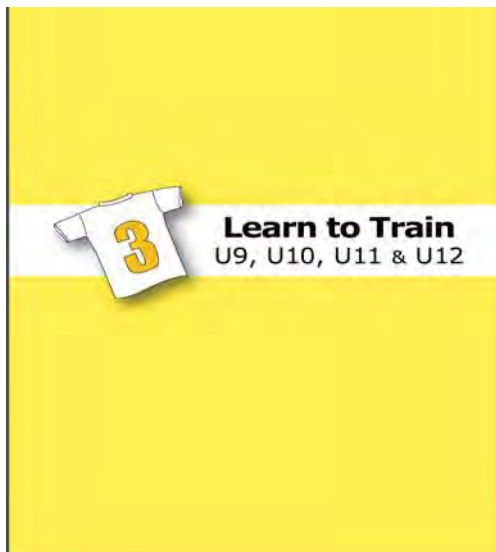




Learn To Train (Stage 3)

Brampton Soccer Club Coach Handook Learn to Train U8 - U11 Females U9 - U12 Males



May 2017

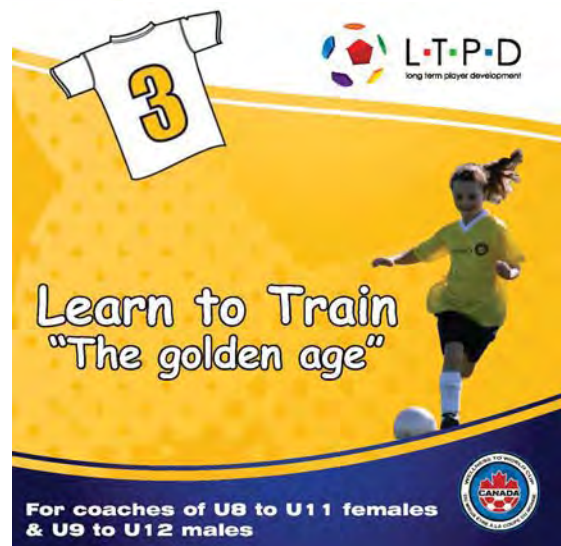




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3. Sample exercises in the four corners model



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.

Organisation

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.

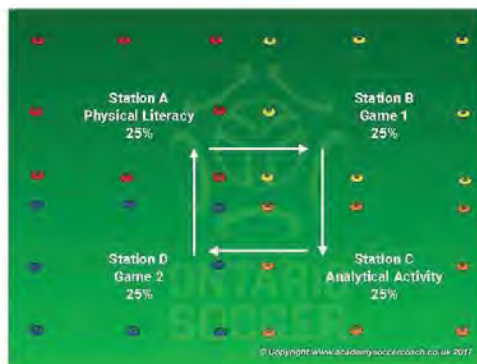
If working with a smaller group, simply move together through all 4 stations until all are complete.

Procedure

Players rotate every 9 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: 70 mins 4 x 10 minute Stations	20 x 20 m (x4)

Technical	U9	U10	U11	U12	Physical	U9	U10	U11	U12
Dribbling	1	1	1	1	Agility	1	1	1	1
Running with the ball	1	1	1	1	Balance	1	1	1	1
Shooting	1	1	1	1	Coordination	1	1	1	1
Ball Control	2	1	1	1	Stamina	2	2	2	1
Passing	2	1	3	1	Strength	2	2	2	1
Receiving	2	1	1	1	Speed	1	1	1	1
Heading	4	4	4	3	Suppleness	2	2	2	2
Shielding	3	2	2	1	Acceleration	1	1	1	1
Crossing	3	2	2	1	Reaction	1	1	1	1
Finishing	3	2	2	1	Basic Motor Skills	1	1	1	1
1v1 Defending	3	3	2	1	Perception	1	1	1	1
1v1 Attacking	2	1	2	1	Awareness	1	1	1	1
Personal Qualities	U9	U10	U11	U12	Personal Qualities	U9	U10	U11	U12
Listening	2	2	1	1	Motivation	1	1	1	1
Cooperation	2	2	1	1	Self Confidence	1	1	1	1
Communication	1	1	1	1	Competitiveness	2	2	1	1
Shyness	2	1	1	1	Concentration	2	2	1	1
Problem Solving	2	2	1	1	Commitment	2	2	2	1
Decision-making	2	2	1	1	Self Control	2	2	1	1
Empathy	3	2	1	1	Deformation	2	2	1	1
Patience	3	2	1	1	Tactical	U9	U10	U11	U12
Suspense / discipline	2	1	1	1	Playing out from the back	2	2	2	1
Fair play / honesty	2	1	1	1	Attacking Principles	3	3	3	3
					Possession	2	2	2	2
					Transition	2	2	2	2
					Counter Attacking	4	4	4	4
					Switching Play	4	4	4	3
					Combination Play	2	2	2	1
					Zonal Defending	4	4	4	4
					Pressing	3	2	2	2
					Retreat	3	3	3	3
					Recovery	3	3	3	3
					Compactness	3	3	3	2

Top Tip Did you know that more session plans for Active Start, Fundamentals and Learn to Train can be found at: http://www.ontariosoccer.net/grassroots_practices



1. INTRODUCTION

The BSC would like to welcome all coaches to the Club House League Program for U9 – U12 Age Group. These ages represent the **LEARN TO TRAIN** Stage in a player's development as per Canada Soccer and Ontario Soccer...**Long Term Player Development framework (LTPD)**.



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”





2. BRAMPTON SOCCER CLUB COACHING PHILOSOPHY

The Brampton Soccer Club are firm believers in Ontario Soccer's Long Term Player Development framework (LTPD) and as such, our approach to player development at this age represents the end 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-Centred** 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 vital development stages, 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 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, at the Learn to Train age groups the practice methodology is to play as many small-sided games as possible. A minimum of 50% of your practice time should be spent in the small-sided game environment.





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.

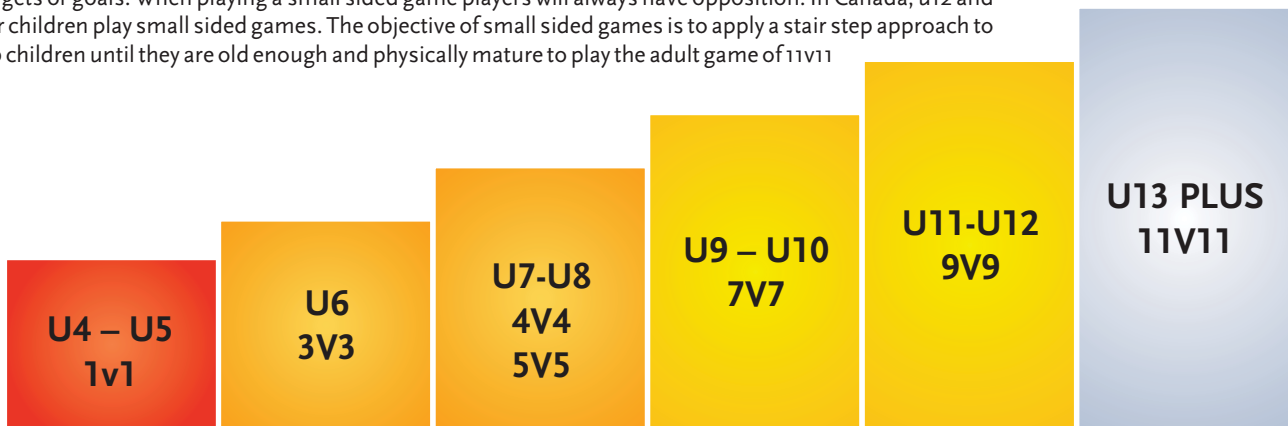
The Four Corner development model is referenced through out this resource using the colour codes found in the diagram to the left.





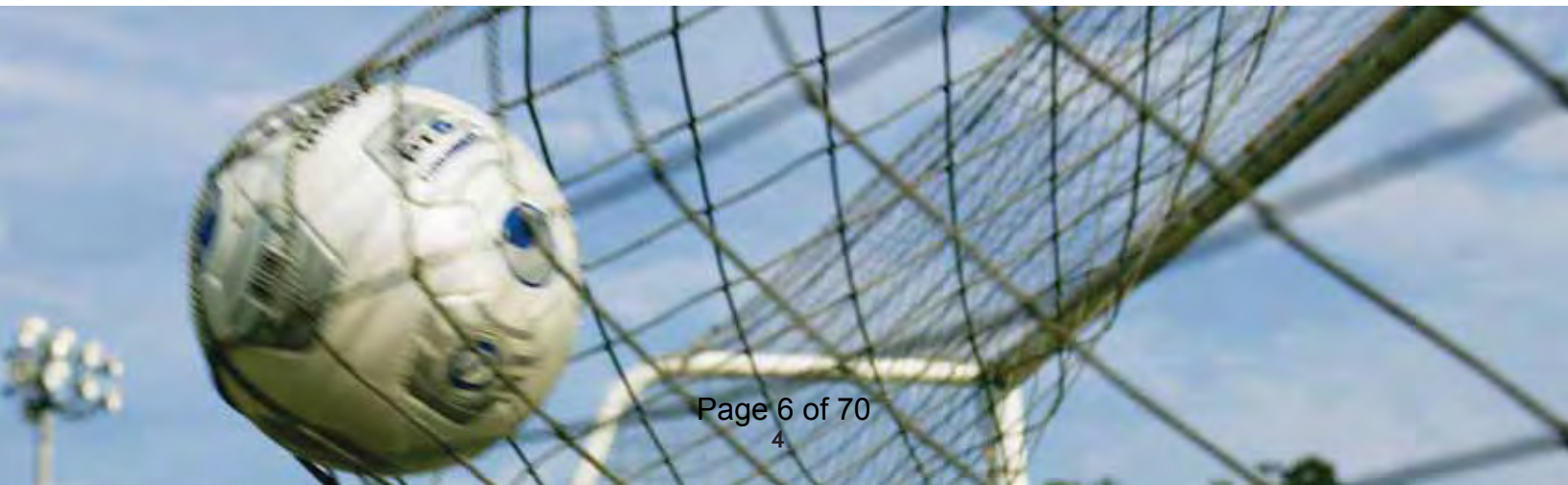
What is a SSG or Small Sided Game?

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!!!





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



LEGEND



= 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



Retreat line – 9v9



Typical Practice Plan Sessions

Stage 3 - Learn to Train

U8 - 11 Females / U9 - 12 Males

(Some Sample Sessions Included)

Running With The Ball

1v1 Attacking

Penetrating Passing

Shooting

Creative Movements - Dribbling

Turning With The Ball

Passing & Receiving

Dribbling

Individual Possession

Finishing

Small Sided Games



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



Brampton Soccer Club GRASSROOTS

Stage 3: Learn To Train
U8 to U 11 Females
U9 to U12 Males
(Sample Practice Plan)
Running With The Ball

Learn to Train practice plan - Week 21

Station A

General Movement – Dynamic warm up with the ball

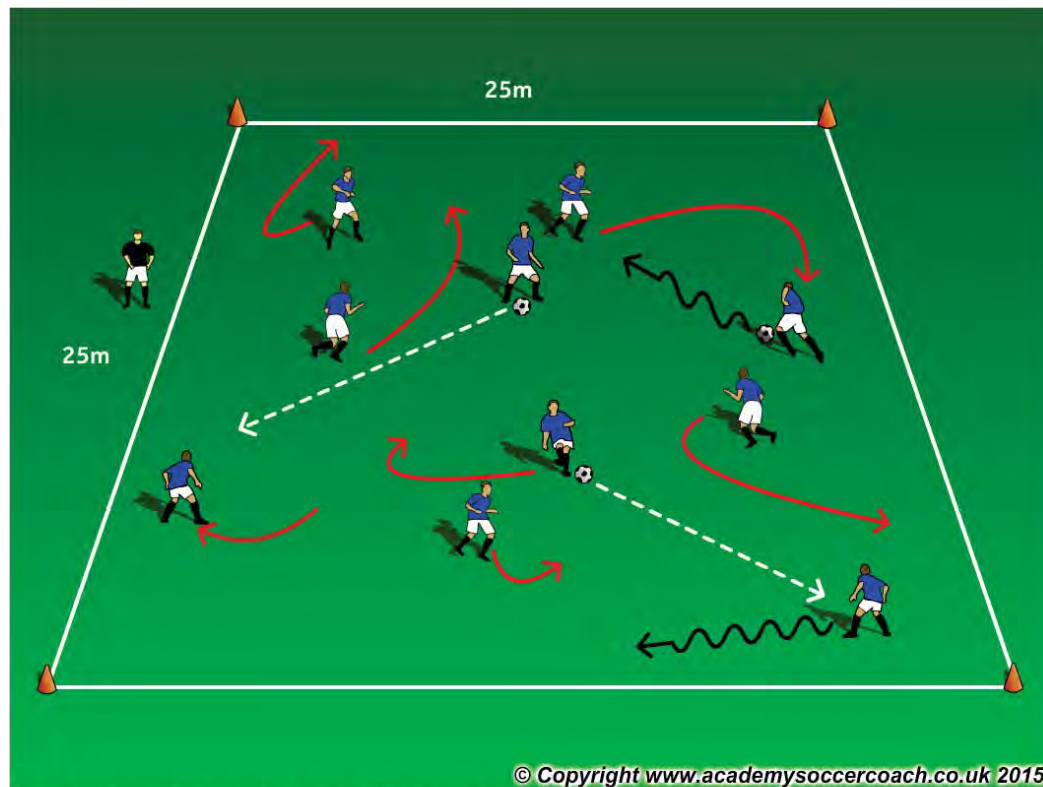
Time frame. 10-12 minutes

Emphasis:

Changing direction

A,B,C's

FUN!



Organization: Players are placed in a 25x25m area

Procedure: Players pass and dribble 3 balls amongst the group. Players without possession are encouraged to continuously move at different speeds and perform various multi-directional, soccer related movements such as walking & running (forwards and backwards), jumping, lateral movements, skipping, and rolling.

Psychological

Confidence
Being safe

Technical

Keeping the ball under control
First touch out of feet
Part of foot/ball

Physical

A,B,C's
Change of Direction

Social

Communicating
Peer interaction
FUN

Learn to Train practice plan – Week 21

Station B

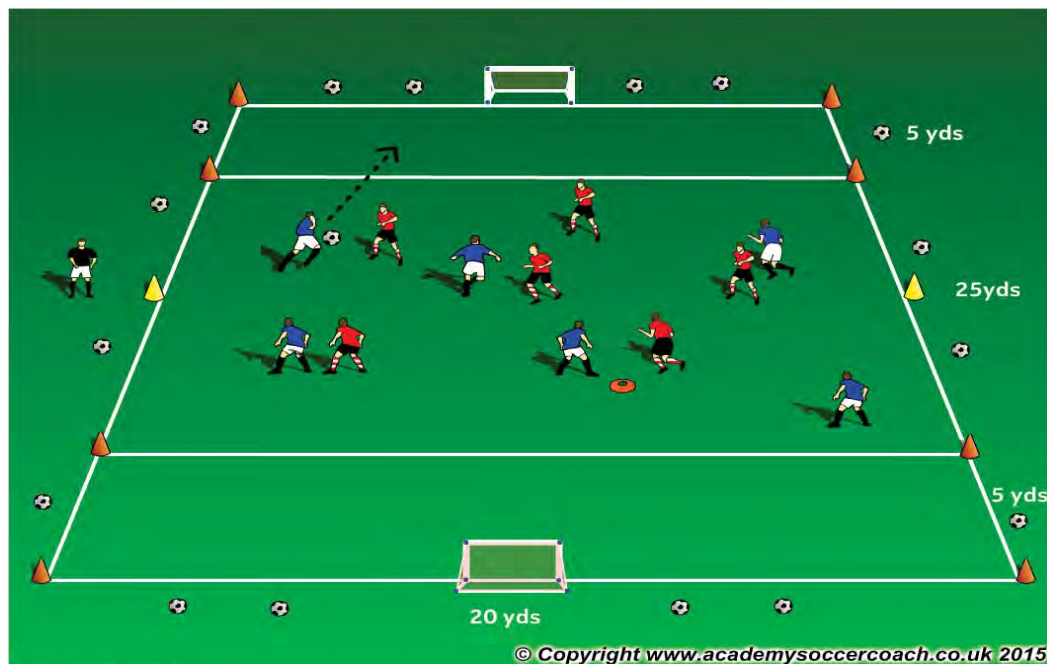
Running with the Ball: 6 v 6 Endzones



Time frame. 12-15 minutes

Emphasis:

- Looking for opportunities to penetrate
- Keeping possession of the ball



Organization:

35x20 yard area with 5 yard endzones situated at each end.

Half-way line is marked and used as retreat line.

Procedure:

Players play 6v6 and attempt to score a point by running the ball into the oppositions endzone.

Defenders cannot defend inside the endzone

Progression:

Players play 5v5 + GK's.

1 point is scored by running the ball into the endzone

3 points are scored if the player can enter the endzone and then finish on goal.

Psychological

Positive
reinforcement
Confidence
Decision making

Technical

Body position
Touch Direction
Keeping ball close
Scanning

Physical

A,B,C's
Power/accelerate

Social

Supporting team
mates
Communicating
Peer interaction /fun

Learn to Train practice plan – Week 21

Station C

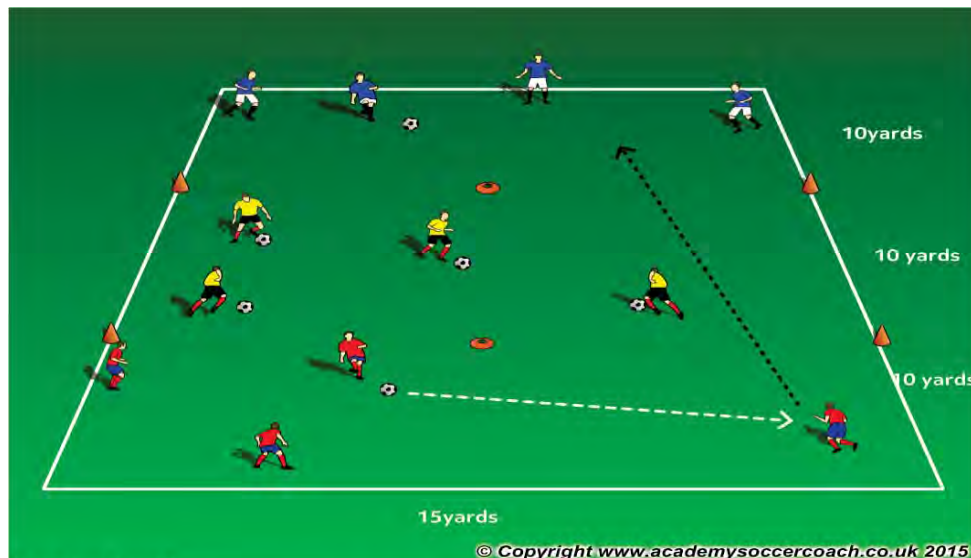
Running with the Ball: Breaking the Line



Time frame. 12-15 minutes

Emphasis:

- Recognising opportunities to penetrate



Organization:

Set up 15x30 yard area and divide area into 3 10x15yard zones

Players divided evenly into 3 groups and assigned to a zone.

Each outer zone the players have 1 ball between the group.

Procedure:

Middle players dribble the ball inside the central zone moving at all times.

Players in the outside zones pass the ball among the group while looking for a gap to appear in the middle zone where they can drive through to opposite zone. Example: player in left zone drives through space in middle to reach the right zone.

Central players do not defend.

Players in central zone have 1 ball each.

Rotate middle players every 2/3 minutes.

Progressions:

Players in middle can now look to block player from penetrating. (they cannot tackle, they defend by preventing space).

Scoring outside players score an individual point by breaking through, middle players score a team point by denying a player space to penetrate.

Psychological

Confidence
Decision Making
Positive
reinforcement

Technical

Body position
Touch Direction
Keeping ball close
Scanning

Physical

A,B,C's
Acceleration
Power

Social

Supporting team
mates
Communicating
Peer interaction /fun

Learn to Train practice plan – Week 21

Station D

Small Sided Game – 6 v 6 Free play



Organization: Players play 5v5 in a 40x25m area (6v6/7v7 = increase area accordingly). Balls stationed along outside of field. Retreat Line marked at half way line for 5v5.

Procedure: Encourage players to penetrate with forward passes, however passes should not be forced. Look for efficient movement to support player in possession and find space.

Time frame. 15-20 minutes

Emphasis:

FREE PLAY

Creativity

Opportunities to penetrate

Allow the game to be the teacher

FUN

Psychological

Fun

Confidence

Decision Making

Imagination

Technical

Body position

Touch Direction

Keeping ball close

Scanning

Physical

Speed

A,B,C's

Power/acceleration

Social

Listening

Communicating

Fun with friends

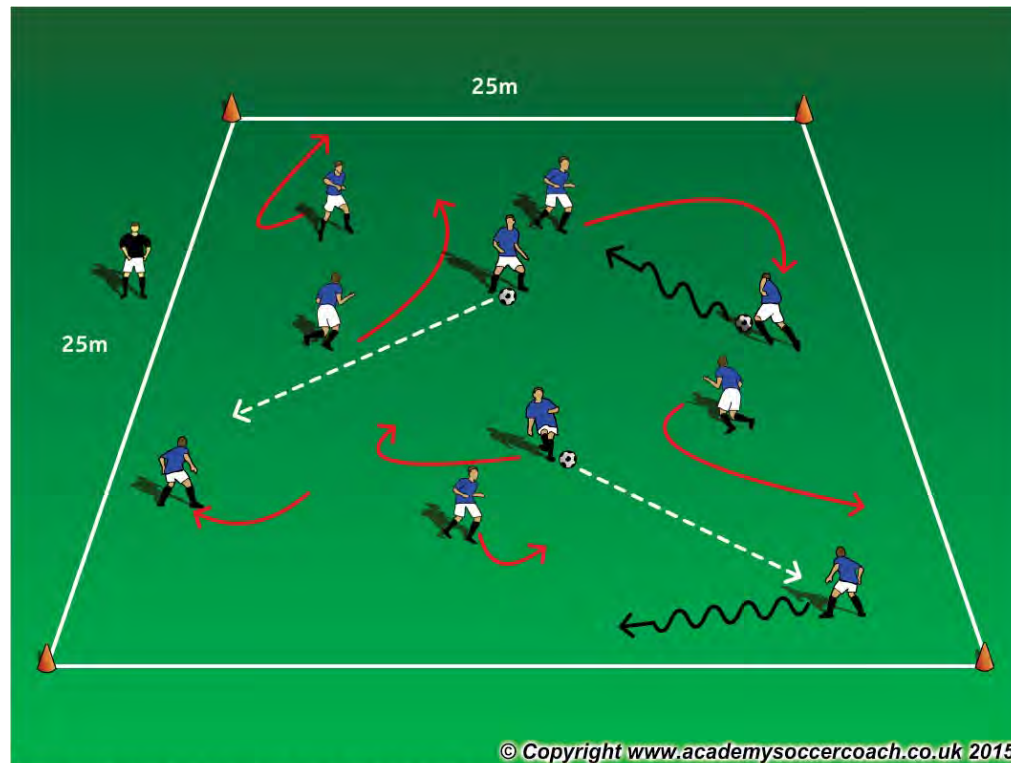


Brampton Soccer Club
GRASSROOTS
Stage 3: Learn To Train
U8 to U 11 Females
U9 to U12 Males
(Sample Practice Plan)
1 v 1 Attacking

Learn to Train practice plan - Week 23

Station A

General Movement – Dynamic warm up with the ball



Organization: Players are placed in a 25x25m area

Procedure: Players pass and dribble 3 balls amongst the group. Players without possession are encouraged to continuously move at different speeds and perform various multi-directional, soccer related movements such as walking & running (forwards and backwards), jumping, lateral movements, skipping, and rolling.

Time frame. 10-12 minutes

Emphasis:

Changing direction

A,B,C's

FUN!

Psychological

Confidence
Being safe

Technical

Keeping the ball under control
First touch out of feet
Part of foot/ball

Physical

A,B,C's
Change of Direction

Social

Communicating
Peer interaction
FUN

Learn to Train practice plan – Week 23

Station B

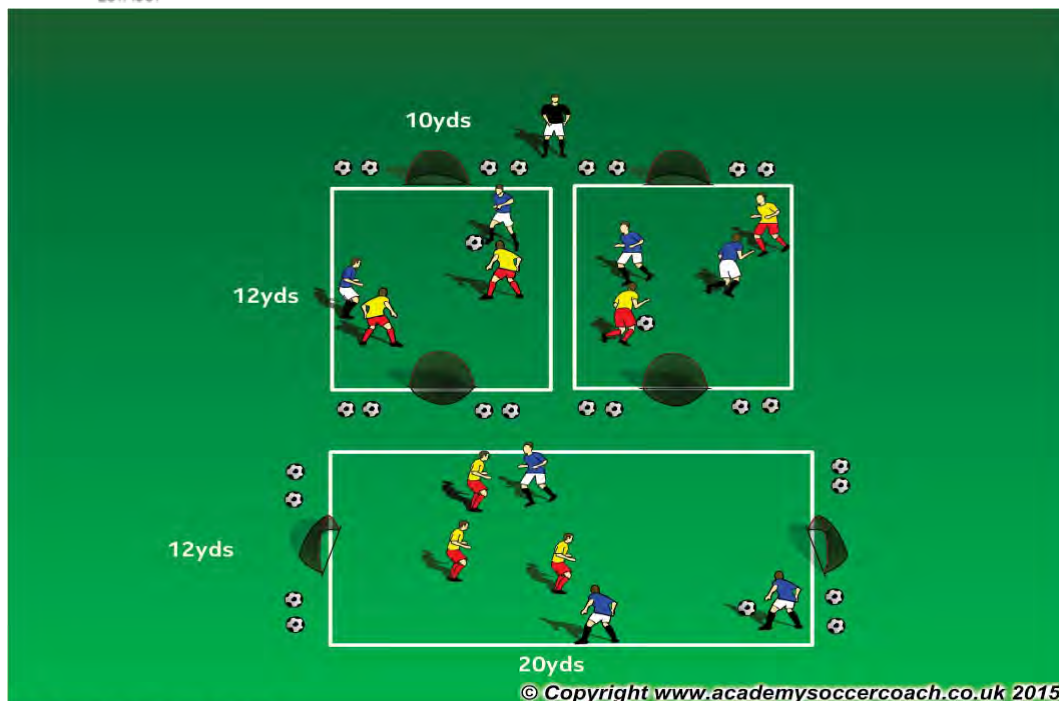
SSG: 2v2 or 3v3's



Time frame. 12-15 minutes

Emphasis:

Movement to create space & support player in possession



SSG - 2v2's or 3v3's

Organization:

Create 2 12x10 area grids with nets positioned on either side.

Additional balls placed on each endline to minimize stoppages.

Procedure:

Players play 2v2 in each grid.

Free Play = NO COACHING

If numbers dictate switch to playing 3v3 in larger grid shown above.

Progressions: Limit touches

Psychological

Decision making
Confidence
Creativity

Technical

Type of pass
Body position to receive

Physical

A,B,C's
Speed of Support
Power

Social

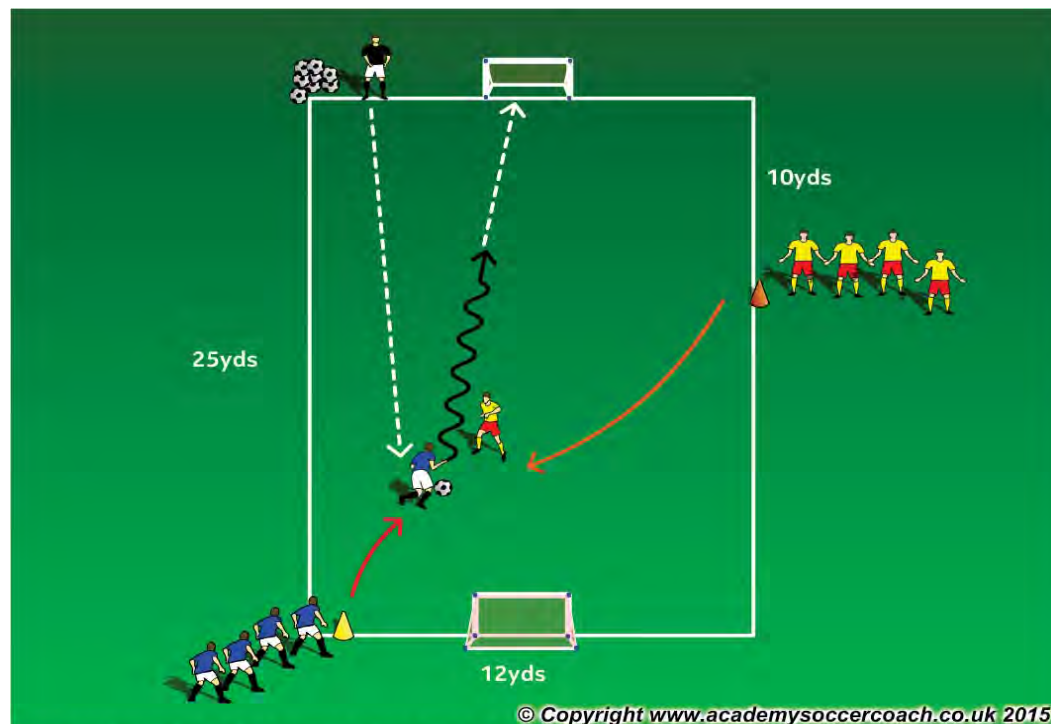
Supporting team mates
Communicating
Peer interaction /fun

Learn to Train practice plan – Week 23
Station C
Dribbling/Creative Movement– 1v1 Attacking

Time frame. 12-15 minutes

Emphasis:

- Ball control on the move
- Ball manipulation
- Change of speeds/directions



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Organization: 12x25 yard area with 2 nets placed at each end. Players are divided evenly into 2 teams; attackers and defenders. Defenders are positioned on sideline while attackers are positioned on the opposite side of the field. The coach will act as server and be stationed opposite attackers with ball. After 4-5 minutes switch attackers and defenders.

Procedure: Coach serves ball to attacker who receives the ball and attacks the goal. As coach serves the ball, the first defender comes to engage the attacker. **Scoring:** 1 point for attacker if they can score on the goal. If defender wins the ball they can score on the opposite net.

<p><u>Psychological</u></p> <p>Confidence Decision making Spatial awareness</p>	<p><u>Technical</u></p> <p>Different dribbling skills Ball control Receiving skills</p>
<p><u>Physical</u></p> <p>Speed Change of Direction A,B,C's</p>	<p><u>Social</u></p> <p>Positive support Communicating Fun with friends</p>

Learn to Train practice plan – Week 23

Station D

Small Sided Game – 4v4



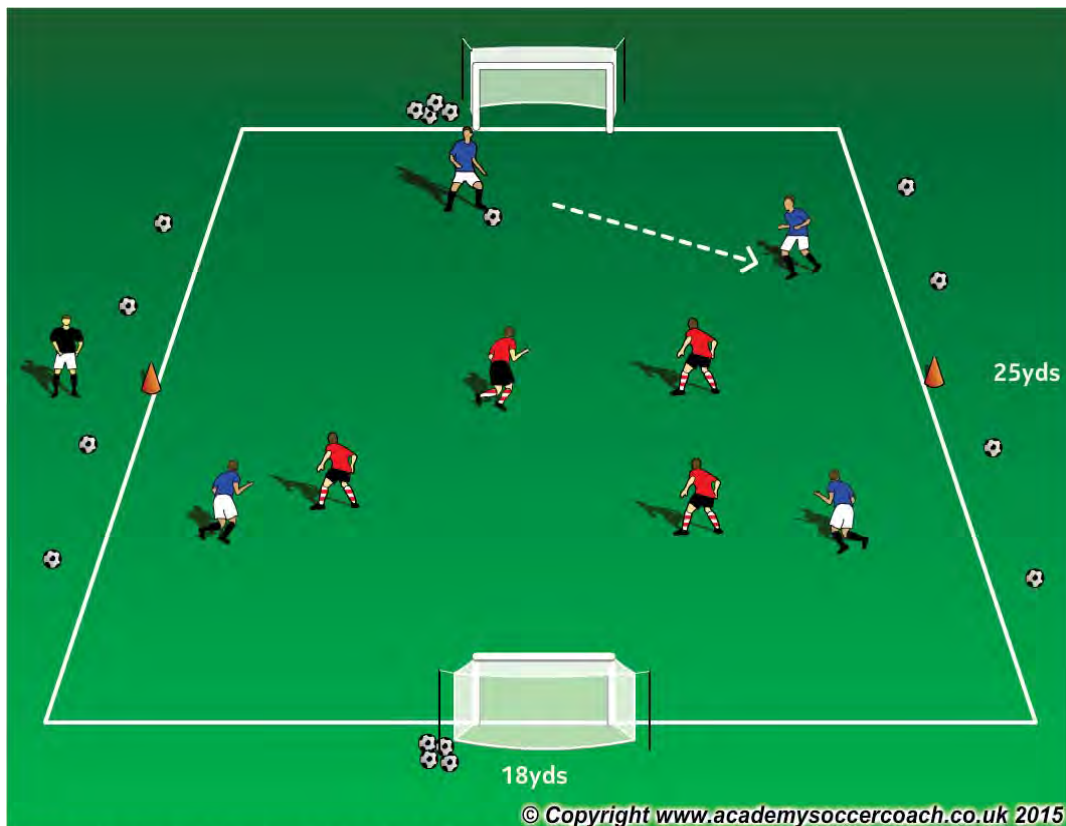
Time frame. 12-15 minutes

Emphasis:

Create Space

Look to play forward

Dribble in right areas



Organization: Players play 4v4 in a 25x18 yard area (6v6/7v7 = increase area accordingly). Balls stationed along outside of field. Retreat Line marked at half way line for 4v4.

Procedure: Free Play

<p><u>Psychological</u> Confidence Decision Making Spatial Awareness</p>	<p><u>Technical</u> Dribbling key factors Execution under pressure</p>
<p><u>Physical</u> A,B,C's Acceleration</p>	<p><u>Social</u> Positive support Communicating Fun with friends</p>



Brampton Soccer Club
GRASSROOTS
Stage 3: Learn To Train
U8 to U 11 Females
U9 to U12 Males
(Sample Practice Plan)
Penetrating Passing

Learn to Train practice plan - Week 24
Station A
General Movement – Ball Mastery Circle



Organization: Using pylons create a circle (15-20 yard in diameter). Divide the players into 2 groups: Group 1 will be servers and take up a position on an outside pylon, and Group 2 will start inside the circle. 1 ball per pylon.

Procedure: Players inside the circle collect a ball from a server, controlling and returning the ball using a variety of techniques. After returning the ball the inside player must travel to another part of the circle and receive from a different server. Players inside will work for 1 minute before swapping positions with a server. At each change-over the coach will announce the type of service to be delivered and the technique used to deliver the ball. example: on the ground (1 touch return pass), in the air (side-foot volley), in the air (chest and volley), in the air (trap and return pass on ground) etc.

Time frame. 10-12 minutes

Emphasis:

Changing direction, A,B,C's, FUN!

Please note that heading CAN be introduced into this exercise with U12 players. This would be done with the server initially holding up a light-weight ball with the inside player making contact with the ball using his/her forehead whilst in a stationary position. Server will always maintains grip of the ball and is not thrown.

Psychological
Confidence
Being safe

Technical
Controlling with
different passes with
different surfaces.
Passing

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

Social
Communicating
Peer interaction
FUN

Learn to Train practice plan – Week 24

Station B

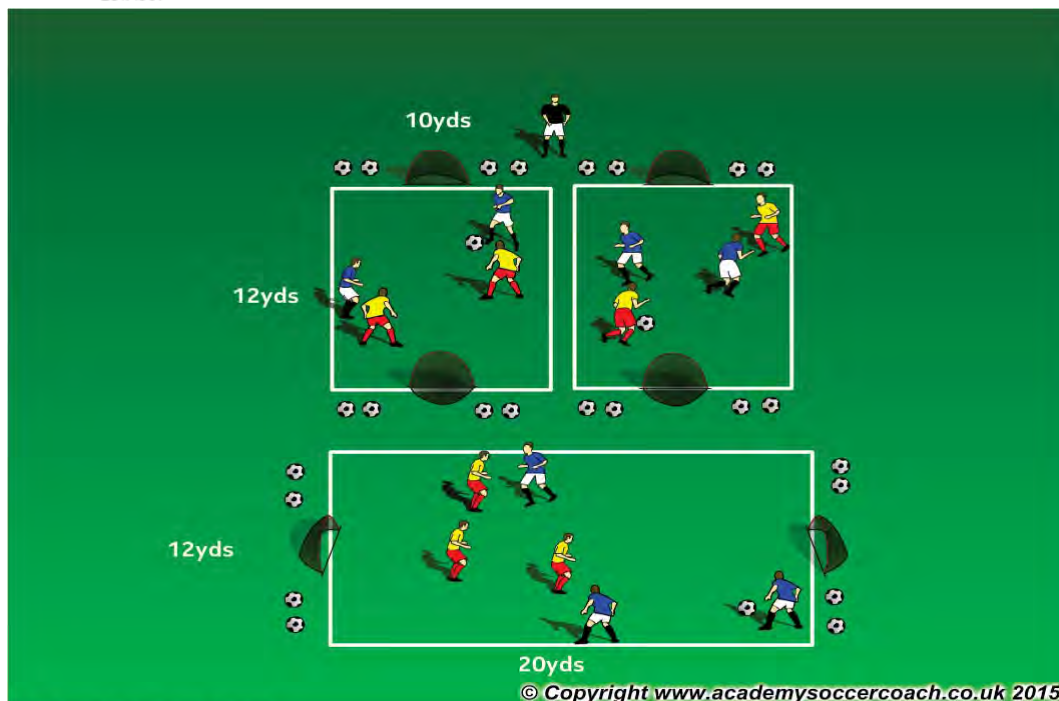
SSG: 2v2 or 3v3's



Time frame. 12-15 minutes

Emphasis:

Movement to create space & support player in possession



SSG - 2v2's or 3v3's

Organization:

Create 2 12x10 area grids with nets positioned on either side.

Additional balls placed on each endline to minimize stoppages.

Procedure:

Players play 2v2 in each grid.

Free Play = NO COACHING

If numbers dictate switch to playing 3v3 in larger grid shown above.

Progressions: Limit touches

Psychological

Decision making
Confidence
Creativity

Technical

Type of pass
Body position to receive

Physical

A,B,C's
Speed of Support
Power

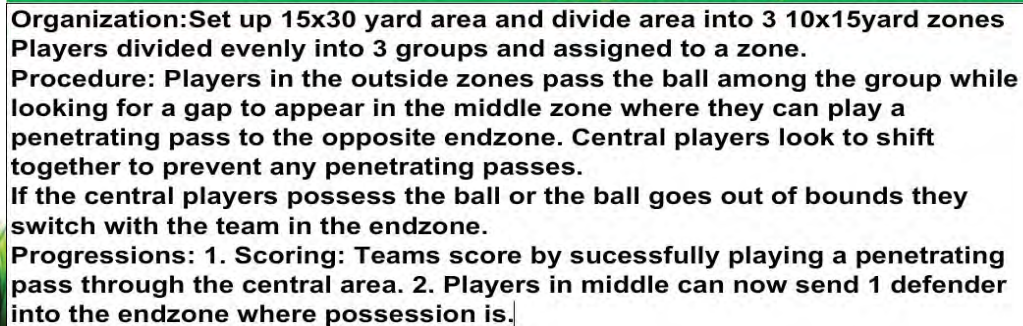
Social

Supporting team mates
Communicating
Peer interaction /fun



Station C

Penetrating Passing– Breaking the line



Time frame. 12-15 minutes

Emphasis:

- Body position to receive
- Supporting position
- First Touch out of feet
 - Type of pass

<p><u>Psychological</u></p> <ul style="list-style-type: none">ConfidenceDecision makingSpatial awarenessSupporting team	<p><u>Technical</u></p> <ul style="list-style-type: none">Receiving SkillsTouch directionBody positionSupporting roles
<p><u>Physical</u></p> <ul style="list-style-type: none">SpeedChange of DirectionA,B,C's	<p><u>Social</u></p> <ul style="list-style-type: none">Positive supportCommunicatingFun with friends

Learn to Train practice plan – Week 24

Station D

Small Sided Game – 5v5 + GK's



Organization: Players play 5v5 in a 40x25m area (6v6/7v7 = increase area accordingly). Balls stationed along outside of field. Retreat Line marked at half way line for 5v5.

Procedure: Encourage players to penetrate with forward passes, however passes should not be forced. Look for efficient movement to support player in possession and find space.

Time frame. 12-15 minutes

Emphasis:

- Create Space
- Look to play forward
- Body position and touch when receiving
- Support of teammates

Psychological

Confidence
Decision Making
Spatial Awareness

Technical

Passing key factors
Execution under pressure

Physical

A,B,C's
Acceleration

Social

Positive support
Communicating
Fun with friends



Brampton Soccer Club
GRASSROOTS
Stage 3: Learn To Train
U8 to U 11 Females
U9 to U12 Males
(Sample Practice Plan)
Shooting

Learn to Train practice plan - Week 32

Station A

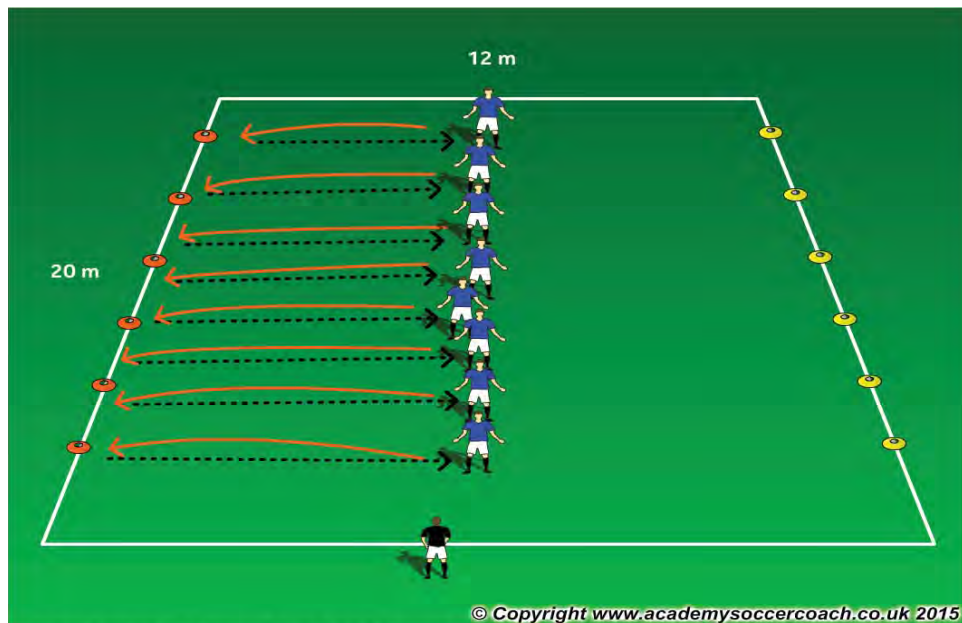
General Movement – Reaction Line



Time frame. 10-12 minutes

Emphasis:

- A,B,C's
- FUN!



Organization: Players are positioned in a vertical line down the centre of a 12x20m area. Each side of the area is marked with a coloured cone (orange & yellow). Coach is positioned at the front of the area in full view of all players.

Procedure: On the spot players perform the movement dictated by the coach e.g. running on the spot, high knees, jumping jacks, 1 leg hops, jumping etc. When the coach calls out a colour (orange or yellow) players must move to that side of the area and return to the starting point as quickly as possible. Coach must be creative in the types of movements both at the starting position and as the players travel to and from the side of the area. To simulate reactions the coach can also play opposites, give the colours soccer teams such as orange is Barcelona, Yellow is Real Madrid and call out players, facts that relate to those teams. Players are then required to think fast and react based on verbal communication.

<u>Psychological</u> Confidence, Reaction time, Being safe, Competition	<u>Technical</u>
<u>Physical</u> Agility, Balance, Coordination, Speed	<u>Social</u> Communication FUN

Learn to Train practice plan – Week 32

Station B – King Louie



Time frame. 12-15 minutes

Emphasis:

- Creating/identifying opportunities to shoot
 - Shooting
 - Support
- Receiving skills/touch direction



Organization: Players play 5v5 in 20x15 yard area. 1 net positioned on either end with a supply of balls. Pylons are used to mark the half-way line.

Procedure: Players must stay within their own half of the field except from one target striker in who remains in the opponents half to pressure (this player can score on rebounds). Players must look to receive the ball and get a shot on goal. If the ball goes out of bounds the ball will restart with the defending teams GK. Progression: Attackers can play into and combine with arget striker for 2 points

<u>Psychological</u> Confidence Decision making Creativity	<u>Technical</u> Shooting key factors Receiving skills Passing
<u>Physical</u> Agility, Balance, Coordination Speed	<u>Social</u> Communication Peer interaction

Learn to Train practice plan – Week 32

Station C

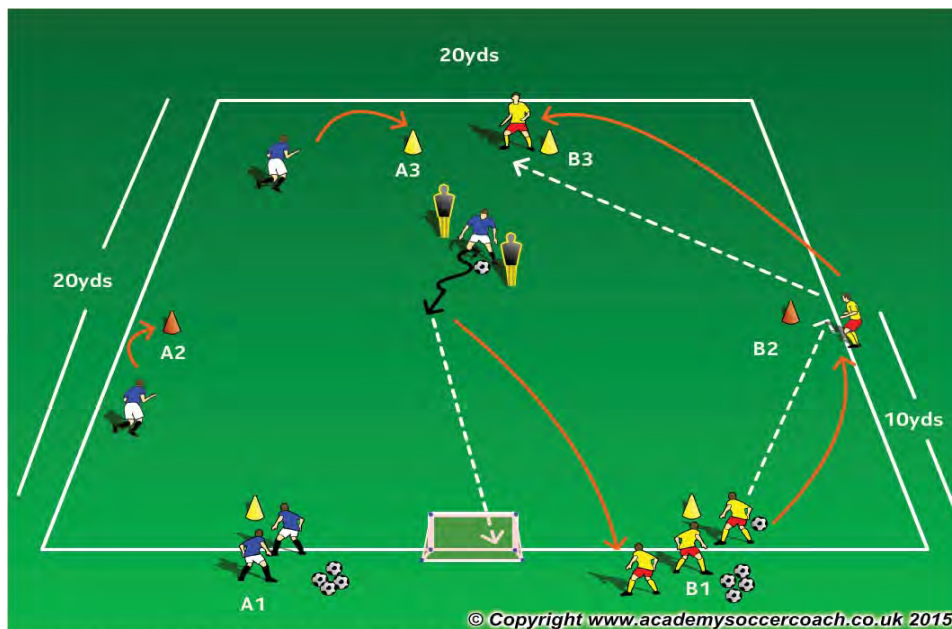
Creative Movement - Shooting



Time frame. 12-15 minutes

Emphasis:

- Shooting
- Dribbling
- Passing key factors
- Receiving skills



Organization: 20x20 yard area. 1 net positioned on 1 end. A1 & B1 starting positions beside net, A2 & B2 positioned at the edge of the area around halfway mark (10 yards), A3 and B3 positioned at the top of the playing area. 2 manikins are positioned between A3/B3 and the target net.

Procedure: A1 passes to A2, A2 passes to A3, A3 dribbles through the manikins and finishes on goal. All players follow their pass. Once A3 receives the pass from A2 then B1 plays to B2.

Players switch lines after each rotation.

Progression: #1- Players are given 5 seconds (can be adjusted) from when they receive at A/B3 to score.

#2- Once A/B2 plays A/B3 they become the recovering defender who must sprint around the pylon at A/B3 and attempt to catch player going to goal.

Psychological

Decision making
Confidence
Creativity

Technical

Receiving skills
Shooting key factors
Dribbling

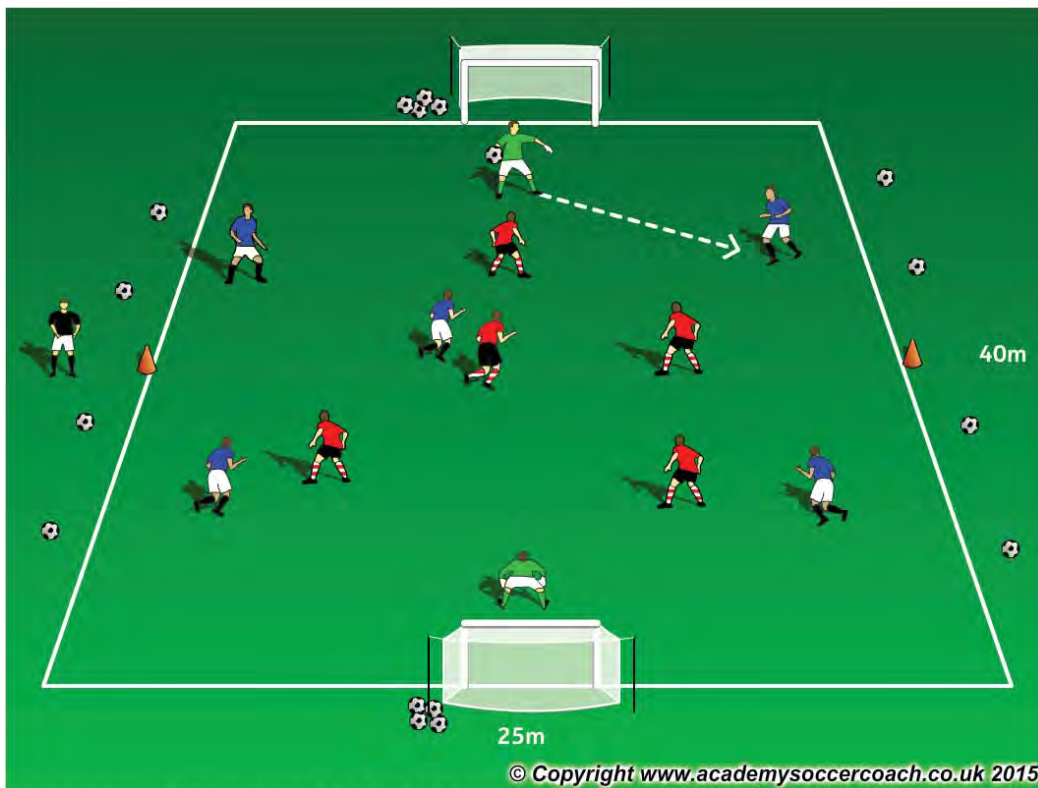
Physical

Agility, Balance,
Coordination
Speed

Social

Competition
Communication
Peer interaction /fun

Learn to Train practice plan – Week 32
Station D
Small Sided Game – 6v6 with retreat line



Organization: Players play 5v5 in a 40x25m area (6v6/7v7 = increase area accordingly). Balls stationed along outside of field. Retreat Line marked at half way line for 5v5.

Procedure: Encourage players to penetrate with forward passes, however passes should not be forced. Look for efficient movement to support player in possession and find space.

Time frame. 12-15 minutes

Emphasis:

- Create Space
- Support players in possession
- Opportunities to penetrate (shoot)

Psychological

Confidence
Decision Making
Spatial Awareness
Attacking mentality

Technical

Receiving skills
Shooting key factors
Finishing v shooting

Physical

A,B,C's
Acceleration

Social

Communication
Competition
Fun with friends



Brampton Soccer Club
GRASSROOTS
Stage 3: Learn To Train
U8 to U 11 Females
U9 to U12 Males
(Sample Practice Plan)
Creative Movements - Dribbling

Learn to Train practice plan – Week 27

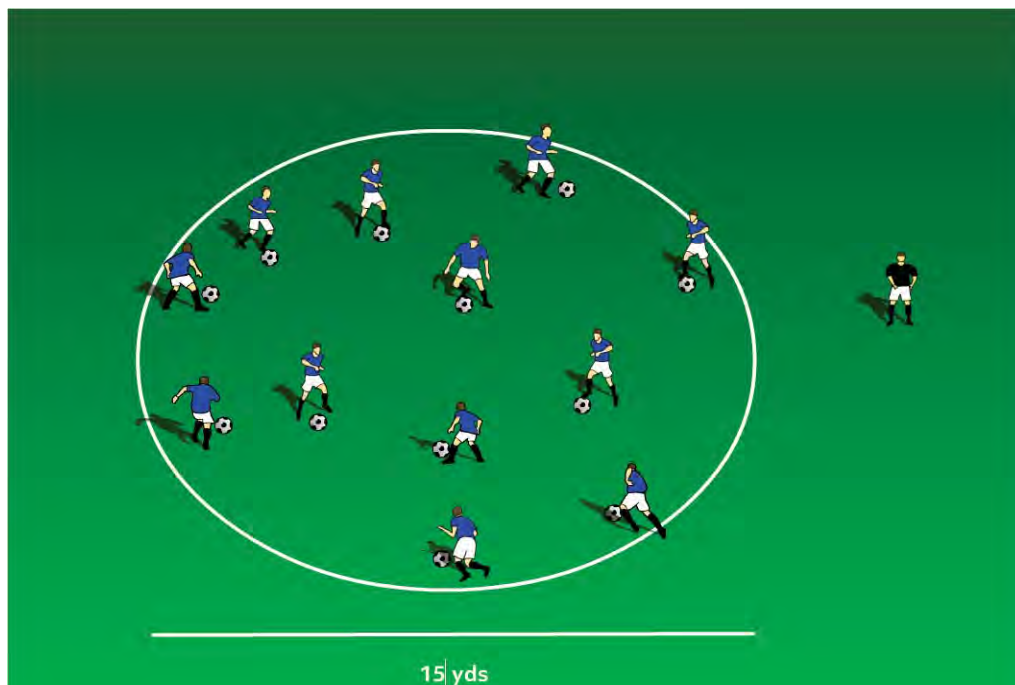
Station A

General Movements - King of the Ring

Time frame. 15 minutes

Emphasis:

Ball Mastery
Movement Skills
Dribbling



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Organization: All players have a ball each and are placed in a circle, approx 15 yards in diameter.

Procedure: Players dribble their ball ensuring that the ball is always moving. On coach command all players keep their own ball under control while attempting to kick other players balls out of the circle.

If a players ball is kicked from the circle they must retrieve it and perform a task to re-enter play. example: 10 toe-taps, 1 lap of the circle dribbling their ball.

Psychological

Decision making
Confidence
Creativity
Problem solving

Technical

Ball Mastey
Running with the ball
Dribbling

Physical

A,B,C's
Speed
Power

Social

Competition
Peer interaction /fun

Learn to Train practice plan - Week 27
Station B
Soccer Coordination – The Reaction Line



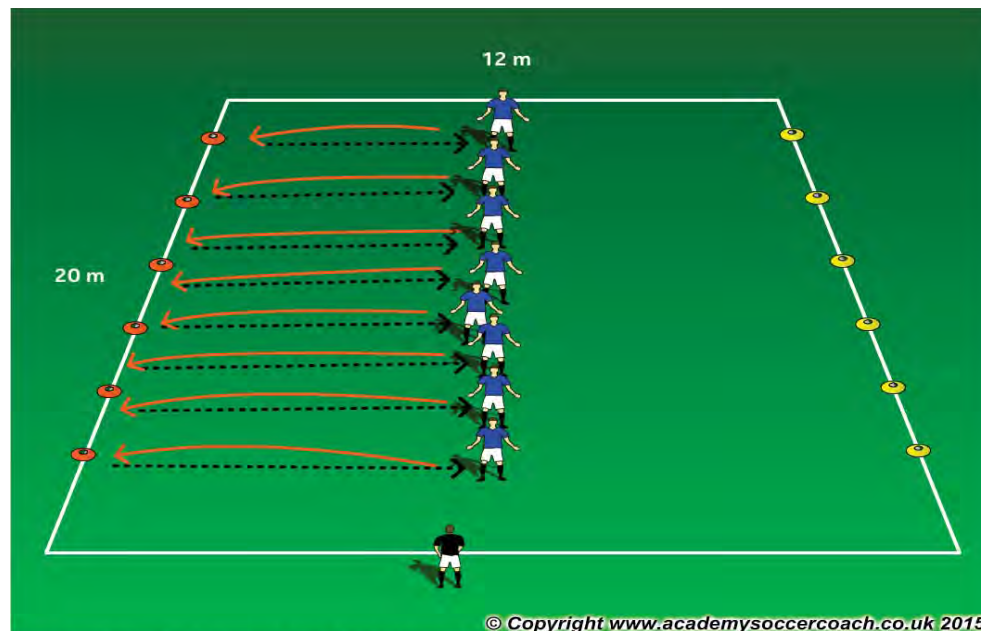
Time frame. 15 minutes

Emphasis:

Changing direction

A,B,C's

FUN!



Organization: Players are positioned in a vertical line down the centre of a 12x20m area. Each side of the area is marked with a coloured cone (orange & yellow). Coach is positioned at the front of the area in full view of all players.
Procedure: On the spot players perform the movement dictated by the coach e.g. running on the spot, high knees, jumping jacks, 1 leg hops, jumping etc. When the coach calls out a colour (orange or yellow) players must move to that side of the area and return to the starting point as quickly as possible. Coach must be creative in the types of movements both at the starting position and as the players travel to and from the side of the area. To simulate reactions the coach can also play opposites, give the colours soccer teams such as orange is Barcelona, Yellow is Real Madrid and call out players, facts that relate to those teams. Players are then required to think fast and react based on verbal communication.

<u>Psychological</u> Confidence Quick decisions	<u>Technical</u>
<u>Physical</u> A,B,C's Change of Direction Acceleration FMS	<u>Social</u> Communicating Peer interaction FUN

Learn to Train practice plan – Week 27

Station C

Creative Movements - Running with the Ball



Organization: 20x20 yard area. 1 net positioned on 1 end. A1 & B1 starting positions beside net, A2 & B2 positioned at the edge of the area around halfway mark (10 yards), A3 and B3 positioned at the top of the playing area. 2 manikins are positioned between A3/B3 and the target net.

Procedure: A1 passes to A2, A2 passes to A3, A3 dribbles through the manikins and finishes on goal. All players follow their pass. Once A3 receives the pass from A2 then B1 plays to B2.

Players switch lines after each rotation.

Progression: #1- Players are given 5 seconds (can be adjusted) from when they receive at A/B3 to score.

#2- Once A/B2 plays A/B3 they become the recovering defender who must sprint around the pylon at A/B3 and attempt to catch player going to goal.

Time frame. 15 minutes

Emphasis:

Dribbling

Running with the ball

Receiving Skills – touch direction

Passing & Shooting

Psychological

Confidence
Decision Making
Problem solving

Technical

Dribbling & Running
with the ball key
factors
Passing & Receiving

Physical

A,B,C's
Acceleration
Power

Social

Communicating
Fun with friends
Competition

Learn to Train practice plan – Week 27

Station D Small Sided 7v7



Time frame. 15-20 minutes

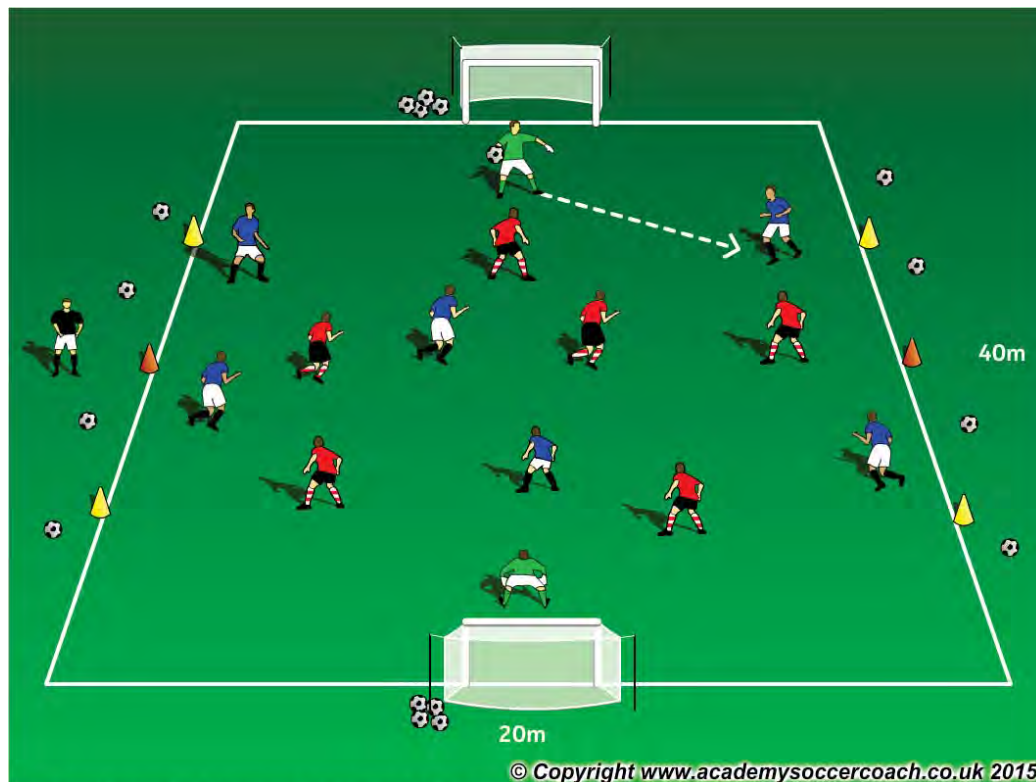
Emphasis:

FREE PLAY

Creativity

Allow the game to be the teacher

FUN



Organization: Players play 7v7 in a 40x20 yard area. Balls stationed along outside of field. Retreat Line marked at each 3rd for 7v7.

Procedure: Encourage players to penetrate with forward passes, however passes should not be forced. Look for efficient movement to support player in possession and find space.

Psychological

Fun

Confidence

Decision Making

Imagination

Technical

Running with the ball

Dribbling

1v1's

Physical

Speed

A,B,C's

Change of Direction

Social

Competing

Communicating

Fun with friends



Brampton Soccer Club
GRASSROOTS
Stage 3: Learn To Train
U8 to U 11 Females
U9 to U12 Males
(Sample Practice Plan)
Turning With The Ball

Learn to Train practice plan - Week 28

Station A

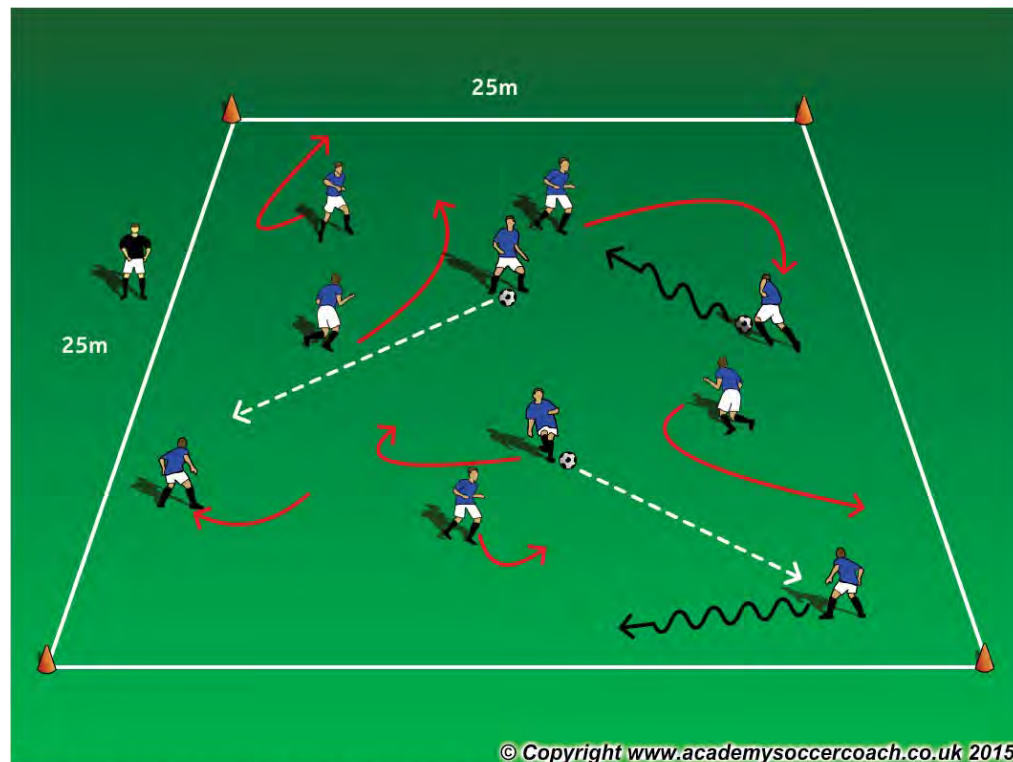
General Movement – Dynamic warm up with the ball



Time frame. 10-12 minutes

Emphasis:

- Changing direction
 - A,B,C's
 - FUN!



Organization: Players are placed in a 25x25m area

Procedure: Players pass and dribble 3 balls amongst the group. Players without possession are encouraged to continuously move at different speeds and perform various multi-directional, soccer related movements such as walking & running (forwards and backwards), jumping, lateral movements, skipping, and rolling.

Psychological

Confidence
Being safe

Technical

Keeping the ball under control
First touch out of feet
Part of foot/ball

Physical

A,B,C's
Change of Direction

Social

Communicating
Peer interaction
FUN

Learn to Train practice plan – Week 28

Station B

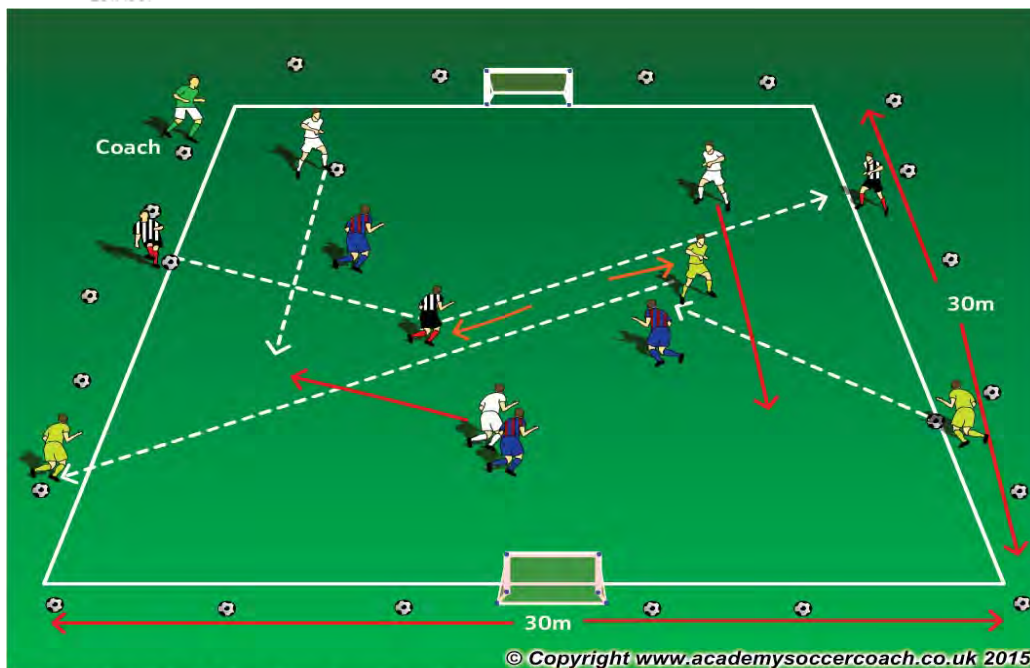
SSG: 3v3 + Turning



Time frame. 12-15 minutes

Emphasis:

- Movement to create space & support player in possession
 - Decision making
 - Scanning



Organization: The white team will play a 3v3 game against the Blue and purple team, while the yellow and black and white teams are organized with 1 player each in the centre of the field and 2 players from each team placed on the outside as shown above.

Procedure: While the 3v3 game is taking place the yellow team and black and white team will work on passing and turning across the field. Rotate the middle player every 60 seconds. Players on the outside can move up and down the side line. Encourage all players to make appropriate decisions based on what is happening around them while working on technique in a chaotic environment.

Rotate teams every 3 minutes.

Psychological
Decision making
Confidence
Creativity

Technical
Scanning
Body position to receive
Type of turn

Physical
A,B,C's

Social
Supporting team mates
Communicating
Peer interaction /fun

Learn to Train practice plan – Week 28

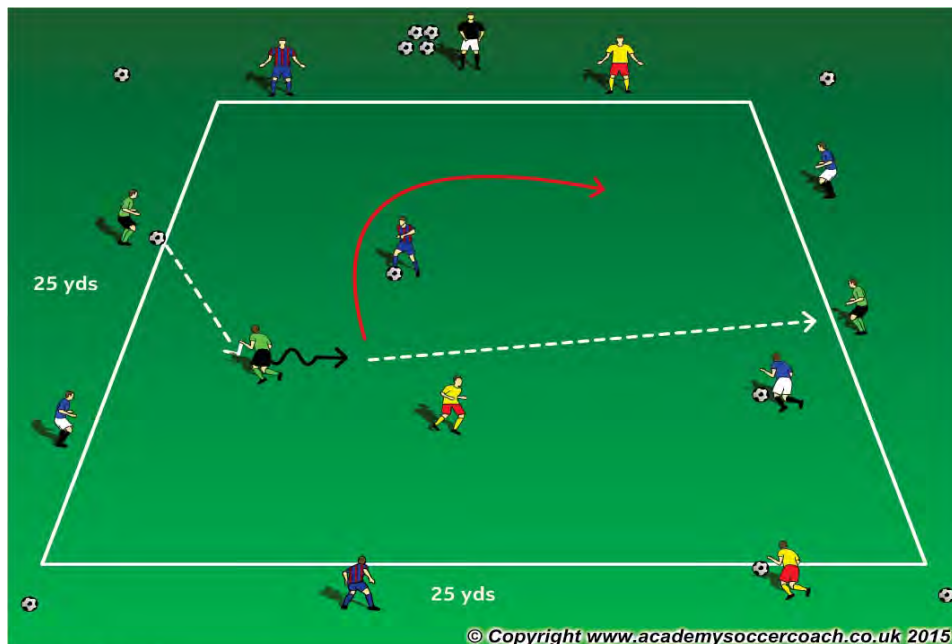
Station C

Turning with the ball

Time frame. 12-15 minutes

Emphasis:

- Body position to receive
- Types of turn (inside/outside foot, front/back foot, Cruyff)
 - Scanning
 - Quality of pass
 - Touch direction



Organization:

- Players are divided into groups of 3.
- 2 Players are positioned around the perimeter of the grid (target players) and 1 player starts inside the playing area
- 1 ball per group

Procedure:

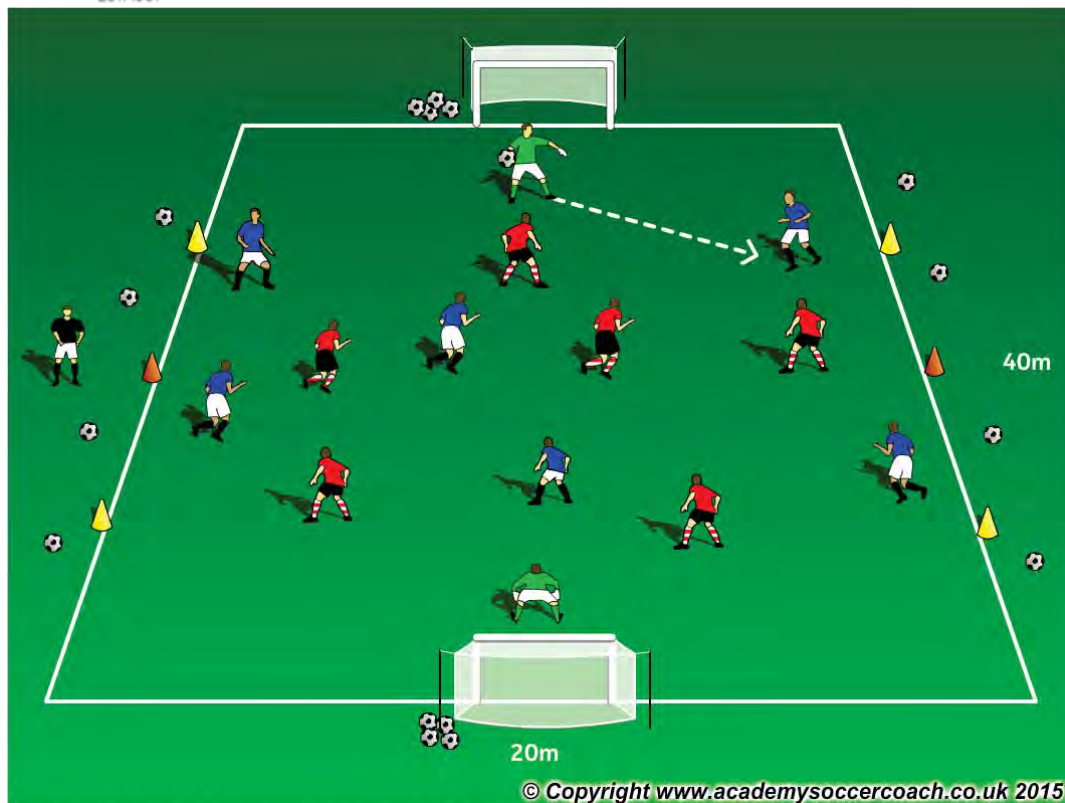
- Player inside collects pass from outside target player, turns and plays to other target player.
- Players rotate every minute.

Progression:

- Players on the outside move to a new position on the outside after passing the ball

<u>Psychological</u> Confidence Decision making Spatial awareness	<u>Technical</u> Types of turns Body position Scanning Touch direction
<u>Physical</u> A,B,C's	<u>Social</u> Positive support Communicating Fun with friends

Learn to Train practice plan – Week 28
Station D
Small Sided Game – 7v7 with retreat line



Organization: Players play 7v7 in a 40x20 yard area. Balls stationed along outside of field. Retreat Line marked at each 3rd for 7v7.
Procedure: Encourage players to penetrate with forward passes, however passes should not be forced. Look for efficient movement to support player in possession and find space.

Time frame. 12-15 minutes

Emphasis:

- Create Space
- Opportunities to turn

<u>Psychological</u> Confidence Decision Making Spatial Awareness	<u>Technical</u> Turning key factors Execution under pressure
<u>Physical</u> A,B,C's Acceleration	<u>Social</u> Positive support Communicating Fun with friends



Brampton Soccer Club
GRASSROOTS
Stage 3: Learn To Train
U8 to U 11 Females
U9 to U12 Males
(Sample Practice Plan)
Passing & Receiving

Learn to Train practice plan - Week 25

Station A

General Movement – Ball Mastery/ King of the Ring

Time frame. 10-12 minutes

Emphasis:

- Changing direction, A,B,C's, FUN!
 - Head up
 - Finding Space
- Keeping ball under control



Organization: All players have a ball each and are placed in a circle, approx 15 yards in diameter.

Procedure: Players dribble their ball ensuring that the ball is always moving. On coach command all players keep their own ball under control while attempting to kick other players balls out of the circle.

If a players ball is kicked from the circle they must retrieve it and perform a task to re-enter play. example: 10 toe-taps, 1 lap of the circle dribbling their ball.

Psychological

Confidence
Finding space
Being safe

Technical

Keeping ball under control
Dribbling
Head up

Physical

A,B,C's
Change of Direction
Acceleration

Social

Communicating
Peer interaction
FUN

Learn to Train practice plan – Week 25

Station B

Handball: 3v3 + 3v3



Time frame. 12-15 minutes

Emphasis:

- Scanning
- Movement to support
 - A,B,C's



Organization:

- Players placed in 20x30 yard area with 2 nets positioned on either endline.
- Balls positioned around the outside of the playing area.
- Players are divided into 4 equal teams of 3

Procedure:

- 2 handball games going on within the one playing area
- Players can only take 2 steps when they are in possession.
- Players score by putting the ball into their opponents net.
- No GK's

Psychological

Positive
reinforcement
Confidence
Decision making

Technical

Body position
Throwing
Scanning

Physical

A,B,C's
Power/acceleration
Jumping

Social

Supporting team
mates
Communicating
Peer interaction /fun

Learn to Train practice plan – Week 25

Station C

Passing and Receiving



Organization:

- Players are divided into groups of 3.
- 2 Players are positioned around the perimeter of the grid (target players) and 1 player starts inside the playing area
- 1 ball per group

Procedure:

- Player inside collects pass from outside target player, turns and plays to other target player.
- Players rotate every minute.

Progression:

- Players on the outside move to a new position on the outside after passing the ball

Time frame. 12-15 minutes

Emphasis:

- Quality of Pass
- Receiving Skills
- Movement off the ball

Psychological

Confidence
Decision Making
Positive
reinforcement

Technical

Body position
Touch Direction
Passing
Scanning

Physical

A,B,C's

Social

Supporting team
mates
Communicating
Peer interaction /fun

Learn to Train practice plan – Week 25

Station D

Small Sided Game – 3v3 Free play

Time frame. 15-20 minutes

Emphasis:

FREE PLAY

Creativity

Allow the game to be the teacher

FUN



Organization: 2 x 15x20yard area. 1 Net positioned on each end line.

Retreat Line at Half

Procedure: Players play 3v3 and score on small net.

Pass or dribble in if the ball goes out of play.

Psychological

Fun

Confidence

Decision Making

Imagination

Technical

Body position

Touch Direction

Keeping ball close

Scanning

Physical

Speed

A,B,C's

Power/acceleration

Social

Listening

Communicating

Fun with friends



Brampton Soccer Club
GRASSROOTS
Stage 3: Learn To Train
U8 to U 11 Females
U9 to U12 Males
(Sample Practice Plan)
Dribbling

Learn to Train practice plan - Week 39

Station A

General Movement – Dynamic warm up with the ball



Time frame. 10-12 minutes

Emphasis:

- Changing direction
- A,B,C's
- FUN!



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Organisation

-Players are placed in a 25x25 area with a ball each.

Procedure

-Players dribble round with a ball, speeding up when they see open space and slowing down when crowded.
- Coach holds up a colour cone or bib and players react.

Red - Jump & high 5 team mate, Blue - change direction, roll over & accelerate, Yellow - skill move - step-over.

Progression:

- Change commands:
Red - low 5 team mate, Blue - leave the ball and hop to the nearest one, Yellow - stop the ball, run/shuffle backwards and accelerate back to the ball.

Psychological

Confidence
Being safe

Technical

Keeping the ball under control
Head looking forward
Part of foot/ball

Physical

A,B,C's
Change of Direction

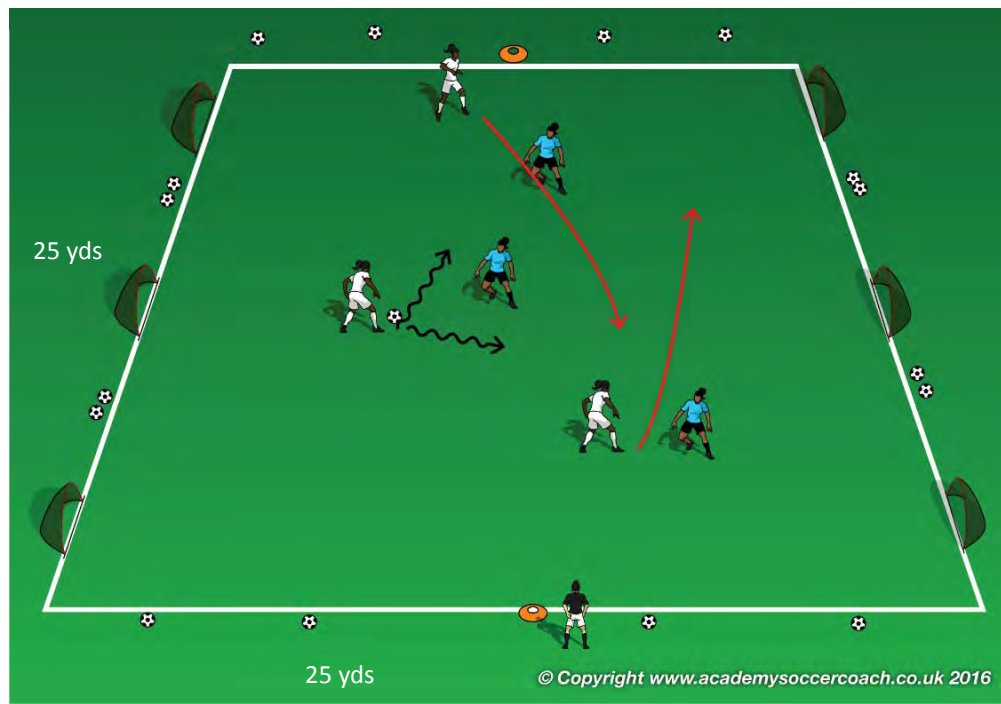
Social

Communicating
Peer interaction
FUN

Learn to Train practice plan – Week 39

Station B

SSG: 3v3



Organization:

- Players are divided in two teams. Three in blue and three in white.
- Players play 3v3 but score goals for their team. If no goals, use cones and dribble through.
- Set up activity twice to incorporate all players.

Procedure:

- Players play 3v3 and can score in any of the goals.
- If a player scores, team retreats back in line with orange cone.
- If the ball goes out, players can dribble in from the nearest ball.

Progression:

- New opponents after 2 mins. Winning teams face each other.

Time frame. 12-15 minutes

Emphasis:

- Head in a position to see the ball, opponents feet and space behind.
- Decision making
- Movement to create space & support player in possession

<u>Psychological</u> Decision making Confidence Creativity	<u>Technical</u> Fast approach then accelerate Keep the ball on the 'safe side' (part of the foot furthest away from defender)
<u>Physical</u> A,B,C's	<u>Social</u> Supporting team mates Communicating Peer interaction /fun

Learn to Train practice plan – Week 39

Station C Dribbling 1v1

Time frame. 12-15 minutes

Emphasis:

- Dribble at speed
- Use the last three toes on the foot to move the ball
- Accelerate as approach the first cone
- Cut off the recovery line of the defender



Organization:

- Players are divided in to pairs. One player in blue, the other in white.
- Players play 1v1 but score goals for their team. If no goals, use cones and dribble through.
- 1 ball between 2

Procedure:

- Players play 1v1 and can score in any of the goals. If the defender wins, counter to score.
- If a player scores, they retreat back in line with orange cone.

Progression:

- Play for one minute, whoever wins moves on to a new partner.

Psychological
Confidence
Decision making
Spatial awareness

Technical
Using the last three toes
Speed of dribble
Head looking forward

Physical
A,B,C's

Social
Positive support
Communicating
Fun with friends

Learn to Train practice plan – Week 39

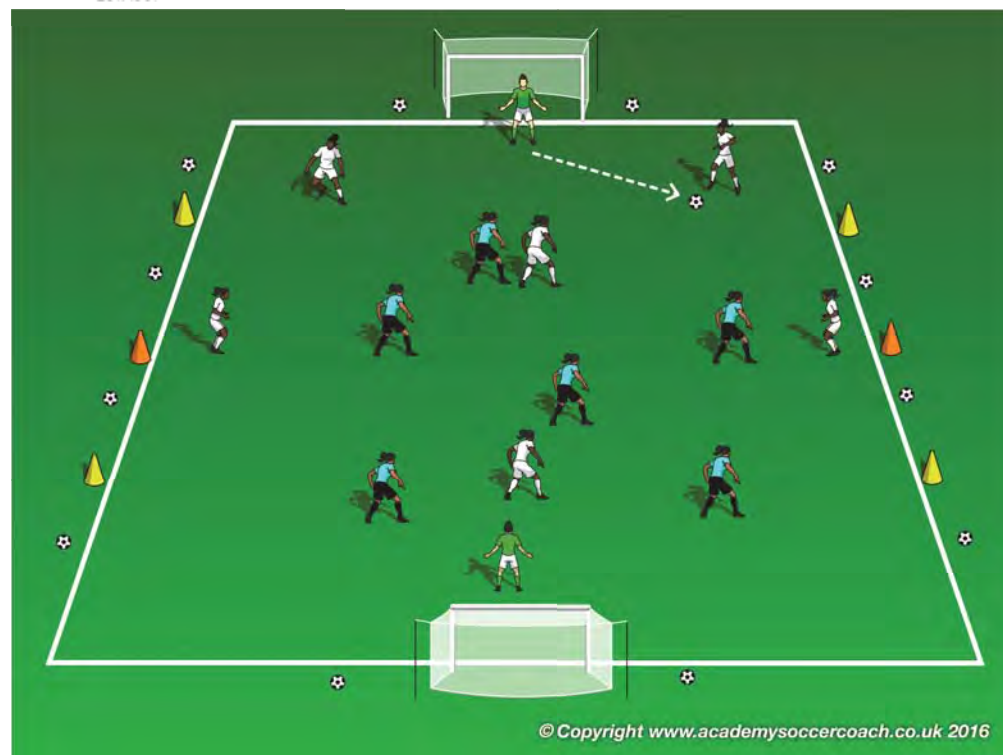
Station D

Small Sided Game – 7v7 with retreat line

Time frame. 12-15 minutes

Emphasis:

- Create Space
- Opportunities to turn



Organisation

-Players play 7v7 in a 60x40 area. Balls stationed on the outside of the field.
Retreat line marked at each 3rd for 7v7.

Procedure

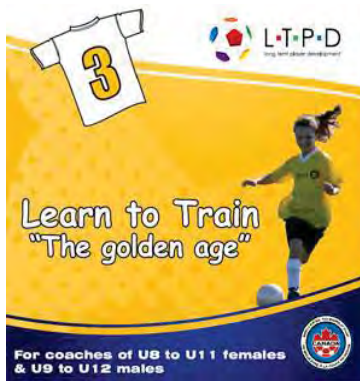
Encourage players to receive on the half turn so they can beat players 1v1. However, don't force them to do it every time. Let them see if they can identify when to try and beat a player and when to retain the ball. Look for efficient movement to support the player in possession and find space.

Psychological
Confidence
Decision Making
Spatial Awareness

Technical
Dribbling key factors
Execution under pressure

Physical
A,B,C's
Acceleration

Social
Positive support
Communicating
Fun with friends

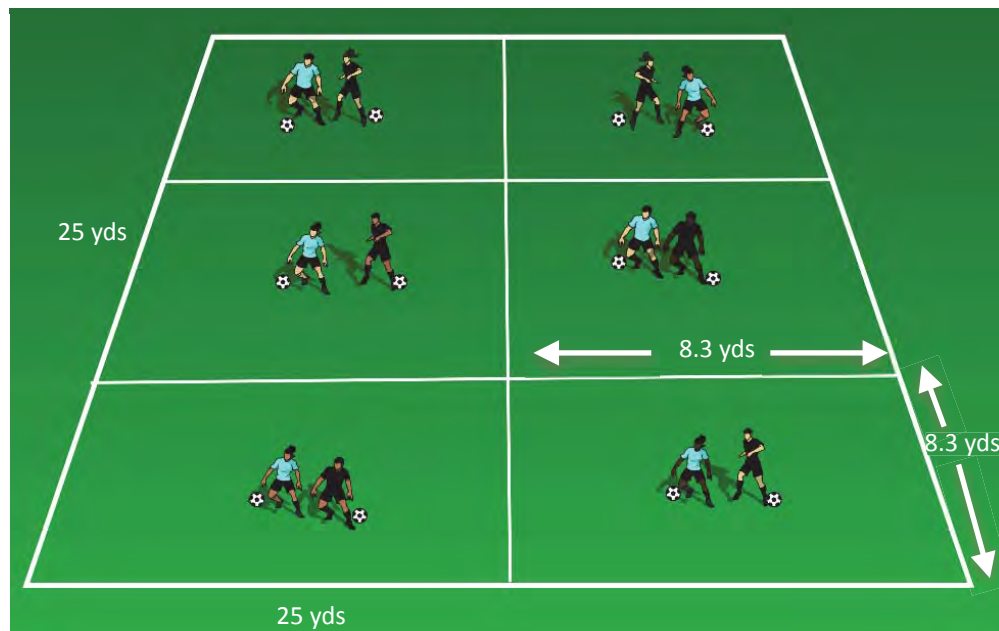


Brampton Soccer Club
GRASSROOTS
Stage 3: Learn To Train
U8 to U 11 Females
U9 to U12 Males
(Sample Practice Plan)
Individual Possession

Learn to Train practice plan – Week 40

Station A

General Movement – Individual possession



Organization:

- Players are divided in to pairs. Each player has a ball. A 25x25 yard area is divided up to create 6 boxes approx 8x8 yards.

Procedure:

- Players have 30 seconds to play 1v1 and try and touch each others ball as many times as they can. A point awarded every time they touch opponents ball.
- The player who touches their opponents ball the most in 30 seconds is the winner.

- Players must be in close control of their own ball at all times & cannot leave it.
- Players count up the score and have the winner move up in a ladder system.
- Create a 'World Cup Final Square', where the winner in that square stays in it.
- Rock, paper, scissors to decide a tie.

Progression:

- Play with one ball where players shield for 15 seconds before swapping. Who ever gets the least touches on their ball wins.
- Start with a tackle, player who has possession at end of the time wins.

Time frame. 10-12 minutes

Emphasis:

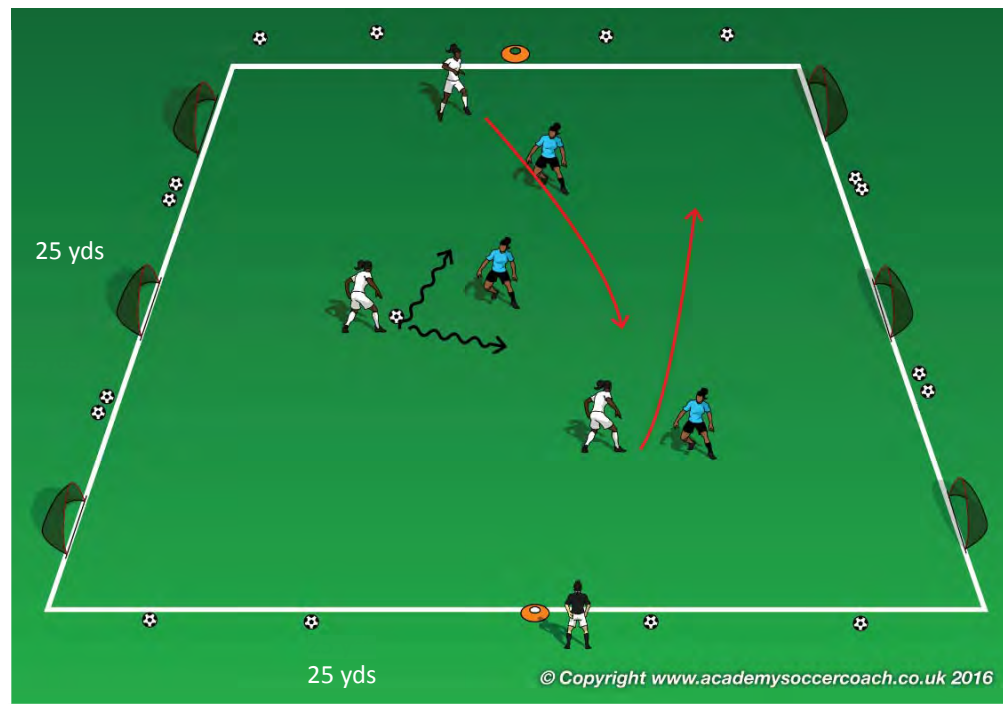
- Upper body strength
- Core strength to hold off opponent
- FUN!

<u>Psychological</u> Confidence Being safe	<u>Technical</u> Keeping on the furthest foot from defender (safe side) Head looking forward Body low and use forearm to hold off the opponent
<u>Physical</u> A,B,C's Upper body strength Change of Direction	<u>Social</u> Communicating Peer interaction FUN

Learn to Train practice plan – Week 40

Station B

SSG: 3v3



Time frame. 12-15 minutes

Emphasis:

- Head in a position to see the ball, opponents feet and space behind.
- Decision making
- Movement to create space & support player in possession

Psychological

Decision making
Confidence
Creativity

Technical

Fast approach then accelerate
Keep the ball on the 'safe side' (part of the foot furthest away from defender)

Physical

A,B,C's

Social

Supporting team mates
Communicating
Peer interaction /fun

Organization:

- Players are divided in two teams and play 3v3.
- If no goals, use cones and dribble through.
- Set up activity twice to incorporate all players.

Procedure:

- Players can score in any of the goals.

- Players play man to man and pick an opponent to play against so they are always under pressure. Every time a ball goes out, the coach passes in a new ball to encourage receiving under pressure.

Progression:

- New opponents after 2 mins. Winning teams face each other.

Learn to Train practice plan – Week 40

Station C

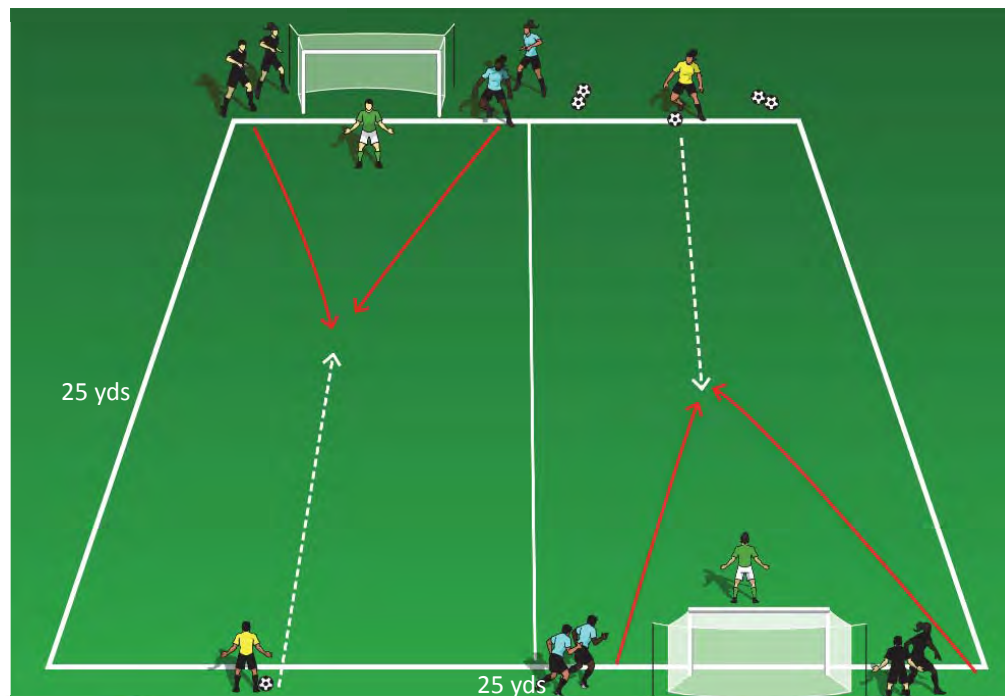
1v1 Individual possession to goal



Time frame. 12-15 minutes

Emphasis:

- Dribble at speed
- Use the last three toes on the foot to move the ball
- Accelerate as approach the first cone
- Cut off the recovery line of the defender



Organization:

- Players are divided in to pairs. 2 teams, a goalkeeper and a server. Set up as shown in the diagram.

Procedure:

- Ball starts with the server who plays the ball into the middle of the area.

- Players play 1v1 and whoever gets to the ball first is the attacker. The opponent becomes the defender. Players play 1v1 to

score on goal. If attacker cannot manage to turn and shoot they can bounce the ball off the server.

- If the defender wins the ball, dribble over the end line for a point.

Progression:

Psychological

Confidence
Decision making
Spatial awareness

Technical

Using the last three toes
Speed of dribble
Head looking forward

Physical

A,B,C's

Social

Positive support
Communicating
Fun with friends

Learn to Train practice plan – Week 40

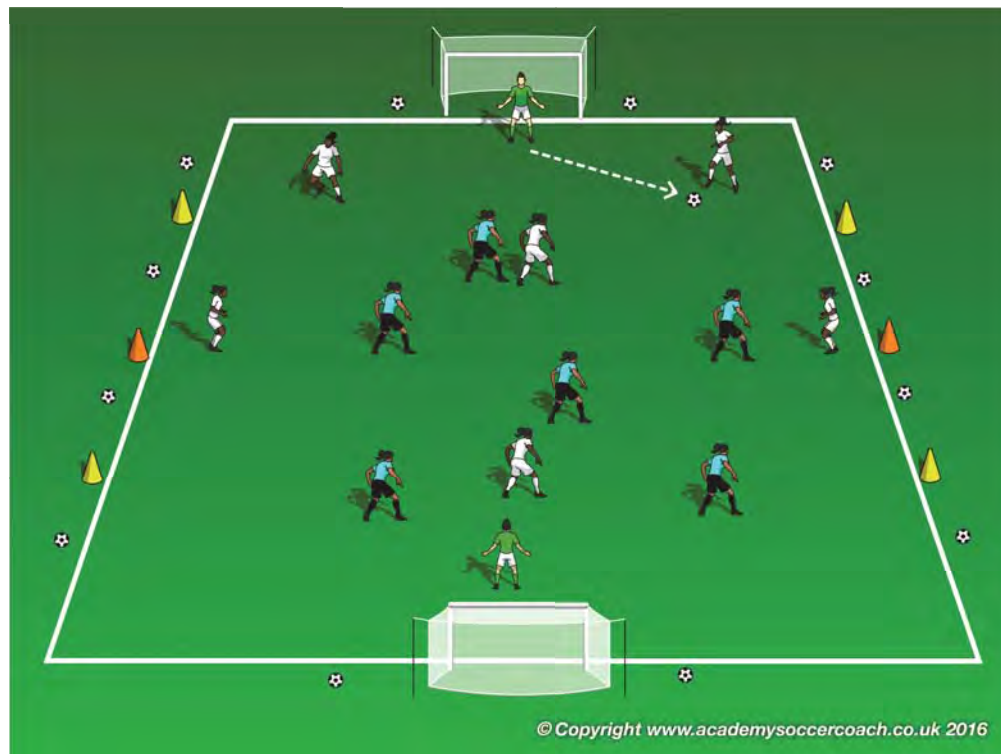
Station D

Small Sided Game – 7v7 with retreat line

Time frame. 12-15 minutes

Emphasis:

- Create Space
- Opportunities to turn



Organisation

-Players play 7v7 in a 60x40 area. Balls stationed on the outside of the field.
Retreat line marked at each 3rd for 7v7.

Procedure

Encourage players to receive on the half turn so they can beat players 1v1. However, don't force them to do it every time. Let them see if they can identify when to try and beat a player and when to retain the ball. Look for efficient movement to support the player in possession and find space.

Psychological
Confidence
Decision Making
Spatial Awareness

Technical
Dribbling key factors
Execution under pressure

Physical
A,B,C's
Acceleration

Social
Positive support
Communicating
Fun with friends



Brampton Soccer Club GRASSROOTS

Stage 3: Learn To Train U8 to U 11 Females U9 to U12 Males (Sample Practice Plan) Finishing

Learn to Train practice plan – Week 42

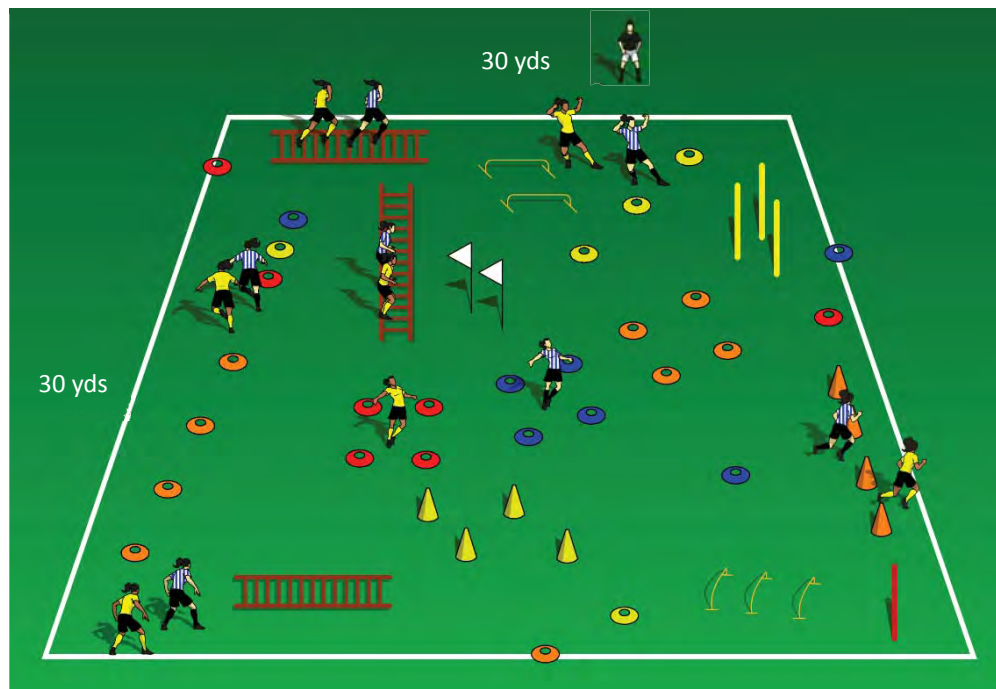
Station A

General Movement – Unorganized Chaos

Time frame. 10-12 minutes

Emphasis:

- ABC's
- Quick passes with minimal backlift when striking
- FUN!



Organization:

30x30. Add cones, poles, hurdles, ladders, or any other obstacles randomly around the area. The more random the better. Involve players to assist the setup.

Procedure:

-Players in pairs and number themselves 1 & 2. Player 1 moves randomly around the area. Backwards/forwards, side to side, crawling, rolling, hopping, jumping and changing direction. The more bizarre /

creative the better. Just ensure the movements are safe. Allow them to use the obstacles to run through or around. Their partner must follow and copy. Encourage them to keep their partner guessing. Swap roles after 30-45 seconds. Change partners and repeat.

Progression:

- Add a ball and players must do different movements/skills with the ball and partner copies.

Psychological

Confidence
Creativity
Being safe

Technical

Head in a position so look around as well as observe partner

Physical

ABC's
Speed / acceleration
Upper, core and lower body strength

Social

Communicating
Peer interaction
FUN

Learn to Train practice plan – Week 42

Station B

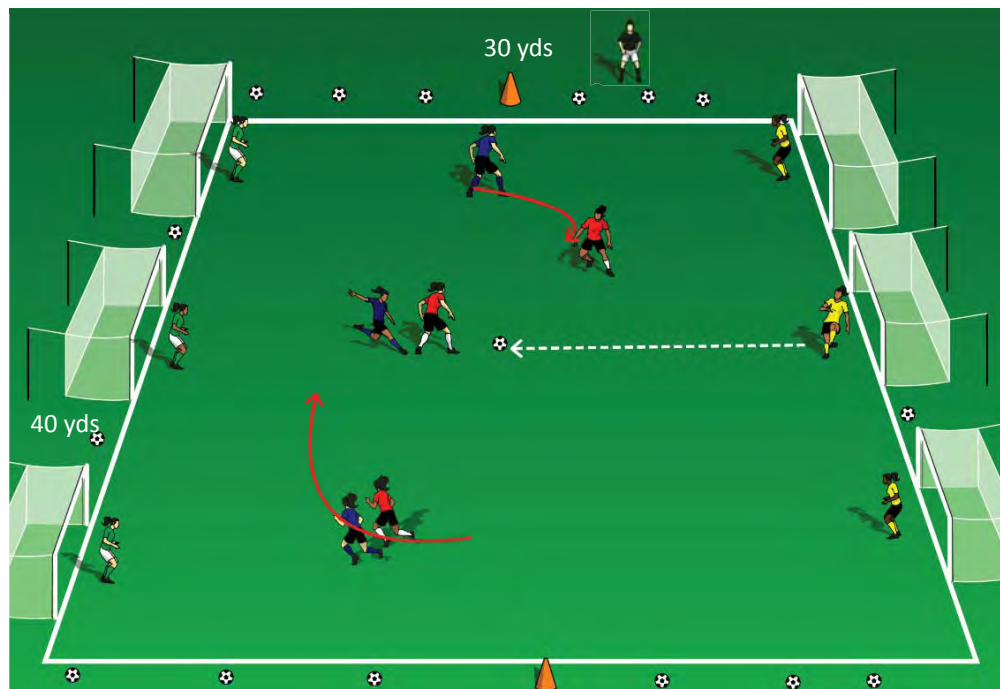
SSG: 3v3



Time frame. 12-15 minutes

Emphasis:

- Attacking mentality (touch forward to attack space)
- Movement to create space & support player in possession. Run before the pass.
- Use of fakes and play quickly



Organization:

- Players are divided in 4 teams of 3. 2 teams play against each other while the other two teams are GK's. The area is a 30x40.

Procedure:

-Ball starts with a goalkeeper who plays into a team mate. Players can score in any of the 3 goals they are attacking. Normal soccer rules apply. After 2 mins switch so the outfield players become goalkeepers.

Progression:

- Players must score in each of the goals to win. Have a competition. Whichever team scores the most goals stays on. If no team has scored after 2 minutes rotate positions.

Psychological

Decision making
Confidence
Creativity
Resilience

Technical

Receive to play forward
Minimal back lift when striking
Use hips to disguise intentions
Fake to move the defenders

Physical

Quick movement when making a run
Change of pace to deceive the defender

Social

Supporting team mates
Communicating
Peer interaction /fun
Moving for team mates to give them time and options

Learn to Train practice plan – Week 42

Station C 1v1 Finishing



Time frame. 12-15 minutes

Emphasis:

- Creating space
- Decision: Shoot from distance or beat defender and shoot
- Finish in the corners - accuracy over power
- Receive to go forwards



Organization:

- Players are divided in 4 teams of 3. 1 player from each team is placed in a zone. The area is a 30x45.

Procedure:

-Ball starts with a goalkeeper who plays into the player that is shooting on the opposite goal. The defender starts in their own half and can play live as soon as the striker has touched the ball. If a goal is scored or the ball goes out, the ball turns

over to the opponent and the shooting player must retreat behind the orange cone to their own half. Play for 1 minute and switch roles.

Progression:

- Have a player start in the opponents half and marked, they must receive and score. If they need to they can drop the ball back off to their GK who can overload for a 2v1.

Psychological

Confidence
Attacking mentality
Decision making
Spatial awareness

Technical

Creating Space
Receiving to play forward
Looking at the part of the ball you want to strike

Physical

A,B,C's

Social

Positive support
Communicating
Fun with friends

Learn to Train practice plan – Week 42

Station D

Small Sided Game – 7v7 with retreat line



Time frame. 12-15 minutes

Emphasis:

- Create Space
- Opportunities to finish



Organisation

-Players play 7v7 in a 60x40 area. Balls stationed on the outside of the field. Retreat line marked at each 3rd for 7v7.

Procedure

Encourage players to players to receive to play forward. Let them see if they can identify when to penetrate and when to retain the ball. Look for efficient movement to support the player in possession and find space.

Psychological

Confidence
Attacking mentality
Decision making
Spatial awareness

Technical

Open body to play forward
Minimal back lift when striking the ball
Quick play to create a scoring opportunity

Physical

Quick movement when making a run
Change of pace to deceive the defender

Social

Supporting team mates
Communicating
Peer interaction /fun
Moving for team mates to give them time and options



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.

3

STAGE THREE:

LEARNING TO TRAIN

(U-8/U-11 F, U-9/U-12 M)

This “golden age of learning,” when children become less self-centered and are more able to reflect on their actions and learn from mistakes, provides an optimal window for further development of skills. The focus is on learning by doing, building a larger repertoire of soccer movements and teaching the basic principles of play in a fun and challenging environment.



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:

<p>1 COMMAND:</p> <p>The coach tells the player what to do and demonstrates it ("I want you to pass the ball to your partner.").</p>	<p>2 QUESTION & ANSWER:</p> <p>The coach leads with a question and requests an answer from players ("Which one of your teammates could you pass the ball to?").</p>	<p>3 OBSERVATION & FEEDBACK:</p> <p>The coach and players observe an activity and discuss the outcome ("Let's watch and see what happens.").</p>	<p>4 GUIDED DISCOVERY:</p> <p>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.</p>	<p>5 TRIAL & ERROR:</p> <p>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.</p>
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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 **Co-ordination**, 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 LEARNING TO TRAIN STAGE (U-8/U-11 GIRLS; U-9/U-12 BOYS),
TRAINING SESSIONS SHOULD BE 75-90 MINUTES LONG AND COMPRISED OF:**



This tool kit 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.

3

STAGE 3—(U-8/U-11 F, U-9/U-12 M)



SOCCER TECHNIQUE

A player's soccer technique—which revolves around core skills such as dribbling, shooting, fakes, turns, controlling the ball, 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 Learning to Train stage (U-8/U-11 Girls; U-9/U-12 Boys), technique drills should make up about 40% of practice time (i.e., roughly 35 minutes of a 90-minute training session). The following activities focus on dribbling, control, passing, shooting, and heading.

TIP

These activities will help players develop a feel for the ball in increasingly large areas by continuing to work on fundamental techniques like dribbling, shooting, faking, turning, and passing. While having fun is still a key motivator, discipline will become more and more important as players transition from “game-playing” to “training.”



STAGE 3—(U-8/U-11 F, U-9/U-12 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 Learning to Train stage (U-8/U-11 Girls; U-9/U-12 Boys), general movement activities should make up about 10% of practice time (i.e., roughly 10 minutes of a 90-minute training session). At this age, general movement drills can be integrated into the warm-up at the start of each session.

TIP

At this stage, the continued development of players' agility, speed and coordination is crucial. It's important to challenge them often to move in different ways and at different speeds—and circuits are a terrific way to do this. Every few minutes, introduce a twist that goes beyond the basic drill: introduce time restrictions, for instance, or have them hop on one foot for part of the drill.



STAGE 3—(U-8/U-11 F, U-9/U-12 M)



COORDINATION

A player's coordination will improve by:

- The use of fun competitions to motivate players.
- Getting lots of touches on the ball.
- Using all parts of the foot and different parts of the body to control the ball.
- Learning to combine different movements (i.e., control with your chest and kick with your foot).

At the Learning to Train stage (U-8/U-11 Girls; U-9/U-12 Boys), coordination drills should make up about 10% of practice time (i.e., roughly 10 minutes of a 90-minute training session). The following activities focus on dribbling, controlling the ball and passing to improve coordination.

TIP

At this stage, players are ready to further their physical development—including endurance, strength and multi-directional speed—through a variety of games and activities. Players should be challenged to combine different movements (volleying with the thigh and foot, for example) and to maintain control of the ball while under pressure from opposing players.

3

STAGE 3—(U-8/U-11 F, U-9/U-12 M)



SMALL-SIDED GAMES

- Are FUN!
- Will motivate your players more than any other activity.
- Should involve an age-appropriate level of decision-making (i.e., what to do when I have the ball, what to do when I don't, and how to work well with my teammates).
- Provide players with the best chance to practice individual skills.

At the Learning to Train stage (U-8/U-11 Girls; U-9/U-12 Boys), small-sided games should make up about 40% of practice time (i.e., roughly 35 minutes of a 90-minute training session). The following games are designed to develop 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	EXCEL
COMPETITIVE	COMPETITIVE
RECREATIONAL	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