

# Manteca Futbol Club

## Table of Contents

<b>Club Mission &amp; Goals .....</b>	<b><u>2</u></b>
<b>Club Philosophy.....</b>	<b><u>3</u></b>
<b>Expectations of Coaches .....</b>	<b><u>4</u></b>
<b>Curriculum Introduction.....</b>	<b><u>5</u></b>
<b>Total Player Development Model .....</b>	<b><u>6</u></b>
<b>Areas of Development U5-U7 .....</b>	<b><u>7</u></b>
<b>Areas of Development U8-U10 .....</b>	<b><u>8</u></b>
<b>Areas of Development U11-U12 .....</b>	<b><u>9</u></b>
<b>Areas of Development U13-U14 .....</b>	<b><u>10</u></b>
<b>Areas of Development U15-U18 .....</b>	<b><u>11</u></b>
<b>Training &amp; Competition Guidelines.....</b>	<b><u>12</u></b>
<b>Training Objectives .....</b>	<b><u>13</u></b>
<b>Club Core Exercises .....</b>	<b><u>14</u></b>
<b>Game Etiquette and Sportsmanship .....</b>	<b><u>20</u></b>
<b>Guidelines for Supportive Parents .....</b>	<b><u>21</u></b>
<b>General Concepts Terminology.....</b>	<b><u>22</u></b>
<b>Technical Skills .....</b>	<b><u>23</u></b>
<b>Tactical Skills .....</b>	<b><u>29</u></b>
<b>Team Tactics.....</b>	<b><u>33</u></b>
<b>Explanation of Moves and Fakes .....</b>	<b><u>34</u></b>
<b>Soccer Vocabulary .....</b>	<b><u>37</u></b>
<b>Sample Sessions .....</b>	<b><u>42</u></b>



## **MISSION STATEMENT**

Manteca Futbol Club's mission is to provide the opportunity for soccer training and play for all interested participants designed to develop individual skills, fitness, teamwork and sportsmanship, to support the physical, mental and emotional development of youth players, and to promote, foster and perpetuate the growth of soccer in our community. Manteca Futbol Club is committed to excellence and high level coaching in youth soccer. Manteca Futbol Club will teach its players to play an attacking brand of soccer. **Our players will share a love for movement off the ball and technical ball mastery, which will lead to an attack-oriented, possession-based style of soccer that will bring out the beauty of the game.** MFC offers challenging training sessions designed to develop player's skills in the Technical, Tactical, Physical, and Psychological aspects of the game.

## **CLUB GOALS**

To accomplish our mission, the Manteca Futbol Club bases its decisions and actions on the following club goals:

- 1) Provide quality coaching and training staff. The coach's long term goal is to prepare the player to successfully recognize and solve the challenges of the game on his or her own. It is vital that the coach approaches soccer with this in mind.
- 2) Develop players to their full potential both on and off the field: Technically, Tactically, Physically, and Psychologically.
- 3) Educate coaches, trainers, parents and players on the importance of development first and winning second.
- 4) The most fundamental skill in soccer is individual mastery of the ball and the creativity that comes with it. This should be a priority in training and games, especially in the early years. As this skill is mastered, the rest of the game becomes easier – both to teach and to learn.

## CLUB PHILOSOPHY

Player Development is the primary objective of Manteca Futbol Club. This development is broken down into four components: Technical, Tactical, Physical, and Psychological. As the age level increases, different components are stressed.

**Technical growth:** The individual ability to handle the ball consists of: dribbling, passing, receiving, shooting, defending, and goal keeping. A solid Technical foundation increases the players' ability to understand the Tactical aspects of the game.

**Tactical awareness:** A player must understand when to apply the appropriate technique based on the demands placed upon them by their opponents. Tactical awareness is a players understanding of a system of play or strategy. As a player progresses through age groups, Tactical play becomes a major component of our teaching.

**Physical ability:** Soccer is a demanding physical sport, and each player will need to obtain a certain level of fitness. Physical fitness determines a lot in the game of soccer. When players become physically tired, they become mentally tired. When they become mentally tired they can no longer perform the technical skills needed. When players lose their technical ability, their tactics disappear.

**Psychological understanding:** How a player reacts to certain situations can either help or hurt the overall team effort. Our goal is to focus on the present. Soccer is a game of mistakes and this is how we learn. We will work to focus all of our player's energies in a positive manner, and on the aspects of the game that they can control.

Manteca Futbol Club believes that coaching is teaching; we teach the game by cultivating players understanding of how to make the best decisions in the game, based on the game principles and specific team sub-principles. Heavy emphasis is placed on the decision making process of players in situational play. Coaches need to develop inquisitive players by constantly challenging them with questions that address "this is **why** we do this like this" or "this is **why** we use this foot in this instance". The game is always changing and it has too many aspects involved that cannot be isolated in the teaching process of a player. Coaches should refrain from telling players how to play and instead teach them what circumstances will create success and which will put them at a disadvantage. If players can understand the why's and how's of the game then winning will come as a result, but it is up to the coach to bestow that knowledge, not just direct the game.

## **EXPECTATIONS OF OUR COACHES**

- Soccer should be fun for everyone. Foster a love of the game for every player.
- Attend coaching classes annually to learn the most effective ways to conduct practices.
- Place the emotional and physical wellbeing of your players ahead of any personal desire to win. Improvement in play and enjoyment of the game for all players at all levels are the goals of MFC.
- Be enthusiastic, motivating and encouraging with all players. Provide the opportunity for players to develop skills at multiple positions. Provide all players with the opportunity to start in a game.
- Instruct players in proper sportsmanship and player responsibilities, and demand that they make sportsmanship and teamwork their #1 and #2 priorities.
- You are responsible for the proper behavior and conduct of your assistant coaches as well as players, parents, and supporters. Encourage all to applaud good plays by either team. The use of profanity or vulgar language is unacceptable.
- Know, and abide by, the rules of soccer, and teach these rules to your players. Respect and support the referees. Before games, introduce yourself to the referees. After games, thank the referees and ask your players to do the same. Do not try to seek an advantage by circumventing the spirit of the rules.
- Always set a good example for players and parents to follow; understand that you are a role model.
- Provide a safe environment for players. Be on time for practices and games and do not leave an event, game or practice site until all of your players are with their responsible guardian or parent. Inspect all fields and equipment to ensure safe playing conditions.
- Be properly prepared for practices and games (e.g. - have correct equipment and know your game plan ahead of time) and insist that all players are also prepared (e.g. - with complete uniforms and proper equipment).
- Allow players to make decisions during games. Avoid constant instruction during games and practices – allow flow to happen. Games should be used to test how well players have retained what was learned at practice.
- Teach players how to win and lose gracefully - be humble, generous, and gracious in victory; courteous and dignified in defeat.
- Communicate effectively and regularly with parents. A good coach communicates expectations clearly. There is no confusion on what the end result is to be. Everything is upfront and put on the table with no hidden agendas, honesty is one of the most important values of a coach.
- Display fairness and integrity with all players. All players should be treated the same to create cohesiveness within the team. Be committed to help all players reach their maximum potential.
- Coaching involves many skills to develop players: Technical Skills, Tactical Skills, Communication Skills, Physical Skills, Mental Skills, and Character Development.

## CURRICULUM INTRODUCTION

The process of learning is made easier if both the coach and the player know what the coach is trying to achieve. This should be an explicit statement, the more specific and precise the better. These statements are the coaching objectives within the curriculum. The player is aided knowing not only what to do, but also whether he or she has done it. The coach's task is easier when knowing what to look for in the player's performance.

There should be continuity throughout the year in the way training sessions are conducted. Plan all training sessions in advance and in detail. The Competitive Curriculum gives an overview of the factors influencing soccer skills within all four components of total player development. Like any teacher, a soccer coach must decide what skills will be introduced during the year and in what sequence. This necessity requires seasonal planning on the coach's part.

While the curriculum is the baseline for what to do in training, coaches should observe matches to understand developmental needs of each player. The coach must be flexible with the curriculum and be ready to adjust it based on specific needs. Evaluating the players in a game may show an immediate need of a player or of the team that may call for a deviation from the current point in the curriculum. While consulting the Director of Coaching, the coach will have to use personal knowledge and judgment as the season progresses as to whether the curriculum set is best for the players on that specific team. How players perform may dictate progressing ahead or lapsing behind the schedule of the curriculum. The coach should not feel confined by a curriculum.

Practice is our time to teach and our time is precious; use every minute of every practice session to teach the necessary skills for players to be successful. Coaches should arrive early and set the standard that practice will begin on time and end on time; set precedence that players are expected to arrive early to training sessions with all the correct gear. **Productive practices require planning.** Build your practices around the basic skills that your players need to develop and the common situations they will face in games; training exercises should be selected that emphasize these particular skills and situations. Practices should progress fluidly from unopposed to opposed exercises, finishing with the most competitive, game-like circumstances. Coaches should choose themes that will reinforce their team's areas of strength and minimize their areas of weakness. The best conditioning that a coach can provide their team is mental conditioning; getting them to think constantly about what is happening and what can potentially happen. Keep them on their toes, focused, always ready to go, never daydreaming, or losing track of what they are doing. A challenging practice is a fun practice.

## **TOTAL PLAYER DEVELOPMENT MODEL**

- Players are FIRST - Winning is Second.
- Evaluate players each season and provide players and parents with an assessment based on their abilities and growth.
- Provide the opportunity for players to develop skills at all positions. Play each player in different positions to make them a complete player. Players should be encouraged to play several positions to develop skills and decision-making in all aspects of the game. (e.g. - children in goalie position should play no more than half a game in goal. *Young age groups.*)
- Do not sacrifice the player for the sake of the team (e.g. - putting a player as defender to protect the goal and restricting their natural tendency to move forward).
- Foster creativity; allow for mistakes and generate these situations into teachable moments. Encourage players to see the problems and come up with solutions.
- Good coaching uses accurate praise more frequently than direct criticism to develop talent; emphasize positive performances and minimize negative feedback.
- Confidence is reinforced from a child's mastery from repeated exposure to a task and is a child's hopeful belief that they can act successfully on their own. The game is the greatest teacher; allow players to play.
- Develop team spirit. Everyone matters. Everyone treats each other with respect regardless of talent. The early "superstars" may plateau and the "late bloomers" may peak later; be careful to support all players as they change.
- Diet affects performance, the foods players choose in training and games will affect how well they train and play. All players need to be aware of their personal nutritional needs and of which foods provide the best energy for optimal competition.
- Maintaining hydration is important for performance. Fluid intake before, during (where appropriate) and after training and competition is important, especially in hot climates.
- Be mindful of your own behavior and actions as they leave lasting impressions on young developing minds; learn to stay focused in the face of adversity and your players will as well.
- What is most important is not how many games you win but how many young people you help to believe in themselves.

## **AREAS OF DEVELOPMENT U5 – U7**

U5 – U7 are considered the “developmental years” and are an important time to allow players to develop an individual relationship with the ball. Coaching focus should be placed on encouraging risk-taking without fear of making mistakes and creativity with high praise awarded to effort. All players should be encouraged to dribble first, not pass; all players need to be comfortable controlling the ball with both feet.

### **U5 – U7: Developmental Years**

Primary Coaching Focus: Development of **comfort and confidence** with the ball. Training sessions should consist of: 80% Technical Skills, 20% Individual Tactics

Technical – (correct technique for **How** to perform specific soccer actions)

- Dribbling – Use both feet, all surfaces (inside, outside, laces), use moves/fakes
- Shooting - Use both feet, accuracy over power
- Psychomotor - teach correct body movement and coordination

Tactical– (**When, Where, and Why** to perform certain soccer actions)

- 1v1 (scrimmage up to 3v3)
- Dribble, dribble, dribble

Physical

- Love to run, jump, roll & climb. Very energetic, easy fatigue, rapid recovery.
- No sense of pace – they go flat out!!!
- Young players require constant movement; **everything must be done with a ball.**

Psychological

- Egocentric, can only see the world from their perspective; don't require more talented players to give others a chance, allow them to be “ball hogs”.
- Need and seek adult approval, provide constant reassurance and praise. Effort is synonymous with performance.
- Limited attention span, keep talking to minimum, **eliminate standing in line**

## AREAS OF DEVELOPMENT U8 – U10

U8 – U10 are considered the “learning years”, therefore players must be encouraged to try new skills. Heavy emphasis should be placed on technique and confidence. Coaches need to present consistent instruction of proper mechanics so that players will develop sound technical ability through dribbling, passing, receiving, and shooting. These young age groups should focus the majority of their training on mastering technical skills; individual tactical skills are introduced to assist players in their game-time decision making, and full game tactics should be covered during matches, not at practice.

### U8 – U10: Technical Learning Years

Primary Coaching Focus: Development of correct individual **technique and confidence** with the ball. Training sessions should consist of: 60% Technical Skills, 30% Individual Tactics, 10% Game Tactics.

Technical – (correct technique for **How** to perform specific soccer actions)

- Dribbling – Use both feet, all surfaces (inside, outside, sole, laces), use moves/fakes
- Passing – Accuracy, pace, timing
- Receiving – Use inside and outside of both feet, cushioned and directional touches
- Shooting - Use both feet, accuracy over power

Tactical – (**When, Where, and Why** to perform certain soccer actions)

- Small sided games – 1v1 through 4v4 (1v2, 2v2, 3v2, 3v3, 4v2, 4v3)
- Individual Defending – Proper stance, correct technique, when to delay & when to tackle

Physical

- Physical coordination not fully developed, teach correct body positioning/stance
- Skeletal system is still growing: growth plates are near the joints, thus injuries to those areas merit special consideration
- Temperature regulation system is less efficient than adults; core temperature elevates quickly
- There is no need or purpose to fitness conditioning at this age; **everything must be done with a ball**

Psychological

- Limited attention span, keep talking to minimum, **eliminate standing in line**
- Give praise often, build confidence, encourage players to try new skills; effort is synonymous with performance
- Concept of time and space relationship just beginning to develop and will be limited by the low capacity to attend to multiple tasks

## **AREAS OF DEVELOPMENT U11 & U12**

U11 & U12 are considered “transitional years” because U11 is the last year of playing 8v8 and U12 is the first year of playing 11v11; therefore players must obtain a firm understanding of the game in order to be successful at an older age. Heavy emphasis should be placed on the decision making process of players in situational play. All training should include transition, recognizing moments when we have the ball and when they have the ball. All players should understand the roles of each position and play more than one position. Coaches need to reinforce the proper mechanics of dribbling, passing, receiving, and shooting so that players master these skills.

### **U11 & U12 the Transitional Years**

Primary Coaching Focus: **Mastery of technique** and development of fundamental team tactics. Training sessions should consist of: 50% Technical Skills, 40% Individual Tactics, 10% Game Tactics.

Technical – (correct technique for **How** to perform specific soccer actions)

- Dribbling, Passing, Receiving, Shooting – Firm understanding of when, where, how
- Heading – Correct technique, attacking and defending
- Combination Play – Wall pass, takeover, overlap
- Lofted passes and aerial control receiving

Tactical – (**When, Where, and Why** to perform certain soccer actions)

- Small sided games to master technical skills – use numbered advantages - 2v1, 4v2, etc.
- Movement off the ball – Support, creating space, spatial & field awareness
- Attacking Principles – Penetration, Support, Width, Movement, Creativity
- Defending Principles – Delay, Depth, Compaction, Balance, Patience
- Players should understand team responsibilities in each third of the field

Physical

- More physically able to sustain coordinated skill sequences
- Dynamic and rhythmic warm-up and cool-down exercises are key to the prevention of injury
- Entering puberty, physical changes, and mental unrest. Average age - girls 7-14, boys 9-16
- Non-weight bearing conditioning can be introduced, but should use a ball as much as possible

Psychological

- Players become more competitive, training should be challenging and motivating
- Lengthened attention span, ability to sequence thought and actions
- Instruction needs to be enabling; show them what can be done instead of telling them what to do or not to do

## **U13 & U14: TACTICAL LEARNING YEARS**

Primary Coaching Focus: Development of team play and the **importance of ball possession**. Heavy emphasis should be placed on the decision making process of players in group situations. All training should include transition, recognizing moments when we have the ball and when they have the ball.

### Technical

- Correct technique must be reinforced due to physical changes
- Speed and agility – emphasis on proper running technique
- Combination passing – wall pass, takeover, overlap, layoff, third man run
- Crossing and Lofted passing
- Heading and Aerial Control

### Tactical

- Group tactics – backs, midfield, forwards, 2v2 through 8v8 games
- Attacking Principles – Penetration, Support, Width, Movement, Creativity
- Defending Principles – Delay, Depth, Compaction, Balance, Patience
- Zonal & Man to Man defending
- Possession games with 1 and 2 touch play

### Physical

- Dynamic and rhythmic warm-up and cool-down exercises are key to the prevention of injury
- Nutrition and Fitness are important now that young bodies will start to retain muscle tissue and Aerobic capacity
- Entering puberty, physical changes, and mental unrest. Average age - girls 7-14, boys 9-16

### Psychological

- Begins to think in abstract terms and can address tactical situations
- Social groups and cliques forming
- Able to address hypothetical situations/abstract concepts, and to solve problems systematically

## **U15 – U18: MASTERY YEARS**

Primary Coaching Focus: Prepare players to successfully recognize and solve the challenges of the game on his or her own. All training should include transition & decision making, with emphasis on speed of play.

### Technical

- Technique must be perfected and performed correctly under pressure of an opponent and with restrictions of time and space
- Functional training (techniques specific for each position)

### Tactical

- Positional play – attacking and defending in each third of the field
- Numbers up and numbers down games ( 6v4, 11v7)
- Set plays, restarts, counter attacking, and pattern play
- Flank play and switching the point of attack

### Physical

- Growth rate slows; muscle development and fitness are important
- Dynamic and rhythmic warm-up and cool-down exercises are key to the prevention of injury.

### Psychological

- Players start to discover their own personalities
- Thoughts turn to their future after high school and should be encouraged

## TRAINING & COMPETITION GUIDELINES

### Recommended Training Sessions:

Stage	Age	Duration	Frequency
Initial Stage	U5-U6	60 minutes	1 day per week
Initial Stage	U7-U8	75 minutes	2 days per week
Basic Stage	U9-U12	90 minutes	2 days per week (up to 4)
Intermediate Stage	U13-U14	90 minutes	3 days per week (up to 4)
Advanced Stage	U15-U16	90 minutes	3 days per week (up to 4)
Advanced Stage	U17-U18	120 minutes	3 days per week (up to 4)

### Recommended Competition Participation:

Stage	Age	# Playdates	# Tournaments
Basic Stage	U9-U10	1-3	1-2
Basic Stage	U11-U12	1-2	2-3
Intermediate Stage	U13-U14	<i>not applicable</i>	2-4
Advanced Stage	U15-U18	<i>not applicable</i>	2-4

### Competitions:

All competition participation requires DOC approval. Competition plans for the year should be submitted to the DOC for approval by July 8.

### Leagues:

- MFC teams play in the NorCal Premier Soccer League, which offers local, regional and national league competitions.
- NorCal Premier standard league seasons include fall and spring, and typically offer multiple levels of play. Optional seasons include winter and summer for certain age groups, and typically offer few levels of play.
- NorCal Premier offers National Premier League (NPL) and pre-NPL competitions to high performing teams and clubs in older age groups. These competitions are full year commitments, including playoffs which may require significant travel.
- At the younger ages, there should be a general effort to give all players roughly equal playing time (though this may not be the case if a player does not meet training expectations).

### Playdates:

- NorCal Premier also offers several regional playdates for younger age groups on selected Sundays between March and August. These include a playdate hosted by MFC, typically in August. This playdate is mandatory for all age applicable MFC teams unless exempted by the DOC.
- Playdates typically offer several levels of play, and include 3 games against regional competition with no trophies awarded.
- Playdates are a preferred alternative to tournaments, as they present a tournament-like atmosphere in a low stakes setting that is more conducive to development of young players.
- At the younger ages, there should be a general effort to give all players roughly equal playing time (though this may not be the case if a player does not meet training expectations).

### Tournaments:

- As US Club Soccer members, MFC teams are generally eligible for most local, regional and national tournaments, depending on their level of play
- MFC hosts one tournament each year (the Endless Summer Classic), usually in August. This tournament is mandatory for all MFC teams unless exempted by the DOC.
- Participation in tournaments should fit into the rhythm of the season
- Participation in tournaments should fit the level of competition of the team
- Participation in tournaments should present the team with a developmental opportunity
- MFC Indoor League is considered a tournament
- At the younger ages, there should be a general effort to give all players roughly equal playing time (though this may not be the case if a player does not meet training expectations).
- At the older ages, it is possible that only the starting players will see considerable playing time, especially in elimination rounds. We acknowledge that players may be disappointed as a result of this likelihood, especially at the younger ages. It is the responsibility of the coach to make sure that all parents know and understand this so that players and parents will not be surprised by the different approach toward playing time when compared to league play.

### State Cup:

- NorCal Premier offers State Cup, a world cup like event, lasting between 4-10 months depending on the age group. The nature of the qualification and playoff process make it a superior measure of all teams in NorCal. Successful participation in NorCal Premier State Cup competitions is the primary goal of all MFC
- In State Cup, it is possible that only the starting players will see considerable playing time, especially in the elimination rounds. We acknowledge that players may be disappointed as a result of this likelihood, especially at the younger ages. It is the responsibility of the coach to make sure that all parents know and understand this so that players and parents will not be surprised by the different approach toward playing time when compared to league play.



**TRAINING OBJECTIVES**

Age Group	Training Area	2-3 weeks	2-3 weeks	2-3 weeks	2-3 weeks	2-3 weeks	2-3 weeks	2-3 weeks	2-3 weeks
U5 - U7 Comfort & Confidence	Technical	Dribbling	Shooting	Moves & Turns	1v1 Attacking	Shielding & Dribbling	Shielding & Shooting	1v1 Defending	2-3 weeks Dribbling & Moves
	Physical	Running & Speed	Coordination & Balance	Agility & Balance	Basic Motor Skills	Combine Movements	Rhythm & Speed	Agility & Balance	Coordination & Balance
U8 - U10 Technical Foundation	Technical	Passing & Receiving	Dribbling & Moves	1v1 Defending	Receiving & Turning to Shoot	Combination Passing (1-2)	2v1 Attacking	Passing to space	Dribbling & Turning
	Physical	Basic Motor Skills	Rhythm & Balance	Delay & Pressure	Finish in Final Third	Support & Mobility	Coordination & Balance	Agility & Speed	Build from Back
	Tactical	Possession & Decision Making	Transition & Adaptation	Delay & Pressure	Finish in Final Third	Support & Mobility	Combination Play	Penetration & Spatial Awareness	Build from Back
U11 & U12 Transition Technical to Tactical	Technical	Dribbling, Moves & Turns	Passing & Receiving	Shooting	Receiving Under Pressure & 1st Touch	Combination Passing	Aerial Control & Heading	Lofted Passes	2v2 Defending
	Tactical	Transition & Anticipation	Possession & Spatial Awareness	Finish in Final Third	Building from the Back	Attacking Principles 2v1 & 3v1	Counter Attacking & Decision Making	Using Width & Depth	Delay, Pressure & Cover
	Physical	Agility & Coordination	Mobility & Flexibility	Rhythm & Balance	Combine Movements	Agility & Coordination	Endurance	Mobility & Flexibility	Pre-aerobic
U13 & U14 Tactical Awareness ***Decision Making**	Tactical	Attacking Principles	Pattern Play & Decision Making	Counter Attacking &	Finish in Final Third	Defensive Principles	Fank Play & Decision Making	Build from the Back	Zonal & Man Defending
	Technical	Finishing from Crosses	Passing & Receiving	Crossing & Lofted passes	Receiving to Shoot	Aerial Control & 1st Touch	Heading & Crossing	Passing & Receiving Under Pressure	Combination Passes
	Physical	Mobility & Flexibility	Reaction & Acceleration	Aerobic Capacity	Aerobic Capacity	Aerobic Power	Speed & Agility	Mobility & Flexibility	Mobility & Flexibility
U15 - U18 Mastery of Skills ***Speed of Play**	Tactical	Zonal & Man Defending	Transition & Build from the Back	Attacking & Defending Principles	Set Plays and Restarts	Pressing & Switching Play	Counter Attack & Decision Making	Transition & Combination Play	Finishing in Final Third
	Technical	Passing & Receiving, Turning	Passing & Receiving, Turning	Reaction & Acceleration	Ball Control & Shooting	Passing & Receiving, Aerial Control, Heading	Explosive Strength	Mobility & Flexibility	Acyclic Speed
	Physical	Aerobic Power	Speed & Agility	Reaction & Acceleration	Aerobic Capacity	Glycolytic Power	Explosive Strength	Mobility & Flexibility	Acyclic Speed

**CLUB CORE EXERCISES**

# Crosswise Dribbling

**Objective**

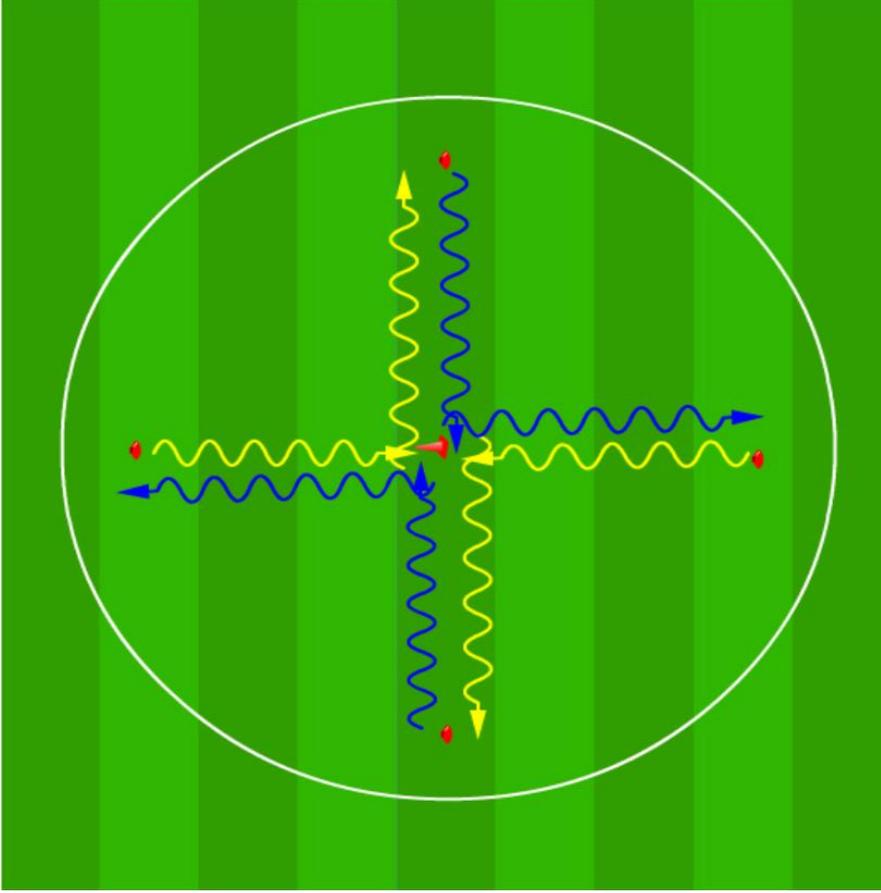
Perform synchronized team movement.

**Organization**

- U10 - younger: 16x16 yards across
- U11 - U14: 20x20 yards across
- U15 - older: 24x24 yards across

**Details**

- On cue, players dribble to center cone.
- Players turn Left/Right at center cone.
- Dribble off to next outside cone.
- Practice different dribbling techniques.
- Emphasize good posture, correct contact, & eyes up when dribbling.



**Coaching Points**

- a) Timing movement with teammates
- b) When to make the turn
- c) How to make the turn

**Variations**

1. Players perform a feint/move before turning at central cone
2. Outside players use Takeover to begin dribbling
3. Players leave their ball & take from left/right





**CLUB CORE EXERCISES**

**Crosswise Passing**

**Objective**

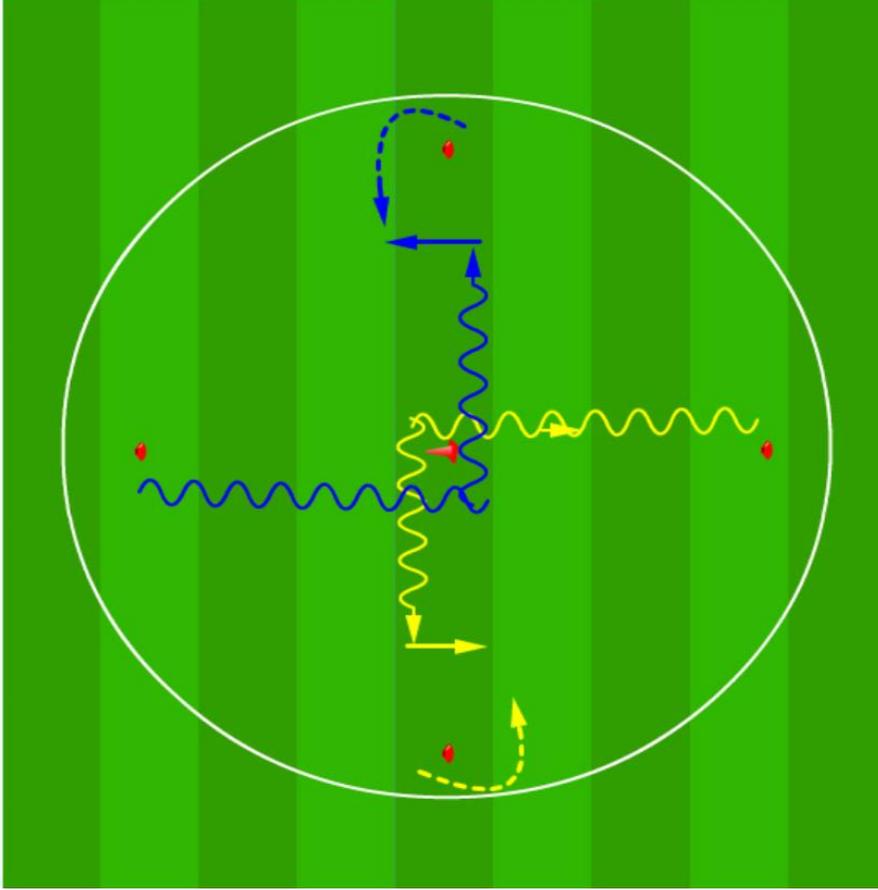
Perform synchronized team movement.

**Organization**

- U10 - younger: 16x16 yards across
- U11 - U14: 20x20 yards across
- U15 - older: 24x24 yards across

**Details**

- On cue, players dribble past center cone.
- Players turn Left/Right past center cone.
- Make a pass to next outside player.
- Emphasize passing technique: plant foot, contact, pace, & angle of pass



**Coaching Points**

- a) Timing movement with teammates
- b) When & How to make the turn
- c) Checking for the pass
- d) 1st touch

**Variations**

1. Play "1-2" pass with outside player, with outside player first passing back from left/right side of cone then moving around to receive on other side of cone.
2. Use "overlap" or other combination passes



**CLUB CORE EXERCISES**

**4 SQUARE**

**Objective**

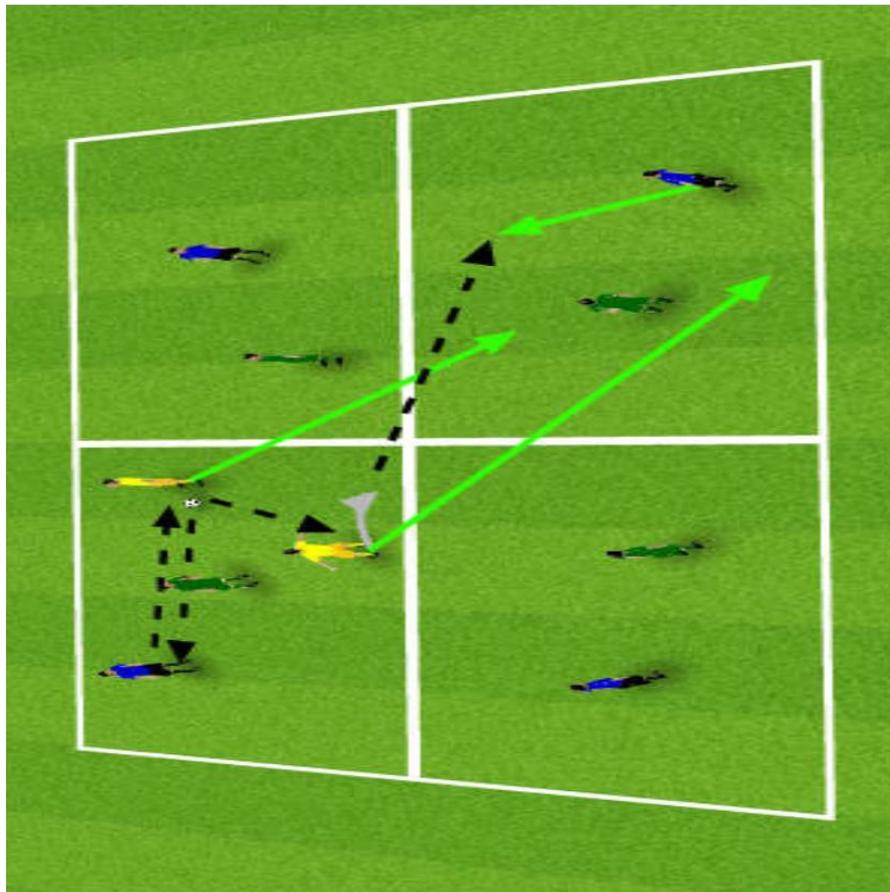
Productive possession from a 1v1 situation.

**Organization**

- 20x20yd area divided into 4 grids.
- Arrange 1 player from each team in each grid with 2 neutral players supporting.

**Details**

- 1v1 in each grid with 2 supporting players assisting team with the ball.
- Make 3-5 quick passes in a square and switch the ball to another square.
- Player must protect the ball until the 2 neutrals join.
- If defender wins the ball, try to use supporting players to keep it and move squares.



**Coaching Points**

- Protect/Shield the ball
- Movement off the ball to lose marks
- Creating angles for passing options
- Quality of passing and possession
- Use of space - opening & checking

**Variations**

- After transferring the ball to another square, player must switch squares with a teammate
- All players 2 touch
- Neutral players 1 touch

**CLUB CORE EXERCISES**

**Possession to Targets**

**Objective**

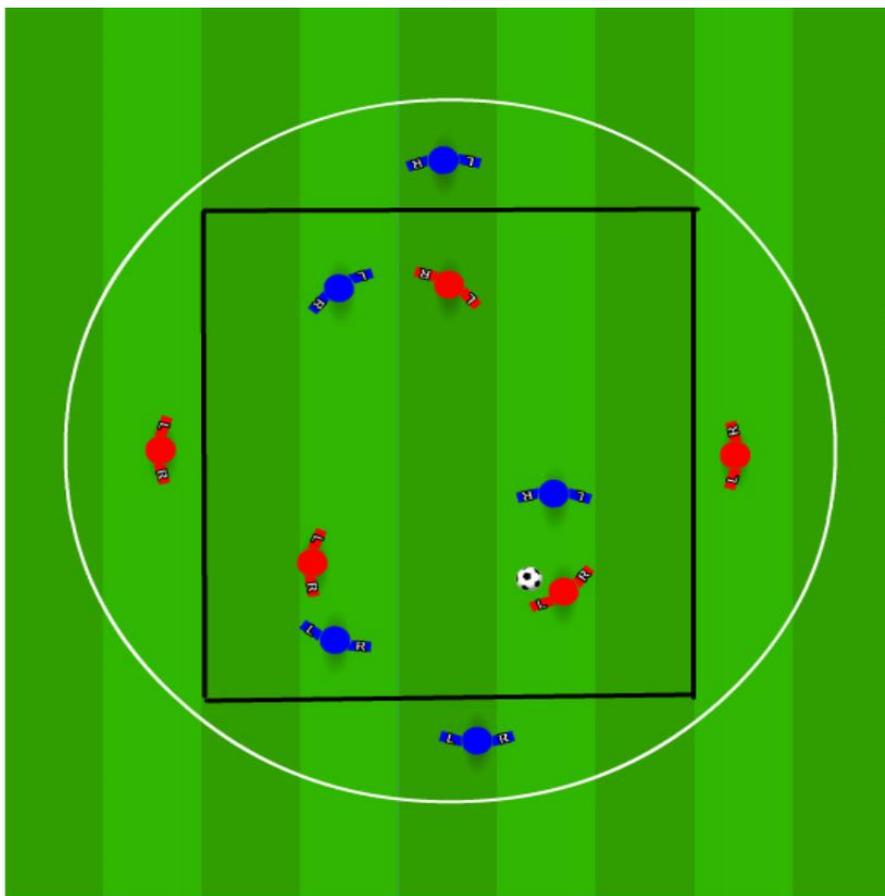
Directional possession from one target to the other.

**Organization**

- 20x20yd area.
- 3v3 in grid with 2 supporting players outside as Targets.

**Details**

- Teams keep possession from one target to the other (3 touch max).
- Points earned for each successful switch from target to inside players to other target.



**Coaching Points**

- Movement off the ball to lose marks
- Create angles for passing options
- Quality of passing and possession
- Body position when receiving

**Variations**

- Outside players come inside after every point
- Outside players 1 touch
- Allow passing from Target to Target
- 2 successful switches = 1 point



**CLUB CORE EXERCISES**

**Defensive Transition**

**Objective**

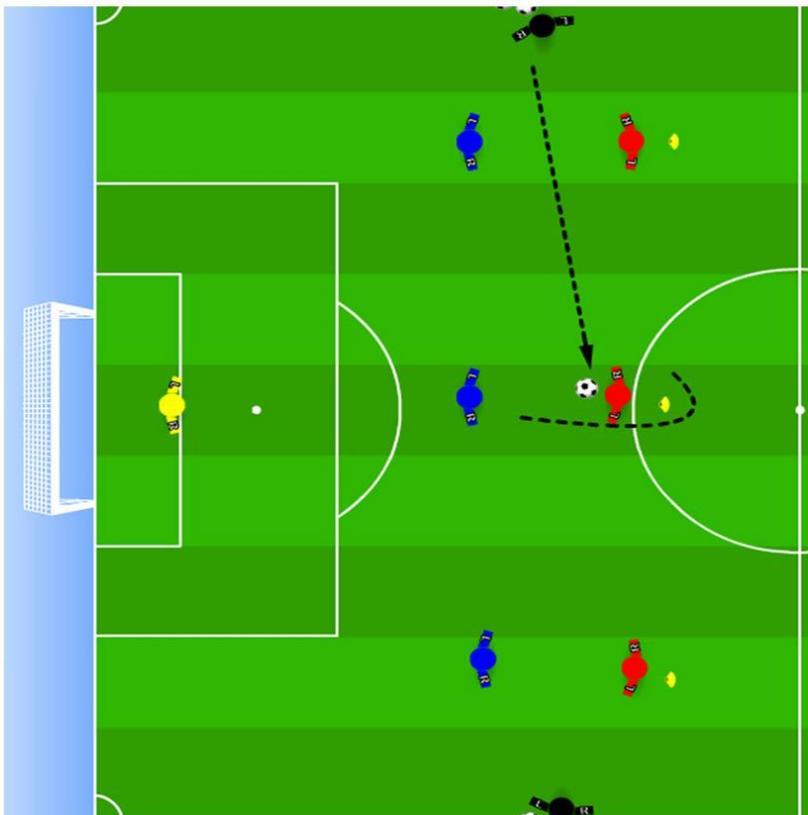
Reorganizing defense when out numbered.

**Organization**

- 40x30yd area.
- 3 attackers vs 3 defenders and GK.

**Details**

- Coach plays ball in to any attacker.
- Defender directly in front of 1st attacker must run past attacker & around cone before rejoining team.
- Attackers try to take advantage of 3v2 scenario while Defenders on delaying and stepping as a unit.



**Coaching Points**

- Attacking
- a) Decision making in final third
  - b) Timing & angle of runs to exploit space

**Variations**

- Defending
- a) Channeling the play
  - b) Body position
  - c) Pressure-Cover-Balance
1. 1 attacker must play & overlap a teammate immediately after receiving.
  2. Limit attacking team to 2 touches.
  3. Add 2 small goals for defense to counter attack



**CLUB CORE EXERCISES**

**Attacking Transition**  
.....

**Objective**

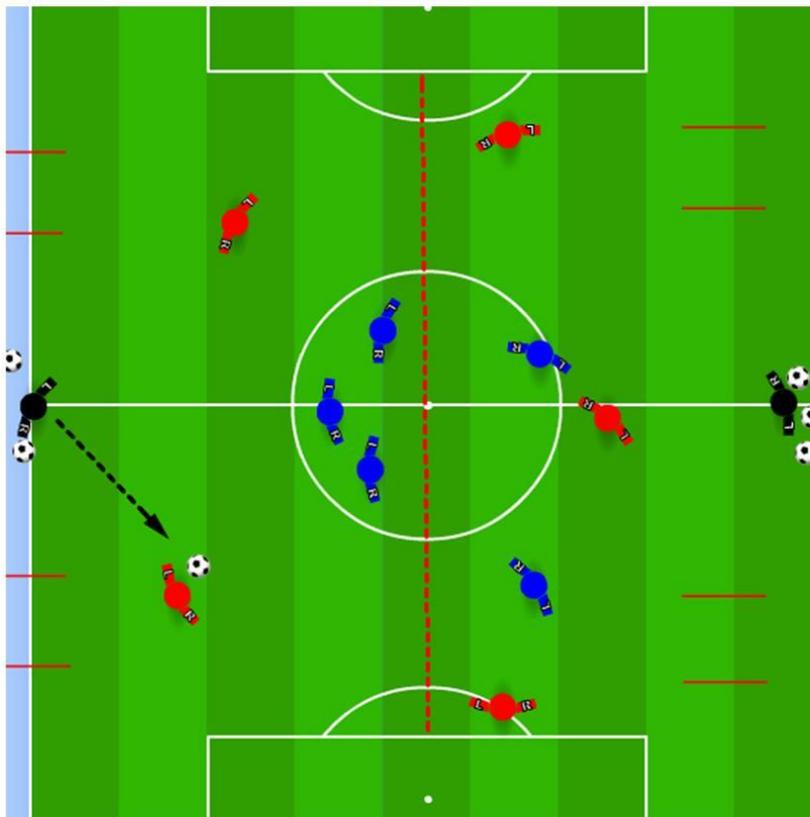
Organize attack to take advantage of short defense.

**Organization**

- 25x40yd to 30x50yd area, with 4 small goals.
- 3 attackers and 2 defenders in each half.

**Details**

- After a team shoots or scores, they retreat to the center circle.
- Coach restarts with pass to defense who get the ball to their attacking players.
- Teams score on either small goal.



**Coaching Points**

- Understanding roles in transition
- Movement to create passing and scoring options
- Pressure-Cover defending
- Quick retreat & organization

**Variations**

- 3 attackers can pressure def immediately after reaching center circle
- 1 attacker can drop in to help def after ball is forward
- Restrict number of touches



## **GAME ETIQUETTE & SPORTSMANSHIP**

Coaches are responsible for setting the standard for acceptable behavior by exemplifying high moral and ethical behavior at all times. Your actions reflect not only on yourself but also on your team, the Manteca Futbol Club, and the City of Manteca. A team and club's reputation is built on positive behavior, courtesy, sportsmanship and playing ability.

We are all admonished to NOT physically confront officials, curse at or abuse them verbally or interfere or impede them either during or after the game. Foul or abusive language, entering the field, and touching a referee will result in spectator ejections. This is just not acceptable and can result in sanctions against those who cannot keep themselves under control. As managers and coaches, please advise your parents and supporters that they are setting an example for the kids, no matter how old they are, and the example HAS to be positive.

*NorCal Premier's message regarding Sportsmanship -*

**For the coach and manager:** You are in charge of your team and must be aware of the mostly positive parents and those few (hopefully none) that might create a negative atmosphere for the players, opponents, referees and/or other parents!

**For the parents:** Please relax and enjoy the games. It is never ok to berate the referee or the other team, even if they make a mistake! Soccer is a physically demanding sport that players will quickly abandon if their parents turn it into an ordeal. If the player is playing hard, as most do, it should be a very positive experience with lots of encouragement!

**For the players:** Respect your opponents; no foul language; no trash talk! Respect your coaches and parents, behave in a way that will make them proud of you and your team! Respect the referee, even if they make a mistake! Respect our sport, the world's sport, obey the laws, especially those that have to do with proper language and the way you treat your opponents, teams needed to help you become a better player, and your team a better team!

## **GUIDELINES FOR SUPPORTIVE PARENTS**

Coaches are expected to serve as teachers and leaders whose attitudes and behavior will set the tone for the players and the sideline. Few youth sports programs are successful without the support of parents. Coaches should share the guidelines below with parents to support their young athletes.

### **Supportive parents emphasize improved performance rather than competitive ranking.**

The distinction between performance and outcome centers on what can be controlled. Mastering sport skills (a performance goal) can be totally controlled by the athlete, whereas, the number of wins and losses (an outcome measure) is frequently outside the athlete's control. An overemphasis on competitive rank and an under emphasis on sport mastery is a primary cause of the dramatic dropout rate by 12 to 18 year olds.

### **Supportive parents decrease the pressure to win.**

Competitive sports create the pressure to win. Additional pressure from the parent(s) is likely to be counterproductive, particularly in the long run. As the game becomes blown out of proportion, a youngster's self-esteem can become tied to winning or losing. Supportive parents avoid making the outcome of the game bigger than life.

### **Supportive parents believe that sport's primary value is the opportunity for self-development.**

The probability of achieving lasting fame and glory via sport is low. Approximately one out of a thousand high school athletes become professionals. Although many young athletes never achieve professional status, their sports experiences enabled them to develop life-long values and self-respect.

### **Supportive parents understand the risks.**

Giving your best is what athletics is all about. Anytime you attempt to succeed publicly, where others can judge you, you risk failing. Over time, competing is a willingness to chance failure.

### **Supportive parents communicate their true concerns directly with the coach.**

A positive working relationship is based upon clearly communicated, mutual goals among parents, coaches and athletes. While a parent cannot control the behavior of a coach, they can communicate with the coach on a regular basis about the child's overall development.

### **Supportive parents understand and respect the differences between parental roles and coaching roles.**

Both parents and coaches need to understand their different roles. While parents are ultimately responsible for their child's development, once they have selected a coach, they must leave the coaching to that person. Parents must resist coaching "over the shoulder" of the coach and/or publicly questioning the coaches decisions.

### **Supportive parents control negative emotions and think positively.**

Few athletes wish to perform poorly. Negative reactions to poor performance only adds to an athlete's pressures. Supportive parents realize that even the athlete who "chokes" is trying to succeed. In fact, part of the problem with many athletes is that they are trying too hard to succeed. Criticizing such athletes does little to enhance their performance.

### **Supportive parents avoid criticizing.**

Nagging parents often confuse support with constantly reminding the children that they need to practice more, condition more, concentrate more, etc. Overly involved parents frequently lose their objectivity. They are unable to provide critical emotional support which children often need before and during highly competitive contests.

### **Supportive parents show empathy for their child.**

Empathy is an understanding of what the child is feeling and an awareness of the pressures and demands that the sport places on the athlete. Empathy is not sympathy or agreement necessarily, but, rather, a true understanding that the task is difficult.

## **GENERAL CONCEPTS & TERMINOLOGY**

**Tactics:** Individual or collective actions performed by a player or group of players to take advantage of an opponent, group of opponents or a team.

*Explanation:* The tactics are the tools to develop the strategy.

*Example:* Quick transition of the ball from one side of the field to the other.

**Strategy:** A general concept or idea agreed upon by the team at the beginning of the game with the intention to beat the opponents.

*Explanation:* The strategy relates to the formation and/or system used by the team.

*Example:* Defensive strategy - three strikers pressure up high and midfielders close down the opponents in central areas to prevent them from turning and attempt to regain the ball in the attacking half.

**Formation:** The shape of the team and distribution of the players on the field at the beginning of the game.

*Explanation:* This is usually expressed in three numbers identifying the number of players in the defensive, midfield and attacking lines.

*Example:* 3-3-1 = 3 defenders, 3 midfielders and 1 striker.

**System:** A formation with specifications in the shape and/or roles for one or more players.

*Explanation:* The system combines the formation and strategy.

*Example:* 3-1-3 with single player in midfield and outside backs moving up into wide areas or outside strikers moving back into wide areas.

**TECHNICAL SKILLS**

- I. Guiding/Dribbling the ball using both feet
  - A. Contact foot is slightly ahead of non-contact foot, ankle semi-relaxed
  - B. Knee and body over ball with good balance
  - C. Look up and around while dribbling for field vision
  - D. Use different strengths of touch on the ball in different spaces and be able to change speed and direction as needed
    - 1. Use inside or outside of the foot for quick changes of direction; combine inside and outside of both feet
    - 2. Use laces for speed in open space
    - 3. Maintain close control while shielding off an opponent
  - E. Toe-Taps
    - 1. Forward
    - 2. Backwards
    - 3. Brazilian
  - F. Foundations/In-betweens/Boxing
    - 1. Stationary
    - 2. Moving
  - G. Sole Rolls

\*\*\* Must understand the purpose for dribbling: **to find open space to shoot or pass.**

- II. Moves and Feints using both feet
  - A. Attacking Moves/Defender in front
    - 1. Lunge/ Fake Jab/Feint Step
    - 2. Scissors
    - 3. Rivelino
    - 4. Pulla-Vee
    - 5. Pullback L
    - 6. Prekki/Sole Roll
    - 7. Matthews/Inside-Outside
    - 8. Maradona/360
    - 9. Ronaldo Chop
  - B. Defensive Moves/Turns
    - 1. Pull Back/U-turn
    - 2. Inside Chop
    - 3. Cruyff
    - 4. Outside Cut/Hook Turn
    - 5. Shield Turn
    - 6. Stepmover
    - 7. Half Maradona/180
  - C. Combine multiple moves
    - 1. Encourage creativity
  - D. Recognize situational play and how each move will help to keep possession

\*\*\* Youngest ages must practice the physical coordination required to execute each move.

\*\*\* All ages must understand the space and time required to perform each move under pressure.

- III. Passing
  - A. Proper Mechanics: focus on contact and accuracy

1. Locate target as they approach the ball
  2. Support/Plant foot next to ball and pointed toward target
  3. Look at ball as foot makes contact, focus on where/how contact is being made with ball
    - a) Contact foot has locked ankle
    - b) Strike the middle of the ball
    - c) Follow through the ball with forward motion
- B. Passes on the ground
1. Inside of foot – toe is pointed up to create a V shape as center of foot kicks through the center of the ball
  2. Laces/Instep – toe is pointed down as center of foot (bone) meets the center of the ball
  3. Outside of foot – Extend kicking foot downward and rotate inward, contact the inside half of the ball with the outside surface of foot
  4. Heel Pass
    - a) Kicking foot is passed over the top of the ball and then lowered in front
    - b) Use a short, sharp backswing of the lower leg from the knee joint
    - c) Sole of the kicking foot is parallel with the ground and toes are bent slightly up
- C. Passes in the air
1. Lofted passes
    - a) Ball must be ahead of player as they approach from an angle
    - b) Support foot slightly behind ball, pointed forward
    - c) Strike lower left/right side of ball with toe pointed down
    - d) Body leans back as leg extends up toward target
  2. Flick Pass
    - a) Use the long outside surface of the foot
    - b) Flick the foot from the ankle joint
    - c) Toes of the kicking foot come up on the follow through and pointed toward the target
  3. Cross (instep)
    - a) Sight the target space across the field
    - b) Plant foot should be about 6" beside the ball with the toes pointed across the field toward target
    - c) Swing kicking leg back from the hip
    - d) Arms out slightly from the sides for balance
    - e) Toes of kicking foot should be pointed down and the ankle locked
    - f) Strike the lower half of the ball, follow through with the kicking leg forward and slightly across the midline of the body
    - g) Hips should finish square with the opposite touchline and the end of the follow through should land on the kicking foot
  4. Bending (swerve) Pass
    - a) Plant foot about 6" beside the ball with toes pointed toward the target
    - b) Arm opposite the kicking leg should be out from the torso and the arm on the kicking leg side should be nearer to the torso
    - c) Swing kicking leg back from the hip, on the downswing the toes of the kicking foot should be up and the ankle locked

- (1) Inside of Foot - strike above, at or below (depending on desired height of pass) the outside half of ball, bring the kicking leg across the midline and slightly upward
- (2) Outside of Foot - strike above, at or below (depending on desired height of pass) the inside half of ball, bring the kicking leg across the midline and slightly upward
- 5. Chip Pass
  - a) Plant foot about 6" beside the ball with toes and hips pointed toward the target
  - b) Lower leg of kicking foot snaps downward
  - c) The toes of the kicking foot should wedge at a 45° angle between the ground and the bottom of the ball; the instep should actually hit the portion of the ball resting on the ground
  - d) Sole of the kicking foot should stop completely flat under the ball with no further follow through
- 6. Using head to pass
  - a) Judge the flight of the ball, get into the path of the ball, jump up to meet the ball
  - b) Arch back with elbows out at sides, hit through top half of ball
  - c) Contact ball with area between eyebrows and hairline
  - d) Snap neck and chin forward in direction of target while thrusting elbows back
  - e) Mouth closed and eyes open

\*\*\* Must understand the QUALITIES of a good pass: Accuracy, Pace, Angle, Height, Timing; and the PURPOSE: to keep Possession.

D. With Pressure

- 1. Use the same mechanics above with pressure from front, side, and back
- 2. Use the foot closest to a pressuring defender to shield while using the far foot to pass

\*\*\* Players must be able to perform quality passes while dribbling and under pressure of time and space delivering passes on the ground **and in the air** with accuracy, early timing, and correct pace/weight from short and long distances.

E. Combination passes – players must understand the proper space and time to use each combination pass

- 1. Give & Go/Wall Pass/1-2
  - a) Player A passes to Player B then sprints forward, Player B passes (preferably one touch) in front of Player A
  - b) Player A's pass should be close to a head on challenging defender
  - c) Player B's pass should be behind the defender
  - d) Passes should be made with the inside of the far foot and MUST be directly to feet with the correct pace for control
- 2. Overlap
  - a) Player A dribbles to create space (usually inward)
  - b) Player B runs from behind into the space created
  - c) Player A passes to Player B
  - d) Player A's must recognize the defensive positioning after Player B's run
    - (1) If defense moves to Player B, space is created for Player A to keep the ball instead of pass

3. Split/Through
  - a) Player A looks up to find a gap in the defense and see Player B
  - b) Player B makes a run into the gap behind defense
  - c) Player A passes to Player B when they see player B making the run
    - (1) Straight passes are made to diagonal runs
    - (2) Diagonal passes are made to straight runs
4. Layoff
  - a) Player A facing Player B passes gently (not too hard, not too soft) to Player B's feet then moves left or right (still behind)
  - b) Player B cushions pass back to Player A's feet
  - c) Both players must understand the proper weight/pace in order to not break the stride of the play

\*\*\* Players must understand that runs dictate passes, and space dictates runs.

#### IV. Receiving

- A. Proper Mechanics: Prepare body to receive ball
  1. Get whole body into the path of the ball, actively bouncing on balls of feet
  2. Good balance on standing foot, arms out for balance
  3. Prepare the receiving foot by opening hip and slightly raising foot off the ground before contact
  4. Receiving foot has toes pointed up and ankle locked (V-shaped)
  5. Meet the ball and cushion on impact, look at ball as contact is made
  6. Receive using far foot with body facing field of play
  7. Keep ball close and under control on the ground
  8. First Touch prepares the ball for the next action
    - a) Be aware of surroundings before receiving
    - b) On the ground
      - (1) Inside or outside of foot
      - (2) Directional touch forward or sideways
        - (a) Away from pressure
        - (b) Into space to attack
      - (3) Cushioned turn with the ball
    - c) Out of the Air
      - (1) Laces/Instep
      - (2) Chest
        - (a) Judge the flight of the ball and get into its path
        - (b) Low center of gravity, bent knees, body squared to the ball
        - (c) Back arched, chest forward and upward
        - (d) Upon impact chest retracts and directs ball toward next action
- B. With Pressure (Directional First Touch)
  1. Use the same mechanics as above with pressure from front, side, and back

a) Players need a multitude of repetition in receiving the ball with pressure from behind

**2. Move to the ball, don't wait for the ball to arrive**

3. Be aware of surroundings and be prepared to shield before receiving

4. Choose which foot to receive with depending on the location of the defender,

a) Position body between the ball and the defender in a sideways on position with arms out

b) Use the foot closest to a pressuring defender to shield while using the far foot to receive

5. Keep close control of the ball and use different turning techniques to move away from pressure

\*\*\* Must understand which first touch to use in order to carry the ball away from pressure and toward the field of play.

\*\*\* First touch is the most crucial technical skill. Players should be constantly challenged with increasingly difficult passes/situations while maintaining the need for immediate control.

V. Shooting

A. Proper Mechanics: Focus on contact and accuracy

1. Develop a sense of where the goal/GK are at all times

a) Identify the space between the keeper and the post where the ball will be placed

b) Quick look at goal before shot then eyes on ball until after shot

2. Support/Plant foot slightly ahead of ball and pointed toward goal

a) Last step should be big with support leg bent for balance

3. Lock ankle and strike through ball with forward motion

a) Momentum should cause player to land on their shooting foot

**4. Accuracy over Power**

a) Short distance/open goal use instep and pass the ball to the back of the goal

b) Longer distance use laces with bigger plant step, toe down, and land on shooting foot

5. Use head to score

a) Judge the flight of the ball, get into the path of the ball, jump up to meet the ball

b) Arch back with elbows out at sides, hit through top half of ball

c) Contact ball with area between eyebrows and hairline

d) Snap neck and chin forward in direction of target while thrusting elbows back

e) Mouth closed and eyes open

\*\*\* Must be able to shoot from different distances. All players should be encouraged to take shots during training and games regardless of position.

VI. Defending

A. Body Position

1. Staggered stance, low center of gravity, hands out (Surfer Position)
  2. Weight on front foot; front foot dictates play
  3. Keep opponent in front, position body between opponent and goal, be patient
- B. Tackling
1. Eyes on ball
  2. Low center of gravity for good balance
  3. Support leg bent
  4. Step in hard when attacking ball
    - a) Block tackle
      - (1) Eyes on ball, support leg bent
      - (2) Back foot contacts lower center of ball, foot in V shape
      - (3) Apply strength and follow through straight forward
    - b) Poke tackle
      - (1) Eyes on ball
      - (2) Sideways on, force attacker into an angle

\*\*\* Must learn to anticipate the appropriate time to apply tackle and which one to use. Must develop a sense of patience in order not to “stab” or “bite”.

**TACTICAL SKILLS**

- I. Principles of Attack
    - A. Penetration
      - 1. Beating defenders with the ball, either through dribbling or passing
      - 2. Movement to try to push the defense back as far as they will go
    - B. Support
      - 1. Forward support, back support and side support move at angles to the ball in order to receive passes
    - C. Width
      - 1. Stretching the defense using the width of the field - either by having players in wide positions or by making runs into wide positions
    - D. Mobility
      - 1. The ability to interchange positions
    - E. Creativity
      - 1. Taking risks to try new techniques like twists, turns, back-heels, dribbles, volleys, overhead kicks
      - 2. Understanding the place and time for taking risks
  - II. Principles of Defense
    - A. Delay
      - 1. Not immediately pressuring the ball because of being outnumbered, but positioning near the player on the ball while tracking back
    - B. Depth
      - 1. Positioning at the ball, near the ball and away from the ball at all times
    - C. Compactness
      - 1. Concentration in vulnerable areas to minimize space available to play through and reduce the chances of being penetrated by a pass or dribble
    - D. Balance
      - 1. Players away from the ball to counter the attacking runs and protect the far post
    - E. Patience
      - 1. Exercise control and restraint to observe team defending principles in order to maintain good team shape
  - III. First Attacker
    - A. Recognize space and attack with speed
    - B. Use dribbling moves to unbalance the defender or lure them away to create space
      - 1. Attack the forward/front foot of defender
      - 2. Attack the space behind a defender
    - C. Use fakes/feints to get around defender, not try to barrel through
      - 1. Understand the required space and time to do each move
      - 2. Understand which move will be beneficial in each given situation
    - D. Accelerate past defender into space; change of direction = change of pace
    - E. Shield off defender while maintaining control of ball
- \*\*\* Players should always look to penetrate the defense with either a shot, dribbling, or passing.
- IV. First Defender
    - A. Close down attacker quickly to take away space
      - 1. bent or angled runs
      - 2. Slow the final steps to not run past attacker

3. stance; low center of gravity, eyes focused on the ball (Surfer Position)
- B. Redirect a dribbling attacker using the correct body positioning and spacing
  1. Force away from goal
  2. use of sidelines and other teammates
- C. Delay/Retreat as opponent dribbles keeping appropriate space for their speed
  1. Drop step with a shuffle to avoid crossing legs
  2. More space between a player attacking fast with the ball close to their foot
  3. Tighter space for a player moving slower
  4. Use tight pressure on players with their back to goal, not allowing them to turn
  5. Be ready to apply the correct tackle to take the ball away as soon as the dribbler mis-touches or loses control of ball
- 6. Patience is most important in order to anticipate the most opportune time to step in and win the ball**

\*\*\* ALL players must be involved in the game as a unit. ALL players attack and ALL players defend.

V. Support and Cover

- A. Attacking Support (2<sup>nd</sup> attacker)
  1. Combination passes
    - a) *Give & Go/Wall Pass/1-2*
    - b) *Overlap*
    - c) *Takeover*
    - d) *Split/Through*
    - e) *Layoff*
  2. Remain connected to the player with the ball by being available ball side behind, square, or in front
  3. Give support far enough away that the 1<sup>st</sup> defender can't defend both attackers at the same time
  4. Movement off the ball to find the best available space to create passing options for the player in possession of the ball
  5. Make runs that check away from the ball and toward the ball to create space

\*\*\* Checking in and away is difficult for youth to understand. Try explaining as "Don't start at the end"; always make a run first to pull the defender away from where you want to receive the ball and then another run to get into that space.

- B. Defensive Cover (2<sup>nd</sup> defender)
  1. Position behind the 1<sup>st</sup> defender and goal side
  2. Provide an angle of support that creates a triangle with 1<sup>st</sup> defender and 2<sup>nd</sup> attacker
  3. Limit attackers passing options and denying penetration
  4. Select proper distance of support

\*\*\* Players must understand that soccer is a team sport and numbers up will always create a better opportunity for success.

VI. 3<sup>rd</sup> Man and Balance

- A. 3<sup>rd</sup> Man Attacking Runs
  1. Switching the point of attack
  2. Recognizing space that can be played into
  3. Finding opportunities to get behind the defense
    - a) *Understanding the timing of when to move into that space*
    - b) *Getting in on their weak side*
- B. Balanced Defense

1. Protect the center of the field when play is wide
2. Protect the backside of the goal as play builds in the final third
3. Track the attackers that are away from the ball
  - a) *Cut off the angle and step in to win a ball being crossed*

\*\*\* Players should look for an organized and quick transition from attacking to defending and vice versa.

VII. Communication

- A. Asking for the ball at feet
  1. Back
  2. Outside
  3. Inside
  4. Layoff
  5. 1-2
- B. Asking for the ball at the end of a run
  1. Through
  2. Overlap
  3. Takeover
  4. Line
  5. Corner

\*\*\* Players need to recognize that the run will always dictate the pass, but the run must come first.

- C. Information to a teammate receiving a ball
  1. Time
  2. Space
  3. Man on
  4. Turn
  5. One more

**TEAM TACTICS** – application of what has been mastered in training

- I. Team Shape
  - A. Regain team shape after every restart/loss of possession
    - 1. Constantly aware of positioning of teammates and opponents
  - B. We have the ball = open up, stretch the field, gain width and depth
  - C. They have the ball = condense the field (close the space around the ball), protect the goal by getting behind the ball and goal-side forcing them to play outside/to one side
- II. \*\*\* Must understand how to transition team shape from attacking to defending and vice-versa.
- III. Formations/Systems
  - A. System combines the team formation and coach's strategy
    - 1. 8v8: 3-3-1, 3-1-3, 2-3-2
    - 2. 11v11: 4-4-2, 4-3-3, 3-4-3
- IV. Restarts
  - A. Check away and back to the ball to create space
  - B. Goal Kicks/GK possession
    - 1. Build out of the back
    - 2. Long ball/punt only when a numbers up situation is recognized in the attacking half
  - C. Throw in run options
    - 1. Down the line, inside, over the top towards goal, back
    - 2. Communicate and practice good timing of when to show for the thrower
    - 3. Know which area of the field each throw in is most effective
  - D. Corner Kicks
    - 1. Short option
    - 2. Long ball into the box
      - a) Adjust to the flight of the ball (attacking & defending)
      - b) Crash the net
  - E. Kick Offs
    - 1. Fast attack
    - 2. Build up play

\*\*\* Must learn to recognize opportunities for quick restarts to catch the other team off guard and provide an opportunity to play with numbers up.

## EXPLANATION OF MOVES & FAKES

### ATTACKING MOVES – ball skills used to beat an opponent head-on

**Lunge:** Start dribbling the ball forwards then abruptly lunge (take a long deep step) with your left foot, to the left of the ball. Plant your left foot hard and take the ball back to the right with the outside of the right foot, on the diagonal and accelerate. Variation: double or multiple lunges.

**Scissors:** Start dribbling with the ball between your feet. Plant your right foot next to the right side of the ball and swing your left leg around the ball in a counterclockwise arc, from the inside (right side) of the ball to the outside (left side) of the ball. This is an "inside to outside" stepover with the left foot. Then plant that left foot down and take the ball back to the right with the outside of the right foot and accelerate. The way to get scissors to work is to "sell" the stepover as a real move or lunge to the left. Too many times players swing their legs around the ball without a lunge motion or a shoulder dip to fool the defender. Variation: double or multiple scissors; instead of a scissors left and then taking the ball to the right you do scissor type stepovers in both directions and then take the ball.

**Rivelino:** Plant your left foot behind and to the left of the ball and swing your right foot around (or over) the ball in a counterclockwise arc, from the outside right around to the inside left. Then push off your still planted left foot to the right, and take the ball with the outside of your right foot and accelerate. To "sell" this move the stepover must be convincing. The defender has to buy into the thought that you are going to shoot or accelerate in the direction of the stepover before you actually explode in the other direction. This move can be done facing the defender or with your back to them. For example, you can shield the ball deep in their corner, your back to the defender, then do the "Rivelino stepover" to turn and find space for a cross.

**Pulla-Vee:** Start with the ball between your feet. Begin with a rapid movement with your right foot to the top of the ball and stop briefly with your cleats on top. This motion should make it appear like you are passing the ball, or taking the ball to your left side, across your body. Instead, keep your weight on your left foot and "scrape" from the inside to the outside with your right foot. This gets the ball rolling back to your right. Then turn your hips to the right and touch it with the inside of the right foot to deflect it off to the right on a diagonal. The key to this move is turning your hips to follow the ball as you roll it to the outside and slightly behind. This allows you to take control of it with the inside of your foot and proceed in a new direction. The move works best when the defender "bites" on the fake kick motion and lunges towards the ball only to find that you have pulled it back and gone away.

**Pullback L:** Start with the ball between your feet. Begin with a rapid movement with your right foot to the top of the ball and stop briefly with your cleats on top. This fake kick motion should make it appear like you are passing the ball, or taking the ball to your left side, across your body. Instead, keep your weight on your left foot and "scrape" from the inside to the outside and behind, (like a pull-back) with

your right foot. When the ball gets slightly behind you, tap it behind your left leg to the left side. Turn to the left and dribble off in that direction.

**Matthews:** Dribble forward, then with the inside of your right foot, touch the ball slightly to the left, as if you were going to cut that way. Instead, hop and push off the left foot and take the ball back to the right with the outside of the right foot. It is essential to add a **"little hop" to the left** when beginning this move while you are lightly touching the ball to the inside. This keeps the left foot out of the way and in a better more balanced position to "drive" off sharply to the right. The little movement of the ball in the wrong direction really helps "sell" the fake.

**Prekki/Sole Roll:** Begin with a little hop onto the left foot and with the right foot "scrape" your cleats over the top of the ball, from the right side to the left, to begin it rolling to the left. After the ball has crossed completely in front of your body, use the inside of your left foot to touch it forward past the defender and accelerate! Variation: after the drag roll to the left, add a "step-over" (a Rivelino-like move) with the left foot - then as the ball continues to the left take it away with the outside of the left foot.

**Ronaldo Chop:** While dribbling at speed take a little hop onto the left foot, then with the inside of your right foot, hit the ball across and behind your planting leg. Get the ball out under your feet nice and wide to the opposite side. Sell it by pushing the ball forward, then quickly doing the move. This move is most effective on the flank while taking on players at speed.

**Maradona/Zidane/360:** While dribbling at speed hop and spin over the ball, switching feet, never placing full weight on the ball, drag the ball into your path to continue forward. Keep good balance and arms out to shield while spinning. Best done when defender is in motion rather than already delaying.

### **DEFENSIVE MOVES – ball skills used to turn or shield away from an opponent**

**Pull Back:** Ball between your feet, right foot fake a kicking motion but stop with your cleat on top of the ball. Then "pull-back" the ball by "scraping" your cleat backwards to get the ball rolling behind you. Now you can turn either clockwise or counterclockwise to face the ball again. If you used your right foot to "pull-back" and you turn clockwise or towards the pull-back leg it is a "turn-with pull-back". If however, your turn counterclockwise away from the right leg, it is a "turn-away pull-back". They are best used deep in the offensive third of the field, usually off to the sides to quickly change directions on a slashing attack. They should not be used anywhere near one's own penalty area or anywhere in the middle of the field where an alert defender could begin a dangerous breakaway.

**Inside Chop:** Begin by dribbling forward. Touch the ball a little in front of your feet, plant your left foot near the ball and wind up with your right leg like you are going to shoot (or kick the ball hard). Instead of shooting you bring your right leg down in a "chopping" motion to cut the ball backwards across the front

of your body. It has to be a very sharp cut back towards your left foot and maybe even in towards yourself. You may even have to hop out of the way with your left foot.

**Cruyff:** Start by dribbling the ball forward and plant your left foot a little past the ball as your right leg "winds-up" for a big kick or shot. Instead of shooting however, bring the right foot down and "chop" the ball backwards and underneath your left leg as your body turns counter-clockwise. Take your next touch with the left foot and dribble in the opposite direction.

**Outside Cut/Hook Turn:** Begin by dribbling forward. Touch the ball a little ahead, plant your left foot a little past the ball and wind up with your right leg like you are going to shoot (or kick the ball hard). Instead of shooting you bring your right leg down and "sweep" the ball away with the outside of your right foot away from the defender.

**Shield turn:** Start by dribbling forward towards a cone or mark that represents the defender. Just before reaching the mark, begin a series of three sharp inside chops with the inside of the right foot. The first chop turns you to the left, then immediately follow with another chop to be facing backwards, and immediately with another chop to end up facing to what initially was to your right. There should not be any extra steps between ball touches. The entire time the ball is shielded and multiple opportunities for lateral and trail passes are available. When done properly the dribbler can actually "shake-off" the defender and continue downfield. Variation: cut the ball with the outside of the foot to turn.

**Stepover:** Start with the ball between your feet, as it is during your "in-betweens". Put your weight on your left foot as you swing your right foot up and over the ball (turning counter-clockwise towards the left). Tap the right foot down on the left side of the ball and then back up as you begin to pivot back clockwise still on the left foot. Then you take the ball with the outside of the right foot (the stepover foot) and move back in the new direction. A slight variation is to take the ball back with the inside of your left foot, using the right foot as a pivot. The move becomes effective when the "stepover" looks like a shot or pass or lunge in that direction. This "sells" the "FAKE" and then you take the ball quickly in the other direction.

**180/Half Maradona/Stop-hop:** From a full run, stop the rolling ball by briefly tapping the top of it with the sole of the right foot. Allow your momentum to sway a little forward as you lift the right foot off the top of the ball and "hop" onto the ground just beyond the stopped ball turning your back as you land. Now your left foot comes up and the sole rests on the ball with the cleats as you turn and scrape the ball backwards towards you.

**SOCCER VOCABULARY**

<b>Away</b>	Generally called by the keeper to tell defenders to clear the ball away from the goal in any direction (except towards the goal). Panic in voice is normal.
<b>Carry</b>	A call to an offensive player (with the ball) to dribble the ball up the field in open space. A defensive player is not nearby.
<b>Challenge</b>	A call to defender to apply <a href="#">pressure</a> or to attack an offensive player (with the ball) in order to steal the ball.
<b>Check To (the ball)</b>	Move towards the ball.
<b>Drop</b>	A call to play the ball towards the offensive player's own goal in order to take the ball out of defensive pressure.
<b>Eighteen</b>	A call from an attacker to a teammate to pass the ball to the 18 yard box (also called penalty box) for the attacker to run to.
<b>Find Your Marks</b>	A call for defenders to chose a man to defend. See <i>Mark A Man</i> .
<b>Fifty-fifty Ball</b>	A loose ball that two players have equal access to, usually one in the air that has to be won by a header. Players that can consistently win a fifty-fifty ball are highly valued by their coaches (and tend to have headaches or wear out shin guards).
<b>Follow (the shot)</b>	A call for attackers to run towards the keeper in order to kick a ball that the keeper may block (instead of catch) or deflect.
<b>Jockey</b>	A call for defenders to position themselves in a defensive position against an attacker so the attackers progress is slowed, but so that the defender is not beaten. This process allows other defenders to <a href="#">recover</a> .
<b>Man-On or Man</b>	A call to an offensive player (with ball) telling him that a defensive player is approaching.
<b>Mark A Man</b>	A call for defenders to chose a man to defend. See <a href="#">Find Your Marks</a> .
<b>No Turn</b>	A call to a defensive player to position himself in a way so as not to allow the offensive player (with ball) to face the defensive player, but rather for the offensive player to be forced to play with his back to the defensive player.
<b>Pressure</b>	A call to defender to apply <a href="#">challenge</a> or to attack an offensive player (with the ball) in order to steal the ball.
<b>Push up</b>	A call to defensive players to move up the field towards the mid line. Sometimes this forces the opponent's forward to move toward the mid line so as not to be <a href="#">offside</a> . Also used to describe coaches' favorite encouragement technique.
<b>Recover</b>	A call to defenders to regain their position between the attacker (with or without the ball) and the goal they are defending. This is frequently called when defenders are <a href="#">pushed up</a> and the opponents mount a quick counter attack.
<b>Shape or Keep Your Shape</b>	The call to defensive players to quickly reform their positions on the field into a balanced defensive posture capable of turning away an attack at either side of

	the field or up the middle. The call can be mistaken for "Sheep" when called by a British coach.
<b>Step or Step Up</b>	A call to defenders to move quickly away from their own goal towards the mid line in order move the offensive players away from the goal (otherwise the offensive players would be in an <a href="#">offside</a> position). Similar to <i>push up</i> .
<b>Switch</b>	A call for the offensive to play the ball to the opposite side of the field. For example: when ball is moved up left side of field, a call to <i>switch</i> would mean the ball would be played either directly or by multiple players to the right side of the field. When played quickly, switching the ball can take advantage of a defense that has lost its <i>shape</i> .
<b>Support</b>	A call to players on the offensive team without the ball to give the player with the ball options to pass the ball out of pressure, usually when attacking or shielding.
<b>Time or You Got Time</b>	A call to an offensive player letting him know that no defender is nearby.
<b>Turn</b>	A call to an offensive player (with his back to the defense) letting him know that he can turn and face the defense without a defender nearby.
<b>Unlucky®</b>	A word of support when a shot on goal goes astray or when a bad pass is made. Trademark of this term has been secured by one particular soccer dad.
<b>Wall</b>	A call for defenders to make a wall in front of the goal. This is called when a free kick is to be made.
<b>Watch the Runner</b>	A call to a defender to find and defend against a fast moving attacker (without the ball).
<b>You Got A Drop</b>	See <a href="#">drop</a> .
<b>You Got Me</b>	A call from an offensive player to a teammate indicating that he is open to receive a pass.

### Soccer Terms and rules

<b>A.R.</b>	Abbreviation for Assistant Referee. One AR typically is positioned on one side of the field at one end of the field and carries a flag to signal fouls, out-of-bounds, substitutions, etc. The other AR is positioned on the opposite sided of the field at the other end.
<b>Assist</b>	The pass that leads to the goal. Many say it's as important as the goal itself, some say it's even more important.
<b>Back Pass</b>	A pass that is hit backwards (away from the goal you are attacking)
<b>Booked</b>	To receive a yellow card or red card from the official.
<b>Card (Yellow/Red)</b>	Yellow card is for a flagrant penalty (taunting, cursing, tackling from behind, etc). Red card is for fighting, intentionally trying to do harm, etc. A player receiving a red card is ejected from the game and his team must play a man down (no replacement player for ejected player). In some instances, the ejected player is ineligible for the next game. A player receiving a second

	yellow card (referred to as a soft red in high school) is also ejected without replacement (except in high school rules, in which case a substitution is allowed).
<b>Center Referee or Center</b>	The Center Referee is the boss on the field. He or she has the main responsibility for calling the game. The Center is typically supported by two Assistant Referees positioned at opposite side of the field.
<b>Chip Shot</b>	A high looping shot on goal intended to go over the keeper's head into the goal.
<b>Creating Space</b>	This is the act of leaving an area of the field in order to draw the defense away from that area so that you (or one of your teammates) can use the space to your advantage in the future.
<b>Cross or Crossing Pass</b>	A pass made from a player on one side of the field towards the middle of the field many times towards the goal.
<b>Defensive Third</b>	The third of the field closest to the goal you are defending.
<b>Dive or Take a Dive</b>	When an attacker pretends to have been fouled by falling to the ground. Most often done inside the 18 or penalty box. Sometimes the Referee will mistakenly award a PK. However, on occasion the Referee will book the diver (yellow card) for poor sportsmanship.
<b>Dive In</b>	A poorly executed challenge by a defensive player in an area of the field or in a defensive situation where <a href="#">jockeying</a> would have been a better play. May be accentuated with references to "Swan" or "One-and-a-half" and other diving terms.
<b>Far Post</b>	This is the goal post (the post that makes up the side of the goal) that is furthest from the ball at the given time.
<b>Flat Back Four</b>	A type of zonal defending that involves 4 defenders each responsible for an area across the back of the defense. The reason it's called flat is that they usually don't have as much deep support as they would with a sweeper behind them.
<b>Formations</b>	Whenever you hear about formations, you hear some weird numbers like 4-4-2 or 3-4-3 or something like that. To explain it simply, the numbers work from the back forward and the keeper is never counted. So, a 4-4-2 is a formation with 4 backs, 4 midfielders, and two forwards along with one keeper.
<b>Forwards</b>	The players who start off closest to the goal the team is attacking. First and foremost, the forwards are responsible for scoring goals or at least creating scoring opportunities.
<b>Header</b>	The art of striking the ball with one's forehead (and living to tell about it).
<b>Make a Run</b>	An offensive player runs (without the ball) to an open position to receive the ball.
<b>Midfielders</b>	The line up between the forwards and the defenders, and are the ones who link the two together. They have equal responsibility both offensively and

	defensively.
<b>Near Post</b>	This is the goal post (the post that makes up the side of the goal) that is nearest to the ball at the given time
<b>No Man's Land</b>	The area of the field in front of the goal where a goal keeper is not close enough to the attacker to block a shot and too far away from the goal to make a save. Typically a <a href="#">chip shot</a> is used to clear the ball over the keeper and into the goal.
<b>Nutmeg</b>	When a ball is kicked between a defender's legs. Also called <i>meg</i> . Generally a humiliating occurrence for a defender for which they are teased mercilessly.
<b>Offside</b>	<p>A difficult principle for parents to understand especially when their child has been called for it. Referees do not call this infraction consistently and may argue amongst themselves (in private, of course) as to when it should be called. Very simply, it is a foul when an offensive player (without the ball) is positioned closer to the opposing goal than any two defenders, including the keeper (usually the keeper is one of the defenders), before and when the ball is played (could be kicked, headed, chested, thighed, or any other way legally played) past the second to last defender. A player may move into an offside position after the ball has been played, no longer being illegally positioned. The player does not need to receive the ball before moving into the offside position, but cannot move behind the defenders until the ball is played.</p> <p>Offside does not apply on a corner kick or a throw in. A player cannot be offside in her defensive half of the field.</p>
<b>Overlapping Run</b>	This is a run where Player A runs from behind player B and goes past her (overlaps) to either receive the ball or to create space for Player B.
<b>Penalty Box</b>	Also known as the 18 yard box. This is the area where the keeper is allowed to use her hands. Also, any foul in this box that would result in a direct kick results in a penalty kick.
<b>Pitch</b>	The British term for the soccer field.
<b>Post</b>	Referring to the goal post. "Make a near-post run." See also <a href="#">Make a run</a> . Also used by the keeper to command players to "post-up" or stand on both posts, usually on corner kicks or free kicks from near the touchline.
<b>Serve</b>	To serve a ball usually means to play a long ball into the 18 yard box to a runner or runners. It could be a cross or a ball from a back in early.
<b>Settle</b>	The process of receiving the ball and causing it to stop at or near one's feet using one's feet, head, chest, thigh or any other way legally touched. May be from a pass, a punt, a header, etc.
<b>Square Pass</b>	A pass that is hit parallel to the goal line. In other words, a ball that is played to a player that goes in the direction of either of the side lines.

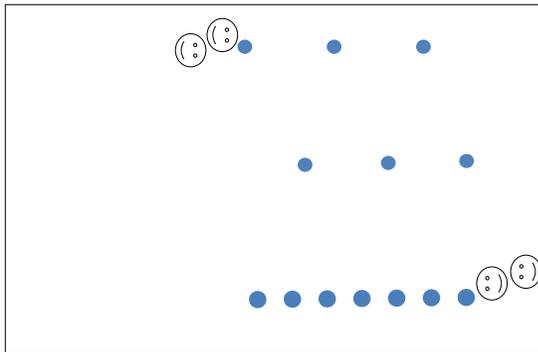
<b>Stopper</b>	Plays right in front of the sweeper and is responsible defensively either for the first forward down field or the first midfielder down field (depending on the way the team plays)
<b>Sweeper</b>	The player who plays furthest back on the field (just in front of the keeper) who doesn't have any marking responsibilities and is mainly responsible for helping others out defensively when they have lost their mark.
<b>Through ball</b>	To play a pass behind the defense for one of your players to run onto. This pass has to be made with perfect pace and accuracy so it beats the defense and allows attackers to collect it before the goalkeeper.
<b>Touchline</b>	The touchline is the sideline. If you hear someone say that the ball "goes into the touch" it means that it is just out of bounds.
<b>Wall Pass</b>	A wall pass is one where Player A passes the ball to Player B and then makes a run. Player B returns the ball to Player A one touch. Think of it as if Player B is simply a wall and the ball is played into the wall and comes back to the player with the same angle. Similar to a <i>give-and-go</i> in basketball.
<b>Wide</b>	The ideal place for the right & left midfielders to play which causes the defense to spread in order to cover the entire width of the field.

## SAMPLE SESSIONS

**Dribbling** or guiding the ball is one of the most fundamental skills a player will learn. Players developed through the MFC program should understand the purpose for dribbling is to find open space to either shoot or pass. They should be comfortable using both feet, learn basic moves/feints, and must understand the space and time needed to perform moves under pressure.

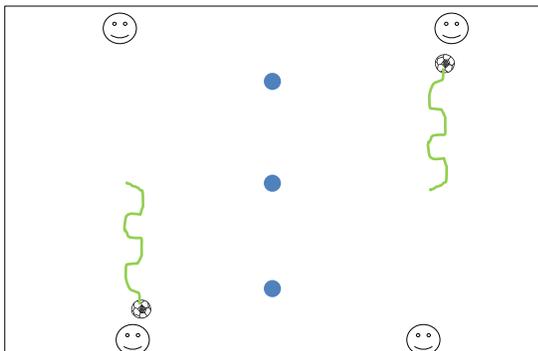
When teaching players to dribble:

- Emphasize balance and body posture (not stiff), as well as looking up
- Every player should have a ball at their feet at all times if possible
- Play games that require dribbling over a line instead of shooting



**Dribbling Activity 1** (20 minutes) Groups of 8-12 players, working in a grid of 15ydx20yd. Dribble each sequence for 5 minutes.

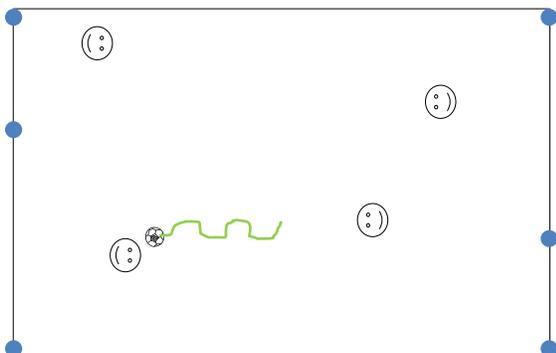
<u>Straight line (1yd apart)</u>	<u>Zigzag (4yd apart)</u>
Insidies both feet	Inside Chop
Outsidies both feet	Outside Hook
Outside-Inside both feet	Single Scissors/Inside Stepover
Sole roll both feet	Rivelino/Outside Stepover



**Dribbling Activity 2** (15 minutes) Split grid into two 10ydx15yd areas. Dribble over line 1v1.

Coaching points:

- Keep close control of ball, look for open space
- Quick changes of direction, use a move
- Protect the ball, use shield and outside foot



**Dribbling Activity 3** (20 minutes) Play in full 15ydx20yd grid. End-lines have 15yd gate and 5yd gate. Dribble over line playing 2v2. 1 pt when dribble through large gate, 2pt when through small gate.

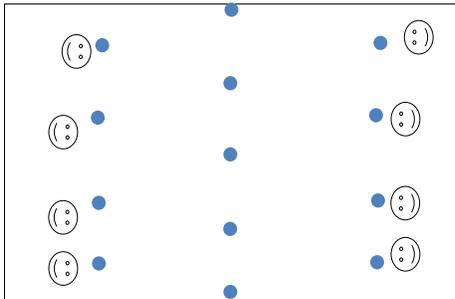
Coaching points:

- Decide to dribble or pass
- Attack space with speed and ball control
- Protect the ball, use shield and outside foot
- 2<sup>nd</sup> attacker create width

**Passing and Receiving** is the most crucial technical skill every player needs to cultivate. Players developed through the MFC program should be comfortable passing and receiving with both feet, be able to pass on the ground with accuracy and pace/weight from short and long distances, employ a sound first touch to carry the ball away from pressure and toward the field of play, keep close control of the ball, and use different turning techniques to move away from pressure.

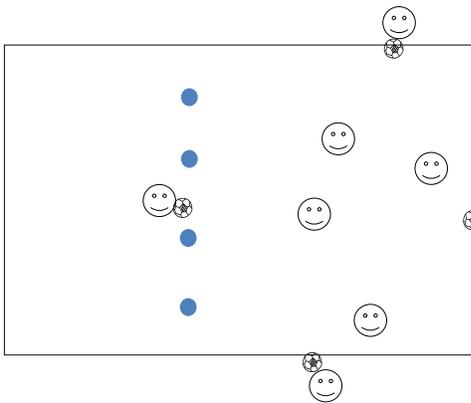
When teaching players to pass and receive:

- Emphasize correct approach, touch, and part of the foot
- Avoid long lines in order to keep every player's attention to be ready to receive
- Play possession games that have a purpose/goal, not just pass to keep away



**Passing/Receiving Activity 1** (20 minutes) Groups of 8-12 players, 4 yd gates with cones 6 yd out from each gate. Pairs pass through gate and receive in front of cone. 3 minutes each technique.

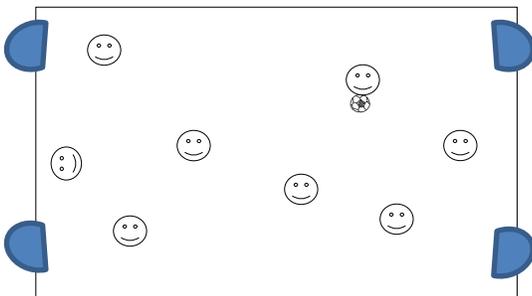
Receive inside right-pass inside right; same with left  
 Receive right across body-pass left; same with left to right  
 Receive outside right-pass right; same with left



**Passing/Receiving Activity 2** (20 minutes) Split grid into 12yd x 12yd area. 4 players outside grid, 4 players inside. Balls start outside, inside players move and call for ball, receive and pass back. Switch groups after 3 minutes. Progress to receive and turn to find someone else outside to pass to.

Coaching points:

- Prepare body to receive, keep close control of ball
- Look up and step next to ball before passing
- See foot make contact with ball and follow through



**Passing/Receiving Activity 3** (15 minutes) Play 4v4 in full 15yd x 20yd grid. All balls start from coach at center of sideline. Shoot at pugs in all 4 corners.

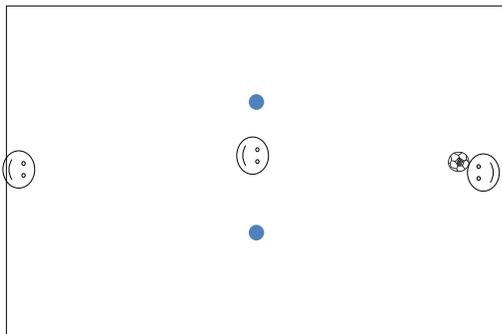
Coaching points:

- Decide to shoot, pass, or dribble
- Create space by moving with and without the ball
- Protect the ball, pass away from pressure

**Shooting** is a skill that players love to practice, but if not trained properly, they will not be comfortable enough to perform during a game. Players developed through the MFC program should be comfortable shooting with both feet while playing any position, shoot with accuracy from different distances, and always look to shoot when possible.

When teaching players to shoot:

- Emphasize correct contact and accuracy
- Develop a sense of where the goal and GK are at all times
- Play games that encourage lots of shots and quick transition (ex. Flying changes)

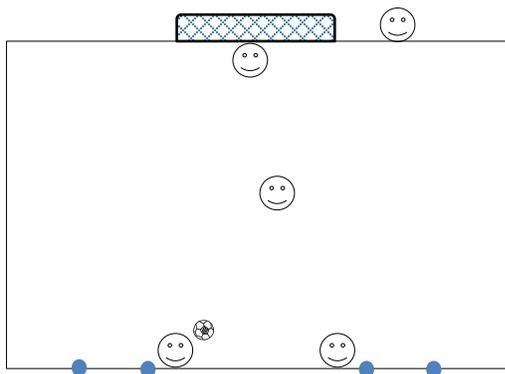


**Shooting Activity 1** (15 minutes) Groups of 8-12 players, 36yd x 40yd grid with flag goal in center 5yd wide. Shoot and run to become goalkeeper; don't get the ball.

- Player shoots a dead ball
- Make self-pass of 2-3 yards, runs onto ball to shoot
- Dribble at cone, make a move, get a shot on goal

Coaching points:

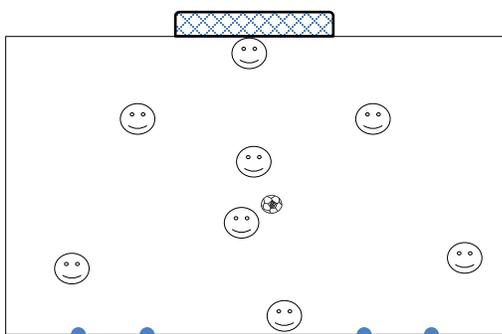
- Look up, see space between the keeper and the flag
- Get plant foot down and hips directed to the target
- Locked ankle and toe down; Land on shooting foot



**Shooting Activity 2** (20 minutes) 2v1+Keeper. Small gate goals for defense. Play starts with pass from defender to one of the attacking players. Switch goalkeeper every few minutes.

Coaching points:

- First touch toward goal, decision to shoot or pass
- Use correct touch on the ball when under pressure
- See foot make contact with ball and follow through



**Shooting Activity 3** (20 minutes) 4v3+Keeper. Small gate goals for defense. Play starts with pass from defender to one of the attacking players. Switch attacking and defending teams 5-10 minutes.

Coaching points:

- Decide to shoot, pass, or dribble
- Create space by moving with and without the ball
- Protect the ball, pass away from pressure
- Encourage players to take lots of shots