MN RUSH U9 Development Curriculum

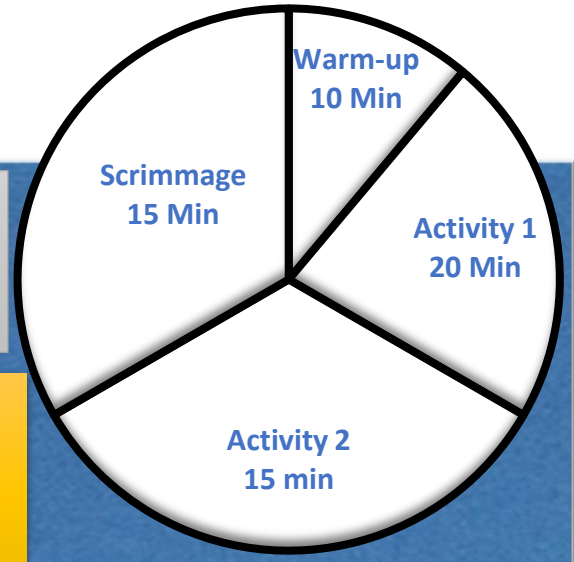
"They won't care what you know until they know that you care"

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**



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

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 blink- ing are all second nature physical movements**
- **Still into running, jumping, climbing and rolling**
- **Boys and girls are still quite similar in physical and psy- chological development**
- **Attention span is a bit longer than the U-6 age group**
- **Developing playmates, More into imitation of the big guys (sports heroes be- coming 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**

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