

Spring 2020

# Langley United Soccer Association

GRASSROOTS PROGRAM

---



# TABLE OF CONTENTS

Spring 2020 Outline ..... 3

Important Dates ..... 5

Training ..... 6

Game Day ..... 12

Players First ..... 15

Long Term Player Development ..... 18

The Supportive Parent ..... 22

Individual Programs..... 24



# Spring 2020 Outline

- The regular spring program will run once a week for training and once a week for a game on the weekend for the Under 6 and Under 7 age groups.
- Twice a-week training and a single game on the weekend for all other age groups.
- All practices and games are outdoors

## New Formats

Age group formats change in the spring as a way to best prepare our players and teams to their upcoming fall season. The formats will match what their upcoming season will be and introduce players to new on-field formations. Some age groups will even be introduced to new rules.

## Significant Changes

- U6 now have a goalkeeper
- U7 introduced to proper game format (one opponent with proper halftime)
- U8 move to 1/3 retreat line
- U10 introduced to super 8 goals
- U10 introduced to offsides
- U10 introduced to direct free kicks



See the age group formats below:

	U6	U7	U8	U9	U10
<b>Format</b>	3v3+GK (4v4)	4v4+GK (5v5)	5v5+GK (6v6)	6v6+GK (7v7)	7v7+GK (8v8)
<b>Game Length</b>	3x15'	2x25'	2x25'	2x25'	2x30'
<b>Field Size</b>	1/8 <sup>th</sup> Pitch	1/8 <sup>th</sup> Pitch	¼ Pitch	¼ Pitch	½ Pitch
<b>Retreat Line</b>	Halfway	Halfway	1/3	1/3	1/3
<b>Structure</b>	Jamboree	One Opponent	One Opponent	One Opponent	One Opponent
<b>Goal Size</b>	Small Goals	Small Goals	Big Goals	Big Goals	Super 8's
<b>New Rules</b>	-GK -GK crease rule -Goal Kicks -Throw Ins	-One opponent -2x25' halves	-Retreat Line is 1/3 of the field	-No new rules	- 2x30' halves -Offsides -Direct Kicks

\*Please Note\*

All Grassroots teams are expected to continue playing with the FAIR PLAY mentality. No standings, no scorekeeping.



# Important Dates

April 6 <sup>th</sup> – 10 <sup>th</sup> 2020	Opening week of practices
April 11 <sup>th</sup> – 13 <sup>th</sup> 2020	No Programming (Easter)
April 18 <sup>th</sup> – 19 <sup>th</sup> 2020	Opening weekend of games
May 16 <sup>th</sup> – 17 <sup>th</sup> 2020	No Games (Victoria Day Weekend)
June 20 <sup>th</sup> – 21 <sup>st</sup> 2020	Final Game Weekend

Teams that train on the Monday of a long-weekend, will have the option to train or not. Please notify Chelsey if you are choosing to train on any long-weekend Monday.

Teams entering Spring tournaments must get approval from Chelsey before entering. Tournaments must be BC Soccer Sanctioned and also need to be scheduled in advance in order to avoid regular season conflict.



# Training

	Training Session 1	Training Session 2	Game
<b>U6 Boys</b>	Tuesday	N/A	Saturday
<b>U6 Girls</b>	Tuesday	N/A	Sunday
<b>U7 Boys</b>	Wednesday	N/A	Saturday
<b>U7 Girls</b>	Thursday	N/A	Sunday
<b>U8 Boys</b>	Monday	Wednesday	Saturday
<b>U8 Girls</b>	Tuesday	Thursday	Sunday
<b>U9 Boys</b>	Monday	Wednesday	Saturday
<b>U9 Girls</b>	Tuesday	Thursday	Sunday
<b>U10 Boys</b>	Monday	Wednesday	Saturday
<b>U10 Girls</b>	Tuesday	Thursday	Sunday

\*Please Note\*

Training times for Grassroots teams are between 5pm and 7pm. The 5pm slots begin with the youngest teams and training time assignments work its way up as the teams get older.



# Weekly Training Curriculum

Age Group	U6	U7	U8	U9	U10
<b>Week 1</b>	Dribbling	Dribbling	Dribbling	Dribbling Both Feet	Dribbling Both Feet
<b>Week 2</b>	Dribbling	Dribbling	Dribbling	Dribbling Both Feet	Dribbling Both Feet
<b>Week 3</b>	Dribbling Opposite Foot	Dribbling Opposite Foot	Dribbling Opposite Foot	Dribbling and Manipulation	Dribbling and Manipulation
<b>Week 4</b>	Dribbling Opposite Foot	Dribbling Opposite Foot	Dribbling Opposite Foot	Dribbling and Manipulation	Dribbling and Manipulation
<b>Week 5</b>	Dribbling and Shooting	Dribbling and Shooting	Dribbling and Shooting	Dribbling and Shooting	Dribbling and Shooting
<b>Week 6</b>	Dribbling and Shooting	Dribbling and Shooting	Dribbling and Shooting	Dribbling and Shooting	Dribbling and Shooting
<b>Week 7</b>	Defending and Shielding	Defending and Shielding	Defending and Tight Team	Defending and Tight Team	Defending and Tight Team
<b>Week 8</b>	Defending and Shielding	Defending and Shielding	Defending and Tight Team	Defending and Tight Team	Defending and Tight Team
<b>Week 9</b>	Dribbling and Manipulation	Dribbling and Manipulation	Passing vs. Dribbling	Passing on the Dribble	Passing on the Dribble
<b>Week 10</b>	Dribbling and Manipulation	Dribbling and Manipulation	Passing vs. Dribbling	Passing on the Dribble	Passing on the Dribble

The weekly training curriculum is for the Station-Based Training sessions (see page 8) and where the sessions will be planned around. All coaches will have freedom in their regular training sessions to focus on what they want to work on or they can follow the same curriculum as the station-based training.

It is important to emphasize the dribbling in our curriculum during these developmental stages in order to maximize the players growth and skillset within the game. Kids in the Grassroots ages are very egocentric and relationships are hard to grasp at a young age. Beginner ages of relationships are typically ball and player only. Each year, we slowly introduce more relationships to the equation but it is critical to spend as much time on the ball per player relationship first, before asking our players to share the ball. Think of it this way; there is only one ball between many in the game. How much time are players getting touches on the ball when there is only one to share? During training, we look to maximize the time the players are on the ball during their most influential development years. If players don't grasp "passing" at Grassroots, it is absolutely okay. You will begin to recognize a better passing understanding from the players at U10 and older.



## Station-Based Training

Canada Soccer recommends a “station” approach to training. Players move from one skill-building activity to the next at regular intervals. The time spent on each activity varies based on the age of the player.

This method is not only more fun for young players—who tend to have short attention spans—but also allows training sessions to be tailored to a team’s individual needs, depending on the number of players, the number of parents and coaches present, and the available facilities.

Each training session is built around four activity stations, one focusing on **General Movement** skills, one on **Co-ordination**, one on **Soccer Technique** and another on **Small-Sided Games**. Addressing all four of these training “pillars” at each practice session will help develop well-rounded young players with a foundation in physical literacy, solid soccer skills and, ideally, an enduring love of the game.





# Station-Based Training Schedule

	Station-Based Training Day	Regular Training Day	Number of Teams
<b>U6 Boys</b>	Tuesday	N/A	~ 12
<b>U6 Girls</b>	Tuesday	N/A	~ 6
<b>U7 Boys</b>	Wednesday	N/A	~ 12
<b>U7 Girls</b>	Thursday	N/A	~ 6
<b>U8 Boys</b>	Monday	Wednesday	~ 12
<b>U8 Girls</b>	Thursday	Tuesday	~ 6
<b>U9 Boys</b>	Monday	Wednesday	~ 12
<b>U9 Girls</b>	Tuesday	Thursday	~ 6
<b>U10 Boys</b>	Wednesday	Monday	~ 12
<b>U10 Girls</b>	Thursday	Tuesday	~ 6



## Station-Based Training Outline

- For the full season, teams will be in groups of two - three and designated training spaces next to one another on their Station-Based Training Day.
- Each team will spend 10 minutes warming up their own team.
- Each team will participate in station 1 for 15 minutes with the same coach they did their warm up. Totalling 25 minutes with Coach 1.
- Teams will get a quick water break and then rotate to station 2 for 20 minutes.
- Teams will get another quick water break and then rotate to station 3 for 15 minutes.
- Team will always start with their game day coach and rotate in the same order.
- Each coach will be given the full-season session plans so they know in advance what their station task is for the evening. Each Station-Based Training Day will include Warm Up, Technical Work, Squad Practice and a Small Sided Game.
- Rotation timing will be monitored by one time-keeper.
- When low in numbers (Groups smaller than 6), groups can be combined but still completing the three stations.

### **Itinerary Example:**

*(2 team rotations timeline is adjusted: 10-20-20-10)*

0' – 10'

Team Warm up with Game Day Coach

10' – 25'

Teams begin station one with the same coach they warmed up with

25' – 45'

Teams rotate to their second station lead by a new coach

45' – 60'

Teams rotate to their third station lead by a new coach

### **Benefits:**

- Different voices and coaching styles
- Easier set up, organization and planning for coaches as they repeat activities
- Opportunities to mix the groups differently each session
- Keeps the players on the same development plan and still allows for various progressions both in group settings and the individual player
- Falls in line with the CSA LTPD standards



# Station-Based Training Map

**Below is an example of a Station Based Training Night.**

Teams set up in their allocated space

Teams warm up in their allocated space

LUSA Staff blow the whistle for first rotation to begin and for the indicator of when to rotate throughout the session

No more than 3 separate rotations to take place on field at once following the same timelines

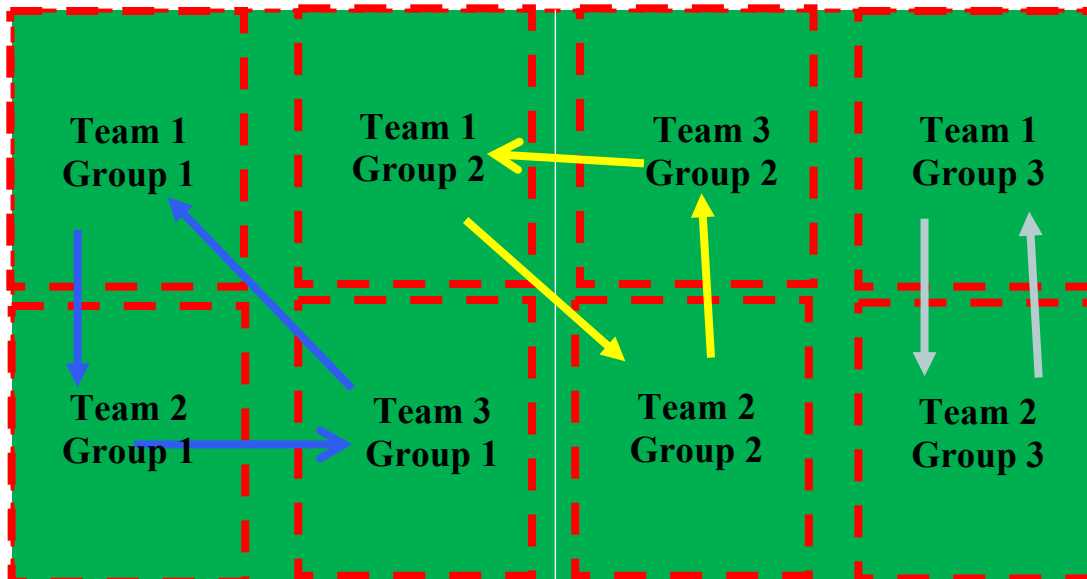
**In the case that we have 2 groups of 3 and 1 group of 2 teams rotating the whistle schedule is as follows:**

All 3 groups rotate at the 25 minute mark which allows for a 10 minute warm up plus their first station.

On the whistle by staff, 3 team groups rotate, 2 team groups rotate after 5 more additional minutes of play after the whistle. (AKA use the whistle as a 5-minute warning).

On the second whistle, the same applies as above.

On final whistle, session is complete.

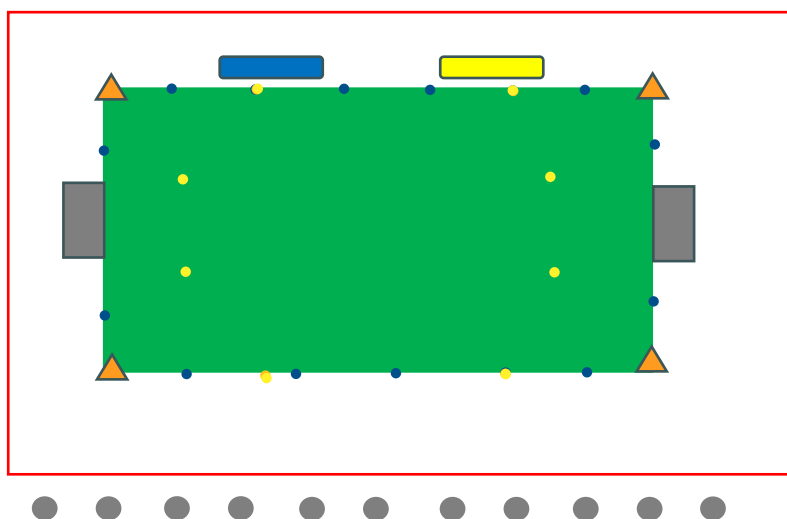


# Game Day

- All games played at Willoughby Community Park for Blue and Yellow Pathways
- Travel games for all White Pathway teams (Home games at Willoughby)

## Home Field Organization

- Orange cones on corners marked by LUSA staff before teams arrive
- Goalposts set up by parent volunteers (light blue bags – U8 to U10, dark blue bags – U6 to U7)
- Yellow flats for GK crease. (U6 and U7 – no more than 2ft in to field, U8-U10 8ft – 10 ft)
- Perimeter cones in one colour laid out by home team
- Retreat line cones different colour than perimeter cones (half way line for U6 and U7) 1/3 as shown below for U8-U10
- Home and Away team on same sideline but opposite halves. Stay on your half!
- Spectators outside the fenced area (U6 and U7 spectators on field, ok)



- Home team sets out cones for field perimeter, goalkeeper box, and retreat line
- Away team wears pinnies if needed
- Home team provides game ball
- Parent/Volunteers set up/break down goalposts – LUSA v. LUSA = Each team is responsible for one goalpost. LUSA v. OUTSIDE CLUB = LUSA must be responsible for both goalposts
- Parent/Volunteers to be linesperson (One from each team)
- Parents must be outside the fenced area
- Teams must set up same sideline, opposite to parents
- Teams must shake hands after the game ends including with the referee
- All LUSA members must show RESPECT at all times

## NO REFEREE FOR A GAME

A referee in the Grassroots stages it may happen where a referee does not show up for a game. In this case, the home team must provide a parent volunteer to act as the referee for the game. Parents are highly encouraged to review the Grassroots game rules regularly. Although this is not ideal, referees at Grassroots are typically children and late illness comes up, forgetfulness and most are experiencing their first job. Officials are a shortage in all sports across the country, we need to do our part in the circumstance we cannot fill a Grassroots game.

Ideally, each team should provide one volunteer assistant referee. **Coaches are not to act in the capacity of a volunteer assistant referee.** Volunteer Assistant Referees should be considered neutral participants and must refrain from coaching or otherwise communicating with players on the field, except as it relates to indicating ball possession. The game referee has final say on all Assistant Referees.

After the game completes, email Chelsey to report the No-Show referee.



## PRE-GAME ETIQUETTE

1. Arrive 20 minutes early
2. Parent Volunteers on goalpost set up
3. Introduce yourself to opposing coach and review rules (length of game, retreat, format)
4. Introduce yourself to the referee and review rules (length of game, retreat, format)
5. Team warm up
6. Get team in to pinnies if needed
7. Assign positions

## IN-GAME ETIQUETTE

1. One Voice Policy. ONLY ONE COACH PER TEAM TO COACH VOCALLY
2. Lines People are silent. No talking.
3. Parents are cheerleaders ONLY. Do not give instructional comments from the sidelines.
4. Do not speak negatively to your referee. Do not challenge your referee. They are children.
5. Fair Play – ALWAYS
6. Praise your kids. Pay attention to your actions, body language and tone of voice.

## POST-GAME ETIQUETTE

1. Fair-Play handshake; players, coaches, managers and referee
2. Parent volunteers to break down and put away goalposts
3. High fives to your players and lots of praise
4. Collect your equipment quickly for next team to set up
5. Leave your space as tidy or more tidy than when you arrived



# Players First

Spring is a short season so we must communicate promptly when games are lop-sided or if players are not in their most appropriate playing environment.

**Lop-Sided Games:** Games are more than a 6-goal differential between the two teams. When this happens, please email Chelsea right away for the purpose of monitoring player and team development.

**Appropriate Playing Environments:** If a player is going entire sessions and/or games with a significantly less amount of touches/contact of the ball than the rest of their teammates, this is a good indicator that the environment may not be suitable for that player. Another scenario, if a player is on the ball significantly more than his teammates resulting in the other players not making enough contact, we may need to review this player's playing environment. In both cases, please contact Chelsea via email as soon as possible.

## Pathways

### U6 to U7 Only

Yellow Pathway: Birth month is *typically* July to December.

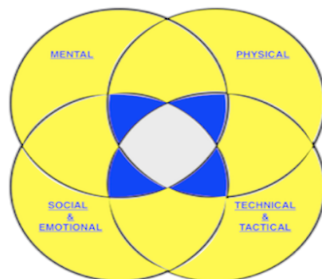
Blue Pathway: Birth month is *typically* January to June.

### U8 to U10 Only

Yellow Pathway: Player meets one or two of the four pillars in player development.

Blue Pathway: Player meets two to three of the four pillars in player development.

White Pathway: Player meets three to four of the four pillars in player development.



## Pathways FAQ

**Are the pathways permanent?** No. All Grassroots pathways are fluid and at any point in the season, a player can be moved through the pathways to ensure the player is in an environment that best suits their developmental needs. Players can go through the pathways in any variation of order as children within Grassroots are developing on a non-linear development path. No child will develop consistently on a straight incline; think of the child's development path to be very similar to your child's first-ever piece of art... unique and confusing.

**How does my child get into a different pathway?** Players are moved in to different pathways when their current pathway isn't suited for the player anymore. LUSA Technical Staff observe players to ensure they are in environments that challenge the player, that are fun and enjoyable for the player, that fit the logistical needs of the player, that allow success for the player. More challenging environments do not equate to "success"; there are many factors involved in the process including the 4 pillars (mental, physical, technical/tactical and social/emotional).

**What are the differences between the pathways?** In the Yellow Pathway, the player typically meets one or two of the four pillars in player development. The Yellow Pathway is played in-house and has a very consistent schedule. The Blue Pathway players typically meet two to three of the four pillars in player development. In this Pathway, most of the development is in-house with the possibility of the occasional travel game within the Fraser Valley District. The White Pathway typically includes players who meet three to four of the four pillars in player development. This pathway requires about 50% travel and schedules are much more inconsistent than our in-house programming.

**When does my child begin playing Divisional?** U6 – U10 is structured by pathways. Once your child reaches U11, players are now grouped by divisions. Division 1 and Division 2 is played in the BCCSL which is played at home and away games are anywhere within the Greater Vancouver Area. Division 3 is played at home and away games are in the Fraser Valley District.





## Pathways FAQ Continued

**What ages include which pathways?** U6 – U7 will include Blue and Yellow Pathways. The pathways do not carry much difference in regards to the 4 pillars but are focused on building teams primarily within the same birth months. Blue is January to June born players, and Yellow is July to December born players. If numbers do not allow for two pathways, then teams are built balanced to ensure the “early” and “late” born players are mixed appropriately. U8 – U10 include all three; Blue, White and Yellow Pathways. These age groups are where pathways are built with a heavy emphasis on the 4 pillars. Again, each season is dependent on the numbers of players to ensure each pathway in-house has appropriate competition.

**Why don't we play non-LUSA teams in Grassroots?** Logistically speaking, LUSA is a club that has worked hard to provide the environment for our members that keeps the scheduling as consistent as possible. We have the numbers in Grassroots to give our families a steady kick off time for games each weekend and have full control on our Grassroots development plan. When playing Non-LUSA teams, scheduling becomes inconsistent, playing environments have a greater chance of “lop-sidedness” and it becomes difficult to manage the overall development plan during a critical time in children’s growth within the sport.

**How do I know my child is developing within their current pathway?** If your child is having fun at soccer and getting touches on the ball often, chances are your child is developing at the appropriate rate for Grassroots. Having fun and repetition are the two biggest factors when developing a young grassroots player. Do not expect your child to be able to pass and learn shape/positioning until nearing the end of their Grassroots years. Kids in these stages of development are naturally egotistical and crave praise; this is why ball per player development is the most effective and crucial when practicing.



# Long Term Player Development

Long-Term Player Development (LTPD) is a CSA soccer-specific adaptation of the Long-Term Athlete Development model (LTAD) developed by Canadian Sport Centres. LTAD is a scientific model for periodized athlete training and development that respects and utilizes the natural stages of physical, mental, and emotional growth in athletes. Like the LTAD program, LTPD is designed to:

1. Promote lifelong enjoyment of physical activity.
2. Provide a structured player development pathway.
3. Describe best practices for elite player development.
4. Create long-term excellence.

## **Benefits of LTPD**

LTPD is a program for soccer player development, training, competition, and recovery based on biological age (i.e. physical maturity) rather than chronological age. It is player centred, coach driven, and administration, sport science, and sponsor supported.

### **LTPD:**

- Eliminates gaps in the player development system.
- Guides planning for optimal athlete performance at all stages.
- Provides a framework for program alignment and integration, from volunteer club coaches to national and professional teams.
- Follows scientific principles and practical coaching experiences.

### **Benefits for players & parents:**

- Better understanding of what makes a good soccer program.
- More players learning at their level and having fun.
- Appropriate game and league structures (e.g. size of balls, goals, field etc.).
- More opportunity for players to realize their athletic potential.
- More coaches who are knowledgeable in leading safe, effective practices.

### **Benefits for coaches & clubs:**

- Information and education on effective coaching and practice methods.
- Guidelines for appropriate game structures.
- Guidelines on appropriate competition levels.
- Established pathways for player development for all levels of ability and ambition.
- Affirmation of best practices for coaches and club administrators.



**Benefits for all:**

- Competitive behaviour is fostered in players, while over-competitive behaviour is discouraged in adults (e.g. coaches and parents).
- Players, parents, coaches, and administrators understand that players are unique and therefore different in interest and aptitude.
- Players stay involved in the sport throughout their lives (as players, coaches, referees or club administrators).
- Soccer grows, and lifelong wellness is promoted for players of all ages, genders, and levels of ability and disability.

The Canadian Soccer LTPD model, Wellness to World Cup is designed to optimize Canadian excellence and lifelong wellness through soccer. By ensuring fun playing experiences for children, a suitable player development pathway for youth and opportunities for lifelong participation for all players regardless of age, gender, ability or disability, LTPD provides a framework for the growth of the beautiful game in Canada.

**Why LTPD?**

We don't expect kids to compete in spelling bees without first teaching them their ABCs. When activities and expectations don't match with a child's developmental stage, this can set them up for failure.

The same is true when young children are thrust into a soccer environment that over-emphasizes winning at the expense of developing skills and having fun. The negative consequences can last a lifetime: Some kids develop bad habits and poor skills and can become discouraged. Many don't achieve their performance potential. Others end up leaving the sport altogether because they don't enjoy the game.

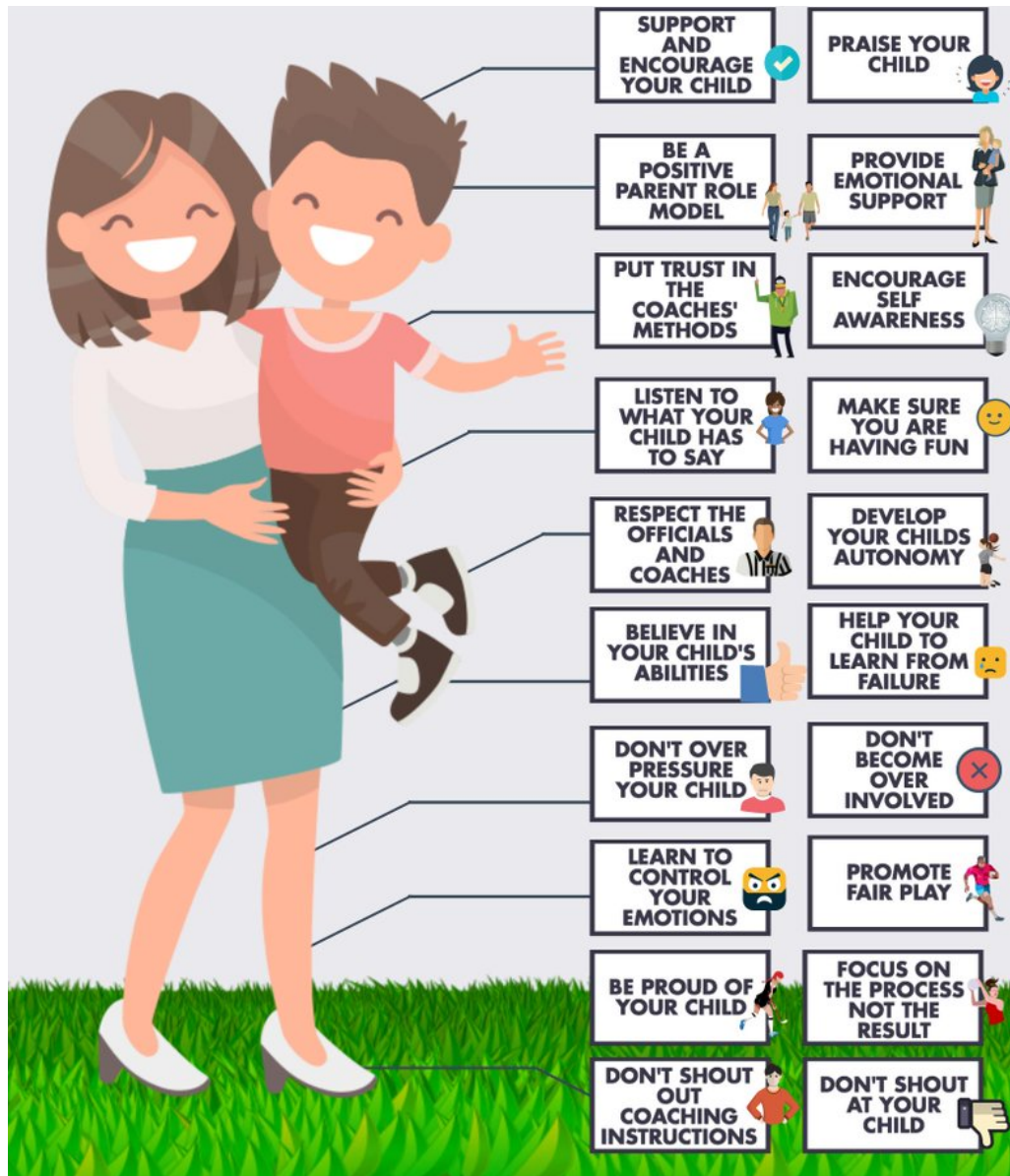


# The Supportive Parent

- Your coach is a volunteer in a non-profit organization.
  - Do your part as a parent to support the coach to ultimately create a better program for the kids.
  - Orange slices on game day, setting up/breaking down goalposts, lines-person, help manage groups in training, become team manager, clean up after games/training.
  - Communicate to your coach. Parents must have good communication as to when your child is not able to attend a session or game. It is very important that you let your coach know as soon as possible so the coach can plan accordingly. It's rude not to.
  - **Do not shout instructions during training or games** such as "SHOOT!" "KICK IT" or "BOOT IT". Rather, cheer the kids on! Empower them and support them! "GREAT JOB!" "KEEP WORKING HARD!" "WAY TO GO!" are all excellent examples.
  - Stay at the field at all times that your child is training or in games. The coach is not a babysitter and has 12 or so children to manage. Be respectful of this.
  - Parents U8 and Older must watch outside the playing area behind the fence.
    - There is not enough space to have all parents on the field. This includes the shelters on field.
    - It keeps the field organized.
    - It allows your child to have their own space to show off what they've learned! You wouldn't stand on stage with them at the school play, would you? Sit back and watch!
    - It eliminates too many bodies being too close to the sidelines keeping the area safe.
    - The township have an expectation of all spectators being outside the fence.
- \*In rainy weather, we encourage parents to bring their own umbrellas to the field and we also sell LUSA umbrellas in the LUSA Apparel Shop. Spectators are more than welcome to bring their own chairs to games and training to sit and watch from outside the fenced area.
- Support your team, coach and club. If you feel you have ideas to share or something you'd like to discuss to help our club and programming improve, please reach out to Chelsey at [chelsey@lusa.ca](mailto:chelsey@lusa.ca) . Be proud to be a member of a club who is hear to listen!



# The Supportive Parent



## Individual Programs

### Soccer For Life – U6 to U14

- Soccer For Life is a community-based training program for young children with special needs. This is a pilot program that will be delivered by LUSA to provide a meaningful learning environment and include development and physical participation opportunities through the game of soccer. The emphasis of this program is on development and meaningful participation rather than on competition.

### Active Start – U4 and U5

- LUSA runs a 8 to 10 week program, depending on time of year, for players as an introduction to sports and soccer.; this program runs once a week. The program is coached and run by LUSA Staff Coaches with the assistance from some of our Youth players giving back to the game they've learned to love.
- There is a requirement that parents partake in some of the activities, which would include keeping the ball within the playing area, motivating the players by cheering and encouraging. All programming is outdoors.

### LUSA Skill Centre – U6 to U16

- Langley United Soccer Association runs a Player and Goalie development Skills Centre each season soccer, this program in addition to the regular scheduled games and practices and has an additional fee.
- Skills Centre programs will be open to all players of all abilities.
- All sessions will be instructed by the LUSA certified staff coaches. The Skills Centre will run Friday evenings at Willoughby Turf with specific times listed below (Subject to change per season).

