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## **DYSA CLUB MISSION**

The Durango Youth Soccer Association (DYSA) is a non-profit and educational organization whose mission is to foster the physical, mental and emotional growth and development of Durango's area youth through the sport of soccer.

## **DYSA CLUB PHILOSOPHY**

### **T.A.B.S.**

#### **TECHNIQUE:**

Skillfulness in the command of fundamentals deriving from practice and familiarity; the use of technical abilities, or skills, under the pressure of an opponent. These abilities include passing, receiving, shooting, dribbling, heading, and tackling.

#### **ATHLETICISM:**

The quality of being coordinated and physically strong while also having stamina, dexterity, vigor and coordination.

#### **BALANCE:**

The ability of the body to maintain stability and equilibrium. Balance can also refer to a state of equality, an emotionally and mentally stable mind, harmony, dividing ones time between family, academics, sport and friends.

#### **SPEED:**

Pure Speed – the ability to cover the distance between two points in the shortest amount of time.

Technical Speed – the ability to perform skills at speed.

Mental Speed – ability of the player to be aware of all factors, conditions and options inside and outside the game.

# PLAYER DEVELOPMENT STRATEGY

Players enter DYSA		
Under 10		Enjoyment
Focus on:		
Fun – players must enjoy sessions and be excited to come back		
Introduce technical skills		
Focus on working in pairs and small group		Commitment
Patience -everyone learns and develops at varying paces		
Match results and strategy are not a priority		Ethics
Under 12		
Add to Focus:		
Continued technical development – improvement of skills		
Focus on small group (groups of 3 or 4)		Conduct
Pay more attention to basic team shape		
Patience - everyone <u>still</u> develops at varying paces - differences are more apparent		
Match results and strategy are still not a priority		Discipline
although players will become more aware of performance		
Under 14		Memories
Add to Focus:		
Refinement and mastery of techniques		
Ability to decide on how to use skills under pressure		Identity
Speed of play and how skills are performed		
Team shape, how each position and responsibility interacts		
Players naturally become more driven by results		Appreciation
More attention to tactics & trying to make the group perform to win games		
High School Ages		Respect
Add to Focus:		
Continued refinement and mastery of techniques		
Tactics & game implementation		Rewards
Re-iteration of everything learned		
End Goals For Graduating Players		
Soccer players that will wish to continue soccer through college		Well rounded individuals
at intercollegiate levels, club levels, or intramural levels		enriched by their time as a
and continue to play throughout life		Youth Soccer Player

## Basic Ideas to Consider When Coaching Youth Soccer

- Have a clear idea of what it is you want to accomplish at practice
- Set up situations where the players can learn by playing the game. The game is the best teacher.
- Create exercises/games that replicate and repeat movements and situations that are found in soccer and allow player to grow comfortable and confident with the ball at his or her feet.
- Allow your players to develop skills in an environment where main goal is to have fun with the ball.
- Encourage players to move with the ball at his or her feet and deal with boundaries, opponents, teammates and goals.
- Many activities/games that work are just variations on the same basic concepts.
- Do not expect games and practices to look like professional soccer.
- From a developmental standpoint, the young ages are the best ones for learning skills.
- By the age of 17 the capacity to pick up new motor skills begins to wane.
- Don't be afraid to experiment to find what works best.
- Recognize and understand how the skills learned at each age are connected to preparing the player to move into the next phase of his or her development.
- Comments should be kept short and simple.
- Teaching and learning of the game is a process: make your goals seasonal, as well as daily and weekly.
- Set age-appropriate goals i.e., know what the child is able to do at that age
- The value of matches is that they provide youngsters with an opportunity to showcase their newly acquired skill and creativity.
- It is always nice to win, however that should not be your focus at the younger age groups.
- Remember that the game is the best teacher for the players.

(Best Practices for Coaching Soccer in the United States, pg. 4-5).

*Remember that making mistakes at these early ages is a very important part of the player's learning and development. Encourage risk-taking and applaud effort (Best Practices for Coaching Soccer in the United States, pg 9.)*

## GETTING STARTED – U9/10

### Game Application

**Game Form:** 6v6 - includes a goalkeeper

**Game Duration:** 2 x 25 minutes

**Playing Time:** strive for even playing time for all players. Playing time administered based solely on ability is discouraged.

**Substitution:** Free

**GK Status:** Players rotate as goalkeeper in game. All players should experience playing all the different spots on the field during the season.

**Field Size:** 60 yards x 40 yards

Ball Size: 4

### Game Formation – 6v6

#### Positioning

As a club we should try to emphasis building from the back, and opening out, so at the young ages this is helped by:

Playing a 3-2 for six a side. With three across the back it encourages the defenders to play forward and join the attack, rather than one central midfielder. Players go forward if they are the furthest forward when the ball is won. This is also a tougher formation to manage for opposing teams who are defending man to man.

Forward Forward  
Defender Defender Defender  
GK

## Typical U9/U10 Training Session

- Should not exceed 1 hour and 15 minutes
- NO PRESSURE: Warm-up, individual, partner and or small group activities, stretching
- LIMITED PRESSURE: Multi-directional games. Introduce small group activities (4-6 players)
- FULL PRESSURE: Add more directional games. Play to targets and/or zones
- FULL PRESSURE: Conclude with small-sided game 6v6 with GK's
- Finish with cool down activity

## Goals For Practice

- Build players skill base – dribbling, foundations, toe taps, juggling, figure 8's, fundamental passing
- 1v1, 2v1 duels – these are key situations that will confront players throughout their career.
- Small-sided games: 3v3, 4v4, 5v5
- Keep sessions simple and player centered – give players simple problem solving opportunities and plenty of opportunities to score goals.
- Be positive and create repeated opportunities for players to express themselves through their ability on the ball, regardless of outcome of effort.
- Play as both fun and competition – the more opportunities for each player to have experience with the ball, in fun games that allow them to go to goal, the better it will be for the player.

## Helpful hints to planning a good practice session:

- Do your players have repeated opportunities to have ball at their feet?
- Do they have repeated chances to score goals?
- Are they asked to dribble and score in soccer situations?
- Are your players having fun?
- How many players are involved? 4v4 is great way to teach game. There are always opportunities to play deep, wide, backwards because of the numbers and players are confronted with match situations.
- How big is the field and are players able to stay connected in your activity?
- Does the size of the field lend itself to what you are working on?
- Don't hesitate to change size of field during activity if it will help the effectiveness of the game.
- Are there enough balls/goals so that many players are able to get touches on ball and chances at goal?
- How long is your exercise? Can players maintain their focus and discipline throughout?

## Drills Vs. Activities

<u>Drills</u>	<u>Activities</u>
Static	Dynamic
Too Structured	Less Structured
Lines	Free Movement
Boring	Fun
No Thought	Decision Making
Age Inappropriate	Age Appropriate

## Goals for Matches

- Give them repeated opportunities to experience soccer in a more manageable form for their age
- Allow players equal opportunity to go and “find” the game based on what they see from the game
- Allow players to handle the ball and develop instinct for the game.
- Allow the players to develop the tools they will need to be truly “competitive”

## Goals for Season

- Make comments to help players stay involved
- Help them keep track of things without giving them the answers
- Do not focus on positions
- Encourage everyone to get involved in defending and attacking
- Manage amount of information and feedback players receive immediately after practices or matches
- Do not overload with feedback or evaluations
- Too much inaccurate feedback can be counterproductive of your goals

# GETTING STARTED - U11/12

## Game Application

**Game Form:** 8v8 - includes a goalkeeper

**Game Duration:** 2 x 30 minutes

**Playing Time:** strive for even playing time for all players. As players mature, playing time can be administered depending on effort and participation in practice. Playing time administered based solely on ability is discouraged.

**Substitution:** Free

**GK Status:** GK share time in order of priority

**Field Size:** 50-55 x 70 yards

**Ball Size:** 4

## Formation – 8v8

### Positioning

As a club we should try to emphasis building from the back, and opening out, so at the young ages this is helped by:

Playing a 3-2-2 or 3-3-1:

	Forward		Forward
	Midfield		Midfield
Left Back	Central Defender		Right Back
	GK		

Or:

	Forward		
Left Mid	Center Mid		Right Mid
Left Back	Central Defender		Right Back
	GK		

## Typical U11/12 Training Session

- Should not exceed 1 hour and 30 minutes
- NO PRESSURE: Warm-up, small group activities, stretching
- LIMITED PRESSURE: Multi-directional games/small group/team activities
- FULL PRESSURE: Directional games. Play to targets and/or zones
- FULL PRESSURE: Conclude with small-sided game 8v8 with GK's
- Finish with cool-down activity

## Goals for Practice

- Practices should consist of up to 75 minutes of structured; adult-guided soccer with an additional 15 to 30 minutes allotted for free play/self expression and self-improvement
- Themes in practice should be developed and expanded on from those that they dealt with at the U10 level.
- Each practice should address individual ball skill as well as individual and small group decisions, in attack and defense
- Make sure that the game problems created for the player to solve are still relatively simple

- Encourage risk taking and experimenting with the ball
- Get players thinking about themes such as working together with teammates to solve problems
- Get them to track other players on the field
- Players should learn the game based on principles of the game rather than positions on field
- Let players experience different positions and the different challenges that these positions create

## **Goals for Matches**

- Game continues to be about individual ball control
- Players should begin thinking of their decisions and movement as being related to their teammates and opponents
- Matches are a forum for players to test their ball skills and game awareness and should be considered an additional means of development as it gives the players a competitive focus in the match
- Promote soccer that is free flowing, is coach-guided but not coach-directed
- All players on field should participate, regardless of their specified position, in defending and attacking

## **Goals for Season**

- Encourage and direct enthusiasm of these players towards attacking, technical and thoughtful soccer.
- All players should be encouraged to see their own role in the attack and defense
- Get players to recognize and understand numbers up, even numbers and numbers down situations
- Encourage each player based on their abilities
- Encourage all players to work toward seeing 1v1, as both an attacker and defender, as an advantage
- Coach is sensitive teacher, enthusiastic, posses soccer awareness, ability to demonstrate or utilize someone whom can paint a good picture (older player, assistant coach)
- Need to possess knowledge of the key factors of basic skills, give encouragement, have appreciation for the relationship or connection between individual skill and small group insight, and the players' eventual success at the older ages and the larger game model of 11v11

*“As coaches, we need to constantly reassess the technical demands that the game places on our players and continue to teach them as the level of the game increases. Often times the essence of coaching is identifying those technical areas that a players needs to improve, regardless of the age or level the player is playing at.” (John Hackworth, U17 Youth National Team Head Coach)*

## **Age Level Training Philosophy**

### **U11 First Stage**

#### Dribbling

- Moves w/o pressure
- Possession moves
- Attacking moves
- Use all surfaces of the foot
- Speed dribbling
- 1v0 to 1v1

#### Defending

- Staying between opponent and the goal
- Contain opponent
- 1v1 defending

### **U11 Second Stage**

#### Dribbling

- Shielding
- 1v1 under pressure
- Attacking moves and possession moves (when to use)
- Change of speed and direction

#### Defending

- Disruption of the opponents dribble
- Keeping body between opponent and goal
- 1v1 defending

### **U11 Third Stage**

#### Passing & Receiving

- Basic technique of passing (ground)
- Basic technique of receiving (ground)
- Focus on the inside of the foot (explore the outside and instep)
- Try to make it two touch (not less) learn proper techniques

### **U11 Fourth Stage**

#### Shooting

- Basic technique of shooting (inside of foot and instep)
- No pressure to light pressure

#### Tactics

- Basic principles of play
- Play multiple positions
- Promote attacking soccer
- Take players on, encourage risk taking
- Formation 3-3-1 or 3-2-2

### U12 First Stage

#### Dribbling

- Review of techniques
- How to take players on and what parts of the field

#### Defending

- 1v1, 2v2, 3v3 defending
- Pressure, cover, and balance
- Tackling (proper technique and when to tackle)

### U12 Second Stage

#### Passing & Receiving

- Review techniques
- Keeping possession
- Perform at pace
- Ball on the ground

#### Defending

- Pressure, cover and balance
- 1v1 up to 6v6 group defending concepts

### U12 Third Stage

#### Passing & Receiving

- Introduce one touch
- Combination play
- Introduce longer passing (ground)
- Use all surfaces of the foot in passing and receiving
- Receiving balls out of the air
- Introduce heading

### U12 Fourth Stage

#### Shooting

- Review proper techniques
- Introduce all forms of shooting (volleys, headers, turns, etc)
- Combinations to goal

#### Tactics

- Taking players on in proper areas of the field
- Encourage risk taking
- Channel player and immediate chase
- Pressure, cover, and balance
- Keeping possession (support and combination play)
- 3-3-1 or 3-2-2

## GETTING STARTED - U13/14

**Game Form:** 11v11 - includes a goalkeeper

**Game Duration:** 2 x 35 minutes

**Playing Time:** Equal playing time no longer priority. Playing time should be determined by the coach based upon the attitude, effort, commitment and ability of players.

**Substitution:** Free

**GK Status:** Coach discretion

**Field Size:** 60-70 yd x 100-120 yd

**Ball Size:** 5

### Typical U13/14 Training Session

- Should not exceed 1 hour and 30 minutes
- NO PRESSURE: Warm-up, small group activities, stretching
- LIMITED PRESSURE: Multi-directional games. Introduce larger group/team activities
- FULL PRESSURE: Directional games. Play to targets and/or zones
- FULL PRESSURE: Conclude with full-sided game with GK's
- Finish with cool-down activity

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. The coach must be cautious to avoid overtraining should focus more on tactical and technical elements of the game and less on the physical aspects. Technical training still a priority but tactical training plays an important role at this age.

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.

# GETTING STARTED - U15-18

**Game Form:** 11v11 - includes a goalkeeper

**Game Duration:** 2 x 45 minutes

**Playing Time:** Equal playing time no longer priority. Playing time should be determined by the coach based upon the attitude, effort, commitment and ability of players.

**Substitution:** Free

**GK Status:** Coach discretion

**Field Size:** 60-70 yd x 100-120 yd

**Ball Size:** 5

## Typical U15-18 Training Session

- Should not exceed 1 hour and 30 minutes
- NO PRESSURE: Warm-up, small group activities, stretching
- LIMITED PRESSURE: Multi-directional games. Introduce larger group/team activities
- FULL PRESSURE: Directional games. Play to targets and/or zones
- FULL PRESSURE: Conclude with full-sided game with GK's
- Finish with cool-down activity

Players at this age have completed most of their physical and mental development. All components of training can be combined and organized with the purpose of developing the highest potential of the player. The strength of the muscles helps to develop technique at high speed and this speed helps the player to react faster to tactical situations. This stage is crucial for combining all the components of soccer in order to increase the players' soccer knowledge. These are some of the facts in terms of human development adapted to soccer. In this document these facts are used to develop the most appropriate training methodology for each age group.

Tactical training and small-sided games are an essential part of the training at this stage. Attacking and defending principles must be part of all games. Important aspects of the tactical training are speed of play, quick transition, counter attacking and finishing in the final third, as well as pressing. Technique will focus on speed and accuracy. Passing and finishing are two of the main techniques emphasized at this stage. Part of the technical training will be position-specific (e.g. defender: passing; center midfield players: receiving to turn; and strikers: finishing). The physical aspect of the game is key at this stage: endurance, strength and speed will be part of the weekly training routine. Players should be expected to show commitment to the team, concentration in training sessions and competitiveness during the game.

## GUIDED DISCOVERY .... Asking Meaningful Questions

### (US Youth Soccer)

“Asking the right questions takes as much skill as giving the right answers.” – Robert Half

Coaches must be skilled in the art of “asking meaningful questions.” This will give athletes the opportunity to practice problem solving and will help them become more capable of solving problems that arise in games/competition.

#### Goals of Effective Questioning

- Actively involve athletes in the learning process
- Enhance their task mastery
- Enhance their conceptual understanding
- Promote both simple (low-order) and complex (high-order) thinking

Example of Low-Order Questions:

What part of the foot do you use to make short pass? Where should you aim when shooting goals?

- Coaches tend to ask low-order questions because they are easier.

Example of High-Order Questions:

How can we get the ball down the field quickly? Why should we play high-pressure defense?

- The use of low-order & high-order questions is necessary during training sessions. It is important for coaches to understand both types of questions and to apply them appropriately. Use of high-order questions will provide athletes more opportunities for self-evaluation.

“Why? and How? Questions enhance the athlete’s ability to make decisions, one of the central goals of empowerment... it is important for coaches to allow athletes to think about questions and help encourage them to answer. If athletes are having difficulty with the answer, a coach can redirect or rephrase a high-order question so they can think carefully about what has been asked.” – Lynn Kidman

- The coach guides (facilitates) the players, through effective age appropriate questioning, to discovery.  
Examples of Guided Questioning .....

- In a 3v3 situation, what’s the best way to get the ball to your teammates? Let’s try it!
- What happens when you pass the ball behind your teammate? Let’s try it!
- Now, if you want to make sure your teammate goes forward, where do you want the pass to go?
- Why didn’t that pass work? So, how should we do it this time?
- How can we get the ball to the other side of the field?
- Why is it important for you to lift your head up when you have the ball?

Positive Coaching Responses ....

- Good idea! Can you show me?
- Great....so how could we do it faster?
- I like that answer...what other skill can we use to get the ball to our teammates?

Kidman, Lynn (2001). *Developing Decision Makers. An Empowerment Approach to Coaching.* Pg 118-130.

## Dr. Muska Mosston’s Slanty Line Theory



Slanty- Line

- The slanty-line concept takes the traditional method of the straight-line concept as typified in the old rope game of high-water low-water, where the rope starts on the ground and everyone jumps over it.
- The two children raise the rope to a new level. As children are unable to jump over the rope they are eliminated until only one person is left.
- This approach is counter productive in the development of youngsters because it eliminates those who need the activity the most.

Mosston takes this rope and but slants it ....

- Now those children who want to run and jump and feel successful can do so.
- When the players feel comfortable and secure, they seek out new challenges. In this approach, players participate at their own ability level.
- Mosston’s slanty-line concept is the belief that all children have the right to participate in activities at their own ability level.
- Children will not continue activities in which they are continually eliminated or wait to take turns.
- Given opportunities, children seek out challenges and take risks.
- Games of exclusion use straight-line concept that excludes players from participation.
- Games of inclusion use the slanty-line concept and keep players involved in the activity.

Basic Urges of Children

- Movement
- Success and Approval
- Peer Acceptance & Social Competence
- Cooperation & Competition
- Physical Fitness & Attractiveness
- Adventure
- Creative Satisfaction
- Rhythmic Expression
- To Know

## **Flow State Model – Dr. Mihaly Csikszentmihalyi (University of Chicago)**

Flow Concept: Flow is that period of time in which the activity or task matches your ability. Players can experience flow in almost any activity if these two factors are present and evenly balanced. The flow concept is critical for effective soccer training.

### **Essential Concepts:**

- In order to get the most out of your players, to have them grow and develop according to their own biological, intellectual, social and emotional clocks, you must understand and provide opportunities for your players to enter a state of flow. When not in a state of flow, other behavioral states may occur.
- If the ability of your players exceeds the task, they'll experience boredom. Hence the difficulty children have standing in line waiting to dribble through a series of cones. When you ask players to perform tasks which are beyond their ability they experience frustration.
- A coach must ask, "Are certain behaviors a discipline problem or just a normal reaction by a child whom I placed in a situation without the right tools?"
- Understanding this concept of flow and how it relates to growth and development, enables you to select tasks that are age appropriate and promote rather than restrict growth!

## **Expansion / Equalization - Dr. Marianne Torbert (Temple University)**

### **Essential Concepts:**

- Expansion Opportunities = anything that increases the number of potential growth experiences.
- Equalization Challenges = that which equalize the opportunity for each participant to be challenged and grow at their own ability level.
- Interactive Challenges – An equalization in which players participating at their personal level actually contribute to the growth of the other players who may be a level below.

### **Expansion:**

- Allowing for more turns
- Increased ball contacts
- Increased equipment: one ball/player
- Reduced down-time between activities
- Select activities that allow everyone to play

### **Equalization:**

- Closely relates to the slanty-line and flow concepts
- Recognizes that children have a right to participate in activities at their own ability level
- Make an effort to select, design and provide training sessions that motivate player

### **Interactive Challenges:**

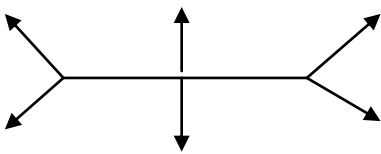
- Achievement of this concept is a critical element for successful youth coaching
- All teams have players with a wide range of abilities and it is the responsibility of the coach to stimulate the growth of each player
- Provide activities that pose interactive challenges
- Enable each player to participate at their own level while also stimulating the growth of the other players.

### **"TRUTHS" about children and sports**

- Fun is pivotal – if it's not fun young people won't play a sport
- Skill development is a crucial aspect of fun – it is more important than winning even among the best athletes
- The most rewarding challenges of sports are those that lead to self-knowledge
- Intrinsic rewards (self-knowledge that grows out of self-competition) are more important in creating lifetime athletes than are extrinsic rewards (victory or attention from others).

## Characteristics of U9/U10 Soccer Players (3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> Grade)

U9/U10 Tactical Sign  
Awareness of Width & Direction



### **Psychomotor Development**

- Boys and girls begin to develop separately
- Ability to stay physically active is increased (pace themselves)
- More prone than adults to heat injury
- Gross & small motor skills becoming more refined
- Greater diversity in playing ability
- Physically mature individuals demonstrate stronger motor skills
- Children make rapid gains in learning and function at increasingly sophisticated levels in the performance of movement skills

### **Cognitive Development**

- Some children begin moving **beyond** concrete experiences and begin to think abstractly
- Lengthened attention span, ability to sequence thought and actions
- Pace factor becoming developed – they are starting to think ahead
- Intrinsically motivated to play
- Demonstrate increased responsibility: bring ball & water to practice, tuck in jersey & pull up socks, “carry own stuff”
- Starting to recognize fundamental tactical concepts such as changing direction of the ball
- **Repetitive technique very important, but it must be Dynamic not static!**

*“Play may be fun, but it is also serious business in childhood. During these hours the child steadily builds up his competence in dealing with the environment.”* (Dr. Robert White, Harvard Professor)

### **Psychosocial Development**

- May initiate play on their own
- Continued positive reinforcement needed
- Explanations must still be brief, concise and purposeful
- Becoming more serious about “their play”
- Peer pressure significant
- Team identification becomes important
- Adults outside of the family may take on added significance

## Characteristics of U12 Soccer Players (6<sup>th</sup> & 7<sup>th</sup> Grade)

“Play, well planned, can become a pleasurable means (tool) by which children can build a strong ‘I can’ feeling while gaining many of the foundation skills that make the process of gradually reaching our existing potential, not only one of survival, but one of expansion to deal effectively with an increasingly complex and stressful world” (Dr. Marianne Torbert, Temple Professor and Director of the Leonard Gordon Institute for Human Growth through play).

### **Psychomotor Development**

- The average age for the beginning of pubescence in girls is 10 years with a range of 7-14; for boys, age 12 with a range of 9-16
- Increases in the amount of exercise and the intensity does not necessarily increase aerobic fitness levels in children
- Strength building activities require overloading the muscles to a greater extent than endurance activities
- Flexibility training is key to the prevention of injury

- Overuse injuries, burnout, and high attrition rates are associated with high-intensity children's programs that fail to stress SKILL DEVELOPMENT and LEARNING ENJOYMENT
- Beginning to develop abilities to sustain complex coordinated skill sequences

### **Cognitive Development**

- Formal operational stage of cognitive development
- Beginning to think in abstract terms and can address hypothetical situations
- Changes in thought processes are 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

### **Psychosocial Development**

- More TV/computer games, less unstructured play
- Beginning to spend more time with friends and less time with parents
- Popularity influences self-esteem
- Whether a child enters puberty early or late has important psychosocial implications
- Learning appropriate sex role
- Most children seek peers that are most like them in age, race, sex and socioeconomic status
- Opportunity to introduce the value of cultural diversity
- Developing a conscience, morality and a scale of values

### **Too Much Too Soon**

Many players who show promise as children find they can no longer compete at the adult level because they became too specialized too soon. In the Bundesliga the players who make headlines are the ones who played other sports in their younger years and came to competitive soccer relatively late. The quality of technical movement sequences depends on coordination, which is why it's critical to the execution and success of technical/tactical actions (Lottermann, Laudenklos & Friedrick)

### **Growth, Maturity & Development**

**Growth** – body size, muscle strength, body composition & aerobic capacity

**Maturity** – skeletal age, pubertal age, chronological age, level of proficiency in basic motor skills

**Development**- social, emotional & cognitive competence

### **Fundamental Movement Patterns**

**Locomotor** - body moving through space, such as walking, jumping, hopping, etc.

**Nonlocomotor**- specific parts of the body are moved, such as pushing, twisting, etc.

**Manipulative**- patterns in which objects are “moved”, such as catching, passing, dribbling; and other activities involving propelling and receiving the ball

### **Fine Motor Skills – Gross Motor Skills**

**Fine Motor Skills**- refer to the movements requiring precision and dexterity, such as manipulative tasks

**Gross Motor Skills**- refer to movements of the entire body or major segments of the body

- Shooting a ball requires both gross motor and fine motor activity. Speed entails gross motor forces. Accuracy and control come from fine motor activity
- Objective to provide an all around athletic experience with Activities that emphasize basic coordination and fitness and Games and activities that incorporate agility, running, jumping and hopping.

### **Motor Patterns / Motor Skills**

**Motor Pattern**- basic movement involved in the performance of a task. The emphasis is on the movement composing the task

**Motor Skill**- focuses on the proficiency of completing the task. Motor skill looks at accuracy, precision and economy of performance.

- In general, but not always, the process and product of a motor performance are related. Good performers in terms of the product usually demonstrate proficiency in the movement process. (Dr. Stephen Rice, Jersey Shore University Medical Center)

### **Process & Product of Movement**

**Process**: the performance of a specific movement in terms of its components ... hip rotation, foot placement, etc.

**Product**: is the outcome of the act...the distance a child jumps, etc

## Warm-Up

- Rhythmic and Range of Motion exercises
- Use the ball as much as possible
- Gradually increasing the tempo of the activity raises the heart & breathing rates

## Effective Cool-Downs

- Include light activities such as juggling or passing in pairs or partnerastics
- Include two or three stretching exercises to loosen muscles that may have become tight from exertion
- This will minimize muscle soreness (elimination of lactic acid from the muscles) over the short-term
- It will keep your players more agile and responsive throughout their athletic careers.
- Smooth transition from vigorous exercise to resting state
- Consists of light, fun activities and stretching exercises
- Allows players to unwind, physically and mentally

## YOUTH FITNESS

Readiness for Soccer

“Readiness for sports is the match between a child’s level of growth, maturity and development, and the task demands presented in competitive sports.”

Robert M. Malina, Ph.D.

Motor Activity For Children – Components of Physical Fitness

- Balance
- Agility
- Eye/Foot & Eye/Hand coordination
- Endurance
- Flexibility
- Strength
- Speed
- Acceleration
- Power
- Body Composition (leanness vs fatness)

These components of Physical Fitness are very important for soccer players age twelve and younger. Different components are emphasized at different ages.

**Balance** - the ability of the body to maintain stability and equilibrium while running or standing on one foot. Requires proprioception in the foot and leg (the brain orchestrating action of the muscles) as well as good core muscle strength.

**Agility** – the ability to change direction quickly and easily with the body and the body parts.

**Eye/Foot & Eye/Hand Coordination** – the skillful and effective interaction of movements involving visualization and actions of the hands or feet. Prior to age 9 visual tracking acuity is not fully developed. Players have difficulty accurately tracking long kicks or the ball off of the ground. Beginning at approximately age 10 the visual tracking acuity achieves adult pattern.

**Flexibility**: The ability to conduct movements in certain joints with an appropriate range of motion. Improved flexibility is achieved through stretching and range of motion exercises.

**Strength**: The ability to overcome resistance or oppose an obstacle through muscular motion.

**Pure Speed** – the ability to cover the distance between two points in the shortest amount of time.

**Technical Speed** – the ability to perform skills at speed.

**Mental Speed** – ability of the player to be aware of all factors, conditions and options inside and outside the game.

**Power** – the application of strength with speed. Explosive action of performance. Strength + Speed = Power

## **Two Forms of Endurance**

**General Endurance:** aerobic (with oxygen) and provides the player with long-term endurance.

**Local Muscle Endurance:** anaerobic (without oxygen) and corresponds to short-term needs such as sprinting and jumping.

**Endurance:** the ability to perform muscle activity multiple times without the onset of fatigue.

**Aerobic Capacity:** the ability to utilize oxygen while “burning metabolic fuels” during physical activity – provides long-term endurance. A measure of heart and lung fitness by delivering oxygenated blood to the muscles and utilizing that oxygen during glucose metabolism.

### **Endurance Training and Kids**

Endurance training becomes effective at 12 to 18 months after PHV (Peak Height Velocity) which is about 13 years, 6 months for boys and 11 years, 6 months for girls.

## **Soccer Players’ Bill of Rights (US Youth Soccer)**

- Right to play as a child and not as an adult
- Right to be treated with dignity by all involved
- Right to proper preparation for participation in soccer
- Right to have an equal opportunity to strive for success
- Right to have FUN through soccer!

*There is not just “one way” to teach soccer to players, nor is there just one style of coaching. There is a broad spectrum of styles and methods for how each of us experiences the game. Some of this comes from our backgrounds, while some of this also is the product of our own personalities. At the youth and junior levels, however, there is a set of fundamental principles that must be considered by anyone involved with soccer. In general, young soccer players require a certain amount of uninterrupted play. This allows them to experience soccer first hand. They should be allowed the opportunity to experiment, and with that, succeed and fail. The coach’s long term goal is to prepare the player to successfully recognize and solve the challenges of the game on his or her own. It is vital that the coach approaches soccer with this in mind (Best Practices for Coaching Soccer in the United States, pg 3).*

**Work hard & embrace your time influencing young players**