U9, U10

# 2017

# GBYSL

# RECREATIONAL

# COACHES CLINIC

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## PRINCIPLES OF COACHING

- DEVELOPMENTALLY APPROPRIATE
- CLEAR, CONCISE AND CORRECT INFORMATION
- SIMPLE TO COMPLEX
- SAFE AND APPROPRIATE TRAINING AREA
- DECISION MAKING
- INPLICATIONS FOR THE GAME

### ELIMINATING LINES, LAPS AND LECTURES

- HAVING PLAYERS STANDING IN LINES WAITING FOR THEIR TURN GENERALLY INDICATES AN INAPPROPRIATE ACTIVITY. IF PLAYERS ARE STADING AND NOT MOVING THE ACTIVITY WILL NOT KEEP THEIR INTEREST.
- RUNNING LAPS, ESPECIALLY WITHOUT A BALL, IS A WASTE OF TIME. ALL PRACTICE ACTIVITIES SHOULD TAKE PLACE ON THE FIELD, PREFERABLY WITH A BALL.
- LECTURES SHOULD BE LEFT FOR THE CLASSROOM. CHILDREN COME TO PRACTICE TO BE ACTIVE AND PARTIIPATE, NOT TO BE TALKED TO FOR EXTENDED PERIODS OF TIME.

### GAME ACTIVITY CLASSIFICATIONS

- BODY AWARENESS – ACTIVITIES THAT EMPHASIZE THE USE OF BODY PARTS, MOTION, COORDINATION, BALANCE WITH AND WITHOUT THE BALL
- TARGET GAMES – ACTIVITIES THAT INVOLCE SOLVING THE OBJECTIVE BY GOING FROM 'POINT A TO B'. IN CONTRAST TO MAZE GAMES, THESE ACTIVITIES ARE MORE DIRECTIONALLY DEFIEND AND COAN BE DONE BOTH WITH AND WTIHOU THE BALL.
- MAZE GAMES – ACTIVITIES IN CHICH THE PLAYER HAS THE OPPORTUNITY TO MOVE IN A 360 CIRCLOE ENVIRONMENT WITH AND WITHOUT THE BALL. ALLOWS PLAYERS TO MAKE DECISIONS WHILE MOVING IN ALL DIRECTIONS.

## DRILLS VS. GAME/ACTIVITIES

DRILLS ARE USUALLY ABSENT OF THOUGHT. REPEATED MOVEMENT AND PATTERN EACH TIME.

THE SOCCER ENVIRONMENT IS CONSTANTLY CHANGINIG, SO ACTIVITIES MUST ALSO REFLECT THE CHANGING COMPETITIVE ENVIRONMENT. A GAME/ACTIVITY APPROACH CREATES AN ENVIRONMENT THAT ALLOWS TECHNIQUE, TACTICS, FITNESS AND CREATIVITY TO DEVELOP IN HARMONY.

CHARACTERISTICS OF DRILLS

STATIC – MILITARY – LINES – BORING -NO THOUGHT-AGE INAPPROPRIATE

CHARACTERISTICS OF GAME/ACTIVITIES

DYAMIC- ORGANZIED BUT UNSTRUCTURED - FREE MOVEMENT – FUN - DECISION MAKING - AGE APPROPRIATE

GAME/ACTIVITY CHECKLIST

- ARE THE ACTIVITIES FUN? ARE THEY ENJOYABLE TO PERFOMR AND WILL IT KEEP THEIR INTEREST?
- ARE THE ACTIVITIES ORGANIZED? ARE THE OBJECTIBES CLEAR? PURPOSE AND GUIDELINES NEED TO BE UNDERSTOOD.

## CHARACTERISTICS OF EFFECTIVE YOUTH COACHES

- ✓ **HIGH MORAL AND ETHICAL STANDARDS** – Be an appropriate role model.
- ✓ **HONESTY** – be fair, no one likes it if you cheat.
- ✓ **RESPECT OF PLAYERS, PARENTS AND COMMUNITY** – Develop strategies to develop positive relationships with all involved.
- ✓ **UNDERSTADING READINESS FACTORS FOR PARTICPATION** – (a) – Maturation – when to begin, how the game is structured; (b) – Learning – what are the children able to comprehend and how do they learn; (c) – Motivation – internal desire to play and have fun.
- ✓ **COMMUNICATION** – Appropriate verbal and nonverbal responses (body language and gestures). Appropriate language (words, tone, volume, rhythm, articulation).
- ✓ **DEVELOPMENT OF AN APPROPRIATE TEMPERAMENT FOR COACHING CHILDREN** – Be sensitive to each child; exhibit a calm personality; show patience; observe and guide – don't direct; use your normal voice, not a whistle.
- ✓ **ABILITY TO MOTIVATE POSITIVELY** – Develop high levels of self-confidence; positive coaching; don't yell.
- ✓ **POSSESS LEADERSHIP QUALITIES** – Be prepared; be organized; demonstrate discipline – identify appropriate and inappropriate behavior and enforce team rules; Learn to be critical of behavior and not a player's personality.
- ✓ **BE DEDICATED TO CHILD DEVELOPMENT AND THE SPORT OF SOCCER** – Understand what is appropriate for different ages and levels of play; let every child play (AND PLAY A LOT!).
- ✓ **BE ENTHUSIASTIC** – Your enthusiasm is contagious; celebrate.
- ✓ **HAVE A GOOD SENSE OF HUMOR** – Keep things light; have fun; smile and laugh.
- ✓ **MUST HAVE CURRENT KNOWLEDEGE OF COACHING YOUTH SOCCER** – Learn about children and how they learn; learn the rules; learn appropriate practices, activities and content; learn appropriate tactics and strategy; learn how to have fun.

## DEVELOPING PRACTICE PROCEDURES (PROTOCOLS)

- EQUIPMENT – Every player must have a ball. Coach should have extra balls. Coach should have ample cones, scrimmage vests (at least one color for half of the team), and small goals or flags.
- INSTANT ACTIVITY – Players can engage in immediately upon arrival. Dribbling skills, 1v1, etc.
- START AND STOP SIGNALS – To initiate play and to stop when they hear the command (stop, freeze, etc.).
- FORMING GROUPS – How do you partner or group players? Teach them to quickly find other players. Everyone is included and no one is left out.

## UNDERSTANDING THE POTENTIAL IMPACT OF A YOUTH SOCCER COACH

- The coach is likely to be the first person of influence in the child's sport involvement.
- Have total respect for the players, parents, officials, the game and yourself.
- Never make physical gestures or verbal statements that are meant to embarrass or humiliate a player, opponent, parent or official.
- Be sure everyone plays an appropriate amount of time regardless of the score.
- Set a language example and enforce it. No swearing or use of profanity ever!
- Be a disciplinarian! Enforce your philosophy.
- Demonstrate sportsmanlike behavior. Shake hands with the opposing coach and be sure to praise the opposition. Encourage your players to do the same.

## TEAM MANAGEMENT

1. PHILOSOPHY OF COACHING – Beliefs, Motivation, Experiences
2. PARENT-COACH MEETING – Establish a solid foundation; focus on specific player information, parent information and player/parent/coach responsibilities.
3. SOCCER SIDELINE ETHICS
    - The fun is playing. (Not winning!)
    - Know the game at the Laws.
    - Support the team, not just your youngster.
    - Practice good sportsmanship.
    - Let the players play.
    - Let the coaches' coach.
    - Let the referee judge the game.
    - Get involved with soccer.
    - Be a supportive parent.
    - They're only kids! It's only a game!

4. TRAINING YOUNG PLAYERS
    - Are the activities fun?
    - Are the activities organized?
    - Are the players involved in the activities?
    - Is creativity and decision making being used by players?
    - Is the space used appropriately?
    - Is the coach's feedback appropriate?
    - Are there implications for the game?

# Part II: Preteen Age Groups

## Zone 1: U-6 to U-12

Childhood to Puberty Stages

The Fundamental Stage

The Learning to Train Stage

"I don't care if players at this age win a game. I want them to learn to love soccer and learn to deal with the round thing…"

- John Hackworth, Philadelphia Union, coach and youth development coordinator

Coaching the preteen age groups may be the most important coaching position in youth soccer. These are formative years for children, and this stage is the best opportunity to instill a love for the game within them. A true passion for soccer keeps people in the game for a lifetime and develops champions. Soccer clubs must build a positive player-first culture. The soccer environment for these children needs to follow the creed of foremost building the player and then the team.

The philosophy of coaching youth soccer places great importance on age appropriate activities and creating a child-centered learning environment. Many great players have traced personal success to the coaching received at an early age. It is hoped that the youth soccer coach will one day look back with pride at the opportunities created for learning and enjoyment. A supportive, child-centered, positive experience in youth soccer is vital to the growth of the game.

Soccer is all about enjoyment for children. The experience can be summed up in the four messages of Youth Soccer Month – Fun, Family, Fitness and Friendship.

- **Fun** – Whether recreational or competitive in nature, involvement in soccer is easy, affordable and rewarding.
- **Family** – Playing soccer ties families together as schedules, vacations and family time are coordinated.
- **Friendship** – The relationships generated through playing soccer extend beyond the field.
- **Fitness** – The health and fitness (physical, psychological and social) benefits of playing soccer.

The single most important goal a coach of young players can have is to instill a passion for the game. It is passion that keeps a player in the game for a lifetime. It is passion that motivates many players to do that extra bit of practice to become a top notch player. It is our shared passion for the game that impels us to become coaches, referees, team managers or all of those.

The coach's efforts put into motion a relationship with soccer for children, which, through the help of countless others, will provide the foundation for players to experience the joy of participation throughout their life.

The most effective player development experience for our pre-teen players applies a player-centered approach to coaching that uses the tools of age appropriate, game-like activities. Learning the game is accelerated for the children when the coach uses guided discovery at proper times in a training session and occasionally in a match. Coaches who use the following Principles of Coaching will be the most effective teachers of the game. The principles of youth coaching are guidelines developed as a foundation or a sounding board to assess the appropriateness of an activity or training session. The following six principles are presented so that youth players receive a healthy and positive youth soccer experience.

- **Developmentally appropriate** – This challenges the coach to examine the appropriateness of the activity, which should fall within the range of a player's abilities.

- **Clear, concise and correct information** – How instructions are given is crucial when dealing with children.
- **Simple to complex** – Are the activities presented in a way that allows for ongoing modifications and new challenges to meet the players' interests and abilities?
- **Safe and appropriate training area** – The area should be free of hazardous materials and be safe from traffic or other environmental dangers. The training experience should be psychologically safe.
- **Decision making** – Are there opportunities for the players to make decisions? These opportunities need to be present in all activities for learning to occur.
- **Implications for the game** – The activities presented in a training session must, in some way, reflect the demands a player faces in the game. The coach at this level is providing the foundational movement and thinking skills to enable players to solve more complex soccer problems later on.

**For Game Management (pre-game, game, halftime and post-game) recommendations for each zone within the Player Development Pyramid, see Appendix B.**

# U-10 | The Learning to Train Stage

*The Start of Us* One ball - 3/4 players

***The learning to train stage covers ages 8 to 12 [Table 8]. The objective is to learn all of the fundamental soccer skills, building overall sports skills.***

In this stage, children gradually begin to change from being self-centered to self-critical and develop the need for group games. This is a flux phase in a youngster's soccer career. The motivation to learn basic skills is very high at this age. The game itself should be central to all technical training. 11v11 is too sophisticated and complicated for young players. Small-sided games, which provide the right amount of pressure for the child's level of development, are more appropriate.

Physiologically the U-10 players are children not adolescents. In fact peak athletic performance takes place in early adulthood. So for 10 year olds, there is still a low ceiling to athletic performance. The adult concept of work rate is driven by the desire to win. Children like to win, but playing is more important. They are engrossed in the process of play, not the outcome. Still coaches and parents should encourage children to try their best. Ten year olds can understand the broad idea of effort, but the details are foggy. They continue to equate effort with performance regardless of the outcome. The ability of players to understand and execute consistent play with a good work rate will grow over many years. These traits should be gradually nurtured by coaches and parents.

An emphasis needs to be placed on skill development at this age while using a games-based approach[26]. Practice individual skills within individual and small group tactics. Training sessions should include fun skill building activities with some teaching of technique. When coaching players in this age group, the coach's role expands from one of facilitating to being a teacher of technique and game application. However, playing at this age is still very important, so emphasis should shift toward enjoyable skill development. These players start to move from the *how* (technique) to *when, where, with whom* and *against whom* (skill – tactics). Training sessions should still focus on small-sided games so players have the opportunity to recognize the pictures presented by the game. These objectives are best achieved through a games-based approach to learning soccer.

U-10 is the time to introduce basic combination play, wall passes and take-overs while concentrating on basic skills in cooperative play; i.e., passing, receiving, shooting and heading. Remember players are being coached, not skills. The key motivator in soccer is the ball; use it as much as possible in training sessions. It is very important that warm-up sessions are well handled, as this is the time when the coach takes control and sets the tone. Get into action as soon as possible by having the team work at the outset without an involved and complicated explanation. The teaching of ball skills needs to be accomplished through games. The repetition of technique is undertaken through fun games and dynamic activities. Around age 10, visual acuity takes on an adult pattern and the ability to visually track

[26] A game centered focus with an emphasis on player decisions and individual readiness. The coach is the facilitator and creator of soccer problem situations posing questions on time, space and tactical risk/safety.

a moving object in the air is developing more. This is one reason that the goalkeeper position is not introduced into youth soccer until now. Receiving a bouncing ball and a ball in the air that is head height or lower is happening on purpose now as well. Heading the ball may be a skill some youth are ready for and others will come to it later. Only a small amount of training for heading the ball should be done with U-10 players, but they do need to be introduced to the skill. The skill needs to be taught incrementally to build confidence and help the players know that heading does not hurt if the ball is struck correctly; beginning with a spongy ball may be necessary.

> *"If we concentrated less on results at an early age, and more on technical development, and this idea of kids falling in love with the game, they would be much better off ..."*
>
> - John Hackworth, Philadelphia Union, coach and youth development coordinator

For U-10's, continue to build the player before the team. Stress individual development over team building. Remember, for the players, fun and enjoyment through play are still critically important. The philosophy of a club tends to drive how U-10 soccer is conducted. A club can positively impact the soccer culture if it chooses to follow US Youth Soccer and U.S. Soccer recommendations. Because children at this age intentionally play in small groups, there can be too much emphasis on results as opposed to performance. Some tactical ideas are emerging in their game, but their thoughts tend to be vague. This growing capability is one aspect of the flux phase. Often the adults involved with this age group see these abilities appear in matches and leap to expecting adult team-like performance when in fact the children are still learning how to play.

Continue to lace the principles of play into activities with the U-10 age group. In particular, they will begin to comprehend width and depth, but their execution of it will be inconsistent. Time and space relationships are just now budding. This emerging awareness of space is aided by showing the players the triangle and diamond shapes in the game. The triangle shape is of particular importance in building on the idea of support (pairs) from the U-8 age group. The large triangle (width and depth) is support on the attack and the smaller triangle (concentration) is support when defending. With depth, stretching out the opposition may occur. Players should be encouraged and praised for playing on both sides of the ball, which is attacking and defending. Keep in mind that the shape of the triangle changes with passing lanes adjusting in length and angle to support the ball. This constant adjustment is crucial in group play.

All players should recover to help defend after losing possession of the ball. Similarly, all players should look to contribute to every attacking play, even when their role is as the supporting last defender.

The position of goalkeeper is new to their soccer experience at U-10. The policy of US Youth Soccer and U.S. Soccer is that through the U-14 age group all players get exposed to playing all positions on the team. This is true also for playing in goal, so take time at training now and then to teach basic goalkeeper skills to all of the players. In training sessions, have the players take turns playing in goal. Two training sessions per month should be devoted to goalkeeping. Over the course of the soccer year,

every player must have the opportunity to play in goal. The players won't know what their best position may be once they are teenagers unless they are given the chance to try them all.

There are now two lines in the team at U-10: goalkeeper plus defenders and forwards. While the field player positions could be manipulated in a lineup, it is wise to put the players in positions where it is easy for them to execute the principles of play [Table 2]. Most crucial in the team formation is the ability of the players to form triangles. US Youth Soccer recommends two simple formations at this age: 3-2 or 2-3. These formations are easy to conceptualize for children 8 to 10 years old. Getting into a group shape at dead ball situations is also possible at this age with an emphasis at goal kicks and throw-ins.

### General Characteristics of the U-10 Age Group

- Lengthened attention span - they are still in motion, but not as busy, only holding still long enough for a short explanation
- More inclined toward wanting to play rather than being told to play
- Psychologically becoming slightly more firm and confident
- Some are becoming serious about their play
- Team oriented – prefer team type balls and equipment. Enjoy the uniforms and team association.
- Boys and girls beginning to develop separately
- Developing the pace factor – thinking ahead
- Gross and small motor skills becoming much more refined

While using game-like activities, which allow for trial and error, expose the children to the components of the game. The key training activities are body awareness, maze games and target games. Age appropriate activities can be found in US Youth Soccer's *The Novice Coach Vol. 2 Under-10 to 12 years*, *US Youth Soccer Skills School*, *US Youth Soccer Coaching Principles of Play through Small-Sided Games*, *US Youth Soccer Positive Parenting for Youth Soccer* DVD, *The Official US Youth Soccer Coaching Manual* and the *US Youth Soccer Handbook for Small-Sided Games*.

> *"Play builds imagination. Play with other children teaches skills of problem solving and cooperation. A child who learns to play alone will never be lonely. Play teaches the ability to tolerate frustration and it teaches the all-important ability to fail. Play generates joy and allows the experience of flow[27]."*
>
> - Dr. Edward M. Hallowell, child and adult psychiatrist, ADD/ADHD

[27] Flow is that period of time in which the activity matches your ability. Players can experience flow in almost any activity if these two factors are present and evenly balanced. The flow concept is critical for effective soccer training.

Remember the game is for all players and everyone should be encouraged to participate. The U-10 age group is when children are often asked to compete before they have learned how to play. This *too much too soon* syndrome is another symptom of the flux phase. Therefore, US Youth Soccer recommends U-10 players should not:

- Be involved in results oriented tournaments, only play days, jamborees or festivals with a participation award.
- Be exposed to tryouts.
- Be labeled recreational or competitive.

*"The players must feel that they have a sure and strong guide."*

- Marcello Lippi, Italian National Team, head coach

The components of the game are the building blocks of player development. Coach and player must work jointly throughout a player's career to reinforce and add to these building blocks. The core goal is a well-rounded player. Here are the building blocks within the components of the game for this age group.

### Components of the Game for the U-10 Age Group*

**Technique**: Experiment with the qualities of a bouncing ball and running with the ball, passing with the inside and outside of the foot (emphasis on quality push pass), instep drive, receiving ground balls with the instep and outside of foot (body behind the ball), receiving bouncing balls with the instep (cushion) and the sole, inside and outside of foot (wedge), fakes[28] in dribbling and turning with the ball. Introduce heading and crossing. Practice throw-ins. For goalkeepers: ready stance, getting the feet set, how to hold a ball after a save, diamond grip, catching shots at the keeper, punting, recovery from down to the ground and up to set position and footwork exercises. Also introduce goal kicks and throwing.

**Psychology**: Keep soccer enjoyable to foster a desire to play using self-motivation. Working in groups of three, four or five, stay focused for one entire half. There is an increase in responsibility, sensitivity, awareness of how to win or lose gracefully, fair play, parental involvement, how to play, communication and emotional management.

**Fitness**: Factors are endurance, range of motion flexibility, rhythm exercises and running mechanics. Any fitness activities must be done with the ball. Introduce body resistance exercises and the idea of cool down.

**Tactics**: 1v1 defending, roles of 1st attacker and defender, 2v1 attacking, what it means to get goal-side, small group shape in pairs and threes (emphasize support on both attack and defense), playing on and

[28] A fake is done with the feet. The goal of a fake is to get the opponent off balance (wrong footed) or going in the direction opposite of where the player in possession of the ball really plans to go.

around the ball as a group with purpose, playing a variety of positions to develop the complete player, introduce the principles of attack and set plays.

**Please note that the components of the game are in a priority order for this age group.*

These players will demonstrate increased self-responsibility, so they should be given, to a reasonable extent, partial responsibility for their preparation at training sessions and matches. They are very capable of assuming this responsibility when adults step aside and let it happen. Now they can initiate play on their own, which leads to learning through self-discovery and self-expression. They do enjoy and benefit from competition, so all training activities should have objectives and/or a method of scoring. They will intentionally play in groups, although individualism is still the core of their game. Use cooperative games and activities in training sessions to further instill a team mentality.

### Typical U-10 Training Session

- Should not exceed one hour and 15 minutes.
- Free play or a warm-up (ball juggling), partner and small group activities, dynamic stretching.
  -approximately 15 minutes-
- Introduce small group activities (four to six players).
- Add more directional games. Play to targets and/or zones.
  -approximately 25 minutes-
- Conclude with a Small-Sided Game, 6v6, with goalkeepers.
  -approximately 25 minutes-
- Finish with cool down activities.
  -approximately 10 minutes-

Devote the end of each training session to playing 4v4, 5v5 and 6v6 practice games. Fun games involving smaller numbers can be played, especially 1v1, 2v1 and 3v2 or 5v3 leading up to a final training activity. Always coach for success. It is still important to ensure that each child has a ball and to focus on fun games, but as the players develop psychosocially, they will be ready to participate and cooperate in small groups.

U-10 players must play at least 50 percent of each match they attend. Better yet would be to have a roster size that allows each youngster to play more than half of each match. They should not play a season longer than four months, and must have at least one full month off between seasons of play.

**Please ask the club director to arrange an age appropriate clinic by calling your US Youth Soccer State Association technical director.**

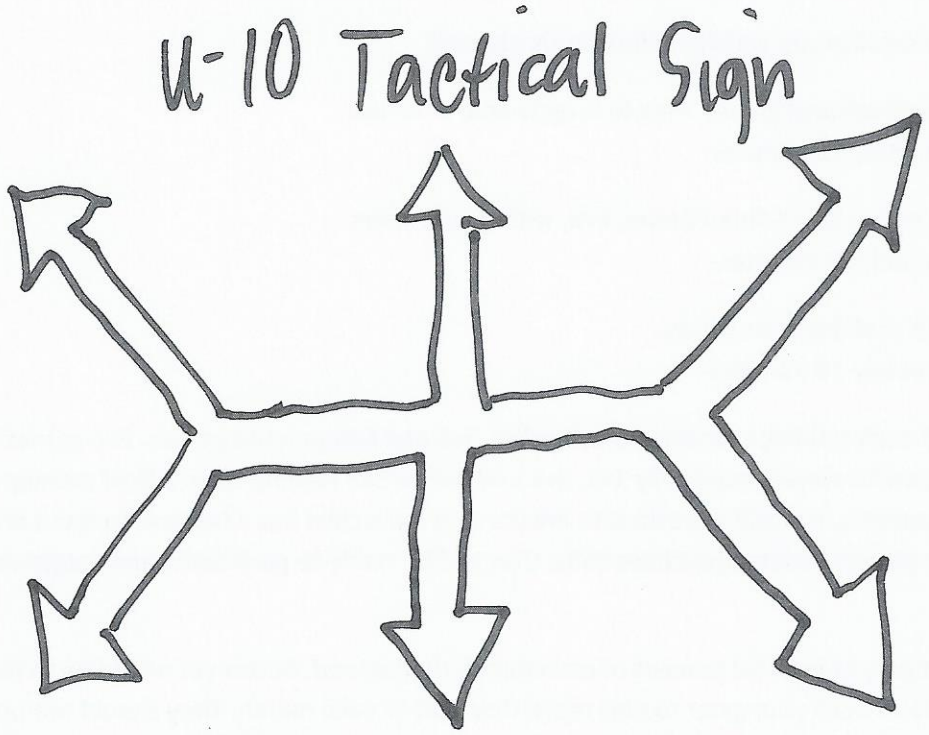
**Coach's qualities:** Sensitive teacher, patient, facilitator, enthusiastic, imaginative, ability to demonstrate, understands technique and preferably a youthful outlook.

**License recommendation:** Volunteer Coach – U-10 to U-12 Youth Module Certificate or National Youth License. Paid coach – National Youth License and USSF "E" License.

**The game:** Regardless of the level of competition, these players should always play at least 50 percent of the match; they won't grow as players sitting on the bench. Through the course of the season expose the players to each position on the team during match play. Versatility is highly prized at the upper levels of the game.

Once the match begins, the coach should sit down and watch, and let the players do most of the talking during the match. The coach should speak up to praise them for doing something well and for trying what they have been taught in training sessions.

It is natural for children this young to be inconsistent in their match performance. For that matter, so are adult professional players. The difference between a professional soccer team and a U-10 team is simply that the pros make fewer mistakes, but they do make mistakes. Don't fret about inconsistent play with this age group. It's normal for a team to have highs and lows in match performance.




**Please read thoroughly the Ball Control and Creativity section in the *Best Practices* guide.**

# The Basics

1. First have a plan, a curriculum, for what you want to cover for the year.[1]
2. Second have a lesson plan for each training session.
3. Included in this document, you'll find guidance for preparing a training session.

## General Parameters

Do not plan too many activities in a single session

Stay focused on your topic

After each session, evaluate the activities by asking the following questions:

- Was the activity too easy, too hard or appropriate to the players' capabilities?
- Did things flow smoothly?
- Did the players learn?

"You win not by chance, but by preparation." – Roger Maris

1. Read the US Youth Soccer Player Development Model, U.S. Soccer Best Practices and the U.S. Soccer Curriculum.

# Considerations

## Factors to Consider

- Capabilities of the players[2]
- Number of players
- Length of the training session
- Field space available
- Weather conditions
- Objective of each activity
- Approximate time per activity
- Weekly cycle

## Include on the Plan

- Topic
- Age group
- Training equipment
- Activity description
- Activity diagram
- Key coaching points
- Guided discovery

2. Including the Modified Laws of the Game for the Age Group

# Factors to Consider:
# Length of the Training Session

The length of the training session depends on the age group and the days of the week that you have games and training sessions (Also called your weekly cycle.[4])

Here are some age group guidelines for the length of a training session:

- U6 = 45 minutes
- U8 = 45 to 60 minutes
- U10 = 60 to 75 minutes
- U12 = 75 minutes
- U14 = 75 to 90 minutes
- U16 = 90 minutes
- U19 = 90 to 120 minutes

4. Your weekly plan of training sessions and games.

# Objective of Each Activity

The training session must have a topic. That topic could be anything within the four components of the game.

- Fitness
- Psychology
- Tactics
- Technique[5]

The teaching objective of each activity in the session plan must guide the players toward the topic of the training session.

You must understand the objective of each activity in order to design it properly.

- Then coach the players correctly within the activity.

5. Details on technique can be found in the US Youth Soccer Skills School Manual.

# Long Term Player Development

**Focus on the 4 Pillars:**

TACTICAL (10-12)

Physical (13-15) Mental (15-18)

Be Cognizant of:

Psychomotor, Cognitive & Psychosocial Domains

Author:
Topic:
Age:
Equipment:

| Activity Name | Description | Diagram | Coaching Points |
|---|---|---|---|
| 1 | | | |
| | | | |
| 2 | | | |
| | | | |
| 3 | | | |
| | | | |
| 4 | | | |
| | | | |

US YOUTH SOCCER

# Lesson Plan Form

**Name:** _____ **Date:** _____

**Topic:** _____

**Key Coaching Points**

**Activity**

**Technical warm-up**

_____

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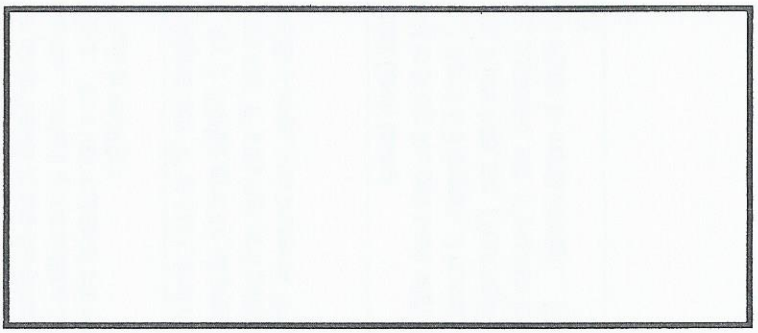

**Small-sided activity**

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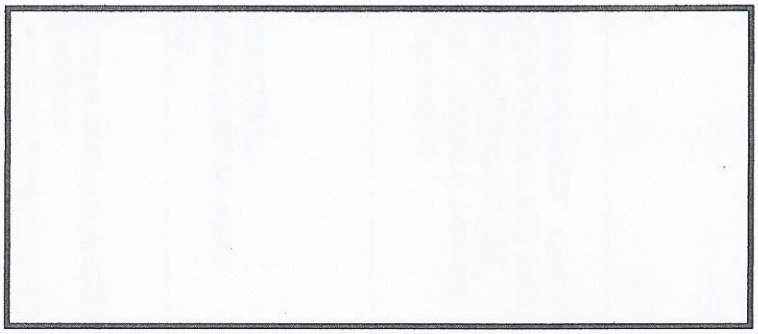

**Expanded small-sided activity**

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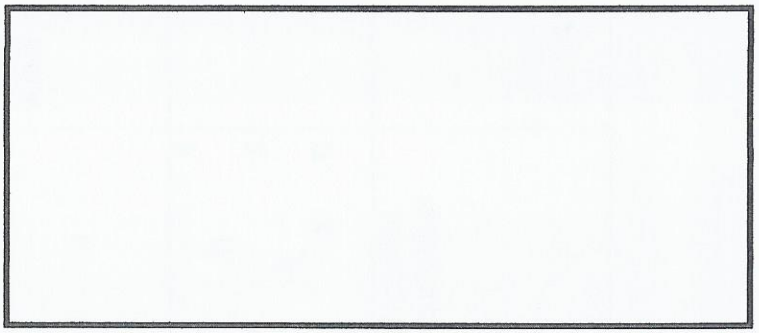

**Final game**

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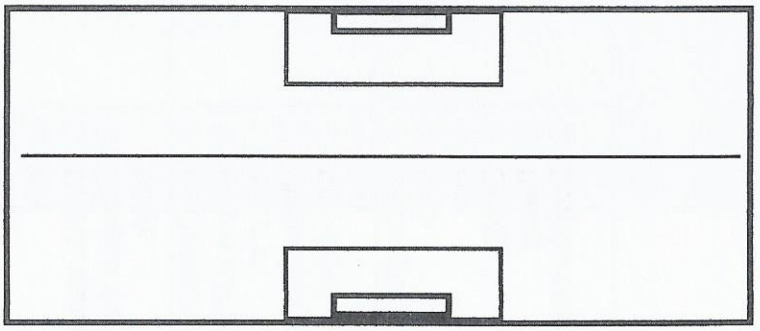
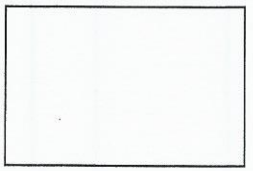
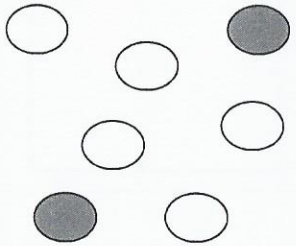
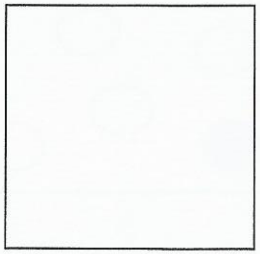
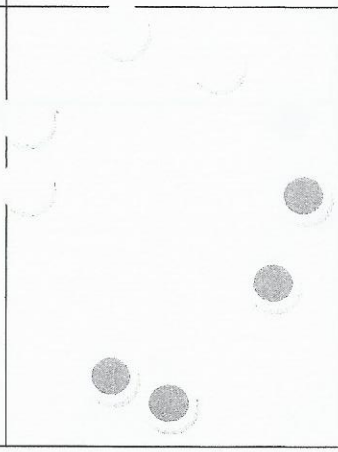


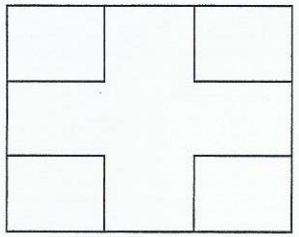
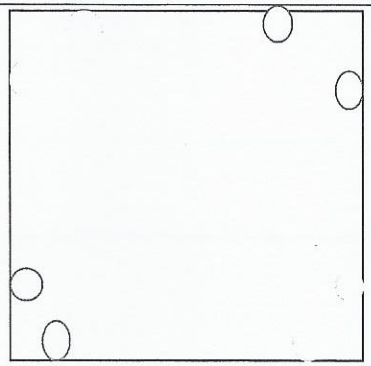
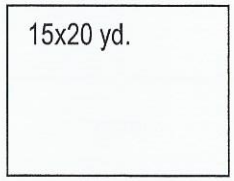
## U10 Warm-up activities: (10 -15 minutes)

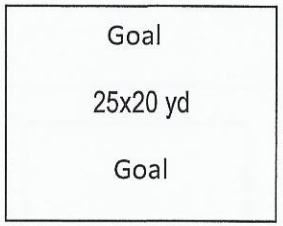
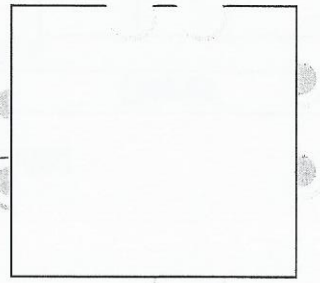
| | Description | Diagram | Purpose/ Coaching p |
|---|---|---|---|
| **Hit the Deck** (5-10 minutes) | Players are dribbling around in the area.<br>1. When coach says "1" you: get up and down as quickly as possible<br>2. When coach says "2" role side to side<br>3. When coach says "3" do shoulder role.<br>**Important thing to remember**: Demonstrate what each thing is to the player. Have lots of space. |  | ☺ Vision<br>☺ Fun<br>☺ Dribbling<br>☺ Decision making<br>☺ Movement education |
| **Freeze Tag** (5-10 minutes) | 1. Don't have balls to start. Have 2-3 taggers.<br>*Players get tagged then they are frozen… get un frozen by other players crawling through their legs.*<br>o Have them go for about 30-60 seconds.<br>o Switch taggers.<br>o Have them go for about 30-60 seconds.<br>2. Add balls… tagger have to walk<br>*Players get tagged then they are frozen… get unfrozen by other passing their ball through their legs.* | 20 x 25 yd grid | ☺ Creative play<br>☺ Vision<br>☺ Fun<br>☺ Dribbling<br>☺ Decision making<br>☺ Change of direction (a move) |
| **Tail Grab Tag** (5-10 minutes) | 1. Each player has a penny as their tail.<br>2. Players try to grab each other's tail.<br>*If a tail gets grab the player needs to see the coach… have them do something silly and they can go back in.*<br>3. After a few minutes… make it a competition between everyone.<br>4. Then make teams… do a few rounds of this making sure the review their strategy used.<br>Have them start to work in PAIRS!!! | 15 X 20 yd grid | ☺ Creative play<br>☺ Vision<br>☺ Fun<br>☺ Decision making<br>☺ Change of direction (a move) |
| **Pack Man** (5-10 minutes) | 1. two or three players are "it" to start, and have balls<br>2. if you are "it", try to dribble and hit others with passes below the knees<br>3. players who are not "it" may run and jump to avoid being hit<br>4. if you are hit with a pass, you become "it" too | X X<br>IT.<br>X X<br>X<br>IT. X IT. | ☺ keep ball rolling<br>☺ eyes up to find space who is "it"<br>☺ change direction and<br>☺ fake passes<br>☺ Fun |
| **Retrieval Activity** (5-10 minutes) Groups of 3 to 4 | ***Rule: Bring the ball back to me***<br>1. Tell them what to bring the ball back with: (End with passes)<br>a. 4 hands, 1 hand & 8 fingers, 2 heads, 2 knees, 1 back and 1 stomach<br>b. 5 touches, 9 touches, etc. (Touches= anytime they touch the ball)<br>c. 3 passes, 9 passes, etc. (Passes= lock foot (toe pointed to sky), plant foot facing target)<br>**Challenge:** Coach starts to move around… Players need to find you… Move closer to the players having a hard time. | Use open space<br>Keep groups apart | ☺ Creative play<br>☺ Vision<br>☺ Fun<br>☺ Dribbling<br>☺ Passing<br>☺ Decision making |

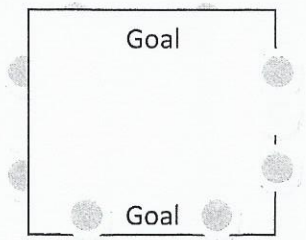
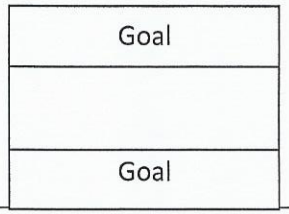
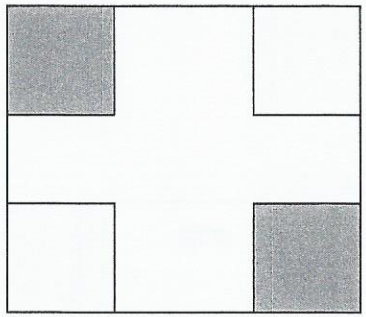
| | | | |
|---|---|---|---|
| | **Important:** If they don't complete task **RIGHT** through the ball again & make them do it again. | | |
| **Gate Dribbling** (5-10 minutes) | 1. Players dribble through gates ("keep track of how many you do") (30-60 seconds)<br>*Ask how many they did*<br>2. Do it again…. Trying to improve by 1 point (30-60 seconds)<br>*Ask how many they did ( Give them praise if they beat their score)*<br>3. Do it again but add in add-ons… see how many points they can get<br>**Add-ons**<br>Yellow gates = 1 point, Orange gates = 2 points, Blue gates = 5 points<br>○ *Don't have them come into you; just have them stay where they are and ask them. Don't really worry about the number they get.*<br>**Adjustments:**<br>✓ Have big gates and small gates. You can have a few for each color.<br>✓ Have yellow gates big, orange gates medium and blue small. | | ☺ Creative play<br>☺ Vision<br>☺ Fun<br>☺ Dribbling<br>☺ Decision making<br>☺ Change of direction (a move) |
| **Between legs** (5-10 minutes)<br><br>Pairs | 1. *Player 1* stands with legs open they **always** need to face the ball<br>2. *Player 2* passes ball through legs & keeps track of how many times they pass it through player 1 legs<br>3. Switch (30-60 seconds)<br>**Add-ons:**<br>✓ Player 1 needs to bring the ball back to player 2 in how many touches player 2 says "3" means 3 touches<br>✓ Person without ball starts to move<br>**Adjustments:**<br>✓ Pair up good players with weaker players | | ☺ Creative play<br>☺ Vision<br>☺ Fun<br>☺ Directional play<br>☺ Dribbling<br>☺ Decision making<br>☺ Change of direction |
| **Soccer Tennis** (10-15 minutes) Passing/ dribbling | 1. Players dribble around and keep track of how many cones they touch. (30-60 seconds)<br>2. Ask how many they touched.<br>3. Goal is to beat your last score by one.<br>4. Players dribble around and keep track of how many cones they touché (30-60 seconds)<br>5. When you say a color the players need to find that color cone and stop they ball.<br>**Demonstrate what you are looking for. Bottom of the foot stops the ball. (use both right and left foot)**<br>Coaches make sure everyone has success on the first couple. They start calling the colors that don't have enough…. Players have to do Martian pushups (pushups on their back) if they don't have a cone.<br><br>Do this for a few rounds. (call the next color as player are getting up from their pushups) |  | ☺ Creative play<br>☺ Vision<br>☺ Fun<br>☺ Dribbling<br>☺ Passing<br>☺ Decision making |

| | | | |
|---|---|---|---|
| **Sequencing passing** | 1. Have groups of 5 to 7. Players are numbered 1-5(7) and must pass in that sequence, 1 to 2, and 2 to 3 and so on with 5(7) passing to 1<br>**Add-ons**<br>✓ Reverse the order… add more balls.<br>✓ Define space. | | ☺ Creative play<br>☺ Vision<br>☺ Fun<br>☺ Dribbling<br>☺ Passing<br>☺ Decision making |
| **Ball never stops** | ✓ Group in a defended spot.<br>✓ Start with 2 balls. ( go for 30-60 seconds)<br>✓ Rules:<br>✓ Ball(s) never stop and they can't go out of bounds.<br>If balls go out or stop players have to do something.<br>**Add –on**<br>More balls go longer<br>Can't talk during the sequence…. Then can talk |  | ☺ Creative play<br>☺ Vision<br>☺ Fun<br>☺ Dribbling<br>☺ Passing<br>☺ Decision making<br>☺ |
| **Slap calfs Pairs** | ✓ Pairs…. Try to get other person calf by slapping it with kind hands.<br>✓ Go for 30 – 60 seconds<br>✓ Players are On toes… low | | ☺ Defense<br>☺ Fun<br>☺ Competitive |
| **Gate game** | ✓ Players go 1 on 1 to different gates ("keep track of how many you score) (30-60 seconds)<br>✓ Offense and defense is interchangeable<br>✓ *Ask who won… loser has to do something*<br>✓ Do it again (30-60 seconds)<br>✓ *Ask who won… loser has to do something*<br>✓ Do it again but add in add-ons… see how many points they can get<br>**Add-ons**<br>Yellow gates = 1 point, Orange gates = 2 points, Blue gates = 5 points<br>o *Don't have them come into you; just have they stayed where they are and ask them.*<br>**Adjustments:**<br>✓ Have big gates and small gates. You can have a few for each color. |  | ☺ Creative play<br>☺ Vision<br>☺ Fun<br>☺ Dribbling<br>☺ Passing<br>☺ Decision making |

## U10 Game – Like Activities (15-20 minutes)

| | Description | Diagram | Purpose/ Coaching points |
|---|---|---|---|
| **Get the Treasure**<br>(10 minutes) | There are 4 squares… 3 balls in each square… pairs in each square.<br>1. **Rule 1:** get as much treasure as you can in your square.<br>2. Go for 30-60 seconds<br>3. Count treasure (balls)<br>4. **Rule 2:** can only use your feet<br>5. Go for 30-60 seconds (count treasure)<br>6. Come up with a strategies to get the most treasure<br>7. Go 30-60 seconds (count treasure)<br>8. **Rule 3:** have to pass the ball through the gate.<br>9. Go 30-60 seconds. (count treasure) | 20x25yds.<br>  | ☺ Creative play<br>☺ Vision<br>☺ Fun<br>☺ Passing<br>☺ Collaboration<br>☺ Decision making<br>☺ Change of direction |
| **Gates**<br>**(10-15 minutes)**<br>3 v 3<br>or<br>4 v4 | 1. Make a goal with flags, cones, etc in the corners of the field, but they are diagonal.<br>2. Coach has a supply of (When a goal is scored or the ball goes out, the coach plays in a new ball)<br>3. The object of the game is to score thru any of the 4 corner goals. The only way to score is to pass the ball through the goals.<br>**Add – ons**<br>✓ If they score on one end or different color cones they have to score on the other end or different color cones. (blue then orange)<br>✓ One team has two goals to score on and 2 to defend. |  | ☺ Move to the ball.<br>☺ Support quickly.<br>☺ Move to open space<br>☺ Fun<br>☺ Vision<br>☺ Creative play |
| **Get outta There**<br>(10 -15 minutes)<br>1 v1, 2v2, 3v3, 4v4 | 1. **Rule 1:** coach as boss of the balls<br>2. coach passes ball onto field to start play<br>3. **Rule 2:** two players from each team play until a goal is scored or the ball goes out of bounds<br>4. out of bounds, coach yells "get outta there," and two new players from each team go on with the next ball<br>5. goal is scored. |  | ☺ see ball through bottom of eyes<br>☺ keep ball rolling<br>☺ first try to solve game by dribbling<br>☺ player w/o ball find big, easy spot to receive a pass |

| | | | |
|---|---|---|---|
| **Ball Tag**<br>(10 -15 minutes) | 1. Last people in square are taggers- Put on a color pennies/Bibs<br>2. Other players jogging around in square<br>3. Taggers work together to tag other players with the ball (Ball must hit below knees)<br>4. If player gets tagged they become it.<br>5. Once there is another group of two have them work together with one ball.<br>○ *Play again having the last two be the taggers for new game.*<br>○ *Have balls around the square… make them easy to get to.*<br>○ *Try to have three sets of pennies/ bibs*<br>**Adjustments:**<br>If taggers are having a hard time tagging player have players skip, walk, and/ or gallop. |  | ☺ Creative play<br>☺ Vision<br>☺ Fun<br>☺ Passing<br>☺ Collaboration<br>☺ Balance/ coordination<br>☺ Decision making<br>Change of direction |
| **Gate Passing**<br>Pairs | Set up gates/small goals throughout the playing area.<br>1. Pairs pass ball through gates ("keep track of how many you do") (30-60 seconds)<br>2. *Ask how many they did*<br>3. Do it again…. Trying to improve by 1 point (30-60 seconds)<br>4. *Ask how many they did (Give them praise if they beat their score)*<br>5. Do it again but add in add-ons…<br>**Add-ons:**<br>✓ Yellow gates = 1 point, Orange gates = 2 points, Blue gates = 5 points<br>✓ Give combination they have to do…. Yellow, blue, orange & orange, orange, blue & etc.<br>**Adjustments:**<br>✓ Have big and small gates of all different colors. | | ☺ Move to the ball.<br>☺ Support quickly.<br>☺ Move to open space<br>☺ Fun<br>☺ Vision<br>☺ Creative play<br>☺ Decision making<br>☺ Change of speed<br>☺ Change of direction |
| **4 Goals Game**<br>(10-15 minute) | Players play 3or v3 4 v 4 or 5 v 5<br>Have parents be goal keepers. Always have one goal open at a time.<br>Teams need to work together to find open goal. |  | ☺ Move to the ball.<br>☺ Support quickly.<br>☺ Move to open space<br>☺ Fun<br>☺ Vision |

| | | | |
|---|---|---|---|
| | | | ☺ Creative play |
| **Get the Ice Cream**<br>(10-15 minute) | Players play 3v 3 or 4 v 4<br>Each time they score they need to take a cone back to their goal.<br>Have 10-12 cones for ice cream cones (USE BIG CONES)<br><br>Add-ons<br>Blue is worth 2 points<br>Yellow worth 5 points |  | ☺ Move to the ball.<br>☺ Support quickly.<br>☺ Move to open space<br>☺ Fun<br>☺ Vision<br>☺ Creative play |
| **Gaelic Football**<br>(10-15 minutes) | 1. Volley ball from the hands so it can be caught by a teammate.<br>2. If the defender intercepts the ball a point is scored.<br>3. Try to play into the end zones for a point.<br>Add on<br>Same rules as above but the teams need to have the ball on the ground. |  | ☺ Move to the ball.<br>☺ Support quickly.<br>☺ Move to open space<br>☺ Fun<br>☺ Vision<br>☺ Creative play |
| **Gates/ Squares**<br>**(10-15 minutes)**<br>3 v 3<br>or<br>4 v4 | 4. Make a goal with flags, cones, etc in the corners of the field, but they are diagonal.<br>5. Coach has a supply of (When a goal is scored or the ball goes out, the coach plays in a new ball)<br>6. The object of the game is to score thru any of the 4 corner goals. The only way to score is to pass the ball through the goals.<br>**Add – ons**<br>✓ If they score on one end or different color cones they have to score on the other end or different color cones. (blue then orange)<br>✓ One team has two goals to score on and 2 to defend. |  | ☺ Move to the ball.<br>☺ Support quickly.<br>☺ Move to open space<br>☺ Fun<br>☺ Vision<br>☺ Creative play<br>☺ Directional play<br>☺ Dribbling under pressure<br>☺ Shooting<br>☺ Decision making<br>☺ Change of speed<br>☺ Change of direction<br>☺ Defending |

| | | | |
|---|---|---|---|
| **4v4 Soccer Match**<br>**(10-15 minutes)**<br>3 v 3 | Divide the players into two teams.<br>Play 4v 4 with no goalkeepers on the field.<br>Balls are served in one at a time by the coach who is positioned outside the field at mid-field | | ☺ Move to the ball.<br>☺ Support quickly.<br>☺ Move to open space<br>☺ Fun<br>☺ Vision<br>☺ Creative play<br>☺ Directional play<br>☺ Dribbling under pressure<br>☺ Shooting<br>☺ Decision making<br>☺ Change of speed<br>☺ Change of direction<br>☺ Defending |

# Technical Skills Coaching Points

**Dribbling:**

1. Shape:
   b. On toes
   c. Knees bent
   d. Drop waist
   e. Lean over the ball
   f. Arms for balance
2. Surface:
   a. Inside/outside of foot to dribble
3. Small touches for close control
4. Big touches to explode away
5. Arms for balance
6. Keep ball in front of the body
7. Shield & protect while dribbling

**Running with the ball:**

1. Shape (on toes, knee bent, drop waist, lean over the ball, arms for balance, toes down & heels up)
2. Surface
   a. Middle of ball when running & sides of ball when dribbling
   b. Small touches for close control
   c. Big touches to explode away
   d. Keep ball in front of the body
   e. Shield & protect the ball while running

**Passing (with inside of the foot):**

1. Shape:
   a. Foot not kicking the ball next to the ball
   b. Open waist/hip, lock ankles
   c. Toes-up
   d. Bend knee of passing foot
   e. Lean over the ball
   f. Arms for balance
   g. Follow thru straight
2. Surface (strike the middle of the ball)
3. Accuracy of the pass
4. Weight of the pass
5. Timeliness of the pass

**Receiving:**

1. Get behind the ball line (aka: path)
2. Get open to receive
3. Open body to receive
4. Recline/cushion ball
5. Shape (depends on surface used)
6. Surface (based on height of the pass)

**Striking/Finishing:**

1. Shape
   a. Grounded strikes:
      I. Foot not kicking ball next to the ball
      II. Lean over the ball
   b. Aerial Strikes:
      I. Foot not kicking ball behind the ball
      III. Recline the body
2. Surface (middle of ball for grounded strikes, under ball for aerial strikes. can pass to finish)
3. Shot quality (accuracy, selection & placement)
4. Accuracy over power
5. Regain composure to finish
6. Exploit Goalies starting position

**Turning & Changing Direction:**

1. Shape
2. Surface
3. Closing control before turning
4. Small touches for close control
5. Lean into turns
6. Explode out of turns
7. Big touches to explode away
8. Protect the ball

**Feinting:**

1. Close control before feinting
2. Small touches for close control
3. Proper distance of execution
4. Proper Feint selection
5. Sell the feint
6. Explode away
7. Protect the ball

**Individual Defense:**

1. Shape (Toes of front foot points to ball, back foot points to 90 degrees, on toes, drop waist, Side-on, Front arm up
2. Speed of approach
3. Slow down
4. Angle of approach
5. Pressure
6. Delay (deny, disrupt)
7. Immediate Chase

**Two-man Defense:**

1. Shape
2. Pressure
3. Cover
4. Delay
5. Communication (mostly #2 defender a.k.a cover, guiding #1 defender, a.k.a. Pressure
6. #1 defender shapes & pushes attacker towards #2 defender

**Team Defense:**

1. Shape
2. Communication
3. Pressure
4. Cover
5. Balance
6. Lines of defense (3 lines of defense on flanks, two lines of defense, centrally)

**Possession:**

1. Communication
2. Pass away from pressure
3. Move away from pressure
4. Get open to receive
5. Open body to receive
6. Quality of the pass (accuracy, selection & timing)

**Crossing/Finishing:**

1. Communication (verbal, gesture, eye contact, timing runs)
2. Shape (angle body inward)
3. Surface
4. Cross quality (accuracy, timing, selection & placement)
5. Mobility (off-the-ball runs)
6. Combine to finish
7. Shot quality (accuracy, selection & placement)
8. Regain composure
9. Accuracy over power

# Two Mental Maps (Shields & Bredemeir,2009)

| | Competition (Striving *With*) | Decompetition (Striving *Against*) |
|---|---|---|
| Deep Metaphor | -Partnership | -Battle or War |
| Goals | -Learning & Mastery<br>-Pursuit of Personal Best | -Domination / Conquest<br>-Pursuit of Superiority |
| Motivation | -Love of the Game<br>-Joy of Accomplishment | -Use of the Game<br>-Thrill (at opponents' expense) |
| View of Opponent | -Partner or Enabler | -Enemy / Obstacle |
| View of Rules | -Rules = Imperfect Guides to Fairness & Welfare | -Rules = Partially Tolerated Restraints |
| View of Officials | -Officials are Facilitators | -Officials are Opponents |
| Playing and Winning | -Focus is on Process (contesting) | -Focus is on Outcome (winning) |
| Emotional Tone | -Positive Emotions Predominate<br>-Play & Seriousness in Balance | -Negative Emotions Predominate<br>-Seriousness Displaces Play |
| Whose Interests are Served? | -Mutual Interest<br>-The "Common Good" | -The Victor's Interest<br>-Individual Good |
| Ideal Contest | -Story, drama, uncertainty;<br>-Closely matched competitors | -Dominated Contest<br>-Certainty of Outcome |

# Three Goals / Nine Strategies

| COACHING GOAL | STRATEGIES |
|---|---|
| DEVELOP CHARACTER | 1. Promote a Values-Based Team Culture<br>2. Talk about What Matters<br>3. Practice 'Good Character' |
| ENHANCE ENJOYMENT | 4. Support Intrinsic Motivation<br>5. Minimize Fear of Failure<br>6. Encourage Enthusiastic Effort |
| PROMOTE EXCELLENCE | 7. Focus Attention<br>8. Set Appropriate Goals<br>9. Support Foundations of Excellence |

# Measuring Player Development

The Primer provides information on some of the truths about children and sports, the motives for participation in Youth Sport and truths and motives for participation

It also provides some suggestions for parents in regards to their impact on their child's development as well as some as some basic urges that children have.

## "TRUTHS" about children and sports

- Fun is pivotal - if it's not "fun," young people won't play a sport
- Skill development is a crucial aspect of fun - it is more important than winning even among the best athletes
- The most rewarding challenges of sports are those that lead to self-knowledge
- Intrinsic rewards (self-knowledge that grows out of self-competition) are more important in creating lifetime athletes than are extrinsic rewards (victory or attention from others) [1]

During childhood allow the kids to have a good time playing the game while instilling the passion to love playing soccer on their own. Only a passion for the game can lead to success.

"Success is something players take ownership of and in time it becomes personally meaningful. Success is a process, not a product. The process of doing one's best is the key to success. The determining criterion of success is whether a player gave his or her best that day. Doing one's best is the most important statement a player can make about the importance of an activity and the meaning it has. With years of experience comes self-knowledge and self-awareness. So players learn over time what it means to do your best, to give 100%." [2]

*"Winning isn't everything, but trying to is!"*

*- Rainer Martens, sports psychologist*

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[1] Ewing, M.E., & Seefeldt. V. (1990). *American youth sport participation.* American Footwear Association, North Palm Beach, FL. Sporting Goods Manufacturers Association (SGMA).

[2] Fine, Aubrey H., Ph.D. & Sachs, Michael L., Ph.D. (1997). *The Total Sports Experience for Kids*. Diamond Communications

## Motives for Participation in Youth Sport

Reasons for Participating in Non-school Sports (study of 3,900 7th to 12th graders)

| Boys | Girls |
|---|---|
| To have fun | To have fun |
| To do something I'm good at | To stay in shape |
| To improve my skills | To get exercise |
| For the excitement of competition | To improve my skills |
| To stay in shape | To do something I'm good at |
| For the challenge of competition | To learn new skills |
| To get exercise | For the excitant of competition |
| To learn new skills | To play as part of a team |
| To play a part of a team | To make new friends |
| To go to a higher level of competition | For the challenge of competition |

## Truths & Motives for Participation

1. The motive to have fun and to enjoy participating in sport.
2. The motive to learn new skills and to improve on existing sports skills.
3. The motive to become physically fit and to enjoy good health
4. The motive to enjoy the challenge and excitement of sports participation and competition.
5. The motive to enjoy a team atmosphere and to be with friends. [3]

## Suggestions for Parents

- Remember the "truths" and talk to your children with them in mind. After a game, ask questions about "fun," "skill improvement," "learning experiences" and "having a good time with friends."
- See yourself as part of the team and supportive of the coach; avoid setting up a conflict in your child's mind between his or her parents and coaches. If you want to affect the coaching, volunteer to help.
- Develop perspective: remember what you could do at your children's ages; don't judge them by what you can do now. Kids will not become great players overnight.
- Develop an understanding of what your children want from sports—not all children want the same things. Determine if they want to be involved at all.

[3] Cox, R., (2002). *Sport Psychology: Concepts and Applications 5th Ed.* (p.108). New York, NY: McGraw-Hill.

## Basic Urges of Children

- Movement
- Success and Approval
- Peer Acceptance & Social Competence
- Cooperation & Competition
- Physical Fitness & Attractiveness
- Adventure
- Creative Satisfaction
- Rhythmic Expression
- To Know [4]

Note: winning alone is not a motive for participation by boys and girls.

*"We are asking our players to compete before they have learned how to play."*

*- Jay Miller, U17 Men's National Team coach 2011*

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In general the benefits of youth sports for children include character building, dealing with obstacles, dealing with losing, humility in winning, dealing with competition, leadership growth opportunities, cooperative skills, social skills and so on. We employ soccer to develop well adjusted, good citizens.

[4] Pangrazi, R. P. (2004). *Dynamic Physical Education for Elementary School Children.* (pp. 159-160). (14th ed.). San Francisco: Pearson Benjamin Cummings.

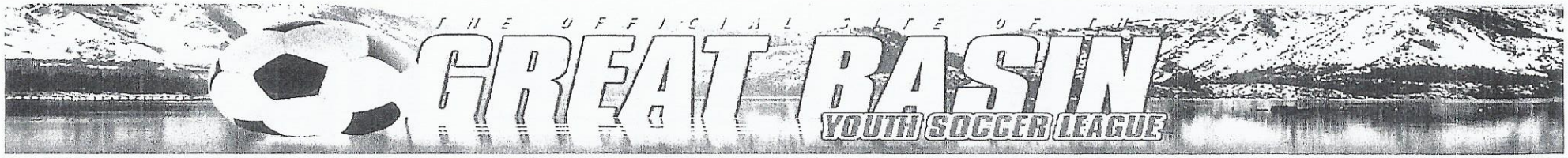
# Long Term Player Development

| Age Group | Frequency | Duration | Ratio |
|---|---|---|---|
| U-6 | 1 day per week | 45 minutes | 1:1* |
| U-8 | 1 day per week | 45 to 60 minutes | 1:1 |
| U-10 | 2 days per week | 60 to 75 minutes | 2:1 |
| U-12 | 2 to 3 days per week | 75 minutes | 2 or 3:1 |
| U-14 | 3 days per week | 75 to 90 minutes | 3:1 |
| U-16 | 3 days per week | 90 minutes | 3 or 4:1 |
| U-18+ | 4 to 5 days per week | 90 to 120 minutes | 4 or 5:1 |

**Or 0:1 – The idea here is for the U-6 players to show up on game day for their hour, which includes 20 to 30 minutes of appropriate activities and then a 3v3 match. This is the approach in which the players are not assigned to teams, but all children in the age group meet at the same time and place to be trained and have a game.*

# Long Term Player Development

| Late Specialization Model | Age | Objective |
|---|---|---|
| FUNdamental Stage | Females 6-8<br>Males 6-9 | Learn fundamental movement skills |
| Learning to Train Stage | Females 8-11<br>Males 9-12 | Learn fundamental soccer skills |
| Training to Train Stage | Females 11-15<br>Males 12-16 | Build the aerobic base and build strength toward the end of the phase and further develop soccer-specific skills |
| Training to Compete Stage | Females 15-17<br>Males 16-18 | Optimize fitness preparation and sport, individual and position specific skills as well as performance |
| Training to Win Stage | Females 17+<br>Males 18+ | Maximize fitness preparation and sport, individual and position specific skills as well as performance |
| Retention Stage | Competitive<br>Retirement | Retain players for coaching, officials, administration, etc. |




# RECREATIONAL DIVISION STANDARDS CHART ( EFFECTIVE FALL 2016 )

| AGE | PLAYERS ON FIELD | GOAL KEEPER | ROSTER SIZE | BALL SIZE | GAME DURATION | FIELD SIZE | GOAL SIZE | REFEREES | OFFSIDES | PK'S | THROW IN | SUBBING | LOCATION |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| U4 | 4 V 4 | NO | 8 | 3 | 4 - 5 MIN QUARTERS W/2 MIN BREAKS | 10 X 15 | 3 X 5 | NO | NO | NO | KICK IN | DEAD BALL | MOANA |
| U5 | 4 V 4 | NO | 8 | 3 | 4 - 5 MIN QUARTERS W/2 MIN BREAKS | 15 X 25 | 3 X 5 | NO | NO | NO | KICK IN | DEAD BALL | MOANA |
| U6 | 4 V4 | NO | 8 | 3 | 4 - 8 MIN QUARTERS W/2 MIN BREAKS | 20 X 30 | 4 X 6 | NO | NO | NO | KICK IN | DEAD BALL | MOANA |
| U7 | 5 V 5 | NO | 10 | 3 | 4 - 8 MIN QUARTERS W/2 MIN BREAKS | 25 X 35 | 4 X 6 | NO | NO | NO | KICK IN | DEAD BALL | MOANA |
| U8 | 5 V 5 | NO | 10 | 3 | 4 - 10 MIN QUARTERS W/2 MIN BREAKS | 25 X 35 | 4 X 6 | NO | NO | NO | KICK IN | DEAD BALL | MOANA |
| U9 | 7 V 7 | YES | 14 | 4 | 2 - 25 MIN HALVES W/ 5 MIN BREAK | 30 X 50 | 6.5 X 18.5 | 3 | YES | YES | THROW IN | FIFA MODIFIED RULES | MARY GOJACK TERRACE |
| U10 | 7V7 | YES | 14 | 4 | 2 - 25 MIN HALVES W/ 5 MIN BREAK | 40 X 60 | 6.5 X 18.5 | 3 | YES | YES | THROW IN | FIFA MODIFIED RULES | PLUMAS |
| U11 | 9 V 9 | YES | 16 | 4 | 2 - 30 MIN HALVES W/ 5 MIN BREAK | 50 X 80 | 7 X 21 | 3 | YES | YES | THROW IN | FIFA MODIFIED RULES | TERRACE |
| U12 | 9 V 9 | YES | 16 | 4 | 2 - 30 MIN HALVES W/ 5 MIN BREAK | 50 X 80 | 7 X 21 | 3 | YES | YES | THROW IN | FIFA MODIFIED RULES | TERRACE |
| U13 | 11 V 11 | YES | 18 | 5 | 2 - 35 MIN HALVES W/ 5 MIN BREAK | 50 X 80 | 7 X 21 | 3 | YES | YES | THROW IN | FIFA MODIFIED RULES | TERRACE |
| SS | 11 V 11 | YES | OPEN | 5 | 2 - 35 MIN HALVES W/ 5 MIN BREAK | 50 X 80 | 7 X 21 | 3 | YES | YES | THROW IN | FIFA MODIFIED RULES | TERRACE |

***Subbing is allowed for both teams during goal score, goal kick and throw in (kick in for U8).

***Subbing is allowed for the team of the injured player only.

Please make sure that the players to sub in has to stay on the sub zc bs zone ( midfield line ) ) before the subbing an be allowed by the referee.

For U8 through U13 coaches must stay on the tactical area during the duration of the game. Coaches are not allowed to step into the field without the referee permission.

For U4 through U7 only one ( e coach for each team is allowed to be on the field during the game

# Playing Time

## *Effective Playing Time Relative to Game Format and Roster Size*

These tables show effective playing time relative to game format and roster size. The figures are presented as a) percentages of total playing time and b) as actual minutes played. Both figures assume equal rotation of players. At the youth level, a minimum goal of 70% playing time is recommended.

| Roster Size > | | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Game Format | Game Duration | | | | | | | | | | | | | | | |
| 4v4 (5/6U and 7/8U) | 4 x 8 minutes | 100% 32 | 80% 26 | 67% 21 | 57% 18 | 50% 16 | | | | | | | | | | |
| 7v7 (9/10U) | 2 x 25 minutes | | | | 100% 50 | 86% 52 | 75% 37 | 67% 34 | 60% 30 | 55% 28 | | | | | | |
| 9v9 (11/12U) | 2 x 30 minutes | | | | | | 100% 60 | 89% 54 | 80% 48 | 73% 44 | 67% 40 | 62% 38 | 57% 34 | 53% 32 | | |
| 11v11 (13/14U) | 2 x 35 minutes | | | | | | | | 100% 70 | 92% 64 | 85% 60 | 79% 55 | 73% 51 | 69% 48 | 65% 46 | 61% 43 |
| 11v11 (15/16U) | 2 x 40 minutes | | | | | | | | 100% 80 | 92% 74 | 85% 68 | 79% 64 | 73% 59 | 69% 56 | 65% 52 | 61% 49 |
| 11v11 17/18U) | 2 x 45 minutes | | | | | | | | 100% 90 | 92% 83 | 85% 77 | 79% 72 | 73% 66 | 69% 62 | 65% 59 | 61% 55 |

Table provided by Dr. Thomas Turner, technical director for Ohio Youth Soccer – North, chair of the US Youth Soccer technical committee and national instructor for both U. S. Soccer and US Youth Soccer.