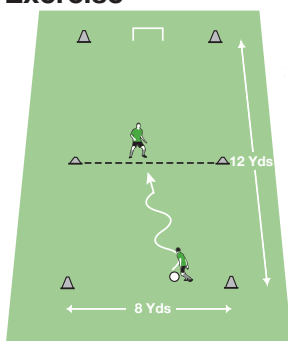
Central Phase

Technical Exercise

10



Field 1



Field 2

The Guardian

Set up more mini-fields depending on the number of players
FIELD 1

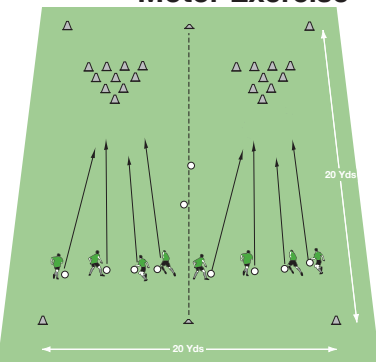
Set up a field 12x8 yds. One player must run beyond the line watched by the guardian without getting tagged. Every time the guardian tags the player, the players exchange roles.

FIELD 2

Once the players are good at using their body to make feints, a ball and a mini-goal is introduced and the players try to score by shooting in goal.

Motor Exercise

15



Bowling

Competitive game between 2 teams in an area 20x20 yds. The game is played at first with the hands. At the coach's command, one team must hit as many cones as possible. Then the other team has their turn. The team that hits all the cones win the game.

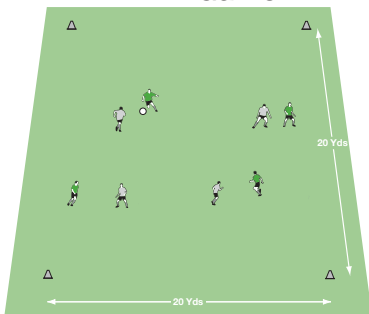
Variations:

- 1) change the method of throw: with one hand, like a throw-in, etc.
- 2) play with feet: using the instep, inside of the foot, etc.

Final Phase

Game

20



4v4 Score In The End Zone

Set up 2 mini-fields 20x20 yds for free games of 4v4. Players play a game scoring a goal every time the players dribble through the end zone .

Variation:

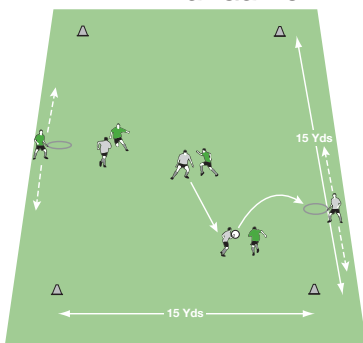
the point is scored if the ball is stopped on the end zone line

Session 12

Initial Phase

Initial Game

10



Moving Basket

A game of 3v3 is played on a 15x15 yd field. Outside the field there is 1 player per team holding a ring (the basket). The outside player must move in relation to where the ball is located. Players play with hands and the objective is to pass the ball to their teammates and to throw the ball in the basket. The team that scores more baskets wins the game.

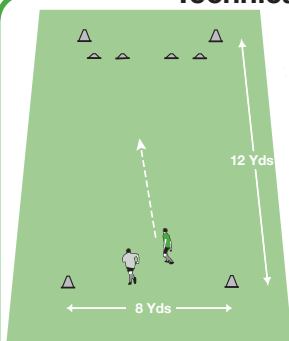
15

Tactical Working Block- Choose An Exercise From Pages 17-19

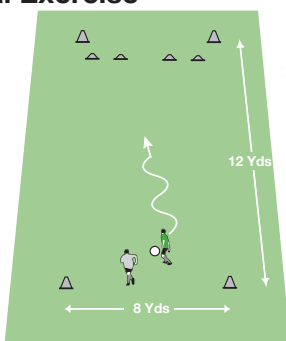
Central Phase

Technical Exercise

10



Field 1



Field 2

Chase

Set up more mini-fields depending on the number of players.

FIELD 1

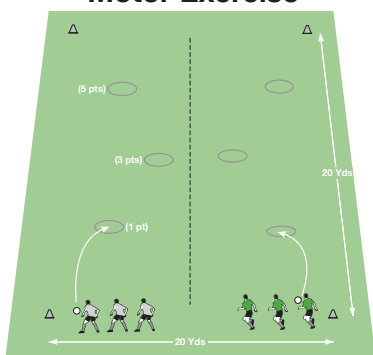
Set up a field 12 x 8 yds. One player must run and go through one of the small gates without being tagged by the defender, who has started in a position of disadvantage. Assign points.

FIELD 2

Once the players are good at using their bodies to make feints, a ball and a mini-goal is introduced and the players try to score by dribbling through the gates. Once the ball is lost the players exchange roles. Variations: the coach can call which gate to attack and can change the gate during the same exercise

Motor Exercise

15



The Hole

Competitive game between 2 teams in an area of 20x20 divided in two mini-fields. On each half of the field there are some rings placed at various distances. Points will be assigned to each ring, the rings farther away are assigned the most points. The game is played at first with the hands. At the coach's command one player per team will throw the ball to a ring. The team that scores more points wins the game. Variations:

- 1) change the method of throw- with one hand, like a throw in etc.
- 2) play with feet: using the instep, inside of the foot, etc.

Final Phase

Game

20



4v4 With 4 Goals

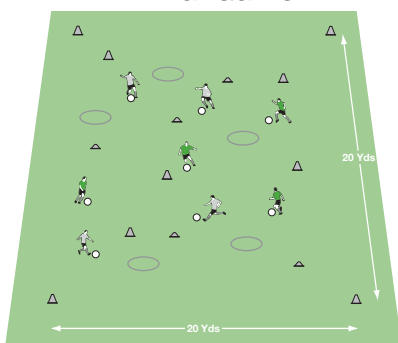
On a field 20x20 yds set up 2 mini-fields for free games of 4v4.

Session 13

Initial Phase

Initial Game

10



Fantasy Track

Various obstacles are placed on a field 20x20 yds (cones, pylons, hurdles). The players are asked to run freely around the field and around the obstacles. Introduce the balls and ask the players to do everything they want on the field allowing them to play with their hands, roll, crawl, jump etc.

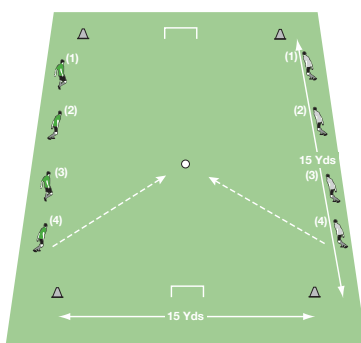
15

Tactical Working Block- Choose An Exercise From Pages 17-19

Central Phase

Technical Exercise

10

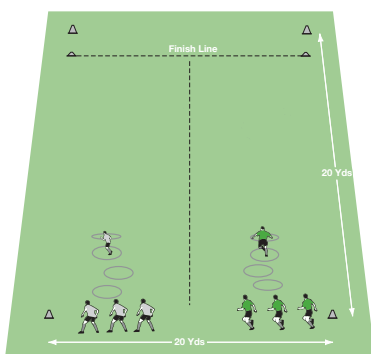


Capture The Flag

Players stand outside the field and are assigned a number. The coach places a ball in the center of the field. The coach calls a number and the two players with the same number assigned will challenge for the ball. The first player on the ball can score in one of the two mini-goals. If the player scores he gets 1 point for his team.

15

Motor Exercise



Reach The Finish Line

Competitive game between 2 teams in an area of 20x20 divided in two mini-fields. On each half various rings are placed. On the coaches command the first player in line will jump inside a ring, grab it, jump over all the other rings and place the ring he holds at the end of the line. Once he drops the ring he runs back to his teammate to high five him or her. The line of rings will get closer to the finish line and the team that reaches the finish line first with a ring wins the game.

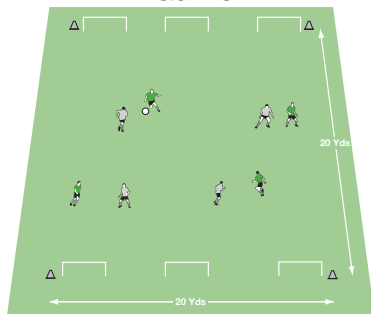
Variations:

change the type of jumping, with 2 feet, with only one foot, right or left

Final Phase

Game

20



4v4 With 6 Colored Goals

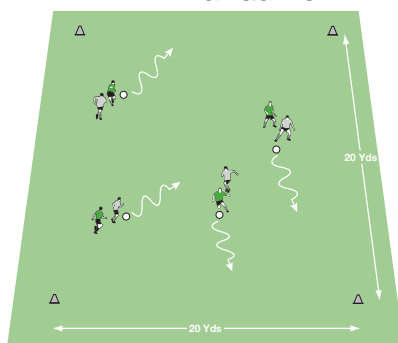
Set up 2 mini-fields for free games of 4v4 on a field 20x20 yds. Place 3 small goals with one color for each goal. The colors can be indicated with pinnies, cones etc, and the object is to score in one of the small nets. During the game the coach will call a color indicating the goal to score on or the goal where the players are not allowed to score.

Session 14

Initial Phase

Initial Game

10



The Battle

PHASE 1

On a field 20x20 yds the players are organized in pairs, and the players play 1v1 duels. The game starts without the ball, and 1 player from each pair will have a pinnie on his back pretending to have a tail. Players run free inside the field and on the coaches command the other players must try to grab the tail of their direct opponent.

PHASE 2

Players are organized in pairs but this time they dribble the ball. At the coaches command the player with the ball must defend the ball as long as possible while the other player must try to gain possession.

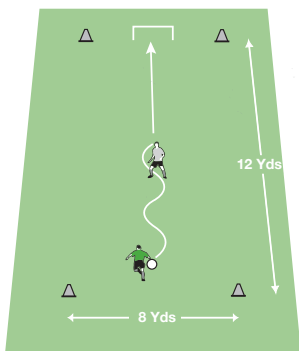
15

Tactical Working Block- Choose An Exercise From Pages 17-19

Central Phase

Technical Exercise

10



The Tunnel

Set up more mini-fields depending on the number of players

FIELD 1

On a field 12x8 yds one player stands on the line with open legs the other player dribbles the ball and must pass the ball under the legs of player 1 and then finish with a shot on goal

FIELD 2

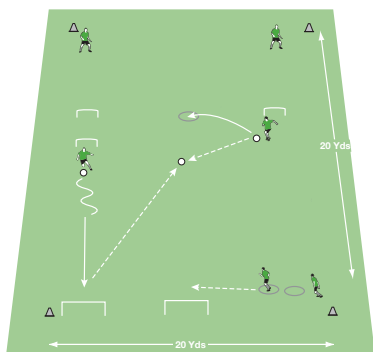
Once the players have mastered the pass under the legs, the other player becomes an active defender and will quickly try to defend his goal.

Variations:

The defender, instead of waiting without moving, can move his legs open and closed in a jumping jack motion

Motor Exercise

15



The Tracks

Players are organized in teams, the coach stands in the middle of the field placing a ball in the center.

Team A:

Starting with the ball in their hands, they jump over the hurdles then dribble the ball and finish on goal. Then they become defenders and will challenge the other player.

Team B:

They jump the obstacle with the ball in their hands, then they throw the ball in the basket or hit a target. They take the ball the coach placed in the center of the field and dribble trying to finish on goal, challenged by the other player.

Team C:

They jump over the rings (placed with various patterns) and become goalkeepers. Every 3 minutes change the positions of the teams.

Final Phase

Game

20



4v4 With 6 Colored Goals

4v4 game is played on a field 20x20. The goals must be scored in one of the 4 mini goals The goal is valid in any of the 4 goals. Variation: Assign two goals to defend and two goals to attack to each team.

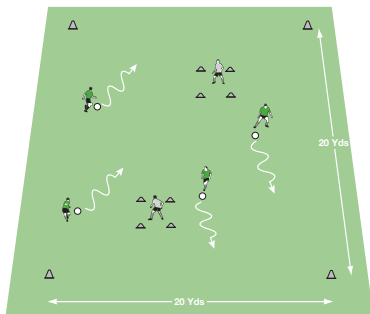
Session 15

This session is unique because the coach must present it as if it was a story. The theme of the session is the BEACH. The players will pretend they are on a trip to the beach. This methodology is extremely motivating and the players will be very involved in the exercises

Initial Phase

Initial Game

10



The Fisherman

In a field 20x20 yds the players (the fish) dribble the ball. On the field there are two small houses (2x2 yds) where the fishermen live. At the coach's command the fishermen come out of their houses to catch the fish by kicking the ball out of the field. The fish can find shelter in the small houses where they cannot be challenged.

Variations: Play without the ball. The fish are caught if they are tagged by the fishermen.

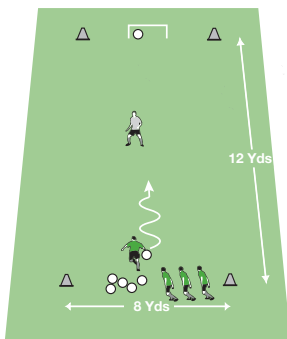
15

Tactical Working Block- Choose An Exercise From Pages 17-19

Central Phase

Technical Exercise

10



The Net

Set up more mini-fields depending on the number of players.

On a field 12x8 yds two teams play. The game consists of bringing as many fish (balls) inside the net (the goal) avoiding the opposition of a defender from the other team. The second player starts when the first player has taken a shot in goal.

Variations:

Timed games

15

Motor Exercise



The Dolphin

The players run in the field without the ball. When the coach calls a name of a player, that player becomes the dolphin and must jump over the other players who have laid on the ground.

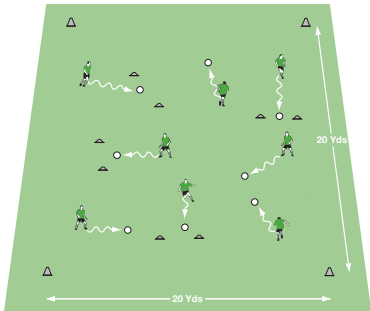
Variation:

Play with the ball

Final Phase

Game

20



4v4 With 4 Goals

Set up 2 mini-fields for free games of 4v4. Place 4 mini goals with cones randomly on the field. The goals are scored when a player dribbles through the small goals placed on the field. The goal is valid going through both sides of the goal.

Variations:

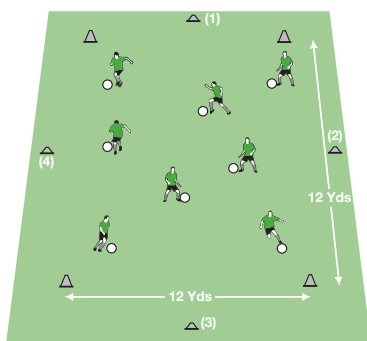
do not allow two consecutive goals on the same goal.

Session 16

Initial Phase

Initial Game

10



The Colors

The players dribble the ball in a 12x12 yd field. On the outside of the field there are colored zones. The coach calls a color and all the players must quickly run towards the color called by the coach. The last player to arrive in the zone will be subject to a penalty

Variations:

associate to the color and object or image example: lets go to the sea (sea=blue)

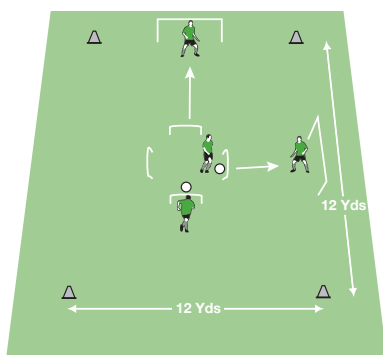
15

Tactical Working Block- Choose An Exercise From Pages 17-19

Central Phase

Technical Exercise

10



Dribble, Jump and Shoot

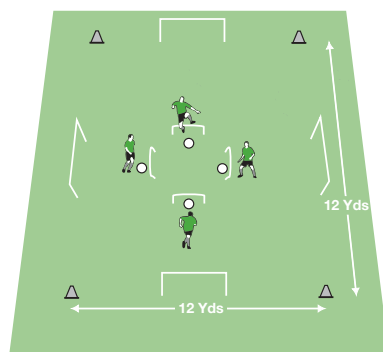
In the center of a field 12x12 yds we set a square with obstacles or tape. At the coach's command 2 players at the same time dribble and jump over the obstacles passing the ball under the obstacle/tape and, stimulating peripheral vision, avoid any collision. Then the players shoot on goal where a goalkeeper tries to save the shot.

Variation:

substitute the goalkeeper with a defender and create 1v1 situations

15

Motor Exercise



Run, Jump and Score First

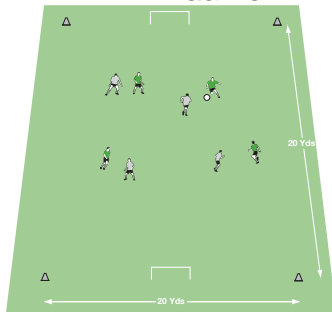
In the center of a field 12x12 yds we set a square with obstacles or tape. At the coach's command 4 players at the same time dribble and jump over the obstacles

The players must shoot at the goal in front of them. The first player to score gets a point.

Final Phase

Game

20



Game Tournament 4v4

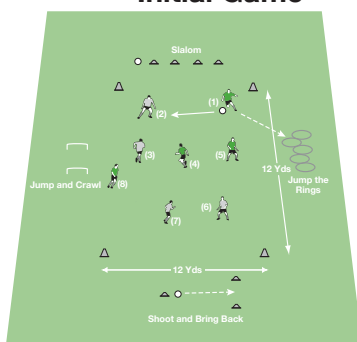
set up 2 mini-fields for free games of 4v4

Session 17

Initial Phase

Initial Game

10



The Numbers

The players are assigned a number 1 to 8. The players must pass the ball following the sequence of the numbers and run freely inside the field. Outside the field there are 4 technical/coordinative stations that the players must work on quickly and then get back inside the field. As soon as 1 has passed to 2, he chooses one circuit and then gets back in the sequence. Ask the players not to go to a station that is occupied by another player. Play with hands at first.

Variation:
play with feet

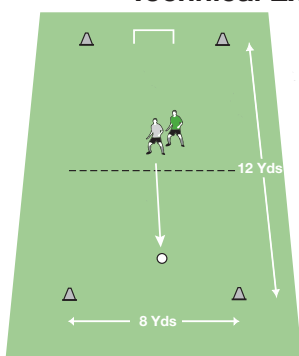
15

Tactical Working Block- Choose An Exercise From Pages 17-19

Central Phase

Technical Exercise

10



Turn and Go

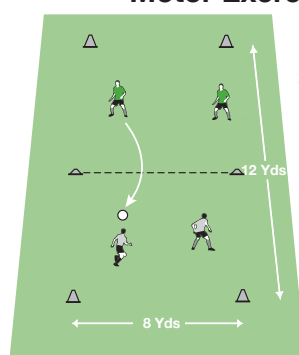
On a field 12x8 yds, players start together but with one player slightly ahead. The players play 1v1 with the attacker starting with his back turned to the goal.

Variation:

If the defender intercepts the ball he must dribble through the end zone on the opposite side

Motor Exercise

15



Throwing

Set up more mini fields close to each other. Every field is divided in the middle by a tape or cones. The players throw the ball in the air to the other side of the field. A point is scored when the ball bounces at least twice in the opposing field.

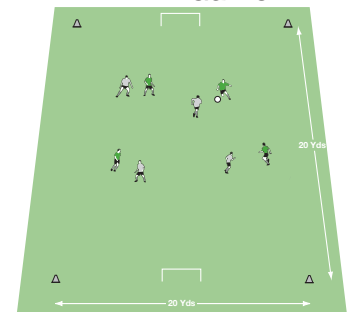
Variation:

players must catch the ball in the air

Final Phase

Game

20



Game Tournament 4v4

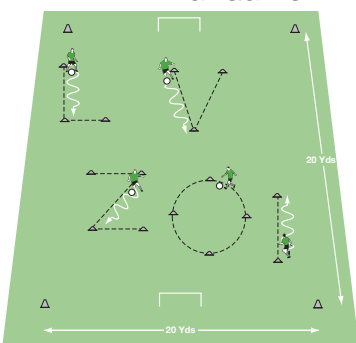
set up 2 mini-fields for free games of 4v4

Session 18

Initial Phase

Initial Game

10



The Alphabet

Letters of the alphabet are drawn on the field with the use of cones, and the players dribble around the letters. The ball is like a pen and the players must trace the contour of the letter performing change of direction depending on what letter they are drawing.

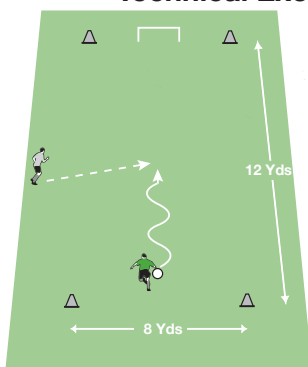
15

Tactical Working Block- Choose An Exercise From Pages 17-19

Central Phase

Technical Exercise

10



Lateral Defender

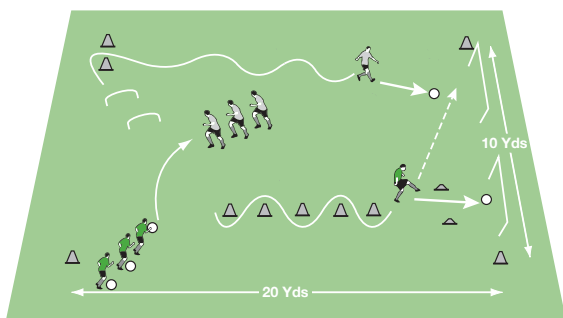
On a field 12x8 yds, two teams play. Players dribble the ball with the objective to shoot on goal, avoiding the challenge of the defender that is coming from the side

Variation:

when the defender intercepts the ball he can dribble through the end zone

Motor Exercise

15



Throw The Ball

One player passes the ball to the other player using his hands, first on the ground and then in the air. After the ball is passed, the players must run in slalom around the cones, shoot a ball in goal and go in goal to save the shot from the player. Once the thrown ball is received they must jump and perform motor exercises, go around the cone and quickly dribble to shoot in goal.

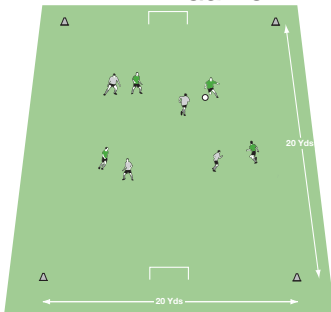
Variations:

change the motor exercises (jump, roll, crawl). Change the slalom run (without the ball, with the ball, varying the distances for the cones)

Final Phase

Game

20



Game Tournament 4v4

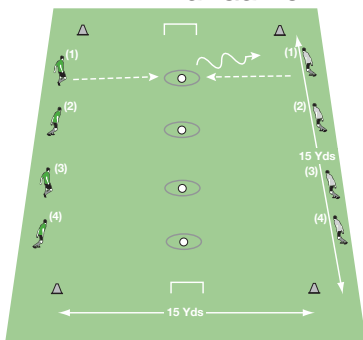
set up 2 mini-fields for free games of 4v4

Session 19

Initial Phase

Initial Game

10



Return Home

Each player is assigned a number. When the coach calls a number the players battle for the ball standing in front of them. The player who takes the ball and brings it home gets a point for the team. Players cannot enter in the field of the other team

Variations:

the opponents can enter the opponent's half and if they touch the ball it is a tie

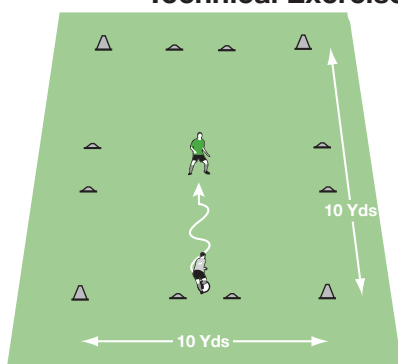
15

Tactical Working Block- Choose An Exercise From Pages 17-19

Central Phase

Technical Exercise

10



Three Goals

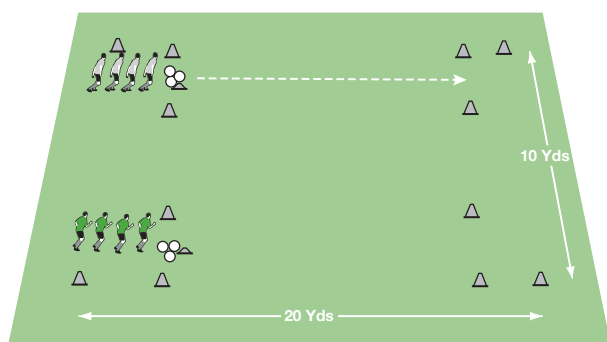
On a field 10x10 yds, two teams play. One player starts with the ball and can score in any of the 3 goals. The defender must challenge the other player and if he or she wins the ball they can also score in any of the 3 goals. This stimulates creativity and change of direction.

Variation:

stop the ball on the line of the goal

15

Motor Exercise



The Move

The teams must organize themselves in bringing the various objects from one side of the field to the other. In this example the players are asked to transport 3 balls and one pylon at the same time to the teammates on the other side of the field. Play the game as a relay game and the team that finishes first wins

Variations

transport various objects (sticks, balls, cones etc etc)

Final Phase

Game

20



Game Tournament 4v4

set up 2 mini-fields for free games of 4v4

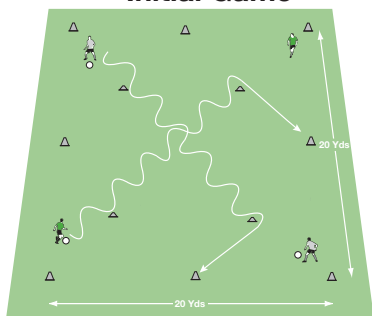
Session 20

This session is unique because the coach must present it as if it was a story. The theme of the session is "WORLD CUP DAY". The players will be divided in 4 teams of 2-3 players representing 4 countries from around the world, and will compete in various games that will conclude in a WORLD CUP TOURNAMENT

Initial Phase

Initial Game

10



World Cup Qualifications

4 teams are formed that will compete in the world cup tournament. The qualifying games will assign points that will be accumulated with the points of the subsequent games. The first players of each team start at the same time and dribble the ball around the cone opposite to them. Once they have gone around the cone they must hit one of the cones placed on the outside of the square. The team that hits a cone first gets 2 points, the second team gets 1 point

Variation:
play with hands

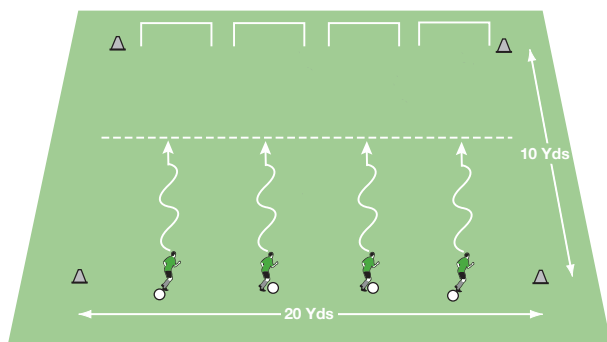
15

Tactical Working Block- Choose An Exercise From Pages 17-19

Central Phase

Technical Exercise

10



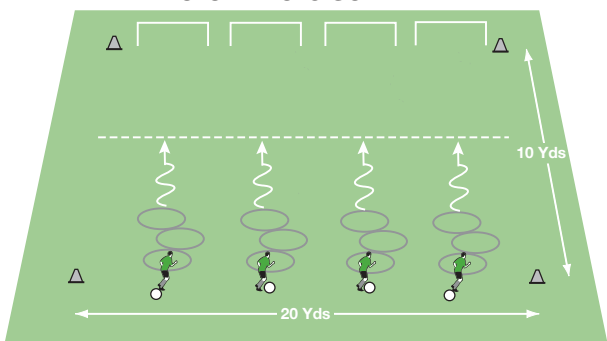
Shooting Range

With the same rules shown previously, the 4 teams compete in a shooting game. The objective is to dribble the ball to the line and then shoot in goal.

Variations:
passing and shooting, dribbling around cones and shoot.

15

Motor Exercise



Shooting Range II

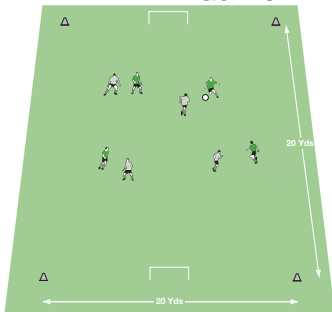
With the same rules shown previously, the 4 teams compete in a shooting game. The objective is to jump over the rings, and in the vicinity of the line shoot in goal.

Variations:
somersault and jump over the rings, throw and catch the ball, then jump over the rings

Final Phase

Game

20



World Cup Tournament 4v4

Set up two mini-fields where the players play mini games 2v2. At the end of the session add all the points and declare the World Cup winner.

About The Authors



Mirko Mazzantini was born in Florence in 1977, where he began his coaching career at the age of 19. Three years later, he was recruited by Empoli FC. Over the span of 10 years he coached most all the main categories at the youth level. A graduate in Business Economy at the University of Pisa, he is a qualified soccer coach through the “Young Players Coach” program and Basic Coach UEFA B. He is also the author of many publications, articles, books and DVDs for the main national and international sport publishing houses. He is currently working for ACF Fiorentina with the U15-16 teams.



Simone Bombardieri was born in Empoli in 1976. He Played for Empoli FC for 5 years. At 22, he started his career as a coach. After 3 years in the youth section of an amateur club, he was called by Empoli FC where he has been coaching the youth categories for the last 9 years (under 9 – under 14). ISEF graduate from the University of Florence, he is a qualified soccer coach through the “Young Players Coach” patent, and Basic Coach UEFA B. He is also author of many publications, articles, books and DVDs for the main national and international sport publishing houses.



Andrea Agnoloni was born in Florence in 1962. He moved to Vancouver (Canada) in 1987 and took up coaching when his two sons started playing soccer. Andrea’s passion for the game saw him pursue local coaching opportunities and he has constructed an impressive resume of accomplishments. Andrea holds a CSA National “B” Certificate and has completed Part I of the National “A” License. Andrea is currently Head Coach of the Boys program at Mountain United FC (www.mufo.ca) , and the Head Coach of the U18 and U16 teams. He has had several Head Coaching assignments with Mountain FC. In successive years (2009, 2010), Andrea led his Super-Y League teams to Silver Medals at the USL North American Championships. In 2008, he led the U13 Capilano Boys of Lions Gate Soccer to the Provincial Championship and in 2006, he guided the U14 Boys North Shore Selects to a Silver Medal at the Provincial Finals. Andrea has also held positions as Technical Director – North Vancouver Lions Gate Soccer Association, Goalkeeper Coach of North Shore IPL teams, and several other Head Coaching duties with North Shore Clubs. Through his relations with some professional Italian Clubs, Andrea has coordinated coaching clinics and summer camps in the Vancouver area involving staff coaches from various Italian Clubs. Andrea is a Certified General Accountant and Notary Public.

The Italian Style Story

SOCCER ITALIAN STYLE – THE STORY

Soccer Italian Style was founded in 2005 by two passionate professional coaches, Mirko Mazzantini and Simone Bombardieri. Since their first overseas trip to the United States, the young instructors’ goal has been to share their experiences with passion and professionalism.

The Soccer Italian Style network has spread quickly to many continents, through partnerships and work collaborations with youth soccer clubs, youth soccer association and businesses that distribute sports books and videos. In 2011 Mirko Mazzantini and Simone Bombardieri had the honor to present a lesson at the Coverciano Coaches Training Center organized by the Italian Soccer Federation.

Mirko and Simone have received recognition from many foreign countries, and this is reflected in the many contacts and collaborations established, and the success of the products developed. This has led to Mirko and Simone visiting many countries throughout the world to share their expertise, particularly in the USA, Canada, Norway, Japan, Australia, New Zealand and Asian countries. The success enjoyed by Soccer Italian Style has encouraged the founders to increase their efforts with new developments to complement the existing products.

All the initiatives focus on the common denominator- the working philosophy of Soccer Italian Style, as well as the result of personal experiences in professional soccer clubs, trips around the world and personal experiences. Numerous coaches, club directors and soccer fans continuously contact the staff through the website- www.socceritalianstyle.it.

Soccer Italian Style

SOCCER ITALIAN STYLE IS WORLD-WIDE...WORK WITH US! SOCCER ITALIAN STYLE has organized youth soccer events in many countries around the world. If you are a soccer Club executive, a coach, Technical Director or just an individual passionate about the sport and you want your players to have a unique experience, please contact us or visit our web site www.socceritalianstyle.it.

- **PROFESSIONAL ITALIAN CAMP** : One week for boys and girls 6-18 years old. Where fun meets the training methodologies of the best Italian youth professional clubs and is taught by experienced staff who have worked with with some of highest level Clubs in Italy.
- **PROFESSIONAL ITALIAN TEAM CAMP**: Weekly team camp with the work planned around a highly professional methodology which is tested and continuously innovated and adapted based on the level and characteristics of the participating team.
- **SOCCER ITALIAN STYLE COACHING CLINIC**: Soccer Italian Style organizes clinics of different levels and duration, based on a proven model that creates interest and enjoyment for the participants. The time spent in the classroom is filled with numerous videos from professional training sessions in Italy, and it is supported by on-field demonstrations of the concepts discussed in the classroom.
- **SOCCER AND TOURISM IN ITALY**: If you want your team to have a week of highly professional training and at the same time be immersed in the culture of Italy, Soccer Italian Style can plan your trip in detail, adapting the itinerary and lodging based on the wishes and needs of the players and chaperones.

SOCCER PRACTICE SIMPLIFIED FOR 5-9 YEAR OLDS

A Complete Season Lesson Plan For Coaches And Parents

Maximize your players potential with this simple, effective and progressive modern soccer coaching methodology specifically designed for young soccer players. The book has two main parts- The first part is the theory where we identify the main concepts of our ideas: a brief introduction to the general characteristics of children aged 5 to 9 years old, the technical-tactical and physical objectives, and the presentation of the season plan.



The second part is where we present 20 practice lesson plans with proper progressions and all the concepts indicated in the first part are easily identified. All the sessions will follow the same logical structure and are composed of 3 phases:

- Initial phase consisting of a warm up game and a technical activity
- Central phase with a technical activity and a physical exercise
- Final phase where the kids play soccer in small sided games

This book is not meant to be a simple collection of drills and lesson plans, but it is meant to be the presentation of a progressive season-long coaching methodology.



SoccerCoaching.com

