

YMCA Soccer Warm-Up Activities for 10-11-Year-Olds

Warm Up Description	Page ¹
<ol style="list-style-type: none"> 1. Players dribble in space (one ball per player; see pages 239–240). 2. Players dribble and turn on signal. 	130
Players in pairs pass and move.	134
Players in pairs pass the ball hand to hand. Passes should be made so that players' hands must move to catch the ball.	136
Players play a 1 v 1 game, using a full goal; they dive to save shots. Attacking player can try to score by throwing or shooting.	140
Pass and move in pairs.	144
Players play a 6 v 2 game (without a goalkeeper) in which their goal is to make six passes. Instruct players to move to support positions so that the passer can split (i.e., pass between) two defenders. Any pass that splits the defenders counts double.	147
Players pass and move in pairs. Increase distances and encourage players to get the ball off the ground.	151
Play 2 v 2 games (without GKs), marking off 20- x 20-yard playing areas.	155
Play 1 v 1 games in about a 20-yard-long area in which the defender pressures the opponent, trying to channel him or her toward the weak foot.	159
Players in pairs, 5 to 10 yards apart, practice quick passing, alternating passes with two touches and one touch.	162

¹ This page number refers to pages in the "Plans for 10- to 11-Year-Olds" document found on the "Season and Practice Plans" page in the YMCA's **Coaching Soccer** online course.

Warm Up Description	Page¹
Players free dribble, changing pace and direction. They try to beat the coach when he or she gets in the way.	165
GK1 distributes the ball to A1, who dribbles down field and crosses to A2. A2 dribbles and shoots toward cones guarded by GK2. GK2 then distributes to A2, who dribbles and crosses to A1, who shoots on GK1. Then A3 and A4 take A1 and A2's places.	169
1 v 1—Players dribble and shoot into goal under pressure. Place a defender behind the attacker; the defender cannot move until the attacker begins the run to goal. The defender, slightly behind the attacker, chases the attacker to the goal as the attacker dribbles and shoots.	173
Play 1 v 1 in 20- x 10-yard area. Review individual marking.	176

YMCA Soccer Fitness Activities for 10-11-Year-Olds

Key Idea	Description	Page ¹
General Fitness	<p>Gather the team into a group between two cones about 20 feet apart. "Do you think there's a difference between physical activity and physical fitness?" Listen to their responses. "Physical activity is any body movement you use while performing a skill or task. Physical fitness is a condition of the body. The more fit your body is, the better you can perform some skills and tasks. I will give you some activities. Run to this cone if you think it is regular physical activity. Run to the other cone other if you think it is an activity done for fitness." Examples of physical activity are walking to school and walking stairs to bed. Examples of activity done for fitness are walking to school for exercise, jogging to improve sport performance, or walking stairs to strengthen leg muscles. "All season we will talk and learn about the different areas of fitness during our fitness circles. We'll also work on improving your body's fitness for soccer."</p>	130
General Fitness	<p>Gather the team into a group. "Who can tell me what 'warm up' means?" Listen to their responses. They might mention getting the body ready to do more strenuous activity, increasing blood circulation, and moving muscles so they are more flexible and will help prevent injuries. Discuss their responses and other possible responses. "Raise your hand if you think the muscles actually get warmer during warm-up activities?" Listen to their responses. "They do get warmer from the blood circulating and your moving. Give me some examples of good warm-up activities." Choose one for the team to try. "The warm-up is an important part of a good fitness program. We will do a warm-up activity every practice."</p>	134

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Key Idea	Description	Page¹
Cardio-Respiratory	<p>Fitness Gather the team into a group. "Who can tell me what cardiorespiratory fitness is? When you have good cardiorespiratory fitness, your heart picks up oxygen from your lungs and takes it all through your body." Ask three players to demonstrate. Have one ball ready. The players should be spread out in a zigzag pattern "down" the field. The ball is passed across to each player, one side then the other side, in the line. "Let's set up our own blood vessels to carry oxygen to the muscles." Set up and perform activity, with player 1 being the heart, player 2 the lungs, player 3 the legs, and then back to player 1. "We need to run more to improve our body's ability to get oxygen to our muscles. That is improving our cardiorespiratory fitness."</p>	136
Cardio-Respiratory Fitness	<p>Gather the team into a circle. "What fitness area improves when we run more and strengthen our heart and lungs? Cardiorespiratory fitness. When we run more during practice to improve our cardiorespiratory fitness, what will start to happen?" Listen to their responses. Discuss getting fatigued if they run too fast early in the practice. "If you don't want to tire early in the practice, we can use a special test to help you judge how fast to run. It's called a talk test. A talk test can tell you if you're running too fast for your body and need to slow down. Everyone jog to the goal and back with your partner saying 'soccer.' You should not be out of breath while you're talking; if you are, slow down!"</p>	141
General Fitness	<p>Gather the team into a group. "If you participate in soccer practice every week, do you think that's enough to keep your body fit to play soccer? Do you think you'll improve your body's fitness in the different areas?" Listen to their responses. "You need to be active outside soccer practice to keep your overall fitness at a level that helps your soccer. What are some activities you could do outside of practice?" Listen to their responses. Discuss practicing skills such as catching the ball off the chest and "killing the bounce" alone or with a partner. Ask one player to demonstrate using one ball. Have all players try.</p>	144

Key Idea	Description	Page¹
Muscular Strength and Endurance	Gather players into a group in a small area. "I want everyone to find a partner and balance back to back while sitting like a chair. I'll time you for one minute." Model action for the group. "What muscles did you use to hold yourselves up?" Touch the different areas with your hand to show players the muscle groups of their legs, front and back. "You use different muscles to perform different activities. Practicing using specific muscles improves your muscular strength and endurance—that is, how hard you can kick the ball and how long you can keep going before your muscles get tired."	147
Flexibility	Gather the team into a circle. "Is there such a thing as stretching your muscles too far, or should you stretch as far as you can to improve your flexibility?" Listen to their responses. "Muscles should stretch only until you feel a slight pulling. You should never feel pain stretching. If you do, you're stretching too far." Choose a stretch for the team to try. "I want you to stretch until you feel the slight pulling. Everyone will have different levels of flexibility, but all of you need to stretch properly to stay flexible and prevent injuries." Remind players to avoid bouncing when stretching.	151
Safety	Gather the team into a group. "Is everyone remembering to wear their shin guards?" Gently tap your head with your fist. "Is my head hard or soft? Right—it's hard because my skull is hard. It's made out of bone. Raise your hand if you think bones can break. Right—we all know that bones can break. If you tap your shin guards, they are hard just like bones. They give extra protection and keep you safe playing soccer."	155

Key Idea	Description	Page¹
Training and Conditioning	Gather the team into a single-file line. Players will run two distances, one longer than the other. Have the team run the shorter distance first and come back to the starting spot. Then have the team run the longer distance. "Do your muscles feel tired? Running farther, especially if you're a little bit tired, is called overloading the muscles. Running a longer distance adds more for the muscles to do. It's training the muscles to make them stronger and able to move longer before getting tired the next time you play. You'll get stronger and have more endurance every time you overload the muscles."	159
Flexibility	Gather the team into a circle and choose a stretch for them to try. "When we're stretching, should we feel anything?" Listen to their responses. "When I feel the slight pulling, what should I do? Bounce or hold the stretch? Raise your hand if you think bounce. Now raise your hand if you think hold. To get a good stretch, you should hold the stretch for 10 counts, then relax. If you feel the slight pulling go away, you can stretch a bit further. That tells you your muscles are getting more flexible. Be sure to practice proper stretching to improve your flexibility."	162
Training and Conditioning	Gather the team into a group. "Do you think you should swim to get ready for soccer season? Raise your hand if you think swimming is a good way to prepare for soccer. Swimming is a good way to keep active in the off-season or other times when you don't have soccer practice. To improve your soccer conditioning either before or during soccer season, it's best to participate in skills you use in soccer. That is called specificity training because it is specific to the sport. What are some of the training skills we should be using for soccer?" Listen to their responses. "Running, kicking, and dribbling would be the best."	165

Key Idea	Description	Page¹
Healthy Habits	Gather the team into a group near two cones about 10 feet apart. Show a pyramid shape with your hands and fingers put together. "This is a pyramid. Does anyone know what the food pyramid is? We use the food pyramid to remind us how to eat well. The bottom of the pyramid has foods like carbohydrates (breads, cereals, rice) and fruits and vegetables; these should be eaten in greater amounts. The top of the pyramid has high-fat and sweeter foods such as fried foods, cake, and chips; these we should eat in smaller amounts. Tell me a snack and run to this cone if it is a bottom-of-the-pyramid snack or to the other cone if it is a top-of-the-pyramid snack. It's important to eat foods that give you energy for playing soccer. Bottom-of-the-pyramid foods give you more energy to play soccer and are much healthier."	170
Healthy Habits	Gather the team into a group near two cones about 10 feet apart. Tell the team that one cone represents good health habits and the other poor health habits. "Give me examples of some daily habits. If you think it's a healthy habit, stand at this cone. If you think it's a poor health habit, stand at this cone." Ask all players to participate. "It's important to have all our habits be healthy habits every day. This helps your body stay healthy and helps you perform better in soccer."	173
Training and Conditioning	Gather the team into a group. "Everyone jog to the opposite goal and back. Do you remember your first days of practice and how you felt after running that distance?" Discuss their responses. "Think about running an even further distance during the beginning of the season. Compare how you feel now that it's the end of the season. Your bodies are conditioned from playing all season. Remember to stay active during the off-season. Play other sports or participate in other physical activities. If you don't participate in physical activity after the season, all the training you did for your body will be lost. Your body will reverse its conditioning. This is called the reversibility principle—you use it or lose it!"	176

YMCA Soccer Games and Skill Drills for 10-11-Year-Olds

Topic(s)	Type	Min.	Activity ¹	Activity Description	Questions (Games) or Tips (Skill Drills)	Variations	Page ²
Start/ Restart Throw-In Corner Kick	Game	20	Through playing a game, players will review (or learn) game rules, including start and restart rules, throw-ins, and corner kicks.	Play 4 v 4 games without goalkeepers, with each team of four trying to score into a goal.	<p>Coach: What happens at the start of a game? Players: Kick off.</p> <p>Coach: What happens after a goal is scored? Players: Kick off.</p> <p>Coach: What's the call when you kick the ball out of bounds beyond your own goal line? Players: A corner kick for the opposing team.</p> <p>Coach: What's the call when you kick the ball out of bounds along the touchline? Players: A throw-in is given to the other team.</p> <p>Coach: What happens when you kick the ball out of bounds beyond the opponents' goal line? Players: A goal kick is given to the other team.</p>		131

¹ This document offers activities, telling you what to teach. For guidance on how to teach fundamentals, see the Teaching Skills and Tactics Topics in the in the YMCA's **Coaching Soccer** online course.

² This page number refers to pages in the "Plans for 10- to 11-Year-Olds" document found on the "Season and Practice Plans" page in the YMCA's **Coaching Soccer** online course.

Topic(s)	Type	Min.	Activity ¹	Activity Description	Questions (Games) or Tips (Skill Drills)	Variations	Page ²
Game Play Positions	Game	20	To maintain positions in the full game while learning positional roles and responsibilities.	Play 4 v 4 games. Players learn the following positional duties: Goalkeeper (GK) <ul style="list-style-type: none"> • Handle the ball • Save shots • Distribute the ball to teammates Defender <ul style="list-style-type: none"> • Defend space in own half • Mark players • Support the attack Midfielder <ul style="list-style-type: none"> • Receive the ball from defense • Distribute the ball to forwards • Contribute to attack Forward <ul style="list-style-type: none"> • Attack goal • Apply pressure to defense when you lose the ball 			134
Game Play Offside	Game	25	Players will gain an initial understanding of the offside rule.	Play 6 v 6 game.			135
Goal-keeping Narrowing the angle Gathering the Ball	Game	10	Players will learn to come off the line toward the ball to narrow an opponent's shooting angle and then gather the ball effectively.	1 v 1 using a full goal. Defenders earn a point every time the offensive player doesn't score.	Coach: Where does the GK move to make it harder for the shooter? Players: Toward the ball. Coach: Then what? Players: Stop the ball. Coach: How? Players: By gathering it. <ul style="list-style-type: none"> • "Move toward the ball!" 	Play 4 v 4 games; rotate GKs so every player has a turn. Add time	137

Topic(s)	Type	Min.	Activity ¹	Activity Description	Questions (Games) or Tips (Skill Drills)	Variations	Page ²
Goal-keeping Narrowing the angle Gathering the Ball	Skill Drill	10	1.Introduce, demonstrate, and explain how to gather the ball. 2.Practice gathering the ball.	Players in pairs practice appropriate gathering techniques, feeding each other at low, medium, and high levels, and at different speeds.	<ul style="list-style-type: none"> • "Get in line with the ball." • "Take the ball into your chest." • "Hug it!" 		137
Goal-keeping Distributing the ball	Game	10	For goalkeepers to defend the goal by stopping shots and distribute the ball using appropriate techniques.	<p>Players play 4 v 4. Goalkeepers distribute the ball to teammates by one of three methods: rolling it, over-arm throwing it, or punting it.</p> <p>The defense earns a point every time the goalkeeper successfully distributes the ball.</p>	<p>Coach: What should the GK do when he or she gets the ball? Players: Pass it to a teammate.</p> <p>Coach: How? Players: Depends on where the open teammate is.</p>		141
Goal-keeping Distributing the ball	Skill Drill	15	1.Introduce, demonstrate, and explain how to roll the ball. 2.Practice rolling the ball. 3.Introduce, demonstrate, and explain how to over-arm throw the ball. 4.Practice throwing the ball. 5.Introduce, demonstrate, and explain how to punt the ball. 6.Practice punting the ball.	Players pair up and practice the three skills.	<p>Roll</p> <ul style="list-style-type: none"> • "Step with the opposite foot and roll." <p>Over-arm Throw</p> <ul style="list-style-type: none"> • "Step with the opposite foot." • "Use a straight arm over-arm throw." <p>Punt</p> <ul style="list-style-type: none"> • "Take a long step." • "Drop and kick the ball." • "Use the laces." (as the contact surface) • "Follow through to the target." 		142

YMCA Soccer Games and Skill Drills for 10-11-Year-Olds

Topic(s)	Type	Min.	Activity ¹	Activity Description	Questions (Games) or Tips (Skill Drills)	Variations	Page ²
Passing Passing Lanes Moving to Support	Game	15	To keep possession of the ball by effective passing, ball control, and support play. Players will learn to provide support to their teammates with the ball during full game play.	Play 4 v 4 games. Give teams an extra point for four consecutive passes.	Coach: Other than good passing and receiving skills, what else does the passer of the ball need? Players: Someone to pass to—supporting teammates. Coach: Where should supporting teammates be? Players: In open space. Coach: Any open space? Players: A space in which the passer can get the ball to him or her.	Players play 4 v 2, 5 v 3, 6 v 4, or 6 v 6 games, depending on their skill proficiency.	144
Passing Passing Lanes Moving to Support	Skill Drill	15	1.Introduce, demonstrate, and explain how to provide support for teammates with the ball 2.Practice providing support for teammates with the ball.	Play 3 v 1 games in 10- x 10-yard areas marked by cones. Players focus on providing good angles of support against cold, warm, and hot defenses as necessary. Players should learn that supporting players should move “off the ball” so the passer always has two passing options.	<ul style="list-style-type: none"> • “Support the player with the ball.” • “Move to open a passing lane!” 		145
Penetrating the defense Passing Target Player	Game	15	Players will learn to pass the ball forward through a defense. Players use a target player to create shooting opportunities during game play.	Play 4 v 4 games (without GKs). Play with the target player in the attacking half. The offense scores a point when they successfully get the ball to the target player.	Coach: When the target player has the ball, what should teammates do to continue an attack? Players: Provide support and prepare for a return pass.	To use as a Game 2: Teams are 4 v 2 or 4 v 3 depending on their skill proficiency. Goals from the target player feed count double.	148

Topic(s)	Type	Min.	Activity ¹	Activity Description	Questions (Games) or Tips (Skill Drills)	Variations	Page ²
Penetrating the defense Passing Target Player	Skill Drill	15	1.Introduce, demonstrate, and explain how to shoot from a target player feed. 2.Practice shooting from a target player feed.	Players shoot from the target player feed. They pass to the target player, provide support for the return pass, and receive and shoot the return pass.	<ul style="list-style-type: none"> • "Pass to the target player!" • "Provide support for the return pass!" • "Shoot the return pass!" 		148
Penetrating the defense Passing Target Player	Game	10	Players will successfully make long passes to a target player and create scoring opportunities.	Players play 4 v 4 games without GKs. The target player is in the attacking half. Get the ball forward as quickly as possible and support the target. The offense earns a point for successful passes of 10 yards or longer to the target player.	Coach: What is the quickest way to get the ball forward from defense to your target player? Players: Long pass.	To use as a Game 2: Teams are 4 v 2 or 4 v 3 depending on their skill proficiency.	151
Penetrating the defense Passing Target Player	Skill Drill	10	1.Introduce, demonstrate, and explain how to make long passes. 2.Practice long passes.	Players practice long passing in pairs.	<ul style="list-style-type: none"> • "Long step to the ball!" • "Strike your foot under the ball." • "Use the laces." (as the contact surface) • "Follow through to the target." 		152
Receiving	Skill Drill	20	1.Introduce, demonstrate, and explain how to receive the ball with the thigh and the chest. 2.Practice receiving the ball with the thigh and chest.	Partners feed each other long balls, varying the distance and pace of the feeds to simplify or challenge as needed.	<ul style="list-style-type: none"> • "Get in line with the ball!" • "Bring your thigh [or chest] to the ball." • "Withdraw your thigh [or chest] on contact." • "Kill the bounce." 		152

Topic(s)	Type	Min.	Activity¹	Activity Description	Questions (Games) or Tips (Skill Drills)	Variations	Page²
Marking	Game	10	Players learn to mark opponents during game play.	Play 4 v 4 games. The focus is on marking. The defense earns a point when a defender stays between the ball handler and the goal. The offense earns a point when the ball handler slips past the defender.	Coach: Where is the best place for the defender to be to mark an opponent? Players: Between the opponent and the goal. • "Mark your opponent!"		156
Marking	Skill Drill	15	1.Introduce, demonstrate, and explain how to mark an opponent. 2.Practice marking an opponent.	Players learn the correct goal-side marking position. Play 1 v 1 games with two feeders in a 20- x 10-yard area. A feeder feeds player A, who is marked by player D. Player A has to get the ball to the other feeder.	• "Stay goal-side— between your opponent and the goal!"		156
Marking Tackling	Game	10	Players will mark tightly and win the ball in the tackle.	Play 4 v 4 games without GKs. The defense earns a point if it wins the ball.	Coach: What do defenders need to do when their opponent gets the ball? Players: Tackle the opponent.	Play 6 v 6 Make the focus close marking by midfielders and defenders.	160
Marking Tackling	Skill Drill	15	1.Introduce, demonstrate, and explain how to tackle. 2.Practice block tackling.	Players practice block tackling in 1 v 1 games.	• "Get close to the ball." • "Use the inside of the foot." • "Keep your knee bent and leg firm."		160

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First-Touch Pass	Game	10	Players will use the first-touch pass during game play.	<p>Play 6 v 6 games.</p> <p>Most players must make three touches—two to control and one to shoot or pass.</p> <p>Designate one player per team to make only one touch. Alternate this player who gets only one touch.</p>	<p>Coach: When you are under pressure do you have time to control the ball? Players: No.</p> <p>Coach: What should you do when the ball comes and you have no time? Players: Pass it immediately.</p>	<p>To use as a Game 2: Teams are 4 v 2 or 5 v 3 depending on their skill proficiency.</p> <p>Give a point for successful first-touch passes when they're executed when they should be.</p>	162
First-Touch Pass Give and Go	Skill Drill	15	<p>1.Introduce, demonstrate, and explain how to use a first-touch pass (give and go) to beat a defender.</p> <p>2.Practice first-touch passing.</p>	<p>Players in 2 v 1 games pass to a target player. Conditions of this game are the defender must go to the player with the ball, and two attackers must get the ball to the target player.</p>	<ul style="list-style-type: none"> • "Give the pass." • "Go for the return." • "Return pass behind the defender." 		163

Topic(s)	Type	Min.	Activity ¹	Activity Description	Questions (Games) or Tips (Skill Drills)	Variations	Page ²
Dribbling	Game	10	Players learn to run at opponents with the ball and beat those opponents while dribbling the ball under control	Play 6 v 6 games. Players attempt to beat their opponents with the dribble. Instruct players not to bunch up; there should be space behind the defenders. The offense earns a point when a dribbler beats an opponent.	<p>Coach: When should you try to beat a defender with the ball? (You might need to set this up: "Should you try it in this situation or that situation?") Players: When there is space behind the defender.</p> <p>Coach: In what part of the field are you likely to find the most space? Players: Wide. (Along the sides of the field.)</p> <p>Coach: How can you beat the defender most easily? Players: Push the ball past the defender and run.</p>		165
Dribbling	Skill Drill	15	<p>1.Introduce, demonstrate, and explain how to dribble by a defender under control.</p> <p>2.Practice dribbling.</p>	Play 1 v 3 games in 10- x 30-yard areas. Player A must beat three defenders in succession. Defenders can only move sideways. If a defender wins the ball from player A, he or she gives it back and player A continues.	<ul style="list-style-type: none"> • "Push and run!" 		166

Topic(s)	Type	Min.	Activity ¹	Activity Description	Questions (Games) or Tips (Skill Drills)	Variations	Page ²
Scoring from a Cross	Game	10	Players use the width of the field to cross the ball and score.	Play 6 v 6 games. Use a short and wide field. Play begins with the offense attempting to score from a cross. They earn a point only if they score from a cross.	<p>Coach: When players have the ball out wide, how can they create a scoring chance? Players: Cross the ball.</p> <p>Coach: Then where do other players need to be to score? Players: In the center.</p> <ul style="list-style-type: none"> • "Pass the ball wide!" • "Cross the ball." • "Score from the cross!" 	To use as a Game 2: Teams are 4 v 2, 5 V 3, or 6 v 4 depending on their skill proficiency.	170
Scoring from a Cross	Skill Drill	10	<ol style="list-style-type: none"> 1.Introduce, demonstrate, and explain how to score from a cross. 2.Practice scoring from a cross. 	Pair up players. The striker passes to the winger, the winger crosses, and the striker meets the cross to score.	<ul style="list-style-type: none"> • "Pass to the winger!" • "Move forward and meet the ball on the run!" • "Score!" 		171
Scoring off a Corner Kick	Game	10	To work as a team to turn corner kicks into goal-scoring chances.	<p>Play 6 v 6 games. Begin each play with a corner kick. Scores off a corner kick are worth two points.</p> <p>Review corner kick rules.</p>	<ul style="list-style-type: none"> • "Score from the corner kicks!" 	To use as a Game 2: Teams are 6 v 3 or 8 v 4 depending on their skill proficiency.	173
Scoring off a Corner Kick	Skill Drill	10	<ol style="list-style-type: none"> 1.Introduce, demonstrate, and explain how to set up corner kicks to create the best scoring chance. 2.Practice corner kicks. 	Players practice corner kicks near the post corner, unopposed.	<ul style="list-style-type: none"> • "One player [A2] on the near-post." • "Others [A3, A4, A5, A6] ready to run in." • "Aim for [A2], who flicks the ball back for other players moving in." 	<p>To simplify, cross the ball on the ground.</p> <p>To challenge, cross the ball in the air and add two defenders.</p>	174

Topic(s)	Type	Min.	Activity¹	Activity Description	Questions (Games) or Tips (Skill Drills)	Variations	Page²
Marking during Corner Kicks	Game	10	Players learn to mark opponents to prevent scoring chances from corner kicks.	Play 6 v 6. Use half the field, and begin each play with a corner kick. The defense scores a point each time the offense fails to score on the play.	Coach: How can you prevent opposition from scoring at corner kicks? Players: Mark them tightly.	To use as a Game 2: Teams are 2 v 4, 3 v 5, or 4 v 6, depending on their skill proficiency.	177
Marking during Corner Kicks	Skill Drill	10	1.Introduce, demonstrate, and explain how to mark during corner kicks. 2.Practice marking during corner kicks.	Players practice marking during corner kicks.	<ul style="list-style-type: none"> • "Mark tightly 1-on-1." • "Move with your opponent!" • "Win the ball if possible." 		177

YMCA Soccer Team Circle Activities for 10-11-Year-Olds

Key Idea	Description	Page¹
Four Core Values	Set up four cones about five feet apart. Gather the team into a group. "We're going to talk about four main values or qualities that good players include in their games and practices. What are the four?" Have players stand at a cone when they provide a value. The values are caring, honesty, respect, and responsibility. Have another player provide an example of the value, then have that player join the other player at the cone. Assist players if they cannot think of all four. "We'll work to improve our soccer skills and physical fitness, but these four values are just as important to learn and practice to help you become good players. We'll learn more about these values during our team circles."	133
Caring	Gather the team into a circle near two cones about 10 feet apart. Ask one player to demonstrate with you. Have the player accidentally trip you. Fall down as if you're hurt. "Anna accidentally tripped me. What should she do? If you think she should apologize and help me up and then raise her hand for a foul, stand at this cone. If you think she should keep playing and raise her hand for committing a foul, stand at this cone." Encourage all players to vote. Discuss why they voted the way they did. Tactfully explain so players don't feel foolish for not realizing they should help. "When you accidentally trip or hurt another player, whether it's an opponent or a teammate, it's important to help them up or see if they're okay. That shows that you care about other players."	135

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Key Idea	Description	Page¹
Responsibility	<p>Gather children into groups of two partners. "Everyone stand and balance on one foot." Wait while everyone gets his or her balance. "Now one of you offer your shoulder for your teammate to lean on. If you're leaning on your partner's shoulder, now try to balance on one foot again . . . Change places. If you were leaning before, now let your partner lean on your shoulder and stand on one foot." Wait until everyone has balanced with the help of a partner. "Now come back here. Wasn't it easier to balance when you were leaning on your partner? It works that way in soccer, too. When you help each other during practices and games, we work better as a team; each of you can contribute. Your teammates count on you to contribute to the team. That is being responsible to your team."</p>	139
Respect	<p>Gather the team into a group near two cones about 10 feet apart. "What's one important thing you can do at the end of every game to show respect for your opponent?" Listen to their responses. Discuss shaking or slapping hands and saying "good game." "Let's say some kids on the other team start walking away following a game. What should you do? If you think you should let them walk away without saying anything or trying to shake hands, stand at this cone. If you think you should say 'good game' and hold your hand out anyway, stand at this cone." All players should vote. Ask why players voted the way they did. "You should shake hands and or say 'good game' following every game; this shows respect for your opponent. If the other team turns away and doesn't participate, you shouldn't change your behavior."</p>	143

Key Idea	Description	Page¹
Respect	Gather the team into a group near two cones about 10 feet apart. "What are some of the official's duties during a game?" Discuss their responses. "Who makes the calls during the game? Can you disagree if you think an official's call is not right, or do you accept the official's call even if you think it's wrong? If you think you can discuss the call with the official, stand at this cone. If you think the official makes the call and you accept it, stand at this cone." All players should vote. "You need to have respect for the officials at all times. They are in charge on the field during a game. Don't argue with them; accept their calls and decisions. But if you have a question, ask the official or me during a break."	146
Honesty	Gather the team into a group. "Give me some examples of being dishonest in practices and games." Listen to their responses. After each response, have the players change the examples into acts of honesty. Take three examples. "Honesty is an important value that all players should be practicing every practice and game, especially if a coach isn't there to help you make the right decision or if an official doesn't see the play."	150
Responsibility	Gather the team into a group. Choose two players to demonstrate with you. Have one player be a defender, using a "cold" defense. You and the other player will pass to each other. You concentrate on demonstrating getting in a good position for a pass. "What was I working on during this drill?" Listen to responses and, if necessary, lead them to talking about getting into a good position for a pass. "It's your responsibility to work hard to get into a good position for a pass. When you do that, you're being responsible to your team." Split team into groups of 2 v 1 so all players can try the activity.	154

Key Idea	Description	Page¹
Caring	Gather the team into a circle near two cones about 10 feet apart. Discuss examples of good play during a game. Have them assist in providing examples. "We talked about some examples of good plays. Raise your hand if you think it's a good idea to tell other players they made a good play. It is a good idea. Do you think it's a good idea to tell opponents they have made a good play? If you think it is, stand at this cone. If you think you should tell just your teammates they made a good play, stand at this cone." All players should vote. Ask why players voted the way they did. "Telling other players, both teammates and opponents, that they have made a good play shows you care. It's an important value to show others."	158
Respect	Gather the team into a group. "What are some examples of dangerous play for yourself or teammates during a practice or game?" Listen to their responses carefully and assess whether they are or are not dangerous. Discuss their responses. Ask children to agree or disagree with responses—are they a good practice or not? They can raise their hands to agree. Discuss three examples. "It's important to respect your body and your teammates' bodies. Practicing safe play is a way to do that."	161
Caring	Gather the team into a group. "What are some examples of showing you care about your teammates?" Listen to their responses. After each response, ask for an example of the same sign of caring that players could do outside of practice. Discuss the on-field and off-field examples at the same time—then ask for another response (example). "Those were all great ideas to show caring to your teammates. Have you seen someone else show an 'act of kindness' toward another teammate?" Discuss their responses. "It's important to show caring on and off the field—that means both during practice and outside of practice. Teams that show they care about each other play better together."	164

Key Idea	Description	Page¹
Responsibility	Gather the team into a circle. "I want everyone to think of one thing that you, personally, can improve in your soccer play that can make you a better player. I'll go around the circle, and when it's your turn, tell everyone what you think you can work on." Go to each player one at a time (assist them, if necessary). Allow them the option to pass their turn. "It's important to look at your own game to see where you can improve."	168
Honesty	Gather the team into a circle. "I want you to think back to our last practice. Remember talking about improving our games? Each player said one thing they could improve on in their game. Tell me how many of you feel you have tried to improve your game from the last practice?" Call on players to tell what they did to try to improve. "All good players look honestly at themselves and how they are playing to see where they can improve their game. It's important to be honest with yourself about how you're playing; you don't need to feel bad about needing to improve your skills. The more you improve individually, the more you contribute to the team."	172
Responsibility	Gather the team into a circle. Create two imaginary situations for the players. One is a game that they win and score two goals. In the second situation the team loses but scored one goal. Choose different players to step into the circle for each situation; they scored the goals. "In this game we won. Even though Kyle and Andrew scored goals, did all of you contribute?" Have the players who are demonstrating step back to the circle. "Yes, we all contributed and won as a team." Set up the next scenario. "In this game, we lost. Bill, the goalie, allowed a goal. Is he responsible for the team's loss?" Have the player step back to the circle. "No, the goalie is not responsible for a loss. We all are responsible for wins and losses. We win as a team, and we lose as a team."	175

Key Idea	Description	Page¹
Caring	Gather the team into groups of four or five players. Give each group a scenario in which one player makes a mistake. Direct them to problem solve and decide as a group what would be a good response. Give them two minutes to discuss. Bring each group back as a team and discuss each group's decision. Have players agree or disagree with each group's response by raising their hands. "All of you have done a good job in problem solving. It's important to show you care about your teammates. You can do this by forgiving their mistakes."	178

Season Plan for 10- to 11-Year-Olds

As kids grow, so does the game: 10- to 11-year-olds graduate from 6 v 6 games to 8 v 8, and on a slightly larger field. They continue to work on the tactics and skills they developed as 8- to 9-year-olds, but the tactics become a little more complex as they delve deeper into creating and using space to attack. In addition, they learn set plays for attacking the goal, and hone their skills in keeping possession of the ball and defending space. Greater emphasis is also placed on winning the ball from an opponent.

Overview of the Season Plan

The Season Plan on the next page provides a weekly guide and addresses tactical and skill components, and other activities that are fully detailed in the Practice Plans document. The Season Plan has five components:

- **Purpose:** The purpose of the practice is your main focus.
- **Tactics and Skills:** Tactics are knowing what to do during the game (and when to do it), and they require an understanding of the problems faced by each team during the game and how those problems can be solved. Ways to maintain possession of the ball would be tactics. Skills are the physical skills traditionally taught, such as passing or shooting the ball or controlling the ball during play.
- **Rules and Traditions:** You will teach the rules of the sport to young children gradually, as part of playing games and learning skills. Traditions are those unwritten rules that players follow to be courteous and safe, such as raising your hand when you foul someone or playing cooperatively with the others on your team.
- **Fitness Concepts:** Even young children can understand some simple concepts about health and fitness, such as the idea that exercise strengthens your heart, so some of these are suggested as the focus for brief discussions during practice.
- **Character Development Concepts:** The four core values—caring, honesty, respect, and responsibility—can all be related to many situations that arise while playing basketball. For example, playing cooperatively with teammates shows that you care about them. Again, we'll suggest some specific ideas for briefly discussing character development values.