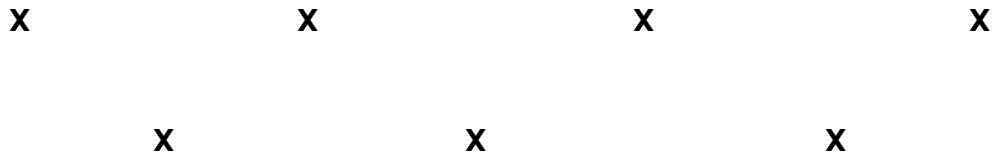


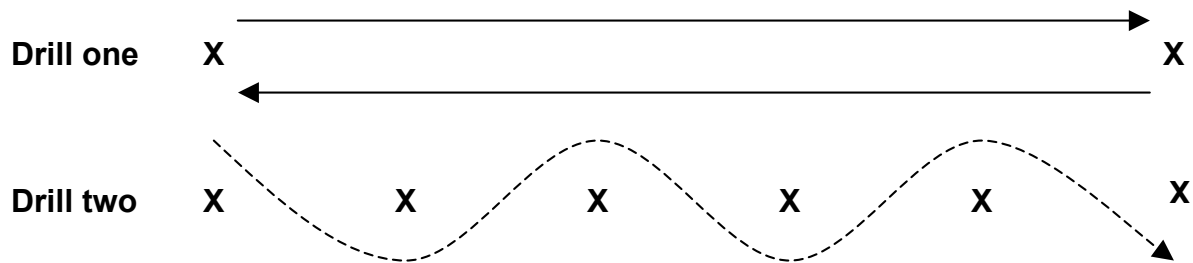
Evaluation Drills

(Note: try to model all the drills one time so that the players will know exactly what to do!)

Endurance/Speed: Have the players run to half and back. Get them to repeat this drill three times with a 30 second break in between. Next set up the cones like in the drawing below and ask kids to zig zag, looking for how well they move, their quickness, and ability to make cuts, etc.



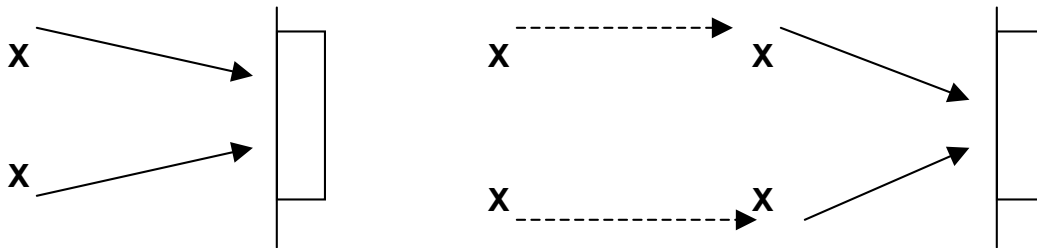
Dribbling under control/ Shielding/ Pace: The first drill is straight dribbling from one pylon to another. The players can all do this at the same time to help keep them warm. The second drill will have to be done one at a time to see how well each player can move through the pylons. As a final drill you should try and simulate a game situation.



Try this... Get the kids just dribbling around in a defined area (*like a squared off area...big enough so they can all move around comfortably*). They then dribble around trying to protect their ball (*look for shielding skills*). Play a game to see how well they can fend off the sharks. (*you and a helper!*). If they go to slow/carefully then you could get their ball and too fast and out of control the same result. If they keep the ball under control the sharks can't touch them. This may give you a better indication of game skill levels.

Passing/ Receiving: Before starting this drill have the players run around a bit to warm up since they won't be moving much during the passing. Set up pylons about 10 feet apart, pair up the players and have them pass the ball back and forth to each other (adjust the distance between them if necessary).

Shooting: Have the players run around again to warm up before this drill. Ask a parent to be goaltender. For the first drill, have the players form 2 lines about 10 - 15 feet from the goal and take turns shooting. Give each player a turn from each spot. For the second drill, move the 2 lines farther back and have the players dribble first and then shoot. Again, give each player a chance to shoot from both sides.



Game: A short game (5 on 5) should be incorporated as a final way to really see our true **A** players. If, after the individual skill evaluations, you have designated some players as **A**, you should make a point of seeing how these kids perform in a game setting. Many skilled players are timid and not dominating forces on the field. Please change them to **B**'s. There are only a few real **A** players that dominate. This is the most important designation as two **A**'s on a team could really tip the scales'. Likewise, **B** players may be **A** players. Watch for any aggressive and dominant play as this will, ultimately, reveal our strongest players.