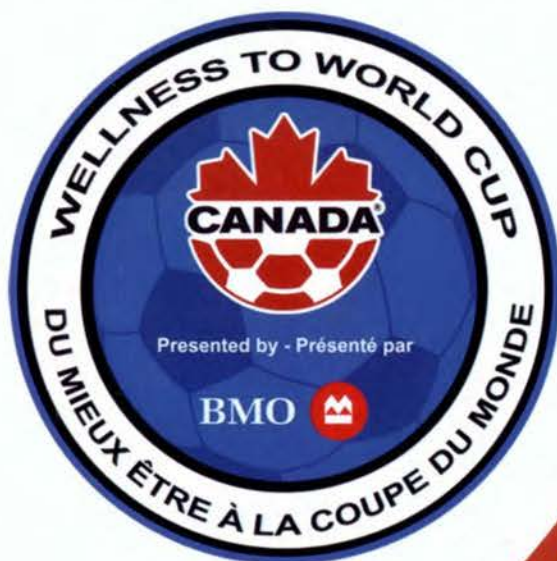




# WELLNESS TO WORLD CUP

PRESENTED BY BMO 

LONG-TERM PLAYER DEVELOPMENT



Canadian Soccer Association

Leading Canada to victory and Canadians to a life-long passion for soccer





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## Preface

How many times do we hear national coaches and coaches of elite teams complain about the limitations of the players they work with?

*"Some of the players don't know how to do a wall pass."*

*"There are a few players who can't even kick an accurate pass with their left foot to a player 10 yards away."*

Or the major criticism in North America:

*"They are 16 year old boys/girls and they don't know how to head the ball. And they are even worse under pressure."*

Wellness to World Cup Volume 2 presents a road-map – a developmental checklist – for coaches to remedy these traditional shortcomings by training players according to the Long-Term Player Development program (LTPD) outlined in Wellness to World Cup Volume One.

Volume 2 represents the findings of a group of experienced and expert soccer educators attempting to give coaches and community soccer organizations a guide for their programs and curricula.

Within Volume 2, a series of itemized tables or "matrices" show expressly which player skills and attributes should be developed at each LTPD stage, beginning with Active Start and proceeding through to the Active for Life stage.

Volume 2 continues the evolution of the Canadian Soccer Association's Long Term Player Development model. It is based on current knowledge and experience along with available research in areas of physiological testing and human development. The LTPD Work Group is aware that soccer development has not historically been based on scientific research and testing, so our hope is that this document will start to address that issue.

We believe the matrices and information in Volume 2 will provide a powerful tool for coaches, clubs provincial and national teams. However, as this document is a work in progress, we welcome all enlightened suggestions that will help us advance Volume 2 for subsequent revisions and updates.

*—The LTPD Work Group*



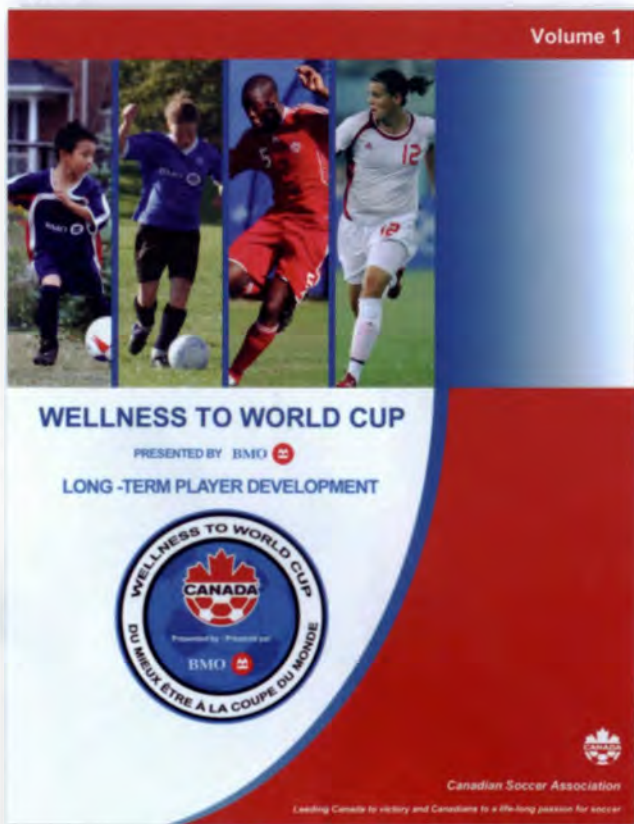


# Introduction

In June 2008, the CSA officially launched Wellness to World Cup, the document which first presented the Long-Term Player Development (LTPD) model for Canadian soccer. LTPD is born of a synthesis of the leading sports science around human development and the discussions of top professional soccer coaches and administrators at the national and provincial levels across Canada.

Wellness to World Cup and LTPD are predicated on the idea that a properly integrated player development pathway can achieve two major objectives for Canadian soccer: optimized development for elite players who pursue professional and international competition, and increased lifelong wellness for a much greater number of recreational players of all ages. Properly applied, LTPD will generate more success for our National teams, and it will simultaneously increase and improve recreational participation across the country – hence the name, Wellness to World Cup.

Figure 1



The document you are now reading, Wellness to World Cup: Volume 2 Technical, identifies which player capacities should be trained at which developmental stages within LTPD. As players grow and develop from childhood through adolescence to adulthood, they pass through optimal “windows of trainability” when different aspects of their physical, mental, emotional and psychological capacities and characteristics will benefit most from extra emphasis during training. The tables or “matrixes” in this document list those target capacities within each LTPD stage.

The matrixes are not intended to instruct coaches on the optimal methods for training capacities such as ball dribbling, awareness of tactical formations, nutrition, fitness, or techniques for mental control or relaxation. The purpose of the matrixes is merely to guide administrators, technical directors and coaches in identifying the target capacities for each LTPD stage as they develop their own training curricula – it is a matter for coaches and clubs to determine how those targets are reached.

In addition, the format of the matrixes may create the illusion that the different player skills and capacities are to be trained independently of one another. Be assured, this is not the case. While training for young children will likely tend to isolate one or two skills or capacities at a time due to their limited cognitive development, training and game play through the upper stages of LTPD is intended to integrate progressively larger numbers of skills and capacities at the same time, thereby reflecting the truly diverse nature of soccer and the myriad skills, awareness and knowledge required to excel in the game.

The information contained in this document will help Canadian soccer coaches to build better soccer training programs around LTPD principles at all recreational and competitive levels in Canada. Players who train the right skills and capacities at the right time will flourish in the game, whether or not they choose to play for Canada or their local recreational team, and that can only be good for the sport we love.





# Player Age

To apply many of the LTPD training concepts and guidelines presented in this document, coaches and administrators will need to consider the correct “age” of individual players in their programs. Several distinct age criteria are used to determine a player’s readiness for training in different techniques, tactics and capacities:

1. Chronological age
2. Relative age
3. Developmental age (Physical, Mental and Emotional)
4. General Sport Training age (years in sport)
5. Soccer Training age (years in soccer)

It is frequently necessary to look beyond simple chronological age when designing training and managing competition in alignment with LTPD principles. Coaches and administrators need to keep this fact in mind as they consider the information in the following pages and apply the content of the matrixes to their programs.



CanadaSoccer.com / Neil Hargreaves



## Stages of LTPD

Sports can be classified as early or late specialization, and the seven stages of LTPD are based on this concept. Sports such as gymnastics and figure skating require early specialization, while sports such as basketball and soccer are classified as late specialization sports.

Because soccer is a late specialization sport, LTPD actively discourages early specialization in soccer (i.e. prior to the age of 14 years) since premature specialization contributes to one-sided physical development, overuse injuries, early burnout, and inadequate development of movement and sports skills.

The first three stages of LTPD encourage physical literacy for all players, regardless of their abilities or disabilities, and correspond to the ages prior to the adolescent growth spurt (PHV). Stages four, five, and six focus on developing excellence and correspond to the onset and aftermath of PHV. Stage seven encourages lifelong physical activity, and players may choose to exit the competitive stream and enter this stage at any time in their playing career. Stage seven also encourages participants to give back to soccer through coaching, officiating and administration.

Figure 2





# Overview of Canadian Soccer's LTPD Model

Figure 3

STAGE	LTAD Stage	Age & Focus	Skill Level	Program Level	Coaching Stage
Stage 1	<b>Active Start</b> "Child's play"	"First Kicks" Females and Males U4 to U6	Fundamental movement and play	Play with parents and friends	Active Start In training
Stage 2	<b>FUNDamentals</b>	"Fun with the ball" U6 to U8 Females U6 to U9 Males	Fundamental movement and soccer skills	Entry Level Program Club Teams	FUNDamentals trained
Stage 3	<b>Learning to Train</b>	"Golden age of learning" U8 to U11 Females U9 to U12 Males	Developing soccer skills and speed	Club Teams Program Schools	Learning to Train trained
Stage 4	<b>Training to Train</b>	"Identifying the elite player" U11 to U15 Females U12 to U16 Males	Building physical capacities and developing soccer skills and tactics	District and Provincial Teams NTC Academies (provincial, school, private)	Pre-B License Provincial B License certified National B License trained
Stage 5	<b>Training to Compete</b>	"Developing the international player" U15 to U18 Females U16 to U19 Males	Refining skills and position play specific physical and mental training	NTC Youth National Teams Pro Teams	National B License certified A License trained
Stage 6	<b>Training to Win</b>	"Building the World Cup player" 18+ Females 19+ Males	Perfecting performance	Pro Teams (top ten leagues in the World) National Team	A License certified High Performance trained
Stage 7	<b>Active For Life "Competitive"</b>	"Soccer for amateur achievement" Females and Males 12+	Achieve personal best with intensive training	Competitive teams, universities, colleges	B Prep Provincial B License certified
	<b>Active For Life "Recreational"</b>	"Soccer for health and fun" Females and Males 12+	Soccer for fitness, fun and social interaction	Former players from all levels move to recreational activity	Active for Life trained



## Reviewing the 10 S's of Training and Performance

LTPD requires the integration of ten "S"s of training and performance when developing annual training and competition plans. The first five of the ten S's describe the physical capacities of players: stamina (endurance), strength, speed, skill, and suppleness (flexibility). Coaches monitor the remaining five S's to provide holistic balance in each player's development: structure/stature, (p)sychology, sustenance, schooling, and socio-cultural needs.

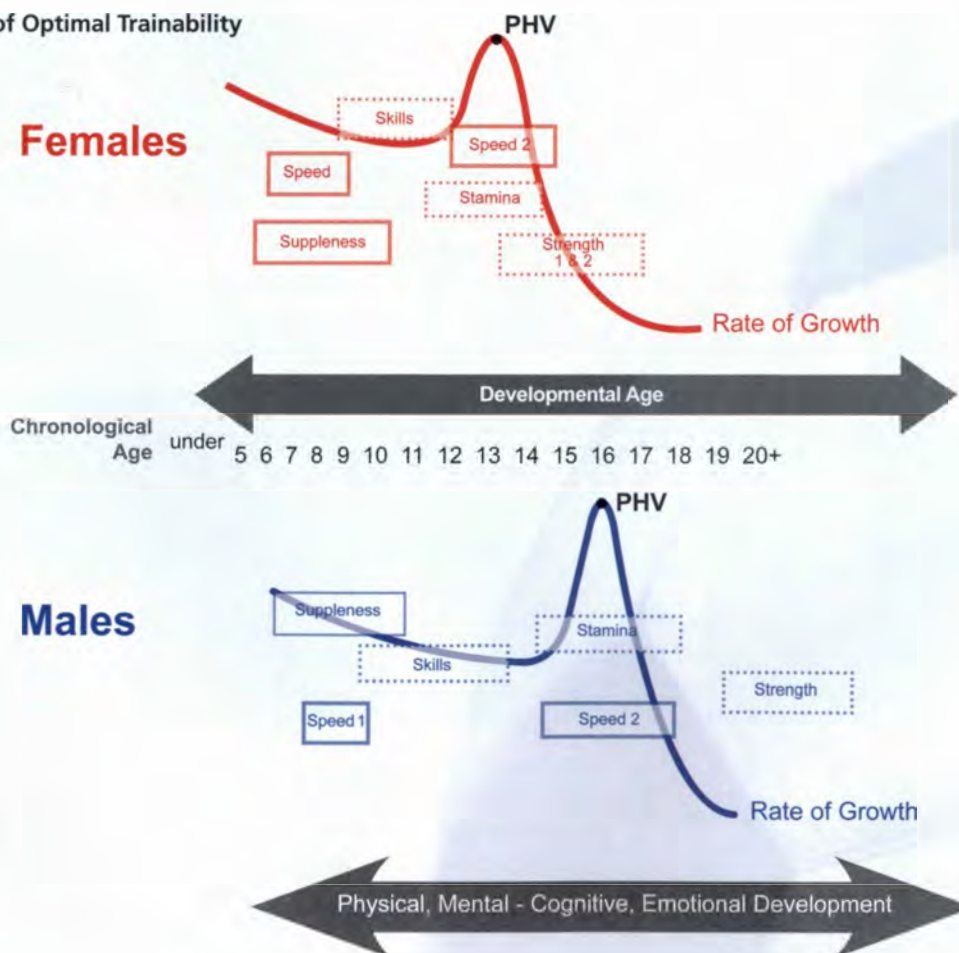
Each of the first five physical capacities is trainable throughout a player's lifetime, but there are clearly sensitive periods in the development of each capacity when training produces the greatest benefit to each player's long-term development. These special periods of trainability are described as "windows" of accelerated adaptation to training.

The windows of trainability vary according to each player's unique genetic makeup. While they follow general stages of human growth and maturation, scientific evidence shows that the windows may vary considerably between players, as witnessed in the different magnitude and rate of player response to different training stimuli at all stages.

Some players may respond early to training and show potential for excellence by age 11, whereas others may not begin to show their promise until age 15 or 16. Consequently, a long-term approach to player development is needed to ensure that players who respond slowly or late to training stimuli are not "short-changed" in their development.

Short-changing the player has obvious repercussions for the development and welfare of the individual in question, but it also has repercussions for the development of our soccer community as a whole. Imagine if you were coaching a future Diego Maradona or Pele, but you didn't know it because they happened to be "late developers" whose bodies simply aren't responding to training at the same early time as their peers – we would be making a serious mistake if we neglected the training needs of these players!

Figure 4  
Windows of Optimal Trainability





### 1. Stamina (Endurance)

The sensitive period or “window” for training stamina begins at the onset of Peak Height Velocity (PHV), commonly known as the adolescent growth spurt. Players need increased focus on aerobic capacity training as they enter PHV, and they should be progressively introduced to aerobic power as their growth rate decelerates.

### 2. Strength

Girls and boys have one sensitive period or “window” of trainability for strength, but they begin at different times. For boys, the window begins 12 to 18 months after PHV. For girls, the window begins with whichever of the following comes first: menarche or the onset of peak weight velocity (PWV). Some girls will experience PWV prior to menarche, while others will experience menarche prior to PWV.

### 3. Speed

In both boys and girls, there are two sensitive periods or “windows” of trainability for speed. For girls, the first speed window occurs between ages 6-8 years, and the second window occurs between ages 11-13 years. For boys, the first speed window occurs between ages 7-9 years, and the second window occurs between ages 13-16 years. During the first speed window, training should focus on developing agility and quickness; during the second speed window, training should focus on developing the anaerobic alactic energy system.

### 4. Skill

Girls and boys both have one window for optimal skill training. The “skill hungry years” for girls is before the onset of PHV, between ages 8-11 years, while in boys it is between ages 9-12 years (Learning to Train stage). During this window, young players should be developing physical literacy – that is, competence in the fundamental movement and sport skills that are the foundation of all sports. Competence in these skills will make it easier for players to learn and excel later in all late-specialization sports, including soccer.

### 5. Suppleness

The sensitive period or “window” of trainability for suppleness occurs between ages 6-10 years in both girls and boys. However, special attention should also be paid to flexibility during PHV.

### 6. (p)Sychology

Sport is a physical and mental challenge. The ability to maintain high levels of concentration while remaining relaxed with the confidence to succeed is a skill essential to long-term performance in soccer. This skill also has the potential to transcend soccer and enhance the everyday lives of players.

### 7. Structure / Stature

This component describes the six phases of growth in the human body and links them to the windows of optimal trainability. Stature (individual height) is measured before, during, and after maturation to help coaches and parents track developmental age. By tracking developmental age and PHV

with this degree of precision, coaches can more accurately identify the sensitive periods of skill acquisition and physical development (endurance, strength) and design training programs accordingly.

### 8. Sustenance

Sustenance recognizes a broad range of components that serve the central purpose of replenishing the body, thereby preparing the player for the volume and intensity required to optimize training. Sustenance addresses several areas: nutrition, hydration, rest, sleep, and regeneration. While overtraining or over-competition can lead to burnout, improperly addressing sustenance can lead to the same result.

### 9. Schooling

In training program design, the demands of school must be considered. This is not limited to the demands placed by school sports or physical education classes, but it also includes consideration of school academic loads and timing of exams. When possible, training camps and competition tours should compliment, not conflict, with the timing of major academic events at school. Coaches should monitor overstress in their players resulting from schooling, exams, peer groups, family, and boyfriend or girlfriend relationships, as well as increased training volume and intensities. A good balance should be established between all factors.

### 10. Socio-Cultural

Soccer exposes players to forces of socialization at the community level, and it can also eventually lead to International exposure as players progress through the LTPD stages. This socio-cultural aspect of soccer can broaden the social perspective of players, including ethnicity awareness and national diversity. Socio-cultural development may be integrated within competition travel schedules, where recovery may include education related to the competition location, such as history, geography, architecture, cuisine, literature, music, and visual arts. Proper annual planning can allow sport to offer much more than simply commuting between hotel room and field of play.

### Other Considerations in Trainability

Children often begin to play soccer after the sensitive periods of optimal trainability for speed, skill, and suppleness have passed. These children are therefore dependent on schools, recreation programs, and other sports to provide timely training in these capacities. LTPD advocates that soccer groups build relationships with these organizations to promote and support appropriate training. If players miss these training periods entirely, coaches will need to design individualized programs to remedy any shortcomings.

<sup>4</sup> Peak Height Velocity (PHV) is the maximum rate of growth during the adolescent growth spurt.



# The Learning Continuum

The tables (matrixes) and notes in this document describe a sequential process for coaching soccer skills that includes the Introduction, Development, Refinement, Perfecting, and Maintenance of those skills over time. Coaches and administrators need to incorporate this “learning continuum” into the design of their soccer training programs as the recommended sequences reflect the natural progression of learning, and the matrix tables identify the optimal training ages for each stage and skill.

The five stages of the learning continuum are dictated by player developmental age, not chronological age. In the ideal coaching scenario, players will begin learning and playing soccer during pre-adolescence, and coaches will thereby be able to apply the enclosed coaching, monitoring, and testing guidelines according to the “optimal” training timeline for producing long-term player excellence.



In some cases, some players will begin to learn and train in soccer at a much later developmental age (e.g. post-adolescence). In these instances, coaches must be prepared to customize portions of their training programs to accommodate these latecomers.

Throughout the learning continuum, coaches should understand that the learning and training of these skills and capacities is an integrated process, where techniques and tactics are learned and developed in combination with each other. For the sake of simplicity and clarity, this document presents skills and tactics separately in a “matrix” format, but this should not be construed to mean that different training capacities and elements of game knowledge are intended to be learned in isolation from one another. Words and tables do not capture the integrated nature of the game – in this sense, the matrixes are a “best effort” to highlight the components required in an integrated training program.



### 1. Skill Introduction

The purpose of skill Introduction is to ensure that players correctly understand the fundamental movements needed to execute a particular skill; development and mastery of that skill will follow in later stages of the learning continuum. Under ideal circumstances where soccer learning and training begins with pre-adolescent youth, different soccer skills are introduced to players at different developmental ages according to a sequential plan. That is, fundamental skills such as kicking and dribbling that form the basic building blocks of soccer will be introduced first, followed by progressively more sophisticated skills that represent the combining or refining of the fundamental skills, such as shooting or passing while dribbling. More sophisticated skills generally require greater subtlety of movement and decision making, so physiological and cognitive development play a large role in determining when they are introduced.

### 2. Skill Development

After players have been introduced to a skill and clearly understand the elements of its correct execution, they must be engaged in repeated practice of the skill so its basic execution becomes reliable. Many hours of formal training will be required, along with opportunities to apply the skill in practices and competitive settings. Qualified coaches must lead technical sessions so players can receive appropriate feedback and correction of the skill. Skills are then incorporated into game situations, forging the link between “theory and practice” (e.g. controlling a ball out of the air and dribbling with a change of direction).

### 3. Skill Refinement

Following basic development of each skill, players refine their execution of the skill by combining it with other skills and tactics under conditions of game pressure and pace. Players will also adapt the skill to their own unique physiology. For example, some soccer players may be able to dribble quickly and rely less on control or “finesse” as they outrun opponents based on their superior speed. Meanwhile, some slower players may come to rely to a much larger degree on finer ball handling skills or deceptions as they dribble, frequently executing such refinements as “nutmegs” and step-overs in their dribbling to gain advantage on a quicker opponent. Both player types may possess the same variety of dribbling skills, but they will have adapted them differently to suit differences in stature, speed, stamina, strength, and suppleness. As with all stages of skill development, many hours of practice are required in a variety of training and competitive settings to refine skills. The significant difference is that players refine their skills under increasing pressure as the speed of the game increases.

### 4. Skill Perfecting

Players begin perfecting skills once they have completely adapted the skills to suit their particular physiology and they have reached their highest level of competition. Now begins the process of improving the most subtle aspects of their skills – such as speed, suppleness, and power – under the greatest conditions of pressure and performance. Players need to train and apply their skill sets regularly at the greatest level of competitive difficulty in order to challenge their skills at their optimal limits. Also note: improvements in performance may be partially contingent on training elements that are not visible on the soccer field, such as diet and nutritional programming, weight training, and suppleness and flexibility regimens.

### 5. Skill Maintenance

When playing careers shift from high performance competition to competitive recreational soccer, players no longer seek to refine and perfect new soccer skills. However, it is beneficial that they maintain their existing skills so they can remain active in the sport in a variety of playing, coaching, and officiating roles.



“Those of us who are involved in youth development or in soccer academies, must bear in mind that, of the 16-year-olds who sign a professional contract, 85% are out of the professional game by the age of 21.”

Higgins, T. Laying the foundations. *The Technician* - UEFA (Jan. 2007), Vol. 35, P. 12-13.



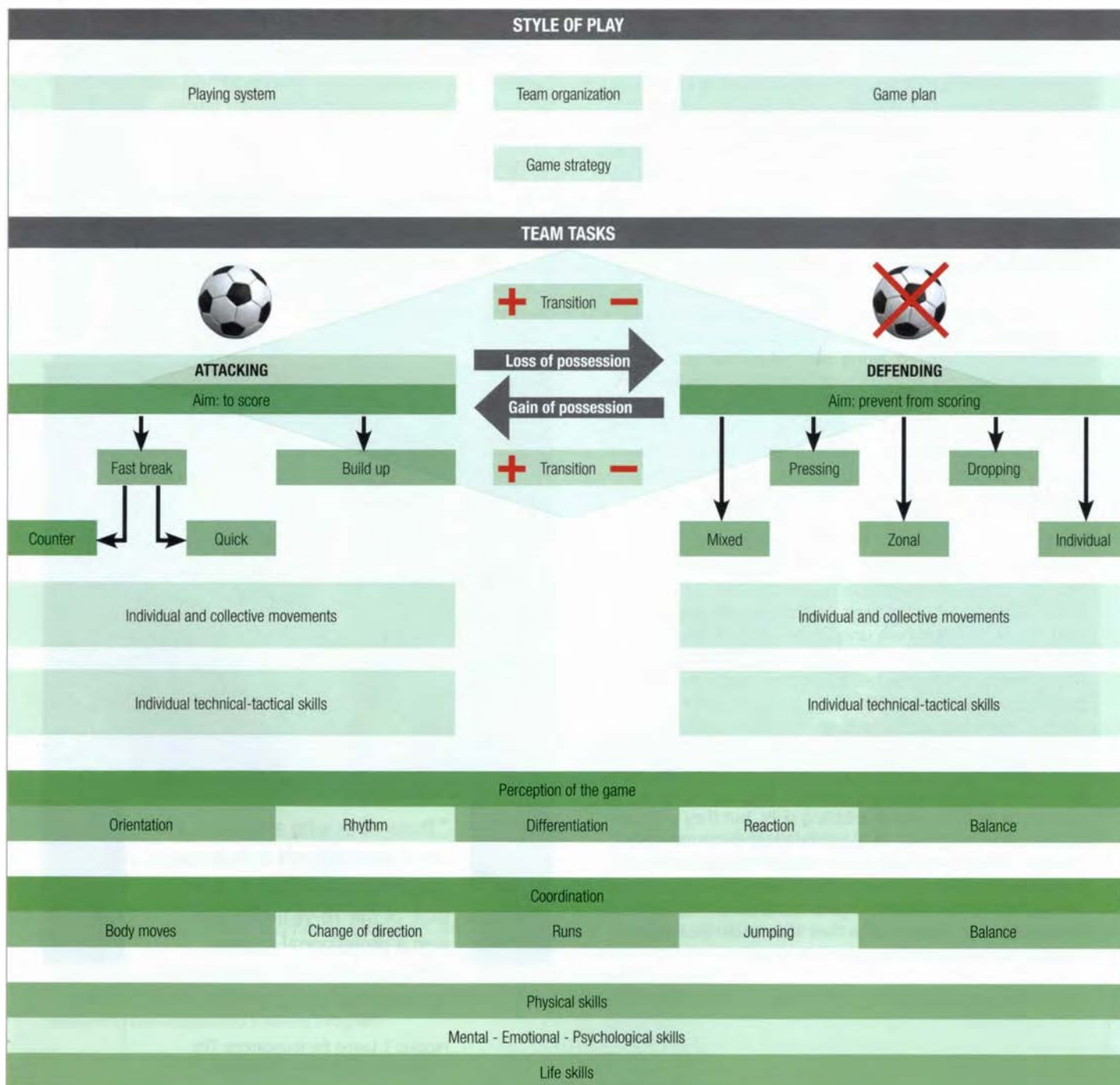
# Developing Game Play

Throughout the LTPD pathway, coaches must introduce their players to the concepts and theories that create effective game play. These concepts begin with fundamental principles of play (such as support, width, cover, balance) and gradually become incorporated into systems of play and styles of play.

## Components of the Game

Figure 5 divides the game of soccer into the components that players and coaches need to understand.

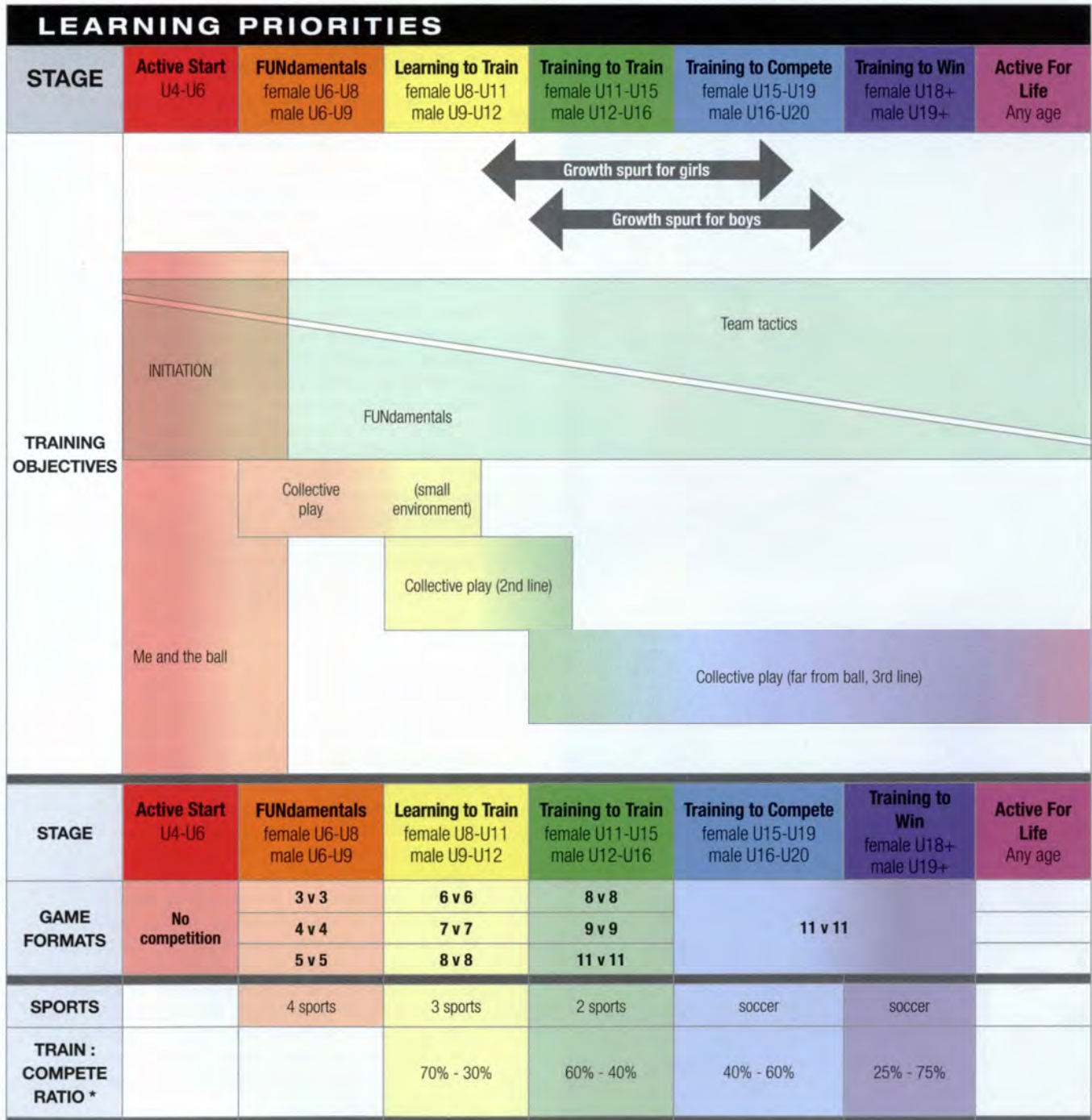
Figure 5





## Learning Priorities

As players progress through the LTPD stages, there will be shifts in emphasis in their training regimens and competition goals. The following chart presents a visual sense of these shifts. For example, you can see how the Training Objectives of the early LTPD stages emphasize individual technical skills, while the later stages progressively place more emphasis on team tactics. Connected to this process is the shift from “Me and the Ball” at the Active Start and FUNdamentals stages to the increasing complexity of Collective Play through the later stages. Note also the change in recommended Training to Competition ratios at each stage.



\*In the training to competition ratio, “competition” includes intra-squad scrimmages and conditioned small-sided games in the training environment, in addition to formal matches in league, cup and tournament play.





# Long-Term Technical and Tactical Development

In addition to developing specific technical skills with the ball, every soccer player must develop a thorough cognitive understanding of the larger tactical and strategic aspects of the game. This includes movements where the player is defending or attacking as an individual, as well as larger movements where the player is part of a collective team effort to defend or attack. Vision, game awareness, and good decision-making are all fundamental qualities of effective players, combined with their technical mastery of the ball.

Accordingly, technical skills and tactical knowledge should be progressively integrated through drills and game-like training settings that develop each player's ability to execute technical skills in the context of tactical decision making. The matrixes on the following pages provide guidance on the types of technical skill development and tactical learning that should take place at each LTPD stage.



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## Training Decision Making

Small-sided games and drills form a critical component of the technical and tactical development of soccer players. During game-like training situations, players learn to combine their technical skills with tactical decision making under realistic playing conditions. Moment-to-moment decision making is critical to their long-term success in the game. (Note: Players must first have technical mastery of the ball in order to practice their decision making in games and game-like training!)

The most skilled players in the world will have little opportunity to utilize and display their skills if they are incapable of correctly "reading" the changing game conditions and choosing an effective response. At the highest levels of competition, players are required to constantly make decisions while under intense pressure from opponents (and arguably spectators and coaching staff). Usually these decisions happen within tenths of a second. This means that players need an internal capacity to make effective decisions as there is no means for their coach or even their teammates to provide tactical direction to them in such a short instant.

The best way to develop fast and accurate decision-making is to provide players with ample opportunities to practice decision-making in scrimmages, games, and game-like drills. Beyond brief coaching interventions during training to provide additional insight and awareness, players must be given the chance to make decisions on their own and witness the outcomes, good and bad. Sometimes "mistakes" can be the best teacher.

Training decision-making under game-like conditions is the thrust behind contemporary research into Decision Training (DT). Traditional coaching has focused on Behaviour Training (BT) where athletes are drilled repeatedly with the same specific skills and responses to specific situations, with the objective of creating "automaticity" in skills execution and decision making to reduce "errors". Sports research since the 1990s has encouraged a movement away from this approach towards Decision Training (DT). While Behaviour Training often provides positive short-term results that satisfy coaches in winning games at young ages, research has shown that Decision Training develops better decision making and hence better athlete performance over the long-term (Vickers, 2003).





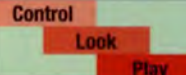
CanadaSoccer.com / Tony Quinn



### Individual Offensive Technical-Tactical Skills (Ball Carrier)

[illegible]



Learning to Train female U8-U11 male U9-U12	Training to Train female U11-U15 male U12-U16	Training to Compete female U15-U19 male U16-U20	Training to Win female U18+ male U19+	Active For Life Any age
The player, the ball, teammates and the opponent.	The player, the ball, teammates and opponents.		The player, the ball, teammates and opponents.	
Continue to develop ball mastery in a larger environment with more teammates and opponents. Start to develop other control surfaces.	Develop increased speed and improved decision making before receiving the ball.	Refine the technique in a faster game. Increased pressure on the ball and rapid decision making.	Skill speed and decision making in high-level competition. Decisions made prior to receiving the ball.	
				
0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	3
Develop ability to control the ball and look. Introduce decision making for the next play and apply proper technique.	Develop and refine speed between the two actions: control and pass, or control and shoot. Fast and accurate decision making determines next play.		Perfect decision making in game situations, including top provincial, regional and international competitions.	
Develop the ability to run with the ball towards goal and away from goal to gain space and use width. Develop dribbling 1v1 using different fakes, shielding, and changes of direction.	Refine dribbling and running with the ball from different positions (Functional roles).	Refine dribbling and running with the ball from specific positions. Beginning of positional specialization.	Perfect dribbling and running with the ball from specific positions. Perfect positional specialization.	
Develop understanding of fixing and running to space. Develop decision making between dribbling or running with the ball and the player's next action (Sequencing). Develop change of pace.	Refine decision making while dribbling, running with the ball, and the player's next action (Sequencing). All work is based on the goal and the direction of the play. Refine decision making and the change of pace.		Perfect decision making while dribbling, running with the ball, and the payer's next action (Sequencing) in a faster environment with less time and less space.	
Develop passing the ball using different surfaces with both feet. Introduce passing with the head at the age of 10. Distance is still short to medium (25 m).	Refine passing skills and increase passing range to 35 m at varied heights. Develop passing with the head. Passing is built from positional perspectives.	Refine passing skill at varied distances and heights. Refine passing with the head. Passing is built from respective specialized positions.	Perfect passing skills under more pressure within high-level training and competition. Accuracy and consistency are paramount.	
Introduce combination plays with two and three players. Teach players the use of back passes (the focus is on the ball carrier's decision making). Introduce the use of the wings in small field environments over short distances.	Develop combination plays. Develop use of back passes. Develop use of wing play. Focus is on decision making of ball carrier.	Refine combination plays in all areas of the field (flanks and central channel). Refine wing plays and use of back passes. Players practice in a position-specific environment.	Perfect decision making based on real game situations. Players execute good decisions with quality technique with less space and time.	
Develop shooting skills at longer distances. Introduce different types of shots (bent, chip, volley) and different surfaces (head) from the age of 10.	Refine shooting skills and increase distances. Shoot with variety of surfaces. Develop heading at goal. Produce shots from different positions on the field.	Refine all shooting skills (finesse, power, accuracy) and introduce functional tasks from specific positions.	Perfect shooting skills under greater pressure within high-level training and competition. Perfect intelligence in front of the goal.	
Develop the ability to look up and read goalkeeper position to make a good decision and apply proper technique. Develop a shooting ATTITUDE (confidence).	Refine decision making in front of the goal. Decision making involves applying right technique with understanding the location/area in front of goal. Increase understanding of playing and then moving to follow shots.	Refine decision making in front of the goal under greater pressure (less space and time). Increase understanding of playing and then moving to follow shots.	Perfect decision making based on real game situations. Players execute quality technical skills with less space and time.	
				<b>Maintain</b> <i>Training based on capacities and skill levels of players.*</i>

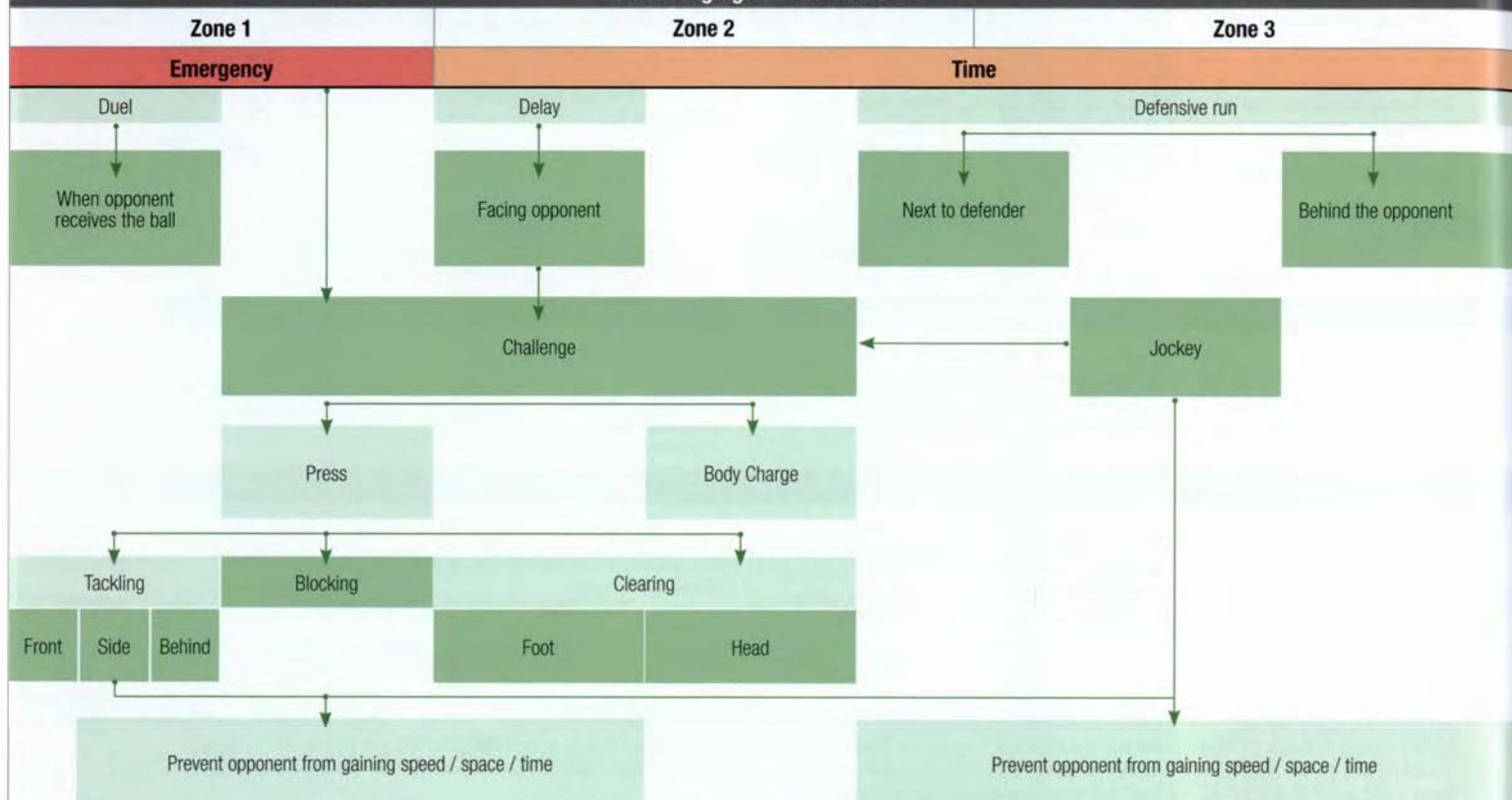
\*At the Active for Life stage, players may be any age following the Learning to Train stage (12+ years). They may be older adult players who have finished their careers in the high-performance pathway, or they may be young players (e.g. 12-18 years) who have simply chosen not to pursue high performance following Learning to Train. Training and competition should be designed to be relevant to their needs.



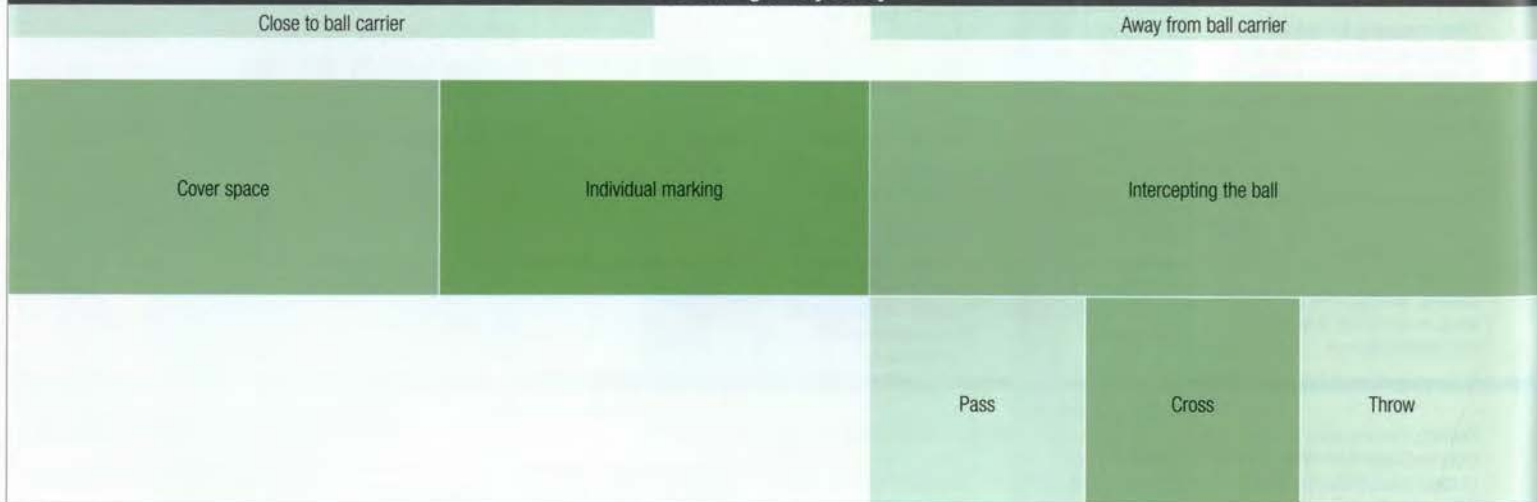
# INDIVIDUAL DEFENSIVE TECHNICAL-TACTICAL SKILLS

## STAGE

### Defending against ball carrier



### Defending a trajectory





Active Start U4-U6	FUNDamentals female U6-U8 male U6-U9	Learning to Train female U8-U11 male U9-U12	Training to Train female U11-U15 male U12-U16	Training to Compete female U15-U19 male U16-U20	Training to Win female U18+ male U19+	Active For Life Any age	
	Challenges & duels						Maintain <i>Training based on capacities and skill levels of players. *</i>
	Introduce simple defending skills: 1 v 1 jockeying.	Develop defending skills: 1 v 1 jockeying.	Develop defending skills: 1 v 1 jockeying and understanding when to delay and when to challenge.	Refine defending skills: 1 v 1 jockeying and understanding when to delay and when to challenge.	Perfect defending skills: 1 v 1 jockeying and understanding when to delay and when to challenge based on position on the field.		
	Introduce challenging the ball carrier to regain possession.	Develop challenging the ball carrier from different angles to regain possession.	Develop challenging the ball carrier from different angles to regain possession.	Refine challenging the ball carrier from different angles to regain possession.	Perfect challenging the ball carrier from different angles to regain possession.		
			Introduce ball recovery with body position between ball and opponent.	Develop ball recovery with body position between ball and opponent.	Refine ball recovery with body position between ball and opponent.	Perfect ball recovery with body position between ball and opponent.	
			Introduce defensive headers and when and how to clear the ball.	Develop defensive headers and when and how to clear the ball.	Refine defensive headers and when and how to clear the ball.	Perfect defensive headers and when and how to clear the ball.	
	Positioning - movement						
	Develop the understanding of direction: which goal to defend. Introduce getting goal side and proper angles.	Develop getting goal side and proper angles. Initiate recovery runs throughout the stage.	Increased speed + improved decision making on closing down ball carrier - closest.	Develop players in individual tasks in zone defence. Position according to ball, teammate and opponent.	Refine players in individual tasks in zone defence. Position according to ball, teammate and opponent.	Perfect players in individual tasks in zone defence. Position according to ball, teammate and opponent.	
	Marking space & opponent						
	Introduce understanding of tasks - split vision between ball and opponent - towards the end of the stage.	Develop understanding of tasks - split vision between ball and opponent;	Refine understanding of tasks - split vision between ball and opponent.	Develop good understanding of the team block (compactness) and spaces to cover.	Refine understanding of the team block (compactness) and spaces to cover.	Perfect understanding of the team block (compactness) and spaces to cover.	
		Introduce decision making process for when and how to intercept the ball.	Develop decision making process for when and how to intercept the ball.	Refine decision making process for when and how to intercept the ball.	Perfect decision making process for when and how to intercept the ball.		

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## Offensive Technical-Tactical Skills (individual and collective)

**CONSTRUCTIVE BUILD-UP**

STAGE	Active Start U4-U6	FUNDamentals female U6-U8 male U6-U9	Learning to Train female U8-U11 male U9-U12
Player movement with and without the ball			
Field occupation (Playing systems)		Understanding the direction of play - which goal to attack, which goal to defend. Throughout the stage, teach the different lines and adequate distances to support the ball carrier in front and in back.	Understanding triangles - players positioned in 3 lines, showing width and depth in field occupation (field coverage).
Mobility		Players are still egocentric. They need to learn to move as a team following principles of support and appropriate spacing, rather than bunching as a pack or a knot of players around the ball.	Develop support play for ball carrier. Players adjust their positioning on their line to make themselves available for the ball carrier. Teach supporting players to run into spaces.
		Players should not stand statically in their positions: they should keep up with the play as part of the offensive team block.	Develop the understanding of the offensive team block and initiate the interchanging of positions.
Ball movement		1) Introduce players to collaboration between teammates. How can we get to goal using ball movement?	<b>Introduce</b> 1) Simple combination plays (accuracy)
		2) Simple ball movement from one line to another (forward and back support).	2) Vary rhythm of ball movement.
		3) Introduce players to concepts of playing to feet and playing to space.	3) Differentiate times when it is best to play to feet, and when it is best to play into space.
		4) Introduce goalkeepers to understanding good ball distribution - the choices available and the skills required.	4) Develop goalkeeper understanding of good ball distribution - the choices available and the skills required.
From the goalkeeper		<b>Introduce</b>	<b>Develop</b>
In the offensive half			<b>Introduce</b>
In the defensive half			<b>Introduce</b>
Regain from the 1st line			
Regain from the 2nd line			
Regain from the 3rd line			





Training to Train female U11-U15 male U12-U16		Training to Compete female U15-U19 male U16-U20		Training to Win female U18+ male U19+		Active For Life Any age	
The field occupation moves to a more complex game (11v11). Introduce players to different playing systems, starting with 1-4-3-3 for a logical occupation of the field. Move to other playing systems such as 4-4-2 and later 4-2-3-1 (+) for more complex understanding of field occupation.				Good understanding of field occupation in the run of play using different playing systems. Players display good tactical awareness - analyzing the game and adapting to different playing systems of opponent. Transition from attack to defence may result in a change of formation, and players should be able to adapt.			
Dispersal - width and depth (based on field occupation)							
All players are mobile on and off the ball while maintaining good balance in the overall team shape. Speed of play is developing. Combination plays are integrated and players refine the coordination of their movements while maintaining a shape. Players are introduced to positional (functional) play.				Decision-making during top-level competition and intense, high-speed play. Players are now productive in their specific positions, and capable of interchanging roles and reliably assuming other tasks. Players are proficient in all combination plays.			
Movement of the lines and between lines (permutation + penetrating runs)							
Develop wing and central plays. Introduce players to overlapping and penetrating runs to increase the number of players in forward positions.				Refine wing and central plays. Perfect player understanding of overlapping and penetrating runs to increase the number of players in forward positions.			
Develop		Refine		Perfect			
Accuracy of ball transfer							
1) Simple combination plays (accuracy)		1) Combination plays (accuracy)		1) Combination plays (accuracy)			
Speed of the ball and the release (speed between two touches)							
2) Vary rhythm of ball movement; play lateral vs forward; introduce switch play on the ground combined with a shorter diagonal ball in the air.		2) Vary rhythm and patterns of ball movement. Vary between lateral and vertical using triangle play. Develop switch play and crosses in the air.		2) Vary rhythm of ball movement. Play lateral with triangle movement of the ball vs vertical. Refine and perfect switch play and crosses at varied heights and positions.			
Decision making of the pass							
3) Develop decision making: play ball to feet of static player. To feet of running player, or to space in front of running player.		3) Refine decision making: play ball to feet of static player. To feet of running player, or to space in front of running player.		4) Perfect decision making: play ball to feet of static player. To feet of running player, or to space in front of running player.			
Transfer between lines (vertical and diagonal play)							
4) Develop ability of goalkeepers to play second line and defenders to play third line on the ground and in the air.		4) Refine ability of goalkeepers and defenders to play to the second and third lines accurately through vertical and diagonal passes.		4) Perfect ability of goalkeepers and defenders to play to the second and third lines accurately through vertical and diagonal passes.			
Refine		Perfect					
Develop		Refine		Perfect			
Develop		Refine		Perfect			
Introduce		Develop		Refine		Perfect	
Introduce		Develop		Refine		Perfect	
Introduce		Develop		Refine		Perfect	

Maintain  
*Training based on capacities and skill levels of players. \**

**Maintain**

*Training based on capacities and skill levels of players. \**

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## Defensive Technical-Tactical Skills (individual and collective)

### DEFENDING AGAINST BUILD-UP

STAGE		Active Start U4-U6	FUNDamentals female U6-U8 male U6-U9	Learning to Train female U8-U11 male U9-U12
Player movement with and without the ball				
Team block			Gradually teach defending tasks: every player has a role.	Introduce the tactic of the player defending against the ball carrier and the first cover.
Mobility			Prevent progression (vertical play) by closing down the player on the ball.	Prevent progression (vertical play) by closing the player on the ball as a team.
Goalkeeper			Goalkeeper supports the defense in varied positions (sometimes high).	Goalkeeper supports the defense in varied positions (sometimes high) and may be required to intercept play.

## Defensive Technical-Tactical Skills (individual and collective)

### DEFENDING AGAINST COUNTER ATTACK

STAGE		Active Start U4-U6	FUNDamentals female U6-U8 male U6-U9	Learning to Train female U8-U11 male U9-U12
Player positioning	T-shape in anticipation of counter			
	Non T-shape players			
Ball movement	Pressure on the ball to prevent			





Training to Train female U11-U15 male U12-U16		Training to Compete female U15-U19 male U16-U20		Training to Win female U18+ male U19+		Active For Life Any age	
Develop the tactic of the player defending against the ball carrier and the first cover.	Introduce good understanding of proper distances between players to reduce playing space.	Develop good understanding of proper distances between players to reduce playing space;	Refine good understanding of proper distances between players to reduce playing space.		Maintain  Training based on capacities and skill levels of players. *		
	Introduce different positions of the block according to different emphasis on pressure (low, medium and high block).	Develop different positions of the block according to different emphasis on pressure (low, medium and high block).	Refine different positions of the block according to different emphasis on pressure (low, medium and high block).				
	Introduce shifting the block and no crossing runs between defenders.	Develop shifting the block and no crossing runs between defenders.	Refine shifting the block and no crossing runs between defenders.				
Ball in front of the defensive lines							
Introduction to the off-side trap. Players learn to position to not concede depth between the defenders and to give the goalkeeper space to come into the action as the last player.	Develop last line position and movement backward in anticipation of vertical play. Develop good understanding of close cover.	Develop the cohesion between the two lines of defense (midfield and defensive lines). Develop collective pressure.	Refine the cohesion between the two lines of defense (midfield and defensive lines). Refine collective pressure.				
Ball between lines							
<ul style="list-style-type: none"><li>• Introduce proper recovery runs.</li><li>• Introduce double team play</li></ul>	<ul style="list-style-type: none"><li>• Develop proper recovery runs.</li><li>• Develop double team play</li></ul>	<ul style="list-style-type: none"><li>• Refine proper recovery runs.</li><li>• Refine double team play</li></ul>	<ul style="list-style-type: none"><li>• Perfect proper recovery runs.</li><li>• Perfect double team play</li></ul>				
	Goalkeeper develops good support of the defensive block.	Goalkeeper refines good support of the defensive block.	Goalkeeper perfects good support of the defensive block.				

Training to Train female U11-U15 male U12-U16		Training to Compete female U15-U19 male U16-U20		Training to Win female U18+ male U19+	Active For Life Any age
Introduce defensive-thinking players and shape while attacking (rest defense).	Develop defensive-thinking players and shape while attacking (rest defense).	Refine defensive-thinking players and shape while attacking (rest defense).	Perfect defensive-thinking players and shape while attacking (rest defense).	Maintain  Training based on capacities and skill levels of players. *	
If counter is played, introduce recovery and repositioning to regain the balance.	If counter is played, develop recovery and repositioning to regain the balance.	If counter is played, refine recovery and repositioning to regain the balance.	If counter is played, perfect recovery and repositioning to regain the balance.		
Introduce how to pressurize to prevent counter attack.	Develop how to pressurize to prevent counter attack.	Refine how to pressurize to prevent counter attack	Perfect how to pressurize to prevent counter attack		

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## Offensive Technical-Tactical Skills (individual and collective)

**COLLECTIVE AND INDIVIDUAL IMBALANCE**

STAGE		Active Start U4-U6	FUNDamentals female U6-U8 male U6-U9	Learning to Train female U8-U11 male U9-U12	
Wing Play	Mobility of players without the ball			Introduce wing play toward the end of the stage by the use of a wide players running to wing or inside towards the goal.	
	Mobility of players with the ball			Introduce wing plays by encouraging the players to take the ball down the flank with running and dribbling actions.	
	Ball movement				
				Introduce crosses on the ground with the introduction of wing plays.	
				Introduce set plays	
Change of rhythm		Introduce			
Central Channel	Mobility			Introduce	
	Ball movement			Introduce	
				Introduce	
				Introduce	
				Introduce	
				Introduce	
				Introduce	
				Introduce	
				Introduce	
			Change of rhythm		Introduce
			Counter Attack	With and without the ball	





Training to Train female U11-U15 male U12-U16		Training to Compete female U15-U19 male U16-U20		Training to Win female U18+ male U19+	Active For Life Any age
Play in good conditions of dispersal and support movement					
Develop wing play by the use of a wide players running to wing or inside towards the goal.	Develop wing play by the use of a wide players running to wing or inside towards the goal.	Refine wing play by the use of a wide players running to wing or inside towards the goal.	Perfect wing play by the use of a wide players running to wing or inside towards the goal.		
Introduce the concept of creating space for self.	Develop the concept of creating space for self and introduce creation of space for teammate.	Refine the concept of creating space for self and develop creation of space for teammate.	Perfect the concept of creating space for self and develop creation of space for teammate.		
	Introduce overlapping.	Develop overlapping and the use of defenders in wing plays.	Refine and perfect overlapping and the use of defenders in wing plays.		
Develop wing plays by encouraging the players to take the ball down the flank with running and dribbling actions.		Refine wing plays by encouraging the players to take the ball down the flank with running and dribbling actions.	Perfect wing plays by encouraging the players to take the ball down the flank with running and dribbling actions.		
Speed of the pass and accuracy is paramount and improves through the stages					
Introduce	Develop	Refine	Perfect		
	Introduce	Develop	Refine	Perfect	
Develop crosses on the ground and in the air. Introduce decision making for available options.	Develop crosses on the ground and in the air. Develop decision making for available options.	Refine crosses on the ground and in the air. Refine decision making for available options.	Perfect crosses on the ground and in the air. Perfect decision making for available options.		
Develop set plays	Refine set plays	Refine set plays	Perfect set plays		
Develop	Refine	Perfect	Maintain		
Play in good conditions of dispersal and support movement					Maintain  Training based on capacities and skill levels of players. *
Develop	Refine	Perfect	Maintain		
Introduce	Develop	Refine	Perfect		
Introduce	Develop	Refine	Perfect		
Introduce	Develop	Refine	Perfect		
Develop	Refine	Perfect	Maintain		
Develop	Refine	Perfect	Maintain		
Speed of the pass and accuracy is paramount and improves through the stages					
Develop	Refine	Perfect	Maintain		
Develop	Refine	Perfect	Maintain		
Refine	Perfect	Perfect	Maintain		
Develop	Refine	Perfect	Maintain		
Develop	Refine	Perfect	Maintain		
Introduce	Develop	Refine	Perfect		
Develop	Refine	Perfect	Maintain		
Develop	Refine	Perfect	Maintain		
	Introduce	Develop	Refine	Perfect	
	Introduce	Develop	Refine	Perfect	
	Introduce	Develop	Refine	Perfect	
	Introduce	Develop	Refine	Perfect	

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## Defensive Technical-Tactical Skills (individual and collective) IN AND AROUND PENALTY AREA

STAGE		Active Start U4-U6	FUNDamentals female U6-U8 male U6-U9	Learning to Train female U8-U11 male U9-U12
Player movement with and without the ball				
Mobility	Field occupation in penalty area - 1st and 2nd post covered			Introduce players to space in front of the goal to be covered.
	Close covering and split vision		Introduce individual marking close to goal. Understand shifting between player and the ball.	Develop individual marking close to goal. Understand shifting of vision between player and the ball.
Ball carrier	Prevent ball played deep		Introduce pressure on the ball carrier and getting compact to prevent passes deep.	Develop pressure on the ball carrier and getting compact to prevent passes deep.
	Prevent a cross			Introduction towards the end of the stage of defending against wing player.
	Prevent scoring opportunities		Introduce pressuring any opponent in a position to shoot (by tackling, blocking or reducing options)	Develop pressuring any opponent in a position to shoot (by tackling, blocking or reducing options)
	Defending set plays			Introduce





Training to Train female U11-U15 male U12-U16		Training to Compete female U15-U19 male U16-U20		Training to Win female U18+ male U19+		Active For Life Any age	
Movement of players							
Develop players' understanding of space in front of the goal to be covered.		Refine players' understanding and reaction to space in front of the goal to be covered.		Perfect players' understanding and reaction to space in front of the goal to be covered.		Maintain players' understanding and reaction to space in front of the goal to be covered.	
Refine individual marking close to goal. Understand shifting of vision between player and the ball.		Educate players to shift from zonal to individual marking as they are introduced to zone defence.		Develop further split vision and change of tasks when entering penalty area.		Refine and perfect split vision and change of tasks when entering penalty area.	
Against trajectory							
Develop understanding of good cover - close to and away from ball carrier.		Apply principles of pressure and cover to zone defense in and around penalty area.		Refine the principles in zone defense in and around penalty area.		Perfect the principles in zone defense in and around penalty area.	
Finishing action - last pass, shots, end on crosses							
Develop ways of preventing a cross individually and collectively		Refine ways of preventing a cross individually and collectively		Perfect ways of preventing a cross individually and collectively		Maintain skills of preventing a cross individually and collectively	
Refine pressuring any opponent in a position to shoot; (by tackling, blocking or reducing options)		Perfect pressuring any opponent in a position to shoot (by tackling, blocking or reducing options)		Perfect pressuring any opponent in a position to shoot (by tackling, blocking or reducing options)			
Develop		Refine		Perfect		Maintain	

Maintain  
  
Training based on capacities and skill levels of players. \*

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## Offensive Technical-Tactical Skills (individual and collective)

**FINISHING**

STAGE		Active Start U4-U6	FUNDamentals female U6-U8 male U6-U9	Learning to Train female U8-U11 male U9-U12
<b>Mobility</b>	Getting unmarked, escape from rigorous marking - infiltration runs			
	Finishing triangle (far, near posts, PK)		Other players should make runs forward to support the action. Towards the end of the stage, introduce near-post and far-post runs on crosses.	
<b>Ball movement</b>	Running with the ball and Dribbling		Encourage dribbling actions. Players should start seeing other options if the shot is not on.	Introduce the sequence of dribbling and shooting with different options to beat the goalkeeper.
	Last Pass		Teach players to shoot on goal with proper technical skills. Improve accuracy of shots.	<b>Introduce</b>
	On the ground      In the air			Develop the technique of shooting on goal with proper technical skills and decision making. Develop choice and accuracy of the shots. Introduce shooting from far distances.
	Shot inside box			
	Shot outside box			
	Set plays			<b>Introduce</b>
<b>Change of rhythm</b>				



Training to Train female U11-U15 male U12-U16		Training to Compete female U15-U19 male U16-U20		Training to Win female U18+ male U19+		Active For Life Any age			
Space and right movement						Maintain  <i>Training based on capacities and skill levels of players. *</i>			
Introduce		Develop		Refine				Perfect	
Develop concept of near-post and far-post runs and introduce the third player in the area.		Develop good understanding of the finishing triangle.		Refine good understanding of the finishing triangle. Other players are ready for the second ball.				Perfect good understanding of the finishing triangle. Other players are ready for the second ball.	
Infiltration with the ball									
Develop the sequence of dribbling and shooting, including different options to beat the goalkeeper.		Refine the sequence of dribbling and shooting, including different options to beat the goalkeeper.		Perfect the sequence of dribbling and shooting, including the different options to beat the goalkeeper.					
Finishing action - last pass, shots, end on crosses									
Develop		Refine		Perfect				Maintain	
Develop the technique of shooting on bigger goals with proper technical skills and decision making. Develop choice and accuracy of the shots. Develop shooting from outside the penalty area.		Refine the technique of shooting on bigger goals with proper technical skills and decision making. Refine choice and accuracy of the shots. Refine shooting from outside the penalty area.		Perfect the technique of shooting on bigger goals with proper technical skills and decision making. Perfect choice and accuracy of the shots. Perfect shooting from outside the penalty area.				Maintain the technique of shooting on bigger goals with proper technical skills and decision making. Develop choice and accuracy of the shots. Develop shooting from outside the penalty area.	
Develop		Refine		Perfect				Maintain	

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# Goalkeeping

Goalkeeping represents a specialized array of skill sets that include abilities in ball handling (i.e. using the hands to catch, punch, or deflect the ball), diving, throwing, receiving, kicking, foot movement, and agility.

## GOALKEEPING Individual Technical-Tactical Skills

STAGE	
DEFENSIVE	<b>Positioning and repositioning</b> Angle No immediate pressure   Indirect danger   Danger to goal Forward   Lateral   Backward Changing direction   Shuffle and cross feet
	<b>Shot stopping (direct danger - SHOT OR HEADER)</b> Standing   Diving   Collapsing   Jumping   Reflexes Ground   Waist   Chest   Aerial   After rebound Handling   Punching   Deflecting   Breakaways   Tackling/diving at feet
	<b>Preventing scoring opportunities (indirect danger)</b> Supported by good positioning and communication with defenders Sweeper-keeper   Deep ball   Ball on the head of the defenders   Aerial duel 1 v 1   Crosses
	<b>Distribution following ball recovery</b> <b>Back pass</b> Hand   Feet (head) Rolling   Overarm   Javelin   Sidearm   Underarm Punt   Drop kick   Fly kick   Moving pass Aerial   Mid-height   Ground Driven   Bent   Sidewinder   Straight Concentration   Confidence   Motivation   Determination   Courage / nerves
OFFENSIVE	





Active Start U4-U6	FUNDamentals female U6-U8 male U6-U9	Learning to Train female U8-U11 male U9-U12	Training to Train female U11-U15 male U12-U16	Training to Compete female U15-U19 male U16-U20	Training to Win female U18+ male U19+	Active For Life Any age
All players are introduced to footwork including side-skip to get in line with the ball.	Players rotating in goal are introduced to good positioning (angle and stance) according to the position of the ball. Players develop correct body shape.	Goalkeepers develop good positioning (angle and stance) according to the position of the ball.	Goalkeepers refine positioning (angle and stance) according to the position of the ball and the degree of danger to goal.	Goalkeepers perfect positioning (angle and stance) according to the position of the ball and the degree of danger to goal.	Goalkeepers maintain their perfected understanding of positioning (angle and stance) according to the position of the ball and the degree of danger to goal.	
	Footwork is introduced as part of the ability of the child to move in different directions using different types of runs.	Footwork is developed. Agility and coordination are ways to improve the goalkeeper's ability to move. SAQ program.	Footwork is refined. More complex types of runs (cross feet backwards) are developed.	Footwork is perfected. More complex types of runs (cross feet backwards) are refined.	Footwork has been mastered.	
All players should learn the basic technique of ball handling at different heights (no high balls). Introduce diving from a kneeling position.	Continue the introduction of basic diving technique from a "Gorilla stance".	Develop jump, roll, and fall. Goalkeepers are introduced to side diving and later to varied types of dives (forward, aerial, power, high).	Refine jump, roll, and fall. Goalkeepers develop side diving and other types of dives (forward, aerial, power, high).	Perfect jump, roll, and fall. Goalkeepers refine side diving and other types of dives (forward, aerial, power, high).	Perfect all types of diving.	
	Introduce ball handling at all ground, waist, chest and head heights and above balls (simple service, no opposition).	Goalkeepers develop handling balls from different trajectories and distances while standing and diving. Deflecting (but not punching) is introduced. Later in the stage, introduce punching with two-fists from a thrown central location.	Goalkeepers refine ball handling from different trajectories and distances while standing, jumping, collapsing and diving. Catching is developed on shots. Deflecting is developed.	Goalkeepers perfect handling balls from different trajectories, distances while standing, jumping, collapsing and diving. Deflecting and punching are refined.	Maintenance of handling balls from different trajectories, distances while standing, jumping, collapsing and diving. Deflecting and punching are perfected.	
	Introduce tackling/diving at feet on breakaways. No contact by attacker.	Develop tackling/diving at feet and the approach to breakaways.	Refine tackling/diving at feet and the approach to breakaways.	Perfect tackling/diving at feet and the approach to breakaways.	Perfect tackling/diving at feet and the approach to breakaways.	
	Awareness of space behind the defenders and the sweeper-keeper tasks are introduced towards the end of the stage.	Introduce reading the space behind the defenders and sweeper-keeper role is developed towards the end of the stage. Introduce catching and deflecting on crosses and duel situations from simple thrown service.	Develop reading of the space behind the defenders and sweeper-keeper task are refined. Develop two-handle/one-handed punching of crossed balls and duel situations.	Refine reading of the space behind the defenders. The leadership / tactical role of the sweeper-keeper is paramount. Refine ball handling on crosses and duel situations.	Control activation and relaxation levels.	
All players should learn how to throw with one and two hands on the ground and in the air. Use small ball (2 or 2 1/2)	Children learn to throw and kick the ball both on the ground and in the air. Introduce under/overarm throw.	Goalkeepers are introduced to overarm, sidearm and javelin throw; rolling the ball is developed further. Develop punting; After the second year in that stage, drop kicks are introduced as well as other techniques of distribution. Goalkeeper is also introduced to moving passes.	Goalkeepers continue to develop overarm, sidearm and javelin throw; rolling the ball is refined. Refine punting; After the second year in that stage, drop kicks are further developed. Introduce sidewinder, fly kick. Goalkeeper develops managing moving passes.	Goalkeepers refine overarm throw; rolling the ball and punting are perfected. After the second year in that stage, drop kicks are refined as well as other techniques of distribution. Goalkeeper refines playing moving passes.	Goalkeepers perfect overarm throw; rolling the ball and punting are maintained. Drop kicks are perfected as well as other techniques of distribution. Goalkeepers perfect playing moving passes.	
	Distance of the throw is short; type of throw is simple; good decision making is introduced.	Distance of the throw is increased from possibility of playing short and mid-distance; good decision making is developed.	Distance of the throw is increased and opens up all possibilities; good decision making is refined.	Variable throwing distance opens up all possibilities; good decision making is perfected.	Variable throwing distance opens up all possibilities; good decision making is maintained.	
The coach-teacher provides a positive and supportive environment so children are not afraid of the ball, and they even have confidence to catch it.		Provide an environment to build confidence and encourage determination and courage. The approach in training is progressive to avoid fear of diving or fear of the ball.	Goalkeeper is exposed to specific training to support determination, confidence and concentration. Motivation should be increased. Courage comes from competency.	Specialization in goalkeeping is paramount. Determination, courage and motivation are maintained/trained. Concentration/confidence are refined.	Specialization in goalkeeping is paramount. Determination, courage and motivation are maintained through training. Concentration and confidence are perfected.	

**Maintain**  
Training based on capacities and skill levels of players.\*

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**GOALKEEPING Technical-Tactical Skills (individual and collective)****STAGE****Coaches Management****Observation (Reading the game)**

Teammates

Opponents

Ball

**Communication**

Organize

Lead

Inform

Stoppage of the game

In the run of play

Verbal

Non verbal

Tone

Volume

Key words

Arm

Hand

**Set pieces (Decision making)**

Corner (Left)

Corner (Right)

Free kick flank  
(Left)

Free kick central

Free kick flank  
(Right)

Penalty kick

**Decision making****Tempo**

In the run of play

Counter-attack

Quick attack

Build up

**On set pieces**

Goal kick

**DEFENSIVE****OFFENSIVE**



Active Start U4-U6	FUNDamentals female U6-U8 male U6-U9	Learning to Train female U8-U11 male U9-U12	Training to Train female U11-U15 male U12-U16	Training to Compete female U15-U19 male U16-U20	Training to Win female U18+ male U19+	Active For Life Any age
	All players should take turn in goal using small sided games.	All players still take turns in goal. Some will show a preference for the position. Resist the temptation to limit goalkeeping to only a few players.	Some specialization, but goalkeepers should only play one half in goal; other half should be as a field player (growth spurt or lack of it).	Goalkeepers are entirely specialists.	Goalkeepers are entirely specialists.	
	Children are still egocentric. While goalkeeper is able to follow the ball, they will not do so. Encourage the goalkeeper to push out with the ball at other end.	The goalkeeper is able to see the ball and the opponent who is in a position to create danger in front of the goal.	The goalkeeper is able to see the ball and the opponent who is in a position to create danger in front of the goal.	The perception of the goalkeeper is refined. The goalkeeper is able to see the dangerous space, opponents, teammates, and the trajectory of the ball, and make accurate decisions accordingly.	Mastered	
	Introduce basic goalkeeper communication («Keeper!» «Away!»).	Develop communication and start adding words based on situations around the penalty area, including more observation of the opponent. (Pick up in the run of play and on set pieces.)	Develop communication and start adding words based on situations around the penalty area and more observation of the opponent. (Pick up in the run of play and on set pieces.) Introduce role of goalkeeper as «captain at the back» (leadership).	The interaction between goalkeepers and field players is critical to the success of the team. Communication should be steadily tested/refined in training and game situations with the highest level of competition and pressure.	Mastered	
		Introduce the role of the goalkeeper on corners and free kicks, understanding different tasks and associated communication.	Develop and refine the role of the goalkeeper on corners and free kicks, understanding the different tasks and associated communication.	Perfect the role of the goalkeeper on corners and free kicks, understanding the different tasks and associated communication.	Mastered	
		Goalkeepers are introduced to build up and counter attack and use of proper technique based on decision.	Goalkeepers develop decision making, re: build-up and counter attack, and use proper technique based on decisions. Introduce and develop understanding of correct selection of pass for a quick attack.	Goalkeepers refine decision making re: build-up and counter attack and use proper technique based on decisions. Refine understanding of correct selection of pass for a quick attack.	Decision making is mastered and maintained.	
	Introduce players to basic technique for goal kicks (without a tee).	Develop technique for goal kicks. Introduce different tactical options.	Refine technique for goal kicks. Develop different tactical options based on added distance. Work on Near-Post situations.	Perfect the technique of the goal kick. Refine good decision-making based on tactical options. Look at Near-Post positions both in game and practice (video).	Technique and decision making is mastered.	

**Maintain**  
*Training based on capacities and skill levels of players. \**

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# Long-Term Physical Development

Players are born with a particular genetic potential for physical qualities such as stamina, strength, speed and suppleness. No amount of coaching will change their genetic endowment. However, well-designed and timely training can certainly maximize the expression of their genetic potential, and that is one of the key directives of LTPD.

To maximize the development of each player's different physical traits, the correct physical stimuli need to be provided at key junctures during their physical development and maturation (i.e. exercise, movement and training). Players should follow logical, progressive, and systematic training regimens that optimize each window of trainability.

Please note: Coaches must also remember that different players will mature at different rates and ages, so their genetic potential will be expressed at different times. In this light, special care must be taken to ensure that "late bloomers" are not neglected. As mentioned previously, they could be the next Maradona or Pele!

## Stamina

The sensitive period for training stamina begins at the onset of Peak Height Velocity (PHV), commonly known as the adolescent growth spurt. Players need increased focus on aerobic capacity training as they enter PHV during the Training to Train stage, and coaches should introduce them progressively to aerobic power as their growth rate decelerates.

## Strength

Girls and boys have one sensitive period or "window" of trainability for strength, but they begin at different times. For boys, the window begins 12 to 18 months after PHV. For girls, the window begins with whichever of the following comes first: menarche or the onset of peak weight velocity (PWV). Some girls will experience PWV prior to menarche, while others will experience menarche prior to PWV.

## Speed

Both boys and girls have two sensitive periods of trainability for speed. For girls, the first window is between ages 6-8 years and the second window is between 11-13 years. For boys, the first window is between ages 7-9 years and the second window is between 13-16 years. During the first speed window, training should focus on developing agility and quickness; during the second speed window, training should focus on developing the anaerobic alactic energy system. Note: These speed windows are determined by chronological age, not developmental age, and speed can be trained year-round at all stages. Integrate a variety of drills at the end of warm-ups such as skipping, agility ladders, and multi-directional sprinting. Speed training should be low volume, maximum intensity, and allow full recovery (heart rate 120 or below).

## Suppleness

The sensitive period of trainability for suppleness (flexibility) occurs between ages 6-10 years in both girls and boys. However, special

attention should also be paid to suppleness/flexibility during PHV. Throughout a player's lifetime, flexibility is essential in both the optimization of performance and the prevention of injury.

## Structure/Stature

Changes in stature reflect changes in growth and development in the human body. All players grow and develop, but the onset of growth and development will be unique for each player, so stature is used to help coaches and parents track developmental age by measuring stature (individual height) before, during, and after maturation.

Why is this important? If coaches can accurately track the developmental age of each player, they can ensure their training regimens address the sensitive periods for skills acquisition and physical development (endurance, strength, speed and flexibility) otherwise known as the windows of optimal trainability. This will greatly enhance muscular, aerobic and skill development while reducing the likelihood of player injury due to inappropriate training.



Phase 1: Very rapid early growth followed by rapid deceleration of growth until age 6.

Phase 2: Steady growth from age 6 until the onset of the growth spurt (GS).

Phase 3: Rapid growth until peak height velocity (PHV).

Phase 4: Rapid deceleration of growth.

Phase 5: Slow deceleration of growth.

Phase 6: Cessation of growth.

## Sustenance

Sustenance addresses the broad range of components that replenish the player's body before, during and after training and competition. While overtraining or over-competition can lead to burnout, improperly addressing sustenance can lead to the same result. Sustenance prepares players for the volume and intensity of these activities.

Sustenance addresses five elements:

- Nutrition
- Hydration
- Rest
- Sleep
- Regeneration





All five elements need to be applied differently to player training plans depending on the LTPD stage. For example, as players move to a 24/7 model of training and competition, the need increases for optimal recovery management. The activities and habits of

each player away from the field of play become increasingly important, and coaches and parents must be careful to watch for fatigue. Fatigue can come in many forms including metabolic, neurological, psychological, environmental, and travel.





# PHYSICAL CAPACITIES

STAGE	Active Start U4-U6	FUNDamentals female U6-U8 male U6-U9	Learning to Train female U8-U11 male U9-U12	
Objectives	Develop the ABC's of movement - High importance			
Agility, Balance, Coordination (ABC) & CNS Speed		Develop through games and warm-up activities.	Advanced development through games and warm-up activities.	
Stamina (Endurance)		Develop endurance through FUN activities.	Continue to develop endurance through soccer activities.	
Strength		<ul style="list-style-type: none"><li>• Low priority</li><li>• Develop strength through fun activities and games that work with body weight (as opposed to equipment and formal exercises).</li></ul>	<ul style="list-style-type: none"><li>• Low priority</li><li>• Develop strength through own-body weight exercises.</li></ul>	
Speed		<ul style="list-style-type: none"><li>• 1st window of speed trainability (males ages 7-9, females ages 6-8).</li><li>• Stimulate and encourage fast cadence of movement.</li><li>• Use variety of exercises that develop linear, lateral and multi-directional speed.</li></ul>	<ul style="list-style-type: none"><li>• Females 2nd window of speed trainability ages 11-13.</li><li>• Further develop linear, lateral and multi-directional speed. Children can progressively increase to the maximum intensity (speed) and power of exercises.</li><li>• Integrate speed and quickness in warm-ups.</li><li>• Increase emphasis on technique.</li></ul>	
Skill	As per the Soccer Matrix		<ul style="list-style-type: none"><li>• Window of optimal skill trainability: females ages 8-11, males ages 9-12. (Prior to onset of the growth spurt).</li></ul>	
Suppleness		<ul style="list-style-type: none"><li>• Introduce flexibility and mobility exercises that mimic movements required in sport, done primarily through movement (e.g. dynamic stretching).</li><li>• Increase and maintain range of motion around major joints with whole body movements (shoulders, trunk, hips, knees).</li></ul>	<ul style="list-style-type: none"><li>• Further develop flexibility through structured training.</li><li>• Begin to increase flexibility around more joints with whole body and specific movements (trunk/spine, shoulders, elbows, wrists, fingers, hips, knees and ankles).</li></ul>	
Sustenance		<ul style="list-style-type: none"><li>• Educate children and parents on good nutritional habits.</li></ul>		
Sleep		<ul style="list-style-type: none"><li>• Develop good sleep habits.</li><li>• Encourage 3+ hours of sleep prior to midnight.</li><li>• Overall minimum of 8+ hours of sleep each night.</li></ul>		
Other Physical Considerations				
Growth and development considerations	Identify individual needs for program development in relation to windows of trainability and individual maturation.			
Posture and functional movement	Posture, body alignment and movement: screen for injury risk and performance limitations.			
Body Structure		Monitor growth on yearly basis. Players will tend to grow at a consistent rate.	Critical to monitor growth every 3 months and make adjustments to player training based on rate or tempo of growth.	
Other sports	Encourage a wide variety of involvement in other sports and physical activities. Address acquisition of fundamental movement skills through activity.	Encourage involvement in a variety of other sports during and outside of soccer season (basketball, rugby, gymnastics, athletics, skating, skiing, etc.). Address acquisition of fundamental movement skills through activity.	Encourage involvement in three or more sports through the year. Continue to develop overall sport skills through a variety of activities.	Encourage involvement in two or more sports through the year. Continue to develop overall sport skills through activity.



Training to Train female U11-U15 male U12-U16		Training to Compete female U15-U19 male U16-U20		Training to Win female U18+ male U19+		Active For Life Any age	
Emphasize aerobic development at onset of the growth spurt (major fitness development phase).		Tailor fitness and recovery to individual.		Maintain or improve physical capacities.			
Advanced soccer-specific drills.		Maintain and address specific needs.		Maintain and address specific needs.			
Major fitness development phase. Emphasize aerobic development at onset of the growth spurt.		Fitness and recovery tailored to individual.		Maintain or improve fitness and recovery.			
<ul style="list-style-type: none"><li>• Monitor onset, peak, and deceleration of the growth spurt to determine window of trainability for strength (12-18 months after PHV for males, and either onset of PWV or menarche for females).</li><li>• Introduce resistance training exercises.</li><li>• Focus on functional strength.</li></ul>		<ul style="list-style-type: none"><li>• Periodized strength program based on annual plan.</li><li>• Individualized strength training programs taking into consideration positional requirements.</li><li>• Focus on functional strength.</li></ul>		<ul style="list-style-type: none"><li>• Highly individualized training programs based on position specialization.</li></ul>			
<ul style="list-style-type: none"><li>• Males 2nd window of speed trainability ages 13-16.</li><li>• Prioritize speed and decrease movement time by applying correct running and movement technique and with different training methods (e.g. external resistance, incline/overspeed training, etc).</li></ul>		<ul style="list-style-type: none"><li>• Integrate speed and quickness exercises into warm-up routines.</li><li>• Integrate speed training sessions into training program.</li><li>• Plyometric training can be introduced.</li></ul>		<ul style="list-style-type: none"><li>• Highly individualized training programs based on position specialization.</li></ul>			
As per the Soccer Matrix							
<ul style="list-style-type: none"><li>• Important to continue flexibility and mobility as players go through growth spurt.</li><li>• Structured flexibility and mobility exercises should be integrated into practice.</li></ul>		<ul style="list-style-type: none"><li>• Flexibility training integrated into all aspects of training and practice.</li><li>• Specific flexibility and range of motion should be encouraged based on monitoring and functional assessment by a qualified practitioner.</li><li>• Flexibility and mobility used to overcome imbalances in body structure due to injury or chronic conditions over time.</li><li>• Flexibility training may become highly individualized.</li></ul>				Maintain  Training based on capacities and skill levels of players. *	
<ul style="list-style-type: none"><li>• Monitor diet to ensure balanced nutrition for performance and recovery.</li><li>• Ensure adequate hydration with increased activity.</li></ul>		<ul style="list-style-type: none"><li>• Monitor dietary intake.</li><li>• Dietary supplementation may be beneficial for physiological adaptations under training conditions.</li><li>• Identify strategies to control diet during off-season to maintain optimal body weight.</li></ul>					
<ul style="list-style-type: none"><li>• Maintain sleep habits</li><li>• 2+ hours of sleep prior to midnight.</li><li>• Average 8 hours of sleep / night</li></ul>		<ul style="list-style-type: none"><li>• Monitor sleep habits.</li><li>• Target 10:30 pm sleep time.</li><li>• Encourage naps during the day.</li></ul>					
Be wary of the danger of overuse injuries and growth plate damage during different stages of growth and maturation. Any significant injuries should be referred to a medical practitioner.							
Comprehensive assessment and professional referral for remediation. Continue throughout all stages.							
Critical to monitor growth every 3 months and make adjustments to player training based on rate or tempo of growth. Growth plates may be more susceptible to injury during the growth spurt.		Continue to monitor growth. Players may continue to grow beyond 18 years. Growth plates will fuse at end of growth. Monitor late maturing players for growth.		Growth complete for majority of players.			
Encourage involvement in complementary sports that develop similar skills, fitness, and decision making.		Soccer is the primary sport. Encourage play in other sports for recreation during soccer's off-season.		Full time involvement in soccer. If time permits, players may choose to participate in other sports for recreation.			

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## Long-Term Psychological Development



CanadaSoccer.com / Jason Gernich

Like any sport, soccer presents a mental challenge to players as much as a physical one. To succeed in competition, players must have confidence in themselves, the motivation to train for long hours, the ability to maintain concentration during every minute of games, and the mental clarity to support good decision-making during play. These qualities are all extensions of the player's psychology, consequently LTPD recognizes that mental training must form an integral part of player development.

Sports psychologists identify four principal mental qualities for player success:

- confidence
- concentration
- motivation
- handling pressure

All of these qualities can be developed through training, but it requires soccer clubs and coaches to recognize their importance and then provide progressive mental training for their players as they make the passage from childhood through adolescence into adulthood. Mental training programs typically include instruction and practice in strategies such as imagery, self-talk, positive thinking, self-awareness, goal-setting, and thought-stopping.

As players come together to work as a team, the group dynamic becomes an additional factor in training and competition. The success of the team is largely affected by the degree of mental focus, emotional well-being, and social harmony of the entire group. Consequently, training and social activities must account for the development of players within the team context.



MENTAL SKILLS							
STAGE	Active Start U4-U6	FUNDamentals female U6-U8 male U6-U9	Learning to Train female U8-U11 male U9-U12	Training to Train female U11-U15 male U12-U16	Training to Compete female U15-U19 male U16-U20	Training to Win female U18+ male U19+	Active For Life Any age
General			Introduce relaxation exercises.	Develop relaxation exercises (deep breathing).	Refine relaxation and anxiety control (progressive muscle relaxation, hypnosis).	Perfect relaxation and anxiety control (progressive muscle relaxation, hypnosis).	<b>Maintain</b>  <i>Training based on capacities and skill levels of players. *</i>
		Promote basic self confidence.	Introduce self talk and verbal cues.	Develop self talk and verbal cues.	Refine self talk and verbal cues. Dealing with negative thoughts.	Performance routines & pre competition preparation.	
			Introduce concentration exercises.	Develop concentration exercises.	Anxiety control and relaxation (progressive muscle relaxation, hypnosis).	Anxiety control and relaxation (progressive muscle relaxation, hypnosis).	
		Achieve success and receive positive reinforcement.	Achieve success and receive positive reinforcement.	Continue positive reinforcement.	Personal responsibility and involvement in decision making.	Personal responsibility and involvement in decision making.	
Training & Competing		Basic positive attitude to sport.	Introduce mental preparation.	Develop mental preparation.	Refine mental preparation.	Perfect advanced mental preparation.	
					Introduce media training.	Develop and refine media training.	
				Introduce: managing distractions.	Develop: managing distractions.	Refine and perfect: managing distractions.	
			Introduce goal setting sheets.	Develop detailed use of goal setting sheets.	Refine use of goal setting sheets.	Perfect use of goal setting sheets.	
			Set process and outcome goals.	Set process and outcome goals.	Set process and outcome goals.	Set process and outcome goals.	
			Introduce imagery: ability to imagine self playing soccer.	Develop imagery: imagine self executing perfect technique and play.	Refine imagery: imagine combined tactical and technical moves.	Perfect imagery: consistently apply individual imagery to competition situations.	
			Basic ability to focus on coaches instructions.	Develop refocusing skills.	Refine individual refocusing skills.	Consistently apply individual refocusing strategy at major events.	
			Introduce basic activation and relaxation exercises.	Develop use of basic activation and relaxation exercises.	Implement advanced skills in activation & relaxation in competition.	Control activation and relaxation levels.	
			I.P.S. - Introduce understanding of mental training aspects (e.g. parking, refocusing)	I.P.S. - Develop understanding of mental training aspects (e.g. parking, refocusing)	I.P.S. - Refine use of exercises and strategies consistently in practice and competition.	I.P.S. - Perfect I.P.S. during training and competition.	

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EMOTIONAL SKILLS							
STAGE	Active Start U4-U6	FUNDamentals female U6-U8 male U6-U9	Learning to Train female U8-U11 male U9-U12	Training to Train female U11-U15 male U12-U16	Training to Compete female U15-U19 male U16-U20	Training to Win female U18+ male U19+	Active For Life Any age
General Characteristics		<ul style="list-style-type: none"> <li>Young participants cannot sit and listen for long periods of time.</li> <li>Players need assistance and guidance in decision making.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to challenge players with problem-solving situations. Introduce strategy and tactics (given that the skills have been learned).</li> <li>Teach more advanced techniques founded upon the basics they already possess.</li> <li>Continue to use positive reinforcement with players.</li> </ul>	<ul style="list-style-type: none"> <li>Players have the capacity to fully comprehend the philosophy and rules of the game, as well as more complicated collective play.</li> <li>Concise, well-defined terminology can be an effective teaching tool.</li> </ul>	<ul style="list-style-type: none"> <li>Administer tests to evaluate success of training programs.</li> </ul>		
Emotional		<ul style="list-style-type: none"> <li>Children need to be praised and complimented generously and regularly for their efforts.</li> <li>Feedback should focus on one point only, so choose the most important point. Emphasize the development of confidence, self-esteem, peer interaction, cooperation, having fun, putting winning and losing into perspective, and giving 100% effort.</li> </ul>	<ul style="list-style-type: none"> <li>Anxiety and fear inhibit learning and the desire to perform. Be understanding.</li> <li>Depending on players' maturity level, involve them in roles such as officiating, or leading certain activities (e.g. leading warm-up or cool-down).</li> </ul>	<ul style="list-style-type: none"> <li>Creating an assistant coaching role for some appropriately qualified participants may improve self-esteem and peer acceptance.</li> <li>Provide opportunities for participants to observe and meet role models.</li> </ul>	<ul style="list-style-type: none"> <li>Individuals may seek roles and responsibilities in the management, organization or promotion of activities and events.</li> <li>Where appropriate, encourage players to take on additional roles as coaches, officials, or referees as a way of keeping them engaged and committed. These situations also offer opportunities for social interaction.</li> </ul>		<b>Maintain</b>  <i>Training based on capacities and skill levels of players.*</i>
Psychosocial		<ul style="list-style-type: none"> <li>Encourage players to learn how to interact and achieve peer acceptance.</li> <li>Emphasize fun, low-key competition.</li> <li>Use simple success-oriented activities to positively reinforce players' self-concept.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunity for players to input team decisions, policies and rules.</li> <li>Help players to understand certain attributes (e.g. hustle, determination, understanding) and how these can help them overcome physical shortcomings.</li> <li>Stress importance of teamwork and the role of each player.</li> <li>Be careful not to over-emphasize producing results and winning.</li> <li>Be careful to continue to provide guidance to youth and not expect "adult" level behavior and performance.</li> <li>Provide and encourage decision making situations.</li> <li>Be positive, be patient, but demand fairly of the participant.</li> <li>Players can lead portions of practice and assume greater responsibility as team, group captains, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Motivate players to work independently on off-season training program.</li> <li>Use team captains to advantage.</li> </ul>	<ul style="list-style-type: none"> <li>The intensity of competition can be better dealt with (e.g. National, International, spectator involvement).</li> <li>Players should pursue independent off-season training.</li> <li>Affiliation and cohesion are fostered by a sense of belonging to a unique group, the commitment shared in order to belong, and the role of each player on team.</li> </ul>		

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# Other Considerations in Training

## Ancillary Capacities

Ancillary capacities refer to each player's knowledge and mastery of the activities and habits that support formal game play and training, including warm-up and cool-down procedures, stretching, nutrition, hydration, rest, recovery, regeneration, mental preparation, and taper and peak. Coaches must address this aspect of training as players progress through LTPD.

The more knowledgeable players are about these factors, the more they can enhance their training and performance levels. When players reach their genetic potential and physiologically cannot improve further, their performances can be improved by using the ancillary capacities to full advantage.

LIFESTYLE							
STAGE	Active Start U4-U6	FUNDamentals female U6-U8 male U6-U9	Learning to Train female U8-U11 male U9-U12	Training to Train female U11-U15 male U12-U16	Training to Compete female U15-U19 male U16-U20	Training to Win female U18+ male U19+	Active For Life Any age
Sports and Activity Lifestyle							
		Involved in multi-sports.	Involved in multi-sports.	Focusing on fewer sports. Complementary sports for cross training.	Specializing in one sport.	Specialized in one sport.	<b>Maintain</b>  <i>Training based on capacities and skill levels of players. *</i>
				Introduce awareness of PHV and windows of trainability.	Preparation for different environments (heat, cold, altitude).		
			Introduce hydration and nutrition.	Develop hydration and nutrition, and introduce concepts of recovery and regeneration. Introduce tapering and peaking.	Refine knowledge of hydration and nutrition. Develop and refine practices in recovery and regeneration. Develop awareness of tapering and peaking.	Perfect knowledge of hydration and nutrition. Perfect knowledge of recovery and regeneration techniques, tapering and peaking.	
				Introduce players to training diaries.	Educate players on injury prevention and recovery.	Well developed self monitoring.	
			Introduce cultural and lifestyle habits.	Develop cultural and lifestyle habits.	Refine cultural and lifestyle habits.	Perfect cultural and lifestyle habits.	
			Educate parents about lifestyle considerations for players.	Develop parental education and involve them in player lifestyle management.	Develop personal discipline and personal responsibility.	Address economic and independence issues.	
Personal Life Skills							
		Introduce ideas around teamwork and interaction skills.	Develop teamwork and interaction skills.	Develop interpersonal skills and teamwork concept.	Continued personal development.	Full integration of sport, career, and life goals.	
		Introduce concepts around fair play.	Introduce importance of discipline and structure (e.g. training).	Develop self discipline in training and personal behaviour.	Integration of sport, career and life goals.	Introduction to re-setting goals for transition of high-performance player to life after sport.	
		Emphasize positive attitude.	Develop understanding of the relationship between effort and outcome.	Introduce individual management and career planning.	Develop individual management and career planning.	Refine individual management and career planning.	

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## Other Sports & Activities

As soccer is a late specialization sport, players should be encouraged to participate in complementary sports and activities at appropriate times to enhance their all-round development. To varying degrees during the preliminary stages of LTPD, players will actually benefit in their soccer development by being involved in other sports and activities. Some examples of sports and activities that support and complement soccer player development at different LTPD stages:

- Swimming and gymnastics (Active Start)
- Swimming, basketball, hockey, lacrosse, tennis (FUNdamentals)
- Swimming, basketball, hockey, lacrosse, tennis, cross country (Learning to Train)
- Basketball, hockey, lacrosse, tennis, cross country (Training to Train)
- At the Training to Compete and Training to Win stages, it is expected that players will have specialized in soccer and soccer will be their year-round sporting activity. Other activities such as swimming and weight training may be utilized as part of a training regime.

## Schooling

When designing training programs, coaches must consider school demands on players. This is not limited to the demands placed by school sports or physical education classes. It also includes integrating school academic duties, exam schedules, and other stresses. When possible, training camps and competition tours should compliment, not conflict, with the timing of major school academic events. Coaches should carefully monitor overstress from schooling, exams, peer groups, family, boyfriend or girlfriend relationships as well as increased training volume and intensities.

Interference from other school sports should be minimized. Coaches who are responsible for different training and competition programs should communicate and cooperate in the best interests of the player. As well, parents and coaches should work together to establish a good balance between all school activities.

## Socio-Cultural

As players travel for games and tournaments, and as they join teams with players of diverse ethnicity and socio-economic backgrounds, their socio-cultural concepts of the world will change. These experiences may occur at the community soccer level, or they may occur at the regional or international levels as players progress through the LTPD stages and participate in competitions over a larger geographical area. These experiences will lead to broader socio-cultural perspectives, including ethnicity awareness and national diversity. Coaches need to be sensitive to this dimension of the soccer experience.

Socio-cultural experiences can be multifaceted. Players may experience ethnic, racial, and cultural diversity to an extent previously unknown to them. They may also become aware of a broad spectrum of social and political issues, including poverty, political strife, and social protest. With their previously limited perspective on their world, many players may be inclined to form judgments based on clichés and prejudice. Coaches and training staff have a responsibility to mitigate prejudices by encouraging players to view their new experiences with an open and understanding mind.

Coaches can do this by incorporating socio-cultural development within the travel schedule, where recovery periods may include education about competition locations including social demographics, history, geography, architecture, cuisine, literature, music, and visual arts.

Within the team, coaches must also address sport sub-culture. Ethics training should be integrated into training and competition plans at all stages of LTPD, and coaches and parents must guard against group dynamics which create a culture of abuse or bullying.

With proper annual planning, soccer can offer much more than simply a commute between hotel room and field of play. Overall socio-cultural activity is not negative distraction or interference with training and competition activities – it can be a positive contribution to the development of the person and the athlete.







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## Glossary

**Adaptation** refers to a response to a stimulus or a series of stimuli that induces functional and/or morphological changes in the organism. Naturally, the level or degree of adaptation is dependent upon the genetic endowment of an individual. However, the general trends or patterns of adaptation are identified by physiological research, and guidelines are clearly delineated of the various adaptation processes, such as adaptation to muscular endurance or maximum strength.

**Adolescence** is a difficult period to define in terms of the time of its onset termination. During this period, most bodily systems become adult both structurally and functionally. Structurally, adolescence begins with an acceleration in the rate of growth in stature, which marks the onset of the adolescent growth spurt. The rate of statural growth reaches a peak, begins a slower or decelerative phase, and finally terminates with the attainment of adult stature. Functionally, adolescence is usually viewed in terms of sexual maturation, which begins with changes in the neuroendocrine system prior to overt physical changes and terminates with the attainment of mature reproductive function.

**Ancillary Capacities** refer to the knowledge and experience base of a player and includes warm-up and cool-down procedures, stretching, nutrition, hydration, rest, recovery, restoration, regeneration, mental preparation, and taper and peak. When athletes reach their genetic potential and

physiologically cannot improve anymore, performance can be enhanced by using the ancillary capacities to full advantage.

**Ball Recovery** refers to how a team plays when they are attempting to regain possession of the ball.

**Childhood** ordinarily spans the end of infancy – the first birthday – to the start of adolescence and is characterized by relatively steady progress in growth and maturation and rapid progress in neuromuscular or motor development. It is often divided into early childhood, which includes preschool children aged 1 to 5 years, and late childhood, which includes elementary school-age children, aged 6 through to the onset of adolescence.

**Chronological age** refers to “the number of years and days elapsed since birth.” Growth, development, and maturation operate in a time framework; that is, the child’s chronological age. Children of the same chronological age can differ by several years in their level of biological maturation. The integrated nature of growth and maturation is achieved by the interaction of genes, hormones, nutrients, and the physical and psychosocial environments in which the individual lives. This complex interaction regulates the child’s growth, neuromuscular maturation, sexual maturation, and general physical metamorphosis during the first 2 decades of life.



**Defense (Pressing)** is a defensive style where all players on the defending team move quickly to their opponents in an effort to force an error and win possession. Pressing can take place in various parts of the field.

**Defense (Dropping Off)** is a defensive style where all players on the defending team retreat to a predetermined zone of the field to absorb the attacking pressure. Players on the defending team wait for the opponent to attempt penetrating movements, whereupon the defenders try to dispossess the attackers of the ball.

**Development** refers to the interrelationship between growth and maturation in relation to the passage of time. The concept of child development also includes the social, emotional, intellectual, and motor aspects.

**Growth** refers to observable, step-by-step, measurable changes in body size such as height, weight, and percentage of body fat.

**In-possession** refers to the team having possession of the ball.

**Man-marking (defending)** is the practice of assigning one defender to move with and defend against one opponent, regardless of field location.

**Maturation** refers to qualitative system changes, both structural and functional, in the child's progress toward maturity. One example would be the change of cartilage to bone in the skeleton.

**Periodization** is time management applied to training. Periodization organizes different training activities and training loads through the seasonal calendar to create a logical plan to optimize skill development, increase physical and ancillary capacities, improve competition performance, reduce injury, improve recovery time, and allow for taper and peak.

**Peak height velocity (PHV)** is the maximum rate of growth in stature during the growth spurt. The age of maximum increase in growth is called the age at PHV.

**Peak weight velocity (PWV)** is the maximum rate of growth in weight during the growth spurt.

**Physical literacy** refers to the mastering of fundamental motor skills and fundamental sport skills.

**Principles of play** are the basic playing concepts that form the building blocks of individual and team tactical play. These principles are divided into two areas: attacking play and defending play. Attacking principles include concepts such as penetration, width, mobility, support, surprise, and depth. Defending principles include concepts such as delay, pressure, cover, support, concentration, balance, constraint, and compactness.

**Puberty** refers to the point at which an individual is sexually mature and able to reproduce.

**Readiness** refers to the child's level of growth, maturity, and development that enables him/her to perform tasks and meet demands through training and competition. Readiness and critical periods of trainability during growth and development of young athletes are also referred to as the correct time for the programming of certain stimuli to achieve optimum adaptation with regard to motor skills, muscular and/or aerobic power.

**Sensitive period of accelerated adaptation to training** refers to a point in the development of a specific capacity (e.g. stamina, strength, speed, skill, suppleness) when experience or training has a marked effect on its development.

**Style – Direct** describes a team's determination to force the ball quickly up the field, directly towards the opponent's goal. In this style, passes are frequently sent long and in the air, and the intention is to place the opponent's defense under immediate pressure and force them to defend in their own half of the field.

**Style – Possession** describes teams which concentrate on maintaining possession through frequent passing to teammates who find space to receive the ball under relatively low pressure. The main objective is to retain the ball with the intention moving towards the opponent's goal through a steady and gradual build-up.

**Systems of play** describe the formations or alignments that teams adopt when they take to the field. Common formations include 4-4-2, 3-5-2, 3-4-3, 4-3-3, and 4-5-1. The different formations are used according to whether or not the tactical objective is to emphasize attack, defense, or a balance of both.

**Trainability** refers to the genetic endowment of athletes as they respond individually to specific stimuli and adapt to it accordingly. Malina and Bouchard (1991) defined trainability as "the responsiveness of developing individuals at different stages of growth and maturation to the training stimulus."

**Transition** refers to how a team adjusts between attacking play (in-possession) and defending play (ball recovery).

**Zonal defending** is the practice of assigning a defender to defend within a specific field area or "zone".









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## Appendix A: Weekly Activity Tracking Sheet

In the left column, write the name of the activity (e.g. soccer practice, skating, running, soccer game, weightlifting, etc.).  
In the daily columns, record approximately how many minutes you were doing that activity on that day.

Week of Monday \_\_\_\_/\_\_\_\_/\_\_\_\_ (dd/mm/yy) to Sunday \_\_\_\_/\_\_\_\_/\_\_\_\_ (dd/mm/yy)

ACTIVITY	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Week of Monday \_\_\_\_/\_\_\_\_/\_\_\_\_ (dd/mm/yy) to Sunday \_\_\_\_/\_\_\_\_/\_\_\_\_ (dd/mm/yy)

ACTIVITY	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Week of Monday \_\_\_\_/\_\_\_\_/\_\_\_\_ (dd/mm/yy) to Sunday \_\_\_\_/\_\_\_\_/\_\_\_\_ (dd/mm/yy)

ACTIVITY	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday





## Appendix B: Player Training Diary

In the left column, write the name of the training activity (e.g. endurance run, shuttles, weightlifting, ball passing, game scrimmage, etc.). In the columns to the right, record the information indicated.

Activity	Time duration	Time of day	Weather?	Food before? Describe.	Liquid before? Describe.	Thoughts? (This is bad, this is good, this hurts, etc)	Feelings? (happy/sad, confident/shy, etc)

Activity	Time duration	Time of day	Weather?	Food before? Describe.	Liquid before? Describe.	Thoughts? (This is bad, this is good, this hurts, etc)	Feelings? (happy/sad, confident/shy, etc)

Activity	Time duration	Time of day	Weather?	Food before? Describe.	Liquid before? Describe.	Thoughts? (This is bad, this is good, this hurts, etc)	Feelings? (happy/sad, confident/shy, etc)



## Appendix C: Player Sleep Diary

In the columns below each day, record approximately how many hours and minutes you slept the night previous, and estimate the quality of your sleep on a scale of 1-10 (1 = poor, 5 = average, 10 = excellent).

Week of Monday \_\_\_\_/\_\_\_\_/\_\_\_\_ (dd/mm/yy) to Sunday \_\_\_\_/\_\_\_\_/\_\_\_\_ (dd/mm/yy)

SLEEP	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Hours & minutes							
Quality 1-10							

Week of Monday \_\_\_\_/\_\_\_\_/\_\_\_\_ (dd/mm/yy) to Sunday \_\_\_\_/\_\_\_\_/\_\_\_\_ (dd/mm/yy)

SLEEP	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Hours & minutes							
Quality 1-10							

Week of Monday \_\_\_\_/\_\_\_\_/\_\_\_\_ (dd/mm/yy) to Sunday \_\_\_\_/\_\_\_\_/\_\_\_\_ (dd/mm/yy)

SLEEP	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Hours & minutes							
Quality 1-10							

Week of Monday \_\_\_\_/\_\_\_\_/\_\_\_\_ (dd/mm/yy) to Sunday \_\_\_\_/\_\_\_\_/\_\_\_\_ (dd/mm/yy)

SLEEP	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Hours & minutes							
Quality 1-10							





## Appendix D: Player Dietary Diary

1. Each day, list the food and drink you have consumed for breakfast, lunch, dinner, and any snacks. Beside each food item, estimate the quantity you consumed (e.g. 1 cup, 1/2 cup, 1 small glass, 1 large glass). Also note the time of each meal or snack.
2. In the Comments section, record your observations about how certain foods or types of food may have affected your energy, strength, digestion, clarity of thought, or other capacities that day.

Week of Monday \_\_\_\_/\_\_\_\_/\_\_\_\_ (dd/mm/yy) to Sunday \_\_\_\_/\_\_\_\_/\_\_\_\_ (dd/mm/yy)

DIET	Breakfast	Lunch	Dinner	Snack 1	Snack 2	Snack 3	Comments
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							



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