

Author: Tom Turner

Director of Coaching
Ohio North

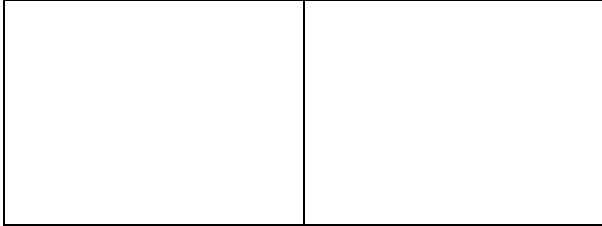


Coaches Connection
Lesson Plan



Topic: Disguise

Age: U14

Activity Name	Description	Diagram	Purpose/Coaching Points
1 Disguise and Deception in Passing, Receiving and Dribbling			
	<p>This is a difficult practice to conceptualize because there are technical and skill elements involved and creativity and organization are often at odds with one another. However, the coach will likely have to provide basic ideas on the range of technical options for those with limited versatility. Confounding the challenge is the nature of skillful play (positive application of technique), which can often get lost in practice sessions designed to emphasize specific technical areas.</p>	<p>While you should feel free to plan this session as your understanding and personality dictates, I have given a few ideas below. Whatever route you choose, the watchwords are technical repetition and limited positional coaching.</p> <p>Points of Emphasis</p> <p>Here are some of the thoughts for emphasis. It will be impossible to cover (and certainly impossible to teach) everything below, so pick a focus, or two, and do what you can in the time provided.</p>	
2 Passing			
<p>Numbers and Space: 3v3+2 (~25 x 40 yards) or 2v2+2 (~20x30 yards) Area divided into two halves.</p>	<p>Scoring: Consecutive passes (3-5) in one side (25x20 or 20x15) and then transferring to the other side when possible. Adjust space as necessary.</p>		<p>The use of the hips (turning and swiveling) to disguise the target and timing of passes.</p> <p>The use of the outside of the foot to improve disguise and deception.</p> <p>The use of basic techniques, such as drag-backs and cuts, to change the direction of play and the width and angle of passing lanes.</p> <p>Awareness of available space through 360 degrees to find teammates.</p>
3 Receiving			
	<p><u>Technical Repetition of Passing and Receiving Skills.</u> Provide for half as many balls as players and have them randomly exchange passes. Encourage “fake passes” to the first (obvious) option then quickly find option #2; encourage passing with the outside of the foot; encourage receiving with pre- and post-reception fakes; and with the outside of the foot; and emphasize receiving with a cut back after the first touch (reverse direction).</p>	<p>Faking away from the intended receiving area.</p> <p>Receiving balls under the body and into space when coming straight on (turn hips, change foot angle, control into space).</p> <p>Receive balls across the body (far foot), but control back into the original direction.</p> <p>Awareness of available space through 360 degrees to find open space.</p>	

Author: Tom Turner

Director of Coaching
Ohio North



Coaches Connection Lesson Plan



Topic: Disguise

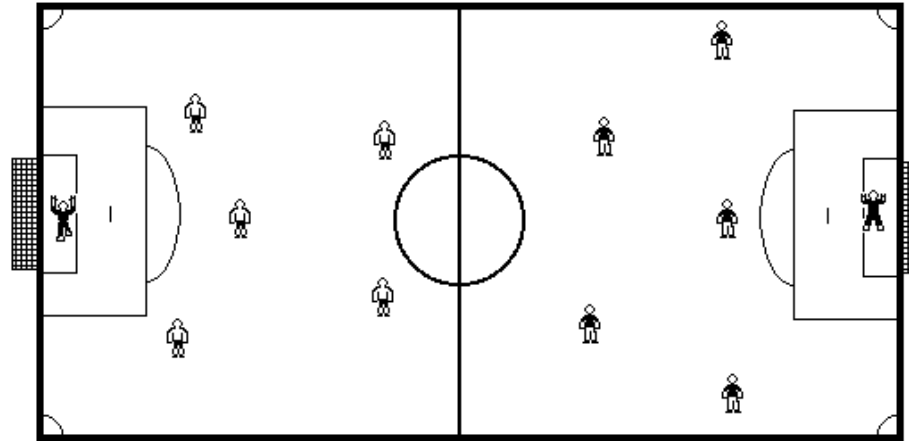
Age: U14

4 Dribbling

Possible Dribbling Progression
Numbers: 5v5, with four field players or 6v6, with five field players (Minimal emphasis on positional coaching).
Space: 50-55 x 30-35
Scoring: Regular

Technical Repetition of Dribbling Skills
Players can work individually, in pairs, or in threes. This can be organized drill-style (non-competitive relay over 10-12 yards involving three players per group) or with free movement in general space (every player gets a ball).

Special Rules
Match players with an opponent
Kick-ins for sideline restarts
No punting
Offside at 10-yards

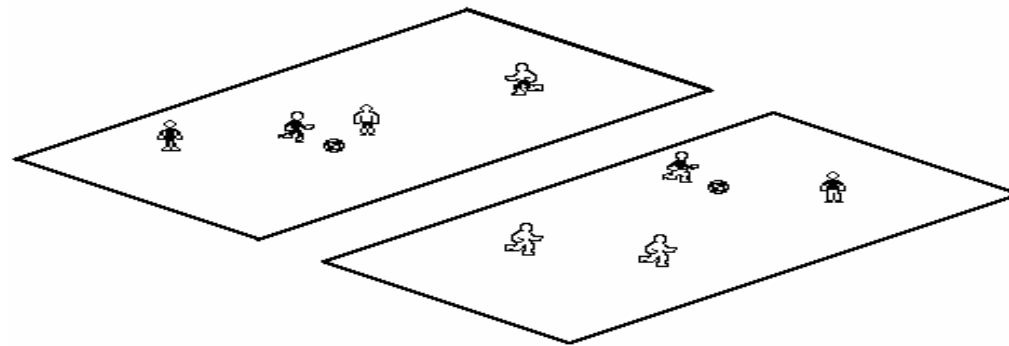


Possible Conditions
No first-time passing
IFK for making "obvious" passes (exclude turnovers, which are self-obvious)
Goals = 3; extra point for obvious "good stuff."

5 Final Activity: 2v2 Soccer Ladder

Divide the group into teams of two and make 25-yard long fields to accommodate the number of teams (16 players = 4 fields). Give reasonable separation between the fields but don't add sidelines.

Goals are two (2) yards wide and the ball must enter on the ground. Games are 3-5 minutes.



Rotate teams, or match-up winners and losers after each round, to provide for the "schedule." Each team can play between three and seven games. Limit coaching.