

# **ROYAL YORK FC Curriculum**



## **Intro:**

RYFC is committed to the Long Term Player Development Plan (LTPD) and age appropriate Player Development. We offer programs that players can progress and have a pathway in both recreational and competitive stream.

Active Start\* U4/U5

FUNDamentals\* U6/U7/U8

Learn to Train\* U9-U12

## **Coaching Philosophy:**

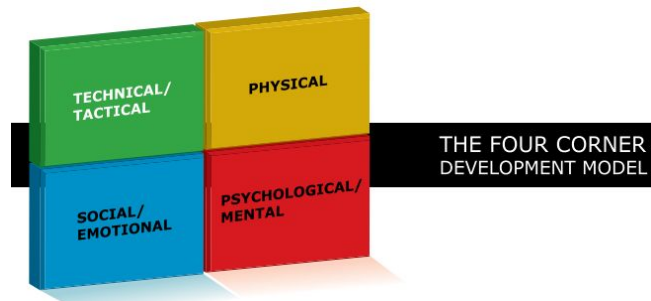
RYFC coaches follow a “player centered” philosophy. This allows the player to make sound decisions within session and games.

At first, players will be unsuccessful and make mistakes, only through support, time and patience will decision making improve. To apply this philosophy coaches will create environments in which players are encouraged to be creative and expressive without judgement or fear of failure.

## **Physical Literacy:**

The first 3 stages of LTPD encourages physical literacy for all ages regardless of abilities or disabilities. For young players, each activity is fun and an opportunity to learn physical literacy through play. And they can try several match-related activities which will aid in their knowledge of the game.

## Four Corner Development Model:



### Technique:

It is important to establish a good strong solid base. Young players should continually work on their dribbling ability, passing and receiving and how to successfully execute individual skills under the pressure of time, space, and an opponent.

1. Dribbling: Take risks! Develop your moves to beat an opponent
2. Improve your ability to keep possession. Work on shielding, spin turns and changes of speed and direction to get away from opponents
3. Receiving: Work on the ability to receive and have a quality 1st touch – when receiving on the ground and in the air. Receiving using all surfaces should be developed
4. Shooting: Proper striking technique from different angles should be worked on and taking shots on the volley and half-volley with both feet
5. Passing: Proper technique – Laces, Inside, Outside, Short and Long; Crossing
6. Heading: Jumping to head
7. Tackling: Proper technique, in balance, no fear.

### Tactics:

Team tactics do not take priority at this age. Focus should be on knowing how to maintain balance in the team (between attacking and defending) and playing skillful soccer. Players should be open to playing a variety of positions to develop awareness and begin to understand the basic principles of play such as:

- Retaining possession
- Taking players on 1v1 in proper areas of the field
- Off the ball movement to support teammates in possession and execute combination play

- Communication with teammates, apply proper defensive pressure from front/behind and be able to press and channel opponents

### **Physical:**

All fitness work should be done with the ball with an emphasis on developing :

- Flexibility
- Agility – with and without the ball
- Speed – teaching proper running technique
- Strength
- Endurance
- Balance

### **Psychological:**

Enjoy the game and foster a desire to play. Focus in on the following areas:

- Encourage decision making
- Imagination / Creativity
- Discipline
- Good academic study habits

### **Social/Emotional:**

- Understanding decision making to increase confidence
- Making friends
- Develop life skills
- Teamwork
- Co-operation

# Coaching Methodology:

Coaching methods outlines a range of approaches that can be used to meet a players needs. The coaching methods vary and should be considered;

- With a group of players or individuals
- The intended outcome of the practice
- The technical ability of the player

**Q&A:** Coach leads with a question to gain a response from players

ex. "Can you tell me who you could pass to"

**Observation and Feedback:** Coach and observe players

ex. "Lets' watch and see what happens"

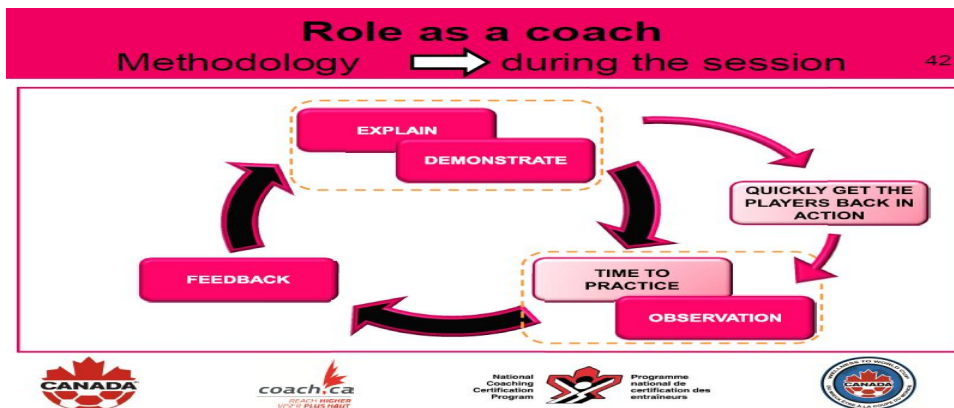
**Guided Discovery:** Coach asks a question or issues a challenge

ex. "Can you show

**Trial & Error:** players & or coach decide on a challenge

**Command:** Coach tells and shows required solution

ex. "I want you to pass the ball to Peter"





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## ACTIVE START U4/U5

### Stage 1 - Active Start U4-U6 Female and Male

Gives the youngest players the opportunity to develop basic movement skills like running, jumping, landing, kicking, throwing, and catching in a fun setting built around informal play and positive reinforcement.

DEVELOPMENT STAGE	ACTIVE START	
PHYSICAL	U4	U5
Running Forward	1	1
Running Backward	1	1
Jumping	1	1
Skipping	1	1
Hopping	1	1
Bounding	2	2
Crawling	2	2
Turning	2	2
Falling/diving	3	2
Twisting	2	2
Rolling	3	3
Other sports	1	1

DEVELOPMENT STAGE	ACTIVE START	
TECHNICAL	U4	U5
Dribbling	1	1
Shooting	1	1
Running with the ball	1	1
Ball control	3	2
Passing	3	3
Receiving	3	2
Heading	4	4
Shielding the ball	4	4
Crossing	4	4
Finishing	4	4
1v1 Defending	4	4
1v1 Attacking	4	4

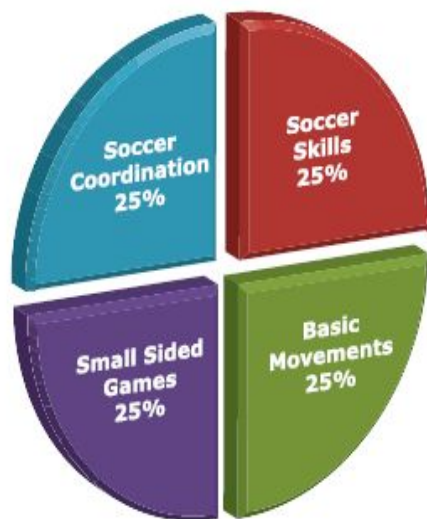
DEVELOPMENT STAGE	ACTIVE START	
SOCIAL/EMOTIONAL	U4	U5
Listening	2	2
Cooperation	3	3
Communication	1	1
Sharing	3	3
Problem-solving	3	3
Decision-making	3	2
Empathy	3	2
Patience	3	2
Respect/Discipline	2	2
Fair play/Honesty	3	2

DEVELOPMENT STAGE	ACTIVE START	
PSYCHOLOGICAL/MENTAL	U4	U5
Motivation	1	1
Self Confidence	1	1
Competitiveness	4	4
Concentration	4	4
Commitment	4	4
Self-Control	3	3
Determination	3	3

PRIORITY KEY	1 = HIGH	2 = MID	3 = LOW	4 = NOT APPLICABLE
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### ACTIVE START PRACTICE OBJECTIVES

<b>TECHNICAL</b>	Introduce basic individual techniques
<b>PHYSICAL</b>	Develop agility, balance, coordination with/without the ball
<b>TACTICAL</b>	No tactical objectives at this stage
<b>SOCIAL</b>	Feel comfortable and confident with the ball and with others
<b>PSYCHOLOGICAL</b>	Create a safe, positive environment, with lots of praise

### ACTIVE START PRACTICE CONTENT DISTRIBUTION

<b>TECHNICAL</b>	<b>PHYSICAL</b>	<b>TACTICAL</b>	<b>SOCIAL</b>
40%	40%	0%	20%

*It's important that the players are active and engaged if they are to learn new skills and have fun doing it.*



### ACTIVE START PRACTICE PRIORITIES

*“Creating coaching environments which encourage young players to develop their technique and skill, creativity and game understanding is central to our age appropriate coaching philosophy,*

*The Future Player  
The FA*

# Active Start Practice Activities

## FOLLOW THE LEADER

### TIME FRAME

6 - 8 minutes

### EMPHASIS

- Dribbling
- Change of direction
- Change of Speed
- FUN!

### 4 CORNER CONTENT

#### Technical

Dribbling, shooting

#### Tactical

Not applicable

#### Physical

Agility, balance, coordination, change of direction

#### Social

Listening, communication, celebrating, participating with others

#### Psychological

Building Confidence, Feel Safe

### DIAGRAM



### INSTRUCTION

All players have a ball each and dribble the ball around inside a area. Players perform different moves on coaches' call. Parents switch with child.

## NUTS AND SQUIRRELS

### TIME FRAME

6 - 8 minutes

### EMPHASIS

- Direction
- Running with the ball
- Dribbling
- Turning
- Changing direction
- FUN!

### 4 CORNER CONTENT

#### Technical

Dribbling, shooting, passing

#### Tactical

Not applicable

#### Physical

Agility, balance, coordination, change of direction

#### Social

Listening, communication, celebrating, participating with others

#### Psychological

Building Confidence, Feel Safe

### DIAGRAM



### INSTRUCTION

Players take a ball (nut) and dribble it back to their tree and then next player (squirrel) goes and retrieves a nut. Which team collects the most?

## **RECOMMENDATIONS - Active Start - 4 year olds**

- It must be FUN!
- Every child has a ball
- “One with one” at 4 years – let parent/grandparent/older sibling assist with the session. Little person/big person learn

the game together

- Emphasis on fundamental movement skills, running, hopping, jumping, skipping, tumbling – “Developing Physical

Literacy”

- Basic ball familiarization games, rolling, bouncing, kicking, catching.
- Be creative, tell them a story, and relate the story to a soccer activity.
- Shark Attack, Pirate Pete, Dora the Explorer, Race Car etc. Play games with themes.
- Do not worry about teaching the techniques. Learn by doing.
- Very basic 1v1 games (little vs big) with parents/older siblings involved.
- Players will respond to a high-energy environment.
- Change the session activity or game often.
- These players love praise and enthusiasm
- Not really soccer – but activity with a soccer ball

## **PRACTICE RECOMMENDATIONS - Active Start - 5 year olds**

- As above, plus
- Parents present – but not on the field with players, unless the player needs it.
- Physical Literacy – more emphasis on the technique of jumping/running/hopping – add competitions
- Players still learn by playing games using imagination – relate the games more to the techniques of soccer
- Change the session activity or game often.
- Introducing the game at 1 v 1 and 2 v 2, no GKs yet



## **PRACTICE RECOMMENDATIONS - Methodology**

- Keep information brief and positive.
- Show them what you want. Demonstrate the activities and games.
- Parents can assist with reinforcing your coaching information
- Keep the environment positive and happy.
- Lots of praise and celebrations – High Fives!
- Encourage and celebrate success.
- Be flexible, allow the players to deviate and be creative.
- Keep it safe!



# Active Start Coaching Measures

When the young players are moving from the Active Start development stage and are ready to progress to the Fundamentals 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	Let the players experience and experiment with a variety of surfaces
Shooting the ball	Right foot and Left Foot	Let the players experience and experiment with a variety of surfaces
Running with the ball	Right foot and Left Foot	Let the players experience and experiment with a variety of surfaces
Turning with the ball	Right foot or Left foot	Players are exposed to turning and changing direction with the ball
Receiving the ball	Right foot and Left Foot	Being able to stop a rolling ball on the ground
PHYSICAL		
Running Forward	Straight and with a change of direction	Players can run in a forward direction and make a change of direction, right and left while in control
Running Backward	Straight	Players can run backwards and stay in control of body
Jumping	Jump off the ground and safe landing	Both feet are off the ground and the player is able to land safely
Skipping	Right and Left foot	Expose the players to lead with right and left foot take off, in control of body
Hopping	Right and Left foot	Expose the players to lead with right and left foot take off, in control of body
Bounding	Right and Left	Introduction only
Crawling	Staying close to the ground	Move across the ground using both hands and feet to propel themselves
Turning	To the Right or left	Players are able to turn in directions, right and left.
Twisting	Moving upper body	Lower body is static and stable whilst upper body is moving.
SOCIAL/EMOTIONAL		
Listening	Listen Quietly	Players are able to listen to brief Information from coach and parents (Coach be brief)
Respect/Discipline	Others	Players are learning to respect other players' equipment and space. Can stay in playing area.
Communication	Verbal Communication	Players are able to verbally communicate with parents and the coach and have started to speak with other players
PSYCHOLOGICAL/MENTAL		
Motivation	Fun, rewarding activities	Players are anxious to participate and eager for the next activity and practice through enjoyment and success
Self Confidence	Safe and positive environment	Players are starting to feel confident in a crowd of unknown players and parents



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## FUNdamentals (U6,U7 and U8)

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)

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		
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		
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		
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
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# FUNdamentals Practice Activities



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	PHYSICAL	TACTICAL	SOCIAL
50%	30%	0%	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*



## BALL FAMILIARITY

### TIME FRAME

6 - 8 minutes

### EMPHASIS

- Dribbling
- Lots of Touches on the ball
- Change of direction
- Working in Pairs
- Change of Speed
- FUN!

### 4 CORNER CONTENT

#### Technical

Dribbling, shooting

#### Tactical

Not applicable

#### Physical

Agility, balance, coordination, change of direction

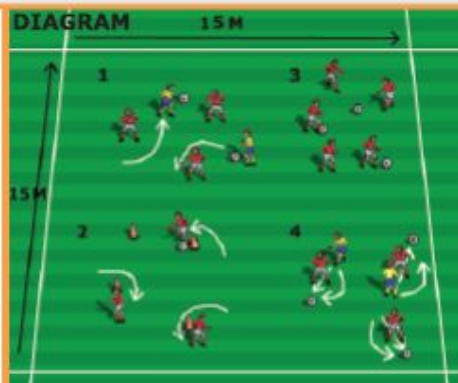
#### Social

Listening, communication, celebrating

#### Psychological

Building Confidence, Feel Safe

### DIAGRAM



### INSTRUCTION

Players form pairs and find space inside the square with one ball between two. One player in each pair starts with the ball, while the other rests. Begin with the first player moving the ball around the area using feet and reacting to the coach commands:

1. Dribble as you weave in and out of the resting players.
2. On the signal run to the nearest cone dribble the ball in a circle around it using the inside of your foot. Keep alternating from right foot to left foot.
3. "change", players stop the ball, leave it and go and get another's ball and continue dribbling.
4. "legs", players try to pass the ball through the legs of as many resting partners as they can. (Coach ask all resting players to stand with their feet apart)

## SMALL SIDED GAME 2v1

### TIME FRAME

8 - 10 minutes

### EMPHASIS

- Running with the ball
- Dribbling towards goal
- Decision; when to pass when to shoot
- Shooting
- Rebound
- FUN!

### 4 CORNER CONTENT

#### Technical

Dribbling, shooting

#### Tactical

Not applicable

#### Physical

Agility, balance, coordination, change of direction

#### Social

Listening, communication, celebrating

#### Psychological

Building Confidence, Feel Safe

### DIAGRAM



### INSTRUCTION

Divide the players into 2 groups and put them in two different coloured pinnies. Teams send 2 players to attack 1 defender. Game can be played with or without goalkeepers. Once one team has attacked the roles change and the other team gets to attack the goal. As players progress game can be played 2 v 2.

## **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

## **PRACTICE RECOMMENDATIONS – Fundamentals U6, U7 and U8**

- 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.



## 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 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.







**L-T-P-D**  
long term player development



## Learn To Train (U9-U12)

RYFC would like to welcome all players in these ages which represent the LEARN TO TRAIN Stage in a player's development as per Canada Soccer and Ontario Soccer...Long Term Player Development framework (LTPD).

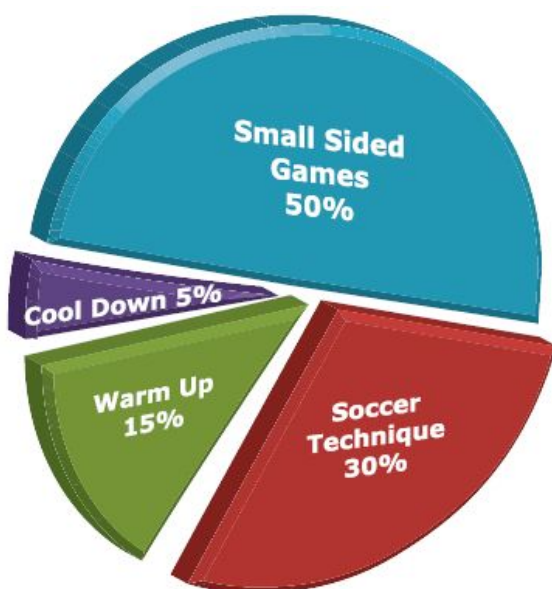
At the Fundamental stage it is important for coaches to create practice and game environment for the players. Sessions should be fun and active. The players should feel safe and engaged. One way to engage players is to ask them questions. By asking questions about the decisions they have or will make, the players will begin to think about the game on a deeper level. By thinking more and working out the most basic challenges the player will start to understand the game more. This question and answer methodology, along with guided discovery works best and helps improve the learning environment for players.

DEVELOPMENT STAGE	LEARN TO TRAIN			
TECHNICAL	U9	U10	U11	U12
Dribbling	1	1	1	1
Shooting	1	1	1	1
Running with the ball	1	1	1	1
Ball control	2	1	1	1
Passing	2	1	1	1
Receiving	2	1	1	1
Heading	4	4	4	3
Shielding the ball	3	2	2	1
Crossing	3	2	2	1
Finishing	3	2	2	1
1v1 Defending	3	3	2	1
1v1 Attacking	2	1	1	1

DEVELOPMENT STAGE	LEARN TO TRAIN			
PSYCHOLOGICAL/ MENTAL	U9	U10	U11	U12
Motivation	1	1	1	1
Self Confidence	1	1	1	1
Competitiveness	2	2	1	1
Concentration	2	2	1	1
Commitment	2	2	2	1
Self-Control	2	2	1	1
Determination	2	2	1	1

DEVELOPMENT STAGE	LEARN TO TRAIN			
SOCIAL/EMOTIONAL	U9	U10	U11	U12
Listening	2	2	1	1
Cooperation	2	2	1	1
Communication	1	1	1	1
Sharing	2	1	1	1
Problem-solving	2	2	1	1
Decision-making	2	2	1	1
Empathy	3	2	1	1
Patience	3	2	1	1
Respect/Discipline	2	2	1	1
Fair play/Honesty	2	1	1	1

DEVELOPMENT STAGE	LEARN TO TRAIN			
PHYSICAL	U9	U10	U11	U12
Agility	1	1	1	1
Balance	1	1	1	1
Coordination	1	1	1	1
Stamina	2	2	2	1
Strength	2	2	2	1
Speed	1	1	1	1
Suppleness	2	2	2	2
Acceleration	1	1	1	1
Reaction	1	1	1	1
Basic Motor Skills	1	1	1	1
Perception	1	1	1	1
Awareness	1	1	1	1



Learn to Train PRACTICE OBJECTIVES	
<b>TECHNICAL</b>	Improve possession and transition
<b>PHYSICAL</b>	Improve speed, agility, balance, coordination with/without the ball
<b>TACTICAL</b>	Minimal introduction at the older ages of this stage
<b>SOCIAL</b>	Cooperation with teammates in collective tasks during practice
<b>PSYCHOLOGICAL</b>	Create positive, challenging learning environment

Learn to Train PRACTICE CONTENT			
<b>TECHNICAL</b> 70%	<b>PHYSICAL</b> 17%	<b>TACTICAL</b> 3%	<b>SOCIAL</b> 10%

	U9	U10	U11	U12
Game	7v7	7v7	9v9	9v9
Practice	50 min max	50 min max	50 min max	60 min max
Prc x/week	2/3	3	4	4/5

# Learn to Train Practice Activities

## DYNAMIC MOVEMENT (warm up)

### TIME FRAME

5 minutes

### COACHING POINTS

Carry out the exercises at a jogging pace, initially.

Exaggerate the movements to get a full range of motion.

Focus on balanced movement on each side of the body.

### 4 CORNER CONTENT

#### Technical

Passing, receiving

#### Tactical

Support

#### Physical

Agility, balance, coordination, change of direction

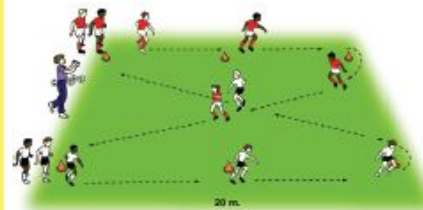
#### Social

Listening, communication, cooperation

#### Psychological

Building confidence, cooperation

### DIAGRAM



### INSTRUCTION

Players carry out dynamic movements as they move diagonally across the square to a new starting position. Each pair carries out the exercises at 5m intervals. Repeat each exercise at least twice before moving on to the next.

Examples of exercises to use:

1. Jog
2. Skip & groin stretch (inside to outside)
3. Jockey backwards (right & left)
4. Skip & groin stretch (outside to inside)
5. Skipping forward
6. Skip & kick (left & right)
7. Skipping sideways
8. Skip & upper body twist (right & left)
9. Heel flicks
10. Cross steps
11. High knee raises
12. Wide steps

## DRIBBLING & CROSSING - WING PLAY

### TIME FRAME

20 minutes

### COACHING POINTS

Take a long first touch to take space quickly. Touch the ball inside slightly to prepare to cross.

Take a big last step & watch ball as you strike it. Strike through the middle of the ball using the instep. Aim for the back half of the box.

### 4 CORNER CONTENT

#### Technical

Passing, dribbling, crossing, finishing

#### Tactical

Support

#### Physical

Agility, balance, coordination, change of direction

#### Social

Listening, communication, cooperation

#### Psychological

Building confidence, cooperation

### DIAGRAM



### INSTRUCTION

Groups of six, plus two GKs working in a playing area of 34x30m.

A 5m wing channel on each side of the playing area.

Each group attacks a goal at opposite ends.

Markers to indicate the playing area as shown



## SOCCKER TENNIS 2V2 · PASSING & RECEIVING

### TIME FRAME

15 minutes

### COACHING POINTS

- Get behind the ball to receive it.
- Relax your foot as you make contact with it
- Keep the ball rolling.
- Watch the ball.
- Strike through the middle of the ball.
- Make you ankle stiff as you strike the ball.
- Keep the ball low.

### 4 CORNER CONTENT

#### Technical

Passing, dribbling, crossing, finishing

#### Tactical

Support

#### Physical

Agility, balance, coordination, change of direction

#### Social

Listening, communication, cooperation

#### Psychological

Building confidence, cooperation

### DIAGRAM



### INSTRUCTION

2 players vs 2 players. To score the ball must be played through the gate, beyond the "no go zone" (shaded area) and through the opponents court and out of play, either directly or off an opponent. The ball must pass through the gate along the ground or the point/serve is lost. A team can only score off their own serve but a team that is not serving can win the right to serve and then begin to pick up points. Winner is the first team to 15 points and ahead by 2 points. Each player is allowed 3 touches to control the ball and pass or attempt to score a point. The ball cannot be kicked back through the goal first time – it must be controlled first. Each team may only pass the ball twice on their side of the gate before they must try and score. Failure to get the ball through the gate after the 2nd pass results in a loss of the point/serve.

## PASS & RECEIVE · FINAL GAME 4V4

### TIME FRAME

15 minutes

### COACHING POINTS

- Draw the defender by running at them with the ball.
- Pass the ball and look to get it back behind the defender.
- Disguise the pass (use outside of foot, open out and play back inside, etc)
- Work in triangles with support players.

### 4 CORNER CONTENT

#### Technical

Passing, dribbling, crossing, finishing

#### Tactical

Support

#### Physical

Agility, balance, coordination, change of direction

#### Social

Listening, communication, cooperation

#### Psychological

Building confidence, cooperation

### DIAGRAM



### INSTRUCTION

Goals are scored in the normal way. When the ball crosses the goal line the play is always restarted with a GK's throw (no corner kicks or goal kicks). If the ball crosses the touch line the game is restarted with a "kick-in". Initially, the game is conditioned whereby players are limited to three touches only in their own half of the field but they have unlimited touches in the opponents half. Too many touches in your own half results in a free kick to the opposing team.

2. Goals scored following a combined play doubled

## COOL DOWN

5 minutes

Players lower heat rate by slow jogging, skips, hops. Static Stretching.

Injury Review - Hydration

Review - Session Passing & Receiving

## **Practice Recommendations- Learn to Train U9-U12**

- Develop ability to look up
- Introduce combination plays with 2 or 3 players
- Introduce principles of play
- Continue with ball mastery with opponents
- Develop shooting skills at longer distances, volleys, chip shots, using different surfaces

## **Characteristics of the U9 to U12 Player**

- Improved coordination, endurance, self-confidence on the ball and the ability to solve more complex tasks.
- Increased desire and love for the game with improved focus and attention span.
- Peer evaluation is constant
- They enjoy solving problems
- Players need to warmup and perform dynamic movements
- Technique needs to be reinforced
- Give clear objectives and goals

## **Coaching Methodology**

- Player will be encouraged to experiment through failure
- Guiding players in the right direction and avoiding telling them how to get there.
- High Intensity in training to replicate games.
- Developing an independent creative player to learn the skills of decision making. Too much direction creates players dependant on the coach for direction.
- Positive reinforcement for good behaviour or skill execution will allow other players to strive for same reward.
- Sessions will begin to focus on basic Tactics.
- Small sided games
- player centred allow players to make decisions

# Learn To Train - Coaching Measures

The players have now progressed into the Learn to Train phase of their development. At the later stages of the Learn to Train phase the concept of tactics are slowly introduced. The focus is still on the technical skills required in the game, with small-sided games being the main teaching tool used.

TECHNICAL		
Dribbling	Right and left, various surfaces	Maintain close control at pace in tight situations
Shooting	Right and left, various surfaces	Accurate, more powerful shots from longer distance, bent, chip and volley
Running with the ball	Right and left feet	Running at various speeds with the ball under control with head up/eyes up
Ball Control	Ball mastery	Continue improvement of ball mastery in reduced spaces; more teammates and opponents
Passing	Right and left, various surfaces	Player should be passing the ball accurately over distances 10m – 25m. Intro passing with the chest
Receiving	Right, left, chest, thighs	Receiving the ball from ground and air whilst under some pressure
Heading	Using forehead, eyes on ball	No heading a fully inflated ball until 12 years old. Deflated softer ball can be used to get technique
Shielding the ball	Using body to protect the ball	Introduction to shielding, understanding how to use the body to protect the ball with head up/eyes up
Crossing	Right and left foot, various surfaces	Crossing the ball into the penalty area, using various surfaces. Introduction of various types of crosses.
Finishing	Scoring from close range	First touch finishing, volleys, passes, shots from close distances.
1v1 Defending	Defending as an individual	Pressing, preventing forward play, preventing crosses

TACTICAL		
Possession	Individual and team's ability to retain the ball	Introduce later in the stage. Understand angles and distances of support and that player mobility will allow team possession to take place.
Transition	Recognizing when the ball is lost or retained	Introduce later in the stage. Changing from attacking to defending and vice versa.
Combination Play	Player awareness to combination opportunities	Introduce later in the stage. Recognizing when wall pass, take over, set up etc. are available to play.
Switching play	Taking up correct positions to allow the switch to take place	Introduce later in the stage. The ability to pass the ball from one side of the field to the other, quickly
Playing out from the back	Confident & comfortable playing close to their own goal	Introduce later in the stage. The ability to be confident with the ball and to build the attack from close to their own goal
Attacking Principles	Players understanding	Introduce later in the stage. Introduce players to the 5 attacking principles of play
Pressing	Understanding when to press	Introduce later in the stage. Individual pressing, closing down the ball carrier
Retreat	Understanding when to retreat and to where	Introduce later in the stage. Individually and as a group to get between the ball and the goal.
Recovery	Understanding when and where to recover too	Introduce later in the stage. After getting beat, making correct recovery runs to get in a good defensive position.



SOCIAL/EMOTIONAL		
Listening	Listen Quietly	Players will now have an improved ability to listen to details from the coach and others. Continue to be brief with information.
Cooperation	With Coach and teammates	Players now start to cooperate with each other more, on and off the field
Communication	Verbal communication	Communication with teammates is improving, giving helpful performance information and encouragement. Communication with coach is developing
Sharing	Sharing the ball and ideas	More advanced knowledge of understanding that passing can help them be successful as an individual and as a team. Sharing of basic knowledge is now introduced by players
Problem-solving	Working out mistakes	Players will display a basic understanding of working through their mistakes to correct them. Players are understanding that mistakes are allowed and part of learning
Decision making	Game decisions	Players are now working 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 demonstrate patience with themselves and teammates as they work through mastering techniques and skills
Respect/Discipline	Respecting others and displaying good behaviour	Players are able to respect other players' equipment and space. Behaviour is more social. Now starting to respect officials, opponents etc.
Fair Play/Honesty	Playing within the LOTG	Better understanding of the basic laws of the game

PSYCHOLOGICAL/MENTAL		
Motivation	Fun, rewarding, successful activities	Improved player's motivation, through involvement in fun, exciting, challenging and successful activities. Player's success is now encouraging them to attempt more difficult tasks
Self Confidence	Safe, positive nurturing environment	Players are now willing to express themselves more. Not afraid to make mistakes. Creativity and expression is now starting to show itself more. Involve players in officiating or leading activities at practice. Continue to use positive reinforcement with players.
Competitiveness	Displaying desire to be successful	Players are displaying the desire to be successful in practice activities and small-sided games. This competitiveness may have to be managed to keep it in line.
Concentration	An ability to stay on task	Improved attention span, improved ability to stay on task for slightly longer periods. Involve players in leading tasks and making decisions at practice
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. Be patient but demand fairly of players
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 and to be their best



PHYSICAL		
Agility	Moving in quick controlled, movements	Continued Improvement in twisting, turning etc. Can be developed during warm-ups, cool downs and small-sided games
Balance	Right and left foot	Continued Improvement, can now balance in more control, in a variety of positions. Can be further developed during warm-ups, cool downs and games
Coordination	Using small-sided games	Multiple movements are smoother and more controlled. Can be further developed during warm-ups, cool downs and small-sided games
Stamina	Using small-sided games	Low priority. Developed through activities and small-sided games.
Strength	No weights to be used	Low priority but can be developed through activities and games that work with the child's body weight (as opposed to weights and formal exercises)
Speed	Multi Directional	Improvements in fast cadence of movement, developing linear, lateral and multi directional speed using exciting games and exercises.
Suppleness	Dynamic Stretching	Continue with exercises that mimic movements that are required in sport e.g. dynamic stretching. Should include whole body movements, shoulders, trunk, hips, knees
Acceleration	Activities and Exercises	Should be developed using challenging, fun games that use acceleration as a part of the activity
Reaction	For a variety of starting positions	Continue to work on reaction speeds from laying, sitting, crouching, standing, jogging positions. Can be developed during warm-ups, cool downs and games
Basic Motor Skills	Moving in quick, controlled, smooth movements	Develop in fun games and activities.
Perception	Right and left foot	Introduce and develop playing small-sided games
Awareness	Using small-sided games	Introduce and develop playing small-sided games



# 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	
<span style="background-color: #0070C0; color: white; padding: 2px;">EXCEL</span>	EXCEL
<span style="background-color: #4682B4; color: white; padding: 2px;">COMPETITIVE</span>	COMPETITIVE
<span style="background-color: #90EE90; color: white; padding: 2px;">RECREATIONAL</span>	RECREATIONAL

## PHYSICAL LITERACY

- 1 Active Start AGE 4-6
- 2 Fundamentals AGE 6-8 AGE 9-11
- 3 Learning to Train AGE 9-11 AGE 12-15

- 4 Training to Train AGE 11-13 AGE 13-15
- 5 Training to Compete AGE 13-15 AGE 16-18
- 6 Training to Win AGE 16-18 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](http://CANADASOCCER.COM/PATHWAY)**

