

DRILL BOOK

Soccer Training

A GUIDE FOR TEACHERS

SCHOOLS
PARTNERSHIP
PROGRAM

SPECIAL OLYMPICS
NORTHERN CALIFORNIA
NEVADA



This book belongs to:



Special Olympics
Unified Sports®

What is Unified Sports?



Unified Sports® joins students with and without intellectual disabilities on the same sports team. Whether you are already participating in the Special Olympics Schools Partnership Program or just getting started, why not try Unified Sports... the results are **AMAZING!**

How can you start Unified Sports in your school?

- Students are grouped into teams with similar or equal numbers of special education and general education students.
- Games are played with slightly modified rules, to ensure meaningful inclusion for ALL students.
- Special Olympics can help you create appropriate rule modifications.
- Practices are held at a convenient time for all students:
 - During inclusive PE
 - Lunchtime
 - Scheduled time during the school day
 - After school





Special Olympics
Unified Sports®

What does Unified Sports do for your school?

- Allows all students, regardless of ability level, the opportunity to share their talents with the school and community.
- Teaches teamwork and the value of inclusion in all aspects of life.
- Builds lasting relationships between students with and without intellectual disabilities.
- Creates a school climate of acceptance and respect.
- Expands the opportunities for all students to compete in their school's athletics program.

To find out more about how to get started:

www.sonc.org/unified-sports



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Soccer Training

FALL SPORT

Training begins – August/September
Competition – October/November

- 6–8 weeks of training.
- Strive for two or three, 20–30 minute practices per week.
- Practice sessions should include warm-ups, general fitness, sport-skill development, and competition-specific situations.
- Attend a multi-school soccer competition held at the end of the training season.



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SAMPLE PRACTICE SESSION

Warm-up:

5 minutes of an easy stretch, walk or jog, and explanation of the day's practice.

Sport Specific Skills:

5–10 minutes of dribbling, passing, or shooting drills (see following pages for specific instructions).

Competition Situations:

10–15 minutes of simulated game/competition situations, or additional time on skill development.

It is important that athletes learn what is expected in a competition, the rules they will follow, sportsmanship, and how they contribute to the competition. This conversation can be carried back into the classroom for further teaching.



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DRIBBLING

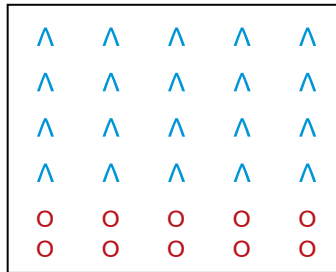
Coaching Tips

- Tap the ball softly using both feet.
- Keep the ball under control (No more than 2 feet away from the body).
- Look up when moving around
- You can use the inside and/or outside part of the foot.

Dribbling Relay

Equipment: 20 cones, five balls (Can be adjusted based on number of students and materials.)

△ = cones
○ = students



Activity:

- Students dribble ball, zig-zagging around cones. When they reach the end, they will dribble the ball back to the beginning/start.
- If they have a hard time following the path, use tape or sidewalk chalk on the floor to mark it.
- Once they go around the cones and back, students can stop the ball for the next person in line.



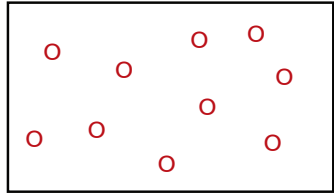
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DRIBBLING

Dribble in the Box

Equipment: One ball per student.

○ = students with ball



Activity:

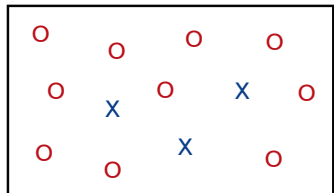
- Create a box on the ground with tape, chalk, or cones.
- All students dribble the ball within the boundary of the box.
- Remind them to keep their heads up to avoid contact with classmates and to continuously keep the ball moving.
- If the student goes outside the boundary, they do five jumping jacks and return to the game.

Capture the Ball

Equipment: One ball per student, with the exception of 2–3 students.

X = students without ball

○ = students with ball



Activity:

- Create a box on the ground with tape, chalk, or cones.
- The 2–3 students who do *not* have a ball are “IT.”
- The students with a ball dribble within the boundary of the box like the “Dribble in the Box” activity.
- The “IT” students will try to capture the ball from the others. Once an “IT” student captures a ball, dribbler and the person who lost the ball is now “IT.”
- Dribblers must stay in the box.



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PASSING

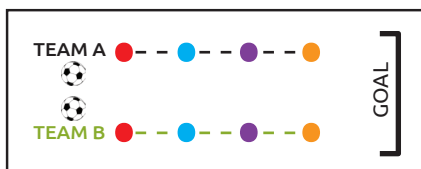
Coaching Tips

- Use the instep of your foot to pass.
- Place your non-kicking foot next to the ball, pointed towards the target.
- Kick with enough force so the ball reaches the target.
- Stop the ball with the instep of your foot.
- **Do not kick with your toes!** (It can hurt and effects accuracy.)

Relay Soccer

Equipment: Two soccer balls, one goal (can be two cones),
recommended: poly spots

● = students on poly spots



Activity:

- Two teams in parallel lines will be formed about 10 feet apart.
- Arrange poly spots in two parallel lines, one for each team. **Make the opposing teams' poly spots *across* from each other the same color.**
- Assign each student a color (or number if you don't have poly spots).
- The students standing across from each other on opposing teams will go against one another in the relay.
- Teacher calls out a color (or number) and both students from opposing teams with that color race to get a ball, pass the ball to each of their teammates, then dribble and shoot until they make a goal.
- The first student in the match-up to score a goal wins a point for their team.
- Continue until all students get a turn.



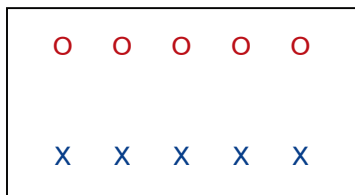
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PASSING

Partner Pass

Equipment: One ball for every two students.

- = students with ball
- X = students without ball



Activity:

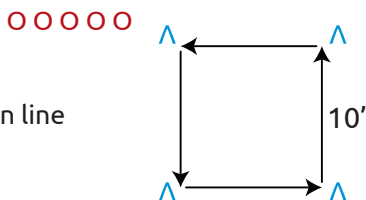
Students will pass the ball back and forth with a partner. Once students have mastered passing from a certain distance, have one partner step back to make the passing distance greater.

Pass and Go Square

Equipment: One soccer ball, four cones.

Set Up:

- △ = cones
- = students in line



Activity:

- Arrange cones in a square with 10 feet sides.
- One student will stand on each corner and the remainder of the students will make one line at one cone.
- Starting with the position closest to the line, students will pass the ball to the next corner moving counter clockwise.



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SHOOTING

Coaching Tips

- Kick the ball with your shoelaces by pointing the toe to the ground.
- Place your non-kicking foot next to the ball.
- Follow through with your kick.

Shooting Drill

Equipment: As many balls as you have and one cone.

Set Up:



T

T = teacher

O = students

^ = cone

^ O

O

O

O

O

Activity:

- Students line up in one straight line beginning at the cone.
- The first student passes the ball to the teacher.
- The teacher then kicks the ball to their right or left.
- The student runs up to the ball and shoots on goal.

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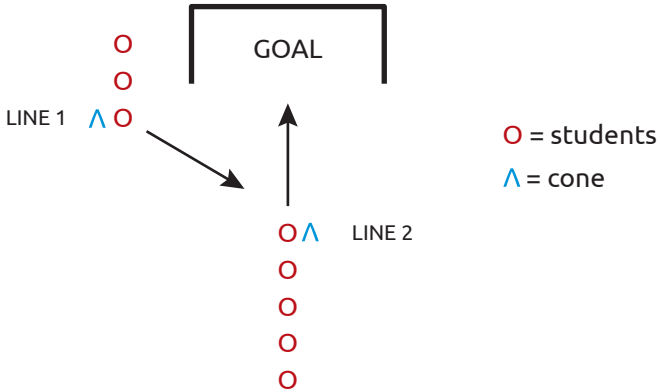
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SHOOTING

Pass and Shoot

Equipment: As many balls as you have and one cone.

Set Up:



Activity:

- Students line up in two straight lines, one line at each cone.
- The first student in line one passes the ball to the student standing in front of line two.
- The student in line two receives the ball then shoots.
- Then the students go to the end of the opposite line.



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BASIC SOCCER RULES

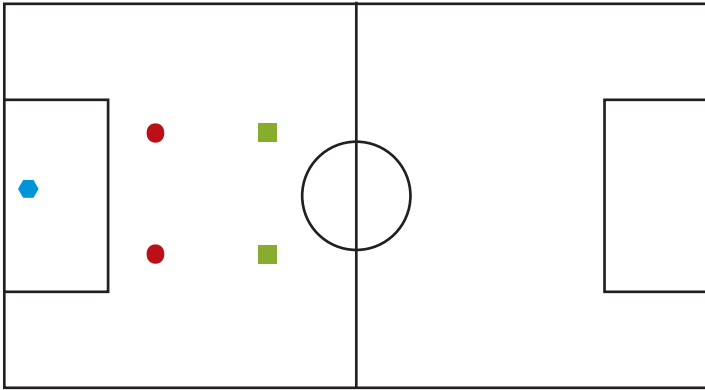
1. Two 20 minute halves. Can be shortened for younger players.
2. Five players on the field at a time, including the goalie.
3. Only the goalie can use their hands.
4. Ball in and out of play:
 - a. Ball over the side-line results in a kick-in (indirect kick) or throw-in to return the ball back into play.
 - b. Ball over the end-line (ends of field with goals) results in a goal-clearance (see #5 below) or a corner kick.
5. Goal-clearance is when the ball goes past but not into the goal. The ball needs to be returned to play: All goal-clearances must be thrown, **no punting/kicking**.
6. When the goalkeeper gains possession during play, the goalkeeper must throw in the ball and it must travel beyond the penalty box.*
7. Substitutions:
 - a. You are allowed an unlimited number of substitutions and players may return to the field after being substituted. Substitutions can be made any time the ball is out-of-bounds, between periods, after a goal is scored, or during a time-out for an injury.
 - b. The coach must signal the referee or linesman in order to make a substitution. A substituted player can only come onto the field when given a signal by the referee.
8. Start of play: The ball must be kicked at least one full revolution forward from the center-spot before being touched by another player.
9. Fouls and misconduct: Tripping, pushing, touching the ball with the hands (besides goalie), or charging results in a direct free-kick. Obstruction or dangerous play results in an *indirect free-kick* (a kick awarded to the opposing team, taken from where the offence occurred; the ball **must** touch another player before it enters the goal).
10. If a player is expelled from the game (receives two yellow cards or a red card), this player may not re-enter the game. Their team must play a player down for two minutes unless a goal is scored before the two minutes have elapsed.

* the larger rectangle surrounding the goal.



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START OF THE GAME SET UP



- **Goalie:** The only player able to use their hands. The goalie stops the ball from going in the goal.
- **Defenders (Fullbacks):** Players who attempt to prevent the other team from scoring.
- **Forwards:** Players who are attempting to score.



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For more training & educational resources:

SchoolsPartnershipProgram.org



CONTACT:

925-944-8801

schools@sonc.org