



# MN RUSH U9 Development Curriculum

“They won’t care what you know until they know that you care”

## OBJECTIVES

- Movement Education: 15%
- Technical: 75%
- Tactical: 10%

## ORGANIZATION

- NO Heading
- No Punting
- Ball to Player Ratio 1:1 to 1:4
- Size 4 ball
- Session: 60 minutes
- Games: 50 Minutes [7 v 7]
- 2:1 practice to game ratio
- Limited Offsides in Effect

## BY THE END OF THE SEASON PLAYERS SHOULD...

be able to complete turns at game speed, be able to complete passes with the correct technique, have the ability to control the ball with a correct technique to pass, dribble, shoot, be knowledgeable of attacking principles (width, depth, length).

## TECHNICAL

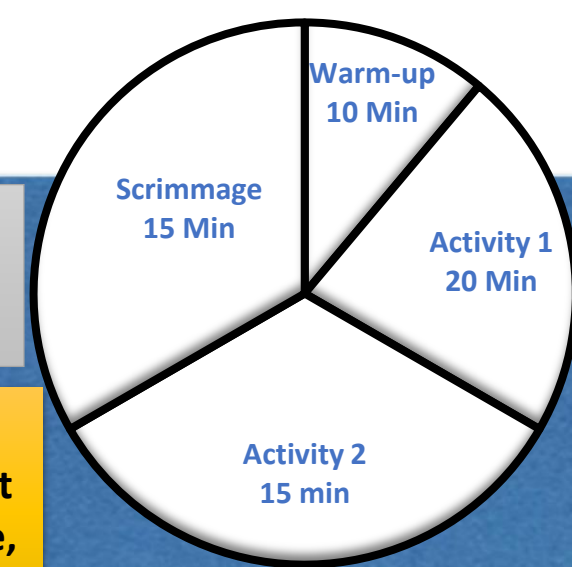
- Receiving with both feet
- Passing with both feet
- Dribbling
  - Inside-Outside
  - Roll
  - Swivel hips
- Turning
  - Cruyff
  - Step over
  - Drag push
- Shooting

## GENERAL CHARACTERISTICS\*

- Like to show skills – need approval
  - Beginning to develop some physical confidence (most can ride a bicycle)
  - Lack sense of pace – go flat out, chasing the ball until they drop
  - Still in motion – twitching, jerking, scratching and blinking are all second nature physical movements
  - Still into running, jumping, climbing and rolling
  - Boys and girls are still quite similar in physical and psychological development
  - Attention span is a bit longer than the U-6 age group
  - Developing playmates, More into imitation of the big guys (sports heroes becoming important)
  - Still very sensitive – Dislikes personal failure in front of peers, making ridicule from the coach in front of the group very destructive
  - Still do not believe in the intensity of the team at all
- Costs, Inclined more toward small group activities

## TACTICAL

- Communication
- Attacking team shape
- Individual attacking
- Playing out of the back



Activity 1 = Small Sided Game  
Activity 2 = Expanded Small Sided Game

*\*General Characteristics from the US Soccer Player Development Model*



# MN RUSH U10 Development Curriculum

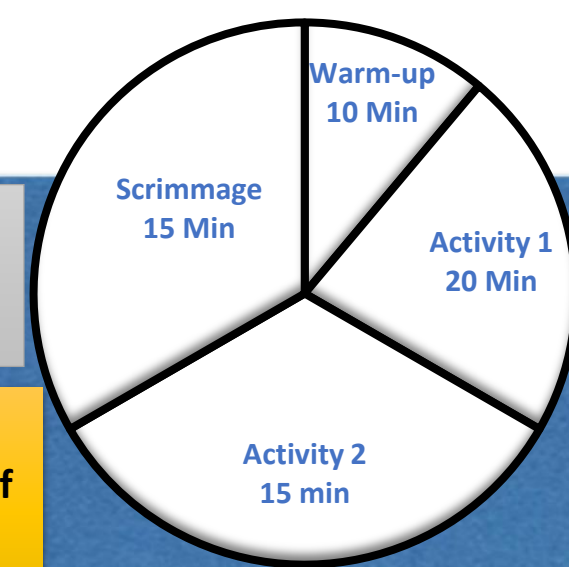
“They won’t care what you know until they know that you care”

## OBJECTIVES

Movement Education: 15%  
Technical: 75%  
Tactical: 10%

## ORGANIZATION

- NO Heading
- No Punting
- Ball to Player Ratio 1:1 to 1:4
- Size 4 ball
- Session: 60 minutes
- Games: 50 Minutes [7 v 7]
- 2:1 practice to game ratio
- Limited Offsides in Effect



Activity 1 = Small Sided Game  
Activity 2 = Expanded Small Sided Game

## BY THE END OF THE SEASON PLAYERS SHOULD...

be able to complete dribbling moves at game speed, be able to recognize moments of the game (when our team has the ball, opponent has the ball, nobody has the ball), have a basic understanding of individual defending (get between the ball and goal).

## TECHNICAL

- Juggling
- Running with the ball
- Dribbling
- Scissors
- Maradona
- Basic individual defending

## GENERAL CHARACTERISTICS\*

- Lengthened attention span - they are still in motion, but not as busy, only holding still long enough for a short explanation
  - More inclined toward wanting to play rather than being told to play
  - Psychologically becoming slightly more firm and confident
  - Some are becoming serious about their play
  - Team oriented – prefer team type balls and equipment.
- Enjoy the uniforms and team association.
- Boys and girls beginning to develop separately
  - Developing the pace factor – thinking ahead
  - Gross and small motor skills becoming much more refined

## TACTICAL

- Individual defending
- Second attacker (support)
- Possession

*\*General Characteristics from the US Soccer Player Development Model*

# MN RUSH U11 Development Curriculum

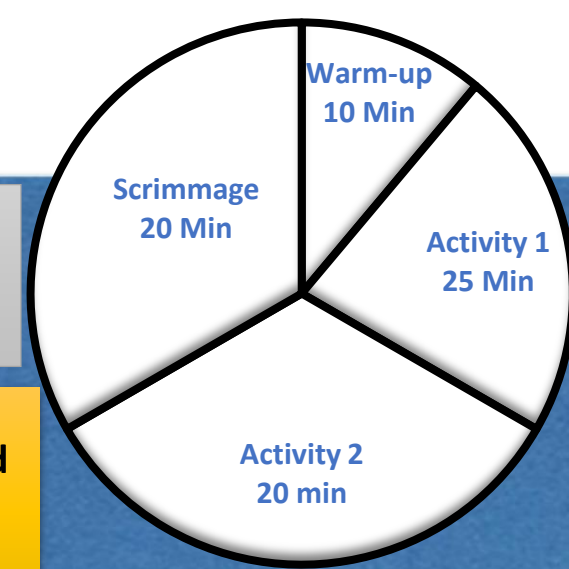
“They won’t care what you know until they know that you care”

## OBJECTIVES

Movement Education: 15%  
 Technical: 60%  
 Tactical: 25%

## ORGANIZATION

- NO Heading
- Offsides in effect
- Ball to Player Ratio 1:1 to 1:6
- Size 4 ball
- Session: 75 minutes
- Games: 60 Minutes [9 v 9]
- 2:1 practice to game ratio
- Tournaments and jamborees



Activity 1 = Small Sided Game  
 Activity 2 = Expanded Small Sided Game

**BY THE END OF THE SEASON PLAYERS SHOULD...**  
 be comfortable receiving the ball under pressure, be capable of scoring from a served ball (finishing), recognize combination opportunities (mobility, support, penetration), have an understanding the role of the second defender in relationship to the first (pressure, cover).

## TECHNICAL

- Receiving with
  - Thigh
  - Chest
- Shielding
- Receiving with Back to Pressure
- Individual defending (advanced)
- Second defender
- Crossing
- Finishing

## GENERAL CHARACTERISTICS\*

- Lengthened attention span - they are still in motion, but not as busy, only holding still long enough for a short explanation
- More inclined toward wanting to play rather than being told to play
- Psychologically becoming slightly more firm and confident
- Some are becoming serious about their play
- Team oriented – prefer team type balls and equipment. Enjoy the uniforms and team association.
- Boys and girls beginning to develop separately
- Developing the pace factor – thinking ahead
- Gross an

## TACTICAL

- Second defender
- Combination play
- Give and go
- Overlap
- Introduction to flank play
- Third attacker (unbalance)
- Transition and counter attack
- Marking
- Relationship along the line

*\*General Characteristics from the US Soccer Player Development Model*

# MN RUSH U12 Development Curriculum

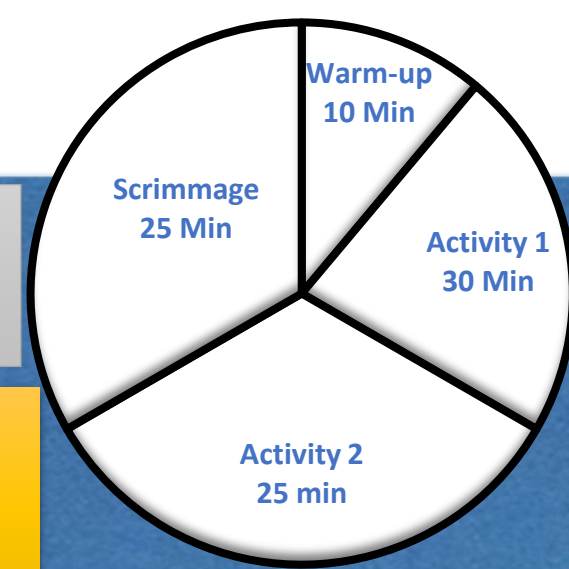
“They won’t care what you know until they know that you care”

## OBJECTIVES

Movement Education: 10%  
 Technical: 60%  
 Tactical: 30%

## ORGANIZATION

- Heading allowed
- Limited heading practice
- Ball to Player Ratio 1:1 to 1:6
- Size 4 ball
- Session: 75-90 minutes
- Games: 60 Minutes [9 v 9]
- 2:1 practice to game ratio
- Offsides in EFFECT



Activity 1 = Small Sided Game  
 Activity 2 = Expanded Small Sided Game

**BY THE END OF THE SEASON PLAYERS SHOULD...**  
 be comfortable heading the ball offensively and defensively, be able to play a lofted pass with minimal pressure, understand the relationship between the lines (multi directional support passes), understand the role of the third defender in relationship to the first and second (pressure, cover, balance).

## GENERAL CHARACTERISTICS\*

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

## TECHNICAL

- Heading
- Attacking
- Defending
- Lofted pass
- Third defender
- Finishing
- From Cross
- With Instep

## TACTICAL

- Positional play
- Recovery runs
- Third defender
- Introduction to set plays
- Relationship between the lines
- Combination plays
- Take over
- Double pass

*\*General Characteristics from the US Soccer Player Development Model*

# MN RUSH U13 Development Curriculum

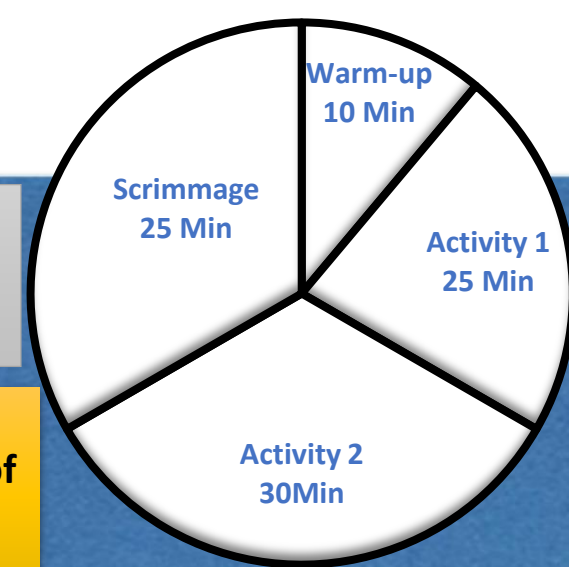
“They won’t care what you know until they know that you care”

## OBJECTIVES

- Movement Education: 10%
- Technical: 50%
- Tactical: 40%

## ORGANIZATION

- Heading allowed
- Limited heading practice
- Ball to Player Ratio 1:1 to 1:7
- Size 5 ball
- Session: 90 minutes
- Games: 70 Minutes [11 v 11]
- 2:1 practice to game ratio
- Max of 3 tournaments



**BY THE END OF THE SEASON PLAYERS SHOULD...**  
**be competent in all aspects of shooting and finishing, be able to receive the ball out of the air under minimal pressure, be able to play with limited touches, be aware of the roles and responsibilities of various positions.**

Activity 1 = Small Sided Game  
 Activity 2 = Expanded Small Sided Game

## GENERAL CHARACTERISTICS\*

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

## TECHNICAL

- Half volley
- Passing outside of the foot
- Finishing - breakaway
- Shooting-distance
- Aspects of goalkeeping
- Receiving ball out of air

## TACTICAL

- Zonal defending
- Combination play
- Underlap
- Functional play - GK, defense, mid, fwds
- Aspects of goalkeeping changing the point of attack
- Speed of play
- Spatial awareness

*\*General Characteristics from the US Soccer Player Development Model*

# MN RUSH U14 Development Curriculum

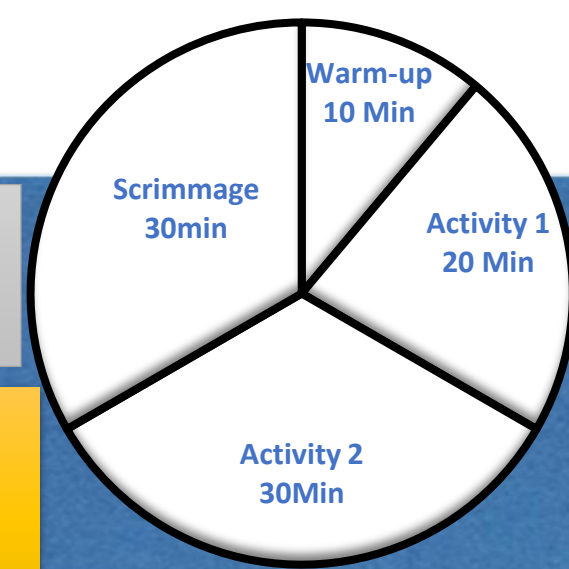
“They won’t care what you know until they know that you care”

## OBJECTIVES

Movement Education: 10%  
 Technical: 40%  
 Tactical: 50%

## ORGANIZATION

- Heading allowed
- Limited heading practice
- Ball to Player Ratio 1:1 to 1:8
- Size 5 ball
- Session: 90 minutes
- Games: 60 Minutes [11 v 11]
- 2:1 practice to game ratio
- Max of 3 tournaments



Activity 1 = Small Sided Game  
 Activity 2 = Expanded Small Sided Game

**BY THE END OF THE SEASON PLAYERS SHOULD...**  
 be competent in all aspects of individual defending (clearing, tackling),  
 be able to pass through or over an opposition’s line (ie. Midfield line),  
 be able to recognize when to possess vs. when to penetrate,  
 recognize and execute recovery runs.

## GENERAL CHARACTERISTICS\*

- The more advanced U-14 players are able to execute the range of skills, but most others are still developing previously taught skills
- Important psychosocial implications for a child entering puberty – early or late
- Popularity influences self-esteem
- Tests limits - a know-it-all attitude
- Fertile period to learn – full of eagerness
- Tend to be quite self-critical and may need regular positive reinforcement
- Bodies are going through physical changes that affect personal appearance
- There will be significant differences in physical maturation rates between individuals
- Rapid growth spurts of the skeleton

## TECHNICAL

- Defensive clearing
- Tackling
- Block
- Slide
- Volleys
- Passing over distance

## TACTICAL

- Possession vs. penetration
- Retreat and recovery
- Defining the numbering system (ie, a number 6 getting the ball off 4,5 to start the attack)

*\*General Characteristics from the US Soccer Player Development Model*



# MN RUSH U15 Development Curriculum

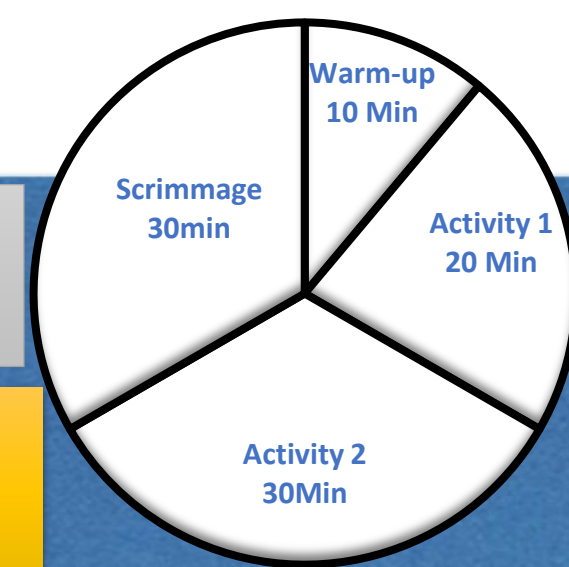
“They won’t care what you know until they know that you care”

## OBJECTIVES

Movement Education: 10%  
Technical: 30%  
Tactical: 60%

## ORGANIZATION

- Heading allowed
- Offsides IN EFFECT
- Ball to Player Ratio 1:1 to 1:8
- Size 5 ball
- Session: 90 minutes
- Games: 80 Minutes [11 v 11]
- 2:1 practice to game ratio
- Max of 3 tournaments



**BY THE END OF THE SEASON PLAYERS SHOULD...  
be able to bend the ball, recognize when to implement high vs. low pressure, be able to understand situational play (goal up/goal down).**

Activity 1 = Small Sided Game  
Activity 2 = Expanded Small Sided Game

## GENERAL CHARACTERISTICS\*

- The more advanced U-14 players are able to execute the range of skills, but most others are still developing previously taught skills
  - Important psychosocial implications for a child entering puberty – early or late
  - Popularity influences self-esteem
  - Tests limits - a know-it-all attitude
  - Fertile period to learn – full of eagerness
  - Tend to be quite self-critical and may need regular positive reinforcement
  - Bodies are going through physical changes that affect personal appearance
    - There will be significant differences in physical maturation rates between individuals
    - Rapid growth spurts of the skeleton

## TECHNICAL

- Bending Balls
- Passing
- Shooting

## TACTICAL

- High pressure
- Low pressure (line of confrontation)
- Patterns of play / shadow play
  - Situational play- goal up/ goal down, etc.

*\*General Characteristics from the US Soccer Player Development Model*



# MN RUSH U16+ Development Curriculum

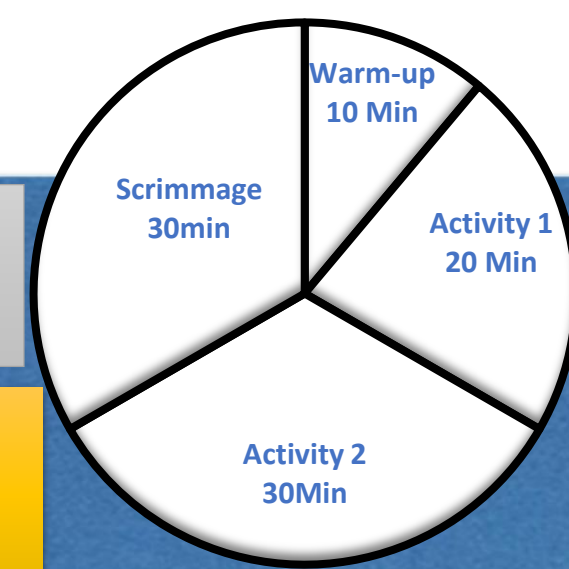
“They won’t care what you know until they know that you care”

## OBJECTIVES

Movement Education: 10%  
Technical: 10%  
Tactical: 80%

## ORGANIZATION

- Heading allowed
- Offsides IN EFFECT
- Ball to Player Ratio 1:1 to 1:8
- Size 5 ball
- Session: 90 minutes
- Games: 80/90 Minutes [11 v 11]
- 2:1 practice to game ratio
- Max of 3 tournaments



**BY THE END OF THE SEASON PLAYERS SHOULD...**  
have a comprehensive understanding of attacking and defending principles of play,  
have the ability to recognize various moments in the game.

Activity 1 = Small Sided Game  
Activity 2 = Expanded Small Sided Game

## TECHNICAL

- Individualized technique(s) based on respective position(s)

## GENERAL CHARACTERISTICS\*

- May have a lengthened attention span
- Able to better understand moral principles
- Strong identification with admired adults
- Very sensitive to praise and recognition; feelings are easily hurt
- Fear of ridicule and being unpopular
- Friends set the general rules of behavior
- Strong need to conform exists
- Dress and behave like their peers in order to belong
- Experiences physical changes - very concerned with their appearance and very self-conscious about their physical changes
- Often a rapid weight gain at the beginning of adolescence poses an enormous appetite
- Caught between being a child and being an adult

## TACTICAL

- Recognize moments in the game (we have the ball, they have the ball, no one has the ball)
- Attacking and defending principles
- Able to transition between formations

*\*General Characteristics from the US Soccer Player Development Model*