



USYS TOPSoccer ACTIVITY GUIDE

COVID EDITION

June, 2020

US Youth Soccer has compiled a collection of useful resources that can help you and your players begin to engage in physical soccer activity. These activities are designed to limit contact, and you can select which are most appropriate for you based on your local return to activity guidelines. These activities are good examples to follow while taking proper physical distancing into consideration. Physical activity plays a huge part in the development of a child. Exercise, along with a balanced diet, can provide the foundation for a healthy, active life.

Thank you to Shawn Danhouser, Midwest Region TOPSoccer Chair, who participated in this collaboration.

Please be aware and follow all Federal, State and Local guidelines and requirements before engaging in any physical activity. The safety and security of our soccer community is, and always will be, our highest priority!

We hope you enjoy these activities and please reach out if you have any suggestions, comments or questions. For more information, go to <https://www.usyouthsoccer.org/coaching-resources/>

We are Youth Soccer!



US YOUTH SOCCER™

TOPSoccer BUDDY

Role of the TOPSoccer Buddy

1. Create secure playing situations by creating safety zones around the player
2. Monitors and interacts with coaches and parents for the players safety
3. Demonstrate the skill if needed
4. Always show positive attitude
5. Help TOPSoccer players realize their potential and have fun

TOPSoccer Buddy Checklist

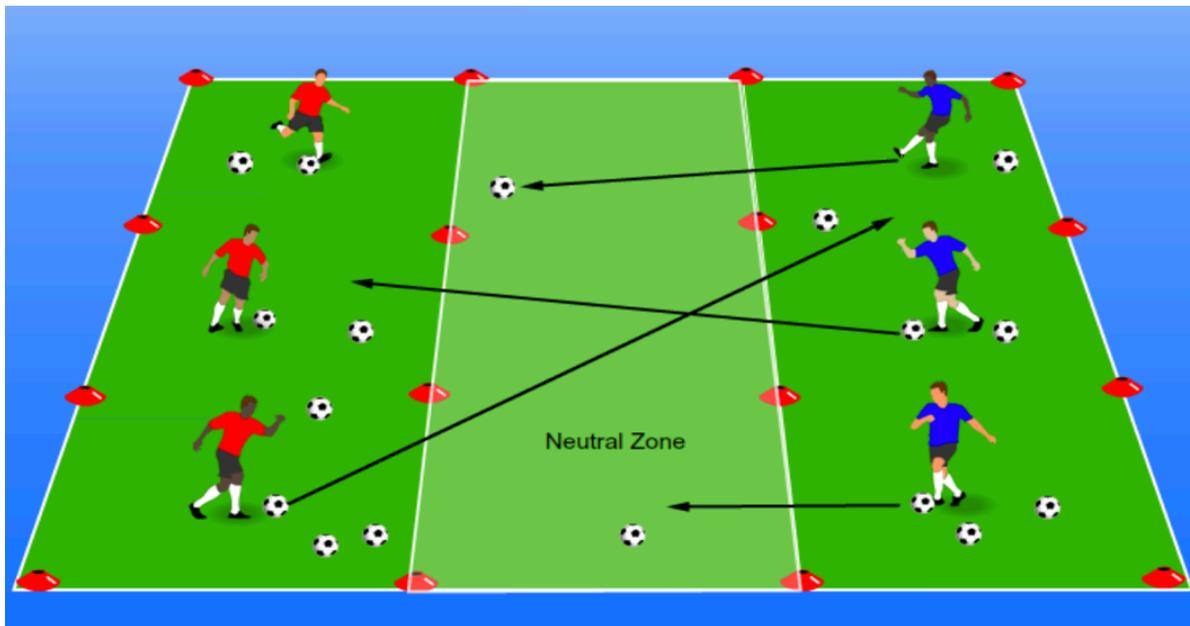
1. Greet players/parents at the beginning and administer screening questions about player illnesses and those within their household members.
2. Make masks and gloves available to those who want to wear them.
3. Utilize hand sanitizer prior to, during, and after participation.
4. Emphasis should be place on exercises that allow players and buddies to practice skills with 6' of distance from each other, if possible.
5. Exercises should avoid transitions that involve "physically tagging a teammate" such as relay races or tag. Use alternative visual cues.
6. As we move through the phases of return to play, it is recommended buddies be family members to mitigate the risk from outside volunteers

CLEAN UP THE YARD

Equipment Needed: Cones, Balls, Timer/watch

How To Play:

1. Players stay in their grids (yard)
2. Players on one side try to send balls to the other side
3. Only the coach is allowed in the Neutral Zone
4. Encourage proper passing/shooting technique
5. After a set time, the team with fewer balls wins



Adaption STEPS

Easier:

1. Decrease size of field
2. No time limit
3. Use multiple balls for targets
4. Buddies can assist
5. Players can throw balls

Harder:

1. Increase size of field
2. Set time limits for rounds
3. Use smaller balls for targets
4. Players have to perform action(s) before shooting
5. Use non-dominant foot

Blind/partially sighted: Buddy protects player from incoming shots.

Deaf/hard of hearing: Buddy demonstrates activity, checks for understanding.

Physical Impairment: Buddy and players can team up for longer shots.

Intellectual/learning disability: Model behavior in sequences.

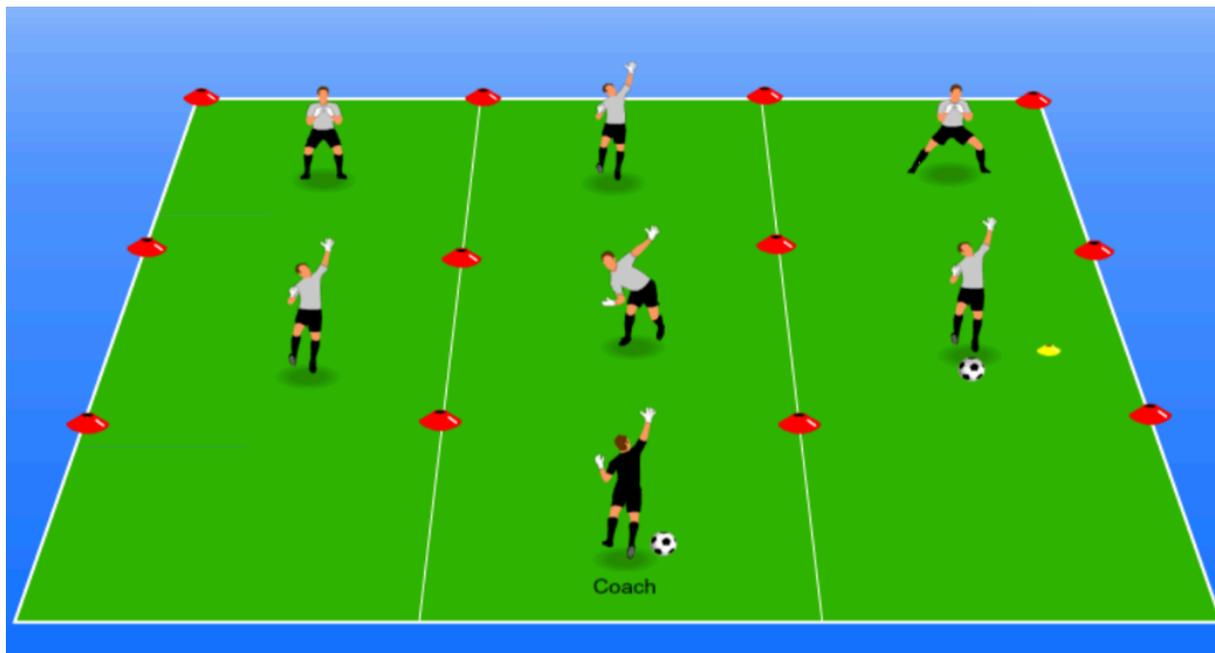
Impairment specific considerations

“COACH SAYS”

Equipment Needed: Cones + Balls

How To Play:

1. Players stay in their grids
2. Players perform the commands start that with “Coach says...” (like Simon Says)
3. Players ignore all other commands
4. Players keep playing even if mistakes are made



Adaption STEPS

Easier:

1. Commands done while in place
2. Longer pauses
3. Using no equipment
4. Players work independently
5. Short sequences

Harder:

1. Commands contain movements across grid
2. Short pauses
3. Involve equipment
4. Buddies help to perform actions
5. Increase sequences

Blind/partially sighted: Verbally guide players, use rattle balls

Deaf/hard of hearing: Buddy demonstrates activity, alongside coach. Buddy only performs the “Coach says” commands

Physical Impairment: Modify commands to ability level

Intellectual/learning disability: Model behavior to be followed

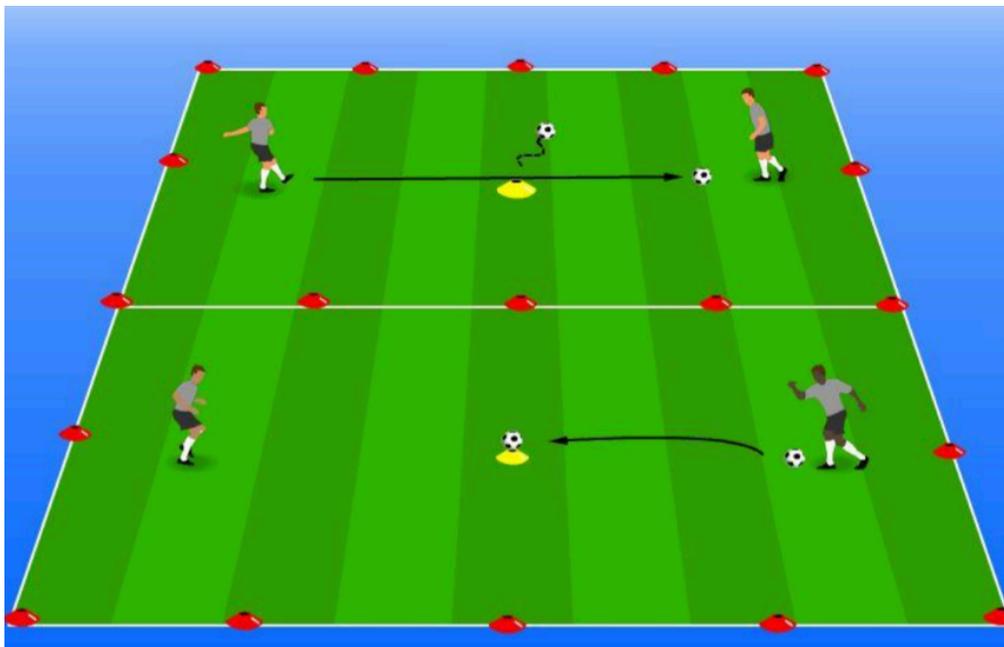
Impairment specific considerations

SHOOTOUT

Equipment Needed: Small cones, Balls, Timer/watch

How To Play:

1. Players take turns trying to knock the ball off the cone
2. Players earn a point for each ball they knock off
3. Buddies replace the ball after a point is scored
4. Encourage proper passing/shooting technique
5. Play for a few minutes and start over



Adaption STEPS

Easier:

1. Decrease size of field
2. Not time limit
3. Use multiple balls for targets
4. Players play against themselves with a buddy
5. Players can "bowl" balls

Harder:

1. Increase size of field
2. Set time limits
3. Use smaller balls for targets
4. Winners play each other
5. Use non-dominant foot

Blind/partially sighted: Buddy shakes rattle ball to guide players to shoot.

Deaf/hard of hearing: Buddy demonstrates activity, checks for understanding, holds hands up when exercise is over.

Physical Impairment: Players can use feet/hands/tools to move balls.

Intellectual/learning disability: Model behavior in sequences

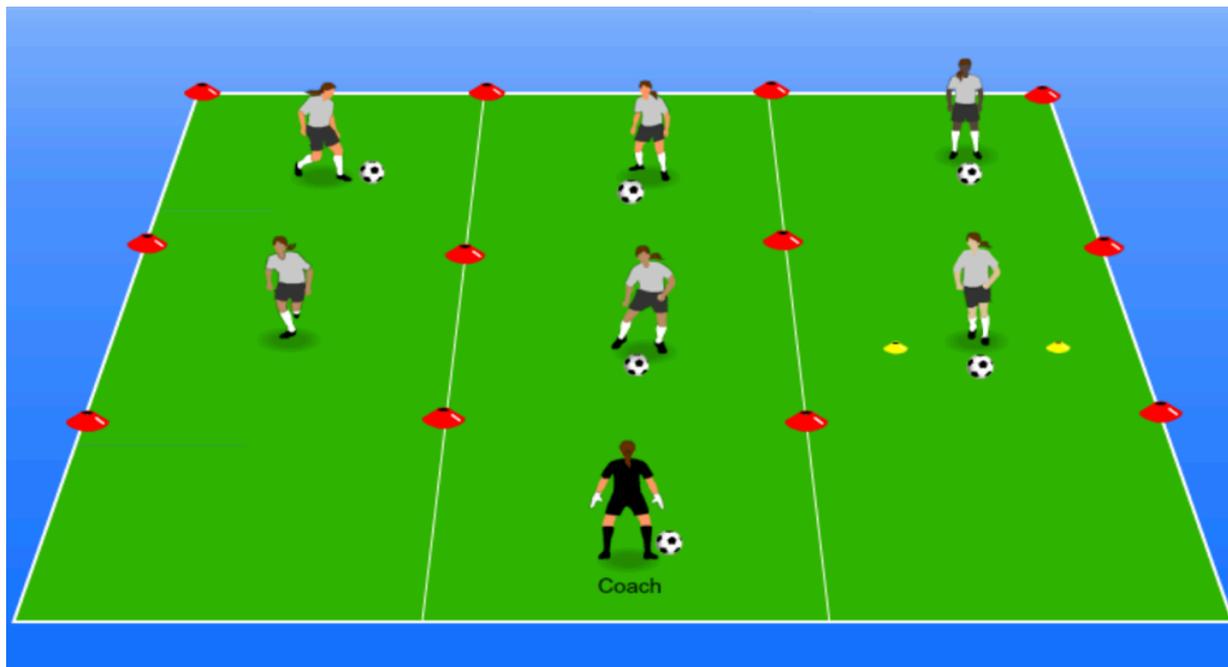
Impairment specific considerations

SKILL BOX - DANCE PARTY

Equipment Needed: Cones, Balls, Timer/watch, Music and Speaker

How To Play:

1. Players stay in their grids (yard)
2. Players perform skills while music plays
3. Players stop with foot on the ball when music stops
4. Finish with freestyle dance



Adaption STEPS

Easier:

1. Decrease size of field
2. Extend time between songs
3. Movements without balls
4. Buddies can assist
5. Keep movements to two sequences or less

Harder:

1. Increase size of field
2. Multiple starts and stops per song
3. Add cones to work around
4. Perform at a faster pace
5. Add additional sequences to match ability level

Blind/partially sighted: Help demonstrate actions by manipulating their limbs.

Deaf/hard of hearing: Buddy demonstrates activity, checks for understanding, hands down to start, hands up to stop.

Physical Impairment: Modify actions for success.

Intellectual/learning disability: Model behavior in sequences

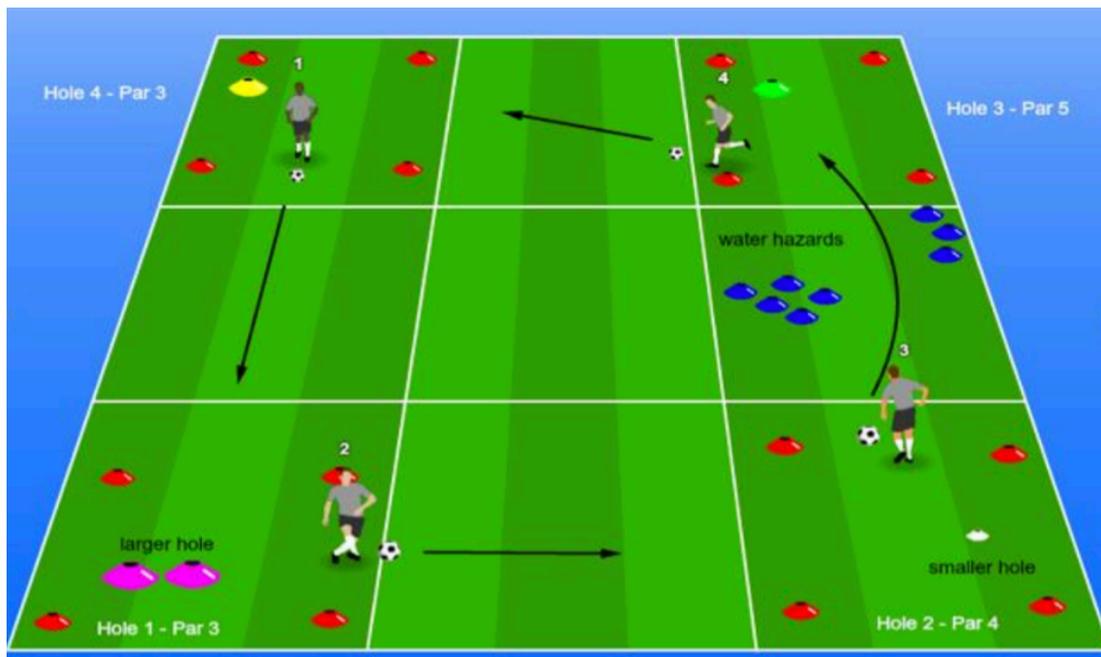
Impairment specific considerations

SOCCER GOLF

Equipment Needed: Large cones, Small cones, Balls

How To Play:

1. Players attempt to hit the cone "holes" in the fewest number of shots
2. Buddies guide verbally and keep score
3. Play for nine "holes" (grids) and compare scores
4. Player with the fewest "strokes" wins



Adaption STEPS

Easier:

1. Decrease size of grids
2. No time limit for each hole
3. Use more large cones for target holes
4. Buddy and partner take turns
5. No score over set "par" (e.g. double bogey)

Harder:

1. Increase size of grids
2. Set time limit for each hole
3. Use smaller cones for target holes
4. Use different foot on each shot
5. Create bunkers/hazards with additional cones

Blind/partially sighted: Buddy to give verbal instruction/feedback and act as a guide.

Deaf/hard of hearing: Buddy demonstrates activity, checks for understanding, hands up when exercise is over.

Physical Impairment: Players can use feet/hands/tools to move balls

Intellectual/learning disability: Model behavior in sequences

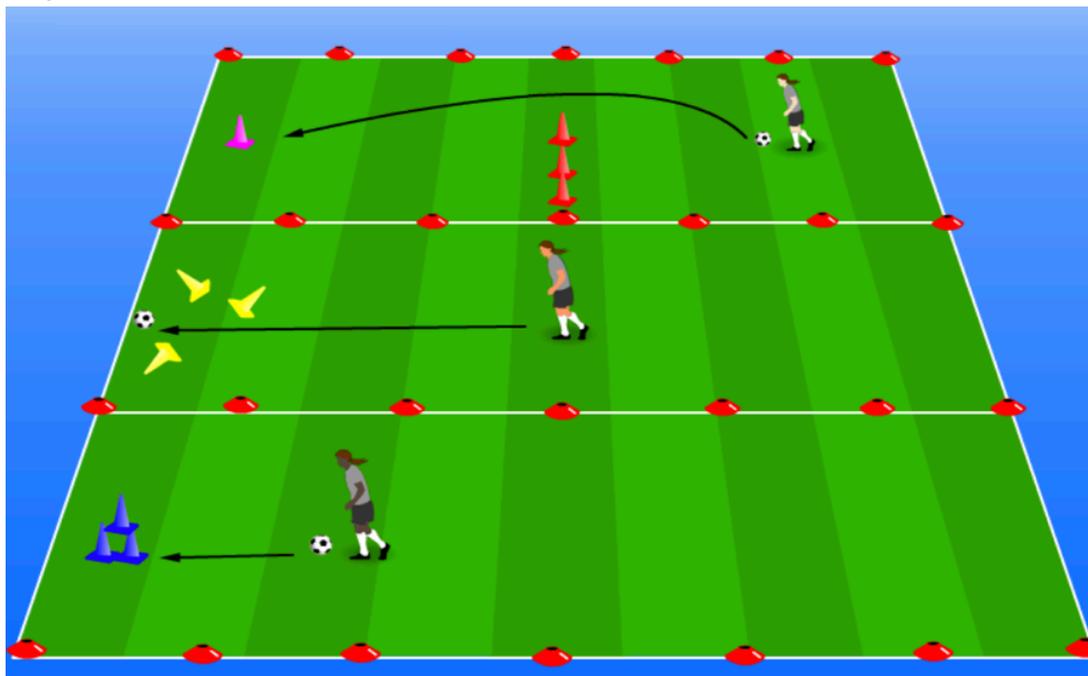
Impairment specific considerations

SOCCER BOWLING

Equipment Needed: Tall cones, Small cones, Balls, Timer/watch

How To Play:

1. Players stay in their channels and attempt to knock over the cones in one shot
2. Once successful, move back and try again
3. Encourage proper passing/shooting technique
4. Play for a few minutes and start over



Adaption STEPS

Easier:

1. Decrease distance to cones
2. No time limit
3. Stack cones vertically
4. Buddies divert errant shots towards cones
5. Players can throw the balls

Harder:

1. Increase distance to the cones
2. Set time limit to get to a certain distance
3. Add barrier cones to shoot around/over
4. Buddies can defend
5. Use non-dominant foot

Blind/partially sighted: Buddy to give verbal instruction/feedback and act as a guide.

Deaf/hard of hearing: Buddy demonstrates activity, checks for understanding, hands up when exercise is over.

Physical Impairment: Players can use feet/hands/tools to move balls

Intellectual/learning disability: Model behavior in sequences

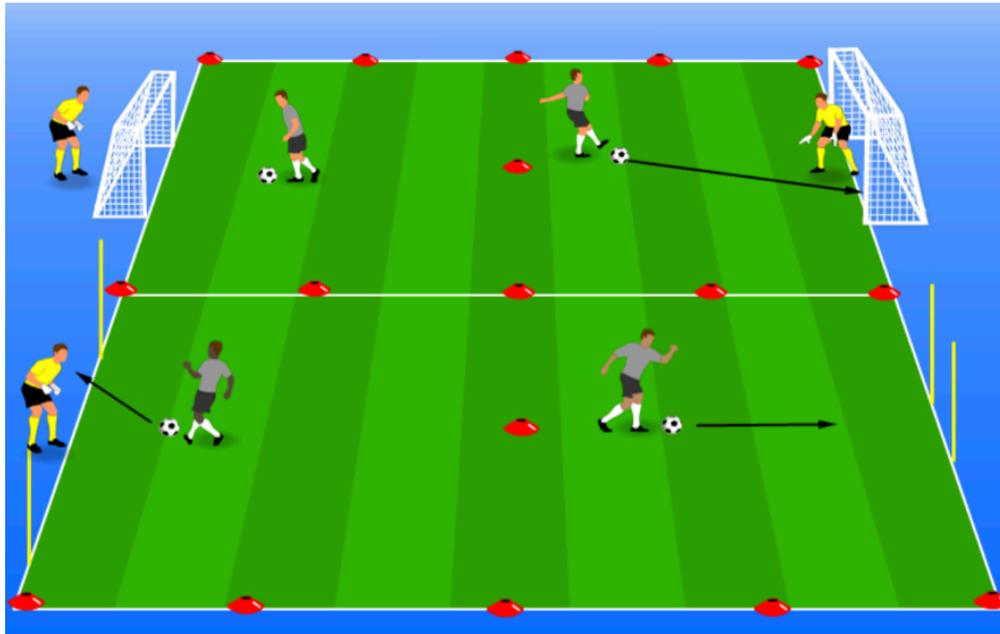
Impairment specific considerations

TOP - SHOOTER

Equipment Needed: Cones, Balls, Training sticks, Goals, Timer/watch

How To Play:

1. Players stay in their grids and shoots on goal
2. Buddy plays keeper
3. Once successful, move back and try again
4. Encourage proper passing/shooting technique
5. Play for a few minutes and start over



Adaption STEPS

Easier:

1. Decrease distance to goals
2. No time limit
3. Increase size of goals
4. Buddy/keepers have to stand still
5. Players can throw balls

Harder:

1. Increase distance to the goals
2. Set time limit to get to a certain distance
3. Decrease size of goals
4. Buddy/keeper moves to make saves
5. Use non-dominant foot

Blind/partially sighted: Buddy to give verbal instruction/feedback, tap goals for reference.

Deaf/hard of hearing: Buddy demonstrates activity, checks for understanding, hands up when exercise is over.

Physical Impairment: Players can use feet/hands/tools to move balls

Intellectual/learning disability: Model behavior in sequences

Impairment specific considerations

THANK YOU!

