



AYSO Play!

CPS Coaches Clinic



Coaches Guidebook

Spring 2025

Girls Grade 5/6

AYSO + Six Philosophies

AYSO Overview

Founded in Torrance, CA, in 1964, the American Youth Soccer Organization (AYSO) has grown to become the world's largest soccer club, with approximately 60,000 teams across all age groups. AYSO is a cornerstone of U.S. Soccer, shaping the sport at grassroots levels and nurturing players, coaches, and referees who have gone on to achieve success at various levels of the game.



AYSO Vision

To provide world-class youth soccer programs that enrich children's lives.

AYSO Mission

To develop and deliver quality youth soccer programs in a fun, family environment based on AYSO's six core philosophies.

AYSO's Six Philosophies are principles that separate AYSO from other sports organizations.



Everyone Plays®



Balanced Teams



Player Development



Good Sportsmanship



Positive Coaching



Open Registration

AYSO Play! & CPS Partnership



About CPS SCORE! Elementary Sports Program

CPS SCORE! aims to provide equitable sports opportunities to elementary school students across Chicago. This partnership with AYSO represents a significant step toward enriching soccer experiences while fostering a sense of community and sportsmanship among students.

Enhancing Youth Soccer Through Collaboration

The American Youth Soccer Organization (AYSO) and Chicago Public Schools (CPS) have partnered to elevate youth soccer programming for 5th-8th graders as part of the CPS SCORE! Elementary Sports Program. This partnership is set to enhance soccer opportunities for Fall 2024 and Spring 2025.

Program Goals

To bring soccer to more youth athletes before, during, and after school, AYSO will utilize its AYSO PLAY! Program to increase access to soccer programs while maintaining the highest quality of soccer training and child development outcomes.

The synergy of in-school and recreational programming further establishes a player pathway to play soccer in the local Chicago area.

AYSO Play! & CPS
Partnership Video



SCAN ME

Gameday Saturday

KICK OFF your Gameday Saturday with essential information about arrival, sign-up, warm-up routines, activities, and game schedules.



Arrival & Registration

- Check in with CPS Site Manager
- Submit roster
- Confirm and locate playing area



Activity (Practice)

- School Coach leads warm up
- Practice activity e-mailed in advanced.
- Practice activity available through Network QR folder (on registration desk)

Warm Up (Play)



- School Coach leads warm up
- Register players on arrival
- Once available, warm up on allocated playing area
- Warm up; stretches, small-sided games, coaches routine.

9 v 9 Game (Play)



- School Coaches and AYSO to facilitate and officiate.
- School Vs School
- 9v9 - *adaptations may be made due to squad sizes*
- 1 x 40min game (2 x 20min halves)



Gameday Finish

- **Please depart your playing area promptly.**
- Tidy Trash + Lost Property
- Dismiss Pupils

AYSO Play! + CPS Curriculum

AYSO PLAY! offers simple, adaptable plans designed for coaches at every level. Available online or as easy print-offs, they cover formats from 4v4 to 11v11 and can be tailored to fit the needs of your players.

SEL & Technical session themes

Bespoke SEL & technical session questions and prompts



AYSO PLAY! Curriculum 9v9

Lesson 2: Advancing Forwards + Applying Choices for Self-Success

| SEL Theme | To apply how personal qualities influence choices and successes. |
|-----------------|---|
| Technical Theme | To demonstrate an understanding of how to dribble the ball to advance forwards. |

Session Achievements

- Goal-Oriented Decision Making:** Players think about what is required to achieve the goal and make adjustments based on their experience.
- Self-Identification of Skills:** Players self-identify their technical, physical, and mental skills and how they help achieve their goals.
- Effective Team Contribution:** Players use information about the task and their individual abilities to help the team move the ball forward quickly and effectively through open spaces, creating goal-scoring opportunities.

| Advancing Forwards + Applying Choices for Self-Success | | |
|--|---|---|
| 9v9, Lesson Plan 2 | SEL Question | TECHNICAL Question |
| WHAT | What are some of your personal qualities that help you succeed? | What does success look like when advancing the ball forwards? |
| WHY | Why does it help to recognize what leads to your successes? | Why do we advance the ball forwards? |
| HOW | How do personal qualities influence your choices? How do your choices influence your success? | How does recognizing your qualities and choices help the team advance up the field? |
| WHEN | When was a time that a confident choice led you towards success? | When should the team advance the ball forward? |

Discussion Prompts:

- What specific decisions do you make when dribbling the ball forward?
- How do your technical, physical, and mental skills influence these decisions?
- Why is decision-making important when moving the ball forward in soccer?
- Share an example of a time when a confident decision on the field led to a positive outcome.

Age appropriate progressive lesson plans

Detailed activity plans and guidance

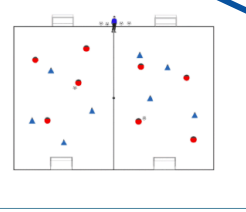
AYSO PLAY! Curriculum 9v9
Lesson 2: Advancing Forwards + Applying Choices for Self-Success

PLAY 1 PRACTICE 1: NORTH/SOUTH, EAST/WEST DRIBBLING PRACTICE 2: NORTH/SOUTH, EAST/WEST DRIBBLING VARIATION **PLAY 2**

ORGANIZE: Create two small fields with four teams (3v3/2v2). Mix up teams when required.

DEMONSTRATE: Allow time for participation and exploratory learning. Encourage players to take leadership and begin decision-making games for themselves.

OBSERVE: Positive play and engagement/behavioral feedback. Highlight key coaching points through open questions. Use natural stoppages to ask key questions (do not look for answers at this stage).

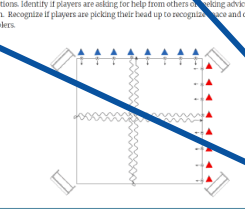


PLAY 1 PRACTICE 1: NORTH/SOUTH, EAST/WEST DRIBBLING PRACTICE 2: NORTH/SOUTH, EAST/WEST DRIBBLING VARIATION **PLAY 2**

ORGANIZE: Create a square field. Each player has a ball. Organize players into two groups - one group will start on one side of the square, the other group will start on an adjacent side of the square.

DEMONSTRATE: Assign each group to dribble the ball across the square and back to their starting side. One group will dribble North to South, the other group will dribble East to West, requiring players to interweave with the opposing group to avoid collision. If players run into each other, the team must start over from their original side, or stand still and become an obstacle for other dribblers.

OBSERVE: Utilizing mastery tasks and turns from Week 1 when switching dribbling directions. Identify if players are asking for help from others, seeking advice from coach. Recognize if players are picking their head up to recognize space and other dribblers.



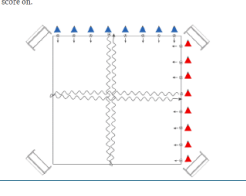
PLAY 1 PRACTICE 1: NORTH/SOUTH, EAST/WEST DRIBBLING PRACTICE 2: NORTH/SOUTH, EAST/WEST DRIBBLING VARIATION **PLAY 2**

SIZE OF FIELD: Adjust the size of the field to be larger/smaller based on needs of game play.

TIME CONSTRAINT: Players dribble down and back 4 times at speed.

DRIBBLER AND CALLER: Have players partner up. Designate one dribbler and one caller for each pair of players. The dribbler dribbles the ball, the caller follows behind the dribbler and calls out which direction the dribbler should head towards to avoid collision. Switch roles.

GOING TO GOAL: After dribbling the ball down and back 4 times, players can designate an open goal to score on.

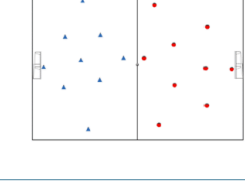


PLAY 1 PRACTICE 1: NORTH/SOUTH, EAST/WEST DRIBBLING PRACTICE 2: NORTH/SOUTH, EAST/WEST DRIBBLING VARIATION **PLAY 2**

ORGANIZE: Create one larger field with two teams (9v9) or as close to game like standards as possible. Mix up teams when required.

DEMONSTRATE: How to use dribbling to keep possession and to escape danger.

OBSERVE: Picking head up to identify open space and opponents. Recognize players without the ball applying communicative and positional support to dribblers.





AYSO PLAY! & SCORE!

9v9 Curriculum

AYSO PLAY! + is an outcome-based curriculum, focused on age-appropriate learning for the whole child, developing skills for lifelong success, both on and off the field.

The curriculum follows a PLAY-PRACTICE-PLAY methodology with an emphasis on small-sided games.

Rules & Referees



Referees play a vital role in keeping the game **Safe, Fair, and Fun** for everyone on the field.

At AYSO PLAY!, we strive for a game environment where children can **develop** skills, **enjoy** the sport, and embrace the values of **teamwork** and **sportsmanship**.



2 x 20min halves



No heading of the ball
USSF Soccer guidelines



Offside Applies
No ARs. Referee's eye.



Size 4 Ball

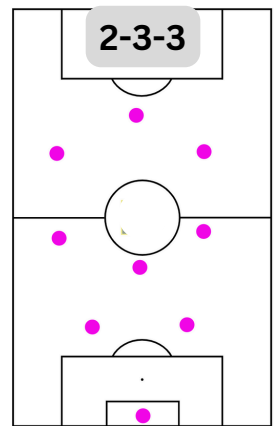
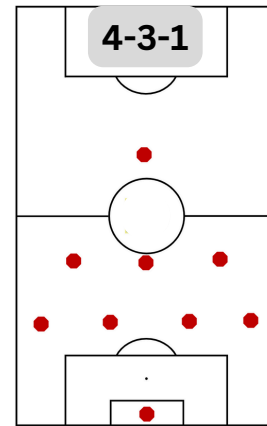
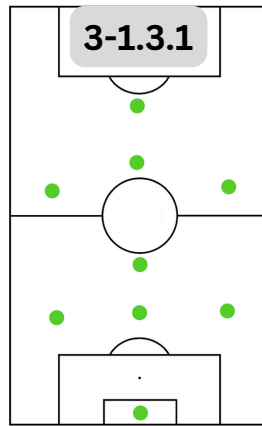
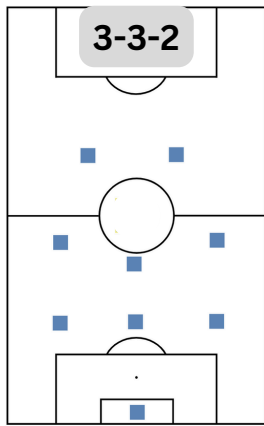
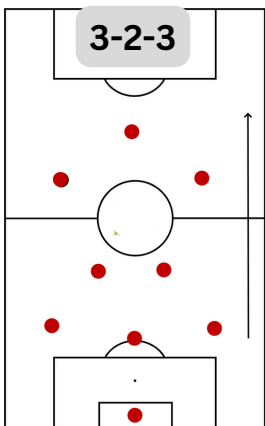


Overhead throw

WAYS TO PLAY

Soccer is meant to be enjoyed!

Encourage players to be **creative** by expressing themselves on the field, **positive** by staying engaged and uplifting teammates, and **respectful** by playing with determination and honoring sportsmanship.



Different formations in 9v9 games help players develop a variety of skills, from understanding team roles and spacing to improving communication, adaptability, and tactical awareness.

Lesson 1: Ball Mastery + Performing Under Stress

| | |
|------------------------|---|
| SEL Theme | To describe a range of emotions and the situations that cause them. |
| Technical Theme | To demonstrate an understanding of how to control the ball by using manipulative skills |

Session Achievements

- 1. Identify Stressors:** Players can recognize different variables that cause stress.
- 2. Share Strategies:** Players share personal examples of what causes their stress.
- 3. Stress Management:** Players describe at least one strategy they can use to manage stress and positively affect their performance.

| 9v9, Lesson Plan 1 | Ball Mastery + Performing Under Stress | |
|--------------------|--|---|
| | SEL Question | TECHNICAL Question |
| WHAT | What is stress? | What does stress look like when practicing ball mastery? |
| WHY | Why do we get stressed? | Why is ball mastery unique to each player? |
| <u>HOW</u> | How does stress impact our performance? | How can we overcome stress related to ball mastery? |
| WHEN | When do we feel the most stressed? On the field? At school? At home? | When are appropriate times to use ball mastery in a game? |

Discussion Prompts:

- How did you feel during a stressful moment on the field? What was your first reaction?
- Share a strategy you used to manage stress and how it affected your performance.
- Discuss how managing stress on the field can help in other areas, such as school or home.
- In what ways can stress on the field benefit your performance and team-building skills?

Lesson 1: Ball Mastery + Performing Under Stress

| | |
|------------------------|---|
| SEL Theme | To describe a range of emotions and the situations that cause them. |
| Technical Theme | To demonstrate an understanding of how to control the ball by using manipulative skills |

| PLAY 1 | PRACTICE 1: DRIBBLING GATES | PRACTICE 2: DRIBBLING GATES (VARIATIONS) | PLAY 2 |
|---|--------------------------------|--|--------|
| <p>ORGANIZE: Create two small fields with four teams (2v2/3v3). Mix up teams when required.</p> <p>DEMONSTRATE: Allow time for participation and exploratory learning. Encourage players to take leadership and begin organization games for themselves.</p> <p>OBSERVE: Positive play and engagement/behavior conflict. Highlight key coaching points through open questions.</p> | | | |
| | | | |

| PLAY 1 | PRACTICE 1: DRIBBLING GATES | PRACTICE 2: DRIBBLING GATES (VARIATIONS) | PLAY 2 |
|---|--------------------------------|--|--------|
| <p>ORGANIZE: Scatter pairs of cones for gates around your space. Have an equal number of gates to participants (if possible). Each player has a ball.</p> <p>DEMONSTRATE: Movement with the ball towards gates, freely, working on different ways to keep the ball under control through, around and towards different gates without touching the cones.</p> <p>OBSERVE: Levels of comfort moving with the ball, exploring the use of different surfaces of each foot at various speeds of ball rolling. Recognize how individual players react emotionally to challenges.</p> | | | |
| | | | |

| PLAY 1 | PRACTICE 1: DRIBBLING GATES | PRACTICE 2: DRIBBLING GATES (VARIATIONS) | PLAY 2 |
|--|--------------------------------|--|--------|
| <p>TIME CONSTRAINT: Players have 30 seconds to dribble through as many gates as possible using the movement patterns assigned by the coach. Do multiple rounds for players to improve their score.</p> <p>TAG MULTIPLAYER: Defender attempts to hit players' soccer balls with their own. If successful that player also becomes a defender. Game continues until there are 1-2 players left.</p> <p>GATES-GOAL: Players are assigned a number of gates to successfully move through. If successful, players get an opportunity to score. Players can compete with one another to win.</p> <p>ADDED DEFENDER: Add players (2-3) to move around, block gates, increasing decision making.</p> | | | |
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| PLAY 1 | PRACTICE 1: DRIBBLING GATES | PRACTICE 2: DRIBBLING GATES (VARIATIONS) | PLAY 2 |
|---|--------------------------------|--|--------|
| <p>ORGANIZE: Create one larger field with two teams (7v7), or as close to game like standards as possible. Mix up teams when required.</p> <p>DEMONSTRATE: How to use ball mastery to keep possession for longer.</p> <p>OBSERVE: Key use of manipulative skills to keep the ball. Recognize players for applying learned ideas to the game.</p> | | | |
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AYSO PLAY! Curriculum 9v9

Lesson 2: Advancing Forwards + Applying Choices for Self-Success

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|------------------------|---|
| SEL Theme | To apply how personal qualities influence choices and successes. |
| Technical Theme | To demonstrate an understanding of how to dribble the ball to advance forwards. |

Session Achievements

1. **Goal-Oriented Decision Making:** Players think about what is required to achieve the goal and make adjustments based on their experience.
2. **Self-Identification of Skills:** Players self-identify their technical, physical, and mental skills and how they help achieve their goals.
3. **Effective Team Contribution:** Players use information about the task and their individual abilities to help the team move the ball forward quickly and effectively through open spaces, creating goal-scoring opportunities.

| 9v9, Lesson Plan 2 | Advancing Forwards + Applying Choices for Self-Success | |
|--------------------|---|---|
| | SEL Question | TECHNICAL Question |
| WHAT | What are some of your personal qualities that help you succeed? | What does success look like when advancing the ball forwards? |
| WHY | Why does it help to recognize what leads to your successes? | Why do we advance the ball forwards? |
| <u>HOW</u> | How do personal qualities influence your choices? How do your choices influence your success? | How does recognizing your qualities and choices help the team advance up the field? |
| WHEN | When was a time that a confident choice led you towards success? | When should the team advance the ball forward? |

Discussion Prompts:


- What specific decisions do you make when dribbling the ball forward?
- How do your technical, physical, and mental skills influence these decisions?
- Why is decision-making important when moving the ball forward in soccer?
- Share an example of a time when a confident decision on the field led to a positive outcome.

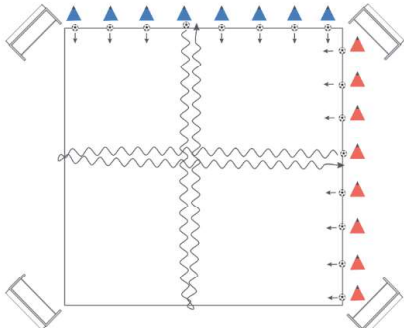


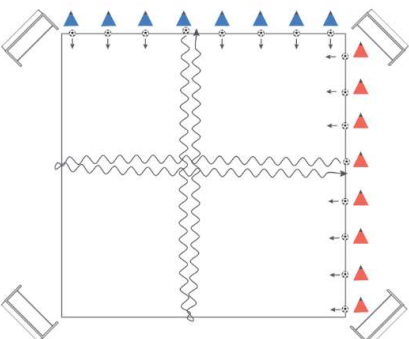
AYSO PLAY! Curriculum 9v9

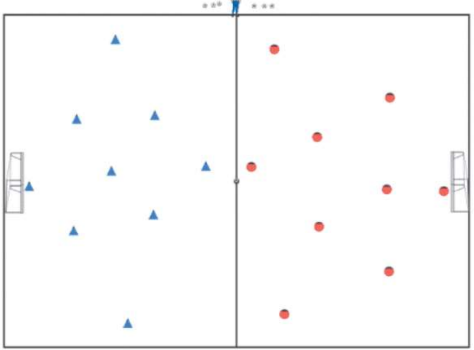
Lesson 2: Advancing Forwards + Applying Choices for Self-Success

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| PLAY 1 | PRACTICE 1: NORTH/SOUTH, EAST/WEST DRIBBLING | PRACTICE 2: NORTH/SOUTH, EAST/WEST DRIBBLING VARIATION | PLAY 2 |
|--|---|--|--------|
| <p>ORGANIZE: Create two small fields with four teams (3v3/4v4). Mix up teams when required.</p> <p>DEMONSTRATE: Allow time for participation and exploratory learning. Encourage players to take leadership and begin organization games for themselves.</p> <p>OBSERVE: Positive play and engagement/Behaviour conflict. Highlight key coaching points through open questions. Use natural stoppages to ask key questions (do not look for answers at this stage).</p> | | | |
|  | | | |

| PLAY 1 | PRACTICE 1: NORTH/SOUTH, EAST/WEST DRIBBLING | PRACTICE 2: NORTH/SOUTH, EAST/WEST DRIBBLING VARIATION | PLAY 2 |
|--|---|--|--------|
| <p>ORGANIZE: Create a square field. Each player has a ball. Organize players into two groups – one group will start on one side of the square, the other group will start on an adjacent side of the square.</p> <p>DEMONSTRATE: Assign each group to dribble the ball across the square and back to their starting side. One group will dribble North to South, the other group will dribble East to West, requiring players to interweave with the opposite group to avoid collision. If players run into each other, they must start over from their original side, or stand still and become an obstacle for other dribblers.</p> <p>OBSERVE: Utilizing mastery tasks and turns from Week 1 when switching dribbling directions. Identify if players are asking for help from others or seeking advice from coach. Recognize if players are picking their head up to recognize space and other dribblers.</p> | | | |
|  | | | |

| PLAY 1 | PRACTICE 1: NORTH/SOUTH, EAST/WEST DRIBBLING | PRACTICE 2: NORTH/SOUTH, EAST/WEST DRIBBLING VARIATION | PLAY 2 |
|---|---|--|--------|
| <p>SIZE OF FIELD: Adjust the size of the field to be larger/smaller based on needs of game play.</p> <p>TIME CONSTRAINT: Players dribble down and back 4 times at speed.</p> <p>DRIBBLER AND CALLER: Have players partner up. Designate one dribbler and one caller for each pair of players. The dribbler dribbles the ball, the caller follows behind the dribbler and calls out which direction the dribbler should head towards to avoid collision. Switch roles.</p> <p>GOING TO GOAL: After dribbling the ball down and back 4 times, players can designate an open goal to score on.</p> | | | |
|  | | | |

| PLAY 1 | PRACTICE 1: NORTH/SOUTH, EAST/WEST DRIBBLING | PRACTICE 2: NORTH/SOUTH, EAST/WEST DRIBBLING VARIATION | PLAY 2 |
|---|---|--|--------|
| <p>ORGANIZE: Create one larger field with two teams (9v9) or as close to game like standards as possible. Mix up teams when required.</p> <p>DEMONSTRATE: How to use dribbling to keep possession and to escape danger.</p> <p>OBSERVE: Picking head up to identify open space and opponents. Recognize players without the ball applying communicative and positional support to dribblers.</p> | | | |
|  | | | |



AYSO PLAY! Curriculum 9v9

Lesson 3: Advancing Forwards + Applying the Process of Setting Goals

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|------------------------|---|
| SEL Theme | To apply the steps towards making a short-term goal and strategize a plan for achieving it. |
| Technical Theme | To demonstrate an understanding of advancing forward to help create openings. |

Session Achievements

1. **Facing the Opponent:** Players learn to face their opponent, identify open spaces for a move or pass, act quickly and confidently, commit to the decision, and use their bodies to protect their space.
2. **Leveraging Skills:** Players recognize their technical (ball technique), physical (speed, power, strength), tactical (timing, awareness, options), and mental (confidence, decision-making) tools that can help them plan for **success**.
3. **Creating Openings:** Players understand that successfully winning a 1v1 can take out an opponent from the play, create numerical advantages (numbers up), and move opponents out of position to create more openings.

| 9v9, Lesson Plan 3 | Advancing Forwards + Applying the Process of Setting Goals | |
|--------------------|--|---|
| | SEL Question | TECHNICAL Question |
| WHAT | What are the steps to take when setting a goal? | What steps should individuals/teams take when advancing forwards? |
| WHY | Why is it important to set goals? | Why does advancing the ball forwards not work every time? |
| HOW | How does knowing how to set goals help you succeed? | How does taking players on 1v1 help the team advance forwards? How does it not sometimes? |
| WHEN | When have you applied steps towards an achieved goal? | When should an individual go 1v1 to advance the ball forward? |

Discussion Prompts

- **Reflecting on 1v1 Success:** Describe a specific instance where you successfully won a 1v1. What factors contributed to your success?
- **Goal Setting in Practice:** Share a short-term goal you have set for yourself. What steps are you taking to achieve it?
- **Team Benefits:** How does your success in 1v1 situations help your team? Discuss the importance of individual contributions to team dynamics and success.
- **Planning for Improvement:** What specific actions are you taking to improve your 1v1 skills? How do you plan and track your progress toward achieving your goal?



AYSO PLAY! Curriculum 9v9

Lesson 3: Advancing Forwards + Applying the Process of Setting Goals

| PLAY 1 | PRACTICE 1: ZONE ESCAPE | PRACTICE 2: ZONE ESCAPE | PLAY 2 |
|---|-------------------------|-------------------------|--------|
| <p>ORGANIZE: Create two small fields with four teams (3v3/4v4). Mix up teams when required.</p> <p>DEMONSTRATE: Allow time for participation and exploratory learning. Encourage players to take leadership and begin organization games for themselves.</p> <p>OBSERVE: Positive play and engagement/Behaviour conflict. Highlight key coaching points through open questions during natural stoppages. Do not look for answers at this time.</p> | | | |
| | | | |

| PLAY 1 | PRACTICE 1: ZONE ESCAPE | PRACTICE 2: ZONE ESCAPE | PLAY 2 |
|--|-------------------------|-------------------------|--------|
| <p>ORGANIZE: Split your field/grid into three sections, using cones. Create two teams of six and split them into two between each zone. Add one goal at each end. Add GK's if possible.</p> <p>DEMONSTRATE: Players are working to advance the ball forwards by creating space. Teams with possession of the ball are encouraged to create the optimal environment to win a 1v1 and advance into the next zone, creating a 3v2's. Continue this approach towards goal to score. If possession is lost, natural transition of play resumes the game. Advanced players are prevented from winning the ball until they return to the original zone.</p> <p>OBSERVE: Players thought process to create optimal environments for 1v1s (face-on, open space in front, speed of play, use of body, passing lanes, confidence in move).</p> | | | |
| | | | |

| PLAY 1 | PRACTICE 1: ZONE ESCAPE | PRACTICE 2: ZONE ESCAPE | PLAY 2 |
|--|-------------------------|-------------------------|--------|
| <p>PLAY HANDBALL TAG: Begin the game throwing/catching the ball and escaping tagging defenders. If tagged, the ball goes on the ground to the other team. Score by rolling underarm into goal.</p> <p>CLOSED SKILL: Team that is not in possession of the ball can not attempt to steal the ball, only block space and passing lanes.</p> <p>PASSES TO GK REMOVED: Players in the same zone as GK can not use the GK to keep possession.</p> <p>ADDED DEFENDER: Add players to reduce space and challenge speed of play, increasing decision making processes.</p> | | | |
| | | | |

| PLAY 1 | PRACTICE 1: ZONE ESCAPE | PRACTICE 2: ZONE ESCAPE | PLAY 2 |
|---|-------------------------|-------------------------|--------|
| <p>ORGANIZE: Create one larger field with two teams (9v9) or as close to game like standards as possible. Mix up teams when required.</p> <p>DEMONSTRATE: How to plan actions/behaviors to keep advancing forwards and create openings.</p> <p>OBSERVE: Key use of manipulative skills to keep the ball. Recognize players for applying learned ideas to the game.</p> | | | |
| | | | |



AYSO PLAY! Curriculum 9v9

Lesson 4: Preventing Advancing-Forward Play + Demonstrating an Understanding of How Others Feel

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|------------------------|--|
| SEL Theme | To demonstrate an understanding of others' feelings and perspectives in a variety of situations. |
| Technical Theme | To demonstrate an understanding of how to recover from losing possession of the ball. |

Session Achievements

1. **Recognizing Emotions:** Players identify feelings of nervousness, anxiety, disappointment, and frustration when losing possession of the ball or not achieving a goal.
2. **Impact of Stress:** Players understand that too much stress can hinder performance and recognize the importance of managing stress to maintain energy and focus.
3. **Implementing Strategies:** Players practice stress management strategies such as deep breathing, positive self-talk, seeking support, and focusing on the next play to maintain performance and drive for success.

| 9v9, Lesson Plan 4 | Preventing Advancing-Forward Play + Demonstrating an Understanding of How Others Feel | |
|--------------------|---|--|
| | SEL Question | TECHNICAL Question |
| WHAT | What does it look like to understand how others feel? | What needs to be done in order to prevent the other team from advancing forwards? |
| WHY | Why is it important to show that you understand how others feel? | Why do we want to prevent the opponent from advancing forwards? |
| HOW | How do you show that you understand how others feel? | How does understanding how other teammates feel help prevent the opponent from advancing forwards? |
| WHEN | When is a good time to show that you understand how others feel? | When do we want to prevent the opponent from advancing forwards? |

Discussion Prompts

- **Emotional Reflection:** Describe a time when you lost possession of the ball or didn't achieve your goal. What feelings did you experience, and how did they affect your performance?
- **Stress Impact:** How does stress influence your ability to perform in soccer and other areas of your life? Discuss specific examples.
- **Coping Strategies:** Share a strategy you use to manage stress during a game. How does it help you maintain your performance and focus?
- **Positive Outcomes:** Discuss a time when you successfully managed stress and achieved a positive outcome. What did you learn from that experience?



AYSO PLAY! Curriculum 9v9

Lesson 4: Preventing Advancing-Forward Play + Demonstrating an Understanding of How Others Feel

| PLAY 1 | PRACTICE 1: 1V1 ATT-DEF | PRACTICE 2: 1V1 ATT-DEF | PLAY 2 |
|---|----------------------------|----------------------------|--------|
| <p>ORGANIZE: Create two small fields with four teams (3v3/4v4). Mix up teams when required.</p> <p>DEMONSTRATE: Allow time for participation and exploratory learning. Encourage players to take leadership and begin organization games for themselves.</p> <p>OBSERVE: Positive play and engagement/behavior conflict. Highlight key coaching points through open questions in natural stoppages. Do not look for answers at this stage.</p> | | | |
| | | | |

| PLAY 1 | PRACTICE 1: 1V1 ATT-DEF | PRACTICE 2: 1V1 ATT-DEF | PLAY 2 |
|---|----------------------------|----------------------------|--------|
| <p>ORGANIZE: Create four boxes inside one grid. Have four goals facing away from the center of the grid and set up two adjacent gates on opposite sides. Have ATT players at goal and DEF next to gates with a ball.</p> <p>DEMONSTRATE: Defender passing the ball forward to ATT, and on ATT first touch, DEF steps towards ball to engage. ATT attempts to move through either one of the gates to win a point. If DEF wins possession, ATT must transition to defending the goal. Rotate roles after a period of time.</p> <p>OBSERVE: Decision making in the 1v1, behaviors after losing the ball. Recognize how individual players react emotionally to challenges.</p> | | | |
| | | | |

| PLAY 1 | PRACTICE 1: 1V1 ATT-DEF | PRACTICE 2: 1V1 ATT-DEF | PLAY 2 |
|--|----------------------------|----------------------------|--------|
| <p>TIME CONSTRAINT: Players have 10 seconds to dribble through a gate. If unsuccessful, play restarts.</p> <p>POINT SYSTEM: ATT/DEF keep score of success. First player to three, wins.</p> <p>SIZE/DISTANCE OF GATES: Adjust the gates to be wider or narrower based on needs of game play.</p> <p>SIZE/SPACE OF SQUARE: Adjust the square size to be larger/smaller based on needs of game play.</p> | | | |
| | | | |

| PLAY 1 | PRACTICE 1: 1V1 ATT-DEF | PRACTICE 2: 1V1 ATT-DEF | PLAY 2 |
|---|----------------------------|----------------------------|--------|
| <p>ORGANIZE: Create one larger field with two teams (9v9) or as close to game like standards as possible. Mix up teams when required.</p> <p>DEMONSTRATE: How a player should recover from losing the ball.</p> <p>OBSERVE: Key use of manipulative skills to transition from ATT-DEF. Recognize players for applying learned ideas to the game.</p> | | | |
| | | | |



AYSO PLAY! Curriculum 9v9

Lesson 5: Creating Openings + Performing While Preventing Bullying

| | |
|------------------------|---|
| SEL Theme | To define bullying, and discuss how individual, social, and cultural differences may increase vulnerability to bullying and identifying ways to address it. |
| Technical Theme | To demonstrate an understanding of how to create openings in wide areas. |

Session Achievements

1. **Recognizing Cues:** Players identify verbal (likes/dislikes) and non-verbal (facial expressions, body movements) behaviors that indicate how someone is feeling.
2. **Understanding Feelings:** Players gain a better understanding of others' feelings by reflecting on past situations and observing patterns in relationships.
3. **Empathetic Decision-Making:** Players learn to consider others' feelings and perspectives before making decisions, leading to more thoughtful and effective teamwork.

| 9v9, Lesson Plan 5 | Creating Openings + Performing While Preventing Bullying | |
|--------------------|--|--|
| | SEL Question | TECHNICAL Question |
| WHAT | What is bullying? | What does it look like to create openings? |
| WHY | Why is it important to prevent bullying? | Why is it important to create openings? |
| <u>HOW</u> | How does someone prevent bullying? | How can bullying be prevented on the soccer field? How can moments of bullying occurring when a team is trying to pass the ball? |
| WHEN | When would someone need to prevent bullying? | When are moments where you would need to create openings? |

Discussion Prompts

- **Observing Cues:** Share an example of a time when you noticed someone's verbal or non-verbal cues and how it helped you understand their feelings.
- **Decision Impact:** Describe a decision you made on the field and how you considered others' feelings and perspectives in that moment.
- **Empathy in Action:** How does understanding others' feelings help you perform better as a team? Discuss the benefits of empathy in both soccer and daily life.
- **Reflecting on Past Situations:** Think about past situations where you were able to predict someone's feelings. How did your relationship with that person help you understand their perspective?



AYSO PLAY! Curriculum 9v9

Lesson 5: Creating Openings + Performing While Preventing Bullying

PLAY 1

PRACTICE 1: 2V2 + WIDE PLAYERS

PRACTICE 2: DRIBBLING GATES VARIATION

PLAY 2

ORGANIZE: Create two small fields with four teams (3v3/4v4). Mix up teams when required.

DEMONSTRATE: Allow time for participation and exploratory learning. Encourage players to take leadership and begin organization games for themselves.

OBSERVE: Positive play and engagement/Behaviour conflict. Highlight key coaching points through open questions during natural stoppages.



PLAY 1

PRACTICE 1: 2V2 + WIDE PLAYERS

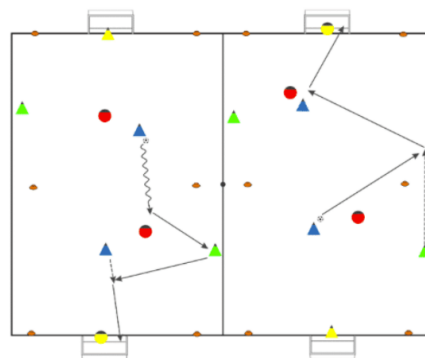
PRACTICE 2: DRIBBLING GATES VARIATION

PLAY 2

ORGANIZE: Create two fields with goals for each side. With cones, create wide lanes for each field. Organize two teams split between two fields to make 2v2 gameplay, assign 2 wide players to each field as neutral players and GKS if possible.

DEMONSTRATE: One team starts with possession. Using the neutral wide players, teams will work the ball to create open spaces to create goal scoring opportunities. Wide players must always work with the team in possession and can move through ATT/DEF halves.

OBSERVE: Effective use of wide players. Optimizing openings to create goal scoring opportunities. Relationships between players during play and behaviors of individuals during different situations.



PLAY 1

PRACTICE 1: 2V2 + WIDE PLAYERS

PRACTICE 2: DRIBBLING GATES VARIATION

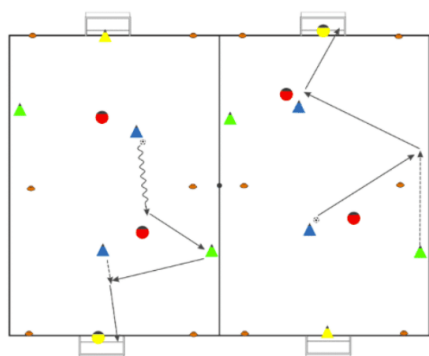
PLAY 2

CLOSED SKILL: Team that is not in possession of the ball can not attempt to steal the ball, only block space and passing lanes.

WIDE PLAYER INVOLVEMENT: When wide players receive possession of the ball, a decision can be made to come inside and go to the goal to score.

SIZE OF FIELD/GRID: Adjust the size of the field/grid to be larger/smaller based on needs of game play.

ADDED PLAYERS/ONE FIELD: Add players to wide areas and through the middle to increase options. Progress to one field of play.



PLAY 1

PRACTICE 1: 2V2 + WIDE PLAYERS

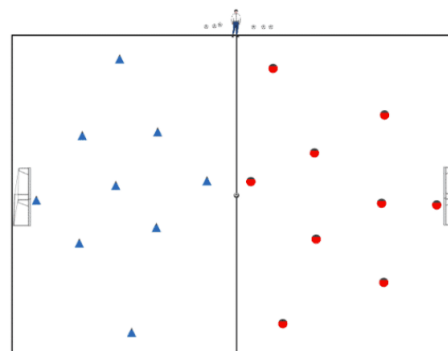
PRACTICE 2: DRIBBLING GATES VARIATION

PLAY 2

ORGANIZE: Create one larger field with two teams (9v9) or as close to game like standards as possible. Mix up teams when required.

DEMONSTRATE: How to use wide areas to create passing lanes and openings.

OBSERVE: Key use of stability skills to keep balance when receiving and passing the ball. Recognize players for applying learned ideas to the game.





AYSO PLAY! Curriculum 9v9

Lesson 6: Creating Openings + Demonstrating Good Relationships

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|------------------------|---|
| SEL Theme | To demonstrate ways to establish positive relationships with others. |
| Technical Theme | To demonstrate an ability to use support to keep possession of the ball, using manipulative skills. |

Session Achievements

1. **Behavior Reflection:** Players provide examples of when they have made people feel good or bad through their actions and behaviors and explore whether those decisions were conscious or unconscious.
2. **Pre-Action Analysis:** Players understand the importance of pausing and analyzing how they could act in different situations, considering the pros and cons of their behavior toward others.
3. **Building Positive Relationships:** Players think about the consequences (positive or negative) their decisions could have on relationships and learn to share and communicate in ways that will strengthen relationships and support others important to them.

| 9v9, Lesson Plan 6 | Creating Openings + Demonstrating Good Relationships | |
|--------------------|--|---|
| | SEL Question | TECHNICAL Question |
| WHAT | What does being in a good relationship look like? | What can maintaining possession do to help create openings? |
| WHY | Why is it important to show good relationship skills? | Why is showing good relationship skills important when keeping possession? |
| HOW | How does someone demonstrate positive relationship skills? | How does demonstrating good relationships skills help with creating openings? |
| WHEN | When should one use positive relationship skills? | When does possession help to create openings? |

Discussion Prompts

- **Behavior Impact:** Describe a specific instance where your behavior made someone else feel good or bad. What motivated your actions, and how did they impact the other person?
- **Pre-Action Reflection:** Why is it beneficial to pause and reflect on our behavior before acting? Share an example of a time when this approach helped you make a better decision.
- **Building Relationships:** How can analyzing your thoughts and actions help you build and maintain positive relationships with teammates and others in your life? Discuss the importance of empathy and communication in relationship-building.



AYSO PLAY! Curriculum 9v9

Lesson 6: Creating Openings + Demonstrating Good Relationships

| PLAY 1 | PRACTICE 1: OVER THE RIVER | PRACTICE 2: DRIBBLING GATES VARIATION | PLAY 2 |
|---|----------------------------|---------------------------------------|--------|
| <p>ORGANIZE: Create two small fields with four teams (3v3/4v4). Mix up teams when required.</p> <p>DEMONSTRATE: Allow time for participation and exploratory learning. Encourage players to take leadership and begin organization games for themselves.</p> <p>OBSERVE: Positive play and engagement/behavior conflict. Highlight key coaching points through open questions during natural stoppages. Do not ask for answers to questions.</p> | | | |
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| PLAY 1 | PRACTICE 1: OVER THE RIVER | PRACTICE 2: DRIBBLING GATES VARIATION | PLAY 2 |
|--|----------------------------|---------------------------------------|--------|
| <p>ORGANIZE: Split your field/grid into three sections, using cones. Create one team of six and split them into two teams of three between outside zones. Create a second team of four players to work in the middle. Add two goals at each end.</p> <p>DEMONSTRATE: Ability to support one another to keep possession from the middle team. Middle team of four will send one player to press the team in possession. Team in possession attempts to work the ball into space where they can safely pass the ball into the opposite zone. the team receiving the ball, can score to complete the cycle. If the defending middle team and/or pressing player wins the ball they can attack the goal.</p> <p>OBSERVE: Levels of comfort moving with the ball, communications between players, movement of team mates into open passing lanes, speed of play. Recognize how individual players react emotionally to challenges.</p> | | | |
| | | | |

| PLAY 1 | PRACTICE 1: OVER THE RIVER | PRACTICE 2: DRIBBLING GATES VARIATION | PLAY 2 |
|--|----------------------------|---------------------------------------|--------|
| <p>TIME CONSTRAINTS: Players have 30 seconds to transfer the ball through the zones to speed up play.</p> <p>LIMITED PLAY TYPE: Passes between opposite zones must be made on the ground.</p> <p>ADDED PRESSING PLAYER: Allow middle zone players to decide if they want to send a second player to press the ball.</p> <p>ADDED DEFENDER: Add additional player/s to middle zone to block passing lanes</p> | | | |
| | | | |

| PLAY 1 | PRACTICE 1: OVER THE RIVER | PRACTICE 2: DRIBBLING GATES VARIATION | PLAY 2 |
|--|----------------------------|---------------------------------------|--------|
| <p>ORGANIZE: Create one larger field with two teams (4v4) or as close to game like standards as possible. Mix up teams when required.</p> <p>DEMONSTRATE: How to use ball mastery to keep possession for longer.</p> <p>OBSERVE: Key use of manipulative skills to keep the ball. Recognize players for applying learned ideas to the game.</p> | | | |
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AYSO PLAY! Curriculum 9v9

Lesson 7: Preventing Chances + Applying Strategies Towards Conflicts

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|------------------------|---|
| SEL Theme | To apply strategies for preventing and resolving interpersonal problems. |
| Technical Theme | To demonstrate an understanding of how to win the ball back and transition to attack. |

Session Achievements

1. **Team Chemistry Understanding:** Players understand that good team chemistry comes from people's ability to work together and support each other. How we interact with each other helps the team perform better.
2. **Positive Relationship Examples:** Players share examples of positive relationships they have with coaches, friends, family members, teachers, etc., and reflect on why these relationships are positive.
3. **Building New Relationships:** Players learn to listen to others, show that they care, talk to others to get to know them, and offer support when needed, to build new positive relationships.

| 9v9, Lesson Plan 7 | Preventing Chances + Applying Strategies Towards Conflicts | |
|--------------------|---|---|
| | SEL Question | TECHNICAL Question |
| WHAT | What strategies should be applied when facing conflicts? | What does preventing chances involve? |
| WHY | Why is it helpful to have a strategy in mind when facing conflicts? | Why can preventing chances create conflict amongst teammates? |
| HOW | How should one develop strategies towards conflicts? | How can preventing chances defensively raise conflicts? |
| WHEN | When was a time that you helped diffuse a conflict? | When do conflicts interfere with preventing chances? |

Discussion Prompts

- **Team Chemistry:** Describe what good team chemistry means to you. How does it help the team perform better?
- **Personal Relationships:** Share an example of a positive relationship you have with someone. What makes this relationship positive, and how does it impact your life?
- **Building Relationships:** What steps can you take to establish positive relationships with new teammates or others in your life? Discuss specific actions and behaviors.



AYSO PLAY! Curriculum 9v9

Lesson 7: Preventing Chances + Applying Strategies Towards Conflicts

PLAY 1

PRACTICE 1: DRIBBLING GATES

PRACTICE 2: DRIBBLING GATES VARIATION

PLAY 2

ORGANIZE: Create two small fields with four teams (3v3/4v4). Mix up teams when required.

DEMONSTRATE: Allow time for participation and exploratory learning. Encourage players to take leadership and begin organization games for themselves.

OBSERVE: Positive play and engagement/Behaviour conflict. Highlight key coaching points through open questions during natural stoppages.



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PLAY 1

PRACTICE 1: DRIBBLING GATES

PRACTICE 2: DRIBBLING GATES VARIATION

PLAY 2

ORGANIZE: Create two small fields/grids with four teams (two DEF & two ATT). Set up three goals for each field/grid, One larger goal (if possible) in the center of one goal line and two spread apart on opposite goal lines. Add Gk to the larger, center goal. Organize DEF and ATT into a formation (DEF; 4-1 & ATT; 2-2-1) and have teams in equal number (not including GK).

DEMONSTRATE: ATT team (red) start with the ball and attempt to score. The DEF team must focus on defensive team principles (pressure, delay, balance) to prevent goal scoring opportunities. The DEF attempts to win the ball, counter and attack at speed one of the two goals.

OBSERVE: Communication between DEF players; how they support each other, encourage and listen. Recognize how individual players react emotionally to challenges.



PLAY 1

PRACTICE 1: DRIBBLING GATES

PRACTICE 2: DRIBBLING GATES VARIATION

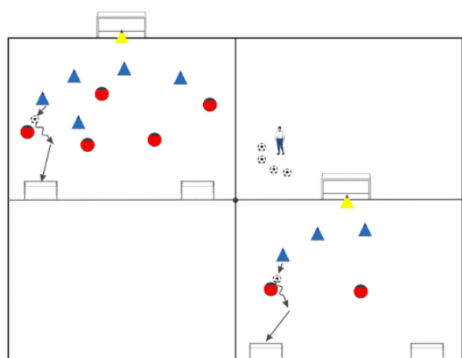
PLAY 2

ONE FIELD: Expand the game to one field, rotating out players.

CREATE A DEFENSIVE STARTING LINE: Use cones to set a line which will act as reset point for DEF

ADD MORE/LESS PLAYERS TO EACH TEAM: Create unbalanced teams (5v4) to improve/challenge success rates.

ADD PLAYERS: Add players to formations to expand game play (Def; 4-2-1 & ATT; 3-3-1) if space allows.



PLAY 1

PRACTICE 1: DRIBBLING GATES

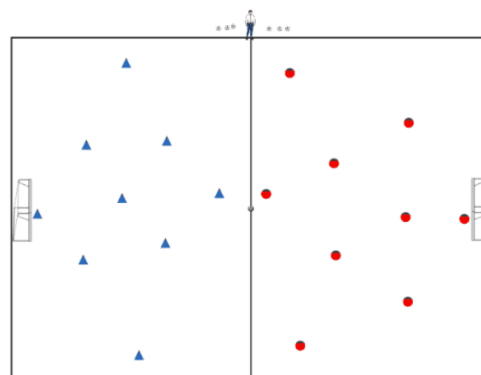
PRACTICE 2: DRIBBLING GATES VARIATION

PLAY 2

ORGANIZE: Create one larger field with two teams (9v9) or as close to game like standards as possible. Mix up teams when required.

DEMONSTRATE: How to work together to prevent openings and goal scoring opportunities.

OBSERVE: Key use of communication skills and positive feedback between players in the same team. How effectively the DEF team can transition and attack open spaces, moving forwards.





AYSO PLAY! Curriculum 9v9

Lesson 8: Range of Finishing + Demonstrating Making Decisions that Consider Others

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|------------------------|---|
| SEL Theme | To demonstrate an understanding of how honesty, respect, fairness, and compassion enables one to take the needs of others into account when making decisions. |
| Technical Theme | To demonstrate an understanding of how to create goal-scoring opportunities. |

Session Achievements

1. **Recognizing Exclusion:** Players understand the feelings of loneliness and isolation that can result from being excluded and develop empathy for others.
2. **Promoting Inclusion:** Players learn to make decisions that include others' thoughts and involvement, invite others to participate, and create a welcoming environment.
3. **Leading by Example:** Players recognize the impact of leading by example in promoting inclusion and opposing bullying, and how their actions can inspire others to act similarly.

| 9v9, Lesson Plan 8 | Range of Finishing + Demonstrating Making Decisions that Considers Others | |
|--------------------|--|---|
| | SEL Question | TECHNICAL Question |
| WHAT | What does considering others look like when making decisions? | What are the different ways you can finish? |
| WHY | Why should you consider others when making decisions? | Why is it helpful to practice multiple ways of finishing? |
| <u>HOW</u> | How does one consider others when making decisions? | How does finishing relate to making decisions and considering others? |
| WHEN | When do you make a decision that considers others vs. prioritize yourself? | When should you try to score and finish? |

Discussion Prompts

- **Feelings of Exclusion:** Share an example of a time when you or someone you know felt left out. What emotions were involved, and how did it affect you or them?
- **Inclusive Actions:** What specific actions can you take to ensure everyone feels included? Provide examples of how you can create an inclusive environment on and off the field.
- **Leading by Example:** How can your actions to include others and stand against bullying influence your teammates and peers? Discuss the importance of setting a positive example and encouraging others to follow.



AYSO PLAY! Curriculum 9v9

Lesson 8: Range of Finishing + Demonstrating Making Decisions that Consider Others

| PLAY 1 | PRACTICE 1: 4V4 +4 | PRACTICE 2: 4V4 +4 VARIATION | PLAY 2 |
|--|--------------------|---------------------------------|--------|
| <p>ORGANIZE: Create two small fields with four teams (3v3/4v4). Mix up teams when required.</p> <p>DEMONSTRATE: Allow time for participation and exploratory learning. Encourage players to take leadership and begin organization games for themselves.</p> <p>OBSERVE: Positive play and engagement/behavior conflict. Highlight key coaching points through open questions during natural stoppages. Do not look for responses from questions (think about).</p> | | | |
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| PLAY 1 | PRACTICE 1: 4V4 +4 | PRACTICE 2: 4V4 +4 VARIATION | PLAY 2 |
|---|--------------------|---------------------------------|--------|
| <p>ORGANIZE: Create a smaller grid/field where the two goals are closer together. Keep the grid/field wider. Organize two teams of 6 players; four players in each team play on the field, two stand wide of the attacking goal line. Assign two neutral players to be in wide areas and two GKS in each goal.</p> <p>DEMONSTRATE: One team starts with the ball and plays a 8v4 game (wide players and goal line players). One team is using the wide players and matching team goal line players to create multiple ways to overload and score. If a team with possession scores, they start with the ball again. If they miss, the ball starts with the opposite team. If the GK saves the shot, they continue with the game play with the new team in possession. Neutral players play with the team in possession only.</p> <p>OBSERVE: Decision making with the ball, effectively using the outside players, speed of play to be quick. Observe decision making when players take on the shot.</p> | | | |
| | | | |

| PLAY 1 | PRACTICE 1: 4V4 +4 | PRACTICE 2: 4V4 +4 VARIATION | PLAY 2 |
|---|--------------------|---------------------------------|--------|
| <p>TIME CONSTRAINT: Players have 30 seconds to score.</p> <p>PLAYER ASSIGNMENTS: Only two players in the DEF team can defend the goal. The other two must remain beyond half way, in team ATT half.</p> <p>POINT SYSTEM: One point to ATT for every goal. One point to DEF for every save and shot missed.</p> <p>REMOVE PLAYERS: Remove one player from each team in the middle (3v3) to move in wide areas to create more openings.</p> | | | |
| | | | |

| PLAY 1 | PRACTICE 1: 4V4 +4 | PRACTICE 2: 4V4 +4 VARIATION | PLAY 2 |
|--|--------------------|---------------------------------|--------|
| <p>ORGANIZE: Create one larger field with two teams (9v9) or as close to game like standards as possible. Mix up teams when required.</p> <p>DEMONSTRATE: How to optimize team mates to create opportunities to score in attacking half. Why keeping team shape is important for creating opportunities.</p> <p>OBSERVE: Key use of manipulative skills to create open passing lanes, and space to score. Recognize players for applying learned ideas to the game.</p> | | | |
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AYSO PLAY! Curriculum 9v9

Lesson 9: Preventing Goal Scoring + Applying Decisions Towards Performance

| | |
|------------------------|---|
| SEL Theme | To apply decision-making skills to improve habits and performance on the field. |
| Technical Theme | To demonstrate an understanding of how to prevent the opposition team from shooting, or creating scoring opportunities. |

Session Achievements

1. **Defining Sportsmanship:** Players understand that good sportsmanship involves traits like respect, humility, and support for others, and recognize the difference between isolated acts and consistent behavior.
2. **Consistent Behavior:** Players learn that true sportsmanship is shown through repeated actions, even when no one else acts that way, because it's the right thing to do.
3. **Daily Life Application:** Players apply principles of sportsmanship in daily life, showing respect, humility, willingness to listen and learn, and empathy for others in their school and community.

| 9v9, Lesson Plan 9 | Preventing Goal Scoring + Applying Decisions Towards Performance | |
|--------------------|---|--|
| | SEL Question | TECHNICAL Question |
| WHAT | What kind of decisions help with performance? | What decisions should be made when preventing goal scoring? |
| WHY | Why is it helpful to recognize your decisions towards your performance? | Why should one consider multiple decisions when preventing goal scoring? |
| HOW | How do decisions effect performance? How do they benefit? | How does one weigh their decisions when preventing goal scoring? |
| WHEN | When did you make a confident decision that benefited your performance? | When should you prevent goal scoring? |

Discussion Prompts

- **Sportsmanship Examples:** Share an example of an athlete demonstrating good sportsmanship. What actions did they take, and how did it impact the game and the people involved?
- **Consistent Behavior:** Why is it important to consistently demonstrate good sportsmanship rather than just performing isolated acts of sportsmanship? How does this consistency affect your reputation and relationships?
- **Daily Life Application:** How can you show sportsmanship in your daily life? Discuss specific decisions and actions that reflect good sportsmanship off the field.



| PLAY 1 | PLAY 2: 3V1 COUNTER | PLAY 2: 3V1 COUNTER VARIATION | PLAY 2 |
|---|---------------------|-------------------------------|--------|
| <p>ORGANIZE: Create one narrow field/grid with the two goals closer together. Create two teams. ATT team begins with three players on the field. DEF team begins with one player on the field with teammates behind the attacking goal line. One GK in each goal. On coach's command, GK passes to the attacking team to build forward to attack the goal and score. DEF team sends two players from the goal line to quickly get onto the field to help their one team mate defend. Once ATT team scores/misses or Gk saves, roles are reversed where the attacking team sends two players to the attacking goal line and DEF team now becomes ATT team in opposite direction.</p> <p>DEMONSTRATE: Initially 3v1 counter attack with two recovery defenders. The ATT team countering needs to be fluid and effective with their speed of play to get an attempt on goal before the defending team recovers to make a 3v3.</p> <p>OBSERVE: Willingness to work for each other. Delay tactics of DEF. Recognize how individual players react emotionally to challenges.</p> | | | |

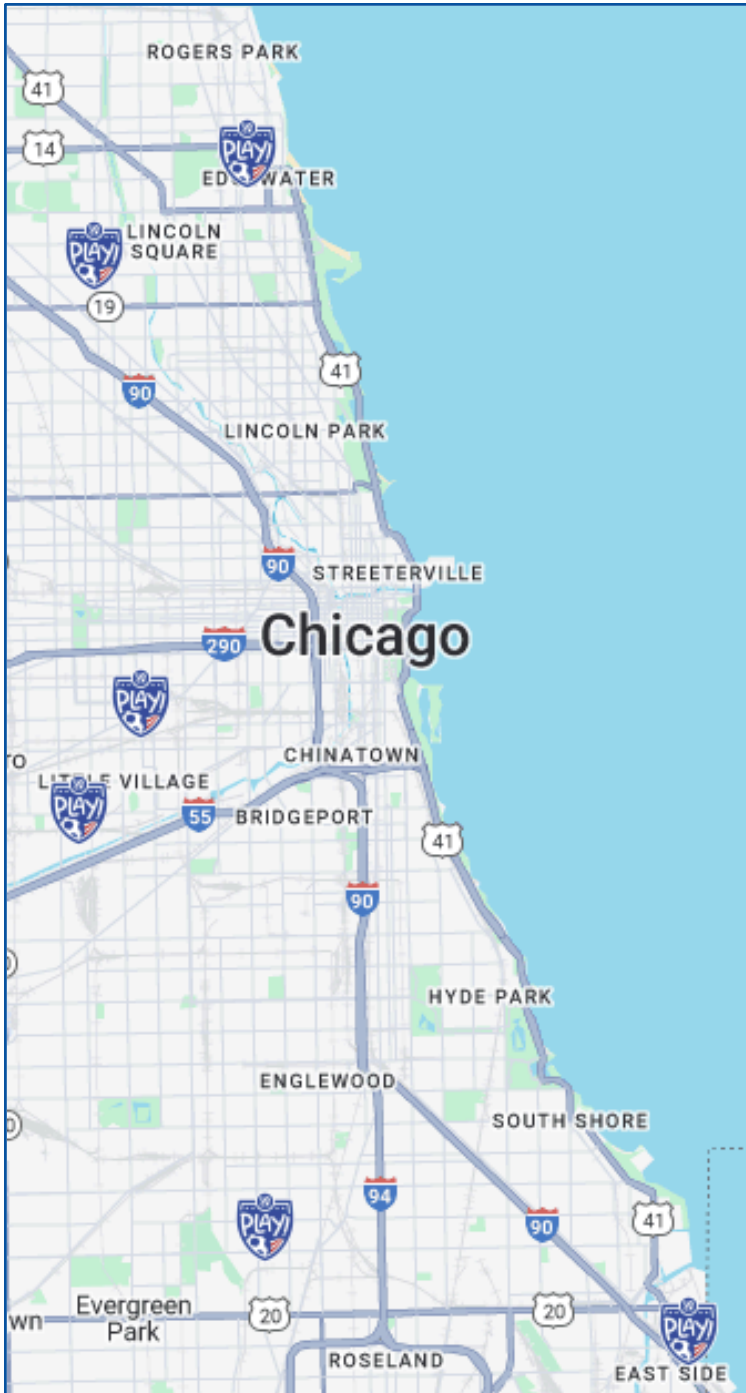
| | | | |
|--------|-------------------------|-----------------------------------|--------|
| PLAY 1 | PRACTICE 1: 3V1 COUNTER | PRACTICE 2: 3V1 COUNTER VARIATION | PLAY 2 |
|--------|-------------------------|-----------------------------------|--------|

ORGANIZE: Create one larger field with two teams (9v9) or as close to game like standards as possible. Mix up teams when required.

DEMONSTRATE: Ability to recover individually and collectively.

OBSERVE: Individual effort, team support, positive encouragement and teammate recognition.

Gameday Saturdays



CPS 5/6th Girls Soccer Schedule



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AYSO PLAY! offers exciting, recreation-based youth soccer programs designed to introduce kids to the game in a fun, supportive environment. Join us today!

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