



SOCCER AT SCHOOLS STARTER KIT

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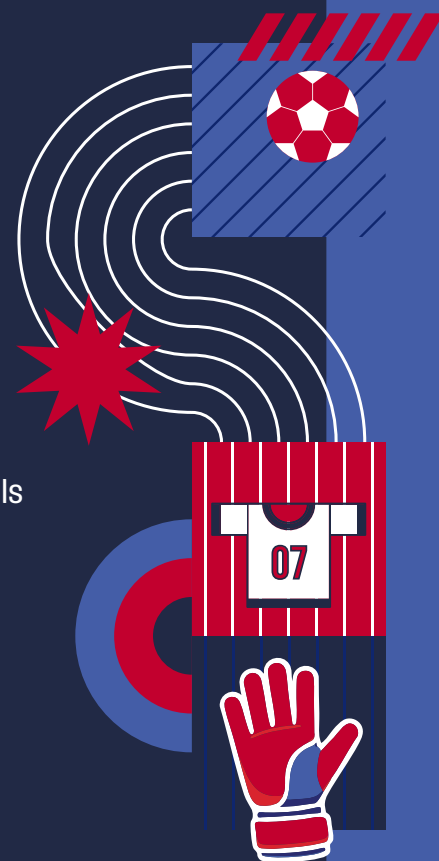
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**SOCCER AT
SCHOOL: SIGN
UP FOR FUTURE
INFORMATION &
UPDATES.**



SECTION 1

WELCOME & INTRODUCTION

Letter & Introduction from U.S. Soccer President

Dear members of the U.S. Soccer community,

At U.S. Soccer, we believe in the power of the game to shape lives far beyond the field. Our In Service to Soccer strategy calls for us to grow participation, create the best environments for play, and ensure soccer is accessible to every community.

Through the Soccer Forward Foundation, we are committed to Soccer Everywhere for Everyone. One of the most important initiatives in this effort is bringing more soccer into schools and communities, where every child can experience the joy of the game, regardless of background or ability.

Schools are where this vision takes root. Children spend more time in school than anywhere else, and when introduced to sport there, they are far more likely to stay active for life. Soccer in schools not only builds physical health but also strengthens teamwork, resilience, and social and emotional skills that last a lifetime.

The Soccer At Schools toolkit is the first step in our efforts to providing more opportunities, resources and support to the entire soccer eco-system to getting soccer more meaningfully played in every school in America.

The toolkit is designed to help U.S. Soccer members, educators, parents, administrators, and community leaders take the next step in their journey. Whether it's starting small with recess activities or building a lasting after-school program, you'll find practical tools, case studies, and resources to bring soccer to life in your school community.

Together, we can create more opportunities for more children, in more places, to play. Thank you for your commitment to this mission, we are proud to stand with you in opening doors and removing barriers so every child has the chance to enjoy the world's game.

We hope this is useful. We hope it helps you wherever you are in this process. That said - this is just the beginning! We look forward to supporting you all in this effort for many years to come. On that note, we ask for your feedback and your input as we continue to develop and enable opportunities. We hope you use this toolkit, but that you know you can get in touch as well.

In support and camaraderie,

CINDY PARLOW CONE

President, U.S. Soccer





SECTION 2

GET THE BALL ROLLING



SOCCER AT SCHOOLS ADVOCACY GUIDE



HOW TO BRING SOCCER TO YOUR SCHOOL

STEP-BY-STEP GUIDE

You don't have to work in education or run a soccer program to bring soccer to your school. If you care about giving kids more opportunities to play and be active, you can be an advocate.

Soccer in Schools advocacy is for anyone who wants to make the case for adding or improving soccer programs in their community's schools, from official school teams to after-school clubs to PE soccer programs.



WHAT DOES IT MEAN TO BE A SOCCER AT SCHOOLS ADVOCATE? WHY DOES IT MATTER?

Many people don't realize they already have the connections, influence, or skills to help make soccer happen. Advocates can be:

PARENTS & CAREGIVERS:

Talk with school personnel, speak at PTA meetings, rally other families, and share how soccer can benefit students at your school.

PLAYERS & ALUMNI:

Tell your story about what soccer has meant to you and why future students deserve that same chance.

TEACHERS & SCHOOL STAFF:

Advocate for adding soccer into PE, recess, or after-school programs.

SCHOOL ADMINISTRATORS:

Create space in the budget and calendar for soccer or approve new programs.

LOCAL COACHES:

Volunteer to run clinics or teams, mentor new coaches, and connect schools to the broader soccer community.

LOCAL SOCCER ORGANIZATIONS & CLUBS:

Share equipment, provide coaches at recess and PE, or support after-school programming.

COMMUNITY LEADERS & VOLUNTEERS:

Build public support, connect to local businesses, and bring visibility to the cause.

STUDENTS:

Start petitions, talk to school leaders, and rally friends to show demand for soccer.



If you believe soccer is a force for good and you want to take steps to make it more accessible in schools in your community, you might be a Soccer at Schools advocate. As a soccer advocate, you believe soccer can boost health, build teamwork, teach life skills, and strengthen a community.

In simple terms, being a Soccer at Schools advocate means speaking up and acting so your school offers soccer as a program or improves the one it already has.

STEPS YOU CAN TAKE TO ADVOCATE FOR SOCCER AT SCHOOLS

Advocacy is a journey. You don't need to be an expert, just motivated and determined to advocate for soccer's inclusion.

EXAMINE THE CURRENT STATE OF SOCCER IN YOUR COMMUNITY

- Ask your school if soccer is offered and how it is offered. If not, find out why.
- Talk to students, parents, and teachers to see if there's interest.
- Research any school district rules and processes about starting new sports.
- Learn more about practical approaches to bringing soccer to your school in Soccer in Schools: [Practical Approaches That Work](#)

FOUR WAYS SOCCER CAN ENRICH YOUR SCHOOL DAY

RECESS

Who its for:

- Elementary schools have daily recess for their students, an opportunity for physical activity and play.

Why it works:

- Increases physical activity and promotes teamwork.

How it can look:

- Soccer games for all students,
- Recess Rewards for meeting academic/behavior goals.

AFTER-SCHOOL PROGRAMS

Why it works:

- Keeps students active and safe while providing enrichment and social-emotional benefits.

How it can look:

- Soccer club or intramurals;
- Integrated sessions in existing programs.

PHYSICAL EDUCATION (PE)

Why it works:

- Meets SHAPE standards, supports physical activity, skill development, and is adaptable for all ages.

How it can look:

- PE Takeovers or co-teaching by local Soccer Clubs & Organizations

FIELD DAY EVENTS

Why it works:

- Adds energy, everyone can play, and variety to your celebration.

How it can look:

- Mini World Cup.
- Soccer obstacle courses and relays.

NEXT STEPS FOR SCHOOLS

- Start small (recess or field day station).
- Partner with local clubs or organizations for staffing and equipment.
- Track student engagement to show impact.



PICK AN ADVOCACY GOAL TO WORK TOWARD

- **Be clear:** We want to add a soccer club to our school's afterschool enrichment programs.
- **Be specific** so stakeholders clearly understand your request: create a program, more equipment, improve accessible spaces.
- **This is a non-exhaustive list of goals** to consider as you think about the current state of soccer in your school:
 - Have soccer integrated into PE or after-school activities.
 - Ensure both boys and girls have the opportunity to play.
 - Get soccer added to the school's official sports program.
 - Build a lasting program, not just a one-year trial.
- **Overall, consider how soccer currently shows up in your community** and think about where there are gaps in access or opportunities for members of your school or district.



FIND ALLIES IN YOUR SCHOOL OR COMMUNITY

- Allies can be teachers, PE coaches, parents, local soccer clubs, community leaders.
- The more voices you have, the stronger your case.
- Learn more about People who can support your Soccer at Schools journey

Getting soccer started or strengthened in your school isn't something you have to do alone. Success often comes from building a team of supporters who each bring different skills, influence, and resources. This table outlines the key people and groups who can play a role in your Soccer in Schools journey – why they matter, how they can help you achieve your goal, and practical ways to connect with them in your community. Even if you don't know all of them yet, you can start with the people you do know and build your network step by step.



PEOPLE TO CONSIDER	WHY THEY'RE RELEVANT	HOW THEY CAN SUPPORT YOUR GOAL	HOW TO CONTACT THEM IN YOUR COMMUNITY
School Leadership (Principal, Athletic Director)	They have authority to approve programs, allocate resources, and set priorities for school sports.	Approve soccer as a school sport, allocate budget, provide facilities, schedule games, connect you with district decision-makers.	Email via school website, attend school open house or parent meetings, schedule an appointment through the school office.
Teachers & Coaches	They know student interests, have direct influence on student participation, and may coach or supervise the program.	Advocate internally for soccer, help recruit students, potentially volunteer to coach, share equipment needs.	Approach in person before/ after-school, email via staff directory, connect during parent-teacher nights or sports events.
Parents & Students	Parents can advocate to the school board and help with fundraising; students can demonstrate demand for soccer.	Sign petitions, attend meetings, share personal stories, participate in fundraising, volunteer for events.	Parent-teacher association (PTA) meetings, school newsletters, class group chats, sports tryout announcements.
Local Soccer Community (soccer clubs, rec leagues, soccer nonprofits)	They can provide expertise, coaching, equipment, fields, and funding; also amplify your message.	Partner on coaching, donate or loan gear, host joint events, write letters of support, assist with grant applications.	Reach out via club websites, community centers, local park & rec departments, or social media pages.
Elected Officials	They can influence district budgets, policy changes, and public awareness; their support can legitimize the cause.	Advocate to the school board, help secure funding, attend launch events, speak publicly in favor of your program.	Email or call via official government website, attend community town halls, connect through local events or sports openings.

BUILD YOUR ADVOCACY PLAN

- Prepare a short pitch: Why soccer is good for students, the school, and the community.
- Keep it to a few bullet points with benefits and examples.
- Learn more about soccer's value to school communities in *Why Soccer, Why Now*.
- Dispel any myths about soccer. Learn more in *Soccer in Schools - Myths vs. Facts*.

WHY SOCCER IN SCHOOLS? WHY NOW?

Transform Your School Community Through Soccer

THE POWER OF SOCCER: 4 GAME-CHANGING BENEFITS

GETS KIDS MOVING

- +75% increase in youth physical activity
- Meets full CDC physical activity guidelines
- Boosts bone, muscle & aerobic strength

SUPERCHARGES SEL

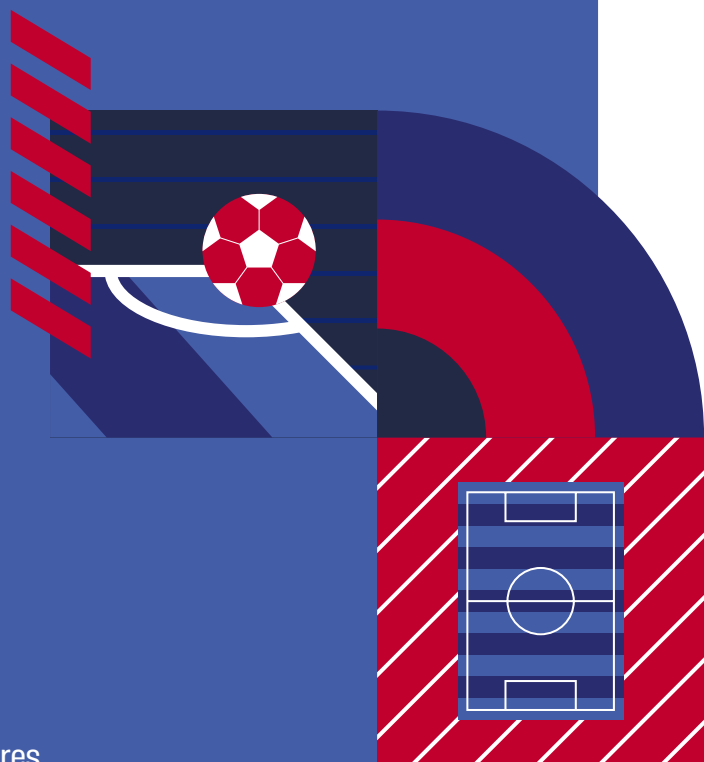
- Builds self-regulation: monitor, evaluate, reflect
- Teaches teamwork, empathy, and resilience
- Reduces anxiety & depression by 10%

BUILDS BELONGING

- Unites diverse students through the world's game
- Anyone can participate—even without experience
- Fosters inclusion and strong relationships

IMPROVED ACADEMIC SUCCESS

- Correlation to increase academic performance and test scores
- Teaches life skills
- HS Athletes are more likely to attend and graduate college



SOCCER IN SCHOOLS: MYTHS VS. FACTS

Helping educators bring the world's game to every student.



MYTHS

MYTH 1

"Soccer is too expensive to start."

MYTH 2

"You need a real soccer field."

MYTH 3

"Only kids already in clubs will enjoy it."

MYTH 4

"It's too competitive for recess or PE."

MYTH 5

"You need a soccer coach or expert."

MYTH 6

"It's not culturally relevant here."

START SMALL, START NOW

Introduce soccer at recess, after-school, or in PE with simple games and activities. You'll be amazed how quickly students get engaged!



FACTS

FACT: Soccer is one of the most affordable sports to launch. All you need is a ball, open space, and a few cones or markers.

FACT: Soccer can be played anywhere! Outdoors and indoors. Gyms and blacktops are perfect for futsal, the fast-paced indoor version of the game that develops ball control and decision-making.

FACT: Soccer is naturally inclusive. It's easy to learn, encourages teamwork, and allows all skill levels to participate and shine. Kids don't need prior experience to enjoy it.

FACT: Soccer activities can be non-competitive, playful, and social. Games like "Sharks and Minnows" or "Freeze Tag" build coordination and fun without needing goals or keeping score.

FACT: Any school staff member can lead basic soccer activities using simple guides and games. Check out our Resource Hub for more content.

FACT: Soccer is the most played and watched sport in the world, and its popularity is rising fast in the U.S. Chances are, many of your students already love it or will once they try it.

EXPLORE WAYS TO SOLVE THE PROBLEM

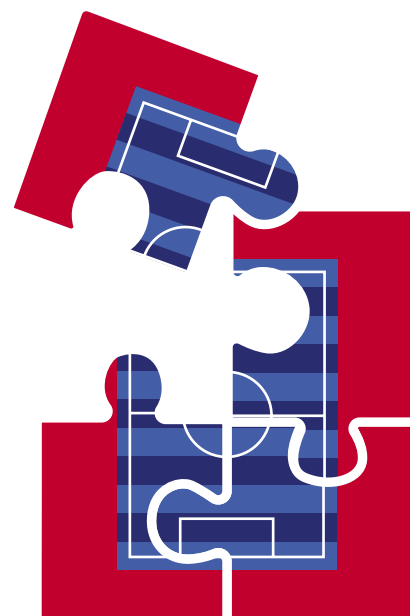
- Anticipate challenges such as finding coaches, procuring fields, buying equipment, and funding programming.
- Look for grants, fundraisers, or partnerships with local clubs.
- Learn more about getting funding your goal in Funding Soccer at Schools: A Beginner's Guide

FUNDING SOCCER AT SCHOOLS: A BEGINNER'S GUIDE

How to Get the Money You Need to Bring Soccer to Your School

1. UNDERSTANDING WHAT YOU'RE FUNDING

Before you ask for money, know exactly what you're asking for. In terms of space, soccer at schools can take many formats:



SOCCER FORMAT	SPACE NEEDS	EQUIPMENT NEEDS
Outdoor Soccer (Full-Size)	Grass or turf soccer field (school, park, or community facility)	Full-size goals and nets, size-appropriate balls, cones, team uniforms, corner flags, field maintenance equipment
Small-Sided Outdoor Soccer (5v5, 7v7)	Grass, turf, or multi-use field	Portable or small goals, balls, cones, pinnies, reduced-size field markings
Futsal / Indoor Soccer	Indoor gym, basketball court, multipurpose space	Futsal balls (low bounce), smaller goals, taped or painted boundary lines, pinnies, indoor-friendly footwear
Street Soccer / Blacktop Soccer	Schoolyard, parking lot, or playground	Small portable goals or makeshift targets, street soccer balls (durable), chalk or tape for boundaries
Beach / Sand Soccer	Sand courts, beach areas, or sand volleyball courts	Beach soccer balls (lighter), smaller goals, cones or flags for field boundaries
Adaptive Soccer (for players with physical disabilities)	Gym, turf, grass, or accessible indoor facility	Adaptive equipment (e.g., larger/lighter balls, tactile markers), modified goals, volunteer support, inclusive coaching resources
Power Soccer (for power wheelchair users)	Indoor gym, smooth-surface court	Power soccer guard attachments for wheelchairs, larger ball (13"), small goals, referees familiar with rules, court markings
Walking Soccer (low-impact, no running)	Gym, turf, or grass field	Standard soccer ball, small goals, cones, pinnies; emphasis on safety rules
Blind / Visually Impaired Soccer (5-a-side)	Indoor gym or outdoor enclosed pitch	Audible (rattling) ball, side boards to keep ball in play, eye shades, trained referees/coaches, tactile or verbal orientation cues

In terms of programming, there are many ways to provide structure to soccer at schools, so knowing what's needed can help you decide what you're trying to fund:

SOCCER PROGRAM TYPE	SPACE NEEDS	EQUIPMENT NEEDS
After-School Soccer Club	Gym, blacktop, grass area, or multipurpose room	Balls, cones, small portable goals, activity plans, volunteer leader/coach, storage space
Physical Education (PE) Classes with Soccer Units	Gym, outdoor field, multipurpose space	Balls (class set), cones, pinnies, basic goals or taped goal areas, PE teacher training or resources
Futsal or Indoor Soccer	Gym, indoor court, community recreation center	Futsal balls, smaller goals, boundary/tape lines, pinnies, indoor-friendly footwear
Short-Term Soccer Clinics or Camps	School field, gym, community field	Guest coaches, balls, cones, pinnies, registration process, promotion materials
Unified or Inclusive Soccer Programs (students with and without disabilities playing together)	Gym, multipurpose space, school field	Adaptive equipment if needed, supportive volunteer coaches, inclusive curriculum, pinnies, cones
Intramural or Recreational League	School field, gym, multipurpose room, or local park	Portable goals, pinnies, balls, cones, volunteer coaches/referees, basic scheduling system

2. HOW TO ESTIMATE COSTS

Before you approach the school, you'll need to have a clear picture of how much your vision will cost. Consider the following options when estimating the cost of your idea:

- **Ask experts:** Talk to your school district facilities department, local parks & recreation, or a local soccer organizers.
- **Learn from others:** Visit nearby schools with similar setups and ask what it costs them and use their experience as a benchmark.
- **Make a simple budget:** Break it into categories:
 - Equipment (balls, uniforms, goals, nets, cones)
 - Facilities (space rentals, field upgrades, gym lines, turf)
 - Staffing (coaching stipends, referees)
 - Operations (maintenance, transportation, league fees)



3. FINDING THE RIGHT FUNDING OPTION

You don't have to choose just one funding source.
The most successful efforts combine several of the following options:

FUNDING SOURCE	HOW IT WORKS	TIPS
School Budget	Money allocated by the school or district for sports programs.	Present your case during budget planning season; show how many students will benefit.
Parent-Teacher Association (PTA/PTO)	Parent-run groups that raise money for school needs.	Attend meetings and submit a funding request; tie soccer to academic and social benefits.
Community Fundraisers	Events, raffles, bake sales, soccer tournaments.	Pick fun, low-cost events that involve students and families; promote on social media.
Local Business Partnerships	Local restaurants, shops, or companies sponsor the program.	Offer to feature their name on team jerseys, banners, or event flyers.
Sports Clubs & Nonprofits	Local soccer clubs, YMCA, Boys & Girls Clubs may share resources.	Ask for equipment donations, coaching help, or shared facility use.
Grants	Foundations or government programs that fund youth sports.	Search "youth sports grants" or check with your state's parks & recreation department.
Crowdfunding	Online fundraising campaigns.	Share your story, photos, and specific funding goal; encourage community sharing.

To learn more about professional fundraising and how to implement it in your partnership with a school, please visit the [COGEO playbook](#) - a comprehensive guide to getting started with professional fundraising.

DEMONSTRATE THE SUPPORT AND SHARE YOUR ADVOCACY PLAN TO THE DECISION MAKERS

- Evidence of community interest can tip the balance.
- Build support with petitions, student sign-ups, letters from parents, and local news coverage.
- Decision makers may include principal, athletic director, or school board.
- Request a meeting, attend an open forum, present your case, and ask what it would take to make it happen.



SECTION 3

TEAM UP



This section helps clubs, community organizations and member organizations build strong partnerships with schools. It includes advocacy resources, tips for connecting with decision-makers, and practical ways to support schools through PE classes, recess, after-school programs, and field day events and competitions.



BEFORE STARTING A SCHOOLS PROGRAM; ASSESS YOUR READINESS



Before starting a school partnership, ask: What fits our capacity, the school's needs, and the community we serve? Use these questions and if/then examples to guide your decision.

1. SCHOOL READINESS & ALIGNMENT

- Is school leadership (principal, PE teacher, afterschool lead) supportive?
- Does the program align with school goals (wellness, SEL, enrichment)?
- Which grades/age groups will benefit?

If the school is testing new ideas → start with a festival or field day.

If the school wants enrichment tied to PE or afterschool → consider a short series or seasonal program.

2. STAFF & TIME CAPACITY

- Do we have teachers, coaches or volunteers during school or after-school?
- Can they arrive before dismissal if after-school?
- Are we ready for a one-time event, short duration program, or ongoing program?

If you have low capacity → begin with recess or single-day event.

If you have higher capacity and can commit weekly → explore afterschool clubs or seasonal programs.

3. BUDGET & RESOURCES

- Will staff be paid or volunteer?
- Do we have funds for stipends, equipment, transportation etc?

If budget & resources is limited → focus on low-cost options using shared equipment.

If funding is available → consider structured afterschool programs or leagues.

4. SCHOOL FIT & LOGISTICS

- Do we understand the school schedule (recess, PE, after-school)?
- Is field and/or gym space available?
- What school requirements do you need to meet?

If space is limited → adapt for classroom movement breaks or gym-based activities.

If outdoor space is available → plan larger events or festivals.

5. PARTNERSHIP & COMMUNICATION

- Do we have a school point of contact?
- How will we communicate with parents?
- Can you take a role in registration?

If school leads communication → run a school-branded support program.

If club / organization manages communication → co-brand and handle student registration directly.

6. SUSTAINABILITY & IMPACT

- How will we measure success (attendance, feedback, outcomes)?
- Is this a pilot, seasonal, or long-term partnership?

If first partnership → frame it as a pilot or one-off event.

If school wants continuity → build a seasonal or year-long program with evaluation.



TIP: Start small, learn fast, and scale gradually:

- Step 1: Recess / Field Day
- Step 2: PE takeovers / Afterschool
- Step 3: Intramurals / Inter or Intra School League

7. SAFETY & SAFEGUARDING CONSIDERATIONS

- Conduct a safeguarding risk assessment before each program.
- Ensure safe supervision ratios and that activities are age-appropriate.
- Follow the school's Code of Conduct and **Safeguarding Policies**.

CONNECTING WITH SCHOOLS

Establish a partnership with local schools to offer soccer programming (e.g., PE takeover, recess activities, after-school programs).

IDENTIFY WHO TO CONTACT

STEP

01

HOW TO FIND CONTACT INFORMATION

STEP

02

CRAFT THE OUTREACH

STEP

03

STEP

04

BUILD THE RELATIONSHIP

STEP 1: IDENTIFY WHO TO CONTACT

The best point of entry depends on your goal:

- **PE Teacher:** Directly involved in student physical activity; often the decision-maker for enrichment activities centered around physical activity.
- **School Principal:** Sets school priorities; may need to approve external partnerships or programs.
- **District Health/PE Coordinator:** Good for scaling beyond one school; oversees multiple PE programs and can facilitate district-wide initiatives.

Recommended Approach:

- Search for an “ambassador”: Check with staff and families in your club to see who might work in the school system or have connections to a specific school.
- Start with the PE teacher at a school to build rapport and learn about the school’s needs.
- Make sure to copy the principal on emails or loop in the principal so they’re informed and can approve if needed.
- If you want to scale up (multiple schools or district support), follow up with the district Health/PE coordinator after piloting or testing at one site.

STEP 2: HOW TO FIND CONTACT INFORMATION

- Connecting with schools takes some legwork unless you already have a contact. Here are practical options:

School Website

- Most schools list staff directories online. Look under tabs like:
 - About Us
 - Faculty/Staff Directory
 - Contact Us
- Search for “Physical Education” or “PE teacher” or “Athletics.”

District Website

- Many districts list Health/PE coordinators or department heads.
- Some have directories where you can search by role.

Call the Front Office

- A quick, polite phone call can get you the correct names and emails:
- “Hi, I’m with [Your Soccer Org], and we’re interested in offering soccer programs to your students. Could I have the contact info for your PE teacher or principal?”

LinkedIn or Local Networking

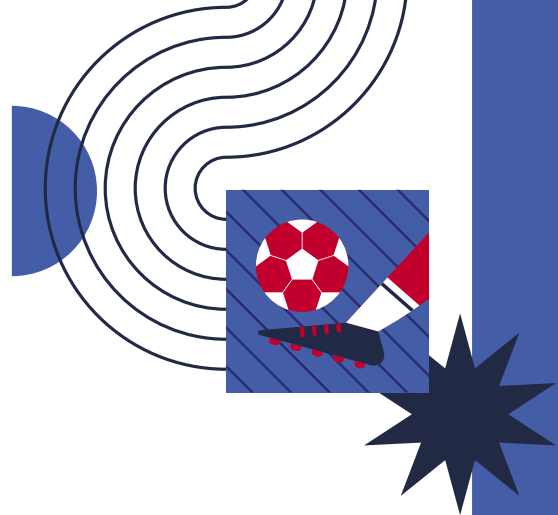
- Search for the school or district and see if staff are listed.
- Use any community connections you may already have (e.g., people who work at the school).

STEP 3: CRAFT THE OUTREACH

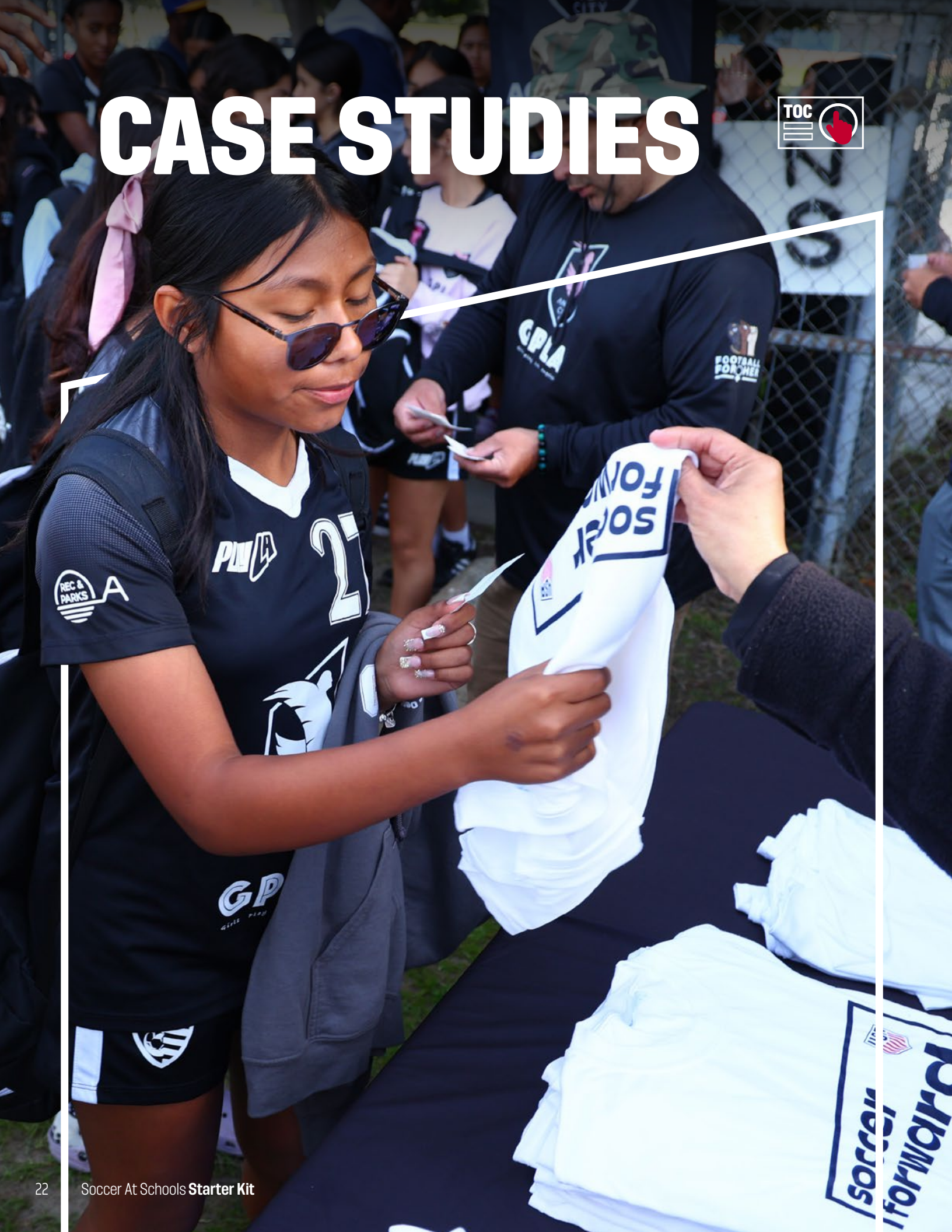
- When reaching out:
- Personalize your email (use names, reference the school).
- Be clear about what you’re offering. What program can you offer to support soccer at schools? LINK:
- Emphasize benefits: fun, fitness, teamwork, no cost (if applicable).
- Include information from US Soccer to support
- Example subject line:
- “Soccer Org Partnership Opportunity for [School Name] Students”

STEP 4: BUILD THE RELATIONSHIP

- Offer a short phone call or meeting.
- Be flexible to the school’s schedule and focus on their needs.
- Follow up respectfully if no reply in 1–2 weeks



CASE STUDIES



AYSO

IMPLEMENTATION AND PERCEIVED BENEFITS OF AN AFTER-SCHOOL SOCCER PROGRAM DESIGNED TO PROMOTE SOCIAL AND EMOTIONAL LEARNING

Chicago Public Schools in Chicago, Illinois, partnered with 40 public elementary schools to implement the program. A total of 1,000 students in grades 3 through 5 participated, making it one of the largest elementary-level soccer initiatives in the district.

BACKGROUND & CONTEXT

Chicago Public Schools (CPS) serve a diverse population of students across 14 networks. CPS has shifted to equity-focused funding formulas that direct more resources to high-need schools. While this addresses overall resource allocation, it appears to reduce budgets for selective, magnet, and enrichment-rich schools, raising concerns about how these programs will sustain quality and accessibility. Enrichment programs in CPS are not equitably accessible, especially for low-income students, Black and Latino students, and those without reliable transportation. The structural design of advanced learning pipelines, combined with logistical and funding challenges, creates persistent access gaps.



STUDENT ENROLLMENT & COMPOSITION.

325,305

TOTAL STUDENTS: ENROLLED AS OF THE 2024-25 SCHOOL YEAR

RACIAL/ETHNIC DISTRIBUTION:

47.3%

Latinx

34.2%

Black/African American

11.3%

White

4.7%

Asian

1.8%

Multi-racial

0.3%

Native American/Alaskan

0.1%

Hawaiian/Pacific Islander

0.4%

Not Available

Economically disadvantaged: 71.6% of students

THE PROBLEM

Chicago Public Schools (CPS) has a chronic absenteeism rate of 40.8%, meaning that over two in five students are missing 10% or more of the school year. This figure indicates a significant challenge for CPS, as chronic absenteeism is linked to negative academic outcomes like lower test scores and higher dropout rates.

Social-emotional learning (SEL) competencies are linked to academic success and overall well-being. Research shows effective programs teach SEL skills that transfer to various settings and improve school absenteeism.

THE SOCCER-BASED INTERVENTION

Working with Wright, P et al at Northern Illinois University, and supported by Iowa State University, a research study was conducted on the above title through the American Youth Soccer Organization's (AYSO) work with the Chicago Fire P.L.A.Y.S. program in Chicago Public Schools in 2020.

P.L.A.Y.S. (Perform, Learn, Achieve, Youth, Soccer) is designed to enhance both academic performance and social-emotional learning (SEL) skills in elementary students through a structured, soccer-based curriculum.

40 schools participated, involving 1,000 3rd – 5th grade students, in a 10-week program (March – June) that included:

- 3 training sessions after-school per week at each participating school
- Three Gamedays on weekends

Two staff were required from each school. All coaches were provided with coach education, curriculum, activity books and soccer specific equipment to lead the program.

Students were able to participate if they maintained high attendance in school, tracked by the lead staff coach.

IMPLEMENTATION PARTNERS

Chicago Fire FC Foundation raises funds through a range of initiatives to support more schools to participate in the program.

Chicago Fire FC Soccer in the Community led the delivery and implementation strategy.

Local Chicago Public Schools apply to participate each year. Typically, school principals lead the coordination of confirming individuals to be trained as program coaches.

OUTCOMES & IMPACT

A multiple case study design was used, involving six coaches and 51 students across three sites. Data collection included surveys, interviews, observations, and field notes to assess program implementation and perceived benefits.

The soccer program is well-organized with a comprehensive curriculum integrating SEL lessons. Coaches received training and ongoing support, enhancing program fidelity and effectiveness. Observations indicated coaches modeled respectful behavior and set clear expectations for students.

1

STUDENT ENGAGEMENT

Students reported high levels of support from coaches (96.1%) and felt motivated to do their best (94.1%). Positive peer interactions were noted, with 88.2% of students encouraging each other. Students demonstrated engagement and respect during activities, with participation rates averaging 3.62 on a 5-point scale.

2

DEVELOPMENT OF SEL SKILLS

Coaches observed improvements in students' social-emotional skills and attitudes towards themselves. Students provided specific examples of applying SEL concepts, such as sportsmanship and self-control, in soccer and other contexts. Coaches integrated SEL lessons into practices, fostering leadership and responsibility among students.

3

TRANSFER OF LEARNING

The program facilitated the transfer of learned skills to school and home environments. Coaches reported that students improved their classroom behavior and responsibility for academic tasks. Students shared examples of applying SEL lessons at home, such as helping siblings and completing chores.

LESSONS LEARNED

The study highlights the effectiveness of the soccer program in promoting SEL competencies. Findings suggest that intentional coaching strategies enhance the transfer of life skills in various settings.

Future research should explore broader implementation challenges and include diverse participant perspectives. Furthermore, improvements in attendance were seen anecdotally but not in evidence as individual student attendance rates are not disclosed by CPS.



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GREATER GOALS, CHARLOTTE, NC

BUILDING LITERACY THROUGH SOCCER

The program worked with 45 Charlotte-Mecklenburg (CMS) Title I public elementary schools in Charlotte, North Carolina. There were an average of ~450 students per school where the program served ~30 students per school in K-2 and 3-5 grade.

BACKGROUND & CONTEXT

Schools were Title I, serving low-income, largely immigrant populations. Many students were English-language learners and communities faced high transiency, low teacher retention, and limited extracurricular/after-school opportunities. Reading on grade level by 3rd grade was identified as a critical predictor of high school graduation, and CMS literacy rates needed improvement. Further, Charlotte ranked last among the 50 largest U.S. cities in upward mobility.



THE PROBLEM

The challenges these schools faced included low literacy rates, limited access to extracurriculars, and lack of consistent positive adult mentors. Many children loved soccer but had no access due to pay-to-play barriers. Further, many of these schools lacked structured literacy and enrichment programs.

THE SOCCER-BASED INTERVENTION

An after-school program was launched in 2017, with literacy being integrated in 2021. Students stayed after-school twice per week for 1 hour (22-24 weeks/year). Sessions combined 45 minutes of soccer practice (drills, scrimmages) with 15 minutes of active read-aloud by coaches who modeled positive reading habits. Each week, every child selected a new book to take home, helping them build a personal library. The program included citywide “Play Days” twice per year with games, food, and community building. Jerseys were handed out that mirrored Charlotte FC kits to create team identity and connection to professional soccer.

IMPLEMENTATION PARTNERS

- Charlotte-Mecklenburg Schools (field space, MOUs)
- Promising Pages (donated 10,000+ books per season)
- Charlotte Public Library (developed literacy curriculum)
- Charlotte FC (jerseys, game access, player engagement, impact reports)

OUTCOMES & IMPACT

OVER 10,000 BOOKS EACH SEASON

The program distributed **over 10,000 books each season**, enabling students to build home libraries of 22-24 books annually. Children became excited about reading, looking forward to weekly book giveaways and sharing their reflections with coaches.

IMPROVED ATTITUDES TOWARD LITERACY

Families reported **improved attitudes toward literacy** and stronger connections within the community. The program also fostered pride and belonging, with students wearing Charlotte FC jerseys and attending professional matches.

INCREASED CONFIDENCE, ENGAGEMENT, AND MENTORSHIP

Teachers, parents, and administrators consistently shared anecdotal evidence of **increased confidence, engagement, and mentorship**. In one powerful case, a student credited the program as his reason for living after a suicide attempt. Collectively, these outcomes have led to citywide recognition of the initiative as a model for literacy and youth development.

LESSONS LEARNED

The program's success underscored several key lessons. First and foremost, keeping the focus on the children and their long-term impact proved essential, even when faced with significant challenges. Strong partners were critical to making the work possible, such as Promising Pages, which provided books, and the Charlotte Public Library, which developed the literacy curriculum. Soccer served as a powerful "carrot" to engage students, but weaving literacy into the program required trust, creativity, and consistency. Finally, creating authentic connections to professional clubs such as Charlotte FC boosted student pride and motivation, helping children feel part of something bigger than themselves.

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BUILDING PATHWAYS THROUGH SOCCER AT ALEXANDRIA CITY HIGH SCHOOL

Alexandria City High School, located in Alexandria, Virginia, is the only public high school in the city. The school serves approximately 4,500 students across two campuses, covering grades 9 through 12. The student body is diverse, with 42% Hispanic, 24% Black, 24% White, and 10% identifying as other backgrounds. Soccer is extremely popular at the school, with more than 200 students typically trying out for the JV and varsity teams each year, though roster spots are limited to about 30 players per team.

BACKGROUND & CONTEXT

Several years ago, a school social worker, Ms. Bonilla, recognized that students, particularly young Latino men, were experiencing high dropout rates after middle school. In response, she created a program called Youth in Progress, designed to keep students engaged and connected to school. Initially, the program used soccer to attract participants, pairing the game with tutoring and mentoring opportunities. Over time, Youth in Progress expanded to include workshops, college tours, and connections to trade schools, while continuing to use soccer as a central incentive.



THE PROBLEM

The primary challenge at Alexandria City High School was the high dropout rate among young Latino men, coupled with limited access to structured extracurricular and career development opportunities. Many students were at risk of disengaging from academics and lacked support systems to guide them through high school and into post-secondary pathways. The school also faced funding limitations, making it difficult to provide enrichment activities, field trips, or resources without relying on outside support.

THE SOCCER-BASED INTERVENTION

The intervention combined tutoring, mentoring, and soccer into a holistic support system. Students applied and interviewed to join the Youth in Progress program, with about 125 students across grades 9-12 ultimately participating. Soccer sessions took place once a week, typically on Mondays during the advisory period, lasting about 75 minutes. Two coaches facilitated the sessions on school fields, offering a pickup-style format that emphasized fun, teamwork, and consistency. Tutoring sessions occurred separately, usually on Wednesdays after-school, where teachers and social workers volunteered their time to help students with assignments. Students were required to maintain passing grades to remain eligible for soccer activities, further linking academic progress with the program's benefits. In addition, the program offered career development workshops.

IMPLEMENTATION PARTNERS

The program was led by Ms. Bonilla, the school social worker who launched Youth in Progress. Alexandria Soccer Association partnered with the school to run the soccer sessions, providing

coaches, equipment, and end-of-year celebrations at no cost. Within the school, teachers and counselors supported tutoring and mentoring efforts. While external funding partners had previously been involved, at the time of the program's operation, the core partnership was between the school and Alexandria Soccer Association.

OUTCOMES & IMPACT

The program has demonstrated positive impacts on **student engagement and connection to school**. When program participants were asked “describe what Youth in Progress means to you,” the most common word in the responses was “family.” One student responded by stating “it means family, friends, and a group I feel safe with and [who] care about me.”

Student survey results also indicated that program participants felt a closer affinity to teachers and staff at the school. When asked their level of agreement with the statement, “I can identify at least one adult in the building who I can talk to if I am having a problem,”

40.4% OF PROGRAM PARTICIPANTS INDICATED THEY STRONGLY AGREED during the post-survey as compared to 28.6% who strongly agreed in the pre-survey.

The program had a massive impact on academic success as well. During the 2024-2025 academic year.

85% OF PROGRAM PARTICIPANTS WERE ON TRACK TO PASS ENGLISH

75% OF PROGRAM PARTICIPANTS WERE ON TRACK TO PASS MATH

89% of program participants passed at least three other classes.

Students participating in Youth in Progress were **more likely to attend tutoring**, maintain eligibility for extracurriculars, and consider post-secondary pathways. Qualitatively, students reported valuing the mentorship and role models provided through the soccer sessions. Many looked up to the coaches, who not only facilitated play but also shared their personal experiences, showing students tangible examples of pursuing passions through soccer and education. Teachers and staff also noted the importance of the relationships built, with students relying on these mentors for support beyond the classroom.

LESSONS LEARNED

One key lesson has been the importance of understanding students' diverse backgrounds and personal challenges. Coaches and mentors emphasized the need for patience and empathy, recognizing that many participants may come from difficult home environments. Rather than focusing on discipline, the program found greater success in offering understanding, encouragement, and trust. Another lesson was the importance of linking soccer to academics, tying eligibility to tutoring participation created accountability and helped ensure that soccer served as a motivator rather than a distraction.

CONTACT INFO

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STRIVE FOR 23 SOCCER PROGRAM

BUILDING COMMUNITY THROUGH SOCCER AT TEASLEY MIDDLE AND CHEROKEE HIGH SCHOOL

The Cherokee County School District in Georgia is home to both Teasley Middle School and Cherokee High School, two Title I schools serving large student populations. Teasley Middle School enrolls approximately 1,700 students, while Cherokee High School has about 3,100 students. Both schools are public and serve diverse communities, with many students coming from economically disadvantaged backgrounds.

BACKGROUND & CONTEXT

Both Teasley and Cherokee face challenges common in schools with high ESOL populations and significant economic need. Attendance, behavior, and graduation rates are areas where improvement has been critical, particularly for first-generation students. A major barrier has been cultural expectations, where many families prioritize work over education, making it difficult for students to envision school success beyond what is typical in their homes.

Despite these challenges, both schools had existing soccer structures. Teasley hosted intramural soccer opportunities and partnered with Georgia Impact for middle school play. Cherokee maintained varsity and JV soccer programs, though access was limited given the competitive nature of tryouts.



THE PROBLEM

Students at both schools struggled with chronic absenteeism, low engagement, and a lack of belonging within the school community. Many students particularly those from first-generation families, were unable to participate in traditional extracurricular activities due to academic or behavioral barriers. The lack of inclusive activities left a significant portion of the student population disconnected from school life and at greater risk of academic disengagement.

THE SOCCER-BASED INTERVENTION

At Teasley Middle School, the Strive for 23 soccer program was designed and led by teacher Lauren Wildeman. She managed sign-ups, coordinated with teachers for academic and behavior checks, and refereed and coached games, often giving up her lunch and planning periods to ensure all students had access. Students registered in teams but needed academic, attendance, and behavior approval from all teachers before participating. Games took place once a month, and winners were recognized at the grade level.

At Cherokee High School, Strive for 23 was implemented during all lunch periods, from 11:30 a.m. to 2:30 p.m. Teachers, PE staff, administrators, ESOL teachers, and counselors gave up their lunch or planning periods to supervise and support games. Students formed their own teams, which played in group stages followed by a Champions League-style knockout tournament. Winners were celebrated at the lunch and tournament levels, alongside recognition of “Warriors of Excellence” for academics and character.

IMPLEMENTATION PARTNERS

The success of Strive relied on broad collaboration. Key leaders included coaches, teachers, administrators and principals.

The schools also partnered with the Cherokee Youth Foundation and Georgia Impact. Community partners included Generations Church, WoodsW k City Church, and professional club Atlanta United, which contributed a mini-pitch. Additional support came from grant writers and counselors as well as local funders.

OUTCOMES & IMPACT

The Strive soccer program has had a clear impact at both Teasley Middle and Cherokee High. At Cherokee, tryouts now draw over 100 students.

79%

**OF SENIORS IN STRIVE ARE
PASSING ALL CLASSES**

41

**STUDENTS SHOWED ACADEMIC
GROWTH AFTER STRIVE**

The program also identified first-generation students and those facing food insecurities, connecting them with resources. Overall...

68%

OF PARTICIPANTS PASS EVERY CLASS

At Teasley, more than 120 students signed up at the first Strive meeting, with growing participation among girls, including one who played on the winning team.

Beyond the numbers, Strive has strengthened community at both schools. With teachers and mentors actively involved, students feel supported, connected, and proud to be part of a program that ties soccer to academic success.

LESSONS LEARNED

The Strive program showed that students are motivated most by community and belonging. For populations where school has not always been highly valued, creating a program tied to something students already love, such as soccer, proved to be a powerful tool for engagement.

The involvement of diverse mentors, from teachers to community leaders, expanded students' support networks and helped create a culture of inclusivity. The key lesson for other schools is clear: when students know that adults across the building care about them, they are more likely to care about being in the building.



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Note: This case study only focuses on the Strive for 23 soccer program. The organization also offers a soccer club as an additional soccer-based intervention. If you would like to learn more about this program, please reach out to the contacts above.

ROSATI LEADERSHIP ACADEMY AFTER-SCHOOL PROGRAM

SOCIAL JUSTICE THROUGH SOCCER: BUILDING BELONGING IN LEWISTON, MAINE

The program operates at Connors Elementary School in Lewiston, Maine. Connors is a public elementary school with approximately 700 to 800 students. It is part of Lewiston City Schools, which serve a diverse and economically challenged community.

BACKGROUND & CONTEXT

Lewiston is a post-industrial city with high poverty, significant homelessness, and widespread social challenges. The city has a large immigrant population who face racism, economic hardship, and limited access to professional opportunities. The school environment reflected these challenges, with low academic performance, frequent conflicts, and little racial diversity among educators.



THE PROBLEM

Students in Lewiston faced racism, exclusion, and frequent fights in school. Many came from families struggling with poverty and parents who worked irregular hours, leaving children with limited home support. Teachers often lacked the resources or time to address conflicts effectively, and students were disengaged from academics.

THE SOCCER-BASED INTERVENTION

The Rosati program created an after-school indoor soccer program that operated five days a week throughout the year. The program starts two weeks before school starts and they play during vacations as well.

The program emphasized social and emotional learning, accountability, and leadership, using soccer as a tool for growth. Teachers were given yellow, red and green cards to let students know their behavior from school so they were held accountable. The program included separate sessions for elementary students in grades four through six and for older students in grades seven and eight after their school seasons ended. The program was completely free to ensure access for all students.

The program solves for staff capacity issues with incredible mentoring systems including Bates students as well as high school and middle school alumni. Rosati strives to create a forgiving environment and culture so children are free to make mistakes on the field or /and in leadership.

IMPLEMENTATION PARTNERS

The program was supported by Connors Elementary School administrators and teachers, the Lewiston Recreation Department, community coaches and educators, Bates Athletics and Bates Harward Center, which provided student-athletes, volunteers, and researchers. The program was also supported by Maine Community Integration who do hall of fame work around empowering young women in challenging communities.

OUTCOMES & IMPACT

The program reduced conflict during practices and created stronger accountability between teachers and coaches, which improved student behavior. Teachers reported that students who participated were **more engaged and responsible**. While it was difficult to prove causation, there were qualitative indicators that **academic performance improved**. The program grew steadily over seven years, **serving more than 1,300 children through 1,300 practices**. In a typical year, it reached around 200 children, with an average daily attendance of 45 to 50 elementary students. Teachers and families consistently described the program as transformative for students' **confidence and belonging**.

SERVING MORE THAN **1,300** CHILDREN

Mrs. Raymond, a fourth-grade teacher at Connors Elementary, observed remarkable growth in her students, particularly one who transformed from struggling and being disruptive to becoming a focused leader, crediting the Rosati program's emphasis on accountability, social-emotional learning, and collaboration with teachers. She emphasized that the program's positive energy strengthens the entire school community.

As a further testament to the program's success, the first two graduates are on a major support package at a regional 4-year liberal arts college. The school superintendent is also interested in creating more programs in other schools as Rosati has had a waiting list for 4 years!

LESSONS LEARNED

The program showed that offering soccer for free and year-round was critical to engagement and accessibility. Accountability, rather than punishment, proved to be the most effective way to help children learn responsibility. Many of the best ideas came from students and teachers, which reinforced the importance of collaboration. Building trust with educators was essential, as the program measured its success by how well it supported teachers and integrated with the school community.

CONTACT INFO

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Note: This organization also has a workforce development program for middle schoolers.

THE CITY HAWKS

SPECIAL OLYMPICS UNIFIED SOCCER UNITES AND EMPOWERS ATHLETES OF ALL ABILITIES

PSM 721 (Public School 721M) and Harvest Collegiate are public high schools located in New York City, New York, operating under the New York City Department of Education. Together, they form the City Hawks, a Special Olympics Unified Sports team composed of students with and without intellectual disabilities

BACKGROUND & CONTEXT

Before the formation of the City Hawks, students with disabilities had limited access to team sports and extracurricular inclusion. Unified Sports programming was introduced to foster acceptance, boost confidence, and strengthen social bonds among students of differing abilities. This effort aligned with the broader Special Olympics Unified Champion Schools® model, aiming to embed social inclusion across campuses, including athletic programs



THE PROBLEM

Students with intellectual disabilities were often excluded from joint participation in mainstream sports, limiting their opportunities for social integration, self-esteem development, and physical activity. School leaders recognized a need to change this dynamic by creating inclusive, student-centered programming that encourages interaction and mutual respect.

THE SOCCER-BASED INTERVENTION

The schools launched the City Hawks Unified Soccer Team, combining students with and without disabilities as teammates. The team trains regularly, sometimes utilizing unconventional spaces such as school lobbies or courtyards when traditional athletic facilities are unavailable. The emphasis lies on teamwork, shared leadership, and consistent practice under the guidance of committed coaches.

IMPLEMENTATION PARTNERS

This team was driven by collaboration among PSM 721, Harvest Collegiate, and the New York City Department of Education, with guidance and structure provided through the Special Olympics New York's Unified Champion Schools® program.

OUTCOMES & IMPACT

PSM 721 earned recognition as New York City's **first-ever national banner Unified Champion School**, a distinction awarded by ESPN and Special Olympics North America for demonstrating **excellence in inclusion, advocacy, and respect** through meeting 10 rigorous standards of programming. The City Hawks achieved notable competitive success, **winning a gold medal at the 2022 Special Olympics USA Games** in Orlando and representing the U.S. in Unified Soccer at the **2023 Special Olympics World Games** held in Berlin. Student-athletes such as Thierno Diop highlight the **personal transformation** this program enabled, he went from being a reserved student to the team's top scorer and into a leader among peers and even earned a spot in the 2024 MLS Unified All-Star Game. Coaches and school leadership observed gains not just in athletic performance, but also in **social-emotional development, teamwork, and school-wide inclusion**.

LESSONS LEARNED

The success of the City Hawks demonstrates that true inclusion is achieved when all students are seen first as individual athletes, not separated by ability labels. The program teaches that athletic facility limitations can be creatively overcome with determination and vision. Coaches and staff emphasized that Special Olympics Unified Sports foster mutual growth: they learned as much from the students as the students learned from them. Finally, earning national banner status proves that when schools deeply embed Unified programming, including sports, leadership roles, and whole-school engagement, it catalyzes profound cultural and social change within the school community.

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SECTION 4

GAME TIME



Practical approaches and proven models for bringing soccer into schools. This section provides schools with ready-to-use programming tools and resources to bring soccer into PE classes, recess, after-school programs, and special events. In addition to traditional outdoor soccer, many schools find futsal to be a perfect entry point, especially when gym space is available. Before you start, do a quick safety check: make sure the space is safe, the group size and supervision ratio, the activities fit the age group, and you're following the school's code of conduct and safeguarding rules.



MODIFYING SOCCER FOR DIFFERENT PLAYING SURFACES

Soccer can be played on many surfaces. The activities in this section provide examples of possible adaptations. Teachers and coaches should always follow their school's rules, safety procedures, and policies first, and then adjust equipment, rules, and expectations as appropriate for the playing surface. These examples are not exhaustive, and professional judgment should be applied to ensure student safety.



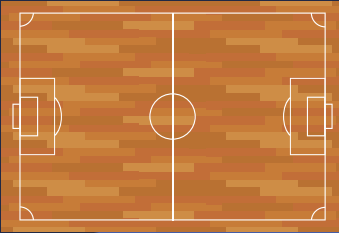
GRASS / TURF (OUTDOOR FIELD)

Safety Considerations

- Inspect for potholes, rocks, uneven ground, or debris.
- Monitor for wet/muddy areas.
- Follow all school safety rules and policies.
-

Gameplay Adaptations

- Use age-appropriate ball sizes (3 for ages 5-8, 4 for 9-12, 5 for older).
- Adjust free kicks or services to the ground on smaller fields.



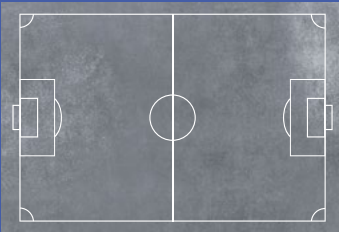
FUTSAL & INDOOR PLAY (GYMNASIUM, WOOD, VINYL, SYNTHETIC)

Safety Considerations

- Consider futsal as the primary format for gym play.
- Require indoor footwear only.
- Avoid sliding tackles or diving saves.
- Create no-go zones near walls, bleachers, or equipment.

Gameplay Adaptations

- Use a futsal ball or lightly deflate to reduce bounce.
- Reduce field size and player numbers.
- Decide whether wall rebounds are allowed.
- Use kick-ins or dribble-ins instead of throw-ins.



OUTDOOR CONCRETE / BLACKTOP (PLAYGROUND, PARKING LOT)

Safety Considerations

- Inspect and clear the surface of cracks, gravel, or glass.
- Use low-bounce balls (futsal, foam, or rubber).
- Follow school footwear rules.
- Avoid sliding tackles due to injury risk.

Gameplay Adaptations

- Play small-sided games (3v3, 4v4).
- Mark no-go zones near fences or curbs.
- Lower goal height or use cones as targets.
- Emphasize control.
- Apply "soft defense" (arm's length distance from ball carrier).

RECESS ACTIVITIES

Recess is not just a break—it's a chance to grow socially and emotionally. PE teachers and staff can teach students these activities and empower them to play on their own at recess. Each game incorporates opportunities for students to develop social and emotional learning (SEL). For schools with gyms, these activities can be easily adapted into indoor play with futsal balls and smaller goals.

SEL SKILLS BY GRADE LEVEL

KINDERGARTEN (AGES 5-6)

Focus: Learning to Play With Others & Express Feelings Appropriately

- **Self-Awareness:** Naming basic feelings (e.g., happy, sad, mad)
- **Self-Management:** Taking turns, waiting patiently, calming down after frustration
- **Social Awareness:** Noticing how others feel and showing concern
- **Relationship Skills:** Sharing equipment, asking to join a game, basic cooperation
- **Responsible Decision-Making:** Following simple rules, making safe choices

GRADES 1-2 (AGES 6-8)

Focus: Managing Emotions & Playing Fair

- **Self-Awareness:** Recognizing how winning or losing impacts emotions
- **Self-Management:** Using coping strategies when upset (e.g., deep breaths, walking away)
- **Social Awareness:** Beginning to understand fairness and empathy in peer play
- **Relationship Skills:** Resolving small disagreements, negotiating rules, working in pairs
- **Responsible Decision-Making:** Respecting boundaries and rules even when adults aren't present

GRADES 3-5 (AGES 8-11)

Focus: Leadership, Inclusion, and Conflict Resolution

- **Self-Awareness:** Reflecting on how one's behavior impacts others
- **Self-Management:** Managing impulses and emotions in competitive play
- **Social Awareness:** Including others, understanding group dynamics and peer needs
- **Relationship Skills:** Leading games, offering support, resolving peer conflicts fairly
- **Responsible Decision-Making:** Compromising on rules, making fair group decisions, promoting a safe play space

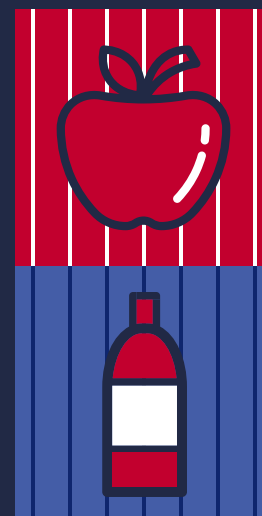
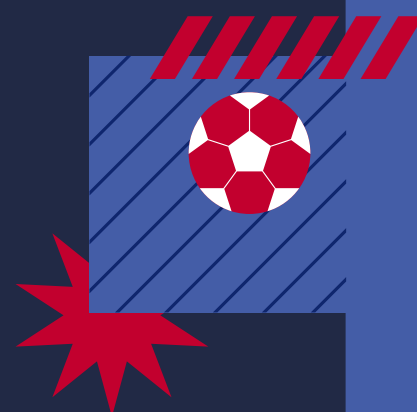
RECOGNIZING AND SUPPORTING ALL ABILITIES

Coaches and leaders should create an environment that is supportive for children of all abilities. Whether you are engaging with students for a class period or a season, building rapport with them and identifying their needs is an important factor in creating a safe and inclusive space. Some challenges students face are easier to identify, whereas others are more subtle. Always check with the teachers at the start of a class or session to understand the specific needs of certain students.

WHAT ARE HIDDEN DISABILITIES?

While some disabilities may be readily apparent, others may be more subtle. Here are some signs to look for:

- **Difficulty with social interactions:** Students may struggle to communicate effectively or understand social cues.
- **Challenges with focus and attention:** Students may have trouble staying on task or following instructions. When you ask them a question or try and get their attention, they may be uncomfortable with direct eye contact and may look down or away.
- **Sensory sensitivities:** Students might be overly sensitive to sounds, lights, or touch. You may see them cover their ears, stand at the back of your huddle because they may feel distracted or overwhelmed by standing too close to their teammates. You may see increased fidgeting and extra movement.
- **Physical limitations:** Some hidden disabilities can manifest as physical challenges, such as chronic pain or fatigue





ADAPTATIONS

PROVIDE CLEAR AND CONCISE INSTRUCTIONS: Students learn best in a variety of ways. Some are audio learners and some are visual. Speak slowly and clearly, make sure to face any students who have been identified as hearing impaired, use simple language and check for understanding. Make a point to show the boundaries of the space and demonstrate an activity before starting it.

REPETITION AND REPHRASE: Be intentional in repeating directions throughout the activity. A great tool is to ask for a student volunteer to explain the activity as a check for understanding.

PROVIDE VISUAL CUES: For students who are visual learners, provide graphic cue cards or visual guides to assist students: Example: Use different colored cones for each team's goals. Remind players throughout the game which colored goal is their target.

CONSIDER SENSORY STIMULATION: A whistle, extreme heat, lots of noise, physical contact etc. can sometimes overstimulate a student. Provide alternate ways that students can tag each other without contact (a noodle, pinnie), air "hi fives" instead of physical contact and holding a pinnie together instead of holding hands.

BREAKS ARE A BENEFIT: Although you want to help maximize active time, it is okay to take breaks especially if students begin to become unsettled or overheated.

REWARD EFFORT: Positive reinforcement is a powerful tool to highlight a student's success. Make a point to praise effort. Try to recognize the student by name and be specific about what action they did that you are praising.

BUDDY SYSTEM: When appropriate have students work together in activities. Check with the teacher first, but engage students in the process of helping each other.

ADAPT ACTIVITIES: Be prepared to make adaptations to equipment, space, and/or rules to modify the activity for individual students. You may need to make gates larger to accommodate a wheelchair, increase the size of a grid, or allow students to use a different size ball for ease of use.

FREEZE TAG

WHAT YOU NEED:

1 soccer ball per student (size 3 recommended) or foam balls; cones to create boundaries

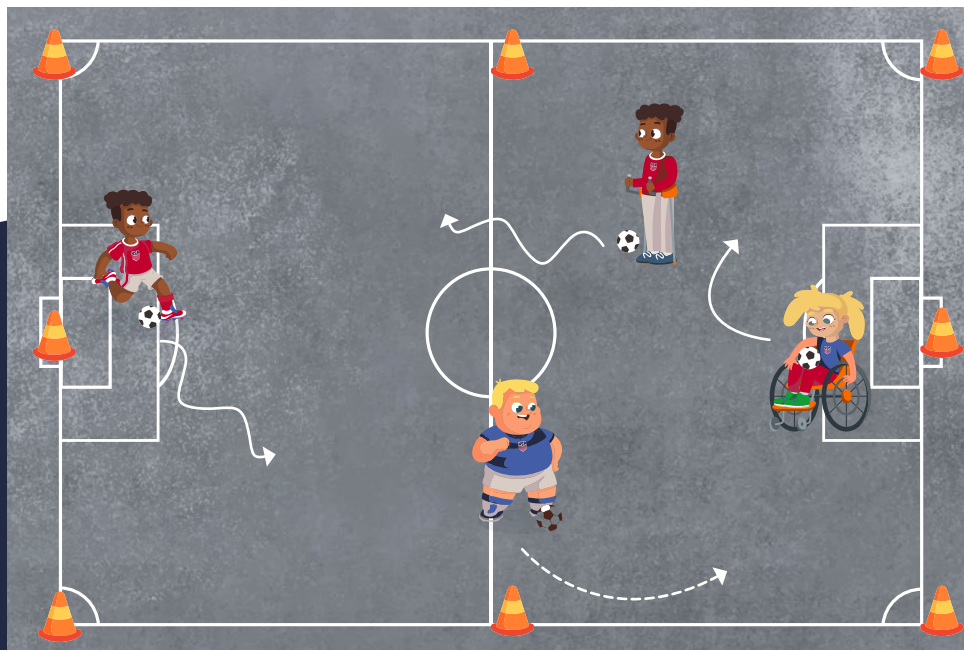
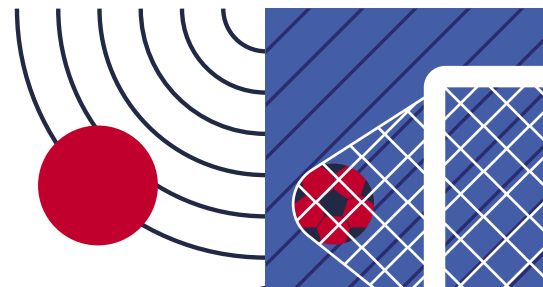
ACTIVITY DESCRIPTION:

Each student starts with their own soccer ball and dribbles inside the playing area. Choose 1 tagger to start who is not dribbling. Give the tagger a cone or soccer ball to make them identifiable. The tagger gently tags others with the cone or ball while walking or light jogging. If tagged, a student freezes like a statue with their foot on the ball. Another student can unfreeze them by dribbling over and giving a fist bump or air high-five. Switch taggers every 1-2 minutes so everyone gets a turn. Keep rounds short, fun, and full of movement.

SAFETY CONSIDERATIONS: Encourage soft touches while dribbling; teach safe tagging (gentle touch on arm or back); ensure adequate space for movement.

SKILLS APPLIED:

- **Self-Management:** Taking turns, calming down after being tagged
- **Relationship Skills:** Helping others, cooperating
- **Responsible Decision-Making:** Following rules, moving safely
- **Physical Skills:** Dribbling under control, body awareness



EMOTIONS ISLANDS

WHAT YOU NEED:

1 soccer ball per student; cones for boundaries; 4 sets of different colored cones to mark emotional zones

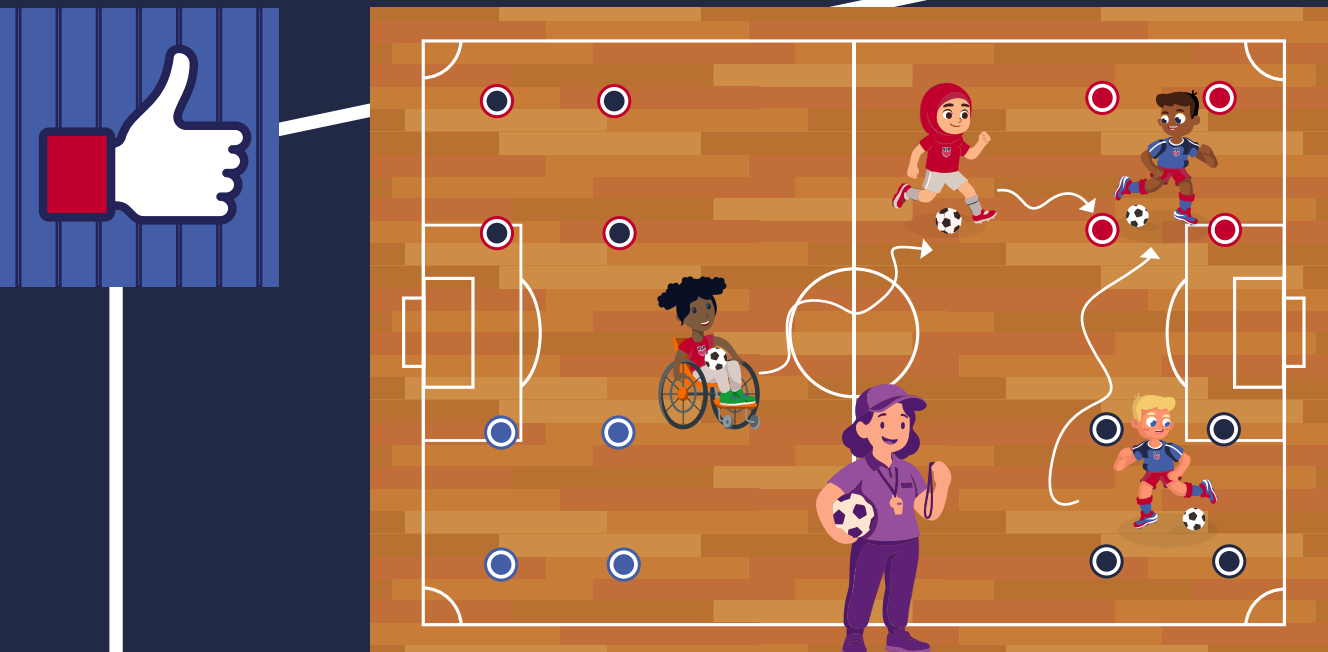
ACTIVITY DESCRIPTION:

The recess leader gathers students and practices facial expressions and body language for basic emotions (happy, sad, angry, scared). Each emotion is assigned an “island” in the play space. As students dribble, the leader calls or points to an emotion, and students dribble to that area and act it out. In later rounds, students can suggest new emotions and lead. Colored cones or visuals can be used to cue locations.

SAFETY CONSIDERATIONS: Remind students to dribble with heads up to avoid collisions; ensure each area is large enough for a small group.

SKILLS APPLIED:

- **Self-Awareness:** Naming and expressing emotions
- **Social Awareness:** Recognizing emotions in others
- **Self-Management:** Managing movement while expressing feelings
- **Physical Skills:** Dribbling with control



GATE DRIBBLING

WHAT YOU NEED:

1 soccer ball per student; cones for boundaries; paired cones as gates placed throughout the area

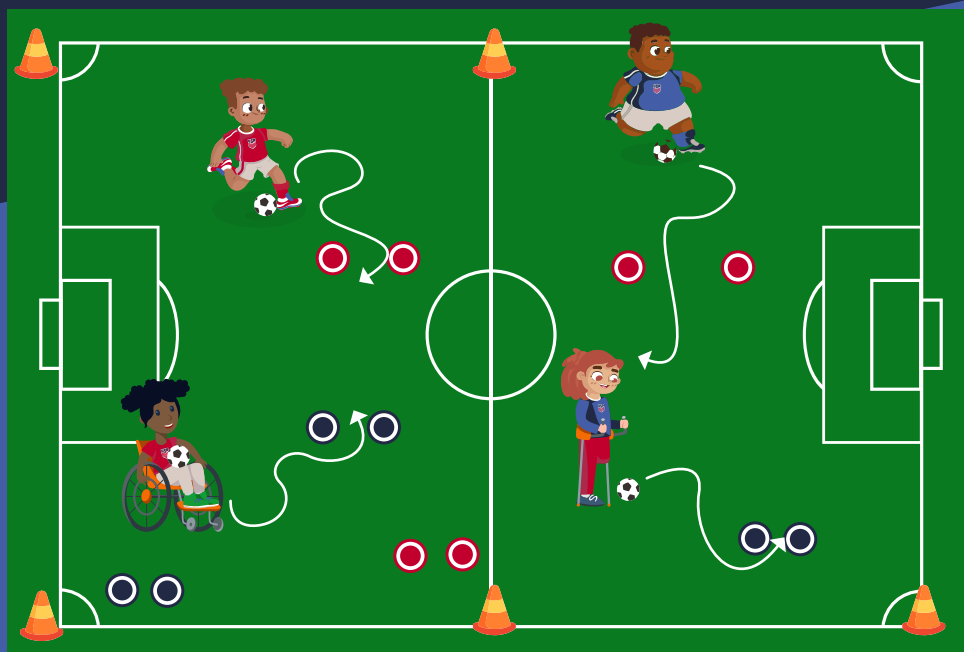
ACTIVITY DESCRIPTION:

Cones are set up in pairs around the space to form gates. Students try to dribble through as many gates as possible in 90 seconds, counting aloud or silently. After each round, students share scores and try to beat their previous attempt. Introduce variations like stopping the ball in the gate, pulling the ball back, or changing direction.

SAFETY CONSIDERATIONS: Encourage dribbling with heads up to avoid bumping into others; space gates apart to reduce congestion.

SKILLS APPLIED:

- **Self-Management:** Calming down after frustration, trying again
- **Responsible Decision-Making:** Making safe choices, following directions
- **Physical Skills:** Dribbling, change of direction, passing



BODY PART DRIBBLING

WHAT YOU NEED:

1 soccer ball per student; cones to define boundaries; different color cones throughout space (optional)

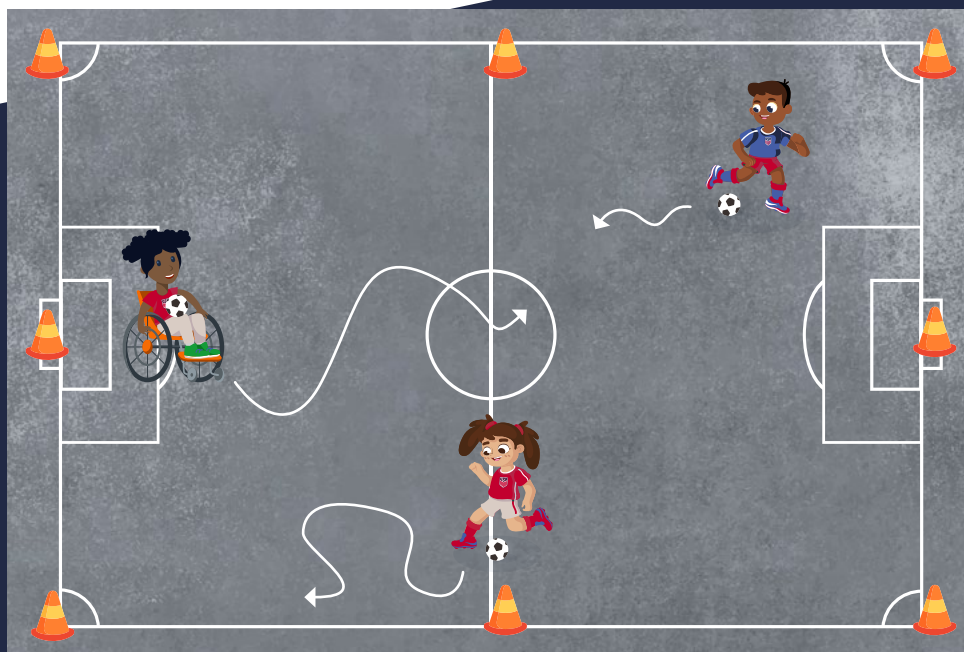
ACTIVITY DESCRIPTION:

Before playing, students brainstorm and point to various body parts (e.g., knee, elbow, thumb). As students dribble, the leader calls out a body part, and students must stop their ball using that body part. Play several rounds. Encourage students to control the ball by taking softer touches on it. Challenge students to find a cone and stop the ball with the named body part. Encourage creativity and laughter while maintaining control.

SAFETY CONSIDERATIONS: On hard surfaces, remind students to dribble with small, controlled touches.

SKILLS APPLIED:

- **Self-Awareness:** Recognizing body parts
- **Self-Management:** Following directions, maintaining control
- **Responsible Decision-Making:** Responding safely to cues
- **Physical Skills:** Coordination, ball control



Kindergarten

ANIMAL DRIBBLING

WHAT YOU NEED:

1 soccer ball per student; cones to define boundaries

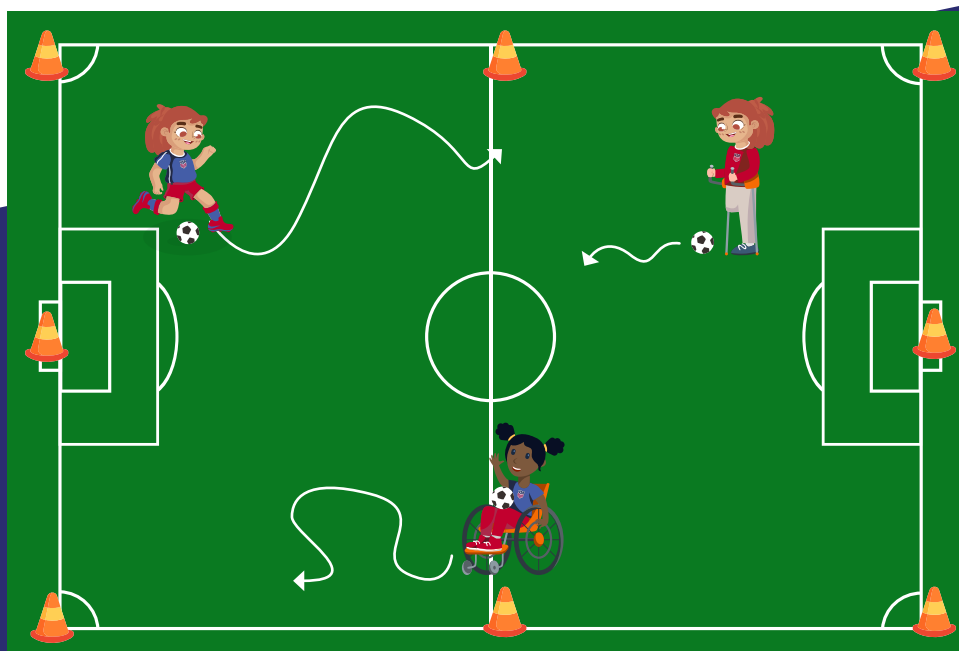
ACTIVITY DESCRIPTION:

Before beginning the activity, the recess leader should ask students to brainstorm animals that move fast and animals that move slower. The recess leader will then act as the “Zookeeper” and the students will try to dribble around the space acting like different animals. Sample rounds include: dribble like your favorite animal, dribble like a fast animal, dribble like a slow animal etc. While the students are dribbling, the recess leader should try to guess the animals based on the students’ movements. Ask certain students to act as Zookeepers and try to help guess the animals too. Encourage creativity and laughter while maintaining control.

SAFETY CONSIDERATIONS: On hard surfaces, remind students to dribble with small, controlled touches.

SKILLS APPLIED:

- **Self-Awareness:** Recognizing how to move the body
- **Self-Management:** Following directions, maintaining control
- **Responsible Decision-Making:** Moving safely
- **Physical Skills:** Coordination, ball control



BUILDERS AND BULLDOZERS

WHAT YOU NEED:

1 soccer ball per student; cones to define boundaries; tall cones scattered around the space

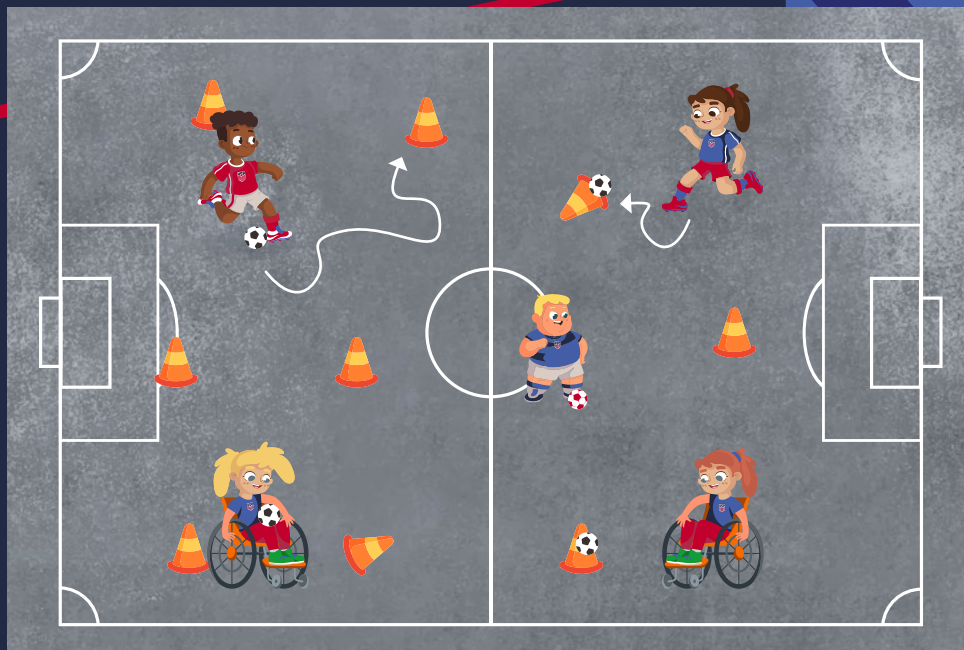
ACTIVITY DESCRIPTION:

Split the students into two groups: builders and bulldozers. The bulldozers dribble around the space and try to pass the ball to knock the cones over. The builders dribble around and try to put the cones back upright. If tall cones are not available, one group can flip disc cones upside down and the other group can put them right side up.

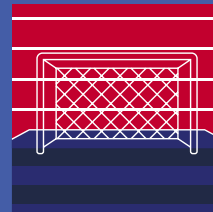
SAFETY CONSIDERATIONS: On hard surfaces, remind students to dribble with small, controlled touches, students should be aware of reaching for the same cone as another student

SKILLS APPLIED:

- **Self-Awareness:** Recognizing how to move the body
- **Self-Management:** maintaining control
- **Responsible Decision-Making:** Moving safely and making safe choices
- **Physical Skills:** Coordination, passing, ball control



GONE FISHING



WHAT YOU NEED:

1 soccer ball per student; cones for boundaries; different colored cones; 2-3 small objects to hide

ACTIVITY DESCRIPTION:

Before starting, the leader hides 2-3 small objects ("fish") under cones in the play area. Students dribble around, flipping over cones to find fish. When they find one, they dribble it back to the leader. After each round, the leader can invite new students to help hide the items. Helpers can dribble but don't search.

SAFETY CONSIDERATIONS: Encourage dribbling with control; monitor cone-flipping to prevent accidents.

SKILLS APPLIED:

- **Responsible Decision-Making:** Following rules, playing safely
- **Self-Management:** Staying calm and persistent
- **Relationship Skills:** Taking turns, helping peers hide items
- **Physical Skills:** Coordination, ball control



TREASURE ISLAND



WHAT YOU NEED:

1 soccer ball per student; cones to define space, ports (home base), Treasure Island zone; optional items as treasure

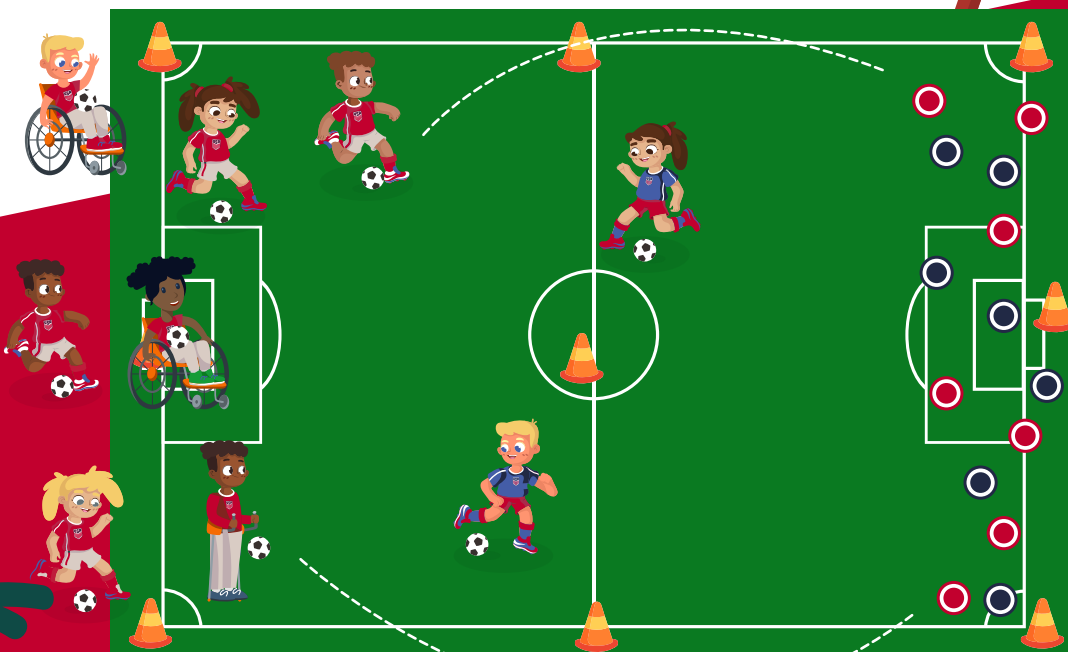
ACTIVITY DESCRIPTION:

Students become “pirates” and split into groups at their home port. Sharks (2–3 students) are in the middle “ocean” space. When the leader says “Go,” the first pirate in each group runs to Treasure Island, avoiding being tagged by a shark. If tagged, they return to the end of their line. If they make it safely, they grab a soccer ball (or treasure) and return to port. Soccer balls must be dribbled back; other objects can be carried. The pirate team with the most items at the ends wins. Challenge pirates to improve the number of items they collect each round.

SAFETY CONSIDERATIONS: Ensure safe tagging (no pushing); encourage heads-up movement to avoid collisions.

SKILLS APPLIED:

- **Self-Management:** Waiting patiently, taking turns
- **Responsible Decision-Making:** Avoiding danger, making safe choices
- **Relationship Skills:** Playing cooperatively, sharing space
- **Physical Skills:** Ball control, coordination
- **Physical Skills:** Dribbling, passing and finishing



SOCCER SIMON(E) SAYS

WHAT YOU NEED:

1 soccer ball per student (size 3 recommended); cones to mark boundaries

ACTIVITY DESCRIPTION:

Each student stands in a space with their own soccer ball, keeping a “bubble” around them to avoid contact. The leader acts as “Soccer Simon(e)” and gives commands such as:

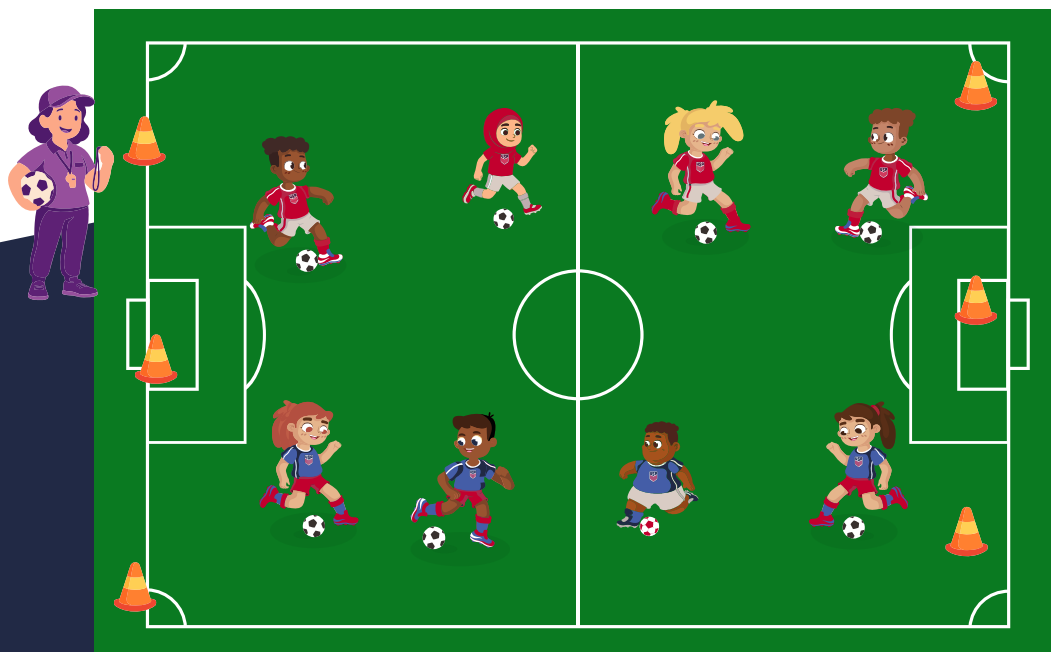
- “Simon(e) says tap the ball with your toe!”
- “Simon(e) says dribble in a circle!”
- “Simon(e) says stop the ball with your foot!”
- “Dribble fast!” (If Simon(e) didn’t say it—students must freeze.)

If students perform an action without hearing “Simon(e) says,” they stay in the game by doing three gentle ball taps in place. Keep the pace fun and varied with silly and skill-focused commands. After a few rounds, you may switch who plays Simon(e).

SAFETY CONSIDERATIONS: Remind students to take soft touches, keep their heads up, and stay in their space.

SKILLS APPLIED:

- **Self-Awareness:** Recognizing how it feels to make mistakes or stay in the game
- **Self-Management:** Controlling impulses, managing emotions when making an error
- **Responsible Decision-Making:** Following game rules and cues
- **Relationship Skills:** Taking turns as leader
- **Physical Skills:** Coordination, ball control, stopping, listening, and reaction time



Grade Level: 1st-2nd Grade

DANCE TAG

WHAT YOU NEED:

1 soccer ball per student (size 3 recommended); cones to mark boundaries

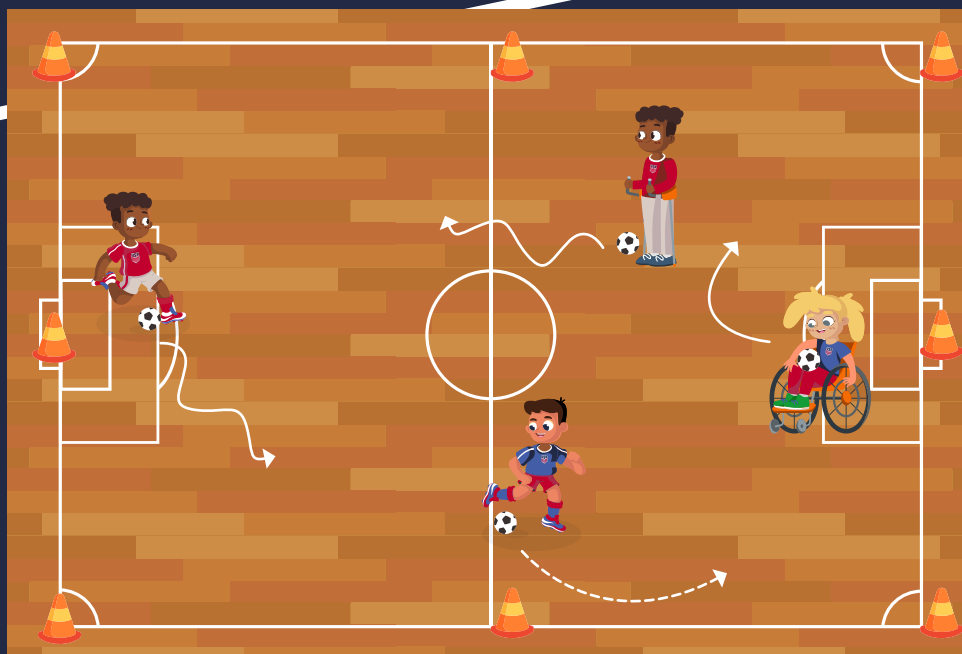
ACTIVITY DESCRIPTION:

Each student dribbles in the play area with their own ball. Select 1-2 taggers without balls and give them a cone or ball to identify them. Taggers gently tag other players while walking or jogging. If tagged, players stop dribbling and start dancing with the ball in front of them. Another player can “free” them by copying the dance move while dribbling over. Switch taggers every 1-2 minutes. Keep the energy light, active, and joyful.

SAFETY CONSIDERATIONS: Use soft touches for dribbling; teach gentle, safe tagging; ensure enough space for movement.

SKILLS APPLIED:

- **Self-Management:** Using movement to stay calm and focused
- **Relationship Skills:** Helping peers, copying moves, resolving tagging questions
- **Social Awareness:** Showing empathy by engaging with others
- **Responsible Decision-Making:** Playing safely and respectfully
- **Physical Skills:** Dribbling, changing direction, coordination, body control



Grade Level: 1st-2nd Grade

EARTH DAY

WHAT YOU NEED:

1 soccer ball per pair or trio; cones and small objects as “trash”; cones to mark boundaries

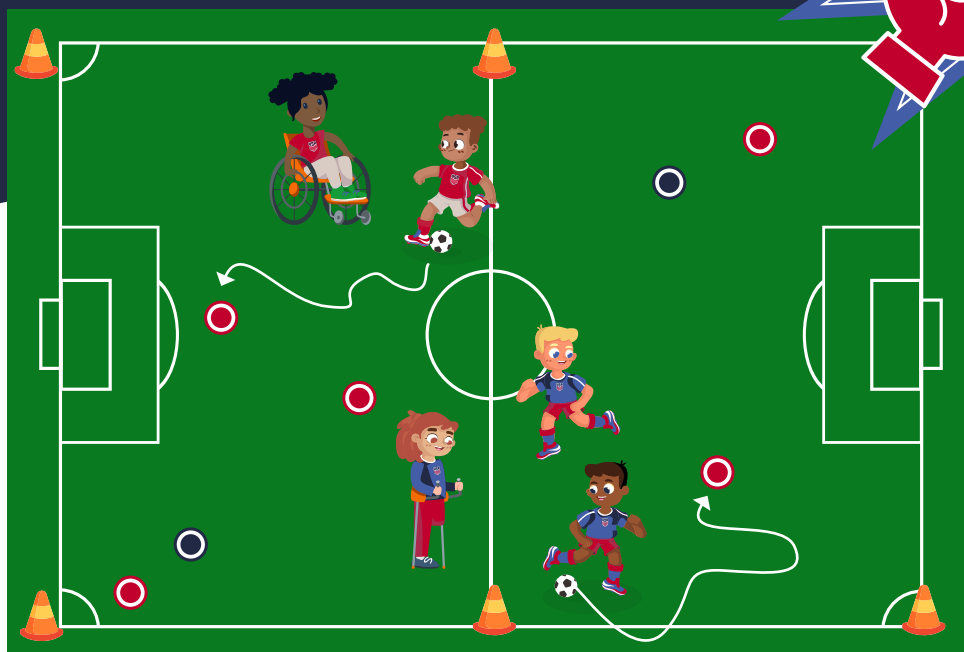
ACTIVITY DESCRIPTION:

Scatter cones and objects (“trash”) around the space. Students work in pairs or groups of three with a designated home base. One player dribbles to pick up a piece of trash, brings it back, and fist bumps a teammate. The teammate then takes the ball and continues the process. Play until all trash is collected.

SAFETY CONSIDERATIONS: Remind students to dribble with control; encourage awareness of others to avoid reaching for the same object at the same time.

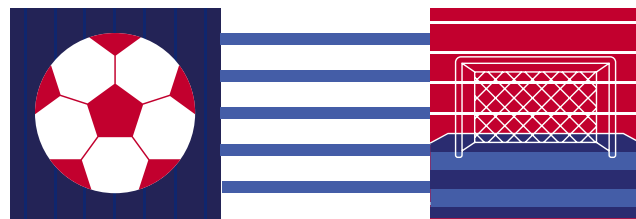
SKILLS APPLIED:

- **Self-Management:** Staying patient while waiting for turns
- **Relationship Skills:** Cooperating with a partner or team
- **Social Awareness:** Noticing and responding to peers' actions
- **Responsible Decision-Making:** Playing safely and taking turns respectfully
- **Physical Skills:** Dribbling, coordination, body control



Grade Level: 1st-2nd Grade

RED LIGHT, GREEN LIGHT



WHAT YOU NEED:

1 soccer ball per student; cones to mark start and finish lines

ACTIVITY DESCRIPTION:

One student is the race leader who calls out driving commands:

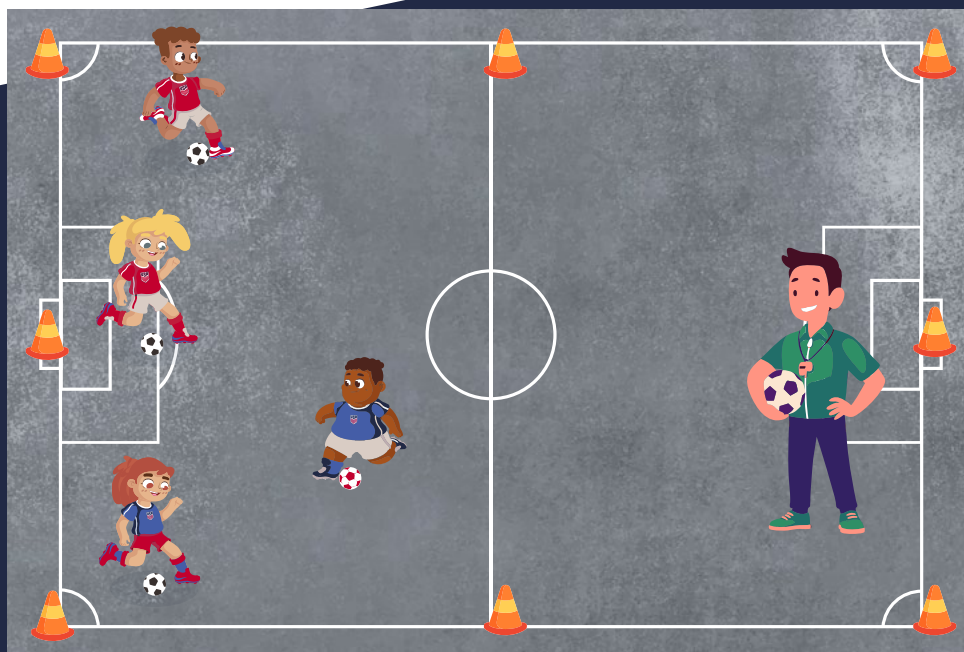
- “Green Light” = Dribble forward fast but controlled
- “Yellow Light” = Slow-motion dribble (touch each step)
- “Red Light” = Stop and freeze

If students move during Red Light, they return to the back of the line. First to the finish line wins the round. Repeat multiple rounds to allow for skill development.

SAFETY CONSIDERATIONS: Encourage heads-up dribbling and safe spacing to avoid collisions.

SKILLS APPLIED:

- **Self-Management:** Controlling body and emotions during stops
- **Responsible Decision-Making:** Responding appropriately to cues
- **Self-Awareness:** Recognizing emotional reactions to winning/losing
- **Physical Skills:** Dribbling control, stopping, change of pace, spatial awareness



Grade Level: 1st-2nd Grade

CONTINUOUS KNOCKOUT

WHAT YOU NEED:

1 soccer ball per student; pinnies for one team; cones to split the area into two halves

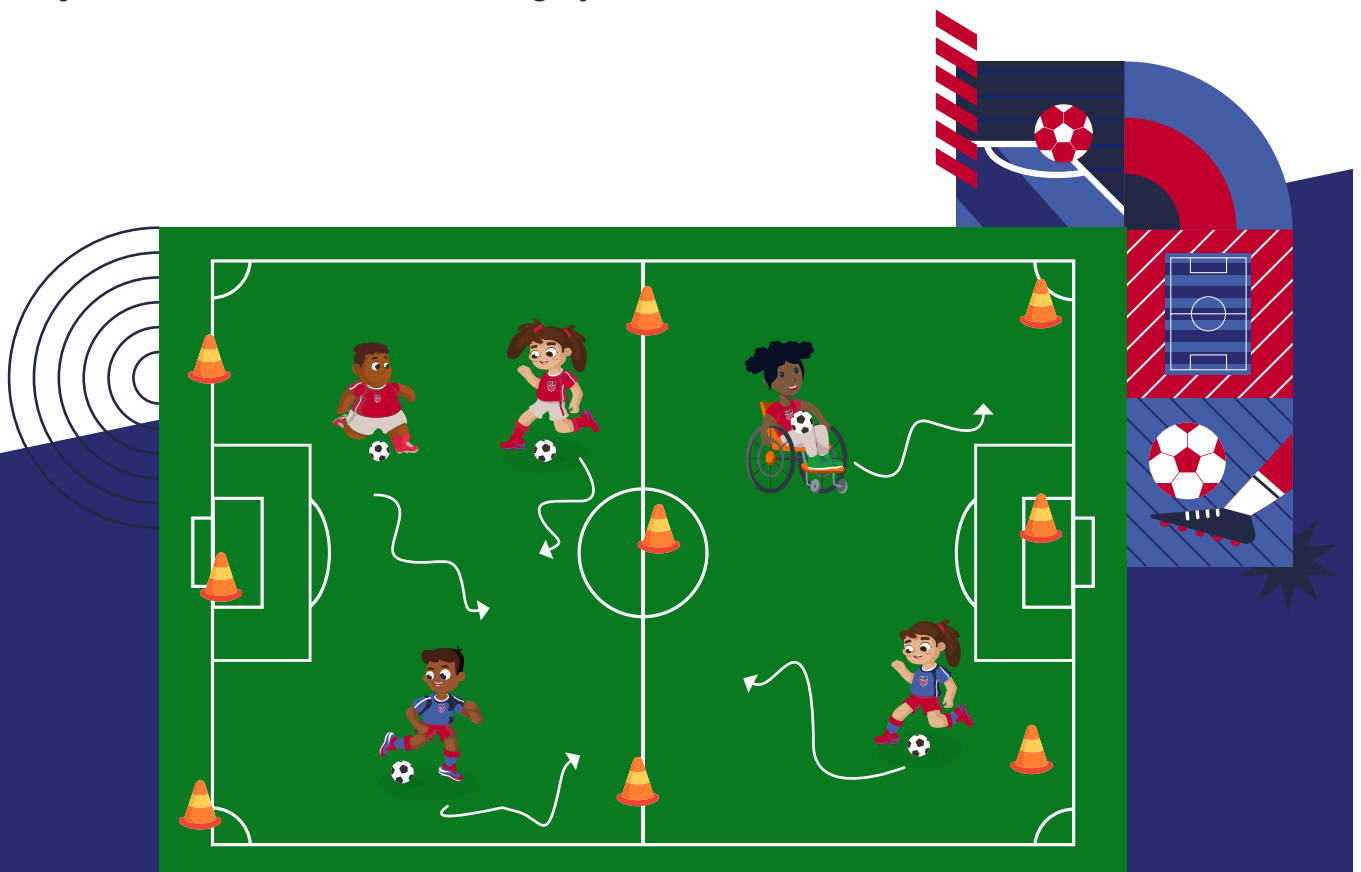
ACTIVITY DESCRIPTION:

Students begin dribbling in one half of the space. They try to touch other students' soccer balls while protecting their own. If a student's ball is touched or they go out of bounds, they move to the other half and continue dribbling. Play continues for 3-4 minutes. The winner is the student who switches halves the fewest times.

SAFETY CONSIDERATIONS: Emphasize tapping—not kicking—other players' balls; maintain control at all times.

SKILLS APPLIED:

- **Self-Awareness:** Managing competitive emotions
- **Self-Management:** Staying calm and continuing play after being knocked out
- **Relationship Skills:** Handling conflict peacefully, respecting others
- **Responsible Decision-Making:** Respecting boundaries and fair play
- **Physical Skills:** Ball control, awareness, agility



Grade Level: 1st-2nd Grade

SHARKS AND MINNOWS

WHAT YOU NEED:

Cones to mark boundaries; soccer balls for every student or at least half

ACTIVITY DESCRIPTION:

Designate 1-2 students as sharks in the center. The rest are minnows with balls lined up at one end. When the shark says "Shark attack," minnows try to dribble to the opposite side while sharks attempt to tag their balls. Tagged players become sharks in the next round. Play continues until few or no minnows remain.

SAFETY CONSIDERATIONS: Teach safe tagging; provide ample space for movement; monitor for collisions.

SKILLS APPLIED:

- **Self-Management:** Controlling energy and frustration when tagged
- **Social Awareness:** Understanding fairness and teamwork
- **Relationship Skills:** Cooperating as sharks, resolving disagreements
- **Responsible Decision-Making:** Following rules and staying safe
- **Physical Skills:** Dribbling, coordination, body control



Grade Level: 1st-2nd Grade

BUMPER CARS

WHAT YOU NEED:

Cones to mark boundaries; cones to mark 4-5 small triangle safety zones; soccer balls for every student who is a race car

ACTIVITY DESCRIPTION:

Designate 2 students without soccer balls as the “wreckers” and 4-5 students without soccer balls should stand in the safety zones. The rest of the students are cars and are tasked with dribbling around the space to avoid the wreckers. The wreckers are trying to tag to touch the soccer ball of the students dribbling. If they touch it then the person dribbling is stopped and must do 5 toe taps on the ball before moving again. If a student dribbling gets in trouble, they can pass their ball to one of the students in the safety zone and switch places with them.

SAFETY CONSIDERATIONS: Teach safe tagging; provide ample space for movement; monitor for collisions.

SKILLS APPLIED:

- **Self-Management:** Controlling energy and frustration when tagged
- **Social Awareness:** Noticing and responding to peers' actions
- **Relationship Skills:** Cooperating with others, resolving disagreements
- **Responsible Decision-Making:** Respecting fair play
- **Physical Skills:** Dribbling and ball control



Grade Level: 1st-2nd Grade

4V4 OR 5V5 SMALL-SIDED SOCCER

WHAT YOU NEED:

1 soccer ball; cones to mark field and goals

ACTIVITY DESCRIPTION:

Set up a small field with small goals on each end. Divide students into two or more teams. Games are played 4v4 or 5v5 depending on numbers. There are no goalkeepers when using small goals. If extra teams exist, players waiting serve as bumpers along the sideline. Bumpers return passes to the team that played it to them. When there are no bumpers, players can use a kick in to restart play. Games can be timed (e.g., 4 minutes) or played until one team scores 3 goals. Rotate in players as referees or sideline coaches for engagement.

SAFETY CONSIDERATIONS: Encourage players to keep the ball on the ground; if using cones as goals, enforce below-the-knee shooting only.

SKILLS APPLIED:

- **Self-Management:** Self-Awareness: Managing competitive emotions
- **Social Awareness:** Understanding fairness and others emotions
- **Relationship Skills:** Cooperating with others, and problem solving
- **Responsible Decision-Making:** Respecting fair play
- **Physical Skills:** Dribbling, passing and finishing



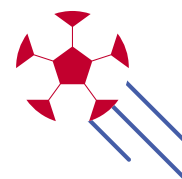
Grade Level: 3rd–5th Grade

SHADOW DRIBBLE



WHAT YOU NEED:

1 soccer ball per student; cones to define the boundaries



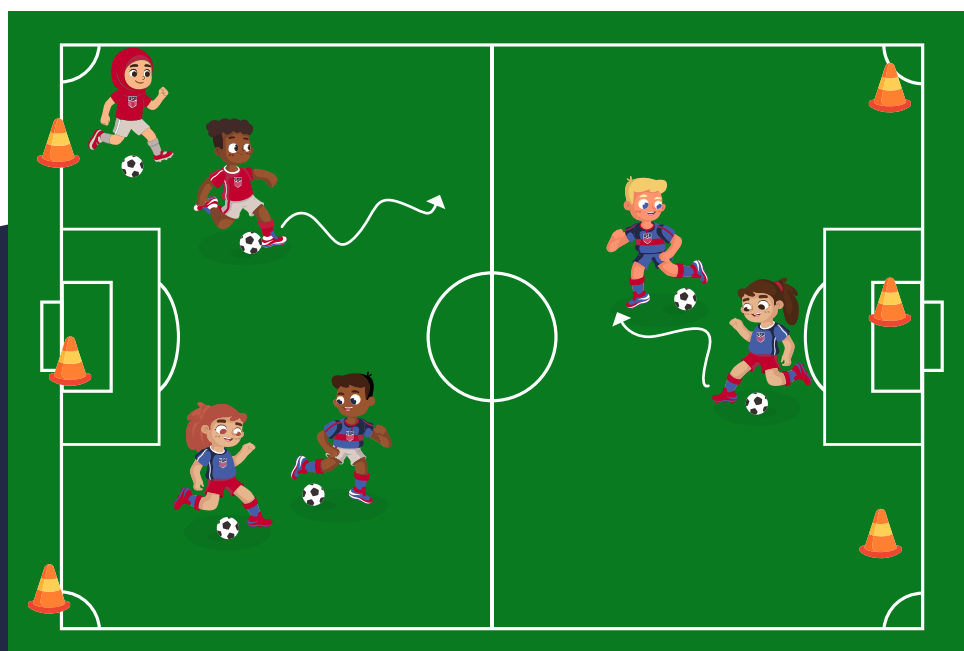
ACTIVITY DESCRIPTION:

Students pair up, with one partner starting as the leader. The leader dribbles in different directions, using varied speeds and movements to challenge their partner, who mirrors their actions like a shadow. Partners switch roles after about one minute. If someone doesn't understand a movement, encourage asking for help. After a few turns, mix up the pairs to promote inclusion and collaboration.

SAFETY CONSIDERATIONS: Remind students to keep heads up and maintain safe spacing while dribbling.

SKILLS APPLIED:

- **Self-Awareness:** Recognizing how actions challenge and support others
- **Self-Management:** Staying focused and in control while leading or following
- **Social Awareness:** Adapting to others' pace and ability
- **Relationship Skills:** Taking turns, offering help, practicing leadership
- **Responsible Decision-Making:** Creating fair pairings and maintaining a safe play space
- **Physical Skills:** Ball control, coordination, dribbling



Grade Level: 3rd–5th Grade

SOCCER MINI GOLF

WHAT YOU NEED:

1 soccer ball per student or team; targets (cones, hoops, chalk circles, etc.)

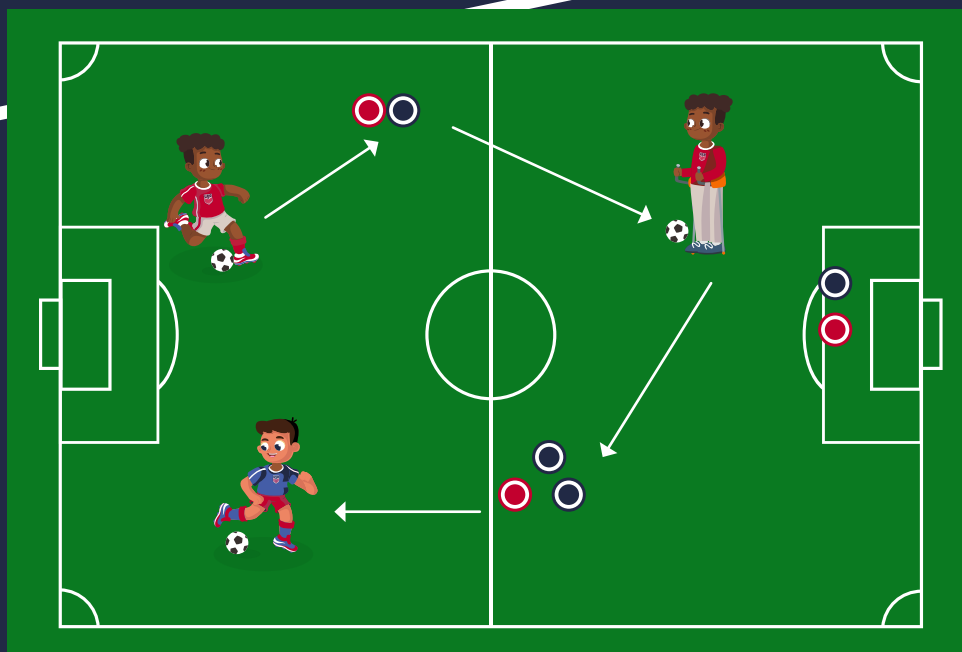
ACTIVITY DESCRIPTION:

Students design a soccer mini-golf course using targets placed around the field or playground. Each “hole” includes a tee spot and a target. Students play in small groups (2–4), taking turns to gently pass their ball toward the goal. Players can include creative obstacles and adjust rules by group consensus to ensure fun and fairness.

SAFETY CONSIDERATIONS: Pass balls on the ground only; play only in approved areas.

SKILLS APPLIED:

- **Self-Awareness:** Understanding how group behavior affects others' experiences
- **Self-Management:** Managing frustration during missed shots
- **Social Awareness:** Including all teammates in decision-making
- **Relationship Skills:** Encouraging others, taking turns, cooperative play
- **Responsible Decision-Making:** Designing fair holes, compromising on rules
- **Physical Skills:** Passing, aiming, accuracy



Grade Level: 3rd-5th Grade

WHAT TIME IS IT, MR. FOX?

WHAT YOU NEED:

1 soccer ball per student; cones for start/finish lines

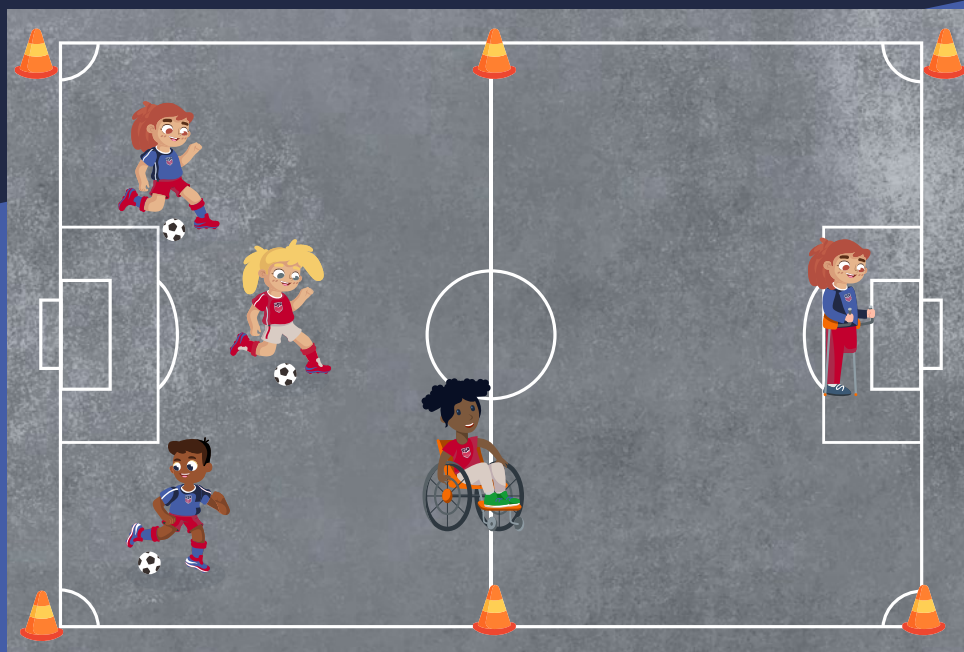
ACTIVITY DESCRIPTION:

Designate one student as Mr./Ms. Fox and have them stand at the far end of the play space. The others line up at the opposite end and ask together, "What time is it, Mr. Fox?" The Fox responds with a number, and students dribble that many steps forward. At any moment, the Fox can say, "It's dinner time!" and try to tag players as they dribble back to the starting line. If tagged while in control of their ball, players become helper foxes. Rotate roles frequently.

SAFETY CONSIDERATIONS: Promote safe tagging and collision-free dribbling.

SKILLS APPLIED:

- **Self-Awareness:** Recognizing how competitiveness affects peers
- **Self-Management:** Controlling emotions during chasing and tagging
- **Social Awareness:** Encouraging fair play and inclusion
- **Relationship Skills:** Taking turns as the leader, resolving disputes
- **Responsible Decision-Making:** Following rules, creating a safe game environment
- **Physical Skills:** Dribbling, change of direction, spatial awareness



Grade Level: 3rd–5th Grade

SPIDER WEBS



WHAT YOU NEED:

1 soccer ball per student; cones to mark boundaries

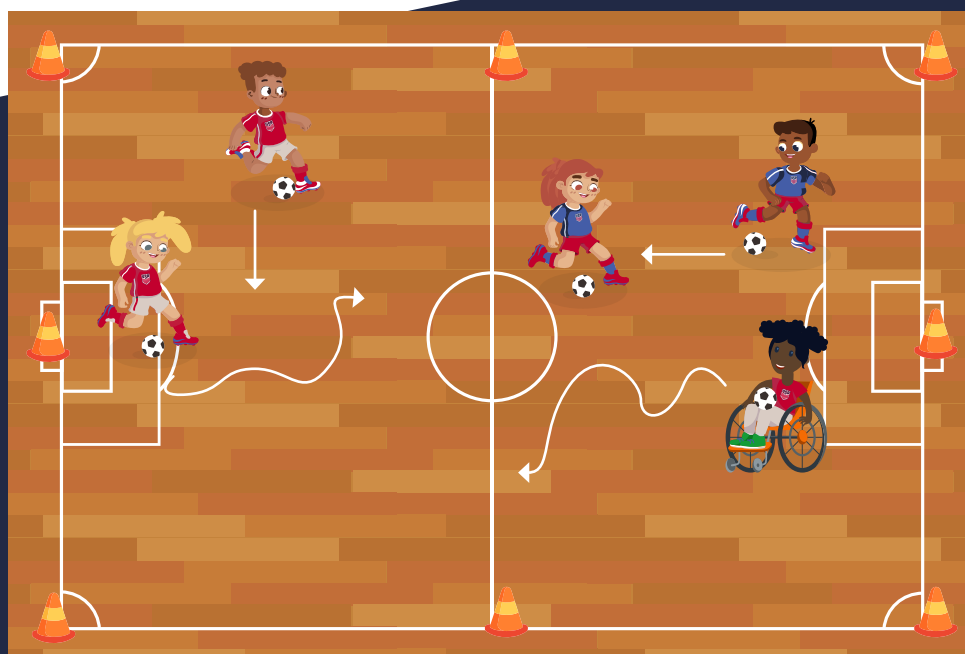
ACTIVITY DESCRIPTION:

All students start dribbling with their own ball. Two students are chosen as Spider-people and try to “web” others by passing their ball to hit another student’s ball. If successful, that player joins the spider webs. Continue until all players are part of the spider webs. Encourage creative dribbling and passing strategies.

SAFETY CONSIDERATIONS: Ensure students aim for control, not power; monitor space for safety.

SKILLS APPLIED:

- **Self-Awareness:** Recognizing how competitive play affects others
- **Self-Management:** Regulating reactions when tagged or when missing a target
- **Social Awareness:** Including others and adapting strategy
- **Relationship Skills:** Playing cooperatively, resolving tagging questions
- **Responsible Decision-Making:** Using fair tactics, creating a safe atmosphere
- **Physical Skills:** Dribbling, passing, coordination



Grade Level: 3rd–5th Grade

MUD MONSTERS

WHAT YOU NEED:

1 soccer ball per student; cones to mark boundaries

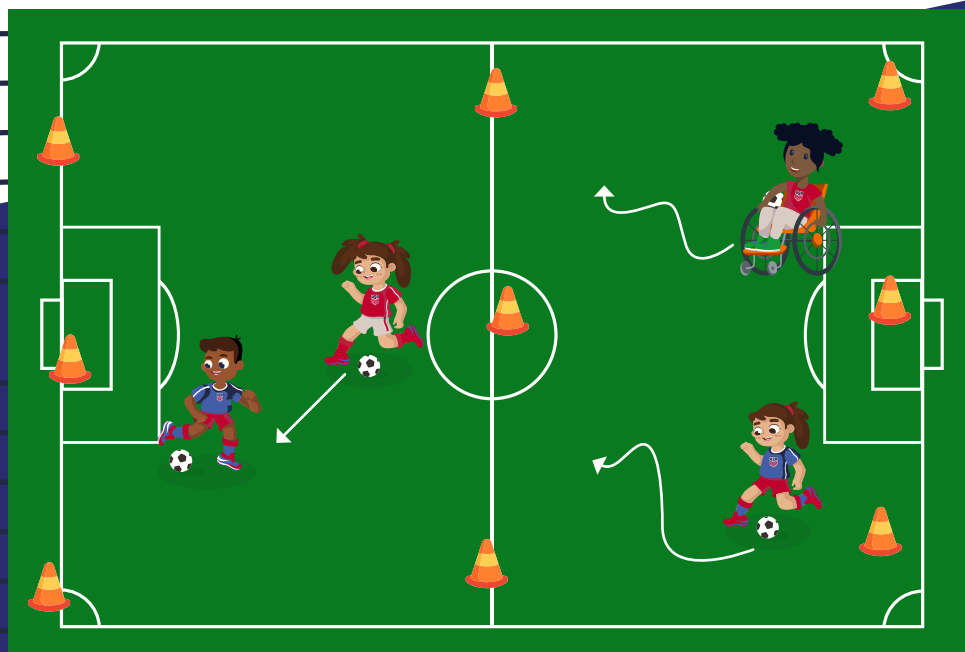
ACTIVITY DESCRIPTION:

All students start dribbling with their own ball. Three or more students depending on numbers are the Mud Monsters and start with the ball in their hands. While all the students are dribbling in the space, the Mud Monsters are trying to throw their ball to hit the ball of one of the students dribbling. If successful, the student dribbling is stuck in the mud. They will stop and put the ball above their head with their legs open. In order to get unstuck, another player must pass a ball through their legs.

SAFETY CONSIDERATIONS: Students should avoid hitting players' feet, monitor space for safety.

SKILLS APPLIED:

- **Self-Awareness:** Reflect on how their actions—like hitting a ball or helping a peer—affect others' ability to stay in the game.
- **Self-Management:** Manage impulses and avoid reckless throws.
- **Social Awareness:** Support others by freeing stuck players
- **Responsible Decision-Making:** Make fair, safe choices about throwing
- **Physical Skills:** Dribbling and ball control



Grade Level: 3rd–5th Grade

TEAM HANDBALL



WHAT YOU NEED:

1 ball; pinnies for teams; cones to mark boundaries and end zones

ACTIVITY DESCRIPTION:

Divide students into two teams. If group size is large, create three rotating teams or assign coaching/referee roles. You may also create an extra field if space allows. Teams pass the ball using hands (not feet). A point is scored when the ball is passed to a teammate in the end zone. Rules can be adapted by the group to encourage fairness and creativity. Suggested rules include:

- Soft defense (no knocking the ball from hands)
- Limited steps with the ball
- All players must touch the ball before scoring
- If the ball hits the ground, possession changes

SAFETY CONSIDERATIONS: Keep play area clear of obstacles; monitor for safe contact.

SKILLS APPLIED:

- **Self-Awareness:** Understanding how your decisions affect team dynamics
- **Self-Management:** Staying calm in a competitive setting
- **Social Awareness:** Including others and rotating roles fairly
- **Relationship Skills:** Compromising on rules, supporting teammates
- **Responsible Decision-Making:** **Promoting fair play and safe choices**
- **Physical Skills:** Throwing, catching, spatial awareness



Grade Level: 3rd–5th Grade

4V4 OR 5V5 SMALL-SIDED SOCCER

WHAT YOU NEED:

1 soccer ball; cones to mark field and goals

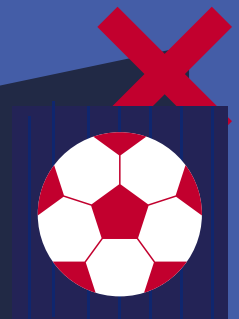
ACTIVITY DESCRIPTION:

Set up a small field with small goals on each end. Divide students into two or more teams. Games are played 4v4 or 5v5 depending on numbers. There are no goalkeepers when using small goals. If extra teams exist, players waiting serve as bumpers along the sideline. Bumpers return passes to the team that played it to them. When there are no bumpers, players can use a kick in to restart play. Games can be timed (e.g., 4 minutes) or played until one team scores 3 goals. Rotate in players as referees or sideline coaches for engagement.

SAFETY CONSIDERATIONS: Encourage players to keep the ball on the ground; if using cones as goals, enforce below-the-knee shooting only.

SKILLS APPLIED:

- **Self-Awareness:** Reflecting on performance and impact on others
- **Self-Management:** Controlling frustration and competitiveness
- **Social Awareness:** Ensuring all players feel included
- **Relationship Skills:** Teamwork, communication, peer coaching
- **Responsible Decision-Making:** Following group-created rules, promoting fair play
- **Physical Skills:** Dribbling, passing, spatial positioning



Grade Level: 3rd–5th Grade

CASTLES 4V4 OR 5V5 SMALL-SIDED SOCCER

WHAT YOU NEED:

1 soccer ball; cones to mark field, 8-10 tall cones or other small objects for targets

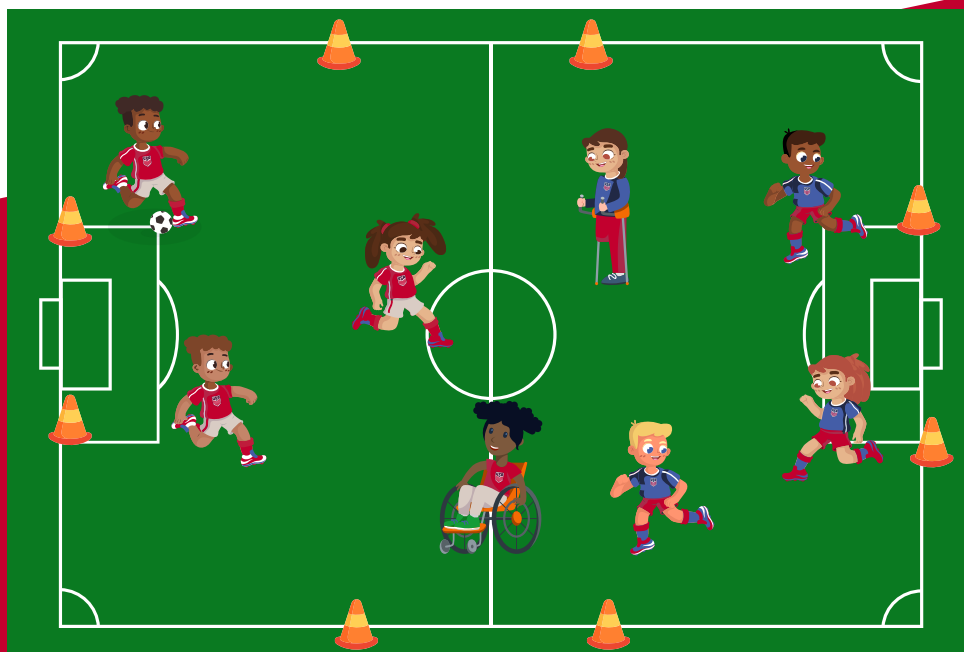
ACTIVITY DESCRIPTION:

Set up a small field with two end zones on each. Place an equal number of tall cones or targets a yard or so inside of each end zone. Games are played 4v4 or 5v5 depending on numbers. Divide students into teams with one team guarding each endzone. Create additional teams as needed and use those players as bumpers. Bumpers return passes to the team that played it to them. When there are no bumpers, players can use a kick in to restart play. There are no goalkeepers and the object is for teams to knock over or hit the targets in the opposing teams endzone. Once a target is hit, the team that hit it should pick it up and bring it to their endzone. The other team then restarts the game with the ball. Games can be timed (e.g., 4 minutes) or played until one team has all the targets in their endzone. Rotate in players as referees or sideline coaches for engagement.

SAFETY CONSIDERATIONS: Encourage players to keep the ball on the ground.

SKILLS APPLIED:

- **Self-Awareness:** Reflecting on performance and impact on others
- **Self-Management:** Controlling frustration and competitiveness
- **Social Awareness:** Ensuring all players feel included
- **Relationship Skills:** Teamwork, communication, peer coaching
- **Responsible Decision-Making:** Following group-created rules, promoting fair play
- **Physical Skills:** Dribbling, passing, spatial positioning



FIELD DAY ACTIVITIES: SOCCER STATIONS GUIDE FOR PE TEACHERS

Students rotate through a series of fun and engaging soccer-themed stations designed for movement, collaboration, and social-emotional growth. While some activities include light competition, the emphasis remains on teamwork, inclusion, and fair play.

Students will build skills such as:

- Sharing and taking turns
- Managing emotions in competitive situations
- Supporting teammates
- Resolving conflicts respectfully

Encourage students to cheer one another on, reflect on how their actions affect the group, and focus on personal growth over outcomes. Win or lose, remind them that effort, kindness, and collaboration define a great teammate.



DRIBBLE & RUN RELAY



SETUP:

- Create 4+ lines with 4 or fewer students in each.
- Each line has 1 soccer ball.
- Place a starting cone for each line.
- Five yards out from each starting cone, set a row of 5 cones spaced 1 yard apart.

DIRECTIONS:

The first student in each line dribbles through the cones, stops the ball at the last cone, and runs back to high-five the next student. The next student runs to the ball, dribbles it back through the cones, and repeats the process. Continue for 2.5 minutes and count how many successful relays each team completes. Encourage teams to beat their score in the next round. After two or more rounds challenge the players with a new movement to do when they are moving without the ball. Ex: Skip or hop back instead of running.

INCLUSION NOTE:

Allow students who have difficulty dribbling to roll or push the ball instead. Let them walk or move at their own comfortable pace through the cones. Pair students for buddy support if needed. Provide extra time and celebrate all attempts, focusing on fun over speed.



GOALS GALORE (A.K.A. SQUIRRELS AND NUTS)

SETUP:

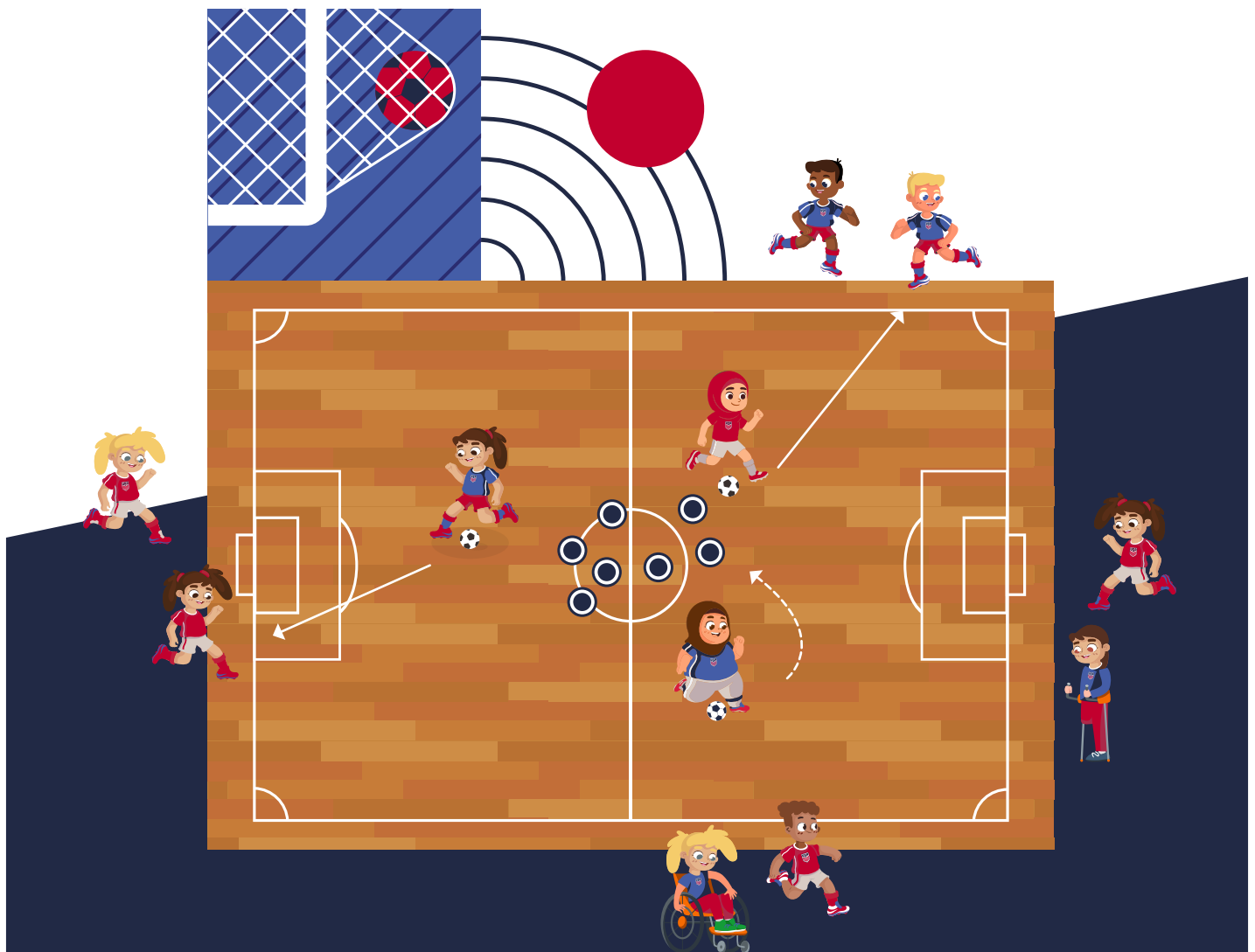
- Mark a square grid with a small goal in the center of each side.
- Create a circle in the center with all the soccer balls
- Divide students into 4 teams, each team starting at a different goal line.

DIRECTIONS:

On the teacher's signal, one student from each team runs to the center, collects a ball, and dribbles it back to shoot on their team's goal. Repeat with the next student. Continue until all balls are gone.

INCLUSION NOTE:

Use larger or softer balls to ease control. Reduce field size or number of goals for easier access. Allow students to collect balls by pointing or rolling if bending is difficult. Encourage teamwork by pairing stronger and developing players.



Kindergarten Stations

2V2 WORLD CUP

SETUP:

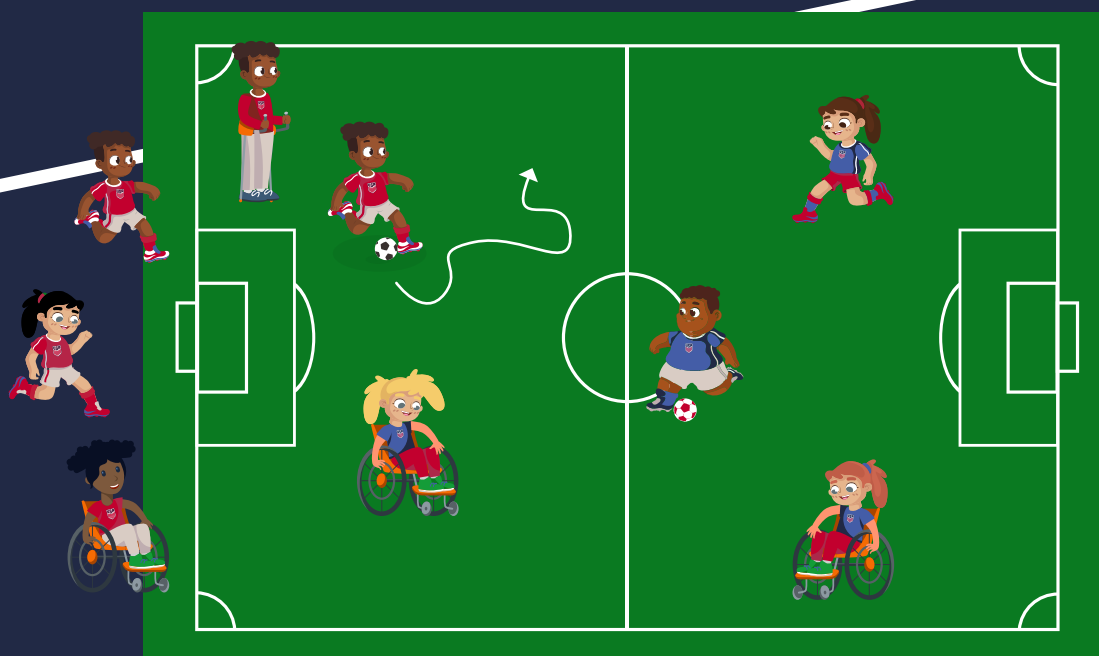
- Set up 6-8 small fields with mini goals or cone goals.
- Divide students into pairs and assign each team a country name.

DIRECTIONS:

Teams play 2v2 matches for 3 minutes. Use kick-ins to restart play if the ball goes out. No goalkeepers. Teams earn 3 points for a win, 1 for a tie, and 0 for a loss. Use one whistle for all fields to start and end games. Each field should have a field leader who reports scores after each match and helps organize the students. Use a preset schedule for smooth transitions.

INCLUSION NOTE:

Allow walking instead of running; reduce field size if helpful. Use larger balls or softer balls. Rotate players frequently and assign buddy pairs to support dribbling and passing. Emphasize cooperation and fun over competition.



DRIBBLE & PASS RELAY

SETUP:

Same setup as the Kindergarten dribble relay.

DIRECTIONS:

The first student dribbles through the cones, stops the ball at the end, and passes it back to the next student. After the pass, they run back and high-five the next in line. Continue for 2.5 minutes and count successful turns. Repeat to improve scores.

INCLUSION NOTE:

Encourage rolling or gentle pushing of the ball for easier control. Allow walking or slower movement as needed. Use larger targets or closer cones for passing. Pair students to support passing and teamwork.



SOCCER SHUFFLEBOARD

SETUP:

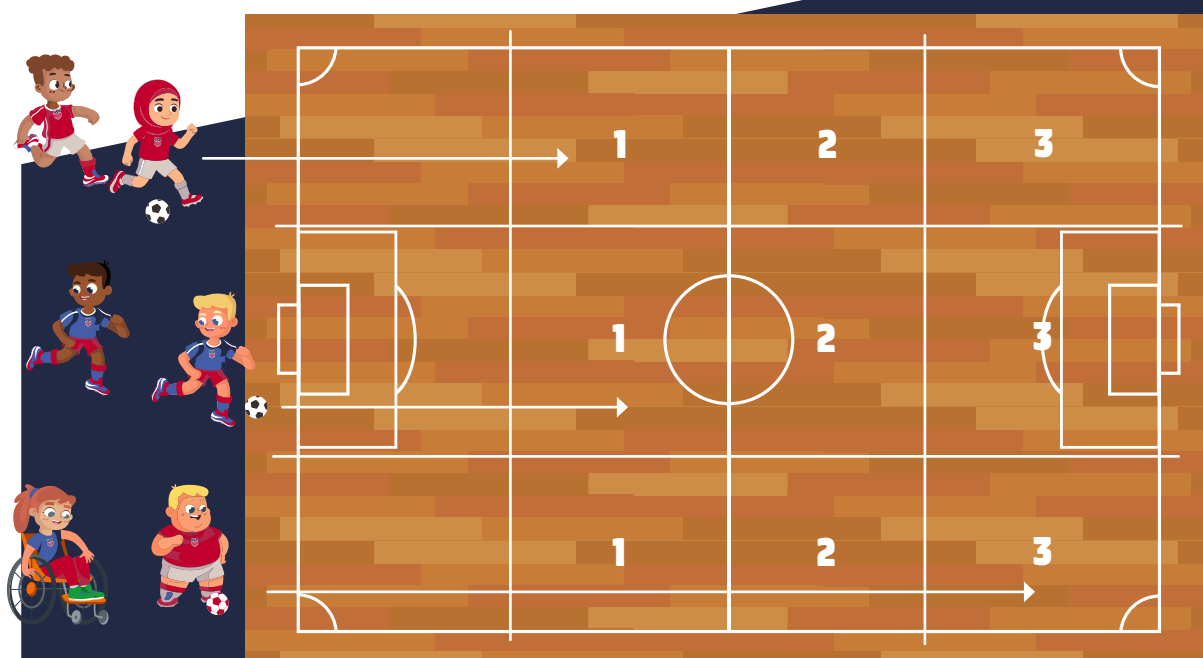
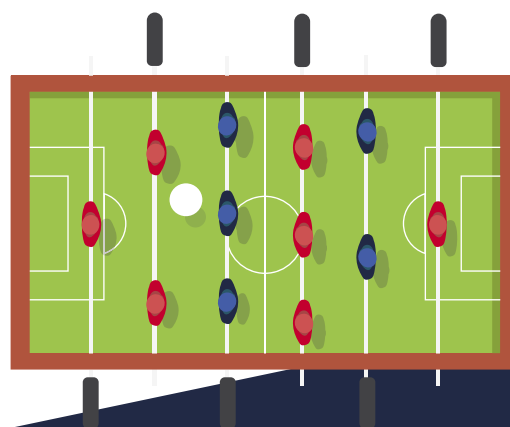
- Create shuffleboard courts using cones: a start line and 3 scoring zones (1, 2, and 3 points).
- Make enough courts so teams have no more than 4 players.

DIRECTIONS:

Players take turns kicking the ball from the start line, trying to land it in a scoring zone. Tally points after each round to determine the winning team.

INCLUSION NOTE:

Use larger balls and clearly mark scoring zones with bright cones or visuals. Allow extra time for shots and let players adjust kicking strength. Encourage players to cheer each other on and help keep score together.



3V3 WORLD CUP

SETUP & FORMAT:

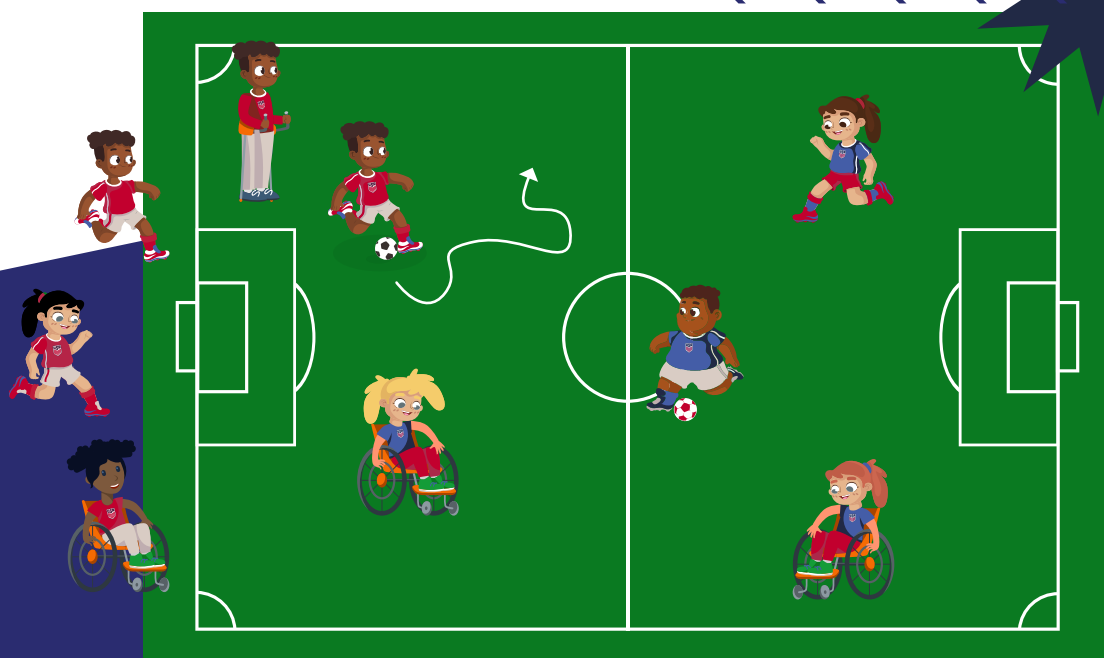
Same as 2v2 but with teams of 3 players (and 1 sub if needed). Matches are 4-6 minutes long.

DIRECTIONS:

Teams play 3v3 matches for 3 minutes. Use kick-ins to restart play if the ball goes out. No goalkeepers. Teams earn 3 points for a win, 1 for a tie, and 0 for a loss. Use one whistle for all fields to start and end games. Each field should have a field leader who reports scores after each match and helps organize the students. Use a preset schedule for smooth transitions.

INCLUSION NOTE:

Allow walking dribbling and use smaller fields for easier navigation. Use larger or softer balls. Assign buddies or coaches to support with rules and teamwork. Focus on fair play and enjoyment.



3rd-5th Grade Stations

DRIBBLE & CONE FLIP RELAY

SETUP:

- Set 4+ lines of 4 students each.
- Five yards out, place 5 tall cones on their sides, one every yard.
- Use heavier cones first, lighter ones last to increase difficulty.

DIRECTIONS:

The first student dribbles to the first cone, stops the ball, and gets one attempt to flip the cone upright. Regardless of success, they return. If the cone is flipped upright, the next player targets the next cone. The goal is to flip all five cones upright before time runs out.

INCLUSION NOTE:

Allow walking or rolling the ball between cones. Use lightweight cones for easier flipping. Permit multiple attempts or buddy assistance to flip cones. Encourage students to cheer each other on and celebrate effort.



SOCCER HORSESHOES

SETUP:

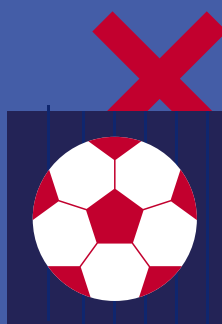
- Create 5-7 channels, each 8-10 yards wide and 20 yards long.
- At the far end of each channel, mark a 5x8 yard zone with a cone in the center.

DIRECTIONS:

- Two teams (pairs or foursomes) play in each channel.
- Students pass the ball from one end aiming to hit or get closest to the central cone in the opposite end.
- Teams get 3 points for hitting the cone and 2 points if their ball is closer than the opponent's
- Play to 12-15 points. Alternate ends each round.

INCLUSION NOTE:

Allow players to roll or gently kick the ball instead of strong passes. Use bigger or softer balls for easier aiming. Encourage players to work in teams and help each other understand scoring.



4V4 WORLD CUP

SETUP:

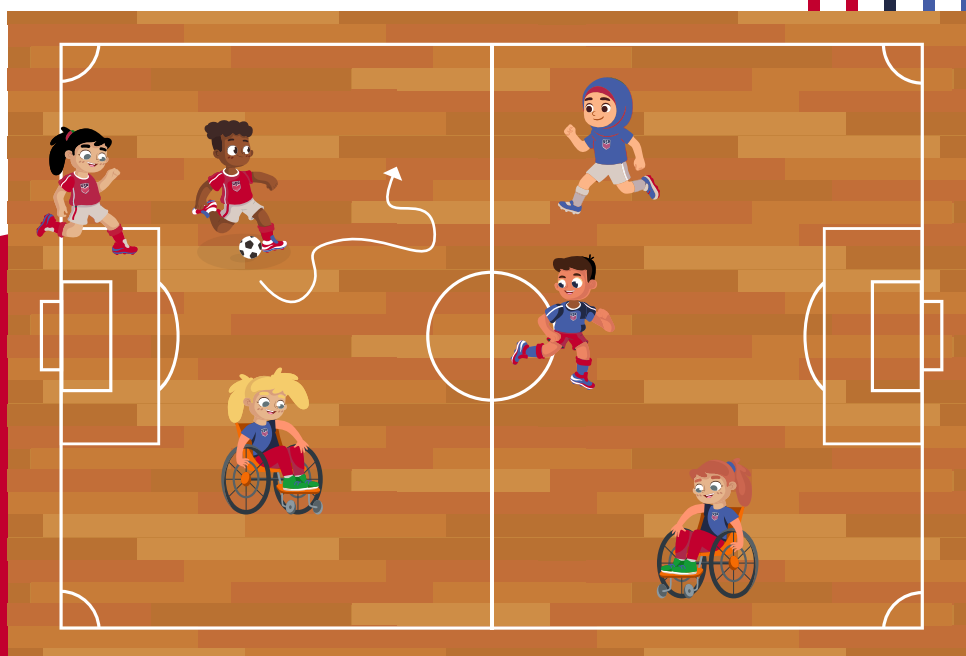
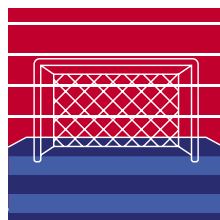
Same as the 3v3 station, but with teams of 4 and increase the size of the field.

FORMAT:

Teams play 4v4. Use **kick-ins** to restart play if the ball goes out. No goalkeepers. Teams earn 3 points for a win, 1 for a tie, and 0 for a loss. Use one whistle for all fields to start and end games. Each field should have a field leader who reports scores after each match and helps organize the students. Use a preset schedule for smooth transitions.

INCLUSION NOTE:

Use smaller fields and allow walking pace. Use larger or softer balls for better control. Rotate players frequently and assign peer buddies to encourage inclusion. Emphasize teamwork, respect, and having fun over competition.



SECTION 4

AFTER-SCHOOL LESSONS



**SOCCER AT
SCHOOL: SIGN
UP FOR FUTURE
INFORMATION &
UPDATES.**



WHY COACHES SHOULD USE TEACHING PERSONAL AND SOCIAL RESPONSIBILITY (TPSR) MODEL IN AFTERSCHOOL PROGRAMS

The **TPSR** model offers a powerful framework for afterschool coaches who want to do more than just teach soccer, it's about shaping young people into responsible, respectful, and resilient individuals. The framework has an easy-to-use structure for lessons and focuses children on five pillars: respect, effort, self-direction, helping others and positive off the pitch. Originally created as a Physical Education Framework for youth navigating difficult social environments, TPSR uses physical activity as a tool to promote **life skills, leadership, and social development**.

HERE'S WHY COACHES SHOULD CONSIDER ADOPTING TPSR:

- **It Develops the Whole Child:** TPSR goes beyond physical skill-building. It nurtures qualities like empathy, leadership, teamwork, and self-control, skills that are essential on and off the field.
- **It Builds Character Through Sport:** By embedding values like respect, fairness, and cooperation into physical activities, TPSR makes character education part of every session.
- **It Teaches Transferable Life Skills:** Coaches help students practice decision making, problem-solving, communication, and self-direction and help connect those skills to applications in relationships at home, at school and in the community.
- **It Creates an Inclusive, Supportive Environment:** TPSR encourages participation from all students, regardless of skill level. It shifts the focus from winning to effort, growth, and belonging.
- **It Promotes Long-Term Positive Behavior:** Students learn to take responsibility for their actions, reflect on their choices, and develop habits that lead to better outcomes in life.
- **It Helps Manage Behavior Positively:** Instead of using punishment, TPSR teaches students to reflect and self-correct, creating a respectful and self-regulating team culture.

By incorporating TPSR into afterschool programs, coaches become mentors who guide students not just in sport, but in life, empowering them to grow into confident, responsible, and community-minded individuals.

TEACHING FOR PERSONAL AND SOCIAL RESPONSIBILITY FRAMEWORK

DOCUMENT DESCRIPTION:

This guide provides a simple, repeatable session structure for teachers and coaches to use when delivering soccer-based activities that build personal and social responsibility. Each section helps create an environment where students feel seen, challenged, and supported both on and off the field.

The five Pillars of the session are:

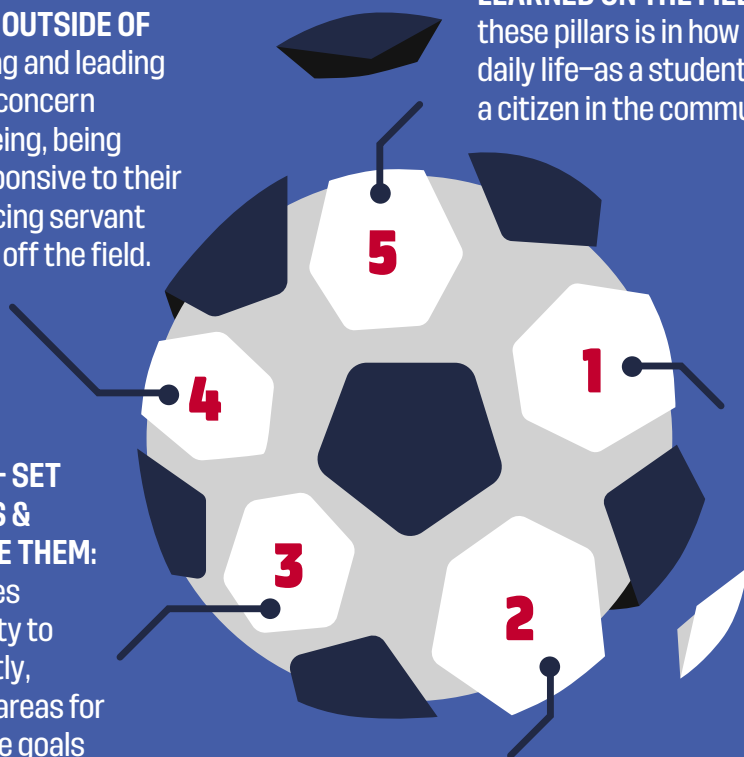
OTHERS - SEEING OUTSIDE OF YOURSELF: Helping and leading is about showing concern for others' well-being, being sensitive and responsive to their needs, and practicing servant leadership on and off the field.

SELF-DIRECTION - SET PERSONAL GOALS & WORK TO ACHIEVE THEM: Self-direction gives students the ability to work independently, identify personal areas for growth, and create goals for success both during sessions and beyond.

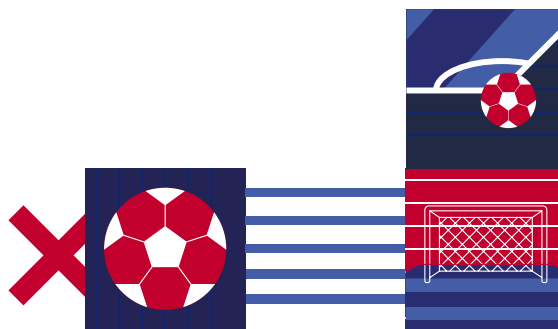
POSITIVE OFF THE PITCH - APPLY WHAT IS LEARNED ON THE FIELD: The true test of these pillars is in how they carry over into daily life—as a student, a family member, and a citizen in the community.

PRESPECT: Respect is shown through self-control, cooperation, and peaceful conflict resolution. It helps create a safe and positive environment where everyone feels valued.

EFFORT - IN ALL THAT YOU DO: Effort means staying focused, trying your best, and being open to new ideas and activities. It reminds students that learning and improvement come from persistence.



SESSION FORMAT EXAMPLE



SET-UP:

Arrive 20-30 minutes prior to the start of the session. Check in with the school contact and with the teacher if possible. Make a point to ask questions about the space, time allotted and specific student needs. Look to walk the space to check for safety issues and then set up the cones, goals and other equipment needed for the session.

RELATIONAL TIME:

As students are arriving to the session, take time to greet the students and speak to them. Ask students about their day and how they are feeling. This is a good time to assess students' needs and ask certain students if they are comfortable demonstrating or leading aspects of the training session.

AWARENESS TALK:

Circle the students up and spend a few minutes letting them know who you are and why you are there. Make sure to set clear expectations for them and preview what they will be doing. Two keys to a great session are when players are focused on effort and respect. **Are they able to try the activities and do the best they can?** Help them to understand that respect and listening when another person is talking allows for the directions to be heard and for there to be more time to play.

PHYSICAL ACTIVITY:

Activities should focus on a soccer theme and be age appropriate for the students. All activities should progress from simple to complex allowing children to build confidence before adding more opposition or pressure. Make sure to reflect on activities at natural breaks and allow children to demonstrate or lead as often as possible.

GROUP MEETING/REFLECTION:

Bring students in at the end of the session to briefly discuss the activities. Give students a chance to voice their opinion about what they enjoyed and what they might like to do the next session, if there is one. Have students give a 'shout-out' to a student who they thought displayed great effort or respect during the session. The students can call out the player and everyone can join in a "two clap" applause for that student. (On the count of three and everyone claps twice together.)

TRANSFER:

Connect the lesson to something they can do in another class, at home or in their community. For example: You worked hard today to keep control of the soccer ball even when it was hard. What is something that might be hard in your class that you think would get easier if you focused and tried your best?

RESPECT & EFFORT

PHYSICAL SKILLS: Coordination & Ball Mastery

RELATIONAL TIME

During snack/arrival:

- Take attendance, learn names & grades.
- Ask about their soccer experiences.
- Assign rotating roles for transitions: **Line Leader**, **Door Holder**, **Caboose**. The line leader leads the group and walks slow enough to keep everyone together. The door holder is second and holds the door until everyone passes. The caboose is last and makes sure that everyone walks at a pace that keeps everyone together.

TPSR TIE IN: Asking questions builds rapport, roles build leadership/responsibility, and walking together fosters social interaction.

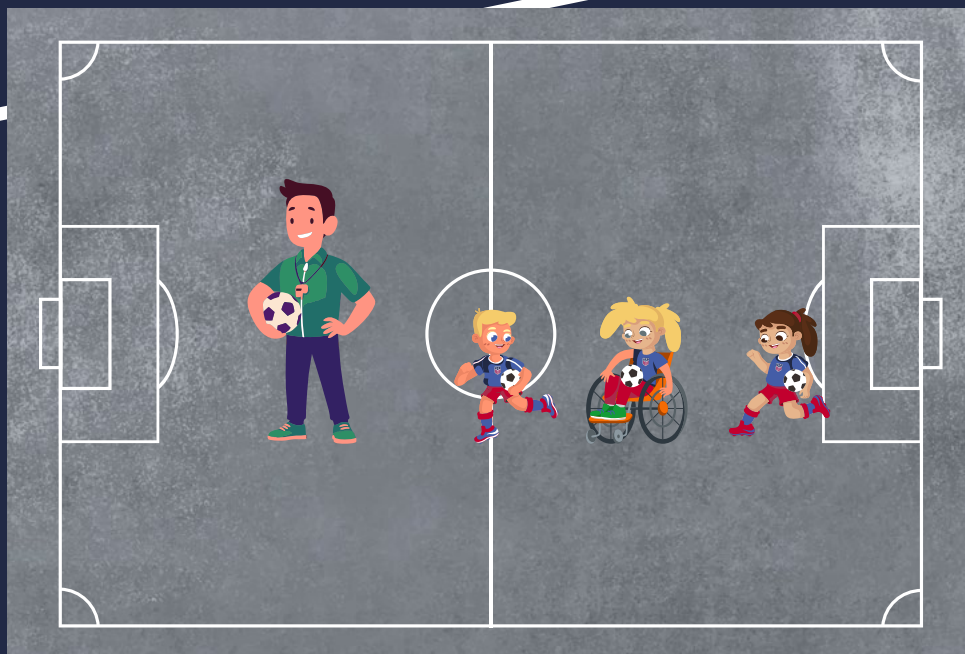
COACHING POINT (K-2): Model respect when engaging with students and other adults at the school. Use names often—kids focus better when addressed personally. Model how to walk in a line by doing it with them. Keep it short—no more than 2–3 minutes. Use examples they can picture (“Respect is like letting your friend finish telling a story before you start talking”).



AWARENESS TALK

Circle up:

- Introduce the 5 program pillars: Respect, Effort, Self-Direction, Helping/Leading, Positive Off the Pitch.
- Today's focus: Respect (listen, take turns, kind words) & Effort (try your hardest, even when something is tricky).
- Ask for examples from the group. Fill in as needed.
- Remind: Mistakes mean you're learning!



ACTIVITIES

I. MOVEMENTS & GREETINGS

SET-UP: Create a rectangle using cones as boundaries. Have additional cones scattered throughout. No soccer balls.

DIRECTIONS:

- Move around cones for 1 min per round, greet others as they pass.
- Change both movement and greeting each round.
- Example moves: speed walk + fist bump, skip + high five, monster walk + low five, butt kicks + elbow bump, choose-your-own movement + handshake.
- At certain points call out “line up” and have students find coach and practice lining up without sliding or bumping into each other.

VARIATION: Players suggest moves or add greetings in other languages.

TPSR TIE IN: Praise students' effort for trying new movements. Greeting everyone shows respect and builds connections. Giving players a turn to pick a move gives them a voice.



COACHING POINT (K-2): Encourage big, clear movements—this helps coordination. Show them slowly first, then speed up. Remind them to “look where you’re going” so they don’t bump into others.



ACTIVITIES

II. I CAN DO THIS / CAN YOU?

SET-UP: Players in a circle with a ball each.

DIRECTIONS: Players start with the ball in their hands. The coach is in the center of the circle and asks the players to try a move for 45 seconds. Below are sample ideas.

- **Ball in hands:** waist rolls, ankle rolls, head rolls, toss & catch, toss-clap-catch.
- **Ball on ground:** toe taps, box taps, push-pull.

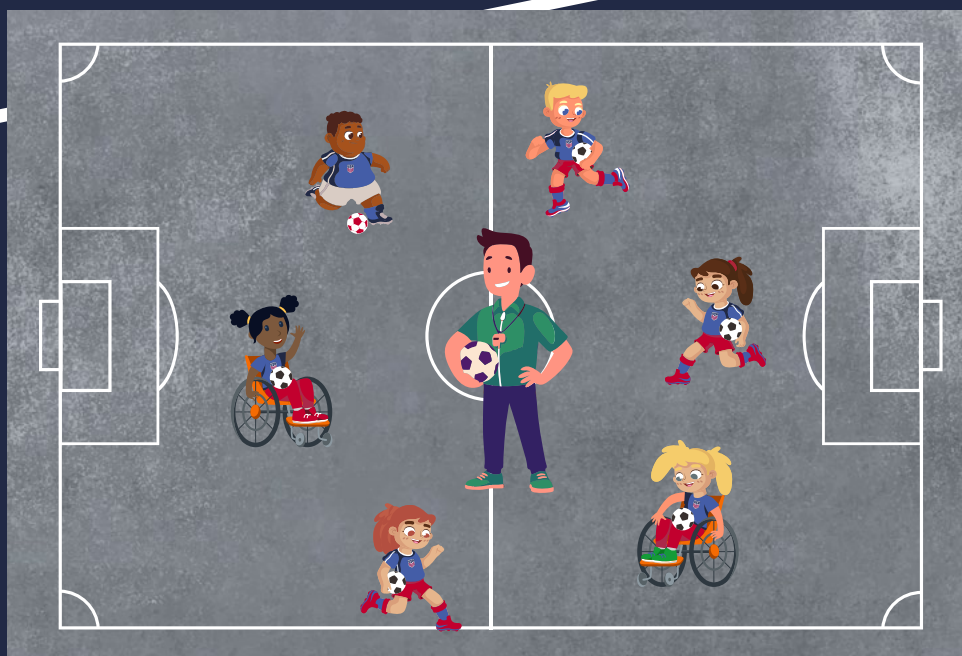
VARIATION: Let a student demonstrate their own move.

TPSR TIE IN: Respect is shown by listening and freezing when asked. Effort is shown by trying new moves. Leadership is developed when a student teaches the group.



COACHING POINT (K-2):

- Use “soft feet” to control the ball—touch it gently.
- Keep knees bent and stay balanced.
- Start slow for control, then go faster.
- Praise small successes (“Nice! You kept the ball close!”).



ACTIVITIES

III. RED LIGHT, YELLOW LIGHT, GREEN LIGHT

SET-UP: Use the rectangle space from the previous activity.

DIRECTIONS: Students each have a ball and are dribbling around the space. The coach will call out the colors.

- Green = dribble fast
- Yellow = slow dribble (touch every step)
- Red = stop ball & toe taps until next call

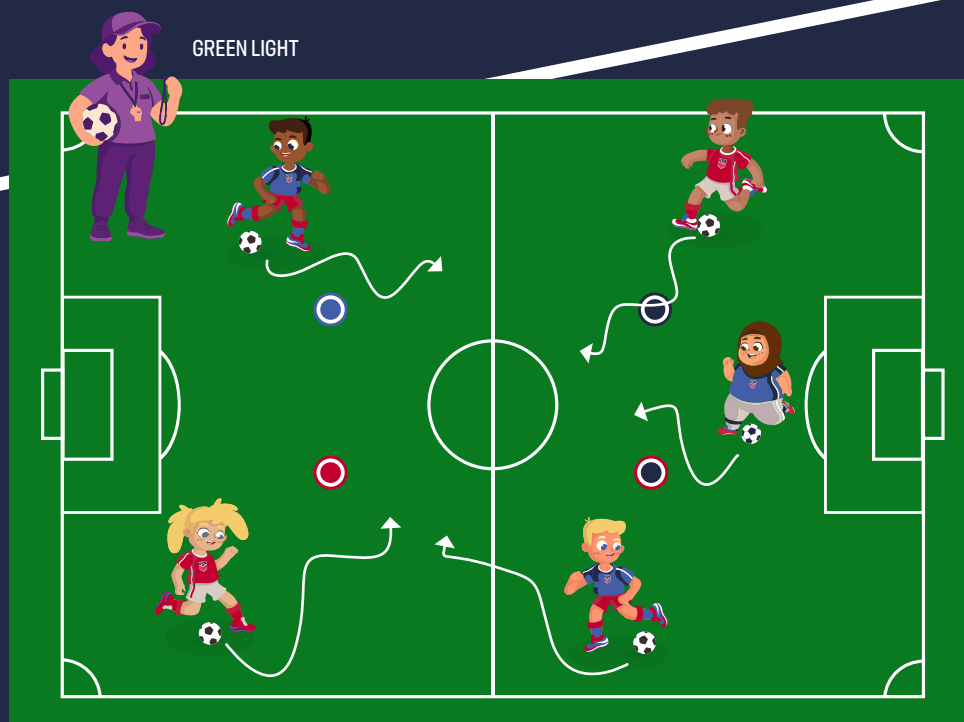
VARIATION: Hold up colored cones instead of calling.

TPSR TIE IN: Listening to the leader is respect. Adjusting speed is effort and control. Silent cone version teaches paying attention to visual cues.

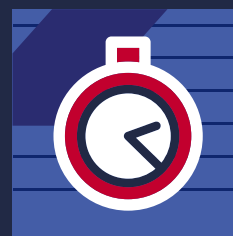


COACHING POINT (K-2):

- “Little kicks” keep the ball close so you can stop it fast.
- Look up sometimes so you can avoid others.
- If ball gets away, hustle to get it back (effort!).



ACTIVITIES



IV. 1V1 BOSS OF THE BALLS

SET-UP: Use the same grid as above or create a second one if numbers require it. Two lines of players per field are at midfield, goals at each end. The coach is at the halfline between the players. Create a shooting zone five yards from the goal. Student must be in that space to shoot.

DIRECTIONS: Coach rolls out a ball on the field the players compete to score in either goal. Last player to touch returns ball to coach.

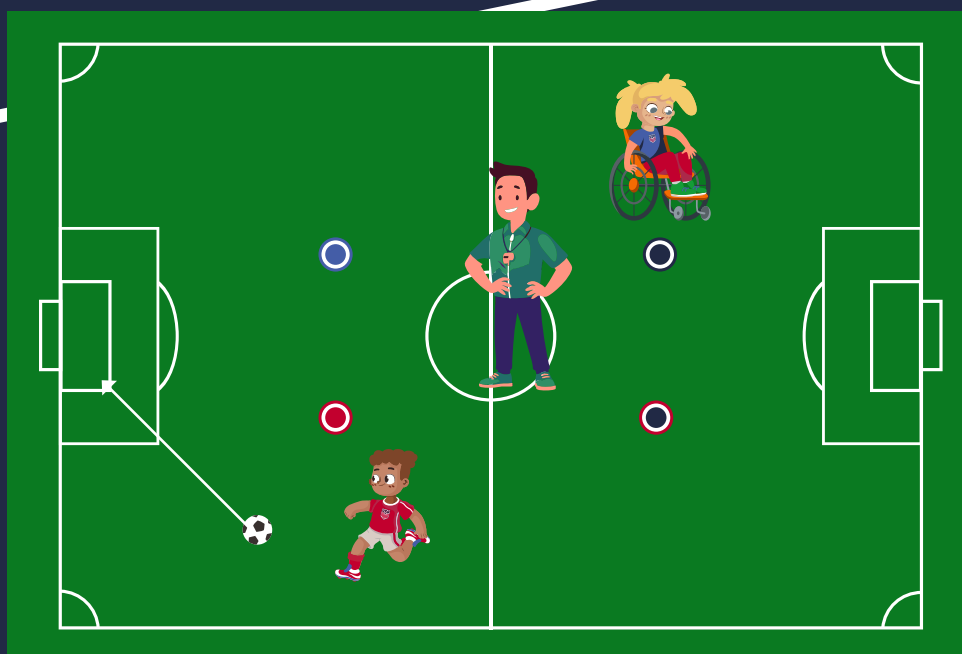
VARIATION: Players run around their goal before entering play.

TPSR TIE IN: Taking turns is respect. Chasing the ball hard is effort. Naming captains to track points is leadership.

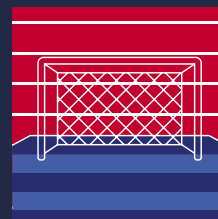


COACHING POINT (K-2):

- Use inside or outside of foot to dribble (not toes).
- Shield ball by keeping your body between it and your opponent.
- Keep head up to see open goal.



ACTIVITIES



V. GAME: 3V3 OR 4V4 WITH 4 GOALS

SET-UP: Two grids from previous game, 2 goals on each endline.

DIRECTIONS:

- 4 × 5-min games.
- Assign captains to help organize teams and keep score.
- If there are extra players or an extra they help retrieve balls while waiting to play.

TPSR TIE IN: Working together promotes respect. Rotating captains give leadership opportunities. Helper roles keep all students involved.



COACHING POINT (K-2):

- Use “small touches” to stay in control.
- If you have space dribble.
- If you lose the ball, turn and try to win it back (effort).



GROUP MEETING

DIRECTIONS:

- Students circle up and face outside of the circle, use “Thumb-ometer” to rate effort. (Thumbs up for great, sideways for ok, and down for can do better next time)
- Ask: “What made it easier to try your best today?”
- What are two things they remember about dribbling to control the ball?
- Teach the Two-Clap Shout: (Students recognize someone and what they did that was respectful.). Everyone then claps twice for them in unison.)
- Take a moment to connect the importance of respecting a coach to respecting a teacher. Why is it important to listen and respect a teacher?
- Weekly Challenge: What is one thing they can try to do in class between now and the next session that is respectful?
- Before leaving, fist bump 2 teammates and say “Good job today.”

TPSR TIE IN: Reflection and recognition give students voice and promote looking beyond themselves to see others' contributions.



COACHING POINT (K-2): Keep reflection short (2-3 min). Use their names when praising effort or respect—personal praise sticks better at this age.



RESPECT & EFFORT

PHYSICAL SKILLS: Ball Mastery & Change of Direction

RELATIONAL TIME

During snack/arrival:

- Take attendance.
- Learn students' names and grades.
- Ask about their favorite soccer moves or games.
- Invite a few students to help carry equipment.
- Remind them of last week's protocols for water and bathroom breaks.
- Assign new line leaders, door holders, and cabooses.
- Ask students for ideas for games they might want to play.

TPSR TIE IN: Greeting students warmly, learning their names, and inviting them to help builds trust and rapport. Giving them roles encourages leadership and responsibility. Asking for game ideas shows respect for their voice and input.

AWARENESS TALK

Circle up:

- Remind students: The program has five focus areas—Respect, Effort, Self-Direction, Helping/Leading Others, and Positive Off the Pitch.
- Ask: "What were some ways you showed respect to your teachers this week?" (e.g., listening, waiting your turn, not talking when others are talking) How did your teachers respond?
- Ask: "What does effort look like?" (e.g., trying your best, trying new things, not giving up)
- Ask students what it means to be respectful to a friend? Ask them to think about what things they can do to be a good friend.
- Share: "Today we'll focus on Respect and Effort while learning new moves. We'll try our best, and we'll be kind to each other."



**SOCCER AT
SCHOOL: SIGN
UP FOR FUTURE
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UPDATES.**



ACTIVITIES

I. MOVEMENTS & GREETINGS

SET-UP: Create a rectangle using cones as boundaries. Have additional cones scattered throughout. No soccer balls.

DIRECTIONS:

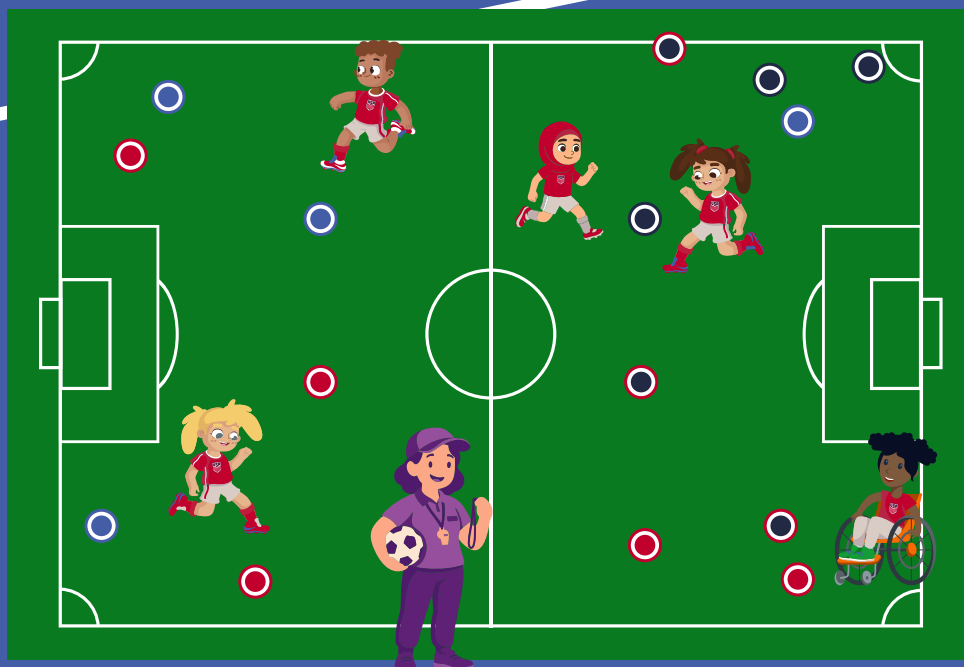
- Move around cones for 1 min per round, greet others as they pass.
- Change both movement and greeting each round.
- Example moves: speed walk + fist bump, skip + high five, monster walk + low five, butt kicks + elbow bump, choose-your-own movement + handshake.
- At certain points call out “line up” and have students find coach and practice lining up without sliding or bumping into each other.
- This is the second week so ask players to demonstrate the moves and suggest greetings.

VARIATION: If kids stay in one spot, have them run to a cone on the outside before greeting someone else.

TPSR TIE IN: Making eye contact and greeting others respectfully builds connection. Encourage effort by praising students who try every movement, even if it's tricky.



COACHING POINT: Move safely, look where you're going, and greet everyone with eye contact and a smile.



ACTIVITIES

II - DANCE TOE TAG

SET-UP: Rectangle space, each student with a ball. 1-2 taggers without balls (holding a cone or pinnie to identify).

DIRECTIONS:

- Dribble in space.
- Taggers use their toe to touch the dribbler's soccer ball.
- If the soccer ball is touched, the player must stop dribbling and start dancing.
- To free someone, dribble to them and copy their dance.
- Switch taggers every minute.

VARIATION: Taggers tag the player with the cone instead of the ball.

TPSR TIE IN: Praise players for their effort—whether they escape tags or keep trying after being tagged. In between rounds give players a chance to suggest ways to avoid taggers.

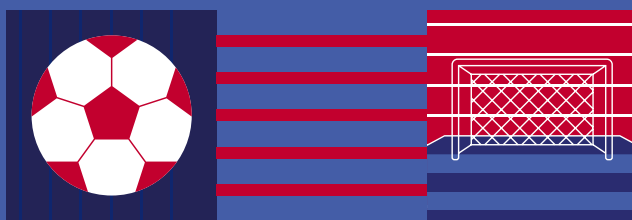


COACHING POINT: In tight spaces, use soft touches to keep the ball close. When you have open space, take bigger touches to move faster. Bend your knees and stay light on your toes.



ACTIVITIES

III - DRIBBLING



SET-UP: Use the space from the previous activity. Create gates made from two cones, varied in size for challenge.

DIRECTIONS:

- Every player dribbles through as many gates as possible in 1 minute. Have them count the number of gates.
- At the end of each round. Ask them to raise their hand if they dribbled through 5 gates, keep it raised if they dribbled through 10 gates. For those students that did well ask them what they did to be successful?
- Challenge the group to try those ideas and see if they can beat their score the next round. (Hint: You can add a few seconds to the time to ensure success).
- Every two rounds, demonstrate a new move: inside chop, pull back, or have students create a move.



COACHING POINT: Dribble with your head up, take small touches in tight spaces, and bend your knees for better control. If there's traffic, slow down or change direction to find an open space.

TPSR TIE IN: Recognize students who try hard, even if they don't get the most gates. Invite students to suggest moves for the group to try, giving them a voice in the activity.



ACTIVITIES

IV - GATE MONSTERS

SET-UP: Same as Gate Dribbling, but some players are “gate monsters” (wear pinnies).

DIRECTIONS:

- Gate monsters block gates. Dribblers must find another gate.
- Switch gate monsters every round (60-90 seconds).
- Variation: Monsters can move about the space and knock balls out; if ball is knocked away, players do 5 toe taps before returning.



COACHING POINT: Keep your head up, watch where the gate monsters are, and use your change-of-direction moves (inside chop, pull back) to escape.

TPSR TIE IN: Between rounds, ask students for ideas of how to have success avoiding monsters. Encourage players to be respectful and avoid bumping into others.



ACTIVITIES

V - 3V3 OR 4V4 TO SIX GOALS

SET-UP: Two grids, each with 3 cone goals per endline.

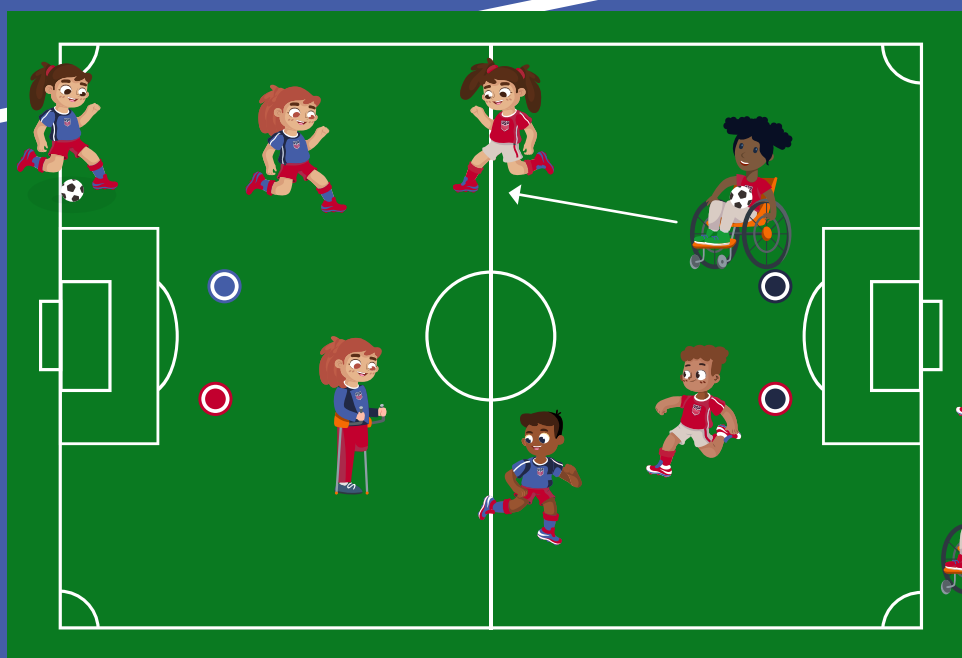
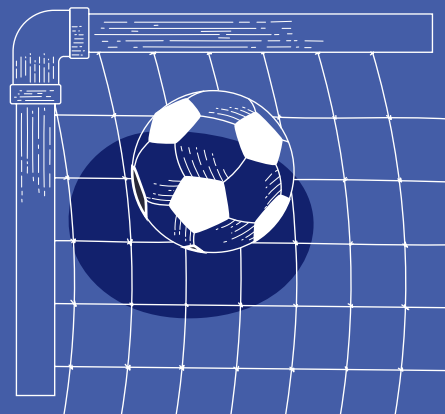
DIRECTIONS:

- Play 4-5 minute small sided soccer games. Kick-ins instead of throw-ins.
- Rotate teams; extra teams or players help collect soccer balls while waiting to play.



COACHING POINT: Playing to 3 goals helps you change direction if one goal is blocked—keep your head up and look for open space.

TPSR TIE IN: After the first game, invite players to suggest a rule change to make it more fun. Let them explain why before trying it.



GROUP MEETING

DIRECTIONS:

- Circle up.
- Use the “Thumb-ometer” to check how confident they feel with today’s dribbling moves.
- Ask: “What’s one thing you can do to control the ball better?” (e.g., bend knees, light touches, head up)
- Give a “two clap shout out” to teammates who were kind today.
- Share what’s coming next week (Sharks and Minnows) and invite a volunteer to help lead.
- Weekly Challenge: Choose 1-2 people to be kind to this week at school. Have them watch to see how the person reacts to their kindness.
- Before leaving, fist bump two people and say something nice.

TPSR TIE IN: Giving shout outs encourages students to notice and appreciate others’ effort. Checking confidence levels helps them reflect on their own progress. Positive parting greetings reinforce respect.



SELF-DIRECTION & GOAL SETTING

PHYSICAL SKILLS: Dribbling & 1v1 Moves

RELATIONAL TIME

During snack or arrival:

- Take attendance and greet students by name.
- Ask: “What’s your favorite soccer move?”
- Invite a few students to help carry equipment.
- Remind students of water/bathroom break protocols.
- Assign Line Leader, Door Holder, and Caboose roles.
- See if a student would like to help explain Sharks and Minnows.

TPSR TIE IN: Warm greetings and personal check-ins build trust. Assigning responsibilities encourages leadership. When inviting students to demonstrate, ask them privately first so they feel prepared and supported—helping them develop confidence in a safe way.

AWARENESS TALK

Circle up:

- Ask: “Have you ever tried to learn something new, like riding a bike or tying your shoes? Did you get it perfect the first time?” (Most will say “no.”)
- Share: “Right! You had to keep practicing, and you had to decide, ‘I’m going to get better at this.’ That’s goal setting—picking something you want to improve and putting in the effort. Self-direction means you keep working at it, even if no one is telling you to.”
- Ask: “What’s one goal you can set for today?” (e.g., be kind to someone, listen without interrupting, try a new move, look up while dribbling.)
- Remind: “Goals aren’t just about winning—they’re about improving.”



ACTIVITIES

I. DRIBBLE THIS OR THAT

SET-UP: Rectangle space with cone boundaries and a 3-yard endzone on each side. Every player has a ball.

DIRECTIONS:

- Players dribble around, using different parts of the foot (“painting the field”).
- Coach calls out two options (e.g., Cats or Dogs; Superman or Batman).
- Players dribble to the endzone that matches their choice.
- Once there, they share one other thing they all like.

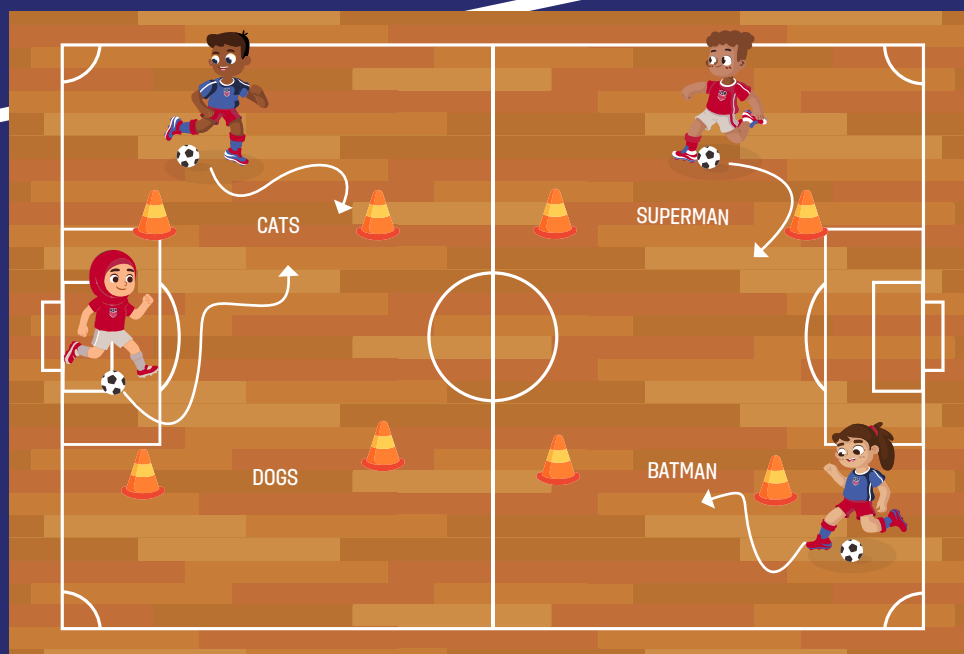
VARIATION: Players use the ball to “draw” shapes or objects on the field.

TPSR TIE IN: Praise students for making quick decisions and committing to them. Encourage noticing what they have in common with others—this builds connections and teamwork.



COACHING POINTS (K-2):

- Keep the ball close in tight spaces.
- Use bigger touches when there's open space.
- Look up to avoid collisions and see your destination.



ACTIVITIES

II. DESSERT GAME

SET-UP: Rectangle field with cone boundaries. Each player has a ball.

DIRECTIONS:

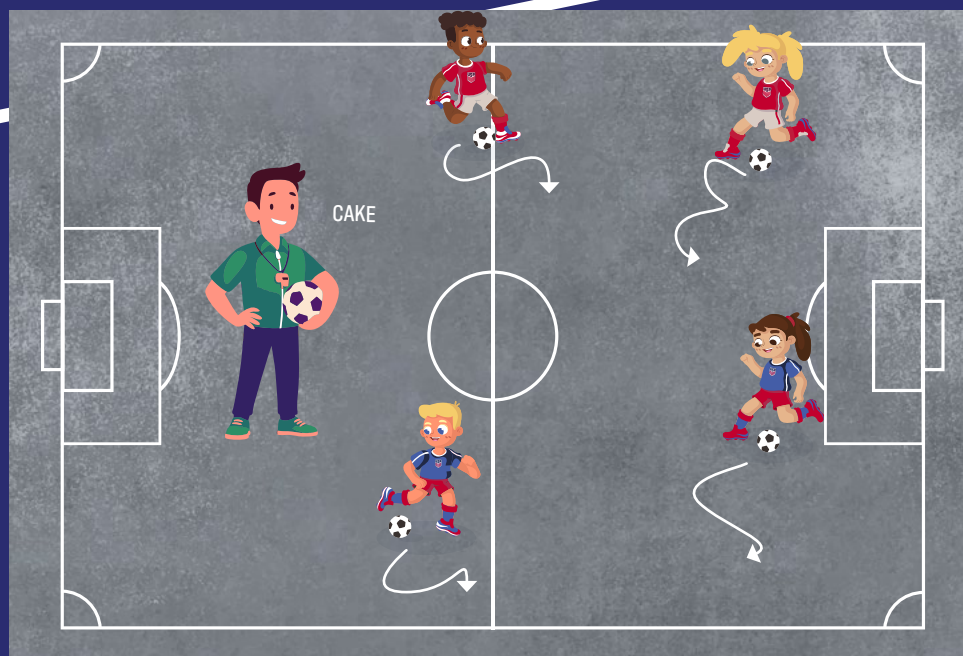
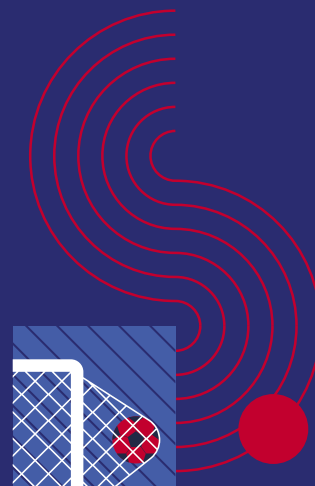
- Ask a student for their favorite dessert.
- Demonstrate an inside cut (or have a player demonstrate).
- Players dribble, and every time they hear the dessert name, they perform the inside cut.
- After 2-3 minutes, choose a new dessert and demonstrate a different 1v1 move.
- Repeat for three dessert-move combinations. For the fourth, let students choose any move.

TPSR TIE IN: Recognize players who try new moves even if they aren't perfect. Offer quiet encouragement to those hesitant to demonstrate, and praise creative moves students invent themselves.



COACHING POINTS (K-2):

- Soft touches for control.
- Accelerate after doing the move.
- Look up before and after the move to find space.



ACTIVITIES

III. SHARKS AND MINNOWS (1V1 ATTACKING FOCUS)

SET-UP: Same space as previous activity.

DIRECTIONS:

- A student helper explains the game with coach support.
- One shark starts in the middle; others (minnows) have balls and start on the endline.
- Sharks call “Here fishy fishy” and minnows dribble to the opposite line, trying to avoid the sharks.
- Sharks try to kick balls out; if a minnow’s ball is out, they become a shark.
- Encourage use of 1v1 moves and speed changes to get past sharks.

TPSR TIE IN: Highlight perseverance—keep trying even if you become a shark. Use moments of disagreement as opportunities to practice fair play and conflict resolution.

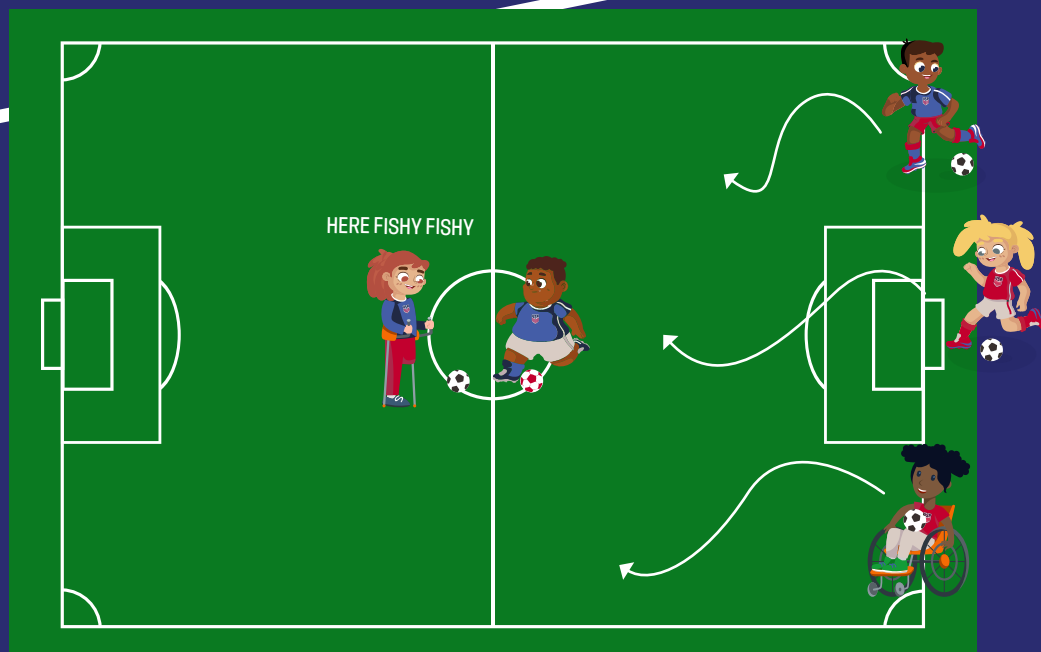


COACHING POINTS (K-2):

Attack at speed and use a fake or change of direction to beat sharks.

Quick direction change to escape defenders.

Keep the ball close under pressure.



ACTIVITIES

IV. LINE SOCCER

SET-UP: Same grid as before or a second one if needed. Two lines at midfield, goals at each end. Coach stands between the lines at half. Shooting zone is five yards from each goal.

DIRECTIONS:

- On “Go,” the first person from each line runs around their goal and onto the field.
- Coach passes to one player, who attacks the opposite goal.
- If defender wins the ball, they can score.
- Last player to touch the ball returns it to the coach; the other returns to their line.
- Play 2-3 rounds, rotating matchups.

VARIATION: Call a number so multiple players join, building from 1v1 to 4v4.

TPSR TIE IN: Taking turns and hustling back show respect and effort. Giving captains the role of scorekeeper adds leadership.

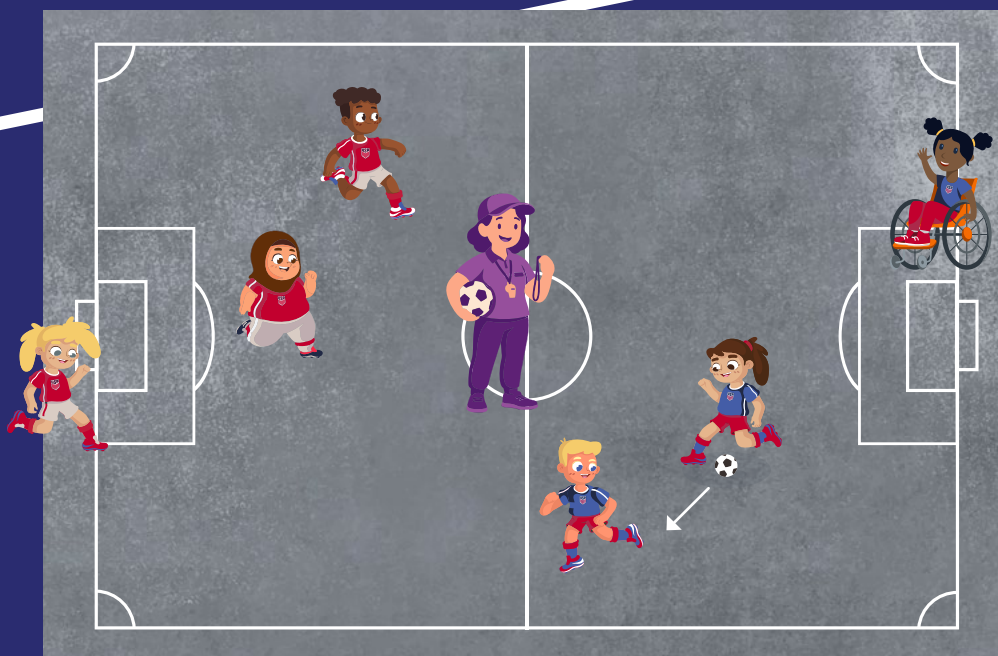


COACHING POINTS (K-2):

First touch toward goal.

Use a move to beat defender, then accelerate.

Keep eyes up to see space and goal.



ACTIVITIES

V. GAME - 3V3 OR 4V4 TO FOUR GOALS

SET-UP: Use fields from previous activity.

DIRECTIONS:

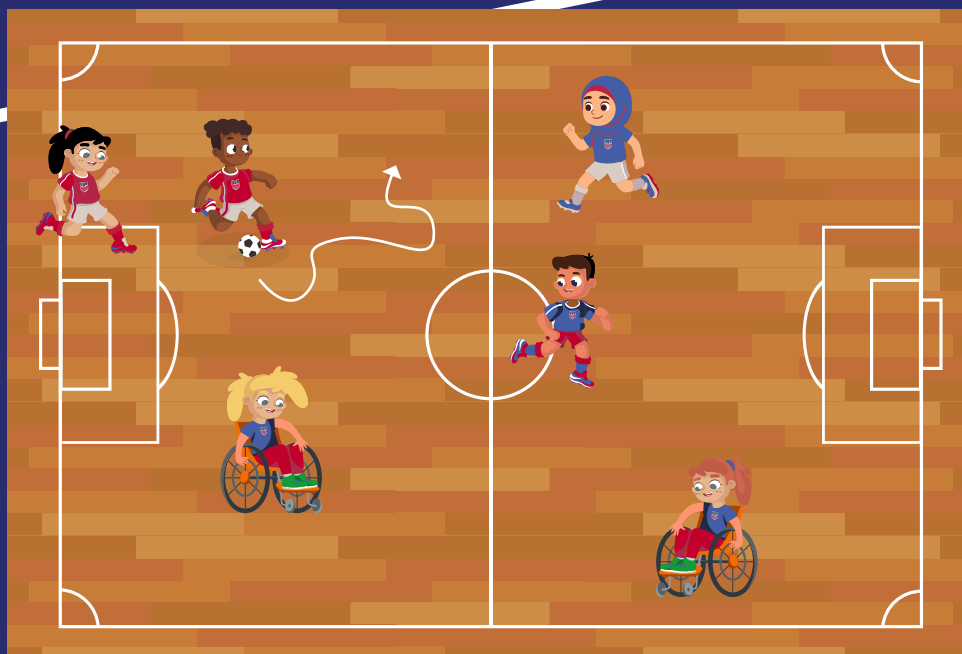
- Two teams per field.
- Restarts are kick-ins or dribble-ins (player's choice).
- Extra teams retrieve balls.

TPSR TIE IN: Encourage players to make decisions quickly—pass or dribble—and support captains in organizing their teams fairly.



COACHING POINTS (K-2):

- If no pass, dribble into space.
- Control the ball before attempting to beat a defender.
- Scan for open space to attack quickly.



GROUP MEETING

DIRECTIONS:

- Circle up.
- Review dribbling points: Soft touches, accelerate after a move.
- Ask a few to share their goals for the day and whether they met them.
- Discuss what helped them succeed or what made it challenging.
- Give “two-clap shout-outs” to teammates who were kind or supportive.
- Weekly Challenge: Think about something hard at school and apply today’s focus—self-direction and goal-setting—to it.
- End with fist bumps to two teammates and a kind word.

TPSR TIE IN: Reflecting on goals builds self-awareness. Public recognition of kind actions strengthens community. Positive parting reinforces a culture of encouragement.



HELPING OTHERS

PHYSICAL SKILLS: Striking the Ball & Passing

RELATIONAL TIME

During snack or arrival:

- Take attendance and greet each student by name.
- Ask about their day—listen actively and respond with interest.
- Invite a few students to help carry equipment.
- Assign new **Line Leader**, **Door Holder**, and **Caboose** roles.
- Ask students for a warm-up game they want to play today.

TPSR TIE IN: Greeting students warmly and giving them small responsibilities builds leadership and trust. Asking for game suggestions gives them voice and choice, showing that their ideas matter.

AWARENESS TALK

Circle up:

- Share that today's focus is **Helping Others**, both in soccer and in life.
- Discuss how communication helps in passing (verbal: calling for the ball, non-verbal: eye contact, hand signals).
- Ask: "How can you help the person with the ball?" and "What are ways we can help friends in school?"
- Give 1-2 examples of helping in soccer (e.g., passing to an open teammate, giving encouragement) and helping in school (e.g., sharing supplies, including someone at recess).



ACTIVITIES

I. FREEZE TAG

SET-UP: Rectangle space. Each student with a ball. 1-2 taggers without balls (holding a cone or pinnie).

DIRECTIONS:

- All players dribble in the space.
- Taggers use their foot to gently touch another player's soccer ball.
- When tagged, a player freezes—standing still with their legs apart and soccer ball balanced on their head.
- To unfreeze someone, another player must pass their ball through the frozen player's legs.
- Switch taggers every minute.

VARIATION: Instead of balancing the ball, frozen players can hold the ball in the air.

TPSR TIE IN: Praise students who look for frozen players and help unfreeze them quickly. Relate it to noticing when a friend needs help in the classroom or playground and stepping in to support them.



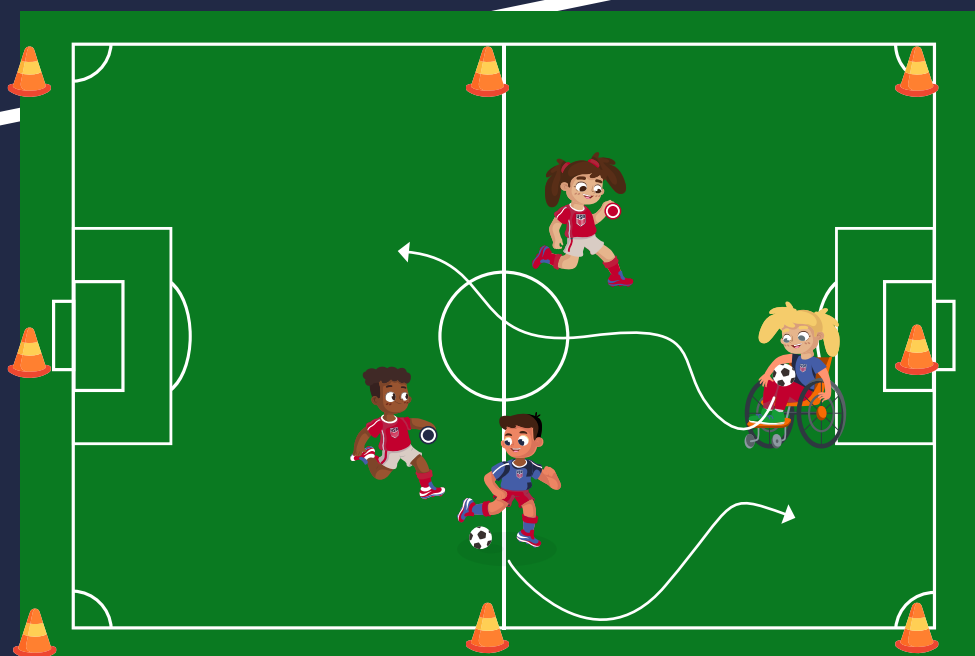
COACHING POINTS (K-2):

Use small touches in tight space to stay in control.

Look up to spot frozen players and open passing lanes.

Plant foot toward target, toe up, strike through the middle of the ball when passing.

Bend knees and stay light on toes for quick movement.



ACTIVITIES

II. MATH DRIBBLE / NUMBERS DRIBBLE

SET-UP: Rectangle space. Each student with a ball.

DIRECTIONS:

- Players “paint the field” by dribbling everywhere.
- Coach calls out a math problem or number.
- Students solve it, then form groups of that number.
- In groups, they answer a fun question (e.g., favorite cartoon, favorite food).
- End the game in pairs.

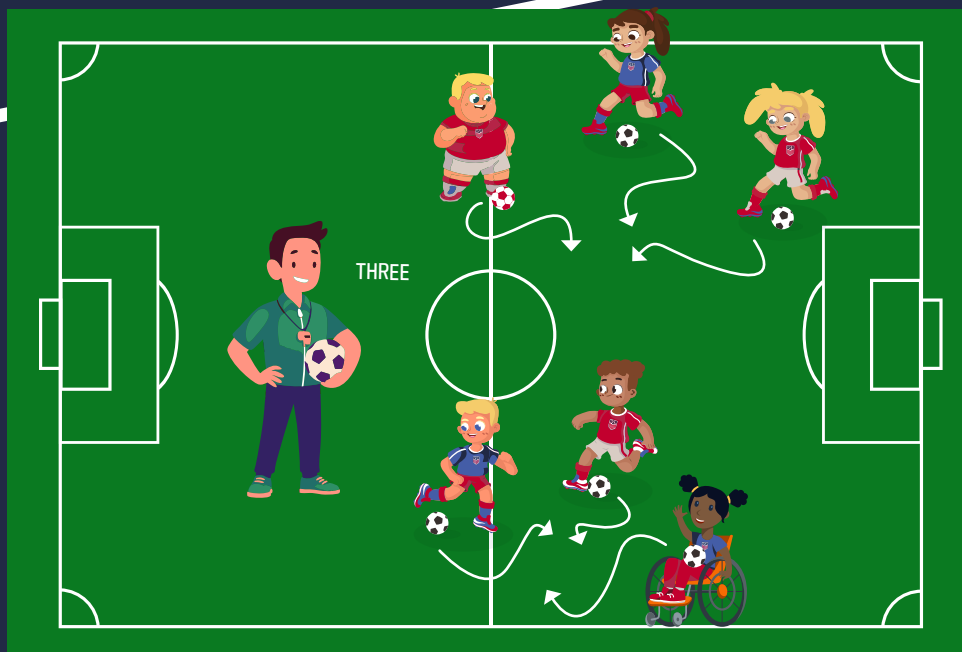
VARIATION: Players dribble shapes or perform a 1v1 move while dribbling.

TPSR TIE IN: Watch how students welcome others into groups—praise those who include everyone. Remind them that helping others means making sure no one is left out.



COACHING POINTS (K-2):

- “Soft feet” for control.
- Knees bent, balanced stance.
- Look up when dribbling to avoid collisions.



ACTIVITIES

III. MARBLES

SET-UP: Pairs, each with a ball, spread out.

DIRECTIONS:

- Leader dribbles; follower tries to pass and hit the leader's ball when it's passed to the side.
- Follower gets two tries before switching roles.
- Count successful passes.

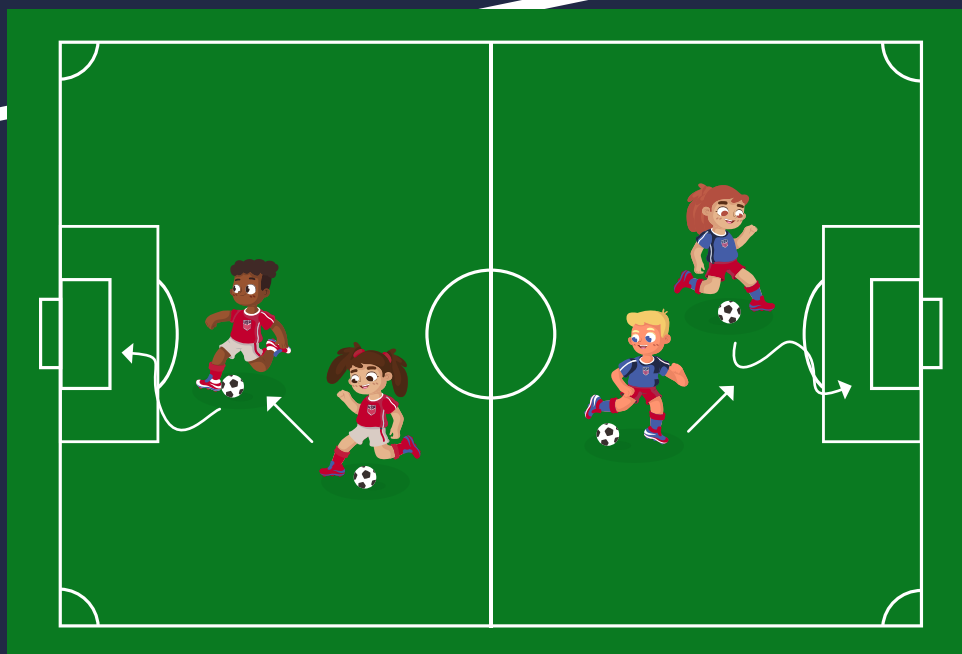
VARIATION: Use cones as targets—pairs see how many they can hit in a set time.

TPSR TIE IN: Recognize students who encourage their partner and give helpful tips, even if the partner misses. Helping is not just about success—it's about support.



COACHING POINTS (K-2):

- Plant foot points to the target.
- Striking foot toe up.
- Strike through the middle of the ball.



ACTIVITIES

IV. BUMPER CARS

SET-UP: Cones mark boundaries; 4-5 safety zones (triangles); each “car” has a ball.

DIRECTIONS:

- 2-3 “wreckers” without balls tag dribblers.
- Tagged players stop and do 5 toe taps before continuing.
- Dribblers can pass to a safety zone player to switch roles.
- Safety zone players must be ready and call for the ball.

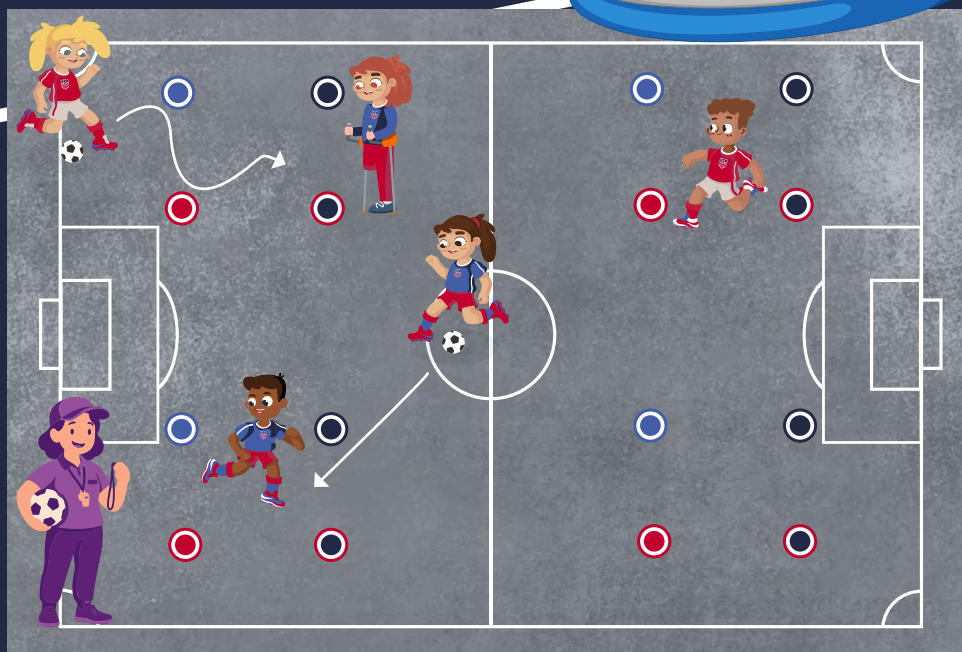
VARIATION: Wreckers dribble and try to pass into dribblers' balls.

TPSR TIE IN: Point out when players in the safety zone stay alert and call for the ball to help others. Relate it to noticing when a friend in class might need help.



COACHING POINTS (K-2):

- Plant foot to target.
- Toe up, strike middle of ball.
- Look up before passing to safety zones.



ACTIVITIES

V. GAME - 3V3 OR 4V4 TO FOUR GOALS

SET-UP: Use field(s) from previous activity.

DIRECTIONS:

- Two teams per field.
- Restarts are kick-ins or dribble-ins (player decides).
- Rotate teams; extra team retrieves balls.

TPSR TIE IN: Emphasize supporting teammates with passes, communication, and positive words. Remind captains to include everyone in play.



COACHING POINTS (K-2):

- If no pass is available, dribble into space.
- Keep ball close before attempting pass.
- Scan field before deciding.



GROUP MEETING

DIRECTIONS:

- Circle up.
- Use the “thumb-ometer” to rate fun and learning.
- Ask: “What’s one way you helped someone today?”
- Review passing points: Plant foot to target, toe up, strike middle.
- Give “two-clap shout-outs” for great teammates.
- Weekly Challenge: Notice 1-2 times you help a classmate this week and be ready to share.
- End with fist bumps to two teammates.

TPSR TIE IN: Reflection helps students connect helping on the field to helping in life. Public recognition encourages noticing and valuing others’ contributions.



SELF-DIRECTION & HELPING OTHERS

PHYSICAL SKILLS: Individual Defending

RELATIONAL TIME

During snack or arrival:

- Take attendance and greet students by name.
- Ask students about their day.
- Invite a few to help carry equipment.
- Assign Line Leader, Door Holder, and Caboose roles.
- Ask students for one warm-up game they might want to play today.

TPSR TIE IN: Model respect when engaging with students and other adults at the school. Giving roles encourages responsibility and teamwork.

AWARENESS TALK

Circle up:

- Share: “Today we’re focusing on self-direction—choosing a goal for yourself and working on it without anyone reminding you—and helping others, which is noticing when a teammate needs support and stepping in to help.”
- Ask: “What’s one goal you can set for yourself today?” (Examples: Listen without interrupting, say something kind to a teammate, working hard, help pick up equipment.)
- Ask for a couple of examples of helping others in soccer (covering for a teammate on defense, encouraging a teammate after a mistake) and in school (sharing materials, helping a classmate understand directions).
- Remind: “You can work hard on your own goal and still help your team.”



ACTIVITIES

I. DRIBBLE THIS OR THAT

SET-UP: Rectangle space with cone boundaries and a 3-yard endzone at each end. Every player has a ball. (Use different colored cones for each endzone.)

DIRECTIONS:

- Players dribble around using different parts of their foot (“painting the field”).
- Coach calls out two choices (e.g., Ice cream or Cake, Cats or Dogs).
- Players dribble to the matching endzone for their choice.
- Once there, they share one thing they like that’s connected to their choice.

VARIATION: Players practice dribbling moves as they move about the space.

TPSR TIE IN: Ask for a student to help you call out the “This or That” choices. Encourage them to welcome everyone who comes to their endzone—helping others feel included.



COACHING POINTS:

- In tight spaces, use soft touches to keep the ball close.
- When you have open space, take bigger touches to move faster.
- Bend your knees and stay light on your toes.



ACTIVITIES

II. CONTINUOUS KNOCKOUT

SET-UP: Rectangle space from above. Every player with a ball.

DIRECTIONS:

- All players dribble while trying to knock other players' balls out of the space with a toe poke or easy pass.
- If your ball is knocked out, retrieve it quickly and find the coach. Coach can give different actions to do before re-entering. (5 toe taps, 5 box taps etc.)
- Play multiple rounds.

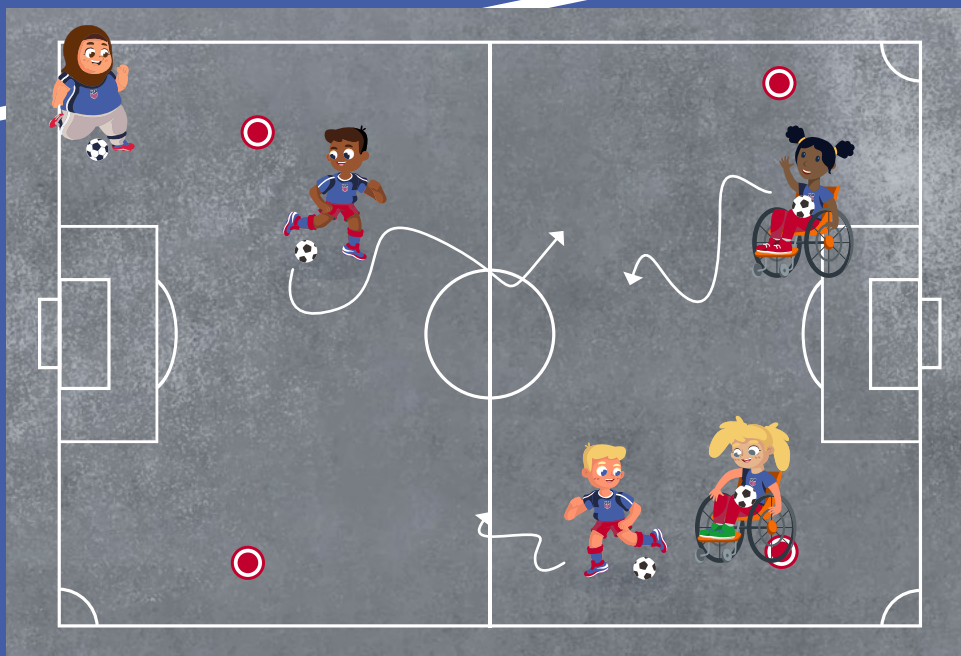
VARIATION: Play the final round where once students are knocked out they become part of a sideline. The knockout students can step in together to slowly shrink the field until only 2 people are left.

TPSR TIE IN: Set clear expectations in the explanation for safe ways to knock players out. Praise players who are continuously moving and working hard. Use the time when a player is knocked and performing a move to check in on their goal for the day. Moves can be tailored to what they player needs to improve.



COACHING POINTS - DEFENDING FOCUS:

- Close space quickly to pressure the attacker.
- Use side-on stance: one foot forward, one back.
- Poke the ball away using the inside of the foot or laces, then recover quickly.



ACTIVITIES

III. SHARKS AND MINNOWS (DEFENDING FOCUS)

SET-UP: Same space as before.

DIRECTIONS:

- Select 1-2 sharks to start in the middle (without balls).
- Minnows each have a ball and start on the endline.
- Sharks call “Here fishy fishy” and minnows try to dribble to the opposite endline without losing their ball.
- Sharks try to steal or knock balls out. If a minnow loses the ball, they become a shark.

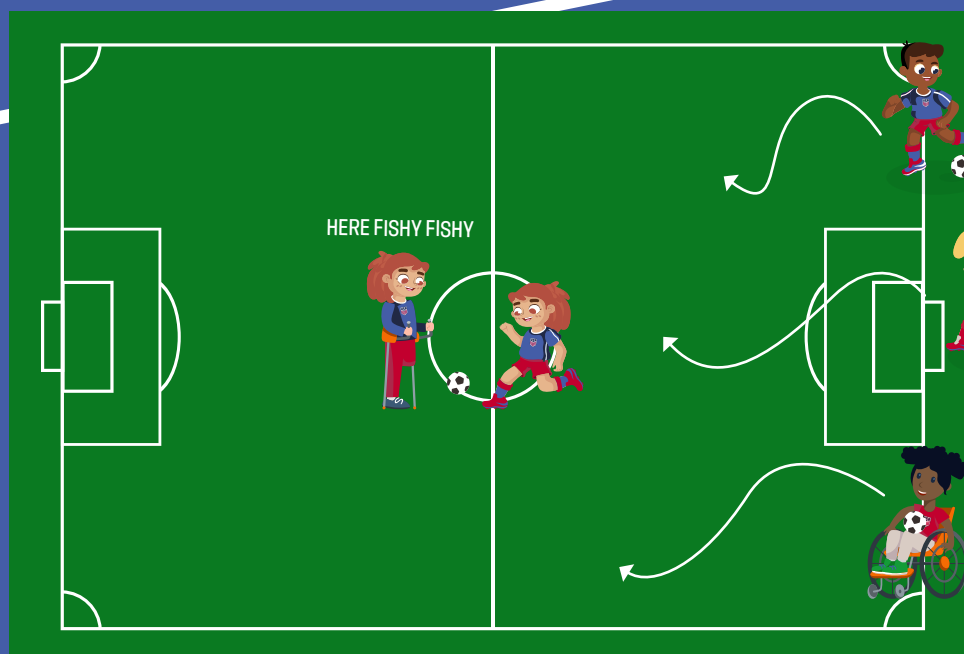
VARIATION: Have the minnows try to dribble with only their right foot or their left foot.

TPSR TIE IN: Emphasize resilience if you don't get the ball out of bounds the first time keep trying. Recognize players who work as a team to trap minnows.



COACHING POINTS:

- Sharks stay low and balanced.
- Move your feet to stay in front of the attacker, don't just reach with your leg.
- Time your tackle, poke the ball when the attacker pushes it too far ahead.



ACTIVITIES

IV. LINE SOCCER (1V1 TO 2V2)

SET-UP: Two lines at midfield on each field. Goals at each end. Coach stands in the middle at half. Shooting zone five yards from each goal.

DIRECTIONS:

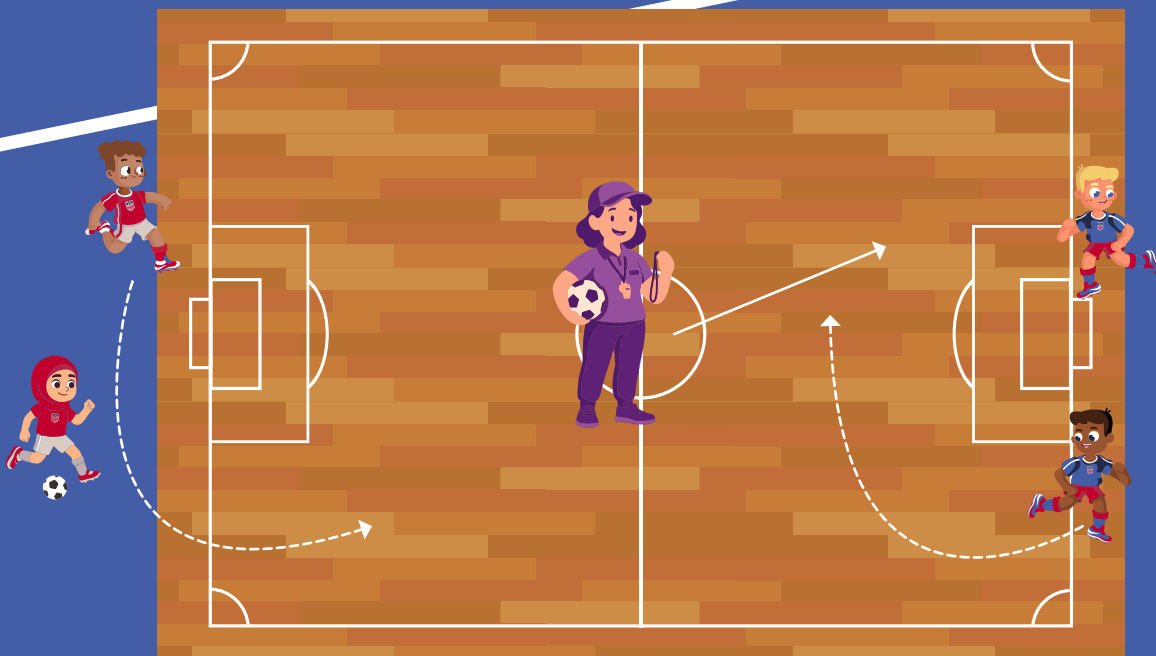
- Group the students on teams and ask them to choose a name based on their favorite team.
- On “Go,” first player from each line runs around their own goal and onto the field.
- Coach passes to one player, who attacks.
- Defender tries to win the ball and counter-attack.
- After several rounds of 1v1, call two numbers to make it 2v2—encouraging defensive teamwork.

TPSR TIE IN: Praise players who are able to have self-control and not dive in when defending. Encourage students to talk to each other in between games and create strategies. Assign a team captain to help keep track of the team's points.



COACHING POINTS:

- First defender pressures the ball immediately.
- Stay low and balanced.
- Move your feet to stay in front of the attacker, don't just reach with your leg



ACTIVITIES

V. GAME - 3V3 OR 4V4 TO TWO GOALS

SET-UP: Use fields from previous activity.

DIRECTIONS:

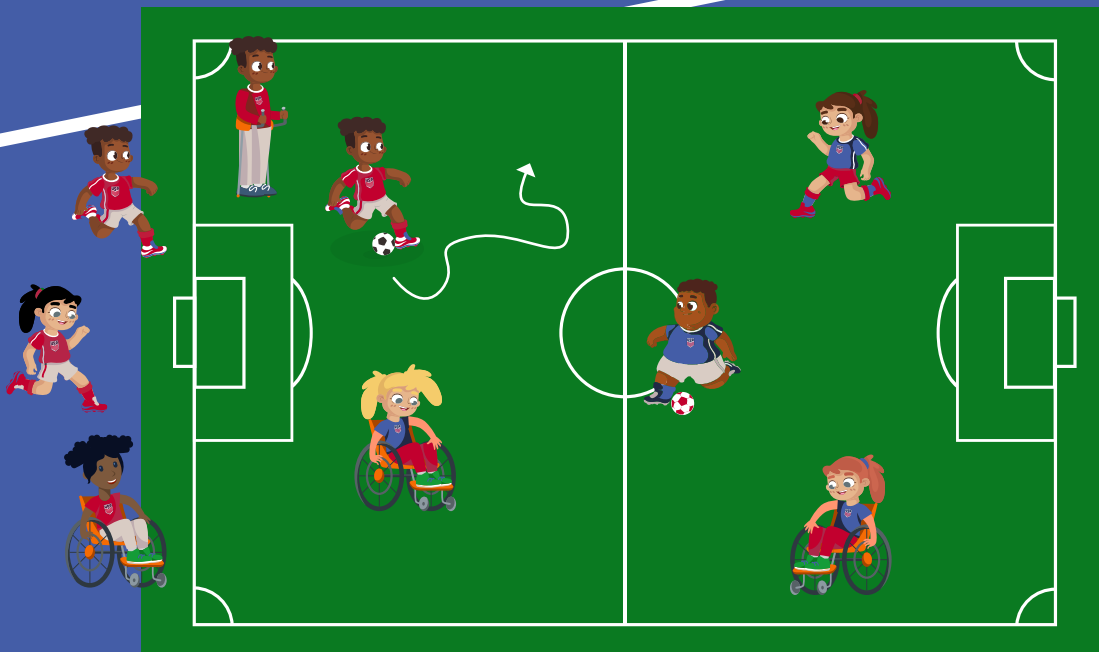
- Two teams per field; extra teams help coach retrieve balls.
- Restarts are kick-ins or dribble-ins (player's choice).
- Play short games, rotating teams.

TPSR TIE IN: Encourage players to use their defensive skills to help their team—remind them that stopping a goal is just as valuable as scoring one. Assign students tasks for helping to clean up the equipment after the game.



COACHING POINTS:

- Get goal-side when defending.
- Pressure quickly but under control—don't dive in.
- Recover fast after losing the ball.



GROUP MEETING

DIRECTIONS:

- Circle up.
- Ask: “What was your goal today, and how did you do with it?”
- Review defensive points: Stay between opponent and goal, bend knees, keep feet moving to avoid diving in, recover quickly.
- Give “two-clap shout-outs” for great defenders or helpful teammates.
- Ask: What games would you like to play for the final session. Have them choose a few warm-up activities and options for the final game time.
- Weekly Challenge: At school, notice one time you can step in to help someone, even if no one asks you to.
- End with fist bumps to two teammates and a kind word.

TPSR TIE IN: Reflecting on personal goals builds self-direction. Recognizing those who helped others reinforces the value of teamwork and community.



EFFORT & HELPING OTHERS

PHYSICAL SKILLS: Student-Selected Skills

RELATIONAL TIME

During snack or arrival:

- Take attendance and greet students by name.
- Share: "Today you get to help choose the activities for our last session."
- Ask: "What are some of your favorite games we've played this season?"
- Remind them that they will vote and that we will do as many as we can.
- Assign Line Leader, Door Holder, and Caboose roles.
- Invite a few students to help carry and set up equipment.

TPSR TIE IN: Continue to model positive interactions with the students. Giving students a voice in the day's plan builds ownership. Having roles and helping with set-up fosters leadership and teamwork.

AWARENESS TALK

Circle up:

- Share: "Our focus today is on effort and helping others."
- Ask: "What does effort look like in a game?" (e.g., hustling back on defense, trying a move even if it's tricky). What might effort look like in school?
- Ask: "What are some ways we can help others today?" (e.g., cheering for someone, helping them remember the rules, passing to someone who hasn't scored yet).
- Remind: "We'll choose most of today's activities together. If someone doesn't remember a rule or isn't sure what to do, you can be the one who helps."

PHYSICAL ACTIVITY

- Today's activities will be chosen by the students, but here are three suggested options from past lessons if they need ideas:



ACTIVITIES



I. DRIBBLE THIS OR THAT (FROM LESSON 3)

SET-UP: Rectangle with two endzones (different colored cones). Each player has a ball.

DIRECTIONS: Players dribble in the space. Coach calls out two choices (e.g., “Dogs or Cats”), and players dribble to the endzone matching their choice. When they arrive, they share one thing they like about it.

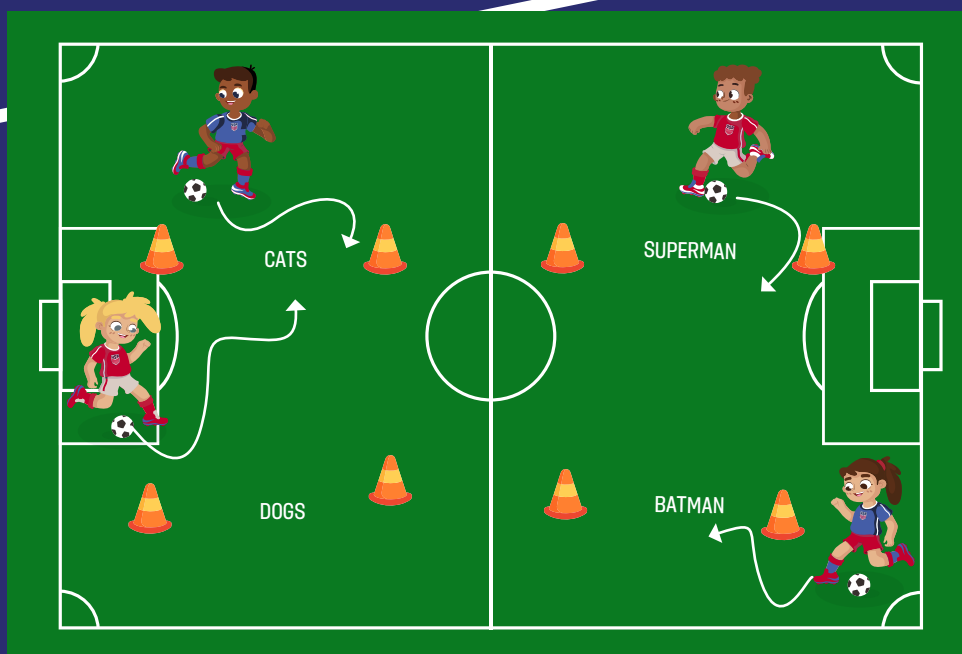
VARIATION: Players use a dribbling move while heading to their endzone.



COACHING POINTS:

- Small touches in tight space, bigger touches in open space.
- Look up to see where you’re going.

TPSR TIE IN: Students can help call out the “This or That” choices and welcome everyone into their endzone.



ACTIVITIES

II. SHARKS AND MINNOWS (FROM LESSONS 3 & 5)

SET-UP: Rectangle. 1-2 sharks in the middle without balls; all minnows have a ball and start on an endline.

DIRECTIONS: Sharks call “Here fishy fishy” and minnows try to dribble to the opposite endline without losing their ball. If a minnow loses the ball, they become a shark.

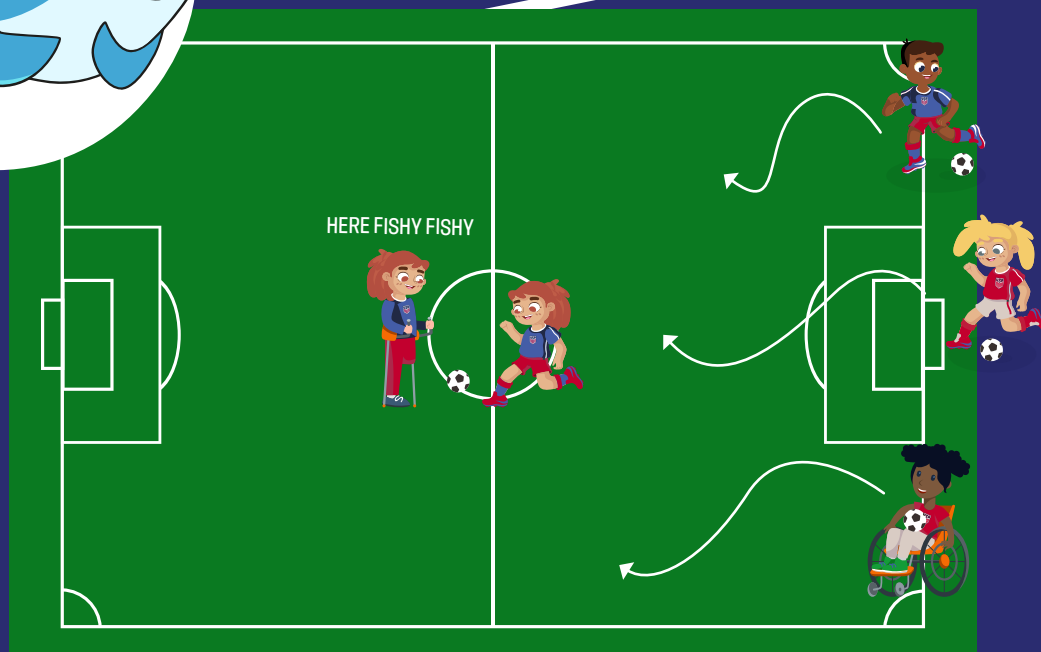
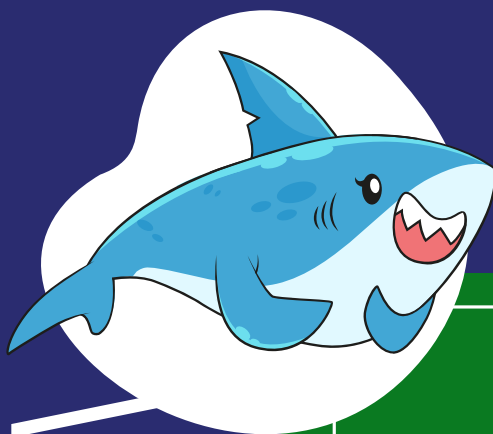
VARIATION: Minnows dribble only with left or right foot.



COACHING POINTS:

- Defenders (sharks) stay low and balanced.
- Attackers (minnows) use speed and direction change to get past.

TPSR TIE IN: Praise players who help a friend remember the rules or encourage them to keep trying.



ACTIVITIES

III. LINE SOCCER (1V1 OR 2V2) (FROM LESSON 5)

SET-UP: Two lines at midfield on each field; goals at each end. Coach in middle with balls. Shooting zone five yards from goal.

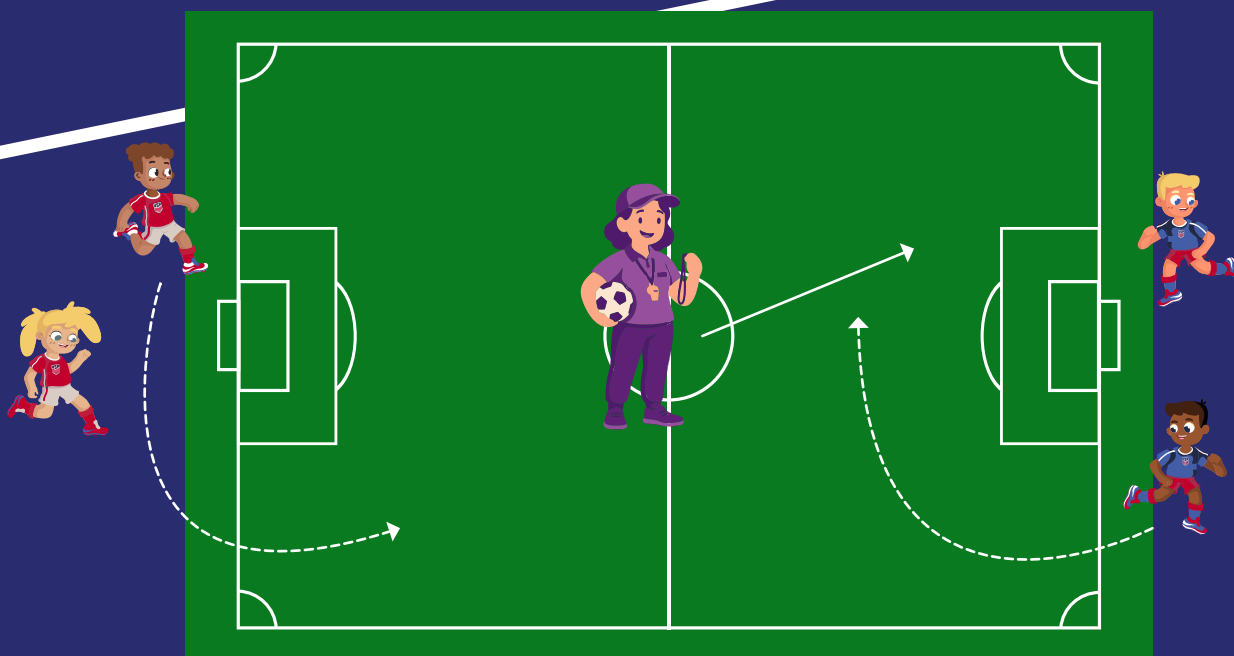
DIRECTIONS: On “Go,” first player from each line runs around their own goal into play. Coach passes to one player. Build from 1v1 to 2v2 as session goes on.



COACHING POINTS:

- First defender pressures ball immediately.
- Stay low and keep moving feet to block attacker’s path.

TPSR TIE IN: Assign team captains to help with scorekeeping and encouraging their teammates.



ACTIVITIES

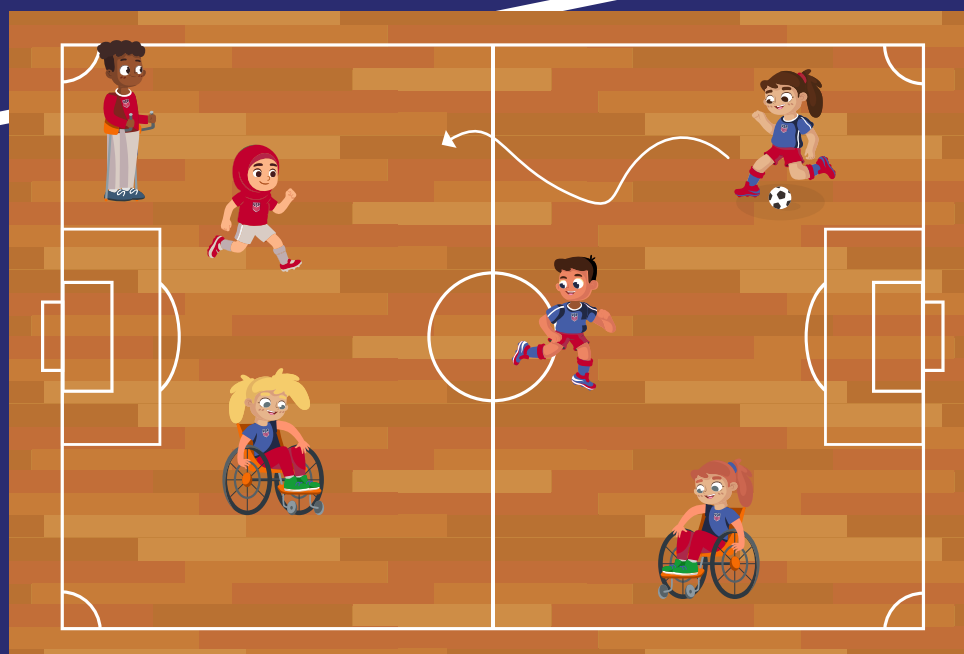
IV. STUDENT CHOICE FINAL GAME

FIELD 1: 3v3 to two goals.

FIELD 2: 3v3 to six goals (three per endline).

Students can pick which field they want to play on and can switch after each round.

TPSR TIE IN: Encourage students to help explain the rules to peers who choose a new game format and to keep working hard until the end.



GROUP MEETING

DIRECTIONS:

- Circle up:
- Ask: “What did you enjoy about today’s session?”
- Invite a few students to share.
- Ask: “What was a challenge today and how could we help?”
- Give the entire group a two-clap shout-out for their effort this season.
- Thank students for participating.
- Have them give a fist bump to each person before leaving.

TPSR TIE IN: Reflecting on learning connects soccer lessons to real life. Positive goodbyes reinforce respect and community.



EFFORT & RESPECT

PHYSICAL SKILLS: Ball Mastery & Changing Direction

RELATIONAL TIME

During snack or arrival:

- Greet each student by name, ask if they played soccer at recess or lunch.
- Invite a few students to help carry and set up equipment.

Assign rotating roles: Line Leader, Door Holder, Caboose to keep transitions organized.

- The line leader leads the group and walks slow enough to keep everyone together.
- The door holder is second and holds the door until everyone passes.
- The caboose is last and makes sure that everyone walks at a pace that keeps everyone together.

TPSR TIE IN: Warm greetings and check-ins build relationships. Try to connect each week individually with 3-4 students at the start and end of the sessions. Over the course of the program you will hopefully connect with everyone. Make a point to set clear expectations for students for transitions. Giving leadership roles encourages responsibility.

AWARENESS TALK

Circle up:

- Share: "Effort is always trying your best. Respect means treating others how you want to be treated."
- Ask: "What does effort look like in soccer?" (Examples: hustling to win the ball, practicing a move even when you miss the first time.)
- Ask: "How can we show respect today?" (Examples: listening to instructions, encouraging teammates, taking turns.)
- Share: "Today we are working on dribbling and ball control."



**SOCCER AT
SCHOOL: SIGN
UP FOR FUTURE
INFORMATION &
UPDATES.**



ACTIVITIES

I. GREETING GAME

SET-UP: Create a rectangle with cones. Scatter a few cones inside. No soccer balls..

DIRECTIONS: Players move in different ways (skip, walk, monster walk) and greet others with high-fives, fist bumps, or other fun gestures.

- Example moves: speed walk + fist bump, skip + high five, monster walk + low five, butt kicks + elbow bump, choose-your-own movement + handshake.
- At certain points call out “line up” and have students find coach and practice lining up without sliding or bumping into each other.
- Variation: Players suggest moves or add greetings in other languages.

Coaching Points: Keep your head up to avoid collisions.

TPSR TIE IN: Praise students' effort for trying new movements. Greeting everyone shows respect and builds connections. Giving players a turn to pick a move gives them a voice.



ACTIVITIES

II. DANCE TOE TAG

SET-UP: Rectangle grid, each student with a ball. 2-3 taggers without balls (holding a cone or pinnie).

DIRECTIONS:

- Ask: What are some moves that you can use to change direction? Have students demonstrate. (inside chop, pullback etc)
- All students dribble in space, while taggers use to touch the dribbler's soccer ball with their toe.
- If the soccer ball is touched, the player must stop dribbling and start dancing.
- To free someone, dribble to them and copy their dance.
- Switch taggers every minute.

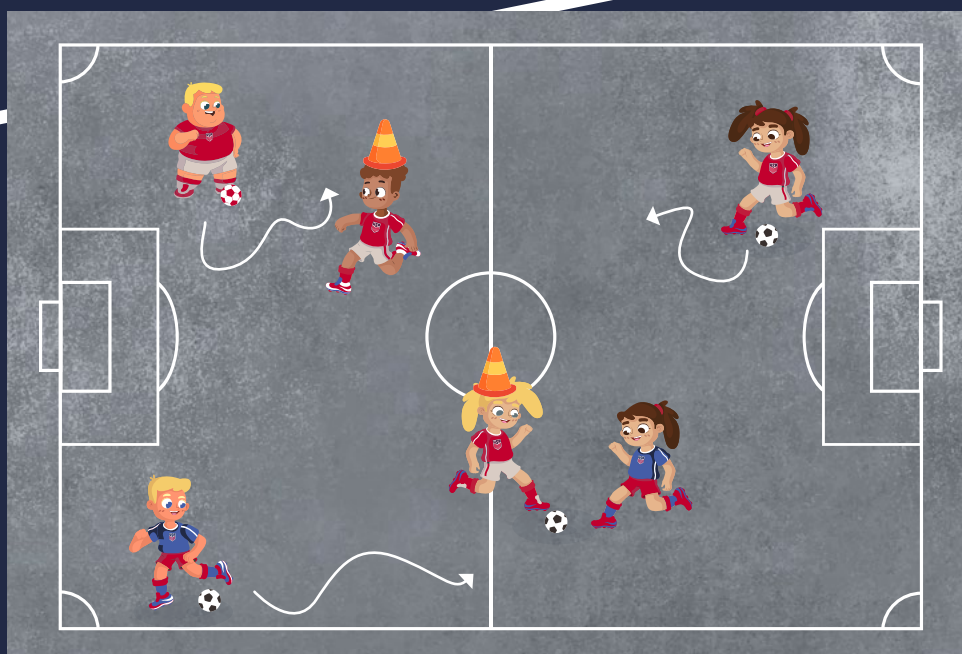
VARIATION: Taggers tag the player with the cone instead of the ball.



COACHING POINTS:

- Bend knees, stay light on toes.
- Use quick changes of direction to shield the ball.

TPSR TIE IN: Praise players for their effort, whether they escape tags or keep trying after being tagged. Encourage creativity and inclusion when copying dances.



ACTIVITIES

III. SHARKS AND MINNOWS TO GOAL

SET-UP: Rectangle grid, with a cone goal in every corner & every player with a soccer ball. 2 or more players are designated as the sharks.

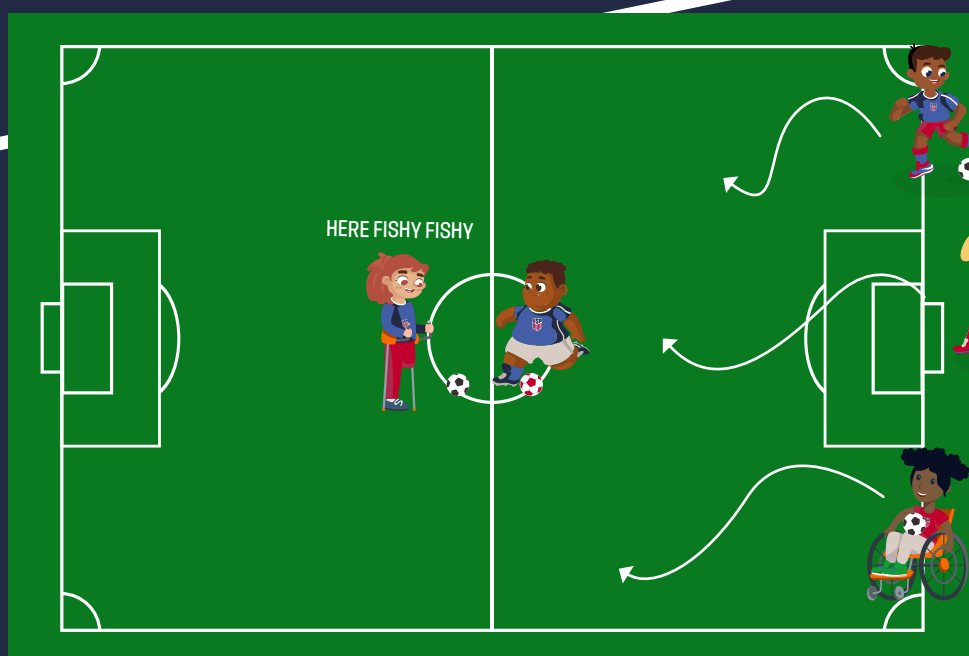
DIRECTIONS:

- Players dribble to score goals in the corners while avoiding sharks.
- Sharks steal points by kicking balls away. Play for a designated time, switch up the Sharks.
- Variation: Give the sharks a ball too. If a shark hits a goal scorer's ball with their own, they eat all the points and the goal scorer has to start scoring over again.



COACHING POINTS: Use quick changes of direction to avoid sharks. Keep ball close for control when near a goal. Accelerate into open space to score before sharks arrive.

TPSR TIE IN: Praise the effort of both the sharks and the minnows. Bring attention to the students that are trying different moves. Remind students to be respectful when tagging.



ACTIVITIES

IV. 4V4 TO FOUR GOALS

SET-UP: Medium grid with two goals on each endline.

DIRECTIONS:

- Create teams and ask students to make sure they know their teammates' names.
- Have students discuss their favorite food and choose a team name.
- Play small-sided games where teams can score in either goal on the opposing side. Rotate teams after each game.
- Restart with kick-ins or dribble-ins.
- Rotate teams if there is an extra one. The resting team can help collect soccer balls.

VARIATION: At the game breaks ask students if they would like to change or add a rule in the game to make it more fun or include more players. Ex: Add a rule that each player must touch the ball before scoring.



COACHING POINTS: Look up to see open goals. Support teammates by moving into space.

TPSR TIE IN: Use different grouping strategies so students get to know others. Have each game start with a question the teams can discuss before starting. Praise positive displays of effort and respect.



ACTIVITIES

CONE HAT COOL DOWN

SET-UP: Each player gets a cone. Players spread out in a small space.

DIRECTIONS:

- Players balance a cone on their head and walk slowly. If the cone falls, wait for a teammate to pick it up.



COACHING POINTS: Move slowly and stay balanced. Focus on posture and control. Have students try different movements: lunge kicks, straight leg kicks, butt kicks.

TPSR TIE IN: Praise students' effort to focus while balancing the cone. Helping someone pick up their cone shows kindness and community.

GROUP MEETING

Circle up:

- Use "Thumb-ometer" to rate their effort today. (Thumbs up for great, sideways for ok, and down for can do better next time)
- Teach the Two-Clap Shout Out: (Students recognize someone and what they did. Everyone then claps twice for them in unison.)
- Ask: "Who did you see showing respect today and what did they do?"
- Weekly Challenge: Show respect to 2 people this week at school or home.
- End with fist bumps to two different teammates.

TPSR TIE IN: Make sure to connect what they learn about effort and respect at soccer to other areas of their life. During Two Clap Shout Out allow time for individual students to answer, but limit to 2-3 of them. Make a point for students to compliment each other when they are giving fist bumps. Provide time to hear any students that want to talk to you after the session.

EFFORT & RESPECT

(SELF CONTROL & OPENNESS TO NEW IDEAS)

PHYSICAL SKILLS: Dribbling & 1v1 Moves

RELATIONAL TIME

During snack or arrival:

- Greet students, ask about interests outside soccer.
- Invite a few students to help carry equipment.
- Rotate Jobs: Line Leader, Door Holder, Caboose.
- TPSR Tie In: Model respectful behavior with the students and other adults at the school. Greeting students warmly builds rapport. Giving roles fosters leadership.

AWARENESS TALK

Circle up:

- Share: "Today we focus on Respect - listening, being kind, taking turns and Effort - always trying your hardest."
- Ask: "What were some ways you showed respect to your teachers this week?" How did your teachers respond?
- Ask: "What does effort look like?"
- Ask: "What does self-control look like on the field?"
- Share: "Today we'll focus on Respect and Effort while practicing 1v1 dribbling moves. We'll also practice self-control and trying new moves while learning from others."



ACTIVITIES

I. DRIBBLE THIS OR THAT

SET-UP: Rectangle space with cone boundaries and an endzone at each end. Every player has a ball.

DIRECTIONS:

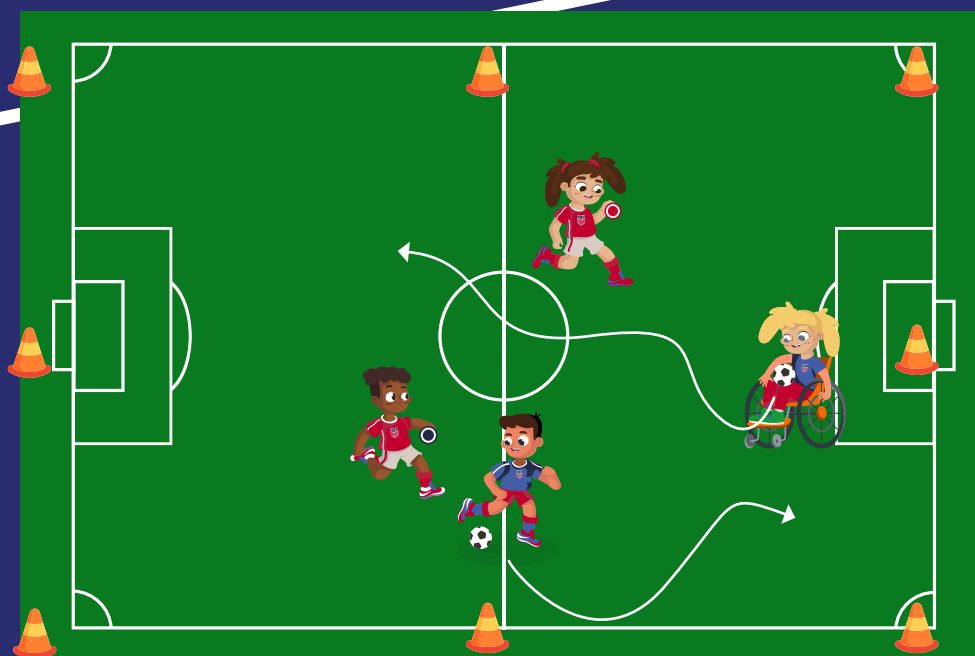
- Players dribble around, using different parts of the foot (“painting the field”).
- Coach calls out two options (e.g., Cats or Dogs; Superman or Batman).
- Players dribble to the endzone that matches their choice.
- Once there, they share one other thing they all like.

VARIATION: Players perform a dribbling move on the way to their chosen endzone.



COACHING POINTS: Use small touches in tight space and bigger touches in open space. Look up to see where you're going. Use inside and outside of both feet.

TPSR TIE IN: Respect is shown by listening and sharing with teammates.



ACTIVITIES

II. HOSPITAL TAG

SET-UP: Rectangle space. Each player has a ball.

DIRECTIONS:

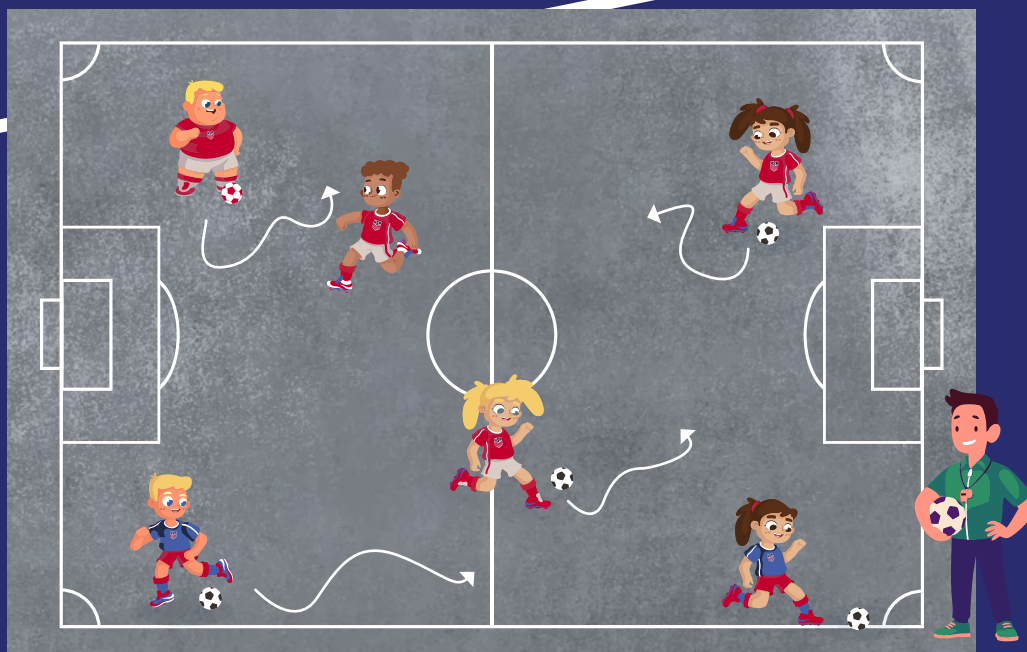
- Everyone is it. Players dribble to avoid being tagged.
- If tagged, they must hold the tagged spot (one hand) and continue dribbling.
- If tagged three times, they go to the 'hospital' (coach) and are given an action to perform.
(Ex: toe taps, pull backs, scissors)

VARIATION: Have players freeze until a teammate 'heals' them by passing the ball through their legs. Coach moves about the space, so players have to have their heads up and find them.



COACHING POINTS: Keep head up while dribbling to see taggers. Use quick changes of direction and shielding to protect the ball.

TPSR TIE IN: Praise effort and respectful tagging. In between rounds, give students a voice by asking them to share dribble moves that work to avoid being tagged.



ACTIVITIES

III. ISLANDS GAME

SET-UP: Rectangle space with cone 'islands' (triangles). Every player has a ball.

DIRECTIONS:

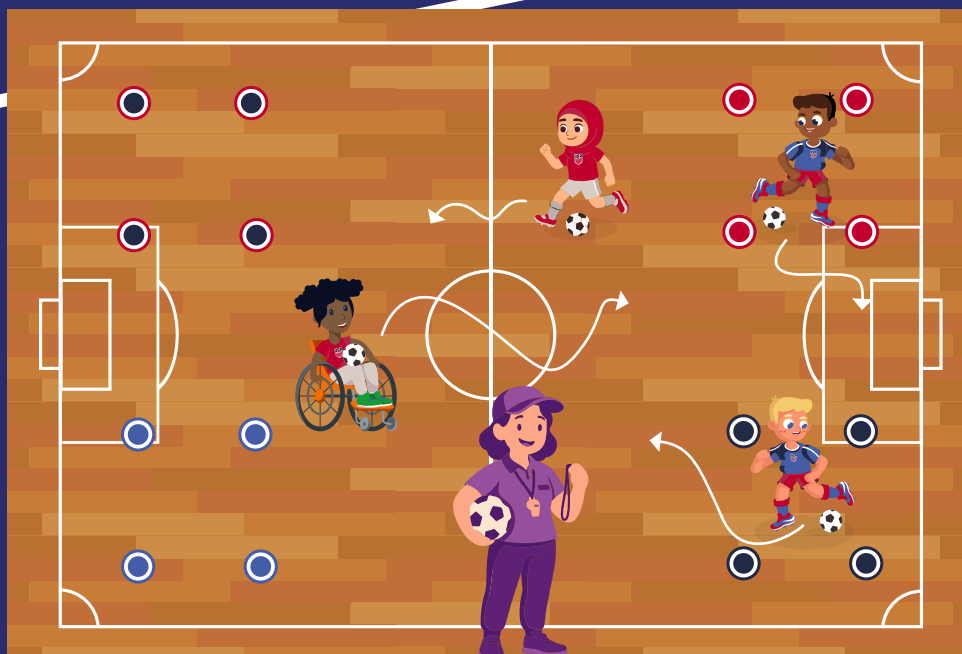
- Players dribble through as many islands as possible in 40 seconds.
- On second round, try to beat their own score.
- Teach 1v1 moves to beat a defender inside islands (Ex: fakes, inside cut, scissor). Allow students to demonstrate or share their moves.

VARIATION: Add 1-3 taggers who try to knock balls away. Players are safe on an island, but can only stay on an island for 5 seconds. If a players ball is knocked away or taken by a tagger, they let them keep the ball and switch roles.



COACHING POINTS: Dribble with control in tight spaces. Accelerate into open space. Keep head up to spot open islands and avoid taggers.

TPSR TIE IN: As players are dribbling try to identify players who might be able to demonstrate the next move or share their own. Ask them if they are comfortable sharing a move and let them show it to you. This helps to avoid cold calling students and putting them on the spot.



ACTIVITIES

IV. LINE SOCCER

SET-UP: A goal on each endline. Split players in half and have a line of players next to each goal. Coach in middle with balls. Create two grids if more than 12 players.

DIRECTIONS:

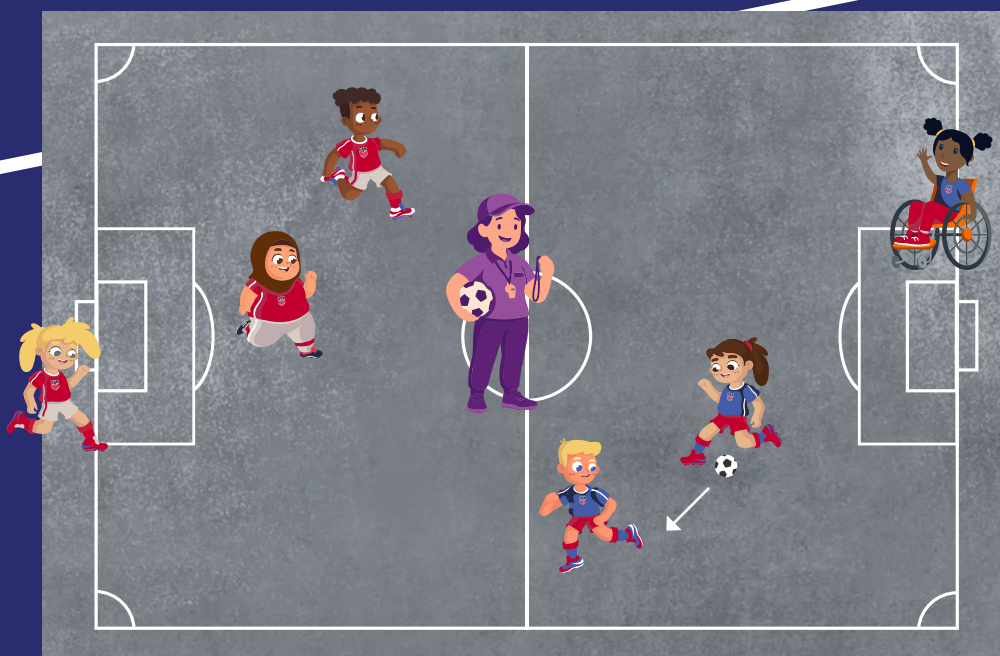
- First person in each line will go against each other. The coach passes a ball to one team each time to start. (This allows one side to be the clear offensive side. Coach will switch after everyone on the team attacks once).
- Teams score by dribbling or shooting into opponent's goal. If defense wins it, they can counterattack. The last player to touch it brings it back to the coach.
- Players rotate to the back of their own lines.

VARIATION: After several rounds, call two numbers for 2v2 and then three numbers for 3v3.



COACHING POINTS: First touch toward space. Use a move to beat defender, then accelerate.

TPSR TIE IN: Assign a captain to help organize the team and keep score. Take a pause and students how they can support their teammates. (Cheer them on, help them to pay attention)



ACTIVITIES

V. COPY CAT COOL DOWN

SET-UP: Set-Up: Players spread out in a small space. No soccer balls.

DIRECTIONS:

- Follow the coach's movements: light jog, skip, side shuffle, walk.
- Change speed and direction on coach's signal.
- End with a slow walk and stretches.

VARIATION: Let students take turns leading the movements.



COACHING POINTS: Stay alert to copy movements accurately. Kids at this age may not need to stretch, but you can start to show them some dynamic and static stretches.

TPSR TIE IN: Provide opportunities for students to make suggestions for movements or lead. Positively reinforce those students that are trying all the moves and showing effort.

GROUP MEETING

Circle up:

- Use "Thumb-ometer" to rate effort today.
- Ask: "What made it easier to try your best today?"
- Review dribbling move coaching points.
- Give 'two-clap shout-outs' for respectful teammates.
- Ask: Think about some challenges that you face in school. Think about how hard you worked today to learn new dribbling moves. What are things that you do to help you provide that same effort and focus in school?
- Weekly Challenge: Try one new things this week and share with us next week. It could be a dribbling move, a school assignment or even learning a new recipe to help with a meal.
- End with fist bumps to two teammates.

TPSR TIE IN: Look to connect the pillars the students learn at soccer to school, home and community throughout the lesson, but especially in the group meeting. Assign students or ask for volunteers to help with equipment to build responsibility.

HELPING OTHERS

PHYSICAL SKILLS: Passing & Receiving

RELATIONAL TIME

During snack or arrival:

- Take attendance and greet players by name, ask about their day and who they helped recently.
- Invite a few players to help carry and set up equipment.
- Assign rotating roles: Line Leader, Door Holder, Caboose.
- TPSR Tie In: Use this time to assess players moods and support them as needed. Try to connect each week individually with 3-4 players at the start and end of the sessions. Over the course of the program you will hopefully connect with everyone. Asking about helping others builds a bridge between the soccer program and their daily lives.

AWARENESS TALK - HELPING OTHERS

Circle up:

- Share: The program has five focus areas—Respect, Effort, Self-Direction, Helping/Leading Others, and Positive Off the Pitch.
- Share: “Today’s focus is on Helping Others. In soccer, that means being a good teammate.”
- Ask: “How can you be a good teammate?” (passing, communicating, and supporting each other)
- Ask: “How can you help someone at school or at home?” (being nice to someone when they are having a bad, helping to explain something to a friend, help clean or cook at help).
- Connect to last week’s challenge: Who is someone that wants to share something new they tried.



ACTIVITIES

I. MATH DRIBBLE

SET-UP: Rectangle grid. Each player has a ball.

DIRECTIONS:

Players dribble while solving math problems. Group by answers after solving.

After a few rounds, end in pairs.

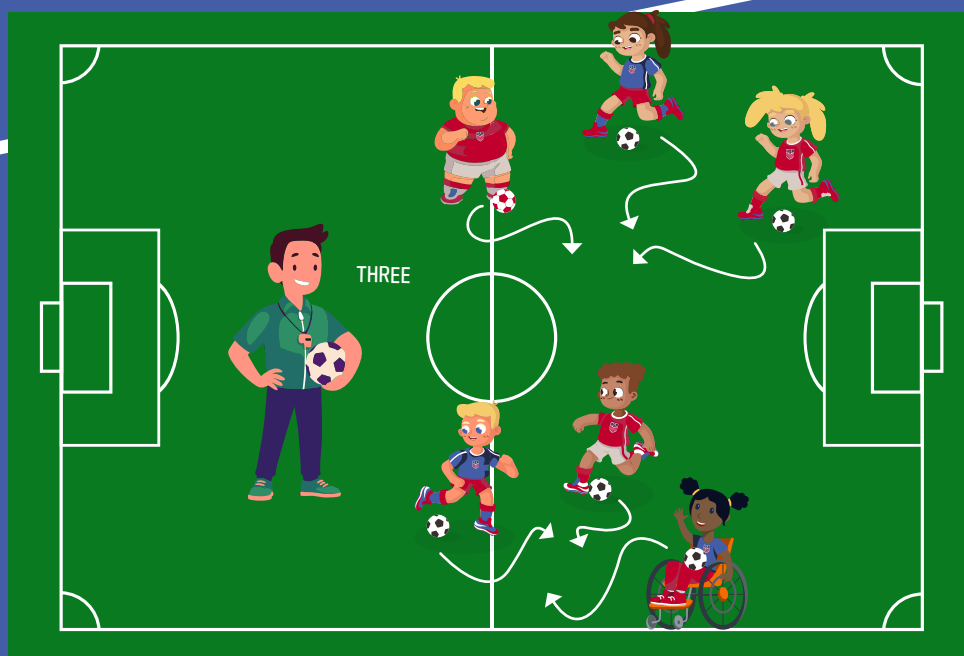
When players are in groups ask them to answer a different question each time: favorite food, # of siblings, favorite song etc.

VARIATION: Choose a student to provide the question they want answered each round.



COACHING POINTS: keep head up to avoid collisions. Use small touches for control, bigger touches in open space.

TPSR TIE IN: Praise players who include others quickly and are kind when telling someone to leave their group. Address any conflicts that might arise with people being forced out of a group.



ACTIVITIES

II. BALL RETRIEVAL IN PAIRS

SET-UP: Players paired up. Create a large circle made with alternating colored cones. Each pair is at a cone on the outside. Use two different colored cones so the players are also in two groups based on the color cone where they start. All soccer balls in the center.

DIRECTIONS:

- Pairs complete the coach's challenge to collect or return balls. Work together to solve quickly.
- Coach calls out a math challenge: e.g., "collect 2 fingers and two heads. (4)"
- The first player runs to the middle, grabs a ball and returns. The second player runs to the middle, grabs a ball and returns. They do this until they have solve the math problem (4).
- Players can take a ball from another pair, once balls have gone from the middle.
- The coach calls out a new challenge and the groups return the ball to the circle.
- Repeat the exercise for multiple rounds changing the command.

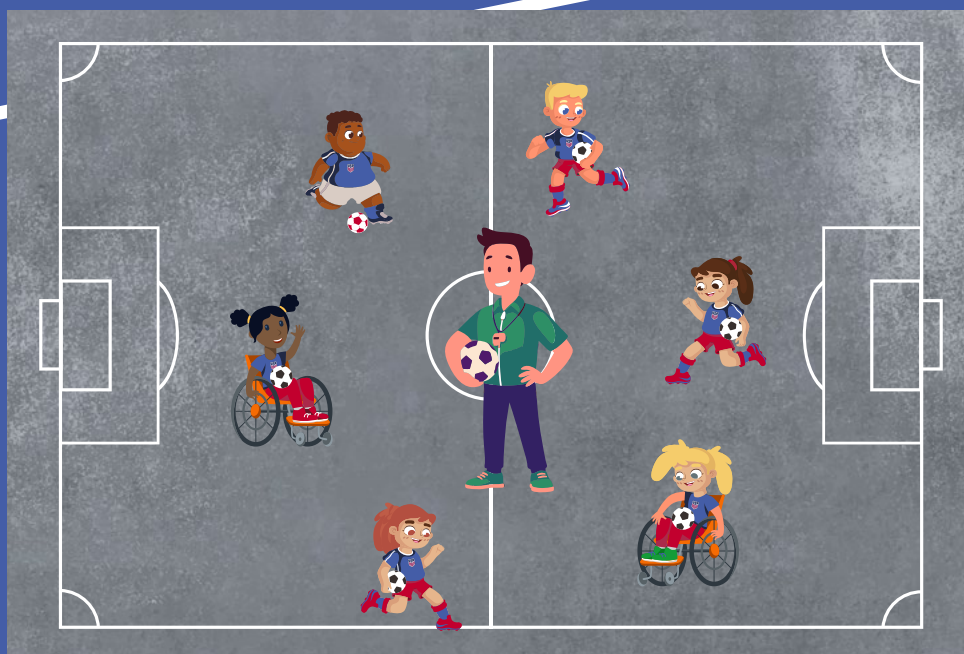
VARIATION: For the final rounds tell the players the ball must stay on the ground and now they must move the ball with a certain number of touches or passes.



COACHING POINTS:

- Encourage clear communication between partners.
- Work together to solve problems quickly.

TPSR TIE IN: Reinforces teamwork and problem solving. Discuss the fact groups might solve the same problem in different ways and that is okay. Praise players' effort.



ACTIVITIES

III. GATE PASSING

SET-UP: Cones create several “gates” around the space using 2 cones. Players in pairs with one ball. If there are different colored cones, create different colored gates. Have some gates set up near each other, so that a longer pass could go through two gates.

DIRECTIONS:

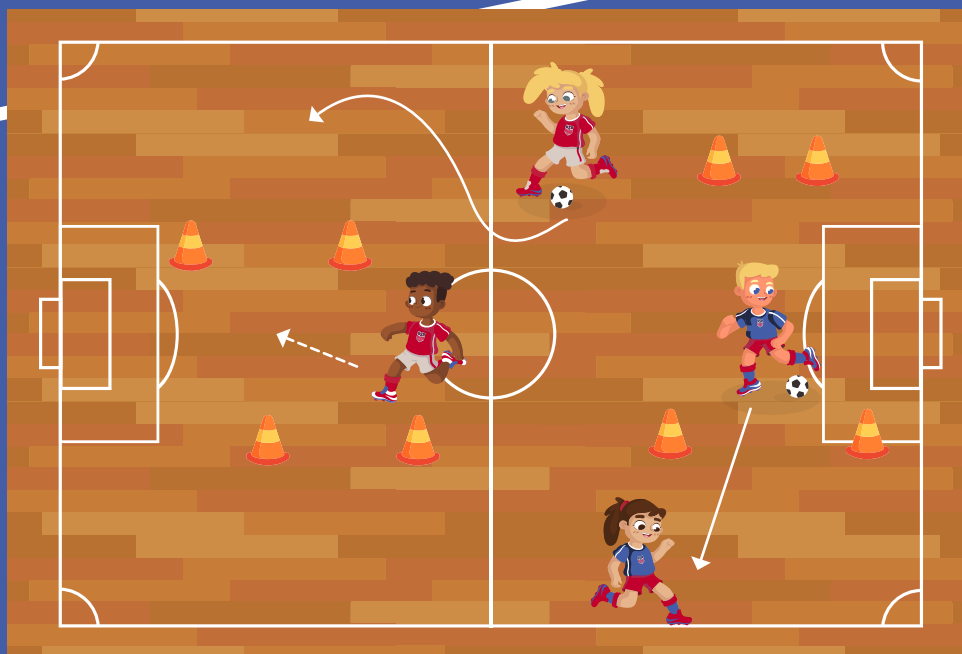
- Ask: Who can tell me one thing to do to pass with the inside of your foot?
- Have partners start on either side of an gate. Have them practice passing the ball between it to start.
- Ask: Who can tell me one thing to do to when you receive the ball with the inside of your foot?
- Repeat the practice passing.
- Game Play: Pairs move about the space passing the ball through as many gates as possible in 60 seconds. Ask players for their score after each round and to improve it the next.
- After two rounds ask players who have been successful what their strategy is. Have others try to strategy.

VARIATION: Challenge players to alternate colors when passing through the gates. Can pairs pass through more than one gate at a time with a longer pass? Add defenders as gatekeepers to the challenge the pairs.



COACHING POINTS: Plant non-kicking foot toward target, (toe up, ankle locked), communicate with partner.

TPSR TIE IN: Give players a voice and chance to explain their ideas. Emphasize communication and encouragement.



ACTIVITIES

IV. 4V4 TO FOUR GOALS

SET-UP: Use a grid with 2 goals on each endline. Create two grids if there are more than 3 teams.

DIRECTIONS:

- Teams play 4v4, scoring in either goal on the opposing team's endline. Kick-ins or dribble-ins for restarts.
- Rotate teams; resting team retrieves balls.



COACHING POINTS: Look up to see open goals, spread out to create passing options, take a first touch toward where you want to go.

TPSR TIE IN: Remind players to support each other with good positioning and also communication. Ask the teams in between rounds if there is a rule they might change to improve the game? Example: Defense has to stay in one half or everyone has to touch the ball once before going to goal.



ACTIVITIES

V. UP DOWN GAME (COOL DOWN)

SET-UP: Use the field from the 4v4 goal. All players line up without soccer balls at the halfway point.

DIRECTIONS:

- Tell players that everything to their left is something that is up in the air.
- Tell them that everything on the right is something that is on the ground.
- Have them brainstorm some examples.
- players will jog to the side and back to the center for the item that will be called.
- The coach then calls out a bird and sees where people go.
- Repeat the activity changing items each time and movements every few rounds.
- Use differences in players' interpretations to discuss.



COACHING POINTS:

- Move safely and under control.
- Pay attention to coach's call and respond quickly.

TPSR TIE IN: Encourage players to explain their choices and respect others' interpretations. Give them a chance to assess activities and provide alternatives.

GROUP MEETING

Circle up:

- Use Thumb-ometer to rate effort and teamwork.
- Ask: "How did you help others today?"
- Review passing points: Plant foot, toe up, strike through the middle.
- Give two-clap shout-outs for players who were good teammates. Remember to say the name and what they did.
- Weekly Challenge: Help someone at school, at home, or in the community—and notice their reaction.
- Ask: "What is an activity you might want to do next week? Is there someone who will help explain it to the group next week? I will remind you at the start next week."
- End with a fist bump

TPSR TIE IN: Reflection helps connect helping behaviors to everyday life. Encourage players to have a voice.

SELF DIRECTION & GOAL SETTING

PHYSICAL SKILLS: Finishing

RELATIONAL TIME

During snack or arrival:

- Take attendance and greet students by name.
- Ask about their day and what goals they've set recently.
- Invite a few students to help carry equipment.
- Assign rotating roles: Line Leader, Door Holder, Caboose.

TPSR TIE IN: Use this time to see who is comfortable explaining the students' choice for warm-up. See who is comfortable finishing.

AWARENESS TALK - SELF-DIRECTION & GOAL SETTING

Circle up:

- Share: "Today we're focusing on Self-Direction which means working hard without reminders. This also helps with Goal Setting. Who can tell me what is goal setting?"
- Ask: "What is one goal you want to set for yourself today? It can be something related to effort, respect or anything else. Take a minute to think about what you want to do today. Tell them you will check in on them at different times during the session to ask their goal and how they are doing."
- Connect: "Self-direction and goal setting aren't only for soccer. How might you use this in school?"



I. MATH DRIBBLE

I. STUDENT CHOICE WARM-UP OR BALL RETRIEVAL

SET-UP: Students choose a favorite warm-up game or Ball Retrieval.

DIRECTIONS:

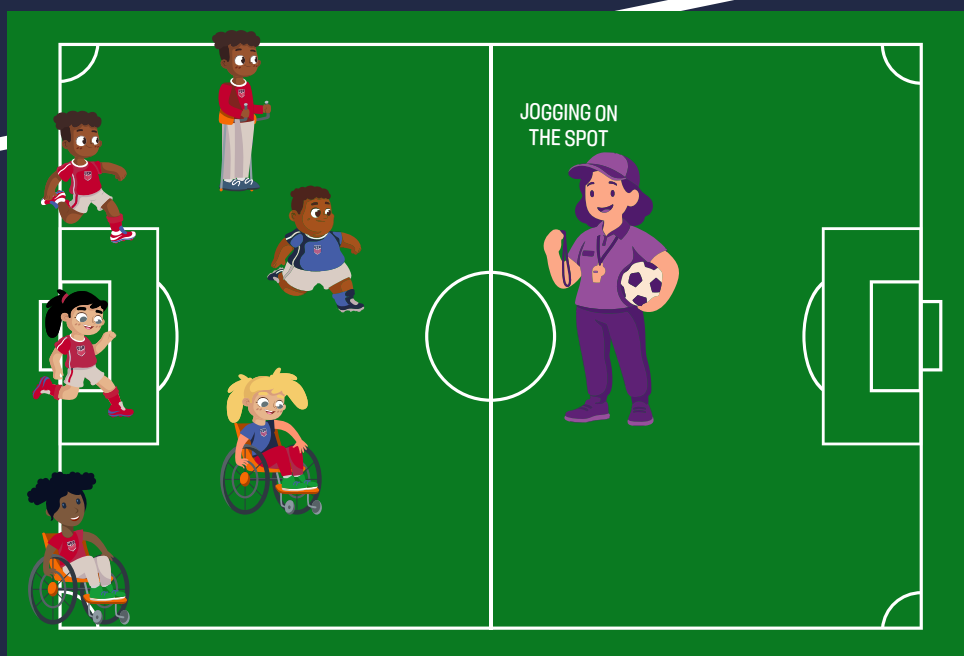
- Warm-up: Students vote or suggest a game.
- Ball Retrieval from Lesson 3: Pairs follow coach's commands to collect or return soccer balls.



COACHING POINTS:

- Encourage creativity and effort.
- Communicate clearly with partners.

TPSR TIE IN: Choice encourages voice and ownership. Working in pairs reinforces teamwork.



ACTIVITIES

II. TEAM BALL TAG

SET-UP: Rectangle grid. One team dribbles, the other passes.

DIRECTIONS:

- Ask: How finishing is different than shooting? Tell players that finishing can be passing with the inside of the foot or using your lacing to strike the ball with force. Who remembers some of the coaching points for passing?
- Passers try to hit dribblers' balls with their passes.
- If hit, dribbler is frozen.
- Teammates unfreeze them by passing through legs.
- Play for 2-3 minutes and then switch roles.

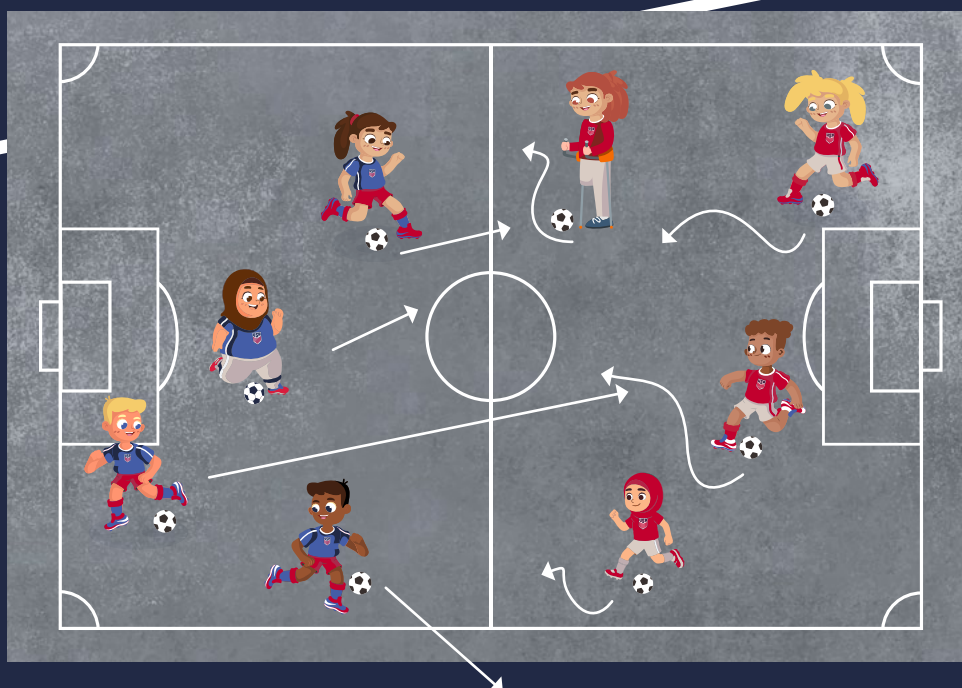
VARIATION: Limit the number of soccer balls the passing team has so they need to work together to hit the dribblers.



COACHING POINTS:

- Passing: Plant foot to target, toe up, strike middle.
- Dribblers: Keep ball close, head up.

TPSR TIE IN: Recognize players who are passing the ball using proper technique. Praise the students who are being respectful even though they might be passing into people.



ACTIVITIES



III. SHOOTING STARS

SET-UP: Create four small fields with goals one each end line. Put cones out 4 and 8 yards out from each goal. (See diagram). Split the students up so there are equal lines next to each of the 8 goals. Soccer balls should be split next to each goal.

DIRECTIONS:

- The first person in each line dribble out towards the opposing goal and finishes with the inside of their foot.
- Shooters retrieve their ball and join opposite line.
- After several turns have players try to use their laces to shoot from the 8 yard cone.

VARIATION: The first person in each line runs out to the opposite goal. The person in line next to the goal passes them the ball. They receive the ball and shoot trying to only use 2-3 three touches.



COACHING POINTS:

- Inside of foot for accuracy.
- Laces for power—lock ankle, lean over ball, follow through.
- First touch sets up shot.

TPSR TIE IN: While students are waiting for their turn ask students what their goal is for the day. Discuss with students how they can make sure people in line are safe. Encourage students to help each other understand the rotation and what to do.



ACTIVITIES



IV. 4V4 HAWAII

SET-UP: Create two small-sided fields that are at least 25x30 with two goals on each endline. Create a No Zone six plus yards out from each endline. Players are not allowed to stand in these spaces and cannot shoot in these spaces.

DIRECTIONS:

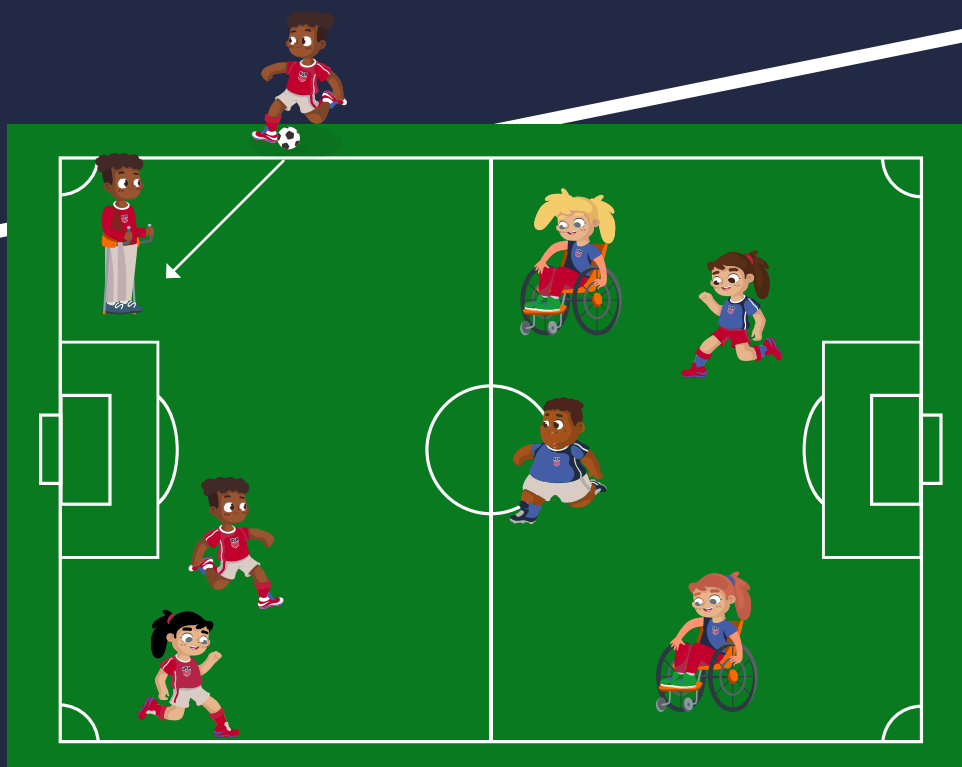
- Teams play 4v4, scoring in either of the oppositions two goals.
- Use kick-ins instead of throw-ins for restarts. Anytime the ball goes over an endline it is that teams kick-in (no corner kicks). Short games, rotate teams.
- Play 4-5 minute games and rotate teams.



COACHING POINTS:

- Plant foot points to the target.
- First touch should set up your next movement.
- Support teammates with positioning.

TPSR TIE IN: Name captains to help organize teams and keep score. If someone wants to sit out, engage them as a referee, coach or ball retriever. Check in with students' goals when they are waiting to play.



ACTIVITIES

V. RELAY COOL DOWN – TEAM OBJECTS

SET-UP: Teams line up on one sideline.

DIRECTIONS:

- Coach will call out a movement and an object. (Example: jog/tv).
- The teams will move from one sideline to the other doing the movement and then try to form the object with their team on the other sideline.
- Repeat for several rounds (skip/toilet, shuffle/bicycle)



COACHING POINTS:

- This is a cool down, vary slow movements.
- Take time to address teamwork and communication at the end.

TPSR TIE IN: Reinforce teamwork, creativity and effort.

GROUP MEETING

Circle up:

- Ask: “Think about your goal today. Did you accomplish it? What helped you to accomplish it.” Have students who are comfortable share their experience.
- Review finishing points: First touch sets up shot, laces for power, inside foot for accuracy.
- Give two-clap shout-outs to teammates.
- Ask: “How can setting a goal in school help you?” Allow for responses.
- Ask: “How can others help you stick with it?”
- Weekly Challenge: Set one goal at school this week and stick with it.
- Give two fist bumps to teammates before leaving.

TPSR TIE IN: Make sure to ask one question at a time and let 2-3 students respond before asking the next question. If others want to share, allow them to share with the next question or to talk to you afterwards. Allow for reflection as it builds self-direction. Recognize how important others c

AFTER-SCHOOL LESSON 5

TPSR FOCUS: Helping Others & Effort

PHYSICAL SKILLS: Defending in Pairs

RELATIONAL TIME

During snack or arrival:

- Take attendance and greet each student by name.
- Ask how their day has been and if they remembered their goal from last week.
- Are there any students that want to help explain the games they chose to play this week?
- Invite a few students to help carry and set up equipment.
- Assign rotating roles: Line Leader, Door Holder, Caboose.

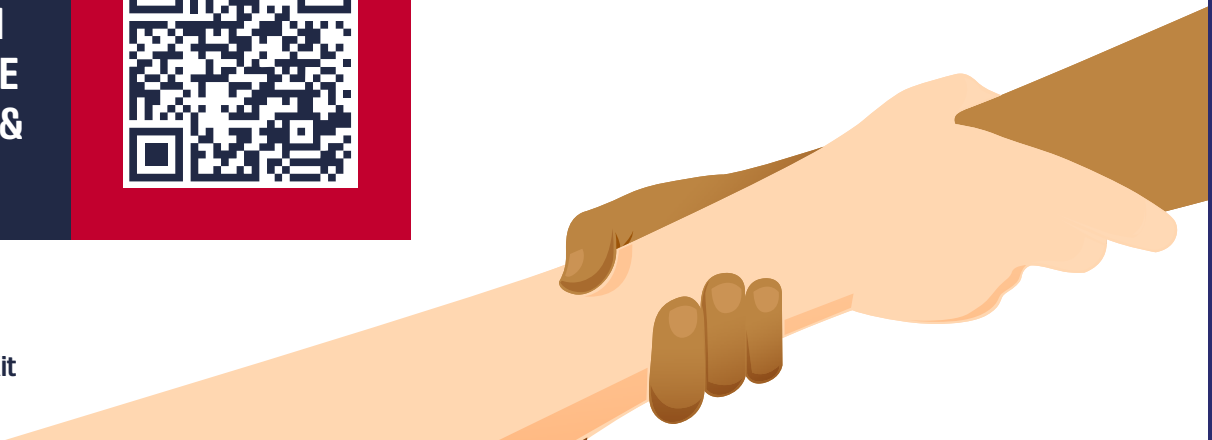
TPSR TIE IN: Checking in about last week's goal connects sessions. Greeting warmly and giving roles builds responsibility and leadership.

AWARENESS TALK – HELPING OTHERS & EFFORT

Circle up:

- Ask: "Did you set a goal last week? Were you able to accomplish it?"
- Remind: "It's okay if you forgot as we can all forget sometimes. What could we do to remember our goals next time?" (Examples: tell a friend, write it down, ask a reminder.)
- Share: "Today's focus is on Helping Others and Effort. We are going to focus on defending in pairs today. Who knows some coaching points for defending?" (pressure the ball: one person runs to the ball, staying under control: not diving in)
- Ask: "What can we do as teammates to help each other defend? (communicate who should go to the ball, support the person going the ball by staying a little behind them).
- Ask: "Why is it important to be comfortable asking others for help?" Explain that we are more powerful when we can work together.

**SOCCER AT
SCHOOL: SIGN
UP FOR FUTURE
INFORMATION &
UPDATES.**



ACTIVITIES

I. HAVE YOU EVER

SET-UP: Create a circle 15 yards in diameter using cones. Place a cone in the middle. Enough cones so that each pair is at a cone (outer or middle).

DIRECTIONS:

- The pair in the middle chooses something they both have done. Example: "Ordered a school lunch."
- If both students in a pair on the outside have done it, they run to the middle, split up, and find a new cone.
- If only one has they stay in the same spot.
- Whoever is left without a cone becomes the new middle pair.
- Encourage students to use school, home, or soccer-related examples.

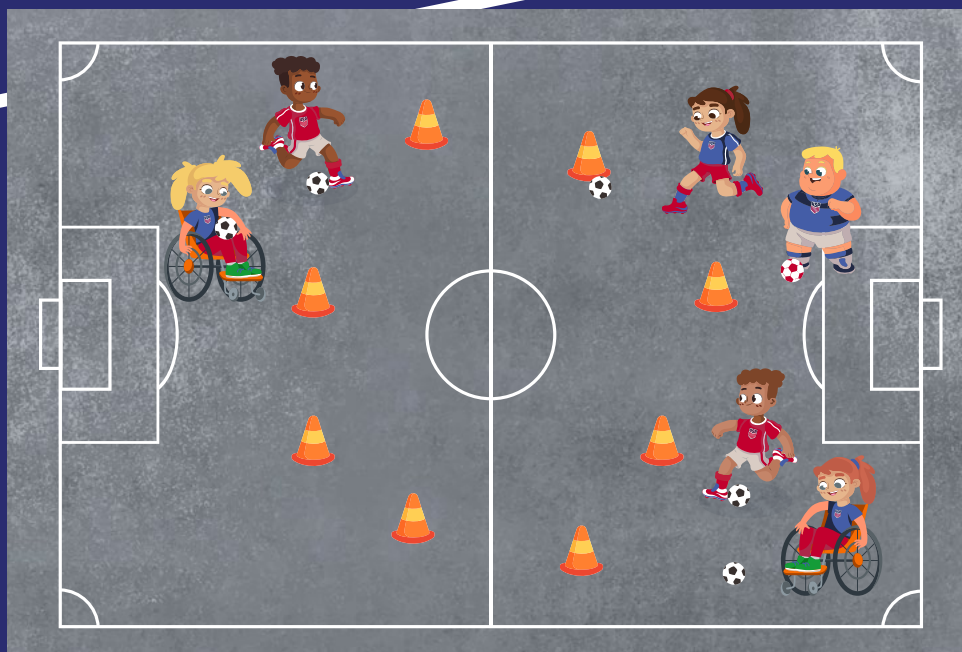
VARIATION: Have students dribbling a soccer ball. While they are waiting at a cone they can practice a move of their choice: top taps, box taps, pull backs, scissors)



COACHING POINTS:

- Run safely and under control.
- Listen carefully to the statement before moving.

TPSR TIE IN: Students learn about one another and include everyone. Helping others means noticing pairs that need a partner and supporting them. As a coach position yourself near the middle to help if someone is stuck on an example.



ACTIVITIES

II. SHARKS AND MINNOWS (DEFENDING FOCUS)

SET-UP: Rectangle grid. Minnows with balls on one endline, sharks in middle without balls.

DIRECTIONS:

- Select 2 sharks to start in the middle (without balls).
- Minnows each have a ball and start on the endline.
- Sharks call “Here fishy fishy” and minnows try to dribble to the opposite endline
- without losing their ball.
- Sharks try to steal or knock balls out. If a minnow loses the ball, they become a shark.

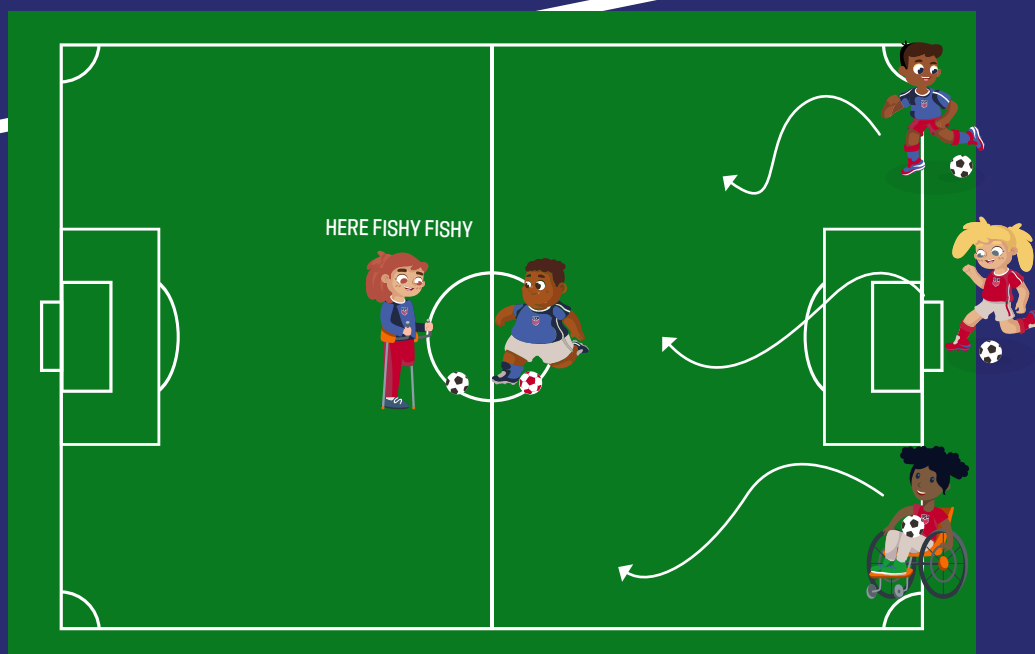
VARIATION: Sharks work in pairs or groups of three to win the ball together.



COACHING POINTS:

- Defenders: Stay low, balanced, side-on stance.
- Work with partner to trap attacker.
- Poke tackle when ball is off of the dribbler’s foot.

TPSR TIE IN: Take breaks in between rounds to allow sharks to strategize. Discuss what strategies worked. Praise students who communicate and work together. Emphasize effort even if you lose your ball—keep hustling.



ACTIVITIES

III. 2V2 DEFENDING CHANNELS

SET-UP: Create long channels (15x10 yards). Each channel should have 8-12 players split between the two endlines to start.

DIRECTIONS:

- One side starts with the ball and attacks the opposite side. Attackers try to dribble across endline.
- Defenders work together to stop them and win the ball.
- If defenders win the ball, they can try to attack the opposite endline.
- Play for a set time and then switch roles.

VARIATION: Defenders pass the ball into the attackers to start.

COACHING POINTS:

- First defender pressures the ball quickly.
- Second defender provides cover and communicates.
- Don't dive in—wait for the right moment.

TPSR TIE IN: Have students problem solve if there are uneven numbers on their side. Support students to resolve and conflicts peacefully. Highlight pairs that communicate well. Helping your partner by covering space is like helping a classmate who needs support.



ACTIVITIES

IV. 4V4 WITH CENTRAL GOALS

SET-UP: Create two fields 25x30 with two central cone goals in the middle of each endline.

DIRECTIONS:

- Teams play 4v4, scoring through central goals.
- Rotate teams if extras; resting team helps retrieve balls.
- If there are issues over restarts, goals etc have students use “Rock, Paper, Scissor” to resolve.

VARIATION: Allow teams to assess the games after the first round and change a rule.



COACHING POINTS:

- Defenders: Stay between ball and goal.
- Pressure quickly but under control.
- Support each other with communication.

TPSR TIE IN: Select captains to help organize teams. Emphasize that good defending is about effort and teamwork. Encourage players to cheer for their teammates who hustle on defense.



ACTIVITIES

V. UP DOWN COOL DOWN (FROM LESSON 3)

SET-UP: Use the 4v4 field. Students line up without balls at half mark.

DIRECTIONS:

- Left side = “healthy snacks,” right side = “less healthy snacks”
- Students brainstorm examples.
- Coach calls an item (e.g., French fries = right). Students jog to that side and back.
- Repeat with new items and movements.

VARIATION: Change movements each round (skip, shuffle, side step).



COACHING POINTS:

- Move safely and stay aware of others.
- Respond quickly to coach's call.

TPSR TIE IN: Encourage students to explain their choices and respect different interpretations. Help students to understand that less healthy snacks can be okay in moderation and explain what moderation means.ownership.

GROUP MEETING

Circle up:

- Review defending points: Stay low and balanced, first defender pressures, second defender covers, don't dive in.
- Give “two-clap shout-outs” for helpful teammates and explain what they did.
- Share: “Next week is our final session. You will get to help choose the activities. Let's brainstorm ideas from favorite games. (Take time to choose activities and if there are individuals or pairs who can help explain/lead them.)
- Connect the importance of asking for help here to asking for help at school and at home. Discuss how we can help out our families at home.
- Weekly Challenge: Stick with one goal at school this week. Ask a friend to help remind you.
- Fist bump two people before you leave.

TPSR TIE IN: Emphasize that asking for help can be a super power as its important to learning especially when something is new. Remind students that we can do more when we work together. Link effort and helping others on the field to goals at school and home. Giving students choice for next week builds ownership.

SELF DIRECTION (REVIEW ALL PILLARS)

PHYSICAL SKILLS: Student Choice

RELATIONAL TIME

During snack or arrival:

- Take attendance and greet students by name.
- Connect with students who offered to lead or explain an activity today. Encourage them and check if they need support.
- Check in with students about their day
- Assign rotating roles: Line Leader, Door Holder, Caboose.
- Invite a few students to help set up equipment.

TPSR TIE IN: Today is about student choice and voice. Throughout the session find ways to support them taking ownership of the activities.

AWARENESS TALK – PILLAR REVIEW & RESPECT FOR LEADERS

Circle up:

- Share: “Over the past 6 weeks we’ve focused on our 5 pillars–Respect, Effort, Self-Direction, Helping Others, and Positive Off the Pitch. These are not just for soccer. They’re life skills for school, home, and your community.”
- Ask: “Who can share an example of using one of the pillars outside of soccer?”
- Ask: “Why is it important to be respectful when your peers are explaining or leading today?”
- Remind: “If someone is leading and explaining an activity, we all show respect by listening carefully, encouraging them, and following directions.”
- Encourage: “Today you get to help choose what we play. Let’s show effort, respect, and support each other.”



ACTIVITIES

I. STUDENT CHOICE OR GREETING GAME (FROM LESSON 1)

SET-UP: Rectangle with scattered cones, no balls.

DIRECTIONS:

- Players move around using different movements and greetings.
- Change movement each round. Example: skip + high five, walk + fist bump.
- Occasionally call “line up” to practice transitions.

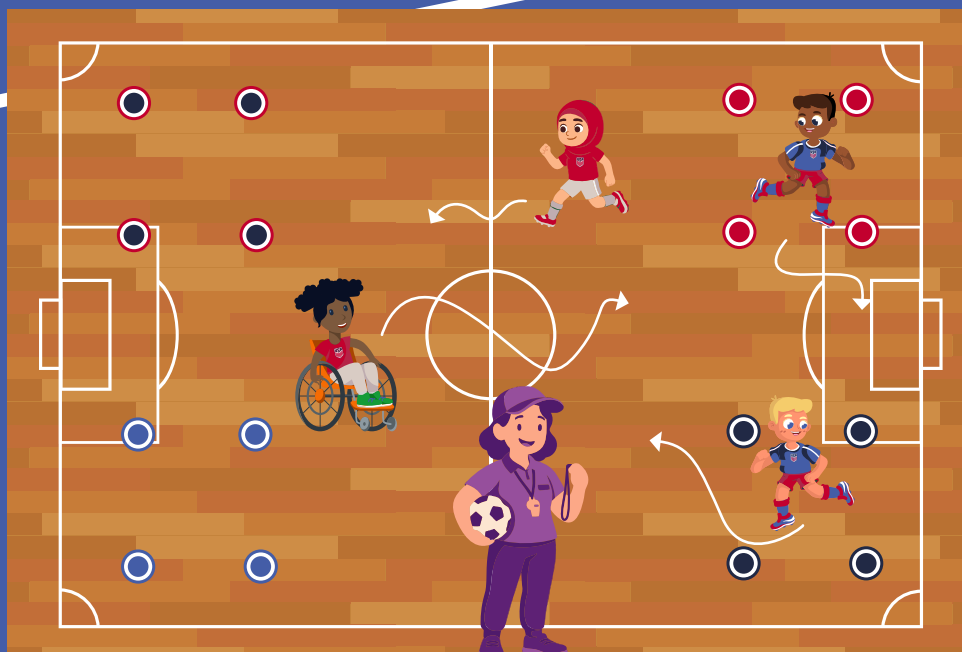
VARIATION: Players suggest greetings or movements.



COACHING POINTS:

- Look up to avoid collisions.
- Use big, clear movements.

TPSR TIE IN: Praise effort in trying new moves and respect when greeting.



ACTIVITIES

II. STUDENT CHOICE OR HOSPITAL TAG (FROM LESSON 2)

SET-UP: Rectangle grid, each player with a ball.

DIRECTIONS:

- Everyone dribbles. If tagged, hold tagged spot while dribbling.
- If tagged three times, go to the “hospital” (coach) for an action.

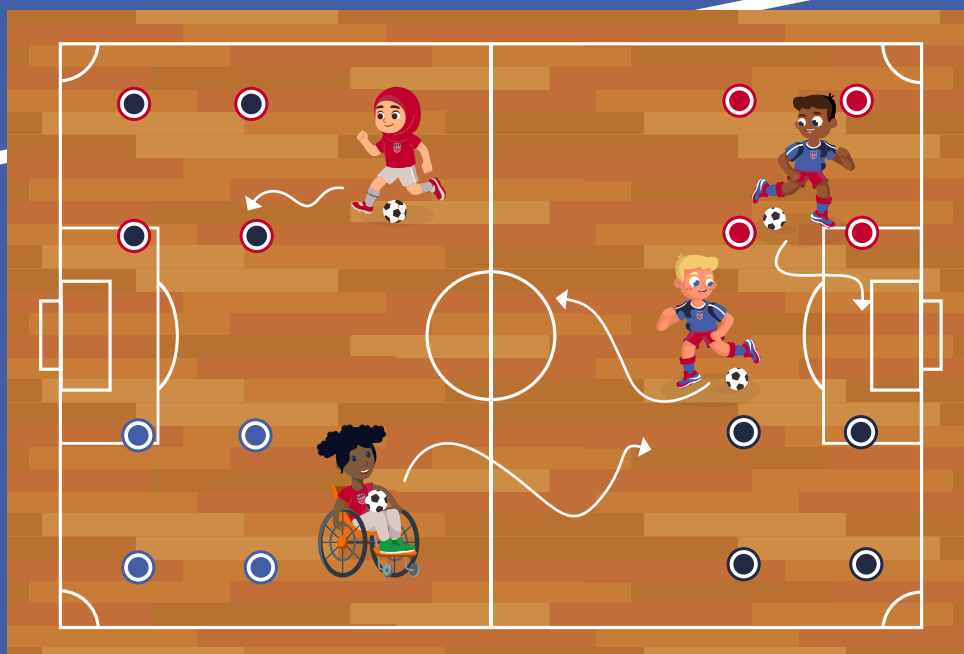
VARIATION: Players freeze until a teammate passes through their legs to heal them.



COACHING POINTS:

- Head up while dribbling.
- Quick changes of direction.

TPSR TIE IN: Respectful tagging, effort to keep playing, and helping others by freeing them.



III. STUDENT CHOICE OR GATE PASSING (FROM LESSON 3)

SET-UP: Pairs with one ball, gates made of cones.

DIRECTIONS:

- Pairs pass ball through gates, counting how many they complete in 60 seconds.
- Switch partners after rounds.

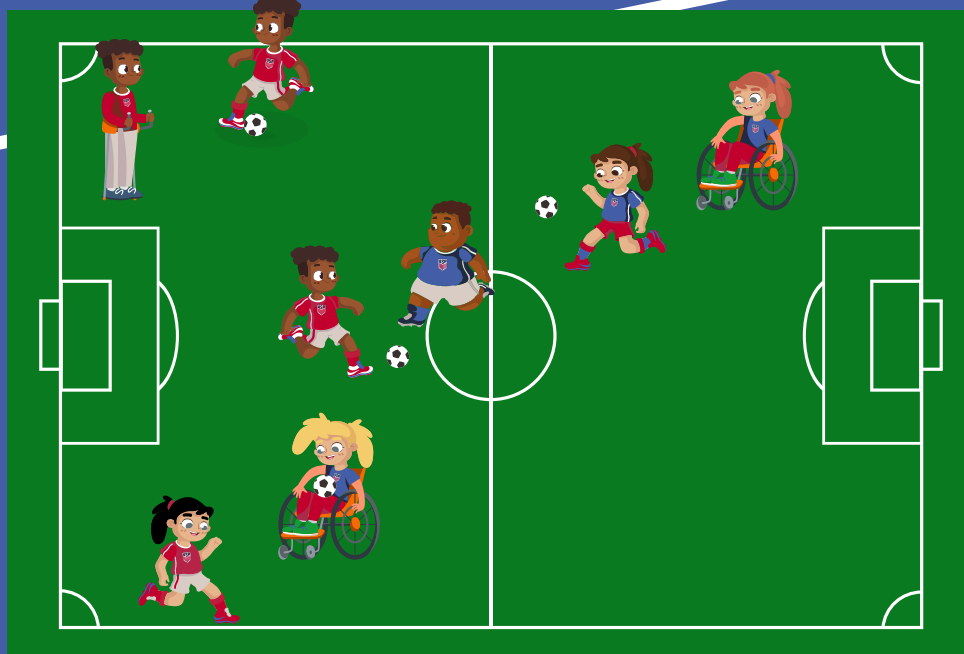
VARIATION: Add gatekeepers to block passes.



COACHING POINTS:

- Plant non-kicking foot toward target.
- Ankle locked.
- Communicate.

TPSR TIE IN: Highlight encouragement and clear communication between partners.



ACTIVITIES

IV. STUDENT CHOICE OR 2V2 DEFENDING CHANNELS (FROM LESSON 5)

SET-UP: Long 15x10 yard channels. 2 attackers vs. 2 defenders.

DIRECTIONS:

- Attackers try to dribble across endline.
- Defenders work together to stop them.
- Rotate roles after each attempt.

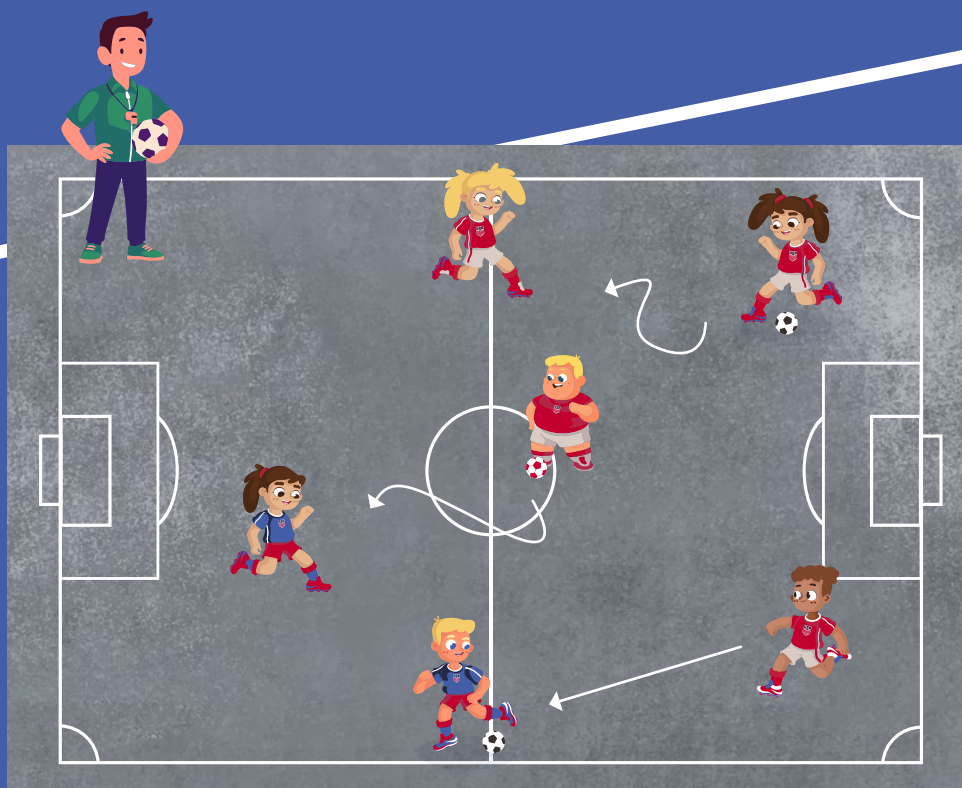
VARIATION: Make channels narrower for challenge.



COACHING POINTS:

- First defender pressures, second covers.
- Don't dive in.

TPSR TIE IN: Pairs working together is helping others. Praise hustle and effort.



ACTIVITIES

V. STUDENT CHOICE OR FINAL GAME OPTIONS

SET-UP: One or two fields depending on numbers.

OPTIONS:

- 4v4 to Four Goals
- Line Soccer (1v1 to 3v3 build up)
- Another game of student choice.

DIRECTIONS: Students or coach select the format, rotate teams.



COACHING POINTS:

- Encourage communication and using skills learned.

TPSR TIE IN: Student choice builds ownership. Remind players to support and include everyone.

GROUP MEETING

Circle up:

- Use Thumb-ometer to rate: "Did you enjoy the soccer program?"
- Ask: "What is one activity we need to make sure we include next time? What is something we should do differently if we had another season?"
- Give "two-clap shout-outs" for great teammates and leaders.
- Thank the group for their effort and growth. Remind them that showing effort, being respectful, setting goals, and helping others out is important not just in soccer, but in all aspects of their life.
- End: Everyone fist bumps each other before leaving.

TPSR TIE IN: Make sure to ask students for their feedback and assessment to help the next program. Ending with appreciation reinforces respect and community. Discuss the opportunities for you to connect with the students beyond the program or next season.

EFFORT & RESPECT

PHYSICAL SKILLS: Dribbling to keep the ball

RELATIONAL TIME

- During snack or arrival:
- Greet each student by name.
- Ask: "Have you played soccer before?"
- Invite a few students to help set up cones/pinnies.
- Give students small jobs that rotate each week:
 - Line Leader - leads group, sets walking pace.
 - Door Holder - helps group move through doors.
 - Equipment Captain - organizes helpers to carry gear.

COACHING POINT: Be friendly and show respect. Try to connect with a few different students each session.

TPSR TIE IN: Make a point to model respect when interacting with other adults and students. Warm greetings and check-ins build relationships. Try to connect each week individually with 3-4 students at the start and end of the sessions. Over the course of the program you will hopefully connect with everyone. Assigning roles promotes leadership, responsibility, and respect.

AWARENESS TALK – EFFORT & RESPECT

Circle up. Say:

- "This is your program. We'll have fun, learn soccer, and practice things that help at school and home."
- Explain:
- Effort = always try your best.
- Respect = listen, encourage, and treat others well.

Ask:

- "What does effort look like in soccer?"
- "What does respect look like?"

Together, make 3-5 rules so everyone feels safe and has fun.

TPSR TIE IN: Establishes expectations and gives students a voice. Ties to setting expectations and modeling respect.

EFFORT & RESPECT

I. FIFA 11+ DYNAMIC WARM-UP (8 MIN)

SET-UP: 2-3 lines of students, 12-15 yards of space.

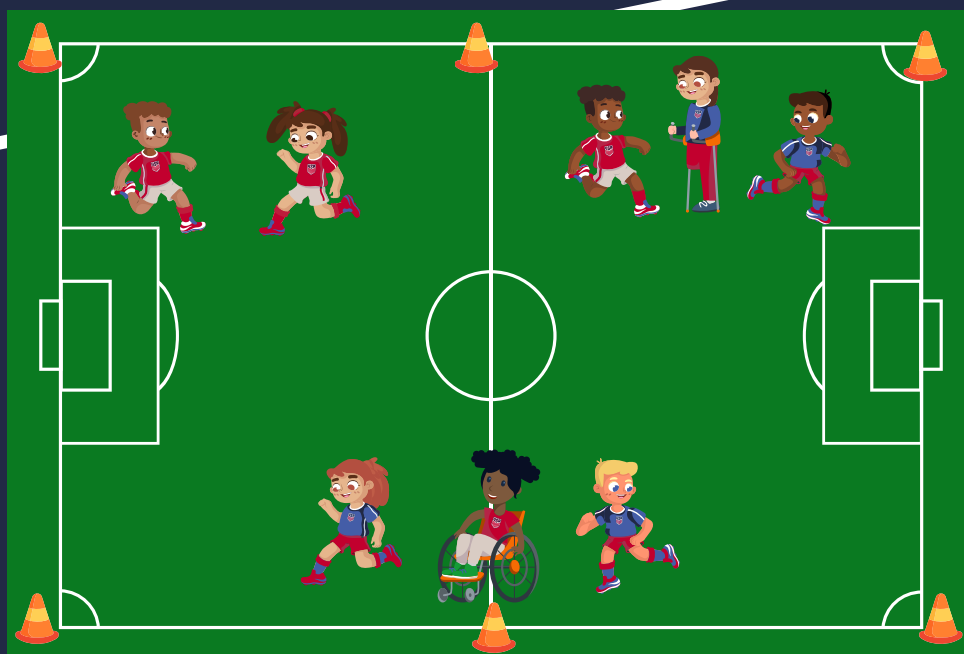
- Set up 2-3 lines, 12-15 yards each.
- Lead movements: jog, high knees, side shuffle, butt kicks, skips, lunges.
- Go down and back twice for each move.

VARIATION: let a student lead if they want.



COACHING POINT: Focus on balance and control, not speed.

TPSR TIE IN: Recognize students that are listening and being respectful. Praise those that are showing effort doing each move with focus. Remember that instead of cold calling for volunteers, look to ask students to volunteer while they are waiting in line or before they will be asked to demonstrate. Set them up for success by asking if they are comfortable and review the move or movement with them.



EFFORT & RESPECT

II. MATH DRIBBLE

SET-UP: Rectangle grid, each player with a ball.

DIRECTIONS:

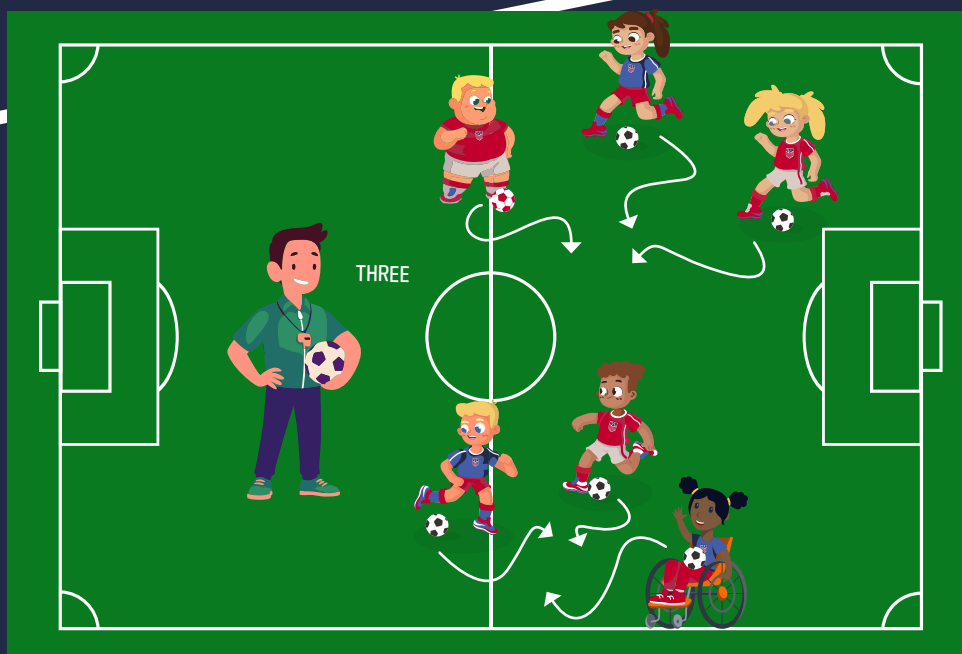
- Each player with a ball inside a rectangle.
- Players dribble and change directions.
- Call out a math problem (e.g., $3 \times 2 = 6$). Students group up in 6's.
- In groups, answer a fun question (favorite food, subject, song) or pick a dribbling move to try.



COACHING POINTS: Remind players to:

- Use small touches in tight space, big touches in open space.
- Keep heads up to avoid bumps.
- Ask students what are the different parts of the foot to dribble with and have students try to use them.
- End Math Dribble with two groups.

TPSR TIE IN: Use the time students are moving around to learn students' names. Identify students that are skilled and ask if they would be comfortable demonstrating moves later. Have them practice the move while they are still in this activity. Use the grouping to build relationships between students.



EFFORT & RESPECT

III. TEAM KNOCKOUT

SET-UP: Rectangle grid, the two groups from Math Dribble become the two teams. Set up a second grid if numbers are greater than 16.

DIRECTIONS:

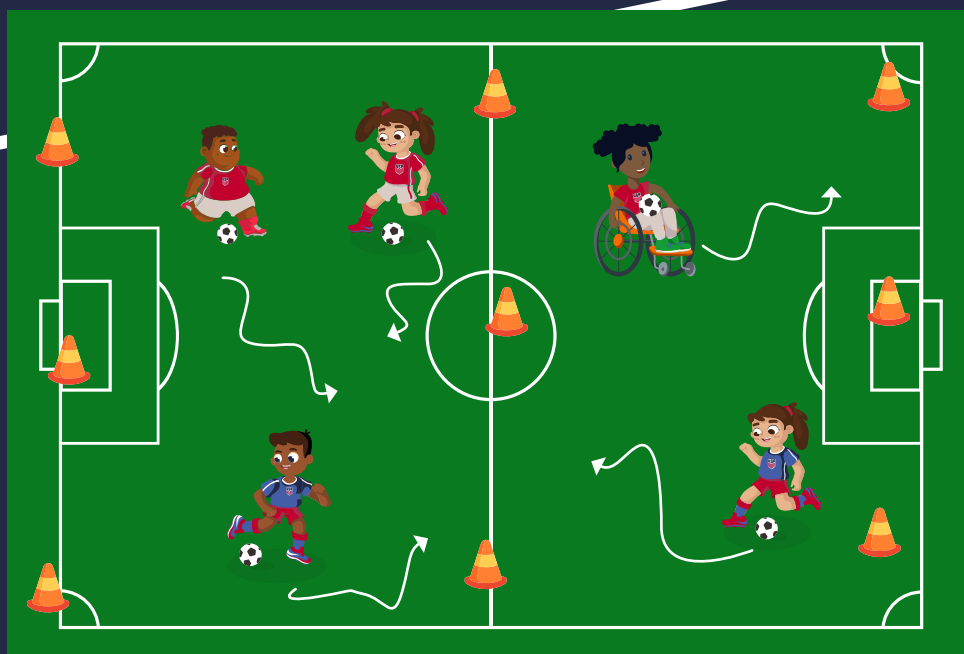
- Same grid. Two teams (from Math Dribble).
- Round 1: One team keeps their balls, the other tries to knock them out.
- Switch roles.
- Keep time - can they beat their score?
- If a ball is out, players can still help teammates.



COACHING POINT: Teach shielding (body between ball and defender). Quick touches to escape other, keep that head lifted to see others.

VARIATION: If a team completes three passes, they can have someone retrieve another ball to bring it back into play.

TPSR TIE IN: Watch for positive examples of players respecting each other. Praise players who are working hard and trying their best. Give players an opportunity to strategize and make suggestions to improve the game.



EFFORT & RESPECT

IV. LINE SOCCER TO CENTRAL GOAL

SET-UP: MedOne central goal on each endline. Coach at the half with all the balls. Players split equally into teams in each of the four corners. Make a scoring zone 8 yards in front of each goal.

DIRECTIONS:

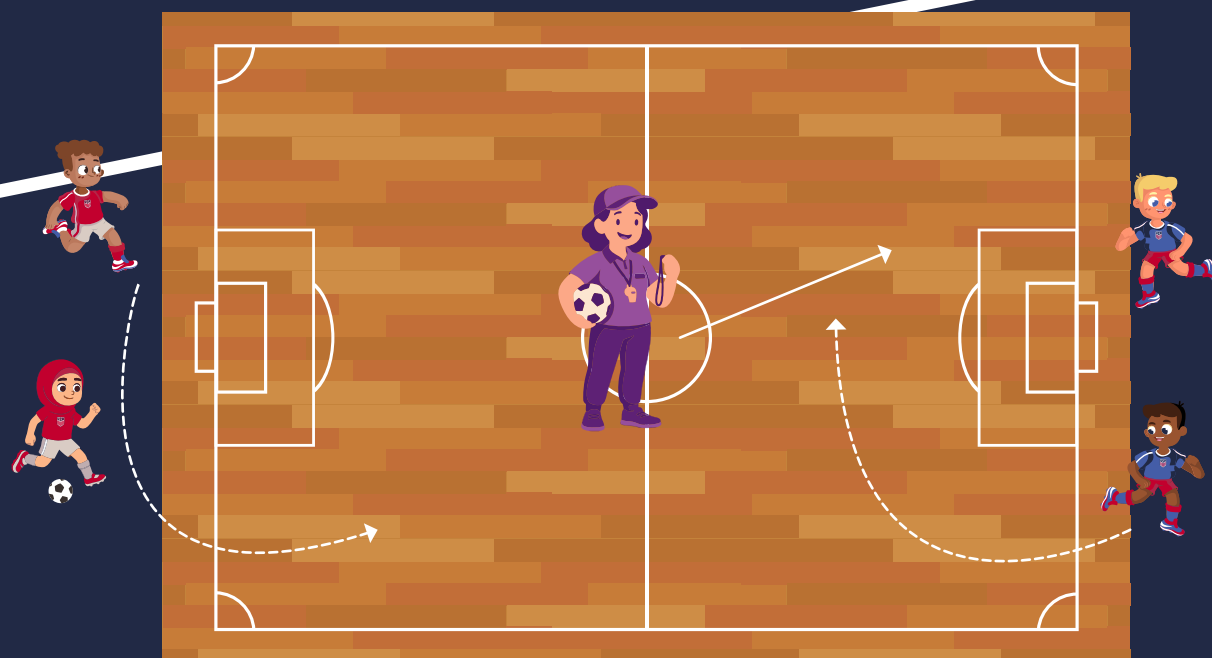
- One goal on each endline.
- Four corner teams with names.
- Coach serves ball, calls 2 teams to play 1v1 (or 2v2, 3v3).
- Must shoot from inside scoring zone.



COACHING POINTS: Encourage quick changes of direction, stay low when dribbling, .

VARIATION: Call two or three numbers for 2v2 or 3v3.

TPSR TIE IN: Recognize teams that are communicating and cheering each other on. Praise students that are working hard or listening well.



Middle School (Grades 6-8)

EFFORT & RESPECT

V. 5V5 WITH BUMPERS

SET-UP: 30x25 field. 5 players per team. Extra players are bumpers on the sidelines (play for both teams). Adjust the scoring zone from the previous activity so it is an endzone.

DIRECTIONS:

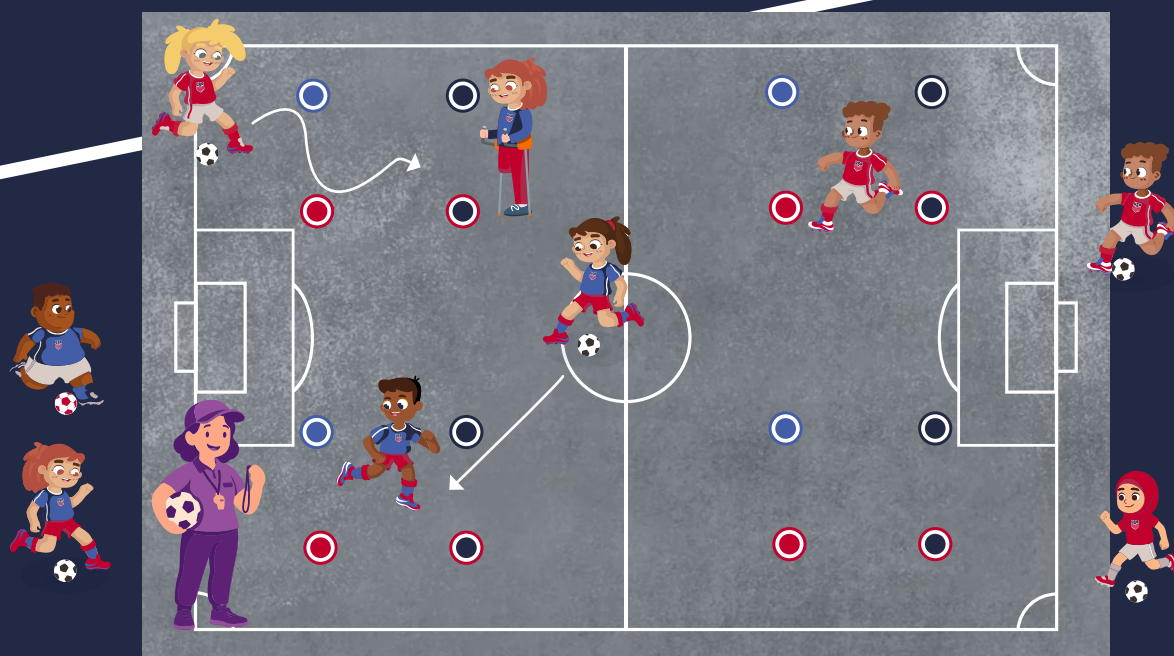
- Small-sided game (30x25).
- 5v5, score by dribbling into endzone.
- Extra players = “bumpers” on sidelines who help both teams (2 touches only).
- Rotate players in and out.



COACHING POINTS: Remind players to use bumpers for support and communicate verbally or non verbally.

VARIATION: Bumpers are now part of a specific team and split up on both sides of the field. When a player on the field passes to a bumper, the bumper can pass to a new player or dribble onto the field. The player who passed to the bumper replaces the bumper on the sideline.

TPSR TIE IN: After a round of play, ask the teams for a suggestion to change the game to make it more inclusive. Discuss what teams can do to make sure all players are involved.



Middle School (Grades 6-8)

EFFORT & RESPECT

GROUP MEETING

- “Thumb-ometer”: thumbs up = great effort, sideways = okay, down = can do better.
- Review: dribbling, shielding, using teammates.
- Ask: “How can you try your best next time?”
- Give “Two-Clap Shout-Outs” for teammates who worked hard or showed respect.
- Connect: “How can listening and encouraging here help at school or home?”
- Weekly Challenge: Show respect to a teacher or family member.
- End with fist bumps for two teammates.

TPSR TIE IN: Designate an Equipment Captain who organizes others to help bring equipment together. Use the group meeting to give players a voice and also share in assessment. What did they like and even what might they want to change.



AFTER-SCHOOL LESSON 2

PHYSICAL SKILLS: Dribbling & 1v1 Moves

RELATIONAL TIME

During snack or arrival:

- Greet each student and continue learning names.
- Ask: "What's something you enjoy outside of soccer?"
- Invite a few students to help carry and set up cones, pinnies, and goals.
- Assign rotating roles: Line Leader, Door Holder, Equipment Captain.

TPSR TIE IN: Learning names and interests shows respect and builds community. Assigning roles encourages leadership and responsibility.

AWARENESS TALK - RESPECT & EFFORT

Circle students up:

- Review the 3-5 rules students created last week. Ask: "Which ones did we follow well? Which do we need to improve on?"
- Share: "Today our focus is Respect—listening, being kind, taking turns—and Effort—always trying your hardest even when it's tough."
- Ask: "What does respect look like on the field? What does effort look like?"
- Ask for three student volunteers to lead parts of the FIFA 11 warm-up with help from the coach.

TPSR TIE IN: Reviewing rules gives students ownership. Student-led warm-up fosters leadership. Setting expectations promotes responsibility and community norms.



**SOCCER AT
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ACTIVITIES

I. FIFA 11+ WARM-UP (8 MIN)

SET-UP: 2-3 lines of students, 12-15 yards of space.

DIRECTIONS:

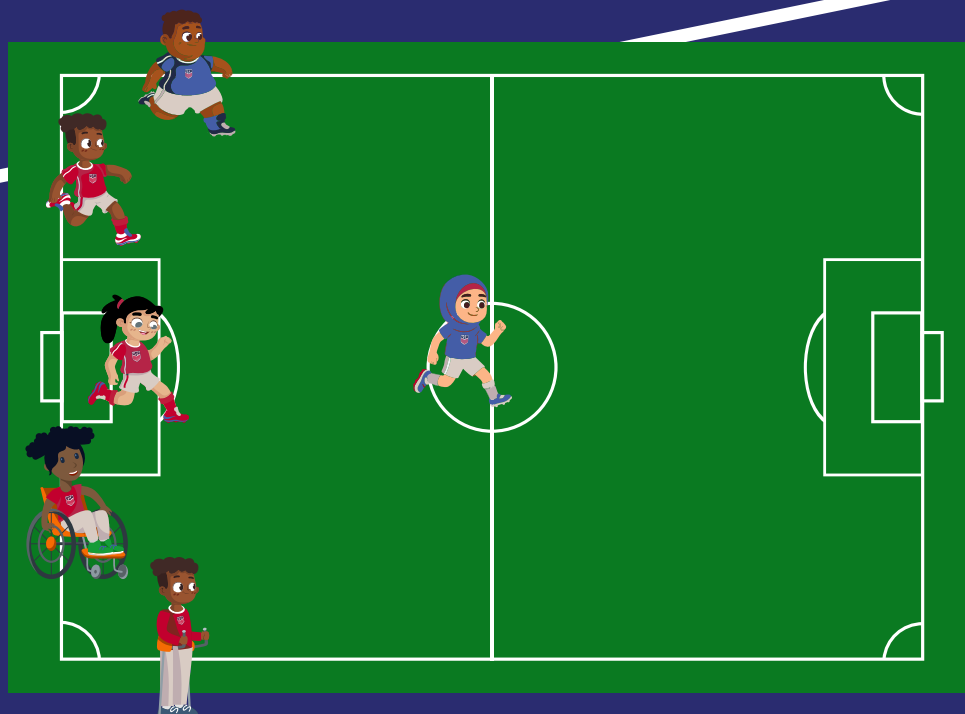
- Students complete dynamic stretches and movements down and back.
- Volunteer leaders demonstrate 1-2 warm-up movements each.
- Coach supports and corrects form if needed.

VARIATION: Add a ball to the last two exercises (jog with ball, side shuffle with ball).



COACHING POINTS: Quality of movement over speed; posture tall; warm-up prepares the body.

TPSR TIE IN: Respectful listening to peers builds trust. Effort is shown by fully engaging in the warm-up.



LUNGES



ACTIVITIES

II. ISLAND GAME (1V1 MOVES) (10 MIN)

SET-UP: Rectangle grid with cone triangles as islands. Each student with a ball.

DIRECTIONS:

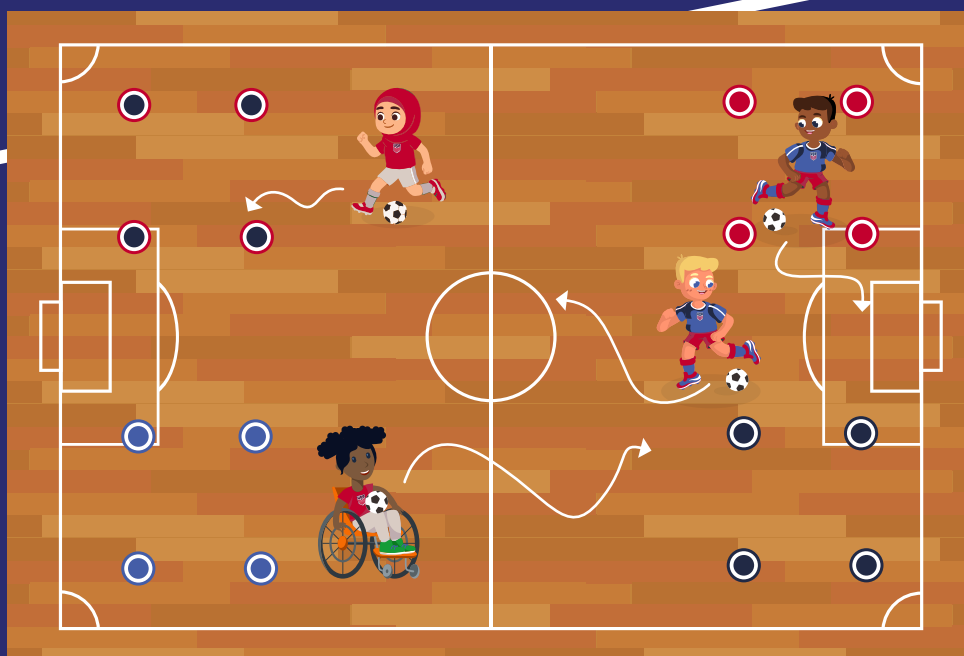
- Players dribble through as many islands as possible in 45 seconds.
- On the second round, try to beat their own score.
- After each round, a student demonstrates a new 1v1 move (inside cut, scissors, step-over). Everyone practices it.
- Next round, use that move when entering an island.

VARIATION: Add Sea Monsters (2-3 students without balls) who try to steal balls or force players out. Islands = 5 seconds of safety.



COACHING POINTS: Use small touches in tight space, accelerate after a move, keep head up to spot islands.

TPSR TIE IN: Students demonstrating moves shows leadership and voice. Respect is shown when peers listen. Effort is displayed by attempting new skills.



ACTIVITIES

III. LINE SOCCER (10-12 MIN)

SET-UP: wo teams line up across from each other by goals. Coach in middle with balls.

DIRECTIONS:

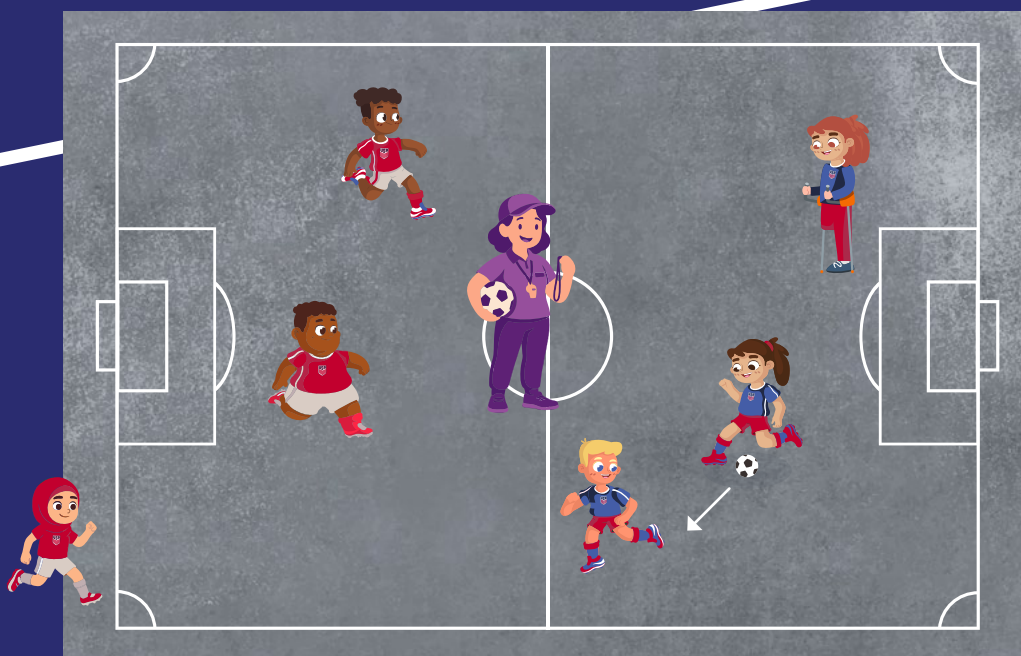
- Coach serves ball to one team to start on offense.
- Attacking team must score in opposing goal.
- Rotate teams after each round so both sides attack and defend.

VARIATION: Play 2v2 or 3v3 by calling out multiple numbers.



COACHING POINTS: First touch forward into space; use moves to beat defender; accelerate into open space.

TPSR TIE IN: Effort is hustling to attack or defend. Respect is shown by supporting teammates and listening to captains.



ACTIVITIES

IV. SCORE TO RUN (WALKING SOCCER) (8-10 MIN)

SET-UP: 6v6 to 8v8 on medium field.

DIRECTIONS:

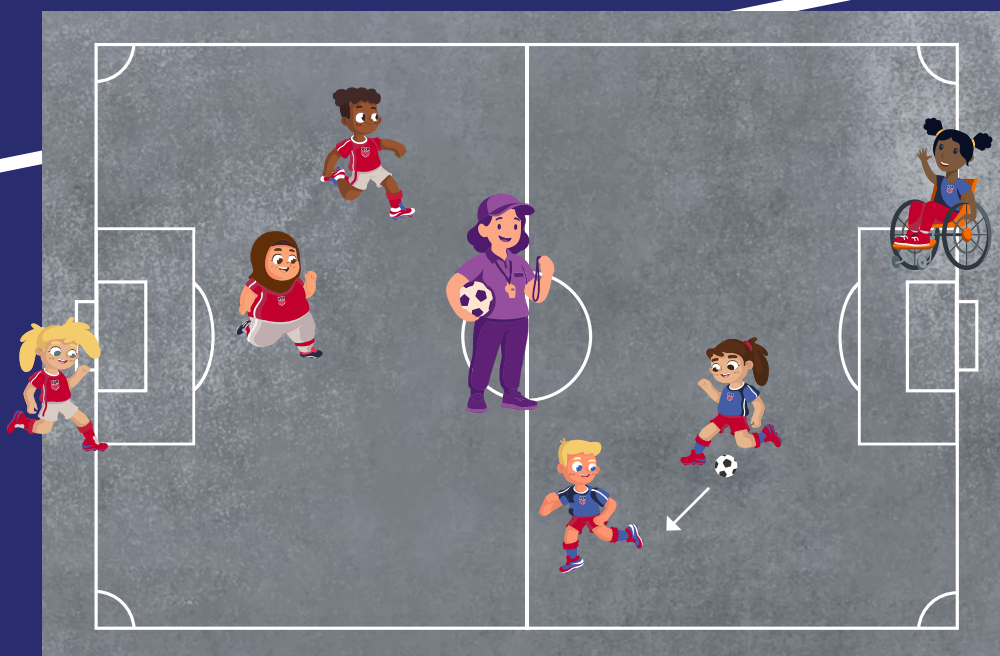
- Players may only walk during play.
- A player who scores is allowed to run for 1 minute after their goal.
- Play for 6 minutes. Stop midway to discuss strategies.

VARIATION: Change so that if 3 passes are made, everyone on that team can run for 30 seconds.



COACHING POINTS: Encourage movement off the ball, scanning field, and communication.

TPSR TIE IN: Students experience limited “power” until they score—relate it to fairness and opportunity in life. Encourage respectful discussion of strategies.



ACTIVITIES

V. 8V8 GAME (10-12 MIN)

SET-UP: Full field 8v8.

DIRECTIONS:

- For the first 5 minutes, rule is no forward passes—players may only dribble forward.
- Pause to discuss challenges and problem-solving.
- Allow teams to vote to keep the restriction or return to normal play.

VARIATION: Add condition that every player must touch the ball before scoring.



COACHING POINTS: Keep ball close when dribbling; change direction to find space; look up to find teammates.

TPSR TIE IN: Respect shown when teams discuss and vote together. Effort shown by adapting to restrictions and problem-solving.



Middle School (Grades 6-8)

ACTIVITIES

GROUP MEETING (5 MIN)

Circle students up:

- Use Thumb-ometer to rate effort today.
- Ask: “How did we show respect today? What did effort look like?”
- Connect: “How can showing respect and effort here help you in school?”
- Two-Clap Shout-Out for a peer who worked hard or showed respect.
- Weekly Challenge: “Do or say something nice for someone you don’t usually talk to—a teacher, classmate, or neighbor. Notice how they respond.”
- End with two fist bumps before leaving.

TPSR TIE IN: Reflection and shout-outs reinforce noticing others. Weekly challenge builds transfer to life outside of soccer.



SELF-DIRECTION & LEADING OTHERS

PHYSICAL SKILLS: Passing & Receiving

THEME: Work hard on your own, help teach others

RELATIONAL TIME

During snack or arrival:

- Greet by name, ask what activities they'd like to play.
- Assign rotating roles: Line Leader, Door Holder, Equipment Captain.

TPSR TIE IN: Continue to model respect with the students. Finding out what students want from the program and what their needs are is important to building relationships and helping them to take ownership of the program.

AWARENESS TALK – SELF-DIRECTION & LEADING OTHERS

Circle students up:

- Ask: “Who did something nice this week? How did it feel?”
- Share: Self-Direction = working hard on your own.
- Peer Teaching = learn from each other.
- Remind: “You’ll both learn and teach today.”

TPSR TIE IN: Giving students opportunities to teach empowers them as leaders. Reflecting on kindness emphasizes the transfer of respect and helping others beyond soccer.



**SOCCER AT
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UPDATES.**



Middle School (Grades 6-8)

ACTIVITIES

I. FIFA 11+ WARM-UP (8 MIN)

SET-UP: 2-3 lines of students, 12-15 yards of space.

DIRECTIONS:

- Dynamic movements down & back (jog, shuffle, lunges).
- Students lead when comfortable.



COACHING POINTS: Quality of movement over speed; posture tall; warm-up prepares the body.

TPSR TIE IN: Peer-led warm-up promotes leadership and responsibility. Effort is shown by doing movements with focus.



ACTIVITIES

II. HAVE YOU EVER

DIRECTIONS:

- Large circle with cones.
- Pair in middle says “Have you ever...?”
- If yes → run to new cone. New pair in middle.
- Variation: dribble ball while waiting.



COACHING POINTS: Move safely, stay under control. Listen closely to the statement before moving.

TPSR TIE IN: Encourages students to learn about each other and connect socially. Leadership is shared as pairs create prompts. You can progress to a more serious type of question based on your comfort and relationship with the students.



ACTIVITIES

III. PEER TEACHING - PASSING, RECEIVING & JUGGLING

SET-UP: Gates are scattered throughout a grid. Divide group partners and then split partners into a Group A and Group B. Group A everyone has a soccer ball and is one side of the space. Group B is with coach on the other side and will share soccer balls between two players.

DIRECTIONS:

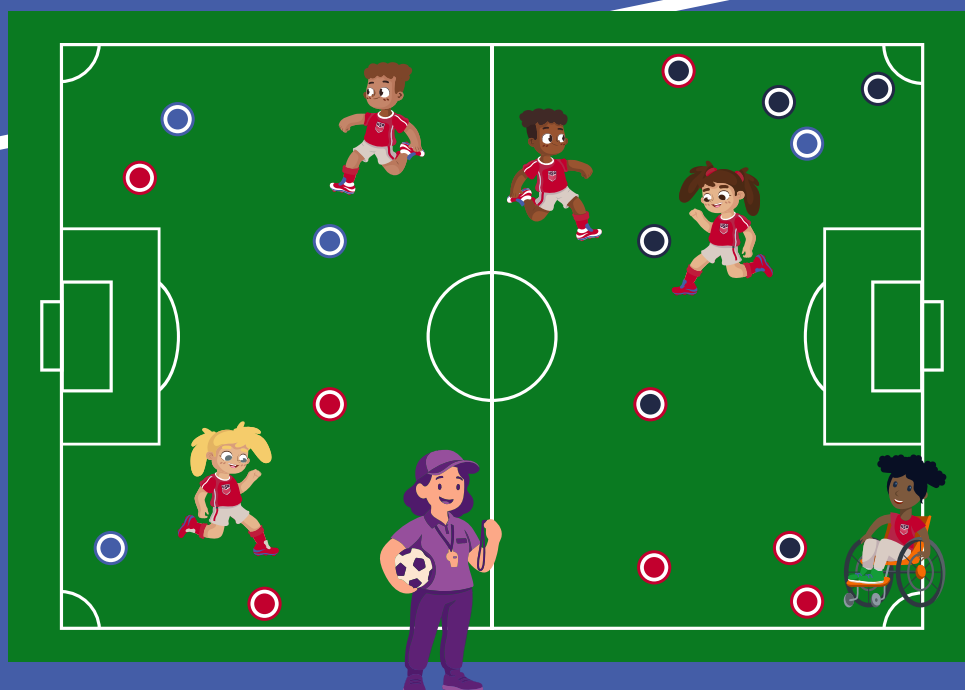
- Group A: juggling practice.
- Group B: with coach, learn passing (plant foot, toe up, strike middle).
- Switch → teach partner group.
- Then repeat with receiving (soft first touch).

VARIATION: Students can choose whether they want to work at a gate or anywhere in the space.



COACHING POINTS: Passing - plant foot to target, toe up, strike through middle. Receiving - soft first touch, absorb the ball, athletic stance.

TPSR TIE IN: Help students to focus when working on their own to reinforce self-direction. Walk around the space to support students who are peer teaching. Encourage respect and patience as partners teach each other.



ACTIVITIES

IV. GATE PASSING (10 MIN)

SET-UP: Use the gates set up from the previous activity. Students in pairs with one ball.

DIRECTIONS:

- Pairs pass through as many gates as possible in 60s.
- Try to beat their score.
- Switch partners.

VARIATION: Add defenders as gatekeepers to block certain gates.



COACHING POINTS: Plant foot toward target; toe up and ankle locked; communicate with partner.

TPSR TIE IN: Recognize pairs who communicate well and encourage each other. Encourage students to share their strategies for success.



ACTIVITIES

V. 5V5 TO FOUR GOALS (10-12 MIN)

SET-UP: Medium grid with two goals on each endline. Teams of 5.

DIRECTIONS:

- Teams can score in either of the two goals they are attacking, and defend the other two.
- Play short games (3-4 min) and rotate teams.

VARIATION: Ask students if they want to add a new rule (e.g., must make one pass before scoring).



COACHING POINTS: Think about the weight of the pass-how hard you are striking the ball; support teammates with movement; first touch into space.

TPSR TIE IN: Leadership is encouraged when students suggest rules or strategies. Respect is shown by listening and trying teammates' ideas.



Middle School (Grades 6-8)

ACTIVITIES

GROUP MEETING (5 MIN)

Circle students up:

- “Thumb-ometer” for effort/teamwork.
- Ask: “What did you like about teaching? What was hard?”
- Shout-Out for leadership/self-direction.
- Weekly Challenge: Help a teacher, classmate, or family member.
- End with fist bumps.

TPSR TIE IN: Reflection reinforces self-direction and leadership. Shout-outs highlight respect for peers who took initiative. Weekly challenge transfers leadership skills beyond soccer.



AFTER-SCHOOL LESSON 5

TPSR FOCUS: Self-Direction & Goal Setting

PHYSICAL SKILLS: Finishing & Communication

RELATIONAL TIME

During snack or arrival:

- Greet each student and continue to learn their interests.
- Ask students what goals they may have set for themselves recently (soccer, school, or personal).
- Assign rotating roles: Line Leader, Door Holder, Equipment Captain.

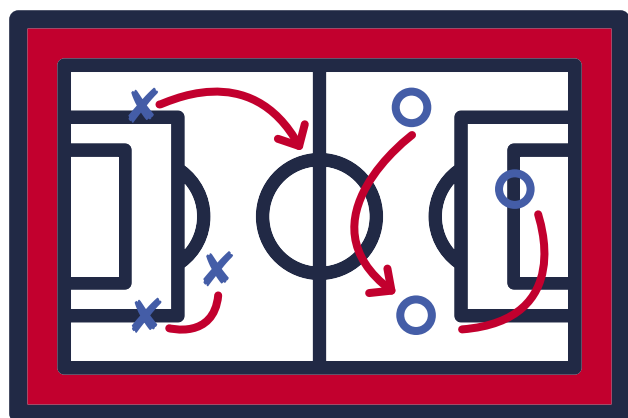
TPSR TIE IN: Talking about goals helps connect self-direction to real life. Try to connect each week individually with 3-4 students at the start and end of the sessions. Over the course of the program you will hopefully connect with everyone.

AWARENESS TALK – SELF-DIRECTION & GOAL SETTING

Circle students up:

- Ask: “Last week we asked you to help someone at home or school and take note of how it made them feel. Does anyone want to share?”
- Share: “Today’s focus is on Self-Direction. Who can share what that is?” (choosing a goal and working toward it without being reminded).
- Ask: “What is one goal you can set for yourself today? It can be effort, respect, or a soccer skill.”
- Connect: “Self-direction and goal setting aren’t only for soccer. How can they help you in school?”

TPSR TIE IN: Goal setting builds ownership of learning. Self-direction encourages independence. Connecting to school reinforces transfer of life skills.



ACTIVITIES

I. FIFA 11+ WARM-UP (8 MIN)

SET-UP: 2-3 lines of students, 12-15 yards of space.

DIRECTIONS:

- Students complete dynamic stretches and movements down and back.
- Invite student leaders to demonstrate movements.



COACHING POINTS: Focus on quality over speed; stay balanced; warm-up prepares body for activity.

TPSR TIE IN: Peer-led warm-up promotes leadership and responsibility. Effort is shown by doing movements with focus.



LUNGES

ACTIVITIES

II. PASSING CIRCLE

SET-UP: Large circle with a group of students on the outside and a smaller group of students on the inside. Outside players each have a ball.

DIRECTIONS:

- Inside players move and call for the ball.
- Outside players pass to them. Inside players return the ball in two touches and find a new outside player.
- Change the way players receive the ball each round: inside of the foot, outside of the foot, 2 touches, 1 touch etc.
- Emphasize verbal call the name of the person on the outside and non-verbal (eye contact, hand signals) communication.
- Rotate inside and outside players every 90 seconds.

VARIATIONS: 1-The player on the inside receives the ball, turns, dribbles and passes to an open player on the outside. 2-The player on the inside receives the ball, turns, dribbles and passes to an open player on the outside and then replaces them on the outside. The outside player receives the ball, dribbles into the circle and then passes to an open player.



COACHING POINTS: Plant foot to target, toe up, strike middle of the ball. Body position when receiving the ball to see the field. Weight of the pass into the player.

TPSR TIE IN: Check in with players on the outside to learn their goals for the day. Encourages leadership through clear communication. Respect is shown by listening and responding to teammates.



ACTIVITIES



III. SHOOTING STARS

SET-UP: Multiple small fields with goals. Students line up to the side of the goals. Cones mark shooting zones 5-8 yards out.

DIRECTIONS:

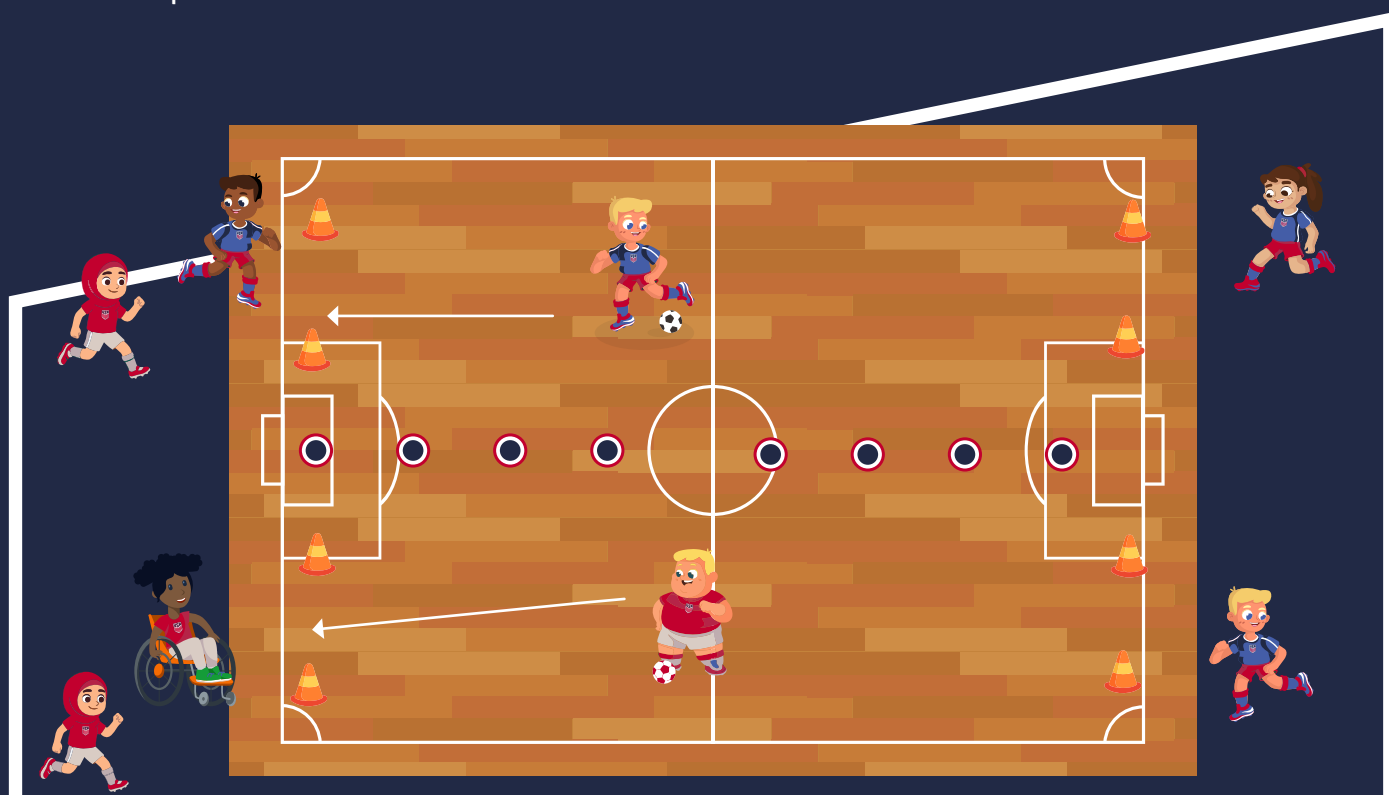
- First in line dribbles and shoots inside the zone.
- Retrieve ball and join opposite line.
- After several rounds, progress to receiving a pass before finishing. (The first person steps out without the ball and receives a pass from the next person in line.)

VARIATION: Challenge players to shoot with laces for power or inside foot for accuracy.



COACHING POINTS: Inside foot = accuracy, laces = power. First touch sets up shot. Lock ankle and follow through.

TPSR TIE IN: Check in with players in line to learn their goals for the day. Make sure players are focused on turns and others shooting. Players take responsibility for their own improvement. Peer encouragement builds respect.



ACTIVITIES

IV. 6V6 HAWAII (12 MIN)

SET-UP: Two small-sided fields (25x30). Two goals on each endline. No shooting allowed in the 6-yard No Zone.

DIRECTIONS:

- Teams play 6v6, scoring in either of the two goals.
- Have teams select a team name.
- Choose a captain for each team to help them organize.
- Use kick-ins instead of throw-ins. Short games, rotate teams.

VARIATION: After first round, ask students if they want to change/add a rule to improve the game.



COACHING POINTS: Body position when receiving the ball to see the field. First touch into space. Weight of the pass into the player

TPSR TIE IN: Encourages teamwork and communication. Leadership opportunities arise when students suggest rule changes.



ACTIVITIES

V. RELAY OBJECTS COOL DOWN (8 MIN)

SET-UP: Teams line up on one sideline.

DIRECTIONS:

- Coach calls out a movement and an object (e.g., skip + bicycle).
- Teams move across field doing the movement, then form the object with their bodies.
- Repeat several rounds.

VARIATION: Let students choose objects or movements.



COACHING POINTS: Cool down. Move with control, focus on teamwork.

TPSR TIE IN: Recognize teams that are positively working together. Creativity and teamwork reinforce leadership and voice.

GROUP MEETING (5 MIN)

Circle students up:

- Use Thumb-ometer to rate effort and teamwork.
- Ask: "What goal did you set today? How did you do with it?"
- Review finishing coaching points: Inside foot for accuracy, laces for power, first touch sets up shot.
- Two-Clap Shout-Out for someone who was really respectful today.
- Weekly Challenge: Ask students to set a goal for the week for something at home or at school. Are they willing to share it with someone else to help them keep it? Let us know next week what the goal is and how you did with it.
- End with two fist bumps before leaving.

TPSR TIE IN: Continue to praise effort and respect. Recognizing peers reinforces community and leadership. Connect positive actions on the field to school, home and community.



AFTER-SCHOOL LESSON 5

TPSR FOCUS: Helping Others

PHYSICAL SKILLS: Defending as a Team

RELATIONAL TIME

During snack or arrival:

- Greet students by name and continue to connect.
- Make a point to check in with 4 different students individually.
- Ask students for ideas of what they would like to do for the final session.
- Assign rotating roles: Line Leader, Door Holder, Equipment Captain.

TPSR TIE IN: Building stronger connections creates trust. Giving roles fosters leadership and teamwork.

AWARENESS TALK - HELPING OTHERS

Circle students up:

- Ask: "Did you set a goal last week? Did you tell someone about it?"
- Share: Have students share their experience and help them understand the importance of having others support goals.
- Connect: "Today we'll focus on Defending as a Team and Helping Others. We'll try some new games. Please try your best and ask questions if you need help."

TPSR TIE IN: Reinforces the importance of accountability, teamwork, and asking for support. Encourages effort and respect when learning new activities.



**SOCCER AT
SCHOOL: SIGN
UP FOR FUTURE
INFORMATION &
UPDATES.**



Middle School (Grades 6-8)

ACTIVITIES

I. FIFA 11+ WARM-UP (8 MIN)

SET-UP: 2-3 lines of students, 12-15 yards of space.

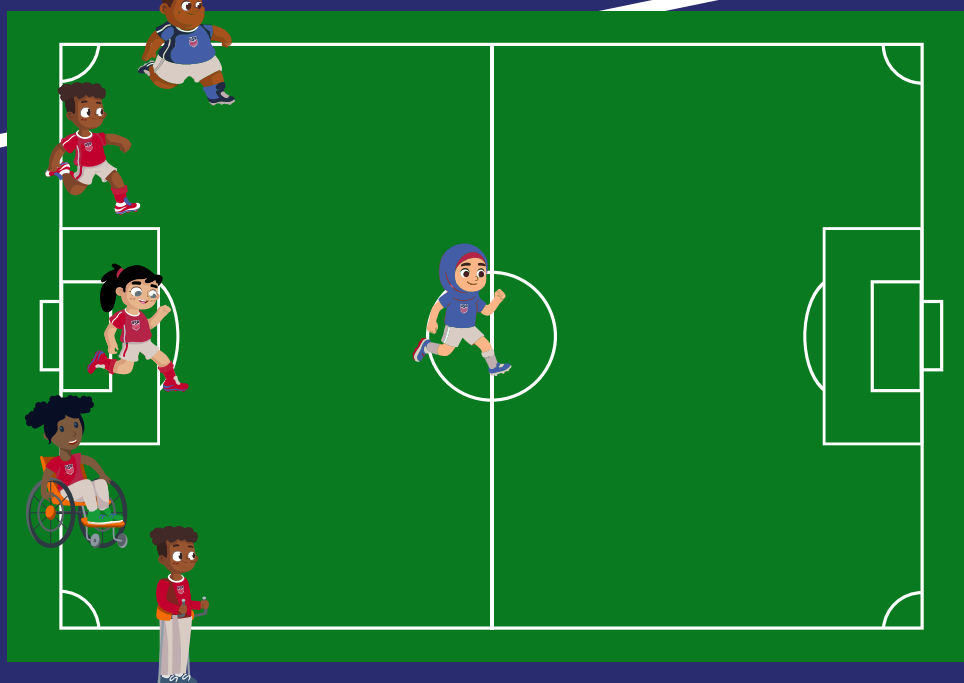
DIRECTIONS:

- Students complete dynamic stretches and movements down and back.
- Invite student leaders to demonstrate movements.



COACHING POINTS: Focus on quality of movement; posture tall; warm-up prepares the body.

TPSR TIE IN: At this point students should lead with minimal help. Leadership opportunities given to students. Effort is shown by fully engaging.



LUNGES



ACTIVITIES

II. MUD MONSTERS DEFENSE FOCUS

SET-UP: Two teams of 6-8 players in a small-sided grid. Team A with two soccer balls on the ground. Team B with two soccer balls in their hands.

DIRECTIONS:

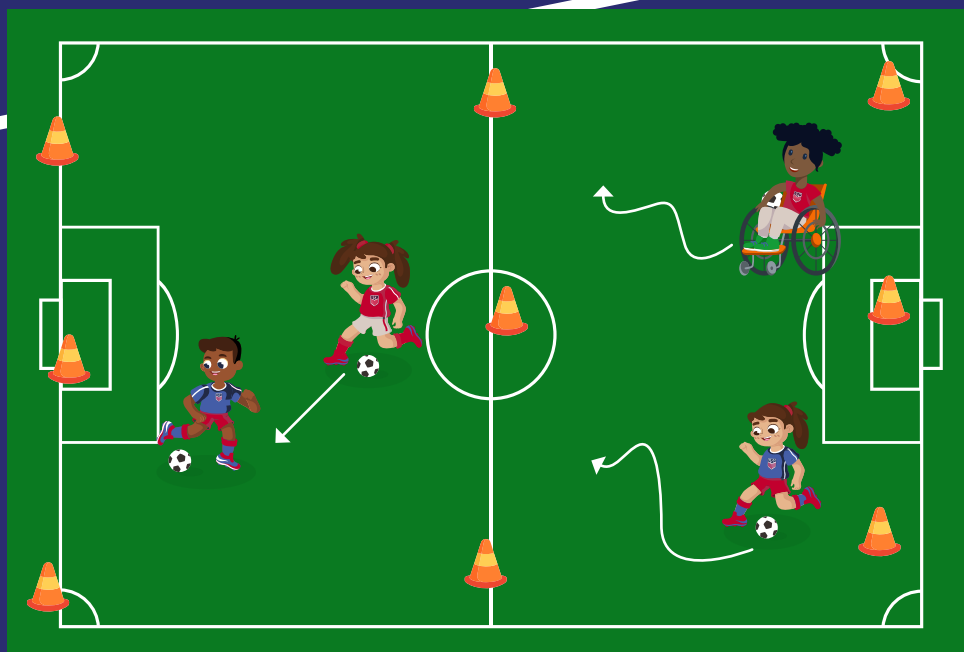
- Team A passes on the ground to keep possession.
- Team B passes in the air and tries to throw their ball to hit one of Team A's balls.
- If Team B hits a ball, switch roles.

VARIATION: Change the number of soccer balls each team has to adjust difficulty.



COACHING POINTS: Encourage communication and teamwork. Players supporting the person with the ball.

TPSR TIE IN: Give the defending team an opportunity to strategize. Focus players on communication and working together.



ACTIVITIES

III. THREE TEAM RONDO

SET-UP: Grid with Team A (4 players) possessing vs. 1 defender from Team B. Two more defenders from Team B in the neutral middle. Team C waits in opposite grid.

DIRECTIONS:

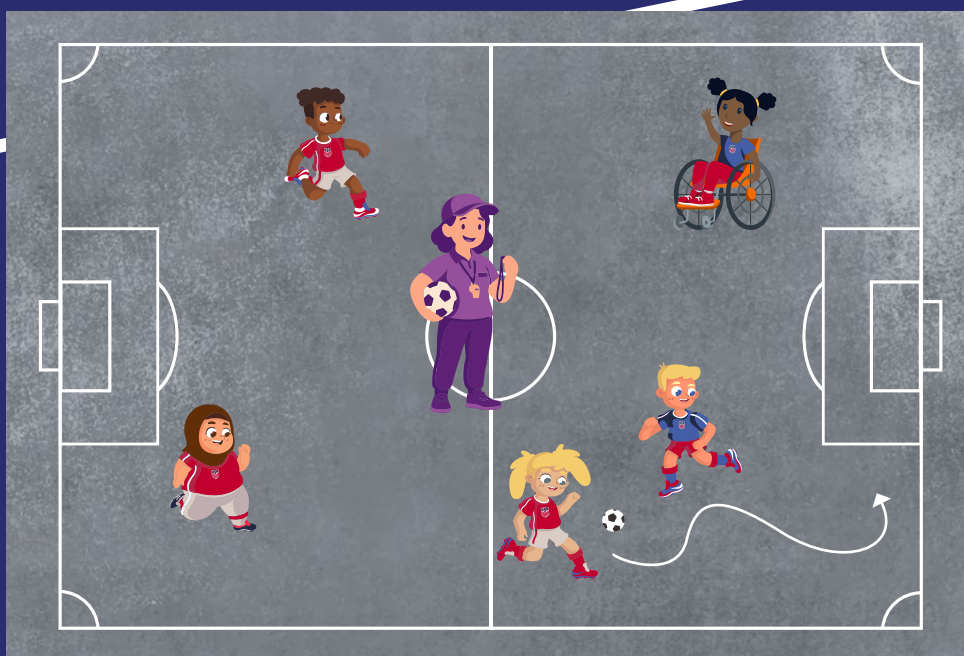
- Team A keeps possession versus 1 defender.
- If defender wins the ball, they pass to their teammates or Team C. Then Team A becomes defenders.
- If Team A completes 3 passes and plays to Team C, defenders rotate: neutral defender joins C, resting defender moves to neutral, grid defender rotates out.

VARIATION: Start 4v0 and require 2 passes before playing through the middle defenders.



COACHING POINTS: Communication between the pressuring defender and the two covering defenders in the neutral space. Body position.

TPSR TIE IN: Demonstrate the activity and provide clear instructions for rotations. Promote teamwork, communication, and problem-solving. Adjust activity to allow for the defenders to have success.



ACTIVITIES

IV. 7V7 DIAGONAL SOCCER

SET-UP: 7v7 game with field divided diagonally. One side of line = handball, other side = soccer.

DIRECTIONS:

- Teams play normal soccer rules, except players on one side use hands and the other side use feet.
- If someone crosses diagonal line without switching, it's a free kick for other team.

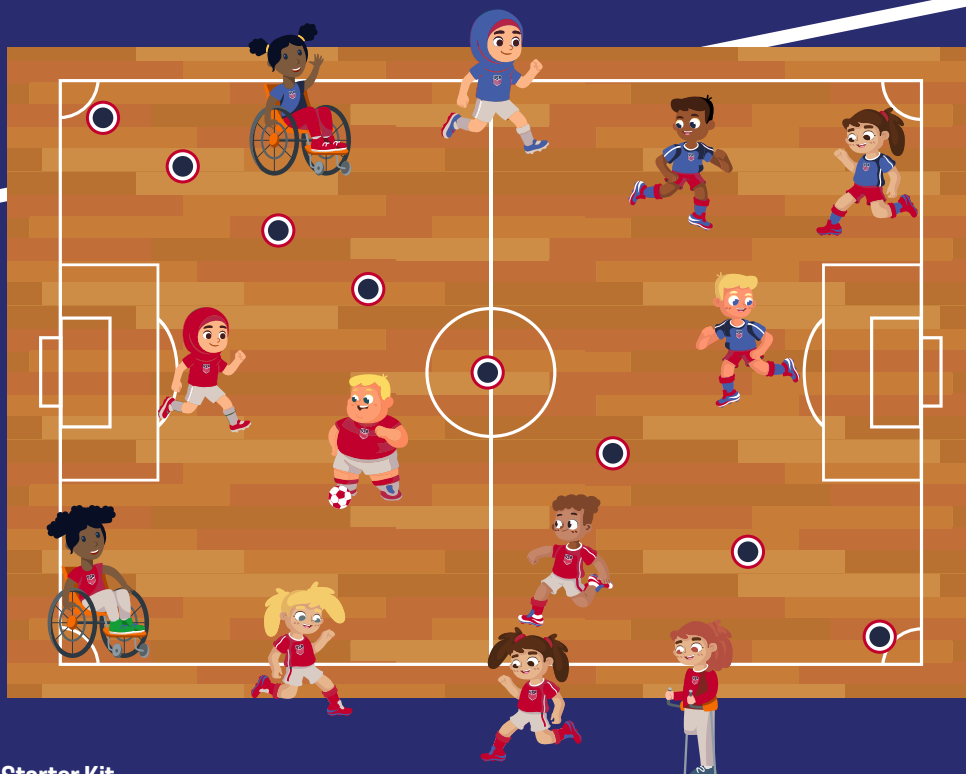
VARIATION: Soft defense rule on handball side—cannot swat ball out of hands.

DISCUSSION BREAK: After 5 min ask, “What makes this game so challenging? How can others help when rules are confusing?”



COACHING POINTS: On defense, communicate roles. Work as a unit to cover space. Try to force the attacking team to one side and stay compact.

TPSR TIE IN: Highlights real-world concept of adapting to environments. Encourages empathy and helping others adjust.



ACTIVITIES

V. 7V7 TRADITIONAL SOCCER (12 MIN)

SET-UP: Standard 7v7 game.

DIRECTIONS:

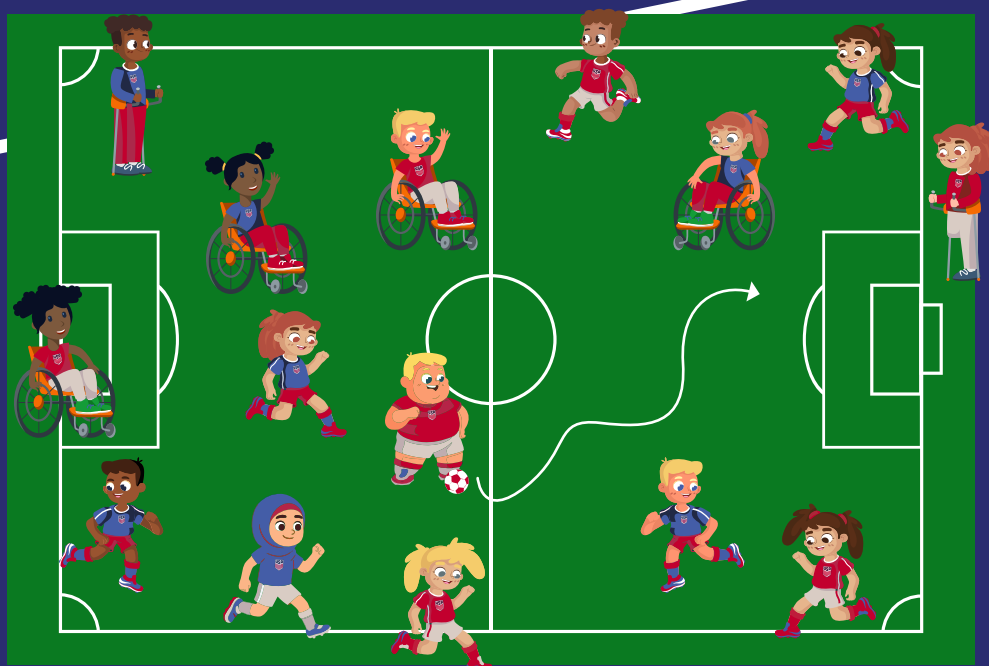
- First 5 minutes: no forward passes, only dribbling forward.
- Pause and discuss challenges. Let teams vote to keep restriction or return to normal rules.

VARIATION: Add condition that every player must touch the ball before scoring.



COACHING POINTS: Defend as a unit, communicate, pressure and cover.

TPSR TIE IN: Encourages respectful discussion and collective decision-making. Reinforces teamwork and helping each other on defense. ownership.



ACTIVITIES

GROUP MEETING (5 MIN)

Circle students up:

- Review defending as a team: first defender pressures, second covers, team stays compact.
- Ask: “How did you help others today? How did others help you?”
- Discuss: “What is code switching? Why is it important to recognize rules in different places?”
- Give Two-Clap Shout-Outs for teammates who worked hard or supported others.
- Remind them that next week is the last week. Ask students for ideas of what they would like to do for the final session. Warm-up games, stations etc.
- Weekly Challenge: Notice one situation at school or home where you can step in and help someone, even if they didn’t ask. Reflect on their response.
- End with two fist bumps before leaving.

TPSR TIE IN: Reinforces helping others, both in soccer and life. Reflection on code switching builds empathy and awareness.



AFTER-SCHOOL LESSON 6

TPSR FOCUS: Review of All 5 Pillars – Respect, Effort, Self-Direction, Helping/Leading, Positive Off the Pitch

PHYSICAL SKILLS: Student Choice

RELATIONAL TIME

During snack or arrival:

- Take attendance and greet students by name.
- Connect with students who may want to lead or explain an activity today.
- Ask students about their day and what they enjoyed most from past sessions.
- Assign rotating roles: Line Leader, Door Holder, Equipment Captain.

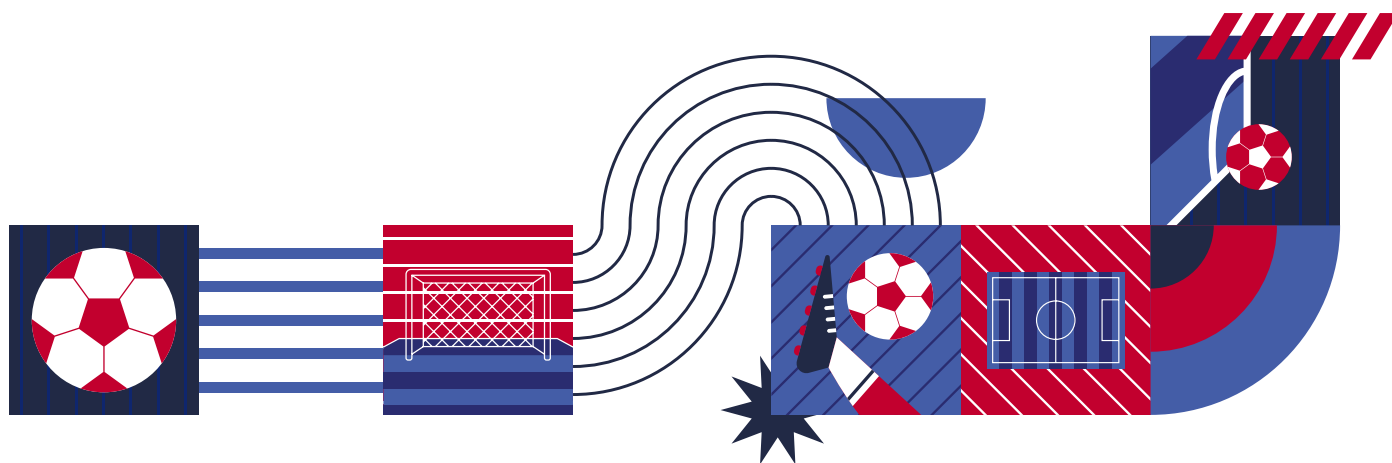
TPSR TIE IN: Today is about student choice and voice. Supporting them to take ownership helps them reflect on responsibility and leadership. Remind them of the expectations around effort and respect.

AWARENESS TALK – PILLAR REVIEW & STUDENT LEADERSHIP

Circle students up:

- Share: “Over the past 6 weeks we’ve practiced the 5 pillars–Respect, Effort, Self-Direction, Helping/Leading, and Positive Off the Pitch.”
- Explain: “Today is our final session. You will help lead and choose activities. We’ll focus on effort, respect, and supporting each other.”

TPSR Tie In: Encourages transfer of skills beyond soccer. Promote student leadership and voice.



ACTIVITIES

I. FIFA 11+ WARM-UP (8 MIN)

SET-UP: 2-3 lines of students, 12-15 yards of space.

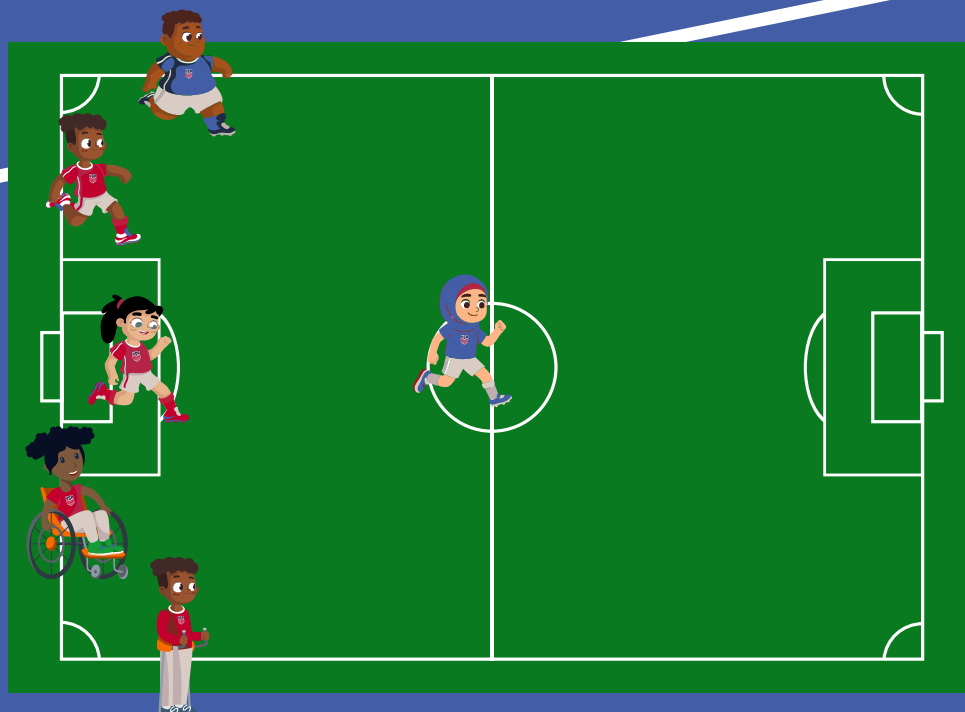
DIRECTIONS:

- Students complete dynamic stretches and movements down and back.
- Invite student leaders to demonstrate movements.



COACHING POINTS: Focus on quality; posture tall; warm-up prepares the body.

TPSR TIE IN: Student-led warm-up emphasizes leadership and respect.



LUNGES



ACTIVITIES

II. STUDENT CHOICE WARM-UP GAMES (10 MIN)

SET-UP: Use grid from FIFA 11 warm-up.

DIRECTIONS:

- Students vote or suggest two warm-up games.
- Coach provides two options if needed: Have You Ever (from Week 3) or Math Dribble (from Week 1).
- Play each chosen game for 4-5 minutes.



COACHING POINTS: Encourage enthusiasm and safe play. Remind students of rules.

TPSR TIE IN: Voice and choice build ownership. Respect and effort are shown by participating fully and supporting group decisions.



ACTIVITIES

III. STATION PLAY (20-25 MIN)

SET-UP: Divide space into three or more stations.

- Game Station - 5v5 or 6v6 traditional soccer.
- Handball Station - Play using handball rules.
- Shooting Station - Use Shooting Stars format from Week 4.

DIRECTIONS:

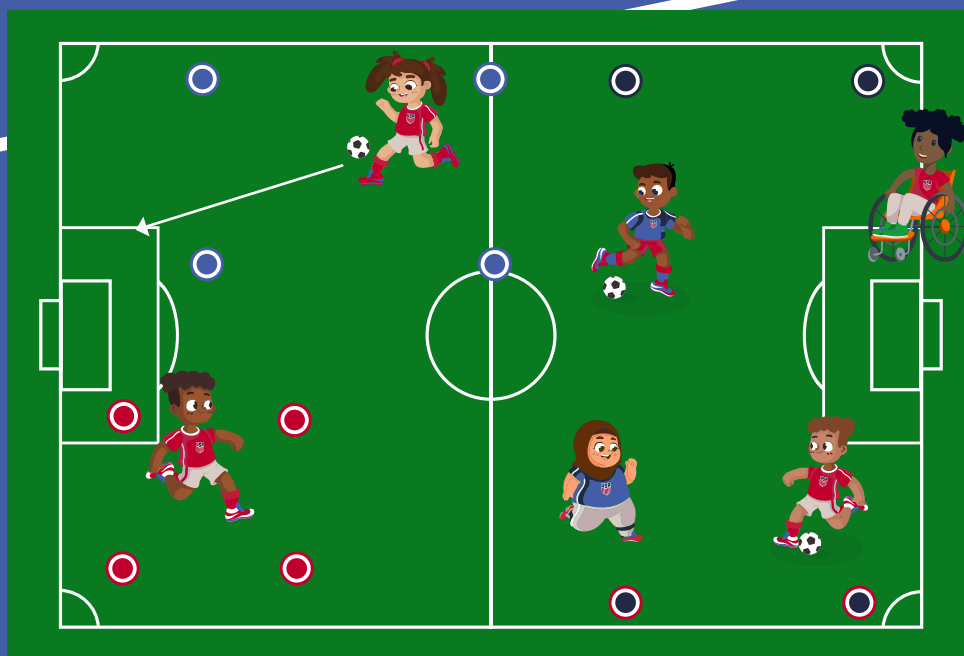
- Students choose their first station and rotate every 7-8 minutes.
- Coach and student leaders supervise stations.

VARIATION: Allow students to suggest rules for each station.



COACHING POINTS: Game Station—teamwork, communication. Handball—movement and positioning. Shooting—technique: inside foot for accuracy, laces for power, first touch sets up shot.

TPSR TIE IN: Student leadership encouraged at each station. Respect shown by supporting peers. Effort emphasized by staying engaged across stations.



ACTIVITIES

GROUP MEETING

Circle students up:

- Use Thumb-ometer: “Did you enjoy the session today?”
- Ask: “If you could help plan the soccer club for next season, what things would you like to keep? What should we do differently?”
- Two-Clap Shout-Outs for teammates who showed leadership, respect, or effort.
- Ask: “Which pillar have you used most outside of soccer? How did it help?”
- Encourage appreciation: Thank the group for their commitment and growth.
- End: Everyone fist bumps each other before leaving.

TPSR TIE IN: Encourage students to give suggestions and be open to their honest assessment. Student reflections reinforce transfer of skills to life beyond soccer. Ending with appreciation strengthens community and respect.





SOCIAL IMPACT ACTIVITIES

This section of the toolkit provides soccer activities that go beyond physical skills to support social and emotional learning in the classroom and on the field. Each activity is designed to spark student sharing, encourage teamwork, and give teachers meaningful insights into their students. By connecting game situations to real-life challenges, students can explore important social issues in a safe and supportive environment such as health education, equity, and community connection. These activities not only strengthen soccer skills but also build empathy, communication, and self-awareness. They are divided into three types of activities: Warm-ups, Group Activities, and Scrimmages.



WARM UPS

MATH DRIBBLE

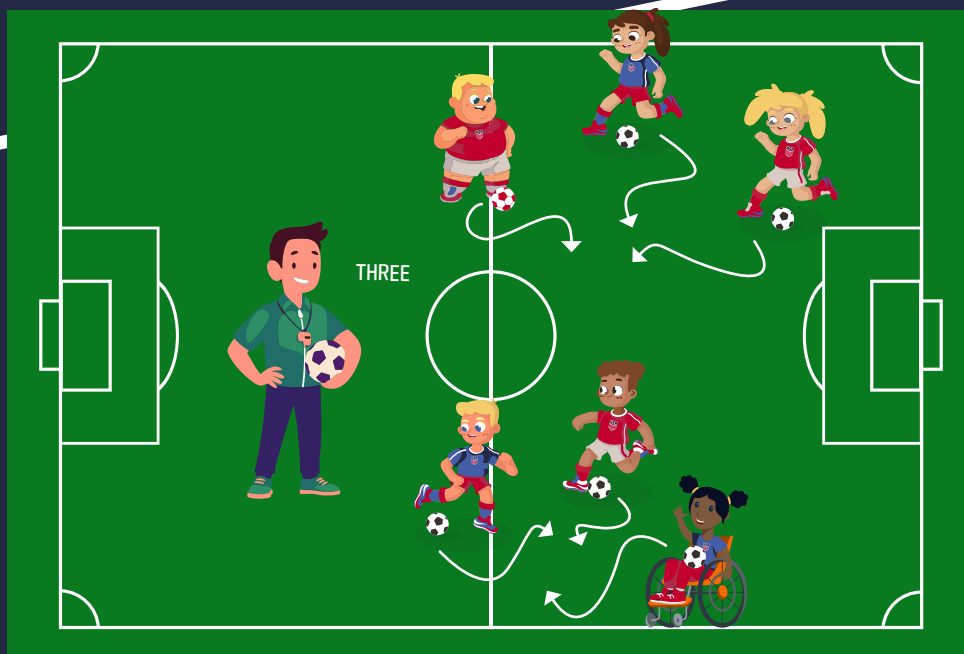
This game reinforces math skills, encourages interaction, and builds connections; teachers observe group dynamics, with students sharing reflections or new things learned about classmates at the end.

SET-UP: Create a rectangle space with cones if available or define the boundaries of the space with the students if cones aren't available.

DIRECTIONS:

- Teacher has students move about the space using any movement they like (walking, jogging, skipping etc.)
- Teacher calls out a number or math problem. Students respond with the answer and then get into groups of that size. Ex: $2+2=$ a group of 4
- When students are in groups ask them to answer a different question each time: favorite food, # of siblings, favorite song etc. Teachers can also have students answer more in-depth questions:
 - What's something fun you did recently or something you are excited about coming up?
 - What is something you are proud of about your community?
 - What is a wish or hope you have for yourself or your community?
 - What is something you are curious to learn more about?

VARIATIONS: Change the movements in each round, add dribbling, rotate leaders, or challenge groups to form objects (4 = bicycle, 5 = animal, 7 = soccer team).



WARM UPS

BALL RETRIEVAL

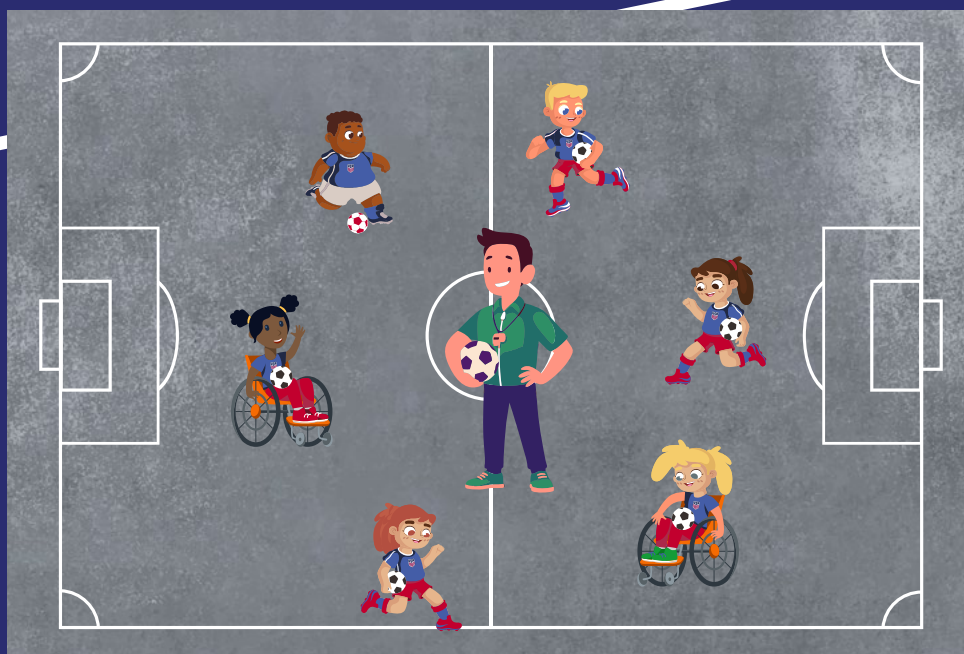
Ball retrieval is a game that emphasizes pairs or small groups working together to solve the problem posed by the teacher. Create opportunities for students to express their ideas and creative solutions in between rounds.

SET-UP: Students are in pairs or groups of three. Create a large circle made with alternating colored cones. Each pair is at a cone on the outside. Use two different colored cones so the students are also in two groups based on the color cone where they start. This will help with large numbers so not everyone is going at the same time. All soccer balls or items are in the center.

DIRECTIONS:

- Teacher calls out a challenge: e.g., “Six fingers and two heads.”
- The first color group runs to the middle, grabs a ball, and returns trying to use Six fingers and two heads.
- The next group repeats the exercise.
- Teacher calls out a new challenge and the groups return the ball to the circle.
- Repeat the exercise for multiple rounds changing the command.

VARIATION: For the final rounds tell the students the ball must stay on the ground and now they must move the ball with a certain number of touches or passes.



This activity is a great warm-up where students learn more about each other and start to share different experiences.

DIRECTIONS:

- VARIATION:** Students dribble a ball (together or individually) and practice moves while waiting (e.g., top taps, box taps, pull backs, scissors).



GROUP ACTIVITIES

RONDO

“Rondo” is a common soccer term; it is a classic keep-away game adapted to explore social issues.

SET UP: Mark a square with cones; 4-6 students form a circle with one defender inside (add a second if the group is larger)

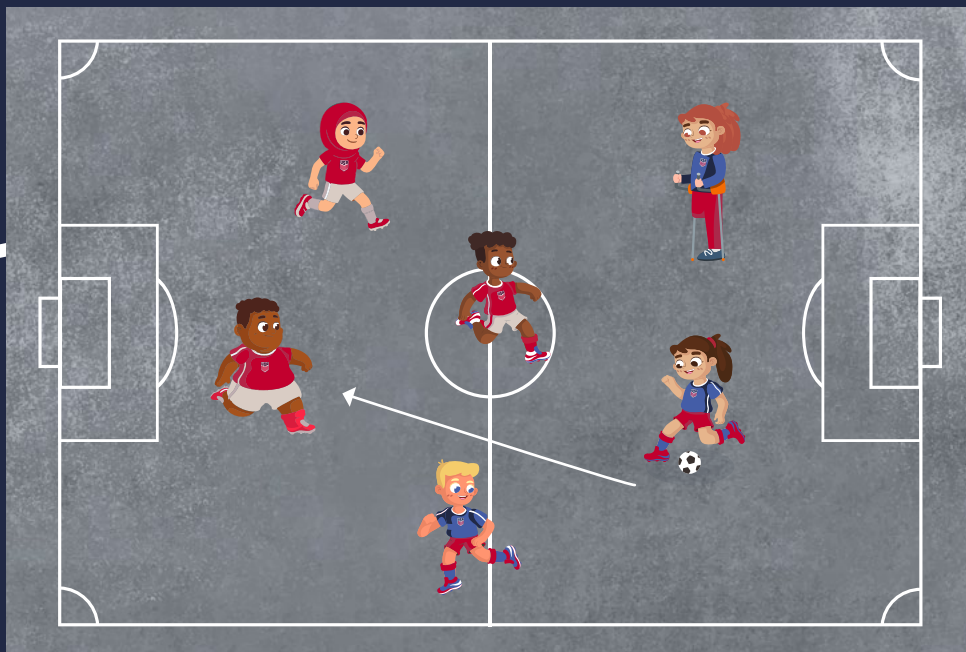
DIRECTIONS:

- The students in the circle pass the ball to each other.
- The defender in the middle tries to touch it or win it. If they do, they switch out of the middle.
- Rounds are timed and defenders always change at the end of round.
- After several rounds, challenge students to use their voice with “category” rounds.
- Teacher selects a category and each time a student passes the ball they have to say a word that falls under that category. If a student does not say anything they become the defender in the middle. Teachers can scaffold categories to start simply and build towards relevant social topics in their community.

SAMPLE TOPICS:

- Words that come to mind when they think of ...
- Equity or Health or Mental Health and Wellness
- Inclusion/Safe spaces in their community.
- Names of people who make them feel safe.
- Things they do when they feel stressed.
- Ways to support their peers.

VARIATIONS: Begin without a defender to build confidence or let different students lead by selecting the category.



GROUP ACTIVITIES

BOX RUN RELAY

SET-UP: Mark a box with four cones, adjusting size as needed; split into teams with names, placing one student from each team at every corner.

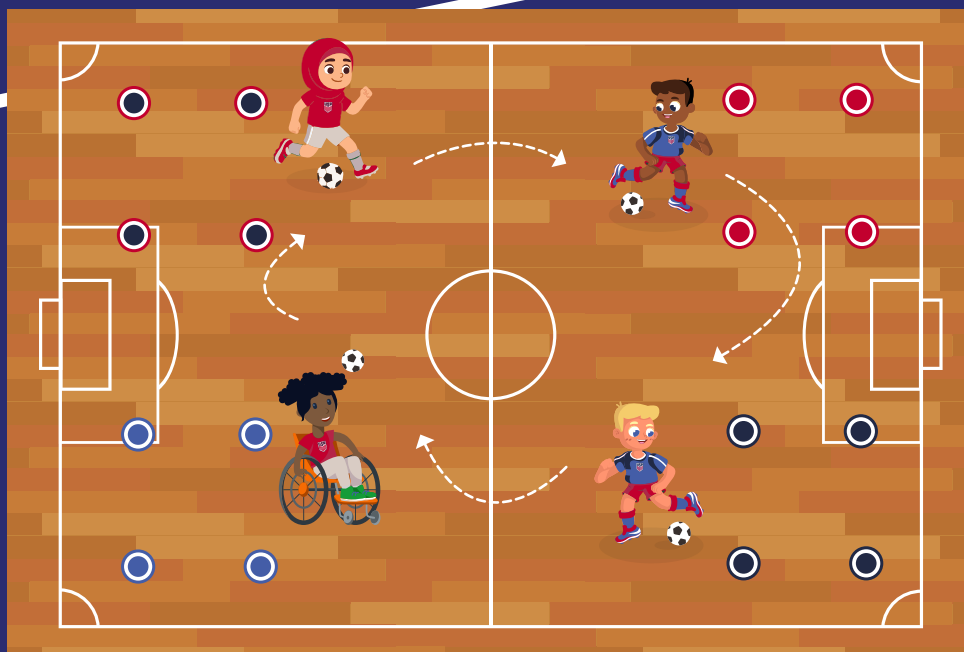
DIRECTIONS:

- The relay begins with teammates from one corner running to the next corner. They must tag their teammate, who will run to the next corner. This continues until the last corner ends up at the start.
- Play several rounds varying the type of movement and alternating which corner starts.
- Add categories to the rounds: a student tags their teammate AND shares a piece of information. For example, the round is “names”, the first student runs to the next corner and shares their name, the second student runs to the next corner and shares both names, this continues until the final student must share all 4 names of their teammates with the entire group.

VARIATIONS: Each team has a ball, and students dribble to the next corner, passing halfway if chosen, and must exchange a gesture or movement instead of words.

SAMPLE TOPICS:

- Things they love about their culture/community
- An idea they have that could make their community better
- Challenges related to and/or ways to support mental wellness
- Challenges related to and/or ways to advance equity



GROUP ACTIVITIES

CHICKEN COOP CAPER

This game engages students in teamwork and be used to highlight disparities across groups in society.

SET-UP: Mark a square with cones. Split into 4-8 teams (max 4), each with a cone as their home base. Place all “eggs” (soccer balls or items) in the center “coop.”

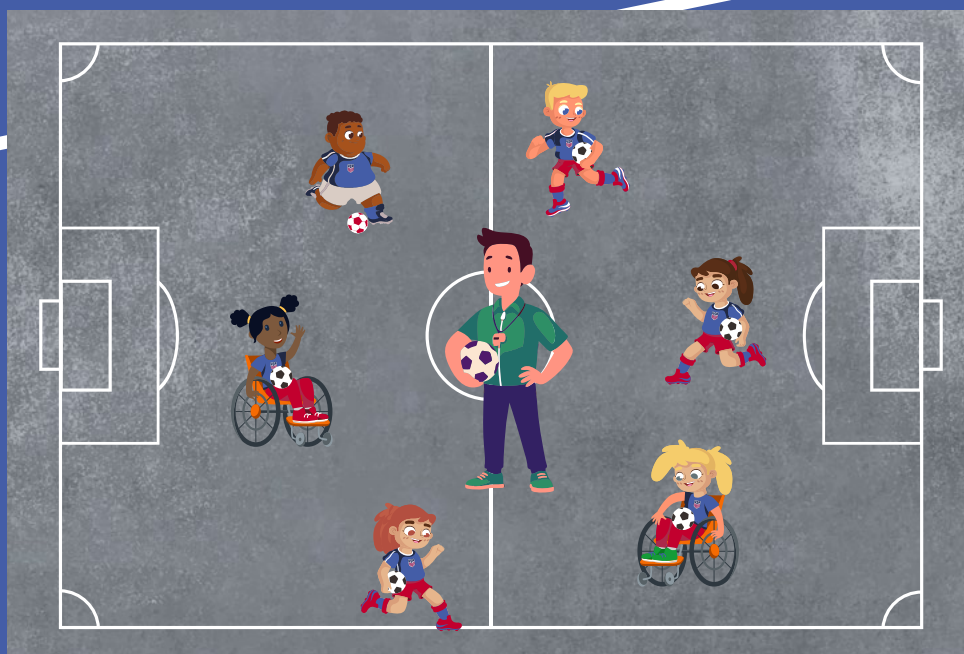
DIRECTIONS:

- One student from each base runs to the center to take a piece of equipment, bring it back to their base and high five the next person in line.
- Students continue taking items til all are gone and the team with the most items wins.
- Play 1-2 rounds and then allow teams to discuss their strategy for collecting items.

SOCIAL TOPICS ROUNDS:

- Restrict certain teams this round: one starts farther from the center, one must walk backwards, and one starts with 3 items. After this round, pause and ask a few questions to reflect:
 - How did it make you feel if you were given an advantage? If you were not?
 - In what ways does this game reflect life off the field? What might the equipment represent?
 - What are some examples of different barriers to access “equipment” in real life?
 - How can we work together to breakdown those barriers?
- Have students plan and practice support strategies (e.g., guiding someone walking backward, sharing soccer balls with other teams).

VARIATION: Instead of carrying, students must dribble or pass balls back to base; in later rounds, allow stealing from other bases before time ends.



GROUP ACTIVITIES

FREEZE TAG

Classic tag game adapted to explore ways that people support and interact with each other.

SET-UP:

- Mark a box with cones; adjust size for group.
- Choose taggers (distinguished by cones).
- Adjust tagger number/field size for difficulty.

DIRECTIONS:

- Round 1-2: Frozen tag (once tagged, student stays frozen).
- Next rounds: Add soccer balls as “safe”; tagged students can be freed by a passed ball.
- Switch taggers on each round.
- Limit the number of balls for challenge.
- Debrief after rounds, then re-play to apply new ideas and insight.

VARIATION: Allow passing with hands instead of feet to free frozen students.

DISCUSSION QUESTIONS:

- What might the ball represent?
- What choices did you make with the balls, and why?
- Did anyone support or ask for help while frozen?
- Who supports you in life off the field? Who do you support?
- How can we better support each other when help is needed? (Note “safe” means different things to different people.)



GROUP SCRIMMAGES

BUMPER GAME

This scrimmage can address the ways that we support others and ask for support. Adjust questions to student maturity and encourage reflection on allyship and support.

SET-UP:

- Field: 30x25
- 5v5 teams
- Extra students = bumpers on sidelines (play for both teams)
- Play to central goals or end zones

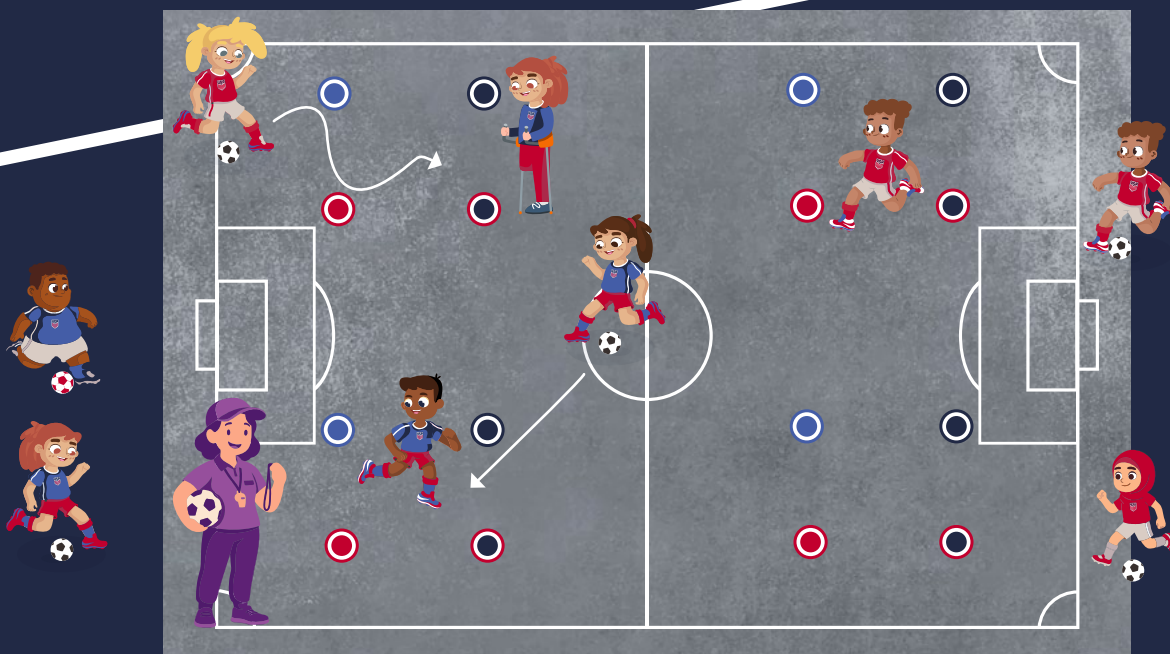
DIRECTIONS:

- 5v5, normal rules, no throw-ins (bumpers return ball).
- Bumpers: 2 touches max.
- Timed games, rotate teams.
- Pause after 5-10 min → ask reflection questions, then replay with focus on “better bumpers.”

DISCUSSION QUESTIONS:

- What have we noticed about bumper behavior?
- What makes a “good bumper”?
- Who might bumpers represent off the field?
- Have you been/received support or allyship?
- How can we be active, not passive, supporters/allies?

VARIATION: Bumpers play for one team; after receiving a pass, they can pass or dribble in while the passer swaps onto the sideline.



GROUP SCRIMMAGES

DIAGONAL SPLIT:

This game incorporates teamwork, communication and addresses navigating different environments.

SET UP: Divide into teams of 5-11. Adjust field size. Play to central goals or end zones. Mark field with a diagonal cone line.

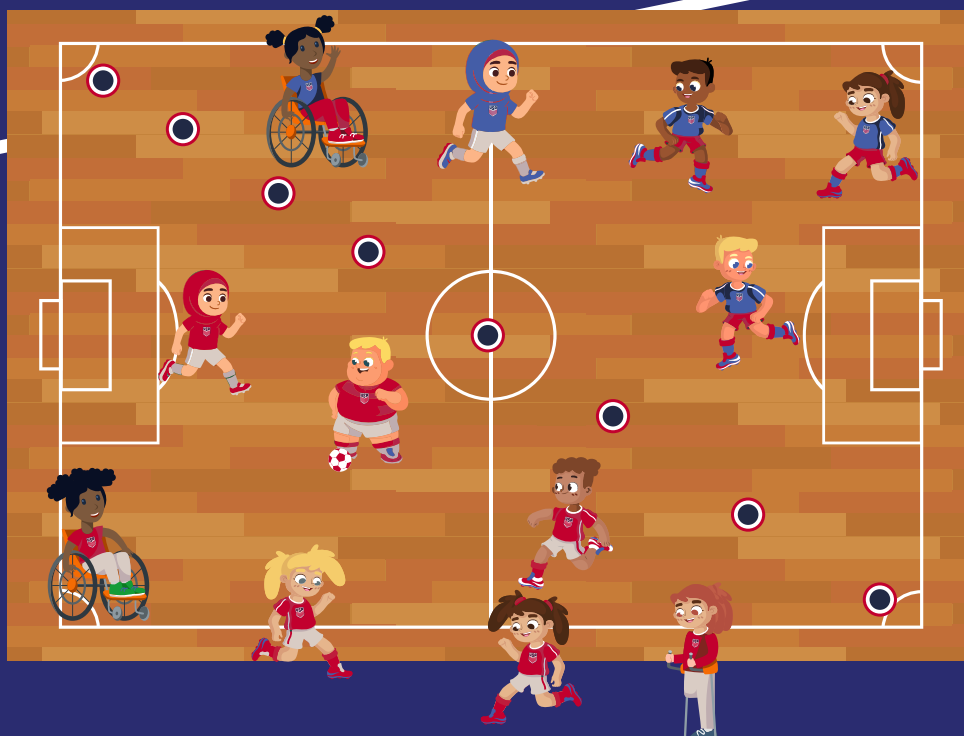
DIRECTIONS:

- One half = feet (soccer), other half = hands (student-made rules).
- Adjust throw-ins/free kicks for surface.
- Halftime: switch sides.
- Ask reflection questions at half + end; watch for teamwork, adaptation, communication.

DISCUSSION QUESTIONS:

- Thoughts on first half? What leads to success?
- How are you communicating/supporting when crossing the line?
- What might the line represent? Did you stay on one side? Why?
- Which side feels more comfortable? Off the field, where do you feel most/least yourself?
- How can we support each other outside comfort zones to stay safe and grow?
- Be mindful of students who may feel unsafe due to identity or environment.

VARIATION: Try different balls (foam, smaller/larger) and let students create rules for each half (e.g., unlimited vs. limited touches, left vs. right foot/hand).



GROUP SCRIMMAGES

SCORE TO RUN (WALKING SOCCER)

This game can address a variety of social impact topics especially those related to differences in power and privilege.

SET-UP: Create a field using cones for a 6v6 to 8v8 game with a central goal on each endline. Students are split into equal teams.

DIRECTIONS:

- The game starts with all the students playing walking soccer.
- Once a student scores, they may run for the rest of the game.
- Play a 6-10-minute half. At halftime facilitate the discussion below.
- Play a second half allowing students to implement their new strategy.
- Debrief at the end.

DISCUSSION QUESTIONS:

- How is the game going?
- How did it change for those who scored?
- What does scoring represent here?
- What did scorers do with their power/opportunity/privilege/freedom/choice?
- Who in real life keeps power to themselves? Who shares opportunities?
- As a team, how will you adjust strategy before replaying?

VARIATION: scoring illustrates the message of the game. Students suggest changes, allow a run after 3 passes, or adjust goal size to shift difficulty.





POSITIVE APPROACHES & ENGAGEMENT STRATEGIES



ATTENTION GETTERS

At the start of any program, it's important to establish a few reliable routines to get students' attention quickly and positively. **Ask the students if they have favorite attention-getters from school** that they like and can share—it gives them ownership and promotes consistency with what they already know. If you're introducing a new one, **practice it a few times during opening activities** so they understand the routine and expectations. Use these attention-getters to help gather students, refocus energy, or transition between activities (e.g., after a water break, before a demonstration, or mid-activity). Choose 2–3 and use them consistently for the best results.

CALL AND RESPONSE

Call-and-response attention-getters begin with the coach calling out a phrase and the students responding with a specific reply.

Coach: "1-2-3"

Students: "Eyes on me!"

Coach: "When I say Peanut Butter, you say Jelly Time! Peanut Butter..."

Students: "Jelly Time!"

Coach: "Coach says..."

Students: "Lock in!" (Students point to their eyes or stand ready with ball still)

AUDIO AND VISUAL CUES

Audio and visual cues help students practice listening and responding with focus. These cues are great for large groups or noisy environments.

Clap Up

- Coach says: "Clap once if you can hear me..." (Coach claps once)
- "Clap twice if you can hear me..." (Coach claps twice)
- Continue until all students are clapping together. Ideally, you won't need more than 2–3 rounds.

Match Me

- Coach says: "If you can hear me, match me."
- Then the coach silently performs a movement (e.g., hands on head, arms crossed, finger to lips).
- End with hands across your mouth and say, "That means no one else should be talking now."

BEST PRACTICES FOR THOSE DELIVERING SOCCER IN ELEMENTARY SCHOOLS



HELPING STUDENTS FEEL SEEN,
SUPPORTED, AND EXCITED TO LEARN
THROUGH SOCCER!



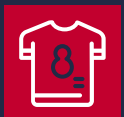
Model Enthusiasm and Positivity

Your energy matters! Smile, encourage, and celebrate effort. A positive coach helps create a fun environment where students feel confident trying new things.



Partner with the Teacher or Staff

Check in with the classroom teacher before or after sessions. They can share helpful insights about student needs, class routines, or behavior strategies that can strengthen your approach.



Learn Student Names

Make an effort to learn a few names each session. Knowing names helps students feel valued and builds a positive learning environment. It also helps with classroom management and individual support.



Establish Clear Expectations Early

Set simple, age-appropriate behavior expectations at the start of each session. Use visuals or signals to support understanding. Clear expectations help students feel safe and ready to participate.



Use Consistent Attention Getters

Pick one or two effective cues (e.g., “If you can hear me, clap once”) and use them consistently. These routines keep students focused and transitions smooth—without raising your voice.



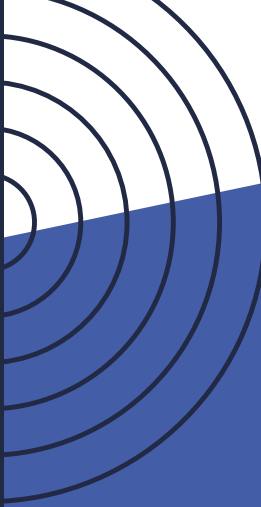
Build in Routine and Predictability

Use a consistent session format (e.g., warm-up, skill activity, game, wrap-up). Routines help students know what to expect and support faster engagement and smoother instruction.



Keep Instructions Short and Simple

Use short sentences and show more than you tell. Demonstrations help young students understand faster and get moving sooner.



LET'S GROW THE GAME AND SUPPORT EVERY STUDENT ON AND OFF THE FIELD!



Prioritize Inclusion and Belonging

Create games where every student can participate—no long waits or elimination games. Use mixed-ability pairings and encourage cooperation to help everyone feel part of the team.



Reinforce Positive Behavior

Say things like, “I love how Jordan is using small touches to control the ball.” Recognizing good behavior by name motivates others and builds a supportive culture.



Empower Students

Have students demonstrate moves or help explain the rules of a game. (Always check in with a student first to make sure they are comfortable sharing.) When possible encourage students to help with equipment or clean up.



Partner Power

Most dribbling activities ask that each student have their own soccer ball. If a school does not have a soccer ball for every student, adjust the activity so that students can work in pairs or groups of three. For example: Gate Dribbling: One student is dribbling through gates and the other is counting the number of gates they dribble through.



Be Culturally Responsive and Respectful

Honor the diversity of your students. Be aware of language, holidays, and traditions. Use inclusive language and adapt activities when needed.



Celebrate Progress, Not Just Performance

Recognize effort, not just skill. Praise hard work, improvement, and teamwork to build a growth mindset and confidence in all learners.



Reflect and Adapt

Take time after each session to reflect: What worked? What didn't? Flexibility and reflection help you grow and better meet your students' needs.

IN GAME CUES

These cues are used to pause or reset play during activities without breaking the flow.

Freeze “Like”

When the coach says “Freeze,” players stop and strike a creative pose.

Examples:

- “Freeze like a pirate!” (One foot on ball, hands on hips)
- “Freeze like an all-star!” (Big soccer card pose next to ball)
- “Freeze like a goalie!” (Hands up, knees bent)

Change the theme every few sessions to keep it fresh and fun.



Ball From Me

When a ball goes out of bounds during scrimmage or drills, the coach or helper (the “Boss of the Balls”) calls out:

- “Ball from me!” Players stop chasing the ball and reset for the next ball played in by the coach. This promotes safety, efficiency, and focus on game flow.

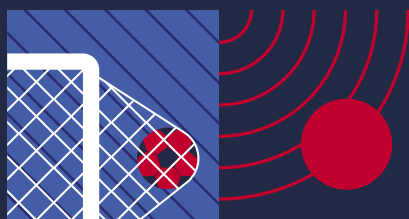
Red Cone / Green Cone

To encourage heads-up dribbling and visual awareness:

- **Green cone raised** = GO (dribble freely)
- **Red cone raised** = STOP (freeze with foot on ball)
- Can also call out “Red Light, Green Light” if you want to layer in a verbal cue.

Coach Tips

- Practice each attention getter at the **start of the session** so kids know what to expect.
- Stay **consistent**—choose a few favorites and reinforce them with praise.
- Reinforce success: “Wow! I saw you freeze so fast when I said ‘foot on ball’—great listening!”





SECTION 5

FOR MORE SUPPORT TO DEVELOP SOCCER AT SCHOOLS VISIT THE SOCCER FORWARD RESOURCE HUB

The Soccer Forward **Resource Hub** is a bank of tested approaches gathered from across the soccer community to help us all connect, grow the game we love, and use it as a force for good.

Inside the Hub you'll find a **rich mix of tested curriculum, models, tools, case studies and training opportunities** to strengthen your program and your organization. Everything in the Hub is free to access, free to adapt, and free to implement in your community.

Below is a selection of resources from the Hub that are most relevant to soccer at schools. You can click through directly to the resources, or explore the Hub yourself.

ENSURING SOCCER IS INCLUSIVE



10 Tips for Coaches of Girls:
Allyship, Co-Ed Considerations,
and More



Supporting LGBTQ+ Youth:
Coaching Tips & Vocabulary



Empowering Athletes with
Hidden Disabilities



Best Practices for Modern
Language for Ability



ADHD & Youth Sports - A Guide
For Parents & Coaches

USING SOCCER AS A PLATFORM FOR YOUTH DEVELOPMENT



The Soccer Field That Listens
(Developing identity and
belonging).



UKSD KidzPlay4FreeProject
Playbook (Developing
leadership)



The South Bronx United Academy
Evaluation Report. (Supporting
education outcomes).

USING SOCCER TO SUPPORT STUDENT MENTAL HEALTH



Simple and Effective
Mental Health Strategies



Coaches' Guide:
Supporting High School
Athlete Mental Health



Checking in with
Friends; for teens



Nothing Heals Like
Sport; A Playbook for
Coaches

CREATING A POSITIVE SOCCER CULTURE IN SCHOOLS



The School Sports
Equity Toolkit



Positive Youth Sport
Culture Index



Project Play.
The Playbook

EXPANDING SOCCER IN SCHOOLS PROGRAMS



Learnings on working
in faith-based school
systems



GOTB Replication
Guide



School Program
Marketing Pack



Sharing Futsal With
Teachers

DEVELOPING PLACES TO PLAY SOCCER AT SCHOOLS



A Story of Restoration and Hope



How to Create a Community Schoolyard

MEASURING IMPACT AND RAISING FUNDS



Intro to MEL Fundamentals:
How to start measuring impact

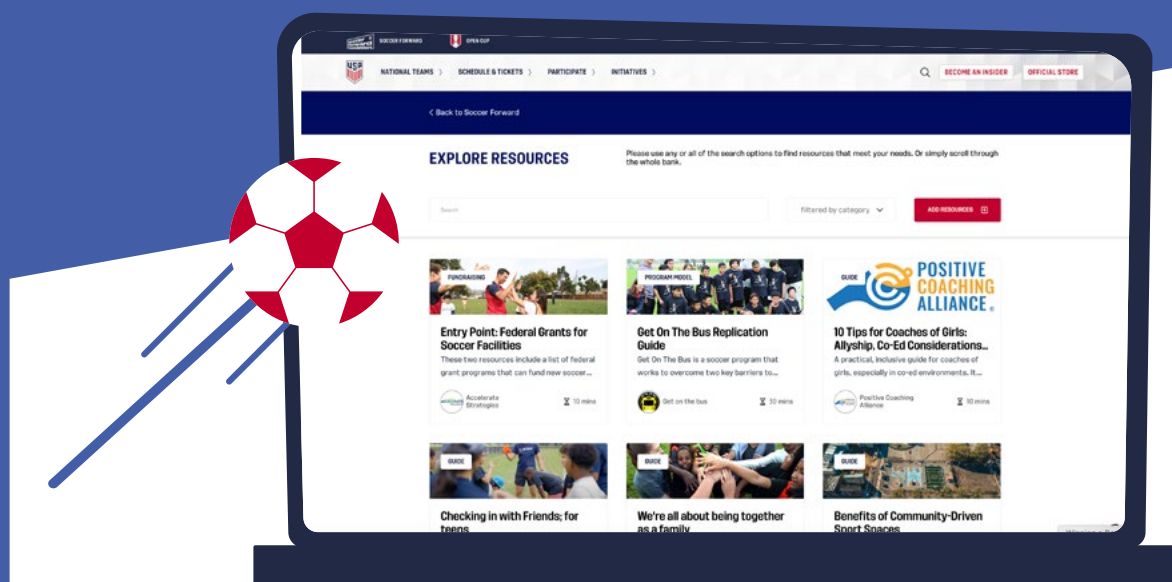


A practical guide to raising funds for soccer at schools
for community builders, coaches, organizations.



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All resources made available on the Resource Hub have been preliminarily reviewed by Soccer Forward, but neither Soccer Forward, U.S. Soccer, nor the contributors make any representations as to the accuracy, quality, suitability, non-infringement, or adequacy of the resources and expressly disclaims any warranty, express or implied, including without limitation, any implied warranty of merchantability or fitness for a particular purpose, to the maximum extent permitted under applicable law.

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**SOCCER AT
SCHOOL: SIGN
UP FOR FUTURE
INFORMATION &
UPDATES.**



