



**Guideline (GUI)**

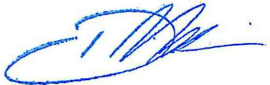
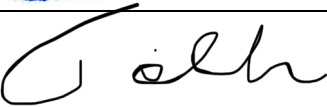

# **U5 Coaching Program Curriculum**

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## Errors or Omissions

Big Country Soccer Association has provided this manual to the membership as a guide for the operation of the organization and all sports. Any errors or omissions contained herein shall not supersede the by-laws, policies, procedures, or guidelines of the Association. All changes must be passed by majority vote at a duly constituted meeting of the Association. Any changes to the manual shall be included in the next edition. The by-laws of the association supersede any guideline or policy should a conflict occur.

## Document Revision History

Rev	Date	Description	Originator	Checker	Approver
0	17-Jan-2024	Official Issue.	Duncan Hawkins	Ivo Tollner	Cody Craig
A	28-Dec-2023	This is the initial DRAFT of this Guideline document.	Duncan Hawkins	Cody Craig	Cody Craig

## Current Revision Description

Section	Description



## Contents

1	<b><u>Vision</u></b> .....	4
2	<b><u>Mission</u></b> .....	4
3	<b><u>Scope</u></b> .....	4
4	<b><u>Coaching Guidelines for U5 Age Group</u></b> .....	5
5	<b><u>References</u></b> .....	5
6	<b><u>Acronyms and Defined Terms</u></b> .....	6
7	<b><u>Responsibilities</u></b> .....	6
7.2	<b><u>President</u></b> .....	7
7.3	<b><u>Vice-President</u></b> .....	7
7.4	<b><u>Coaches</u></b> .....	7
8	<b><u>U5 Four Corner Development Curriculum</u></b> .....	7
9	<b><u>Practice Coaching Points</u></b> .....	10
10	<b><u>Active Start Coaching Measures</u></b> .....	11

## Tables

<b><u>Table 1- References</u></b> .....	5
<b><u>Table 2- Acronyms</u></b> .....	6
<b><u>Table 3- Definitions</u></b> .....	6
<b><u>Table 4- U5 Development Grid</u></b> .....	8
<b><u>Table 5- U5 Practice Focus</u></b> .....	9
<b><u>Table 6- U5 Coaching Measures</u></b> .....	10

## Figure

<b><u>Figure 1- Four Corner Development Model</u></b> .....	8
<b><u>Figure 2- U5 Four Corner Focus</u></b> .....	9



# 1 Vision

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The Big Country Soccer Association aspires to be an outstanding educational-athletic organization that provides a high-quality experience for every athlete. A high-quality experience is one in which every athlete:

1. Is coached using the principles of Positive Coaching,
2. Has fun playing the game,
3. Feels like an important part of the team regardless of performance,
4. Learns “life lessons” that have value beyond the playing field; and
5. Learns the skills, tactics and strategies of the game and improves as a player.

# 2 Mission

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The Big Country Soccer Association is committed to providing well-organized soccer recreation appropriately structured to accommodate any level of play commensurate with our players’ individual abilities, potential, and interest and to promoting a positive youth sports culture that teaches life lessons and “honors the game” for all players in the Big Country, Alberta area. Our sporting philosophy is based on the following objectives:

1. To provide and support programs for the involvement and enjoyment of members of the Big Country Soccer Association in support of a long-term development of the sport of soccer.
2. To encourage and welcome parental support in youth soccer development.
3. To encourage good sportsmanship through development and competition in the sport.
4. To ensure all participants in all programs have fun and equal opportunity to actively participate in the sport.
5. To develop each athlete's basic skills and conditioning that they can apply to the sport.
6. To develop good coaching and officiating capabilities in the sport.
7. To create and maintain a spirit of friendly competition without fear of bullying.

# 3 Scope

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This coaching curriculum is for the U5 (under 5 years of age, regardless of gender) group and includes the priorities for coaches to develop players in this age group. This document is in support of Long-Term Development practices for youth soccer by Alberta Soccer Association (ASA), and Canada Soccer Association (CSA).



## 4 Coaching Guidelines for U5 Age Group

### 4.1 Aim:

To allow players of all ages and abilities to develop to their full potential, in an ENJOYABLE, CHALLENGING and POSITIVE environment.

### 4.2 Objectives:

- a) Create a clear and simple pathway for player development.
- b) Keep the player at the center of the development process. Ensure that the player has as much time on the ball as possible in every session.
- c) The basic principles of the game are to be coached with focus on the player’s development with skills and technique and not on positions.
- d) Acknowledge that players will develop differently. A coach needs to be flexible in how instructions are provided.

### 4.3 To be successful at this age group the coach needs to have these traits:

- Flexibility – Children all progress at different rates so be aware of players understanding instructions. Recognize when something is not working and change it.
- A sense of humor – laugh with your players and make it FUN. They will enjoy the experience more and want to come back next time.
- A very positive attitude, give generous praise often; remember they are learning the game, and often this may be their first experience of soccer coaching. Positive reinforcement will keep their confidence high and again, make them want to return.
- And lots and lots of energy – If you’re energetic and dynamic in your coaching style the kids will feed off this and remain more focused in the session.

## 5 References

The following referenced documents are to be considered the latest edition and indispensable for the application of this document.

Table 1 – References

Document Number	Title
	Canada Soccer Quality Soccer Provider Standards
	Canada Soccer Guide to Management Operations



Document Number	Title
	Alberta Soccer Standards for Quality Soccer Guidebook
BCSA-POL-023	Big Country Soccer Association Long Term Player Development Policy
BCSA-GOV-007	Big Country Soccer Association General Rules and Regulations
BCSA-GUI-005	Big Country Soccer Association Parents Guide
BCSA-GUI-006	Big Country Soccer Association Coaching Guideline

## 6 Acronyms and Defined Terms

For this document, the following acronyms and terms apply.

### 6.1 Acronyms

*Table 2 – Acronyms*

Acronym	Definition
ASA	Alberta Soccer Association
BCSA	Big Country Soccer Association
CSA	Canada Soccer Association
FIFA	Federation International Football Association
LTPD	Long Term Player Development

### 6.2 Definitions

*Table 3 – Definitions*

Term	Definition
Registered Member	This is the community that is registered with BCSA to register their players to compete in the Association with other registered teams. These communities will have their players registered with Alberta Soccer Association.

## 7 Responsibilities

7.1 The following list of responsibilities are not all encompassing. Additional responsibilities may be assigned out, as required, when there are tasks and/ or actions required to represent Big Country



Soccer Association, its players, parents, coaches, and the governing soccer associations that Big Country Soccer Association is required to adhere to.

**7.2** President of Big Country Soccer Association is responsible for the following:

- a) Ensure that the most up to date information on player development is available to coaches assigned teams for Big Country Soccer Association.
- b) Respond to concerns, as necessary, raised by those involved with Big Country Soccer Association.
- c) Participate with the disciplinary process, as required.

**7.3** Vice- President of Big Country Soccer Association is responsible for the following:

- a) Develop the coaching curriculums for the various age groups for Big Country Soccer Association.
- b) Provide support to coaches for the development and support of Big Country Soccer Association coaches.
- c) Provide support in the development of coaching practice plans used by coaches in support of the four-corner model for youth player development.
- d) Respond to concerns, as necessary, raised by those involved with Big Country Soccer Association.
- e) Participate with the disciplinary process, as required.

**7.4** Coaches for Big Country Soccer Association are responsible for the following:

- a) Following the age group curriculum for the age group they are assigned to coach on behalf of Big Country Soccer Association.
- b) Only use drills and practice plans that are age appropriate for the specific curriculum and priorities according to the four-corned model for youth player development.
- c) Ensure the practice is organized before players arrive to their practice sessions.
- d) Request support from the President and/ or Vice-President for Big Country Soccer Association on practices plans and drills that support the age group, as necessary.

## **8 U5 Four Corner Development Curriculum**

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**8.1** The Four Corner LTPD model consists of technical, psychological, physical, and social/ emotional components. Each corner of the model reflects a wide aspect of a player's development that has to be considered. The gradual progressive development of players is fundamental to the enjoyment, technical competency, and retention in the game.



Figure 1 – Four Corner Development Model

### 8.2 U4-U5 Players

With this age group the focus with the players is to provide an opportunity to develop basic movement skills like running, jumping, landing, kicking, throwing, and catching in a fun setting built around informal play and positive reinforcement.

8.3 Development grid for this age group is as follows:

PRIORITY KEY	1= HIGH	2= MID	3= LOW	4= NOT APPLICABLE
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Table 4 – U5 Development Grid

DEVELOPMENT STAGE	ACTIVE START		DEVELOPMENT STAGE	ACTIVE START	
PHYSICAL	U4	U5	TECHNICAL	U4	U5
Running Forward	1	1	Dribbling	1	1
Running Backward	1	1	Shooting	1	1
Jumping	1	1	Running with the Ball	1	1
Skipping	1	1	Ball Control	3	2
Hopping	1	1	Passing	3	3
Bounding	2	2	Receiving	3	3
Crawling	2	2	Shielding the Ball	4	4
Turning	2	2	Finishing	4	4
Falling/ Diving	3	2	1v1 Defending	4	4
Twisting	2	2	1v1 Attacking	4	4
Rolling	3	3	Heading	4	4
Other Games	1	1	Crossing the Ball	4	4





DEVELOPMENT STAGE	ACTIVE START	
	U4	U5
<b>SOCIAL/ EMOTIONAL</b>		
Listening	2	2
Cooperation	3	3
Communication	1	1
Sharing	3	3
Problem-Solving	3	3
Decision-Making	3	2
Empathy	3	2
Patience	3	2
Respect/ Discipline	2	2
Fair Play/ Honesty	3	2

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

8.4 U5 Four-Corner Focus:

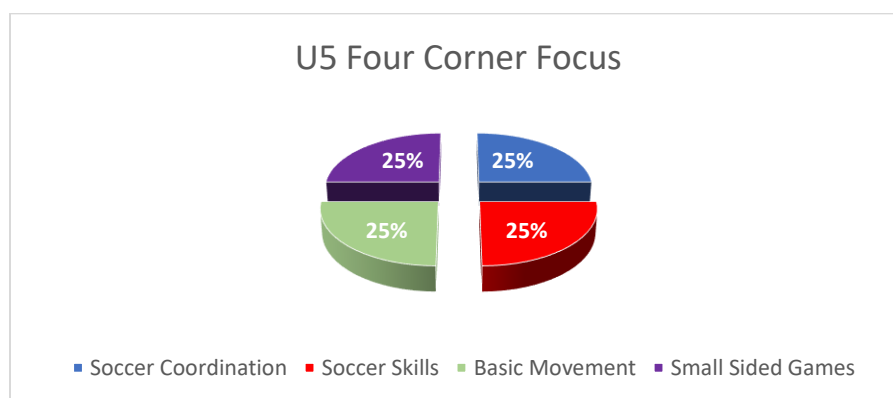


Figure 2 – U5 Four Corner Focus

8.5 U5 Practice Focus:

Table 5 – U5 Practice Focus

ACTIVE START PRACTICE OBJECTIVES		PRACTICE CONTENT DISTRIBUTION
TECHNICAL	Introduce basic soccer skills	40%
PHYSICAL	Develop agility, balance, and coordination with and without the ball	40%
TACTICAL	No tactical development at this age group	0%
SOCIAL	Feel comfortable and confident with the ball and others	20%
PSYCHOLOGICAL	Create a safe and positive environment with lots of meaningful praise	Included in all practices.



## 9 Practice Coaching Points

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**9.1** Note the following coaching points for organizing and coaching this age group:

- a) It must be fun.
- b) Every player is to have a ball. This is to encourage player developing confidence and being comfortable with the ball.
- c) Emphasis on fundamental movement skills, running, hopping, jumping, skipping, tumbling – “Developing Physical Literacy”.
- d) Basic ball familiarization games, rolling, bouncing, kicking, catching.
- e) Be creative, tell them a story, and relate the story to a soccer activity.
- f) Do not worry about teaching the techniques. Learn by doing.
- g) Players will respond to a high-energy environment.
- h) Change the session activity or game often. This age group has smaller attention focus and need to be stimulated with new games.
- i) These players love praise and enthusiasm.
- j) Not really soccer – but activity with a soccer ball/

**9.2** Note the following coaching methodology with this age group:

- a) Keep information brief and positive.
- b) Show them what you want. Demonstrate the activities and games.
- c) Keep the environment positive and happy.
- d) Lots of praise and celebrations – High Fives!
- e) Encourage and celebrate success.
- f) Be flexible, allow the players to deviate and be creative.
- g) Keep it safe and age-appropriate.



## 10 Active Start Coaching Measures

10.1 Before players move up to the next age group bracket, coaches should have exposed the players to and taught them the following measures which will aid in their development at the next level:

Table 6 – U5 Coaching Measures

TECHNICAL		
Dribbling the Ball	Right Foot and Left Foot	Let the player experiment and experience.
Shooting the Ball	Right Foot and Left Foot	Let the player experiment and experience.
Running with the Ball	Right Foot and Left Foot	Let the player experiment and experience.
Turning with the Ball	Right Foot or Left Foot	Players are exposed to turning/ changing direction with the ball.
Receiving the Ball	Right Foot and Left Foot	Be able to stop a rolling ball on the ground

PHYSICAL		
Running Forward	Straight and with a change of direction	Players can run in a forward direction; change direction; use right and left foot.
Running Backward	Straight	Players can run backwards and keep their balance and control.
Jumping	Jump off the ground and with a safe landing	Both feet are off the ground and are able to land safely with knees bent.
Skipping	Right Foot and Left Foot	Expose the players lead with the right and left foot for take-offs; in control of body.
Hopping	Right Foot and Left Foot	Expose the players lead with the right and left foot for take-offs; in control of body.
Bounding	Right Foot and Left	Introduction only with focus on lifting the leg and touching ball.
Crawling	Staying close to the ground	Move across the ground with both hands and feet.
Turning	To the right or left	Players are able to turn in different directions both left and right with the ball.
Twisting	Moving upper body	Lower body is static and stable while the upper body is moving.

SOCIAL/ EMOTIONAL		
Listening	Listen Quietly	Players are able to listen to brief information from coach (Coach be brief)
Respect/ Discipline	Others	Players are learning to respect other players' equipment and space. Can stay in playing area.
Communication	Verbal Communication	Players are able to verbally communicate with parents and the coach and have started to speak with other players.



<b>PSYCHOLOGICAL/ MENTAL</b>		
Motivation	Fun, rewarding activities	Players are anxious to participate and eager for the next activity and practice through enjoyment and success.
Self-Confidence	Safe and positive environment	Players are starting to feel confident in a crowd of unknown players and parents.