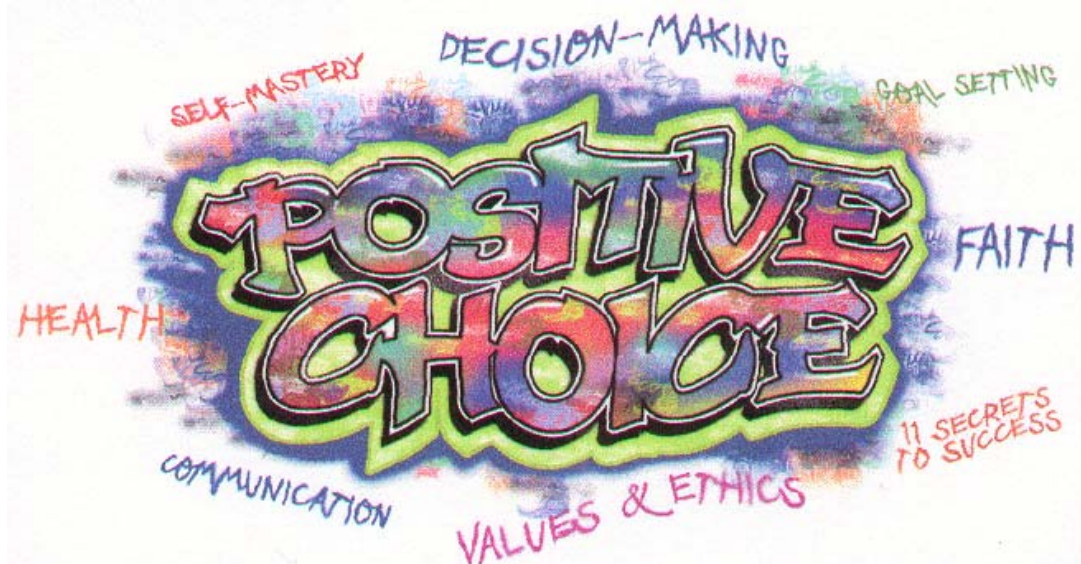


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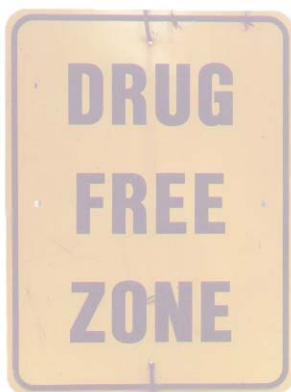


Positive-Choice™ Soccer SKILLS FOR LIFE™

Program Manual for
Coordinators, Coaches
and Parents



Includes participant worksheets



"No Drugs, No Crime ... Just Soccer"

What is Soccer In The Streets®?

Soccer In The Streets® is an Atlanta based nationwide non-profit organization that develops soccer, educational and life-skills programs for "at-risk" kids in urban communities. Since its inception in 1989, Soccer In The Streets has positively changed the lives of over 100,000 urban kids in more than 75 U.S. cities. The experience and skills learned through Soccer In The Streets programs better prepare youth for life and create further opportunities in the field of soccer and academia. In addition, the program helps identify potentially gifted players who can be nurtured to reach the highest level of soccer achievement including the possibility of college scholarships, professional, or national team playing opportunities. Soccer In The Streets is committed to building the life of kids through soccer in the heart of the country's urban communities and making it a true sport for all regardless of ethnic or economic background.

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Table of Contents:

Introduction	1
Objectives	1-3
Format Overview	3-5
Preparation	5
Implementation	6
Skills Sessions Format - Theme, "Word Of The Day", Soccer Skill	7
Session #1: Rules, RESPECT, Ball Touches	8-9
<i>Handout 1 - "Getting To Know You"</i>	
Session #2: Self-Control, CONTROL, Ball Control/Dribbling	10-11
<i>Handout 2 - "Control Yourself"</i>	
Session #3: Communication, COMMUNICATE, Passing	12-13
<i>Handout 3 - "Say What?"</i>	
Session #4: Choice, DECISION, Receiving	14-15
<i>Handout 4 - "Decisions, Decisions"</i>	
Session #5: Preparation, PREPARE, Heading	16-17
<i>Handout 5 - "Fail To Prepare, Prepare To Fail"</i>	
Session #6: Defense/Guarding, DEFEND, Defending	18-19
<i>Handout 6 - "Defend Yourself"</i>	
Session #7: Goalsetting, GOAL, Shooting	20-21
<i>Handout 7 - "Aim High"</i>	
Session #8: Teamwork, FAITH, Goalkeeping/ Role Positions	22-23
<i>Handout 8 - "There Is No 'I' In TEAM"</i>	
Session #9: Values & Ethics, VALUE, Laws of the Game	24-25
<i>Handout 9 - "Be Good!"</i>	
Session #10: The Game/Putting It All Together, SUCCESS, Strategies & Tactics	26-27
<i>Handout 10 - "We Got Game"</i>	
Conclusion and Evaluation	28
Appendix	29-30

Introduction

The idea for **Positive-Choice™** came from the discussion about what is lacking in youth development programs. Kids are given so many "DON'T" messages, like "Don't Do Drugs", "Don't Smoke", "Don't Join Gangs", and so on. Our thought ... let's give kids "DO" messages. "Do get an education", "Do find role models and mentors", "Do participate in healthy outlets, like sports", and the list goes on.

It has been said that "children are the future." If we were to solely focus on the problems and challenges that today's youth face, then our future would look pretty bleak. Instead, we choose to emphasize the great potential in this next generation, as evidenced by their seemingly innate technological savvy, their energy and creativity, their resiliency and intelligence, their diversity and great capacity for caring and love. Because so many more opportunities now exist for these young people, programs such as this must find a way to reach that potential and channel it towards a positive and successful outcome.

The **Positive-Choice™** program is based on teaching young people to make choices that result in positive outcomes. Based on the counsel to *C_hoose H_appiness O_ver I_ignorance, C_rime and E_vil*, participants will be given the information and taught the skills that will help them to heed that advice.

Principles upon which we base the approach are *reality, responsibility, respect, communication, education and love*. Even for young people who have already set a path to negative outcomes, we believe that each individual possesses the potential to grow, meet challenges, and change. We provide the tools, the encouragement, and facilitate the formation of values, for a change to a positive and constructive lifestyle.

Objectives

From its inception, **Soccer In The Streets®** has endeavored to provide economical soccer programs in low-income communities where soccer programs don't typically exist. **Soccer In The Streets®** aims to remove financial barriers, racial barriers, and gender barriers that prohibit children from being involved in meaningful athletic and recreational activities. Once children are involved in positive activities which not only teach soccer basics, but also life skills, such as discipline,



responsibility and socialization/teamwork, they are less likely to become involved with the destructive influences in their neighborhoods. Their accomplishments in turn foster higher self-esteem and further promote constructive lifestyles. A special concern is that youth are maturing physically at increasingly earlier ages. Without a positive self-image, they are easily led to indulge in risky behaviors that will jeopardize their health and future. In the effort to reach the objectives noted below, **Soccer In The Streets®** has developed the **Positive-Choice™** program and will provide staff and consultants the information needed to implement the physical, educational and cultural enrichment activities related to the program.

The general priorities of this program are as follows:

- Support situations in which to provide health, physical fitness and educational opportunities through Soccer by establishing a mentoring network within the program. The ten skills covered in this first phase will provide the foundation for a healthier lifestyle for participants. Health and education are two main areas of focus for the mentors who will spend quality time sharing with at-risk youth. Their testimonies and examples will reflect on the positive aspects of maintaining good health and pursuing a quality education.
- Insure the foundation of soccer in the inner city and beyond. This will serve to support the long-term development of the Sport at the highest level by tapping into the talent pool in urban areas and mainstreaming youth into traditional leagues. Also, having both male and female soccer players from all levels (college, MLS, WUSA, A-League, etc.) come face to face with program participants, it will undoubtedly encourage continued involvement. Additionally, the involvement of family members will become essential to each player's development.
- Support Gender Equity throughout the Sport. Of the stated goal of youth served, typically, 30 - 40% will be female participants.
- Promote participation by the economically disadvantaged and build loyal, enthusiastic soccer players in urban communities and in turn infuse the mainstream soccer world with this new source of talent and soccer product consumers. The foundation that this program establishes will encourage life-long participation for both the youth and their families.

- Support soccer programs where none previously existed by reaching deeper into urban communities and cultivate potential soccer enthusiasts by taking interest in developing their personal selves first and prepare them to partake in the economic opportunities that personal progress will unfold before them. Soccer will serve as a wholesome activity to be shared by the entire family, as well as a potential means for income.



Format Overview

The total *Positive-Choice*[™] program provides a comprehensive approach to countering the challenges faced by today's youth. It draws upon a variety of techniques and tools to deliver its positive message aimed at teaching youth the skills they will need to cope in their world. Everything from multi-media presentations to a cadre of caring and respected adults from their community is being brought to bear against the destructive forces attacking young people. Through this program, building positive relationships, while providing wholesome activities, will lead away from negative behavior.

The components of the *Positive-Choice*[™] program include:

- ◆ **The *Positive-Choice*[™] Festival**

As an introduction to the program, the *Positive-Choice*[™] **Festival** is a kickoff activity conducted at schools, community centers and events. Through a celebration of positive living, the goal is to help encourage young people to participate in the upcoming *Positive-Choice*[™] program and provide the inspiration and the tools necessary for them to live up to their fullest potential.

- ◆ **Mentoring / Skills Sessions**

The *Positive-Choice*[™] after-school mentoring aims to reach and teach youth about important aspects of life and personal development. Positive role models, such as collegiate and professional soccer coaches and players, participate in drop-in sessions held at regular intervals throughout the program. The sessions, designed to complement existing tutoring and other developmental programs, expose at-risk youth to real people who have made positive choices leading to good health, education and happiness and away from crime and other negative influences.

It is hoped that **Positive-Choice™** becomes a lifestyle, not just a program.

◆ **The Positive-Choice™ Media**

A variety of support materials and media, including the **Soccer-Bus™** will be provided for sites. The **Soccer-Bus™**, a mobile, multi-media soccer education center, will visit and provide a venue for life-skills lessons, educational soccer videos and special guests, such as professional soccer players and celebrities to interact with the children.

Through participation in **Positive-Choice™**, kids learn to chart a course for their life away from unhealthy behavior, such as drug use and participation in gangs, and towards a better education, career, a healthier lifestyle and personal growth. In the **Positive-Choice™** program, at-risk youth are encouraged to examine the choices they make in life and how those choices will impact their future. **Positive-Choice™** focuses on skill areas that tie life skills with soccer skills. Young people are taught to put these areas in action daily by associating fun activities with the skills necessary to be successful.



As the youth progress through the program, there will be phases to accommodate their needs. **PHASE ONE** will concentrate on providing basic skills instruction to **Soccer In The Streets / Positive-Choice™** participants while providing mentoring and life skills as they relate to each other. Making this connection will solidify the bond between challenges, work ethic and success on and off the field of play. The corresponding skills include: *Dribbling and Self-Control; Passing and Communications; Receiving and Decision-making; the importance of Defense; Shooting and Goal Setting; Heading and Preparation; Team Responsibilities; and Laws of the Game/Tactics and Values & Ethics*, each of which will be detailed later.

PHASE TWO will provide an opportunity to mainstream into traditional leagues those players who show a willingness to continue to the next level. In the area of life skills, additional practical applications and mentoring opportunities will be provided for participants and their families. (See "Soccer 102" Awards program.)

PHASE THREE will take those players, both male and female, who have excelled on and off the field and provide them with the opportunity to compete at the highest levels in their respective age groups. Local Soccer In The Streets® coaching committees will spearhead the effort to find appropriate outlets for these youth.

As a companion to the challenging soccer experience, other advanced educational opportunities will also be pursued, such as cultural exchange and college visitations.

Preparation

In order to have a successful program, certain elements must be in place prior to the first ball being kicked or game being played. The preparation and planning that go in to a **Positive-Choice™** program should be thorough and should address the following components. As needs will vary, consider your situation, including limitations, as you make preparations in each of these areas.

Program components

Time frame - Frequency and duration of the program; make sure that the youth are aware of the time, day and location of the sessions.

Maintain consistency so that the kids will themselves be consistent.

Resources - Funding needed to provide for programs components such as coaches stipends, equipment, and administration may be obtained from a variety of sources, depending on the situation in each locale. Possible financial sources include community grant makers, businesses, individuals and government entities. Seek out collaborative partners such a schools, community centers, park and recreation departments, and existing soccer organizations. Community support is vital; remind potential partners that this program will be an investment for the community.

Facilities - Administrative space, indoor and outdoor facilities for programming; it is recommended to have a contingency for weather, as well as to accommodate the number of children who attend.

Equipment - Permanent or portable goals, team equipment, player equipment; coaches may request or recommend items such as cones, stop watches, scrimmage vests, etc.

Educational Materials - Manuals, handouts, and forms should be copied from the originals provided in the program handbook. Additional materials may be used to supplement the program implementation.

Personnel - Program coordinator, coaches, staff and volunteers; there can never be too many helping hands. Small group interaction will benefit the participants as well and accommodate wide ranges in ages of the participants.

Participants - The target population that will be served, including ages, gender and the number of children that can be accommodated; be sure to keep track of attendance and reward consistency and achievement.

(Please see the suggestions contained in the Positive-Choice Soccer Awards program.)

For further information or suggestions as to what may work for your situation, please contact the Soccer In The Streets office.

Implementation

Once your preparation is complete, there is nothing left but to do it. The biggest piece of advice at this point, and the key to running a successful program without going crazy is **FLEXIBILITY**. Be ready for anything from equipment not showing up to kids not showing up. If something doesn't go as planned, don't be discouraged ... adapt. Your dedication and good example will be a testament to the program and one of the best lessons that anyone, especially your kids, will learn through this experience.



Quick Quote:

"If you can imagine it,
You can achieve it.
If you can dream it,
You can become it."

-William Arthur Ward

Skills Sessions - Theme, "Word Of The Day", Soccer Skills

Each topic area includes a theme on which to base soccer exercises and life skills discussions. This outline is provided as a starting point for your program's sessions. As each group's needs may vary, these outlines are not 'carved in stone' and you may find some variations helpful. As you adjust exercises and find what works for you and your kids, we only ask that you document your findings and send them back to the Soccer In The Streets National Headquarters so that your input may be implemented on subsequent versions and shared with other programs.

Set aside ample time to get organized, get to know the kids, warm up, work on the basics, play, wind down and clean up. As the program progresses, the routine will become more familiar to everyone involved and certain aspects will take less time and more attention can be given to other areas of the program. Be sure to enlist the help of the kids in setting up, distributing materials, cleaning up, etc. They WANT to help and will feel good about doing it.

Sample Session

Prior to the start of a session, the head coach or coordinator should take about 5 minutes to brief the staff and volunteers on the session for that day.

The following is a recommendation for the flow of the day's session:

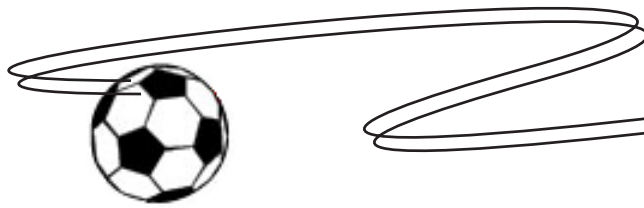
- Coach/volunteer briefing (5-10 minutes)
- Check in/ attendance for participants (5-10 minutes)
- Positive-Choice Life Skills lesson (20 minutes)
 - "Word Of The Day"
 - Review of previous topics
- Soccer Skills Training (40 minutes, including breaks)
- Wrap-Up / Rewards & Recognition (10 - 15 minutes)

Handouts

Handouts that relate to each topic in this manual are provided in both English and Spanish. These assignments are designed to reinforce the topics and their relationship as they pertain to the game of soccer and the game of life, as well as to provide feedback on the effectiveness of the program delivery.

The "homework" may be given at the end of each session and returned to the next session. Or the session may be extended to provide guidance and assistance on the written assignment. Accommodations may be made, such as administering the questions verbally or simplifying the questions, to younger children who may not yet have the skills to complete the handouts. Additionally, incentives may be offered to those participants who complete the handouts.

SESSION #1



Theme: Rules
Word: RESPECT - (ri spekt') Willingness to show consideration or appreciation; to avoid violation of or interference with
Skill: Touches (Say "Hello" to your soccer ball)

Introduction:

Welcome to the Positive-Choice soccer experience. We hope you learn a lot from these sessions that you didn't already know. Most will be about soccer, but there may be other useful information as well.

The most important thing to remember at this point is that there are many people who care about you and are taking their time, money and energy to bring this program to you. Your responsibility is to listen, follow directions and do as you are instructed. You can probably get a lot out of this experience.

The bottom line is that if you respect others, they will respect you.

Other words to know:

RESPONSIBLE (ree spon' se bul) having to account for one's actions; having a duty or obligation

DEPENDABLE (dee pen' duh bul) capable of being trusted or depended on

Warm up:

Prior to even touching a ball, as a group, set the rules of the group, such as proper attire, behavior, consequences, etc.

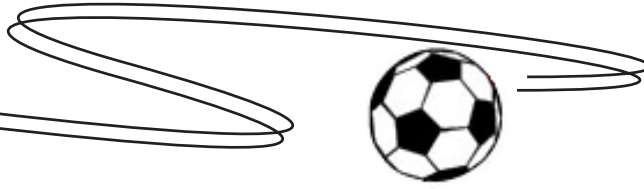
Emphasize in technical drills.

Emphasize "NO HANDS" and along with the players, devise a consequence for using hands.

Introduce basic juggling.

Introduce basic control, move the ball with both feet, change directions, etc...





Quick Quote:

"[Children] are taught to respect certain things in life and certain people. By giving respect, they hope to gain self-respect and through self-respect, they gain the respect of others. Once you lose your self-respect, you just go down."

Henry Old Coyote, U.S. educator and member of the Crow Tribe

Mini-Games:

Note - The games will be what the players will look forward to the most. It is important to let them play, but to find a happy medium between mass chaos and a learning experience. Look for teachable moments that relate to the theme of the day.

Flexibility will be the key. As a guideline, try to form at least three teams, with at least 5 players. Try to avoid large teams, such as 10 or more players on each side. Selecting teams may be done by the coach or by designated captains.

The following format works well:

- First goal wins, loser goes off the field
- First hand ball automatically loses
- No goalies (do this at the beginning to avoid use of hands and ensure more attacking success; use goalies in subsequent sessions)
- Other rule violations may be discussed, along with the consequences (i.e. poor sportsmanship or arguing result in losing a turn)



Handout 1:

Getting to Know You

Name: _____ Birthday: _____

City and State where you were born:

Where you live now: _____

Grade in school: _____

Tell me about the adults you live with (parents, grandparents, relatives, etc...):

Who are the other kids you live with?

Who are your "heroes"? _____

What is your most prized possession?

What is your favorite song or type of music?

What places would you like to visit? _____

If you could do anything in the world, what would it be?

What are the most important soccer rules to remember?

Why do you come to soccer practices?

Conociéndote

Nombre: _____

Fecha Nacimiento: _____ País o Lugar de Nacimiento: _____

Dirección Actual: _____

Grado Escolar: _____

Cuáles adultos viven contigo (Padres, abuelos, otros, etc.): _____

Cuáles niños viven contigo (hermanos, primos, otros, etc.): _____

Cuál es el objeto mas valioso para tí: _____

Quiénes son tus héroes? _____

Cuál es tu música favorita? _____

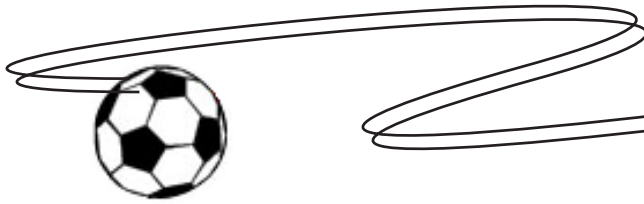
Qué lugares te gustaría conocer? _____

Sí pudieras hacer o cambiar algo en el mundo, que harías? _____

Cuáles son las reglas de fútbol más importantes que tienes que respetar?

Cuál es tu razón para asistir a las prácticas de fútbol? _____

SESSION #2



Theme: Self-Control

Word: CONTROL (ken trol') to regulate or direct; to restrain (as in "self control")

Skill: Dribbling & Ball Control

Introduction:

Just like a player must learn to control the ball, he/she must also learn to control themselves. It doesn't always take a hard whack to get a ball to do what you want it to do. Likewise, a person can control their behavior with firm, but non-threatening reminders, self-motivating phrases that persuade and channel one's actions like a soft push against a soccer ball coaxes it to go in a certain direction. Participants should imagine themselves to be a soccer ball, reacting to a gentle touch, a firm push or hard whack. What direction do they want to go? And how do they plan to get there?

Note to leaders: This lesson should stress the importance of responsibility, self-control, discipline and respect for themselves and others. The key concepts from this session should be revisited frequently, as mastery is not immediate. Remind the youth that just as soccer requires much practice, self-mastery requires a constant effort towards self-improvement.

Other words to know:

MASTERY (mas' ter e') rule, control; ascendancy or victory; expert skill or knowledge

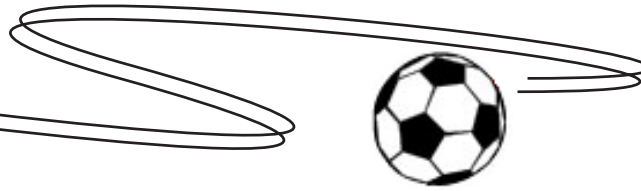
DISCIPLINE (dis' e lin) Training intended to elicit a specified pattern of behavior or character; to train or develop by teaching and control

Review: Rules and touches



Warm up: Dribbling drills.





Quick Quote:

"Quarrel not at all. No man resolved to make the most of himself, can spare time for personal contention. Better give your path to a dog, than be bitten by him in contesting for the right. Even killing the dog would not cure the bite."

Abraham Lincoln, 16th President of the United States

Mini-Games:

Form 3 or more teams

- First goal wins
- First hand ball loses
- Encourage dribbling and ball control (watch for the budding "take on artist")
- Okay to use goalkeepers



Name: _____

Handout 2:

Control Yourself!

What are some things that cause you to lose control, such as things that make you angry, upset, sad or just plain crazy?

What happens when you lose control? _____

How does that affect you? _____

How does that affect others around you? _____

What or who helps you keep your cool? _____

What are some things you would tell a friend to help them stay in control?

Why is control so important in the game of soccer?

Nombre: _____

2:

Controlate

Qué situaciones te hacen perder el control o alteran tu carácter ?

Qué pasa cuando pierdes el control? _____

Cómo te afectan esas situaciones, te enojas, te deprimas, te enloqueces?

Cómo eso afecta a los que te rodean? _____

Cómo o quién te ayuda a calmarte? _____

Qué consejo le darías a un amigo para que se controle?

Crees que el control es importante en el juego de fútbol y porqué?

SESSION #3



Theme: Communication

Word: COMMUNICATE (ke myoo' ni kat') to give or exchange information; to have a meaningful relationship; to be connected

Skill: Passing

Introduction:

One player does not a soccer team make. Team mates maneuver a ball by means of passing to get it from one area of the field to another. In life, we don't move through our world alone. We rely on other people to get from one place to another and how we interact is largely a function of communications.

And just like there are countless ways to pass the ball, there are countless ways to communicate with our fellow human beings. But two elements must be present in order for a pass to be successful. 1. The receiver must be open and 2. There should be eye contact. Likewise, if one is to communicate effectively, the receiver must be open to the message and eye contact makes communication much more meaningful and effective.

Just as passing technique takes into account the distance, pace, placement and skills of the passer and receiver, communications must also take into account the situation in which the message is sent and received. What is the relationship? (Family, peer, professional, etc.) What is the proper etiquette? What are the non-verbal messages besides those actually being spoken aloud? Do we speak the same language? How does culture and age affect how we communicate?

Note to leaders: One obvious common thread may be to require the players to communicate while practicing passing, such as calling their team mate's name prior to the pass. Also demonstrate how eye contact becomes a form of communication when attempting to execute a pass

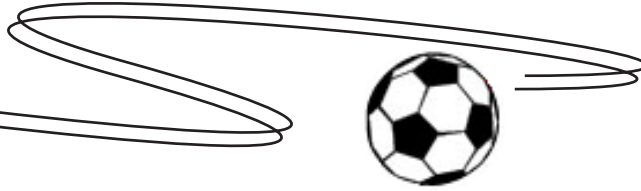
Other words to know:

CONNECT (ke nekt') to join or become joined: unite; associate
LANGUAGE (lang' gwij) system for expression and communication of thoughts and feelings among a number of people, as those with a shared history or set of traditions

OPEN (o' pen) accessible, unobstructed, ready, available

VERBAL (vur' bel) of or relating to words; expressed in speech





Quick Quote:

"Listen or thy tongue will keep thee deaf."

-American Indian Proverb

Review: Ball control, touches

Warm up: Demonstrate foot and passing techniques.

Passing and Foot Drills.

Mini-Games:

Divide into 3 or more teams.

- First goal wins
- First hand ball loses
- Emphasize passing by awarding a goal for 5 completed passes in a row during the course of the game.
- Okay to use goalies. Encourage goalkeepers to distribute from the back with a pass to an open player.



Name: _____

Handout 3:

Say What?

What is the first language that you learned to speak? _____

What other languages have you learned? _____

What other language(s) would you like to learn _____

What are some ways you communicate with your friends and family?

How do you know when someone is paying attention to what you have to say? _____

What are things you can do to communicate without speaking?

What is your favorite expression or saying?

What are some words that you use when you are playing?

Nombre: _____

3:

Qué?

Cuál fue el primer idioma que aprendiste? _____

Qué otros idiomas sabes? _____

Qué otros idiomas te gustaría aprender _____

Dime que otras formas de comunicación usas con tus amigos y familia?

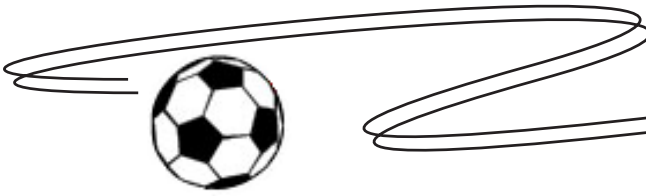
Cómo sabes si cuándo hablas te están poniendo atención?

Qué otras formas de comunicación usas aparte de hablar?

Cuál es tu expresión favorita?

Cuáles palabras te gusta usar cuando juegas?

SESSION #4



Theme:	Choice
Word:	DECISION (de sizh' en) the act of deciding or settling a dispute or question; the act of making up one's mind; a judgement or conclusion; determination, firmness of mind
Skill:	Receiving

Introduction:

Once you get the ball, what are you going to do with it? In the heat of a game, that decision must be made in a split second ... many times without even thinking about it. Sometimes we're confronted with situations in life that may require quick action or may require careful thought but we don't give it the amount of thought that is necessary. How do you respond "in the heat of the moment"? What determines your reaction? What affects how you make a decision?

The best soccer players have what is called "vision" ... they are able to "see" the soccer field, know what to do and have already made a decision before the ball even gets to them. Before we are confronted with a situation in life, we should determine how we will respond based on what we know to be the best path or choice to make, the choice that leads to the best outcome for the team. When negative things are thrown towards us, like a soccer ball, will we let it bounce wildly and force us to lose control? Or will we adopt an attitude that allows us to absorb the shock, take control of a situation and make the best decision to get that ball into a place that advances the cause of our team?

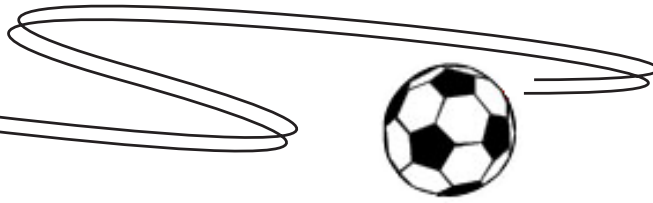
Note to leaders: In subsequent sessions, you may want to expand on the effect of decision-making to include decisions made by each person who has an impact on the game, such as the goalkeeper, the referee and the coach. It may also be necessary to explain how other people's decisions may have a great impact on our own, yet we should still make the best choices possible in spite of someone else's poor decision.

Other words to know:

CHOICE (chois) act of choosing; selection or preference; the power, opportunity, or right to choose.

Review: Passing, touches





Quick Quote:

"Be careful what you choose. You may get it.
Don't let adverse facts stand in the way of a good decision.
You can't make someone else's choices. You shouldn't let someone else make yours."

Colin Powell, U.S. General & Secretary of State

Warm up: With a partner - toss and control with various parts, including foot, knee (cushion and bring to the ground), chest, inside of foot (volley), head.

In groups of three or four.- Incorporate communications and readiness with verbal cues to the tossing partners.

Mini-games:

- Emphasize Discipline as "No Hands" and Encourage "No Bounce" while you are conducting the practice.



Name: _____

Handout 4:

Decisions, Decisions

What choices will you have to make today?

How do the choices you make today affect you tomorrow?

What is the hardest decision you've ever had to make?

What choices will you make next year?

What choices will you make 5 years from now?

How do your decisions affect others?

What helps you make good decisions? _____

What decisions do soccer players have to make on the field?

Nombre: _____

4:

Decisiones, Decisiones

Qué decisiones debes de tomar hoy?

Cómo las decisiones que tomas hoy te pueden afectar mañana?

Cuál es la decisión más difícil que has tomado?

Qué decisiones tendrás que tomar el año que viene?

Qué decisiones tendrás que tomar en 5 años a partir de hoy?

Cuándo tus decisiones afectan a los demás?

Qué te puede ayudar a tomar buenas decisiones?

Qué decisiones tienen que tomar los jugadores en el campo de juego?



Theme: Preparation
Word: PREPARE (pri par') to make ready; to equip or furnish
Skill: Heading

Introduction:

Soccer players need to learn how to use their heads — both inside and out. All of the physical techniques and skills used in soccer cannot make up for a lack of thinking and reacting quickly. It's been said that soccer is the player's game. That's mainly because the player is the one to make the decisions on the field. Once he or she gets the ball, they become the "quarterback." The coach isn't going to be able to tell them what to do in every situation. The coach will not be sending in the plays every time the team changes possession. It's just not possible.

And a soccer player doesn't stop using their head once they leave the field. They are still faced with decisions constantly and with having to prepare for what lies ahead in the game of life. Their "coaches", like parents and teachers, will not be there to constantly provide instructions and a plan. It's up to that individual to develop and use the tools needed to be prepared. Once a good routine is established and good habits that lead to good decisions are instilled, then success is sure to follow.

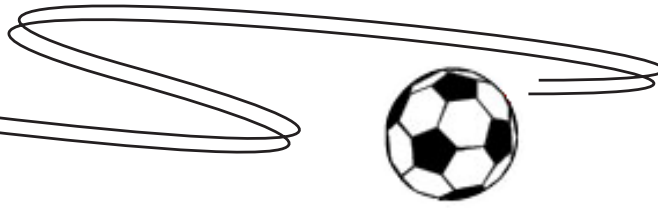
The best ways to prepare To Success are:

1. Set goals
2. "Want to learn" Attitude
3. 100% attendance & punctuality
4. Look good
5. Be neat
6. Good use of Attention and Observation.
7. Develop a positive relationship with your teacher/coach
8. Be mentally tough
9. Be Communicative.
10. Be Responsible and Respectful.

Other words to know:

SUCCESS (sek ses') a favorable result; the gaining of wealth, fame, etc.; a successful person





Quick Quote:

"Achieving success and personal glory in athletics has less to do with wins and losses than it does with learning how to prepare yourself so that at the end of the day, whether on the track or in the office, you know that there was nothing more you could have done to reach your ultimate goal."

—Jackie Joyner-Kersey

Review: Passing with receiving and demonstrate "preparing" the ball.

Warm up: Heading games

- Head/Catch
- Heading with partners
- Heading at goal (toss from side or over the top of the goal)

Emphasize proper technique to prevent injury. Explain defensive heading versus attacking heading.

Mini-games:

- Bonus for header goals



Name: _____

Handout 5:

Fail to Prepare, Prepare to Fail

What success means to you? _____

What are some things that will help you to succeed?

What are some ways you prepare to play soccer?

What are some ways you prepare to go to school?

What are some ways you prepare to be successful in life?

Who is the most successful person you know?

How did he or she become successful? (If you're not sure...ask)

Nombre: _____

5:

Decisiones para prepararse, prepararse para decisiones

Qué significa éxito para tí?

Qué te puede llevar al éxito?

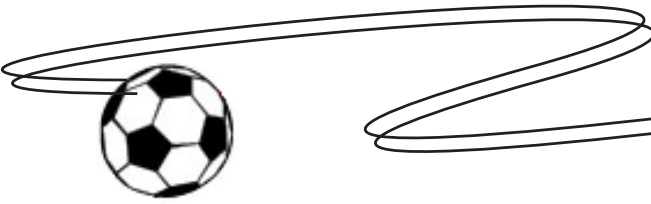
Cómo te preparas para jugar fútbol?

Cómo te preparas para ir a la escuela?

Cómo te preparas para tener éxito en la vida?

Quién es la persona con mas éxito en tu opinión?

Qué hizo esa persona para llegar al éxito ?(si no estas seguro...investiga)



Theme: Defense / Guarding

Word: DEFEND (de fend') to guard from attack; protect. To support or justify.

Skill: Defending, protecting, shielding

Introduction:

When an attacking team is able to penetrate our defenses, we are in a position to lose the game. We've allowed the opposition the opportunity to score and have limited our ability to attack our opponent's goal and score for ourselves. When we remove the barriers that are in place to protect our minds and bodies, we are jeopardizing our well-being and run a great risk of losing. And what we lose is of much greater value than a soccer game ... it is our very lives if we're completely negligent.

What is our "defense"? These barriers are both natural and man-made. Our bodies, with the proper nutrition, rest and exercise, have an amazing capacity to defend and heal themselves. That requires us to do our part. Feed it the right fuel, not junk and most of all, not the harmful substances that can destroy this marvelous natural wonder that is a gift to each of us. Give your mind and body the rest it needs to refresh and regenerate. Mental health is just as important as physical health. Eliminate stress wherever possible.

Remember, "garbage in, garbage out." Treat yourself with respect and demand the same from anybody else. Your mind and body are precious and need to be treated as such by you and anybody else — resist pollution, abuse, neglect or taking it for granted.

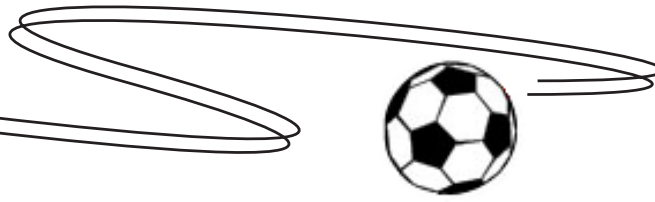
Note to leaders: Emphasize that the key to a good offense and being successful in the game is to have a strong defense, which occurs when you are mentally and physically prepared. Achieving one's goals will happen when the defense is strong enough for a foundation on which to build a good attack.

Other words to know:

PROTECT (pro tekt') To guard from harm, attack or injury; shield.

Review: Ball control, especially turning/changing direction, heading.





Quick Quote:

"A man too busy to take care of his health is like a mechanic too busy to take care of his tools."

- Spanish proverb

Warm up: Introduce shielding the ball and how open your body.

- Steal the ball
- 1 V 1 to cones
- 1 V 1 to goal
- 2 V 4 (numbers up for attackers)
- Numbers challenge (two teams with each player given a number; call out corresponding numbers to play until goal scored or ball out of bounds)

Mini-Games:

- Goalkeeper starts play from back (behind halfway line)
- Attack vs. defense



Name: _____

Handout 6:

Defend Yourself

What are some of the threats from which you have to defend yourself? _____

What are your best defenses? _____

How do your friends, family, teammates, and leaders help you set up a strong defense? _____

When you defend yourself well, what does that enable you to do?

What happens when your defenses fail? _____

In Soccer, how you can play defensevely?

Nombre: _____

6:

Defiendete

De qué y cuándo debes defenderte solo?

Cuál es tu mejor defensa? _____

Como tu familia y amigos pueden ayudarte a defenderte mejor?

Cuándo te defiendes bien, cómo lo logras?

Qué pasa cuando no puedes defenderte bien, cómo te sientes?

Durante el juego, cómo puedes jugar defensivamente?



Theme: **Goalsetting**

Word: **GOAL** (gol) an end that one strives to attain; in soccer, a) the line over which the ball must go to score, b) the score made

Skill: **Shooting, long range passing, assistance passing.**

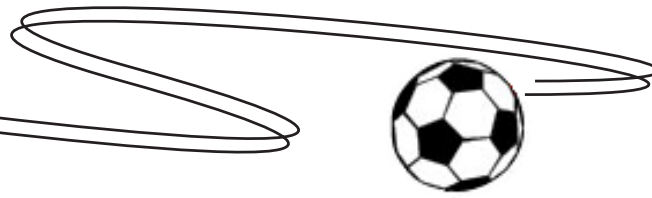
Introduction:

It has been said that "if winning wasn't important, then we wouldn't keep score." That is not to say that, as was stated by the famous coach, "winning is the only thing." But it just wouldn't be a game if there weren't an objective or, as in soccer, a goal. We need something to shoot for. And the team with the best aim, best technique and who creates the best and most opportunities to score will be the victor.

Do we have our goals clearly in sight? And once we've determined what we want to achieve, what are the best conditions to help us achieve them? You see an open shot on goal, you've set your plant foot, locked in on where to strike the ball, swung the kicking leg backwards and now forwards, creating the momentum to send the ball blazing into the back of the net ... the next thing you know, the roaring of the adoring crowd is in your ears as the ball settles to the ground behind the disappointed keeper. Many times in your life, you will set your sights on a small or large goal, whether it's academic or professional or personal. You will learn the techniques that will help you reach it ... such as how to study, how to perform a certain skill, or how to manage time or money. You will practice, prepare and ultimately execute the sequence that will successfully reach your goal. Your reward may not be a cheering audience. It may only be the satisfaction you will feel once you accomplish this feat.

Note to leaders: Each player can set their own goals, which may not necessarily be scoring an actual goal. Initially, some youth may need guidance in order to set goals that can be achieved in the short term, which will lead to a sense of accomplishment. This will, in turn, encourage them to continue to set goals and seek to reach them. The key will be to encourage them throughout the process — when they choose their goals, when they strive to achieve them and especially when they accomplish what they've set out to do.





Quick Quote:

"I've worked too hard and too long to let anything stand in the way of my goals. I will not let my teammates down and I will not let myself down."

- Mia Hamm, U.S. Women's National Soccer Team

Other words to know:

ACCOMPLISHMENT (a kom' plish ment) Something successfully achieved

AIM (aym) To direct one's effort or purpose

Review: Passing (aim) and receiving (preparing.)

Warm up:

- Introduce the instep kick.
- Introduce the driven pass.
- Introduce the crossing pass.
- Shooting on goal (different styles and positions).
World Cup (as individuals and with partners)

Mini-games:

- Finishing drills. (1v1, 2v2, 3v3.)
- Finishing drills in the last third.



Name: _____

Handout 7:

Aim High

What you want to be when you grow up?

What will you need to do in order to achieve your goals?

What are some of your immediate goals (next month)?

Next year? _____

What about in 5 years? _____

Who or what can help you to achieve your goals?

How can this help you?

Nombre: _____

7:

Máximiza tus Metas

Qué quieres ser cuando seas adulto?

Qué debes hacer para lograr tus sueños?

Cuáles son tus sueños inmediatos?

El próximo año? _____

En 5 años? _____

Quién o qué te puede ayudar a conseguir tus metas?

Cómo esto te puede ayudar ?



Theme: Teamwork

Word: FAITH (fath) unquestioning belief; complete trust or confidence; loyalty

Skill: Goalkeeping and Role Positions.

Introduction:

Here comes the other team, charging towards your goal. At times, this could be a fearsome sight. Unless you have teammates that are up to the challenge. Everyone on the field is relying on the goalkeeper to make the great save to keep the other team from scoring. The goalkeeper is also relying on his or her teammates to ward off the attack. And what about you? Are you up to the challenge? It all comes down to having trust in your teammates and confidence in yourself. It's all about having faith in yourself and others.

Are there any other situations where you've come to rely on others for help? What about situations where you have only yourself? Do you have the confidence to meet the challenge? Faith can be exhibited in loyalty to others, confidence in one's self or trust in a power greater than our own, such as parents, adults, leaders or those unseen.

Other words to know:

TEAM (teem) Two or more players on the same side; a group working together. To unite in a team.

LOYALTY (loi' el tee) faithful to one's country, friends, ideals, etc.; showing such support and faithfulness

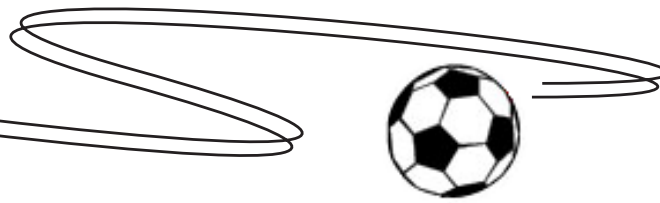
TRUST (trust) firm belief in the honesty, reliability, etc. of another; confident expectation, hope; responsibility resulting from confidence placed in one.

BELIEF (bee leef') conviction that certain things are true; trust or confidence; judgement; an opinion, expectation (can be proved wrong, so adjust it if and when it is)

CONFIDENCE (kan' fe dens) trust, reliance; assurance. Belief in one's own abilities.

Review: Passing, shooting and defense, emphasizing on-field communications.





Quick Quote:

" I have never stolen a ball, scored a goal or won a game ... alone."

- Kristine Lilly, U.S. Women's National Team

Warm up: On their own, with touches, passing, juggling, etc.

"Chalk Talk" - Introduce positions and terms, including attackers, midfielders, defenders, goalkeepers. Discuss responsibilities and the areas of the field. (This is also an appropriate time to introduce the various lines and areas of the field.)

- To demonstrate areas, do a "walk through" with players in the various positions and do shadow play.
- Spend some time introducing goal keeper skills to all of the players (i.e. proper catching techniques, punting, other means of distribution)

Mini-Games:

- Emphasize positions and spacing
- Switch positions on each rotation (including goalkeepers)
- NOTE: The amount of information to be covered in this session may necessitate incorporating some of these points into other sessions or adding an extra session



Name: _____

Handout 8:

There is No "I" In TEAM

What does work team means to you? _____

What makes an ideal teammate? _____

How do you help your team? _____

Your family? _____

Your friends? _____

Who is your favorite team? _____

Nombre: _____

8:

No existe el "Yo" en EQUIPO

Qué significa el trabajo en equipo para tí? _____

Quién es el compañero perfecto? _____

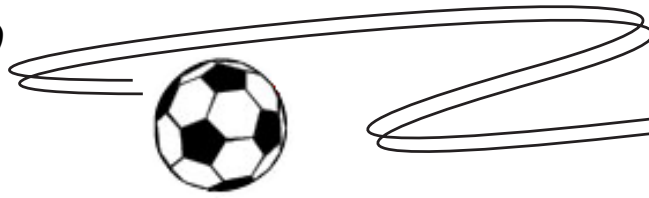
Cómo ayudas a tus compañeros? _____

Y a tu familia? _____

Y a tus amigos? _____

Cuál es tu equipo favorito? _____

SESSION #9



Theme: Values & Ethics
Word: VALUE (val' yoo) beliefs or standards
Skill: Laws of the Game

Introduction:

How do you know if you've done the right thing? Or the wrong thing? Who sets the rules? What are the rules? Has anyone ever told you "it's a free country, I can do what I want"? They are only half right ... we have freedom to choose, but we don't have freedom from consequences.

Every infraction in the game of soccer has a consequence. Some are minor, such as losing possession of the ball if you make a bad throw in. Others can be very severe, such as being sent off the field — actually being removed from the game — for serious foul play, like fighting, spitting, profanity or intentional hard contact.

We each have to determine what the system of rules is that exists for any situation in which we find ourselves. What may be perfectly acceptable behavior in a game of soccer, like calling out instructions or for help to your teammates, may not be at all appropriate during a spelling test. And whether it's guidelines given by your parents, rules set by your school or even standards that you have set for yourself, your best result will come from following them.

Other words to know:

ETHICS (eth' iks) study of standards of conduct; the system of morals of a particular person or group

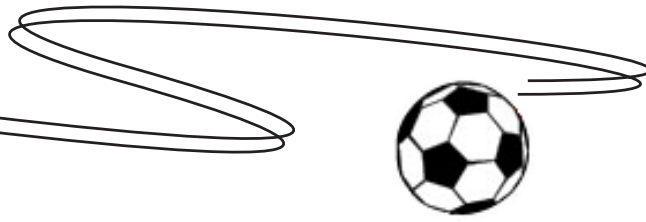
STANDARD (stan' derd) Accepted criteria

CONDUCT (kon dukt') To behave or act in a given way



Review: Positions and the general rules used to this point.





Quick Quote:

"Service to others is the rent you pay for your room here on earth."

- Muhammad Ali, Champion Boxer

Warm up: On their own (touches, passing, juggling, shooting ,etc.)

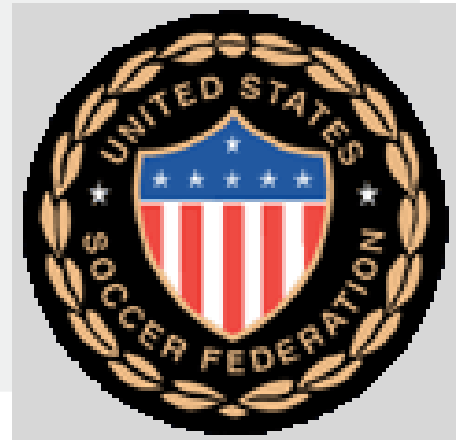
"Chalk Talk" - Provide an overview of the seventeen Laws of the Game. (See Appendix) Explain that most of the laws discuss organization while only two laws discuss behavior and conduct and two other laws discuss the consequences of such behavior. Give some details about the various major and minor infractions and their resulting penalties.

Depending on the facility that is being used, some laws may be modified or may not be applicable. Adjust as needed, but be sure to inform the players and officials of such changes. For example, simplified restarts, such as a kick-in may be used in place of throw ins for games played inside dasherboards or gymnasiums.

Enforcement of the applicable Laws of the Game should always be consistent and administered even-handedly.

Mini-Games:

- Use a stricter standard for identifying fouls and misconduct
- Award the various free kicks as a result of fouls and misconduct
- Specify the proper method of restart for the varying situations
- Designate one of the players to act as an impartial referee during play; allow players to take turns as referee
- Use timed periods for games



Name: _____

Handout 9:

Be Good!

What rules do you consider most important?

Are there any rules in your house, explain some of those rules?

How does not following those rules affect you and those around you?

How do you know if you've done the right thing?_____

How do you know if you've done the wrong thing?_____

What is the best reward for following the rules? _____

What is the worst punishment? _____

Nombre: _____

9:

Pórtate Bien

Qué reglas son las más importantes para tí?

Existen reglas en tu casa, explica cuáles?

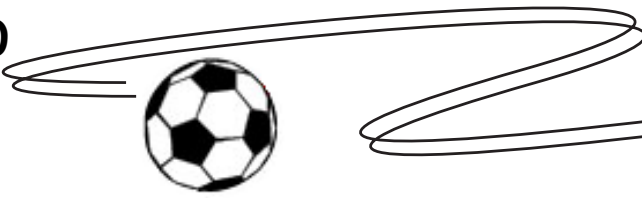
Cómo el no seguimiento de las reglas te afecta a tí y a los demás?

Cómo sabes si haces algo bien? _____

Cómo sabes si haces algo mal? _____

Cuál es el mejor premio por seguir las reglas?

Cuál es el peor castigo? _____



Theme: The Game "Putting It All Together"

Word: SUCCESS (sek ses') a favorable result; the gaining of wealth, fame, etc. ; a successful person

Skill: Strategies & Tactics

Introduction:

Have you ever had a real big project due at school? It took a lot of effort. You had to learn some new things, do things a certain way in order for the teacher to accept your work. And work it was! You have had help, but it was on you to do the project.

If you've gotten to this point, you've put a lot into learning how to play soccer. You've learned and are practicing the skills. You get together with your teammates and friends to work on your game. Every time out, you get a little better ... your team gets a little better. You win some, you lose some. If mistakes are made, you learn from them.

That's the way it goes.

You don't learn by sitting on the sideline. That's why you're always anxious to get into the game. That's the way to be with everything you do. Get in there, try your best, learn from your mistakes and from each other.

Like soccer, the game of life is not meant to be only a spectator sport.

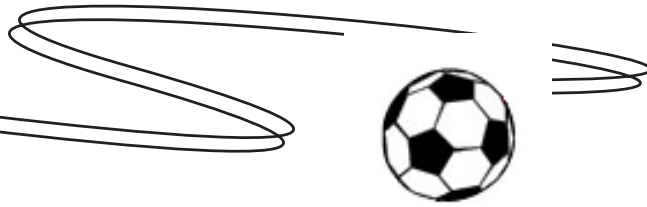
Other words to know:

OUTCOME (owt' kum) A consequence

CONSEQUENCE (kon' si kwens) An effect or result

Review: Laws of the Game that were discussed in previous lesson.





Quick Quote:

"The ultimate measure of a man is not where he stands in moments of comfort, but where he stands at times of challenge and controversy."

- Martin Luther King Jr., Civil Rights Leader

Warm up: On their own (touches, passing, juggling, shooting, keep away, etc.)

Mini-games:

- Choose teams (limit numbers to ensure quantity and quality touches on the ball)
- Tournament format (i.e. round robin)



Name: _____

Handout 10:

We Got Game

What is/are the most important thing(s) you've learned from playing soccer? _____

How has soccer helped you do other things you need or want to do? _____

How has soccer helped you in school? _____

What do you enjoy most about playing soccer? _____

How would you encourage your friends or family members to participate? _____

Tell about your most memorable soccer experience: _____

Nombre: _____

10:

Tenemos un Partido

Qué es lo mas importante que has aprendido gracias al fútbol?

Te ayuda el fútbol con otras situaciones que deseabas conseguir o hacer?

Te ha ayudado el fútbol a mejorar en la escuela y porqué?

Qué es lo que más te gusta cuando juegas fútbol?

Cómo tú animarías a alguien de tu familia o amigo para participar?

Relata tu mejor experiencia jugando fútbol:

Conclusion and Evaluation

This concludes a program cycle for Phase One of **Positive-Choice™** (Soccer 101). Much of the subsequent phases will not only build on these skills, but constant review and revisiting of these exercises will be essential to each player's continuing progress.



Once you've completed a program cycle, please take a moment to provide feedback about your experience. Consider whether this program guide has been helpful. If so, what did you find useful? If not, what would you like to see added to or deleted from future versions? Take a moment to relay your feedback as well as asking for comments from others who are involved with the program, including parents and children.

Send your comments to:

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Phone (678) 993-2113 * Fax (770) 452-1946

Email: info@soccerstreets.org * Website: www.soccerstreets.org



Appendix:

Positive-Choice®: Suggested Skills Games

Dribbling -

Boxing the Ball
Body Part Dribble
Dribbling Tools / 1-2-3-4
Nutmeg/ Freeze Tag
Capture the Gold
Breakaway & Score
Red Light/Green Light
Alligator Pit

Shooting -

Reaction Strike
Shoot Thru the Gate
Shoot & Serve
Shooting by Numbers
Speed Shooting
Shooter's Paradise
Common Goal
World Cup

Passing -

2 Line Passing
Timed Passing
Accordion Drill
Triangle 2 V 1
Knock Out Passing
Fast Pass to Goal
Pizza Parlor Run
Trolls & Treasures

Goalkeeping -

'Round the World
Under/Over
Roll Thru Legs
Kick & Dive
Push-up Goalie
On Your Back Goalie
Scoop & One Knee
Keeper Catch
Diving Saves
Roll-Toss-Roll

Receiving -

Toss & Receive
Receiving Relay
Control & Pass
Dribble In/ Pass Out

Heading -

Pair Heading
Juggling Heading
Line Heading
One Footed Header
Head/Catch
Headers Game
Diving Headers

Defending -

1 v 1 / 1 v 1 with support
4 v 2 / Splitting the defense
Numbers Challenge



Laws of the Game:

1. Field of Play, 2. The Ball, 3. Number of Players, 4. Player equipment, 5. Referees, 6. Referee's Assistants, 7. Duration of the Game, 8. The Start of Play, 9. Ball In and Out of Play, 10. Method of Scoring, 11. Offside, 12. Fouls & Misconduct, 13. Free Kick, 14. Penalty Kick, 15. Throw In, 16. Goal Kick, 17. Corner Kick

A note about positions and tactics:

In the course of introducing the Laws, take time to introduce the positions and some tactics. It may be helpful to bring a diagram of a soccer field, with markers to identify each position. Explain the parts of the field, names of the lines, areas and markings.

When discussing positions, emphasize that each player has a role or responsibility in the game. Keep the positions simple (attack, defense, midfield, goalkeeper) and their responsibilities general (score goals, stop the attack, support the attack or defense, protect the goal.) Be sure to look for tendencies in each player so as to play them in positions where they will begin to realize success instead of fighting against a very natural instinct to do the opposite of what that particular position calls for. Also be on the lookout for sudden changes in their tendencies, such as a child who was considered a "natural" defender starts charging for the goal and won't "stay home." Balance the notion of letting each player try different positions with helping them find a comfort zone and place where they can be successful until their actions demonstrate they are ready to change.









No Drugs, No Crime ... Just Soccer

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