



MOOSE JAW SOCCER ASSOCIATION

**2014 OUTDOOR RECREATIONAL
PROGRAM CURRICULUM**

U4 AGE DIVISION



MOOSE JAW SOCCER ASSOCIATION INC.

Box 2294 • Moose Jaw, SK • S6H 7W6

Phone (306) 692-1555

Fax (306) 691-5822

Email office@moosejawsoccer.ca

April 23rd, 2014

Dear Coach,

Thank you for agreeing to Coach in the Moose Jaw Soccer Association's (MJSA's) recreational programming division. I am very pleased that you are able to join our very much appreciate group of volunteers that continue to help make the association and its programs a success. Your interest and time commitment will continue to help us grow this wonderful game within Moose Jaw. Our goal for the recreational program is to promote fundamental skill development and introduce the basic elements of the game to all. Our hopes are to establish a well rooted foundation that will help and assist these players in future recreational and competitive opportunities they may wish to pursue. Paramount to all of that is our desire to instill a passion in these players for the game of soccer and to make sure THEY HAVE FUN DOING SO!

To aid with your volunteerism and minimize the potential stress and burden of coaching, the MJSA provides an encompassing training curriculum for all of our recreational youth programs. We encourage this curriculum to be followed to ensure consistency amongst our volunteer coaches on what is being delivered to the players. **Please note that the curriculum is for sole exclusive use of the MJSA. Further distribution is strictly prohibited without the written consent of the MJSA.** We are continually looking to improve our curriculum so please ensure to provide feedback anytime during or after the season on it.

Enclosed with this letter are the following:

- Canadian Soccer Association's Long Term Player Development Plan (LTPD).
 - The Active Start component applies for the U4 age category and the MJSA fully supports this model for its' recreational and competitive programming.
- 2014 Outdoor Season U4 Recreational Program Schedule and Field Location Information
 - Please note potential for schedule changes due to unforeseen circumstances.
- Coaching Resource Materials
 - General Glossary of Commonly Used Soccer Terms/Jargon, Definitions Associated with the Field ("Pitch"), Description of Common Soccer Positions and General Glossary of Terms used with Respect to Rules/Laws of the Game, Timbits Soccer information, and Byte Size Coaching General and Access Information
- A 9 week curriculum specific to the U4 age group.
 - Each session consists of 45 minute and there are two sessions per week (18 sessions in total).
 - The U4 program is a 'Parent with Player' program and as such the drills (including the warm-up) have been designed with **mandatory parental/helper participation**.
 - Each session will commence at approximately 6:15 pm with all players being instructed by a Learning Facilitator (LF) through a group warm up routine lasting approximately 5- 10 minutes. The LF for the U4 age group is the MJSA Office Manager, John Shurniak.
 - A 5 minute water break/transition will then occur. Players are to return to their teams and team coaches are to prepare for the next item.
 - Team coaches will then lead their individual teams through the 2 mini sessions laid out in the curriculum. Each session is to last approximately 10 minutes with a 5 minute water/rest break in-between.
 - A time buffer has been allocated to account for overages in the above as well as for free time for the kids. Coaches/parents/players are encouraged to continue to use the field for soccer related activities after the scheduled programming is complete (assuming no other programming is scheduled on the fields).

I thank you for your commitment and I look forward to your participation in this and future programs. If you have any questions or concerns at any time, please feel free to contact your LF (John) at office@moosejawsoccer.ca, myself at raman@moosejawsoccer.ca, or better yet speak to your LF on the pitch at any time. We are here to help and support you as much as possible! Thank you again for your help and we look forward to seeing you on the pitch!

Sincerely,

Raman Mall, P. Eng.

Chair – Moose Jaw Board of Directors and MJSA Technical Committee Lead



CANADIAN SOCCER
ASSOCIATIONS'S LONG
TERM PLAYER
DEVELOPMENT PLAN
(LTPD)



Wellness to World Cup

Presented by BMO

Long-Term Player Development

As coaches, teachers, administrators and parents, we need to look at the big picture for Canadian soccer. We want to develop “star” players who can play on the big stage, but we also want to encourage recreational players who can benefit from the health aspects of soccer and give back to the game for years to come as coaches, officials, and administrators.

Long-Term Player Development (LTPD) is the Canadian Soccer Association’s pathway to success on both fronts. LTPD is a player-centred approach that provides guidelines for correct training, competition, and recovery based on scientific principles of human development and athlete training, combined with the knowledge of expert coaches.

Player-centred means we respect the developmental needs of our players first and foremost. We ensure that our young players have fun while they learn so they want to continue playing. It also means we provide challenging opportunities for special talents so they can develop their abilities and pursue excellence. All of these needs are addressed in the seven stages of LTPD.

To learn more about Wellness to World Cup presented by BMO visit: www.CanadaSoccer.com. To learn more about LTAD visit: www.canadiansportforlife.ca.



STAGE 1: ACTIVE START

At this stage, players should participate in stimulating practices and games that develop basic technical skills in a FUN atmosphere. The emphasis should be movement exercises and games that promote a feel for the ball while teaching basic principles of play within a fun but structured setting. Informal games can be set up at the end of practices or as part of a jamboree mixing exercising and games. Play equal time and try all team positions, including goalkeeper, and equal time should be allotted to practices and games.



U4-U6 Female and Male

GOAL: Encourage child activity and develop basic motor skills.

TECHNICAL: Introduce individual skills. Dribbling with all parts of the foot, combined with simple techniques for changing direction (turns, drag backs). Basic shooting where players experience success and the thrill of a goal!

TACTICAL: No tactical instructions. Emphasis on the individual.

PHYSICAL: Provide a fun setting and simple mode of play that develops basic movement skills in running, jumping, kicking, throwing and catching.

MENTAL: Fun and passion for play. Experience success and build confidence by receiving positive recognition.

LIFESTYLE: Enjoy a variety of sports and physical activities.

PERSONAL: Positive attitude and self-esteem.

GOALKEEPING: No goalkeepers at this age. All players should learn the basic techniques of ball handling at different heights (not high balls) and throwing with one and two hands on the ground and in the air. Footwork is introduced including side-skip to get in line with the ball. Introduce diving from a kneeling position.

STAGE 2: FUNDAMENTALS

At this stage, players should participate in stimulating practices and games that develop basic technical skills in a FUN atmosphere. The emphasis should be movement exercises and games that promote a feel for the ball while teaching basic principles of play within a fun but structured setting. Mini game formats are used, ranging from 3v3 to 5v5, and a basic league schedule can be created but no standings should be kept. All players should play equal time and try all team positions, including goalkeeper, and equal time should be allotted to practices and games.



U6-U8 Female/U6-U9 Male

GOAL: Technique development through fun. Emphasize skills and ABCs, not tactics.

TECHNICAL: Continue to develop dribbling, and introduce dribbling with sole, inside and outside of foot. Continue to introduce and develop techniques for turning and changing direction, including more advanced techniques such as inside and outside hooks, even stepovers and scissors. Develop short passing with side foot and laces, and develop concept of passing to feet. Introduce receiving with inside and outside of foot and instep, and introduce “crossing” and shooting while dribbling.

TACTICAL: Basic game concepts and rules. Introduction to team cooperation through small-sided games, but emphasis is still primarily on the individual. Finding space is important.

PHYSICAL: Develop the ABCs of movement: agility, balance, coordination and speed. Speed training should focus on quickness and agility. Continue general development of running, jumping, kicking, throwing and catching. Develop flexibility and suppleness.

MENTAL: Basic game awareness and situations/formats to develop decision making. Experience success and receive positive recognition.

LIFESTYLE: Enjoy a variety of sports and physical activities.

PERSONAL: Positive attitude and self-esteem. Fair play and ethics. Promote group interaction skills.

GOALKEEPING: All players take turns in goal. Continue development of ball handling at all heights and above balls (simple service/no opposition). Introduce simple communication (“Keeper!” “Away!”). Continue with basic diving technique from a “Gorilla” stance. Develop correct body shape. Introduce the concept of the keeper as the rear defender (Sweeper/Keeper).

STAGE 3: LEARNING TO TRAIN

This stage introduces players to disciplined training and begins to develop their understanding of principles of play alongside their skills practice. Repetitions are important to develop technical proficiency, but creating a fun and challenging environment is still paramount to stimulate learning and promote a love of the game. Game formats can range from 6v6 to 8v8 as players advance through this stage, and again a simple league schedule can be created, but no standings should be kept – the emphasis is still FUN. All players play equal time and try all team positions, including goalkeeping, and the training to competition ratio should be 2 to 3 training sessions for every game.



U8-U11 Female/U9-U12 Male

GOAL: Focus on technique and skill development and introduce tactics. Fun is still paramount.

TECHNICAL: Golden age of skills learning. Teach more advanced skills and movements. Practice skills in games to encourage decision making. Develop and refine dribbling. Continue to develop turns, drag backs, shielding, and hooks, as well as fakes such as stepovers and scissors. Refine short passing, develop passing with outside of foot and chips, and introduce medium and long passes. Introduce receiving with all parts of the body and shooting with volleys and half-volleys. Heading may be introduced towards the end of this stage.

TACTICAL: Continue small-sided games. Introduce attack and defense principles. Basic team play with 2 and 3 player combinations. Introduce positional awareness in a variety of positions. Teach basic set pieces (free kicks, correct throw-ins).

PHYSICAL: Continue to develop ABCs. Maintain flexibility and suppleness. Introduce warm-up. Continue to develop quickness and agility.

MENTAL: Introduce basic mental preparation with goal-setting, determination and concentration. Experience success and receive positive recognition.

LIFESTYLE: Enjoy a variety of sports and physical activities. Identify complementary sports.

PERSONAL: Fair play and ethics. Accept training structure and discipline. Promote group interaction skills. Internal motivation.

GOALKEEPING: Players still take turns in goal. Resist temptation to limit goalkeeping to a few. Continue developing ball handling, ball rolling and over-arm throws, footwork, goal kicks, drop kicks, moving back passes and punts. Introduce side-arm and javelin throw, deflecting. Introduce variety of new dives. Introduce catching and deflecting crosses from a simple thrown service.

STAGE 4: TRAINING TO TRAIN

At this stage, skill training demands and training loads are increased to develop and refine skills and tactics. Tactical awareness becomes an increasingly important facet of training, alongside mental toughness, concentration, and diligence. Elite soccer groups may express interest in recruiting talented young players, but coaches and parents should be careful to recognize and protect the long-term interests of each athlete. Game formats develop from 8v8 to 11v11 (although no 11v11 prior to 13 years of age) as players grow through this stage, and the season moves toward year-round play that includes appropriate rest and recovery periods.



U11-U15 Female/U12-U16 Male

GOAL: Increase training loads and soccer-specific skills and tactics. Begin to identify elite players.

TECHNICAL: Develop consistency in base skills. Continue to introduce advanced skills. Develop position-specific skills. Practice with increasingly complex and demanding games. Individualized training to address strengths and weaknesses.

TACTICAL: Increased emphasis on team play. Understand principles of play such as offensive width and depth, defending pressure, cover and balance. Positional awareness developed in small-sided games and full-sided competitive matches. Develop understanding of defense, midfield and forward units’ tasks.

PHYSICAL: Regular musculoskeletal assessment to detect onset of PHV and monitor afterwards. Aerobic training after onset of PHV. Girls strength training at onset of menarche after PHV. Boys strength training 12-18 months after PHV. Emphasize flexibility during PHV. Soccer-specific conditioning - stamina, speed, strength, suppleness.

MENTAL: Introduce advanced skills: Self-talk, imagery, profiling and thought-stopping. Introduce training and competition diaries. Relaxation and anxiety control techniques.

LIFESTYLE: Understand nutrition for health and optimized performance. Manage rest and recovery and time management.

PERSONAL: Responsibility and self discipline. Positive communication and teamwork. Issues of peer groups, alcohol, drugs, school, family.

GOALKEEPING: Specialization phase, but should still play field. Refine ball handling at all heights plus shots and with crosses. Catch? Deflect? Top hand situations. Develop two-handed/one-handed punching of crossed balls. Refine throwing and diving techniques, footwork, goal kicks and punts. Develop drop kicks and moving back passes. Introduce side winder, fly kick and tackling.

STAGE 5: TRAINING TO COMPETE

Players who are proficient in their soccer skills now train to refine their maturity in game play, so they can excel under the pressure of regional and international competition. They must be exposed to quality playing and training environments which extend their mental, physical, tactical and technical capabilities to the limit. Soccer is their primary sport, and they should play regularly in highly competitive matches at the select, semi-professional, professional and international level. The season is built on year-round play, though there must be a proper environment with appropriate ratio of training, competition, and rest throughout year.



U15-U19 Female/U16-U20 Male

GOAL: Develop players for elite competition.

TECHNICAL: Consistency and proficiency in core skills. Continue to develop advanced skills. Individual skills emerge as ‘personal style’. Skills training happens at high intensity under competitive conditions.

TACTICAL: Advanced team systems and strategies. Linkage between players and team units. Effective use of set pieces. Awareness of opponents’ tactics, strengths and weaknesses. Ability to adapt to opponents and tactical changes. Refinement and enhancement of attacking and defending principles.

PHYSICAL: Conditioning specific to positions, individuals, and soccer skills. Further develop flexibility, agility, aerobic and anaerobic endurance, core strength and stability. Prevention and care of injuries. Tapering and peaking for optimal performances. Individualization of physical training. Testing is crucial to monitor progress.

MENTAL: Pre-competition self-talk, imagery, thought-stopping, goal setting, mental toughness, anxiety control and relaxation. Techniques to re-focus. Maintaining mental skills under pressure and fatigue. Performance analysis to identify mental weaknesses.

LIFESTYLE: Advanced diet, nutrition and hydration. Understand periodized training plans. Balancing training and lifestyle needs.

PERSONAL: Responsibility and self discipline. Planning for career/sport options. Scholarships and compensation schemes. Integration of soccer, career and life goals.

GOALKEEPING: Most players including keepers now in specialized positions. Continue refining and perfecting all techniques, including ball handling, diving, footwork, deflecting and punching, diving, and kicking. Greater emphasis on the leadership role regarding communication/positioning/ directing players, particularly defenders, in tactical requirements.

STAGE 6: TRAINING TO WIN

Players are training and competing at the highest level of national and international competition, from professional league play to international tournaments. The majority, if not all, of the player’s physical, technical, tactical, and psychological qualities are now fully established. The focus of training shifts to optimization of performance, and players should compete regularly in high-pressure games to develop consistency. The season is built on year-round play, though there must be an appropriate ratio of training, competition, and rest throughout year.



U18+ Female/U19+ Male

GOAL: Maximizing all player capacities - skills, tactics, mentality, physical attributes.

TECHNICAL: Complete refinement of soccer-specific skills to ensure automatic performance under pressure. Training skills to prepare for competition are second nature.

TACTICAL: High confidence and competency in decision making, leadership and game analysis. Ability to adjust game plan and adapt playing strategies to suit changing game conditions. Clear understanding of team shape and player roles within system. Importance and organization of set pieces for attack/defence. Game management skills (ie. field conditions, time of game, score in game etc.)

PHYSICAL: Maximization of physical capacities for optimal performance. Individual fitness programs for maintenance and improvement. Training, rest and recovery are closely monitored. Periodization is essential.

MENTAL: Pre-practice and pre-competition routines are automatic. Firm confidence in independent decision making. Increased sense of responsibility, accountability, discipline and leadership. Competitive mentality and will to win.

LIFESTYLE: Diet, nutrition and hydration plans/ methods are fully understood. Self-monitoring is firmly established. Balance between training, competition and life outside of sport is well managed.

PERSONAL: Full integration of soccer, career and life goals.

GOALKEEPING: Goalkeepers are entirely specialists. Most skills are in a maintenance or remedial mode and “perfecting” mode. The leadership/tactical role of the Sweeper/Keeper is paramount. The interaction between GKs and field players is critical to the success of the team. These should be steadily tested/refined in training and game situations with the highest level of competition and pressure.

STAGE 7: ACTIVE FOR LIFE

At any stage in the LTPD model, regardless of their level of ability, players may decide to play soccer as a purely recreational sport so they can continue to enjoy the game and maintain lifelong wellness. They might be youth players who decide not to pursue high performance, or they might be top players from senior clubs, colleges, universities, and semi-professional teams who enjoy competition but do not intend to play at the international level. They might also be complete newcomers to the game who discover an interest in soccer in late adolescence or adult life. The recruitment and retention of players, coaches, referees and administrators is key to the ongoing development of both grassroots and elite soccer in Canada.



Any age Female and Male

GOAL: Foster lifelong activity, while also encouraging players to pursue roles in coaching, officiating, and administration.

TECHNICAL: Maintain existing skills and learn new skills as desired.

TACTICAL: Basic tactics are sufficient to enjoy the game at a recreational level. More advanced are required for competitive level.

PHYSICAL: Follow age-appropriate guidelines for endurance, strength and flexibility to maintain active lifestyle.

MENTAL: Focus on having fun, in addition to stress release and fitness discipline.

LIFESTYLE: Soccer activity is part of a larger orientation toward wellness and community involvement.

PERSONAL: Social activity and contact. Giving back to the soccer community through supporting roles -



2014 OUTDOOR SEASON
U4 RECREATIONAL
PROGRAM SCHEDULE AND
FIELD LOCATION
INFORMATION

SCHEDULE

Week	Session #	Time	Group #1		Group #2	
			Day	Date	Day	Date
1	1	6:15pm – 7:00 pm	Monday	April 28	Tuesday	April 29
	2	6:15pm – 7:00 pm	Wednesday	April 30	Thursday	May 1
2	3	6:15pm – 7:00 pm	Monday	May 5	Tuesday	May 6
	4	6:15pm – 7:00 pm	Wednesday	May 7	Thursday	May 8
3	5	6:15pm – 7:00 pm	Monday	May 12	Tuesday	May 13
	6	6:15pm – 7:00 pm	Wednesday	May 14	Thursday	May 15
4	7	6:15pm – 7:00 pm	Monday	May 19	Tuesday	May 20
	8	6:15pm – 7:00 pm	Wednesday	May 21	Thursday	May 22
5	9	6:15pm – 7:00 pm	Monday	May 26	Tuesday	May 27
	10	6:15pm – 7:00 pm	Wednesday	May 28	Thursday	May 29
6	11	6:15pm – 7:00 pm	Monday	June 2	Tuesday	June 3
	12	6:15pm – 7:00 pm	Wednesday	June 4	Thursday	June 5
7	13	6:15pm – 7:00 pm	Monday	June 9	Tuesday	June 10
	14	6:15pm – 7:00 pm	Wednesday	June 11	Thursday	June 12
8	15	6:15pm – 7:00 pm	Monday	June 16	Tuesday	June 17
	16	6:15pm – 7:00 pm	Wednesday	June 18	Thursday	June 19
9	17	6:15pm – 7:00 pm	Monday	June 23	Tuesday	June 24
	18	6:15pm – 7:00 pm	Wednesday	June 25	Thursday	June 26

Group #1		Group #2	
Galaxy	Regal Heights NW	Galaxy	Regal Heights NW
Inferno	Regal Heights NW	Inferno	Regal Heights NW
Ajax	Regal Heights NE	Ajax	Regal Heights NE
Dynamo	Regal Heights NE	Athletics	Regal Heights NE
Supra	Regal Heights SW	Santos	Regal Heights SW
United	Regal Heights SW	United	Regal Heights SW
Rangers	Regal Heights SE	Rangers	Regal Heights SE
Santos	Regal Heights SE	Supra	Regal Heights SE

Notes:

- Potential schedule changes (due to bad weather, etc.) will be posted on our new official website (www.mjasa.ca). Please refer to our website often throughout the season for the most up to date information on this and many other new items.
- At the discretion of (as applicable) the referees, Learning Facilitators, and coaches, sessions may be halted due to hazardous conditions. The MJSA will make best efforts to reschedule missed sessions.
- For the start of all sessions, all teams will start at their designated portions of the field. As we progress through the season, coaches/teams are encouraged to interact with all other teams and attempt coordinate games with different teams if possible/desired.

Regal Heights Field (13th Ave NW)





COACHING RESOURCE MATERIAL

GENERAL GLOSSARY OF COMMONLY USED SOCCER TERMS/JARGON

Against the run of play: When one team scores after launching a counterattack soon after it regains possession of the ball, that team is said to have scored "against the run of play."

Attacking third: The third of the field where one team is trying to score on the opposing team's goal.

Bicycle kick: A shot on goal taken by a player who has his back to the net and kicks the ball while both of his feet are in the air.

Booking: A term used to indicate when the referee has cautioned a player with a yellow or red card. A player is said to have been "booked." Also known as a caution.

Caught in possession: A player who doesn't move forward with the ball or passes to a teammate after receiving the ball, and who is then tackled by an opponent is said to have been "caught in possession."

Caught square: When a through ball has beaten two or more opposing defenders because they were positioned square to one another (in a straight line across the field parallel to the goal-line) they are said to have been "caught square."

Chip pass: A pass lofted into the air from one player to a teammate. Used primarily to elude a defender by kicking the ball over his head.

Chip shot: A shot towards the net that is lofted into the air in an attempt to sail the ball over the goalkeeper's head and under the crossbar and into the goal.

Close down: A defensive technique whereby a defender gets as close as possible to an attacker carrying the ball without letting him get by.

Compress the field: When defenders push out toward someone who is dribbling the ball, thereby reducing the area in which that player can move without being in an offside position.

Counter-attack: An attack launched by a defending team immediately after it regains possession of the ball. A counterattack in soccer is equivalent to a fast break in basketball.

Cross: A pass from an attacking player near the sideline to a teammate in the middle or opposite side of the field.

Dead ball situation: Any restart of the game, following a stoppage by the referee, when the ball is put back into play by the attacking team. (i.e.: a direct or indirect free kick or a corner kick).

Direct play: A tactical style of play in which a team tries to move the ball forward into its opponent's half of the field as soon as possible after regaining possession.

Dissent: When a player expresses disagreement by word or action with any decision of the referee. A yellow card is usually handed out as punishment for dissent.

Dribble: The act of controlling the ball with the feet while moving on the field of play.

Dummy: A player pretending to be about to receive the ball, but instead allowing the ball to travel past him and to the feet of a teammate in order to trick opposing players.

Formation: The arrangement of players into positions on the field. A 4-4-2 formation consists of four defenders, four midfielders and two forwards.

50/50 ball: A loose ball contested by a player from each team, usually after an errant pass or a goal kick.

Half volley: Taking a shot on net just as the ball bounces off the ground.

Header: Use of the head to pass or control the ball, or to take a shot on net.

Man-to-man: A type of defensive scheme where each defender is assigned to mark a specific player from the opposing team.

Marking: Guarding and defending a player to prevent him from advancing the ball towards the net, making a pass or getting the ball from a teammate.

Midfield: The area of the field near the center line; the area patrolled by the midfielders.

Narrowing the angle: A goalkeeping technique used to reduce the area of the goal that an attacker could shoot. This lowers the odds that the attacker will score.

Nil: British term meaning the score for one side is zero. A score of 1-0 is one-nil in English soccer parlance.

Nutmeg: When a player kicks the ball through the legs of a defender instead of carrying it around him, the defender is said to have been "nutmegged."

Obstruction: A defending player using his body to prevent an offensive player from playing the ball.

Offside trap: The act of the defenders moving forward together in order to place an opponent in an offside position, thereby creating an offside infraction.

Overlap: A tactic where a player moves past a teammate who has the ball down the sideline in order to put himself in a better position to receive a pass.

Own-goal: A player accidentally putting the ball in his own net, thus scoring a goal for the opposing team.

Pitch: British term for a soccer field.

Possession play: A tactical style of play in which a team tries to maintain possession of the ball while moving towards the opponent's goal, with the underlying objective to create a scoring chance.

Professional foul: A foul committed intentionally on an attacker just outside the defender's penalty area. Used to prevent a scoring opportunity without incurring a penalty shot.

Set play: A planned strategy that a team employs when a game is restarted with a free kick. Also known as a set piece.

Tackling: The act of taking the ball away from an opposing player by kicking or stopping it with one's feet.

Through ball: A pass played into the space behind the defenders for a teammate to run on to.

Tracking: Moving and staying with an opponent who has made a run to another part of the field.

Trap: When a player uses his body to slow down and control a moving ball, most often using the chest, thighs or feet.

Volley: Any ball kicked by a player when it is in the air.

Wall: A line of defending players pressed together shoulder-to-shoulder to protect their goal against a free kick. The wall makes it more difficult for the opposing player to score by reducing the amount of open goal area to shoot at.

DEFINITIONS ASSOCIATED WITH THE FIELD (“PITCH”)

Goal area: The rectangular area (20 yards wide by 6 yards deep) in front of each goal from which all goal kicks are taken.

Goal-line: The field boundary running along its width at each end. Also called the end-line.

Halfway line: The middle line that divides the field into two equal halves. Also known as the center line.

Penalty area: A rectangular area (44 yards wide by 18 yards deep) with its long edge on the goal line; the goalkeeper may use his hands to block or control the ball only within this area. Also known as the 18-yard box.

Penalty spot: The small circular spot located 12 yards in front of the center of the goal-line from which all penalty kicks are taken.

Sideline: A line that runs the length of the field on each side. The line from which all free throws are taken. Also known as the touchline.

DESCRIPTION OF COMMON SOCCER POSITIONS

In full sided matches, there are 11 players in a team. They can be arranged in more ways than one. It is the job of the soccer coach to be able to identify correctly each player's range of abilities and play him in the correct positions to be able to gain an advantage over the opposition. So here are the key soccer positions on the field:

Goalkeeper

This one doesn't change much. The goalkeeper is last line of defense and is the only one who is allowed to use his hands, to block a shot from going into the goal. The goalkeeper is supposed to stay just in front of the goal and stop all the shots on the goal. Occasionally, when an opposition player beats all the other players of the team, the goalkeeper may also have to make a tackle on the opposition player to stop the goal-ward advance of the opposition player. Some of the best goalkeeper of the world today? Iker Casillas (Spain) and Edwin Van Der Sar (Holland) get my vote.

Center-Back/Center-Half/Sweeper

Known by different names, but the role of the center back remains pretty much the same. The center back is, as the name suggests, the center of the defensive line of a team. The job of a center back is to stop all the attacks coming into the penalty area, to mark the opposition strikers in the center, and stop the crosses from wide and the passes through the center from coming into the path of the opposition striker.

The center back is usually a fairly tall, physically well built player with a good sense of timing as to when to tackle. A robust center back can get in the way of the run of the opposition players. Hence the soccer positions on the field of the center-backs are occupied by the tallest and the toughest players. A center back also has to be quick on his toes to track the wily movements of the opposition. Teams in the 70s and 80s often employed a single center back in a 3 man defense-line(then known as the sweeper), but with the game becoming more and more attack minded and the offense players becoming faster and craftier, most teams today play with two center-backs in a 4-man defense line.

Fullbacks/Wingbacks

It has been widely accepted for a long time that a team should play with 2 wing-backs, one on the left and one on the right. As the name once again suggests, wingbacks play on the wings in the defense. Their job is to man the wide areas, to cover the players running in from the wings, and to stop the players from crossing the ball into the center. Full backs also often play the role of running forward and crossing the ball into the opposition's penalty area.

To this end, a wingback needs to be fast and needs to be able to dribble the ball fairly well. Wingbacks, like centerbacks need to be strong and to be able to physically outmaneuver the opposition players. Left wingbacks tend to be left-footed so that they can deliver a robust cross. Similarly right wing-backs need to be right-footed.

Defensive Midfielders/Holding Midfielders

As the soccer midfield is increasingly split into two-lines as opposed to just the one we've had before, the specialized soccer position(s) on the field of the 'holding midfielder' has become fairly prominent. Usually, in the old 4-4-2 system, there used to be one midfielder who'd be put in the defensive role, but with the 4-1-3-2 and the 4-2-3-1 systems becoming more and more popular, the defensive midfielder has become a more and more prominent member of a team. A team may employ one or two players to play as the defensive midfield who's job is to provide a screening line for the defense. So the opposition players need to first get past the defensive midfielders before reaching the center-backs. The defensive midfielder has one of the toughest jobs on the pitch trying to combine and coordinate both the attack and the defense of the team. On one side, the defensive midfielder has to tackle the opposition players and collect all the loose balls on the pitch that sometimes opposition players half-heartedly or unsuccessfully pass, and at the same time, take the ball away and burst forward and spray the ball around to the players in front. The defensive midfielder is the main passer in the team and has to pass the ball to all parts of the pitch. So basically he needs to be tough and strong with both feet. While a defensive midfielder need not be fast, it is always an added advantage.

Attacking Midfielders/Playmaker

Now the definition of an attacking midfielder can be fairly vague at times. An attacking

midfielder as the name suggests should be any player in the midfielder who runs in at the goal of the opposition team. But in common parlance, an attacking midfielder is often only the player(s) who attack from the center. An attacking midfielder ideally ought to be one of the most creative players on the pitch. He should be aware of where the players of his team are and how he can best pass the ball to a player in a threatening goal-ward position. Which is why the attacking midfielder is known as the playmaker. An attacking midfielder sets up the play and the tone of his team's game. And to this end, the attacking midfielder should be positive and forward-looking. He should be creative, intelligent and as fast as fast can get. He should also be a good dribbler, and be able to take that odd shot on the goal with both legs. He should be able to head the ball as well. Basically, he should be a complete player. An attacking midfielder is one of the most important soccer positions on the field. A good, creative attacking midfielder is the cornerstone of a good football team and its success largely hinges on the quality of the attacking midfielder.

Wingers

Since the footballing definition of the attacking midfielder largely restricts him to a very central role, it becomes important to define a winger. A winger is largely an attacking player who attacks the opposition from the side. A winger gets the ball from the wingbacks and starts advancing forward. In the conventional English soccer strategy, you'll see the winger simply crossing the ball to the striker for him to score, but in the Spanish game, you can increasingly see the winger cutting inside into the center of the field, getting into the box and scoring as well.

A winger's most important trait-as is the case with anyone who plays in the midfield position-is his passing ability. Wingers should be able to deliver long passes as well as short passes.

Wingers generally may be asked to play way out wide (in a 4 man midfield formation such as the 4-4-2) or a bit more inside, with the wingbacks covering the absolute wide positions (in a three man midfield formation such as the 4-3-3). A winger should be fast and perhaps the best dribbler on the pitch. Wingers should be able to take a good shot on the goal and be able to cross the ball to the strikers well enough. Right-sided wingers need to have an able right foot and left sided wingers, a potent left foot.

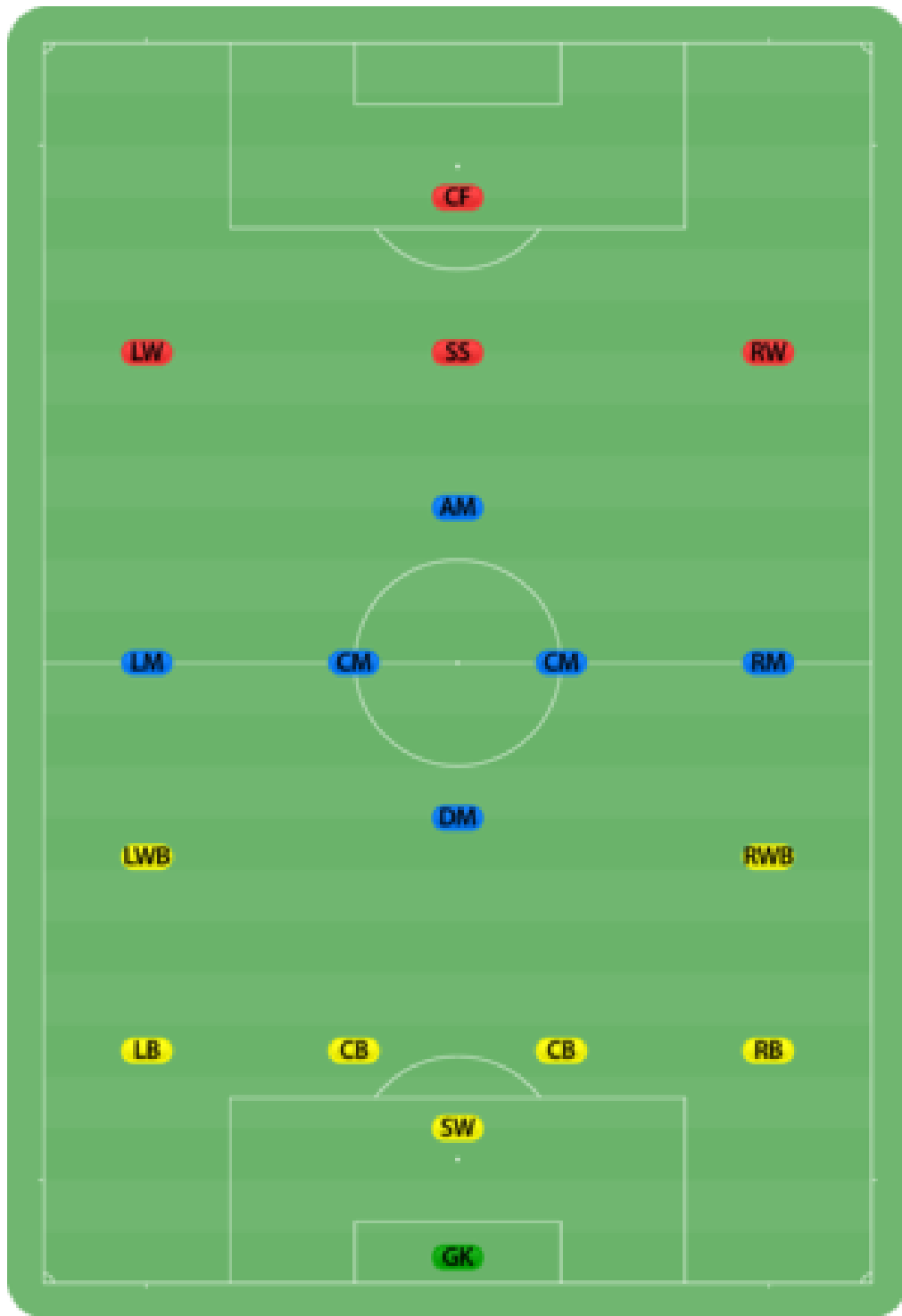
Striker and Second Striker

While most people tend to view the one/two men up front as men with very similar roles, I'd like to point out the subtle difference between the two.

In the conventional sense, a striker is the one who is supposed to stay in the box and score the goals with the passes coming in from all sides. In the conventional sense again, a striker should ideally be tall, robust, aware of the players around him, be an above average header of the ball and have good control of the ball to hold it and finish. Of course, conventional sense gets outdated soon in football and hence it becomes essential to redefine the role of the striker. Which explains the decline of the conventional strikers in the world today. A striker today is pretty much a perfectly complete player, who is also very fast and has to run a lot.

But if you do have one of those conventional strikers, whose great ability lies in being able to sit in the box and pick up the good passes and head the ball, then you also ought to have a potent second striker who can create the play around the striker. The second striker works as the perfect foil to, as well as the link between both the striker and the attacking midfielder. A second striker should be prepared to run, dribble and pass in addition to all the above qualities of a striker. He should be a good player with both feet.

Right, so this was all about the soccer positions on the field. Now you can judge the qualities of each player in your team independently, and on the basis of the player's skills, pick the right player for the right position.



General Diagram of Initial Location of Positions and Variation on the Pitch

GENERAL GLOSSARY OF TERMS USED WITH RESPECT TO RULES/LAWS OF THE GAME

Official Rules (Laws of the Game) can be found at: <http://www.canadasoccer.com/fifa-laws-of-the-game-s15089>.

Rules specific to MJSA programming can be found on our website: www.mjsa.ca

The following are general definitions associated with Laws of the Game

Play the advantage: A judgment made by the official to allow play to continue rather than stopping play to call a foul. The official makes this decision when he thinks the foul did not put the offended team at a disadvantage, or if the foul, should it have been called, would take away a scoring chance for the offended team.

Corner kick: A restart of the game where the ball is kicked from the corner arc into the middle of the penalty area in an attempt to create a scoring chance. Awarded to an attacking team when the ball crosses the defending team's goal-line after being last touched by the defending team.

Direct free kick: A kick awarded to a player after being fouled by the opposition. The player kicks a stationary ball while opposing players are forced to stand 10 yards away from him. A goal can be scored directly from this kick without the ball touching another player.

Extra time: If the score is tied after 90 minutes of regulation, the teams must then play two 15 minutes halves to decide the game. Sort of like overtime in hockey, expect the extra time periods are not sudden death; if one team scores a goal, they must still play both 15 minutes halves.

Foul: A violation of the rules - including kicking, pushing, shoving, tripping and dangerous or aggressive play - for which an official awards a free kick.

Goal kick: A type of restart in which the ball is kicked from inside the goal area away from the goal. Awarded to the defending team when a ball that crossed its goal-line was last touched by a player on the attacking team.

Handball: A foul where a player touches the ball with his hand or arm; depending on where the offence take place, the opposing team is awarded either a penalty kick or a direct free kick.

Indirect free kick: A kick awarded to a player for a less-serious foul committed by the opposition. The player kicks a stationary ball to a teammate while opposing players are forced to stand 10 yards away from him. A goal can not be scored on an indirect free kick as the ball must

first be touched by another player before going into the net - this is why a player kicks the ball to a teammate on an indirect free kick.

Injury time: Time added to the end of each half according to the referee's judgment of time lost due to player injuries or intentional stalling by a team. Also known as "time added on" or "stoppage time."

Assistant referees: The two officials who assist the lead referee in making his decisions. They monitor the sidelines and goal-lines to determine when a ball goes out of bounds, when a goal is scored or when players are offside; they use a flag to signal their observations.

Offside: A player in an offside position while his team has the ball becomes involved in active play, such as by being the recipient of a pass.

Offside position: The situation where an attacking player, on the offensive half of the field, has put himself in a position where there are fewer than two opponents (usually the goalie and one defender) between him and the goal at the exact moment the ball is kicked forward. This positioning does not constitute a foul until he becomes involved in the play. A player is not offside if he is exactly even with one or both of these defensive players.

Penalty shot: A kick taken from the penalty spot by a player against the opposing goalie. Awarded for the most severe rule violations and those committed by defenders within their own penalty area. Also known as a penalty kick.

Red card: A red card that a referee holds up to signal a player's expulsion from the game; the player's team must then play the rest of the game shorthanded. Presented for violent behavior or multiple infractions (two yellow cards = one red card).

Referee: The head referee in charge of officiating the game.

Shootout: A tie-breaking device that pits one player against the goalkeeper in penalty kicks. The winner is determined after a best-of-five series of shots alternating with each team. If tied after five, the contest continues with different players until one team scores and the other team doesn't. Used after the teams played two 15-minute halves of overtime with the game still tied.

Substitution: Replacement of one player on the field with another player not on the field.

Throw-in: A type of restart where a player throws the ball from behind his head with two hands while standing with both feet on the ground behind a sideline. Taken by a player opposite the team that last touched the ball before it went over the sideline.

Yellow card: A yellow card that a referee holds up to warn a player for dangerous or unsportsmanlike behavior; also known as a caution. Two yellow cards in one game earns a player an automatic red card, signaling his expulsion.



2014 MJSA Timbits Soccer Season

Welcome to the 2014 MJSA Outdoor Timbits soccer season and thank you for volunteering to coach this awesome introductory course for the Moose Jaw Soccer Association.

Our goal for the Timbits Soccer Program is for the players to touch a ball with varying surfaces of the foot as much as possible. Our curriculum is designed to ensure that the players have as much fun as they can while gaining technical confidence with a ball at their feet. It is important to try to stick to a theme and in this case with the players being so young, dribbling is a perfect topic. It is highly recommended that coaches get parents involved to make an easy transition for the players to become active in the program.

Warm-up with a ball: Walk with a ball at their feet to make sure players feel comfortable dribbling the ball on the ground. Players should be encouraged to use both their left and right feet as well as using the inside and outside of their feet. When the coach calls out a body part all the players must touch that body part to the ball.

Ball touches:

1. Step-ups on the ball using the bottom of their foot on the top of the ball.
2. Same principle however now they go around the ball. (Around the world)

In addition to the MJSA curriculum, the following dribbling games can also be useful:

1. **Green light Red light:** Players dribble forward when the coach says green light and must stop the ball when the coach says red light.
2. **Shark Attack:** All the players are in a grid dribbling their ball and then one or two parents come in and try to knock the player's ball out of the grid. When a player gets knocked out allow them back in the grid after they do an exercise five step-ups.
3. **Nuts:** Inside a grid make four homes where an equal amount of balls are placed. Then divide the players into four teams and put them in charge of a home. They must go and get nuts from the other homes and not guard their homes. Play this game for two minutes to see who collects the most nuts.
4. **Ice Monster:** This is a game where all the players dribble their soccer ball around in a grid and the Ice Monster tries to tag each player. When the players are tagged they have to stand where they are tagged with one foot on top of the ball. The only way they can move again is to have another player crawl through there legs or pass a ball through their legs.
5. **Indy 500:** Place cones out in a circle and allow the players to dribble through the cones in one direction and then the other. Make as many circle tracks as needed to make it active.
6. **Follow the Leader:** Have the players follow the coach around a little course with the help of the parents.
7. **Crocs & Swamps:** The coach sets up several swamps within a forest that the players must figure out how to get through from one side to the other without getting stuck in a swamp and having their ball eaten by a croc.
8. **Passing:** Pass through the parents legs to score a goal. Progress to trying to pass the ball to hit a cone for points.

Scrimmage: The scrimmage should be 4 V 4 on a small field with parents on the field with the players to assist them. Be flexible within the game so lots of goals are scored. Add more balls to the game and players as well. Lots of fun, lots of movement, and lots of scoring is the main goal!



HOME

COACHES

BYTE SIZE COACHING

COACHING CURRICULUMS

COACHING CLINICS

COACHING APPLICATION

RULES

Byte Size coaching

ByteSize is a coaching curriculum developed by Tony Waiters head coach of the Canadian National Men's Team which qualified for the World Cup Finals in Mexico in 1986. Access to this site is now being provided to all districts by the Saskatchewan Soccer Association.

The Byte Size Coaching Curriculum has a variety of practice plans, games, and drills for any development category and age group. We hope that you will use this site often and provide us with feedback on your experience with the site.

You can access the site at <http://www2.bytesizecoaching.com/index.php?cid=MTUw>

Log in using the following username and password:

Username: moosejaw

Password: sasksoccer

Like Be the first of your friends to like this.





2014 OUTDOOR U4
RECREATIONAL
PROGRAM CURRICULUM
(9 WEEKS)



WEEK 1 - SESSION 1

Week 1 Session #1

Mini Session #1

Focus: Physical Literacy Activity Name: Follow the leader

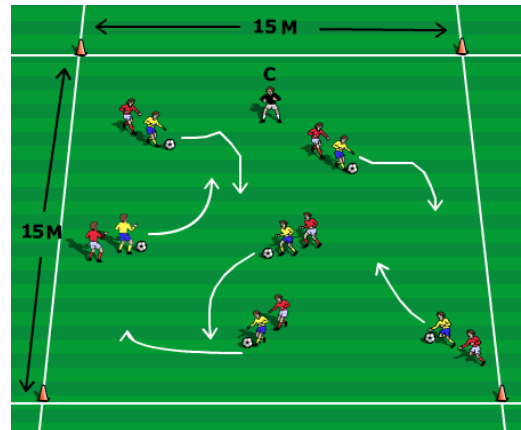
Introduction

Each child partners with his/her parent and finds space inside the playing area not too close to other pairs. As well as being purposeful each exercise described should be treated as fun/inventive and is performed alternately by the child and parent together. Jogging forward – child follows parent – parent weaves around the area. As coach shouts change they quickly switch roles:

Variations

As above but skipping, hopping (one foot), bunny hopping (two foot) giant steps, walking backwards

Coach calls out commands, touch ground with hand, sit down, stand up, dive and roll on ground etc



Emphasis

Listening
Following Instruction
Physical Literacy
Having Fun!



Mini Session #2

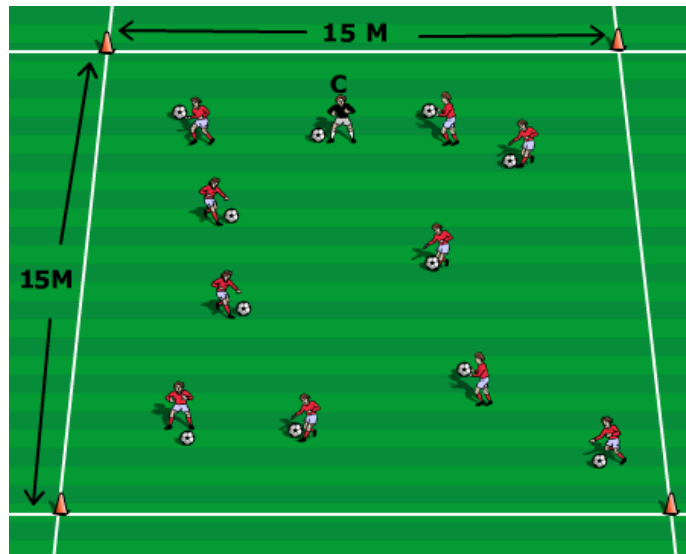
Focus - Ball Literacy Name of Game: Making friends with the ball

Organization

Players partner with their parents and find space in the area. Game starts with parents rolling the ball back and forth with the children. Parent and children take turns tossing and catching the ball back and forth to one another. Parents then hold the ball out (quite low to start) and drop it letting the child control it with the bottom of the foot. Have the child shout "Ole!" when successful in controlling the ball. Parents can play a pass 5-6 yards away and have child run and get the ball and bring it back. Parent send with legs shoulder width apart and child kicks the ball between their legs – child then dives on the ball on the other side. Repeat with child retrieving the ball with feet. Switch role to have child play a pass and parent retrieving the ball. Have parents set up a small net with cones and have them act as a passive goalkeeper with child taking shots on them to score.

Alternatives

Harder – Instead of parents perform in partners. Increase distances and add Competition between partners



Emphasis

- Becoming familiar with the ball
- Basic kicking/passing motions
- Fun with mom or dad



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WEEK 1 - SESSION 2

Focus - Ball Literacy
Name of Game: Nuts and Squirrels

Organization

Teams are divided into 4 groups - each group is given a different colored pinni. All the balls positioned in middle square. On coaches command 1 player from each group collects a ball (nut) from the middle. Player dribbles ball back to their triangle (tree) – next player can go when the ball is stopped in the triangle. When the coach stops the game, the team with the most balls (nuts) in their triangle wins the game.

Alternatives

Easier – Instead of dribbling players use hands.
 Harder – One player from each group is allowed to steal a ball from the other team's triangle.



Emphasis

- Running
- Turning – different types
- Gets first touch out of feet to travel quicker
- Keep ball in close control when approaching your tree.
- Stopping the ball
- Teamwork
- Having Fun!

Mini Session #2

Focus – Small sided Game
Name of Game – Chain Soccer

Organization

Set up a small grid, depending on number of players. Separate players/parents into 2 teams as shown below. Number players 1,2,3,4,5 etc. Call out a number. That numbered player/parent combo from each team enters into the field to challenge for the ball. Players try to score on opposing side while defending their own side. Parents and players not called can act as goalies on their side.

Alternatives

Harder (U6) – No parents. Ask children to link arms and work together to stop goals.
 Harder (U6) – Increase the # of players called into the grid to 2 or 3.



Emphasis

- Dribbling
- Shooting
- Goal celebrations
- Teamwork
- Having Fun!



WEEK 2 - SESSION 3

Mini Session #1

Focus- Physical Literacy Activity Name: Freeze Tag

Introduction

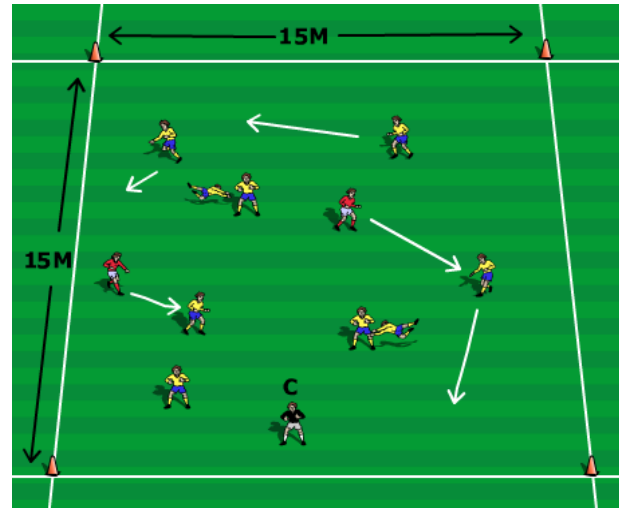
Set up a 20m x 20m grid. Players travel around the grid with a ball. Coach/parent tries to tag the players. When a player is tagged he/she must stand still with legs shoulder width apart and pick up ball. Players are unfrozen when a teammate can dribble a ball through their legs.

Variations

Easier (U4): Start with no balls, players hold hands out to side - player freed by going under an arm – progress to under legs

Harder (U6): Have players replace coach(es) as taggers.

Harder (U6): Players must perform 2 juggles to unfreeze.



Emphasis

- Running
- Change of directions
- Teamwork
- Having Fun!

Mini Session #2

Focus – Ball Literacy Name of Game: Topple me Coconuts

Organization

Split players into 2 teams and have them line-up as shown below. Place balls on top of cones like coconuts. Ask players to alternate making passes/shots to try and knock the ball off of a cone. If a player is successful they can go and retrieve both balls and bring them back to their side. Encourage celebrations!

Alternatives

Easier (U4): Start with rolling the ball across a smaller distance.



Emphasis

- Passing
- Shooting
- Goal celebrations
- Teamwork
- Having Fun!



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WEEK 2 - SESSION 4

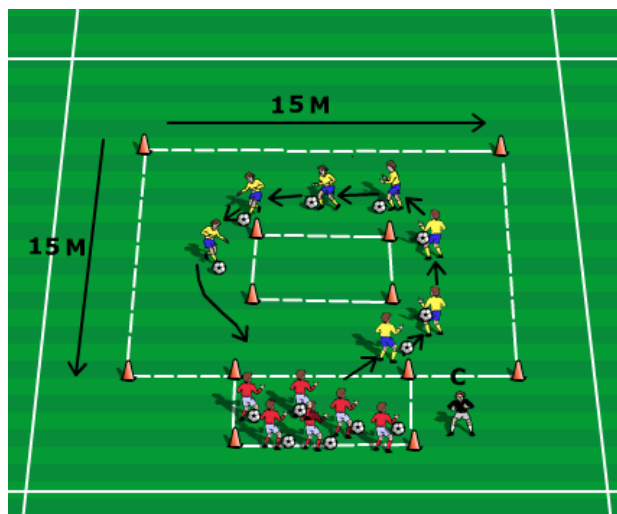
Focus - Ball Literacy
Name of Game: Indy 500

Organization

Players start from "Pit row" with parents. Player starts by exiting the pits and dribbling the ball in a clockwise direction around the track following their parent. If the ball exits the track they must make 3 toe taps on the ball to restart the engine. Parent and player can switch roles with child following parents. Encourage players to make "Vroom! Vroom!" car sounds while driving!

Alternatives

Easier – run the track first with no balls.
 Easier – layers carry ball in hands and run around track
 Harder – Have players drive the truck on their own.
 Harder – Switch directions and have drivers go counter-clockwise.
 Harder – Change direction before completing circuit on coaches' command



Emphasis

- Introduction to dribbling
- Player takes lots of small touches to move the ball forward
- Turning in different directions
- Having Fun!

Mini Session #2

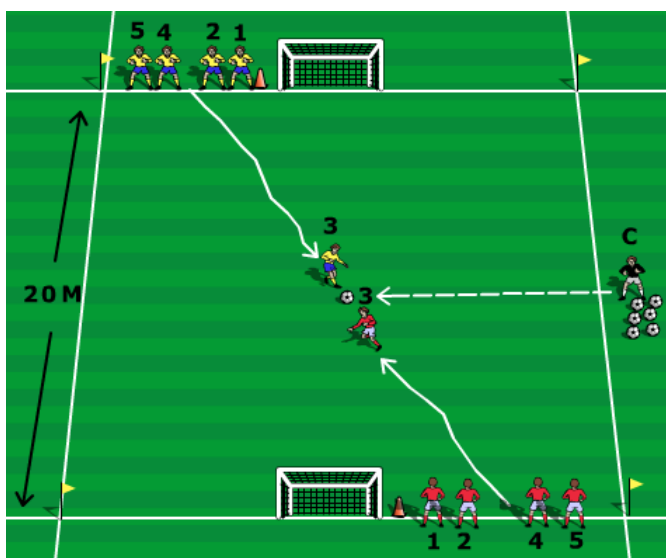
Focus – Small Sided Game
Name of Game: Numbers Games – 2 Goals

Organization

Set up a small grid, depending on number of players. *Separate players into 2 teams as shown below.* Number players 1,2,3,4,5 etc. Call out a number. That numbered player on each team must race around the cones into the field where a ball is placed. Players must attempt to score on their opponent's goal while defending their own. Encourage celebrations after a goal!

Alternatives

Easier: have them just run it as a race with a ball in their hand and have them throw the ball in goal
 Easier (U4): Put two balls so each can score goals
 Harder (U6) – Increase number of players to 2 or 3 to encourage teamwork (grid size may need to increase to accommodate this.)



Emphasis

- Dribbling
- Shooting
- Goal celebrations
- Teamwork
- Having Fun!



WEEK 3 - SESSION 5

Mini Session #1

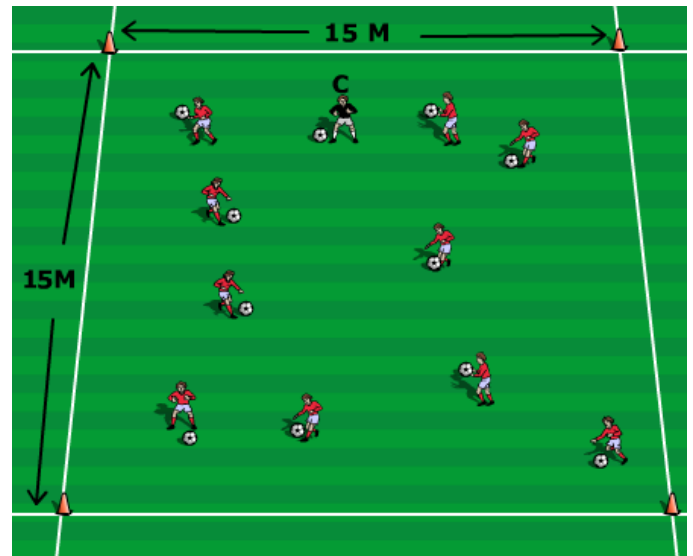
Focus – Ball Literacy
Name of Game: Red Light/ Green Light

Organization

Players move around the grid dribbling the ball – when coach shouts red light players stop. Green light players go. Go speeding – players go faster. Crash - players dive on their ball., Coach can be creative

Alternatives

Easier – Players play without a ball



Emphasis

- Keeping control of the ball, Stopping with control/Change of pace

Mini Session #2

Focus - Ball Literacy
Name of Game: Nuts and Squirrels

Organization

Teams are divided into 4 groups - each group is given a different colored pinni. All the balls positioned in middle square. On coaches command 1 player from each group collects a ball (nut) from the middle. Player dribbles ball back to their triangle (tree) – next player can go when the ball is stopped in the triangle. When the coach stops the game, the team with the most balls (nuts) in their triangle wins the game.

Alternatives

Easier – Instead of dribbling players use hands.
Harder – One player from each group is allowed to steal a ball from the other team's triangle.



Emphasis

- Running
- Turning – different types
- Gets first touch out of feet to travel quicker
- Keep ball in close control when approaching your tree.
- Stopping the ball
- Teamwork
- Having Fun!





WEEK 3 - SESSION 6

Mini Session #1

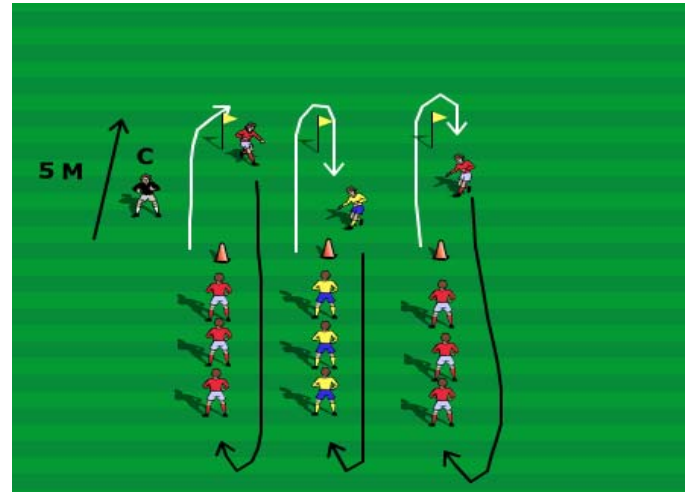
Focus: Physical Literacy Activity Name: Relay Games

Introduction

Divide your players into three teams. Players on coaches command run around the flag and high five their team mate on their return. Once team mate touched next player can go. Players can then repeat using different actions, hopping one leg, bunny hops, etc

Variations

1. **Easier (U4)** – Players can run around their flag with parent holding hands.
2. **Harder (U6)** – Coach can make the game into a little race. Placing emphasis on completion of exercise and not winners



Emphasis

- Running
- Hopping
- Jumping
- Twisting
- Having Fun !

Mini Session #2

Focus – Small sided Game Name of Game – Chain Soccer

Organization

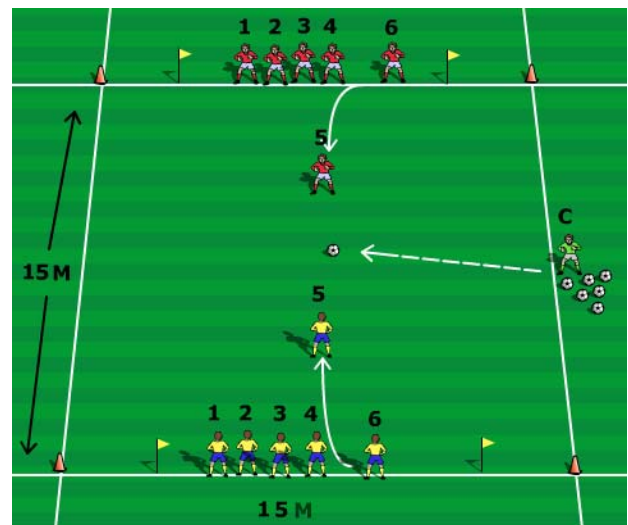
Set up a small grid, depending on number of players. Separate players/parents into 2 teams as shown below. Number players 1,2,3,4,5 etc. Call out a number. That numbered player/parent combo from each team enters into the field to challenge for the ball. Players try to score on opposing side while defending their own side. Parents and players not called can act as goalies on their side.

Alternatives

Easier (U4): Put two balls so each can score goals

Harder (U6) – No parents. Ask children to link arms and work together to stop goals.

Harder (U6) – Increase the # of players called into the grid to 2 or 3.



Emphasis

- Dribbling
- Shooting
- Goal celebrations
- Teamwork
- Having Fun!



WEEK 4 - SESSION 7

Week 4 Session #7

Mini Session #1

Focus- Physical Literacy Activity Name: Freeze Tag

Introduction

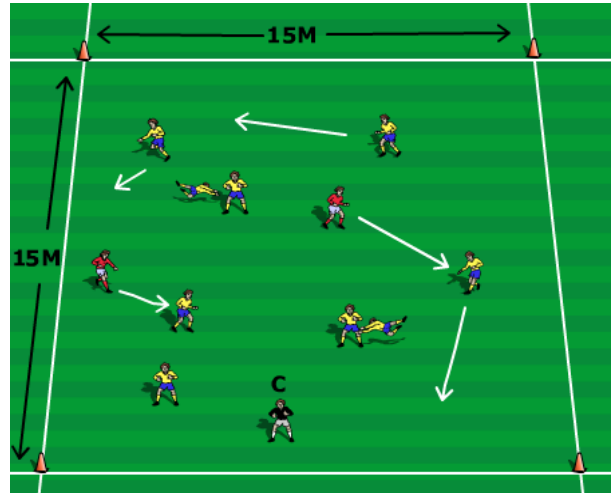
Set up a 20m x 20m grid. Players travel around the grid with a ball. Coach/parent tries to tag the players. When a player is tagged he/she must stand still with legs shoulder width apart and pick up ball. Players are unfrozen when a teammate can dribble a ball through their legs.

Variations

Easier (U4): Start with no balls, players hold hands out to side - player freed by going under an arm – progress to under legs

Harder (U6): Have players replace coach(es) as taggers.

Harder (U6): Players must perform 2 juggles to unfreeze.



Emphasis

- Dribbling into space
- Change of directions
- Teamwork
- Having Fun!

Mini Session #2

Focus- Bal Familiarity Activity Name: Pirate Pete

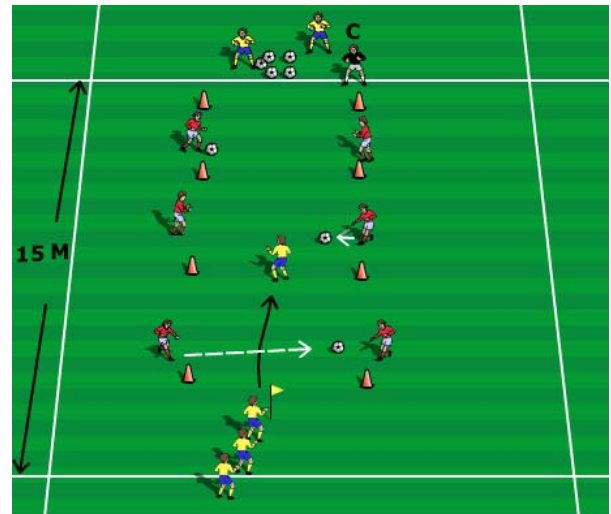
Introduction

Divide the players into two teams. Put the teams in two different pinni colors. One team has to run through the channel to get to the treasure (balls). The other team kicks the ball to their team mate trying to hit the other team with the ball below the knee as they run through. If players get struck by the ball they have to go back and try again. When players get to treasure (Ball) they bring back a piece back to their ship. Players change roles after a set time. Count the pieces (Balls) each team collects.

Variations

Easier (U4): Players can role the ball rather than kick it. Players can carry treasure back in their hands. Parents can help.

Harder (U6): Players can shoot the ball. Players can dribble both ways with the ball.



Emphasis

Running
Spatial Awareness
Kicking (passing/shooting)
Hitting a moving target
Having Fun!



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WEEK 4 - SESSION 8

Mini Session #1

Focus - Ball Literacy Name of Game: Enchanted Forest

Organization

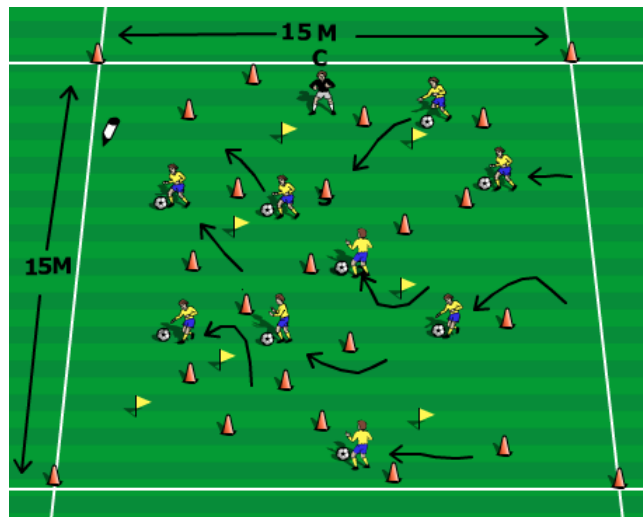
Set up a 20m x 20m grid. Scatter cones around grid as "spooky trees". Other obstacles such as rings, hurdles or larger cones can be used as different challenges. Start by having parent lead player with a ball through the forest avoiding the spooky trees. Players can pick up ball and toss it over the taller spooky trees.

Alternatives

Easier – First explore the forest with no balls.

Harder – Have players travel from one end of the forest on their own to rescue mom or dad, who are stuck on the other side.

Harder – Have parent chase children through the forest. Switch roles.



Emphasis

- Small touches to keep the ball close
- Keep ball in close control when approaching a tree.
- Turning in different directions.
- Having Fun!

Mini Session #2

Focus – Small Sided Game Name of Game: Numbers Games with one net

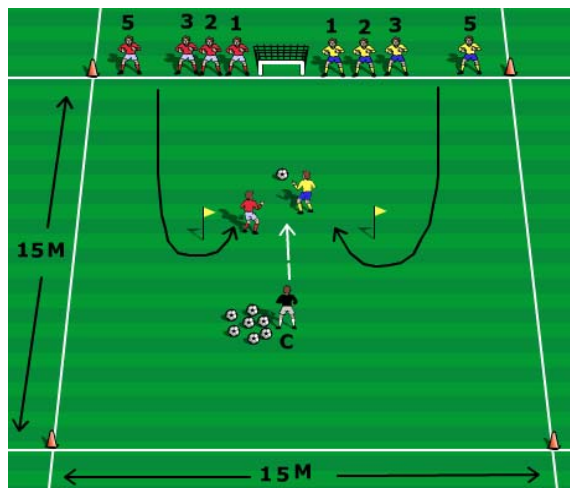
Set up a small grid, depending on number of players. Separate players into 2 teams as shown below. Number players 1,2,3,4,5 etc. Call out a number. That numbered player on each team must race around the cones into the field where a ball is placed. Players are trying to both defend and score on the same net. Encourage celebrations after a goal!

Alternatives

Easier (U4): Have players vs. parents to allow players to always win.

Harder (U6) – Increase number of players to 2

Easier (U4): Put two balls so each can score goals or 3 to encourage teamwork (grid size may need to increase to accommodate this.)



Emphasis

- Dribbling
- Shooting
- Goal celebrations
- Teamwork
- Having Fun!





WEEK 5 - SESSION 9

Week 5 Session #9

Mini Session #1

Focus - Physical Literacy Activity Name: Donkey Tails

Introduction

Half the players are given a pinni to tuck into the back of their shorts as a tail. Coach shouts "Go!" players without a tail attempt to grab a tail from the players with one. Once players get a tail they must now avoid having it taken.

Variations

1. **Easier (U4):** Partner player with his/her parent and make it a 1 on 1 challenge with mom/dad!!



Emphasis

- Running
- Change of Directions
- Finding Space
- Having Fun!

Mini Session #2

Focus - Ball Literacy Name of Game: North/South Game

Organization

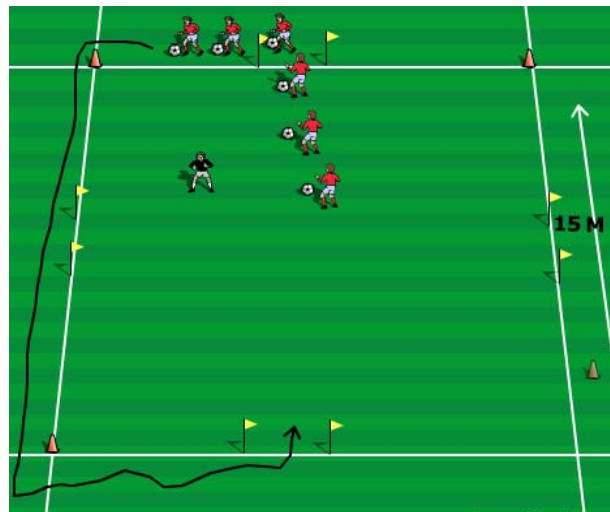
Start by having players dribble around grid. Coach shouts out "North" and players must dribble out the "North" goal, around the outside of the grid and re-enter through the "South" goal. Alternate between "North" & "South". Once players are comfortable with "North" & "South", introduce "East" & "West" goals.

Alternatives

Easier – Use colours instead of directions, red, blue green etc

Easier - Perform with no balls start or have parents accompany players on their "voyage."

Harder – Parents exit opposite goal as players and race around the grid to see who can get back in first; parents or players (allow players to win!)



Emphasis

- Running with the ball under control
- Turning in different directions.
- Having Fun!





WEEK 5 - SESSION 10

FREE



DAY



WEEK 6 - SESSION 11

WEEK 6 Session #11

Mini Session #1

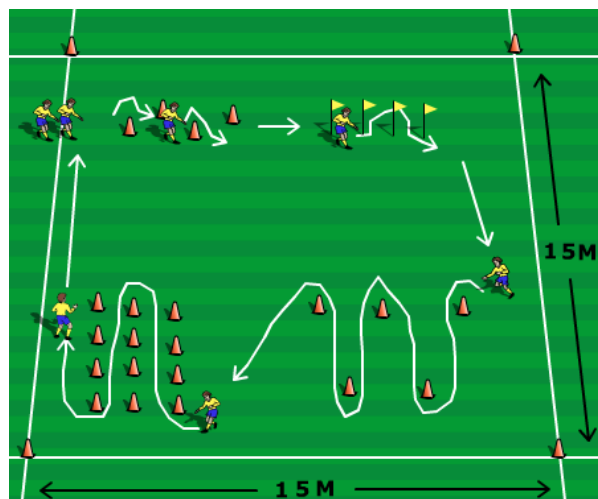
Focus – Physical Literacy
Activity Name: Obstacle Course

Organization

Set up an obstacle course inside a designated area. The children start at the first station and move in a clockwise direction around the course carrying out the exercises shown below. Parents follow and encourage their child.

Variations

1. Hops (1 footed & 2 footed)
2. Running backwards
3. Sideways shuffles
4. Introduce a ball at 3. 4 or 5.



Emphasis

- Listening
- Following Instruction
- Physical Literacy
- Having Fun!

Mini Session #2

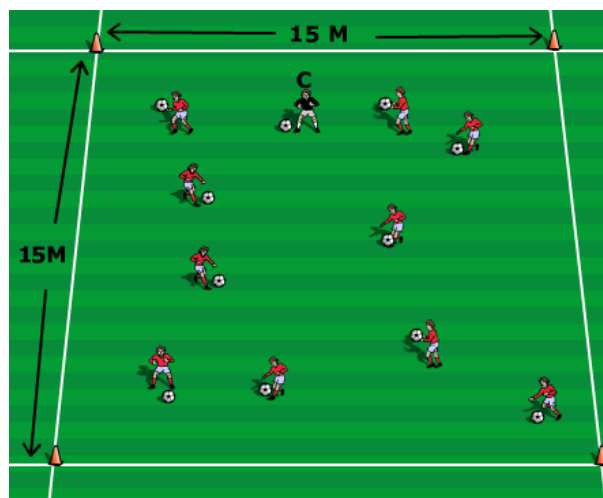
Focus - Ball Literacy
Name of Game: Making friends with the ball

Organization

Players partner with their parents and find space in the area. Game starts with parents rolling the ball back and forth with the children. Parent and children take turns tossing and catching the ball back and forth to one another. Parents then hold the ball out (quite low to start) and drop it letting the child control it with the bottom of the foot. Have the child shout "Ole!" when successful in controlling the ball. Parents can play a pass 5-6 yards away and have child run and get the ball and bring it back. Parent send with legs shoulder width apart and child kicks the ball between their legs – child then dives on the ball on the other side. Repeat with child retrieving the ball with feet. Switch role to have child play a pass and parent retrieving the ball. Have parents set up a small net with cones and have them act as a passive goalkeeper with child taking shots on them to score.

Alternatives

Harder – Instead of parents perform in partners. Increase distances and add Competition between partners



Emphasis

- Close Ball control
- Coordination
- Control
- Dribbling
- Shooting





WEEK 6 - SESSION 12

Focus – Ball Literacy
Name of Game - King/Queen of the Ring

Organization

Players have a ball each. Players must keep ball within a defined area .
 Players are encouraged to kick other balls out of area. When a player gets their ball kick out of the grid, they must leave the grid and practice a skill (3 juggles, toe taps etc) and then they are allowed to return to grid.
 Ask players to keep track of how many times they lost possession.

Alternatives

Easier – Parent and child can play keep away in pairs. Parent letting child enjoy success

Harder - Progress to last man standing (King/Queen of the ring). When a player gets their ball knocked out of the square they are now “out” and are not allowed to return to the grid. They remain outside the grid cheering for their teammates. Continue this until everybody is knocked out and there is only one player left. This player becomes the King/Queen of the Ring.



Emphasis

- Keep Ball close
- Dribbling
- Shielding ball
- Moving away from danger
- Having Fun



Mini Session #2

Focus – Small sided Game
Name of Game – Chain Soccer

Organization

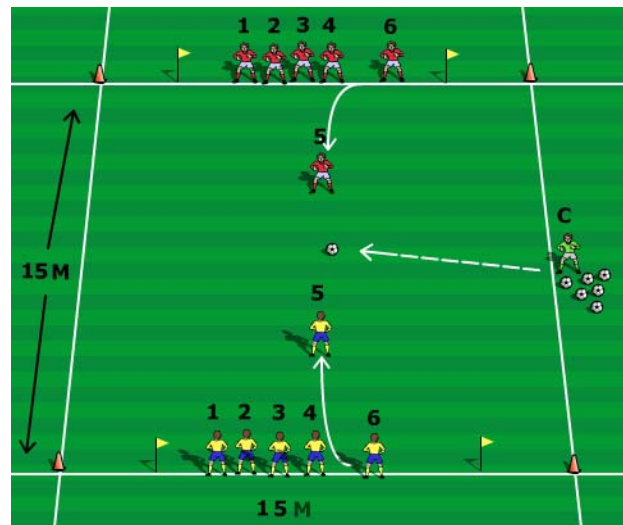
Set up a small grid, depending on number of players.
 Separate players/parents into 2 teams as shown below.
 Number players 1,2,3,4,5 etc. Call out a number. That numbered player/parent combo from each team enters into the field to challenge for the ball. Players try to score on opposing side while defending their own side. Parents and players not called can act as goalies on their side.

Alternatives

Easier (U4): Put two balls so each can score goals

Harder (U6) – No parents. Ask children to link arms and work together to stop goals.

Harder (U6) – Increase the # of players called into the grid to 2 or 3.



Emphasis

- Dribbling
- Shooting
- Goal celebrations
- Teamwork
- Having Fun!





WEEK 7 - SESSION 13

Week 7 Session #13

Mini Session #1

Focus: Physical/Ball Literacy
Activity Name: Red Light/Green Light

Introduction

Set up a 15m x 15m grid. Players line up opposite coach, as shown below. Coach gives commands "Green Light" for go and "Red Light" for stop. Players dribble towards coach during "Green Light" and must stop ball and stand still during "Red Light." If a coach catches a player moving during "Red Light" he/she must return to the start. First player to reach the opposite side of the grid wins!

Variations

Easier (U4): Start with no balls or have parents help players.

Harder (U6): Use red/green cones or pinnis instead of shouting commands.



Emphasis

- Listening
- Dribbling
- Stopping the ball
- Having Fun!

Mini Session #2

Focus – Ball Literacy
Name of Game – Shark Attack

Organization

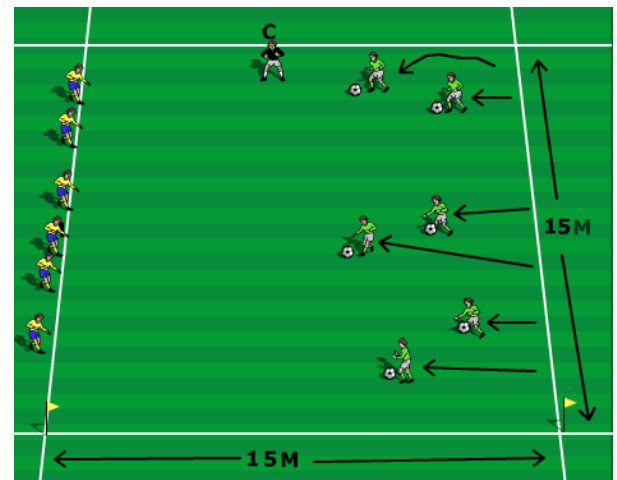
Players (Fishes) start on one end of the grid with a ball each. Coach/parents are the Shark without a ball. Objective is for players to dribble from the coral reef into the open ocean using different parts of the foot.

When coach shouts shark attack – parents and coach try and steal the players ball. Player has to turn and get back to the safety of the coral reef. When player loses their ball they join their parents as sharks

Alternatives

Easier – Divide team into two and let a parent and player play sharks.

Harder – Divide players into two teams and let the two teams have a turn at been a shark and dribbling fish.



Emphasis

- Dribbling
- Keeping ball close
- Keeping control of ball
- Changing direction
- Stealing the ball (Defending)
- Having Fun

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WEEK 7 - SESSION 14

Mini Session #1

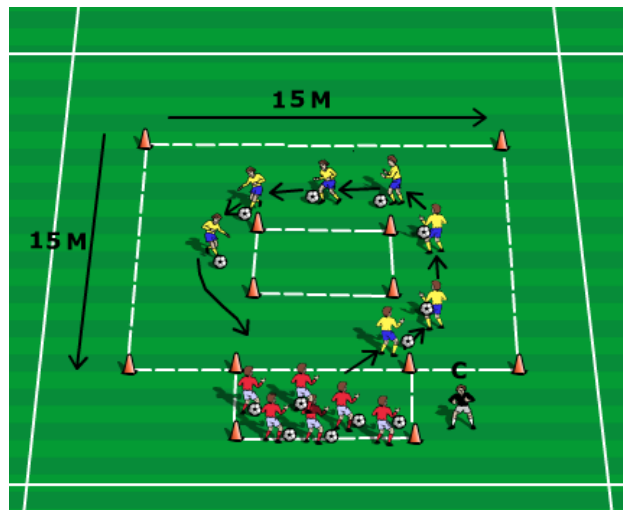
Focus - Ball Literacy Name of Game: Indy 500

Organization

Players start from "Pit row" with parents. Player starts by exiting the pits and dribbling the ball in a clockwise direction around the track following their parent. If the ball exits the track they must make 3 toe taps on the ball to restart the engine. Parent and player can switch roles with child following parents. Encourage players to make "Vroom! Vroom!" car sounds while driving!

Alternatives

Easier – run the track first with no balls.
Easier – layers carry ball in hands and run around track
Harder – Have players drive the truck on their own.
Harder – Switch directions and have drivers go counter-clockwise.
Harder – Change direction before completing circuit on coaches' command



Emphasis

- Introduction to dribbling
- Player takes lots of small touches to move the ball forward
- Turning in different directions
- Having Fun!

Mini Session #2

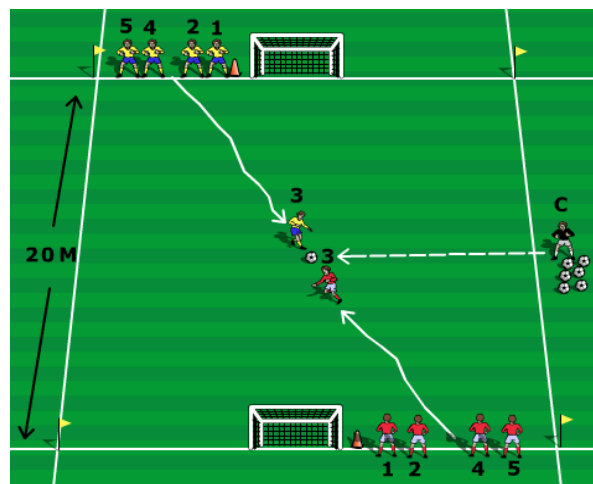
Focus – Small Sided Game Name of Game: Numbers Games – 2 Goals

Organization

Set up a small grid, depending on number of players. Separate players into 2 teams as shown below. Number players 1,2,3,4,5 etc. Call out a number. That numbered player on each team must race around the cones into the field where a ball is placed. Players must attempt to score on their opponent's goal while defending their own. Encourage celebrations after a goal!

Alternatives

Easier: have them just run it as a race with a ball in their hand and have them throw the ball in goal
Easier (U4): Put two balls so each can score goals
Harder (U6) – Increase number of players to 2 or 3 to encourage teamwork (grid size may need to increase to accommodate this.)



Emphasis

- Dribbling
- Shooting
- Goal celebrations
- Teamwork
- Having Fun!



WEEK 8 - SESSION 15

Mini Session #1

Focus: Physical Literacy
Activity Name: Follow the leader

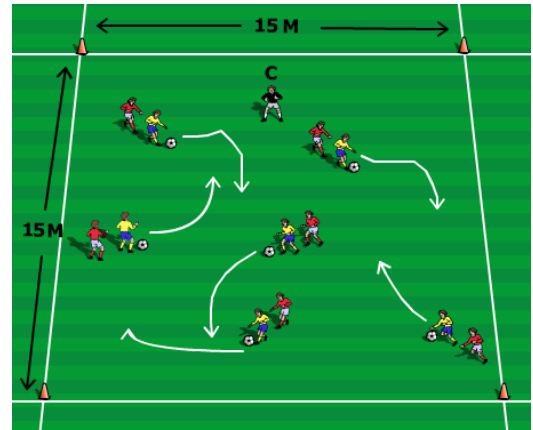
Introduction

Each child partners with his/her parent and finds space inside the playing area not too close to other pairs. As well as being purposeful each exercise described should be treated as fun/inventive and is performed alternately by the child and parent together. Jogging forward – child follows parent – parent weaves around the area. As coach shouts change they quickly switch roles:

Variations

As above but skipping, hopping (one foot), bunny hopping (two foot) giant steps, walking backwards

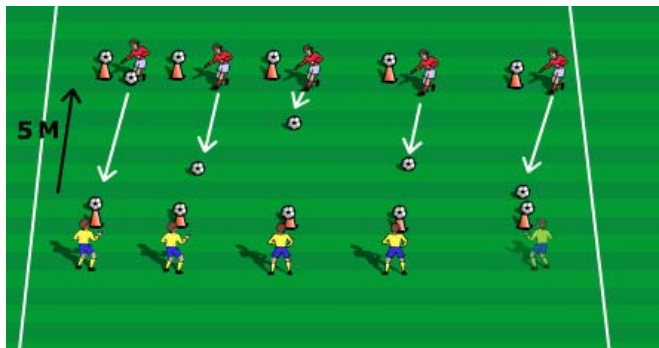
Coach calls out commands, touch ground with hand, sit down, stand up, dive and roll on ground etc



Emphasis

- Listening
- Following Instruction
- Physical Literacy
- Having Fun!

Mini Session #2



Emphasis

- Passing
- Shooting
- Goal celebrations
- Teamwork
- Having Fun!



Focus – Ball Literacy
Name of Game: Topple me Coconuts

Organization

Split players into 2 teams and have them line-up as shown below. Place balls on top of cones like coconuts. Ask players to alternate making passes/shots to try and knock the ball off of a cone. If a player is successful they can go and retrieve both balls and bring them back to their side. Encourage celebrations!

Alternatives

Easier (U4): Start with rolling the ball across a smaller distance.



WEEK 8 - SESSION 16

Focus- Ball Familiarity
Activity Name: Pirate Pete

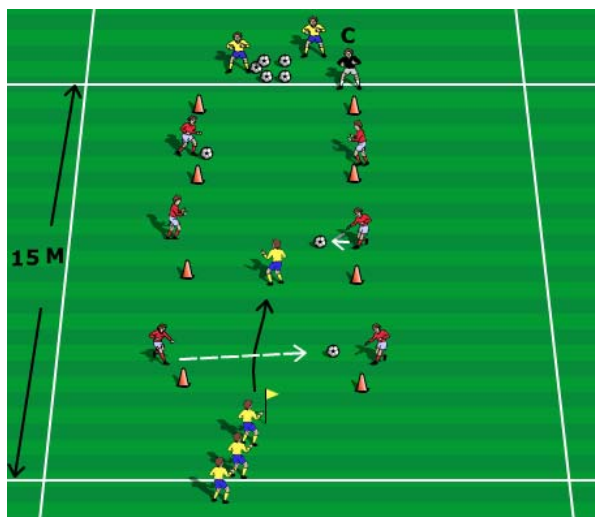
Introduction

Divide the players into two teams. Put the teams in two different pinni colors. One team has to run through the channel to get to the treasure (balls). The other team kicks the ball to the player running through the channel mate trying to hit the other team with the ball below the knee as they run through. If players get struck by the ball they have to go back and try again. When players get to treasure (Ball) they bring back a peace back to their ship. Players change roles after a set time. Count the pieces (Balls) each team collects.

Variations

Easier (U4): Players can role the ball rather than kick it. Players can carry treasure back in their hands. Parents can help.

Harder (U6): Players can shoot the ball. Players can dribble both ways with the ball.

**Emphasis**

- Running
- Spatial Awareness
- Kicking (passing/shooting)
- Hitting a moving target
- Having Fun!

Mini Session #2

Focus – Small Sided Game

Name of Game: Numbers Games with one net
Organization

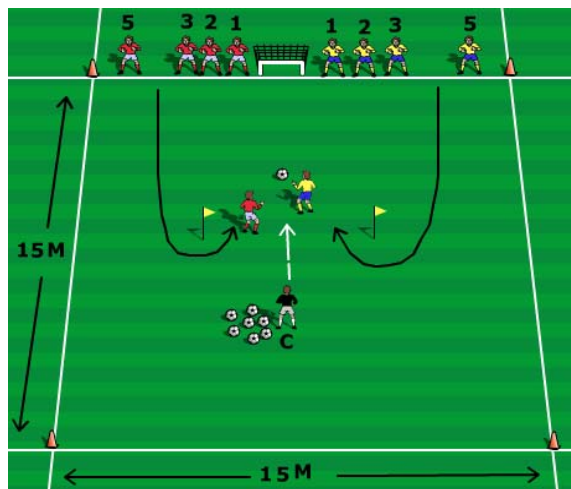
Set up a small grid, depending on number of players. Separate players into 2 teams as shown below. Number players 1,2,3,4,5 etc. Call out a number. That numbered player on each team must race around the cones into the field where a ball is placed. Players are trying to both defend and score on the same net. Encourage celebrations after a goal!

Alternatives

Easier (U4): Have players vs. parents to allow players to always win. Have two balls so both players can score

Easier (U4)– Two balls so both players can have success scoring.

Harder (U6) – Increase number of players to 2 or 3 to encourage teamwork (grid size may need to increase to accommodate this.)

**Emphasis**

- Dribbling
- Shooting
- Goal celebrations
- Teamwork
- Having Fun!



WEEK 9 - SESSION 17

Focus – Ball Literacy
Name of Game – Houses

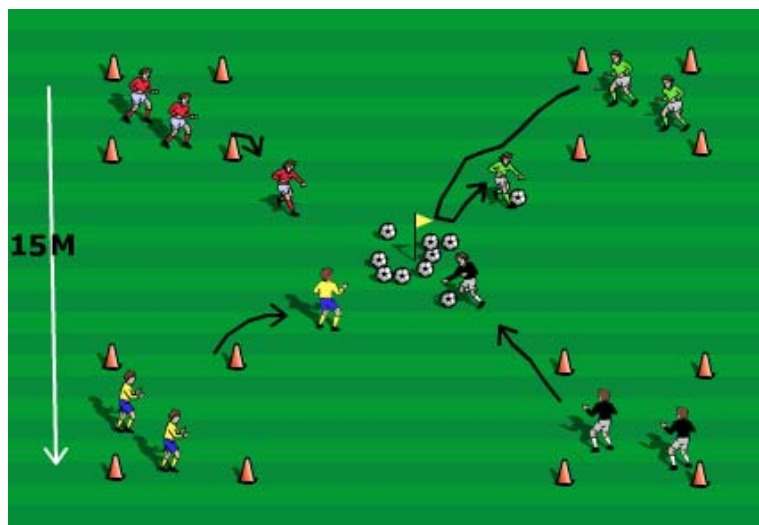
Organization

Set up four houses by placing four cones in each corner of the playing area. A parent/child team is stationed inside each house. Place all the balls in the middle of the playing area. On the coach's signal, one player at a time runs out to get a ball and brings it back to the house (must stop the ball inside the house). When the balls are all recovered, count the number of balls in each house.

Alternatives

Easier - Start by using hands to bring the balls back.
 Dribble ball back and stop ball in the house before next player can go.

Harder - Once all players have a ball they can switch houses or take balls back into middle again.



Emphasis

- Running
- Dribbling
- Stopping the ball
- Teamwork
- Having Fun!



Mini Session #2

Focus – Small Sided Game
Name of Game: Numbers Games – 2 Goals

Organization

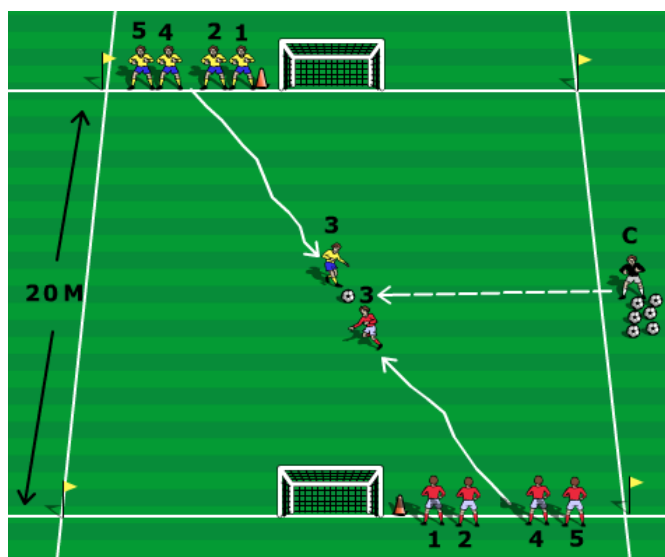
Set up a small grid, depending on number of players. Separate players into 2 teams as shown below. Number players 1,2,3,4,5 etc. Call out a number. That numbered player on each team must race around the cones into the field where a ball is placed. Players must attempt to score on their opponent's goal while defending their own. Encourage celebrations after a goal!

Alternatives

Easier: have them just run it as a race with a ball in their hand and have them throw the ball in goal

Easier (U4): Put two balls so each can score goals

Harder (U6) – Increase number of players to 2 or 3 to encourage teamwork (grid size may need to increase to accommodate this.)



Emphasis

- Dribbling
- Shooting
- Goal celebrations
- Teamwork
- Having Fun!





WEEK 9 - SESSION 18



FREE

DAY