



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:

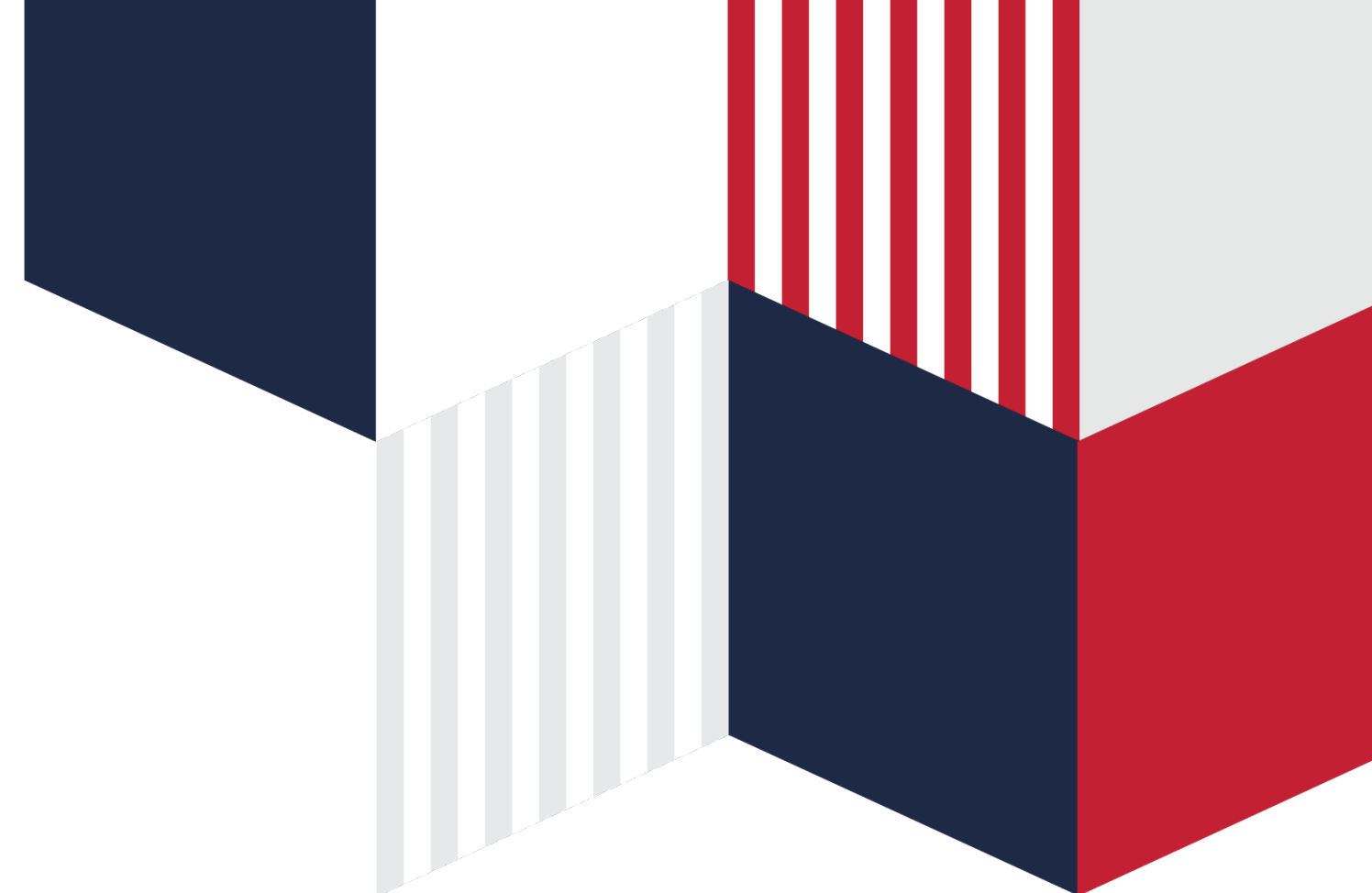


Substages exist



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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



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?

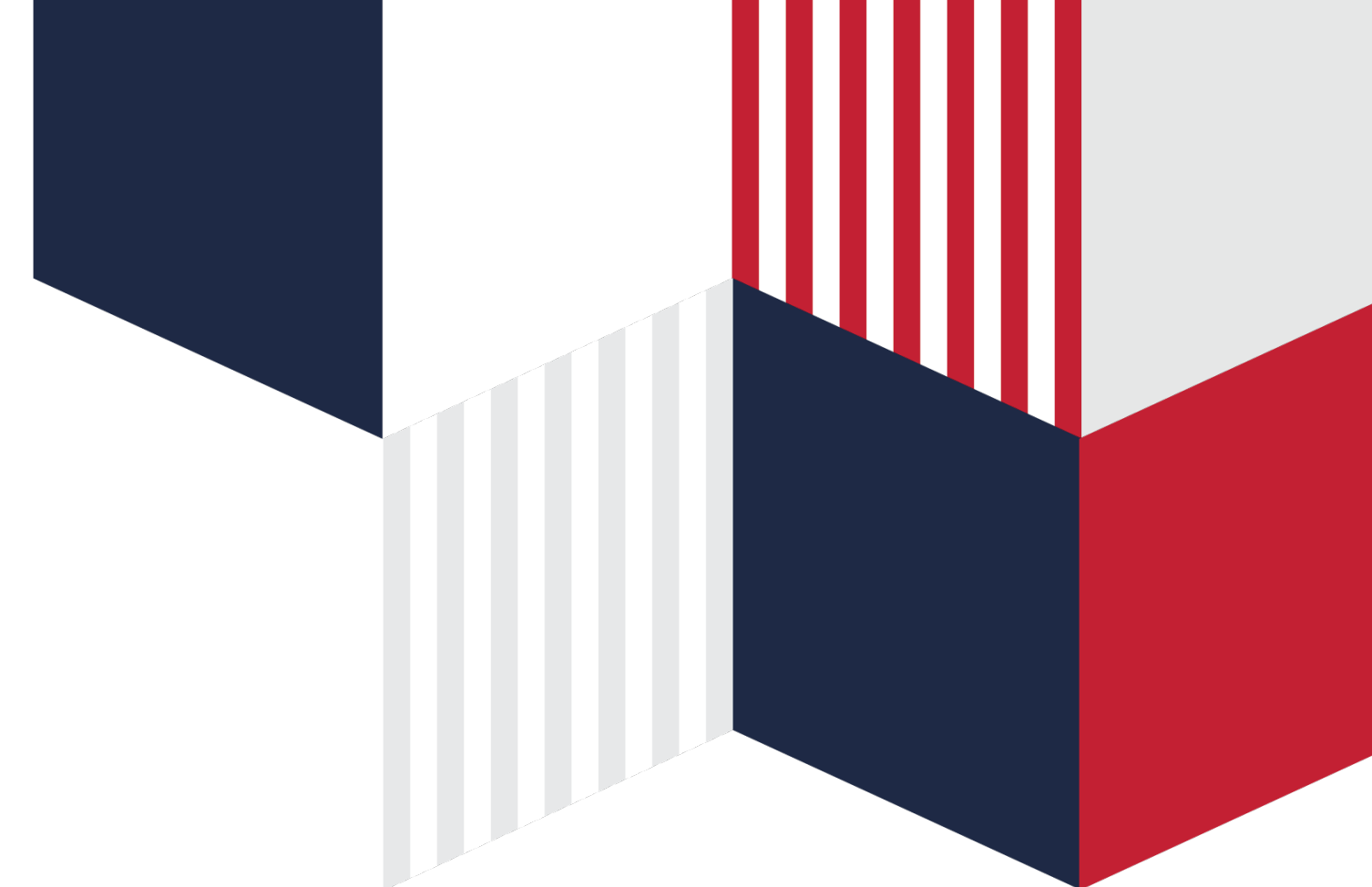
A PLAYER-CENTERED APPROACH TO PLAYING THE GAME

CHILD DEVELOPMENT AS STARTING POINT TO CREATE THE SOCCER ENVIRONMENT



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STAGES OF DEVELOPMENT



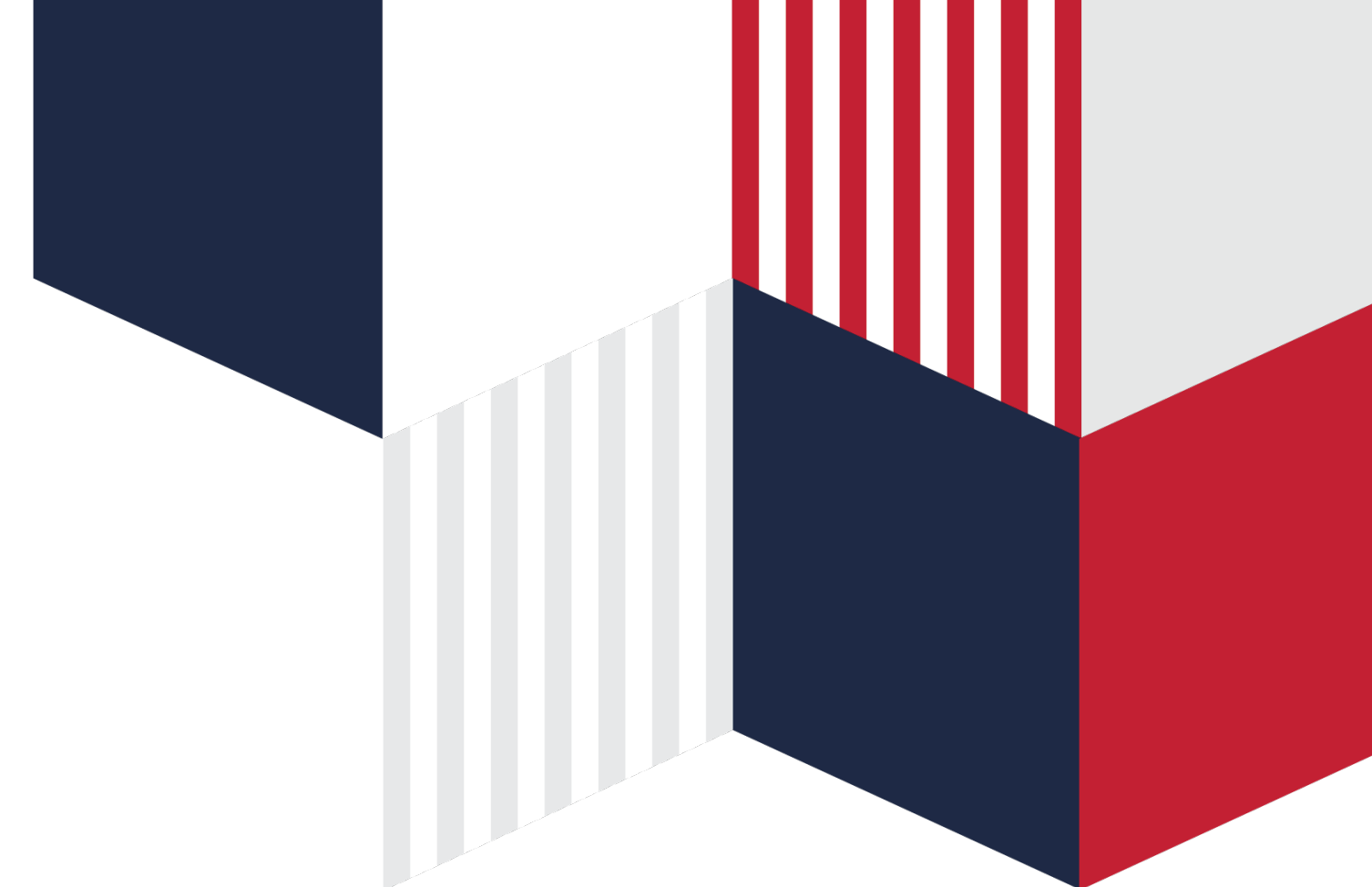
CHILD DEVELOPMENT GUIDES OUR DECISIONS IN PLAYER DEVELOPMENT

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		
U5	<ul style="list-style-type: none"> Are self-centered & egocentric (see the world from their point of view) Start to develop friendships: <ul style="list-style-type: none"> - Like to see themselves as a friend Enjoy play and to be with other children (learning to cooperate, but still selfish) 		<ul style="list-style-type: none"> Emotions are linked to desires (likes & dislikes) Take all feedback personally Act out emotions physically Behavior and expressions of emotions may be 'over the top' Enjoy attention Look for security (parent/guardian watching) 		<ul style="list-style-type: none"> Basic vocabulary - easy words Can understand basic analogies "hop like a bunny rabbit" Beginning to use symbols to develop language Define objects by how they use it "jumpaliner" = trampoline Communicates best within a small group 			<ul style="list-style-type: none"> Can name some colors and some numbers and recognize basic shapes Are quickly distracted Have a short attention span Can only perform one task at a time Learn new concepts through experience, discovery, and repetition Ask many questions Life is dominated by fantasy/readily engage in fantasy play Are visual learners 			<ul style="list-style-type: none"> Rapid growth is steadily declining Develop fundamental movement skills (locomotion, object manipulation, and stability) 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 No concept of pace or understanding of the concept of fatigue (they play at full speed) 		
U6	<ul style="list-style-type: none"> Are less self-centered & egocentric than the previous stage: <ul style="list-style-type: none"> - can listen while others are speaking - are more willing to take turns and share Play in ways that include fantasy and imagination Can play with others to achieve a common goal Begin to identify with their own team Identify with older children (most likely siblings) Are impulsive: sometimes cooperative, sometimes demanding Develop friendship: <ul style="list-style-type: none"> - are aware of gender / teams /groups - wants to be liked: compare self to others - want to please friends - imitate friends' and coach behavior 		<ul style="list-style-type: none"> Enjoy activity and movement, have fun (which is primary reason for participation) Vulnerable to corrective and negative feedback Eager for positive support and praise Increased emotional control Become slightly more aware of other people's feelings 		<ul style="list-style-type: none"> Vocabulary is increasing Understand more than they can verbalize Range and ability to respond to simple guided questions is increasing rapidly 			<ul style="list-style-type: none"> Start to understand the basics of time, space and direction Eager to learn and learn rapidly Beginning to use basic logic and reason (learning rules and expected behavior) Still have a short attention span (but can hold focus longer than the previous stage) Have difficulty "thinking backward" or imagining how to reverse the steps in a task Perception is focused locally and on what is immediately in front of them (have a 'here and now' perspective) 			<ul style="list-style-type: none"> Growth rate becomes more steady During the prepubertal years, males and females will follow similar rates of development in growth and maturation Continuing the development of fundamental movement skills through dynamic balance (standing and hopping on one foot) and coordinated movement (running becomes more fluid) Increased reaction speed Strength, speed, power, endurance, and coordination will develop at similar rates for both sexes throughout childhood 		
U7	<ul style="list-style-type: none"> Start to show more independence from parents & 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 		<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> Continuing to develop the concept of time & space relationship Can count & understand the concept of scoring Able to focus for a 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 carryout basic projects with adult support. Becoming more self-directed in activities Learn from each other 			<ul style="list-style-type: none"> 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 		
U8													

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	
U9	<ul style="list-style-type: none"> Value relationships have stronger desire to belong Social world expands beyond family Self-awareness improves 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 			<ul style="list-style-type: none"> 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 or unfair/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 			<ul style="list-style-type: none"> Language is evolving - the conversation can be more abstract (e.g., sportsmanship, fairness, etc.) Like to talk; use language to express feelings/tell stories Ask many questions and want thoughtful answers 		<ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> 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) 	
U10	<ul style="list-style-type: none"> 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) Are willing to take on more responsibility Driven to be competitive when playing games 												
U11	<ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> 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 Don't accept authority blindly Females may exhibit more emotional maturity due to the onset of adolescence and beginning of puberty 					<ul style="list-style-type: none"> 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 don't 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 			<ul style="list-style-type: none"> 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) 	
U12													

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			
U13	<ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> 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) 			<ul style="list-style-type: none"> 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 			
U14	<ul style="list-style-type: none"> 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 												
U15	<ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> Pre-frontal cortex continues to develop executive functioning: <ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> 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 			
U16													

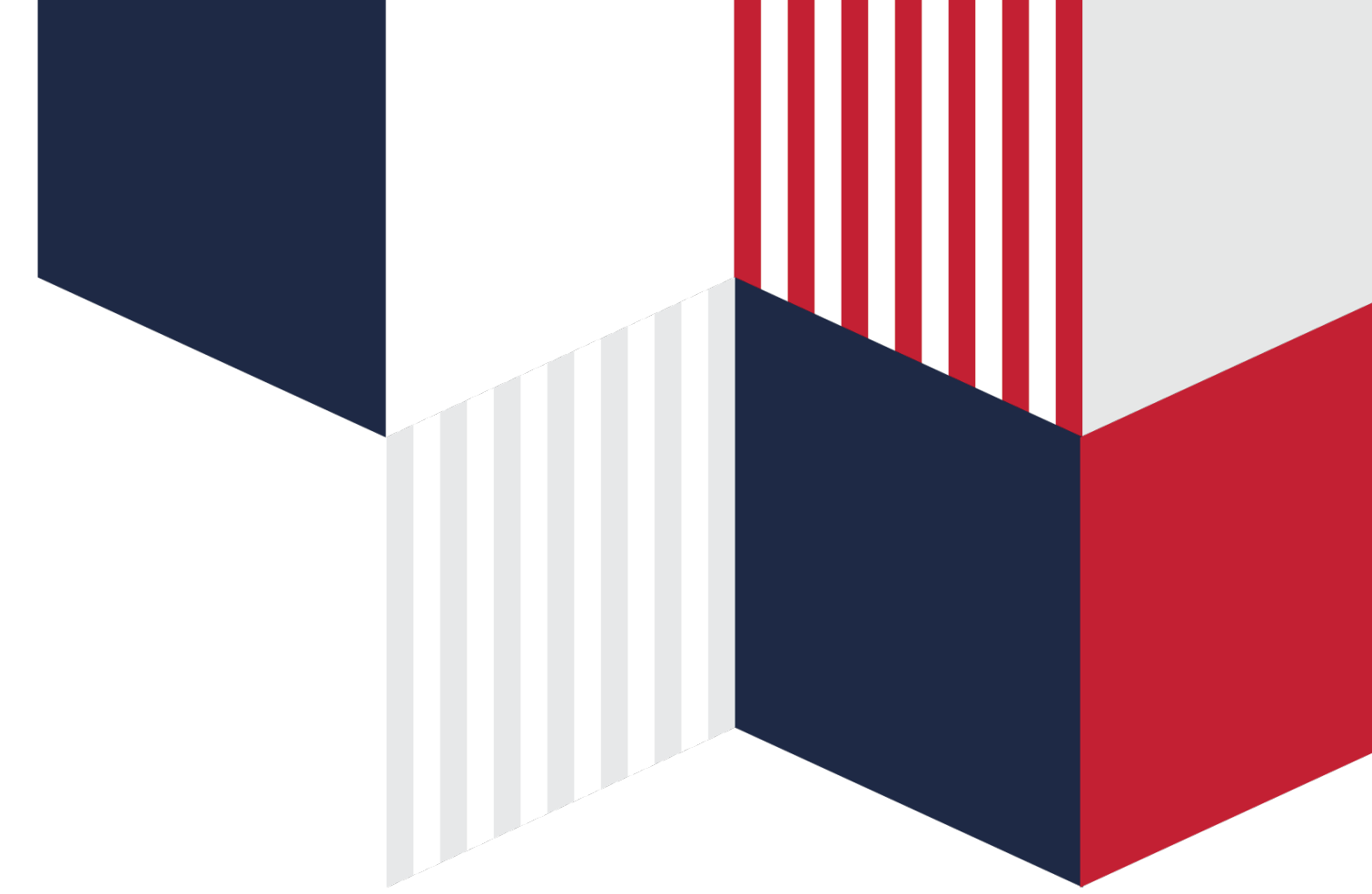
DEVELOPMENTAL STAGES

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			
U17	<ul style="list-style-type: none"> 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 				<ul style="list-style-type: none"> 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 				<ul style="list-style-type: none"> 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 				<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> -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) 			
U18																



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

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

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	SOCIAL CHARACTERISTICS			EMOTIONAL CHARACTERISTICS			LANGUAGE CHARACTERISTICS			COGNITIVE CHARACTERISTICS			PHYSICAL CHARACTERISTICS	
U8	<ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> 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 	

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
U9	SOCIAL CHARACTERISTICS			EMOTIONAL CHARACTERISTICS			LANGUAGE CHARACTERISTICS		COGNITIVE CHARACTERISTICS			PHYSICAL CHARACTERISTICS	
	<ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> Language is evolving - the conversation can be more abstract (e.g., sportsmanship, fairness, etc.) Like to talk; use language to express feelings/tell stories Ask many questions and want thoughtful answers 		<ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> 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) 	
U10	<ul style="list-style-type: none"> 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 												

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

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| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |
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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

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

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	SOCIAL CHARACTERISTICS			EMOTIONAL CHARACTERISTICS			LANGUAGE CHARACTERISTICS			COGNITIVE CHARACTERISTICS			PHYSICAL CHARACTERISTICS	
	<ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> Language is evolving - the conversation can be more abstract (e.g., sportsmanship, fairness, etc.) Like to talk; use language to express feelings/tell stories Ask many questions and want thoughtful answers 			<ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> 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) 	
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"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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 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 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

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

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| <ul style="list-style-type: none"> • 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) | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |
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LEARNING ENVIRONMENT: ACTIVITIES

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

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| <ul style="list-style-type: none"> • Be supportive, challenge appropriately, and prevent/manage conflict • Educate players and provide autonomy for them to lead different activities including injury prevention routines • Control workload to help prevent injury (as bodies continue to grow)
-help players understand the difference between "being hurt" and "being injured"
-coordinate with any other medical professionals or sport coaches • Encourage and support playing and development in multiple roles and positions throughout the season • Encourage collaboration: a coach can expect his or her players to understand the game, anticipate problems and use teammates to solve them
-promote players to ask questions and provide input and feedback to each other | <ul style="list-style-type: none"> • Promote individuality within the team setting • Continue to be aware of individual differences (especially between boys and girls) in maturation as some players will have already completed their growth spurt.
-be aware of early and late developers and help players not compare themselves to others • Be wary of verbal comparisons and- or over criticizing (also within player-to-player interactions both on and off the field including social media)
-maintain zero tolerance for bullying • Acknowledge frustrations and disappointment and help them develop coping strategies • Empower players to resolve conflict • Incorporate routines and moderate-level of structure • 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) |
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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
U15 U16	<ul style="list-style-type: none"> 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 that 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Pre-frontal cortex continues to develop executive functioning: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> -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

PROGRESSION PHASE II

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 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)

LEARNING ENVIRONMENT: OBJECTIVES

- | | |
|---|---|
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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"> -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: <ul style="list-style-type: none"> -place more focus on the individual responsibilities within a position To develop player ownership, independence, and planning: <ul style="list-style-type: none"> -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 |
|---|---|

LEARNING ENVIRONMENT: ACTIVITIES

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

LEARNING ENVIRONMENT: COACHING

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

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: 11v11	SOCIAL CHARACTERISTICS	EMOTIONAL CHARACTERISTICS	COGNITIVE CHARACTERISTICS	PHYSICAL CHARACTERISTICS
U17 +	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> -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)

PROGRESSION PHASE III

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

GOALS
<ul style="list-style-type: none"> 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 ENVIRONMENT: OBJECTIVES

<ul style="list-style-type: none"> To help each player develop an understanding of own body and individual self-care programs <ul style="list-style-type: none"> -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

LEARNING ENVIRONMENT: ACTIVITIES

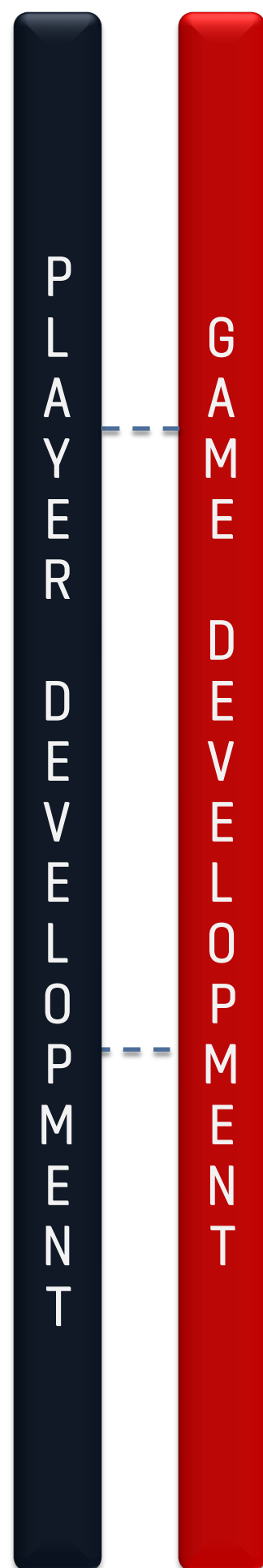
<ul style="list-style-type: none"> Continue to utilize a variety of activities that help develop the U.S. Soccer Key Qualities <ul style="list-style-type: none"> -utilize a variety of activities that help develop physical qualities, technical skills and decision making Focus on individual development within the position, within the functional group and within the team: all connected to the Style of Play <ul style="list-style-type: none"> - individual positional training - functional group training - team training 	<ul style="list-style-type: none"> 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) Use of activities over both short and long distances to develop different player actions <ul style="list-style-type: none"> -short ball-oriented activities challenging the players' movement focused on power, speed, agility and mobility -focus on decision making through GAMES
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LEARNING ENVIRONMENT: COACHING

<ul style="list-style-type: none"> Develop players' own responsibility and insight in team interests: pay attention to the controllables 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. <ul style="list-style-type: none"> -take into account the varying individual rates of brain development that influences each individual's ability to think in more complex ways Be aware that menstrual cycle impacts individuals differently. Be aware of a fanatical attitude/big egos that often create conflict with teammates and opponents <ul style="list-style-type: none"> -keep in mind that manifesting and proving oneself is an enormous motivation for players at this age
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PHASES OF DEVELOPMENT: DISCOVERY

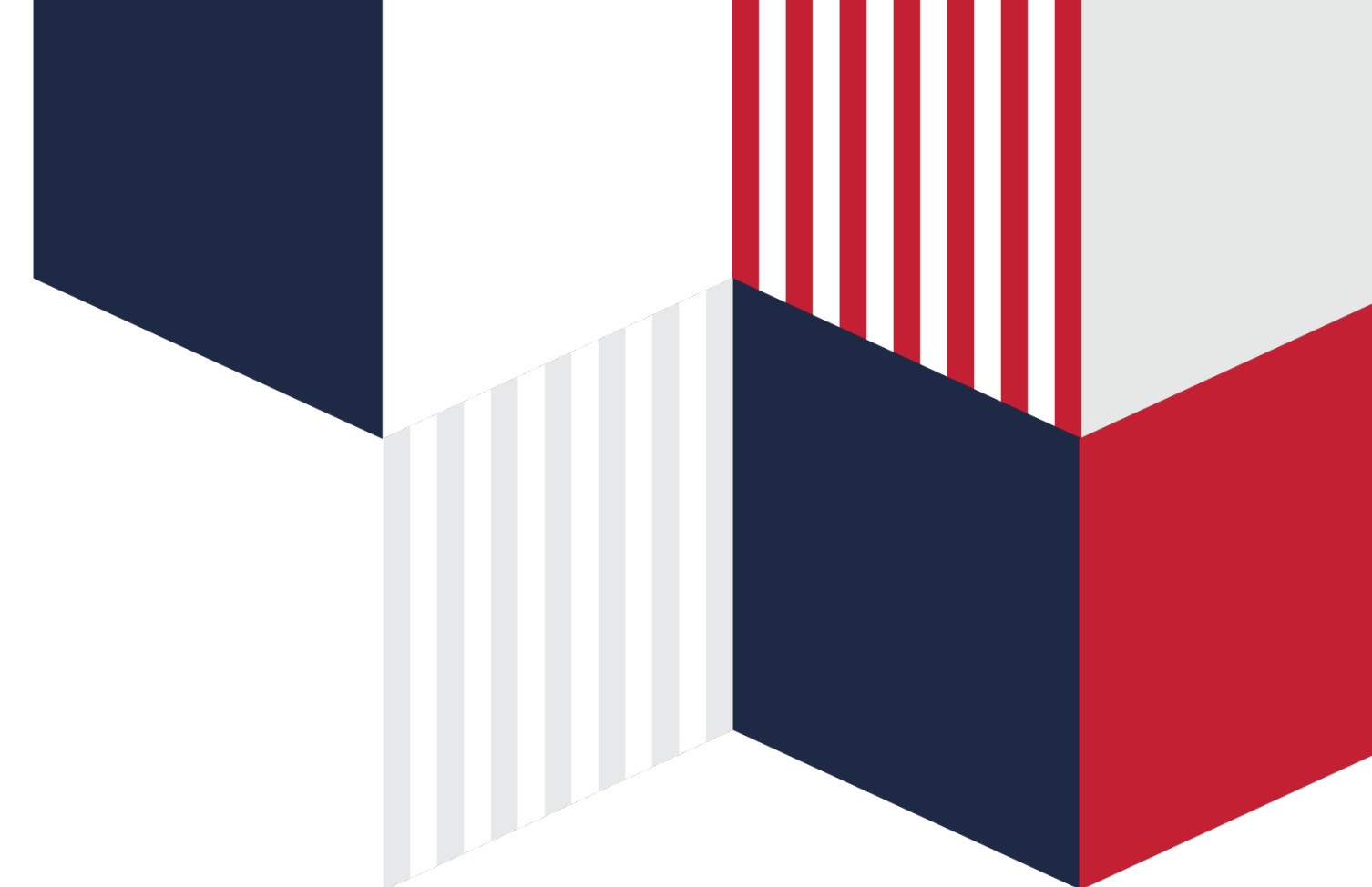


U5: DISCOVERY PHASE I: MOVEMENT EXPLORATION AND BALL DISCOVERY

- 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)

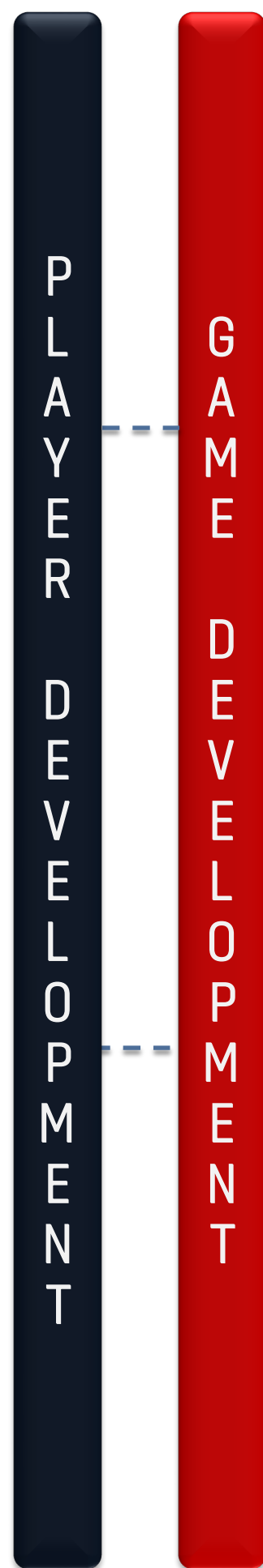
U6: DISCOVERY PHASE II: DRIBBLING AND SHOOTING

- 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**

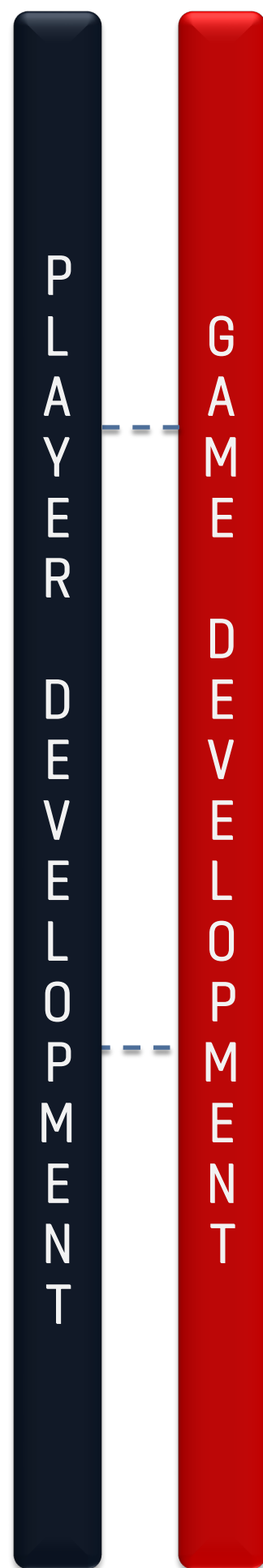
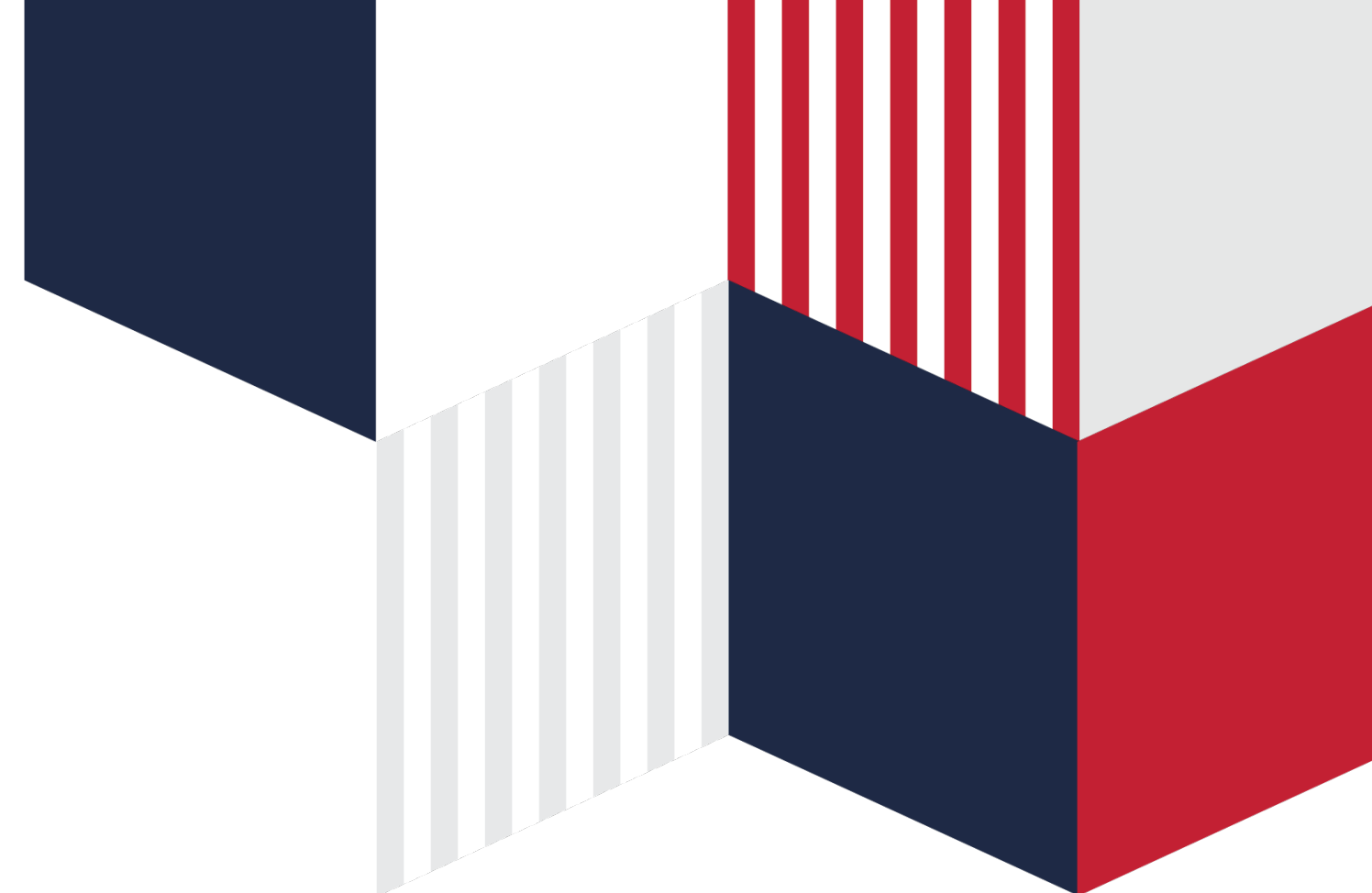
- Players develop scanning skills (ME AND MY SCANNING SKILLS)
- Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)
- Players continue to develop fundamental soccer skills with and without the ball with pressure (ME AND THE BALL)
- Players develop cooperative play, low structured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

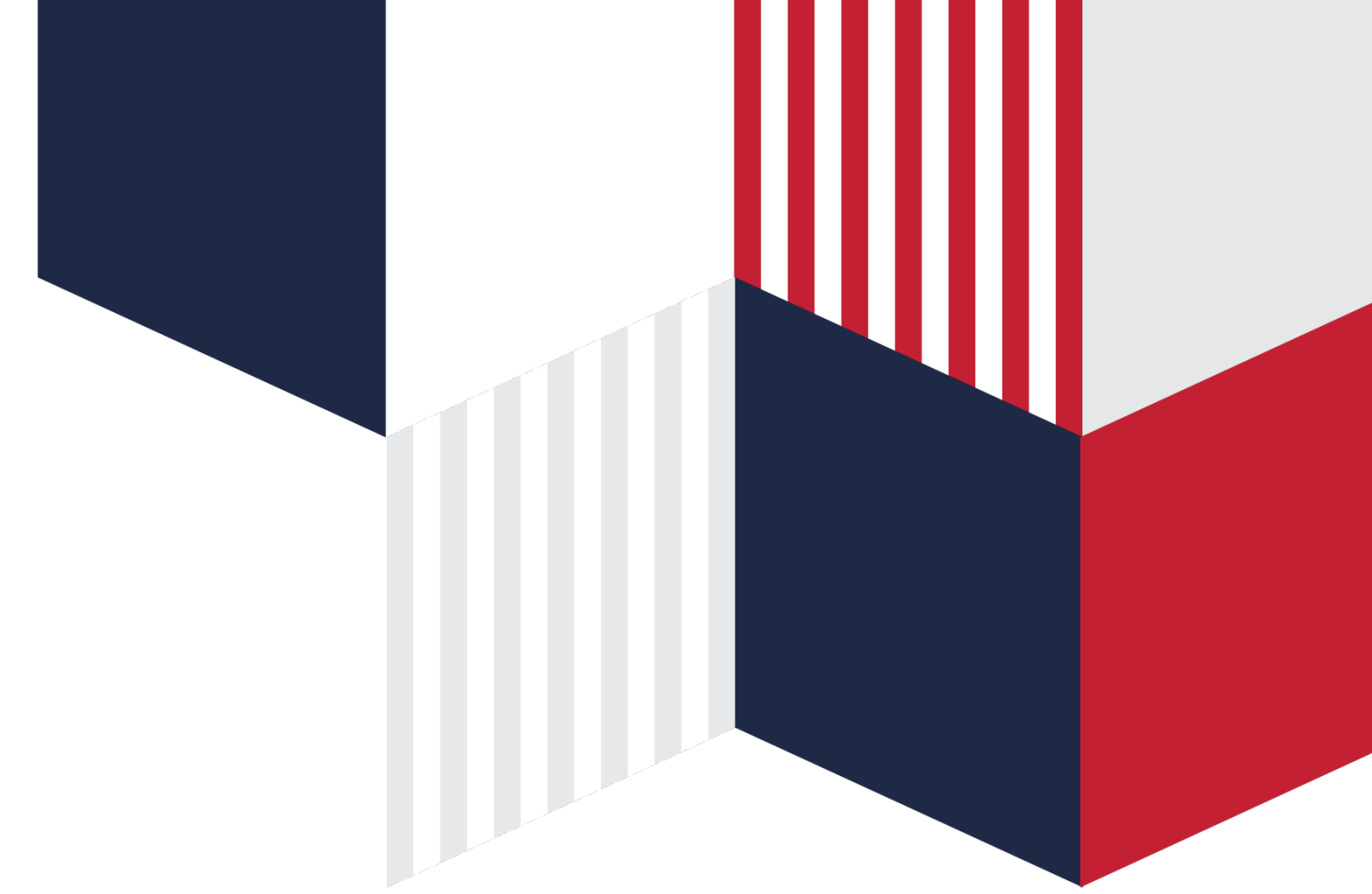
- Players develop scanning skills (ME AND MY SCANNING SKILLS)
- Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)
- Players develop specific soccer skills based on a positional profile (ME AND THE BALL)
- Players develop high structured team play based on a style of play (ME AND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

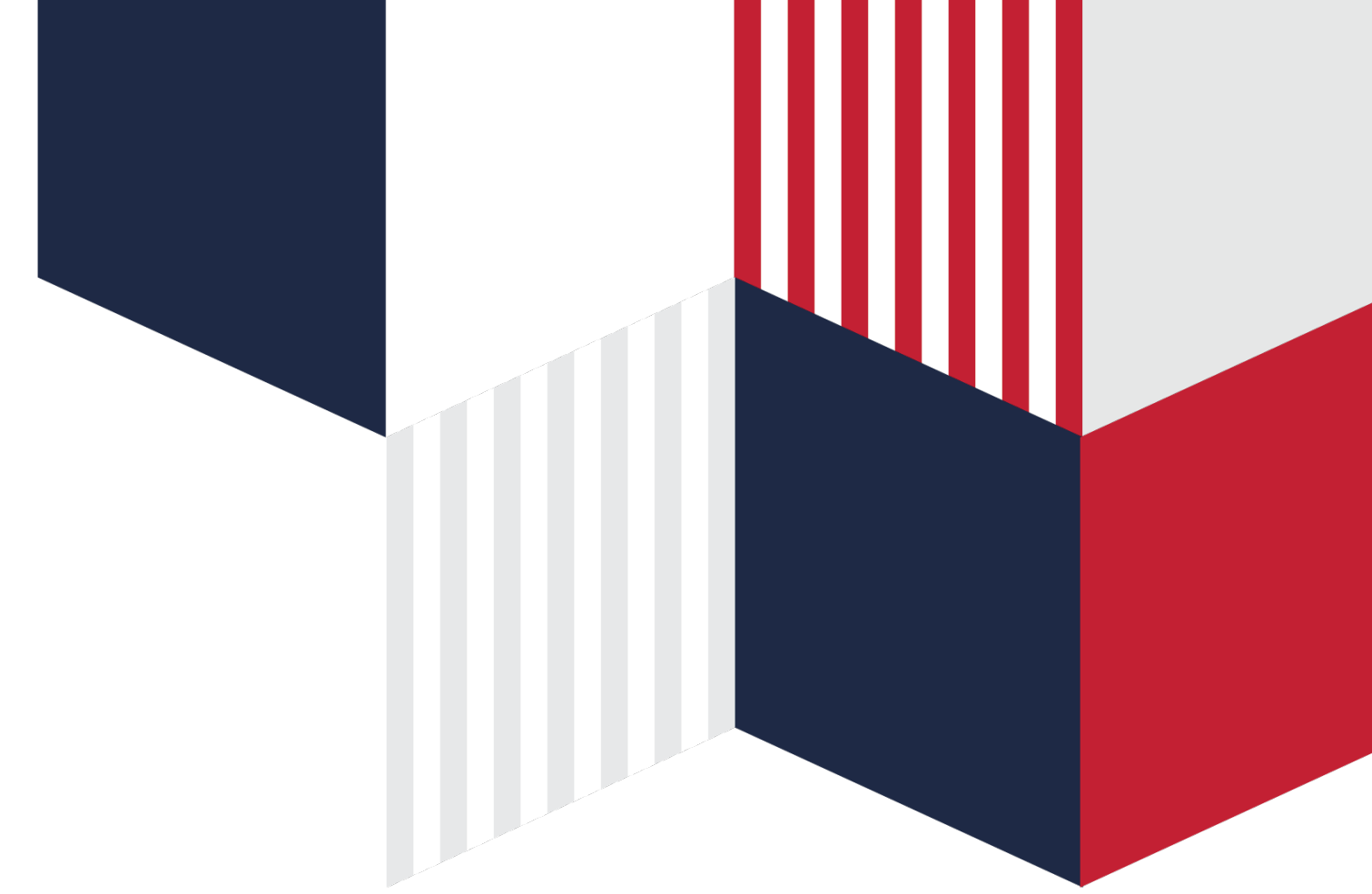
**PLAYER DEVELOPMENT
FRAMEWORK**

GAME FORMAT



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THE GAME & DEVELOPMENT

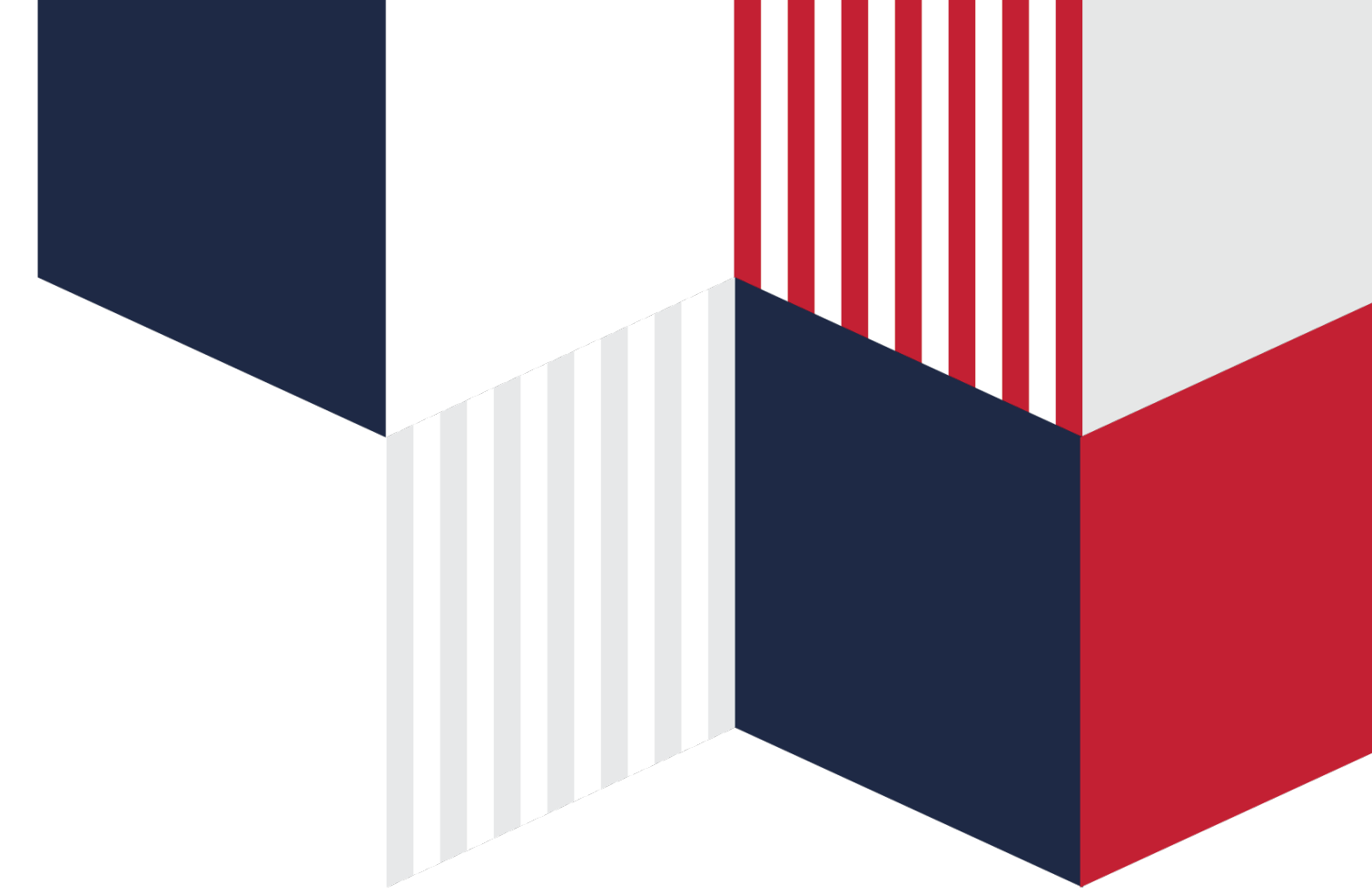


WE WANT CHILDREN TO PLAY GAMES IN AN APPROPRIATE ENVIRONMENT



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THE GAME & DEVELOPMENT

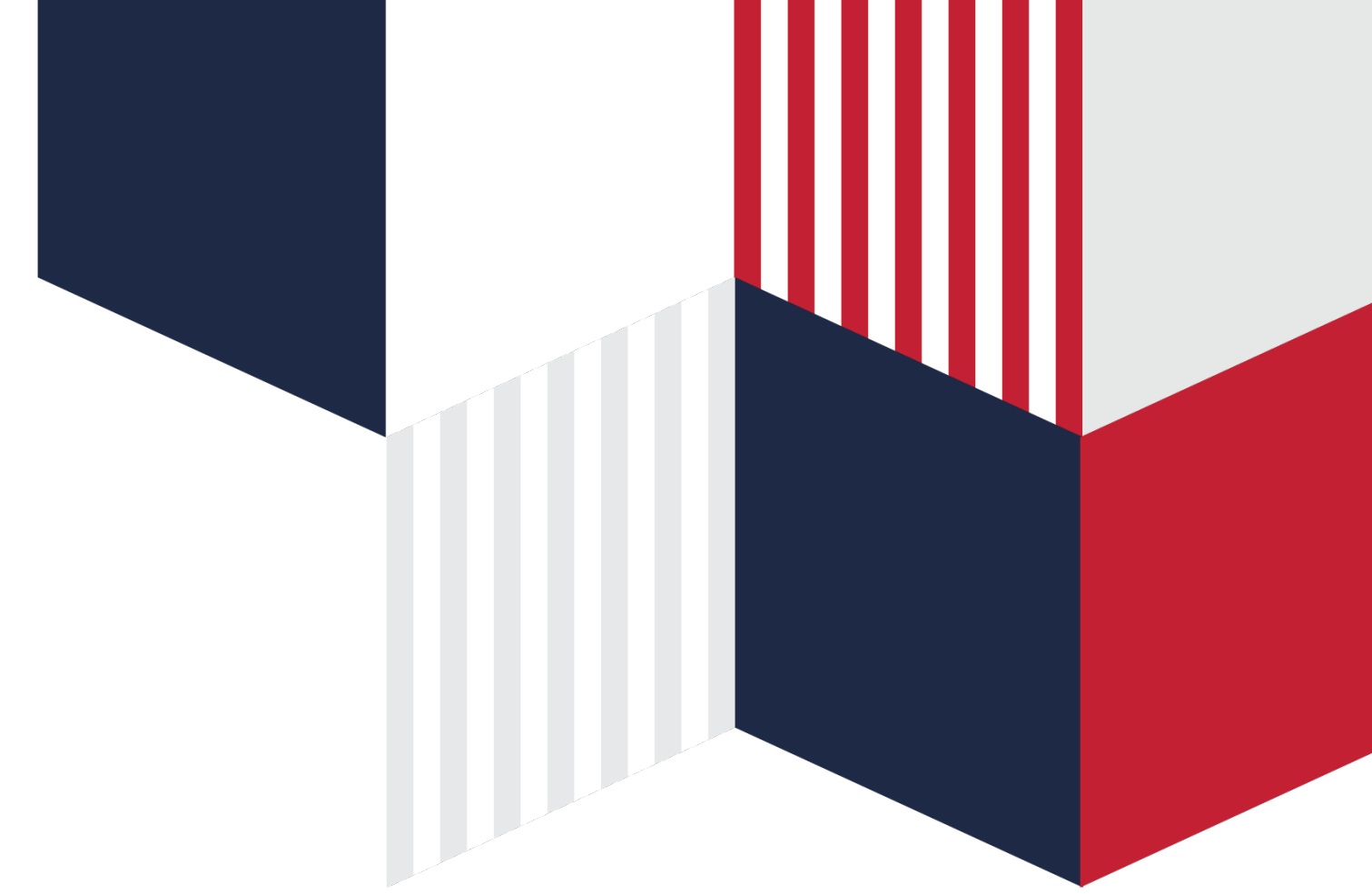


WE NEED SPECIFIC GAME FORMATS FOR EACH AGE, FORMATS THAT MEET THE NEEDS AND CHALLENGES OF CHILDREN, IN ORDER TO MAXIMIZE ENJOYMENT AND STIMULATE CREATIVITY BASED ON THE AGE CHARACTERISTICS



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GAME FORMAT

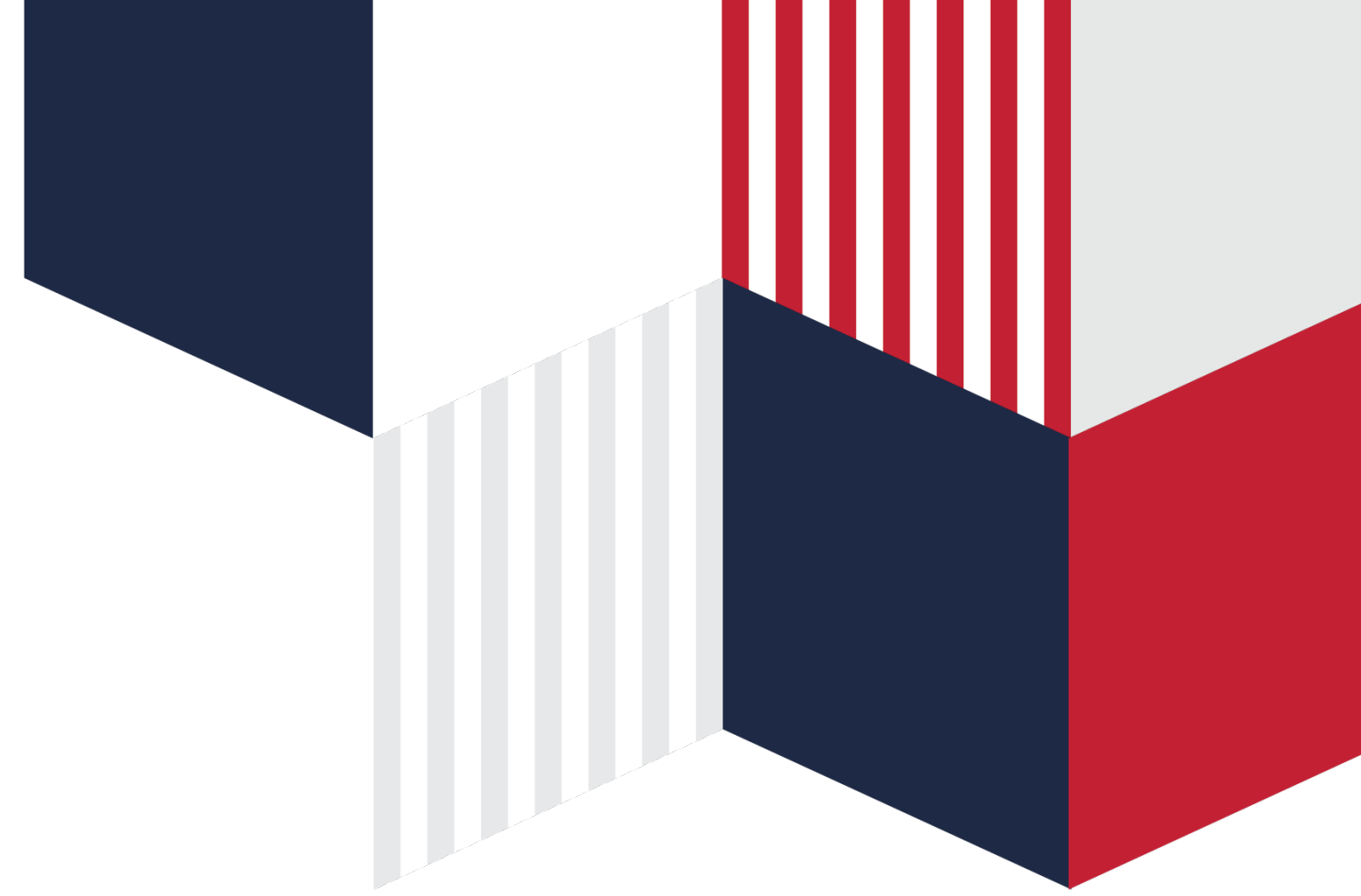


FORMATS MUST ALLOW FOR OPTIMAL DEVELOPMENT AND HAVING FUN WHILE PLAYING



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GAME FORMAT



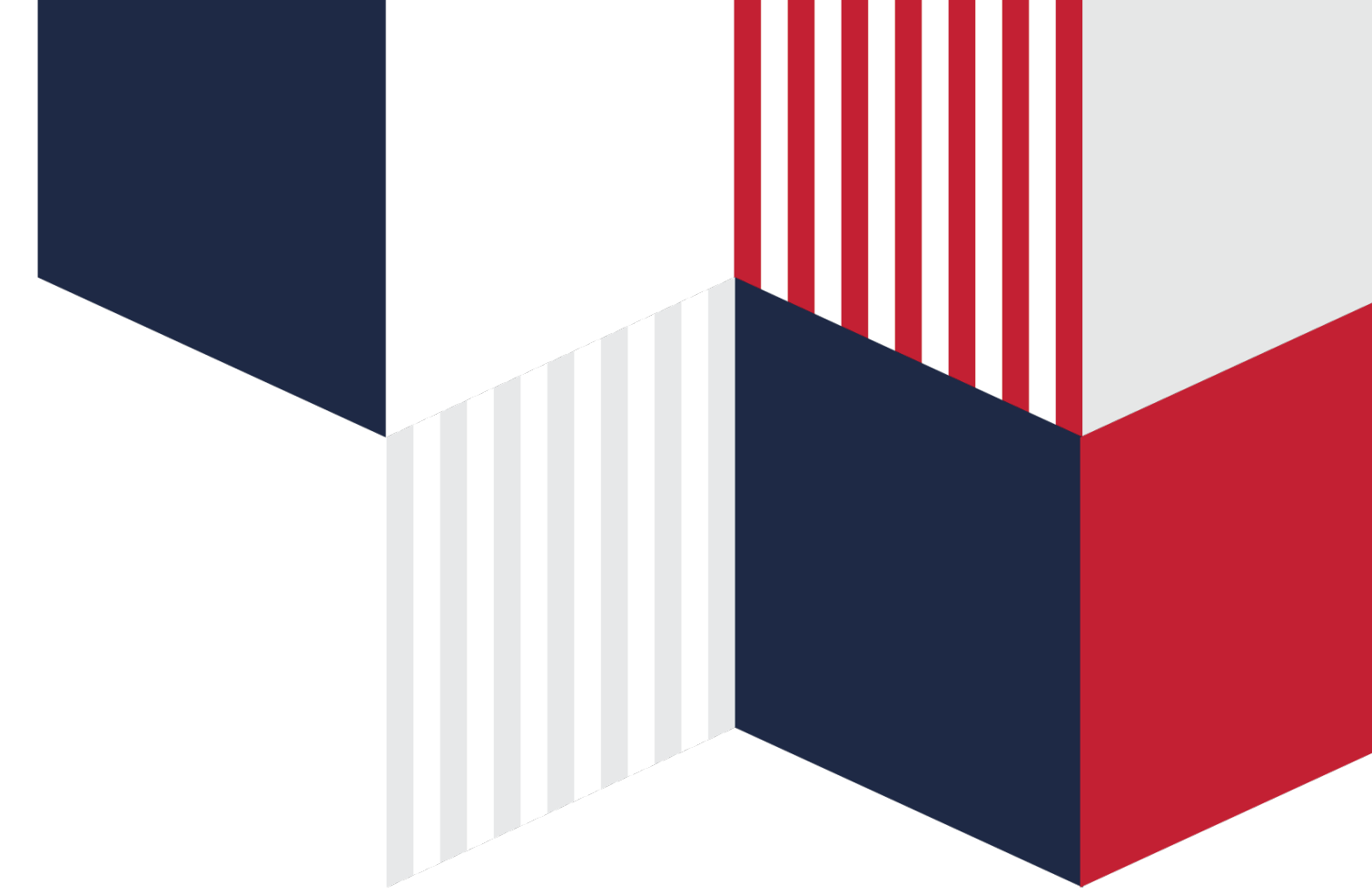
PUTTING FUN AND THE DEVELOPMENT OF THE PLAYERS FIRST

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

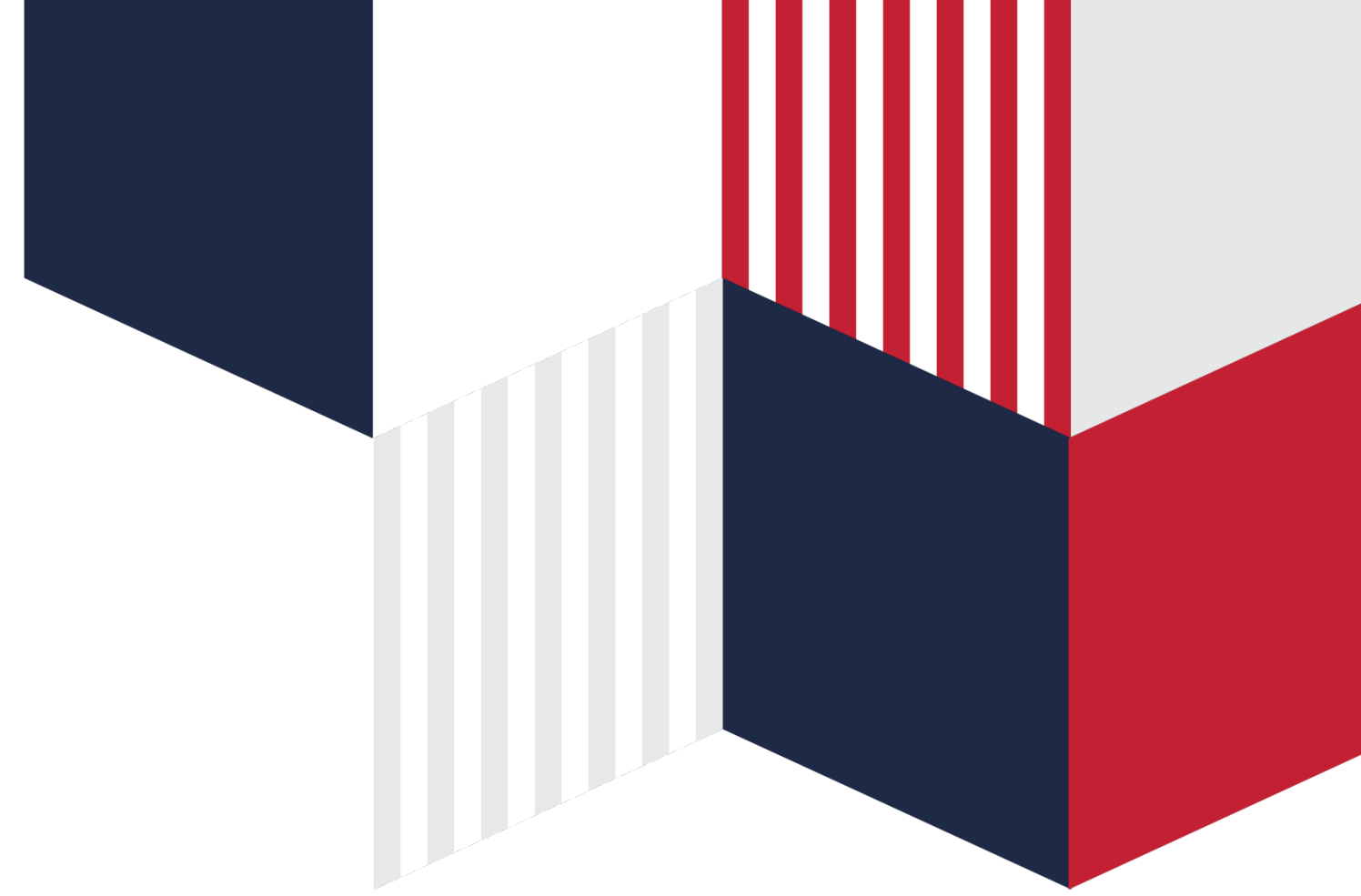


U . S . S O C C E R F E D E R A T I O N
**PLAYER DEVELOPMENT
FRAMEWORK**
GAME FORMATION



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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?

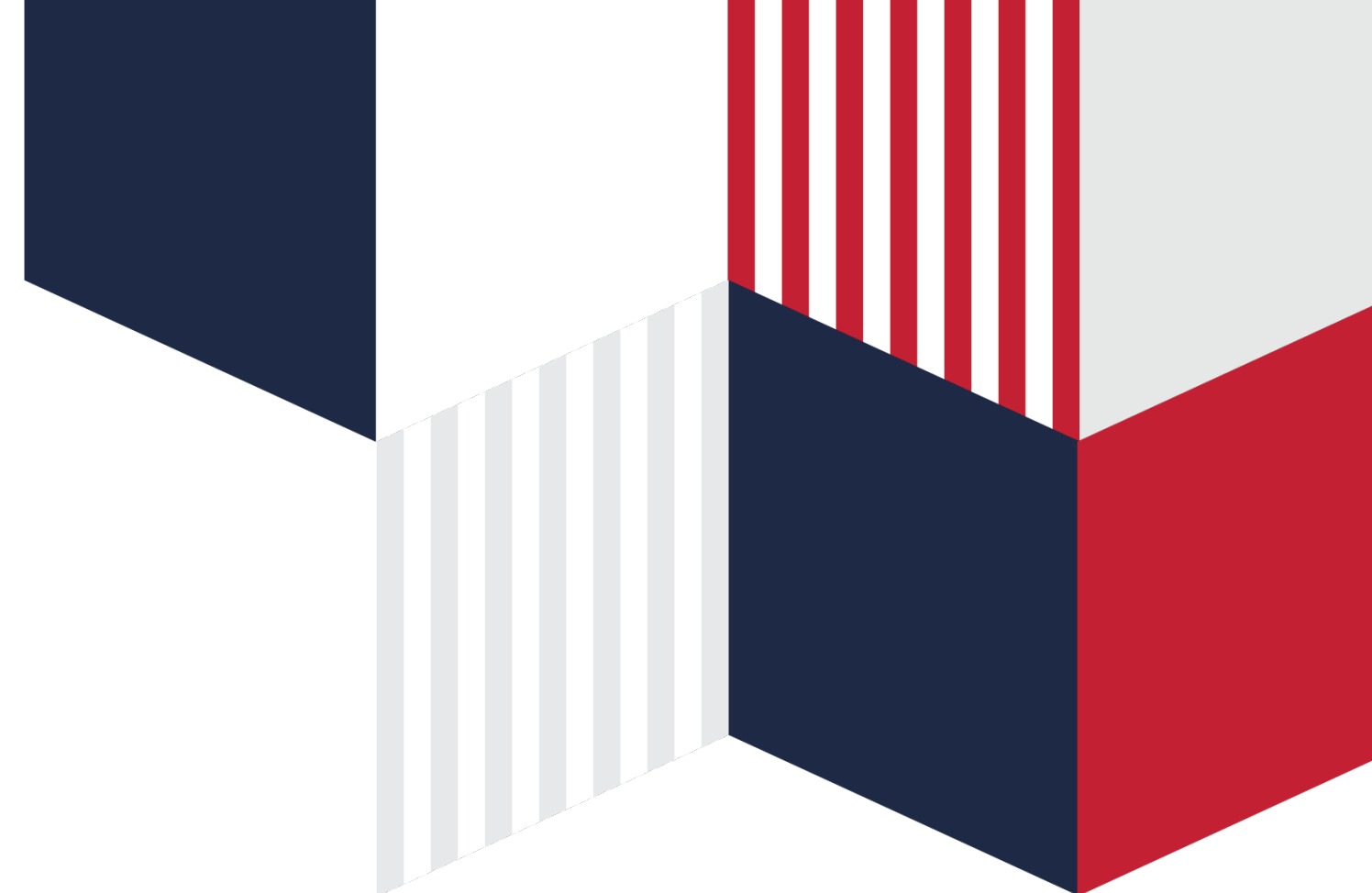
STRIVE TO CREATE FUN AND MAXIMIZE DEVELOPMENT

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

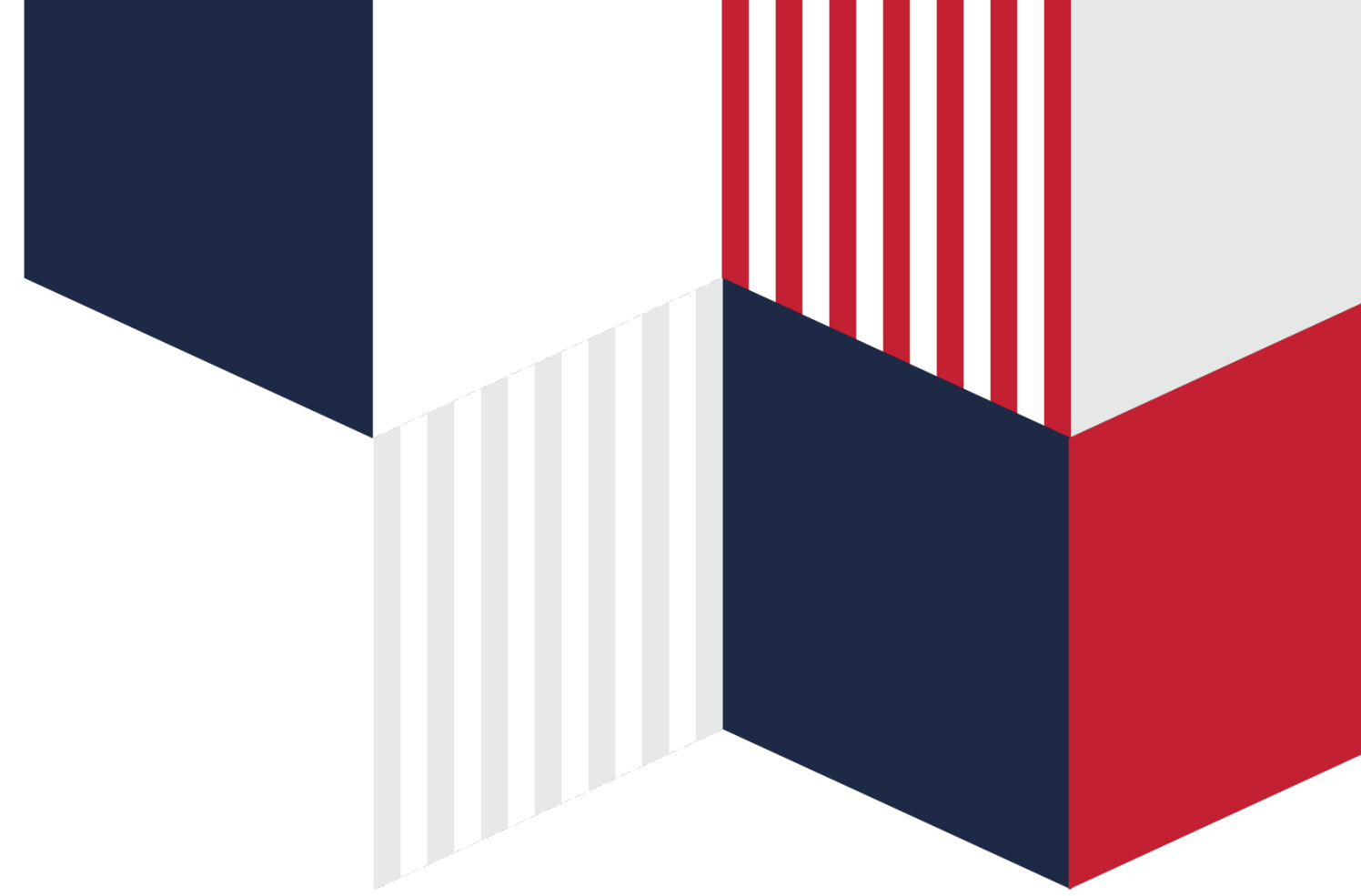
INTRODUCTION TO FORMATIONS

- 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

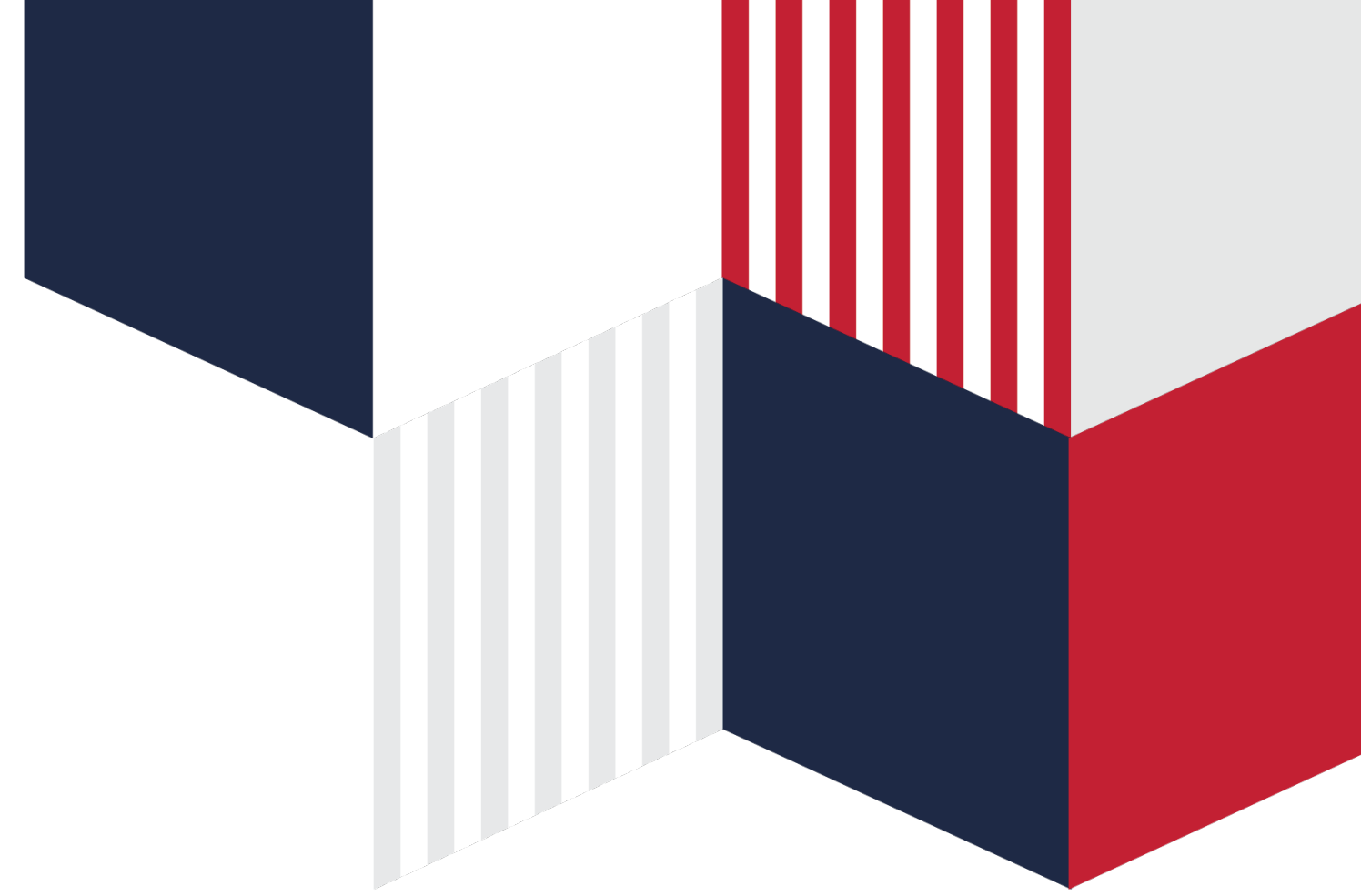
**PLAYER DEVELOPMENT
FRAMEWORK**

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

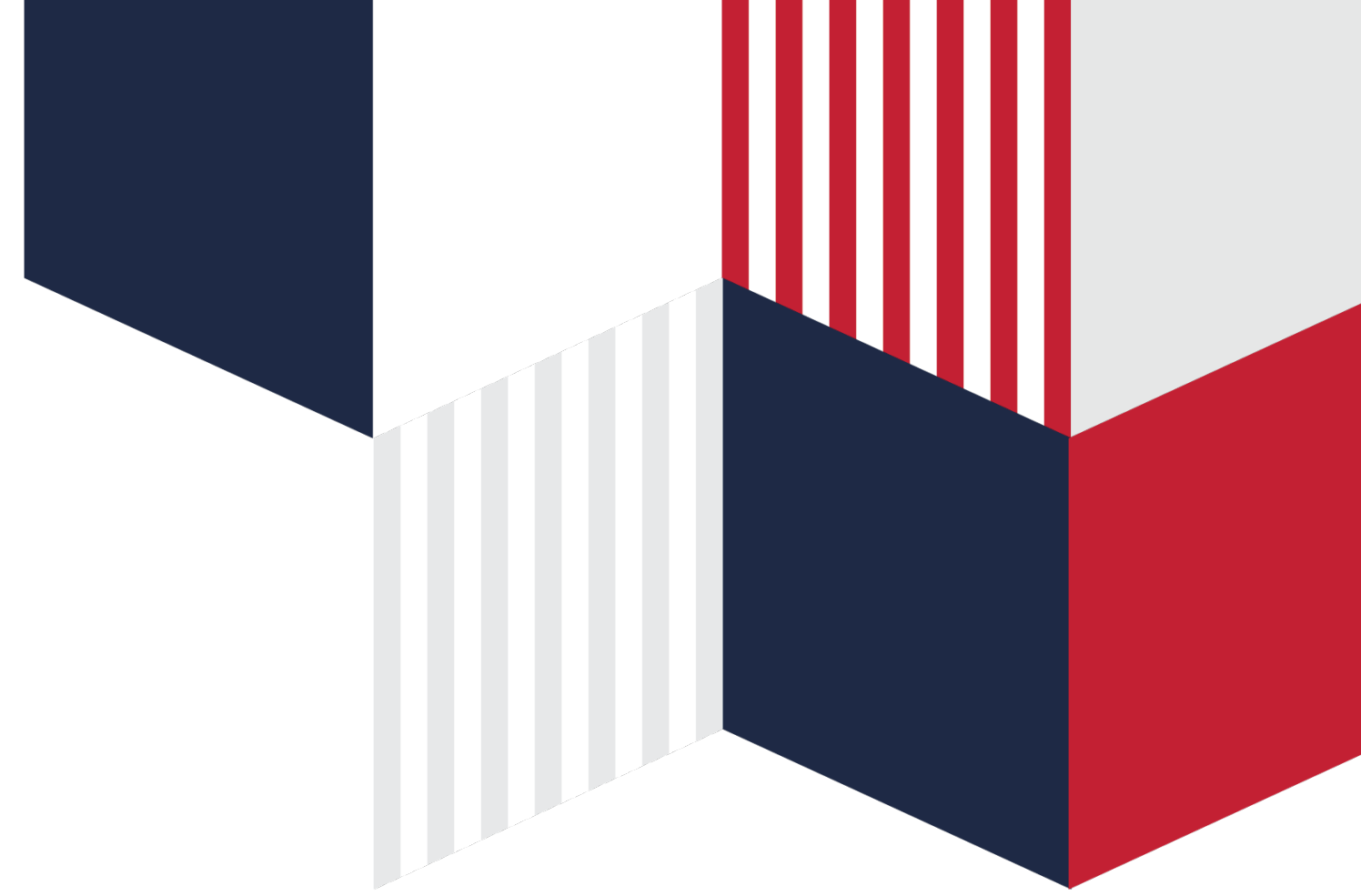
CREATE A CULTURE OF BELONGING

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



U.S. SOCCER FEDERATION - TECHNICAL PLAN

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



U.S. SOCCER FEDERATION - TECHNICAL PLAN

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