



Brampton Soccer Club

Coach Handbook

FUNdamentals

U6 - U8 Females

U6 - U9 Males



May 2017





Ontario Soccer Introduction

This LTPD resource has been created for Districts, Academies, Clubs and coaches to follow a provincial coaching curriculum that is physical literacy stage-specific for players from u4 to u12.

The information within this document will allow members to create programs and coaching sessions that are appropriate for the development stage of each player. By implementing the curriculum, along with good coaching methodology, players will benefit from and enjoy practice sessions more. All sessions will focus on player development in a low stress, supportive, positive, fun filled and safe environment. By coaches creating this environment the players will be excited to learn and be anxious to return.

In general terms a curriculum consists of everything that promotes technical, personal, social and physical development of the players. In addition to activity examples and sample session plans it includes approaches to teaching and learning. The curriculum helps to remove the 'guess work' in choosing developmentally appropriate content and enables coaches to work on their methodology and coaching style.

Coaching Philosophy

Coaches of players in the Physical Literacy stream will benefit from a sound, well thought out coaching philosophy. We would strongly recommend

that coaches follow a "player centered" coaching philosophy. Player centered coaching allows the player to make decisions within the practice session and/ or game. The coach has to be confident enough to empower his/her players to become assured decision-makers during their session. As soccer is a game based on making numerous decisions it's vitally important that the coach allows the young player to practice and develop the decisions that they make. Initially many young players decisions will be unsuccessful but only through support, time and patience, will our young players develop the skill to make better decisions.

"To apply the future game philosophy we need coaches who can develop environments in which players are encouraged to be creative and expressive without the fear of failure."

Sir Trevor Brooking
FA Director of Football Development

Physical Literacy Complimentary Sports

Sports can be classified as early or late specialization, and the seven stages of LTPD are based on this concept. Acrobatic and artistic sports such as figure skating, diving and gymnastics are early specialisation sports while other sports such as basketball and soccer are late specialization sports.

Because soccer is a late specialization sport, LTPD actively discourages early specialization (i.e. prior to the age of 10 years) since premature specialization contributes to imbalanced physical development, overuse injuries, early

burn out and inadequate development of movement and sport skills.

The first three stages of LTPD, Active Start, FUNdamentals and Learn to Train, encourages physical literacy for all players, regardless of their abilities or disabilities. The diagram below shows examples of sports and activities (not exhaustive) that are complimentary and will support physical literacy and soccer. Soccer volume can increase but participation in other sports is important to all round balanced athletic development.

THE CANADIAN PHYSICAL LITERACY FAB FIVE



Promoting full physical literacy by learning fundamental movement skills and fundamental sports skills on land, in the air, in water, on ice and on snow.

COMPLIMENTARY ACTIVITIES FOR LEARNING TO TRAIN



Each category has a unique and collective impact on all-around development and it is important that children ages 4-12 sample activities from all three.

Four Corner Development Model

The Four Corner LTPD model consists of technical, psychological, physical and social/emotional components. Each corner of the model reflects a wide aspect of a player's development that has to be considered. The gradual progressive development of players is fundamental to the enjoyment, technical competency and retention in the game. The Four Corner approach places the player at the center of the development process with soccer experiences that meet the four key needs of the player.

Although priorities will vary during the player's different ages and phases of maturity, the model provides a basic framework for coaches to work within. In addition to the four main components, there are a number of additional 'contributions' from a wide number of people, such as parents, teachers, schools and local clubs. The model is deliberately interlinked, which means that activity in any one corner will produce a reaction throughout all aspects of the model. For example, a practice technique may impact physical balance and co-ordination while producing

increased confidence and enhanced social standing within the group. The key message to coaches is not to consider any of the programme's aspects in isolation.

As the development pathway for each individual player is unique and diverse, the needs of each player will ebb and flow in all of the 4 corners. And, whilst the need for added support for some players will be minimal, others will require much more applied and specific support.

A player's performance in practice and matches can be influenced by the following factors, nearly all of which need to be considered when forming an opinion of a player's progress and true ability: date of birth, relative to the rest of the group; body types; adolescent growth spurt in all the four corners; physical maturity; psychological maturity; social maturity; previous experience; opposition; position suitability; instructions given to the player; and recent playing activity.



THE FOUR CORNER
DEVELOPMENT MODEL

The Four Corner development model is referenced throughout this resource using the colour codes found above in the diagram. Tactical information is shown using white.

TECHNICAL/TACTICAL:

Players improve by playing lots of soccer and being active in other complementary sports and activities. That said, without a skilled mix of guidance, challenge, appropriate questioning, demonstration and teaching, it's unlikely that players will reach their true potential.

TIPS FOR TECHNICAL DEVELOPMENT;

- Use the coaching activity to challenge and develop players technically. Encourage players to try new skills.
- Appropriate challenges may be set for the whole group or for individuals within the group. For example in a passing practice some players may be challenged to play one-touch passes whenever they think it's appropriate.
- When appropriate, practice activity should replicate the demands of the game, encouraging players to think and make decisions just as they would in a game. Clever practice design should allow players to repeat and re-visit elements of the game without experiencing boredom.

PHYSICAL:

To become an effective soccer player there are basic physical movement skills that need to be developed. Agility, balance, coordination, and speed (ABC'S) are all essential qualities for players; between the ages of 4-12 young players have a "window of opportunity" to develop these attributes.

Addressing the state of physical literacy of children is one of the biggest challenges we currently face in society and coaches should help communicate the benefits of physical activity and a healthy lifestyle.

TIPS FOR PHYSICAL DEVELOPMENT;

- Children are not mini adults and shouldn't be subjected to running laps of the field and doing push ups.
- Through well-designed practice all coaching activities can include physical outcomes.
- A shooting practice may include a physical challenge which is realistic to the demands of the game. E.g. a defender and an attacker may have to turn and race onto a through ball before taking a shot at goal. In this way the players are working on turning, acceleration and deceleration as well as the technical elements of the exercise.
- Coaches working with young players should be aware of the key windows for physical development and which aspects of a players development can be improved and when.
- Appropriate movement skills such as tag games and activities which develop agility, balance and coordination should be encouraged through enjoyable games.
- Don't expect too much from young players too soon!



PSYCHOLOGICAL/MENTAL:

Creating learning environments that challenge players to be imaginative, creative and reflect on their performance—both during and after practice/game—is fundamental to the development of the future player. Coaches should adopt different coaching styles and methods to meet the individual needs of young players, understanding that there is more than one way for players to learn the game.

TIPS FOR PSYCHOLOGICAL DEVELOPMENT;

- Use different methods to communicate with different types of learners.
- **Visual (seeing):** tactics boards, posters, diagrams, cue and prompt cards as well as arrangements of cones on the pitch are some ways in which coaches can communicate with players visually.
- **Auditory (hearing):** As well as speaking with the players and asking questions, coaches can encourage players to discuss aspects of the game in pairs, small groups and also with the whole group. Through communication with others, players can help solve game-related problems and learn more about the game.
- **Kinaesthetic (doing):** physically 'walking through' positional arrangements and freeze-framing parts of the game can help paint pictures in the mind of the players and contribute to the understanding of the game.
- Help players learn the game and develop their decision-making skills by setting game-related problems for players to solve. For example "in this passing practice try and turn with no-touches whenever possible; try and work out when you will be able to do this and when you won't"

SOCIAL/EMOTIONAL:

Playing soccer can help children learn many life skills: cooperation, teamwork, communication and friendship are some of the benefits of joining a team and playing the game. To allow these social skills to develop, players should be allowed a safe and supportive environment and given encouragement to learn the game.

TIPS FOR SOCIAL DEVELOPMENT;

- Coaches should strive to create a positive environment which is welcoming for players both during games and training. How you treat your players is crucial to ensuring this is positive and fulfilling for the young player.
- Players should be praised and recognised for effort and endeavour as well as ability. This will highlight the process of learning and striving to get better rather than just the final outcome.
- As coaches are in a significant position of influence with their players it is important to give consideration to the type of role-model you are. What are your values and beliefs and how is this demonstrated in your behaviour?

The relationship between the coach and the players is of a significant importance. The ability of a coach to establish a rapport with the players will accelerate the learning process. Coaches should be adaptable and flexible in their coaching methods, changing to the need of the individual player.

COACHING METHODS

When planning a coaching session the coach should consider the most appropriate coaching method for the group of players that they are working with and the outcome they wish to achieve.

The “coaching methods” table below outlines a range of approaches that can be used to meet players’ individual needs. The use of coaching methods will vary due to the ever-changing process of coaching. Some of the key factors coaches should consider when planning their coaching methods are;

- The group of players/individual player the coach is working with
- The intended outcome of the practice
- The technical content of the practice

Mastery of the different coaching methods and communication styles is the mark of a gifted coach and will be an essential requirement for a coach.

| CONTINUUM | | | | | |
|----------------------------|---|---|--|--|---|
| Coaching Method | Command | Question & Answer | Observation & Feedback | Guided Discovery | Trial & Error |
| Player/coach interventions | Coach tells and shows required solution | Coach leads with a question to gain a response from players | Coach and players observe | Coach asks a question or issues a challenge | Players &/or coach decide on a challenge |
| Example | “I want you to pass the ball to Rahim” | “Can you tell me who you could pass to here?” | “Let’s watch and see what happens” | “Can you show me how you could get the ball to Anna?” | “Try it for yourself...” |
| Description | Coach determines the outcomes in practice | Coach poses question & players offer a verbal solution | Players & coach observe & discuss feedback | Coach prompts and player offers a demonstration of their personal solution | Players are encouraged to find solutions with minimal support |

General Player Characteristics of Age Appropriate Development

| Stage | Age | Characteristics |
|-----------------------|------------|--|
| Active Start | U4 | Players at this age have a very short attention span, they are very easily distracted. They all want to play with their ball, the toy. There is no sense of sharing toys, especially with strangers. |
| | U5 | There is no ability yet for team play. As sharing is still an alien concept, passing the ball is not yet comfortable for them. They are only able to understand very simple rules. |
| FUNDamentals | U6 | Able to understand very basic coaching info like stay in the area, attack in that direction etc. Learning through trial and error. Biggest challenge is learning to control the moving ball with their feet. |
| | U7 | Players now understand that the game's purpose is to score more goals than their opponents. Still a lot of individual play. |
| | U8 | Players' understanding that acting with the ball purposefully will lead to success is developing. Combining basic motor skills with ball control is now encouraged. |
| Learn to Train | U9 | Now playing on a 7v7 field the understanding of team play, direction and opponent is developing. Optimum age to work on soccer specific techniques and skills |
| | U10 | More and more understanding and feeling for teamwork. Understanding of playing without the ball (running off the ball) develops. |
| | U11 | Perfect mental and physical ability for developing motor skills. Preference for specific positions becomes clearer. Developing an understanding of individual roles in relation to team. |
| | U12 | Likes to compete and compare. Socially aware, critical of own performance and that of ???others. Ideal mental and physical condition in this age group. Imitates idols. |

FOR MORE DETAILED PLAYER CHARACTERISTICS SEE EACH DEVELOPMENT STAGE'S INFORMATION PAGES

| DEVELOPMENT STAGE | FUNDamentals | | |
|-----------------------|--------------|----|----|
| TECHNICAL | U6 | U7 | U8 |
| Dribbling | 1 | 1 | 1 |
| Shooting | 1 | 1 | 1 |
| Running with the ball | 1 | 1 | 1 |
| Ball control | 3 | 1 | 1 |
| Passing | 3 | 3 | 1 |
| Receiving | 3 | 1 | 1 |
| Heading | 4 | 4 | 4 |
| Shielding the ball | 4 | 4 | 3 |
| Crossing | 4 | 4 | 3 |
| Finishing | 4 | 4 | 3 |
| 1v1 Defending | 4 | 4 | 3 |
| 1v1 Attacking | 3 | 3 | 2 |

| DEVELOPMENT STAGE | FUNDamentals | | |
|--------------------|--------------|----|----|
| PHYSICAL | U6 | U7 | U8 |
| Agility | 2 | 2 | 1 |
| Balance | 3 | 2 | 1 |
| Coordination | 3 | 2 | 1 |
| Stamina | 4 | 4 | 3 |
| Strength | 3 | 3 | 3 |
| Speed | 2 | 1 | 1 |
| Suppleness | 3 | 3 | 3 |
| Acceleration | 3 | 2 | 2 |
| Reaction | 3 | 2 | 2 |
| Basic Motor Skills | 1 | 1 | 1 |
| Perception | 1 | 1 | 1 |
| Awareness | 1 | 1 | 1 |
| Other Sports | 1 | 1 | 1 |

| DEVELOPMENT STAGE | FUNDamentals | | |
|--------------------|--------------|----|----|
| SOCIAL/EMOTIONAL | U6 | U7 | U8 |
| Listening | 2 | 2 | 1 |
| Cooperation | 2 | 2 | 1 |
| Communication | 1 | 1 | 1 |
| Sharing | 3 | 2 | 1 |
| Problem-solving | 3 | 2 | 2 |
| Decision-making | 3 | 2 | 1 |
| Empathy | 3 | 2 | 2 |
| Patience | 3 | 2 | 2 |
| Respect/Discipline | 2 | 1 | 1 |
| Fair play/Honesty | 3 | 2 | 1 |

| DEVELOPMENT STAGE | FUNDamentals | | |
|--------------------------|--------------|----|----|
| PSYCHOLOGICAL/ MENTAL | U6 | U7 | U8 |
| Motivation | 1 | 1 | 1 |
| Self Confidence | 1 | 1 | 1 |
| Competitiveness | 4 | 3 | 2 |
| Concentration | 3 | 3 | 3 |
| Commitment | 4 | 3 | 2 |
| Self-Control | 3 | 3 | 2 |
| Determination | 3 | 3 | 2 |

| PRIORITY KEY | 1 = HIGH | 2 = MID | 3 = LOW | 4 = NOT APPLICABLE |
|--------------|----------|---------|---------|--------------------|
|--------------|----------|---------|---------|--------------------|

The physical attributes indicated below should be introduced and developed through FUN games and activities. Continue with development of physical skills introduced in the Active Start phase, i.e. running, jumping, hopping, skipping, throwing, catching etc.

AGILITY, BALANCE AND COORDINATION (ABC'S)

can be developed during warm-ups, cool downs and games.

STAMINA (ENDURANCE)

Very low priority. Developed through FUN activities and small sided games.

STRENGTH

Very Low Priority but can be developed through FUN activities and games that work with the child's body weight (as opposed to weights and formal exercises)

SPEED

1st window of speed trainability. Coaches should stimulate and encourage fast cadence of movement, developing linear, lateral and multi- directional speed using FUN games and exercises.

SUPPLENESS/FLEXIBILITY

Introduce exercises that mimic movements that are required in sport e.g. dynamic stretching. Should include whole body movements, shoulders, trunk, hips, knees.

ACCELERATION

Should be developed using FUN games that use acceleration as a part of the activity.

REACTION

Can be introduced and developed in conjunction with Speed and Acceleration, in FUN games and activities.

BASIC MOTOR SKILLS

As per Agility, Balance and Coordination introduce in FUN games and activities.

PERCEPTION AND AWARENESS

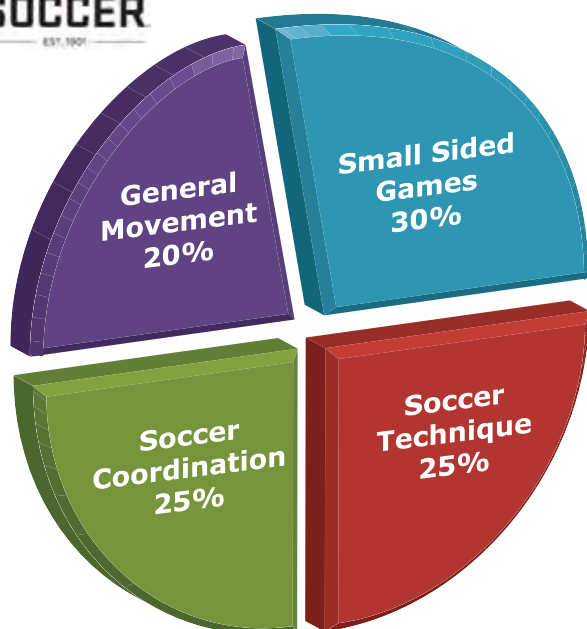
Introduce and develop playing small-sided games

OTHER SPORTS

As mentioned earlier in this resource, children should participate in other activities and sports to help FUNdamental movement skills.

Kids will take a chance. If they don't know, they'll have a go. They are not frightened of being wrong. If you're not prepared to be wrong, you'll never come up with anything original. By the time they are adults most kids have lost this capacity, they have become frightened of being wrong! We are running education systems where mistakes are the worst things you can make. The result is that we are educating people out of their creative capacities"

Sir Ken Robinson
Author, Professor, Education, Creativity and Innovation



FUNDamental PRACTICE OBJECTIVES

| | |
|----------------------|--|
| TECHNICAL | Introduce basic individual techniques |
| PHYSICAL | Develop agility, balance, coordination with/without the ball |
| TACTICAL | No tactical objectives at this stage |
| SOCIAL | Increase confidence with the ball and playing with teammates |
| PSYCHOLOGICAL | Create positive, learning environment |

FUNDamental PRACTICE CONTENT DISTRIBUTION

| | | | |
|-------------------------|------------------------|-----------------------|----------------------|
| TECHNICAL 50% | PHYSICAL 30% | TACTICAL 0% | SOCIAL 20% |
|-------------------------|------------------------|-----------------------|----------------------|

| | U6 | U7 | U8 |
|------------|------------|------------|------------|
| Game | 3v3 | 4v4 or 5v5 | 5v5 |
| Practice | 45 min max | 45 min max | 45 min max |
| Prc x/week | 1 | 2 | 2 |



FUNDamental PRACTICE PRIORITIES TECHNICAL/PHYSICAL

"I enjoy seeing when youth teams try to play Futbol not just kick and run. Play with a purpose, not always just to win but develop the kids".

*Dwayne De Rosario
Canada National Team*



FUNDAMENTAL PLAYER CHARACTERISTICS

Although sometimes we may mistake 6-8 year-olds for little adults, they are clearly not little adults. They have many years of childhood and development to enjoy before they are able to look at life in a similar fashion to adults. The reason for this is that they need time to intellectually, emotionally, and physically develop. Although we do live in the same world, when seen through our own eyes, the world both adults and children experience is quite different. In order to fully understand these wonderful children and to make practices run as smoothly and happily as possible, it is extremely important for us to understand the following characteristics about U6 children.

TYPICAL CHARACTERISTICS OF U6 PLAYERS

- Focused on themselves – reality to them is solely based on what they see and feel
- Unable to see the world from another's perspective – it is "the world according to me" time. Asking them to understand how someone else is seeing something or feels is unrealistic
- Everything is in the here and now – forget about the past and future, they live in the moment.
- Heating and cooling systems are less efficient than adults – we need to give frequent water breaks (every 8-10 minutes) or they may just run until they cannot run anymore
- Enjoy playing, not watching – they feel no enjoyment from watching others play when they could be playing too. Make sure every player has a ball in practice so every player is always playing
- Limited attention span (on average 15 seconds for listening, 10-12 minutes when engaged in a task) – keep your directions concise and to the point. When in an open environment, such as a park, their attention span will dwindle towards 10 seconds
- Effort is synonymous with performance – if they have tried hard, they believe they have done well. This is a wonderful quality and we should be supportive of their enthusiasm
- Active imaginations – if we utilize their imaginations in practice activities, they will love practice!
- Look for adult approval – watch how often players look to you for approval or to see if you are looking. Also be encouraging when they say "Coach, look what I can do!"
- Unable to think abstractly – asking them to think about spatial relations or tactical formations is unrealistic
- Typically have 2 speeds -- extremely fast and stopped
- Usually unaware of game scores – we should keep it that way
- Often like to fall down just because it is fun – they are just children having fun
- Often cannot identify left foot vs. right foot – they know which foot they use most and if they point to their feet you can help teach them left and right



Although U8 children may begin to be far more physically and maturationally advanced than U6 children, we must remain patient and not try to force them to develop too quickly. Dribbling still needs to be the primary focus of our efforts, though passing and shooting should be introduced at this age as well. U8 players tend to work best when in pairs and we should allow them to work in pairs (coach selected) often. Similar to the U6 children, we need to make sure that fun is a central theme in practice. Player development will occur most appropriately and expeditiously if all players are enjoying themselves

TYPICAL CHARACTERISTICS OF U8 PLAYERS

- Tend to play well in pairs – unlike 6-7 year-olds; these children enjoy playing in pairs. Try to set up the pairs yourself to control the games and manage the personalities
- Are now able to take another's perspective – they now have a sense of how others are feeling
- Still unable to think abstractly – still do not have this capability, be patient
- Heating and cooling system still less efficient than adults – still make sure to give frequent water breaks
- Still prefer playing to watching – keep everyone active during practice and remember, no lines
- Limited attention span (on average 15-20 seconds for listening, up to 20 minutes when engaged in a task) – this may vary greatly on any given day depending on school, diet, etc. Try to get a gauge each day and do not fight crankiness
- Have an understanding of time and sequence – they now understand “if I do this, then that happens”
- Many have incorporated a third or fourth speed into play – not all players, but many players now have incorporated a speed or two between stopped and as fast as possible
- Extremely aware of adult reactions – be very aware of your verbal and nonverbal reactions, as they look for your reaction frequently
- Seek out adult approval – be supportive when they ask about their performance or try to show you skills. They very much need reassurance and you need to help build their confidence to try new things at this age
- Begin to become aware of peer perception – a social order is beginning to develop. Be sensitive to this
- Wide range of abilities between children at this age – children all develop at varying paces. You may have an 8 year-old who seems more like a 10 year-old and one that seems more like a 6 year-old on the same team. Your challenge is to manage this range in your practice in a way that challenges each player at a level that is reasonable for that player
- Some will keep score – the competitive motors churn faster in some than others. Surely some parents are fueling the motors with their own. Regardless, we do not need to stress winning and losing at this age. Results should not be important at this age
- Beginning to develop motor memories – by attempting fundamental technical skills they are training their bodies to remember certain movements
- Less active imaginations than U6 players – still have active imaginations by adult standards, but some of the silliness that 6 year-olds allowed will not be appreciated by this group. Still use their imaginations; just watch their reactions to games to read how far you can go with things



PRACTICE RECOMMENDATIONS – FUNDAMENTALS

- Create a stimulating learning environment where the atmosphere is freedom and FUN
- Organize your practice to have all the children active, all of the time.
- Playing situations work best for teaching understanding and basic game sense
- Game formats can progress from 3v3 to 5v5 as the children grow
- During small-sided games everyone should play all positions.
- Let your players make decisions, expose them to working out problems and coming up with solutions.

PRACTICE RECOMMENDATIONS – FUNDAMENTALS – U6

- Individual Technical work, player and the ball
- General movements skills, jumping, running, hopping, skipping, should be incorporated into games and activities
- Introduction of basic skills (dribbling, running with the ball, etc.)
- Introduce play in one direction, going towards a goal or target
- Everybody with a ball as much as possible
- Comfortable moving the body and ball together
- Dribbling – feet - rolling the ball, pushing it, stopping it, introduction of surfaces, running with the ball
- Passing Introduction (limited) – short passing, inside of foot, right and left
- Receiving –with feet, from ground only
- Ball Mastery with more movement, creativity, and all surfaces
- Games, activities, exercises should always be fun with lots of movement and activity
- Small-sided games are fun and challenging, 1v 1- 2v2 – 3v3

PRACTICE RECOMMENDATIONS – FUNDAMENTALS – U7

- Individual Technical work, player and the ball
- Continue general movements skills, Jumping, running, hopping, skipping, should be incorporated into games and activities
- Everyone with a ball as much as possible
- Dribbling, running with the ball, striking the ball etc.
- Introduce play in one direction, going towards a goal or target
- Everybody with a ball as much as possible
- Comfortable moving the body and ball together
- Dribbling – feet – rolling the ball, pushing it, stopping it, introduction of surfaces, running with the ball
- Passing Introduction (limited) – short passing, inside of foot, right and left
- Receiving –with feet, right and left from ground only.
- Ball Mastery with more movement, creativity, and all surfaces of both feet
- Games, activities, exercises should always be fun with lots of movement and activity.
- Small-sided games are fun and challenging, 1v1- 2v2 – 3v3



PRACTICE RECOMMENDATIONS – FUNDAMENTALS – U8

- Individual Technical work: take the mentality of the age and fit into activities developing technique
- Dribbling, passing, shooting
- Everybody with a ball as much as possible
- Comfortable moving the body and ball together
- Dribbling – feet - rolling the ball, pushing it, stopping it, introduction of surfaces, running with the ball, intro of specific moves (fakes, feints and turns) using above skills
- Passing – inside of foot, outside of foot, under the ball, techniques with movement, head up
- Receiving – feet, thighs, chest, – catching, receiving ball w/feet, preparing
- Finishing – both feet, volleys – all very introductory and basic
- Tackling – Introduction -basic techniques, block tackle, toe poke
- Ball Mastery with more movement, creativity, and all surfaces
- Individual Tactics –they are starting to conceptualize, so just allow for games/activities bring out decision-making opportunities.
- Games, activities, exercises should mirror the game and tactical implications are within the game, but keep objectives on technical development.
- Small-sided games are fun and challenging, 1v1-2v2-3v3-4v4 and 5v5
- Simple Tactics – get away, keep ball, get ball back, and pass it – all focusing at an individual stage that is about all they can understand, with no pressure to play
- Basic goalkeeping introduction e.g. catching, diving, jumping - for all players

PRACTICE RECOMMENDATIONS – METHODOLOGY

- Keep information brief and positive.
- Show them what you want. Demonstrate the activities and games
- Player Centred Coaching – let them make decisions, solve problems based on what they see and experience
- Keep the environment positive and happy
- Allow and encourage creativity and improvisation. Create the freedom to express themselves
- Keep the practices flowing, with limited stops
- Encourage and celebrate success
- Be flexible, allow the players to deviate and be creative.
- Keep it safe.

FUNdamentals Coaching Measures

When the young players are moving from the FUNdamentals stage and are ready to progress to the Learn to Train Stage the coach should have exposed them to and taught them in the following Technical, Physical, Social and Psychological skills..

| TECHNICAL | | |
|-----------------------|--|---|
| Dribbling the ball | Right foot and left foot | Players are now introduced to dribbling at an opponent, introduce |
| | introduce opponent | change of speed and direction with the head up |
| Shooting the ball | Right foot and left foot | Using both feet over short distances, work on accuracy |
| Running with the ball | Right foot and left Foot | Using both feet, towards goal, away from goal. Vary speeds with head/eyes up |
| Turning with the ball | Right foot and left foot | Using both feet, introduce inside and outside turns with head/eyes up |
| Receiving the ball | Right foot and left foot. Introduce thigh and chest | Players are now introduced to underhand served ball to control on thigh and chest. Introduction to inside and outside of both feet to receive |
| Passing the ball | Right and left foot | Over short distances using both feet |

| PHYSICAL | | |
|------------------------|---------------------------------------|--|
| Agility | Moving in quick controlled, movements | Jumping, hopping, skipping, twisting bounding can be incorporated into games and activities |
| Balance | Right and left foot | Balance is improving with body in a variety of positions, one foot, crouched, on toes, etc |
| Coordination | Using small-sided games | Ability to twist and turn, change direction keeping movements and body under control |
| Stamina | Using small-sided Games | Using fun small-sided games and technical activities, endurance will improve |
| Strength | No weights to be used | Using players own body weight can be incorporated into games |
| Speed | Multi Directional | Improvement in multi-directional, linear and lateral speed can be utilized during this stage |
| Suppleness/Flexibility | Dynamic Stretching | Utilize in warm up mimicking soccer movements/dynamic movement exercises |
| Acceleration | Activities and Exercises | Use fun games to introduce quick change of speed |
| Reaction | For a variety of starting positions | Reaction speeds improve from laying, sitting, crouching, standing, jogging positions |

| SOCIAL/EMOTIONAL | | |
|--------------------|-------------------------------------|---|
| Listening | Listen Quietly | Players will have an improved ability to listen to details. Continue to be brief with information |
| Cooperation | With Coach and teammates | Although still egocentric, players will start to cooperate at a basic level |
| Communication | Verbal Communication | Communication with teammates is improving, giving information and encouragement |
| Sharing | Sharing the ball and ideas | Players will now start to understand that passing can help them be successful |
| Problem-solving | Working out mistakes | Players will display a basic understanding of working through their mistakes to correct them |
| Decision-making | Game decisions | Starting to work out simple game-related decisions. Some may still need assistance |
| Empathy | Assisting others in games | Starting to assist others with their problems in games and activities |
| Patience | Patience with themselves and others | Displaying an increased ability to show patience with themselves and teammates as they work through mastering techniques and skills |
| Respect/Discipline | | Players are able to respect other players' equipment and space. Behaviour is more social |

PSYCHOLOGICAL/MENTAL

| | | |
|-----------------|--|--|
| Motivation | Fun, rewarding activities | Improved players' motivation, through involvement in fun, exciting, challenging and successful activities |
| Self Confidence | Safe and positive environment | Players are now willing to express themselves more. Not afraid to make mistakes |
| Competitiveness | Displaying desire to be successful | Players are displaying the desire to be successful in practice activities and small-sided games |
| Concentration | An ability to stay on task | Improved attention span, improved ability to stay on task for slightly longer periods |
| Commitment | Apply themselves at practice and completing activities | Players are happily attending the majority of practices and games. Will complete activities and exercises during practice. |
| Self-Control | In control of emotions | While in stressful situations, players are starting to show an improvement in controlling their emotions |
| Determination | Displays a determination to complete tasks | Starting to not give up easily, starting to display a determination to complete tasks |

At the FUNdamental development stage it is again important for coaches to create the correct practice and game environment for the children. Practice sessions should be fun and active. The young players should also feel safe and engaged. One way the coach can start to assist in the young players thinking about and basic understanding of the game is to ask them questions during practice. The questions must be low order questions, simple enough that the children can understand and answer them. By asking the children questions about decisions they have made or may make, the players will start to think about the game and decisions they can make at a deeper level. By thinking more and working out the most basic of game challenges players will start to understand the game more. This will go a long way in assisting them in making decisions during a game.

This question and answer methodology, along with guided discovery helps to improve the learning environment for the players. It is strongly recommended that coaches adopt this style of coaching.

Each young player is on their own unique journey of growth, maturity and change; all of which is difficult to predict; both in terms of when it starts, when it stops and what the final outcome will be.

| DO | DON'T |
|--|--|
| Appreciate that all young players are growing and maturing at a different rate | Mistake levels of physical maturity for maturity in other areas |
| Be patient, supportive and encouraging with ALL the players in your squad | Assume that the current success of a player is an indicator of ongoing proficiency |
| Understand that all some players need is "time" | Over burden the players that represent the extreme early or late developer |



FOUR CORNER DEVELOPMENT MODEL

The Four Corner LTPD model consists of technical, psychological, physical and social/emotional components. Each corner of the model reflects a wide aspect of a player's development that has to be considered. The gradual progressive development of players is fundamental to the enjoyment, technical competency and retention in the game. The Four Corner approach places the player at the center of the development process with soccer experiences that meet the four key needs of the player.



Although priorities will vary during the player's different ages and phases of maturity, the model provides a basic framework for coaches to work within. In addition to the four main components, there are a number of additional 'contributions' from a wide number of people, such as parents, teachers,

schools and local clubs. The model is deliberately interlinked, which means that activity in any one corner will produce a reaction throughout all aspects of the model. For example, a practice on technique may impact physical balance and co-ordination while producing increased confidence and enhanced social standing within the group. The key message to coaches is not to consider any of the programme's aspects in isolation.

As the development pathway for each individual player is unique and diverse, the needs of each player will ebb and flow in all of the four corners. And, while the need for added support for some players will be minimal, others will require much more applied and specific support.

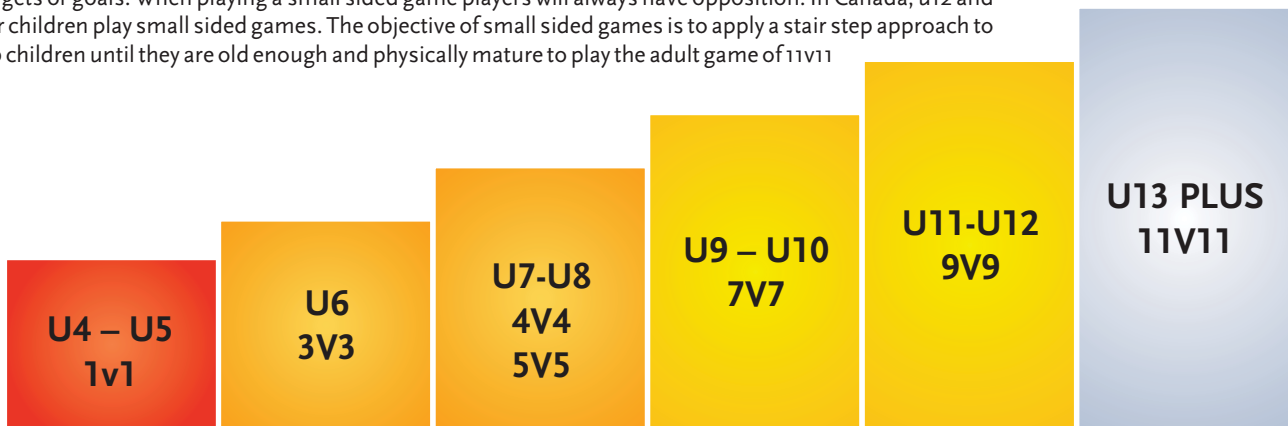
The Four Corner development model is referenced through out this resource using the colour codes found in the diagram to the left.





What is a SSG or Small Sided Game?

A SSG or small sided game is any game that is played with less than 11v11. Any small sided game will always have targets or goals. When playing a small sided game players will always have opposition. In Canada, u12 and younger children play small sided games. The objective of small sided games is to apply a stair step approach to develop children until they are old enough and physically mature to play the adult game of 11v11



What are the benefits of small sided games?

- ⚽ More touches
- ⚽ More shots on goal
- ⚽ More saves by the goalkeeper
- ⚽ More 1v1 attacking
- ⚽ More 1v1 defending
- ⚽ Ball in play longer
- ⚽ Easy to organise
- ⚽ Spatially appropriate
- ⚽ Physically appropriate
- ⚽ Cognitively appropriate
- ⚽ Experience technical and tactical situations
- ⚽ Constant transition from attack to defence
- ⚽ Most importantly its FUN!!!





Games Based Practices

Placing grassroots players in to a game based practice environment will accelerate the players development of technical ability and game intelligence. Small sided games are clear for children and the space that they play in is appropriate for their bodies. Playing in small sided games gives players enough options to have them thinking, but at the same time does not overload them with too many options were they become stressed and panic.

In a small sided game you are improving young players' technique and skills by giving them a far greater number of ball contacts. The emphasis on control, passing and shooting skills gives the fundamental building blocks of soccer, Plus it's fun for all the players. Players are constantly involved, they attack and defend. The number of passes, touches, shots, saves and 1v1 situations are all increased. Through this players are in the best learning environment where **THEY** get to make the decisions.

The games based approach allows players to become creative, learn from mistakes, be competitive and allows the players to have **FUN!**

Q . What's the 1st question players ask when they come to practice?

A. When are we going to play soccer today?

Typical response from the Coach – Towards the end of practice if you work hard.



“Being physically literate should be the outcome of a high quality movement skills programme that focuses with younger players on developing agility, balance, coordination and speed. These aren't just skills for football, these are core skills that will help you be better in all sports and set you up with a healthy lifestyle forever”

Nick Levett

The FA National Development Manager

“Lets give the players what they want, place them in to game based practices and lets see them develop and fall in love with the game at the grassroots level”

Carl Horton

OSA Regional Player Development Manager, West

“Teaching instead of judging” - Bobby Lennox, The Ontario Association Manager, Player Development



Game Leader Program A Boost For U8 Players

The objective of the Game Leader program is to allow for an improved, child friendly approach to supervising small sided games for children U6-U8 and creating more opportunities for parents to get involved. The Game Leader program has been designed by The OSA Player Development, Referee and Coaching departments. It is supported and endorsed by the Canadian Soccer Association.

The Game Leader will be trained to achieve a few objectives on the field:

1. Enable children to have a fun and rewarding experience while competing in small sided games.
2. Ensure player safety.
3. Implement simplified rules while keeping the game moving -- limiting stoppages and assisting the young players with all restarts.

The Game Leader can be a club representative, coach, parent or a beginning or senior referee who has been selected by the club or district to participate in the Game Leader Instruction program.

The Game Leader Should



- Be enthusiastic and approachable
- Encourage all children to have fun
- Promote that all children have the opportunity to take restarts
- Ensure the field of play is safe
- Ensure the field is marked out using markers, cones or lines
- Ensure the ball is safe and the correct size for play
- Check that the goals (when available) are safe and appropriate size
- Use the “ready, set, go” prompt to encourage quick restarts to play
- Ask children to pass or dribble the ball into play from all restarts rather than the aimless big kick
- Ensure the opposing team retreats to the halfway line for all goal line restarts
- Encourage team officials and parents to create a safe enjoyable and positive playing environment for all children
- Provide encouragement and praise for both teams. This will facilitate players learning and having more fun
- De-emphasize winning and losing and the score in the game



Creating an Inclusive environment for Grassroots players

The very thought of attending a trial puts fear into most of us adults. Think how you feel when you go for a job interview. Can you imagine what a child feels? One of our guiding principles in Grassroots Soccer is that there are opportunities for all. We want all children to be allowed access to programs that they have decided that they want to join. During their Grassroots Soccer years, if a child decides that they want to be a part of a development program and the family can meet the added time, financial, travel and practice commitment, they should be allowed to. If they want to be the best that they can be, then allow them to be that. Don't deny children opportunities to participate in programs." Lets include as many children as possible in our Development programs. They want skills, lets give them skills.

How?

When clubs are preparing the Grassroots age groups for the new season we should be thinking of how we can develop as many players as possible. In the past clubs have held tryouts where the best players get selected and the weaker players are not given the opportunity. Instead of tryouts clubs should hold "Open development sessions" where players and parents can attend to find out more information about the development program. This gives all parties involved the opportunity to find out what is needed at the development level and then the families can make the best decision for their child, rather than the coach making the decision on a player based on ability, strength or size. Clubs now have the ability to create game day rosters which will allow for more players to be involved.




What is a "Game day roster?"

At the development level of Grassroots soccer no longer does a club or team have to roster a specific player to a specific team. Players are registered within the clubs development program as a development player. Clubs can fill as many game day rosters as their resources will allow. This would include things such as coaches, facilities etc. Once a player is registered as a development player they can be placed on different game day rosters each week (if the club has multiple game day rosters) which will now allow for appropriate competition on a weekly basis. An example is below.





TALENT SELECTION VS TALENT IDENTIFICATION – What's the difference?



Talent selection is when coaches choose players on their current abilities on what they can currently do on the field which will have an impact on events that are taking place in the near future. Talent identification is however not what the child can currently do but is a prediction on what a child can do in the future. Both are totally separate, talent selection will help you get results today, while talent identification will help you build stronger teams for the future once players reach the talented pathway.

In our old system where tryouts have taken place talent selection has been promoted as coaches have had the “must win” attitude. This attitude has come about due to the pressure that has been placed on coaches by clubs and parents to win championships and win promotion. Even in the majority of situations, where coaches are volunteers, they have still been under pressure to win to return the following year as the coach. So when it came to tryouts, players that were selected were the bigger, stronger, faster more athletic players, which will help coaches and teams gain short term success. Players that did not match these criteria were told “sorry you are not good enough and you need to work on the following...” However they were not given the opportunity to work on the following because they were not selected to the program.

In the new grassroots system The OSA is recommending that no tryouts take place and that “open development sessions” are made available to any player who wishes to play at the development level. Now we can build our player pool and become talent identifiers. Players within the pool may not be the elite athletes at the present moment but they do show high levels of commitment, a high level of coachability, sensitivity to training and the motivation and desire to learn and become better. Now using the holistic approach and focusing on the four corners of the child’s development, physiological, social, physical and technical, we can strive to develop more athletes, better human beings as well as better soccer players.

Talent identification also takes a long term approach to player development, with the focus on training large numbers of players, instead of cutting all but the elite athlete. This approach now gives all children the opportunity to realise their potential and release that potential when they feel the time is right.



Retreat Line

Rationale

The world of soccer is evolving and Canadian youth must also advance with the game. The modern game now evolves around maintaining possession of the ball, with controlled, precise build up play starting with the goalkeeper. Players must understand the right time to play forward and/or backwards.

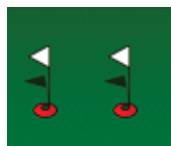
To enable youth players to play this style of soccer they must learn to play through the thirds of the field and have the ability to maintain possession throughout the whole field, while under pressure. Every player on the field must become comfortable in possession of the ball. Possession based soccer should become their default style of play.

By implementing the retreat line at the Grassroots stages we will allow the players to grow in confidence and become better all-round soccer players.

Retreat line – 5v5

(at half way line)

LEGEND



Flags or Cones

= Retreat Line

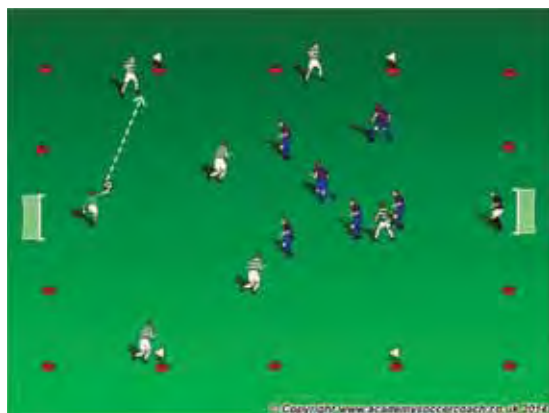


The Procedure

The retreat line will come into play when the ball has gone out for a goal kick or when the goalkeeper has the ball in his/her arms.

All opponents must be behind the retreat line and cannot cross the retreat line until the ball:

- Is touched by a player of the team taking the goal kick OR,
- Leaves the field of play OR,
- Goes over the retreat line. (If the goalkeeper chooses to play the ball across the retreat line prior to the opposition crossing the retreat line 7v7/9v9)



Retreat line – 7v7

(at 3rd's of field)

Retreat line – 9v9

(at 3rd's of field)





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1. Introduction

2. Brampton Soccer Club Coaching Philosophy

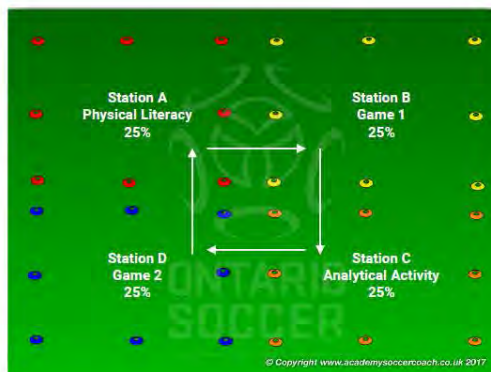
3. Sample exercises in the four corners model



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 | 20 x 20 m (x4) |

| Technical | U4 | U5 | Physical | 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 | U4 | U5 | Psychological | 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 | | |
| Patience | 3 | 2 | High | 1 | |
| Respect / discipline | 2 | 2 | Medium | 2 | |
| Fair play / honesty | 3 | 2 | Low | 3 | |
| | | | Not Applicable | 4 | |

Top Tip Encourage the players to make decisions and have fun. When talking to the players, crouch down so you are at eye level with them rather than towering above them. This can be intimidating for young children. Speaking to the players at eye level allows you to better connect with them.



1. INTRODUCTION

The BSC would like to welcome all coaches to the Club House League Program for U6 – U8 Age Group. These ages represent the **FUNDamentals** Stage in a player's development as per Canada Soccer and Ontario Soccer.... Long Term Player Development



L-T-P-D
long term player development



The purpose of this manual is to assist coaches with their preparation for the upcoming House League Season. This document is to be used as a reference guide during the season.

Remember: ***“Its all about the Players”***



Under 6's



2. BRAMPTON SOCCER CLUB COACHING PHILOSOPHY

The Brampton Soccer Club are firm believers in the Ontario Soccer's Long Term Player Development (LTPD) framework and as such, our approach to player development at this age represents the middle of the ***Physical Literacy Stream*** of a child's soccer journey.

The Brampton Soccer Club strives to make every child's soccer experience a positive one. We are here for the children and their development as soccer players – hopefully for life. We strongly recommend that our coaches follow a **Player-Centered** coaching philosophy. Player centered coaching allows the player to make decisions within the practice session and/or game.

We encourage each of you to empower your players to become assured decision-makers during your sessions. As soccer is a game based on making decisions it's important that you as the coach, allow your players to practice and develop the decisions that they make. Initially, many young players decisions will be unsuccessful but only through support, time and patience, will our young players develop the skill to make better decisions.

At these early ages, success as a coach is not based on wins and loses and whether or not you win the game, rather success is measured based on how many players return to enjoy the game the following year and the new skills they acquire. In fact, the Brampton Youth Soccer Club does not keep track of results at this age so if you find your team in a game where it is dominating the other team please rotate your players more often to avoid a lopsided result.

We recommend that this philosophy as well as your own coaching philosophy be communicated to the parents at the start of the season. We suggest that after your first practice, hold a parents meeting and discuss your philosophy with the parents along with any goals you may have for the season.

Remember we stress that as coaches of the U6 to U8 age group that you endeavor to make every practice and game – **Fun Based**.





Typical Practice Plan Sessions

Stage 2 - FUNdamentals

U6 - 9 Females / U6 - 8 Males

(Some Sample Sessions Included)

Running With The Ball
1v1 Attacking
Passing & Receiving
Dribbling
Shooting
Ball Familiarity
Passing - Dribbling
Shooting
Ball Mastery
Small Sided Games

Practice / game day organization is one of the most important attributes of a successful coach. This aspect can make or break a season in the eyes of the player and parent. A coach's ability to move through a well thought out and fun practice without players standing around is a very important attribute at the U6 to U8 level. It reduces the amount of time young players have to misbehave and lose focus. To alleviate the stress for our Coaches, the BYSC have outlined below the breakdown of how a typical practice should look at this age as well as an overview of the practice objectives.

We have incorporated some sample session plans for your consideration for the summer. Finally, helpful questions to ask yourself when planning a practice session

- 1) Are the activities fun?
- 2) Are the activities organized?
- 3) Are all of the players involved in the activities?
- 4) Are the players having fun?
- 5) Are the spaces being used appropriate?
- 6) Is creativity and decision making being used?
- 7) Is the coach's feedback appropriate?



L.T.P.D.
long term player development

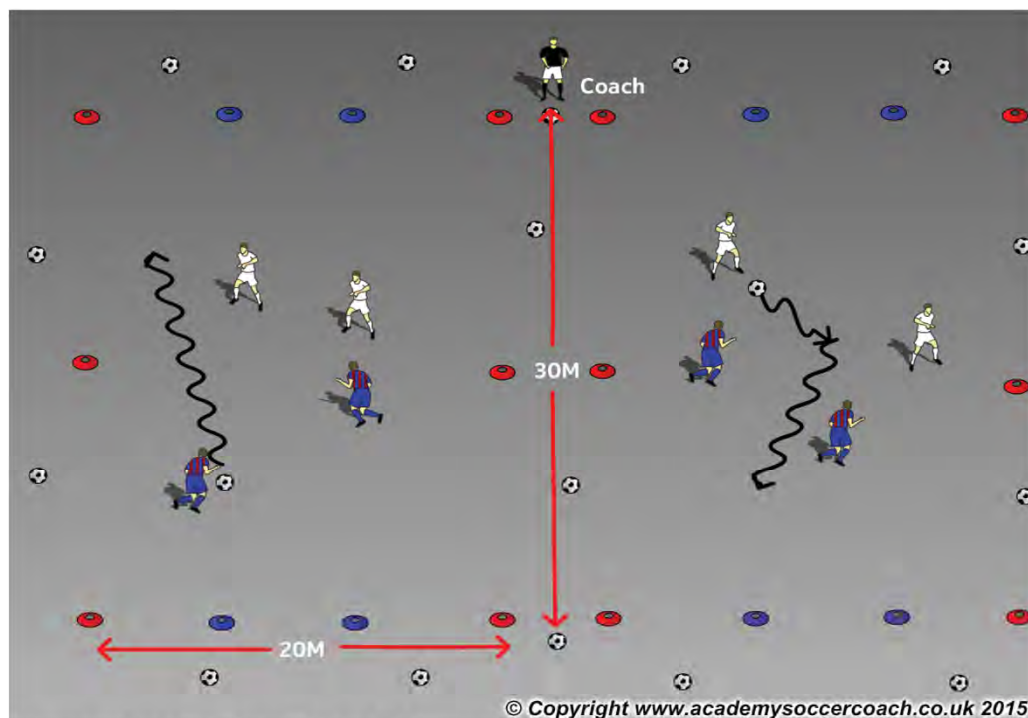


Brampton Soccer Club
GRASSROOTS L.T.P.D.
Stage 1: FUNdamentals
U6 to U8 Females
U6 to U9 Males
(Sample Practice Plan)
Running with the Ball

FUNdamentals practice plan – Week 24

Station A

2v2 Small Sided Game Running with the ball



Organization: 2, 30m x 20m fields are set up. 4 teams of 2 are created and players play 2v2 on each field.

Procedure: Players play 2v2; to score they must run the ball through the goal. Once a team scores they keep possession of the ball and attempt to attack the opposite goal. If the ball goes out of play they can either pass the ball in or dribble in.

Time frame. 8-10 minutes

Emphasis:

Running with the ball
Decision making
FUN!

| | |
|---|--|
| <p><u>Psychological</u></p> <p>Confidence Being safe Decision making</p> | <p><u>Technical</u></p> <p>Running with the ball</p> |
| <p><u>Physical</u></p> <p>A,B,C's Change of Direction Speed</p> | <p><u>Social</u></p> <p>Listening Communicating Celebrating</p> |

FUNDamentals practice plan – Week 24

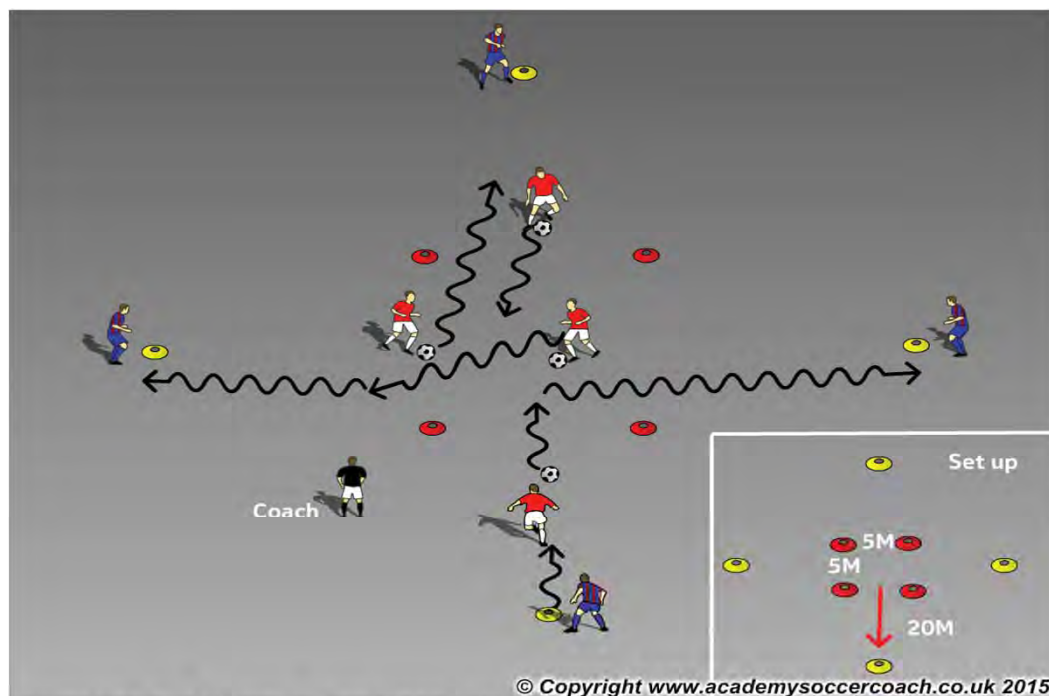
Station B Running with the ball



Time frame. 8-10 minutes

Emphasis:

Running with the ball
Changing direction
Decision making
Change of speed
FUN!



Organization: Players are placed into pairs as shown. Set up your area as shown in the set up diagram.

Procedure: Players have to run with the ball towards the middle square. Once they get to the middle square they must make a decision and run out of a different side to score a point. The player in waiting takes over the ball and continues.

Progression: Make it a competition for the players. They have 60 seconds to score as many points as possible. While 4 players work the remaining 4 players each keep track of how many points their partner scores.

Psychological
Confidence
chaotic
Decision making

Technical
Running with the ball

Physical
A,B,C's
Change of Direction
Speed

Social
Listening
Communicating
Celebrating

FUNDamentals practice plan – Week 24

Station C

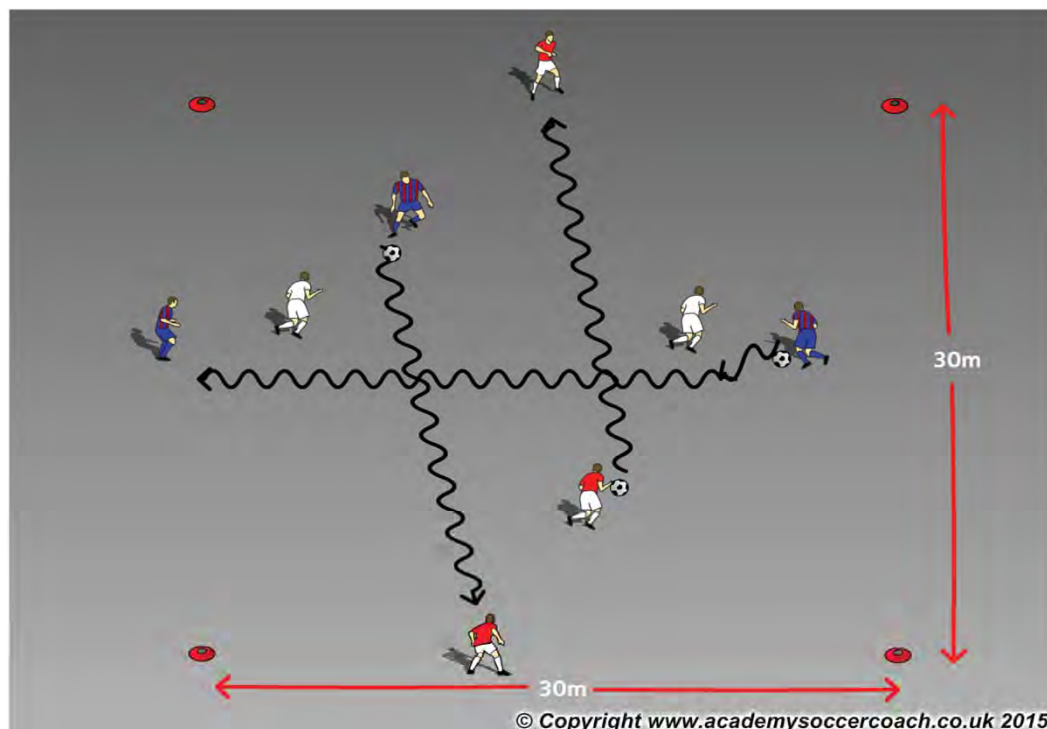
Running with the ball to target players



Time frame.8- 10 minutes

Emphasis:

Running with the ball
Decision making
Chaotic situations
Agility, Balance, Coordination
Imagination
FUN!



Organization: 6 players are spread out on the outside of the 30m x 30m area. 3 players have a soccer ball. 2 players are placed in the square with a pinnie in their hand, these players start as defenders.

Procedure: Players on the outside with a ball must run with the ball to a player on a different side of the square to score a point. If the defender is able to tackle the dribbler they switch roles instantly. Players running with the ball must make decisions on which space to attack based on what the defenders are doing. Go for 90 seconds each game.

Psychological

Confidence
Being safe
Decision making

Technical

Running with the ball

Physical

A,B,C's
Change of Direction
Speed

Social

Listening
Communicating
Celebrating

FUNDamentals practice plan – Week 24

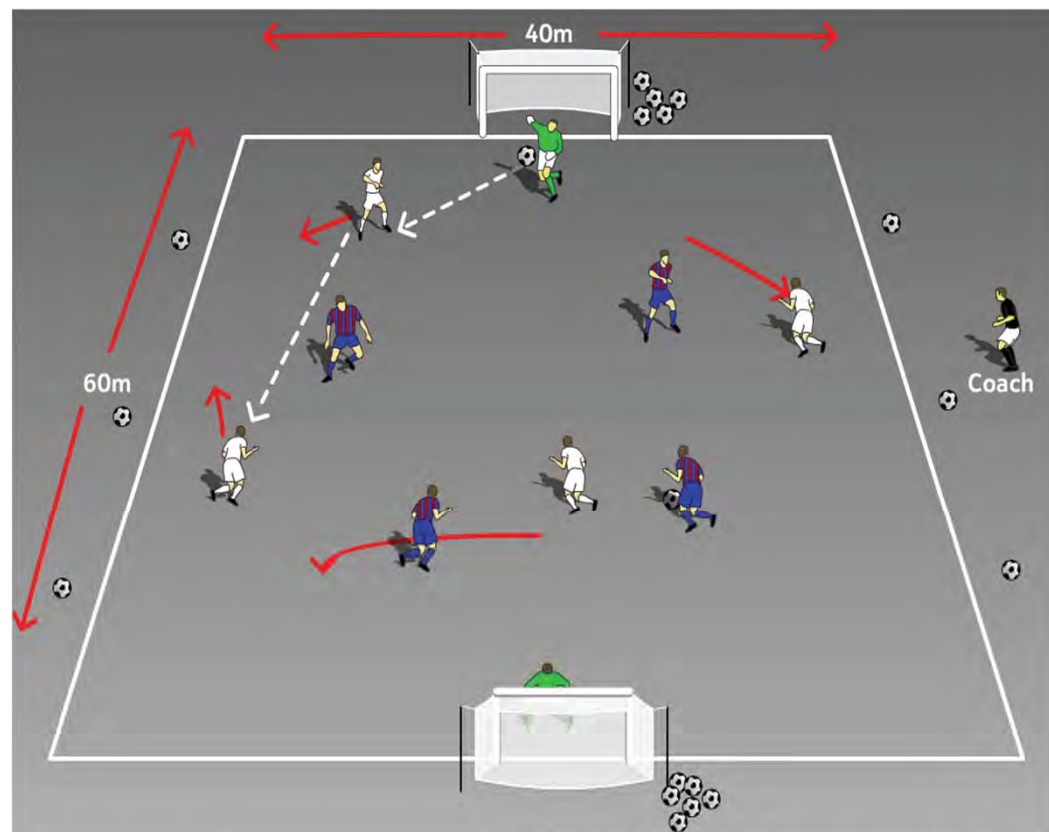
Station D Small Sided Game – 5v5



Time frame. 8-10 minutes

Emphasis:

Free Play
Decision making
FUN!



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Organization: 5v5 in a 60m x 40m field. No conditions. Encourage players to be positive, run with the ball and penetrate space when they have the opportunity. Look for good movement to provide support and find space.

Psychological

Confidence
Being safe
Decision making

Technical

Running with the ball

Physical

A,B,C's
Change of Direction
Speed

Social

Listening
Communicating
Celebrating



L.T.P.D.
long term player development



Brampton Youth Soccer Club
GRASSROOTS L.T.P.D.
Stage 1: FUNdamentals
U6 to U8 Females
U6 to U9 Males
(Sample Practice Plan)
1 v 1 Attacking

Ontario Soccer Development

FUNDamentals practice plan – Week 7

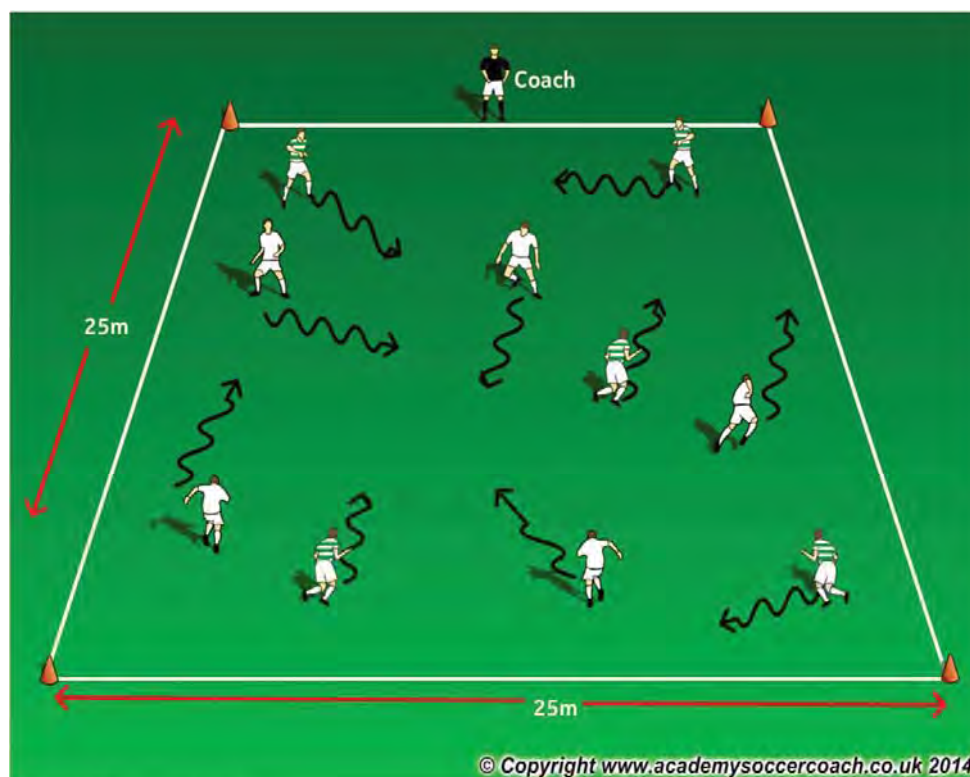
Station A General Movements



Time frame. 8-10 minutes

Emphasis:

Changing direction
Agility, Balance, Coordination
Awareness
FUN!



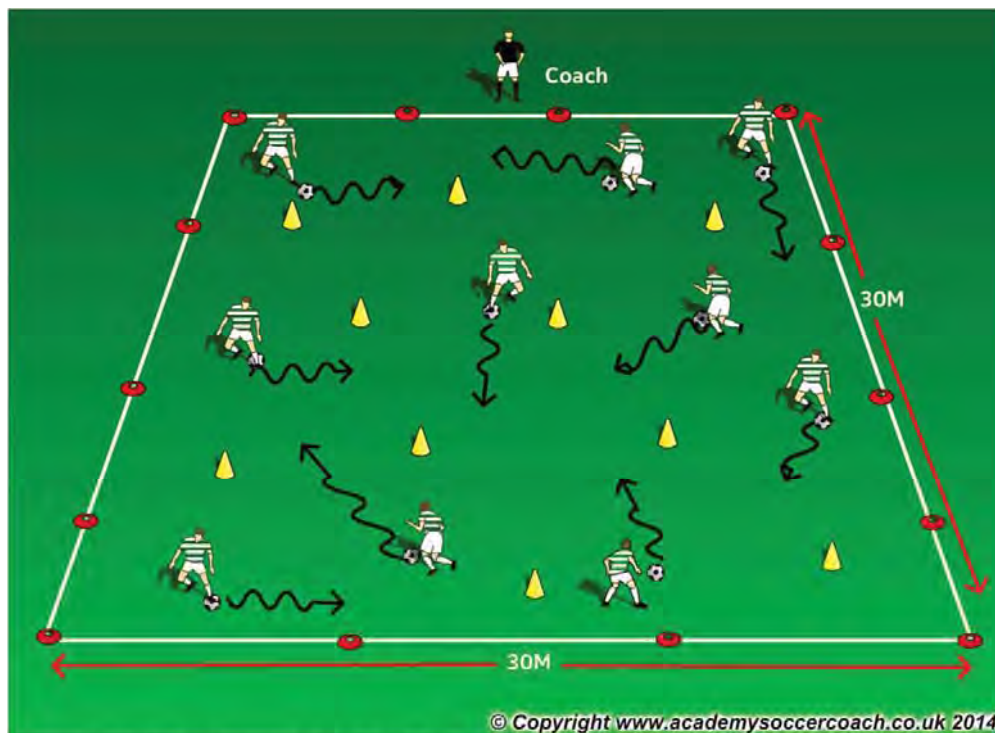
General movements

Encourage the players to use different soccer related movements such as walking, running, jumping, rolling, running backwards and also sideways
Movements can occur with or without a ball.

| | |
|--|---|
| <u>Psychological</u> Positive reinforcement Confidence Being safe | <u>Technical</u> N/A |
| <u>Physical</u> Eye-foot coordination Agility, Balance Change of Direction | <u>Social</u> Listening Communicating Celebrating |

FUNdamentals practice plan – Week 7

Station B Soccer Coordination



Organisation. Players dribble freely inside 30mx30m area.

Procedure. Players are asked to express them self's and be creative by attacking space and showing different moves. On coaches command players will attack a cone and show a move that will beat a defender. Coaches can show the players moves or allow the children to choose a move of their choice.

Time frame. 8-10 minutes

Emphasis:

Dribbling
Changing direction/Speed
Balance
FUN!

Psychological

Confidence
Being safe

Technical

Dribbling
Running with the ball

Physical

A,B,C's
Change of Direction

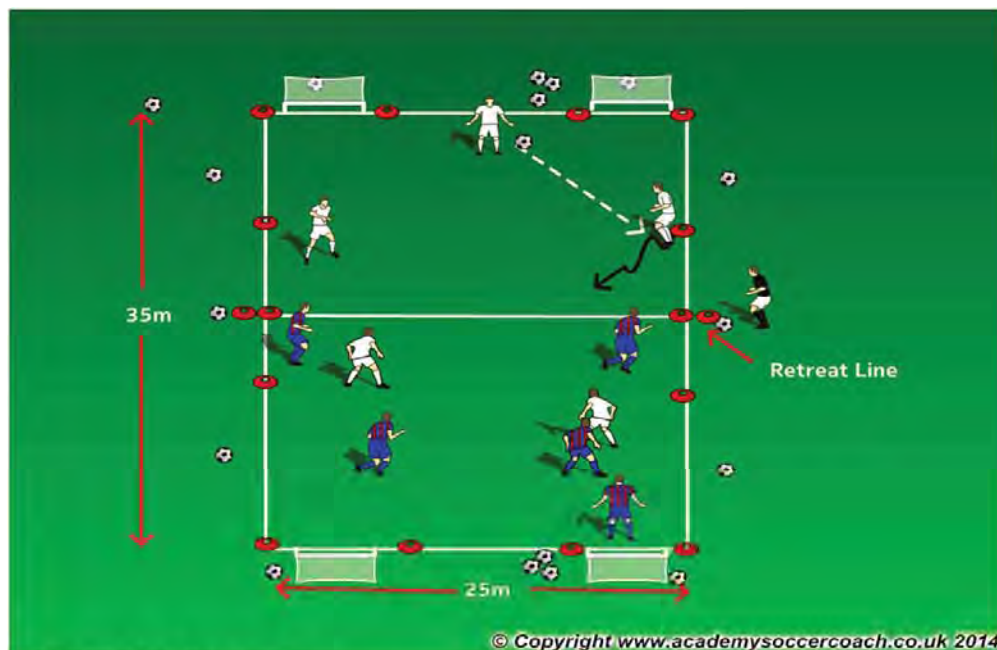
Social

Listening
Communicating
Interacting with friends

FUNDamentals practice plan – Week 7

Station D

Small sided game with retreat line



5V5 with the Retreat line.

Organisation. Players play 5v5 on a 35mx25m field. the Retreat line is located at the half way line. 2 goals are located at each end

Procedure. Once the ball goes out for a goalkick or the goalkeeper has control of the ball the opposition must retreat behind the retreat line. Once the player receives the pass from the goalkeeper the game is live.

When scoring a goal team in possession has two goals to score on.

If you have odd numbers you can have the extra player become a neutral player in the game who plays for the team in possession.

Time frame. 8-10 minutes

Emphasis:

Dribbling

1v1

Changing direction/Speed

Imagination

FUN!

Psychological

Fun
Confidence
Being safe
Decision making

Technical

passing
Dribbling
Shooting

Physical

Speed
A,B,C's
Change of Direction

Social

Listening
Communicating
Celebrating



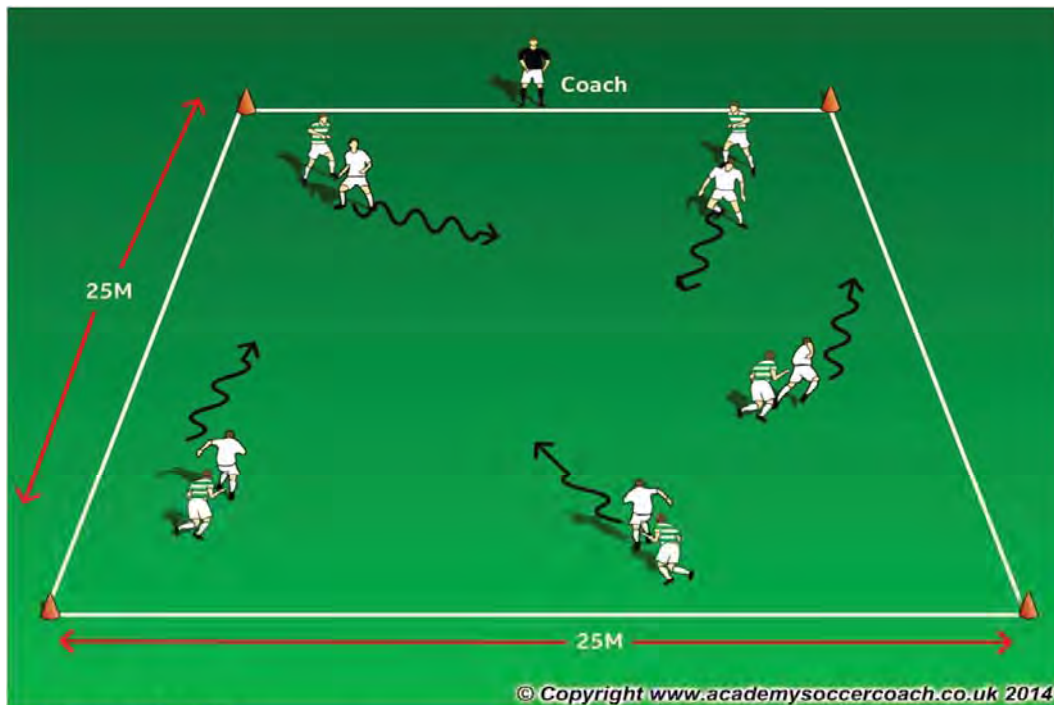
L.T.P.D.
long term player development



Brampton Soccer Club
GRASSROOTS L.T.P.D.
Stage 1: FUNdamentals
U6 to U8 Females
U6 to U9 Males
(Sample Practice Plan)
Passing and Receiving

FUNDamentals practice plan – Week 2

Station A General Movements



Follow my Leader
Organisation. Players are placed into pairs in a 25mx25m area.
Procedure. 1 player becomes the leader and the 2nd player becomes the follower. Encourage the players to use different movements such as walking, running, jumping, rolling, running backwards and also sideways. After 30 seconds players switch.
Progression. Each player has a ball.

Time frame. 8-10 minutes

Emphasis:

Listening

Different types of running/movements

Changing direction

Agility, Balance, Coordination

FUN!

Psychological

Confidence
Being safe

Technical

N/A

Physical

A,B,C's
Change of Direction

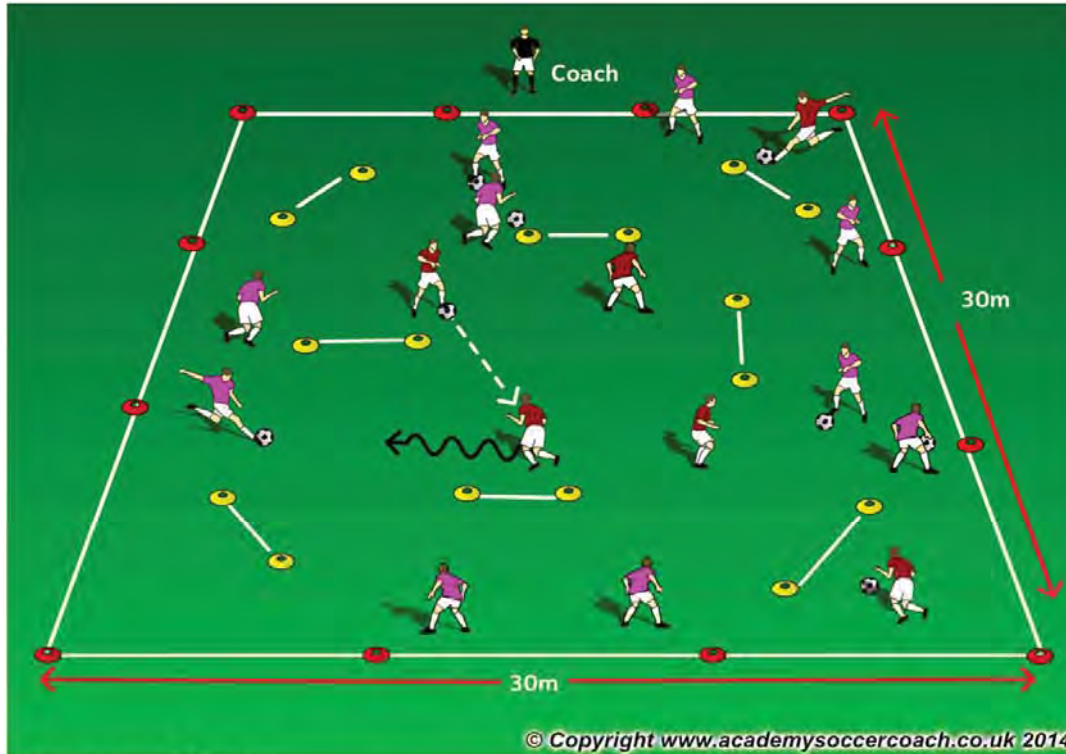
Social

Listening
Communicating
Celebrating

FUNdamentals practice plan – Week 2

Station B

Soccer Coordination – Passing and Receiving



Passing and Moving
Organisation. Players are placed into 2s inside 30mx30m area.
Procedure. Players pass and move inside area. Focus should be on how the player passes and receives the ball.
Progression. To make it fun/competitive for the players add gates into the area and on the command of "Shopping" players look to pass the ball through the gates. each gate = 1 point, after 60 seconds pair with the most points wins the competition. Repeat game several times.

Time frame. 8-10 minutes

Emphasis:

Passing - Receiving
 Dribbling
 Changing direction
 Agility, Balance, Coordination
 Imagination
 Change of speed
FUN!

Psychological

Confidence
 Being safe

Technical

Passing - Receiving
 Dribbling
 Running with the ball

Physical

A,B,C's
 Change of Direction

Social

Listening
 Communicating
 Celebrating

FUNdamentals practice plan – Week 2

Station C

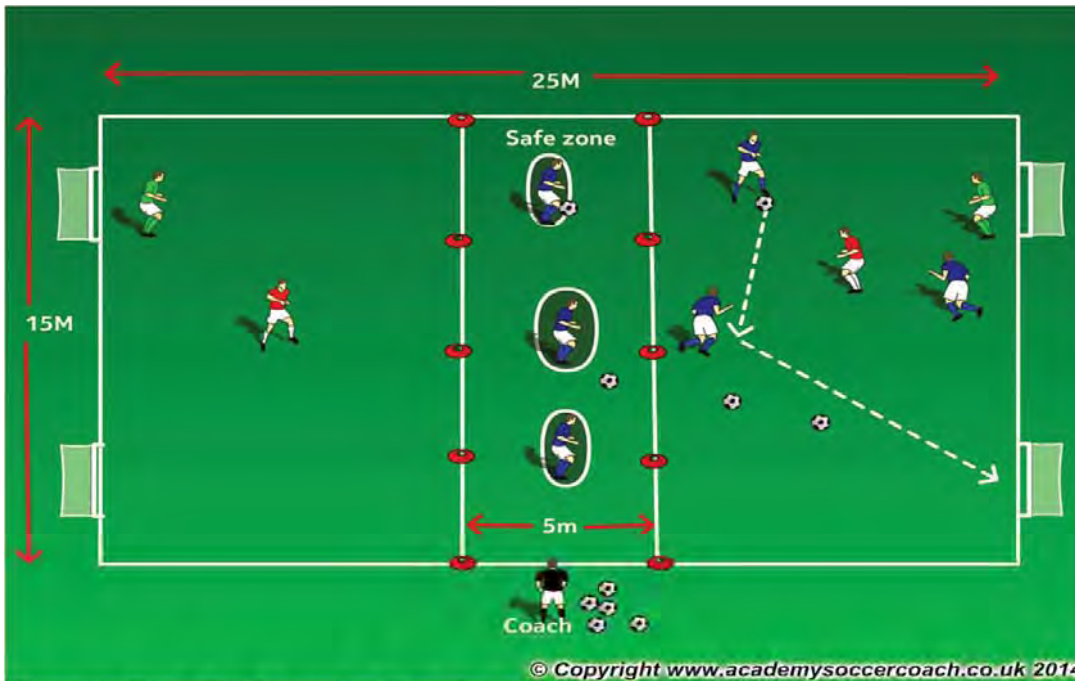
Soccer Technique – 3v1 to goal



Time frame.8- 10 minutes

Emphasis:

Passing - Receiving
 Running with the ball
 Dribbling
 1v1 attacking/defending
 Shooting
 Changing direction
 Agility, Balance, Coordination
 Imagination
 FUN!



Organisation. Field size is 15mx25m with a 5m safe zone in the middle. 3 attackers, 2 defenders and 2 goalkeepers set up as above.
Procedure. Activity starts with 3 players in central safe zone, with defender & GK defending goal at either end. The coach plays a ball into the attackers in the safe zone and they look to attack either end.
 If attackers' progress is blocked, they can take ball back into safe zone & attack in other direction.
 Should GK save an attempt on goal, the goalkeeper should roll the ball to the defender if possible, who then transfers the ball into the defender in the opposite half. Defender receives and attempts to turn & score against GK at that end. Keep rotating the players to allow them all to experience attacking, defending and goalkeeping.

Psychological

Confidence
 Being safe

Technical

Dribbling
 Running with the ball
 Shooting
 Passing/Receiving

Physical

A,B,C's
 Change of Direction

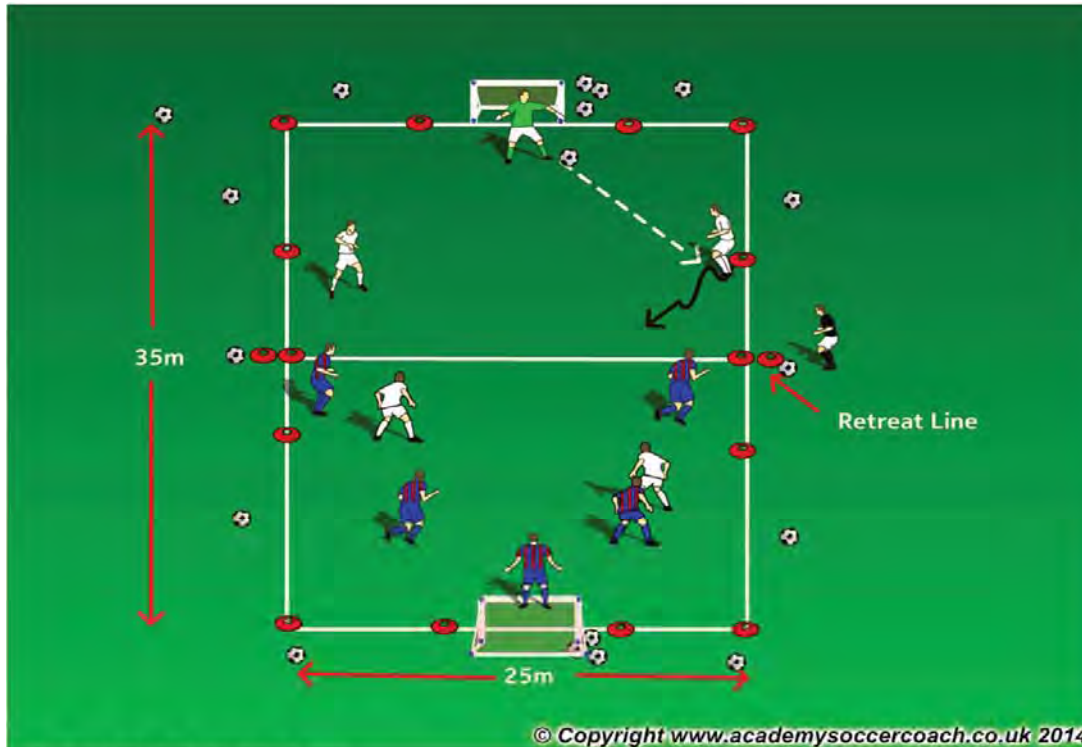
Social

Listening
 Communicating
 Celebrating

FUNDamentals practice plan – Week 2

Station D

Small Sided Game – 5v5 with Retreat line



5V5 with the Retreat line.

Organisation. Players play 5v5 on a 35mx25m field. the Retreat line is located at the half way line.

Procedure. Once the ball goes out for a goalkick or the goalkeeper has control of the ball the opposition must retreat behind the retreat line. Once the player receives the pass from the goalkeeper the game is live.

If you have odd numbers you can have the extra player become a neutral player in the game.



Time frame. 8-10 minutes

Emphasis:

Listening
Running with the ball
Passing
Shooting
Dribbling
Team work
Changing direction
Agility, Balance, Coordination
Imagination
FUN!

Psychological

Confidence
Being safe

Technical

Dribbling
Running with the ball

Physical

A,B,C's
Change of Direction

Social

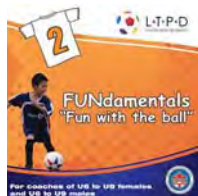
Listening
Communicating
Celebrating



L.T.P.D.
long term player development



Brampton Soccer Club
GRASSROOTS L.T.P.D.
Stage 1: FUNdamentals
U6 to U8 Females
U6 to U9 Males
(Sample Practice Plan)
Dribbling



FUNdamentals

Station A

Physical Literacy - Connect Four



Organisation

Two teams of four. 16 grids that are 5x5 metres.

Procedure

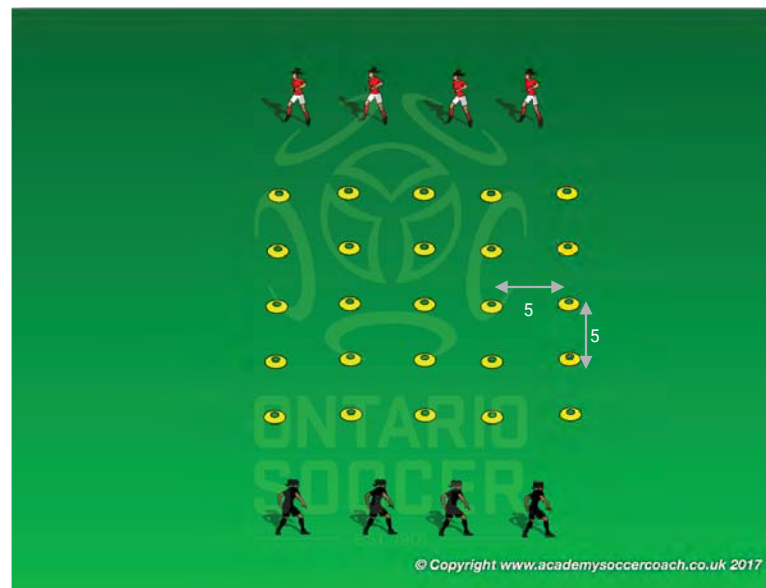
Players must run out and look to 'connect 4'. They can connect, diagonally, horizontally or vertically. They must be next to 4 consecutive cones. They cannot connect 4 on the first line, if players arrive at the cone at the same time, the coach can instruct to move again. Award a point for each winning team.

Emphasis

Decision making, awareness and fun!

Progression

Ask the players to move by skipping, hopping, bear crawls and then progress to using a ball each so they can run with the ball to each cone.



| Timing | Area |
|-----------|-----------|
| 9 Minutes | 20 x 20 m |

Technical / Tactical

Ball mastery
Running with the ball
Dribbling

Psychological

Fun
Being safe
Decision making

Socio - Emotional

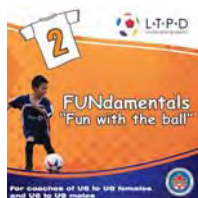
Problem Solving
Communicating
Listening
Celebrating
Teamwork

Physical

Agility
Balance
Co-ordination
Change of Speed
Change of Direction

Top Tip

Check out the whole FUNdamentals Grassroots Curriculum at: <http://www.ontariosoccer.net/grassroots-resources>



FUNdamentals

Station B

Small Sided Game – 2v2 with retreat line



Organisation

Create three mini fields, 12x15 yards. Balls around the perimeter.

Procedure

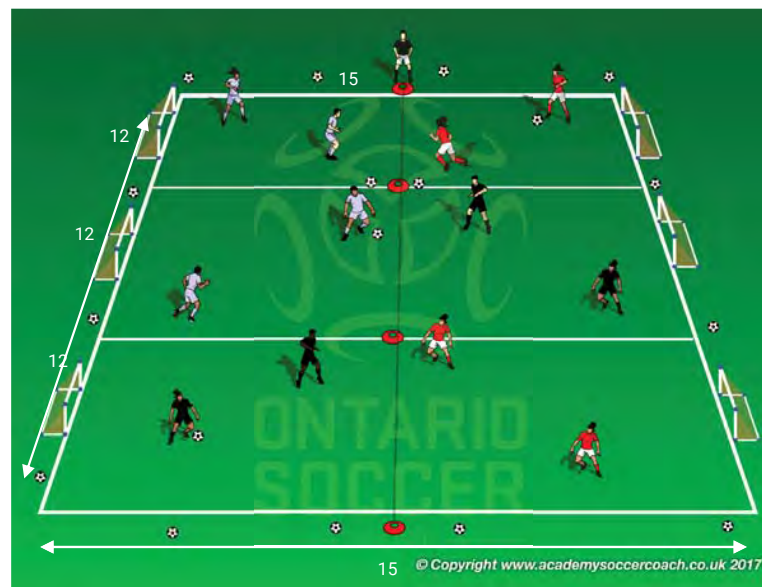
Players play 2v2. After 2 minutes. Rotate the teams. Can do a competition ladder and rock paper scissors to settle a tied game. Include celebrations with team mates, high 5's, come up with their own etc.

Emphasis

Free Play and FUN!

Progression

N/A



Timing

9 Minutes

Area

15 m x 12 m (Set up 3 times)

Technical / Tactical

Dribbling
Receiving
Passing
Finishing

Psychological

Fun
Confidence
Being safe
Reactions

Socio - Emotional

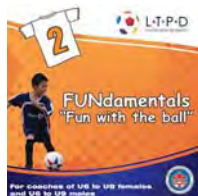
Problem Solving
Communicating
Listening
Celebrating
Teamwork

Physical

Agility
Balance
Co-ordination
Change of Speed
Change of Direction

Top Tip

Coaches in this stage have to create a learning environment that is stimulating and engaging where players learn in a fun-filled small-sized game environment.



FUNdamentals

Station C

Analytical – Build Up Tag



Organisation

9 players are placed inside the area with a ball. 3 players are placed in a different colour without a ball.

Procedure

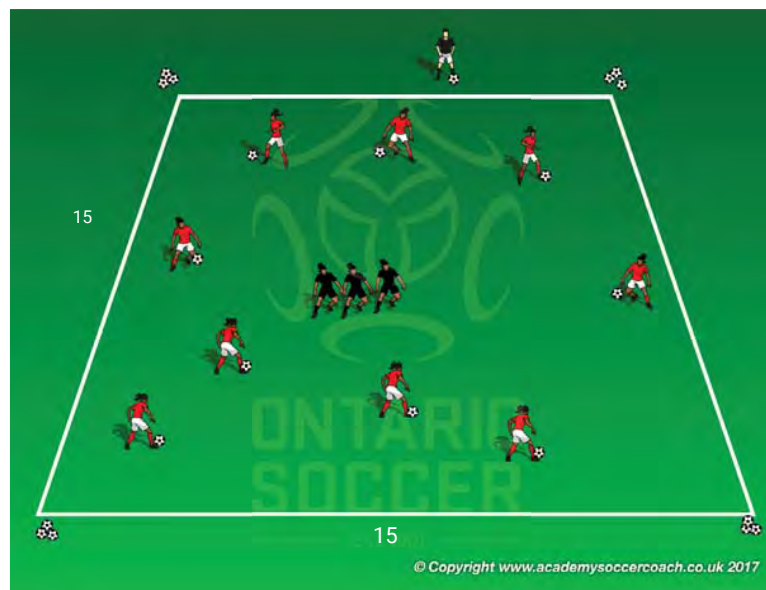
The players in black must hold hands and work together to touch an opponents ball. If they manage to do so, that player then becomes part of the defending team. Red players must stay in the area with their ball. If they go out of the area, they become part of the defending team. Last player remaining wins.

Emphasis

Imagination, creativity and celebrating!

Progression

Defending players face alternate ways. e.g:



| Timing | Area |
|-----------|-------------|
| 9 Minutes | 15x15m grid |

Technical / Tactical

Ball mastery
Running with the ball
Dribbling on the safe side
(the foot that is the furthest away from the defenders)

Psychological

Fun
Confidence
Awareness

Socio - Emotional

Problem Solving
Communicating
Listening
Celebrating
Teamwork

Physical

Agility
Balance
Co-ordination
Change of Speed
Change of Direction

Top Tip

The most important focus at this age is the continued development of physical literacy and the recognition that individual technique development is paramount.



FUNDamentals

Station D

Small Sided Game – 3v3 with retreat line



Organisation

Two teams of 3v3 are placed on to a 20x15 field with 1 or 2 goals at each end.

Procedure

Players play 3v3 for two minutes. After time is up, rotate the teams so the two winning teams face each other. Repeat.

Emphasis

Fun, creativity and celebrating!

Progression

N/A



Timing

9 Minutes

Area

15 m x 20 m (set up twice)

Technical

Dribbling
Receiving
Passing
Finishing

Psychological

Fun
Confidence
Awareness

Social

Problem Solving
Communicating
Listening
Celebrating
Teamwork

Physical

Agility
Balance
Co-ordination
Change of Speed
Change of Direction

Top Tip

When communicating with young players it's important to get down to their eye level rather than towering above them. This can be intimidating for young children.



L.T.P.D.
long term player development



Brampton Soccer Club
GRASSROOTS L.T.P.D.
Stage 1: FUNdamentals
U6 to U8 Females
U6 to U9 Males
(Sample Practice Plan)
Shooting

FUNDamentals practice plan – Week 32

Station A

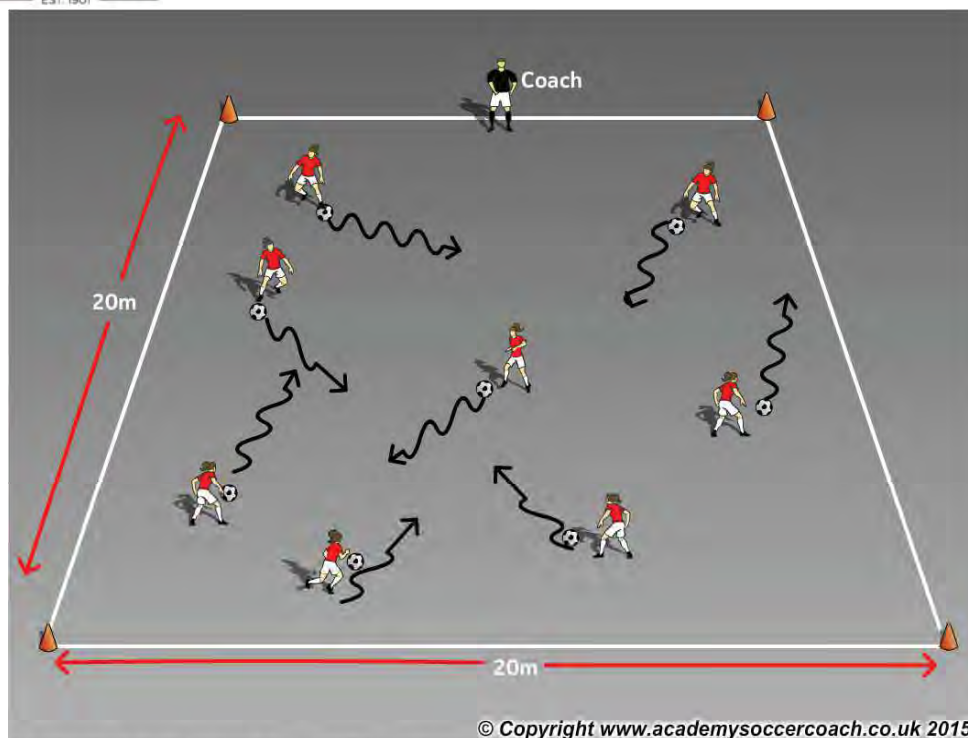
General Movements – Tag Tails



Time frame. 8-10 minutes

Emphasis:

Agility, Balance, Coordination, Speed
Changing Direction
Dribbling
FUN!



Organization: Inside a 20m x 20m area each player tucks a pinnie down the back of their shorts which becomes the player's tail; each player also has a soccer ball.

Procedure: On the coach's command, all players move around the grid and try to grab as many "tails" as they can from other players. If your tail is taken you do 3 jumping jacks, place your tail back in your shorts and continue to play.

Psychological

Can I pull a players
tail out?
Confidence
Being safe

Technical

Dribbling
Shielding

Physical

Agility, Balance
Change of Direction
Speed

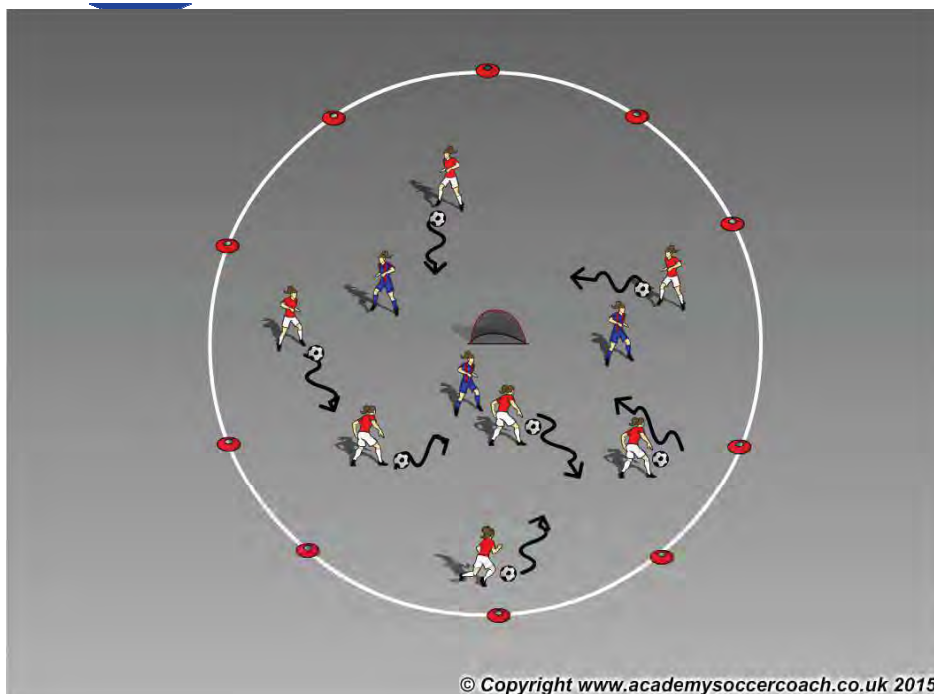
Social

Listening
Problem Solving
Celebrating

FUNDamentals practice plan – Week 32

Station B

Technique work – Pirates of the pug



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Organization: Players are placed inside a circle with a pug net in the centre. 7 players have a soccer ball and 3 players are without a ball. The 3 players without the ball are the "Pirates".

Procedure: Instruct the "Pirates" without the ball to defend the players with the balls. Once the Pirate wins the ball, they attempt to score on the Pug Goal in the middle of the circle. If the Pirate scores the goal, that player too becomes a Pirate. Play continues until the last player with the ball wins. If the pirates have a hard time getting started, the coach can help the pirates at first.

Time frame. 8-10 minutes

Emphasis:

Dribbling
Basic defending
Spatial Awareness

Psychological

Confidence
Being safe
Self Control

Technical

Dribbling
Shooting
Basic defending

Physical

A,B,C's
Change of Direction
Acceleration

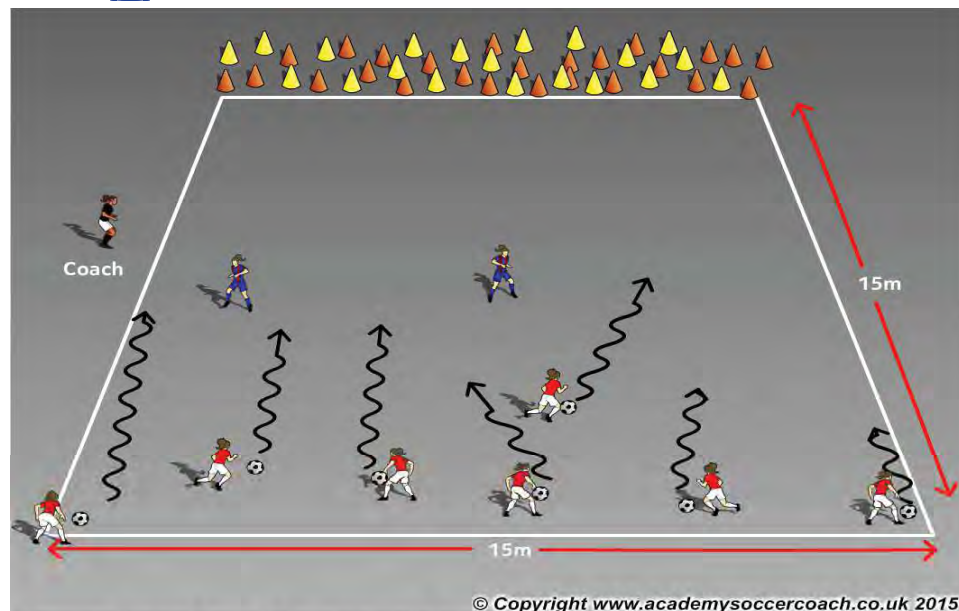
Social

Listening
Communicating
Celebrating



FUNDamentals practice plan – Week 32

Station C Treasure collection



Organization: 15m x 15m area with 7 players with a soccer ball (Pirates) and 2 players (defenders) without a soccer ball.

Procedure: On the coach's command, the pirates attempt to dribble past the defenders in attempt to take the treasure. To take the treasure the players must knock down the cone with the ball. Once they have knocked down the cone they must pick up the cone and take it back to their starting point while dribbling the ball. If the pirates lose the ball to the defenders, they must complete 10 toe taps and start back over at the original starting point. The Pirate to collect the most treasure once it has all been collected wins the game. Repeat the game by changing the defenders.

Time frame. 8-10 minutes

Emphasis:

Guide players to make the correct decisions.

Create a shooting mentality within the players.

Psychological

Competition
Confidence
Decision making
Shooting Mentality

Technical

Receiving
Shooting
Goalkeeping

Physical

Speed
Transition
Change of Direction

Social

Listening
Communicating
Fun



FUNDamentals practice plan – Week 32

Station D

Small sided game – 2v2 or 3v3



Time frame. 8-10 minutes

Emphasis:

FREE PLAY!
FUN!



Organization: 2 fields of 20m x 30m are set up. Organize players into either 2v2 or 3v3 games.

Procedure: Children are allowed "free play" to express themselves and make decisions within the game situation. Coach should just observe the players.

Psychological

Fun
Confidence
Being safe
Decision making

Technical

Receiving
Shooting
Attacking/Defending

Physical

Speed
A,B,C's
Change of Direction

Social

Listening
Communicating
Celebrating
Helping each other



L.T.P.D.
long term player development

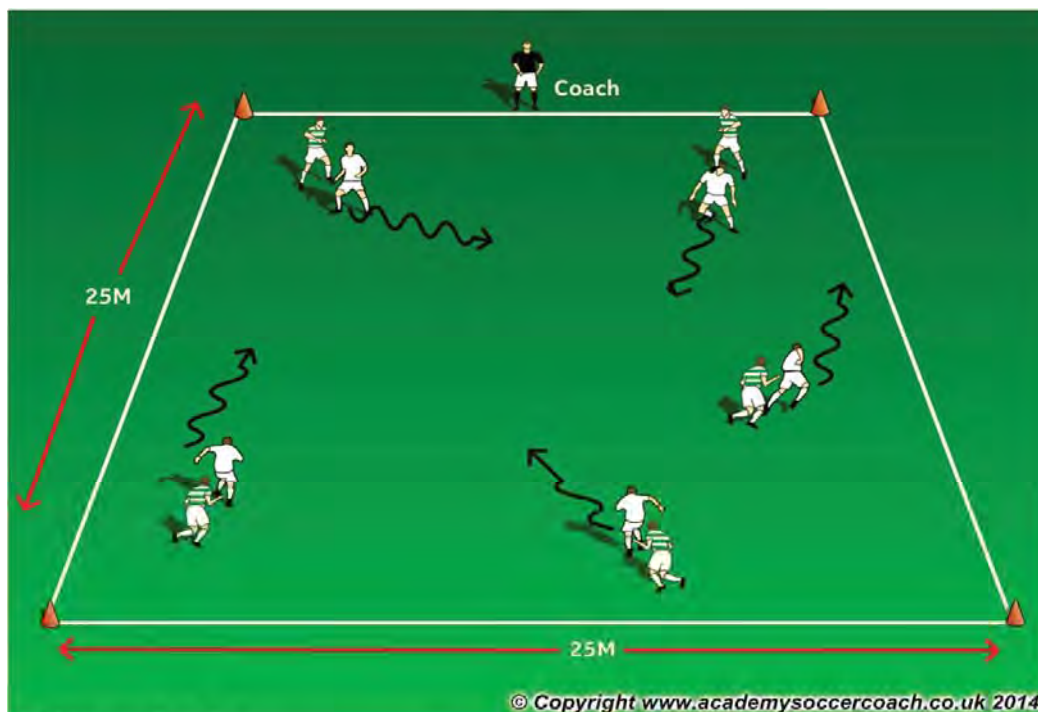


Brampton Soccer Club
GRASSROOTS L.T.P.D.
Stage 1: FUNdamentals
U6 to U8 Females
U6 to U9 Males
(Sample Practice Plan)
Ball Mastery

Ontario Soccer Development

FUNdamentals practice plan – Week 1

Station A General Movements



Follow my Leader

Organisation. Players are placed into pairs in a 25mx25m area.

Procedure. 1 player becomes the leader and the 2nd player becomes the follower. Encourage the players to use different movements such as walking, running, jumping, rolling, running backwards and also sideways. After 30 seconds players switch.

Progression. Each player has a ball.

Time frame. 8-10 minutes

Emphasis:

Listening

Different types of running/movements

Changing direction

Agility, Balance, Coordination

FUN!

Psychological

Confidence
Being safe

Technical

N/A

Physical

Running
A,B,C's
Change of Direction

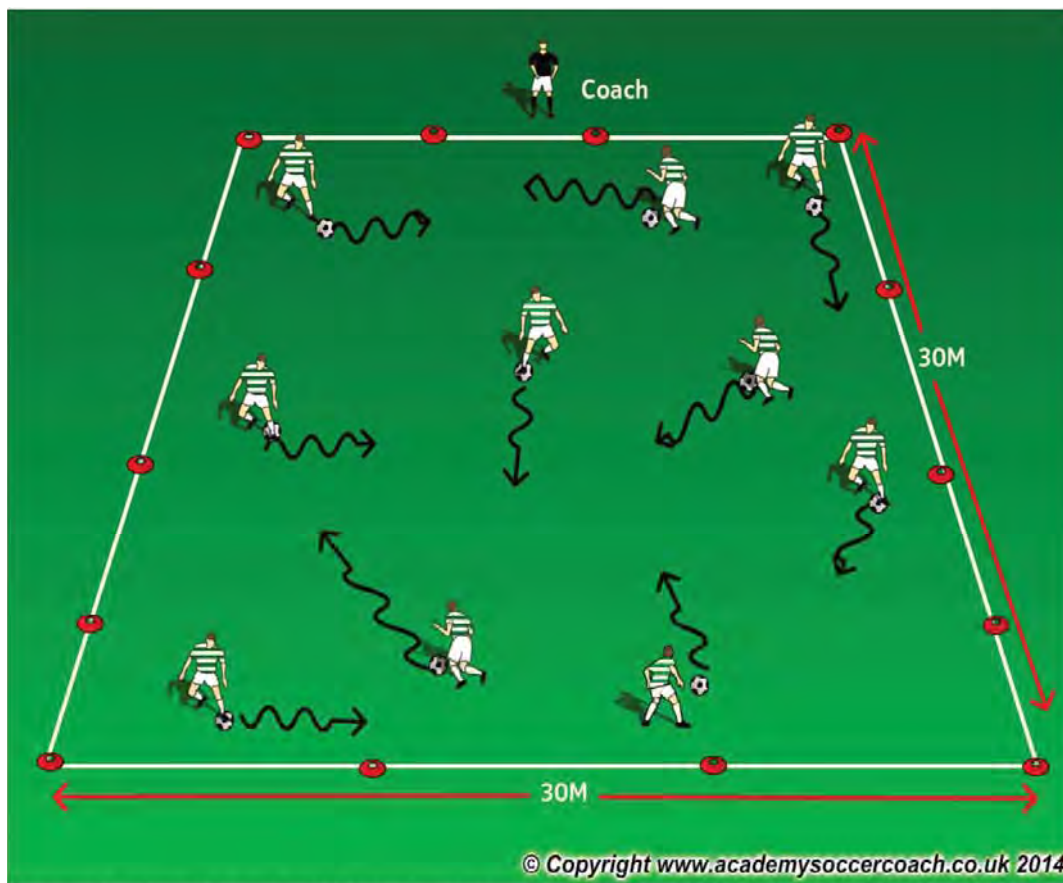
Social

Listening
Communicating
Celebrating

FUNdamentals practice plan – Week 1

Station B

Soccer Coordination – Ball Familiarity



Organisation. Players dribble freely inside 30mx30m area.
Procedure. Players are asked to express them self's and be creative by attacking space and showing different moves. On coaches command players will perform different touches on the ball, for example Toe Taps.

Time frame. 8-10 minutes

Emphasis:

Running with the ball
 Dribbling
 Changing direction
 Agility, Balance, Coordination
 Imagination
 Change of speed
FUN!

| | |
|--|---|
| <u>Psychological</u> Confidence Being safe | <u>Technical</u> Dribbling Running with the ball |
| <u>Physical</u> A,B,C's Change of Direction | <u>Social</u> Listening Communicating Celebrating |

FUNdamentals practice plan – Week 1

Station C

Soccer Technique – Numbers Game



Organisation. Players are organized into 2 teams. Each player is given a number. Field is 30x25 with a goal at each end.
Procedure. The coach calls a specific number and that number runs into the field. These 2 players now play 1v1 to goal.
Progression. The coach can call out more than one number to create a 2v2 or 3v3

Time frame. 8-10 minutes

Emphasis:

Listening
 Running with the ball
 Dribbling
 1v1 attacking/defending
 Shooting
 Changing direction
 Agility, Balance, Coordination
 Imagination
 FUN!

Psychological

Confidence
 Being safe

Technical

Dribbling
 Running with the ball
 Shooting
 1v1

Physical

A,B,C's
 Change of Direction

Social

Listening
 Communicating
 Celebrating

FUNdamentals practice plan – Week 1

Station D

Small Sided Game – 5v5 with Retreat line



Time frame. 8-10 minutes

Emphasis:

Listening
Running with the ball
Passing
Shooting
Dribbling
Team work
Changing direction
Agility, Balance, Coordination
Imagination
FUN!



5V5 with the Retreat line.

Organisation. Players play 5v5 on a 35mx25m field. the Retreat line is located at the half way line.

Procedure. Once the ball goes out for a goalkick or the goalkeeper has control of the ball the oppersition must retreat behind the retreat line. Once the player receives the pass from the goalkeeper the game is live.

If you have odd numbers you can have the extra player become a neutral player in the game.

Psychological

Confidence
Being safe

Technical

Dribbling
Running with the ball

Physical

A,B,C's
Change of Direction

Social

Listening
Communicating
Celebrating



L.T.P.D.
long term player development



Brampton Soccer Club
GRASSROOTS L.T.P.D.
Stage 1: FUNdamentals
U6 to U8 Females
U6 to U9 Males
(Sample Practice Plan)
Passing - Dribbling



FUNDamentals

Station A

Physical Literacy – Tag Team



Organization

15 x15 m, 6 players are placed inside the area with a ball. 2 players are placed in a different color without a ball.

Procedure

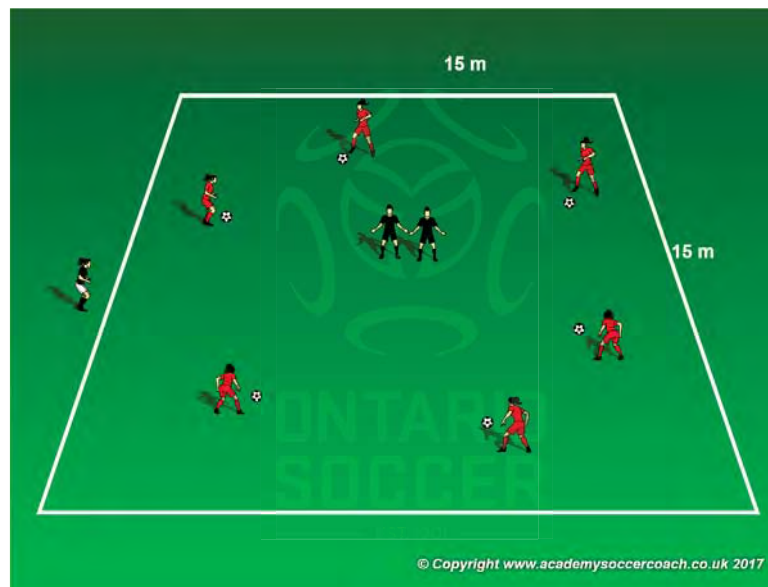
The players in black must hold hands and work together to touch the players in red. The red players will start game holding the ball with their hands. Coach can direct all players to hop on one leg, skip and run backwards. When black player tags red player they will join the hands and becomes part of the defending team. Red players must stay in the area with their ball. If they go out of the area, they become part of the defending team. Last player remaining wins.

Emphasis

Imagination, creativity and celebrating!

Progression

Red players will dribble



Timing

9 Minutes

Area

15 x 15m

Technical / Tactical

Dribbling
Ball mastery
Running with the ball

Psychological

Confidence
Awareness
FUN

Socio - Emotional

Problem Solving
Communicating
Celebrating
Teamwork

Physical

Agility
Balance
Co-ordination
Change of Speed
Change of Direction

Top Tip

Role of the FUNdamentals Coach is to provide all players a fun, safe and enjoyable activity



FUNDamentals

Station B

Small Sided Game-2v2 World Cup Teams



Organization

Create 2 mini fields of 12 x 15 m each. 4 teams of 2.

Procedure

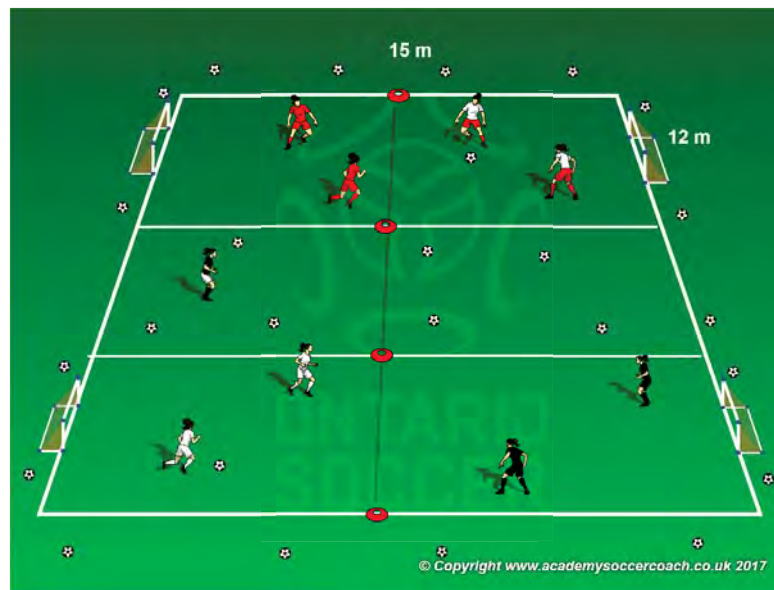
Players play 2v2 in smaller fields. After 2 minutes, rotate the teams. Can do a competition ladder and rock paper scissors if a tie occurs or have each team play each other once. Allow each team to name their own teams and must be a country name. Balls are placed behind each team goal and around playing field for restarts if the ball goes out of play.

Emphasis

FUN, creativity and celebrating

Progression

N/A



Timing

9 Minutes

Area

12 x 15 m

Technical / Tactical

Dribbling
Receiving
Passing
Finishing

Psychological

Confidence
Being safe
Awareness
Decision Making
FUN

Socio - Emotional

Problem Solving
Communicating
Listening
Celebrating
Teamwork

Physical

Agility
Balance
Co-ordination
Change of Speed
Change of Direction

Top Tip

Encourage and embrace creativity within the training environment by allowing your players to show their individual skills to teammates.



FUNDamentals

Station C

Analytical-1v1 Chaos-Show Your Skills



Organization

15 x 15 m playing field. 2 goals placed on each side that is 3 m in width. 4 teams of 2. Balls placed outside the playing area.

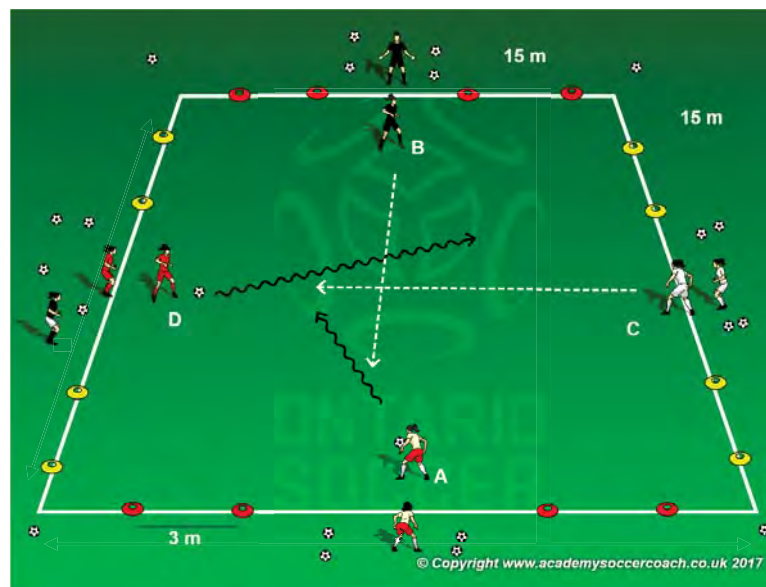
Procedure

1v1-Player A plays the pass to Player B on the opposite side of the field. Player B attempts to dribble past player A and dribble through one of the goals on opposite side. If player A takes the ball away from Player B he/she then tries to dribble the ball through the opposing player's goal. C and D will do the same. There will be two games going on at same time. Keep rotating the service so that all players are attackers. If player is having a hard time scoring in 1 minute, please rotate the next two. Player to rest ratio will be important. Please do not have more than two players per team.

Emphasis

Fun, creativity and celebrating!

Progression



Timing

9 Minutes

Area

15 x 15 m

Technical

Dribbling
Finishing

Psychological

Confidence
Awareness
Decision Making
FUN

Social

Problem Solving
Celebrating
Creativity

Physical

Agility
Balance
Co-ordination
Change of Speed
Change of Direction

Top Tip

Create an environment where the game is constantly changing to allow players to make their own decisions



FUNDamentals

Station D

Small Sided Game – 4v4 (no GK) with Retreat Line



Organization

20 x 25 m playing field. Balls placed behind goals. 2 teams of 4 (no GK).

Procedure

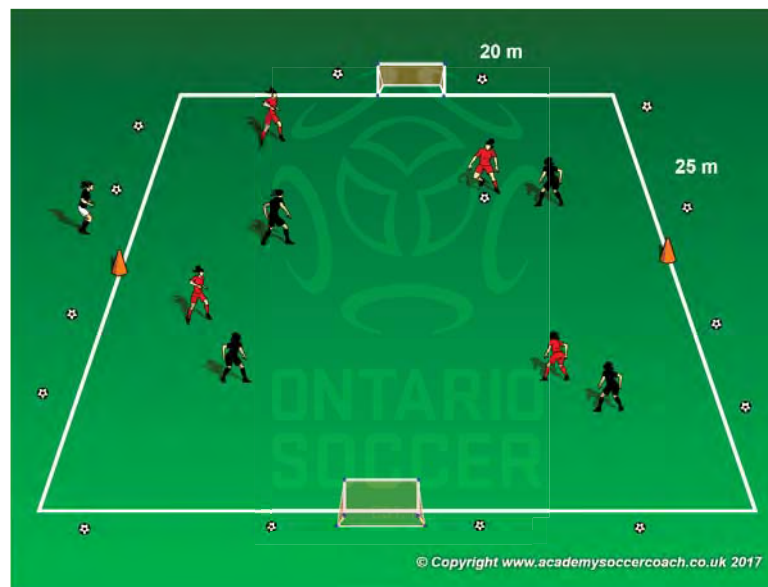
Head Coach can restart play from where ball is played out to help continue game quickly. Balls can be placed around the field

Emphasis

Free Play and FUN!

Progression

N/A



Timing

9 Minutes

Area

20 x 25 m

Technical / Tactical

Dribbling
Receiving
Passing
Finishing
Running with the Ball

Psychological

Fun
Confidence
Being safe
Awareness
Decision Making
FUN

Socio - Emotional

Problem Solving
Communicating
Listening
Celebrating
Teamwork

Physical

Agility
Balance
Co-ordination
Change of Speed
Change of Direction

Top Tip

Create an environment where players can problem solve.



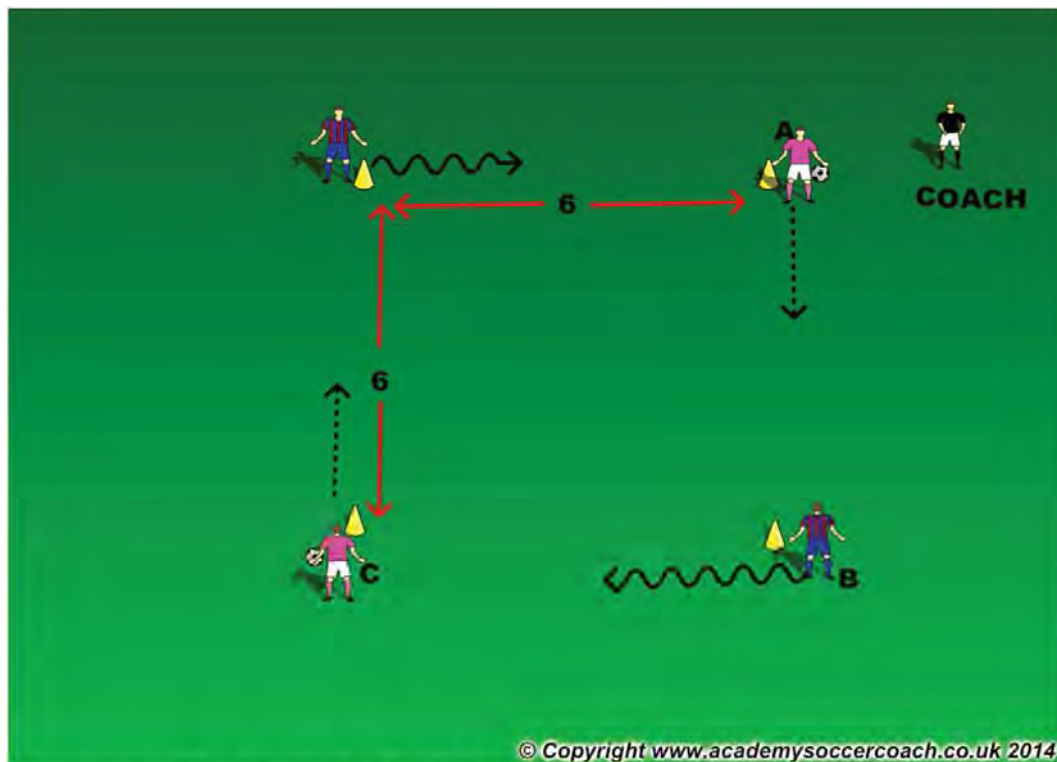
L.T.P.D.
long term player development



Brampton Soccer Club
GRASSROOTS L.T.P.D.
Stage 1: FUNdamentals
U6 to U8 Females
U6 to U9 Males
(Sample Practice Plan)
Shooting

FUNDamentals practice plan – Week 4

Station A General Movements



Organization: 6x6 yards area, four players, cones, balls
Procedure: 4 players stand at each corner, two at diagonally opposite corners have soccer ball in their hands. Player A and C start at the same time. Player A throws the ball to player B, and runs after it to tag the player B. Player B dribble the ball to the other corner, pick up the ball and throws it to player C. and game continues. To progress, players run to different direction.



Time frame. 8-10 minutes

Emphasis:

Listening
 Running with the ball
 Changing direction
 Agility, Balance, Coordination
 Awareness
 FUN!

Psychological

Positive reinforcement
 Confidence
 Being safe

Technical

Running with the ball
 Part of the ball,
 Part of the foot

Physical

Eye-hand coordination
 Agility, Balance
 Change of Direction

Social

Listening
 Communicating
 Celebrating

FUNdamentals practice plan – Week 4

Station B Soccer coordination



Organization: 30x30 yards area. Cones are setup around the area. 2 taggers.
Procedure: Taggers try to tag players. Players can be safe if they are on a cone. Only one player allows on a cone.
 If a player runs to a cone with a player on it, the player on the cone must leave.
 To progress this a ball can be added for non taggers.

Time frame. 8-10 minutes

Emphasis:

Decision making
 Changing direction
 Eye-foot Coordination
 Balance
 FUN!

| | |
|---|--|
| <p><u>Psychological</u></p> <p>Confidence Being safe Awareness</p> | <p><u>Technical</u></p> <p>N/A</p> |
| <p><u>Physical</u></p> <p>A,B,C's Change of Direction</p> | <p><u>Social</u></p> <p>Listening Communicating Celebrating</p> |

FUNdamentals practice plan – week 4

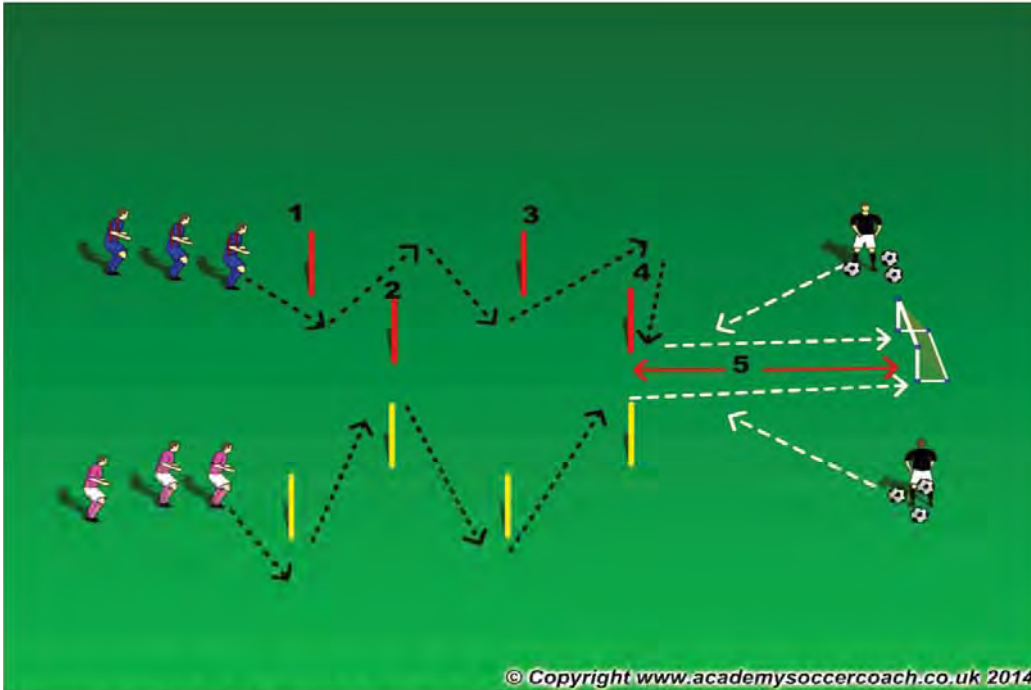
Station C Soccer technique - Shooting



Time frame. 8 minutes

Emphasis:

Changing direction
Change of speed
Agility, Balance, Coordination
Shooting
FUN!



Organization: 15x15 area (can be changed according to age), cones, poles, soccer balls, and small goal. 1-2 yards between poles. 5 yards between last pole and goal.

Activity 1: At the coach's signal, the first two players run through the poles, and shoot.

Activity 2: Players run between the first pair of poles, then sit at the third pole, and lie on their stomachs at the fourth pole, get up and shoot.

Psychological

Positive reinforcement
Confidence
Being safe
Fun

Technical

Shooting
Dribbling

Physical

Speed
A,B,C's
Change of Direction

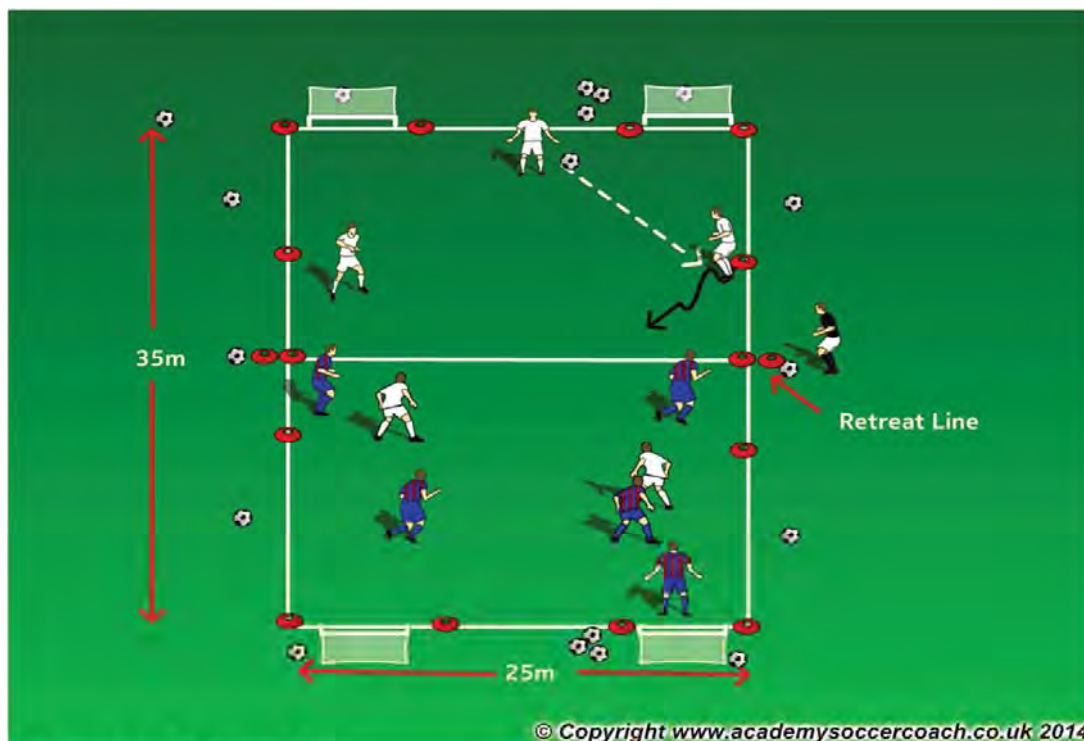
Social

Listening
Communicating
Celebrating

FUNDamentals practice plan – Week 4

Station D

Small Sided Game – 5v5 with Retreat line



5V5 with the Retreat line.

Organisation. Players play 5v5 on a 35mx25m field. the Retreat line is located at the half way line. 2 goals are located at each end

Procedure. Once the ball goes out for a goalkick or the goalkeeper has control of the ball the oppersition must retreat behind the retreat line. Once the player receives the pass from the goalkeeper the game is live.

When scoring a goal team in possession has two goals to score on.

If you have odd numbers you can have the extra player become a neutral player in the game who plays for the team in possession.

Time frame. 8-10 minutes

Emphasis:

Running with the ball

Dribbling

1v1

Changing direction

Change of speed

Agility, Balance, Coordination

Imagination

FUN!

Psychological

Fun
Confidence
Being safe

Technical

Dribbling
1v1
Shooting

Physical

Speed
A,B,C's
Change of Direction

Social

Listening
Communicating
Celebrating



L.T.P.D.
long term player development



Brampton Soccer Club
GRASSROOTS L.T.P.D.
Stage 1: FUNdamentals
U6 to U8 Females
U6 to U9 Males
(Sample Practice Plan)
Ball Mastery



FUNdamentals

Station A - Physical Literacy

Crab Tag



| Organisation |
|---|
| 9 players are placed inside the area with a ball. 2 players have a pool noodle each. (long foam floats) These players are the crabs can be either Mr Krabs (SpongeBob Character) or Sebastian the Crab (Little Mermaid) |
| Procedure |
| The crabs must tag the players using their pincers (pool noodle). The players must move with their ball at their feet and avoid being tagged. If the Crab tags a player, they swap roles and the game is on going. |
| Emphasis |
| Decision Making, Awareness, Problem-Solving Movements, running with the ball and FUN |
| Progression |
| |



| Technical / Tactical | Psychological |
|--|---|
| Ball mastery Running with the ball Dribbling on the safe side (the foot that is the furthest away from the defenders) | Confidence Awareness FUN |
| Socio - Emotional | Physical |
| Problem Solving Communicating Listening Celebrating Teamwork | Agility Balance Co-ordination Change of Speed Change of Direction |

Top Tip

The U6-U8 female and U6-U9 male FUNdamental age group is the second stage of soccer development that our players go through. However, we have to recognize that in this stage there are players who are participating in soccer for the first time.



FUNdamentals

Station B - Small Sided Game

2v2 with retreat line



Organization

4 players are placed on each field, retreat line is indicated by the red cones. Spare balls around the perimeter for a quick re-start should the ball go out of play. Allow dribble in.

Procedure

Players play 2v2. After 2 minutes. Rotate the teams. Can do a competition ladder and rock paper scissors to settle a tied game. Include celebrations with team mates, high 5's, come up with their own etc.

Emphasis

Free Play and FUN!

Progression

N/A



Timing

9 Minutes

Area

15 m x 12 m (Set up 3 times)

Technical / Tactical

Dribbling
Receiving
Passing
Finishing

Psychological

Fun
Confidence
Being safe
Reactions

Socio - Emotional

Problem Solving
Communicating
Listening
Celebrating
Teamwork

Physical

Agility
Balance
Co-ordination
Change of Speed
Change of Direction

Top Tip

Coaches in this stage have to create a learning environment that is stimulating and engaging where players learn in a fun-filled small-sized game environment.



FUNdamentals

Station C - Activity

Despicable Me



Organization

9 players are placed inside the area with a ball. 3 players are placed in a different colour without a ball. Create an 8m diameter circle in the centre of the playing area.

Procedure

The Minions (Black) are in Vector's lair. They have 1 minute to visit as many rooms (gates) as possible before getting back in to Gru's Rocket Car to blast off and escape. Vector (Red players) must stop the minions by either blocking access to the rooms (gates) or kicking the ball away. Players count how many rooms they have visited.

Emphasis

Imagination, creativity and celebrating!

Progression

N/A



Timing

10 Minutes

Area

8m diameter circle
20x20m grid

Technical / Tactical

Ball mastery
Running with the ball
Dribbling

Psychological

Confidence
Awareness

Socio - Emotional

Problem Solving
Communicating

Physical

Agility
Balance
Co-ordination
Change of Speed
Change of Direction

Top Tip

Create a stimulating learning environment where the atmosphere is "Freedom and FUN".



FUNdamentals

Station D - Small Sided Game

3v3 with retreat line



| Organization |
|--|
| Two teams of 3v3 are placed on to a 20x15 field with 1 or 2 goals at each end. |
| Procedure |
| Players play 3v3 for two minutes. After time is up, rotate the teams so the two winning teams face each other. Repeat. |
| Emphasis |
| Fun, creativity and celebrating! |
| Progression |
| N/A |



| Timing | Area |
|-----------|----------------------------|
| 9 Minutes | 15 m x 20 m (set up twice) |

| Technical | Psychological |
|--|---|
| Dribbling Receiving Passing Finishing | Fun Confidence Awareness |
| Social | Physical |
| Problem Solving Communicating Listening Celebrating Teamwork | Agility Balance Co-ordination Change of Speed Change of Direction |

Top Tip

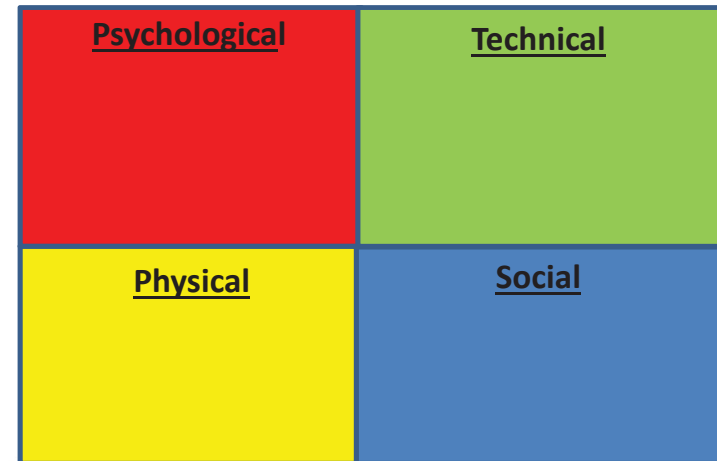
Learning to read the movements going on around them are critical skills to be developed at this age. Playing small- sided games, 3v3, 4v4 etc. can develop players' ability to read what others are going to do based on the movements.



FUNDamentals
practice plan
Station A
General Movement



Time frame. 8-10 minutes
Emphasis:



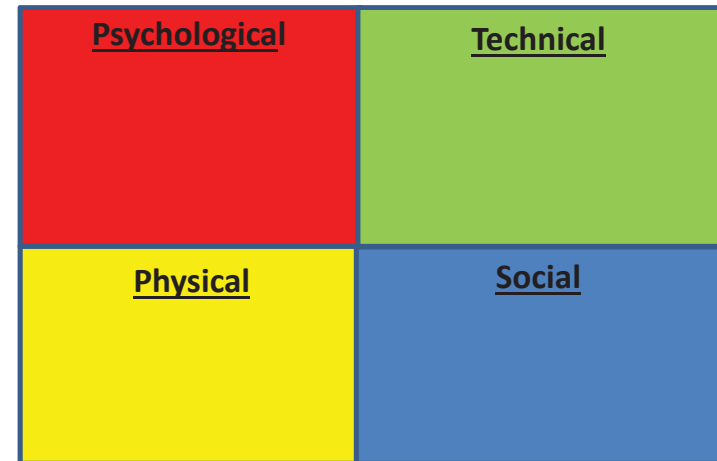
Ontario Soccer Player Development



FUNDamentals
practice plan
Station B
Soccer Coordinatio



Time frame. 8-10 minutes
Emphasis:



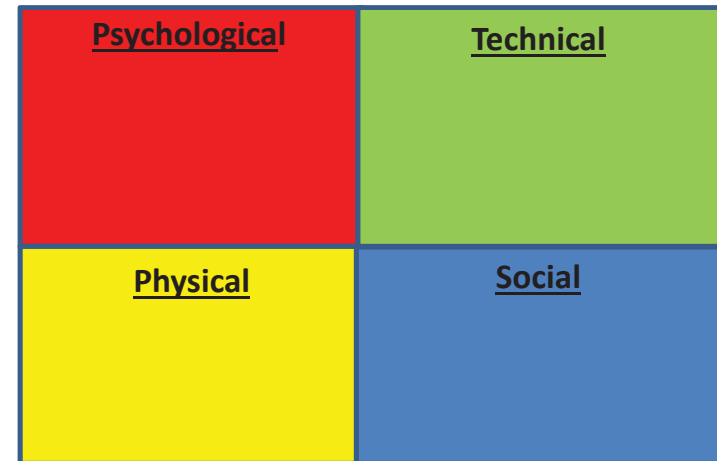
Ontario Soccer Player Development



FUNDamentals
practice plan
Station C
Soccer Technique



Time frame. 8-10 minutes
Emphasis:



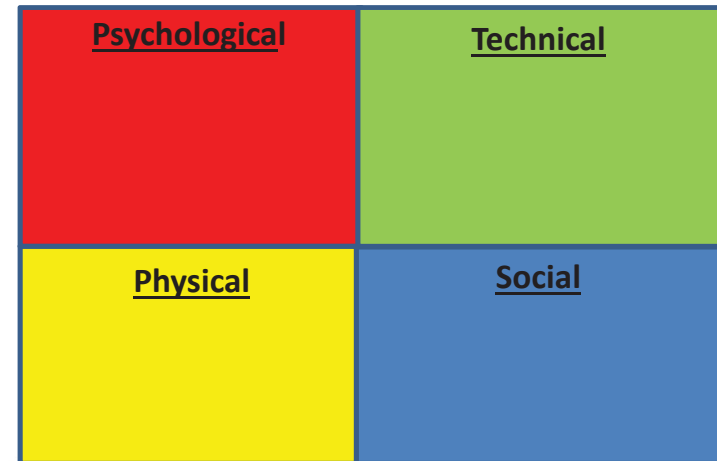
Ontario Soccer Player Development



FUNDamentals
practice plan
Station D
Small sided game



Time frame. 8-10 minutes
Emphasis:



Ontario Soccer Player Development

Ontario Soccer Resources



Coaches' Guides

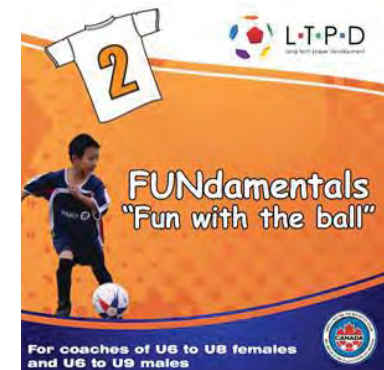
- [Game Organisation Guide](#)
- [Field Organisation Guide](#)
- [Festival Guide](#)
- [8 Ways to Develop the Grassroots Game](#)
- [How does the Inclusive Programming Model work at your Soccer Club?](#)
- [Incorporating Physical Literacy in our Practices](#)

Online Practice Videos

Online Webinars

Grassroots Curriculum

- [FUNdamentals U6-U8/9 \(Brochure\)](#)
- [FUNdamentals Start Workbook and Practice Plan](#)
- [FUNdamentals U6-U8/9 \(Curriculum\)](#)
- [All other online Grassroots Practices](#)





CANADA SOCCER BELIEVES EVERY PLAYER DESERVES THE BEST POSSIBLE SOCCER EXPERIENCE.

Whether they dream of playing for Canada's National Teams or simply want to have fun with their friends, taking the right approach to the game when children are young sets the stage for a lifetime of enjoyment.

The Canada Soccer Pathway provides a roadmap for players of all ages and aspirations who want to play soccer at the recreational, competitive or high performance EXCEL levels, with the aim of encouraging lifelong participation. The Pathway is built around the principles of Long-Term Player Development (LTPD).

For players under the age of 12, many of whom are lacing up cleats for the first time, the goal of this approach is simple:

GET KIDS TO FALL IN LOVE WITH THE GAME.

2

STAGE TWO:

FUNDAMENTALS

(U-6/U-8 F, U-6/U-10 M)

Allows children to develop their movement ABCs—agility, balance, coordination, and speed—and learn the basics of the game while emphasizing fun, cooperation, and maximum time on the ball.



THE ROLE OF THE COACH

**Teacher. Mentor. Role model.
Cheerleader. Parent.
Occasional disciplinarian.**

Soccer coaches wear many different hats, particularly when they're training young players, many of whom are lacing up their cleats for the first time. You might find yourself leading a fun activity one minute and reining in a distracted player the next.

You must be flexible, because a session or drill that was meant to last 10 minutes might need to be switched up after half that time to keep the players engaged.

Above all, make sure everyone is enjoying the session—including you.

Being a coach is demanding, but it's also incredibly rewarding. There's nothing quite like witnessing the thrill a young player gets when they score their first goal, or make a fantastic pass. And the lessons a child learns from a good coach can last a lifetime.

The objective isn't just to develop better soccer players—it's to develop well-rounded people who are disciplined, persistent and able to work well with others.

Shaping the lives of young people is a tremendous responsibility. As a coach, you must do everything you can to foster a player's love for the game, and to help them achieve their potential.

Good coaches seek out new ways to develop their knowledge of the game and how players learn. This toolkit is designed to get you started.

But it's not just about what you teach. It's about how you teach.

Ultimately, it's your personality and enthusiasm that will have the biggest impact on your players.





CANADA SOCCER PATHWAY: COACHING TIPS

Every soccer player is unique and it's important to understand and appreciate the differences between players at various age levels.

When you're planning a training session, consider the group of players you're

working with and the outcomes you want to achieve, and choose your coaching method accordingly.

In no particular order, here are five coaching techniques that will give you some options to help meet the needs of individual players:

1

COMMAND:

The coach tells the player what to do and demonstrates it ("I want you to pass the ball to your partner.").

2

QUESTION & ANSWER:

The coach leads with a question and requests an answer from players ("Which one of your teammates could you pass the ball to?").

3

OBSERVATION & FEEDBACK:

The coach and players observe an activity and discuss the outcome ("Let's watch and see what happens.").

4

GUIDED DISCOVERY:

The coach asks a question and issues a challenge ("Can you show me how you would get the ball past the defender?"). The player then demonstrates how he/she would do it.

5

TRIAL & ERROR:

The players and/or coach decide on a challenge, and the players are encouraged to find their own solutions with minimal support from the coach.

Remember, a method that works well with one player may not be effective with another. So it's important to be flexible, to set realistic goals, and to give positive feedback as often as possible. It's also important to remember that, no matter

how wonderful a coach you are, it's very difficult to force a player to be interested in your training session when he or she really doesn't want to be there. Make the experience lots of fun and all your players will want to come back the next time.

CANADA SOCCER PATHWAY: OUR PREFERRED TRAINING MODEL

Canada Soccer recommends a “station” approach to training. Players move from one skill-building activity to the next at regular intervals. The time spent on each activity varies based on the age of the player (see “Training Template”).

This method is not only more fun for young players—who tend to have short attention spans—but also allows training sessions to be tailored to a team’s individual needs, depending on the number of players, the number of parents

and coaches present, and the available facilities.

Each training session is built around four activity stations, one focusing on General Movement skills, one on Coordination, one on Soccer Technique and another on Small-Sided Games. Addressing all four of these training “pillars” at each practice session will help develop well-rounded young players with a foundation in physical literacy, solid soccer skills and, ideally, an enduring love of the game.

TRAINING TEMPLATE

FOR PLAYERS AT THE ACTIVE START STAGE, TRAINING SESSIONS SHOULD BE 45-60 MINUTES LONG AND COMPRISED OF:



This toolkit will give you ideas for specific activities under each of the four training pillars. How you set up your training sessions is entirely up to you. For example:

One coach or parent working with a single group of players on a half field can simply switch up the “pillar” activities throughout the session.

If you have a full field, two or more coaches/parent volunteers and 12 or more players, you may choose to divide the players into two or more groups and have them rotate through stations being run simultaneously.

2

STAGE 2—FUNDAMENTALS (U-6/U-8 F, U-6/U-10 M)



SOCCER TECHNIQUE

A player's soccer technique—which revolves around core skills such as controlling the ball, dribbling, shooting, fakes, turns, and passing—will improve through:

- Getting lots of touches on the ball.
- Fun competitions that motivate players to use different techniques.
- Opportunities to make quick decisions about the best technique to use in a given situation.
- Plenty of positive feedback.

At the **FUNDamentals** stage (U-6/U-8 Girls; U-6/U-10 Boys), technique drills should make up about 20% of practice time (i.e., 15 minutes of a 75-minute training session). The following activities focus on dribbling, control, passing, and shooting.

TIP

These activities will help players develop a better feel for the ball by building their skill around core techniques like passing, controlling and receiving. Individual development is paramount at this stage, so be sure to use fun competitions and games—and plenty of positive feedback—to encourage players to keep practicing and to challenge themselves.

2

STAGE 2—FUNDAMENTALS (U-6/U-8 F, U-6/U-10 M)



GENERAL MOVEMENT

General Movement activities include:

- Agility – running, changing direction, speeding up / slowing down, and stopping.
- Balance – hopping, jumping and landing.
- Coordination – combining different movements, moving with the ball, falling and getting up safely.

At the **FUNDamentals** stage (U-6/U-8 Girls; U-6/U-10 Boys), general movement activities should make up about 20% of practice time (i.e., 15 minutes of a 75-minute training session). At this age, coaches can introduce fun circuits and obstacle courses that combine different movements—such as spinning jumps, sideways jumps and jumping over hurdles—to challenge players in different ways.

TIP

It's important to keep young players active and engaged. In this Tool Kit, you'll find options for each activity that will allow you to switch it up often. Every few minutes, challenge your players with something different that goes beyond the basic drill: have them move in different ways, use time restrictions or have them compete with each other to get them excited and keep them interested.

2

STAGE 2—FUNDAMENTALS (U-6/U-8 F, U-6/U-10 M)



COORDINATION

A player's coordination will improve by:

- The use of fun games and activities to develop agility, balance and speed.
- Getting lots of touches on the ball.
- Using all parts of the foot.
- Learning to control the ball in the air.

At the FUNdamentals stage (U-6/U-8 Girls; U-6/U-10 Boys), coordination drills should make up about 20% of practice time (i.e., 15 minutes of a 75-minute training session). The following activities focus on dribbling, controlling the ball and passing to improve coordination.

TIP

At this stage of development, continuing to build a player's physical literacy (running, jumping, twisting, kicking, throwing, and catching, etc.) through fun games is key. As players start to become friends with the ball, encourage them to use all 6 parts of the foot (inside, outside, laces, sole, heel, and toe) to control it and to try moving it in different directions.

2

STAGE 2—FUNDAMENTALS (U-6/U-8 F, U-6/U-10 M)



SMALL-SIDED GAMES

- Are FUN!
- Will motivate your players more than any other activity.
- Should involve small groups playing in small areas.
- Should involve an age-appropriate level of decision-making (how and when to pass the ball to other teammates).
- Provide players with the best chance to practice individual skills.

At the FUNdamentals stage (U-6/U-8 Girls; U-6/U-10 Boys), small-sided games should make up about 40% of practice time (i.e., 30 minutes of a 75-minute training session). The following games are designed to work on dribbling, passing and shooting skills.

TIP

Many of the activities in this Tool Kit revolve around individual or group competitions. If pinnies aren't available to distinguish competing players from one another, old t-shirts in colours that differ from the team's uniform work too!



CANADA SOCCER PATHWAY

CANADA SOCCER PATHWAY IS A ROADMAP FOR PLAYERS OF ALL AGES WHO WANT TO PLAY SOCCER AT THE RECREATIONAL, COMPETITIVE OR EXCEL LEVELS. IT IS BUILT AROUND THE PRINCIPLES OF LONG-TERM PLAYER DEVELOPMENT AND ENCOURAGES LIFELONG PARTICIPATION.



LONG-TERM PLAYER DEVELOPMENT STAGES

LEVEL OF PLAY

| |
|--------------|
| EXCEL |
| COMPETITIVE |
| RECREATIONAL |

PHYSICAL LITERACY

- 1 Active Start (AGE 4-6)
- 2 FUNDamentals (AGE 6-8, AGE 9-9)
- 3 Learning to Train (AGE 8-11, AGE 9-12)

- 4 Training to Train (AGE 11-15, AGE 12-16)
- 5 Training to Compete (AGE 15-19, AGE 19-20)
- 6 Training to Win (AGE 18+, AGE 19+)
- 7 Active for Life (ALL AGES)



YOUR GOALS. OUR GAME.

FOR MORE INFORMATION ON CANADA SOCCER PATHWAY AND LONG-TERM PLAYER DEVELOPMENT, PLEASE VISIT CANADASOCCER.COM/PATHWAY