



Coaches Handbook & Curriculum

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Developmental Mission:

To offer aspiring youth soccer players a program that will help them develop and master fundamental soccer skills through a clear and consistent player-centered training program while providing a fun, challenging, nurturing, and engaging environment.

Developmental Vision:

DISCOVERY SOCCER ACADEMY will achieve its mission by utilizing a full professional staff to implement age appropriate activities to develop each player's technique, psychology, tactics and fitness. By using a guided discovery approach our program will allow each participant the opportunity to learn through trial and error while putting the player's needs ahead of performance outcomes.

Staff Objectives

Best practices will be used in the complete development of each player by implementing a training program with full attention given to each stage of the child's physical and cognitive development:

Each stage will require their own unique considerations when implementing the best practices for the age group, but the player centered approach will encompass all stages. Through the player centered environment coaches will provide and encourage the following:

- Developmentally appropriate activities
- Clear, concise, and correct information
- Progression from simple to complex
- Provide a safe and appropriate training area
- Encourage players to make their own decisions
- Clearly explain and demonstrate implications to the game

The objectives of each coach in Discovery Soccer Academy include but are not limited to the following:

- 1) Developing each player's appreciation of the game of soccer.
- 2) Keeping proper development ahead of performance results
- 3) Being sensitive to the developmental needs of each individual player
- 4) Educate each player on to the technical, tactical, physical and psychological demands of the game as appropriate to their level of play.
- 5) Implement rules and equipment modifications according to each age group
- 6) Allow and encourage players to experience all positions
- 7) Allow players to have fun and provide positive feedback
- 8) Provide a training environment with the spirit of enjoyment and learning.
- 9) Provide the appropriate number of training sessions and games according to the players' stage of development.
- 10) Strive to help each player reach their full potential and prepare themselves for the next stage of development.

Discovery coaches are responsible for educating each player's parents in the philosophy and methods of youth soccer development and need to discuss the difference between *winning and success*, or *losing and failure*, and how one does not necessarily equate to the other in a developmental environment.

Coaches are also responsible for helping to create a "*time is on our side*" mentality in each developmental stage explaining that the proper development of each player is a long process in which they progress gradually from simple to complex. This process requires proper guidance by a knowledgeable licensed coach and cannot be rushed. The coach will help guide the players at a level that is both challenging and demanding. There is no guarantee that a player will reach their full potential, but the opportunity must be provided.

Within this philosophy coaches will foster a player-centered environment that serves as a vehicle for each player's *Pathway for Development*.

Within this environment each player has the following rights:

- To learn by Trial and Error
- To experiment with new skills
- To experience a variety of game demands (positional rotation)
- To demand high standards from themselves
- To make their own decisions in games
- To play with exuberance

"There is no magic formula or short cut to successful development. Coaching at youth levels is all about working with players to improve performance, not about recruiting players to build teams that win championships. Soccer is a player's game and players should be considered first, when political, administrative, and coaching decisions are made."

-Bobby Howe
US Soccer, Former Director of Coaching.

Curriculum Introduction

The Discovery Soccer Academy Curriculum is in place to help create a culture of providing the highest standard of developmental guidance from the grass roots level and carried throughout all age groups.

Collectively the following factors influence this culture:

- Coach Derived Objectives
- Coach's reservoir of soccer training
- Coach's knowledge of evaluation methods
- Coach's knowledge of the game
- The soccer environment
- Player's learning experiences
- Coach's evaluations of player performance

The curriculum includes the proper guidelines, methods, topics and overall best practices for players based on their physical and cognitive ability. It does not include specific session plans as our coaches are qualified to practically implement the guidelines provided. Resources and session plans will be provided to each coach separate from the curriculum to assist them as needed.

The curriculum is the baseline for the club's youth development methods but should be adjusted based on the specific needs of each player. Player and team performance may dictate jumping ahead or lapsing behind. The coaches will implement each part of the curriculum but should not feel confined by it.

Coaches should provide continuity throughout the year in the way training sessions are conducted. Plan all sessions in advance and in detail. Like any teacher, the coach decides what skills to be introduced and in what sequence.

This handbook will be broken down into 4 main sections. Each related to the players' stages of physical and cognitive development:

- U6: The FUNdamental Stage
- U7-U8: The Igniting the Passion Stage
- U9-U10: The Learning to Train Stage
- U11-U12: For Love of the Game Stage

The following content will be provided in each section:

- Physical and cognitive characteristics of players in the age group
- Priority of technical components to be covered
- Appropriate workload of technical content
- Appropriate emphasis of physical content
- Appropriate emphasis of psychosocial content
- Appropriate emphasis of tactical content
- Session structure guidelines
- Abilities to be developed by end of the soccer year
- Any additional aspects to consider in the age group

U6

The FUNdamental Stage “Me and My Ball”

Age Group Characteristics:

Physical:

- Love to run, jump, roll, and climb. Constantly in motion.
- Low level of development in eye-hand and /or eye-foot coordination. Not ready for bouncing or flighted balls.
- No sense of pace – go flat out.
- Physical coordination is immature – can typically balance on dominant foot.
- Controlling the ball is considered a complex task

Cognitive:

- Only understands simple rules and takes most instructions literally.
- Individually oriented (Me, My, Mine) – little to no concern with team.
- Lofty imagination
- Short attention span. Will typically tend to 1 task at a time.
- Limited understanding of time and space.

Priority of Components to be Covered:

- 1) Fitness: Movement Skills – Balance, walking, running, start/stop, jumping, hopping, rolling, skipping, changing direction, bending, twisting and reaching.
- 2) Technique: Dribbling (Stop/Start) and Shooting. Experiment with the qualities of a rolling ball.
- 3) Psychology: Sharing, fair play, “how to play” and emotional management
- 4) Tactics: Where is the field? Concept of boundary lines, which goal to shoot at, and playing with the ball wherever it may go.

Appropriate Workload and Emphasis of Training Content:

TECHNICAL

Very High	Passing and Receiving Dribbling Shooting
Low to Moderate	Ball Control Running with the Ball 1v1 Attacking
Very Low	Turning on the Dribble Receiving to Turn Shielding

TACTICAL

None

PHYSICAL

Very High	Basic Movement Skills Perception and Awareness
Moderate	Agility
Low	Coordination Balance Reaction Acceleration Acyclic Speed Flexibility/Mobility

PSYCHOSOCIAL

Very High	Respect & Discipline Motivation Self Confidence
Very Low	Cooperation Decision Making Competitiveness

SESSION STRUCTURE GUIDELINES

60 Minute Sessions

- Activities should be designed with the player's engagement and enjoyment in mind.
- Games, activities, and/or disciplinary methods should never exclude any participant.
- Each player should be included throughout the 60 minutes and encouraged to interact with their coach and teammates.
- All instruction should be quick, clear, and concise while remembering that children this age take information very literally.

The coach's goal for these sessions are to keep them playing. Avoid lines and lectures. Games including the use of the players' hands are encouraged to improve eye coordination, and individual games are essential for players at this age to experiment with the ball.

Warm-up Games: 10 minutes

Ball familiarity practices to develop basic skills

Physical Development Activities: 15 minutes

Exercises designed to develop speed, agility, and basic motor skills

Technical Development Activities: 20-25 minutes

Unopposed exercises based on simplicity of movements, repetition, and high tempo.

Scrimmage Time: 15-20 minutes. 3v3 or 4v4.

Simple small sided games to develop the team concept.

Clean-up and Review: 5 minutes

Content Distribution

35% Technique

35% Scrimmage

30% Physical

0% Tactical

Objectives

Technical – Improve basic individual technique

Physical – Develop coordination and basic motor skills with and without the ball.

Psychosocial – Feel comfortable and confident with the ball

Scrimmage – Take up good positions to be active during the game.

Tactical – No emphasis on tactical ideas.

By end of the season players must be capable of:

1. Handling the ball with at least one foot and both hands.
2. Occupying the original position in games once an action is finished.
3. Running, jumping and stopping with and without the ball.

Aspects to consider in the U6 age group:

Size of practice – Ratio of no more than 10 players to 1 coach.

Time of Practice – No longer than 1 hour

Intensity – Age appropriate demands. High activity level.

Rules – Age appropriate, clear and simple.

Number of players – 3v3, 4v4. No long lines.

Time of contact with the ball – 1 player to 1 ball, or 2 players to one ball during technical activities. High number of touches.

U7-U8

Igniting the Passion Stage “Me and My Partner”

Age Group Characteristics

Physical:

- Like to show skills. Will need approval.
- Developing more physical confidence (most can ride a bicycle.)
- Lack sense of pace. Will go flat out and chase the ball until they drop.
- Still in Motion – twitching, jerking, scratching, blinking are second nature.
- Still enjoy running, jumping, climbing, and rolling

Cognitive:

- Attention span is growing but is only slightly longer than U6 groups.
- Beginning to develop playmates
- Will begin to imitate (sports heroes becoming important).
- Still very sensitive. Will react poorly to failure or criticism in front of peers.
- Still do not understand a “team at all costs” approach.
- Inclined more towards small group activities

Priority of Components to be Covered:

- 1) Technique: Experiment with the qualities of a rolling or spinning ball. Introduce ball lifting, juggling, block tackles, receiving balls on the ground, shooting, dribbling while changing direction. Introduce the inside of the foot pass.
- 2) Fitness: Agility, eye-foot/eye-hand coordination, balance, leaping, tumbling, catching, throwing, warm-up activities, and movement education.
- 3) Psychology: Encourage working in pairs, sportsmanship, creativity, participation of all players. Keep interest high (Still a short attention span). Encourage new things as they will enjoy showing you. Develop self-esteem – activities should foster positive feedback and attainable success.
- 4) Tactics: 1v1 attack choosing to dribble or pass, institute 1v1, 1v2, 2v2 and playing the ball with a purpose. Promote problem solving.

Appropriate Workload and Emphasis of Training Content:

TECHNICAL

Very High	Passing & Receiving Shooting
High	Ball Control Dribbling 1v1 Attacking
Moderate	Running with the Ball Turning on the dribble
Low	Shielding Receiving to turn Crossing & Finishing
Very Low	Heading 1v1 Defending

TACTICAL

Low	Dribble or Pass
Very Low	Possession

PHYSICAL

Very High	Perception and Awareness Basic Motor Skills
High	Agility Balance Coordination
Moderate	Acyclic Speed Reaction Acceleration
Low	Flexibility & Mobility Max Speed

PSYCHOSOCIAL

Very High	Motivation Self Confidence Respect & Discipline
Low	Cooperation Competitiveness Decision Making Communication

SESSION STRUCTURE GUIDELINES

90 Minute Sessions

- Activities should be designed with the player's engagement and enjoyment in mind.
- Games, activities, and/or disciplinary methods should never exclude any participant.
- Each player should be included throughout the 90 minutes and encouraged to interact with their coach and teammates.
- All instruction should be quick, clear, and concise while remembering that children this age will still take information very literally.

The coach's goal for these sessions are to keep them playing. Avoid lines and lectures. Some games including the use of the players' hands are still encouraged to improve eye coordination, and individual games are essential for players at this age to experiment with the ball.

Warm-up Games: 10-15 minutes

Ball familiarity activities to develop basic skills.

Physical Development Activities: 15 minutes

Exercises designed to develop speed, agility, and basic motor skills.

Technical Development Activities: 30-40 minutes

Unopposed exercises based on simplicity of movements, repetition and high tempo. Progress into more complex activities with a small tactical component based on perception and/or decision making

Scrimmage Time: 20-30 minutes. 5v5 or smaller.

Simple small sided games to develop the team concept.

Clean up and Review: 5 minutes

Content Distribution

40% Technique

35% Scrimmage

25% Physical

0% Tactical

Objectives

Technical – Improve individual and collective basic technique

Physical – Develop speed, coordination and basic motor skills with and without the ball.

Psychosocial – Feel comfortable and confident with the ball. Interact with teammates during the session.

Scrimmage – Take up good positions and balance in relation to the ball and teammates during the game

Tactical – No emphasis on tactical ideas.

By the end of this stage players must be capable of:

1. Handling the ball with at least one foot, and stopping and running with the ball at speed.
2. Occupying a position in games while moving forward when attacking and retreating when defending.
3. Running, jumping and stopping with and without the ball as well as basic quick movements with and without the ball.

U9-U10

Learning to Train Stage “The Start of Us”

Age Group Characteristics

Physical:

- Still in motion, but less busy.
- Gross and small motor skills becoming much more refined.
- Like to show skills and will look for approval.
- Have developed stronger physical confidence and will try new things.
- Boys and Girls begin to develop separately

Cognitive:

- Inclined towards wanting to play as opposed to being told to play.
- Psychologically becoming slightly more firm and confident
- Developing a sense of pace and thinking ahead
- Improved attention span will allow for occasional short explanations.
- Some are becoming serious about their play
- More team oriented. Love uniforms and team association.

Priority of Components to be Covered:

1) Technique: Experiment with the qualities of a bouncing ball and running with the ball. Put emphasis on the quality of the push pass and begin to introduce passing with different surfaces of both feet. Should begin working on instep drive, receiving balls on the ground with inside and outside of both feet (body behind the ball), receiving bouncing balls with instep (cushion and absorb) the sole, inside and outside of both feet. Introduce fakes in dribbling and turning as well as heading and crossing.

2) Psychology: Keep the game enjoyable to foster a desire to play using their self-motivation. Work in small groups. Expect each player to be able to stay focused for at least an entire half. There is an increase in sensitivity, responsibility, how to win or lose with grace, fair play, how to play, communication and emotional management.

3) Fitness: Endurance, flexibility and range of motion, rhythm exercises and running mechanics. Fitness activities should always be done with a ball. Introduce body resistance exercises and the idea of a cool down.

4) Tactics: 1v1 defending. Introduce roles of the 1st attacker and defender. 2v1 attacking, and what it means to get goal-side. Explain small group shapes (diamonds and triangles) and emphasize support on both attack and defense. Encourage and explain playing on and around the ball as a group with purpose. Give players opportunities to play various positions to help them develop a more complete understanding of the game. Introduce the principles of attack and set plays.

Appropriate Workload and Emphasis of Training Content:

TECHNICAL

Very High	Passing and Receiving Shooting Ball Control Turning Running with the ball 1v1 Attacking
Moderate	Dribbling Receiving to turn Crossing and Finishing
Low	Heading Shielding 1v1 Defending

TACTICAL

Moderate	Possession Playing out of the back
Low	Attacking Principles Defending Principles Combination Play
Very Low	Retreat/Recovery Transition Zonal Defending

PHYSICAL

Very High	Perception and Awareness Agility Coordination Balance Acyclic Speed Acceleration
High	Reaction Basic Motor Skills
Moderate	Flexibility Range of Motion Max Speed
Low	Speed endurance Aerobic Capacity Explosive Strength

PSYCHOSOCIAL

Very High	Motivation Self-confidence Respect & Discipline
High	Cooperation
Moderate	Competitiveness Commitment Communication

SESSION STRUCTURE GUIDELINES

90 Minute Sessions

- Activities should be designed with the player's engagement and enjoyment in mind.
- Games, activities, and/or disciplinary methods should never exclude any participant.
- Each player should be included throughout the 90 minutes and encouraged to interact with their coach and teammates. Instructions should be clear, quick and concise.
- Focus should be on proper technique, but should be applied to the game within the session.

Warm-up: 10 minutes

Fun and dynamic games, passing and possession practices, stretching and dynamic movement.

Physical Development Activities: 10-15 minutes

Exercises designed to develop speed, agility, coordination, and balance

Technical Development Activities: 20-30 minutes

Unopposed to develop quality and opposed to develop competitiveness. Opposed practices are more realistic forcing players to focus on decisions as they would in a game.

Tactical (Basic principles): 10-15 minutes

Practice games based on basic understanding of the game. Attacking principles, possession, combination play, playing out from the back, and finishing.

Scrimmage Time: 20-30 minutes

Games based on position specific, quick movement of the ball and distribution of space.

Cool Down and debrief: 5 minutes

Content Distribution

30% Technique

30% Scrimmage

25% Physical

15% Tactical (Basic principles of space, possession, attacking, defending, and playing out from the back)

Objectives

Technical – Improve individual and collective basic technique

Physical – Develop speed, agility, coordination and balance with and without the ball.

Psychosocial – Feel comfortable and confident with the ball. Interact positively with teammates and feel confident within the group.

Scrimmage – Efficiently occupy the spaces on the field. U10s should be able to take into account the position of the ball and teammates.

Tactical – Creating space to receive the ball and keep possession and apply basic principles. Application of technical topic to the game.

By the end of this stage players must be capable of:

1. Efficiency in 1v1 situations.
2. Balance in relation to ball. (Forward, backward, and side to side)
3. Coordinated movements at speed
4. Application of basic attacking and defending principles.

U11-U12

For the Love of the Game Stage “Us”

Age Group Characteristics

Physical:

- Strength and Power being becoming factors in performance.
- Significant physical differences exist between genders now
- Should be able to simultaneously run, strike the ball, and think
- Improved coordination
- Better able to deal with flighted balls
- Will remain active when given purpose

Cognitive:

- Can sequence thoughts and actions to perform more complex tasks
- Can use abstract thought to meet the demands of the game
- Sponges. Fertile period to learn.
- Full of eagerness
- Popularity begins to influence self-esteem
- Important psychosocial implications for a child entering puberty.

Priority of Components to be Covered:

1) Technique: Master the qualities of a bouncing and spinning ball. Experiment with the qualities of a flighted ball, feints with the ball, receiving bouncing balls and balls out of the air with thigh and chest, first touch receiving, heading to score goals and for clearances while standing and jumping, outside of the feet passing, receiving with both feet, short passing with both feet, bending shots and crosses to specific spots, heel and flick passing. Introduce half volley and volley shooting, chipping to pass, poke and slide-tackles.

2) Tactics: 2v1 defending, 2v2 attacking and defending, roles of 2nd attacker and defender, goal-side defending, combination passing, playing on and around the ball as a group with purpose, verbal and visual communication for all positions, halftime analysis, general work on restarts, wall passes. Players should be given opportunities in numerous positions. Reinforce the principles of attack and defense.

3) Psychology: Keep it fun and enjoyable to foster a desire to play through self motivation. Put the focus on teamwork now. Emphasize confidence, desire, mental skills, handling distress, how to learn from each match, fair play and emotional management.

4) Fitness: All fitness work should continue to be done with a ball. Strength can be improved through body resistance and aerobic exercises. Put focus on agility at speed (sharp turns and change of direction). Emphasize acceleration, deceleration, reaction speed, range of motion exercises. Implement proper warm up and cool down. Dynamic stretches in warm-up and static stretching for cool down.

Appropriate Workload and Emphasis of Training Content:

TECHNICAL

Very High	Passing & Receiving Shooting Ball Control
High	Turning Receiving to Turn Heading 1v1 Attacking
Moderate	Shielding Crossing & Finishing 1v1 Defending Dribbling

TACTICAL

Very High	Possession Combination Play Playing out from the back
High	Attacking Principles Transition Finishing/Final 3 rd Defending Principles
Moderate	Switching Play Zonal defending Retreat/Recovery
Low	Compactness Counter Attacking Pressing

PHYSICAL

Very High	Acyclic Speed Reaction Acceleration Perception and Awareness
High	Coordination Max Speed Agility Flexibility/Range of Motion Aerobic Capacity
Moderate	Explosive strength Aerobic Power

PSYCHOLOGICAL

Very High	Motivation Self Confidence Respect & Discipline Commitment
Moderate	Cooperation Competitiveness Communication Self-Control Decision Making

SESSION STRUCTURE GUIDELINES

90 Minute Sessions

- Activities should be designed with the player's engagement and enjoyment in mind.
- Games, activities, and/or disciplinary methods should never exclude any participant.
- Each player should be included throughout the 90 minutes and encouraged to interact with their coach and teammates.
- Instructions should be clear, quick and concise.

Warm-up: 10 minutes

Fun and dynamic games, passing and possession practices, stretching and dynamic movement.

Physical Development Activities: 10-15 minutes

Exercises designed to develop speed, agility, coordination, and balance

Technical Development Activities: 20-30 minutes

Unopposed to develop quality and opposed to develop competitiveness. Opposed practices are more realistic forcing players to focus on decisions as they would in a game.

Tactical: 10-15 minutes

Practice games based on basic understanding of the game. Attacking principles, possession, combination play, playing out from the back, and finishing.

Scrimmage Time: 20-30 minutes

Games based on position specific, quick movement of the ball and distribution of space.

Cool Down and debrief: 5 minutes

Content Distribution

30% Technique

30% Scrimmage

25% Physical

15% Tactical (Basic principles of space, possession, attacking, defending, and playing out from the back)

Objectives

Technical – Focus on quality of passing and receiving technique as well as ball control in game situations.

Physical – Compete in an effort to increase speed, agility, balance and coordination in competitive games.

Psychosocial – Increase collective self-confidence

Scrimmage – Improve on possession, transition, and collective defending.

Tactical – Develop attacking and defending principles, playing out from the back, and combination play.

By end of this stage players must be capable of:

1. Application of technique at speed in game situations
2. Balance in relation to ball, teammates and opponents
3. Agility, coordination, and speed movements in simple practices.
4. Application of attacking and defending principles.

GUIDED DISCOVERY: A Player-Centered Approach

This approach simply means that the coach raises questions and provides options or choices for the players, *guiding* the players to answer the questions because they become curious about the answers. Conversely, the *command style* is where coaches only explain and demonstrate the skill, and then ask the players to duplicate it. This is a coach-centered approach. In contrast to the reproduction of knowledge in the coach-centered approach, the guided discovery approach emphasizes the production of new knowledge and talents. Command style coaching can cause the player to think too much about what they are trying to do (paralysis by analysis), whereas the guided discovery approach invites the players to think, go beyond the given information and *discover* correct skills and/or solutions. The idea is to foster a coach-player connection in which the sequence of information and questions ultimately leads to a response from the player.

"I hear and I forget, I see and I remember, I do and I understand"

-Confucius

Game-like Activities

- **Body Awareness:** Activities that emphasize the use of body parts, motion, coordination, and balance, with and without a ball.
- **Maze Games:** Activities in which the player has the opportunity to move in a 360 degree environment, with and without the ball. Even though the area is defined, there is not necessarily a specific target or boundary to go toward. These activities allow players to make decisions while moving in all directions.
- **Target Games:** Activities that involve solving the objective by going from point A to B. In contrast to the maze games, these games are more directionally defined and can be done with and without the ball.
- **Conditioned Games:** Activities with conditions placed on them (Goals scored from a cross count double, etc...). At most 2 conditions should be placed on any activity.
- **Restricted Games:** Activities in which players are given a restriction (2 touch, no forward passes, etc...) at most 2 restrictions should be placed on an activity.

Variable Manipulation in Training

- **Frequency:** Proper number of training sessions and games within the given season, when and how often they occur.
- **Duration:** Length of time spent in each training session. Short and intense is more effective than long and advanced. Keep in mind that little learning can be achieved once mental and physical fatigue has set in.
- **Intensity:** The intensity of a training session can be controlled to a degree, and it starts with a well-written session plan. Do not have more than 2 vigorous activities in a row. Physical exertion in each session should have a rhythm of low, to medium, to high, to medium, to high, to low. Once fatigue sets in, play gets sloppy, poor decisions are made, and injuries can occur.

Flexible Aspects of the Training Session

- Space:** Keep the organization of the space simple. The initial set-up, with small changes, should be maintained throughout the session. Resetting cones too often will disturb the flow of the session. Attention during session should be focused on coaching points.
- Time:** Time is flexible. Let the practice flow and make coaching points at appropriate times while using breaks to give more feedback.
- Intensity:** Use short periods of time for high-intensity and utilize the resting periods to explain the practices or make coaching points.
- Rules:** Use different rules and restrictions to adapt the practices to the characteristics of your players. Make all rules and restrictions age-appropriate.

BACKYARD SOCCER (All Ages)

Free play opportunities should be facilitated for each player numerous times throughout the season. The importance of giving the game back to the players cannot be overemphasized. Backyard soccer is simply a set time where coaches will facilitate the environment but not alter it in any way. There should be no coaching and no restrictions. Coaches can provide information through *guided discovery*, but players should be given the opportunity to make every decision. This includes field set-up, splitting of teams, ball, rules, etc... Coaches are only responsible for providing a safe environment taking into consideration the playing area, weather, and player's equipment.

Backyard Soccer helps players to develop the art of the "pick-up game." Most youth players play in over organized environments and lack the ability to organize their own games. Free play opportunities need to be provided as a way to give the game back to the players while promoting qualities such as problem solving, creativity, and leadership abilities. Games without coaches, referees, and spectators allows players the ability to learn from each other and puts them in a position to organize themselves, solve disputes, become leaders, rule their own game, experiment with new skills, make new friends, and learn without the burden of results. Other variables to provide an even more productive fun filled environment are to put out different size balls for use, allow them to set up fields of different sizes, and allow mixed ages and genders to play together.

Futsal (All Ages)

Young players exposed to playing Futsal show a greater comfort on the ball along with more intelligent movement off the ball. One of the benefits of Futsal is that it can be played inside or outside, on a futsal court, tennis court, basketball court, etc.... making the options for play much wider. The more pleasure players take from this format, the more they will want to play on their own. Futsal is a foundation to such goals because it:

- Allows players to frequently touch the one toy on the field (the ball). In a statistical study comparing Futsal to indoor soccer with walls, players will touch the ball 210% more often.
- Presents many more opportunities to score goals. With limited space, an out of bounds, and constant opponent pressure, improved ball skills are required.
- Encourages regaining possession of the ball as a productive, fun and rewarding part of the game (defending).
- Maximizes active participation and minimizes inactivity and boredom. Action is continuous so players are forced to keep on playing instead of stopping and watching.
- Provides a well organized environment on improvised fields. Without a wall as a crutch, players must make supporting runs when their teammates have the ball.
- Reflects the appropriate role of the coach as a facilitator. With all of the basic options of the outdoor game in non-stop action mode, players' understanding of the game is enhanced.
- Player enjoys the challenge of playing a fast-paced, fun and skill oriented game that tests their abilities; allowing the game to be the teacher.

NOTES

