



Take the Lead Curriculum

SY26



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Electronic Version of the TTL Curriculum



OST Soccer Website: <https://www.uicoach.org/ttl>



Huddle Agenda

Time	Activity
15 min	Informal Time
5 min	Warm Welcome & Emotion Check-in
10 min	Warm Up Game
10 min	SEL Topic of the Day
10 min	SEL Game 1
10 min	Captain's Corner Connection
10 min	Game 2
15 min	Captain's Scrimmage
5 min	Team Circle-Reflection
90 min	Total Time

Huddle Calendar

Huddle Number	Month	Retreats	Soccer Season Weeks
	September		Season Starts Week 1: 9/15 Week 2: 9/22
1	October	Retreat 1: 10/25	Week 3: 09/29 Week 4: 10/06 Week 5: 10/13 Week 6: 10/20
2	November		Week 7: 10/27 Week 8: 11/03 Week 9: 11/10
3	December *Student survey 1 at retreat		Season Ends Week 9: 11/17 Week 10+: 11/24 School out 12/23
4	January		
5	February	Retreat 2: 2/17	
6	March		Season Starts Week 1: 3/2 Week 2: 3/9 Week 3: 3/16 3/23-Spring Break
7	April *Student survey 2 at retreat	Retreat 4: 4/26	Week 4: 3/30 Week 5: 4/6 Week 6: 4/13
8	May		Week 7: 4/20 Week 8: 4/27 Week 9: 5/4 Week 9/10: 5/11 Community Play Cup: 5/30

Social Emotional Learning Skills

Huddle	SEL Focus	Focus
1	Relationship Skills Making Friends	Teammate Names, Interests
2	Self-Awareness	Identifying Strengths and Areas of Growth
3	Self-Management	Identifying emotions and identifying healthy strategies for emotional regulation
4	Social Awareness	Communication
5	Responsible Decision Making	Taking Initiative
6	Relationship Skills	Conflict Resolution
7	Social Awareness	Leadership Skills
8	Social Awareness And Self Awareness	Leadership Skills and Reflection

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THE CASEL 5

Five broad, interrelated areas of competence



self-awareness

Understand one's own emotions, thoughts, and values and how they influence behavior across contexts.



self-management

Manage one's emotions, thoughts, and behaviors in different situations and to achieve goals and aspirations.



social awareness

Understand the perspectives of and empathize with others, including those from diverse backgrounds.



relationship skills

Establish and maintain healthy, supportive relationships and effectively navigate settings with diverse individuals/groups.



responsible decision-making

Make caring and constructive choices about personal behavior and social interactions across diverse situations.



Huddle 1: Introduction & Building Relationships

SEL Focus: Relationship Skills

Soccer Program Week # 2-6

Month: October

Objective:

- Captains will discuss the importance and purpose of huddles.
- Captains will list their responsibilities as a captain on their soccer teams.
- Captains will practice relationship-building in a game setting.

Agenda	Activity	Time
Informal Time	-Review Captain's Sheets/Coach Comments -Observe Captains help with Practice Set up -Check in with Coach	15 min
Warm Welcome/Check-ins	-Check in Chart or Feelings Check-in	5
Warm Up	Group Juggle	10
Topic of the Day	Purpose of Huddles- Building a Leadership Community -Create Community Agreement	10
Game 1	Peanut Butter Jelly Tag	10
Captain's Corner	Job Check in -Solutions Corner	10
Game 2 (optional)	Rock, Paper, Scissors Cheerleader and Tag (if time permits)	10
Captain's Scrimmage	Play a game of numbers in the hallway	15
Team Circle	Reflection and Creation of Cheer	5
		90 min total

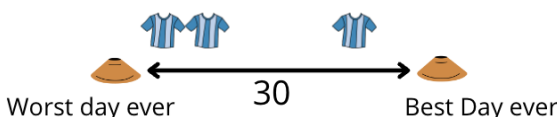
I. Warm Welcome/Set up (5 min)

Each Huddle we will be checking in on how you are feeling. This helps me and your teammates to better know how to support you during practice. It can also help us recognize our own feelings and identify what we need to improve our day.

Check-In Use Emotions chart on pg. 68

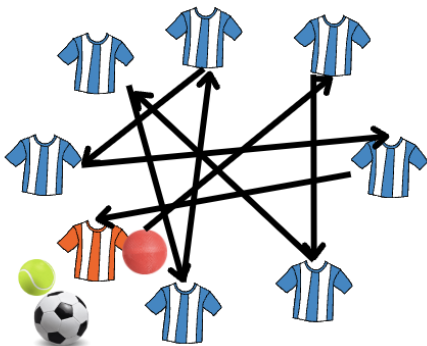
1. How are you feeling today? Why do you think that you are feeling that way?
2. Who has news about their life? Any celebrations? Wins? Struggles?

Optional: Check-In Spectrum Activity

Directions 1. Place two cones about 30 feet apart on a sideline. 2. Explain that one cone is "Having the best day ever" and 1 cone is "Having the worst day ever". 3. Now ask the students to go and stand on the spectrum of how they feel today. Remind them that whatever way they feel is valid and we will support them. 4. Have them turn to the person next to them and introduce themselves and ask them why they chose what they chose. You can now take attendance as you go down the line. 5. Close Out: Look down the line and see which teammates might need some more support today. Does anyone have an idea of how we can support people who are having a rough day?	
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*Remind them of Retreat 1

II. Warm Up Game- Group Juggle (10 min)

Group Juggle: Players throw the ball to each other to learn names.	
Diagram	Set Up
	- Stand in a circle
	Equipment - 3 different-sized balls
Directions	
Objective: To throw the ball in the same pattern around the circle as fast as possible. 1. Have everyone get in a circle. 2. Explain that when you throw the ball you must say the other person's name. 3. When you catch the ball say "thank you__(there name)" 4. Start by throwing the ball to someone across the circle from the coach. (can not be next to you) 5. Create a pattern where everyone gets the ball once and it comes back to the coach last. 6. Practice throwing the ball in this pattern again. 7. Try one of the variations when you are ready to level up.	
Variations	Coaching Points
• Level 2: time how long it takes to get the ball to everyone. • Level 3: add additional balls to the circle • Level 3: continue passing in the pattern but walk around the space, do not stop moving. • Level 4: Do the pattern backward. Alternative Game for 2-4 participants <u>Partner Toss</u>- Have partners toss or pass a soccer ball -Have them answer a question that the Coach poses for each toss "Favorite food" -Everytime each person answers take a step back to increase difficulty -If a team drops the ball they have to ask the coach a question	• Remind players to say each other's name before throwing • Have players point at who they are throwing to and say their name, and who they are receiving the ball from and say their name • Pause to identify strategies to pass the ball faster

Reflection:

1. Who can name every captain?
2. Why is it important to remember everyone's name on the team? How do you feel when someone calls you by your name?

-Discuss how knowing the other players helps to create a community and builds trust and friendships
 -Encourage players to shout out their teammates by name when they are scrimmaging
 -challenge captains to learn all teammates names by next huddle

III. Introduce SEL Topic- (10 min)

Topic: Huddles and Building Relationships

Definition: Huddles are 90-minute sessions where the Captains come together to work on their leadership skills. We will meet once a month from October-May.

-This year we are focused on "Service". How can I be of service to my team?

- Note on changes from last year: TTL Coach have a closer relationship to the Soccer Program, 8 Huddles from October-May, 4 Retreats

Today we are going to decide on a community agreement for our huddles. This will be a list of things we all agree to do when we are in huddles. Let's discuss the following:

1. In huddles I want everyone to feel....

-Safe, happy, supported, active

2. What actions should we take in order to support these feelings? (Make a Note about Not using phones during meetings-discuss why this is important)

-Use kind words, use each other's names, play games, learn

3. How do we want to agree to support each other?

-Give shout outs, give positive encouragement and not negative put-downs, tell each other if we need something, listen to each other.

4. What will we do if we take actions that interfere with the positive feelings of the huddle?

Possible Options: Stop play and have a group circle to discuss the action, feelings, and appropriate response. Appropriate Response: Captain will sit out until they are ready to return, Captain will apologize and make a mends by doing an appropriate action (picking up the water bottle they threw, allowing someone to go first, etc)

Summary: What are 3-5 things we want to all agree on doing?

Example: -Be kind and supportive.

-Have fun and actively participate. (no phones during sessions)

-Support each other to grow as leaders

1. _____

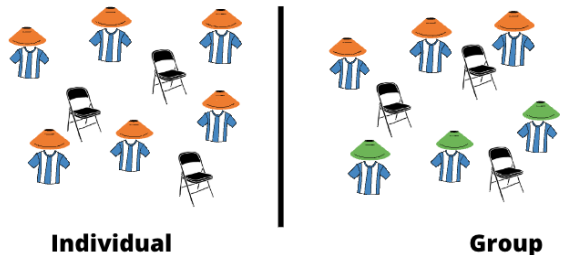
2. _____

3. _____

4. _____

5. _____

IV. Game/Activity #1-[Peanut Butter Jelly Tag](#) (10 min)

Peanut Butter Jelly Tag: Players try to tag each other without their cone falling.	
Diagram	Space
 Individual Group	Equipment
	Gym Cones (2 different colors) Obstacles (chairs) to move around
Directions:	
Objective: Balance a small object on your head/body and defend it from others. <u>Individual Round</u> 1. Players balance cones on their head and try to tag other player's on the arm. 2. If a player's cone falls off they are out if a player is tagged they are out. <u>Team Round</u> 1. Split the group evenly giving each group a different color of cones. 2. Group 1 will be the taggers and group 2 will try and evade them. 3. See how long Group 2 can last before everyone is tagged.	
Variations	Coaching Points & Resources
-Scaffold objects starting with cones on the head like hats and ending with pencil or paper on the head -Have Team 2 try to get across the space and touch a base before they are tagged.	-Add obstacles around the room -Players should only touch the person lightly on the arm they should not try to knock off the object -Players can not hold onto their own object -Time each round and see who can last the longest

Reflection

1. **During a team game like this, how can you encourage your teammates?**
 -Use their name, call to them, applaud when they do something good
2. **Can you name everyone on your team? Did you use their name as you played?**
3. **Did you feel your team worked well together?**

V. Captain's Corner Connection (15 min)

What is the Captain's Corner?

This is where we will discuss current goals, practice advanced soccer skills, and discuss any situations the team is having that you can help with as a leader.

1. What were this week's goals? Found on [Captain's Corner Handout](#)

[Week 1](#) [Week 2](#) [Week 3](#) [Week 4](#) [Week 5](#) [Week 6](#) pg. 73-78

What were your jobs for the week? Found on Captain's Corner Handout

*Preview the Jobs categories and discuss what responsibilities the players have on their team as leaders (this may vary from school to school)

2. 3-finger Check-In: How is practice going so far?

3-It was great I completed my Captain's Goals

2-It was good I was able to lead and I completed 1 goal

1-It was good, I tried and I will continue working on the captain's goals this/next week.

3. What were the challenges you faced? How did you work through them?

*encourage captains to show their progress on advanced skills or discuss Leadership Challenge

4. Preview Next Captain's Corner

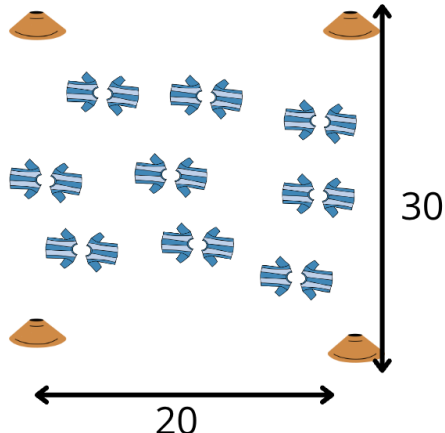
*Review Goals for next week

*Have players practice 2 advanced skills for this month overview found [here](#) pg. 72

Definition	Dribbling is when a player repeatedly touches the ball with their feet while walking or running to move the ball in the direction they want it to go.
Skill	Sweet spot taps: small touches back and forth between your feet, using the inside part of your foot, the "sweet spot"
Coaching Points	1. Knees bent 2. Soft touch on the ball
Skill	Dancing on the Ball: alternate feet that lightly tap the top of the ball
Coaching Points	1. Ball should be in front of the player not directly under them 2. Touch ball with the under part of your toes 3. As fast as you touch the ball is as fast as you remove your foot 4. Don't push down on the ball, just tap 5. Switch between right and left foot quickly
Advanced	Look up when practicing Sweet spot taps or Dancing on the Ball

Resources	 Sweet Spot Video  Dancing on Ball Video
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VI. Game/Activity #2: [Rock, Paper, Scissors...Cheerleader](#) (10 min)

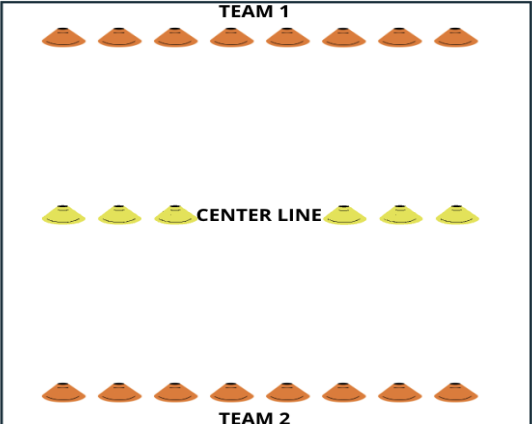
RPS Cheerleader: Try and win each game of Rock, Paper, Scissors or Cheer your heart out!	
Diagram	Set Up
	-Pair Up players
	Equipment -Can create a boundary if needed 
Directions:	
1. Coach reviews rock paper scissors rules (rock beats scissors, scissors beats paper, paper beats rock) 2. Students start in pairs and play against each other in rock, paper, scissors. 3. The student who wins will move on to find another student who won their game. 4. The student who loses will cheer for the person that beat them 5. Once someone has several cheerleaders and they lose, everyone will cheer for the winner. 6. Eventually, it will be two people playing each other in the championship, both with large fan groups.	
Variations	Coaching Points & Resources
• Have cheerleaders follow their leader in a conga line to add excitement/engagement!	• Coaches/captains walk around and make sure students are cheering for the appropriate person • Play multiple times, usually the 2nd round more students understand the game better

Reflection Questions:

1. **How do we feel when someone is cheering for us?**
2. **What can we do as Captains to help the other players feel supported?**
 -Use their names, cheer them on, encourage them when they are feeling down, don't let them get upset if they lose encourage them to try again

Continue Game 2 If time Allows

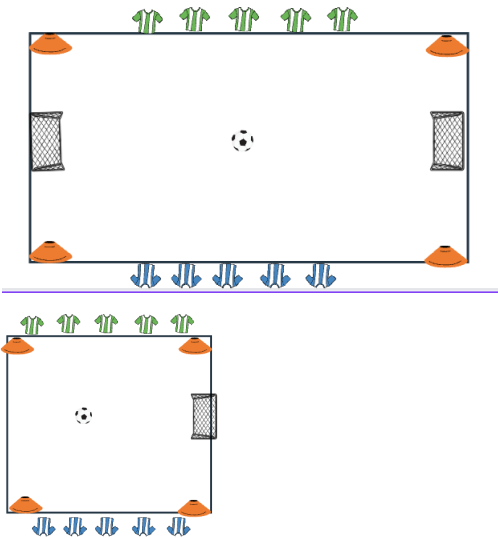
Game 2: [Rock, Paper, Scissors Tag](#) (5 min)

Rock, Paper, Scissors Tag: Players play RPS and winners chase the opposing team.	
Diagram	Set Up
	- Rectangular space with two sidelines and a centerline.
	Equipment - Cones - Balls <i>**optional</i>
Directions	
Objective: To win Rock, Paper, Scissors and then tag someone on the opposing team. <u>Before You Start:</u> - Review the rules of Rock Paper Scissors - Rock beats Scissors, Paper beats Rock, Scissors beats Paper - Split the group into two teams fairly <u>Directions:</u> - Have each team, on their endline, quietly pick what item everyone will play (has to be the same for the whole team) - rock, paper, or scissors. They will all play the same item. - Coach calls players to the center line. - When teams meet at the center line, everyone pairs up and plays on Coach's Call "3, 2, 1... rock, paper, scissors...SHOOT!" - If no one wins they play again until someone wins. - The winning players then chase the other team back to their line. - If a player is tagged, that player must join the other team.	
Variations	Coaching Points & Resources
- Challenge: have players dribble a soccer ball up to the line for the rock, paper, scissors. Individual Play: If it is too difficult for the whole team to decide what they will do together, you can have people break up into pairs and play rock, paper scissors tag with one other person 	- Encourage strong, quick communication between teammates! - Did you always agree with your team? - How did you come to a decision? - How did you feel when you didn't like that decision?

Reflection Questions:

- How do you feel about working together as a team?
- How did you make the decision of what move to make as a team?

VII: Captain Scrimmage: [Numbers Game](#) (15 min)

Numbers: Players receive a number and play 1v1, 2v2, etc when coach calls out player #'s.	
Diagram	Set Up
	- Create a playing space with boundaries and one goal at each end. -A hallway is a good space for either 2 sided or one sided play
Equipment	
- Balls - Disc cones - Goals	
Directions	
Objective: To score before the opposing team. 1. Split players into 2 equal teams, and give them numbers 1-5 2. Coach calls a number to begin the game as a 1v1 that gradually builds when a goal is scored. 3. When a goal is scored or the ball goes out of play the game has ended and the players go back to the sidelines.. The coach calls another number to have 2 new people play 1v1. 4. You can also call more than one number to make it 2v2, then 3v3 and so on. 5. Play with no goalies. 6. This game creates lots of changes for students to practice shooting skills.	
Variations	Coaching Points
• Switch which team starts with the ball. • Each full team is in the goal with all of them playing goalie and the players whose numbers are called then go play	• Shout-out players who display enthusiasm and confidence to score goals. • Encourage players to shoot the ball when they have a good opportunity

VIII. Team Circle (5 min)

Team Circle Questions:

- 1. SEL focus Review: Today we learned about Huddles. What is the purpose of huddles?**

-To focus on how we can grow as leaders and serve our teams

- 2. We also discussed creating strong relationships with our teammates. What can you do in the next month to support your teammates and get to know them better?**

-Learning everyone's name, learning their interests and finding commonalities, being a supportive teammate by encouraging others in games.

- 3. Shoutouts: Who can give a shout-out to another captain for their work today? To themselves?** "I'd like to shout out _____ for encouraging me and helping me with today's soccer skill"

***End every huddle with a Cheer-**Use [this](#) Resource to help plan your cheer.

-You can take this time to create your own cheer with the group or use the following

Hands-in- When I say 'Captains' you say "Are here to help!"

Evaluation Framing-Preview for Retreat

All schools will complete Student Surveys at retreat. Please prepare them by informing them of the following.

1. We are now going to take some student surveys at our retreat.
2. You were specially selected to give your thoughts to Urban Initiatives to help us create the best TTL program possible so we can support you in your leadership journey.
3. Leaders are people who give honest feedback so that the team can get better.
4. If you have any questions about the survey or you would like someone to read through the questions with you please just let us know. The survey is in English and Spanish.
5. Let's welcome back the UI staff members that will help us do the survey on Ipads, they are excited to see you and learn from you.

Huddle 2: Self-Awareness: Strengths and Areas of Growth

SEL Focus: Self-Awareness

Soccer Program Week # 7-9

Month: November

Objective:

- Captains will be able to identify their strengths and areas of growth.
- Captains will be able to discuss growth mindset.

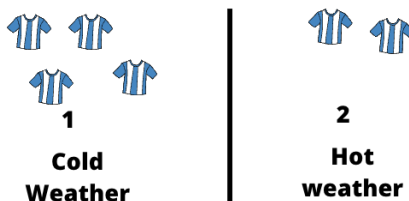
Agenda	Activity	Time
Informal Time	-Review Captain's Sheets/Coach Comments -Observe Captains help with Practice Set up -Check in with Coach	15 min
Warm Welcome/Check-ins	-Check in Chart or Feelings Check-in	5
Warm Up	Choose a Side	10
Topic of the Day	Self-Awareness: Identifying Strengths and Areas of Growth	10
Game 1	Soccer Skills Group Challenge	10
Captain's Corner	Job Check in -Solutions Corner	10
Game 2	Balloon Tower	10
Captain's Scrimmage	Play a game of numbers in the hallway	15
Team Circle	Reflection and Ending Cheer	5
		90 min total

I. Warm Welcome/Set up (5 min)

Check-In Use emotion chart on pg. 63

1. How are you feeling today? Why do you think that you are feeling that way?
2. Who has news about their life? Any celebrations? Wins? Struggles?

II. Warm Up- Chose a Side (10 min)

Choose a Side: Players move/dribble to the side of the space they most enjoy.	
Diagram	Set Up
 1 Cold Weather 2 Hot weather	- Large space -two sides
	Equipment
	- soccer ball for everyone (optional)
Directions	
Objective: to choose a side that you would most prefer. 1. Explain that in each round the players will have to choose from 2 options. 2. If they prefer 1 they go to the left side, 2 the right side. No one can go in the middle 3. If they don't like either, choose the one they least hate. 4. Give 2 choices (use slides found here or your own ideas) 5. (optional) Tell players to walk (or dribble their ball) to the side of their choice. 6. Have them pair up and ask them to discuss a question. a. Example: Tacos or Burritos (Tell your partner your favorite restaurant) b. Example: Cats or Dogs (Tell your partner what your would name a pet if you got a new one today) 7. Have 1 group share out their answers for everyone, then change to a new Choose a Side.	
Variations	Coaching Points
• Level 2: Have kids decide on the two options • Level 3: Have kids do a soccer move (pass the all to each other, dance on the ball, etc) while discussing the question)	• Have a clear attention getter for this game so that players stop to hear the follow up question. • Walk around to hear players answers to make connections

Reflection:

1. What is one thing you have in common with another Captain?

-Take this further and ask if anyone has anything in common with the younger players on their team.

2. Why is it important to remember someone else's interests?

-How can we use our common experiences to build relationships?

-Ask them about their favorite team, food, what they did last night. People like to be noticed.

-Common interests help build friendships and give us a place to start when starting a conversation.

III. Introduce SEL Topic- (5 min)

Review Community Agreement from Huddle 1 pg. 8 (3-5 statements we agree to follow each huddle)

Topic: Self-Awareness: Strengths and Weaknesses

(This lesson or anyothers can be substituted for the [Clique Lesson](#) on pg. 70)

Definition: Self-Awareness: being aware of how you feel and of your strengths and areas of growth.

Self-Awareness includes having a growth mindset about your personal growth. Growth mindset means to know that you are able to improve any skill with practice.

Discussion: Today we are going to discuss our strengths and the areas where we want to grow.
Let's start by answering a few questions.

1. **What are some of your strengths?** (Give Categories: At practice, At School, At home)

-Have players create a list of their strengths by posing the following prompts.

I always remember to.....

I take care of myself by....

I help others by....

On the soccer field I'm good at.... I'm a good student because..

I'm a good leader because....

I'm a good friend because...

2. **How can you support the team with your strengths?**

Example: I'm good at asking others if they need help. I can partner with younger players.

We have many different skills and strengths. A strong team has a variety of players that have a variety of strengths. I might not be fast with dribbling but I am a good passer. Or, I might not be great yet at shooting but I always encourage others.

3. **What are some skills you would like to get better at? (at home, at school, on the team)**
(Listening, Managing stress, Leading, Soccer Skills, etc).

One focus we will have this year is on Growth mindset. That means that we understand that we can become better at any skill if we put in the practice.

4. **What goal do you want to make for yourself for this Soccer Season?**

I want to practice_____ so that I can improve my _____.

IV. Game/Activity #1-Soccer Skills Challenge (10 min)

Diagram	Space
Practice Player 1 Sweet Spot Taps Player 2 Dancing on Ball Players 3 & 4 Pass Relay	Space for groups to get into a circle Equipment -1 soccer ball per person -30 second timer
Directions	
Objective: to win the relay as a team by getting the most points. Practice: Walk players through practicing the following moves. Give them a minute to practice each. They will have already done this in soccer practice in Week 1+Week 2. -Sweet Spot Taps (individual) -Dancing on the Ball (individual) -Inside Foot Pass (2 people) - Get players into groups of 4. Tell the group they need to assign Player 1: sweet spot taps, Player 2: dancing on the ball and Players 3 and 4: passing. Group Challenge Each team will have 30 seconds to have 1 player do the soccer move. The team will count the number of times that player is able to complete that move in 30 seconds. - Player 1: Sweet Spot Taps go first, give them 30 seconds. Have the team count the number of times they are able to hit the ball in their sweet spot. - Player 2: Dancing on the ball is next 30 seconds. The team should count the number of times that player touches the ball with the bottom of their foot. - Player 3 and 4: Number of times the ball is passed and receiver stops the ball =1 point. Give them 30 seconds. - Have players tally up the amount of points they got in total. Determine the winner.	
Sweet Spot Taps	Dancing on the Ball Sweet Spot Pass Look to where the pass is going Kicking leg bent at the knee Kick with the inside of the foot Standing leg next to the ball Follow through with the kicking leg so the ball is propelled to a team mate
Variations	Coaching Points & Resources
- Do these challenges individually where everyone is playing against each other, instead of passes use shots and give them a square on the wall to hit - Add a second round but have players decide if they want to adjust who does what	- Tell the players you will give extra points with to the team that encourages each other the most - Encourage positive encouragement not negative encouragement

Reflection Questions

1. How do you feel after this challenge?

- Some people may be happy they won or sad they lost
- Some might not like competitive games so they did not have fun
- Some may be disappointed

2. We are not perfect at everything. It is important to realize our strengths and areas of growth. What is one area of growth in Soccer that you want to work on?

It's important to have a Growth Mindset. This is the belief that we can get better at anything as long as we practice and ask for support.

3. What can you do to improve?

V. Captain's Corner Connection (15 min)

What is the Captain's Corner?

This is where we will discuss current goals, practice advanced soccer skills, and discuss any situations the team is having that you can help with as a leader.

1. What were this week's goals? Found on [Captain's Corner Handout](#)

[Week 7](#) [Week 8](#) [Week 9](#) pg. 79-81

2. What were your jobs for the week? Found on Captain's Corner Handout

3. 3-finger Check-In: How is practice going so far?

3-It was great I completed my Captain's Goals

2-It was good I was able to lead and I completed 1 goal

1-It was good, I tried and I will continue working on the Captain's goals this/next week.

4. What were the challenges you faced? How did you work through them?

*encourage captains to show their progress on advanced skills or discuss Leadership Challenge

5. Preview Next Captain's Corner

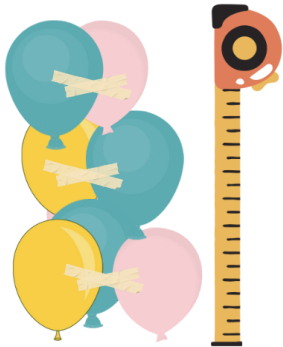
*Review Goals for next week

*Have players practice 2 advanced skills for this month overview found [here](#) pg. 72

Definition	Aerial Control is when you use different parts of your body to control the ball out of the air. <i>*Due to safety concerns, UI players are not allowed to use their head to pass, trap or shoot the ball.</i>
Skill	Juggle with yourself: use small touches to kick the ball up multiple times in a row, without letting it touch the ground between touches.
Coaching Points	1. Start with the ball in your hands. 2. Drop the ball down to your foot. 3. Kick the ball back up with your laces. 4. Persistence is key-this takes practice and muscle building. Be patient.

Advanced	Juggle with a partner: use small touches to kick the ball up to your partner, without letting the ball touch the ground between passes.
Resources	 UI Video  Additional Juggle

VI. Game/Activity #2: [Balloon Tower](#) (10 min)

Diagram	Space
	any
	Equipment *Balloons (20 per group) Tape- 1 per group Tape Measure *If balloons are not available use cones and have them stack them for the tallest tower and add a soccer ball on top
Directions	
Objective: Build the tallest Balloon Tower that can stand without being held. - Split the group into even teams (no more than 6 people) - Each group receives 20 balloons and tape - Explain that they will work together to build the tallest tower they can make. Towers can not be taped to the wall. - After the time is called, each tower will be measured for height. When it is measured you can not be touching the tower. - Tallest Tower wins. - Give the players 5-10 minutes to build their tower.	
Variations	Coaching Points & Resources
- Do not allow players to tape to the ground - Help players blow up balloons or have balloons pre blown up.	- Encourage players to create a plan first - Pause the team if they are using negative motivation, tell the team to focus on their strengths

Reflection

- What were the strengths of your team? What were the areas of growth?
- If you did this game again how would you improve?

VII: Captain Scrimmage: [Numbers Game](#)- See pg. 13

VIII. Team Circle (5 min)

Team Circle Questions:

1. SEL focus Review: Today we learned Self-Awareness. What is something you learned about your strengths today? How about an area of growth for the Captains? For Yourself?

2. What is something you are going to do to support your team in the next month?

-partner with someone who needs help, work on my soccer skills

3. Shoutouts: Who can give a shout-out to another captain for their work today? To themselves?

***End every huddle with a Cheer**-Use [this](#) Resource to help plan your cheer.

-You can take this time to create your own cheer with the group or use the following

Hands-in- When I say 'Captains' you say "Are here to help!"

Huddle 3: Understanding and Regulating Emotions

SEL Focus: Self-Management

Soccer Program Week # 10

Month: December

Objective:

- Captains will be able to discuss the power of identifying emotions.
- Captains will be able to list ways to reduce stress.

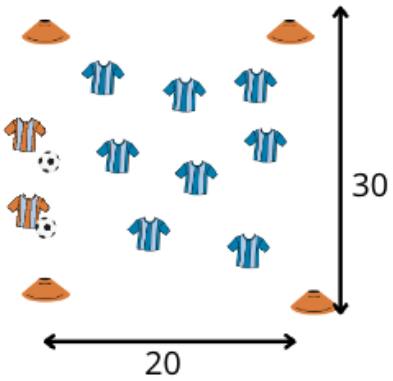
Agenda	Activity	Time
Informal Time	-Review Captain's Sheets/Coach Comments -Observe Captains help with Practice Set up -Check in with Coach -REMIND PLAYER ABOUT RETREAT 2: 12/7	15 min
Warm Welcome/Check-ins	-Check in Chart or Feelings Check-in	5
Warm Up	Stingers	10
Topic of the Day	Regulating Emotions	10
Game 1	Mountains and Valleys	10
Captain's Corner	Job Check in -Solutions Corner	10
Game 2	Tower Defense	10
Captain's Scrimmage	Play a game of numbers in the hallway	15
Team Circle	Reflection and Ending Cheer	5
		90 min total

I. Warm Welcome/Set up (5 min)

Check-In Use emotion chart on pg. 63

1. How are you feeling today? Why do you think that you are feeling that way?
2. Who has news about their life? Any celebrations? Wins? Struggles?

II. Warm Up- [Stingers](#)-10 min

Stingers: Players try to avoid being “stung” with the ball.	
Diagram	Set Up
	- A large open space with boundaries - Choose 2-3 players to be stingers
	Equipment - 1 Ball per Stinger - Disc cones to create a boundary 
Directions	
Objective: Stingers to try to tag the runners by passing the ball and hitting them below the knee. 1. Each tagger has a ball, runners do not. 2. Stingers must be within 1 foot of the runner when trying to tag them. 3. When a runner is tagged, the coach gives them a ball to become a stinger. 4. Play several rounds and switch out the taggers.	
Variations	Coaching Points & Resources
• Once a runner is tagged, have them squat down and be frozen and one of their teammates can leap over them like leapfrog to unfreeze them Alternative game 2-4 Players: Dinosaur Tag -Create a triangle with cones -Have 2 players chase each other around the cones while dribbling  	• Encourage stingers to keep their head up to see who to kick towards. • As stingers, how could you work together to be more successful in this game?

Reflection:

1. How do you feel after the game?

2. What can be frustrating about this game for the chasers?

-missing someone I was trying to tag -runners were too fast

3. What do you do when you feel frustrated?

-Give up, get mad, talk to myself, don't want to play anymore, take a breath, keep playing

4. What can we do to help ourselves when we are frustrated?

-Take a deep breath, get a drink of water, tell someone why we are frustrated, ask to redo or try again with something we feel frustrated about.

III. Introduce SEL Topic- (5 min)

Review Community Agreement from Huddle 1 pg. 8 (3-5 statements we agree to follow each huddle)

Topic: Self-Management: Recognizing and Regulating Feelings

Definition: Self-Management: The ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

Self-Management Includes:

- Managing one's emotions
- Identifying and using stress management strategies
- Showing the courage to take initiative

Discussion: Stress Management Strategies

1. What are things that may make you feel frustrated or stressed out?

Examples: -School work -Having to stop playing on phone/computer -taking care of siblings
-not making a goal in soccer

2. What do you do when you are feeling stressed or tired of school in order to feel better?

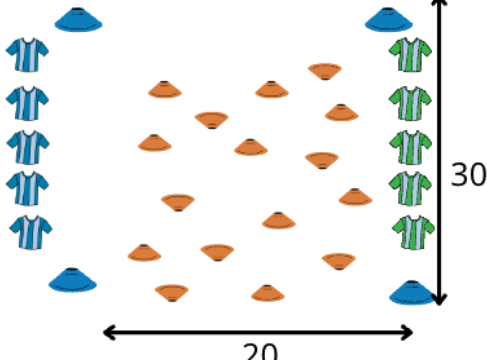
Examples: -Watch TV -Play Video Games -Do art -Play sports -Exercise
(Highlight the healthy coping mechanisms and discuss why they make us feel better)

3. **Let's look at this scenario:** During Scrimmage Mariam misses a goal for her team and the team is disappointed. One member of the team tells Mariam that she should have passed the ball. Mariam feels frustrated with herself and angry that her team is telling her what to do. **What can she do in this situation to manage her feelings of frustration?**

Examples of Healthy Choices:

-Ask to get a drink and take a moment alone -Talk to yourself and tell yourself that you are doing your best
-Take deep breaths and rejoin the game -During Team Circle tell your team you need their encouragement
-Ask to talk to the coach or a friend about how you are feeling

IV. Game/Activity #1-[Mountains and Valleys](#)-10 min

Mountains and Valleys: Turn over cones faster than the other team.	
Diagram	Set Up
	- Place cones randomly inside the boundaries of the game. Some should be right-side up, some should be upside down.
	Equipment - Disc cones - pinnies
Directions	
Objective: To have the most cones flipped to your team's side (Mountain or Valley). - Split the team in half, one team is mountains and the other is valleys - Players try to flip the disc cones to match their team Rightside up= Mountain upside down=valley - After 1 min. of play, the coach counts how many cones are Mountains and how many are Valleys.	
	
Variations	Coaching Points & Resources
- If you don't have enough space for everyone at once, have each team send in 4 players for 1 minute rounds - Try Splat 	- Pause halfway through to allow teams to discuss strategy - Remind players to be careful not to run into each other - Great opportunity to practice "freeze" with students stopping play abruptly when coach blows the whistle

Reflection

1. How did you feel while playing this game?

2. If you felt frustrated or tired, how did you manage those feelings?

-Take a deep breath, keep playing and remind myself it's just a game, I didn't feel those feelings because I was having fun running (connect exercise to good feelings)

3. How can your team support you during this game if you are feeling frustrated or tired?

-Come up with a strategy where people focus on one area of the field

-Encourage each other win or lose

(Play another round focused on encouragement)

V. Captain's Corner Connection (15 min)

1. **What were this week's goals?** Found on [Captain's Corner Handout Week 9 Week 10](#) pg. 81-82

2. **What were your jobs for the week?** Found on Captain's Corner Handout

3. **3-finger Check-In: How is practice going so far?**

3-It was great I completed my Captain's Goals

2-It was good I was able to lead and I completed 1 goal

1-It was good, I tried and I will continue working on the Captain's goals this/next week.

4. **What were the challenges you faced? How did you work through them?**

*encourage captains to show their progress on advanced skills or discuss Leadership Challenge

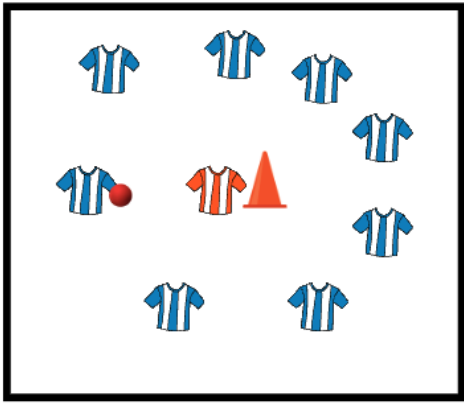
5. **Preview Next Captain's Corner**

*Review Goals for next week

*Have players practice 2 advanced skills for this month overview found [here](#) pg. 72

Definition	Dribbling is when a player repeatedly touches the ball with their feet while walking or running to move it in the direction they want it to go.
Skill	Big touches: kicking the ball 2-3 feet from you at a time.
Coaching Points	1. Use your laces it is easier to run and dribble 2. Experiment with how hard to touch the ball to keep it 2-3 feet in front of you. 3. When to use the move: - You have a lot of open space in front of you - You need to move quickly
Advanced	Maradona Turn: when dribbling at a defender 1. Step on the ball with one foot 2. Plant the same foot past the ball while pivoting your body to one side 3. Use the other foot to then spin the ball past the defender
Resources	UI Video Additional Maradona Turn

VI. Game/Activity #2: Tower Defense

Tower Defense: Defend the cone from the outside circle.	
Diagram	Space
	Classroom
	Equipment -Cone (water bottle also works) -Dodgeball (a soft ball in case someone is hit)
Directions:	
Objective: Defend a cone while the rest of the group tries to throw balls to knock it over. 1. Have students form a circle and place a cone in the middle. 2. One person plays defense, protecting the cone from the offense. 3. The people on offense must pass around and throw their ball at the cone to knock it over. 4. The person on defense cannot stand on the cone. 5. The people on offense must stay a few steps back from the cone.	
Variations	Coaching Points & Resources
• Place a ball on top of the cone and make it the target. • Add defenders • Use disc cones on a slick surface and try and see who can make the cone slide furthest. For 2-4 Players: play 1v1 with cups or cones behind one keeper and 1 person trying to knock them down. -You could also play penalty kicks with 1 player playing the goalie.	• If you have odd numbers, have 1 person be the cone judge and have the final say if the cone is knocked down. • Have players decide how far the offense should stay from the cone

Reflection

1. How did you feel during this game?
2. How did you feel or how do you think the person who was in the center of the circle?
3. How does encouraging your teammates help them deal with emotions during a competitive game?

VII: Captain Scrimmage: [Numbers Game](#)-see pg. 13

VIII. Team Circle (5 min)

Team Circle Questions:

1. SEL focus Review: Today we learned Self-Management. What is one strategy you learned today that you want to use if you are feeling stressed?

2. What is something you are going to do to support your team in the next month?

-encourage them -offer them options if they are frustrated/tired -ask people how they are feeling

3. Shoutouts: Who can give a shout-out to another captain for their work today? To themselves?

***End every huddle with a Cheer**-Use [this](#) Resource to help plan your cheer.

-You can take this time to create your own cheer with the group or use the following

Hands-in- When I say 'Captains' you say "Are here to help!"

Huddle 4: Communication

SEL Focus: Social Awareness/
Responsible Decision-Making

Soccer Program Week #0
Month: January

Objective:

- Discuss the importance of clear communication.
- Practice using clear communication in games and scenarios.

Agenda	Activity	Time
Informal Time	-Review Captain's Sheets/Coach Comments -Observe Captains help with Practice Set up -Check in with Coach	15 min
Warm Welcome/Check-ins	-Check in Chart or Feelings Check-in	5
Warm Up	Ships and Sailors	10
Topic of the Day	Communication	10
Game 1	Chair Basketball	10
Captain's Corner	Job Check in -Solutions Corner	10
Game 2	Get it Together	10
Captain's Scrimmage	Play a game of numbers in the hallway	15
Team Circle	Reflection and Ending Cheer	5
		90 min total

I. Warm Welcome/Set up (5 min)

Check-In Use emotion chart on pg. 63

1. How are you feeling today? Why do you think that you are feeling that way?
2. Who has news about their life? Any celebrations? Wins? Struggles?

II. Warm Up- [Ships and Sailors](#) (10 min)

Ships and Sailors: Very active Simon Says with a Nautical Theme.	
Diagram	Set Up
	- Set up a square of cones 30x20 feet - Students start in middle space between cones
	Equipment - Disc Cones
Directions	
Objective: Players complete the coach's command without doing the wrong action. - Coach explains different commands: "Captain's coming"- students stand still, saluting, can't move until the coach says "at ease." "Ships"- students run to one line of cones "Sailors"- students run to the other line of cones "Hit the deck"- students drop to the ground lying flat - Students who do the wrong task can be out or do jumping jacks.	
Variations	Coaching Points & Resources
- Challenge: add additional commands: "Rowing"- students form groups of 3, sitting in a line, pretending to row a boat "Eating"- students form groups of 4, sitting in a circle, pretending to eat - Have students make up additional commands Try the Desk Version for Smaller Numbers and see if one person can get another person out in 30 seconds or less Captain's Coming Ships Sailors Hit the Deck Row	- Recognize when students are being creative with how they act commands out - Highlight when players are using good listening - Try calling the cues fast, slow, unclearly to emphasize good communication

Warm Up Game Reflection:

1. What was difficult about this game? What was easy?

-Trying to understand and remember the cues quickly

2. What would have made this game more fun?

(If there is time have a captain run the game and play along with the players)

III. Introduce SEL Topic- (10 min)

Topic: Social Awareness: Effective Communication

Definition: Effective communication is the process of exchanging ideas where the message is received and understood with clarity and purpose.

As leaders, it is important to have clear communication so players understand what they are being asked to do. If people don't understand what you are asking them to do they can become distracted, frustrated, or just stop listening to you.

- 1. Who is someone in your life that is very clear with what they say and you always understand what they want you to do?**

-Parent, teacher, coach, etc.

- 2. What do they do that is so effective?**

-Use kind words, take their time, repeat themselves, ask people to repeat back what they said

Let's try an exercise: I'm going to give you a direction and I want you to follow it without asking directions.

"Go stand in a line" (when players stand in a line point out how it is incorrect and not what you wanted)

- 1. How could this direction be clearer?**

-Where do we stand? Who are you talking to? Is the line shoulder to shoulder or behind each other?

- 2. How could I have responded better as the leader when my directions were misunderstood?**

-Apologized for not being clear -Asked for questions instead of saying no questions

- 3. Why is having clear communication so important?**

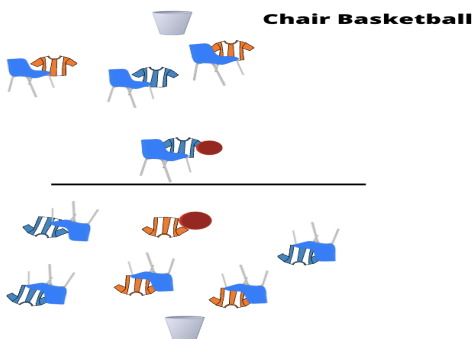
-helps us not waste time and get to playing
-helps people be confident in what to do and not be frustrated
-Makes us better leaders
-people will respect your leadership and listen to you

- 4. Connection to Home: How can you be a clear communicator at home?**

-Ask questions when I don't understand
-share my feelings with my family
-Write down what I want or need before I say it so I ask in a polite way
-Communicate in a polite way

IV. Game/Activity #1-[Chair Basketball](#) (10 min)

Chair Basketball: A team game where players try and score in the basket.

Diagram	Space
	Classroom
	Equipment 2 Balls Basket (trash can can work) Chairs



Directions

Objective: Score more points than your opponent

1. Split the group in half-Give one ½ pinnies
2. Explain which basket is for each group.
3. Each team decides where to place their chair. Recommend choosing a player from Team 1 to choose their seat then Team 2, until everyone has chosen a spot.
4. You can not move from your seat.
5. If a team scores the opposite team gets the ball behind the mid-court line.
6. Coach plays as the ball retriever during play (or choose someone who wants to be a coach/ref)
7. Play the game to 3 or 4 or stop when time is up (about 4 minutes) Stop the game and tell the teams to gather up again. We will play 1 more round but we will move the chairs again. Have the team come up with a plan on how to strategically place their chairs. (Again alternate who gets to choose their spots)

Round 2 of the game: (ask players for new rules, increase difficulty or focus on skill development)

Variations	Coaching Points & Resources
• Add another basket • Give a # of passes they have to make before shooting. • Add a rule that each person on the team sitting has to shoot at least once.  Small Group Variation: Hot Shots 1. Set up 1 “baskets” per player 2. Each player gets a ball and sees how many shots they can make in 1 minutes	• Decide as a team how team members must sit in their chair • Ask the team to clarify or add rules after the first shot is made. • Encourage the team to communicate with each other

Reflection

1. How clearly did your team communicate with each other?
2. Did you feel that your communication was respectful and supportive?
3. How do we decide who to listen to when we are playing a game?

-may need to designate a leader -may need to come up with signals if people can't hear

V. Captain's Corner Connection (15 min)

What is the Captain's Corner?

This is where we will discuss current goals, practice advanced soccer skills, and discuss any situations the team is having that you can help with as a leader. During the off season, we will focus on how we can be good leaders in the classroom and at home.

1. What opportunities do you have to be a leader outside of soccer practice? (at home, at school, community events, church, etc.)

2. What can you do at home to help serve your family like you do your team?

3. 3-finger Check-In: What was your goal for last month? (review notes from Huddle 3)

3-It was great I completed my personal goals

2-It was good I was able to complete or almost complete 1 goal

1-It was good, I tried and I will continue working on my goals this/next week.

4. What were the challenges you faced? How did you work through them?

-Personal challenges, challenges at home or with friends

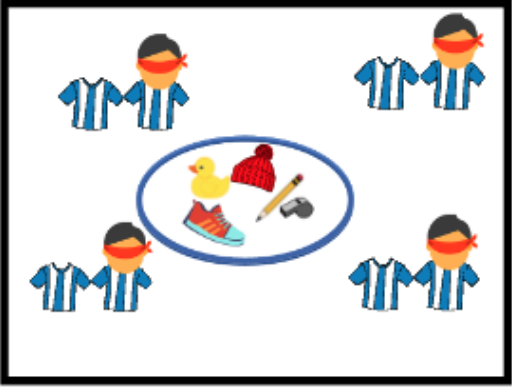
5. Preview Next Advanced Soccer Skill

*Review Goals for next week

*Have players practice advanced skills for this month overview found [here](#) pg. 72

Definition	Aerial Control is when you use different parts of your body to control the ball out of the air. <i>*Due to safety concerns, UI players are not allowed to use their head to pass, trap or shoot the ball.</i>
Skill	Cushion Touch: Catching the ball in the air with the laces (top) of your foot and balancing the ball down to the ground.
Coaching Point	1. Carry the ball down with your foot softly, like you're catching an egg 2. Players should practice by lightly dropping the ball to themselves
Advanced	Inside Sweep: Use the sweet spot of your foot to touch the side of the ball and guide it to the ground. This should stop the ball from bouncing up again and you can begin dribbling.
Resources	UI Video Additional Cushion Touch

VI. Game/Activity #2: Get it Together (10 min)

Diagram	Space
	Hallway
	Equipment
	-Blindfold (can use a sweater or any fabric) Colored tape (can use a hula hoop) Assortment of small items
Directions	
Objective: Lead a blindfolded person to the middle to gather items. 1. Divide captains into pairs and blindfold one member 2. Place various items in a circle/zone. 3. Based on directions given by their partner, the blindfolded member must retrieve specific items from the circle. (1st. Rubber Duck, 2nd Pencil, etc) 4. The partner giving instructions may not enter the circle. 5. Add more teams or place limits on communication to make the game more challenging. 6. First team to get all of their items wins.	
Variations	Coaching Points & Resources
• With a smaller group have them beat the clock instead of each other. • Give each group different items to retrieve • If someone touches an item they aren't trying to get they have to come back out of the circle.	• Building focus helps team members concentrate on the person they're communicating with despite potential distractions. • Try switching the roles within each team after every round so the members can learn more about their own and others' behavior in challenging situations.

Reflection Questions

1. **What did you do to communicate clearly in this game?**
2. **How did it feel as the person blindfolded?**
3. **What have we learned from this game that we might want to do in practice?**

-don't shout when we want attention sometimes this just makes people nervous
 -Talk calmly and clearly
 -Encourage players when they are doing something difficult

VII: Captain Scrimmage: [Numbers Game](#) see pg. 13

VIII. Team Circle (5 min)

Team Circle Questions:

1. SEL focus Review: Today we learned about Communication. What are some important things to remember when communicated at practice?

-To be clear and wait until everyone is listening to talk -To be kind -to apologize if you are unclear

2. How might you be clearer with your communication at home?

-Be kind even if I'm frustrated

-Ask questions if I don't understand

3. Shoutouts: Who can give a shout-out to another captain for their work today? To themselves?

***End every huddle with a Cheer-**Use [this](#) Resource to help plan your cheer.

-You can take this time to create your own cheer with the group or use the following

Hands-in- When I say 'Captains' you say "Are here to help!"

Huddle 5: Take Initiative

SEL Focus: Self-Management

Soccer Program Week # 0

Month: February

Objective:

- Captains will be able to define the term "take initiative".
- Captains will identify moments when initiative should be taken during practices.
- Captains will be able to demonstrate initiative effectively.

***Remind them of Retreat 3: 2/25**

Agenda	Activity	Time
Informal Time	-Review Captain's Sheets/Coach Comments -Observe Captains help with Practice Set up -Check in with Coach	15 min
Warm Welcome/Check-ins	-Check in Chart or Feelings Check-in	5
Warm Up	Spider Tag	10
Topic of the Day	Taking Initiative	10
Game 1	Grab It!	10
Captain's Corner	Job Check in -Solutions Corner	10
Game 2	Relay	10
Captain's Scrimmage	Play a game of numbers in the hallway	15
Team Circle	Reflection and Ending Cheer	5
		90 min total

I. Warm Welcome/Set up (5 min)

Check-In Use emotion chart on pg. 63

1. How are you feeling today? Why do you think that you are feeling that way?
2. Who has news about their life? Any celebrations? Wins? Struggles?

II. Warm Up Game- What Goes Up (10 min)

What Goes Up: Keep the balls off the ground in this fast-paced game.	
Diagram	Space
	Equipment
	Open space
	3 different sized balls or easy to throw objects
Directions	
Objective: Keep multiple balls up in the air as a group. 1. Players form a circle and you gather the balls around you so the balls are easy for you to reach. 2. Every five seconds, you yell "Up!" and toss one ball into the air. There will be 1, 2, 3... balls in play over time. 3. Each time you yell "Up!" you toss a new ball into play, and the balls that are in play must also be tossed to a different player. 4. Players can not throw it to themselves. 5. If any ball hits the ground, the game resets with the first ball. 6. Each time a ball hits the ground, the team can take 30 seconds to plan a strategy before they begin the game again. 7. Continue playing the game until all balls are in play and then start to time how long players can keep the balls up without them hitting the ground.	
Variations	Coaching Points & Resources
• Try continuously hitting the ball with no one able to catch and hold the ball but only tapping it. • Try various sizes of balls like Beach Ball, nerf ball, tennis ball. Small Group: Have players play catch as many times as they can with out dropping it. Increase the difficulty by switching out their ball, adding an additional ball, having them stand on one foot, or turn their backs to each other.	• Highlight who is stepping up and who is stepping back when the balls are being hit • Encourage players to take initiative

Reflection:

1. How did you decide when to step forward and get the ball and when to step back and let someone else get it? -I looked around and was aware of who had not touched the ball yet and stepped back to make sure everyone had a chance -if the ball was near me I would call "got it" to make sure people gave me space 2. As a leader what can you do to make sure everyone is having fun with this game and doesn't feel left out or nervous? -Step back or step up to help people be more involved, -Encourage others

III. Introduce SEL Topic- (10 min)

(Before this section leave equipment around the space, leave music on, drop a pencil on the floor-specifically putting something in the way of players to see if anyone picks it up or moves it)

Topic: Self-Management: Taking Initiative

Definition: Taking Initiative: to do something without being told, to take it upon yourself to act based on what you see needs doing.

1. During Practice what opportunities do you see where you can help without being asked?

-Set up equipment, greet players as they arrive after school, clean up a game when it's over, pause the music if it's playing while the coach is talking, hold the door when the team is going through.

2. When is it possible to take initiative at your home in order to help your family?

- Clean up when I see something out of place
- Pack my own lunch
- Set out my clothes for tomorrow
- Brush my teeth without being asked

3. What are the positives of taking initiative? What can be the negatives?

-Positives: help someone out when they need it, less work for the coach, make strong relationships with your coach/teammates

-Negatives: Might do something that the coach didn't want you to do, might misunderstand what needs to be done

Solution: Ask to do the thing before you do it to double check.

Let's try an exercise: Look around the space, check out the agenda for today. What can be done to support our Huddle right now?

- Move equipment in the way
- Put away things from Spider tag
- Turn off music (if it's on)

***Highlight students who may have already done these fixes before this part of the talk**

***Highlight the Captain's Jobs and which ones allow Captains to take the initiatives**

IV. Game/Activity #1-Grab It (10 min) [Head, Shoulders, Knees, and Cones](#)

Grab It: On Coaches Call pick up the cone before your partner.

Diagram



Space

Hallway

Equipment

Disc Cones



Directions

Objective: To pick up your cone before your partner.

1. Put players in pairs, place a cone equal distance between each partner.
2. Coach calls out Head, Shoulders, Knees. Players should touch these body parts.
3. When the Coach says Cones partners try to pick up their cone 1st.
4. Coach should mix up body parts to try and trick players.
5. After 1 round have 1 line move down to a new partner.

Variations

-Players can grab the cone and then they have to run to a line about 10 feet away, without being tagged by their partner
-Players can play for points

Coaching Points

-Make sure players are staying equal distance away from the cone
-Have everyone clap at the end of each round to encourage good sportsmanship
-Highlight people who are encouraging each other

Reflection Questions

1. How does this game connect with taking initiative?

-Sometimes you can pick the cone up too soon and if you take initiative without asking this might not be a good thing
-You have to be on your toes ready to help

2. What would make this game more challenging?

(play more rounds with different variations)

V. Captain's Corner Connection (15 min)

1. Last month we talked about having clear communication at home. Who feels like they tried to do this at home?
2. What were the challenges? How did you work through them?
3. **Soccer Practice is starting next month. What jobs do you want to try this Spring?** (look at the captain's goal sheets)
4. **If you have new players, what will you do to make them feel welcome?**

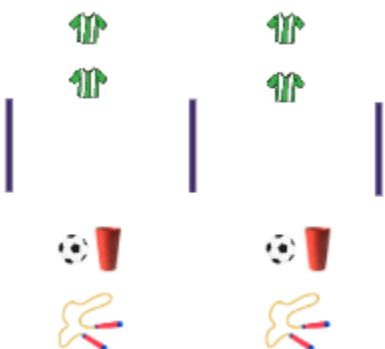
5. Preview Next Captain's Corner

*Review Goals for next week

*Have players practice advanced skills for this month overview found [here](#) pg. 72

Definition	Dribbling is when a player repeatedly touches the ball with their feet while walking or running to move it in the direction they want it to go.
Skill	Small touches: keep the ball close and take tiny touches to have control of the ball.
Coaching Points	1. Use the Sweet Spot of your foot 2. When to use the move: - In a tight space - Shielding the ball: when someone is trying to steal the ball from you
Advanced	Change Directions: Fake a kick with one foot. Use the inside of that foot to push the ball behind the planted non-kicking foot and change directions.
Resources	UI Video  Additional Shield the Ball 

VI. Game/Activity #2: Relay (10 min)

Relay: Retrieve all of your objects before the other team.	
Diagram	Space
	Hallway
	Equipment Ropes or tape to create boundaries Soccer ball per team Cone Jump rope or other object
Directions:	
Objective: To retrieve all of the items and be sitting down before the other team. 1. Split group in half. 2. In each group have them in 1 line. 3. Each person has to hop on 1 leg to get each item (1 by 1) to the other side. 4. Allow the team to strategize-Explain that normally you want the fastest people in the front and the back. 5. Change movement such as: Speed walking, skipping, running backwards etc.	
Variations	Coaching Points & Resources
-Time the group -Have players spin around before they can go to get the object -Have players use the object as they return (jump rope back) Small Group: Set up a obstacle course and time each player to see who can do it the fastest.	-Reinforce players tagging the next person in line before beginning -all players should be sitting down at the end to win -Encouragement!

Reflection Questions

1. How did your team come up with a strategy of who went 1st, 2nd, 3rd, etc.
2. Who took initiative and lead the group in strategizing? Cheering?
3. When did you step up to offer your ideas or stop back to make sure you listened to everyone's ideas?

VII: Captain Scrimmage: [Numbers Game](#) see pg. 13

VIII. Team Circle (5 min)

Team Circle Questions:

1. **SEL focus Review: Today we learned about taking initiative. What is one way you can take initiative at practice on your 1st day?**

-Introduce yourself to others -Tell the coach what job you'd like to do -Ask how you can help

2. **What is one thing you can do at home to take initiative? (help without being asked)**

-Clean up room -start homework -offer to help with dinner or chores

3. **Shoutouts: Who can give a shout-out to another captain for their work today? To themselves?**

***End every huddle with a Cheer-**Use [this](#) Resource to help plan your cheer.

-You can take this time to create your own cheer with the group or use the following

Hands-in- When I say 'Captains' you say "Are here to help!"

Huddle 6: Conflict Resolutions

SEL Focus: Responsible Decision Making/ Relationships

Soccer Program Week # 1-2

Month: March

Objective:

- Captains will discuss the term "conflict resolution".
- Captains will identify situations in which conflict can happen at practice.
- Captains will practice conflict resolution when playing games.

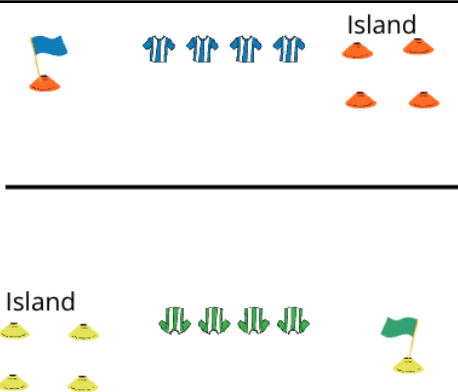
Agenda	Activity	Time
Informal Time	-Review Captain's Sheets/Coach Comments -Observe Captains help with Practice Set up -Check in with Coach	15 min
Warm Welcome/Check-ins	-Check in Chart or Feelings Check-in	5
Warm Up	Capture the Flag	10
Topic of the Day	Review Community Pact Relationships and Conflict Resolution	15 (+5 min)
Game 1	Move It	10
Captain's Corner	Job Check in -Solutions Corner	10
Game 2	Alien	10
Captain's Scrimmage	Play a game of numbers in the hallway	10 (-5 min)
Team Circle	Reflection and Ending Cheer	5
		90 min total

I. Warm Welcome/Set up (5 min)

Check-In Use the emotion chart on pg. 68

1. How are you feeling today? Why do you think that you are feeling that way?
2. Who has news about their life? Any celebrations? Wins? Struggles?
3. Introduce any new Captains, play Group Juggle to learn names or This or That

II. Warm Up- [Capture the Flag](#) (10 min)

Diagram	Space
	Gym
	Equipment Flags (pinnies) Cones 
Directions	
Objective: Capture your opponent's flag while defending your own. 1. Split kids into two teams and separate them with a line in the middle 2. Players try to race to the other side to grab the flag without being tagged 3. If they are tagged they have to go to an Island where they can't rejoin the game unless someone on their team high-fives them.	
Variations	Coaching Points & Resources
• Have the Coach periodically blow a whistle and free the people on the Island • Add soccer balls instead of the flag and play SCRAMBLE or a simpler game Steal the Bacon Small Group: Switch (5 ppl) or Tic Tac Toe Relay (2-10)  	• If players feel that the game is unfair, stop and see if anyone wants to add a rule. • Encourage teams to come up with a plan before beginning

Reflection:

1. What strategies were successful when playing this game?
2. Where did you see disagreement or conflict during this game?
3. What did we do when there was conflict?

III. Introduce SEL Topic- (15 min)

Review the Purpose of Huddles: Huddles are 90-minute sessions where the Captains come together to work on their leadership skills. We will meet once a month from October-May.

-This year we are focused on "Service". How can I be of service to my team?

Let's Review our Community Pact and see if we want to change it for Spring Season.

1. In huddles I want everyone to feel...
2. What actions should we take in order to support these feelings?
3. What improvements to Huddles do we want to make this season?
4. What will we do if we take actions that interfere with the positive feelings of the huddle?

-Do we want to change our plans from last season or keep the same?

Summary: What are 3-5 things we want to all agree on doing?

Example: -Be kind and supportive.

-Have fun and actively participate.

-Support each other to grow as leaders

1. _____
2. _____
3. _____
4. _____
5. _____

Today's SEL Topic: Relationships/Responsible Decision Making: Conflict Resolution

Definition: Conflict: A disagreement. Conflict Resolution: Resolving a disagreement

1. **What conflicts might you have with your friends? With your teammates? With your family members?**

2. **Are all conflicts bad?**

-No, it's okay to have different ideas or opinions as other people. We just need to learn how to have them in a respectful way

3. **What is the best way to resolve conflicts?**

-Listen to each side of the argument

-Compromise

-Apologize if feelings were hurt

Let's look at some Scenarios

#1 When Eli's mom came home from work she saw them sitting on the couch. She told them to stop playing video games and go do their homework. Eli had already completed their homework after school. Eli says to their mom, "Don't tell me what to do! I already did it!"

What do you think their mother's reaction was? How can this conflict be resolved?

- Eli could have spoken respectfully to their mom
- Eli could have paused the game and gotten their homework to show their mom
- Eli could have repaired the harm of their response by saying, "sorry mom, you'll be proud of me, I already finished it, I'll show you."

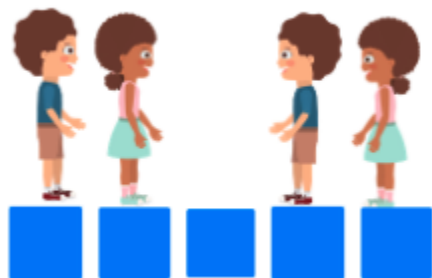
#2 When scrimmaging at Soccer Practice, one player wanted to throw in the ball who had not done it before and another player said they should do it because they were better at it.

What is the best way to solve this conflict?

- Since this is practice it is good for everyone to have a turn so they can learn and grow, allow the 1st player to throw the ball in
- Have the players do Rock, Paper, Scissors and the next throw in the loser can throw it in
- Discuss who will do throw-ins before the game starts or have Coach decide

Now let's try conflict resolution in the next game.

IV. Game/Activity #1-Move It- 10 min

Move it: Cooperative game requiring strategy to move each team across the squares.	
Diagram	Space
	Hallway
	Equipment
	Paper cones can be helpful Divider: chalk, tape, rope, paper
Directions	
Objective: Switch places with people across from you only using a few designated squares to move. 1. Divide your group into two teams and line them up front to back, facing each other. 2. Using chalk, tape, rope, or paper (depending on the play surface), mark a square space for each person to stand on. Leave one extra empty space between the two facing rows. 3. The goal is for the two facing lines of players to switch places. 4. Place these restrictions on movement: a. Participants can only stand on the designated squares. b. Only one person may move at a time. c. A person may not move around anyone on the same team (anyone facing the same direction). d. No one may move backward. e. A person may not move around more than one person on the other team at a time.	
Variations	Coaching Points & Resources
• Try this game with rules a-c and then add on rules d and e for the next round • Time the players to see how fast they can do it Small Group: Taps ball game -Catch and pass the ball in the air 	• Encourage players to plan out their strategy • Try and leave the players to figure it out themselves with no hints

Reflection Questions

1. How does this game connect with solving conflicts?

- We may have had different ideas but had to choose one
- Miscommunications can lead to conflict
- We had to work together and if someone doesn't do what you tell them that can cause conflict

2. What is something you want to do to better support your team if a conflict arises?

- Try and make sure things are fair (if someone already did something they let someone else take a turn)
- Talk out problems instead of yelling at each other, listen
- Celebrate positive moments and don't focus on the negative

V. Captain's Corner Connection (15 min)

What is the Captain's Corner?

This is where we will discuss current goals, practice advanced soccer skills, and discuss any situations the team is having that you can help with as a leader.

1. What were this week's goals? Found on [Captain's Corner Handout](#)

[SWeek 1](#) [SWeek 2](#) [Week 3](#) [Week 4](#) pg. 83-86

2. What were your jobs for the week? Found on Captain's Corner Handout

3. 3-finger Check-In: How is practice going so far?

3-It was great I completed my Captain's Goals

2-It was good I was able to lead and I completed 1 goal

1-It was good, I tried and I will continue working on the captain's goals this/next week.

4. What were the challenges you faced? How did you work through them?

*encourage captains to show their progress on advanced skills or discuss Leadership Challenge

-Did we learn any new people's names

5. Preview Next Captain's Corner

*Review Goals for next week

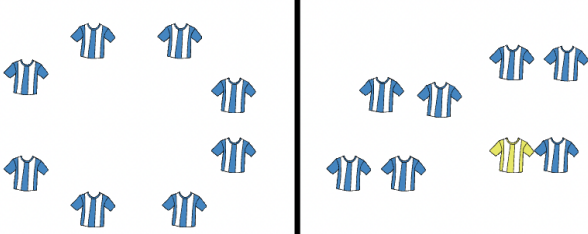
*Have players practice advanced skills for this month overview found [here](#) pg. 72

-If you don't have a larger goal tape a square on a wall with painter's tape to act as the goal

Definition	Shooting is when you kick the ball in an attempt to score a goal.
Skill	Aim for the back corners of the goal: makes it more difficult for a goalie to save and more likely you will score.
Coaching Points	1. Use an inside of the foot shot 2. When you make the L with your foot make sure it is pointing at the corner of the goal you are aiming for.
Advanced	Aim for "upper 90": aim for the top corners of the goal when shooting. To kick the ball higher, have your foot under the ball using a "laces shot" for more power when shooting.
Resources	UI Video 

VI. Game/Activity #2: Alien (Mafia)

Alien: Play detective as you search for the sneaky "alien."

Diagram	Space
 Start Game Play	Hallway
	Equipment
	Open space needed

Directions

Objective: Discover who is the "alien" in a group.

1. Have players stand in a circle with their eyes closed.
2. Coach taps a player on the shoulder to silently indicate they are the "alien". No one should know.
3. Players begin to walk around and make conversation
 - you can give them identities to act out like a detective or model, etc.
 - Give them a location- party, funeral, a wedding
4. As players walk around and make eye contact with everyone. The Alien winks at people to abduct them.
5. If someone is winked at they have to take 3 steps away and get abducted dramatically (have to run away to the sidelines)
6. Players can come to the coach to guess who the Alien is or have them raise their hand during the game and say "I Accuse" and then accuse the Alien.
7. If they are wrong the game continues.

Variations	Coaching Points & Resources
• This game is also called Mafia and the person that is it is the "Murderer" using the terms "killed" and "murderer" can be difficult. In Aliens, the players would be "abducted" instead of dying. • Instead of winking you can have kids shake hands and the "alien" touches people's palms with their middle finger to "abduct" them. • Alternative sitting game: Mafia or Werewolf Card game-less space and more guessing Small Group: Wall Ball -Wall, Small Ball, Tape to create line on wall 	• Encourage people to stay in character • Remind people to make eye contact with everyone • No one but the Alien can wink • If someone has a guess who it is they can come to you and whisper their assumptions until someone is right or they can raise their hand and say "I accuse"

Reflection Questions

1. What conflicts can arise from this game?
2. When is it best to bring up a disagreement or conflict during this game?

-Maybe wait until the end of the game

- Tell the coach separately so game play can continue
- Sometimes it's okay to keep playing a game even if you think something was unfair, as the priority is to learn and have fun

VII: Captain Scrimmage: [Numbers Game](#) see pg. 13

VIII. Team Circle (5 min)

Team Circle Questions:

1. SEL focus Review: Today we learned about conflict resolution. What is one way you can resolve conflicts at practice?

- be calm and respectful during disagreements -look for compromise and what is fair
- identify appropriate times to bring up disagreements

2. What is one thing you can do at home to reduce conflicts or solve conflicts?

- be respectful when bringing up disagreement -Listen to the other party -show people what you mean/did to explain further

3. Shoutouts: Who can give a shout-out to another captain for their work today? To themselves?

***End every huddle with a Cheer-**Use [this](#) Resource to help plan your cheer.

- You can take this time to create your own cheer with the group or use the following

Hands-in- When I say 'Captains' you say "Are here to help!"

Huddle 7: Leadership

SEL Focus: Social Awareness

Soccer Program Week # 3-6

Month: April

Objective:

- Captains will discuss different leadership styles.
- Captains will practice leadership through game facilitation preparation.

***Remind them of retreat 4 on 4/26**

Agenda	Activity	Time
Informal Time	-Review Captain's Sheets/Coach Comments -Observe Captains help with Practice Set up -Check in with Coach	15 min
Warm Welcome/Check-ins	-Check in Chart or Feelings Check-in	5
Warm Up	Blob Tag	10
Topic of the Day	Leadership Captain's Corner Connection	10
Game Game	Toxic River	10
Leadership Project Practice	10 minutes Group Practice 10 minutes Whole group feedback	20
Captain's Scrimmage	Play a game of numbers in the hallway	15
Team Circle	Reflection and Ending Cheer	5
		90 min total

I. Warm Welcome/Set up (5 min)

Check-In Use emotion chart on pg. 63

1. How are you feeling today? Why do you think that you are feeling that way?
2. Who has news about their life? Any celebrations? Wins? Struggles?

II. Warm Up- [Blob Tag](#)-10 min

Blob Tag: Tag game where tagged players link up with the tagger creating a blob.	
Diagram	Set Up
	-Open Space with a clear boundary -Designate 1 person to be the tagger
	Equipment -4 cones -Timer 
Directions	
Objective: To be the last person not tagged by the Blob. - Two players link arms and become the Blob. - Blob tries to tag a player, when the player is tagged they must link elbows (or hold hands) with the Blob. - They now run together to try and tag more players - Set a timer for 1 min and have the Blob vs. the Runners. Can the runners last longer than the Blob?	
Variations	Coaching Points & Resources
- Challenge- add more taggers - Make the playing space larger - Decrease or increase the time of the game Small Group: Pick 6: Fast Thinking game Objective: The object of the game is to say 6 items in a category in 10 seconds. - Split group into partners of 2 - Partner 1 chooses a category and says go. - Partner 2 must name 6 items in that category. - Partner 1 counts to 10 on their fingers. - The round is over when partner 2 gets 6 items or the time is up. Then switch 	- Show the safe way to link arms - If someone falls that is part of the Blob blow the whistle and everyone should freeze

Reflection:

- How did the blob work as a team in this game?**
- What are the opportunities to be a leader in this game?**
 - Tell the blob where to go
 - Encourage others
 - focus on a strategy with teammates

III. Introduce SEL Topic- (10 min)

Topic: Social Awareness: Leadership

Definition: Leadership: a strong communicator who helps a team achieve its goals.

1. **What are some examples of being a leader in soccer practice?**
2. **When playing soccer?**
3. **At home?**

**BRENÉ BROWN wrote a book “Dare to Lead” where she said
Leaders are learners, not knowers. What do you think that means?**

-Leaders who have a growth mindset show their team that you don't have to be perfect, they should practice and try new things.

-Be an example to others by showing that it's okay to not be good at something, and that with hard work and practice you can always improve

-Be able to say, “I'm still learning that” or “I don't know”

-When you practice a skill but don't do it perfectly-what does that teach the team?

-It's okay to not be perfect

-We are all learning and you might not have all the answers but we will work together to get better

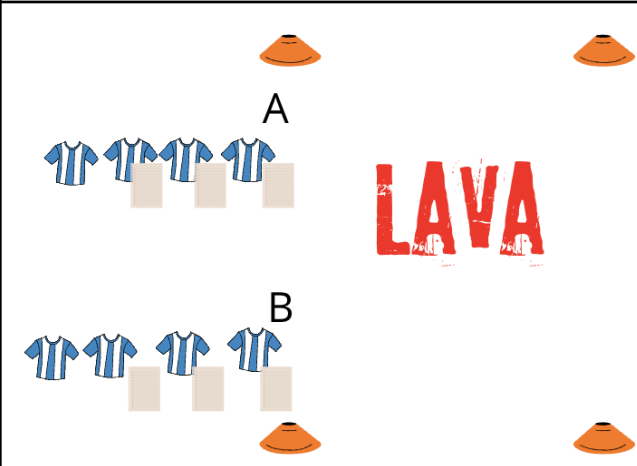
-It helps them try new things that they might be afraid to try because they don't want to fail

Captain's Corner Connection (if time allows)

*Since we start our Game Project this week we have limited time to review practice goals.

1. **What were this week's goals?** Found on [Captain's Corner Handout](#)
[Week 4](#) [Week 5](#) [Week 6](#) [Week 7](#) [Week 8](#) pg. 86-90
2. **How is practice going? Any situations you want to discuss?**

IV. Game/Activity #1-VI. Game/Activity #2: [The Floor is Lava](#) (10 min)

The Floor is Lava: Players work together to cross the field without touching the ground.	
Diagram	Set Up
	- Set up a start line and finish line about 10 yards apart. - Divide students into teams of 6. - Each team gets 4 cones and 4 pinnies.
	Equipment
	- 3-5 pieces of paper per team 
Directions	
Objective: For all players to cross the field without touching the floor. 1. Split team into even teams. The team starts in a single-file line. Give each team 1 less piece of paper than people. 2. The ground is lava, so the only things the students can stand on to get from the start to the finish line are pieces of paper. 3. Before the game starts, allow each team to discuss strategy for 2 minutes. 4. The first person can set down their objects to stand on. Everyone follows suit until the whole team crosses the finish line. 5. If someone steps on the lava, their team starts over.	
Variations	Coaching Points & Resources
• This can be done with the team as a whole where they race against the clock or as separate teams • Challenge: students have to pick up their objects if nobody is standing on them. If they don't pick up the object, it melted and the coach takes it away • Challenge: only one person can talk once the game starts Smaller Group: Give them 2 pieces of paper and a farther distance to get across.	• Don't give the students too many pointers on how to navigate the game; leave the planning up to the teams

Reflection Questions

1. **What opportunities were there to lead in this game?**
-help create a strategy -be the first person -encourage others and stay positive
2. **How could the instructions for this game be clearer? How would you change the game if you were running it?**

Game Coaching Challenge: (20 min)

Challenge: To run a game for the TTL Captains

In order to practice our leadership skills we will get into groups and choose a game to run for each other next practice. During Retreat 4 we will work in groups to create a game and present it, so we will practice.

1. Get Players into groups of no more than 5 people each
2. Hand out the [Game Coaching Worksheet](#) pg. 71
3. Have each group choose a Game from Soccer Curriculum or TTL curriculum that they have already played. Or, for an added challenge, have them choose one of the following:
[-Ships and Sailors](#) [-Foxtails](#) [-Peanut Butter Jelly Tag](#) [-Penny Chinny](#)
[-Gaga Ball](#) [-Kick the Can](#) [-Steal the Bacon](#)

Encourage players to either choose a game they don't know or choose a game they know but alter the rules.

4. Discuss the Rubric below and expectations of the project.
5. Have each team fill out this worksheet for game preparation. Give them a copy of the game instructions found [here](#).
6. Give each group 10 minutes to practice setting up, giving directions, demonstrating, and reflecting on their game.
7. Take 10 minutes to have each group do a run-through running their game. Give them feedback on the following.

	3	2	1
Clarity of Directions	Directions were loud enough for everyone to hear.	Directions were sometimes loud enough	Directions were able to be heard some of the time
	Directions were given in clear steps.	Directions were given in steps that were sometimes hard to follow.	Directions were given in long steps that were often hard to follow.
Attention	An Attention Getter was used and directions were not given until the group was listening.	An attention getter was used but directions were given before everyone was listening.	An attention getter was not used.
Demonstration	The demonstration clearly showed how to play.	The demonstration was sometimes confusing.	There was no demonstration.
	Questions were answered clearly	Questions were answered but lacked clarity.	There was no opportunity for questions.
Reflection	The leader called on a variety of players to answer questions.	The leader called on a few different people	The leader called on the same players
	The leader was able to make connections to soccer and home.	Leader was able to make connections to only one: soccer practice or home.	Leader did not make connections to soccer practice or home.

8. Explain that next huddle we will have each group run these games for the team to work on our leadership skills.

VII: Captain Scrimmage: [Numbers Game](#) see pg. 13

VIII. Team Circle (5 min)

Team Circle Questions:

1. **SEL focus Review: Today we learned about leadership. What does it mean to be a leader learner vs. a leader knower?**

-leader learner is learning with the team and just helps them to their goals doesn't have all the answers

-leader knower tries to know everything and doesn't set an example of growth mindset

2. **What is one thing you want to work on when it comes to coaching your game?**

-being clearer -waiting until everyone is quiet to speak -use an attention getter

3. **Shoutouts: Who can give a shout-out to another captain for their work today? To themselves?**

***End every huddle with a Cheer-**Use [this](#) Resource to help plan your cheer.

-You can take this time to create your own cheer with the group or use the following

Hands-in- When I say 'Captains' you say "Are here to help!"

Evaluation Framing-Preview for Retreat

All schools will complete Student Surveys at retreat. Please prepare them by informing them of the following.

1. We are now going to take some student surveys. You might remember that we did these surveys back in February.
2. You were specially selected to give your thoughts to Urban Initiatives to help us create the best TTL program possible so we can support you in your leadership journey.
3. Leaders are people who give honest feedback so that the team can get better.
4. If you have any questions about the survey or you would like someone to read through the questions with you please just let us know. The survey is in English and Spanish.
5. Let's welcome back the UI staff members that will help us do the survey on I pads, they are excited to see you and learn from you.

Huddle 8: Leadership

SEL Focus: Self-Awareness/Social Awareness

Soccer Program Week # 7-10

Month: May

Objective:

- Captains will practice leadership through game facilitation.
- Captains will celebrate each other through authentic shout outs.
- Captains will reflect on personal growth throughout the year.

Agenda	Activity	Time
Informal Time	-Review Captain's Sheets/Coach Comments -Observe Captains help with Practice Set up -Check in with Coach Remind Players about Community Play Cup 5/17	15 min
Warm Welcome/Check-ins	-Check in Chart or Feelings Check-in	5
Warm Up	Foxtails	10
Game Facilitation	Group Practice (10 min) Group 1 Facilitates Game (10 min) Group 2 Facilitates Game (10 min)	30
Topic of the Day	Reflection and Leadership	10
Captain's Scrimmage	Play a game of numbers in the hallway	15
Team Circle	Reflection and Ending Cheer	5
		90 min total

I. Warm Welcome/Set up (5 min)

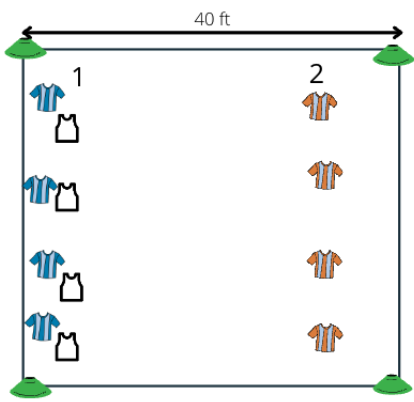
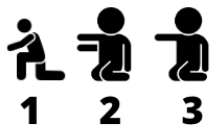
Check-In Use emotion chart on pg. 62

1. How are you feeling today? Why do you think that you are feeling that way?
2. Who has news about their life? Any celebrations? Wins? Struggles?

Retreat Reflection:

1. What was your favorite part of retreat? What shout outs do you have for yourself or others?
2. Today we are going to run some games from each other and show all of those leadership skills we've been working on!

II. Warm Up- [Foxtails](#)- 10 min

Foxtails: Attackers try to take the pinny from the Foxes.	
Diagram 	Set Up - Set up a designated playing area using cones - Split players into 2 teams and have them come up with a team name - Give every player on 1 team a pinny and instruct them to tuck it into their back pocket or the back of their waistband on their pants
	Equipment - Disc cones - pinnies 
Directions	
Objective: To steal the pinny from the fox or to not let the fox steal your pinny. 1. On "Go," players without a pinny try to steal one from the other team. They cannot touch/tag the player, they can only grab the pinny. 2. If they successfully grab a pinny, they have 5 seconds to tuck it into their own waistband 3. Now the players from the other team can attempt to steal it back. 4. At the end of time, see which team has the most pinnies. <i>** Watch to make sure that the other team/players aren't trying to steal a pinny back right away -- give a player 5 seconds to tuck in their pinny!</i>	
Variations • Have Captains help count for players whose pinny is stolen • Have students play Rock, Paper, Scissors in order to steal the pinny if they become too aggressive Small Group: Get Down A game of catch. If you drop the ball you have to change your body position.  	Coaching Points & Resources • Encourage team communication • Remind players they can not hold on to their pinny or stuff it into a pocket, it should be tucked into a waistband and hang down • Remind players to count to 5 to give time for ppl to put tails into their waistband

Reflection:

1. What was your favorite game you played this year?
2. Who would you like to shout out for their work in this first game today?

III. Game Coaching Challenge: (30 min)

Today we are going to practice facilitating our games from last month.

1. Get into your groups (hand out the sheets they filled out from last time)
2. Practice running through your game and be ready to share with the whole team (give players 5-10 minutes to run through the facilitation of their game)

	3	2	1
Clarity of Directions	Directions were loud enough for everyone to hear.	Directions were sometimes loud enough	Directions were able to be heard some of the time
	Directions were given in clear steps.	Directions were given in steps that were sometimes hard to follow.	Directions were given in long steps that were often hard to follow.
Attention	An Attention Getter was used and directions were not given until the group was listening.	An attention getter was used but directions were given before everyone was listening.	An attention getter was not used.
Demonstration	The demonstration clearly showed how to play.	The demonstration was sometimes confusing.	There was no demonstration.
	Questions were answered clearly	Questions were answered but lacked clarity.	There was no opportunity for questions.
Reflection	The leader called on a variety of players to answer questions.	The leader called on a few different people	The leader called on the same players
	The leader was able to make connections to soccer and home.	Leader was able to make connections to only one: soccer practice or home.	Leader did not make connections to soccer practice or home.

3. **Group 1** to run their game first, applaud! (if possible we'd love these filmed so we could use them for game teaching in the future-please upload [here](#))
4. Reflection: (use the rubric to guide questions)
 - What parts are a challenge to coach? Which ones were easy?
 - What help can you seek for the hard parts?
 - What will you do differently next time? The same?
5. **Group 2** runs their game second, applaud!
6. Reflection: (use the rubric to guide questions)
 - What parts are a challenge to coach? Which ones were easy?
 - What help can you seek for the hard parts?
 - What will you do differently next time? The same?
7. Coach highlights the growth of the facilitation from last huddle to this huddle.
 - Highlight the leadership of our different age groups



IV. Introduce SEL Topic- (10 min)

Topic: Leadership and Personal Reflection

Definition: Reflection: serious thought or consideration.

John Dewey an American philosopher, psychologist, and educational reformer said, "We do not learn from experience ... we learn from reflecting on experience." What do you think he meant?

1. Let's look back and think about the start of the year. How have you grown as a soccer player?

-Scoring Goals -Passing more -Encouraging others on the field -working on advanced Soccer Moves

2. How have you grown as a student?

-Growth on test scores -follow through with homework -come to school more -read faster

3. How have you grown as a family member or a friend?

-More patient -take initiative and do things before I'm asked -solve conflicts with friends instead of fighting -identify my emotions and ask for what I need

4. How have you growth as a leader who serves their team and community?

-during game play I look around to see who I can help
-I help the coach without being asked
-I know that I don't have to be the best soccer player, but I can show everyone I'm still learning (learner not a knower)

Captain's Corner Connection (if time allows)

1. What were this week's goals? Found on [Captain's Corner Handout](#)

[SWeek 9](#) [SWeek 10](#) pg. 91-92

2. How is practice going? Any situations you want to discuss?

VII: Captain Scrimmage: [Numbers Game](#) see pg. 13

VIII. Team Circle (5 min)

Team Circle Questions:

1. **Share what this season has meant to you as a coach.**
2. **Share our opportunities for the Summer.**
3. **Shoutouts: Who can give a shout-out to another captain for their work today? To themselves?**

***End every huddle with a Cheer-**Use [this](#) Resource to help plan your cheer.

-You can take this time to create your own cheer with the group or use the following

Hands-in- When I say 'Captains' you say "Are here to help!"

Warm Welcome Feelings Check-in

Checking In

Right now, I am feeling...



happy



angry



jealous



scared



awesome



silly



frustrated



surprised



shy



disappointed



confused



impatient



nervous



proud



grumpy



excited



curious



sleepy



sad



sick



embarrassed



worried



hurt



confident

mindful PE TEACHER

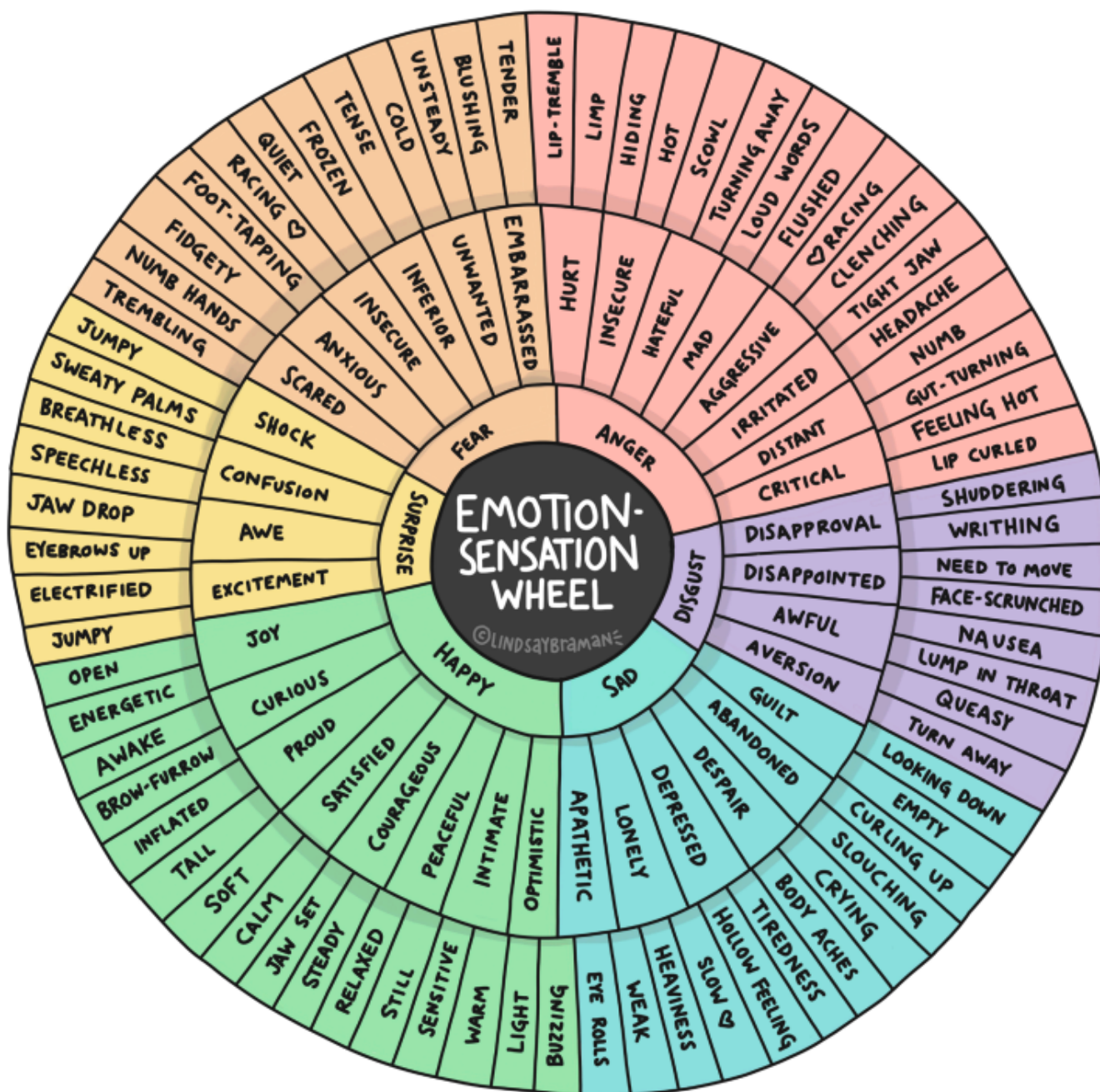
1. Which emoji captures how you feel today?

(alternative Question: Which three emojis tell the story of your day so far?)

2. How did you know you felt this way?

(we are looking for physical manifestations of their emotion: Angry: Yelling, balled fists. To help identify these use the outer circle of the emotion wheel on pg. 63)

Emotion and Behavior Wheel



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Cliques and Inclusion Lesson (20 min)

Agenda:

1. Review Huddle Rules
2. Review Definition and Qualities of Cliques
3. Take the Friendship Group Quiz
4. Discuss how to create better friend groups

*Recommended to warm up with a team game where everyone is included to talk about how good inclusivity is- Try [Human Knot](#) or a [Relay race](#).

Review the Purpose of Huddles: Huddles are 90-minute sessions where the Captains come together to work on their leadership skills. We will meet once a month from October-May.

-This year we are focused on "Service". How can I be of service to my team?

1. Today we are going to talk about Social Awareness and specifically Cliques.

What is a Clique? (Provide the definition of a clique and give the following information:)

clique | kleeek, klik | (*noun*) a friendship group that often exerts control over its members

*Cliques occur when groups of people spend a lot of time together thinking the same way or doing the same things.

*Cliques exert negative influences because they exclude others or demand people act in certain ways if they want to belong to the clique.

Cliques can come from a variety of places, including:

- special interest groups — sports, music, theatre,
- "smart" kids
- racial groups
- in-crowd
- Neighborhoods

Cliques can exert different forms of pressure:

- name-calling
- ostracism -excluding others
- put-downs
- cyberbullying
- physical harassment
- spreading rumours

Let's take the Friend Group Survey to identify if you are in a healthy friend group. Pg. 65

2. **Friend Group Survey:** Have students write down their A, B, or C answers on a scratch piece of paper as you read each question out loud. You can read the key out loud at the end, too.

1. I _____ sit with the same people at lunch every day.

A) always B) sometimes C) never

2. When someone I've never talked to before speaks to me, I feel ____.

A) annoyed B) unsure C) excited

3. When a teacher asks me to find a partner in class, I look for ____.

A) a friend
B) someone I know but don't necessarily hang out with
C) someone I don't know very well or rarely talk to

4. When making a decision, I usually listen to ____.

A) my friends B) my family C) myself

5. My group of friends usually _____ other people.

A) makes fun of B) ignores C) welcomes

6. If we have a new person joined our class, I ____.

A) don't introduce myself until the teacher asks me to
B) introduce myself after I see my friends introduce themselves
C) introduce myself right away

7. If I can't be on a team with my friends, ____.

A) I probably won't participate
B) I still participate but don't usually enjoy the activity as much as I would if my friends were there
C) still participate because I like getting to know new people

8. If my friends like something or want to do something, I ____.

A) always like or want to do the same thing no matter what
B) usually like or want to do the same thing because I usually like/do the same things as my friends
C) often like or want to do the same thing but only after making a personal decision about it

9. If I see someone sitting alone at lunch, I would ____.

A) sit with my friends without really thinking twice about it
B) feel bad for the person who is alone but sit with my friends anyway
C) sit with the person or invite the person to come and sit with me and my friends

10. If my closest friend isn't at school, I feel _____.

- A) lost because now I have no one to hang with
- B) disappointed but fine because there are other people to hang with
- C) fine because there are so many other people to hang out with at school See next page for answer key.

ANSWER KEY

If you answered mostly As, you may want to examine your friendship group and ask yourself if you're in a clique or if you, personally, are being exclusive of other people because you are too tightly attached to your friends (or maybe you stick to your friends because you have felt excluded by others, which is understandable!). It is great to have close friends and to feel a part of a group, but you might be living your life too dependent on what your friends do, say, or think. If you feel like you are mostly influenced by your friends rather than by what you personally think or want to do, how could you be a little more independent and inclusive of other friendship opportunities? You have some great opportunities to grow here!

If you answered mostly Bs, your friendship group sounds pretty tight but is sometimes open to letting others in. It also sounds like you have your own thoughts and opinions, but tend to mostly follow the crowd. Are there ways you could be even more inclusive or independent? Would you be comfortable expanding your friend group if you had the chance, or speaking up if you have a different idea than your friends? There could be an opportunity to grow here!

If you answered mostly Cs, your friendship group sounds really inviting and everyone is welcome! It also sounds like you are comfortable being friends with many people and are not concerned with being friends with only a certain group. You also have your own thoughts and ideas and aren't afraid to make your own choices. This ability to work with and be friends with a variety of people will serve you well in life! Look for other opportunities to be inclusive; there could be someone who could use a kind word or an invitation to join you at lunch.

3. Discussion Questions

1. If I were to walk into your school, describe the groups of students I would find. (skaters, gamers, athletes, etc.)
2. Is it hard or easy for you to make friends with students who are different than you?
3. Sometimes, it can be an innocent mistake for a group of friends who have a lot in common to exclude others from joining their circle of friends. What tips do you have for how we can be intentional in preventing this from happening?

Examples:

1. "Save inside jokes, secret handshakes, and private clubs/group meetings for times when those not involved are not around."
2. "Avoid whispering to someone in front of others."
3. "Don't rank people on scales of coolness or appearance."
4. "Allow people to be themselves and accept differences."

Closing:

Recap the key points discussed: the definition and impact of cliques, the importance of inclusion, and personal commitments to promote inclusivity.

Plan of Action:

1. Be aware of who might not have somewhere to sit at lunch and invite them to sit with your group
2. Ask to sit with a new group at lunch
3. Ask if anyone on the team wants to play at recess
4. Discuss what we talked about today with your friend group-highlight what you noticed about the group and make a plan to change any unhealthy trends.

Game Coaching Challenge Worksheet

1. What game are you coaching? _____

2. Are there any changes you want to make to this game?

3. What Attention-getter will you use when you are presenting your game?

Examples: Leader: We Are Team: Captains.

 Leader: Surf's Up Team: Shhhh

Leader: _____ Team: _____

4. Each Captain chooses a coaching job and writes their name on the line.

1: Set Up/Organizing Teams: _____

2: Giving Directions to Teams: _____

3 and 4: Demonstrating Game: _____

5: Lead Reflection Discussion: _____

Person 1:

What equipment do you need?

How many teams do you need? How many in each team?

How will you decide who is in what team?

Person 2:

Looking at the game: Write out how you will explain the instructions.

	3	2	1
Clarity of Directions	Directions were loud enough for everyone to hear.	Directions were sometimes loud enough	Directions were able to be heard some of the time
	Directions were given in clear steps.	Directions were given in steps that were sometimes hard to follow.	Directions were given in long steps that were often hard to follow.
Attention	An Attention Getter was used and directions were not given until the group was listening.	An attention getter was used but directions were given before everyone was listening.	An attention getter was not used.

Person 3 and Person 4:

How will you demonstrate the game? Who will do what?

How will you ask questions at the end of the demonstration?

Discuss with Person 2 when you will demonstrate.

	3	2	1
Demonstration	The demonstration clearly showed how to play.	The demonstration was sometimes confusing.	There was no demonstration.
	Questions were answered clearly	Questions were answered but lacked clarity.	There was no opportunity for questions.

Person 5: Review the questions below.

1. How many people will you call on for each question?
2. What responses are you looking for from each question?
3. How will you end the game with positive cheer?

-Hands in and say something

-2 good claps

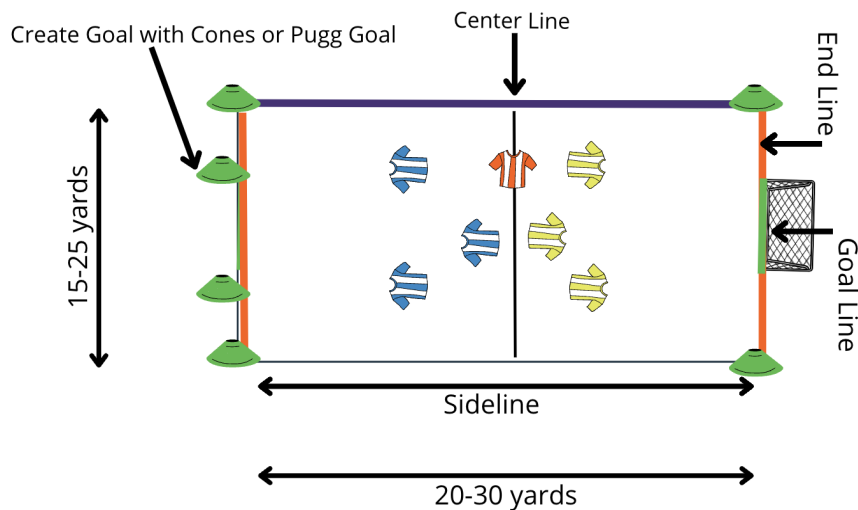
-Shout outs for people

Person 5: Use these Reflection Questions after the game or write some of your own.

1. When were you a leader in this game?
2. What did you like about our facilitation of this game? What could we have done better?
3. How can you continue to be a leader as the school year ends?

	3	2	1
Reflection	The leader called on a variety of players to answer questions.	The leader called on a few different people	The leader called on the same players
	The leader was able to make connections to soccer and home.	Leader was able to make connections to only one: soccer practice or home.	Leader did not make connections to soccer practice or home.

Scrimmage



Scaffolding Scrimmages

Level 1: 1 v 1: Players are called 2 on the field at a time on a 1 sided field with a goal. If possible, have 2 games going at once. Play for 90 seconds and then send in the next 2 players.*

Level 2: Numbers Game: Play the Numbers game with your team, we recommend you use names instead of numbers.

Level 3: 3v3 Scrimmage

Directions:

1. Split the group into 3 versus 3 teams.
2. Have 1 team wear pinnies.
3. The two coaches assign themselves each to half of the field and carry one or two balls in their arms.
4. Begin by having each team start on their side of the field and then roll the ball into the center of the field.
5. Recommended Length of games: 3v3 play for 2mins-3mins before subbing out for new teams.
6. Early scrimmages should have 2 cones as the goal to create a larger space. Introduce pugg goals when players are more accurate with shooting.
7. No goalies, have players play with an open goal.

*Note: Keeping Players Engaged on the sidelines

- Have them practice sweet spot taps or dancing on the ball
- Have them cheer for their teammates

Teamwork and Good Sportsmanship:

-We encourage teams to create a [call and response](#) that the coach can do during Scrimmages and Game Days to reiterate teamwork. You might do this once or twice per game.

For Example: Coach: We are.... Team: Here to Play and Have Fun.



-After each game have students line up and go down the line high-fiving the other team.

Numbers Game- Level 2 of Scrimmage Practice

Numbers: Players receive a number and play 1v1, 2v2, etc when coach calls out player #'s.	
Diagram	Set Up
	- Create a playing space with boundaries and one goal at each end.
	Equipment - Balls - Disc cones - Goals
Directions Objective: To score before the opposing team. 1. Split players into 2 equal teams, and give them numbers 1-5 2. Coach calls a number to begin the game as a 1v1 that gradually builds when a goal is scored. 3. When a goal is scored or the ball goes out of play, the coach calls another number to make it 2v2, then 3v3 and so on. 4. This game creates lots of changes for students to practice shooting skills. <i>**Make multiple fields if necessary</i>	
Variations	Coaching Points
• Switch which team starts with the ball. • Each full team is in the goal with all of them playing goalie and the players whose numbers are called then go play	• Shout-out players who display enthusiasm and confidence to score goals. • Encourage players to shoot the ball when they have a good opportunity

OST Soccer Skill Program Breakdown

For more detailed instructions look [here](#)



Week	Focus	Day 1-Skill	Day 2-Skill
1	Passing	Sweet spot pass Adv: Pass for Distance	Make "L" with your feet -1 and 2 Touch Passes
2	Dribbling	Sweet spot taps Adv: Look Up	Dancing on the ball Adv: Dribbling when dancing on the ball
3	Shooting	Inside of Foot Shot Adv: Landing on your Kicking Foot	Laces Shot Adv: Aim for the back corners of the goal
4	Attacking	Feint Move Adv: Scissors	Stepover Adv: Double Scissors
5	Defending	Split, step, stop Adv: Ball side, Goal Side	Poke Move Adv: Block
6	Aerial Control	Cushion Touch Adv: Inside Sweep	Juggle with Yourself Adv. Juggle with a partner
7	Dribbling 2.0	Small Touches Adv: Changing Directions	Big Touches Adv. Maradona Turn
8	Passing 2.0	Give and Go Adv: Overlap	Triangle Adv: Diamond
9	Shooting 2.0	Aim for the Back Corners of the goal Adv: Aim for "upper 90"	Landing on Kicking Foot Adv: Nets
10	Game Realistic	Review Skills Passing, Dribbling	Review Skills Shooting

CAPTAIN'S CORNER

How can I be of service to my team?

Goal

- ☐ To be able to name all players.

Jobs

- ☐ Arrive on Time/Attendance Help

- ☐ Carry Equipment/Set Up Space

- ☐ Helping Quiet Players for Instructions

- ☐ Participate in Drills/Games

- ☐ Support Safety-focus on untied shoes

- ☐ Partner with players that need support

- ☐ Clean Up

- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____
- _____

Fall | Week 1



Soccer Advanced Skill Practice

1. Pass with more distance: stand farther apart and give more power to their pass. Continue to focus on using the inside of the foot.

2. 2 touch Passes/1 touch: In a 2 touch pass the first touch is receiving the ball and the second touch is passing. In a 1 touch pass the ball is still moving within it's kicked.

Coach's Comments

1. Who achieved this week's goal?

2. What would you like Captains to work on?

3. Other notes for the TTL Coach:

CAPTAIN'S CORNER

How can I be of service to my team?

Fall | Week 2

Goal

- ☐ To give a shout-out to 3 players using their name.

Jobs

- ☐ Arrive on Time/Attendance Help

- ☐ Carry Equipment/Set Up Space

- ☐ Helping Quiet Players for Instructions

- ☐ Participate in Drills/Games

- ☐ Support Safety-focus on untied shoes

- ☐ Partner with players that need support

- ☐ Clean Up

- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____
- _____



Soccer Advanced Skill Practice

1. Look up when practicing sweet spot taps.

2. Dribble while Dancing on the ball from one point to another.

Coach's Comments

1. Who achieved this week's goal?

2. What would you like Captains to work on?

3. Other notes for the TTL Coach:

CAPTAIN'S CORNER

How can I be of service to my team?

Goal

- ☐ Partner with 2 different players to support their learning.

Jobs

- ☐ Arrive on Time/Attendance Help

- ☐ Carry Equipment/Set Up Space

- ☐ Helping Quiet Players for Instructions

- ☐ Participate in Drills/Games

- ☐ Support Safety-focus on untied shoes

- ☐ Partner with players that need support

- ☐ Clean Up

- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____

Fall | Week 3



Soccer Advanced Skill Practice

1. Land on your kicking foot: when you land on your kicking foot that means you had control over your low, powerful shot.
2. Aim for the back corners of the goal: makes it more difficult for a goalie to save and more likely you will score.

Coach's Comments

1. Who achieved this week's goal?
2. What would you like Captains to work on?
3. Other notes for the TTL Coach:

CAPTAIN'S CORNER

How can I be of service to my team?

Fall | Week 4

Goal

- ☐ Encourage teammates during game play.



Soccer Advanced Skill Practice

1. **Scissors Move:** have the ball between your legs, drag one foot clockwise around the ball, then use the outside part of the other foot to move the ball past the defender

2. **Double Scissors:** have the ball between your legs, drag one foot clockwise around the ball, then the other foot counterclockwise, then use the outside part of the other foot to move the ball past the defender.

Jobs

- ☐ Arrive on Time/Attendance Help

- ☐ Carry Equipment/Set Up Space

- ☐ Helping Quiet Players for Instructions

- ☐ Participate in Drills/Games

- ☐ Support Safety-focus on untied shoes

- ☐ Partner with players that need support

- ☐ Clean Up

- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____

Coach's Comments

1. Who achieved this week's goal?
2. What would you like Captains to work on?
3. Other notes for the TTL Coach:

CAPTAIN'S CORNER

How can I be of service to my team?

Fall | Week 5

Goal

- ☐ Practice Leading by Example. Stay positive and concentrate on learning not being perfect.

Jobs

- ☐ Arrive on Time/Attendance Help

- ☐ Carry Equipment/Set Up Space

- ☐ Helping Quiet Players for Instructions

- ☐ Participate in Drills/Games

- ☐ Support Safety-focus on untied shoes

- ☐ Partner with players that need support

- ☐ Clean Up

- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____



Soccer Advanced Skill Practice

- 1. Poke Tackle:** A defender uses their foot to “poke” the ball away from an attacker dribbling the ball.
- 2. Be “ball side, goal side”:** stand between the ball and the goal, deny space for the attacker

Coach's Comments

1. Who achieved this week's goal?
2. What would you like Captains to work on?
3. Other notes for the TTL Coach:

CAPTAIN'S CORNER

How can I be of service to my team?

Fall | Week 6

Goal

- ☐ Volunteer to demonstrate a game or lead a team.

Jobs

- ☐ Arrive on Time/Attendance Help

- ☐ Carry Equipment/Set Up Space

- ☐ Helping Quiet Players for Instructions

- ☐ Participate in Drills/Games

- ☐ Support Safety-focus on untied shoes

- ☐ Partner with players that need support

- ☐ Clean Up

- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____



Soccer Advanced Skill Practice

1. Inside Sweep: Use the sweet spot of your foot to touch the side of the ball and guide it to the ground.
2. Juggle with a Partner: use small touches to kick the ball up to your partner, without letting the ball touch the ground between passes.

Coach's Comments

1. Who achieved this week's goal?
2. What would you like Captains to work on?
3. Other notes for the TTL Coach:

CAPTAIN'S CORNER

How can I be of service to my team?

Fall | Week 7

Goal

- ☐ Partner with a player you don't know well and work together to improve skills.



Soccer Advanced Skill Practice

1. Maradona turn: when dribbling at a defender, step on the ball with one foot, pivot to one side, and use the other foot to then spin the ball past the defender.

2. Change directions: Fake a kick with one foot. Use the inside of that foot to push the ball behind the planted non-kicking foot and change directions.

Coach's Comments

1. Who achieved this week's goal?

2. What would you like Captains to work on?

3. Other notes for the TTL Coach:

Jobs

- ☐ Arrive on Time/Attendance Help

- ☐ Carry Equipment/Set Up Space

- ☐ Helping Quiet Players for Instructions

- ☐ Participate in Drills/Games

- ☐ Support Safety-focus on untied shoes

- ☐ Partner with players that need support

- ☐ Clean Up

- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____

CAPTAIN'S CORNER

How can I be of service to my team?

Fall | Week 8

Goal

- ☐ Volunteer to help run a game.



Soccer Advanced Skill Practice

1. **Overlap:** One player is dribbling at a defender, one of their teammates runs behind them and up to the other side of the dribbler, the dribbler passes to their teammate.

2. **Diamond:** 3 players create 3 passing options for the player in possession of the ball creating a diamond shape.

Jobs

- ☐ Arrive on Time/Attendance Help

- ☐ Carry Equipment/Set Up Space

- ☐ Helping Quiet Players for Instructions

- ☐ Participate in Drills/Games

- ☐ Support Safety-focus on untied shoes

- ☐ Partner with players that need support

- ☐ Clean Up

- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____
- _____

Coach's Comments

1. Who achieved this week's goal?

2. What would you like Captains to work on?

3. Other notes for the TTL Coach:

CAPTAIN'S CORNER

How can I be of service to my team?

Goal

- ☐ Encourage other players to volunteer to start an activity or try a new position.

Jobs

- ☐ Arrive on Time/Attendance Help

- ☐ Carry Equipment/Set Up Space

- ☐ Helping Quiet Players for Instructions

- ☐ Participate in Drills/Games

- ☐ Support Safety-focus on untied shoes

- ☐ Partner with players that need support

- ☐ Clean Up

- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____

Fall | Week 9



Soccer Advanced Skill Practice

1. Aim for "upper 90": aim for the top corners of the goal when shooting. To kick the ball higher, have your foot under the ball using a "laces shot" for more power when shooting.

2. Nets: students line up at the goal line, shoot the ball and the ball has to go in the goal and hit the net before it hits the ground (no bounces). Players who advance take 5 steps back and shoot from there; continue until you have a champion!

Coach's Comments

1. Who achieved this week's goal?
2. What would you like Captains to work on?
3. Other notes for the TTL Coach:

CAPTAIN'S CORNER

How can I be of service to my team?

Fall | Week 10

Goal

- ☐ Take time to thank players, coaches, and yourself for the learning and support this season.
- ☐ Ask for advice on what to work on for next season.

Jobs

- ☐ Arrive on Time/Attendance Help

- ☐ Carry Equipment/Set Up Space

- ☐ Helping Quiet Players for Instructions

- ☐ Participate in Drills/Games

- ☐ Support Safety-focus on untied shoes

- ☐ Partner with players that need support

- ☐ Clean Up

- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____



Soccer Advanced Skill Practice

1. Demonstrate one of the following to the team:

Juggling: use small touches to kick the ball up multiple times in a row, without letting it touch the ground between touches.

Double Scissors: have the ball between your legs, drag one foot clockwise around the ball, then the other foot counterclockwise, then use the outside part of the other foot to move the ball past the defender.

Maradona Turn: when dribbling at a defender

1. Step on the ball with one foot
2. Plant the same foot past the ball while pivoting your body to one side
3. Use the other foot to then spin the ball past the defender.

Coach's Comments

1. Who really stood out this year as an excellent leader?

2. What improvements would you like to see to the TTL program?

3. Other notes for the TTL Coach:

CAPTAIN'S CORNER

How can I be of service to my team?

Spring | Week 1

Goal

- ☐ Take Initiative by helping the coach without being asked.

Jobs

- ☐ Arrive on Time/Attendance Help

- ☐ Carry Equipment/Set Up Space

- ☐ Helping Quiet Players for Instructions

- ☐ Participate in Drills/Games

- ☐ Support Safety-focus on untied shoes

- ☐ Partner with players that need support

- ☐ Clean Up

- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____



Soccer Advanced Skill Practice

1. Pass with more distance: stand farther apart and give more power to their pass. Continue to focus on using the inside of the foot.

2. 2 touch Passes/1 touch: In a 2 touch pass the first touch is receiving the ball and the second touch is passing. In a 1 touch pass the ball is still moving within it's kicked.

Coach's Comments

1. Who really stood out this year as an excellent leader?

2. What improvements would you like to see to the TTL program?

3. Other notes for the TTL Coach:

CAPTAIN'S CORNER

How can I be of service to my team?

Spring | Week 2

Goal

- ☐ Practice leading by stepping up or letting others step up so everyone has a chance to learn.



Soccer Advanced Skill Practice

1. Look up when practicing sweet spot taps.
2. Dribble while Dancing on the ball from one point to another.

Jobs

- ☐ Arrive on Time/Attendance Help

- ☐ Carry Equipment/Set Up Space

- ☐ Helping Quiet Players for Instructions

- ☐ Participate in Drills/Games

- ☐ Support Safety-focus on untied shoes

- ☐ Partner with players that need support

- ☐ Clean Up

- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____

Coach's Comments

1. Who achieved this week's goal?
2. What would you like Captains to work on?
3. Other notes for the TTL Coach:

CAPTAIN'S CORNER

How can I be of service to my team?

Goal

- ☐ Stay focused all practice by looking for players to highlight.

Focus on Player Growth not Winning.

Example: "Great Pass!", "I loved how you kept running", "I like how confident you were when you threw in the ball"

Jobs

- ☐ Arrive on Time/Attendance Help

- ☐ Carry Equipment/Set Up Space

- ☐ Helping Quiet Players for Instructions

- ☐ Participate in Drills/Games

- ☐ Support Safety-focus on untied shoes

- ☐ Partner with players that need support

- ☐ Clean Up

- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____
- _____

Spring | Week 3



Soccer Advanced Skill Practice

1. Land on your kicking foot: when you land on your kicking foot that means you had control over your low, powerful shot.
2. Aim for the back corners of the goal: makes it more difficult for a goalie to save and more likely you will score.

Coach's Comments

1. Who achieved this week's goal?
2. What would you like Captains to work on?
3. Other notes for the TTL Coach:

CAPTAIN'S CORNER

How can I be of service to my team?

Goal

- ☐ To give a shout-out to 3 players using their name for their growth over the season.

Jobs

- ☐ Arrive on Time/Attendance Help

- ☐ Carry Equipment/Set Up Space

- ☐ Helping Quiet Players for Instructions

- ☐ Participate in Drills/Games

- ☐ Support Safety-focus on untied shoes

- ☐ Partner with players that need support

- ☐ Clean Up

- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____

Spring | Week 4



Soccer Advanced Skill Practice

1. **Scissors Move:** have the ball between your legs, drag one foot clockwise around the ball, then use the outside part of the other foot to move the ball past the defender
2. **Double Scissors:** have the ball between your legs, drag one foot clockwise around the ball, then the other foot counterclockwise, then use the outside part of the other foot to move the ball past the defender.

Coach's Comments

1. Who achieved this week's goal?
2. What would you like Captains to work on?
3. Other notes for the TTL Coach:

CAPTAIN'S CORNER

How can I be of service to my team?

Goal

- ☐ Volunteer to be an example or lead and activity.

Jobs

- ☐ Arrive on Time/Attendance Help

- ☐ Carry Equipment/Set Up Space

- ☐ Helping Quiet Players for Instructions

- ☐ Participate in Drills/Games

- ☐ Support Safety-focus on untied shoes

- ☐ Partner with players that need support

- ☐ Clean Up

- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____
- _____

Spring | Week 5



Soccer Advanced Skill Practice

1. **Poke Tackle:** A defender uses their foot to “poke” the ball away from an attacker dribbling the ball.

2. **Be “ball side, goal side”:** stand between the ball and the goal, deny space for the attacker

Coach's Comments

1. Who achieved this week's goal?

2. What would you like Captains to work on?

3. Other notes for the TTL Coach:

CAPTAIN'S CORNER

How can I be of service to my team?

Goal

- ☐ Choose 1-2 players to support and focus on helping each other.

Jobs

- ☐ Arrive on Time/Attendance Help

- ☐ Carry Equipment/Set Up Space

- ☐ Helping Quiet Players for Instructions

- ☐ Participate in Drills/Games

- ☐ Support Safety-focus on untied shoes

- ☐ Partner with players that need support

- ☐ Clean Up

- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____
- _____

Spring | Week 6



Soccer Advanced Skill Practice

1. Inside Sweep: Use the sweet spot of your foot to touch the side of the ball and guide it to the ground.
2. Juggle with a Partner: use small touches to kick the ball up to your partner, without letting the ball touch the ground between passes.

Coach's Comments

1. Who achieved this week's goal?
2. What would you like Captains to work on?
3. Other notes for the TTL Coach:

CAPTAIN'S CORNER

How can I be of service to my team?

Goal

- ☐ Choose a Warm Up to run for the team.
- ☐ Run the Warm Up giving clear instructions.

Jobs

- ☐ Arrive on Time/Attendance Help

- ☐ Carry Equipment/Set Up Space

- ☐ Helping Quiet Players for Instructions

- ☐ Participate in Drills/Games

- ☐ Support Safety-focus on untied shoes

- ☐ Partner with players that need support

- ☐ Clean Up

- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____

Spring | Week 7



Soccer Advanced Skill Practice

1. Maradona turn: when dribbling at a defender, step on the ball with one foot, pivot to one side, and use the other foot to then spin the ball past the defender.
2. Change directions: Fake a kick with one foot. Use the inside of that foot to push the ball behind the planted non-kicking foot and change directions.

Coach's Comments

1. Who achieved this week's goal?
2. What would you like Captains to work on?
3. Other notes for the TTL Coach:

CAPTAIN'S CORNER

How can I be of service to my team?

Goal

- ☐ Identify a need of the team and write your own goal to help support the team.

Jobs

- ☐ Arrive on Time/Attendance Help

- ☐ Carry Equipment/Set Up Space

- ☐ Helping Quiet Players for Instructions

- ☐ Participate in Drills/Games

- ☐ Support Safety-focus on untied shoes

- ☐ Partner with players that need support

- ☐ Clean Up

- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____

Spring | Week 8



Soccer Advanced Skill Practice

- 1. Overlap:** One player is dribbling at a defender, one of their teammates runs behind them and up to the other side of the dribbler, the dribbler passes to their teammate.
- 2. Diamond:** 3 players create 3 passing options for the player in possession of the ball creating a diamond shape.

Coach's Comments

1. Who achieved this week's goal?
2. What would you like Captains to work on?
3. Other notes for the TTL Coach:

CAPTAIN'S CORNER

How can I be of service to my team?

Goal

- ☐ **Encourage other players to challenge themselves. Give them praise.**

Jobs

- ☐ Arrive on Time/Attendance Help

- ☐ Carry Equipment/Set Up Space

- ☐ Helping Quiet Players for Instructions

- ☐ Participate in Drills/Games

- ☐ Support Safety-focus on untied shoes

- ☐ Partner with players that need support

- ☐ Clean Up

- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____

Spring | Week 9



Soccer Advanced Skill Practice

1. Aim for "upper 90": aim for the top corners of the goal when shooting. To kick the ball higher, have your foot under the ball using a "laces shot" for more power when shooting.

2. Nets: students line up at the goal line, shoot the ball and the ball has to go in the goal and hit the net before it hits the ground (no bounces). Players who advance take 5 steps back and shoot from there; continue until you have a champion!

Coach's Comments

- Who achieved this week's goal?
- What would you like Captains to work on?
- Other notes for the TTL Coach:

CAPTAIN'S CORNER

How can I be of service to my team?

Goal

- ☐ Take time to thank players, coaches, and yourself for the learning and support this year.

Jobs

- ☐ Arrive on Time/Attendance Help

- ☐ Carry Equipment/Set Up Space

- ☐ Helping Quiet Players for Instructions

- ☐ Participate in Drills/Games

- ☐ Support Safety-focus on untied shoes

- ☐ Partner with players that need support

- ☐ Clean Up

- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____

Spring | Week 10



Soccer Advanced Skill Practice

1. Demonstrate one of the following to the team:

Juggling: use small touches to kick the ball up multiple times in a row, without letting it touch the ground between touches.

Double Scissors: have the ball between your legs, drag one foot clockwise around the ball, then the other foot counterclockwise, then use the outside part of the other foot to move the ball past the defender.

Maradona Turn: when dribbling at a defender

1. Step on the ball with one foot
2. Plant the same foot past the ball while pivoting your body to one side
3. Use the other foot to then spin the ball past the defender.

Coach's Comments

1. Who achieved this week's goal?
2. What would you like Captains to work on?
3. Other notes for the TTL Coach:

CAPTAIN'S CORNER

How can I be of service to my team?

Scrimmage

Goals

- ☐ To play safely and have fun.
- ☐ Players choose what games they want to play.

Practice Plan

1. Captains volunteer to lead one of the following: Warm Up, Scrimmage, Team Circle.
2. Team votes for a Warm Up game and Captains run it.
3. Team votes for another game or to begin Scrimmage.
4. Scrimmage-Captains choose a focus and help run scrimmage.
5. Team Circle-Captains run team circle by asking questions and giving shout outs.

Step 1: Warm Up

Warm Up Captain _____

Assistant Captain _____

Players vote on Warm Up Game

Game Chosen: _____

Warm Up Game Ideas

- ☐ Mountains and Valleys
- ☐ Sharks and Minnows
- ☐ Rock-Paper-Scissors-Tag
- ☐ Stingers
- ☐ Foxtails
- ☐ Tic-Tac-Toe Tag or Cheerleader
- ☐ Ships and Sailors
- ☐ Spider Tag
- ☐ Space Wars
- ☐ Red Light/Green Light

Step 2: Scrimmage

Scrimmage Captain _____

Assistant Captain _____

Choose a Team Focus for the Scrimmage

Focus of Scrimmage: _____

Choose a Scrimmage Focus

- ☐ Spread out-make space on the field to support passing
- ☐ Talking- talk to your teammates in a positive way. Encourage them and let them know when you are open.
- ☐ Encouragement- Focus on the positive, encourage teammates to try out goalie, and shout-out teammates.
- ☐ Soccer Skill of the Week-Highlight players using the soccer skill of the week.
- ☐ Choose your Own

Step 3: Team Circle

Team Circle Captain _____

Assistant Captain _____

Bring the Team together in a Team Circle and Reflect on the day.

1. What did we learn?
2. Who did well at the Scrimmage focus?
3. Shout out players

Shout Outs

- ☐ Today I saw __ show teamwork when they__.
- ☐ Today I saw ____ improve by _____.

Player's Names:

● _____	● _____
● _____	● _____

Coach Behaviors and Program Activities

COACH BEHAVIORS	PROGRAM ACTIVITIES
High quality coach behaviors create positive environments and shape youth experience. The actions coaches take directly impact the comfort of the learning environment and the effectiveness of the learning objectives.	High quality program activities maximize fun, engagement, and learning. Structured activities and open-ended discussions create environments to learn skills, practice them experientially, and then reflect on what was learned.
Creating Safe Spaces - <i>Coaches demonstrate engagement and interest in their tone and body language, set clear expectations and boundaries in support of youth engagement, and address any bias, stereotypes, or exclusionary behaviors.</i> Warm Welcome - <i>Coaches give a kind, enthusiastic greeting by name to every participant.</i> Adult Partners & Interactions - <i>Coaches intentionally interact and connect with every student at every session to build trust and model relationship skills.</i> Encouragement - <i>Encouragement is acknowledging the accomplishments and contributions of youth with non-evaluative language. Non-evaluative language goes deeper than just general feel-good phrases like “good job” or “this is great” and uses more specific terms to describe the accomplishment and its positive impact.</i> Scaffolding Learning - <i>Coaches break up skills into smaller steps that are easier for youth to learn and practice and they can then put those steps together like building blocks to work up towards excellence in a skill. Coaches should also model the skills and steps for youth so they can see what a skill looks like when done well.</i> Creativity - <i>Coaches ensure that youth are encouraged and even pushed in their creative practicing and application of skills taught in your program</i> Emotion Coaching - <i>Coaches acknowledge, validate, and help name the emotions young people may be experiencing.</i> Fostering Growth Mindset - <i>Coaches push youth to focus on and recognize improvement and learning rather than just the result, like winning or losing. Growth mindset is the belief that talent is not fixed but rather that improvement and growth is continually possible.</i>	Fostering Teamwork - <i>Activities provide opportunities for youth to support each other’s skill building or engage in discussion in pairs/small groups rather than just independently. Activities involve a shared goal that youth work towards together.</i> Active Engagement - <i>Activities ensure youth are highly engaged, either through physical activity, working creatively with materials, or participating in structured discussion. Activities develop deeper understanding of content by working with and reflecting upon the topics</i> Participant Choice - <i>Coaches provide youth opportunities for decision making power within the structure of an activity. Activities are open-ended to allow youth creativity in how they demonstrate skill and share with others.</i> Reflection - <i>Activities have a debrief component that allows youth to reflect on what they just did and learned. Youth have opportunities to provide feedback on activities and feedback is applied to future activities</i> Sense of Belonging - <i>Activities provide space and structure for youth to get to know each other and build an understanding of each other’s lives, preferences, hobbies, etc. Activities are inclusive for all youth and mitigate any barriers or obstacles to participation.</i> Cultivating Empathy - <i>Activities create a safe space where youth can listen to, share, and understand personal stories, cultural values, and experiences with associated feelings. Activities provide opportunities for affirming others or tangible ways of demonstrating kindness.</i>
Adapted from The Forum for Youth Investment & David P. Weikart Center for Youth Program Quality Social & Emotional Learning Program Quality Assessment, Youth Program Quality Assessment, and School-Age Program Quality Assessment.	

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