

# LEARNING TO TRAIN

## BEST PRACTICES GUIDE



Volume 1



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March 5, 2012

Dave Nutt, Director of Football (Soccer) Operations  
Saskatchewan Soccer Association  
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150 Nelson Road  
Saskatoon, SK S7S 1P5

Dear Dave,

As the largest participation sport in Canada, soccer impacts approximately 500,000 children aged 12 years and younger or approximately 60% of the registered membership of the Canadian Soccer Association (CSA).

Building a healthy nation and achieving international success start immediately at the entry level of the sport. The Canadian Soccer Association recognizes that this is a critical period of development, and as such, is committed to improving the quality of programs through the Wellness to World Cup (W2WC) Long-Term Player Development (LTPD) model and the quality of the service provided to every child entering the game. This would not be possible without the assistance and support of provincial technical leaders, coaches, clubs, and districts.

One of CSA's W2WC principles is to set national standards for skill development, coordinated support services, and appropriate training and competition according to the age and stage of growth and development, with qualified coaching and officiating. The CSA is delighted to see the implementation of our plan to this degree in Saskatchewan. The determination and initiative of the technical leaders of the Saskatchewan Soccer Association are a driving force for the implementation of LTPD across the country.

Collaboration, cooperation, accessibility, inclusion, fairness, respect, playing and meeting others – these are all benefits that we promote in our physical literacy stages, while, of course, encouraging enjoyment on the field.

We are sure that these resources will serve as excellent tools for those who want to become champions of LTPD. We thank you for your contribution to the development of soccer in Saskatchewan.

Sylvie Béliveau  
LTPD Manager  
Canadian Soccer Association

## **Introduction**

As the leader in developing the sport of soccer through quality programs and services, the Saskatchewan Soccer Association (SSA) is committed to the implementation of the Canadian Soccer Association's Long Term Player Development (LTPD) Model: Wellness to World Cup.

It is the role of the SSA to educate our membership on the philosophy and principles of the LTPD and establish best practices for the development of stage-appropriate programming for implementation at the local level. This guide, along with the related volumes, is designed to assist our local members with creating and delivering enjoyable, LTPD-appropriate programming across all levels of their involvement in the game. The SSA staff and volunteers will continue to provide support, guidance and assistance to our local membership as we move forward with the implementation of new programming under these new guiding principles and philosophies. We look forward to working with our many dedicated members for the betterment of the game, so that all players can participate in an appropriate program for their level of experience, expertise, development and commitment.

## **Long Term Player Development Model <sup>1</sup>**

The LTPD is a philosophy of soccer player development, training, competition and recovery based on biological or developmental age (i.e. physical maturity) rather than chronological age. It is player centred, coach driven and administration, sport science and sponsor supported. This philosophy means that, as providers of soccer programming, we respect the developmental needs of our players first and foremost. We also ensure that our young players have fun while they learn, so they will want to continue playing and we provide challenging opportunities for high performance players so that they can develop their abilities and pursue excellence. All of these needs are addressed by the LTPD philosophy and principles. Originally developed as a general sport model by a group of world renowned experts, these principles have been interpreted for soccer by the nationally-recognized Canadian Soccer Association Expert Workgroup. The goals of the LTPD are to:

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

A soccer player's development is divided into seven stages. The first three stages of the LTPD encourage physical literacy for all players, regardless of their abilities or disabilities. At stages four, five and six, the focus is on developing excellence, while stage seven encourages lifelong physical activity, with players choosing to enter this stage at any point in their playing career.

Page 4, taken from the Canadian Soccer Association's Wellness to World Cup: Volume 2 provides an overview of Canadian Soccer Association's LTPD Model. In addition, there are a number of more detailed documents available from the Canadian Soccer Association describing the LTPD at the following link: <http://www.canadasoccer.com/wellness-to-world-cup-s14682>. Finally, the general LTAD Work Group has an extensive library of resource information pertaining to the general principles of athlete development available on the Sport for Life website at [www.ltad.ca](http://www.ltad.ca).

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<sup>1</sup> Adapted from the Canadian Soccer Association Wellness to World Cup: Volume 1. The complete document is available at [www.canadasoccer.com](http://www.canadasoccer.com).

# 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





### **Stage 3: Learning to Train (U8-U11 Female and U9-U12 Male)<sup>2</sup>**

As players move through the Learning to Train Stage they are introduced to disciplined training and begin to develop their understanding of the principles of play in conjunction with their ongoing skill development. The Learning to Train stage is also defined as “The Golden Age of Learning”, as it is the optimal time for skill development with repetitions being important to develop technical proficiency, but creating a fun and challenging environment still paramount to stimulating learning and promoting a love for the game.

Page 6, taken from the Canadian Soccer Association’s Wellness to World Cup: Brochure provides more details on the Learning to Train stage of the LTPD Model. The full document is available from the Canadian Soccer Association at the following link: <http://www.canadasoccer.com/wellness-to-world-cup-s14682>.

<sup>2</sup> Adapted from the Canadian Soccer Association Wellness to World Cup: Volume 1. The complete document is available at [www.canadasoccer.com](http://www.canadasoccer.com).

# 3

## STAGE 3: Learning to Train

U8-U11 Female / U9-U12 Male

### “THE GOLDEN AGE OF LEARNING”

The effect of the role-model is very important at this stage. Children begin to identify with famous players and successful teams, and they want to learn imaginative skills. Skill demonstration is very important, and the players learn best by “doing.” Players move from self-centered to self-critical, and they have a high stimulation level during basic skills training.

This is also an important time to teach basic principles of play and to establish a training ethic and discipline. Repetitions are important to develop technical excellence, but creating a fun and challenging environment is still essential for stimulating learning.

**Where:** Clubs, district/regional development centers, schools.  
**Why:** Player development and talent identification.  
**Who:** Coaches, technical leaders, physical education teachers.  
**Coaching:** Training in Physical Literacy (CSA Program).

- **Physical** – This is an optimal window for trainability of speed, flexibility and skills.
- **Technical** – Building a greater repertoire of soccer related movements; technical skills are developed in training and within the context of basic soccer games.
- **Tactical** – Developing environment awareness and encouraging decision making: simple combinations, marking and running into space.
- **Mental** – Golden age of learning; intrinsic motivation is developed by the Fun and Enjoyment that foster desire to play; imagination, creativity, increased demands, discipline.



**Game Structure:** Ranges from 6v6 to 8v8.

				FIELD SIZES		GOAL SIZES no larger than
Game Format	Squad Size	Game duration	Ball Size	Min/Max width	Min/Max length	
6 v 6	Ideal 8/Max 10	2 x 25 min.	3/4	30 to 36m	40 to 55m	6f/1.83m X 14f/4.27m
7 v 7	Ideal 9/Max 12	2 x 25 min.	4	30 to 36m	40 to 55m	6f/1.83m X 16f/4.88m
8 v 8	Ideal 11/Max 14	2 x 30 min.	4	42 to 55m	60 to 75m	6f/1.83m X 18f/5.49m

**Recommended training times:** 45 to 70 minutes.

**Season Length:** 16 to 20 weeks, indoor and/or outdoor.

#### Recommendations:

- Small leagues provide game fixtures, but no league standings are recorded.
- Players and game formats are organized to support the basic playing experiences.
- All players play equal time and try all team positions, including goal keeping.
- The game structure progresses between ages from simple to more complex.
- The training to competition ratio should be 2 to 3 training sessions for every game.

#### Other Sports & Activities

Other sports continue to play a role, both for variety and cross-training, but the balance now begins to shift firmly in favour of soccer.

Canadian Soccer Association Long Term Player Development - Wellness to World Cup Presented by BMO



## **SSA Learning to Train Program Recommendations**

Wellness to World Cup provides an excellent resource for program development while purposefully leaving broader ranges in the recommendations to allow the philosophies and principles of the model to be interpreted for implementation across the varying realities of local soccer environments in Canada. While it is important to recognize that no two communities are exactly alike in terms of the conditions under which they offer programming, it is equally important to begin to narrow the recommendations provided in the LTPD model for implementation in Saskatchewan. In some instances, ranges will remain as provided in the LTPD model, as they are tied to facilities and often beyond the control of programmers; however, an attempt is being made to create consistency between communities and facilitate inter-community competition.

In program development, technical expertise and leadership is paramount to success. Many communities will have a technical lead (e.g. Club Head Coach, Technical Director, Board Member, etc.), who should have a strong knowledge and understanding of the game of soccer and the principles of player development. This individual should be heavily involved in program development and also provide direction for the organization in terms of player and coaching development. While qualified technical professionals are always encouraged to work within the ranges provided in the LTPD model to create the best possible developmental structure for their local community, this guide is designed to provide more specific recommendations, which are encouraged for adoption in all communities across Saskatchewan to create a consistency in the programming offered to our young athletes.

In the event that a community does not have a qualified technical lead, the Technical Department of the Saskatchewan Soccer Association can serve as a valuable resource to our membership. Specific contact information is available on our website at [www.sasksoccer.com](http://www.sasksoccer.com).

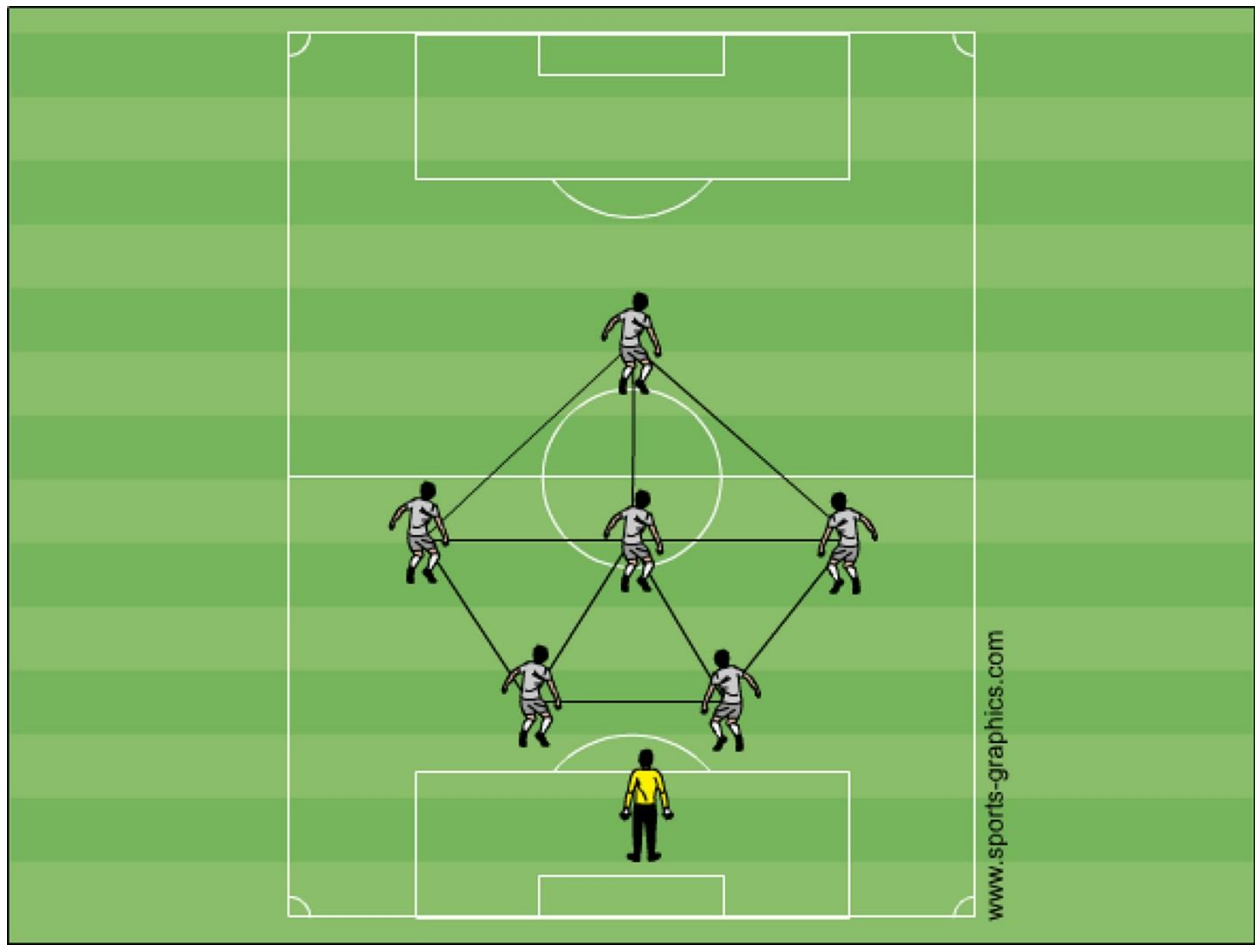
### **Under 10**

Game Format = 7 versus 7 (including goalkeepers)

In addition to the number of players on the field, the way by which these players are deployed is another important aspect of the game format in small-sided games. One of the roles of small-sided games is to teach principles of play that can be easily transferred to larger game formats and eventually full-sided soccer. It is paramount to player development that the focus at this stage is on the acquisition of technical abilities and fundamental playing principles as oppose to creating rigid playing systems or focusing on tactics.

The fundamental playing principles such as the creation of width and depth and angles of support should influence the deployment of players in any game format. It is generally accepted that triangles form the basis of proper angles of support, regardless of the number of players on the field. This should be kept in mind as players move through the recommended 3 versus 3, 4 versus 4 and 5 versus 5 game formats at the earlier stages of development. If teams have been deployed to facilitate the creation of triangles amongst players throughout the developmental pathway, the principles of width, depth and angles of support should begin to become familiar to players in the Learning to Train stage. Building off of these principles, it is recommended that teams are deployed over three lines in 7 versus 7 play; defenders, midfielders and forwards. As another important principle of play is player mobility, the deployment of players amongst those three lines becomes merely a starting point, with players transitioning between lines based on the game situation.

The diagram below provides an example of a starting point for the deployment of players, which allows for the natural create of width, depth and triangles amongst the players.



Squad Size = Ideal 9 / Maximum 12 (Players should play equal time and try all team positions)

Game Duration = 2 x 25 minutes

Ball Size = 4

Field Size = 30-36m x 40-55m

Goal Sizes = 6ft x 16ft

Training to Competition ratio = Minimum 2 training sessions to every game

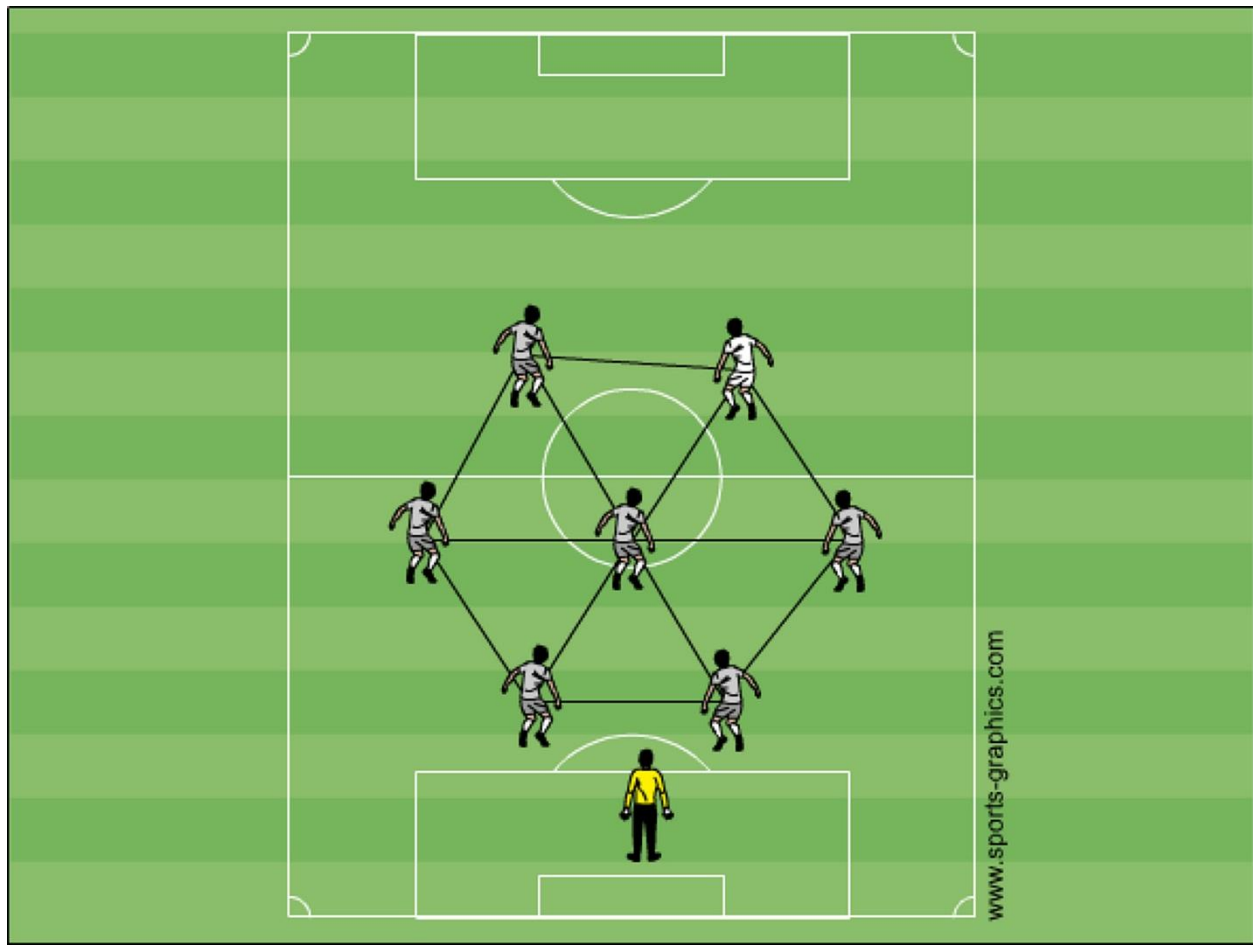
Length of Training session = 45-70 minutes

Season Structure = 16-20 weeks

## Under 12

Game Format = 8 versus 8 (including goalkeepers)

As described in the recommendations for Under 10, the deployment of players in an 8 versus 8 game at Under 12 should also be based on the creation of triangles, width, depth and angles of support. Building on the principles presented at Under 10, teams should also be deployed amongst three lines at Under 12; defenders, midfielders and forwards. At this age, the roles and tasks of each of these units can be introduced from the perspective of principles of play, but tactical training should not be the focus. Once again, the diagram below provides an example of a starting point for the deployment of players, which allows for the natural create of width, depth and triangles amongst the players.



Squad Size = Ideal 11 / Maximum 14 (Players should play equal time and try all team positions)

Game Duration = 2 x 30 minutes

Ball Size = 4

Field Size = 42-55m x 60-72m

Goal Sizes = 6ft x 18ft

Training to Competition ratio = Minimum 2 training sessions to every game

Length of Training session = 45-70 minutes

Season Structure = 16-20 weeks

## **Team Structure**

In the Learning to Train stage, players will typically be organized in to groups or teams of similar abilities. It is essential that this process involve a technical lead in order to ensure these decisions remain player-centred and in the interest of development in order to provide a positive and beneficial learning environment. Player placement should take in to account the individual's physical, technical, tactical and mental maturity as outlined in the LTPD and never be based on the best interests of a team or coach. Players participating at a level below their abilities for the sake of results will quickly see their development stall, while those pushed beyond their abilities may grow frustrated by the lack of success and leave the sport completely.

Finally, all programming should include ongoing evaluation and assessment of players and should provide opportunities for players to enter or be re-allocated to another level of play in the event that they have been misplaced or are not developing at the rate initially anticipated.

## **Competition Structure**

LTPD clearly states that, while league play is appropriate in the Learning to Train stage, league standings should not be kept. This principle is one of the more controversial aspects of the LTPD, as it is a major departure from our traditional soccer structure. The controversy arises from the popular claim that standings, as well as playoffs, league championships and trophies, are essential to motivating young players to "compete". The elimination of standings in leagues in the Learning to Train stage is not intended to reduce the intensity of competition among players in a game situation. LTPD recognizes that playing with competitive commitment and intensity is necessary to advance player development in terms of individual technique, decision-making, mental concentration, and other skills and capacities; however, experience shows us that children in this stage will compete even in the absences of league standings. All young players understand that soccer is a game of scoring goals and will be aware of the result of an individual game; however research shows that the absence of a trophy or league title does nothing to diminish each player's desire to compete each time they step onto the soccer field in a game situation.

While the elimination of league standings will not reduce the desire of participants to compete, it does diminish the incentive for coaches at these levels to focus on results and the avoidance of mistakes as well as pressure from parents with the goal of winning league championships. As development is the focus of the Learning to Train stage this shift in focus is essential to the long term success of the participants.

When coaches in the Learning to Train stage chase trophies and titles and when parents criticize and pressure their children, poor player development is the most frequent result. Coaches tend to play their strongest players more often, leaving their "weak" players on the bench, specialize players in positions prematurely, use game tactics aimed solely at winning and promote a general philosophy of mistake avoidance mistakes rather than promoting creative expression and mistake-based learning. While this approach may yield short term results, it will more often than not fail in the long term, as players will not

development the abilities necessary to succeed in subsequent stages, nor develop the passion for soccer necessary to become a lifelong participant.

These problems are more easily addressed and adherence to the principles of LTPD simplified in the absence of league standings. Coaches of teams in the Learning to Train stage are more easily able to justify equal playing time for all players, experiment with positions and the deployment of players and promote a general willingness among players to try their skills in a game setting without being preoccupied with failing their teammates and the overall effort to win a championship. When standings are eliminated in the Learning to Train stage, games are still won and lost and competition still takes place amongst the players; however, it is now far easier for coaches to pursue a player-centred, development-based approach rather than focusing on the short term success of winning individual matches and league championships.

Some coaches will always want to win at all costs, regardless of whether or not league standings are kept. This is an unfortunate reality of youth sport; however, the LTPD approach to competition in the Learning to Train stage provides the best overall incentive for coaches and players to focus on player development instead of a results-based approach. As the philosophies of the LTPD become more well-known and accepted, coaches with conflicting philosophies will be forced to adopt a development first approach and the prevalence of non-developmentally appropriate playing environments will decrease.

In creating a developmentally-appropriate program, focus should be on the recommendations provided by the LTPD. Ideally, programs would meet all of these recommendations; however, certain aspects of the program structures cannot be ignored. While some communities may not reach the recommendations for season length, regardless of the length of the playing season, training-to-competition ratios should be met at all times within this stage. This will provide young athletes with the opportunity to acquire and practice new skills and perfect the fundamental technical abilities required for long term success. While competition is important, learning is the primary focus at this level and, as such, no league standings should be recorded as outlined in detail above. In keeping with this principle, year-end playoffs should be eliminated in this stage and be replaced by an SSA Learning to Train Jamboree. The Jamboree is a fun, player-centred event that is very much in line with the principles and philosophies of the Learning to Train stage. Directions for conducting an SSA Learning to Train Jamboree are included in subsequent sections of this guide.

## **Coaching Standards**

The Canadian Soccer Association has recently revised their grassroots coaching program to fall in line with the LTPD and new coaching philosophies and methodology. Along with appropriate program structure, it is essential that coaches have received the appropriate training for the stage in which they are coaching. The SSA's recommendations for appropriate coaching standards is as follows:

<b>LTPD Stage</b>	<b>Age Groups</b>	<b>Old Coaching Course Recommendation</b>		<b>New Coaching Course Recommendation</b>
Active Start	Under 4 – Under 6	Community Coach Child	OR	Active Start + NCCP Making Ethical Decisions
FUNdamentals	Under 6 – Under 8	Community Coach Child or Youth	OR	FUNdamentals + NCCP Making Ethical Decisions
Learning to Train	Under 8 – Under 12	Community Coach Youth	OR	Learning to Train + NCCP Making Ethical Decisions
Sport for Life	Under 14+	Community Coach Senior	OR	Sport for Life + NCCP Making Ethical Decisions

In addition to having received proper training, it is essential that all coaches and team staff working with young players have obtained Canadian Police Information Centre (CPIC) clearance, including a vulnerable sector check. Finally, all coaches and team staff must also be registered with the SSA in order to ensure they are covered under the SSA Insurance Program. Failure to register all coaches and team staff can compromise the insurance of not only those individuals, but also the registered players with whom they are working.

### **Training Focuses**<sup>3</sup>

As the focus of this stage remains on technical development and training-to-match ratios may be increasing from programs currently being offered, it is important that coaches become familiar with the appropriate training focuses within the Learning to Train stage. As indicated above, it is essential that coaches take age-appropriate coaching certification, but should also work with an experienced mentor coach in order to ensure all training sessions are structured appropriately and provide the fun and challenging learning environment essential at this stage.

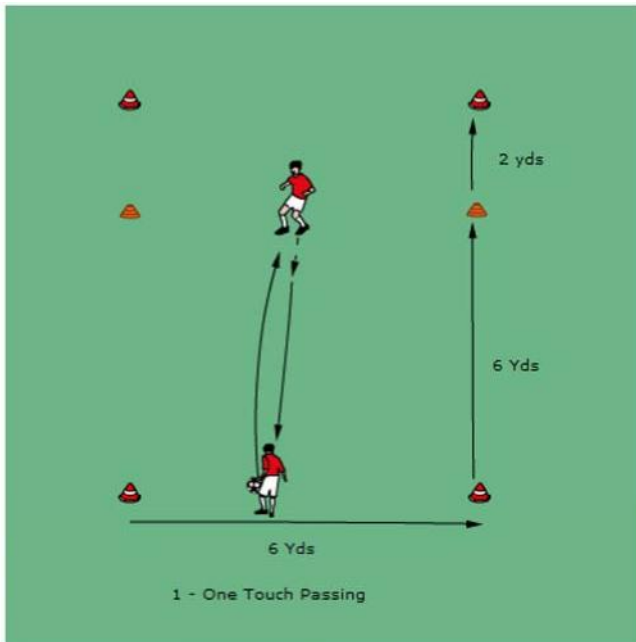
The following provides a series of Training Focuses and sample drills which are appropriate for the Learning to Train stage. This is by no means an exhaustive list and not designed as session plans or season plans, but rather provides some guidance as to the types of principles that should be taught in this stage and examples of drills that are recommended for teaching these principles. Coaches should consult with their local technical lead or the SSA Technical Department for more specific instruction.

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<sup>3</sup> Adapted from the Saskatchewan Soccer Association District Development Centre Training Manual: Fundamental Technique Training for 9-10 Year Olds. ©Percy Hoff, 2008

## Section One: Passing and Receiving, Quick Feet

### 1. One Touch Passing in Pairs



#### Organization:

A series of adjacent grids measuring 6 yards x 8 yards are set up with 2 smaller or different coloured cones at 6 yards on the 8 yard line.

**Players work in pairs in each grid for 1 minute at high intensity. Another pair works while the first pair rests. Manipulate the work-to-rest ratio as necessary**

Pass the ball to each other using the inside of the foot (push pass) using one touch. Insist on accuracy and correct weighting of the pass, so that it is easy for the partner to play on one touch

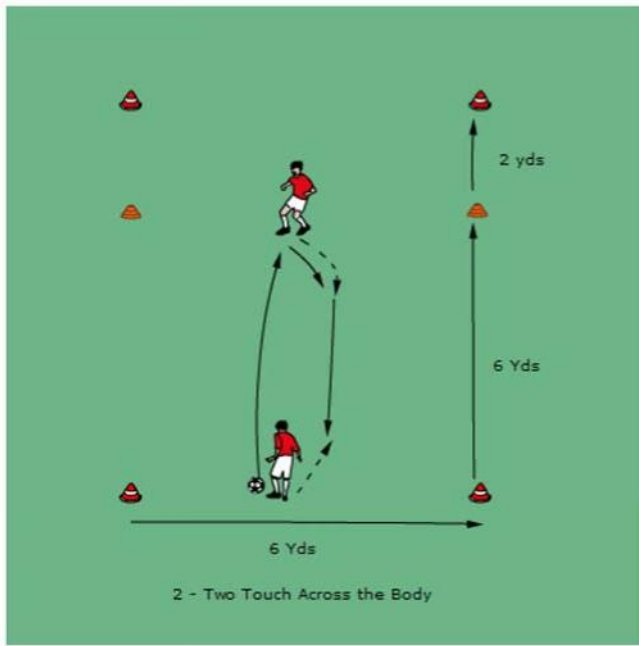
#### Coaching Points:

1. Always be ready – bouncing on your toes
2. Bend your knees and relax
3. Get your non-kicking foot beside the ball and facing the target
4. “Load” the kicking leg by recoiling it with foot open
5. Get your hips out of the way
6. Lock your ankle on the striking foot
7. Strike the ball through the middle, using the middle part of the inside of your foot
8. Keep your toe up and heel down
9. Follow through
10. Keep the striking foot in the air momentarily after striking the ball

#### Common Faults:

- Standing flat footed, resulting in playing off-balance
- Not getting feet adjusted to correct position
- Ankle not locked
- Toe points down, gets underneath the ball, taking it off the ground
- Kicking foot is planted as the ball is kicked or immediately after
- Knees are not bent, stiff-legged mechanism is evident

## 2. Two Touch Across the Body



### Organization:

Using the same setup as drill number one, players now control the ball across the body, before returning it to their partner.

The emphasis is now on the receiving technique and the variety of surfaces to be used. Encourage the following:

- Receive with inside of one foot; play with inside of same foot
- Receive with inside of one foot; play with inside of other foot
- Receive with outside of one foot; play with inside of same foot

### Coaching Points:

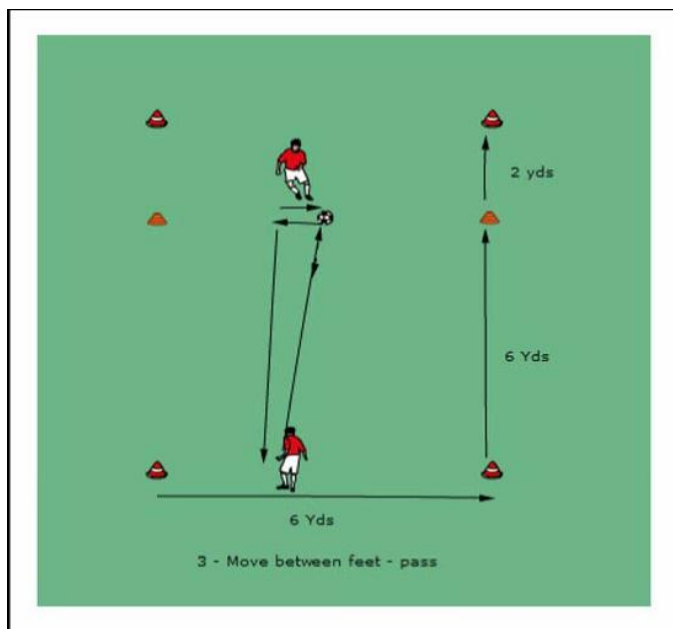
1. All coaching points from exercise one
2. Get your body behind the ball
3. Move with short quick steps to adjust feet
4. Bend your knee on receiving leg
5. Inside of the knee points down when receiving with inside of the foot
6. Outside of the knee points down when receiving with the outside of the foot
7. Keep receiving foot slightly off the ground as the ball contacts
8. Contact the ball in the centre
9. Keep toe up and heel down of receiving foot
10. Prepare ball out of your feet and 45 degrees in front of you
11. Take the pace out of the pass by slightly retracting the receiving surface
12. Start to put a bit more pace on the pass
13. Lower your centre of gravity as you pass

### Common Faults:

- All points from 1 above
- Player prepares the ball square or behind himself
- Receiving surface is too rigid causing ball to bounce off
- Receiving foot goes underneath the ball causing it to come off the ground
- Feet are not adjusted quickly enough, steps are too big, player is off-balance
- Player does not get in line with the ball before receiving it



### 3. Foundation Move – Pass



#### Organization:

Using the same setup as drill number one, players now receive the ball and quickly move it from side to side, between the insides of their feet, four or five times before passing it back to their partner.

This is sometimes called the foundation move. The purpose is to develop familiarity with the ball, which will lead to advanced ball manipulation down the road.

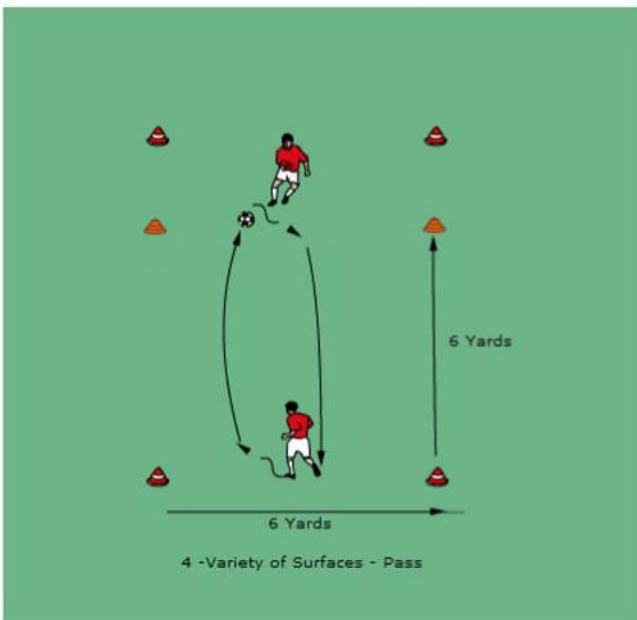
#### Coaching Points:

1. All coaching points from exercise one and two above
2. Encourage players to move their feet as fast as possible
3. When executing the foundation move:
  - a. Bend your knees
  - b. Use the middle of the inside of your foot to move the ball from side to side
  - c. Contact the ball in the middle
  - d. Make sure you are up on your toes
  - e. Roll the ball between feet, allowing your hips to be flexible

#### Common Faults:

- All points from 1 and above
- When executing the Foundation move:
  - a. Legs are stiff and straight
  - b. Body is too tense
  - c. Wrong part of the foot contacts the ball
  - d. Wrong part of the ball is contacted.

## 4. Using a Variety of Surfaces



### Organization:

Using the same setup as above, players now receive the ball with different surfaces; take a few touches with different surfaces, and even alternate feet before returning the ball to their partner.

Encourage the use of:

- Sole of the foot
- Inside of the foot
- Toe pokes
- Outside of the foot
- Outside of the instep
- Inside of the instep
- Full instep
- Heel

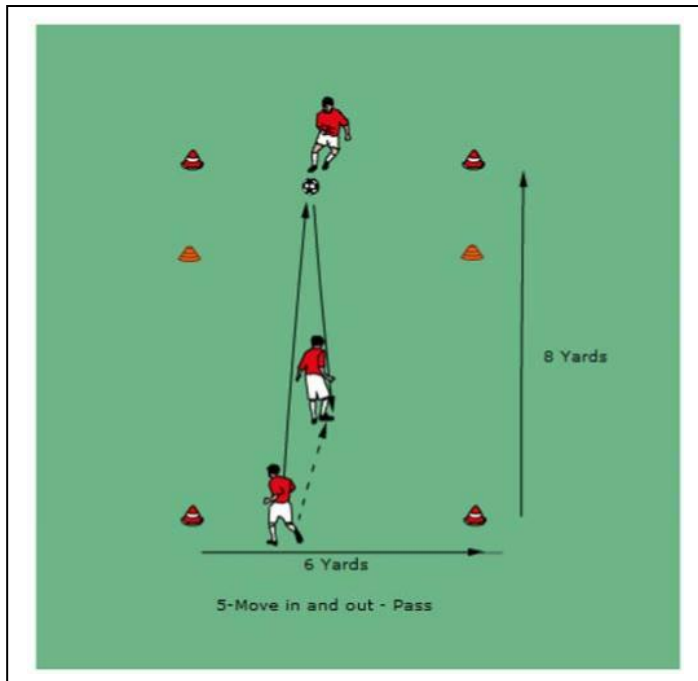
### Coaching Points:

1. As in other exercises above
2. Be creative
3. How many different ways can you receive the ball
4. How quickly can you use different surfaces
5. Keep your feet moving
6. Keep the ball moving – don't allow it to stop
7. Make sure that passes are accurate
8. Try to disguise the pass
9. Pay attention to your first touch
  - a. Direction of the first touch
  - b. Distance of first touch
  - c. Has it prepared you for your next action

### Common Faults:

- Players use one foot only
- First touch does not prepare them for next action
- First touch is too far or outside the grid
- Direction of the pass is poor
- Passes are telegraphed
- Movements are too slow
- Steps are too big

## 5. Weighting of the Pass



### Organization:

Using the extended grid, one player moves in towards the other player until he is about one yard away; and then away from the other player while continuing to pass all the time

When the first player has completed one in-out movement, the other player does the same.

Use two-touch passing to begin with, and then advance to once touch passing.

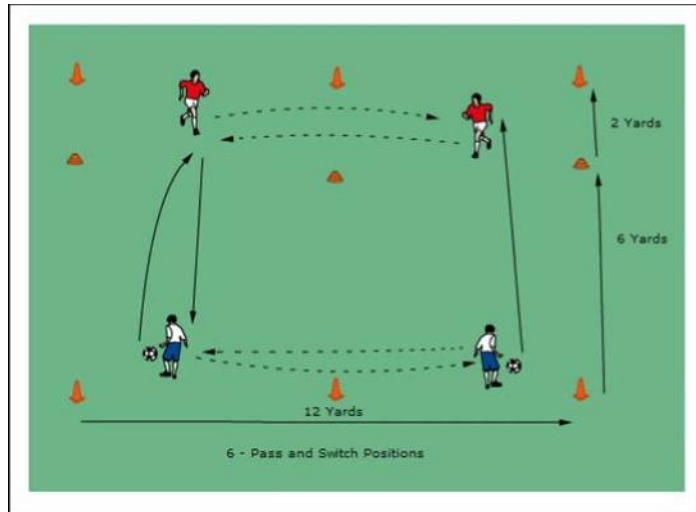
### Coaching Points:

1. All points from previous exercises
2. Take the pace off the pass as you receive it
3. Control the pace of the pass – softer when close, harder when further away
4. Quick short steps when moving in and out
5. Play the ball in front of your partner, so that he/she can step into it
6. Make eye to eye contact with your target
7. Keep your eye on the ball after doing so
8. Learn to communicate with each other

### Common Faults:

- Players forget to move in and out
- Players hesitate to move after playing the ball forward
- The pass is too heavy (hard) for the partner to control
- The pass is too light (soft) and does not reach the target
- Player is off balance when passing or receiving
- All common faults in previous exercises
- Ball is not kept on the ground
- Basics break down as the complexity increases (remind them of basics)

## 6. Passing and Moving



### Organization:

4 players now work in two adjacent grids.

The ball is passed at the same time by both blue players, who then change places. The red players receive the ball, play back to the blue players, and change places also.

Use both one touch and two touch passes

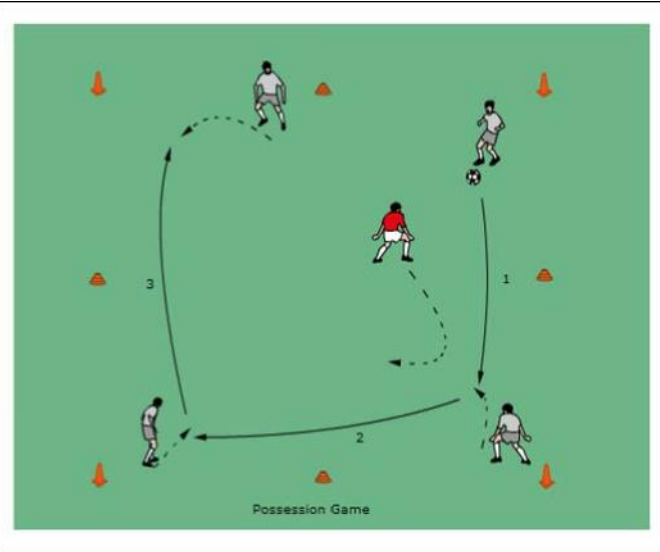
### Coaching Points:

1. All technical points from previous exercises
2. Shuffle to change places rather than run
3. Timing the pass: wait till your partner is in place to receive
4. Get yourself in line with the ball
5. Keep your eye on the ball, even when changing places
6. Concentrate on the accuracy of the pass
7. Use different foot surfaces
8. Use a variety of passing surfaces

### Common Problems:

- Watch for all listed in previous exercises
- Ball is played before partner is ready
- Ball is over/under hit
- Partners run into each other (heads are down)
- Players don't look to see where partner is before playing
- Pass in not accurate
- Players turn and run and lose sight of the ball

## 7. Possession Game



### Organization:

4 players are in a grid against 1 defender.

The defender needs three points to get out. Defender gets 1 point if ball goes out of bounds or defender gets a touch; 2 points if the defender wins the ball and dribbles to a line.

Attackers complete a certain number of passes to score a point

### Coaching Points:

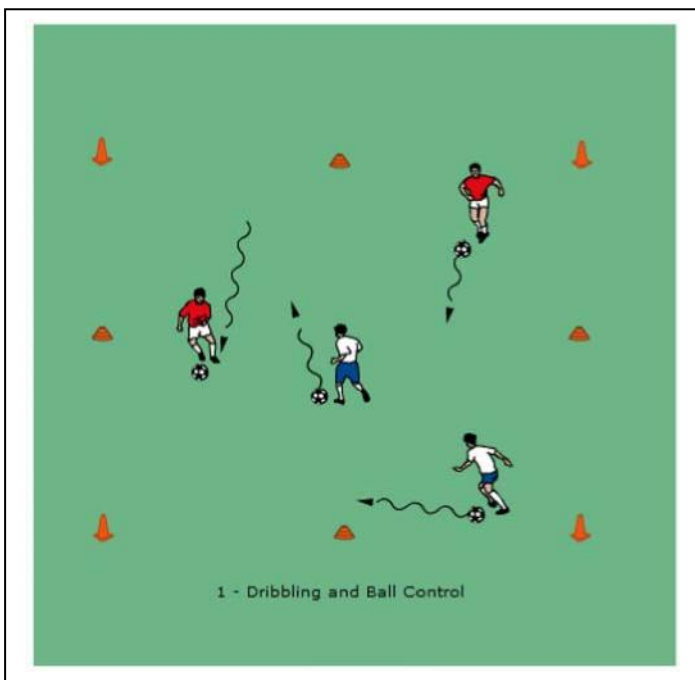
1. Keep the ball moving quickly
2. Take your first touch away from pressure
3. Set the ball up for your next action, using a good first touch
4. Pass to your teammate's correct foot
5. Keep your body open to the field
6. Use various control and passing surfaces
7. Disguise your passes
8. Use quick fakes and feints
9. Play as far away from the defender as possible – keep him running
10. Keep your feet moving and keep your balance, and support at all times
11. Make the field as big as you can
12. Use proper passing technique
13. Know when to play one-touch or when to hold the ball
14. Put the right amount of weight on the pass

### Common Problems:

- The ball is stopped, allowing defender to close in tight
- Ball is over hit or under hit
- Players do not move to support and stand still after passing
- Passes are inaccurate or to the wrong foot
- Body position and stance is not open
- Players crowd around the ball, making the field small

## Section Two: Turning, Shielding, Avoiding Pressure

### 1. Ball Control



#### Organization:

4 players now work in adjacent grids.

Players move around keeping the ball close and practice close control and sharp changes in direction

Three turn methods of changing direction must be mastered by the end of this phase:

1. Cutting with inside of foot
2. Cutting with outside of foot
3. Using the sole of the foot

Mastering the skill means being able to change direction quickly and smoothly under pressure.

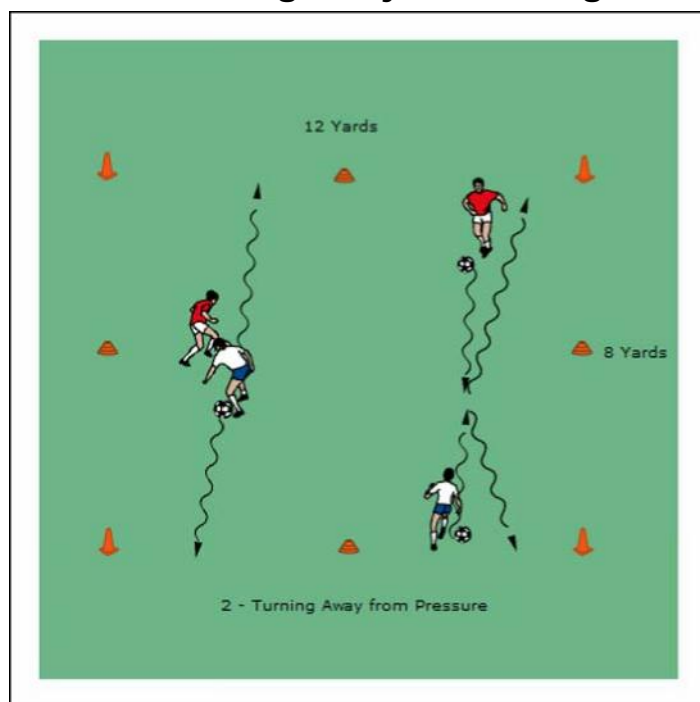
#### Coaching Points:

1. Keep the ball close
2. Nudge and guide the ball rather than kicking it
3. Try to touch the ball on every step
4. Pay attention to the part of the foot being used
5. Turn toe downward and inward
6. Use a hopping type of motion
7. Keep your head up and find open space
8. Change pace
9. Use both feet - Alternate feet
10. Make space beside the ball before turning
11. Be on the balls of your feet
12. Keep your knees bent and body over the ball

#### Common Problems:

- Ball too far away – more running than touches
- Knees are not bent – legs are stiff and straight – body is too tense
- Wrong part of the foot is used to contact the ball
- Head is down resulting in collisions
- Players go through the motions at one slow pace

## 2. Turning away - Shielding



### Organization:

4 Players work in each grid.

Keeping the ball close, players dribble towards each other, then using their bodies to shield the ball, then turning back from the other player and returning to the starting position.

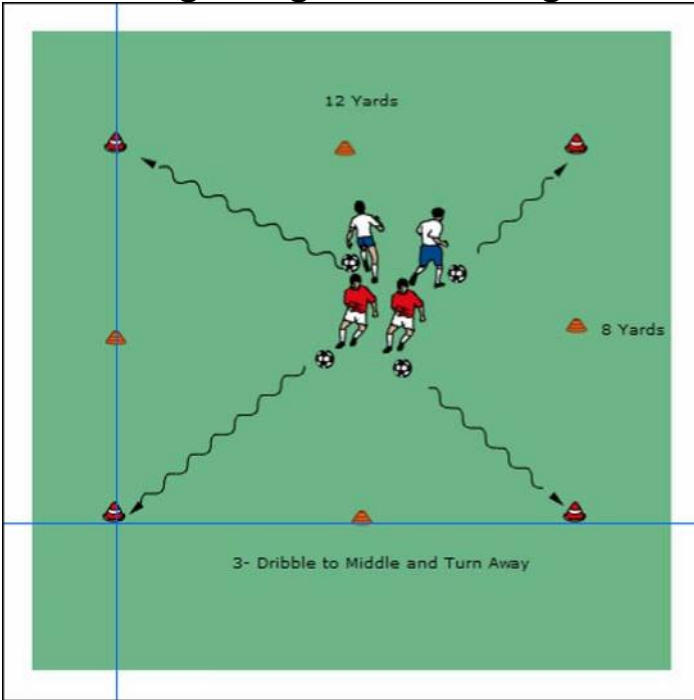
### Coaching Points:

1. Keep the ball close
2. Contact with proper part of the foot
3. Take a lot of quick touches
4. Go slowly at first, speed up when you are comfortable
5. Get as close as possible before turning away
6. Get your body between the ball and the other player
7. Accelerate once you have turned
8. Use all three methods to turn away
9. Be sharp, turn quickly and accelerate away
10. Wait for your partner so that you get to the middle at the same time

### Common Problems:

- The ball is too far ahead of the player – balls or players collide
- Players are stiff and not relaxed
- Knees are not bent and legs are straight and stiff
- Body is not inserted between the opponent and the ball
- Players do not wait for their partners (timing)

### 3. Recognizing and Avoiding Pressure



#### Organization:

Players now start in the corners of the grid and dribble toward the middle, before turning away from the pressure.

The coach may also stand in the middle and provide nominal pressure as a defender, but does not take the ball away.

A fake or trick such as a scissors movement may be introduced on the way to the middle, but emphasis is on turning away

#### Coaching Points:

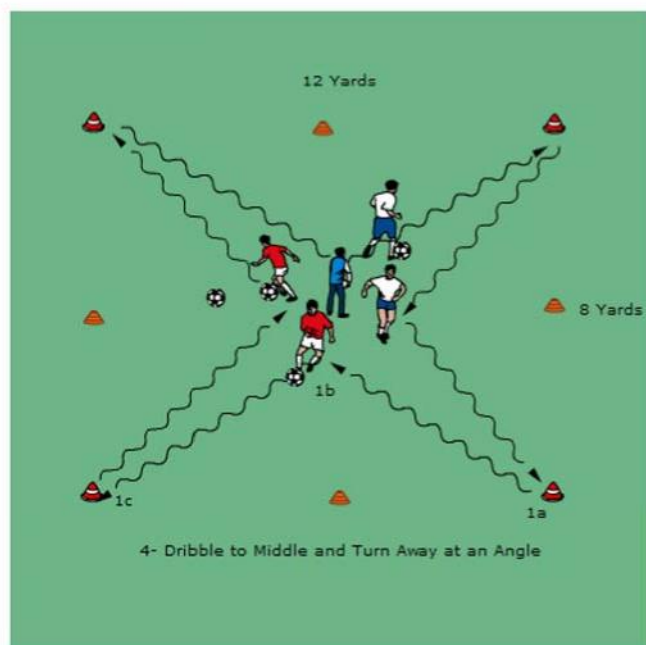
1. Keep the ball close
2. Contact with proper part of the foot
3. Take a lot of quick touches
4. Go slowly at first, speed up when you are comfortable
5. Get as close as possible before turning away
6. Get your body between the ball and the other player
7. Accelerate once you have turned
8. Use all three methods to turn away
9. Be sharp, turn quickly and accelerate away
10. Wait for your partner so that you get to the middle at the same time
11. Turn around the cone using the inside or outside of your foot

#### Common Problems:

- The ball is too far ahead of the player – balls or players collide
- Players are stiff and not relaxed
- Knees are not bent and legs are straight and stiff
- Body is not inserted between the opponent and the ball
- Players to not wait for their partners (timing)



#### 4. Turning away at an angle



##### Organization:

Players now dribble to the middle and then turn off at an angle, so that each player goes to the next cone on the left.

Repeat the process with players rotating to the right.

This movement is more game related

The coach stands in the middle and offers nominal pressure

Allow a short rest before calling on players to go again at full speed

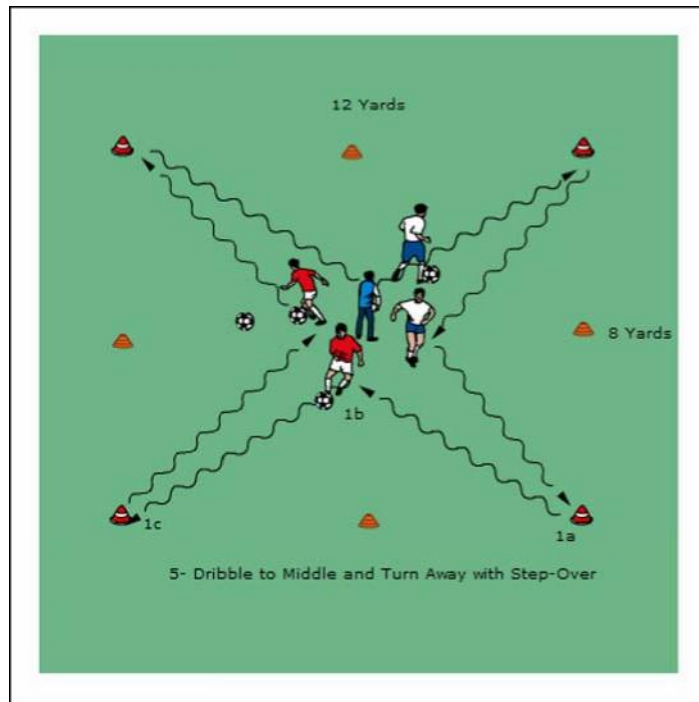
##### Coaching Points:

1. Increase the pressure by demanding top speed from cone to cone
2. Even at speed, ball must be kept close
3. Do not allow ball to run for more than a yard without touching it
4. Keep touches soft and clean
5. Use a different turn on each attempt
6. Alternate feet and use different surfaces
7. Keep the ball closer as you approach the pressure
8. Judge when to make your turn (timing)

##### Common Problems:

- Ball is allowed to run too much without being touched
- Players lose control once speed is increased
- Heads go down once speed is increased
- Players get too close before deciding to turn

## 5. Turning using a step over to shield



### Organization:

Players work as in the previous exercise, but now use a step-over in order to get the body between the ball and opponent before turning away at an angle.

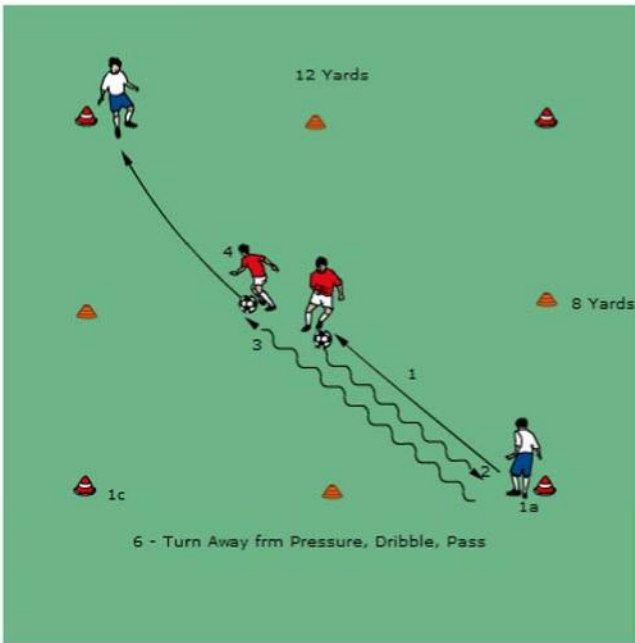
### Coaching Points:

1. Dribble with one foot, then use the non-dribbling foot to step over the ball
2. Quickly push the ball away using the inside of the dribbling foot
3. Get body between the ball and the defender before accelerating away
4. Go in slowly, get out fast (change of pace)
5. “Sell” the fake – defender must think you are going to move the opposite way

### Common Problems:

- At first players are awkward and uncoordinated – give them time
- Step over foot is lifted too high over the ball (takes too long)
- Players are unable to pivot away after the step over (flat-footed)
- Wrong foot is used (scissors rather than step-over)

## 6. Turn, dribble, pass



### Organization:

4 Players are diagonally opposite each other.

The central players begin by receiving a pass from the outside players, then dribbling toward the passer, turning away, dribbling to the middle and passing to the opposite outside player.

The process is then repeated

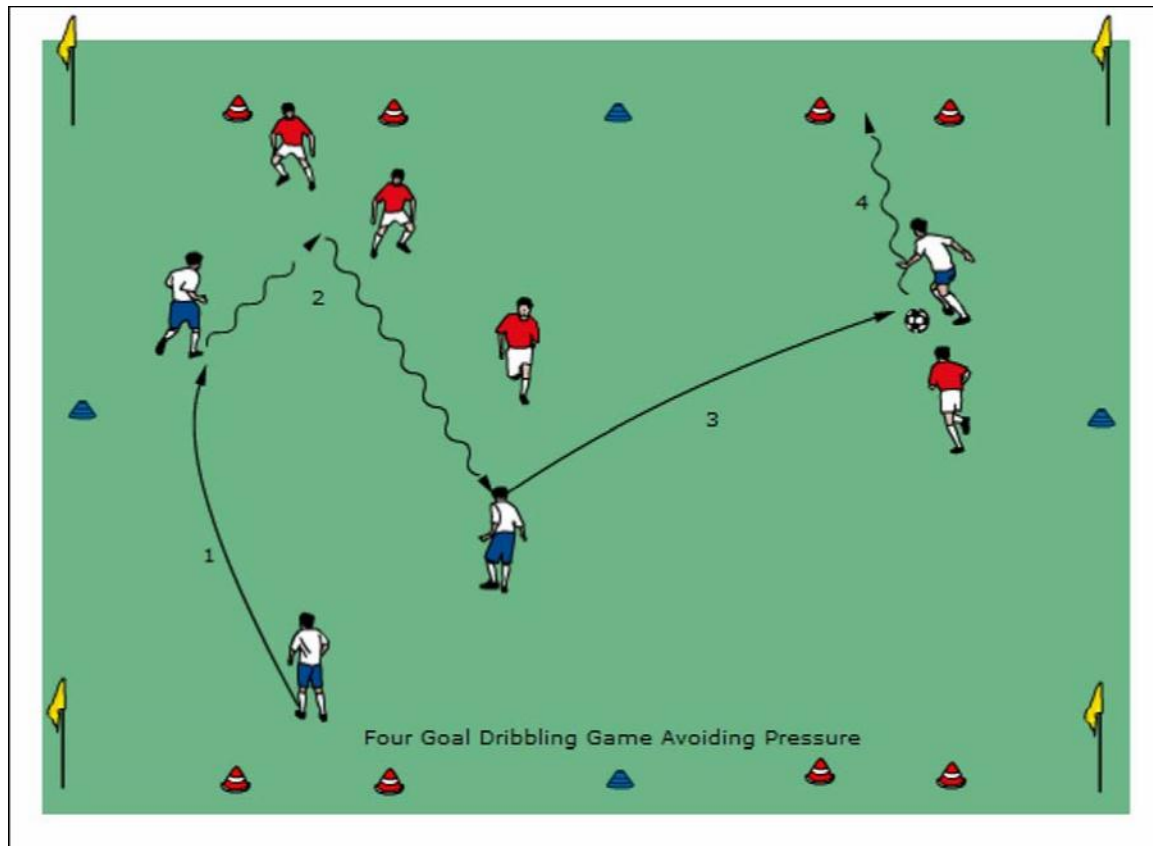
### Coaching Points:

1. Do not stop the ball on receipt
2. Get the ball out of your feet using the inside of your foot
3. Immediately change controlling surface to dribble
4. Use a variety of turns to get away from pressure
5. Turn quickly and accelerate away
6. Keep your head up to avoid the other working player
7. In one motion and in dribbling stride, make a pass to the opposite player

### Common Problems:

- Ball is stopped on first touch
- First touch is too short and does not lead to a good dribble
- Players have trouble switching the contact surface
- Players have trouble executing the pass after the dribble

## 7. Four Goal Game



### Organization:

3v3 or 4v4 on a short wide field (30x40) adjusted to number and ability of players

Players have two goals to score on. They must dribble through the cones to score

Balls always start with the central defender from between the goals

### Coaching Points:

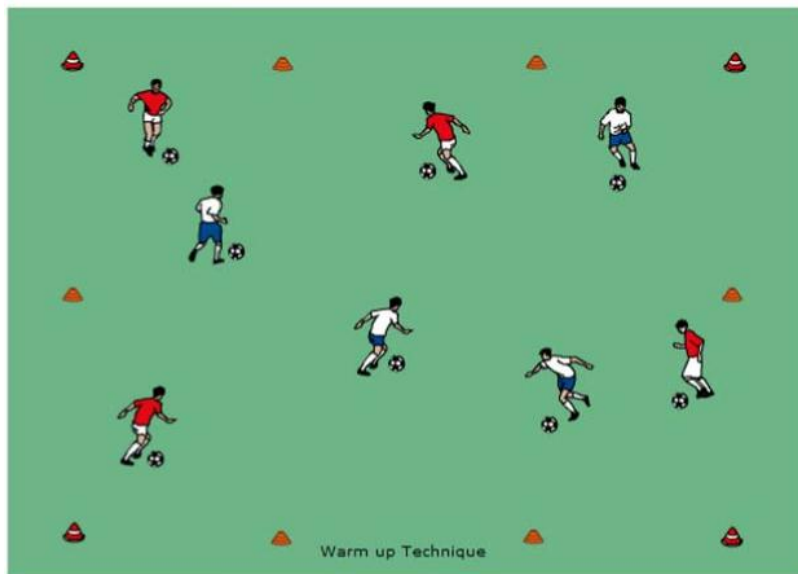
1. Dribble towards a goal to attract defenders then turn away from pressure and try to find space at the other goal
2. Be patient, take your time to find the right opening
3. Use various surfaces of the foot to turn
4. Use the body to shield the ball from opponents
5. Pay attention to the direction of your first touch

### Common Faults:

- Players get caught in possession, do not avoid pressure
- Ball is forced forward when there is no space
- Players do not recognize option of using the other goal

## Section Three: Dribbling to beat an Opponent

### 1. Warm- Up Technique Development



#### Organization:

8-12 players dribbling in a grid, adjusted to number and ability of the players.

The more crowded the area, the closer the ball control that will be required.

This exercise is typically used as a warm-up and technique development activity before the dribbling session

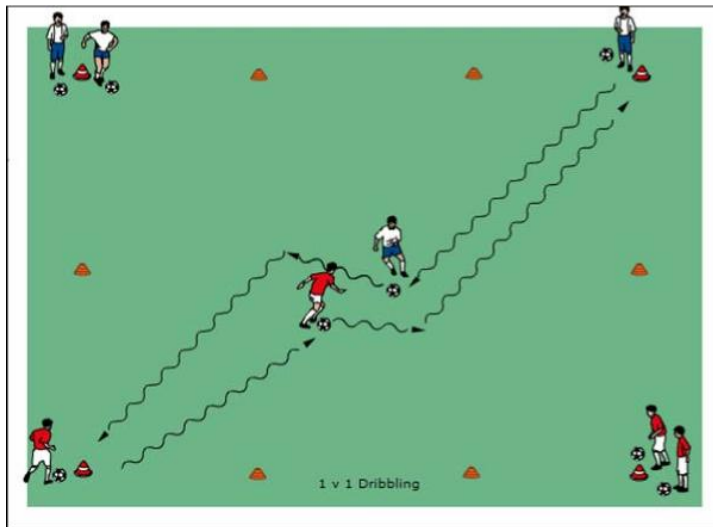
#### Coaching Points:

1. Keep the ball close
2. Try to touch it on every one or two steps
3. Use various parts of the foot to contact
4. Try to find open space
5. Keep your head up to avoid collisions
6. Use different ways, tricks, feints and fakes to change direction
7. Coach may call for specific actions i.e. right foot, left foot, right foot, etc.
8. Coach calls for changes in pace
9. Use inside of the foot, outside of the foot, sole of the foot to change direction
10. Keep your body relaxed
11. Keep your knees bent
12. Keep your body over the ball
13. Keep your body between the ball and other players

#### Common Faults:

- Ball is not kept close and body is not over the ball
- Players' heads are down causing collisions
- Players are not relaxed, legs are stiff and straight
- Players go through the motions – no intensity or change of pace
- Players run with the ball using the inside of the foot
- There are not enough touches on the ball, ball is allowed run without being touched

## 2. 1v1 Dribbling (Technique to Competition)



### Organization:

Players start in diagonally opposite corners. At first each has a ball, and the focus is on avoiding the oncoming player while using a fake, feint or quick change in direction. The coach may tell each player which way to move at first.

Later the exercise is progressed to a 1v1 competition after the player receives a pass.

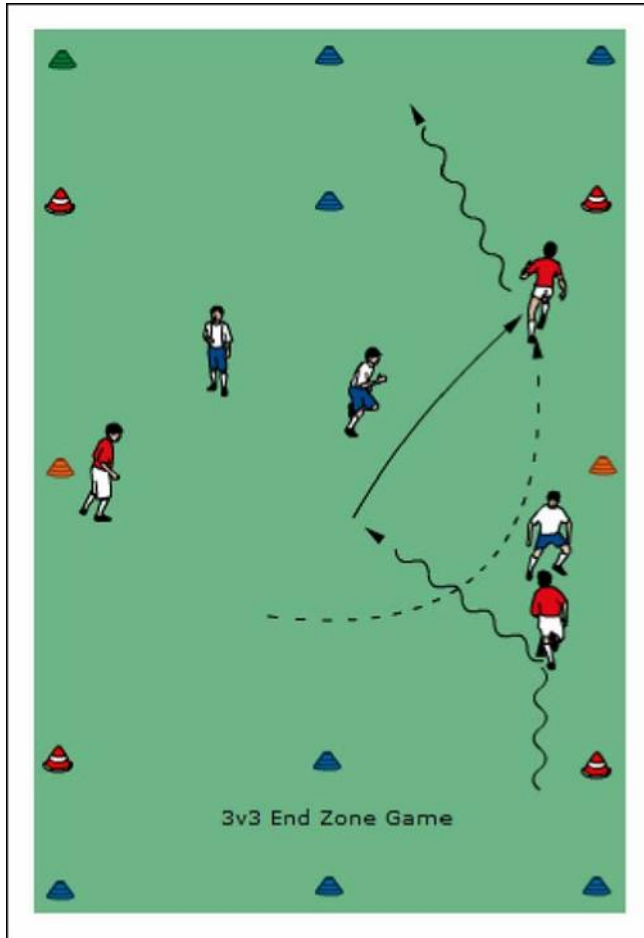
### Coaching Points:

1. Keep the ball close and under the body
2. Use a lot of touches and stay relaxed
3. Keep your head up and gauge the speed and distance of the other player
4. Coach calls direction that each player takes, to start with
5. Coach calls type of fake or feint to use, to start with
6. Don't get too close before deciding to change direction
7. Approach slowly, then change pace once past the opponent
8. Make sure to 'sell' your fake to the opponent
9. Try to get the ball in behind your opponent with a bigger touch
10. When receiving a pass, get the ball out of your feet with a good first touch
11. Pay attention to the direction of your first touch
12. Pay attention to the distance of your first touch
13. Attack the open space at speed
14. Change your pace and stride length as you approach the opponent
15. Change the contact surface of your foot after the first touch

### Common Faults:

- Players are too tense and do not keep the ball close
- Players wait too long before trying to evade the other player
- Ball is carried using the inside of the foot only
- Coordination is poor –give them time to refine it
- Players go too fast for their ability
- Heads are down and therefore they cannot judge opponent's distance
- Players turn back as soon as they are confronted by the opponent

### 3. 3v3 End Zone Game



#### Organization:

2 teams play 3v3 and have to dribble into the end zone to score.

The ball must be controlled in the end zone for the goal to count

Players are encouraged to take on opponents and to use all the fakes, feints and changes of direction and pace that they have been working on.

A fitness component is served by this game, if the coach pays attention to the work-to-rest ratio.

It is suggested that games last three to four minutes, with an equivalent rest period between games.

Players should be fairly well rested prior to each game, in order to ensure that technique is good.

#### Coaching Points:

1. Be brave and take players on
2. Know when to take players on and when to pass the ball
3. Penetrate by dribbling as much as possible
4. Use your body to shield and protect the ball
5. Be careful not to turn into pressure
6. Be careful not to force your way forward at all costs
7. Use the fakes, feints and techniques that you like best to beat opponents
8. Keep in mind that the focus of the practice is dribbling not passing
9. Close the door on the opponent by cutting across him after going past him
10. Explore the space behind defenders rather than playing in front of them

#### Common Faults:

- Players turn or run into pressure
- Players get too close to opponents before trying to evade them
- Players want to pass the ball and responsibility rather than beat an opponent
- Head is down and player cannot see position or distance of opponent
- Players enter the end zone too fast and cannot stop the ball in time

## **SSA Learning to Train Jamboree Program**

### **Introduction**

As a culmination of the Learning to Train stage, the Saskatchewan Soccer Association introduced the Under 12 Jamboree program four years ago as a replacement for the Under 12 Provincial Championships. The program has been extremely well received and is now delivered in a number of communities across the province each fall. Based on the success of this program at the provincial level, this guide has been developed in order to provide our members with the resources to run a Jamboree of their own as a culmination of each of their Under 10 and Under 12 seasons. As opposed to a year-end playoff or tournament, which can place undo emphasis on results within an LTPD stage focused on development, the Jamboree is an opportunity for athletes to express their individual abilities without the fear of failure in a “win-to-advance” setting.

The Jamboree program is designed to provide an opportunity for young athletes to participate in a self-organized, guided discovery-based competition. Originally established in the Netherlands, the jamboree format is designed to emphasize the enjoyment of the players and limit adult involvement. Players participate in a series of mini-games in each of two, 2-hour sessions. Players are randomly assigned to a field where they meet four-to-five other players to create a team. The players themselves are responsible for organizing their positions, formations and substitutions and receive an individual score based on the result of the match. All players are then re-assigned to a new team, with the competition continuing.

“The best players in the world come out of unorganized events” ~ Soccer Great, Jurgen Klinsmann

### **Set-up**

In order to run a successful Jamboree, organization is essential. Set-up should be complete in advance of the arrival of participants in order to ensure the event can begin in a timely manner, thus maximizing the time spent playing. While sign-in must take place on the day of the event, an estimated number of participants will facilitate set-up.

Ideally, the Jamboree is run on a lined soccer field; however, as fields are of a reduced size, any open space would be suitable. In order to run an effective Jamboree, a minimum of 20 participants are required. While there is no maximum number of participants, up to 50 players can be facilitated on a single regulation sized playing field. More than 50 players can also be easily facilitated, provided adequate facilities are available. The set-up described below is based on using a single lined field, but can easily be adjusted to the open space available or adapted to multiple fields in the event that there are more than 50 participants.

Equipment:

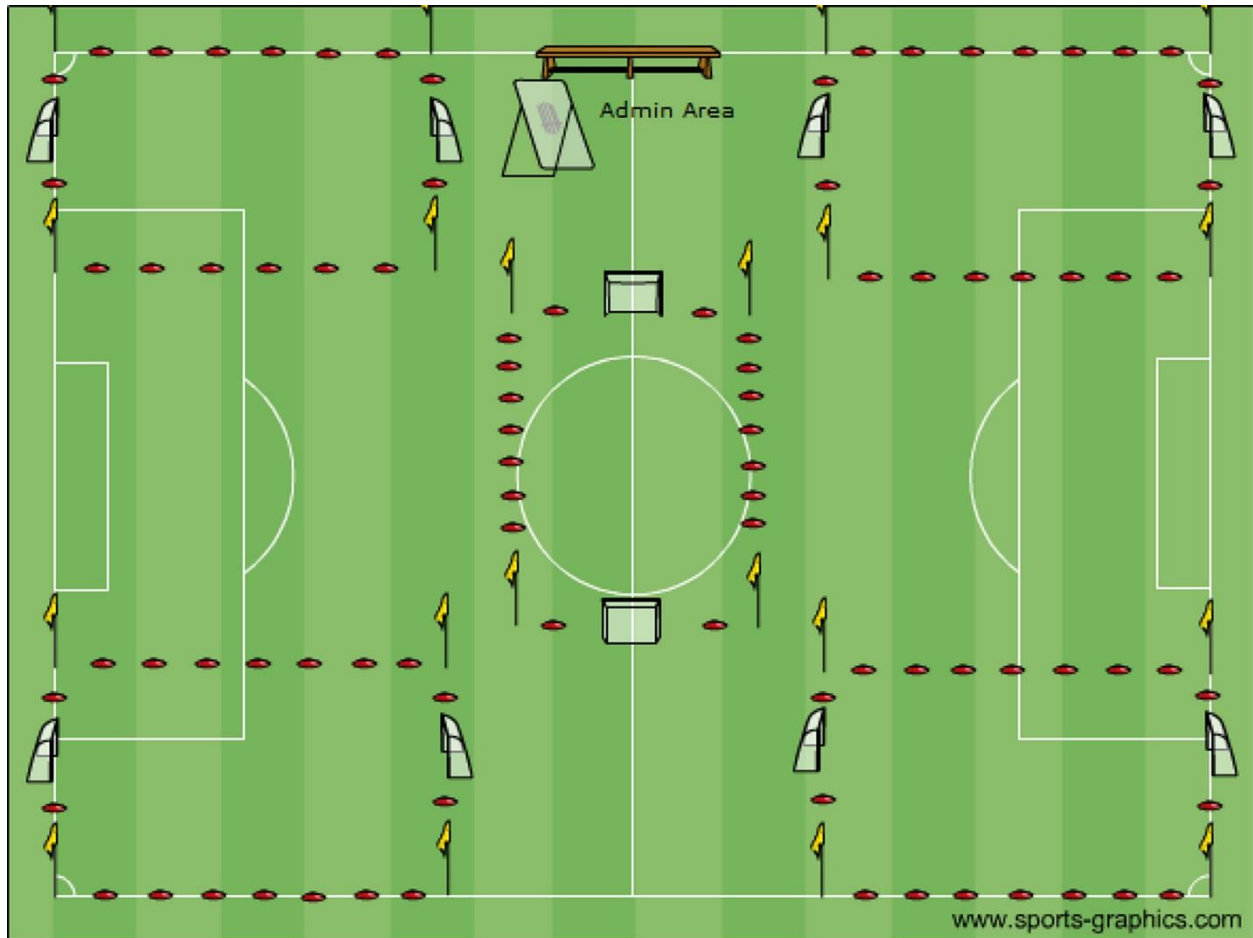
While some members may wish to invest in equipment for the Jamboree, this is not necessary, as standard soccer equipment is equally suitable. Ideally, the following equipment will be available; however, alternate ideas are also provided:

- Disk-style markers (i.e. flat cones, typically used for drills) – enough to mark the field perimeter
- Corner Flags (larger traffic-cone style pylons would also be suitable) – 4 per field
- Pop-up Goals (corner flags or traffic-cone style pylons would also be suitable) – 2 per field
- Coloured pinnies (minimum of two colours) – 6 of each colour per field
- Size 4 Soccer Balls – 2-3 per field
- Larger erasable white board and markers

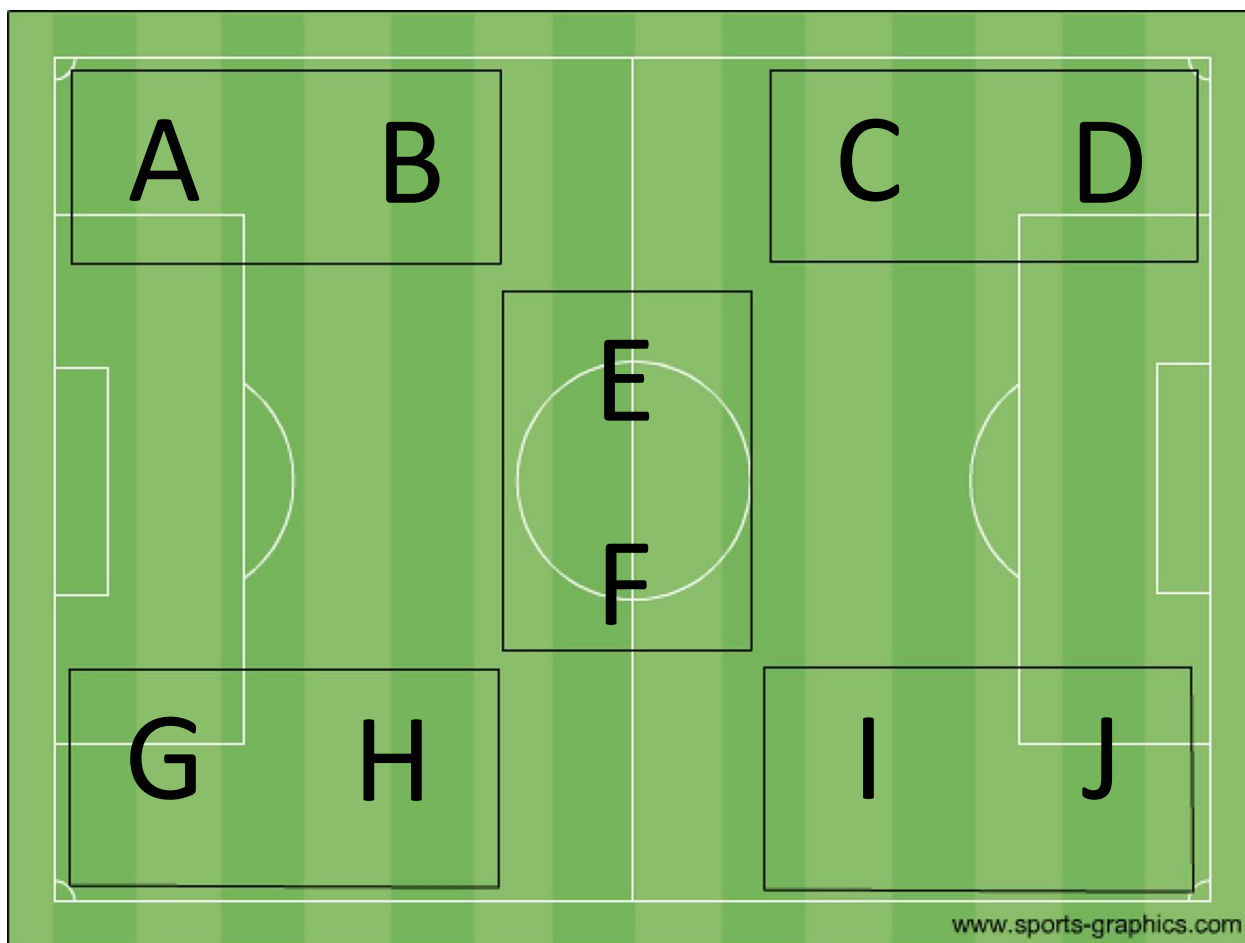


- Smaller board or flip chart

Fields should be approximately 30 yards x 40 yards and set-up as indicated in the following diagram. The size of the fields can be adjusted based on the skill level and success of the players. In the event that the ball is often out of play, disrupting the flow of the games, you may wish to increase the size of the fields; however, if the players are having difficulty covering the space provided or of limited fitness and physical ability, you may wish to decrease the size of the fields. Additionally, a central administrative area should be created. Players will gather in this area between games to be re-assigned to new fields, so this should be outside of the field of play, but close enough that players can move between the administrative area and the fields in a timely manner.



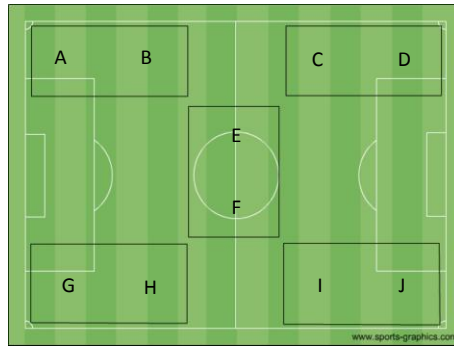
Once the fields are set-up, they should be labeled with a letter, as indicated in the following diagram. Each end of the field should be labeled with a unique letter, which can be seen from the central administrative area. This can be easily done by attaching the label to a corner flag or goal. Suitable forms for this use are included in this guide. Administrators may wish to laminate these forms to protect them from the elements.



Once the fields are set-up, 5-6 coloured pinnies should be placed in front of each goal and a ball placed on each field. Secondary balls may also be placed at fields, should they be available.

In addition to the field set-up, an administrative area should also be set-up. This area will serve as the “home base” for the event, with players gathering in this area at the start and end of the competition as well as between matches. It should be close to the fields and allow both the large white board and smaller board/flip chart to be visible to the participants. Administrators may wish to set up a canopy or tent in this area in the event of inclement weather.

On the smaller board/flip chart should be posted the Rules of Play and a diagram of the location of the lettered fields as outlined in the diagram below. You will want to ensure that orientation of the fields in the diagram is easily understood and may wish to include landmarks for clarification.



### **Jamboree Rules of Play**

- 4 versus 4 or 5 versus 5 (no goalkeepers\*)
- In the event that there are uneven teams (e.g. 5 versus 4) players are responsible for substitutions. Players should be rotated so that all play approximately the same amount of time.
- No referees or coaches
- Players call their own fouls, ball out of play and possession using the honor system
- Free kicks are always indirect. Distance from the opponent to ball must be at least 3 yds.
- Corner kicks as normal
- Kick-off center of field
- Ball out of play = "Player's Choice"  
(The player can pass or dribble the ball back in to play within 3 seconds or less; applies to goal kicks, after a goal, and ball out of play on the sideline)
- No off-side
- Penalties from the kick-off spot without a goalkeeper
- Can score from any position on the field
- Players keep track of the scores themselves
- Each player receives 10 points for a win, 5 for a tie, 1 point for each goal scored (regardless of winning or losing team)

The large white board will serve as the Team Assignment Board and is an essential aspect of the event. This board will dictate the field assignments for each game and should be set-up in advance as follows:

Player Name	Game 1	Game 2	Game 3	Game 4	Game 5	Game 6	Game 7	Game 8

### **Administration**

While the Jamboree program is player-centred, it is administratively involved in order to facilitate an enjoyable experience for the participants. Unfortunately, as an accurate list of participants is required, little of this administration can be done in advance. In order for the jamboree to run smoothly it is recommended that a minimum of four facilitators be involved, with two dedicated to the administration and two involved in supervising play. Upon arrival, all participants should sign-in. Once signed in, the player's name is added to the individual score sheet and to the team assignment board as demonstrated below:

## Individual Score Sheet

[illegible]

### Team Assignment Board

Player Name	Game 1	Game 2	Game 3	Game 4	Game 5	Game 6	Game 7	Game 8
Steven G.								
Dirk K.								
Daniel A.								
Martin S.								
Lucas L.								
Luis S.								

Once all participants are signed in, the number of fields and players per field is confirmed. In general, an even number of participants should be assigned to fields as either 5 versus 5 or 4 versus 4. In the event that there are uneven numbers, teams can play 5 versus 4 or 6 versus 5 by rotating a substitute through the team with the numerical advantage. The following table provides the field breakdowns based on the number of participants:

Number of Participants	A v B	C v D	E v F	G v H	I v J	K v L	M v N	O v P	Q v R	S v T
20	5 v 5	5 v 5								
21	6 v 5	5 v 5								
22	6 v 5	5 v 5								
23	6 v 6	6 v 5								
24	4 v 4	4 v 4	4 v 4							
25	5 v 4	4 v 4	4 v 4							
26	5 v 5	4 v 4	4 v 4							
27	5 v 5	5 v 4	4 v 4							
28	5 v 5	5 v 5	4 v 4							
29	5 v 5	5 v 5	5 v 4							
30	5 v 5	5 v 5	5 v 5							
31	6 v 5	5 v 5	5 v 5							
32	4 v 4	4 v 4	4 v 4	4 v 4						
33	5 v 4	4 v 4	4 v 4	4 v 4						
34	5 v 5	4 v 4	4 v 4	4 v 4						
35	5 v 5	5 v 4	4 v 4	4 v 4						
36	5 v 5	5 v 5	4 v 4	4 v 4						
37	5 v 5	5 v 5	5 v 4	4 v 4						
38	5 v 5	5 v 5	5 v 5	4 v 4						
39	5 v 5	5 v 5	5 v 5	5 v 4						
40	5 v 5	5 v 5	5 v 5	5 v 5						
41	5 v 4	4 v 4	4 v 4	4 v 4	4 v 4					
42	5 v 5	4 v 4	4 v 4	4 v 4	4 v 4					
43	5 v 5	5 v 4	4 v 4	4 v 4	4 v 4					
44	5 v 5	5 v 5	4 v 4	4 v 4	4 v 4					
45	5 v 5	5 v 5	5 v 4	4 v 4	4 v 4					
46	5 v 5	5 v 5	5 v 5	4 v 4	4 v 4					
47	5 v 5	5 v 5	5 v 5	5 v 4	4 v 4					
48	5 v 5	5 v 5	5 v 5	5 v 5	4 v 4					
49	5 v 5	5 v 5	5 v 5	5 v 5	5 v 4					
50	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5					
51	5 v 5	5 v 4	4 v 4	4 v 4	4 v 4	4 v 4				
52	5 v 5	5 v 5	4 v 4	4 v 4	4 v 4	4 v 4				
53	5 v 5	5 v 5	5 v 4	4 v 4	4 v 4	4 v 4				
54	5 v 5	5 v 5	5 v 5	4 v 4	4 v 4	4 v 4				
55	5 v 5	5 v 5	5 v 5	5 v 4	4 v 4	4 v 4				
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59	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 4				
60	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5				
61	5 v 5	5 v 5	5 v 4	4 v 4	4 v 4	4 v 4	4 v 4			
62	5 v 5	5 v 5	5 v 5	4 v 4	4 v 4	4 v 4	4 v 4			
63	5 v 5	5 v 5	5 v 5	5 v 4	4 v 4	4 v 4	4 v 4			
64	5 v 5	5 v 5	5 v 5	5 v 5	4 v 4	4 v 4	4 v 4			
65	5 v 5	5 v 5	5 v 5	5 v 5	5 v 4	4 v 4	4 v 4			
66	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	4 v 4	4 v 4			
67	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 4	4 v 4			
68	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	4 v 4			
69	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 4			
70	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5			
71	5 v 5	5 v 5	5 v 5	5 v 4	4 v 4	4 v 4	4 v 4	4 v 4		
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75	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 4	4 v 4	4 v 4		
76	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	4 v 4	4 v 4		
77	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 4	4 v 4		
78	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	4 v 4		
79	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 4		
80	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5		
81	5 v 5	5 v 5	5 v 5	5 v 5	5 v 4	4 v 4	4 v 4	4 v 4	4 v 4	
82	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	4 v 4	4 v 4	4 v 4	4 v 4	
83	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 4	4 v 4	4 v 4	4 v 4	
84	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	4 v 4	4 v 4	4 v 4	
85	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 4	4 v 4	4 v 4	
86	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	4 v 4	4 v 4	
87	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 4	4 v 4	
88	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	4 v 4	
89	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 4	
90	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	
91	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 4	4 v 4	4 v 4	4 v 4	4 v 4
92	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	4 v 4	4 v 4	4 v 4	4 v 4
93	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 4	4 v 4	4 v 4	4 v 4
94	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	4 v 4	4 v 4	4 v 4
95	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 4	4 v 4	4 v 4
96	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	4 v 4	4 v 4
97	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 4	4 v 4
98	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	4 v 4
99	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 4
100	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5	5 v 5

While the administrators confirm the set-up of the fields, it is recommended that the field supervisors lead the group in a warm-up so that the players will be properly prepared for the competition. Upon completion of the warm-up, an introduction of the format and rules of the competition should be given. This should be kept brief, as one of the goals of the program is to keep the participants active as much as possible.

The number of fields used will provide confirmation of the letters to be assigned when dividing teams. Once these confirmations are complete, a letter is placed next to each participants name on the Team Assignment Board. The letters should be assigned at random, as patterned assignments will lead to groups of players remaining together on the same team for multiple games. Ensure each player has a letter assignment and that the accurate number of letter assignments has been given based on the number of players that will be participating at each field.

Team Assignment Board

Player Name	Game 1	Game 2	Game 3	Game 4	Game 5	Game 6	Game 7	Game 8
Steven G.	A							
Dirk K.	D							
Daniel A.	F							
Martin S.	C							
Lucas L.	E							
Luis S.	B							

Once this is complete, the Team Assignment Board should be displayed to the participants. Each participant should check their field assignment and move to the appropriate field. Once at the field, the players should put on the coloured pinnies provided. The field supervisors should conduct a brief review to ensure the proper number of players have arrived at each field. In the event that there are an incorrect number of players on a team, that team should return to the administrative area to confirm their team assignment prior to beginning the games. Once the appropriate number of players is present at each field, you are ready to begin play.

If the Jamboree will be conducted as two playing periods, as recommended, the same administrative process is necessary at the start of the second playing period, as the field assignments require an accurate list of participants and some players may participate in only one of the playing periods. Administrators should ensure that the list on the Team Assignment Board is accurate for both playing periods.

### **Playing the Games**

Prior to commencing play, the players should be given a brief period to introduce themselves, set their positions and system of play and determine substitutes, if necessary. Once the players appear ready to commence play, the game should be started by a whistle or call.

Once play has begun, adult intervention should be limited. Players are responsible for making their own substitutions (it should be stressed during the introduction that substitutes should be assertive in entering the game and that all participants should take a turn as a substitute so that all participate equally over the course of the game), calling their own fouls, calling the ball out of play and determining which team will restart play, determining goals and keeping score. A full list of the Rules of Play is included below; however, the rules should not become overly cumbersome, as the focus of the event is on free-play and problem solving.

During play, the field supervisors should be moving between fields, but should not be involved in decision making on the field, but rather ensuring play is continuing in a timely manner and remaining attentive in case of injury or issue on the field. During the game, the administrators should once again randomly assign a letter to each player to create teams for the second round of matches as indicated in the diagram below.

Team Assignment Board

Player Name	Game 1	Game 2	Game 3	Game 4	Game 5	Game 6	Game 7	Game 8
Steven G.	A	D						
Dirk K.	D	E						
Daniel A.	F	A						
Martin S.	C	D						
Lucas L.	E	B						
Luis S.	B	C						

Games continue for 10 minutes under the Rules of Play and are halted by a whistle or call. After the game, the players leave their pinnies neatly in front of the goal that they were defending, place the ball at the centre of the field and return to the administrative area. One representative from each field should provide the administrator with the score of the game, which is recorded on the Team Score Sheet. The Jamboree scoring process is explained fully in the “Scorekeeping” section. Players then check the Team Assignment Board for their next field assignment and move to the appropriate field for the second round of games following the same process as the first.

This process continues over the course of the two hour playing period. Depending on the number of participants and how quickly they are able to organize themselves between games, typically between five and eight rotations are possible during the playing period. Administrators should ensure adequate time is provided between games for water breaks and may wish to provide a longer rest period mid-way through the playing period.

### **Rules of Play**

- 10 minute games
- 4 versus 4 or 5 versus 5 (no goalkeepers\*)
- In the event that there are uneven teams (e.g. 5 versus 4) players are responsible for substitutions. Players should be rotated so that all play approximately the same amount of time.
- No referees or coaches
- Players call their own fouls, ball out of play and possession using the honor system
- Free kicks are always indirect. Distance from the opponent to ball must be at least 3 yds.
- Corner kicks are as normal
- Kick-off from center of field
- Ball out of play = “Player’s Choice” (Player can pass or dribble the ball back in to play from where it went out within 3 seconds; applies to goal kicks, after a goal, and ball out of play on the sideline)\*\*
- No off-side
- Penalties from the kick-off spot without a goalkeeper
- Can score from any position on the field
- Players keep track of the scores themselves
- Each player receives 10 points for a win, 5 for a tie, 1 point for each goal scored (regardless of winning or losing team)



\*As small goals are used and players randomly assigned to fields, making the assurance that there is a goalkeeper per team more difficult, it is not recommended that goalkeepers are used during the Jamboree. In the event that there are adequate goalkeepers for all teams, it is recommended that larger goals are used and that the dedicated goalkeepers are pre-assigned to fields in order to ensure each team has a goalkeeper for every match (you may wish to assign a goalkeeper to a set field for the duration of the competition to facilitate this process). In the event that there are not enough dedicated goalkeepers for each field, players may take turns serving as goalkeepers.

\*\*“Player’s Choice” encourages confidence with the ball and quicker restarts. With throw-ins or traditional kick-ins, young players tend to “freeze” on the restart and/or other players position themselves right in front of the ball. The ability to dribble the ball in to play or pass, dependent the situation, encourages the players to maintain possession from restarts.

### **Scorekeeping**

Each participating player receives an individual score for each game. Each member of a team receives 10 points for a win, 5 points for a tie and 0 points for a loss plus 1 point for each goal scored (regardless of result). After each game, the score should be recorded on the Team Score Sheet, with the total points for that game transcribed in the space provided as demonstrated in the following diagram:

Team Score Sheet

#### **Game 1**

	<u>Score</u>		<u>Points</u>		
A v B	2-1	A	12	B	1
C v D	4-2	C	14	D	2
E v F	1-7	E	1	F	17
G v H	4-0	G	14	H	0
I v J	1-1	I	6	J	6

The points for that game should then be transcribed for each individual participant in the space provided on the Individual Score Sheet and added to the running total for that individual in the space provided as demonstrated in the diagram below.

Individual Score Sheet

#	Surname	First Name	Game 1		
			Field	Points	Total
1	G.	Steven	A	12	12
2	K.	Dirk	D	2	2
3	A.	Daniel	F	17	17
4	S.	Martin	C	14	14
5	L.	Lucas	E	1	1
6	S.	Luis	B	1	1
7					

Following the completion of the playing period, a total score for each participant should be tallied, with the overall score of each individual being the combined total of both playing periods as demonstrated in the diagram below:

Individual Score Sheet

#	Surname	First Name	Total Points		Final Total
			Session #1	Session #2	
1	G.	Steven	47	63	110
2	K.	Dirk	38	42	80
3	A.	Daniel	97	34	131
4	S.	Martin	56	77	133
5	L.	Lucas	14	65	79
6	S.	Luis	43	27	70
7					

### **Wrap Up**

Following the completion of the final game of the round, the field supervisors should conduct a group cool down with the participants. Not only is this a good habit for the players, it will allow the opportunity for the administrators to complete tallying the final scores from the event. Following the cool down, the group should assemble for the wrap up.

As the Jamboree is designed primarily as a fun event, the wrap up should be focused on the experience rather than the result. First and foremost, the participants should be asked if they had fun and offered the opportunity to express the most enjoyable aspects of the event. Depending on the philosophy of the member organization, this may conclude the event. In the event that outstanding performances during the event are to be recognized, prizes for the top point earners are also possible. Depending on the composition of the participants, you may wish to provide recognition or prizes for the top point earners amongst boys and girls or divided by age-group or division. If the focus is on the enjoyment of the event itself, individual recognition is not necessary at all.

### **Forms**

The following section provides all of the necessary forms to conduct a Jamboree. These forms are also included on the DVD provided for ease of reproduction. These forms can be used for the delivery of the Jamboree as provided or adapted to the specific needs of the organizers as necessary.

# **Jamboree Rules of Play**

- 4 versus 4 or 5 versus 5 (no goalkeepers)
- In the event that there are uneven teams (e.g. 5 versus 4) players are responsible for substitutions. Players should be rotated so that all play approximately the same amount of time.
- No referees or coaches
- Players call their own fouls, ball out of play and possession using the honor system
- Free kicks are always indirect. Distance from the opponent to ball must be at least 3 yds.
- Corner kicks are as normal
- Kick-off from center of field
- Ball out of play = "Player's Choice"  
(Player can pass or dribble the ball back in to play from where it went out within 3 seconds; applies to goal kicks, after a goal, and ball out of play on the sideline)
- No off-side
- Penalties from the kick-off spot without a goalkeeper
- Can score from any position on the field
- Players keep track of the scores themselves
- Each player receives 10 points for a win, 5 for a tie, 1 point for each goal scored (regardless of winning or losing team)



## **SSA Jamboree Program – Team Score Sheet**

Win = 10 points / Draw = 5 points / Loss = 0 points + 1 point for every goal regardless of result

### **Game 1**

<u>Score</u>	<u>Points</u>	
A v B	A	B
C v D	C	D
E v F	E	F
G v H	G	H
I v J	I	J

---

### **Game 2**

<u>Score</u>	<u>Points</u>	
A v B	A	B
C v D	C	D
E v F	E	F
G v H	G	H
I v J	I	J

---

### **Game 3**

<u>Score</u>	<u>Points</u>	
A v B	A	B
C v D	C	D
E v F	E	F
G v H	G	H
I v J	I	J

---

### **Game 4**

<u>Score</u>	<u>Points</u>	
A v B	A	B
C v D	C	D
E v F	E	F
G v H	G	H
I v J	I	J

---

### **Game 5**

<u>Score</u>	<u>Points</u>	
A v B	A	B
C v D	C	D
E v F	E	F
G v H	G	H
I v J	I	J

---

**Game 6**

<u>Score</u>	<u>Points</u>	
A v B	A	B
C v D	C	D
E v F	E	F
G v H	G	H
I v J	I	J

---

**Game 7**

<u>Score</u>	<u>Points</u>	
A v B	A	B
C v D	C	D
E v F	E	F
G v H	G	H
I v J	I	J

---

**Game 8**

<u>Score</u>	<u>Points</u>	
A v B	A	B
C v D	C	D
E v F	E	F
G v H	G	H
I v J	I	J

---

**Game 9**

<u>Score</u>	<u>Points</u>	
A v B	A	B
C v D	C	D
E v F	E	F
G v H	G	H
I v J	I	J

---

**Game 10**

<u>Score</u>	<u>Points</u>	
A v B	A	B
C v D	C	D
E v F	E	F
G v H	G	H
I v J	I	J

---

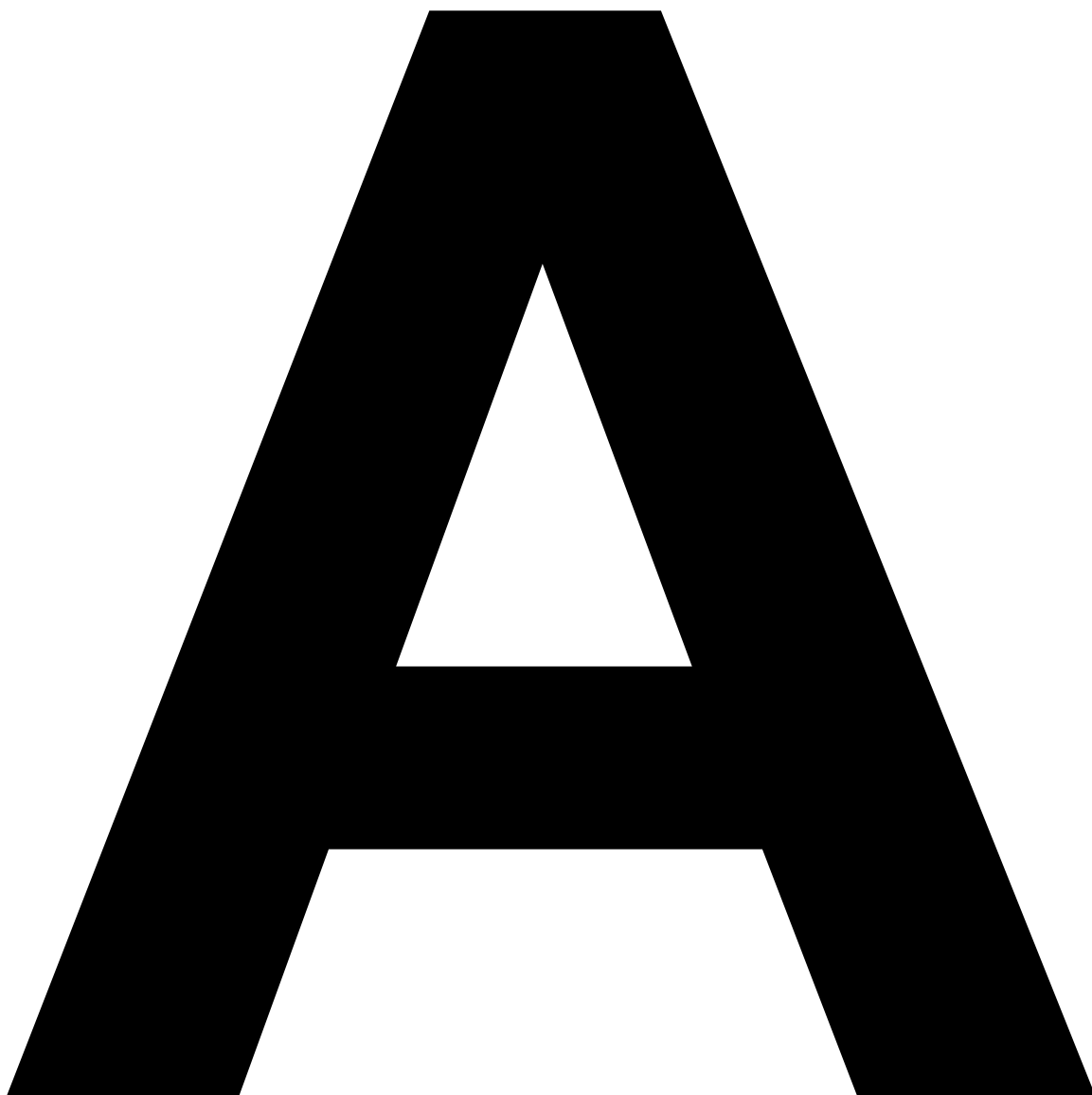
## SSA Jamboree Program - Individual Scoresheet

[illegible]

## SSA Jamboree Program - Individual Scoresheet

#	Surname	First Name	Game 11			Game 12			Game 13			Game 14			Game 15			Game 16			Game 17			Game 18			Game 19			Game 20			Total Points		Final Total
			Field	Points	Total	Field	Points	Total	Field	Points	Total	Field	Points	Total	Field	Points	Total	Field	Points	Total	Field	Points	Total	Field	Points	Total	Field	Points	Total	Session #1	Session #2				
	1																																		
	2																																		
	3																																		
	4																																		
	5																																		
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**B**



**C**



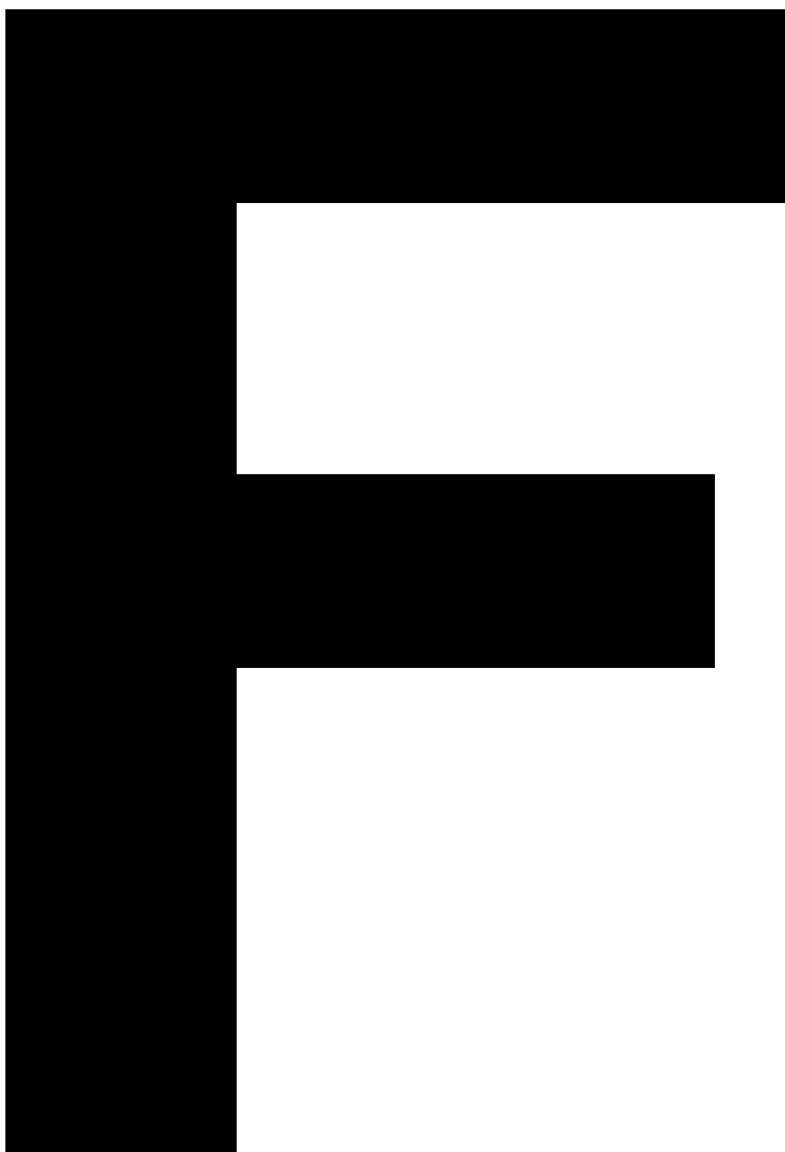
**D**





**E**

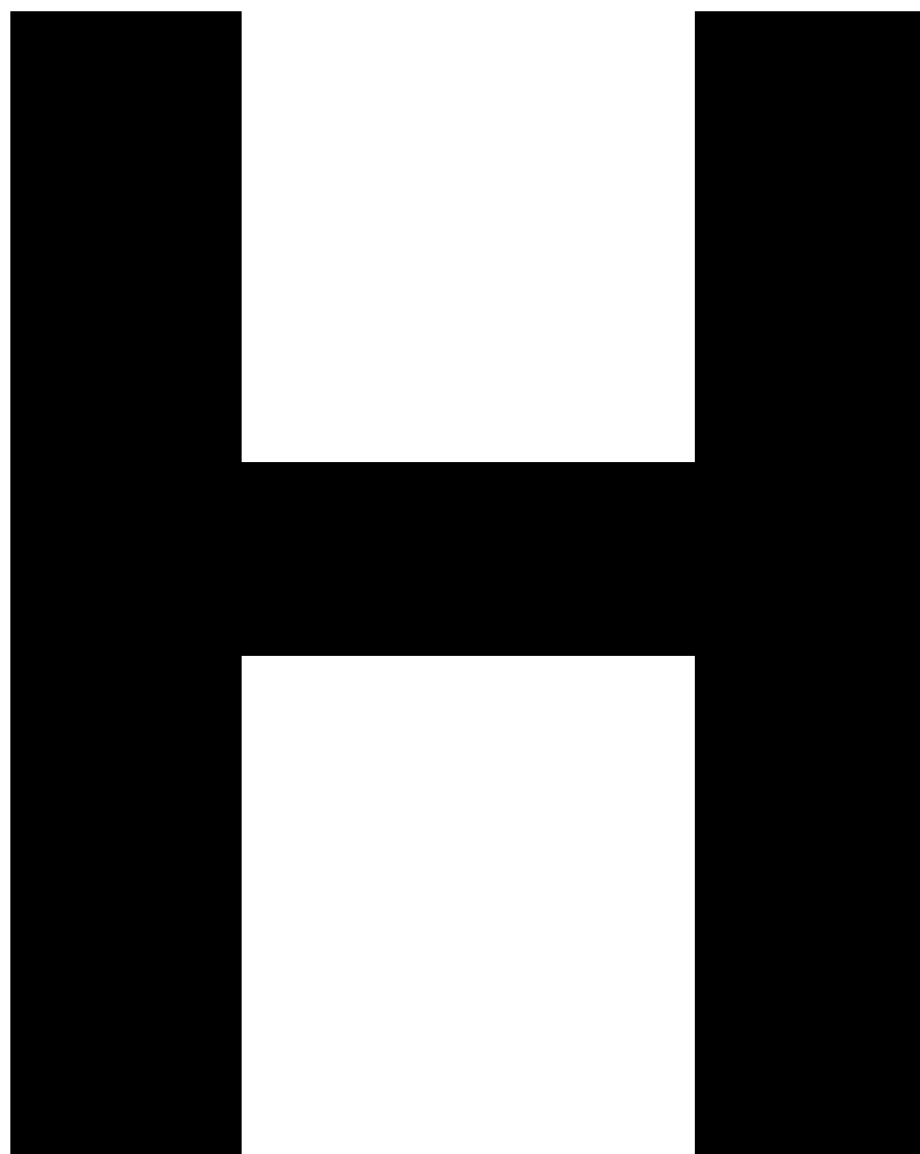






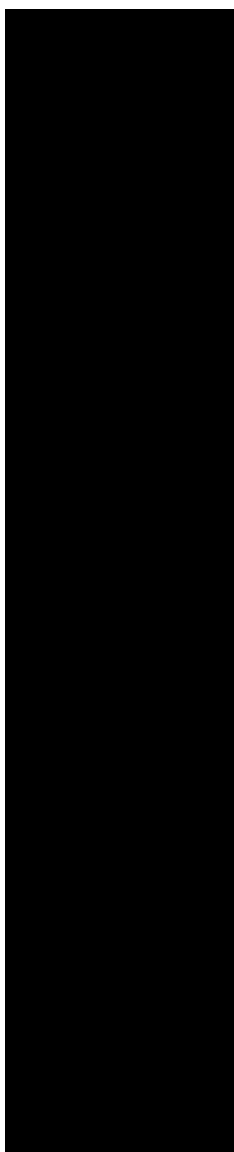
**G**













**J**











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