

# ORYA Academy Soccer Program- Guide for Parents and Volunteer Coaches



*Parents and volunteer coaches are expected to read through the following carefully in order to understand their role in contributing to a more enjoyable, age appropriate and responsible environment that stresses long term soccer development for the children of our community.*

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## **The Goals of ORYA Soccer:**

An inclusionary model designed to enhance skill acquisition and help children develop a LOVE of the game, while promoting long-term, healthy life-style habits in an enjoyable and age appropriate environment. It is our obligation to provide a well-rounded educational environment, designed to develop both the body and mind. The program stresses the importance of attitude and core values such as effort, discipline, and respect. Our objective is to develop a culture within our community in which values like respect and hard work are held in the highest regard.

We place tremendous emphasis on basic skill acquisition and individual comfort with the ball. These technical skills are the building blocks every player needs in order to have long term success and enjoyment in soccer. During the “golden learning years” (ages 6-12), we believe it is critical to emphasize foundation skills and playing style over results – technical skills are the foundation of ALL great players and the building blocks of positive self-esteem.

## **ORYA seeks to develop players who demonstrate the following:**

**ABILITY:** The technical foundation and skills to creatively solve problems and achieve at the next levels.

**DESIRE:** A love of learning and the passion to work hard and improve themselves every day -- in every training session and in every game.

**GRIT:** Character to deal with adversity and overcome setbacks, losses and failure because they understand this is the price to pay to achieve greatness in anything.

Our curriculum is based on the United States Soccer Curriculum (the governing body of soccer in the USA) with additional ideas, input and concepts to meet the specific needs of our community. Combined, this shapes our community soccer culture and coaching philosophy and helps formulate our ORYA style of play.

**ORYA Academy Soccer is a progressive program, unafraid to break away from tradition and unwilling to accept the “this is how it’s always been done” attitude towards programming, when we know there’s a better way to develop players. How is ORYA different than most other programs?**

- We are not a “one size fits all” program; we seriously consider the developmental needs of our children and realize that they are not small adults. We take into consideration the FACTS of human development and apply them to the soccer learning process; training sessions and our approach to games are adapted to the age of the player.
- We focus on individual player development ahead of building a team as part of a long term process. We acknowledge that there are sequential stages of development when learning any sport and realize that skipping steps along the way is detrimental. We do not hurry our children into learning positions and team tactics before **FUNDamentals**.
- We focus on skills acquisition ahead of competition, development is more important than winning, training sessions are more important than matches.
- We focus on local training ahead of travel. It is unhealthy and illogical to think about implementing “travel soccer” for elementary school age players. We promote a local in-house program through age 10 and discourage participation in organized, competitive, travel type soccer leagues that use results to measure success.
- We don’t have try-outs because we know ALL of the children in our program and we recognize that a one or two date evaluation process is a poor way to measure and evaluate a young player. Our goal is to provide a soccer playing opportunity for ages 5 through 14 in a setting that matches there age, ability, and motivation.
- We do not create “A” and “B” level teams until U14. Kids are ever-changing and it is IMPOSSIBLE to predict development pathways for 10 - 12 year olds. Many programs make the mistake of picking the early developers-the biggest, fastest, strongest, most aggressive kids because they help teams to win games early on. We are against this philosophy. Our academy format and flexible grouping approach allows us to mix and match players throughout the season and focus on challenging each player to move forward regardless of current technical and physical ability. Our mixed ability groups prevent early and unnecessary drop out BUT we also recognize there is also value in setting up similar ability groups for training and games-our flexible model allows us to offer both.
- We emphasize style of play ahead of winning. We may give-up goals or even lose games because we ask our players to control the ball, keep it on the ground, and connect passes (possession). We encourage all the players to move up the field to join attack, including the defenders and goalkeeper. Our goalkeepers do not punt the ball and our defenders do not boot the ball up the field. Our coaches do not shout at players or scream instructions during games because we recognize that soccer is a “player’s game” and that making mistakes is a very important part of learning.

## Benefits of Academy vs Traditional Format

<b>Traditional Format</b>	<b>Academy Format</b>
Adult-Centered Approach	Child-Centered Approach
Exclusionary	Inclusionary
Team Rosters	Age Group Player Pools
Fixed Teams	Flexible Player Pool
Fixed Rosters	Fluid Rosters
“Official” Referees	Players / Coaches Referee
Team Coaches	Age Group Coaches
Team Practices	Age Group Practices
Team Development	Individual Development
Team + Subs	100% Participation
Focus on Winning	Focus on Development
Inefficient Use of Space	Efficient Use of Space
Inefficient Use of Time	Efficient Use of Time
Limited touches on ball	More touches on ball
More Anxious Players	More Relaxed Players
More Anxious Parents	More Relaxed Parents (Coaches)
Lower Retention Rates	Higher Retention Rates
Less Creative Players	More Creative Players
Lower Participation Rates	Higher Participation Rates
Lower Fitness Demands	Higher Fitness Demands
Less Fun	More Fun

## General Considerations for ORYA Academy Players Grades K-4 or Ages U6 to U10

These early years of playing soccer are crucial for developing love for the game, basic skills and creativity that our young soccer players will need as they progress in their development. Our U6 – U10 in-house program is an ideal place for children of all levels to develop the **FUNDamentals** of soccer.

**While coaching (and parenting) these youngsters it is important to consider the following:**

- The primary focus is the development of ball skill, creativity, and enjoyment of the game. Practice and games are based on creating a fun environment for any child who wants to play soccer and help them to develop the tools they will need to be successful if they choose to continue playing. Foster a love for the game and encourage individual ball skill and creativity.
- Practices are built around facilitating an environment where kids can play freely while developing the skills necessary to move and control the ball well.
- The best teacher is the game itself. We allow the player to learn from the game itself and use activities and games that are not too structured or static. **NO LAPS, LINES, or LECTURES!**
- Very little emphasis is placed on coaching team tactics.
- No emphasis is placed on teaching positions and/or organizing players according to set positions. The best approach simply demands that all players participate in attacking and defending, regardless of their position or place on the field.
- Children should always be encouraged to play on their own in backyards, school playgrounds, etc.
- Making mistakes is a very important part of learning and development at this age, and therefore it is important to encourage risk taking and applaud effort. The environment needs to be “FEAR FREE”.
- It is important to allow kids to learn in an environment that is sensitive to their age and ability, and one that offers a variety of developmentally appropriate experiences. They are not to be treated as miniature adults.
- Same age and ability competition is an important element of player’s development and it’s beneficial to find times to differentiate those players who appear to have better ball control and creativity. In all cases, activities should allow players at different levels to be challenged individually, regardless of their grade, ability, size, etc.
- The game day environment should be competitive but not results oriented. The focus should emphasize the process and performance rather than the outcome. Decisions and behavior from parents and coaches should not be based on the score. It is easier to coach to win games than it is to teach a skillful style of play at these age groups. Winning is a very poor measure of success and development.
- We should always promote soccer that is free flowing, is coach/parent guided and not coach/parent directed, and remind parents and coaches that they should refrain from coaching or making (yelling) comments about what, where, and when to pass, dribble, move, etc. while watching from the sidelines and avoid making negative comments.
- Players should be encouraged to go to professional and college soccer matches and to watch soccer on TV as a way of learning but to also help to begin to create a future “soccer culture” in our community and country.
- These are the top qualities of a youth coach: **TEACHER, PERSONALITY, HUMOR, ADAPTABILITY, ENTHUSIASTIC, ENCOURAGING, PRACTICAL, KNOWLEDGEABLE, DEMANDING, YOUNG AT HEART, HONEST, PATIENT, OPEN, ENERGETIC YET CALM, ORGANIZED, PASSIONATE, STUDENT OF THE GAME**

## Schedule and Expectations for ORYA Academy

### **Season Schedule**

The soccer season is typically 8 weeks for the U6 to U10 Academy level and 10-12 weeks for the U12-U14 Academy level.

### **Coach Training**

ORYA is a volunteer run program and WE ALWAYS NEED MORE VOLUNTEERS! Head Coaches are required to attend at least two coaches training sessions during the season as provided by ORYA. This training covers the ORYA soccer philosophy, coaching expectations, and how to organize and run practice sessions including a number of age-appropriate and fun activities. Our first scheduled session is TBD-remember to come dressed appropriately and ready to participate and play!

### **Cancellations**

Parents will receive an email regarding cancellation due to weather and they are usually posted on ORYA website.

### **Equipment**

Every player receives a ball and a uniform that they are expected to wear to every practice and game day. The uniform is part of creating our community culture where players share common identity and helps them to be better prepared physically and mentally for start of practice or game time-come "ready to play!" Cleats and shin-guards are also required for every practice and game day.

### **Parents Code of Conduct**

- Drop players off on time (a few minutes early) for games and practices. If you are going to be late please inform the coach
- During games feel free to support and cheer the players and team. The atmosphere should always portray that of a 'youth soccer game' therefore getting emotionally involved in the game is unnecessary. Do not cheer against opposition; feel free to applaud the opposition when they make good plays
- During practices, try to give your child the freedom to train with their team without mom or dad watching every minute of every practice. Parents should feel free to drop players at practice and then maybe enjoy some free time. Perhaps visiting the shops and taking a walk or jog is encouraged. U11 and above, it is strongly recommended that parents do not stay and watch practice
- If you have a question for the coach concerning an incident with your child that directly relates to a game, you must wait 24 hours before calling or emailing the coach. Please allow coaches time to respond to your questions, our coaches are all volunteers
- Stay informed, attend parent-coach meetings and take time out to read email communications from coach or director

### **Unacceptable conduct:**

- Being overzealous on the sideline during games
- Berating or directing degrading remarks at players, opposition coaches or referees (never question the referee)
- Not following the 24-hour rule
- Using foul language
- Coaching from the sideline

### **Players Code of Conduct**

- Show appreciation towards your parents and coaches for providing you with the opportunity to play, say "Thanks!"
- Be respectful of coaches, teammates, opposition, and referees. Always show sporting behavior
- Practice on your own
- Be physically and mentally ready and on time, give maximum effort and concentration every training session and match
- Take care of your equipment-keep your cleats clean, have your ball inflated before every session, wear appropriate gear, pack your own water or sports drink, don't leave anything behind after training or matches
- It's OK to ask for help or clarification and OK if you need your parent's help but try on your own to speak with coach directly, this is good practice
- Watch soccer on TV or go to local college or pro games

## **ORYA U6 thru U14 Soccer Programs\*- Descriptions and Considerations**

*\* ORYA uses double age groups per U.S. Soccer Best Practices recommendations. These descriptions and considerations for ORYA programs are written with that in mind: U6, U8, U10, U12 and U14. (i.e. former U13 program is part of U14)*

### **Preschool-**

ORYA no longer offers an organized soccer program for the pre-school age group. Simply put, they are too young for organized practices and our past programming for this age was a mistake. Parents may think they are ready and want to get a head start but it is too early, we must be patient. Children this age can get discouraged very easily and a bad experience early on can cause a permanent dislike for soccer. We want to create positive soccer experiences for the ORYA community and get as many kids involved at age appropriate levels to develop a lifelong love of the game and reach their fullest potential. We recognize that this has been an increasingly popular program and that some may have been looking forward to, but we feel evidence strongly supports this and in the long run it is best for your child's soccer experience to wait until at least 5 years of age to enter into the ORYA soccer program.

To provide a fun soccer experience for preschoolers and their parents who are really excited about soccer, **ORYA will offer free (no pay) "social soccer" sessions for pre-school children and their parents to attend.** This introductory experience aims to peak their interests in soccer so they look forward to joining the U6 Academy program once they are developmentally more ready to fully experience organized soccer. These free sessions are designed for 3 and 4 year olds, with an emphasis on having fun in a supervised social setting that "just happens to include soccer balls", learning how to move and kick through exploration and discovery of the rolling, bouncing, spinning, etc. ball, building confidence, while meeting children of same age and parents from our community.

**Don't expect it to look anything at all like real soccer. THIS IS NOT A SOCCER PRACTICE or SOCCER GAME.**

## From U.S. Soccer Curriculum Initial Stage – 5 to 8 years old:

At this age children do not have the same capacity as adults to analyze the environment. They explore and have an egocentric conception of the world. Children are still gathering the experience necessary to interact with their surroundings and with others. Also, empathy and the capacity to consider the thoughts and feelings of others is very low. In order to help children build their own experience, many exercises will be individual (e.g. each player will have a ball). The tactical component of the game will be reduced to small-sided games with basic explanations about space distribution. Training sessions will be treated more as physical education than specifically as soccer training.

## U6 Academy (Kindergarten-Soccer Movement & Discovery)

- Designed for 5 year olds, the program has a sole emphasis on **having fun, movement education, learning and developing basic skills and building confidence.**
- Sessions are once per week for 45 minutes in length.
- Use size 3 soccer balls.
- Collapsible, smaller sized nets (i.e. pug goals) should be used when doing activities that involve going to and scoring goals.
- Minimize waiting around for kids – keep them moving. **NO LAPS, NO LINES AND NO LECTURES**
- Sessions may begin with large group games – with and without the ball. Examples of these games are reviewed at coaches training and sample practice sessions will be distributed.
- Full group may also be broken into 3 or 4 smaller groups during practice.
- When breaking into smaller groups for activities these should be no more than 10 minutes long and players can move from one group activity to the next like stations. These fun activities will address movement, ball control, dribbling, passing, and kicking at goals.
- Setting up and facilitating games that teach technique or skills are more important than introducing teamwork and tactical concepts that are over their heads. (the favorite word for most children this age is: me, my or mine)
- Practices may end with scrimmage time-3v3 to small goals is best or super soccer, score over an end line, and etc. Playing games where multiple balls are in play is best approach. These examples of age appropriate scrimmages will be reviewed at coaches training. Remember-3 against 3=1 against 5...they are supposed to bunch around the soccer ball at this age so don't bother shouting "spread out!" **Consider this: What would happen if you put 6 kindergarteners in the same room with only 1 toy?**
- At the end, leave time for all to help clean-up and gather the gear and finally a group cheer. Popsicles or watermelon is a great way to make sure everyone leaves with a smile.

**From U.S. Soccer Best Practices...Player Development Guidelines:** Five- and six-year olds are too young to be involved in any structured, organized soccer program. At most, they should be involved in fun activities that encourage the children to explore their physical abilities, while also including a ball with which to play. Make sure these are activity based games that emphasize exploration and experimentation with the rolling, spinning, and bouncing qualities of the ball. The soccer ball should be considered a toy. There should be no activities where players wait in lines to perform a pre-determined movement or required action.

## COACHING THE U6 PLAYER

### **Physical Development:**

- Movement education approach
- Body segments growing at different rates
- Difference between boys and girls are minimal
- Weight range is approximately 30-50 lbs.
- Height range for boys is 35"-45", girls approximately 37"-45"
- Easily fatigued and rapid recovery
- Increase use of all body parts
- Need to explore qualities of rolling, bouncing, spinning ball
- Can balance on their "good foot"
- Love to run, jump, roll, hop, etc.
- Physical coordination is limited

### **Cognitive Development:**

- Play consists of imagination and pretend
- Tend to one task at a time
- Process small bits of information at a time
- May understand simple rules that are explained briefly and demonstrated
- Short attention span
- Simple rules

### **Psychosocial Development:**

- Development of self-concept, body awareness, and self-image through movement
- Need generous praise and to play without pressure. No extrinsic rewards (trophies, medals, etc.) should be given for winning
- Self-centered, egocentric, everything revolves around them—"me, mine, my"
- Easily bruised psychologically. Shout praise often. Do not criticize...ever!

### **U6 What to Expect:**

- May or may not understand or remember things like what lines mean on the field, what team they are on, what goal they are going for etc. We need to be patient and laugh with them as they get lost on the field
- Most players cry immediately when something is hurt. Some cry even when something is not hurt
- No matter how loud we shout, or how much we practice it, they can not or will not pass the ball...so stop shouting
- Somebody will come off the field in need of a toilet. Somebody will stay on the field in need of a toilet
- **Don't even consider teaching or assigning positions**
- Twenty seconds after the game starts, every player will be within 5 yards of the ball. This is just what kindergartener brains and bodies do...no matter how many times you say "spread out!" so stop saying it
- Several players will slap at the ball with their hands or even pick it up and several parents will yell at them not to do that. It's OK, play-on and say: "let's see if we can play with only our feet" or "did you forget? We're going to try and move the ball with our feet only in this game"
- During a season you may end up tying at least 50 shoe laces
- They will do something absolutely hysterical...make sure you laugh!

### **U6 Coaching Rational:**

- **Each session should be geared to touching the ball as many times as possible.**
- Involve the ball in as many activities as possible. Basic movements such as running, skipping, hopping, etc. need to be emphasized. If these can be done while kicking, rolling, or dribbling the ball...all the better
- Training should not last for more than an hour due to physical fatigue and attention span considerations
- Have as many different activities ready as you can get into an hour. Emphasis needs to be placed on what is FUN
- Every player should bring his or her own size 3 soccer ball
- Remember that **their physical and/or mental maturity may vary as much as 36 months regardless of actual birthday.** Activities need to accommodate these individual differences whenever possible
- Team play and passing is an alien concept to these players. They know that if they pass the ball they may never get it back. In fact, they will steal it from their own teammates. **Do not get too uptight if they do not pass, let them kick and dribble to their heart's content**
- **Do not ever place them in positions** or try to teach positions...let them go where they feel the game needs them to go
- Plan for at least 4, 90 second drink breaks, especially in warmer weather. Their "cooling system" is not as efficient as ours

CURRICULUM – U6 – SEASON PLAN			CONTENT DISTRIBUTION			
OBJECTIVES	ORGANIZATION	INITIAL STAGE				
<p><b>SCRIMMAGE:</b> Take up good positions during the game with and without the ball</p> <p><b>TECHNICAL:</b> Improve basic individual technique</p> <p><b>PHYSICAL:</b> Develop coordination and basic motor skills with and without the ball</p> <p><b>PSYCHOSOCIAL:</b> Feel comfortable and confident with the ball</p> <p><b>By the end of the season the player must be capable of:</b></p> <ol style="list-style-type: none"> <li>1. Handling the ball with at least one foot and both hands</li> <li>2. Occupying the original position during the game once an action is finished</li> <li>3. Running, jumping and stopping with and without the ball</li> </ol>	<p>Sessions per week: 2</p> <p>Session time: 60'</p> <p>Players per team: 12</p> <p>Game time: 30'</p>					
	<p><b>SESSION STRUCTURE</b></p> <p>Warm-up: 10'</p> <p>Physical: 15'</p> <p>Technique: 20'</p> <p>Scrimmage: 20'</p> <p>Cool Down &amp; Debrief: 5'</p>				<p><b>ASPECTS TO CONSIDER</b></p> <ul style="list-style-type: none"> <li>- Size of the practice</li> <li>- Time of the practice</li> <li>- Intensity of the practice</li> <li>- Rules</li> <li>- Number of players</li> <li>- Time of contact with the ball</li> </ul> <p><b>Comments</b></p> <ul style="list-style-type: none"> <li>▶ Individual games are essential for the player at this age to experiment with the ball.</li> <li>▶ Match: We strongly recommend 3v3 or 4v4 games.</li> </ul>	
<b>CONTENT</b>						
TACTICAL	TECHNICAL	PHYSICAL	TACTICS	TECHNIQUE	PHYSICAL	
<b>ATTACKING</b> <ol style="list-style-type: none"> <li>1. Attacking Principles</li> <li>2. Possession</li> <li>3. Transition</li> <li>4. Combination Play</li> <li>5. Switching Play</li> <li>6. Counter Attacking</li> <li>7. Playing Out From the Back</li> <li>8. Finishing in the Final Third</li> </ol>	<ol style="list-style-type: none"> <li>1. Passing and Receiving</li> <li>2. Running With the Ball</li> <li>3. Dribbling</li> <li>4. Turning</li> <li>5. Shooting</li> <li>6. Ball Control</li> <li>7. Heading</li> <li>8. 1v1 Attacking</li> <li>9. Shielding the Ball</li> <li>10. Receiving to Turn</li> <li>11. Crossing and Finishing</li> <li>12. 1v1 Defending</li> </ol>	<p>Strength Endurance</p> <p>Explosive Strength</p> <p>Maximal Strength</p> <p>Aerobic Capacity</p> <p>Aerobic Power</p> <p>Anaerobic Lactic</p> <p>Anaerobic Alactic</p> <p>Reaction</p> <p>Acceleration</p> <p>Maximal Speed</p> <p>Speed Endurance</p> <p>Acyclic Speed</p>	0%	35%	30%	
	<b>DEFENDING</b> <ol style="list-style-type: none"> <li>1. Defending Principles</li> <li>2. Zonal Defending</li> <li>3. Pressing</li> <li>4. Retreat &amp; Recovery</li> <li>5. Compactness</li> </ol>	<p>4. Flexibility &amp; Mobility</p> <p>5. Coordination &amp; Balance</p> <p>6. Agility</p> <p>7. Basic Motor Skills</p> <p>8. Perception &amp; Awareness</p>	<p>1. Motivation</p> <p>2. Self confidence</p> <p>3. Cooperation</p> <p>4. Decision/Determination</p> <p>5. Competitiveness</p> <p>6. Concentration</p> <p>7. Commitment</p> <p>8. Self Control</p> <p>9. Communication</p> <p>10. Respect &amp; Discipline</p>	0%	35%	30%
				BASIC		
				ADVANCED		
				SOCIAL		



## U8 Academy (1<sup>st</sup> and 2<sup>nd</sup> graders)

- Designed for 1<sup>st</sup> and 2<sup>nd</sup> graders, the program has an **emphasis on enjoyment and gaining comfort with the soccer ball-skill development**
- **This is an “in-house” program. No travel league**
- Each player will have one practice and one game day per week
- Field size for game day is small sided
- Group sizes will vary from week to week-Activities will be facilitated in large and small group settings
- Players will receive a size 3 soccer ball that is theirs to keep
- Smaller goals are used
- Practices:
  - 1 hour
  - Focus on enjoyment and skill development through games that teach soccer technique
  - The true meaning of teamwork and game day rules are just part of the experience and not the emphasis. **The individual is more important than a team**
  - **Do not teach positions** or give formations when playing games-encourage them to participate in attack and defense and **allow them to move freely around the field without being restricted by positions**
  - Practice sessions should minimize waiting around for kids. Games that teach technique are key.
  - **NO LAPS, NO LINES and NO LECTURES**
  - Sessions will include full group warm-up type exercises or games, small group activities and then scrimmages or small group games. 4 v 4 and 5 v 5 is best
  - **Children will not be assigned to a team for the season-Instead a flexible grouping approach will be used** to include a variety of challenges and experiences throughout the season as players are mixed and matched by ability, age, gender, and etc. **Soccer is not a team sport at this age**
- Games:
  - See guidelines

## COACHING THE U8 PLAYER

### **Physical Development:**

- Skeletal system still growing; growth plates are near the joints, thus injuries to those areas merit special consideration
- Always in motion—scratching, blinking, jerking, rocking...
- Developing physical confidence—most are now able to ride a two-wheeler
- There is a perceivable improvement in pace and coordination from U6 to U8, however the immaturity of a U8's physical ability is still obvious
- Lack sense of pace. They go flat out until they drop
- Lack of coordination due to rapid growth of skeletal system

### **Cognitive Development:**

- Better at recognizing when the ball is out of play, what goal they are going for, etc. but in the heat of the battle, they will sometimes still forget. They still find it difficult to really be aware of more than one thing at a time
- Attention span is a bit longer now but still not at a “competitive stage”
- Effort=Performance “If I try hard then I performed well”

### **Psychosocial Development:**

- Self-Concept and body image are just developing and are very fragile
- Great need for approval from adults, like to show individual skills
- Easily bruised psychologically, they will remember negative comments for a long time. Shout praise often and give “hints” not answers
- True playmates emerge and they are inclined to small group activities
- They want everybody to like them

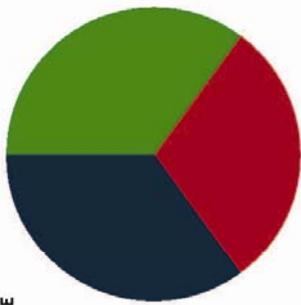
## U8 Things you can expect:

- Able to follow two or three step instructions and understand cooperation
- They now recognize that they have teammates and will occasionally pass the ball to them...on purpose
- They will repeat the phrase: "I can't do that!" but will quickly run to you to show you that they can, even when they only think they can
- There will be at least 200-300 falls during the season, but now they will usually pick themselves back up
- The puddle in front of the goal is still too tempting to resist
- Keep a spare pump in your bag as the players usually do not realize that their ball is flat
- Some girls are a lot tougher than boys
- They all want to wear a pinnie
- It's impossible to remember who is who's best friend as you try to pick teams
- School and other conflicts will come up...we do not have the "commitment speech" at this age but parents should always email when their child is unable to attend
- They will wear their uniform to bed
- Many parents will want to hover too closely during practices and game day—it's important to set boundaries so they do not interfere with activities and remind them that watching from afar is best for their child's development

## U8 Coaching Rational:

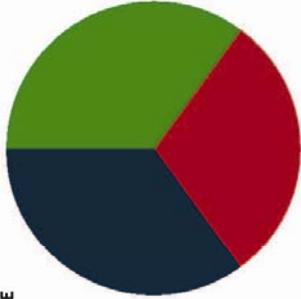
- **Emphasis is still on individual's ability to control the ball with his/her body**
- They are still there to have fun, and because some players are new to the sport, it is imperative that all activities are geared toward individual success and participation
- Small sided soccer is still the best option for these players—they get more touches and it's easier to understand
- Be patient. They are growing so fast that they will go through times when they seem to have lost control of their body
- **Passing is not that important, no matter how much anybody yells at them to do so. It's much more fun to dribble and shoot. Let them.**
- Training should not last more than an hour and fifteen minutes and once or twice a week is plenty
- Use fun activities that engage them. Learning how to control the ball is still the main objective and they should always bring their own size 3 ball
- Challenge them to get better by practicing on their own
- Teach them to take care of their equipment, cooperate, listen, be respectful, and to try hard but realize, however, that they will often forget and may need to be reminded
- Whenever possible, ask them to work with a partner to solve a particular challenge
- Remember that **their physical and/or mental maturity may vary as much as 36 months regardless of actual birthday.** Activities need to accommodate these individual differences whenever possible

## CURRICULUM – U7 – SEASON PLAN

OBJECTIVES	ORGANIZATION	CONTENT DISTRIBUTION										
<p><b>SCRIMMAGE:</b> Take up good positions during the game</p> <p><b>TECHNICAL:</b> Improve basic individual technique</p> <p><b>PHYSICAL:</b> Develop coordination and basic motor skills with and without the ball</p> <p><b>PSYCHOSOCIAL:</b> Increase confidence with the ball</p>	<p>Sessions per week      2      Session time      75'</p> <p>Players per team      12      Game time      40'</p>	<p><b>INITIAL STAGE</b></p> 										
	<p><b>SESSION STRUCTURE</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Warm-up</td> <td style="width: 50%;">15'</td> </tr> <tr> <td>Physical</td> <td>15'</td> </tr> <tr> <td>Technique</td> <td>25'</td> </tr> <tr> <td>Scrimmage</td> <td>25'</td> </tr> <tr> <td>Cool Down &amp; Debrief</td> <td>5'</td> </tr> </table>	Warm-up	15'	Physical	15'	Technique	25'	Scrimmage	25'	Cool Down & Debrief	5'	<p><b>ASPECTS TO CONSIDER</b></p> <ul style="list-style-type: none"> <li>- Size of the practice</li> <li>- Time of the practice</li> <li>- Intensity of the practice</li> <li>- Rules</li> <li>- Number of players</li> <li>- Time of contact with the ball</li> </ul>
	Warm-up	15'										
	Physical	15'										
Technique	25'											
Scrimmage	25'											
Cool Down & Debrief	5'											
<p><b>Comments</b></p> <ul style="list-style-type: none"> <li>▶ Individual and collective games are essential for the player at this age to experiment with the ball.</li> <li>▶ Match: We strongly recommend 4v4 games.</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"><b>SCRIMMAGE</b></td> <td style="width: 25%;"><b>TACTICS</b></td> <td style="width: 25%;"><b>TECHNIQUE</b></td> <td style="width: 25%;"><b>PHYSICAL</b></td> </tr> <tr> <td style="text-align: center;">35%</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">30%</td> </tr> </table>	<b>SCRIMMAGE</b>	<b>TACTICS</b>	<b>TECHNIQUE</b>	<b>PHYSICAL</b>	35%	0%	35%	30%			
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35%	0%	35%	30%									
<p><b>By the end of the season the player must be capable of:</b></p> <ol style="list-style-type: none"> <li>1. Handling the ball with both feet and both hands</li> <li>2. Occupying the original position during the game once an action is finished</li> <li>3. Basic coordinated movements with and without the ball</li> </ol>												

CONTENT		PHYSICAL	PSYCHOSOCIAL																																												
TECHNICAL	PHYSICAL																																														
<b>ATTACKING</b>	<ol style="list-style-type: none"> <li>1. Passing and Receiving</li> <li>2. Running With the Ball</li> <li>3. Dribbling</li> <li>4. Turning</li> <li>5. Shooting</li> <li>6. Ball Control</li> <li>7. Heading</li> <li>8. 1v1 Attacking</li> <li>9. Shielding the Ball</li> <li>10. Receiving to Turn</li> <li>11. Crossing and Finishing</li> <li>12. 1v1 Defending</li> </ol>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">Strength Endurance</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">Explosive Strength</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">Maximal Strength</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">Aerobic Capacity</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">Aerobic Power</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">Anaerobic Lactic</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">Anaerobic Alactic</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">Reaction</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">Acceleration</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">Maximal Speed</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">Speed Endurance</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">Acyclic Speed</td> </tr> </table>	5	Strength Endurance	3	Explosive Strength	5	Maximal Strength	2	Aerobic Capacity	5	Aerobic Power	3	Anaerobic Lactic	3	Anaerobic Alactic	3	Reaction	1	Acceleration	1	Maximal Speed	2	Speed Endurance	2	Acyclic Speed	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">1. Motivation</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">2. Self confidence</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">3. Cooperation</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">4. Decision/Determination</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">5. Competitiveness</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">6. Concentration</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">7. Commitment</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">8. Self Control</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">9. Communication</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">10. Respect &amp; Discipline</td> </tr> </table>	5	1. Motivation	5	2. Self confidence	1	3. Cooperation	1	4. Decision/Determination	1	5. Competitiveness	1	6. Concentration	1	7. Commitment	1	8. Self Control	1	9. Communication	5	10. Respect & Discipline
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## CURRICULUM – U8 – SEASON PLAN

OBJECTIVES	ORGANIZATION	CONTENT DISTRIBUTION												
<p><b>SCRIMMAGE:</b> Balance in relation to the ball and teammates during the game</p> <p><b>TECHNICAL:</b> Individual and collective basic soccer techniques</p> <p><b>PHYSICAL:</b> Develop speed, coordination and basic motor skills with and without the ball</p> <p><b>PSYCHOSOCIAL:</b> Interact with teammates during the training session</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Sessions per week</td> <td>2</td> <td>Session time</td> <td>75'</td> </tr> <tr> <td>Players per team</td> <td>12</td> <td>Game time</td> <td>40'</td> </tr> </table>	Sessions per week	2	Session time	75'	Players per team	12	Game time	40'	<p><b>INITIAL STAGE</b></p> 				
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SESSION STRUCTURE	ASPECTS TO CONSIDER													
Warm-up	15'													
Physical	15'													
Technique	25'													
Scrimmage	25'													
Cool Down & Debrief	5'													
<p><b>Comments</b></p> <ul style="list-style-type: none"> <li>▶ Collective games are essential for the player to start interacting with teammates.</li> <li>▶ Match: We strongly recommend 7v7 games.</li> </ul>														
<p><b>By the end of the season the player must be capable of:</b></p> <ol style="list-style-type: none"> <li>1. Stopping and running with the ball at speed</li> <li>2. Moving forward when attacking and retreating when defending</li> <li>3. Basic quick movements with and without the ball</li> </ol>														

CONTENT		SCRIMMAGE 35%	TACTICS 0%	TECHNIQUE 35%	PHYSICAL 30%	
CONTENT						
TECHNICAL		PHYSICAL				
TACTICAL	TECHNICAL	PSYCHOSOCIAL				
<b>ATTACKING</b>	1. Passing and Receiving	5			1. Motivation	5
	2. Possession	3			2. Self confidence	5
	3. Transition	4			3. Cooperation	1
	4. Combination Play	3			4. Decision/Determination	1
	5. Switching Play	5			5. Competitiveness	1
	6. Counter Attacking	4			6. Concentration	
	7. Playing Out From the Back	1			7. Commitment	
	8. Finishing in the Final Third	4			8. Self Control	
	9. Shielding the Ball	2			9. Communication	
	10. Receiving to Turn	1			10. Respect & Discipline	5
	11. Crossing and Finishing	1				
	12. 1v1 Defending					
<b>DEFENDING</b>	4. Retreat & Recovery					
	5. Compactness					

## **Basic stage – 9 to 12 years old (from U.S. Soccer Curriculum)**

At this stage, the structure (but not the content) of the training sessions will be similar to that of older players. The main component of the training session will be technical. It is sensible at this age to develop technique and basic tactical understanding. Children's capacity to solve problems increases significantly. Therefore players will begin working on basic and dynamic tactical scenarios. At this stage, players are pre-pubescent and have important physical limitations in terms of strength and endurance.

### **U10 Academy (3<sup>rd</sup> and 4<sup>th</sup> grade) –**

- Designed for 3<sup>rd</sup> and 4<sup>th</sup> graders, the program **emphasis continues to prioritize enjoyment and skill development while also learning how to use basic tactics to solve problems and experimenting with more advanced skills in a free play environment. Best training model is a “skills and small sided scrimmage” approach to learning and having fun**
- **This is an “in-house” program, no travel league. However, more advanced players will be invited to participate in friendly matches against outside competition or provided with “move-up” opportunities with our U11/12 Academy using the GSYSL “Club Pass” rule. This is per Director’s approval only. For the majority of players the “in-house” program is best for local skills acquisition and enjoyment, be patient, they will not “fall behind”**
- Designed to teach the players how to work more effectively as a small group or team and encourage the players to play more competitively. **THE INDIVIDUAL PLAYER is still more important than the team.**
- Each player will have one practice and one game day per week. **An optional 2<sup>nd</sup> practice will be set-up each week (Thursdays) for all those that are available and wish to attend**
- Field size should be no more than 1/2 of a standard soccer field. 1/3 of the field is best. ORYA will lay-out age appropriate sized small sided fields at game day location
- Group sizes will vary from week to week-Training session activities will be facilitated in large and small group settings
- Smaller goals are used. ORYA will set-up appropriate sized goals on designated fields
- Practices:
  - 1 hour and 15 minutes
  - Focus on enjoyment, skill development/enhancement, individual and small group problem solving, and effort. Learning habits to train in a “serious fun” environment
  - Practice sessions should **minimize waiting around for kids** and games that teach technique are still favored over DRILLS
  - **NO LAPS, NO LINES and NO LECTURES**
  - Sessions include individual, small group, and large group activities ending with a variety of small sided type games. Whenever possible use games where the children are required the autonomy to set-up and play activities on their own
  - **Children will not be assigned to a team for the season-Instead a flexible grouping “Academy” approach will be used** to include a variety of challenges and experiences throughout the season as players are mixed and matched by ability, age, gender, and etc.
- Games:  
See guidelines

### **COACHING THE U10 PLAYER**

#### **Physical Development:**

- Gross and small motor skills becoming more refined
- Change in direction, change speed, running backwards, 2 different speeds, etc
- Boys and girls begin to develop separately but coeducational sport experiences still important
- Greater diversity in playing ability and physical maturity
- More prone than adults to heat injury and physical injuries

#### **Cognitive Development:**

- Ability to stay on task lengthened
- Greater ability to sequence thoughts and actions
- Demonstrate increased self-responsibility and autonomy (i.e. bring water, ball, get games going on their own, etc.)
- Starting to think ahead

- Start to recognize some fundamental tactical concepts like changing the direction of the ball
- Explanations must be brief, concise, and mention: “why?”
- **Psychosocial Development:**
- Peer pressure becoming a factor
- Will initiate play on their own
- Need continued positive reinforcement. Negative comments carry great weight
- Prefer identification with a team, i.e. uniform
- Adult outside family can take on an added significance
- Becoming more serious about their play. They can really get into it
- Motivation is intrinsic, need to look at more than just the score or that’s all they will use
- Like nick-names, team names, numbers on jerseys

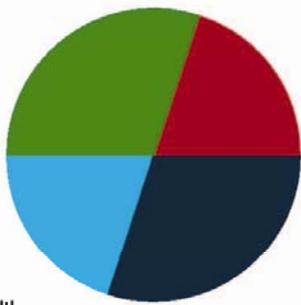
### **U10 What to Expect:**

- Starting to look like “real soccer players” but games are still a bit chaotic and unpredictable. They are not miniature adults
- Starting to find out how much fun it is to play the game skillfully
- They will begin to understand all the rules and adult soccer rules appeal to them but it is more important to use rules that keep the games moving...they’ll get over it once they start playing and there’s plenty of time for real soccer when they’re ready
- They will really beat up on each other during practice—especially boy’s teams
- During game day many parents (even if they never played soccer before) think it is helpful to shout advice to the children while they are playing...this is harmful
- They might cry after the game if they lose, but will forget it if you ask if they want to go for ice cream
- You might actually catch them practicing on their own without you telling them to do so
- You will see a pass that is deliberate, it might even be backwards
- You will see your first \$100 pair of soccer shoes during practice
- They will call the other team bad names—really bad names

### **U10 Coaching Rational:**

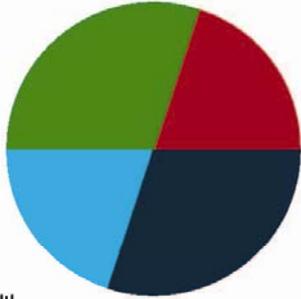
- Enjoyment and skill development are still the most important things to consider and facilitate in an unstructured environment
- Training is more dynamic and players can start to make simple, basic decisions such as: “Which way is there more space?” or “Who should I pass to?”
- Still using small-sided games and activities as the main teaching vehicle
- **How we group players during training takes on added significance because of the wide margins of ability levels. Mix players up often**
- Training should last about 75 minutes, twice a week is plenty
- Repetition of technique very important but must be dynamic
- A good time to start using goalkeepers
- They should come with their own size 4 soccer ball, give them homework
- Show them that they don’t need us to play and introduce games they can play on their own
- Create a competitive environment at training but make it safe to take risks and feel challenged
- Don’t allow players to specialize in one position, they still need to learn the basic principles of the game and the best way is for everyone to experience all positions. Don’t get hung up on formations and positions-players this age still need freedom to go wherever they feel the game needs them or wherever they can make the next play
- Whenever possible, don’t give them the answers. Let them solve their own puzzles and figure things out for themselves
- Try to review, ask a few questions about practice, and give homework at the end of every training session
- Still need to tolerate a little chaos, be generous with praise, but hold them accountable and challenge them

## CURRICULUM – U9 – SEASON PLAN

OBJECTIVES	ORGANIZATION	CONTENT DISTRIBUTION
<p><b>SCRIMMAGE:</b> Efficiently occupy the spaces on the field.</p> <p><b>TACTICAL:</b> Creating space to receive the ball and keep possession.</p> <p><b>TECHNICAL:</b> Improve individual and collective basic soccer techniques</p> <p><b>PHYSICAL:</b> Develop speed, coordination and balance with and without the ball</p> <p><b>PSYCHOSOCIAL:</b> Positive interaction with teammates during the game</p>	<p>Sessions per week: 3      Session time: 90'</p> <p>Players per team: 14      Game time: 50'</p> <p><b>SESSION STRUCTURE</b></p> <p>Warm-up: 10'</p> <p>Physical: 15'</p> <p>Technique: 20'</p> <p>Tactics: 15'</p> <p>Scrimmage: 25'</p> <p>Cool Down &amp; Debrief: 5'</p> <p><b>ASPECTS TO CONSIDER</b></p> <ul style="list-style-type: none"> <li>- Size of the practice</li> <li>- Time of the practice</li> <li>- Intensity of the practice</li> <li>- Rules</li> <li>- Number of players</li> <li>- Teammates – opposition</li> </ul>	<p><b>BASIC STAGE</b></p>  <p><b>SCRIMMAGE 30%</b>      <b>TACTICS 20%</b>      <b>TECHNIQUE 30%</b>      <b>PHYSICAL 20%</b></p>
<p><b>By the end of the season the player must be capable of:</b></p> <ol style="list-style-type: none"> <li>1. Basic skills in 1v1 situations.</li> <li>2. Balance in relation to the ball (forward, backwards and side to side)</li> <li>3. Basic coordinated movements with and without the ball</li> </ol>	<p><b>Comments</b></p> <ul style="list-style-type: none"> <li>▶ The player will keep maximum contact with the ball in individual practices and less touches in collective practices.</li> <li>▶ Match: We strongly recommend 8v8 and 9v9 games.</li> <li>▶ Formations: 3-2-3 in 9-a-side.</li> </ul>	

CONTENT		PSYCHOSOCIAL						
TACTICAL	TECHNICAL	PHYSICAL	PSYCHOSOCIAL					
<b>ATTACKING</b>	1. Attacking Principles	3	1. Passing and Receiving	5	Strength Endurance	1	1. Motivation	5
	2. Possession	2	2. Running With the Ball	4	Explosive Strength	1	2. Self confidence	4
	3. Transition	1	3. Dribbling	4	Maximal Strength		3. Cooperation	2
	4. Combination Play	2	4. Turning	4	Aerobic Capacity	1	4. Decision/Determination	1
	5. Switching Play	1	5. Shooting	5	Aerobic Power		5. Competitiveness	2
	6. Counter Attacking		6. Ball Control	5	Anaerobic Lactic		6. Concentration	
	7. Playing Out From the Back	3	7. Heading	1	Anaerobic Alactic	1	7. Commitment	1
	8. Finishing in the Final Third	1	8. 1v1 Attacking	5	Reaction	4	8. Self Control	1
<b>DEFENDING</b>	1. Defending Principles	2	9. Shielding the Ball	2	Acceleration	4	9. Communication	1
	2. Zonal Defending	2	10. Receiving to Turn	2	Maximal Speed	1	10. Respect & Discipline	5
	3. Pressing	1	11. Crossing and Finishing	2	Speed Endurance	1		
	4. Retreat & Recovery	2	12. 1v1 Defending	1	Acyclic Speed	4		
	5. Compactness	1			4. Flexibility & Mobility	2		
					5. Coordination & Balance	4		
					6. Agility	4		
					7. Basic Motor Skills	4		
				8. Perception & Awareness	5			

## CURRICULUM – U10 – SEASON PLAN

OBJECTIVES	ORGANIZATION	CONTENT DISTRIBUTION
<p><b>SCRIMMAGE:</b> Efficiently occupy space in relation to the ball and to teammates</p> <p><b>TACTICAL:</b> Creating space and applying basic principles</p> <p><b>TECHNICAL:</b> Accuracy in individual soccer techniques</p> <p><b>PHYSICAL:</b> Develop speed, agility, coordination and balance</p> <p><b>PSYCHOSOCIAL:</b> Interact positively and feel confident within the group</p>	<p>Sessions per week: 3      Session time: 90'</p> <p>Players per team: 14      Game time: 50'</p>	<p><b>BASIC STAGE</b></p>  <p style="text-align: center;"> <b>SCRIMMAGE 30%</b>    <b>TACTICS 20%</b>    <b>TECHNIQUE 30%</b>    <b>PHYSICAL 20%</b> </p>
	<p><b>SESSION STRUCTURE</b></p> <p>Warm-up: 10'</p> <p>Physical: 15'</p> <p>Technique: 20'</p> <p>Tactics: 15'</p> <p>Scrimmage: 25'</p> <p>Cool Down &amp; Debrief: 5'</p>	
	<p><b>ASPECTS TO CONSIDER</b></p> <ul style="list-style-type: none"> <li>- Size of the practice</li> <li>- Time of the practice</li> <li>- Intensity of the practice</li> <li>- Rules</li> <li>- Number of players</li> <li>- Teammates – opposition</li> </ul>	
	<p><b>Comments</b></p> <ul style="list-style-type: none"> <li>▶ The player will keep maximum contact with the ball in individual practices and less touches in collective practices.</li> <li>▶ Match: We strongly recommend 8v8 and 9v9 games.</li> <li>▶ Formations: 3-2-3 in 9-a-side.</li> </ul>	

CONTENT	
TACTICAL	PHYSICAL
<b>ATTACKING</b>	<b>TECHNICAL</b>
1. Attacking Principles	5. Passing and Receiving
2. Possession	5. Running With the Ball
3. Transition	3. Dribbling
4. Combination Play	4. Turning
5. Switching Play	1. Shooting
6. Counter Attacking	6. Ball Control
7. Playing Out From the Back	3. Heading
8. Finishing in the Final Third	2. 1v1 Attacking
1. Defending Principles	3. Shielding the Ball
2. Zonal Defending	2. 10. Receiving to Turn
3. Pressing	1. 11. Crossing and Finishing
4. Retreat & Recovery	2. 12. 1v1 Defending
5. Compactness	1
<b>DEFENDING</b>	<b>PHYSICAL</b>
	<b>ENDURANCE</b>
	Strength Endurance
	Explosive Strength
	Maximal Strength
	Aerobic Capacity
	Aerobic Power
	Anaerobic Lactic
	Anaerobic Alactic
	Reaction
	Acceleration
	Maximal Speed
	Speed Endurance
	Acyclic Speed
	4. Flexibility & Mobility
	5. Coordination & Balance
	6. Agility
	7. Basic Motor Skills
	8. Perception & Awareness
	<b>PSYCHOSOCIAL</b>
	1. Motivation
	2. Self confidence
	3. Cooperation
	4. Decision/Determination
	5. Competitiveness
	6. Concentration
	7. Commitment
	8. Self Control
	9. Communication
	10. Respect & Discipline

## U12 Travel Academy (5<sup>th</sup> & 6<sup>th</sup> grade) –

- U11 and U12 age groups continue with similar “Academy Format” as U10 training-where the growth and development of the individual is emphasized ahead of the team. The training is geared to the entire age group pool of players instead of building a team for competition
- While our players are NOW placed into teams for league play where they compete as a unit and/or team our priority is to focus on training and match day groups that are flexible-allow movement within own age group or “playing-up” and also allow a rotation of players to prioritize at all times on the individual player’s technical, tactical, physical and psychosocial development
- The U12 “Travel Academy” model accommodates a larger player pool to insure that more of our young players have a place to continue to enjoy soccer...BUT IT IS NOT FOR EVERYONE-it requires an increased *commitment and motivation* with training 2 times per week and travel on weekends to play against other programs throughout the state as part of a league-GSYSL. STILL, we are careful to avoid high risk of burnout that occurs when young players do too much too early
- The “travel league” does NOT develop players; it is a mistake to think that the league is where children improve. Training sessions, as part of a complete program, is where players develop. The weekend games are only a small part of the program, simply a place where our kids can test their skills and awareness against players from outside our community
- Conflicts with family and school will occur; communication is the key whenever your child cannot attend
- 10 and 11 year olds should not specialize in soccer only, a variety of sport participation is crucial for long term athletic development
- Flexible rosters across multiple teams will be used so the children can benefit from team concept as well as a variety of training and gam day experiences. Smaller rosters allow maximum playing time for repetition and physical endurance, especially when traveling farther from home
- The fall season begins in late August and ends late October-2 practices per week (days TBD) and games every weekend (Saturday or Sunday and occasionally both)
- The priority is enjoyment or “serious FUN” and skill development, and small group tactics
- Travel Academy age groups will have a mandatory parent meeting in late August to review details of the schedule, expectations, philosophy, training plan, coaches, and etc

### COACHING THE U12 PLAYER

#### **Physical Development:**

- The average for the beginning of pubescence in girls is 10 years with a range of 7-14; for boys is age 12 with a range of 9-16
- Strength building activities require overloading muscles to a greater extent than endurance activities
- Flexibility training becomes key to prevention of injury
- Overuse injuries, burnout, and high attrition rates are associated with high intensity programs that fail to stress skill development and enjoyment
- Begin to develop abilities to sustain complex coordinated skill sequences

#### **Cognitive Development:**

- Begin to think in abstract terms and can address hypothetical situations
- Change in thought process is the result of an increased ability to acquire and apply knowledge
- A systematic approach to problem solving appears at this stage. The game of soccer must present the ability to think creatively and solve problems while moving
- They have a more complex and developed sense of humor

#### **Psychosocial Development:**

- Watch more TV, less structured play
- Beginning to spend more time with friends and less time with their parents
- Popularity influences self-esteem
- Learning appropriate gender roles

- Susceptible to conform under peer-pressure
- Developing a conscience, morality, and scale of values
- They are looking to their heroes and role models in order to know how to act
- They are openly competitive. A few may even foul on purpose
- Although they are more serious about their play, they are still mainly involved because it is fun

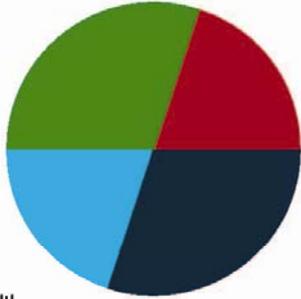
**What to expect:**

- Games can still be too frantically paced and a bit unpredictable
- They know how much fun it is to play the game “skillfully”
- Players may get discouraged and begin to drop out if they feel they lack skill
- They may yell at their teammates when they make a mistake
- They will openly question the referee’s decisions
- Players will encourage each other
- They will pass the ball even when they know they will not get it right back
- Team cooperation is emerging
- They will point out inconsistencies between what you say and what you do
- The difference in skill levels and athletic abilities between players is very pronounced
- Some players might be as big as you are, some might be half your size
- Some players will have really expensive gear
- Parents need code of conduct for sideline behavior
- They will get together with friends and be able to set up and play their own games

**Coaching Considerations:**

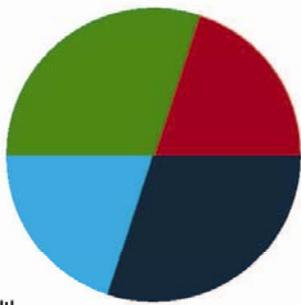
- Goal is still to develop players in a fun, engaging environment. We call it “serious fun”
- Skill development is still the primary focus of training
- Training sessions should start simple or fundamental and progress to the game
- Train for no more than 90 minutes 2 times per week
- Winning has its place now but must be balanced with the other goals of teaching them to play properly
- Players still need to play different positions, even if this means you might not have the same chance at winning
- Smaller, skilled players cannot be ignored
- Small-sided games are still the best method of teaching the game
- Flexibility training (stretching), warm-up, and warm-down are essential
- They are ready to have a preferred position but it is important for their development to play out of that spot in training and games occasionally
- Playing 9 a side is preferred

## CURRICULUM – U11 – SEASON PLAN

OBJECTIVES	ORGANIZATION	CONTENT DISTRIBUTION																																				
<p><b>SCRIMMAGE:</b> Match focus is on possession and transition.</p> <p><b>TACTICAL:</b> Improve attacking principles and basic defending and collective techniques</p> <p><b>TECHNICAL:</b> Accuracy and speed in individual and collective techniques</p> <p><b>PHYSICAL:</b> Improve speed, agility, coordination and balance</p> <p><b>PSYCHOSOCIAL:</b> Cooperate with teammates in collective tasks</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Sessions per week</td> <td style="text-align: center;">3</td> <td>Session time</td> <td style="text-align: center;">90'</td> </tr> <tr> <td>Players per team</td> <td style="text-align: center;">14</td> <td>Game time</td> <td style="text-align: center;">60'</td> </tr> <tr> <td colspan="4" style="text-align: center;"><b>SESSION STRUCTURE</b></td> </tr> <tr> <td>Warm-up</td> <td style="text-align: center;">10'</td> <td colspan="2" style="text-align: center;"><b>ASPECTS TO CONSIDER</b></td> </tr> <tr> <td>Physical</td> <td style="text-align: center;">15'</td> <td colspan="2">                     - Size of the practice                      - Time of the practice                 </td> </tr> <tr> <td>Technique</td> <td style="text-align: center;">20'</td> <td colspan="2">                     - Intensity of the practice                 </td> </tr> <tr> <td>Tactics</td> <td style="text-align: center;">15'</td> <td colspan="2">                     - Rules                      - Number of players                 </td> </tr> <tr> <td>Scrimmage</td> <td style="text-align: center;">25'</td> <td colspan="2">                     - Teammates – opposition                 </td> </tr> <tr> <td>Cool Down &amp; Debrief</td> <td style="text-align: center;">5'</td> <td colspan="2"></td> </tr> </table>	Sessions per week	3	Session time	90'	Players per team	14	Game time	60'	<b>SESSION STRUCTURE</b>				Warm-up	10'	<b>ASPECTS TO CONSIDER</b>		Physical	15'	- Size of the practice - Time of the practice		Technique	20'	- Intensity of the practice		Tactics	15'	- Rules - Number of players		Scrimmage	25'	- Teammates – opposition		Cool Down & Debrief	5'			 <p><b>BASIC STAGE</b></p>
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<p><b>By the end of the season the player must be capable of:</b></p> <ol style="list-style-type: none"> <li>1. Application of technique in game situations</li> <li>2. Application of attacking and defending principles in slightly opposed collective practices</li> <li>3. Agility and speed movements with and without the ball</li> </ol>	<p><b>Comments</b></p> <ul style="list-style-type: none"> <li>▶ Prepare collective practices with the ball to develop the technical and tactical intelligence of the player.</li> <li>▶ Match: We strongly recommend 9v9 games.</li> <li>▶ Formations: 3-2-3 in 9-a-side and 4-3-3 in 11-a-side.</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"><b>SCRIMMAGE</b></td> <td style="width: 25%; text-align: center;">30%</td> <td style="width: 25%;"><b>TACTICS</b></td> <td style="width: 25%; text-align: center;">20%</td> </tr> <tr> <td></td> <td></td> <td style="width: 25%;"><b>TECHNIQUE</b></td> <td style="width: 25%; text-align: center;">30%</td> </tr> <tr> <td></td> <td></td> <td style="width: 25%;"><b>PHYSICAL</b></td> <td style="width: 25%; text-align: center;">20%</td> </tr> </table>	<b>SCRIMMAGE</b>	30%	<b>TACTICS</b>	20%			<b>TECHNIQUE</b>	30%			<b>PHYSICAL</b>	20%																								
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TACTICAL	TECHNICAL	PHYSICAL	PSYCHOSOCIAL					
<b>ATTACKING</b>	1. Attacking Principles	4	1. Passing and Receiving	5	Strength Endurance	2	1. Motivation	5
	2. Possession	4	2. Running With the Ball	4	Explosive Strength	2	2. Self confidence	4
	3. Transition	3	3. Dribbling	3	Maximal Strength		3. Cooperation	3
	4. Combination Play	4	4. Turning	5	Aerobic Capacity	2	4. Decision/Determination	2
	5. Switching Play	2	5. Shooting	5	Aerobic Power	1	5. Competitiveness	3
	6. Counter Attacking	1	6. Ball Control	5	Anaerobic Lactic		6. Concentration	
	7. Playing Out From the Back	4	7. Heading	3	Anaerobic Alactic	2	7. Commitment	3
	8. Finishing in the Final Third	3	8. 1v1 Attacking	4	Reaction	4	8. Self Control	2
<b>DEFENDING</b>	1. Defending Principles	4	9. Shielding the Ball	3	Acceleration	5	9. Communication	3
	2. Zonal Defending	3	10. Receiving to Turn	3	Maximal Speed	2	10. Respect & Discipline	5
	3. Pressing	2	11. Crossing and Finishing	3	Speed Endurance	2		
	4. Retreat & Recovery	3	12. 1v1 Defending	2	Acyclic Speed	5		
	5. Compactness	1			4. Flexibility & Mobility	3		
					5. Coordination & Balance	5		
					6. Agility	5		
					7. Basic Motor Skills	2		
				8. Perception & Awareness	5			

## CURRICULUM – U12 – SEASON PLAN

OBJECTIVES	ORGANIZATION	CONTENT DISTRIBUTION
<p><b>SCRIMMAGE:</b> Improve possession and transition as well as collective defending during the match</p> <p><b>TACTICAL:</b> Develop attacking/defending principles and combination play</p> <p><b>TECHNICAL:</b> Focus on quality of passing and receiving technique as well as ball control in game situations</p> <p><b>PHYSICAL:</b> Compete to increase speed, agility, coordination and balance in competitive games</p> <p><b>PSYCHOSOCIAL:</b> Increase collective self-confidence</p> <p><b>By the end of the season the player must be capable of:</b></p> <ol style="list-style-type: none"> <li>1. Application of technique at speed in game situations</li> <li>2. Application of attacking and defending principles in games</li> <li>3. Agility, coordination and speed movements in simple practices</li> </ol>	<p>Sessions per week: 3      Session time: 90'</p> <p>Players per team: 14      Game time: 60'</p> <p><b>SESSION STRUCTURE</b></p> <p>Warm-up: 10'</p> <p>Physical: 15'</p> <p>Technique: 20'</p> <p>Tactics: 15'</p> <p>Scrimmage: 25'</p> <p>Cool Down &amp; Debrief: 5'</p> <p><b>ASPECTS TO CONSIDER</b></p> <ul style="list-style-type: none"> <li>- Size of the practice</li> <li>- Time of the practice</li> <li>- Intensity of the practice</li> <li>- Rules</li> <li>- Number of players</li> <li>- Teammates, opposition and support players</li> </ul>	<p><b>BASIC STAGE</b></p> 
	<p><b>Comments</b></p> <ul style="list-style-type: none"> <li>▶ Prepare collective practices with the ball to develop the technical and tactical intelligence of the player.</li> <li>▶ Match: We strongly recommend 9v9 games.</li> <li>▶ Formations: 3-2-3 in 9-a-side and 4-3-3 in 11-a-side.</li> </ul>	
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	<p><b>TACTICAL</b></p> <ol style="list-style-type: none"> <li>1. Attacking Principles</li> <li>2. Possession</li> <li>3. Transition</li> <li>4. Combination Play</li> <li>5. Switching Play</li> <li>6. Counter Attacking</li> <li>7. Playing Out From the Back</li> <li>8. Finishing in the Final Third</li> <li>9. Defending Principles</li> <li>10. Zonal Defending</li> <li>11. Pressing</li> <li>12. Retreat &amp; Recovery</li> <li>13. Compactness</li> </ol>	

CONTENT		PSYCHOSOCIAL	
TACTICAL	TECHNICAL	PHYSICAL	PSYCHOSOCIAL
1. Attacking Principles	1. Passing and Receiving	Strength Endurance	1. Motivation
2. Possession	2. Running With the Ball	Explosive Strength	2. Self confidence
3. Transition	3. Dribbling	Maximal Strength	3. Cooperation
4. Combination Play	4. Turning	Aerobic Capacity	4. Decision/Determination
5. Switching Play	5. Shooting	Aerobic Power	5. Competitiveness
6. Counter Attacking	6. Ball Control	Anaerobic Lactic	6. Concentration
7. Playing Out From the Back	7. Heading	Anaerobic Alactic	7. Commitment
8. Finishing in the Final Third	8. 1v1 Attacking	Reaction	8. Self Control
9. Defending Principles	9. Shielding the Ball	Acceleration	9. Communication
10. Zonal Defending	10. Receiving to Turn	Maximal Speed	10. Respect & Discipline
11. Pressing	11. Crossing and Finishing	Speed Endurance	
12. Retreat & Recovery	12. 1v1 Defending	Acyclic Speed	
13. Compactness		4. Flexibility & Mobility	
		5. Coordination & Balance	
		6. Agility	
		7. Basic Motor Skills	
		8. Perception & Awareness	

## **INITIAL & BASIC STAGE (U6 – U12) MOST RELEVANT COACHING CONTENT**

### **TECHNICAL**

- DRIBBLING, PASSING & RECEIVING
- SHOOTING
- BALL CONTROL & TURNING

### **TACTICAL**

- ESTABLISH GAME UNDERSTANDING
- ALLOW FOR DECISION MAKING
- PLAY OUT OF THE BACK
- POSSESSION ORIENTED

### **PHYSICAL**

- AGILITY
- BALANCE
- COORDINATION
- SPEED

### **PSYCHOSOCIAL**

- MOTIVATION
- SELF CONFIDENCE
- RESPECT & DISCIPLINE
- COMMITMENT

## **U14 Academy Travel (7<sup>th</sup> and 8<sup>th</sup> Grade)**

This is the oldest age group for ORYA Soccer for players who remain serious about playing and improving and wish to continue their development locally. This age group has strong connections and is viewed as the feeder for the Middle School and High School Programs. It is now appropriate to create “A” and “B” level teams. While our players are placed into teams for league play where they compete as a unit and/or team, our priority is to focus on the age group for training and have team rosters that are flexible-allow movement within own age group as players are apt to change rapidly at this age with their technical, tactical, physical and psychosocial development.

## **From U.S. Soccer Curriculum: Intermediate stage – 13 and 14 years old**

Players at this age develop a good understanding of the game. However, these players are limited by their physical size and the significant changes, which arise with puberty. Safety should still be the number one priority for the coach. The coach must be cautious to avoid overtraining and should focus more on tactical and technical elements of the game and less on the physical aspects. Tactical training plays an important role at this age.

## **From U.S. Soccer Best Practices...Player Development Guidelines:**

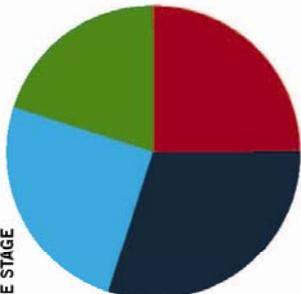
This becomes the transitional age into the adult game. The match form should be 11 v 11 and there begins to be a greater focus on how ball skill and decisions influence success on the field. At this point, there is a clear difference between the emotional and physical maturity of a 13-year-old and an 18-year-old. While there is not a big difference between the way a 13-year-old or an

18-year-old processes information (thinking and problem solving), keep in mind that the 13-year old is just beginning to think at this level. In contrast, an 18-year old will have more experience and confidence in his or her ability to think and problem solve in this manner. 13-year-old children are now less certain about themselves, less communicative, and somewhat more vulnerable. They are now more focused on their friends and begin to view themselves as being somewhat separate from their parents. They are also stronger physically and are more aware of what their bodies can do (speed, strength, appearance). The 14-year-old is typically becoming more outgoing and confident and loves competition. He or she is also increasingly more able to plan, think ahead, and to imagine options. Coaches can have more discussion about the “what if...”

From now on the matches are full-sided 11 v 11 games. It is at the U-14 age group that coaches should begin to focus somewhat on team issues, such as how the backs work together in different parts of the field, or the relationship between the different lines of the team (defenders and midfielders, mid-fielders and forwards, etc.). As the players graduate to the junior level, they should possess a comfort with the ball and an insight into the game that will allow them to deal with the increased pace of the game, both in athletic speed and speed of decisions. The goal at this point in a player’s development is to begin expanding his or her understanding of the game as their technical and game maturity allows. Again, this is accomplished through the small-sided game model for practice (up through 9 v 9 games) and the full-sided game for matches. The graduation to the full-sided game model should be a logical and subtle step. The ideas and principles that apply to the smaller game models continue to apply to the bigger game. The outcome of the game at this age is still largely determined by ball skill and game insight.

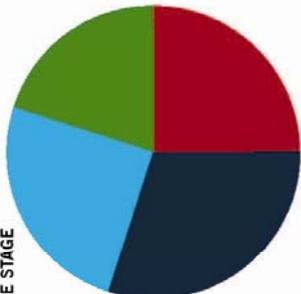
At these ages, ball skills, enjoyment and insight into the game, with a gradual introduction to fitness, mental toughness, and results are the keys. Success in winning matches should begin to be the product of a consistent and systematic approach to the game that focuses more on player development than on team building. The players should be developing an understanding and familiarity with each other on the field, but the desire to get a result on Saturday should not hamper their instincts for the game, or their desire to experiment and explore the game. These players are a long way from being “complete.” Encourage them to play in different positions. Don’t pigeonhole players based only on what is best for getting the result. Balance your players match experiences so that some games will allow you to experiment without necessarily sacrificing the result.

## CURRICULUM – U13 – SEASON PLAN

OBJECTIVES	ORGANIZATION	CONTENT DISTRIBUTION							
<b>SCRIMMAGE:</b> Coordinate possession, transition and finishing and zonal defending <b>TACTICAL:</b> Improve attacking coordinated movements and ball control in small spaces <b>TECHNICAL:</b> Focus on quality of passing and receiving technique and ball control in small spaces <b>PHYSICAL:</b> Basic development of speed, endurance and strength <b>PSYCHOSOCIAL:</b> Commitment to the team and focus in training	Sessions per week: 3 Players per team: 16 Session time: 90' Game time: 70'	<b>INTERMEDIATE STAGE</b> 							
	<b>SESSION STRUCTURE</b> Warm-up: 10' Physical: 15' Technique: 15' Tactics: 20' Scrimmage: 25' Cool Down & Debrief: 5'		<b>ASPECTS TO CONSIDER</b> - Size of the practice - Time of the practice - Intensity of the practice - Rules - Number of players - Teammates, opposition and support players						
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<b>ATTACKING</b>	1. Attacking Principles	5	1. Passing and Receiving	5	Strength Endurance	1	1. Motivation	5
	2. Possession	5	2. Running With the Ball	2	Explosive Strength	3	2. Self confidence	3
	3. Transition	5	3. Dribbling	2	Maximal Strength	1	3. Cooperation	4
	4. Combination Play	5	4. Turning	4	Aerobic Capacity	3	4. Decision/Determination	3
	5. Switching Play	3	5. Shooting	5	Aerobic Power	3	5. Competitiveness	4
	6. Counter Attacking	2	6. Ball Control	4	Anaerobic Lactic	1	6. Concentration	1
	7. Playing Out From the Back	5	7. Heading	4	Anaerobic Alactic	3	7. Commitment	5
	8. Finishing in the Final Third	5	8. 1v1 Attacking	4	Reaction	5	8. Self Control	3
<b>DEFENDING</b>	1. Defending Principles	5	9. Shielding the Ball	2	Acceleration	5	9. Communication	3
	2. Zonal Defending	4	10. Receiving to Turn	4	Maximal Speed	2	10. Respect & Discipline	5
	3. Pressing	3	11. Crossing and Finishing	3	Speed Endurance	3		
	4. Retreat & Recovery	4	12. 1v1 Defending	4	Acyclic Speed	5		
	5. Compactness	2			4. Flexibility & Mobility	4		
					5. Coordination & Balance	3		
					6. Agility	4		
					7. Basic Motor Skills			
				8. Perception & Awareness	5			

## CURRICULUM – U14 – SEASON PLAN

OBJECTIVES	ORGANIZATION	CONTENT DISTRIBUTION															
<p><b>SCRIMMAGE:</b> Coordinate playing out from the back, possession, transition, combination play and finishing during the game</p> <p><b>TACTICAL:</b> Application of attacking principles to create combination play</p> <p><b>TECHNICAL:</b> Focus on quality of passing and receiving technique, ball control and finishing in small and big spaces</p> <p><b>PHYSICAL:</b> General development of endurance, speed and strength</p> <p><b>PSYCHOSOCIAL:</b> Competition in individual and team situations</p> <p><b>By the end of the season the player must be capable of:</b></p> <ol style="list-style-type: none"> <li>1. Playing short and long accurate passes in collective practices.</li> <li>2. Combination play and communication with teammates</li> <li>3. Combine endurance and speed during the game</li> </ol>	<p>Sessions per week: 4      Session time: 90'</p> <p>Players per team: 16      Game time: 70'</p> <p><b>SESSION STRUCTURE</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">ASPECTS TO CONSIDER</th> </tr> </thead> <tbody> <tr><td>Warm-up: 10'</td></tr> <tr><td>Physical: 15'</td></tr> <tr><td>Technique: 15'</td></tr> <tr><td>Tactics: 20'</td></tr> <tr><td>Scrimmage: 25'</td></tr> <tr><td>Cool Down &amp; Debrief: 5'</td></tr> </tbody> </table> <p><b>Comments</b></p> <ul style="list-style-type: none"> <li>▶ Use the contrast of small spaces for possession practices and bigger spaces for transition practices</li> <li>▶ Match: 11v11 games.</li> <li>▶ Formations: 4-3-3</li> </ul>	ASPECTS TO CONSIDER	Warm-up: 10'	Physical: 15'	Technique: 15'	Tactics: 20'	Scrimmage: 25'	Cool Down & Debrief: 5'	<p><b>INTERMEDIATE STAGE</b></p>  <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;">SCRIMMAGE</th> <th style="width: 25%;">TACTICS</th> <th style="width: 25%;">TECHNIQUE</th> <th style="width: 25%;">PHYSICAL</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">30%</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">25%</td> </tr> </tbody> </table>	SCRIMMAGE	TACTICS	TECHNIQUE	PHYSICAL	30%	25%	20%	25%
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TACTICAL		PHYSICAL	
<b>ATTACKING</b>	1. Attacking Principles	5	1. Passing and Receiving
	2. Possession	5	2. Running With the Ball
	3. Transition	5	3. Dribbling
	4. Combination Play	5	4. Turning
	5. Switching Play	4	5. Shooting
	6. Counter Attacking	3	6. Ball Control
	7. Playing Out From the Back	5	7. Heading
	8. Finishing in the Final Third	5	8. 1V1 Attacking
<b>DEFENDING</b>	1. Defending Principles	5	9. Shielding the Ball
	2. Zonal Defending	4	10. Receiving to Turn
	3. Pressing	3	11. Crossing and Finishing
	4. Retreat & Recovery	4	12. 1V1 Defending
	5. Compactness	2	
			4. Flexibility & Mobility
			5. Coordination & Balance
			6. Agility
		7. Basic Motor Skills	
		8. Perception & Awareness	

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## COACHING STYLE

Below are general coaching guidelines and preparation for our coaches

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### METHODOLOGY

**COMPETITIVE:** All games will have a competitive component, rewarding the winning team and creating a healthy competitive spirit and training environment.

**BALL:** All practices must be done with the ball whenever possible.

**FUN:** The coach must use his/her creativity to design fun practices which apply to soccer, especially for younger players.

### ORGANIZATION

**PREPARATION:** All coaches will prepare and review a session plan before the session. A record of all session plans will be kept with the coaching department.

**DURING THE SESSION:** Do not stop the session too often. Players must learn to find solutions without constant coaching. Give clear and accurate coaching points and quickly restart the practice.

**EVALUATION:** Take a few minutes after the session to review and note what worked well and what needs improvement.

### COACHING THE PLAYER

**BALL CONTROL AND PASSING:** The technique of the player is based upon ball control as well as accuracy of the pass. The quality and direction of the first touch is of paramount importance.

**PERCEPTION AND AWARENESS:** Emphasize keeping the head up and scanning the field at all times. Perception and awareness are major parts of the game.

**SPEED AND REACTION:** All practices will incorporate speed in perception, decision making and execution. Increasing individual speed will increase the speed of the whole team.

### COACHING THE TEAM

**SPACE AND MOVEMENT:** Creating space in order to receive the ball and offer passing options to the player in possession is essential. Demonstrate to players how to move at the right time.

**ATTACK – DEFENSE:** All players attack and defend. Give specific roles and explain the appropriate movements for your players individually and as a team-unit.

**SPEED OF PLAY:** The main objective of the team will be to play at maximum speed. Reducing the space and number of touches on the ball increases the speed of play.



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# COACHING ORGANIZATION

## Aspects to prepare training sessions

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Below we explain the guidelines about coaching-style and how it should look to the coach during the session:

### PREPARATION

**SESSION PLAN:** In order to be efficient during training sessions, all coaches must prepare a session plan. Regardless of a coach's experience, preparation prior to training is essential to a dynamic and rewarding training session.

**TIME:** The coach has to plan and manage time during the session. For effective management, the coach should indicate the time spent on each exercise in the session plan.

**KEY POINTS:** Each exercise should have 4 or 5 key, coaching-points gathered in the session plan.

### BEFORE THE SESSION

**EQUIPMENT:** Have all the necessary materials prepared. Goals, balls, multicolor cones and 3 or 4 sets of pinnies should be enough to prepare your session.

**INITIAL SET UP:** Make sure that you have the spaces organized and plan for a smooth transition from one exercise to another. Minimize the number of cones that you have to pick up or reset.

**REVIEW:** Take a few minutes just before the training session to review the session plan and the coaching points.

### DURING THE SESSION

**POSITION DURING THE PRACTICE:** Coaches should occupy a central but sideline position during practice which allows a clear, general vision of training and simultaneously permits the observation of small details.

**FLEXIBLE:** A good coach must be capable of adapting the initial plan of the session to the time available, characteristics of the players and time required for players to learn a given task.

**COACHING POINTS:** Coaches should cover necessary coaching-points in the session plan depending on players' performance and adaptation.

### AFTER THE SESSION

**DISCUSSION WITH THE PLAYERS:** Do not underestimate the value and impact of a positive comment or individual feedback to a player after the training session.

**REVIEW YOUR SESSION PLAN:** Review the session plan at the end of the training session and note what worked well and what needs to improve.

**EVALUATE YOURSELF:** Do not be ashamed to ask for constructive feedback and the opinion of your colleagues in relation to your coaching management and structure of the session.



# PRINCIPLES OF AGE APPROPRIATE DEVELOPMENT

Training characteristics based on human development

STAGES	AGE GROUPS	CHARACTERISTICS
INITIAL	U6	Very young players from 5 to 8 years of age love to play. Therefore, all practices should be based on fun games.
	U7	Players must spend the maximum time possible in contact with the ball and experiment by themselves. For the first time the player has to build a relationship with other players. Give different responsibilities to the players in order to develop a sense of team.
	U8	Basic motor skills like walking, running or jumping have to be combined with ball handling and ball control.
BASIC	U9	Pre-pubescent players from age 9 to 12 years have a special ability to learn. Therefore, this is the right age to work on specific soccer techniques and skills. Developing good technique is essential at this age.
	U10	1v1 and 2v1 attacking and defending situations are important to develop individual skills as well as the passing techniques to develop the necessary team game.
	U11	Use small-sided games to develop basic attacking and defensive principles. Other important aspects of tactical training are possession, combination play, transition and finishing in the final third, as well as zonal defending. Players will rotate in two or three different positions to avoid early specialization.
	U12	Speed, coordination, balance and agility are the main physical aspects to improve at this stage.
INTERMEDIATE	U13	At this stage, training sessions are orientated more toward tactics and the player will practice in bigger spaces. Players must practice all different types of techniques at this stage. Strength and endurance should be part of the fitness training. Coaching methods have to consider and preserve players' health since they will be experiencing many changes due to puberty at this stage. Warm-ups and cool downs are essential as is dynamic flexibility.
	U14	Players must develop discipline at this stage by following the instructions of the coach both during and outside training sessions.



# STRUCTURE OF THE TRAINING SESSION

For the initial, basic, intermediate and advanced stages

Sessions for all age groups cover tactical, technical, physical and psychosocial objectives. The exception to this are the sessions for players in the initial stage, which cover only technical, physical and psychosocial objectives because of the age and developmental characteristics of this group.

The session is organized into three blocks: Warm-up, main part (which includes technical, physical and tactical exercises) and scrimmage or free play. Training sessions follow the structure indicated below. However, the three parts of the session can be shorter or longer in duration and the sections within the main part can be interchanged depending on the type of exercise. Please note that any of the explanations below are recommendations and not prescriptions.

INITIAL STAGE U6-U8				
Sessions per week	2		Duration of the session	60 to 75 min
Players per session	12		Duration of the match	30 to 40 min
TRAINING SESSION STRUCTURE	WARM-UP (10 to 15 min)		Ball familiarity practices to develop basic skills	
	MAIN PART	Physical (15 min)	Exercises oriented mainly to develop speed, agility and basic motor skills	
		Technical simple (10 to 15 min)	Unopposed practices based on simplicity of the movements, repetition and high-tempo	
		Technical complex (10 to 15 min)	Unopposed or basic opposed practices with a small tactical component based on perception and/or decision-making	
	SCRIMMAGE (20-25 min)		Simple small-sided games to develop the team concept	

BASIC STAGE U9-U12				
Sessions per week	3		Duration of the session	90 min
Players per session	14		Duration of the match	50 to 60 min
TRAINING SESSION STRUCTURE	WARM-UP (10 min)		Fun & dynamic games, passing & possession practices, stretching & dynamic movement	
	MAIN PART	Physical (15 min)	Exercises based on agility, speed, coordination & balance	
		Technical (20 min)	Unopposed practices to develop quality and opposed practices to develop competitiveness. Opposed practices are more realistic and force players to make decisions as they would in the game	
		Tactical (15 min)	Practice games based on basic understanding of the game (attacking principles), possession, combination play, playing out from the back & finishing	
	SCRIMMAGE (25 min)		Games based on position specific, quick movement of the ball and distribution of space	



# STRUCTURE OF THE TRAINING SESSION

For the initial, basic, intermediate and advanced stages

INTERMEDIATE STAGE U13-U14				
Sessions per week	3 or 4		Duration of the session	90 min
Players per session	16		Duration of the match	70 min
TRAINING SESSION STRUCTURE	WARM-UP (10 min)		Passing, possession & transition practices, stretching & dynamic movement	
	MAIN PART	Technical (20 min)	Unopposed practices to develop speed of play and opposed practices to develop competitiveness. Opposed practices are more realistic and game oriented. Unopposed practices must have time restriction	
		Physical (15 min)	Exercises based on agility, various types of speed (reaction, acceleration & acyclic speed), aerobic capacity & explosive strength	
		Tactical (20 min)	Use the contrast of small spaces to develop speed of play and big spaces to develop the understanding of how to work in units	
	SCRIMMAGE (25 min)		Free game based on speed of play, movement off the ball & quick defensive-offensive transition	

ADVANCED STAGE U15-U18				
Sessions per week	4 or 5		Duration of the session	90-120 min
Players per session	18		Duration of the match	80-90 min
TRAINING SESSION STRUCTURE	WARM-UP (10 min)		Passing, possession & transition practices, stretching & dynamic movement	
	MAIN PART	Technical (20-25 min)	At this stage technique can be developed in small spaces through collective games & simple opposed practices	
		Physical (10-20 min)	Exercises based on agility, various types of speed (reaction, acceleration & acyclic speed), glycolytic power, aerobic power & explosive strength	
		Tactical (20-30 min)	Use the full size or specific areas of the field to develop tactical understanding of the game. Keep it realistic and related to the game.	
	SCRIMMAGE (25-30 min)		Free game including the concepts worked in the session	



## CONTENT DISTRIBUTION BY AGE: TECHNICAL

TECHNICAL	STAGE AND AGE GROUP																						
	INITIAL					BASIC					INTERMEDIATE					ADVANCED					SPECIFIC		Senior
	U6	U7	U8	U9	U10	U11	U12	U13	U14	U15	U16	U17	U18	U19	U20	U18	U19	U20					
1. Passing and Receiving	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
2. Running with the Ball	2	3	3	4	5	4	3	2	2	3	3	2	2	1	→	→	→	→	→	→	→	→	
3. Dribbling	5	5	4	4	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
4. Turning	1	2	3	4	5	5	4	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	
5. Shooting	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
6. Ball Control	2	3	4	5	5	5	5	4	3	→	→	→	→	→	→	→	→	→	→	→	→	→	
7. Heading			1	1	2	3	4	4	4	5	4	3	→	→	→	→	→	→	→	→	→	→	
8. 1v1 Attacking	2	3	4	5	5	4	4	4	4	4	4	3	→	→	→	→	→	→	→	→	→	→	
9. Shielding the Ball	1	1	2	2	2	3	3	2	→	→	→	→	→	→	→	→	→	→	→	→	→	→	
10. Receiving to Turn	1	1	1	2	2	3	3	4	5	5	5	4	→	→	→	→	→	→	→	→	→	→	
11. Crossing and Finishing			1	2	2	3	3	3	3	4	4	→	→	→	→	→	→	→	→	→	→	→	
12. 1v1 Defending				1	2	2	3	4	5	5	4	4	→	→	→	→	→	→	→	→	→	→	



## CONTENT DISTRIBUTION BY AGE: TACTICAL

TACTICAL		STAGE AND AGE GROUP																			
		INITIAL				BASIC				INTERMEDIATE				ADVANCED				SPECIFIC		Senior	
		U6	U7	U8	U9	U10	U11	U12	U13	U14	U15	U16	U17	U18	U19	U20					
ATTACKING		1. Attacking Principles				3	3	4	4	4	5	5	5	5	5	4	4				
		2. Possession				2	3	4	5	5	→										
		3. Transition				1	2	3	4	5	→										
		4. Combination Play				2	3	4	5	→											
		5. Switching Play				1	1	2	3	3	4	→									
		6. Counter Attacking							1	2	3	4	4	4	5	→					
		7. Playing out from the back				3	3	4	4	5	→										
		8. Finishing- Final Third				1	2	3	4	5	→										
DEFENDING		1. Defending Principles				2	3	4	4	4	5	5	5	5	4	4	3	3	2		
		2. Zonal Defending				2	2	3	3	3	4	4	4	5	5	4	4	3	→		
		3. Pressing				1	1	2	2	3	3	4	4	4	5	→					
		4. Retreat & Recovery				2	2	3	3	4	4	5	5	5	5	5	4	4	→		
		5. Compactness				1	1	1	1	2	2	3	3	4	4	4	5	→			



## CONTENT DISTRIBUTION BY AGE: PHYSICAL

PHYSICAL		STAGE AND AGE GROUP																						
		INITIAL					BASIC					INTERMEDIATE					ADVANCED					SPECIFIC		
		U6	U7	U8	U9	U10	U11	U12	U13	U14	U15	U16	U17	U18	U19	U20	Senior							
STRENGTH	Strength Endurance												1	2	3	3	3	3	3	3	3	3	2	→
	Explosive Strength				1	1	2	2					3	3	4	4	5	→						
	Maximal Strength												1	1	1	1	2	2	1	→				
ENDURANCE	Aerobic Capacity				1	2	2	3	3	4	→													
	Aerobic Power						1	2	3	4	5	→												
	Anaerobic Lactic												1	2	3	4	5	→						
	Anaerobic Alactic				1	1	2	2	2	3	3	2	→											
SPEED	Reaction	1	2	3	4	4	4	4	5	5	4	3	2	→										
	Acceleration	1	2	3	4	5	5	5	5	5	4	→												
	Maximal speed			1	1	1	2	2	2	2	3	3	2	1	→									
	Speed Endurance				1	2	2	2	3	3	2	1												
	Acyclic Speed	1	2	3	4	5	→																	
Flexibility & Mobility	1	1	1	2	2	3	3	4	4	4	3	→												
Coordination & Balance	2	3	3	4	5	5	4	3	3	2	→													
Agility	3	3	4	4	5	5	4	→																
Basic Motor skills	5	5	5	4	3	2	1																	
Perception & Awareness	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5



## CONTENT DISTRIBUTION BY AGE: PSYCHOSOCIAL

PSYCHOSOCIAL		STAGE AND AGE GROUP																				Senior			
		INITIAL					BASIC					INTERMEDIATE					ADVANCED						SPECIFIC		
		U6	U7	U8	U9	U10	U11	U12	U13	U14	U15	U16	U17	U18	U19	U20	U19	U20							
<b>BASIC</b>	Motivation	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	Self Confidence	5	5	5	4	4	4	4	4	4	4	3	→	→	→	→	→	→	→	→	→	→	→	→	→
	Cooperation	1	1	1	2	2	3	3	3	3	3	4	4	4	→	→	→	→	→	→	→	→	→	→	→
	Decision/Determination	1	1	1	1	1	2	2	2	2	2	3	3	3	4	4	4	4	4	4	4	4	4	4	→
<b>ADVANCED</b>	Competitiveness		1	1	2	2	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	→
	Concentration											1	2	2	3	3	3	3	3	3	3	3	3	3	→
	Commitment				1	2	3	4	4	4	4	5	→	→	→	→	→	→	→	→	→	→	→	→	→
	Self Control				1	1	2	2	2	2	2	3	3	3	4	4	4	4	4	4	4	4	4	4	→
<b>SOCIAL</b>	Communication				1	2	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	→
	Respect & Discipline	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5



## **Appendix: ORYA Academy U6 – U10 In House Program Guidelines and Game Day Rule Recommendations**

### ***What will game day look like if we haven't assigned teams for the season?***

Academy soccer for grades 1-4 is not a *teams* program. A philosophy centered on ***Flexible Grouping*** is recommended for ORYA Academy age groups (Grades 1-2 and Grades 3-4) to allow a variety of game day experience that is very important for their development. This is a break from traditional models that place children with the same group or "team" for a season. The problem with team placement is that it emphasizes organized soccer too early in development and it puts the team ahead of the individual player at an age where each child's growth and development is far more important than that of building a team. Besides, team concept is an ideal that is still way above their heads and there is plenty of time in their future's for real team participation. Other issues with team placements include the creation of random talent pools, more chance and less control over "lopsided games", minimal control over the environment, less variety, and in some cases one's team experience may leave a child feeling stuck in a poor relationship or connection with peers or coach.

**The benefits of flexible grouping** allow more variety and opportunity to control the environment from week to week in practices and game days-like creating teams of same age and/or ability to play with and against one another, having a small sided round robin event with multiple games, playing same gender, and etc. having this freedom to mix and match children as they grow and develop throughout the season.

**The challenges of flexible grouping** are that it lacks structure, causes some initial confusion, and requires strong leadership and planning. However, this lack of structure has benefits for the children in that they become more adaptable, have more ownership and control over their games like playground, pick-up, or "street soccer" and the overwhelming majority do enjoy the variety of experience from week to week.

## **Appendix: In –House Game Day guidelines and rules:**

The following rules and guidelines are recommended for ORYA Academy age groups. Keep in mind that at this age games are an extension of practice and another means to try new skills and get plenty of touches on the soccer ball while learning to play with and against others.

**Children from the Academy grades 1-2 and grades 3-4 will be divided into game day teams each Saturday. Therefore it is important that everyone arrive 20 minutes prior to their scheduled play time.** Players must wear their uniform to every practice and game. Coaches need to communicate prior and have plan ready-in cases where the players will be grouped with the same team for that day, team lists and plans should be made before hand so groups can be made more quickly in order to get play started every Saturday.

**How many per team:** Each team is 5 or 4 plus a goalkeeper. No more than 6 against 6 including goalkeepers. It is also OK and in fact most beneficial to play 3v3, 4v4, and 5v5 to smaller goals without goalkeepers but going to goals and having keepers is definitely more fun. It's important to constantly rotate the keeper every few minutes and doing this "on the fly" or quickly when there's a break in the action is fine. If a player doesn't want to take a turn in goal encourage them but don't force them-at this age you typically have plenty that want to play in goal. They will play a lot of smaller sided games during practice which is ideal for this age group.

**Ball Out of bounds on sideline**=dribble in or kick-in with encouragement to get the ball in play quickly. No throw-ins just yet but if a player takes a throw-in just let it go and carry-on. Coach should always have an extra ball in hand in case a ball goes far away-the idea is to keep the games moving and get ball back into field of play quickly. Occasionally, add throw-ins to the 3<sup>rd</sup> and 4<sup>th</sup> grade games as an educational or transitional component but don't worry too much about both hands over head and both feet on the ground...the most important thing is that the ball is back in play and this is an easy thing to learn vs growing more comfortable with the ball at your feet.

***Did you know? In the average organized youth soccer travel league game-the ball is actually NOT IN PLAY almost as much time as it is in play because of throw-ins, goal kicks, after goal is scored, substitutions, and etc. Think of it this way, for average of 25 of the 50 minutes in a typical U10 league game you could have up to 20 players (6 from each team on the field and 4 substitutes from each team) that are waiting to play...and this game may be an hour's drive away!***

**Ball Out of bounds on end-line**=corner kick or dribble in from corner (if out off of defending team) or GK play-in-throw, kick, punt (if out off of attacking team)...again just get it in play quickly. If he/she takes too long than the chances of getting pinned-in are even greater. Also, let whoever is in goal at the time take these throws, kicks, or punts (because everybody wants to take these!) and this is a great time to say to the group "look around and get your own job!" or "find your own space" works too.

**After a goal is scored**=GK gets ball and plays it in quickly—NO KICK OFF after goals are scored—this takes away results focus, kick off takes too long to set up, and the GK isn't under the spotlight to feel they've let team down or made mistake... still this may happen but best to take away any opportunity to dwell on it. Besides, there's no real advantage to a kick-off at this age other than a chance to get a free pass out of your defensive end.

**Game and half-time starts/re-starts with a "pull-off"**—ball on center line, one player from each team puts foot on ball, players pull ball towards them on whistle to start game...rotate who gets a turn at this.

**Substitutions –WE TRY NOT TO HAVE ANY!** In odd cases where we do use subs these may take place on a break when ball is out of bounds anywhere is fine and hockey style during the run of play is fine too. Again, make it happen quickly so as not to add another long stoppage to game. Subs should be rotated where nobody sits off for too long but make sure these don't interfere too much with any flow and should allow players to take part in action for long stretches of time. Set games up with no subs or minimum number of subs so that rotations will be few, all players are guaranteed ample playing time and accommodating fatigued players is easy enough on half-time break.

**Referee the game only when needed** and to keep it moving. It won't take long for the players to learn the routine where they will begin to take charge of their game and this is the goal.

**Game time**-no more than 20 minutes before taking a half-time break for a few minutes rest, water, and a couple of coaching points-ask them questions during this time...and switch ends when game is re-started. On some game days, set up a little round-robin and play 3 x 15 minute games or 5 x 10 minute games, setting up each time to play next opponent. Using different color pinnies and creating team names like countries, European Clubs, or MLS

teams make it even more enjoyable and meaningful for children. Avoid using MLB or NFL team names-let's use this as a way to begin creating soccer fans and creating a "soccer culture". In some cases, a great format is to play four different teams on a Saturday in 10-12 minute mini-games.

**Following games** or at the end of a round-robin event have all players give high fives and say "great game!" to each other. Teach sportsmanship with every opportunity and address winning and losing appropriately.

**Other tips/ideas**—coach should always have an extra ball in their hands to avoid time chasing 1 way out of bounds and etc. Also, if a team is "pinned-in" against their defensive goal which can happen occasionally at this age for long stretches because of the crowd of players and nobody can kick it over everyone's heads yet, I like to throw a new ball in play towards the other half and say "play this ball!" to open the game up again.

**Good coaching (and parenting) at this age means we must avoid telling players where and when to move, pass, dribble, shoot, or kick the ball.** Phrases like: "go find the ball", "get your own job", "look around" and "see what's happening" and "join the game", "look before you kick", "try to do that with your head up" are common ones and of course, be generous with praise. Soccer is a free flowing game with many different solutions to problems where players must learn to think for themselves so by telling them what, where, and when is detrimental to their learning. This does not mean you can't cheer them on!

**Consider this quote:**

*"For some reason, adults – some who can't even kick a ball think it's perfectly okay to scream at children while they're playing soccer. How normal would it seem if a mother gave a six-year-old some crayons and a coloring book and started screaming?"*

*'Use the red crayon! Stay in the lines! Don't use yellow!'*

*'You think that child would develop a passion for drawing?'*

*Most important, parents must realize that playing sports is a way for children to express themselves."*

**Claudio Reyna,  
Former US World Cup Captain & USSF Youth Technical Director**

**No negative comments please....ever!** Remember effort=performance so if a child is trying hard than that means they are doing well. Applaud effort generously.

**No assigned positions**-they should be encouraged to go wherever the game needs them and when their team has the ball everyone is an attacker...and when their team loses the ball everyone is a defender. Keep an eye on the "goal guards"-the ones who always stay back to protect the goal and always encourage them to go join the game and get closer to their team. Even the goalkeeper should be encouraged to come away from the goal line when their team is in the attacking half of the field. At this age positions are like straight jackets to a child's development and we typically do this because of the influence from other American sports. Don't worry too much about the bunching around the ball that you will notice-it is developmental and to be expected...which is why small sided games are important along with the necessary touches on the ball children will experience in this format.

**Don't discourage players who are scoring often** or want to try and dribble by everybody to get to the goal. Instead, find someone on the other team who might be able to stop them and encourage him/her. Passing will happen every once in a while, sometimes by mistake but in all cases applaud it, make a big deal of it, and this recognition will motivate them to try it more often. Dribbling and running with the ball is the foundation of playing soccer so it needs to be encouraged...there's plenty of time as they grow older to learn when to pass. And scoring goals is a great feeling so we will constantly set up games and opportunities for all to have a chance to experience it.

**All players need to help clean-up** all soccer balls, cones, scrimmage vests, water bottles, snack wrappers, and etc.

**Appendix: With the youngest age groups we try to use more activities and games to teach because...**

- They're more fun
- Players get repetition of skills-lot of touches on the soccer ball
- They involve decision making and problem solving
- Makes it easier to include everybody-nobody sits out or has to wait their turn
- Players move in all directions rather than straight lines
- They are more like the real game

**Appendix: Check-List for Activities:**

1. Are the activities fun?
2. Are the activities organized?
3. Are all the players involved in the activities?
4. Is creativity and decision-making being used?
5. Are the spaces appropriate?
6. Is the coaches feedback positive and appropriate?
7. Are there implications for the game?
8. **NO 3 L's: NO LAPS...NO LINES...NO LECTURES**

## **Appendix: Sample Training Sessions Using Games to Teach Technique:**

These activities are designed as a resource for volunteer coaches to organize practice sessions using an “activities” or “games based” approach to teaching technique or skills while making practice fun and dynamic. Best for grades K - 3

In order to offer a variety of experiences to the children over 6-8 week season, the activities may also be combined in a different arrangements but it may be necessary to modify certain activities to suit younger or older age players. It is best to start with the more simple activities and always finish with the game or what kids call “scrimmage”.

**It is important to have a routine, make a plan, arrive early, and set things up so that you can move from one activity to the next without delay.** Allow the children to take a quick 1-2 minute water break between each activity. Your instructions for each activity must be brief, clear, and concise, and allow for questions. Remember the more rules or instructions that are necessary for an activity typically means that it is not meant for the youngest age groups.

**It is mandatory that all volunteers attend the coaches training session in order to learn how to best organize, set-up, instruct, and facilitate the following activities and games. Coaches are expected to participate or play at the training/clinic.**

## **ORYA Sample practice 1 (recommended for K – 2 grades)**

Activity #1—"I can do this...can you?" (5-7 minutes)

Coach demonstrates different movements and skills and then players try to imitate (include various movements which incorporate physical coordination with ball and increase difficulty as you continue. Say phrases like "try this!" or "can you do this?" and "here's a challenging one".

Activity #2—"Everybody's It Tag" (5 minutes)

As simple as it sounds...a great way to get the group moving and laughing. Count how many others you can tag or try tagging only "knees"...do a few 1 minute segments before moving on to next activity.

Activity #3—"Ball Master" (10 minutes)

Players retrieve their soccer ball and bring it back to the coach. Coach gives different instructions as to how players may bring ball back (i.e.-skipping, sideways, backwards, with different body parts, bouncing ball, with feet only, soles only, and etc.)

Activity #4—"Shark Island" (10 minutes)

Players try to dribble their ball from one safe zone to the other without losing it to the "sharks". If a player's ball is stolen or kicked away by one of the "sharks", he/she becomes a shark too. Play until there is only one dribbler left.

Activity #5—"Super Soccer" 3v3 (15 minutes)

- Coach is "Boss of Balls" and may use "Multiple Balls"
- Each team of 3 defends an end line and attacks the other. Goals are scored when players kick the ball across the opponent's end line.
- When a ball goes out of bounds or is scored over the end line, coach plays a new ball onto the field-it is ok to play more than one ball onto the field at a time. Game begins and resets with all players standing across their defensive end line.
- Once all balls have been scattered, players help to retrieve them and a new round begins.
- Variations-each goal is worth one thousand, select unique looking ball as "bonus ball"-worth 2 thousand, if a goal is scored directly off a pass it is worth three thousand.

**Final Activity**—3v3, 4 v 4 or 5 v 5 to small goals or larger sized goals with goalkeepers (20-25 minutes)

- As close to game day as possible in terms of rules, field size, etc. and keep the games moving!

All players help to clean-up and gather equipment

Give homework (i.e. skill, dribbling move, or juggling pattern to master)

## ORYA Sample Practice 2 (recommended K -2 grades)

### Activity #1: Big Ball-Little Ball Tag (15 minutes)

- Play in a rectangle or square—a tight space but not overly crowded.
  - 1/3 of the group carries size 1 balls in their hands, the rest dribble their regular size soccer balls with their feet.
  - Small balls are for tagging-big balls are for dribbling.
  - If a player carrying a size 1 ball tags a dribblers ball, then the players trade jobs—one becomes dribble and the other becomes tagger—there is “tag backs”!
  - Taggers must use a two hand throw to hit dribbler’s ball.
- Varations-dribblers can only use soles or only foot they don’t like or only foot they like, and etc.

### Activity #2: “Soccer Marbles” (15 minutes)

- Two players place a ball on top of a disc and stand on either side of it.
- Decide how many steps each player should be away from the disc. Distance varies upon age and ability.
- Each player takes turns at trying to knock the ball off of the disc by using an inside of the foot pass.
- If you knock the ball off give yourself a point and the pair work quickly to reset the ball on the disc and partner gets a chance.

### Coaching Points:

- Encourage and allow players to set up and manage their own game-“I usually say there’s a pile of cones, get a partner and 2 soccer balls, find a space away from others and get your game going”
- Use big surface of inside of foot—back towards the ankle bone and away from big toe.
- Try to point the non-kicking foot towards the target.
- Push your heel down and pull your toe up while kicking to lock-up and avoid a floppy foot.

### Activity #3: “Tunnel of Doom” (15 minutes)

- Players try to run through long, narrow “tunnel” and avoid being hit by soccer balls being passed in from players on the sides of the tunnel.
- If you get hit you must get a soccer ball and join the others on the outside of the tunnel.
- Coaches typically start as passers.
- Inside of foot technique only...Any player striking high and hard balls risk the safety of others and they will be automatically out of the game.

### **Final Activity**—3v3, 4 v 4 or 5 v 5 to small goals or larger sized goals with goalkeepers (20-25 minutes)

- As close to game day as possible in terms of rules, field size, etc. and keep the games moving!

All players help to clean-up and gather equipment

Give homework (i.e. skill, dribbling move, or juggling pattern to master)

### **ORYA Sample Practice 3 (recommended grades 3-4 some activities modified for K-2)**

Activity #1: "Ameba Tag" (10 minutes)

Players link arms with person who tags them until the group has four and then they split into two groups of two and continue until last player is tagged.

Activity #2: "Snake Dribble" (10 minutes)

Divide players into groups of two or three. Each player with a ball. One player starts as head of the snake and others try to follow as closely as possible. Switch head of snake after designated time period. Encourage head of snake to be clever and dribble at different speeds and different directions, including stopping so others have to really be aware.

Variation-Work in pairs, head of snake without a ball, tail of snake with a ball and change roles after a minute or two.

Activity #3: "Pac-Man" (10 minutes)

One player, "Pac-Man" starts with a soccer ball and the rest try to avoid being hit by him/her. If a player is hit by "Pac-Man" then he/she also becomes a "Pac-Man" until the last player is hit. Space should be tight but not overly crowded. Coach typically starts as pac-person.

Activity #4: "Get out of There!" 2v2 (15 minutes)

- Two teams are arranged in two lines facing the field (outside the field) on either side of the coach.
- Each team has a goal to attack and a goal to defend.
- When the coach plays a ball onto the field, only the first two players may enter and try to score.
- If the ball goes out of bounds, the coach yells "GET OUT OF THERE!" and both teams quickly leave the field and go to the back of the line.
- The next two players from each team get ready to play the next ball. A team stays on the field for another turn if they score while the team that is scored on must "get out of there" to the back of the line.
- Penalty kick awarded against team for breaking any of the rules-too many players on the field, entering field before ball is played on by coach, getting out of there too slowly, crooked waiting lines, etc.

**Final Activity**—3v3, 4 v 4 or 5 v 5 to small goals or larger sized goals with goalkeepers (20-25 minutes)

- As close to game day as possible in terms of rules, field size, etc. and keep the games moving!

Fun warm-down Activity—"Body Parts Relay" 2 person

Player's work together to carry their soccer ball across the finish line while using only the body parts called out by the coach. For example coach may call out: "2 hands and 1 back" and the pair come up with a solution together and carry ball across finish line. If the ball drops along the way, the pair returns to the starting line to try again.

All players help to clean-up and gather equipment

Give homework (i.e. skill, dribbling move, or juggling pattern to master)

## **ORYA Sample Practice 4 (recommended grades 2-3)**

Activity #1: "Circle Tag" (5 min.)

- 3 players hold hands to form a circle. 1 player wears pinnie.
- 3 players work together to protect player in pinnie from being tagged by a fourth player.
- Change roles every couple of minutes to allow all players a turn at different roles.

Activity #2: "Pickle" (10 min.) (OK for grades K-4)

- Players try to dribble their ball from base to base without being tagged
- Designate taggers who hold pinnies
- If player is tagged while trying to "steal a base" then the tagger becomes the dribbler
- and dribbler becomes a tagger.

Add the following restrictions/objectives after each round of a few minutes in length: a. only the last person on a base may stay b. keep score (increase # of taggers throughout to increase difficulty).

Activity #3: "Jurassic Park" (15 minutes)

Field is set-up in a square with a goal on each side.

- Separate group into 2 teams. Team X starts inside field with balls, Team O team starts outside the field without balls. (all extra balls need to be put away before playing)
- Time how long it takes O's to enter field, steal balls and put them into any of the 4 goals...while the X's try to keep them away, block goals, shield, pass around, etc.
- Then switch roles for each team.
- See who can keep the balls in play the longest time.

Activity #4: 4 v 4 or 5 v 5 Ladder (25 minutes)

- 5 minute games, keep score, winner moves up 1 field/losing team moves down 1 field.
- Play a new game. (Players should leave pinnies on field before moving to next field to play new opposition.)
- Rules-dribble in from side and end-lines after out of bounds, play anything that's out but close, no corner kicks, no kick-offs, keep plenty of balls surrounding field to allow continuous play.

Warm-Down Activity- (5 minutes)

- Instep control while sitting

All players help to clean-up and gather equipment

Give homework (i.e. skill, dribbling move, or juggling pattern to master)

## **ORYA Sample Practice 5 (recommended grades 1-2)**

Activity #1: "Ball Master" in pairs (5 min.)

- 2 players work together to retrieve ball and bring it back to coach.
- a. with body parts
- b. get to it before it stops rolling
- c. # of passes
- d. coach moves forcing players to get heads up and plan ahead

Activity #2: "Snake Tag" (5-10 min)

- One player, the snake, begins by laying on belly
- All others must be touching snake to begin
- When coach signals game to begin, snake must move on belly and try to tag others
- Players who are tagged also become snakes-moving on belly, until last person is tagged
- Space is very tight and smaller numbers 10-12 work best...not a game for large group activity.

Activity #3: "Math Dribble" & "Musical Balls" (10 min)

- Players dribble around square controlling their ball
- Coach calls out a # (or holds up fingers) and players must quickly get in groups of that number.
- Quick penalty for last player(s) in appropriate group sizes
- Coach may also call out "switch"
- Players must first stop their ball completely with the bottom of their foot and quickly go to dribble a new ball

Activity #4: "Gate Keeper" (10 min.)

- Two players pass ball together and try to pass it through gates to one another to score points.
- Coach designates a "gate keeper" for each gate and players may only score by passing through an open gate
- Coach opens and closes gates by pointing to gate keepers silently so that pairs need to lift their heads to see open gates and react swiftly to connect pass(es) through open gate.
- Keep score, change roles after each round-use even number of goals so that pairs may easily split up to take turns as gate-keepers

Activity #5: "Get out of there!" 3v3 (15 min)

- Two teams are arranged in two lines facing the field (outside the field) on either side of the coach.
- Each team has a goal to attack and a goal to defend.
- When the coach plays a ball onto the field, only the first two players may enter and try to score.
- If the ball goes out of bounds, the coach yells "GET OUT OF THERE!" and both teams quickly leave the field and go to the back of the line.
- The next two players from each team get ready to play the next ball. A team stays on the field for another turn if they score while the team that is scored on must "get out of there" to the back of the line.
- Penalty kick awarded against team for breaking any of the rules-too many players on the field, entering field before ball is played on by coach, getting out of there too slowly, crooked waiting lines, etc.

**Final Activity:** 3v3, 4 v 4 or 5 v 5 to small goals or larger sized goals with goalkeepers (20-25 minutes)

- As close to game day as possible in terms of rules, field size, etc. and keep the games moving!

Fun activity to finish with: "Cyclones and Ladders"

- 2 teams
- Team A bunches together and assigns one runner (cyclone) to sprint around the group holding a soccer ball as many times as possible, counting each time he/she completes a lap
- While Team B gets into line...passing soccer ball over head, under/through legs until it gets to the last person in line and back (ladder)-at this point the group yells "STOP!"
- Change roles and see which team can get the highest cyclone laps before the ladder group completes their over under, down and back.
- Variation-volunteer or coach punts/kicks out a soccer ball for each team and they must run to the ball together first before setting up cyclone or ladder assignment.

All players help to clean-up and gather equipment

Give homework (i.e. skill, dribbling move, or juggling pattern to master)

## **ORYA Sample Practice 6 (recommended grades 2-3)**

Activity #1: “1 foot-up” and “accordion passing” in pairs (5-7 minutes)

(Passing technique with inside of foot)

- Pairs work together as they each lift one leg and hold it raised while trying to connect as many “1-touch passes” before using wrong part of foot or raised legs touches the ground.

Activity #2: “Rock, Scissors, Paper” (10 minutes)

- The activity begins with 2 teams facing one another, and a line of soccer balls separates them.
- Each team decides to signal rock, paper, or scissors (together)-players from losing team must quickly turn and run across line (10 yards away) without being hit by soccer balls being passed at them from opposing team.
- If a player is hit, he/she joins the other team. Team to finish with most players’ wins or play until 1 player remains.

Activity #3: “Bull Dog” (10 minutes)

- All players play inside of rectangular space-tight but not overly crowded.
- 1 player starts with ball and tries to hit other players below the knee with ball. If player gets hit, he/she helps to hit other players.
- Play until all players have been hit.
- Use only 1 ball so players must pass and work together to hit remaining players unlike “pac-man” where individuals tagged each use their own ball.

Activity #4: “3v1 triangle” in-groups of 4

- 1 player defends inside of small triangle while other 3 players try to pass through sides to teammate.
- If pass is intercepted or blocked by player inside of triangle he/she becomes new defender and defender becomes new passer.
- Be sure to make size of triangle appropriate size (10 yds equilateral is recommended for lower age and ability groups)

**Final Activity**—3v3, 4 v 4 or 5 v 5 to small goals or larger sized goals with goalkeepers (20-25 minutes)

As close to game day as possible in terms of rules, field size, etc. and keep the games moving!

Fun finishing Activity: 3 person body parts relay.

All players help to clean-up and gather equipment

Give homework (i.e. skill, dribbling move, or juggling pattern to master)

## **ORYA Sample Practice 7 (recommended grades 1-2)**

Activity #1: "I can do this...can you?" (10 minutes)

In pairs play O R Y A similar to H O R S E in basketball style. One player challenges his partner to a juggling series-ball starts and ends in his/her hands. For example, he/she may call "one foot, one thigh, catch"...if he/she succeeds partner must match or he/she receives a letter. Call changes when a player is unable to succeed with series attempted including final catch.

Activity #2: Soccer Bocci (10 minutes)

In pairs, three's or fours...game begins by kicking out size 1 soccer ball (take turns with this role) and then each player tries to pass their soccer ball as close as possible to size 1 ball. Whoever gets the closest wins the point-rotate the order. Players may also try to knock balls away from size 1 ball in attempt to get closest. Game moves to cover any part of field.

Activity #3: Doctor-Doctor (15-20 minutes)

- 2 teams-each attempt to freeze entire opposition by hitting them below the knee with soccer ball.
- If a player is hit...they must go down and one knee and call "Doctor, Doctor!"
- Each team has 2 "Doctors" that can unfreeze their own teammates by touching them on the head.
- The Doctors each have a safe zone where they are safe from oppositions attempts to also hit them below the knee
- The game is over when one team freezes the entire opposition including doctors.
- Players may use any free soccer ball during the game.

Activity #4: Super Soccer 6 goals

- Each team defends 3 goals and attacks 3 goals
- Play with 3 or more soccer balls depending upon the number of players
- Players may play any ball and attack defend any goal
- Individual's keep track of the number of goals they score and group leader adds them all together at the end of each round.
- No out of bounds needed but first to chase a ball behind goals gets to bring back into game freely.

Fun finishing Activity: Soccer Juggle Relay

Players must complete juggling series called and completed by coach-if they succeed they stay standing and await the next call...if they fail, they sit down. Winner is last one standing. Play a few rounds.

All players help to clean-up and gather equipment

Give homework (i.e. skill, dribbling move, or juggling pattern to master)

## **ORYA Sample Practice 8 (recommended for K-2)**

### Activity #1: “Stuck in the Mud”

- Play in square space that is tight but not overly crowded.
- Coaches are it-move without soccer ball
- Players dribble their soccer ball while trying to avoid being tagged by coaches
- When a player is tagged he/she is now “stuck in the mud” and now picks up their soccer ball with both hands and spreads their feet in a wide stance
- He/she is free to play and dribble again once another player “nutmegs” them or passes their own soccer ball between their legs to collect it on the other side.

### Activity #2: “Donkey Tail Tag”

Players each put a pinnie in their shorts so it hangs out—that is their tail. When coach says GO, players try to steal as many pinnies as they can. How many tails can you steal? If someone steals your tail...keep playing! Variations-last player with a tail wins, whoever steals most tails wins, older grades should play while dribbling their soccer ball.

### Activity #3: “Mario Kart”

- Set up a dribbling obstacle course using tunnels, rings, hurdles, small goals and etc. for players to try and dribble through as quickly as possible.

### Activity #4: “Big Square/Little Square” & “Body Stop” (10 minutes)

All players start with a ball and dribble in a confined square. The coach calls out a body part, for example “KNEE”, and players must stop the ball and put that body part on it and begin dribbling again. Challenge players to do this as quickly as possible. Coach may also call out “LITTLE SQUARE” and players must all dribble in an even tighter space. Leader may add fun penalty for losing control of ball (i.e. “ball taps” or “pooh jumps”)

Coaching points:

- Always be able to reach your ball for good ball control
- crowded space=small touches/open space=bigger touches
- Avoid collisions by looking up
- Encourage moving at different speeds and in different directions
- Leader should vary timing of stoppages so players work on reaction time and listening skills. Leader may also introduce various dribbling moves or ball skills

### Activity #5: “Tri Soccer” 3v3v3 or 4v4v4

- 3 teams of 3 players each
- 3 small goals set up in a triangular shaped field
- Each team defends 1 goal and attacks other 2
- 3 soccer balls in play at all times...NO OUTS!

**Final Activity**—3v3 to small goals...keep the games moving!

All players help to clean-up and gather equipment

Give homework (i.e. skill, dribbling move, or juggling pattern to master)