



The Complete Individual Training Session

Built by the 6 Fundamental Blocks

*A structured way to cover all fundamentals in a single training session.
Simplicity + Repetition = Mastery.*

The Complete Individual Training Session

Built by the 6 Fundamental Blocks

*A structured way to cover all fundamentals in a single training session.
Simplicity + Repetition = Mastery.*

Rather than providing an endless inventory of drills, we believe in the repetition of a few simple and effective activities. It's not about learning new drills, it's about mastering a few essential skills that are applicable to the game and will improve technical proficiency over time.

We have developed a comprehensive individual player training session that covers all essential fundamental skills and can be repeated endlessly regardless of skill level. This session plan is also adjustable which means it can be shortened, lengthened, or changed to focus more on a few skills if desired.

Independent Training Session (No Coach Needed)

Full Session = 60-90 minutes



Block 1: Athleticism (~10 Minutes) *Equipment Needed: 2 Cones, 2 Balls.

- Full Balance & Coordination Series (~3 Minutes)
- Full Speed & Agility Series (~3 Minutes)
- Full Strength & Conditioning Series (~3 Minutes)

Block 2: Ball Control (~20 Minutes) *Equipment Needed: 1 Ball.

- **“Keep Ups”** - Feet Only (5 Minutes)
- **“Keep Ups”** - Thighs Only (5 Minutes)
- **“Keep Ups”** - Head Only (5 Minutes) *Only Ages 11 and up!*
- **“Keep Ups”** - Free (5 Minutes)

Block 3: Passing (~10 Minutes) *Equipment Needed: 4 Cones, 1 Ball.

- **“Static Ball & Target”** - Inside Foot (2 sets of 10) (~5 Minutes)
- **“Self Toss & Volley to Target”** - Inside Foot (2 sets of 10) (~5 Minutes)

Block 4: Dribbling (~15 Minutes) *Equipment Needed: 2 Cones, 1 Ball.

- **“Backward Rolls”** - (2 sets) (~5 Minutes)
- **“Straight Line Dribble”** (2 sets) (~5 Minutes)
- **“Around the Cone + No Look”** (2 Sets) (~5 Minutes)

Block 5: Heading (~5 <Minutes) *Only Ages 11 and up!*

**Equipment Needed: Full-size goal (or a substitute), 2 cones, and between 1–10 balls. The more balls, the quicker the session runs.*

- **“Self Toss Standing Headers”** (2 Sets) (~5 Minutes)

Block 6: Shooting (~20 <Minutes) *Equipment Needed: Full-size goal (or a substitute), 2 cones, and between 1–10 balls. The more balls, the quicker the session runs.

- **“Static Shooting from 12 Yards”** (2 Sets) (~5 Minutes)
- **“Touch & Shoot from 12 Yards”** (2 Sets) (~5 Minutes)
- **“Static Shooting from 18 Yards”** (2 Sets) (~5 Minutes)
- **“Self Toss & Volley”** (2 Sets) (~5 Minutes)
- **“Self Lift & Volley”** (2 Sets) (~5 Minutes)

PRO TIP

In order to address weaknesses, adjust sets. Example: If you have a 4/5 score in Dribbling and 1/5 score in Shooting, **Lower the dribbling activities to 1 set and *Increase* shooting activities to 3 or 4 sets.**

Assisted Training Session (Coach/Helper Needed)

60-90 minute session



Block 1: Athleticism (~10 Minutes) *Equipment Needed: 2 Cones, 2 Balls.

- Full Balance & Coordination Series (~3 Minutes)
- Full Speed & Agility Series (~3 Minutes)
- Full Strength & Conditioning Series (~3 Minutes)

Block 2: Ball Control (~20 Minutes) *Equipment Needed: 1 Ball.

- “Keep Ups” - Feet Only (5 Minutes)
- “Keep Ups” - Thighs Only (5 Minutes)
- “Keep Ups” - Head Only (5 Minutes) *Only Ages 11 and up!*
- “Keep Ups” - Free (5 Minutes)
- “Coach Passes” - Step Trap (1 Set) (~2 Minutes)
- “Coach Passes” - Inside Foot Trap (1 Set) (~2 Minutes)

Block 3: Passing (~15 Minutes) *Equipment Needed: 4 Cones, 1 Ball.

- “Coach Passes” - Control + Inside Foot (2 Sets) (~5 Minutes)
- “Coach Toss Volley Passes” - Inside Foot (2 sets of 10) (~5 Minutes)
- “Coach Toss Volley Passes” - Laces (2 sets of 10) (~5 Minutes)

PRO TIP

In order to address weaknesses, adjust sets. Example: If you have a 4/5 score in Dribbling and 1/5 score in Shooting, Lower the dribbling activities to 1 set and Increase shooting activities to 3 or 4 sets.

Block 4: Dribbling (~15 Minutes) *Equipment Needed: 2 Cones, 1 Ball.

- “Backward Rolls” - (2 sets) (~5 Minutes)
- “Straight Line Dribble” (2 sets) (~5 Minutes)
- “Around the Cone + No Look” (2 Sets) (~5 Minutes)

Block 5: Heading (~15 Minutes) *Only Ages 11 and up!* *Equipment Needed: Full-size goal (or a substitute), 2 cones, and between 1–10 balls. The more balls, the quicker the session runs.

- “Coach Toss Standing Headers” - Head Back to Coach (1 Sets) (~2 Minutes)
- “Coach Toss Standing Headers” - Head to Corners (2 Sets) (~5 Minutes)
- “Coach Toss Jumping HeaderS” - Head to Corners (2 Sets) (~5 Minutes)

Block 6: Shooting (~25 <Minutes) *Equipment Needed: Full-size goal (or a substitute), 2 cones, and between 1–10 balls. The more balls, the quicker the session runs.

- “Static Shooting from 12 Yards” (2 Sets) (~5 Minutes)
- “Touch & Shoot from 12 Yards” (2 Sets) (~5 Minutes)
- “Static Shooting from 18 Yards” (2 Sets) (~5 Minutes)
- “Self Toss & Volley” (2 Sets) (~5 Minutes)
- “Self Lift & Volley” (2 Sets) (~5 Minutes)

Fundamental Block 1 - Athleticism (Three Areas)



Area 1: Balance & Coordination

Mobility Warm-Up Series

Time: 1 set = 15 Yards & Back (Recommended: Minimum 1 set per activity)

Task: Perform each activity with control and good posture. Finish each rep set with a jog back to the start.

1. **“Open the Gate” / “Close the Gate”**
 - **What:** While walking, lift your knee and rotate it out to “open the gate,” then rotate it in to “close the gate.”
 - **Why:** Improves hip mobility and balance.
 - **Coach/Parent Tip:** Encourage steady posture — no wobbling!
2. **“Leg Kicks” (Forward - Backward - Side)**
 - **What:** Controlled kicks while walking — forward, backward, and sideways.
 - **Why:** Warms up hamstrings, hip flexors, and inner thighs.
 - **Coach/Parent Tip:** Kick with control, not speed. Height is not the g
3. **“Leg Twists”**
 - **What:** Walk forward with a kick while twisting the upper body in the opposite direction.
 - **Why:** Engages core and improves dynamic balance.
 - **Coach/Parent Tip:** Encourage smooth twisting — not rushed or stiff.
4. **“Forward Lunges”**
 - **What:** Step forward into a lunge, keeping posture tall. Jog back after reps.
 - **Why:** Activates glutes, quads, and hips.
 - **Coach/Parent Tip:** Back knee should drop straight — not angle out.
5. **“Side Lunges”**
 - **What:** Step sideways into a lunge, then return to standing. Jog back after reps.
 - **Why:** Stretches groin and strengthens lateral movement.
 - **Coach/Parent Tip:** Keep the chest up and push the hips back like sitting into a chair.

Fundamental Block 1 - Athleticism (Three Areas)



Area 2: Speed & Agility

Dynamic Warm Up Series

Time: 1 set = There & Back (Recommended: Minimum 1 set per activity)

Task: Perform each movement with control and good posture. Jog back after each rep set.

1. **“High Knees”**
 - **What:** Lift knees toward chest in a quick rhythm while moving forward.
 - **Why:** Activates hip flexors, core, and coordination.
 - **Coach/Parent Tip:** Encourage light feet and upright posture — not leaning back.
2. **“Butt Kicks”**
 - **What:** Kick heels toward glutes while moving forward with quick steps.
 - **Why:** Warms up hamstrings and improves running rhythm.
 - **Coach/Parent Tip:** Small steps, quick turnover — heels should touch or nearly touch the back.
3. **“Side Shuffles”**
 - **What:** Shuffle laterally, staying low and keeping feet apart.
 - **Why:** Warms up hips, groin, and improves lateral movement.
 - **Coach/Parent Tip:** No feet clacking — stay light and smooth.
4. **“2&2 Shuffles” (Forward + Backward)**
 - **What:** Side shuffle twice, rotate body, then side shuffle twice again. Do both forward and backward.
 - **Why:** Builds coordination, body control, and change-of-direction sharpness.
 - **Coach/Parent Tip:** Emphasize clean transitions and full turns — not rushed.
5. **“Reaches” (Forward + Backward)**
 - **What:** Reach forward or backward with extended arms while walking.
 - **Why:** Stretches shoulders, spine, and core while improving balance.
 - **Coach/Parent Tip:** Big reaches, long strides — stay under control, not floppy.

Fundamental Block 1 - Athleticism (Three Areas)

Area 3: Strength & Conditioning



Explosive Movement Series

Task: Perform each activity with control and max effort. Walk back unless noted.

Recommended: 1 set per activity unless otherwise specified.

1. **“Frog Jumps”**
 - **What:** From a deep squat (“frog”) position, jump forward with hands on hips.
 - **Reps:** 10–15 Forward Jumps + Walk Back
 - **Why:** Increases vertical and horizontal power through full leg drive.
 - **Coach/Parent Tip:** Keep the chest up and go full depth on each rep.
2. **“Lateral Shuffle - Ball Touches” (Place two balls 5 yards away from each other)**
 - **What:** Shuffle side to side between two balls (5 yards apart), touch each while facing forward.
 - **Time:** 30–60 Seconds Continuous
 - **Why:** Develops lateral quickness and total-body coordination.
 - **Coach/Parent Tip:** No turning — hips and shoulders stay square.
3. **“Sprints”**
 - **What:** Sprint down and back at full speed.
 - **Reps:**
 - 10 Yards There & Back (Beginner)
 - 15 Yards There & Back (Standard)
 - 20 Yards There & Back (Advanced)
 - **Why:** Trains acceleration, speed, and recovery.
 - **Coach/Parent Tip:** Watch for strong take-offs and clean stops. Let them fully reset before each rep.

Fundamental Block 2 - Ball Control (Two Areas)



Area 1: Juggling

Activity 1: “Keep Ups” (Independent Activity) *TESTED ACTIVITY*

Time: 5 Minutes Per Variation

Task: Keep the ball in the air using only the assigned body part. Try to get as many in a row as possible without the ball dropping

Variation 1a: Feet Only

What: Tap ball with feet only. Alternate feet.

Why: Develops control, timing, and touch with both feet.

Coach/Parent Tip: Encourage calm, light touches. Use both feet!

Variation 1b: Thighs Only

What: Tap ball with thighs only. Alternate legs.

Why: Builds control and rhythm using upper legs.

Coach/Parent Tip: Focus on keeping the ball close and centered.

Variation 1c: Head Only *Only Ages 11 and up!*

What: Tap ball with forehead continuously to keep it up.

Why: Improves heading comfort, control, and focus.

Coach/Parent Tip: Keep eyes open and use soft touches - aim for control!

Variation 1d: Free

What: Keep the ball up using any part: foot, thigh, or head.

Why: Builds creativity, comfort, and full-body ball control.

Coach/Parent Tip: Let them experiment! Praise effort and creativity. They will figure it out.

Fundamental Block 2 - Ball Control (Two Areas)

Area 2: Ground Trapping



Activity 2: “Coach Passes” (Assisted Activity)

Time: Minimum of 2 sets Per Variation (1 set = 10 reps, 5 each leg)

Task: Stand 5 yards from your coach. They pass you the ball. Trap it so it stops as close to your foot as possible and then pass ball back to coach.

Variation 2a: Step Trap

What: Stop the ball by stepping on it after the pass. Alternate feet.

Why: Builds control and calm under pressure.

Coach/Parent Tip: Roll firm passes. Watch their trap and cheer for clean stops!

Variation 2b: Inside Foot Trap

What: Use the inside of your foot to stop the ball. Alternate sides.

Why: Trains soft touches and smoother first control.

Coach/Parent Tip: Encourage soft, quiet traps. Ask: did the ball stop close?

Fundamental Block 2 - Ball Control (Two Areas)

Area 2: Ground Trapping



Activity 3: “Ball & Wall” (Independent Activity)

Time: Minimum of 2 sets Per Variation (1 set = 10 reps, 5 each leg)

Task: Stand 5 yards from wall. Pass ball at wall, then trap it so it stops as close to your foot as possible. 1 touch to pass, 1 touch to trap and continue.

Variation 3a: Inside Foot Trap

What: Use the inside of your foot to stop the ball. Alternate sides.

Why: Trains soft touches and smoother first control.

Coach/Parent Tip: Encourage soft, quiet traps. Ask: did the ball stop close?

Fundamental Block 3 - Passing (2 Areas)

Area 1: Ground Passing



Activity 4: “Static Ball & Target” (Independent Activity) *TESTED ACTIVITY*

Time: Minimum of 2 sets Per Variation (1 set = 10 reps, 5 each leg)

Task: Place the ball 10 yards from a target (Two cones 2 yard away from each other serving as a “gate”). Strike the ball from a standstill and aim to hit the target. If the ball hits a cone or goes in between the cones, that counts.

Variation 4a: Inside Foot Pass

What: Use inside of foot to pass the ball into the target. Alternate feet.

Why: Builds accuracy, balance, and technique.

Coach/Parent Tip: Focus on plant foot direction and follow-through!

Fundamental Block 3 - Passing (Two Areas)

Area 1: Ground Passing



Activity 5: “Coach Passes” (Assisted Activity)

Time: Minimum of 2 sets Per Variation (1 set = 10 reps, 5 each leg)

Task: Stand 10 yards from your coach. Coach will stand between two cones that are 2 Yards away from each other. Receive a pass, control it, then return a pass so accurate your coach only needs 2 steps or fewer to receive it. Two touches max.

Variation 5a: Control + Inside Foot Pass

What: Control the ball, then return it using the inside of your foot. Alternate feet.

Why: Develops clean control and reliable short-passing accuracy.

Coach/Parent Tip: Watch for smooth touches and passes that stay low and straight.

Fundamental Block 3 - Passing (Two Areas)

Area 2: Volley Passing



Activity 6: “Self Toss Volley Pass to Target” (Independent Activity) *TESTED ACTIVITY*

Time: Minimum of 2 sets Per Variation (1 set = 10 reps, 5 each leg)

Task: Player stand 10 yards from a target (Two cones 2 yards away from each other serving as a “gate”). Toss the ball and volley before ball hits ground. Aim to hit target. If the ball hits a cone or goes in between the cones, that counts.

Variation 6a: Inside Foot Volley Pass

What: Use inside of foot to volley pass the ball into the target. Alternate feet.

Why: Builds accuracy, balance, and technique.

Coach/Parent Tip: Focus on plant foot direction and follow-through!

Fundamental Block 3 - Passing (Two Areas)

Area 2: Volley Passing



Activity 7: “Coach Toss Volley Passes” (Assisted Activity)

Time: Minimum of 2 sets Per Variation (1 set = 10 reps, 5 each leg)

Task: Stand 3 yards from your coach or helper. They toss the ball to you. Volley it back with one touch before it hits the ground. Make it easy to catch.

Variation 7a: Coach Toss + Inside Foot Volley Pass (No Bounce)

What: Volley the ball back using the inside of your foot. Alternate feet.

Why: Builds coordination, timing, and clean contact for close-range volleys.

Coach/Parent Tip: Give gentle, chest-high tosses. Remind them to stay balanced and focused on smooth contact.

Variation 7b: Coach Toss + Laces Volley Pass (No Bounce)

What: Use your laces (top of foot) to volley the ball back firmly.

Why: Trains striking technique and controlled power with one-touch finishes.

Coach/Parent Tip: Encourage locked ankle and solid posture. Catch and praise good effort, not just perfect passes.

Fundamental Block 4 - Dribbling (Two Areas)

Area 1: Straight Line Dribbling



Activity 8: “Backward Rolls” (Independent Activity)

Time: Minimum of 2 sets (1 set = 20 yards there and back)

Task: Roll the ball using only the sole of your foot. Keep it moving the entire way without stopping or needing to adjust. Stay in as straight a line as possible. Try to go as fast as you can.

Variation 8a: Backward Rolls (Alternate Feet)

What: Roll the ball backwards while walking in reverse, switching feet each step.

Why: Builds foot sensitivity, control under pressure, and body awareness.

Coach/Parent Tip: Stay patient! Encourage smooth rolls, not speed — control comes first.

Fundamental Block 4 - Dribbling (Two Areas)

Area 1: Straight Line Dribbling



Activity 9: “Straight Line Dribble” (Independent Activity) *TESTED ACTIVITY*

Time: Minimum of 2 sets (1 set = 20 yards right foot there and left foot back)

Task: Dribble in a straight line using only the outside of one foot. Dribble at the next cone and try to keep a straight line between cones. Right foot there and left foot back. Keep the ball moving - no stops or pauses. Try to go as fast as you can.

Variation 9a: Straight Line Dribble (Right Foot There & Left Foot Back)

What: Use the outside of one foot to control the ball the entire way, including around the cone.

Why: Builds directional control, balance, and single-foot confidence.

Coach/Parent Tip: Set up a visible cone. Remind them to avoid it and keep touches small and steady.

Variation 9b: “Around the Cone + No Look” (Right Foot There & Left Foot Back)

What: Use the outside of one foot to control the ball the entire way, including around the cone. Not allowed to look at ball. Head up to look at where you’re going.

Why: Builds directional control, while being able to make decisions with head up.

Coach/Parent Tip: Set up a visible cone. Remind them to look at the cone they are dribbling to. Remind them to not look at ball.

Fundamental Block 4 - Dribbling (Two Areas)

Area 2: Change of Direction Dribbling



Activity 10: “L Dribble” (Independent Activity) *TESTED ACTIVITY*

Time: Minimum of 2 sets (1 set = Right Foot There & Left Foot Back)

Task: Set Up “L” shape (Two Perpendicular Lanes). Each lane is 10 yards long and 1 yard wide. Dribble through the “L” shape using only the outside of one foot. (Right foot starts at the bottom of L and left foot starts at the top of L) Keep touches continuous, don’t let ball stop. Try as fast as you can.

Variation 10a: L Dribble (Right Foot There & Left Foot Back)

What: Use just one foot’s outside edge to dribble straight forward. No switching feet.

Why: Sharpens cutting, directional control, and single-foot strength.

Coach/Parent Tip: Watch for clean outside cuts at each turn. Encourage steady, controlled pace.

Variation 10b: L Dribble + No Look (Right Foot There & Left Foot Back)

What: Use just one foot’s outside edge to dribble straight forward. No switching feet. No looking down at ball. Head up.

Why: Sharpens cutting, directional control, and single-foot strength.

Coach/Parent Tip: Watch for clean outside cuts at each turn. Encourage steady, controlled pace. Remind them to not look at ball, look at what’s ahead of you.

Fundamental Block 5 - Heading (Two Areas)

Area 1: Standing Headers *Ages 11 & Up Only*



Activity 11: “Coach Toss Standing Headers” (Assisted Activity)

Time: Minimum of 2 sets per variation (1 set = 10 reps)

Task: Stand 3 yards from your coach and target. Coach will gently toss the ball toward your head. Use your forehead to head the ball toward a target (2 Yard Wide Gate). No jumping — stay grounded.

Variation 11a: Head Forward Back to Coach

What: Head the ball straight back to the person who tossed it.

Why: Builds confidence with clean, controlled headers.

Coach/Parent Tip: Toss chest-high and soft. Watch for forehead contact and balanced body position.

Variation 11b: Head to Corner Targets (Alternate Corners)

What: Head the tossed ball toward a target on your left.

Why: Trains directional control and neck/shoulder coordination.

Coach/Parent Tip: Encourage full body movement — not just twisting the neck.



Activity 12: “Self Toss Standing Headers” (Independent Activity)

TESTED ACTIVITY

Time: Minimum of 2 sets per variation (1 set = 10 reps)

Task: Player stand centered and 6 yards from full size goal. Player tosses ball over head and heads at the target (Corner target = 2 Yard Wide Gate - Cone placed 2 yards from goal post on each corner) If ball goes through gate it counts.

Variation 12a: Head Forward to Corner Targets (Alternate Corners)

What: Head the ball straight into the bottom corner gates. Alternate side each rep.

Why: Builds confidence with clean, controlled headers.

Coach/Parent Tip: Focus on form and directional movement, not power.

Fundamental Block 5 - Heading (Two Areas)

Area 2: Jumping Headers *Ages 11 & Up Only*



Activity 13: “Coach Toss Jumping Headers” (Assisted Activity)

Time: Minimum of 2 sets per variation (1 set = 10 reps)

Task: Stand 3 yards from the coach or helper. They toss the ball above you to require a jump. Jump and head it toward a small target (2 Yard Wide Gate) using your forehead.

Variation 13a: Jump & Head Forward Back to Coach

What: Jump and head the tossed ball straight back to the coach.

Why: Builds proper jumping form, timing, and controlled headers.

Coach/Parent Tip: Toss slightly above head height. Emphasize forehead contact and a soft landing.

Variation 13b: Jump & Head to Corner Target (Alternate Corners)

What: Jump and head the ball toward corner target. Alternate side each rep.

Why: Trains directional heading and upper-body coordination.

Coach/Parent Tip: Toss slightly off-center. Encourage full-body rotation for accuracy.

Fundamental Block 6 - Shooting (Two Areas)

Area 1: Ground Shooting



Activity 14: “Static Shooting from 12 Yards Out (or Penalty Spot)” (Independent Activity) *TESTED ACTIVITY*

Time: Minimum of 2 sets (1 set = 10 reps | 5 Each Foot)

Task: Place the ball at the penalty spot. Shoot using your laces, aiming for the bottom corner (2 Yard Wide gate in each corner of the goal). Ball starts still before every shot.

Variation 14a: Static Shots

What: Shoot from a standstill using your laces — no dribble or setup.

Why: Builds striking technique, accuracy, and power from close range.

Coach/Parent Tip: Remind them to lock their ankle, keep head down, and follow through toward the corner.



Fundamental Block 6 - Shooting (Two Areas)

Area 1: Ground Shooting



Activity 15: “Static Shooting from 18 Yards Out (or Edge of Box)” (Independent Activity)

Time: Minimum of 2 sets (1 set = 10 reps | 5 Each Foot)

Task: Place the ball at the penalty spot. Shoot using your laces, aiming for the bottom corner (2 Yard Wide gate in each corner of the goal). Ball starts still before every shot.

Variation 15a: Static Shots

What: Shoot from a standstill using your laces — no dribble or setup.

Why: Builds striking technique, accuracy, and power from close range.

Coach/Parent Tip: Remind them to lock their ankle, keep head down, and follow through toward the corner.



Fundamental Block 6 - Shooting (Two Areas)

Area 1: Ground Shooting



Activity 16: “Touch and Shoot from 12 Yards Out (or Penalty Spot)” (Independent Activity)

Time: Minimum of 2 sets (1 set = 10 reps | 5 Each Foot)

Task: Start at the penalty spot. Take a touch to set up the ball, then shoot with your laces into the opposite bottom corner (target = 2 Yard Wide gate in the corners of goal).

Variation 16a: Touch and Shoot

What: One touch to control or set the ball, then strike it into the opposite bottom corner.

Why: Trains shooting in motion. Clean shooting technique, and accuracy.

Coach/Parent Tip: Watch the first touch — it should set up the shot, not slow them down. Remind them to aim low and follow through.



Fundamental Block 6 - Shooting (Two Areas)

Area 2: Volley Shooting



Activity 17: “Self Toss and Volley” (Independent Activity) *TESTED ACTIVITY*

Time: Minimum of 2 sets (1 set = 10 reps | 5 Each Foot)

Task: Stand at the penalty spot. Toss the ball overhead to yourself and strike it with your laces into the opposite corner (target = 2 Yard Wide gate in the corners of goal). Focus on clean technique and control.

Variation 17a: Self Toss & Laces Volley (One Bounce)

What: Toss the ball over head, let it bounce once, then volley into the opposite bottom corner.

Why: Builds timing, foot-eye coordination, and confidence finishing off a bounce.

Coach/Parent Tip: Encourage a smooth toss and calm strike — no need to rush.



Fundamental Block 6 - Shooting (Two Areas)

Area 2: Volley Shooting



Activity 18: “Self Lift and Volley” (Independent Activity)

Time: Minimum of 2 sets (1 set = 10 reps | 5 Each Foot)

Task: Stand at the penalty spot. Use your foot to lift the ball into the air, then volley it into the opposite corner (target = 2 Yard Wide gate in the corners of goal). Stay balanced and controlled.

Variation 18a: Self Lift & Laces Volley (One Bounce)

What: Flick the ball up with your foot, let it bounce once, then strike it into the target.

Why: Builds control, timing, and comfort transitioning from lift to shot.

Coach/Parent Tip: Encourage a gentle lift and relaxed rhythm — don't rush the volley.



BALL SIZE RECOMMENDATION

Why we recommend **SIZE 5 Balls** for all ages.

At Melchor Coaching, our curriculum is grounded in **Deliberate Practice**, **modern motor learning science**, and a belief that young players are capable of adapting to high expectations when coached with purpose and structure.

Why Size 5 for all Ages? Although traditional models recommend smaller balls for youth players, we intentionally use **Size 5 soccer balls** - the standard for adult play - **across all training groups**, for the following reasons:

Research Based Rationale:

- 1. Deliberate Practice & Desirable Difficulty**
 - We follow Dr. Anders Ericsson's principle of **pushing beyond comfort zones** to accelerate growth. A size 5 ball adds intentional challenge, which promotes **greater technical focus**, **repetition quality**, and **mental engagement** (Ericsson, 1993; Bjork & Bjork, 2011).
- 2. Constraint-Led Skill Development**
 - Modern motor learning research shows that **increased task constraints**, like a heavier ball, **force players to adapt** and find more efficient movement solutions (Renshaw et al., 2019). This builds long-term **coordination**, **body control**, and **touch precision** that transfers more directly to match conditions.
- 3. Long-Term Athletic Development (LTAD)**
 - Our curriculum is not just about short-term performance — it's about **developing players who thrive at the next level**. Early exposure to the official match ball improves **familiarity**, **aerial control**, and **striking power** as players mature.
- 4. Transferability Across Ball Sizes (Primarily Philosophical)**
 - While most youth development models favor scaled equipment, we take a different approach. At Melchor Coaching, we believe that early exposure to the demands of a full-size ball fosters a level of adaptability, strength, and ball control. In our philosophy, training upward builds resilience. Players accustomed to the weight and movement of a Size 5 ball often feel more comfortable adjusting to smaller or lighter balls than vice versa. Although this concept is currently philosophical and not yet widely supported by empirical research, we are committed to **tracking outcomes**, collecting feedback, and evaluating player development over time to further validate and refine our approach.



BALL SIZE RECOMMENDATION

Why we recommend SIZE 5 Balls for all ages.

Built-In Safety Measures

We take developmentally appropriate precautions to ensure a safe and effective experience for our younger players.

- **No heading activities for players under 12 (per US Soccer and CDC guidelines)**
- **Lightweight size 5 balls used during early stages to reduce physical strain.**



BALL SIZE RECOMMENDATION

Why we recommend SIZE 5 Balls for all ages.

Adaptability is the Goal

By training with the Size 5 ball size from the start, our players:

- Gain confidence facing real-game conditions they will face eventually.
- Build durability and motor control through progressive overload
- Develop a mindset of “figure it out” adaptability - a trait common in top-level athletes.

Our Promise

Every choice we make is intentional, research-backed, and driven by a deep commitment to player development - not shortcuts or gimmicks.



REFERENCES

1. **Ericsson, K. A., Krampe, R. T., & Tesch-Römer, C. (1993). *The role of deliberate practice in the acquisition of expert performance. Psychological Review, 100(3), 363–406. <https://doi.org/10.1037/0033-295X.100.3.363>***
2. Ali, A. (2011). Measuring soccer skill performance: A review. *Scandinavian Journal of Medicine & Science in Sports, 21(2)*, 170–183. <https://doi.org/10.1111/j.1600-0838.2010.01256.x>
3. Bjork, R. A., & Bjork, E. L. (2011). Making things hard on yourself, but in a good way: Creating desirable difficulties to enhance learning. In *Psychology and the real world: Essays illustrating fundamental contributions to society* (pp. 56–64). Worth Publishers.
4. Caccese, J. B., & Buckley, T. A. (2016). Tiered heading exposure and concussion risk in high school soccer. *Journal of Athletic Training, 51(5)*, 398–403. <https://doi.org/10.4085/1062-6050-51.6.06>
5. Di Virgilio, T. G., Hunter, A., Wilson, L., et al. (2019). Evidence for acute electrophysiological and cognitive changes following routine soccer heading. *EBioMedicine, 13*, 66–71. <https://doi.org/10.1016/j.ebiom.2019.03.027>
6. Gómez, M. Á., Lago-Peñas, C., & Pollard, R. (2013). Situational variables. In M. Hughes & I. M. Franks (Eds.), *Essentials of performance analysis in sport* (pp. 259–272). Routledge.
7. Kontos, A. P., Braithwaite, R., & Chrisman, S. P. (2016). Concussion in youth sports: Recent trends and findings. *Current Sports Medicine Reports, 15(6)*, 379–385. <https://doi.org/10.1249/JSR.00000000000000315>
8. Lees, A., & Nolan, L. (1998). The biomechanics of soccer: A review. *Journal of Sports Sciences, 16(3)*, 211–234. <https://doi.org/10.1080/026404198366740>
9. Lloyd, R. S., & Oliver, J. L. (2012). The youth physical development model: A new approach to long-term athletic development. *Strength & Conditioning Journal, 34(3)*, 61–72. <https://doi.org/10.1519/SSC.0b013e31825760ea>
10. Macnamara, B. N., Hambrick, D. Z., & Oswald, F. L. (2016). Deliberate practice and performance in sports: A meta-analysis. *Perspectives on Psychological Science, 11(3)*, 333–350. <https://doi.org/10.1177/1745691616635591>
11. Newell, K. M. (1986). Constraints on the development of coordination. In M. G. Wade & H. T. A. Whiting (Eds.), *Motor development in children: Aspects of coordination and control* (pp. 341–360). Martinus Nijhoff.
12. Oppici, L., Panchuk, D., Serpiello, F. R., & Farrow, D. (2017). Long-term practice with domain-specific task constraints influences perceptual skills. *Journal of Sports Sciences, 35(23)*, 2417–2425. <https://doi.org/10.1080/02640414.2016.1265145>
13. Praca, G. M., Bordonalli, H. P., & de Oliveira, L. P. (2015). Relationship between ball control skills and match performance in young soccer players. *Journal of Physical Education and Sport, 15(4)*, 653. <https://doi.org/10.7752/jpes.2015.04100>
14. Renshaw, I., Davids, K., Newcombe, D., & Roberts, W. (2019). *The constraints-led approach: Principles for sports coaching and practice design*. Routledge.

