

Coaching Curriculum

Kristopher Dickson

May 2015

Contents

Scorpions Coaching Philosophy.....	2
Terminology.....	3
Principles of Play.....	5
Coaching Style.....	6
Coaching Organization.....	7
Principles of Age Appropriate Development.....	8
General Technical Skill Essentials & Priorities.....	8
Technical & Tactical Skill Priorities U6 to U10.....	9
Technical Skill Requirements U10 to U14.....	10
Small Sided Functional Tactics.....	19
Under 6 Age Group Objectives and Outcomes.....	22
Under 8 Age Group Objectives and Outcomes.....	22
Under 10 Age Group Objectives and Outcomes.....	22
Under 11 Age Group Objectives and Outcomes.....	23
Under 12 Age Group Objectives and Outcomes.....	24
Under 13 Age Group Objectives and Outcomes.....	25
Under 14 Age Group Objectives and Outcomes.....	26
Coaches Session Planner.....	27

SCORPIONS COACHING PHILOSOPHY

A coach is a teacher. Coaching is not only about providing players the tools necessary to improve their game, but also about offering the tools to develop life skills and how to properly apply them. A coach must strive to learn as much about his or her players just as he or she should strive to learn more about him or herself. The day a coach decides that he or she has reached the pinnacle of learning is the day growth halts as a coach and as a person. Coaches should continue to strive to be students of the game and its changes, and to learn as much as they can about their players' personalities and limitations as well as how to work within the constraints of those limitations. Coaches should never consider themselves too experienced to learn about the game and innovative approaches to teaching it.

A coach is a mentor. If a coach places little or no emphasis on academics or citizenship, his or her players will have the tendency to follow suit. Therefore the coach must set the standard in regards to adherence to an academic and citizenship standard as well as the consequences for failing to meet that standard. Since an education for the body is as important as an education for the mind, it is desirable for players to understand the importance of lifelong fitness and ways to achieve it. Cross-training by participating in activities other than soccer and remaining consistently active in general is a good start, and training in a team environment provides a peer group of support in which players can help to motivate each other.

Soccer is a team sport. Therefore no individual player is more important than the team itself. It is the coach's responsibility to develop an entire roster of individuals into team players, and to ensure that those players understand their roles within the team. The coach ultimately must hold players accountable for their actions, and have a plan in place to do so. In addition to prioritizing citizenship and learning their roles both on and off the field, a player's responsibilities include earning respect for themselves and showing respect to their coaches, teammates and game officials by demonstrating the integrity to take responsibility for their actions.

Everyone has character flaws to one degree or another, but one of the more detrimental flaws is a lack of integrity. Competitive sports have a way of bringing out the best, and worst, in people. Competition can certainly help to develop a player's character at an early age, but by adulthood it typically exposes the character that a player has developed, good or bad. This doesn't necessarily mean that a player's character cannot change; only that it is extremely difficult to incite this change in an adult who already has established a specific set of values. Therefore, the best way to get players to follow the coach's lead is to earn their trust by making them a part of the team building process and helping them to learn to hold each other accountable.

Discipline is a large part of the effective growth of a team, but overwhelming players with rules' minutiae can be counterproductive. Rules that are both simple and fair, and that are not difficult for a coach to enforce are ideal. Consistency in the applicability of established rules is essential to setting a standard of expectations and developing trust between the coach and players. The capability of providing and accepting feedback is integral to developing a rapport between players and coaches. Players typically want to feel as if they are contributing to their own growth and general well being, so a coach must be willing to listen and embrace their suggestions and feedback. By taking part in establishing a set of easily defined rules and consequences, the players take an active role in their own development on and off the field.

Each coach should develop his or her own personal coaching philosophy prior to interacting with young players, and should have a planned approach for player development.

GENERAL TERMINOLOGY

Definitions for soccer-specific terminology

Tactic: Individual or collective actions performed by a player or group of players to take advantage of an opponent, group of opponents or a team. The tactics are the tools to develop the strategy (Example: Quick transition of the ball from one side of the field to the other).

Strategy: A general concept or idea agreed upon by the team at the beginning of the game with the intention to beat the opponents. The strategy relates to the formation and/or system used by the team (Example: Defensive strategy - three strikers pressure up high and midfielders close down the opponents in central areas to prevent them from turning and attempt to regain the ball in the attacking half).

Formation: The shape of the team and distribution of the players on the field at the beginning of the game. This is usually expressed in three numbers identifying the number of players in the defensive, midfield and attacking lines (Example: 4-3-3, 4 defenders, 3 midfielders and 3 strikers).

System: A formation with specifications in the shape and/or roles for one or more players. The system combines the formation and strategy (Example: 4-4-2 with diamond in midfield and outside backs moving up into wide areas).

Element: A piece of a technique or tactic. Most techniques or tactics can be broken down from functional principles or disciplines into 3 or 4 smaller “key” elements to assist players in bringing the pieces together to execute successfully (Example: PASSING - point hips at target, plant non-kicking foot, draw back kicking foot, follow through to target).

TACTICAL TERMINOLOGY

Attacking – Tactical

1. **Attacking Principles:** Basic individual or collective attacking actions for one or more players in order to create a team advantage for the attacker/s.

1a. **Creating Space:** The distribution of players into space to generate effective passing opportunities.

1b. **Support:** Help offered by a teammate(s) around the ball with the objective of receiving the ball.

1c. **Width:** Movement and distribution of attacking players to wide areas in order to create space and attacking options in a game context.

1d. **Depth:** Movement of a player or group of players into forward positions to generate attacking options in a game context.

1e. **Overlaps:** Movement of a teammate from behind the player in possession of the ball to forward positions in order to generate a passing opportunity or advantage for the team.

1f. **Diagonal Runs:** An attacking diagonal movement forward into space, generally in front of the ball, to create a passing option.

1g. **Forward Play:** An effective and efficient movement of the ball towards the attacking end or goal.

1h. **Speed of Play:** Quick ball-movement, which creates an advantage for the attacking team over the defenders.

1i. **Switching positions:** An exchange of positions by two players of the same team, generally ahead of the ball, to take advantage of the defending team and generate a passing option.

2. **Possession:** Passing the ball repeatedly between players on the same team.

3. **Transition:** The action of transferring the ball collectively as a team from the defensive end to the

attacking end.

4. **Combination Play:** Quick and effective movement of the ball by two or more players from same team.
5. **Switching Play:** The transferring of the ball from one part of the field to another, generally from one wide area to another, in order to disorganize the defense and create an advantage over the opponents.
6. **Counter Attacking:** Fast and effective vertical transfer of the ball when possession has been regained in order to surprise and take advantage of the defenders while they are still disorganized.
7. **Playing out from the back:** The collective action of transferring the ball from the defensive third to advanced attacking areas.
8. **Finishing in the final third:** The collective actions in the final third of the field with the objective of creating a goal scoring opportunity.

Defending – Tactical

1. **Defending Principles:** Basic, individual or collective defensive actions of one or more players in order to create a team advantage over the attackers.
 - 1a. **Mark:** A defender or group of defenders watching over a player or group of players on the attacking team, with the purpose of reducing their chances of participating in the attack.
 - 1b. **Press:** The individual action of a defensive player who defends with intensity the player in possession of the ball.
 - 1c. **Cover:** A player creates a second defensive line in order to facilitate defensive support of a teammate or teammates.
 - 1d. **Balance:** Coordinated movement of the defending team from one part of the field to another as the ball is transferred to that part of the field with the objective of reorganizing the defense.
 - 1e. **Tracking:** A defender chasing an attacking player who is making a forward and/or diagonal movement in front of the ball to generate a passing option.
 - 1f. **Switching places:** The exchange of positions between two defenders in order to be more efficient defensively.
2. **Zonal defending:** The distribution of defenders into space to create defensive efficiency.
3. **Pressing:** Intense, constant and organized defensive action from a group of defenders against the attackers.
4. **Retreat and recovery:** Movement of a player or group of players back, toward defensive positions in order to reorganize the team's defensive shape.
5. **Compactness:** A conglomeration of defenders in central areas, protecting their goal and preventing the attacking team from building their attack.

STYLE OF PLAY

All teams will be encouraged to display an offensive style of play based on keeping possession and quick movement of the ball. Quick transitions, Speed of play, avoiding over-dribbling, looking for an organized and quick movement of the ball and finishing will be encouraged in all age groups.

POSITION SPECIFIC

A team must be organized defensively, keeping their specific positions in the formation. However, players will look for spaces and movements to support forward when attacking by moving away from their original positions.

4-3-3 FORMATION

Teams will use the 4-3-3 formation, either in its 4-2-3-1 or 4-1-2-3 variations. It is the easiest and least complex formation to learn, understand and play within. Teams in the advanced stage (U16 onwards) can also use a 4-4-2 formation with a diamond in the midfield. This system (4-4-2 diamond) provides more space in the wide areas of the field for the outside backs to move forward and join the attack.

BACK 4

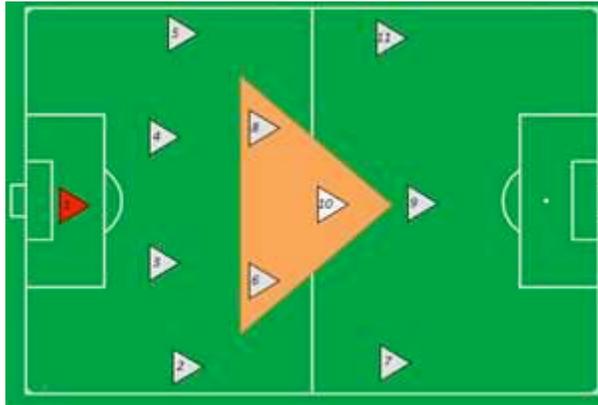
All formations used by teams in 11-a-side games must keep a back 4 line. The back 4 provides consistency in defense and allows space for the outside backs (wingbacks) to move forward when attacking.

8v8 or 9v9

Teams playing 8v8 or 9v9 soccer are strongly encouraged to use the 3-3-1 or 3-2-3 formations respectively.

These formations help players express the principles of play specified in this document. These systems, combined with unit tactics learned in 4v4 play, allow for better adaptation to a 4-3-3 formation as the players progress to 11v11.

Below is the 4-3-3 formation in its 4-2-3-1 variation, otherwise known as “4-3-3 triangle.” This is a well-balanced formation in attack and defense with two holding/defensive midfielder players and one attacking midfielder.



PRINCIPLES OF PLAY

INDIVIDUAL

1. **1, 2 or 3 touch maximum:** Minimizing the number of touches improves the speed of play.
2. **Keep the game simple:** Do not force situations, over-dribble or be careless with the ball.
3. **Keep the ball on the ground:** A ball on the ground is easier to control and can be moved more efficiently by the team.
4. **Quality of the pass:** Passing must be firm and accurate, with the proper weight (pace and accuracy).
5. **First touch:** Make a clean, controlled first touch without stopping the ball. Take the touch away from pressure and into free space.
6. **Perception and awareness:** All players on or off of the ball should constantly scan the field.
7. **1v1 situations:** Encourage determination to regain control of the ball in defense. Simplify attack by taking a touch to the side, at speed, to beat the defender.
8. **Individual transition:** Players must react quickly when possession changes from offense to defense and vice-versa.
9. **Shooting:** Always keep an eye on the goal. All players are encouraged to shoot even from distance.
10. **Take risks:** Soccer is an error prone sport and mistakes are part of the game and learning process. Players are encouraged to take risks in training sessions to increase the speed of play.

TEAM

1. **All players attack, and all players defend:** All players must participate as a unit
2. **Numerical advantage:** Soccer is a game of numbers where we attempt to create a numerical advantage on offense and avoid being at a numerical disadvantage on defense.
3. **Flow of the ball:** The ball should flow from inside to outside and outside to inside. Balls out wide are more secure, and the ball in the middle increases the options of play.
4. **Triangle principle and passing options:** The player in possession of the ball must receive constant support and have at least two (2) passing options at all times.

5. **Speed of play:** Quick movement of the ball creates 2v1 situations.
6. **Movement off the ball:** Find the best available space to create passing options for the player in possession of the ball.
7. **Pressure as a unit:** Organized pressure forces the opponents to commit errors.
8. **Transition:** Improve transition by reducing the number of passes needed to arrive at the target area or the opponent's goal.
9. **Direction of the game:** The game flows in two directions. Keep the essence of the game in the majority of your practices.
10. **Take initiative during the game:** Team breakdowns will occur. The team must be capable of adapting to new situations and imposing its own style of play during the game.

COACHING STYLE

THE MATCH

The objective of the training session is to prepare players for competition. The game shows the tactical, technical, physical and psychosocial development of the player.

KEY COMPONENTS

GAME UNDERSTANDING

This component is related to the TACTICAL side of the game. Developing vision and game awareness is crucial from an early age. In soccer, one action is never repeated in exactly the same way and game situations change constantly. Collective practices and experience in different game situations aids the player by improving his/her knowledge of the game. This component helps the player fit into the team. Our aim is to create clever players, capable of adapting to the constantly changing circumstances of the game.

QUALITY

This component is related to the TECHNICAL side of the game. A quality touch of the ball is indispensable to the tactical side of game efficiency. Technique in soccer allows for great diversity; therefore repeating specific technical actions in a game context provides the player with a wide range of technical movements. Coaches will insist on a clean touch on the ball as well as quality technique. All players have to be individually competent and proficient in the most important skills for each position.

INTENSITY

This component is related to the PHYSICAL side of the game. Practices must be performed at game intensity. Short working periods of high-intensity develops the technical quality and the quick, tactical decisions required in the game. Reproducing game intensity during training sessions is essential to the improvement of the different types of speed and endurance. Strong and resilient players will provide a significant advantage to the team. A tired player will struggle to think properly and is prone to commit more errors.

COMPETITIVENESS

This component is related to the PSYCHOSOCIAL part of the game. Opposed and high-intensity practices are essential in the development of high-quality and competitive players. Developing committed and competitive players from an early age is an indispensable aspect in the creation of successful teams. The human being is often affected by his/her emotions. We will train the players to use these emotions to their advantage and turn them into strengths and not weaknesses.

General coaching guidelines and approach to training sessions:

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 exercises and practice sessions that apply to

soccer, especially for younger players.

ORGANIZATION

PREPARATION: All coaches shall prepare and review a session plan before the session, and each session should focus on a theme (i.e.: starting the attack from the back four). The Director of Coaching will maintain a record of all session plans.

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.

COACHING ORGANIZATION

Tips to prepare and execute training sessions. Guidelines on 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 (arrive 20 to 30 minutes early)

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. Explain the theme you wish to work on with your assistant(s).

DURING THE SESSION

POSITION DURING THE PRACTICE: Coaches should occupy a central but *sideline* position during practice to allow a clear, general vision of training and simultaneously permit the observation of small details. Participating in exercises with the players should be avoided unless making coaching points.

FLEXIBLE: A good coach must be capable and willing to adapt the initial plan of the session to the time available, characteristics of the players and time required for players to learn a given task. Do not get so focused on the plan that you lose sight of the players' abilities to execute.

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. A good coach never stops learning.

PRINCIPLES OF AGE APPROPRIATE DEVELOPMENT

(COMMON OBJECTIVES, DIFFERENT CONTENT)

INITIAL STAGE (U6-U-8)

Very young players from 5 to 7 years of age love to play. Therefore, all practices should be based on fun games. **THE GAME IS THE TEACHER, AND IT IS IMPORTANT TO FOSTER A LOVE OF THE GAME AT THIS STAGE.** 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. Basic motor skills like walking, running or jumping have to be combined with ball handling and ball control.

BASIC STAGE (U9-U12)

Pre-pubescent players from age 8 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, and players will have to work harder to gain proficiency. 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. 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. Speed, coordination, balance and agility are the main physical aspects to improve at this stage.

INTERMEDIATE STAGE (U13-U14)

THIS IS THE STAGE WHERE MOST PLAYERS QUIT THE GAME. 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. Players must develop discipline at this stage by following the instructions of the coach both during and outside training sessions.

TECHNICAL SKILL ESSENTIALS & PRIORITIES:

- | | |
|---|--------------------------|
| 1. Dribbling | 10. Shielding the ball |
| 2. Passing | 11. Crossing & Finishing |
| 3. Receiving | 12. 1v1 Defending |
| 4. Ball Control (ground/air, 1 st touch) | - Body Shape |
| 5. Heading & Volleys | - Anticipation |
| 6. Turning, Receiving to turn | - Intercepting |
| 7. Running with ball (RWB) | - Preventing turns |
| 8. Shooting | - Tackling |
| 9. 1v1 Attacking | |

JUNIOR ACADEMY U6 to U10

Introduce Coerver Essential Ball Mastery Skills (See Video Demonstrations)

4-5 year-olds Sole Taps and Shuffles only

6-7 year-olds (*) Asterisk Ball Mastery Skills only

8-9 year-olds All Essential Ball Mastery Skills

- | | |
|------------------------------|----------------------------------|
| 1. Sole Taps* | 17. Take Scissors* |
| 2. Shuffles* | 18. Take Stop Stepper |
| 3. Shuffle Stop* | 19. Take Stepper |
| 4. Take Stop* | 20. Take Stop Lunge |
| 5. Shuffle Stop Take | 21. Rollie Ollie |
| 6. Shuffle Take* | 22. Dribble Cut Single Foot* |
| 7. Shuffle Stop Slide | 23. Dribble Cut Both Feet |
| 8. Slides* | 24. Shuffle Rollovers* |
| 9. Rollup Inside | 25. Outside Rollup Across |
| 10. Rollup Outside | 26. Inside/Outside Rollup Pull |
| 11. Heel Toe Rolls* | Across Single Foot |
| 12. Inside Outside Rolls* | 27. Shuffle Stop Take Stop Skip |
| 13. Rollovers* | 28. Shuffle Stop Skip |
| 14. Inside Outside Rollovers | 29. Stop Skip Behind Dribble Cut |
| 15. Shuffle Rollovers | 30. Attacking V Pull Push |
| 16. Take Stop Scissors | w/Outside of Foot |

TECHNICAL & TACTICAL SKILL PRIORITIES U6 to U10

1. Dribbling
2. Passing & Receiving (Movement on and off the ball)
3. Ball control (to include heading and volleys) and Turning (Focus on receiving, control, first touch)
4. Running with the Ball (RWB), Shooting
5. 1v1 & 2v1 Attacking
6. 1v1 & 2v1 Defending

TECHNICAL SKILL REQUIREMENTS U10 to U14

(Functional Principles and Key Elements can be used for U6 to U8 when teaching skills. Levels of difficulty for U6 to U8 will be dependent on age and ability)

DRIBBLING: Used to advance the ball when a distribution opportunity is not available. Dribbling is performed with and without pressure and at high and low speeds with intermittent changes of direction.

Levels of Difficulty:

1. Straight lines (no opposition-low and high speed)
2. Changing direction (no pressure-low and high speed)
3. Light pressure to a targeted area
4. Strong pressure to a target or goal
5. Shielding and creating space.

Functional Principles/ Key Elements:

1. Body position: Head/chin up, chest forward, ball moving within small control sphere surrounding body. Weight on balls (front) of feet for rapid change of direction.
2. Use of correct foot for situation.
STRAIGHT LINES: Ball on right side played with inside of right foot or outside of left foot.
Ball on left side played with inside of left foot or outside of right foot.
CHANGE DIRECTION: Ball coming from right side across body played with left foot to change direction of pass (45 degrees plus) and vice versa. Accelerate through ball to redirect.
3. When dribbling at high speed, use outside of feet as much as possible.
4. With defenders: Keep body between ball and defender.
Accelerate toward defender "ATTACK WITH SPEED."
Use move/feint to keep defender off balance.
Concentrate on change of speed and direction.
5. When moving to targets: Make sure finishing of move directs player at target and not away.

TRAPPING

INSIDE OF FOOT: Allows player to receive and keep ball under control inside their body position. Generally used in open field or when receiving pressure from behind.

Levels of Difficulty:

1. Standing in place
2. Moving toward the ball
3. Moving diagonal to the ball
4. Directional Trap and move

Functional Principles:

1. Create wide base on balls of feet
2. Trapping foot off ground--focus on lifting knees
3. Direction of foot angles ball to passing foot
4. Receiving foot/leg cushions impact (moving same direction ball is moving to cushion)

*On the move:

5. Ensure wide base and plant opposite foot to receive ball.
6. Trap ball across body for next possession and touch.
7. Directional traps are made as a player begins to move in direction of trap and should give player room to maneuver.

OUTSIDE OF FOOT: Allows player to receive ball on outside their body. Generally used for change of direction or shielding ball from defender on one side of body.

Levels of Difficulty:

1. Standing in place
2. Moving toward the ball
3. Moving diagonal to the ball
4. Directional Trap and move

Functional Principles:

1. Ball must be trapped in front of body, not directly under feet.
2. Direction of foot used to keep ball close to body.

*On the move:

3. Keep ball close to body
4. Direct touch to trapping side of body (not across body)
5. Direct ball away from defender

THIGH TRAPS: Used when receiving ball out of the air and bringing higher balls to feet.

Levels of Difficulty:

1. Standing in place
2. Moving toward the ball
3. Moving diagonal to the ball
4. Directional Trap and move

Functional Principles:

1. Keep a wide base
2. Have thigh raised and away from body before receiving ball.
3. As ball is received, bring thigh downward to body.

*On the move:

4. Stress importance of early set-up (do not let ball pop off of thigh).
5. Directional traps taken from inside or outside of thigh for directional control. Keep knee high to ensure proper direction and length of touch.

CHEST TRAPS: Used when receiving ball above the waist and for bringing higher balls to feet.

Levels of Difficulty:

1. Standing (short distance service)
2. Moving toward the ball (short distance service)
3. Moving toward the ball (longer service)
4. Directional Trap

Functional Principles:

1. Keep a wide base
2. Relax chest; may receive on one side to reduce impact.
3. Keep chest forward to direct ball to feet
4. Directional Traps – as ball is received move chest to push ball in desired direction. Swivel shoulders at time of receipt angling chest left, right, or up to control for volley.

PASSING

INSIDE OF FOOT: Used to direct ball accurately over short distances.

Levels of Difficulty:

1. Standing, playing to a stationary target.
2. Standing, playing to a moving target.
3. Moving and playing to a stationary target.
4. Moving and playing to a moving target.

Functional Principles:

1. Maintain a wide base through the pass for balance.
2. Position hips open to target.
3. Step to the ball and plant opposite foot close to ball (but not as close as for a shot)
4. When striking ball, open foot to ball at point of contact with ankle locked and toes up (or heel down)
5. Follow through with foot and knee; finish high concentrating on path of heel vs. actual inside of foot.
6. Finish by stepping back in original starting position with weight remaining on planted foot (balance)
7. Keep chest forward.

OUTSIDE OF FOOT: Used when player is off stride to make an inside or instep pass to target, or when bending a ball around a player or wall is required. Pass can be short or long depending on a player's strength and accuracy.

Levels of Difficulty:

1. Standing, playing to a stationary target (short and long)
2. Standing, playing to a moving target (short and long)
3. Moving and playing to a stationary target (short and long)
4. Moving and playing to a moving target (short and intermediate)

Functional Principles:

1. Maintain a wide base through the pass for balance.
2. Position hips closed to desired direction of pass.
3. Plant slightly away from ball allowing for striking foot to pass between ball and planted foot.
4. Follow through across path of ball (right foot finishes left of target). Quick snap of knee instead of swing of the leg.
5. Finishing position is chest and hips forward onto striking leg.

INSTEP DRIVES: Used for long passing and shooting to keep ball low over a long distance.

Levels of Difficulty:

1. Standing, playing over a short distance (stationary target)
2. Standing, playing over a longer distance (stationary and moving target)
3. Moving over a short distance (stationary and moving target)
4. Moving over a longer distance (stationary and moving target)

Functional Principles:

1. Approach ball from slight angle, but not extreme.
2. Plant foot is positioned farther away from ball to clear hips to ball.
3. Hips open to target.

4. Power comes from snap of knee, not swing of leg.
5. Body position at contact: ankle locked straight (heel up), plant leg slightly bent, chest/hips forward.
6. Follow through with foot and knee to target and chest forward. Body should fall through the striking position of the ball.
7. Ball should have slight backspin. Any sidespin means player not striking directly through ball. Too much backspin causes ball to play high like a chip.

CHIPPING: Used to play a high pass over the defense in a long or short space.

Levels of Difficulty:

1. Standing, playing to a stationary target.
2. Standing, playing to a moving target.
3. Moving, playing to a stationary target.
4. Moving, playing to a moving target.

Functional Principles:

1. For short chips, ankle locked and body forward.
2. Plant foot is normal passing distance from ball.
3. Snap of knee provides quick lift into smaller space. Follow through is short and at the target.
4. For longer distance, ankle locked straight with body leaned slightly back. Plant foot is further from ball with about 80% power striking the ball near bottom for lift.
5. For both cases ball should have high level of backspin.

CROSSING: Used to play a long or short low driven or ground pass for a strike on goal.

Levels of Difficulty:

1. Standing, playing to a stationary target.
2. Standing, playing to a moving target.
3. Moving, playing to a stationary target.
4. Moving, playing to a moving target.

Functional Principles:

1. Crosses can be driven on ground or in the air, or chipped to a runner. Preference is a driven ball.
2. With a moving ball, attacker should make last touch to inside of field to provide better body angle.
3. Before crossing ball, attacker should look up to see if near or far post run is the most effective.
Watch the player's head to see if they look to the middle.

HEADING: Used to play balls above the neck. Can be used to play balls away or clear while on defense, as a pass, or as a shot on goal.

Basic Heading

Levels of Difficulty:

1. Hold ball in own hands and head
2. Seated, served from own hands or partner's.
3. On knees and served from own hands or partner's.
4. Jumping and served from own hands or partner's.
5. Jumping and served from partner's feet.

Functional Principles:

1. **EYES OPEN and MOUTH CLOSED** with contact at hairline on forehead
2. Player must strike the ball, not have the ball simply bounce off of their head. Strike ball for power.
3. Use snap of abdominals and spring of lower back and neck to create power.
4. Jumping: Player must jump and remain airborne to head the ball (Jump, HEAD, Land).

Heading as a Pass

Levels of Difficulty:

1. Review sitting, knees and jumping served from hands.
2. Standing to stationary target served from feet.
3. Standing to moving target served from feet.
4. Moving to stationary target served from feet.
5. Moving to moving target served from feet.

Functional Principles:

1. EYES OPEN and MOUTH CLOSED striking ball in direction of target.
2. Moving targets should be led to feet.
3. Jumping: Contact ball at highest point of jump.
4. Direct ball by using abdominals to swing upper body in desired direction.

Heading as a Shot

Levels of Difficulty:

1. Standing served from hands.
2. Standing served from feet.
3. Moving served from hand.
4. Moving served from feet.
5. Diving

Functional Principles:

1. EYES OPEN and MOUTH CLOSED and create power by striking ball instead of ball striking head.
2. When moving, use momentum of run PLUS body (back, neck, abdominal) to generate power.
3. Always direct shot downward.

JUGGLING: Used to increase a player's touch and command of the ball.

Levels of Difficulty:

1. Standing, using feet, thighs, chest and head (start from hands to thighs, then move to feet).
2. Standing, using feet only (start from feet).
3. Moving, using feet, thighs, chest and head (start from feet).
4. Low/High standing and moving (start from feet and then from service).

Functional Principles:

1. Create a medium base with feet.
2. Use instep of feet to control ball. Concentrate on creating backward spin by getting ball away from body and using light snap of knee to create touch, not full kick of the leg.
3. Start by playing between hands and feet (1 touch each time). Knees and feet are away from body.
4. Set first goal at 10 touches, and have players set personal goals from there. Specify to alternate feet.
5. Expand use of body to thighs, chest and head for more touches and control.
6. When player has command of juggle, require movement from feet to thighs to head.
7. Increase difficulty by requiring movement between targets.
8. Increase difficulty by starting from a service.
9. Low/High requires a player to play a high ball (20 ft. above head) at specific intervals and maintain controlled juggle.

SHIELDING: Used by attacking player to keep ball from defender, but not attacking into space.

Levels of Difficulty:

1. 1v1 with light defensive pressure (unrestricted space).
2. 1v1 with full pressure (unrestricted space).
3. 1v1 in restricted space with support.

Functional Principles:

1. Attacking player uses foot away from defender to maneuver with ball.
2. Attacking player must continue to move ball from side to side.
3. Body Position: Wide base, keep knees bent and head up to see supporting players. Lean into defender with shoulder, elbow, and forearm. Avoid using hands on defender as it may be called as a foul.
4. Pivot away from defender with drag turn, and spin with hips away from defender.
5. Avoid bringing ball across front of defensive player.

URNS/CUTS: Used to rapidly and substantially change direction of the ball when a distribution opportunity is not available and/or attempting to deceive an opponent. Turns are performed with and without pressure and at high and low speeds with varying changes of direction.

Levels of Difficulty:

1. 90/180 degree (COD) change of direction (no opposition-low and high speed)
2. 90/180 degree (COD) change of direction (opposition with no pressure-low and high speed)
3. Light pressure to a targeted area
4. Strong pressure to a target or goal
5. Shielding and creating space.

Functional Principles/ Key Elements:

1. Body position: Head/chin up, chest forward, ball moving within small control sphere surrounding body. Weight on balls (front) of feet for rapid change of direction.
2. Use of correct foot for situation.
 - 90 DEGREE COD: Ball on right side played with inside of right foot or outside of left foot.
 - Ball on left side played with inside of left foot or outside of right foot.
 - 180 DEGREE COD: Ball on right side played with inside of either foot (Cruyff) or instep for hard turn/cut. Accelerate through ball to redirect.
3. With defenders: Keep body between ball and defender.
 - Accelerate toward defender “ATTACK WITH SPEED.”
 - Use turn or cut to keep defender off balance and/or change point of penetration.
 - Concentrate on change of speed and direction.
5. When moving to targets: Make sure finishing of move directs player at target and not away.

FEINTS: Body and/or ball movement used when a distribution opportunity is not available and/or attempting to deceive an opponent and force or keep them off balance. May involve a change of direction with the ball, but usually involves rapid body movement to draw opponent a certain direction in order to open up a point of penetration. Turns are performed with and without pressure and at high and low speeds with varying changes of direction.

Levels of Difficulty:

1. Ball static, straight lines, single and multiple feints (no opposition-low and high speed)
2. Ball dynamic, straight lines, single and multiple feints (no opposition-low and high speeds)
2. Changing direction single and multiple feints (no pressure-low and high speed)
3. Light pressure to a targeted area
4. Strong pressure to a target or goal
5. Shielding and creating space.

Functional Principles/Key Elements:

1. Body position: Head/chin up, chest forward, ball moving within small control sphere surrounding body. Weight on balls (front) of feet for rapid change of direction.
2. Use of correct foot for situation
3. Dipping shoulder to draw opponent, maintaining control of ball. Accelerate through ball to redirect.
3. When dribbling at high speed, use outside of feet as much as possible.
4. With defenders: Keep body between ball and defender.
Concentrate on change of speed and direction.

5. When moving to targets: Make sure finishing of move directs player at target and not away.

RUNNING WITH THE BALL (RWB): Used to advance the ball at high speed when a distribution opportunity is not available. RWB is performed with and without pressure and at high speed with intermittent changes of direction over long distances.

Levels of Difficulty:

1. Straight lines (no opposition-low and high speed)
2. Changing direction (no pressure-low and high speed)
3. Light pressure to a targeted area
4. Strong pressure to a target or goal
5. Shielding and creating space.

Functional Principles:

1. Body position: Head/chin up, chest forward, ball moving within larger control sphere (depending on speed and proximity of opposition) surrounding body. Weight on balls (front) of feet for rapid acceleration and change of direction.
2. When RWB, use outside of feet as much as possible
3. Keep ball far enough in front to be able to run at high speed only touching the ball every few steps.
4. With defenders: Distance of ball from player varies based on distance of opposition. The closer the defender, the closer the ball should be controlled.
Accelerate toward space “ATTACK WITH SPEED,” search for point of penetration or passing opportunity.
Use move/feint to keep defender off balance.
Concentrate on acceleration and control.

5. When approaching opposition after exploiting space, be prepared to decelerate and maintain closer dribbling control.
6. Should be used over longer distances.

DEFENDING: Ability of a player to mark an attacker with or without the ball.

Levels of Difficulty:

1. 1v1 from the front / from back (restricted area)
2. 1v1 open space
3. 2v1 restricted and open area
4. 1v2 and 2v2 restricted and open area
5. 3v4 and 4v3 open area

Defending from the Front

Goal: Stop or slow forward progress of attacking player and force back or square pass under pressure.

1. Body position: Keep low, head down (watch ball), knees bent and chest over knees. Weight is on balls of feet.

2. Defender must close space to ball quickly to within 3-4 yards (stop short of diving in).
3. Angle approach to ball to force attacker in a specific direction (channel). Keep hips open to desired channel direction to close off remaining portion of the field.
4. NEVER TACKLE AT BALL DIRECTLY UNDER THE ATTACKER. Close space to the attacker slowly, channeling attacker into desired space or backward.

Defending from Behind

Goal: Force attacker to play ball backwards, do not let him turn, win tackle if possible.

1. Close space quickly, stop approximately one-arm's length from attacker and position head to see ball through defender's legs.
2. Apply soft pressure with forearm to attacker's waist, DO NOT place hands on attacker's back as this is a foul. With this pressure we try and feel the shift of the attacker's body and anticipate change of direction.
3. If attacker attempts to turn ball across the defender, use a block tackle.
4. If attacker attempts to turn ball by running on an arc, use a sweep or poke tackle to knock ball away.
5. DO NOT ATTEMPT TO WIN TACKLES THROUGH THE ATTACKER FROM BEHIND.

Slide Tackle: Used to knock the ball away from an attacking player when defending from the side (i.e.: running side by side) or on a diagonal to the attacker's path. Never used directly from the front or behind the attacker when they have possession.

Levels of Difficulty:

1. Still ball only
2. Moving ball only
3. Moving ball with approaching attacker
4. Moving ball at feet of attacker

Functional Principles:

1. Poke Tackle:

- a. Defender uses leg closest to attacker to poke ball away by sliding through the ball across the path of the attacker.
- b. Must be performed at speed.
- c. When running with or diagonal to an attacking player, Defender will slide with toes extended attempting to poke the ball away from the attacking player.
- d. DO NOT ATTEMPT POKE TACKLE DIRECTLY FROM FRONT OR BACK OF ATTACKER

2. Sweep Tackle:

- a. From similar direction as poke tackle.
- b. Defender uses leg furthest away from attacker by swinging leg across path of attacking player.
- c. When ball is played by attacker away from their body, defender reaches with inside leg for distance and then brings far leg across path of ball with quick swinging motion.
- d. Sweep tackle requires more space between attacker and ball to complete tackle, but sweep is more powerful than poke tackle.
- e. DO NOT ATTEMPT SWEEP TACKLE DIRECTLY FROM FRONT OR BACK OF ATTACKER. Unsuccessful sweep tackles from behind are a cautionable offense.

Block Tackle: Used by defender to win possession when defending from the front and attacker attempts to bring ball across the front of their body.

Levels of Difficulty:

1. Stationary ball between attacker and defender.
2. Slow crossover move by attacker
3. Open 1v1 defending in restricted space

Functional Principles:

1. Defender takes good position when defending from front (i.e.: channel attacker to one side). As attacker attempts to bring ball across body and into protected space, defender uses block tackle to take ball into direction of original space. **BALL MUST BE AWAY FROM ATTACKER'S BODY TO MAKE TACKLE.**
2. When making a tackle, knee of tackling leg is slightly bent but tight and strong at impact.
3. At impact, defender must keep weight into tackle to avoid injury. Most injuries occur when defending player relaxes and attacker strikes through ball.

Goal Side and Ball Side Defending: Tactical element of defensive positioning when ball is away from marked attacking player.

Levels of Difficulty:

1. 1v1 with attacker at very slow jog (no service to attacker).
2. 1v1 with attacker at medium speed and receiving service.
3. 3v3 with service varying from different angles
4. Open play defending

Functional Principles:

1. Defender always positioned between attacker and goal.
2. Defender then shades to the ball side of attacking play. Defender should be able to look at the ball and see the attacker in their line-of-sight.
3. As attacking player moves, defender should keep eyes on ball and move with attacker to keep their inside shoulder in-line with sight of ball.
4. Depth: Distance between defender and attacker. As attacker moves further from ball, defender should increase their depth. If the ball is far away they will have time to close if it is passed to their man. Defender farthest from the ball has the most depth, inside defender closest to the ball has the least depth. As ball moves closer to the attacker, the defender must reduce their depth.
5. As the ball moves across the field, ball-side of the attacker changes, thus defender must continually adjust positioning. Example: If ball is played from middle to wide midfielder, ball-side marking for the inside back now becomes the outside shoulder of the center forward.

SHOOTING (Finishing): Used by attacking player to play ball at goal in attempt to score. Very similar principles to driven passes.

Levels of Difficulty:

1. Standing ball, no defender.
2. Moving ball, no defender.
3. Receive service and finish.
4. Receive service and then pressure by defense.
5. Receive service under pressure and work for finish.
6. Short field, 3v3 and 2v2 games to goal.

Shooting for Power

1. Ankle must be locked out (heel up), chest and hips forward through ball. Knee is over ball and follow-through is at target and high.
2. As power is increased, plant foot should move away from the ball.
3. If ball is struck clean, the ball will have a slight backspin. Any sidespin results from a ball struck on the side (desirable only for bending shots). To correct, player should adjust plant foot.
4. Most common mistakes are planting too close to ball and poor follow-through. Generally, young players will hook the ball as a result of either or both of these mistakes.

Shooting for Accuracy

1. Same body positioning as above.
2. Reduce power and increase emphasis on seeing targets inside the goal. Most problems associated with shooting accuracy result from players not targeting within the goal or overpowering the shot.
3. Pick specific targets within the goal for each type of shot (low right, high left, etc.).
4. Increase difficulty of service and then apply defensive pressure.

Volley

1. Shoot with body forward and knee high over ball. Ankle is locked out (heel up).
2. Power on shot generates from snap of knee, not swing of leg.
3. Accuracy is from form, therefore concentrate on keeping knee high over ball and a quick snapping follow-through.

Side-Volley

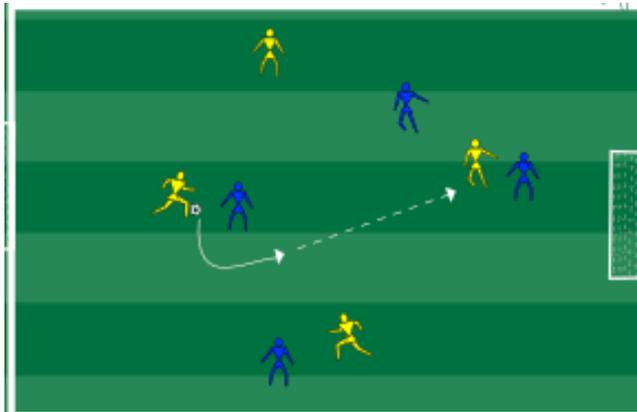
1. Must keep body (foot, knee and shoulder) in alignment to ball. Power on shot is generated from use of body and legs. If player tries to bring leg up to ball without lowering upper body, there will be very limited power to the shot.
2. Do not set up too early. Plant foot should be pointed at the target, not at the ball.
3. Most players miss the ball due to failure to watch ball all the way to their foot.

Bending Shots

1. To bend the ball, player must strike across ball away from direction the ball is intended to bend.
2. Body positioning requires chest and hips slightly forward. Avoid leaning back, as this reduces power and will cause the ball to rise over the goal.
3. When striking with inside of foot:
 - Use 90% power with same forward lean as normal shot.
 - Use instep like a driven shot or pass.
 - Striking angle should be at 45 degrees off of the target.
 - Plant foot is closer to ball than normal shot.

SMALL-SIDED FUNCTIONAL TACTICS

Skills should be learned through repetition and in small-sided game (2v2, 3v2, 3v3, 4v4, etc.) situations. Below is an example of a 4v4 game using only one goal where one team (yellow) has a target to shoot at while the other team (blue) must control the ball across their opponents' goal line.



PRIMARY SUPPORTING ANGLES

Levels of Difficulty:

1. 3v1 in restricted space with restricted targets
2. 3v1 in restricted space.
3. 4v2 in restricted space.
4. 6v3 or 4 in large restricted space.

Functional Principles:

1. Define the passing angle: A line that starts at the defender, directs to the attacker with the ball, then goes to the supporting player.
2. Demonstrate how, if the supporting player moves away from the defender, the supporting angle gets larger. The larger the passing angle, the easier the pass for the attacking player.
3. In a 3v1 situation, demonstrate the two primary passing angles for the attacker with the ball.
4. Attacking player with the ball should pass to the biggest supporting angle.
5. Body Positioning: Players should try to receive pass facing toward the center of the playing area. This maximizes vision to more areas of the field and expands their ability to see the play expand.
6. When playing with more players, emphasize playing to primary angles to bring defenders apart and create a split-angle for passing. **DO NOT ALLOW PLAYERS TO USE SPLIT ANGLE WHEN GOOD SUPPORTING ANGLES ARE AVAILABLE.**

DEFENDING IN NUMBERS

Levels of Difficulty:

1. Small restricted space .
2. Larger restricted space.
3. Restricted space to goal.
4. Unrestricted space to goal.

Functional Principles:

1v1 Defending

1. Close space to the attacker.
2. Keep weight forward and take up angle position to attacking player.
3. Angle attacker to outside of field or to sideline.
4. Use block or slide tackle when attacker attempts to advance into space.

1v2 Defending

1. Defenders play as marker (primary defender) and supporting defender.
2. Marking defender takes exaggerated angled position as dictated by supporting defender. Force attacker into space and allow supporting defender to make strong tackle.
3. Supporting defender positions himself 5 yds or less behind and over outside shoulder of marking defender.
4. Marking defender cannot allow attacker to cut back into open space.
5. Marking defender forces attacker into tackle of sweeping defender.
6. Supporting defender MUST provide continuous information to marking defender!

2v1 Defending

1. Defender closes space quickly to attacking player with ball.
2. Defender should attempt to force player with ball away from supporting player by angling attacker into opposite space.
3. As attacker moves away from support, defender continues to close space in an effort to make a tackle.
4. If attacker is able to distribute to supporting player, defender shifts to ball with hips facing the new attacker and closes space quickly.

5. Defender attempts to slow progress downfield and force new attacking player away from supporting player.

2v2 Defending

1. Defenders play as marking defender and supporting defender in attempt to create a 1v2.
2. Defenders close space quickly to ball with marking defender in front and supporting defender 5 yds behind.
3. Supporting defender is positioned on the inside shoulder of the marking defender (closer to the supporting attacker).
4. Marking defender attempts to cut off passing angle to supporting attacker and force attacker with ball into space where supporting defender can make a tackle. *Supporting defender MUST provide continuous information to marking defender!*
5. If ball is played to supporting attacker, supporting defender rotates to marking position and marking back recovers to supporting defender position.

3v2 Defending

1. First defender closes space to the ball quickly, the second defender provides support by taking a neutral position (creating chance to defend against both) near one of supporting attacking players.
2. If ball is with wide attacking player, First defender takes defensive angle to force attacker to sideline and away from supporting players.
3. If ball is with inside attacking player, First defender angles attack to side directed by Second defender who is in rear supporting position. Second defender shades to angle of play.
4. If center attacker distributes ball in direction of angle, Second defender must quickly close space and angle the outside attacker away from supporting players (isolate). First defender now drops into central supporting role.

*Defenders are successful if they force offense to make more than 3 passes. **Key to success** is the ability of the defenders to rotate quickly to the ball as it is passed and angle outside attackers away from support while keeping from being beaten on the dribble.*

ATTACKING IN NUMBERS

Levels of Difficulty:

Same as levels for defending

Functional Principles:

1v1 Attacking

1. Trap ball clean and attack defender with speed. Attack should be direct to defender. Avoid attacking at an angle. This forces defender to attack a specific space.
2. Use change of direction to cause defender to hesitate and let speed carry attacker past the defender.
3. As attacker edges past defender, attacker must continue to accelerate and move in direction of target (goal).
4. When attacking to goal, attacker must work to pace in the direction of the goal. Defender will try to force the attacker away from goal into a poor shooting angle.

2v1 Attacking

1. First attacker dribbles toward defender with speed. Second attacker provides support at a primary supporting angle or makes an overlapping run around first attacker.
2. First attacker must make defender commit. Then he may choose to distribute or dribble by depending upon the defender's positioning.
3. If Second attacker chooses to overlap, the run must be at full speed and across the back of the First attacker as the defender commits to the First attacker.

3v2 Attacking

1. Attacking team should always begin attack from middle of field. If receiving attacker is wide, either play ball to central attacker or dribble to the inside and have central attacker make overlapping run.
2. Central Attacker selects defender to attack similar to 2v1, preferably to side where outside player is

- unmarked.
3. When defended attacker can dribble or distribute to Second attacker in wide space.
 4. Second attacker must advance and shoot or make quick distribution to Third attacker to catch defense in rotation.
 5. Third attacker must create finishing chance via shot or cross.

The attacking team in a 3v2 should always get a shot within the first three passes. Otherwise the defense has slowed the attack sufficiently to allow trailing defenders to eliminate the numerical advantage in the initial attack.

POSSESSION PLAY

3v1 Possession: Use restricted area, square to begin with and advance to longer rectangular space.

1. Make primary supporting angles as large as possible.
 2. Body position of receiving players is always with chest and hips to center of field.
 3. First attacker always plays to largest supporting angle.
 4. Begin with runs from cone to cone. Attacker can only play ball to the cone.
 5. Advance to open play with concentration on improving supporting angles.
- The goal of this functional discipline is to teach players how to work to supporting angles. Coach should stress the effort it takes to make a good supporting angle, body position of the receiving player and decision making as a player distributes to the best supporting angle.*

4v2 Possession: Use restricted area; reduce size of area to increase focus on technical ability. Move into longer rectangular space to stress movement into new space with possession.

1. Always stress use of primary supporting angles and body position to center of field.
2. Creating primary supporting angles stretches the defense to create a split angle.
3. First attacker should always use supporting angle when available.
4. When defenders begin to mark primary supporting angles, use opposite supporting player for splitting pass.

6v3/4 Possession: Increase the number of defenders with success of possessing team. Increase space to focus on moving ball to new space and increase physical demand on players. Reduce space to emphasize technical skills, short passing and players' ability to make a quick decision.

UNDER 6 AGE GROUP OBJECTIVES AND OUTCOMES

(Focus is on introduction of fundamental technical skills)

The key to success with U6 age group is to maximize touches on the ball while allowing the young players to explore their new world of soccer and be creative within it. GAMES that foster creativity will make it fun for them.

Incorporate basic motor skills such as **hopping, jumping, bounding, and skipping** with and without the ball to help them make gains in coordination and agility. It's absolutely okay to let them learn to manipulate the ball with their hands as well as with their feet. Let them experiment!

By the end of the Under 6 season, each player should have received an introduction to the following tactical skills:

1. Player should receive an introduction to INITIAL techniques of passing, trapping and shooting with the inside of *both* feet from a static (standing) position. Dynamic movement to the ball can be incorporated but is not vital.
2. Player *should* have the ability to play a short pass or shoot from 10 yards or more with inside or instep of player's strong foot.
3. Player *should* have the ability to play a medium length pass or shoot from 10 to 20 yards with inside or instep of weak foot.
4. Player *should* have a BASIC understanding of passing angles and primary supporting angles.
5. Player *should* have the ability to dribble with either foot at a slow pace and be able to stop.
6. Player *should* understand the concept of keeping the ball from an opponent and an introduction to holding the ball while under light defensive pressure (1v1).

UNDER 8 AGE GROUP OBJECTIVES AND OUTCOMES

(Focus is on development of technical skills with introduction to individual and unit tactical concepts)

By the end of the Under 8 season, each player should be able to demonstrate a partial (*should*) understanding of the following technical skills with an introduction to unit tactics (2v1):

1. Player should have a BASIC understanding of techniques of passing, trapping and shooting with the inside of *both* feet from both a static (standing) position and dynamic movement to the ball.
2. Player *should* have the ability to play a long pass or shoot from 20 yards or more with inside or instep of player's strong foot.
3. Player *should* have the ability to play a medium length pass or shoot from 10 to 20 yards with inside or instep of weak foot.
4. Player *should* have a BASIC understanding of passing angles and primary supporting angles.
5. Player *should* have the ability to dribble with either foot at a medium pace and be able to stop or change directions.
6. Player *should* have the ability to hold the ball while under light defensive pressure.
7. Player *should* have a BASIC understanding of the technique of Crossing.
8. Player *should* demonstrate ability to attack a defender by dribbling with a BASIC understanding of feints.
9. Player *should* demonstrate a BASIC understanding of foot, thigh and chest traps and heading in game situations, and have an introduction to the importance of "first touch."
10. Player *should* demonstrate a BASIC understanding of defensive positioning, including goal-side defense,

footwork, tracking, channeling and 1v1 defending.

11. Player *should* have an introduction to and demonstrate a BASIC understanding of the concept of a Wall-Pass (give-and-go), Back-Pass and Square Play or Switching the Play.

UNDER 10 AGE GROUP OBJECTIVES AND OUTCOMES

(Focus should be on development of technical skills with an introduction to tactical concepts)

By the end of the Under 10 season, each player should be able to demonstrate a full (*must*) or partial (*should*) understanding of the following technical and tactical skills:

1. Player should have a good understanding of techniques of passing, trapping and shooting with the inside of *both* feet from both a static (standing) position and dynamic movement to the ball, with an introduction to playing with outside of feet.
2. Player *must* have the ability to play a long pass or shoot from 20 yards or more with inside or instep of player's strong foot.
3. Player *must* have the ability to play a medium length pass or shoot from 10 to 20 yards with inside or instep of weak foot.
4. Player *must* have a strong understanding of passing angles and primary supporting angles.
5. Player *must* have the ability to dribble with either foot at a medium pace and be able to stop or change directions.
6. Player *must* have the ability to hold the ball while under light defensive pressure.
7. Player *must* have an understanding of the technique of Crossing.
8. Player *should* demonstrate ability to attack a defender and feint by dribbling.
9. Player *should* demonstrate an understanding of foot, thigh and chest traps and heading in game situations, and have a general understanding of the importance of "first touch."
10. Player *should* demonstrate a good understanding of defensive positioning, including goal-side defense, footwork, tracking, channeling and 1v1 defending.
11. Player *should* demonstrate understanding of the concept of a Wall-Pass (give-and-go), Back-Pass and Square Play or Switching the Play.

BASIC FORMATION

3 defenders, 2 midfielders and 3 forwards (3-2-3) (4-3-3 in 11-a-side play).

Within this formation each player should understand the following tactical skills for one or two positions:

- A. Marking an attacking player (goal-side, ball-side).
- B. Creating supporting angles for other attacking players.
- C. Basic positioning in the formation and how to move and pass forward, backward and across the field with the flow of play.

UNDER 11 AGE GROUP OBJECTIVES AND OUTCOMES

(Focus should be on further development of an even combination of technical and tactical skills)

By the end of the Under 11 season, each player within the team should be able to demonstrate a full (*must*) or partial (*should*) understanding of the following technical and tactical skills:

By the end of the Under 11 season, each player within the team should be able to demonstrate a full (*must*) or partial (*should*) understanding of the following technical and tactical skills. If the Under 11 age group is not in use, these

objectives should be blended with those of the Under 12 and a progression with expected outcomes should be created based on the age and skill level of each individual player.

1. Player must have a strong understanding of the techniques of passing, trapping, dribbling and shooting with the inside and outside of both feet, use of thighs, chest and head from a static (standing) position and dynamic movement to the ball.
2. Player must have ability to play a long pass or shoot from 20 yards or more with inside and instep of both feet.
3. Player should have ability to play a medium length pass or shoot from 15 to 20 yards with inside and outside of both feet.
4. Player must have a complete understanding of primary supporting angles and how to create splitting angles with defenders.
5. Player must demonstrate the ability to dribble with either foot at pace with light pressure.
6. Player must demonstrate ability to hold the ball while dribbling under defensive pressure, and should have an understanding of how to beat players on the dribble.
7. Player must have a complete understanding of the technique of Crossing.
8. Player must have an understanding of defensive positioning of goal-side and ball-side defense including proper footwork, tracking and channeling with 2v1 and 3v2 attacking and defending.
9. Player should have an understanding of how to slide tackle.
10. Player must demonstrate complete understanding of a Wall-Pass (give-and-go), Back-Pass and Square Play or Switching the Play with introduction to Overlapping Runs and Diagonal Play.

BASIC FORMATION

4 defenders, 3 midfielders and 3 forwards (4-3-3).

Within this formation each player should understand the following tactical skills for one or two positions:

- A. Marking and attacking a player (goal-side, ball side).
- B. Creating and using primary supporting angles.
- C. Basic positioning in the formation and how to move and pass forward, backward and across the field with the flow of play.
- D. Attacking wide space, crossing and near/far post runs.
- E. Introduction to overlapping play and possession soccer starting with and moving out from the defense.

UNDER 12 AGE GROUP OBJECTIVES AND OUTCOMES

(Focus should shift to development of an even combination of technical and tactical skills)

By the end of the Under 12 season, each player within the team should be able to demonstrate a full (*must*) or partial (*should*) understanding of the following technical and tactical skills:

1. Player *must* have a complete understanding of the techniques of passing, trapping, dribbling and shooting with inside and outside of both feet, thighs, chest and head from a standing position, moving to the ball and move diagonal to the ball.
2. Player *must* have some understanding of directional first touch.
3. Player *should* understand the techniques for long passing by driving, chipping and bending the ball with inside and outside of both feet.
4. Player *must* have a complete understanding of primary supporting angles, creating splitting angles with defenders and use of supporting angles to play quickly in small and large spaces.
5. Player must have the ability to hold the ball while under strong defensive pressure and either beat a defender or find supporting angles while dribbling at pace.
6. Player must have a complete understanding of technique of Crossing and ability to serve to near and far post runs based on the defense.
7. Player must have a complete understanding of defensive positioning of goal-side and ball-side defense including proper footwork and tracking.
8. Player must have understanding of how to slide tackle from both sides.

9. Player must demonstrate a complete understanding of a Wall Pass (give-and-go), Back Pass and Square Play or Switching the Play, Overlapping Runs and Diagonal Play.
- 10 Player must demonstrate a complete understanding of 2v1 and 3v2 attacking and defending.
11. Player should demonstrate understanding of targeting, creating channels and playing across the back.

BASIC FORMATION

4 defenders, 3 midfielders and 3 forwards (4-3-3).

Within this formation each player should understand the following tactical skills for one or two positions:

- A. Marking and attacking a player (goal-side, ball side and shifting from the weak side).
- B. Creating and using primary supporting angles, switch of play, diagonal play and use of overlapping runs.
- C. Strong understanding of positional play and recognition of attacking style of play.
- D. Attacking wide space, crossing and near/far post runs.
- E. Playing possession soccer out of the defense.

UNDER 13 AGE GROUP OBJECTIVES AND OUTCOMES

(Focus should be on development of an even combination of technical and tactical skills)

By the end of the Under 13 season, each player within the team should be able to demonstrate a full (*must*) or partial (*should*) understanding of the following technical and tactical skills:

1. Player *must* have a complete understanding of the techniques of passing, trapping, dribbling and shooting with inside and outside of both feet, thighs, chest and head from a standing position, moving to the ball and move diagonal to the ball.
2. Player *must* have some understanding of directional first touch.
3. Player *should* understand the techniques for long passing by driving, chipping and bending the ball with inside and outside of both feet.
4. Player *must* have a complete understanding of primary supporting angles, creating splitting angles with defenders and use of supporting angles to play quickly in small and large spaces.
5. Player must have the ability to hold the ball while under strong defensive pressure and either beat a defender or find supporting angles while dribbling at pace.
6. Player must have a complete understanding of technique of Crossing and ability to serve to near and far post runs based on the defense.
7. Player must have a complete understanding of defensive positioning of goal-side and ball-side defense including proper footwork and tracking.
8. Player must have understanding of how to slide tackle from both sides.
9. Player must demonstrate a complete understanding of a Wall Pass (give-and-go), Back Pass and Square Play or Switching the Play, Overlapping Runs and Diagonal Play.
- 10 Player must demonstrate a complete understanding of 2v1 and 3v2 attacking and defending.
11. Player should demonstrate understanding of targeting, creating channels and playing across the back.

BASIC FORMATION

4 defenders, 3 midfielders and 3 forwards (4-3-3).

Within this formation each player should understand the following tactical skills for one or two positions:

- A. Marking and attacking a player (goal-side, ball side and shifting from the weak side).
- B. Creating and using primary supporting angles, switch of play, diagonal play and use of overlapping runs.
- C. Strong understanding of positional play and recognition of attacking style of play.
- D. Attacking wide space, crossing and near/far post runs.
- E. Playing possession soccer out of the defense.

UNDER 14 AGE GROUP OBJECTIVES AND OUTCOMES

(Continue to work technical proficiency with a greater focus on development of tactical skills)

By the end of the Under 14 season, each player within the team should be able to demonstrate a full (*must*) or partial (*should*) understanding of the following technical and tactical skills:

1. Player *must* have a complete understanding of the techniques of passing, trapping, dribbling and shooting with inside and outside of both feet, thighs, chest and head from a standing position, moving to the ball and move diagonal to the ball.
2. Player *must* have some understanding of directional first touch.
3. Player *should* understand the techniques for long passing by driving, chipping and bending the ball with inside and outside of both feet.
4. Player *must* have a complete understanding of primary supporting angles, creating splitting angles with defenders and use of supporting angles to play quickly in small and large spaces.
5. Player *must* have the ability to hold the ball while under strong defensive pressure and either beat a defender or find supporting angles while dribbling at pace.
6. Player *must* have a complete understanding of technique of Crossing and ability to serve to near and far post runs based on the defense.
7. Player *must* have a complete understanding of defensive positioning of goal-side and ball-side defense including proper footwork and tracking.
8. Player *must* have understanding of how to slide tackle from both sides.
9. Player *must* demonstrate a complete understanding of a Wall Pass (give-and-go), Back Pass and Square Play or Switching the Play, Overlapping Runs and Diagonal Play.
10. Player *must* demonstrate a complete understanding of 2v1 and 3v2 attacking and defending.
11. Player *should* demonstrate understanding of targeting, creating channels and playing across the back.

BASIC FORMATION

4 defenders, 3 midfielders and 3 forwards (4-3-3).

Within this formation each player should understand the following tactical skills for one or two positions:

- A. Marking and attacking a player (goal-side, ball side and shifting from the weak side).
- B. Creating and using primary supporting angles, switch of play, diagonal play and use of overlapping runs.
- C. Strong understanding of positional play and recognition of attacking style of play.
- D. Attacking wide space, crossing and near/far post runs.
- E. Playing possession soccer out of the defense.

NAME:

TEAM/ AGE:

DATE:

THEME/ TRAINING OBJECTIVE:

EQUIPMENT:

	<p>I. WARM-UP</p> <p>DURATION: INTENSITY: INTERVALS: WORK:REST</p> <p>ORGANIZATION (Physical Environment / Equipment / Players)</p> <p>COACHING POINTS / KEY CONCEPTS:</p>
	<p>II. MAIN PART: SMALL-SIDED ACTIVITY/ PROGRESSION 1</p> <p>DURATION: INTENSITY: INTERVALS: WORK:REST</p> <p>ORGANIZATION (Physical Environment / Equipment / Players)</p> <p>COACHING POINTS / KEY CONCEPTS:</p>
	<p>III. MAIN PART: EXPANDED ACTIVITY/ PROGRESSION 2</p> <p>DURATION: INTENSITY: INTERVALS: WORK:REST</p> <p>ORGANIZATION (Physical Environment / Equipment / Players)</p> <p>COACHING POINTS / KEY CONCEPTS:</p>
	<p>IV. GAME</p> <p>DURATION: INTENSITY: INTERVALS: WORK:REST</p> <p>ORGANIZATION (Physical Environment / Equipment / Players)</p> <p>COACHING POINTS / KEY CONCEPTS:</p>