

Fall



Soccer

647 Main St.

(207) 992-4490

Coaching Manual



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tim.baude@bangormaine.gov

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(207) 992-4493

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BangorParksandRec.com

Thank you for volunteering to coach in the Bangor Parks and Recreation Fall Youth Soccer Program.

Congratulations! You have just agreed to pursue one of the most rewarding challenges that you can. The youth sport experience is all about children. Being an effective coach requires certain traits. You must possess a strong desire to work with children and to understand the complexities that exist within children of different ages, levels of development and maturity. How can you provide the best environment for children to grow, develop and have fun?

Important contact information:

Office 207-992-4490
Tim Baude Office 207-992-4493
Cell 207-478-8690 (for use after office hours and Saturdays / call or text)
Email: tim.baude@bangormaine.gov
Web Site www.BangorParksandRec.com
Facebook Bangor Parks and Recreation
Twitter @BangorParksRec

Coaches

1. Coaches information

- a. All rosters, parents names, phone numbers, email addresses, emergency contacts, allergies, medical information about players can be accessed in your account on BangorParksandRec.com
All changes in rosters automatically appear when done.
- b. All coaches must fill out a volunteer form so background checks can be performed.
- c. Please contact Bangor Parks and Recreation if you will be cancelling practice
 - i. 992-4490 or email tim.baude@bangormaine.gov
- d. If you cannot attend a practice/game, please try to find someone to take your place on that day
- e. Please be on time to practices and games. We expect players to be on time also.
 - i. Do not leave a practice until all players are picked up
 1. If parent is late, please use your roster to call.
- f. Soccer balls, cones and pinnies will be at your field for each practice
 - i. All practices will be held at Union St. Fields at 1373 Union St.
 - ii. No additional practices can be held on your own
 - iii. Please return all equipment back to bags at the end of the practice
- g. League will provide certificates at the end of season
 - i. Please no trophies
 1. Goodies, small token of appreciation to players are ok

2. Expectations of coaches

- a. Always set a good example for players and parents to follow.
- b. Instruct players in proper sportsmanship and practice responsibilities.
- c. Respect the referees, other coaches, players, fans.
 - i. Shake hands with opposing coach before and after every game.
 - ii. Do not question calls, gesture at referees, etc.

- d. Please remember that our soccer league is about learning, fun and safety
 - i. Game scores are not kept
 - ii. Records are not kept
 - iii. Players play as equal as possible / play multiple positions
- e. Teach fundamentals of the game. Learning not winning is the priority
 - i. Do this by developing creative, structured and FUN practices
- f. Keep parents informed of changes in games and practices.
- g. Keep parents informed of any behavioral issues with a player.
- h. NO END OF SEASON TROPHIES, AWARDS, ETC.
 - i. Certificates provided by Parks and Rec
 - ii. End of season party with food, goodies, etc are fine

3. Information to give to parents/players at meet and greet! A parents letter with as much information as possible about you, your coaching philosophies and expectations is an excellent idea as it is in writing for parents to see have.

- a. Practice night _____
- b. Practice time _____
- c. Time of first game _____
- d. Date of first game _____
- e. If child needs to change teams, parents can let a Recreation representative know at the field at the meet and greet or contact the office ASAP
- f. Hand out game schedule
- g. Hand out shirts at meet and greet and at first practice/game
 - i. If child is changing teams, please do not give a shirt on meet and greet day
 - ii. If extra shirts are needed, please contact Tim at tim.baude@bangormaine.gov
 - 1. Color and Size (must be done before second game of season)
- h. Your number
- i. Email if preferred contact method

**PLEASE CALL ANY PLAYER THAT DOES NOT SHOW
TO THE MEETAND GREET AND GIVE SAME INFORMATION**

4. Remind players what to bring to practice and games

- a. Good attitude
- b. Shin guards
- c. Water bottle

5. Inform parents about the following

- a. Please have child on time for practices and games
- b. Pick up on time as you cannot leave until all players are picked up
- c. Players can not have jewelry (earrings, rings, watches, etc.) during games or practices due to safety
- d. If practice or games are cancelled
 - i. Emails will be sent (via Bangor Parks & Recreation and/or coach)
 - ii. Posted on www.BangorParksandRec.com
 - iii. Posted on the Bangor Parks and Recreation FaceBook page
- e. We will attempt to make up any game lost due to weather, but not guaranteed

Parent Letter/Email Tips

Suggested Topics:

1. Ask Parents to respond to your email - anyone that you do not hear from should be telephoned
2. Coaches names and contact info
3. 1-2 sentences about coach's soccer background
4. How the coaches will communicate with the team
5. Team expectations
 - a. notify coaches when you will be missing a game or practice
 - b. players and spectators are responsible for cleaning up any trash before leaving the fields
 - c. keep pets on leashes and away from the sidelines
6. Practices - days/times/what to bring
 - a. Games
 - b. days/times
 - c. what to bring
 - d. arrive at games xx minutes before games for warm-ups
7. Bad Weather - check email and the website. We play and practice in the rain (and snow occasionally) provided conditions are safe for the players!
8. Required / recommended equipment for practices and games
 - a. no jewelry, casts, socks must cover shin guards
9. Important points to remember:
 - a. **no parents behind the goals**
 - b. **parents are on the sideline opposite the team benches**
 - c. **Good sportsmanship!**
 - d. **remember - the referees are learning too - no berating or verbal assault of the referees**
 - e. **Applaud and cheer for good plays by either team / no coaching from the sidelines**
 - f. **have fun and learn!**

Teaching Tips

1. Be patient. Remember the players are just children who want to kick the ball and have fun. For many, this may be their first experience playing soccer or any organized sport.
2. Work on 1 or 2 things in practice. Focus non stop on fundamentals..... dribbling, passing, striking the ball, trapping or receiving the ball, running with the ball.
3. Keep activities moving. Minimize putting kids in lines and waiting their turn. Keep everyone involved.... everyone has a ball if possible. Change drill/activity every few minutes if possible. Avoid doing drills, create game/activities to teach.

Characteristics of Drills

Static
Military
Lines
Boring
No Thought
Age Inappropriate

Characteristics of Game/Activities

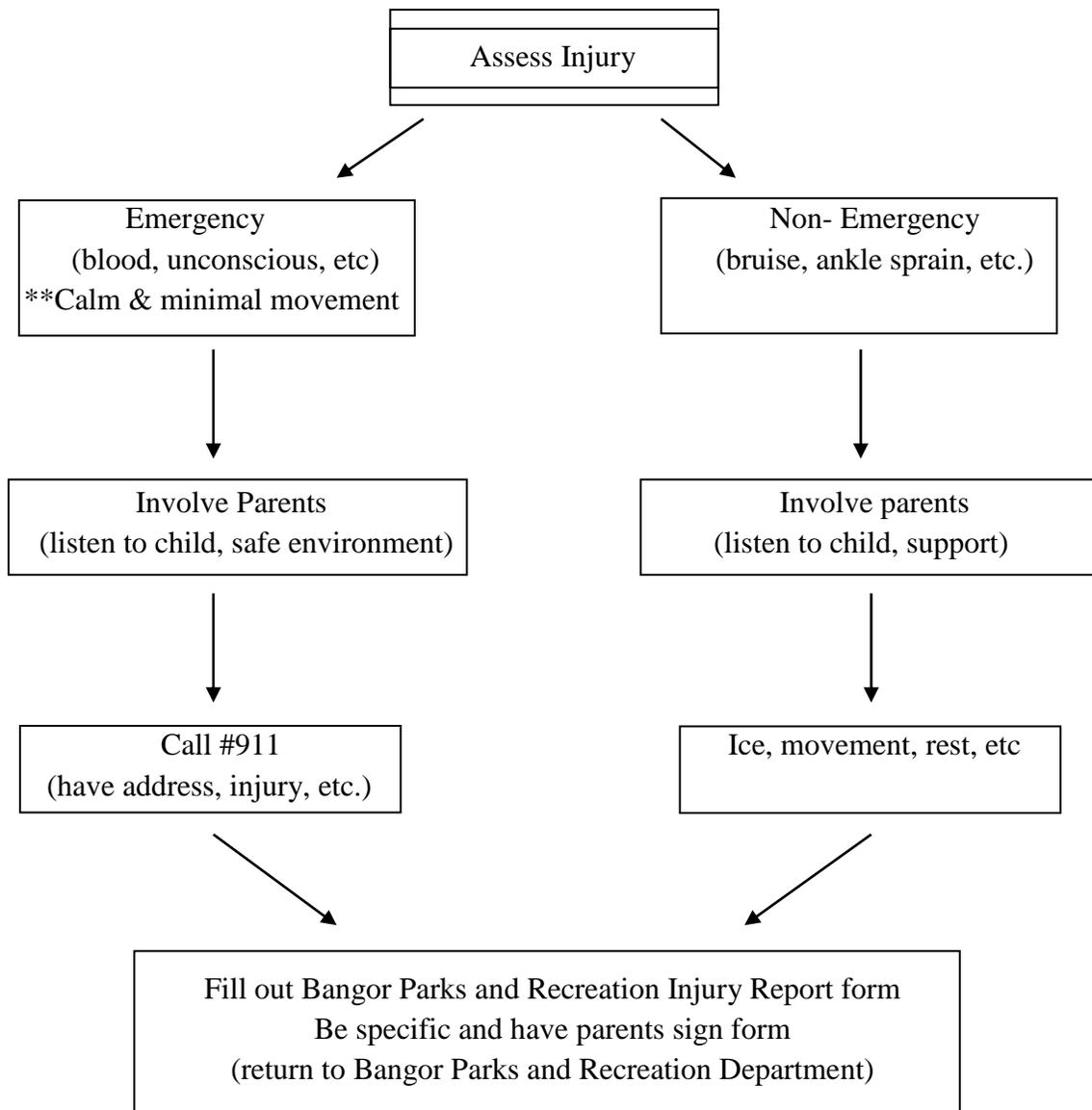
Dynamic
Organized but unstructured
Free Movements
Fun
Decision Making
Age Appropriate

4. Treat each player as an individual. Please do not compare players to each other. With proper activities and games, you can make sure all players attain success.
5. Allow and encourage the players to make mistakes. This is how learning and development takes place. Challenge yourself and the players to get out of the comfort zone. Some things they may not be able to do this year, but over time they may acquire the skills taught at an early age.
6. Always be POSITIVE with the players. We do not want to embarrass anyone.
7. Make sure it is FUN! If practices and games are fun, players keep coming back and want to play the game.
 - a. Become a kid yourself to a point coaching
 - b. Smile at least 90% of the time when your are working with them
 - c. ENJOY YOUR TIME WITH THEM
 - d. Children continue with and play sports because it is fun and they are learning. Winning and losing is way down on the list.....
8. If you can answer yes to the following 3 questions, you have had a successful game/practice.
 - a. Did they have fun?
 - b. Did they learn something?
 - c. Do they want to come back?

What if a player injured

As a Coach what do I do

1. Be a calming influence (be supportive)



INSTRUCTIONAL SOCCER PROGRAM: "SOCCER FUN GAMES"

Soccer "Fun Games" are intended to provide youth with an atmosphere of enjoyment and whimsy while learning skills and teamwork. Many of these games can be introduced without using balls at first, either for ease of instruction or as a warm-up activity, and then balls can be added. In addition, a number of these games may be used as skill drills.

Why use games instead of drills?

Skill building games are meant to make sure the kids enjoy practice, but there are many benefits to using game based drills. The players will not only have more fun but they will play at higher intensity and at game pace. The games should allow them to have fun and appreciate the sport while learning and practicing the skills they need to master their sport.

Practice Game Guidelines:

- Have every player touching the ball as much as possible.
- Use games that keep all kids playing until the end. Don't have the weak players get knocked out and watch the stronger players get more touches.
- Avoid rewarding "winners" and punishing "losers"
- The games must replicate true game skills to be effective.
- Shorten or ideally eliminate lines.
- Keep it simple. The games should be easy to explain and to set up.
- Don't have too many different games. Find a few games that the kids love and just expand the game as they need more challenges.
- Let them play without worrying about proper execution of the skill. After a couple of times through the game ask them what they need to do well to win the game. When you hear answers like "dribble in control" or "make good passes" you can then make suggestions for how to achieve that. With a little creativity you can probably turn many of the drills you are currently using into games. Have fun. If you have a game to share, please send it to us to add to the site.

Soccer Games

Soccer is a wonderful game to introduce children to sports. If you can make sure every player has 200-300 touches on the ball at each practice, they will improve their skills. The games below are designed to generate many touches while teaching game skills and field awareness. As your players' skills improve increase your expectations of the practice game's execution and add elements to the games to continue challenging their skills.

1.) Games are not identified by specific age groups. Just like the introduction of skills, coaches are left to challenge their players with the highest level of these games that they can perform successfully. 2.) A number of the games suggest using the right or left foot, or moving in a right or left direction. Coaches need to ensure that young players know their right from their left before using these games. 3.) Coaches are challenged to dream up their own games.

Ball Master. Coach throws one or more balls into the grid in different directions and gives commands to bring the ball back or take it to a designated area. Repeat with players working in pairs.

Ball Tag. See “Tag” games. All players with ball. Instead of touching other players with their hands, dribblers must touch other players’ feet or lower legs with their ball. Count touches during a timeframe. Variation – only certain players or coaches can be touched.

Blob I. Two players, without ball, holding hands, start as “the blob.” All other players with ball. Players dribble away from the blob. When a ball is kicked away by the blob, the player must leave his ball and join hands with the blob. Last player with ball “wins.”

Blob II. Two pairs of players without ball, holding hands, start as blobs. All other players with ball. Players dribble to avoid being tagged by a blob. If tagged, they must put their ball away and join the blob. Either blob must split into two pairs of two when it reaches four players. Last player with ball “wins.”

Body Parts I. All players with ball. Players dribble until directed to stop the ball with a particular body part, upon the coach’s command. For example, when the coach yells “knee,” the players are to all stop the ball with their knee and then, upon the coach’s command, resume dribbling. Other examples include the sole of the foot, ankle, shin, thigh, chest, arm, head, and the rear end. Command “right” or “left” parts as appropriate. Can also use numbers such as.... 1 stop with bum, 2 stop with shoe, 3 stop with knee, 4 stop with forehead, 5 gotta jive (have them do a funny dance) etc. or see **Body Parts II**

Body Parts II. All players with ball. The coach establishes a number for each body part to be used to stop the ball. Examples: 1 – right foot; 2 – left foot; 3 – rear end (sit); 4 – elbow; 5 – ear. Players dribble. When the coach calls out a number, the players must stop the ball with the associated body part. Start with a limited set of numbers and then build up. Players may be allowed to yell out the body part when the number is announced.

Bop the Adult. All players with ball. Divide the team into at least two groups assigned to a coach or a parent. Ensure that the groups are spaced away from each other. Players start by facing the coach or parent, who should be about 10 feet away. On command, the coach and parents move away from the players, who are to dribble and chase and try to hit the adult with the ball by shooting at them. Players can count a point for each hit. Even with a hit, players collect their ball and continue. This can be a timed event. Adults cannot jump to avoid getting hit.

Bowling. Set up cones as pins and have players kick their ball toward the pins to see how many they can knock over.

Capture the Balls. Set up two to four “nests” or “home bases” designated by disks or cones. Divide players into the same number of teams. Place all teams in a nest. Place all balls in the middle of the grid equidistant from the nests. Upon command, players are to retrieve balls one-at-a-time and dribble them back to their nests. Players may steal balls from the other nests! Players may not foul or lie on top of the balls. After a brief timeframe, count the number of balls in each nest.

Cattle Grazing. All players with ball. Down on hands and knees, all players move their ball around only with their heads.

Circle. Lay out a circle with disks from ten to twenty yards in circumference, based on age and leg strength. Distribute approximately five cones near the middle of the circle. Establish approximately six players, each with balls, around the circle. The objective is to pass balls through the circle and attempt to knock down or hit the cones. Players receive balls on the opposite side of the kickers and continue to return passes until all the cones have been knocked over. Players may enter the circle to retrieve balls, but must not allow themselves to be hit.

Coach Freeze Tag. All players with ball dribbling in the grid. When tagged by the coach, players freeze with their legs apart. Frozen players can resume dribbling when a teammate passes a ball between their legs.

Cone Soccer. All players in pairs. One ball per pair. Each player has one cone or disc each for a goal. Play one player against the other player for a limited time, then switch pairs so that no one player sees the same opponent twice.

Cops and Robbers. Use discs to establish a “jail” in a corner of the grid. All players except two with ball. Players with ball line up on one side of the grid. These players are the robbers. The two players without ball are the “cops.” They are to start from the other side. The object is for the robbers to dribble across the grid without having a cop take the ball away. If a robber loses his ball to a cop, he or she goes to the jail. Repeat the crossings until there are two players remaining. These two may become the new cops for successive iterations.

Crab Soccer. Designate players as crabs to “walk” around on their hands and feet. Other players with ball try to dribble from one side of the grid to the other without getting caught by the crabs.

Dribble Snake. Everyone with ball follows the leader in a line anywhere the leader goes inside the grid. Leader breaks off upon request of the coach and dribbles to the back of the line, establishing the next player in line as the leader. This can be done until everyone leads. Players must understand that, when they are the leader, they must make a number of turns, including even going in a circle around the line.

Dribbling Relay. All players with ball. Dribble from line to line or to cone and back – two or more teams. Make sure the number of players on each team is low and even.

Driving Test. – All players with ball. After demonstrating the commands, the coach calls out: Go, Stop, Slow Down, Speed Up, Right Turn, Left Turn, and “U”-Turn, as appropriate.

Egg Hunt. Use discs to define a “basket” in a corner of the grid. This activity requires more balls than players. This may be done by using extra balls from the coach or by dividing the team in half. Spread the balls around the grid. Line the (first set) of players up on one end of the grid. The object is for the players to collect all the balls (eggs) and put them in the basket as quickly as possible and return to the starting line. Coach defines whether this is to be done with hands or by dribbling. Everyone is on the same team; no one is to take a ball away from a teammate. The event can be timed against themselves or against the other group.

Fetch. Pairs with one ball. One coach or parent per pair. The coach or parent tosses the ball into the grid and the pair must bring it back in the manner directed by the coach. For example, the coach will yell “four hands” and the pair must return the ball to the coach with all four hands in contact with the ball. Others may include (at least) three hands and a thigh, or two heads.

Fox Tails. Cut up an old sheet into strips approximately 4” wide and 24” long. These are the “tails.” Each player sticks one tail in the back of their shorts. All players with ball. All players dribble while simultaneously trying to grab others’ tails while protecting their own.

Freeze Tag. All players with ball except for designated “tagger.” Players dribble within the grid while avoiding the tagger. The tagger runs around and touches any players to freeze them. Players can unfreeze themselves by performing the “Irish Jig” for ten touches. Continue briefly and then switch taggers. (Variations: Taggers can also be dribblers. Can use two taggers. Can separate team into two groups.)

Gates. Split the team in half, one half with ball and one without. The group without a ball is to spread out randomly within the grid and stand with their legs spread a little more than shoulder-width apart. These are the “gates.” Each player with a ball dribbles around the grid trying to put their ball through as many gates as possible. Time the event for two minutes. Players should count the number of gates they split. The teams then switch roles. “Score” may be kept by individuals or teams.

Hospital Tag. All players with ball. Start as in regular “Tag.” When a player is tagged, however, they must place their hand on the spot where they were tagged. By the third tag, they must dribble to the coach (“doctor”) to get fixed up. After being “healed,” they go back to the group to continue.

Kangaroos. All players with ball except two players who are the first kangaroos. Kangaroos must hop to tag players. Tagged players become kangaroos until all players are tagged. (Reduce size of grid for success, if necessary.)

Keep-away. Also known as 1 v. 1 without goals. Players in pairs with one ball. One player starts in possession of the ball and the other tries to take it away. Play for approximately one minute. Player in possession at end may be declared “winner.” May switch player starting in possession, then switch partners.

Knock Off. Divide the team in half. One group each has balls. Place several discs randomly spread out in the grid. Place a ball on each disc. One group goes at a time. The objective is to knock all the balls off the discs by kicking a ball into them. Each team gets a turn and the team that knocks off all the balls in the quickest time wins. Have the group that knocked the balls off re-set them and return their ball to a player in the other group.

Knockout. All players with ball. Have players kick other player’s balls out of the grid while retaining possession of their own. Have players count the number of times they knocked out a ball. When a ball is kicked out, it is to be retrieved and play resumed. After a certain amount of time, stop and ask for the number of knockouts. (Variations: Don’t ask for the number of knockouts. Vary the size of the grid. Have the players who are knocked out go to a side activity until only one or two players are left.)

Marbles I. Each player with ball. Divide the team into two groups and set them on opposite sides of the grid. Place a distinctly-colored or different-sized ball in the middle of the grid. This is the marble. Have each team try to move the marble to the other team's line by striking it with a ball. Tell the players that after the game starts, they can kick at the marble with anyone's ball. If a player kicks the marble directly, stop play and remind all players of the requirement to hit it only with a ball. (Variation: Everyone works to get the marble out of the grid.)

Marbles II. Each player with ball. Players in pairs. Players alternate using a single push pass to try to strike the other player's ball.

Moving Goal. All players with ball. Two parents or coaches acting as "goalposts" carry a piece of rope as their "crossbar" and walk around in the grid as a moving goal. Players must shoot the ball between them and under the rope to score. Players may score from either direction.

Mud Monster. Two or three players start as the monsters. They then chase the rest of the players and try to tag them. Once they are tagged, they must spread their legs wide, pick up their ball and hold it over their head, and stay "stuck in the mud." They can be freed if another child crawls or kicks a ball through their legs.

Not in My Yard. Set up a "fence" of cones or discs dividing the grid in half in order to establish two "yards." All players with ball. Divide the team into two equal groups and place each group in a yard. This is a timed event. Upon command, players are to kick their ball into the other team's yard. The objective is to keep each yard free of balls. Parents should be used around the perimeter of the grid to keep the balls in play. At the end of time, the group with the least number of balls in their yard wins. (Variation: As players' kicks get stronger, the fence can be modified with a second set of parallel cones or discs to create a "no player zone," and the size of the yards increased.)

Numbers I. Set up a goal at each end, marked by cones. Divide the team into two groups, with approximately five players per group. Assign each player a number from one to five. Try to ensure that players with the same number are evenly matched. Have the players of each group spread out on opposite sidelines. Tell each group which goal they are to attack and which to defend. Put a ball in the center. Call out one or more numbers, and those players are to run out and play. Re-set when a goal is scored or if the ball goes out of bounds. (Variations: Have players start from the end lines. Throw the ball into the center.)

Numbers II. All players with ball. While dribbling, coach calls out random numbers 1 through 5 and players must form groups of that number.

Nutmeg. Two players with one ball. One player stands with legs spread. During time limit, see how many nutmegs a player can get. Switch.

Pass in the Night. Two small goals are established with disks or cones at each end of the grid. Players are divided into two groups at each goal. Coach has all balls in the center. When coach serves a ball, one player from each group sprints out to contest for the ball and try to score at the other player's goal. Players must quit if

the ball goes outside of the grid or a goal is scored. Multiple pairs may be in the grid at the same time. Coach may serve the ball anywhere inside the grid.

Passing Count. Players in pairs with one ball, approximately three yards apart. Inside of foot pass and trap, using “two-touch” passing. The pairs can count the number of passes made in one minute. (Variation: Older may be asked to move and pass.)

Pirates. Define a circle with discs inside the grid. All players with ball except one, who is the first pirate. Players dribble to retain possession while the pirate tries to steal a ball and kick it out of the circle. As players lose their ball, they also become pirates until one player with a ball is left. This player can become the starting pirate for the next iteration.

Planets. Set up three large circles designated with disks. Tell the players that they are going to visit parts of our solar system. Name the circles as “Venus,” “Mars,” and “Neptune.” All players with ball. Coach calls out the name of the next planet to visit. Can visit in groups in a rotation. Add more planets if memory can handle it.

Receive/Dribble/Shoot. Use cones to define at least two goals and set a disc approximately ten yards in front of both to define a starting point. Divide the team into groups for each set of goals and place the groups at the starting point, without balls. A coach and at least one parent should have the balls next to the goal. The coach should feed a ball to the first player, using “bowling.” The player should come to meet the ball, receive (trap) it properly, dribble and shoot. The player should retrieve the ball and return it to the coach. You should increase the number of groups if players aren’t moving quickly through the drill. A parent may also be used at the starting point for assistance. (Variation: Players start on the other side of the goal with the coach or server. The coach bowls the ball out into the field and the player runs to it, turns it back, dribbles and shoots.)

Red Light/Green Light I. All players with ball. Players dribble within the grid and respond to the coach’s direction. With Green Light, players are to dribble at a slow pace. With Red Light, players are to stop the ball immediately with the sole of their foot and “make an airplane.”

Red Light/Green Light II. All players with ball. Line the players up on one side of the square. On “green light,” players dribble to opposite side. On “red light,” they must stop. First player to other side “wins.” (Players must be cautioned that they must dribble properly; no kicking and running to the ball is allowed.)

Red Light, Yellow Light, Green Light. All players with ball. Similar to “Red Light, Green Light,” players start in a Red Light position with the ball stopped at their feet. With Green Light, players are to dribble at a fast pace. With Yellow Light, players are to dribble at a slow pace.

Relay Race I. Traditional race among teams between two sets of cones or disks. Can set up against parents or intermix parents and kids. (See “Dribbling Relay.”)

Relay Race II. Divide the team into three or four groups, with no more than four players per group. Set up identical courses where players must dribble between discs, around cones, perform the Irish Jig, stop the ball on a spot, or other activities. Practice, then race where first group to finish wins.

Roll. All players with ball. Players will start spread out shoulder-to-shoulder on a line. Each player is to “roll” the ball with the sole of their foot for approximately 10 yards, turn, and repeat back to original line. This may be done with from the inside or outside of both feet.

Shadow. Players in pairs. All players with ball. Similar to “Dribble Snake,” the first player dribbles around and their partner must duplicate, or “shadow,” their every move from behind. The leaders should change direction and speed throughout. Have players switch positions at least once and usually three times, to create four sets.

Sharks and Minnows I. One player starts with a ball as the first shark. Other players run in a confined space while the player with the ball tries to kick the ball at the other players’ feet. Once hit, they get their ball and become another shark.

Sharks and Minnows II. Two or three players are “sharks” and the rest are “minnows.” Sharks have soccer balls and the minnows don’t. The sharks chase after the minnows and try to tag them on the leg with the ball. If a minnow gets hit, he or she becomes a shark and goes and gets their ball and becomes a shark.

Shooting 1 v. 1. Groups of four in two pairs. One pair with a ball. One pair serves as “goals,” standing with their legs spread shoulder-width apart. The other pair is to play 1 v. 1 to score at their goal by shooting only on the ground. After approximately one minute, pairs switch positions. Modify pairs, if necessary to equalize the skill level. (Variation: use parents as goals.)

Snake. Different name or variation of “Blob” games. Players can be tagged instead of the ball being kicked away. Snake(s) can be told to make “hissing” sounds.

Star Wars. All players with ball. Players with ball try to kick at other players’ balls. Once a player connects three times, they move to a designated “safe” area.

Steal. Divide the team into two groups. One group with ball. Tell players without a ball to try to take one away from a player with a ball. Tell players with a ball to retain possession for as long as possible. Players who lose a ball then try to get one back. Play for approximately one minute cycles. Players with a ball at the end of each cycle may be declared “winners.”

Steal the Bacon. All players with ball, except for one player who is “it.” All players dribbling except one who is “it.” Designated player kicks balls out of the grid. Change designated player every 30 seconds. Players whose balls are kicked out retrieve them and wait at edge of grid until next 30 second-period starts.

Stuck in the Mud. One player without ball is “it.” All other players have ball. On signal, all players dribble until tagged. Once tagged, they must hold their ball over their head and spread their legs. They are stuck, but can be freed by another player with a nutmeg. Rotate “it.”

Switch. All players with ball. On command, have players switch soccer balls.

Tag. All players with ball. Players must always dribble their ball within playing distance. Players are to keep count of how many other players they tag with their hand within a certain timeframe.

Target Shooting. Two players, each with ball and one cone. See how many times each player can hit the cone.

Turkey Shoot. Set up random cones. All players with ball. In a time limit, players count how many cones they can knock over with the ball. Each cone knocked over must be re-set by the player who knocked it down.

Tunnel. Divide the team into small groups. Start with three players as the “tunnel,” and then you may add more players as success is achieved. Have each group line up in a straight line, front to back, and spread their legs apart, to form the tunnel. You may practice first, and then this can become a race between groups. To start, the first player in each line must turn and face the tunnel and pass a ball through the tunnel and then get back in the front of the line. The last player in the line collects the ball, dribbles it to the front and repeats the process. (As a race, the first group to complete a full cycle wins.) (Variation: The player at the back of the line may pass the ball through the tunnel from behind. The player at the front collects the ball, dribbles it to the back, passes it through the tunnel and remains at the back.

Turns. All players with ball. Players will start spread out shoulder-to-shoulder on a line. Establish a second, parallel, line with discs approximately seven yards away. Each player is to dribble to the second line, turn, and go back to the original line. The coach should direct the following types of turns: 1.) Inside of Foot – Right foot for left turn and left foot for right turn; 2.) Outside of Foot – Right foot for right turn and left foot for left turn; and, 3.) Pull Back – Sole of the right foot and sole of the left foot

Two Squares. All players with ball. Divide the grid into two squares identified by cones. On command, have the players dribble their ball from one square into the other square. You can then split the players with half in each square. On command, the players dribble their ball into the other square while avoiding collisions. Last, after starting to dribble within one square, upon command players are to leave their ball, run into the other square, find another ball and continue dribbling in the new square.