

PLAYGROUND SOCCER



A time for imagination



AMERICAN YOUTH
SOCCER ORGANIZATION

CHILD DEVELOPMENT SERIES

PLAYGROUND PROGRAM LEADER



everyone plays®

Accredited By:



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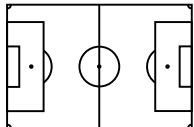
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WELCOME TO THE TEAM!

FROM THE **FIELD**



“If children do not acquire a good repertoire of Fundamental Movement Skills, they confront a proficiency barrier that makes it more difficult to be successful at higher levels of skill acquisition. Sport Specialization: developmental and learning issues: early specialization may limit a child’s acquisition of fundamental motor skills.”

Crystal F. Branta, Associate Professor, Growth and Motor Development, Michigan State University

THANK YOU FOR VOLUNTEERING!

AYSO Playground is a child development program. The objective of this program is to help develop a child’s Fundamental Motor Skills (FMS) in collaboration with parents and guardians, using soccer as a common thread. This objective must be clearly communicated to parents, before registration, in order to set realistic expectations about the program’s activities and goals.

The program allows participants to gradually discover the game for themselves using the educational scaffolding of activities in a fun AYSO environment. Parents and guardians are provided an introduction into the foundation of AYSO with the goal of hopefully developing them into future volunteers.

AYSO Playground is not a traditional soccer coaching program and should be facilitated by a certified AYSO Playground Program Leader. Playground Program Leaders must be currently registered volunteers, Safe Haven trained and certified and have completed the AYSO 6U certification. Ideal candidates for Program Leader can be anyone with a background in early childhood development, pre-school or kindergarten education, or simply someone with a keen ability to work with very young children and their parents.

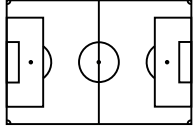
The Playground Program Leader is key to a successful program and it is critical that the Playground Program Leader follow the program as outlined in this manual. The Playground Program Leader should have a complete understanding of the AYSO’s Six Philosophies and how Playground, Schoolyard and the 6U programs fit in AYSO’s National Coaching Program.

The Playground Program Leader must have support from Playground Activity Leaders to help lead individual activities and groups that may be formed each week. The Playground Activity Leaders must also be currently registered volunteers and at a minimum have AYSO Safe Haven Certification and the CDC’s Concussion Awareness Training.

Thank you for volunteering for the youngest children in your community.

AYSO

FROM THE **FIELD**



“We strive to galvanize the player development pathways of our youth soccer organizations. The common objective is to develop the next wave of youth players. In this collective effort, it is critical to promote a single message and common coaching methodology with respect to player development. AYSO’s National Coaching Program is in line and coherent with these efforts.”

Dave Chesler, Former U.S. Soccer Director of Coach Education

THE WORLD’S BIGGEST SOCCER CLUB

Founded in Torrance, California, in 1964, AYSO is a distinguished cornerstone of U.S. Soccer and with approximately 50,000 teams across *all* age groups. AYSO is the world’s biggest soccer club!

Success can be measured in many ways, from the careers of professional players who got their start playing AYSO to the thousands of coaches (youth, high school, collegiate and professional) who developed their passion and understanding of the game in AYSO. Regardless of perspective, AYSO’s contribution to the U.S. game’s success is founded upon its unique **Vision, Mission and AYSO’s Six Philosophies.**

KEEP IN MIND



Any player development or instruction should always include a comprehensive understanding and practical application of AYSO core values.

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 the AYSO’s Six Philosophies.

AYSO'S SIX PHILOSOPHIES

EVERYONE PLAYS®

Our goal is for kids to play soccer—so we mandate that every player on every team must play at least half of every game.

BALANCED TEAMS

Each year we form new teams as evenly balanced as possible — because it is fair and more fun when teams of equal ability play.

OPEN REGISTRATION

Our program is open to all children who want to register and play soccer. Interest and enthusiasm are the only criteria for playing.

POSITIVE COACHING

Encouragement of player effort provides for greater enjoyment by the players and ultimately leads to better-skilled and better-motivated players.

GOOD SPORTSMANSHIP

We strive to create a safe, fair, fun and positive environment based on mutual respect, rather than a win-at-all-costs attitude, and our program is designed to instill good sportsmanship in every facet of AYSO.

PLAYER DEVELOPMENT

We believe that all players should be able to develop their soccer skills and knowledge to the best of their abilities, both individually and as members of a team, in order to maximize their enjoyment of the game.

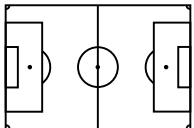
KEEP IN
MIND



AYSO's Six Philosophies are:

- Everyone Plays®
- Balanced Teams
- Open Registration
- Positive Coaching
- Good Sportsmanship
- Player Development

FROM THE **FIELD**



"It is better to win ten times 1-0 than to win once 10-0."

Vahid Halilhodžić, Bosnian Coach and Former Professional Player

KIDS ZONE®

KEEP IT FRIENDLY

Fans in AYSO (including parents) are asked to be cheerleaders, not critics or sideline coaches. Kids Zone® is a unique program that asks parents to sign a Parent Pledge committing to positive and encouraging behavior. Signs, buttons and other match-day reminders are included.

Soccer is a player's game. Players learn the game by trying new things, making mistakes and trying again.

Negative and even violent behavior from players, coaches and parents involved in youth sports has become an epidemic in the U.S. Kids Zone® is a proactive effort to counteract this trend and involves the following elements:

To help execute this program, four basic elements are involved (and are available from the AYSO Store):

1. Kids Zone® Button. Worn by program supporters at matches and serves as a reminder of the importance of positive sideline behavior.
2. The Sign. A large sideline poster listing positive behavior standards and can be posted at the entrance of participating fields. Parents and spectators who will abide by these standards are welcome.
3. The Pledge. Requests all parents to sign a pledge that holds them to the Kids Zone® standards.
4. The Video. A 12 minute documentary introducing AYSO's principles and its Kids Zone® action plan to new participants. Viewers will also watch a parent intervene to change another parent's negative behavior. In order to make this program work, everyone must help!

KEEP IN MIND



Sideline critics who scream instructions at players or criticize referees or coaches slow down the learning process and make it less fun for everyone. Consider how it would feel if every time you prepare to kick the ball you receive numerous screams of direction? Scary, confusing and annoying!

KEEP IN MIND



Help create a safe and encouraging environment by implementing Kids Zone®.

To learn more visit [AYSO.org/kidszone](https://www.ayso.org/kidszone)

ALERT!

You are entering an



By entering this kids zone, you agree to the following:

- Kids are #1
- Fun - not winning - is everything
- Fans only cheer, and only coaches coach
- No yelling in anger
- Respect the volunteer referees
- No swearing
- No smoking
- Leave no trash behind
- Set a proper example for our children

If you can agree to the above, we welcome you.
AYSO - it's for the kids!

4U CHILD DEVELOPMENT

A TIME OF IMAGINATION!

Prior to stepping into the imaginative world of a Playground player, it is important to get to know them in order to maximize the experience for players, parents and everyone involved.

Every child is unique and Playground Program Leaders and Playground Activity Leaders must have a deep respect for each child's individual stage of development and ability. In general, 3 to 4 year olds present the following developmental characteristics:

Psychosocial Development

- Interested in new experiences and adventures.
- Shy.
- Inquisitive.
- Able to answer simple questions.
- Creative in their fantasy play and story telling.
- Often able to distinguish between fantasy and reality.
- Have challenges with sharing.
- Can identify basic colors.
- Recall key parts of a story.
- Follow three-part instructions.
- Understand big blocks of time, i.e., morning, afternoon, and night.
- Able to count.

Physical Development

- Bend over without falling.
- Walk forward and backwards.
- Walk up and down stairs while alternating feet.
- Climb (on anything!).
- Stand on one foot (for approximately five seconds).
- Hop.
- Kick ball forward.
- Throw ball overhand.
- Catch a bouncing ball (most of the time).

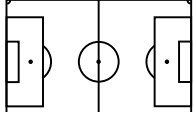


KEEP IN MIND



As players get older, they are expected to perform technical actions they may not be able to physically execute without the development of sound Fundamental Motor Skills (FMS).

FROM THE **FIELD**



“Fundamental Movement Skills (FMS) are considered to be the building blocks that lead to specialized movement sequences required for adequate participation in many organized and non-organized physical activities for children, adolescents and adults.”

*Lubans DR, Morgan PJ, Cliff DP, Barnett LM, Okely AD
Fundamental Movement Skills in Children and Adolescents, 2010*

FUNDAMENTAL MOTOR SKILLS (FMS)

AYSO's Playground Program is designed to help develop a child's Fundamental Motor Skills (FMS). Assumptions can no longer be made that children are physically equipped through free play to perform all the physical tasks required in sport. Children must be encouraged to improve their physical skills in order to execute future soccer specific technical actions and to avoid frustration and failure.

Generally speaking, Fundamental Motor Skills (FMS) can be grouped into the following categories:

- Locomotor (running, hopping, skipping, etc.)
- Non-locomotor (balancing and twisting, etc.)
- Object Control (catching and throwing, kicking, etc.)

Children should be exposed to a wide base of FMS in their early years to provide a solid foundation for future physical activities and sports. If this important window of opportunity for the development of Fundamental Motor Skills (FMS) is missed, success in athletics may be hindered.

FMS Hierarchy

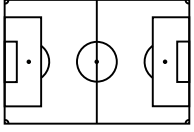
It is recommended that developmental activities be scaffold as follows:

- Walking before running.
- Balancing before twisting and rotating.
- Rolling a ball before underarm throwing a ball.
- Stopping a rolling ball before catching a ball.
- Jumping before skipping.

Translated to soccer:

- Standing on one foot is necessary for kicking or controlling a ball.
- Underarm throwing facilitates passing; facing a target, knowing release points, following through and recognizing ball flight.
- Twisting and rotating is necessary for dribbling, and passing an opponent.
- Catching enables tracking and trapping a ball.

FROM THE **FIELD**



“Specialization, in fact, may potentially limit overall motor skill development, which has implications for long-term physical activity patterns upon retirement from competitive sport”

*Wiersma, L.D., Pediatric Exercise Science
Risks and Benefits of Youth Sport Specialization: Perspectives and Recommendations*

EARLY SPECIALIZATION

Soccer concepts must be carefully and gradually introduced to young players. Specialization in a single sport can limit a child’s development of a wide base of Fundamental Motor Skills (FMS).

If children concentrate only on playing soccer, they are likely to develop foot-eye coordination through dribbling and kicking, but may not develop comparable hand-eye coordination typically learned through throwing and catching in sports such as baseball or basketball. Children require a comprehensive range of physical ability for more advanced athletic skills and sports; therefore, the more sports and activities they experience the better.

KEEP IN MIND



The older a child gets, the harder it is to develop fundamental motor Skills.



AGE APPROPRIATE CHARACTERISTICS AND APPLICATION

The following chart identifies general characteristics of children 3 through 5 years of age. (Note: Chronological age can conflict with developmental age; therefore, allow for individual variances from these generalized characteristics.)

KEEP IN MIND



Children are *not* mini-adults. Sessions must be adapted to life through their eyes, their interests and most importantly, *their* individual abilities.

AGE APPROPRIATE CHARACTERISTICS AND ENVIRONMENTS FOR THE 4U AND 5U PLAYER

4 years and under (4U) and 5 years and under (5U) are times for freedom and imagination.

Development of Fundamental Motor Skills:

balancing, walking, running, jumping, throwing, etc., should be the priority at this age.

Playing environments should be based on fun games, adventures, story telling and colorful images. Playground Program Leaders need to talk to young participants in language that uses their terms and level of understanding. Conversation and instructions should be animated and make every effort to create colorful, vivid imagery for the children. At this age, it is very important that leaders demonstrate the activities and keep the activities moving to prevent boredom and distraction from setting in. It is important that leaders stay engaged with participants and are not distracted themselves.

Most players cannot sustain prolonged activity. Playground Program Leaders must make sure there are adequate breaks for rest and hydration.

Even though Playground and Schoolyard activities are conducted in a group, in order to develop fundamental motor skills, it is important that each individual player participates in the activity. If the activity involves equipment of any kind, especially a ball, there must be one for every player. Remember the motto, "Let them play!"



PLAYGROUND GUIDELINES

Weeks	Playground Program
1	Mandatory Parents' Meeting
2-6	Progressive Activity Sessions
7	(Group Party) and Program Wrap-up

- It can be easy for parents to expect “the world’s cutest soccer match.” Meeting with parents prior to registration and the start of activities is essential for reaffirming the focus on Fundamental Motor Skills (FMS) and child development.
- The effective date of age determination shall be the player’s age when program starts.
- AYSO Playground is designed for 4U players but is open to 3, 4 and 5 year olds. A child’s chronological age may conflict with developmental age. Flexibility may be required to accommodate this variance.
- AYSO Playground activity sessions follow a six week program that meets once per week. There is a defined sequence to the sessions but if a longer program-period is needed or planned, sessions may be repeated. Modifications and add-ons are provided for variety and intensity.
- Each child in the Playground Program must receive an identical uniform or T-shirt because it’s fun to wear a uniform for sports. The uniforms should be identical for all players. Colored scrimmage vests may be used to differentiate different groups as needed.

Session #: 1 of 6 Region: _____ Age: Playground Date: _____

EVERYONE PLAYS® BALANCED TEAMS OPEN REGISTRATION GOOD SPORTSMANSHIP POSITIVE COACHING PLAYER DEVELOPMENT

FMS Activity 1: The Big Race (running)

- Coach calls, “Start Your Engines” then yells “Go!”
- The players must run out and go around their opposite cone and back to the starting line.
- The first player back is the winner of the big race.
- >Race in teams of two or three players.
- >Players race individually against the clock (time trials).
- >At mid-point, players must perform an additional FMS, i.e., balance on one leg for 3 seconds.
- >Have players skip or gallop.
- >Have players walk with bean bag on their head.



FMS Activity 2: Coach Says (balancing)

- Players start on endline with ball at their feet and await Coach commands.
- Players only react if the direction is preceded by “Coach Says.”
- The coach provides various commands: TAKE ONE (TWO, THREE, ETC.) STEPS FORWARD, *BALANCE ON RIGHT/LEFT LEG, also add: SIT ON BALL, ONE FOOT ON BALL, SPEED UP, SLOW DOWN, ELBOW ON BALL, EAR ON BALL, PICK BALL UP AND BOUNCE, JUMP OVER BALL, etc.
- *Balancing on each leg should be a main focus.
- >Change the command from “Coach Says.”



FMS Activity 3: Kingpin (rolling a ball, kicking a ball)

- Players must roll/bowl the ball and try and knock down as many cones as possible by using an underarm throw.
- When they knock down a cone they must run, pick it up and place it on a pile beside them outside the grid.
- Winning player / team is those with most pins.
- >Vary distance.
- >Add time challenge.
- >Players kick the ball.



PLAYGROUND SESSION PLAN

Players:

- Must have a parent/guardian or other adult, working with them on the field, one on one. This provides the best possible introduction to soccer and FMS development.
- Each child must have soccer shoes or similarly appropriate athletic shoes.
- Each child should have a size 3 soccer ball at each session
- Each player should be given a T-shirt, identical to all other players.

Parents:

- The role of each parent/guardian assigned to a child is to work one on one with that child on the field, helping them through the activity.
- As active participants, parents should come in appropriate attire for physical activity.

Playground Program Leaders:

- Sessions are led by a Playground Program Leader who introduces and explains the game or activity and how it applies to certain fundamental motor skills.
- Playground Program Leaders form groups of players on a weekly basis (jamboree style) depending on the players that attend the session.
- In large programs with many groups of many players it is ideal to have a Playground Activity Leader for each group to help the group with each activity.
- The Playground Leader should circulate around the groups providing guidance and help as needed.
- If Activity Leaders are not used, the Program Leader should introduce the activity and then circulate around to the groups.
- After the allotted time, the Playground Program Leader should bring the players and parents back together. Leaders should briefly recap the activity, discuss the motor and technical development, and introduce the next activity or the conclusion of the session.
- Program Leaders are responsible for establishing the player area according to the recommended grid sizes and using the recommend equipment. The sessions include allowable modifications to the activity to insure success or new challenges for the players.



SESSION SCHEDULE

Duration: 1 hour 15 minutes including organizing time and breaks

- | | |
|---|------------|
| • Session explanation by the Playground Leader/Activity Leader for all helpers. | 15 minutes |
| • Group formation (Playground Leader/Activity Leader). | 10 minutes |
| • Activities I and II (locomotor and non-locomotor) | 20 minutes |
| • Activity III organizing/set up and water break. | 10 minutes |
| • Activity III (object control) | 20 minutes |

KEEP IN MIND



The overall objectives of each Playground Sessions are to:

1. Develop the player's fundamental motor skills.
2. Use soccer as the teaching thread.
3. Allow the players to enjoy the activities freely.

PROGRAM & ACTIVITY LEADERS

ON FIELD TIPS

Complete session plans are provided for each Playground session. Prior to each session, Playground Program Leaders should review the session plan, the FMS developmental objectives and activities.

Set up the Playground area in advance of children and parents arriving. Upon their arrival, they should see a planned and organized environment, which will immediately set the tone for the session as well as provide confidence for the parents. In setting up the Playground area, consult the session plan for suggested grid sizes and other recommendations.

- Make sure the area is safe (playing surface, physical considerations, sprinklers, etc.).
- Plan for a smooth transition from one exercise to another.
- Minimize the number of cones that have to be picked up or reset.
- Have a place for equipment and breaks.

Each Program Leader should have the following items in their Playground Program Kit:

- Fun props for the session, should be supplied by the Region including: hoops, beanbags, beach balls, parachute, passing gates, etc. (Available from AYSO Store.)
- CD player, smartphone, speakers, etc., for music.
- AYSO Player Registration Forms – which include the Emergency Treatment Authorizations.
- Basic first-aid kit (be familiar with its contents).
- 20 cones (preferably multi-colored).
- 10 youth scrimmage vests (preferably in sets of 2 different colors).
- Pump.
- Pop-up goals (preferred).
- Whistle.
- Charged cell phone (in case of emergency).
- The written activity plan.

In order to effectively lead these sessions with an audience of easily distracted and easily bored young children, Playground Program Leaders need to demonstrate energetic, attention grabbing, non-threatening, child friendly communications. This includes facial expressions, choice of words and body language. Capture the player's attention and concentration with high energy. This age group needs to be entertained so paint in colorful pictures, vivid landscapes and get into the role!

"Eyes are the window to the soul." Eyes and facial expressions play an integral part in communicating effectively with both children and their parents. Sunglasses are discouraged (unless required by medical prescription). Consider removing sunglasses and kneeling down to be at their eye level when speaking with young children.

Playground Program Leaders are expected to wear appropriate AYSO athletic attire for conducting Playground sessions. Athletic apparel is necessary to be physically active in fulfilling their role. "Looking the Part" instills confidence in the parents and helps garner cooperation from players.

Modifying Activities To Gain Success

Modify session activities to gain success, variety, or to add new challenges. If an activity or game is not working as planned, consider manipulating **SPEED**, **SPACE** or **OPPOSITION** to change the environment. At this age, it is very important that the participants feel successful.

SPACE: Changing the physical **SPACE** available (increasing/decreasing size of playing area makes an activity easier or more challenging).

SPEED: Varying the **SPEED** of the play (adding time constraints or number of touches, changes the challenge). “Can we now do this at **HYPER-SPEED**?”

OPPOSITION: At this age group, there is not much in the way of **OPPOSITION** but slight modifications to numbers (up or down) or to the role/limitation of children, can alter the challenge. For example, “bunnies” are opposition and can only hop to make it easier for those with the ball, etc.



PARENT ORIENTATION

Before the sessions start, the very first engagement should be between the Playground Program Leader and parents in order to explain sessions, role of the parent, and set realistic expectations.

Playground Program Leaders should cover the following topics in this parent orientation:

Discuss the importance of developing Fundamental Motor Skills (FMS) for future success in soccer and sports:

Fundamental Motor Skills:

- Walking before running.
- Balancing before twisting and rotating.
- Rolling a ball before underarm throwing a ball.
- Stopping a rolling ball before catching a ball.
- Jumping before skipping.

Translated to soccer:

- Standing on one foot is necessary for kicking or controlling a ball.
- Underarm throwing facilitates passing; facing a target, knowing release points, following through and recognizing ball flight.
- Twisting and rotating is necessary for dribbling and passing an opponent.
- Catching enables tracking and trapping a ball.

Cover the Playground Session Plan:

AYSO Playground activity sessions follow a six week program that meets once per week. There is a defined sequence to the sessions but if a longer program-period is needed or planned, sessions may be repeated. Modifications and add-ons are provided for variety and intensity.

Playground Session

(Each Session will last 1 hour and 15 minutes)

- Explanation of the Fundamental Motor Skills (FMS) objective.
- Group formation (Playground Leader/Activity Leader).
- Activities I and II (locomotor and non-locomotor)
- Activity III organizing/set up and water break.
- Activity III (object control).
- Water breaks.

What children will need at each session:

- Uniform or T-shirt provided
- Soccer shoes or appropriate athletic footwear.
- Size 3 soccer ball.
- Water.

Parent Participation

Encourage parents to:

- Be enthusiastic and encouraging.
- Monitor players for signs of fatigue, stress, overheating or conditions that compromise their safety.
- Help their child understand the activity and guide them along as needed.
- Help paint the picture and tell the story.
- Let them experiment and make mistakes.
- Be patient and tolerant; make them confident learners.
- Thank their child for letting them be part of their soccer world

Remind parents to avoid:

- Over directing, coaching, correcting their child
- Comparing children
- Criticizing a child's effort or tell them they aren't working hard enough
- Taking it too serious. It's just a game. Let them Play!



PLAYGROUND CURRICULUM

This section provides all the session plans needed to successfully run an AYSO Playground Program.

There are also a variety of alternative activities (FMS and soccer) to mix and match as preferred.

Program Leaders should be creative with the names of the games and modify them to suit their specific participants. Use creativity and personality; paint in vivid images to effectively communicate with players in a language in which they can relate. If an activity is not working as intended, modify (increase/decrease) the speed, space and opposition to maximize success. Remember, all children are unique and sessions can be adapted accordingly to achieve success.

Despite all of the coaching/teaching techniques that can be utilized, nothing will ever teach young children more effectively than just letting them play.

It's time to have fun!



FMS LOCOMOTIVE ACTIVITIES



Graphic Legend



Passing



Player running



Dribbling



Disc cone



Progression/variation



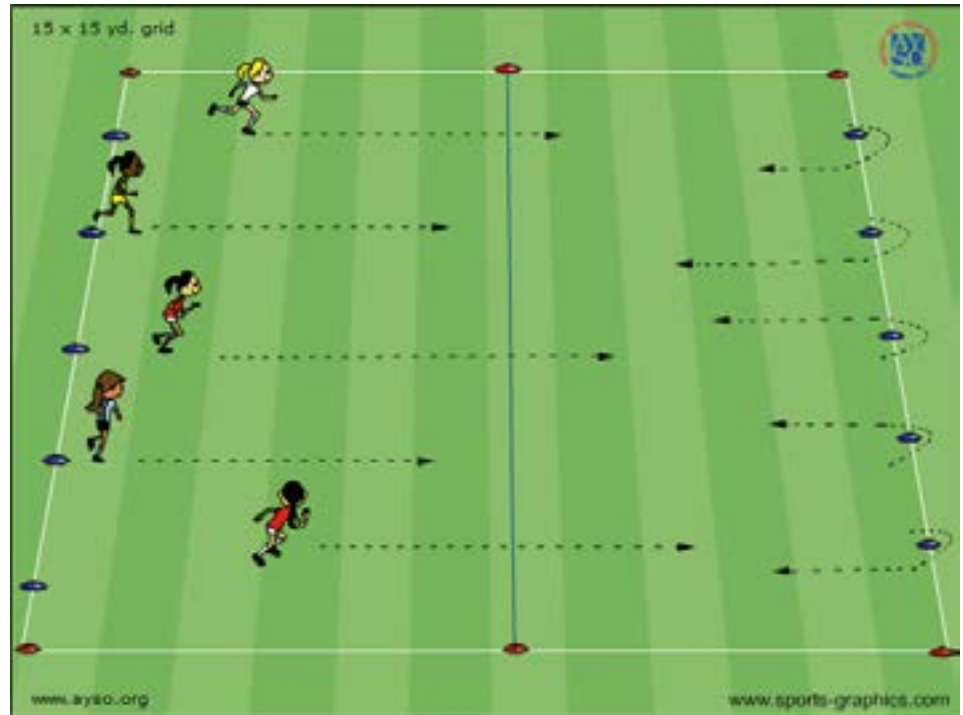
Tall cone

SESSION 1, ACTIVITY 1 - THE BIG RACE

FMS: Running +

**EQUIPMENT/
ORGANIZATION**

- Mark a 15 x 15 yard grid with a center line (for progression).
- 2 cones per player (start cone and finish cone).
- Place each player across from a cone that is placed on the opposite end of the grid.



HOW THE GAME IS PLAYED

- The coach calls, “Start Your Engines” then yells “Go!”
- The players must run out and go around their opposite cone and back to the starting line.
- The first player back is the winner of the big race.

**VARIATIONS/
PROGRESSIONS**

- Race in teams of two or three players.
- Have the players race individually against the clock (time trials).
- At mid-point, players must perform an additional FMS, i.e., balance on one leg for three seconds.
- Have players skip or gallop.
- Have players walk with a bean bag on their head.

**FMS POINTS
(running)**

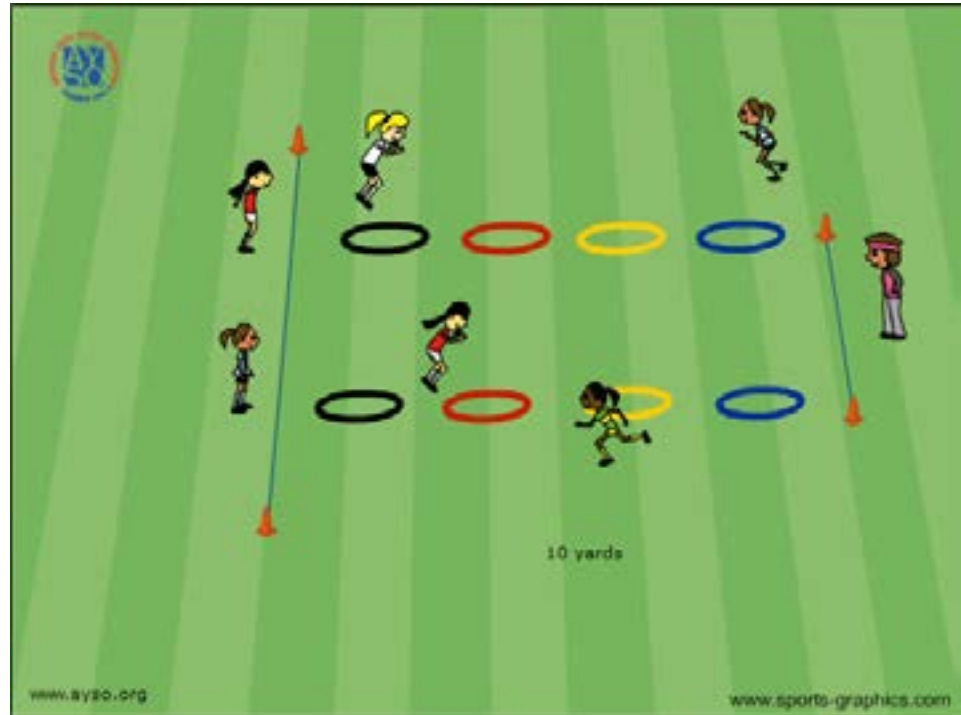
- Head up, eyes forward.
- Head and body stable.
- Body leans slightly forward.
- Move arms back and forth.
- Relaxed shoulders with elbows bent 90 degrees.
- High knees and heels to bottom.
- Opposite arm to opposite leg.
- Drive from balls of feet and land on heels.
- Stay on narrow path.

SESSION 2, ACTIVITY 1 - FROG JUMPING

FMS: Jumping
landing and running

EQUIPMENT/ ORGANIZATION

- With 2 cones, mark a start line. Mark four lily pads using placement pads or hula hoops. Repeat this four or five times. Mark an endline using tall cones approximately 10 yards away.
- Create two lines of lily pads.



HOW THE GAME IS PLAYED

- All children on the start line in two lines facing you at the endline.
- Kids jump like a frog on each lily pad in their row and then run around the marker and back to the start.
- Sing a “frog” song, while the children jump from lily pad to lily pad. Children should “croak” like a frog while leaping.

VARIATIONS/ PROGRESSIONS

- Ask the children to jump in different directions: forwards, backwards and sideways.
- Increase/decrease distances.

FMS POINTS (jumping/landing)

- Head up, feet slightly apart.
- Bend hips, knees and ankles into crouch position pre-takeoff.
- Arms reach/swing behind the body and simultaneously swing upwards and forwards above the head.
- Legs extend and explode from crouch position pushing from toes.
- Arms and legs work together.
- Clear shape and control in the air.
- Ankles, knees and hips bend and arms lower on landing.
- When jumping for distance, arms propel forward more and landing arms reach forward for balance.

[aysou.video/fms2](https://www.aysou.org/video/fms2)

SESSION 3, ACTIVITY 1 - ROB THE NEST

FMS: Running

EQUIPMENT ORGANIZATION

- Create a 15 x 15 grid with 4 or more cones with a small grid in each corner.
- 10 to 12 bean bags.
- All players are required to play within the grid.



HOW THE GAME IS PLAYED

- All players are standing in a corner square.
- The coach yells “Rob The Nest” and at that time all players must run to the center of the grid, collect a bean bag (egg), place it on their head and return to the cone as quickly as possible, dropping the bean bag into their nest.
- They then return to the center to get another egg.
- When all the eggs have been collected, the player with the most wins.

VARIATIONS/ PROGRESSIONS

- Add more bean bags to the center and enlarge the grid.
- Once all eggs are taken from the center, players can steal from each other’s nests (watch time on this as it can be very tiring).
- Replace the bean bags with balls and have players dribble the balls.

FMS POINTS (running)

- Head up, eyes forward.
- Head and body stable.
- Body leans slightly forward.
- Move arms back and forth.
- Relaxed shoulders with elbows bent 90 degrees.
- High knees and heels to bottom.
- Opposite arm to opposite leg.
- Drive from balls of feet and land on heels.
- Stay on narrow path.

aysou.video/fms1

SESSION 4, ACTIVITY 1 - MUSICAL STATUES

FMS: Jumping, hopping and skipping

EQUIPMENT
ORGANIZATION

- Music (with different beats).
- Mark a grid 15 x 15 yards.



HOW THE GAME IS PLAYED

- Have the children move around the grid to the music, performing a specific skill, i.e., jumping, hopping, skipping, etc.
- When the music stops, the children must freeze on the spot and make a statue until the music starts again.
- Let each child pick the movements that the other children should copy.
- Demonstrate the movements for the children.
- Make this activity non-competitive so that all children remain in the game.

VARIATIONS PROGRESSIONS

- Use music with a slower beat.
- Ask children to perform the actions slowly.
- Combine the locomotor skills, i.e., jump then hop.
- Model different poses for the children to freeze to.

FMS POINTS (jumping/landing)

- Head up, feet slightly apart.
- Bend hips, knees and ankles into crouch position pre-takeoff.
- Arms reach/swing behind the body and simultaneously swing upwards and forwards above the head.
- Legs extend & explode from crouch position pushing from toes.
- Arms and legs work together.
- Clear shape and control in the air.
- Ankles, knees and hips bend and arms lower on landing.
- When jumping for distance, arms propel forward more and landing arms reach forward for balance.

aysou.video/fms2

FMS POINTS (hopping)

- Lift one leg, bent at the knee.
- Head up looking forward with head and trunk stable.
- Bend knee of supporting leg.
- Leg straightens to push off.
- Swing arms back, forward and upward.
- Arms continue to move upward as you jump.
- Push from toes to take off.
- Land softly, bending the knee.
- Take off and land on same foot.

aysou.video/fms3

FMS POINTS (skipping)

- Step forward on to front foot and hop upwards.
- Opposite leg-lift knee sharply upward in front of body.
- Use arms for balance and to create upward movement.
- Non supporting leg pushed down to the floor and straighten.
- Land softly after each skip to avoid injury.

aysou.video/fms4

SESSION 5, ACTIVITY 1 - ICE CREAM CONES

FMS: Running and balance

EQUIPMENT/ ORGANIZATION

- 15 x 15 yard grid.
- Numerous tall cones, numerous soccer balls, numerous scrimmage vests (to secure ball), disc cone per player.
- Players line up on opposite end lines by a starting disc cone.
- At halfway mark, randomly place numerous tall cones atop numerous balls, atop numerous scrimmage vests, i.e., ice cream cones. Mark this channel.



HOW THE GAME IS PLAYED

- Give both sides team names.
- On coach's command, players run into middle pick up cone/ball to make an ice cream cone (parents help as needed) and carry it back to their starting cone.
- Play continues until all balls have been collected.
- Count number of balls each player collects.

VARIATIONS/ PROGRESSIONS

- Vary distance.
- Players dribble the ball back.
- Add a FMS challenge on way back, i.e., stop and balance on one leg for 5 seconds.
- The ice cream scoop is freezing so players must throw it in the air and catch it on way back.

FMS POINTS (running)

- Head up, eyes forward.
- Head and body stable.
- Body leans slightly forward.
- Move arms back and forth.
- Relaxed shoulders with elbows bent 90 degrees.
- High knees and heels to bottom.
- Opposite arm to opposite leg.
- Drive from balls of feet and land on heels.
- Stay on narrow path.

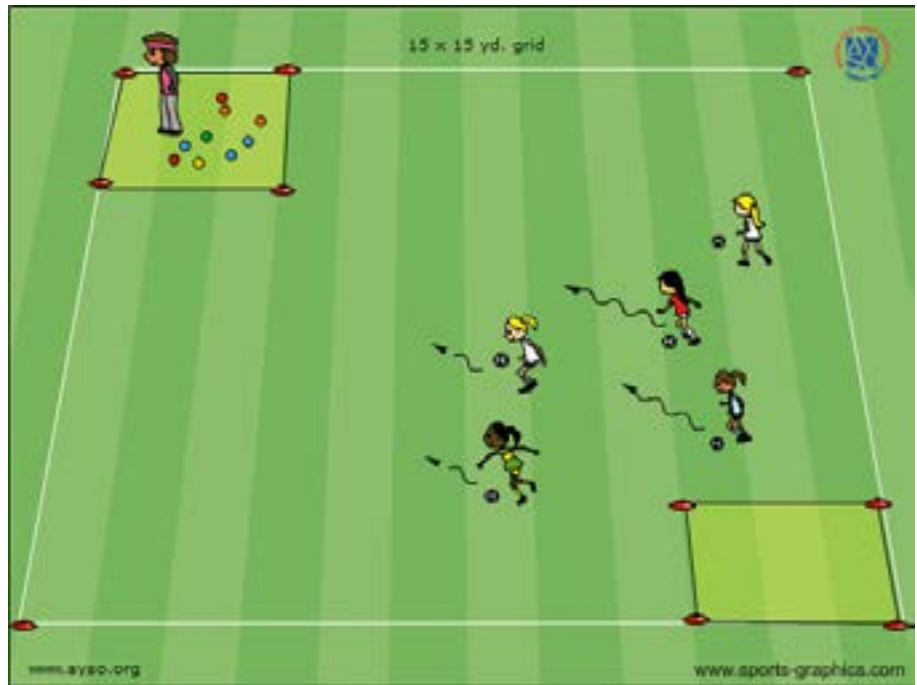
aysou.video/fms1

SESSION 6, ACTIVITY 1 - WHAT TIME IS IT, OGRE?

FMS: Running, hopping

EQUIPMENT/ ORGANIZATION

- 15 x 15 yard grid.
- Place a 5 x 5 yard square in diagonally opposite corners.
- Numerous scrimmage vests or bean bags.
- Ball per player (for progression, shown in diagram).



HOW THE GAME IS PLAYED

- The Ogre stands with back turned in one swamp (square) with lots of food (bean bags).
- The fairy tale creatures (kids) stand in opposite square (forest).
- Objective is for fairy tale creatures to sneak up on the Ogre and steal his food and take it back to their forest.
- To move, kids shout “What time is it, Mr. Ogre?”
- Ogre says a time, i.e., “2 o’clock.” Each player must then take two steps forward.
- When the Ogre shouts, “Dinner Time” he turns and chases the kids who have to run back to their forest and start again.
- If a kid gets caught (tagged) by the Ogre, they must perform a FMS challenge to keep playing, i.e., balance on one leg for 3 seconds. Keep all players in game.

- When fairy tale creatures get to the swamp (always) they get to steal all the Ogre’s food and take it back to their forest.

VARIATIONS/ PROGRESSIONS

- Players dribble a ball.
- Players hop on way out, run back.

FMS POINTS (running)

- Head up, eyes forward.
- Head and body stable.
- Body leans slightly forward.
- Move arms back and forth.
- Relaxed shoulders with elbows bent 90 degrees.
- High knees and heels to bottom.
- Opposite arm to opposite leg.
- Drive from balls of feet and land on heels.
- Stay on narrow path.

[aysou.video/fms1](https://www.aysou.com/video/fms1)

BRITISH BULLDOG

FMS: Running, dodging and twisting/pivoting

EQUIPMENT/ ORGANIZATION

- 4 or more cones to mark a 15 x 15 yard grid.
- Scrimmage vest per player.
- Ball per player (for progression).



HOW THE GAME IS PLAYED

- Players (ruffians) line up along one side of the grid (the street) with a scrimmage vest tucked into shorts.
- Coach stands in the middle of the grid (street).
- The object is for the players (ruffians), on Coach's call, to run across the grid to the other side.
- The coach starts as the only bulldog in the street but, if the coach tags a player by pulling their tail, then the player becomes a bulldog with the coach. (Let the players get through a few times).
- Players stop when they arrive at one end and wait for pals to line up and then coach calls them to go back the other way.
- The winner is the last ruffian to be tagged.
- Play until one or two ruffians are left then play again with all players.

VARIATIONS/ PROGRESSIONS

- Add a ball for players to dribble.
- Bulldogs must join hands (or connect with scrimmage vests).

FMS POINTS (dodging)

- Head and eyes focused forward.
- Plant one foot and push to change direction.
- Bend knees getting into low body position.
- Step and lean one way, then move in the other direction, all in one action.
- Fake with head and shoulders.

aysou.video/fms5

FMS POINTS (twisting/pivoting)

- While turning, plant one foot or keep one foot of the body stable.
- Push off with the other foot to turn.
- Bend knees slightly.
- Use arms-move them in the direction of the rotation.
- While turning, head is focused forward and line with the body.
- Step forward for forward pivot, step back for backward pivot.

aysou.video/fms6

PAC GAL

FMS: Dodging, skipping and dribbling a ball

EQUIPMENT/ ORGANIZATION

- Create a 15 x 15 yard grid marked with cones.
- All players have a ball and are required to play within the grid.



HOW THE GAME IS PLAYED

- The Pac Gal chases the players as they dribble and dodge through the grid.
- Any player that dribbles outside the grid or has their ball kicked outside the grid by the Pac Gal, becomes the Pac Gal.
- The initial Pac Gal will use the ball of the player who dribbled out of the grid or whose ball was kicked out of the grid.

VARIATIONS/ PROGRESSIONS

- Limit players to only use L foot, R foot, outside of R or L, or use inside of both feet.
- Players who are caught become Pac Gals also but must skip to catch the players.

FMS POINTS (dodging)

- Head and eyes focused forward.
- Plant one foot and push to change direction.
- Bend knees getting into low body position.
- Step and lean one way, then move in the other direction, all in one action.
- Fake with head and shoulders.

aysou.video/fms5

FMS POINTS (skipping)

- Step forward on to front foot and hop upwards.
- Opposite leg-lift knee sharply upward in front of body.
- Use arms for balance and to create upward movement.
- Non supporting leg pushed down to the floor and straighten.
- Land softly after each skip to avoid injury.

aysou.video/fms4

FMS POINTS (dribbling a ball)

- Keep head up with eyes focused forward.
- Body leans forward.
- Small taps of the ball using different parts of the foot.
- Ball is kept close to body.
- Use both feet.
- Arms for balance.

aysou.video/fms7

FMS LOCOMOTIVE ACTIVITIES (+ NON-LOCOMOTOR)



Graphic Legend



Passing



Player running



Dribbling



Disc cone



Progression/variation



Tall cone

SESSION 1, ACTIVITY 2 - COACH SAYS

FMS: Balancing +

EQUIPMENT/ ORGANIZATION

- 1 ball per player.
- Create a 15 x 15 grid with 4 or more cones.
- All players are required to play within the grid.



HOW THE GAME IS PLAYED

- Players start on endline with ball at their feet and await Coach commands.
- Players only react if the direction is preceded by "Coach Says."
- The coach provides various commands: take one (Two, three, etc.) Steps forward, *Balance on right/ Left leg, also add: sit on ball, one foot on ball, speed up, slow down, elbow on ball, ear on ball, pick ball up and bounce, jump over ball, etc.

**Balancing on each leg should be a main focus.*

VARIATIONS/ PROGRESSIONS

- Change the command from "Coach Says."

FMS POINTS (balance)

- Body stable and weight over base.
- Eyes and head focused forward.
- Leg raised off ground and not touching supporting leg.
- Supporting leg still and foot flat on contact point.
- Arms out to the side at shoulder height for counter balance.
- Tighten muscles to gain balance and stability.

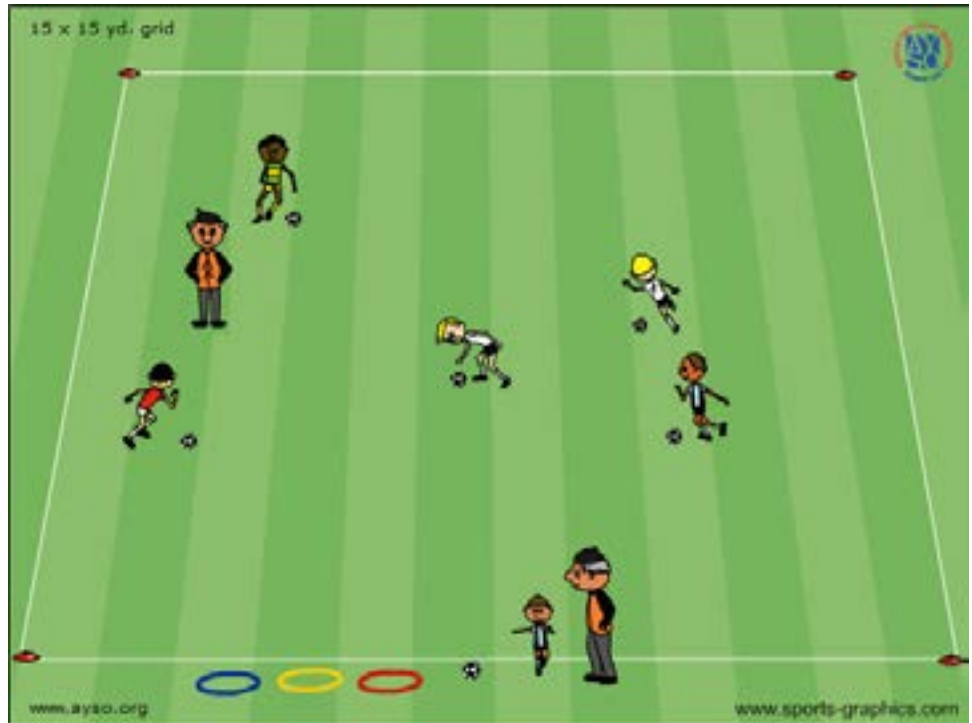
aysou.video/fms8

SESSION 2, ACTIVITY 2 - HOSPITAL TAG

FMS: Balancing and hopping

EQUIPMENT/ ORGANIZATION

- Mark a 15 x 15 grid (adjust as needed).
- Ball per player (for progression, as shown in diagram).
- Hula hoops.



HOW THE GAME IS PLAYED

- Activity Leader/Parent “walks” around the grid tagging players.
- Players run around grid trying to avoid the “tagger.”
- If a player is tagged, he holds the body part that is tagged.
- When tagged again, the other hand holds the body part tagged.
- When tagged for the third time, players must go to see the doctor (parent) and must get some “medicine” (complete a task assigned by coach to get healed, i.e., balance on one leg, or hopping, etc).
- Players re-enter the grid free to tag again.

VARIATIONS/ PROGRESSIONS

- Get creative with “the medicine” but keep the tasks simple and related to improving the player’s physical coordination and FMS, i.e., balancing on one leg or hopping through 3 hoops, etc.
- Have players dribble a ball.
- Players visit doctor on first or second tag.

FMS POINTS (balance)

- Body stable and weight over base.
- Eyes and head focused forward.
- Leg raised off ground and not touching supporting leg.
- Supporting leg still and foot flat on contact point.
- Arms out to the side at shoulder height for counter balance.
- Tighten muscles to gain balance and stability.

FMS POINTS (hopping)

- Lift one leg, bent at the knee.
- Head up looking forward with head and trunk stable.
- Bend knee of supporting leg.
- Leg straightens to push off.
- Swing arms back, forward and upward.
- Arms continue to move upward as you jump.
- Push from toes to take off.
- Land softly, bending the knee.
- Take off and land on same foot.

[aysou.video/fms8](https://www.aysou.org/video/fms8)

[aysou.video/fms3](https://www.aysou.org/video/fms3)

SESSION 3, ACTIVITY 2 - WEB-SLINGER TAG

FMS: Balancing, dodging and running

EQUIPMENT/ ORGANIZATION

- Create a 15 x 15 grid with 4 or more cones. Scrimmage vests. Ball per player (for progressions).
- All players are required to play within the grid.



HOW THE GAME IS PLAYED

- One player is the Web-Slinger, all others are villains.
- Web-Slinger has numerous scrimmage vests (webs).
- Web-Slinger must chase the villains, throw his web and hit the villain to web that player.
- If a villain gets webbed she must freeze and balance on one leg.
- A villain can only be released if a teammate taps her on the shoulder.
- To complete the game, the Web-Slinger must have all villains frozen at the same time.
- Swap the Web-Slinger often and at every progression.

VARIATIONS/ PROGRESSIONS

- If a player runs out or is chased out of the area, she is frozen when she comes back in and must balance.
- Players can dribble a ball and the Web-Slinger must web their ball to get them out.
- Increase the number of Web-Slingers.
- Add a time challenge.

FMS POINTS (balancing)

- Body stable and weight over base.
- Eyes and head focused forward.
- Leg raised off ground and not touching supporting leg.
- Supporting leg still and foot flat on contact point.
- Arms out to the side at shoulder height for counter balance.
- Tighten muscles to gain balance and stability.

aysou.video/fms8

FMS POINTS (dodging)

- Head and eyes focused forward.
- Plant one foot and push to change direction.
- Bend knees getting into low body position.
- Step and lean one way, then move in the other direction, all in one action.
- Fake with head and shoulders.

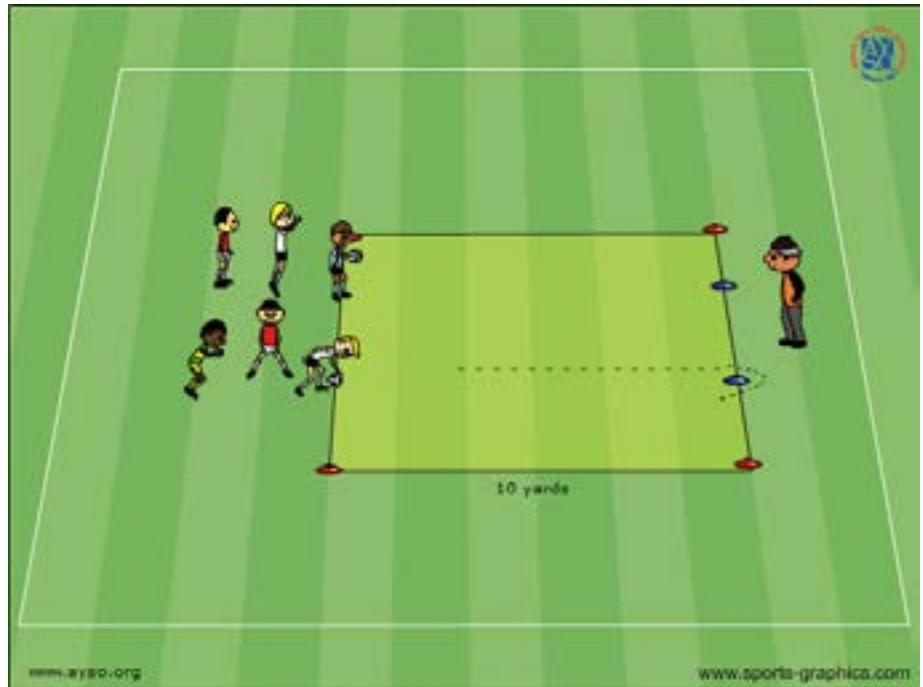
aysou.video/fms5

SESSION 4, ACTIVITY 2 - TWIST AND SHOUT RELAY

FMS: Bending, rotating and running

**EQUIPMENT/
ORGANIZATION**

- 2 cones to mark a starting line and 2 cones to mark finish line 7-10 yards apart.
- Balls.



HOW THE GAME IS PLAYED

- Organize children into 2-3 lines approximately 3 yards apart.
- First child in each line is at the starting line. Remaining children in their team are lined up behind the first child.
- First child has a ball in their hands.
- First player stretches up, reaches back and passes the ball overhead to next in line.
- Second child bends down and passes the ball through his legs to next in line.
- Next player receives the ball and twists to her left or right and passes the ball to the next child in line.
- This sequence continues until the last child receives the ball who then runs past his team to the finish line, turns and runs back to the head up the sequence again.
- Play music and have players either sing or cheer for their team mates.

**VARIATIONS/
PROGRESSIONS**

- Last player can dribble the ball to the endline and back.
- Vary length of finish line.
- Remove the running.

FMS POINTS (bending)

- Keep feet on the ground throughout the whole movement. Do not lift your heels.
- Feet shoulder width apart.
- Bend forward at the hips and see the floor.

[aysou.video/fms9](https://www.aysou.org/video/fms9)

FMS POINTS (trunk rotating)

- Start with feet slightly wider than shoulder width, knees slightly bent and body weight placed on heels.
- Starting from the center of chest, rotate upper torso until it is in line with hip.
- Rotate back to the starting position.
- Engage core throughout the entire range of motion.

[aysou.video/fms10](https://www.aysou.org/video/fms10)

SESSION 5, ACTIVITY 2 - MR. WOLF

FMS: Balancing, hopping and trapping a ball

EQUIPMENT/ ORGANIZATION

- Make a circle approx. 15 yards in diameter.
- Starting cone and ball per player.



HOW THE GAME IS PLAYED

- Players spread around edge of the circle with a ball each.
- The coach stands in the middle and is Mr. Wolf.
- Every child is a sheep and asks the question very loudly, "What time is it, Mr. Wolf?"
- The Wolf says a time, i.e., "2 o'clock." Each player must then dribble the ball forward two steps and stop the ball with their foot.
- The Wolf can also request a FMS challenge, i.e., "Balance Time"... balance on right leg for 5 seconds, etc., or "Hopping Time"... players hop forward for two then hop back for two, "Trapping Time"...players kick their ball to Wolf who rolls it back for them to trap.
- When the players get close enough to the center the wolf may announce, "Dinner Time" and attempts to steal the soccer balls from the sheep.
- The players must turn and get back to their cone, outside the circle before being captured.

- When a sheep is caught, he becomes a baby wolf in the middle to help Mr. Wolf.
- Winner is last remaining sheep.

VARIATIONS/ PROGRESSIONS

- Play without a ball.
- Move body into path of ball.
- Keep eyes focused on the ball at all times.
- Present larger surface area and let the ball meet foot.
- Stop ball with side of foot.
- Let foot cushion the impact of the ball.

FMS POINTS (trapping)

[aysou.video/fms11](https://www.aysou.org/video/fms11)

FMS POINTS (balance)

- Body stable and weight over base.
- Eyes and head focused forward.
- Leg raised off ground and not touching supporting leg.
- Supporting leg still and foot flat on contact point.
- Arms out to the side at shoulder height for counter balance.
- Tighten muscles to gain balance and stability.

[aysou.video/fms8](https://www.aysou.org/video/fms8)

FMS POINTS (hopping)

- Lift one leg, bent at the knee.
- Head up looking forward with head and trunk stable.
- Bend knee of supporting leg.
- Leg straightens to push off.
- Swing arms back, forward and upward.
- Arms continue to move upward as you jump.
- Push from toes to take off.
- Land softly, bending the knee.
- Take off and land on same foot.

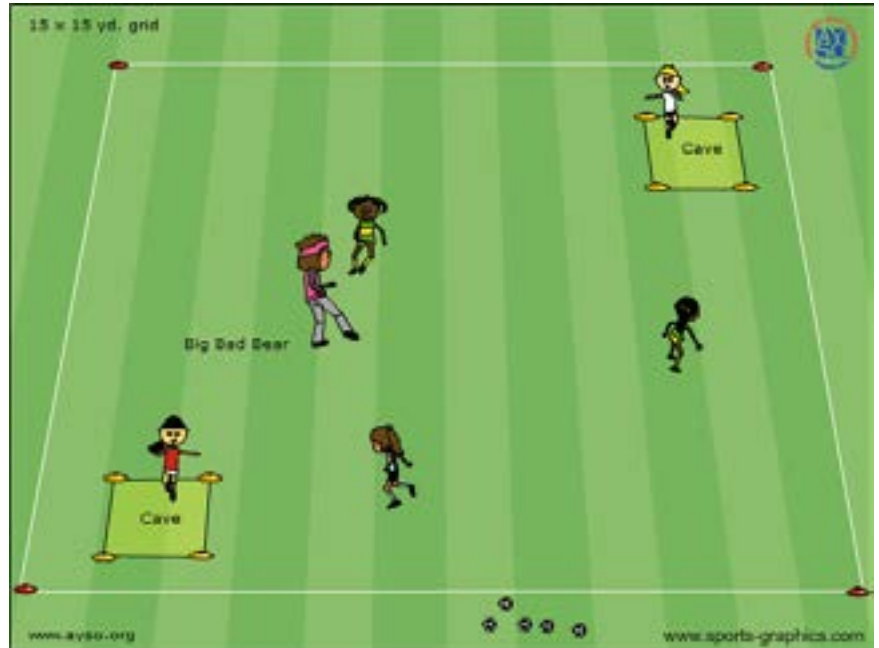
[aysou.video/fms3](https://www.aysou.org/video/fms3)

SESSION 6, ACTIVITY 2 - BIG BAD BEAR

FMS: Running, dodging and balancing

EQUIPMENT/ ORGANIZATION

- 4 cones to mark grid, 8 cones to make two caves.
- Create a 15 x 15 yard grid.
- Make two 5 x 5 yard caves.
- Players must stay within the grid.
- Ball per player (for progression).



HOW THE GAME IS PLAYED

- The coach is the “Big Bad Bear” and must try to tag the players as they run around the area (Bears must always be growling).
- The “Big Bad Bear” cannot capture the players if they can run into and hide in one of the caves.
- The players can only stay in a cave for 10 seconds and must go to the other cave to avoid capture.
- While in the cave, players must perform a FMS, i.e., balance on one leg for 5 seconds, etc., before they exit.
- If a player is captured, they become a “Wee Bad Bear” and help the “Big Bad Bear” capture the remaining players.
- Last player to be captured is the winner.

VARIATIONS/ PROGRESSIONS

- Only 1 player in cave at a time.
- All Bears must hold hands (or a scrimmage vest) while trying to capture the remaining players.
- Players dribble balls.

FMS POINTS (balance)

- Body stable and weight over base.
- Eyes and head focused forward.
- Leg raised off ground and not touching supporting leg.
- Supporting leg still and foot flat on contact point.
- Arms out to the side at shoulder height for counter balance.
- Tighten muscles to gain balance and stability.

FMS POINTS (dodging)

- Head and eyes focused forward.
- Plant one foot and push to change direction.
- Bend knees getting into low body position.
- Step and lean one way, then move in the other direction, all in one action.
- Fake with head and shoulders.

aysou.video/fms8

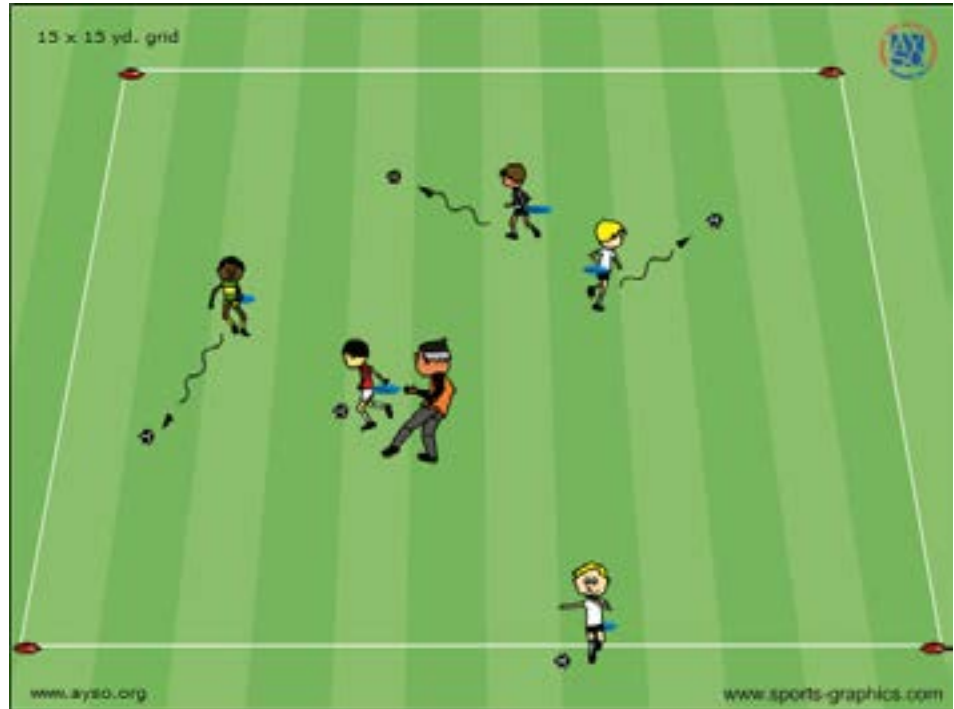
aysou.video/fms5

SHARKS & MINNOWS TAG

FMS: Balancing running and dodging

EQUIPMENT/ ORGANIZATION

- 4 or more cones to mark a 15 x 15 yard grid, scrimmage vest for each player.
- Ball per player (for progression, shown in diagram).
- Players must play within the grid.



HOW THE GAME IS PLAYED

- The minnows (players) have a scrimmage vest in the back of their shorts as a tail.
- The shark (coach) move around the grid catching minnows by pulling out their tails.
- The minnows try to avoid the shark but when a minnow has lost its tail, it must leave the grid (the pond).
- To re-enter the pond, the minnows must perform a FMS, i.e., balance on one leg for 5 seconds, etc.

VARIATIONS/ PROGRESSIONS

- If caught, minnows become baby sharks.
- Have players dribble balls.

FMS POINTS (balance)

- Body stable and weight over base.
- Eyes and head focused forward.
- Leg raised off ground and not touching supporting leg.
- Supporting leg still and foot flat on contact point.
- Arms out to the side at shoulder height for counter balance.
- Tighten muscles to gain balance and stability.

aysou.video/fms8

FMS POINTS (dodging)

- Head and eyes focused forward.
- Plant one foot and push to change direction.
- Bend knees getting into low body position.
- Step and lean one way, then move in the other direction, all in one action.
- Fake with head and shoulders.

aysou.video/fms5

BOUNCING BALLS

FMS: Bouncing/dribbling a ball with hands, bending and rotating

EQUIPMENT/ ORGANIZATION

- Use hula hoops (preferably different colors) to mark numerous circles throughout an area approximately 15 x 15 yards.
- Ball per player for bouncing.



HOW THE GAME IS PLAYED

- Children choose a hoop and a ball.
- Ask the children to bounce and catch the ball in their hoop.
- Play a song with a good rhythm.
- When you stop the song, the players move to another hoop.
- Repeat the activity to keep the children moving.

VARIATIONS/ PROGRESSIONS

- In their hoops, players hold ball and respond to Coach FMS challenges: bend, rotate, balance, etc. "Can you bend and touch you toes with your ball?"
- Have children kneel and bounce the ball with their favorite hand and freeze when the music stops.
- Ask the children to try to do four bounces or more without having to move their feet to retrieve the ball.
- Ask the children to bounce the ball in and out of the hoop. When the music stops, they freeze.
- Ask the children to bounce the ball and touch something with their other hand, i.e., their head.

FMS POINTS (bouncing/dribbling a ball w/ hands)

- Head up.
- Legs shoulder width apart, knees bent.
- Fingers relaxed and spread over ball.
- Ball is pushed to the floor with wrist and fingers. Ball is kept to the side of the body and bounces to waist height.

FMS POINTS (bending)

- Keep feet on the ground throughout the whole movement. Do not lift your heels. Feet shoulder width apart.
- Bend forward at the hips and see the floor.

aysou.video/fms12

aysou.video/fms9

OBJECT CONTROL ACTIVITIES



Graphic Legend



Passing



Player running



Dribbling



Disc cone



Progression/variation



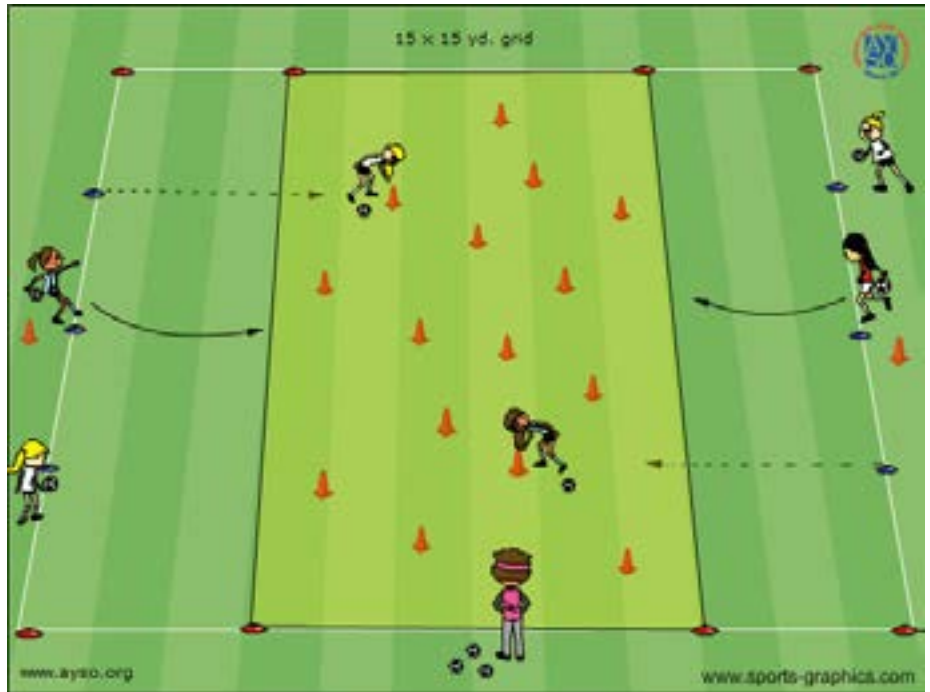
Tall cone

SESSION 1, ACTIVITY 3 - KINGPIN

FMS: Rolling a ball and kicking a ball

EQUIPMENT/ ORGANIZATION

- Create a 15 x 15 grid with 4 or more cones. Ball per player, plus spares.
- Randomly scatter 12+ tall cones in a large central channel.
- Line up players evenly on either endline. Mark their position with a disc cone.



HOW THE GAME IS PLAYED

- Players must roll/bowl the ball and try and knock down as many cones as possible by using an underarm throw.
- When they knock down a cone, they must run, pick it up and place it on a pile beside them outside the grid.
- Winning player/team is those with most pins.

VARIATIONS/ PROGRESSIONS

- Vary distance.
- Add time challenge.
- Players kick the ball.

FMS POINTS (rolling a ball)

- Hold ball using fingers, palm side up.
- Stand facing target.
- Bring arm down and back, rocking onto back foot.
- Step forward with opposite foot to hand.
- Bend at knees and swing arm forward to body.
- Release ball in front of the lead foot in smooth, fluid motion.
- Follow through in direction of target.
- Keep the ball low.

[aysou.video/fms13](https://www.aysou.org/video/fms13)

FMS POINTS (kicking a ball)

- Position behind ball to the side.
- Head over ball.
- Step forward and plant non-kicking foot to side of ball.
- Kicking leg swings back and forward through to kick the ball.
- Use arms for balance.
- Make contact with middle of ball.
- Lean slightly back on contact.
- Leg follows through toward the target.

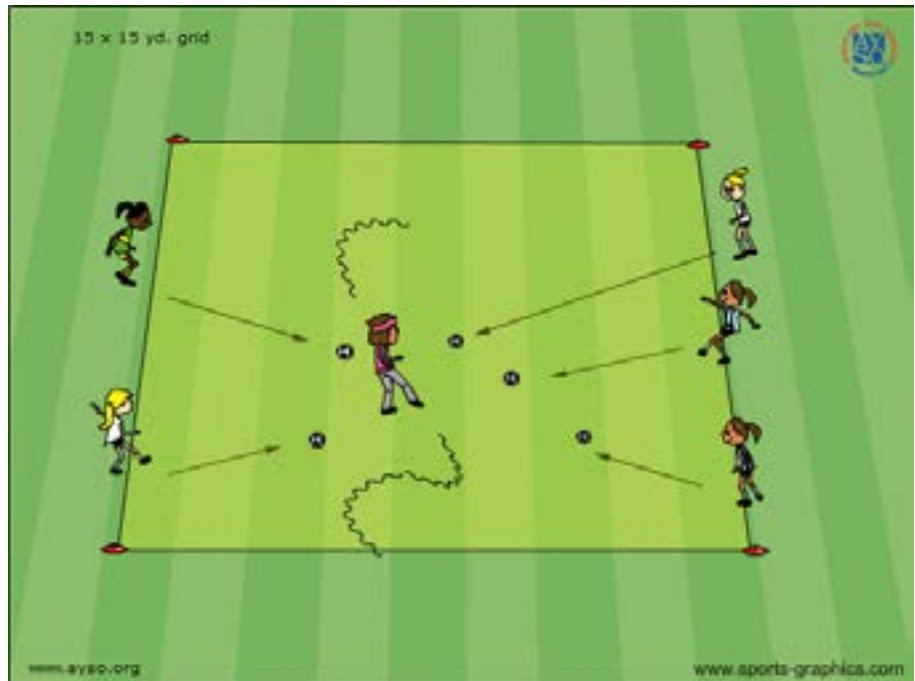
[aysou.video/fms14](https://www.aysou.org/video/fms14)

SESSION 2, ACTIVITY 3 - THE MOSQUITO

FMS: Rolling a ball and kicking a ball

EQUIPMENT/ ORGANIZATION

- 4 cones to mark 15 x 15 yard grid, 1 ball for each player.
- Split players to either side of the grid with a ball at their feet.
- Coach (the Mosquito) will center himself at a mid-point of the grid.



HOW THE GAME IS PLAYED

- The coach (the mosquito) will dash across the grid trying to avoid being hit with the balls that the exterminators (players) are shooting at him.
- Before heading back to the starting point, the coach will allow the players to collect their ball and line up on the other side of the grid for one more go at the mosquito.
- See who hits the mosquito the most times in a set number of runs.

VARIATIONS/ PROGRESSIONS

- Have players strike the ball with their left and right foot.
- Vary pace of mosquito.
- Have players roll/bowl the ball.

FMS POINTS (kicking a ball)

- Position behind ball to the side.
- Head over ball.
- Step forward and plant non-kicking foot to side of ball.
- Kicking leg swings back and forward through to kick the ball.
- Use arms for balance.
- Make contact with middle of ball.
- Lean slightly back on contact.
- Leg follows through toward the target.

aysou.video/fms14

FMS POINTS (rolling a ball)

- Hold ball using fingers, palm side up.
- Stand facing target.
- Bring arm down and back, rocking onto back foot.
- Step forward with opposite foot to hand.
- Bend at knees and swing arm forward to body.
- Release ball in front of the lead foot in smooth, fluid motion.
- Follow through in direction of target.
- Keep the ball low.

aysou.video/fms13

SESSION 3, ACTIVITY 3 - SKYDIVER'S DRIBBLING

FMS: Dribbling a ball

EQUIPMENT/ ORGANIZATION

- 1 Parachute.
- 1 ball per player.
- Beach ball (or similar light ball).



HOW THE GAME IS PLAYED

- Parents hold parachute and place a beach ball in the middle.
- Players on outside of circle with ball at feet.
- As parents toss the beach ball up in the air, children must dribble their soccer ball underneath to a space on the other side, being very careful not to run into another player dribbling through.

VARIATIONS/ PROGRESSIONS

- Can they make it before the beach ball lands in the parachute?
- Can they use their left foot only?
Right foot only?
- Let the parachute land on the players (often).

FMS POINTS (dribbling a ball)

- Keep head up with eyes focused forward.
- Body leans forward.
- Small taps of the ball using different parts of the foot.
- Ball is kept close to body.
- Use both feet.
- Arms for balance.

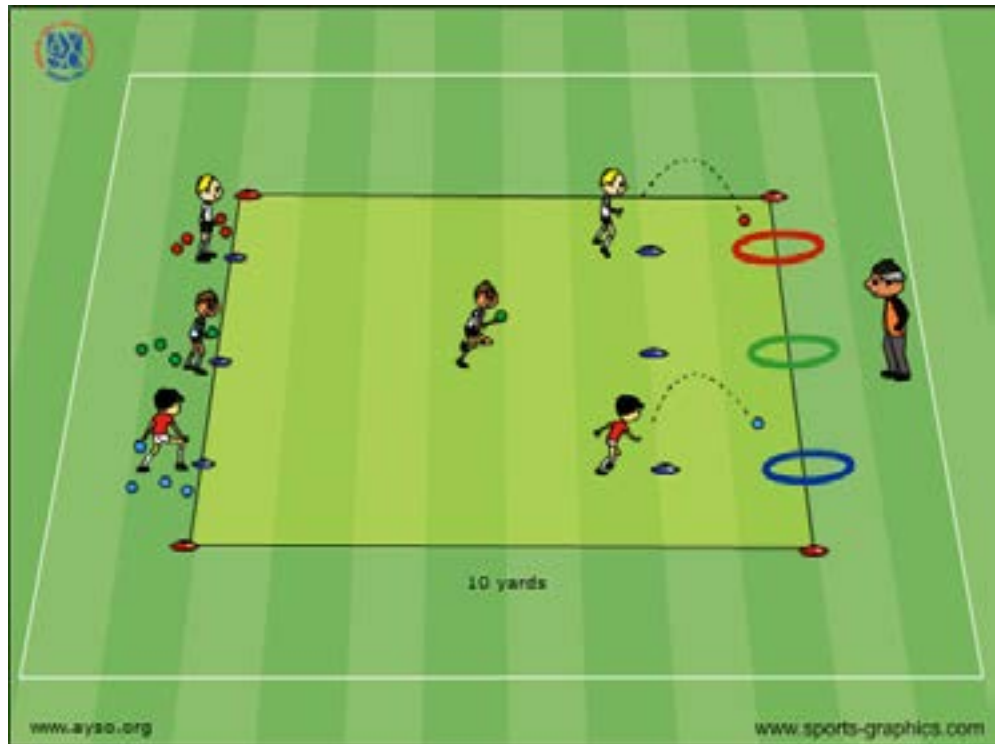
[aysou.video/fms7](https://www.aysou.com/video/fms7)

SESSION 4, ACTIVITY 3 - RELAY TOSS

FMS: Underarm throwing, kicking and running

EQUIPMENT/ORGANIZATION

- Mark a start line with 2 tall cones. Mark an endline using 2 tall cones approximately 10 yards away.
- Approximately 2 yards from the endline, lay a disc cone for each pair.
- Along the endline place 3 hula hoops.
- Put players in pairs.
- Numerous bean bags per pair (plus soccer balls for variation).



HOW THE GAME IS PLAYED

- First player runs out with bean bag, stops at the disc cone and underarm throws the bean bag into the hoop.
- Upon completion, he turns and runs back to tag his partner who then takes his turn.
- Count the bean bags in the hoops of the whole group.

VARIATIONS/ PROGRESSIONS

- Vary distance of throws.
- Count the bean bags in the hoops per pair.
- Add time challenge.
- Play music.
- Parents stand up hoops for players to “kick” a soccer ball through.

FMS POINTS (underarm throw)

- Legs shoulder width apart.
- Eyes forward.
- Grasp bean bag in finger tips, not resting on palm.
- Throwing arm pulled back behind shoulder with bean bag at eye level.
- Transfer weight onto back foot, step forward with opposite foot to throwing arm.
- Rotate body at hip, leg and shoulder toward throwing arm.
- Swing arm through as body faces target.
- As hand is in front of shoulder, release bean bag.
- Follow through in direction of target and step forward.

aysou.video/fms15

FMS POINTS (kicking a ball)

- Position behind ball to the side.
- Head over ball.
- Step forward and plant non-kicking foot to side of ball.
- Kicking leg swings back and forward through to kick the ball.
- Use arms for balance.
- Make contact with middle of ball.
- Lean slightly back on contact.
- Leg follows through toward the target.

aysou.video/fms14

SESSION 5, ACTIVITY 3 - CATCHY ROUNDERS

FMS: Catching

EQUIPMENT/ ORGANIZATION

- One large bouncy ball or beach ball.
- Disc cones to mark a circle approximately 5-10 yards in diameter.



HOW THE GAME IS PLAYED

- Children stand in a circle with coach in the middle.
- Softly bounce the ball to each child in the circle in a clockwise direction; the child catches and bounces the ball back to you.
- The children who are not catching clap on the bounce and raise their hands high on the catch.
- Throw the ball to each child in the circle.
- Sing a song as the game is played.

VARIATIONS/ PROGRESSIONS

- Make the circle smaller/larger.
- Use beach ball.
- As child bounces ball back to coach, she runs clockwise around the circle and back to their space.
- Randomly select a child to throw the ball to.

FMS POINTS (catching)

- Eyes stay focused on object.
- In preparation to catch: feet and body face the object with knees flexed and feet shoulder width apart. Also, elbows are bent hands are in front of body, palms facing each other with fingers in a 'W' position presenting large surface area.
- When catching, body moves in line with the object.
- Track the flight of the object while moving hands.
- As the ball is caught, fingers close around it.
- Elbows and knees bend to absorb the force of the ball.

[aysou.video/fms16](https://www.aysou.org/video/fms16)

SESSION 6, ACTIVITY 3 - SOCCER CROQUET

FMS: Dribbling, kicking and trapping a ball

EQUIPMENT/ ORGANIZATION

- 4 or more cones to mark a 15 x 15 yard grid, 1 ball for each player.
- Numerous passing gates (or cones) placed randomly within (more than players).
- Players must play within the grid.



HOW THE GAME IS PLAYED

- Players dribble ball through the area.
- Upon coach command, player must dribble to a free gate and pass the ball through to the other side.
- Players collect balls at other side and keep dribbling until coach calls again.

VARIATIONS/ PROGRESSIONS

- Remove command and let players dribble gate to gate.
- Add a time challenge.
- Can players jump over the gate to get their ball?
- Players in pairs. Player 1 passes through gate for Player 2 to trap. Player 2 passes back to Player 1 to trap. Once both players have trapped the ball, they move onto an open gate to start again.

FMS POINTS (kicking a ball)

- Position behind ball to the side.
- Head over ball.
- Step forward and plant non-kicking foot to side of ball.
- Kicking leg swings back and forward through to kick the ball.
- Use arms for balance.
- Make contact with middle of ball.
- Lean slightly back on contact.
- Leg follows through toward target.

aysou.video/fms14

FMS POINTS (dribbling a ball)

- Keep head up with eyes focused forward.
- Body leans forward.
- Small taps of the ball using different parts of the foot.
- Ball is kept close to the body
- Use both feet.
- Arms for balance.

aysou.video/fms7

FMS POINTS (trapping)

- Move body into path of ball.
- Keep eyes focused on the ball at all times.
- Present larger surface area and let the ball meet foot.
- Stop ball with side of foot.
- Let foot cushion the impact of the ball.

aysou.video/fms11

SOCCER CITY

FMS: Dribbling a ball

EQUIPMENT/ ORGANIZATION

- 4 or more cones (preferably different colors) to mark a 15 x 15 yard grid and 1 ball for each player.
- Ball per player. Players must play within the grid.



HOW THE GAME IS PLAYED

- Players explore Soccer City by driving in various directions throughout the city limits.
- Introduce three speeds (and sounds) to drive at:
 - bike speed=slow
 - truck speed=medium
 - sports car=fast
- Players should react to these speeds upon specific command.

VARIATIONS/ PROGRESSIONS

- Introduce engine revving: tap ball back and forth with inside of feet (tick-tock).
- Introduce Bye-Bye (can the players stop the ball with their foot, and change direction, i.e., stopping ball from going out of Soccer City).
- Introduce special destinations (one per corner): Ice Cream Avenue, Candy Road, Chocolate Street, Lollipop Drive. Upon your command, players must change their direction and drive to that location (at different speeds).

FMS POINTS (dribbling a ball)

- Keep head up with eyes focused forward.
- Body leans forward.
- Small taps of the ball using different parts of the foot.
- Ball is kept close to body.
- Use both feet.
- Arms for balance.

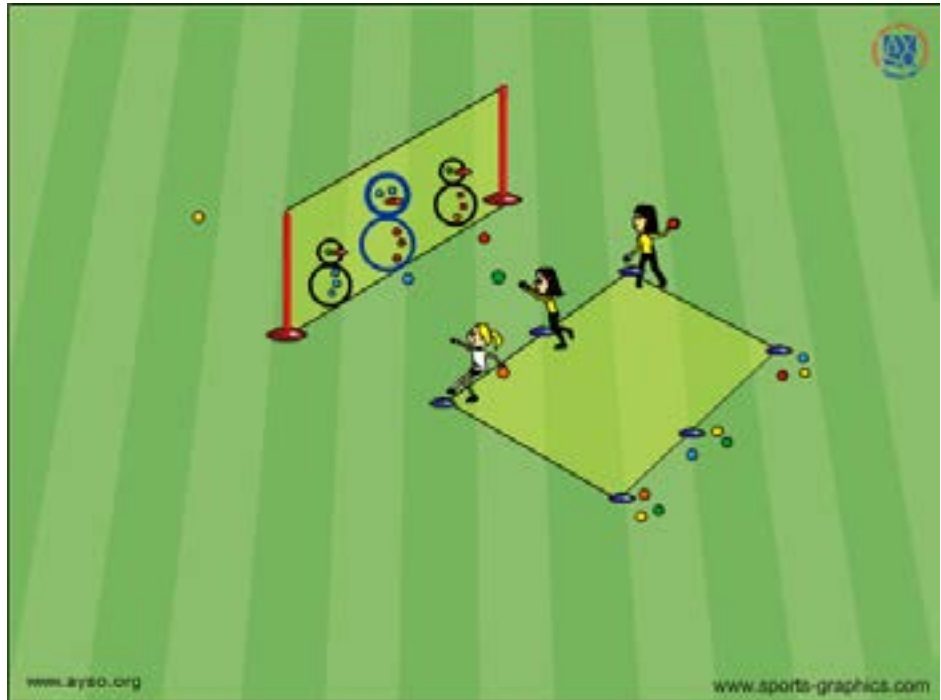
[aysou.video/fms7](https://www.aysou.org/video/fms7)

SNOWBALL FRENZY

FMS: Overarm throwing

EQUIPMENT/ ORGANIZATION

- Bean bags.
- Using markers, draw some snowmen on an old sheet and hang it from a goal (or fence).
- Cones to mark a throw line about 4 yards back from the target.
- Cones to mark a start line about 8 yards back from the target.



HOW THE GAME IS PLAYED

- Demonstrate throwing the “snowballs” at the “snowmen.”
- Children line up along the start line, pick up a bean bag (snowball) and run to the throw line.
- They stop at the throw line and throw the snowball at the target.
- They then return to the start line, pick up another snowball and go again.
- Once they have thrown all their snowballs, have them collect them and start over.

VARIATIONS/ PROGRESSIONS

- Vary distance of start line.
- Ask them to hit different parts of the snowman, i.e., head, hands, even buttons.
- Have them work in pairs like a relay team.

FMS POINTS (overarm throw)

- Side-on stance with legs shoulder width apart.
- Eyes focused forward.
- Grasp bean bag in finger tips, not resting in palm.
- Throwing arm pulled back behind shoulder with ball held at eye level.
- Weight transferred onto back foot.
- Step forward with opposite foot to throwing arm.
- Body rotation at the hip, leg and shoulder toward the throwing arm.
- Swing arm through as the body faces the target. As the hand is in front of shoulder, release the ball.
- Follow through in the direction of the target and step forward.

[aysou.video/fms17](https://www.aysou.video/fms17)

SIX-WEEK PLAYGROUND CURRICULUM



Graphic Legend



Passing



Player running



Dribbling



Disc cone



Progression/variation



Tall cone

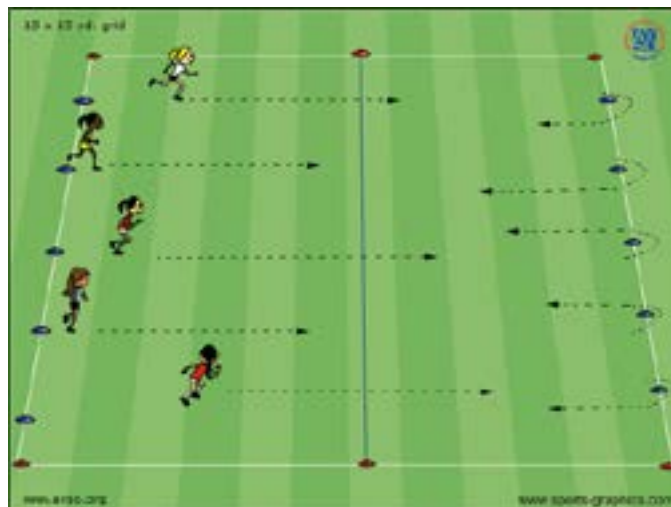


FMS Activity 1: The Big Race (running)

- Coach calls, “Start Your Engines” then yells “Go!”
- The players must run out and go around their opposite cone and back to the starting line.
- The first player back is the winner of the big race.

Modifications:

- Race in teams of two or three players.
- Players race individually against the clock (time trials).
- At midpoint, players must perform an additional FMS, i.e., balance on one leg for 3 seconds.
- Have players skip or gallop.
- Have players walk with bean bag on their head.



FMS Activity 2: Coach Says (balancing)

- Players start on endline with ball at their feet and await Coach commands.
- Players only react if the direction is preceded by “Coach Says.”
- The coach provides various commands:
 - Take one (two, three, etc)
 - Steps forward
 - Balance on right/left leg
 - Balance on right/left leg
 - Sit on Ball
 - One foot on ball
 - Speed up/slow down
 - Elbow on ball
 - Ear on ball
 - Pick up ball and bounce
 - Jump over Ball
 - Etc.
- Balancing on each leg should be a main focus.
- Change the command from “Coach Says.”



FMS Activity 3: Kingpin (rolling a ball, kicking a ball)

- Players must roll/bowl the ball and try and knock down as many cones as possible by using an underarm throw.
- When they knock down a cone, they must run, pick it up and place it on a pile beside them outside the grid.
- Winning player/team is those with most pins.

Modifications:

- Vary distance
- Add time challenge
- Players kick the ball



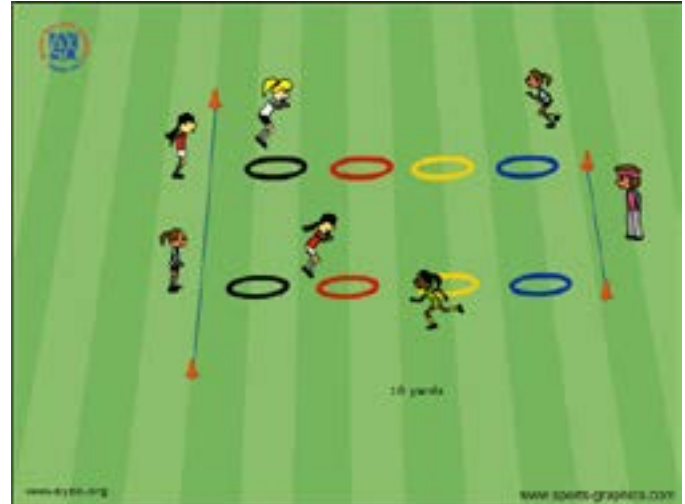


FMS Activity 1: Frog Jumping (jumping/landing)

- All children on the start line in two lines facing you at the endline.
- Kids jump like a frog on each lily pad in their row and then run around the marker and back to the start.
- Sing a “frog” song, while the children jump from lily pad to lily pad. Children should “croak” like a frog while leaping.

Modifications:

- Ask the children to jump in different directions: forwards, backwards and sideways.
- Increase/decrease distances.



FMS Activity 2: Hospital Tag (balancing, hopping)

- Every player can tag every player in this game.
- Players dribble around grid trying to tag teammate.
- If a player is tagged they hold the body part that is tagged.
- If tagged again, the other hand holds tagged body part.
- When tagged for third time, players must go to see the doctor (coach) to get some “medicine” (complete task assigned by coach to get healed, i.e., balance on one leg, hop, etc.
- Players re-enter the grid free to tag again.

Modifications:

- Get creative with “the medicine” but keep the tasks simple and related to improving the player’s physical coordination and FMS, i.e., balancing on one leg or hopping through 3 hoops, etc.
- Have players dribble a ball.

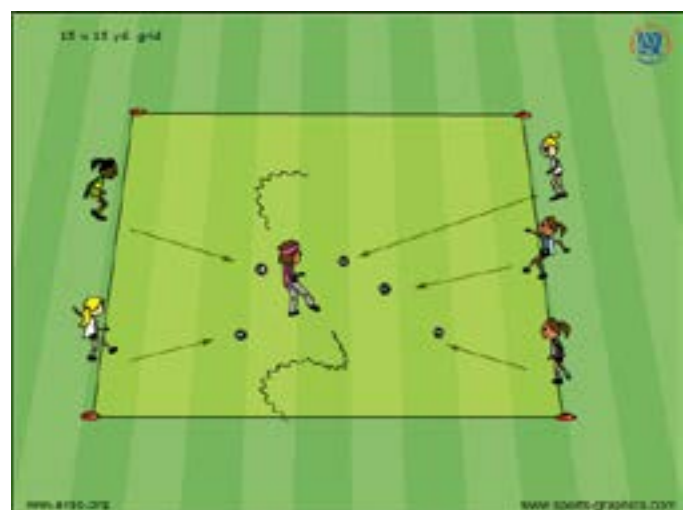


FMS Activity 3: The Mosquito (kicking a ball/rolling a ball)

- The Coach (the Mosquito) will dash across the grid trying to avoid being hit with the balls that the Exterminators (players) are shooting at him.
- Before heading back to the starting point, the coach will allow the players to collect their ball and line up on the other side of the grid for one more go at the Mosquito.
- See who hits the Mosquito the most times in a set number of runs.

Modifications:

- Have players strike the ball with the left and right foot.
- Vary pace of Mosquito.
- Have players roll/bowl the ball.



FMS Activity 1: Rob the Nest (running)

- All players are standing in a corner square.
- The coach yells “Rob The Nest” and all players must run to the center of the grid, collect a bean bag (egg), place it on their head and return to the cone as quickly as possible, dropping the bean bag into their nest.
- They return to the center to get another egg.
- When all the eggs have been collected the player who has collected the most wins.

Modifications:

- Add more bean bags to the center and enlarge the grid.
- Once all eggs are taken from the center, players can steal from each other’s nests (watch time on this as it can be very tiring).
- Replace the bean bags with balls and have players dribble the balls.

**FMS Activity 2: Web-Slinger Tag (balancing, dodging, running)**

- One player is the Web-Slinger, all others are villains.
- Web-Slinger has numerous scrimmage vests (webs).
- Web-Slinger must chase the villains, throw his web and hit the villain to web that player.
- If villain gets webbed, he must freeze & balance on one leg.
- Villains can only be released if teammate taps them on shoulder.
- To complete the game, the Web-Slinger must have all villains frozen at the same time.
- Swap the Web-Slinger often and at every progression.

Modifications:

- If a player runs out or is chased out of the area, they are frozen when they come back in and must balance.
- Players can dribble a ball and the Web-Slinger must web their ball to get them out. Increase the number of Web-Slingers. Add a time challenge.

**FMS Activity 3: Skydiver’s Dribbling (dribbling a ball)**

- Parents hold parachute and place a beach ball in the middle.
- Players on outside of circle with ball at feet.
- As parents toss the beach ball up in the air, children must dribble their soccer ball underneath to a space on the other side, being very careful not to run into another player dribbling through.

Modifications:

- Can they make it before the beach ball lands in the parachute?
- Can they use their left foot only? Right foot only?
- Let the parachute land on the players (often).





FMS Activity 1: Musical Statues
(jumping, hopping, skipping)

- Children move around the grid to the music, performing a specific skill, i.e., jumping, hopping, skipping, etc.
- When the music stops, the children must freeze on the spot and make a statue until the music starts again.
- Let each child pick the movements that the other children should copy.
- Demonstrate the movements for the children.
- Make this activity non-competitive so that all children remain in the game.

Modifications:

- Use music with a slower beat.
- Ask children to perform the actions slowly.
- Combine the locomotor skills, i.e., jump then hop.
- Model different poses for the children to freeze to.

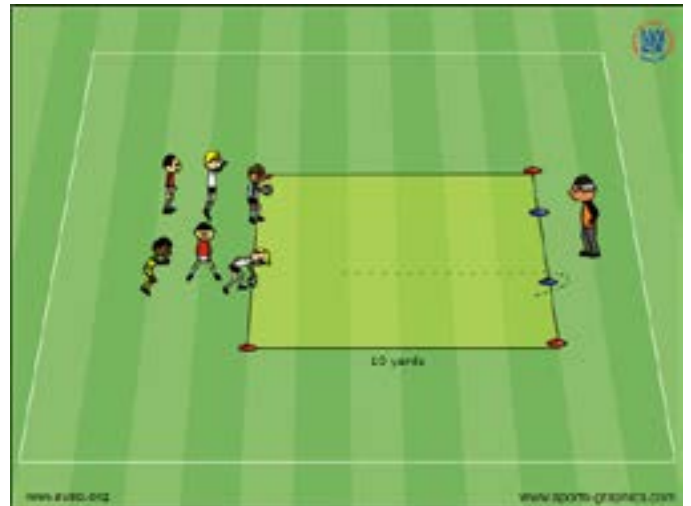


FMS Activity 2: Twist & Shout Relay
(bending, rotating, running)

- Organize children into 2-3 lines approx. 3 yards apart.
- First child in each line is at the starting line. Remaining children in their team are lined up behind.
- First child has a ball in their hands.
- First player stretches up, reaches back and passes the ball overhead to next in line.
- Second child bends down & passes ball through her legs to next in line.
- Next player receives the ball and twists to his left or right and passes the ball to the next child in line.
- This sequence continues until the last child receives the ball who then runs past his team to the finish line, turns and runs back to the head up the sequence again.
- Play music & have players either sing or cheer for their team mates.

Modifications:

- Last player can dribble the ball to the endline and back.
- Vary length of finish line.
- Remove the running.



FMS Activity 3: Relay Toss
(underarm throwing, kicking, running)

- First player runs out with bean bag, stops at the disc cone and underarm throws the bean bag into the hoop.
- Upon completion, he turns and runs back to tag his partner who then takes his turn.
- Count the bean bags in the hoops of the whole group.

Modifications:

- Vary distance of throws.
- Count the bean bags in the hoops per pair.
- Add time challenge.
- Play music.
- Parents stand up hoops for players to “kick” a soccer ball through.





FMS Activity 1: Scoops of Ice Cream (running)

- Give both sides team names.
- On coach command, players run into middle pick up cone/ball to make an ice cream cone (parents help as needed) and carry it back to their starting cone.
- Play continues until all balls have been collected.
- Count number of balls each player collects.

Modifications:

- Vary distance.
- Players dribble the ball back.
- Add a FMS challenge on way back, i.e., stop and balance on one leg for 5 seconds.
- The ice cream scoop is freezing so players must throw it in the air and catch it on way back.

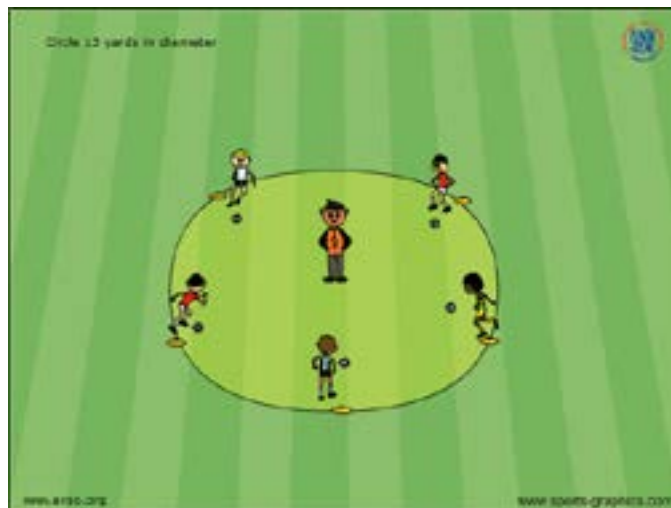


FMS Activity 2: Mr. Wolf (Balancing, hopping, trapping a ball)

- Players spread around edge of the circle with a ball each.
- The coach stands in the middle and is Mr. Wolf.
- Every child is a sheep and asks the question very loudly, "What time is it, Mr. Wolf?"
- The Wolf says a time, i.e., "2 o'clock." Each player must then dribble the ball forward two steps & stop the ball with their foot.
- Wolf can also request a FMS challenge, i.e., "Balance Time"...balance on right leg for 5 seconds, etc., or "Hopping Time"... players hop forward for 2 then hop back for 2, "Trapping Time"...players kick their ball to the Wolf who rolls it back for them to trap.
- When players get close enough to the center the coach may announce, "Dinner Time" and attempts to steal the soccer balls from the sheep.
- Players must turn and get back to cone outside circle before being caught.
- When sheep is caught, she becomes baby wolf in middle to help Mr. Wolf.
- Winner is last remaining sheep.

Modifications:

- Play without a ball.

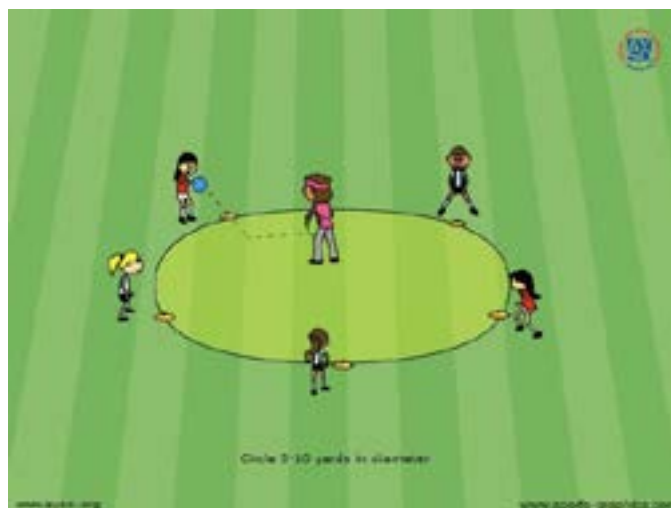


FMS Activity 3: Catchy Rounders (catching)

- Children stand in a circle with coach in the middle.
- Softly bounce the ball to each child in the circle in a clockwise direction; the child catches and bounces the ball back to you.
- The children who are not catching clap on the bounce and raise their hands high on the catch.
- Throw the ball to each child in the circle.
- Sing a song as the game is played.

Modifications:

- Make the circle smaller/larger.
- Use beach ball.
- As child bounces ball back to coach, they run clockwise around the circle and back to their space.
- Randomly select a child to throw the ball to.





FMS Activity 1: What Time is it, Ogre? (running and hopping)

- Ogre stands with back turned in 1 swamp (square) with lots of food (bean bags).
- Fairy tale creatures (kids) stand in opposite square (forest).
- Objective is for fairy tale creatures to sneak up on the Ogre and steal his food and take it back to their forest.
- To move, kids shout "What time is it, Mr. Ogre?"
- Ogre says a time, i.e., "2 o'clock." Each player must then take two steps forward.
- When the Ogre shouts, "Dinner Time" he turns and chases the kids who have to run back to their forest and start again.
- If a kid gets caught (tagged) by the Ogre, they must perform a FMS challenge to keep playing, i.e., balance on one leg for 3 seconds. Keep all players in game.
- When fairy tale creatures get to the swamp (always) they get to steal all the Ogre's food and take it back to their forest.

Modifications:

- Players dribble a ball.
- Players hop on way out, run back.



FMS Activity 2: Big Bad Bear (running, dodging, balancing)

- Coach is the "Big Bad Bear" and must try to tag the players as they run around the area. (Bears must always be growling).
- The "Big Bad Bear" cannot capture the players if they can run into and hide in one of the caves.
- The players can only stay in a cave for 10 seconds and must go to the other cave to avoid capture.
- While in the cave, players must perform a FMS, i.e., balance on one leg for 5 seconds, etc., before they exit.
- If a player is captured, they become a "Wee Bad Bear" and help the "Big Bad Bear" capture the remaining players.
- Last player to be captured is the winner.

Modifications:

- Only 1 player in cave at a time.
- All Bears must hold hands (or a scrimmage vest) while trying to capture the remaining players.
- Players dribble balls.



FMS Activity 3: Soccer Croquet (dribbling, kicking and trapping a ball)

- Players dribble ball through the area.
- Upon coach command, player must dribble to a free gate and pass the ball through to the other side.
- Players collect balls at other side and keep dribbling until coach calls again.

Modifications:

- Remove command and let players dribble gate to gate.
- Add a time challenge.
- Can players jump over the gate to get their ball?
- Players in pairs. Player 1 passes through gate for Player 2 to trap the ball. Player 2 passes back Player 1 to trap. Once both players have trapped the ball, they move onto an open gate to start again.



BLANK PLAYGROUND SESSION PLAN

In addition to completed Session Plans, enclosed are blank plans to create your very own Playground Session. However, it is important to stay within the general framework and flow as previously referenced. Remember, there is a hierarchy to Fundamental Motor Skills (FMS), i.e., walking before running, jumping before skipping, etc., so consider this in planning. Groups will be unique so modify activities as needed to make them easier or more challenging.

It is always good to reinforce the material from the previous session, i.e., “Does everyone remember last week, when we were being chased through the jungle by the crazy monkeys? Can anyone show me how we used our arms to help us run faster?”

Locomotor Activity 1: Simple in design, activities that focus on running, jumping, hopping and skipping to get the players warmed up and prioritize their FMS, while having fun. Less multidirectional.

Locomotor (and Non Locomotor) Activity 2: More dynamic locomotor games that involve dodging, twisting and pivoting in a fun game-like activity. Also, includes activities that highlight non-locomotor skills like balancing, bending and twisting.

Object Control Activity 3: Fun and dynamic activities that involve catching and throwing, kicking a ball, dribbling with hands and of course, feet.

As in real soccer training, many of the activities are multi-functional and can be adapted to suit a specific goal. Simply change the focus from one FMS priority to another.

Session #: _____

Region: _____



Age: Playground

Date: _____

EVERYONE PLAYS®

BALANCED TEAMS

OPEN REGISTRATION

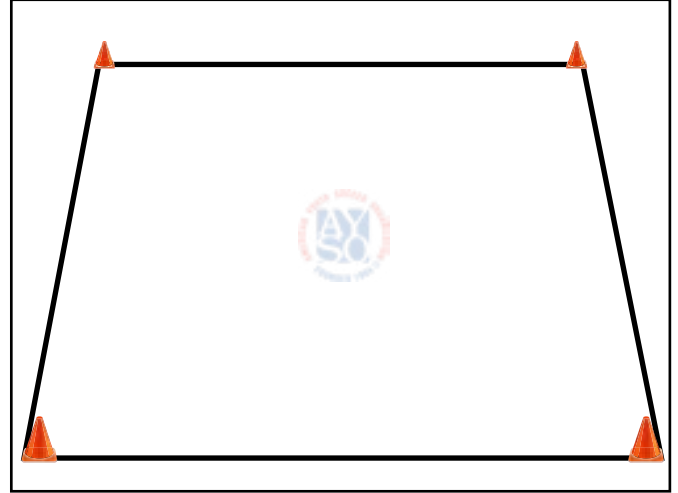
GOOD SPORTSMANSHIP

POSITIVE COACHING

PLAYER DEVELOPMENT

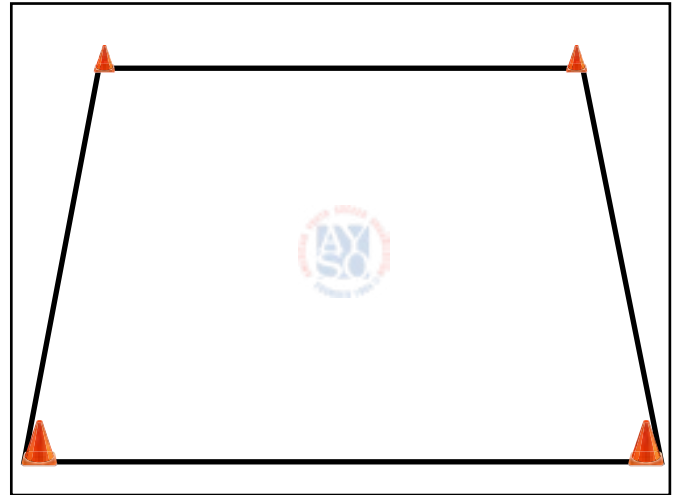
FMS Activity 1:

Set Up



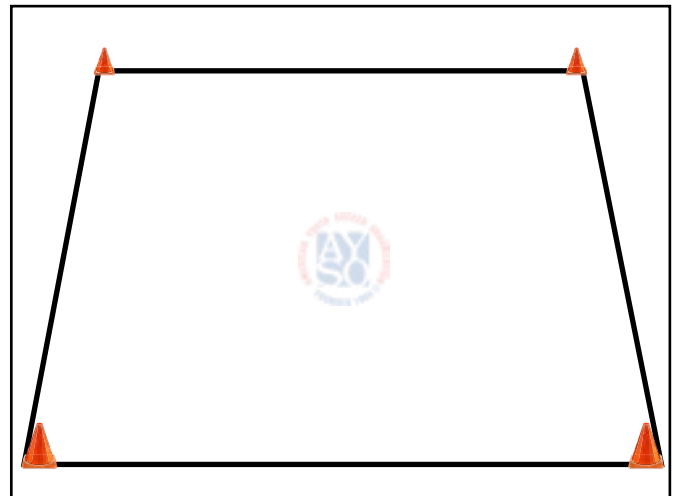
FMS Activity 2:

Set Up



FMS Activity 3:

Set Up



FMS VIDEO LINKS



aysou.video/fms8



aysou.video/fms16



aysou.video/fms9



aysou.video/fms5



aysou.video/fms12



aysou.video/fms7



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Playtime Adventure

John Ouellette, AYSO Hall of Fame

AYSO Region 37

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Australian Sports Commission Indigenous Sports Program

The "awesome" athletes from Region 17

AYSO National Coaching Advisory Commission

Scott Snyder, Director of Programs and Education

AYSO VISION

is to provide world class youth soccer programs that enrich children's lives.

AYSO MISSION

is to develop and deliver quality youth soccer programs which promote a fun, family environment based on AYSO's Six Philosophies:

AYSO SIX PHILOSOPHIES

- Everyone Plays®
- Balanced Teams
- Open Registration
- Positive Coaching
- Good Sportsmanship
- Player Development



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everyone plays®

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