U11, U12, U13

2017

GBYSL

RECREATIONAL

COACHES CLINIC

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SEAN CANTY

US YOUTH NATIONAL LICENSE

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RESOURCES:

WWW.GBYSL.ORG

WWW.USYOUTHSOCCER.ORG

WWW.USSOCCER.COM

PRINCIPLES OF COACHING

- DEVELOPMENTALLY APPROPRIATE
- CLEAR, CONCISE AND CORRECT INFORMATION
- SIMPLE TO COMPLEX
- SAFE AND APPROPRIATE TRAINING AREA
- DECISION MAKING
- INPLICATIONS FOR THE GAME

ELIMINATING LINES, LAPS AND LECTURES

- HAVING PLAYERS STANDING IN LINES WAITING FOR THEIR TURN GENERALLY INDICATES AN INAPPROPRIATE ACTIVITY. IF PLAYERS ARE STADING AND NOT MOVING THE ACTIVITY WILL NOT KEEP THEIR INTEREST.
- RUNNING LAPS, ESPECIALLY WITHOUT A BALL, IS A WASTE OF TIME. ALL PRACTICE ACTIVITIES SHOULD TAKE PLACE ON THE FIELD, PREFERABLY WITH A BALL.
- LECTURES SHOULD BE LEFT FOR THE CLASSROOM. CHILDREN COME TO PRACTICE TO BE ACTIVE AND PARTIIPATE, NOT TO BE TALKED TO FOR EXTENDED PERIODS OF TIME.

GAME ACTIVITY CLASSIFICATIONS

- BODY AWARENESS – ACTIVITIES THAT EMPHASIZE THE USE OF BODY PARTS, MOTION, COORDINATION, BALANCE WITH AND WITHOUT THE BALL
- TARGET GAMES – ACTIVITIES THAT INVOLCE SOLVING THE OBJECTIVE BY GOING FROM 'POINT A TO B'. IN CONTRAST TO MAZE GAMES, THESE ACTIVITIES ARE MORE DIRECTIONALLY DEFIEND AND COAN BE DONE BOTH WITH AND WTIHOU THE BALL.
- MAZE GAMES – ACTIVITIES IN CHICH THE PLAYER HAS THE OPPORTUNITY TO MOVE IN A 360 CIRCLOE ENVIRONMENT WITH AND WITHOUT THE BALL. ALLOWS PLAYERS TO MAKE DECISIONS WHILE MOVING IN ALL DIRECTIONS.

DRILLS VS. GAME/ACTIVITIES

DRILLS ARE USUALLY ABSENT OF THOUGHT. REPEATED MOVEMENT AND PATTERN EACH TIME.

THE SOCCER ENVIRONMENT IS CONSTANTLY CHANGINIG, SO ACTIVITIES MUST ALSO REFLECT THE CHANGING COMPETITIVE ENVIRONMENT. A GAME/ACTIVITY APPROACH CREATES AN ENVIRONMENT THAT ALLOWS TECHNIQUE, TACTICS, FITNESS AND CREATIVITY TO DEVELOP IN HARMONY.

CHARACTERISTICS OF DRILLS

STATIC – MILITARY – LINES – BORING -NO THOUGHT-AGE INAPPROPRIATE

CHARACTERISTICS OF GAME/ACTIVITIES

DYAMIC- ORGANZIED BUT UNSTRUCTURED - FREE MOVEMENT – FUN - DECISION MAKING - AGE APPROPRIATE

GAME/ACTIVITY CHECKLIST

- ARE THE ACTIVITIES FUN? ARE THEY ENJOYABLE TO PERFOMR AND WILL IT KEEP THEIR INTEREST?
- ARE THE ACTIVITIES ORGANIZED? ARE THE OBJECTIBES CLEAR? PURPOSE AND GUIDELINES NEED TO BE UNDERSTOOD.

CHARACTERISTICS OF EFFECTIVE YOUTH COACHES

- ✓ **HIGH MORAL AND ETHICAL STANDARDS** – Be an appropriate role model.
- ✓ **HONESTY** – be fair, no one likes it if you cheat.
- ✓ **RESPECT OF PLAYERS, PARENTS AND COMMUNITY** – Develop strategies to develop positive relationships with all involved.
- ✓ **UNDERSTADING READINESS FACTORS FOR PARTICPATION** – (a) – Maturation – when to begin, how the game is structured; (b) – Learning – what are the children able to comprehend and how do they learn; (c) – Motivation – internal desire to play and have fun.
- ✓ **COMMUNICATION** – Appropriate verbal and nonverbal responses (body language and gestures). Appropriate language (words, tone, volume, rhythm, articulation).
- ✓ **DEVELOPMENT OF AN APPROPRIATE TEMPERAMENT FOR COACHING CHILDREN** – Be sensitive to each child; exhibit a calm personality; show patience; observe and guide – don't direct; use your normal voice, not a whistle.
- ✓ **ABILITY TO MOTIVATE POSITIVELY** – Develop high levels of self-confidence; positive coaching; don't yell.
- ✓ **POSSESS LEADERSHIP QUALITIES** – Be prepared; be organized; demonstrate discipline – identify appropriate and inappropriate behavior and enforce team rules; Learn to be critical of behavior and not a player's personality.
- ✓ **BE DEDICATED TO CHILD DEVELOPMENT AND THE SPORT OF SOCCER** – Understand what is appropriate for different ages and levels of play; let every child play (AND PLAY A LOT!).
- ✓ **BE ENTHUSIASTIC** – Your enthusiasm is contagious; celebrate.
- ✓ **HAVE A GOOD SENSE OF HUMOR** – Keep things light; have fun; smile and laugh.
- ✓ **MUST HAVE CURRENT KNOWLEDEGE OF COACHING YOUTH SOCCER** – Learn about children and how they learn; learn the rules; learn appropriate practices, activities and content; learn appropriate tactics and strategy; learn how to have fun.

DEVELOPING PRACTICE PROCEDURES (PROTOCOLS)

- EQUIPMENT – Every player must have a ball. Coach should have extra balls. Coach should have ample cones, scrimmage vests (at least one color for half of the team), and small goals or flags.
- INSTANT ACTIVITY – Players can engage in immediately upon arrival. Dribbling skills, 1v1, etc.
- START AND STOP SIGNALS – To initiate play and to stop when they hear the command (stop, freeze, etc.).
- FORMING GROUPS – How do you partner or group players? Teach them to quickly find other players. Everyone is included and no one is left out.

UNDERSTANDING THE POTENTIAL IMPACT OF A YOUTH SOCCER COACH

- The coach is likely to be the first person of influence in the child's sport involvement.
- Have total respect for the players, parents, officials, the game and yourself.
- Never make physical gestures or verbal statements that are meant to embarrass or humiliate a player, opponent, parent or official.
- Be sure everyone plays an appropriate amount of time regardless of the score.
- Set a language example and enforce it. No swearing or use of profanity ever!
- Be a disciplinarian! Enforce your philosophy.
- Demonstrate sportsmanlike behavior. Shake hands with the opposing coach and be sure to praise the opposition. Encourage your players to do the same.

TEAM MANAGEMENT

1. PHILOSOPHY OF COACHING – Beliefs, Motivation, Experiences
2. PARENT-COACH MEETING – Establish a solid foundation; focus on specific player information, parent information and player/parent/coach responsibilities.
3. SOCCER SIDELINE ETHICS
   - The fun is playing. (Not winning!)
   - Know the game at the Laws.
   - Support the team, not just your youngster.
   - Practice good sportsmanship.
   - Let the players play.
   - Let the coaches' coach.
   - Let the referee judge the game.
   - Get involved with soccer.
   - Be a supportive parent.
   - They're only kids! It's only a game!

4. TRAINING YOUNG PLAYERS
    - Are the activities fun?
    - Are the activities organized?
    - Are the players involved in the activities?
    - Is creativity and decision making being used by players?
    - Is the space used appropriately?
    - Is the coach's feedback appropriate?
    - Are there implications for the game?

Part II: Preteen Age Groups

Zone 1: U-6 to U-12

Childhood to Puberty Stages

The Fundamental Stage

The Learning to Train Stage

"I don't care if players at that age win a game. I want them to learn to love soccer and learn to deal with the round thing..."

- John Hackworth, Philadelphia Union, coach and youth development coordinator

Coaching the preteen age groups may be the most important coaching position in youth soccer. These are formative years for children, and this stage is the best opportunity to instill a love for the game within them. A true passion for soccer keeps people in the game for a lifetime and develops champions. Soccer clubs must build a positive player-first culture. The soccer environment for these children needs to follow the creed of foremost building the player and then the team.

The philosophy of coaching youth soccer places great importance on age appropriate activities and creating a child-centered learning environment. Many great players have traced personal success to the coaching received at an early age. It is hoped that the youth soccer coach will one day look back with pride at the opportunities created for learning and enjoyment. A supportive, child-centered, positive experience in youth soccer is vital to the growth of the game.

Soccer is all about enjoyment for children. The experience can be summed up in the four messages of Youth Soccer Month – Fun, Family, Fitness and Friendship.

- **Fun** – Whether recreational or competitive in nature, involvement in soccer is easy, affordable and rewarding.
- **Family** – Playing soccer ties families together as schedules, vacations and family time are coordinated.
- **Friendship** – The relationships generated through playing soccer extend beyond the field.
- **Fitness** – The health and fitness (physical, psychological and social) benefits of playing soccer.

The single most important goal a coach of young players can have is to instill a passion for the game. It is passion that keeps a player in the game for a lifetime. It is passion that motivates many players to do that extra bit of practice to become a top notch player. It is our shared passion for the game that impels us to become coaches, referees, team managers or all of those.

The coach's efforts put into motion a relationship with soccer for children, which, through the help of countless others, will provide the foundation for players to experience the joy of participation throughout their life.

The most effective player development experience for our pre-teen players applies a player-centered approach to coaching that uses the tools of age appropriate, game-like activities. Learning the game is accelerated for the children when the coach uses guided discovery at proper times in a training session and occasionally in a match. Coaches who use the following Principles of Coaching will be the most effective teachers of the game. The principles of youth coaching are guidelines developed as a foundation or a sounding board to assess the appropriateness of an activity or training session. The following six principles are presented so that youth players receive a healthy and positive youth soccer experience.

Principles of Coaching

- **Developmentally appropriate** – This challenges the coach to examine the appropriateness of the activity, which should fall within the range of a player's abilities.

- **Clear, concise and correct information** – How instructions are given is crucial when dealing with children.
- **Simple to complex** – Are the activities presented in a way that allows for ongoing modifications and new challenges to meet the players' interests and abilities?
- **Safe and appropriate training area** – The area should be free of hazardous materials and be safe from traffic or other environmental dangers. The training experience should be psychologically safe.
- **Decision making** – Are there opportunities for the players to make decisions? These opportunities need to be present in all activities for learning to occur.
- **Implications for the game** – The activities presented in a training session must, in some way, reflect the demands a player faces in the game. The coach at this level is providing the foundational movement and thinking skills to enable players to solve more complex soccer problems later on.

For Game Management (pre-game, game, halftime and post-game) recommendations for each zone within the Player Development Pyramid, see Appendix B.

U-12 | For the Love of the Game

Us – The Critical Transition Period One ball / 4-8 players

Still within the learning to train stage [Table 8] of ages 8 to 12, the U-12 age group is a transitional time. The objective is to learn all of the fundamental soccer skills (build overall sports skills).

Many players at this age are deciding if they want to commit deeply to soccer, stay in the game with a part-time commitment or drop the sport altogether. The coach must also be sensitive to the many biological and psychological changes that are occurring for these children now and through the U-14 age group.

The effect of the role model is very important at this stage of development. Hero worship, identification with successful teams and players and a hunger for imaginative skills typify the mentality of this age. This is a time of transition from self-centered to self-critical. Players of this age have a high arousal level in relation to the training of basic skills. The *golden age of learning* begins with the U-10's and continuing with the U-12's is the most important age for skill development. Demonstration is very important and the players learn best by doing. Continue to ingrain the principles of play. It is important to establish discipline from the beginning.

> *"It's amazing how much more technical and organized soccer training is now. When I was growing up, we practiced twice a week (three times when I got older) and played one game on the weekend, unless there was a tournament, and I didn't start playing in tournaments until I was 11. Today, with year-round soccer (which I didn't play until I was nearly in college), there are an incredible number of games being played. Too many in my opinion ..."*
>
> - Brandi Chastain, U.S. Women's National Team, retired player

Continue establishing a solid base of technique. Develop individual skills under the pressure of time, space and opponent(s) and increase technical speed. While passing has become a more natural part of the game, the dribbling personality must still be encouraged to express that skill. When working with this age group, concentrate on the application of age appropriate activities, placing an emphasis on individual possession and defending. This means more work on combining players in pairs and small groups to defend and attack.

The coach's responsibility remains coaching the players, not merely ball skills. The key motivator in soccer is the ball; it should be used as much as possible in training sessions. It is very important that warm-up sessions are well handled because this is the time when the coach takes control and sets the tone for the training session. Get into action as soon as possible by having the team work at the outset without an involved and complicated explanation. The teaching of ball skills needs to be accomplished through game-like activities. The repetition of technique is undertaken through fun games and dynamic

activities. Impulses of the nervous system are improved with a slower controlled movement, and sequenced muscle action is improved with faster movement. Both have implications in movement education and technique for this age group.

Continue teaching the principles of attack and defense, and provide opportunities for players to experience a variety of positions. When attacking, players should work on keeping possession of the ball but should also be taught that possession play is a means to penetrating to the opponents' goal and not an end in itself. Training the players on combination play, such as wall passes, take-overs and overlaps will aid them in keeping the ball long enough to set up a good attack. Work on improving their small group play in 2v1, 1v2 (emphasis on improvisation), 2v2, 3v1 and 3v3. The objective by the end of this age group is to play well in 5v5 situations.

A continued emphasis should be placed on the principles of play and the roles of players when attacking and defending. Players will need to understand their particular role when attacking and when trying to regain possession of the ball. The players will need guidance in understanding these roles because of a greater number of players and the increased size of the field. The players should have a basic understanding of how to interchange roles during the flow of play. At a minimum, devote two training sessions per month to goalkeeper training where the rest of the team assists their goalkeepers in training on tactics. Specialized goalkeeper training may begin with the U-12 age group; though, it is still important that all of the players are exposed to this position.

When attacking, all players are involved but with an awareness of cover/support by the goalkeeper and at least one covering field player. Develop an understanding of the roles that players have in supporting the attack; i.e.: the player with the ball (1st attacker), players providing immediate support (2nd attacker(s)) of the ball and other players (3rd attacker(s)) who create length (depth) and unbalance (width) the defense. All this needs to be shown in an environment with greater numbers of teammates and opponents on a larger playing field.

When defending, all players participate, even the players furthest up the field, getting goal-side of the opposing players. Continue to develop and show the principles of defending so that all players gain an understanding of defensive roles. Demonstrate the roles of players that delay (put pressure on the ball – (1st defender), the players that provide support (cover – 2nd defender(s)) and the players that provide balance (depth – 3rd defender(s)).

The concept of triangular supporting play and diamonds are still the dominating group shapes, but become more complex because of the larger team numbers. The triangle shape is of particular importance in building upon the idea of support (pairs) from the U-8 and U-10 age groups. The large triangle (width and depth) and the diamond are support on the attack and the smaller triangle (concentration) is support when defending. Continue an emphasis on combining with teammates (3rd attacker running).

Teetering on the fence, between childhood and adolescence, the pubescent U-12 player presents problems and potential. They can follow complex instructions and even create their own versions of games. They will demonstrate a greater degree of analytical thought, which enhances tactical

understanding; yet, their match performance will be inconsistent. Much of their training should consist of small-sided games with various conditions placed upon the players.

General Characteristics of the U-12 Age Group

- Better able to deal with flighted balls
- Can sequence thoughts and actions to perform more complex tasks
- Can use abstract thought to meet the demands of the game
- Should be able to simultaneously run, strike the ball and think
- Fertile period to learn – full of eagerness
- Important psychosocial implications for a child entering puberty
- Popularity influences self-esteem
- Improved coordination
- Significant physical differences exist between the genders now
- Strength and power becoming factors in their performance

Through the use of game-like activities which allow for trial and error, expose players to the four components of the game. The training activities are maze games and target games, using body awareness games for warm-up and cool-down. Age appropriate activities can be found in US Youth Soccer's *The Novice Coach Vol. 2 Under-10 to 12 years*, *US Youth Soccer Skills School*, US Youth Soccer *Coaching Principles of Play through Small-Sided Games*, *US Youth Soccer Positive Parenting for Youth Soccer* DVD, *The Official US Youth Soccer Coaching Manual* and the *US Youth Soccer Handbook for Small-Sided Games*.

> *"Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul."*
>
> - Friedrich Froebel, German pedagogue, developed concept of "kindergarten"

Many players who show promise as children find they can no longer compete at the adult level because they became too specialized too soon. Some players in the professional ranks who make headlines are the ones who played other sports in their younger years and came to competitive soccer relatively late. The quality of technical movement sequences depends on coordination, which is why it is critical to the execution and success of technical/tactical actions. Beware during this critical transition period of the *too much too soon* syndrome. Players must be exposed to playing all positions on the team through the U-14 age group. Versatility is a crucially important piece of player development. When players are pigeon holed into set positions too soon in playing soccer, the opportunity for well-rounded development is lost.

The components of the game are the building blocks of player development. The coach and player must work jointly throughout a player's career to reinforce and add to these building blocks. The core goal is a well-rounded player. Here are the building blocks within the components of the game for this age group.

Components of the Game for the U-12 Age Group*

Technique: moving throw-in, master the qualities of a bouncing spinning ball. Experiment with the qualities of a flighted ball, feints[29] with the ball, receiving bouncing and air balls with the thigh and chest, first touch receiving, heading to score goals and for clearances while standing or jumping, outside of foot passing, receiving with either foot, short passing with both feet, bending shots, crossing to near post space and penalty spot space and heel and flick passing. Introduce half volley and volley shooting, chipping to pass and slide tackle. For goalkeepers: W grip, footwork, underarm bowling, side-arm throwing to targets, taking own goal kicks, side-winder kick, low and forward diving and angle and near post play. Introduce deflecting and boxing.

Tactics: 2v1 defending, 2v2 attacking and defending, roles of 2nd attacker and defender, man-to-man defense, combination passing, playing on and around the ball as a group with purpose, verbal and visual communication for all positions, halftime analysis, general work on all restarts, wall pass at a variety of angles, passing combinations on the move and rotation of all players through the team – everyone plays in each position. Reinforce the principles of defense. For goalkeepers: positional play, basic angle play (ebb and flow) – into and down the line of the flight of the ball, commanding the goalmouth for the goalkeeper and positioning during a penalty kick and communication.

Psychology: Keep it fun and enjoyable to foster a desire to play, self-motivation. Focus on teamwork, confidence, desire, mental skills, handling distress, how to learn from each match, fair play, parental involvement and emotional management (discipline).

Fitness: Fitness work continues to be done with the ball. Strength can be improved with body resistance and aerobic exercises. Also focus on agility at speed (sharp turns), acceleration, deceleration, reaction speed, range of motion exercises, proper warm-up and cool-down (include static stretching in the cool-down) are highly recommended now.

**Please note that the components of the game are in a priority order for this age group.*

Typical U-12 Training Session

- Should not exceed one hour and 30 minutes.
- Warm-up, small group activities, range of motion stretching.
  -approximately 15 minutes-
- Introduce large group/team activities (six to eight players).

[29] A feint (body swerve) is done only with the body, no contact with the ball until the player in possession finally plays the ball. A feint could be done with almost any part of the body.

- Continue with directional games. Play to targets and/or zones.
  -approximately 30 minutes-
- Conclude with Small-Sided Games, 8v8 with goalkeepers.
  -approximately 35 minutes-
- Finish with cool-down activity, including static stretching.
  -approximately 10 minutes-

A great deal of coaching within 4v4 games

The implementation of developmentally appropriate activities to encourage decision making and increase training demands is evolving in the club environment for this age group. Since sports heroes are a factor in the lives of these children, encourage them to watch high level soccer. The club culture must stress the need for development of the individual player over team building. Avoid overloading players of this age with too many tournaments; no more than two per season is suggested. It is recommended that the club introduce players to sport psychology, nutrition and fitness specialists at this age. If the club needs help with specialists your US Youth Soccer State Association technical director can provide guidance.

U-12 teams should play in two competitive tournaments per year in addition to the US Youth Soccer State Championships or league cup. Look to book the team only into tournaments that play a maximum of one match per day. Still allow for proper development with a minimum of 50 percent playing time for players at all levels of competition at this age. Finally, it is recommended that the team play a maximum of 10 months of each soccer year with two months off. The time off could be two consecutive months or one month off at midseason and another at the end of the soccer year.

Encourage players to watch high level soccer in person and on television. The US Youth Soccer Show on Fox Soccer Channel is a good opportunity to see other youth players in the game. The Show highlights soccer of all levels from across the country. USYouthSoccer.org also features the individual stories from The Show and it can also be viewed online by downloading the podcast.

Please ask the club director to arrange an age appropriate coaching clinic by calling your US Youth Soccer State Association technical director.

Coach's qualities: sensitive teacher, enthusiastic, possess soccer awareness, ability to demonstrate, knowledge of the key factors of basic skill, loves to have fun while teaching, able to deal with youngsters who question/challenge the coach, gives encouragement and preferably energetic.

License recommendation: Volunteer Coach – U-10 to U-12 Youth Certificate or National Youth License and/or USSF "D" License. Paid Coach – National Youth License, USSF "D" License and Level 1 Goalkeeper certificate.

The game: Several new phases of development appear in the U-12 match such as developing a basic understanding of the offside rule. Now that the game is 8v8, the final line in midfield is added to the

team. New tactical decisions are in place for the U-12s in regard to using short passes involving midfielders to penetrate into the attacking third or making long passes forward, bypassing the midfielders. Place more emphasis on team shape and a balance between the lines in the team on attack and defense. Work with the players on their decision to join in the attack or defense, noting that not all players can attack or defend simultaneously. The formations of 3-2-2; 3-3-1; 2-3-2 are the most common in the 8v8 game. All of these formations allow the players to execute the principles of play. All players must attack and defend in these systems of play. These formations, when played on an appropriate U-12 size field, allow the players to:

- Switch the point of attack
- Attack the far post on corner kicks and from the run of play
- Stay compact

The 3-3-1 formation may require the center forward to play off-center to one side. This then makes it possible to combine with the center midfielder and an outside midfielder. The opposite flank is now open for overlap attack by the outside fullback or midfielder. The challenges with this formation may be the lone striker simply being a runner and the rest of team being too stagnant.

The 3-2-2 formation is the easiest to form triangles around the ball and provide support on attack and defense. This formation encourages more freedom of movement while teaching shape in the defenders' line. It is the easiest formation to coach; therefore, it may be best suited to the novice coach.

The 2-3-2 formation is the most demanding on the players and coach. This formation emphasizes transition and the tactical awareness that makes transition possible. A considerable demand of tactical vision and communication is placed upon the players. Zone defense, requiring tactical growth, is mandatory in this system of play.

With an appropriately sized field players can play through a large range of tactical situations regardless of the team formation.

> *"A winner in life, not just in football, learns from a defeat or a mistake and comes back stronger."*
>
> *- Carlos Parreira, Brazil National Team, former coach*

The Basics

1. First have a plan, a curriculum, for what you want to cover for the year.[1]
2. Second have a lesson plan for each training session.
3. Included in this document, you'll find guidance for preparing a training session.

General Parameters

Do not plan too many activities in a single session

Stay focused on your topic

After each session, evaluate the activities by asking the following questions:

- Was the activity too easy, too hard or appropriate to the players' capabilities?
- Did things flow smoothly?
- Did the players learn?

"You win not by chance, but by preparation." – Roger Maris

1. Read the US Youth Soccer Player Development Model, U.S. Soccer Best Practices and the U.S. Soccer Curriculum.

Considerations

Factors to Consider

- Capabilities of the players[2]
- Number of players
- Length of the training session
- Field space available
- Weather conditions
- Objective of each activity
- Approximate time per activity
- Weekly cycle

Include on the Plan

- Topic
- Age group
- Training equipment
- Activity description
- Activity diagram
- Key coaching points
- Guided discovery

2. Including the Modified Laws of the Game for the Age Group

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Factors to Consider:
Length of the Training Session

The length of the training session depends on the age group and the days of the week that you have games and training sessions (Also called your weekly cycle.[4])

Here are some age group guidelines for the length of a training session:

- U6 = 45 minutes
- U8 = 45 to 60 minutes
- U10 = 60 to 75 minutes
- U12 = 75 minutes
- U14 = 75 to 90 minutes
- U16 = 90 minutes
- U19 = 90 to 120 minutes

4. Your weekly plan of training sessions and games.

Objective of Each Activity

The training session must have a topic. That topic could be anything within the four components of the game.

- Fitness
- Psychology
- Tactics
- Technique[5]

The teaching objective of each activity in the session plan must guide the players toward the topic of the training session.

You must understand the objective of each activity in order to design it properly.

- Then coach the players correctly within the activity.

5. Details on technique can be found in the US Youth Soccer Skills School Manual.

Author: Topic: Age:
Equipment:

Activity Name	Description	Diagram	Coaching Points
1			
2			
3			
4			

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Lesson Plan Form

Name: _____ **Date:** _____

Topic: _____

Key Coaching Points

Technical warm-up

_____

_____

_____

_____

Small-sided activity

_____

_____

_____

_____

_____

Expanded small-sided activity

_____

_____

_____

_____

_____

Final game

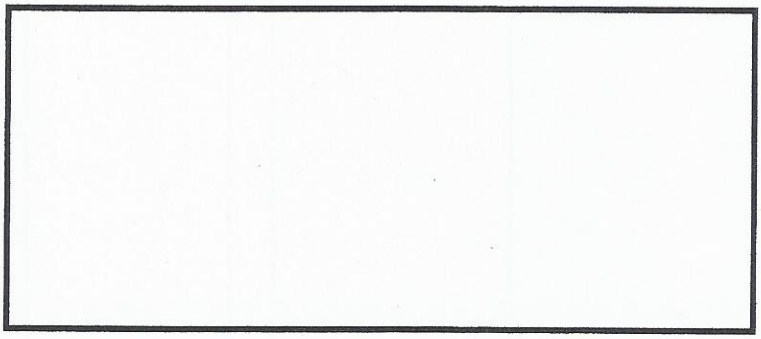
_____

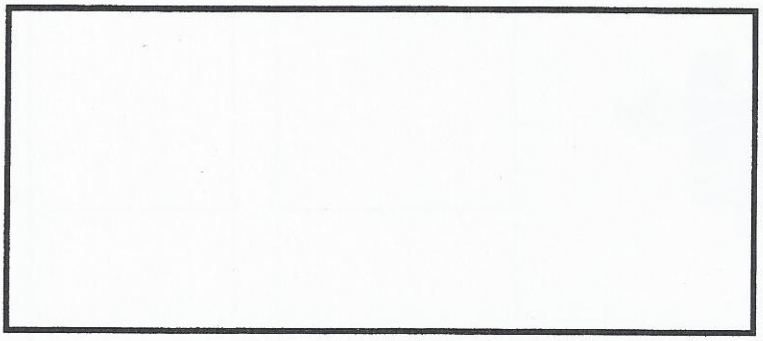
_____

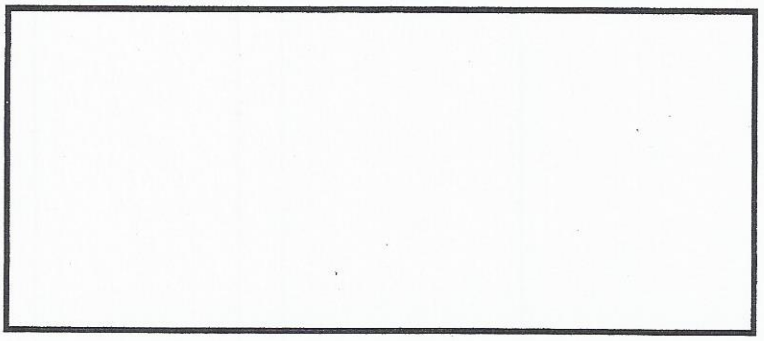
_____

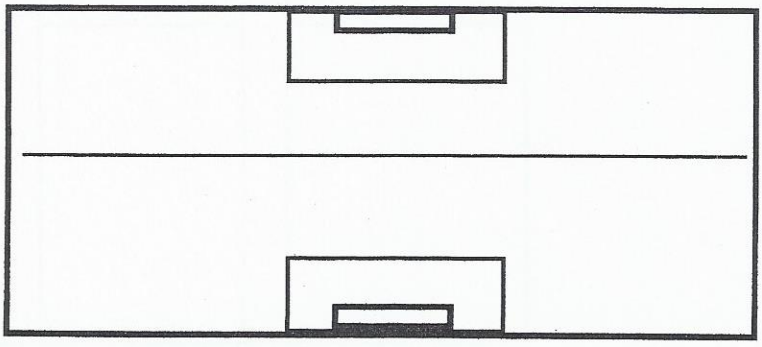
_____

Activity

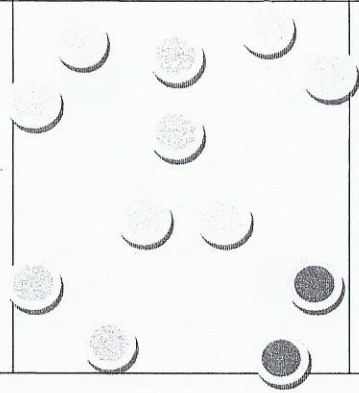


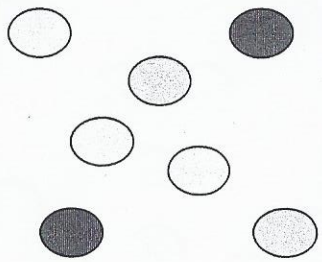
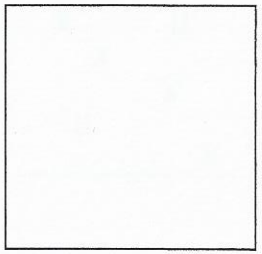


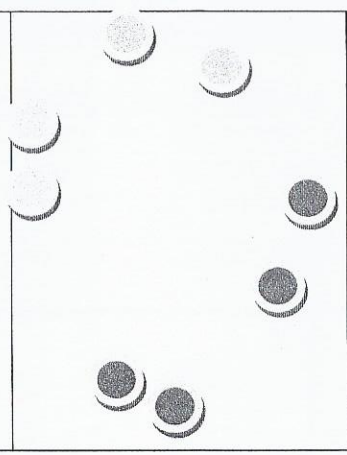




U12 Warm-up activities: (10 -15 minutes)

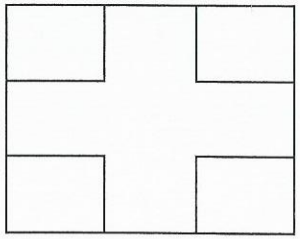
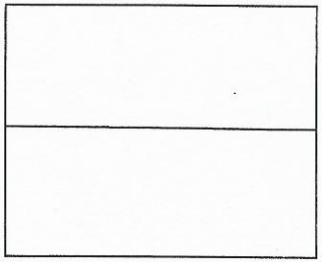
	Description	Diagram	Purpose/ Coaching points
Freeze Tag (5-10 minutes)	1. Don't have balls to start. Have 2-3 taggers. *Players get tagged then they are frozen… get un frozen by other players crawling through their legs.* o Have them go for about 30-60 seconds. o Switch taggers. o Have them go for about 30-60 seconds. 2. Add balls… tagger have to walk *Players get tagged then they are frozen… get unfrozen by other passing their ball through their legs.*	20 x 25 yd grid	☺ Creative play ☺ Vision ☺ Fun ☺ Dribbling ☺ Decision making ☺ Change of direction (after move)
Tail Grab Tag (5-10 minutes)	1. Each player has a penny as their tail. 2. Players try to grab each other's tail. *If a tail gets grab the player needs to see the coach… have them do something silly and they can go back in.* 3. After a few minutes… make it a competition between everyone. 4. Then make teams… do a few rounds of this making sure the review their strategy used. Have them start to work in PAIRS!!!	15 X 20 yd grid	☺ Creative play ☺ Vision ☺ Fun ☺ Decision making ☺ Change of direction (after move)
Pack Man (5-10 minutes)	1. two or three players are "it" to start, and have balls 2. if you are "it", try to dribble and hit others with passes below the knees 3. players who are not "it" may run and jump to avoid being hit 4. if you are hit with a pass, you become "it" too	X X IT. X X X IT. X IT.	☺ keep ball rolling ☺ eyes up to find space and who is "it" ☺ change direction and speed ☺ fake passes ☺ Fun
Retrieval Activity (5-10 minutes) Groups of 3 to 4	***Rule: Bring the ball back to me*** 1. Tell them what to bring the ball back with: (End with passes) a. 4 hands, 1 hand & 8 fingers, 2 heads, 2 knees, 1 back and 1 stomach b. 5 touches, 9 touches, etc. (Touches= anytime they touch the ball) c. 3 passes, 9 passes, etc. (Passes= lock foot (toe pointed to sky), plant foot facing target) **Challenge:** Coach starts to move around… Players need to find you… Move closer to the players having a hard time. **Important:** If they don't complete task **RIGHT** through the ball again & make them do it again.	Use open space Keep groups apart	☺ Creative play ☺ Vision ☺ Fun ☺ Dribbling ☺ Passing ☺ Decision making
Gate Dribbling (5-10 minutes)	1. Players dribble through gates ("keep track of how many you do") (30-60 seconds) *Ask how many they did* 2. Do it again…. Trying to improve by 1 point (30-60 seconds) *Ask how many they did (Give them praise if they beat their score)* 3. Do it again but add in add-ons… see how many points they can get **Add-ons** Yellow gates = 1 point, Orange gates = 2 points, Blue gates = 5 points o *Don't have them come into you; just have they stayed where they are and ask them. Don't really worry about the number they get.* **Adjustments:** ✓ Have big gates and small gates. You can have a few for each color.		☺ Creative play ☺ Vision ☺ Fun ☺ Dribbling ☺ Decision making ☺ Change of direction (after move)

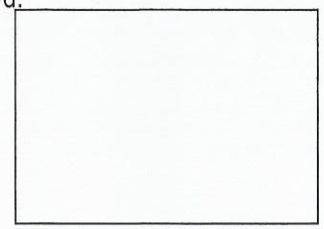
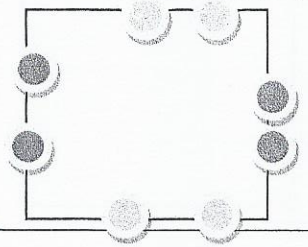
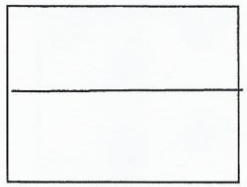
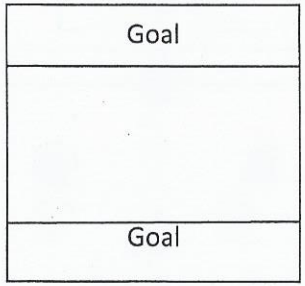
	✓ Have yellow gates big, orange gates medium and blue small.		
Soccer Tennis (10-15 minutes) Passing/ dribbling	1. Players dribble around and keep track of how many cones they touch. (30-60 seconds) 2. Ask how many they touched. 3. Goal is to beat your last score by one. 4. Players dribble around and keep track of how many cones they touché (30-60 seconds) 5. When you say a color the players need to find that color cone and stop they ball. **Demonstrate what you are looking for. Bottom of the foot stops the ball. (use both right and left foot)** Coaches make sure everyone has success on the first couple. They start calling the colors that don't have enough.... Players have to do Martian pushups (pushups on their back) if they don't have a cone. Do this for a few rounds. (call the next color as player are getting up from their pushups)		☺ Creative play ☺ Vision ☺ Fun ☺ Dribbling ☺ Passing ☺ Decision making
Sequencing passing	1. Have groups of 5 to 7. Players are numbered 1-5(7) and must pass in that sequence, 1 to 2, and 2 to 3 and so on with 5(7) passing to 1 **Add-ons** ✓ Reverse the order... add more balls. ✓ Define space.		☺ Creative play ☺ Vision ☺ Fun ☺ Dribbling ☺ Passing ☺ Decision making
Ball never stops	✓ Group in a defended spot. ✓ Start with 2 balls. (go for 30-60 seconds) ✓ Rules: ✓ Ball(s) never stop and they can't go out of bounds. If balls go out or stop players have to do something. **Add –on** More balls go longer Can't talk during the sequence.... Then can talk		☺ Creative play ☺ Vision ☺ Fun ☺ Dribbling ☺ Passing ☺ Decision making ☺
Slap calfs Pairs	✓ Pairs.... Try to get other person calf by slapping it with kind hands. ✓ Go for 30 – 60 seconds ✓ Players are On toes... low		☺ Defense ☺ Fun ☺ Competitive

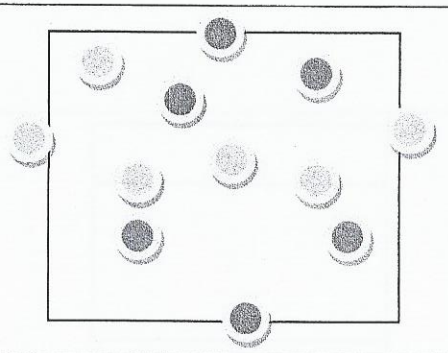
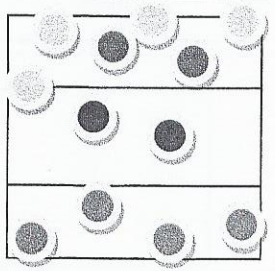
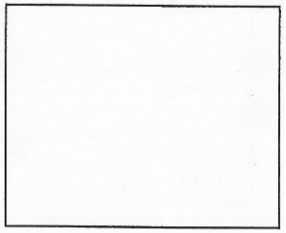
Gate game	✓ Players go 1 on 1 to different gates ("keep track of how many you score) (30-60 seconds) ✓ Offense and defense is interchangeable ✓ *Ask who won… loser has to do something* ✓ Do it again (30-60 seconds) ✓ *Ask who won… loser has to do something* ✓ Do it again but add in add-ons… see how many points they can get **Add-ons** Yellow gates = 1 point, Orange gates = 2 points, Blue gates = 5 points o *Don't have them come into you; just have they stayed where they are and ask them.* **Adjustments:** ✓ Have big gates and small gates. You can have a few for each color.		☺ Creative play ☺ Vision ☺ Fun ☺ Dribbling ☺ Passing ☺ Decision making

U12 – Lesson Ideas

Game – Like Activities (15-20 minutes):

	Description	Diagram	Purpose/ Coaching points
Get the Treasure (10 minutes)	There are 4 squares… 3-5 balls in each square… 4 to 5 in each square. 1. **Rule 1:** get as much treasure as you can in your square. 2. Go for 30-60 seconds 3. Count treasure (balls) 4. **Rule 2:** can only use your feet 5. Go for 30-60 more (count treasure) 6. Come up with a strategies to get the most treasure 7. Go 30-60 seconds (count treasure) 8. **Rule 3:** have to pass the ball through the gate. 9. Go 30-60 seconds. (count treasure)	20x25yds. 	☺ Creative play ☺ Vision ☺ Fun ☺ Passing ☺ Collaboration ☺ Decision making ☺ Change of direction
Shoot Keep Retrieve	✓ Two teams. ✓ Person shoots… becomes goal… goal retrieves the ball that was just shot ✓ Both teams can go over midline. ✓ Score a goal get a point ✓ 1 team to 10 points wins ✓ Best 2 out of 3 Have teams line up on one post.		☺ Fun ☺ Vision ☺ Dribbling ☺ shooting

Get outta There (10 -15 minutes) 2v 2, 3v3, 4v4, 5v5 • Use goals on either end • Have a triangle in the middle • Some target in the middle	1. **Rule 1:** coach as boss of the balls 2. coach passes ball onto field to start play 3. **Rule 2:** two players from each team play until a goal is scored or the ball goes out of bounds 4. out of bounds, coach yells "get outta there," and two new players from each team go on with the next ball 5. goal is scored,	15x20 yd. 	☺ see ball through bottom of eyes ☺ keep ball rolling ☺ first try to solve game by dribbling ☺ player w/o ball find big, easy spot to receive a pass
4 Goals Game (10-15 minute)	Players play 6 v 6 8 v 8 Have parents be goal keepers. Always have one goal open at a time. Teams need to work together to find open goal.		☺ Move to the ball. ☺ Support quickly. ☺ Move to open space ☺ Fun ☺ Vision ☺ Creative play ☺
Flying changes (10-15 minute) 1 v1 2 v2 3v3	✓ Two teams ✓ Two goals ✓ Ball on one post for both teams. ✓ Ball is scored or goes out on the defensive side a new offensive team comes on. ✓ Score 10 goals team wins.		☺ Move to the ball. ☺ Dribbling, shooting, passing ☺ Move to open space ☺ Fun ☺ Vision ☺ Creative play
Gaelic Football (10-15 minutes)	1. Two teams… 6v6 8 v8 2. Score by going from one end zone to the other by throwing the ball. Volley ball from the hands so it can be caught by a teammate. 3. Players can only move three steps with the ball 4. Ball drops or goes out of bounds it is the other times. **Add –on** Same concept have players pass the ball with t their feet		☺ Move to the ball. ☺ Support quickly. ☺ Move to open space ☺ Fun ☺ Vision ☺ Creative play

Target activity	Players play 6 v 6 8 v 8 Two teams… score a goal by going from one side to the other Each team has someone on the outside of the grid They can only one or two touch the ball		☺ Move to the ball. ☺ Support quickly. ☺ Move to open space ☺ Fun ☺ Vision ☺ Creative play ☺ Passing ☺ Dribbling
3 rectangle drill	✓ Three teams made up of 4 or more players ✓ Objective is to pass the ball 3 times in their square and pass it to the farthest square without the defense getting it. **IF that happens they get a point.** ✓ There are only two people from the middle team on defense. ✓ Defense steals the ball or offensive team kicks the ball out… Defense and offensive team switches places.		☺ Move to the ball. ☺ Support quickly. ☺ Move to open space ☺ Fun ☺ Vision ☺ Creative play ☺ Passing ☺ Dribbling
Keep away	✓ two teams of 6, 7, 8 players ✓ One ball keeps away from other team. ✓ Score by getting ____ number of passes (5, 10) ✓ Add-on ✓ Player that looses the ball needs to take a knee ✓ Score with combination play, 1-2's, take overs, over laps, etc.		☺ Penetration ☺ Timing ☺ Movement ☺ Disguise ☺ Communication ☺ Weight and shape of pass

Technical Skills Coaching Points

Dribbling:

1. Shape:
   b. On toes
   c. Knees bent
   d. Drop waist
   e. Lean over the ball
   f. Arms for balance
2. Surface:
   a. Inside/outside of foot to dribble
3. Small touches for close control
4. Big touches to explode away
5. Arms for balance
6. Keep ball in front of the body
7. Shield & protect while dribbling

Running with the ball:

1. Shape (on toes, knee bent, drop waist, lean over the ball, arms for balance, toes down & heels up)
2. Surface
   a. Middle of ball when running & sides of ball when dribbling
   b. Small touches for close control
   c. Big touches to explode away
   d. Keep ball in front of the body
   e. Shield & protect the ball while running

Passing (with inside of the foot):

1. Shape:
   a. Foot not kicking the ball next to the ball
   b. Open waist/hip, lock ankles
   c. Toes-up
   d. Bend knee of passing foot
   e. Lean over the ball
   f. Arms for balance
   g. Follow thru straight
2. Surface (strike the middle of the ball)
3. Accuracy of the pass
4. Weight of the pass
5. Timeliness of the pass

Receiving:

1. Get behind the ball line (aka: path)
2. Get open to receive
3. Open body to receive
4. Recline/cushion ball
5. Shape (depends on surface used)
6. Surface (based on height of the pass)

Striking/Finishing:

1. Shape
   a. Grounded strikes:
      I. Foot not kicking ball next to the ball
      II. Lean over the ball
   b. Aerial Strikes:
      I. Foot not kicking ball behind the ball
      III. Recline the body
2. Surface (middle of ball for grounded strikes, under ball for aerial strikes. can pass to finish)
3. Shot quality (accuracy, selection & placement)
4. Accuracy over power
5. Regain composure to finish
6. Exploit Goalies starting position

Turning & Changing Direction:

1. Shape
2. Surface
3. Closing control before turning
4. Small touches for close control
5. Lean into turns
6. Explode out of turns
7. Big touches to explode away
8. Protect the ball

Feinting:

1. Close control before feinting
2. Small touches for close control
3. Proper distance of execution
4. Proper Feint selection
5. Sell the feint
6. Explode away
7. Protect the ball

Individual Defense:

1. Shape (Toes of front foot points to ball, back foot points to 90 degrees, on toes, drop waist, Side-on, Front arm up
2. Speed of approach
3. Slow down
4. Angle of approach
5. Pressure
6. Delay (deny, disrupt)
7. Immediate Chase

Two-man Defense:

1. Shape
2. Pressure
3. Cover
4. Delay
5. Communication (mostly #2 defender a.k.a cover, guiding #1 defender, a.k.a. Pressure
6. #1 defender shapes & pushes attacker towards #2 defender

Team Defense:

1. Shape
2. Communication
3. Pressure
4. Cover
5. Balance
6. Lines of defense (3 lines of defense on flanks, two lines of defense, centrally)

Possession:

1. Communication
2. Pass away from pressure
3. Move away from pressure
4. Get open to receive
5. Open body to receive
6. Quality of the pass (accuracy, selection & timing)

Crossing/Finishing:

1. Communication (verbal, gesture, eye contact, timing runs)
2. Shape (angle body inward)
3. Surface
4. Cross quality (accuracy, timing, selection & placement)
5. Mobility (off-the-ball runs)
6. Combine to finish
7. Shot quality (accuracy, selection & placement)
8. Regain composure
9. Accuracy over power

Two Mental Maps (Shields & Bredemeir,2009)

	Competition (Striving *With*)	Decompetition (Striving *Against*)
Deep Metaphor	-Partnership	-Battle or War
Goals	-Learning & Mastery -Pursuit of Personal Best	-Domination / Conquest -Pursuit of Superiority
Motivation	-Love of the Game -Joy of Accomplishment	-Use of the Game -Thrill (at opponents' expense)
View of Opponent	-Partner or Enabler	-Enemy / Obstacle
View of Rules	-Rules = Imperfect Guides to Fairness & Welfare	-Rules = Partially Tolerated Restraints
View of Officials	-Officials are Facilitators	-Officials are Opponents
Playing and Winning	-Focus is on Process (contesting)	-Focus is on Outcome (winning)
Emotional Tone	-Positive Emotions Predominate -Play & Seriousness in Balance	-Negative Emotions Predominate -Seriousness Displaces Play
Whose Interests are Served?	-Mutual Interest -The "Common Good"	-The Victor's Interest -Individual Good
Ideal Contest	-Story, drama, uncertainty; -Closely matched competitors	-Dominated Contest -Certainty of Outcome

Three Goals / Nine Strategies

COACHING GOAL	STRATEGIES
DEVELOP CHARACTER	1. Promote a Values-Based Team Culture 2. Talk about What Matters 3. Practice 'Good Character'
ENHANCE ENJOYMENT	4. Support Intrinsic Motivation 5. Minimize Fear of Failure 6. Encourage Enthusiastic Effort
PROMOTE EXCELLENCE	7. Focus Attention 8. Set Appropriate Goals 9. Support Foundations of Excellence

Measuring Player Development

The Primer provides information on some of the truths about children and sports, the motives for participation in Youth Sport and truths and motives for participation

It also provides some suggestions for parents in regards to their impact on their child's development as well as some as some basic urges that children have.

"TRUTHS" about children and sports

- Fun is pivotal - if it's not "fun," young people won't play a sport
- Skill development is a crucial aspect of fun - it is more important than winning even among the best athletes
- The most rewarding challenges of sports are those that lead to self-knowledge
- Intrinsic rewards (self-knowledge that grows out of self-competition) are more important in creating lifetime athletes than are extrinsic rewards (victory or attention from others) [1]

During childhood allow the kids to have a good time playing the game while instilling the passion to love playing soccer on their own. Only a passion for the game can lead to success.
"Success is something players take ownership of and in time it becomes personally meaningful. Success is a process, not a product. The process of doing one's best is the key to success. The determining criterion of success is whether a player gave his or her best that day. Doing one's best is the most important statement a player can make about the importance of an activity and the meaning it has. With years of experience comes self-knowledge and self-awareness. So players learn over time what it means to do your best, to give 100%." [2]

"Winning isn't everything, but trying to is!"

- Rainer Martens, sports psychologist

[1] Ewing, M.E., & Seefeldt. V. (1990). *American youth sport participation.* American Footwear Association, North Palm Beach, FL. Sporting Goods Manufacturers Association (SGMA).

[2] Fine, Aubrey H., Ph.D. & Sachs, Michael L., Ph.D. (1997). *The Total Sports Experience for Kids*. Diamond Communications

Motives for Participation in Youth Sport

Reasons for Participating in Non-school Sports (study of 3,900 7th to 12th graders)

Reasons for Participating in Non-school Sports (study of 3,900 7th to 12th graders)	
Boys	**Girls**
To have fun	To have fun
To do something I'm good at	To stay in shape
To improve my skills	To get exercise
For the excitement of competition	To improve my skills
To stay in shape	To do something I'm good at
For the challenge of competition	To learn new skills
To get exercise	For the excitant of competition
To learn new skills	To play as part of a team
To play a part of a team	To make new friends
To go to a higher level of competition	For the challenge of competition

Truths & Motives for Participation

1. The motive to have fun and to enjoy participating in sport.
2. The motive to learn new skills and to improve on existing sports skills.
3. The motive to become physically fit and to enjoy good health
4. The motive to enjoy the challenge and excitement of sports participation and competition.
5. The motive to enjoy a team atmosphere and to be with friends. [3]

Suggestions for Parents

- Remember the "truths" and talk to your children with them in mind. After a game, ask questions about "fun," "skill improvement," "learning experiences" and "having a good time with friends."
- See yourself as part of the team and supportive of the coach; avoid setting up a conflict in your child's mind between his or her parents and coaches. If you want to affect the coaching, volunteer to help.
- Develop perspective: remember what you could do at your children's ages; don't judge them by what you can do now. Kids will not become great players overnight.
- Develop an understanding of what your children want from sports—not all children want the same things. Determine if they want to be involved at all.

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[3] Cox, R., (2002). *Sport Psychology: Concepts and Applications 5th Ed.* (p.108). New York, NY: McGraw-Hill.

Basic Urges of Children

- Movement
- Success and Approval
- Peer Acceptance & Social Competence
- Cooperation & Competition
- Physical Fitness & Attractiveness
- Adventure
- Creative Satisfaction
- Rhythmic Expression
- To Know [4]

Note: winning alone is not a motive for participation by boys and girls.

"We are asking our players to compete before they have learned how to play."

- Jay Miller, U17 Men's National Team coach 2011

In general the benefits of youth sports for children include character building, dealing with obstacles, dealing with losing, humility in winning, dealing with competition, leadership growth opportunities, cooperative skills, social skills and so on. We employ soccer to develop well adjusted, good citizens.

[4] Pangrazi, R. P. (2004). *Dynamic Physical Education for Elementary School Children.* (pp. 159-160). (14th ed.). San Francisco: Pearson Benjamin Cummings.

Long Term Player Development

Focus on the 4 Pillars:

Technical (6-9) TACTICAL (10-12)

Physical (13-15) Mental (15-18)

Be Cognizant of:

Psychomotor, Cognitive & Psychosocial Domains

Long Term Player Development

Recommended Training Sessions to Match Ratio			
Age Group	Frequency	Duration	Ratio
U-6	1 day per week	45 minutes	1:1*
U-8	1 day per week	45 to 60 minutes	1:1
U-10	2 days per week	60 to 75 minutes	2:1
U-12	2 to 3 days per week	75 minutes	2 or 3:1
U-14	3 days per week	75 to 90 minutes	3:1
U-16	3 days per week	90 minutes	3 or 4:1
U-18+	4 to 5 days per week	90 to 120 minutes	4 or 5:1

**Or 0:1 – The idea here is for the U-6 players to show up on game day for their hour, which includes 20 to 30 minutes of appropriate activities and then a 3v3 match. This is the approach in which the players are not assigned to teams, but all children in the age group meet at the same time and place to be trained and have a game.*

Table 7: Training recommendations

Long Term Player Development

Trainability in Childhood and Adolescence		
Late Specialization Model	**Age**	**Objective**
FUNdamental Stage	Females 6-8 Males 6-9	Learn fundamental movement skills
Learning to Train Stage	Females 8-11 Males 9-12	Learn fundamental soccer skills
Training to Train Stage	Females 11-15 Males 12-16	Build the aerobic base and build strength toward the end of the phase and further develop soccer-specific skills
Training to Compete Stage	Females 15-17 Males 16-18	Optimize fitness preparation and sport, individual and position specific skills as well as performance
Training to Win Stage	Females 17+ Males 18+	Maximize fitness preparation and sport, individual and position specific skills as well as performance
Retention Stage	Competitive Retirement	Retain players for coaching, officials, administration, etc.

Table 8: Trainability in childhood and adolescence (Hamilton)

RECREATIONAL DIVISION STANDARDS CHART (EFFECTIVE FALL 2016)

AGE	PLAYERS ON FIELD	GOAL KEEPER	ROSTER SIZE	BALL SIZE	GAME DURATION	FIELD SIZE	GOAL SIZE	REFEREES	OFFSIDES	PK'S	THROW IN	SUBBING	LOCATION
U4	4 V 4	NO	8	3	4 - 5 MIN QUARTERS W/2 MIN BREAKS	10 X 15	3 X 5	NO	NO	NO	KICK IN	DEAD BALL	MOANA
U5	4 V 4	NO	8	3	4 - 5 MIN QUARTERS W/2 MIN BREAKS	15 X 25	3 X 5	NO	NO	NO	KICK IN	DEAD BALL	MOANA
U6	4 V4	NO	8	3	4 - 8 MIN QUARTERS W/2 MIN BREAKS	20 X 30	4 X 6	NO	NO	NO	KICK IN	DEAD BALL	MOANA
U7	5 V 5	NO	10	3	4 - 8 MIN QUARTERS W/2 MIN BREAKS	25 X 35	4 X 6	NO	NO	NO	KICK IN	DEAD BALL	MOANA
U8	5 V 5	NO	10	3	4 - 10 MIN QUARTERS W/2 MIN BREAKS	25 X 35	4 X 6	NO	NO	NO	KICK IN	DEAD BALL	MOANA
U9	7 V 7	YES	14	4	2 - 25 MIN HALVES W/ 5 MIN BREAK	30 X 50	6.5 X 18.5	3	YES	YES	THROW IN	FIFA MODIFIED RULES	MARY GOJACK TERRACE
U10	7V7	YES	14	4	2 - 25 MIN HALVES W/ 5 MIN BREAK	40 X 60	6.5 X 18.5	3	YES	YES	THROW IN	FIFA MODIFIED RULES	PLUMAS
U11	9 V 9	YES	16	4	2 - 30 MIN HALVES W/ 5 MIN BREAK	50 X 80	7 X 21	3	YES	YES	THROW IN	FIFA MODIFIED RULES	TERRACE
U12	9 V 9	YES	16	4	2 - 30 MIN HALVES W/ 5 MIN BREAK	50 X 80	7 X 21	3	YES	YES	THROW IN	FIFA MODIFIED RULES	TERRACE
U13	11 V 11	YES	18	5	2 - 35 MIN HALVES W/ 5 MIN BREAK	50 X 80	7 X 21	3	YES	YES	THROW IN	FIFA MODIFIED RULES	TERRACE
SS	11 V 11	YES	OPEN	5	2 - 35 MIN HALVES W/ 5 MIN BREAK	50 X 80	7 X 21	3	YES	YES	THROW IN	FIFA MODIFIED RULES	TERRACE

***Subbing is allowed for both teams during goal score, goal kick and throw in (kick in for U8).

***Subbing is allowed for the team of the injured player only.

Please make sure that the players to sub in has to stay on the sub zc bs zone (midfield line)) before the subbing an be allowed by the referee.

For U8 through U13 coaches must stay on the tactical area during the duration of the game. Coaches are not allowed to step into the field without the referee permission.

For U4 through U7 only one (e coach for each team is allowed to be on the field during the game

Playing Time

Effective Playing Time Relative to Game Format and Roster Size

These tables show effective playing time relative to game format and roster size. The figures are presented as a) percentages of total playing time and b) as actual minutes played. Both figures assume equal rotation of players. At the youth level, a minimum goal of 70% playing time is recommended.

Roster Size >		4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Game Format	Game Duration															
4v4 (5/6U and 7/8U)	4 x 8 minutes	100% 32	80% 26	67% 21	57% 18	50% 16										
7v7 (9/10U)	2 x 25 minutes				100% 50	86% 52	75% 37	67% 34	60% 30	55% 28						
9v9 (11/12U)	2 x 30 minutes						100% 60	89% 54	80% 48	73% 44	67% 40	62% 38	57% 34	53% 32		
11v11 (13/14U)	2 x 35 minutes								100% 70	92% 64	85% 60	79% 55	73% 51	69% 48	65% 46	61% 43
11v11 (15/16U)	2 x 40 minutes								100% 80	92% 74	85% 68	79% 64	73% 59	69% 56	65% 52	61% 49
11v11 17/18U)	2 x 45 minutes								100% 90	92% 83	85% 77	79% 72	73% 66	69% 62	65% 59	61% 55

Table provided by Dr. Thomas Turner, technical director for Ohio Youth Soccer – North, chair of the US Youth Soccer technical committee and national instructor for both U. S. Soccer and US Youth Soccer.