



**ONTARIO  
SOCCER.**

EST. 1901

# Learn to Train Session Plan

For coaches of  
U8-11 females  
and U9-U12  
males





# Ontario Soccer Player Development Model: The Station Concept

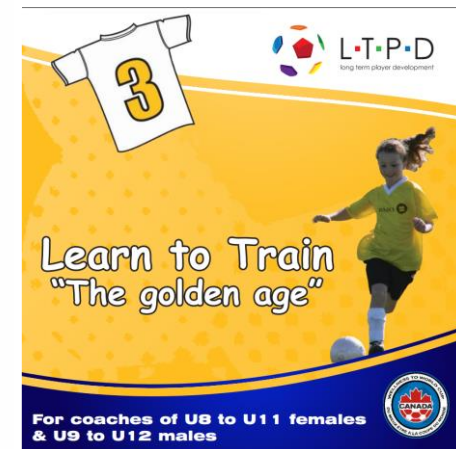


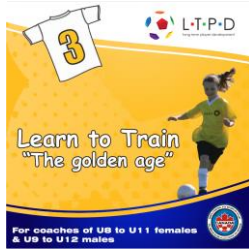
**The activities provided illustrate how stations can be used during Grassroots practices.**

**All sessions take a holistic approach to developing our youth. Each game and activity will focus on 4 main areas of the child's development; these include social/emotional, physical, psychological and technical.**

**Total practice time 45-70 minutes as per the Recreational and Development Matrix.**

**Play. Inspire. Unite.**





# Ontario Soccer Player Development Model How it works



## Introduction

During the practice players will spend an allotted time at each station having fun, developing specific skills and qualities before moving onto the next station. By using station work we create an environment where players are continually motivated and challenged.

## Organization

If working with a larger group, organize players into groups of 6 or 8. Each station has a coach who leads that specific station for the session.

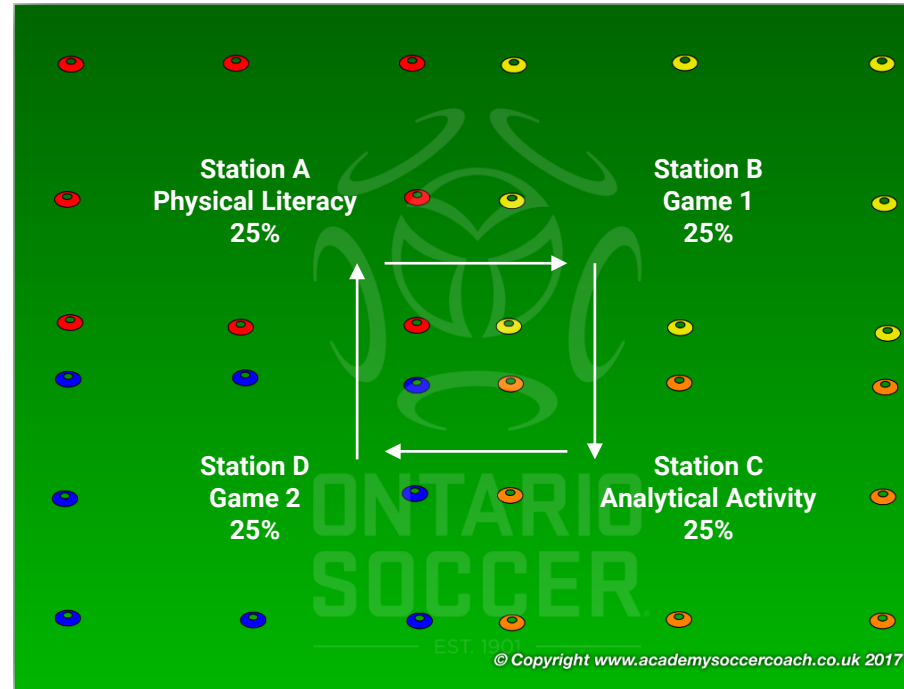
If working with a smaller group, simply move together through all 4 stations until all are complete.

## Procedure

Players rotate through each activity. Provide a 2 minute break in between each station for water and to allow movement to the next station.

## Emphasis

In these examples one station focuses on Physical Literacy, two stations on movements with the ball or small sided games and the 4th station is focused around technique with decision making.

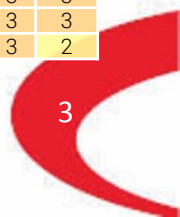


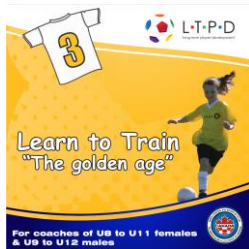
| Timing  | Area           |
|---|----------------|
| Total Time: 70 mins<br>4 x 12 minute Stations | 30 x 30 m (x4) |

| Technical             | U9 | U10 | U11 | U12 | Physical                  | U9 | U10 | U11 | U12 |
|-----------------------|----|-----|-----|-----|---------------------------|----|-----|-----|-----|
| Dribbling             | 1  | 1   | 1   | 1   | Agility                   | 1  | 1   | 1   | 1   |
| Running with the ball | 1  | 1   | 1   | 1   | Balance                   | 1  | 1   | 1   | 1   |
| Shooting              | 1  | 1   | 1   | 1   | Coordination              | 1  | 1   | 1   | 1   |
| Ball Control          | 2  | 1   | 1   | 1   | Stamina                   | 2  | 2   | 2   | 1   |
| Passing               | 2  | 1   | 1   | 1   | Strength                  | 2  | 2   | 2   | 1   |
| Receiving             | 2  | 1   | 1   | 1   | Speed                     | 1  | 1   | 1   | 1   |
| Heading               | 4  | 4   | 4   | 3   | Suppleness                | 2  | 2   | 2   | 2   |
| Shielding             | 3  | 2   | 2   | 1   | Acceleration              | 1  | 1   | 1   | 1   |
| Crossing              | 3  | 2   | 2   | 1   | Reaction                  | 1  | 1   | 1   | 1   |
| Finishing             | 3  | 2   | 2   | 1   | Basic Motor Skills        | 1  | 1   | 1   | 1   |
| 1v1 Defending         | 3  | 3   | 2   | 1   | Perception                | 1  | 1   | 1   | 1   |
| 1v1 Attacking         | 2  | 1   | 1   | 1   | Awareness                 | 1  | 1   | 1   | 1   |
| Socio-Emotional       | U9 | U10 | U11 | U12 | Psychological             | U9 | U10 | U11 | U12 |
| Listening             | 2  | 2   | 1   | 1   | Motivation                | 1  | 1   | 1   | 1   |
| Co-operation          | 2  | 2   | 1   | 1   | Self Confidence           | 1  | 1   | 1   | 1   |
| Communication         | 1  | 1   | 1   | 1   | Competitiveness           | 2  | 2   | 1   | 1   |
| Sharing               | 2  | 1   | 1   | 1   | Concentration             | 2  | 2   | 1   | 1   |
| Problem-solving       | 2  | 2   | 1   | 1   | Commitment                | 2  | 2   | 2   | 1   |
| Decision-making       | 2  | 2   | 1   | 1   | Self Control              | 2  | 2   | 1   | 1   |
| Empathy               | 3  | 2   | 1   | 1   | Determination             | 2  | 2   | 1   | 1   |
| Patience              | 3  | 2   | 1   | 1   | Tactical                  | U9 | U10 | U11 | U12 |
| Respect / discipline  | 2  | 1   | 1   | 1   | Playing out from the back | 2  | 2   | 2   | 1   |
| Fair play / honesty   | 2  | 1   | 1   | 1   | Attacking Principles      | 3  | 3   | 3   | 3   |
|                       |    |     |     |     | Possession                | 2  | 2   | 2   | 2   |
|                       |    |     |     |     | Transition                | 2  | 2   | 2   | 2   |
|                       |    |     |     |     | Counter Attacking         | 4  | 4   | 4   | 4   |
|                       |    |     |     |     | Switching Play            | 4  | 4   | 4   | 3   |
|                       |    |     |     |     | Combination Play          | 2  | 2   | 2   | 1   |
|                       |    |     |     |     | Zonal Defending           | 4  | 4   | 4   | 4   |
|                       |    |     |     |     | Pressing                  | 3  | 2   | 2   | 2   |
|                       |    |     |     |     | Retreat                   | 3  | 3   | 3   | 3   |
|                       |    |     |     |     | Recovery                  | 3  | 3   | 3   | 3   |
|                       |    |     |     |     | Compactness               | 3  | 3   | 3   | 2   |

| Priority Key   | 1 | 2 | 3 | 4 |
|----------------|---|---|---|---|
| High           | 1 |   |   |   |
| Medium         |   | 2 |   |   |
| Low            |   |   | 3 |   |
| Not Applicable |   |   |   | 4 |

**Top Tip** Did you know that more session plans for Active Start, Fundamentals and Learn to Train can be found at: <http://www.ontariosoccer.net/grassroots-practices>





# Learn to Train

## Station A - Physical Literacy

### Ball Tag!



#### Organization

3v3 in an 8mx8m area. One ball needed with spare balls placed around the outside.

#### Procedure

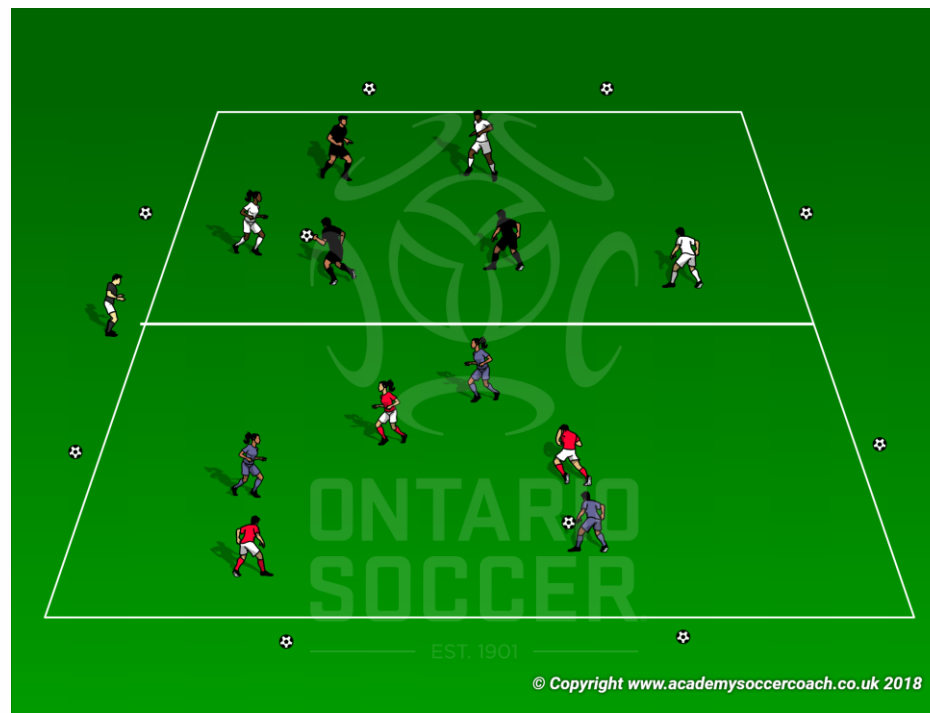
The player in possession of the ball is "IT" and is allowed to tag any player who does not have the ball. If a player is tagged, they take the ball and now have to run with their other hand holding the part of the body they were tagged on. For example, if a the tagger tags a player by tapping him / her on the shoulder, then the player who is now "IT" has to dribble the ball while holding one hand on their shoulder and has to tag a new player. This becomes physically challenging to do but lots of FUN!

#### Emphasis

Creating a safe environment, positive reinforcement, allow decision making, and demonstration of the activity.

#### Progression

Play with the ball on the floor and players use their feet, the player with the ball can dribble and tag.



| Timing     | Area                        |
|------------|-----------------------------|
| 12 minutes | 16m x 8m<br>(2 halves 8x8m) |

#### Objective

To develop spatial awareness

#### Outcomes

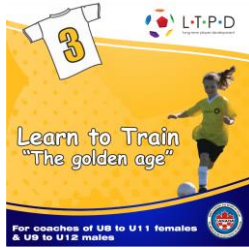
**All Players** - will be able to create space to receive the ball

**Most Players** - will be able to receive the ball in space with optimal body orientation

**Some Players** - will be able to receive under pressure with optimal body orientation

| Technical / Tactical  | Psychological                                |
|---|--|
| Passing<br>Receiving<br>Turning<br>Scanning                         | Competition<br>Resilience<br>Decision Making |
| Socio - Emotional   | Physical                                     |
| Problem Solving<br>Verbal Communication<br>Non-Verbal Communication | Agility<br>Balance<br>Coordination<br>Speed  |

**Top Tip** Use a model group to explain the activity to players. If there are players who may have shorter attention spans in the group, use them in your demonstrations to keep them engaged.



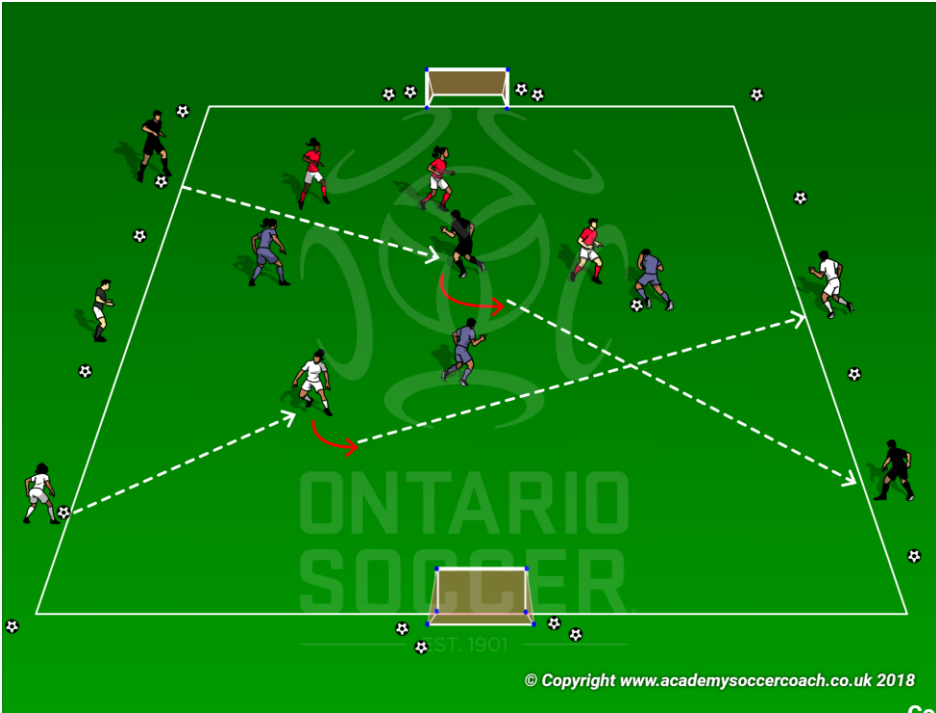
# Learn to Train

## Station B - Small Sided Game

### Chaos Game



| Organization   |
|--|
| Four teams of 3. Two teams within the field. Two teams organized outside (with 1 player within).   |
| Procedure  |
| The teams within the field play a 3v3 small-sided game. This is to provide interference for the other two groups.  |
| The other two groups, have a single player within the game who must receive from their outside team-mate and look to turn & dribble to a different side then switching places with a teammate. That teammate then dribbles through the centre and repeats the process. Outside players should be free move and receive the ball. |
| Emphasis   |
| Creating a safe environment, positive reinforcement, allow decision making, and demonstration of the activity.   |
| Progression  |
| N/A  |

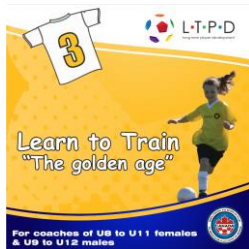


| Timing     | Area      |
|------------|-----------|
| 12 minutes | 20m x 15m |

| Objective   |  |
|---|--|
| To develop spatial awareness  |  |
| Outcomes  |  |
| <b>All Players</b> - will be able to create space to receive the ball                         |  |
| <b>Most Players</b> - will be able to receive the ball in space with optimal body orientation |  |
| <b>Some Players</b> - will be able to receive under pressure with optimal body orientation    |  |
| Technical / Tactical  | Psychological                                |
| Passing<br>Receiving<br>Turning<br>Scanning   | Competition<br>Resilience<br>Decision Making |
| Socio - Emotional   | Physical                                     |
| Problem Solving<br>Verbal Communication<br>Non-Verbal Communication                           | Agility<br>Balance<br>Coordination<br>Speed  |

**Top Tip** Always ensure we keep players moving and engaged. We can do this by giving players specific tasks to do on-field that create interference for other players to have more decisions being made throughout the session.





# Learn to Train

## Station C - Analytical Activity

### Turning with the Ball



#### Organization

Four teams of 3 players. Two on the exterior of the grid with one within.

#### Procedure

Ball begins with a player (one from each team) on the outside. Players within the grid look to find space and receive the ball, turn, and play their other team-mate. When they have completed that action, they then look to switch the ball within the grid with another team-mate. Then playing the ball back to an outside player and switching places.

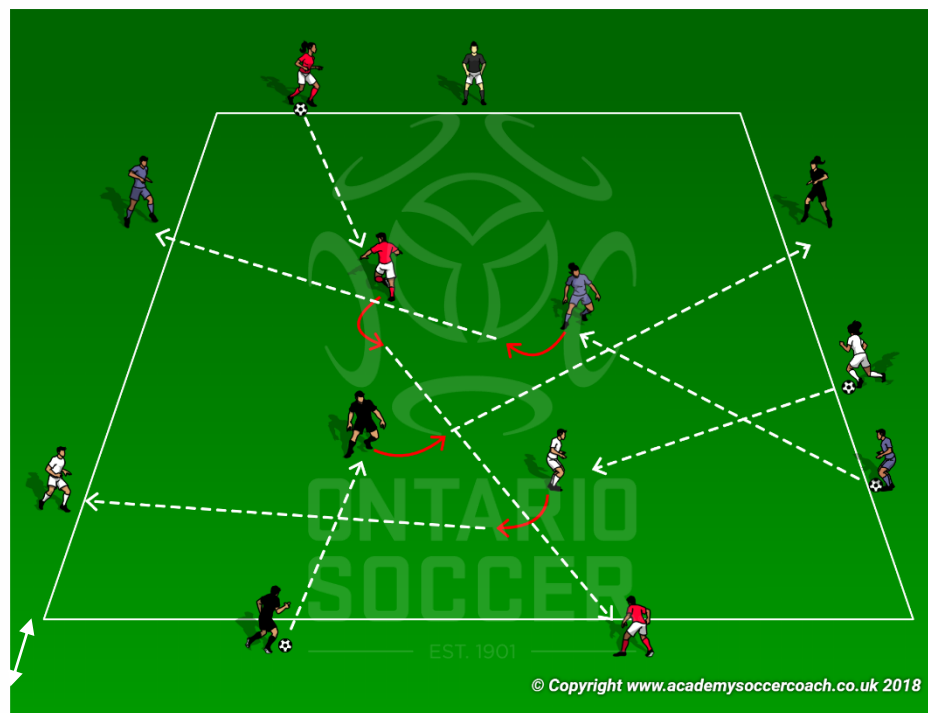
Players should be aware of the other players and open space.

#### Emphasis

Creating a safe environment, positive reinforcement, allow decision making, and demonstration of the activity.

#### Progression

Outside players move to another side of the grid around the perimeter.



| Timing     | Area      |
|------------|-----------|
| 12 Minutes | 20m x 20m |

#### Objective

To develop spatial awareness

#### Outcomes

**All Players** - will be able to create space to receive the ball

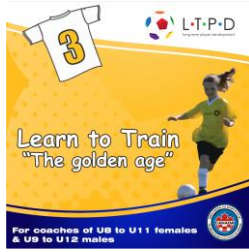
**Most Players** - will be able to receive the ball in space with optimal body orientation

**Some Players** - will be able to receive under pressure with optimal body orientation

| Technical / Tactical  | Psychological                                |
|---|--|
| Passing<br>Receiving<br>Turning<br>Scanning                         | Competition<br>Resilience<br>Decision Making |
| Socio - Emotional   | Physical                                     |
| Problem Solving<br>Verbal Communication<br>Non-Verbal Communication | Agility<br>Balance<br>Coordination<br>Speed  |

#### Top Tip

Show players examples of professional players executing these techniques. Perhaps use a cell phone or a tablet to show examples of TFC, Ottawa Fury or the Canadian National Team and ask what details they can see and try and replicate.



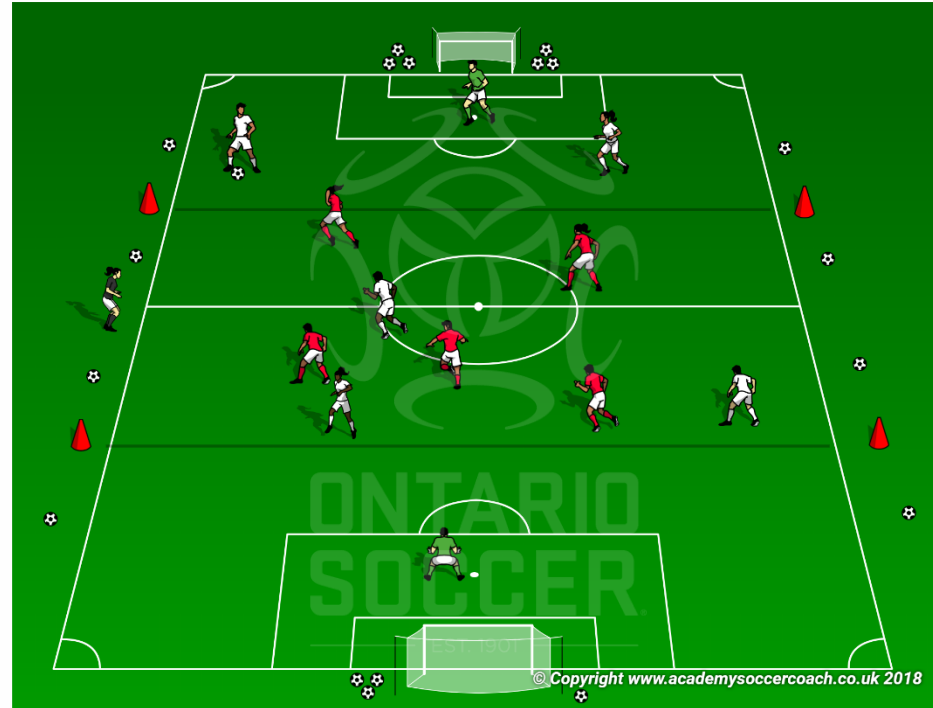
# Learn to Train

## Station D - Small Sided Game

### 6v6 with Retreat Line



| Organization | Two teams of 6v6 (or 7v7). Balls are placed around the outside of the pitch for quick restarts.                                 |
|--------------|---|
| Procedure    | Players play a normal game with all age and stage appropriate rules applied. Retreat line, offsides, throw ins.                 |
| Emphasis     | Creating a safe environment, positive reinforcement, allow decision making, demonstration of activity, and ensure game realism. |
| Progression  | N/A   |



| Timing     | Area      |
|------------|-----------|
| 12 Minutes | 40m x 30m |

| Objective   |  |
|---|--|
| To develop spatial awareness  |  |
| Outcomes  |  |
| <b>All Players</b> - will be able to create space to receive the ball                         |  |
| <b>Most Players</b> - will be able to receive the ball in space with optimal body orientation |  |
| <b>Some Players</b> - will be able to receive under pressure with optimal body orientation    |  |
| Technical / Tactical  | Psychological                                |
| Passing<br>Receiving<br>Turning<br>Scanning   | Competition<br>Resilience<br>Decision Making |
| Socio - Emotional   | Physical                                     |
| Problem Solving<br>Verbal Communication<br>Non-Verbal Communication                           | Agility<br>Balance<br>Coordination<br>Speed  |

**Top Tip** Use visuals to explain the activity like a tactics board or a 'mini field' with cones and a ball that represent players. Encourage players to ask questions when explaining the activity when everyone is close together. Put the pinnies out on the field in the correct place to allow for a quick start.



# Ontario Soccer Resources



## Coaches' Guides

- Game Organisation Guide
- Field Organisation Guide
- Festival Guide
- 8 Ways to Develop the Grassroots Game
- How does the Inclusive Programming Model work at your Soccer Club?
- Incorporating Physical Literacy in our Practices

## Online Practice Videos

## Online Webinars

## Grassroots Curriculum

- Learn to Train U8/U9-U11/U12 (Brochure)
- Learn to Train Workbook and Practice Plan
- Learn to Train U8/9-U11/12 (Curriculum)
- All other online Grassroots Practices

