



# **“Learn to Train” U11/U12 Coaching Handbook**

**[www.tillsonburgsoccer.ca](http://www.tillsonburgsoccer.ca)**

**Have Fun, Make Friends,  
Learn Teamwork, Be Active**





# About this Handbook

**TMSC BELIEVES THAT EVERY PLAYER DESERVES THE BEST POSSIBLE SOCCER EXPERIENCE.**

Whether they dream of playing for Canada's National Teams, or simply want to have fun with their friends, taking the right approach to the game when children are young sets the stage for a lifetime of enjoyment.

The Canada Soccer Pathway provides a roadmap for players of all ages and aspirations who want to play soccer at the recreational, competitive, or high performance levels, with the aim of encouraging lifelong participation. The Pathway is built around the principles of Long-Term Player Development (LTPD).

For players under the age of 12, many of whom are lacing up cleats for the first time, the goal of this approach is simple:

**GET KIDS TO FALL IN LOVE WITH THE GAME.**





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## The Role of The Coach

Teacher. Mentor. Role model. Cheerleader. Parent. Occasional disciplinarian.

Soccer coaches wear many different hats, particularly when they’re training young players, many of whom are lacing up their cleats for the first time. You might find yourself leading a fun activity one minute and reining in a distracted player the next.

You must be flexible, because a session or drill that was meant to last 10 minutes might need to be switched up after half that time to keep the players engaged.

Above all, make sure everyone is enjoying the session—including you.

Being a coach is demanding, but it’s also incredibly rewarding. There’s nothing quite like witnessing the thrill a young player gets when they score their first goal, or make a fantastic pass. And the lessons a child learns from a good coach can last a lifetime.

The objective isn’t just to develop better soccer players—it’s to develop well-rounded people who are disciplined, persistent and able to work well with others.

Shaping the lives of young people is a tremendous responsibility. As a coach, you must do everything you can to foster a player’s love for the game, and to help them achieve their potential.

Good coaches seek out new ways to develop their knowledge of the game and how players learn. This toolkit is designed to get you started.

But it’s not just about what you teach. It’s about how you teach.

Ultimately, it’s your personality and enthusiasm that will have the biggest impact on your players.

When putting an activity together for this age, make it **SIMPLE**:

- S**imple activities are best.
- I**dle time should be minimal.
- M**ake a game out of a practice.
- P**rovide a range of activities.
- L**et kids have a positive experience.
- E**xtend beyond soccer-specific objectives.

## Coaching Guidelines

**REMEMBER** as a coach you need to be dedicated to the development of all players whether technically-able or new to the game. Your position is very important. You are a role model to these children. Set exemplary standards. Develop good touch and technique, good sportsmanship, and a positive atmosphere. Maintain equality throughout your sessions and emphasize fun and development.

- 1. COMMUNICATION:** Ensure the terminology you use is clear and precise.
- 2. POSITIVE REINFORCEMENT:** Whenever possible give individuals and/or groups positive reinforcement. Refrain from using negative comments. Use praise as an incentive.
- 3. BE CREATIVE AND USE INITIATIVE:** If the activity or game is too advanced, modify to increase the chances of success. If an activity is stagnant, change to something more fun.
- 4. MAKE A DIFFERENCE:** Be motivational and inspirational. Enthusiasm and being energetic are contagious.
- 5. KEEP PLAYERS ACTIVE:** If the activity is static, get helpers or assistants to keep everyone involved.
- 6. EACH PLAYER IS AN INDIVIDUAL:** Be aware of player differences. Aggressive or quiet, recognition of player personalities will allow you to respond to all players, and they will respond to you positively.
- 7. STRIVE FOR QUALITY:** In all demonstrations make the desired objectives clear. If a player shows mastery of a skill, use him/her to demonstrate.
- 8. REINFORCE CORRECT TECHNIQUE:** In all activities and games, continually emphasize the use of correct techniques.
- 9. ENCOURAGE PLAYER MOVEMENT:** At all times make players aware of importance of readiness. Keep the players moving.
- 10. DEVELOP PLAYER RESPECT:** Continually get players to support one another. To show good sportsmanship towards all players including opponents, and respect for others attempts and effort.
- 11. EQUALITY AMONGST PLAYERS:** Give equal attention to all players in group or games. Do not leave the less competent players behind nor slow the advanced players.
- 12. FUN AND ENJOYMENT:** Players will respond and continue if things are fun.

## TMSC Coaching Tips

Every soccer player is unique and it’s important to understand and appreciate the differences between players at various age levels.

When you’re planning a training session, consider the group of players you’re working with and the outcomes you want to achieve, and choose your coaching method accordingly.

In no particular order, here are five coaching techniques that will give you some options to help meet the needs of individual players:

- 1. Command**

The coach tells the player what to do and demonstrates it.

Example: “I want you to pass the ball to your partner.”

- 2. Question & Answer**

The coach leads with a question and requests an answer from players.

Example: “Which one of your teammates could you pass the ball to?”

- 3. Observation & Feedback**

The coach and players observe an activity and discuss the outcome.

Example: “Let’s watch and see what happens.”

- 4. Guided Discovery**

The coach asks a question and issues a challenge.

Example: “Can you show me how you would get the ball past the defender?”

The player then demonstrates how he/she would do it.

- 5. Trial & Error**

The players and/ or coach decide on a challenge, and the players are encouraged to find their own solutions with minimal support from the coach.

**Remember**, a method that works well with one player may not be effective with another. So it’s important to be flexible, to set realistic goals, and to give positive feedback as often as possible. It’s also important to remember that, no matter how wonderful a coach you are, it’s very difficult to force a player to be interested in your training session when he or she really doesn’t want to be there. Make the experience lots of fun and all your players will want to come back the next time.

## Good and Bad Coaches for Youth Sports

Too often our coaching role models come from professional sports (entertainment) rather than from youth sports (education). The problem with this is that the sole purpose of pro sports is winning-at-all-costs whereas youth sports have a greater purpose: long-term player skill development and learning life lessons through sport. What separates a good coach from a bad coach is the ability to put aside your ego and take responsibility for developing the whole team, sometimes at the expense of winning.

### **A Good Youth Coach is someone who is:**

- Patient
- Involved and Caring
- Knowledgeable
- Fair
- Positive

### **A Poor Youth Coach is someone who is**

- Angry
- Dictatorial and Controlling
- Critical
- Condescending
- Negative

The only thing you can really control is your attitude and how you react to a situation. As a coach you will constantly be dealing with new and sometimes difficult circumstances. There will be a lot of challenges. How you deal with the challenges is what separates a good coach from a bad one. You have a choice to either be a positive and motivating influence on the children that you are coaching or to be a negative influence on them. Take the time to consider your actions before you act. ***Remember that it is the kid's game*** and you are there to guide their learning and to encourage a love for the game.

# Long-Term Player Development

**TMSC BELIEVES THAT EVERY PLAYER DESERVES THE BEST POSSIBLE SOCCER EXPERIENCE.**

LTPD is about putting the player first, and offering age-appropriate opportunities for kids to enjoy the game of soccer. Making the game fun is key in teaching and coaching, so that players will continue in the game and may even coach or referee as they get older.





## Long-Term Player Development (LTPD)

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

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

### Tillsonburg Soccer Club and LTPD

We have employed the LTPD philosophy in our house league program for quite some time now. Size of ball, number of players on the field and lack of Mini Field Scores and Standings are all ways that the environment is tailored to provide players with fun, positive and developmental opportunities in the game of soccer.

Under the guidance of the Canadian Soccer Association and the Ontario Soccer Association and EMSA, the plan has been developed for our members. Long Term Player Development has been used by many top sports countries in Europe and South America for years.

#### Benefits for Players & Parents

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

#### Benefits for Coaches

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

## **“Learn to Train” - Player Characteristics**

### **Under 9 – Under 10 Players**

As we move up the age ladder to the U9-10 level there are many differences we must attend to in order to provide an optimal experience for young players of this age. However, there are also many similarities. Just as in parenting, it is important to be consistent in coaching and we must make sure that we follow a progressive trend of development for young players. To this end, we need to continue to focus on technique during our practices, as we did at the younger ages. Creating environments in which players get maximum repetitions of technical skills is key. Players at this age should still work on ball mastery and demonstrate growing familiarity and comfort ability with a ball at their feet.

### **Typical Characteristics of “Learn to Train” U9 – U10 Players**

- Attention span lengthens from U8—they start to show the ability to sequence thought and actions
- They start to think ahead and think “If this, then that”
- More inclined towards wanting to play soccer rather than being told to play
- Demonstrate increased self-responsibility – bringing a ball, water and all gear should now be their complete responsibility
- Children at this age begin to become aware of peer pressure
- Players greatly affiliate with their team or their coach—“I play for United” or “I play for Coach Frank’s team”
- There is a wide continuum of maturity evident on most teams. This is still a crucial age for technical skill development.

## **Under 11 – Under 12 Players**

Typically players of this age start to begin to understand the basic simple tactical situations of the game and are more aware of movement of the ball and the reasons for tactical choices. Problem-solving becomes systematic and these players tend to learn quickly. Children of this age typically are beginning to develop abstract awareness, so they can understand coaches when we talk about space and runs of the ball.

However, just because they understand these basic tactical concepts does not mean we should focus on these concepts entirely. Players are still developing technically at this age, especially as they go through growth spurts and awkward phases. It is quite common to look out at a U12 field and see players that are physically the size of adults.

Yet, other U12 players appear as if they could still be in the 3rd grade. These children are all growing at different rates and undergoing physical, mental, emotional, and social changes. As coaches, we need to be sensitive to these changes and their social implications when coaching this age group. Some players may pick up skills quickly, whereas others may struggle. However, it may be the case that this is simply the result of differences in maturation. In a year, the slower developer may surpass the player who developed earlier. For this reason we need to be patient and keep open minds about all players through these years. They are aware of their struggles more than anyone else as peer evaluation is omnipresent at these ages. When we see them struggling, it is important for us to help them and to keep the game fun.

## **Typical Characteristics of “Learn to Train” U11 – U12 Players**

- All children are maturing at different rates
- Players need to warm-up and perform dynamic movement—muscle pulls and other nagging injuries are common otherwise
- Players will typically understand elemental abstract concepts and hypothetical situations (basic tactics and strategy)
- They like to solve problems
- Peer evaluation is a constant
- Egos are sensitive
- Coordination may depend on whether or not they are in a growth spurt
- Technique still needs to be reinforced constantly
- Playing too much can lead to overuse injuries
- This is the dawn of tactics!
- Keep asking the players to be creative and to take risks—we never want them to stop doing these things
- Ask for feedback from them—they will tell you how things are going
- Keep it fun!!!

## “Learn to Train” - Practice Focus

The “Learn to Train” Training Model indicates how your practice sessions should be structured for players in the “Learn to Train” development stage. Practice duration should range between 45 and 70 minutes.

### **Warm up**

Getting the players prepared to practice and play, mentally and physically. Incorporate various dynamic movements.

### **Small-sided Game 1**

Two teams e.g. 5v5 play with direction and targets. Just let them play!

### **Technical**

Pick a theme e.g. passing, receiving, dribbling etc. and pick an exercise where lots of repetition can occur. Coach the players using a variety of teaching styles.

### **Small-sided Game 2**

Here is an opportunity for the players to apply what you have just practiced with them. Let them play and try it. Mistakes are allowed!

### **Cool Down**

The players have a chance to cool down, stretch and review the key points from practice.

## **“Learn to Train” - Practice Recommendations**

- Continue to develop ball mastery in a larger environment with more teammates and opponents
- Start to develop other surfaces to control the ball
- Develop the ability to control the ball and look
- Introduce decision-making for the next play and apply the proper technique
- 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 and changes of direction, shielding at the older ages of the stage
- Develop passing the ball using different surfaces of both feet
- Introduce combination plays with 2 or 3 players
- Develop shooting skills, at longer distances. Introduce, volleys, bent shots and chips using different surfaces
- Introduce the use of width at U9 and U10 and depth at U11 and U12
- Develop the ability to look up and read GK position to make a good decision and apply proper technique.

## **“Learn to Train” - Coaching Methodology**

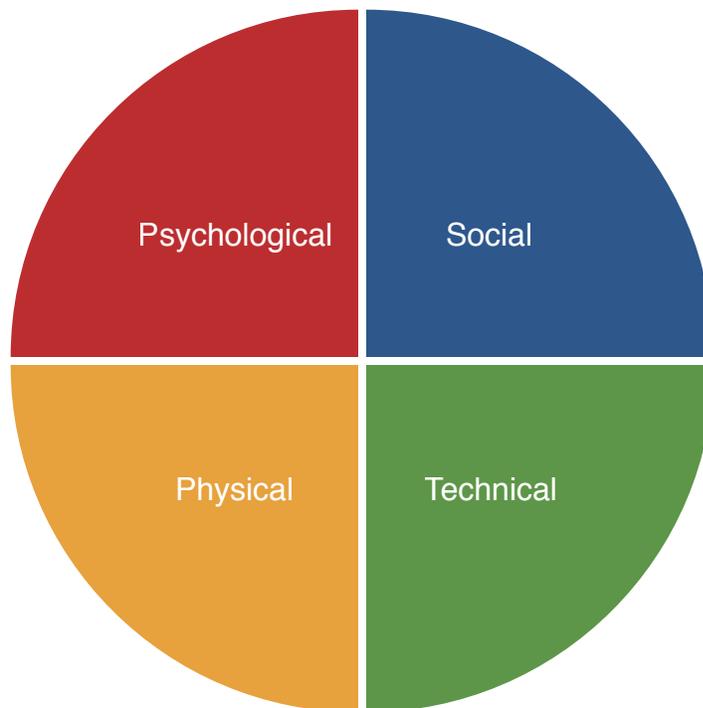
- Small-sided games, allow the game to be the teacher
- Player centred- allow the players to make decisions
- Use Coaching Key Factors to teach the players
- Demonstrate what you would like the players to do
- Keep information positive, brief and concise
- Create a positive learning environment
- Set appropriate challenges
- Practices should have a theme e.g. passing or shooting
- Use a variety of interventions e.g. question and answer, guided discovery, command
- Consider a young player’s self esteem
- Avoid children standing in lines

## The Four Corner Development Model

The Four Corner LTPD model consists of technical, psychological, physical and social/emotional components. Each corner of the model reflects a wide aspect of a player’s development that has to be considered. The gradual progressive development of players is fundamental to the enjoyment, technical competency and retention in the game. The Four Corner approach places the player at the centre of the development process with soccer experiences that meet the four key needs of the player.

As we develop our young people to become athletes, and most importantly good people, it’s vitally important that the whole person is developed. Soccer can be used as a vehicle for this development. Each practice session or game can be used to develop a child in all four corners.

The four corner development model, as illustrated below, is a change in thinking or approach for some soccer coaches. In the past, we have focused most, if not all, of our information and learning in the Technical and Physical areas of our sport. Very little has gone into developing a player’s Psychological or Social /Emotional skills and qualities.



## Technical / Tactical

Players improve by playing lots of soccer and being active in other complementary sports and activities. That said, without a skilled mix of guidance, challenge, appropriate questioning, demonstration and teaching, it’s unlikely that players will reach their true potential.

### **TIPS FOR TECHNICAL DEVELOPMENT:**

- Use the coaching activity to challenge and develop players technically
- Encourage players to try new skills.
- Appropriate challenges may be set for the whole group or for individuals within the group For example, in a passing practice some players may be challenged to play one-touch passes whenever they think it’s appropriate.
- When appropriate, practice activity should replicate the demands of the game, encouraging players to think and make decisions just as they would in a game.
- Clever practice design should allow players to repeat and re-visit elements of the game without experiencing boredom.

## Physical

To become an effective soccer player there are basic physical movement skills that need to be developed. Agility, balance, coordination, and speed (ABC’S) are all essential qualities for players; between the ages of 4-12 young players have a “window of opportunity” to develop these attributes.

Addressing the state of physical literacy of children is one of the biggest challenges we currently face in society and coaches should help communicate the benefits of physical activity and a healthy lifestyle.

### **TIPS FOR PHYSICAL DEVELOPMENT:**

- Children are not mini adults and shouldn’t be subjected to running laps of the field and doing push ups.
- Through well-designed practice all coaching activities can include physical outcomes.
- A shooting practice may include a physical challenge which is realistic to the demands of the game e.g. a defender and an attacker may have to turn and race onto a through ball before taking a shot at goal. In this way the players are working on turning, acceleration and deceleration as well as the technical elements of the exercise.
- Coaches working with young players should be aware of the key windows for physical development and which aspects of a players development can be improved and when.
- Appropriate movement skills such as tag games and activities which develop agility, balance and coordination should be encouraged through enjoyable games.
- Don’t expect too much from young players too soon!

## Psychological / Mental

Creating learning environments that challenge players to be imaginative, creative and reflect on their performance—both during and after practice/game—is fundamental to the development of the future player. Coaches should adopt different coaching styles and methods to meet the individual needs of young players, understanding that there is more than one way for players to learn the game.

### TIPS FOR PHYSICAL DEVELOPMENT:

- Use different methods to communicate with different types of learners.
- Visual (seeing): tactics boards, posters, diagrams, cue and prompt cards as well as arrangements of cones on the pitch are some ways in which coaches can communicate with players visually
- Auditory (hearing): As well as speaking with the players and asking questions, coaches can encourage players to discuss aspects of the game in pairs, small groups and also with the whole group. Through communication with others, players can help solve game-related problems and learn more about the game
- Kinaesthetic (doing): physically ‘walking through’ positional arrangements and freeze-framing parts of the game can help paint pictures in the mind of the players and contribute to the understanding of the game
- Help players learn the game and develop their decision-making skills by seeing game-related problems for players to solve. **For example**, “in this passing practice try and turn with no-touches whenever possible; try and work out when you will be able to do this and when you won’t”

## Social / Emotional

Playing soccer can help children learn many life skills: cooperation, teamwork, communication and friendship are some of the benefits of joining a team and playing the game. To allow these social skills to develop, players should be allowed a safe and supportive environment and given encouragement to learn the game.

### TIPS FOR PHYSICAL DEVELOPMENT:

- Coaches should strive to create a positive environment which is welcoming for players both during games and training How you treat your players is crucial to ensuring this is positive and fulfilling for the young player.
- Players should be praised and recognized for effort and endeavour as well as ability. This will highlight the process of learning and striving to get better rather than just the final outcome.
- As coaches are in a significant position of influence with their players it is important to give consideration to the type of role-model you are What are your values and beliefs and how is this demonstrated in your behaviour?

## Soccer Technique

A player’s soccer technique—which revolves around core skills such as passing, receiving and controlling the ball—will improve through:

- Getting lots of touches on the ball.
- Fun competitions that motivate players to use different techniques.
- Opportunities to make quick decisions about the best technique to use in a given situation
- Plenty of positive feedback.

At the “Learn to Train” stage (U-8/U-11 Girls; U-9/U-12 Boys), technique drills should make up about 40% of practice time (i.e., roughly 35 minutes of a 90-minute training session). The following activities focus on dribbling, control, passing, shooting, and heading.

### **TIP\***

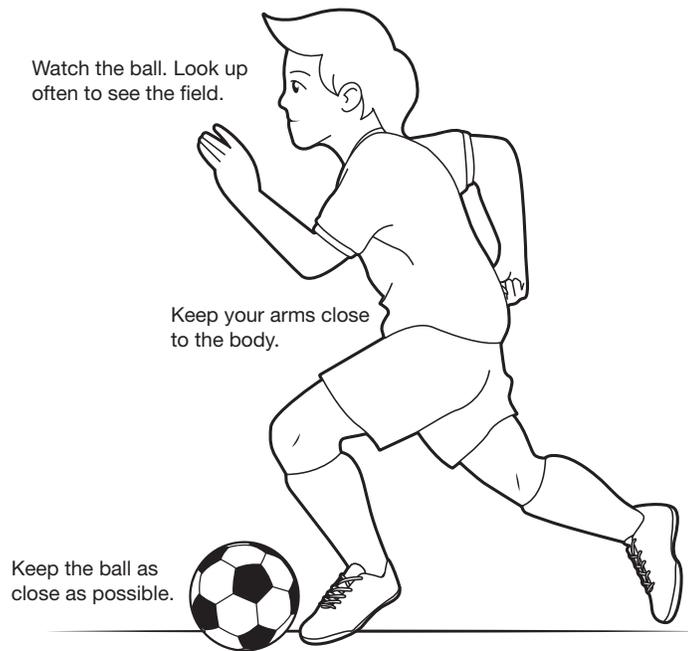
These activities will help players develop a feel for the ball in increasingly large areas by continuing to work on fundamental techniques like dribbling, shooting, faking, turning, and passing. While having fun is still a key motivator, discipline will become more and more important as players transition from “game-playing” to “training.”

**SOCCER TECHNIQUE**

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# **DRIBBLING**

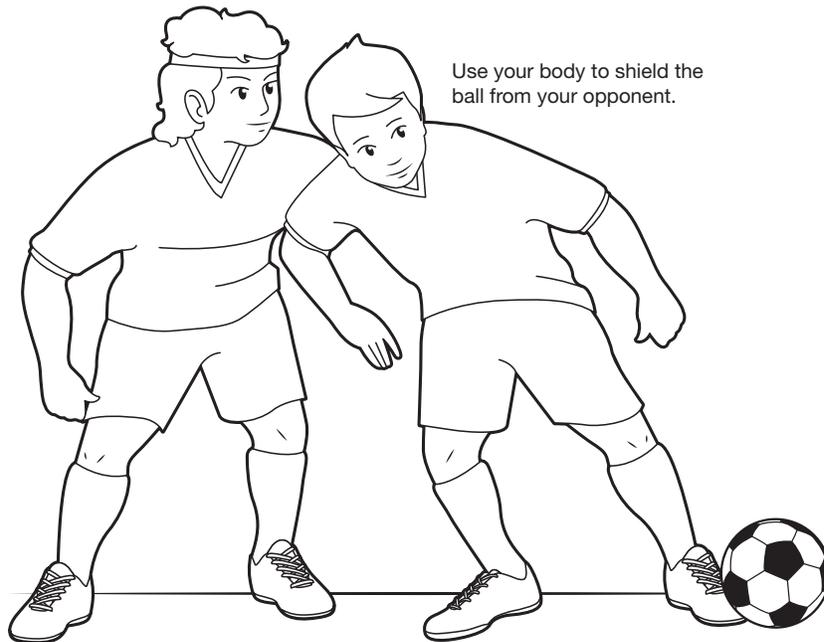
**“DRIBBLING” MEANS USING YOUR FEET TO MOVE THE BALL  
IN A CONTROLLED WAY.**



**SOCCER TECHNIQUE**

# SHIELDING

**“SHIELDING” IS WHERE THE PLAYER KEEPS POSSESSION OF THE BALL BY PUTTING HIS/HER BODY BETWEEN THE BALL AND THE DEFENDER.**



Use your body to shield the ball from your opponent.

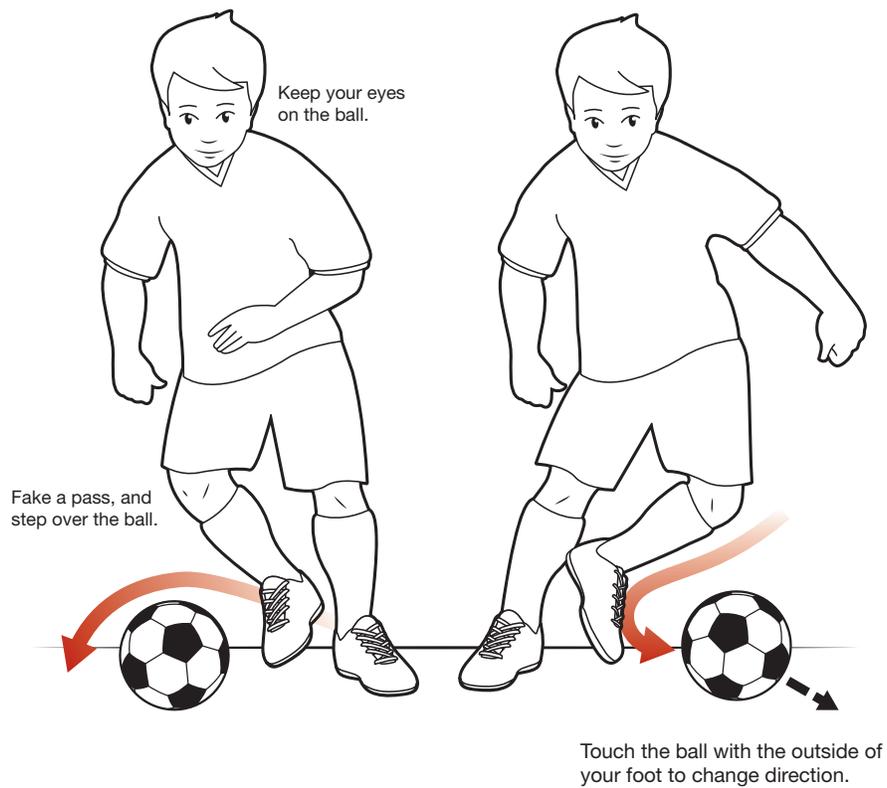
Keep your body low and your feet wide apart for stability.

Maximize the distance between the ball and your opponent.

**SOCCER TECHNIQUE**

**FEINT**

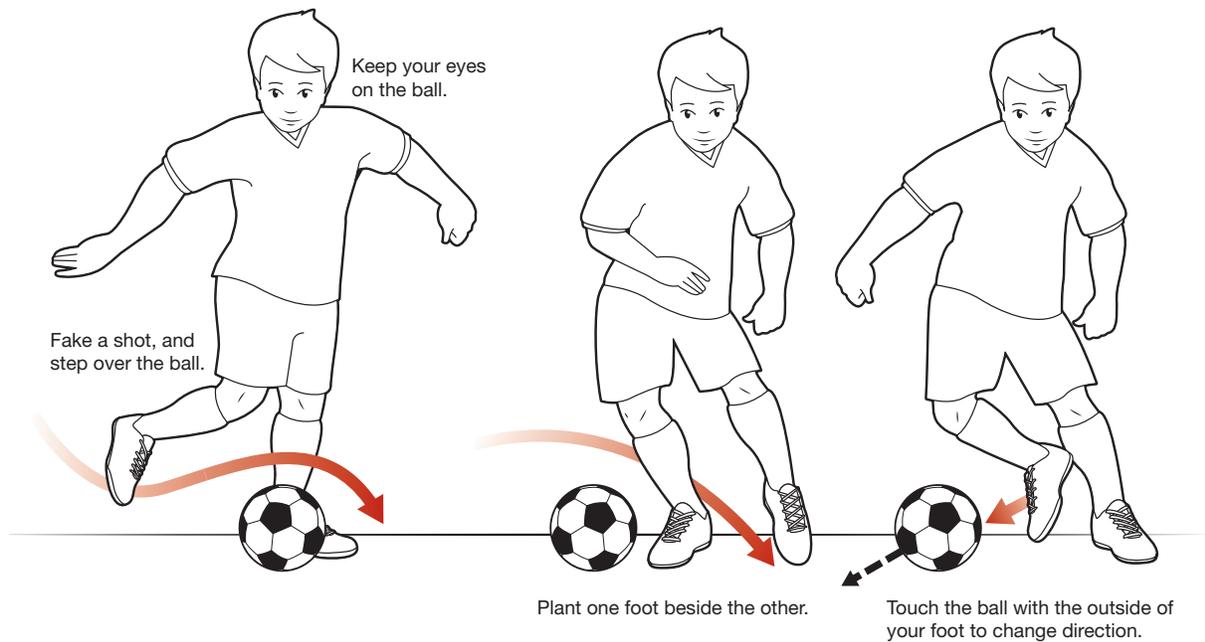
**“A FEINT” (OR FAKE) IS A SLIGHT MOVEMENT OF THE HIPS/SHOULDERS THAT SUGGESTS A MOVE IN ONE DIRECTION BEFORE YOU MOVE SHARPLY IN THE OTHER DIRECTION.**



**SOCCER TECHNIQUE**

# STEPOVER

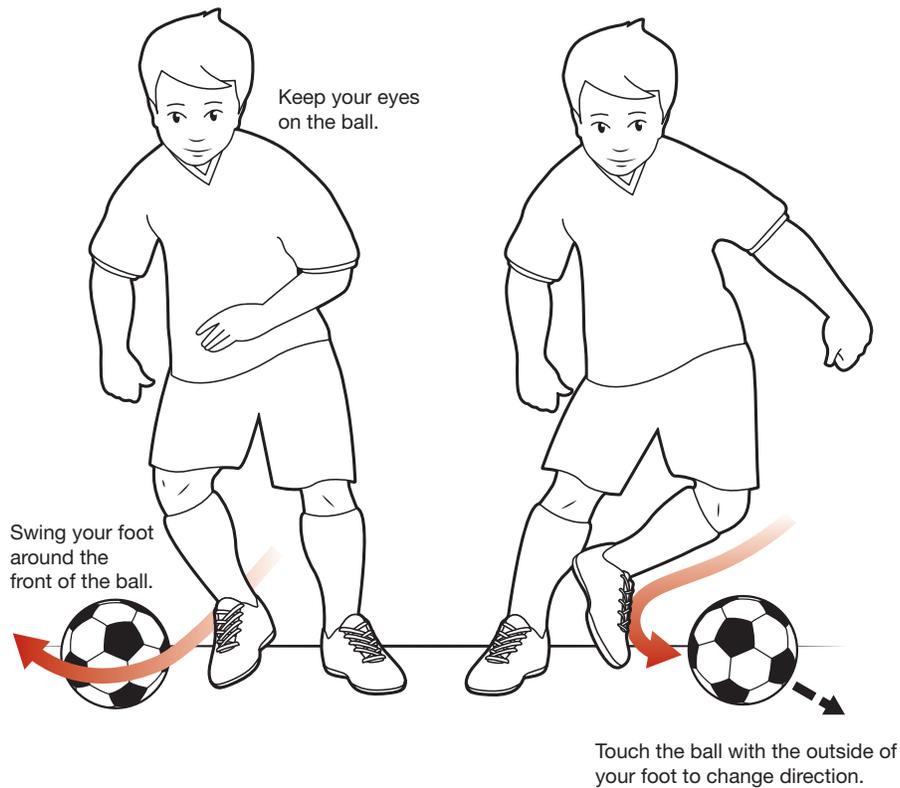
**“A STEPOVER” IS A TURNING MOVE WHERE YOU STEP OVER OR AROUND THE BALL IN A WAY THAT MAKES THE DEFENDER THINK YOU’RE TURNING IN ONE DIRECTION BEFORE YOU PIVOT THE OTHER WAY.**



**SOCCER TECHNIQUE**

# SCISSORS

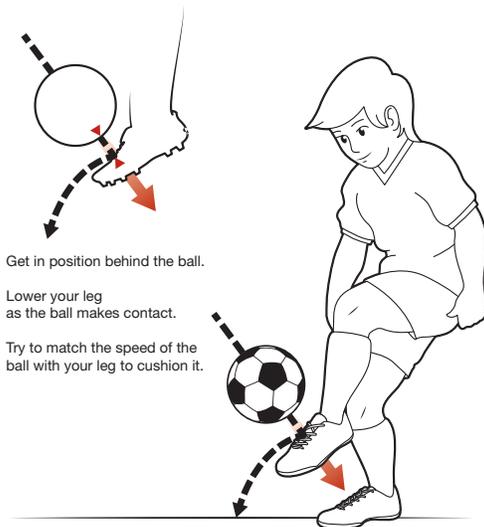
**“SCISSORS” COMBINES THE FEINT AND STEPOVER: ALONG WITH THE MOVEMENT OF YOUR HIPS/SHOULDERS, YOU STEP OVER OR AROUND THE BALL WITH ONE FOOT TO MAKE THE DEFENDER BELIEVE YOU’RE GOING TO MOVE THE BALL ONE WAY, BEFORE PIVOTING SHARPLY PAST THEM IN THE OTHER DIRECTION.**



**SOCCER TECHNIQUE**

# CONTROL

**“CONTROL” MEANS USING YOUR FEET AND OTHER PARTS OF YOUR BODY (EXCEPT YOUR ARMS AND HANDS) TO KEEP THE BALL CLOSE IN ORDER TO THEN PASS, DRIBBLE OR SHOOT.**



Get in position behind the ball.

Lower your leg as the ball makes contact.

Try to match the speed of the ball with your leg to cushion it.

**Top of Foot (Laces)**

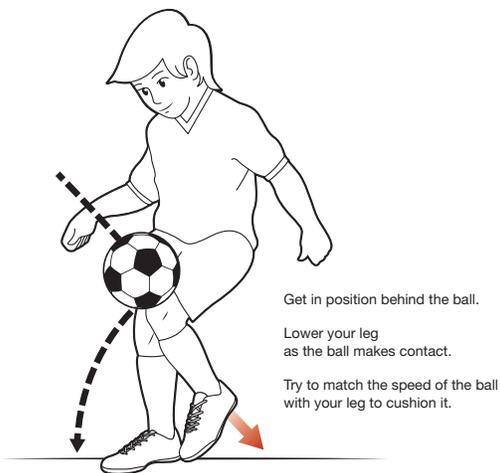


Get in position behind the ball.

Lower your leg as the ball makes contact.

Try to match the speed of the ball with your leg to cushion it.

**Inside of Foot**

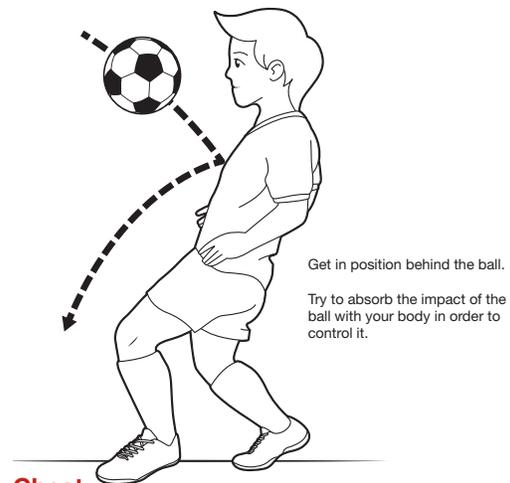


Get in position behind the ball.

Lower your leg as the ball makes contact.

Try to match the speed of the ball with your leg to cushion it.

**Thigh**



Get in position behind the ball.

Try to absorb the impact of the ball with your body in order to control it.

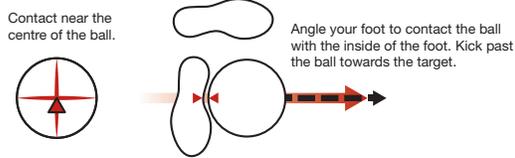
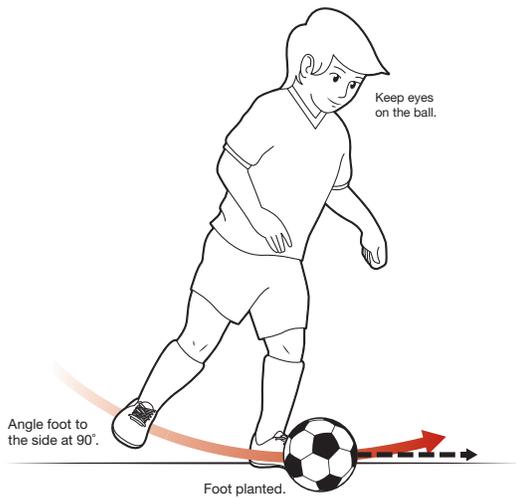
**Chest**

**SOCCER TECHNIQUE**

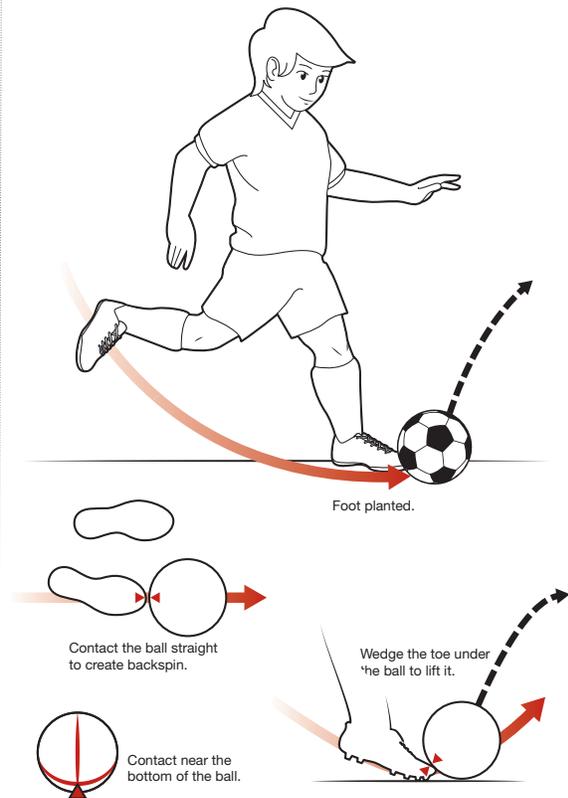
# PASSING

“PASSING” MEANS USING YOUR FEET TO GET THE BALL TO YOUR TEAMMATES IN A CONTROLLED WAY.

## Push Pass



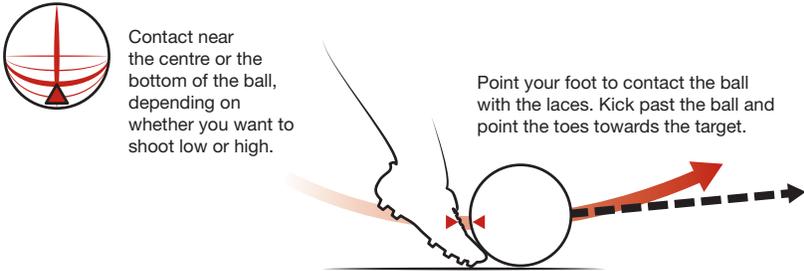
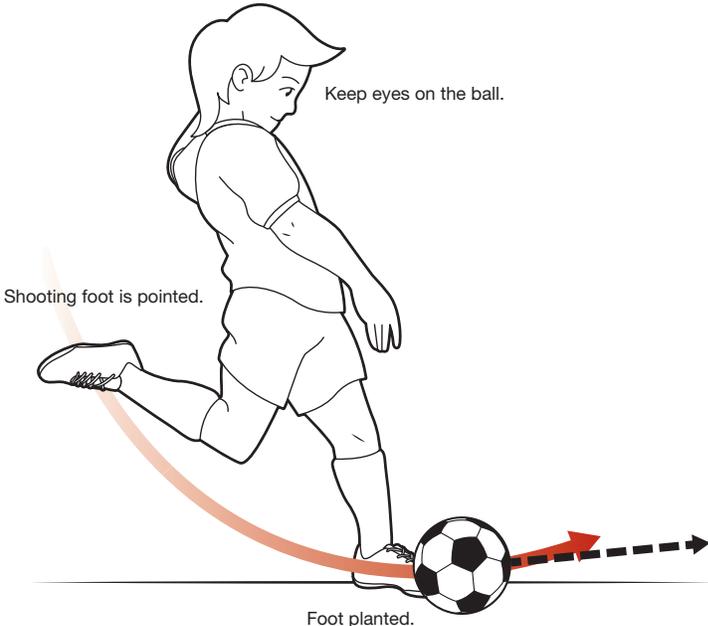
## Chip Pass



**SOCCER TECHNIQUE**

# SHOOTING

“SHOOTING” MEANS USING YOUR FEET TO SCORE.

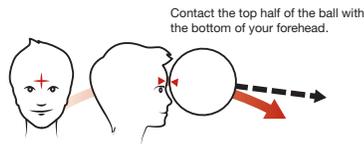
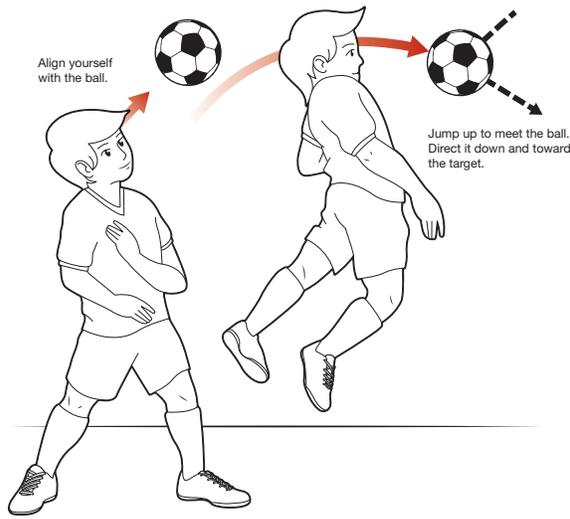


**SOCCER TECHNIQUE**

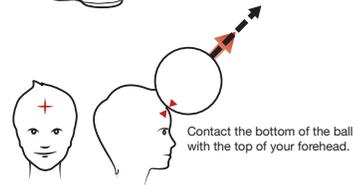
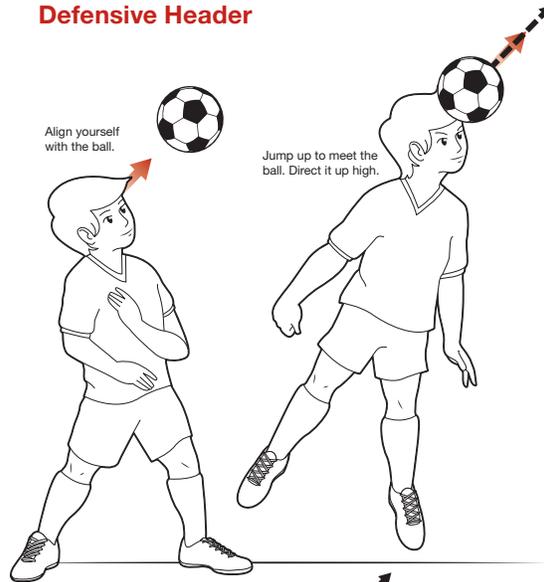
# HEADING

“HEADING” MEANS USING YOUR FOREHEAD TO CONTROL THE BALL, TO PASS TO A TEAMMATE, TO CLEAR THE BALL FROM IN FRONT OF YOUR NET, OR TO SHOOT.

## Attacking Header



## Defensive Header



# Practice Plans

**TMSC BELIEVES THAT EVERY PLAYER DESERVES  
THE BEST POSSIBLE SOCCER EXPERIENCE.**





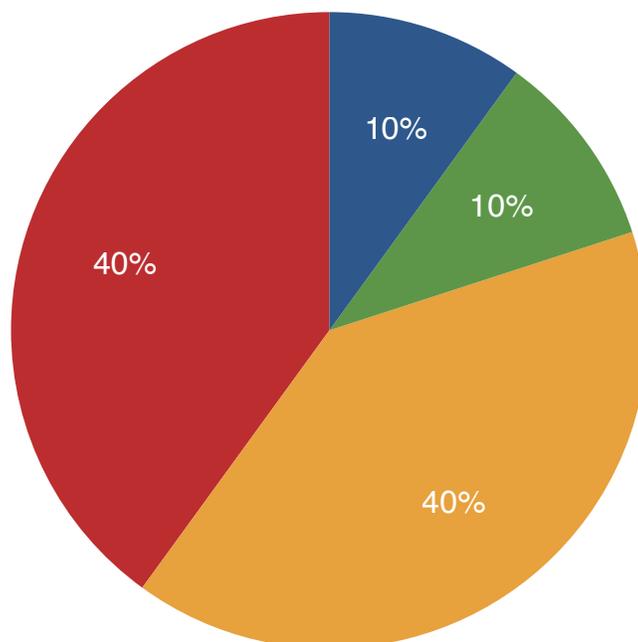
## The “Learn to Train” Training Model

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

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

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

- General Movements
- Soccer Coordination
- Soccer Technique
- Small-sided Games



## U10–U12 “Learn to Train” Philosophy

### “The Golden Age”

Coach, skill development at this stage should be well structured, positive and FUN and should concentrate on developing the ABC's of Agility, Balance and Coordination plus speed. Encourage your players to take part in unstructured play, every day, with their friends.

Learning to read the movements going on around them are critical skills to be developed at this age. Playing small-sided games, 3v3, 4v4 etc. can develop players' ability to read what other players are going to do based on their movements. Let your players make decisions, expose them to working out problems and coming up with solutions.

The U8-U11 female and U9-U12 male age group is the third stage of soccer development that our players go through, commonly known as 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”.

Repetitions are important to develop technical excellence, but creating a fun and challenging environment is still essential for stimulating learning.



## "Learn to Train" Preferred training model



If working with a larger group organize players into groups of 10-12. Each station has a coach who will lead that specific station for the session. Players rotate every 12-15 minutes with a 2 minute break in between each station to have a water break and move to the next station. If working with a smaller group you can still have the 4 stations and players will move together through all 4 stations until all are complete.

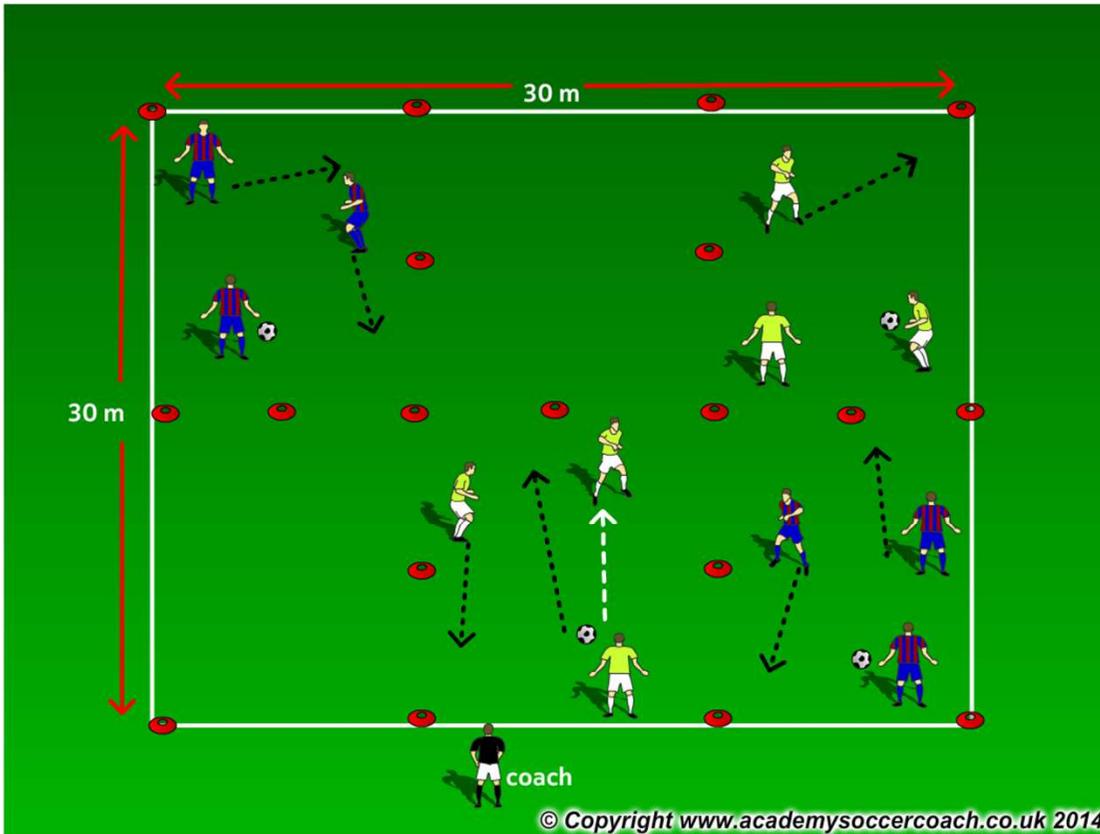




# Learn to Train practice plan – Week 1

## Station A

### General Movement



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organization: A grid of 30 mx30 m divided into equal smaller boxes. 3 players in each group. One ball between each group.  
Procedure: Players move in their box, passing, and receiving, and perform different movements. I.e: Step over, Matthew's move. On the coach's call, players move to another box.

Time frame. 12-15 minutes

### Emphasis:

- Changing direction
- Foot - eye Coordination
- Aware of surroundings
- Balance
- FUN!

<b><u>Psychological</u></b> Confidence Being safe	<b><u>Technical</u></b> Dribbling Passing, receiving Running with the ball
<b><u>Physical</u></b> A,B,C's Change of Direction	<b><u>Social</u></b> Listening to cues Communicating Peer interaction



# Learn to Train practice plan – Week 1

## Station B

### Soccer Coordination



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**Organization:** Mark out two courses. Two to four players stand at each starting cone. Each team has a ball.

**Procedure:** On coach's call, the first player rolls the ball with hands around the far cone, and back to the next player in line. Which team can complete the activity first.

**Variation:** Players bounce the ball around the far cone. Run with the ball around the far cone. They can head a balloon around the far cone.

**Time frame. 12-15 minutes**

**Emphasis:**

- Listening
- Running with the ball
- Changing direction
- Hand - foot Coordination
- FUN!

#### Psychological

Positive reinforcement  
Confidence  
Being safe

#### Technical

Running with the ball  
Part of the ball,  
Part of the foot

#### Physical

Eye-hand coordination  
Agility, Balance  
Change of Direction

#### Social

Listening  
Communicating  
Peer interaction /fun



**Learn to Train practice plan – Week 1**  
**Station B**  
**Soccer Technique - Dribbling/Creativity**



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**Organization:** 30 mx15 m. divided to three equal grids. one player as defender in each grid. Attacker runs to 1st defender and performs a dribbling move, when he/she passes the first defender, then she/he runs to 2nd defender performing different dribbling move, and when pass him/her can score in the goal.  
**Progression:** This exercise could be done in 2v1 situation, working on when to pass, and when to dribble.  
**Rotate players.**

**Time frame. 12-15 minutes**

**Emphasis:**

Changing direction  
 Change of speed  
 Agility, Balance, Coordination  
 Shooting, finishing  
**FUN!**

<p><b><u>Psychological</u></b>          Positive reinforcement          Confidence          Being safe          Fun</p>	<p><b><u>Technical</u></b>          Dribbling          1v1          attacking/defending          passing,          Shooting,</p>
<p><b><u>Physical</u></b>          Speed          A,B,C's          Change of Direction</p>	<p><b><u>Social</u></b>          Listening          Communicating          Peer interaction</p>



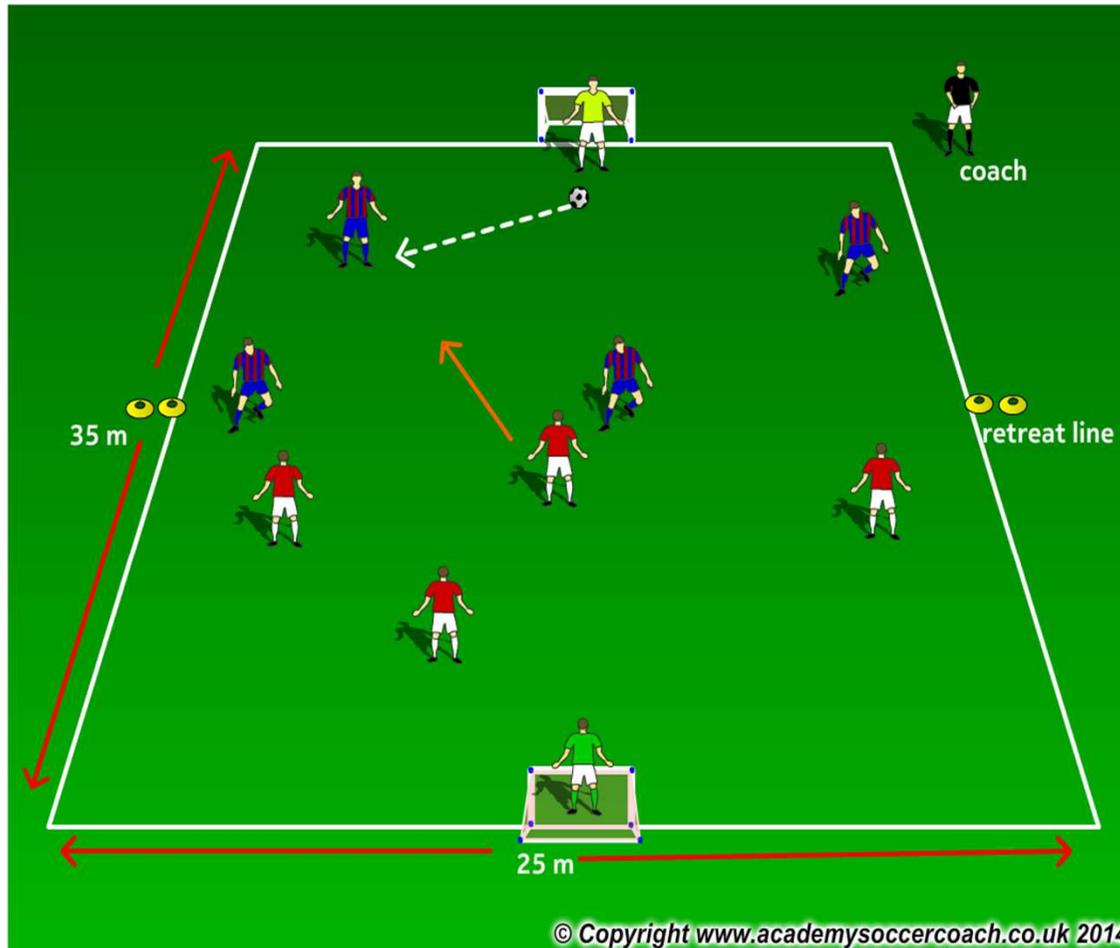
**Learn to Train practice plan – Week 1**  
**Station D**  
**Small sided game with retreat line**



**Time frame. 12-15 minutes**

**Emphasis:**

- Running with the ball
- Dribbling
- 1v1
- Changing direction
- Change of speed
- Agility, Balance, Coordination
- Imagination
- Creativity
- FUN!



**5v5 small sided game with the retreat line.**  
If you have odd numbers, you can have the extra player become a neutral player in the game. He/she plays with team in possession.

<b><u>Psychological</u></b> Fun Confidence Being safe	<b><u>Technical</u></b> Dribbling 1v1 Shooting
<b><u>Physical</u></b> Speed A,B,C's Change of Direction	<b><u>Social</u></b> Listening Communicating Fun with friends



# Learn to Train practice plan – Week 2

## Station A

### General Basic Movement



**Cone tag:**  
**Organization:** Mark out a 20 mx20 m field with different - coloured cones. 6-8 players and one tagger.  
**Procedure:** The tagger tries to tag the players, The coach calls out a cone colour: Cones of this colour can be used briefly as safety zone, but each cone only protects one player. If tagger, tag a player, he/she become a new tagger.

**Time frame.12-15 minutes**

### Emphasis:

- Changing direction
- Running
- Spatial awareness
- FUN!

<p><b><u>Psychological</u></b></p> <p>Confidence          Playing under pressure          Fun</p>	<p><b><u>Technical</u></b></p> <p>Dribbling          passing          Receiving          1v1</p>
<p><b><u>Physical</u></b></p> <p>A,B,C's          Change of Direction          Speed</p>	<p><b><u>Social</u></b></p> <p>Listening          Communicating          Team work</p>



## Learn to Train practice plan – Week 2

### Station B

### 3v2 shooting



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**Organization:** A 9v9 size goal, a few balls, 10 to 12 players. Mark out field as shown ( 18 yrd. box if its possible) , and 3 cones 10 m from 18 yrd line.  
**Procedure:** The first passer initiate the 3v2 with a pass into the penalty box. (extrea defender juggles on the side, and will be rotate each round)  
 Attackers can only shoot after receiving and controlling the ball. When the first ball goes out of hte field or into the goal, the next passer passes into penalty box. Team switch their role after two or three rounds.

Time frame. 12-15 minutes

### Emphasis:

Turning  
 Changing direction  
 Shooting  
 Passing  
 Receiving  
 FUN!

<u>Psychological</u>  Confidence	<u>Technical</u>  Finishing Shooting
<u>Physical</u>  A,B,C's Change of Direction	<u>Social</u>  Listening Communicating



## Learn to Train practice plan – Week 2

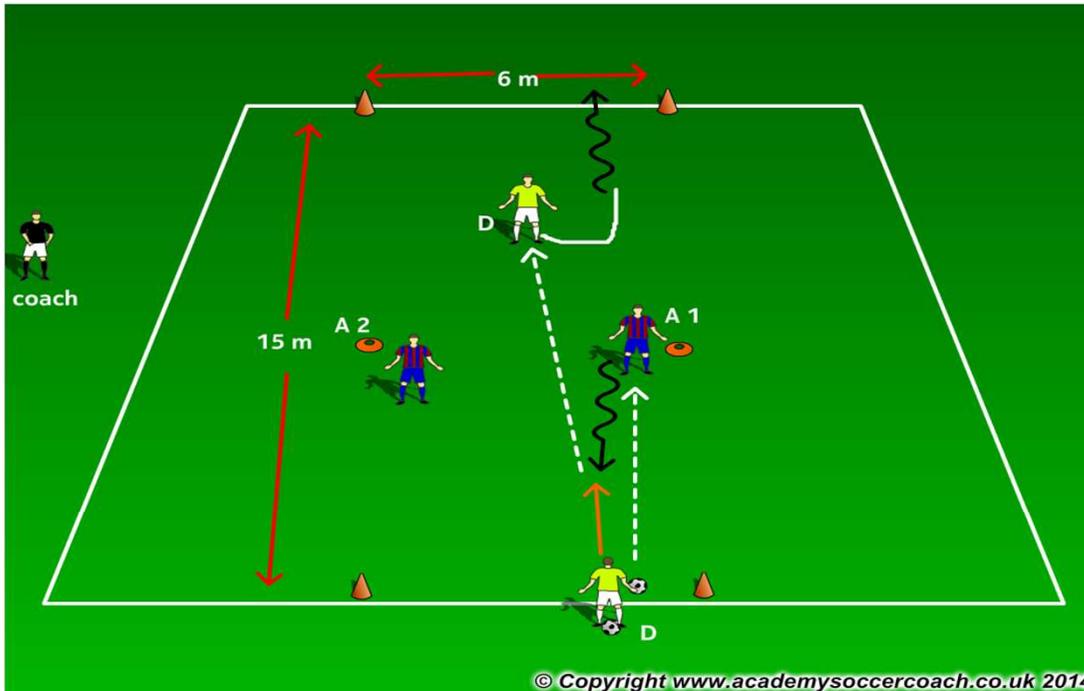
### Station C

## Soccer Technique - Individual Defending

Time frame. 12-15 minutes

### Emphasis:

- Patience
- Body position
- 1v1 mentality
- Angle of approach
- Element of surprise
- Speed of approach
- Fun!



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**Individual Defending:** (defending the line)

**Organization:** Mark the field (15 m x 6 m), it could be varied depend on the age and the ability of players.

**procedure:** Divide players to two teams. One team (attackers) receive the ball from the defender and try to pass the defender and cross the line.

**Attacker will rotate every round.**

**same procedure will take place on the other side.**

**progression:** 2 attacker vs 1 defender

**If defender intercepts the ball, will pass it to his teammate on the other half, which will receive, turn and cross the line.**

### Psychological

Decision making  
Confidence  
1v1 defending  
mentality

### Technical

Angle of Approach  
Body position  
Time of tackle

### Physical

A,B,C's  
Change of Direction

### Social

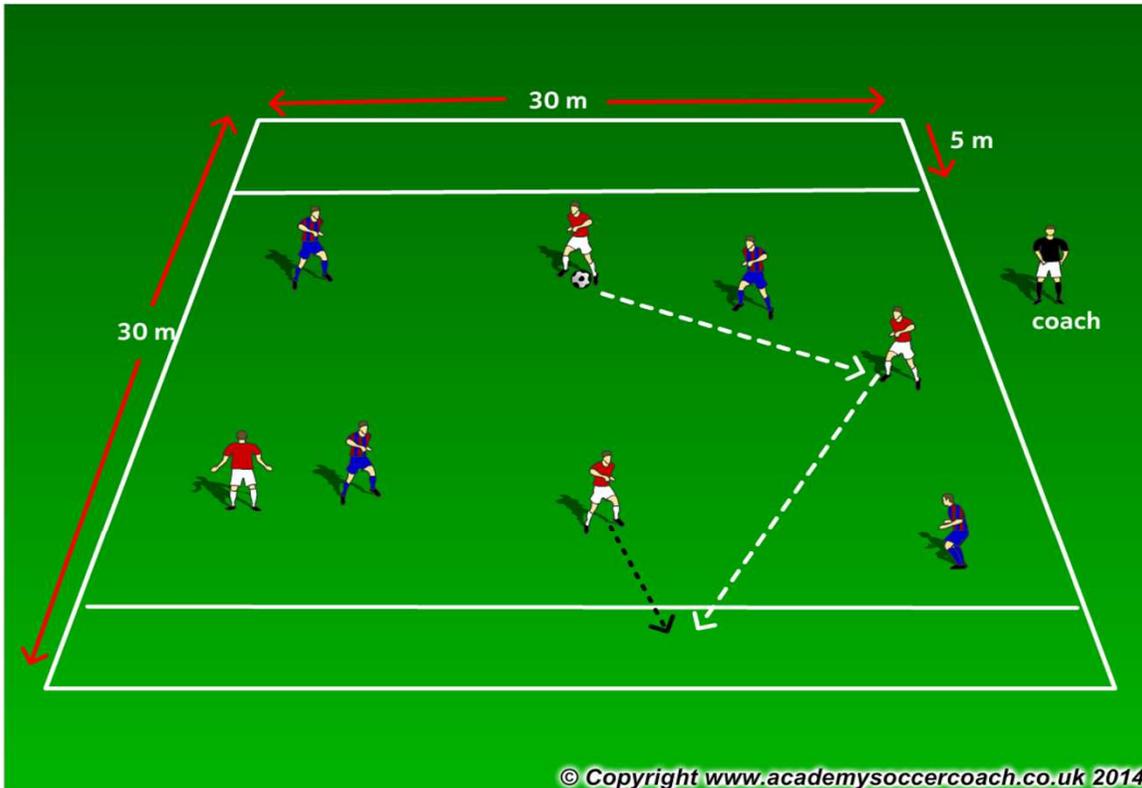
Listening  
Communicating



## Learn To Train practice plan – Week 2

### Station D

### Small Sided game - End Zone Game



4v4 small sided game with two end zones.

Organization: Mark a field of 30 mx30 m, and two end zone as shown in diagram.

Procedure: Each team gain a point by pass the ball into end zone which received by teammate .

Players can't wait for the ball in end zone, they must run to end zone to receive the ball.

Time frame. 12-15 minutes

### Emphasis:

Running with the ball

Dribbling

1v1

Changing direction

Change of speed

Agility, Balance, Coordination

Imagination

FUN!

### Psychological

Decision making

Confidence

Being safe

### Technical

Receiving

Dribbling

passing

### Physical

A,B,C's

Change of Direction

### Social

Listening

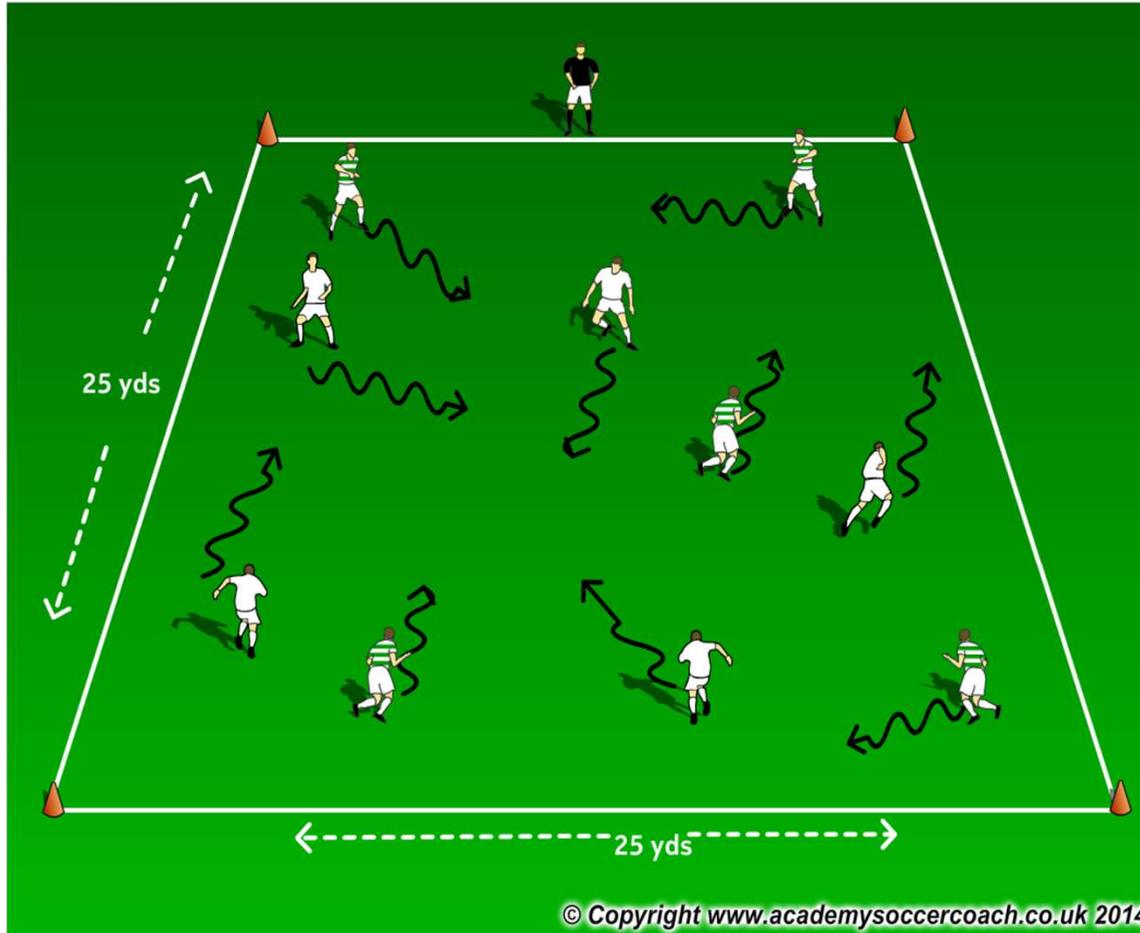
Communicating



## Learn to Train practice plan – Week 3

### Station A

### General Movement



**General movements**  
 Encourage the players to use different soccer related movements such as walking, running, jumping, rolling, running backwards and also sideways  
 Movements can occur with or without a ball.

Time frame. 12-15 minutes

### Emphasis:

- Running
- Skipping
- Side steps
- Changing direction
- Changing speed

<u>Psychological</u>	<u>Technical</u>
Confidence	N/A
<u>Physical</u>	<u>Social</u>
A,B,C's Change of Direction	Listening Communicating



## Learn to Train practice plan – Week 3

### Station B

### Passing and Receiving



Time frame. 12-15 minutes

#### Emphasis:

Changing direction

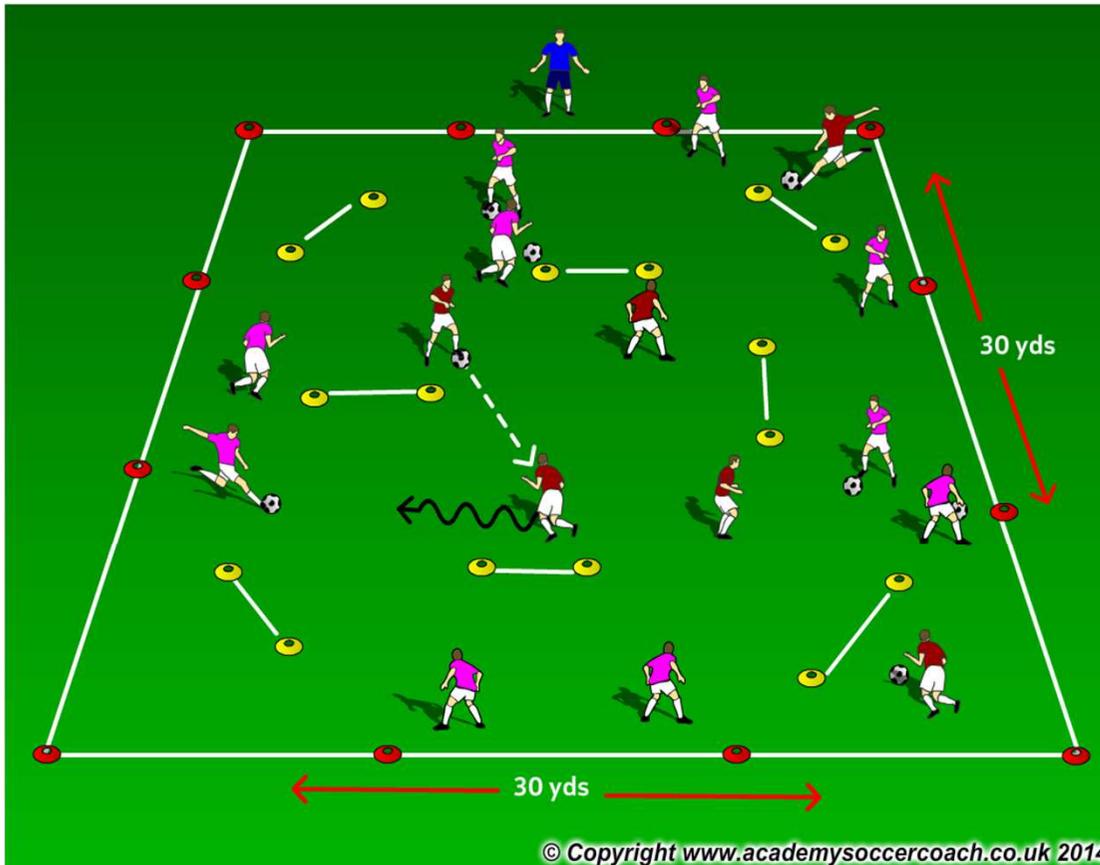
Spatial Awareness

Passing

Receiving

Support

FUN!



#### **Passing and Moving**

Players are placed into 2s and pass and move freely inside 30x30 area.

Focus should be on how the player passes and receives the ball.

To make it fun for the players add gates into the area and on the command of "Shopping" players look to pass the ball through the gates. each gate =1point

#### Psychological

Confidence  
Playing under  
pressure

#### Technical

Passing  
Receiving  
1v1

#### Physical

A,B,C's  
Change of Direction  
Speed  
Support

#### Social

Listening  
Communicating  
Team work



**Learn to Train practice plan – Week 3**  
**Station C**  
**How to play out from the back**



S plays ball into the goalkeeper. The goalkeeper now looks to distribute the ball to 1 of his/her team mates. As soon as the player receiving the ball touches the ball the 2 strikers are released to pressure the ball. The team in possession now look to get the ball to T or S to score a point. If the Strikers win possession they head to goal. All players rotate through all positions.

**Time frame. 12-15 minutes**

**Emphasis:**

- Patience
- Body position
- Passing/receiving
- Support
- Decision making
- Awareness
- Learning different roles
- FUN!**

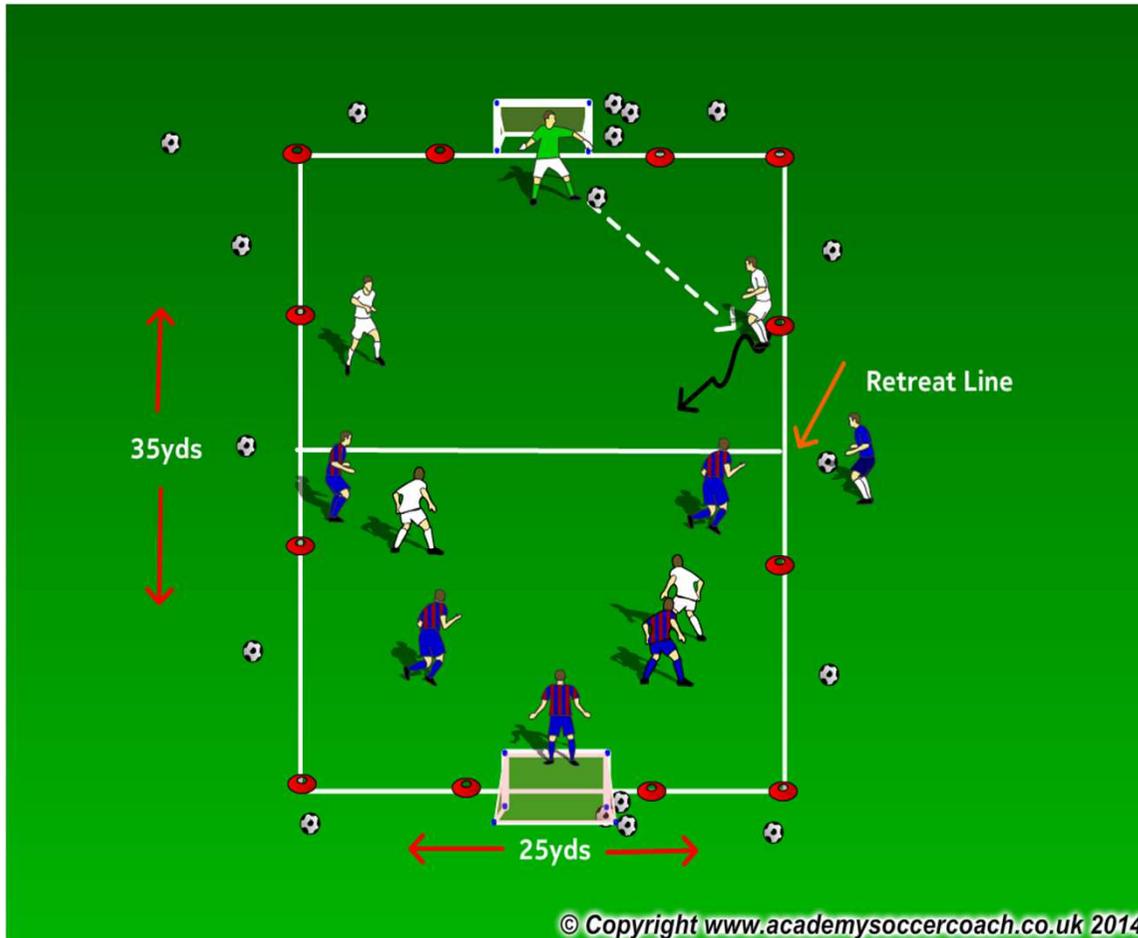
<p><b><u>Psychological</u></b>            Decision making            Confidence            Risk assessment</p>	<p><b><u>Technical</u></b>            Passing            Receiving            Penetrating pass</p>
<p><b><u>Physical</u></b>            A,B,C's            Speed of play            Hip flexor rotation</p>	<p><b><u>Social</u></b>            Team play            Communication            Co-operation</p>



## Learn To Train practice plan – Week 3

### Station D

### 5v5 with retreat line



5V5 with the Retreat line.  
If you have odd numbers you can have the extra player become a neutral player in the game.

Time frame. 12-15 minutes

#### Emphasis:

Patience  
Body position  
Passing/receiving  
Support  
Decision making  
Awareness  
FUN!

<p><u>Psychological</u> Decision making Confidence Risk assessment</p>	<p><u>Technical</u> Passing Receiving Penetrating pass</p>
<p><u>Physical</u> A,B,C's Speed of play</p>	<p><u>Social</u> Team play Communication Co-operation</p>



## Learn to Train practice plan – Week 4

### Station A General Movement



Time frame. 12-15 minutes

#### Emphasis:

Changing direction  
Eye-foot Coordination  
Running with the ball  
FUN!



**Organization:** 5 mx5 m field as shown. 5 players, 4 have balls. players with the ball outside of the square, evenly spaced.  
**Procedure:** Players attempt to dribble across the square or to a another side, avoiding being tagged by player in the middle.  
**Getting across gains 2 points, dribbling to another side gains 1 point.**  
**If an outside player is tagged 3 times, He/she goes in the middle.**

#### Psychological

Confidence  
Being safe

#### Technical

Dribbling  
Passing, receiving  
Running with the ball

#### Physical

A,B,C's  
Change of Direction

#### Social

Listening to cues  
Communicating  
Peer interaction



## Learn to Train practice plan – Week 4

### Station B

### Soccer Coordination



**Time frame. 12-15 minutes**

#### **Emphasis:**

- Communication
- Passing/Receiving
- Running with the ball
- Changing direction
- Spatial Awareness
- Lots of touches
- FUN!**



**Organization:** 15x15 yds Field as shown. 8-10 players with a ball each. 2 additional players with 1 ball between them.

**Procedure:** Players dribbling and move freely within the area. The pair of players with one ball between them moves within the area passing to one another, avoiding dribbling players. The pair will be changed every 1 minute.

**Progression:** Add more "pairs" passing amongst the dribblers. Or reduce the area.

**A pair with more passing sequence will win .**

#### **Psychological**

Positive reinforcement  
Confidence  
Being safe

#### **Technical**

Running with the ball  
Part of the ball,  
Part of the foot

#### **Physical**

Coordination  
Agility, Balance  
Change of Direction

#### **Social**

Listening  
Communicating  
Peer interaction /fun



**Learn to Train practice plan – Week 4**  
**Station C**  
**Soccer Technique – Passing/Possession**



**Organization:** 40 mx40 m field as shown. 10 players organized in 2 teams of 5, 2 targets, and a server (S). One ball to play, and a few balls around the field. Server may move around the outside of the area.

**Procedure:** Practice starts with a pass into play by the server . Team can use Targets and server to keep possession. Targets can move to open square to help the team.

**Team score** by passing to target into designated area.

**Time frame. 12-15 minutes**

**Emphasis:**

- Passing
- Receiving
- Communication
- Changing direction
- Change of speed
- Agility, Balance, Coordination
- Spatial Awareness
- FUN!

<p><b><u>Psychological</u></b>          Fun          Confidence          Being safe</p>	<p><b><u>Technical</u></b>          Dribbling          1v1          Passing</p>
<p><b><u>Physical</u></b>          Speed          A,B,C's          Change of Direction</p>	<p><b><u>Social</u></b>          Listening          Communicating          Fun with friends</p>



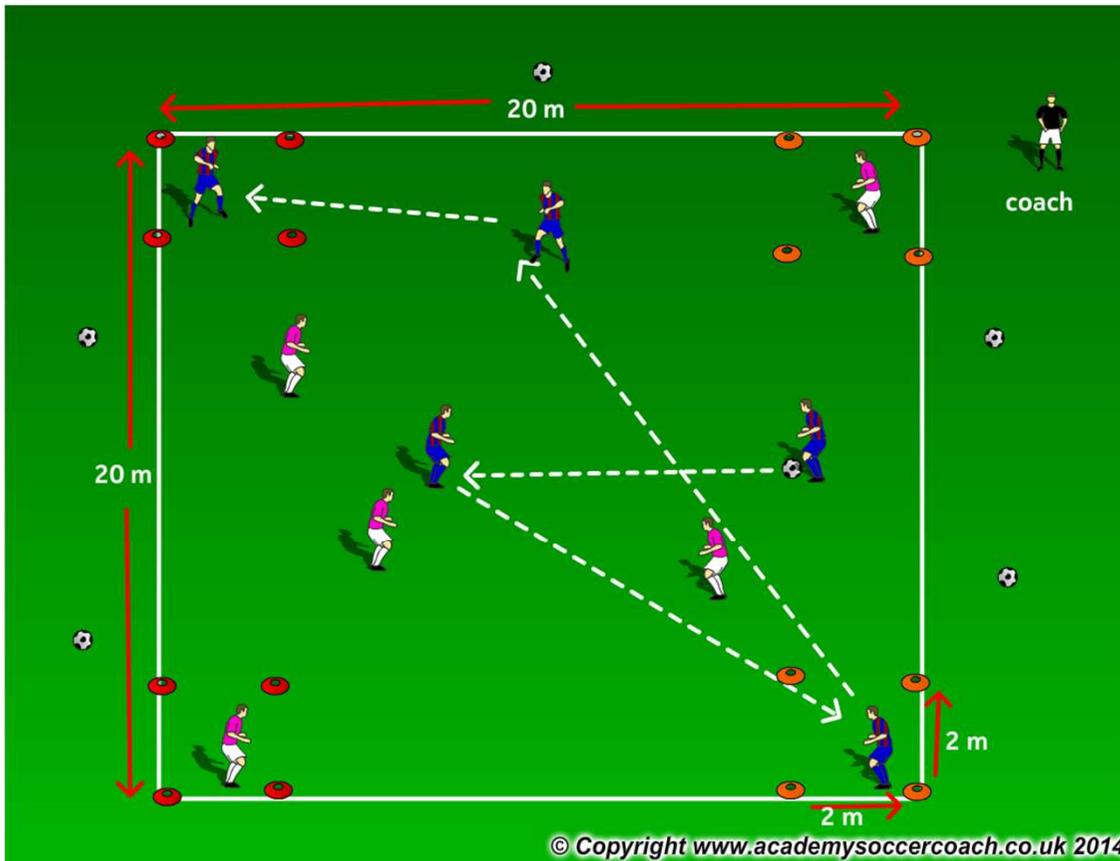
Learn to Train practice plan – Week 4  
Station D  
Small sided game – target zones



Time frame. 12-15 minutes

Emphasis:

- Running with the ball
- Passing
- Receiving
- Possession
- Changing direction
- Change of speed
- Agility, Balance, Coordination
- Imagination
- FUN!



Organization: 20 mx20 m field as shown ( could be modified according to age).  
10 players in two teams of 5. Two players from each team as target in designated area ( 2 mx2 m).  
procedure: Team in possession must pass to one target player, get it back and play to other target player in order to score.

<p><u>Psychological</u></p> <ul style="list-style-type: none"><li>Fun</li><li>Confidence</li><li>Being safe</li></ul>	<p><u>Technical</u></p> <ul style="list-style-type: none"><li>Dribbling</li><li>1v1</li><li>Passing</li></ul>
<p><u>Physical</u></p> <ul style="list-style-type: none"><li>Speed</li><li>A,B,C's</li><li>Change of Direction</li></ul>	<p><u>Social</u></p> <ul style="list-style-type: none"><li>Listening</li><li>Communicating</li><li>Fun with friends</li></ul>



# Learn to Train practice plan – Week 5

## Station A

### General Movement



**Organization:** 30 mx20 m field as shown. 12 players , 8 inside the grid( 3 with the ball in their hands), and 4 outside( taggers).

**Procedure:** On coach's signal, players outside of the grid try to tag players without the ball. If a player has the ball, he/she cannot be tagged. Players with the ball can pass the ball to players to stop them being tagged.

**Progression:** Game can be played with ball at players feet.

Time frame. 12-15 minutes

### Emphasis:

- Changing direction
- Eye-hand (foot) Coordination
- Running with the ball
- Stop and start to run
- FUN!**

<b><u>Psychological</u></b>  Confidence Being safe	<b><u>Technical</u></b>  Dribbling Passing, receiving Running with the ball
<b><u>Physical</u></b>  A,B,C's Change of Direction	<b><u>Social</u></b>  Communicating Peer interaction



**Learn to Train practice plan – Week 5**  
**Station B**  
**Soccer coordination**



**Time frame. 12-15 minutes**

**Emphasis:**

- Using both feet
- Running with the ball
- Changing direction
- Good balance
- Spatial Awareness
- Lots of touches
- FUN!**



**Organization:** 30 mx25 m field as shown ( could be modified according to age).  
**10-12 players** each with ball at their feet.  
**Procedure:** Players moving and dribbling freely within the area performing various moves. Players encouraged to use both feet.  
**Progression:** To add 2-3 defenders.

<b><u>Psychological</u></b> Positive reinforcement Confidence Being safe	<b><u>Technical</u></b> Running with the ball Part of the ball, Part of the foot First touch
<b><u>Physical</u></b> Eye-hand coordination Agility, Balance Change of Direction	<b><u>Social</u></b> Communicating Peer interaction /fun



## Learn to Train practice plan – Week 5

### Station C

### Soccer Technique – dribble and shoot



Time frame. 12-15 minutes

Emphasis:

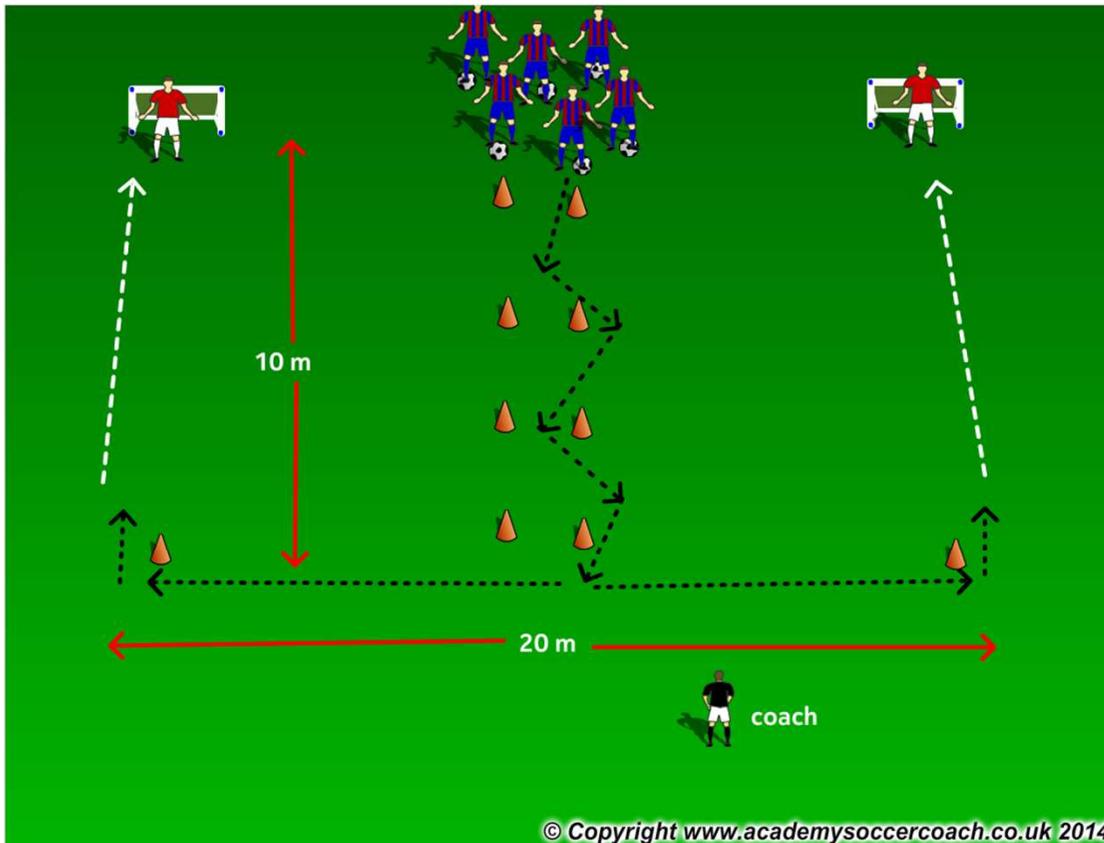
Dribbling

Shooting

Goalkeeping

Agility, Balance, Coordination

FUN!



Motivational dribbling exercises with shooting.

Organization: Mark a field 20 mx10 m( age appropriate), 2 goals, cones, balls , and two Gks

Procedure: players dribble to the shooting cones, do a 90 degree around them and shoot. A parallel setup , so two players can do it on the same time for cut down on time of waiting. Note: Alternate the players for using both feet.

#### Psychological

Fun

Confidence

Being safe

#### Technical

Dribbling

Shooting

Goalkeeping

#### Physical

A,B,C's

Change of Direction

#### Social

Communicating

Fun with friends



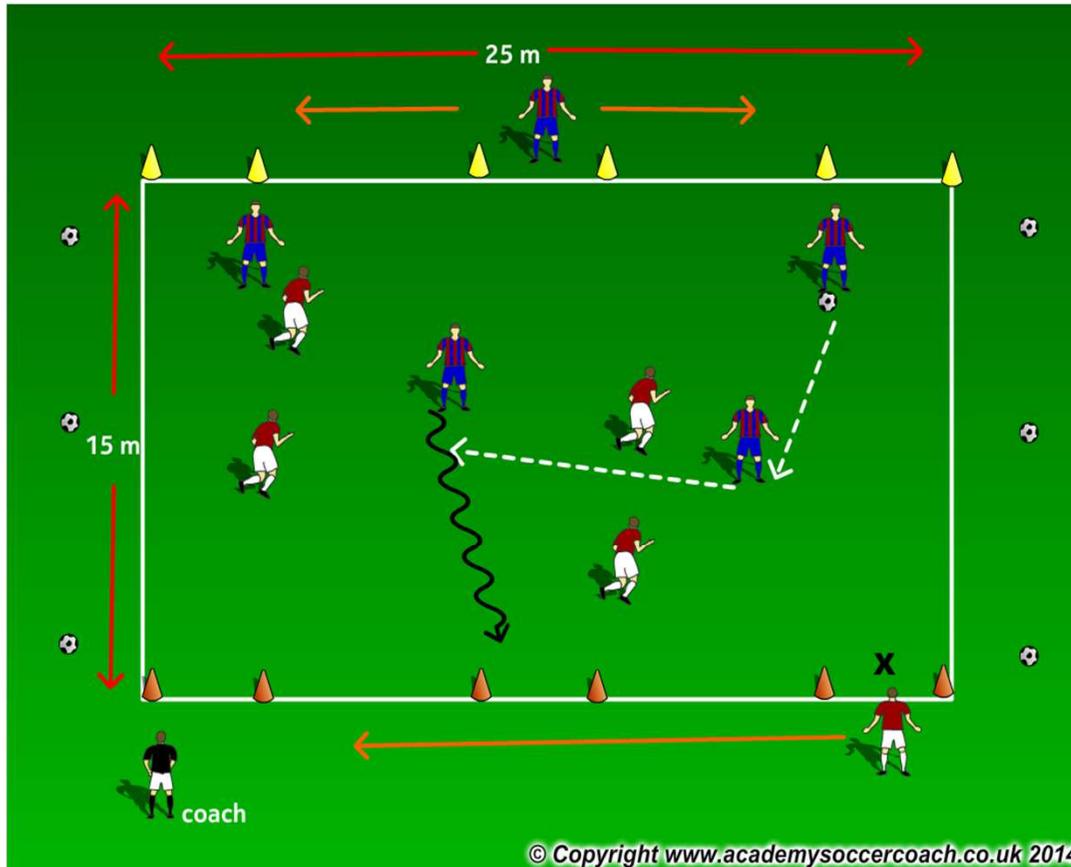
**Learn to Train practice plan – Week 5**  
**Station D**  
**Small sided game – 4v4 to 3 goals**



**Time frame. 12-15 minutes**

**Emphasis:**

- Running with the ball
- Dribbling
- 1v1
- Passing and Receiving
- Possession
- Changing direction
- Change of speed
- Agility, Balance, Coordination
- FUN!**



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**Organization:** 25 mx15 m yards field as shown. Two teams of 5 , 3 gates used as goal each side. 1 player from each team stay outside of the field and can move behind any of the goals.  
**Procedure:** 4v4 game to score on any of the opponent open goals, team in possession can't score on a goal that is covered by opponent.

<p><b><u>Psychological</u></b>            Fun            Confidence            Being safe</p>	<p><b><u>Technical</u></b>            Dribbling            1v1 attack/defend            Passing            Possession</p>
<p><b><u>Physical</u></b>            Speed            A,B,C's            Change of Direction</p>	<p><b><u>Social</u></b>            Listening            Communicating            Fun with friends</p>



**Learn to Train practice plan**  
**Station A**  
**General Movement**



**Time frame. 12-15 minutes**

**Emphasis:**

Changing direction  
 Eye-hand Coordination  
 Running with the ball  
**FUN!**

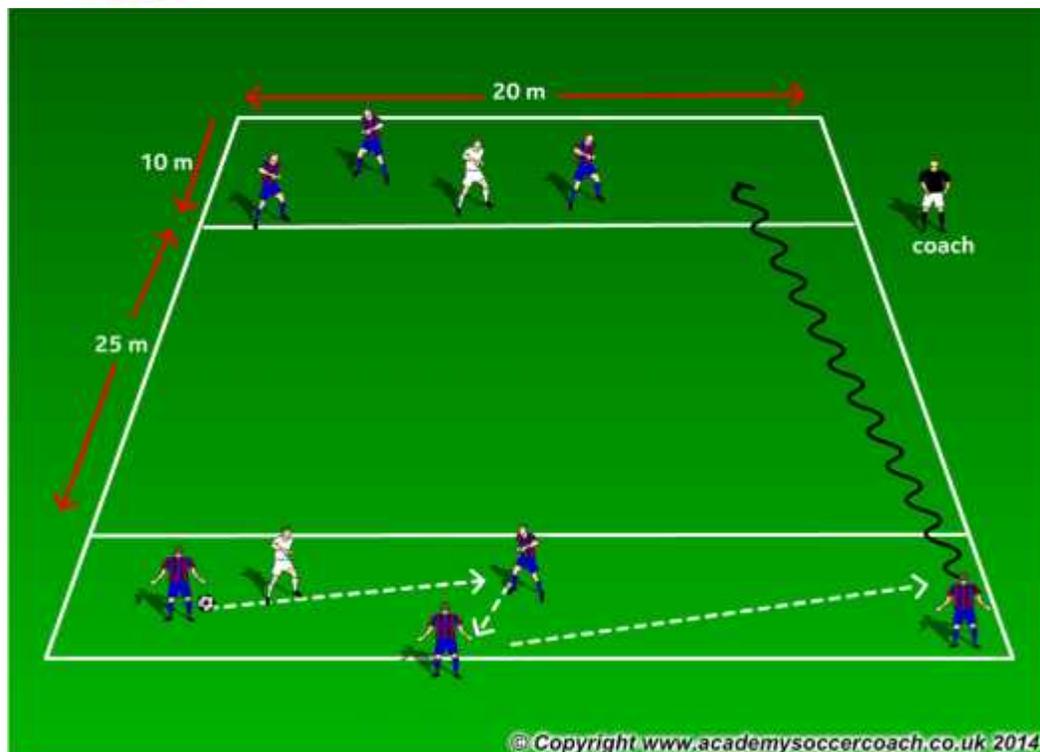


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**Organization:** A 25mx25m field. 12 Players. 7 with the ball in their hands. 5 players with no ball. 4 players outside of the field as taggers.  
**Procedure:** On the coach's call, taggers try to tag the players without the ball only. Players with the ball will pass to players without the ball to assist them not to be tagged. Players rotate on coach's discretion.  
**Progression:** This game can be played with the ball on the ground.

<p><b><u>Psychological</u></b>          Decision Making          Confidence          Being safe</p>	<p><b><u>Technical</u></b>          Dribbling          Passing, receiving          Running with the ball</p>
<p><b><u>Physical</u></b>          A,B,C's          Change of Direction</p>	<p><b><u>Social</u></b>          Communicating          Peer interaction</p>



**Learn to Train practice plan**  
**Station B**  
**Soccer Coordination**



**Time frame. 12-15 minutes**

**Emphasis:**

- Communication
- Passing/Receiving
- Running with the ball
- Changing direction
- Eye-foot Coordination
- Spatial Awareness
- Lots of touches
- FUN!

**Organization:** A 25 mx 20 m in the middle, with two end zone 10 mx 20 m. 9 players. 3+1 v 1 in each end zone.

**Procedure:** After 3 passes, player with the ball dribble to the other box and after 3 passes player with the ball leave to the other box. Procedure.

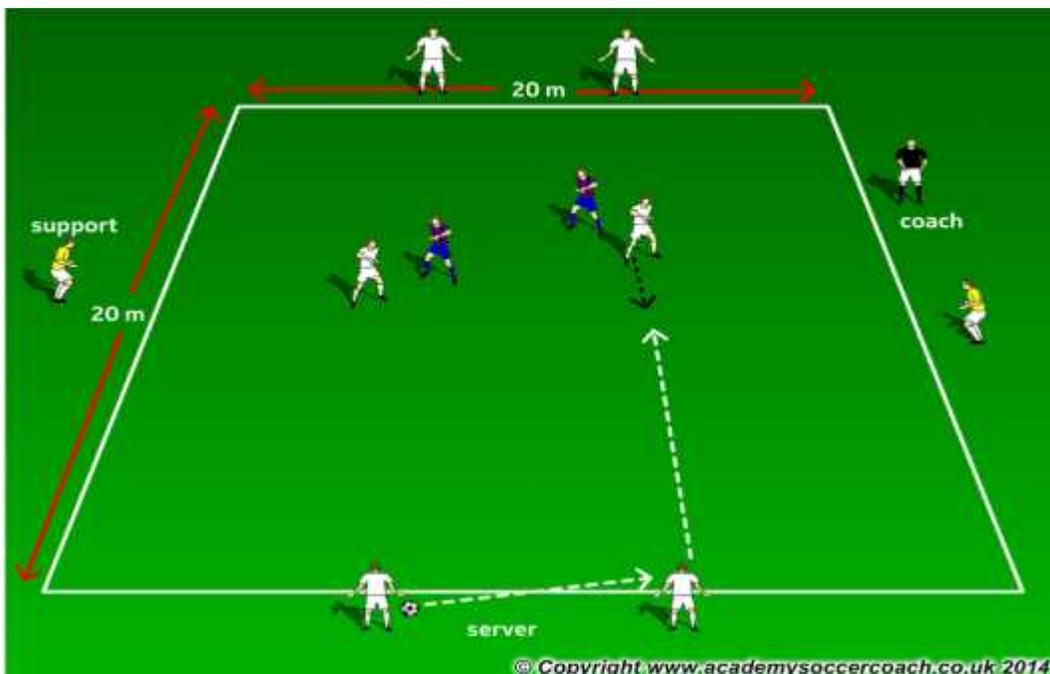
**Progression:** Player in the other box can come out of the box to show and receive the ball.

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<p><b><u>Psychological</u></b>          Positive reinforcement          Confidence          Being safe</p>	<p><b><u>Technical</u></b>          Running with the ball          Part of the ball,          Part of the foot</p>
<p><b><u>Physical</u></b>          Eye-hand coordination          Agility, Balance          Change of Direction</p>	<p><b><u>Social</u></b>          Listening          Communicating          Peer interaction /fun</p>



**Learn to Train practice plan**  
**Station C**  
**Soccer Technique – Passing/Possession**



**Organization:** A 20 mx 20 m field.(could be modified based on players age). 8 players, 2 attackers, and 2 defenders inside the field. Four servers outside of the field, 2 supports on the side of the field.

**Procedure:** Server plays the ball to the other server, one of the attacker shows, and game starts. Attackers try to transfer the ball to the other servers. If the defenders win the ball, they become attackers. Attackers always can use the support on the side.

**Players will rotate the roles at coach's discretion.**

**Progression:** One of the server can move into the field to make a 3v2 .

**Time frame. 12-15 minutes**

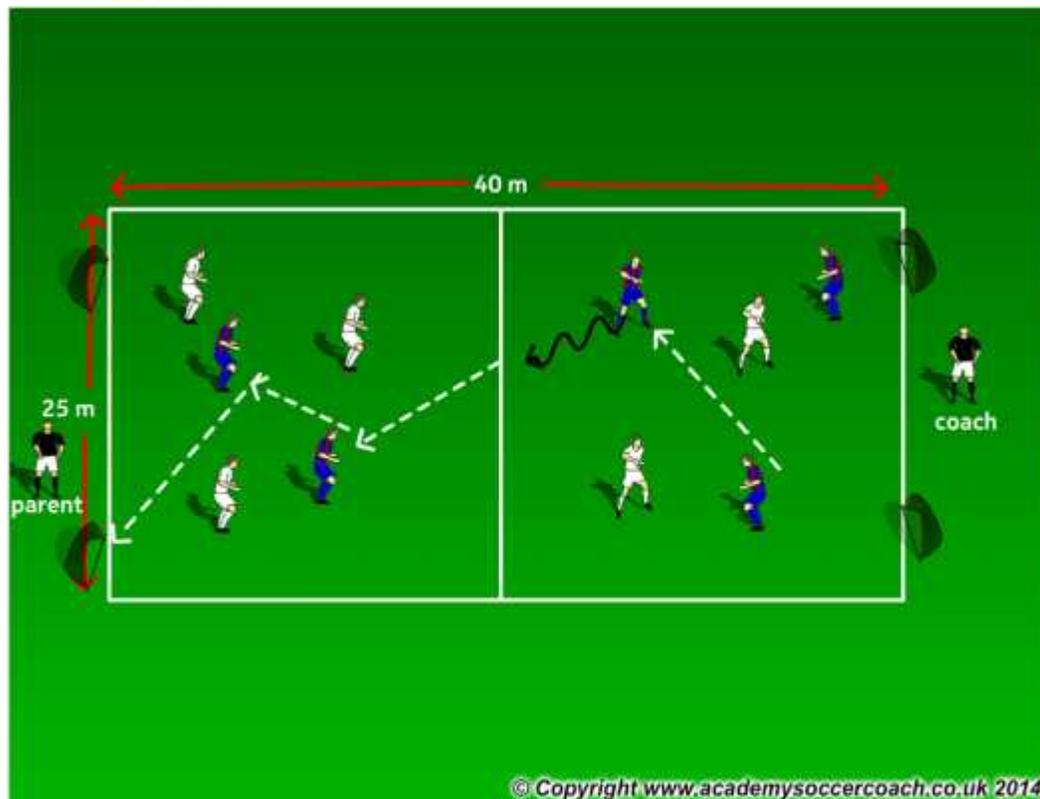
**Emphasis:**

- Passing
- Receiving
- Communication
- Changing direction
- Change of speed
- Agility, Balance, Coordination
- Spatial Awareness
- FUN!

<p><b><u>Psychological</u></b>          Fun          Confidence          Decision Making</p>	<p><b><u>Technical</u></b>          Dribbling          1v1          Passing          Creating Space</p>
<p><b><u>Physical</u></b>          Speed          A,B,C's          Change of Direction</p>	<p><b><u>Social</u></b>          Listening          Communicating          Fun with friends</p>



**Learn to Train practice plan**  
**Station D**  
**Small sided game –4 goals**



**Time frame. 12-15 minutes**

**Emphasis:**

- Running with the ball
- Passing
- Receiving
- Possession
- Changing direction
- Change of speed
- Agility, Balance, Coordination
- Imagination
- FUN!

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**Organization:** A 40 mx25 m field divided to two. 10 players, and 4 small nets.  
**Procedure:** 3v2 game in each box, and each team try to score in opponent's goals. Players have to stay in their boxes. Players switch the roles every 3 to 5 minutes on coach's discretion.

<b><u>Psychological</u></b> Fun Confidence Decision Making	<b><u>Technical</u></b> Dribbling 1v1 Passing
<b><u>Physical</u></b> Speed A,B,C's Change of Direction	<b><u>Social</u></b> Listening Communicating Fun with friends



# Learn to Train practice plan

## Station A

### General Movement



**Organization:** A field of 25 m x 25m.  
**Procedure:** The coach calls a player (e.g. Blue 2). That player has a set amount of time (e.g. 10 seconds) to tag the player with the same number from the other team. If he succeeds, his team scores one point. If not, the other team scores one. Which team can score more points in 4 minutes?  
**Progression:** This exercise could be done with ball.

Time frame. 12-15 minutes

Emphasis:

Changing direction  
Finding space  
Heads up  
FUN!

<b><u>Psychological</u></b> Decision making Confidence Being safe	<b><u>Technical</u></b>  Dribbling Running with the ball Looking for space
<b><u>Physical</u></b> A,B,C's Change of Direction	<b><u>Social</u></b> Communicating Peer interaction



**Learn to Train practice plan**  
**Station B**  
**Soccer Coordination**

**Time frame. 12-15 minutes**

**Emphasis:**

Changing direction  
 Eye-foot Coordination  
 Spatial Awareness  
**FUN!**



**Organization:** A field of 25 m x 25m.  
**Procedure:** Players run around the field without touching the balls, and follow coaches instructions. (Skip on the spot, jumping, hopping, etc.). When coach calls **BALL**, players have to run as fast as they can to pick up a ball. Those without the ball (workers) must go to players with the ball (servers), and perform 5 valleys. They switch the role before the next round.

<p><b><u>Psychological</u></b>            Positive reinforcement            Confidence            Being safe</p>	<p><b><u>Technical</u></b>            Running with the ball            Part of the ball,            Part of the foot</p>
<p><b><u>Physical</u></b>            Agility, Balance            Change of Direction            Coordination</p>	<p><b><u>Social</u></b>            Listening            Communicating            Peer interaction /fun</p>



Learn to Train practice plan  
Station C  
Soccer Technique – Shooting



**Organization:** A field of 25 m x 15 m. 2 9v9 goal size, cones, balls.  
**Procedures:** Set up the field as shown. Have 1 to 1.5 m space between each cone. Players dribble between cones to the shooting cone, do 90 degree turn around them, and shoot on goal. Then they dribble slowly to the back of the line. This could be done in parallel set up to cut down on waiting time.

Time frame. 12-15 minutes

Emphasis:

- Accuracy
- Eye on the ball
- Part of the foot
- Follow through

<p><b><u>Psychological</u></b> Fun Confidence Decision Making</p>	<p><b><u>Technical</u></b> Part of foot Eye on the ball Follow through</p>
<p><b><u>Physical</u></b> Speed A,B,C's Change of Direction</p>	<p><b><u>Social</u></b> Listening Communicating Fun with friends</p>



Learn to Train practice plan  
Station D  
Small sided game – 4 goals



Time frame. 12-15 minutes

Emphasis:

Passing  
Receiving  
Possession  
Imagination  
FUN!



Organization: A field of 25 m x 25m .  
Procedure: 4v4 SSG with 4 goals.

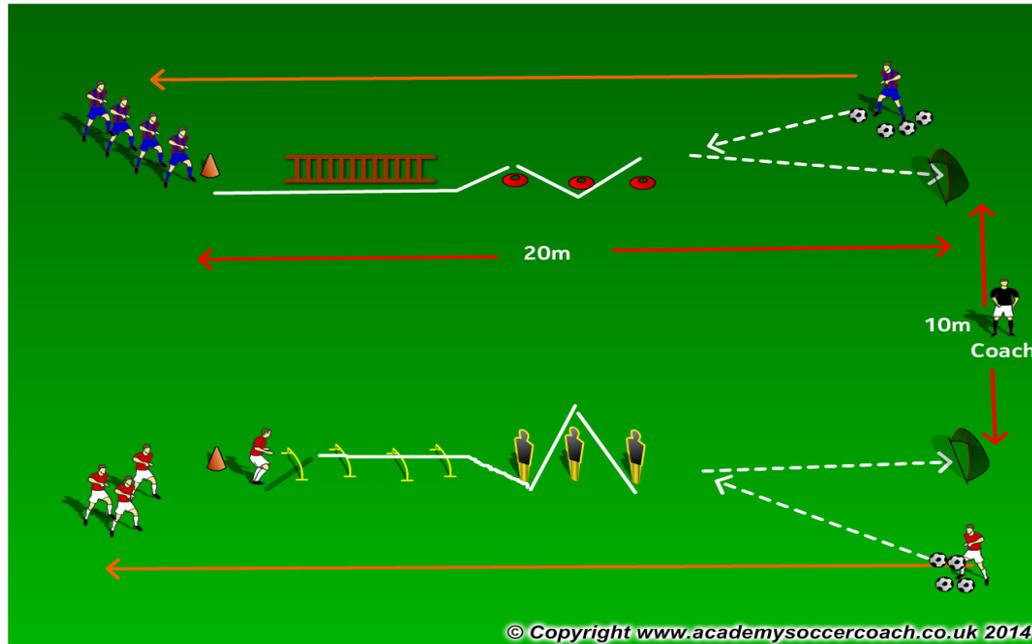
<p><b><u>Psychological</u></b> Fun Confidence Being safe</p>	<p><b><u>Technical</u></b> Dribbling 1v1 Passing</p>
<p><b><u>Physical</u></b> Speed A,B,C's Change of Direction</p>	<p><b><u>Social</u></b> Listening Communicating Fun with friends</p>



# Learn to Train practice plan

## Station A

### General Movement



**Organization:** 2 mini goals 10 m from each other, 2 starting cones 20m from the goals. Have 2 supporting players beside each goal with a few balls in their feet. Each side have different obstacle to work with (Ladder, hurdle, cones, mannequin, or pole).

**Procedure:** On coach's call first 2 player from each group go through the obstacle, and then receive the ball from the support players to shoot on net. Immediately after the shot, player who shoot, replace the support player, and support player run to the end of the line.

**Progression:** Use bigger net, and goalie.

Time frame. 12-15 minutes

Emphasis:

Changing direction  
Heads up  
Speed  
FUN!

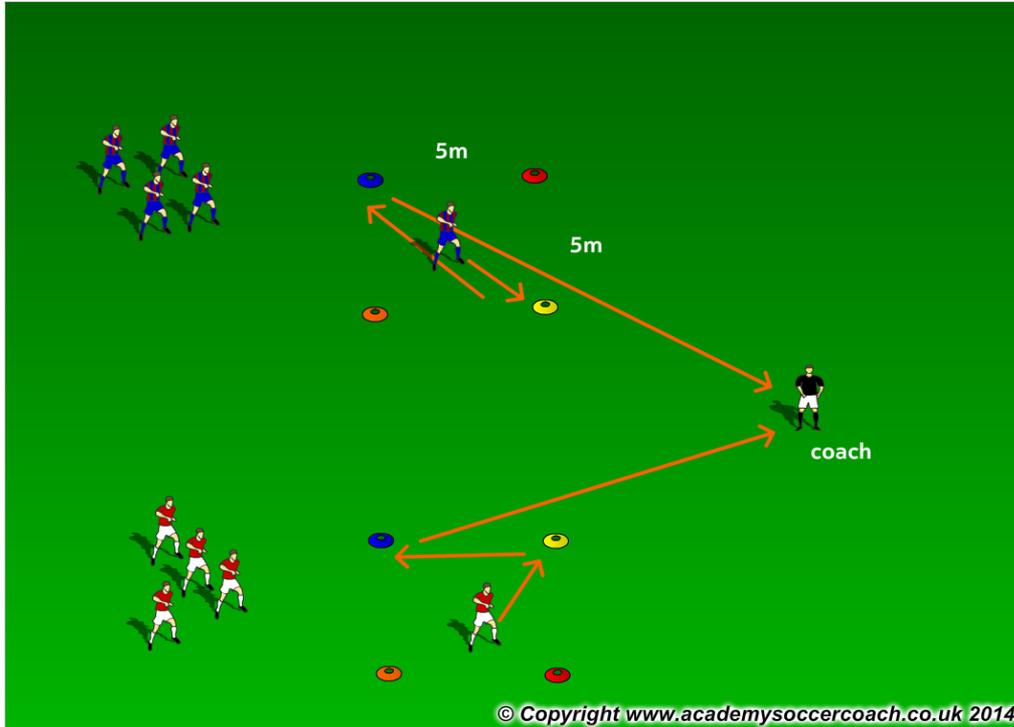
<p><b><u>Psychological</u></b> Decision making Confidence Being safe</p>	<p><b><u>Technical</u></b> Accuracy Part of the foot Part of the ball</p>
<p><b><u>Physical</u></b> A,B,C's Change of Direction</p>	<p><b><u>Social</u></b> Communicating Peer interaction</p>



## Learn to Train practice plan

### Station B

### Soccer Coordination



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**Organization:** 2 square 5mx5m. 2 group of 5 players at each side coach in the middle. One player stand inside the square, and the rest of the players line up outside.

**Procedure:** Coach calls 2 different colours; Player inside the square must touch the two cones and sprint toward the coach. The first player tag the coach wins.

Time frame. 12-15 minutes

Emphasis:

Changing direction  
Eye-foot Coordination  
Eye-hand Coordination  
Concentration  
FUN!

<b><u>Psychological</u></b> Positive reinforcement Confidence Being safe	<b><u>Technical</u></b>
<b><u>Physical</u></b> Agility, Balance Change of Direction Coordination	<b><u>Social</u></b> Listening Communicating Peer interaction /fun



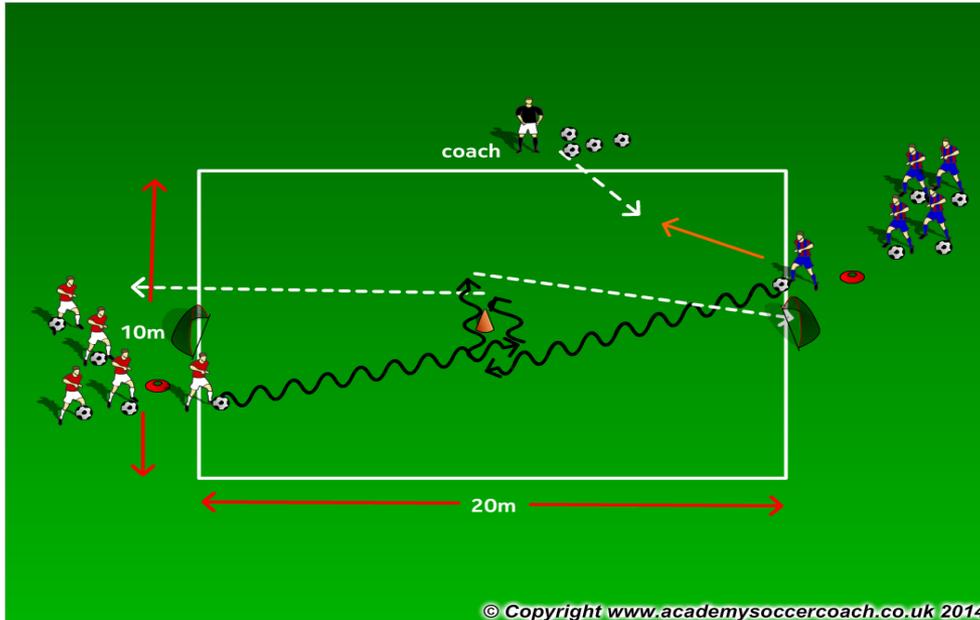
# Learn to Train practice plan Station C Soccer Technique – Dribbling



Time frame. 12-15 minutes

Emphasis:

Change of direction  
Change of speed  
Surprise



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**Organization:** A 20mx10m field with 2 mini goals at the each end, one cone in the middle, and 2 teams of same size at both end behind the start cone. Coach will stand in the middle of the field with a few balls in his/her feet.

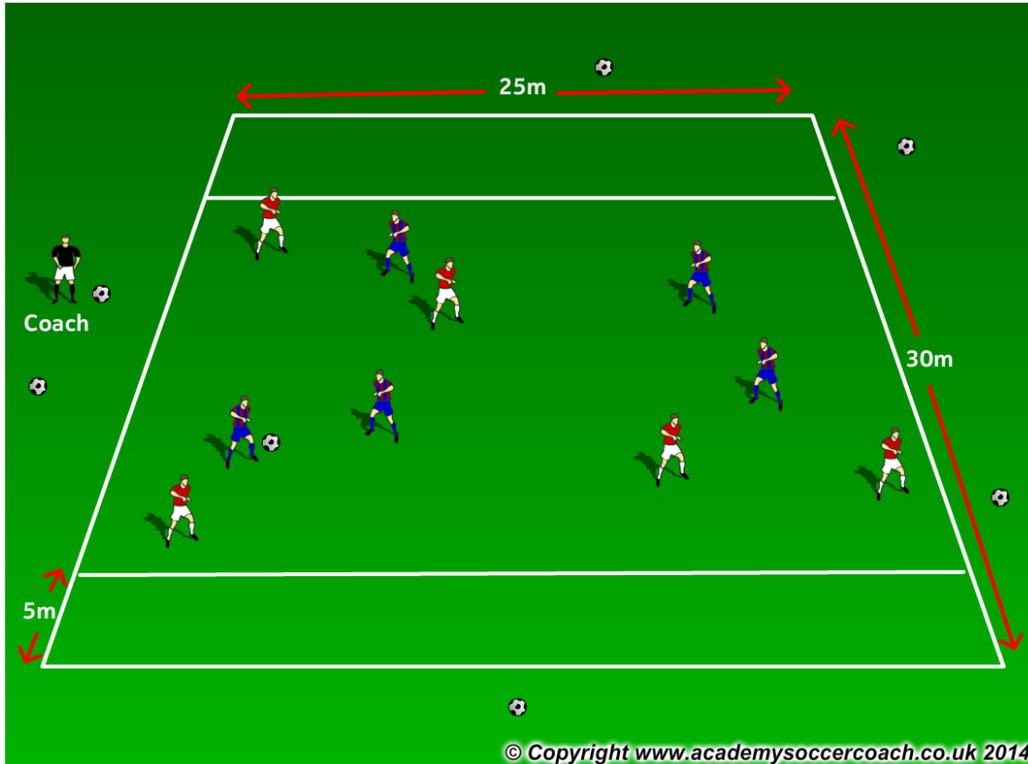
**Procedure:** Each player has a ball. The first two players dribble into the field, dribble to the cone in the middle and shoot at the goal. The first one to score will receive a ball from the coach and play 1v1 attack. ( if both players miss or score, the coach will play a natural ball ). The 1v1 game last until one score, or ball goes out.

**Progression:** Put 2 cones in the middle, and play 2v2

<p><b><u>Psychological</u></b> Fun Confidence Decision Making</p>	<p><b><u>Technical</u></b> Change of speed Different movement Change of direction</p>
<p><b><u>Physical</u></b> Speed A,B,C's Change of Direction</p>	<p><b><u>Social</u></b> Listening Communicating Fun with friends</p>



Learn to Train practice plan  
Station D  
Small sided game – End zone



**Organization:** A field of 25mx30m with 2 end zones.  
**Procedure:** 5v5 game with end zone, the team in possession can score by passing the ball into end zone to their teammate whom running into the zone. Player can't stand in the zone to receive the ball.

Time frame. 12-15 minutes

Emphasis:

Passing  
Receiving  
Possession  
Dribbling

Psychological

Fun  
Confidence  
Being safe

Technical

Dribbling  
1v1  
Passing

Physical

Speed  
A,B,C's  
Change of Direction

Social

Listening  
Communicating  
Fun with friends

# TMSC House League Rules

TMSC BELIEVES THAT EVERY PLAYER DESERVES  
THE BEST POSSIBLE SOCCER EXPERIENCE.





## TMSC House League Rules

### 1. The Field of Play

U5 – Micro	approx. 15m x 20m, goals are approx. 1.2m high x 3.6m wide
U6 – Micro	approx. 20m x 30m, goals are approx. 1.2m high x 3.6m wide
U7-U10 – Mini	approx. 30m x 40m, goals are approx. 1.8m high x 5.4m wide
U12 – Intermediate	approx. 40m x 60m, goals are approx. 2.1m high x 6.3m wide
U15/U18 – Full	approx. 50m x 70m, goals are approx. 2.4m high x 7.2m wide

*Refer to Field Diagrams for additional details.*

**Note:** For the purposes of these rules, the units “yard (yd)” and “meter (m)” are considered to be equal and are to be approximated by one adult pace or step.

### 2. The Ball

U5/U6	Size 3
U7-U10	Size 4
U12	Size 4
U15/U18	Size 5

### 3. The Duration of the Game

U5	1 x 20min straight time.
U6	1 x 25min straight time.
U8	1 x 20min with 5 min half time.
U10	2 x 25min with 5 min half time.
U12	2 x 30min with 5 min half time.
U15	2 x 40min with 5 min half time.
U18	2 x 45min with 5 min half time.

**Fair Play Code:** In the event that there are player shortages or extreme heat, the coach from either team may approach the referee prior to the start of the game and request an additional 2 min. water break be given mid-way through the half.

## 4. The Number of Players

- U5** 3v3 or 4v4\* with no goalkeeper.
- U6** 4v4 one of which is to be a goalkeeper.
- U7-U10** 7v7 one of which is to be a goalkeeper.
- U12** 9v9 one of which is to be a goalkeeper.
- U15/U18** 11v11 one of which is to be a goalkeeper.

\* U5 ideally play 3v3, but allow 4v4 if required so that not more than half of the players are sitting out at any time.

**Fair Play Code:** If a team has less than the required number of players then the coaches are encouraged to make arrangements to either share players or play with an equal number of players on the field.

## 5. Substitutions

### U6 and younger

Unlimited substitutions may be made at any stoppage in the game. Substitutions should be made in coordination with the other team.

### U8 and Older

Unlimited field player substitutions are permitted at the following times:

- Throw-in – the team that has possession may sub (other team may piggy back)
- After a goal is scored – subs allowed by either team
- During a goal kick – subs allowed by either team
- Start of 2nd half – subs allowed by either team
- To replace an injured player (at the discretion of the Referee) – injured player may be subbed

Goalkeepers are only to be substituted at half time or if they suffer an injury.

### Substitution Procedure

At an appropriate stoppage in play, the coach is to address the referee and request a substitution. The referee will confirm permission to make the substitution. The referee may choose to disallow a substitution at any time and for any reason.

## 6. The Players’ Equipment

- Players must not use equipment or wear anything that may pose a danger to themselves, or another player.
- No jewellery is allowed (except Medical Alert bracelets).
- Headbands or elastics must be soft material and contain no metal or hard plastic.
- Any casts or braces are to be brought to the attention of the referee before the start of the match in order that they are inspected by the referee. The referee may require additional cover or may deem the cast/brace to be a hazard and the player as ineligible to play.
- Each player is required to wear shin guards. Guards are to be covered by socks.
- Metal studded cleats are not allowed.
- Each team’s uniform is to consist of jersey, socks and matching shorts.
- Shorts are to be standard mid-thigh soccer shorts (tights or bathing suit bottoms are not allowed).
- Each player is to wear a team jersey with a unique number. If there is a conflict with jersey colours then the home team will change (if they have 2 different colour jerseys), or wear pinnies.
- Any exceptions to the rules are to be discussed in advance with the referee.

## 7. The Start and Restart of the Ggame

### Definition of Kick-Off

A kick-off is a way of starting or restarting play:

- At the start of a match
- After a goal has been scored
- At the start of the second half

### THE Ball in and out of play

Goal lines and Touch lines

### The Ball is OUT of play when:

- It has wholly crossed the field markings (lines/ cones), whether on the ground or in the air.
- Play has been stopped by the Referee.

### The Ball is in play at other times, including when:

- It rebounds into play from a goal-post, a cross- bar, or a corner flag post, and remains in the field of play.
- It rebounds off the referee, where applicable, when they are on the field of play

## 8. The Method of scoring

A goal is scored when the whole of the ball has crossed over the goal line between the goal posts and under the cross- bar.

When goal posts are not available and cones are used instead, a goal is scored when the ball passes between the cones without touching them, below 5 feet.

The Referee shall be the sole judge as to whether a goal has been scored.

If, at any time during the match, one of the teams has amassed a 5 goal lead, then they are to play with 1 player less than the opposing team until the lead has been reduced to less than 5 goals, at which point they will return to playing with equal numbers.

## 9. Offside

There is NO offside in the U6, U7, U8 or U10 small-sided game.

## 10. Fouls and misconduct

The Game Leader must attempt to explain ALL infringements to the offending player. Remember most acts of handball or fouls and misconduct at this level are caused by a lack of coordination, with no intent.

### Slide tackling

Slide tackling is not allowed and an offence is punished by awarding the opposing team a direct free kick from the location of the offence.

### U8 and Younger

All free kicks are indirect. Play is restarted when the ball is kicked or passed. The ball must be stationary before it is kicked. A goal may not be scored from an indirect free kick until another player has touched the ball. All opposing players are to be a minimum of 6m award from the position of the ball.

### Ejection from the Game

If an ejection occurs (player receives either 2 yellow cards in one match, or a direct red card) then the referee is to complete an Incident Report and submit it to the referee coordinator immediately following the game.

## 11. Free kicks

All free kicks are indirect.

## 12. Penalty Kicks

There are no penalty kicks in the U6, U7 or U8 small-sided game.

## 13. Throw-ins & Kick-ins

### U10 and older

A throw-in is used to restart play for U10 and older.

### U8 and younger

A kick-in is used to restart play for U8 and younger.  
A goal cannot be scored directly from a kick-in.

### Kick-in Procedure

The ball is placed on the touchline at the location it went out of play. The ball is to be stationary and on the ground. The ball is passed in to play. The kicker cannot touch the ball again until it has been touched by another player. All opposition players are to be a minimum of 6yd away from the kicker.

### U6 and younger

Field markings are to be corner flags and cones. Boundaries are to be explained but can be less tightly controlled than older age groups.

A throw-in or dribble is a method of restarting play.

A throw-in is awarded to the opponents of the player who last touched the ball when the whole of the ball crosses the touch line, either on the ground or in the air.

A goal cannot be scored directly from a thrown-in.

## 14. Goal Kick

A goal kick or dribble in is awarded when the whole of the ball passes over the goal line either on the ground or in the air, having last touched a player of either team, and a goal has not been scored.

### The “Retreat Line”

The Ontario Soccer Association has introduced the “Retreat Line” to allow mini soccer players more time and space to make initial plays after restarts of play that begin with the goalkeeper. For all games other than full field (11v11) play, the opposing team is to be positioned beyond the retreat line (refer to Field Diagrams) on a goal kick or after the goalkeeper has made a save. The goalkeeper kicks the ball into play and the opposing team cannot advance beyond the retreat line until: the ball has been touched by another player; or the ball has advanced beyond the retreat line. The goalkeeper can choose to play the ball before the players have fully retreated. If the goalkeeper plays the ball before the players have fully retreated then the ball is considered to be immediately “in play”.

## 15. Additional Information

### Parents and Spectators

Refer to the published Field Diagrams for the location of the designated player and spectator areas. Players, coaches, and spectators are required to stay back a minimum of 2m from the edge of the field.

Parents/guardians for children under 8 years old are expected to remain near the field (but in the designated spectator areas) at all times. Parents/guardians for children under 8 years old who fail to comply with this rule may be subject to de-registration.

### Tournament and Festival Rules

Tournaments and Festivals will be organized for divisions at various times. Tournament specific rules will be published in advance and where there is a conflict with these rules, the tournament specific rules will be given precedence.

### Fair Play Code

All house league games are to be governed by a Fair Play Code which emphasizes sportsmanship, and the safety, wellbeing, and enjoyment of the player above all other concerns.

Every house league player is entitled to receive fair playing time. Rule of thumb: coaches shall ensure that every able-bodied player is on the field for at least 50% of a game (for example 25min of a 50min game). Players also need to be given adequate rest and hydration breaks during a game to ensure their safety, therefore no player is to play more than 80% of a game (for example 40min of a 50min game). Exceptions to this rule are for the goalkeeper who may play the full game, to account for player shortages, and to account for any injuries or fitness concerns.

Coaches, parents, players, and spectators are encouraged to keep in mind that the governing principles behind recreational sport are: Fun, Fitness, and Fair Play. The actual score in an individual match is not a good indicator of success. As such, no league standings are kept and the results of any individual match should not be over-emphasized.

### Incident Reporting

Any events that involve behavior that contravenes the TMSC Policies or significant breaches of the TMSC Codes of Conduct should be reported in writing. An Incident Report form (available online) is to be completed and submitted to the Referee Coordinator.

# Appendix

**POLICIES AND PROCEDURES**

**CODE OF CONDUCT**

**CONCUSSION INFORMATION**

**SEVERE WEATHER POLICY**

**TMSC CLUB MAPS & FIELD DIAGRAMS**

**TMSC COMMUNICATION TREE**





## **Code of Conduct for Coaches and Managers**

The following code of conduct applies to any coach or team official involved in Tillsonburg Soccer Club’s programs.

**A Coach or Manager must abide by the following Standards of Behaviour:**

### **1. Physical safety and health of athletes**

- Ensure that training or competition site is safe at all times
- Be prepared to act quickly and appropriately in case of emergency
- Avoid placing athletes in situations presenting unnecessary risk or that are beyond their level
- Strive to preserve the present and future health and well-being of athletes

### **2. Coaching responsibly**

- Make wise use of authority of position and make decisions in the interest of athletes
- Foster self-esteem among athletes
- Avoid deriving personal advantage for a situation or decision
- Know one’s limitations in terms of knowledge and skills when making decisions, giving instructions or taking action
- Honour commitments, word given, and agreed objectives
- Maintain confidentiality and privacy of personal information and use it appropriately

### **3. Integrity in relations with others**

- Avoid situations that may affect objectivity or impartiality of coaching duties
- Abstain from all behaviours considered to be harassment or inappropriate relations with an athlete
- Always ensure decisions are taken equitably

### **4. Respect**

- Ensure that everyone is treated equally, regardless of age, ancestry, colour, race, citizenship, ethnic origin, place of origin, language, creed, religion, athletic potential, disability, family status, marital status, gender identity, gender expression, sex, and sexual orientation
- Preserve the dignity of each person in interacting with others
- Respect the principles, rules, and policies in force

### **5. Honouring sport**

- Strictly observe and ensure observance of all regulations
- Aim to compete fairly
- Maintain dignity in all circumstances and exercise self-control
- Respect officials and accept their decisions without questioning their integrity

## Code of Conduct Contract

It is the objective of the Tillsonburg Soccer Club, supported by team coaches and officials to provide a safe program for all players to participate in, enjoy and enhance their skills.

### **THE TILLSONBURG SOCCER CLUB IS A STRONG SUPPORTER OF, AND HAVE ADOPTED THE ‘ZERO TOLERANCE’ POLICY OF BOTH THE OSA AND EMSA.**

1. Team coaches and officials shall conduct themselves at all times in a proper manner so as to not bring the game into disrepute. High standards of personal conduct and fair play shall be maintained at all times.
2. Team coaches and officials shall be responsible to abide by the playing rules as set out by all governing bodies.
3. Communicate with players, parents/guardians to ensure all understand, support and abide by the playing rules and codes of acceptable conduct.
4. Decisions of game officials will be accepted absolutely by players and team coaches/officials.
5. Game officials are not to be verbally and/or physically abused in any manner whatsoever by coaches, players, parents/guardians and/or team’s supporters.
6. Abusive or foul language by coaches, players, parents/guardians or spectators will not be tolerated.
7. Violent conduct will not be tolerated
8. The team Head Coach is responsible for ensuring that the above rules are understood and abided by supporting coaching staff and managers.
9. The team Head Coach will abide by the TMSA Tobacco Free Policy and will inform all team officials, parents and guardians of the policy.

Team coaches or officials are expected to inform the League of breaches of this Code of Conduct and Sportsmanship.

I acknowledge that I have read the above Code of Conduct and Sportsmanship and will respect and abide by its rules. I understand that any breach in these rules will result in disciplinary action through TMSA and/or EMSA.

---

NAME OF HEAD COACH

---

HEAD COACH SIGNATURE

---

TEAM NAME

---

AGE GROUP

## Concussion Procedure and Protocol

### What is a concussion?

A concussion is a neurologic injury which causes a temporary disturbance in brain cells that comes from and is the result of an extreme acceleration or deceleration of the brain within the skull. The common misconception is that you must be hit in the head to cause a concussion injury – this is not true! Because a concussion is the result of acceleration or deceleration of the brain, a concussion can happen with a significant blow to anywhere on the body, provided sufficient acceleration/deceleration is transmitted to the brain tissue. If the head or face is struck, there may be no other visible signs of a brain injury. It can cause changes in the brain that may not be seen in a CT scan or X-Ray. Balance, reaction time and cognitive skills can also be impacted.

### What are the signs and symptoms of a concussion?

Symptoms of a concussion range from mild to severe and can last for or appear within hours, days, weeks, or even months. In some cases there may be no symptoms at all. If you suspect a concussion, or notice any of the symptoms listed below, contact your doctor immediately. In severe cases, proceed to an Urgent Care Centre or Emergency Room immediately.

#### Visible Symptoms

- Loss of consciousness or responsiveness
- Loss of motion / slow to rise
- Unsteady on feet / balance issues
- Grabbing / clutching head
- Dazed, vacant or blank look
- Vomiting
- Disoriented
- Bleeding from nose / ears
- Sensitivity to light
- Unequal pupils (eye)
- Seizures or convulsions
- Deteriorating conscious state

#### No-Visible Symptoms

- Confusion / disorientation
- Complaints of pain / headache
- Complaints of dizziness / nausea
- Complaints of fuzzy / blurred vision
- Inability to concentrate
- Easily upset / angered (emotional)
- Nervous / anxious
- Tired / sleeping more or less than usual
- Complaints of tingling / burning feeling in arms & legs
- Trouble falling asleep
- Memory loss – unable to remember events leading up to incident

\* Please note that complaints of neck pain should be addressed immediately as a head injury may also result in a neck / spinal injury.

## TMSC Emergency Protocol – Player Concussion

A player showing any signs/symptoms of a concussion must be removed from play immediately. All Coaches/Trainers are required to be familiar with the use of this tool and follow the Club’s protocol without question. The player is not to re-enter the game or practice. A Match official may communicate their concerns with other team players, or technical staff.

- In the event of a loss of consciousness call 911 for assistance immediately. Do not move the player unless absolutely necessary for safety reasons.
- Ensure that a member of the team staff stays with the player.
- Notify any family members immediately if they are present.
- The player must be evaluated by a physician prior to returning to play. Documentation from the physician is required. Average recovery period is 10 -14 days, but can sometimes longer.

### Return to Play Stages Protocol

This is a multi-part process that requires supervision from the player’s health care provider at each stage.

<b>1. Limited activity</b>	Physical and cognitive rest
<b>2. Light aerobic exercise</b>	Walking, swimming, cycling
<b>3. Sport specific exercise</b>	Light running skills, no heading
<b>4. Non contact training drills</b>	Passing / movement
<b>5. Full contact practice</b>	Normal training cycle
<b>6. Return to play</b>	Normal game play

\* A minimum of 24 hrs is required between each stage. Any recurrence of symptoms requires the player to return to the previous level. Coaches, Assistant Coaches, Managers and Trainers are not authorized to oversee Return to Play processes.

### Caution

TMSC is committed to providing a safe environment for all players regardless of age and gender. It is, however, ultimately the responsibility of the teammate, technical staff or parent to ensure that appropriate professional care is provided to players in the event of injury. In the event of a concussion diagnosis, premature return to play can result in serious and sometimes permanent injury, particularly in the event of a second impact. Parents should seek ongoing medical evaluation for the benefit of the player’s long term health and safety.

## **Severe Weather Policy**

In general, games and training will proceed rain or shine. Participants are responsible to check the weather report and dress appropriately.

The safety of the participants is the primary concern when considering whether or not to modify, delay, or cancel a game or training session. Extreme heat or the presence of lightning, hail, torrential rain, freezing rain, or extremely high winds may all pose safety concerns.

### **Decision Makers**

During or prior to beginning a training session, the coach or team manager is the main decision maker regarding whether to modify, delay, or cancel training due to severe weather.

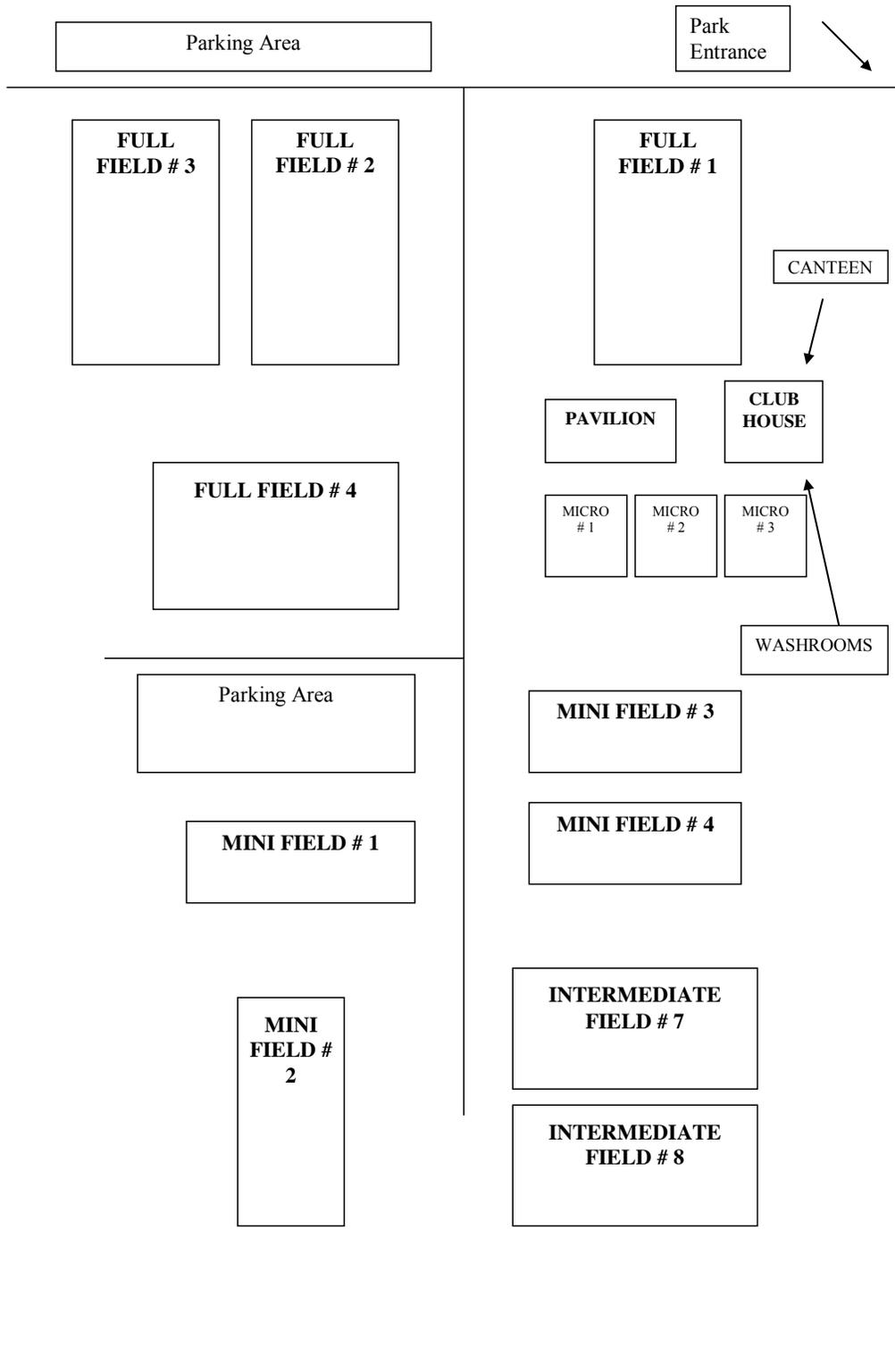
During or prior to beginning a league game, the referee is the main decision maker regarding whether to modify, delay, restart, or cancel a match due to severe weather. Teams will be directed to take proper shelter and must remain at the venue until the referee restarts the game or declares a postponement.

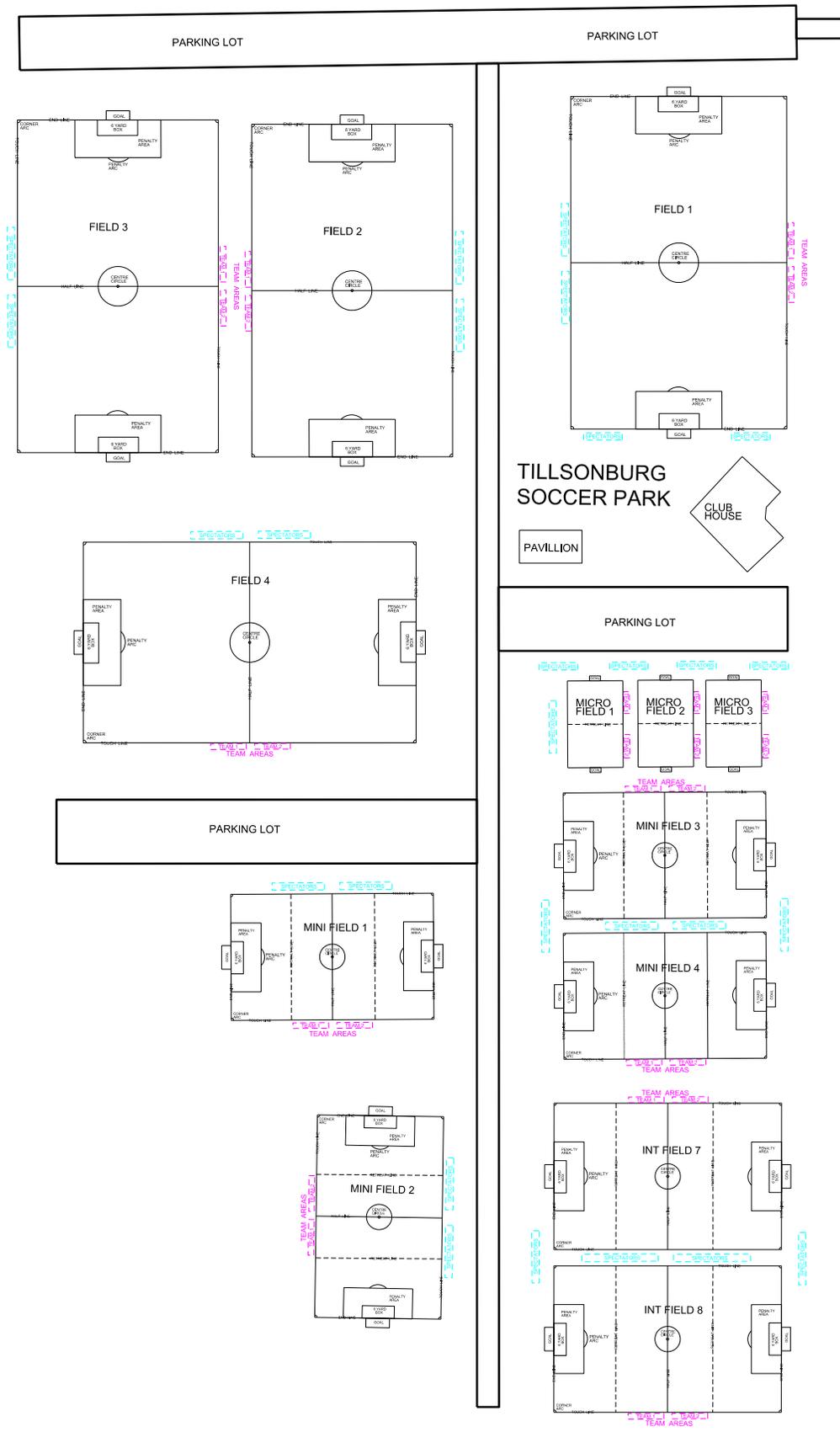
The Referee Coordinator, the Director of Facilities, the Director of Operations, or the Club President has the right to cancel all events and close the park due to severe weather. Division Conveners will communicate to team coaches if the park will close due to a severe weather event. Coaches are expected to communicate accordingly with their players.

### **Lightning**

The presence of lightning poses a significant safety concern. When lightning is detected, the distance to the lightning can be determined by counting the time between the flash and the first sound of the thunder. When lightning is seen, count the time until thunder is heard. If this time is thirty (30) seconds or less, seek proper shelter. Wait thirty (30) minutes or more after hearing the last thunder before leaving the shelter.

# TMSC Facility Map & Field Diagrams









**REMEMBER**  
**THESE ARE KIDS**  
**THIS IS JUST A GAME**  
**COACHES ARE VOLUNTEERS**  
**REFEREES ARE HUMAN**  
**THIS IS NOT THE WORLD CUP**  
**RESPECT THE GAME**  
**AND HAVE FUN!**

