

# SCHOOLYARD SOCCER



*Welcome to the game!*



AMERICAN YOUTH  
SOCCER ORGANIZATION

CHILD DEVELOPMENT SERIES

# SCHOOLYARD SOCCER



everyone plays<sup>®</sup>

## AYSO National Office

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[www.AYSO.org](http://www.AYSO.org)

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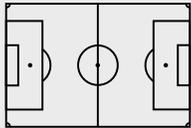
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# WELCOME TO THE TEAM!

## FROM THE **FIELD**



“If children do not acquire a good repertoire of Fundamental Movement Skills, they confront a proficiency barrier that makes it more difficult to be successful at higher levels of skill acquisition.” – Sport Specialization: developmental and learning issues: early specialization may limit a child’s acquisition of fundamental motor skills.”

*Crystal F. Branta, Associate Professor, Growth and Motor Development, Michigan State Uni.*

## THANK YOU FOR VOLUNTEERING!

The objective of this program is to help develop the child’s Fundamental Motor Skills and provide a “pressure free” introduction to the game of soccer. At this age, players should be exposed to soccer by playing very simple, fun activities and games.

The program allows players to gradually discover the game for themselves, with guidance and participation by their parent or guardian led by the Schoolyard Program Leader. The activities and skills are gradually introduced to the player, while parents are given a soccer foundation on which to build and grow into future AYSO coaches, referees and administrators.

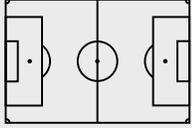
AYSO Schoolyard Soccer is a program led by an individual or group of volunteers from the Region each week. It is not to be considered a coaching program. The ideal Schoolyard Program Leader embraces AYSO values and has experience working with children ages three to seven years old, i.e., experience in pre-schools, kindergartens, primary schools, or day care centers.

Ideally, the Schoolyard Program Leader will have support from numerous regional coaches who will work together or rotate through as Activity Leaders to help lead each group that is formed per week. The Schoolyard Program Leader and all Activity Leaders must be at minimum registered volunteers and completed AYSO’s Playground and Schoolyard Soccer Program Leader, Safe Haven certification, the CDC’s Concussion Awareness training and AYSO’s 6U coach training. (Available on aysou.org)

It shall be the responsibility of each Section Director, Area Director, and Regional Commissioner to ensure that the AYSO Schoolyard guidelines are being followed in their respective Sections, Areas, and Regions.

# AYSO

## FROM THE **FIELD**



“We strive to galvanize the player development pathways of our youth soccer organizations. The common objective is to develop the next wave of youth players. In this collective effort, it is critical to promote a single message and common coaching methodology with respect to player development. AYSO’s National Coaching Program is in line and coherent with these efforts.”

*Dave Chesler, Former U.S. Soccer Director of Coach Education*

## THE WORLD’S LARGEST SOCCER CLUB

Founded in Torrance, CA in 1964, AYSO is a distinguished cornerstone of U.S. Soccer and with approximately 50,000 teams across *all* age groups; AYSO is the world’s largest soccer club!

Success can be measured in many ways, from the careers of professional players who got their start playing AYSO to the thousands of coaches (youth, high school, collegiate and professional) who developed their passion and understanding of the game in AYSO. Regardless of perspective, AYSO’s contribution to the US game’s success is founded upon its unique **Vision**, **Mission** and **Six Philosophies**.

### KEEP IN MIND



Any player development or instruction should always include a comprehensive understanding and practical application of our core values.

## AYSO VISION

To provide world-class youth soccer programs that enrich children’s lives.

## AYSO MISSION

To develop and deliver quality youth soccer programs in a fun, family environment based on the AYSO philosophies.

# AYSO'S SIX PHILOSOPHIES

## EVERYONE PLAYS

Our goal is for kids to play soccer—so we mandate that every player on every team must play at least half of every game.

## BALANCED TEAMS

Each year we form new teams as evenly balanced as possible—because it is fair and more fun when teams of equal ability play.

## OPEN REGISTRATION

Our program is open to all children between 3 and 19 years of age who want to register and play soccer. Interest and enthusiasm are the only criteria for playing.

## POSITIVE COACHING

Encouragement of player effort provides for greater enjoyment by the players and ultimately leads to better-skilled and better-motivated players.

## GOOD SPORTSMANSHIP

We strive to create a safe, fair, fun and positive environment based on mutual respect, rather than a win-at-all-costs attitude, and our program is designed to instill good sportsmanship in every facet of AYSO.

## PLAYER DEVELOPMENT

We believe that all players should be able to develop their soccer skills and knowledge to the best of their abilities, both individually and as members of a team, in order to maximize their enjoyment of the game.

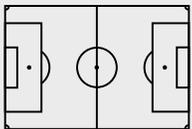
KEEP IN  
MIND



AYSO's Philosophies are:

- Everyone Plays
- Balanced Teams
- Open Registration
- Positive Coaching
- Good Sportsmanship
- Player Development

## FROM THE FIELD



"It is better to win ten times 1-0 than to win once 10-0."

*Vahid Halilhodžić, Bosnian Coach and Former Professional Player*

# KIDS ZONE®

## KEEP IT FRIENDLY

In AYSO, fans (yes, including parents) are asked to be cheerleaders, not critics or sideline coaches. Kids Zone® is a unique program that includes a Parent Pledge that moms and dads sign to commit to positive, encouraging behavior when they're watching the matches. It also includes signs, buttons and other match-day reminders.

Soccer is a player's game. Players learn the game by trying new things, making mistakes and trying again. Sideline critics who scream instructions at players or criticize referees or coaches slow down the learning process and make it less fun for everyone.

Negative, even violent, behavior of players, coaches and parents involved in youth sports has become almost epidemic in this country. Kids Zone® is a proactive effort to counteract this trend and involves the following elements:

To help execute this program, four basic elements are involved (and available from the AYSO Store):

1. **Kids Zone® Button.** Worn by program supporters at matches and serves as a reminder of the importance of positive sideline behavior.
2. **The Sign.** A large sideline poster lists positive behavior standards and can be posted at the entrance of participating fields. Parents and spectators who will abide by these standards are welcome-- all others are not.
3. **The Pledge.** AYSO requests all parents to sign a pledge that holds them to the Kids Zone® standards.
4. **The Video.** A 12-minute documentary introduces AYSO's principles and its Kids Zone® action plan to new participants. Viewers will also watch a parent intervene to change another parent's negative behavior. In order to make this program work, everyone must help!

### KEEP IN MIND



Sideline critics who scream instructions at players or criticize referees or coaches slow down the learning process and make it less fun for everyone. Consider how it would feel if every time you prepared to kick the ball, you received numerous screams of direction? Scary, confusing and frustrating!

### KEEP IN MIND



Help create a safe and encouraging environment by implementing Kids Zone®.

To learn more or visit [ayso.org/kidszone](http://ayso.org/kidszone)

# ALERT!

You are entering an

AYSO  
**kids zone**

By entering this kids zone, you agree to the following:

- Kids are #1
- Fun – not winning – is everything
- Fans only cheer, and only coaches coach
- No yelling in anger
- Respect the volunteer referees
- No swearing
- No smoking
- Leave no trash behind
- Set a proper example for our children

**If you can agree to the above, we welcome you.**

**AYSO – it's for the kids!**

# 5U (CHILD) DEVELOPMENT

## A TIME OF IMAGINATION!

Prior to stepping into the imaginative domain of a Schoolyard player, it is important to get to know them and their world in order to maximize the experience for player, parent and everyone.

Each child is unique and Schoolyard Program Leaders must show deep respect for each child's individual stage of development and ability. In general, Schoolyard players present the following developmental characteristics:

### Psychosocial Development

- Interested in new experiences and adventures.
- Shy.
- Inquisitive and ask lots questions.
- Able to answer simple questions.
- Creative in their fantasy play and story telling.
- Often able to distinguish between fantasy and reality.
- Have challenges sharing.
- Can identify basic colors.
- Recall key parts of a story.
- Follow three-part instructions.
- Understand big blocks of time, i.e., morning, afternoon, night.
- Able to count.

### Physical Development

- Bend over without falling.
- Walk forward and backwards.
- Walk up and down stairs (alternating feet).
- Climb (on anything!).
- Stand on one foot (for approximately five seconds).
- Hop.
- Kick ball forward.
- Throw ball overhand.
- Catch bouncing ball (most of the time).

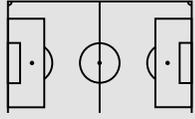


### KEEP IN MIND



As players get older, they are expected to perform technical actions they may not be able to physically execute without the development of sound Fundamental Motor Skills (FMS).

## FROM THE **FIELD**



“Fundamental movement skills (FMS) are considered to be the building blocks that lead to specialized movement sequences required for adequate participation in many organized and non-organized physical activities for children, adolescents and adults.”

*Lubans DR, Morgan PJ, Cliff DP, Barnett LM, Okely AD  
Fundamental Movement Skills in Children and Adolescents, 2010*

## FUNDAMENTAL MOTOR SKILLS

Our Schoolyard program is founded upon furthering the development of Fundamental Motor Skills (FMS). Assumptions can no longer be made that children are physically equipped through free play to perform all the physical tasks required in sport. Children must be encouraged to improve their physical skills in order to execute future soccer specific technical actions and to avoid frustration and failure.

Generally speaking, Fundamental Motor Skills (FMS) can be grouped into the following categories:

- Locomotor (running, hopping, skipping, etc.)
- Non-locomotor (balancing and twisting, etc.)
- Object Control (catching and throwing, kicking, etc.)

Children should be exposed to a wide base of FMS in their early years to provide a solid foundation for future physical activities and sports. If this important window of opportunity for the development of Fundamental Motor Skills (FMS) is missed, success in athletics may be hindered.

## FMS HIERARCHY

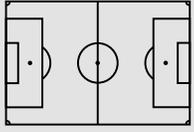
Generally speaking, we should scaffold physical challenges as follows:

- Walking before Running
- Balancing before Twisting and Rotating
- Rolling a ball before underarm throwing a ball
- Stopping a rolling ball before Catching a ball
- Jumping before Skipping

And if we translate this to soccer:

- A child needs to be able to stand on one foot to kick or control a ball.
- Children who can underarm throw have more success in facing a target, knowing release points, follow through and recognizing ball flight...all key skills in passing!
- Twisting and rotating is needed when dribbling, especially going past an opponent.
- When catching, a child learns to track the flight of a ball...a key component for trapping a ball.

## FROM THE **FIELD**



“Specialization, in fact, may potentially limit overall motor skill development, which has implications for long-term physical activity patterns upon retirement from competitive sport”

*Wiersma, L.D., Pediatric Exercise Science,  
Risks and Benefits of Youth Sport Specialization: Perspectives and Recommendations*

## EARLY SPECIALIZATION

Soccer concepts must be carefully and gradually introduced to young players. Specialization in a single sport can limit a child’s development of a wide base of Fundamental Motor Skills (FMS).

If children concentrate only on playing soccer, they are likely to develop foot-eye coordination through dribbling and kicking, but may not develop comparable hand-eye coordination typically learned through throwing and catching in sports such as baseball or basketball. Children require a comprehensive range of physical ability for more advanced athletic skills and sports; therefore, the more sports and activities they experience the better.

### KEEP IN MIND



It is much harder to acquire FMS in the teen years than during childhood so it is important to prioritize FMS in programming for the youngest participants.

# AGE APPROPRIATE CHARACTERISTICS AND APPLICATION

The following chart generalizes age characteristics of children ages 3 through 5 years of age. (Note: All children are unique and often chronological age can conflict with developmental age; therefore, individual application should always be considered.)

## KEEP IN MIND



Our players are *not* mini-adults; therefore, our sessions must be adapted to life through their eyes, their interests and most important, their capabilities.

### AGE APPROPRIATE CHARACTERISTICS AND ENVIRONMENTS FOR THE 4U AND 5U PLAYER

<p><b>Playground 4U</b></p>	<p>4 years and under (4U) and 5 years and under (5U) are times for freedom and imagination.</p> <p>Development of Fundamental Motor Skills: balancing, walking, running, jumping, throwing, etc., should be the priority at this age.</p> <p>Playing environments should be based on fun games, adventures, story telling and colorful images. Schoolyard Program Leaders need to talk to young participants in language that uses their terms and level of understanding. Conversation and instructions should be animated and make every effort to create colorful, vivid imagery for the children. At this age, it is very important that leaders demonstrate the activities and keep the activities moving to prevent boredom and distraction from setting in. It is important that leaders stay engaged with participants and are not distracted themselves.</p>
<p><b>Schoolyard 5U</b></p>	<p>Most players cannot sustain prolonged activity. Schoolyard Program Leaders must make sure there are adequate breaks for rest and hydration.</p> <p>Even though Playground and Schoolyard activities are conducted in a group, in order to develop fundamental motor skills, it is important that each individual player participates in the activity. If the activity involves equipment of any kind, especially a ball, there must be one for every player. Remember the motto, "Let them play!"</p>



# SCHOOLYARD GUIDELINES

## EQUIPMENT

- AYSO Schoolyard is a transitional program between 4U & 6U.
- The effective date of age determination shall be the player's age when the program commences.
- AYSO Schoolyard Soccer has been designed for 5U players. However, a child's chronological age can, at times, conflict with developmental age, so flexibility may be required to accommodate this variable (i.e., early maturers or late matuers).
- Every effort should be made to have separate girls and boys training groups.
- AYSO Schoolyard consists of one day per week for 8 weeks. There is a definitive sequence to the sessions but if a longer program period is required, sessions can be repeated.
- Each player in the Schoolyard program should receive a uniform or t-shirt since it's fun to get a uniform for sports. The uniforms should be identical for all players. Different colored scrimmage vests should be used to differentiate the newly formed "teams" as needed for the game like activity.

Session #: 3 of 8	Region: _____		Age: Schoolyard Jamboree	Date: _____
<small>EVERYONE PLAYS    BALANCED TEAMS    OPEN REGISTRATION    GOOD SPORTSMANSHIP    POSITIVE COACHING    PLAYER DEVELOPMENT</small>				

**FMS Activity 1: Hunters and Hunted (running, twisting, pivoting, dodging)**

- Players tuck tails into back of shorts and line up on opposite sidelines.
- On coach command, hunters chase hunted and try to grab tails.
- Hunted use twists, pivots and dodging to escape hunter.
- If hunter catches hunted, they throw the tail to the ground and chase another player.
- If caught, the hunted runs outside grid, around the flag (tree), back \ into the grid (woods) to retrieve their tail and join in again.
- Play for one minute, then break for 30 seconds. Continue a few rounds.
- Change hunters and hunted.
- >Players dribble a ball.



**Soccer Activity 2: Big Bad Bear (dribbling & twisting, pivoting & dodging)**

- Coach is the "Big Bad Bear" and must try to capture the players as they dribble around the area.
- Bears must always be growling.
- "Bear" cannot capture players who hide in one of the caves.
- The players can only stay in a cave for 10 seconds and must go to the other cave to avoid capture.
- If a player is captured, they become a "Wee Bad Bear" and help the "Big Bad Bear" capture the remaining players.
- Last player to be captured is the winner.
- >Only 1 player in cave at a time.
- >While in the cave, players must perform a FMS, i.e., balance on one leg for 5 seconds, etc., before they exit.
- >All Bears must hold hands (or scrimmage vest) while trying to capture the remaining players.
- >Play without balls.



**Game-Like Activity 3: Numbers 2 (competition)**

- Two teams, numbered 1-3+, line up on opposite touch lines within two cones. Coach determines which team attacks which goal (mark goal(s) with the same colored scrimmage vest as team).
- As coach calls a number, player's from both teams with that number run to their right, go around the corner cone, and cut into the field to compete 1v1 to goal.
- As players are running, Coach rolls out one ball for players to compete.
- Once goal is scored or ball goes out of play, the play is over and players return to their team.
- Encourage players to try to steal the ball & not run into each other (serve ball more to one side to avoid collision).
- Have numerous balls on hand to keep the game flowing.
- > Change directions.

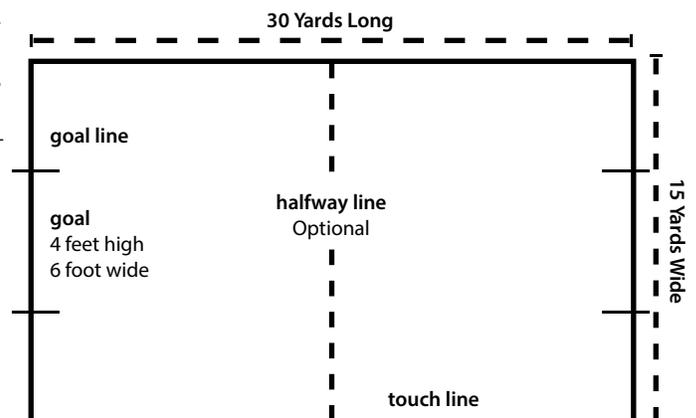


# ORGANIZATION AND STRUCTURE

- **Child with a Parent** provides the best possible introduction to soccer for these youngest participants.
- Each player must have a parent (or other adult) working with them on the field to help guide them within each activity.
- Sessions are led by a “Schoolyard Program Leader” who will introduce and explain a game/activity that will apply to a certain fundamental motor skill or technical skill, i.e., balancing or dribbling, etc.
- Groups are formed on a weekly basis (jamboree style) depending on how many players attend a given session.
- **Ideally**, each group will then have an “Activity Leader” who will help run the session for each group. The Schoolyard Program Leader should circulate around the groups providing guidance and help as needed.
- **Alternatively**, if there are no suitable or willing Activity Leaders, the Schoolyard Program Leader should introduce the activity and then circulate around the groups providing guidance as needed to players and parents.
- After the allotted amount of time, the Activity Leader/Schoolyard Program Leader should bring the players and parents back together as a group and briefly recap what they have done and introduce the next game/activity. Recap should cover both motor skill development and any technical soccer aspects, i.e., jumping or passing, etc.
- Each Schoolyard session will end with a 20-minute “game-like activity” designed to gradually introduce most game concepts (teams, direction, rules, competition, targets/goals, etc.) in preparation for playing 4 versus 4 in 6U. The final game “The Big Match” is repeated in weeks 6, 7 and 8 for the players to gain familiarity with the 4 versus 4 game format.
- During the game-like activity, one parent from each group assigned by the Activity Leader/Schoolyard Leader shall be selected to act as the game supervisors for the week to simply help keep the game going. All other parents should be encouraged to cheer positively but refrain from “coaching” (giving directions) from the sideline. This is the time for the kids to play – let them play!



- **Playing Area:** Each activity has grid size recommendations. For the game-like activity, the field should replicate a similar layout as used in 6U. For “The Big Match” in weeks 6, 7 and 8, dimensions should replicate the 6U field 30 x 15. However, modify as needed to ensure success for your specific group.
- **Ball:** Size 3
- **Player Equipment:** Soccer shoes or similar appropriate athletic shoes and shinguards (covered by socks) are mandatory.



# SESSION SCHEDULE

**Duration:** 1 hour 15 minutes including organizing time and breaks—NO MORE!

- Session explanation by the Schoolyard Program Leader/Activity Leader for all helpers. **15 minutes**
- Group formation (Schoolyard Leader/Activity Leader). **10 minutes**
- Training Activities I & II (one without the ball to prioritize and develop fundamental motor skills and one with the ball to introduce the game of soccer). **20 minutes**
- Game-like activity organizing/set up and water break. **10 minutes**
- Game-like activity to introduce game concepts, i.e., team rules, direction, targets/goals, competition, etc. **20 minutes**

## KEEP IN MIND



The four objectives of the Jamboree are to:

1. Develop the player's fundamental motor skills.
2. Introduce soccer by letting the game be the teacher.
3. Allow the players to enjoy the activities freely.
4. Prepare players (and parents) for 6U.

# ON FIELD TIPS

## (FOR SCHOOLYARD PROGRAM LEADERS AND ACTIVITY LEADERS)

### Preparation

Complete Session Plans are provided for each Schoolyard session. Prior to each session, Schoolyard Program Leaders should review the session plan, the FMS developmental objectives and activities as well as any possible modifications if necessary. Note any special points/comments to emphasize.

### Appearance - Look the Part

Appropriate attire is expected when conducting Schoolyard sessions. Wearing soccer apparel and footwear go a long way toward comforting the children and instilling confidence in the parents that the Leader is prepared and able.

“Eyes are the window to the soul.” Eyes and facial expressions play a key role in communicating effectively with both children and their parents. Sunglasses are discouraged, unless required by medical prescription. Consider removing sunglasses and kneeling down to be at their eye level when speaking with young children.

### Energy and Demeanor

Capture the player’s attention and concentration with high energy. This age group needs to be entertained, so create colorful images, vivid landscapes to stimulate imaginations...and get into character for the activity!

### Organization

Set up the Schoolyard session area in advance of players and parents arriving. **Upon their arrival, they should see a planned and organized environment, which will immediately set the tone for the session as well as further confidence with the parents.**

When organizing the area:

- Make sure the area is safe (playing surface, physical considerations, sprinklers, etc.).
- Plan for a smooth transition from one exercise to another.
- Minimize the number of cones that have to be picked up or reset.
- Have a place for equipment and breaks.

### Equipment

The following is a basic list of the **minimum** equipment that should be part of every Schoolyard Program Leader’s kit bag:

- AYSO Player Registration Forms for each child – which includes the Emergency Treatment Authorization.
- Basic first-aid kit (be familiar with the contents and what’s available if needed).
- Parents/Players should bring water to every session.
- 20 cones (preferably multi-colored).
- 10 youth scrimmage vests (preferably 2 sets in two different colors).
- Extra soccer balls (players should bring a ball to every activity).
- Ball Pump.
- Extra pair of shin guards (players must wear shin guards at every Schoolyard session).
- Pop-up goals (preferred).
- Whistle.
- Charged cell phone in case of emergency.
- Session plan.
- Other fun props to help add dimensions to the session, i.e., hoops, beanbags, beach balls, passing gates, etc. Available at AYSO Supply Center.

# MODIFYING ACTIVITIES TO GAIN SUCCESS

Modify session activities to gain success, variety or to add new challenges. If an activity or game is not working as planned, consider manipulating **SPEED**, **SPACE** or **OPPOSITION** to change the environment. At this age, it is very important that the participants feel successful.

**SPACE:** Changing the physical **SPACE** available to players (increasing/decreasing size of playing area makes an activity easier or more challenging).

**SPEED:** Varying the **SPEED** of the play (adding time constraints or number of touches changes the playing environment). “Can we now do this at **HYPER-SPEED**?”

**OPPOSITION:** At this age group, there is not much in the way of **OPPOSITION** but slight modifications to numbers (up or down) or to the role/limitation of players can alter the challenge, i.e., opposition/players are bunnies and can only hop to make it easier for those with the ball, etc.



# PARENT ORIENTATION

Before the sessions start, the very first engagement should be between the Schoolyard Program Leader and parents in order to explain sessions, role of the parent, and set realistic expectations.

Schoolyard Program Leaders should cover the following topics in this parent orientation:

## **Discuss the importance of developing Fundamental Motor Skills (FMS) for future success in soccer and sports:**

Fundamental Motor Skills:

- Walking before running.
- Balancing before twisting and rotating.
- Rolling a ball before underarm throwing a ball.
- Stopping a rolling ball before catching a ball.
- Jumping before skipping.

Translated to soccer:

- Standing on one foot is necessary for kicking or controlling a ball.
- Underarm throwing facilitates passing; facing a target, knowing release points, following through and recognizing ball flight.
- Twisting and rotating is necessary for dribbling and passing an opponent.
- Catching enables tracking and trapping a ball.

## **Cover the Schoolyard Session Plan:**

AYSO Schoolyard Soccer sessions follow an eight-week program that meets once per week. There is a defined sequence to the sessions but if a longer program-period is needed or planned, sessions may be repeated. Modifications and add-ons are provided for variety and intensity.

Schoolyard Session

(Each Session will last 1 hour and 15 minutes)

- Explanation of the Fundamental Motor Skills (FMS) objective.
- Group formation (Schoolyard Leader/Activity Leader).
- Activities I and II (locomotor and non-locomotor)
- Game-like activity organizing/set up and water break.
- Game-like activity III (introducing game concepts, i.e., teamwork).
- Water breaks.

## **What children will need at each session:**

- The T-shirt provided.
- Soccer shoes or appropriate athletic footwear.
- Size 3 soccer ball.
- Water.

## **Parent Participation**

Encourage parents to:

- Be enthusiastic and encouraging.
- Monitor players for signs of fatigue, stress, overheating or conditions that compromise their safety.
- Help their child understand the activity and guide them along as needed.
- Help paint the picture and tell the story.
- Let them experiment and make mistakes.
- Be patient and tolerant; make them confident learners.
- Thank their child for letting them be part of their soccer world

Remind parents to avoid:

- Over directing, coaching, correcting their child.
- Comparing children.
- Criticizing a child's effort or tell them they aren't working hard enough.
- Taking it too serious. It's just a game. Let them Play!



# SCHOOLYARD CURRICULUM

This section provides all the session plans needed to successfully run an AYSO Schoolyard Soccer Program.

Activities are presented individually to provide specific guidelines and then summarized into a comprehensive 8-week curriculum.

There are also a variety of alternative activities (FMS and soccer) to mix and match as preferred as well as a blank Schoolyard Session Plan.

Be creative with the names of the games **and modify them to suit players**. Use creativity and personality; paint in vivid images to effectively communicate with players in a language in which they can understand. If an activity is not working as intended, modify (increase/decrease) the Speed, Space, and Opposition to maximize success. Remember, **all players are unique so adapt accordingly to achieve success**.

Despite all of the coaching/teaching techniques that can be utilized, nothing will ever teach Schoolyard players more effectively than just **letting them play**.

**It's time to have FUN!**



# FMS ACTIVITIES



## Graphic Legend



Passing



Player running



Dribbling



Disc cone



Progression/variation



Tall cone

# SESSION 1, ACTIVITY 1 - WEB-SLINGER

FMS: **Running**

## EQUIPMENT/ ORGANIZATION

- Create a 15 x 15 grid with 4 or more cones. Scrimmage vests. Ball per player (for progressions).
- All players are required to play within the grid.

To see this activity in action visit:  
[aysou.video/web-slinger](http://aysou.video/web-slinger)



## HOW THE GAME IS PLAYED

- One player is the Web-Slinger, all others are villains.
- Web-Slinger has numerous scrimmage vests (webs).
- Web-Slinger must chase the villains, throw his web and hit the villain to web that player.
- If a villain gets webbed they must freeze, put their hands in the air and open their legs.
- A villain can only be released if a teammate crawls through their legs like a snake.
- To complete the game, the Web-Slinger must have all villains frozen at the same time.
- Swap the Web-Slinger often and at every progression.

## VARIATIONS/ PROGRESSIONS

- If a player runs out or is chased out of the area, they are frozen when they come back in.
- Players can dribble a ball and the Web-Slinger must web their ball to get them out.
- Increase the number of Web-Slingers.
- Add a time challenge.

## FMS POINTS (running)

- Head up, eyes forward.
- Head and body stable.
- Body leans slightly forward.
- Move arms back and forth.
- Relaxed shoulders with elbows bent 90 degrees.
- High knees and heels to bottom.
- Opposite arm to opposite leg.
- Drive from balls of feet and land on heels.
- Stay on narrow path.

[aysou.video/fms1](http://aysou.video/fms1)

# SESSION 2, ACTIVITY 1 - COACH SAYS

FMS: **Balancing +**

### EQUIPMENT/ ORGANIZATION

- 1 ball per player.
- Create a 15 x 15 grid with 4 or more cones.
- All players are required to play within the grid.

To see this activity in action visit:  
[aysou.video/coachsays](https://www.aysou.video/coachsays)



### HOW THE GAME IS PLAYED

- Players start on end-line with ball at their feet.
- The coach provides various commands: TAKE ONE (TWO, THREE, ETC) STEPS FORWARD, \*BALANCE ON RIGHT/LEFT LEG, also add: SIT ON BALL, ONE FOOT ON BALL, SPEED UP, SLOW DOWN, ELBOW ON BALL, EAR ON BALL, PICK BALL UP AND BOUNCE, JUMP OVER BALL, etc.
- Balancing on each leg should be a main focus.
- However, players only react if the direction is preceded by "Coach Says."

### VARIATIONS/ PROGRESSIONS

- Change the command from "Coach Says."

### FMS POINTS (balance)

- Body stable and weight over base.
- Eyes and head focused forward.
- Leg raised off ground and not touching supporting leg.
- Supporting leg still and foot flat on contact point.
- Arms out to the side at shoulder height for counter balance.
- Tighten muscles to gain balance and stability.

[aysou.video/fms8](https://www.aysou.video/fms8)

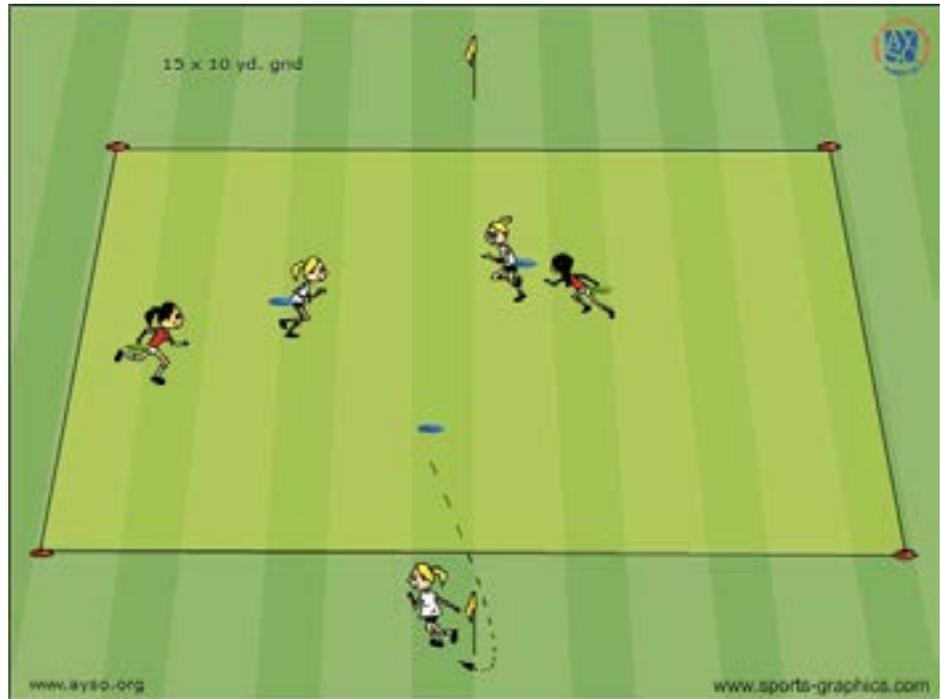
# SESSION 3, ACTIVITY 1 - HUNTERS AND HUNTED

FMS: **Running, twisting, pivoting, dodging**

## EQUIPMENT/ ORGANIZATION

- Mark a 15 x 10 grid (woods), two flags (trees) 5 yards outside grid on either sideline, two teams (hunters and hunted), 2 sets of scrimmage vests (tails).

To see this activity in action visit:  
[aysou.video/hunted](https://www.aysou.org/video/hunted)



## HOW THE GAME IS PLAYED

- Players tuck tails into back of shorts and line up on opposite sidelines.
- On coach command, hunters chase hunted & try to grab tails
- Hunted use twists, pivots and dodging to escape hunter.
- If hunter catches hunted, they throw the tail to the ground and chase another player.
- If caught, the player runs outside grid, around the flag(tree), back into the grid (woods) to retrieve their tail and join in again.
- Play for one minute, then break for 30 seconds. Continue a few rounds.
- Change hunters and hunted.

## VARIATIONS/ PROGRESSIONS

- Players dribble a ball.

## FMS POINTS (running)

- Head up, eyes forward.
- Head and body stable.
- Body leans slightly forward.
- Move arms back and forth.
- Relaxed shoulders with elbows bent 90 degrees.
- High knees and heels to bottom.
- Opposite arm to opposite leg.
- Drive from balls of feet and land on heels.
- Stay on narrow path.

## FMS POINTS

[aysou.video/fms1](https://www.aysou.org/video/fms1)

## (twisting/pivoting)

- While turning, plant one foot or keep one foot of the body stable.
- Push off with the other foot to turn.
- Bend knees slightly.
- Use arms-move them in the direction of the rotation.
- While turning, head is focused forward and line with the body.
- Step forward for forward pivot, step back for backward pivot.

[aysou.video/fms6](https://www.aysou.org/video/fms6)

## FMS POINTS (dodging)

- Head and eyes focused forward.
- Plant one foot and push to change direction.
- Bend knees getting into low body position.
- Step and lean one way, then move in the other direction, all in one action.
- Fake with head and shoulders.

[aysou.video/fms5](https://www.aysou.org/video/fms5)

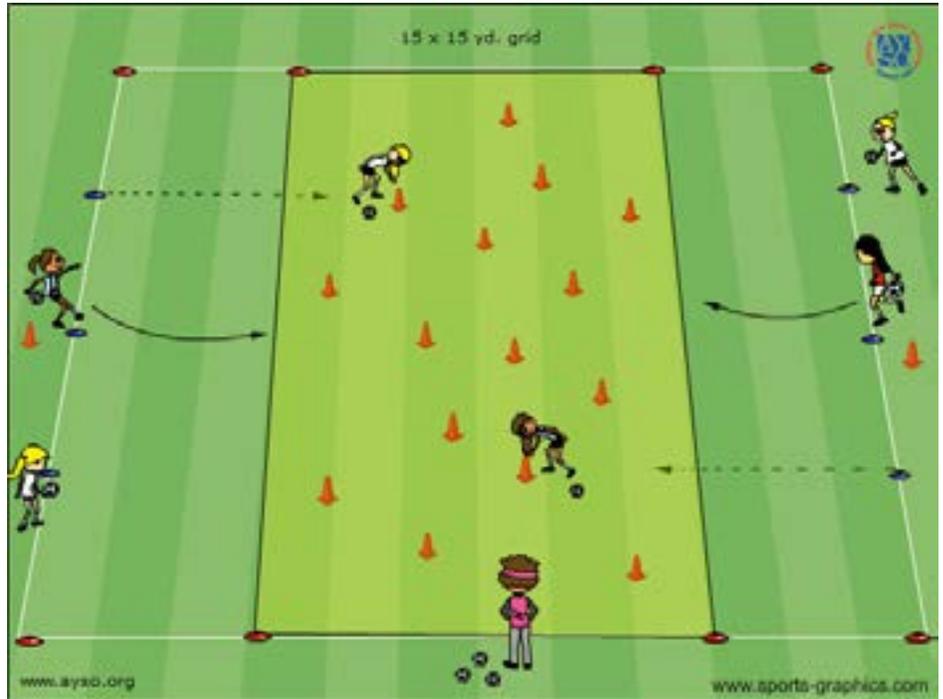
# SESSION 4, ACTIVITY 1 - KINGPIN

FMS: **Rolling a ball**

## EQUIPMENT/ ORGANIZATION

- Create a 15 x 15 grid with 4 or more cones. Ball per player, plus spares.
- Randomly scatter 12+ tall cones in a central channel.
- Line up players evenly on either end-line.

To see this activity in action visit:  
[aysou.video/kingpin](https://www.aysou.org/video/kingpin)



## HOW THE GAME IS PLAYED

- Players must roll/bowl the ball and try and knock down as many cones as possible by using an underarm throw.
- When they knock down a cone they must run, pick it up and place it on a pile beside them outside the grid.
- Winning player / team is those with most pins.

## VARIATIONS/ PROGRESSIONS

- Vary distance.
- Add time challenge.
- Players kick the ball.

## FMS POINTS (rolling a ball)

- Hold ball using fingers, palm side up.
- Stand facing target.
- Bring arm down and back, rocking onto back foot.
- Step forward with opposite foot to hand.
- Bend at knees and swing arm forward to body.
- Release ball in front of the lead foot in smooth, fluid motion.
- Follow through in direction of target.
- Keep the ball low.

[aysou.video/fms13](https://www.aysou.org/video/fms13)

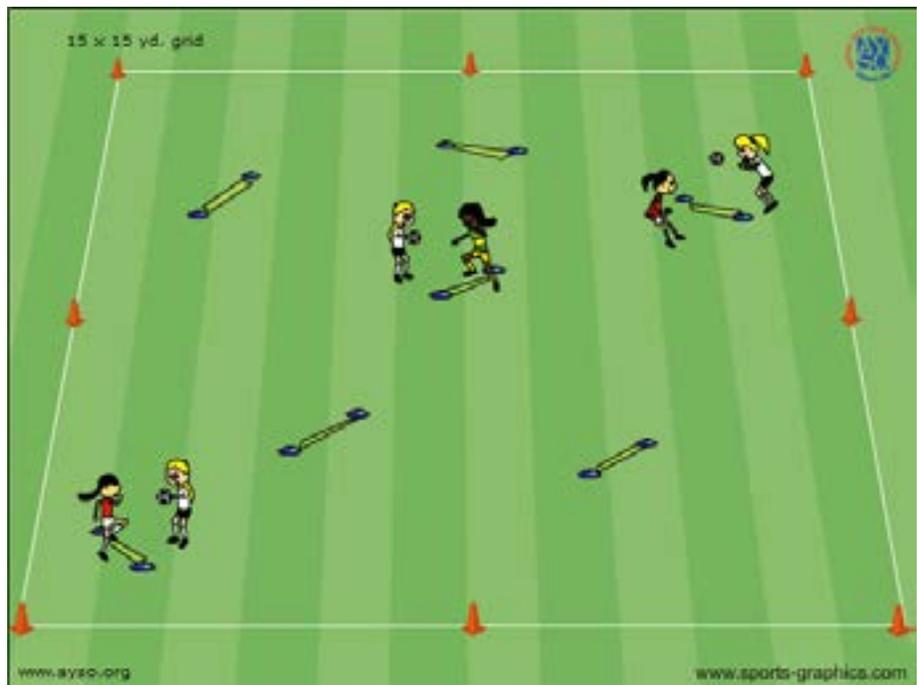
# SESSION 5, ACTIVITY 1 - KENTUCKY DERBY

FMS: **Jumping/landing and catching a ball**

## EQUIPMENT/ ORGANIZATION

- Mark 15 x 15 grid, players in pairs, one ball per pair.
- Make 6-10 small gates with disc cones (have more gates than pairs) placed randomly in grid. Lay a scrimmage vest between the gates as a connecting line.

To see this activity in action visit:  
[aysou.video/kentderby](http://aysou.video/kentderby)



## HOW THE GAME IS PLAYED

- Players move through the grid from gate to gate with ball in hands.
- At each gate, players stand 1-2 yards apart on either side.
- One player throws underarm (softly) to the other to catch. Once the ball is caught, the thrower then jumps over the scrimmage vest to join their partner.
- After each gate, the pair move onto another set of empty gates to score (catcher becomes the thrower and soon).
- Each pair counts how many gates they score in a set period of time.

## VARIATIONS/ PROGRESSIONS

- Increase number of times pair must throw and catch the ball through gates before moving on.
- Players can pass the ball on the ground.

## FMS POINTS (jumping/landing)

- Head up, feet slightly apart.
- Bend hips, knees and ankles into crouch position pre-takeoff.
- Arms reach/swing behind the body and simultaneously swing upwards and forwards above the head.
- Legs extend and explode from crouch position pushing from toes.
- Arms and legs work together.
- Clear shape and control in the air.
- Ankles, knees and hips bend and arms lower on landing.
- When jumping for distance, arms propel forward more and landing arms reach forward for balance.

## FMS POINTS (catching)

- Eyes stay focused on object.
- In preparation to catch: feet and body face the object with knees flexed and feet shoulder width apart. Also, elbows are bent, hands are in front of body, palms facing each other with fingers in a 'W' position presenting large surface area.
- When catching, body moves in line with the object.
- Track the flight of the object while moving hands.
- As the ball is caught, fingers close around it.
- Elbows and knees bend to absorb the force of the ball.

[aysou.video/fms16](http://aysou.video/fms16)

# SESSION 6, ACTIVITY 1 -TREASURE HUNT

FMS: **Skipping, Hopping**

## EQUIPMENT/ ORGANIZATION

- 12 orange disc cones placed randomly in a 15 x 15 yard grid.
- 6 blue (or different color) disc cones for the progression.
- All players are required to play within the grid.

To see this activity in action visit:  
[aysou.video/treasurehunt](https://www.aysou.org/video/treasurehunt)



## HOW THE GAME IS PLAYED

- Lay out orange cones only.
- Start players at one corner cone.
- Upon start, players “skip” around the grid (prioritize technique).
- The object of the game is to collect as many cones (gold coins) as possible.
- Once all cones have been picked up, the player with the most cones is the winner.

## VARIATIONS/ PROGRESSIONS

- Add the blue (or other color) cones.
- When the players come upon a different colored cone, they have to “hop” over it before picking it up. These special cones are worth 100 points each.

## FMS POINTS (skipping)

- Step forward on to front foot and hop upwards.
- Opposite leg-lift knee sharply upward in front of body.
- Use arms for balance and to create upward movement.
- Non-supporting leg pushed down to the floor and straighten.
- Land softly after each skip to avoid injury.

## FMS POINTS (hopping)

- Lift one leg, bent at the knee.
- Head up looking forward with head and trunk stable.
- Bend knee of supporting leg.
- Leg straightens to push off.
- Swing arms back, forward and upward.
- Arms continue to move upward as you jump.
- Push from toes to take off.
- Land softly, bending the knee.
- Take off and land on same foot.

[aysou.video/fms3](https://www.aysou.org/video/fms3)

# SESSION 7, ACTIVITY 1 - ICE CREAM CONES

FMS: **Running, Balance**

## EQUIPMENT/ ORGANIZATION

- 15 x 15 yard grid.
- Numerous tall cones, numerous soccer balls, numerous scrimmage vests (to secure ball), disc cone per player.
- Players line up on opposite end lines by a starting disc cone.
- At halfway mark, randomly place numerous tall cones atop numerous balls, atop numerous scrimmage vests, i.e., ice cream cones. Mark this channel.

To see this activity in action visit:  
[aysou.video/icecream](https://www.aysou.org/video/icecream)



## HOW THE GAME IS PLAYED

- Give both sides team names.
- On coach command, players run into middle pick up cone/ball to make an ice cream cone (parents help as needed) and carry it back to their starting cone.
- Play continues until all balls have been collected.
- Count number of balls each player collects.

## VARIATIONS/ PROGRESSIONS

- Vary distance.
- Players dribble the ball back.
- Add a FMS challenge on way back, i.e., stop and balance on one leg for 5 seconds.
- The ice cream scoop is freezing so players must throw it in the air and catch it on way back.

## FMS POINTS (running)

- Head up, eyes forward.
- Head and body stable.
- Body leans slightly forward.
- Move arms back and forth.
- Relaxed shoulders with elbows bent 90 degrees.
- High knees and heels to bottom.
- Opposite arm to opposite leg.
- Drive from balls of feet and land on heels.
- Stay on narrow path.

[aysou.video/fms1](https://www.aysou.org/video/fms1)

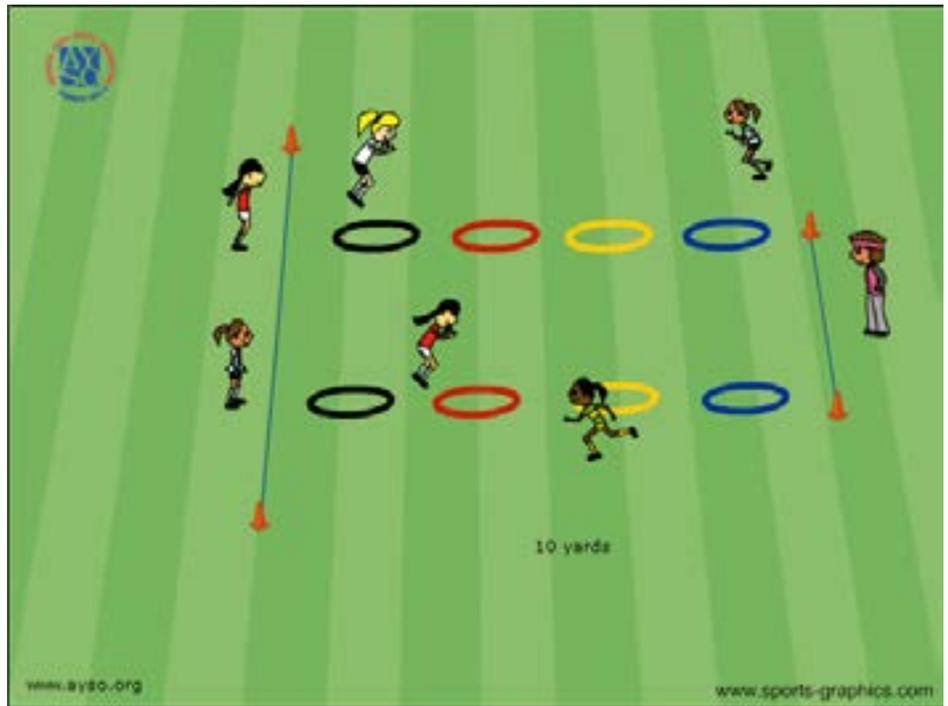
# SESSION 8, ACTIVITY 1 - FROG JUMPING

FMS: **Jumping/Landing and Running**

**EQUIPMENT/  
ORGANIZATION**

- With 2 cones, mark a start line. Mark four lily pads using placement pads or hula hoops. Repeat this four or five times. Mark an end line using tall cones approximately 10 yards away.
- Create two lines of lily pads.

To see this activity in action visit:  
[aysou.video/frogjump](https://www.aysou.org/video/frogjump)



**HOW THE GAME IS PLAYED**

- All children on the start line in two lines facing you at the end line.
- Kids jump like a frog on each lily pad in their row and then run around the marker and back to the start.
- Sing a “frog” song, while the children jump from lily pad to lily pad. Children should “croak” like a frog while leaping.

**VARIATIONS/  
PROGRESSIONS**

- Ask the children to jump in different directions: forwards, backwards and sideways.
- Increase/decrease distances.

**FMS POINTS**

(jumping/landing)

- Head up, feet slightly apart.
- Bend hips, knees and ankles into crouch position pre-takeoff.
- Arms reach/swing behind the body and simultaneously swing upwards and forwards above the head.
- Legs extend and explode from crouch position pushing from toes.
- Arms and legs work together.
- Clear shape and control in the air.
- Ankles, knees and hips bend and arms lower on landing.
- When jumping for distance, arms propel forward more and landing arms reach forward for balance.

[aysou.video/fms2](https://www.aysou.org/video/fms2)

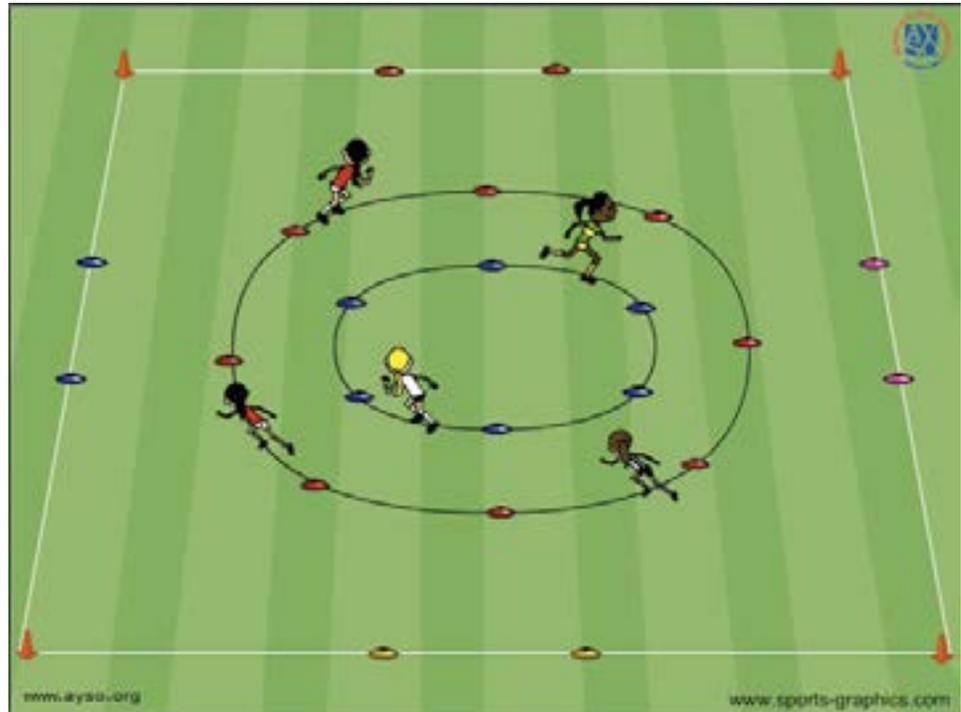
# COYOTES AND RABBITS

FMS: **Running**

## EQUIPMENT/ ORGANIZATION

- Mark a 15 x 20 grid. Inside, mark a small circle in the middle of a larger one (like a bullseye).
- On the outer grid, mark four small gates of different colors (or names).

To see this activity in action visit:  
[aysou.video/coyoterabbits](https://www.aysou.org/video/coyoterabbits)



## HOW THE GAME IS PLAYED

- Place some players in the middle circle (coyotes) and some players in the outer circle (rabbits).
- Rabbits run clockwise around their circle, coyotes run clockwise around theirs.
- The coach calls out the the color (name) of a gate and the rabbits need to make it through that gate before the coyotes tag them.
- If they are tagged by a coyote, they switch roles.

## VARIATIONS/ PROGRESSIONS

- Vary the running style around the circle, i.e., skipping, galloping, etc.
- Players have ball, i.e., bounce in hands, toe taps, etc., until coach calls the gate, then they drop ball and run.
- Players can dribble their ball to start; leave it and run; or take it with them.

## FMS POINTS (running)

- Head up, eyes forward.
- Head and body stable.
- Body leans slightly forward.
- Move arms back and forth.
- Relaxed shoulders with elbows bent 90 degrees.
- High knees and heels to bottom.
- Opposite arm to opposite leg.
- Drive from balls of feet and land on heels.
- Stay on narrow path.

[aysou.video/fms1](https://www.aysou.org/video/fms1)

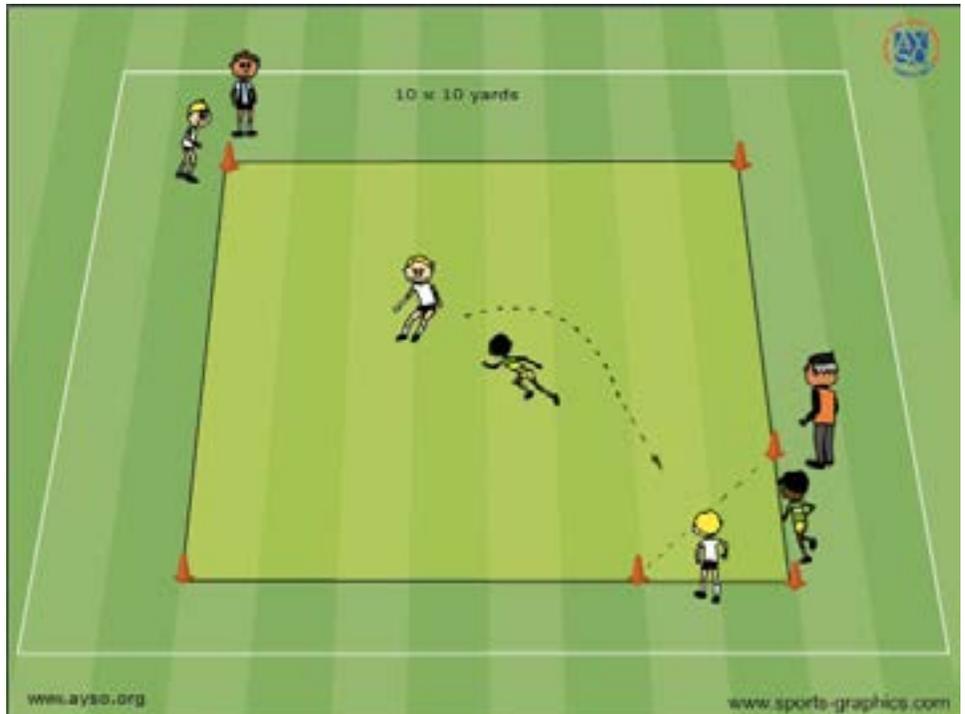
# SHARK ATTACK

FMS: **Twisting/Pivoting and Dodging**

## EQUIPMENT/ ORGANIZATION

- Mark a 10 x 10 grid (ocean), with a gate at one corner (beach).
- Split players into two groups (swimmers and sharks) and place on opposite corners.

To see this activity in action visit:  
[aysou.video/sharkattack](https://www.aysou.org/video/sharkattack)



## HOW THE GAME IS PLAYED

- Swimmers have to run past the shark by twisting, pivoting and dodging to reach the beach.
- Shark's try and tag the swimmer before they get to the beach.
- Keep score sharks versus swimmers.
- If swimmers run out of area, point goes to sharks.
- Once the swimmers have had a run at shore, players switch ends/roles.

## VARIATIONS/ PROGRESSIONS

- Can the swimmers perform a full spin to get away from the sharks?
- Send out 2 swimmers and 2 sharks.

## FMS POINTS (twisting/pivoting)

- While turning, plant one foot or keep one foot of the body stable.
- Push off with the other foot to turn.
- Bend knees slightly.
- Use arms-move them in the direction of the rotation.
- While turning, head is focused forward and line with the body.
- Step forward for forward pivot, step back for backward pivot.

[aysou.video/fms6](https://www.aysou.org/video/fms6)

## FMS POINTS (dodging)

- Head and eyes focused forward.
- Plant one foot and push to change direction.
- Bend knees getting into low body position.
- Step and lean one way, then move in the other direction, all in one action.
- Fake with head and shoulders.

[aysou.video/fms5](https://www.aysou.org/video/fms5)

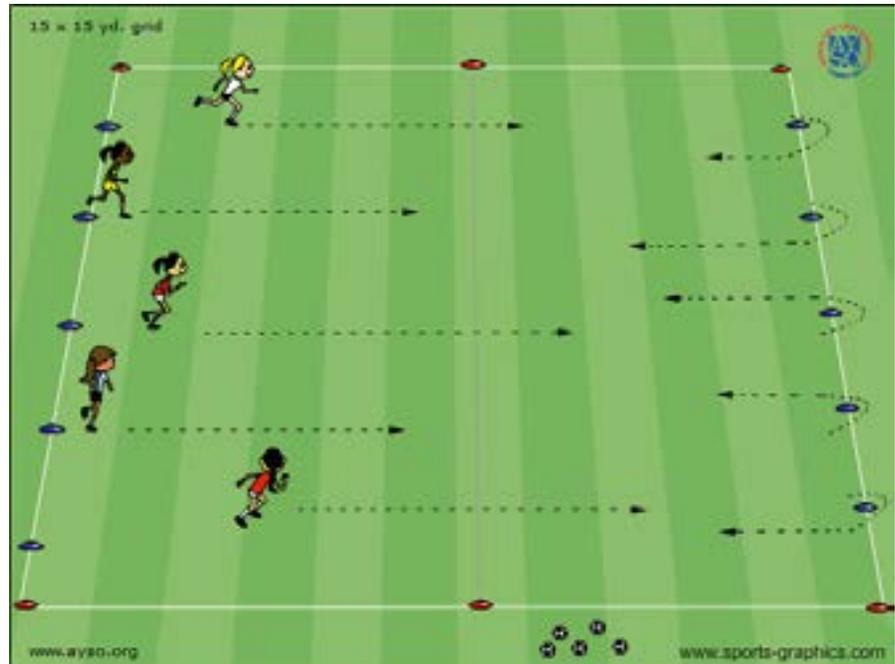
# THE BIG RACE

FMS: **Running +**

## EQUIPMENT/ ORGANIZATION

- Mark a 15 x 15 yard grid with a center line (for progression).
- Create two lines of lily pads.
- 2 cones per player (start cone and finish cone).
- (1 ball per player for progression).
- Place each player across from a cone that is placed on the opposite end of the grid.

To see this activity in action visit:  
[aysou.video/bigrace](http://aysou.video/bigrace)



## HOW THE GAME IS PLAYED

- The coach calls, “Start Your Engines” after which he will yell “Go!”
- The players must run out and around their opposite cone and back to the starting line.
- The first player back is the winner of the big race.

## VARIATIONS/ PROGRESSIONS

- Race in teams of two or three players.
- Have the player’s race individually against the clock (time trials).
- At mid-point, players must perform an additional FMS, i.e., balance on one leg for 3 seconds.
- Have players skip or gallop.
- Add a ball for players to dribble.

## FMS POINTS (running)

- Head up, eyes forward.
- Head and body stable.
- Body leans slightly forward.
- Move arms back and forth.
- Relaxed shoulders with elbows bent 90 degrees.
- High knees and heels to bottom.
- Opposite arm to opposite leg.
- Drive from balls of feet and land on heels.
- Stay on narrow path.

[aysou.video/fms1](http://aysou.video/fms1)

# SOCCER ACTIVITIES



Graphic Legend



Passing



Player running



Dribbling



Disc cone



Progression/variation



Tall cone

# SESSION 1, ACTIVITY 2 - SHARKS & MINNOWS

TECHNIQUE: **Dribbling**

FMS: **Running**

## EQUIPMENT/ ORGANIZATION

- 4 or more cones to mark a 15 x 15 yard grid, 1 ball for each player and some type of tail (scrimmage vest) for each player.
- Ball per player. Players must play within the grid.

To see this activity in action visit:  
[aysou.video/sharksminnows](http://aysou.video/sharksminnows)



## HOW THE GAME IS PLAYED

- The minnows have a tail in the back of their shorts.
- The shark (Coach) moves around the grid catching minnows by pulling out their tails.
- The minnows try to avoid the shark but when a minnow has lost its tail, it must leave the grid (the pond).
- To re-enter the pond, the minnows must perform a FMS, i.e., balance on one leg for 5 seconds, perform 5 ball bounces, etc.

## VARIATIONS/ PROGRESSIONS

- If caught, minnows become baby sharks.
- Conduct the activity without a ball first and then introduce a ball.
- Limit players to only use L foot, R foot, outside of R or L, or use inside of both feet.

## FMS POINTS (running)

- Head up, eyes forward.
- Head and body stable.
- Body leans slightly forward.
- Move arms back and forth.
- Relaxed shoulders with elbows bent 90 degrees.
- High knees and heels to bottom.
- Opposite arm to opposite leg.
- Drive from balls of feet and land on heels.
- Stay on narrow path.

[aysou.video/fms1](http://aysou.video/fms1)

# SESSION 2, ACTIVITY 2 - SLIPPERY SNAKE

TECHNIQUE: **Dribbling**

FMS: **Balancing**

**EQUIPMENT/  
ORGANIZATION**

- 4 or more cones to mark 20 x 20 yard grid, 1 ball per player, spare balls.
- All players are required to play within the grid.

To see this activity in action visit:  
[aysou.video/slippy](https://www.aysou.org/video/slippy)



**HOW THE GAME IS PLAYED**

- All players form a snake-like line; each player has a ball at their feet and must dribble their ball to follow the lead player (the head of the snake).
- When the coach yells “Shed Your Skin” the player at the end of the snake dribbles forward and becomes the front of the snake.

**VARIATIONS/  
PROGRESSIONS**

- Limit players to only use L foot, R foot, outside of R or L, or use inside of both feet.
- Ensure that all players become the head of the snake at one time or another.
- Have the players add their favorite soccer fake (move) when they are the head of the snake for others to copy.
- Add FMS commands: Stop, **balance on left leg**, etc., Go!

**FMS POINTS**  
(balance)

- Body stable and weight over base.
- Eyes and head focused forward.
- Leg raised off ground and not touching supporting leg.
- Supporting leg still and foot flat on contact point.
- Arms out to the side at shoulder height for counter balance.
- Tighten muscles to gain balance and stability.

[aysou.video/fms8](https://www.aysou.org/video/fms8)

# SESSION 3, ACTIVITY 2 - BIG BAD BEAR

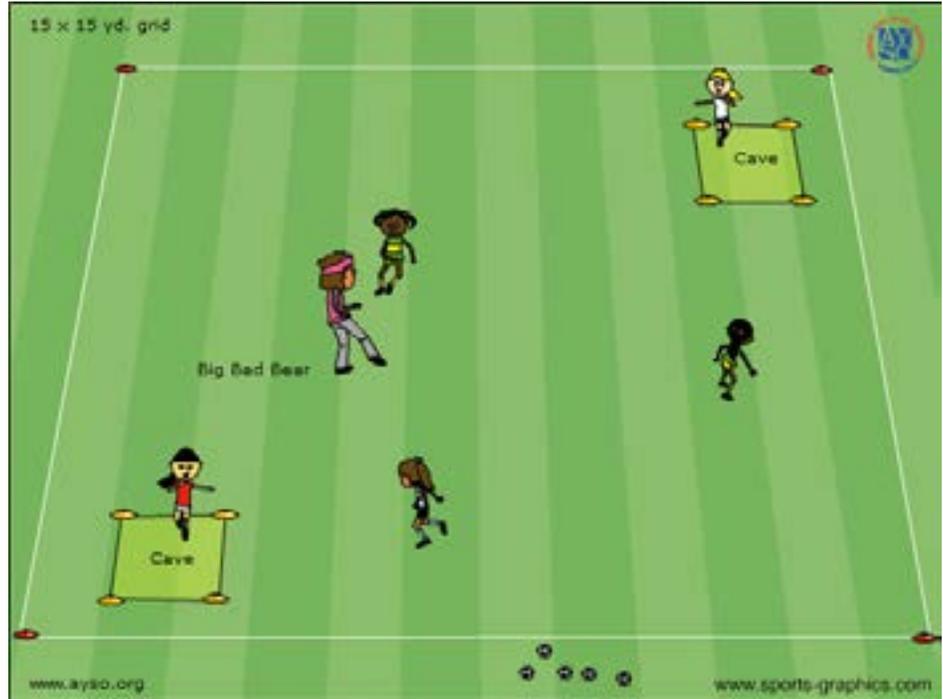
TECHNIQUE: **Dribbling**

FMS: **Twisting, Pivoting, Dodging**

**EQUIPMENT/  
ORGANIZATION**

- 4 cones to mark grid, 8 cones to make two caves and a ball per player.
- Create a 15 x 15 yard grid. Make two 3 x 3 yard caves.
- Players must stay within the grid.

To see this activity in action visit:  
[aysou.video/badbear](http://aysou.video/badbear)



**HOW THE GAME IS PLAYED**

- The coach is the “Big Bad Bear” and must try to capture the players as they dribble around the area.
- Bears must always be growling.
- The “Big Bad Bear” cannot capture the players if they can dribble into and hide in one of the caves.
- The players can only stay in a cave for 10 seconds and must go to the other cave to avoid capture.
- If a player is captured, they become a “Wee Bad Bear” and help the “Big Bad Bear” capture the remaining players.
- Last player to be captured is the winner.

**VARIATIONS/  
PROGRESSIONS**

- Only 1 player in cave at a time.
- While in the cave, players must perform a FMS, i.e., balance on one leg for 5 seconds, etc., before they exit.
- All Bears must hold hands (or a scrimmage vest) while trying to capture the remaining players.
- Play without the balls.

**FMS POINTS  
(twisting/pivoting)**

- While turning, plant one foot or keep one foot of the body stable.
- Push off with the other foot to turn.
- Bend knees slightly.
- Use arms-move them in the direction of the rotation.
- While turning, head is focused forward and line with the body.
- Step forward for forward pivot, step back for backward pivot.

[aysou.video/fms6](http://aysou.video/fms6)

**FMS POINTS  
(dodging)**

- Head and eyes focused forward.
- Plant one foot and push to change direction.
- Bend knees getting into low body position.
- Step and lean one way, then move in the other direction, all in one action.
- Fake with head and shoulders.

[aysou.video/fms5](http://aysou.video/fms5)

# SESSION 4, ACTIVITY 2 - THE MOSQUITO

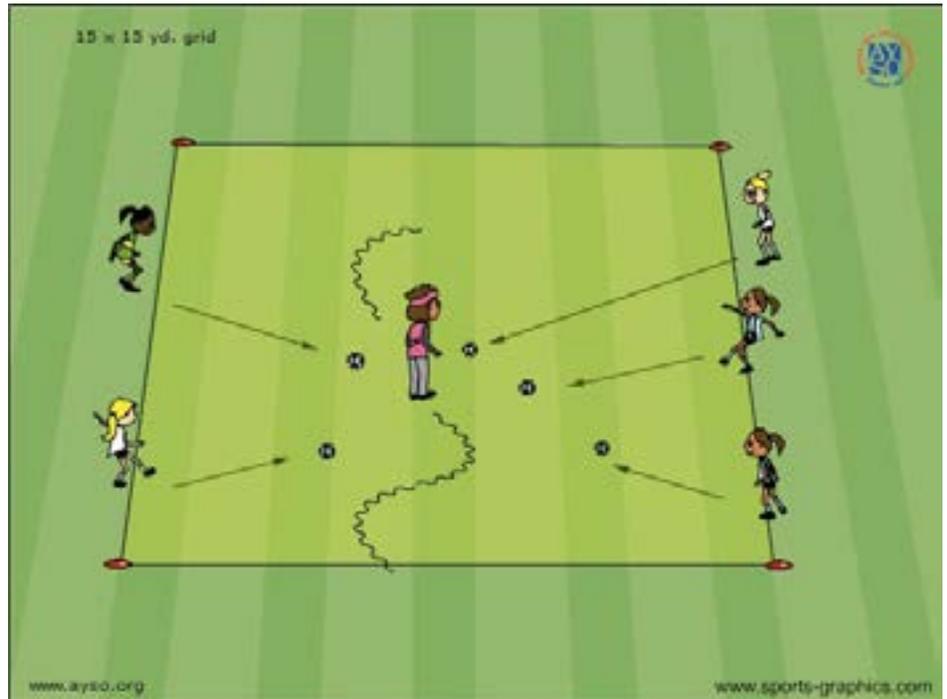
TECHNIQUE: **Passing**

FMS: **Rolling a ball**

**EQUIPMENT/  
ORGANIZATION**

- 4 cones to mark 15 x 15 yard grid, 1 ball for each player.
- Split players on either side of the grid with a ball at their feet.
- Coach (the Mosquito) will center himself at a mid-point of the grid.

To see this activity in action visit:  
[aysou.video/mosquito](http://aysou.video/mosquito)



**HOW THE GAME IS PLAYED**

- The Coach (the Mosquito) will dash across the grid trying to avoid being hit with the balls that the Exterminators (players) are shooting at him.
- Before heading back to the starting point, the coach will allow the players to collect their ball and line up on the other side of the grid for one more go at the Mosquito.
- See who hits the Mosquito the most times in a set number of runs.

**VARIATIONS/  
PROGRESSIONS**

- Have players strike the ball with the left and right foot.
- Vary pace of Mosquito.
- Have players roll/bowl the ball.

**FMS POINTS**  
(rolling a ball)

- Hold ball using fingers, palm side up.
- Stand facing target.
- Bring arm down and back, rocking onto back foot.
- Step forward with opposite foot to hand.
- Bend at knees and swing arm forward to body.
- Release ball in front of the lead foot in smooth, fluid motion.
- Follow through in direction of target.
- Keep the ball low.

[aysou.video/fms13](http://aysou.video/fms13)

# SESSION 5, ACTIVITY 2 - ONE PIN BOWLING

TECHNIQUE: **Passing/Shooting**

FMS: **Jumping and landing**

## EQUIPMENT/ ORGANIZATION

- Mark 10 x 10 grid, 2 balls for each player and a disc cone for each player.
- Place each player across from a cone with a ball atop located at the midpoint of the grid.

To see this activity in action visit:  
[aysou.video/onepin](https://www.aysou.org/video/onepin)



## HOW THE GAME IS PLAYED

- One at a time each player tries to knock the ball off the cone directly in line with them.
- Let each player try it once before you start over from first player.
- After each player has attempted five shots, the player who has knocked the most balls off the cone is the winner.
- As the players collect their ball, they try and jump over the target cone.

## VARIATIONS/ PROGRESSIONS

- Have players roll/bowl the ball.
- Have players strike the ball with their left and right foot.
- Change the distance that the balls are away from the players.
- Try to get all five balls at the end of the grid by the end of the training session.

## FMS POINTS

(jumping/landing)

- Head up, feet slightly apart.
- Bend hips, knees and ankles into crouch position pre-takeoff.
- Arms reach/swing behind the body and simultaneously swing upwards and forwards above the head.
- Legs extend and explode from crouch position pushing from toes.
- Arms and legs work together.
- Clear shape and control in the air.
- Ankles, knees and hips bend and arms lower on landing.
- When jumping for distance, arms propel forward more and landing arms reach forward for balance.

[aysou.video/fms2](https://www.aysou.org/video/fms2)

# SESSION 6, ACTIVITY 2 - PAC GAL

TECHNIQUE: **Dribbling**

FMS: **Skipping**

**EQUIPMENT/  
ORGANIZATION**

- Create a 15 x 15 yard grid marked with cones.
- All players have a ball and are required to play within the grid.

To see this activity in action visit:  
[aysou.video/pacgal](https://www.aysou.org/video/pacgal)



**HOW THE GAME IS PLAYED**

- The Pac Gal chases the players as they dribble through the grid.
- Any player that dribbles outside the grid or has their ball kicked outside the grid by the Pac Gal, becomes the Pac Gal.
- The initial Pac Gal will use the ball of the player who dribbled out of the grid or whose ball was kicked out of the grid.

**VARIATIONS/  
PROGRESSIONS**

- Limit players to only use L foot, R foot, outside of R or L, or use inside of both feet.
- Pac Gal must skip.
- Players who are caught become Pac Gals also.

**FMS POINTS**  
(skipping)

- Step forward on to front foot and hop upwards.
- Opposite leg-lift knee sharply upward in front of body.
- Use arms for balance and to create upward movement.
- Non supporting leg pushed down to the floor and straighten.
- Land softly after each skip to avoid injury.

[aysou.video/fms4](https://www.aysou.org/video/fms4)

# SESSION 7, ACTIVITY 2 - SOCCER CROQUET

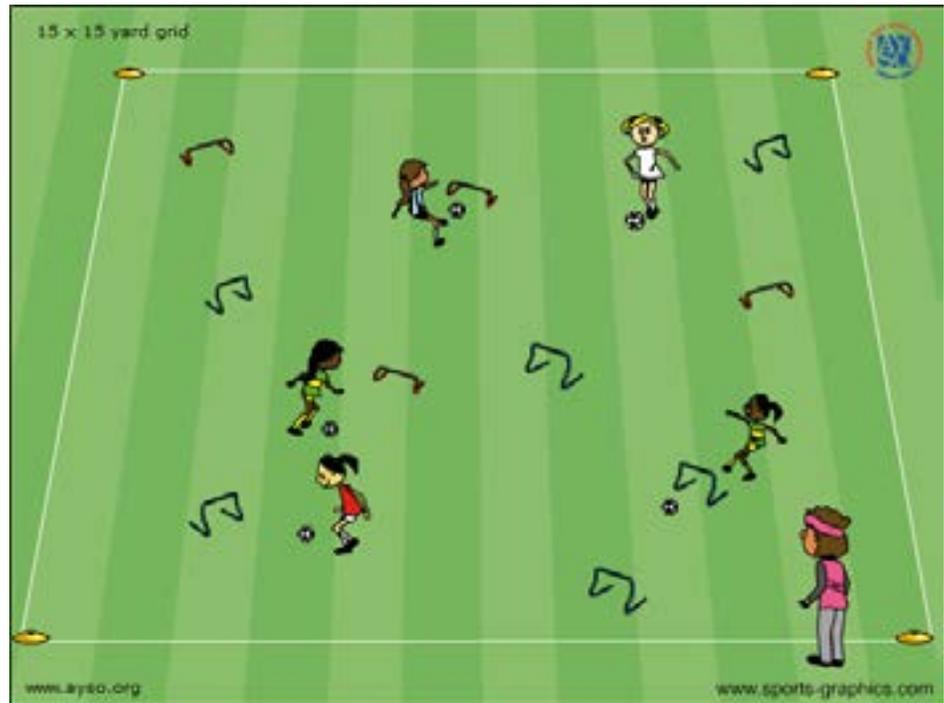
TECHNIQUE: **Dribbling**

FMS: **Dribbling, Kicking and Trapping a ball, Jumping/Landing.**

**EQUIPMENT/  
ORGANIZATION**

- 4 or more cones to mark a 15 x 15 yard grid, 1 ball for each player.
- Numerous passing gates (or cones placed randomly within (more than players).
- Players must play *within* the grid.

To see this activity in action visit:  
[aysou.video/croquet](http://aysou.video/croquet)



**HOW THE GAME IS PLAYED**

- Players dribble ball through the area.
- Upon coach command, player must dribble to a free gate and pass the ball through to the other side.
- Players collect balls at other side and keep dribbling until coach calls again.

**VARIATIONS  
PROGRESSIONS**

- Remove command and let players dribble gate to gate.
- Add a time challenge.
- Can players jump over the gate to get their ball?
- Players in pairs. Player 1 passes through gate for Player 2 to trap the ball. Player 2 passes back to Player 1 to trap. Once both players have trapped the ball, they move onto an open gate to start again.

**FMS POINTS**

(dribbling a ball)

- Keep head up with eyes focused forward.
- Body leans forward.
- Small taps of the ball using different parts of the foot.
- Ball is kept close to body.
- Use both feet.
- Arms for balance.

[aysou.video/fms7](http://aysou.video/fms7)

**FMS POINTS**

(kicking a ball)

- Position behind ball to the side.
- Head over ball.
- Step forward and plant non kicking foot to side of ball.
- Kicking leg swings back and forward through to kick the ball.

[aysou.video/fms14](http://aysou.video/fms14)

- Use arms for balance.
- Make contact with middle of ball.
- Lean slightly back on contact
- Leg follows through toward the target.

**FMS POINTS**

(trapping)

- Move body into path of ball.
- Keep eyes focused on the ball at all times.
- Present larger surface area and let the ball meet foot.
- Stop ball with side of foot.
- Let foot cushion the impact of the ball.

[aysou.video/fms11](http://aysou.video/fms11)

# SESSION 8, ACTIVITY 2 - LA FREEWAY

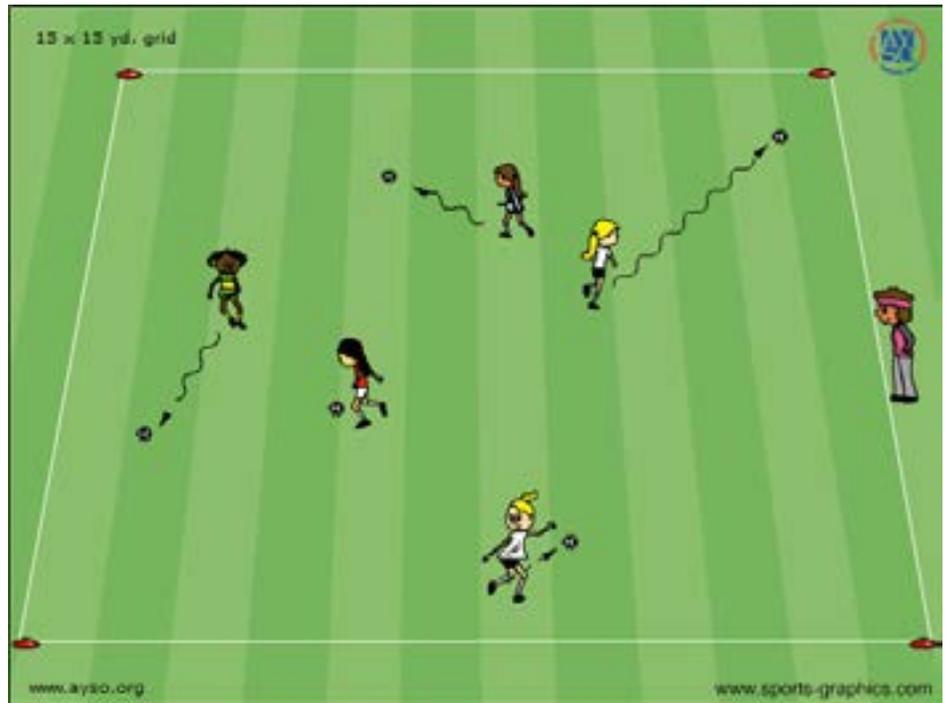
TECHNIQUE: **Dribbling**

FMS: **Running, Balance**

**EQUIPMENT/  
ORGANIZATION**

- Create a 15 x 15 yard grid marked with 4 or more cones
- Ball per player.
- All players are required to play within the grid.

To see this activity in action visit:  
[aysou.video/lafreeway](https://aysou.video/lafreeway)



**HOW THE GAME IS PLAYED**

- Players dribble around and through the grid.
- They react to the following directions given by the LAPD (the Coach): “Green” is go, “Yellow” is slow down, “Red” is stop with foot on the ball for 3 seconds, “Crash” all players must fall to the ground, and “Runaway Speeder” the coach runs in the grid and kicks the balls out of the grid.
- If their ball is kicked out, they bring it back into the area, stand with the ball above their head with their legs apart in a stationary position to make a tunnel.
- The player can get back into the game only when a teammate dribbles their ball through their legs (tunnel).

**VARIATIONS/  
PROGRESSIONS**

- Limit players to only use L foot, R foot, outside of R or L, or use inside of both feet.
- Use different cars to signify different speeds, i.e., Ferrari = super speed, mini-van = super slow, etc.
- Add FMS command, i.e., when coach makes police siren sound, players must stop their ball, freeze and balance on one leg for 5 seconds.

**FMS POINTS  
(balance)**

- Body stable and weight over base.
- Eyes and head focused forward.
- Leg raised off ground and not touching supporting leg.
- Supporting leg still and foot flat on contact point.
- Arms out to the side at shoulder height for counter balance.
- Tighten muscles to gain balance and stability.

[aysou.video/fms8](https://aysou.video/fms8)

# PITCH AND PUTT

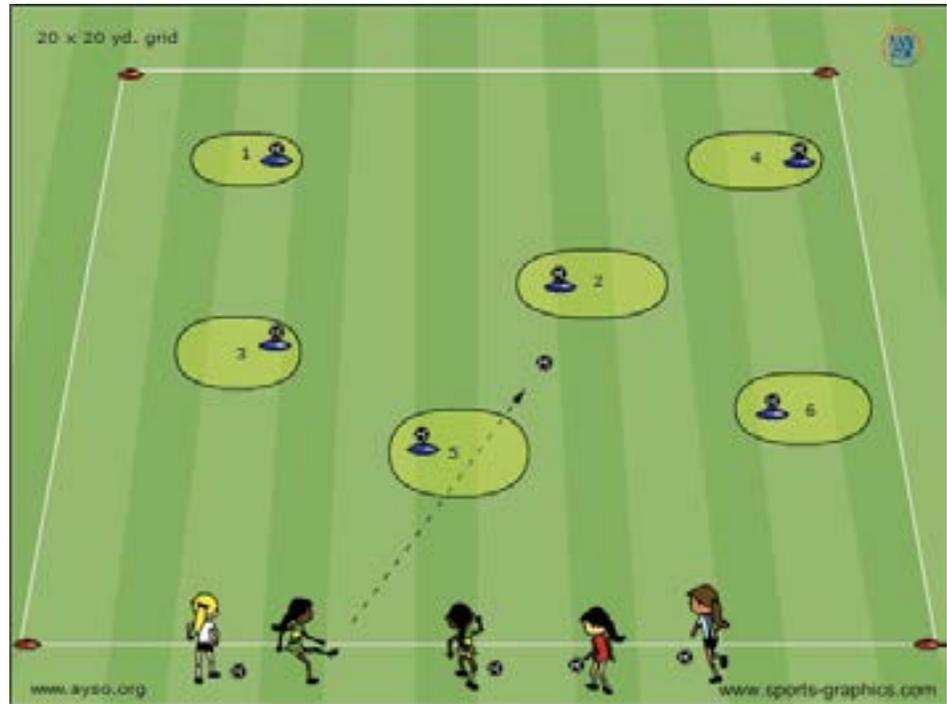
TECHNIQUE: **Passing/Shooting**

FMS: **Rolling a ball**

## EQUIPMENT/ ORGANIZATION

- 4 cones to mark 20 x 20 yard grid and 6 disc cones to place soccer balls on, 7 or 8 soccer balls.
- If available, 6 hula-hoops to mark the greens.
- Randomly place 5 or 6 disc cones with soccer ball atop within the grid.

To see this activity in action visit:  
[aysou.video/pitchputt](https://www.aysou.org/video/pitchputt)



## HOW THE GAME IS PLAYED

- One at a time, each player tries to knock a ball off of the cones.
- After a miss the coach resets the balls and the next player is up.
- Players can shoot from any place on the line.
- The first player to knock all six balls of the cones is the winner.

## VARIATIONS/ PROGRESSIONS

- Adjust distance as needed to ensure success.
- Have players strike the ball with the left and right foot.
- Have players roll/bowl the ball.

## FMS POINTS (rolling a ball)

- Hold ball using fingers, palm side up.
- Stand facing target.
- Bring arm down and back, rocking onto back foot.
- Step forward with opposite foot to hand.
- Bend at knees and swing arm forward to body.
- Release ball in front of the lead foot in smooth, fluid motion.
- Follow through in direction of target.
- Keep the ball low.

[aysou.video/fms13](https://www.aysou.org/video/fms13)

# MR. WOLF

TECHNIQUE: **Dribbling**

FMS: **Balancing, hopping, etc.**

## EQUIPMENT/ ORGANIZATION

- Make a circle about 20 yards in diameter.
- One ball per player.
- Starting cone per player.

To see this activity in action visit:

[aysou.video/mrwolf](https://www.aysou.org/video/mrwolf)



## HOW THE GAME IS PLAYED

- The coach is the “Big Bad Bear”
- Players spread around edge of the circle with a ball each.
- The coach stands in the middle and is Mr. Wolf.
- Every child is a sheep and asks the question very loudly, “What time is it Mr. Wolf?”
- The Wolf says a time, i.e., “2 O’Clock.” Each player must then dribble the ball forward two steps and stop the ball with their foot.
- When the players get close enough to the center the coach may announce, “Dinner Time” and attempts to steal the soccer balls from the sheep.
- The players must turn and get back to their cone, outside the circle before being captured.
- When a sheep is caught they become a baby wolf in the middle to help Mr. Wolf.
- The winner is the last remaining sheep.

## VARIATIONS/ PROGRESSIONS

- Start without a ball.
- Limit players to only use L foot, R foot, outside of R or L, or use inside of both feet.
- Wolf can also request a FMS challenge, i.e., “BalanceTime”... balance on right leg for 5 seconds, etc., or “Hopping Time”... players hop forward for two then hop back for two, etc.

## FMS POINTS (balance)

- Body stable and weight over base.
- Eyes and head focused forward.
- Leg raised off ground and not touching supporting leg.
- Supporting leg still and foot flat on contact point.
- Arms out to the side at shoulder height for counter balance.
- Tighten muscles to gain balance and stability.

[aysou.video/fms8](https://www.aysou.org/video/fms8)

## FMS POINTS (hopping)

- Lift one leg, bent at the knee.
- Head up looking forward with head and trunk stable.
- Bend knee of supporting leg.
- Leg straightens to push off.
- Swing arms back, forward and upward.
- Arms continue to move upward as you jump.
- Push from toes to take off.
- Land softly, bending the knee.
- Take off and land on the same foot.

[aysou.video/fms3](https://www.aysou.org/video/fms3)

# HOSPITAL TAG

TECHNIQUE: **Dribbling**

FMS: **Balancing, Hopping**

## EQUIPMENT/ ORGANIZATION

- Mark a 15 x 15 grid and have all players with a ball inside.

To see this activity in action visit:  
[aysou.video/hospital](http://aysou.video/hospital)



## HOW THE GAME IS PLAYED

- Every player can tag every player in this game.
- Players dribble around grid trying to tag teammate.
- If a player is tagged they hold the body part that is tagged.
- When tagged again, the other hand holds the body part tagged.
- When tagged for the third time, players must go to see the Dr. (COACH) and must get some “medicine” (complete a task assigned by coach to get healed, i.e., balance on one leg, jumping jacks, etc).
- Players re-enter the grid free to tag again.

## VARIATIONS PROGRESSIONS

- Start without a ball.
- Get creative with “the medicine” but keep the tasks simple and related to improving the player’s physical coordination and FMS, i.e., balancing on one leg or hopping, etc.

## FMS POINTS (balance)

- Body stable and weight over base.
- Eyes and head focused forward.
- Leg raised off ground and not touching supporting leg.
- Supporting leg still and foot flat on contact point.
- Arms out to the side at shoulder height for counter balance.
- Tighten muscles to gain balance and stability.

[aysou.video/fms8](http://aysou.video/fms8)

## FMS POINTS (hopping)

- Lift one leg, bent at the knee.
- Head up looking forward with head and trunk stable.
- Bend knee of supporting leg.
- Leg straightens to push off.
- Swing arms back, forward and upward.
- Arms continue to move upward as you jump.
- Push from toes to take off.
- Land softly, bending the knee.
- Take off and land on same foot.

[aysou.video/fms3](http://aysou.video/fms3)

# KNOCK IT OFF

TECHNIQUE: **Passing/Shooting**

FMS: **Catching a ball, Rolling a ball**

## EQUIPMENT/ ORGANIZATION

- 4 cones to mark 20 x 20 grid and 10 to place balls on, 11 soccer balls, (a nerf ball for variation).
- Place balls on top of 5 cones lined up along each end line.
- Two teams.

To see this activity in action visit:  
[aysou.video/knockoff](http://aysou.video/knockoff)



## HOW THE GAME IS PLAYED

- Coach determines which team attacks which end line.
- Coach rolls a ball into the grid to start play.
- Each team competes for possession; the team that gains possession attacks and the other team tries to regain possession.
- The game is won when all the balls on the end line that a team is attacking are knocked off the cones.
- If the ball goes out of play, the coach rolls it back into the grid.

## VARIATIONS/ PROGRESSIONS

- Can only shoot with the foot the coach designates.
- Let any team attack any ball, team that knock off the most balls wins.
- Have players on the same team alternate knocking off the ball (one player can't knock off two in a row).
- Using a nerf ball or similar, players can play with ball in hands (like handball). Start off walking to allow players to adjust to catching the ball. To score they have to roll the ball at the target.

## FMS POINTS (catching)

- Eyes stay focused on object.
- In preparation to catch: feet and body face the object with knees flexed and feet shoulder width apart. Also, elbows are bent, hands are in front of body, palms facing each other with fingers in a 'W' position presenting large surface area.
- When catching, body moves in line with the object.
- Track the flight of the object while moving hands.
- As the ball is caught, fingers close around it.
- Elbows and knees bend to absorb the force of the ball.

[aysou.video/fms16](http://aysou.video/fms16)

## FMS POINTS (rolling a ball)

- Hold ball using fingers, palm side up.
- Stand facing target.
- Bring arm down and back, rocking onto back foot.
- Step forward with opposite foot to hand.
- Bend at knees and swing arm forward to body.
- Release ball in front of the lead foot in smooth, fluid motion.
- Follow through in direction of target.
- Keep the ball low.

[aysou.video/fms13](http://aysou.video/fms13)

# BANK ROBBERY

TECHNIQUE: **Dribbling**

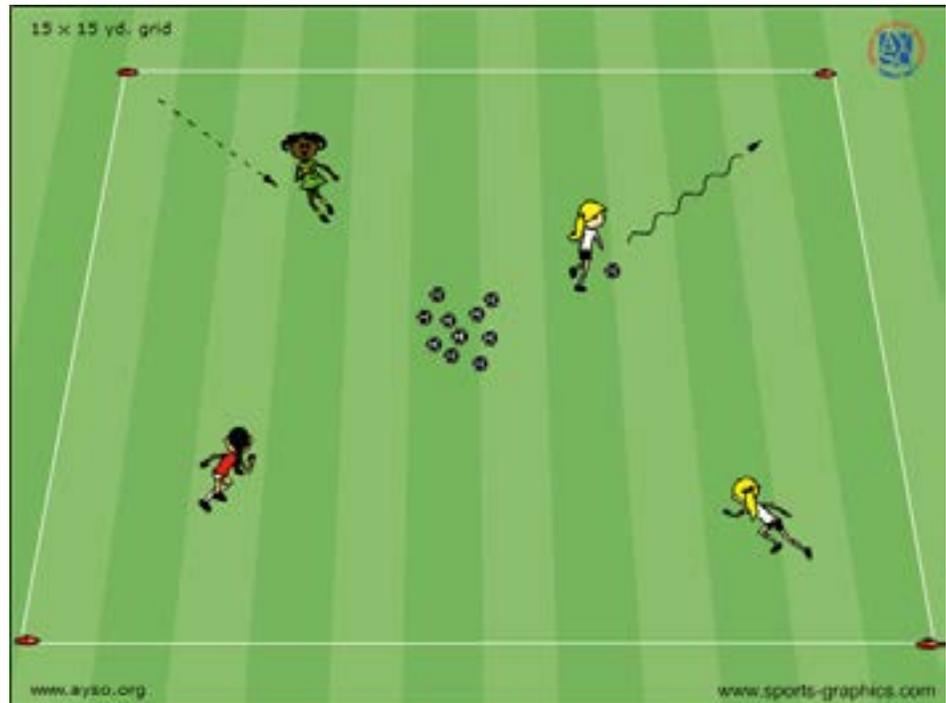
FMS: **Running, Rolling a ball**

## EQUIPMENT

### ORGANIZATION

- 10 to 12 soccer balls.
- Create a 15 x 15 grid with 4 or more cones.
- All players are required to play *within* the grid.

To see this activity in action visit:  
[aysou.video/bankrob](https://www.aysou.org/video/bankrob)



### HOW THE GAME IS PLAYED

- All players are standing by a corner cone.
- The coach yells “Bank Robbery” and at that time all players must sprint to the center of the grid, collect a ball with their feet and return to the cone as quickly as possible, stopping the ball by the cone.
- They then return to the center to get another ball.
- When all the balls have been collected the player who has collected the most balls wins.

### VARIATIONS/ PROGRESSIONS

- Limit players to L foot, R foot, outside of R or L, or use inside of both feet.
- Add more balls to the center and enlarge the grid.
- Once all balls are taken from the center, players can steal from each other’s banks (watch time on this as it can be very tiring).
- Have players pick the balls up and carry them back to their nest, or roll the ball back.

### FMS POINTS (rolling a ball)

- Hold ball using fingers, palm side up.
- Stand facing target.
- Bring arm down and back, rocking onto back foot.
- Step forward with opposite foot to hand.
- Bend at knees and swing arm forward to body.
- Release ball in front of the lead foot in smooth, fluid motion.
- Follow through in direction of target.
- Keep the ball low.

[aysou.video/fms13](https://www.aysou.org/video/fms13)

# GAME-LIKE ACTIVITIES



Graphic Legend



Passing



Player running



Dribbling



Disc cone



Progression/variation



Tall cone

# SESSION 1, ACTIVITY 3 - ANY GOAL

EMPHASIS: **Score!**

## EQUIPMENT/ ORGANIZATION

- Mark a 20 x 15 yard grid with a central goal on each end line.

To see this activity in action visit:  
[aysou.video/anygoal](http://aysou.video/anygoal)



## HOW THE GAME IS PLAYED

- Coach rolls numerous balls onto field (at least one per player and ideally a few extra).
- Players look to collect a ball and score in any of the goals.
- Have parents behind goals to re-distribute balls and keep the game flowing.
- Purpose is for players to understand the aim of soccer is to score goals!

## VARIATIONS/ PROGRESSIONS

- Once the balls are in the goals, reset and begin again, but now the players must try and score in a different goal.
- Add a set period of time and keep score.
- Add corner goals.

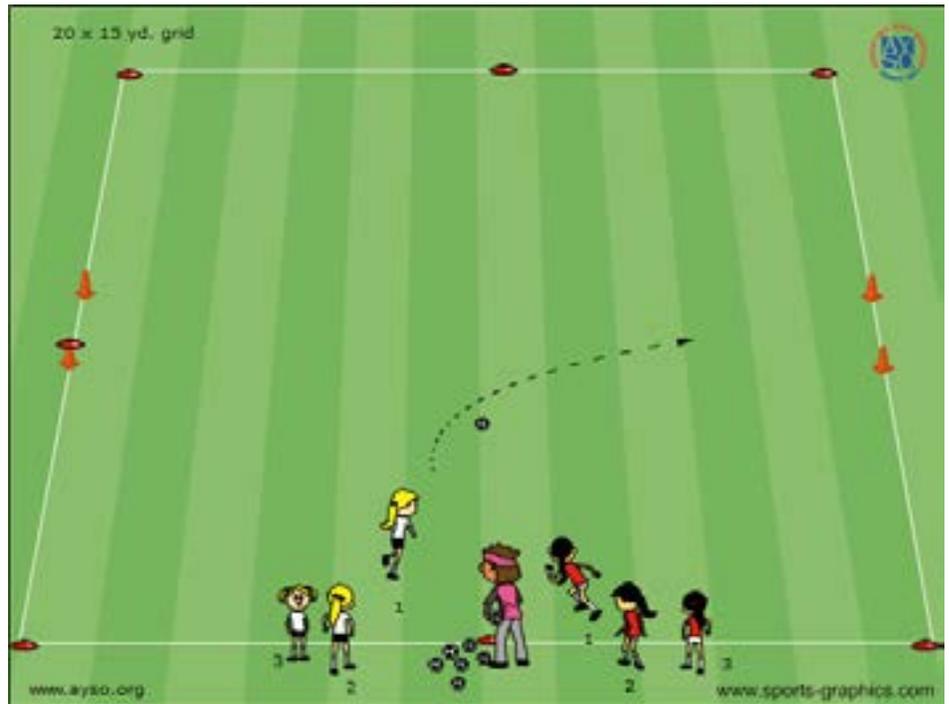
# SESSION 2, ACTIVITY 3 - NUMBERS 1

EMPHASIS: **Direction**

## EQUIPMENT/ ORGANIZATION

- Mark a small-sided field with a goal at either end.
- Two teams, numbered 1-3, line up either side of coach in central position on touch line.
- Use scrimmage vests and give colorful team names.
- Encourage team cheering.

To see this activity in action visit:  
[aysou.video/numbers1](http://aysou.video/numbers1)



## HOW THE GAME IS PLAYED

- Coach determines which team attacks which goal (mark goal(s) with the same colored scrimmage vest as team).
- Coach roles 2 balls into the field to start play.
- Coach calls a number and players with that number from both teams run out to a ball (one for each player).
- One team have to score in one goal and the other team in the opposite one.
- This is to help players understand direction.
- Keep score.
- Have numerous balls on hand to keep the game flowing.

## VARIATIONS/ PROGRESSIONS

- Provide extra points to the player who scores first.

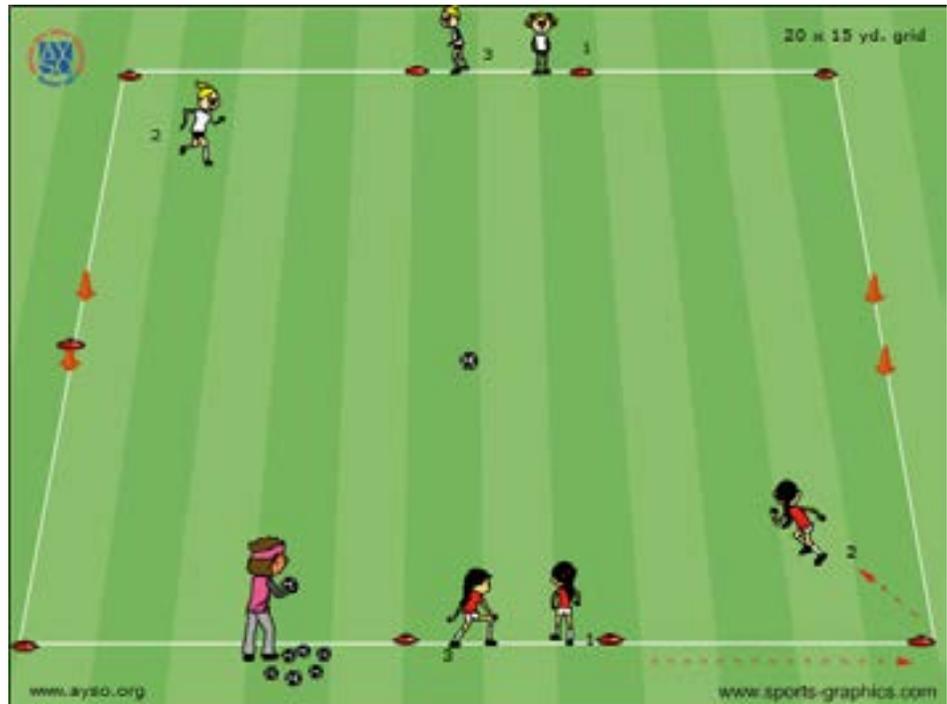
## SESSION 3, ACTIVITY 3 - NUMBERS 2

EMPHASIS: **Competition**

### EQUIPMENT/ ORGANIZATION

- Mark a small-sided field with a goal at either end.
- Two teams, numbered 1-3+, line up on opposite touch lines within two cones.
- Use scrimmage vests and give colorful team names.
- Encourage team cheering.

To see this activity in action visit:  
[aysou.video/numbers2](https://www.aysou.org/video/numbers2)



### HOW THE GAME IS PLAYED

- Coach determines which team attacks which goal (mark goal(s) with the same colored scrimmage vest as team).
- As coach calls a number, player's with that number from both teams run to their right, go around the corner cone, and cut into the field to compete 1v1 to goal.
- As players are running, Coach rolls out one ball for players to compete.
- Once goal is scored or ball goes out of play, the play is over and players return to their team.
- Be sure to encourage players to try to steal the ball and not run into each other (serve the ball more to one side to avoid collision).
- Have numerous balls on hand to keep the game flowing.

### VARIATIONS/ PROGRESSIONS

- Change directions.

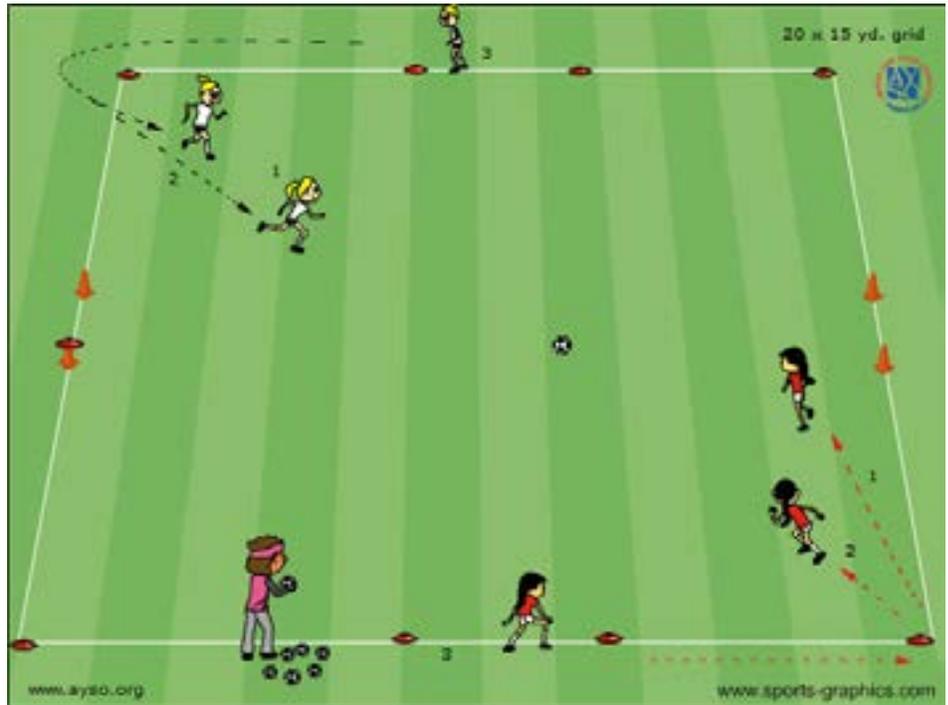
# SESSION 4, ACTIVITY 3 - NUMBERS 3

EMPHASIS: **Teamwork**

### EQUIPMENT/ ORGANIZATION

- Mark a small-sided field with a goal either end.
- Two teams, numbered 1-3, line up on opposite touch lines within two cones.
- Use scrimmage vests and give colorful team names.
- Encourage team cheering.

To see this activity in action visit:  
[aysou.video/numbers3](https://www.aysou.org/video/numbers3)



### HOW THE GAME IS PLAYED

- Coach determines which team attacks which goal (mark goal(s) with the same colored scrimmage vest as team).
- The coach will call two player's numbers (i.e., 1 and 2).
- As coach calls a number, player's with that number from both teams run to their right, go around the corner cone, and cut into the field to compete 2v2 to goal.
- As players are running, Coach rolls out one ball for players to compete.
- Encourage players to work together to introduce teamwork.
- Once goal is scored or ball goes out of play, the play is over and players return to their team.
- Have numerous balls on hand to keep the game flowing.

### VARIATIONS/ PROGRESSIONS

- Change directions.
- Players can sit crossed legged, facing different direction, bouncing, etc., challenging them to react.
- Have players run round corner cone, onto the goal and enter through the goals.

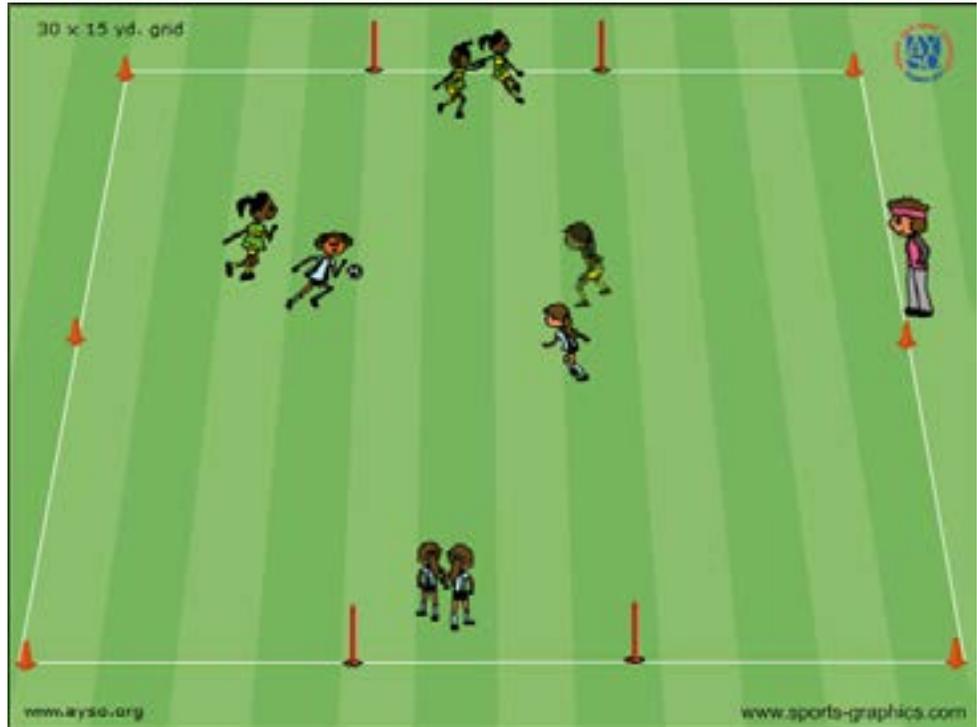
# SESSION 5, ACTIVITY 3 - CHANGE GAME

EMPHASIS: **Rules**

## EQUIPMENT/ ORGANIZATION

- Mark a small-sided field large enough to play 4v4 or more. Make goals large enough for easy scoring.
- Put players into two teams. Then split each team into two groups. Half the team are outfield players and the other group link arms and become the “goalkeeper centipede” to block shots with their feet.
- Use scrimmage vests and give colorful team names.

To see this activity in action visit:  
[aysou.org/video/change](https://www.aysou.org/video/change)



## HOW THE GAME IS PLAYED

- Teams play against each other and try to score in opponents goal.
- Centipede in goal cannot break link to make saves but must move as unit.
- The other group play on the field and try to score a goal.
- Centipede players switch places with the field players on coach command “change” and/or each time ball leaves playing area.
- Players will begin to understand that play stops when the ball leaves the playing area.
- Introduce very simple **rules**:
  - Goals (only count below the knee)
  - Free-kicks (kicking, tripping, etc)
  - Kick-offs (start game, when goals are scored)
  - Ball in and out of play (touchline and goal line)
  - Throw-ins (don't worry about technique)
- Don't worry about enforcing strict rules, simply **introduce** them and keep the game flowing.

## VARIATIONS PROGRESSIONS

- Introduce one rule at the time it occurs.

# SESSION 6,7,8, ACTIVITY 3 - THE BIG MATCH

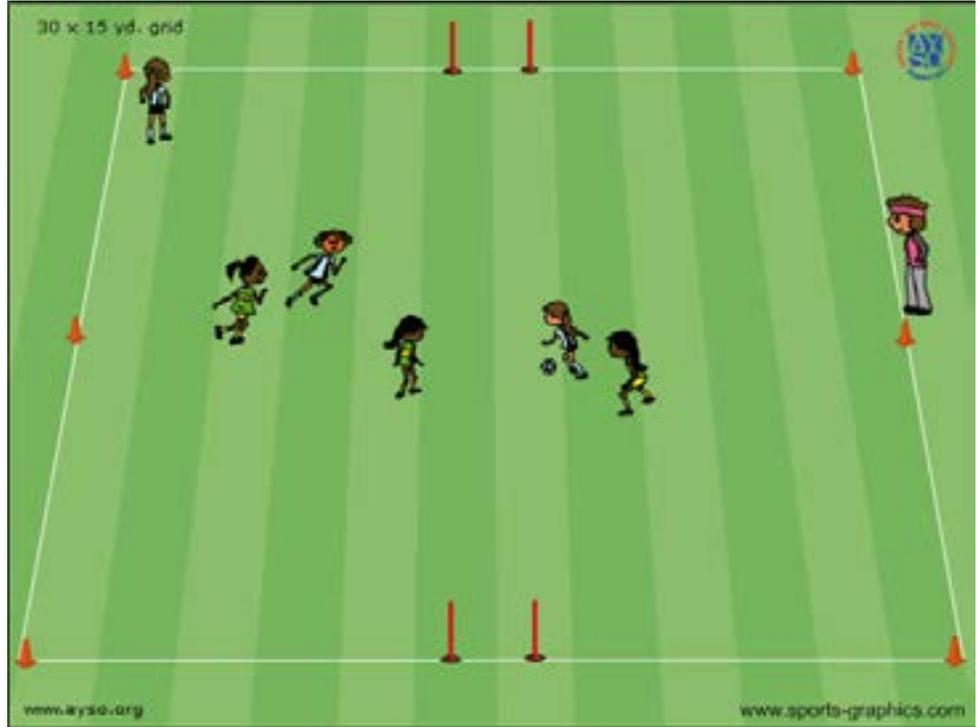
(play 3v3 for last 3 sessions to help players gain familiarity)

EMPHASIS: **3v3**

## EQUIPMENT/ ORGANIZATION

- Mark a small-sided field with small goals.
- Two teams of three.
- Use scrimmage vests and give colorful team names.

To see this activity in action visit:  
[aysou.video/bigmatch](http://aysou.video/bigmatch)



## HOW THE GAME IS PLAYED

- 3v3 game to goal.
- Very simple rules:
  - Goals
  - Free-kicks (kicking, tripping, etc)
  - Kick-offs (start game, when goals are scored)
  - Ball in and out of play (touchline and goal line)
  - Throw-ins (don't worry about technique)
- Have two halves and switch ends, just like the big match.
- Don't worry about enforcing strict rules, simply introduce them and keep the game flowing.

## VARIATIONS PROGRESSIONS

- To start or restart games, ask players to find a space and freeze when the ball goes out of play.
- Give the ball to either the player in most space or a player who may not have had as many touches in the game as others. Allow them a few seconds to travel towards goal before you allow the others to move freely.
- This encourages spatial awareness and involves each player (prevents one or two players to dominate, as is often the case in 3v3).

# GAME-LIKE ACTIVITY - BUMPER BALL!

EMPHASIS: **Targets, Direction, Competition and Rules.**

## EQUIPMENT ORGANIZATION

- Create a 30 x 15 yard field with goals marked with flags or tall cones at either end.
- Two teams.

To see this activity in action visit:  
[aysou.video/bumperball](https://www.aysou.org/video/bumperball)



## HOW THE GAME IS PLAYED

- Parents stand on the touchlines and goal lines to stop the ball going out of play.
- Ball stays in play and prevents the need for corners, goal kicks or throw ins.
- Keep score.
- Give teams colorful and fun names.

## VARIATIONS PROGRESSIONS

- Remove parents from either goal line or touchline to **gradually** introduce throw ins, corners or goal kicks.

# GAME-LIKE ACTIVITY - SHOOT!

EMPHASIS: **Direction, Targets and Competition**

**EQUIPMENT**  
**ORGANIZATION**

- Create a 30 x 30 yard square and smaller inner 15 x 15 yard square.
- Four small goals central on each touchline of the outer square.

To see this activity in action visit:  
[aysou.org/video/shoot](https://www.aysou.org/video/shoot)



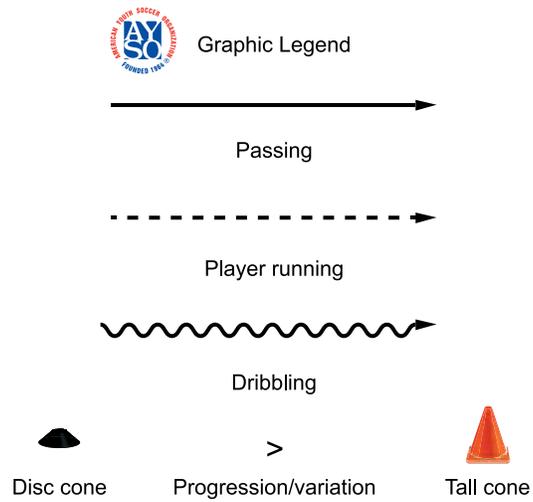
## HOW THE GAME IS PLAYED

- Two teams, each player with a number dribbling inside the inner square.
- When Coach calls a number, the player from each team dribbles out the inner square and shoots on any goal.
- Only the first player to score gets a point for their team.

## VARIATIONS PROGRESSIONS

- Limit players to only use L foot, R foot, outside of R or L, or use inside of both feet.
- Call multiple numbers.
- Mark line a few yards from goals so players must kick before that line.

# EIGHT-WEEK SCHOOLYARD CURRICULUM





**FMS Activity 1: Web-Slinger (running)**

- One player is the Web-Slinger, all others are villains.
- Web-Slinger has numerous scrimmage vests (webs).
- Web-Slinger must chase the villains and throw his web and hit the villain to web that player.
- If a villain gets webbed they must freeze, put their hands in the air and open their legs (can only be released if a teammate crawls through their legs like a snake).
- To win, Web-Slinger must freeze all the villains.
- Swap the Web-Slinger often and at every progression.
- >If a player runs out of area, they are frozen when they come back in.
- >Players can dribble a ball and the Web-Slinger must web their ball to get them out.
- >Increase the number of Web-Slingers.
- >Add a time challenge.



**Soccer Activity 2: Sharks & Minnows (dribbling and running)**

- The minnows have a tail in the back of their shorts.
- The shark (Coach) moves around the grid catching minnows by pulling off their tails.
- The minnows try to avoid the shark but when a minnow has lost its tail, it must leave the grid (the pond).
- To re-enter the pond, the minnows must perform a FMS challenge, i.e., balance on one leg for 5 seconds, perform 5 ball bounces, etc.
- >Minnows can start without a ball.
- >Caught minnow's can become baby sharks.
- >Limit players to only use L foot, R foot, outside of R or L, or use inside of both feet.



**Game-Like Activity 3: Any Goal (score!)**

- Coach rolls numerous balls onto field (at least one per player and ideally a few extra).
- Players look to collect a ball, dribble and score in any of the goals.
- Have parents behind goals to re-distribute balls and keep the game flowing.
- Purpose is for players to understand the aim of soccer is to score goals!
- >Once the balls are in the goals, reset and begin again, but now the players must try and score in a different goal.
- >Add a set period of time.
- >Add corner goals.





**FFMS Activity 1: Coach Says (balancing+)**

- Players start on end-line with ball at their feet.
- The coach provides various commands: TAKE ONE (TWO, THREE, ETC.) STEPS FORWARD, \*BALANCE ON RIGHT/LEFT LEG, also add: SIT ON BALL, ONE FOOT ON BALL, SPEED UP, SLOW DOWN, ELBOW ON BALL, EAR, PICK BALL UP AND BOUNCE, JUMP OVER BALL, etc.
- Balancing on each leg should be a main focus.
- However, players only react if the direction is preceded by "Coach Says."
- > Change the command from "Coach Says."



**Soccer Activity 2: Slippery Snake (dribbling & balancing)**

- Players dribble around the area.
- All players form a snake-like line; each player has a ball & must follow the lead player (the head of the snake).
- When the coach yells "Shed Your Skin" the player at the end of the snake dribbles forward and becomes the head of the snake.
- > Limit players to only use L foot, R foot, outside of R or L, or use inside of both feet.
- > Ensure that all players become the head of the snake at one time or another.
- > Have the players add their favorite soccer fake (move) when they are the head of the snake for others to copy.
- > Add FMS commands: Stop, balance on left leg, etc., Go!



**Game -Like Activity 3: Numbers 1 (direction)**

- Two teams, numbered 1-3, line up either side of coach in central position on touch line. Coach determines which team attacks which goal (mark goal(s) with the same colored scrimmage vest as team).
- Coach roles 2 balls into the field to start play.
- Coach calls a number and players with that number from both teams run out to a ball (one for each player).
- One team have to score in one goal and the other team in the opposite one.
- This is to help players understand direction.
- Keep score.
- Have numerous balls on hand to keep the game flowing.
- > Provide extra points to the player who scores first.





**FMS Activity 1: Hunters and Hunted  
(running, twisting, pivoting, dodging)**

- Players tuck tails into back of shorts and line up on opposite sidelines.
- On coach command, hunters chase hunted and try to grab tails.
- Hunted use twists, pivots and dodging to escape hunter.
- If hunter catches hunted, they throw the tail to the ground and chas another player.
- If caught, the hunted runs outside grid, around the flag (tree), back \into the grid (woods) to retrieve their tail and join in again.
- Play for one minute, then break for 30 seconds. Continue a few rounds.
- Change hunters and hunted.
- > Players dribble a ball.



**Soccer Activity 2: Big Bad Bear  
(dribbling & twisting, pivoting & dodging)**

- Coach is the “Big Bad Bear” and must try to capture the players as they dribble around the area.
- Bears must always be growling.
- “Bear” cannot capture players who hide in one of the caves.
- The players can only stay in a cave for 10 seconds and must go to the other cave to avoid capture.
- If a player is captured, they become a “Wee Bad Bear” and help the “Big Bad Bear” capture the remaining players.
- Last player to be captured is the winner.
- > Only 1 player in cave at a time.
- > While in the cave, players must perform a FMS, i.e., balance on one leg for 5 seconds, etc., before they exit.
- > All Bears must hold hands (or scrimmage vest) while trying to capture the remaining players.
- > Play without balls.



**Game-Like Activity 3: Numbers 2 (competition)**

- Two teams, numbered 1-3+, line up on opposite touch lines within two cones. Coach determines which team attacks which goal (mark goal(s) with the same colored scrimmage vest as team).
- As coach calls a number, player’s from both teams with that number run to their right, go around the corner cone, and cut into the field to compete 1v1 to goal.
- As players are running, Coach rolls out one ball for players to compete.
- Once goal is scored or ball goes out of play, the play is over and players return to their team.
- Encourage players to try to steal the ball & not run into each other (serve ball more to one side to avoid collision).
- Have numerous balls on hand to keep the game flowing.
- > Change directions.

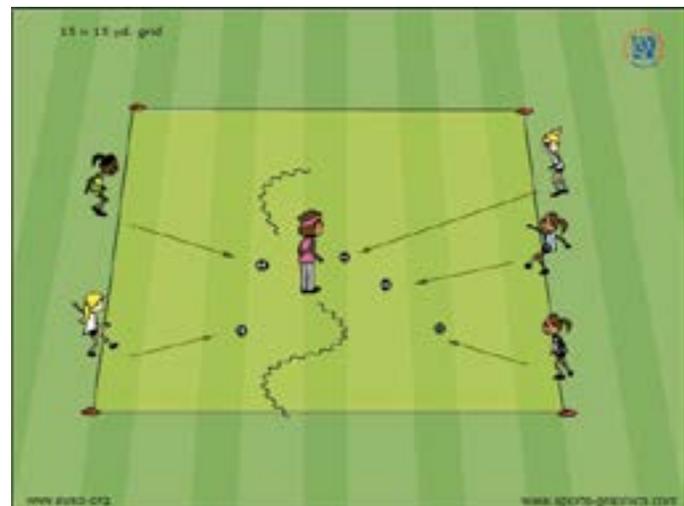


**FMS Activity 1: Kingpin (rolling a ball)**

- Players must roll/bowl the ball and try and knock down as many cones as possible by using an underarm throw.
- When they knock down a cone they must run, pick it up and place it on a pile beside them outside the grid.
- Winning player / team is those with most pins.
- > Vary distance.
- > Add time challenge.
- > Players can kick the ball.

**Soccer Activity 2: The Mosquito (passing & rolling a ball)**

- The Coach (the Mosquito) will dash across the grid trying to avoid being hit with the balls that the exterminators (players) are shooting at him.
- Before heading back to the starting point, the coach will allow the players to collect their ball and line up on the other side of the grid for one more go at the Mosquito.
- See who hits the Mosquito the most times in a set number of runs.
- > Have players strike the ball with the left and right foot.
- > Vary pace of Mosquito.
- > Have players roll/bowl the ball.

**Game-Like Activity 3: Numbers 3 (teamwork)**

- Two teams, numbered 1-3, line up on opposite touch lines within two cones.
- Coach determines which team attacks which goal (mark goal(s) with the same colored scrimmage vest as team).
- The coach will call two player's numbers (i.e., 1 and 2).
- As coach calls the numbers, player's from both teams with those numbers run to their right, go around the corner cone, and cut into the field to compete 2v2 to goal.
- As players run, Coach rolls 1 ball for players to compete.
- Encourage players to work together to introduce teamwork.
- Once goal is scored or ball goes out of play, the play is over and players return to their team.
- Have numerous balls on hand to keep the game flowing.
- > Players can sit crossed legged, facing different direction, bouncing, etc., challenging them to react.
- > Players run round corner and through goals to enter game.





**FM Activity 1: Kentucky Derby  
(jumping/landing, catching a ball)**

- Players move through the grid from gate to gate with ball in hands.
- At each gate, players stand 1-2 yards apart on either side.
- One player throws underarm (softly) to the other to catch. Once the ball is caught, the thrower then jumps over the scrimmage vest to join their partner.
- After each gate, the pair move onto another set of empty gates to score (catcher becomes the thrower and so on).
- Each pair counts how many gates they score in a set period of time.
- > Increase number of times pair must throw and catch the ball through gates before moving on.
- > Players can pass the ball on the ground.



**Soccer Activity 2: One Pin Bowling  
(passing & jumping/landing)**

- One at a time each player tries to knock the ball off the cone directly in line with them.
- Let each player try it once before you start over from player 1.
- After each player has attempted five shots, the player who has knocked the most balls off the cone is the winner.
- As the players collect their ball, they try and jump over the target cone.
- > Have players roll/bowl the ball.
- > Have players strike the ball with their left and right foot.
- > Change the distance that the balls are away from the players.
- > Try to get all five balls at the end of the grid by the end of the training session.



**Game-Like Activity 3: Change Game (simple rules)**

- Two teams try to score in each other's goal.
- The "Centipede" in goal cannot break the link to make saves, rather they must move as unit.
- The other group play on the field and try to score a goal.
- Centipedes switch places with the field players on coach command "change" and/or each time ball leaves playing area.
- Players will begin to understand that play stops when the ball leaves the playing area.
- Introduce very simple rules (as they occur in the game):
- Free-kicks (kicking, tripping, etc)
- Kick-offs (start game, when goals are scored)
- Ball in and out of play (touchline and goal line)
- Throw-ins (don't worry about technique) Don't worry about enforcing strict rules, simply introduce them and keep the game flowing.



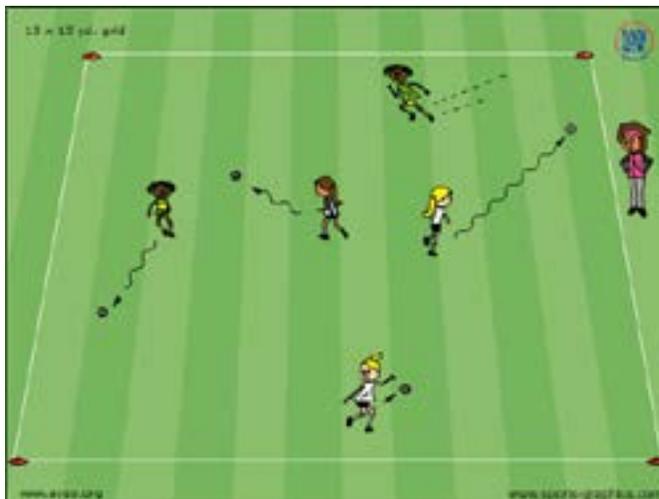
### FMS Activity 1: Treasure Hunt (skipping and hopping)

- Lay out orange cones only.
- Start players at one corner cone.
- Upon start, players “skip” around the grid (prioritize technique).
- The object of the game is to collect as many cones (gold coins) as possible.
- Once all cones have been picked up, the player with the most cones is the winner.
- > Add the blue (or other) color cones.
- > When the players come upon a different colored cone, they have to “hop” over it before picking it up. These special cones are worth 100 points each.



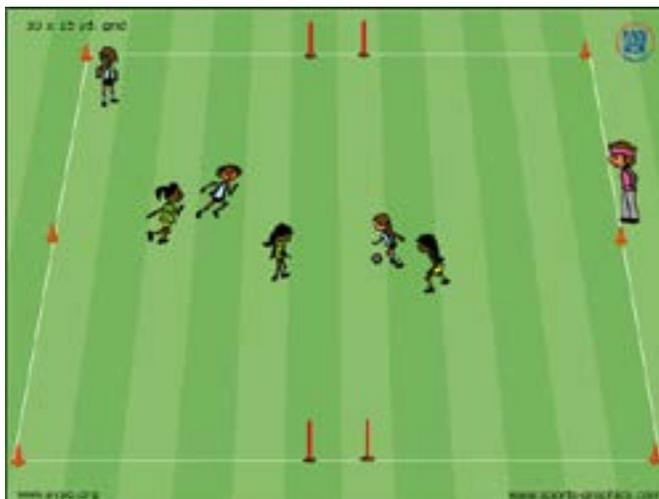
### Soccer Activity 2: Pac Gal (dribbling and skipping)

- The Pac Gal chases the players.
- Any player that dribbles outside the grid or has their ball kicked outside the grid by the Pac Gal, becomes the Pac Gal.
- The initial Pac Gal will use the ball of the player who dribbled out of the grid or whose ball was kicked out of the grid.
- > Limit players to only use L foot, R foot, outside of R or L, or use inside of both feet.
- > The Pac Gal must skip through the area.
- > Player who get caught become Pac Gals also.



### Game-Like Activity 3: The Big Match (3v3)

- 3v3 game to goal.
- Very simple rules:
- Goals
- Free-kicks (kicking, tripping, etc)
- Kick-offs (start game, when goals are scored)
- Ball in and out of play (touchline and goal line)
- Throw-ins (don't worry about technique)
- Have two halves and switch ends, just like the big match.
- Don't worry about enforcing strict rules, simply introduce them and keep the game flowing.





**FMS Activity 1: Scoops of Ice Cream (running)**

- Give both sides team names.
- On coach command, players run into middle pick up cone/ball to make an ice cream cone (parents help as needed) and carry it back to their starting cone.
- Play continues until all balls have been collected.
- Count number of balls each player collects.
- > Vary distance.
- > Players dribble the ball back.
- > Add a FMS challenge on way back, i.e., stop and balance on one leg for 5 seconds.
- > The ice cream scoop is freezing so players must throw it in the air and catch it on way back.



**Soccer Activity 2: Soccer Croquet (dribbling, kicking and trapping a ball)**

- Players dribble ball through the area.
- Upon coach command, player must dribble to a free gate and pass the ball through to the other side.
- Players collect balls at other side and keep dribbling until coach calls again.
- > Remove command and let players dribble gate to gate.
- > Add a time challenge.
- > Can players jump over the gate to get their ball?
- > Players in pairs. Player 1 passes through gate for Player 2 to trap the ball. Player 2 passes back Player 1 to trap. Once both players have trapped the ball, they move onto an open gate to start again.



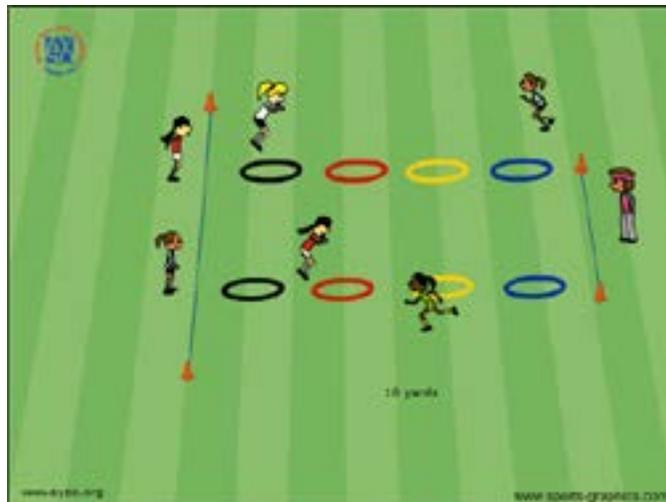
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- Ball in and out of play (touchline and goal line)
- Throw-ins (don't worry about technique)
- Have two halves and switch ends, just like the big match.
- Don't worry about enforcing strict rules, simply introduce them and keep the game flowing.



**FMS Activity 1: Frog Jumping (jumping/landing)**

- All children on the start line in two lines facing you at the end line.
- Kids jump like a frog on each lily pad in their row and then run around the marker and back to the start.
- Sing a “frog” song, while the children jump from lily pad to lily pad. Children should “croak” like a frog while leaping.
- > Ask the children to jump in different directions: forwards, backwards and sideways.
- > Increase/decrease distances.



**Soccer Activity 2: LA Freeway (dribbling)**

- Coach is the “Big Bad Bear” and must try to capture the players as they dribble around the area.
- Bears must always be growling.
- “Bear” cannot capture players who hide in one of the caves.
- The players can only stay in a cave for 10 seconds and must go to the other cave to avoid capture.
- If a player is captured, they become a “Wee Bad Bear” and help the “Big Bad Bear” capture the remaining players.
- Last player to be captured is the winner.
- > Only 1 player in cave at a time.
- > While in the cave, players must perform a FMS, i.e., balance on one leg for 5 seconds, etc., before they exit.
- > All Bears must hold hands (or scrimmage vest) while trying to capture the remaining players.
- > Play without balls.



**Game-Like Activity 3: The Big Match (3v3)**

- 3v3 game to goal.
- Very simple rules:
- Goals
- Free-kicks (kicking, tripping, etc)
- Kick-offs (start game, when goals are scored)
- Ball in and out of play (touchline and goal line)
- Throw-ins (don’t worry about technique)
- Have two halves and switch ends, just like the big match.
- Don’t worry about enforcing strict rules, simply introduce them and keep the game flowing.



# BLANK SCHOOLYARD SESSION PLAN

In addition to completed Session Plans, enclosed is a blank training plan for creating a Schoolyard session. However, it is important to stay within the general framework and flow as previously referenced. Remember, there is a hierarchy to Fundamental Motor Skills, i.e., walking before running, jumping before skipping, etc. Each group will be unique so modify activities as needed to make them easier or more challenging in order for everyone to feel successful.

Also, it is always good to reinforce the lessons from the previous session, i.e., “Does everyone remember last week, when we were being chased through the jungle by the crazy monkeys? Can anyone show me how we used our arms to help us run faster?”

**FMS Activity 1:** Start with a simple activity (without the ball) to get the children warmed up AND focus on their Fundamental Motor Skills, i.e., running, balancing, twisting.

**FMS/Soccer Activity 2:** This activity should introduce soccer as the common thread but still prioritize FMS.

**Game-Like Activity 3:** This segment should gradually introduce the match environment by focusing on a single element the children need to grasp as they prepare for 4 versus 4 games when they progress into 6U (direction, team, targets, competition, simple rules, etc.). **Note:** The final game “The Big Match” is repeated in weeks 6, 7 and 8 for the players to gain familiarity with 4 versus 4.

Session #: \_\_\_\_\_ Region: \_\_\_\_\_



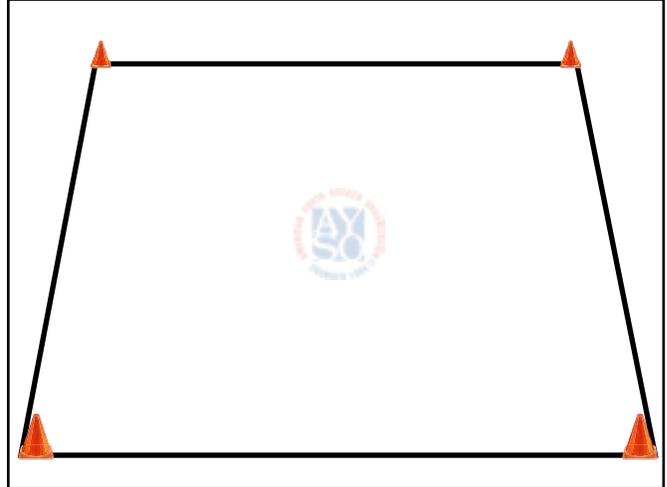
Age: Schoolyard Jamboree

Date: \_\_\_\_\_

EVERYONE PLAYS    BALANCED TEAMS    OPEN REGISTRATION    GOOD SPORTSMANSHIP    POSITIVE COACHING    PLAYER DEVELOPMENT

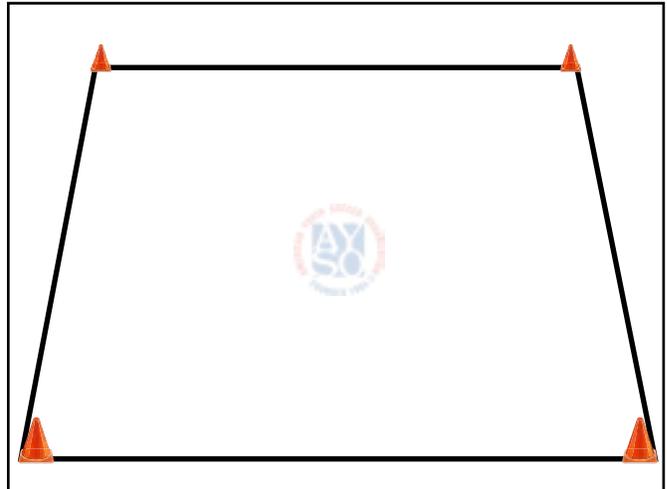
FMS Activity 1:

Set Up



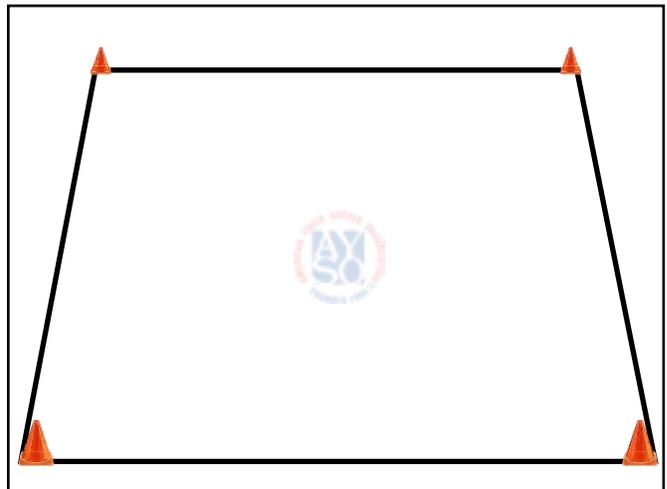
FMS Activity 2:

Set Up



FMS Activity 3:

Set Up



# FMS VIDEO LINKS



[aysou.video/fms1](https://aysou.video/fms1)



[aysou.video/fms8](https://aysou.video/fms8)



[aysou.video/fms9](https://aysou.video/fms9)



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[aysou.video/fms12](https://aysou.video/fms12)

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### **Playtime Adventure**

Zach Stiffel, AYSO

John Ouellette, AYSO Hall of Fame

AYSO Region 37

AYSO Region 17

**Sport Specialization:** developmental and learning issues: early specialization may limit a child's acquisition of fundamental motor skills. The Journal of Physical Education, Recreation & Dance, 2010 Crystal F. Branta, Associate Professor, Growth and Motor Development, Michigan State University.

Fundamental Movement Skills in Children and Adolescents, 2010, Lubans DR, Morgan PJ, Cliff DP, Barnett LM, Okely AD.

**Risks and Benefits of Youth Sport Specialization:** Perspectives and Recommendations, 2000, Wiersma, L.D., Pediatric Exercise Science.

Australian Sports Commission Indigenous Sports Program

Scott Snyder, AYSO Director Programs and Education

All of our AYSO 5U superstars...players and volunteers!



# AYSO VISION

is to provide world class youth soccer programs that enrich children's lives.

# AYSO MISSION

is to develop and deliver quality youth soccer programs which promote a fun, family environment based on AYSO's Six Philosophies:

## AYSO SIX PHILOSOPHIES

- Everyone Plays®
- Balanced Teams
- Open Registration
- Positive Coaching
- Good Sportsmanship
- Player Development



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everyone plays®

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