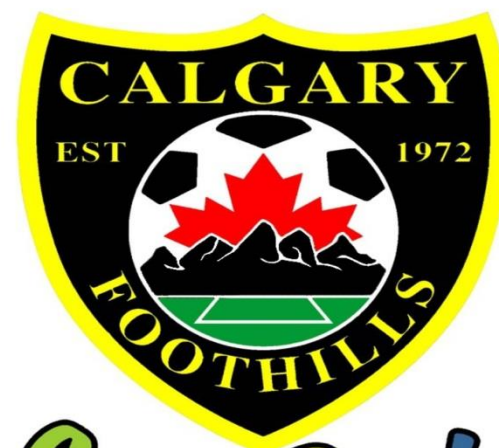




**YOUR GOALS.  
OUR GAME.**



**SOCCER IN THE  
COMMUNITY**



**L-T-P-D**  
long term player development





# ***Grassroots Philosophy***

**Foothills Grassroots program we look to create environments where we encourage our young players to have fun, be creative and grow a love for the ball. We use age appropriate coaching styles where the fundamental movements & skill development is at the forefront of our sessions/games. Our focus will be to ensure every player enjoys the game of soccer in a fun learning environment. We will focus on the “skill hungry years” from three to nine and build on the key motor skills that will provide a solid foundation for their ABC’s. We try to create innovative coaches who can use a variety of teaching skills to engage our players through passion and flexibility. The Foothills culture is one where we share, enjoy and look to influence our fellow Grassroots coaches by promoting boundless enthusiasm which will continue to grow our Future players.**

**That is the Foothills Grassroots way**





# ***What do the players want***

## ***Things children want from their coach***

- ☐ **Greet me when you meet me** - Say hello and greet with a smile
- ☐ **Smile** – Let me see happiness in you and enjoy learning with me
- ☐ **Imagine with me** – help me dream of things I may not be able to do
- ☐ **Challenge me** – Show me how to handle difficult things and teach me how to cope
- ☐ **Ask about me** – ask about me and my life, show me you care
- ☐ **Let me have time to try** – Let me think, try and reflect at new activities
- ☐ **Notice me** – Highlight things I do well , my behaviour or effort
- ☐ **Let me ask questions** – Even if they are off topic, I may be thinking of a new creative idea
- ☐ **Engage me** – Keep me excited
- ☐ **Trust me** – Believe in me , allow me chances to show and try





**L-T-P-D**  
long term player development

### ***“Why’ LTPD:***

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

### **Benefits for players & parents:**

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

### **Benefits for coaches & clubs:**

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







# *Why they Play ?*

**Children play soccer and fall in love with the game.** However, when you listen to young children about why they play soccer ,the reasons they provide are often different from those that adults assume.

Research from children also indicates that through the primary school age group and up to 11/12 they **are not focused on winning** and they state that trophies and medals are not that important to them.

Children find it hard to understand negative instructions and easier to understand **positive reinforcement** and this can frequently mean playing down the result and playing up the performance. This reduces the child's anxiety and decreases their worry about failing.

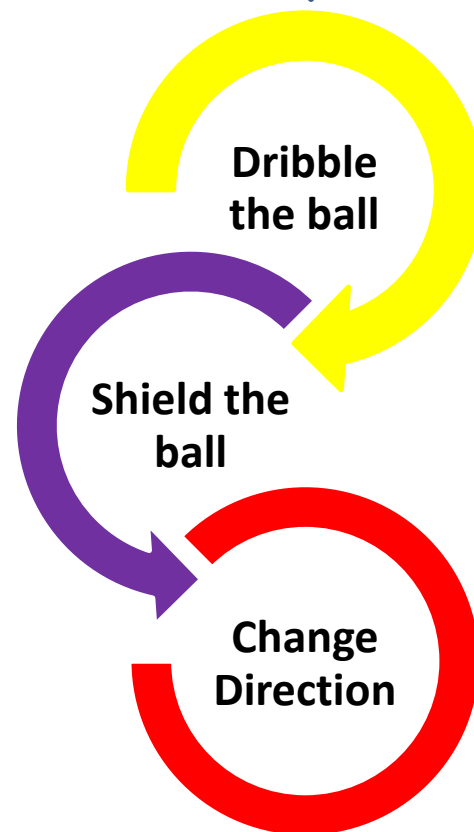
Over time as your rapport builds with them and their **confidence** in you grows you are likely to see the improvements both to their game and their enjoyment of it. It's possible that for some children you might become the most stable and **positive influence** in their lives at anyone time. **Soccer has much to offer !!!!**



# ***What to coach***



***We want our players to:***

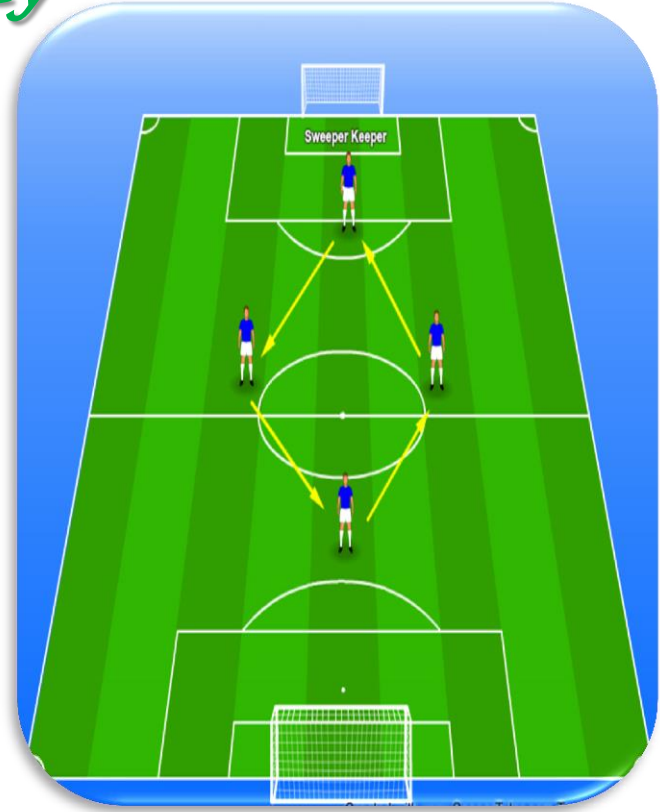
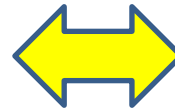


# *How Foothills Grassroots teams play*



U6: 3 V 3

\*Create Triangle with sweeper keeper\*



U8: 4 v4

\*Create diamond with sweeper keeper\*

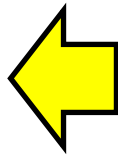


# **NO stand in Goalkeepers !**

We want our young players to enjoy having the ball at their feet. *'Own the ball, before you share the ball'*



Confidence to be on the ball.  
Encourage your players to control and dribble the ball to space.



More involved in the game with more dribbling/passing opportunities



7 more touches with the feet than hands during a game







# *Rules of play*

## **Rules of Play U6 Mixed Cmsa League**

### **Number of Players and Substitutions**

Matches will be played with a 3 v 3 Format. Players should be rotated through and substituted after every 3 to 4 Minutes on the first available dead ball to allow fair and maximum playing time for all Players.

### **Duration of Matches**

All Matches are scheduled for One Hour and shall include a 10-15 Minute Warm-up/Practice followed by a 40 Minute Game with no scheduled Half Time.

### **Match Officials**

One Coach from each Team will act as an official during the Match. Coaches will be on the Field and help to educate the players on the Basic Rules of the Game as needed and to create a fun and positive environment.

### **Restarting the Play**

When one Team knocks the ball out of bounds across the Touch Line (allow them to "Play on" if it's not too far out) Possession is given to the other Team who re-starts the play with a Kick-in or Dribble-in. The Defending Team should be approximately 5 Yards away from where the Kick-in is to be taken until the Ball is put back in play.

### **Free Kicks and Penalty Kicks**

There are NO Direct Free Kicks or Penalty Kicks. In-Direct Free Kicks are played from where the infraction occurred and must be passed to another player before a Team is allowed to take a shot on Goal.

### **Sweeper-Keepers**

**Foothills Teams are not allowed to have a designated Goal Keeper.** Instead, a Sweeper-Keeper shall be used and may come back to protect the Goal in their Defensive End. Once the play moves back up to the Attacking end, Sweeper-Keepers should be encouraged to move out of the Goal Area and participate in the play.

### **Match Results and Fair Play**

**No Scores or Standings will be recorded or kept.** The Primary Focus of the Foothills Grassroots Program is to help develop all players in a fun and positive environment. If during a match there is one team that is dominating another, Coaches are encouraged to make adjustments as necessary in an effort to even out the playing field.



# *Rules of play*

## Rules of play U7 + U8 Cmsa League

### **Number of Players and Substitutions**

Matches will be played with a 4 v 4 Format. Players should be rotated through and substituted after every 3 to 4 Minutes on the first available dead ball to allow fair and maximum playing time for all Players.

### **Duration of Matches**

All Matches are scheduled for an Hour and shall include a 10 Minute Warm-up followed by a 45 Minute Game with no scheduled Half Time.

### **Match Officials**

One Coach from each Team will act as an official during the Match. Coaches will be on the Field and help to educate the players on the Basic Rules of the Game as needed and to create a fun and positive environment.

### **Restarting the Play**

When one Team knocks the ball out of bounds across the Touch Line (allow them to “Play on” if it’s not too far out) Possession is given to the other Team who re-starts the play with a Kick-in or Dribble-in. The Defending Team should be approximately 5 Yards away from where the Kick-in is to be taken until the Ball is put back in play. (no drop kicks). The Attacking Team must be at least 5 Yards back from where the Goal Kick is to be taken until the Ball is put back in play.

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There are NO Direct Free Kicks or Penalty Kicks. In-Direct Free Kicks are played from where the infraction occurred and must be passed to another player before a Team is allowed to take a shot on Goal.

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# *Arrival Activities*

The idea of arrival activities is to start the session in a fun bright and enjoyable way, but also to incorporate some basic movements without the players realising. Below is a framework of ideas that can be incorporated into games so that players practice. In these movements we are not looking for you to go and correct every single movement, more for the players to go and play and try different movements in a guided but also exploratory scenario.

### **Knee tag**

In pairs each player tries to tag the knee of the other to get a point. Progress to playing while hopping. You can only tag the knee on the leg.

### **Cone pass**

In pairs they will have a cone between them, they will start standing close together, they then have to pass the ball to their team mate, one transferred they both take step back. Eventually they begin to find it difficult because of the distance.

### **Pass and sit**

In pairs with one ball. One player opens their legs while their partner passes the ball through. Player with legs open tries to stop the ball by sitting on it.

### **Rock, Paper, scissors**

Players will pair up and place their feet touching heel-toe, their partner will do the same so that they are also touching their partner's front toe. They will play a game of rock, paper, scissors; the winner will take their front foot and move it behind their back foot. Play until someone loses their balance.

### **Copy cat**

In pairs children try to balance in as many ways as possible. One leads whilst the other copies or mirrors them. The first person to lose balance loses before swapping places





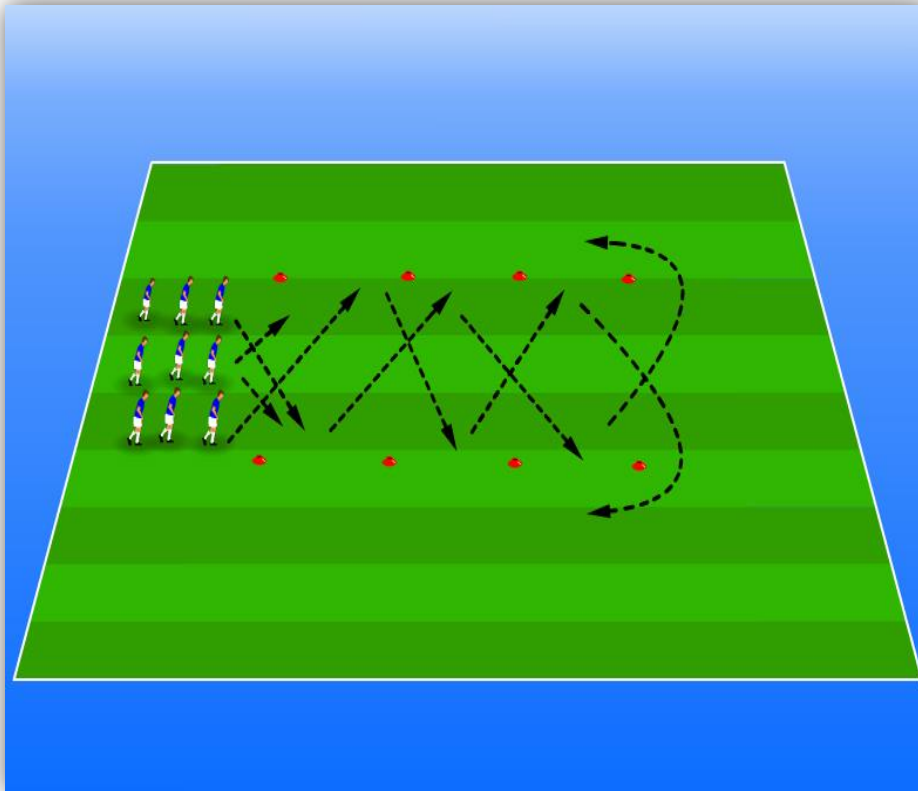


*Games + Sessions*



# Skills Corridor

**To improve Dribbling and close control**



## Objective:

To provide challenges to players trying to develop ball mastery within small areas. More touches = more confidence in a chaos environment.

## Set up:

Channel of cones 15 yards approx. 3 groups of players. Who move through the corridor all together.

## Challenges:

- Try to take as many touches as possible
- Try to zig zag through with the ball
- Try to stop and start as many times as you can
- Try to use 3 turns as you dribble through
- Try to take as few touches as possible
- Try to dribble through without losing your ball
- Players to come up with ideas and fun ways

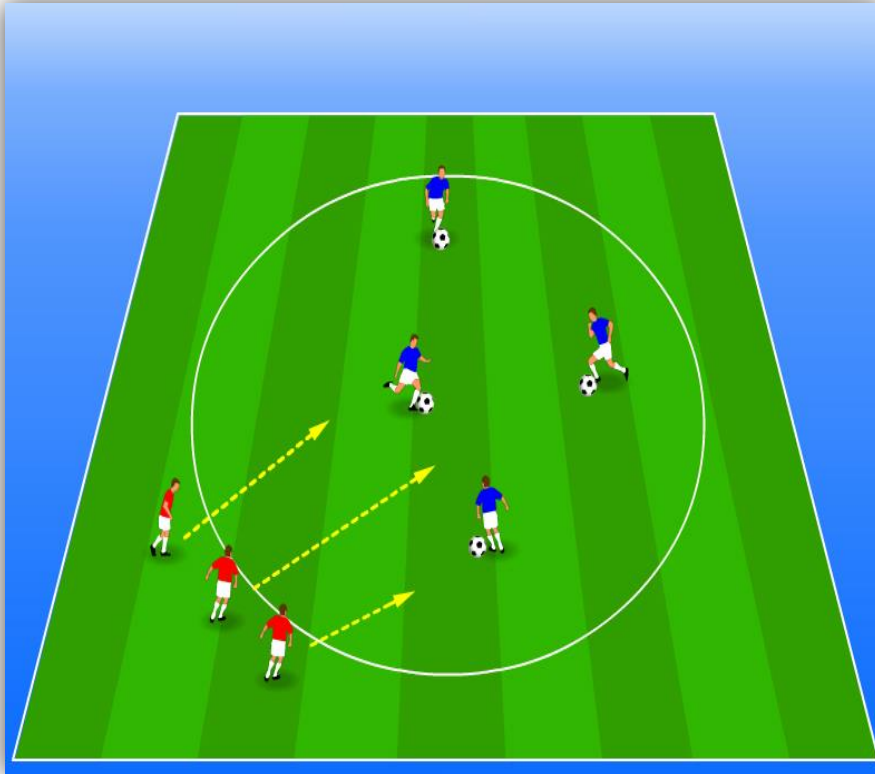
## Coaching Keys:

- Scan for spaces
- Recognize when to slow down or speed up ?
- How many areas of the foot did you use ?
- Can you go through moving in multiple ways ?
- Can you show me what you might try different next time?



# Pirates

## To improve shielding



### Objective:

To Find ways to protect the ball and shield the ball from opposition.

### set up:

Use various shapes to build the players decision making..

### Challenges;

- Try to find ways to protect the ball
- Try to pull the ball back(using the sole)
- Try to stay with your ball without losing it
- Try to find ways to win the ball and keep it in the area
- Try to look for space and recognize when to move into space.
- Try to dribble in between players (take a risk)

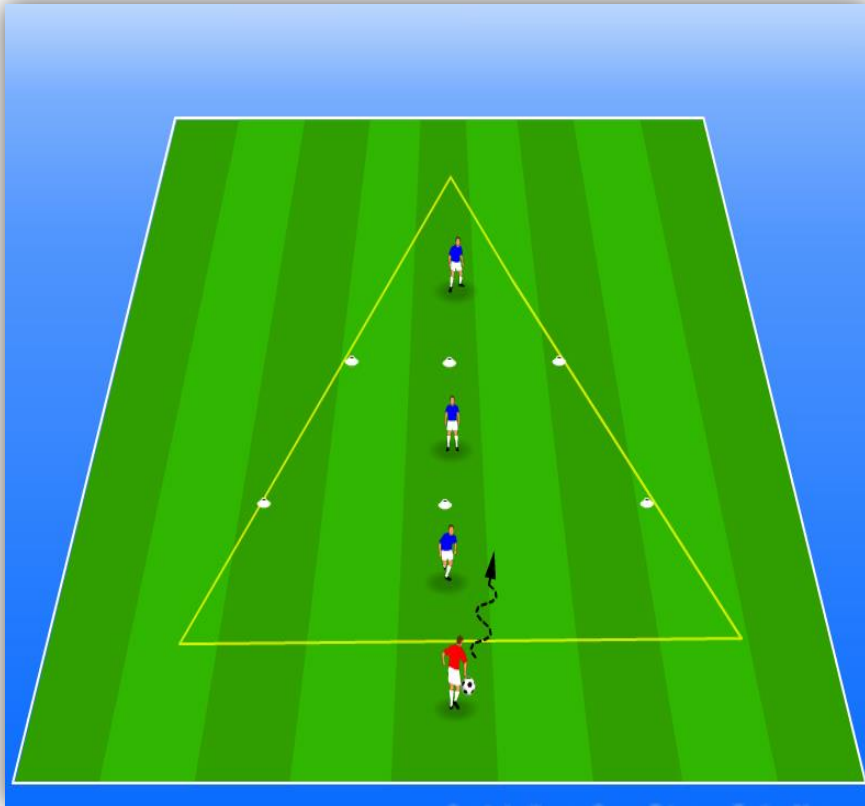
### Coaching through questioning”

- Show me how you keep the ball
- What did you try new to help you win the ball
- What did you find difficult?
- What would you try next time ?
- How can you use your body to shield ?



# Climb the Volcano

## Physical movement games



### Objective:

To find ways to move up the volcano with and without the ball.

### set up:

Triangle shape. Make the size appropriate to the players needs. Players try to move up the volcano without being tagged (without the ball) or dribble through. Cone off three zones where defenders will be. Work on physical literacy movements and skills with the ball.

### Challenges;

- Try to find ways to get past the defender
- Try to use various speeds
- Try to get through Hoping running backwards, etc
- Try to get through as quickly as possible
- Try to keep your ball close and change direction

### Coaching Keys:

- Use of skills and moves to beat defenders
- Changes of speed
- Changes of direction
- Wait for opportunities and dribble to space



# Making moves

## Dribbling and movement games



### Objective:

Recognize when to dribble the ball into space.

### set up:

8x8 box with four players on the outside. One player as tagger in the middle. Four players have to move across the box without being tagged. **Start this game without the ball and use as a tag game.**

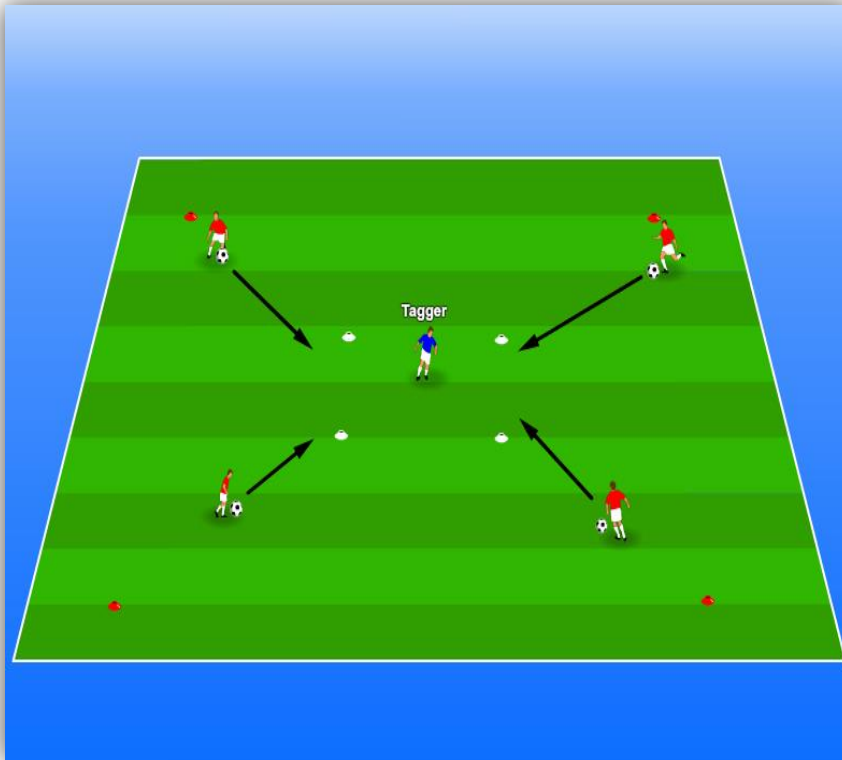
### Challenges;

- Can you get across without being tagged ?
- Try to move when tagger turns their back.
- Try to use changes of speed when needed
- Try to find a free line once a player moves out
- Stay with the ball as much as you can
- Try to change direction with the ball

### Coaching Keys:

- Use the game with and without balls
- Run backwards across, sideways etc
- Recognize space and when to move
- Keep the ball as close as possible
- Can you change Direction with the ball

# Keep going if their not looking Dribbling and change of direction



## Objective:

Recognize space and dribbling opportunities.

## set up:

4 groups of players on red markers, with a 6x6 box in the center. One player from each group dribble's across the area looking to use different . Add tagger who tries to tag as many players as possible as they enter the white square. Once player gets to other side, next player will go.

## Challenges;

- Try to keep head up and assess space
- Try to use fundamental movements to move through
- Try to use skill to avoid tagger
- Try use team mates as a disguise
- Try to dribble/run through as quick as possible
- Try to change direction if tagger comes towards you.

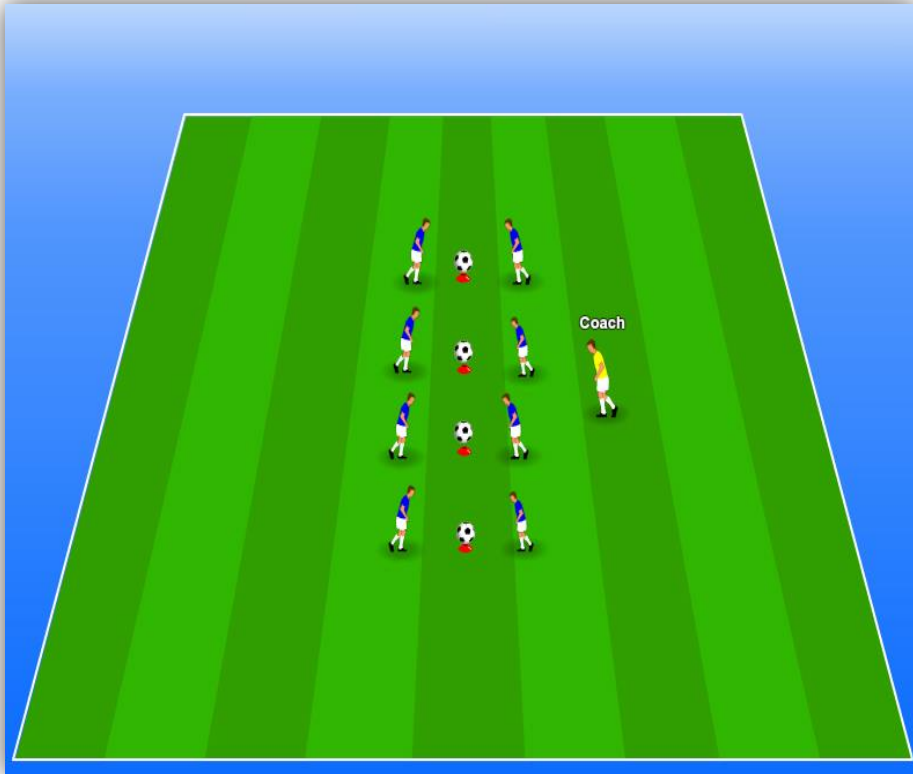
## Coaching Keys:

- Head up and look where players are
- When to go fast (space)
- When to slow down (players/tagger)
- Dribble , keep ball close
- Run with ball. Bigger touches



# Grab Games

## Physical literacy game



### Objective:

Listening and physical literacy game

### set up:

Ball on a cone with players in pairs facing each other

### Challenges;

- Try to pick the ball up as soon as possible
- Try to use your movement to help you pick up ball
- Try to pick the ball up on one leg

### Coaching Keys:

- Use physical literacy to inquire into the session
- Hop and pick ball up
- Touch head ,knees etc then pick ball up
- Push up position
- Spin and pick up ball
- Coach to use own ideas



# Me and my family

## Fun physical literacy games with mom & dad



### Objective:

Physical literacy challenges with parental involvement.

### Set up:

Player and parent with one ball

### Challenges;

- Player to pass ball through parents legs as many times as possible in 20 secs
- Parent throws ball over players head. Player turns and traps it with their foot with minimum bounces
- Player dribbles ball and parent chases
- Player crawls through parents legs as many times in 15 secs.
- Parent passes ball, player has to top with various body parts. Head, knee, bum, feet etc
- Throw and catch, throw bounce catch, throw volley catch
- Parent and player lock ball between their heads and see how far they can walk before it drops out.
- Player dribbles the ball and tries to shield the ball from their parent.



# Indy 500

## To improve Dribbling



### Objective:

Racing game with players using physical literacy and ball skills to race around the track. .

### Set up:

Set up a race track with a pit stop for players to stop and start the race.

### Challenges;

- Race round the track bouncing the ball
- Race round the track running backwards
- Race round the track dribbling
- Race round the track on hands and feet
- Race round the track once forwards, once backwards
- Race round track and change direction on coaches command
- Race round the track with parent. Once round tagged parent who then races.

### Coaching Keys:

- Lots of car noises
- Head up and pick gaps
- Change speed if players are in your ward
- Keep control of the ball by keeping it close

# The Magic Line

## Defending the goal



### Objective:

Basic defending principle. Can you get in-between the line of the ball and the goal to stop a shot.

### Set up:

Have the players play 1v1 game. The idea is for the defending player to always be in position to block the shot for goal. Where ever the attacker moves the ball, the defender has to be in line with the ball and goal. Or on the '**MAGIC LINE**'

### Challenges;

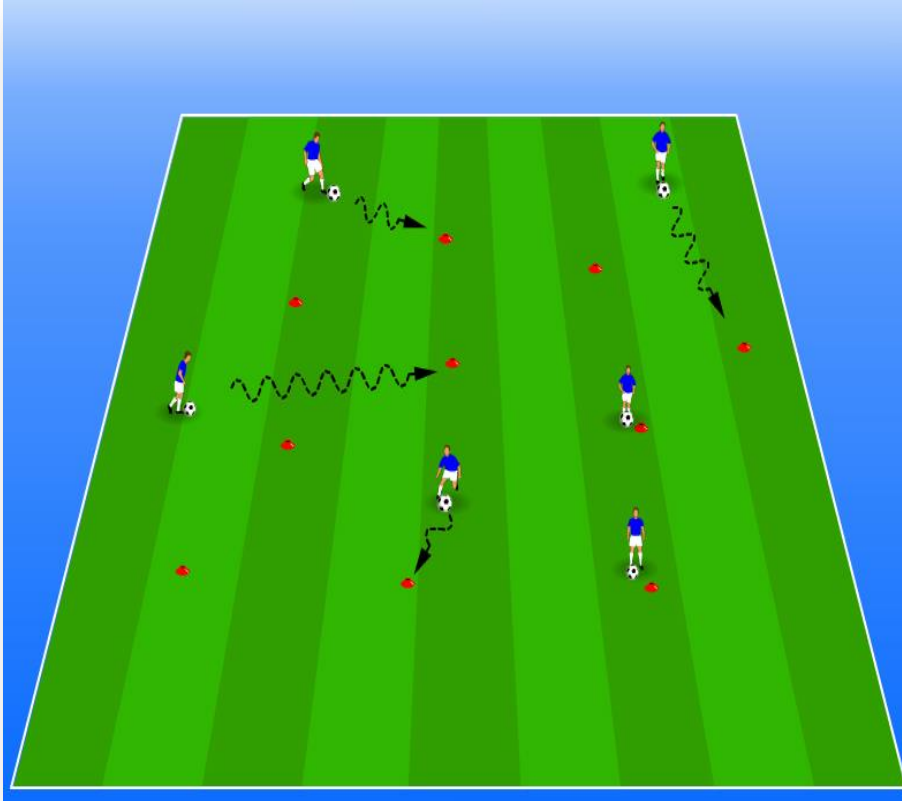
- Try to look behind to see where the goal is
- Try to not let the attacker shoot
- Try to block as many shots as possible
- Try to find ways to wins the ball and then keep it or score
- Try to always be on the magic line

### Coaching Keys:

- Coach to say "**Magic Line**" (players will start to pick up on these key words).
- Try to coach this during games, as the opposite team attack , coach your defenders 'Magic line'
- Once we will the ball can we dribble or pass to opponents goal.

# Soccer Chairs

## Dribble moves



### Objective:

Set up cones across gym floor. Players to have a ball each

### Set up:

This activity is a play on Musical Chairs. The field should be appropriate to the number and age of the players and each player should have one ball. 2. Players should start at a cone – one player per cone (see diagram)

### Challenges;

Players move freely from cone to cone in control of the ball.

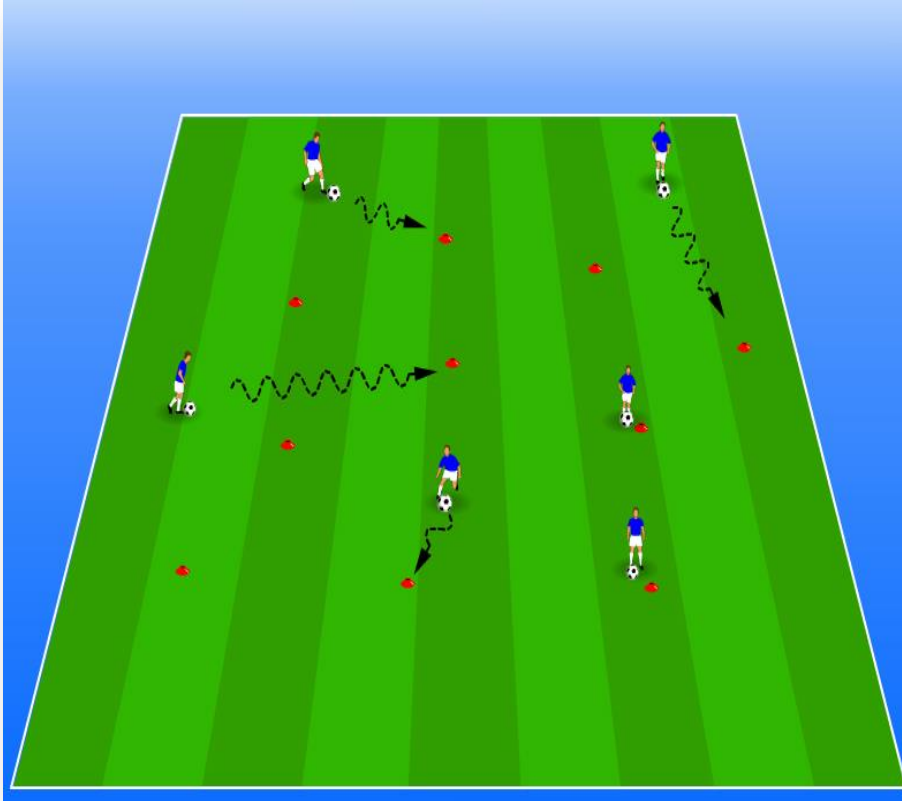
- On the coaches' signal each player must attempt to get to a cone with possession of the ball as quickly as possible.
- The last player to reach a cone doesn't score a point. Take one cone away each time. So there will always be a spare

### Coaching Keys:

- Elimination of players by removing cones while players are moving – player who is last or is not able to find a cone is out. Play until a winner is established but be sure resting players have a task and remain engaged.
- Introduce this activity without soccer ball

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# Notes