

# Sun Prairie Soccer Club (SPSC)

## 8xU8 Practice Plans

# Introduction

The concept of **8xU8** is to offer a full season of pre-packaged practices for those coaches who need a little help formulating a practice routine. In no way do these practice plans constitute a strict curriculum; they are a useful tool for those who want a different perspective on practice ideas.

Suggested practice length should be about forty-five minutes to an hour. Although each 8xU8 Practice Plan focuses on a concrete theme, your individual practices may be more eclectic, depending on the capability, attitude and progression of your own players. You may wish to vary your practices and not dedicate each practice to a particular theme, in which case you may just want to pick and choose ideas that fit your plans.

Each practice plan has time set aside for “Restarts Training” and Scrimmage time. What is a restart? In Groundhog and Go! Soccer, a restart is a Throw-in, a Corner Kick, a Goal Kick or a Center Restart (after a goal is scored or to start the quarter, half or game).

We hope that these “Model Practices” are of some use to you this season. There are many more practice ideas that you can find on the internet, in a book store or from the coach standing next to you on the side line. Feel free to experiment with different ideas. Remember: keep them moving with a soccer ball as much as possible. Visit [sunprairiesoccer.com/coaches.html](http://sunprairiesoccer.com/coaches.html) for links to more practice plans and online training videos.

## Practice One: To Possess or Not to Possess

The single most important skill that any young player must develop is the ability to **POSSESS** the ball; that is to say, a player must feel comfortable moving and controlling the ball with her/his feet. Before a child learns to “Receive” (i.e. handle a pass,) “Distribute” (i.e. make a pass) or “Shoot”, s/he must have confidence in possessing the ball. Coaches should place particular attention on the art of possession, above and beyond all other skills. Teach them to pass, teach them to receive, teach them to shoot, take throw-ins and corner kicks, but do not forget to keep them busy with a ball at their feet.

First practice means shaking off the rust, stretching out the kinks. Go slow at first, but accelerate toward the end. Water breaks when necessary.

- A. **“I can do this, can you?”** (5 minutes) Everyone with a soccer ball, spread your players out before you and ask them “I am Coach (fill in the blank) and I can do this, can you?” Demonstrate a soccer move (e.g. push the ball with the bottom of one foot) and watch them attempt to copy your move. Ask somebody else to do introduce herself and offer something they can do with a soccer ball. Let every kid get a chance.
- B. **“Blind Chase!”** (5 minutes) Everyone brings their ball to the center. Tell the kids to close their eyes. Quickly toss all the balls in random directions. Tell the kids to open their eyes. Each child must use their feet to bring “a” ball back to you. Have them exchange the ball they retrieved with the person who owns it. (This helps with introductions.) Do this a second time, but ask the kids to use both feet, not just one. Do this a third time and give them ONE MINUTE to get all the balls back if they want to save the Universe!
- C. **“Red Light, Yellow Light, Green Light.”** (5 minutes) The traditional kids’ game, but with a soccer ball and a yellow light. Coach is the stop light.
- D. **“Heads Up”** (10 minutes) Set up a 20 x 20 yard area. Children dribble the ball around in the square. To practice awareness with the ball, coach calls out fun, safe acts to get the children to look around. For example, “Without losing your ball, give a high five to anyone with curly hair and a pony tail.” Other possible suggestions: “Tell me how many fingers I’m holding up?”, “What color is Yolanda’s shirt?”, or “Everyone switch balls with somebody near you.”
- E. **“Horror Show”** (5 minutes) Same area. Otherwise known a “Monster Daddy,” children dribble around the square while coach acts like a rotting mutant, a crazy alien, a putrid zombie or some other creature. If the coach takes the ball away from a child that child must FREEZE until another player rescues her by passing a ball through her legs. Play a few times, great fun
- F. **“Organized Chaos”** (10 minutes) Same area, divide the kids into two teams, place teams on adjacent sides. The goal of this game is for each child to dribble her ball across the square to the other side within ten seconds. Team that has the most balls across wins. Players must cross the line with a ball at their feet. (No kicking it across.) Sounds easy, but the other team will be doing the same thing coming from a different direction. The second time, add another ten seconds and have them go back and forth. The third time, allow players to try to kick the ball away from players on the other team.
- G. **Restart – Throw-Ins!** (5 minutes) Show the kids what a correct throw-in looks like. Then have the kids dribble around an area in front of the goal. Yell, “TOSS!” All the kids should immediately pick the ball up and throw-in the ball at the net. Repeat a few times.
- H. **Restart - Center Restart** (5 minutes) Groundhog Soccer and Go! Soccer coaches should attempt to have their children use “more proper” center restarts. Instead of letting the players just kick the ball forward to begin, have two players stand next to each other beside the ball and instruct one of them to tap the ball forward to the other. (The rules state that the ball must move forward to start, so make sure the kids know this.) Let every kid have a chance to tap the ball to start.
- I. **Scrimmage** (Use corner kicks and goal kicks!)

## Practice Two: “As the World Turns.”

Second practice may be a good time to introduce a few “turning” activities to your players. Turning with the ball is when a player wishes to change direction suddenly to make space for a pass, a shot or a dribble. There is no absolute correct way to turn the ball in every situation, and children will figure out the best way to do so as they progress. Some of the more simple turning moves include, but are not limited to, “inside of foot”, “outside of foot”, “cut back,” and “pull back”. If your kids understand how to use these turns before they move on to U10 soccer, they will be ahead of the game.

- A. **“Simon Says AND Does!”** (5 minutes) In this activity, everyone with a soccer ball. Spread your players out before you. Run through a few fun “Simon Says” skills that they already know (e.g. “Simon Says touch your knee to the ball!”). Eventually show them and ask them to do a “outside of the foot” turn, which is simply to approach the ball, use the outside of the foot to push the ball to the side. Show them and ask them to do a “inside move”, which is the same except the children should use the inside of the foot. Try left and right foot moves.
- B. **“The Blob”** (5 minutes) 20x20 square. No balls to start. One child is “it”. Other children must avoid it or join hands with the blob to catch the others. Play twice without balls. Add soccer balls to ratchet up the difficulty.
- C. **“Turn ‘Style’”** (5 minutes) Same area. Players dribble the ball around, avoiding other players. Coach calls out “Inside foot turn!” or “Outside foot turn!” and players must comply. Ask them to use both their left foot and right foot.
- D. **“Horror Show”** (5 minutes) Same area. Same game as last practice, one big difference. Players cause the monster to FREEZE for three seconds if they do a successful turn move.
- E. **“Knock Out”** (10 minutes) Same area. Players dribble around the space, trying to keep possession and at the same time knock somebody else’s ball out of the square. Players knocked out must retrieve their balls and do ten toe-taps before they may rejoin the game. (A toe-tap is when a player stands in place and touches the top of her soccer ball with the bottom of his toe without moving the ball.)
- F. **“Cones and Goals”** (10 minutes) Set up an arch of cones that end in front of a net. (The net is optional as you do not need to make this a shooting activity.) Children dribble between the cones using the inside of their feet. To keep things moving, players may start after the player ahead has gone two or three cones. Once past the cones, the players may shoot on net. Run this a few times and then ask the players to maneuver using just the outside of their feet.
- G. **Restart Refresher or Scrimmage** (Use Throw-ins, Corner Kicks, Goal Kicks and Center Restarts.)

## Practice Three: “Pass the Ball!”

Sometimes the suggested **SPACE** for an activity seems too small or too big for your practice plan. For example, a small space for a passing game may make it too cluttered for all the kids to maneuver. Likewise, an overlarge space may not offer a big enough challenge for a particular dribbling game. Simple solution: Change the space to fit your needs as a coach! The difficulty, ease and enjoyment of a game can often be moderated just by changing the size of the playing area.

Nothing drives parents crazy more than when their little angel is wide open in front of the net and a selfish teammate won't pass the ball. Unfortunately this behavior is normal for this age (we're talking about the kids here). We want to teach a few passing skills because they will be useful when the developmental “light bulb” goes off in their heads and because some of the same receiving and distributing skills are useful in U8 situations that don't involve intentional passing. For example, intercepting the ball and shooting the ball on net.

Start this practice with something fun early, to get their attention span prepped for a rather static passing session that follows.

- A. **“The Blob”** (5 minutes) 20x20 area. Let them run with and without a ball.
- B. **“Ocean, Beach”** (5 minutes) Side line. Line your kids just behind the sideline, facing you. In this position, they are standing on the BEACH. If they are in front of the sideline, they are in the OCEAN. When you say, “ocean” they must HOP forward into the ocean. When you say, “beach” they must hop back onto the beach. Like Simon Says, you say “ocean”, “beach”, “ocean”, “beach,” “beach”...etc in an attempt to fool them. If somebody hops into the ocean when you say “beach” (or hops into the beach when you say “ocean”), she must then stand all the way to the left in the row (end of the line.) The winner is the child who is all the way to the right at the end of the game.
- C. **“Pass and Catch”** (10 minutes) 20x20 area. Ask the kids to pick a partner or assign partners. If a kid does not have a partner, that kid is your partner; otherwise, use your assistant coach. Have the kids stand about ten yards away from each other with no overlap. These are the variations on passing you will introduce: passing with a) inside of the foot b) outside of the foot c) top of the foot (shoelaces) and receiving the ball with d) inside of the foot and c) bottom of the foot (a.k.a. the “Alligator Trap”.) You should vary the passing and catching the kids do in such a way to make it fun. For example, you might tell everyone to pass with the inside of the foot and catch with an alligator trap. Then you might say everyone with curly hair must catch the ball with inside of the foot while everyone with red shorts must pass with the top of the foot. Spread them out wider or closer to add challenge.
- D. **“Gates Escape”** (5 minutes) 20x20 area, five pairs of cones set up in random fashion around the area to represent “gates”. Now put the partners in motion. Each partnership has one minute to pass the ball through as many gates as they can. (Must not pass through the same gate consecutively.) Do it again, this time require them to use the outside of their feet. Do it again, this time require that they pass twice through each gate before they move on. To make it exciting, tell the kids that they must collectively pass through two hundred gates or else Darth Vader will take over the world!!!
- E. **“Cone Blaster”** (10 minutes) Line of flat cones (i.e. the kind of cone that you can place a ball on top of and the ball will stay in place) ten yards apart. Partners have two balls: one of which they place on the cone, the other of which they use to attempt to hit the ball off the cone with a pass. One partner stands ten yards away and on one side of the target ball (the one on the cone), the other partner stands on the opposite side the same distance from the target ball. The partners have one minute to knock the target ball off the cone as many times as they can. No cheating!!! (Must be at least 10 yards away.) Vary this game by requiring further distance and different passing techniques (e.g. outside of the foot.)
- F. **“Aim for the Goal!”** (5 minutes) A goal. Line up your team at half field. Each child should have a ball. Ask them to kick the ball toward the goal. If anybody puts it in the goal, the whole team gets ten points. If anybody gets close (a goal length away), the whole team gets five points. The whole team wins if they get fifty points. (Or whatever they actually scored.) Mix it up by having them try to kick the ball with the top of the foot (shoelaces) and the inside of the foot.
- G. **Scrimmage.**

## Practice Four: “Cut Back Jack”

For many children, the hardest part of soccer is chasing down a ball that is heading away from the direction they want it to go. Instead of running directly to the ball and make a turn WITH the ball, many kids like to make these wide, looping runs around the ball to get a good kick in (by that time, of course, the other team has kicked it forward again.) We’d like to teach our kids to go directly to the ball and turn the ball while it is in their possession. The beautiful thing about teaching the kids to immediately “GO TO BALL” is that no matter how poorly they make a turn with the ball, it will be a million times more productive than one of those wide looping turns they make without the ball. Cheer the attempt, no matter the result!

The “Cutback” move is quite simply an exaggerated “inside of the foot” turn that sets the player on a sudden 180 degree course from where she started. This move is handy for foot fakes and saving the ball from going out of bounds, for example. Although this move is most often used when the player and ball are in motion, it is easier to teach when the ball is standing still. To showcase this skill, place a ball before you on the ground. Plant your left foot (for the right footed cutback) near the ball so that the outside of that foot is nearest to the ball, rotate your hips so that your left foot is swiveling on the ground and then follow through with the right leg to make contact with the inside of your right foot as you begin to move in the opposite direction.

- A. “**Simon Says and Does.**” (5 minutes or more) Coach Simon should revisit the “inside foot” turns and “outside foot” turns and introduce the Cutback move. Most of the kids will not get anywhere close to mastering the Cutback in their first season, let alone this practice. Show it to them and let them start to digest.
- B. “**Chase!**” (5 minutes) Much like blind chase except that players see you toss the ball away and YOU watch each and everyone one of them retrieve their own ball. Many of the kids will continue to make those sweeping runs around the ball before they make contact, but you should encourage them to try the turns you practiced last week. A few of them might even attempt a cutback move. Praise every hearty attempt as much as every success.
- C. “**Gates Escape!**” (10 minutes) 20x20 area, five pairs of cones set up in random fashion around the area to represent “gates”. Players have one minute to dribble through as many gates as they are able. Players may NOT go through the same gate consecutive times. (Some will try, believe me.) Watch for good turns and good acceleration after turns.
- D. “**Fox and Tails**” (10 minutes) 20 x 20 area. Each child has a pinny stuffed into the back of her shorts so that it looks like a fox tail sticking out. Without a ball, players run about trying to take the tails off of other players while trying to keep their own intact. Last player wins. Play again once more. Then add balls. If a player loses her tail OR her ball then she is out. Play one more time. A player must lose BOTH her ball and her tail to be out.
- E. “**Doctor, Doctor**” (10 minutes) 20x20 area, add a 3x3 zone attached at either end. Two teams. All players have a ball except two “Doctors”, one on each team. Doctors start in the 3x3 space. Other players start in the 20x20 area. Whistle blows. Players attempt to kick their balls at players on the other team (below the waist only). If a player is hit, he must sit (as he is injured) and cannot move unless his team’s doctor runs onto the field to fix him (touch his head). If a doctor is hit, he is out and his team loses their doctor. The 3x3 area is a safety zone for the doctor and nobody else. Last team standing wins.
- F. **Scrimmage.**

## Practice Five: “Defend the Homeland!”

I have a big secret if you want your team to win every game. Take your two best players and place them at the top of the goal box. Tell them to kick the ball as hard as they can when the ball comes near. You’ll win every game. Of course, half the team will quit next season, the opposing coaches will curse your name, and your kids won’t learn very much about soccer. Other than that, your season will be a success.

If you use positions, make them loose and abstract. (“John, you play defense. Don’t let anybody get behind you, but I don’t want you standing near the goal all game. Come up past half-field to lend support. Alice, you play offense, but I want you coming back to help on defense.”) If you plan on using **“LOOSE” POSITIONS** in a game, tell the opposing coach so he or she can make adjustments (or so she can tell you that she’d prefer to go without positions.)

The technical aspects of defense are beyond children at this age, but there are some activities that will help some kids get accustomed to some of the rough and tumble aspects of youth soccer. Though it is natural for some children to shy away from physical contact with another child, we’d like the kids to engage when the opportunity exists to take the ball away from an opponent. To facilitate such a situation, the field must shrink considerably to force the children into close contact. Such a practice becomes cluttered and chaotic, but it just might teach a kid or two that they do not have to be afraid to take the ball away from an opponent.

- A. **“Freeze Tag.”** (5 minutes) 20x40 area. Each kid with a soccer ball. Assign one kid to be “it.” If his ball touches somebody else’s ball they must freeze. Frozen players may only unfreeze if an unfrozen player crawls through their legs. (Lots of non-violent contact in this game.)
- B. **“Double Toe Touches”** (5 minutes) Assign partners. One ball for each partnership. One person does ten toe-touches, next person does ten toe-touches, repeat until the partnership does fifty together.
- C. **“Four-Legged Race”** (5 minutes) same area. No soccer balls. Assign partners. Each pair must stand back-to-back, arms locked and scoot down the field as fast as they can go. If they unlock arms, they must start again. Have two pairs join to create a “Sixteen-Legged Race.”
- D. **“Human Weave”** (5 minutes) same area. No soccer balls. Leap frog without the leap. Have the kids line up in a column. The child in back must weave through the rest of the kids to the front as the weave jogs around the field. Continue until every kid has had a few chances. Add a soccer ball and watch the chaos.
- E. **“Tiny Soccer.”** (10 minutes) 10x10 area, two goals (cones or other.) Play 4v4. Keep tossing balls into the area as the balls get kicked out, or score. Keep it moving, make sure every one participates. Should be pretty tight.
- F. **“Small Soccer.”** (10 minutes) 15x15 area, two goals (cones or other.) Play 4v4.
- G. **Scrimmage.**

## Practice Six: “Pullback Mack”

Nothing like a good **BLOW OUT** to make the kids on the losing end excited about next week’s game! “They need to learn to lose!” you might say, which is true, but it is also true that they need to learn how to compete. When it becomes hopeless, the coaches must step forward to add hope. With hope comes energy, with energy comes competition.

Switch players around, put five players out instead of four, tap the ball ever-so-slightly toward somebody who needs a little tap...do what you can to make it fun. This is not the World Cup...it’s not even a Dixie Cup.

The “Pullback” move is much like the cutback move but involves pulling the ball in the opposite direction using the bottom of the foot (or the heel, but that’s more advanced.) This move is handy for foot fakes and saving the ball from going out of bounds, for example. Although this move is most often used when the player and ball are in motion, it is easier to teach when the ball is standing still. To showcase this skill, place a ball before you on the ground. Plant your left foot (for the right footed pullback) near the ball so that the inside of that foot is nearest to the ball, place the top of your right foot on the ball, draw the ball back and then swivel your left foot (plant foot) and shift your entire body to the right and back so that your momentum brings you in the opposite direction.

- A. “**Simon Says and Does.**” (5 minutes or more) Coach Simon should revisit the “inside foot” turns, “outside foot” turns, the Cutback move and introduce the “Pullback Move.” When most kids first try the Pullback move they will flick the ball backward too far or turn the wrong way after they draw the ball back. (The idea is for the player to keep the ball in view, in control and protect the ball with his body; if they turn the wrong way after they draw the ball back, these desires are less likely to occur.) **DO NOT** worry if they do this incorrectly. They will have plenty of time in the future to sort this out. The great thing about the pullback move is that it is fun to do, so let them have fun with it.
- B. “**Army Sergeant!**” (5 minutes) 40x20 or Full field. Line the kids up at the end line with balls. (Sing an Army song if you’d like: “We’re in the Army and we say; like to do some pullbacks today!”) Stand at midfield. You give commands that include, “Forward,” “Left Side using Outside foot,” “Right Side”, “Pull Back”, “Cut Back,” “Knee on Ball,” etc. Keep them on the field, moving with the ball, and practicing every type of turn. This will become a giggling mess at times (many kids still struggle with their “lefts” and “rights”.)
- C. “**Fox and Tails**” (5 minutes) 20 x 20 area. Each child has a pinny stuffed into the back of her shorts so that it looks like a fox tail sticking out. Add balls. If a player loses her tail **OR** her ball then she is out. Play one more time. A player must lose **BOTH** her ball and her tail to be out.
- D. “**Doctor, Doctor**” (10 minutes) 20x20 area, add a 3x3 zone attached at either end. Two teams. All players have a ball except two “Doctors”, one on each team. Doctors start in the 3x3 space. Other players start in the 20x20 area. Whistle blows. Players attempt to kick their balls at players on the other team (below the waist only). If a player is hit, he must sit (as he is injured) and cannot move unless his team’s doctor runs onto the field to fix him (touch his head). If a doctor is hit, he is out and his team loses their doctor. The 3x3 area is a safety zone for the doctor and nobody else. Last team standing wins.
- E. “**End line Soccer**” (10 minutes) 40x20. Two teams. Teams score by dribbling the ball over the end line (no need for pug nets.) However, the end line that a team is attacking changes whenever the coach says “**SWITCH!**” (which can be random or whenever the coach feels would be a good time to make somebody turn with the ball.) Also, when a team scores, the coach places a ball somewhere on the sideline, which forces the players to make some sort of turn to collect the ball.

### F. Scrimmage.

## Practice Seven: “No, really, Please Pass the Ball!”

“I WANT TO PLAY GOALIE!” is not an uncommon request for Groundhog and Go! Soccer players to make. Some soccer gurus suggest that coaches should begin teaching the position as early as eight years old; however, we’d like to keep the focus on foot skills at the U8 level. Of course, there is nothing prohibiting you from practicing “punting” in practice or a couple activities that involve “catching” a soccer ball. Just don’t line the kids up in net and rocket soccer balls at them.

For Groundhog and Go! Soccer, we are not especially concerned if children do not master the art of passing. However, that does not mean we cannot guide them toward the light. We want to put them in positions where they may find passing to be a pleasurable experience.

- A. **“Pass and Move”** (5 minutes) 40x20 or Full Field. Two groups of four (or five), two balls. (Might as well make them two teams for the activities ahead.) Players gather in a circle passing the ball to somebody else in the circle. Let them do this for a minute or two. Then ask them to “follow” the ball, that is to say, they should make a pass and run to the position of the person who they passed the ball to, replacing them on the circle. If everyone follows the ball, the circle becomes dynamic, both ball and people move. Of course, at this age, some people will forget to move, the ball may be kicked beyond the circle, blah, blah, blah and everything may get a bit messy. It still will be a lot of fun and a useful activity for the future.
- B. **“Gone in 30 Seconds”** (5 minutes) 40x20 or Full Field. Partners, each with a ball on the end line. Each partnership has thirty seconds to pass the ball down the field. Each partnership gets one point for every pass they make and ten points for the first one to finish. Do this again, but lower the points for the quickest finish to five, and then one.
- C. **“Fire Line Relay”** (5 minutes) 40x20 or Full Field, multiple balls and unique cone set up. Two teams. Place two columns of cones stretching down the middle of the field from end line to end line. The column should be about ten yards apart (the distance between cones within the column does not matter as they are just markers to keep the columns ten yards apart.) Place a staggered numbered of players from both team in each column, so that half the players on a team are in one column and half are in the other. The goal of this exercise is for each team to pass the ball from column to column, player to player, all the way down the field (in a crisscross pattern.) The first team to get five balls down the field wins. Play this game a few times, if only because it took you long enough to understand and set-up.
- D. **“Mystery Man (Woman)”** (10 minutes) Full Field, not nets. Two teams. Simple team possession game. Each team SECRETLY assigns a player to be their mystery man. (They tell the coach, of course.) Play for two minutes. Every time the mystery man receives a pass, that team gets a point. Next, you secretly assign the two mystery men and don’t tell the teams until after the two minutes is up.
- E. **“Wide, Wide Field!”** (10 minutes) Full Field scrimmage w/ nets. Two teams. Create a five yard strip of field on either side with shallow cones. Assign one player from both teams to one strip of land, assign one player from both teams to the other strip of land. Those players may not leave the strip of land, but if they receive a pass they get one point for the team. Not “strip of land” players may move freely across the field. Goals also count as one point.
- F. **“Wide, Wide Field x 2”** (10 minutes) Full Field scrimmage w/2 nets on either end. Spread two nets wide on either end of the field. When the kids play, they will be forced to spread the ball wide, either by dribbling (the hard way) or passing (the easy way.) Let them figure out the best way all by themselves.
- G. **Scrimmage.**

## Practice Eight: “Juggling Joe and the Last Practice”

The last practice is all about fun. We only include juggling as the “theme” because, in a way, it’s the most fringe of all soccer elements that you may wish to teach your kids. The art of juggling a soccer ball (i.e. keep a ball in the air without using your hands and arms) is so far beyond kids of this age, it’s not funny. But the art of ATTEMPTING to juggle a soccer ball is a useful tool in teaching children other techniques to possess a soccer ball...and it’s sort of funny. Do not expect any child to juggle a soccer ball more than once or twice the first time they do it. Juggling involves touch, balance, body placement and practice, practice, practice.

To start the learning process, lightly drop a soccer ball onto your outstretched, horizontal thigh. If you are lucky, after the ball hits your thigh, you might knock it with your foot before it flies away. That, my friend is two juggles and a good job, we might add. A particularly talented Groundhog or Go! Soccer player might do three or four juggles. Of all the practice plans, this is the most optional, but we are believers that children should get used to the idea that soccer involves more than their feet.

- A. **“I can do this, can you?”** (5 minutes) Coach Simon will demonstrate his own wonderful juggling technique and ask the kids if they can juggle more than once? (Note: If a kid drops the ball on the top of his head, he is nearly guaranteed more than one juggle as the ball is likely to hit another body part on the way to the ground.) The coach will then ask each kid to demonstrate his or her own particular way he or she likes to juggle the ball.
- B. **“Flicka.”** (5 minutes) You may need to demonstrate this skill, but the process is simple. Ask children to place the ball in front of them and draw the ball back toward them with the bottom of their foot, and flick the ball into the air with their toes. See how high they can flick the ball. See if they can flick it high enough to touch it again with their knee, shin, or foot.
- C. **“Fox and Tails”** (5 minutes) 20 x 20 area. Each child has a pinny stuffed into the back of her shorts so that it looks like a fox tail sticking out. Add balls. If a player loses her tail OR her ball then she is out. Play one more time. A player must lose BOTH her ball and her tail to be out.
- D. **“Doctor, Doctor”** (10 minutes) 20x20 area, add a 3x3 zone attached at either end. Two teams. All players have a ball except two “Doctors”, one on each team. Doctors start in the 3x3 space. Other players start in the 20x20 area. Whistle blows. Players attempt to kick their balls at players on the other team (below the waist only). If a player is hit, he must sit (as he is injured) and cannot move unless his team’s doctor runs onto the field to fix him (touch his head). If a doctor is hit, he is out and his team loses their doctor. The 3x3 area is a safety zone for the doctor and nobody else. Last team standing wins.
- E. **“Cone Blaster”** (10 minutes) Line of shallow cones (i.e. the kind of cone that you can place a ball on top of and the ball will stay in place) ten yards apart. Partners have two balls: one of which they place on the cone, the other of which they use to attempt to hit the ball off the cone with a pass. One partner stands ten yards away and on one side of the target ball (the one on the cone), the other partner stands on the opposite side the same distance from the target ball. The partners have one minute to knock the target ball off the cone as many times as they can. No cheating!!! (Must be at least 10 yards away.) Vary this game by requiring further distance and different passing techniques (e.g. outside of the foot.)
- F. **“Aim for the Goal!”** (5 minutes) A goal. Line up your team at half field. Each child should have a ball. Ask them to kick the ball toward the goal. If anybody puts it in the goal, the whole team gets ten points. If anybody gets close (a goal length away), the whole team gets five points. The whole team wins if they get fifty points. (Or whatever they actually scored.) Mix it up by having them try to kick the ball with the top of the foot (shoelaces) and the inside of the foot.

### G. Scrimmage.