



U . S . S O C C E R F E D E R A T I O N

# **PLAYER DEVELOPMENT FRAMEWORK**

## **AGE GROUP LEARNING PLANS**



U . S . S O C C E R F E D E R A T I O N

**PLAYER DEVELOPMENT  
FRAMEWORK**

**STAGES OF DEVELOPMENT**



U.S. SOCCER FEDERATION - TECHNICAL PLAN

# STAGES OF DEVELOPMENT

## INTRODUCTION

Children progress through various stages of growth and development. At any stage, social, emotional, physical and cognitive characteristics affect the players' soccer experience and the learning process.

It is important for coaches to understand how children grow and develop by looking at growth and development through these different lenses in order to promote holistic child development.

Coaches must be able to create a player-centered, developmentally appropriate learning environment. A learning plan must first take the players' developmental needs as a starting point in order to help them become confident learners.



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# STAGES OF DEVELOPMENT

## INTRODUCTION

Children progress through various stages of development:



Substages exist



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# STAGES OF DEVELOPMENT



AT EACH STAGE OF DEVELOPMENT  
A CHILD IS LEARNING IN SEVERAL AREAS AT THE SAME TIME

SOCIAL  
DEVELOPMENT

EMOTIONAL  
DEVELOPMENT

LANGUAGE  
DEVELOPMENT

COGNITIVE  
DEVELOPMENT

PHYSICAL  
DEVELOPMENT



# STAGES OF DEVELOPMENT

## AREAS OF DEVELOPMENT: SOCIAL DEVELOPMENT

- The ability to build relationships
- The process of gaining knowledge and skills needed to interact successfully with others

SOCIAL  
DEVELOPMENT

EMOTIONAL  
DEVELOPMENT

LANGUAGE  
DEVELOPMENT

COGNITIVE  
DEVELOPMENT

PHYSICAL  
DEVELOPMENT



# STAGES OF DEVELOPMENT

## AREAS OF DEVELOPMENT: EMOTIONAL DEVELOPMENT

- The ability to master feelings and emotional responses to events
- The process of gaining knowledge and skills for self-reflection, self-awareness, self-management, and self-development

SOCIAL  
DEVELOPMENT

EMOTIONAL  
DEVELOPMENT

LANGUAGE  
DEVELOPMENT

COGNITIVE  
DEVELOPMENT

PHYSICAL  
DEVELOPMENT



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# STAGES OF DEVELOPMENT

## AREAS OF DEVELOPMENT: LANGUAGE DEVELOPMENT

- The ability to understand language
- The ability to verbally express yourself

SOCIAL  
DEVELOPMENT

EMOTIONAL  
DEVELOPMENT

LANGUAGE  
DEVELOPMENT

COGNITIVE  
DEVELOPMENT

PHYSICAL  
DEVELOPMENT



# STAGES OF DEVELOPMENT

## AREAS OF DEVELOPMENT: COGNITIVE DEVELOPMENT

- The ability to think and learn
- The ability to identify and solve problems (decision-making)
- How a player perceives and gains understanding
  - Conceptualization
  - Perception
  - Information processing

SOCIAL  
DEVELOPMENT

EMOTIONAL  
DEVELOPMENT

LANGUAGE  
DEVELOPMENT

COGNITIVE  
DEVELOPMENT

PHYSICAL  
DEVELOPMENT



# STAGES OF DEVELOPMENT

## AREAS OF DEVELOPMENT: PHYSICAL (BIOLOGICAL) DEVELOPMENT

- The physical maturity of the body, the changes in size and shape, physical abilities and coordination (CNS)
  - Gross motor skill development: the child's ability to use large muscles
  - Fine motor skill development: the child's ability to use small muscles

SOCIAL  
DEVELOPMENT

EMOTIONAL  
DEVELOPMENT

LANGUAGE  
DEVELOPMENT

COGNITIVE  
DEVELOPMENT

PHYSICAL  
DEVELOPMENT



# STAGES OF DEVELOPMENT



## DEVELOPMENT IS INDIVIDUAL

Although children all progress through the same stages of development, their individual development is influenced by various factors, such as:

- Biological factors: gender, genes, ...
- Psychological factors: levels of stress, motivation, ....
- Cultural/Educational/Social Factors: Culture, parents, friends, ...
- ....



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# STAGES OF DEVELOPMENT



## WHO IS IN FRONT OF US?

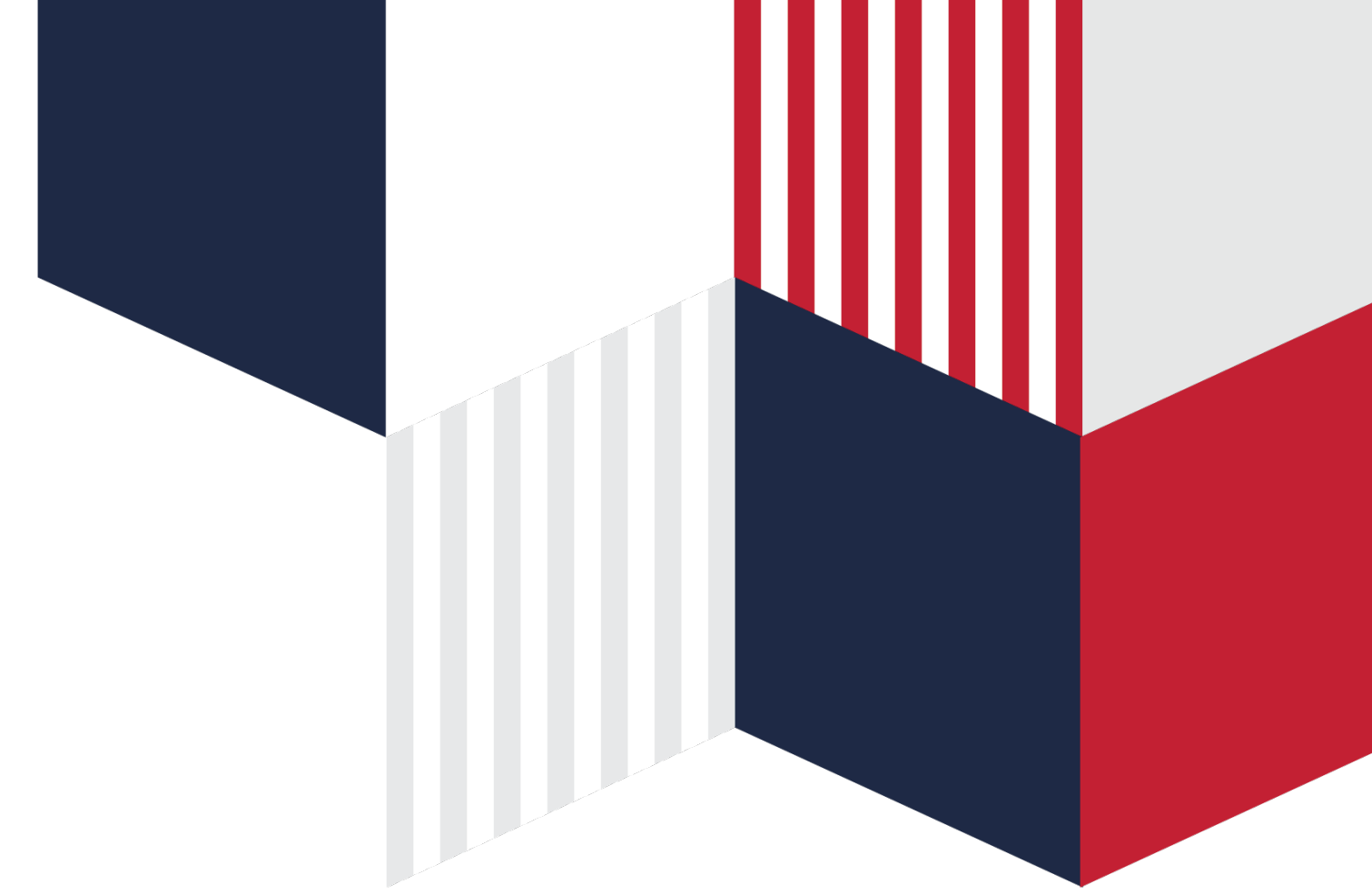
**A PLAYER-CENTERED APPROACH TO PLAYING THE GAME**

CHILD DEVELOPMENT AS STARTING POINT TO CREATE THE SOCCER ENVIRONMENT



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# STAGES OF DEVELOPMENT



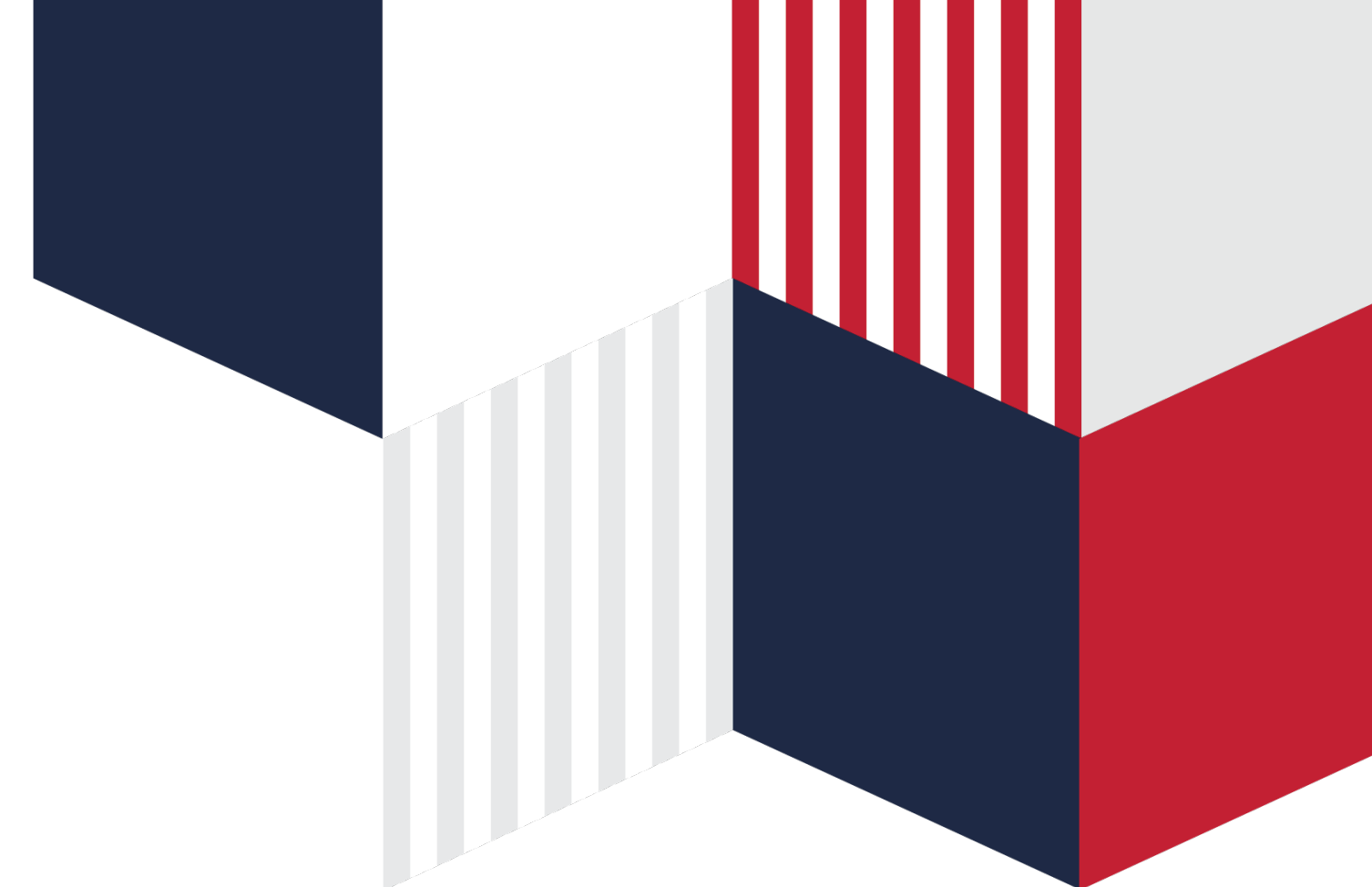
## **CHILD DEVELOPMENT GUIDES OUR DECISIONS IN PLAYER DEVELOPMENT**

ADJUST THE LEARNING ENVIRONMENT & THE LEARNING PROCESS TO THE PLAYERS' NEEDS



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# STAGES OF DEVELOPMENT



WHO ARE THE PLAYERS?  
HOW ARE THEY AFFECTED BY THE WORLD AROUND THEM?  
WHAT ARE THEY ABLE TO UNDERSTAND?  
WHAT ARE THEY ABLE TO LEARN?  
WHAT TASKS CAN THEY EXECUTE?

**STRIVE TO UNDERSTAND WHO THE PLAYERS ARE AND WHAT THEY NEED**

**DEVELOPMENTAL STAGES**

B-U5	B-U6	B-U7	B-U8	B-U9	B-U10	B-U11	B-U12	B-U13	B-U14	B-U15	B-U16	B-U17	B-U18		
G-U5	G-U6	G-U7	G-U8	G-U9	G-U10	G-U11	G-U12	G-U13	G-U14	G-U15	G-U16	G-U17	G-U18		
AGE	SOCIAL CHARACTERISTICS			EMOTIONAL CHARACTERISTICS			LANGUAGE CHARACTERISTICS			COGNITIVE CHARACTERISTICS			PHYSICAL CHARACTERISTICS		
<b>U5</b>	<ul style="list-style-type: none"> <li>Are self-centered &amp; egocentric (see the world from their point of view)</li> <li>Start to develop friendships:                             <ul style="list-style-type: none"> <li>- Like to see themselves as a friend</li> </ul> </li> <li>Enjoy play and to be with other children (learning to cooperate, but still selfish)</li> </ul>			<ul style="list-style-type: none"> <li>Emotions are linked to desires (likes &amp; dislikes)</li> <li>Take all feedback personally</li> <li>Act out emotions physically</li> <li>Behavior and expressions of emotions may be 'over the top'</li> <li>Enjoy attention</li> <li>Look for security (parent/guardian watching)</li> </ul>			<ul style="list-style-type: none"> <li>Basic vocabulary - easy words</li> <li>Can understand basic analogies "hop like a bunny rabbit"</li> <li>Beginning to use symbols to develop language</li> <li>Define objects by how they use it "jumpaliner" = trampoline</li> <li>Communicates best within a small group</li> </ul>			<ul style="list-style-type: none"> <li>Can name some colors and some numbers and recognize basic shapes</li> <li>Are quickly distracted</li> <li>Have a short attention span</li> <li>Can only perform one task at a time</li> <li>Learn new concepts through experience, discovery, and repetition</li> <li>Ask many questions</li> <li>Life is dominated by fantasy/readily engage in fantasy play</li> <li>Are visual learners</li> </ul>			<ul style="list-style-type: none"> <li>Rapid growth is steadily declining</li> <li>Develop fundamental movement skills (locomotion, object manipulation, and stability)</li> <li>Have the capacity to tumble, spin, and roll helping their brain develop the ability to keep track of the body's orientation (determining which way is up and which way is down) so they may fall down easily</li> <li>No concept of pace or understanding of the concept of fatigue (they play at full speed)</li> </ul>		
<b>U6</b>	<ul style="list-style-type: none"> <li>Are less self-centered &amp; egocentric than the previous stage:                             <ul style="list-style-type: none"> <li>- can listen while others are speaking</li> <li>- are more willing to take turns and share</li> </ul> </li> <li>Play in ways that include fantasy and imagination</li> <li>Can play with others to achieve a common goal</li> <li>Begin to identify with their own team</li> <li>Identify with older children (most likely siblings)</li> <li>Are impulsive: sometimes cooperative, sometimes demanding</li> <li>Develop friendship:                             <ul style="list-style-type: none"> <li>- are aware of gender / teams /groups</li> <li>- wants to be liked: compare self to others</li> <li>- want to please friends</li> <li>- imitate friends' and coach behavior</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>Enjoy activity and movement, have fun (which is primary reason for participation)</li> <li>Vulnerable to corrective and negative feedback</li> <li>Eager for positive support and praise</li> <li>Increased emotional control</li> <li>Become slightly more aware of other people's feelings</li> </ul>			<ul style="list-style-type: none"> <li>Vocabulary is increasing</li> <li>Understand more than they can verbalize</li> <li>Range and ability to respond to simple guided questions is increasing rapidly</li> </ul>			<ul style="list-style-type: none"> <li>Start to understand the basics of time, space and direction</li> <li>Eager to learn and learn rapidly</li> <li>Beginning to use basic logic and reason (learning rules and expected behavior)</li> <li>Still have a short attention span (but can hold focus longer than the previous stage)</li> <li>Have difficulty "thinking backward" or imagining how to reverse the steps in a task</li> <li>Perception is focused locally and on what is immediately in front of them (have a 'here and now' perspective)</li> </ul>			<ul style="list-style-type: none"> <li>Growth rate becomes more steady</li> <li>During the prepubertal years, males and females will follow similar rates of development in growth and maturation</li> <li>Continuing the development of fundamental movement skills through dynamic balance (standing and hopping on one foot) and coordinated movement (running becomes more fluid)</li> <li>Increased reaction speed</li> <li>Strength, speed, power, endurance, and coordination will develop at similar rates for both sexes throughout childhood</li> </ul>		
<b>U7</b>	<ul style="list-style-type: none"> <li>Start to show more independence from parents &amp; coaches</li> <li>Place more importance/value on friendship and enjoy being a part of groups</li> <li>Begin to develop a sense of loyalty to groups, enjoy belonging, and having a best friend</li> <li>Able to work with and help other players</li> <li>Begin to understand social norms and team rules</li> <li>More conscious of fair play and respect for others</li> <li>Become opinionated and learn to voice opinions</li> </ul>			<ul style="list-style-type: none"> <li>Increased self-awareness (ego)</li> <li>Self-confidence and self-esteem are fragile</li> <li>Extremely sensitive to opinions of others</li> <li>Can be very self-critical</li> <li>Can be jealous of others</li> <li>Have difficulty in understanding the impact of their actions and behaviors on others</li> </ul>			<ul style="list-style-type: none"> <li>Language becomes more mature and complex (e.g. use metaphors)</li> <li>Able to have conversations and fit language to the situation</li> <li>Can understand how to use a word (concept) by being told the definition</li> <li>Understand words have multiple meanings</li> <li>Can better articulate questions</li> <li>Able to articulate their emotions and express themselves</li> <li>Can begin to respond to low-order questions</li> </ul>			<ul style="list-style-type: none"> <li>Continuing to develop the concept of time &amp; space relationship</li> <li>Can count &amp; understand the concept of scoring</li> <li>Able to focus for a longer periods and use their cognitive abilities for a specific purpose</li> <li>Can direct attention to a variety of stimuli (multiple things at once)</li> <li>Beginning to think logically and understand cause and effect to be able to problem solve</li> <li>Beginning to categorize knowledge (things are similar or different)</li> <li>Able to connect present to past and future, but still have a short-term view on potential consequences</li> <li>Can plan and carryout basic projects with adult support. Becoming more self-directed in activities</li> <li>Learn from each other</li> </ul>			<ul style="list-style-type: none"> <li>Steady growth from age 6 to the onset of the adolescent growth spurt (avg. 5 cm or 2 inches per year)</li> <li>Continued development of both fine and gross motor movements</li> <li>Increasing ability to optimize movement in all directions (agility)</li> <li>Higher ability to coordinate full body movements</li> <li>Greater ability to develop rhythmic movement</li> <li>Improved ability to recognize and respond quickly to sensory (visual, auditory, tactile) stimuli</li> <li>Continued development of endurance</li> </ul>		
<b>U8</b>															

**DEVELOPMENTAL STAGES**

B-U5	B-U6	B-U7	B-U8	B-U9	B-U10	B-U11	B-U12	B-U13	B-U14	B-U15	B-U16	B-U17	B-U18		
G-U5	G-U6	G-U7	G-U8	G-U9	G-U10	G-U11	G-U12	G-U13	G-U14	G-U15	G-U16	G-U17	G-U18		
AGE	SOCIAL CHARACTERISTICS			EMOTIONAL CHARACTERISTICS			LANGUAGE CHARACTERISTICS			COGNITIVE CHARACTERISTICS			PHYSICAL CHARACTERISTICS		
<b>U9</b>	<ul style="list-style-type: none"> <li>Value relationships have stronger desire to belong</li> <li>Social world expands beyond family</li> <li>Self-awareness improves can have a desire for privacy which can lead to selfishness</li> <li>Are developing an increased awareness of self-respect and respect for others</li> <li>Have a desire to adhere strictly to rules and be fair which can lead to conflict</li> </ul>			<ul style="list-style-type: none"> <li>Self-consciousness is increasing, which impacts feelings</li> <li>Beginning to develop/establish a clear identity or sense of self-worth</li> <li>Self-concept can change from activity to activity (leads to a range of emotions)</li> <li>Compare performance with that of their peers which can lead to becoming more competitive</li> <li>Sensitive to the feelings or impressions of others</li> <li>Have a strong sense of justice and fairness and internalize anything that is unjust or unfair/take it personal</li> <li>Can stand up for themselves and control emotional response most of the time, however they still experience volatile emotions and moods</li> <li>Use humor without a filter</li> </ul>			<ul style="list-style-type: none"> <li>Language is evolving - the conversation can be more abstract (e.g., sportsmanship, fairness, etc.)</li> <li>Like to talk; use language to express feelings/tell stories</li> <li>Ask many questions and want thoughtful answers</li> </ul>			<ul style="list-style-type: none"> <li>Beginning to develop enhanced self-regulation (e.g., planning and goalsetting)</li> <li>Improving memory and ability to problem solve</li> <li>Can sustain focus and pay attention for a longer time period than previous stage</li> <li>Improving ability to collectively brainstorm for solutions and co-create strategies (better able to understand and appreciate different opinions)</li> <li>Start to link practice and effort to performance (they see the benefit of practice)</li> <li>Can engage in group play on their own which leads to cooperative learning</li> <li>Learning occurs through self-discovery and self expression (improved self-direction)</li> <li>Are curious and have broad interests</li> <li>Beginning to respond better to some routines and structure</li> </ul>			<ul style="list-style-type: none"> <li>Slow, steady growth (no huge changes)</li> <li>Coordination continues to improve (fluid movements)</li> <li>Improved coordination of fine motors skills (skill refinement)</li> <li>Vision improves leading to increased spatial awareness (my body in space and time) as well as a growing ability to track moving objects/people</li> <li>Have a high activity level (energy)</li> <li>Individual variability (differences) begins to occur for some females (U10)</li> </ul>		
<b>U10</b>	<ul style="list-style-type: none"> <li>May act unreasonable or rude when things don't go as planned but can recognize behavior within themselves and others (need support to deal w conflict)</li> <li>Are willing to take on more responsibility</li> <li>Driven to be competitive when playing games</li> </ul>														
<b>U11</b>	<ul style="list-style-type: none"> <li>Transitioning from a 'safe' and predictable social environment to a new and unpredictable one (elementary school to middle school)</li> <li>Begin growing desire to assert individuality and independence (in relation to their parents)</li> <li>Very loyal to peer group and are influenced by them (judgement)</li> <li>Are self-conscious of their abilities and sensitive to what others think of them</li> <li>Can be critical of peers and adults</li> <li>Enjoy more peer dominated group discussions</li> <li>Struggle to understand intentions of others</li> </ul>			<ul style="list-style-type: none"> <li>Anxious about growing up, are learning to handle emotions such as fear, frustration, and rejection and can struggle in restraining their strong emotions</li> <li>Can change emotions quickly- may be overly sensitive and dramatic. Joy, irritation, euphoria and anger alternate at a rapid pace and are much more extreme than with adults.</li> <li>Beginning to gain experiences which give them insight into the fact that someone can have a different opinion. (empathy is not yet developed)</li> <li>Become vulnerable to peer pressure because they are sensitive to the feelings or impressions of others</li> <li>Don't accept authority blindly</li> <li>Females may exhibit more emotional maturity due to the onset of adolescence and beginning of puberty</li> </ul>											
<b>U12</b>										<ul style="list-style-type: none"> <li>Eager to learn.</li> <li>Active listening increases and can better understand different points of view</li> <li>Beginning to use more logic and also thinking in abstract terms; can address hypothetical situations</li> <li>Still willing to use imagination and creativity;</li> <li>Can sequence thoughts and actions; improving ability to perform more complex tasks (within that sequence). Also enjoy problem solving and rule-based games.</li> <li>Still have difficulty making choices because they don't recognize all the different options available, and this can impact their perceptions of consequences</li> <li>Self-regulation skills are still developing (can act impulsively), so complex behaviors like independently organizing difficult tasks and acting in a systematic way can be challenging</li> </ul>			<ul style="list-style-type: none"> <li>Growth rate begins to increase due to the onset of the adolescent growth spurt and the beginning of puberty for some (early maturing individuals)</li> <li>Because of increased growth rate and maturation, players can be more susceptible to injury (overuse vs. acute injury)</li> <li>Increased physical development through the interaction of exercise and maturation (physical qualities like speed/strength improve because of the interaction between both physical growth and the training environment)</li> <li>Bigger differences begin to emerge</li> <li>Females enter adolescence and may begin to exhibit early signs of puberty (beginning of adolescent growth spurt for early maturing individuals developing both primary and secondary sexual characteristics)</li> </ul>		

**DEVELOPMENTAL STAGES**

B-U5	B-U6	B-U7	B-U8	B-U9	B-U10	B-U11	B-U12	B-U13	B-U14	B-U15	B-U16	B-U17	B-U18
G-U5	G-U6	G-U7	G-U8	G-U9	G-U10	G-U11	G-U12	G-U13	G-U14	G-U15	G-U16	G-U17	G-U18
AGE	SOCIAL CHARACTERISTICS			EMOTIONAL CHARACTERISTICS			COGNITIVE CHARACTERISTICS			PHYSICAL CHARACTERISTICS			
<b>U13</b>	<ul style="list-style-type: none"> <li>Transitioning to a new, unknown social environment (middle school to high school at U14)</li> <li>Start asserting individuality and establishing their own identity which may lead to conflict with authority; may be critical of parents and other authority figures</li> <li>Unsure about their place in society and are heavily dependent on a peer group/best friend</li> <li>Can experience conflict between the need to be an individual while also fitting in with the group</li> </ul>			<ul style="list-style-type: none"> <li>Sensitive about their appearance</li> <li>May exhibit strong mood swings (struggle with impulse control and lack emotional maturity)</li> <li>Focused on direct satisfaction of one's needs and are opportunistic. They are still impulsive and can often react too quickly because they don't see all consequences</li> <li>May feel anxious or sad and sometimes worried because they are not able to see all the potential outcomes</li> <li>Vulnerable to peer pressure</li> <li>May feel embarrassed if parents are around them in social settings</li> <li>May begin to be more aware of physical changes and sexuality particularly in comparison to their peers (early vs. late maturing individuals)</li> <li>Females may exhibit more fear of exclusion (bullying/social media impact)</li> <li>Incidents of depression increases after puberty. Females show higher rates than males</li> </ul>			<ul style="list-style-type: none"> <li>They can form abstractions and generalizations that apply across different situations (i.e., justice, equality, etc.)</li> <li>Can use their own reasoning to move beyond the information given and form conclusions and their own opinions (not everything is accepted unthinkingly)</li> <li>Begin to be mature enough to take responsibility for their own commitment level</li> <li>Can plan ahead and organize tasks with little to no guidance from adults</li> <li>They can start to pursue gaining expert knowledge in some domains inside or outside school, and began to develop an identity around that domain (i.e., 'the artist', 'the midfielder', etc.)</li> <li>Have sense of respect for their sport and can begin to make commitments (either in performance or participation)</li> </ul>			<ul style="list-style-type: none"> <li>Rapid growth leads to increases in height, weight, and visible physical changes (increase in muscles mass and body fat)</li> <li>Will have different rates of neuromuscular strength, height, and weight changes</li> <li>May exhibit adolescent awkwardness as a result of rapid changes (injury rates tend to increase during this stage due to physical changes-ankle sprains, tendonitis, patellofemoral pain, pain at tendon insertions-Osgood-Schlatters, and Sever's Disease)</li> <li>In general, early maturing females who have begun the adolescent growth spurt have been on a slow, steady growth spurt compared to early maturing males who may experience a much more accelerated growth spurt</li> <li>The culmination of physical changes plus the start of menstrual cycle predisposes females to injuries</li> <li>Due to hormone changes caused by the menstrual cycle, females may experience increased joint laxity (looseness)</li> <li>Females may show Increased hip width</li> <li>Females may exhibit a reliance on quad landing strategies</li> </ul>			
<b>U14</b>	<ul style="list-style-type: none"> <li>In addition to being influenced by friends, are also influenced by pop culture, sports culture, and social media</li> <li>Males may be more concerned about play/game and females may be more concerned about the social interaction</li> <li>Males may show more assertiveness and may exhibit an inner urge to measure and compare oneself to others</li> <li>Females may be a little bit more ahead and more mature in their behavior (more disciplined, less impulsive)</li> <li>Females may often underestimate their own abilities</li> </ul>												
<b>U15</b>	<ul style="list-style-type: none"> <li>Are more comfortable navigating within their social setting (school) while still learning to adapt and conform to rules of the peer group</li> <li>Develop a stronger sense of self and rely less on the opinions of others (older teens resist peer pressure better than younger teens)</li> <li>Although still strongly influenced by peers they continue to be more assertive and separate themselves from parents/guardians/authority figures. They start to form their own opinion on important topics</li> <li>May struggle with authority figures and boundaries than have been set by adults. Parents are often viewed as interfering with a teen's independence.</li> <li>Compare/measure self to others and might be pre-occupied with personal appearance</li> <li>Develop individual relationships and can exhibit more interest in intimacy/romantic relationships</li> <li>Proving oneself is an enormous motivation for players at this age (especially males). same in U17</li> <li>May show a fanatical attitude that often creates conflict with teammates and opponents (especially males) same in U17</li> </ul>			<ul style="list-style-type: none"> <li>Still have strong emotions and quick mood swings but are better equipped to recognize and control them</li> <li>Begin to question who they are and what they should do with their lives. Frequently ask the question "Why?" and this will challenge self-regulation skills</li> <li>Can handle constructive/unsolicited feedback</li> <li>Can develop emotional skills to resist social pressure, however their emotions may be susceptible to reactions/interactions made in the digital world/social media</li> <li>Start to develop empathy. Are more open to the fact that others can also have their own intentions and emotions, however, they cannot always interpret them correctly</li> <li>Emotional value of contact with peers increases and they may become emotionally attached to a romantic interest</li> <li>Extremely sensitive for rewards and can be focused on new sensations (leads to risky behavior)</li> <li>May have emotional side effects brought on by puberty including emotional fragility, insensitivity, unreasonable behavior and bad moods occur in both males and females</li> </ul>			<ul style="list-style-type: none"> <li>Pre-frontal cortex continues to develop executive functioning:                             <ul style="list-style-type: none"> <li>Develop coordination of attention with memory and the control of behavioral responses and abstract thought</li> <li>Develop deeper moral reasoning and think about the meaning of life</li> <li>Still a little bit self-centered because they have not yet fully learned to correctly assess the intentions of others</li> <li>May hold a belief that their experiences are unique and different from those of everyone else</li> </ul> </li> <li>Have a greater capacity for setting goals than previous stages. Become better at everyday planning and decision making, especially concerning practice and competition</li> <li>They are learning to deal with abstract tasks like anticipating long-term events/decisions and judging potential consequences</li> <li>Lack ability to fully make complex decisions with several alternatives which can lead to making more impulsive and dangerous decisions than adults</li> <li>Evolving hormone systems (including stress hormones) can have a major effect on the brain and behavior</li> <li>Dealing with more factors that can affect concentration such as spectators, opponent interactions, and pressure to perform on demand. Negative self-talk can disrupt concentration</li> </ul>			<ul style="list-style-type: none"> <li>Continue to experience effects of rapid growth, increases in height and weight, as well as increases in muscle mass and body fat</li> <li>Essential to monitor body alignment (i.e., ankles, knees, hips, shoulders, and vertebrae), muscle balance (triceps and biceps, quadriceps and hamstrings), and flexibility</li> <li>May have increased hormone levels as their bodies are now naturally producing testosterone &amp; estrogen -These hormones impact training responses in physical qualities, such as strength, power, speed and endurance</li> <li>With these changes in the body the female movement competencies change and can lead to injury (especially in the knee, hip and ankle joints)</li> <li>Height increases continue in males (beginning to reach their peak in physical growth), whereas females are usually finished growing and may add some weight</li> <li>As muscle mass increases in males, so does body satisfaction. However, many teenage girls become dissatisfied with their bodies and weight due to the increase in body fat. Some teens may even resort to eating disorders to feel better about their bodies</li> </ul>			
<b>U16</b>													

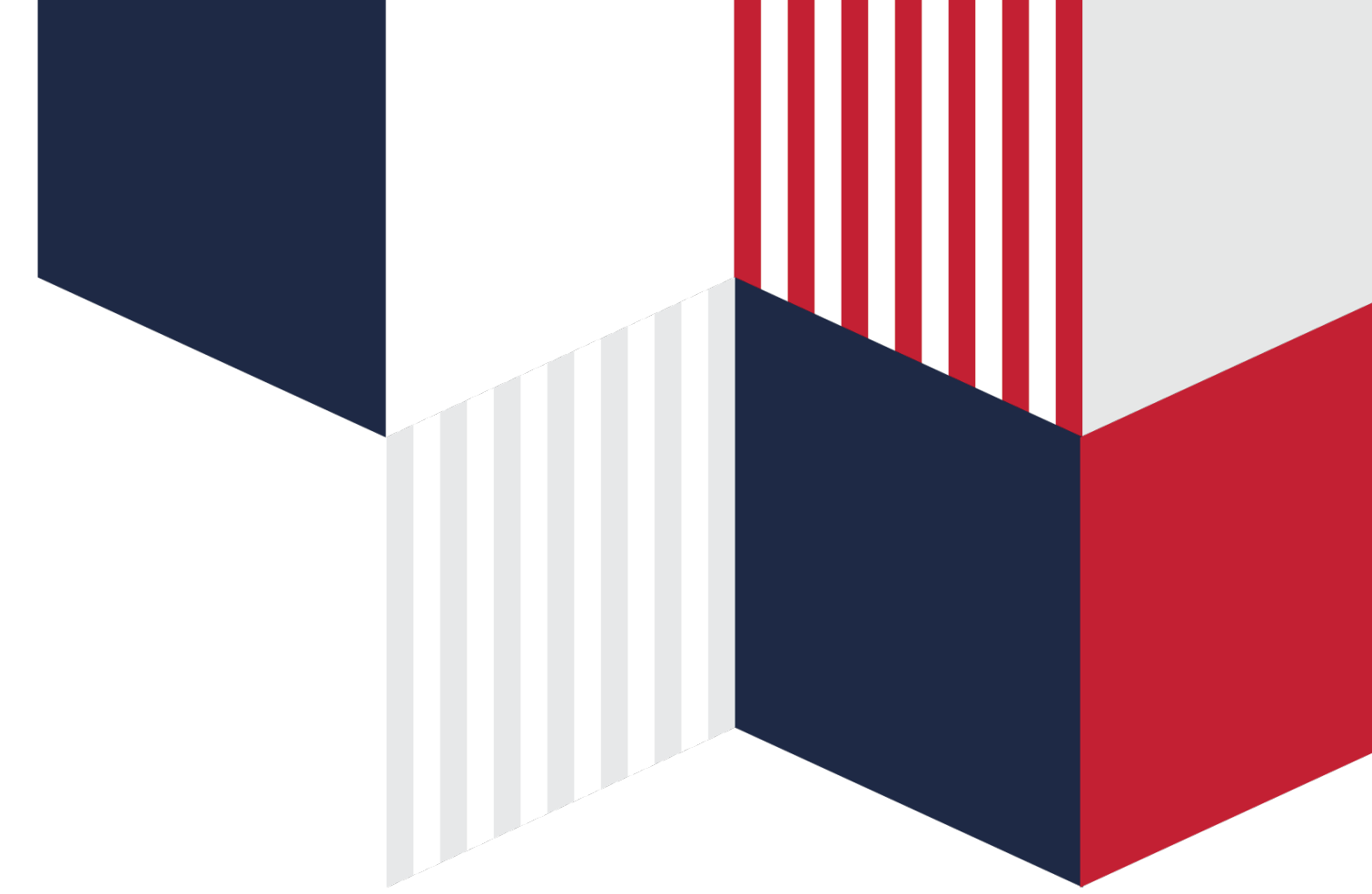
**DEVELOPMENTAL STAGES**

B-U5	B-U6	B-U7	B-U8	B-U9	B-U10	B-U11	B-U12	B-U13	B-U14	B-U15	B-U16	B-U17	B-U18			
G-U5	G-U6	G-U7	G-U8	G-U9	G-U10	G-U11	G-U12	G-U13	G-U14	G-U15	G-U16	G-U17	G-U18			
AGE	SOCIAL CHARACTERISTICS				EMOTIONAL CHARACTERISTICS				COGNITIVE CHARACTERISTICS				PHYSICAL CHARACTERISTICS			
<b>U17</b>	<ul style="list-style-type: none"> <li>The relationship with parents continues to change as they grow more independent and autonomous. Conflict can decrease as the relationship becomes more equal by having a balance between independence and connection (they can also engage in more intellectual conversations with parents/adults)</li> <li>Society is becoming more complex, and they are still exploring and developing their identity and personality</li> <li>Begin going through different "rites of passage" marker events like getting a driver's license, school-related social events, graduating high school, turning "18" years old, and gaining the right to vote</li> <li>Emerging adults engage in more risky behaviors than do any other age group of adults. Examples can include thinking they are invincible regarding risky behaviors like vaping, drinking alcohol, and being sexually active</li> <li>Can better resist social pressure and emotional influences because they can make their own choices</li> <li>Friendships are now more diverse, more intense and of longer duration as they tend to relate more to individual peers rather than groups</li> </ul>				<ul style="list-style-type: none"> <li>Can begin to apply logic to emotional situations or challenges. This means that the way they approach and solve practical problems in this stage differs from early adolescence where it was more emotional</li> <li>Emotional Intelligence (EI) continues to improve; they are better at recognizing their own feelings and desires, can process emotional information, and use it appropriately in social contexts</li> <li>May now have more emotional agility/stability and be more in balance with themselves and with the (social) environment</li> <li>Empathy improves their sense of responsibility, and they are now more capable of assessing and understanding the intentions of others; they can better recognize complex emotions of others</li> <li>Emotions can be impacted by stress of the rites of passage (graduating/beginning work/leaving for college)</li> <li>Still fond of excitement and sensation; seek out new and challenging situations. Often seek out instant gratification and may struggle with impulse control</li> </ul>				<ul style="list-style-type: none"> <li>They have better planning and control skills for more complex tasks and have a good understanding of their individual goals and how to approach them</li> <li>Can make more complex choices, especially for mid-term and long-term type decisions (still not as good as adults)</li> <li>Emerging adults think in different ways than do early-stage adolescents concerning their ability to take different points of view</li> <li>Begin to move from the thinking process of "I'm right because I've experienced it" to thinking, "I'm not sure who's right because your experience is different from mine."</li> <li>Problems and situations that seemed fairly straight forward in early adolescence appear more complicated to emerging adults; the "right thing to do" is much tougher to figure out</li> <li>Rules and norms are viewed as relative to them, not absolute (ex. "I am able to text and drive but others should not")</li> <li>Have an increased capacity for self-reflection and because of this can be more self-aware (insight into their strengths and weaknesses)</li> <li>Begin taking more ownership and responsibility in their own development and understanding how that impacts their thinking on how they fit in the world</li> <li>Can use feedback in a better way than previous stages and are capable to assess the validity of feedback based on prior experiences</li> </ul>				<ul style="list-style-type: none"> <li>Large changes in the body continue to occur</li> <li>Muscles are still adapting; this change causes emerging adults to learn how to move their developing body (can experience another phase of awkward movement)</li> <li>Females have typically completed full physical development by 15 or 16 years old while some males (late maturing individuals) are now beginning or reaching their peak and/or are close to finishing their physical growth</li> <li>12-18 months after the PHV/growth spurt, physical development shows an increase in muscle mass and a normalization of body proportions</li> <li>Hormones like testosterone and estrogen impact training responses in physical qualities, such as strength, power, speed and endurance.                     <ul style="list-style-type: none"> <li>-With these changes in the body the movement competencies change and can lead to injury</li> </ul> </li> <li>As muscle mass and height increases in males, so does body satisfaction. However, many teenage females become dissatisfied with their bodies and weight due to the increase in body fat. Some teens may even resort to eating disorders to feel better about their bodies same in U15/U16</li> <li>Menstrual cycle impacts individuals differently (physically, socially, and emotionally)</li> </ul>			
<b>U18</b>																



U.S. SOCCER FEDERATION - TECHNICAL PLAN

# STAGES OF DEVELOPMENT



## PLAN FOR LEARNING

WHAT WILL PROMOTE APPROPRIATE DEVELOPMENT?  
WHAT DO WE TEACH?  
HOW DO WE TEACH?

**DEVELOPMENTAL STAGE: EARLY CHILDHOOD**

<b>B-U5</b>	<b>B-U6</b>	<b>B-U7</b>	<b>B-U8</b>	<b>B-U9</b>	<b>B-U10</b>	<b>B-U11</b>	<b>B-U12</b>	<b>B-U13</b>	<b>B-U14</b>	<b>B-U15</b>	<b>B-U16</b>	<b>B-U17</b>	<b>B-U18</b>	
<b>G-U5</b>	<b>G-U6</b>	<b>G-U7</b>	<b>G-U8</b>	<b>G-U9</b>	<b>G-U10</b>	<b>G-U11</b>	<b>G-U12</b>	<b>G-U13</b>	<b>G-U14</b>	<b>G-U15</b>	<b>G-U16</b>	<b>G-U17</b>	<b>G-U18</b>	
<b>U5</b>	<b>SOCIAL CHARACTERISTICS</b>			<b>EMOTIONAL CHARACTERISTICS</b>			<b>LANGUAGE CHARACTERISTICS</b>			<b>COGNITIVE CHARACTERISTICS</b>			<b>PHYSICAL CHARACTERISTICS</b>	
	<ul style="list-style-type: none"> <li>• Are self-centered &amp; egocentric (see the world from their point of view)</li> <li>• Start to develop friendships:                             <ul style="list-style-type: none"> <li>- Like to see themselves as a friend</li> </ul> </li> <li>• Enjoy play and to be with other children (learning to cooperate, but still selfish)</li> </ul>			<ul style="list-style-type: none"> <li>• Emotions are linked to desires (likes &amp; dislikes)</li> <li>• Take all feedback personally</li> <li>• Act out emotions physically</li> <li>• Behavior and expressions of emotions may be 'over the top'</li> <li>• Enjoy attention</li> <li>• Look for security (parent/guardian watching)</li> </ul>			<ul style="list-style-type: none"> <li>• Basic vocabulary - easy words</li> <li>• Can understand basic analogies "hop like a bunny rabbit"</li> <li>• Beginning to use symbols to develop language</li> <li>• Define objects by how they use it "jumpalane" = trampoline</li> <li>• Communicate best within a small group</li> </ul>			<ul style="list-style-type: none"> <li>• Can name some colors and some numbers and recognize basic shapes</li> <li>• Are quickly distracted</li> <li>• Have a short attention span</li> <li>• Can only perform one task at a time</li> <li>• Learn new concepts through experience, discovery, and repetition</li> <li>• Ask many questions</li> <li>• Life is dominated by fantasy/readily engage in fantasy play</li> <li>• Are visual learners</li> </ul>			<ul style="list-style-type: none"> <li>• Rapid growth is steadily declining</li> <li>• Develop fundamental movement skills (locomotion, object manipulation, and stability)</li> <li>• Have the capacity to tumble, spin, and roll helping their brain develop the ability to keep track of the body's orientation (determining which way is up and which way is down) so they may fall down easily</li> <li>• No concept of pace or understanding of the concept of fatigue (they play at full speed)</li> </ul>	

**DISCOVERY PHASE I**

**MOVEMENT EXPLORATION AND BALL DISCOVERY**

- GOALS**
- Players discover (explore/experiment) fundamental movement skills (ME AND MY MOVEMENT SKILLS)
  - Players discover (explore/experiment) how to manipulate a ball with both hands and feet (ME AND MY BALL)
  - Players are introduced to parallel and associative play (ME AND MY FRIENDS)

**LEARNING ENVIRONMENT: OBJECTIVES**

- To explore and develop fundamental movement skills (walking and running, pulling and pushing, bending and twisting, skipping, hopping, leaping, catching and throwing, lifting and carrying, jumping and landing, kicking and dribbling, etc.)
- To explore different ways to manipulate the ball: playing with a ball becomes more fun as children develop the abilities to kick, throw, and catch more accurately during this stage
  - with the hands: eye-hand coordination
  - with the feet: eye-foot coordination

**LEARNING ENVIRONMENT: ACTIVITIES**

- Basic games that involve fundamental movement skills
- Activities are mostly formed around PLAY with the ball (one player - one ball)
  - no specific team tactical goals for the training sessions
- Focus on a spontaneous experience and FUN IN GAMES (learning through unstructured play)
- A variety of inclusionary small sided games (1v1) and activities that allow for players' choice
- Focus on age-appropriate foundational movement skills
- Short activities focus on maximal speed and simple but challenging tasks

**LEARNING ENVIRONMENT: COACHING**

- Be well-organized (structure and routine) but also adaptable and flexible (games and choice)
- Be enthusiastic, animated and FUN
- Be very patient
- Facilitate and guide
  - avoid overly prescriptive coaching
  - use multiple brief intervals and breaks
  - use very short interactions with simple feedback
- Provide positive and specific praise using the language of the child

**DEVELOPMENTAL STAGE: EARLY CHILDHOOD**

B-U5	B-U6	B-U7	B-U8	B-U9	B-U10	B-U11	B-U12	B-U13	B-U14	B-U15	B-U16	B-U17	B-U18		
G-U5	G-U6	G-U7	G-U8	G-U9	G-U10	G-U11	G-U12	G-U13	G-U14	G-U15	G-U16	G-U17	G-U18		
<b>U6</b>	SOCIAL CHARACTERISTICS			EMOTIONAL CHARACTERISTICS			LANGUAGE CHARACTERISTICS			COGNITIVE CHARACTERISTICS			PHYSICAL CHARACTERISTICS		
	<ul style="list-style-type: none"> <li>Are less self-centered &amp; egocentric than the previous stage:                             <ul style="list-style-type: none"> <li>- can listen while others are speaking</li> <li>- are more willing to take turns and share</li> </ul> </li> <li>Play in ways that include fantasy and imagination</li> <li>Can play with others to achieve a common goal</li> <li>Begin to identify with their own team</li> <li>Identify with older children (most likely siblings)</li> <li>Are impulsive: sometimes cooperative, sometimes demanding</li> <li>Develop friendship:                             <ul style="list-style-type: none"> <li>- are aware of gender / teams /groups</li> <li>- wants to be liked: compare self to others</li> <li>- want to please friends</li> <li>- imitate friends' and coach behavior</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>Enjoy activity and movement, have fun (which is primary reason for participation)</li> <li>Vulnerable to corrective and negative feedback</li> <li>Eager for positive support and praise</li> <li>Increased emotional control</li> <li>Become slightly more aware of other people's feelings</li> </ul>			<ul style="list-style-type: none"> <li>Vocabulary is increasing</li> <li>Understand more than they can verbalize</li> <li>Range and ability to respond to simple guided questions is increasing rapidly</li> </ul>			<ul style="list-style-type: none"> <li>Start to understand the basics of time, space and direction</li> <li>Eager to learn and learn rapidly</li> <li>Beginning to use basic logic and reason (learning rules and expected behavior)</li> <li>Still have a short attention span (but can hold focus longer than the previous stage)</li> <li>Have difficulty "thinking backward" or imagining how to reverse the steps in a task</li> <li>Perception is focused locally and on what is immediately in front of them (have a 'here and now' perspective)</li> </ul>			<ul style="list-style-type: none"> <li>Growth rate becomes more steady</li> <li>During the prepubertal years, males and females will follow similar rates of development in growth and maturation</li> <li>Continuing the development of fundamental movement skills through dynamic balance (standing and hopping on one foot) and coordinated movement (running becomes more fluid)</li> <li>Increased reaction speed</li> <li>Strength, speed, power, endurance, and coordination will develop at similar rates for both sexes throughout childhood</li> </ul>		

**DISCOVERY PHASE II**

**DRIBBLING AND SHOOTING**

- GOALS**
- Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)
  - Players develop eye-hand and eye-foot coordination (ME AND MY BALL)
  - Players are introduced to fundamental soccer skills with the ball (ME AND MY BALL)
  - Players are introduced to cooperative play without structured team play (ME AND MY TEAMMATE)

**LEARNING ENVIRONMENT: OBJECTIVES**

- To explore and develop fundamental movement skills (walking and running, pulling and pushing, bending and twisting, skipping, hopping, leaping, catching and throwing, lifting and carrying, jumping and landing, kicking and dribbling, etc.)
- To explore different ways to manipulate the ball:
  - with the hands: eye-hand coordination
  - with the feet: eye-foot coordination
- To explore dribbling, short passing and shooting

**LEARNING ENVIRONMENT: ACTIVITIES**

- Activities are mostly formed around PLAY with the ball (one player - one ball)
  - utilize specific soccer goals for the training sessions (introduction of individual player actions)
- Focus on a spontaneous experience and fun IN GAMES (learning through low structured play that allows for players' choice)
- Utilize inclusionary small sided games: U6: 1v1, 2v1, 2v2
- Focus on age-appropriate foundational movement skills with ball
  - promoting ball contact
- Short ball-oriented activities challenging the players' movement focused on power, speed, agility and mobility

**LEARNING ENVIRONMENT: COACHING**

- Be enthusiastic, animated, FUN, and supportive
- Be well-organized but also adaptable and flexible (games and choice)
- Facilitate and guide:
  - Encourage the players to participate and give their best and have fun
  - Encourage the players to move the ball forward by dribbling or passing
  - Encourage creativity and autonomous decision-making
  - Encourage learning from mistakes
- Use short instructions - limited attention span
  - Use the language of the child
  - Provide positive specific praise and simple feedback
- Utilize differentiation: provide appropriate individual challenges
- Use multiple brief intervals and breaks

**DEVELOPMENTAL STAGE: MIDDLE CHILDHOOD**

B-U5	B-U6	B-U7	B-U8	B-U9	B-U10	B-U11	B-U12	B-U13	B-U14	B-U15	B-U16	B-U17	B-U18		
G-U5	G-U6	G-U7	G-U8	G-U9	G-U10	G-U11	G-U12	G-U13	G-U14	G-U15	G-U16	G-U17	G-U18		
U7	<b>SOCIAL CHARACTERISTICS</b>			<b>EMOTIONAL CHARACTERISTICS</b>			<b>LANGUAGE CHARACTERISTICS</b>			<b>COGNITIVE CHARACTERISTICS</b>			<b>PHYSICAL CHARACTERISTICS</b>		
	<ul style="list-style-type: none"> <li>Start to show more independence from parents and coaches</li> <li>Place more importance/value on friendship and enjoy being a part of groups</li> <li>Begin to develop a sense of loyalty to groups, enjoy belonging, and having a best friend</li> <li>Able to work with and help other players</li> <li>Begin to understand social norms and team rules</li> <li>More conscious of fair play and respect for others</li> <li>Become opinionated and learn to voice opinions</li> </ul>	<ul style="list-style-type: none"> <li>Increased self-awareness (ego)</li> <li>Self-confidence and self-esteem are fragile</li> <li>Extremely sensitive to opinions of others</li> <li>Can be very self-critical</li> <li>Can be jealous of others</li> <li>Have difficulty in understanding the impact of their actions and behaviors on others</li> </ul>	<ul style="list-style-type: none"> <li>Language becomes more mature and complex (e.g., use metaphors)</li> <li>Able to have conversations and fit language to the situation</li> <li>Can understand how to use a word (concept) by being told the definition</li> <li>Understand words have multiple meanings</li> <li>Can better articulate questions</li> <li>Able to articulate their emotions and express themselves</li> <li>Can begin to respond to low-order questions</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to develop the concept of time and space relationship</li> <li>Can count and understand the concept of scoring</li> <li>Able to focus for longer periods and use their cognitive abilities for a specific purpose</li> <li>Can direct attention to a variety of stimuli (multiple things at once)</li> <li>Beginning to think logically and understand cause and effect to be able to problem solve</li> <li>Beginning to categorize knowledge (things are similar or different)</li> <li>Able to connect present to past and future, but still have a short-term view on potential consequences</li> <li>Can plan and carry out basic projects with adult support. Becoming more self-directed in activities</li> <li>Learn from each other</li> </ul>	<ul style="list-style-type: none"> <li>Steady growth from age 6 to the onset of the adolescent growth spurt (avg. 5 cm or 2 inches per year)</li> <li>Continued development of both fine and gross motor movements</li> <li>Increasing ability to optimize movement in all directions (agility)</li> <li>Higher ability to coordinate full body movements</li> <li>Greater ability to develop rhythmic movement</li> <li>Improved ability to recognize and respond quickly to sensory (visual, auditory, tactile) stimuli</li> <li>Continued development of endurance</li> </ul>										
U8															

**FOUNDATION PHASE I**

**SCANNING, RECEIVING, DRIBBLING, SHORT PASSING AND SHOOTING**

**GOALS**

- Players develop scanning skills (ME AND MY SCANNING SKILLS)
- Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)
- Players develop fundamental soccer skills with and without the ball (ME AND THE BALL)
- Players are introduced to cooperative, low structured team play (ME AND MY TEAMMATES)

**LEARNING ENVIRONMENT: OBJECTIVES**

- To develop fundamental movement skills (walking and running, pulling and pushing, bending and twisting, skipping, hopping, leaping, catching and throwing, lifting and carrying, jumping and landing, kicking and dribbling, etc.)
- To develop individual coordinated movements (efficiency, quality, quickness)
- To develop reaction speed and acceleration speed
- To develop spatial awareness (SCANNING) and reduced coordinated movements with teammates
- To play with respect to the rules of the game
- To develop fundamental player actions with a high focus on attacking actions
- To develop the ability to win the ball back
- To introduce and implement team tactical principles
- To develop reflection skills: build self-esteem and self-confidence

**LEARNING ENVIRONMENT: ACTIVITIES**

- Activities are mostly formed around deliberate PLAY with the ball (one player - one ball)
  - Utilize specific training session goals(player actions / team tactical principles)
- Focus on a spontaneous experience and fun in GAMES (learning through low structured play that allows for players' choice)
  - Understanding your role in attacking and defending
  - Increased decision-making including short passing as an option
- Focus on activities in which players can be successful and score lots of goals
- Utilize small sided games: U7: 1v1, 2v1, 2v2, 3v2, 3v3 - U8: 1v1, 2v1, 2v2, 3v2, 3v3, 4v3, 4v4 (every player is always in situations where they are challenged to make actions to the best of their ability)
- Focus on age-appropriate fundamental movement skills with ball (promoting ball contact)
- Utilize short ball-oriented activities challenging the players' movement focused on power, speed, agility and mobility
- Focus on the development of both feet

**LEARNING ENVIRONMENT: COACHING**

- Be enthusiastic, animated, FUN, and supportive
- Be well-organized but also adaptable and flexible (games and choice)
- Have an eye for the individual challenges of the players
- Facilitate and guide using key words and key questions:
  - Encourage the players to participate and give their best and have fun
  - Encourage the players on & off the ball to move the ball forward by working together
  - Encourage the players to ask questions and help players think of solutions
  - Encourage creativity and autonomous decision-making (be patient & understanding)
  - Encourage reflection and learning from mistakes (awareness of choice & consequence)
- Use short instructions - limited attention span
  - Use the language of the child & appropriate terminology
  - Provide positive specific praise and simple feedback
- Utilize differentiation: provide appropriate individual challenges
- Build self-esteem and self-confidence to recognize strengths and areas of improvement
- Use multiple brief intervals and breaks
- Help players to apply and respect the rules of the game
- Utilize formations as a structure for development

**DEVELOPMENTAL STAGE: MIDDLE & LATE CHILDHOOD**

B-U5	B-U6	B-U7	B-U8	B-U9	B-U10	B-U11	B-U12	B-U13	B-U14	B-U15	B-U16	B-U17	B-U18
G-U5	G-U6	G-U7	G-U8	G-U9	G-U10	G-U11	G-U12	G-U13	G-U14	G-U15	G-U16	G-U17	G-U18
<b>U9</b>	<b>SOCIAL CHARACTERISTICS</b>			<b>EMOTIONAL CHARACTERISTICS</b>			<b>LANGUAGE CHARACTERISTICS</b>		<b>COGNITIVE CHARACTERISTICS</b>			<b>PHYSICAL CHARACTERISTICS</b>	
	<ul style="list-style-type: none"> <li>Value relationships and have stronger desire to belong</li> <li>Social world expands beyond family</li> <li>Self-awareness improves and can have a desire for privacy which can lead to selfishness</li> </ul>			<ul style="list-style-type: none"> <li>Self-consciousness is increasing, which impacts feelings</li> <li>Beginning to develop/establish a clear identity or sense of self-worth</li> <li>Self-concept can change from activity to activity (leads to a range of emotions)</li> <li>Compare performance with that of their peers which can lead to becoming more competitive</li> <li>Sensitive to the feelings or impressions of others</li> <li>Have a strong sense of justice and fairness and internalize anything that is unjust/unfair and take it personal</li> <li>Can stand up for themselves and control emotional response most of the time, however they still experience volatile emotions and moods</li> <li>Use humor without a filter</li> </ul>			<ul style="list-style-type: none"> <li>Language is evolving - the conversation can be more abstract (e.g., sportsmanship, fairness, etc.)</li> <li>Like to talk; use language to express feelings/tell stories</li> <li>Ask many questions and want thoughtful answers</li> </ul>		<ul style="list-style-type: none"> <li>Beginning to develop enhanced self-regulation (e.g., planning and goalsetting)</li> <li>Improving memory and ability to problem solve</li> <li>Can sustain focus and pay attention for a longer time period than previous stage</li> <li>Improving ability to collectively brainstorm for solutions and co-create strategies (better able to understand and appreciate different opinions)</li> <li>Start to link practice and effort to performance (they see the benefit of practice)</li> <li>Can engage in group play on their own which leads to cooperative learning</li> <li>Learning occurs through self-discovery and self-expression (improved self-direction)</li> <li>Are curious and have broad interests</li> <li>Beginning to respond better to some routines and structure</li> </ul>			<ul style="list-style-type: none"> <li>Slow, steady growth (no huge changes)</li> <li>Coordination continues to improve (fluid movements)</li> <li>Improved coordination of fine motors skills (skill refinement)</li> <li>Vision improves leading to increased spatial awareness (my body in space and time) as well as a growing ability to track moving objects/people</li> <li>Have a high activity level (energy)</li> <li>Individual variability (differences) begins to occur for some females (U10)</li> </ul>	
<b>U10</b>	<ul style="list-style-type: none"> <li>Are developing an increased awareness of self-respect and respect for others</li> <li>Have a desire to adhere strictly to rules and be fair which can lead to conflict</li> <li>May act unreasonable or rude when things do not go as planned but can recognize behavior within themselves and others (need support to deal with conflict)</li> <li>Are willing to take on more responsibility</li> <li>Driven to be competitive when playing games</li> </ul>												

**FOUNDATION PHASE I**

**SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING**

- GOALS**
- Players develop scanning skills (ME AND MY SCANNING SKILLS)
  - Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)
  - Players continue to develop fundamental soccer skills with and without the ball with pressure (ME AND THE BALL)
  - Players develop cooperative play, low structured team play based on a style of play (ME AND MY TEAMMATES)

**LEARNING ENVIRONMENT: OBJECTIVES**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• To develop individual coordinated movements (efficiency, quality, quickness)</li> <li>• To continue develop reaction speed and acceleration speed, agility</li> <li>• To develop fundamental player actions with a high focus on both attacking and defending actions</li> <li>• To develop skill acquisition (application of technique): mid-range passing and shooting (20 yards)</li> <li>• To develop spatial awareness (SCANNING) and coordinated movements with teammates</li> <li>• To cooperate with others as a team to solve problems within the game</li> </ul> | <ul style="list-style-type: none"> <li>• Developing formations with specific roles and responsibilities including the goalkeeper</li> <li>• To introduce age-appropriate individual &amp; collective team tactical principles / player actions in attacking and defending and both transition moments</li> <li>• To experience playing in multiple positions</li> <li>• To introduce of the concept of a warming-up routine</li> <li>• To develop reflection skills: about the game</li> <li>• To develop reflection skills: build self-esteem and self- confidence</li> </ul> |
|---|--|

**LEARNING ENVIRONMENT: ACTIVITIES**

- Activities are not only formed around deliberate PLAY with the ball (one player - one ball), but also focused on small group teamplay
- Utilize specific training session goals(player actions / team tactical principles)
- Focus on a spontaneous experience and fun IN cooperative GAMES (learning through low structured play that allows for players' choice)
- Utilize inclusionary small sided games: U9: 1v1 → 5v5 (including use of unbalanced games) - U10: 1v1 → 6v6 (roster size) / 7v7 (including use of unbalanced games)
- Focus on progressing foundational movement skills in soccer actions
- Focus on the development of both feet
- Short ball-oriented activities challenging the players' movement focused on power, speed, agility and mobility

**LEARNING ENVIRONMENT: COACHING**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Be enthusiastic, animated, FUN, and supportive</li> <li>• Work on a specific topic / training session goal</li> <li>• Help players understand their role and increase their focus</li> <li>• Support individual development within the team context</li> <li>• Encourage and support playing and development in multiple roles and positions throughout the season</li> <li>• Promote players to provide input and feedback (brainstorm collectively for solutions)</li> </ul> | <ul style="list-style-type: none"> <li>• Recognize that individual differences exist</li> <li>• Be wary of verbal comparisons and- or over criticizing</li> <li>• Challenge the individual players' level and emphasize effort over outcome to build-up self esteem</li> <li>• Acknowledge frustrations and disappointment and help them develop coping strategies</li> <li>• Empower players to resolve conflict</li> <li>• Maintain zero tolerance for bullying</li> <li>• Incorporate routines and low-level of structure</li> </ul> |
|---|---|

B-U5	B-U6	B-U7	B-U8	B-U9	B-U10	B-U11	B-U12	B-U13	B-U14	B-U15	B-U16	B-U17	B-U18	
G-U5	G-U6	G-U7	G-U8	G-U9	G-U10	G-U11	G-U12	G-U13	G-U14	G-U15	G-U16	G-U17	G-U18	
U11	<b>SOCIAL CHARACTERISTICS</b>			<b>EMOTIONAL CHARACTERISTICS</b>			<b>LANGUAGE CHARACTERISTICS</b>			<b>COGNITIVE CHARACTERISTICS</b>			<b>PHYSICAL CHARACTERISTICS</b>	
	<ul style="list-style-type: none"> <li>Transitioning from a 'safe' and predictable social environment to a new and unpredictable one (elementary school to middle school)</li> <li>Begin growing desire to assert individuality and independence (in relation to their parents)</li> <li>Very loyal to peer group and are influenced by them (judgement)</li> <li>Are self-conscious of their abilities and sensitive to what others think of them</li> <li>Can be critical of peers and adults</li> <li>Enjoy more peer dominated group discussions</li> <li>Struggle to understand intentions of others</li> </ul>			<ul style="list-style-type: none"> <li>Anxious about growing up, are learning to handle emotions such as fear, frustration, and rejection and can struggle in restraining their strong emotions</li> <li>Can change emotions quickly- may be overly sensitive and dramatic. Joy, irritation, euphoria and anger alternate at a rapid pace and are much more extreme than with adults.</li> <li>Beginning to gain experiences which give them insight into the fact that someone can have a different opinion (empathy is not yet developed)</li> <li>Become vulnerable to peer pressure because they are sensitive to the feelings or impressions of others</li> <li>Do not accept authority blindly</li> <li>Females may exhibit more emotional maturity due to the onset of adolescence and beginning of puberty</li> </ul>			<ul style="list-style-type: none"> <li>Language is evolving - the conversation can be more abstract (e.g., sportsmanship, fairness, etc.)</li> <li>Like to talk; use language to express feelings/tell stories</li> <li>Ask many questions and want thoughtful answers</li> </ul>			<ul style="list-style-type: none"> <li>Eager to learn</li> <li>Active listening increases and can better understand different points of view</li> <li>Beginning to use more logic and also thinking in abstract terms; can address hypothetical situations</li> <li>Still willing to use imagination and creativity</li> <li>Can sequence thoughts and actions; improving ability to perform more complex tasks (within that sequence). Also enjoy problem solving and rule-based games</li> <li>Still have difficulty making choices because they do not recognize all the different options available, and this can impact their perceptions of consequences</li> <li>Self-regulation skills are still developing (can act impulsively), so complex behaviors like independently organizing difficult tasks and acting in a systematic way can be challenging</li> </ul>			<ul style="list-style-type: none"> <li>Growth rate begins to increase due to the onset of the adolescent growth spurt and the beginning of puberty for some (early maturing individuals)</li> <li>Because of increased growth rate and maturation, players can be more susceptible to injury (overuse vs. acute injury)</li> <li>Increased physical development through the interaction of exercise and maturation (physical qualities like speed/strength improve because of the interaction between both physical growth and the training environment)</li> <li>Bigger differences begin to emerge</li> <li>Females enter adolescence and may begin to exhibit early signs of puberty (beginning of adolescent growth spurt for early maturing individuals developing both primary and secondary sexual characteristics)</li> </ul>	
U12														

**FOUNDATION PHASE III**

**SCANNING & POSITIONING, RECEIVING, DRIBBLING, QUICK COMBINATION PLAY AND FINISHING**

**GOALS**

- Players develop scanning skills (ME AND MY SCANNING SKILLS)
- Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)
- Players continue to develop fundamental soccer skills with and without the ball under a high level of pressure (ME AND THE BALL)
- Players develop cooperative play, moderate structured team play based on a style of play (ME AND MY TEAMMATES)

**LEARNING ENVIRONMENT: OBJECTIVES**

- To develop more complex movement skills with an emphasis on multi-lateral development: maintain and enhance flexibility, strength, agility and mobility
- To develop reaction speed and acceleration speed: focus on accelerations and deceleration
- To develop a systematic approach to solving game situations (collaboration)
- To develop coordinated movements with teammates: including increased spatial awareness and interchange of roles during play
- To develop more complex player actions with a high focus on quick combination play between players (pace and fluidity)
- To develop the understanding and execution of 2v1 situations in attacking and defending
- To apply team principles in attacking, defending and transition moments: utilize a Style of Play as a structure for decision making - play in a formation with roles and responsibilities: - focus on anticipation and support
- To develop a deeper understanding of responsibilities of players off the ball
- To develop player ownership: player to player coaching - using verbal and non-verbal communication
- To introduce of the concept of a warming-up routine with responsibilities for the players
- To develop self-reflection and self-regulation skills
- To develop teamwork: group reflection skills

**LEARNING ENVIRONMENT: ACTIVITIES**

- Utilize a variety of activities that help develop physical qualities, technical skills and decision making
- Activities are not only formed around deliberate PLAY with the ball (one player - one ball), but also focused on small group teamplay - Utilize specific training session goals(player actions / team tactical principles)
- Focus on a spontaneous experience and fun IN cooperative GAMES (learning through moderate structured play that allows for players' choice) - Utilize inclusionary small sided games: 1v1 → 9v9 (including use of unbalanced games)
- Use of positional games (rondos)
- Focus on the development of both feet
- Short ball-oriented activities challenging the players' movement focused on power, speed, agility and mobility

**LEARNING ENVIRONMENT: COACHING**

- Encourage collaboration: a coach can expect his or her players to understand the game and use teammates to help solve problems.
- Support the idea that field space can be successfully covered by several small passes, or by one properly played long pass.
- Be patient with players that are eager to learn; find the appropriate level of challenge to stimulate and not stifle the learning process.
- Help each player develop at their own rate and not compare themselves to other players.
- Understand the different types of questions to engage players.
- Encourage and support playing and development in multiple roles and positions throughout the season.

## DEVELOPMENTAL STAGE: ADOLESCENCE

B-U5	B-U6	B-U7	B-U8	B-U9	B-U10	B-U11	B-U12	B-U13	B-U14	B-U15	B-U16	B-U17	B-U18
G-U5	G-U6	G-U7	G-U8	G-U9	G-U10	G-U11	G-U12	G-U13	G-U14	G-U15	G-U16	G-U17	G-U18

GAME FORMAT: 11v11	SOCIAL CHARACTERISTICS	EMOTIONAL CHARACTERISTICS	COGNITIVE CHARACTERISTICS	PHYSICAL CHARACTERISTICS
U13 U14	<ul style="list-style-type: none"> <li>Transitioning to a new, unknown social environment (middle school to high school at U14)</li> <li>Start asserting individuality and establishing their own identity which may lead to conflict with authority; may be critical of parents and other authority figures</li> <li>Unsure about their place in society and are heavily dependent on a peer group/best friend</li> <li>Can experience conflict between the need to be an individual while also fitting in with the group</li> <li>In addition to being influenced by friends, are also influenced by pop culture, sports culture, and social media</li> <li>Males may be more concerned about play/game and females may be more concerned about the social interaction</li> <li>Males may show more assertiveness and may exhibit an inner urge to measure and compare oneself to others</li> <li>Females may be a little bit more ahead and more mature in their behavior (more disciplined, less impulsive)</li> <li>Females may often underestimate their own abilities</li> </ul>	<ul style="list-style-type: none"> <li>Sensitive about their appearance</li> <li>May exhibit strong mood swings (struggle with impulse control and lack emotional maturity)</li> <li>Focused on direct satisfaction of one's needs and are opportunistic. They are still impulsive and can often react too quickly because they don't see all consequences</li> <li>May feel anxious or sad and sometimes worried because they are not able to see all the potential outcomes</li> <li>Vulnerable to peer pressure</li> <li>May feel embarrassed if parents are around them in social settings</li> <li>May begin to be more aware of physical changes and sexuality particularly in comparison to their peers (early vs. late maturing individuals)</li> <li>Females may exhibit more fear of exclusion (bullying/social media impact)</li> <li>Incidents of depression increases after puberty. Females show higher rates than males</li> </ul>	<ul style="list-style-type: none"> <li>They can form abstractions and generalizations that apply across different situations (i.e., justice, equality, etc.)</li> <li>Can use their own reasoning to move beyond the information given and form conclusions and their own opinions (not everything is accepted unthinkingly)</li> <li>Begin to be mature enough to take responsibility for their own commitment level</li> <li>Can plan ahead and organize tasks with little to no guidance from adults</li> <li>They can start to pursue gaining expert knowledge in some domains inside or outside school, and began to develop an identity around that domain (i.e., 'the artist', 'the midfielder', etc.)</li> <li>Have sense of respect for their sport and can begin to make commitments (either in performance or participation)</li> </ul>	<ul style="list-style-type: none"> <li>Rapid growth leads to increases in height, weight, and visible physical changes (increase in muscles mass and body fat)</li> <li>Will have different rates of neuromuscular strength, height, and weight changes</li> <li>May exhibit adolescent awkwardness as a result of rapid changes (injury rates tend to increase during this stage due to physical changes-ankle sprains, tendonitis, patellofemoral pain, pain at tendon insertions-Osgood-Schlatters, and Sever's Disease)</li> <li>In general, early maturing females who have began the adolescent growth spurt have been on a slow, steady growth spurt compared to early maturing males who may experience a much more accelerated growth spurt</li> <li>The culmination of physical changes plus the start of menstrual cycle predisposes females to injuries</li> <li>Due to hormone changes caused by the menstrual cycle, females may experience increased joint laxity (looseness)</li> <li>Females may show increased hip width</li> <li>Females may exhibit a reliance on quad landing strategies</li> </ul>

### PROGRESSION PHASE I

#### SCANNING & POSITIONING, RECEIVING, DRIBBLING, QUICK COMBINATION PLAY AND FINISHING

#### GOALS

- **Players develop scanning skills (ME AND MY SCANNING SKILLS)**
- **Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)**
- **Players continue to develop fundamental soccer skills with and without the ball under a high level of pressure (ME AND THE BALL)**
- **Players develop high structured team play based on a style of play (ME AND MY TEAMMATES)**

#### LEARNING ENVIRONMENT: OBJECTIVES

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>To understand injury prevention methods and techniques</li> <li>To continue to develop more complex movement skills with an emphasis on multi-lateral development                             <ul style="list-style-type: none"> <li>-maintain and enhance flexibility, strength, power, agility and mobility</li> </ul> </li> <li>To develop reaction speed and acceleration speed: focus on accelerations and deceleration</li> <li>To develop a systematic approach to solving game situations (collaboration)</li> <li>To develop coordinated movements with groups of teammates: including increased spatial awareness and interchange of roles during play                             <ul style="list-style-type: none"> <li>-midfield interchange (rotations)</li> <li>-penetrations by center backs (dribble with the ball to create numerical overload in midfield)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>To develop more complex player actions with a focus on quick combination play (pace and fluidity) under high pressure in tight spaces</li> <li>To develop the understanding and execution of overload situations in attacking and defending</li> <li>To apply team principles in attacking, defending and transition moments: utilize a Style of Play as a structure for decision-making                             <ul style="list-style-type: none"> <li>-play in a formation with roles and responsibilities:</li> <li>-focus on anticipation and support</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>To develop a deeper understanding of responsibilities of players off the ball</li> <li>To develop player ownership and independence:                             <ul style="list-style-type: none"> <li>-including a player-led warm-up routine</li> <li>-player to player coaching (using verbal and non-verbal communication)</li> </ul> </li> <li>To develop self-efficacy, self-reflection and self-regulation skills</li> <li>To develop teamwork: group discussion and reflection skills</li> </ul> |
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#### LEARNING ENVIRONMENT: ACTIVITIES

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|---|---|
| <ul style="list-style-type: none"> <li>Utilize a variety of activities that help develop the U.S. Soccer Key Qualities</li> <li>Activities should be flexible enough to allow for individual differences concerning the growth spurt                             <ul style="list-style-type: none"> <li>-activities should be flexible to allow for the workload placed on individuals</li> </ul> </li> <li>Activities can still be formed around deliberate PLAY with the ball (one player - one ball), but should now focus on small group and team play                             <ul style="list-style-type: none"> <li>-utilize specific training session goals(team tactical principles, sub-principles, and player actions)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Focus on decision-making through GAMES (learning through highly structured play that allows for players' choice)                             <ul style="list-style-type: none"> <li>-utilize inclusionary small sided games: 1v1 → 11v11 (based on roster size and including use of unbalanced games)</li> </ul> </li> <li>Use of positional games (rondos)</li> <li>Use of activities over both short and long distances to develop different player actions</li> </ul> |
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#### LEARNING ENVIRONMENT: COACHING

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|--|--|
| <ul style="list-style-type: none"> <li>Be supportive, challenge appropriately, and prevent/manage conflict</li> <li>Educate players and provide autonomy for them to lead different activities including injury prevention routines</li> <li>Control workload to help prevent injury (as bodies continue to grow)                             <ul style="list-style-type: none"> <li>-help players understand the difference between "being hurt" and "being injured"</li> <li>-coordinate with any other medical professionals or sport coaches</li> </ul> </li> <li>Encourage and support playing and development in multiple roles and positions throughout the season</li> <li>Encourage collaboration: a coach can expect his or her players to understand the game, anticipate problems and use teammates to solve them                             <ul style="list-style-type: none"> <li>-promote players to ask questions and provide input and feedback to each other</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Promote individuality within the team setting</li> <li>Continue to be aware of individual differences (especially between boys and girls) in maturation as some players will have already completed their growth spurt.                             <ul style="list-style-type: none"> <li>-be aware of early and late developers and help players not compare themselves to others</li> </ul> </li> <li>Be wary of verbal comparisons and/or over criticizing (also within player-to-player interactions both on and off the field including social media)                             <ul style="list-style-type: none"> <li>-maintain zero tolerance for bullying</li> </ul> </li> <li>Acknowledge frustrations and disappointment and help them develop coping strategies</li> <li>Empower players to resolve conflict</li> <li>Incorporate routines and moderate-level of structure</li> <li>Understand the different means of engaging players and when to guide versus when to command/instruct (use different types of questions (higher order questions) to engage players)</li> </ul> |
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**DEVELOPMENTAL STAGE: ADOLESCENCE**

B-U5	B-U6	B-U7	B-U8	B-U9	B-U10	B-U11	B-U12	B-U13	B-U14	B-U15	B-U16	B-U17	B-U18
G-U5	G-U6	G-U7	G-U8	G-U9	G-U10	G-U11	G-U12	G-U13	G-U14	G-U15	G-U16	G-U17	G-U18

GAME FORMAT: 1v1	SOCIAL CHARACTERISTICS	EMOTIONAL CHARACTERISTICS	COGNITIVE CHARACTERISTICS	PHYSICAL CHARACTERISTICS
<b>U15 U16</b>	<ul style="list-style-type: none"> <li>Are more comfortable navigating within their social setting (school) while still learning to adapt and conform to rules of the peer group</li> <li>Develop a stronger sense of self and rely less on the opinions of others (older teens resist peer pressure better than younger teens)</li> <li>Although still strongly influenced by peers they continue to be more assertive and separate themselves from parents/guardians/authority figures. They start to form their own opinion on important topics</li> <li>May struggle with authority figures and boundaries that have been set by adults. Parents are often viewed as interfering with a teen's independence.</li> <li>Compare/measure self to others and might be pre-occupied with personal appearance</li> <li>Develop individual relationships and can exhibit more interest in intimacy/romantic relationships</li> <li>Proving oneself is an enormous motivation for players at this age (especially males). same in U17</li> <li>May show a fanatical attitude that often creates conflict with teammates and opponents (especially males) same in U17</li> </ul>	<ul style="list-style-type: none"> <li>Still have strong emotions and quick mood swings but are better equipped to recognize and control them</li> <li>Begin to question who they are and what they should do with their lives. Frequently ask the question "Why?" and this will challenge self-regulation skills</li> <li>Can handle constructive/unsolicited feedback</li> <li>Can develop emotional skills to resist social pressure, however their emotions may be susceptible to reactions/interactions made in the digital world/social media</li> <li>Start to develop empathy. Are more open to the fact that others can also have their own intentions and emotions, however, they cannot always interpret them correctly</li> <li>Emotional value of contact with peers increases and they may become emotionally attached to a romantic interest</li> <li>Extremely sensitive for rewards and can be focused on new sensations (leads to risky behavior)</li> <li>May have emotional side effects brought on by puberty including emotional fragility, insensitivity, unreasonable behavior and bad moods occur in both males and females</li> </ul>	<ul style="list-style-type: none"> <li>Pre-frontal cortex continues to develop executive functioning:                             <ul style="list-style-type: none"> <li>Develop coordination of attention with memory and the control of behavioral responses and abstract thought</li> <li>Develop deeper moral reasoning and think about the meaning of life</li> <li>Still a little bit self-centered because they have not yet fully learned to correctly assess the intentions of others</li> <li>May hold a belief that their experiences are unique and different from those of everyone else</li> </ul> </li> <li>Have a greater capacity for setting goals than previous stages. Become better at everyday planning and decision making, especially concerning practice and competition</li> <li>They are learning to deal with abstract tasks like anticipating long-term events/decisions and judging potential consequences</li> <li>Lack ability to fully make complex decisions with several alternatives which can lead to making more impulsive and dangerous decisions than adults</li> <li>Evolving hormone systems (including stress hormones) can have a major effect on the brain and behavior</li> <li>Dealing with more factors that can affect concentration such as spectators, opponent interactions, and pressure to perform on demand. Negative self-talk can disrupt concentration</li> </ul>	<ul style="list-style-type: none"> <li>Continue to experience effects of rapid growth, increases in height and weight, as well as increases in muscle mass and body fat</li> <li>Essential to monitor body alignment (i.e., ankles, knees, hips, shoulders, and vertebrae), muscle balance (triceps and biceps, quadriceps and hamstrings), and flexibility</li> <li>May have increased hormone levels as their bodies are now naturally producing testosterone &amp; estrogen                             <ul style="list-style-type: none"> <li>-These hormones impact training responses in physical qualities, such as strength, power, speed and endurance</li> </ul> </li> <li>With these changes in the body the female movement competencies change and can lead to injury (especially in the knee, hip and ankle joints)</li> <li>Height increases continue in males (beginning to reach their peak in physical growth), whereas females are usually finished growing and may add some weight</li> <li>As muscle mass increases in males, so does body satisfaction. However, many teenage girls become dissatisfied with their bodies and weight due to the increase in body fat. Some teens may even resort to eating disorders to feel better about their bodies</li> </ul>

**PROGRESSION PHASE II**

**SCANNING & POSITIONING, RECEIVING, DRIBBLING, QUICK COMBINATION PLAY AND FINISHING**

GOALS
<ul style="list-style-type: none"> <li>Players develop scanning skills (ME AND MY SCANNING SKILLS)</li> <li>Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)</li> <li>Players develop specific soccer skills based on a positional profile (ME AND THE BALL)</li> <li>Players develop high structured team play based on a style of play (ME AND MY TEAMMATES)</li> </ul>

**LEARNING ENVIRONMENT: OBJECTIVES**

<ul style="list-style-type: none"> <li>To promote injury prevention methods and techniques</li> <li>To continue to develop reaction speed and acceleration speed: focus on acceleration and deceleration</li> <li>To continue to develop more complex movement skills with an emphasis on multi-lateral development: maintain and enhance flexibility, strength, power, agility and mobility</li> <li>To make aerobic training a priority after the onset of the growth spurt</li> <li>To continue to promote skill acquisition - application of technique within a context including perception, decision-making, execution, and reflection</li> </ul>	<ul style="list-style-type: none"> <li>To apply more complex team tactical principles in attacking, defending and transition moments: utilize a Style of Play as a structure for decision-making                             <ul style="list-style-type: none"> <li>-develop a system of play within the formation (for both attacking and defending)</li> <li>-continue to develop coordinated movements with groups of teammates: increased spatial awareness and interchange of roles during play</li> <li>-to introduce the positional profile:                                     <ul style="list-style-type: none"> <li>-place more focus on the individual responsibilities within a position</li> </ul> </li> </ul> </li> <li>To develop player ownership, independence, and planning:                             <ul style="list-style-type: none"> <li>-include players in the planning process</li> <li>-player to player coaching and motivation (using verbal and non-verbal communication)</li> </ul> </li> <li>To develop self-efficacy, self-reflection and self-regulation skills</li> <li>To develop teamwork: group goal setting and mutual support</li> </ul>
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**LEARNING ENVIRONMENT: ACTIVITIES**

<ul style="list-style-type: none"> <li>Utilize a variety of activities that help develop the U.S. Soccer Key Qualities</li> <li>Activities should be flexible enough to allow for individual differences concerning the growth spurt                             <ul style="list-style-type: none"> <li>-activities should be flexible to allow for the workload placed on individuals</li> <li>-activities allow for individualization based on maturity levels</li> </ul> </li> <li>Activities can still be formed around deliberate PLAY with the ball (one player - one ball), but should now focus on small group and team play                             <ul style="list-style-type: none"> <li>-utilize specific training session goals (team tactical principles, sub-principles, and player actions)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use activities that introduce individual positional training (based on a positional profile), functional group training, and team training</li> <li>Focus on decision-making through GAMES (learning through highly structured play that allows for players' choice)                             <ul style="list-style-type: none"> <li>-utilize inclusionary small sided games: 1v1 → 11v11 (based on roster size and including use of unbalanced games)</li> </ul> </li> <li>Use of positional games (rondos)</li> <li>Use of activities over both short and long distances to develop different player actions</li> </ul>
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**LEARNING ENVIRONMENT: COACHING**

<ul style="list-style-type: none"> <li>Support players in finding personal fulfillment through increased player autonomy while gaining a deeper game understanding</li> <li>Place more focus on specific individual development</li> <li>Be patient and understand that development takes time and players will develop at different rates.</li> <li>Be able to recognize the impact of growth and maturation on performance players.</li> </ul>	<ul style="list-style-type: none"> <li>Be aware hormonal changes and the differences between genders (testosterone in males may cause ego-centric behavior and try to do everything individually)</li> <li>Provide players with opportunity to learn:                             <ul style="list-style-type: none"> <li>-games are played in function of the development of the player</li> <li>-the game objectives are always formulated based on the training session objectives</li> </ul> </li> <li>Use cues/key words to create focus and to refocus is an effective way to maintain concentration.</li> </ul>
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**DEVELOPMENTAL STAGE: LATE ADOLESCENCE & EMERGING ADULTHOOD**

B-U5	B-U6	B-U7	B-U8	B-U9	B-U10	B-U11	B-U12	B-U13	B-U14	B-U15	B-U16	B-U17	B-U18
G-U5	G-U6	G-U7	G-U8	G-U9	G-U10	G-U11	G-U12	G-U13	G-U14	G-U15	G-U16	G-U17	G-U18

GAME FORMAT: <b>11v11</b>	SOCIAL CHARACTERISTICS	EMOTIONAL CHARACTERISTICS	COGNITIVE CHARACTERISTICS	PHYSICAL CHARACTERISTICS
<b>U17 +</b>	<ul style="list-style-type: none"> <li>The relationship with parents continues to change as they grow more independent and autonomous. Conflict can decrease as the relationship becomes more equal by having a balance between independence and connection (they can also engage in more intellectual conversations with parents/adults)</li> <li>Society is becoming more complex, and they are still exploring and developing their identity and personality</li> <li>Begin going through different "rites of passage" marker events like getting a driver's license, school-related social events, graduating high school, turning "18" years old, and gaining the right to vote</li> <li>Emerging adults engage in more risky behaviors than do any other age group of adults. Examples can include thinking they are invincible regarding risky behaviors like vaping, drinking alcohol, and being sexually active</li> <li>Can better resist social pressure and emotional influences because they can make their own choices</li> <li>Friendships are now more diverse, more intense and of longer duration as they tend to relate more to individual peers rather than groups</li> </ul>	<ul style="list-style-type: none"> <li>Can begin to apply logic to emotional situations or challenges. This means that the way they approach and solve practical problems in this stage differs from early adolescence where it was more emotional</li> <li>Emotional Intelligence (EI) continues to improve; they are better at recognizing their own feelings and desires, can process emotional information, and use it appropriately in social contexts</li> <li>May now have more emotional agility/stability and be more in balance with themselves and with the (social) environment</li> <li>Empathy improves their sense of responsibility, and they are now more capable of assessing and understanding the intentions of others; they can better recognize complex emotions of others</li> <li>Emotions can be impacted by stress of the rites of passage (graduating/beginning work/leaving for college)</li> <li>Still fond of excitement and sensation; seek out new and challenging situations. Often seek out instant gratification and may struggle with impulse control</li> </ul>	<ul style="list-style-type: none"> <li>They have better planning and control skills for more complex tasks and have a good understanding of their individual goals and how to approach them</li> <li>Can make more complex choices, especially for mid-term and long-term type decisions (still not as good as adults)</li> <li>Emerging adults think in different ways than do early-stage adolescents concerning their ability to take different points of view</li> <li>Begin to move from the thinking process of "I'm right because I've experienced it" to thinking, "I'm not sure who's right because your experience is different from mine."</li> <li>Problems and situations that seemed fairly straight forward in early adolescence appear more complicated to emerging adults; the "right thing to do" is much tougher to figure out</li> <li>Rules and norms are viewed as relative to them, not absolute (ex. "I am able to text and drive but others should not")</li> <li>Have an increased capacity for self-reflection and because of this can be more self-aware (insight into their strengths and weaknesses)</li> <li>Begin taking more ownership and responsibility in their own development and understanding how that impacts their thinking on how they fit in the world</li> <li>Can use feedback in a better way than previous stages and are capable to assess the validity of feedback based on prior experiences</li> </ul>	<ul style="list-style-type: none"> <li>Large changes in the body continue to occur</li> <li>Muscles are still adapting; this change causes emerging adults to learn how to move their developing body (can experience another phase of awkward movement)</li> <li>Females have typically completed full physical development by 15 or 16 years old while some males (late maturing individuals) are now beginning or reaching their peak and/or are close to finishing their physical growth</li> <li>12-18 months after the PHV/growth spurt, physical development shows an increase in muscle mass and a normalization of body proportions</li> <li>Hormones like testosterone and estrogen impact training responses in physical qualities, such as strength, power, speed and endurance.                     <ul style="list-style-type: none"> <li>-With these changes in the body the movement competencies change and can lead to injury</li> </ul> </li> <li>As muscle mass and height increases in males, so does body satisfaction. However, many teenage females become dissatisfied with their bodies and weight due to the increase in body fat. Some teens may even resort to eating disorders to feel better about their bodies same in U15/U16</li> <li>Menstrual cycle impacts individuals differently (physically, socially, and emotionally)</li> </ul>

**PROGRESSION PHASE III**

**SCANNING & POSITIONING, RECEIVING, DRIBBLING, QUICK COMBINATION PLAY AND FINISHING**

GOALS
<ul style="list-style-type: none"> <li>Players develop scanning skills (ME AND MY SCANNING SKILLS)</li> <li>Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)</li> <li>Players develop high structured team play based on a style of play and game plan (ME AND MY TEAMMATES)</li> <li>Players continue to develop specific soccer skills based on a positional profile and a highly individualized approach (ME AND MY PERSONAL DEVELOPMENT)</li> <li>Players can develop by being integrated at the senior level (ME AND MY CAREER)</li> </ul>

**LEARNING ENVIRONMENT: OBJECTIVES**

<ul style="list-style-type: none"> <li>To help each player develop an understanding of own body and individual self-care programs</li> <li>-continue to help players develop a healthy lifestyle: focus on impact of sleep, alcohol, and nutrition</li> <li>-continue to monitor body alignment (i.e., ankles, knees, hips, shoulders, and vertebrae), muscle balance (triceps and biceps, quadriceps and hamstrings), and flexibility is essential during this stage</li> <li>To develop tactical awareness: engage in conversations about tactics</li> <li>To develop players in a specific position based on exceptional qualities: players specialize into one or two main positions</li> <li>To introduce the game strategy (the general plan of action in all moments of the game that is developed to increase the probability of success {desired result} versus an opponent considering own style of play and analysis of the opponent in all four moments)</li> <li>To continue to promote skill acquisition - application of technique within a context including perception, decision-making, execution, and reflection</li> <li>To develop winning mindset: developing players from wanting to win to learning how to win through focus on process and controllables</li> <li>To develop emotional awareness</li> <li>To continue to develop the player autonomy for self-development</li> </ul>
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**LEARNING ENVIRONMENT: ACTIVITIES**

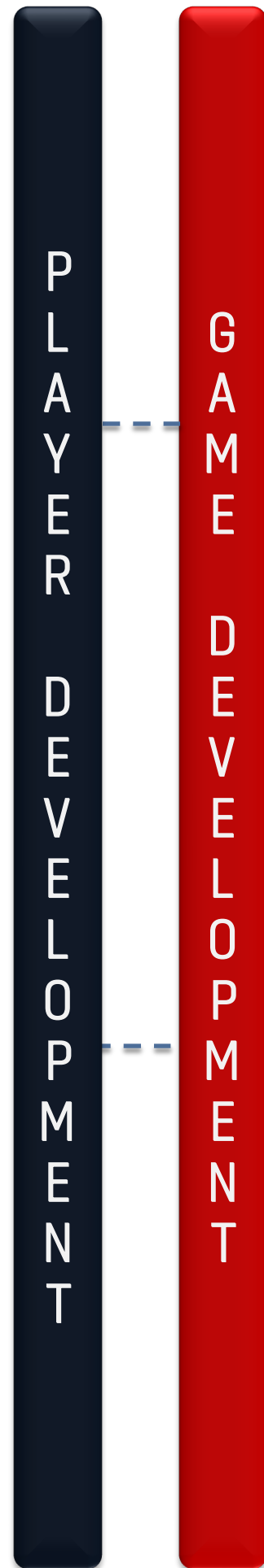
<ul style="list-style-type: none"> <li>Continue to utilize a variety of activities that help develop the U.S. Soccer Key Qualities</li> <li>-utilize a variety of activities that help develop physical qualities, technical skills and decision making</li> <li>Focus on individual development within the position, within the functional group and within the team: all connected to the Style of Play</li> <li>- individual positional training</li> <li>- functional group training</li> <li>- team training</li> </ul>	<ul style="list-style-type: none"> <li>Focus on competition within the activities (can use game-based scenarios, i.e., down a goal or up a goal w X minutes to play)</li> <li>Use of activities over both short and long distances to develop different player actions</li> <li>-short ball-oriented activities challenging the players' movement focused on power, speed, agility and mobility</li> <li>-focus on decision making through GAMES</li> </ul>
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**LEARNING ENVIRONMENT: COACHING**

<ul style="list-style-type: none"> <li>Develop players' own responsibility and insight in team interests: pay attention to the controllables</li> <li>Guide players in the process of reflecting on game situations and interpreting their task(s), position on the field in order to make their actions as effective as possible.</li> <li>-take into account the varying individual rates of brain development that influences each individual's ability to think in more complex ways</li> <li>Be aware that menstrual cycle impacts individuals differently.</li> <li>Be aware of a fanatical attitude/big egos that often create conflict with teammates and opponents</li> <li>-keep in mind that manifesting and proving oneself is an enormous motivation for players at this age</li> </ul>
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# PHASES OF DEVELOPMENT: DISCOVERY

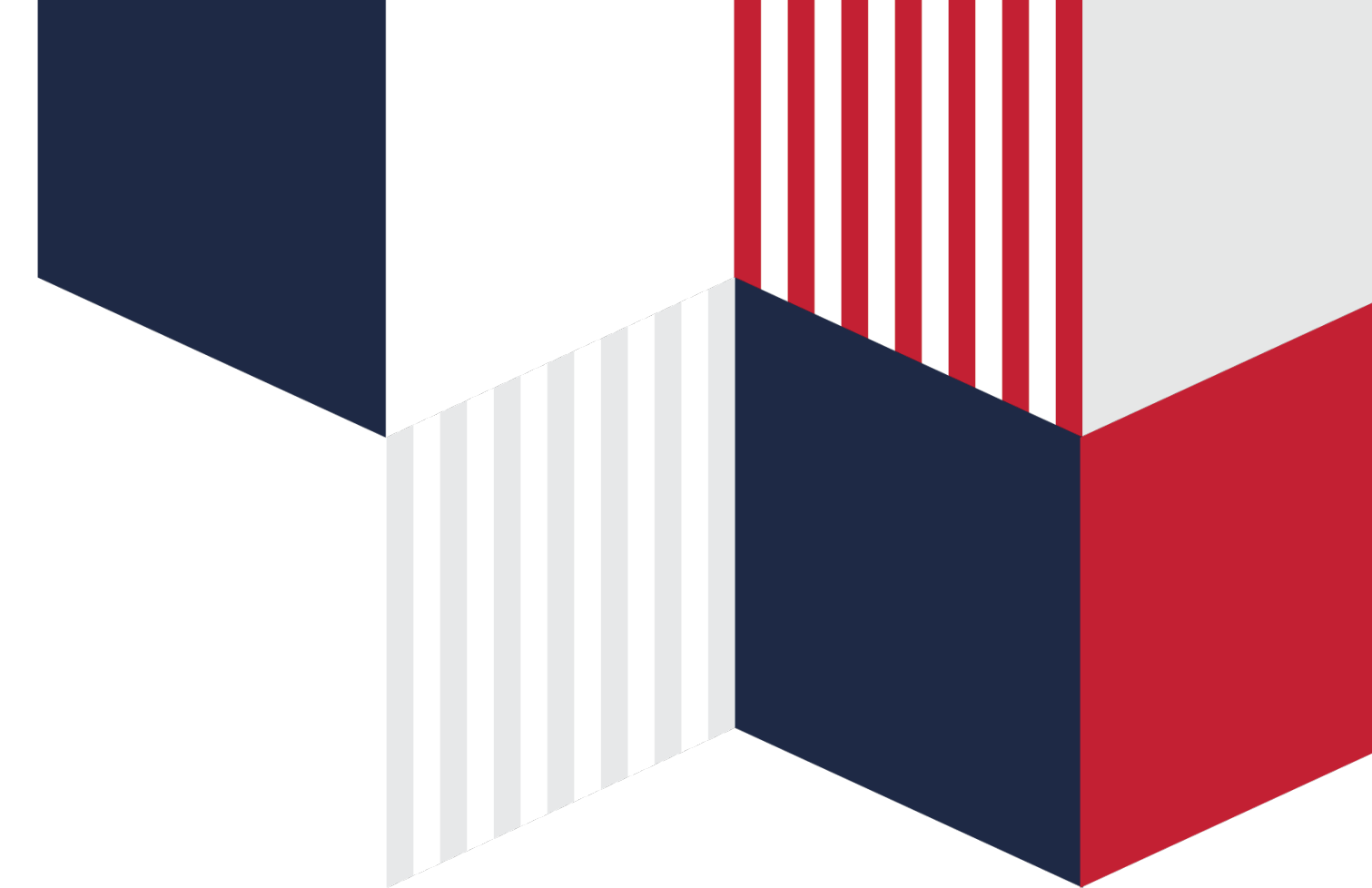


## U5: DISCOVERY PHASE I: MOVEMENT EXPLORATION AND BALL DISCOVERY

- Players discover (explore/experiment) fundamental movement skills (ME AND MY MOVEMENT SKILLS)
- Players discover (explore/experiment) how to manipulate a ball with both hands and feet (ME AND MY BALL)
- Players are introduced to parallel and associative play (ME AND MY FRIENDS)

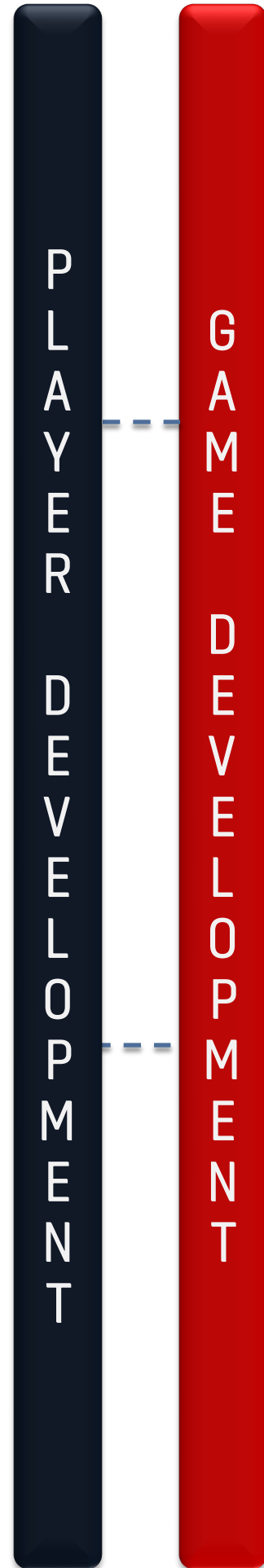
## U6: DISCOVERY PHASE II: DRIBBLING AND SHOOTING

- Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)
- Players develop eye-hand and eye-foot coordination (ME AND MY BALL)
- Players are introduced to fundamental soccer skills with the ball (ME AND MY BALL)
- Players are introduced to cooperative play without structured team play (ME AND MY TEAMMATE)





# PHASES OF DEVELOPMENT: FOUNDATION



## U7-U8: FOUNDATION PHASE I: **SCANNING, RECEIVING, DRIBBLING, SHORT PASSING AND SHOOTING**

- Players develop scanning skills (ME AND MY SCANNING SKILLS)
- Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)
- Players develop fundamental soccer skills with and without the ball (ME AND THE BALL)
- Players are introduced to cooperative, low structured team play (ME AND MY TEAMMATES)

## U9-U10: FOUNDATION PHASE II: **SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING**

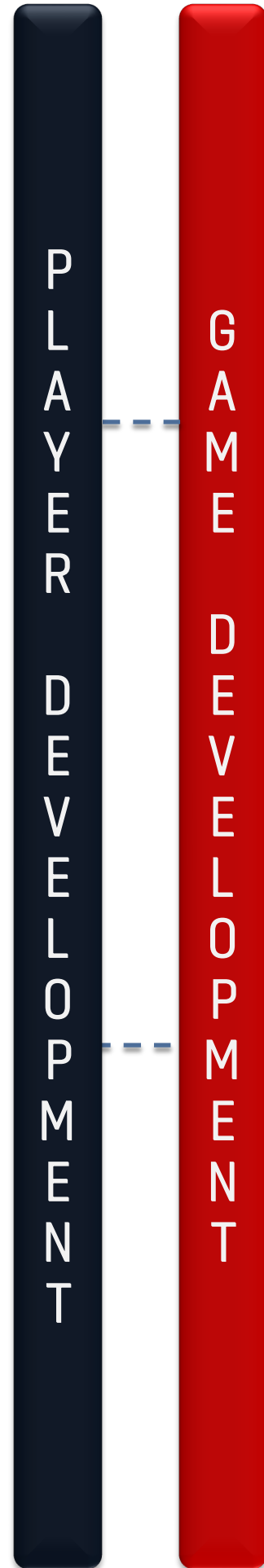
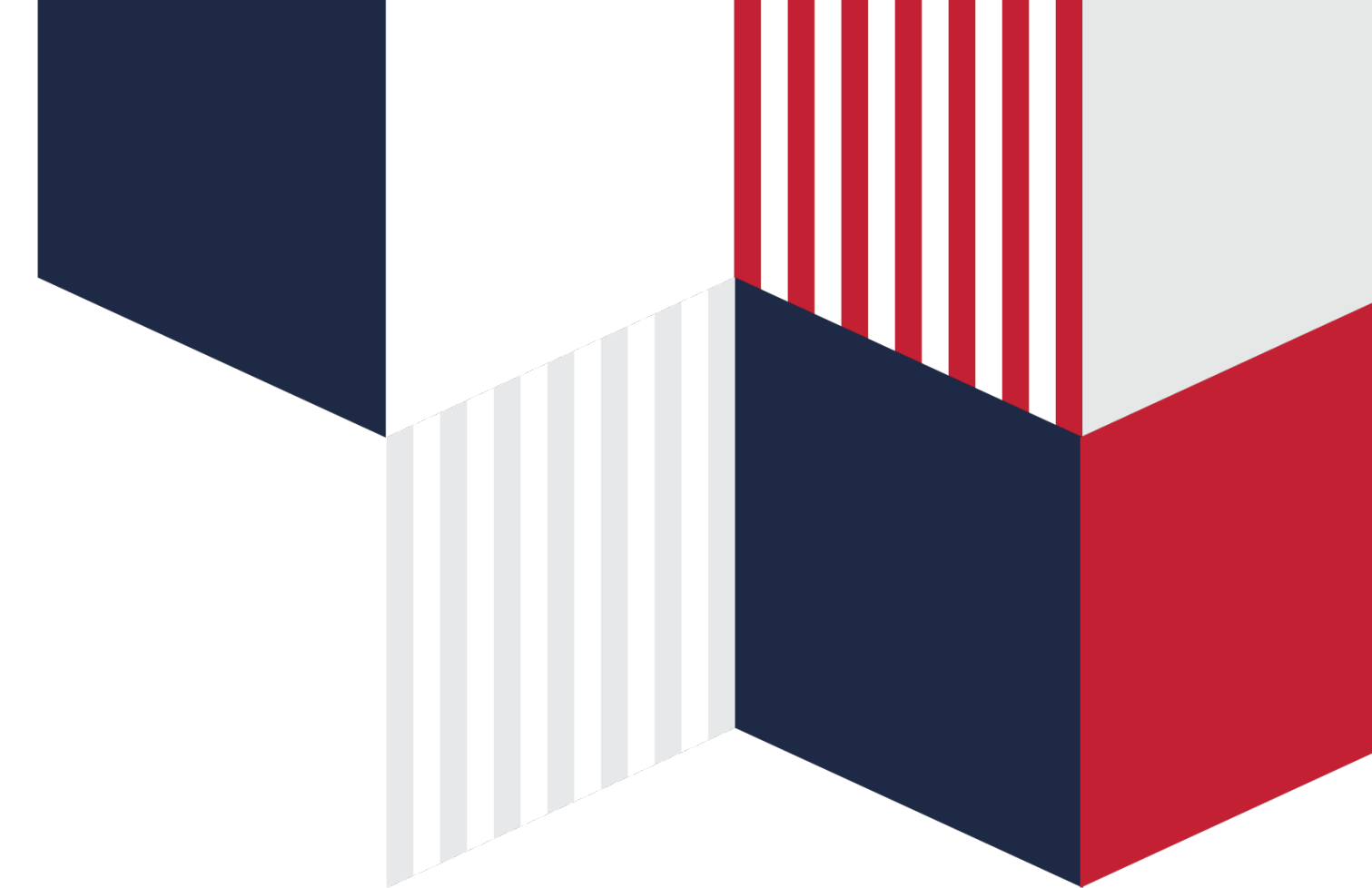
- Players develop scanning skills (ME AND MY SCANNING SKILLS)
- Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)
- Players continue to develop fundamental soccer skills with and without the ball with pressure (ME AND THE BALL)
- Players develop cooperative play, low structured team play based on a style of play (ME AND MY TEAMMATES)

## U11-U12: FOUNDATION PHASE III: **SCANNING & POSITIONING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING**

- Players develop scanning skills (ME AND MY SCANNING SKILLS)
- Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)
- Players continue to develop fundamental soccer skills with and without the ball under a moderate level of pressure (ME AND THE BALL)
- Players develop cooperative play, moderate structured team play based on a style of play (ME AND MY TEAMMATES)



# PHASES OF DEVELOPMENT: PROGRESSION



## U13-U14: PROGRESSION PHASE I: **SCANNING & POSITIONING, RECEIVING, DRIBBLING, QUICK COMBINATION PLAY AND FINISHING**

- Players develop scanning skills (ME AND MY SCANNING SKILLS)
- Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)
- Players continue to develop fundamental soccer skills with and without the ball under a high level of pressure (ME AND THE BALL)
- Players develop high structured team play based on a style of play (ME AND MY TEAMMATES)

## U15-U16: PROGRESSION PHASE II: **SCANNING & POSITIONING, RECEIVING, DRIBBLING, QUICK COMBINATION PLAY AND FINISHING**

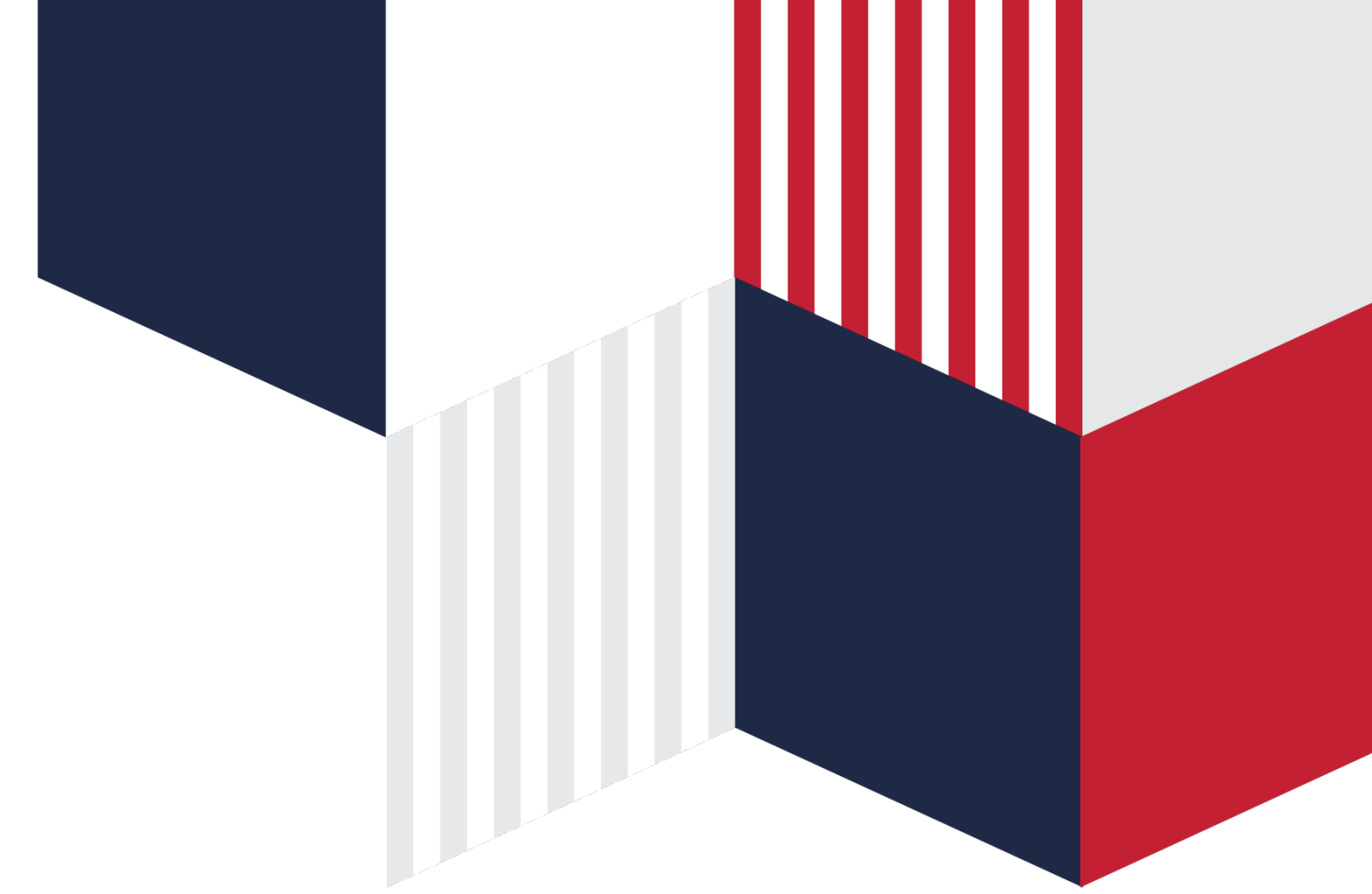
- Players develop scanning skills (ME AND MY SCANNING SKILLS)
- Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)
- Players develop specific soccer skills based on a positional profile (ME AND THE BALL)
- Players develop high structured team play based on a style of play (ME AND MY TEAMMATES)

## U17-U18: PROGRESSION PHASE III: **SCANNING & POSITIONING, RECEIVING, DRIBBLING, QUICK COMBINATION PLAY AND FINISHING**

- Players develop scanning skills (ME AND MY SCANNING SKILLS)
- Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)
- Players develop high structured team play based on a style of play and game plan (ME AND MY TEAMMATES)
- Players continue to develop specific soccer skills based on a positional profile and a highly individualized approach (ME AND MY PERSONAL DEVELOPMENT)
- Players can develop by being integrated at the senior level (ME AND MY CAREER)



# STAGES OF DEVELOPMENT



- Children do the same activities as the other children at the same time, in the same space
- May or may not interact
- Do not share the same objective



- Formal play next to other children
- Are part of the same team
- Share the same objective
- Are autonomous and don't really work together in a purposeful way



- Formal play with other children
- Are part of the same team
- Share the same objective
- Collaborate towards a common objective



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# STAGES OF DEVELOPMENT

IN YOUTH SOCCER, THE FOCUS SHOULD BE ON A POSITIVE EXPERIENCE, OPPORTUNITY, PERSONAL GROWTH AND SUCCESS, FRIENDSHIP AND FUN IN THE GAME.

**EACH CHILD CAN PLAY & DEVELOP AS MUCH AS POSSIBLE BASED ON AGE CHARACTERISTICS**



U . S . S O C C E R F E D E R A T I O N

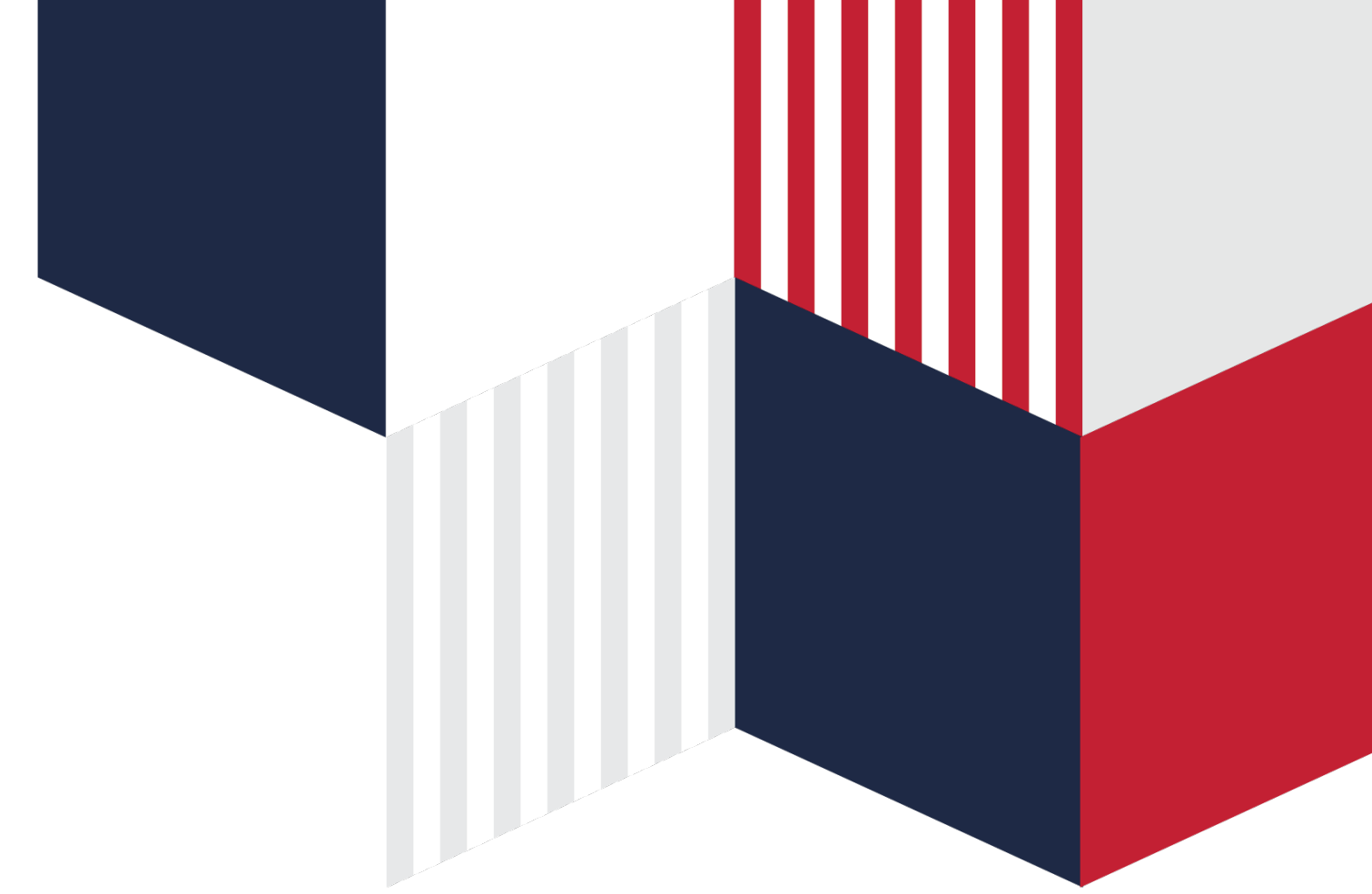
**PLAYER DEVELOPMENT  
FRAMEWORK**

**GAME FORMAT**



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# THE GAME & DEVELOPMENT

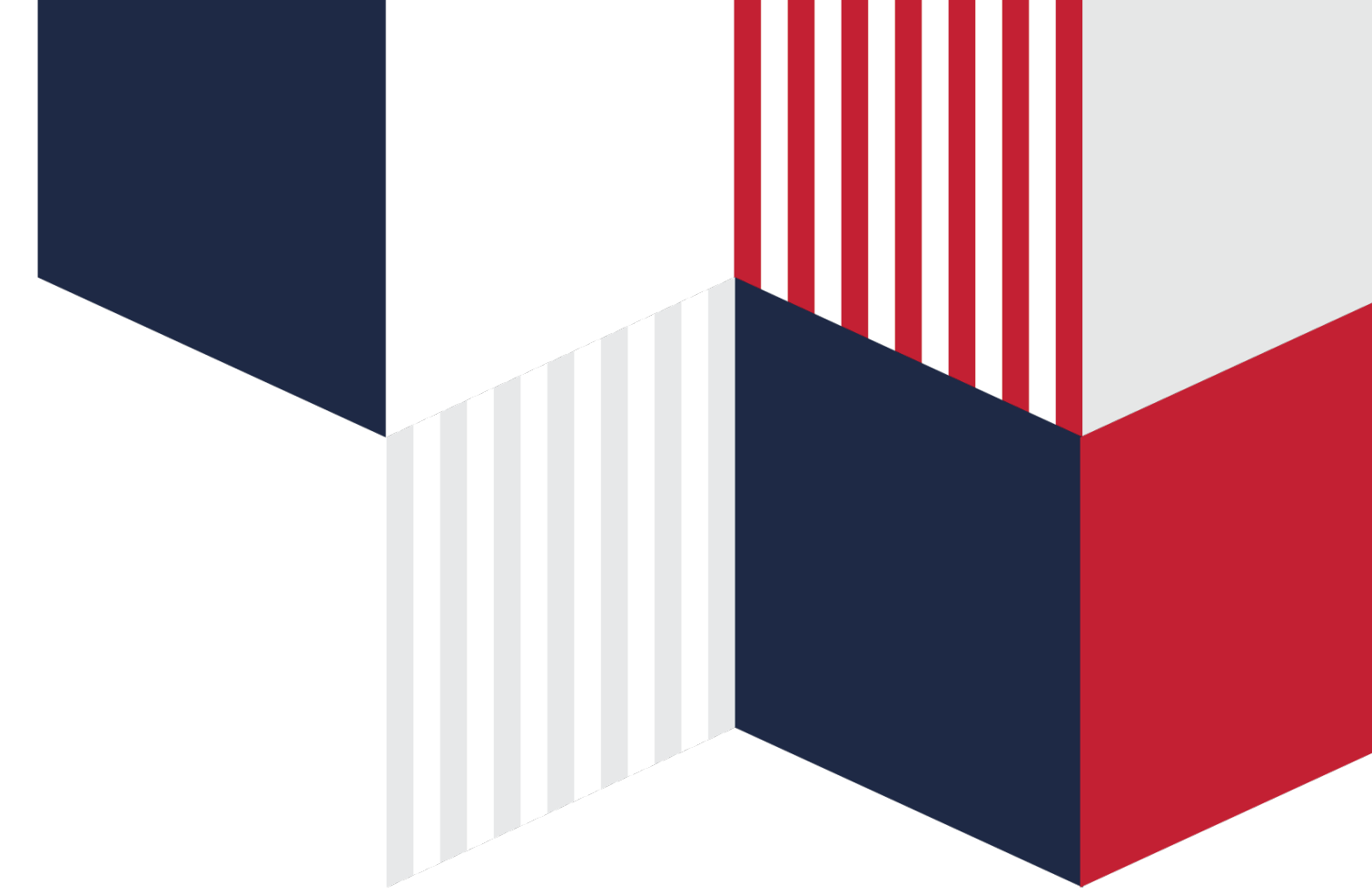


**WE WANT CHILDREN TO PLAY GAMES IN AN APPROPRIATE ENVIRONMENT**



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# THE GAME & DEVELOPMENT

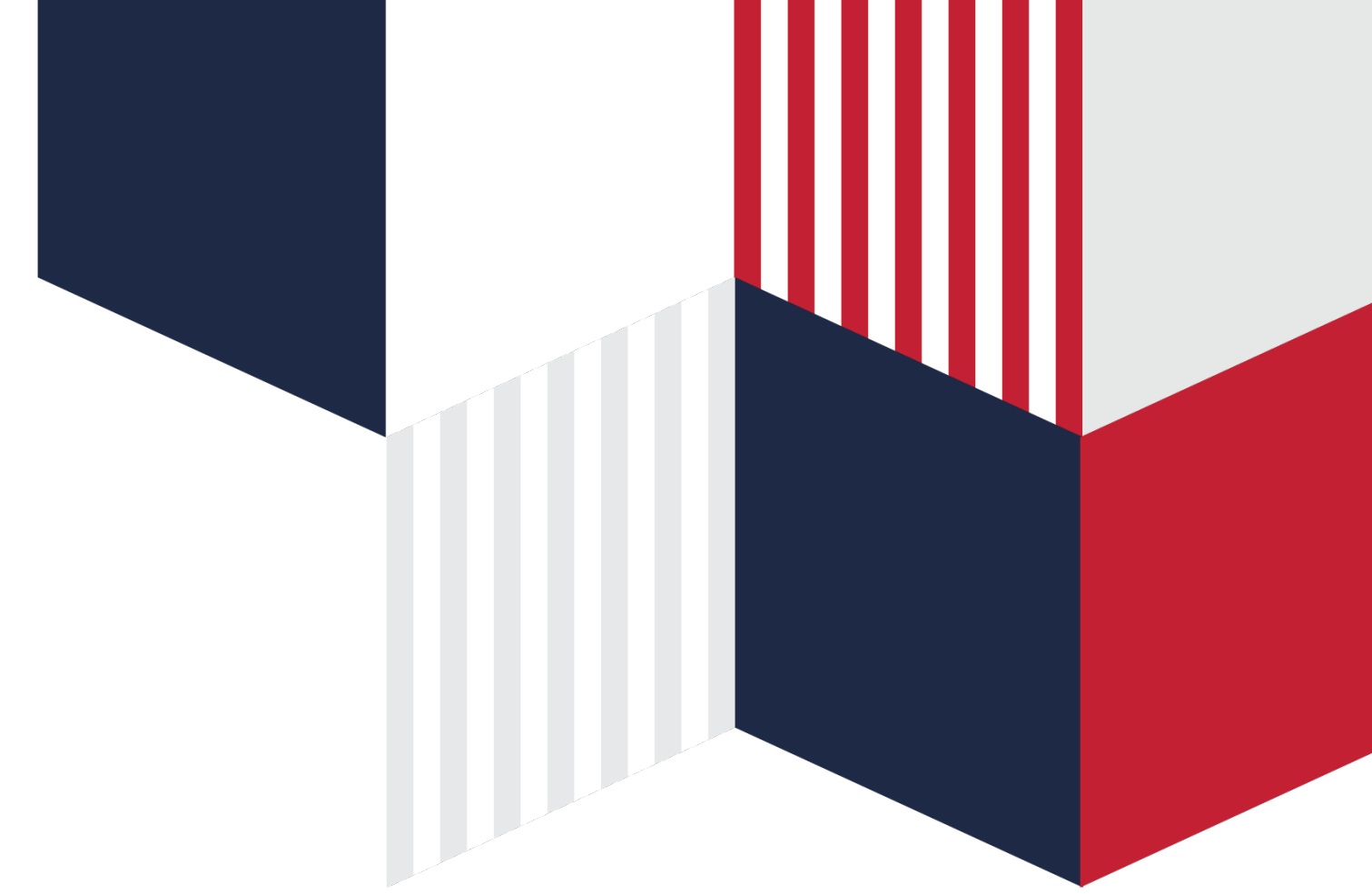


WE NEED SPECIFIC GAME FORMATS FOR EACH AGE, FORMATS THAT MEET THE NEEDS AND CHALLENGES OF CHILDREN, IN ORDER TO MAXIMIZE ENJOYMENT AND STIMULATE CREATITIVY BASED ON THE AGE CHARACTERISTICS



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# GAME FORMAT

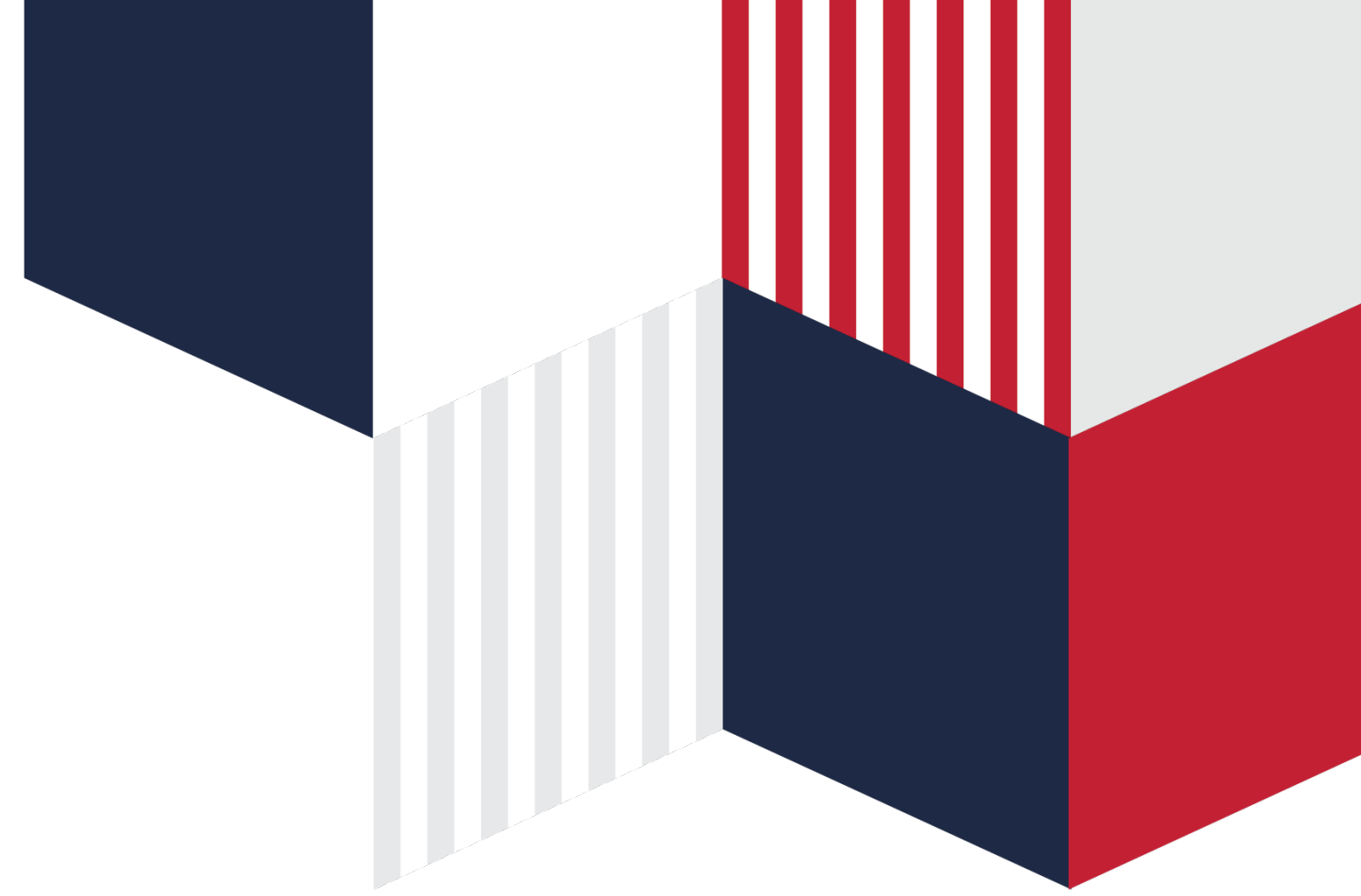


FORMATS MUST ALLOW FOR OPTIMAL DEVELOPMENT AND HAVING FUN WHILE PLAYING



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# GAME FORMAT



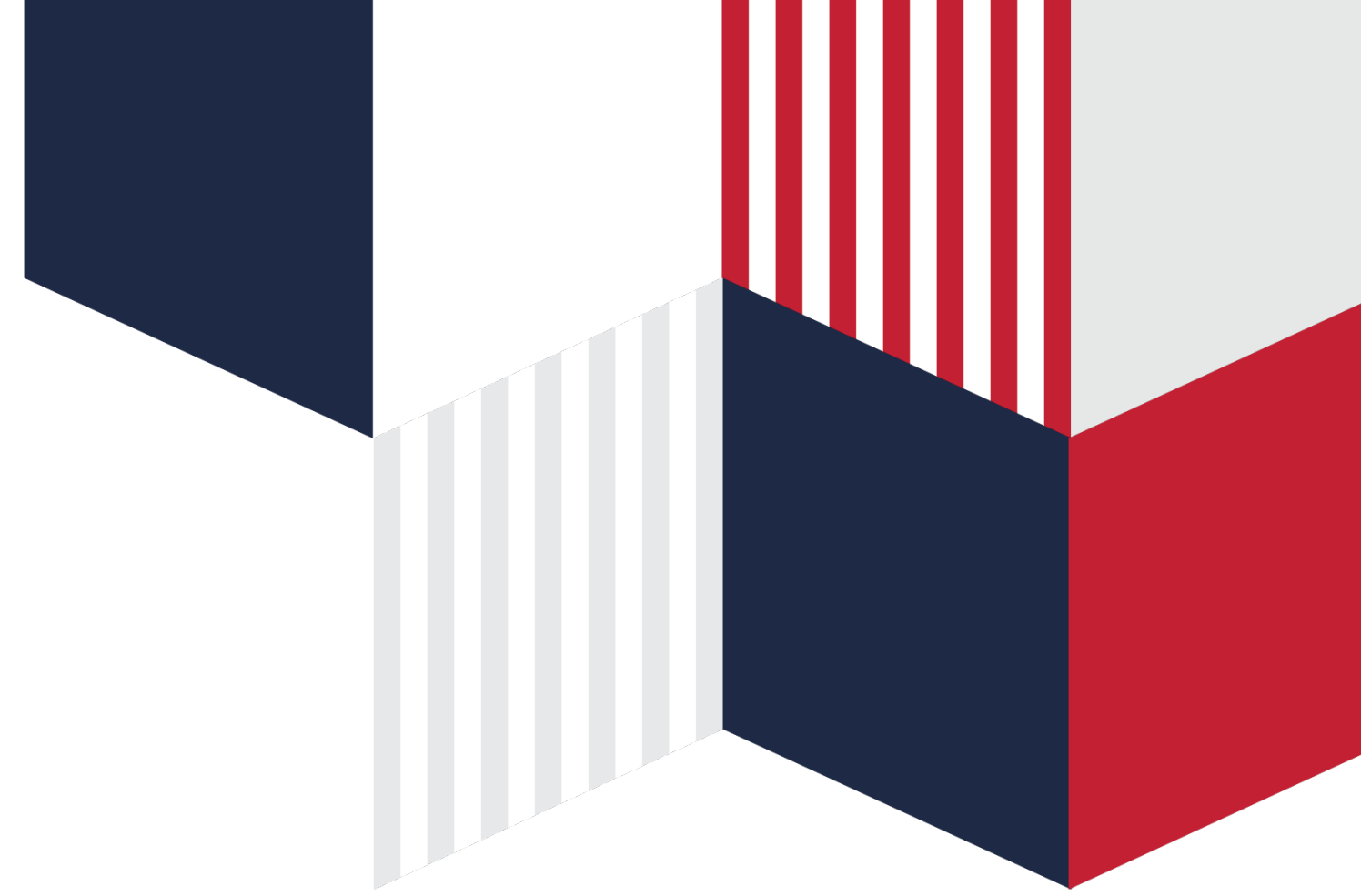
## **PUTTING FUN AND THE DEVELOPMENT OF THE PLAYERS FIRST**

ASK CHILDREN WHAT THEY LIKE ABOUT THE GAME  
EMBRACE THE PERSPECTIVE OF THE PLAYER



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# GAME FORMAT



**PUTTING FUN AND THE DEVELOPMENT OF THE PLAYERS FIRST**

GAMES WITH LESS PLAYERS POSITIVELY IMPACT ENJOYMENT



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# GAME FORMAT

**APPROPRIATE CHALLENGE**  
SMALL SIDED GAMES  
**MORE FUN & ENHANCED DEVELOPMENT**

**PARTICIPATION AND SUCCESS AS MOTIVATIONAL FACTORS**



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# GAME FORMAT

## APPROPRIATE CHALLENGE

SMALL SIDED GAMES

# MORE FUN & ENHANCED DEVELOPMENT

MORE ENGAGEMENT

MORE PLAYER ACTIONS

MORE DECISIONS

MORE GOALS

MORE SUPPORT

MORE SMILES

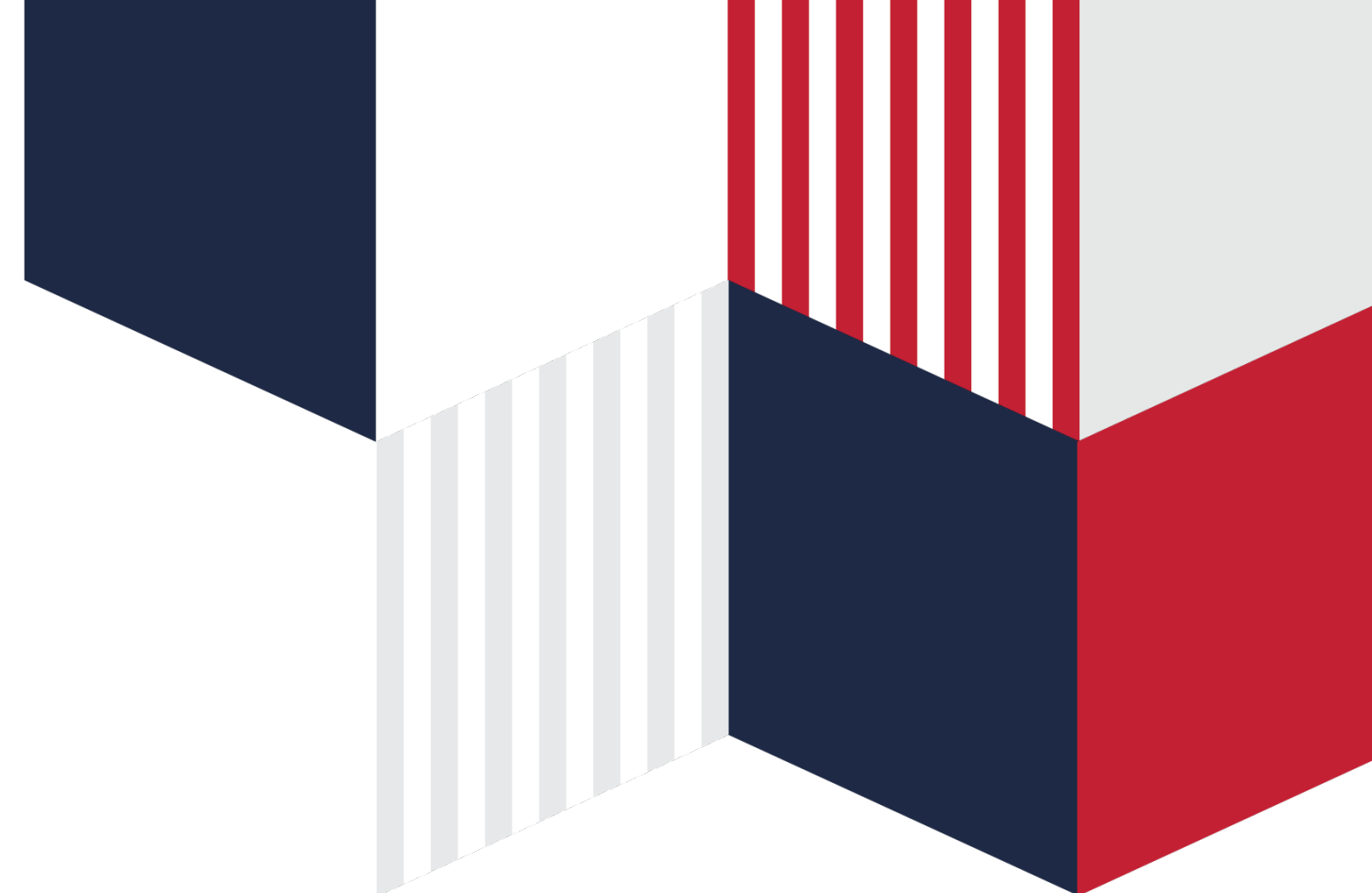


U . S . S O C C E R F E D E R A T I O N  
**PLAYER DEVELOPMENT  
FRAMEWORK**  
**GAME FORMATION**



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# GAME FORMATION



# WHO IS IN FRONT OF US?

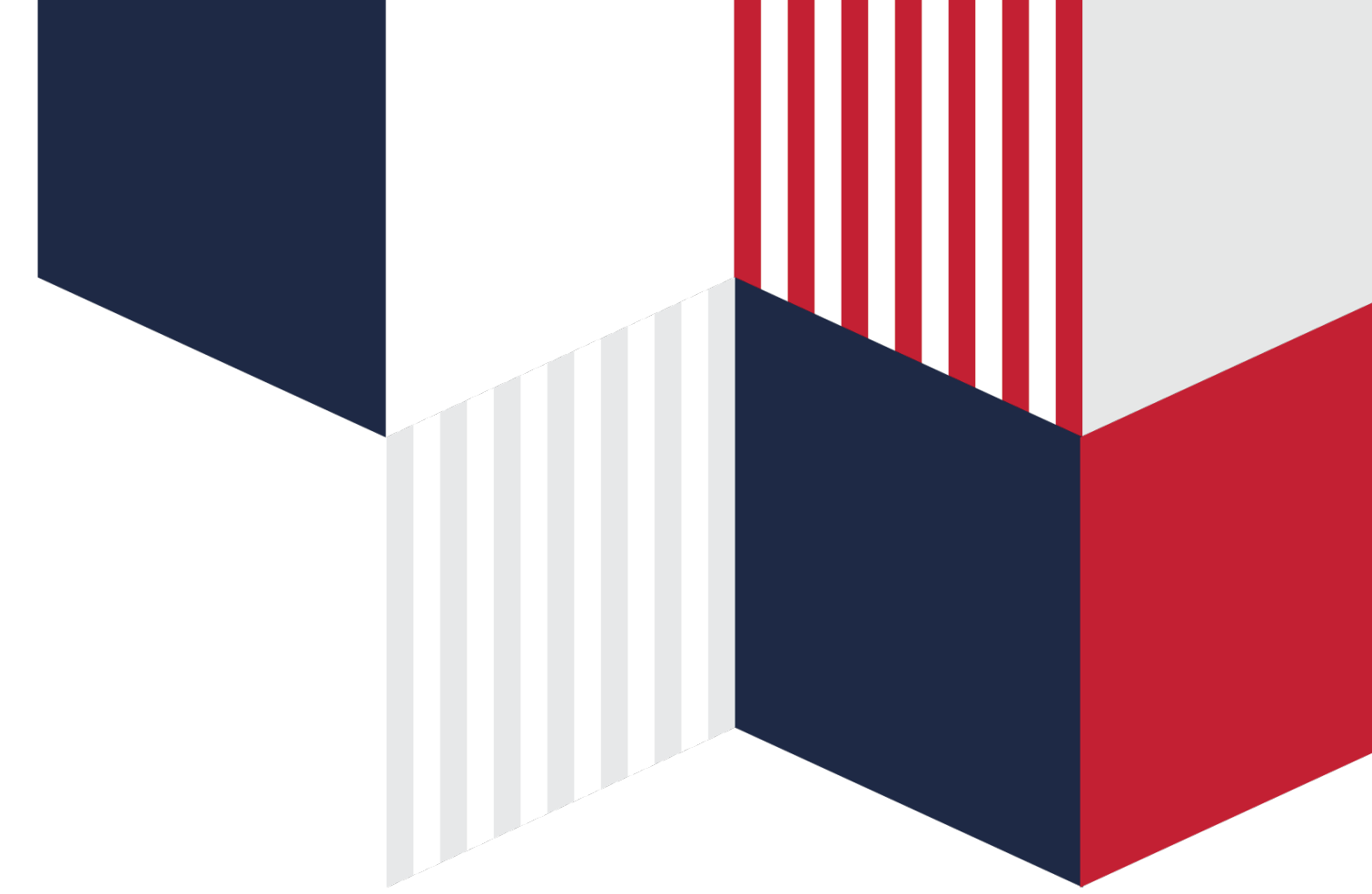
**A PLAYER-CENTERED APPROACH TO PLAYING THE GAME**

FOCUS ON CREATING A DEVELOPMENTALLY APPROPRIATE GAME ENVIRONMENT



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# GAME FORMATION



WHAT IS IMPORTANT TO DEVELOP AT THIS AGE?  
HOW DOES THE GAME FORMATION IMPACT DEVELOPMENT ?  
HOW DOES THE GAME FORMATION IMPACT FUN?

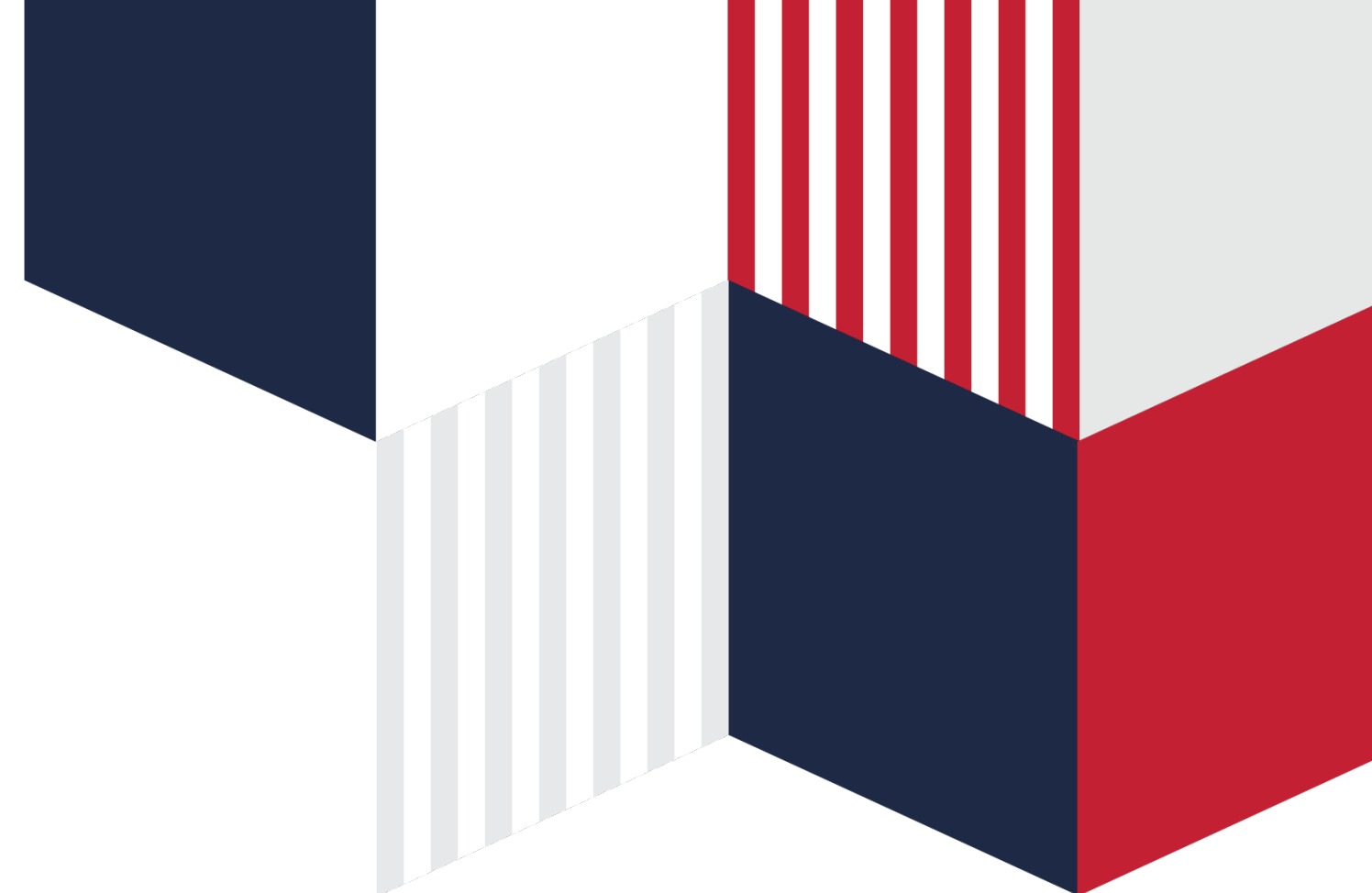
**STRIVE TO CREATE FUN AND MAXIMIZE DEVELOPMENT**

**CHOICES AND IMPACT**



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# GAME FORMATION



## 1V1 AS A CENTRAL CONCEPT

MORE FOCUS ON INDIVIDUAL DEVELOPMENT

**PARTICIPATION AND SUCCESS AS MOTIVATIONAL FACTORS**



# GAME FORMATION

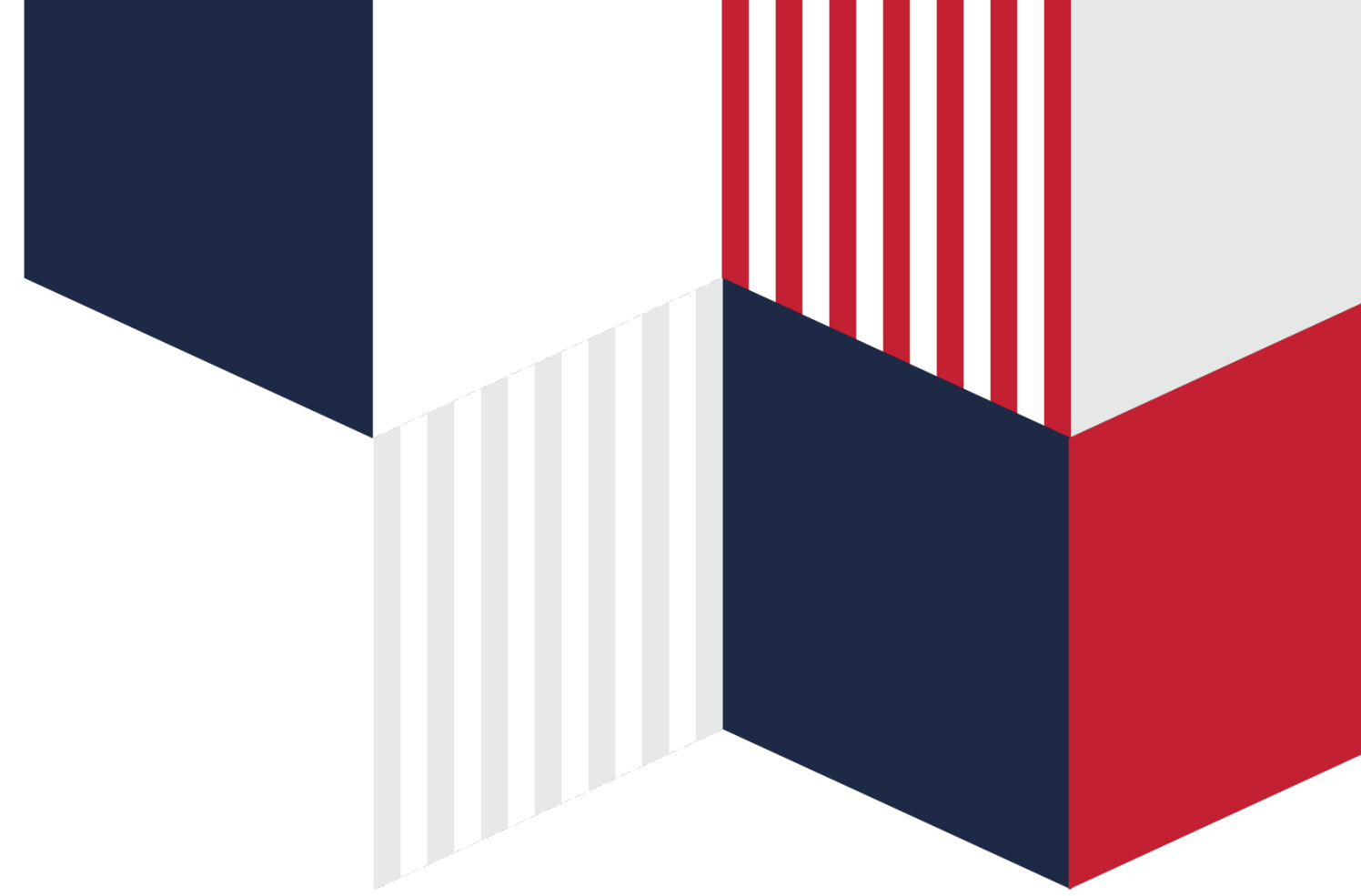
## INTRODUCTION TO FORMATIONS

- The formation is the way we provide a **starting structure** to the team.
- A formation provides how we line up, gives **each player a position**, and **connects players on the field** without the specific context of a game moment or game situation.
- A formation exists of **different lines**.
- Many **different variations** exist.
- *The formation in which a team is playing doesn't necessarily say something about the intentions of the team.*



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# GAME FORMATION



**4v4**  
U7-U8



**7v7**  
U9-U10



**9v9**  
U11-U12



**11v11**  
U13+



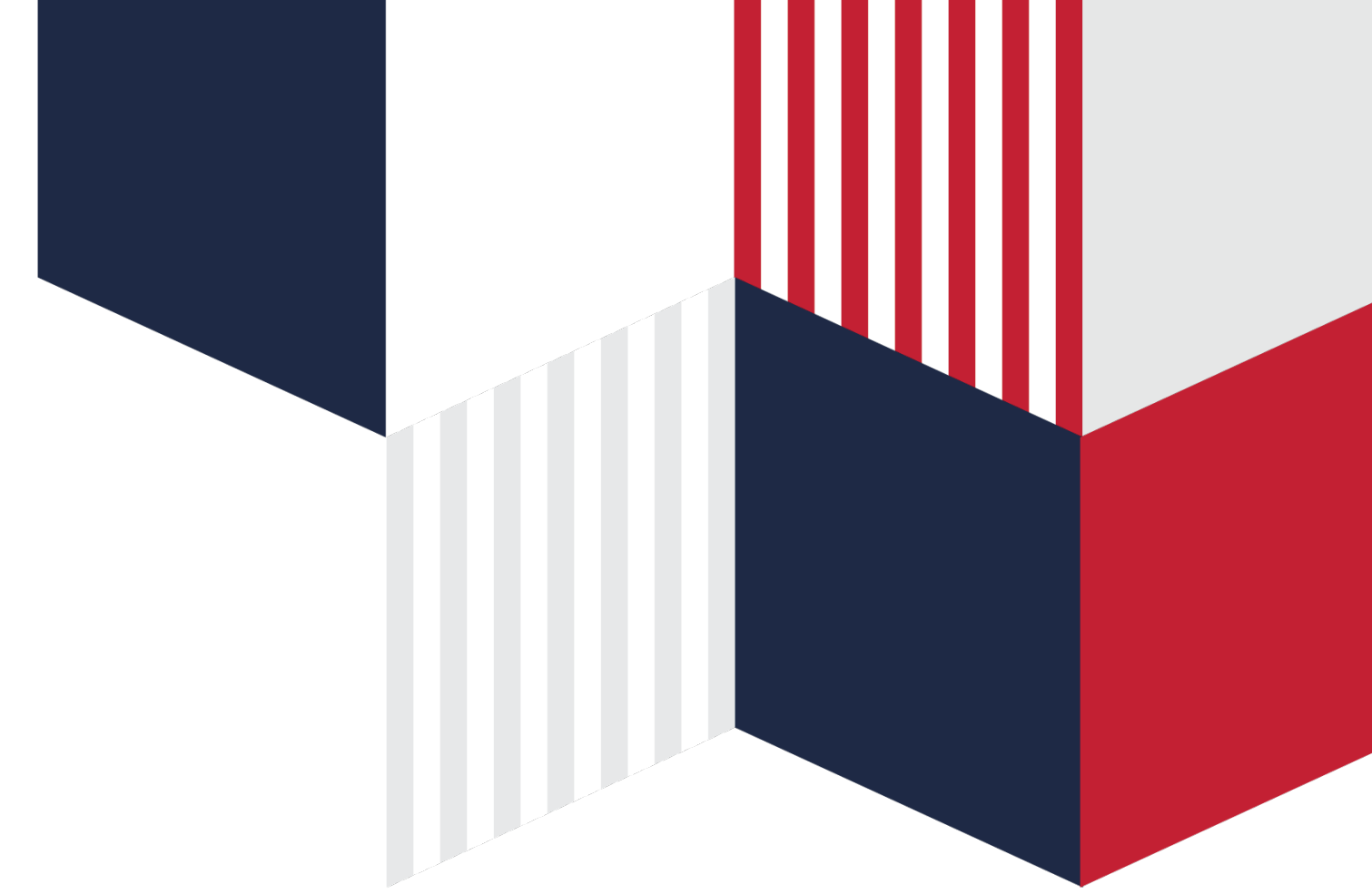


U . S . S O C C E R F E D E R A T I O N  
**PLAYER DEVELOPMENT  
FRAMEWORK**  
**PLAYER CENTERED**



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**PLAYER-CENTERED**



“SAFETY, BELONGING, FUN, AND DEVELOPMENT  
AS KEY PILLARS  
FOR A STIMULATING SOCCER EXPERIENCE”



# FOCUS ON INDIVIDUAL DEVELOPMENT

CREATE A POSITIVE, SUPPORTIVE AND CHALLENGING LEARNING ENVIRONMENT

## FUN

ALL PLAYERS:

- PLAY A LOT OF GAMES DURING PRACTICE THAT INVOLVE THE BALL AND SCORING OPPORTUNITIES
- ENJOY THEMSELVES WITH OTHERS AND CELEBRATE SUCCESS

## DIGNITY & RESPECT

ALL PLAYERS:

- HAVE THE OPPORTUNITY TO EXPRESS THEMSELVES AND ARE LISTENED TO
- ARE TREATED FAIRLY AND ENCOURAGED BY THE COACH
- ARE SUPPORTED BY THE PARENTS
- TAKE ACTIVE PART IN EACH GAME & PLAY AT LEAST 50% OF THE TIME
- LEARN TO RESPECT RULES (LAWS OF THE GAME- FAIRPLAY)
- LEARN TO RESPECT OTHERS (FAIR AND HONEST TREATMENT OF PEOPLE)

## SAFETY

ALL PLAYERS:

- PLAY IN PHYSICALLY SAFE CONDITIONS
- ARE FREE FROM INTIMIDATION, HARASSMENT, AND BULLYING
- PLAY WITHOUT BEING UNDER PRESSURE TO GET RESULTS

## DEVELOPMENT

ALL PLAYERS :

- EXPERIENCE THE APPROPRIATE LEVEL OF CHALLENGE IN TRAINING AND COMPETITION
- ARE CHALLENGED TO MAKE OWN DECISIONS, TAKE INITIATIVE AND BE RESPONSIBLE
- LEARN & IMPROVE THEIR SOCCER SKILLS
- RECEIVE CONSTRUCTIVE FEEDBACK
- EFFORTS ARE VALUED (BUILD SELF-ESTEEM)
- LEARN TO COLLABORATE AS TEAMMATES
- BUILD RELATIONSHIPS

CREATE A CULTURE OF BELONGING

ALL PLAYERS ARE ENCOURAGED TO PARTICIPATE, GIVE THEIR BEST, AND HAVE FUN



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**PLAYER CENTERED**

# **SOCCER IS A GAME OF EMOTIONS**

PLAYERS EXPERIENCE MANY EMOTIONS DURING GAMES AND PRACTICE

**A GAME IS AN INTENSE EXPERIENCE WITH DIFFERENT KINDS OF QUICKLY CHANGING EMOTIONS**

JOY - HAPPINESS - CONFIDENCE - FRUSTRATION - DISAPPOINTMENT - ANXIETY - GUILT - PRIDE



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## PLAYER CENTERED

### IMPORTANCE OF EMOTIONS: BEHAVIORAL AWARENESS

- We acknowledge that everyone has emotions
- We recognize our emotions (and the ones of others) and understand them
- We talk about emotions (check-in)
- We manage our emotions instead of allowing them to control us



U . S . S O C C E R F E D E R A T I O N  
**PLAYER DEVELOPMENT  
FRAMEWORK**

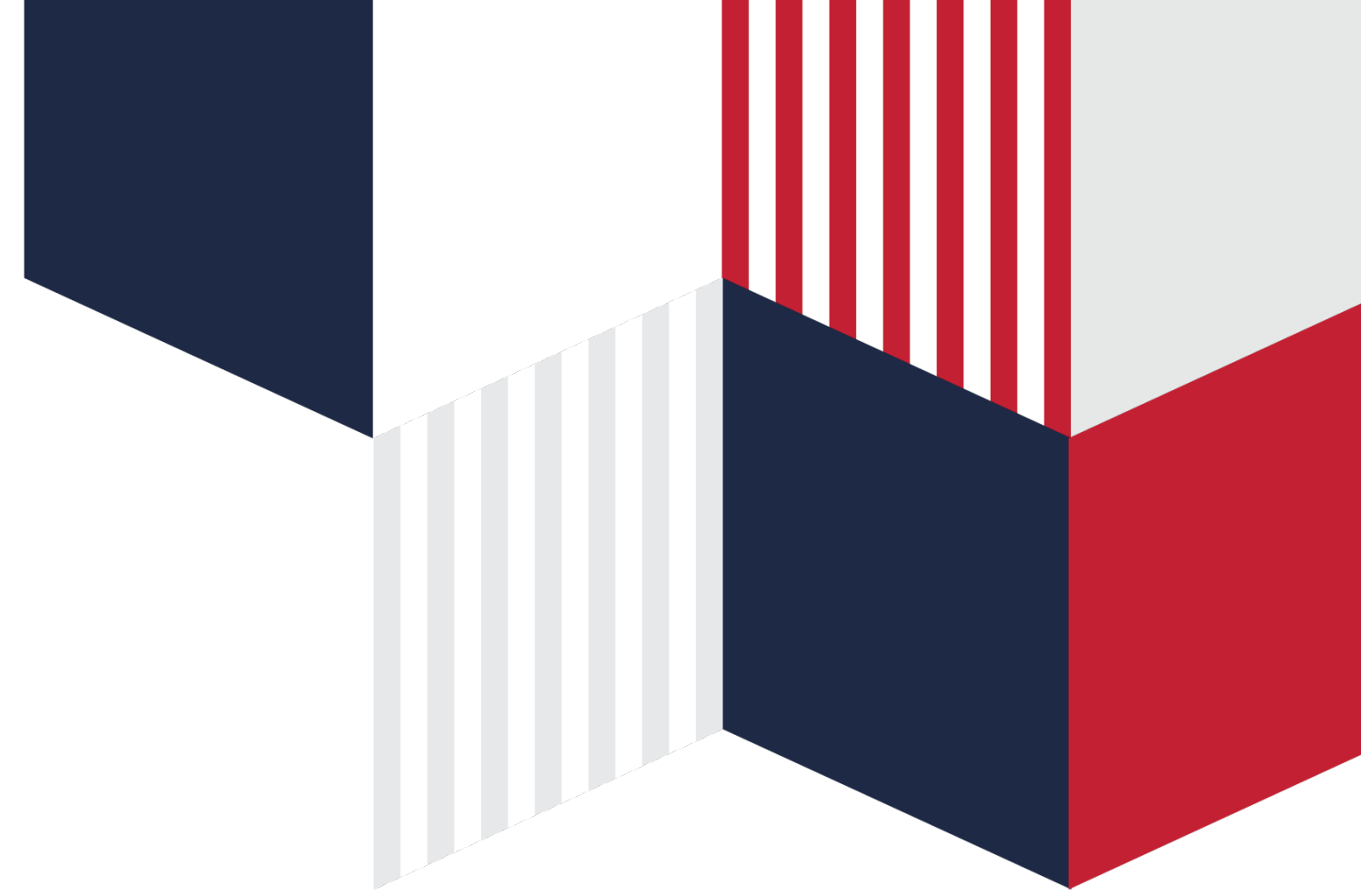
**4V4**

**U7 - U8 LEARNING PLAN**



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**PLAYER-CENTERED**



# WHO IS IN FRONT OF US?

**A PLAYER-CENTERED APPROACH TO PLAYING THE GAME**  
FOCUS ON CREATING A DEVELOPMENTALLY APPROPRIATE LEARNING ENVIRONMENT

**DEVELOPMENTAL STAGE: MIDDLE CHILDHOOD**

B-U5	B-U6	B-U7	B-U8	B-U9	B-U10	B-U11	B-U12	B-U13	B-U14	B-U15	B-U16	B-U17	B-U18		
G-U5	G-U6	G-U7	G-U8	G-U9	G-U10	G-U11	G-U12	G-U13	G-U14	G-U15	G-U16	G-U17	G-U18		
U7	<b>SOCIAL CHARACTERISTICS</b>			<b>EMOTIONAL CHARACTERISTICS</b>			<b>LANGUAGE CHARACTERISTICS</b>			<b>COGNITIVE CHARACTERISTICS</b>			<b>PHYSICAL CHARACTERISTICS</b>		
	<ul style="list-style-type: none"> <li>Start to show more independence from parents and coaches</li> <li>Place more importance/value on friendship and enjoy being a part of groups</li> <li>Begin to develop a sense of loyalty to groups, enjoy belonging, and having a best friend</li> <li>Able to work with and help other players</li> <li>Begin to understand social norms and team rules</li> <li>More conscious of fair play and respect for others</li> <li>Become opinionated and learn to voice opinions</li> </ul>	<ul style="list-style-type: none"> <li>Increased self-awareness (ego)</li> <li>Self-confidence and self-esteem are fragile</li> <li>Extremely sensitive to opinions of others</li> <li>Can be very self-critical</li> <li>Can be jealous of others</li> <li>Have difficulty in understanding the impact of their actions and behaviors on others</li> </ul>	<ul style="list-style-type: none"> <li>Language becomes more mature and complex (e.g., use metaphors)</li> <li>Able to have conversations and fit language to the situation</li> <li>Can understand how to use a word (concept) by being told the definition</li> <li>Understand words have multiple meanings</li> <li>Can better articulate questions</li> <li>Able to articulate their emotions and express themselves</li> <li>Can begin to respond to low-order questions</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to develop the concept of time and space relationship</li> <li>Can count and understand the concept of scoring</li> <li>Able to focus for longer periods and use their cognitive abilities for a specific purpose</li> <li>Can direct attention to a variety of stimuli (multiple things at once)</li> <li>Beginning to think logically and understand cause and effect to be able to problem solve</li> <li>Beginning to categorize knowledge (things are similar or different)</li> <li>Able to connect present to past and future, but still have a short-term view on potential consequences</li> <li>Can plan and carry out basic projects with adult support. Becoming more self-directed in activities</li> <li>Learn from each other</li> </ul>	<ul style="list-style-type: none"> <li>Steady growth from age 6 to the onset of the adolescent growth spurt (avg. 5 cm or 2 inches per year)</li> <li>Continued development of both fine and gross motor movements</li> <li>Increasing ability to optimize movement in all directions (agility)</li> <li>Higher ability to coordinate full body movements</li> <li>Greater ability to develop rhythmic movement</li> <li>Improved ability to recognize and respond quickly to sensory (visual, auditory, tactile) stimuli</li> <li>Continued development of endurance</li> </ul>										
U8															

**FOUNDATION PHASE I**

**SCANNING, RECEIVING, DRIBBLING, SHORT PASSING AND SHOOTING**

**GOALS**

- Players develop scanning skills (ME AND MY SCANNING SKILLS)
- Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)
- Players develop fundamental soccer skills with and without the ball (ME AND THE BALL)
- Players are introduced to cooperative, low structured team play (ME AND MY TEAMMATES)

**LEARNING ENVIRONMENT: OBJECTIVES**

- To develop fundamental movement skills (walking and running, pulling and pushing, bending and twisting, skipping, hopping, leaping, catching and throwing, lifting and carrying, jumping and landing, kicking and dribbling, etc.)
- To develop individual coordinated movements (efficiency, quality, quickness)
- To develop reaction speed and acceleration speed
- To develop spatial awareness (SCANNING) and reduced coordinated movements with teammates
- To play with respect to the rules of the game
- To develop fundamental player actions with a high focus on attacking actions
- To develop the ability to win the ball back
- To introduce and implement team tactical principles
- To develop reflection skills: build self-esteem and self-confidence

**LEARNING ENVIRONMENT: ACTIVITIES**

- Activities are mostly formed around deliberate PLAY with the ball (one player - one ball)
  - Utilize specific training session goals(player actions / team tactical principles)
- Focus on a spontaneous experience and fun in GAMES (learning through low structured play that allows for players' choice)
  - Understanding your role in attacking and defending
  - Increased decision-making including short passing as an option
- Focus on activities in which players can be successful and score lots of goals
- Utilize small sided games: U7: 1v1, 2v1, 2v2, 3v2, 3v3 - U8: 1v1, 2v1, 2v2, 3v2, 3v3, 4v3, 4v4 (every player is always in situations where they are challenged to make actions to the best of their ability)
- Focus on age-appropriate fundamental movement skills with ball (promoting ball contact)
- Utilize short ball-oriented activities challenging the players' movement focused on power, speed, agility and mobility
- Focus on the development of both feet

**LEARNING ENVIRONMENT: COACHING**

- Be enthusiastic, animated, FUN, and supportive
- Be well-organized but also adaptable and flexible (games and choice)
- Have an eye for the individual challenges of the players
- Facilitate and guide using key words and key questions:
  - Encourage the players to participate and give their best and have fun
  - Encourage the players on & off the ball to move the ball forward by working together
  - Encourage the players to ask questions and help players think of solutions
  - Encourage creativity and autonomous decision-making (be patient & understanding)
  - Encourage reflection and learning from mistakes (awareness of choice & consequence)
- Use short instructions - limited attention span
  - Use the language of the child & appropriate terminology
  - Provide positive specific praise and simple feedback
- Utilize differentiation: provide appropriate individual challenges
- Build self-esteem and self-confidence to recognize strengths and areas of improvement
- Use multiple brief intervals and breaks
- Help players to apply and respect the rules of the game
- Utilize formations as a structure for development



# PLAYER-CENTERED: THE PLAYER

4v4



U7 - U8

## SOCIAL

- Start to show more independence from parents and coaches
- Place more importance/value on friendship and enjoy being a part of groups
- Begin to develop a sense of loyalty to groups, enjoy belonging, and having a best friend
- Able to work with and help other players
- Begin to understand social norms and team rules
- More conscious of fair play and respect for others
- Become opinionated and learn to voice opinions

## EMOTIONAL

- Increased self-awareness (ego)
- Self-confidence and self-esteem are fragile
- Extremely sensitive to opinions of others
- Can be very self-critical
- Can be jealous of others
- Have difficulty in understanding the impact of their actions and behaviors on others



# PLAYER-CENTERED: THE PLAYER

4v4



U7 - U8

## COGNITIVE

- Continuing to develop the concept of time and space relationship
- Can count and understand the concept of scoring
- Able to focus for longer periods and use their cognitive abilities for a specific purpose
- Can direct attention to a variety of stimuli (multiple things at once)
- Beginning to think logically and understand cause and effect to be able to problem solve
- Beginning to categorize knowledge (things are similar or different)
- Able to connect present to past and future, but still have a short-term view on potential consequences
- Can plan and carry out basic projects with adult support. Becoming more self-directed in activities
- Learn from each other

## LANGUAGE

- Language becomes more mature and complex (e.g., use metaphors)
- Able to have conversations and fit language to the situation
- Can understand how to use a word (concept) by being told the definition
- Understand words have multiple meanings
- Can better articulate questions
- Able to articulate their emotions and express themselves
- Can begin to respond to low-order questions



# PLAYER-CENTERED: THE PLAYER

4v4



U7 - U8

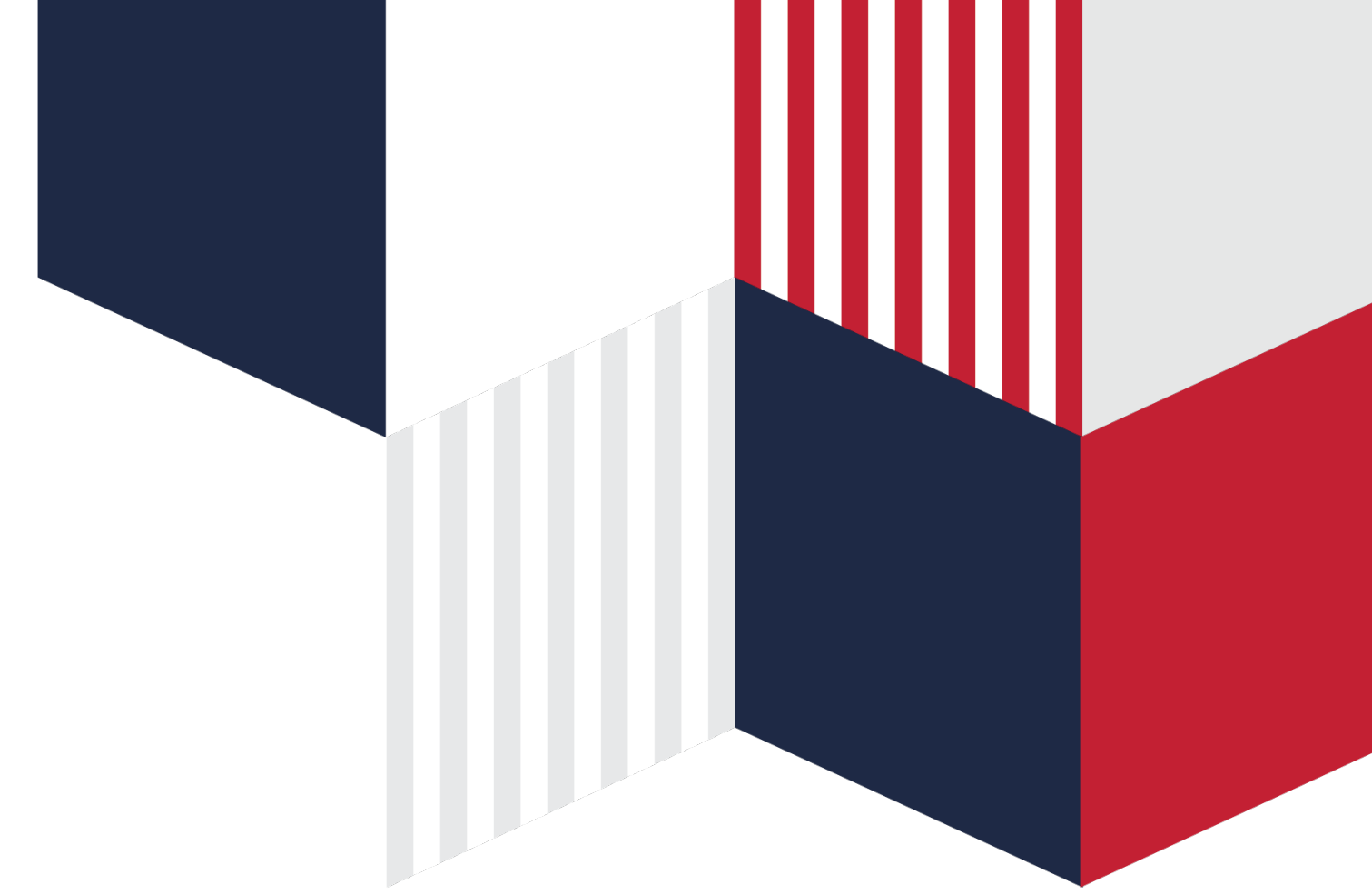
## PHYSICAL

- Steady growth from age 6 to the onset of the adolescent growth spurt (avg. 5 cm or 2 inches per year)
- Continued development of both fine and gross motor movements
- Increasing ability to optimize movement in all directions (agility)
- Higher ability to coordinate full body movements
- Greater ability to develop rhythmic movement
- Improved ability to recognize and respond quickly to sensory (visual, auditory, tactile) stimuli
- Continued development of endurance
- Very sensitive to “extreme” temperature



U.S. SOCCER FEDERATION - TECHNICAL PLAN

# PLAYER DEVELOPMENT FRAMEWORK



## WHAT CAN WE DEVELOP?

**A PLAYER-CENTERED APPROACH TO PLAYING THE GAME**  
FOCUS ON CREATING A DEVELOPMENTALLY APPROPRIATE LEARNING ENVIRONMENT



# PLAYER DEVELOPMENT INITIATIVES

## 4V4 STANDARDS- GAMES

### BALL



Size 3 ball

### GOALKEEPER



Not permitted

### NO HEADING



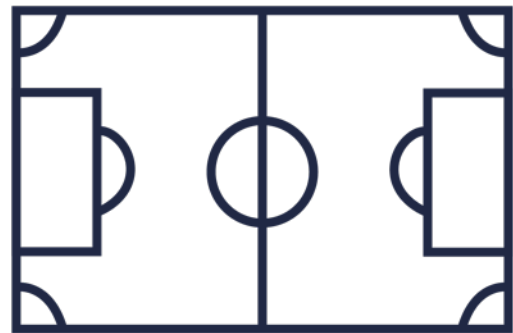
Not permitted

### TIME



4 Quarters (no longer than 10 min.)  
5 min. break bn quarters

### FIELD



25-35 yards (length). 15-25 yards (width). No corner flags needed

### SHIN GUARDS



Shin guards Required

### PENALTIES



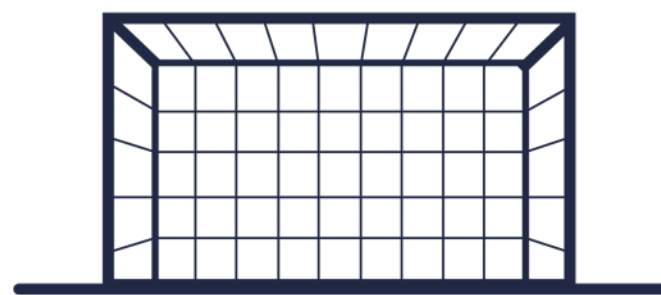
No penalty kicks. No offside

### START/RESTART PLAY



Kick offs, free kicks, throw-ins, goal kicks and corner kicks are used to start or restart play

### GOALS



Goals should be no larger than 4 feet (height) x 6 feet (width)

### REFEREES



Registered referees are not needed at this level (coaches are expected to manage the game environment)

### FREE KICKS



If used, all free kicks are indirect. Opponents should be 10 feet away from the ball on all restarts

### KICK-IN/DRIBBLE-IN



Kick-ins and/or dribble-ins are also acceptable as restarts when the ball has gone out over the sidelines



# PLAYER DEVELOPMENT FRAMEWORK

4v4



U7 - U8

## FOUNDATION PHASE I SCANNING, RECEIVING, DRIBBLING, SHORT PASSING, AND SHOOTING

### Soccer Development

#### GOALS

- Players develop scanning skills (ME AND MY SCANNING SKILLS)
- Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)
- Players develop fundamental soccer skills with and without the ball (ME AND THE BALL)
- Players are introduced to cooperative, low structured team play (ME AND MY TEAMMATES)

### Learning objectives

- To develop fundamental movement skills (walking and running, pulling and pushing, bending and twisting, skipping, hopping, leaping, catching and throwing, lifting and carrying, jumping and landing, kicking and dribbling, etc.)
- To develop individual coordinated movements (efficiency, quality, quickness)
- To develop reaction speed and acceleration speed
- To develop spatial awareness (SCANNING) and reduced coordinated movements with teammates
- To play with respect to the rules of the game
- To develop fundamental player actions with a high focus on attacking actions
- To develop the ability to win the ball back
- To introduce and implement team tactical principles
- To develop reflection skills: build self-esteem and self-confidence



# THE GAME MOMENTS





# PLAYER DEVELOPMENT FRAMEWORK

**4v4**



**U7 - U8**

**FOUNDATION PHASE I**  
**SCANNING, RECEIVING, DRIBBLING, SHORT PASSING, AND SHOOTING**

ATTACKING	
GAME IDEA	
When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals	
TEAM TACTICAL PRINCIPLES	
MAIN PRINCIPLES	SUB PRINCIPLES
<b>CREATE ATTACKING SHAPE</b>	<ul style="list-style-type: none"> <li>• Create height, width, depth</li> </ul>
<b>PROVIDE OPTIONS TO PLAY FORWARD</b>	<ul style="list-style-type: none"> <li>• Provide a passing option for the player on the ball</li> </ul>
<b>BREAK LINES TO ADVANCE ATTACK</b>	<ul style="list-style-type: none"> <li>• Engage opponent: create 1v1</li> </ul>
	<ul style="list-style-type: none"> <li>• Find the free player: pass</li> </ul>
<b>FINISH THE ATTACK</b>	<ul style="list-style-type: none"> <li>• Take on 1v1 to create or score</li> </ul>
	<ul style="list-style-type: none"> <li>• Finish from the dribble or pass</li> </ul>

# U7 - U8

## FOUNDATION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT PASSING AND SHOOTING

# ATTACKING

When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<b>CREATE ATTACKING SHAPE</b> <small>POSITION TO CREATE SPACE</small>	<ul style="list-style-type: none"><li>• Create height, width, depth</li></ul>	<ul style="list-style-type: none"><li>• The players off the ball spread out quickly and make the field big, both up and down the field (vertically) and across the field (horizontally).</li><li>• We make the space to defend bigger, which makes it more difficult for the opponent to defend and win the ball back.</li></ul>
<b>PROVIDE OPTIONS TO PLAY FORWARD</b> <small>(RE-)POSITION TO RECEIVE THE BALL</small>	<ul style="list-style-type: none"><li>• Provide a passing option for the player on the ball</li></ul>	<ul style="list-style-type: none"><li>• Players off the ball scan and move into open space, to provide a passing option.</li><li>• The player receiving the ball will also avoid immediate pressure and have more time and space to make a decision and execute the next play.</li></ul>
<b>BREAK LINES TO ADVANCE ATTACK</b> <small>PLAY THE BALL FORWARD</small>	<ul style="list-style-type: none"><li>• Engage opponent: create 1v1</li></ul>	<ul style="list-style-type: none"><li>• The player on the ball decides to progress forward by driving at an opponent, using body feints and/or change of speed to dribble past (eliminate) them (1v1).</li></ul>
	<ul style="list-style-type: none"><li>• Find the free player: pass</li></ul>	<ul style="list-style-type: none"><li>• The player on the ball scans for a teammate supporting in open space and executes an accurate pass with appropriate pace to this free player.</li></ul>
<b>FINISH THE ATTACK</b> <small>CREATE SCORING OPPORTUNITY AND SCORE</small>	<ul style="list-style-type: none"><li>• Take on 1v1 to create or score</li></ul>	<ul style="list-style-type: none"><li>• The player on the ball in the attacking half decides to dribble past an opponent, using body feints and/or change of speed to create a goalscoring opportunity.</li></ul>
	<ul style="list-style-type: none"><li>• Finish from dribble or pass</li></ul>	<ul style="list-style-type: none"><li>• The player on the ball decides to shoot after a dribble when in a goalscoring position.</li><li>• The player in a scoring position receives the ball from a teammate and shoots on goal.</li></ul>



# PLAYER DEVELOPMENT FRAMEWORK

**4v4**



**U7 - U8**

**FOUNDATION PHASE I**  
**SCANNING, RECEIVING, DRIBBLING, SHORT PASSING AND SHOOTING**

PLAYER ACTIONS
A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.
<b>ATTACKING</b>
<b>WITH THE BALL</b>
Controlling
Protecting
Driving
Dribbling
Passing
Shooting
<b>SPACIAL &amp; POSITIONAL AWARENESS</b>
Scanning
Supporting
Adapting body shape

# U7 - U8

## FOUNDATION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT PASSING AND SHOOTING

# ATTACKING

When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

## PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

### WITH THE BALL

#### CONTROLLING

- Receiving and preparing the ball from short passes (distance of 5 to 10 yards)
- Control the ball in such a way that it stays as close to you as possible
- Scanning for a free teammate after performing the control (U8)

#### PROTECTING

- Shielding the ball by placing the majority of the body between the ball and the opponent

#### DRIVING

- Running with the ball, keeping the ball close to the body. The ball is pushed in front of the player staying within 3-4 steps of the player

#### DRIBBLING

- Taking on the opponent. Eliminating the opponent by moving the ball past the opponent

#### PASSING

- Playing the ball to a free teammate, into feet or space, within a distance of 5 to 10 yards

#### SHOOTING

- Striking the ball from short range (5-10 yards) on to goal (finishing) with the aim of scoring

### SPACIAL & POSITIONAL AWARENESS

#### SCANNING

- Searching for the ball, the nearest teammate and the goal

#### SUPPORTING

- Look at the player in possession of the ball
- Finding open space for self (no opponent and no teammate)

#### ADAPTING BODY SHAPE

- Adjusting shoulders and hips to be 45 - 90 degrees towards the attacking goal

# U7 - U8

## FOUNDATION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT PASSING AND SHOOTING

# ATTACKING

When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

FIELD	PHASE	OBJECTIVE	TEAM TACTICAL PRINCIPLES		PLAYER ACTIONS		
			MAIN PRINCIPLES	SUB PRINCIPLES	WITH THE BALL		
DEFENDING HALF	BUILDING UP	<ul style="list-style-type: none"> <li>• Advance the ball</li> <li>• Keep the ball</li> </ul>	<b>CREATE ATTACKING SHAPE</b>	<ul style="list-style-type: none"> <li>• Create height, width, depth</li> </ul>	<ul style="list-style-type: none"> <li>• Controlling</li> <li>• Protecting</li> </ul>		
			<b>PROVIDE OPTIONS TO PLAY FORWARD</b>	<ul style="list-style-type: none"> <li>• Provide a passing option for the player on the ball</li> </ul>	<ul style="list-style-type: none"> <li>• Driving</li> <li>• Dribbling</li> </ul>		
		ATTACKING HALF	CREATING & SCORING	<ul style="list-style-type: none"> <li>• Score goal</li> <li>• Create chance</li> <li>• Advance the ball</li> <li>• Keep the ball</li> </ul>	<b>BREAK LINES TO ADVANCE ATTACK</b>	<ul style="list-style-type: none"> <li>• Engage opponent: create 1v1</li> <li>• Find the free player: pass</li> </ul>	<ul style="list-style-type: none"> <li>• Passing</li> <li>• Shooting</li> </ul>
					<b>FINISH THE ATTACK</b>	<ul style="list-style-type: none"> <li>• Take on 1v1 to create or score</li> <li>• Finish from dribble or pass</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting</li> </ul>

### SPACIAL & POSITIONAL AWARENESS

- Scanning
- Adapting body shape



# PLAYER DEVELOPMENT FRAMEWORK

**4v4**



**U7 - U8**

**FOUNDATION PHASE I**  
**SCANNING, RECEIVING, DRIBBLING, SHORT PASSING AND SHOOTING**

DEFENDING	
GAME IDEA	
When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.	
TEAM TACTICAL PRINCIPLES	
MAIN PRINCIPLES	SUB PRINCIPLES
<b>CREATE DEFENDING SHAPE</b>	<ul style="list-style-type: none"> <li>• Make team compact</li> </ul>
<b>BUILD PRESSURE ON THE BALL</b>	<ul style="list-style-type: none"> <li>• Initiate pressure on the opponent with the ball</li> </ul>
	<ul style="list-style-type: none"> <li>• Engage to regain the ball</li> </ul>
<b>DENY THE FINISH</b>	<ul style="list-style-type: none"> <li>• Challenge to protect against a goal attempt</li> </ul>

# U7 - U8

## FOUNDATION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT PASSING AND SHOOTING

# DEFENDING

When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<b>CREATE DEFENDING SHAPE</b> POSITION TO CREATE COMPACT TEAM ORGANIZATION AND REDUCE SPACE	<ul style="list-style-type: none"><li>• Make team compact</li></ul>	<ul style="list-style-type: none"><li>• The players move inside and close together, taking positions within a short distance from each other in an attempt to reduce space centrally.</li><li>• We make it more difficult for the opponent to play forward towards the goal, create chances and score goals.</li></ul>
<b>BUILD PRESSURE ON THE BALL</b> CREATE CONDITIONS TO WIN THE BALL OR TO PREVENT FORWARD PLAY	<ul style="list-style-type: none"><li>• Initiate pressure on the opponent with the ball</li></ul>	<ul style="list-style-type: none"><li>• The player pressures the opponent on the ball to prevent forward play.</li><li>• The opponent on the ball will have less time and space to make a decision and execute the next play (force a mistake).</li></ul>
	<ul style="list-style-type: none"><li>• Engage to regain the ball</li></ul>	<ul style="list-style-type: none"><li>• The player attempts to win the ball back, trying not to get eliminated by dribble, touch or pass.</li></ul>
<b>DENY THE FINISH</b> PREVENT OPPONENT FROM SCORING AND CREATING SCORING OPPORTUNITIES	<ul style="list-style-type: none"><li>• Challenge to protect against a goal attempt</li></ul>	<ul style="list-style-type: none"><li>• The player engages when opponent is in a goalscoring position and commits when that opponent has a chance of an attempt on goal:<ul style="list-style-type: none"><li>- block the shot</li></ul></li></ul>



# PLAYER DEVELOPMENT FRAMEWORK

**4v4**



**U7 - U8**

**FOUNDATION PHASE I**  
**SCANNING, RECEIVING, DRIBBLING, SHORT PASSING AND SHOOTING**

PLAYER ACTIONS
A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.
<b>DEFENDING</b>
<b>AGAINST THE BALL</b>
Intercepting
Pressing
Challenging
Blocking the Shot
<b>SPACIAL &amp; POSITIONAL AWARENESS</b>
Scanning
Adapting body shape

# U7 - U8

## FOUNDATION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT PASSING AND SHOOTING

# DEFENDING

When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

## PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

### AGAINST THE BALL

#### INTERCEPTING

- Deflecting an opponent's pass away from the intended target

#### PRESSING

- Running to the opponent with the ball to prevent them to dribble or pass forward

#### CHALLENGING

- Going into the opponent to win the ball back

#### BLOCKING THE SHOT

- Getting in between the ball and the defending goal to redirect the ball away from goal when a shot is attempted

### SPACIAL & POSITIONAL AWARENESS

#### SCANNING

- Searching for the goal we need to protect and the ball

#### ADAPTING BODY SHAPE

- Adjusting shoulders and hips to be 45 - 90 degrees towards the defending goal

# U7 - U8

## FOUNDATION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT PASSING AND SHOOTING

# DEFENDING

When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

FIELD	PHASE	OBJECTIVE	TEAM TACTICAL PRINCIPLES		PLAYER ACTIONS
			MAIN PRINCIPLES	SUB PRINCIPLES	AGAINST THE BALL
ATTACING HALF	PREVENTING BUILD UP	<ul style="list-style-type: none"> <li>Regain the ball</li> <li>Prevent the opponent from playing forward</li> <li>Deny penetration from the dribble</li> <li>Reducing time and space</li> </ul>	<b>CREATE DEFENDING SHAPE</b>	<ul style="list-style-type: none"> <li>Make team compact</li> </ul>	<ul style="list-style-type: none"> <li>Intercepting</li> </ul>
					<ul style="list-style-type: none"> <li>Pressing</li> </ul>
					<ul style="list-style-type: none"> <li>Challenging</li> </ul>
					<ul style="list-style-type: none"> <li>Blocking the shot</li> </ul>
DEFENDING HALF	DENYING CHANCES & SCORING	<ul style="list-style-type: none"> <li>Prevent goal</li> <li>Deny a chance</li> <li>Regain the ball</li> <li>Prevent the opponent from playing forward</li> <li>Deny penetration from the dribble</li> <li>Reducing time and space</li> </ul>	<b>BUILD PRESSURE ON THE BALL</b>	<ul style="list-style-type: none"> <li>Initiate pressure on the opponent with the ball</li> <li>Engage to regain the ball</li> </ul>	<b>SPACIAL &amp; POSITIONAL AWARENESS</b>
					<ul style="list-style-type: none"> <li>Scanning</li> </ul>
			<b>DENY THE FINISH</b>	<ul style="list-style-type: none"> <li>Challenge to protect against goal attempt</li> </ul>	<ul style="list-style-type: none"> <li>Adapting body shape</li> </ul>



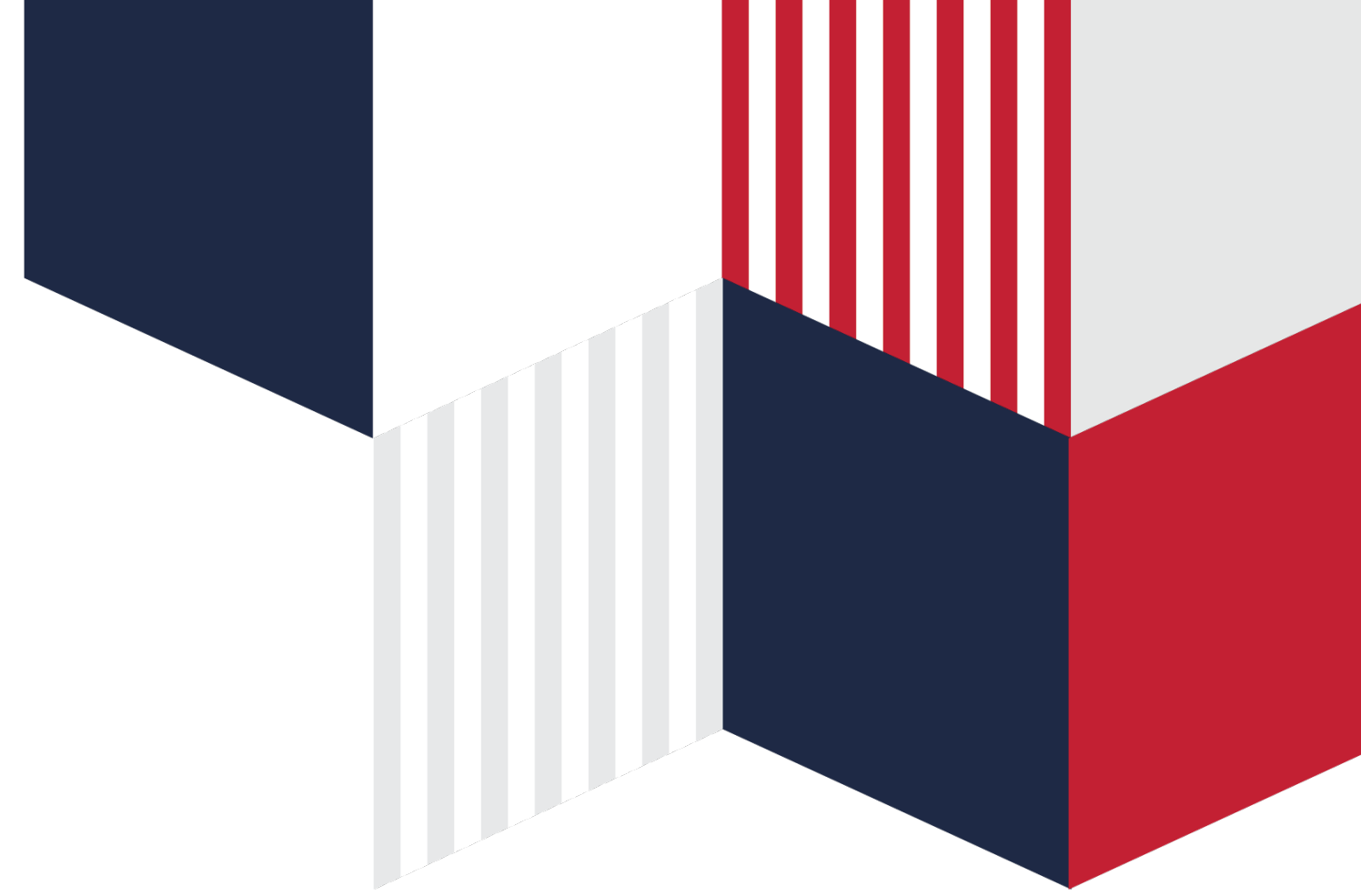
U . S . S O C C E R F E D E R A T I O N  
**PLAYER DEVELOPMENT  
FRAMEWORK**

**7V7  
U9 - U10 LEARNING PLAN**



U.S. SOCCER FEDERATION - TECHNICAL PLAN

**PLAYER-CENTERED**



# WHO IS IN FRONT OF US?

**A PLAYER-CENTERED APPROACH TO PLAYING THE GAME**  
FOCUS ON CREATING A DEVELOPMENTALLY APPROPRIATE LEARNING ENVIRONMENT

**DEVELOPMENTAL STAGE: MIDDLE & LATE CHILDHOOD**

B-U5	B-U6	B-U7	B-U8	B-U9	B-U10	B-U11	B-U12	B-U13	B-U14	B-U15	B-U16	B-U17	B-U18
G-U5	G-U6	G-U7	G-U8	G-U9	G-U10	G-U11	G-U12	G-U13	G-U14	G-U15	G-U16	G-U17	G-U18
<b>U9</b>	<b>SOCIAL CHARACTERISTICS</b>			<b>EMOTIONAL CHARACTERISTICS</b>			<b>LANGUAGE CHARACTERISTICS</b>		<b>COGNITIVE CHARACTERISTICS</b>			<b>PHYSICAL CHARACTERISTICS</b>	
	<ul style="list-style-type: none"> <li>Value relationships and have stronger desire to belong</li> <li>Social world expands beyond family</li> <li>Self-awareness improves and can have a desire for privacy which can lead to selfishness</li> </ul>			<ul style="list-style-type: none"> <li>Self-consciousness is increasing, which impacts feelings</li> <li>Beginning to develop/establish a clear identity or sense of self-worth</li> <li>Self-concept can change from activity to activity (leads to a range of emotions)</li> <li>Compare performance with that of their peers which can lead to becoming more competitive</li> <li>Sensitive to the feelings or impressions of others</li> <li>Have a strong sense of justice and fairness and internalize anything that is unjust/unfair and take it personal</li> <li>Can stand up for themselves and control emotional response most of the time, however they still experience volatile emotions and moods</li> <li>Use humor without a filter</li> </ul>			<ul style="list-style-type: none"> <li>Language is evolving - the conversation can be more abstract (e.g., sportsmanship, fairness, etc.)</li> <li>Like to talk; use language to express feelings/tell stories</li> <li>Ask many questions and want thoughtful answers</li> </ul>		<ul style="list-style-type: none"> <li>Beginning to develop enhanced self-regulation (e.g., planning and goalsetting)</li> <li>Improving memory and ability to problem solve</li> <li>Can sustain focus and pay attention for a longer time period than previous stage</li> <li>Improving ability to collectively brainstorm for solutions and co-create strategies (better able to understand and appreciate different opinions)</li> <li>Start to link practice and effort to performance (they see the benefit of practice)</li> <li>Can engage in group play on their own which leads to cooperative learning</li> <li>Learning occurs through self-discovery and self-expression (improved self-direction)</li> <li>Are curious and have broad interests</li> <li>Beginning to respond better to some routines and structure</li> </ul>			<ul style="list-style-type: none"> <li>Slow, steady growth (no huge changes)</li> <li>Coordination continues to improve (fluid movements)</li> <li>Improved coordination of fine motors skills (skill refinement)</li> <li>Vision improves leading to increased spatial awareness (my body in space and time) as well as a growing ability to track moving objects/people</li> <li>Have a high activity level (energy)</li> <li>Individual variability (differences) begins to occur for some females (U10)</li> </ul>	
<b>U10</b>	<ul style="list-style-type: none"> <li>Are developing an increased awareness of self-respect and respect for others</li> <li>Have a desire to adhere strictly to rules and be fair which can lead to conflict</li> <li>May act unreasonable or rude when things do not go as planned but can recognize behavior within themselves and others (need support to deal with conflict)</li> <li>Are willing to take on more responsibility</li> <li>Driven to be competitive when playing games</li> </ul>												

**FOUNDATION PHASE I**

**SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING**

- GOALS**
- Players develop scanning skills (ME AND MY SCANNING SKILLS)
  - Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)
  - Players continue to develop fundamental soccer skills with and without the ball with pressure (ME AND THE BALL)
  - Players develop cooperative play, low structured team play based on a style of play (ME AND MY TEAMMATES)

**LEARNING ENVIRONMENT: OBJECTIVES**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• To develop individual coordinated movements (efficiency, quality, quickness)</li> <li>• To continue develop reaction speed and acceleration speed, agility</li> <li>• To develop fundamental player actions with a high focus on both attacking and defending actions</li> <li>• To develop skill acquisition (application of technique): mid-range passing and shooting (20 yards)</li> <li>• To develop spatial awareness (SCANNING) and coordinated movements with teammates</li> <li>• To cooperate with others as a team to solve problems within the game</li> </ul> | <ul style="list-style-type: none"> <li>• Developing formations with specific roles and responsibilities including the goalkeeper</li> <li>• To introduce age-appropriate individual &amp; collective team tactical principles / player actions in attacking and defending and both transition moments</li> <li>• To experience playing in multiple positions</li> <li>• To introduce of the concept of a warming-up routine</li> <li>• To develop reflection skills: about the game</li> <li>• To develop reflection skills: build self-esteem and self- confidence</li> </ul> |
|---|--|

**LEARNING ENVIRONMENT: ACTIVITIES**

- Activities are not only formed around deliberate PLAY with the ball (one player - one ball), but also focused on small group teamplay
- Utilize specific training session goals(player actions / team tactical principles)
- Focus on a spontaneous experience and fun IN cooperative GAMES (learning through low structured play that allows for players' choice)
- Utilize inclusionary small sided games: U9: 1v1 → 5v5 (including use of unbalanced games) - U10: 1v1 → 6v6 (roster size) / 7v7 (including use of unbalanced games)
- Focus on progressing foundational movement skills in soccer actions
- Focus on the development of both feet
- Short ball-oriented activities challenging the players' movement focused on power, speed, agility and mobility

**LEARNING ENVIRONMENT: COACHING**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Be enthusiastic, animated, FUN, and supportive</li> <li>• Work on a specific topic / training session goal</li> <li>• Help players understand their role and increase their focus</li> <li>• Support individual development within the team context</li> <li>• Encourage and support playing and development in multiple roles and positions throughout the season</li> <li>• Promote players to provide input and feedback (brainstorm collectively for solutions)</li> </ul> | <ul style="list-style-type: none"> <li>• Recognize that individual differences exist</li> <li>• Be wary of verbal comparisons and- or over criticizing</li> <li>• Challenge the individual players' level and emphasize effort over outcome to build-up self esteem</li> <li>• Acknowledge frustrations and disappointment and help them develop coping strategies</li> <li>• Empower players to resolve conflict</li> <li>• Maintain zero tolerance for bullying</li> <li>• Incorporate routines and low-level of structure</li> </ul> |
|---|---|



# PLAYER-CENTERED: THE PLAYER

7v7



U9 - U10

## SOCIAL

- Value relationships and have stronger desire to belong
- Social world expands beyond family
- Self-awareness improves and can have a desire for privacy which can lead to selfishness
- Are developing an increased awareness of self-respect and respect for others
- Have a desire to adhere strictly to rules and be fair which can lead to conflict
- May act unreasonable or rude when things do not go as planned but can recognize behavior within themselves and others (need support to deal with conflict)
- Are willing to take on more responsibility
- Driven to be competitive when playing games



# PLAYER-CENTERED: THE PLAYER

7v7



U9 - U10

## EMOTIONAL

- Self-consciousness is increasing, which impacts feelings
- Beginning to develop/establish a clear identity or sense of self-worth
- Self-concept can change from activity to activity (leads to a range of emotions)
- Compare performance with that of their peers which can lead to becoming more competitive
- Sensitive to the feelings or impressions of others
- Have a strong sense of justice and fairness and internalize anything that is unjust/unfair and take it personal
- Can stand up for themselves and control emotional response most of the time, however they still experience volatile emotions and moods
- Use humor without a filter



# PLAYER-CENTERED: THE PLAYER

7v7



U9 - U10

## COGNITIVE

- Beginning to develop enhanced self-regulation (e.g., planning and goalsetting)
- Improving memory and ability to problem solve
- Can sustain focus and pay attention for a longer time period than previous stage
- Improving ability to collectively brainstorm for solutions and co-create strategies (better able to understand and appreciate different opinions)
- Start to link practice and effort to performance (they see the benefit of practice)
- Can engage in group play on their own which leads to cooperative learning
- Learning occurs through self-discovery and self expression (improved self-direction)
- Are curious and have broad interests
- Beginning to respond better to some routines and structure



# PLAYER-CENTERED: THE PLAYER

7v7



U9 - U10

## PHYSICAL

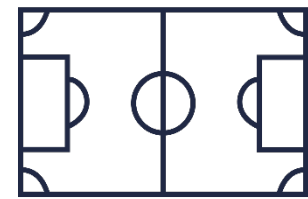
- Slow, steady growth (no huge changes)
- Coordination continues to improve (fluid movements)
- Improved coordination of fine motors skills (skill refinement)
- Vision improves leading to increased spatial awareness (my body in space and time) as well as a growing ability to track moving objects/people
- Have a high activity level (energy)
- Individual variability (differences) begins to occur for some females (U10)



# PLAYER DEVELOPMENT INITIATIVES

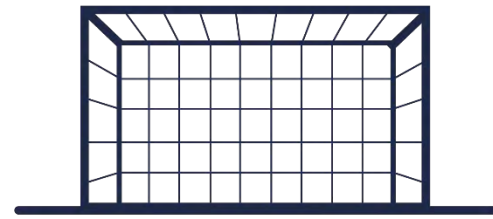
## 7V7 STANDARDS OF PLAY

### FIELD



55-65 yards (length)  
35-45 yards (width)  
Build out lines should be equidistant between the penalty area line and halfway line

### GOALS



Goals should be no larger than 6.5 feet (height) x 18.5 feet (width)  
A 6.5 feet (height) x 12 feet (width) goal is recommended based on the age and ability of players

### BALL



Size 4 ball

### 7v7 # OF PLAYERS



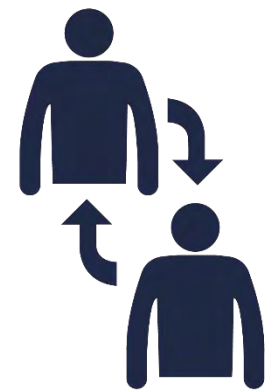
7v7 (6 field players and 1 goalkeeper- game may not start or continue if less than 5 players on a team)

### LAW 11- OFFSIDE



Offside- the build-out line may be used to denote players in an offside position.

### SUBSTITUTIONS



Substitutions are unlimited and can occur at any stoppage

### REFEREES



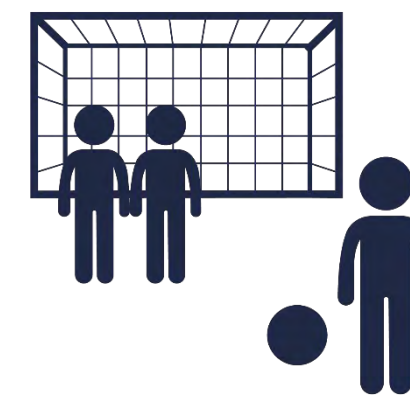
Referees must have minimum certification as the U.S. Soccer Grassroots Referee License. Other Match Officials are used at the discretion of the competition

### TIME



2x25 halves  
10 -minute halftime  
No added time

### LAW 13



Free Kicks

### LAW 14



Penalty Kick

### START/RESTART PLAY



Kick offs, free kicks, throw-ins, goal kicks and corner kicks are used to start or restart play

### FREE KICKS



For all free kicks, opponents should be 10 yards away from the ball on all restarts

### LAW 15



Throw-in

### SHIN GUARDS



Shin guards Required

### HEADING



No heading



# PLAYER DEVELOPMENT FRAMEWORK

7v7



U9 - U10

## FOUNDATION PHASE II

**SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING**

### Soccer Development

#### GOALS

- Players develop scanning skills (ME AND MY SCANNING SKILLS)
- Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)
- Players continue to develop fundamental soccer skills with and without the ball with pressure (ME AND THE BALL)
- Players develop cooperative play, low structured team play based on a style of play (ME AND MY TEAMMATES)

### Learning objectives

- To develop individual coordinated movements (efficiency, quality, quickness)
- To continue develop reaction speed and acceleration speed, agility
- To develop fundamental player actions with a high focus on both attacking and defending actions
- To develop skill acquisition (application of technique): mid-range passing and shooting (20 yards)
- To develop spatial awareness (SCANNING) and coordinated movements with teammates
- To cooperate with others as a team to solve problems within the game
- Developing formations with specific roles and responsibilities including the goalkeeper
- To introduce age-appropriate individual & collective team tactical principles / player actions in attacking and defending and both transition moments
- To experience playing in multiple positions
- To introduce of the concept of a warming-up routine
- To develop reflection skills: about the game
- To develop reflection skills: build self-esteem and self- confidence



# THE GAME MOMENTS





# PLAYER DEVELOPMENT FRAMEWORK

**7v7**



**U9 - U10**

**FOUNDATION PHASE II**  
**SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING**

ATTACKING	
GAME IDEA	
When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals	
TEAM TACTICAL PRINCIPLES	
MAIN PRINCIPLES	SUB PRINCIPLES
<b>CREATE ATTACKING SHAPE</b>	<ul style="list-style-type: none"> <li>• Create height, width, depth</li> </ul>
<b>PROVIDE OPTIONS TO PLAY FORWARD</b>	<ul style="list-style-type: none"> <li>• Provide vertical or diagonal passing options</li> <li>• Lose opponent when marked</li> </ul>
<b>BREAK LINES TO ADVANCE ATTACK</b>	<ul style="list-style-type: none"> <li>• Drive with the ball to exploit space</li> <li>• Engage opponent: create 1v1</li> <li>• Find a free player between the lines</li> </ul>
<b>FINISH THE ATTACK</b>	<ul style="list-style-type: none"> <li>• Find the player in a position to score or assist</li> <li>• Get players in front of goal</li> <li>• Cross to player in front of goal: over the ground</li> <li>• Take on 1v1 to create or score</li> <li>• Finish from the dribble, pass, or cross</li> </ul>

# U9 - U10

## FOUNDATION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<b>CREATE ATTACKING SHAPE</b> <small>POSITION TO CREATE SPACE</small>	<ul style="list-style-type: none"> <li>Create height, width, depth</li> </ul>	<ul style="list-style-type: none"> <li>The players off the ball spread out quickly and make the field big, both up and down the field (vertically) and across the field (horizontally).</li> <li>We make the space to defend bigger, which makes it more difficult for the opponent to defend and win the ball back.</li> </ul>
<b>PROVIDE OPTIONS TO PLAY FORWARD</b> <small>(RE-)POSITION TO RECEIVE THE BALL</small>	<ul style="list-style-type: none"> <li>Provide vertical or diagonal passing options</li> </ul>	<ul style="list-style-type: none"> <li>Players off the ball scan and move into open space, to provide a passing option.</li> <li>During the approach, the players adjust their body position to receive diagonally, facing the opponent's goal.</li> </ul>
	<ul style="list-style-type: none"> <li>Lose opponent when marked</li> </ul>	<ul style="list-style-type: none"> <li>The player off the ball recognizes the proximity of an opponent, scans and moves into open space, away from this opponent, to provide a passing option.</li> </ul>
<b>BREAK LINES TO ADVANCE ATTACK</b> <small>PLAY THE BALL FORWARD</small>	<ul style="list-style-type: none"> <li>Drive with the ball to exploit space</li> </ul>	<ul style="list-style-type: none"> <li>The player on the ball scans and recognizes the space in front.</li> <li>The player runs with the ball into the open space to advance.</li> </ul>
	<ul style="list-style-type: none"> <li>Engage opponent: create 1v1</li> </ul>	<ul style="list-style-type: none"> <li>The player on the ball decides to progress forward by driving at an opponent, using body feints and/or change of speed to dribble past (eliminate) them.</li> </ul>
	<ul style="list-style-type: none"> <li>Find a free player between the lines</li> </ul>	<ul style="list-style-type: none"> <li>The player on the ball scans for a teammate supporting in open space and executes an accurate pass with appropriate pace to this free player.</li> </ul>
<b>FINISH THE ATTACK</b> <small>CREATE SCORING OPPORTUNITY AND SCORE</small>	<ul style="list-style-type: none"> <li>Find the player in a position to score or assist</li> </ul>	<ul style="list-style-type: none"> <li>High up the field, the player on the ball passes at the right time to a teammate who is in a goalscoring position.</li> </ul>
	<ul style="list-style-type: none"> <li>Get players in front of goal</li> </ul>	<ul style="list-style-type: none"> <li>A minimum of two players run in front of the goal when the ball is wide in order to receive or score from a cross.</li> </ul>
	<ul style="list-style-type: none"> <li>Cross to player in front of goal: over the ground</li> </ul>	<ul style="list-style-type: none"> <li>The player on the ball scans from a wide area and passes to a teammate in front of goal</li> </ul>
	<ul style="list-style-type: none"> <li>Take on 1v1 to create or score</li> </ul>	<ul style="list-style-type: none"> <li>The player on the ball in the attacking half eliminates an opponent through dribbling to create a goalscoring opportunity</li> </ul>
	<ul style="list-style-type: none"> <li>Finish from dribble, pass or cross</li> </ul>	<ul style="list-style-type: none"> <li>The player on the ball decides to shoot after a dribble when in a goalscoring position.</li> <li>The player in a scoring position receives the ball from a teammate in a wide position (cross) or central position (pass) and shoots on goal.</li> </ul>



# PLAYER DEVELOPMENT FRAMEWORK

**7v7**



**U9 - U10**

**FOUNDATION PHASE II**  
**SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING**

PLAYER ACTIONS
A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.
<b>ATTACKING</b>
<b>WITH THE BALL</b>
Controlling
Protecting
Driving
Dribbling
Passing
Shooting
<b>SPACIAL &amp; POSITIONAL AWARENESS</b>
Scanning
Supporting
Adapting body shape

# U9 - U10

## FOUNDATION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

## PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

### WITH THE BALL

#### CONTROLLING

- Receiving and preparing the ball from short passes (distance up to 20 yards)
- Receiving by moving towards the ball when opponent is close by (attacking the ball)
- Avoid looking at the ball when receiving and preparing the ball
- Receiving and preparing in such a way that you can immediately go to goal

#### PROTECTING

- Shielding and maintain possession of the ball, by placing most of the body between the ball and opponent

#### DRIVING

- Running with the ball, keeping the ball close to the body. The ball is pushed in front of the player staying within 3-4 steps of the player
- Avoid looking at the ball while driving the ball
- Keep your body between the ball and the approaching opponent while driving the ball

#### DRIBBLING

- Eliminating the opponent by moving the ball past the opponent with changes of pace, changes of direction or both
- Keeping the ball close to the body
- Avoid looking at the ball while dribbling
- Dribble when you can cause direct danger on target

#### PASSING

- Playing the ball intentionally with different surfaces to a free teammate, into feet or space, within a distance of 5 to 20 yards
- Playing the ball to the foot so that the player receiving the ball can continue play forward
- Look at the player you are passing to when passing
- Play the cross at the right time and with the right ball speed outside the action area of the goalkeeper and the defender

#### SHOOTING

- Striking the ball intentionally with different surfaces from short and medium range (1-10 yards; 11-20 yards) on to goal (finishing)
- Follow the ball after the shot

# U9 - U10

## FOUNDATION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

## PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

### SPACIAL & POSITIONAL AWARENESS

#### SCANNING

- Searching for the ball, teammates and the goal

#### SUPPORTING

- Finding open space for self and indicate this, verbally or non-verbally, to the player in possession of the ball
- Repositioning after giving a pass (ex. give and go)

#### ADAPTING BODY SHAPE

- Adjusting shoulders and hips to be 45 - 90 degrees towards the attacking goal.
- While approaching, have an optimal overview of the game situation

# U9 - U10

## FOUNDATION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

FIELD	PHASE	OBJECTIVE	TEAM TACTICAL PRINCIPLES		PLAYER ACTIONS
			MAIN PRINCIPLES	SUB PRINCIPLES	WITH THE BALL
DEFENDING HALF	BUILDING UP	<ul style="list-style-type: none"> <li>• Advance the ball</li> <li>• Keep the ball</li> </ul>	CREATE ATTACKING SHAPE	<ul style="list-style-type: none"> <li>• Create height, width, depth</li> </ul>	• Controlling
					• Protecting
					• Driving
			PROVIDE OPTIONS TO PLAY FORWARD	<ul style="list-style-type: none"> <li>• Provide vertical or diagonal passing options</li> <li>• Lose opponent when marked</li> </ul>	• Dribbling
					• Passing
					• Shooting
ATTACKING HALF	CREATING & SCORING	<ul style="list-style-type: none"> <li>• Score goal</li> <li>• Create chance</li> <li>• Advance the ball</li> <li>• Keep the ball</li> </ul>	BREAK LINES TO ADVANCE ATTACK	<ul style="list-style-type: none"> <li>• Drive with the ball to exploit space</li> <li>• Engage opponent: create 1v1</li> <li>• Find a free player between the lines</li> </ul>	<b>SPACIAL &amp; POSITIONAL AWARENESS</b>
					• Scanning
			FINISH THE ATTACK	<ul style="list-style-type: none"> <li>• Find the player in a position to score or assist</li> <li>• Get players in front of goal</li> <li>• Cross to player in front of goal: over the ground</li> <li>• Take on 1v1 to create or score</li> <li>• Finish from dribble, pass, or cross</li> </ul>	• Supporting
					• Adapting body shape



# PLAYER DEVELOPMENT FRAMEWORK

**7v7**



**U9 - U10**

**FOUNDATION PHASE II**  
**SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING**

DEFENDING	
GAME IDEA	
When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.	
TEAM TACTICAL PRINCIPLES	
MAIN PRINCIPLES	SUB PRINCIPLES
<b>CREATE DEFENDING SHAPE</b>	<ul style="list-style-type: none"> <li>Make team compact:                             <ul style="list-style-type: none"> <li>- Position to create a high front line</li> </ul> </li> </ul>
<b>BUILD PRESSURE ON THE BALL</b>	<ul style="list-style-type: none"> <li>Initiate pressure on the opponent with the ball</li> </ul>
	<ul style="list-style-type: none"> <li>Engage to regain the ball</li> <li>Provide cover: nearest players eliminate passing options</li> </ul>
<b>RECOVER WHEN PRESSURE IS BROKEN</b>	<ul style="list-style-type: none"> <li>Immediately (re-) apply pressure on the ball</li> </ul>
	<ul style="list-style-type: none"> <li>Look to intercept the pass</li> </ul>
<b>DENY THE FINISH</b>	<ul style="list-style-type: none"> <li>Get narrow and close the center</li> </ul>
	<ul style="list-style-type: none"> <li>Deny the cross</li> </ul>
	<ul style="list-style-type: none"> <li>Challenge to protect against goal attempt</li> </ul>

## FOUNDATION PHASE II

### SCANNING, RECEIVING, DRIBBLING & SHORT COMBINATION PLAY

# DEFENDING

When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

#### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<b>CREATE DEFENDING SHAPE</b> POSITION TO CREATE COMPACT TEAM ORGANIZATION AND REDUCE SPACE	<ul style="list-style-type: none"> <li>Make team compact:                             <ul style="list-style-type: none"> <li>- Position to create a high front line</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The players move inside and close together, taking positions within a short distance from each other to attempt to reduce space centrally.</li> <li>We make it more difficult for the opponent to play forward towards the goal, create chances and score goals.</li> </ul>
<b>BUILD PRESSURE ON THE BALL</b> CREATE CONDITIONS TO WIN THE BALL OR TO PREVENT FORWARD PLAY	<ul style="list-style-type: none"> <li>Initiate pressure on the opponent with the ball</li> </ul>	<ul style="list-style-type: none"> <li>The opponent with the ball is under consistent pressure to prevent forward play.</li> <li>The opponent on the ball will have less time and space to make a decision and execute the next play (force a mistake).</li> </ul>
	<ul style="list-style-type: none"> <li>Engage to regain the ball</li> </ul>	<ul style="list-style-type: none"> <li>The player attempts to win the ball back, trying not to get eliminated by dribble, touch or pass.</li> </ul>
	<ul style="list-style-type: none"> <li>Provide cover: nearest players eliminate passing options</li> </ul>	<ul style="list-style-type: none"> <li>The closest teammates of the player initiating pressure, or engaging the player with the ball, prevent options (free teammates) for the opponent on the ball.</li> </ul>
<b>RECOVER WHEN PRESSURE IS BROKEN</b> RE-CREATE CONDITIONS TO WIN THE BALL AND REGAIN COMPACTNESS	<ul style="list-style-type: none"> <li>Immediately (re-) apply pressure on the ball</li> </ul>	<ul style="list-style-type: none"> <li>The opponent with the ball is under consistent pressure to prevent forward play.</li> <li>An eliminated player puts pressure from behind on the opponent with the ball.</li> </ul>
	<ul style="list-style-type: none"> <li>Look to intercept the pass</li> </ul>	<ul style="list-style-type: none"> <li>The players in the defensive block are always attentive to stop the ball from reaching its intended destination (opponent teammate).</li> </ul>
<b>DENY THE FINISH</b> PREVENT OPPONENT FROM SCORING AND CREATING SCORING OPPORTUNITIES	<ul style="list-style-type: none"> <li>Get narrow and close the center</li> </ul>	<ul style="list-style-type: none"> <li>The defending players between the ball and the goal get closer as quickly as possible to reduce the space centrally.</li> </ul>
	<ul style="list-style-type: none"> <li>Deny the cross</li> </ul>	<ul style="list-style-type: none"> <li>One or two wide defending players prevent the opponent from crossing the ball.</li> </ul>
	<ul style="list-style-type: none"> <li>Challenge to protect against goal attempt</li> </ul>	<ul style="list-style-type: none"> <li>The player engages when opponent is in a goalscoring position and commits when that opponent has a chance or attempt on goal. This allows the goal attempt to be blocked.</li> </ul>



# PLAYER DEVELOPMENT FRAMEWORK

**7v7**



**U9 - U10**

**FOUNDATION PHASE II**  
**SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING**

PLAYER ACTIONS
A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.
DEFENDING
AGAINST THE BALL
Intercepting
Pressing
Challenging
Delaying
Blocking the Shot
SPACIAL & POSITIONAL AWARENESS
Scanning
Adapting body shape
Covering
Marking

# U9 - U10

## FOUNDATION PHASE II

### SCANNING, RECEIVING, DRIBBLING & SHORT COMBINATION PLAY

# DEFENDING

When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

## PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

### AGAINST THE BALL

#### INTERCEPTING

- Stepping in front, in the passing line and steal opponent's pass before it reaches the next opponent

#### PRESSING

- Running to the opponent with the ball to prevent them from scanning and dribbling or passing forward

#### CHALLENGING

- Going into the opponent to win the ball back

#### DELAYING

- Slowing down, reducing speed from the opponent's action

#### BLOCKING THE SHOT

- Getting in between the ball and the defending goal to redirect the ball away from goal

### SPACIAL & POSITIONAL AWARENESS

#### SCANNING

- Searching for the ball, nearest teammates and nearest opponents in relationship to the goal we are protecting

#### ADAPTING BODY SHAPE

- Adjusting shoulders and hips to be 45 - 90 degrees towards the defending goal

#### COVERING

- Positioning at the appropriate distance from the challenging teammate, allowing to quickly put pressure again if needed

#### MARKING

- Prevent direct opponent from receiving the ball in favorable circumstances by staying in contact

# U9 - U10

## FOUNDATION PHASE II

### SCANNING, RECEIVING, DRIBBLING & SHORT COMBINATION PLAY

# DEFENDING

When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

FIELD	PHASE	OBJECTIVE	TEAM TACTICAL PRINCIPLES		PLAYER ACTIONS	
			MAIN PRINCIPLES	SUB PRINCIPLES	AGAINST THE BALL	
ATTACING HALF	PREVENTING BUILD UP	<ul style="list-style-type: none"> <li>Regain the ball</li> <li>Prevent the opponent from playing forward</li> <li>Deny penetration from the dribble</li> <li>Reducing time and space</li> </ul>	<b>CREATE DEFENDING SHAPE</b>	<ul style="list-style-type: none"> <li>Make team compact                             <ul style="list-style-type: none"> <li>- Position to create a high front line</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Intercepting</li> </ul>	
					<ul style="list-style-type: none"> <li>Pressing</li> </ul>	
					<ul style="list-style-type: none"> <li>Challenging</li> </ul>	
					<ul style="list-style-type: none"> <li>Delaying</li> </ul>	
DEFENDING HALF	DENYING CHANCES & SCORING	<ul style="list-style-type: none"> <li>Prevent goal</li> <li>Deny a chance</li> <li>Regain the ball</li> <li>Prevent the opponent from playing forward</li> <li>Deny penetration from the dribble</li> <li>Reducing time and space</li> </ul>	<b>BUILD PRESSURE ON THE BALL</b>	<ul style="list-style-type: none"> <li>Initiate pressure on the opponent with the ball</li> <li>Engage to regain the ball</li> <li>Provide cover: nearest players eliminate passing options</li> </ul>	<b>SPACIAL &amp; POSITIONAL AWARENESS</b> <ul style="list-style-type: none"> <li>Scanning</li> </ul>	
					<b>RECOVER WHEN PRESSURE IS BROKEN</b>	<ul style="list-style-type: none"> <li>Adapting body shape</li> </ul>
						<b>DENY THE FINISH</b>
					<ul style="list-style-type: none"> <li>Get narrow and close the center</li> </ul>	
			<ul style="list-style-type: none"> <li>Deny the cross</li> </ul>			
			<ul style="list-style-type: none"> <li>Challenge to protect against goal attempt</li> </ul>			

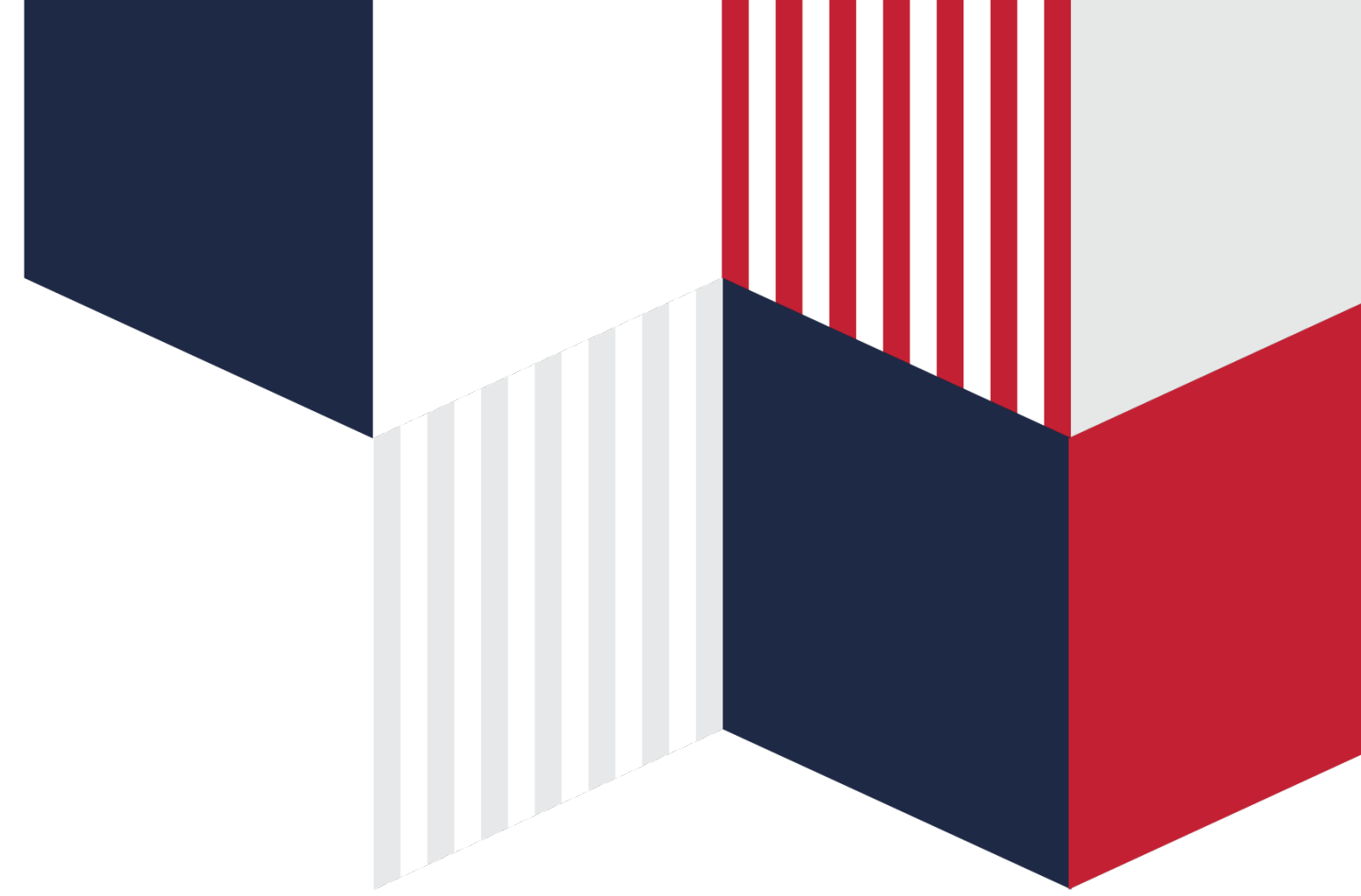


U . S . S O C C E R F E D E R A T I O N  
**PLAYER DEVELOPMENT  
FRAMEWORK**  
**9V9**  
**U11 - U12 LEARNING PLAN**



U.S. SOCCER FEDERATION - TECHNICAL PLAN

**PLAYER-CENTERED**



# WHO IS IN FRONT OF US?

**A PLAYER-CENTERED APPROACH TO PLAYING THE GAME**  
FOCUS ON CREATING A DEVELOPMENTALLY APPROPRIATE LEARNING ENVIRONMENT

B-U5	B-U6	B-U7	B-U8	B-U9	B-U10	B-U11	B-U12	B-U13	B-U14	B-U15	B-U16	B-U17	B-U18	
G-U5	G-U6	G-U7	G-U8	G-U9	G-U10	G-U11	G-U12	G-U13	G-U14	G-U15	G-U16	G-U17	G-U18	
U11	<b>SOCIAL CHARACTERISTICS</b>			<b>EMOTIONAL CHARACTERISTICS</b>			<b>LANGUAGE CHARACTERISTICS</b>			<b>COGNITIVE CHARACTERISTICS</b>			<b>PHYSICAL CHARACTERISTICS</b>	
	<ul style="list-style-type: none"> <li>Transitioning from a 'safe' and predictable social environment to a new and unpredictable one (elementary school to middle school)</li> <li>Begin growing desire to assert individuality and independence (in relation to their parents)</li> <li>Very loyal to peer group and are influenced by them (judgement)</li> <li>Are self-conscious of their abilities and sensitive to what others think of them</li> <li>Can be critical of peers and adults</li> <li>Enjoy more peer dominated group discussions</li> <li>Struggle to understand intentions of others</li> </ul>			<ul style="list-style-type: none"> <li>Anxious about growing up, are learning to handle emotions such as fear, frustration, and rejection and can struggle in restraining their strong emotions</li> <li>Can change emotions quickly- may be overly sensitive and dramatic. Joy, irritation, euphoria and anger alternate at a rapid pace and are much more extreme than with adults.</li> <li>Beginning to gain experiences which give them insight into the fact that someone can have a different opinion (empathy is not yet developed)</li> <li>Become vulnerable to peer pressure because they are sensitive to the feelings or impressions of others</li> <li>Do not accept authority blindly</li> <li>Females may exhibit more emotional maturity due to the onset of adolescence and beginning of puberty</li> </ul>			<ul style="list-style-type: none"> <li>Language is evolving - the conversation can be more abstract (e.g., sportsmanship, fairness, etc.)</li> <li>Like to talk; use language to express feelings/tell stories</li> <li>Ask many questions and want thoughtful answers</li> </ul>			<ul style="list-style-type: none"> <li>Eager to learn</li> <li>Active listening increases and can better understand different points of view</li> <li>Beginning to use more logic and also thinking in abstract terms; can address hypothetical situations</li> <li>Still willing to use imagination and creativity</li> <li>Can sequence thoughts and actions; improving ability to perform more complex tasks (within that sequence). Also enjoy problem solving and rule-based games</li> <li>Still have difficulty making choices because they do not recognize all the different options available, and this can impact their perceptions of consequences</li> <li>Self-regulation skills are still developing (can act impulsively), so complex behaviors like independently organizing difficult tasks and acting in a systematic way can be challenging</li> </ul>			<ul style="list-style-type: none"> <li>Growth rate begins to increase due to the onset of the adolescent growth spurt and the beginning of puberty for some (early maturing individuals)</li> <li>Because of increased growth rate and maturation, players can be more susceptible to injury (overuse vs. acute injury)</li> <li>Increased physical development through the interaction of exercise and maturation (physical qualities like speed/strength improve because of the interaction between both physical growth and the training environment)</li> <li>Bigger differences begin to emerge</li> <li>Females enter adolescence and may begin to exhibit early signs of puberty (beginning of adolescent growth spurt for early maturing individuals developing both primary and secondary sexual characteristics)</li> </ul>	
U12														

**FOUNDATION PHASE III**

**SCANNING & POSITIONING, RECEIVING, DRIBBLING, QUICK COMBINATION PLAY AND FINISHING**

**GOALS**

- Players develop scanning skills (ME AND MY SCANNING SKILLS)
- Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)
- Players continue to develop fundamental soccer skills with and without the ball under a high level of pressure (ME AND THE BALL)
- Players develop cooperative play, moderate structured team play based on a style of play (ME AND MY TEAMMATES)

**LEARNING ENVIRONMENT: OBJECTIVES**

- To develop more complex movement skills with an emphasis on multi-lateral development: maintain and enhance flexibility, strength, agility and mobility
- To develop reaction speed and acceleration speed: focus on accelerations and deceleration
- To develop a systematic approach to solving game situations (collaboration)
- To develop coordinated movements with teammates: including increased spatial awareness and interchange of roles during play
- To develop more complex player actions with a high focus on quick combination play between players (pace and fluidity)
- To develop the understanding and execution of 2v1 situations in attacking and defending
- To apply team principles in attacking, defending and transition moments: utilize a Style of Play as a structure for decision making - play in a formation with roles and responsibilities: - focus on anticipation and support
- To develop a deeper understanding of responsibilities of players off the ball
- To develop player ownership: player to player coaching - using verbal and non-verbal communication
- To introduce of the concept of a warming-up routine with responsibilities for the players
- To develop self-reflection and self-regulation skills
- To develop teamwork: group reflection skills

**LEARNING ENVIRONMENT: ACTIVITIES**

- Utilize a variety of activities that help develop physical qualities, technical skills and decision making
- Activities are not only formed around deliberate PLAY with the ball (one player - one ball), but also focused on small group teamplay - Utilize specific training session goals(player actions / team tactical principles)
- Focus on a spontaneous experience and fun IN cooperative GAMES (learning through moderate structured play that allows for players' choice) - Utilize inclusionary small sided games: 1v1 → 9v9 (including use of unbalanced games)
- Use of positional games (rondos)
- Focus on the development of both feet
- Short ball-oriented activities challenging the players' movement focused on power, speed, agility and mobility

**LEARNING ENVIRONMENT: COACHING**

- Encourage collaboration: a coach can expect his or her players to understand the game and use teammates to help solve problems.
- Support the idea that field space can be successfully covered by several small passes, or by one properly played long pass.
- Be patient with players that are eager to learn; find the appropriate level of challenge to stimulate and not stifle the learning process.
- Help each player develop at their own rate and not compare themselves to other players.
- Understand the different types of questions to engage players.
- Encourage and support playing and development in multiple roles and positions throughout the season.



# PLAYER-CENTERED: THE PLAYER

9v9



U11 - U12

## SOCIAL

- Transitioning from a 'safe' and predictable social environment to a new and unpredictable one (elementary school to middle school)
- Begin growing desire to assert individuality and independence (in relation to their parents)
- Very loyal to peer group and are influenced by them (judgement)
- Are self-conscious of their abilities and sensitive to what others think of them
- Can be critical of peers and adults
- Enjoy more peer dominated group discussions
- Struggle to understand intentions of others



# PLAYER-CENTERED: THE PLAYER

9v9



U11 - U12

## EMOTIONAL

- Anxious about growing up, are learning to handle emotions such as fear, frustration, and rejection and can struggle in restraining their strong emotions
- Can change emotions quickly- may be overly sensitive and dramatic. Joy, irritation, euphoria and anger alternate at a rapid pace and are much more extreme than with adults.
- Beginning to gain experiences which give them insight into the fact that someone can have a different opinion (empathy is not yet developed)
- Become vulnerable to peer pressure because they are sensitive to the feelings or impressions of others
- Do not accept authority blindly
- Females may exhibit more emotional maturity due to the onset of adolescence and beginning of puberty



# PLAYER-CENTERED: THE PLAYER

9v9



U11 - U12

## COGNITIVE

- Eager to learn
- Active listening increases and can better understand different points of view
- Beginning to use more logic and also thinking in abstract terms; can address hypothetical situations
- Still willing to use imagination and creativity
- Can sequence thoughts and actions; improving ability to perform more complex tasks (within that sequence). Also enjoy problem solving and rule-based games
- Still have difficulty making choices because they do not recognize all the different options available, and this can impact their perceptions of consequences
- Self-regulation skills are still developing (can act impulsively), so complex behaviors like independently organizing difficult tasks and acting in a systematic way can be challenging



# PLAYER-CENTERED: THE PLAYER

9v9



U11 - U12

## PHYSICAL

- Growth rate begins to increase due to the onset of the adolescent growth spurt and the beginning of puberty for some (early maturing individuals)
- Because of increased growth rate and maturation, players can be more susceptible to injury (overuse vs. acute injury)
- Increased physical development through the interaction of exercise and maturation (physical qualities like speed/strength improve because of the interaction between both physical growth and the training environment)
- Bigger differences begin to emerge
- Females enter adolescence and may begin to exhibit early signs of puberty (beginning of adolescent growth spurt for early maturing individuals developing both primary and secondary sexual characteristics)



# PLAYER DEVELOPMENT INITIATIVES

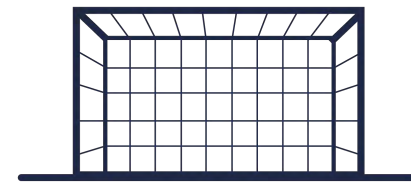
## 9V9 STANDARDS- GAMES

### BALL



Size 4 ball

### GOALS



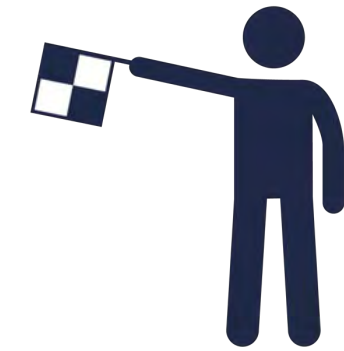
A 6.5 feet (height) x 18.5 feet (width) goal is recommended based on the age and ability of the players

### REFEREES



Referees have the U.S. Soccer Grassroots Referee License

### PENALTIES



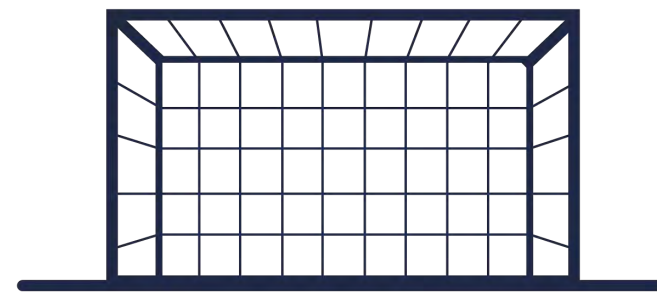
Offside (Law 11)

### TIME



2X 30-minute halves  
10-minute halftime  
No added time

### GOALS



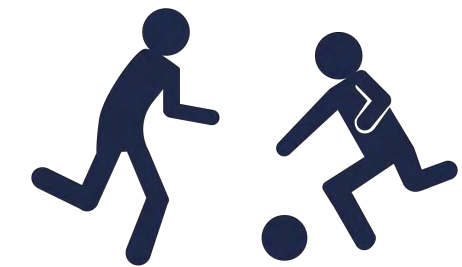
No larger than 7 feet (height) x 21 feet (width)

### START/RESTART PLAY



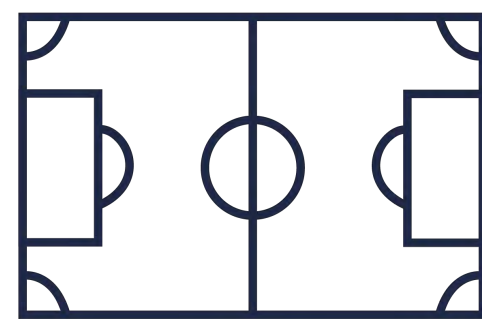
Kick offs, free kicks, throw-ins, goal kicks and corner kicks are used to start or restart play

### FREE KICKS



For all free kicks, opponents should be 10 yards away from the ball on all restarts

### FIELD



70-80 yards (length)  
45-55 yards (width)

### SHIN GUARDS



Shin guards Required

### HEADING



No heading for U11\*



# PLAYER DEVELOPMENT FRAMEWORK

9v9



U11 - U12

## FOUNDATION PHASE III

### SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

#### Soccer Development

##### GOALS

- Players develop scanning skills (ME AND MY SCANNING SKILLS)
- Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)
- Players continue to develop fundamental soccer skills with and without the ball under a high level of pressure (ME AND THE BALL)
- Players develop cooperative play, moderate structured team play based on a style of play (ME AND MY TEAMMATES)

#### Learning objectives

- To develop more complex movement skills with an emphasis on multi-lateral development: maintain and enhance flexibility, strength, agility and mobility
- To develop reaction speed and acceleration speed: focus on accelerations and deceleration
- To develop a systematic approach to solving game situations (collaboration)
- To develop coordinated movements with teammates: including increased spatial awareness and interchange of roles during play
- To develop more complex player actions with a high focus on quick combination play between players (pace and fluidity)
- To develop the understanding and execution of 2v1 situations in attacking and defending
- To apply team principles in attacking, defending and transition moments: utilize a Style of Play as a structure for decision making
  - play in a formation with roles and responsibilities:
  - focus on anticipation and support
- To develop a deeper understanding understanding of responsibilities of players off the ball
- To develop player ownership: player to player coaching - using verbal and non-verbal communication
- To introduce of the concept of a warming-up routine with responsibilities for the players
- To develop self-reflection and self-regulation skills
- To develop teamwork: group reflection skills



# THE GAME MOMENTS





# PLAYER DEVELOPMENT FRAMEWORK

9v9



U11 - U12

**FOUNDATION PHASE III**  
**SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING**

ATTACKING	
GAME IDEA	
When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.	
TEAM TACTICAL PRINCIPLES	
MAIN PRINCIPLES	SUB PRINCIPLES
<b>CREATE ATTACKING SHAPE</b>	<ul style="list-style-type: none"> <li>• Create appropriate height, width, depth</li> <li>• Create attacking distances between players</li> </ul>
<b>PROVIDE OPTIONS TO PLAY FORWARD</b>	<ul style="list-style-type: none"> <li>• Provide vertical or diagonal passing options</li> <li>• Overload wide: run past the ball</li> <li>• Move or lose opponent when marked</li> </ul>
<b>BREAK LINES TO ADVANCE ATTACK</b>	<ul style="list-style-type: none"> <li>• Drive with the ball to exploit space</li> <li>• Engage opponent: create 1v1 or 2v1</li> <li>• Find a free player between or behind the lines</li> <li>• Switch play: change the point of attack</li> </ul>
<b>FINISH THE ATTACK</b>	<ul style="list-style-type: none"> <li>• Separate: quick movement to unmark</li> <li>• Find the player in a position to score or assist</li> <li>• Fill in zones in front of goal</li> <li>• Cross to player in front of goal: over the ground and in the air</li> <li>• Take on 1v1 to create or score</li> <li>• Finish from the dribble, pass, or cross</li> </ul>

# U11 - U12

## FOUNDATION PHASE III

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<b>CREATE ATTACKING SHAPE</b> POSITION TO CREATE SPACE	<ul style="list-style-type: none"> <li>Create appropriate height, width, depth</li> </ul>	<ul style="list-style-type: none"> <li>The players off the ball spread out quickly and make the field big, both up and down the field (vertically) and across the field (horizontally).</li> <li>We make the space to defend bigger, which makes it more difficult for the opponent to defend and win the ball back.</li> </ul>
	<ul style="list-style-type: none"> <li>Create attacking distances between players</li> </ul>	<ul style="list-style-type: none"> <li>Distances between players are approximately proportional to each other, which supports good ball circulation.</li> </ul>
<b>PROVIDE OPTIONS TO PLAY FORWARD</b> (RE-)POSITION TO RECEIVE THE BALL	<ul style="list-style-type: none"> <li>Provide vertical or diagonal passing options</li> </ul>	<ul style="list-style-type: none"> <li>Players off the ball scan and move into open space, to provide a passing option.</li> <li>During the approach, the players adjust their body position to receive diagonally, facing the opponent's goal.</li> </ul>
	<ul style="list-style-type: none"> <li>Overload wide: run past the ball</li> </ul>	<ul style="list-style-type: none"> <li>A player makes a penetrating run at the right time to provide a passing option.</li> </ul>
	<ul style="list-style-type: none"> <li>Mover or lose opponent when marked</li> </ul>	<ul style="list-style-type: none"> <li>The player off the ball recognizes the proximity of an opponent, scans and moves into open space, away from this opponent, to provide a passing option.</li> </ul>
<b>BREAK LINES TO ADVANCE ATTACK</b> PLAY THE BALL FORWARD	<ul style="list-style-type: none"> <li>Drive with the ball to exploit space</li> </ul>	<ul style="list-style-type: none"> <li>The player on the ball scans and recognizes the space in front.</li> <li>The player runs with the ball into the open space to advance.</li> </ul>
	<ul style="list-style-type: none"> <li>Engage opponent: create 1v1 or 2v1</li> </ul>	<ul style="list-style-type: none"> <li>The player on the ball decides to progress forward by driving at an opponent, using body feints and/or change of speed to dribble past (eliminate) them.</li> </ul>
	<ul style="list-style-type: none"> <li>Find a free player between or behind the lines</li> </ul>	<ul style="list-style-type: none"> <li>The player on the ball scans for a teammate supporting in open space and executes an accurate pass with appropriate pace to this free player.</li> </ul>
	<ul style="list-style-type: none"> <li>Switch play: change the point of attack</li> </ul>	<ul style="list-style-type: none"> <li>The players move the ball fast from one side of the field to the other side with a limited number of passes.</li> </ul>
<b>FINISH THE ATTACK</b> CREATE SCORING OPPORTUNITY AND SCORE	<ul style="list-style-type: none"> <li>Separate: quick movement to unmark</li> </ul>	<ul style="list-style-type: none"> <li>The player off the ball, close to the opponent's goal, moves away quickly from direct opponent in order to receive the ball.</li> </ul>
	<ul style="list-style-type: none"> <li>Find the player in a position to score or assist</li> </ul>	<ul style="list-style-type: none"> <li>High up the field, the player on the ball passes at the right time to a teammate in a goalscoring position.</li> </ul>
	<ul style="list-style-type: none"> <li>Fill in zones in front of goal</li> </ul>	<ul style="list-style-type: none"> <li>A minimum of two players run in front of the goal when the ball is wide in order to receive or score from a cross.</li> </ul>
	<ul style="list-style-type: none"> <li>Cross to player in front of goal: over the ground or in the air</li> </ul>	<ul style="list-style-type: none"> <li>The player on the ball scans from a wide area and passes to a teammate in front of goal.</li> </ul>
	<ul style="list-style-type: none"> <li>Take on 1v1 to create or score</li> </ul>	<ul style="list-style-type: none"> <li>The player on the ball in the attacking half eliminates an opponent through dribbling to create a goalscoring opportunity.</li> </ul>
	<ul style="list-style-type: none"> <li>Finish from dribble, pass or cross</li> </ul>	<ul style="list-style-type: none"> <li>The player on the ball decides to shoot after a dribble when in a goalscoring position.</li> <li>The player in a scoring position receives the ball from a teammate in a wide position (cross) or central position (pass) and shoots on goal.</li> </ul>



# PLAYER DEVELOPMENT FRAMEWORK

**9v9**



**U11 - U12**

**FOUNDATION PHASE III**  
**SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING**

PLAYER ACTIONS
A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.
<b>ATTACKING</b>
<b>WITH THE BALL</b>
Controlling
Protecting
Driving
Dribbling
Passing
Shooting
<b>SPACIAL &amp; POSITIONAL AWARENESS</b>
Scanning
Supporting
Adapting body shape

# U11 - U12

## FOUNDATION PHASE III

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

## PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

### WITH THE BALL

#### CONTROLLING

- Scanning for a free teammate before or while receiving and preparing the ball
- Receiving and preparing the ball from a long pass in the air
- Receiving and preparing the ball on the bounce
- Receiving and preparing the ball on the turn towards the opponent's goal as quickly as possible
- Receiving/playing in 1 touch if you can pass accurately

#### PROTECTING

- Shielding the ball and maintaining possession
- Placing most of the body between the defender, keeping the ball on the furthest foot away from the opponent while looking for teammates
- Turn away from and out of reach of your opponent

#### DRIVING

- Running as fast as possible with the ball, picking up speed to gain as much time and territory as possible

#### DRIBBLING

- Accelerating when eliminating the opponent
- Reading the body shape of the opponent and engaging on the most obvious or weak side
- Holding off the opponent and creating distance from the opponent

#### PASSING

- Make the pass with the right ball speed and at the right time so that you can continue playing in favorable conditions
- Avoiding passing to a teammate surrounded by two or more opponents
- Trying to take out an opponent with a quick wall pass (give and go) in a small space
- Making a leading pass in front of your teammate, making sure that the teammate can take the ball without having to slow down
- Making a long pass in the air

#### SHOOTING

- Looking at the position of the goalkeeper before shooting at goal, and selecting a target
- Aiming for the far side if you shoot from an angle and the goalkeeper is protecting near post
- Finish in 1 time/touch when closely marked
- Finish on the volley/bounce

# U11 - U12

## FOUNDATION PHASE III

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

## PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

### SPACIAL & POSITIONAL AWARENESS

#### SCANNING

- Searching for the ball, teammates and the goal

#### SUPPORTING (POSITIONING)

- Assessing teammates' movements and moving off each other
- Unmarking and running behind opponent when a teammate on the ball is looking for options (sprint)
- Look to get out of sight from the defender's vision
- Lose direct opponent by switching positions with a teammate
- Anticipate as the third player who will get the ball after a pass between two teammates

#### ADAPTING BODY SHAPE

- Adjusting shoulders and hips to be 45 - 90 degrees towards the attacking goal
- While approaching, have an optimal overview of the game situation

# U11 - U12

## FOUNDATION PHASE III

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

FIELD	PHASE	OBJECTIVE	TEAM TACTICAL PRINCIPLES		PLAYER ACTIONS
			MAIN PRINCIPLES	SUB PRINCIPLES	WITH THE BALL
DEFENDING HALF	BUILDING UP	<ul style="list-style-type: none"> <li>• Advance the ball</li> <li>• Keep the ball</li> </ul>	<b>CREATE ATTACKING SHAPE</b>	<ul style="list-style-type: none"> <li>• Create appropriate height, width, depth</li> <li>• Create attacking distances between players</li> </ul>	• Controlling
					• Protecting
			<b>PROVIDE OPTIONS TO PLAY FORWARD</b>	<ul style="list-style-type: none"> <li>• Provide vertical or diagonal passing options</li> <li>• Overload wide: run past the ball</li> <li>• Move or lose opponent when marked</li> </ul>	• Driving
					• Dribbling
ATTACKING HALF	CREATING & SCORING	<ul style="list-style-type: none"> <li>• Score goal</li> <li>• Create chance</li> <li>• Advance the ball</li> <li>• Keep the ball</li> </ul>	<b>BREAK LINES TO ADVANCE ATTACK</b>	<ul style="list-style-type: none"> <li>• Drive with the ball to exploit space</li> <li>• Engage opponent: create 1v1 or 2v1</li> <li>• Find a free player between or behind the lines</li> <li>• Switch play: change the point of attack</li> </ul>	• Passing
					• Shooting
			<b>FINISH THE ATTACK</b>	<ul style="list-style-type: none"> <li>• Separate quick movement to unmark</li> <li>• Find the player in a position to score or assist</li> <li>• Fill in zones in front of goal</li> <li>• Cross to player in front of goal: over the ground or in the air</li> <li>• Take on 1v1 to create or score</li> <li>• Finish from dribble, pass, or cross</li> </ul>	<b>SPACIAL &amp; POSITIONAL AWARENESS</b>
					• Scanning
					• Supporting
					• Adapting body shape



# PLAYER DEVELOPMENT FRAMEWORK

**9v9**



**U11 - U12**

**FOUNDATION PHASE III**  
**SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING**

**ATTACKING TO DEFENDING TRANSITION**

GAME IDEA

When we lose the ball, we want to regain it early by reacting immediately with maximum intensity. When we recognize we are unable to pressure the ball, we recover quickly into a defending shape.

TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES
<b>APPLY IMMEDIATE PRESSURE ON THE BALL</b>	<ul style="list-style-type: none"> <li>Press to regain or prevent progress of the ball</li> </ul>
<b>DELAY THE COUNTERATTACK</b>	<ul style="list-style-type: none"> <li>Slow down and dictate opponent</li> </ul>
<b>RECOVER WHEN PRESSURE IS BROKEN</b>	<ul style="list-style-type: none"> <li>Press from behind as quickly as possible</li> </ul>
<b>DENY THE FINISH</b>	<ul style="list-style-type: none"> <li>Defend the goal and create conditions to engage</li> </ul>
	<ul style="list-style-type: none"> <li>Challenge to protect against any goal attempt</li> </ul>

## FOUNDATION PHASE III

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING TO DEFENDING TRANSITION

When we lose the ball, we want to regain it early by reacting immediately with maximum intensity.  
When we recognize we are unable to pressure the ball, we recover quickly into a defending shape.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<b>APPLY IMMEDIATE PRESSURE ON THE BALL</b> <small>REACT QUICKLY TO WIN THE BALL BACK AND STOP OPPONENTS' FORWARD PLAY</small>	<ul style="list-style-type: none"> <li>Press to regain or prevent progress of the ball</li> </ul>	<ul style="list-style-type: none"> <li>The player is recognizing situations when to press or hold and force wide (awareness).</li> <li>The player is trying to win the ball when showed an opportunity to regain (distance, numbers and levels of compactness).</li> </ul>
<b>DELAY THE COUNTERATTACK</b> <small>DROP AND NARROW, REDUCE SPEED OF OPPONENTS TO ALLOW PLAYERS TO RECOVER</small>	<ul style="list-style-type: none"> <li>Slow down and dictate opponent</li> </ul>	<ul style="list-style-type: none"> <li>The player is reducing the opponent's speed of play to allow teammates to return to the defensive shape.</li> <li>The player is dictating the direction.                             <ul style="list-style-type: none"> <li>-Force backwards or wide.</li> </ul> </li> </ul>
<b>RECOVER WITH SPEED</b> <small>SPRINT BACK TO GET BALANCED, ORGANIZED AND APPLY PRESSURE</small>	<ul style="list-style-type: none"> <li>Press from behind as quickly as possible</li> </ul>	<ul style="list-style-type: none"> <li>The player is sprinting back and puts pressure on the opponent on the ball.                             <ul style="list-style-type: none"> <li>- Prevent the opponent from playing forward or dribbling with the ball.</li> <li>- Try to recover the ball (don't give up).</li> </ul> </li> </ul>
<b>DENY THE FINISH</b> <small>DENY SCORING OPPORTUNITIY AND PREVENT SCORING</small>	<ul style="list-style-type: none"> <li>Defend the goal and create conditions to engage</li> </ul>	<ul style="list-style-type: none"> <li>The player is patient and doesn't commit too early (recognize distance from goal, wait for teammates).</li> <li>The player is trying to isolate the opponent on the ball when possible: 2v1 → 1-1</li> </ul>
	<ul style="list-style-type: none"> <li>Challenge to protect against any goal attempt</li> </ul>	<ul style="list-style-type: none"> <li>The player engages when opponent is in a goalscoring position and commits when that opponent has a chance or attempt on goal. This allows the goal attempt to be blocked.</li> </ul>

# U11 - U12

## FOUNDATION PHASE III

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING TO DEFENDING TRANSITION

When we lose the ball, we want to regain it early by reacting immediately with maximum intensity.  
When we recognize we are unable to pressure the ball, we recover quickly into a defending shape.

FIELD	PHASE	OBJECTIVE	TEAM TACTICAL PRINCIPLES		PLAYER ACTIONS
			MAIN PRINCIPLES	SUB PRINCIPLES	AGAINST THE BALL
ATTACKING HALF	PREVENTING BUILD UP	<ul style="list-style-type: none"> <li>Regain the ball</li> <li>Prevent the opponent from playing forward</li> <li>Deny penetration from the dribble</li> <li>Reducing time and space</li> </ul>	<b>APPLY IMMEDIATE PRESSURE ON THE BALL</b>	<ul style="list-style-type: none"> <li>Press to regain or prevent progress of the ball</li> </ul>	<ul style="list-style-type: none"> <li>Intercepting</li> </ul>
					<ul style="list-style-type: none"> <li>Pressing</li> </ul>
					<ul style="list-style-type: none"> <li>Challenging</li> </ul>
					<ul style="list-style-type: none"> <li>Delaying</li> </ul>
DEFENDING HALF	DENYING CHANCES & SCORING	<ul style="list-style-type: none"> <li>Prevent goal</li> <li>Deny a chance</li> <li>Regain the ball</li> <li>Prevent the opponent from playing forward</li> <li>Deny penetration from the dribble</li> <li>Reducing time and space</li> </ul>	<b>DELAY THE COUNTERATTACK</b>	<ul style="list-style-type: none"> <li>Slow down and dictate opponent</li> </ul>	<b>SPACIAL &amp; POSITIONAL AWARENESS</b>
					<ul style="list-style-type: none"> <li>Scanning</li> </ul>
			<b>RECOVER WITH SPEED</b>	<ul style="list-style-type: none"> <li>Press from behind as quickly as possible</li> </ul>	<ul style="list-style-type: none"> <li>Adapting body shape</li> </ul>
					<ul style="list-style-type: none"> <li>Covering</li> </ul>
			<b>DENY THE FINISH</b>	<ul style="list-style-type: none"> <li>Defend the goal and create conditions to engage</li> </ul>	<ul style="list-style-type: none"> <li>Marking</li> </ul>
					<ul style="list-style-type: none"> <li>Challenge to protect against any goal attempt</li> </ul>



# PLAYER DEVELOPMENT FRAMEWORK

9v9



U11 - U12

**FOUNDATION PHASE III**  
**SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING**

DEFENDING	
GAME IDEA	
When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.	
TEAM TACTICAL PRINCIPLES	
MAIN PRINCIPLES	SUB PRINCIPLES
<b>CREATE DEFENDING SHAPE</b>	<ul style="list-style-type: none"> <li>Make team compact:                             <ul style="list-style-type: none"> <li>- Position to create a high front line</li> <li>- Position to create a high defensive line</li> </ul> </li> <li>Create defending distances between players</li> </ul>
<b>BUILD PRESSURE ON THE BALL</b>	<ul style="list-style-type: none"> <li>Initiate pressure on the opponent with the ball</li> <li>Engage when chance of regaining the ball</li> <li>Provide cover: nearest players eliminate passing options</li> <li>Prevent the switch: keep opponent on one side</li> </ul>
<b>RECOVER WHEN PRESSURE IS BROKEN</b>	<ul style="list-style-type: none"> <li>Immediately (re-) apply pressure on the ball</li> <li>Look to intercept the pass</li> </ul>
<b>DENY THE FINISH</b>	<ul style="list-style-type: none"> <li>Get narrow and close the center</li> <li>Deny the cross</li> <li>Defending the cross: defending the width of the goal</li> <li>Challenge to protect against any goal attempt</li> </ul>

# U11 - U12

## FOUNDATION PHASE III

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# DEFENDING

When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<b>CREATE DEFENDING SHAPE</b> POSITION TO CREATE COMPACT TEAM ORGANIZATION AND REDUCE SPACE	<ul style="list-style-type: none"> <li>Make team compact:                             <ul style="list-style-type: none"> <li>- Position to create a high front line</li> <li>- Position to create high defensive line</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Create a high defensive block and reduce passing options for the opponent on the ball.                             <ul style="list-style-type: none"> <li>- Attacking players (re-)position to create a high line of confrontation.</li> <li>- Defenders and goalkeeper stay connected and position high.</li> </ul> </li> <li>Position to block passing lanes, make play predictable and build pressure.</li> </ul>
	<ul style="list-style-type: none"> <li>Create defending distances between players</li> </ul>	<ul style="list-style-type: none"> <li>Create relationships - connections between players through spacing and distances:                             <ul style="list-style-type: none"> <li>- Reduce options to penetrate with the ball.</li> <li>- Ensure cover.</li> <li>- Allow for interception.</li> </ul> </li> </ul>
<b>BUILD PRESSURE ON THE BALL</b> CREATE CONDITIONS TO WIN THE BALL OR TO PREVENT FORWARD PLAY	<ul style="list-style-type: none"> <li>Initiate pressure on the opponent with the ball</li> </ul>	<ul style="list-style-type: none"> <li>The opponent with the ball is under consistent pressure to prevent forward play.</li> <li>The opponent on the ball will have less time/space to make a decision and execute the next play (force mistakes).</li> </ul>
	<ul style="list-style-type: none"> <li>Engage when chance of regaining the ball</li> </ul>	<ul style="list-style-type: none"> <li>The player attempts to win the ball back, trying not to get eliminated by a dribble, touch or pass.</li> </ul>
	<ul style="list-style-type: none"> <li>Provide cover: nearest players eliminate passing options</li> </ul>	<ul style="list-style-type: none"> <li>The closest teammates of the player initiating pressure or engaging the player with the ball, prevent options (free teammates) for the opponent on the ball.</li> </ul>
<b>RECOVER WHEN PRESSURE IS BROKEN</b> RE-CREATE CONDITIONS TO WIN THE BALL AND REGAIN COMPACTNESS	<ul style="list-style-type: none"> <li>Immediately (re-) apply pressure on the ball</li> </ul>	<ul style="list-style-type: none"> <li>The opponent with the ball is under consistent pressure to prevent forward play.</li> <li>An eliminated player puts pressure from behind on the opponent on the ball.</li> </ul>
	<ul style="list-style-type: none"> <li>Look to intercept the pass</li> </ul>	<ul style="list-style-type: none"> <li>The players in the defensive block are always attentive to stop the ball from reaching its intended destination (opponent's teammate).</li> </ul>

# U11 - U12

## FOUNDATION PHASE III

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# DEFENDING

When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<b>DENY THE FINISH</b> PREVENT OPPONENT FROM SCORING AND CREATING SCORING OPPORTUNITIES	<ul style="list-style-type: none"><li>Get narrow and close the center</li></ul>	<ul style="list-style-type: none"><li>The defending players between the ball and the goal, get closer as quickly as possible to reduce the space centrally.</li></ul>
	<ul style="list-style-type: none"><li>Deny the cross</li></ul>	<ul style="list-style-type: none"><li>One or two wide defending players prevent the opponent from crossing the ball.</li></ul>
	<ul style="list-style-type: none"><li>Defending the cross: defending the width of the goal</li></ul>	<ul style="list-style-type: none"><li>Get organized and increase the protection in front of the goal on the cross: create 2+1.<ul style="list-style-type: none"><li>- Weakside fullback is connecting to the backline.</li><li>- Defending midfielder is connecting to the backline.</li><li>- Occupy strategic zones.</li></ul></li><li>Close marking of direct opponent: keep eye on ball and opponent .</li><li>Challenge: be first on the ball (aggressiveness).</li></ul>
	<ul style="list-style-type: none"><li>Challenge to protect against goal attempt</li></ul>	<ul style="list-style-type: none"><li>The player engages when opponent is in a goalscoring position and commits when that opponent has a chance or attempt on goal. This allows the goal attempt to be blocked.</li></ul>

# U11 - U12

## FOUNDATION PHASE III

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

## DEFENDING

When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

### PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

#### AGAINST THE BALL

<b>INTERCEPTING</b>	<ul style="list-style-type: none"><li>• Staying in possession of the ball after stealing it and continue with an attacking action</li><li>• Playing in one touch to a teammate</li></ul>
<b>PRESSING</b>	<ul style="list-style-type: none"><li>• Running to the opponent who is about to receive the ball (approx. 2 yards distance) while the ball is moving</li><li>• Having fast approach but slow arrival</li></ul>
<b>CHALLENGING</b>	<ul style="list-style-type: none"><li>• Taking good defensive posture (on toes, knees are bend, staggered stance, ...) that allows to start the 1v1 in favorable conditions</li><li>• Retaining possession of the ball after winning the duel</li></ul>
<b>DELAYING</b>	<ul style="list-style-type: none"><li>• Slowing down, reducing speed from the opponent's action</li><li>• Driving the player on the ball to the outside (away from goal)</li></ul>
<b>BLOCK THE SHOT</b>	<ul style="list-style-type: none"><li>• Getting in between the ball and the defending goal to redirect the ball away from goal</li></ul>

#### SPACIAL & POSITIONAL AWARENESS

<b>SCANNING</b>	<ul style="list-style-type: none"><li>• Searching for the ball, nearest teammates and nearest opponents in relationship to the goal we are protecting</li></ul>
<b>ADAPTING BODY SHAPE</b>	<ul style="list-style-type: none"><li>• Adjusting shoulders and hips to be 45 - 90 degrees towards the defending goal</li></ul>
<b>COVERING</b>	<ul style="list-style-type: none"><li>• Positioning at the appropriate distance from the challenging teammate, allowing to quickly put pressure again if needed</li></ul>
<b>MARKING</b>	<ul style="list-style-type: none"><li>• Preventing direct opponent from receiving the ball in favorable circumstances by positioning next to the opponent (proactive stance)</li><li>• Trying to look at both the ball and direct opponent</li></ul>

# U11 - U12

## FOUNDATION PHASE III

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# DEFENDING

When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

FIELD	PHASE	OBJECTIVE	TEAM TACTICAL PRINCIPLES		PLAYER ACTIONS
			MAIN PRINCIPLES	SUB PRINCIPLES	AGAINST THE BALL
ATTACING HALF	PREVENTING BUILD UP	<ul style="list-style-type: none"> <li>Regain the ball</li> <li>Prevent the opponent from playing forward</li> <li>Deny penetration from the dribble</li> <li>Reducing time and space</li> </ul>	<b>CREATE DEFENDING SHAPE</b>	<ul style="list-style-type: none"> <li>Make team compact:                             <ul style="list-style-type: none"> <li>Position to create a high front line</li> <li>Position to create high defensive line</li> </ul> </li> <li>Create defending distances between players</li> </ul>	<ul style="list-style-type: none"> <li>Intercepting</li> </ul>
					<ul style="list-style-type: none"> <li>Pressing</li> <li>Challenging</li> <li>Delaying</li> <li>Blocking the shot</li> </ul>
DEFENDING HALF	DENYING CHANCES & SCORING	<ul style="list-style-type: none"> <li>Prevent goal</li> <li>Deny a chance</li> <li>Regain the ball</li> <li>Prevent the opponent from playing forward</li> <li>Deny penetration from the dribble</li> <li>Reducing time and space</li> </ul>	<b>BUILD PRESSURE ON THE BALL</b>	<ul style="list-style-type: none"> <li>Initiate pressure on the opponent with the ball</li> <li>Engage when chance of regaining the ball</li> <li>Provide cover: nearest players eliminate passing options</li> <li>Prevent the switch: keep the opponent on one side</li> </ul>	<b>SPACIAL &amp; POSITIONAL AWARENESS</b>
					<ul style="list-style-type: none"> <li>Scanning</li> </ul>
					<ul style="list-style-type: none"> <li>Adapting body shape</li> </ul>
					<ul style="list-style-type: none"> <li>Covering</li> </ul>
			<b>RECOVER WHEN PRESSURE IS BROKEN</b>	<ul style="list-style-type: none"> <li>Immediately (re-) apply pressure on the ball</li> <li>Look to intercept the pass</li> </ul>	<ul style="list-style-type: none"> <li>Marking</li> </ul>
			<b>DENY THE FINISH</b>	<ul style="list-style-type: none"> <li>Get narrow and close the center</li> <li>Deny the cross</li> <li>Defending the cross: defending the width of the goal</li> <li>Challenge to protect against goal attempt</li> </ul>	



# PLAYER DEVELOPMENT FRAMEWORK

9v9



U11 - U12

**FOUNDATION PHASE III**  
**SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING**

DEFENDING TO ATTACKING TRANSITION	
GAME IDEA	
<p>When we regain the ball, we immediately think and play forward, look to attack at maximum speed in order to create chances and score goals.</p> <p>When we recognize we cannot play forward, we keep the ball and move into our attacking shape.</p>	
TEAM TACTICAL PRINCIPLES	
MAIN PRINCIPLES	SUB PRINCIPLES
<b>PLAY FORWARD QUICKLY</b>	<ul style="list-style-type: none"> <li>• First action forward</li> </ul>
<b>JOIN THE ATTACK WITH SPEED</b>	<ul style="list-style-type: none"> <li>• Provide support in front of the ball</li> </ul>
<b>FINISH THE COUNTERATTACK</b>	<ul style="list-style-type: none"> <li>• Create and exploit space for self or teammate</li> </ul>
	<ul style="list-style-type: none"> <li>• Find the player in a position to score or assist</li> <li>• Finish from the dribble, pass or cross</li> </ul>

# U11 - U12

## FOUNDATION PHASE III

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# DEFENDING TO ATTACKING

When we regain the ball, we immediately think and play forward, look to attack at maximum speed in order to create chances and score goals.  
When we recognize we cannot play forward, we keep the ball and move into our attacking shape.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<b>PLAY FORWARD QUICKLY</b> <small>ADVANCE THE BALL WITH AS FEW PASSES AS POSSIBLE</small>	<ul style="list-style-type: none"> <li>First action forward</li> </ul>	<ul style="list-style-type: none"> <li>Start attacking transition immediately with forward pass or dribble:                             <ul style="list-style-type: none"> <li>- Pass forward into open space or feet to (highest) transition player (vertical / diagonal).</li> <li>- Touch forward and run or dribble aggressively at maximum speed when space is available.</li> </ul> </li> </ul>
<b>JOIN THE ATTACK WITH SPEED</b> <small>SPRINT FORWARD TO ATTACK OR SUPPORT</small>	<ul style="list-style-type: none"> <li>Provide support in front of the ball</li> </ul>	<ul style="list-style-type: none"> <li>Sprint forward and commit numbers into the attacking half.</li> <li>Get players in front of the ball as quickly as possible to attack the backline of the opponent.</li> <li>Provide a passing option: make a run in behind.</li> </ul>
<b>FINISH THE COUNTERATTACK</b> <small>CREATE SCORING OPPORTUNITY AND SCORE</small>	<ul style="list-style-type: none"> <li>Create and exploit space for self or teammate</li> </ul>	<ul style="list-style-type: none"> <li>Separate from opponent and receive between the lines.</li> <li>Exploit space behind opponent backline: make a run to receive in behind.</li> <li>Make a run to free up space for teammate to receive.</li> </ul>
	<ul style="list-style-type: none"> <li>Find the player in a position to score or assist</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the right moment to pass to a teammate in a better position to score or assist.</li> <li>-keep composure (decision at full speed).</li> </ul>
	<ul style="list-style-type: none"> <li>Finish from dribble, pass or cross</li> </ul>	<ul style="list-style-type: none"> <li>The player on the ball decides to shoot after a dribble when in a goalscoring position.</li> <li>The player in a scoring position receives the ball from a teammate in a wide position (cross) or central position (pass) and shoots on goal.</li> </ul>

# U11 - U12

## FOUNDATION PHASE III

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# DEFENDING TO ATTACKING

When we regain the ball, we immediately think and play forward, look to attack at maximum speed in order to create chances and score goals.  
When we recognize we cannot play forward, we keep the ball and move into our attacking shape.

FIELD	PHASE	OBJECTIVE	TEAM TACTICAL PRINCIPLES		PLAYER ACTIONS
			MAIN PRINCIPLES	SUB PRINCIPLES	WITH THE BALL
DEFENDING HALF	BUILDING UP	<ul style="list-style-type: none"> <li>• Advance the ball</li> <li>• Keep the ball</li> </ul>	<b>PLAY FORWARD QUICKLY</b>	<ul style="list-style-type: none"> <li>• First action forward</li> </ul>	• Controlling
					• Protecting
					• Driving
					• Dribbling
					• Passing
					• Shooting
ATTACKING HALF	CREATING & SCORING	<ul style="list-style-type: none"> <li>• Score goal</li> <li>• Create chance</li> <li>• Advance the ball</li> <li>• Keep the ball</li> </ul>	<b>JOIN THE ATTACK WITH SPEED</b>	<ul style="list-style-type: none"> <li>• Provide support in front of the ball</li> </ul>	<b>SPACIAL &amp; POSITIONAL AWARENESS</b>
					• Scanning
			<b>FINISH THE COUNTERATTACK</b>	<ul style="list-style-type: none"> <li>• Exploit space for self or teammate</li> <li>• Find the player in a position to score or assist</li> <li>• Finish from dribble, pass, or cross</li> </ul>	• Supporting
					• Adapting body shape

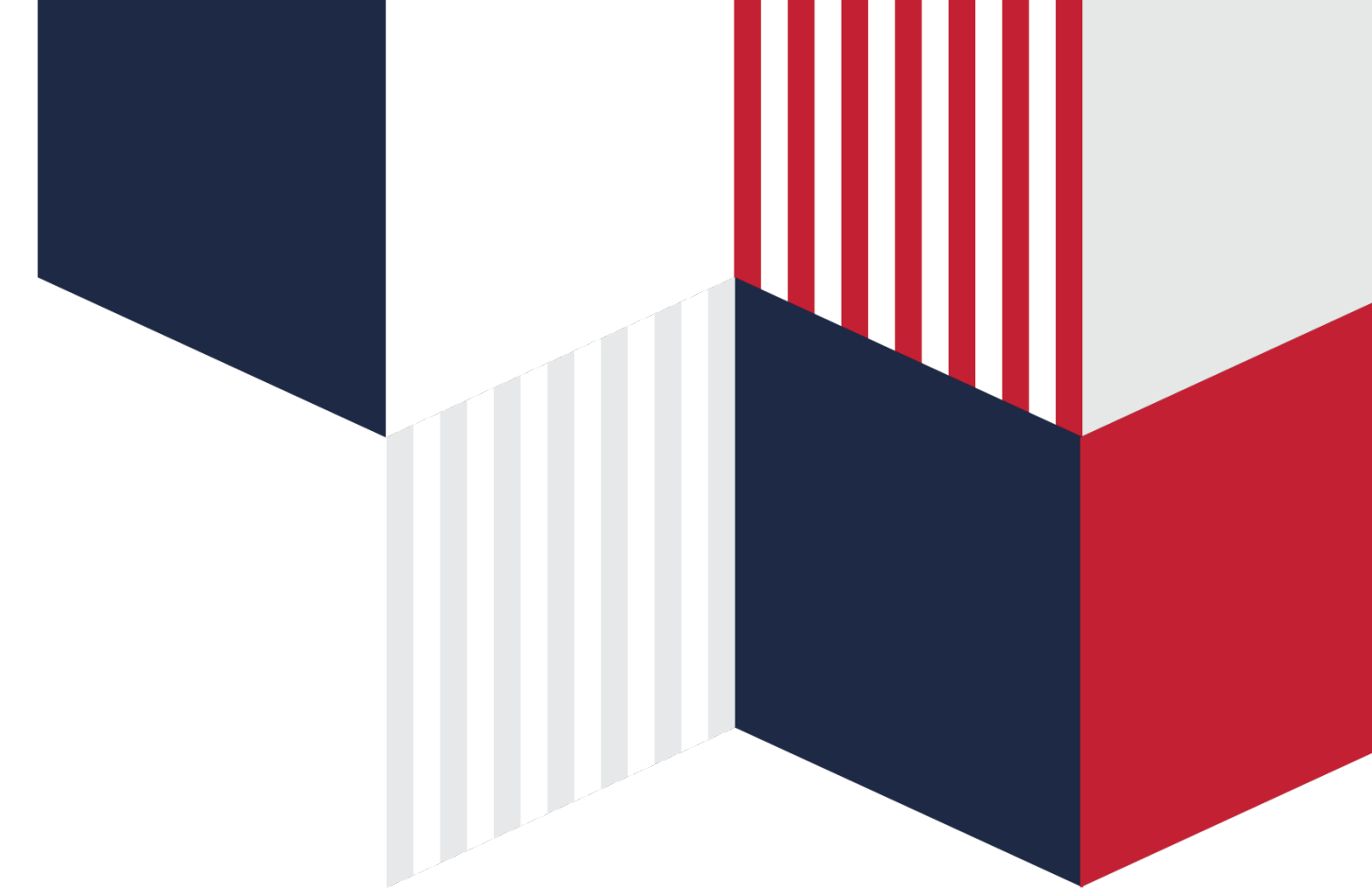


U . S . S O C C E R F E D E R A T I O N  
**PLAYER DEVELOPMENT  
FRAMEWORK**  
**11V11**  
**U13 - U14 LEARNING PLAN**



U.S. SOCCER FEDERATION - TECHNICAL PLAN

**PLAYER-CENTERED**



# WHO IS IN FRONT OF US?

**A PLAYER-CENTERED APPROACH TO PLAYING THE GAME**  
FOCUS ON CREATING A DEVELOPMENTALLY APPROPRIATE LEARNING ENVIRONMENT

## DEVELOPMENTAL STAGE: ADOLESCENCE

B-U5	B-U6	B-U7	B-U8	B-U9	B-U10	B-U11	B-U12	B-U13	B-U14	B-U15	B-U16	B-U17	B-U18
G-U5	G-U6	G-U7	G-U8	G-U9	G-U10	G-U11	G-U12	G-U13	G-U14	G-U15	G-U16	G-U17	G-U18

GAME FORMAT: 1v1	SOCIAL CHARACTERISTICS	EMOTIONAL CHARACTERISTICS	COGNITIVE CHARACTERISTICS	PHYSICAL CHARACTERISTICS
U13 U14	<ul style="list-style-type: none"> <li>Transitioning to a new, unknown social environment (middle school to high school at U14)</li> <li>Start asserting individuality and establishing their own identity which may lead to conflict with authority; may be critical of parents and other authority figures</li> <li>Unsure about their place in society and are heavily dependent on a peer group/best friend</li> <li>Can experience conflict between the need to be an individual while also fitting in with the group</li> <li>In addition to being influenced by friends, are also influenced by pop culture, sports culture, and social media</li> <li>Males may be more concerned about play/game and females may be more concerned about the social interaction</li> <li>Males may show more assertiveness and may exhibit an inner urge to measure and compare oneself to others</li> <li>Females may be a little bit more ahead and more mature in their behavior (more disciplined, less impulsive)</li> <li>Females may often underestimate their own abilities</li> </ul>	<ul style="list-style-type: none"> <li>Sensitive about their appearance</li> <li>May exhibit strong mood swings (struggle with impulse control and lack emotional maturity)</li> <li>Focused on direct satisfaction of one's needs and are opportunistic. They are still impulsive and can often react too quickly because they don't see all consequences</li> <li>May feel anxious or sad and sometimes worried because they are not able to see all the potential outcomes</li> <li>Vulnerable to peer pressure</li> <li>May feel embarrassed if parents are around them in social settings</li> <li>May begin to be more aware of physical changes and sexuality particularly in comparison to their peers (early vs. late maturing individuals)</li> <li>Females may exhibit more fear of exclusion (bullying/social media impact)</li> <li>Incidents of depression increases after puberty. Females show higher rates than males</li> </ul>	<ul style="list-style-type: none"> <li>They can form abstractions and generalizations that apply across different situations (i.e., justice, equality, etc.)</li> <li>Can use their own reasoning to move beyond the information given and form conclusions and their own opinions (not everything is accepted unthinkingly)</li> <li>Begin to be mature enough to take responsibility for their own commitment level</li> <li>Can plan ahead and organize tasks with little to no guidance from adults</li> <li>They can start to pursue gaining expert knowledge in some domains inside or outside school, and began to develop an identity around that domain (i.e., 'the artist', 'the midfielder', etc.)</li> <li>Have sense of respect for their sport and can begin to make commitments (either in performance or participation)</li> </ul>	<ul style="list-style-type: none"> <li>Rapid growth leads to increases in height, weight, and visible physical changes (increase in muscles mass and body fat)</li> <li>Will have different rates of neuromuscular strength, height, and weight changes</li> <li>May exhibit adolescent awkwardness as a result of rapid changes (injury rates tend to increase during this stage due to physical changes-ankle sprains, tendonitis, patellofemoral pain, pain at tendon insertions-Osgood-Schlatters, and Sever's Disease)</li> <li>In general, early maturing females who have began the adolescent growth spurt have been on a slow, steady growth spurt compared to early maturing males who may experience a much more accelerated growth spurt</li> <li>The culmination of physical changes plus the start of menstrual cycle predisposes females to injuries</li> <li>Due to hormone changes caused by the menstrual cycle, females may experience increased joint laxity (looseness)</li> <li>Females may show Increased hip width</li> <li>Females may exhibit a reliance on quad landing strategies</li> </ul>

### PROGRESSION PHASE I

#### SCANNING & POSITIONING, RECEIVING, DRIBBLING, QUICK COMBINATION PLAY AND FINISHING

#### GOALS

- **Players develop scanning skills (ME AND MY SCANNING SKILLS)**
- **Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)**
- **Players continue to develop fundamental soccer skills with and without the ball under a high level of pressure (ME AND THE BALL)**
- **Players develop high structured team play based on a style of play (ME AND MY TEAMMATES)**

#### LEARNING ENVIRONMENT: OBJECTIVES

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>To understand injury prevention methods and techniques</li> <li>To continue to develop more complex movement skills with an emphasis on multi-lateral development                             <ul style="list-style-type: none"> <li>-maintain and enhance flexibility, strength, power, agility and mobility</li> </ul> </li> <li>To develop reaction speed and acceleration speed: focus on accelerations and deceleration</li> <li>To develop a systematic approach to solving game situations (collaboration)</li> <li>To develop coordinated movements with groups of teammates: including increased spatial awareness and interchange of roles during play                             <ul style="list-style-type: none"> <li>-midfield interchange (rotations)</li> <li>-penetrations by center backs (dribble with the ball to create numerical overload in midfield)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>To develop more complex player actions with a focus on quick combination play (pace and fluidity) under high pressure in tight spaces</li> <li>To develop the understanding and execution of overload situations in attacking and defending</li> <li>To apply team principles in attacking, defending and transition moments: utilize a Style of Play as a structure for decision-making                             <ul style="list-style-type: none"> <li>-play in a formation with roles and responsibilities:</li> <li>-focus on anticipation and support</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>To develop a deeper understanding of responsibilities of players off the ball</li> <li>To develop player ownership and independence:                             <ul style="list-style-type: none"> <li>-including a player-led warm-up routine</li> <li>-player to player coaching (using verbal and non-verbal communication)</li> </ul> </li> <li>To develop self-efficacy, self-reflection and self-regulation skills</li> <li>To develop teamwork: group discussion and reflection skills</li> </ul> |
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#### LEARNING ENVIRONMENT: ACTIVITIES

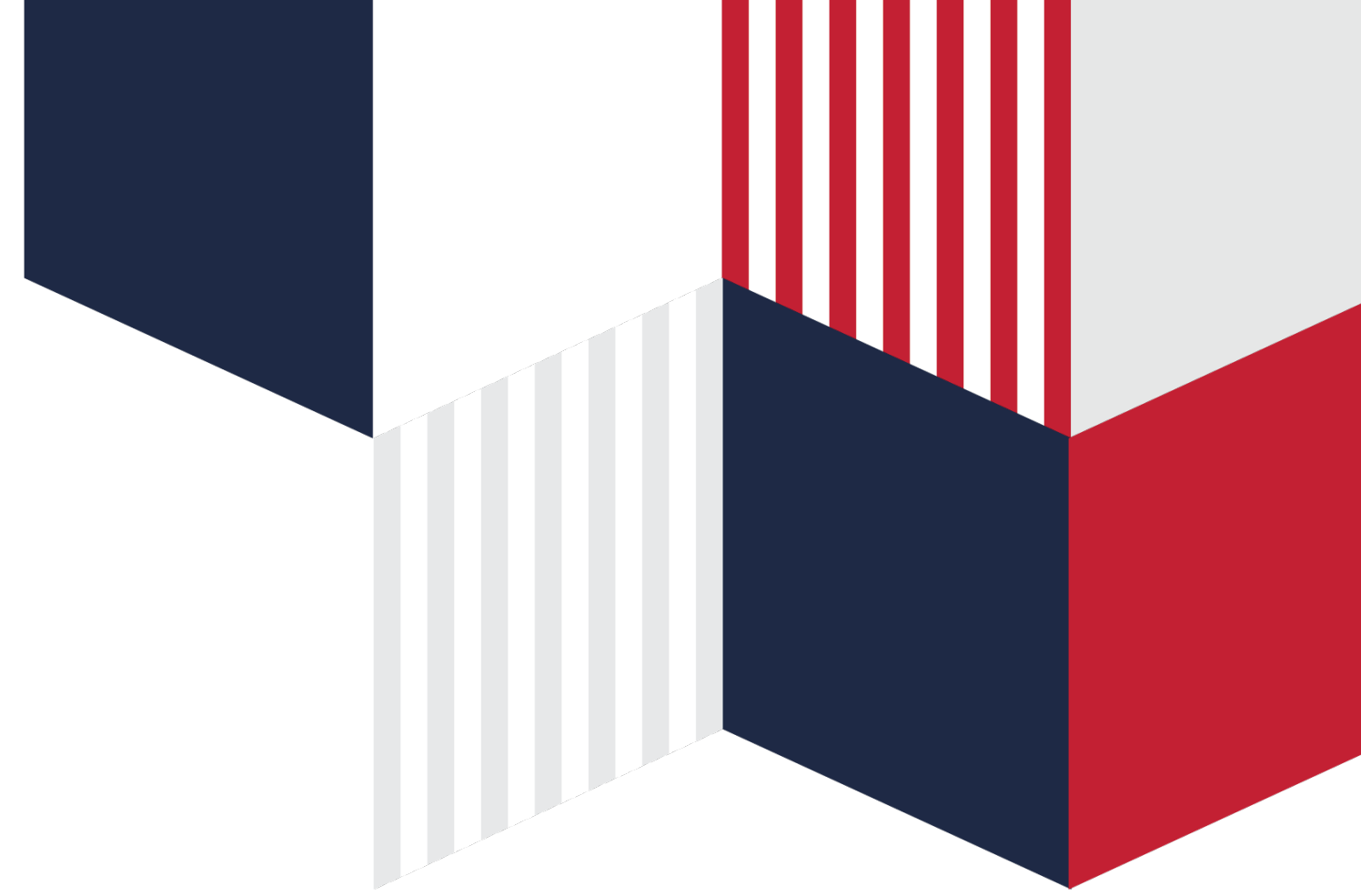
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|---|---|
| <ul style="list-style-type: none"> <li>Utilize a variety of activities that help develop the U.S. Soccer Key Qualities</li> <li>Activities should be flexible enough to allow for individual differences concerning the growth spurt                             <ul style="list-style-type: none"> <li>-activities should be flexible to allow for the workload placed on individuals</li> </ul> </li> <li>Activities can still be formed around deliberate PLAY with the ball (one player - one ball), but should now focus on small group and team play                             <ul style="list-style-type: none"> <li>-utilize specific training session goals(team tactical principles, sub-principles, and player actions)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Focus on decision-making through GAMES (learning through highly structured play that allows for players' choice)                             <ul style="list-style-type: none"> <li>-utilize inclusionary small sided games: 1v1 → 11v11 (based on roster size and including use of unbalanced games)</li> </ul> </li> <li>Use of positional games (rondos)</li> <li>Use of activities over both short and long distances to develop different player actions</li> </ul> |
|---|---|

#### LEARNING ENVIRONMENT: COACHING

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Be supportive, challenge appropriately, and prevent/manage conflict</li> <li>Educate players and provide autonomy for them to lead different activities including injury prevention routines</li> <li>Control workload to help prevent injury (as bodies continue to grow)                             <ul style="list-style-type: none"> <li>-help players understand the difference between "being hurt" and "being injured"</li> <li>-coordinate with any other medical professionals or sport coaches</li> </ul> </li> <li>Encourage and support playing and development in multiple roles and positions throughout the season</li> <li>Encourage collaboration: a coach can expect his or her players to understand the game, anticipate problems and use teammates to solve them                             <ul style="list-style-type: none"> <li>-promote players to ask questions and provide input and feedback to each other</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Promote individuality within the team setting</li> <li>Continue to be aware of individual differences (especially between boys and girls) in maturation as some players will have already completed their growth spurt.                             <ul style="list-style-type: none"> <li>-be aware of early and late developers and help players not compare themselves to others</li> </ul> </li> <li>Be wary of verbal comparisons and/or over criticizing (also within player-to-player interactions both on and off the field including social media)                             <ul style="list-style-type: none"> <li>-maintain zero tolerance for bullying</li> </ul> </li> <li>Acknowledge frustrations and disappointment and help them develop coping strategies</li> <li>Empower players to resolve conflict</li> <li>Incorporate routines and moderate-level of structure</li> <li>Understand the different means of engaging players and when to guide versus when to command/instruct (use different types of questions (higher order questions) to engage players)</li> </ul> |
|--|--|



# GAME FORMATION



**4v4**  
U7-U8



**7v7**  
U9-U10



**9v9**  
U11-U12



**11v11**  
U13+





# PLAYER-CENTERED: THE PLAYER

11v11



U13 - U14

## SOCIAL

- Transitioning to a new, unknown social environment (middle school to high school at U14)
- Start asserting individuality and establishing their own identity which may lead to conflict with authority; may be critical of parents and other authority figures
- Unsure about their place in society and are heavily dependent on a peer group/best friend
- Can experience conflict between the need to be an individual while also fitting in with the group
- In addition to being influenced by friends, are also influenced by pop culture, sports culture, and social media
- Males may be more concerned about play/game and females may be more concerned about the social interaction
- Males may show more assertiveness and may exhibit an inner urge to measure and compare oneself to others
- Females may be a little bit more ahead and more mature in their behavior (more disciplined, less impulsive)
- Females may often underestimate their own abilities



# PLAYER-CENTERED: THE PLAYER

11v11



U13 - U14

## EMOTIONAL

- Sensitive about their appearance
- May exhibit strong mood swings (struggle with impulse control and lack emotional maturity)
- Focused on direct satisfaction of one's needs and are opportunistic. They are still impulsive and can often react too quickly because they don't see all consequences
- May feel anxious or sad and sometimes worried because they are not able to see all the potential outcomes
- Vulnerable to peer pressure
- May feel embarrassed if parents are around them in social settings
- May begin to be more aware of physical changes and sexuality particularly in comparison to their peers (early vs. late maturing individuals)
- Females may exhibit more fear of exclusion (bullying/social media impact)
- Incidents of depression increases after puberty. Females show higher rates than males



# PLAYER-CENTERED: THE PLAYER

11v11



U13 - U14

## COGNITIVE

- They can form abstractions and generalizations that apply across different situations (i.e., justice, equality, etc.)
- Can use their own reasoning to move beyond the information given and form conclusions and their own opinions (not everything is accepted unthinkingly)
- Begin to be mature enough to take responsibility for their own commitment level
- Can plan ahead and organize tasks with little to no guidance from adults
- They can start to pursue gaining expert knowledge in some domains inside or outside school, and began to develop an identity around that domain (i.e., 'the artist', 'the midfielder', etc.)
- Have sense of respect for their sport and can begin to make commitments (either in performance or participation)



# PLAYER-CENTERED: THE PLAYER

11v11



U13 - U14

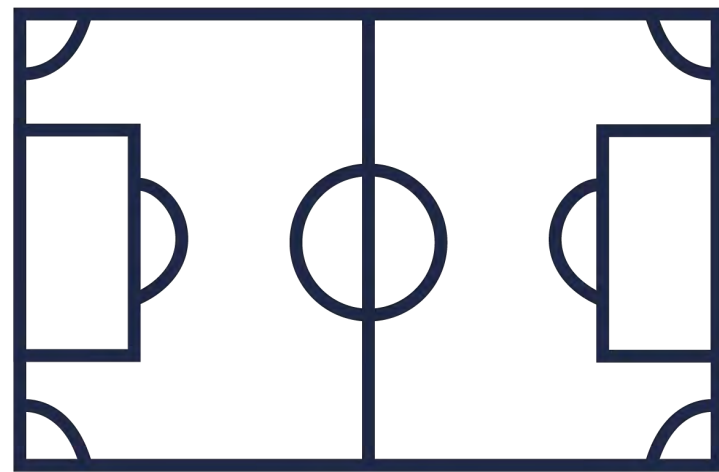
## PHYSICAL

- Rapid growth leads to increases in height, weight, and visible physical changes (increase in muscles mass and body fat)
- Will have different rates of neuromuscular strength, height, and weight changes
- May exhibit adolescent awkwardness as a result of rapid changes (injury rates tend to increase during this stage due to physical changes-ankle sprains, tendonitis, patellofemoral pain, pain at tendon insertions-Osgood-Schlatters, and Sever's Disease)
- In general, early maturing females who have begun the adolescent growth spurt have been on a slow, steady growth spurt compared to early maturing males who may experience a much more accelerated growth spurt
- The culmination of physical changes plus the start of menstrual cycle predisposes females to injuries
- Due to hormone changes caused by the menstrual cycle, females may experience increased joint laxity (looseness)
- Females may show Increased hip width
- Females may exhibit a reliance on quad landing strategies



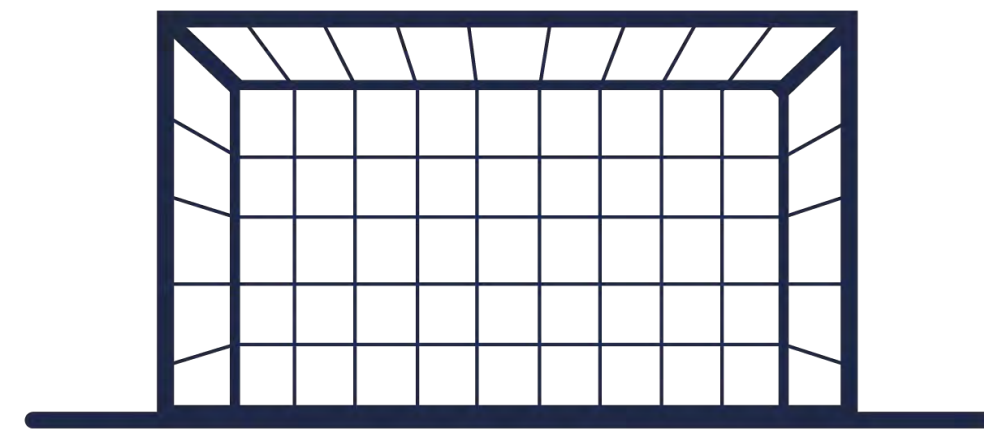
# 11v11 STANDARDS OF PLAY

## FIELD OF PLAY



Length- Min 100 yards/ Max 130 yards  
Width- Min 50 yards/ Max 100 yards

## GOALS



Goals should be 8 feet (height) x 24 feet (width)

## LAW 2 - BALL



Size 5 ball

## LAW 3 - # OF PLAYERS



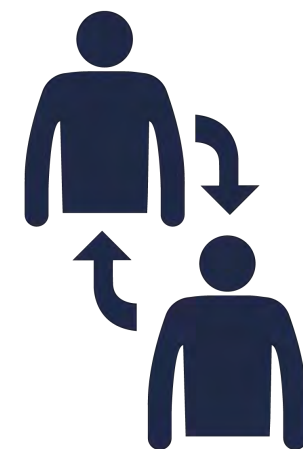
10 field players and 1 goalkeeper

## LAW 3 - # OF PLAYERS



Game may not start or continue if there are less than 7 players on a team

## SUBSTITUTIONS



\*Substitutions are unlimited (Modified Laws of the Game) and can occur at any stoppage

## LAW 5 - REFEREE



As a minimum, referees must have the U.S. Soccer Grassroots Referee License.

## LAW 6 - OTHER MATCH OFFICIALS



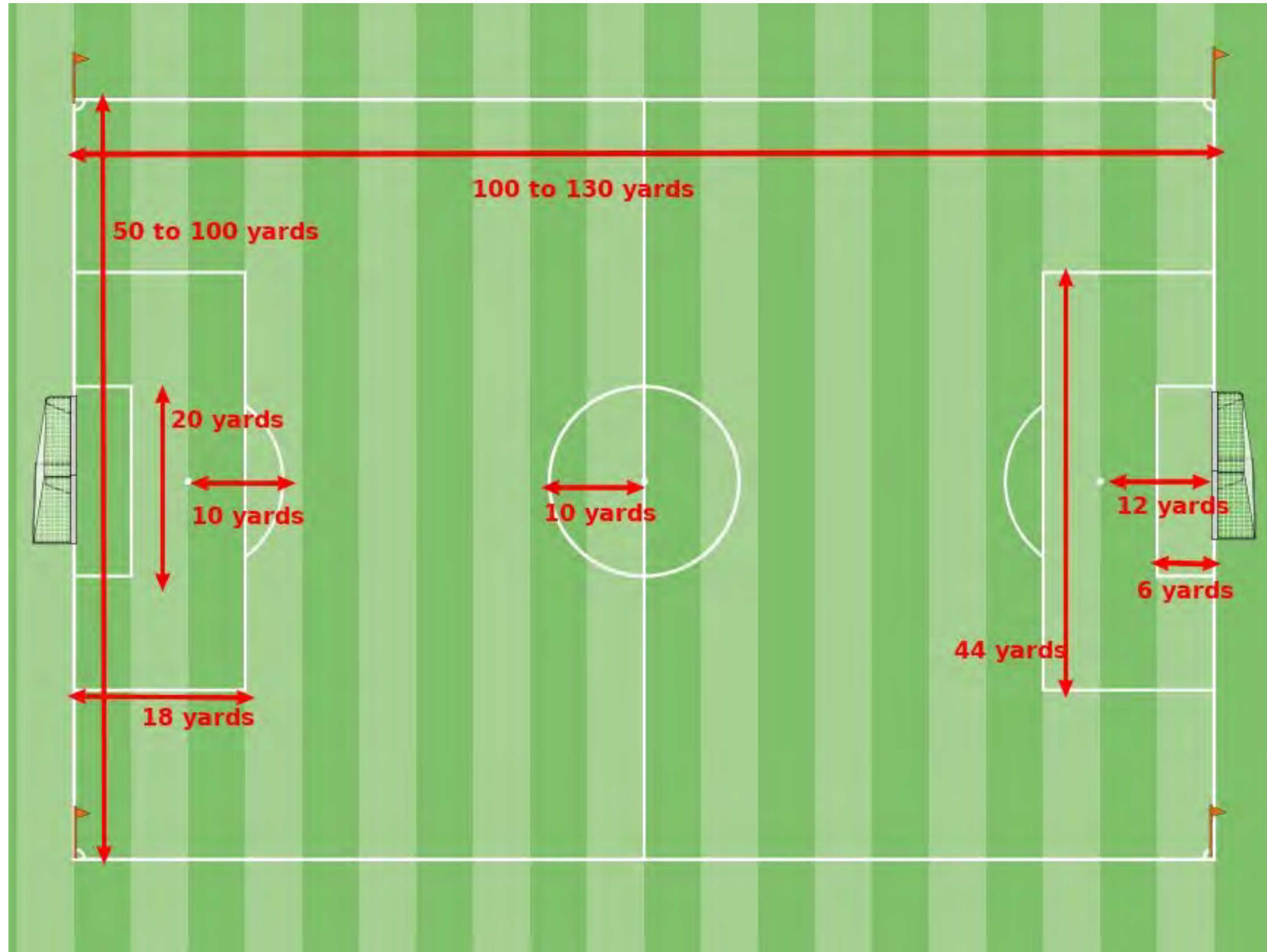
Assistant Referees must have a minimum of the U.S. Soccer Grassroots Referee License

\*The use of return substitutions is only permitted in youth, veterans, disability and grassroots football, subject to the agreement of the national football association, confederation or FIFA



11V11 STANDARDS OF PLAY

# FIELD SIZE





# PLAYER DEVELOPMENT FRAMEWORK

11v11



U13 - U14

## PROGRESSION PHASE I SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

### Soccer Development

- GOALS**
- Players develop scanning skills (ME AND MY SCANNING SKILLS)
  - Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)
  - Players continue to develop fundamental soccer skills with and without the ball under a high level of pressure (ME AND THE BALL)
  - Players develop high structured team play based on a style of play (ME AND MY TEAMMATES)

### Learning objectives

- To understand injury prevention methods and techniques
- To continue to develop more complex movement skills with an emphasis on multi-lateral development: maintain and enhance flexibility, strength, power, agility and mobility
- To develop reaction speed and acceleration speed: focus on accelerations and deceleration
- To develop a systematic approach to solving game situations (collaboration)
- To develop coordinated movements with groups of teammates: including increased spatial awareness and interchange of roles during play
  - midfield interchange (rotations)
  - penetrations by center backs (dribble with the ball to create numerical overload in midfield)
- To develop more complex player actions with a focus on quick combination play (pace and fluidity) under high pressure in tight spaces
- To develop the understanding and execution of overload situations in attacking and defending
- To apply team principles in attacking, defending and transition moments: utilize a Style of Play as a structure for decision-making
  - play in a formation with roles and responsibilities:
  - focus on anticipation and support
- To develop a deeper understanding of responsibilities of players off the ball
- To develop player ownership and independence:
  - including a player-led warm-up routine
  - player to player coaching (using verbal and non-verbal communication)
- To develop self-efficacy, self-reflection and self-regulation skills
- To develop teamwork: group discussion and reflection skills



# THE GAME MOMENTS





# PLAYER DEVELOPMENT FRAMEWORK

**11v11**



**U13 - U14**

**PROGRESSION PHASE I**  
**SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING**

ATTACKING	
GAME IDEA	
When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.	
TEAM TACTICAL PRINCIPLES	
MAIN PRINCIPLES	SUB PRINCIPLES
<b>CREATE ATTACKING TEAM SHAPE</b>	Create appropriate height, width, depth Create optimal attacking distances between players
<b>PROVIDE OPTIONS TO PLAY FORWARD</b>	Provide vertical or diagonal passing options Overload centrally or wide Move or lose opponent when marked Make runs behind the defensive line Give immediate support to teammate under pressure
<b>BREAK LINES TO ADVANCE ATTACK</b>	Drive with the ball to exploit space Engage opponent: create 1v1 or 2v1 Find a free player between or behind the lines Switch play: pass the ball to opponent's weak zone
<b>TAKE COUNTERMEASURES: ANTICIPATE OPPONENT COUNTER</b>	Push up the defensive line with speed: stay connected and compact
<b>FINISH THE ATTACK AS FAST AS POSSIBLE</b>	Separate: time run or quick movement to unmark Final pass: through ball or combination play Numbers in the box: fill zones in front of goal Cross: into space or player Take on 1v1 to create or score Finish: use limited touches

# U13 - U14

## PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<p><b>CREATE ATTACKING SHAPE</b> POSITION TO STRETCH OPPONENT AND CREATE SPACE</p>	<ul style="list-style-type: none"> <li>• Create appropriate height, width, depth</li> </ul>	<ul style="list-style-type: none"> <li>• Attacking players position as high as possible:               <ul style="list-style-type: none"> <li>- Pin or move the opponent's back line to stretch the opponent's team in length.</li> <li>- Lower the level of vertical compactness of opponent:                   <ul style="list-style-type: none"> <li>- create more space between the opponent's defensive lines (specifically, between the the opponent's back line and midfield).</li> </ul> </li> </ul> </li> <li>• Wide forwards and/or fullbacks (wide players):               <ul style="list-style-type: none"> <li>- Position wide while avoiding two players in a direct line: position attack across different lanes</li> <li>- Lower level of horizontal (sideline to sideline) compactness of opponent                   <ul style="list-style-type: none"> <li>- create more space centrally: creating passing lanes into the opponent's block</li> <li>or</li> <li>- take advantage of space in wide areas</li> </ul> </li> </ul> </li> <li>• Center backs and/or fullbacks (occasionally midfielders):               <ul style="list-style-type: none"> <li>- Position behind the ball in supporting position.</li> <li>- Lower the level of vertical compactness of opponent:                   <ul style="list-style-type: none"> <li>- create enough space to create strong ball circulation</li> <li>- enable a switch of play</li> </ul> </li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Create optimal attacking distances between players</li> </ul>	<ul style="list-style-type: none"> <li>• Spread out with optimal passing distance between players.</li> <li>• Create relationships - connections between players.</li> <li>• Exploit space in opponent's defending team shape.</li> </ul>

# U13 - U14

## PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<p><b>PROVIDE OPTIONS TO PLAY FORWARD</b> (RE-)POSITION TO CREATE ADVANTAGE AND RECEIVE THE BALL</p>	<ul style="list-style-type: none"> <li>• Provide vertical or diagonal passing options</li> </ul>	<ul style="list-style-type: none"> <li>• Exploit the space in and around the opponent's defensive block and create a positional advantage:               <ul style="list-style-type: none"> <li>- Avoid two players in a direct line.</li> <li>- Move and provide a good supporting angle: receive facing forward to play forward when possible.</li> <li>- Stay away from the ball when player on the ball has time and space to play forward.</li> </ul> </li> <li>• Triangulate: we position to provide the player on the ball with at least two forward (diagonal/vertical) passing options on different levels of height and width.</li> <li>• Rotate: interchange position to create a dynamic advantage.</li> </ul>
	<ul style="list-style-type: none"> <li>• Create overload centrally or wide</li> </ul>	<ul style="list-style-type: none"> <li>• Create a numerical advantage in a specific area of the field:               <ul style="list-style-type: none"> <li>- Position to outnumber opponent in the area around the ball or area away from the ball</li> <li>- Allow more players to attack - penetrations of midfielders or defenders</li> <li>- Drop midfielders or attackers</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Move or lose opponent when marked</li> </ul>	<ul style="list-style-type: none"> <li>• If marked move to <u>open space</u> or move to <u>open the space</u>:</li> <li>• Lose opponent to receive the ball               <ul style="list-style-type: none"> <li>- Distance from defender in space (get unmarked)/ move between the lines</li> </ul> </li> <li>• Move opponent to receive the ball               <ul style="list-style-type: none"> <li>- Draw opponent out of defending position to create space for self to receive (requires explosive change of direction)</li> </ul> </li> <li>• Move to create space and passing options for teammate to receive               <ul style="list-style-type: none"> <li>- Draw opponent out of defending position to create space for teammate to exploit and receive ball</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Make runs behind the defensive line</li> </ul>	<ul style="list-style-type: none"> <li>• Make run when player on the ball is facing forward and has no pressure or has pressure but can play forward</li> <li>• Use different runs and time run to avoid offside (straight run, curved run, ...)</li> <li>• Receive the ball facing forward</li> </ul>
	<ul style="list-style-type: none"> <li>• Give immediate support to teammate under pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the player on the ball is under pressure and has no immediate options:               <ul style="list-style-type: none"> <li>- Above the ball: move towards the ball to create a passing option</li> <li>- Behind the ball: adjust position to create passing option</li> </ul> </li> </ul>

# U13 - U14

## PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<b>BREAK LINES TO ADVANCE ATTACK</b> PROGRESS THE BALL FORWARD AND ELIMINATE OPPONENT(S)	<ul style="list-style-type: none"> <li>• Drive with the ball to exploit space</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and exploit space.</li> <li>• Accelerate play through dribble: individually progress the ball into space with change of tempo.</li> <li>• Attract opponent (draw attention).</li> </ul>
	<ul style="list-style-type: none"> <li>• Engage opponent: create 1v1 or 2v1</li> </ul>	<ul style="list-style-type: none"> <li>• Dribble and look for 1v1 or 2v1 :                             <ul style="list-style-type: none"> <li>- Engage to isolate opponent:</li> <li>- Eliminate through dribble: take opponent on in 1v1</li> <li>- Eliminate through pass or give and go</li> </ul> </li> <li>• Move or hold the ball to attract opponent:                             <ul style="list-style-type: none"> <li>- Move the opponent, invite pressure to create space for teammate.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Find a free player between or behind the lines</li> </ul>	<ul style="list-style-type: none"> <li>• Pass quickly, accurately and with appropriate pace to a free player.</li> <li>• Skip a line: recognize opportunity &amp; take risk: look furthest first, look nearest second.</li> <li>• Pass dictates the action: pass with intent.</li> </ul>
	<ul style="list-style-type: none"> <li>• Switch play: pass the ball to opponents' weak zone</li> </ul>	<ul style="list-style-type: none"> <li>• Draw opponent to one side and find space on the opposite side:                             <ul style="list-style-type: none"> <li>- Direct change of point: long pass</li> <li>- Indirect change of point: short pass</li> </ul> </li> </ul>
<b>TAKE COUNTERMEASURES: ANTICIPATE OPPONENT COUNTER</b> POSITION TO PROTECT AGAINST COUNTERATTACK	<ul style="list-style-type: none"> <li>• Push up the defensive line with speed: stay connected and compact</li> </ul>	<ul style="list-style-type: none"> <li>• Provide balance (numbers).</li> <li>• We all move with the same speed and lose space in between lines that the opponent could exploit.</li> <li>• Create as high a line as possible.</li> <li>• GK take high position: stay connected with the backline .                             <ul style="list-style-type: none"> <li>- GK anticipate long pass from opponent and adjust quickly.</li> </ul> </li> </ul>

# U13 - U14

## PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<b>FINISH THE ATTACK</b> CREATE SCORING OPPORTUNITY AND SCORE	<ul style="list-style-type: none"> <li>Separate: time run or quick movement to unmark</li> </ul>	<ul style="list-style-type: none"> <li>Move into a position in and around the box to score or assist:               <ul style="list-style-type: none"> <li>Forward run behind the opponent's back line from a high position (attacking position)</li> <li>Forward run behind the opponent's back line from a deeper position (midfield position)</li> <li>Move out of sight to receive</li> </ul> </li> <li>Counter movement: opposite movement between two players</li> <li>Quick movement from opponent to create space</li> </ul>
	<ul style="list-style-type: none"> <li>Final pass: through ball or combination play</li> </ul>	<ul style="list-style-type: none"> <li>Disguised pass to manipulate opponent</li> <li>Pass quickly, accurately and with appropriate pace:               <ul style="list-style-type: none"> <li>through ball or chip ball to player who runs in behind</li> <li>pass to unmarked player in or around the box</li> </ul> </li> <li>Quick combination play between 2 or more players to find a teammate in a goalscoring position</li> <li>Recognize the player in the better position.</li> </ul>
	<ul style="list-style-type: none"> <li>Numbers in the box: fill zones in front of goal</li> </ul>	<ul style="list-style-type: none"> <li>Efficient occupation of zones in the box on cross: near post, back post, penalty spot, edge of box               <ul style="list-style-type: none"> <li>Time your run in the box</li> <li>Get unmarked or in front of opponent</li> <li>Attack the ball</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Cross: into space or player</li> </ul>	<ul style="list-style-type: none"> <li>Time the cross in front or behind the backline</li> <li>Recognize space (positioning of goalkeeper and defenders)               <ul style="list-style-type: none"> <li>recognize the positions and runs of teammates in penalty box</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Take on 1v1 to create or score</li> </ul>	<ul style="list-style-type: none"> <li>Eliminate opponent through dribble to create goalscoring opportunity</li> </ul>
	<ul style="list-style-type: none"> <li>Finish: use limited touches</li> </ul>	<ul style="list-style-type: none"> <li>Shoot from (short/long) distance</li> <li>Finish off the cross: choose your final touch</li> <li>React quickly on rebounds</li> </ul>



# PLAYER DEVELOPMENT FRAMEWORK

11v11



U13 - U14

**PROGRESSION PHASE I**  
**SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING**

PLAYER ACTIONS
A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.
<b>ATTACKING</b>
<b>WITH THE BALL</b>
Controlling
Protecting
Driving
Dribbling
Passing
Shooting
<b>SPACIAL &amp; POSITIONAL AWARENESS</b>
Scanning
Supporting
Adapting body shape

# U13 - U14

## PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

## PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

### WITH THE BALL

#### CONTROLLING

- Receiving and preparing the ball from short passes (distance of 5 to 20 yards)
- Receiving and preparing the ball in such a way that you can immediately go to goal
- Receiving and preparing the ball in such a way that it stays as close to you as possible
- Receiving by moving towards the ball when opponent is close by (attacking the ball)
- Receiving and preparing the ball from a long pass in the air
- Receiving and preparing the ball on the bounce
- Receiving and preparing the ball on the turn towards the opponent's goal as quickly as possible
- Receiving and playing in 1 touch if you can pass accurately
- Avoiding looking at the ball when receiving and preparing the ball
- Scanning for a free teammate after performing the control
- Scanning for a free teammate before or while receiving and preparing the ball
- Avoiding a long ball from bouncing - receiving before the bounce
- Receiving and playing a long ball in 1 touch if you can pass accurately

#### PROTECTING

- Shielding and maintaining possession of the ball, by placing most of the body between the ball and opponent, keeping the ball on the furthest foot away from the defender while looking for teammates
- Turning away from and out of reach of your opponent

#### DRIVING

- Running with the ball, keeping the ball as close as possible to the body
- Avoiding looking at the ball while driving the ball
- Keeping your body between the ball and the approaching opponent while driving the ball
- Running as fast as possible with the ball, picking up speed to gain as much time and territory as possible
- Creating space in advance (before controlling) in which you want to drive the ball

# U13 - U14

## PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

## PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

### WITH THE BALL

#### DRIBBLING

- Taking on the opponent
- Reading the body shape of the opponent and engaging on the most obvious/weak side
- Accelerating when eliminating the opponent
- Avoiding looking at the ball while dribbling
- Keeping your body between the ball and the opponent while dribbling
- Holding off the opponent and creating distance from the opponent
- Dribbling through a change of direction at the right time, or through a change of speed or through a feint
- Dribbling when you can cause direct danger on target

#### PASSING

- Playing the ball intentionally with different surfaces to a free teammate, into feet or space, within a distance of 5 to 20 yards
- Playing the ball to the foot so that the player receiving the ball can continue to play forward
- Making a leading pass in front of your teammate, making sure that the teammate can take the ball without having to slow down
- Looking at the player you are passing to when passing
- Trying to take out an opponent with a quick wall pass (give and go) in a small space
- Making a long pass in the air
- Playing a long ball in space so a teammate can receive the ball while running
- Avoiding passing to a player surrounded by opponents who can be immediately put under pressure
- Playing the cross at the right time and with the right ball speed outside the action area of the goalkeeper and the defender
- Disguising the pass

#### SHOOTING

- Striking the ball intentionally with different surfaces from short and medium range (1-10 yards; 11-20 yards) on the goal (finishing)
- Looking at the position of the goalkeeper before shooting at goal, and selecting a target
- Aiming for the far side if you shoot from an angle and the goalkeeper is protecting near post
- Finishing in 1 time/touch when closely marked
- Finishing on the volley / bounce
- Following the ball after the shot
- Dribbling at the goalkeeper when he/she comes out at full speed or when he or she protects the goal well and scoring from the shot becomes difficult
- Chipping the goalkeeper
- Disguising the finish

# U13 - U14

## PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

## PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

### SPACIAL & POSITIONAL AWARENESS

#### SCANNING

- Searching for the ball, teammates and the goal:
  - scanning for a free teammate after performing the control
  - scanning for a free teammate before or while receiving and preparing the ball (passing)
  - scanning and avoiding looking at the ball while dribbling
  - scanning and looking at the position of the goalkeeper before shooting at goal, and selecting a target (shooting)

#### SUPPORTING (POSITIONING)

- Looking at the player in possession of the ball
- Finding open space for self and indicating this, verbally or non-verbally, to the player in possession of the ball
- Repositioning after giving a pass (ex. give and go)
- Assessing teammates' movements and moving off each other
- Unmarking and running behind opponent when a teammate on the ball is looking for options
- Looking to get out of sight from the defender's vision
- Losing direct opponent by switching positions with a teammate
- Anticipating as the third player who will get the ball after a pass between two teammates

#### ADAPTING BODY SHAPE

- Adjusting shoulders and hips to be 45 - 90 degrees towards the attacking goal
- While approaching, have an optimal overview of the game situation.

# U13 - U14

## PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

FIELD	PHASE	OBJECTIVE	TEAM TACTICAL PRINCIPLES		PLAYER ACTIONS
			MAIN PRINCIPLES	SUB PRINCIPLES	WITH THE BALL
DEFENDING HALF	BUILDING UP	<ul style="list-style-type: none"> <li>• Advance the ball</li> <li>• Keep the ball</li> </ul>	<b>CREATE ATTACKING SHAPE</b>	<ul style="list-style-type: none"> <li>• Create appropriate height, width, depth</li> <li>• Create optimal attacking distances between players</li> </ul>	• Controlling
					• Protecting
					• Driving
			<b>PROVIDE OPTIONS TO PLAY FORWARD</b>	<ul style="list-style-type: none"> <li>• Provide vertical or diagonal passing options</li> <li>• Create overload centrally or wide</li> <li>• Move or lose opponent when marked</li> <li>• Make runs behind the defensive line</li> <li>• Give immediate support to teammate under pressure</li> </ul>	• Dribbling
					• Passing
					• Shooting
ATTACKING HALF	CREATING & SCORING	<ul style="list-style-type: none"> <li>• Score goal</li> <li>• Create chance</li> <li>• Advance the ball</li> <li>• Keep the ball</li> </ul>	<b>BREAK LINES TO ADVANCE ATTACK</b>	<ul style="list-style-type: none"> <li>• Drive with the ball to exploit space</li> <li>• Engage opponent: create 1v1 or 2v1</li> <li>• Find a free player between or behind the lines</li> <li>• Switch play: pass the ball to the opponent's weak zone</li> </ul>	<b>SPACIAL &amp; POSITIONAL AWARENESS</b>
					• Scanning
			<b>TAKE COUNTERMEASURES: ANTICIPATE OPPONENT COUNTER</b>	<ul style="list-style-type: none"> <li>• Push up the defensive line with speed: stay connected and compact</li> <li>• Create high defensive shape behind the ball</li> </ul>	• Supporting
					<b>FINISH THE ATTACK</b>



# PLAYER DEVELOPMENT FRAMEWORK

**11v11**



**U13 - U14**

**PROGRESSION PHASE I**  
**SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING**

ATTACKING TO DEFENDING TRANSITION	
GAME IDEA	
<p>When we lose the ball, we want to regain it early by reacting immediately with maximum intensity. When we recognize we are unable to pressure the ball, we recover quickly into a defending shape.</p>	
TEAM TACTICAL PRINCIPLES	
MAIN PRINCIPLES	SUB PRINCIPLES
<b>APPLY IMMEDIATE PRESSURE ON THE BALL</b>	<ul style="list-style-type: none"> <li>Press to regain or prevent progress of the ball</li> <li>Provide cover and balance: eliminate options</li> </ul>
<b>DELAY THE COUNTERATTACK</b>	<ul style="list-style-type: none"> <li>Drop off and block direct path to goal</li> <li>Slow down and dictate opponent</li> </ul>
<b>RECOVER WITH SPEED</b>	<ul style="list-style-type: none"> <li>Get numbers back quickly and take defensive position</li> <li>Press from behind as quickly as possible</li> </ul>
<b>TAKE COUNTERMEASURES: ANTICIPATE THE COUNTER</b>	<ul style="list-style-type: none"> <li>Create passing option(s): between the lines</li> </ul>
<b>DENY FINISH FROM COUNTERATTACK</b>	<ul style="list-style-type: none"> <li>Defend the goal and create conditions to engage</li> <li>Challenge to protect against a goal attempt</li> </ul>

## PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING TO DEFENDING TRANSITION

When we lose the ball, we want to regain it early by reacting immediately with maximum intensity.  
When we recognize we are unable to pressure the ball, we recover quickly into a defending shape.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<b>APPLY IMMEDIATE PRESSURE ON THE BALL</b> REACT QUICKLY TO WIN THE BALL BACK AND STOP OPPONENTS' FORWARD PLAY	<ul style="list-style-type: none"> <li>Press to regain or prevent progress of the ball</li> </ul>	<ul style="list-style-type: none"> <li>Recognize situations when to press or hold and force wide (awareness)</li> <li>Win the ball when opportunity to regain (distance, numbers and levels of compactness)</li> <li>Nearest player(s):                             <ul style="list-style-type: none"> <li>React immediately, reduce space with speed and intensity</li> <li>Apply (frontal/diagonal) pressure on the ball: deny switch - stop long ball - prevent forward pass</li> <li>Stay disciplined: no foul</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Provide cover and balance: eliminate options</li> </ul>	PROTECT THE NEAREST SPACE: ANTICIPATE SHORT PASSING <ul style="list-style-type: none"> <li>Teammates collectively reduce space and area around the ball</li> <li>Mark outlet players - block passing lines - cover space</li> <li>Push up the lines when opposition is forced backwards</li> </ul> PROTECT THE SPACE IN BEHIND: ANTICIPATE THE LONG BALL <ul style="list-style-type: none"> <li>Central defenders anticipate the long ball when inefficient pressure: read pass and drop</li> <li>Wide defenders attach to the backline</li> <li>Adjust body position to anticipate opponent's movement or action</li> </ul>
<b>DELAY THE COUNTERATTACK</b> DROP AND NARROW, REDUCE SPEED OF OPPONENTS TO ALLOW PLAYERS TO RECOVER	<ul style="list-style-type: none"> <li>Drop off and block direct path to goal</li> </ul>	<ul style="list-style-type: none"> <li>Drop-off and protect the center:                             <ul style="list-style-type: none"> <li>Drop centrally, get narrow and defend in relation to goal</li> <li>Create compact block - numbers between ball and goal (to force play wide)</li> </ul> </li> <li>Reduce the central space between the backline</li> <li>Identify and mark the most dangerous player</li> </ul>
	<ul style="list-style-type: none"> <li>Slow down and dictate opponent</li> </ul>	<ul style="list-style-type: none"> <li>Slow down the opponent when we are unable to pressure the player on the ball and in a disadvantage (ex. outnumbered) to allow players to return in the defensive block</li> <li>Dictate direction (force backwards or wide) and speed of play (reduce speed)</li> <li>Create equal numbers or overload (in area of the ball): eliminate passing options (2v1 → 1-1)</li> </ul>

## PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING TO DEFENDING TRANSITION

When we lose the ball, we want to regain it early by reacting immediately with maximum intensity.  
When we recognize we are unable to pressure the ball, we recover quickly into a defending shape.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<b>RECOVER WITH SPEED</b> <small>SPRINT BACK TO GET BALANCED, ORGANIZED AND APPLY PRESSURE</small>	<ul style="list-style-type: none"> <li>Get numbers back quickly and take defensive position</li> </ul>	<ul style="list-style-type: none"> <li>Sprint back to get behind the ball to support teammates.</li> <li>Attach to the backline and defend in relation to the goal.</li> </ul>
	<ul style="list-style-type: none"> <li>Press from behind as quickly as possible</li> </ul>	<ul style="list-style-type: none"> <li>Sprint back and put pressure on the opponent in possession:                             <ul style="list-style-type: none"> <li>-Prevent the opponent from playing forward or dribbling with the ball.</li> <li>-Try to recover the ball (don't give up).</li> </ul> </li> </ul>
<b>TAKE COUNTERMEASURES</b> <small>POSITION TO PREPARE THE COUNTERATTACK</small>	<ul style="list-style-type: none"> <li>Create passing option(s): between the lines</li> </ul>	<ul style="list-style-type: none"> <li>Anticipate the moment when team wins the ball back :                             <ul style="list-style-type: none"> <li>-Stop defending</li> <li>-Unmark from defender</li> <li>-Position (diagonally) between the lines to set up a possible counter-attack</li> </ul> </li> </ul>
<b>DENY FINISH FROM COUNTERATTACK</b> <small>DENY SCORING OPPORTUNITIY AND PREVENT SCORING</small>	<ul style="list-style-type: none"> <li>Defend the goal and create conditions to engage</li> </ul>	<ul style="list-style-type: none"> <li>Be patient and don't commit too early (recognize distance from goal, wait for teammates)</li> <li>Isolate opponent on the ball when possible: 2v1 → 1-1</li> </ul>
	<ul style="list-style-type: none"> <li>Challenge to protect against a goal attempt</li> </ul>	<ul style="list-style-type: none"> <li>Challenge with strong determination: block shot to tackle - intercept to prevent assist                             <ul style="list-style-type: none"> <li>-When we are organized and have a numerical advantage</li> <li>-When opponent is in shooting distance</li> </ul> </li> </ul>

# U13 - U14

## PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING TO DEFENDING TRANSITION

When we lose the ball, we want to regain it early by reacting immediately with maximum intensity.  
When we recognize we are unable to pressure the ball, we recover quickly into a defending shape.

FIELD	PHASE	OBJECTIVE	TEAM TACTICAL PRINCIPLES		PLAYER ACTIONS
			MAIN PRINCIPLES	SUB PRINCIPLES	AGAINST THE BALL
ATTACKING HALF	PREVENTING BUILD UP	<ul style="list-style-type: none"> <li>Regain the ball</li> <li>Prevent the opponent from playing forward</li> <li>Deny penetration from the dribble</li> <li>Reducing time and space</li> </ul>	<b>APPLY IMMEDIATE PRESSURE ON THE BALL</b>	<ul style="list-style-type: none"> <li>Press to regain or prevent progress of the ball</li> <li>Provide cover and balance: eliminate options</li> </ul>	<ul style="list-style-type: none"> <li>Intercepting</li> </ul>
					<ul style="list-style-type: none"> <li>Pressing</li> </ul>
					<ul style="list-style-type: none"> <li>Challenging</li> </ul>
					<ul style="list-style-type: none"> <li>Delaying</li> </ul>
DEFENDING HALF	DENYING CHANCES & SCORING	<ul style="list-style-type: none"> <li>Prevent goal</li> <li>Deny a chance</li> <li>Regain the ball</li> <li>Prevent the opponent from playing forward</li> <li>Deny penetration from the dribble</li> <li>Reducing time and space</li> </ul>	<b>DELAY THE COUNTERATTACK</b>	<ul style="list-style-type: none"> <li>Drop off and block direct path to goal</li> <li>Slow down and dictate opponent</li> </ul>	<ul style="list-style-type: none"> <li>Blocking the shot</li> </ul>
					<p style="text-align: center;"><b>SPACIAL &amp; POSITIONAL AWARENESS</b></p> <ul style="list-style-type: none"> <li>Scanning</li> </ul>
			<b>RECOVER WITH SPEED</b>	<ul style="list-style-type: none"> <li>Get numbers back quickly and take defensive position</li> <li>Press from behind as quickly as possible</li> </ul>	<ul style="list-style-type: none"> <li>Adapting body shape</li> </ul>
					<ul style="list-style-type: none"> <li>Covering</li> </ul>
			<b>TAKE COUNTERMEASURES</b>	<ul style="list-style-type: none"> <li>Create passing option(s): between the lines</li> </ul>	
			<b>DENY THE FINISH</b>	<ul style="list-style-type: none"> <li>Defend the goal and create conditions to engage</li> <li>Challenge to protect against a goal attempt</li> </ul>	<ul style="list-style-type: none"> <li>Marking</li> </ul>



# PLAYER DEVELOPMENT FRAMEWORK

11v11



U13 - U14

**PROGRESSION PHASE I**  
**SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING**

DEFENDING	
GAME IDEA	
When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.	
TEAM TACTICAL PRINCIPLES	
MAIN PRINCIPLES	SUB PRINCIPLES
<b>CREATE DEFENDING SHAPE</b>	<ul style="list-style-type: none"> <li>Make team compact: vertical and horizontal                             <ul style="list-style-type: none"> <li>(Re-) Position to create a high front line</li> <li>(Re-) Position to create a high defensive line</li> </ul> </li> <li>Create optimal defending distances between players</li> </ul>
<b>BUILD PRESSURE ON THE BALL</b>	<ul style="list-style-type: none"> <li>Move as a collective unit: make play predictable</li> <li>Initiate pressure on the opponent with the ball</li> <li>Engage when chance of regaining the ball</li> <li>Provide cover and balance: eliminate passing options</li> <li>Prevent the switch: keep opponent on one side</li> </ul>
<b>RECOVER WHEN PRESSURE IS BROKEN</b>	<ul style="list-style-type: none"> <li>Immediately (re-) apply pressure on the ball</li> <li>Delay attack and regain defensive shape</li> <li>Look to intercept pass or win second ball</li> </ul>
<b>TAKE COUNTERMEASURES: ANTICIPATE TO COUNTER</b>	<ul style="list-style-type: none"> <li>Create passing option(s): between the lines</li> </ul>
<b>DENY THE FINISH</b>	<ul style="list-style-type: none"> <li>Get narrow and close the center: denying the through ball</li> <li>Marking and tracking opponent</li> <li>Deny the cross</li> <li>Defending the cross: protect the width of the goal</li> <li>Challenge to protect against goal attempt</li> </ul>

# U13 - U14

## PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# DEFENDING

When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<b>CREATE DEFENDING SHAPE</b> POSITION TO CREATE COMPACT TEAM ORGANIZATION AND REDUCE SPACE	<ul style="list-style-type: none"><li>• Make team compact: vertical and horizontal<ul style="list-style-type: none"><li>- (Re-) Position to create a high front line</li><li>- (Re-) Position to create a high defensive line</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Create a defensive block and reduce passing options for the opponent on the ball<ul style="list-style-type: none"><li>- as high as possible</li></ul></li><li>• Attacking players (re-)position to create a high line of confrontation</li><li>• Position to block passing lanes, make play predictable and build pressure</li><li>• Center backs and/or fullbacks take a high defending position to support compactness<ul style="list-style-type: none"><li>- Reduce space between different lines of the team</li><li>- Manage offside: central defender closest to the ball creates the offside line (if in own half)</li></ul></li><li>• High position of the goalkeeper to stay connected with the backline</li></ul>
	<ul style="list-style-type: none"><li>• Create optimal defending distances between players</li></ul>	<ul style="list-style-type: none"><li>• Create relationships - connections between players through spacing and distances :<ul style="list-style-type: none"><li>- Reduce options to penetrate with the ball</li><li>- Ensure cover</li><li>- Allow for interception</li></ul></li></ul>

# U13 - U14

## PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# DEFENDING

When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<p><b>BUILD PRESSURE ON THE BALL</b>  <small>CREATE CONDITIONS TO WIN THE BALL OR TO PREVENT FORWARD PLAY</small></p>	<ul style="list-style-type: none"> <li>• Move as a collective unit: make play predictable</li> </ul>	<ul style="list-style-type: none"> <li>• Move relative to the position of the ball while maintaining optimal distances between players:               <ul style="list-style-type: none"> <li>- Reduce time and space for the opponent on the ball</li> <li>- Shift and slide: no crossover with nearest teammate</li> <li>- Step: when the the ball is played backwards or when pressure on the ball</li> </ul> </li> <li>• Direct the player on the ball:               <ul style="list-style-type: none"> <li>- Reduce the options for the opponent on the ball and force to one area :</li> <li>- Block passing lanes</li> <li>- Allow passes to pressing area</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Initiate pressure on the opponent with the ball</li> </ul>	<ul style="list-style-type: none"> <li>• Nearest player pressures the ball:               <ul style="list-style-type: none"> <li>- Prevent opponent from playing forward</li> <li>- Limit time on the ball</li> <li>- Force opponent to look down</li> <li>- Force to make mistake</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Engage when chance of regaining the ball</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in the identified situations:               <ul style="list-style-type: none"> <li>- Step out and intercept when possible: for example - slow pass, bad touch,...</li> <li>- 1v1: don't get eliminated by dribble, touch or pass</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Provide cover and balance: eliminate passing options</li> </ul>	<ul style="list-style-type: none"> <li>• Block immediate passing options when teammate puts pressure on the ball               <ul style="list-style-type: none"> <li>- Cover by the closest player to prevent forward passes / progression: mark, front or track</li> <li>- Weakside players move centrally</li> <li>- Bring numbers to the area / outnumber the opponent/bring numbers around the ball</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Prevent the switch: keep opponent on one side</li> </ul>	<ul style="list-style-type: none"> <li>• Bring numbers around the ball</li> <li>• Keep opponent locked and stop from getting out of the area</li> </ul>

# U13 - U14

## PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# DEFENDING

When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<b>RECOVER WHEN PRESSURE IS BROKEN</b> <small>RE-CREATE CONDITIONS TO WIN THE BALL AND REGAIN COMPACTNESS</small>	<ul style="list-style-type: none"> <li>Immediately (re-) apply pressure on the ball</li> </ul>	<ul style="list-style-type: none"> <li>Re-apply pressure on opponent when line is broken:                             <ul style="list-style-type: none"> <li>- From behind: chase the player in possession and attempt to win the ball back without fouling</li> <li>- In front: step up and press when cover is present</li> </ul> </li> <li>Recover from switch of play:                             <ul style="list-style-type: none"> <li>- Strong shift of the team when opponent was able to switch the play</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Delay attack and regain defending shape</li> </ul>	<ul style="list-style-type: none"> <li>Slow down the opponent's attack : drop and narrow. Reduce speed of opponent to allow teammates to recover</li> <li>Recover with numbers between the ball and the goal                             <ul style="list-style-type: none"> <li>- outnumber opponent when possible</li> <li>- get organized</li> </ul> </li> <li>Track and/or mark the most dangerous players</li> </ul>
	<ul style="list-style-type: none"> <li>Look to intercept pass or win second ball</li> </ul>	<ul style="list-style-type: none"> <li>When the line is broken by the long ball: defending players                             <ul style="list-style-type: none"> <li>- Drop and narrow together</li> <li>- Compete for the second ball</li> </ul> </li> </ul>
<b>TAKE COUNTERMEASURES: ANTICIPATE TO COUNTER</b> <small>POSITION TO PREPARE THE COUNTERATTACK</small>	<ul style="list-style-type: none"> <li>Create passing option(s): between the lines</li> </ul>	<ul style="list-style-type: none"> <li>Anticipate the moment when team wins the ball back and set for transition :                             <ul style="list-style-type: none"> <li>- Stop defending</li> <li>- Unmark from defender</li> <li>- Scan field and position (diagonally) between the lines to set up a possible counter-attack</li> </ul> </li> </ul>

# U13 - U14

## PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# DEFENDING

When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<p><b>DENY THE FINISH</b> PREVENT OPPONENT FROM SCORING AND CREATING SCORING OPPORTUNITIES</p>	<ul style="list-style-type: none"> <li>• Get narrow and close the center: denying the through ball</li> </ul>	<ul style="list-style-type: none"> <li>• Always pressure the player on the ball: reduce time, space and options for the opponent on the ball</li> <li>• Prevent opponent from passing and making runs to receive behind the defensive line</li> <li>• Reduce space between teammates: narrow when closer to goal                             <ul style="list-style-type: none"> <li>- Get numbers in the central areas</li> <li>- Always provide protection for center backs by fronting them</li> <li>- drive opponent's offensive play towards wide areas</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Marking and tracking opponent</li> </ul>	<ul style="list-style-type: none"> <li>• Close marking of direct opponent in zone:                             <ul style="list-style-type: none"> <li>- split-vision: keep eye on ball and opponent</li> </ul> </li> <li>• Change marking:                             <ul style="list-style-type: none"> <li>- Scan your surroundings and communicate</li> <li>- Stay in your defensive zone when the opponent changes position</li> <li>- Pass on opponent to teammate or mark opponent coming from another zone</li> </ul> </li> <li>• Switch to player-marking: when necessary, switch from zonal marking to player marking</li> </ul>
	<ul style="list-style-type: none"> <li>• Deny the cross</li> </ul>	<ul style="list-style-type: none"> <li>• Defend the cross with support from midfielder or winger                             <ul style="list-style-type: none"> <li>- Deny cross into space or player</li> <li>- Center backs stay in central position</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Defending the cross: protect the width of the goal</li> </ul>	<ul style="list-style-type: none"> <li>• Get organized and increase the protection in front of the goal on the cross:                             <ul style="list-style-type: none"> <li>- Weakside fullback is connecting to the backline</li> <li>- Occupy strategic zones</li> </ul> </li> <li>• Close marking of direct opponent:                             <ul style="list-style-type: none"> <li>- split-vision: keep eye on ball and opponent</li> </ul> </li> <li>• Challenge: be first on the ball                             <ul style="list-style-type: none"> <li>- Aggressiveness</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Challenge to protect against goal attempt</li> </ul>	<ul style="list-style-type: none"> <li>• Engage and commit when chance of attempt on goal                             <ul style="list-style-type: none"> <li>- Don't get eliminated by dribble</li> <li>- Block shot</li> <li>- Win the second ball</li> <li>- Clearance</li> </ul> </li> </ul>

# U13 - U14

## PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

## DEFENDING

When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

### PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

#### AGAINST THE BALL

<b>INTERCEPTING</b>	<ul style="list-style-type: none"><li>• Winning or deflecting the ball, if not stay in position</li><li>• Deflecting an opponent's pass away from the intended target</li><li>• Staying in possession of the ball after stealing it and continuing with an attacking action</li><li>• Playing in one touch to a teammate</li><li>• Intercept the ball as high as possible (high point) on a long (high) ball</li></ul>
<b>PRESSING</b>	<ul style="list-style-type: none"><li>• Running to the opponent who is about to receive the ball (approx. 2 yards distance) while the ball is moving (to reduce the space for the opponent or force error)</li><li>• Having fast approach but slow arrival</li><li>• Approach is forcing into desired area</li></ul>
<b>CHALLENGING</b>	<ul style="list-style-type: none"><li>• Taking good defensive posture (on toes, knees are bent, staggered stance, ...) that allows to start the 1v1 in favorable conditions</li><li>• Always look at the ball</li><li>• Stay on your feet</li><li>• Retaining possession of the ball after winning the duel</li><li>• If you are eliminated, don't give up, challenge again immediately</li></ul>
<b>DELAYING</b>	<ul style="list-style-type: none"><li>• Slowing down, reducing speed from the opponent's action</li><li>• Driving the player on the ball to the outside (away from goal)</li></ul>
<b>BLOCK THE SHOT</b>	<ul style="list-style-type: none"><li>• Getting in between the ball and the defending goal to redirect the ball away from goal</li></ul>

# U13 - U14

## PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

## DEFENDING

When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

### PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

#### SPACIAL & POSITIONAL AWARENESS

##### SCANNING

- Searching for the ball, nearest teammates and nearest opponents in relationship to the goal we are protecting

##### ADAPTING BODY SHAPE

- Adjusting shoulders and hips to be 45 - 90 degrees towards the defending goal

##### COVERING

- Positioning at the appropriate distance from the challenging teammate, allowing to quickly put pressure again if needed
- Preventing the opponent behind your back (between the lines) from being an option

##### MARKING

- Preventing direct opponent from receiving the ball in favorable circumstances by positioning next to the opponent (proactive stance)
- Trying to look at both the ball and direct opponent
- Marking closer when closer to goal

# U13 - U14

## PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# DEFENDING

When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

FIELD	PHASE	OBJECTIVE	TEAM TACTICAL PRINCIPLES		PLAYER ACTIONS
			MAIN PRINCIPLES	SUB PRINCIPLES	AGAINST THE BALL
ATTACING HALF	PREVENTING BUILD UP	<ul style="list-style-type: none"> <li>Regain the ball</li> <li>Prevent the opponent from playing forward</li> <li>Deny penetration from the dribble</li> <li>Reducing time and space</li> </ul>	<b>CREATE DEFENDING SHAPE</b>	<ul style="list-style-type: none"> <li>Make team compact: vertical and horizontal                             <ul style="list-style-type: none"> <li>- Position to create a high front line</li> <li>- Position to create high defensive line</li> </ul> </li> <li>Create optimal defending distances between players</li> </ul>	<ul style="list-style-type: none"> <li>Intercepting</li> </ul>
					<ul style="list-style-type: none"> <li>Pressing</li> <li>Challenging</li> <li>Delaying</li> <li>Block the shot</li> </ul>
DEFENDING HALF	DENYING CHANCES & SCORING	<ul style="list-style-type: none"> <li>Prevent goal</li> <li>Deny a chance</li> <li>Regain the ball</li> <li>Prevent the opponent from playing forward</li> <li>Deny penetration from the dribble</li> <li>Reducing time and space</li> </ul>	<b>BUILD PRESSURE ON THE BALL</b>	<ul style="list-style-type: none"> <li>Move as a collective unit: make play predictable</li> <li>Initiate pressure on the opponent with the ball</li> <li>Engage when chance of regaining the ball</li> <li>Provide cover and balance: eliminate passing options</li> <li>Prevent the switch: keep opponent on one side</li> </ul>	<b>SPACIAL &amp; POSITIONAL AWARENESS</b> <ul style="list-style-type: none"> <li>Scanning</li> <li>Adapting body shape</li> </ul>
			<b>RECOVER WHEN PRESSURE IS BROKEN</b>	<ul style="list-style-type: none"> <li>Immediately (re-) apply pressure on the ball</li> <li>Delay attack and regain defensive shape</li> <li>Look to intercept pass or win second ball</li> </ul>	<ul style="list-style-type: none"> <li>Covering</li> </ul>
			<b>TAKE COUNTERMEASURES: ANTICIPATE TO COUNTER</b>	<ul style="list-style-type: none"> <li>Create passing option(s): between the lines</li> </ul>	
			<b>DENY THE FINISH</b>	<ul style="list-style-type: none"> <li>Get narrow and close the center: denying the through ball</li> <li>Marking and tracking opponent</li> <li>Deny the cross</li> <li>Defending the cross: protect the width of the goal</li> <li>Challenge to protect against any goal attempt</li> </ul>	<ul style="list-style-type: none"> <li>Marking</li> </ul>



# PLAYER DEVELOPMENT FRAMEWORK

**11v11**



**U13 - U14**

**PROGRESSION PHASE I**  
**SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING**

DEFENDING TO ATTACKING TRANSITION	
GAME IDEA	
<p>When we regain the ball, we immediately think and play forward, look to attack at maximum speed in order to create chances and score goals.</p> <p>When we recognize we cannot play forward, we keep the ball and move into our attacking shape.</p>	
TEAM TACTICAL PRINCIPLES	
MAIN PRINCIPLES	SUB PRINCIPLES
<b>PLAY FORWARD QUICKLY</b>	<ul style="list-style-type: none"> <li>• First action forward</li> <li>• Continue to play forward</li> </ul>
<b>SECURE THE BALL</b>	<ul style="list-style-type: none"> <li>• Play out of pressure</li> <li>• Keep the ball and initiate build up</li> </ul>
<b>JOIN THE ATTACK WITH SPEED</b>	<ul style="list-style-type: none"> <li>• Provide support in front of the ball</li> <li>• Provide support behind the ball</li> </ul>
<b>TAKE COUNTERMEASURES : ANTICIPATE THE COUNTER</b>	<ul style="list-style-type: none"> <li>• Push up the defensive line with speed: stay connected and compact</li> </ul>
<b>FINISH THE COUNTERATTACK AS FAST AS POSSIBLE</b>	<ul style="list-style-type: none"> <li>• Create and exploit space for self or teammate</li> <li>• Attack space or engage opponent</li> <li>• Recognize player in a better position to score</li> <li>• Finish: use limited touches</li> </ul>

# U13 - U14

## PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# DEFENDING TO ATTACKING

When we regain the ball, we immediately think and play forward, look to attack at maximum speed in order to create chances and score goals. When we recognize we cannot play forward, we keep the ball and move into our attacking shape.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<b>PLAY FORWARD QUICKLY</b> PLAY FORWARD WITH AS FEW PASSES AS POSSIBLE	<ul style="list-style-type: none"> <li>First action forward</li> </ul>	<ul style="list-style-type: none"> <li>Start attacking transition immediately with forward action:                             <ul style="list-style-type: none"> <li>- Pass forward into open space or feet to (highest) transition player (vertical / diagonal)</li> <li>- Touch forward and run or dribble aggressively at maximum speed when space</li> </ul> </li> <li>GK distribution: throw/volley into space or feet</li> </ul>
	<ul style="list-style-type: none"> <li>Continue to play forward</li> </ul>	<ul style="list-style-type: none"> <li>Continue to progress the ball forward at speed to prevent the opponent from returning into defensive shape: dribble or pass</li> <li>Play with limited touches to increase the speed of the transition:                             <ul style="list-style-type: none"> <li>- Direct: open body shape to receive the ball facing forward or turn when time on the ball</li> <li>- Indirect: lay-off / playing backwards to supporting teammate (3<sup>rd</sup> man running)</li> </ul> </li> <li>Stay central if possible</li> <li>Take advantage of space behind the opponent's backline - pass behind</li> </ul>
<b>SECURE THE BALL</b> ESCAPE COUNTERPRESS FROM CLOSEST OPPONENT(S)	<ul style="list-style-type: none"> <li>Play out of pressure</li> </ul>	<ul style="list-style-type: none"> <li>Shield the ball when pressure from opponent</li> <li>Move the ball out of the zone when possession is regained to escape counter press</li> <li>Play sideways or backwards when unable to dribble or pass forward (or draw foul)</li> </ul>
	<ul style="list-style-type: none"> <li>Keep the ball: initiate build up</li> </ul>	<ul style="list-style-type: none"> <li>Keep possession when opponent is balanced and organized</li> <li>Recognize risk vs reward: priority is to secure possession</li> <li>Move into attacking shape</li> </ul>
<b>JOIN THE ATTACK WITH SPEED</b> SPRINT FORWARD TO ATTACK OR SUPPORT	<ul style="list-style-type: none"> <li>Provide support in front of the ball</li> </ul>	<ul style="list-style-type: none"> <li>Sprint forward and commit numbers into the attacking half</li> <li>Get players in front of the ball as quickly as possible to attack the backline of the opponent</li> <li>Provide a passing option: make a run in behind</li> </ul>
	<ul style="list-style-type: none"> <li>Provide support behind the ball</li> </ul>	<ul style="list-style-type: none"> <li>Position to enable the attack to continue by creating passing options behind the ball</li> <li>Recycle the attack when unable to continue the counter</li> </ul>

# U13 - U14

## PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# DEFENDING TO ATTACKING

When we regain the ball, we immediately think and play forward, look to attack at maximum speed in order to create chances and score goals. When we recognize we cannot play forward, we keep the ball and move into our attacking shape.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<b>TAKE COUNTERMEASURES: ANTICIPATE THE COUNTER</b> POSITION TO PROTECT AGAINST COUNTERATTACK	<ul style="list-style-type: none"> <li>Push up the defensive line with speed: stay connected and compact</li> </ul>	<ul style="list-style-type: none"> <li>Provide balance (numbers)</li> <li>Close space in between lines that the opponent could exploit</li> <li>Create as high a line as possible</li> </ul>
<b>FINISH THE COUNTERATTACK AS FAST AS POSSIBLE</b> CREATE SCORING OPPORTUNITY AND SCORE	<ul style="list-style-type: none"> <li>Create and exploit space for self or teammate</li> </ul>	<ul style="list-style-type: none"> <li>Separate from opponent and receive between the lines</li> <li>Exploit space behind opponent backline: make a run to receive in behind</li> <li>Make a run to free up space for teammate to receive</li> </ul>
	<ul style="list-style-type: none"> <li>Attack space or engage opponent</li> </ul>	<ul style="list-style-type: none"> <li>Dribble at speed into open space:                             <ul style="list-style-type: none"> <li>Invite pressure to create (more) space for teammate(s)</li> </ul> </li> <li>Dribble at speed to isolate defender:                             <ul style="list-style-type: none"> <li>Attract to free up teammate (2v1)</li> <li>Eliminate defender or create separation and shoot (1v1)</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Recognize player in a better position to score</li> </ul>	<ul style="list-style-type: none"> <li>Keep composure (decision at full speed)</li> <li>Recognize the right moment to pass to a teammate in a better position to score or assist                             <ul style="list-style-type: none"> <li>We attack/occupy different areas in the box</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Finish: use limited touches</li> </ul>	<ul style="list-style-type: none"> <li>Select the best surface and shoot on goal with a minimal touches.</li> </ul>

# U13 - U14

## PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# DEFENDING TO ATTACKING

When we regain the ball, we immediately think and play forward, look to attack at maximum speed in order to create chances and score goals.

When we recognize we cannot play forward, we keep the ball and move into our attacking shape.

FIELD	PHASE	OBJECTIVE	TEAM TACTICAL PRINCIPLES		PLAYER ACTIONS
			MAIN PRINCIPLES	SUB PRINCIPLES	WITH THE BALL
DEFENDING HALF	BUILDING UP	<ul style="list-style-type: none"> <li>• Advance the ball</li> <li>• Keep the ball</li> </ul>	PLAY FORWARD QUICKLY	<ul style="list-style-type: none"> <li>• First action forward</li> <li>• Continue to play forward</li> </ul>	<ul style="list-style-type: none"> <li>• Controlling</li> <li>• Protecting</li> </ul>
			SECURE THE BALL	<ul style="list-style-type: none"> <li>• Play out of pressure</li> <li>• Keep the ball and initiate build up</li> </ul>	<ul style="list-style-type: none"> <li>• Driving</li> <li>• Dribbling</li> </ul>
			JOIN THE ATTACK WITH SPEED	<ul style="list-style-type: none"> <li>• Provide support in front of the ball</li> <li>• Provide support behind the ball</li> </ul>	<ul style="list-style-type: none"> <li>• Passing</li> <li>• Shooting</li> </ul>
			TAKE COUNTERMEASURES: ANTICIPATE THE COUNTER	<ul style="list-style-type: none"> <li>• Push up the defensive line with speed: stay connected and compact</li> </ul>	<ul style="list-style-type: none"> <li>• Scanning</li> </ul>
ATTACKING HALF	CREATING & SCORING	<ul style="list-style-type: none"> <li>• Score goal</li> <li>• Create chance</li> <li>• Advance the ball</li> <li>• Keep the ball</li> </ul>	FINISH THE COUNTERATTACK	<ul style="list-style-type: none"> <li>• Create and exploit space for self or teammate</li> <li>• Attack space or engage the opponent</li> <li>• Recognize player in better position to score</li> <li>• Finish: use limited touches</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting</li> <li>• Adapting body shape</li> </ul>
					<p style="text-align: center;"><b>SPACIAL &amp; POSITIONAL AWARENESS</b></p>

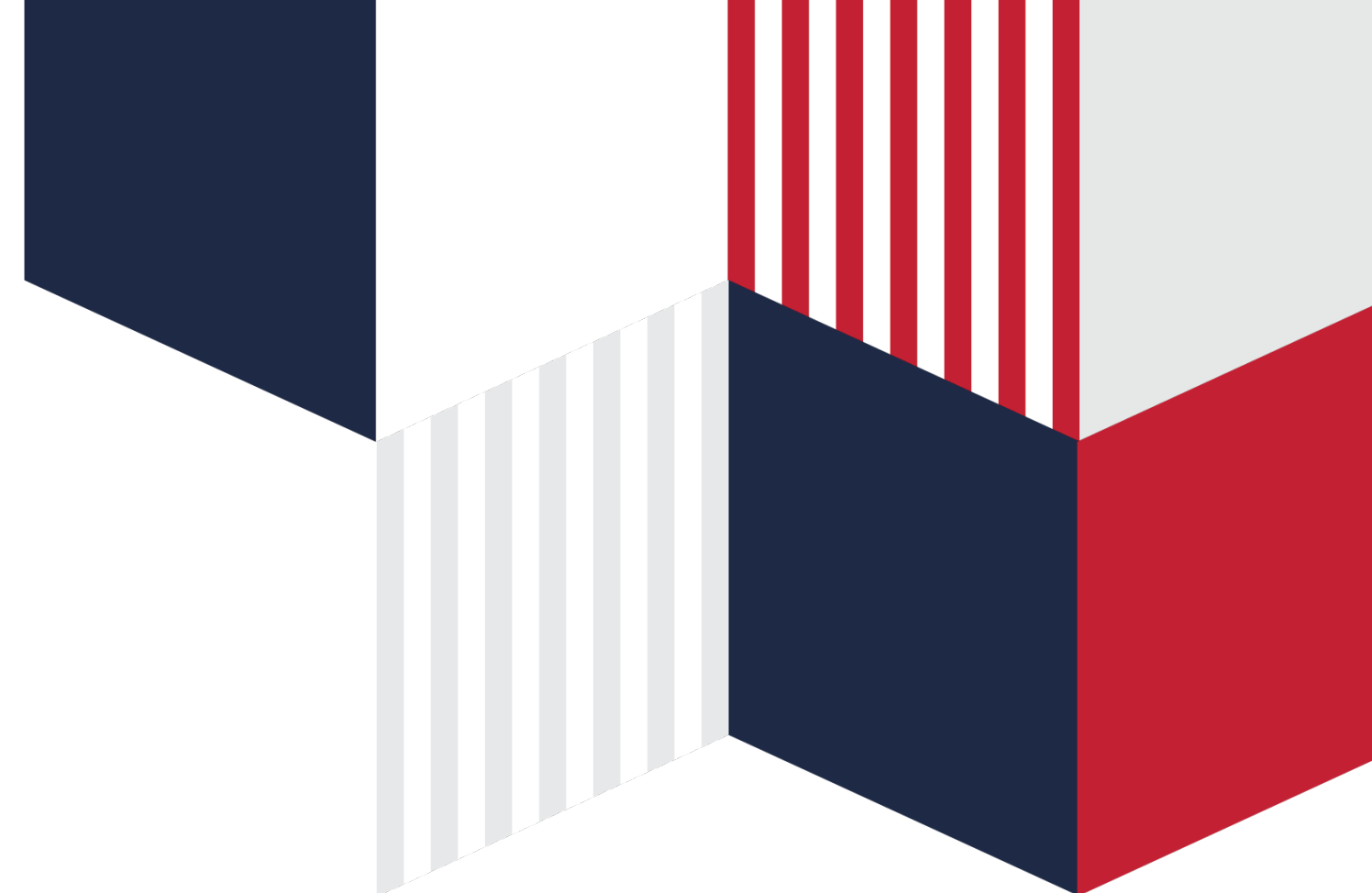


U . S . S O C C E R F E D E R A T I O N  
**PLAYER DEVELOPMENT  
FRAMEWORK**  
**11V11**  
**U15 - U16 LEARNING PLAN**



U.S. SOCCER FEDERATION - TECHNICAL PLAN

**PLAYER-CENTERED**



# WHO IS IN FRONT OF US?

**A PLAYER-CENTERED APPROACH TO PLAYING THE GAME**

FOCUS ON CREATING A DEVELOPMENTALLY APPROPRIATE LEARNING ENVIRONMENT

**DEVELOPMENTAL STAGE: ADOLESCENCE**

B-U5	B-U6	B-U7	B-U8	B-U9	B-U10	B-U11	B-U12	B-U13	B-U14	B-U15	B-U16	B-U17	B-U18
G-U5	G-U6	G-U7	G-U8	G-U9	G-U10	G-U11	G-U12	G-U13	G-U14	G-U15	G-U16	G-U17	G-U18

GAME FORMAT: 1v1	SOCIAL CHARACTERISTICS	EMOTIONAL CHARACTERISTICS	COGNITIVE CHARACTERISTICS	PHYSICAL CHARACTERISTICS
<b>U15 U16</b>	<ul style="list-style-type: none"> <li>Are more comfortable navigating within their social setting (school) while still learning to adapt and conform to rules of the peer group</li> <li>Develop a stronger sense of self and rely less on the opinions of others (older teens resist peer pressure better than younger teens)</li> <li>Although still strongly influenced by peers they continue to be more assertive and separate themselves from parents/guardians/authority figures. They start to form their own opinion on important topics</li> <li>May struggle with authority figures and boundaries than have been set by adults. Parents are often viewed as interfering with a teen's independence.</li> <li>Compare/measure self to others and might be pre-occupied with personal appearance</li> <li>Develop individual relationships and can exhibit more interest in intimacy/romantic relationships</li> <li>Proving oneself is an enormous motivation for players at this age (especially males). same in U17</li> <li>May show a fanatical attitude that often creates conflict with teammates and opponents (especially males) same in U17</li> </ul>	<ul style="list-style-type: none"> <li>Still have strong emotions and quick mood swings but are better equipped to recognize and control them</li> <li>Begin to question who they are and what they should do with their lives. Frequently ask the question "Why?" and this will challenge self-regulation skills</li> <li>Can handle constructive/unsolicited feedback</li> <li>Can develop emotional skills to resist social pressure, however their emotions may be susceptible to reactions/interactions made in the digital world/social media</li> <li>Start to develop empathy. Are more open to the fact that others can also have their own intentions and emotions, however, they cannot always interpret them correctly</li> <li>Emotional value of contact with peers increases and they may become emotionally attached to a romantic interest</li> <li>Extremely sensitive for rewards and can be focused on new sensations (leads to risky behavior)</li> <li>May have emotional side effects brought on by puberty including emotional fragility, insensitivity, unreasonable behavior and bad moods occur in both males and females</li> </ul>	<ul style="list-style-type: none"> <li>Pre-frontal cortex continues to develop executive functioning:                             <ul style="list-style-type: none"> <li>Develop coordination of attention with memory and the control of behavioral responses and abstract thought</li> <li>Develop deeper moral reasoning and think about the meaning of life</li> <li>Still a little bit self-centered because they have not yet fully learned to correctly assess the intentions of others</li> <li>May hold a belief that their experiences are unique and different from those of everyone else</li> </ul> </li> <li>Have a greater capacity for setting goals than previous stages. Become better at everyday planning and decision making, especially concerning practice and competition</li> <li>They are learning to deal with abstract tasks like anticipating long-term events/decisions and judging potential consequences</li> <li>Lack ability to fully make complex decisions with several alternatives which can lead to making more impulsive and dangerous decisions than adults</li> <li>Evolving hormone systems (including stress hormones) can have a major effect on the brain and behavior</li> <li>Dealing with more factors that can affect concentration such as spectators, opponent interactions, and pressure to perform on demand. Negative self-talk can disrupt concentration</li> </ul>	<ul style="list-style-type: none"> <li>Continue to experience effects of rapid growth, increases in height and weight, as well as increases in muscle mass and body fat</li> <li>Essential to monitor body alignment (i.e., ankles, knees, hips, shoulders, and vertebrae), muscle balance (triceps and biceps, quadriceps and hamstrings), and flexibility</li> <li>May have increased hormone levels as their bodies are now naturally producing testosterone &amp; estrogen                             <ul style="list-style-type: none"> <li>-These hormones impact training responses in physical qualities, such as strength, power, speed and endurance</li> </ul> </li> <li>With these changes in the body the female movement competencies change and can lead to injury (especially in the knee, hip and ankle joints)</li> <li>Height increases continue in males (beginning to reach their peak in physical growth), whereas females are usually finished growing and may add some weight</li> <li>As muscle mass increases in males, so does body satisfaction. However, many teenage girls become dissatisfied with their bodies and weight due to the increase in body fat. Some teens may even resort to eating disorders to feel better about their bodies</li> </ul>

**PROGRESSION PHASE II**

**SCANNING & POSITIONING, RECEIVING, DRIBBLING, QUICK COMBINATION PLAY AND FINISHING**

GOALS
<ul style="list-style-type: none"> <li>Players develop scanning skills (ME AND MY SCANNING SKILLS)</li> <li>Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)</li> <li>Players develop specific soccer skills based on a positional profile (ME AND THE BALL)</li> <li>Players develop high structured team play based on a style of play (ME AND MY TEAMMATES)</li> </ul>

**LEARNING ENVIRONMENT: OBJECTIVES**

<ul style="list-style-type: none"> <li>To promote injury prevention methods and techniques</li> <li>To continue to develop reaction speed and acceleration speed: focus on acceleration and deceleration</li> <li>To continue to develop more complex movement skills with an emphasis on multi-lateral development: maintain and enhance flexibility, strength, power, agility and mobility</li> <li>To make aerobic training a priority after the onset of the growth spurt</li> <li>To continue to promote skill acquisition - application of technique within a context including perception, decision-making, execution, and reflection</li> </ul>	<ul style="list-style-type: none"> <li>To apply more complex team tactical principles in attacking, defending and transition moments: utilize a Style of Play as a structure for decision-making                             <ul style="list-style-type: none"> <li>-develop a system of play within the formation (for both attacking and defending)</li> <li>-continue to develop coordinated movements with groups of teammates: increased spatial awareness and interchange of roles during play</li> <li>-to introduce the positional profile:                                     <ul style="list-style-type: none"> <li>-place more focus on the individual responsibilities within a position</li> </ul> </li> </ul> </li> <li>To develop player ownership, independence, and planning:                             <ul style="list-style-type: none"> <li>-include players in the planning process</li> <li>-player to player coaching and motivation (using verbal and non-verbal communication)</li> </ul> </li> <li>To develop self-efficacy, self-reflection and self-regulation skills</li> <li>To develop teamwork: group goal setting and mutual support</li> </ul>
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**LEARNING ENVIRONMENT: ACTIVITIES**

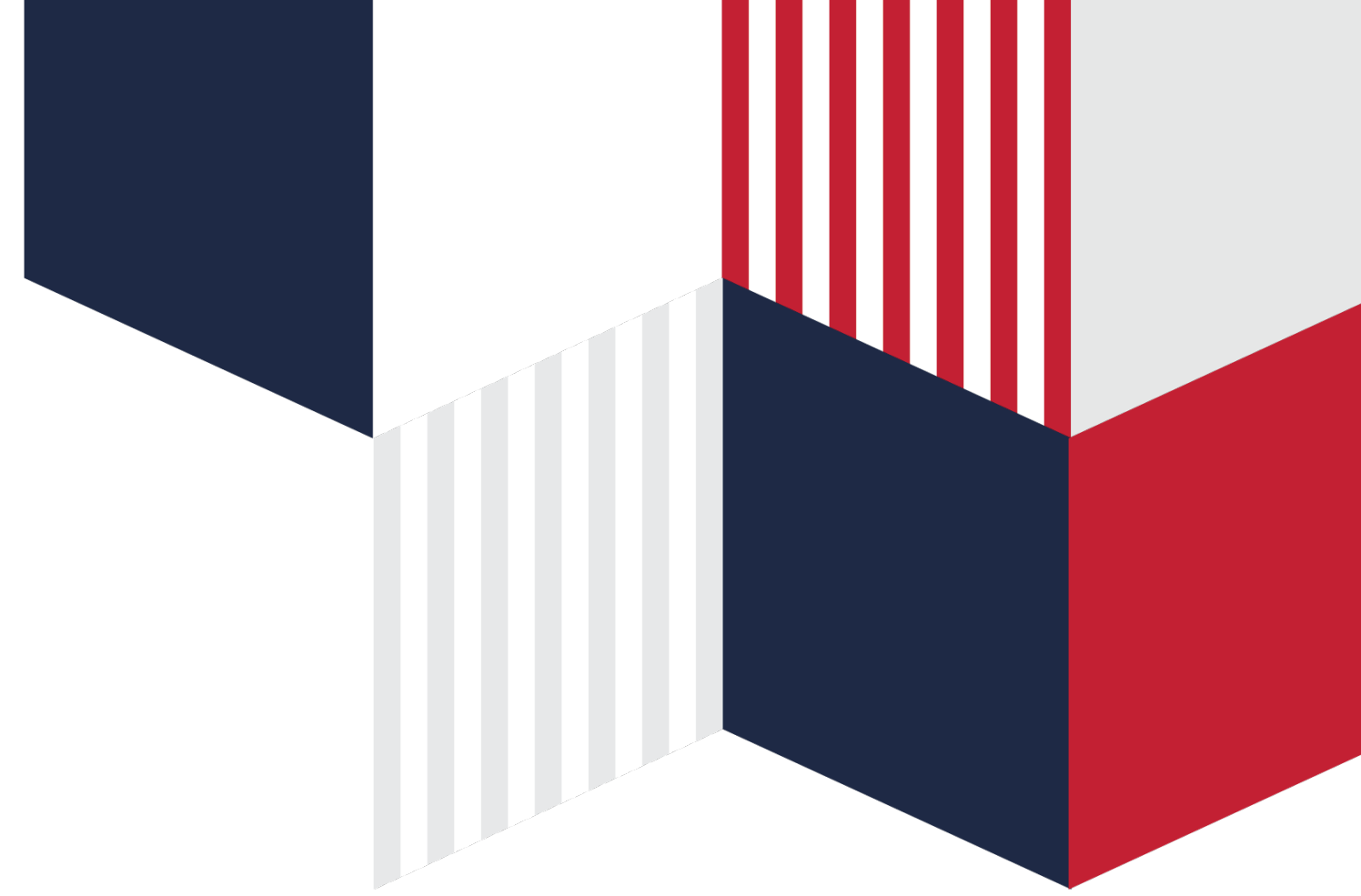
<ul style="list-style-type: none"> <li>Utilize a variety of activities that help develop the U.S. Soccer Key Qualities</li> <li>Activities should be flexible enough to allow for individual differences concerning the growth spurt                             <ul style="list-style-type: none"> <li>-activities should be flexible to allow for the workload placed on individuals</li> <li>-activities allow for individualization based on maturity levels</li> </ul> </li> <li>Activities can still be formed around deliberate PLAY with the ball (one player - one ball), but should now focus on small group and team play                             <ul style="list-style-type: none"> <li>-utilize specific training session goals (team tactical principles, sub-principles, and player actions)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use activities that introduce individual positional training (based on a positional profile), functional group training, and team training</li> <li>Focus on decision-making through GAMES (learning through highly structured play that allows for players' choice)                             <ul style="list-style-type: none"> <li>-utilize inclusionary small sided games: 1v1 → 11v11 (based on roster size and including use of unbalanced games)</li> </ul> </li> <li>Use of positional games (rondos)</li> <li>Use of activities over both short and long distances to develop different player actions</li> </ul>
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**LEARNING ENVIRONMENT: COACHING**

<ul style="list-style-type: none"> <li>Support players in finding personal fulfillment through increased player autonomy while gaining a deeper game understanding</li> <li>Place more focus on specific individual development</li> <li>Be patient and understand that development takes time and players will develop at different rates.</li> <li>Be able to recognize the impact of growth and maturation on performance players.</li> </ul>	<ul style="list-style-type: none"> <li>Be aware hormonal changes and the differences between genders (testosterone in males may cause ego-centric behavior and try to do everything individually)</li> <li>Provide players with opportunity to learn:                             <ul style="list-style-type: none"> <li>-games are played in function of the development of the player</li> <li>-the game objectives are always formulated based on the training session objectives</li> </ul> </li> <li>Use cues/key words to create focus and to refocus is an effective way to maintain concentration.</li> </ul>
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# GAME FORMATION



**4v4**  
U7-U8



**7v7**  
U9-U10



**9v9**  
U11-U12



**11v11**  
U13+





# PLAYER-CENTERED: THE PLAYER

11v11



U15 - U16

## SOCIAL

- Are more comfortable navigating within their social setting (school) while still learning to adapt and conform to rules of the peer group
- Develop a stronger sense of self and rely less on the opinions of others (older teens resist peer pressure better than younger teens)
- Although still strongly influenced by peers they continue to be more assertive and separate themselves from parents/guardians/authority figures. They start to form their own opinion on important topics
- May struggle with authority figures and boundaries than have been set by adults. Parents are often viewed as interfering with a teen's independence.
- Compare/measure self to others and might be pre-occupied with personal appearance
- Develop individual relationships and can exhibit more interest in intimacy/romantic relationships
- Proving oneself is an enormous motivation for players at this age (especially males). same in U17
- May show a fanatical attitude that often creates conflict with teammates and opponents (especially males) same in U17



# PLAYER-CENTERED: THE PLAYER

11v11



U15 - U16

## EMOTIONAL

- Still have strong emotions and quick mood swings but are better equipped to recognize and control them
- Begin to question who they are and what they should do with their lives. Frequently ask the question “Why?” and this will challenge self-regulation skills
- Can handle constructive/unsolicited feedback
- Can develop emotional skills to resist social pressure, however their emotions may be susceptible to reactions/interactions made in the digital world/social media
- Start to develop empathy. Are more open to the fact that others can also have their own intentions and emotions, however, they cannot always interpret them correctly
- Emotional value of contact with peers increases and they may become emotionally attached to a romantic interest
- Extremely sensitive for rewards and can be focused on new sensations (leads to risky behavior)
- May have emotional side effects brought on by puberty including emotional fragility, insensitivity, unreasonable behavior and bad moods occur in both males and females



# PLAYER-CENTERED: THE PLAYER

11v11



U15 - U16

## COGNITIVE

- Pre-frontal cortex continues to develop executive functioning:
  - Develop coordination of attention with memory and the control of behavioral responses and abstract thought
  - Develop deeper moral reasoning and think about the meaning of life
  - Still a little bit self-centered because they have not yet fully learned to correctly assess the intentions of others
  - May hold a belief that their experiences are unique and different from those of everyone else
- Have a greater capacity for setting goals than previous stages. Become better at everyday planning and decision making, especially concerning practice and competition
- They are learning to deal with abstract tasks like anticipating long-term events/decisions and judging potential consequences
- Lack ability to fully make complex decisions with several alternatives which can lead to making more impulsive and dangerous decisions than adults
- Evolving hormone systems (including stress hormones) can have a major effect on the brain and behavior
- Dealing with more factors that can affect concentration such as spectators, opponent interactions, and pressure to perform on demand. Negative self-talk can disrupt concentration



# PLAYER-CENTERED: THE PLAYER

11v11



U15 - U16

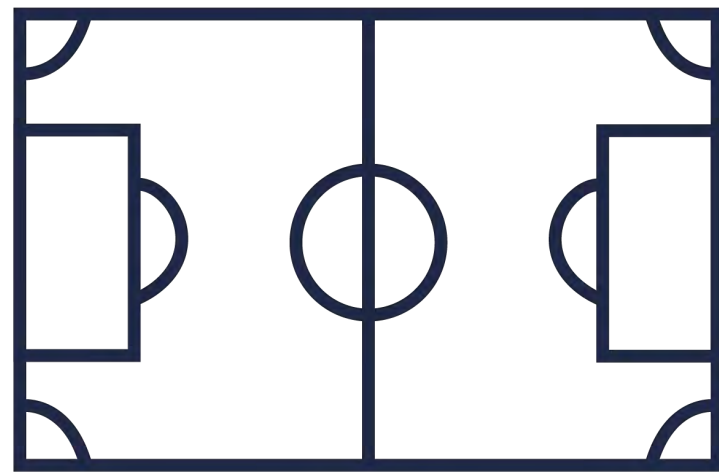
## PHYSICAL

- Continue to experience effects of rapid growth, increases in height and weight, as well as increases in muscle mass and body fat
- Essential to monitor body alignment (i.e., ankles, knees, hips, shoulders, and vertebrae), muscle balance (triceps and biceps, quadriceps and hamstrings), and flexibility
- May have increased hormone levels as their bodies are now naturally producing testosterone & estrogen
  - These hormones impact training responses in physical qualities, such as strength, power, speed and endurance
- With these changes in the body the female movement competencies change and can lead to injury (especially in the knee, hip and ankle joints)
- Height increases continue in males (beginning to reach their peak in physical growth), whereas females are usually finished growing and may add some weight
- As muscle mass increases in males, so does body satisfaction. However, many teenage girls become dissatisfied with their bodies and weight due to the increase in body fat. Some teens may even resort to eating disorders to feel better about their bodies



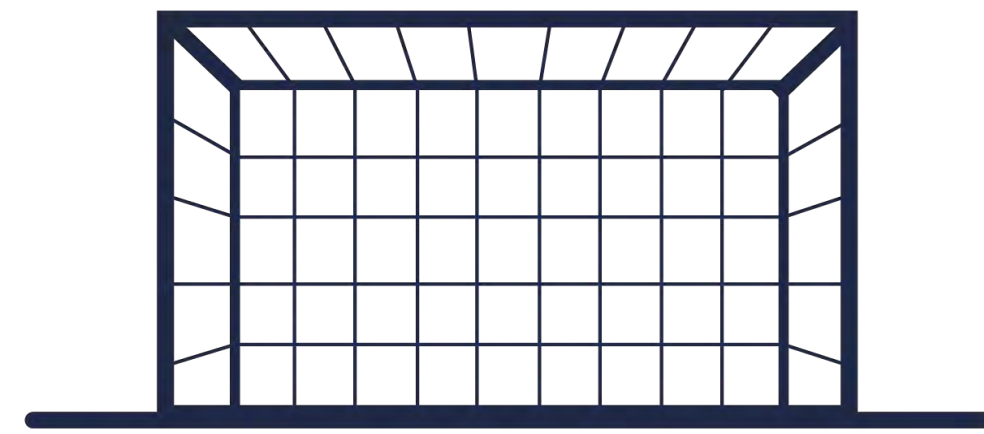
# 11v11 STANDARDS OF PLAY

## FIELD OF PLAY



Length- Min 100 yards/ Max 130 yards  
Width- Min 50 yards/ Max 100 yards

## GOALS



Goals should be 8 feet (height) x 24 feet (width)

## LAW 2 - BALL



Size 5 ball

## LAW 3 - # OF PLAYERS



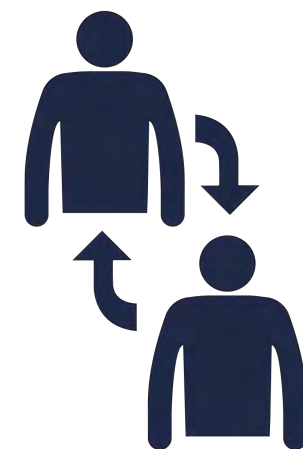
10 field players and 1 goalkeeper

## LAW 3 - # OF PLAYERS



Game may not start or continue if there are less than 7 players on a team

## SUBSTITUTIONS



\*Substitutions are unlimited (Modified Laws of the Game) and can occur at any stoppage

## LAW 5 - REFEREE



As a minimum, referees must have the U.S. Soccer Grassroots Referee License.

## LAW 6 - OTHER MATCH OFFICIALS



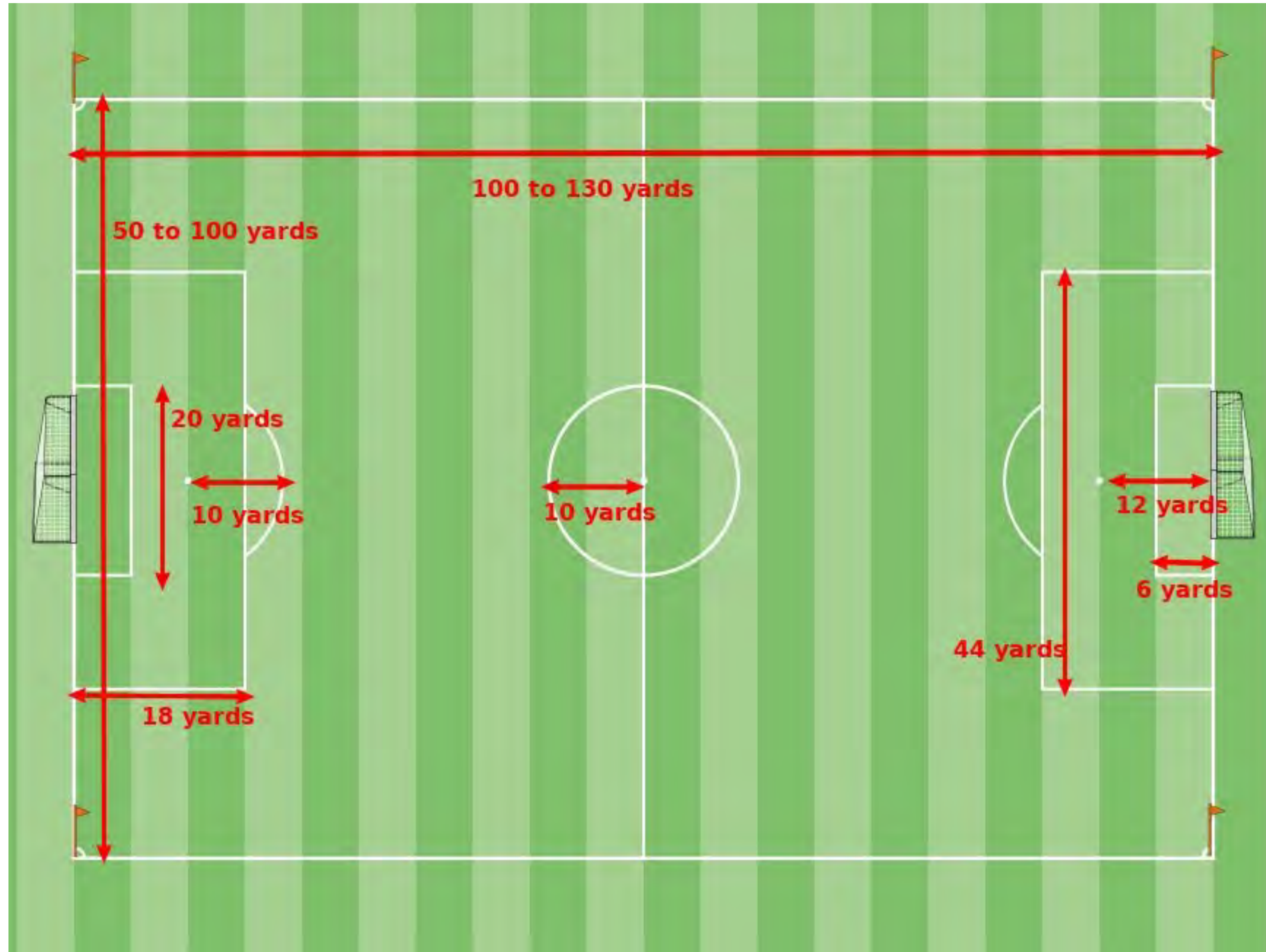
Assistant Referees must have a minimum of the U.S. Soccer Grassroots Referee License

\*The use of return substitutions is only permitted in youth, veterans, disability and grassroots football, subject to the agreement of the national football association, confederation or FIFA



11V11 STANDARDS OF PLAY

# FIELD SIZE





# PLAYER DEVELOPMENT FRAMEWORK

11v11



U15 - U16

## PROGRESSION PHASE II SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

### Soccer Development

#### GOALS

- Players develop scanning skills (ME AND MY SCANNING SKILLS)
- Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)
- Players continue to develop fundamental soccer skills with and without the ball under a high level of pressure (ME AND THE BALL)
- Players develop high structured team play based on a style of play (ME AND MY TEAMMATES)

### Learning objectives

- To promote injury prevention methods and techniques
- To continue to develop reaction speed and acceleration speed: focus on acceleration and deceleration
- To continue to develop more complex movement skills with an emphasis on multi-lateral development: maintain and enhance flexibility, strength, power, agility and mobility
- To make aerobic training a priority after the onset of the growth spurt
- To continue to promote skill acquisition - application of technique within a context including perception, decision-making, execution, and reflection
- To apply more complex team tactical principles in attacking, defending and transition moments: utilize a Style of Play as a structure for decision-making
  - develop a system of play within the formation (for both attacking and defending)
  - continue to develop coordinated movements with groups of teammates: increased spatial awareness and interchange of roles during play
  - to introduce the positional profile:
    - place more focus on the individual responsibilities within a position
- To develop player ownership, independence, and planning:
  - include players in the planning process
  - player to player coaching and motivation (using verbal and non-verbal communication)
- To develop self-efficacy, self-reflection and self-regulation skills
- To develop teamwork: group goal setting and mutual support



# THE GAME MOMENTS





# PLAYER DEVELOPMENT FRAMEWORK

**11v11**



**U15 - U16**

**PROGRESSION PHASE II**  
**SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING**

ATTACKING	
GAME IDEA	
When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.	
TEAM TACTICAL PRINCIPLES	
MAIN PRINCIPLES	SUB PRINCIPLES
<b>CREATE ATTACKING TEAM SHAPE</b>	Create appropriate height, width, depth Create optimal attacking distances between players
<b>PROVIDE OPTIONS TO PLAY FORWARD</b>	Provide vertical or diagonal passing options Overload centrally or wide Move or lose opponent when marked Make runs behind the defensive line Give immediate support to teammate under pressure
<b>BREAK LINES TO ADVANCE ATTACK</b>	Drive with the ball to exploit space Engage opponent: create 1v1 or 2v1 Find a free player between or behind the lines Switch play: pass the ball to opponent's weak zone
<b>TAKE COUNTERMEASURES: ANTICIPATE OPPONENT COUNTER</b>	Push up the defensive line with speed: stay connected and compact Create high defensive shape behind the ball
<b>FINISH THE ATTACK AS FAST AS POSSIBLE</b>	Separate: time run or quick movement to unmark Final pass: through ball or combination play Numbers in the box: fill zones in front of goal Cross: into space or player Take on 1v1 to create or score Finish: use limited touches

# U15 - U16

## PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<p><b>CREATE ATTACKING SHAPE</b> POSITION TO STRETCH OPPONENT AND CREATE SPACE</p>	<ul style="list-style-type: none"> <li>• Create appropriate height, width, depth</li> </ul>	<ul style="list-style-type: none"> <li>• Attacking players position as high as possible:               <ul style="list-style-type: none"> <li>- Pin or move the opponent's back line to stretch the opponent's team in length.</li> <li>- Lower the level of vertical compactness of opponent:                   <ul style="list-style-type: none"> <li>- create more space between the opponent's defensive lines (specifically, between the the opponent's back line and midfield).</li> </ul> </li> </ul> </li> <li>• Wide forwards and/or fullbacks (wide players):               <ul style="list-style-type: none"> <li>- Position wide while avoiding two players in a direct line: position attack across different lanes</li> <li>- Lower level of horizontal (sideline to sideline) compactness of opponent                   <ul style="list-style-type: none"> <li>- create more space centrally: creating passing lanes into the opponent's block or</li> <li>- take advantage of space in wide areas</li> </ul> </li> </ul> </li> <li>• Center backs and/or fullbacks (occasionally midfielders):               <ul style="list-style-type: none"> <li>- Position behind the ball in supporting position.</li> <li>- Lower the level of vertical compactness of opponent:                   <ul style="list-style-type: none"> <li>- create enough space to create strong ball circulation</li> <li>- enable a switch of play</li> </ul> </li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Create optimal attacking distances between players</li> </ul>	<ul style="list-style-type: none"> <li>• Spread out with optimal passing distance between players.</li> <li>• Create relationships - connections between players.</li> <li>• Exploit space in opponent's defending team shape.</li> </ul>

# U15 - U16

## PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<p><b>PROVIDE OPTIONS TO PLAY FORWARD</b> (RE-)POSITION TO CREATE ADVANTAGE AND RECEIVE THE BALL</p>	<ul style="list-style-type: none"> <li>• Provide vertical or diagonal passing options</li> </ul>	<ul style="list-style-type: none"> <li>• Exploit the space in and around the opponent's defensive block and create a positional advantage:               <ul style="list-style-type: none"> <li>- Avoid two players in a direct line.</li> <li>- Move and provide a good supporting angle: receive facing forward to play forward when possible.</li> <li>- Stay away from the ball when player on the ball has time and space to play forward.</li> </ul> </li> <li>• Triangulate: we position to provide the player on the ball with at least two forward (diagonal/vertical) passing options on different levels of height and width.</li> <li>• Rotate: interchange position to create a dynamic advantage.</li> </ul>
	<ul style="list-style-type: none"> <li>• Create overload centrally or wide</li> </ul>	<ul style="list-style-type: none"> <li>• Create a numerical advantage in a specific area of the field:               <ul style="list-style-type: none"> <li>- Position to outnumber opponent in the area around the ball or area away from the ball</li> <li>- Allow more players to attack - penetrations of midfielders or defenders</li> <li>- Drop midfielders or attackers</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Move or lose opponent when marked</li> </ul>	<ul style="list-style-type: none"> <li>• If marked move to <u>open space</u> or move to <u>open the space</u>:</li> <li>• Lose opponent to receive the ball               <ul style="list-style-type: none"> <li>- Distance from defender in space (get unmarked)/ move between the lines</li> </ul> </li> <li>• Move opponent to receive the ball               <ul style="list-style-type: none"> <li>- Draw opponent out of defending position to create space for self to receive (requires explosive change of direction)</li> </ul> </li> <li>• Move to create space and passing options for teammate to receive               <ul style="list-style-type: none"> <li>- Draw opponent out of defending position to create space for teammate to exploit and receive ball</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Make runs behind the defensive line</li> </ul>	<ul style="list-style-type: none"> <li>• Make run when player on the ball is facing forward and has no pressure or has pressure but can play forward</li> <li>• Use different runs and time run to avoid offside (straight run, curved run, ...)</li> <li>• Receive the ball facing forward</li> </ul>
	<ul style="list-style-type: none"> <li>• Give immediate support to teammate under pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the player on the ball is under pressure and has no immediate options:               <ul style="list-style-type: none"> <li>- Above the ball: move towards the ball to create a passing option</li> <li>- Behind the ball: adjust position to create passing option</li> </ul> </li> </ul>

# U15 - U16

## PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<p><b>BREAK LINES TO ADVANCE ATTACK</b> PROGRESS THE BALL FORWARD AND ELIMINATE OPPONENT(S)</p>	<ul style="list-style-type: none"> <li>• Drive with the ball to exploit space</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and exploit space.</li> <li>• Accelerate play through dribble: individually progress the ball into space with change of tempo.</li> <li>• Attract opponent (draw attention).</li> </ul>
	<ul style="list-style-type: none"> <li>• Engage opponent: create 1v1 or 2v1</li> </ul>	<ul style="list-style-type: none"> <li>• Dribble and look for 1v1 or 2v1 :               <ul style="list-style-type: none"> <li>-Engage to isolate opponent:</li> <li>-Eliminate through dribble: take opponent on in 1v1</li> <li>-Eliminate through pass or give and go</li> </ul> </li> <li>• Move or hold the ball to attract opponent:               <ul style="list-style-type: none"> <li>-Move the opponent, invite pressure to create space for teammate.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Find a free player between or behind the lines</li> </ul>	<ul style="list-style-type: none"> <li>• Pass quickly, accurately and with appropriate pace to a free player.</li> <li>• Skip a line: recognize opportunity &amp; take risk: look furthest first, look nearest second.</li> <li>• Pass dictates the action: pass with intent.</li> </ul>
	<ul style="list-style-type: none"> <li>• Switch play: pass the ball to opponents' weak zone</li> </ul>	<ul style="list-style-type: none"> <li>• Draw opponent to one side and find space on the opposite side:               <ul style="list-style-type: none"> <li>- Direct change of point: long pass</li> <li>- Indirect change of point: short pass</li> </ul> </li> </ul>
<p><b>TAKE COUNTERMEASURES: ANTICIPATE OPPONENT COUNTER</b> POSITION TO PROTECT AGAINST COUNTERATTACK</p>	<ul style="list-style-type: none"> <li>• Push up the defensive line with speed: stay connected and compact</li> </ul>	<ul style="list-style-type: none"> <li>• Provide balance (numbers).</li> <li>• We all move with the same speed and lose space in between lines that the opponent could exploit.</li> <li>• Create as high a line as possible.</li> <li>• GK take high position: stay connected with the backline .               <ul style="list-style-type: none"> <li>- GK anticipate long pass from opponent and adjust quickly.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Create high defensive shape behind the ball</li> </ul>	<ul style="list-style-type: none"> <li>• Defensive positioning by the players who are no longer directly involved in moving the ball forward.</li> <li>• Anticipate losing the ball and occupy positions to defend the opponent's counterattack.               <ul style="list-style-type: none"> <li>-Defend the center of the field: block passing lanes</li> <li>-Lock down the opponent's outlet(s): mark transition players</li> </ul> </li> </ul>

# U15 - U16

## PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<b>FINISH THE ATTACK</b> CREATE SCORING OPPORTUNITY AND SCORE	<ul style="list-style-type: none"> <li>Separate: time run or quick movement to unmark</li> </ul>	<ul style="list-style-type: none"> <li>Move into a position in and around the box to score or assist:               <ul style="list-style-type: none"> <li>-Forward run behind the opponent's back line from a high position (attacking position)</li> <li>-Forward run behind the opponent's back line from a deeper position (midfield position)</li> <li>-Move out of sight to receive</li> </ul> </li> <li>Counter movement: opposite movement between two players</li> <li>Quick movement from opponent to create space</li> </ul>
	<ul style="list-style-type: none"> <li>Final pass: through ball or combination play</li> </ul>	<ul style="list-style-type: none"> <li>Disguised pass to manipulate opponent</li> <li>Pass quickly, accurately and with appropriate pace:               <ul style="list-style-type: none"> <li>-through ball or chip ball to player who runs in behind</li> <li>-pass to unmarked player in or around the box</li> </ul> </li> <li>Quick combination play between 2 or more players to find a teammate in a goalscoring position</li> <li>Recognize the player in the better position.</li> </ul>
	<ul style="list-style-type: none"> <li>Numbers in the box: fill zones in front of goal</li> </ul>	<ul style="list-style-type: none"> <li>Efficient occupation of zones in the box on cross: near post, back post, penalty spot, edge of box               <ul style="list-style-type: none"> <li>-Time your run in the box.</li> <li>-Get unmarked or in front of opponent.</li> <li>-Attack the ball.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Cross: into space or player</li> </ul>	<ul style="list-style-type: none"> <li>Time the cross in front or behind the backline.</li> <li>Recognize space (positioning of goalkeeper and defenders)               <ul style="list-style-type: none"> <li>-recognize the positions and runs of teammates in penalty box</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Take on 1v1 to create or score</li> </ul>	<ul style="list-style-type: none"> <li>Eliminate opponent through dribble to create goalscoring opportunity</li> </ul>
	<ul style="list-style-type: none"> <li>Finish: use limited touches</li> </ul>	<ul style="list-style-type: none"> <li>Shoot from (short/long) distance.</li> <li>Finish off the cross: choose your final touch.</li> <li>React quickly on rebounds.</li> </ul>



# PLAYER DEVELOPMENT FRAMEWORK

**11v11**



**U15 - U16**

**PROGRESSION PHASE II**  
**SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING**

PLAYER ACTIONS
A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.
<b>ATTACKING</b>
<b>WITH THE BALL</b>
Controlling
Protecting
Driving
Dribbling
Passing
Shooting
<b>SPACIAL &amp; POSITIONAL AWARENESS</b>
Scanning
Supporting
Adapting body shape

# U15 - U16

## PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

## PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

### WITH THE BALL

#### CONTROLLING

- Receiving and preparing the ball from short passes (distance of 5 to 20 yards)
- Receiving and preparing the ball in such a way that you can immediately go to goal
- Receiving and preparing the ball in such a way that it stays as close to you as possible
- Receiving by moving towards the ball when opponent is close by (attacking the ball)
- Receiving and preparing the ball from a long pass in the air
- Receiving and preparing the ball on the bounce
- Receiving and preparing the ball on the turn towards the opponent's goal as quickly as possible
- Receiving and playing in 1 touch if you can pass accurately
- Avoiding looking at the ball when receiving and preparing the ball
- Scanning for a free teammate after performing the control
- Scanning for a free teammate before or while receiving and preparing the ball
- Avoiding a long ball from bouncing - receiving before the bounce
- Receiving and playing a long ball in 1 touch if you can pass accurately

#### PROTECTING

- Shielding and maintaining possession of the ball, by placing most of the body between the ball and opponent, keeping the ball on the furthest foot away from the defender while looking for teammates
- Turning away from and out of reach of your opponent

#### DRIVING

- Running with the ball, keeping the ball as close as possible to the body
- Avoiding looking at the ball while driving the ball
- Keeping your body between the ball and the approaching opponent while driving the ball
- Running as fast as possible with the ball, picking up speed to gain as much time and territory as possible
- Creating space in advance (before controlling) in which you want to drive the ball

# U15 - U16

## PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

## PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

### WITH THE BALL

#### DRIBBLING

- Taking on the opponent
- Reading the body shape of the opponent and engaging on the most obvious/weak side
- Accelerating when eliminating the opponent
- Avoiding looking at the ball while dribbling
- Keeping your body between the ball and the opponent while dribbling
- Holding off the opponent and creating distance from the opponent
- Dribbling through a change of direction at the right time, or through a change of speed or through a feint
- Dribbling when you can cause direct danger on target

#### PASSING

- Playing the ball intentionally with different surfaces to a free teammate, into feet or space, within a distance of 5 to 20 yards
- Playing the ball to the foot so that the player receiving the ball can continue to play forward
- Making a leading pass in front of your teammate, making sure that the teammate can take the ball without having to slow down
- Looking at the player you are passing to when passing
- Trying to take out an opponent with a quick wall pass (give and go) in a small space
- Making a long pass in the air
- Playing a long ball in space so a teammate can receive the ball while running
- Avoiding passing to a player surrounded by opponents who can be immediately put under pressure
- Playing the cross at the right time and with the right ball speed outside the action area of the goalkeeper and the defender
- Disguising the pass

#### SHOOTING

- Striking the ball intentionally with different surfaces from short and medium range (1-10 yards; 11-20 yards) on the goal (finishing)
- Looking at the position of the goalkeeper before shooting at goal, and selecting a target
- Aiming for the far side if you shoot from an angle and the goalkeeper is protecting near post
- Finishing in 1 time/touch when closely marked
- Finishing on the volley / bounce
- Following the ball after the shot
- Dribbling at the goalkeeper when he/she comes out at full speed or when he or she protects the goal well and scoring from the shot becomes difficult
- Chipping the goalkeeper
- Disguising the finish

# U15 - U16

## PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

## PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

### SPACIAL & POSITIONAL AWARENESS

#### SCANNING

- Searching for the ball, teammates and the goal:
  - Scanning for a free teammate after performing the control
  - Scanning for a free teammate before or while receiving and preparing the ball (passing)
  - Scanning and avoiding looking at the ball while dribbling
  - Scanning and looking at the position of the goalkeeper before shooting at goal, and selecting a target (shooting)

#### SUPPORTING (POSITIONING)

- Looking at the player in possession of the ball
- Finding open space for self and indicating this, verbally or non-verbally, to the player in possession of the ball
- Repositioning after giving a pass (ex. give and go)
- Assessing teammates' movements and moving off each other
- Unmarking and running behind opponent when a teammate on the ball is looking for options
- Looking to get out of sight from the defender's vision
- Losing direct opponent by switching positions with a teammate
- Anticipating as the third player who will get the ball after a pass between two teammates

#### ADAPTING BODY SHAPE

- Adjusting shoulders and hips to be 45 - 90 degrees towards the attacking goal.
- While approaching, have an optimal overview of the game situation.

# U15 - U16

## PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

FIELD	PHASE	OBJECTIVE	TEAM TACTICAL PRINCIPLES		PLAYER ACTIONS
			MAIN PRINCIPLES	SUB PRINCIPLES	WITH THE BALL
DEFENDING HALF	BUILDING UP	<ul style="list-style-type: none"> <li>• Advance the ball</li> <li>• Keep the ball</li> </ul>	<b>CREATE ATTACKING SHAPE</b>	<ul style="list-style-type: none"> <li>• Create appropriate height, width, depth</li> <li>• Create optimal attacking distances between players</li> </ul>	• Controlling
					• Protecting
					• Driving
			<b>PROVIDE OPTIONS TO PLAY FORWARD</b>	<ul style="list-style-type: none"> <li>• Provide vertical or diagonal passing options</li> <li>• Create overload centrally or wide</li> <li>• Move or lose opponent when marked</li> <li>• Make runs behind the defensive line</li> <li>• Give immediate support to teammate under pressure</li> </ul>	• Dribbling
					• Passing
					• Shooting
ATTACKING HALF	CREATING & SCORING	<ul style="list-style-type: none"> <li>• Score goal</li> <li>• Create chance</li> <li>• Advance the ball</li> <li>• Keep the ball</li> </ul>	<b>BREAK LINES TO ADVANCE ATTACK</b>	<ul style="list-style-type: none"> <li>• Drive with the ball to exploit space</li> <li>• Engage opponent: create 1v1 or 2v1</li> <li>• Find a free player between or behind the lines</li> <li>• Switch play: pass the ball to the opponent's weak zone</li> </ul>	<b>SPACIAL &amp; POSITIONAL AWARENESS</b>
					• Scanning
			<b>TAKE COUNTERMEASURES: ANTICIPATE OPPONENT COUNTER</b>	<ul style="list-style-type: none"> <li>• Push up the defensive line with speed: stay connected and compact</li> <li>• Create high defensive shape behind the ball</li> </ul>	• Supporting
					<b>FINISH THE ATTACK</b>



# PLAYER DEVELOPMENT FRAMEWORK

**11v11**



**U15 - U16**

**PROGRESSION PHASE II**  
**SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING**

ATTACKING TO DEFENDING TRANSITION	
GAME IDEA	
<p>When we lose the ball, we want to regain it early by reacting immediately with maximum intensity. When we recognize we are unable to pressure the ball, we recover quickly into a defending shape.</p>	
TEAM TACTICAL PRINCIPLES	
MAIN PRINCIPLES	SUB PRINCIPLES
<b>APPLY IMMEDIATE PRESSURE ON THE BALL</b>	<ul style="list-style-type: none"> <li>Press to regain or prevent progress of the ball</li> <li>Provide cover and balance: eliminate options</li> </ul>
<b>DELAY THE COUNTERATTACK</b>	<ul style="list-style-type: none"> <li>Drop off and block direct path to goal</li> <li>Slow down and dictate opponent</li> </ul>
<b>RECOVER WITH SPEED</b>	<ul style="list-style-type: none"> <li>Get numbers back quickly and take defensive position</li> <li>Press from behind as quickly as possible</li> <li>Stay connected: look to win the second ball</li> </ul>
<b>TAKE COUNTERMEASURES: ANTICIPATE THE COUNTER</b>	<ul style="list-style-type: none"> <li>Create passing option(s): between the lines</li> <li>Create passing option(s): look to run in behind</li> </ul>
<b>DENY FINISH FROM COUNTERATTACK</b>	<ul style="list-style-type: none"> <li>Defend the goal and create conditions to engage</li> <li>Challenge to protect against a goal attempt</li> </ul>

## PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING TO DEFENDING TRANSITION

When we lose the ball, we want to regain it early by reacting immediately with maximum intensity.  
When we recognize we are unable to pressure the ball, we recover quickly into a defending shape.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<b>APPLY IMMEDIATE PRESSURE ON THE BALL</b> REACT QUICKLY TO WIN THE BALL BACK AND STOP OPPONENTS' FORWARD PLAY	<ul style="list-style-type: none"> <li>Press to regain or prevent progress of the ball</li> </ul>	<ul style="list-style-type: none"> <li>Recognize situations when to press or hold and force wide (awareness).</li> <li>Win the ball when opportunity to regain (distance, numbers and levels of compactness)</li> <li>Nearest player(s):                             <ul style="list-style-type: none"> <li>-React immediately, reduce space with speed and intensity</li> <li>-Apply (frontal/diagonal) pressure on the ball: deny switch - stop long ball - prevent forward pass</li> <li>-Stay disciplined: no foul</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Provide cover and balance: eliminate options</li> </ul>	PROTECT THE NEAREST SPACE: ANTICIPATE SHORT PASSING <ul style="list-style-type: none"> <li>Teammates collectively reduce space and area around the ball</li> <li>Mark outlet players - block passing lines - cover space</li> <li>Push up the lines when opposition is forced backwards.</li> </ul> PROTECT THE SPACE IN BEHIND: ANTICIPATE THE LONG BALL <ul style="list-style-type: none"> <li>Central defenders anticipate the long ball when inefficient pressure: read pass and drop</li> <li>Wide defenders attach to the backline</li> <li>Adjust body position to anticipate opponent's movement or action.</li> </ul>
<b>DELAY THE COUNTERATTACK</b> DROP AND NARROW, REDUCE SPEED OF OPPONENTS TO ALLOW PLAYERS TO RECOVER	<ul style="list-style-type: none"> <li>Drop off and block direct path to goal</li> </ul>	<ul style="list-style-type: none"> <li>Drop-off and protect the center:                             <ul style="list-style-type: none"> <li>-Drop centrally, get narrow and defend in relation to goal</li> <li>-Create compact block - numbers between ball and goal (to force play wide)</li> </ul> </li> <li>Reduce the central space between the backline.</li> <li>Identify and mark the most dangerous player.</li> </ul>
	<ul style="list-style-type: none"> <li>Slow down and dictate opponent</li> </ul>	<ul style="list-style-type: none"> <li>Slow down the opponent when we are unable to pressure the player on the ball and in a disadvantage (ex. outnumbered) to allow players to return in the defensive block.</li> <li>Dictate direction (force backwards or wide) and speed of play (reduce speed).</li> <li>Create equal numbers or overload (in area of the ball): eliminate passing options (2v1 → 1-1).</li> </ul>

## PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING TO DEFENDING TRANSITION

When we lose the ball, we want to regain it early by reacting immediately with maximum intensity.  
When we recognize we are unable to pressure the ball, we recover quickly into a defending shape.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<b>RECOVER WITH SPEED</b> <small>SPRINT BACK TO GET BALANCED, ORGANIZED AND APPLY PRESSURE</small>	<ul style="list-style-type: none"> <li>Get numbers back quickly and take defensive position</li> </ul>	<ul style="list-style-type: none"> <li>Sprint back to get behind the ball to support teammates.</li> <li>Attach to the backline and defend in relation to the goal.</li> </ul>
	<ul style="list-style-type: none"> <li>Press from behind as quickly as possible</li> </ul>	<ul style="list-style-type: none"> <li>Sprint back and put pressure on the opponent in possession:                             <ul style="list-style-type: none"> <li>-Prevent the opponent from playing forward or dribbling with the ball</li> <li>-Try to recover the ball (don't give up)</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Stay connected: look to win the second ball</li> </ul>	<ul style="list-style-type: none"> <li>Recover quickly to defend the long ball (create numbers around the ball).</li> <li>Position or mark to prevent the opponent from playing forward after lay-off.</li> <li>Pressure to regain the ball.</li> </ul>
<b>TAKE COUNTERMEASURES</b> <small>POSITION TO PREPARE THE COUNTERATTACK</small>	<ul style="list-style-type: none"> <li>Create passing option(s): between the lines</li> </ul>	<ul style="list-style-type: none"> <li>Anticipate the moment when team wins the ball back :                             <ul style="list-style-type: none"> <li>-Stop defending</li> <li>-Unmark from defender</li> <li>-Position (diagonally) between the lines to set up a possible counter-attack</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Create passing option(s): look to run in behind</li> </ul>	<ul style="list-style-type: none"> <li>Anticipate the moment when team wins the ball back .</li> <li>Stop defending and position to create the opportunity to make a run in behind the defensive line.</li> </ul>
<b>DENY FINISH FROM COUNTERATTACK</b> <small>DENY SCORING OPPORTUNITIY AND PREVENT SCORING</small>	<ul style="list-style-type: none"> <li>Defend the goal and create conditions to engage</li> </ul>	<ul style="list-style-type: none"> <li>Be patient and don't commit too early (recognize distance from goal, wait for teammates).</li> <li>Isolate opponent on the ball when possible: 2v1 → 1-1</li> </ul>
	<ul style="list-style-type: none"> <li>Challenge to protect against a goal attempt</li> </ul>	<ul style="list-style-type: none"> <li>Challenge with strong determination: block shot to tackle - intercept to prevent assist                             <ul style="list-style-type: none"> <li>-When we are organized and have a numerical advantage</li> <li>-When opponent is in shooting distance</li> </ul> </li> </ul>

# U15 - U16

## PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING TO DEFENDING TRANSITION

When we lose the ball, we want to regain it early by reacting immediately with maximum intensity.  
When we recognize we are unable to pressure the ball, we recover quickly into a defending shape.

FIELD	PHASE	OBJECTIVE	TEAM TACTICAL PRINCIPLES		PLAYER ACTIONS
			MAIN PRINCIPLES	SUB PRINCIPLES	AGAINST THE BALL
ATTACING HALF	PREVENTING BUILD UP	<ul style="list-style-type: none"> <li>Regain the ball</li> <li>Prevent the opponent from playing forward</li> <li>Deny penetration from the dribble</li> <li>Reducing time and space</li> </ul>	<b>APPLY IMMEDIATE PRESSURE ON THE BALL</b>	<ul style="list-style-type: none"> <li>Press to regain or prevent progress of the ball</li> <li>Provide cover and balance: eliminate options</li> </ul>	<ul style="list-style-type: none"> <li>Intercepting</li> </ul>
					<ul style="list-style-type: none"> <li>Pressing</li> </ul>
					<ul style="list-style-type: none"> <li>Challenging</li> </ul>
					<ul style="list-style-type: none"> <li>Delaying</li> </ul>
DEFENDING HALF	DENYING CHANCES & SCORING	<ul style="list-style-type: none"> <li>Prevent goal</li> <li>Deny a chance</li> <li>Regain the ball</li> <li>Prevent the opponent from playing forward</li> <li>Deny penetration from the dribble</li> <li>Reducing time and space</li> </ul>	<b>DELAY THE COUNTERATTACK</b>	<ul style="list-style-type: none"> <li>Drop off and block direct path to goal</li> <li>Slow down and dictate opponent</li> </ul>	<b>SPACIAL &amp; POSITIONAL AWARENESS</b>
					<ul style="list-style-type: none"> <li>Scanning</li> </ul>
			<b>RECOVER WITH SPEED</b>	<ul style="list-style-type: none"> <li>Get numbers back quickly and take defensive position</li> <li>Press from behind as quickly as possible</li> <li>Stay connected: look to win the second ball</li> </ul>	<ul style="list-style-type: none"> <li>Adapting body shape</li> </ul>
					<b>TAKE COUNTERMEASURES</b>
			<b>DENY THE FINISH</b>	<ul style="list-style-type: none"> <li>Defend the goal and create conditions to engage</li> <li>Challenge to protect against a goal attempt</li> </ul>	



# PLAYER DEVELOPMENT FRAMEWORK

**11v11**



**U15 - U16**

**PROGRESSION PHASE II**  
**SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING**

DEFENDING	
GAME IDEA	
When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.	
TEAM TACTICAL PRINCIPLES	
MAIN PRINCIPLES	SUB PRINCIPLES
<b>CREATE DEFENDING SHAPE</b>	<ul style="list-style-type: none"> <li>Make team compact: vertical and horizontal               <ul style="list-style-type: none"> <li>(Re-) Position to create a high front line</li> <li>(Re-) Position to create a high defensive line</li> </ul> </li> <li>Create optimal defending distances between players</li> </ul>
<b>BUILD PRESSURE ON THE BALL</b>	<ul style="list-style-type: none"> <li>Move as a collective unit: make play predictable</li> <li>Initiate pressure on the opponent with the ball</li> <li>Engage when chance of regaining the ball</li> <li>Provide cover and balance: eliminate passing options</li> <li>Prevent the switch: keep opponent on one side</li> <li>Protect space in behind: anticipate long ball</li> </ul>
<b>RECOVER WHEN PRESSURE IS BROKEN</b>	<ul style="list-style-type: none"> <li>Immediately (re-) apply pressure on the ball</li> <li>Delay attack and regain defensive shape</li> <li>Look to intercept pass or win second ball</li> </ul>
<b>TAKE COUNTERMEASURES: ANTICIPATE TO COUNTER</b>	<ul style="list-style-type: none"> <li>Create passing option(s): between the lines</li> <li>Create passing option(s): look to run in behind</li> </ul>
<b>DENY THE FINISH</b>	<ul style="list-style-type: none"> <li>Get narrow and close the center: denying the through ball</li> <li>Marking and tracking opponent</li> <li>Deny the cross</li> <li>Defending the cross: protect the width of the goal</li> <li>Challenge to protect against goal attempt</li> </ul>

# U15 - U16

## PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# DEFENDING

When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<p><b>CREATE DEFENDING SHAPE</b>                      POSITION TO CREATE COMPACT TEAM ORGANIZATION AND REDUCE SPACE</p>	<ul style="list-style-type: none"> <li>• Make team compact: vertical and horizontal                             <ul style="list-style-type: none"> <li>- (Re-) Position to create a high front line</li> <li>- (Re-) Position to create a high defensive line</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Create a defensive block and reduce passing options for the opponent on the ball                             <ul style="list-style-type: none"> <li>- as high as possible</li> </ul> </li> <li>• Attacking players (re-)position to create a high line of confrontation</li> <li>• Position to block passing lanes, make play predictable and build pressure</li> <li>• Center backs and/or fullbacks take a high defending position to support compactness                             <ul style="list-style-type: none"> <li>- Reduce space between different lines of the team</li> <li>- Manage offside: central defender closest to the ball creates the offside line (if in own half)</li> </ul> </li> <li>• High position of the goalkeeper to stay connected with the backline</li> </ul>
	<ul style="list-style-type: none"> <li>• Create optimal defending distances between players</li> </ul>	<ul style="list-style-type: none"> <li>• Create relationships - connections between players through spacing and distances :                             <ul style="list-style-type: none"> <li>- Reduce options to penetrate with the ball</li> <li>- Ensure cover</li> <li>- Allow for interception</li> </ul> </li> </ul>

# U15 - U16

## PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# DEFENDING

When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<p><b>BUILD PRESSURE ON THE BALL</b>  <small>CREATE CONDITIONS TO WIN THE BALL OR TO PREVENT FORWARD PLAY</small></p>	<ul style="list-style-type: none"> <li>• Move as a collective unit: make play predictable</li> </ul>	<ul style="list-style-type: none"> <li>• Move relative to the position of the ball while maintaining optimal distances between players:               <ul style="list-style-type: none"> <li>- Reduce time and space for the opponent on the ball</li> <li>- Shift and slide: no crossover with nearest teammate</li> <li>- Step: when the the ball is played backwards or when pressure on the ball</li> </ul> </li> <li>• Direct the player on the ball:               <ul style="list-style-type: none"> <li>- Reduce the options for the opponent on the ball and force to one area :</li> <li>- Block passing lanes</li> <li>- Allow passes to pressing area</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Initiate pressure on the opponent with the ball</li> </ul>	<ul style="list-style-type: none"> <li>• Nearest player pressures the ball:               <ul style="list-style-type: none"> <li>- Prevent opponent from playing forward</li> <li>- Limit time on the ball</li> <li>- Force opponent to look down</li> <li>- Force to make mistake</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Engage when chance of regaining the ball</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in the identified situations:               <ul style="list-style-type: none"> <li>- Step out and intercept when possible: for example - slow pass, bad touch,...</li> <li>- 1v1: don't get eliminated by dribble, touch or pass</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Provide cover and balance: eliminate passing options</li> </ul>	<ul style="list-style-type: none"> <li>• Block immediate passing options when teammate puts pressure on the ball               <ul style="list-style-type: none"> <li>- Cover by the closest player to prevent forward passes / progression: mark, front or track</li> <li>- Weakside players move centrally</li> <li>- Bring numbers to the area / outnumber the opponent/bring numbers around the ball</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Prevent the switch: keep opponent on one side</li> </ul>	<ul style="list-style-type: none"> <li>• Bring numbers around the ball</li> <li>• Keep opponent locked and stop from getting out of the area</li> </ul>
	<ul style="list-style-type: none"> <li>• Protect space in behind: anticipate long ball</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipate the long ball behind the defensive line in case of inefficient pressure               <ul style="list-style-type: none"> <li>- Adjust body shape</li> <li>- Hold the line when pressure on the ball</li> <li>- Drop when no pressure on the ball</li> </ul> </li> </ul>

# U15 - U16

## PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# DEFENDING

When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<b>RECOVER WHEN PRESSURE IS BROKEN</b> RE-CREATE CONDITIONS TO WIN THE BALL AND REGAIN COMPACTNESS	<ul style="list-style-type: none"> <li>Immediately (re-) apply pressure on the ball</li> </ul>	<ul style="list-style-type: none"> <li>Re-apply pressure on opponent when line is broken:                             <ul style="list-style-type: none"> <li>- From behind: chase the player in possession and attempt to win the ball back without fouling</li> <li>- In front: step up and press when cover is present</li> </ul> </li> <li>Recover from switch of play:                             <ul style="list-style-type: none"> <li>- Strong shift of the team when opponent was able to switch the play</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Delay attack and regain defensive shape</li> </ul>	<ul style="list-style-type: none"> <li>Slow down the opponent's attack : drop and narrow.</li> <li>Reduce speed of opponent to allow teammates to recover.</li> <li>Recover with numbers between the ball and the goal.                             <ul style="list-style-type: none"> <li>- outnumber opponent when possible</li> <li>- get organized</li> </ul> </li> <li>Track and/or mark the most dangerous players.</li> </ul>
	<ul style="list-style-type: none"> <li>Look to intercept pass or win second ball</li> </ul>	<ul style="list-style-type: none"> <li>When the line is broken by the long ball: defending players                             <ul style="list-style-type: none"> <li>- Drop and narrow together</li> <li>- Compete for the second ball</li> </ul> </li> </ul>
<b>TAKE COUNTERMEASURES: ANTICIPATE TO COUNTER</b> POSITION TO PREPARE THE COUNTERATTACK	<ul style="list-style-type: none"> <li>Create passing option(s): between the lines</li> </ul>	<ul style="list-style-type: none"> <li>Anticipate the moment when team wins the ball back and set for transition :                             <ul style="list-style-type: none"> <li>- Stop defending</li> <li>- Unmark from defender</li> <li>- Scan field and position (diagonally) between the lines to set up a possible counter-attack</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Create passing option(s): look to run in behind</li> </ul>	<ul style="list-style-type: none"> <li>Anticipate the moment when team wins the ball back .</li> <li>Stop defending and position to create the opportunity to make a run in behind the defensive line.</li> </ul>

# U15 - U16

## PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# DEFENDING

When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<b>DENY THE FINISH</b> PREVENT OPPONENT FROM SCORING AND CREATING SCORING OPPORTUNITIES	<ul style="list-style-type: none"> <li>• Get narrow and close the center: denying the through ball</li> </ul>	<ul style="list-style-type: none"> <li>• Always pressure the player on the ball: reduce time, space and options for the opponent on the ball</li> <li>• Prevent opponent from passing and making runs to receive behind the defensive line</li> <li>• Reduce space between teammates: narrow when closer to goal                             <ul style="list-style-type: none"> <li>-Get numbers in the central areas</li> <li>-Always provide protection for center backs by fronting them</li> <li>-Drive opponent's offensive play towards wide areas</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Marking and tracking opponent</li> </ul>	<ul style="list-style-type: none"> <li>• Close marking of direct opponent in zone:                             <ul style="list-style-type: none"> <li>-Split-vision: keep eye on ball and opponent</li> </ul> </li> <li>• Change marking:                             <ul style="list-style-type: none"> <li>-Scan your surroundings and communicate</li> <li>-Stay in your defensive zone when the opponent changes position</li> <li>-Pass on opponent to teammate or mark opponent coming from another zone</li> </ul> </li> <li>• Switch to player-marking: when necessary, switch from zonal marking to player marking</li> </ul>
	<ul style="list-style-type: none"> <li>• Deny the cross</li> </ul>	<ul style="list-style-type: none"> <li>• Defend the cross with support from midfielder or winger.                             <ul style="list-style-type: none"> <li>-Deny cross into space or player.</li> <li>-Center backs stay in central position.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Defending the cross: protect the width of the goal</li> </ul>	<ul style="list-style-type: none"> <li>• Get organized and increase the protection in front of the goal on the cross:                             <ul style="list-style-type: none"> <li>-Weakside fullback is connecting to the backline</li> <li>-Occupy strategic zones</li> </ul> </li> <li>• Close marking of direct opponent:                             <ul style="list-style-type: none"> <li>-Split-vision: keep eye on ball and opponent</li> </ul> </li> <li>• Challenge: be first on the ball                             <ul style="list-style-type: none"> <li>-Aggressiveness</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Challenge to protect against goal attempt</li> </ul>	<ul style="list-style-type: none"> <li>• Engage and commit when chance of attempt on goal                             <ul style="list-style-type: none"> <li>-Don't get eliminated by dribble</li> <li>-Block shot</li> <li>-Win the second ball</li> <li>-Clearance</li> </ul> </li> </ul>

# U15 - U16

## PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

## DEFENDING

When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

### PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

#### AGAINST THE BALL

<b>INTERCEPTING</b>	<ul style="list-style-type: none"><li>• Winning or deflecting the ball, if not stay in position</li><li>• Deflecting an opponent's pass away from the intended target</li><li>• Staying in possession of the ball after stealing it and continuing with an attacking action</li><li>• Playing in one touch to a teammate</li><li>• Intercepting the ball as high as possible (high point) on a long (high) ball</li></ul>
<b>PRESSING</b>	<ul style="list-style-type: none"><li>• Running to the opponent who is about to receive the ball (approx. 2 yards distance) while the ball is moving (to reduce the space for the opponent or force error)</li><li>• Having fast approach but slow arrival</li><li>• Approach is forcing into desired area</li></ul>
<b>CHALLENGING</b>	<ul style="list-style-type: none"><li>• Taking good defensive posture (on toes, knees are bent, staggered stance, ...) that allows to start the 1v1 in favorable conditions</li><li>• Always look at the ball</li><li>• Staying on your feet</li><li>• Retaining possession of the ball after winning the duel</li><li>• If you are eliminated, don't give up, challenge again immediately</li></ul>
<b>DELAYING</b>	<ul style="list-style-type: none"><li>• Slowing down, reducing speed from the opponent's action</li><li>• Driving the player on the ball to the outside (away from goal)</li></ul>
<b>BLOCK THE SHOT</b>	<ul style="list-style-type: none"><li>• Getting in between the ball and the defending goal to redirect the ball away from goal</li></ul>

# U15 - U16

## PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

## DEFENDING

When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

## PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

### SPACIAL & POSITIONAL AWARENESS

<b>SCANNING</b>	<ul style="list-style-type: none"><li>• Searching for the ball, nearest teammates and nearest opponents in relationship to the goal we are protecting</li></ul>
<b>ADAPTING BODY SHAPE</b>	<ul style="list-style-type: none"><li>• Adjusting shoulders and hips to be 45 - 90 degrees towards the defending goal</li></ul>
<b>COVERING</b>	<ul style="list-style-type: none"><li>• Positioning at the appropriate distance from the challenging teammate, allowing to quickly put pressure again if needed</li><li>• Preventing the opponent behind your back (between the lines) from being an option</li></ul>
<b>MARKING</b>	<ul style="list-style-type: none"><li>• Preventing direct opponent from receiving the ball in favorable circumstances by positioning next to the opponent (proactive stance)</li><li>• Trying to look at both the ball and direct opponent</li><li>• Mark closer when closer to goal.</li></ul>

# U15 - U16

## PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# DEFENDING

When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

FIELD	PHASE	OBJECTIVE	TEAM TACTICAL PRINCIPLES		PLAYER ACTIONS
			MAIN PRINCIPLES	SUB PRINCIPLES	AGAINST THE BALL
ATTACING HALF	PREVENTING BUILD UP	<ul style="list-style-type: none"> <li>Regain the ball</li> <li>Prevent the opponent from playing forward</li> <li>Deny penetration from the dribble</li> <li>Reducing time and space</li> </ul>	<b>CREATE DEFENDING SHAPE</b>	<ul style="list-style-type: none"> <li>Make team compact: vertical and horizontal                             <ul style="list-style-type: none"> <li>-(Re-) Position to create a high front line</li> <li>-(Re-) Position to create high defensive line</li> </ul> </li> <li>Create optimal defending distances between players</li> </ul>	<ul style="list-style-type: none"> <li>Intercepting</li> </ul>
					<ul style="list-style-type: none"> <li>Pressing</li> <li>Challenging</li> <li>Delaying</li> <li>Block the shot</li> </ul>
DEFENDING HALF	DENYING CHANCES & SCORING	<ul style="list-style-type: none"> <li>Prevent goal</li> <li>Deny a chance</li> <li>Regain the ball</li> <li>Prevent the opponent from playing forward</li> <li>Deny penetration from the dribble</li> <li>Reducing time and space</li> </ul>	<b>BUILD PRESSURE ON THE BALL</b>	<ul style="list-style-type: none"> <li>Move as a collective unit: make play predictable</li> <li>Initiate pressure on the opponent with the ball</li> <li>Engage when chance of regaining the ball</li> <li>Provide cover and balance: eliminate passing options</li> <li>Prevent the switch: keep opponent on one side</li> <li>Protect space in behind: anticipate long ball</li> </ul>	<p><b>SPACIAL &amp; POSITIONAL AWARENESS</b></p> <ul style="list-style-type: none"> <li>Scanning</li> <li>Adapting body shape</li> </ul>
			<b>RECOVER WHEN PRESSURE IS BROKEN</b>	<ul style="list-style-type: none"> <li>Immediately (re-) apply pressure on the ball</li> <li>Delay attack and regain defensive shape</li> <li>Look to intercept pass or win second ball</li> </ul>	<ul style="list-style-type: none"> <li>Covering</li> </ul>
			<b>TAKE COUNTERMEASURES: ANTICIPATE TO COUNTER</b>	<ul style="list-style-type: none"> <li>Create passing option(s): between the lines</li> <li>Create passing option(s): run in behind</li> </ul>	
			<b>DENY THE FINISH</b>	<ul style="list-style-type: none"> <li>Get narrow and close the center: denying the through ball</li> <li>Marking and tracking opponent</li> <li>Deny the cross</li> <li>Defending the cross: protect the width of the goal</li> <li>Challenge to protect against goal attempt</li> </ul>	<ul style="list-style-type: none"> <li>Marking</li> </ul>



# PLAYER DEVELOPMENT FRAMEWORK

**11v11**



**U15 - U16**

**PROGRESSION PHASE II**  
**SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING**

DEFENDING TO ATTACKING TRANSITION	
GAME IDEA	
<p>When we regain the ball, we immediately think and play forward, look to attack at maximum speed in order to create chances and score goals.</p> <p>When we recognize we cannot play forward, we keep the ball and move into our attacking shape.</p>	
TEAM TACTICAL PRINCIPLES	
MAIN PRINCIPLES	SUB PRINCIPLES
<b>PLAY FORWARD QUICKLY</b>	<ul style="list-style-type: none"> <li>• First action forward</li> <li>• Continue to play forward</li> </ul>
<b>SECURE THE BALL</b>	<ul style="list-style-type: none"> <li>• Play out of pressure</li> <li>• Keep the ball and initiate build up</li> </ul>
<b>JOIN THE ATTACK WITH SPEED</b>	<ul style="list-style-type: none"> <li>• Provide support in front of the ball</li> <li>• Provide as much width as necessary</li> <li>• Provide support behind the ball</li> </ul>
<b>TAKE COUNTERMEASURES : ANTICIPATE THE COUNTER</b>	<ul style="list-style-type: none"> <li>• Push up the defensive line with speed: stay connected and compact</li> <li>• Create prevention shape behind the ball</li> </ul>
<b>FINISH THE COUNTERATTACK AS FAST AS POSSIBLE</b>	<ul style="list-style-type: none"> <li>• Create and exploit space for self or teammate</li> </ul>
	<ul style="list-style-type: none"> <li>• Attack space or engage opponent</li> </ul>
	<ul style="list-style-type: none"> <li>• Recognize player in a better position to score</li> <li>• Finish: use limited touches</li> </ul>

# U15 - U16

## PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# DEFENDING TO ATTACKING

When we regain the ball, we immediately think and play forward, look to attack at maximum speed in order to create chances and score goals. When we recognize we cannot play forward, we keep the ball and move into our attacking shape.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<b>PLAY FORWARD QUICKLY</b> PLAY FORWARD WITH AS FEW PASSES AS POSSIBLE	<ul style="list-style-type: none"> <li>First action forward</li> </ul>	<ul style="list-style-type: none"> <li>Start attacking transition immediately with forward action:                             <ul style="list-style-type: none"> <li>Pass forward into open space or feet to (highest) transition player (vertical / diagonal)</li> <li>Touch forward and run or dribble aggressively at maximum speed when space</li> </ul> </li> <li>GK distribution: throw/volley into space or feet</li> </ul>
	<ul style="list-style-type: none"> <li>Continue to play forward</li> </ul>	<ul style="list-style-type: none"> <li>Continue to progress the ball forward at speed to prevent the opponent from returning into defensive shape: dribble or pass</li> <li>Play with limited touches to increase the speed of the transition:                             <ul style="list-style-type: none"> <li>Direct: open body shape to receive the ball facing forward or turn when time on the ball</li> <li>Indirect: lay-off / playing backwards to supporting teammate (3<sup>rd</sup> man running)</li> </ul> </li> <li>Stay central if possible</li> <li>Take advantage of space behind the opponent's backline - pass behind</li> </ul>
<b>SECURE THE BALL</b> ESCAPE COUNTERPRESS FROM CLOSEST OPPONENT(S)	<ul style="list-style-type: none"> <li>Play out of pressure</li> </ul>	<ul style="list-style-type: none"> <li>Shield the ball when pressure from opponent</li> <li>Move the ball out of the zone when possession is regained to escape counter press</li> <li>Play sideways or backwards when unable to dribble or pass forward (or draw foul)</li> </ul>
	<ul style="list-style-type: none"> <li>Keep the ball: initiate build up</li> </ul>	<ul style="list-style-type: none"> <li>Keep possession when opponent is balanced and organized</li> <li>Recognize risk vs reward: priority is to secure possession</li> <li>Move into attacking shape</li> </ul>
<b>JOIN THE ATTACK WITH SPEED</b> SPRINT FORWARD TO ATTACK OR SUPPORT	<ul style="list-style-type: none"> <li>Provide support in front of the ball</li> </ul>	<ul style="list-style-type: none"> <li>Sprint forward and commit numbers into the attacking half</li> <li>Get players in front of the ball as quickly as possible to attack the backline of the opponent</li> <li>Provide a passing option: make a run in behind</li> </ul>
	<ul style="list-style-type: none"> <li>Provide as much width as possible</li> </ul>	<ul style="list-style-type: none"> <li>Occupy all three central-vertical channels</li> <li>Restrict runs to width of penalty area, when possible, to facilitate quick passing, limit risk of interception, and create direct chance on goal</li> </ul>
	<ul style="list-style-type: none"> <li>Provide support behind the ball</li> </ul>	<ul style="list-style-type: none"> <li>Position to enable the attack to continue by creating passing options behind the ball</li> <li>Recycle the attack when unable to continue the counter</li> </ul>

# U15 - U16

## PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# DEFENDING TO ATTACKING

When we regain the ball, we immediately think and play forward, look to attack at maximum speed in order to create chances and score goals. When we recognize we cannot play forward, we keep the ball and move into our attacking shape.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<b>TAKE COUNTERMEASURES: ANTICIPATE THE COUNTER</b> POSITION TO PROTECT AGAINST COUNTERATTACK	<ul style="list-style-type: none"> <li>Push up the defensive line with speed: stay connected and compact</li> </ul>	<ul style="list-style-type: none"> <li>Provide balance (numbers).</li> <li>Close space in between lines that the opponent could exploit.</li> <li>Create as high a line as possible.</li> </ul>
	<ul style="list-style-type: none"> <li>Create prevention shape behind the ball</li> </ul>	<ul style="list-style-type: none"> <li>Defensive positioning with a specific amount of players                             <ul style="list-style-type: none"> <li>-Defend the center of the field: block passing lines</li> <li>-Lock down the opponent's outlet(s): mark transition players</li> <li>-GK take high position: stay connected with the backline</li> </ul> </li> </ul>
<b>FINISH THE COUNTERATTACK AS FAST AS POSSIBLE</b> CREATE SCORING OPPORTUNITY AND SCORE	<ul style="list-style-type: none"> <li>Create and exploit space for self or teammate</li> </ul>	<ul style="list-style-type: none"> <li>Separate from opponent and receive between the lines.</li> <li>Exploit space behind opponent backline: make a run to receive in behind.</li> <li>Make a run to free up space for teammate to receive.</li> </ul>
	<ul style="list-style-type: none"> <li>Attack space or engage opponent</li> </ul>	<ul style="list-style-type: none"> <li>Dribble at speed into open space:                             <ul style="list-style-type: none"> <li>-Invite pressure to create (more) space for teammate(s)</li> </ul> </li> <li>Dribble at speed to isolate defender:                             <ul style="list-style-type: none"> <li>-Attract to free up teammate (2v1)</li> <li>-Eliminate defender or create separation and shoot (1v1)</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Recognize player in a better position to score</li> </ul>	<ul style="list-style-type: none"> <li>Keep composure (decision at full speed)</li> <li>Recognize the right moment to pass to a teammate in a better position to score or assist                             <ul style="list-style-type: none"> <li>- We attack/occupy different areas in the box</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Finish: use limited touches</li> </ul>	<ul style="list-style-type: none"> <li>Select the best surface and shoot on goal with a minimal touches.</li> </ul>

# U15 - U16

## PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# DEFENDING TO ATTACKING

When we regain the ball, we immediately think and play forward, look to attack at maximum speed in order to create chances and score goals.  
When we recognize we cannot play forward, we keep the ball and move into our attacking shape.

FIELD	PHASE	OBJECTIVE	TEAM TACTICAL PRINCIPLES		PLAYER ACTIONS		
			MAIN PRINCIPLES	SUB PRINCIPLES	WITH THE BALL		
DEFENDING HALF	BUILDING UP	<ul style="list-style-type: none"> <li>Advance the ball</li> <li>Keep the ball</li> </ul>	PLAY FORWARD QUICKLY	<ul style="list-style-type: none"> <li>First action forward</li> <li>Continue to play forward</li> </ul>	<ul style="list-style-type: none"> <li>Controlling</li> <li>Protecting</li> </ul>		
			SECURE THE BALL	<ul style="list-style-type: none"> <li>Play out of pressure</li> <li>Keep the ball and initiate build up</li> </ul>	<ul style="list-style-type: none"> <li>Driving</li> <li>Dribbling</li> </ul>		
		ATTACKING HALF	CREATING & SCORING	<ul style="list-style-type: none"> <li>Score goal</li> <li>Create chance</li> <li>Advance the ball</li> <li>Keep the ball</li> </ul>	JOIN THE ATTACK WITH SPEED	<ul style="list-style-type: none"> <li>Provide support in front of the ball</li> <li>Provide as much width as possible</li> <li>Provide support behind the ball</li> </ul>	<ul style="list-style-type: none"> <li>Passing</li> <li>Shooting</li> </ul>
					TAKE COUNTERMEASURES: ANTICIPATE THE COUNTER	<ul style="list-style-type: none"> <li>Push up the defensive line with speed: stay connected and compact</li> <li>Create prevention shape behind the ball</li> </ul>	<p><b>SPACIAL &amp; POSITIONAL AWARENESS</b></p> <ul style="list-style-type: none"> <li>Scanning</li> </ul>
FINISH THE COUNTERATTACK	<ul style="list-style-type: none"> <li>Create and exploit space for self or teammate</li> <li>Attack space or engage the opponent</li> <li>Recognize player in better position to score</li> <li>Finish: use limited touches</li> </ul>	<ul style="list-style-type: none"> <li>Supporting</li> </ul>					
						<ul style="list-style-type: none"> <li>Adapting body shape</li> </ul>	

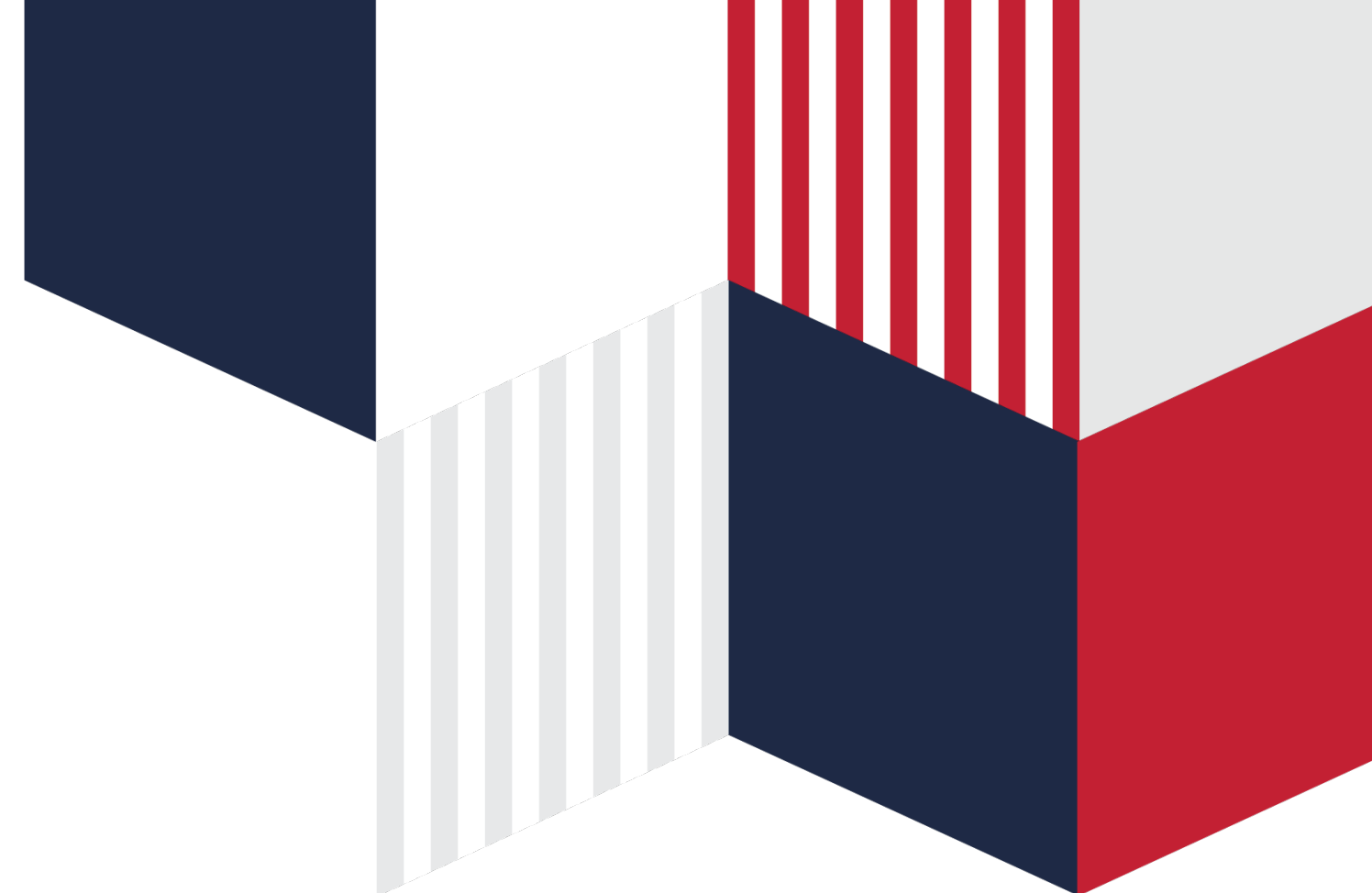


U . S . S O C C E R F E D E R A T I O N  
**PLAYER DEVELOPMENT  
FRAMEWORK**  
**11V11**  
**U17+ LEARNING PLAN**



U.S. SOCCER FEDERATION - TECHNICAL PLAN

**PLAYER-CENTERED**



# WHO IS IN FRONT OF US?

**A PLAYER-CENTERED APPROACH TO PLAYING THE GAME**  
FOCUS ON CREATING A DEVELOPMENTALLY APPROPRIATE LEARNING ENVIRONMENT

**DEVELOPMENTAL STAGE: LATE ADOLESCENCE & EMERGING ADULTHOOD**

B-U5	B-U6	B-U7	B-U8	B-U9	B-U10	B-U11	B-U12	B-U13	B-U14	B-U15	B-U16	B-U17	B-U18
G-U5	G-U6	G-U7	G-U8	G-U9	G-U10	G-U11	G-U12	G-U13	G-U14	G-U15	G-U16	G-U17	G-U18

GAME FORMAT: <b>11v11</b>	SOCIAL CHARACTERISTICS	EMOTIONAL CHARACTERISTICS	COGNITIVE CHARACTERISTICS	PHYSICAL CHARACTERISTICS
<b>U17 +</b>	<ul style="list-style-type: none"> <li>The relationship with parents continues to change as they grow more independent and autonomous. Conflict can decrease as the relationship becomes more equal by having a balance between independence and connection (they can also engage in more intellectual conversations with parents/adults)</li> <li>Society is becoming more complex, and they are still exploring and developing their identity and personality</li> <li>Begin going through different "rites of passage" marker events like getting a driver's license, school-related social events, graduating high school, turning "18" years old, and gaining the right to vote</li> <li>Emerging adults engage in more risky behaviors than do any other age group of adults. Examples can include thinking they are invincible regarding risky behaviors like vaping, drinking alcohol, and being sexually active</li> <li>Can better resist social pressure and emotional influences because they can make their own choices</li> <li>Friendships are now more diverse, more intense and of longer duration as they tend to relate more to individual peers rather than groups</li> </ul>	<ul style="list-style-type: none"> <li>Can begin to apply logic to emotional situations or challenges. This means that the way they approach and solve practical problems in this stage differs from early adolescence where it was more emotional</li> <li>Emotional Intelligence (EI) continues to improve; they are better at recognizing their own feelings and desires, can process emotional information, and use it appropriately in social contexts</li> <li>May now have more emotional agility/stability and be more in balance with themselves and with the (social) environment</li> <li>Empathy improves their sense of responsibility, and they are now more capable of assessing and understanding the intentions of others; they can better recognize complex emotions of others</li> <li>Emotions can be impacted by stress of the rites of passage (graduating/beginning work/leaving for college)</li> <li>Still fond of excitement and sensation; seek out new and challenging situations. Often seek out instant gratification and may struggle with impulse control</li> </ul>	<ul style="list-style-type: none"> <li>They have better planning and control skills for more complex tasks and have a good understanding of their individual goals and how to approach them</li> <li>Can make more complex choices, especially for mid-term and long-term type decisions (still not as good as adults)</li> <li>Emerging adults think in different ways than do early-stage adolescents concerning their ability to take different points of view</li> <li>Begin to move from the thinking process of "I'm right because I've experienced it" to thinking, "I'm not sure who's right because your experience is different from mine."</li> <li>Problems and situations that seemed fairly straight forward in early adolescence appear more complicated to emerging adults; the "right thing to do" is much tougher to figure out</li> <li>Rules and norms are viewed as relative to them, not absolute (ex. "I am able to text and drive but others should not")</li> <li>Have an increased capacity for self-reflection and because of this can be more self-aware (insight into their strengths and weaknesses)</li> <li>Begin taking more ownership and responsibility in their own development and understanding how that impacts their thinking on how they fit in the world</li> <li>Can use feedback in a better way than previous stages and are capable to assess the validity of feedback based on prior experiences</li> </ul>	<ul style="list-style-type: none"> <li>Large changes in the body continue to occur</li> <li>Muscles are still adapting; this change causes emerging adults to learn how to move their developing body (can experience another phase of awkward movement)</li> <li>Females have typically completed full physical development by 15 or 16 years old while some males (late maturing individuals) are now beginning or reaching their peak and/or are close to finishing their physical growth</li> <li>12-18 months after the PHV/growth spurt, physical development shows an increase in muscle mass and a normalization of body proportions</li> <li>Hormones like testosterone and estrogen impact training responses in physical qualities, such as strength, power, speed and endurance.                     <ul style="list-style-type: none"> <li>-With these changes in the body the movement competencies change and can lead to injury</li> </ul> </li> <li>As muscle mass and height increases in males, so does body satisfaction. However, many teenage females become dissatisfied with their bodies and weight due to the increase in body fat. Some teens may even resort to eating disorders to feel better about their bodies same in U15/U16</li> <li>Menstrual cycle impacts individuals differently (physically, socially, and emotionally)</li> </ul>

**PROGRESSION PHASE III**

**SCANNING & POSITIONING, RECEIVING, DRIBBLING, QUICK COMBINATION PLAY AND FINISHING**

GOALS
<ul style="list-style-type: none"> <li>Players develop scanning skills (ME AND MY SCANNING SKILLS)</li> <li>Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)</li> <li>Players develop high structured team play based on a style of play and game plan (ME AND MY TEAMMATES)</li> <li>Players continue to develop specific soccer skills based on a positional profile and a highly individualized approach (ME AND MY PERSONAL DEVELOPMENT)</li> <li>Players can develop by being integrated at the senior level (ME AND MY CAREER)</li> </ul>

**LEARNING ENVIRONMENT: OBJECTIVES**

<ul style="list-style-type: none"> <li>To help each player develop an understanding of own body and individual self-care programs</li> <li>-continue to help players develop a healthy lifestyle: focus on impact of sleep, alcohol, and nutrition</li> <li>-continue to monitor body alignment (i.e., ankles, knees, hips, shoulders, and vertebrae), muscle balance (triceps and biceps, quadriceps and hamstrings), and flexibility is essential during this stage</li> <li>To develop tactical awareness: engage in conversations about tactics</li> <li>To develop players in a specific position based on exceptional qualities: players specialize into one or two main positions</li> <li>To introduce the game strategy (the general plan of action in all moments of the game that is developed to increase the probability of success {desired result} versus an opponent considering own style of play and analysis of the opponent in all four moments)</li> <li>To continue to promote skill acquisition - application of technique within a context including perception, decision-making, execution, and reflection</li> <li>To develop winning mindset: developing players from wanting to win to learning how to win through focus on process and controllables</li> <li>To develop emotional awareness</li> <li>To continue to develop the player autonomy for self-development</li> </ul>
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**LEARNING ENVIRONMENT: ACTIVITIES**

<ul style="list-style-type: none"> <li>Continue to utilize a variety of activities that help develop the U.S. Soccer Key Qualities</li> <li>-utilize a variety of activities that help develop physical qualities, technical skills and decision making</li> <li>Focus on individual development within the position, within the functional group and within the team: all connected to the Style of Play</li> <li>- individual positional training</li> <li>- functional group training</li> <li>- team training</li> </ul>	<ul style="list-style-type: none"> <li>Focus on competition within the activities (can use game-based scenarios, i.e., down a goal or up a goal w X minutes to play)</li> <li>Use of activities over both short and long distances to develop different player actions</li> <li>-short ball-oriented activities challenging the players' movement focused on power, speed, agility and mobility</li> <li>-focus on decision making through GAMES</li> </ul>
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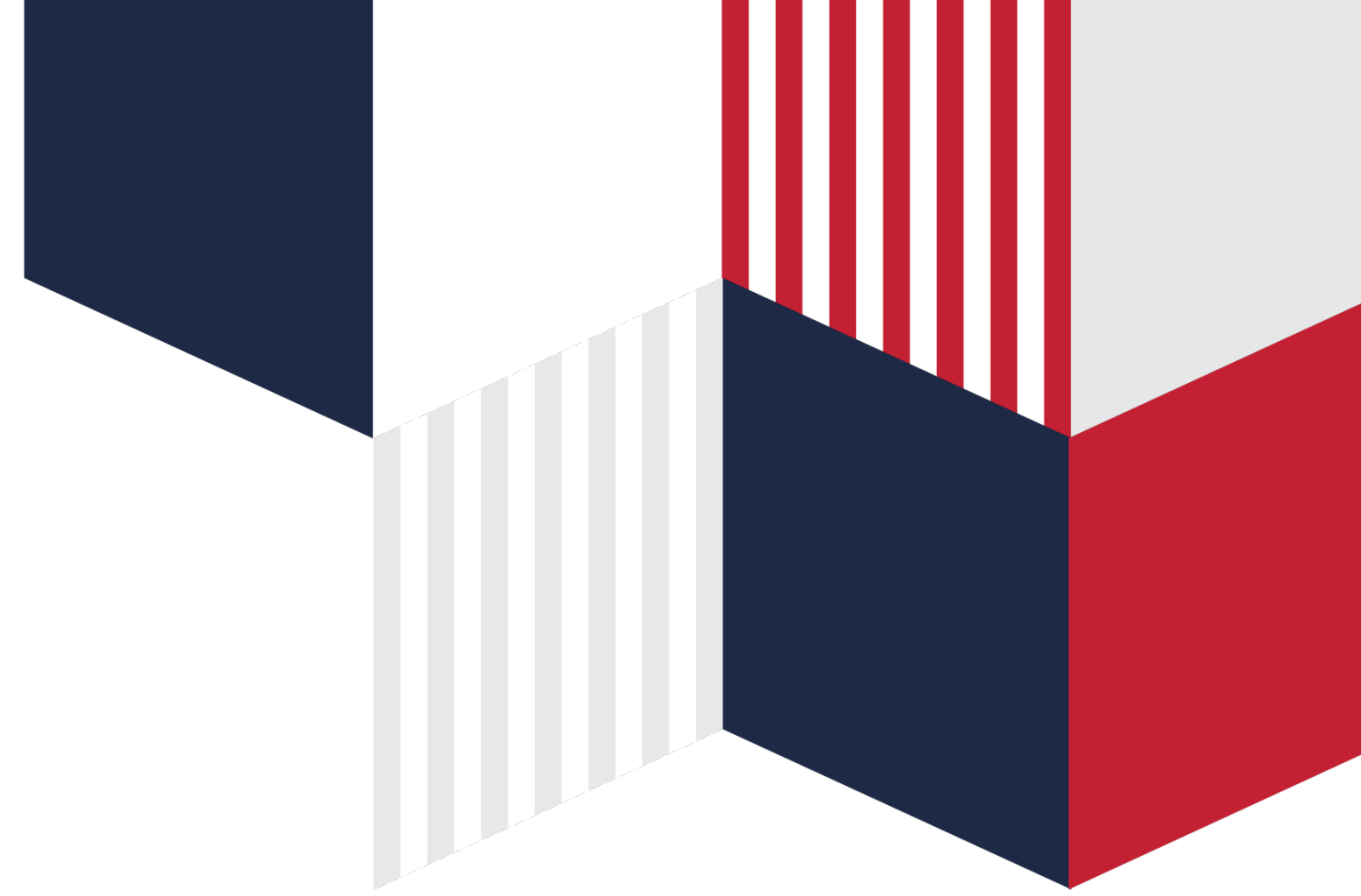
**LEARNING ENVIRONMENT: COACHING**

<ul style="list-style-type: none"> <li>Develop players' own responsibility and insight in team interests: pay attention to the controllables</li> <li>Guide players in the process of reflecting on game situations and interpreting their task(s), position on the field in order to make their actions as effective as possible.</li> <li>-take into account the varying individual rates of brain development that influences each individual's ability to think in more complex ways</li> <li>Be aware that menstrual cycle impacts individuals differently.</li> <li>Be aware of a fanatical attitude/big egos that often create conflict with teammates and opponents</li> <li>-keep in mind that manifesting and proving oneself is an enormous motivation for players at this age</li> </ul>
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U.S. SOCCER FEDERATION - TECHNICAL PLAN

# GAME FORMATION



**4v4**  
U7-U8



**7v7**  
U9-U10



**9v9**  
U11-U12



**11v11**  
U13+





# PLAYER-CENTERED: THE PLAYER

11v11



U17+

## SOCIAL

- The relationship with parents continues to change as they grow more independent and autonomous. Conflict can decrease as the relationship becomes more equal by having a balance between independence and connection (they can also engage in more intellectual conversations with parents/adults)
- Society is becoming more complex, and they are still exploring and developing their identity and personality
- Begin going through different “rites of passage” marker events like getting a driver’s license, school-related social events, graduating high school, turning “18” years old, and gaining the right to vote
- Emerging adults engage in more risky behaviors than do any other age group of adults. Examples can include thinking they are invincible regarding risky behaviors like vaping, drinking alcohol, and being sexually active
- Can better resist social pressure and emotional influences because they can make their own choices
- Friendships are now more diverse, more intense and of longer duration as they tend to relate more to individual peers rather than groups



# PLAYER-CENTERED: THE PLAYER

11v11



U17+

## EMOTIONAL

- Can begin to apply logic to emotional situations or challenges. This means that the way they approach and solve practical problems in this stage differs from early adolescence where it was more emotional
- Emotional Intelligence (EI) continues to improve; they are better at recognizing their own feelings and desires, can process emotional information, and use it appropriately in social contexts
- May now have more emotional agility/stability and be more in balance with themselves and with the (social) environment
- Empathy improves their sense of responsibility, and they are now more capable of assessing and understanding the intentions of others; they can better recognize complex emotions of others
- Emotions can be impacted by stress of the rites of passage (graduating/beginning work/leaving for college)
- Still fond of excitement and sensation; seek out new and challenging situations. Often seek out instant gratification and may struggle with impulse control



# PLAYER-CENTERED: THE PLAYER

11v11



U17+

## COGNITIVE

- They have better planning and control skills for more complex tasks and have a good understanding of their individual goals and how to approach them
- Can make more complex choices, especially for mid-term and long-term type decisions (still not as good as adults)
- Emerging adults think in different ways than do early-stage adolescents concerning their ability to take different points of view
- Begin to move from the thinking process of “I’m right because I’ve experienced it” to thinking, “I’m not sure who’s right because your experience is different from mine.”
- Problems and situations that seemed fairly straight forward in early adolescence appear more complicated to emerging adults; the “right thing to do” is much tougher to figure out
- Rules and norms are viewed as relative to them, not absolute (ex. “I am able to text and drive but others should not”)
- Have an increased capacity for self-reflection and because of this can be more self-aware (insight into their strengths and weaknesses)
- Begin taking more ownership and responsibility in their own development and understanding how that impacts their thinking on how they fit in the world
- Can use feedback in a better way than previous stages and are capable to assess the validity of feedback based on prior experiences



# PLAYER-CENTERED: THE PLAYER

11v11



U17+

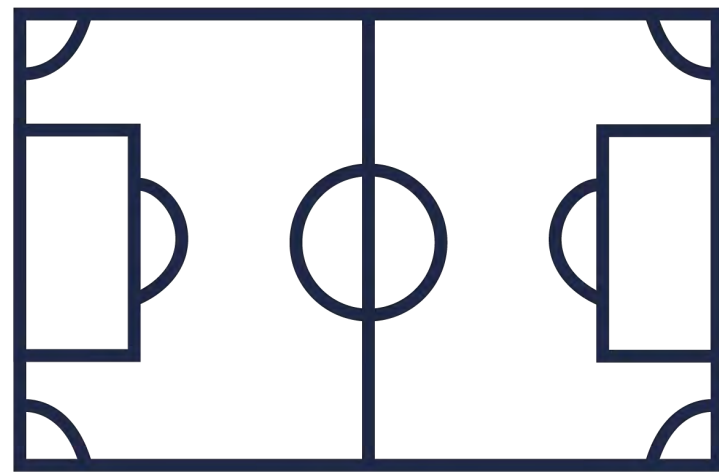
## PHYSICAL

- Large changes in the body continue to occur
- Muscles are still adapting; this change causes emerging adults to learn how to move their developing body (can experience another phase of awkward movement)
- Females have typically completed full physical development by 15 or 16 years old while some males (late maturing individuals) are now beginning or reaching their peak and/or are close to finishing their physical growth
- 12-18 months after the PHV/growth spurt, physical development shows an increase in muscle mass and a normalization of body proportions
- Hormones like testosterone and estrogen impact training responses in physical qualities, such as strength, power, speed and endurance.  
-With these changes in the body the movement competencies change and can lead to injury
- As muscle mass and height increases in males, so does body satisfaction. However, many teenage females become dissatisfied with their bodies and weight due to the increase in body fat. Some teens may even resort to eating disorders to feel better about their bodies same in U15/U16
- Menstrual cycle impacts individuals differently (physically, socially, and emotionally)



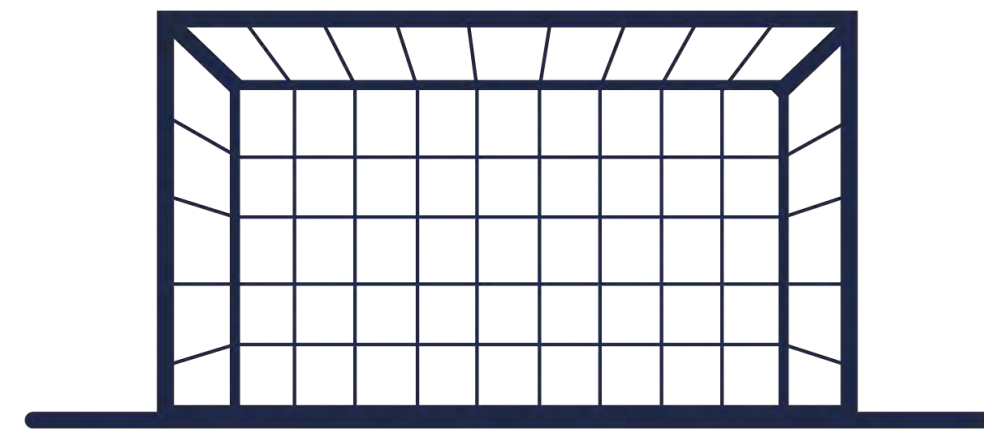
# 11v11 STANDARDS OF PLAY

## FIELD OF PLAY



Length- Min 100 yards/ Max 130 yards  
Width- Min 50 yards/ Max 100 yards

## GOALS



Goals should be 8 feet (height) x 24 feet (width)

## LAW 2 - BALL



Size 5 ball

## LAW 3 - # OF PLAYERS



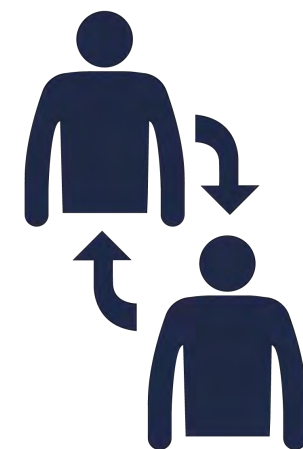
10 field players and 1 goalkeeper

## LAW 3 - # OF PLAYERS



Game may not start or continue if there are less than 7 players on a team

## SUBSTITUTIONS



\*Substitutions are unlimited (Modified Laws of the Game) and can occur at any stoppage

## LAW 5 - REFEREE



As a minimum, referees must have the U.S. Soccer Grassroots Referee License.

## LAW 6 - OTHER MATCH OFFICIALS



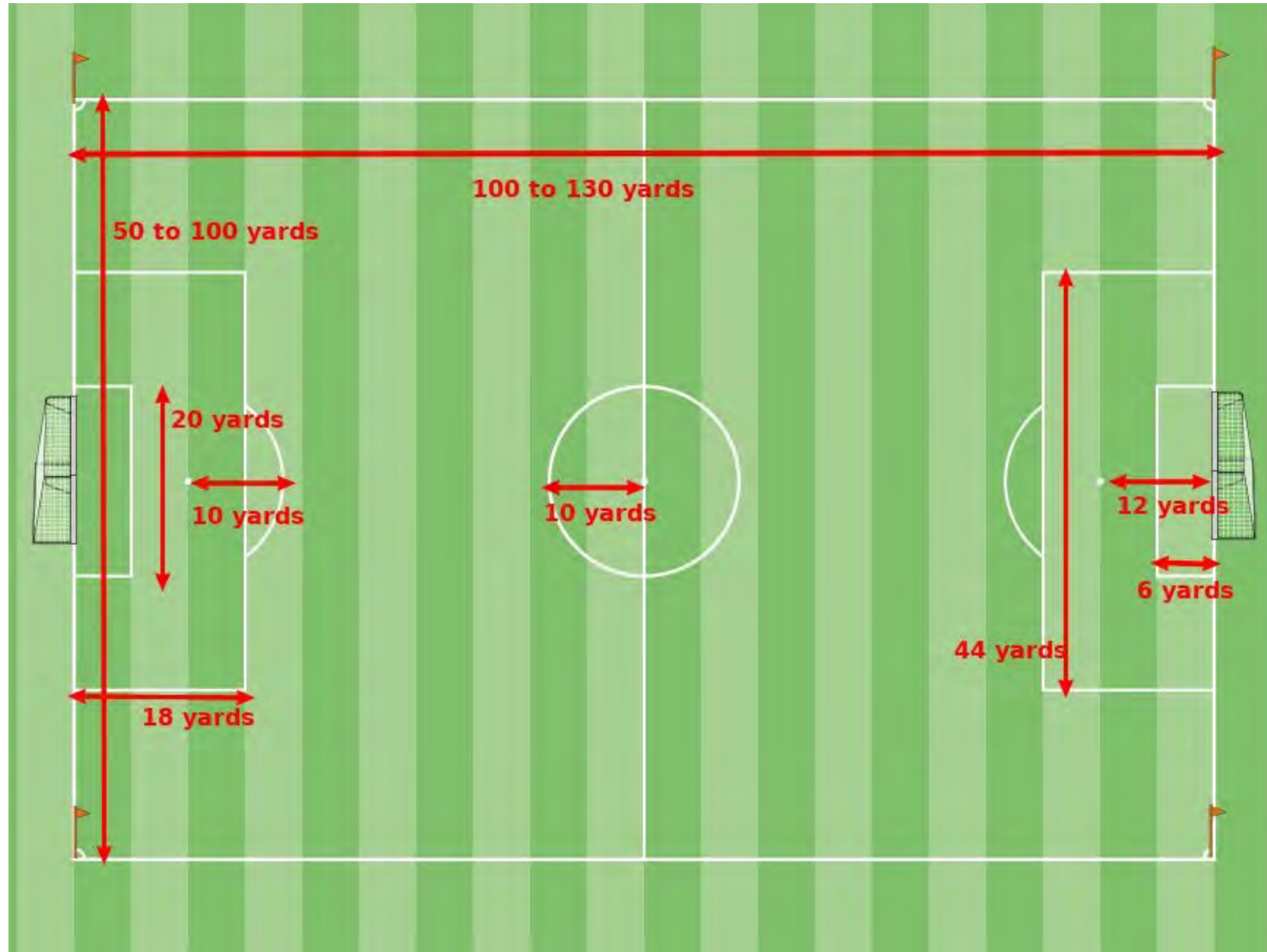
Assistant Referees must have a minimum of the U.S. Soccer Grassroots Referee License

\*The use of return substitutions is only permitted in youth, veterans, disability and grassroots football, subject to the agreement of the national football association, confederation or FIFA



11V11 STANDARDS OF PLAY

# FIELD SIZE





# PLAYER DEVELOPMENT FRAMEWORK

11v11



U17+

## PROGRESSION PHASE III SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

### Soccer Development

#### GOALS

- Players develop scanning skills (ME AND MY SCANNING SKILLS)
- Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)
- Players develop high structured team play based on a style of play and game plan (ME AND MY TEAMMATES)
- Players continue to develop specific soccer skills based on a positional profile and a highly individualized approach (ME AND MY PERSONAL DEVELOPMENT)
- Players can develop by being integrated at the senior level (ME AND MY CAREER)

### Learning objectives

- To help each player develop an understanding of own body and individual self-care programs
  - continue to help players develop a healthy lifestyle: focus on impact of sleep, alcohol, and nutrition
  - continue to monitor body alignment (i.e., ankles, knees, hips, shoulders, and vertebrae), muscle balance (triceps and biceps, quadriceps and hamstrings), and flexibility is essential during this stage
- To develop tactical awareness: engage in conversations about tactics
- To develop players in a specific position based on exceptional qualities: players specialize into one or two main positions
- To introduce the game strategy (the general plan of action in all moments of the game that is developed to increase the probability of success {desired result} versus an opponent considering own style of play and analysis of the opponent in all four moments)
- To continue to promote skill acquisition - application of technique within a context including perception, decision-making, execution, and reflection
- To develop winning mindset: developing players from wanting to win to learning how to win through focus on process and controllables
- To develop emotional awareness
- To continue to develop the player autonomy for self-development



# THE GAME MOMENTS





# PLAYER DEVELOPMENT FRAMEWORK

11v11



U17+

**PROGRESSION PHASE III**  
**SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING**

ATTACKING	
GAME IDEA	
When in possession, we want to dominate by <b>advancing the ball quickly</b> in the attacking half with <b>high energy and high tempo</b> .	
Create balance with a minimum of 5 players ahead of the ball and use our <b>positioning</b> to create an <b>advantage</b> over the opponent, <b>create goal scoring chances</b> , and <b>score</b> .	
TEAM TACTICAL PRINCIPLES	
MAIN PRINCIPLES	SUB PRINCIPLES
<b>CREATE ATTACKING TEAM SHAPE</b>	Create appropriate height, width, depth Create optimal attacking distances between players
<b>PROVIDE OPTIONS TO PLAY FORWARD</b>	Provide vertical or diagonal passing options Overload centrally or wide Move or lose opponent when marked Make runs behind the defensive line Give immediate support to teammate under pressure
<b>BREAK LINES TO ADVANCE ATTACK</b>	Drive with the ball to exploit space Engage opponent: create 1v1 or 2v1 Find a free player between or behind the lines Switch play: pass the ball to opponent's weak zone
<b>TAKE COUNTERMEASURES: ANTICIPATE OPPONENT COUNTER</b>	Push up the defensive line with speed: stay connected and compact Create high defensive shape behind the ball
<b>FINISH THE ATTACK AS FAST AS POSSIBLE</b>	Separate: time run or quick movement to unmark Final pass: through ball or combination play Numbers in the box: fill zones in front of goal Cross: into space or player Take on 1v1 to create or score Finish: use limited touches

## PROGRESSION PHASE III

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When in possession, we want to dominate by advancing the ball quickly in the attacking half with **high energy** and **high tempo**.

Create balance with a minimum of 5 players ahead of the ball and use our **positioning to create an advantage** over the opponent, **create goal scoring chances**, and **score**.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<p><b>CREATE ATTACKING SHAPE</b> POSITION TO STRETCH OPPONENT AND CREATE SPACE</p>	<ul style="list-style-type: none"> <li>• Create appropriate height, width, depth</li> </ul>	<ul style="list-style-type: none"> <li>• Attacking players position as high as possible:               <ul style="list-style-type: none"> <li>-Pin or move the opponent's back line to stretch the opponent's team in length.</li> <li>-Lower the level of vertical compactness of opponent:                   <ul style="list-style-type: none"> <li>-Create more space between the opponent's defensive lines (specifically, between the the opponent's back line and midfield).</li> </ul> </li> </ul> </li> <li>• Wide forwards and/or fullbacks (wide players):               <ul style="list-style-type: none"> <li>-Position wide while avoiding two players in a direct line: position attack across different lanes</li> <li>-Lower level of horizontal (sideline to sideline) compactness of opponent                   <ul style="list-style-type: none"> <li>-Create more space centrally: creating passing lanes into the opponent's block</li> <li>or</li> <li>-Take advantage of space in wide areas</li> </ul> </li> </ul> </li> <li>• Center backs and/or fullbacks (occasionally midfielders):               <ul style="list-style-type: none"> <li>-Position behind the ball in supporting position.</li> <li>-Lower the level of vertical compactness of opponent:                   <ul style="list-style-type: none"> <li>-Create enough space to create strong ball circulation</li> <li>-Enable a switch of play</li> </ul> </li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Create optimal attacking distances between players</li> </ul>	<ul style="list-style-type: none"> <li>• Spread out with optimal passing distance between players.</li> <li>• Create relationships - connections between players.</li> <li>• Exploit space in opponent's defending team shape.</li> </ul>

## PROGRESSION PHASE III

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When in possession, we want to dominate by **advancing the ball quickly** in the attacking half with **high energy** and **high tempo**.

Create balance with a **minimum of 5 players ahead of the ball** and use our **positioning to create an advantage** over the opponent, **create goal scoring chances**, and **score**.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<p><b>PROVIDE OPTIONS TO PLAY FORWARD</b> (RE-)POSITION TO CREATE ADVANTAGE AND RECEIVE THE BALL</p>	<ul style="list-style-type: none"> <li>• Provide vertical or diagonal passing options</li> </ul>	<ul style="list-style-type: none"> <li>• Exploit the space in and around the opponent's defensive block and create a positional advantage:               <ul style="list-style-type: none"> <li>-Avoid two players in a direct line.</li> <li>-Move and provide a good supporting angle: receive facing forward to play forward when possible.</li> <li>-Stay away from the ball when player on the ball has time and space to play forward.</li> </ul> </li> <li>• Triangulate: we position to provide the player on the ball with at least two forward (diagonal/vertical) passing options on different levels of height and width.</li> <li>• Rotate: interchange position to create a dynamic advantage.</li> </ul>
	<ul style="list-style-type: none"> <li>• Create overload centrally or wide</li> </ul>	<ul style="list-style-type: none"> <li>• Create a numerical advantage in a specific area of the field:               <ul style="list-style-type: none"> <li>-Position to outnumber opponent in the area around the ball or area away from the ball</li> <li>-Allow more players to attack - penetrations of midfielders or defenders</li> <li>-Drop midfielders or attackers</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Move or lose opponent when marked</li> </ul>	<ul style="list-style-type: none"> <li>• If marked move to <u>open space</u> or move to <u>open the space</u>:</li> <li>• Lose opponent to receive the ball               <ul style="list-style-type: none"> <li>-Distance from defender in space (get unmarked)/ move between the lines</li> </ul> </li> <li>• Move opponent to receive the ball               <ul style="list-style-type: none"> <li>-Draw opponent out of defending position to create space for self to receive (requires explosive change of direction)</li> </ul> </li> <li>• Move to create space and passing options for teammate to receive               <ul style="list-style-type: none"> <li>-Draw opponent out of defending position to create space for teammate to exploit and receive ball</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Make runs behind the defensive line</li> </ul>	<ul style="list-style-type: none"> <li>• Make run when player on the ball is facing forward and has no pressure or has pressure but can play forward</li> <li>• Use different runs and time run to avoid offside (straight run, curved run, ...)</li> <li>• Receive the ball facing forward</li> </ul>
	<ul style="list-style-type: none"> <li>• Give immediate support to teammate under pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the player on the ball is under pressure and has no immediate options:               <ul style="list-style-type: none"> <li>-Above the ball: move towards the ball to create a passing option</li> <li>-Behind the ball: adjust position to create passing option</li> </ul> </li> </ul>

## PROGRESSION PHASE III

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When in possession, we want to dominate by advancing the ball quickly in the attacking half with **high energy** and **high tempo**.

Create balance with a minimum of 5 players ahead of the ball and use our **positioning to create an advantage** over the opponent, **create goal scoring chances**, and **score**.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<b>BREAK LINES TO ADVANCE ATTACK</b> PROGRESS THE BALL FORWARD AND ELIMINATE OPPONENT(S)	<ul style="list-style-type: none"> <li>Drive with the ball to exploit space</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and exploit space.</li> <li>Accelerate play through dribble: individually progress the ball into space with change of tempo.</li> <li>Attract opponent (draw attention).</li> </ul>
	<ul style="list-style-type: none"> <li>Engage opponent: create 1v1 or 2v1</li> </ul>	<ul style="list-style-type: none"> <li>Dribble and look for 1v1 or 2v1 :                             <ul style="list-style-type: none"> <li>-Engage to isolate opponent:</li> <li>-Eliminate through dribble: take opponent on in 1v1</li> <li>-Eliminate through pass or give and go</li> </ul> </li> <li>Move or hold the ball to attract opponent:                             <ul style="list-style-type: none"> <li>-Move the opponent, invite pressure to create space for teammate.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Find a free player between or behind the lines</li> </ul>	<ul style="list-style-type: none"> <li>Pass quickly, accurately and with appropriate pace to a free player.</li> <li>Skip a line: recognize opportunity &amp; take risk: look furthest first, look nearest second.</li> <li>Pass dictates the action: pass with intent.</li> </ul>
	<ul style="list-style-type: none"> <li>Switch play: pass the ball to opponents' weak zone</li> </ul>	<ul style="list-style-type: none"> <li>Draw opponent to one side and find space on the opposite side:                             <ul style="list-style-type: none"> <li>-Direct change of point: long pass</li> <li>-Indirect change of point: short pass</li> </ul> </li> </ul>
<b>TAKE COUNTERMEASURES: ANTICIPATE OPPONENT COUNTER</b> POSITION TO PROTECT AGAINST COUNTERATTACK	<ul style="list-style-type: none"> <li>Push up the defensive line with speed: stay connected and compact</li> </ul>	<ul style="list-style-type: none"> <li>Provide balance (numbers).</li> <li>We all move with the same speed and lose space in between lines that the opponent could exploit.</li> <li>Create as high a line as possible.</li> <li>GK take high position: stay connected with the backline .                             <ul style="list-style-type: none"> <li>-GK anticipate long pass from opponent and adjust quickly.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Create high defensive shape behind the ball</li> </ul>	<ul style="list-style-type: none"> <li>Defensive positioning by the players who are no longer directly involved in moving the ball forward.</li> <li>Anticipate losing the ball and occupy positions to defend the opponent's counterattack.                             <ul style="list-style-type: none"> <li>-Defend the center of the field: block passing lanes</li> <li>-Lock down the opponent's outlet(s): mark transition players</li> </ul> </li> </ul>

## PROGRESSION PHASE III

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When in possession, we want to dominate by **advancing the ball quickly** in the attacking half with **high energy** and **high tempo**.

Create balance with a **minimum of 5 players ahead of the ball** and use our **positioning to create an advantage** over the opponent, **create goal scoring chances**, and **score**.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<p><b>FINISH THE ATTACK</b> CREATE SCORING OPPORTUNITY AND SCORE</p>	<ul style="list-style-type: none"> <li>Separate: time run or quick movement to unmark</li> </ul>	<ul style="list-style-type: none"> <li>Move into a position in and around the box to score or assist:                             <ul style="list-style-type: none"> <li>-Forward run behind the opponent's back line from a high position (attacking position)</li> <li>-Forward run behind the opponent's back line from a deeper position (midfield position)</li> <li>-Move out of sight to receive</li> </ul> </li> <li>Counter movement: opposite movement between two players</li> <li>Quick movement from opponent to create space</li> </ul>
	<ul style="list-style-type: none"> <li>Final pass: through ball or combination play</li> </ul>	<ul style="list-style-type: none"> <li>Disguised pass to manipulate opponent</li> <li>Pass quickly, accurately and with appropriate pace:                             <ul style="list-style-type: none"> <li>-Through ball or chip ball to player who runs in behind</li> <li>-Pass to unmarked player in or around the box</li> </ul> </li> <li>Quick combination play between 2 or more players to find a teammate in a goalscoring position</li> <li>Recognize the player in the better position.</li> </ul>
	<ul style="list-style-type: none"> <li>Numbers in the box: fill zones in front of goal</li> </ul>	<ul style="list-style-type: none"> <li>Efficient occupation of zones in the box on cross: near post, back post, penalty spot, edge of box                             <ul style="list-style-type: none"> <li>-Time your run in the box</li> <li>-Get unmarked or in front of opponent</li> <li>-Attack the ball</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Cross: into space or player</li> </ul>	<ul style="list-style-type: none"> <li>Time the cross in front or behind the backline                             <ul style="list-style-type: none"> <li>-Recognize space (positioning of goalkeeper and defenders)</li> <li>-Recognize the positions and runs of teammates in penalty box</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Take on 1v1 to create or score</li> </ul>	<ul style="list-style-type: none"> <li>Eliminate opponent through dribble to create goalscoring opportunity</li> </ul>
	<ul style="list-style-type: none"> <li>Finish: use limited touches</li> </ul>	<ul style="list-style-type: none"> <li>Shoot from (short/long) distance</li> <li>Finish off the cross: choose your final touch</li> <li>React quickly on rebounds</li> </ul>



# PLAYER DEVELOPMENT FRAMEWORK

**11v11**



**U17+**

**PROGRESSION PHASE III**  
**SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING**

PLAYER ACTIONS
A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.
<b>ATTACKING</b>
<b>WITH THE BALL</b>
Controlling
Protecting
Driving
Dribbling
Passing
Shooting
<b>SPACIAL &amp; POSITIONAL AWARENESS</b>
Scanning
Supporting
Adapting body shape

## PROGRESSION PHASE III

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When in possession, we want to dominate by **advancing the ball quickly** in the attacking half with **high energy and high tempo**.  
Create balance with a **minimum of 5 players ahead of the ball** and use our **positioning to create an advantage** over the opponent, **create goal scoring chances**, and **score**.

## PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

### WITH THE BALL

<p><b>CONTROLLING</b></p>	<ul style="list-style-type: none"> <li>• Receiving and preparing the ball from short passes (distance of 5 to 20 yards)</li> <li>• Receiving and preparing the ball in such a way that you can immediately go to goal</li> <li>• Receiving and preparing the ball in such a way that it stays as close to you as possible</li> <li>• Receiving by moving towards the ball when opponent is close by (attacking the ball)</li> <li>• Receiving and preparing the ball from a long pass in the air</li> <li>• Receiving and preparing the ball on the bounce</li> <li>• Receiving and preparing the ball on the turn towards the opponent's goal as quickly as possible</li> <li>• Receiving and playing in 1 touch if you can pass accurately</li> <li>• Avoiding looking at the ball when receiving and preparing the ball</li> <li>• Scanning for a free teammate after performing the control</li> <li>• Scanning for a free teammate before or while receiving and preparing the ball</li> <li>• Avoiding a long ball from bouncing - receiving before the bounce</li> <li>• Receiving and playing a long ball in 1 touch if you can pass accurately</li> </ul>
<p><b>PROTECTING</b></p>	<ul style="list-style-type: none"> <li>• Shielding and maintaining possession of the ball, by placing most of the body between the ball and opponent, keeping the ball on the furthest foot away from the defender while looking for teammates</li> <li>• Turning away from and out of reach of your opponent</li> </ul>
<p><b>DRIVING</b></p>	<ul style="list-style-type: none"> <li>• Running with the ball, keeping the ball as close as possible to the body</li> <li>• Avoiding looking at the ball while driving the ball</li> <li>• Keeping your body between the ball and the approaching opponent while driving the ball</li> <li>• Running as fast as possible with the ball, picking up speed to gain as much time and territory as possible</li> <li>• Creating space in advance (before controlling) in which you want to drive the ball</li> </ul>

## PROGRESSION PHASE III

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When in possession, we want to dominate by **advancing the ball quickly** in the attacking half with **high energy and high tempo**.  
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A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

### WITH THE BALL

<p><b>DRIBBLING</b></p>	<ul style="list-style-type: none"> <li>• Taking on the opponent</li> <li>• Reading the body shape of the opponent and engaging on the most obvious/weak side</li> <li>• Accelerating when eliminating the opponent</li> <li>• Avoiding looking at the ball while dribbling</li> <li>• Keeping your body between the ball and the opponent while dribbling</li> <li>• Holding off the opponent and creating distance from the opponent</li> <li>• Dribbling through a change of direction at the right time, or through a change of speed or through a feint</li> <li>• Dribbling when you can cause direct danger on target</li> </ul>
<p><b>PASSING</b></p>	<ul style="list-style-type: none"> <li>• Playing the ball intentionally with different surfaces to a free teammate, into feet or space, within a distance of 5 to 20 yards</li> <li>• Playing the ball to the foot so that the player receiving the ball can continue to play forward</li> <li>• Making a leading pass in front of your teammate, making sure that the teammate can take the ball without having to slow down</li> <li>• Looking at the player you are passing to when passing</li> <li>• Trying to take out an opponent with a quick wall pass (give and go) in a small space</li> <li>• Making a long pass in the air</li> <li>• Playing a long ball in space so a teammate can receive the ball while running</li> <li>• Avoiding passing to a player surrounded by opponents who can be immediately put under pressure</li> <li>• Playing the cross at the right time and with the right ball speed outside the action area of the goalkeeper and the defender</li> <li>• Disguising the pass</li> </ul>
<p><b>SHOOTING</b></p>	<ul style="list-style-type: none"> <li>• Striking the ball intentionally with different surfaces from short and medium range (1-10 yards; 11-20 yards) on the goal (finishing)</li> <li>• Looking at the position of the goalkeeper before shooting at goal, and selecting a target</li> <li>• Aiming for the far side if you shoot from an angle and the goalkeeper is protecting near post</li> <li>• Finishing in 1 time/touch when closely marked</li> <li>• Finishing on the volley / bounce</li> <li>• Following the ball after the shot</li> <li>• Dribbling at the goalkeeper when he/she comes out at full speed or when he or she protects the goal well and scoring from the shot becomes difficult</li> <li>• Chipping the goalkeeper</li> <li>• Disguising the finish</li> </ul>

## PROGRESSION PHASE III

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

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## PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

### SPACIAL & POSITIONAL AWARENESS

#### SCANNING

- Searching for the ball, teammates and the goal:
  - scanning for a free teammate after performing the control
  - scanning for a free teammate before or while receiving and preparing the ball (passing)
  - scanning and avoiding looking at the ball while dribbling
  - scanning and looking at the position of the goalkeeper before shooting at goal, and selecting a target (shooting)

#### SUPPORTING (POSITIONING)

- Looking at the player in possession of the ball
- Finding open space for self and indicating this, verbally or non-verbally, to the player in possession of the ball
- Repositioning after giving a pass (ex. give and go)
- Assessing teammates' movements and moving off each other
- Unmarking and running behind opponent when a teammate on the ball is looking for options
- Looking to get out of sight from the defender's vision
- Losing direct opponent by switching positions with a teammate
- Anticipating as the third player who will get the ball after a pass between two teammates

#### ADAPTING BODY SHAPE

- Adjusting shoulders and hips to be 45 - 90 degrees towards the attacking goal.
- While approaching, have an optimal overview of the game situation.

## PROGRESSION PHASE III

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING

When in possession, we want to dominate by advancing the ball quickly in the attacking half with high energy and high tempo.

Create balance with a minimum of 5 players ahead of the ball and use our positioning to create an advantage over the opponent, create goal scoring chances, and score.

FIELD	PHASE	OBJECTIVE	TEAM TACTICAL PRINCIPLES		PLAYER ACTIONS
			MAIN PRINCIPLES	SUB PRINCIPLES	WITH THE BALL
DEFENDING HALF	BUILDING UP	<ul style="list-style-type: none"> <li>• Advance the ball</li> <li>• Keep the ball</li> </ul>	<b>CREATE ATTACKING SHAPE</b>	<ul style="list-style-type: none"> <li>• Create appropriate height, width, depth</li> <li>• Create optimal attacking distances between players</li> </ul>	• Controlling
					• Protecting
			<b>PROVIDE OPTIONS TO PLAY FORWARD</b>	<ul style="list-style-type: none"> <li>• Provide vertical or diagonal passing options</li> <li>• Create overload centrally or wide</li> <li>• Move or lose opponent when marked</li> <li>• Make runs behind the defensive line</li> <li>• Give immediate support to teammate under pressure</li> </ul>	• Driving
					• Dribbling
					• Passing
					• Shooting
ATTACKING HALF	CREATING & SCORING	<ul style="list-style-type: none"> <li>• Score goal</li> <li>• Create chance</li> <li>• Advance the ball</li> <li>• Keep the ball</li> </ul>	<b>BREAK LINES TO ADVANCE ATTACK</b>	<ul style="list-style-type: none"> <li>• Drive with the ball to exploit space</li> <li>• Engage opponent: create 1v1 or 2v1</li> <li>• Find a free player between or behind the lines</li> <li>• Switch play: pass the ball to the opponent's weak zone</li> </ul>	<b>SPACIAL &amp; POSITIONAL AWARENESS</b>
					<b>TAKE COUNTERMEASURES: ANTICIPATE OPPONENT COUNTER</b>
			<b>FINISH THE ATTACK</b>	<ul style="list-style-type: none"> <li>• Separate: time run or quick movement to unmark</li> <li>• Final pass: through ball or combination play</li> <li>• Numbers in the box: fill in zones in front of goal</li> <li>• Cross into space or player</li> <li>• Take on 1v1 to create or score</li> <li>• Finish: use limited touches</li> </ul>	



# PLAYER DEVELOPMENT FRAMEWORK

**11v11**



**U17+**

**PROGRESSION PHASE III**  
**SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING**

ATTACKING TO DEFENDING TRANSITION	
GAME IDEA	
<p>When we lose possession, we want to <b>regain the ball early and as high up the field as possible, by reacting immediately with maximum intensity and aggression.</b></p> <p>When we recognize we are unable to pressure the ball, we <b>recover quickly into a compact shape.</b></p>	
TEAM TACTICAL PRINCIPLES	
MAIN PRINCIPLES	SUB PRINCIPLES
<b>APPLY IMMEDIATE PRESSURE ON THE BALL</b>	<ul style="list-style-type: none"> <li>Press to regain or prevent progress of the ball</li> <li>Provide cover and balance: eliminate options</li> </ul>
<b>DELAY THE COUNTERATTACK</b>	<ul style="list-style-type: none"> <li>Drop off and block direct path to goal</li> <li>Slow down and dictate opponent</li> </ul>
<b>RECOVER WITH SPEED</b>	<ul style="list-style-type: none"> <li>Get numbers back quickly and take defensive position</li> <li>Press from behind as quickly as possible</li> <li>Stay connected: look to win the second ball</li> </ul>
<b>TAKE COUNTERMEASURES: ANTICIPATE THE COUNTER</b>	<ul style="list-style-type: none"> <li>Create passing option(s): between the lines</li> <li>Create passing option(s): look to run in behind</li> </ul>
<b>DENY FINISH FROM COUNTERATTACK</b>	<ul style="list-style-type: none"> <li>Defend the goal and create conditions to engage</li> <li>Challenge to protect against a goal attempt</li> </ul>

## PROGRESSION PHASE III

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# ATTACKING TO DEFENDING TRANSITION

When we lose possession, we want to regain the ball early and as high up the field as possible, by reacting immediately with maximum intensity and aggression.

When we recognize we are unable to pressure the ball, we recover quickly into a compact shape.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<b>APPLY IMMEDIATE PRESSURE ON THE BALL</b> REACT QUICKLY TO WIN THE BALL BACK AND STOP OPPONENTS' FORWARD PLAY	<ul style="list-style-type: none"> <li>Press to regain or prevent progress of the ball</li> </ul>	<ul style="list-style-type: none"> <li>Recognize situations when to press or hold and force wide (awareness).</li> <li>Win the ball when opportunity to regain (distance, numbers and levels of compactness).</li> <li>Nearest player(s):                             <ul style="list-style-type: none"> <li>-React immediately, reduce space with speed and intensity</li> <li>-Apply (frontal/diagonal) pressure on the ball: Deny switch - Stop long ball - Prevent forward pass</li> <li>-Stay disciplined: no foul</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Provide cover and balance: eliminate options</li> </ul>	PROTECT THE NEAREST SPACE: ANTICIPATE SHORT PASSING <ul style="list-style-type: none"> <li>Teammates collectively reduce space and area around the ball</li> <li>Mark outlet players - block passing lines - cover space</li> <li>Push up the lines when opposition is forced backwards.</li> </ul> PROTECT THE SPACE IN BEHIND: ANTICIPATE THE LONG BALL <ul style="list-style-type: none"> <li>Central defenders anticipate the long ball when inefficient pressure: read pass and drop</li> <li>Wide defenders attach to the backline.</li> <li>Adjust body position to anticipate opponent's movement or action</li> </ul>
<b>DELAY THE COUNTERATTACK</b> DROP AND NARROW, REDUCE SPEED OF OPPONENTS TO ALLOW PLAYERS TO RECOVER	<ul style="list-style-type: none"> <li>Drop off and block direct path to goal</li> </ul>	<ul style="list-style-type: none"> <li>Drop-off and protect the center:                             <ul style="list-style-type: none"> <li>-Drop centrally, get narrow and defend in relation to goal</li> <li>-Create compact block - numbers between ball and goal (to force play wide)</li> </ul> </li> <li>Reduce the central space between the backline.</li> <li>Identify and mark the most dangerous player.</li> </ul>
	<ul style="list-style-type: none"> <li>Slow down and dictate opponent</li> </ul>	<ul style="list-style-type: none"> <li>Slow down the opponent when we are unable to pressure the player on the ball and in a disadvantage (ex. outnumbered) to allow players to return in the defensive block</li> <li>Dictate direction (force backwards or wide) and speed of play (reduce speed)</li> <li>Create equal numbers or overload (in area of the ball): eliminate passing options (2v1 → 1-1)</li> </ul>

## PROGRESSION PHASE III

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### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<b>RECOVER WITH SPEED</b> <small>SPRINT BACK TO GET BALANCED, ORGANIZED AND APPLY PRESSURE</small>	<ul style="list-style-type: none"> <li>Get numbers back quickly and take defensive position</li> </ul>	<ul style="list-style-type: none"> <li>Sprint back to get behind the ball to support teammates</li> <li>Attach to the backline and defend in relation to the goal</li> </ul>
	<ul style="list-style-type: none"> <li>Press from behind as quickly as possible</li> </ul>	<ul style="list-style-type: none"> <li>Sprint back and put pressure on the opponent in possession:                             <ul style="list-style-type: none"> <li>-Prevent the opponent from playing forward or dribbling with the ball</li> <li>-Try to recover the ball (don't give up)</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Stay connected: look to win the second ball</li> </ul>	<ul style="list-style-type: none"> <li>Recover quickly to defend the long ball (create numbers around the ball)</li> <li>Position or mark to prevent the opponent from playing forward after lay-off</li> <li>Pressure to regain the ball</li> </ul>
<b>TAKE COUNTERMEASURES</b> <small>POSITION TO PREPARE THE COUNTERATTACK</small>	<ul style="list-style-type: none"> <li>Create passing option(s): between the lines</li> </ul>	<ul style="list-style-type: none"> <li>Anticipate the moment when team wins the ball back :                             <ul style="list-style-type: none"> <li>-Stop defending</li> <li>-Unmark from defender</li> <li>-Position (diagonally) between the lines to set up a possible counter-attack</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Create passing option(s): look to run in behind</li> </ul>	<ul style="list-style-type: none"> <li>Anticipate the moment when team wins the ball back</li> <li>Stop defending and position to create the opportunity to make a run in behind the defensive line</li> </ul>
<b>DENY FINISH FROM COUNTERATTACK</b> <small>DENY SCORING OPPORTUNITIY AND PREVENT SCORING</small>	<ul style="list-style-type: none"> <li>Defend the goal and create conditions to engage</li> </ul>	<ul style="list-style-type: none"> <li>Be patient and don't commit too early (recognize distance from goal, wait for teammates)</li> <li>Isolate opponent on the ball when possible: 2v1 → 1-1</li> </ul>
	<ul style="list-style-type: none"> <li>Challenge to protect against a goal attempt</li> </ul>	<ul style="list-style-type: none"> <li>Challenge with strong determination: block shot to tackle - intercept to prevent assist                             <ul style="list-style-type: none"> <li>-When we are organized and have a numerical advantage</li> <li>-When opponent is in shooting distance</li> </ul> </li> </ul>

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When we lose possession, we want to regain the ball early and as high up the field as possible, by reacting immediately with maximum intensity and aggression.  
When we recognize we are unable to pressure the ball, we recover quickly into a compact shape.

FIELD	PHASE	OBJECTIVE	TEAM TACTICAL PRINCIPLES		PLAYER ACTIONS
			MAIN PRINCIPLES	SUB PRINCIPLES	AGAINST THE BALL
ATTACING HALF	PREVENTING BUILD UP	<ul style="list-style-type: none"> <li>Regain the ball</li> <li>Prevent the opponent from playing forward</li> <li>Deny penetration from the dribble</li> <li>Reducing time and space</li> </ul>	<b>APPLY IMMEDIATE PRESSURE ON THE BALL</b>	<ul style="list-style-type: none"> <li>Press to regain or prevent progress of the ball</li> <li>Provide cover and balance: eliminate options</li> </ul>	<ul style="list-style-type: none"> <li>Intercepting</li> </ul>
					<ul style="list-style-type: none"> <li>Pressing</li> </ul>
					<ul style="list-style-type: none"> <li>Challenging</li> </ul>
					<ul style="list-style-type: none"> <li>Delaying</li> </ul>
DEFENDING HALF	DENYING CHANCES & SCORING	<ul style="list-style-type: none"> <li>Prevent goal</li> <li>Deny a chance</li> <li>Regain the ball</li> <li>Prevent the opponent from playing forward</li> <li>Deny penetration from the dribble</li> <li>Reducing time and space</li> </ul>	<b>DELAY THE COUNTERATTACK</b>	<ul style="list-style-type: none"> <li>Drop off and block direct path to goal</li> <li>Slow down and dictate opponent</li> </ul>	<b>SPACIAL &amp; POSITIONAL AWARENESS</b>
					<ul style="list-style-type: none"> <li>Scanning</li> </ul>
			<b>RECOVER WITH SPEED</b>	<ul style="list-style-type: none"> <li>Get numbers back quickly and take defensive position</li> <li>Press from behind as quickly as possible</li> <li>Stay connected: look to win the second ball</li> </ul>	<ul style="list-style-type: none"> <li>Adapting body shape</li> </ul>
					<b>TAKE COUNTERMEASURES</b>
			<b>DENY THE FINISH</b>	<ul style="list-style-type: none"> <li>Defend the goal and create conditions to engage</li> <li>Challenge to protect against a goal attempt</li> </ul>	



# PLAYER DEVELOPMENT FRAMEWORK

11v11



U17+

**PROGRESSION PHASE III**  
**SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING**

DEFENDING	
GAME IDEA	
When out of possession, we want to dominate by making play predictable and creating conditions to win the ball back as early and as high up the field as possible. <b>Make the field small, reduce the opponent's time, space, and options.</b>	
TEAM TACTICAL PRINCIPLES	
MAIN PRINCIPLES	SUB PRINCIPLES
<b>CREATE DEFENDING SHAPE</b>	<ul style="list-style-type: none"> <li>Make team compact: vertical and horizontal                             <ul style="list-style-type: none"> <li>(Re-) Position to create a high front line</li> <li>(Re-) Position to create a high defensive line</li> </ul> </li> <li>Create optimal defending distances between players</li> </ul>
<b>BUILD PRESSURE ON THE BALL</b>	<ul style="list-style-type: none"> <li>Move as a collective unit: make play predictable</li> <li>Initiate pressure on the opponent with the ball</li> <li>Engage when chance of regaining the ball</li> <li>Provide cover and balance: eliminate passing options</li> <li>Prevent the switch: keep opponent on one side</li> <li>Protect space in behind: anticipate long ball</li> </ul>
<b>RECOVER WHEN PRESSURE IS BROKEN</b>	<ul style="list-style-type: none"> <li>Immediately (re-)apply pressure on the ball</li> <li>Delay attack and regain defensive shape</li> <li>Look to intercept pass or win second ball</li> </ul>
<b>TAKE COUNTERMEASURES: ANTICIPATE TO COUNTER</b>	<ul style="list-style-type: none"> <li>Create passing option(s): between the lines</li> <li>Create passing option(s): look to run in behind</li> </ul>
<b>DENY THE FINISH</b>	<ul style="list-style-type: none"> <li>Get narrow and close the center: denying the through ball</li> <li>Marking and tracking opponent</li> <li>Deny the cross</li> <li>Defending the cross: protect the width of the goal</li> <li>Challenge to protect against goal attempt</li> </ul>

## PROGRESSION PHASE III

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# DEFENDING

When out of possession, we want to dominate by **making play predictable** and creating conditions to **win the ball back as early and as high up the field as possible.**

**Make the field small, reduce the opponent's time, space, and options.**

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<p><b>CREATE DEFENDING SHAPE</b>                      POSITION TO CREATE COMPACT TEAM ORGANIZATION AND REDUCE SPACE</p>	<ul style="list-style-type: none"> <li>• Make team compact: vertical and horizontal                             <ul style="list-style-type: none"> <li>- (Re-) Position to create a high front line</li> <li>- (Re-) Position to create a high defensive line</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Create a defensive block and reduce passing options for the opponent on the ball                             <ul style="list-style-type: none"> <li>- as high as possible</li> </ul> </li> <li>• Attacking players (re-)position to create a high line of confrontation</li> <li>• Position to block passing lanes, make play predictable and build pressure</li> <li>• Center backs and/or fullbacks take a high defending position to support compactness                             <ul style="list-style-type: none"> <li>- Reduce space between different lines of the team</li> <li>- Manage offside: central defender closest to the ball creates the offside line (if in own half)</li> </ul> </li> <li>• High position of the goalkeeper to stay connected with the backline</li> </ul>
	<ul style="list-style-type: none"> <li>• Create optimal defending distances between players</li> </ul>	<ul style="list-style-type: none"> <li>• Create relationships - connections between players through spacing and distances :                             <ul style="list-style-type: none"> <li>- Reduce options to penetrate with the ball</li> <li>- Ensure cover</li> <li>- Allow for interception</li> </ul> </li> </ul>

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### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<p><b>BUILD PRESSURE ON THE BALL</b>  <small>CREATE CONDITIONS TO WIN THE BALL OR TO PREVENT FORWARD PLAY</small></p>	<ul style="list-style-type: none"> <li>Move as a collective unit: make play predictable</li> </ul>	<ul style="list-style-type: none"> <li>Move relative to the position of the ball while maintaining optimal distances between players:                             <ul style="list-style-type: none"> <li>-Reduce time and space for the opponent on the ball</li> <li>-Shift and slide: no crossover with nearest teammate</li> <li>-Step: when the the ball is played backwards or when pressure on the ball</li> </ul> </li> <li>Direct the player on the ball:                             <ul style="list-style-type: none"> <li>-Reduce the options for the opponent on the ball and force to one area :</li> <li>-Block passing lanes</li> <li>-Allow passes to pressing area</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Initiate pressure on the opponent with the ball</li> </ul>	<ul style="list-style-type: none"> <li>Nearest player pressures the ball:                             <ul style="list-style-type: none"> <li>-Prevent opponent from playing forward</li> <li>-Limit time on the ball</li> <li>-Force opponent to look down</li> <li>-Force to make mistake</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Engage when chance of regaining the ball</li> </ul>	<ul style="list-style-type: none"> <li>Engage in the identified situations:                             <ul style="list-style-type: none"> <li>-Step out and intercept when possible: for example - slow pass, bad touch,...</li> <li>-1v1: don't get eliminated by dribble, touch or pass</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Provide cover and balance: eliminate passing options</li> </ul>	<ul style="list-style-type: none"> <li>Block immediate passing options when teammate puts pressure on the ball                             <ul style="list-style-type: none"> <li>-Cover by the closest player to prevent forward passes / progression: mark, front or track</li> <li>-Weakside players move centrally</li> <li>-Bring numbers to the area / outnumber the opponent/bring numbers around the ball</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Prevent the switch: keep opponent on one side</li> </ul>	<ul style="list-style-type: none"> <li>Bring numbers around the ball.</li> <li>Keep opponent locked and stop from getting out of the area.</li> </ul>
	<ul style="list-style-type: none"> <li>Protect space in behind: anticipate long ball</li> </ul>	<ul style="list-style-type: none"> <li>Anticipate the long ball behind the defensive line in case of inefficient pressure:                             <ul style="list-style-type: none"> <li>-Adjust body shape</li> <li>-Hold the line when pressure on the ball</li> <li>-Drop when no pressure on the ball</li> </ul> </li> </ul>

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SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# DEFENDING

When out of possession, we want to dominate by **making play predictable** and creating conditions to **win the ball back as early and as high up the field as possible.**

**Make the field small, reduce the opponent's time, space, and options.**

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<b>RECOVER WHEN PRESSURE IS BROKEN</b> <small>RE-CREATE CONDITIONS TO WIN THE BALL AND REGAIN COMPACTNESS</small>	<ul style="list-style-type: none"> <li>Immediately (re-) apply pressure on the ball</li> </ul>	<ul style="list-style-type: none"> <li>Re-apply pressure on opponent when line is broken:                             <ul style="list-style-type: none"> <li>-From behind: chase the player in possession and attempt to win the ball back without fouling</li> <li>-In front: step up and press when cover is present</li> </ul> </li> <li>Recover from switch of play:                             <ul style="list-style-type: none"> <li>-Strong shift of the team when opponent was able to switch the play</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Delay attack and regain defensive shape</li> </ul>	<ul style="list-style-type: none"> <li>Slow down the opponent's attack : drop and narrow. Reduce speed of opponent to allow teammates to recover</li> <li>Recover with numbers between the ball and the goal                             <ul style="list-style-type: none"> <li>-Outnumber opponent when possible</li> <li>-Get organized</li> </ul> </li> <li>Track and/or mark the most dangerous players</li> </ul>
	<ul style="list-style-type: none"> <li>Look to intercept pass or win second ball</li> </ul>	<ul style="list-style-type: none"> <li>When the line is broken by the long ball: defending players                             <ul style="list-style-type: none"> <li>-Drop and narrow together</li> <li>-Compete for the second ball</li> </ul> </li> </ul>
<b>TAKE COUNTERMEASURES: ANTICIPATE TO COUNTER</b> <small>POSITION TO PREPARE THE COUNTERATTACK</small>	<ul style="list-style-type: none"> <li>Create passing option(s): between the lines</li> </ul>	<ul style="list-style-type: none"> <li>Anticipate the moment when team wins the ball back and set for transition :                             <ul style="list-style-type: none"> <li>-Stop defending</li> <li>-Unmark from defender</li> <li>-Scan field and position (diagonally) between the lines to set up a possible counter-attack</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Create passing option(s): look to run in behind</li> </ul>	<ul style="list-style-type: none"> <li>Anticipate the moment when team wins the ball back</li> <li>Stop defending and position to create the opportunity to make a run in behind the defensive line</li> </ul>

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### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<p><b>DENY THE FINISH</b> PREVENT OPPONENT FROM SCORING AND CREATING SCORING OPPORTUNITIES</p>	<ul style="list-style-type: none"> <li>• Get narrow and close the center: denying the through ball</li> </ul>	<ul style="list-style-type: none"> <li>• Always pressure the player on the ball: reduce time, space and options for the opponent on the ball.</li> <li>• Prevent opponent from passing and making runs to receive behind the defensive line.</li> <li>• Reduce space between teammates: narrow when closer to goal                             <ul style="list-style-type: none"> <li>-Get numbers in the central areas</li> <li>-Always provide protection for center backs by fronting them</li> <li>-Drive opponent's offensive play towards wide areas</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Marking and tracking opponent</li> </ul>	<ul style="list-style-type: none"> <li>• Close marking of direct opponent in zone:                             <ul style="list-style-type: none"> <li>-Split-vision: keep eye on ball and opponent</li> </ul> </li> <li>• Change marking:                             <ul style="list-style-type: none"> <li>-Scan your surroundings and communicate</li> <li>-Stay in your defensive zone when the opponent changes position</li> <li>-Pass on opponent to teammate or mark opponent coming from another zone</li> </ul> </li> <li>• Switch to player-marking: when necessary, switch from zonal marking to player marking</li> </ul>
	<ul style="list-style-type: none"> <li>• Deny the cross</li> </ul>	<ul style="list-style-type: none"> <li>• Defend the cross with support from midfielder or winger                             <ul style="list-style-type: none"> <li>-Deny cross into space or player</li> <li>-Center backs stay in central position</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Defending the cross: protect the width of the goal</li> </ul>	<ul style="list-style-type: none"> <li>• Get organized and increase the protection in front of the goal on the cross:                             <ul style="list-style-type: none"> <li>-Weakside fullback is connecting to the backline</li> <li>-Occupy strategic zones</li> </ul> </li> <li>• Close marking of direct opponent:                             <ul style="list-style-type: none"> <li>-Split-vision: keep eye on ball and opponent</li> </ul> </li> <li>• Challenge: be first on the ball                             <ul style="list-style-type: none"> <li>-Aggressiveness</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Challenge to protect against goal attempt</li> </ul>	<ul style="list-style-type: none"> <li>• Engage and commit when chance of attempt on goal                             <ul style="list-style-type: none"> <li>-Don't get eliminated by dribble.</li> <li>-Block the shot.</li> <li>-Win the second ball.</li> <li>-Clearance</li> </ul> </li> </ul>

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# DEFENDING

When out of possession, we want to dominate by **making play predictable** and creating conditions to **win the ball back as early and as high up the field as possible.**

**Make the field small, reduce the opponent's time, space, and options.**

## PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION	DEFINITION
<b>AGAINST THE BALL</b>	
<b>INTERCEPTING</b>	<ul style="list-style-type: none"> <li>• Intercept when a chance of winning or deflecting the ball, if not stay in position</li> <li>• Deflecting an opponent's pass away from the intended target</li> <li>• Staying in possession of the ball after stealing it and continuing with an attacking action</li> <li>• Playing in one touch to a teammate</li> <li>• Intercept the ball as high as possible (high point) on a long (high) ball</li> </ul>
<b>PRESSING</b>	<ul style="list-style-type: none"> <li>• Running to the opponent who is about to receive the ball (approx. 2 yards distance) while the ball is moving (to reduce the space for the opponent or force error)</li> <li>• Having fast approach but slow arrival</li> <li>• Approach is forcing into desired area</li> </ul>
<b>CHALLENGING</b>	<ul style="list-style-type: none"> <li>• Taking good defensive posture (on toes, knees are bent, staggered stance, ...) that allows to start the 1v1 in favorable conditions</li> <li>• Always looking at the ball</li> <li>• Staying on your feet</li> <li>• Retaining possession of the ball after winning the duel</li> <li>• If you are eliminated, don't give up, challenge again immediately</li> </ul>
<b>DELAYING</b>	<ul style="list-style-type: none"> <li>• Slowing down, reducing speed from the opponent's action</li> <li>• Driving the player on the ball to the outside (away from goal)</li> </ul>
<b>BLOCK THE SHOT</b>	<ul style="list-style-type: none"> <li>• Getting in between the ball and the defending goal to redirect the ball away from goal</li> </ul>

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## PLAYER ACTIONS

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PLAYER ACTION

DEFINITION

### SPACIAL & POSITIONAL AWARENESS

#### SCANNING

- Searching for the ball, nearest teammates and nearest opponents in relationship to the goal we are protecting

#### ADAPTING BODY SHAPE

- Adjusting shoulders and hips to be 45 - 90 degrees towards the defending goal

#### COVERING

- Positioning at the appropriate distance from the challenging teammate, allowing to quickly put pressure again if needed
- Preventing the opponent behind your back (between the lines) from being an option

#### MARKING

- Preventing direct opponent from receiving the ball in favorable circumstances by positioning next to the opponent (proactive stance)
- Trying to look at both the ball and direct opponent
- Marking closer when closer to goal

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			MAIN PRINCIPLES	SUB PRINCIPLES	AGAINST THE BALL
ATTACING HALF	PREVENTING BUILD UP	<ul style="list-style-type: none"> <li>Regain the ball</li> <li>Prevent the opponent from playing forward</li> <li>Deny penetration from the dribble</li> <li>Reducing time and space</li> </ul>	<b>CREATE DEFENDING SHAPE</b>	<ul style="list-style-type: none"> <li>Make team compact: vertical and horizontal                             <ul style="list-style-type: none"> <li>(Re-)Position to create a high front line</li> <li>(Re-)Position to create high defensive line</li> </ul> </li> <li>Create optimal defending distances between players</li> </ul>	<ul style="list-style-type: none"> <li>Intercepting</li> </ul>
					<ul style="list-style-type: none"> <li>Pressing</li> <li>Challenging</li> <li>Delaying</li> <li>Block the shot</li> </ul>
DEFENDING HALF	DENYING CHANCES & SCORING	<ul style="list-style-type: none"> <li>Prevent goal</li> <li>Deny a chance</li> <li>Regain the ball</li> <li>Prevent the opponent from playing forward</li> <li>Deny penetration from the dribble</li> <li>Reducing time and space</li> </ul>	<b>BUILD PRESSURE ON THE BALL</b>	<ul style="list-style-type: none"> <li>Move as a collective unit: make play predictable</li> <li>Initiate pressure on the opponent with the ball</li> <li>Engage when chance of regaining the ball</li> <li>Provide cover and balance: eliminate passing options</li> <li>Prevent the switch: keep opponent on one side</li> <li>Protect space in behind: anticipate long ball</li> </ul>	<p><b>SPACIAL &amp; POSITIONAL AWARENESS</b></p> <ul style="list-style-type: none"> <li>Scanning</li> <li>Adapting body shape</li> </ul>
			<b>RECOVER WHEN PRESSURE IS BROKEN</b>	<ul style="list-style-type: none"> <li>Immediately (re-) apply pressure on the ball</li> <li>Delay attack and regain defensive shape</li> <li>Look to intercept pass or win second ball</li> </ul>	<ul style="list-style-type: none"> <li>Covering</li> </ul>
			<b>TAKE COUNTERMEASURES: ANTICIPATE TO COUNTER</b>	<ul style="list-style-type: none"> <li>Create passing option(s): between the lines</li> <li>Create passing option(s): run in behind</li> </ul>	
			<b>DENY THE FINISH</b>	<ul style="list-style-type: none"> <li>Get narrow and close the center: denying the through ball</li> <li>Marking and tracking opponent</li> <li>Deny the cross</li> <li>Defending the cross: protect the width of the goal</li> <li>Challenge to protect against any goal attempt</li> </ul>	<ul style="list-style-type: none"> <li>Marking</li> </ul>



# PLAYER DEVELOPMENT FRAMEWORK

**11v11**



**U17+**

**PROGRESSION PHASE III**  
**SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING**

DEFENDING TO ATTACKING TRANSITION	
GAME IDEA	
<p>When we regain possession, we <b>immediately think and play forward</b>, look to <b>attack aggressively with maximum speed and finish as fast as possible</b>.</p> <p>When we recognize the opponent is balanced and organized, we <b>keep the ball and move into our attacking shape</b>.</p>	
TEAM TACTICAL PRINCIPLES	
MAIN PRINCIPLES	SUB PRINCIPLES
<b>PLAY FORWARD QUICKLY</b>	<ul style="list-style-type: none"> <li>• First action forward</li> <li>• Continue to play forward</li> </ul>
<b>SECURE THE BALL</b>	<ul style="list-style-type: none"> <li>• Play out of pressure</li> <li>• Keep the ball and initiate build up</li> </ul>
<b>JOIN THE ATTACK WITH SPEED</b>	<ul style="list-style-type: none"> <li>• Provide support in front of the ball</li> <li>• Provide as much width as necessary</li> <li>• Provide support behind the ball</li> </ul>
<b>TAKE COUNTERMEASURES : ANTICIPATE THE COUNTER</b>	<ul style="list-style-type: none"> <li>• Push up the defensive line with speed: stay connected and compact</li> <li>• Create prevention shape behind the ball</li> </ul>
<b>FINISH THE COUNTERATTACK AS FAST AS POSSIBLE</b>	<ul style="list-style-type: none"> <li>• Create and exploit space for self or teammate</li> </ul>
	<ul style="list-style-type: none"> <li>• Attack space or engage opponent</li> </ul>
	<ul style="list-style-type: none"> <li>• Recognize player in a better position to score</li> <li>• Finish: use limited touches</li> </ul>

## PROGRESSION PHASE III

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# DEFENDING TO ATTACKING

When we regain possession, we immediately think and play forward, look to attack aggressively with maximum speed and finish as fast as possible.  
When we recognize the opponent is balanced and organized, we keep the ball and move into our attacking shape.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<b>PLAY FORWARD QUICKLY</b> PLAY FORWARD WITH AS FEW PASSES AS POSSIBLE	<ul style="list-style-type: none"> <li>First action forward</li> </ul>	<ul style="list-style-type: none"> <li>Start attacking transition immediately with forward action:                             <ul style="list-style-type: none"> <li>-Pass forward into open space or feet to (highest) transition player (vertical / diagonal)</li> <li>-Touch forward and run or dribble aggressively at maximum speed when space</li> </ul> </li> <li>GK distribution: throw/volley into space or feet</li> </ul>
	<ul style="list-style-type: none"> <li>Continue to play forward</li> </ul>	<ul style="list-style-type: none"> <li>Continue to progress the ball forward at speed to prevent the opponent from returning into defensive shape: dribble or pass</li> <li>Play with limited touches to increase the speed of the transition:                             <ul style="list-style-type: none"> <li>-Direct: open body shape to receive the ball facing forward or turn when time on the ball</li> <li>-Indirect: lay-off / playing backwards to supporting teammate (3<sup>rd</sup> man running)</li> </ul> </li> <li>Stay central if possible</li> <li>Take advantage of space behind the opponent's backline - pass behind</li> </ul>
<b>SECURE THE BALL</b> ESCAPE COUNTERPRESS FROM CLOSEST OPPONENT(S)	<ul style="list-style-type: none"> <li>Play out of pressure</li> </ul>	<ul style="list-style-type: none"> <li>Shield the ball when pressure from opponent</li> <li>Move the ball out of the zone when possession is regained to escape counter press</li> <li>Play sideways or backwards when unable to dribble or pass forward (or draw foul)</li> </ul>
	<ul style="list-style-type: none"> <li>Keep the ball: initiate build up</li> </ul>	<ul style="list-style-type: none"> <li>Keep possession when opponent is balanced and organized</li> <li>Recognize risk vs reward: priority is to secure possession</li> <li>Move into attacking shape</li> </ul>
<b>JOIN THE ATTACK WITH SPEED</b> SPRINT FORWARD TO ATTACK OR SUPPORT	<ul style="list-style-type: none"> <li>Provide support in front of the ball</li> </ul>	<ul style="list-style-type: none"> <li>Sprint forward and commit numbers into the attacking half</li> <li>Get players in front of the ball as quickly as possible to attack the backline of the opponent</li> <li>Provide a passing option: make a run in behind</li> </ul>
	<ul style="list-style-type: none"> <li>Provide as much width as possible</li> </ul>	<ul style="list-style-type: none"> <li>Occupy all three central-vertical channels</li> <li>Restrict runs to width of penalty area, when possible, to facilitate quick passing, limit risk of interception, and create direct chance on goal</li> </ul>
	<ul style="list-style-type: none"> <li>Provide support behind the ball</li> </ul>	<ul style="list-style-type: none"> <li>Position to enable the attack to continue by creating passing options behind the ball</li> <li>Recycle the attack when unable to continue the counter</li> </ul>

## PROGRESSION PHASE III

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# DEFENDING TO ATTACKING

When we regain possession, we immediately think and play forward, look to attack aggressively with maximum speed and finish as fast as possible.  
When we recognize the opponent is balanced and organized, we keep the ball and move into our attacking shape.

### TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES	SUB PRINCIPLES	DEFINITION
<b>TAKE COUNTERMEASURES: ANTICIPATE THE COUNTER</b> POSITION TO PROTECT AGAINST COUNTERATTACK	<ul style="list-style-type: none"> <li>Push up the defensive line with speed: stay connected and compact</li> </ul>	<ul style="list-style-type: none"> <li>Provide balance (numbers)</li> <li>Close space in between lines that the opponent could exploit</li> <li>Create as high a line as possible</li> </ul>
	<ul style="list-style-type: none"> <li>Create prevention shape behind the ball</li> </ul>	<ul style="list-style-type: none"> <li>Defensive positioning with a specific amount of players                             <ul style="list-style-type: none"> <li>-Defend the center of the field: block passing lines</li> <li>-Lock down the opponent's outlet(s): mark transition players</li> <li>-GK take high position: stay connected with the backline</li> </ul> </li> </ul>
<b>FINISH THE COUNTERATTACK AS FAST AS POSSIBLE</b> CREATE SCORING OPPORTUNITY AND SCORE	<ul style="list-style-type: none"> <li>Create and exploit space for self or teammate</li> </ul>	<ul style="list-style-type: none"> <li>Separate from opponent and receive between the lines</li> <li>Exploit space behind opponent backline: make a run to receive in behind</li> <li>Make a run to free up space for teammate to receive</li> </ul>
	<ul style="list-style-type: none"> <li>Attack space or engage opponent</li> </ul>	<ul style="list-style-type: none"> <li>Dribble at speed into open space:                             <ul style="list-style-type: none"> <li>-Invite pressure to create (more) space for teammate(s)</li> </ul> </li> <li>Dribble at speed to isolate defender:                             <ul style="list-style-type: none"> <li>-Attract to free up teammate (2v1)</li> <li>-Eliminate defender or create separation and shoot (1v1)</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Recognize player in a better position to score</li> </ul>	<ul style="list-style-type: none"> <li>Keep composure (decision at full speed)</li> <li>Recognize the right moment to pass to a teammate in a better position to score or assist                             <ul style="list-style-type: none"> <li>- We attack/occupy different areas in the box</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Finish: use limited touches</li> </ul>	<ul style="list-style-type: none"> <li>Select the best surface and shoot on goal with a minimal touches.</li> </ul>

## PROGRESSION PHASE III

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

# DEFENDING TO ATTACKING

When we regain possession, we immediately think and play forward, look to attack aggressively with maximum speed and finish as fast as possible.  
When we recognize the opponent is balanced and organized, we keep the ball and move into our attacking shape.

FIELD	PHASE	OBJECTIVE	TEAM TACTICAL PRINCIPLES		PLAYER ACTIONS
			MAIN PRINCIPLES	SUB PRINCIPLES	WITH THE BALL
DEFENDING HALF	BUILDING UP	<ul style="list-style-type: none"> <li>• Advance the ball</li> <li>• Keep the ball</li> </ul>	PLAY FORWARD QUICKLY	<ul style="list-style-type: none"> <li>• First action forward</li> <li>• Continue to play forward</li> </ul>	• Controlling
					• Protecting
			SECURE THE BALL	<ul style="list-style-type: none"> <li>• Play out of pressure</li> <li>• Keep the ball and initiate build up</li> </ul>	• Driving
					• Dribbling
ATTACKING HALF	CREATING & SCORING	<ul style="list-style-type: none"> <li>• Score goal</li> <li>• Create chance</li> <li>• Advance the ball</li> <li>• Keep the ball</li> </ul>	JOIN THE ATTACK WITH SPEED	<ul style="list-style-type: none"> <li>• Provide support in front of the ball</li> <li>• Provide as much width as possible</li> <li>• Provide support behind the ball</li> </ul>	• Passing
					• Shooting
					SPACIAL & POSITIONAL AWARENESS
			TAKE COUNTERMEASURES: ANTICIPATE THE COUNTER	<ul style="list-style-type: none"> <li>• Push up the defensive line with speed: stay connected and compact</li> <li>• Create prevention shape behind the ball</li> </ul>	• Scanning
					• Supporting
FINISH THE COUNTERATTACK	<ul style="list-style-type: none"> <li>• Create and exploit space for self or teammate</li> <li>• Attack space or engage the opponent</li> <li>• Recognize player in better position to score</li> <li>• Finish: use limited touches</li> </ul>	• Adapting body shape			