

Talking Tactics Night

U.S. Soccer Grassroots Player Development Framework: Building a Curriculum

New Jersey Youth Soccer
Coach Lou Mignone



Webinar Goals

- ✓ **Inform** and facilitate **Understanding** of this Framework (basic structure) and a curriculum
- ✓ **Involve** our group with building a sample curriculum with the Framework as a guide
- ✓ **Inspire** our group to incorporate the Framework for building a curriculum within their respective environments



What is The PD

Framework?

Structure that provides a simplified overview of the development pathway of U6 to U13+ grassroots players related to the four game models and player ages, based upon goals, needs, key qualities, player actions, and player/coach behaviors



Framework as a Holistic Approach

- Input and consideration for all interconnected aspects of the game, the player, and the desired outcome will relate to stages of cognitive, motor, and psychosocial development
- The combination of growth, maturation, and learning lead to a higher level of functioning
- Learning is the process by which experience results in change in behavior
- Children of different ages will process and reason information in different ways



What is a PD Curriculum?

Learning plan with content designed to meet the needs of the learner addressed over a specified period of time through a standardized teaching methodology that builds through a succession of stages in a long-term process of continuous progress.



7v7 Game Model

Ages 9-10

Developmental Needs

- Developing relationships with the other players, how decisions and movement affect others (teammates and opponents)
- Experiences in game-like situations for key qualities related to attacking and defending
- Experiences of attacking and defending as a team



7v7 Game Model

Ages 9-10

Developmental Goals

- “Playing as a team”
- Learning the basic understanding of attacking, defending, and transition by playing as a 7v7 team



7v7 Game Model

Ages 9-10

Key Qualities Initiated at Age 6

- Reads and analyzes situations regarding the structure of soccer - attacking, defending, transition
- Takes initiative - creates opportunities instead of reacting
- Wants to score
- Shows comfort with the ball
- Is involved and engaged throughout every game and training session



7v7 Game Model

Ages 9-10

Key Qualities Initiated at Ages 7-8

- Applies basic knowledge of the cues
- Understands where and when to move themselves and the ball
- Confronts situations
- Demonstrates bravery
- Delivers on agreements and promises
- Evaluates and reflects on their own performance



7v7 Game Model

Ages 9-10

Key Qualities Initiated at Ages 9-10

- Aligns own actions with the other players and positions
- Challenges opponents
- Deals with adversity
- Is proficient in 1v1 situations to create or to steal/regain the ball



6 Key Qualities of a U.S. Soccer Player

1. Read and understand the game and make decisions
2. Take initiative and be proactive
3. Demonstrate focus
4. Execute with optimal technical abilities
5. Execute with optimal physical abilities
6. Take responsibility and accountability for their own development and performance



7v7 Game Model

Ages 9-10

Attacking Player Actions Introduced at Age 6

- Shoot
- Pass or dribble forward



7v7 Game Model

Ages 9-10

Attacking Player Actions Introduced at Ages 7-8

- Spread out
- Create passing options
- Support the attack



7v7 Game Model

Ages 9-10

Attacking Player Actions Introduced at Ages 9-10

- Create a 2v1 or 1v1
- Change the point of the attack



7v7 Game Model

Ages 9-10

Defending Player Actions Introduced at Age 6

- Protect the goal
- Steal the ball



7v7 Game Model

Ages 9-10

Defending Player Actions Introduced at Ages 7-8

- Make it compact
- Keep it compact



7v7 Game Model

Ages 9-10

Defending Player Actions Introduced at Ages 9-10

- Pressure, cover, balance
- Outnumber the opponent



Curriculum for a Macrocycle

Typical Macrocycle = 12-week learning plan

- Distribution of content ensures key elements are addressed with appropriate layering / **Learning Lines**



Review of Roadmap Player Actions and Goals

Attacking - 7v7 Game Model

Shoot, pass or dribble forward (6)

Spread out, create passing options, support the attack (7-8)

Create a 2v1 or 1v1, change the point of the attack (9-10)

- 1. Improve building-up in our half to move the ball forward**
- 2. Improve building-up in opponent's half to create chances**
- 3. Improve scoring**



Review of Roadmap Player Actions and Goals

Defending - 7v7 Game Model

Protect the goal, steal the ball (6)

Make it compact, keep it compact (7-8)

Pressure, cover, balance; outnumber the opponent (9-10)

1. Improve preventing build-up in opponent's half
2. Improve preventing build-up and chances in our half
3. Improve preventing scoring



Planning Microcycles / Weeks 1 and 2

Attacking 7v7 Game Model

Player Actions

Shoot, pass or dribble forward (6)

Spread out, create passing options, support the attack (7-8)

Create a 2v1 or 1v1, change the point of the attack (9-10)

Goal

Improve building-up in our half to move the ball forward

- ❖ Which Key Qualities can apply within these Microcycles?
- ❖ What could be some Learning Lines for the Player Actions?
- ❖ What could be some guided questions to incorporate these Player Actions?
- ❖ What could be some technical points related to these Player Actions?



Planning Microcycles / Weeks 3 and 4

Attacking 7v7 Game Model

Player Actions

Shoot, pass or dribble forward (6)

Spread out, create passing options, support the attack (7-8)

Create a 2v1 or 1v1, change the point of the attack (9-10)

Goal

Improve building-up in opponent's half to create chances

- ❖ Which Key Qualities can apply to these Microcycles?
- ❖ What could be some Learning Lines for the Player Actions?
- ❖ What could be some guided questions to incorporate these Player Actions?
- ❖ What could be some technical points related to these Player Actions?



Planning Microcycles / Weeks 5 and 6

Attacking 7v7 Game Model

Player Actions

Shoot, pass or dribble forward (6)

Spread out, create passing options, support the attack (7-8)

Create a 2v1 or 1v1, change the point of the attack (9-10)

Goal

Improve scoring

- ❖ Which Key Qualities can apply to these Microcycles?
- ❖ What could be some Learning Lines for the Player Actions?
- ❖ What could be some guided questions to incorporate these Player Actions?
- ❖ What could be some technical points related to these Player Actions?



Planning Microcycles / Weeks 7 and 8

Defending 7v7 Game Model

Player Actions

Protect the goal, steal the ball (6)

Make it compact, Keep it compact (7-8)

Pressure, cover, balance; outnumber the opponent (9-10)

Goal

Improve preventing build-up in opponent's half

- ❖ Which Key Qualities can apply to these Microcycles?
- ❖ What could be some Learning Lines for the Player Actions?
- ❖ What could be some guided questions to incorporate these Player Actions?
- ❖ What could be some technical points related to these Player Actions?



Planning Microcycles / Weeks 9 and 10

Defending 7v7 Game Model

Player Actions

Protect the goal, steal the ball (6)

Make it compact, Keep it compact (7-8)

Pressure, cover, balance; outnumber the opponent (9-10)

Goal

Improve preventing build-up and chances in our half

- ❖ Which Key Qualities can apply to these Microcycles?
- ❖ What could be some Learning Lines for the Player Actions?
- ❖ What could be some guided questions to incorporate these Player Actions?
- ❖ What could be some technical points related to these Player Actions?



Planning Microcycles / Weeks 11 and 12

Defending 7v7 Game Model

Player Actions

Protect the goal, steal the ball (6)

Make it compact, Keep it compact (7-8)

Pressure, cover, balance; outnumber the opponent (9-10)

Goal

Improve preventing scoring

- ❖ Which Key Qualities can apply to these Microcycles?
- ❖ What could be some Learning Lines for the Player Actions?
- ❖ What could be some guided questions to incorporate these Player Actions?
- ❖ What could be some technical points related to these Player Actions?



Coach Behaviors Adapt for Player Behaviors

7v7 Game Model Ages 9-10

P - Participate enthusiastically in competitive activities

C - Encourage them to try to win but always be fair

P - Practice repeatedly to get better

C - Recognizes their effort, give to them things to practice at home

P - Take losing hard in practice and games

C - Focus upon how they play, not the results

P - Want to know “why”

C - Guide them toward finding the answers

P - Need lots of positive reinforcement

C - Give plenty of specific praise

Other examples ??????



Formations and the Curriculum

- A Formation serves as a curriculum structure to guide players through the learning of positional roles and responsibilities that share a common endpoint within the 11v11 Model
- The 1-4-3-3 as a Formation can be reflected within a curriculum as a structure for the learning of these positional roles and responsibilities as players seamlessly progress through each game model
- A learner-centered curriculum offers a standard structure as opposed to being thrust into different formations with each new coach



Style of Play, Framework, Roadmaps, and the Curriculum

- The PD Framework connects developmental goals and needs to P-P-P and the 6 Key Qualities
- The PD Framework offers a scaffolding of Roadmap Player Actions for attacking and defending as players progress through game models and ages
- The Roadmaps identify 3 goals for attacking and 3 goals for defending
- A Style of Play is introduced through the goals and player actions for attacking and defending



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