America SCORES Bay Area Middle School Soccer Curriculum

Grades 6-8 | Ages 12-14| 2018-2019

Being part of a year-round soccer team gives kids a sense of belonging and provides them abundant opportunities to be physically active and socially engaged. At the social and emotional level, we approach soccer from a holistic point of view where our main purpose is to foster confidence, personal motivation, resilience, happiness, and a sense of community belonging in all of our players

Letter from America SCORES Bay Area:

Dear SCORES coach,

Thank you for being a part of our SCORES team. As a coach and mentor, you are in a unique position to guide with kindness and professionalism our SCORES participants in this soccer season. We hope that this soccer curriculum is useful to you in teaching the "beautiful " game to your players.

We wish you a great season!

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WHAT ARE WE TRYING TO ACHIEVE?

This soccer curriculum provides an opportunity to create a relevant, coherent and engaging soccer practices with unique progressions and healthy competition throughout the practices. Purposes not only provide a reference point for decision making but also a direction on how learning experiences are to be organized.

Methodology: The America SCORES Bay Area *Soccer* Curriculum serves as a resource for the program's coaches and mentors. From the warm-up to the cool down phase, each session focuses on the same soccer skill so kids can master the skill. It is very important to know well the soccer skill that you are working on so you can provide the proper corrections, and progressions. It is designed as a 12-week program. Coaches are expected to talk about nutrition for this curriculum as each session contains a nutritional theme. Ideally, a full practice session should run for 90 minutes from start to finish. But, we know that some sites can only practice for 60 minutes. Each coach must modify the length of the sessions according to his or her own specific needs. Yet, it is very important that coaches are able to deliver all the steps/progressions of the practice.

DAILY SCHEDULE

1.Staff Set-Up : try to set up the field before your players get to the field. 5 min

2. Opening Circle & Warm-Up: check in with your players, introduce nutritional theme and soccer theme and lead your group into the warm up. 10 min

3. Activity 1: during this phase, players practice the skill with no opposition.

4.Activity 2: 1 V 1, 2 V 2: during this phase, players practice the skill in a 1 V 1 circumstances. This phase serves a thermometer for players for we get to see them in action against active defenders.

5.Economical Games: a modified scrimmage with a tactical variant for the first part of the game. Then is a free match.

6. Cool Down & Closing Circle: it is very important to review the content of the soccer/nutritional themes. Provide positive feedback to your players.

GAME MANAGEMENT

On game day:

- Arrive before all players and parents and be prepare to give your team a proper warm-up. Use
- Introduce yourself to opposition coach to find out club policy (when away) and answer any questions they have (when at home). Club (and team) policies vary, so it is important you respect theirs when they are hosting.
- Set up warm-up area (if space available).
- Inform parents of where to set-up (opposite side from coach).
- Have players move bags as near to technical area as possible, without interfering with game in progress. This way you can get on the field when the previous game ends.
- Ensure players are properly equipped (jewelry, Cleats, Shin-guards, etc).

Team talk:

- What system of play is being used?
- Who is playing where?
- Individual instructions (goals) for players.
    - Tactical goals
    - Technical goals
    - Individual jobs (set-piece takers, captains, marking, etc)
- Team goals and instructions.
- Any knowledge of opponents.
- What sort of result/performance is expected/required/wanted/needed?

During the game:

- Provide proper game time for all players.
- Have a Start stop-watch
- Take notes on what is working and what is not.
- Don't over-coach. Allow players to communicate on the field.

Half-time:

- Ensure players re-hydrate.
- Use notes for tactical comments.
- Have starting line-up written down and give to players before second half.
- Talk about player's performance during the game and try not using the ref as a shield in the event that your team is losing. Teach your players social responsibilities even during games.

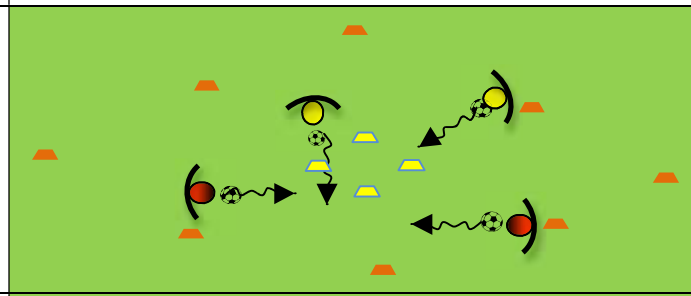
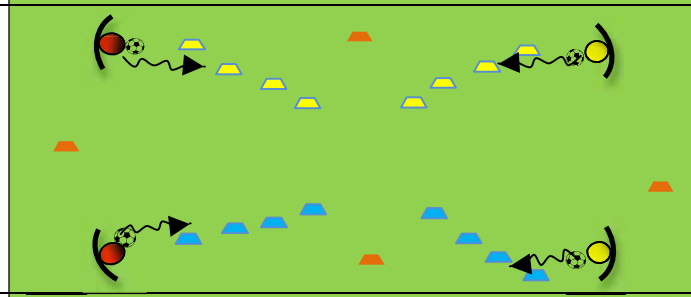
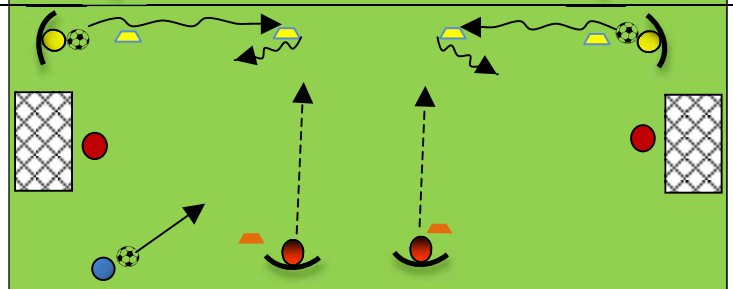
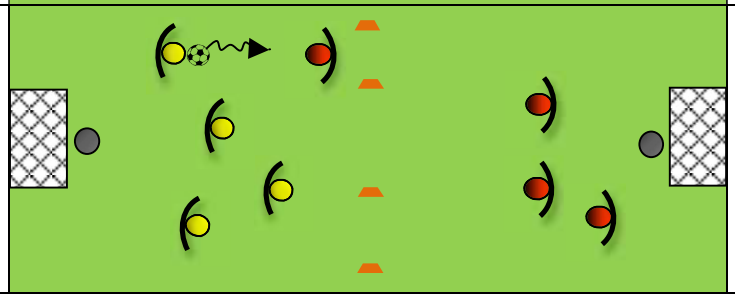
After the game:

- Handshakes for opposition and referees
- Cool down
- Team talk
  - Keep brief. Players' emotions will still be high.
  - Ensure notes are complete. Can be used at next practice.

Try not using the ref as a shield in the event that your team is losing. Teach your players social responsibilities even during games For example, if the team scored and they are blaming the ref, re-direct the conversation by asking "How did the ball got there in our penalty box? Where were my midfielders during the transition from attackers to defenders? Who were the closest defenders to the ball before going into the net?

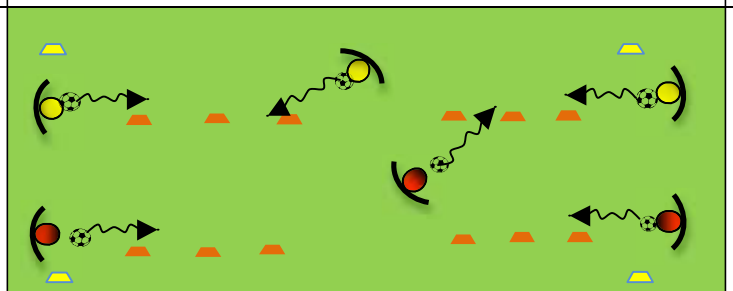
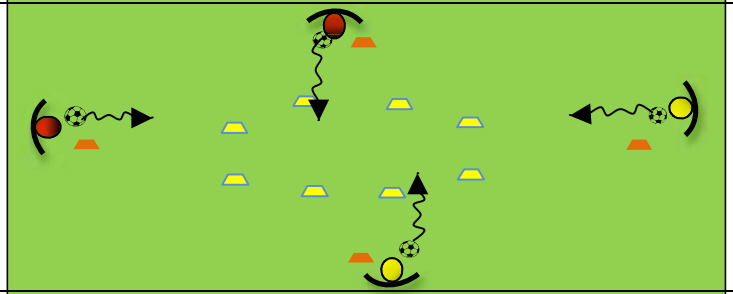
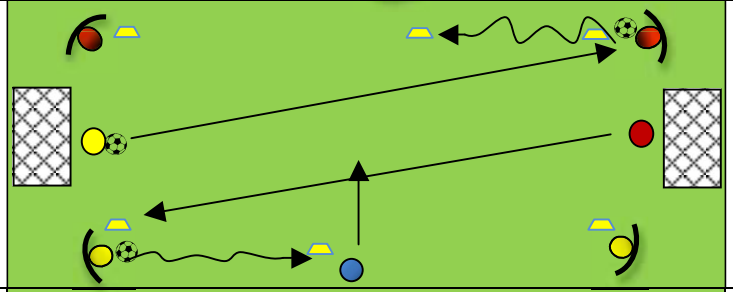
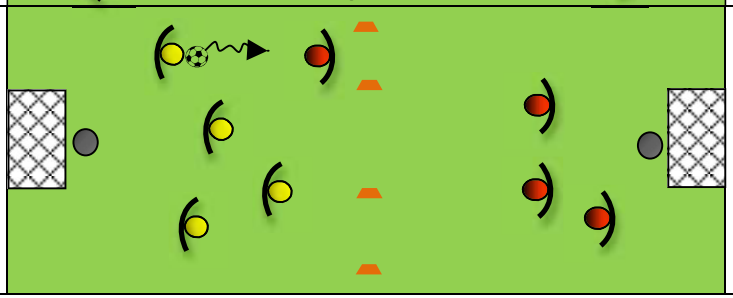
América SCORES Bay Área Select/ Middle School Soccer Curriculum THEME: DRIBBLING DODGIN	Nutritional Theme	SESSION # 1

Technical Objective: 1) Dribbling Dodgin, 2) Dribbling, 3) Ball control, 4) Passing, 5) Shooting.	Duration: 90’

Min	Set up	Diagram	Coaching Points
15’	1). WARM-UP: Dynamic stretch. Form 2 teams, the players perform different feints in a diamond, at the signal of the coach they will dribble the orange cones and return to the center. Competition: the first to reach the yellow square adds a point for their team.		1). The dribble has 3 phases: a) Fake. b) Exit with exterior of the foot. c) change of pace. 2). Perform feints prior to overcoming a cone. 3). Contact surfaces to be exercised: exterior, interior and floor.
20’	2). ACTIVITY 1-ANALITIC: players dribble between the cones and then change places by rotating to the left. Game: orange cones (1-2-3-4), when the players leave the dribbling circuit the coach mentions an orange cone number and the players must dribble to that cone.		1). Perform the dribbling (dodging) with internal and external borders. 2). They use both left/right foot.
25’	3). ACTIVITY 2-1V1 & 2V2: yellow players start dribbling by yellow cones and attack red goalies, red players run to defend without a ball to create 1v1 on both goals. The coach introduces a ball to play 2 v 2 or 4 v 4. Then change roles. The defending team can play with the goalie 2v1.		1). A fake before dribbling 2). Practice change of pace after overcoming the rival. 3). They use both left/right foot.
25’	1). ECONIMICAL GAME: a) during the match, players combine with the teammates through passes, b) Match with dribbling (dodging) objective before passing the zone of orange cones. c) then free match. Cool down and Review.		a) Contact surfaces to be exercised: exterior, interior and floor. b) Encourage players to try different fakes

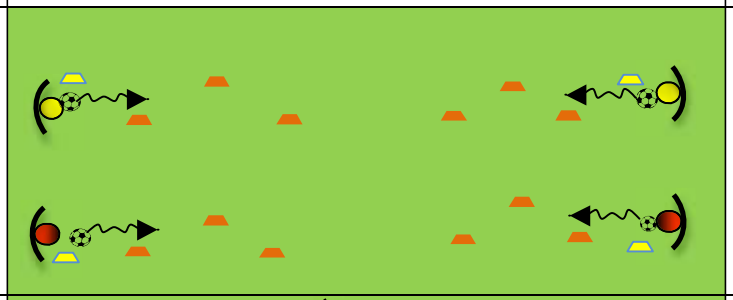
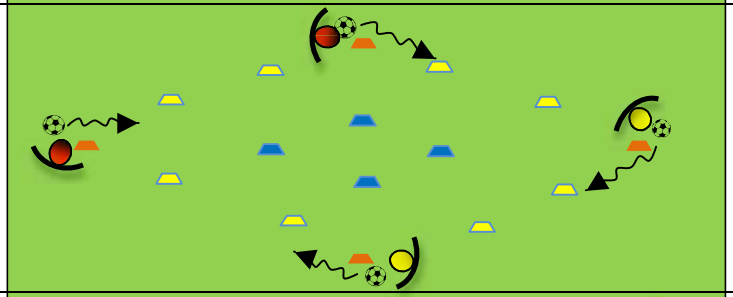
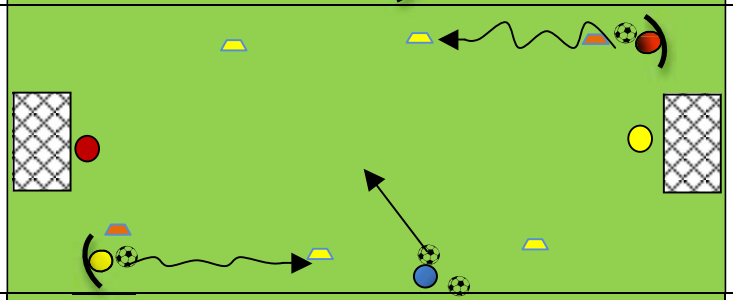
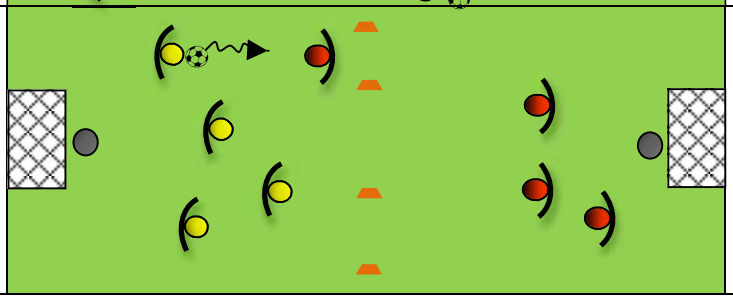
América SCORES Bay Área Select/ Middle School Soccer Curriculum THEME: DRIBBLING DODGIN	Nutritional Theme	SESSION # 2

Technical Objective: 1) Dribbling Dodgin, 2) Dribbling, 3) Ball control, 4) Passing, 5) Shooting.	Duration: 90’

Min	Set up	Diagram	Coaching Points
15’	1). WARM-UP: 1). WARM-UP: Dynamic stretching. The players perform zigzag between the cones and different feints indicated by the coach. Competition: at the signal of the coach they must run without a ball and circle a yellow cone and return for any ball.		1). The dribble has 3 phases: a) Fake. b) Exit with exterior of the foot. c) change of pace. 2). Perform feints prior to overcoming a cone. 3). Contact surfaces to be exercised: exterior, interior and floor.
20’	2). ACTIVITY 1-ANALITIC: players execute a dribble (dodge) at the yellow cone (in front to the right) then they surround the left yellow cone and return to their place. Competition: the first to arrive sum point.		1). Perform the dribbling (dodging) with internal and external borders. 2). They use both left/right foot.
25’	3). ACTIVITY 2-1V1 & 2V2: both goalies start with a diagonally pass to the opposing player , than they make a dribble to the next yellow cone and then leave it in the front yellow cone, then the coach enters the ball to create 1v1, the progression is 2v2 plus goalies.		1). A fake before dribbling 2). Practice change of pace after overcoming the rival. 3). They practice both left/right foot.
25’	1). ECONIMICAL GAME: the match is aimed at dribbling before passing the central zone, then free game. Than, Cooldown and Review.		a) Contact surfaces to be exercised: exterior, interior and sole of shoe. b) Encourage players to try different fakes

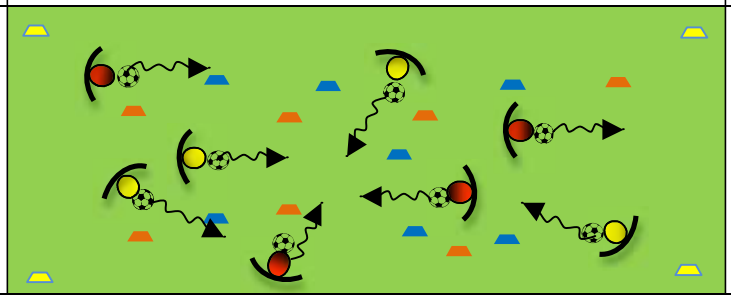
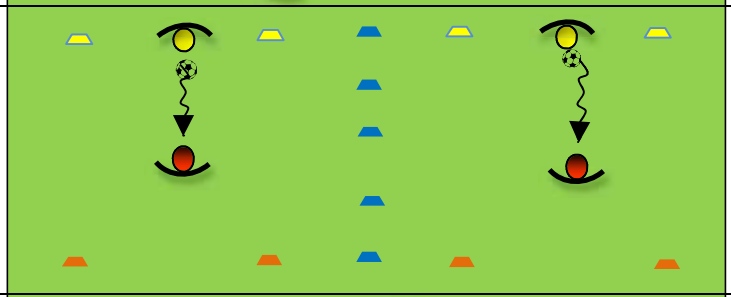
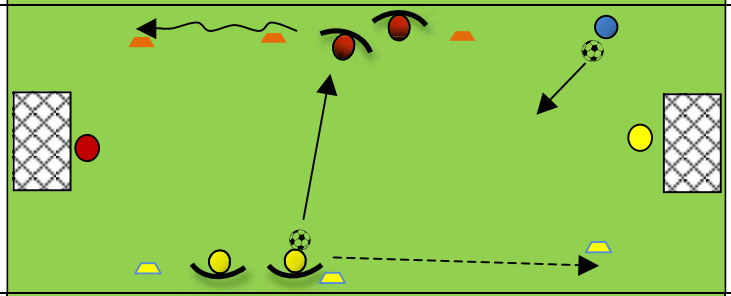
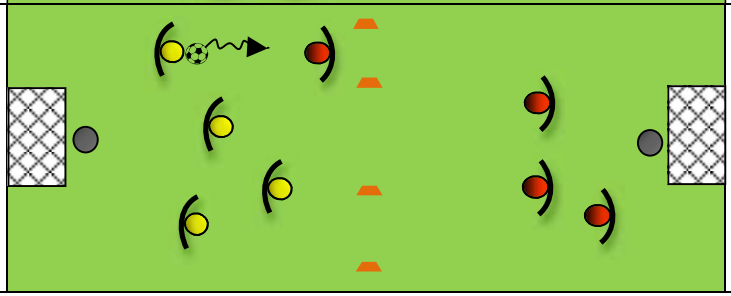
América SCORES Bay Área Select/ Middle School Soccer Curriculum THEME: DRIBBLING DODGIN	Nutritional Theme	SESSION # 3

Technical Objective: 1) Dribbling Dodgin, 2) Dribbling, 3) Ball control, 4) Passing, 5) Shooting.	Duration: 90’

Min	Set up	Diagram	Coaching Points
15’	1). WARM-UP: Dynamic stretching. The players perform zigzag between the cones and when leaving the zigzag they leave the ball and take the ball in front left by other partner. Repeat the activity Competition: the pair that arrives first at the yellow cone adds 1 point for their team.		1). The dribble has 3 phases: a) Fake. b) Exit with exterior of the foot. c) change of pace. 2). Perform feints prior to overcoming a cone. 3). Contact surfaces to be exercised: exterior, interior and floor. 4. Use sole of the shoe to leave ball dead.
20’	2). ACTIVITY 1-ANALITIC: players dribble around the yellow cone on left side and than dribble to the front blue cone and return to their place. Competition: the first to arrive adds 1 point for your team. Variant, exchange of the ball (left-right).		1). Perform the dribbling (dodging) with internal and external borders. 2). They use both left/right foot. 3.Look up
25’	3). ACTIVITY 2-1V1 & 2V2: red player dribbles the first yellow cone and leaves the ball in the second yellow cone to defend the yellow player who performs the same action for the opposing band but this one with the ball attacks the red goalie creating 1v1, then the coach enters the ball creating 2v2.		1). A fake before dribbling 2). Practice change of pace after overcoming the rival. 3). They use both left/right foot. 4. Use sole of the shoe to leave ball dead.
25’	1). ECONIMICAL GAME: the match is aimed at dribbling before passing the central zone, then free game. Than, cool downa nd review.		a) Contact surfaces to be exercised: exterior, interior and floor. b) Encourage players to try different fakes

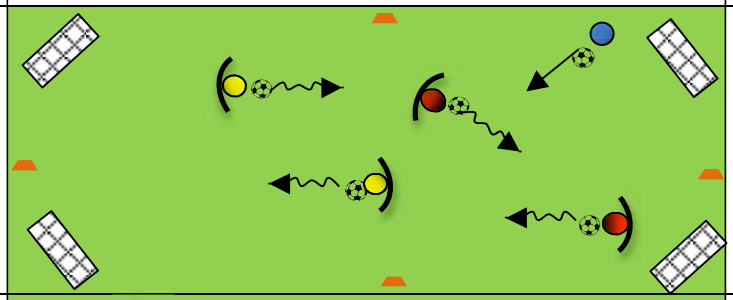
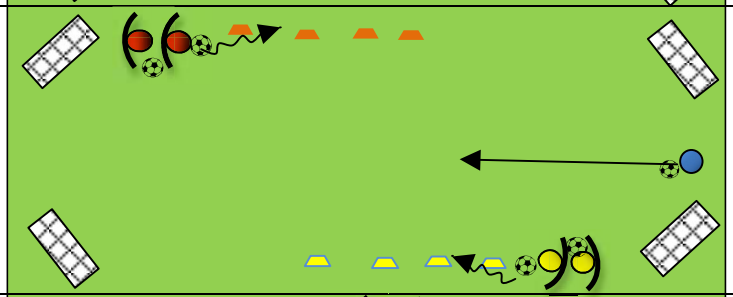
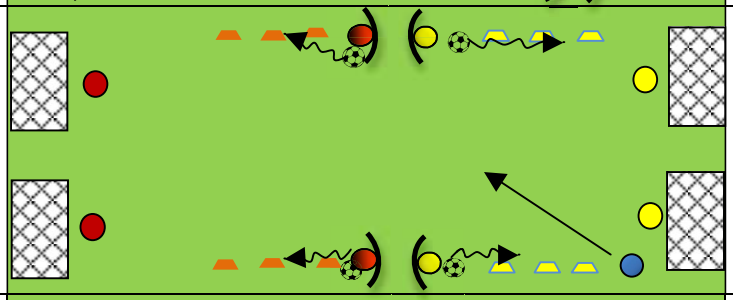
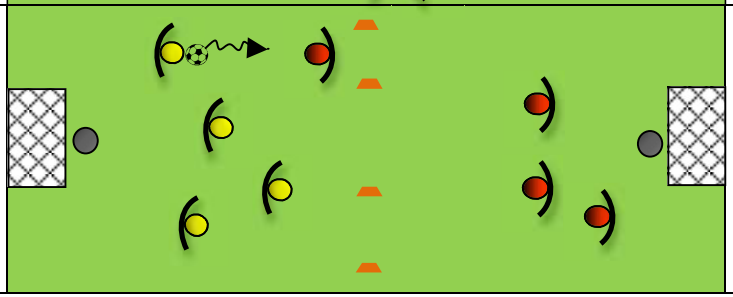
América SCORES Bay Área Select/ Middle School Soccer Curriculum THEME: DRIBBLING DODGIN	Nutritional Theme	SESSION # 4

Technical Objective: 1) Dribbling Dodgin, 2) Dribbling, 3) Ball control, 4) Passing, 5) Shooting.	Duration: 90’

Min	Set up	Diagram	Coaching Points
15’	1). WARM-UP: Dynamic stretch. Players perform different feints and changes of direction within the yellow rectangle. Competition: at the cue of the coach the players dribble to a yellow cone and than dribble to the cone of the mentioned color (blue or orange), the first to arrive adds 1 point.		1). 3 dribbling phases, a) Fake. b) Exit with exterior of the foot. c) change of pace. 2). Within the rectangle there are 7 cones of each color for 8 players in total. 3). 1 player returning to the center will be without cone.
20’	2). ACTIVITY 1-ANALITIC: the yellow players perform feints with change of direction against a passive red opponent until reaching the other end, the red playes retreat practicing proper stance for delaying the attacking player, then change roles. Competition: then 1v1, yellow defends a mini goal and red the other, then the final result is counted.		1). Perform the outputs with the external edge, permanent change of direction.Players must practice right/left foot., 2). In the first action the opponent must not be overcome (red opponent retreats with proper defending stance).
25’	3). ACTIVITY 2-1V1 & 2V2: yellow player starts with pass to the red player of the opposing band, than red dribbles to the orange cone and attacks the yellow goalie, yellow player surrounds the yellow cone of the corner without the ball and defends creating 1v1, then coach enters the ball to create 2v2.		1). The red players drive outside the cones. 2). The red player moves forward in search of the ball. 3). The goalie must support to attack the opponent.
25’	1). ECONIMICAL GAME: the game is aimed at dribbling before passing the central zone and the bands, then free game. Then, cool down and Review..		1). The Dodge must be prefabricated with an internal and external border, also a magic turn. 2). Exercise different feints.

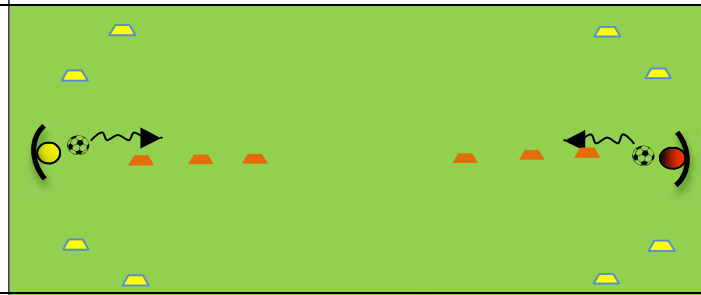
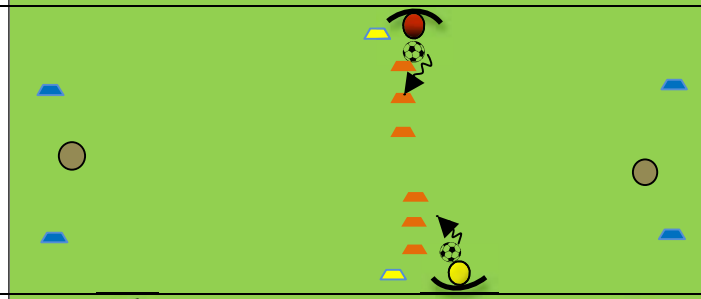
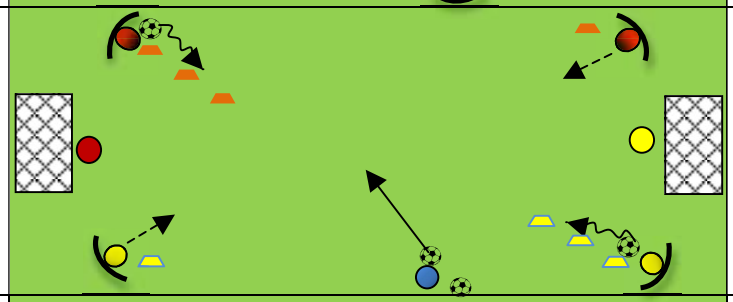
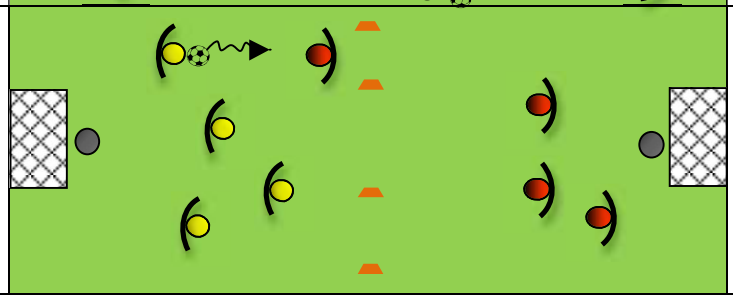
América SCORES Bay Área Select/ Middle School Soccer Curriculum THEME: DRIBBLING DODGIN	Nutritional Theme	SESSION # 5

Technical Objective: 1) Dribbling Dodgin, 2) Dribbling, 3) Ball control, 4) Passing, 5) Shooting.	Duration: 90’

Min	Set up	Diagram	Coaching Points
15’	1). WARM-UP: Dynamic stretching. players perform different feints with changes of direction indicated by the coach. Competition: at the signal, the two teams must bring their ball to an orange cone, while the coach enters the ball to start a game, red defend the 2 mini goals on the left side.		1). The dribble has 3 phases: a) Fake. b) Exit with exterior of the foot. c) change of pace. 2). Players leave balls by the cones outside the rectangle and sprint back to play the ball entered by coach.
20’	2). ACTIVITY 1-ANALITIC: the players perform dribbling between the cones and at the end they shoot at the mini goal and return to their place. Competition: at the signal the coach enters the ball to create 1v1 /2 v 2 with 4 goals		1). Use internal and external edges of foot to dribble between the cones 2). In the first action zigzag between cones and vary by asking them to zigzag and take shots there is no opponent on the goals. 3). Stop the ball with the sole of the foot to enter the 1v1.
25’	3). ACTIVITY 2-1V1 & 2V2: 2 players players (1 re & 1 yellow) at the same time dribble between the cones and leave the balls at the last cone, the coach immediately enters the ball to create 1v1, then, 2v2 they will always play 2 goalies by team.		.1). The dribbling between the cones is done with short changes of direction. 2). They stop the ball with the sole of the foot. 3). Goalies can create 4v2
25’	1). ECONIMICAL GAME: the match is aimed at dribbling before passing the central zone, then free game. Then, cooldwon and review.		a) Contact surfaces to be exercised: exterior, interior and floor. b) Encourage players to try different fakes

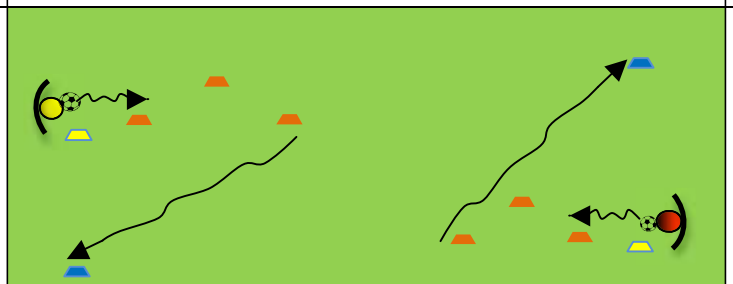
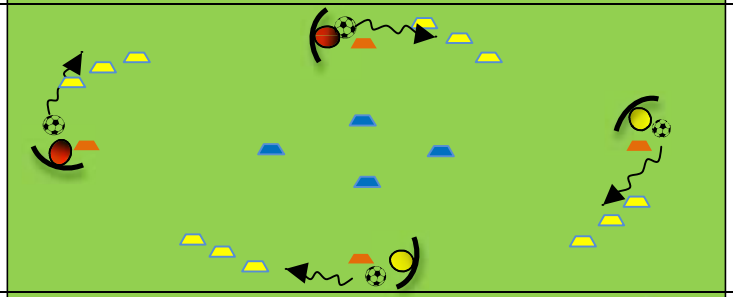
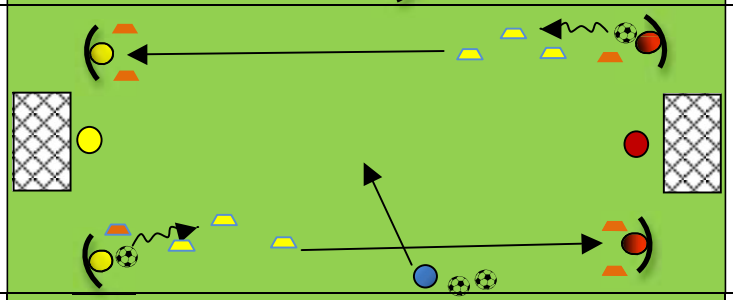
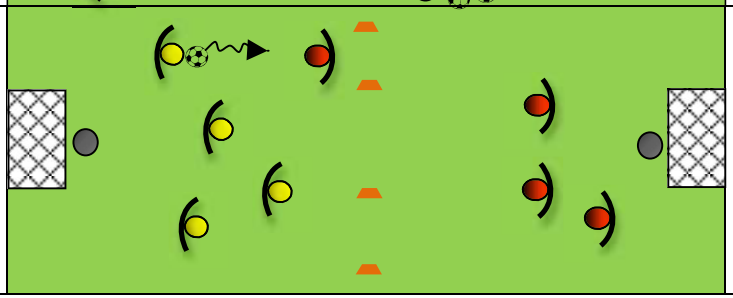
América SCORES Bay Área Select/ Middle School Soccer Curriculum THEME: DRIBBLING DODGIN	Nutritional Theme	SESSION # 6

Technical Objective: 1) Dribbling Dodgin, 2) Dribbling, 3) Ball control, 4) Passing, 5) Shooting.	Duration: 90’

Min	Set up	Diagram	Coaching Points
15’	1). WARM-UP: Dynamic stretching. The players perform zigzag between the cones and when they pass the alst cone, they change direction until they pass between the yellow cones on the left or right indicated by the coach. Competition: to the left or right indication of the yellow player coach when leaving the zigzag performs 1v1 against defending red.		1). Perform the dribbling phases, a) Faints b) Exit with exterior of the foot and manipulate with inside of foot. c) change of pace. 2). When leaving the zigzag, players must change their rhythm.
20’	2). ACTIVITY 1-ANALITIC: the players dribble between the cones, at the signal of the coach they change direction (right-left) and shoot on goal. Competition: yellow player with ball when leaving the area of cones attacks (right-left) and red defends. .		1). Perform the initial exit with the outside of foot edge. Players practice right/left foot. 2). Use the inner edge for changes of direction. 3). The red player leaves the cone zone leaves the ball plant, then defends.
25’	3). ACTIVITY 2-1V1 & 2V2: start with zigzag between the cones and leave the ball, red and yellow player located diagonally, the coach enters the ball to create 1v1, then the progression is 2v2.		1). The dribble must be with changes of pace. 2). They leave the ball dead with the sole of the foot 3). Use the 2 profiles. 4). Goalies also attack to create numerical superiority.
25’	1). ECONIMICAL GAME: the match is aimed at dribbling before passing the central zone, then free game.		1). The Dodge must be prefabricated with an internal and external border, also a magic turn to use the sole of the foot. 2). Exercise different feints indicated by the coach.

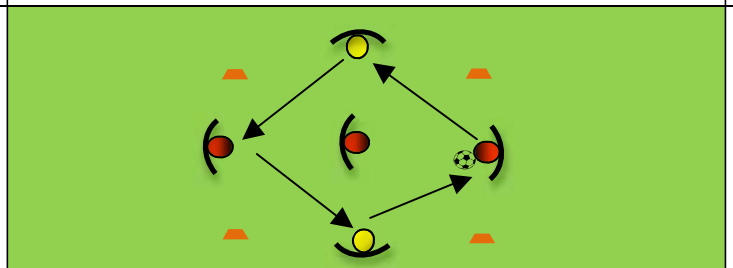
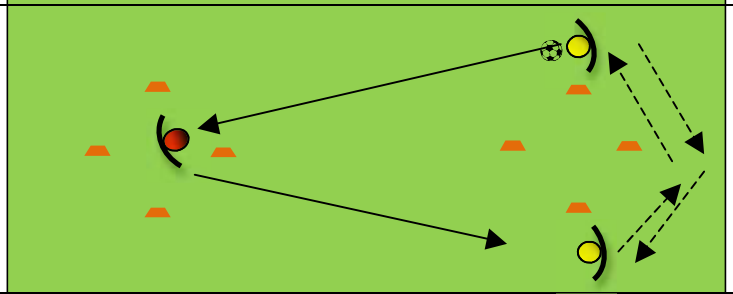
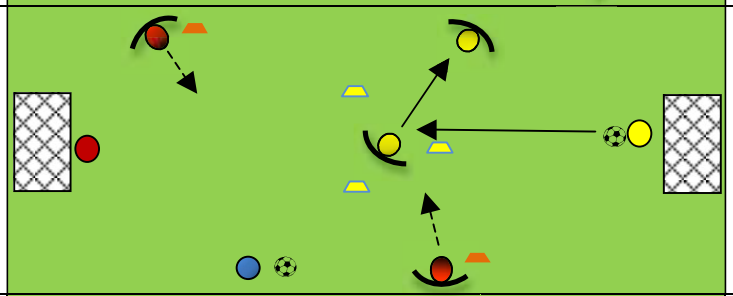
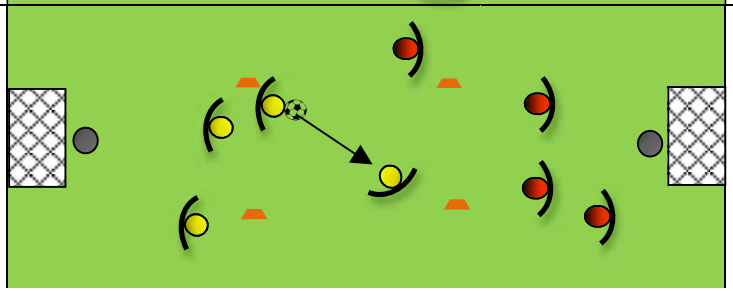
América SCORES Bay Área Select/ Middle School Soccer Curriculum THEME: DRIBBLING DODGIN	Nutritional Theme	SESSION # 7

Technical Objective: 1) Dribbling Dodgin, 2) Dribbling, 3) Ball control, 4) Passing, 5) Shooting.	Duration: 90’

Min	Set up	Diagram	Coaching Points
15’	1). WARM-UP: Dynamic stretching. The players dribbles (dodge) in the area of orange cones and then they leave the ball in the blue cone on their right, then they will run to take the ball diagonally and return to their place. Competition: the first to arrive sums a point.		1). The dribble has 3 phases: a) Fake. b) Exit with exterior of the foot. c) change of pace. 2). Perform feints prior to overcoming a cone. 3). Contact surfaces to be exercised: exterior, interior and sole of the foot.
20’	2). ACTIVITY 1-ANALITIC: the players dribble between the yellow cones, then leave the ball in the central blue cone, then take the ball from the left and return to the cone. Competition: when leaving a ball in the blue cone, they run and surround the orange cone without the ball, the first to reach gets a point.		1). Perform the initial exit with the outside of foot. Players practice right/left foot. 2). Use the inner edge for changes of direction. 3). Stop the ball with the sole of the foot.
25’	3). ACTIVITY 2-1V1 & 2V2: players yellow and red with the balls start the dribbling between the yellow cones, and they pass the ball pass to the opponent that is on the same channel and 1v1 is created in both channels. Then the coach enters the ball to create 2v2.		1). The changes of direction between the cones must be with external edge only. 2). When leaving the zigzag they step on the ball with the sole of the foot. 3). Having them practice with righ/ and left foot.
25’	1). ECONIMICAL GAME: the match is aimed at dribbling before passing the central zone, then free game. b) Then Cool down and Review.		1). The Dodge must be prefabricated with an internal and external border, use the sole of the foot as well. 2). Exercise different feints indicated by the coach.

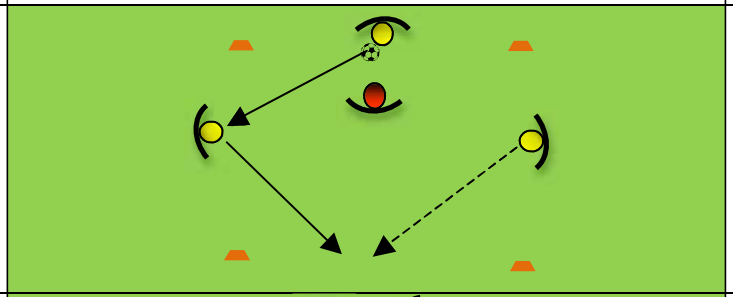
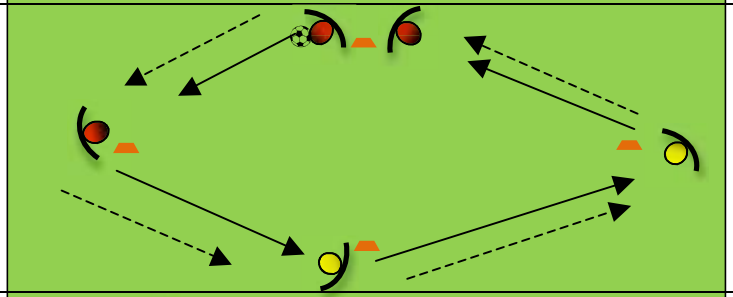
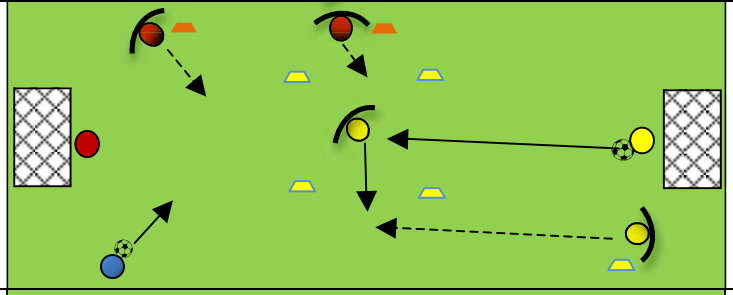
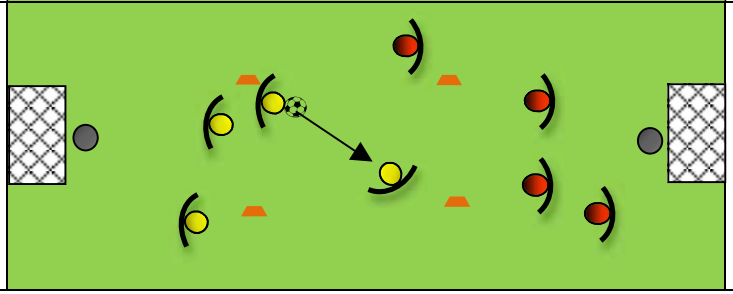
América SCORES Bay Área Select/ Middle School Soccer Curriculum THEME: BALL CONTROL	Nutritional Theme	SESSION # 8

Technical Objective: 1) Ball control, 2) Dribbling Dodgin, 3) Dribbling, 4) Passing, 5) Shooting.	Duration: 90’

Min	Set up	Diagram	Coaching Points
15’	1). WARM-UP: Dynamic stretch. In a square of 6x6 meters, the central red player must intercept the ball to leave the center, while the other 4 play a 2 touch control and pass (4v1), the progression is to expand the square 10x10 mts to play 4v2.		1). Control with internal edge to pass the ball quickly with internal edge. 2). Move to the sides to support the partner. 3). Parctice right/left foot.
20’	2). ACTIVITY 1-ANALITIC: red player controls ball from the yellow player on the right side, and passes ball to the other yellow player, the 2 yellows work on the outside of the diamond and must past the ball with acuracy in between the red cones.		1). Control with the inner edge of the foot farthest from the opponent. 2). Use the protection arm to control. 3). All players rotate positions.
25’	3). ACTIVITY 2-1V1 & 2V2: goalie starts the action with a pass to yellow player who controls between the yellow cones, and passes to the partner on the right channel creating 2v1 against red defefender and red goalie. Progression is 2v2 plus goalies.		1). Control oriented to attack quickly. 2). The central yellow player after leaning with the partner performs an amplitude (wide open) by left band to attack. 3). The goalie supports the actions.
25’	1). ECONIMICAL GAME: between the cones zone, two passes are played, before and after the cones zone they play 3 passes before scoring. Enforce two touches only so players practice control-pass. Then a free match.Cool down and Review.		1). Ball control oriented towards where there are no rivals.

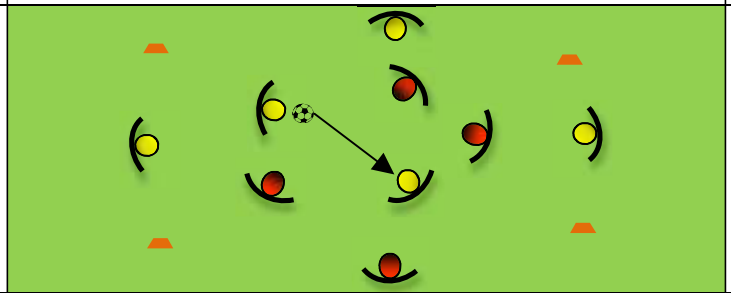
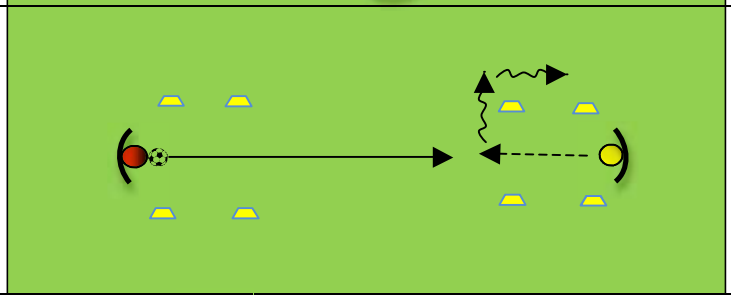
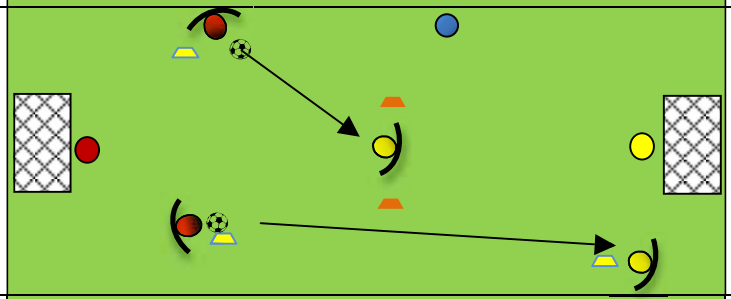
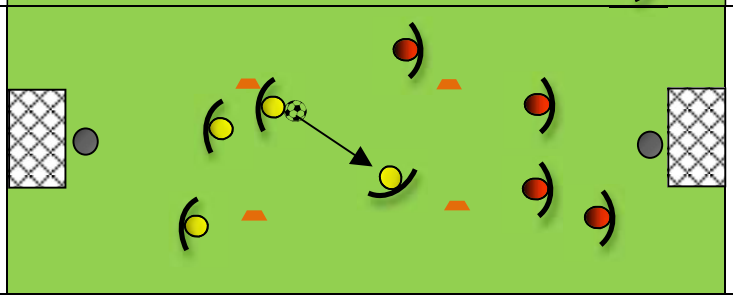
América SCORES Bay Área Select/ Middle School Soccer Curriculum THEME: BALL CONTROL	Nutritional Theme	SESSION # 9

Technical Objective: 1) Ball control, 2) Dribbling Dodgin, 3) Dribbling, 4) Passing, 5) Shooting.	Duration: 90’

Min	Set up	Diagram	Coaching Points
15’	1). WARM-UP: Dynamic stretch. The yellow players play on the line of the orange square control and pass, while the red player must intercept the ball, if he succeeds he will change role, the empty space must be occupied by an external player to give 2 options to the partner.		1). 1). Yellow players perform oriented control outside the square. 2). The red player must defend with proper stance 3). Control (oriented), in the direction of a convenient and unrivaled space.
20’	2). ACTIVITY 1-ANALITIC: in a rhombus 5 players perform control and pass to the right side, then change places, the action starts the base that has 2 players, pass and control outside the rhombus trying to anticipate the ball to control. .		1). Control with the inner edge of the foot farthest from the opponent. 2). Use the protection arm to control. 3). The player who changes places changes rhythm.
25’	3). ACTIVITY 2-1V1 & 2V2: yellow goalie initiates the action with a pass to partner who controls between the yellow cones and passes ball to player on left channel, who takes a shot to the red goalie. Players switch roles. Then the coach passes to the red player to create 2v1. The progression is 2v2.		1). Control oriented to then give the quick pass. 2). Control L without an opponent, to attack quickly. 3). Red goalie can pass ball instead of coach.
25’	1). ECONIMICAL GAME: between the cones zone, two passes are played, before and after the cones zone they play to 3 passes before scoring. Then a free match. Enforce two touches only so players practice control-pass.		1). Encourage oriented ball control towards where there are no rivals.

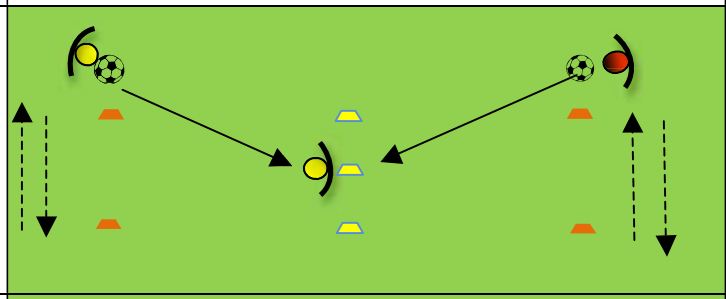
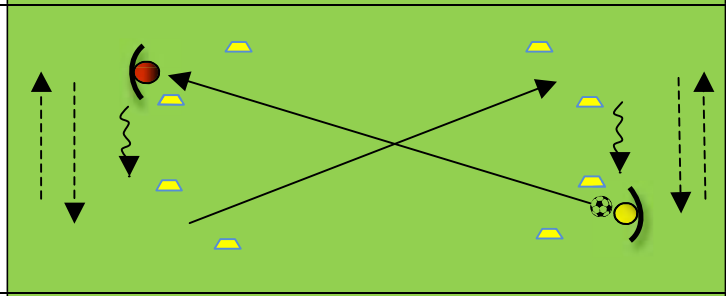
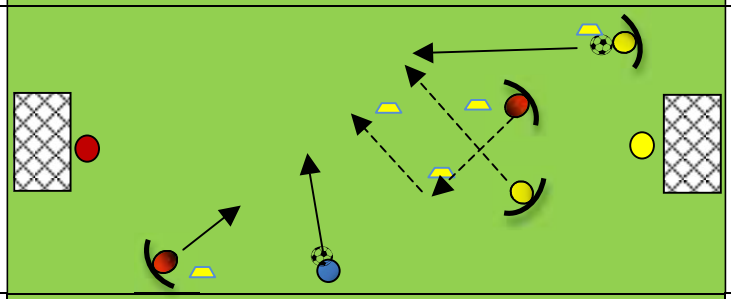
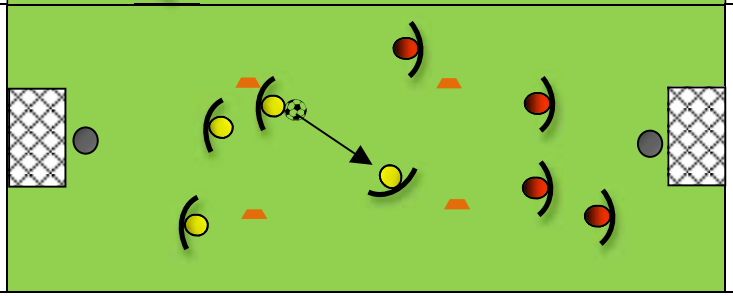
América SCORES Bay Área Select/ Middle School Soccer Curriculum	Nutritional Theme	SESSION # 10

Technical Objective: 1) Ball control, 2) Dribbling Dodgin, 3) Dribbling, 4) Passing, 5) Shooting.	Duration: 90’

Min	Set up	Diagram	Coaching Points
15’	1). WARM-UP: Dynamic stretch. 3.players play possession of the ball inside the orange square + 1 red on the outside, against 2 yellow players inside and 3 on the outside, when adding 6 passes and 5 controls, add a point, then change roles.		1). The game is played with 2 touches (control and pass). 2). Control (semi-detached), leaving the ball in motion. 3). Control (oriented), in the
20’	2). ACTIVITY 1-ANALITIC: the red player gives a parallel pass from behind the yellow cones, the yellow player controls the ball in front of the yellow cones, after 4 repetitions 1v1. Competition: the player who controls must attack and leave the ball between		1). Control with the inner edge of the foot farthest from the opponent. 2). The player to control must make a frontal break motion to anticipate the ball. 3). Exercise left/right foot..
25’	3). ACTIVITY 2-1V1 & 2V2: starts red player of left band that passes ball to central yellow player, this controls and shoots to red goalie without opponent, then red passes ball to yellow player in opposite band to create 2v2.		1). The control must be short because there are 2 rivals near the central yellow. 2). Passes with internal border. 3). The goalie supports the attacking plays.
25’	1). ECONIMICAL GAME: between the cones zone, two passes are played, before and after/before the cones zone they play must make 3 passes before scoring. Enforce two touches only so players practice control-pass. Then a free match. Cool downa nd Review.		1). Controls are made oriented towards where there are no rivals. 2). Practice the L control to attack faster.

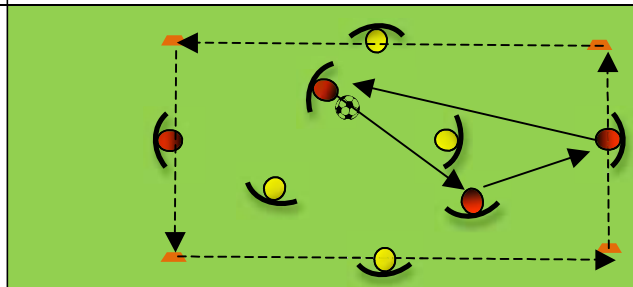
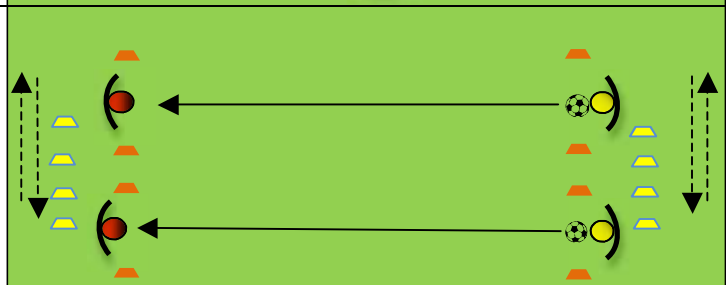
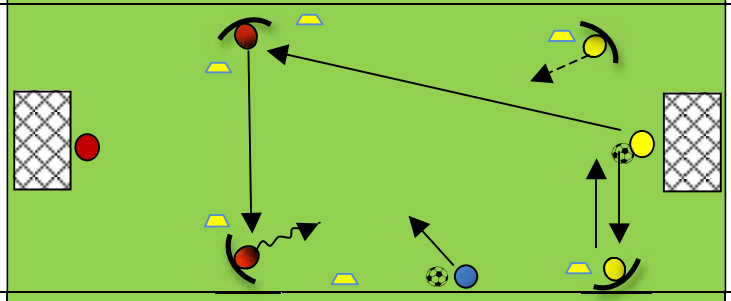
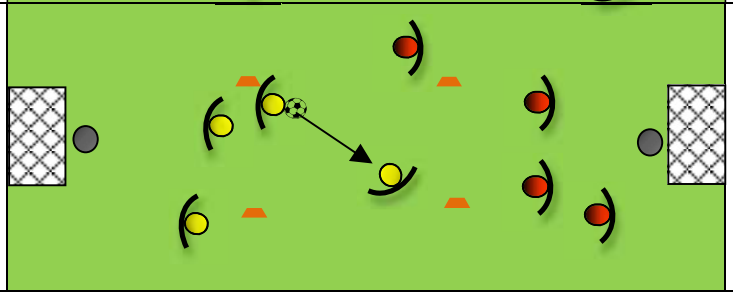
América SCORES Bay Área Select/ Middle School Soccer Curriculum	Nutritional Theme	SESSION # 11

Technical Objective: 1) Ball control, 2) Dribbling Dodgin, 3) Dribbling, 4) Passing, 5) Shooting.	Duration: 90’

Min	Set up	Diagram	Coaching Points
15’	1). WARM-UP: Dynamic stretch. The central yellow player makes a movement in anticipation of the yellow cones to control and passes back to player. Than, central player turns around to repeat the action with player from the other side. Outside change		1). Perform 0riented control for the second action. 2). Control (semi-detached), leaving the ball in motion. 3). The central player makes a central break motion to anticipate
20’	2). ACTIVITY 1-ANALITIC: yellow player passes the ball between the yellow cones diagonally and red player controls then dribbles to the other end and passes the ball diagonally. Competition: after 2 controls and at the order of the player with the ball coach attacks the 2 mini goals of the opponent		1). Control with the inner edge of the foot farthest from the opponent. 2). Use the protection arm to control. 3). Dribble with the foot farthest from the opponent.
25’	3). ACTIVITY 2-1V1 & 2V2: yellow player on the right wing gives a parallel pass to the yellow teammate who runs between the yellow cones and attacks the red goalie, the red player surrounds the central yellow cones and defends to create 1v1, then the coach enters the		1). Control with internal edge and use protection arm 2). In the progression the red goalie can give the pass instead of the coach.
25’	1). ECONIMICAL GAME: between the cones zone, 2 passes are played, before and after the cones zone they play 3 passes before scoring. Then a free match. Enforce two touches only so players practice control-pass.		1). Oriented ball control towards where there are no rivals. Then, Cool Down and Review.

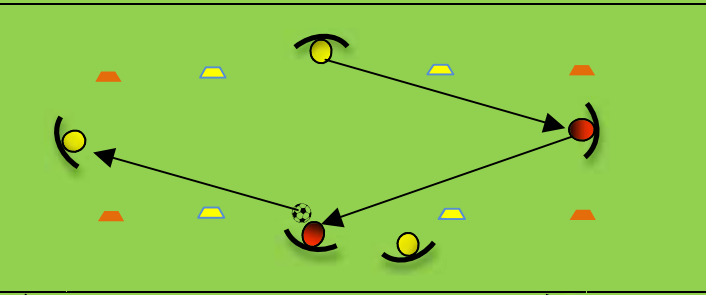
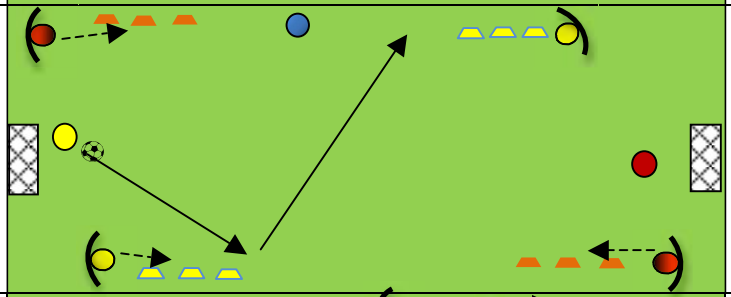
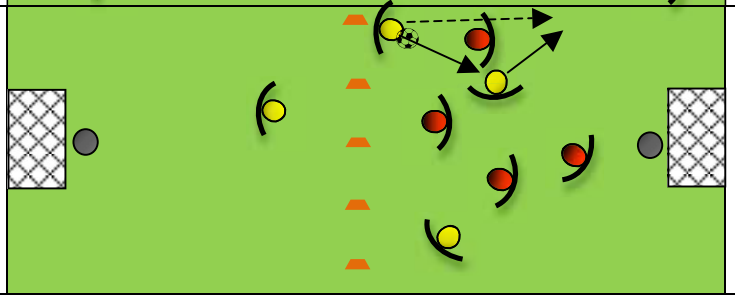
América SCORES Bay Área Select/ Middle School Soccer Curriculum	Nutritional Theme	SESSION # 12

Technical Objective: 1) Ball control, 2) Dribbling Dodgin, 3) Dribbling, 4) Passing, 5) Shooting.	Duration: 90’

Min	Set up	Diagram	Coaching Points
15’	1). WARM-UP: Dynamic stretch. Red and yellow teams play ball possession inside the rectangle with 2 touches. Switch Roles/sides.		1). Perform control (stop), stop the ball completely. 2). Control (semi-detached), leaving the ball in motion. 3). Control (oriented), in the direction of a convenient and unrivaled space.
20’	2). ACTIVITY 1-ANALITIC: the red players control the ball between the orange cones and change position to the side (right-left), passing through the coordination, then make a pass to yellow players who also exchange place after giving the pass.		1). Control with the inner edge of the foot farthest from the opponent. 2). Use the protection arm to control. 3). The coordination is done facing the activity/grid.
25’	3). ACTIVITY 2-1V1 & 2V2: yellow goalie starts the action with a pass to the left yellow teammate, who controls and returns the ball to the goalie who passes the ball to the red player on the right wing, who passes the ball to the left red teammate create 2v2.		1). Oriented ball control with internal border, towards where there are no opponents near by.
25’	1). ECONIMICAL GAME: between the cones zone, 2 passes are played, before and after the cones zone they play 3 passes before scoring. Enforce two touches only so players practice control-pass. Then a free match. Cool Down and Review.		1). Control with the inner edge of the foot farthest from the opponent

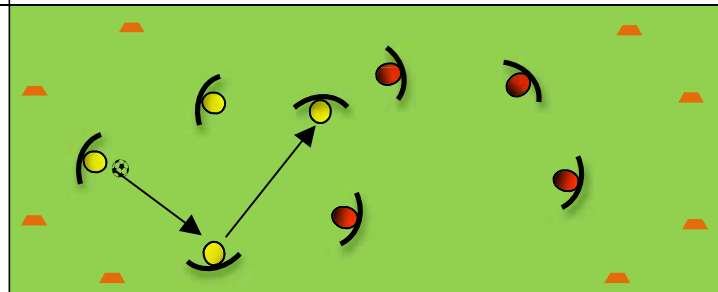
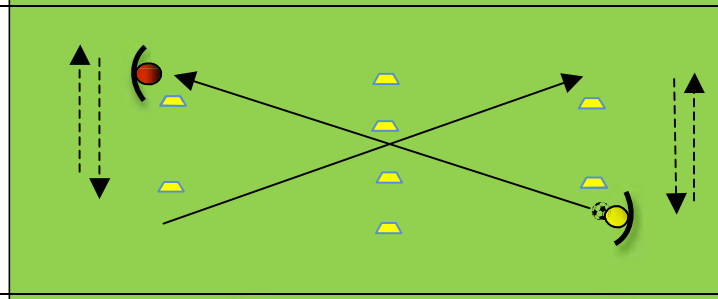
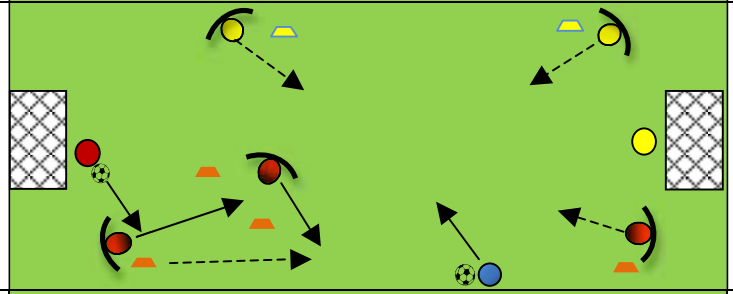
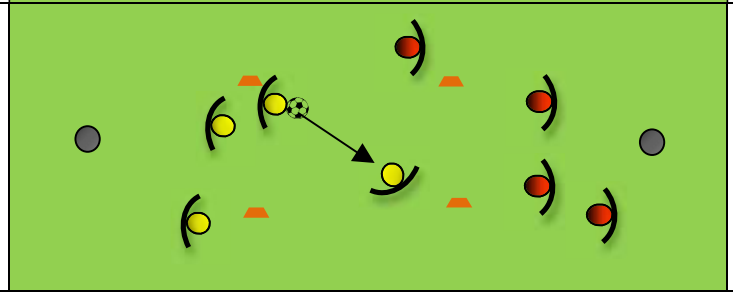
América SCORES Bay Área Select/Middle School Soccer Curriculum	Nutritional Theme	SESSION # 13

Technical Objective: 1) Pass, 2) Dribbiling (Dodgin), 3) Ball control, 4) Dribbling, 5) Shoothing.	Duration: 90’

Min	Set up	Diagram	Coaching Points
15’	1). WARM-UP: Dynamic stretch. Yellow players pass the ball to the red players and go ball-free to the coordination and move to the side station (right or left), red players control and perform the same movement as the yellow players and change the place ball.		1). Pass with internal border using right/left foot. 2). Stop control with internal edge. 3). Player controlling when changing sides must pass in ball.
20’	2). ANALITIC: in a rectangle 5 players pass the ball and then surround the orange cone and move to the left, the ball must not stop. Enforce two touches only so players practice control-pass. Competition: red players (2) defend the		1). The pass with the inside edge must be in front of the yellow cones, at the base of the start of the ball there must be at least 2 players. 2). After the pass, players sprint around orange cones.
25’	3). 1v1 & 2v2: the yellow goalie passes the ball to the right-sided teammate who, when coming out of the coordination, passes the teammate diagonally, who controls and attacks creating 2v1 against left-side red, then 2v2.		1). Short passes on the ground and, long air passes. 2). Short pass: the support foot near the ball. 3). Long pass: the support foot further from the ball.
25’	4). GAME THEME: match with goal of pass, the goal is only valid making 3 passes in the offensive zone, then free game. Enforce two touches only so players practice control-pass.		1). The pass is the beginning of the collective game, create associations with passes also with the goalie. 2). The pass is the fastest way to reach the goal.

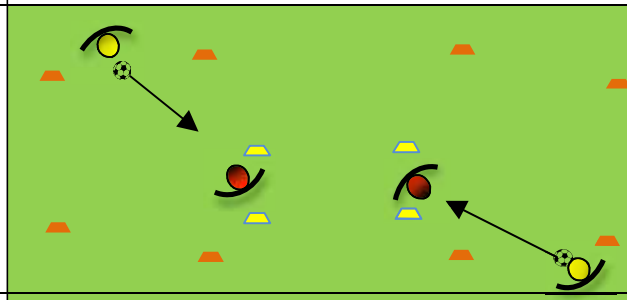
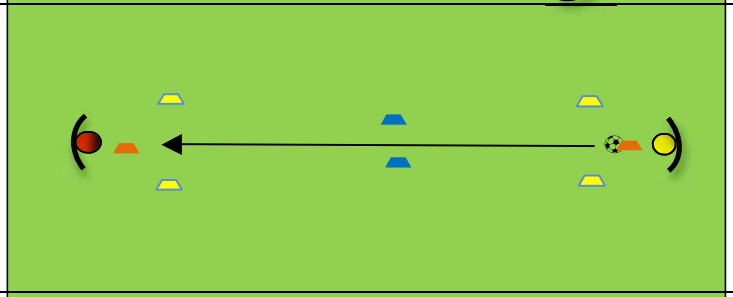
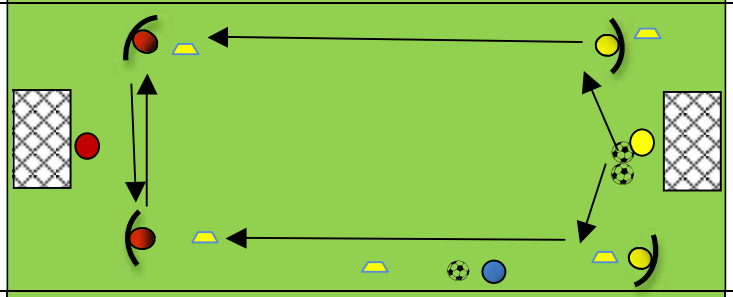
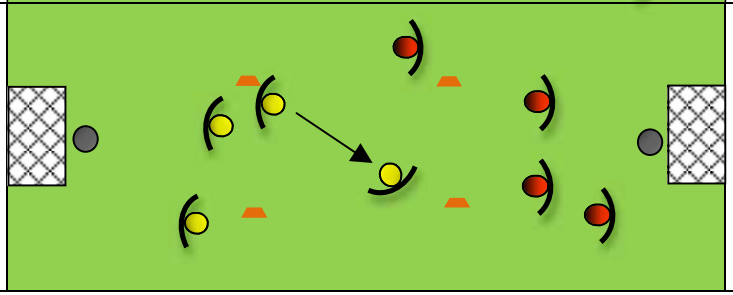
América SCORES Bay Área Select/ Middle School Soccer Curriculum	Nutritional Theme	SESSION # 14

Technical Objective: 1) Passing, 2) Dribbling Dodgin, 3) Dribbling, 4) Ball control, 5) Shooting.	Duration: 90’

Min	Set up	Diagram	Coaching Points
15’	1). WARM-UP: Dynamic stretch. Within a rectangle, the 2 teams play possession of the ball, the team that reaches 6 consecutive passes has 1 goal. Competition: at the signal of the coach the yellow team defends 2 mini goals and red the other 2 and play a mini		1). The first exercise is done 1 or 2 touches. 2). Short passes are made with the inner edge. 3). The second exercise iinclude proper shielding of the ball with the arm opposite the ball.
20’	2). ACTIVITY 1-ANALITIC: work in pairs and start with diagonal passes on the ground between cones with the inner edge, gradually raise the ball using the instep above the central cones		1). The support foot points in the direction of the partner to give internal border pass. 2). Use the opposite balance arm, with full turn for the air pass above the cones with instep.
25’	3). ACTIVITY 2-1V1 & 2V2: red goalie starts with a pass to the right side partner, this controls and makes a pass to the red teammate between the orange cones, who returns the pass to it and creates 3v2, against the 2 yellow ones that enter to defend.		1). The transition from defense-attack is with passes on the ground with with internal edge. 2). If the yellow team recovers a ball, it attacks the red goalie.
25’	1). ECONIMICAL GAME: the goal is valid after 4 consecutive passes, then a free game. Cool down and Review.		1). Try the passes between lines with inner edge. 2). Players without a ball must open pass lines.

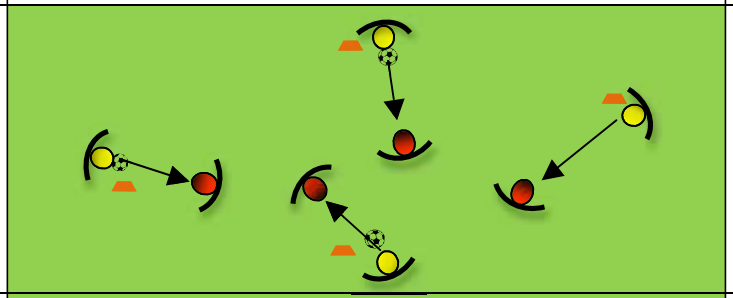
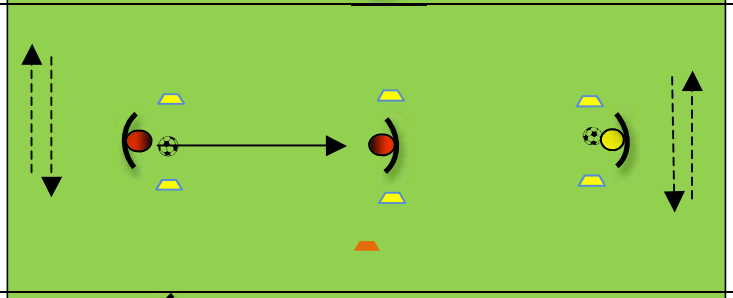
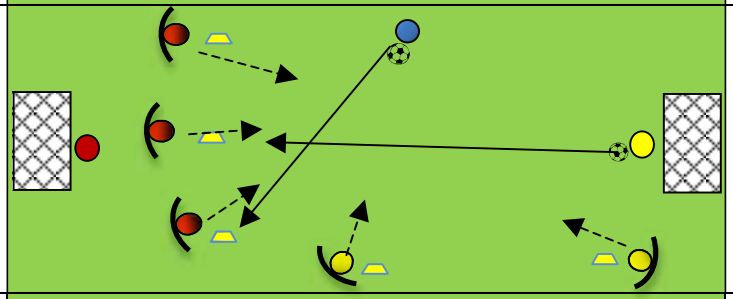
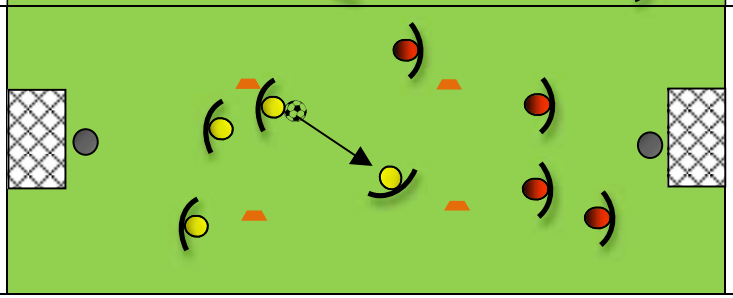
América SCORES Bay Área Select/ Middle School Soccer Curriculum	Nutritional Theme	SESSION # 15

Technical Objective: 1) Passing, 2) Dribbling Dodgin, 3) Dribbling, 4) Ball control, 5) Shooting	Duration: 90’

Min	Set up	Diagram	Coaching Points
15’	1). WARM-UP: Dynamic stretch. The red players play at one touch and return the ball to the yellow ones then turn and change position between the yellow cones. Competition: at the order of the coach 1v1, yellow attacks the zone of yellow		1). Make the passes to the leg farthest from the opponent. 2). The yellow players can switch right and left between the orange cones. 3). Far players look for line passes.
20’	2). ACTIVITY 1-ANALITIC: the players make passes on the floor and must put the ball between the yellow cones if they touch the central blue cones. Competition: the one that gets 3 consecutive passes adds 10 points.		1). Use both right and left foot. 2). Make air passes too. 3). The players wait for the ball behind the yellow cones.
25’	3). ACTIVITY 2-1V1 & 2V2: yellow goalie passes ball to left-sided teammate and then to right-sided teammate, then they make a frontal pass to red rivals, these control and attack yellow goalie creating 1v1 for both sides at the same time		1). Control with inner edge and semi-wavy toe, 2). Passes with internal border. 3). Teammate of red calls out for the ball.
25’	1). ECONIMICAL GAME: between the cones zone, two passes are played, before and after the cones zone they play 3 passes, then a free match. Enforce two touches only so players practice control-pass. Cool down and Review.		1). Passes: give and go, wall-passes.

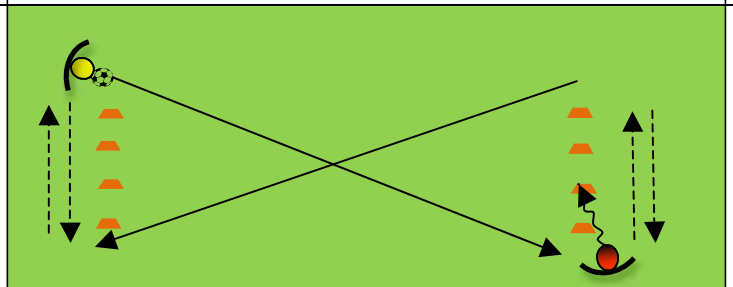
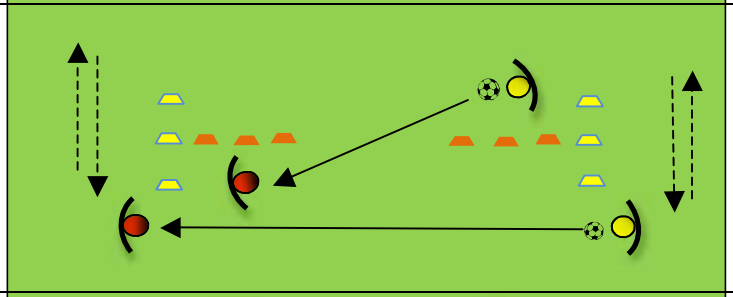
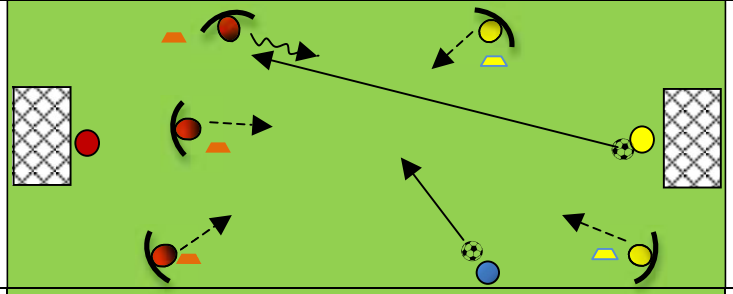
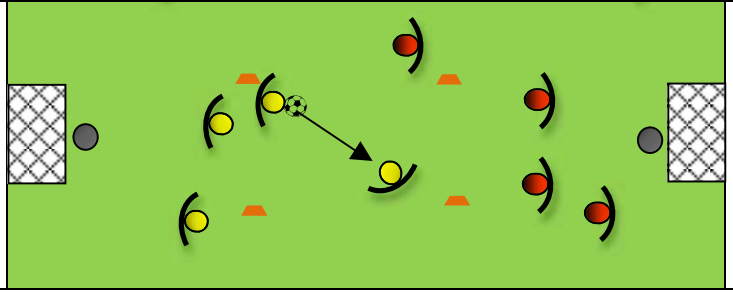
América SCORES Bay Área Select/ Middle School Soccer Curriculum	Nutritional Theme	SESSION # 16

Technical Objective: 1) Passing, 2) Dribbling Dodgin, 3) Dribbling, 4) Ball control, 5) Shooting.	Duration: 90’

Min	Set up	Diagram	Coaching Points
15’	1). WARM-UP: Dynamic stretching. The yellow players with ball give passes to the red players who change direction inside the rectangle. Then yellow players swtich roles with red players. Competition: inside the rectangle they play a ball possession team that reaches		1). Passes on the ground and with an inside of the foot. 2). Changes of direction must be with a change of pace. 3). The yellow players hold the position for 2 minutes, then they
20’	2). ACTIVITY 1-ANALITIC: the outside players pass the ball to the central player who controls and returns the ball. Players practice right/left foot. They switch roles.		1). The central player after controlling the pass rotates and passes with an inside edge. 2). The external players play at one touch with an inside edge.
25’	3). ACTIVITY 2-1V1 & 2V2: yellow goalie initiates the action with a central pass to red player, who controls and attacks the yellow goalie, creating 2v1 against yellow of right band, then the coach gives a pass to the red player number 3 to create 3v2.		1). Goalie passes are aerial. 2). When controlling the ball, the red central player passes the ball diagonally forward. 3). Red player on right channel calls for the ball.
25’	1). ECONIMICAL GAME: between the cones zone, two touches are played, before and after the cones zone they play 3 touches, then a free match. Than Cool Down and Review.		1). During the game ask players to try to use give and go passes or wall passes to create an attack.

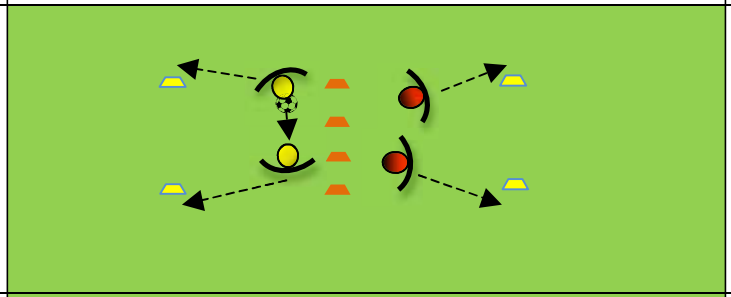
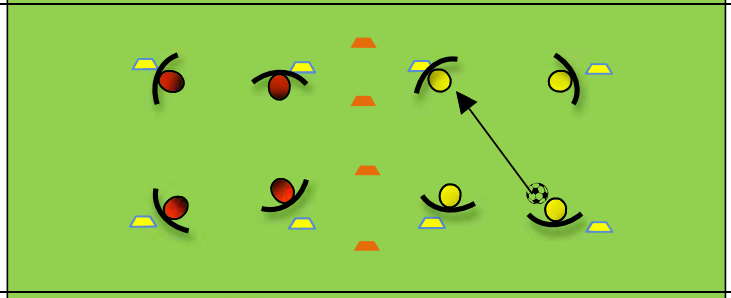
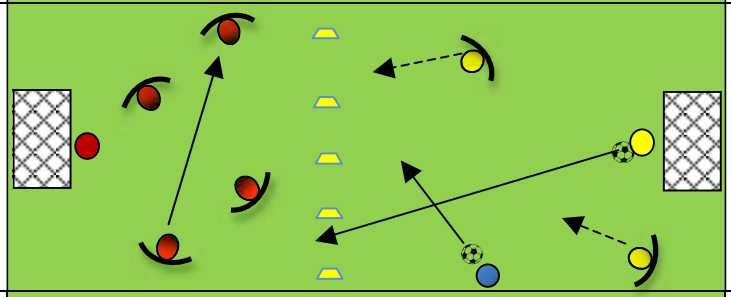
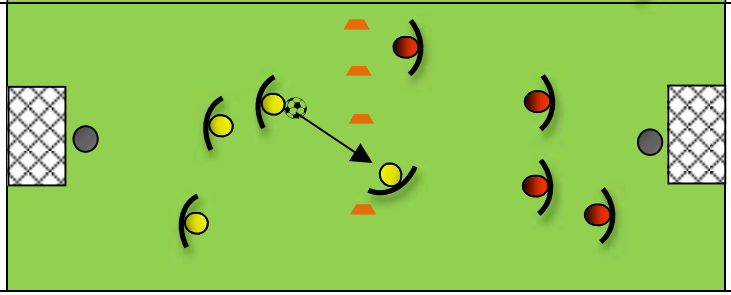
América SCORES Bay Área Select/ Middle School Soccer Curriculum	Nutritional Theme	SESSION # 17

Technical Objective: 1) Passing, 2) Dribbling Dodgin, 3) Dribbling, 4) Ball control, 5) Shooting.	Duration: 90’

Min	Set up	Diagram	Coaching Points
15’	1). WARM-UP: Dynamic stretching. the yellow player makes a diagonal pass then enters the coordination area, while the red player zigzags to the other end between the cones to return the pass. They work in pairs.		1). Practice diagonal passes at a short distance and a half distance. 2). The dribbling: internal and external foot. 3). The passes must be made on
20’	2). ACTIVITY 1-ANALITIC: 2 players perform diagonal pass control and coordination between the orange cones, while 2 players make parallel passes plus a dribble and coordination between the yellow cones at a longer distance. Then they switch roles.		1). Short passes with internal border. 2). Parallel passes elevating the ball. 3). Ball Conduction between the cones with internal and external of the same foot.
25’	3). ACTIVITY 2-1V1 & 2V2: yellow goalie initiates the action with a pass to the red player in right wing, this controls the ball and attacks with the other 2 reds to the yellow goalie (3 v 1 + G) Then, at 2 yellows come to help the defender to create a 3 v 2.		1). Control with inner edge and semi-wavy toe, 2). Passes with internal border. 3). Red player on right channel calls for the ball.
25’	1). ECONIMICAL GAME: between the zone of cones it is played to two touches, before and after the the zone of cones they play to 3 touches, then free game. Then, cool down and review.		Repetition of short passes to try to maintain ball posession. Create asociations of passes bewteen players.

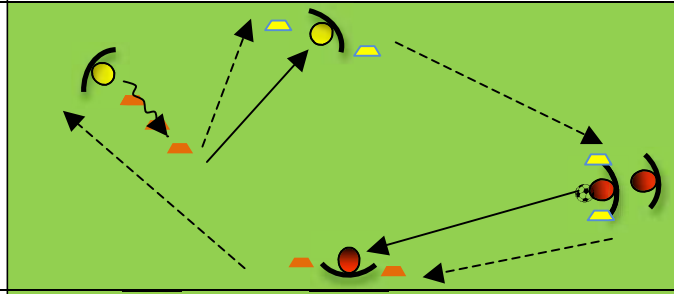
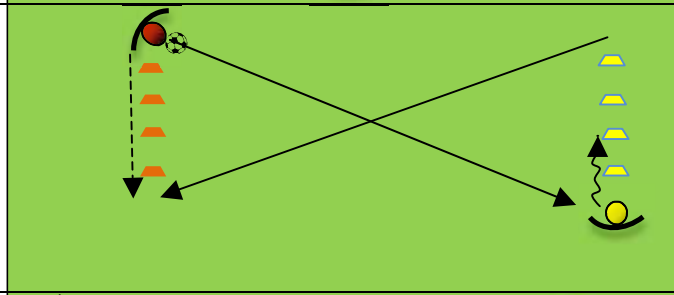
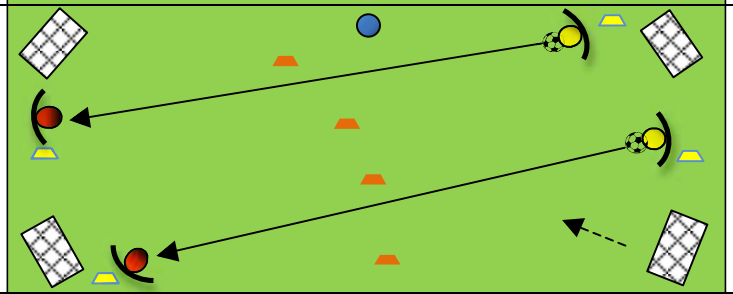
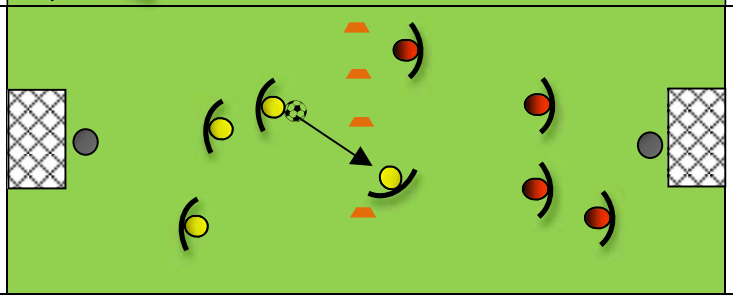
América SCORES Bay Área Select/ Middle School Soccer Curriculum	Nutritional Theme	SESSION # 18

Technical Objective: 1) Passing, 2). Dribbling Dodgin, 3) Dribbling, 4) Ball control, 5). Shooting	Duration: 90’

Min	Set up	Diagram	Coaching Points
15’	1). WARM-UP: Dynamic stretching. Form 2 teams, who must complete 3 air passes and pass the ball over the orange cones and then perform a no-ball race around the yellow cones to re-enter the game. Like soccer tennis.		1). Players can dominate the ball without touching the floor. 2). Before passing the ball to the opponent field they must complete 3 passes. 3). Both players surround the yellow cones with change of pace.
20’	2). ACTIVITY 1-ANALITIC: Yellow players give aerial passes to reds, but the 4 players must touch the ball before passing it back. Then, the 4 players must circle a yellow cone in speed and return to the game. Both teams do the same. Players practice with right/left foot.		1). Each player has 3 touches at the most, before passing the ball to the opponent's field. 2). The use of hands is not allowed. 3). Each player surrounds a yellow cone that is located on opposite
25’	3). ACTIVITY 2-1V1 & 2V2: yellow goalie initiates the action with a pass to the red player who controls and passes ball to his teammates, the red team must complete 6 passes before attacking the rival team, while the yellow team tries to win the ball back,		1). All players must touch the ball before attacking. 2). Passes with internal border. 3). The passes of the red team must be before passing the zone of yellow cones.
25’	1). ECONIMICAL GAME: between the cones area close to your goal you play two touches, after the cones area play 2 touches, then free game. Cool down and review.		1). In the attacking area players play 2 touches using the inside of the foot. Add or subtract number of touches on the ball.

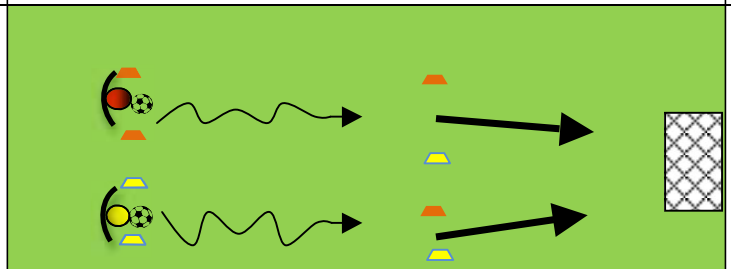
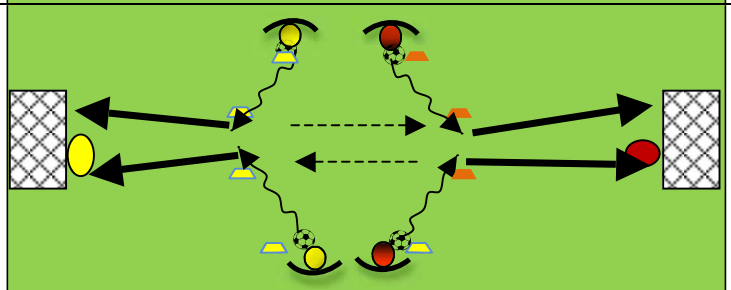
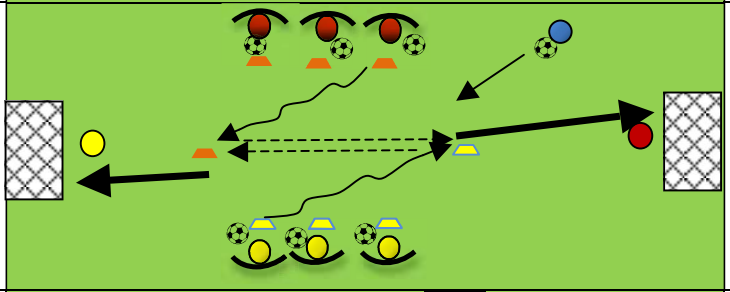
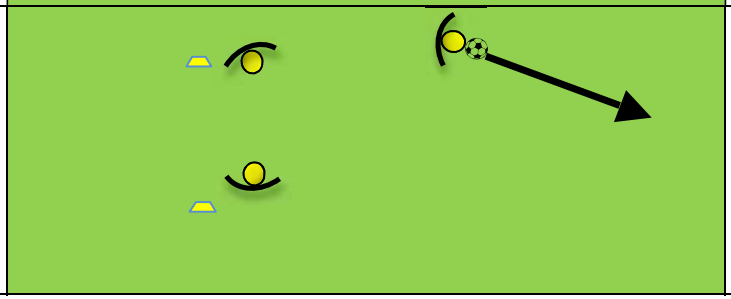
América SCORES Bay Área Select/ Middle School Soccer Curriculum	Nutritional Theme	SESSION # 19

Technical Objective: 1) Passing, 2) Dribbling Dodgin, 3) Dribbling, 4) Ball control, 5) Shooting.	Duration: 90’

Min	Set up	Diagram	Coaching Points
15’	1). WARM-UP: Player with ball gives a pass to the left to red player, who controls and passes ball to the yellow player on the left, who controls and dribbles between the orange cones and then passes ball to the left, yellow controls and passes to the left. Players		1). First, pass to the left and change place with rotation to the left, then go on other direction (right). 2). The pass must be in the direction between the cones with internal edge.
20’	2). ACTIVITY 1-ANALITIC: red player passes ball diagonally to yellow player and enters the coordination zone, until the other end, the yellow player controls and zigzags between the cones, then passes ball diagonally.		1). The diagonal passes is with internal border, passes on the ground. 2). The conduction between cones is done with internal-external edges. 3). Player without ball performs
25’	3). ACTIVITY 2-1V1 & 2V2: central yellow player passes the ball to the red player in right wing creating 2v1, red players attack both mini goals yellow defends, then the yellow teammate on right channel does the same exercise.		1). The start pass is made on the ground between the cones. 2). Passes with instep. 3). We also exercise air passes.
25’	1). ECONIMICAL GAME: between the cones area close to your goal you play two touches, after the cones area play 2 touches, then free game. Cool down and review.		1). In the attack area players play 2 touches inner edge.

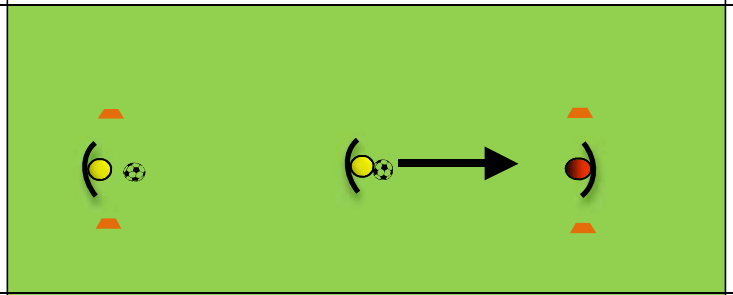
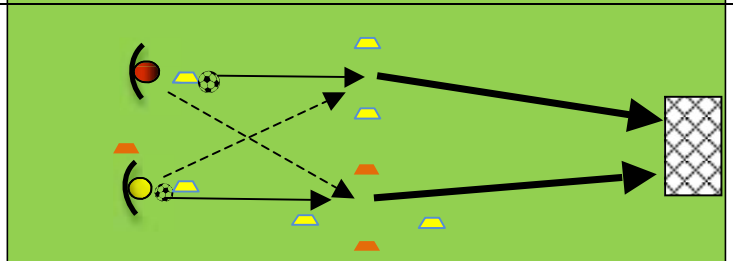
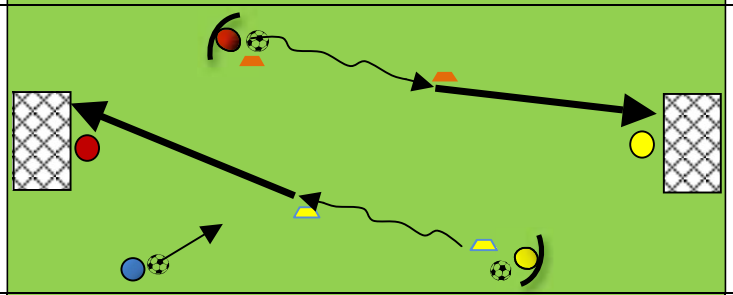
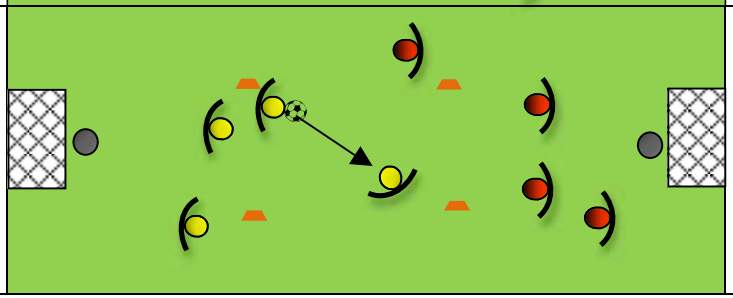
América SCORES Bay Área Select/Middle School Curriculum	Nutritional Theme	SESSION # 20

Technical Objectives: 1) Shooting, 2) Dribbiling (Dodgin), 3) Dribbiling, 4) Pass, 5) Ball control.	Duration: 90’

Min	Set up	Diagram	Coaching Points
15’	1). WARM-UP: Dynamic stretching. Players dribbles balls and perform a short pass in between the cones, run around the cones, and shots at the goals.		1). The shot is made without shoes, 2). Shooting with instep. 3). Indicate / show to the players the bone on the inside of the foot that they should be using to kick the ball.
20’	2). ANALITIC: at the same time, both players, red and yellow, dribble the balls and leave them in between the cones on their own sides, then they go and take shots to the oppsite gaolies. Red attack yellow goalie. Game is played in competition-first to take the		1). The ball should leave in between the cones. 2). The shot is made with an instep on one side of the goalie. 3). The 4 players leave at the same time.
25’	3). 1v1 & 2v2: red player number 1 goes and dribbles and leaves ball in the orange cone, at the same time yellow number 1 leaves and leaves ball in the yellow cone, then cross to shoot at goal, followed by this action the coach enters the ball to create 1v1, then 2v2.		1). Leave the ball on the inner side of the cone to throw comfortable. 2). The dribbling is done with external edge. 3). Leave the ball with the sole of
25’	4). GAME THEME: match with shooting target, the goal is valid with shot from outside the zone of yellow cones. Cool down and review.		1). Make the shot with inner vamp to give direction on the ground level.

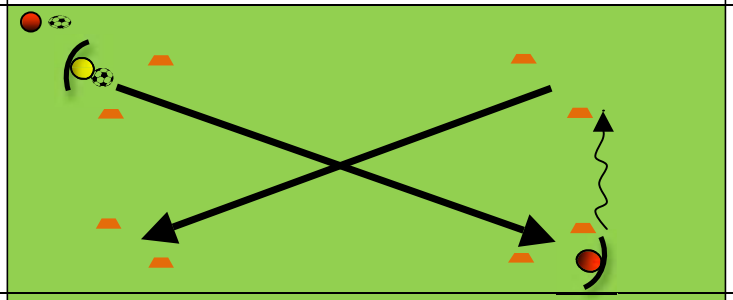
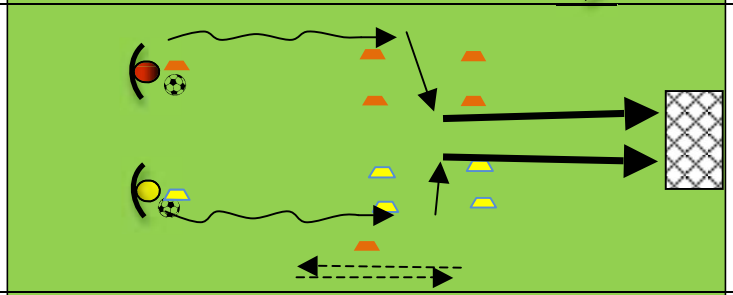
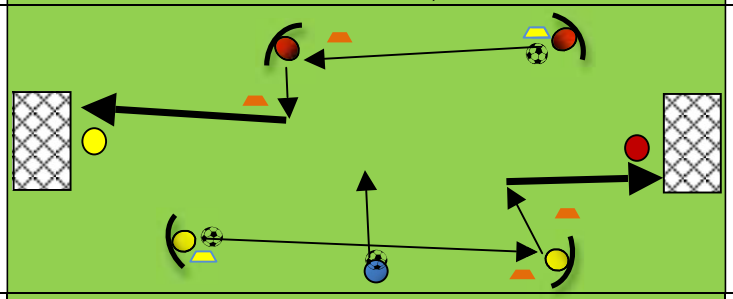
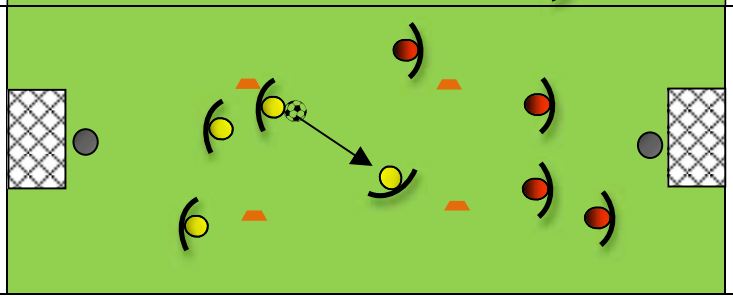
América SCORES Bay Área Select/ Middle School Soccer Curriculum	Nutritional Theme	SESSION # 21

Technical Objective: 1) Shooting, 2) Dribbling Dodgin, 3) Dribbling, 4) Ball control, 5) Pass.	Duration: 90’

Min	Set up	Diagram	Coaching Points
15’	1). WARM-UP: Dynamic stretching. The central player practices the aerial shot with instep with ouside players, while the players at the ends throw the ball with their hands back to central player. Then exchange the role.		1). The shot must be instep between the yellow cones. 2). End players perform goalie moves 3). Then they exercise shots on the
20’	2). ACTIVITY 1-ANALITIC: the players make a pass between the cones and cross to kick the partner's ball, Competition: the air goal counts 2 points. .		1). The aerial shot is made with the support leg semi-flexed. 2). Use the balance arm opposite the striking leg. 3). Impact the ball with the instep
25’	3). ACTIVITY 2-1V1 & 2V2: Red and yellow players dribble diagonally to the front cone and take a shot to goal without opponent, then coach enters ball to create 1v1, then 2v2.		1). The shot must be with instep on one side of the goalie. 2). Practice right/left foot. 3). During the 1v1 goal from outside the area is worth double.
25’	1). ECONIMICAL GAME: the goal shot between the area of cones is counted as triple goal, the short range shot is worth 2 points.		1). Use the technical gesture with the rotation of the balance arm. 2). For the mid-range shot to hit the ball in the mouth of the ball.

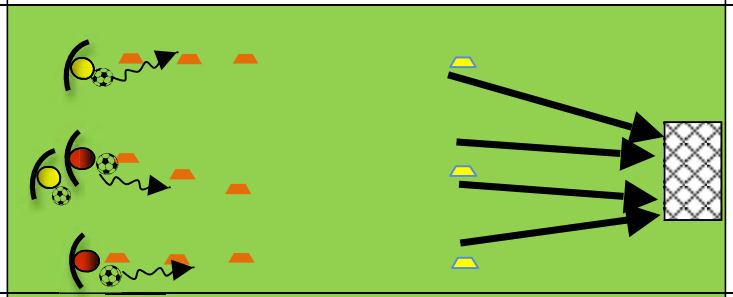
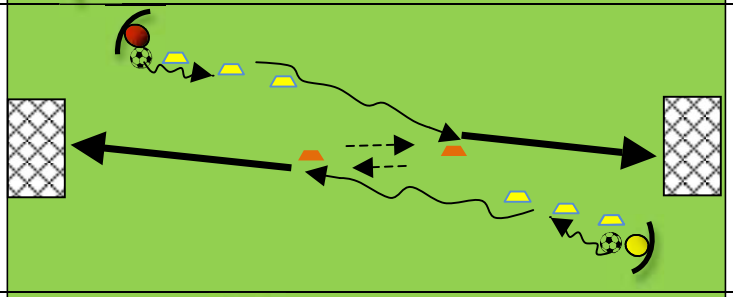
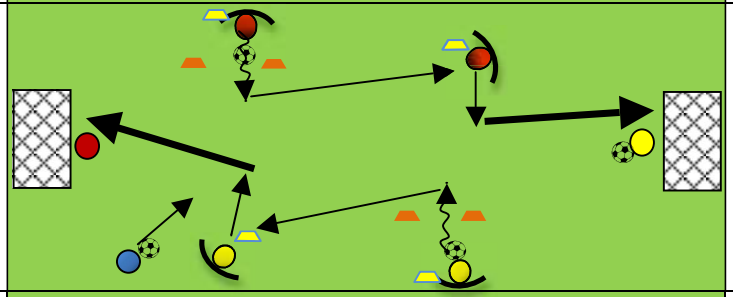
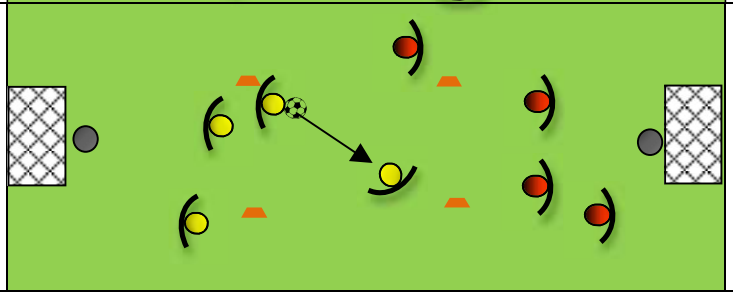
América SCORES Bay Área Select/ Middle School Soccer Curriculum	Nutritional Theme	SESSION # 22

Technical Objective: 1) Shooting, 2) Dribbling Dodgin, 3) Dribbling, 4) Ball control, 5) Pass.	Duration: 90’

Min	Set up	Diagram	Coaching Points
15’	1). WARM-UP: Dynamic stretch. The yellow player shoots to the mini goal in diagonal, the red player controls behind the cones and leads to the other end and shoots diagonally.		1). Shot at floor level with instep. 2). Shot with direction between the cones. 3). Support foot near the ball.
20’	2). ACTIVITY 1-ANALITIC:. players dribble on the outside then pass the ball between the cones and take shots. Competition: throw to the posts, posts 5 points and crossbar 10 points.		1). Shot to the posts-on the ground. 2). Crossbar shot with medium instep. 3). Dribble with the foot farthest from the opponent.
25’	3). ACTIVITY 2-1V1 & 2V2: red player with pass ball performs a parallel pass between the orange cones, the teammate controls and returns the ball, the red throws the yellow goalie, at the same time the yellow team makes the same movement in the opposite band,		1). Shooting with instep, and profiling. 2). The support foot near the ball. 3). The players return and pass between the orange cones to
25’	1). ECONIMICAL GAME: the goal with a half-distance shot is worth double.		1). Perform medium distance shots with a medium instep.

América SCORES Bay Área Select/ Middle School Soccer Curriculum	Nutritional Theme	SESSION # 23

Technical Objective: 1) Shooting, 2) Dribbling Dodgin, 3) Dribbling, 4) Ball control, 5) Pass.	Duration: 90’

Min	Set up	Diagram	Coaching Points
15’	1). WARM-UP: Dynamic stretch. Four players driible between the cones, when arriving at the zone of yellow cones they realize a shot with instep. There are 2 players in the central zone.		1). We make the shots with the opposite balance arm. 2). Conduction between the cones with internal and external edges. 3). Shot at medium height with
20’	2). ACTIVITY 1-ANALITIC: the players dribble between the yellow cones and leave the ball in the central orange cone, then they turn and shoot on goal with the ball that the opponent left.		1). The shots are made with a medium instep. 2). Players shoot with the same profile. 3). Exercise the 2 profiles to pull.
25’	3). ACTIVITY 2-1V1 & 2V2: yellow player with ball dribbles between the orange cones, then makes a pass to the teammate, this returns the wall for the shot to the red goalie, red players work at the same time in opposite band, then the coach enters the ball creating 2v2.		1). The shots with instep medium to medium height. 2). The wall can be after a control. 3). The support player must anticipate the ball.
25’	1). ECONIMICAL GAME: the player who achieves the goal of half distance adds 3 points for his team.		.1). Execute the shot with instep and counter balance arm, the support leg semi-selected.

Ways of Playing

All teams will be encouraged to display an offensive style of play based on keeping possession and quick supporting movements off the ball. Emphasis will be placed on speed of play, avoidance of over-dribbling, and solid defensive organization.

Emphasis will be placed on speed of play, avoidance of over dribbling and quick organization during the transitional moments of a game.

Summary of Principles and Systems

Regardless of system or style of play, the principles will always remain the same. Successful soccer at all levels determined by one factor - 'technique'. The execution of technique and tactics are highly correlated. Limited technical abilities of the players results in limited tactical opportunities

To enable this to happen we require that our coaches use the following formations.

Choosing your formation

- Select a system that suits your players based on their physical, tactical, technical and psychological qualities.
- A well balanced team can score, create and defend.
- Choose a balance of depth in the midfield and discipline in defence.
- The system is only as good as the players in it.

8v8

With fewer players more touches on the ball. Also means that players must perform offensive and defensive duties more regularly. Improving technique is the main aim of these age groups.

The 2 systems we want all of our teams to play in 8v8 are 1-3-3-1 or 1-2-3-2.

1-3-3-1

Organization

- 3 defenders evenly spaced across the back
- Central defender assumes responsibility of last defender
- 1 central midfielder, who when defending marks oncoming attackers and when attacking plays behind forward.
- 2 wide midfielders, who join the attack when going forward.
- 1 forward, who must play on side of the ball.

Pros

- Lots of cover at the back
- Wide Midfielders can get forward to support forward
- Natural transition to 1-4-4-2
- Allows the forward to play on one side and combine with the midfield.
- Allows for overlapping attacks from the fullbacks.

Cons

- Forward is often isolated at the younger ages as midfielders and defenders struggle to transition forward quickly

1-2-3-2

Organization

- 2 central defenders, one pressures, the other covers.
- 1 central midfielder, who marks oncoming attackers in the defense and plays as a holding midfielder when the team is attacking.
- 2 wide midfielders, who drop back to play in a back four when defending, but who push on as wingers when attacking.
- 2 forwards, who must play as a pair.

Pros

- Allows two forwards to support and play off each other
- Stresses importance of pressure/cover at the back
- Natural transition to a 1-3-4-3
- Emphasizes transition and the tactical awareness of this.

Cons

- Requires wingers to cover back a lot.
- Very demanding on the players
- Considerable demand of vision and communication required
- Good understanding of zonal defense is mandatory.
- Vulnerable at the back

11v11 (U12 onwards)

For the most part we would like our teams to use either 1-4-4-2 or 1-4-3-3. We have included 1-3-5-2 as an additional formation that can be used.

1-4-4-2

Pros

- Midfielders and defenders able to cover width of the field on both attack and defense.
- Players able to play in pairs all over field (LB with LM, CF with CF, etc)
- Easy for interplay between forwards.
- Back four covers width in best way and full-backs can push on still leaving coverage at the back.
- Forward always has close support.
- Can maneuvers between formations with ease.

Cons

- Slower to launch counter attack than other formations
- Less triangles to support teammates

Variations

- Diamond midfield (attacking and defensive central midfielder)
- Flat back four or sweeper stopper.
- Out and out wingers with two defensive midfielders
- One withdrawn forward

1-4-3-3

Pros

- Natural triangles across field make for good passing combinations
- Good balance in defense and attack with good spread of players.
- More attacking than 1-4-4-2 with 3 attackers
- Can easily maneuvers into a 1-4-4-2 or 1-4-5-1.
- Good counter attacking formation.

Cons

- Vulnerable in midfield.
- No wing (depending on how you set-up)
- Centre forward can become isolated when ball is switched to wide players.
- Can be outnumbered in midfield if those players play wide (better option to play with 2 of 3 forwards wide).

Variations

- Width can come from 2 wide forwards (out and out wingers), or wide midfielders

- One withdrawn forward, which makes it a 1-4-4-2
- Two wingers drop deeper, making it 1-4-5-1

3-5-2

Pros

- Transition to offence quickly
- Can control midfield with more ease
- 3 central defenders gives you good cover in the center.
- Works well if you have a defensive midfielder, who can cover middle when central defender is pulled wide.

Cons

- Can be exposed on wings in defense
- Very high work rate required from Wing players.
- If not performed well can leak goals easily.
- Need very specific players to play this formation.

Variations

- Sweeper behind 2 defenders.
- 3 central midfielders can be adjusted in many ways.
- Defensive midfielder dropping into central defense
- Centre backs defending wide areas, or pull wingers back
- Wingbacks, or out and out wingers? With wingbacks it is theoretically a 1-5-3-2.

Technical

- ***Passing and receiving*** **–** passing the ball on the ground at speed over different distances and receiving the ball with the purpose of keeping the ball moving.
- ***Shooting and finishing*** **–** ability to shoot effectively over a range of distances under pressure.
- ***Ball manipulation and turning*** **–** ability to keep close control off the ball away from pressure using various techniques.

Tactical

- ***Playing out of the back*** **–** ability to move the ball from the defensive third to the advanced thirds of the field with confidence.
- ***Possession and transition*** **–** ability to keep possession using minimal touches and quick movements off the ball creating passing opportunities to find the most efficient way of transferring the ball from one area of the field to another.
- ***Transitional Moments*** **–** ability to react quickly during the transitional moments in order to apply pressure when the ball is lost, and organize to obtain space when possession is regained.

Physical

- ***Speed & Agility*** **–** ability to react quickly to the ball, move efficiently with and without the ball, maneuver past opponents, get out of tight situations, and defensively adjust to attackers movements.
- ***Endurance*** **–** ability to endure the high intensity interval nature of the game, recover quickly, and keep work rate consistently high.
- ***Strength & Power*** **–** ability to maintain possession under physical pressure and be more competitive.

Psychosocial

- ***Respect & discipline*** **–** exhibit respect for teammates, coaches, officials, and opponents, and adopt roles within the team.
- ***Cooperation*** **–** exhibit collaboration over individuality in achieving team objectives and goals.
- ***Competitiveness*** **–** ability to work hard for the good of the team.

PLAYER DEVELOPMENT CONTINUUM MODEL (from NSCAA)

Player Development Continuum: Development occurs on a continuum where development is more important than the chronological age of the player. Developmental differences between players of the same age are common-place and can correlate to +/- 2 years of chronological age. Thus, in a mixed ability group of 10 year old players, it is feasible to have players performing at a level of an average 8 year old and an average 12 year old - a 4 year development range. In building relationships with youth, it is important to understand the development of the child. Not all children grow at the same pace, but they share many common characteristics of growth and development throughout their life.

Four stages of development:

1. Introductory / Ball Familiarity (6 to 8 years = Jr. SCORES)
2. Technical / Developmental / Ball Mastery (9 to 11 years = SCORES Select)
3. Tactical (12 to 14 years = Middle School)
4. Competition (15 + years)

Each stage of development identifies the aims and objectives that must be achieved in order for the player to move onto the next level. These aims and objectives are reached by being taught a number of various topics.

Within each age group coaches should understand that the following 4 components of the game should always be considered:

The Four Components of Coaching Soccer are:

- The Technical Component
- The Tactical Component
- The Psychological component
- The Physical Component

The ***technical component*** refers to the technique of skill performance. This is the "how to perform the skill" part of the game. The "mechanics" of skill performance.

For example:

- Where to place your non-kicking foot at the instant you strike a ball...
- Pointing your toe down and locking your ankle when striking a ball with your instep (laces)...

The ***tactical component*** refers to the "decision-making" part of the game. This is the "when, why, what and where" part of the game.

For example:

- If you have possession of the ball, should you dribble it, pass it to a teammate or shoot it...

- If a ball has been served (passed) to you by a teammate, should you receive it, kick or pass it on your first touch or let it go...

The ***psychological component*** refers to he intangible part of the game such as:
Mental toughness, emotions, stress, attitude toward self and others...

The ***physical component*** refers to the fitness part of the game. The elements of fitness include:
Endurance, flexibility, agility, balance, speed, strength, power...

An understanding of these four components most certainly will help you to enjoy the game more and help you positively effect the development of your children.

Good training sessions are composed of activities that incorporate all four components. This is referred to as economical training. Activities that replicate the game itself are the best activities. After all, when our players face their opponents on game day, they play "the game"...they don't compete in "drills"!

In a game-like environment, players work on the technical part of the game (they dribble, pass, etc.), the tactical part of the game (they make many decisions), the physical part of the game (they run, stop, jump, change direction, etc.), and the psychological part of the game (satisfaction, disappointment, stress, fun...).

Introductory – Ball Familiarity = Jr. SCORES (6-8 years)

60-minute session – fun enjoyable and varied.

The introductory stage of development focuses primarily mastery of the ball and Dominating the 1v1. The main emphasis should be when “we” have the ball (offense). There will be little emphasis on coaching when “they” have the ball (defense) with the main goal being to get the ball back.

The main objective within the curriculum is to develop a passion for the games of soccer and individual soccer personalities.

Expectations of Coaches in the U6-U8 Age Group

- Emphasize having fun, but playing 100% while developing players who have respect toward the sport, teammates, coaches and opponents. Players will be encouraged to have “confidence” with the ball and to make things happen with skill - “not be afraid to make mistakes”.
- Sessions almost 90% focused on individual technique. The 10% of Strategy and tactics will be based on the individual and very basic in both “we” have the ball (offense) and “they” have the ball (defense).
- Teach psycho-motor skills and general coordination both with and without the ball and teach all necessary movements needed for technical skill development.

- As long as players are attending most if not all training sessions and working hard then they should receive on average at least 50% playtime during the season.

Coaching Session

A typical practice session should include the following:

1.Staff Set-Up : try to set up the field before your players get to the field. 5 min

2. Opening Circle & Warm-Up: check in with your players, introduce nutritional theme and soccer theme and lead your group into the warm up. 10 min

3. Activity 1: during this phase, players practice the skill with no opposition.

4.Activity 2: 1 V 1, 2 V 2: during this phase, players practice the skill in a 1 V 1 circumstances. This phase serves a thermometer for players for we get to see them in action against active defenders.

5.Economical Games: a modified scrimmage with a tactical variant for the first part of the game. Then is a free match.

6. Cool Down & Closing Circle: it is very important to review the content of the soccer/nutritional themes. Provide positive feedback to your players.

Make sure you are not going from one topic to another during the session. Please, follow the lesson plans in order and the progressions.

Arrive early to your session to set up before players arrive and make sure you are dressed appropriately. It is good practice to plan your sessions and having a session plan with you as a reminder can be helpful.

6- to 8-year-olds: Ages and stages of youth development

Understanding the different stages of youth development supports youth programming efforts as it encourages relationship building between youth and adult volunteers.

(Posted on **January 4, 2013**. Michigan State University Extension)

In building relationships with youth, it is important to understand the development of the child. Not all children grow at the same pace, but they share many common characteristics of growth and development throughout their life. This article introduces the topic and examines implications of working with youth ages 6 to 8 years old.

"Ages and Stages of Child and Youth Development: A guide for 4-H Leaders" provides the foundation of research needed to examine these common characteristics and implications for working with youth in various stages of their development. The five age groupings presented in the guide are 6- to 8-year-olds, 9- to 11-year-olds, 12- to 14-year-olds, 15- to 17- year-olds and 18- to 19-year-olds. Within each age groupings, growth and development is typically studied through four major areas of development: physical, social, emotional and intellectual.

Physical development refers to the growth of the body and development of motor skills. Social development is the interaction between children and their ability to function in social settings. Emotional development looks at how youth handle their feelings and express them. Finally, intellectual development is all about how individuals learn.

Early elementary youth (ages 6 to 8) are typically going through the following growth and development processes:

Physical

- They are mastering physical skills
- They have better control of large muscles than small muscles

Social

- They are learning how to be friends and may have several best friends at one time
- They are becoming more aware of peers and their opinions
- They are family oriented

Emotional

- They see fairness as being nice to others so others will be nice to them
- They seek parental/adult approval
- They tend to behave in ways to avoid punishment

Intellectual

- They base their thinking in reality and accuracy
- They are learning to sort things into categories
- They are beginning to develop sense of cause and effect

When working with children in the age range of 6 to 8, a volunteer, parent, educator or youth development expert must keep the following implications in mind:

Physical

- Their craft projects could end up messy
- Their activities need to be just that – active
- Plan activities that practice both small muscles and large ones
- Work on skills that can be completed successfully by beginners

Social

- Small group activities are best
- Break them into groups in order to encourage them to interact with different children
- They need a lot of praise as they are seeking adult approval
- They need to accept belief and values of parents

Emotional

- Focus on cooperative games in which every child wins
- Find ways to have more success than failures
- Be available to discuss fears and other issues important to them, no matter how small

Intellectual

- Reading to a child in this age group is effective and enjoyed
- Help them predict answers to their questions - successes
- Be flexible – provide a variety of activities
- Role playing and skits are often a popular way to learn and interact

Regardless of their age, all youth and adults have basic needs that programs should consider and provide opportunities to develop. All youth and adults need:

- To experience a positive self-concept
- To experience success in what they attempt to do
- To become increasingly independent
- To be accepted by people of different ages – peers as well as those in authority
- To give and receive affection

This article was published by **Michigan State University Extension**. For more information, visit http://www.msue.msu.edu.

Technical/Developmental/Ball Mastery-SCORES Select (9-11 years)

90 minute session – To enable players to play both possession retention and creative attacking soccer, based upon the situation.

This age group is a very important age for technical training and learning the basic concepts of how to play the game. During this 3-year period players will remain on a small field with 8 players and while learning to win and loose are important challenges for players and coaches in the group, we should not loose sight of education and development over winning.

Having said that it is important that players and parents see the team develop and winning helps breed confidence and there are certain times when a coach may look to consider playing a stronger team rather than player rotation.

It is important that we not only encourage the technical side of the game but also without a strong work ethic and a willingness to compete for every ball, then technical ability counts for nothing. Therefore players should be encouraged to train as hard as they play, being tough and competitive at every opportunity.

By U11, players should be able to play multiple positions and have been given the chance to try different positions as well as continually encouraged to try moves and turns in games. We want players to be comfortable with the ball and confident in their ability when they make the transition to a bigger field.

In addition they should be able to keep possession of the ball, and play out of the back whenever possible. Be patient in the build up and look to play with width at all times. Create scoring opportunities while maintaining a good team shape to allow the ball to be won back quickly when lost.

In order to make this possible much time is spent at the early years on individual technical skill so that players are comfortable with the ball at their feet. This will include:

- Juggling
- Turns and moves
- Transitions
- 1 v1 2 v 2 and 3 v 3

Expectations of Coaches in the U9-U11 Age Group

- Sessions need to be fun. We want players to enjoy the game so they want to continue playing soccer.
- Emphasis needs to be on individual technique. This should take up roughly 70% of coaching time with only about 30% being spent on the tactical side of the game
- Although results will be noted by players and parents as mentioned previously education and development should not be at the expense of a must win attitude
- As long as players are attending most if not all training sessions and working hard then they should receive on average at least 50% playtime during the season

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Coaching Session

A typical practice session should include the following:

1.Staff Set-Up : try to set up the field before your players get to the field. 5 min

2. Opening Circle & Warm-Up: check in with your players, introduce nutritional theme and soccer theme and lead your group into the warm up. 10 min

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4.Activity 2: 1 V 1, 2 V 2: during this phase, players practice the skill in a 1 V 1 circumstances. This phase serves a thermometer for players for we get to see them in action against active defenders.

5.Economical Games: a modified scrimmage with a tactical variant for the first part of the game. Then is a free match.

6. Cool Down & Closing Circle: it is very important to review the content of the soccer/nutritional themes. Provide positive feedback to your players.

Make sure you are not going from one topic to another during the session. Please, follow the lesson plans in order and the progressions.

Arrive early to your session to set up before players arrive and make sure you are dressed appropriately. It is good practice to plan your sessions and having a session plan with you as a reminder can be helpful.

9- to 11-year-olds: Ages and stages of youth development

(Posted on** January 7, 2013**, Michigan State University Extension)

Understanding the different stages of youth development supports youth programming efforts as it encourages relationship building between youth and adult volunteers

Understanding the youth development is a powerful tool in establishing relationships with youth. For a point of reference, physical development refers to the growth of the body and development of motor skills. Social development is the interaction between children and their ability to function in social settings. Emotional development looks at how youth handle their feelings and express them. Finally, intellectual development is all about how individuals learn.

As we move into the 9- to 11-year-old age bracket, youth's physical development is starting to move to the forefront. They will experience growth spurts at different rates that moves them towards adolescence. Typically girls will begin to grow and mature faster than boys during this time period.

Providing active learning experiences is helpful during this time. Hands-on events or activities where they are up and moving – not limited only to sitting and listening – is best. Youth at this age are also developing a more competitive nature between boys and girls. Try to avoid activities that create competition between gender groups. Choose activities that mix boys and girls together in group on an even playing field.

Nine- to 11-year-olds are developing in the following ways, outlined below:

Physical

- They experience a steady increase in large muscle development, strength, balance and coordination
- They are very active, with a lot of energy
- There will be different maturation rates between the sexes; girls will tend to mature faster than boys
- They will experience an increase in small muscle coordination

Social

- They generally see adults as authority
- They follow rules out of respect for authority
- They are loyal to groups, clubs, gangs, etc.
- They enjoy code languages and passwords
- They identify with individuals of the same gender
- They prefer to work in groups in cooperative activities
- They approach solving problems with a negotiating style, compromising with peers

Emotional

- They are accepting parent/family beliefs
- They admire and imitate older youth
- They are developing decision-making skills
- They are beginning to question authority
- They need involvement with caring adult
- They find comparisons with others difficult to process

Intellectual

- Their academic abilities vary greatly
- They have an increased attention span, but many have interests which change rapidly
- They are learning to use good judgment
- They judge ideas in absolutes, right or wrong not much tolerance for middle ground
- They have interests in collections and hobbies

The implications of developing programs or interacting with 9- to 11-year-olds:

Physical

- Plan activities that allow them to move about

- Vary activities – don't rely solely on sports, general physical activities are important as well
- Avoid competitions between genders

Social

- Clarify and enforce reasonable limits
- Plan plenty of time to be with individuals from their same gender
- Group activities are important

Emotional

- Provide correction quietly – one-on-one
- Give positive feedback and look for successes
- Avoid generalized praise
- Be present at group activities, be visible but be in the background
- Provide safety net of an adult that will maintain boundaries

Intellectual

- Youth in this age bracket still very much enjoy "hands-on" activities
- Help youth form groups/clubs with common interests or hobbies
- Vary the activities offered to engage rapidly changing interests

DEVELOPMENT CHARACTERISTICS TRANSLATED TO COACHING PLAYERS IN STAGE 4

Developing a team of players with large individual performance differences can create significant headaches for coaches. Pressure to prepare a team to compete against teams from different towns can often overshadow the needs of individual players. There is still a considerable amount for the players to learn as they are exposed to advanced techniques and team tactics. Players entering Stage 4 with competency in the basic skills are well placed to develop quickly. The hours spent developing individual mastery of the ball will pay dividends as the coach introduces activities where solid techniques are prerequisites for success.

TRANSLATED TO PLAYER DEVELOPMENT THIS MEANS

1. Provide players with a variety of experiences by coaching them how to play a number of positions.
2. Educate players on the physical, cognitive and emotional changes occurring.
3. Dynamic stretches prior to activity and static stretches following – flexibility naturally deteriorates so efforts must be made to regain range of motion.
4. Players should be given opportunity to play and train with others of similar ability.
5. Conditions for aerobic training are right – increasing aerobic capacity will allow players to perform high intensity (anaerobic) activities more frequently and recovery will be quicker.
6. As the nervous system becomes refined, performing correct technique is essential.
7. Continue to focus on individual ball mastery.
8. Tactical focus must be determined based on readiness of the individuals.
9. Players should be exposed to different positions and different roles.
10. Psychological training can be introduced such as coping strategies and mental imagery.
11. Bear in mind that early and late development has different implications for males and females.
12. Sessions should reinforce communication as an essential team skill.
13. Involve players in decision making and analysis of individual and team performance.
14. Create opportunities for team building.
15. Work with the players on attack and defensive strategies.