



# KINDERGARTEN CURRICULUM



## ABOUT THE CURRICULUM

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This curriculum has been specifically designed to support coaches with the delivery of soccer activities that are specific and relatable to the developmental needs of athletes aged 5 and under (Kindergarten).

The resources enclosed look at the whole child and uses the art form of soccer to support the holistic development of the student. We acknowledge through the curriculum that we need to consider a variety of social-environmental, psycho-social, physical and mental variables to be able to encourage participation and performance.

The curriculum has been specifically designed to also include social and emotional learning (S.E.L.) themes within its lesson guides. The inclusion of SEL within sporting activities is of growing interest to community and school-based programs. While developing fundamental soccer skills, coaches can also support the child's awareness of self, and can help modify or sustain key behaviour's that can help students away from the field and inside the classroom.

Above all the curriculum is there to act as a workable guideline to how we as administrators can create safe, positive, engaging learning environments for students to grow and nurture through soccer.

**THE MOST EFFECTIVE KIND OF  
EDUCATION IS THAT A CHILD SHOULD  
AMONGST LOVELY THINGS - PLATO**





## SOCIAL AND EMOTIONAL LEARNING (S.E.L) INCLUSION



# SOCIAL AND EMOTIONAL LEARNING

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (Casel, 2017)

This curriculum focuses on 5 key SEL Themes:

- Self Awareness and Desire to Achieve
- Teamwork and Cooperation
- Motivation & Movement Towards Goals
- Perseverance
- Resilience

The will be categorized into the following heading:

I'M MOVING – MOVEMENT SKILLS, COMPETENCES AND CONCEPTS

I'M FEELING – PSYCHOLOGICAL, EMOTIONAL CONCEPTS

I'M LEARNING – SOCCER SKILL DEVELOPMENT, SOCIAL DEVELOPMENT AND HEALTH AND WELLBEING CONCEPTS

It is our aim to explore these key themes within our lessons and imbed conversations within the delivery time to create practical illustrations and experiences for students.



# SOCIAL AND EMOTIONAL LEARNING

## CURRICULUM OUTCOMES

| I`M MOVING   | OUTCOME   |
|--|---|
| Movement Skills, Competencies and Concepts                                     | <ul style="list-style-type: none"><li>• I am learning to move my body well and understanding what my body does.</li><li>• I am exploring how to manage and control my body and where my body moves.</li><li>• I am understanding how to use space and share it.</li><li>• I am enjoying opportunities to participate in different kinds of energetic play.</li><li>• I am building on my ability to move and control my body in various ways.</li></ul>   |
| I`M FEELING  | OUTCOME   |
| Psychological, Emotional and Concepts  | <ul style="list-style-type: none"><li>• I am aware of and able to express my feelings in a suitable way.</li><li>• I am developing the ability to talk about my feelings.</li><li>• I am developing the ability to build trustful relationships with others and understanding to care for others.</li><li>• I am confident to make my own decisions during play.</li><li>• I am feeling happy when I am involved in physical activities.</li></ul>  |
| I`M LEARNING   | OUTCOME   |
| Soccer skill development, Social Development and Health and Wellbeing Concepts | <ul style="list-style-type: none"><li>• I am learning how to judge the flight and speed of an object and to successfully catch, throw, control and kick objects during various activities.</li><li>• I am learning the correct way to use my feet to stop and control a ball without using my hands.</li><li>• I am learning how to kick the ball accurately towards a specific space or target.</li><li>• I am learning how to follow rules, listen to others and follow instructions when required .</li><li>• I am learning about different roles in adults life.</li><li>• I am learning new stories of past and present events and key life tasks.</li></ul> |





## PLAYER DEVELOPMENT

# PLAYER DEVELOPMENT | DEVELOPMENTAL STAGE

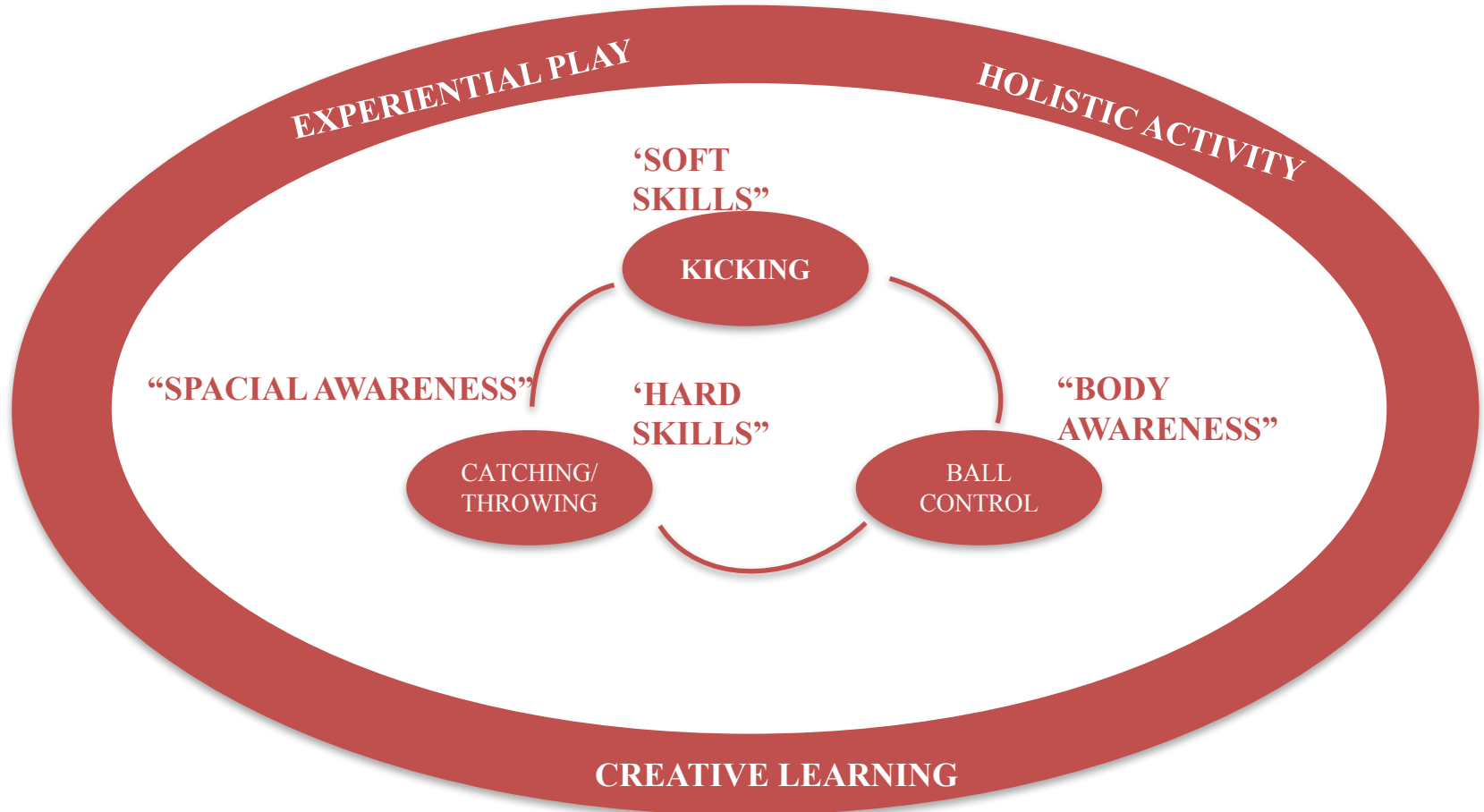
| Specialization            | Age                          | Objective  |
|---------------------------|------------------------------|--|
| FUNDamental Stage         | Females 6-8<br>Males 6-9     | Learn Fundamental movement skills  |
| Learning to Train         | Females 8-11<br>Males 9-12   | Learn fundamental soccer skills  |
| Training to Train Stage   | Females 11-15<br>Males 12-16 | Build the aerobic base and build strength toward the end of the phase and further develop soccer-specific skills |
| Training to Compete Stage | Females 15-17 Males 16-18    | Optimize fitness preparation and sport, individual and position specific skills as well as performance           |
| Training to Win Stage     | Females 17+ Males 18+        | Maximize fitness preparation and sport, individual and position specific skills as well as performance           |



# PLAYER DEVELOPMENT | AGE REGULATIONS

|                                 | U6<br>6 years old<br>and younger | U7<br>7 years old<br>and younger | U8<br>8 years old<br>and younger | U9<br>9 years old<br>and younger | U10<br>10 years old<br>and younger | U11<br>11 years old<br>and younger | U12<br>12 years old<br>and younger |
|---------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Field Size<br>Ranges<br>(yards) | Length 25-35<br>Width 15-25      | Length 25-35<br>Width 15-25      | Length 25-35<br>Width 15-25      | Length 55-65<br>Width 35-45      | Length 55-65<br>Width 35-45        | Length 70-80<br>Width 45-55        | Length 70-80<br>Width 45-55        |
| Maximum<br>Goal Size<br>(feet)  | Height 4<br>Width 6              | Height 4<br>Width 6              | Height 4<br>Width 6              | Height 6.5<br>Width 18.5         | Height 6.5<br>Width 18.5           | Height 7<br>Width 21               | Height 7<br>Width 21               |
| Ball Size                       | 3                                | 3                                | 3                                | 4                                | 4                                  | 4                                  | 4                                  |
| Players                         | 4v4<br>No GK                     | 4v4<br>No GK                     | 4v4<br>No GK                     | 7v7<br>GK                        | 7v7<br>GK                          | 9v9<br>GK                          | 9v9<br>GK                          |
| Game Time<br>(minutes)          | 4x10                             | 4x10                             | 4x10                             | 2x25                             | 2x25                               | 2x30                               | 2x30                               |
| Offside                         | No                               | No                               | No                               | Yes                              | Yes                                | Yes                                | Yes                                |







# PLAYER DEVELOPMENT | HOLISTIC PLAY MODEL

The curriculum uses three key principles (experiential play, creative learning, holistic activity) to build an environment for children to learn and explore different outcomes associated with soccer and self development.

## CHILDREN WILL EXPLORE THEIR CAPABILITIES TO:

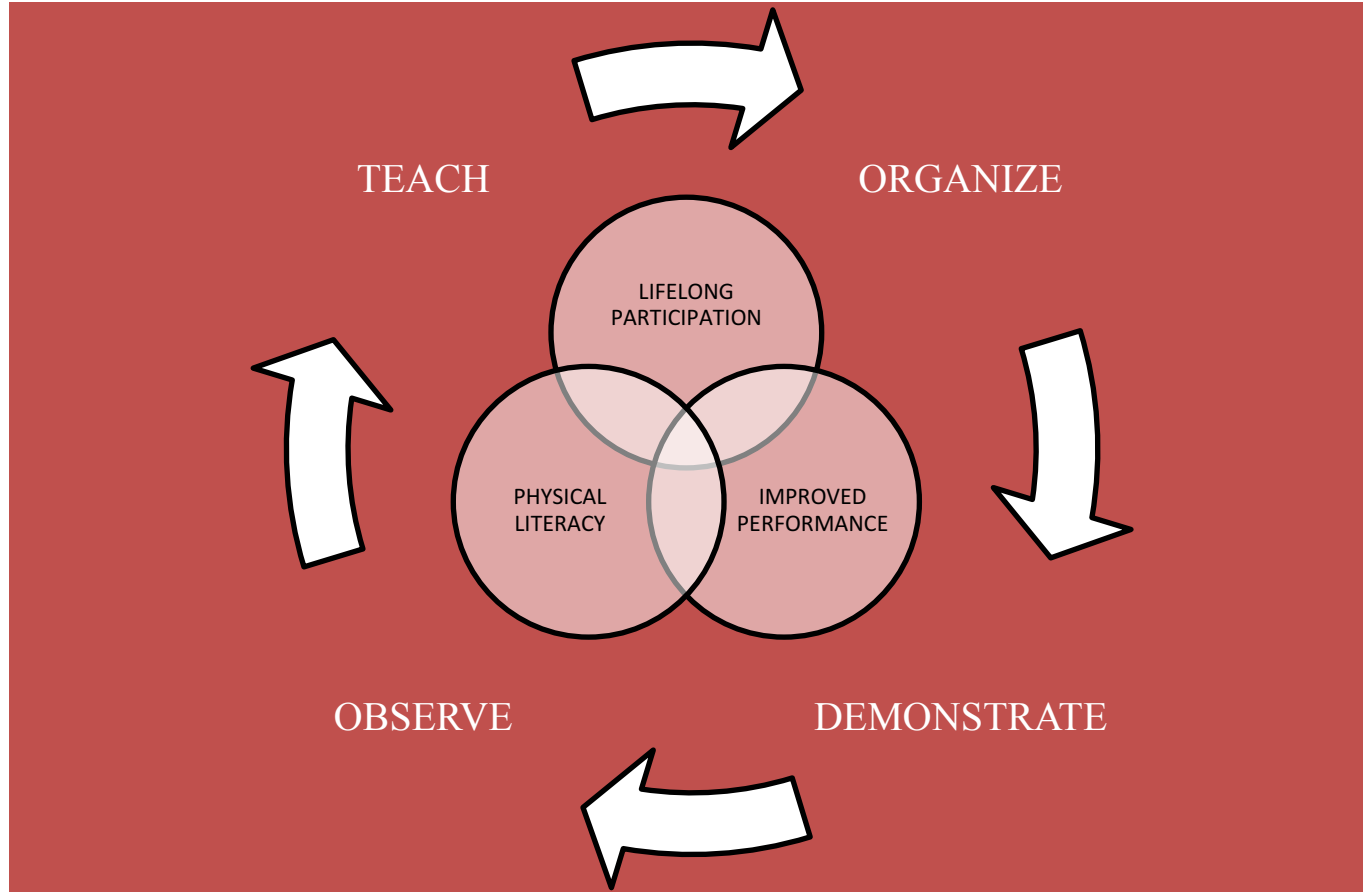
- Learn fundamental soccer skills (Kicking, Controlling, Catching and Throwing)
- Learn fundamental movement skills (Agility, Balance, Coordination and Speed)
- Learn key social and emotional attributes (self-esteem, self-awareness, relationship dev)



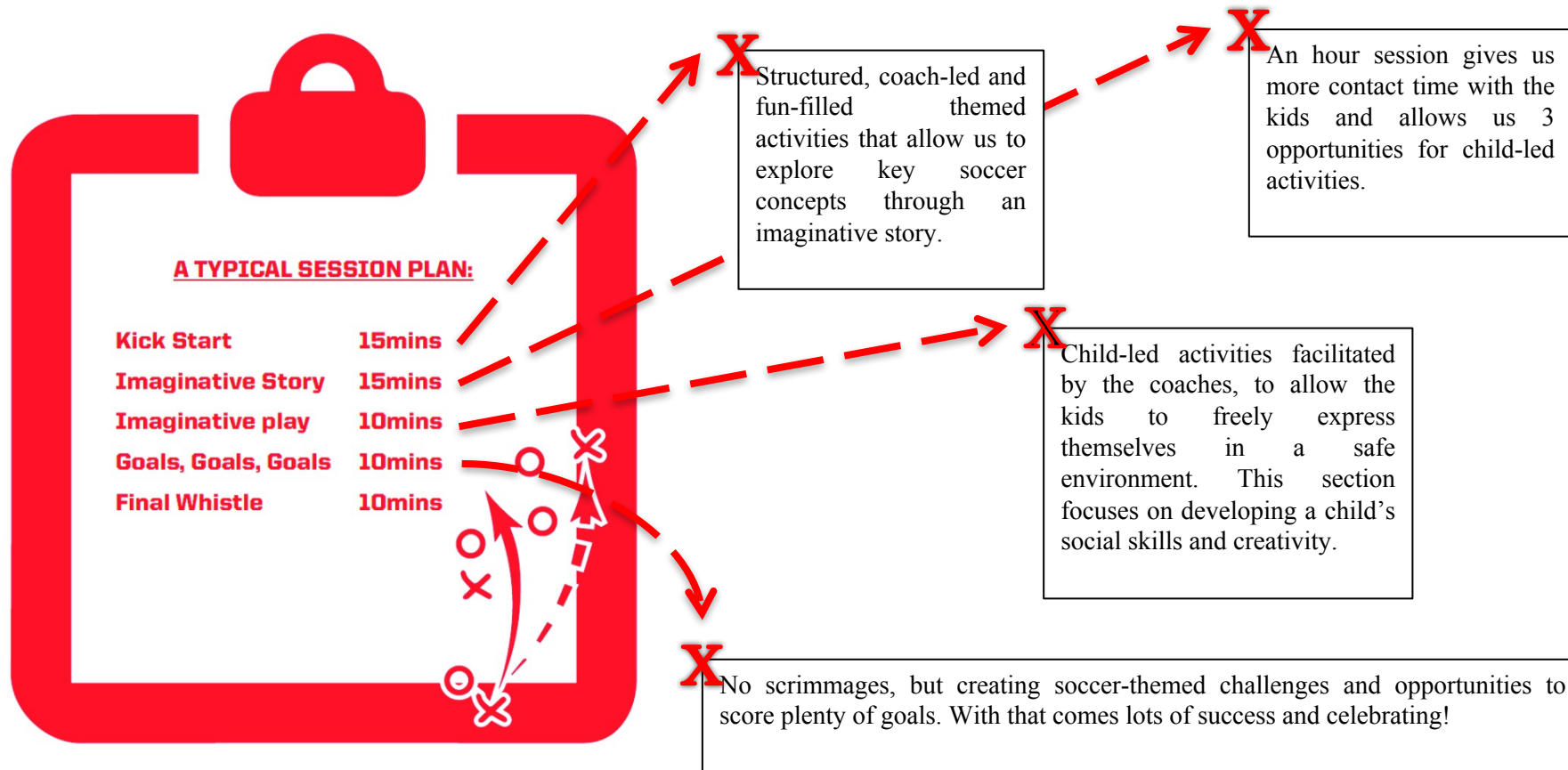


## LESSON PLANS

# METHOD OF COACHING



# LESSON PLAN

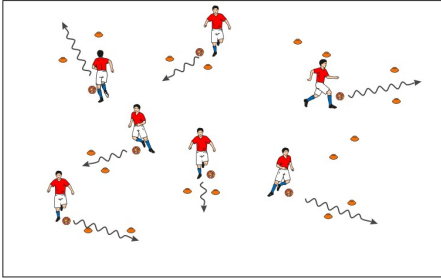


**SEL THEME:** An explanation of the SEL outcome.

## DISCUSSION POINTS

Open ended questions to use during activity stoppages to reinforce the SEL session theme and to assess participant understanding.

### KICK START



**SET UP:** How to prepare for the activity

**DESCRIPTION:** How to best deliver the activity and provide and understanding of the activity

**LOOK OUT FOR:** What to find within the session that can highlight the sessions SEL theme.

### IMAGINATIVE STORY

**Visual Reference**

**SET UP:**

**DESCRIPTION:**

**LOOK OUT FOR:**

### IMAGINATIVE PLAY

**Visual Reference**

**SET UP:**

**DESCRIPTION:**

**LOOK OUT FOR:**

### GOALS GOALS GOAL

**Visual Reference**

**SET UP:**

**DESCRIPTION:**

**LOOK OUT FOR:**

THESE ARE YOUR 3 COACHING TO COACH AND REINFORCE DURING THE SESSION



**I'm moving:** I am learning how to move my body well and understanding what my body does

**I'm Learning:** I am learning how to use my feet to stop and control a ball without the need to use my hands.

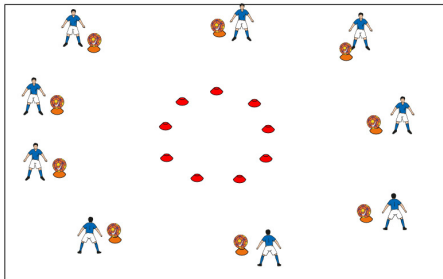
## DISCUSSION POINTS

**Q.** Where do you feel your stretch when you make the shape of the animal

**Q.** How do make your body faster? How do you use your body?

**Q.** When do you need to stop the ball?

### KICK START

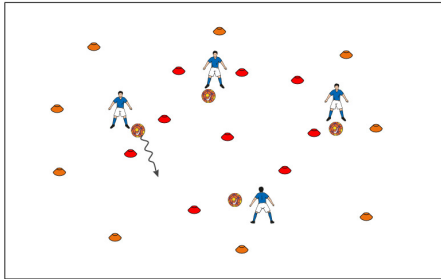


**SET UP:** Children stand at their cone to start animal stretches and movements. Balls remain on top of cone.

**DESCRIPTION:** Coach leads key movements and stretches (e.g. Flamingo for leg balance and Cheetah for speed).

**LOOK OUT FOR:** Children's ideas and practice.

### IMAGINATIVE STORY

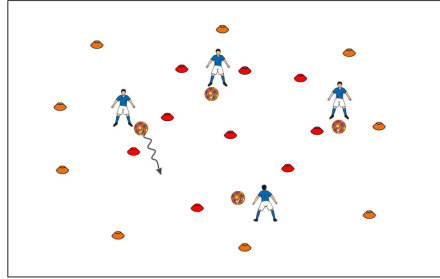


**SET UP:** JUNGLE! Mix cones around as trees. Ball for each child.

**DESCRIPTION:** Children will explore the jungle attempting to avoid trees and others. Coach can focus on a range on stops and turns.

**LOOK OUT FOR:** Ways to change the game creatively.

### IMAGINATIVE PLAY

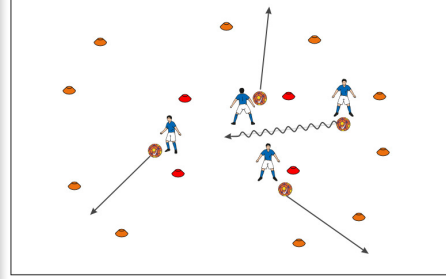


**SET UP:** Same set up as Imagination Story.

**DESCRIPTION:** Children have to explore the jungle looking for animals. Coach pauses to ask children what animals they see. Include new games with animals they see.

**LOOK OUT FOR:** increasing speed and movement to "safe spaces"

### GOALS, GOALS, GOALS



**SET UP:** Set up 4-5 goals with cones in a square/hexagon shape.

**DESCRIPTION:** Allow children to freely score into different goals that are available to them. Progress by adding a middle box for children to run back to, before going to a new goal.

**LOOK OUT FOR:** Feelings of success and close ball control.





**I'M MOVING:** I AM BUILDING ON MY ABILITY TO MOVE AND CONTROL MY BODY IN VARIOUS WAYS.

**I'M FEELING:** I AM DEVELOPING THE ABILITY TO BUILD TRUSTFUL RELATIONSHIPS WITH OTHERS

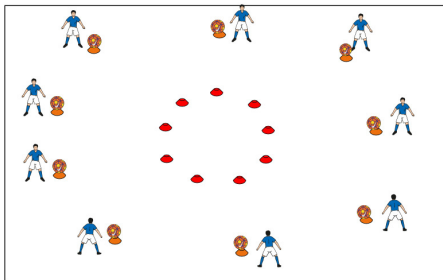
### DISCUSSION POINTS

**Q.** WHICH WAYS HAVE YOU USED YOUR FEET TO MOVE THE BALL?

**Q.** HOW DO YOU USE YOUR BODY TO COMPLETE DIFFERENT MOVEMENTS WITH THE BALL?

**Q.** WHY IS IT IMPROTANT TO RESPECT EACH OTHERS CONE?

#### KICK START

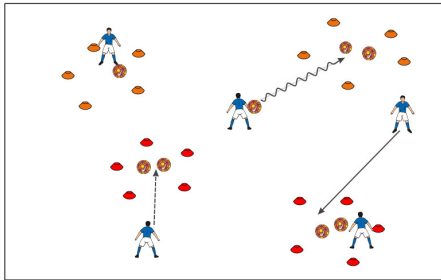


**SET UP:** Children stand at their cone to start Kick Start activities. Balls remain on top of cone.

**DESCRIPTION:** Children will attempt to spell out PIRATES with their body one letter at a time. Coach leads by asking children to try themselves. Progress to some basic ball controls

**LOOK OUT FOR:** Creative thinking

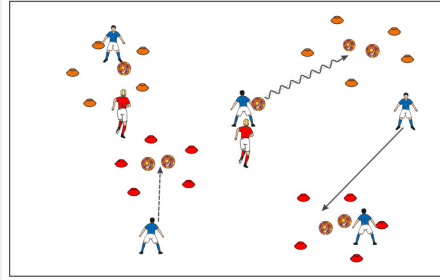
#### IMAGINATIVE STORY IMAGINATIVE PLAY



**SET UP:** create circles around the space. Add soccer balls in the circles

**DESCRIPTION:** Treasure Island. Children will work on traveling to "Islands" to collect treasure "soccer balls" to take to different islands. Progress to giving children specific islands and/or time limit.

**LOOK OUT FOR:** corporation skills

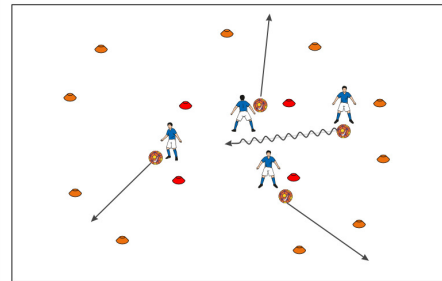


**SET UP:** same as imaginative story

**DESCRIPTION:** 2-3 children will become SHARKS. Sharks will attempt to stop children getting to islands by tagging them. If tagged player must take the ball back to its original island.

**LOOK OUT FOR:** respecting the rules of the game.

#### GOALS, GOALS, GOALS



**SET UP:** Set up 4-5 goals with cones in a square/hexagon shape.

**DESCRIPTION:** Allow children to freely score into different goals that are available to them. Progress by adding a middle box for children to run back to, before going to a new goal.

**LOOK OUT FOR:** Feelings of success and close ball control.



**I'M MOVING:** I AM FEELING HAPPY WHEN I AM INVOLVED IN PHYSICAL ACTIVITIES

**I'M LEARNING:** I AM LEARNING HOW TO JUDGE THE FLIGHT AND SPEED OF AN OBJECT AND TO SUCCESSFULLY CATCH AND THROW

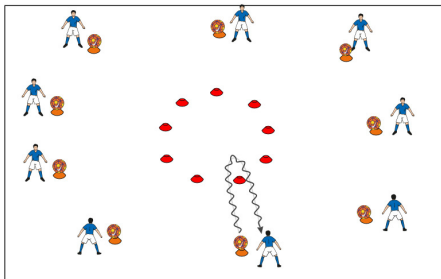
### DISCUSSION POINTS

Q. What are you trying to achieve and how can we break it down and made simpler?

Q. What realistic goals can you set for your task? What can we do once we achieve them?

Q. Where else may setting helpful goals and targets help and support you in life?

### KICK START

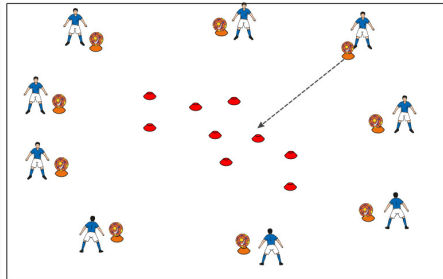


**SET UP:** Children stand at their cone to start Kick Start activities. Balls remain on top of cone.

**DESCRIPTION:** BLAST-OFF! Children will test their speed from and back to their cone. Progress to running around the circle or weaving between cones. Use names of planets. Include ball as progression.

**LOOK OUT FOR:** feelings of excitement

### IMAGINATIVE STORY

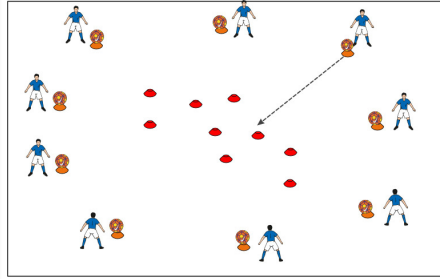


**SET UP:** Spread a line cones through the circle as “milky way”

**DESCRIPTION:** Players will work on stationary catching and throwing to themselves. Start with the ball bouncing first, to no bounce, to above their head. Progress to rolling ball into milky way. Point for every cone hit. Do not pick up cones.

**LOOK OUT FOR:** Ability to focus on task

### IMAGINATIVE PLAY

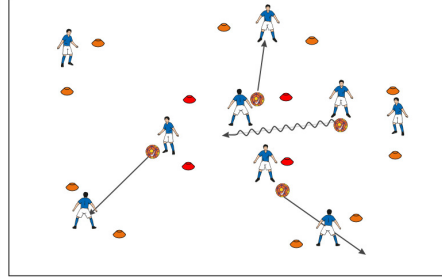


**SET UP:** Spread a line cones through the circle as “milky way”

**DESCRIPTION:** Players will work on using feet to control bouncing ball then kick the ball towards milky way. Same rules as Imaginative story. For play, ask children to try different throws to hit cones.

**LOOK OUT FOR:** Adaptability and creativity.

### GOALS, GOALS, GOALS



**SET UP:** Set up 4-5 goals with cones in a square/hexagon shape. Introduce goal keepers to each goal.

**DESCRIPTION:** Children are to roll the ball with their hands to try and score. Goalkeepers can use any part of their body to stop it.

**LOOK OUT FOR:** Feelings of success and accuracy



**I'M LEARNING:** I AM LEARNING HOW TO KICK THE BALL ACCURATELY TOWARDS A SPECIFIC SPACE OR TARGET

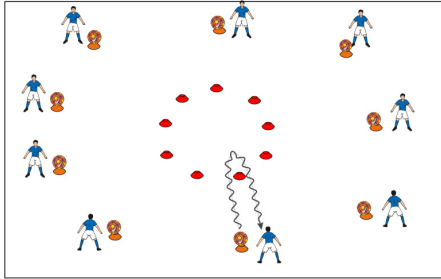
**I'M MOVING:** I AM UNDERSTANDING HOW TO USE SPACE AND TO SHARE IT

### DISCUSSION POINTS

Q. HOW DO YOU USE YOUR BODY TO KICK THE BALL ACCURATELY?

Q. WHAT COULD YOU DO DIFFERENTLY WITH YOUR FEET TO IMPROVE ACCURACY?

#### KICK START

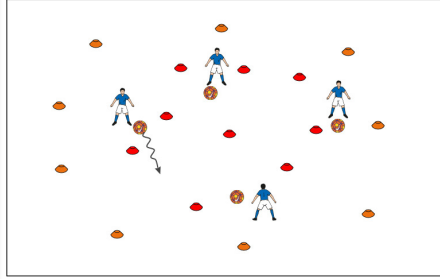


**SET UP:** Children stand at their cone to start Kick Start activities. Balls remain on top of cone.

**DESCRIPTION:** Superhero Powers. Children to transform into different superheroes and use ball and body movements to showcase powers (e.g. Flash with lightning speed with/out ball).

**LOOK OUT FOR:** Children ideas

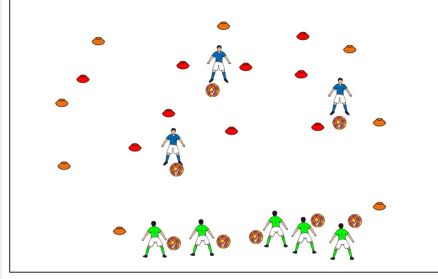
#### IMAGINATION STORY IMAGINATIVE PLAY



**SET UP:** space out cones. Half upside down. Soccer ball for each child. Split group into half Hulks and half as Spiderman.

**DESCRIPTION:** Hulks dribble the ball into the “city” to “smash” cones by flipping upside down. Spidermen repair cones in upright position. Both must be done with their feet.

**LOOK OUT FOR:** Foot technique (inside, toe, etc)

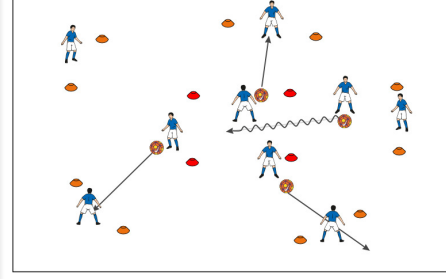


**SET UP:** Spread out the cones further to widen the city. Fewer Spidermen stand to guard city. Hulks have to be outside the city.

**DESCRIPTION:** Hulks have to kick the ball through to hit “buildings”. If cone is hit, they can bring it out the city.

**LOOK OUT FOR:** Decision making and finding the right space to kick into.

#### GOALS, GOALS, GOALS



**SET UP:** Set up 4-5 goals with cones in a square/hexagon shape. Introduce goal keepers to each goal.

**DESCRIPTION:** Children are to use their feet to attempt to score past goalies.

**LOOK OUT FOR:** Feelings of success and ability to work with others.



**I'M LEARNING:** I am learning new stories of past and present events and key life tasks.

**I'M MOVING:** I am building on my ability to move and control my body in various ways.

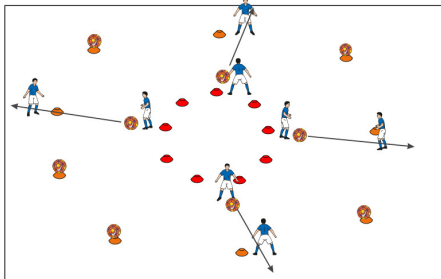
### DISCUSSION POINTS

**Q.** Is it good to overthink a mistake? How does it effect your emotions?

**Q.** What could you do instead? How should we handle our emotions?

**Q.** What aspects of your life change how you feel? How do you feel we can recover quickly?

### KICK START

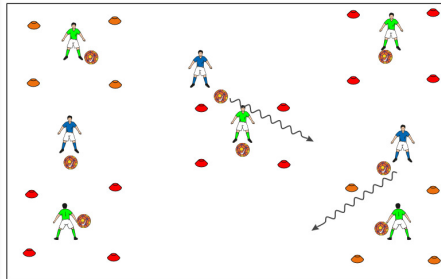


**SET UP:** Children stand at their cone to start Kick Start activities. Balls remain on top of cone.

**DESCRIPTION:** With Parents or with children in pairs. Children have to make a pyramid shape with their legs for their partner to try and kick the ball through.

**LOOK OUT FOR:** Children ideas

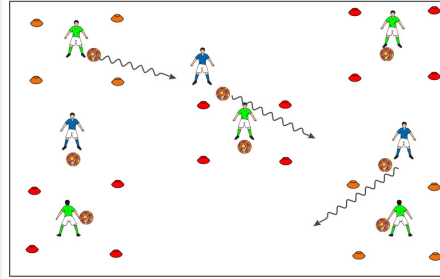
### IMAGINATION STORY IMAGINATIVE PLAY



**SET UP:** create 5 x 5x5 grids as shown.

**DESCRIPTION:** Add one child in each grid or "tomb". Other children will attempt to dribble soccer balls through the tomb without being tagged by mummy. If possible mummies also have ball at their feet.

**LOOK OUT FOR:** Timing of movement and control of ball through the grid.

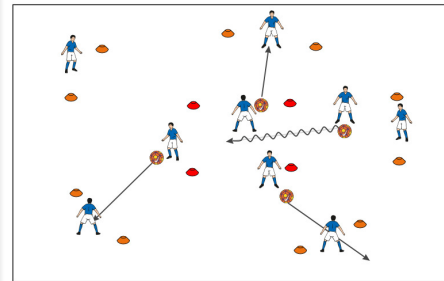


**SET UP:** same set up as Imagination story.

**DESCRIPTION:** "Mummies" can now explore ancient Egypt attempting to stop explorers from getting to tombs. Mummies can only walk fast. If explorer gets into a tomb, they are safe (reverse of first game).

**LOOK OUT FOR:** special awareness. Ability to change speed when required.

### GOALS, GOALS, GOALS



**SET UP:** Set up 4-5 goals with cones in a square/hexagon shape. Introduce goal keepers to each goal.

**DESCRIPTION:** Children are to use their feet to attempt to score past goalies.

**LOOK OUT FOR:** Feelings of success and ability to work with others.



(1) Look around for the space to run into (2) keep the ball close to your feet, taking plenty of touches (3) Accelerate into the space to get away from a defender.

**I'M LEARNING:** I am learning how to follow rules, listen to others and follow instructions when required.

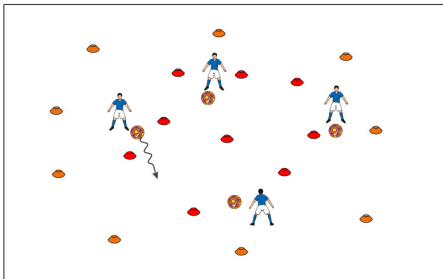
### DISCUSSION POINTS

**Q.** How can working within a team help you to create greater success?

**Q.** What rules are there in a soccer match?

**Q.** Where else may working as a team help and support you?

### KICK START

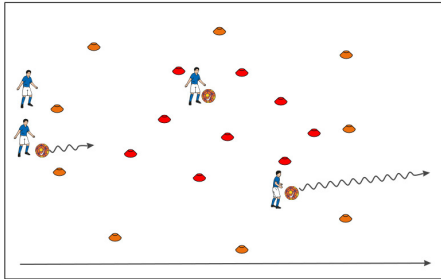


**SET UP:** Children stand at their cone to start activities. Balls remain on top of cone. Spread out cones in the center.

**DESCRIPTION:** With their soccer balls children will explore the ocean by traveling with their soccer ball around the coral reef. Ask children what types of creatures they see.

**LOOK OUT FOR:** Children ideas

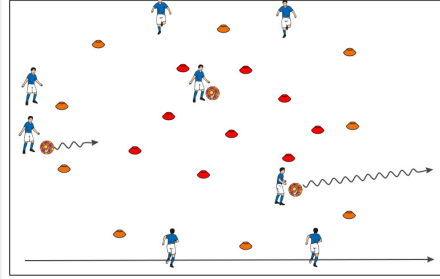
### IMAGINATION STORY IMAGINATIVE PLAY



**SET UP:** Draw a fish on the inside of one cone. Scatter cones in the middle and create a start and finish line on each end.

**DESCRIPTION:** Children will be like Dory and look for the cone that has nemo. Once found they must take nemo to safety (finish line). Child then hides nemo and go again.

**LOOK OUT FOR:** Ability to work collectively, spatial awareness.

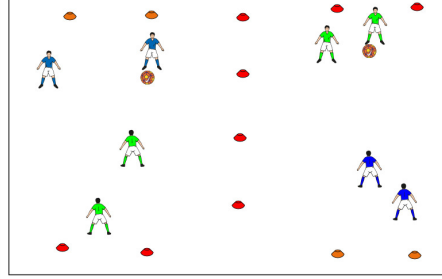


**SET UP:** Same set up. This time include 4 children as sharks that stand on the outside,

**DESCRIPTION:** "Dory's" only have a set time to find nemo. After that time, the sharks will come in with their soccer balls to stop dory's finding nemo.

**LOOK OUT FOR:** Decision making and speed of play.

### GOALS, GOALS, GOALS



**SET UP:** Set up 2-4 grids, each with a goal on either end.

**DESCRIPTION:** Set up 2v2 or 3v3 scrimmages for children to play. Create boundaries for where the ball is in and out of play.

**LOOK OUT FOR:** following rules and game understanding.



(1) Create the space and angle where you can see the goal (2) Use inside of foot for accuracy or laces for power (3) Standing foot placed next to the ball – strong base.

**Motivation:** The desire or willingness of someone to act or behave in a particular way.

**Passion:** Strong emotional relationship to a particular act or interests

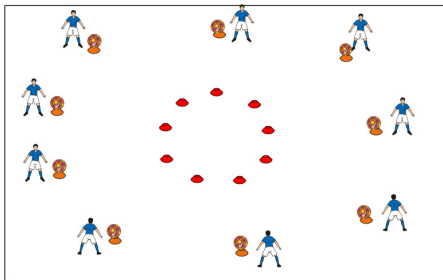
## DISCUSSION POINTS

Q. What are you trying to achieve and how can we break it down and made simpler?

Q. What realistic goals can you set for your task? What can we do once we achieve them?

Q. Where else may setting helpful goals and targets help and support you in life?

### KICK START

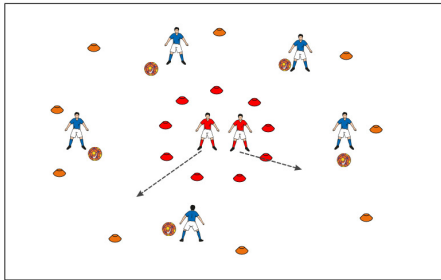


**SET UP:** Children stand at their cone to start activities. Balls remain on top of cone.

**DESCRIPTION:** Children are knights preparing for battle against the dragon and must test their ball skills. Similar to pirates with ball skills (toe-taps, foot rolls, inside of foot tick tocks etc.)

**LOOK OUT FOR:** speed of skill.

### IMAGINATION STORY

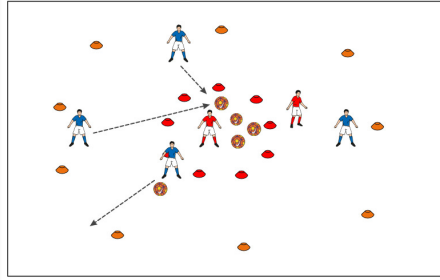


**SET UP:** Use the same circle layout, create the smaller circle as the dragons layer.

**DESCRIPTION:** two children are dragons and on coaches command will leave the layer to scare off the knights. If a knight is tagged by a dragon, they must go into the dragons layer. Change dragons 3-4 times.

**LOOK OUT FOR:** improve ball skill and special awareness.

### IMAGINATIVE PLAY

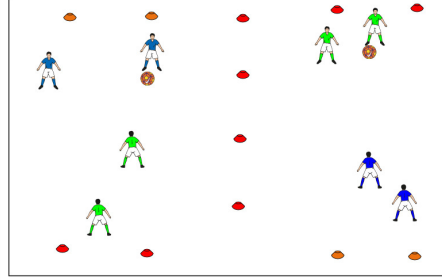


**SET UP:** Use the same circle layout, create the smaller circle as the dragons layer.

**DESCRIPTION:** All soccer balls are in the dragons layer. Knights need to attempt to get in the layer and out with a soccer ball without being caught by a dragon (3).

**LOOK OUT FOR:** Speed of play. Positional awareness.

### GOALS,GOALS,GOAL



**SET UP:** Set up 2-4 grids, each with a goal on either end.

**DESCRIPTION:** Set up 2v2 or 3v3 scrimmages for children to play. Create boundaries for where the ball is in and out of play.

**LOOK OUT FOR:** following rules and game understanding.



(1) The first defender (closest player to the ball) delays the play (2) second closest player covers and thirds provides balance (3) Use body angle to direct opposition

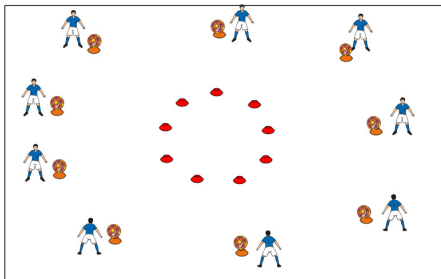


REINFORCE PREVIOUS QUESTIONS OR POINTS

**DISCUSSION POINTS**

REINFORCE PREVIOUS QUESTIONS OR POINTS.

**KICK START**

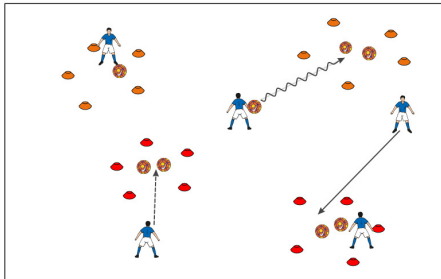


**SET UP:** Children stand at their cone to start animal stretches and movements. Balls remain on top of cone.

**DESCRIPTION:** Coach leads key movements and stretches (e.g. Flamingo for leg balance and Cheetah for speed).

**LOOK OUT FOR:** Children's ideas and practice.

**IMAGINATION STORY**

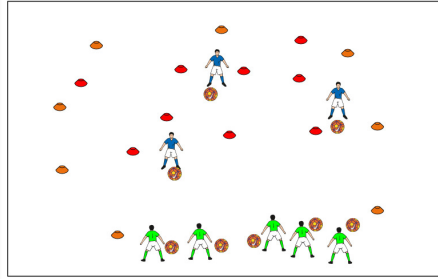


**SET UP:** create circles around the space. Add soccer balls in the circles

**DESCRIPTION:** Treasure Island. Children will work on traveling to “Islands” to collect treasure “soccer balls” to take to different islands. Progress to giving children specific islands and/or time limit.

**LOOK OUT FOR:** corporation skills

**IMAGINITIVE PLAY**



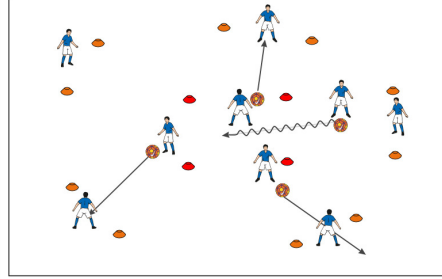
**SET UP:** space out cones. Half upside down.

Soccer ball for each child. Split group into half Hulks and half as Spiderman.

**DESCRIPTION:** Hulks dribble the ball into the “city” to “smash” cones by flipping upside down. Spridermen repair cones in upright position. Both must be done with their feet.

**LOOK OUT FOR:** Foot technique (inside, toe, etc)

**GOALS,GOALS,GOAL**



**SET UP:** Set up 4-5 goals with cones in a square/hexagon shape. Introduce goal keepers to each goal.

**DESCRIPTION:** Children are to use their feet to attempt to score past goalies.

**LOOK OUT FOR:** Feelings of success and ability to work with others.





A wide-angle photograph of a soccer stadium at night. The pitch is green with white markings. A red corner flag is in the foreground. The stands are filled with spectators. The sky is dark blue with some clouds. A large, bold, white 'THANK YOU' text is superimposed across the center of the image. On the right side, there is a vertical strip of text in a stylized font, including 'WHO'S THE BEST? FI-RE, FI-RE, FI-RE', 'HERE WE GO!', 'HOT TIME IN THE OLD TOWN TONIGHT', 'VAMOS CHICAGO!', 'LET'S GO FIRE!', 'HEY! HO! LET'S GO!', 'DON'T EVER LIVE IN THE RED', and 'COME ON YOU MEN IN RED'. At the bottom left, there is a copyright symbol and a series of stars.

# THANK YOU

