



**Start
Healthy
Soccer.**



Alabama Start Healthy Soccer Program.

Premier Sport are incredibly passionate about getting more children active and engaged in sport and physical activity, which is the very foundation of this program.

The 6 week 'Start Healthy' program will introduce children to soccer in a safe, fun, learning environment.

The program is targeted towards players who have little or no experience in playing soccer and would like to give it a try. The outcomes should go beyond soccer, as it is underpinned by the overarching message of 'Health and Wellbeing'.

In addition to introducing children to a lifelong love for soccer, we will also be educating them on the importance of healthy and active lifestyles - Not just through physical activity but also nutrition, hydration and even the importance of sleep.

The impact of this program is to be long term and sustainable, with children making positive decisions themselves regarding their own health and wellness.

The Soccer element of the program will take place after school and these sessions will be focused on developing the children's specific soccer skills and general fitness.

There will also be sessions delivered during PE lessons or before school. These classes for grades 4 and 5 will be fully-inclusive, in the hope that some of the children who have not yet enrolled on the after school sessions may develop an appetite for soccer and potentially wish to join.



Delivered by Premier Sport in partnership with United States Youth Soccer



A measureable impact on fitness...

The in-school sessions will include elements of our 'Premier Transition' Health and Wellbeing program, so EVERY child benefits.

To measure the impact of the 'Start Healthy Soccer Program' on pupil's fitness levels, we will carry out our academically acclaimed 'My Personal Best' program. This ethical and scalable fitness measurement initiative involves children completing a 20 metre shuttle run test, as well as calculating their body mass index. Results provide an accurate insight into children's cardio-respiratory fitness levels, whilst further analysis can provide comparisons between age, gender, special educational needs, ethnicity, deprivation and academic attainment.

The initiative is Internationally recognised, recently being exhibited at the [American College of Sports Medicine in Boston](#). To find out more and see the initiative in action in the UK, please [click here to watch a short video](#).

Measuring the engagement, retention and numbers continuing to play soccer post-program will also be important metrics - as will qualitative data about the general behaviour, academic attainment and enthusiasm of the children at various stages of the program.

We will also report on the attainment of the pupils involved in the program, which the schools will be able to access.

Our team of experienced staff have undergone extensive training to understand how to make accurate assessments of pupil's performance. We have devised a framework with an education specialist in the UK which is incredibly thorough and helps track pupils progress through the year.

The 5 areas we will make these judgements in are **Competence, Active and Healthy, Reflective, Engagement and Discipline.**

See an example opposite of the framework we use and what the schools will be able to access.





Week 1 - Dribbling.

Learning Objectives:

- * Gain knowledge of the principles that make up effective dribbling in soccer.
- * Gain an understanding of the importance of decision making in creating success when dribbling.

Activity Content:

- * Various individual and group multi-skill activities to build basic skills and confidence.

Differentiated Success Criteria:

- * All children will be able to demonstrate basic dribbling movements with some co-ordination and control.
- * The majority of children will use control when dribbling in most situations. They will develop a range of strategies to outwit opponents.
- * Some children will demonstrate consistent control and accuracy in dribbling.

STEP:

SPACE Change

- * Increase/decrease size of areas accordingly

TASK Change

- * Certain gates worth more points
- * Restrict gates for more able players can go through
- * Use weaker foot only
- * Time limits
- * Incorporate lives for less able players (so game is not over if ball is kicked out)

- * 'Golden Goals' worth more points
- * Increase / decrease number of goals

EQUIPMENT Change

- * Use cones as opposed to discs, children lose points if they knock cone over
- * Additional balls

PEOPLE Change

- * Children work as mixed ability groups
- * Defenders can stand
- * Weighted - uneven teams

EQUIPMENT Required

- * Markers
- * Footballs
- * Colored bands / bibs

Fundamental Focus

- * FOM - agility, balance, coordination
- * FMS - travelling with the ball
- * FSS - dribbling, possession and spatial awareness

Week 1 Activities...

Intro Activities - Classroom or talking area

Welcome to course - Introductions and expectations

Q: What do you like most about sport? Children think of 3 things in their mind. Ask children to contribute their ideas to the group.

Preparation activities

Dribbling around space (assessment for learning).

Game 1 - Dribbling Statures

When coach shouts 'FREEZE' put foot on the ball and stand still. Start with 5 lives, last person to freeze loses 1 life.

Coaching points

- ❄ Multiple touches
- ❄ Keep close control of ball
- ❄ Control over speed

Develop and Challenge Activities

Game 1 - Through the Gates

1. Player must dribble through as many gates as they can in 90 seconds. They score 1 goal for every gate they dribble through.
2. Repeat and try to beat score.

Coaching points:

- ❄ Head up, always looking for next gate (decision making).
- ❄ Control over speed – emphasise that it is better to be slow and maintain control than fast and lose control. Who might get the ball if we lose control?



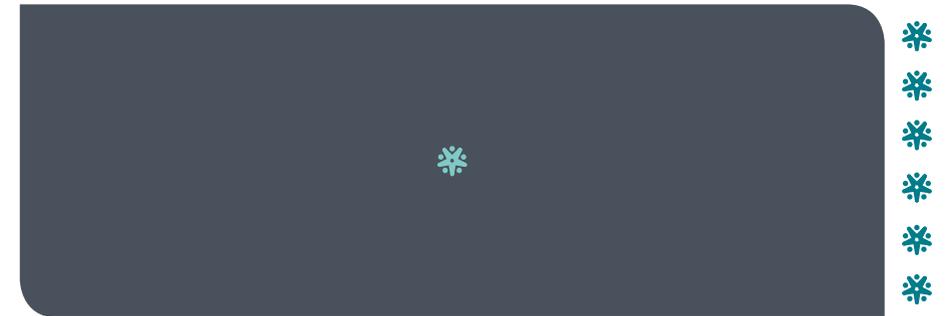
❄ = 1 gate

Game 2 - Sharks and Minnows

1. Players line up on one side of the grid (minnows). One player in centre of grid (shark) sits in crab position.
2. Minnows must dribble across the ocean without shark touching their ball. If caught or dribble outside the ocean minnows become a shark.
3. Coach is extra shark at other end of grid. If player kicks balls and runs (i.e doesn't dribble), shark gobbles up their ball and they become a shark.
4. Last player remaining wins.

Coaching points:

- ❄ Close control of ball (don't kick ball to other side of grid and run after).
- ❄ Decision making, when to go and what route to take.



❄ = Shark

❄ = Minnows

Game 3 - King of the Ring

1. Players must dribble around area, when coach shouts 'KING OF THE RING' players must try and kick other players balls out of the 'ring' to get them out. Last player remaining wins.

Coaching points:

- ❄ Awareness of space
- ❄ Protect your own ball first - get your body between the ball and your opponent
- ❄ Decision making - when to attack opponent

Performance activities

Match

1. End session with a modified game where children score goals by dribbling through the goals (1 in each corner).
2. Max 6 v 6.

Coaching points:

- * How can we apply what we have learnt today?
- * Decision making – when to dribble.



* = 1 goal

Plenary – Classroom or talking area

- * Re-cap principles of effective dribbling with children through Q & A.
- * In small groups discuss specific examples of progress they have made and how they have improved, share with rest of group.
- * When is it safe to dribble? When there is a space.
- * What if there is no space, what other option do we have? Pass the ball.
- * Look ahead to what we will learn next week - passing.



