

Week 1 / Lesson 1

Lesson 1	Life Skill – Respect Soccer Skill - Dribbling
Time	Activity
	Field or Court Space Needed: 2 grass fields (or basketball courts) approximately 30-35 yards long x 20-25 yards wide. One field (court) will suffice; especially with smaller number of participant.
15 min's Prior to session	Equipment Check: Estimating 25 – 30 players <ul style="list-style-type: none"> ✓ Soccer Goals: 2 or 4 goals, 6' wide x 4' high or cones can be used for goals. ✓ Cones: 16 – 24 count ✓ Life Skills Soccer Balls: 25-30 count (One for every participant if possible, if not 1 ball for every 2 players) ✓ Practice bibs: 16 – 20 (2 different colors) ✓ Water for children to drink
5 min's	Welcome the children: Sit all children in a circle and ask how they are doing, how they feel today. Have a little small talk. Explain the activities the rules and take attendance.
15 min's Total time	Soccer Skill – Dribbling Explain the Key teaching points in 30-60 seconds: <ol style="list-style-type: none"> 1. Light touches on the ball keeping the ball close to your body (control). 2. Use the inside and outside of your right and your left foot. 3. Keep your head up so that you can see what's happening on the field.
5 min's	Skills / games: <ul style="list-style-type: none"> • Dribbling in a Grid - Have all players dribble their ball around in an appropriate sized grid. Indoors this may be half of a basketball court. While they are dribbling encourage these things: <ul style="list-style-type: none"> ○ Use your right foot, use your left foot ○ Use the inside of your foot, use the outside of your foot ○ Who can find open space? Dribble to the open space you see.
5 min's	<ul style="list-style-type: none"> • Body Parts – have players dribble and then call out various parts of the body for them to stop their ball with. Example, if you call “elbow” they have to stop their ball with their elbow. The point is for them to keep their ball close to their body when dribbling for better control. <p>Pick one of the activities listed below</p> <ul style="list-style-type: none"> • Musical Balls – as players are dribbling, call “switch” and they have to stop their ball and then go find another ball and begin dribbling. When they find a new ball, accelerate into open space with the dribble.
5 min's	<ul style="list-style-type: none"> • Sharks and Minnows – Have all the players with a ball on one side line and then 2 or 3 sharks that are looking to take the ball away from the minnows.

5 min's	<p>Once their ball is kicked away y become a shark. Play continues until the last person loses their ball (the winner).</p> <ul style="list-style-type: none"> • Knockout – everyone has a ball inside of a grid. Everyone is trying to knock the other players' ball outside of the grid while maintaining possession of their own ball.
10 min's	<p>Water break and Life Skill Lesson – Respect</p> <p>What is respect? Respect means treating others like they are important. Respect can also mean treating things such as someone else's property properly. A good way to remember respect is to think of the Golden Rule: treat others the way you want to be treated.</p> <p>Understanding respect: Who are some of the people to whom you show respect? Why is respect important? Why is it important that we respect ourselves?</p> <p>Connection to sports: Respect is the single most important value or life skill for an athlete to have. Athletes must show respect for their coach, for their teammates, for the referee, for the rules of the game and for themselves.</p> <p>Respecting the Rules of Soccer: Pick 1 or 2 rules in soccer and discuss the rule. Why is it important that both teams follow the rules? What would the game be like if this rule was not respected?</p> <p>Did you Know: In many FIFA matches such as the European Championships players from all teams wear a patch on their sleeve that has RESPECT written on it.</p>
20 min's	<p>Small Sided Games:</p> <ul style="list-style-type: none"> • Make up 2 – 4 teams consisting of 4 – 8 players per team. • Play 1 or 2 small sided games. • Play 4 vs. 4 or 5 vs. 5 no goalie. • Play 20 minute game.
5 min's	<p>Cool down and farewell</p> <p>Ask how they liked the session and which activities they liked and which ones they didn't like as much.</p> <p>Home Work:</p> <ul style="list-style-type: none"> ✓ Practice dribbling for 15 min's each day between sessions ✓ Read the story on Respect and answer the questions in your workbook

Week 1 / Lesson 2

Lesson 2	<p>Life Skill – Respect</p> <p>Soccer Skill – Dribbling</p>
Time	Activity
	<p>Field or Court Space Needed: 2 grass fields (or basketball courts) approximately 30-35 yards long x 20-25 yards wide. One field (court) will suffice; especially with smaller number of participant.</p>
15 min's Prior to session	<p>Equipment Check: Estimating 25 – 30 players</p> <ul style="list-style-type: none"> ✓ Soccer Goals: 2 or 4 goals, 6' wide x 4' high or cones can be used for goals. ✓ Cones: 16 – 24 count ✓ Life Skills Soccer Balls: 25-30 count (One for every participant if possible, if not 1 ball for every 2 players) ✓ Practice bibs: 16 – 20 (2 different colors) <p>Water for children to drink</p>
5 min	<p>Welcome the children: Sit all children in a circle and ask how they are doing, how they feel today. Have a little small talk. Explain the activities the rules and take attendance.</p>
15 min's Total time	<p>Soccer Skill - Dribbling Review the Key teaching points in 30-60 seconds:</p> <ol style="list-style-type: none"> 1. Light touches on the ball keeping the ball close to your body (control). 2. Use the inside and outside of your right and your left foot. 3. Keep your head up so that you can see what's happening on the field. <p>Skills / games:</p> <ul style="list-style-type: none"> • Dribbling in a Grid - Have all players dribble their ball around in an appropriate sized grid. Indoors this may be half of a basketball court. While they are dribbling encourage these things: <ul style="list-style-type: none"> ○ Use your right foot, use your left foot ○ Use the inside of your foot, use the outside of your foot ○ Who can find open space? Dribble to the open space you see. <p>10 min's</p> <p>Pick two of the activities listed below (do each for 5 min's)</p> <ul style="list-style-type: none"> • Body Parts – have players dribble and then call out various parts of the body for them to stop their ball with. Example, if you call “elbow” they have to stop their ball with their elbow. The point is for them to keep their ball close to their body when dribbling for better control. • Musical Balls – as players are dribbling, call “switch” and they have to stop their ball and then go find another ball and begin dribbling. When they find a new ball, accelerate into open space with the dribble. • Sharks and Minnows – Have all the players with a ball on one side line and then 2 or 3 sharks that are looking to take the ball away from the minnows. Once their ball is kicked away y become a shark. Play continues until the last person loses their ball (the winner).

	<ul style="list-style-type: none"> • Knockout – everyone has a ball inside of a grid. Everyone is trying to knock the other players’ ball outside of the grid while maintaining possession of their own ball.
10 min’s	<p>Water break and Life Skill Lesson – Respect</p> <p>Review understanding Respect Respect means treating others like they are important. Respect can also relate to the way we treat other people’s things or property. A good way to remember respect is to think of the Golden Rule: treat others (and their things) the way you want to be treated.</p> <p>Review why Respect is important Respect helps us to get along well with each other and to learn from each other. We should always respect people that are older such as parents, teachers, coaches, and all grownups.</p> <p>Review the Story on Respect they read for homework and ask:</p> <ul style="list-style-type: none"> • Who can summarize the story we read on Respect? • What do you think Drew should do? Why? • What can you do this week to show Respect to someone or something? <p style="text-align: center;">Story on Respect</p> <p>Drew found himself playing left back for his soccer team in one of the biggest matches of the year. This match would decide who would finish at the top of the table for the fall season and the opponent was their arch rival, the Shooters. As the warm-ups concluded and he ran out on the pitch to assume his position, he felt a little nervous and tight. In their previous match this season, tempers flared and one of the Shooters’ players committed a hard and seemingly intentional foul. Drew thought the Shooters always seemed to cross the line and commit unnecessarily hard fouls whenever they were losing.</p> <p>“If one of their players comes into my area, I’m going to show them we’re not scared by their tactics; I’m going to truck him. That will send a strong message to their team that we can’t be intimidated”, Drew thought to himself.</p> <p>The idea of trucking a player seemed satisfying to Drew, but then he thought of what Coach Davis had talked about in training that week. Coach Davis was a big fan of using sports to teach character and life skills and this week his topic for discussion with the boys was RESPECT. Coach Davis explained that respect meant treating everyone with dignity. He told the boys that they should always respect their opponents, the referees, their coaches and even their own bodies. Coach Davis said, “Respect actually keeps us from hurting what we should value.” Drew loved soccer. He wondered if he was hurting himself and the game he loved if he intentionally fouled a player with unnecessary force. Then he thought about Coach Davis and how he would feel if one of his players acted in a way that didn’t show respect for their opponent. Finally he thought about his parents and how disappointed they would be in his actions.</p>
25 min’s	<p>Small Sided Games:</p> <ul style="list-style-type: none"> • Make up 2 – 4 teams consisting of 4 – 8 players per team. • Play 1 or 2 small sided games.

	<ul style="list-style-type: none"> • Play 4 vs. 4 or 5 vs. 5 no goalie. • Play 20 minute game.
5 min's	<p>Cool down and farewell</p> <ul style="list-style-type: none"> • Ask how they liked the session and which activities they liked and which ones they didn't like as much. • Remind them of the life skill they learned, RESPECT, and key teaching points for the soccer skill, DRIBBLING. • Assign optional homework: <ul style="list-style-type: none"> ✓ Practice dribbling your ball using both feet for 15 min's each day until our next session ✓ Practice Respect this week by writing down 3 specific times you do something to show someone or something respect.

Week 2 / Lesson 3

Lesson 3	<p>Life Skill – Cooperation</p> <p>Soccer Skill – Passing and Receiving</p>
Time	Activity
	<p>Field or Court Space Needed: 2 grass fields (or basketball courts) approximately 30-35 yards long x 20-25 yards wide. One field (court) will suffice; especially with smaller number of participant.</p>
15 min's Prior to session	<p>Equipment Check: Estimating 25 – 30 players</p> <ul style="list-style-type: none"> ✓ Soccer Goals: 2 or 4 goals, 6' wide x 4' high or cones can be used for goals. ✓ Cones: 16 – 24 count ✓ Life Skills Soccer Balls: 25-30 count (One for every participant if possible, if not 1 ball for every 2 players) ✓ Practice bibs: 16 – 20 (2 different colors) ✓ Water for children to drink
5 min's	<p>Welcome the children: Sit all children in a circle and ask how they are doing, how they feel today. Have a little small talk. Explain the activities the rules and take attendance.</p>
15 min's Total time	<p>Soccer Skill – Passing and Receiving Explain the Key teaching points in 1 – 2 minutes:</p> <p>Demonstrate correct passing technique with the inside of the foot</p> <ol style="list-style-type: none"> 1. Place the non kicking foot (plant foot) approximately 6-8" to the side of the ball; knee is slightly bent. 2. Toes of the plant foot face the target. 3. Use the inside of your striking foot, near your arch to kick the middle of the ball. 4. Keep your head over the ball as you strike it, watching the ball at all times. 5. Strike foot follows through to the target. <p>Demonstrate the correct technique for receiving a pass</p> <ol style="list-style-type: none"> 1. To receive the pass, set up in the passing position. 2. Receive the ball with the inside of your striking foot. 3. As the ball reaches your foot, bring your foot back slightly with the ball to cushion the impact of the ball. 4. Goal is to stop the ball in front of your feet with your first touch so that you are ready to pass or dribble the ball. <p>Skills / games:</p>
5 min's	<ul style="list-style-type: none"> • Stationary passing – Group players so that each player has a partner and one soccer ball. Players should be 15 – 20 feet apart and pass the ball back and forth working on passing and receiving with the proper technique. • 2 line passing – create 2 lines approximately 15 feet apart and have the players in one line have a ball. Players will take turns jogging up the field passing the ball back and forth to their partner. Once the group in front has cleared the mid field line the next group will go. This will help players to develop the timing and pace of the pass for a moving target. Teaching
10 min's	

	<p>point – the pass is made in front of the moving player so the player and ball arrive at the same spot on the field at the same time. This will later lead to the spatial reasoning skills need to play long through balls.</p>
15 min's	<p>Water break and Life Skill Lesson – Cooperation</p> <p>What is cooperation? Cooperation can be defined as working together for the good of the team. Another way to look at cooperation is to put everyone's abilities and energy into one common purpose or goal. Sports teams share a common goal which is to win.</p> <p>Understanding cooperation:</p> <ul style="list-style-type: none"> • How do you cooperate with your family? • Have you worked together on a project with other members of your class? • What was the benefit of everyone sharing ideas instead of just one person? • How can sports teams work together? <p>Connection to sports: Successful sports teams understand that cooperation is important if the team is going to play its' best. Players can cooperate by passing to one another or by making a series of runs that force defenders to make tough decisions about who to guard in a particular area of the field. Another way that players on a team cooperate is by putting the teams' goal before their own personal goals. Maybe you've heard this sports saying before "TEAM" (Together Everyone Achieves More).</p> <p>Play Pac Man - Divide into 2 groups. Each group is in a grid approximately 20 x 20 yards. Select 2 players to be the Pac Men and give each a ball. The other players do not have a ball and run freely through the grid trying to avoid getting hit by a ball. The players with the balls dribble and try to hit the other players below the waist by passing the ball with the inside of their foot. Once a player is hit, that player gets a ball and becomes a Pac Man.</p> <ul style="list-style-type: none"> • How was that? Was it hard for the Pac Men at the beginning? • What could you have done to make it easier to hit players? <p>Play Pac Man again and encourage players to cooperate and "gang up" to hit players.</p> <ul style="list-style-type: none"> • Was it easier when you worked together, when 2 or more Pac Men all went after the same player?
20 min's	<p>Small Sided Games:</p> <ul style="list-style-type: none"> • Make up 2 – 4 teams consisting of 4 – 8 players per team. • Play 1 or 2 small sided games. • Play 4 vs. 4 or 5 vs. 5 no goalie. • Play 20 minute game.
5 min's	<p>Cool down and farewell</p> <p>Ask how they liked the session and which activities they liked and which ones they didn't like as much.</p> <p>Home Work:</p> <ul style="list-style-type: none"> ✓ Practice passing for 15 min's each day between sessions ✓ Read the story on Cooperation and answer the questions in your workbook

Week 2 / Lesson 4

Lesson 4	<p>Life Skill – Cooperation</p> <p>Soccer Skill – Passing and Receiving</p>
Time	Activity
	<p>Field or Court Space Needed: 2 grass fields (or basketball courts) approximately 30-35 yards long x 20-25 yards wide. One field (court) will suffice; especially with smaller number of participant.</p>
15 min's Prior to session	<p>Equipment Check: Estimating 25 – 30 players</p> <ul style="list-style-type: none"> ✓ Soccer Goals: 2 or 4 goals, 6' wide x 4' high or cones can be used for goals. ✓ Cones: 16 – 24 count ✓ Life Skills Soccer Balls: 25-30 count (One for every participant if possible, if not 1 ball for every 2 players) ✓ Practice bibs: 16 – 20 (2 different colors) ✓ Water for children to drink
5 min's	<p>Welcome the children: Sit all children in a circle and ask how they are doing, how they feel today. Have a little small talk. Explain the activities the rules and take attendance.</p>
15 min's Total time	<p>Soccer Skill – Passing and Receiving Review the Key teaching points in :30-60 seconds:</p> <p>Demonstrate correct passing technique with the inside of the foot</p> <ol style="list-style-type: none"> 1. Place the non kicking foot (plant foot) approximately 6-8" to the side of the ball; knee is slightly bent. 2. Toes of the plant foot face the target. 3. Use the inside of your striking foot, near your arch to kick the middle of the ball. 4. Keep your head over the ball as you strike it, watching the ball at all times. 5. Strike foot follows through to the target. <p>Demonstrate the correct technique for receiving a pass</p> <ol style="list-style-type: none"> 1. To receive the pass, set up in the passing position. 2. Receive the ball with the inside of your striking foot. 3. As the ball reaches your foot, bring your foot back slightly with the ball to cushion the impact of the ball. 4. Goal is to stop the ball in front of your feet with your first touch so that you are ready to pass or dribble the ball. <p>Skills / games:</p> <ul style="list-style-type: none"> • Pass Through the Channels - Group players so that each player has a partner and one soccer ball. Objective of the activity is to practice passing and receiving the ball with a teammate while moving throughout a field space. Outline a field area 30 to 40 yards (square) and use markers to designate 8-12 small goals (2 yds wide) placed randomly throughout the field. Partners move throughout the field area, playing combination passes through the goals to one another as often as possible. Partners are not allowed to pass through the same goal two times in a row. After passing the ball through a goal the receiving players dribbles off towards another goal and the passer must
5 min's	
10 min's	

	<p>sprints forward to receive a return pass through a different a goal. Each goal counts 1 point and all partners compete against other teams for the highest total of points. Emphasize accuracy and correct pace of the passes.</p> <ul style="list-style-type: none"> • Connect the Dots – create groups of 5 to 8 players with one ball. Objective of the activity is to develop passing and receiving skills while moving, complete passes of varying distance, take first touch in the direction of the next pass and to improve endurance. Outline a 30 x 40 yard grid with cones and number players beginning with 1 and continuing until all players in the group are numbered. All players within a group begin moving and passing to the player with the next highest number in the group. When the player with the highest number receives the ball, then that player passes to the player numbered 1 and the circuit begins again. All players are to move continuously throughout the activity. Players should not stop the ball; rather take a touch in the direction of their next pass.
15 min's	<p>Water break and Life Skill Lesson – Cooperation</p> <p>Review understanding of cooperation? Cooperation can be defined as working together for the good of the team. Another way to look at cooperation is to put everyone's abilities and energy into one common purpose or goal. Sports teams share a common goal which is to win.</p> <p>Review why Cooperation is important:</p> <ul style="list-style-type: none"> • Who can summarize the story we heard on Cooperation? • Do you think that Juan did the right thing by talking to his teammate? • Can you think of something that you can do this week to work cooperatively with someone? Tell us about this. <p style="text-align: center;">Story on Cooperation</p> <p>Juan found that he was becoming more and more frustrated with a certain player on his team. In Juan's opinion, this player loved to dribble the ball even when he was guarded by 2 or even 3 players. Juan would sprint as hard as he could towards the goal, only to see his teammate try to "do-it-all" himself. Soon Juan began to wonder why it was even worth it to exhaust himself the whole game only to watch his teammate take shot after shot.</p> <p>In practice earlier in the week, Coach Sanchez spoke to the team about cooperation and how important it was for the team to work together. Coach Sanchez even explained cooperation as working together to accomplish more than you can do alone. Juan thought this made a lot of sense. He decided to talk to his teammate and suggest that they work together to see if they could score more goals. In training recently, the team worked on a making a wall pass and Juan thought this was just the suggestion that would help them to begin to work together to beat the defense. Just before their scrimmage at the end of practice, Juan made the suggestion and to his surprise his teammate was receptive and even sounded excited about the scoring opportunities this tactic may produce. As the scrimmage went on, Juan and his teammate found many chances to pass to each other and to slip by the defenders. Together they proved to be a lethal combination and decided they really needed to suggest this move to other players on their team.</p> <p>Juan went home from practice feeling excited and proud. He initially thought about letting up and giving less than his best effort but then realized that he really</p>

	needed to be a leader and suggest this new tactic to his teammate. He also knew that Coach Sanchez was proud of the way the team was coming together as one cohesive unit.
20 min's	<p>Small Sided Games:</p> <ul style="list-style-type: none"> • Make up 2 – 4 teams consisting of 4 – 8 players per team. • Play 1 or 2 small sided games. • Play 4 vs. 4 or 5 vs. 5 no goalie. • Play 20 minute game.
5 min's	<p>Cool down and farewell</p> <p>Ask how they liked the session and which activities they liked and which ones they didn't like as much.</p> <p>Home Work:</p> <ul style="list-style-type: none"> ✓ Practice passing for 15 min's each day until our next session. ✓ Practice cooperation this week by looking for opportunities to work with someone to accomplish a task or something. Example – you may work with your mom or dad to help them complete a family job like washing dishes or completing a yard work task.

Week 3 / Session 5

Lesson 5	Life Skill – Effort Soccer Skill – Juggling and Heading
Time	Activity
	Field or Court Space Needed: 2 grass fields (or basketball courts) approximately 30-35 yards long x 20-25 yards wide. One field (court) will suffice; especially with smaller number of participant.
15 min's Prior to session	Equipment Check: Estimating 25 – 30 players <ul style="list-style-type: none"> ✓ Soccer Goals: 2 or 4 goals, 6' wide x 4' high or cones can be used for goals. ✓ Cones: 16 – 24 count ✓ Life Skills Soccer Balls: 25-30 count (One for every participant if possible, if not 1 ball for every 2 players) ✓ Practice bibs: 16 – 20 (2 different colors) ✓ Water for children to drink
5 min's	Welcome the children: Sit all children in a circle and ask how they are doing, how they feel today. Have a little small talk. Explain the activities the rules and take attendance.
15 min's Total time	Soccer Skill – Juggling Explain the Key teaching points in 1 – 2 minutes: <ol style="list-style-type: none"> 1. Keep your leg straight and lift the leg from the hips. Don't just bend the knee; make the stomach muscles help to raise the entire leg. 2. Keep toes pointed down. This will create a flat surface along the top of the foot for the ball to hit off of. 3. Concentrate on the ball with your eyes and try to hit the center of the ball each time. 4. As you get a "feel" for direction and flight of the ball, try and tell the ball where to go, i.e. how high you want it to go and directionally where you want it to go. This will greatly improve your first touch in soccer. 5. See how many juggles you can get using your feet, thighs, chest and even your head, but no hands! 6. Remember the 3 C's: Core (muscles), Concentration & Commitment!
5 min's	Skills / games: <ul style="list-style-type: none"> • Juggling -Have all players with a ball (or with a partner if only 1 ball per pair) practice juggling. Remind players of the 3 C's. Players have a lot of trouble should drop the ball on their foot and tap it back up to hands (waist level) and catch the ball. Continue dropping and catching until the player is ready to try and touch with foot 2 times or more. Make it a progression: 1 touch, 2 touches, 3 touches, etc.
10 min's	<ul style="list-style-type: none"> • Pairs Touch Activity – have players in pairs with one ball. One person is the server (passes) and one player is working on first touch out of the air. Have players about 4-6 feet apart. Server is down on one knee and tosses the ball underhand to their partner who taps the ball back to the passer with the inside of their right foot. Server catches the return pass and then starts all

	<p>over. After 5 passes times the players switch roles. After both player have used their right foot switch to the left foot and repeat. If time permits, add a one touch with the thigh and second touch with the foot to pass the ball back to the passer without letting the ball touch the ground. May also use chest as first touch and foot (pass back to passer) as the second touch.</p>
15 min's	<p>Water break and Life Skill Lesson – Effort</p> <p>What is Effort?</p> <p>Effort is using physical and mental energy to do something. Some things require mental energy like taking a test in school, while other things may require physical energy like running hard during sprints. Often we need to show a lot of initial effort right at the beginning of an activity and also sustained effort all the way through an activity, like taking SOL or benchmark tests.</p> <p>Understanding effort:</p> <ul style="list-style-type: none"> • How do you show great effort when taking a test? • Who controls the amount of effort you use or display? • How important is it to give your best effort? <p>Connection to sports:</p> <p>You must be able display great amounts of both physical and mental effort to excel in sports. Many people don't realize it, but sports actually help you become a better student. Sports require focus, concentration, high speed decision making and the ability to recognize patterns or formations. Athletes need to give 100% mental and physical effort in every practice and game.</p>
20 min's	<p>Small Sided Games:</p> <ul style="list-style-type: none"> • Make up 2 – 4 teams consisting of 4 – 8 players per team. • Play 1 or 2 small sided games. • Play 4 vs. 4 or 5 vs. 5 no goalie. • Play 20 minute game.
5 min's	<p>Cool down and farewell</p> <p>Ask how they liked the session and which activities they liked and which ones they didn't like as much.</p> <p>Home Work:</p> <ul style="list-style-type: none"> ✓ Practice juggling for 15 min's each day between sessions ✓ Read the story on Effort and answer the questions in your workbook

Week 3 / Session 6

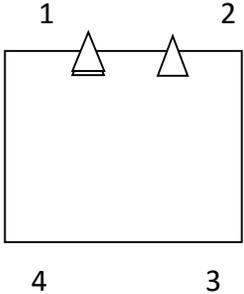
Lesson 6	<p>Life Skill – Effort</p> <p>Soccer Skill – Juggling and Heading</p>
Time	Activity
	<p>Field or Court Space Needed: 2 grass fields (or basketball courts) approximately 30-35 yards long x 20-25 yards wide. One field (court) will suffice; especially with smaller number of participant.</p>
15 min's Prior to session	<p>Equipment Check: Estimating 25 – 30 players</p> <ul style="list-style-type: none"> ✓ Soccer Goals: 2 or 4 goals, 6' wide x 4' high or cones can be used for goals. ✓ Cones: 16 – 24 count ✓ Life Skills Soccer Balls: 25-30 count (One for every participant if possible, if not 1 ball for every 2 players) ✓ Practice bibs: 16 – 20 (2 different colors) ✓ Water for children to drink
5 min's	<p>Welcome the children: Sit all children in a circle and ask how they are doing, how they feel today. Have a little small talk. Explain the activities the rules and take attendance.</p>
15 min's Total time	<p>Soccer Skill – Juggling and Heading Review the Key teaching points in :30-60 seconds:</p> <ol style="list-style-type: none"> 1. Keep your leg straight and lift the leg from the hips. Don't just bend the knee; make the stomach muscles help to raise the entire leg. 2. Keep toes pointed down. This will create a flat surface along the top of the foot for the ball to hit off of. 3. Concentrate on the ball with your eyes and try to hit the center of the ball each time. 4. As you get a "feel" for direction and flight of the ball, try and tell the ball where to go, i.e. how high you want it to go and directionally where you want it to go. This will greatly improve your first touch in soccer. 5. See how many juggles you can get using your feet, thighs, chest and even your head, but no hands! 6. Remember the 3 C's: Core (muscles), Concentration & Commitment!
5 min's	<p>Skills / games:</p> <ul style="list-style-type: none"> • Work on juggling for 5 minutes. Have a contest to see who can get the most juggles in a row. Every player with a ball is ideal or partners with 1 ball taking turns.
1-2 min's	<p>Key teaching points for heading the ball:</p> <ol style="list-style-type: none"> 1. Players should have a "side on" type of position with one foot in front of the other approximately shoulder width apart. 2. From this position players can easily adjust their position by sliding up or back a step for ideal positioning. 3. Arms should be up and used to create space (not to push off) for protection.

5 min's	<p>4. As the ball arrives the player should arch their back slightly to be able to get a little extra power.</p> <p>5. It's very important that players keep their eyes open at all times and strike the ball with their forehead – not the top of their head.</p> <ul style="list-style-type: none"> • Heading – One person is the server (passes) and one player is working on first touch out of the air with their head. Have players about 4-6 feet apart. Server tosses the ball underhand to their partner who taps the ball back to the passer with the forehead. Server catches the return pass and then starts all over. After 5 passes times the players switch roles.
15 min's	<p>Water break and Life Skill Lesson – Effort</p> <p>Review understanding of Effort? Effort is using physical or mental energy to complete a task or accomplish a goal.</p> <p>Review why Effort is important:</p> <ul style="list-style-type: none"> • Who can summarize the story we heard on Effort? • What's the difference between physical and mental effort? • Explain initial effort and sustained effort – how are they different? • Do you think that Maria will master juggling? Why or why not? <p style="text-align: center;">Story on Effort</p> <p>Maria was beginning to think she would never be able to juggle the soccer ball. She would go out to her driveway and try over and over but was only able to touch the ball with her foot or thigh two or three times before the ball would bounce away from her outstretched foot. After a while she would get so frustrated, she just wanted to scream.</p> <p>Her father noticed the effort she was making and came out of the house to encourage her. "I can't do it!" Maria said feeling dejected. "Your touches are getting better; soon you'll be juggling five or six times in a row", said her father. "I've been practicing and I can't do it," Maria complained. "Maria, you know that learning a new skill always takes time and effort. You must keep up the effort you began with. If it's worth mastering, then it's worth the time and the effort it will take to perfect the skill."</p> <p>Maria remembered that her teacher had just talked about effort this past week at school. SOL test were coming up in writing and Mrs. Clark told Maria and the other students that they would need to display great effort when they took their test; especially after they had been taking the test for a while and were getting tired. She talked about initial effort and sustained effort. Average students start strong but fade down the stretch when they become tired. Exceptional students maintain the same high level of effort all the way through to the end. Maria wanted to be exceptional in both school and soccer. She promised herself that she would stay focused and patient all the way through and she would give her very best effort to get the job done.</p>
20 min's	<p>Small Sided Games:</p> <ul style="list-style-type: none"> • Make up 2 – 4 teams consisting of 4 – 8 players per team. • Play 1 or 2 small sided games.

	<ul style="list-style-type: none"> • Play 4 vs. 4 or 5 vs. 5 no goalie. • Play 20 minute game.
5 min's	<p>Cool down and farewell</p> <p>Ask how they liked the session and which activities they liked and which ones they didn't like as much.</p> <p>Home Work:</p> <ul style="list-style-type: none"> ✓ Practice juggling for 15 min's each day until our next session. ✓ Practice effort this week by looking for opportunities to demonstrate great effort. Try to pick something that requires mental effort and something that requires physical effort.

Week 4 / Session 7

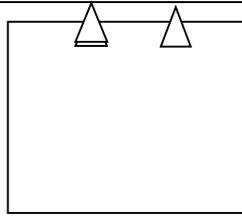
Lesson 7	<p>Life Skill – Determination</p> <p>Soccer Skill – Shooting and Finishing</p>
Time	Activity
	<p>Field or Court Space Needed: 2 grass fields (or basketball courts) approximately 30-35 yards long x 20-25 yards wide. One field (court) will suffice; especially with smaller number of participant.</p>
15 min's Prior to session	<p>Equipment Check: Estimating 25 – 30 players</p> <ul style="list-style-type: none"> ✓ Soccer Goals: 2 or 4 goals, 6' wide x 4' high or cones can be used for goals. ✓ Cones: 16 – 24 count ✓ Life Skills Soccer Balls: 25-30 count (One for every participant if possible, if not 1 ball for every 2 players) ✓ Practice bibs: 16 – 20 (2 different colors) ✓ Water for children to drink
5 min's	<p>Welcome the children: Sit all children in a circle and ask how they are doing, how they feel today. Have a little small talk. Explain the activities the rules and take attendance.</p>
15 min's Total time	<p>Soccer Skill – Shooting and Finishing Explain the Key teaching points in 1 – 2 minutes:</p> <ol style="list-style-type: none"> 1. Place the non kicking foot (plant foot) approximately 6-8" to the side of the ball; knee is slightly bent. 2. Toes of the plant foot face the target. 3. Toes of the striking foot point down (think about making a "fist" with your toes) and your ankle is locked. 4. Use the top (shoes laces) of your striking foot and kick the middle of the ball. 5. Keep your head over the ball as you strike it, watching the ball at all times. 6. Strike foot follows through to the target, toes continue to point down. <p>Skills / games:</p> <ul style="list-style-type: none"> • Shooting off the Dribble - Players are divided into 2 groups and form a single file line in the corners of a 20 x 30 yard field, diagonal from each other. In front of each line is a series of 6 cones set up to create a dribbling obstacle course. Goals are set up in the middle of each end line of the field. Goals can be pop up goals or cones. Objective of the activity is to successfully dribble through the obstacle course of cones and then take one preparation touch and then shoot on the goal in front of the player. One point is awarded for each goal scored. The player that shoots quickly runs to retrieve their ball and must dribble the ball back to the back of the line the just came from. Once a player has cleared all of the cones in the obstacle course the next player in line can begin dribbling through the obstacle course. Game is either played for a certain amount of time such as 2 minutes or to a predetermined score, e.g. first to make 10 goals. After the first round players switch lines and the activity starts all over.
6 – 7 min's	

6-7 min's	<ul style="list-style-type: none"> • Norwich Finishing Drill - Players are divided into 4 equal groups and are positioned in the shape of a square in front of the goal.  <p>Players in lines 1 and 2 have soccer balls. Players in line 1 pass to players in line 3 and players in line 2 pass to players in line 4. Objective of the activity is to control and take a shot on goal using only 2 touches: the first touch is to control the ball (take the touch in the direction that sets up the shot) and the second touch is for the shot itself. Players in line 1 and 2 (passers) switch with players in line 3 and 4 (shooters). Line 1 and 2 alternate turns passing to lines 3 and 4. After 2-3 minutes have players switch lines so they are shooting from the other side of the box.</p>
15 min's	<p>Water break and Life Skill Lesson – Determination</p> <p>What is Determination? Have you ever heard someone say, “Once she makes up her mind to do something, there’s no stopping her?” Determination starts with a decision. Once the decision has been made, determination is the inner drive to complete the task. Determination can be defined as finishing what you’ve started regardless of how difficult that might be.</p> <p>Understanding determination:</p> <ul style="list-style-type: none"> • What are some things that you are determined to do or accomplish? • How does determination help you in school? <p>Connection to sports: Athletes are constantly learning new and challenging techniques and skills. Many of these new skills involve precise hand – eye coordination or split second timing. It often takes thousands of repetitions to get the timing down just right or for the muscles to remember and execute the movements perfectly. Great athletes must show tremendous determination to perfect new skills. To do this, the person must first make the decision to invest the time and effort (the mental and physical energy) it will take and then they need to have patience and determination to finish what they’ve started; which is to learn a brand new skill.</p>
20 min's	<p>Small Sided Games:</p> <ul style="list-style-type: none"> • Make up 2 – 4 teams consisting of 4 – 8 players per team. • Play 1 or 2 small sided games. • Play 4 vs. 4 or 5 vs. 5 no goalie. • Play 20 minute game.
5 min's	<p>Cool down and farewell</p> <p>Ask how they liked the session and which activities they liked and which ones they didn't like as much.</p> <p>Home Work:</p> <ul style="list-style-type: none"> ✓ Practice shooting for 15 min's each day between sessions ✓ Read the story on Determination and answer the questions in your workbook

Week 4 / Lesson 8

Lesson 8	Life Skill – Determination Soccer Skill – Shooting and Finishing
Time	Activity

	<p>Field or Court Space Needed: 2 grass fields (or basketball courts) approximately 30-35 yards long x 20-25 yards wide. One field (court) will suffice; especially with smaller number of participant.</p>
15 min's Prior to session	<p>Equipment Check: Estimating 25 – 30 players</p> <ul style="list-style-type: none"> ✓ Soccer Goals: 2 or 4 goals, 6' wide x 4' high or cones can be used for goals. ✓ Cones: 16 – 24 count ✓ Life Skills Soccer Balls: 25-30 count (One for every participant if possible, if not 1 ball for every 2 players) ✓ Practice bibs: 16 – 20 (2 different colors) ✓ Water for children to drink
5 min's	<p>Welcome the children: Sit all children in a circle and ask how they are doing, how they feel today. Have a little small talk. Explain the activities the rules and take attendance.</p>
15 min's Total time	<p>Soccer Skill – Shooting and Finishing Review the key teaching points in :30 -60 seconds</p> <ol style="list-style-type: none"> 1. Place the non kicking foot (plant foot) approximately 6-8" to the side of the ball; knee is slightly bent. 2. Toes of the plant foot face the target. 3. Toes of the striking foot point down (think about making a "fist" with your toes) and your ankle is locked. 4. Use the top (shoes laces) of your striking foot and kick the middle of the ball. 5. Keep your head over the ball as you strike it, watching the ball at all times. 6. Strike foot follows through to the target, toes continue to point down.
10 min's	<p>Skills / games: (Review shooting / finishing drills from last session)</p> <ul style="list-style-type: none"> • Shooting off the Dribble - Players are divided into 2 groups and form a single file line in the corners of a 20 x 30 yard field, diagonal from each other. In front of each line is a series of 6 cones set up to create a dribbling obstacle course. Goals are set up in the middle of each end line of the field. Goals can be pop up goals or cones. Objective of the activity is to successfully dribble through the obstacle course of cones and then take one preparation touch and then shoot on the goal in front of the player. One point is awarded for each goal scored. The player that shoots quickly runs to retrieve their ball and must dribble the ball back to the back of the line the just came from. Once a player has cleared all of the cones in the obstacle course the next player in line can begin dribbling through the obstacle course. Game is either played for a certain amount of time such as 2 minutes or to a predetermined score, e.g. first to make 10 goals. After the first round players switch lines and the activity starts all over. • Norwich Finishing Drill - Players are divided into 4 equal groups and are positioned in the shape of a square in front of the goal.
5 min's	<p style="text-align: center;">1 2</p>



Players in lines 1 and 2 have soccer balls. Players in line 1 pass to players in line 3 and players in line 2 pass to players in line 4. Objective of the activity is to control and take a shot on goal using only 2 touches: the first touch is to control the ball (take the touch in the direction that sets up the shot) and the second touch is for the shot itself. Players in line 1 and 2 (passers) switch with players in line 3 and 4 (shooters). Line 1 and 2 alternate turns passing to lines 3 and 4. After 2-3 minutes have players switch lines so they are shooting from the other side of the box.

15 min's

Water break and Life Skill Lesson – Determination

Review understanding of Determination?

Determination is making a decision to do something and then having the inner drive to finish what you started or to accomplish a goal, regardless of how difficult it may be.

Review why Determination is important:

- Who can summarize the story we heard on Determination?
- Do you think that Amy make the top team? Why or why not?
- What is Amy going to do to try and accomplish her goal?
- Can you share something that you are determined to do?

Story on Determination

Amy dreamed of making her club's top soccer team. Over the last couple of years she found herself playing more and more soccer and she loved the game. At first it all seemed like a lot of work, but now she looked forward to practice and to being around her friends on the team. Next season the coach had explained that she would divide the girls into two separate teams. One would be for the best 12 girls and the other team would be the remaining players. The thought of "trying out" for the top team made Amy nervous and she knew this would require courage. In her mind she felt she belonged on the top team, but what did the coach think? Coach told the girls that the decision would be made during the week of try outs and that each girl should be practicing at home so they would be ready to play their best soccer during the try outs so that they could earn their spot on the team.

Amy thought about this a lot. She wondered if she would be ready. Finally, she decided that she would put together a plan to work on her soccer skills everyday so that she could play her best soccer during the week of try outs. Amy decided to write her plan out in the form of a goal. Her goal was to work on each of the skill areas: dribbling, shooting, passing/receiving, moves and defense for at least 10 minutes each day, 5 days per week. This would give her the best chance to be ready to do her best. She knew that she didn't have the final say in whether or not she made

	<p>the team, only her coach could make that decision, but what she could control was her attitude and how hard she worked to accomplish her goal. Amy was determined to earn a spot on the team and she worked very hard each day to make her dream come true!</p>
20 min's	<p>Small Sided Games:</p> <ul style="list-style-type: none"> • Make up 2 – 4 teams consisting of 4 – 8 players per team. • Play 1 or 2 small sided games. • Play 4 vs. 4 or 5 vs. 5 no goalie. • Play 20 minute game.
5 min's	<p>Cool down and farewell</p> <p>Ask how they liked the session and which activities they liked and which ones they didn't like as much.</p> <p>Home Work:</p> <ul style="list-style-type: none"> ✓ Practice juggling for 15 min's each day until our next session. ✓ Practice effort this week by looking for opportunities to demonstrate great effort. Try to pick something that requires mental effort and something that requires physical effort.

Lesson 9	Life Skill – Self Control Soccer Skill – Moves with the Ball
Time	Activity
	Field or Court Space Needed: 2 grass fields (or basketball courts) approximately 30-35 yards long x 20-25 yards wide. One field (court) will suffice; especially with smaller number of participant.
15 min's Prior to session	Equipment Check: Estimating 25 – 30 players <ul style="list-style-type: none"> ✓ Soccer Goals: 2 or 4 goals, 6' wide x 4' high or cones can be used for goals. ✓ Cones: 16 – 24 count ✓ Life Skills Soccer Balls: 25-30 count (One for every participant if possible, if not 1 ball for every 2 players) ✓ Practice bibs: 16 – 20 (2 different colors) ✓ Water for children to drink
5 min's	Welcome the children: Sit all children in a circle and ask how they are doing, how they feel today. Have a little small talk. Explain the activities the rules and take attendance.
15 min's Total time	Soccer Skill – Moves with the Ball "Inside Cut" Teaching Points: <ol style="list-style-type: none"> 1. Reach with your leg (outside of the ball) and use the inside of your foot (near ankle) to cut the ball, 2. Next, shield with your body (between ball and defender), 3. Accelerate away in the opposite direction and away from the defender. "Outside Cut" Teaching Points: <ol style="list-style-type: none"> 1. Reach with your leg (outside the ball) and use the outside of your foot to cut the ball, 2. Next, shield with your body (between ball and defender), 3. Accelerate away in the opposite direction and away from the defender. "Step Over" Teaching Points: <ol style="list-style-type: none"> 1. Fake like your are kicking the ball, 2. Instead, step around the ball and... 3. Plant the foot on the other side of the ball, turning the hips for best effect, 4. Then push the ball in the opposite direction with the outside of the step-over foot and accelerate away.
6 – 7 min's	<ul style="list-style-type: none"> • Stops and Turns - Group players in pairs with each pair sharing one ball. Have all players spread out on one of the lines on the field. Each pair should be at least 5 yards apart to give each group plenty of room. Place cones approximately 15 yards across from each group. The first person will dribble to the cone and make a 180 degree turn in front of the cone and then take one dribble and pass the ball to their partner. The player that just passed follows the pass and gets ready for their next turn. Rotate the three turns explained above (inside cut, outside cut and step over) every 2 minutes. • Protect your Ball / Shielding - Players remain in pairs with a ball and spread out all over the field. If possible have 10 x 10 yard grids marked off. The offensive player (attacker) starts with the ball inside the grid and the defender starts outside the grid. All groups will start on the whistle. On the
6-7 min's	

	<p>whistle defenders come into the grid and try to poke the ball away from the attacker. Go for 30 seconds and rotate. The attacker use their moves (inside cut, outside cut, step over) to protect their ball from the defender and use their body to “shield” the ball away from the defender. Note: the step over is an excellent move for shielding as the move naturally puts the body between the defender and the ball.</p>
15 min’s	<p>Water break and Life Skill Lesson – Self Control</p> <p>What is Self Control? Self control is the ability to controls one’s behaviors and emotions in order to get some reward or avoid punishment. Self control is making sure that you are in control of your emotions, your attitude and your behavior.</p> <p>Understanding self control:</p> <ul style="list-style-type: none"> • Do you ever feel out of control? • What kind of things make you feel like you’re losing control of your emotions? • What can you do to keep control of your feelings or behavior? <p>Connection to sports: It is very important for an athlete to regulate or control his or her emotions and behavior at all times. Sports are filled with mountaintop highs and crushing lows. Players that allow their emotions to rise and fall like a roller coaster may have a very difficult time performing consistently at a high level. It is also important that they maintain proper behavior on the field or court at all times. Sometimes opponents will say something to an opposing player to try and distract them or get their mind off of the game. The famous basketball coach John Wooden used to say, “Control yourself and others won’t have too.”</p>
20 min’s	<p>Small Sided Games:</p> <ul style="list-style-type: none"> • Make up 2 – 4 teams consisting of 4 – 8 players per team. • Play 1 or 2 small sided games. • Play 4 vs. 4 or 5 vs. 5 no goalie. • Play 20 minute game.
5 min’s	<p>Cool down and farewell</p> <p>Ask how they liked the session and which activities they liked and which ones they didn’t like as much.</p> <p>Home Work:</p> <ul style="list-style-type: none"> ✓ Practice your moves for 15 min’s each day between sessions ✓ Read the story on Self Control and answer the questions in your workbook

Week 5 / Lesson 10

Lesson 10	Life Skill – Self Control Soccer Skill – Moves with the Ball
Time	Activity
	Field or Court Space Needed: 2 grass fields (or basketball courts) approximately 30-35 yards long x 20-25 yards wide. One field (court) will suffice; especially with smaller number of participant.
15 min's Prior to session	Equipment Check: Estimating 25 – 30 players <ul style="list-style-type: none"> ✓ Soccer Goals: 2 or 4 goals, 6' wide x 4' high or cones can be used for goals. ✓ Cones: 16 – 24 count ✓ Life Skills Soccer Balls: 25-30 count (One for every participant if possible, if not 1 ball for every 2 players) ✓ Practice bibs: 16 – 20 (2 different colors) ✓ Water for children to drink
5 min's	Welcome the children: Sit all children in a circle and ask how they are doing, how they feel today. Have a little small talk. Explain the activities the rules and take attendance.
15 min's Total time	Soccer Skill – Moves with the Ball Review the key teaching points in 2-3 minutes. "Inside Cut" Teaching Points: <ol style="list-style-type: none"> 1. Reach with your leg (outside of the ball) and use the inside of your foot (near ankle) to cut the ball, 2. Next, shield with your body (between ball and defender), 3. Accelerate away in the opposite direction and away from the defender. "Outside Cut" Teaching Points: <ol style="list-style-type: none"> 1. Reach with your leg (outside the ball) and use the outside of your foot to cut the ball, 2. Next, shield with your body (between ball and defender), 3. Accelerate away in the opposite direction and away from the defender. "Step Over" Teaching Points: <ol style="list-style-type: none"> 1. Fake like your are kicking the ball, 2. Instead, step around the ball and... 3. Plant the foot on the other side of the ball, turning the hips for best effect, 4. Then push the ball in the opposite direction with the outside of the step-over foot and accelerate away.
5 min's	Skills / Games <ul style="list-style-type: none"> • Numbers - Players all have a ball and are dribbling in a grid. Explain to them that you're going to give the 3 moves a number: 1 = inside cut, 2 = outside and 3 = step over. Once they have warmed up then call out a number and they have to make the appropriate move. Continue to randomly call numbers for 3-5 minutes. May take a quick 15 sec. break every minute or so. • Like Magnets - Have all players dribbling inside an appropriate sized grid for the number of players. The space should be a little congested and they should have to turn frequently to avoid running into another player. As the players are dribbling about, anytime they come close (within 2 feet) of another player both should act like they are magnets with similar charges and they repel each other.

	<p>This will encourage them to make lots of turns and often they will need to turn several times in a row as they come closer to other “magnets”. Note: they should keep the ball close to their body except if they see green open space in front of them in which case they should change speeds and explode into the open area.</p> <ul style="list-style-type: none"> • Freeze Tag - Have all but 2 players with a ball in a 25 x 30 yard grid. The two players without a ball start off outside the grid and will be the chasers once the game begins. When you say go the chasers enter the grid and try and tag as many players as they can who must keep their dribble will they evade chasers. A player that is tagged is considered frozen and must sit on their ball until another player unfrozen player can dribble over and tag them so they are released to dribble again. Play for 3 minutes or until all players are frozen. Repeat the game several times with the last 2 players to be frozen serving as the chasers.
15 min’s	<p>Water break and Life Skill Lesson – Self Control</p> <p>Review understanding of Self Control?</p> <p>Self control is the ability to controls one’s behaviors and emotions in order to get some reward or avoid punishment. Self control is making sure that you are in control of your emotions, your attitude and your behavior.</p> <p>Review why Self Control important:</p> <p>Often we act before we think and that can get us into trouble.</p> <ul style="list-style-type: none"> • Why do you think it’s a better option to think of the choices that we have before we act? <p>Review the story on self-control they read for homework:</p> <ul style="list-style-type: none"> • Do you think that Markson will act differently if a similar situation happens again? Why or why not? <p style="text-align: center;">Story on Self Control</p> <p>As a recent immigrant to America, Markson occasionally faced insensitive remarks about his lack of English fluency and his culture. At first it surprised him but after a couple of times it made him mad. He didn’t understand how people could say such hurtful things to another person. He struggled to keep his focus, especially if it happened during a soccer match. In one game late in the season he had finally heard enough from one particular player and instinctively charged at him and pushed him to the ground. The referee didn’t hear the comment and only saw the overly aggressive push to the ground and gave Markson a straight red card, which meant he had to leave the match and sit out the next match too. This made Markson even angrier as he felt he was the one being punished even though the other player had started the whole affair. He was furious!</p> <p>The next day in practice, Coach Sanchez pulled Markson aside to talk to him about the incident. Coach knew that Markson was not the type of person to start any trouble and had only reacted to the ugly comments made to him. Coach explained that as an athlete Markson needed to control his emotions and behavior at all times. That’s not always easy to do, so Coach suggested a helpful technique that Markson could learn and use whenever he faced adversity or a challenging situation. Coach</p>

	<p>said, “Markson, think of STAR whenever you feel like you might lose control of yourself. The S stands for Stop, take a deep breath before your react. The T stands for Think about all the different choices you can make to handle the situation. The A stand for Anticipate; try to think ahead to all of the consequences for each possible choice. The R stands for Respond, respond to the situation by making the best choice. Always remember STAR and use this anytime you feel that you may be losing self control. Remember, you and only you control your attitude and the choices you make. Markson felt better. Now he had a new tool to help him whenever he needed it. This would definitely help him to keep his cool and make the best choice.</p>
20 min’s	<p>Small Sided Games:</p> <ul style="list-style-type: none"> • Make up 2 – 4 teams consisting of 4 – 8 players per team. • Play 1 or 2 small sided games. • Play 4 vs. 4 or 5 vs. 5 no goalie. • Play 20 minute game.
5 min’s	<p>Cool down and farewell</p> <p>Ask how they liked the session and which activities they liked and which ones they didn’t like as much.</p> <p>Home Work:</p> <ul style="list-style-type: none"> ✓ Practice your moves for 15 min’s each day until our next session. ✓ Practice self control this week by using the STAR technique at least one time...even if you’re really not mad or frustrated you can still practice the skill.

Lesson 11	Life Skill – Responsibility Soccer Skill – Defense
Time	Activity
	Field or Court Space Needed: 2 grass fields (or basketball courts) approximately 30-35 yards long x 20-25 yards wide. One field (court) will suffice; especially with smaller number of participant.
15 min's Prior to session	Equipment Check: Estimating 25 – 30 players <ul style="list-style-type: none"> ✓ Soccer Goals: 2 or 4 goals, 6' wide x 4' high or cones can be used for goals. ✓ Cones: 16 – 24 count ✓ Life Skills Soccer Balls: 25-30 count (One for every participant if possible, if not 1 ball for every 2 players) ✓ Practice bibs: 16 – 20 (2 different colors) ✓ Water for children to drink
5 min's	Welcome the children: Sit all children in a circle and ask how they are doing, how they feel today. Have a little small talk. Explain the activities the rules and take attendance.
15 min's Total time	Soccer Skill – Defense Key teaching points in 2-3 min's: <ol style="list-style-type: none"> 1. Close down attacker 2. Close down space while the ball is moving, i.e. move as the ball moves 3. Turn your body to a "side on" position 4. Keep your eyes focused on the ball 5. Pressure the ball while maintaining enough space to contain the dribble 6. Force the dribble away from danger or to helping defenders 7. The movement backwards from the side on position is called "jockey" <p>Demonstrate how this is done.</p>
5 min's	Skills / Games: <ul style="list-style-type: none"> • Defensive Jockeying - Group players into pairs and have them line up along the sideline of the field. Have the first players on the line with their backs to the field. All players are in the role of defenders and all will get into the ready position which is outlined above. Remind them that they should be side on and their eyes on an imaginary ball. On your command, players will practice jockeying across the field about half speed. Once the first group is half way across the field the second group can begin. Practice this several times.
6-7 min's	<ul style="list-style-type: none"> • Defense 1 vs. 1 - Group players in pairs with each pair having a soccer ball. Have one of the players from each group on the side line and have the other player 15 yards away. Players with the ball will pass to their partner and then they will sprint to close down the space. Note the defender should begin to move immediately "as the ball is still moving" but slows down to a controlled speed when they are in a range of 6-10 feet depending on their own speed and quickness. After the space is closed, the defender wants to be "side on" and close enough to pressure the ball but not too close where they will be susceptible to being beat by the offensive player off of the dribble. Eyes should be down and focused on the ball. The offense dribbles up the field about half speed and the defense jockeys to remain in the proper position but

	<p>does not try to steal the ball. After the drill is finished the players switch position and repeat the drill. Purpose of this drill is to work on the technique not to try and beat a player or to steal the ball.</p>
15 min's	<p>Water break and Life Skill Lesson – Responsibility</p> <p>What is Responsibility? Responsibility is a form of trustworthiness. It means being answerable for choices and behavior. Each person must accept the responsibility for their own attitude, decisions and effort.</p> <p>Understanding responsibility:</p> <ul style="list-style-type: none"> • What are some of the responsibilities that you have at home? • What about responsibilities at school? • Can people count on you to do the jobs or chores you've been given? <p>Connection to sports: Athletes have many responsibilities within their role in sports. For example, athletes need to be responsible for their attitude and effort every day in practice and games. They also need to be responsible for performing the role or duty of the position they play. Many athletes are viewed as leaders and must set a good example for the other players on the team and even for children that may look up to them as role models.</p>
20 min's	<p>Small Sided Games:</p> <ul style="list-style-type: none"> • Make up 2 – 4 teams consisting of 4 – 8 players per team. • Play 1 or 2 small sided games. • Play 4 vs. 4 or 5 vs. 5 no goalie. • Play 20 minute game.
5 min's	<p>Cool down and farewell</p> <p>Ask how they liked the session and which activities they liked and which ones they didn't like as much.</p> <p>Home Work:</p> <ul style="list-style-type: none"> ✓ Practice your defensive jockeying for 15 min's each day between sessions ✓ Read the story on Responsibility and answer the questions in your workbook

Lesson 12	Life Skill – Responsibility Soccer Skill – Defense
Time	Activity
	Field or Court Space Needed: 2 grass fields (or basketball courts) approximately 30-35 yards long x 20-25 yards wide. One field (court) will suffice; especially with smaller number of participant.
15 min's Prior to session	Equipment Check: Estimating 25 – 30 players <ul style="list-style-type: none"> ✓ Soccer Goals: 2 or 4 goals, 6' wide x 4' high or cones can be used for goals. ✓ Cones: 16 – 24 count ✓ Life Skills Soccer Balls: 25-30 count (One for every participant if possible, if not 1 ball for every 2 players) ✓ Practice bibs: 16 – 20 (2 different colors) ✓ Water for children to drink
5 min's	Welcome the children: Sit all children in a circle and ask how they are doing, how they feel today. Have a little small talk. Explain the activities the rules and take attendance.
15 min's Total time	Soccer Skill – Defense Review the key teaching points in 1-2 minutes. <ol style="list-style-type: none"> 1. Close down attacker 2. Close down space while the ball is moving, i.e. move as the ball moves 3. Turn your body to a “side on” position 4. Keep your eyes focused on the ball 5. Pressure the ball while maintaining enough space to contain the dribble 6. Force the dribble away from danger or to helping defenders
5 min's	<ul style="list-style-type: none"> • Defense 1 vs. 1 - Group players in pairs with each pair having a soccer ball. Have one of the players from each group on the side line and have the other player 15 yards away. Players with the ball will pass to their partner and then they will sprint to close down the space. Note the defender should begin to move immediately “as the ball is still moving” but slows down to a controlled speed when they are in a range of 6-10 feet depending on their own speed and quickness. After the space is closed, the defender wants to be “side on” and close enough to pressure the ball but not too close where they will be susceptible to being beat by the offensive player off of the dribble. Eyes should be down and focused on the ball. The offense dribbles up the field about half speed and the defense jockeys to remain in the proper position but does not try to steal the ball. After the drill is finished the players switch position and repeat the drill. Players are now going full speed making this a “live” drill.
7-8 min's	<ul style="list-style-type: none"> • 2 vs. 2 Live - Combine 2 of the pairs from the 1 vs. 1 drill above to create 2 vs. 2 teams. If there's an odd number have 3 teams on one grid and just rotate a team in each time. Set up a grid 20 yards wide by 25 yards long. 2 players on one end of the field start with the ball and kick to the ball the length of the field to the other two players who become attackers. The defenders sprint out to “close down the space” and assume the correct defense stance/position. The player who is guarding the player with the ball is the 1st defender and the other

	<p>player is the 2nd defender. 1st defender has responsibility for guarding the ball and the 2nd defender has responsibility for helping the 1st defender and for their man. If the ball is passes then the roles are reversed. Defenders should be encouraged to talk to each other to build confidence and trust in each other. Switch offense and defense each time or for groups of 3 rotate offense to defense to out. Players out come back into the drill as offense.</p>
15 min's	<p>Water break and Life Skill Lesson – Responsibility Review understanding of Responsibility? Responsibility is being answerable to someone for doing something. If you are responsible, then you can be counted on to do something.</p> <p>Review why having Responsibility is important: Why do you think it's important that people can count on you? What are some of the things you take responsibility for?</p> <p>Review the story on Responsibility they read for homework: What are a few things that Carlos is taking Responsibility for?</p> <p style="text-align: center;">Story on Responsibility</p> <p>Carlos has been a star on his high school soccer team for the past three years. He started as a freshman and has earned numerous awards; including player-of-the-year. As a senior he feels a sense of responsibility to his team to lead by example. He knows that other players; especially the younger players, will look to him for leadership. As the team captain, Coach Clark reminded Carlos that there are a lot of responsibilities that go along with being a captain. Carlos thought of his favorite soccer team, Barcelona, and what a great leader his favorite player, Carlos Puyo is. He knows his teammates will look to him to set a good example each day of hard work and determination in practice. He also knows he will have to be responsible for his own attitude and behavior if calls are not going his way during matches. Coach has reminded him that there's nothing more important for a leader than being able to "walk the talk". In other words, don't just say it - do it. It all seems a little bit overwhelming and Carlos wonders if he is up to the task. Then he thinks of all his hard work and how he has always dreamed of wearing the captain's yellow arm band.</p> <p>When he thinks about it, he feels confident that he will be a very good captain and leader. He knows that this is a big step for him to take, but it is an important step in life, not just in sports. He wants to be a person that people can depend on to do and say the right things. His parents have many responsibilities and so do his teachers and coaches. He realizes that sports can actually help him develop responsibility as a skill, just like he works to develop his soccer skills. Carlos feels more confident knowing that he can work and improve his ability to be a responsible teammate and leader.</p>
20 min's	<p>Small Sided Games:</p> <ul style="list-style-type: none"> • Make up 2 – 4 teams consisting of 4 – 8 players per team. • Play 1 or 2 small sided games. • Play 4 vs. 4 or 5 vs. 5 no goalie. • Play 20 minute game.

5 min's	<p>Cool down and farewell</p> <p>Ask how they liked the session and which activities they liked and which ones they didn't like as much.</p> <p>Home Work:</p> <ul style="list-style-type: none">✓ Thank the players for participating in the program.✓ Encourage them to continue to work on the soccer skills and to work on the life skills.✓ Ask the players to list the 6 life skills that they have learned in the program: respect, cooperation, effort, determination, self-control and responsibility.✓ Explain that life skills are important because they are the key to how we are successful in life.✓ Also explain <u>that life skills enable them to be successful in different environments</u> in which they live: home, school, sports, community.
---------	---