



**ONTARIO
SOCCER**

EST. 1901



Active Start Session Plan

For coaches of U4-U5 year-olds





Ontario Soccer Player Development Model: The Station Concept



The activities provided illustrate how stations can be used during Grassroots practices.

All sessions take a holistic approach to developing our youth. Each game and activity will focus on 4 main areas of the child's development; these include social/emotional, physical, psychological and also technical.

Total practice time 40 minutes as per the Recreational and Development Matrix.

Play. Inspire. Unite.





Ontario Soccer Player Development Model How it works



Introduction

During the practice players will spend an allotted time at each station having fun, developing specific skills and qualities before moving onto the next station. By using station work we create an environment where players are continually motivated and challenged.

Organization

If working with a larger group, organize players into groups of 6. Each station has a coach who leads that specific station for the session.

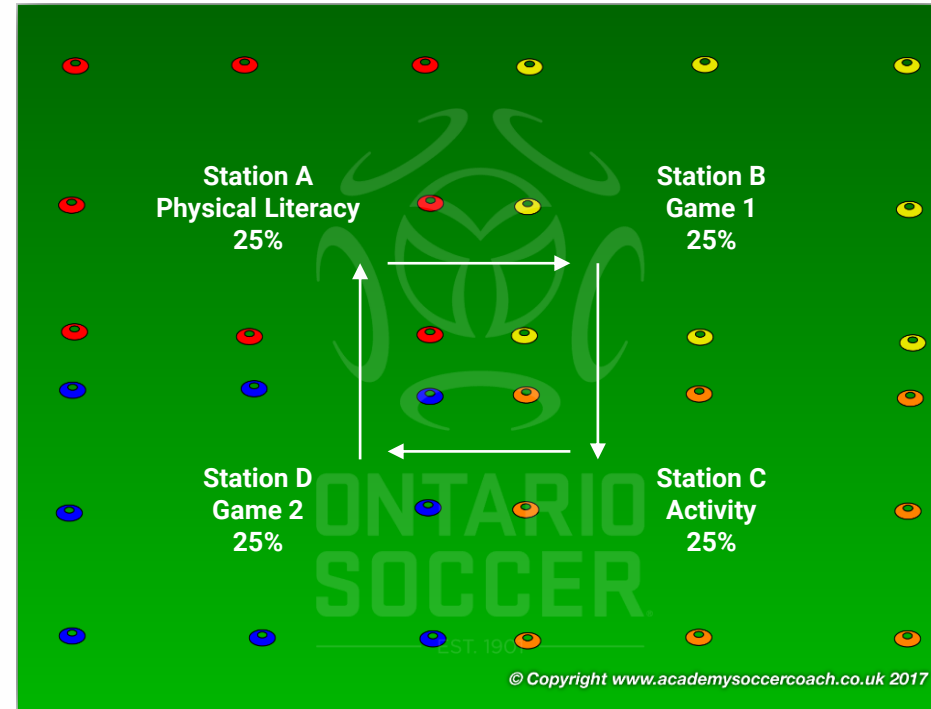
If working with a smaller group, simply move together through all 4 stations until all are complete.

Procedure

Players rotate every 8 minutes. Provide a 2 minute break in between each station for water and to allow movement to the next station.

Emphasis

In these examples one station focuses on Physical Literacy, two stations on movements with the ball or small sided games and the 4th station is focused around technique with decision making.



Timing	Area
Total Time: 40 4 x 8 minute Stations	20m x 20 m (x4)

Technical			Physical		
	U4	U5		U4	U5
Dribbling	1	1	Running Forward	1	1
Running with the ball	1	1	Running Backwards	1	1
Shooting	1	1	Jumping	1	1
Ball Control	3	2	Skipping	1	1
Passing	3	3	Hopping	1	1
Receiving	4	4	Bounding	2	2
Heading	4	4	Crawling	2	2
Shielding	4	4	Turning	2	2
Crossing	4	4	Falling / diving	3	2
Finishing	4	4	Twisting	2	2
1v1 Defending	4	4	Rolling	3	3
1v1 Attacking	4	4	Other Sports	1	1
Social			Psychological		
	U4	U5		U4	U5
Listening	2	2	Motivation	1	1
Co-operation	3	3	Self Confidence	1	1
Communication	1	1	Competitiveness	4	4
Sharing	3	3	Concentration	4	4
Problem-solving	3	3	Commitment	4	4
Decision-making	3	2	Self Control	3	3
Empathy	3	2	Priority Key High 1 Medium 2 Low 3 Not Applicable 4		
Patience	3	2			
Respect / discipline	2	2			
Fair play / honesty	3	2			

Top Tip

Encourage the players to make decisions and have fun. When talking to the players, try crouching down so you are at eye level with them. Speaking to the players at eye level allows you to better connect with them.



Active Start

Physical Literacy

Remember Me



Organization

Players and parents start in one corner of the area ('home'). Parents participate and encourage their child to try the various movements.

Procedure

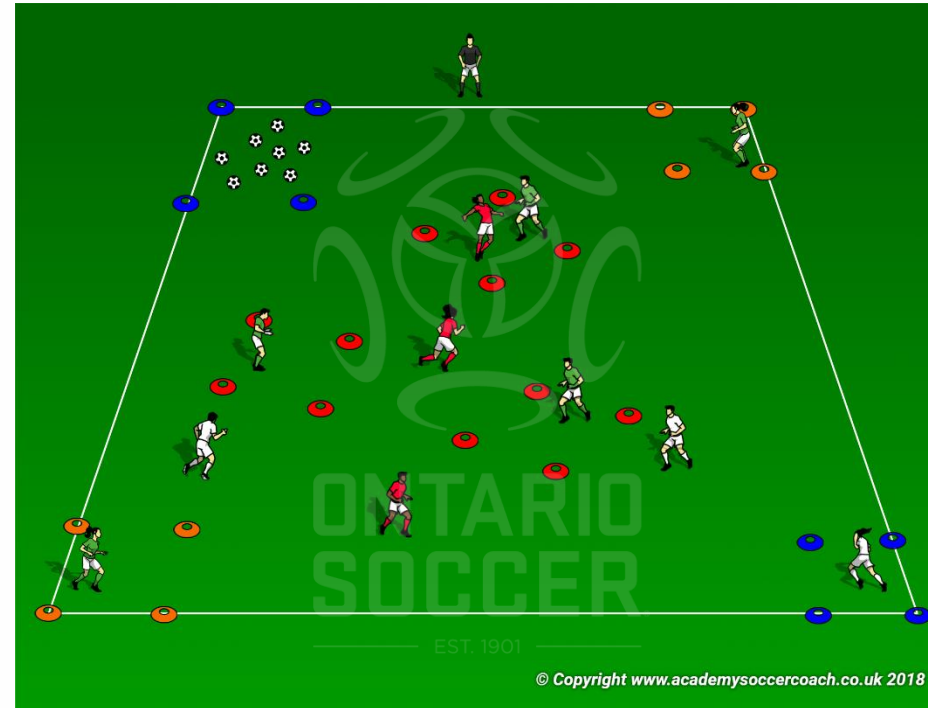
Miguel (players) has a dream of being a musician (adjust for the group)! He must get to his guitar (balls) but not before visiting every shop in the town square. Players select a character from Coco: Miguel, Hector or Ernesto. At each shop (mini-grids) they must do a different fundamental movement (skipping, hopping, crawling, etc.) before going to the next. Once they reach the guitars, they carry it back home!

Emphasis

Creating a safe environment with decision-making and positive reinforcement

Progression

1. Players can dribble the ball back
2. Players collect a unique item (coloured pinny/cone) at each shop when they do the correct movement – parents act as shopkeepers with their child
3. Coach/parents can tag players



Timing	Area
8 Minutes	20m x 20m

Objective

Players are able to be confident, safe and participate in the activities

Outcome

All players - will be able to join in and try some of the movements and skills

Most players - will be able to do a variety of moves and skills

Some players - will be able to do a variety of moves and skills and come up with their own

Technical / Tactical	Psychological
Ball Mastery Dribbling	Fun Being safe Decision making Awareness
Socio - Emotional	Physical
Problem Solving Communicating Listening	Agility Balance Co-Ordination

Top Tip

Understanding their bodies is an important skill going forward in life and anything we can do as community sport leaders to facilitate opportunities for children to move in different ways will have a long-term benefit – even if it isn't soccer related!



Active Start

Small Sided Game

Backyard Soccer



Organization

Organize players into 2v2
(1 player and a parent vs 1 player and a parent/guardian) Set up multiple times.

Procedure

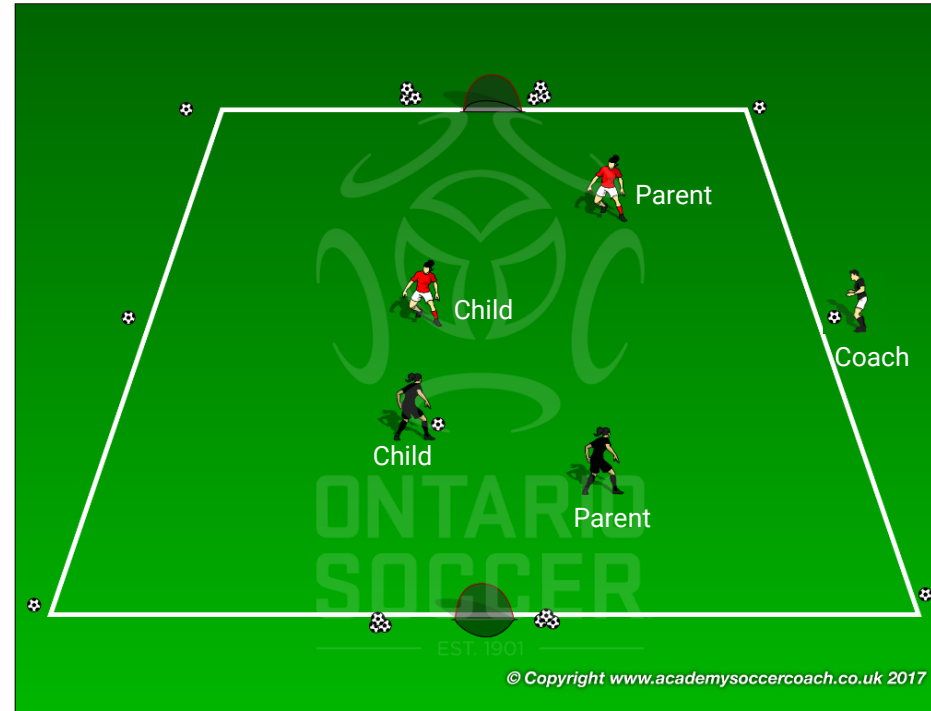
Child and parent/guardian play a 2v2 game. If the ball goes out, take the closest ball to keep the game moving. Parents / guardian should help the children as much as possible.

Emphasis

Free Play and FUN!

Progression

Serve in a second ball to allow players more opportunities to score



Timing

8 Minutes

Area

15m x 10m

Objective

Players are able to be confident, safe and participate in the activities

Outcome

All players - will be able to join in and try some of the movements and skills

Most players - will be able to do a variety of moves and skills

Some players - will be able to do a variety of moves and skills and come up with their own

Technical / Tactical

Ball Mastery
Dribbling
Shooting

Psychological

Fun
Being safe
Decision making

Socio - Emotional

Problem Solving
Communicating
Listening
Celebrating
Teamwork

Physical

Agility
Balance
Co-ordination

Top Tip

When playing with young children, exaggerate your movements and actions (such as diving/falling/etc.). This will create a more enjoyable environment for them.



Active Start

Activity

Running from Abuela!



Organization

Players and parents start in one corner of the area ('home'). Parents participate and encourage their child to try the various movements.

Procedure

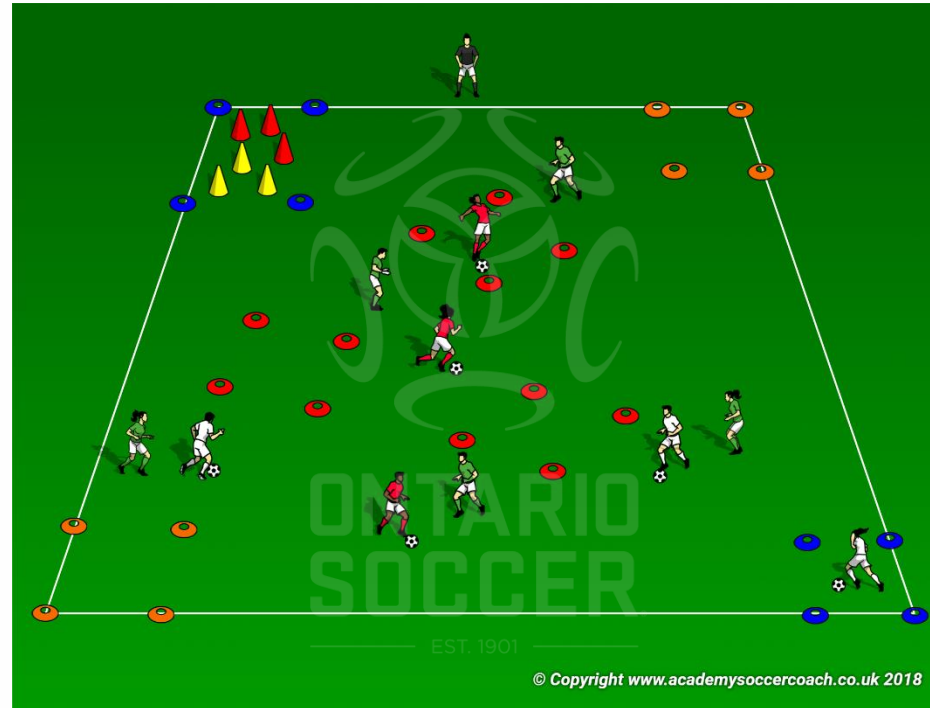
Miguel wants to save the guitars (cones) from his Abuela! He must get a guitar (cones) before Abuela (parents) catches him. Players select a character from Coco: Miguel, Hector or Ernesto. Players must travel through the town square of Santa Cecilia to get to the guitars. On the way there are hiding places (mini-grids) where they can do a ball mastery exercise (toe taps, yo-yo's, throw-catch, etc.) to avoid being tagged. Once they reach the guitars, they must carry it home with their ball to be safe! If tagged, they must return to the beginning OR to the guitars (movement can be added such as rolling, hopping, crab walk, etc.) and try again.

Emphasis

Creating a safe environment with decision-making and positive reinforcement

Progression

Players can carry/dribble a ball
Players wear pinnies that must be dropped when they go into a hiding place – limiting 'hiding'.
Players-Parents switch roles



Timing	Area
8 Minutes	25m x 25m

Objective

Players are able to be confident, safe and participate in the activities

Outcome

All players - will be able to join in and try some of the movements and skills

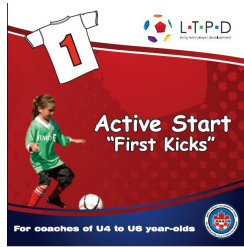
Most players - will be able to do a variety of moves and skills

Some players - will be able to do a variety of moves and skills and come up with their own

Technical / Tactical	Psychological
Ball Mastery Dribbling	Fun Being safe Decision making
Socio - Emotional	Physical
Problem Solving Communicating Listening Celebrating	Crawling Hopping Skipping Running Reaction

Top Tip

Keep players equipment (bags, water bottles, etc.) close by so that time lost between activities is minimized.



Active Start

Small Sided Game

3v3 as Individuals



Organization

Players start in groups of 3 on either side of a grid with 3 goals on each end. Place balls around the grid.

Procedure

Players attempt to score on any of the 3 goals on the other side. When a ball is scored, or lost, players can get a new ball and play again.

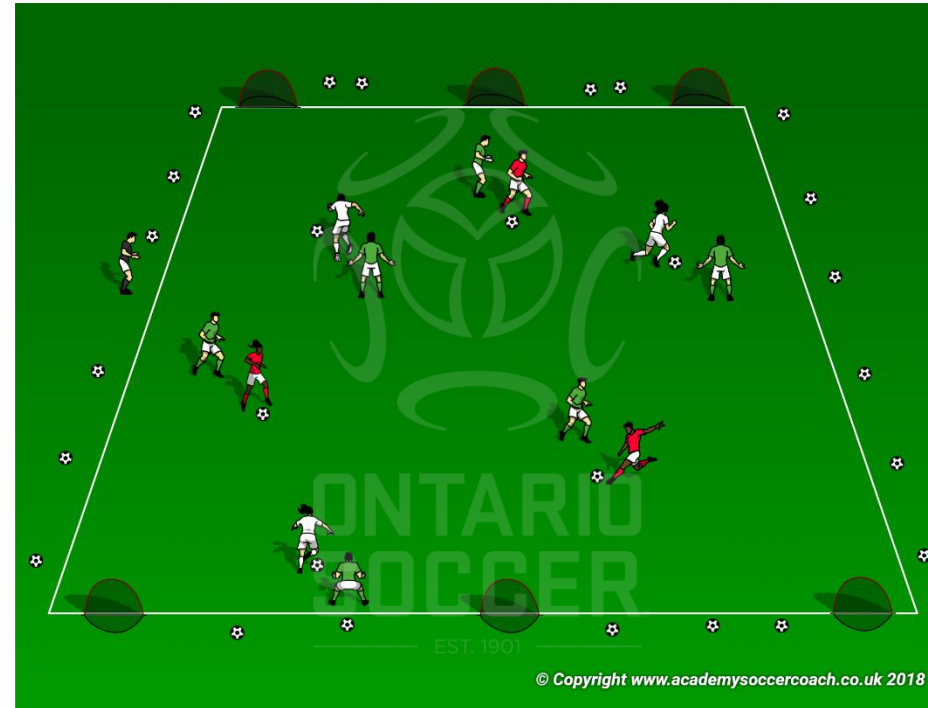
Opposition, passively, should be provided by the parents.

Emphasis

Creating a safe environment, positive reinforcement allowing the players to be creative and make decisions. Involving the parents and demonstration of the activity.

Progression

1. Encourage players to knock opponent's ball away all while dribbling their own
2. Parents act as goalkeepers.
3. Players can steal opponents ball after scoring their own



Timing	Area
8 Minutes	25m x 20m

Objective

Players are able to be confident, safe and participate in the activities

Outcome

All players - will be able to join in and try some of the movements and skills

Most players - will be able to do a variety of moves and skills

Some players - will be able to do a variety of moves and skills and come up with their own

Technical / Tactical	Psychological
Ball Mastery Dribbling Shooting	Fun Safety Confidence Creativity
Socio - Emotional	Physical
Celebrating Problem Solving Communicating	Agility Balance Co-Ordination

Top Tip

Players are not cognitively prepared to share (or pass) at this stage of development. Even when working with larger groups ensure each child has a toy (a ball). This is not only more developmentally appropriate as it is more enjoyable!

Ontario Soccer Resources

Coaches' Guides

- Game Organisation Guide
- Field Organisation Guide
- Festival Guide
- 8 Ways to Develop the Grassroots Game
- How does the Inclusive Programming Model work at your Soccer Club?
- Incorporating Physical Literacy in our Practices

Grassroots Curriculum

- Active Start U4-U6 Brochure
- Active Start Workbook and Practice Plan
- Active Start U4-U6 (Curriculum)
- All other online Grassroots Practices

Online Practice Videos

Online Webinars

