



U . S . S O C C E R F E D E R A T I O N

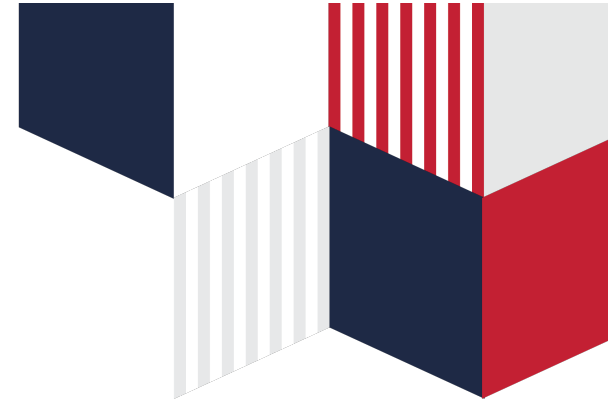
**PLAYER DEVELOPMENT
FRAMEWORK
INTRODUCTION**





U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

PLAYER DEVELOPMENT FRAMEWORK



INTRODUCTION

The Player Development Framework contains the research on ages and stages of development, the players' developmental goals, and the appropriate Game Model (Game Ideas, Principles, Sub-Principles, and Player Actions) for all ages U5 to U18. Think of the framework as a curriculum that provides answers to the question of, "What is important to develop at this age/stage?" Clubs and coaches can use the framework in its entirety to understand how players may progress as they move from age group to age group.

Within the framework, there are age-appropriate Learning Plans that combine research on the stages of development with our U.S. Soccer identity. These Learning Plans include learning objectives as well as the Game Model (Game Idea and Principles) that fit each stage as we strive to create fun and maximize development. Based on the players' needs, a coach can use the learning plan to better understand developmentally appropriate soccer beliefs around learning objectives, training activities, and coaching.

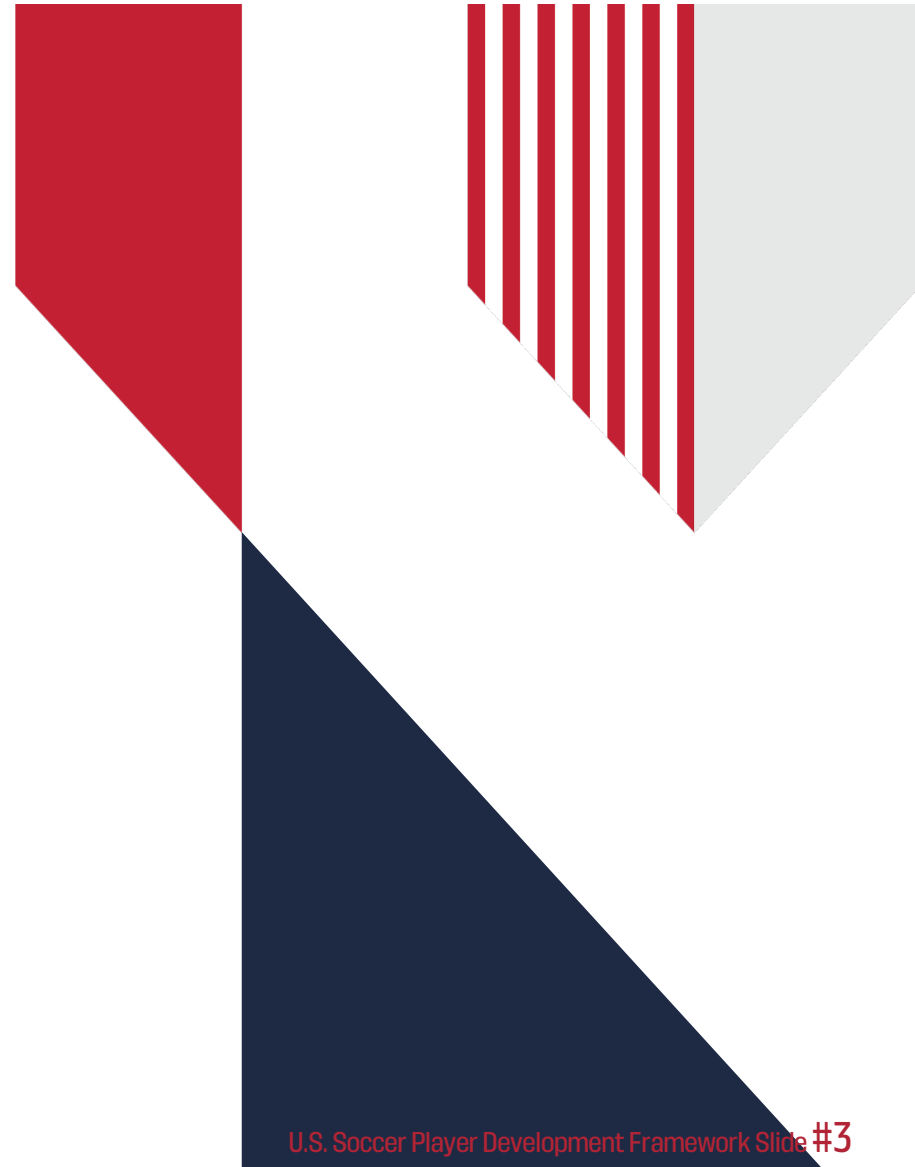
All players develop at different rates and player development is not always linear. It is important to approach this framework with a flexible mindset when viewing player development.



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**PLAYER DEVELOPMENT
FRAMEWORK**

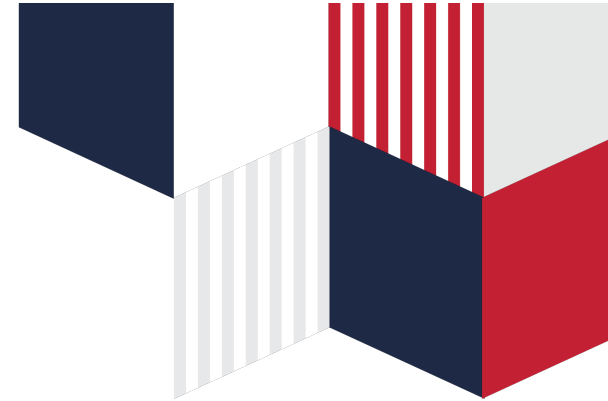
PLAYER-CENTERED APPROACH





U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

PLAYER-CENTERED APPROACH



WHO IS IN FRONT OF US? A PLAYER-CENTERED APPROACH TO PLAYING THE GAME

FOCUS ON CREATING A DEVELOPMENTALLY APPROPRIATE GAME ENVIRONMENT

Our starting point is that the **PLAYER** is the main actor, meaning that in everything we do we focus on the individual player.

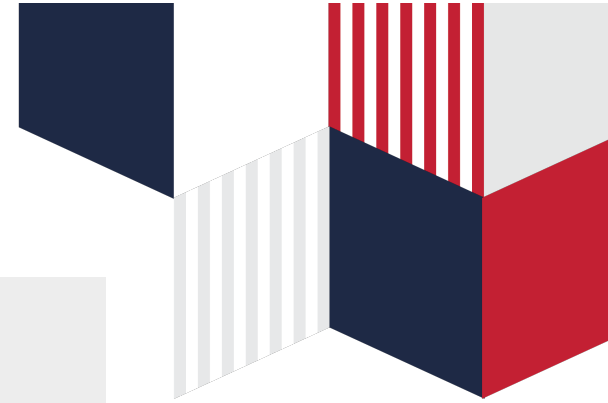
We aim to provide a highly individualized environment with an emphasis on the unique needs of each player. We then create environments where we guide and support each player in maximizing his/her/their own potential.

All choices we make will have an impact on player development. While the game of soccer is a team game, we still place a focus on individual development. Fun, development, and belonging are key pillars for a stimulating soccer experience and are the basic needs for all players, regardless of age.



U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

PLAYER-CENTERED APPROACH



BASIC NEEDS OF PLAYERS

FUN

Fun is the single largest predictor of sport commitment and sustained participation in childhood through adolescence.

Fun is a need for everybody

- All Ages
- All Levels of Play
- All Levels of Talent

Fun should be maintained throughout the different development stages.

DEVELOPMENT

Holistic approach to Development:

- Physical
- Social
- Mental
- Game Understanding
- Technical Skills

Key aspects of a Development Process:

- Experience
- Reflection
- Development
- Application



BELONGING

Social Environments Built on:

- Positive Emotions (respect and value)
- Inclusion
- Encouragement
- Safety
- Fairness

Learning Environments:

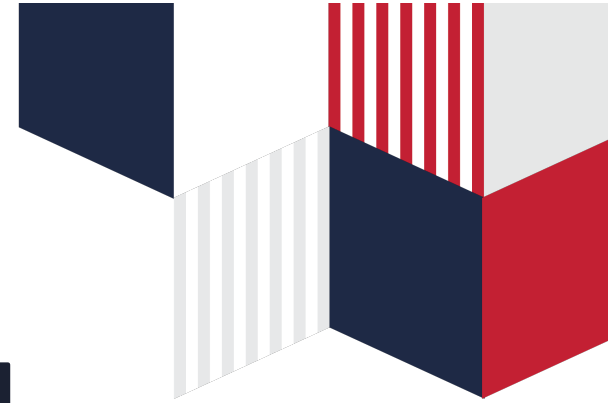
- Are open and collaborative
- Safe for players to be themselves and share ideas
- Encourage players to ask questions and share solutions
- Freedom to make mistakes and learn from them

BASIC NEEDS APPLY TO ALL PLAYERS REGARDLESS OF AGE



U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

PLAYER-CENTERED APPROACH



DEVELOPMENT IS INDIVIDUAL

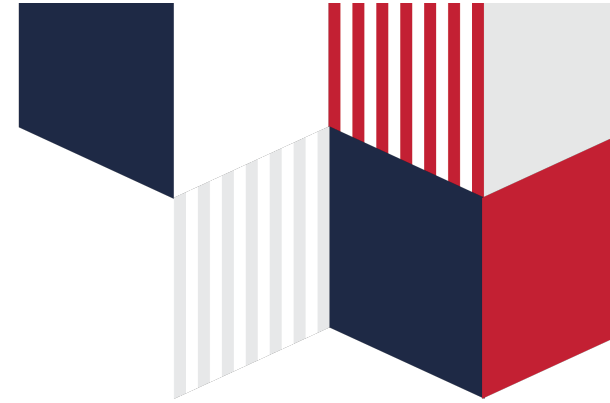
Although children all progress through the same stages of development, their individual development is influenced by various factors, such as:

- Biological factors: gender, genes, ...
- Psychological factors: levels of stress, motivation,
- Cultural/Educational/Social Factors: Culture, parents, friends, ...



U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

PLAYER-CENTERED APPROACH



WHO IS IN FRONT OF US?

A PLAYER-CENTERED APPROACH TO PLAYING THE GAME

CHILD DEVELOPMENT AS THE STARTING POINT TO CREATE THE SOCCER ENVIRONMENT

WHO ARE THE PLAYERS?

HOW ARE THEY AFFECTED BY THE WORLD AROUND THEM?

WHAT ARE THEY ABLE TO UNDERSTAND?

WHAT ARE THEY ABLE TO LEARN?

WHAT TASKS CAN THEY EXECUTE?

STRIVE TO UNDERSTAND WHO THE PLAYERS ARE AND WHAT THEY NEED

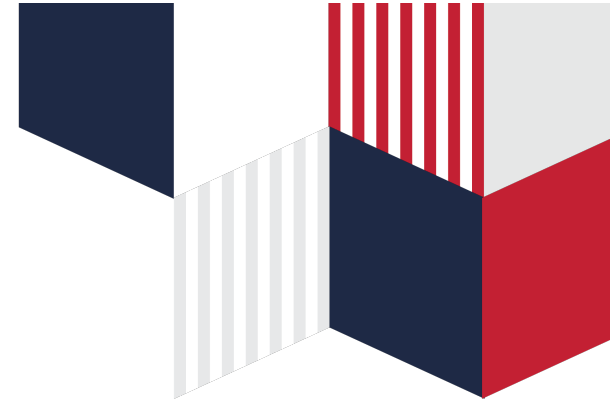
CHILD DEVELOPMENT GUIDES OUR DECISIONS IN PLAYER DEVELOPMENT

ADJUST THE LEARNING ENVIRONMENT & THE LEARNING PROCESS TO THE PLAYERS' NEEDS



U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

PLAYER-CENTERED APPROACH



“FUN, DEVELOPMENT, AND BELONGING
AS KEY PILLARS
FOR A STIMULATING SOCCER EXPERIENCE”

THERE ARE FOUR MAIN CHARACTERISTICS OF THE LEARNING
ENVIRONMENT THAT WE WANT TO USE TO FOCUS ON INDIVIDUAL
DEVELOPMENT:

FUN
DIGNITY & RESPECT
SAFETY
DEVELOPMENT



FOCUS ON INDIVIDUAL DEVELOPMENT

CREATE A POSITIVE, SUPPORTIVE AND CHALLENGING LEARNING ENVIRONMENT

FUN

ALL PLAYERS:

- PLAY A LOT OF GAMES DURING PRACTICE THAT INVOLVE THE BALL AND SCORING OPPORTUNITIES
- ENJOY THEMSELVES WITH OTHERS AND CELEBRATE SUCCESS

DIGNITY & RESPECT

ALL PLAYERS:

- HAVE THE OPPORTUNITY TO EXPRESS THEMSELVES AND ARE LISTENED TO
- ARE TREATED FAIRLY AND ENCOURAGED BY THE COACH
- ARE SUPPORTED BY THE PARENTS
- TAKE ACTIVE PART IN EACH GAME & PLAY AT LEAST 50% OF THE TIME
- LEARN TO RESPECT RULES (LAWS OF THE GAME- FAIRPLAY)
- LEARN TO RESPECT OTHERS (FAIR AND HONEST TREATMENT OF PEOPLE)

SAFETY

ALL PLAYERS:

- PLAY IN PHYSICALLY SAFE CONDITIONS
- ARE FREE FROM INTIMIDATION, HARASSMENT, AND BULLYING
- PLAY WITHOUT BEING UNDER PRESSURE TO GET RESULTS

DEVELOPMENT

ALL PLAYERS :

- EXPERIENCE THE APPROPRIATE LEVEL OF CHALLENGE IN TRAINING AND COMPETITION
- ARE CHALLENGED TO MAKE OWN DECISIONS, TAKE INITIATIVE AND BE RESPONSIBLE
- LEARN & IMPROVE THEIR SOCCER SKILLS
- RECEIVE CONSTRUCTIVE FEEDBACK
- EFFORTS ARE VALUED (BUILD SELF-ESTEEM)
- LEARN TO COLLABORATE AS TEAMMATES
- BUILD RELATIONSHIPS

CREATE A CULTURE OF BELONGING

ALL PLAYERS ARE ENCOURAGED TO PARTICIPATE, GIVE THEIR BEST, AND HAVE FUN



U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

PLAYER-CENTERED APPROACH

SOCCER IS A GAME OF EMOTIONS

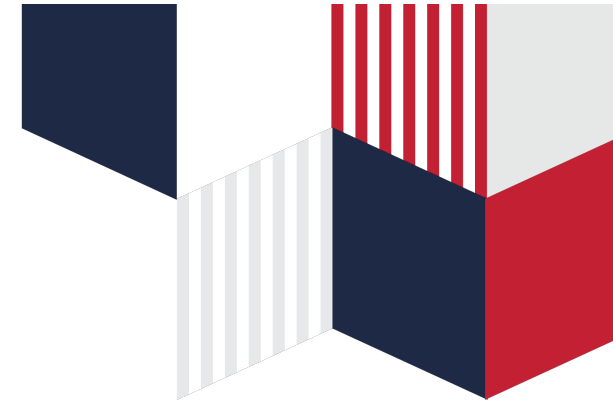
PLAYERS EXPERIENCE MANY EMOTIONS DURING GAMES AND PRACTICE

A GAME IS AN INTENSE EXPERIENCE WITH DIFFERENT KINDS OF QUICKLY CHANGING EMOTIONS

JOY - HAPPINESS - CONFIDENCE - FRUSTRATION - DISAPPOINTMENT - ANXIETY - GUILT - PRIDE

IMPORTANCE OF EMOTIONS: BEHAVIORAL AWARENESS

- We acknowledge that everyone has emotions
- We recognize our emotions (and the ones of others) and understand them
- We talk about emotions (check-in)
- We manage our emotions instead of allowing them to control us





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**PLAYER DEVELOPMENT
FRAMEWORK**

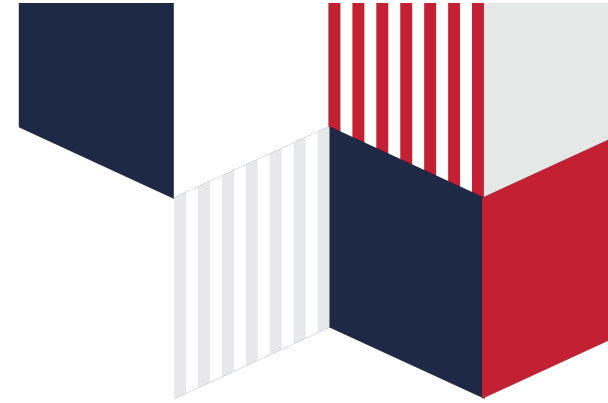
STAGES OF DEVELOPMENT OVERVIEW





U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

STAGES OF DEVELOPMENT



INTRODUCTION

Children progress through various stages of growth and development. At any stage, social, emotional, physical and cognitive characteristics affect the players' soccer experience and the learning process.

It is important for coaches to understand how children grow and develop by looking at growth and development through these different lenses to promote holistic child development.

Coaches must be able to create a player-centered, developmentally appropriate learning environment. A learning plan must first take the players' developmental needs as a starting point to help them become confident learners.



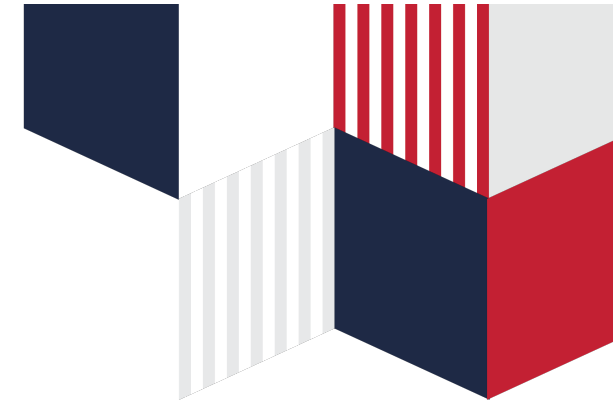
U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK
STAGES OF DEVELOPMENT

INTRODUCTION

Children progress through various stages of development:



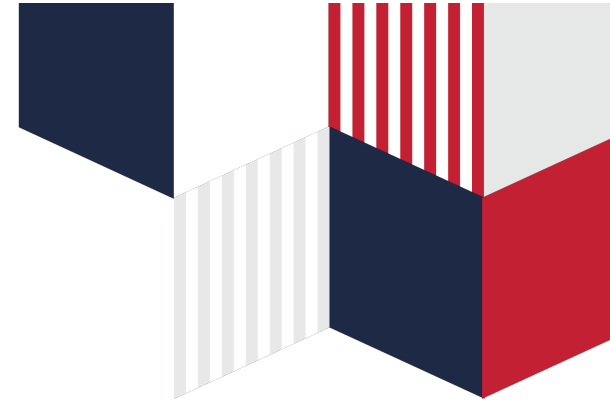
Substages exist





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STAGES OF DEVELOPMENT



AT EACH STAGE OF DEVELOPMENT
A CHILD IS LEARNING IN SEVERAL AREAS AT THE SAME TIME

SOCIAL
DEVELOPMENT

EMOTIONAL
DEVELOPMENT

LANGUAGE
DEVELOPMENT

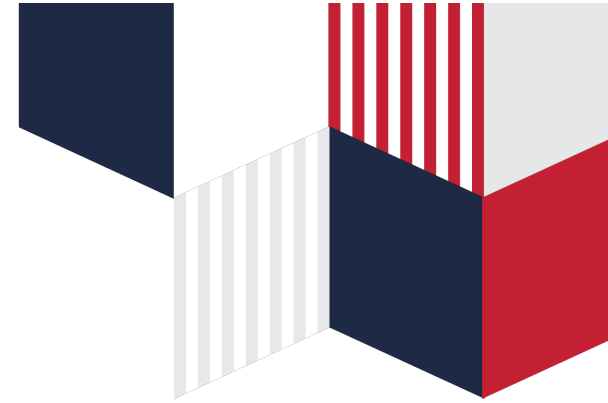
COGNITIVE
DEVELOPMENT

PHYSICAL
DEVELOPMENT



U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

STAGES OF DEVELOPMENT



AREAS OF DEVELOPMENT: SOCIAL DEVELOPMENT

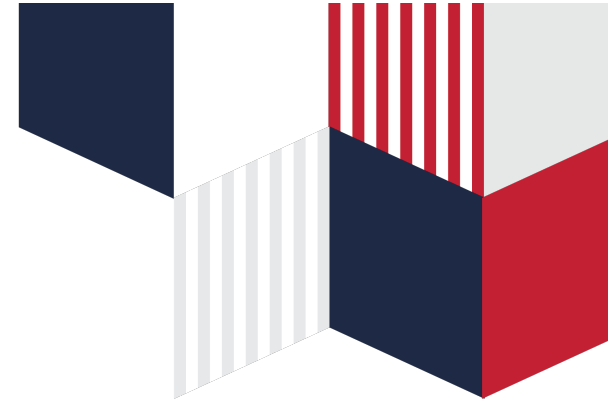
- The ability to build relationships
- The process of gaining knowledge and skills needed to interact successfully with others





U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

STAGES OF DEVELOPMENT



AREAS OF DEVELOPMENT: EMOTIONAL DEVELOPMENT

- The ability to master feelings and emotional responses to events
- The process of gaining knowledge and skills for self-reflection, self-awareness, self-management, and self-development

SOCIAL
DEVELOPMENT

EMOTIONAL
DEVELOPMENT

LANGUAGE
DEVELOPMENT

COGNITIVE
DEVELOPMENT

PHYSICAL
DEVELOPMENT

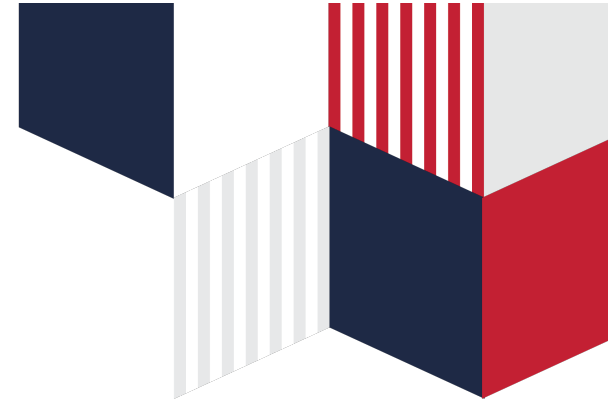


U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

STAGES OF DEVELOPMENT

AREAS OF DEVELOPMENT: LANGUAGE DEVELOPMENT

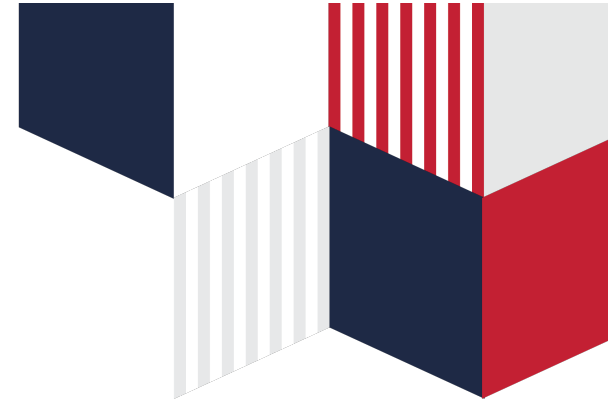
- The ability to understand language
- The ability to verbally express yourself





U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

STAGES OF DEVELOPMENT



AREAS OF DEVELOPMENT: COGNITIVE DEVELOPMENT

- The ability to think and learn
- The ability to identify and solve problems (decision-making)
- How a player perceives and gains understanding
 - Conceptualization
 - Perception
 - Information processing

SOCIAL
DEVELOPMENT

EMOTIONAL
DEVELOPMENT

LANGUAGE
DEVELOPMENT

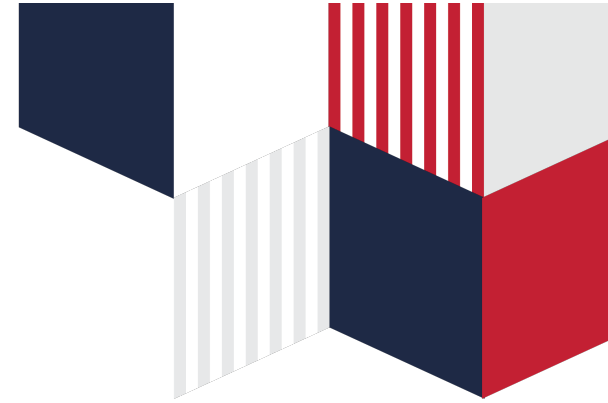
COGNITIVE
DEVELOPMENT

PHYSICAL
DEVELOPMENT



U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

STAGES OF DEVELOPMENT



AREAS OF DEVELOPMENT: PHYSICAL (BIOLOGICAL) DEVELOPMENT

- The physical maturity of the body, the changes in size and shape, physical abilities and coordination (CNS)
 - Gross motor skill development: the child's ability to use large muscles
 - Fine motor skill development: the child's ability to use small muscles

SOCIAL
DEVELOPMENT

EMOTIONAL
DEVELOPMENT

LANGUAGE
DEVELOPMENT

COGNITIVE
DEVELOPMENT

PHYSICAL
DEVELOPMENT



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**PLAYER DEVELOPMENT
FRAMEWORK**

STAGES OF DEVELOPMENT U5-U18





U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

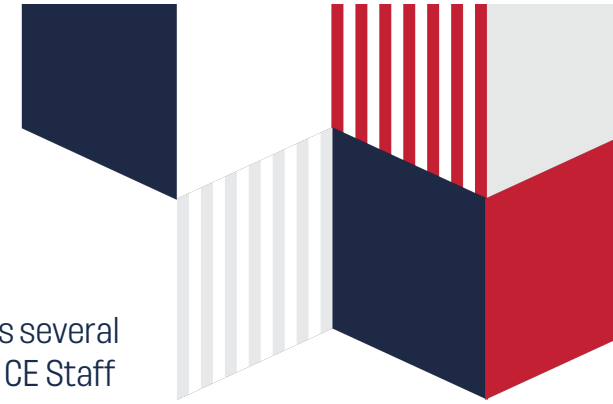
STAGES OF DEVELOPMENT

This research was completed by two separate U.S. Soccer workgroups that spanned across several departments. It originally began as a Coaching Education (CE) project with members of the CE Staff under the leadership of the Senior Director, Technical Development.

Once the Technical Development Department was established in 2021, the project continued with collaboration from the Coaching Education department as well as other departments like High Performance, Medical, and Talent Identification.

The following pages in this section show the stages of development across several age groups while using the five frames of **Social, Emotional, Language, Cognitive, and Physical** development. These pages can be used to gain a better understanding of who the players are and how they may develop as they age.

References used for this research can be found at the end of this section.



DEVELOPMENTAL STAGES

| B-U5 | B-U6 | B-U7 | B-U8 | B-U9 | B-U10 | B-U11 | B-U12 | B-U13 | B-U14 | B-U15 | B-U16 | B-U17 | B-U18 | |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| G-U5 | G-U6 | G-U7 | G-U8 | G-U9 | G-U10 | G-U11 | G-U12 | G-U13 | G-U14 | G-U15 | G-U16 | G-U17 | G-U18 | |
| AGE | SOCIAL CHARACTERISTICS | | | EMOTIONAL CHARACTERISTICS | | | LANGUAGE CHARACTERISTICS | | | COGNITIVE CHARACTERISTICS | | | PHYSICAL CHARACTERISTICS | |
| U5 | <ul style="list-style-type: none"> Are self-centered & egocentric (see the world from their point of view) Start to develop friendships: <ul style="list-style-type: none"> - Like to see themselves as a friend Enjoy play and to be with other children (learning to cooperate, but still selfish) | | | <ul style="list-style-type: none"> Emotions are linked to desires (likes & dislikes) Take all feedback personally Act out emotions physically Behavior and expressions of emotions may be 'over the top' Enjoy attention Look for security (parent/guardian watching) | | | <ul style="list-style-type: none"> Basic vocabulary - easy words Can understand basic analogies "hop like a bunny rabbit" Beginning to use symbols to develop language Define objects by how they use it "jumpalaine" = trampoline Communicates best within a small group | | | <ul style="list-style-type: none"> Can name some colors and some numbers and recognize basic shapes Are quickly distracted Have a short attention span Can only perform one task at a time Learn new concepts through experience, discovery, and repetition Ask many questions Life is dominated by fantasy/readily engage in fantasy play Are visual learners | | | <ul style="list-style-type: none"> Rapid growth is steadily declining Develop fundamental movement skills (locomotion, object manipulation, and stability) Have the capacity to tumble, spin, and roll helping their brain develop the ability to keep track of the body's orientation (determining which way is up and which way is down) so they may fall down easily No concept of pace or understanding of the concept of fatigue (they play at full speed) | |
| U6 | <ul style="list-style-type: none"> Are less self-centered & egocentric than the previous stage: <ul style="list-style-type: none"> - can listen while others are speaking - are more willing to take turns and share Play in ways that include fantasy and imagination Can play with others to achieve a common goal Begin to identify with their own team Identify with older children (most likely siblings) Are impulsive: sometimes cooperative, sometimes demanding Develop friendship: <ul style="list-style-type: none"> - are aware of gender / teams / groups - wants to be liked: compare self to others - want to please friends - imitate friends' and coach behavior | | | <ul style="list-style-type: none"> Enjoy activity and movement, have fun (which is primary reason for participation) Vulnerable to corrective and negative feedback Eager for positive support and praise Increased emotional control Become slightly more aware of other people's feelings | | | <ul style="list-style-type: none"> Vocabulary is increasing Understand more than they can verbalize Range and ability to respond to simple guided questions is increasing rapidly | | | <ul style="list-style-type: none"> Start to understand the basics of time, space and direction Eager to learn and learn rapidly Beginning to use basic logic and reason (learning rules and expected behavior) Still have a short attention span (but can hold focus longer than the previous stage) Have difficulty "thinking backward" or imagining how to reverse the steps in a task Perception is focused locally and on what is immediately in front of them (have a 'here and now' perspective) | | | <ul style="list-style-type: none"> Growth rate becomes more steady During the prepubertal years, males and females will follow similar rates of development in growth and maturation Continuing the development of fundamental movement skills through dynamic balance (standing and hopping on one foot) and coordinated movement (running becomes more fluid) Increased reaction speed Strength, speed, power, endurance, and coordination will develop at similar rates for both sexes throughout childhood | |
| U7 | <ul style="list-style-type: none"> Start to show more independence from parents & coaches Place more importance/value on friendship and enjoy being a part of groups Begin to develop a sense of loyalty to groups, enjoy belonging, and having a best friend Able to work with and help other players Begin to understand social norms and team rules More conscious of fair play and respect for others Become opinionated and learn to voice opinions | | | <ul style="list-style-type: none"> Increased self-awareness (ego) Self-confidence and self-esteem are fragile Extremely sensitive to opinions of others Can be very self-critical Can be jealous of others Have difficulty in understanding the impact of their actions and behaviors on others | | | <ul style="list-style-type: none"> Language becomes more mature and complex (e.g. use metaphors) Able to have conversations and fit language to the situation Can understand how to use a word (concept) by being told the definition Understand words have multiple meanings Can better articulate questions Able to articulate their emotions and express themselves Can begin to respond to low-order questions | | | <ul style="list-style-type: none"> Continuing to develop the concept of time & space relationship Can count & understand the concept of scoring Able to focus for a longer periods and use their cognitive abilities for a specific purpose Can direct attention to a variety of stimuli (multiple things at once) Beginning to think logically and understand cause and effect to be able to problem solve Beginning to categorize knowledge (things are similar or different) Able to connect present to past and future, but still have a short-term view on potential consequences Can plan and carryout basic projects with adult support. Becoming more self-directed in activities Learn from each other | | | <ul style="list-style-type: none"> Steady growth from age 6 to the onset of the adolescent growth spurt (avg. 5 cm or 2 inches per year) Continued development of both fine and gross motor movements Increasing ability to optimize movement in all directions (agility) Higher ability to coordinate full body movements Greater ability to develop rhythmic movement Improved ability to recognize and respond quickly to sensory (visual, auditory, tactile) stimuli Continued development of endurance | |
| U8 | | | | | | | | | | | | | | |

DEVELOPMENTAL STAGES

| B-U5 | B-U6 | B-U7 | B-U8 | B-U9 | B-U10 | B-U11 | B-U12 | B-U13 | B-U14 | B-U15 | B-U16 | B-U17 | B-U18 |
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| G-U5 | G-U6 | G-U7 | G-U8 | G-U9 | G-U10 | G-U11 | G-U12 | G-U13 | G-U14 | G-U15 | G-U16 | G-U17 | G-U18 |
| AGE | SOCIAL CHARACTERISTICS | | | EMOTIONAL CHARACTERISTICS | | | LANGUAGE CHARACTERISTICS | | COGNITIVE CHARACTERISTICS | | | PHYSICAL CHARACTERISTICS | |
| U9 | <ul style="list-style-type: none"> Value relationships have stronger desire to belong Social world expands beyond family Self-awareness improves can have a desire for privacy which can lead to selfishness Are developing an increased awareness of self-respect and respect for others Have a desire to adhere strictly to rules and be fair which can lead to conflict | | | <ul style="list-style-type: none"> Self-consciousness is increasing, which impacts feelings Beginning to develop/establish a clear identity or sense of self-worth Self-concept can change from activity to activity (leads to a range of emotions) Compare performance with that of their peers which can lead to becoming more competitive Sensitive to the feelings or impressions of others Have a strong sense of justice and fairness and internalize anything that is unjust or unfair/take it personal Can stand up for themselves and control emotional response most of the time, however they still experience volatile emotions and moods Use humor without a filter | | | <ul style="list-style-type: none"> Language is evolving - the conversation can be more abstract (e.g., sportsmanship, fairness, etc.) Like to talk; use language to express feelings/tell stories Ask many questions and want thoughtful answers | | <ul style="list-style-type: none"> Beginning to develop enhanced self-regulation (e.g., planning and goalsetting) Improving memory and ability to problem solve Can sustain focus and pay attention for a longer time period than previous stage Improving ability to collectively brainstorm for solutions and co-create strategies (better able to understand and appreciate different opinions) Start to link practice and effort to performance (they see the benefit of practice) Can engage in group play on their own which leads to cooperative learning Learning occurs through self-discovery and self expression (improved self-direction) Are curious and have broad interests Beginning to respond better to some routines and structure | | | <ul style="list-style-type: none"> Slow, steady growth (no huge changes) Coordination continues to improve (fluid movements) Improved coordination of fine motors skills (skill refinement) Vision improves leading to increased spatial awareness (my body in space and time) as well as a growing ability to track moving objects/people Have a high activity level (energy) Individual variability (differences) begins to occur for some females (U10) | |
| U10 | <ul style="list-style-type: none"> May act unreasonable or rude when things don't go as planned but can recognize behavior within themselves and others (need support to deal w conflict) Are willing to take on more responsibility Driven to be competitive when playing games | | | | | | | | | | | | |
| U11 | <ul style="list-style-type: none"> Transitioning from a 'safe' and predictable social environment to a new and unpredictable one (elementary school to middle school) Begin growing desire to assert individuality and independence (in relation to their parents) Very loyal to peer group and are influenced by them (judgement) Are self-conscious of their abilities and sensitive to what others think of them Can be critical of peers and adults Enjoy more peer dominated group discussions Struggle to understand intentions of others | | | <ul style="list-style-type: none"> Anxious about growing up, are learning to handle emotions such as fear, frustration, and rejection and can struggle in restraining their strong emotions Can change emotions quickly- may be overly sensitive and dramatic. Joy, irritation, euphoria and anger alternate at a rapid pace and are much more extreme than with adults. Beginning to gain experiences which give them insight into the fact that someone can have a different opinion. (empathy is not yet developed) Become vulnerable to peer pressure because they are sensitive to the feelings or impressions of others Don't accept authority blindly Females may exhibit more emotional maturity due to the onset of adolescence and beginning of puberty | | | | | <ul style="list-style-type: none"> Eager to learn. Active listening increases and can better understand different points of view Beginning to use more logic and also thinking in abstract terms; can address hypothetical situations Still willing to use imagination and creativity, Can sequence thoughts and actions; improving ability to perform more complex tasks (within that sequence). Also enjoy problem solving and rule-based games. Still have difficulty making choices because they don't recognize all the different options available, and this can impact their perceptions of consequences Self-regulation skills are still developing (can act impulsively), so complex behaviors like independently organizing difficult tasks and acting in a systematic way can be challenging | | | <ul style="list-style-type: none"> Growth rate begins to increase due to the onset of the adolescent growth spurt and the beginning of puberty for some (early maturing individuals) Because of increased growth rate and maturation, players can be more susceptible to injury (overuse vs. acute injury) Increased physical development through the interaction of exercise and maturation (physical qualities like speed/strength improve because of the interaction between both physical growth and the training environment) Bigger differences begin to emerge Females enter adolescence and may begin to exhibit early signs of puberty (beginning of adolescent growth spurt for early maturing individuals developing both primary and secondary sexual characteristics) | |
| U12 | | | | | | | | | | | | | |

DEVELOPMENTAL STAGES

| B-U5 | B-U6 | B-U7 | B-U8 | B-U9 | B-U10 | B-U11 | B-U12 | B-U13 | B-U14 | B-U15 | B-U16 | B-U17 | B-U18 |
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| G-U5 | G-U6 | G-U7 | G-U8 | G-U9 | G-U10 | G-U11 | G-U12 | G-U13 | G-U14 | G-U15 | G-U16 | G-U17 | G-U18 |
| AGE | SOCIAL CHARACTERISTICS | | | EMOTIONAL CHARACTERISTICS | | | COGNITIVE CHARACTERISTICS | | | PHYSICAL CHARACTERISTICS | | | |
| U13 | <ul style="list-style-type: none"> Transitioning to a new, unknown social environment (middle school to high school at U14) Start asserting individuality and establishing their own identity which may lead to conflict with authority; may be critical of parents and other authority figures Unsure about their place in society and are heavily dependent on a peer group/best friend Can experience conflict between the need to be an individual while also fitting in with the group | | | <ul style="list-style-type: none"> Sensitive about their appearance May exhibit strong mood swings (struggle with impulse control and lack emotional maturity) Focused on direct satisfaction of one's needs and are opportunistic. They are still impulsive and can often react too quickly because they don't see all consequences May feel anxious or sad and sometimes worried because they are not able to see all the potential outcomes Vulnerable to peer pressure May feel embarrassed if parents are around them in social settings May begin to be more aware of physical changes and sexuality particularly in comparison to their peers (early vs. late maturing individuals) Females may exhibit more fear of exclusion (bullying/social media impact) Incidents of depression increases after puberty. Females show higher rates than males | | | <ul style="list-style-type: none"> They can form abstractions and generalizations that apply across different situations (i.e., justice, equality, etc.) Can use their own reasoning to move beyond the information given and form conclusions and their own opinions (not everything is accepted unthinkingly) Begin to be mature enough to take responsibility for their own commitment level Can plan ahead and organize tasks with little to no guidance from adults They can start to pursue gaining expert knowledge in some domains inside or outside school, and began to develop an identity around that domain (i.e., 'the artist', 'the midfielder', etc.) Have sense of respect for their sport and can begin to make commitments (either in performance or participation) | | | <ul style="list-style-type: none"> Rapid growth leads to increases in height, weight, and visible physical changes (increase in muscles mass and body fat) Will have different rates of neuromuscular strength, height, and weight changes May exhibit adolescent awkwardness as a result of rapid changes (injury rates tend to increase during this stage due to physical changes-ankle sprains, tendonitis, patellofemoral pain, pain at tendon insertions-Osgood-Schlatters, and Sever's Disease) In general, early maturing females who have begun the adolescent growth spurt have been on a slow, steady growth spurt compared to early maturing males who may experience a much more accelerated growth spurt The culmination of physical changes plus the start of menstrual cycle predisposes females to injuries Due to hormone changes caused by the menstrual cycle, females may experience increased joint laxity (looseness) Females may show increased hip width Females may exhibit a reliance on quad landing strategies | | | |
| U14 | <ul style="list-style-type: none"> In addition to being influenced by friends, are also influenced by pop culture, sports culture, and social media Males may be more concerned about play/game and females may be more concerned about the social interaction Males may show more assertiveness and may exhibit an inner urge to measure and compare oneself to others Females may be a little bit more ahead and more mature in their behavior (more disciplined, less impulsive) Females may often underestimate their own abilities | | | <ul style="list-style-type: none"> Still have strong emotions and quick mood swings but are better equipped to recognize and control them Begin to question who they are and what they should do with their lives. Frequently ask the question "Why?" and this will challenge self-regulation skills Can handle constructive/unsolicited feedback Can develop emotional skills to resist social pressure, however their emotions may be susceptible to reactions/interactions made in the digital world/social media Start to develop empathy. Are more open to the fact that others can also have their own intentions and emotions, however, they cannot always interpret them correctly Emotional value of contact with peers increases and they may become emotionally attached to a romantic interest Extremely sensitive for rewards and can be focused on new sensations (leads to risky behavior) May have emotional side effects brought on by puberty including emotional fragility, insensitivity, unreasonable behavior and bad moods occur in both males and females | | | <ul style="list-style-type: none"> Pre-frontal cortex continues to develop executive functioning: <ul style="list-style-type: none"> Develop coordination of attention with memory and the control of behavioral responses and abstract thought Develop deeper moral reasoning and think about the meaning of life Still a little bit self-centered because they have not yet fully learned to correctly assess the intentions of others <ul style="list-style-type: none"> May hold a belief that their experiences are unique and different from those of everyone else Have a greater capacity for setting goals than previous stages. Become better at everyday planning and decision making, especially concerning practice and competition They are learning to deal with abstract tasks like anticipating long-term events/decisions and judging potential consequences Lack ability to fully make complex decisions with several alternatives which can lead to making more impulsive and dangerous decisions than adults Evolving hormone systems (including stress hormones) can have a major effect on the brain and behavior Dealing with more factors that can affect concentration such as spectators, opponent interactions, and pressure to perform on demand. Negative self-talk can disrupt concentration | | | <ul style="list-style-type: none"> Continue to experience effects of rapid growth, increases in height and weight, as well as increases in muscle mass and body fat Essential to monitor body alignment (i.e., ankles, knees, hips, shoulders, and vertebrae), muscle balance (triceps and biceps, quadriceps and hamstrings), and flexibility May have increased hormone levels as their bodies are now naturally producing testosterone & estrogen <ul style="list-style-type: none"> These hormones impact training responses in physical qualities, such as strength, power, speed and endurance With these changes in the body the female movement competencies change and can lead to injury (especially in the knee, hip and ankle joints) Height increases continue in males (beginning to reach their peak in physical growth), whereas females are usually finished growing and may add some weight As muscle mass increases in males, so does body satisfaction. However, many teenage girls become dissatisfied with their bodies and weight due to the increase in body fat. Some teens may even resort to eating disorders to feel better about their bodies | | | |
| U15 | <ul style="list-style-type: none"> Are more comfortable navigating within their social setting (school) while still learning to adapt and conform to rules of the peer group Develop a stronger sense of self and rely less on the opinions of others (older teens resist peer pressure better than younger teens) Although still strongly influenced by peers they continue to be more assertive and separate themselves from parents/guardians/authority figures. They start to form their own opinion on important topics May struggle with authority figures and boundaries than have been set by adults. Parents are often viewed as interfering with a teen's independence. Compare/measure self to others and might be pre-occupied with personal appearance Develop individual relationships and can exhibit more interest in intimacy/romantic relationships Proving oneself is an enormous motivation for players at this age (especially males), same in U17 May show a fanatical attitude that often creates conflict with teammates and opponents (especially males) same in U17 | | | <ul style="list-style-type: none"> Still have strong emotions and quick mood swings but are better equipped to recognize and control them Begin to question who they are and what they should do with their lives. Frequently ask the question "Why?" and this will challenge self-regulation skills Can handle constructive/unsolicited feedback Can develop emotional skills to resist social pressure, however their emotions may be susceptible to reactions/interactions made in the digital world/social media Start to develop empathy. Are more open to the fact that others can also have their own intentions and emotions, however, they cannot always interpret them correctly Emotional value of contact with peers increases and they may become emotionally attached to a romantic interest Extremely sensitive for rewards and can be focused on new sensations (leads to risky behavior) May have emotional side effects brought on by puberty including emotional fragility, insensitivity, unreasonable behavior and bad moods occur in both males and females | | | <ul style="list-style-type: none"> Pre-frontal cortex continues to develop executive functioning: <ul style="list-style-type: none"> Develop coordination of attention with memory and the control of behavioral responses and abstract thought Develop deeper moral reasoning and think about the meaning of life Still a little bit self-centered because they have not yet fully learned to correctly assess the intentions of others <ul style="list-style-type: none"> May hold a belief that their experiences are unique and different from those of everyone else Have a greater capacity for setting goals than previous stages. Become better at everyday planning and decision making, especially concerning practice and competition They are learning to deal with abstract tasks like anticipating long-term events/decisions and judging potential consequences Lack ability to fully make complex decisions with several alternatives which can lead to making more impulsive and dangerous decisions than adults Evolving hormone systems (including stress hormones) can have a major effect on the brain and behavior Dealing with more factors that can affect concentration such as spectators, opponent interactions, and pressure to perform on demand. Negative self-talk can disrupt concentration | | | <ul style="list-style-type: none"> Continue to experience effects of rapid growth, increases in height and weight, as well as increases in muscle mass and body fat Essential to monitor body alignment (i.e., ankles, knees, hips, shoulders, and vertebrae), muscle balance (triceps and biceps, quadriceps and hamstrings), and flexibility May have increased hormone levels as their bodies are now naturally producing testosterone & estrogen <ul style="list-style-type: none"> These hormones impact training responses in physical qualities, such as strength, power, speed and endurance With these changes in the body the female movement competencies change and can lead to injury (especially in the knee, hip and ankle joints) Height increases continue in males (beginning to reach their peak in physical growth), whereas females are usually finished growing and may add some weight As muscle mass increases in males, so does body satisfaction. However, many teenage girls become dissatisfied with their bodies and weight due to the increase in body fat. Some teens may even resort to eating disorders to feel better about their bodies | | | |
| U16 | <ul style="list-style-type: none"> Are more comfortable navigating within their social setting (school) while still learning to adapt and conform to rules of the peer group Develop a stronger sense of self and rely less on the opinions of others (older teens resist peer pressure better than younger teens) Although still strongly influenced by peers they continue to be more assertive and separate themselves from parents/guardians/authority figures. They start to form their own opinion on important topics May struggle with authority figures and boundaries than have been set by adults. Parents are often viewed as interfering with a teen's independence. Compare/measure self to others and might be pre-occupied with personal appearance Develop individual relationships and can exhibit more interest in intimacy/romantic relationships Proving oneself is an enormous motivation for players at this age (especially males), same in U17 May show a fanatical attitude that often creates conflict with teammates and opponents (especially males) same in U17 | | | <ul style="list-style-type: none"> Still have strong emotions and quick mood swings but are better equipped to recognize and control them Begin to question who they are and what they should do with their lives. Frequently ask the question "Why?" and this will challenge self-regulation skills Can handle constructive/unsolicited feedback Can develop emotional skills to resist social pressure, however their emotions may be susceptible to reactions/interactions made in the digital world/social media Start to develop empathy. Are more open to the fact that others can also have their own intentions and emotions, however, they cannot always interpret them correctly Emotional value of contact with peers increases and they may become emotionally attached to a romantic interest Extremely sensitive for rewards and can be focused on new sensations (leads to risky behavior) May have emotional side effects brought on by puberty including emotional fragility, insensitivity, unreasonable behavior and bad moods occur in both males and females | | | <ul style="list-style-type: none"> Pre-frontal cortex continues to develop executive functioning: <ul style="list-style-type: none"> Develop coordination of attention with memory and the control of behavioral responses and abstract thought Develop deeper moral reasoning and think about the meaning of life Still a little bit self-centered because they have not yet fully learned to correctly assess the intentions of others <ul style="list-style-type: none"> May hold a belief that their experiences are unique and different from those of everyone else Have a greater capacity for setting goals than previous stages. Become better at everyday planning and decision making, especially concerning practice and competition They are learning to deal with abstract tasks like anticipating long-term events/decisions and judging potential consequences Lack ability to fully make complex decisions with several alternatives which can lead to making more impulsive and dangerous decisions than adults Evolving hormone systems (including stress hormones) can have a major effect on the brain and behavior Dealing with more factors that can affect concentration such as spectators, opponent interactions, and pressure to perform on demand. Negative self-talk can disrupt concentration | | | <ul style="list-style-type: none"> Continue to experience effects of rapid growth, increases in height and weight, as well as increases in muscle mass and body fat Essential to monitor body alignment (i.e., ankles, knees, hips, shoulders, and vertebrae), muscle balance (triceps and biceps, quadriceps and hamstrings), and flexibility May have increased hormone levels as their bodies are now naturally producing testosterone & estrogen <ul style="list-style-type: none"> These hormones impact training responses in physical qualities, such as strength, power, speed and endurance With these changes in the body the female movement competencies change and can lead to injury (especially in the knee, hip and ankle joints) Height increases continue in males (beginning to reach their peak in physical growth), whereas females are usually finished growing and may add some weight As muscle mass increases in males, so does body satisfaction. However, many teenage girls become dissatisfied with their bodies and weight due to the increase in body fat. Some teens may even resort to eating disorders to feel better about their bodies | | | |

DEVELOPMENTAL STAGES

| B-U5 | B-U6 | B-U7 | B-U8 | B-U9 | B-U10 | B-U11 | B-U12 | B-U13 | B-U14 | B-U15 | B-U16 | B-U17 | B-U18 |
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| G-U5 | G-U6 | G-U7 | G-U8 | G-U9 | G-U10 | G-U11 | G-U12 | G-U13 | G-U14 | G-U15 | G-U16 | G-U17 | G-U18 |
| AGE | SOCIAL CHARACTERISTICS | | | EMOTIONAL CHARACTERISTICS | | | COGNITIVE CHARACTERISTICS | | | PHYSICAL CHARACTERISTICS | | | |
| U17 | <ul style="list-style-type: none"> The relationship with parents continues to change as they grow more independent and autonomous. Conflict can decrease as the relationship becomes more equal by having a balance between independence and connection (they can also engage in more intellectual conversations with parents/adults) Society is becoming more complex, and they are still exploring and developing their identity and personality Begin going through different "rites of passage" marker events like getting a driver's license, school-related social events, graduating high school, turning "18" years old, and gaining the right to vote Emerging adults engage in more risky behaviors than do any other age group of adults. Examples can include thinking they are invincible regarding risky behaviors like vaping, drinking alcohol, and being sexually active Can better resist social pressure and emotional influences because they can make their own choices Friendships are now more diverse, more intense and of longer duration as they tend to relate more to individual peers rather than groups | | | <ul style="list-style-type: none"> Can begin to apply logic to emotional situations or challenges. This means that the way they approach and solve practical problems in this stage differs from early adolescence where it was more emotional Emotional Intelligence (EI) continues to improve; they are better at recognizing their own feelings and desires, can process emotional information, and use it appropriately in social contexts May now have more emotional agility/stability and be more in balance with themselves and with the (social) environment Empathy improves their sense of responsibility, and they are now more capable of assessing and understanding the intentions of others; they can better recognize complex emotions of others Emotions can be impacted by stress of the rites of passage (graduating/beginning work/leaving for college) Still fond of excitement and sensation; seek out new and challenging situations. Often seek out instant gratification and may struggle with impulse control | | | <ul style="list-style-type: none"> They have better planning and control skills for more complex tasks and have a good understanding of their individual goals and how to approach them Can make more complex choices, especially for mid-term and long-term type decisions (still not as good as adults) Emerging adults think in different ways than do early-stage adolescents concerning their ability to take different points of view Begin to move from the thinking process of "I'm right because I've experienced it" to thinking, "I'm not sure who's right because your experience is different from mine." Problems and situations that seemed fairly straight forward in early adolescence appear more complicated to emerging adults; the "right thing to do" is much tougher to figure out Rules and norms are viewed as relative to them, not absolute (ex. "I am able to text and drive but others should not") Have an increased capacity for self-reflection and because of this can be more self-aware (insight into their strengths and weaknesses) Begin taking more ownership and responsibility in their own development and understanding how that impacts their thinking on how they fit in the world Can use feedback in a better way than previous stages and are capable to assess the validity of feedback based on prior experiences | | | <ul style="list-style-type: none"> Large changes in the body continue to occur Muscles are still adapting; this change causes emerging adults to learn how to move their developing body (can experience another phase of awkward movement) Females have typically completed full physical development by 15 or 16 years old while some males (late maturing individuals) are now beginning or reaching their peak and/or are close to finishing their physical growth 12-18 months after the PHV/growth spurt, physical development shows an increase in muscle mass and a normalization of body proportions Hormones like testosterone and estrogen impact training responses in physical qualities, such as strength, power, speed and endurance. <ul style="list-style-type: none"> -With these changes in the body the movement competencies change and can lead to injury As muscle mass and height increases in males, so does body satisfaction. However, many teenage females become dissatisfied with their bodies and weight due to the increase in body fat. Some teens may even resort to eating disorders to feel better about their bodies same in U15/U16 Menstrual cycle impacts individuals differently (physically, socially, and emotionally) | | | |
| U18 | | | | | | | | | | | | | |



U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

STAGES OF DEVELOPMENT



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U . S . S O C C E R F E D E R A T I O N

**PLAYER DEVELOPMENT
FRAMEWORK**

U13 - U14 LEARNING PLAN

11V11





U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U13-U14 LEARNING PLAN

WHO IS IN FRONT OF US?

A PLAYER-CENTERED APPROACH TO PLAYING THE GAME

FOCUS ON CREATING A DEVELOPMENTALLY APPROPRIATE LEARNING ENVIRONMENT

The U13-U14 Learning Plan provides answers to the question of, “WHAT IS IMPORTANT TO DEVELOP AT THIS AGE/STAGE?” Clubs and coaches can use this Learning Plan separately or in conjunction with the U.S. Soccer Player Development Framework in its entirety to understand how players may progress as they move from age group to age group.

The age-appropriate Learning Plans combine research on the stages of development with our U.S. Soccer identity. These Learning Plans include learning objectives as well as the Game Model (Game Idea and Principles) that fit each stage as we strive to create fun and maximize development. Based on the players' needs, a coach can use the learning plan to better understand developmentally appropriate soccer beliefs around learning objectives, training activities and coaching.

All players develop at different rates and player development is not always linear, so it is important to approach this framework with a flexible mindset when viewing player development.

U13-U14 PROGRESSION PHASE I

In this first level of the Progression Phase, players continue to develop skills like fundamental movements, scanning, and fundamental soccer skills now with a high level of pressure to develop more complex player actions with a focus on quick combination play under high pressure in tight spaces.

Players in these age groups experience rapid growth that leads to increases in height, weight, and visible physical changes. Each individual will have different rates of neuromuscular strength, height, and weight changes but they all may exhibit adolescent awkwardness as a result of rapid changes. Due to these physical changes, injury rates tend to increase during this stage.

In this phase, players continue to apply team principles in attacking, defending and transition moments with a high level of structured team play including a formation with defined roles and responsibilities. Players continue to focus on anticipation and support.

The Game Model adapts with three new attacking and four new defending subprinciples; three new subprinciples for the transition to Attack game moment and four new subprinciples for the transition to Defense game moment.

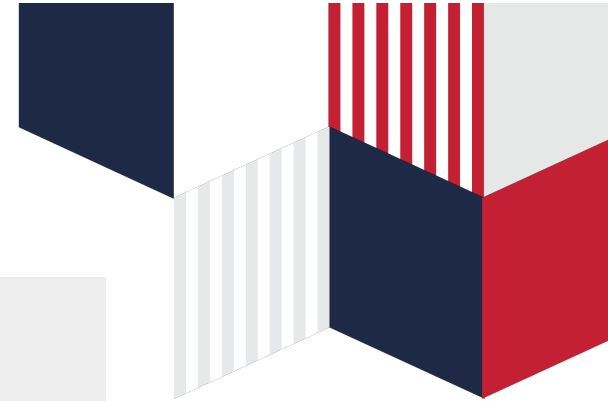
This HIGH structure for team play helps the player adapt to a larger game (11v11) on a larger field, with a larger goal.

U.S. Soccer Player Development Framework Slide #2



U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U13-U14: THE PLAYER



BASIC NEEDS OF PLAYERS

FUN

Fun is the single largest predictor of sport commitment and sustained participation in childhood through adolescence.

Fun is a need for everybody

- All Ages
- All Levels of Play
- All Levels of Talent

Fun should be maintained throughout the different development stages.

DEVELOPMENT

Holistic approach to Development:

- Physical
- Social
- Mental
- Game Understanding
- Technical Skills

Key aspects of a Development Process:

- Experience
- Reflection
- Development
- Application



BELONGING

Social Environments Built on:

- Positive Emotions (respect and value)
- Inclusion
- Encouragement
- Safety
- Fairness

Learning Environments:

- Are open and collaborative
- Safe for players to be themselves and share ideas
- Encourage players to ask questions and share solutions
- Freedom to make mistakes and learn from them

BASIC NEEDS APPLY TO ALL PLAYERS REGARDLESS OF AGE

DEVELOPMENTAL STAGE: ADOLESCENCE

| | | | | | | | | | | | | | |
|-------------|-------------|-------------|-------------|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| B-U5 | B-U6 | B-U7 | B-U8 | B-U9 | B-U10 | B-U11 | B-U12 | B-U13 | B-U14 | B-U15 | B-U16 | B-U17 | B-U18 |
| G-U5 | G-U6 | G-U7 | G-U8 | G-U9 | G-U10 | G-U11 | G-U12 | G-U13 | G-U14 | G-U15 | G-U16 | G-U17 | G-U18 |

| GAME FORMAT: 1v1 | SOCIAL CHARACTERISTICS | EMOTIONAL CHARACTERISTICS | COGNITIVE CHARACTERISTICS | PHYSICAL CHARACTERISTICS |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| U13 U14 | <ul style="list-style-type: none"> Transitioning to a new, unknown social environment (middle school to high school at U14) Start asserting individuality and establishing their own identity which may lead to conflict with authority; may be critical of parents and other authority figures Unsure about their place in society and are heavily dependent on a peer group/best friend In addition to being influenced by friends, are also influenced by pop culture, sports culture, and social media Males may be more concerned about play/game and females may be more concerned about the social interaction Males may show more assertiveness and may exhibit an inner urge to measure and compare oneself to others Females may be a little bit more ahead and more mature in their behavior (more disciplined, less impulsive) Females may often underestimate their own abilities | <ul style="list-style-type: none"> Sensitive about their appearance May exhibit strong mood swings (struggle with impulse control and lack emotional maturity) Focused on direct satisfaction of one's needs and are opportunistic. They are still impulsive and can often react too quickly because they don't see all consequences May feel anxious or sad and sometimes worried because they are not able to see all the potential outcomes Vulnerable to peer pressure May feel embarrassed if parents are around them in social settings May begin to be more aware of physical changes and sexuality particularly in comparison to their peers (early vs. late maturing individuals) Females may exhibit more fear of exclusion (bullying/social media impact) Incidents of depression increases after puberty. Females show higher rates than males | <ul style="list-style-type: none"> They can form abstractions and generalizations that apply across different situations (i.e., justice, equality, etc.) Can use their own reasoning to move beyond the information given and form conclusions and their own opinions (not everything is accepted unthinkingly) Begin to be mature enough to take responsibility for their own commitment level Can plan ahead and organize tasks with little to no guidance from adults They can start to pursue gaining expert knowledge in some domains inside or outside school, and began to develop an identity around that domain (i.e., 'the artist', 'the midfielder', etc.) Have sense of respect for their sport and can begin to make commitments (either in performance or participation) | <ul style="list-style-type: none"> Rapid growth leads to increases in height, weight, and visible physical changes (increase in muscles mass and body fat) Will have different rates of neuromuscular strength, height, and weight changes May exhibit adolescent awkwardness as a result of rapid changes (injury rates tend to increase during this stage due to physical changes-ankle sprains, tendonitis, patellofemoral pain, pain at tendon insertions-Osgood-Schlatters, and Sever's Disease) In general, early maturing females who have began the adolescent growth spurt have been on a slow, steady growth spurt compared to early maturing males who may experience a much more accelerated growth spurt The culmination of physical changes plus the start of menstrual cycle predisposes females to injuries Due to hormone changes caused by the menstrual cycle, females may experience increased joint laxity (looseness) Females may show increased hip width Females may exhibit a reliance on quad landing strategies |

PROGRESSION PHASE I

SCANNING & POSITIONING, RECEIVING, DRIBBLING, QUICK COMBINATION PLAY AND FINISHING

GOALS

- Players develop scanning skills (ME AND MY SCANNING SKILLS)
- Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)
- Players continue to develop fundamental soccer skills with and without the ball under a high level of pressure (ME AND THE BALL)
- Players develop high structured team play based on a game model (ME AND MY TEAMMATES)

LEARNING ENVIRONMENT: OBJECTIVES

- | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> To understand injury prevention methods and techniques To continue to develop more complex movement skills with an emphasis on multi-lateral development <ul style="list-style-type: none"> -maintain and enhance flexibility, strength, power, agility and mobility To develop reaction speed and acceleration speed: focus on accelerations and deceleration To develop a systematic approach to solving game situations (collaboration) To develop coordinated movements with groups of teammates: including increased spatial awareness and interchange of roles during play <ul style="list-style-type: none"> -midfield interchange (rotations) -penetrations by center backs (dribble with the ball to create numerical overload in midfield) | <ul style="list-style-type: none"> To develop more complex player actions with a focus on quick combination play (pace and fluidity) under high pressure in tight spaces To develop the understanding and execution of overload situations in attacking and defending To apply team principles in attacking, defending and transition moments: utilize a Game Model as a structure for decision-making <ul style="list-style-type: none"> -play in a formation with roles and responsibilities: -focus on anticipation and support | <ul style="list-style-type: none"> To develop a deeper understanding of responsibilities of players off the ball To develop player ownership and independence: <ul style="list-style-type: none"> -including a player-led warm-up routine -player to player coaching (using verbal and non-verbal communication) To develop self-efficacy, self-reflection and self-regulation skills To develop teamwork: group discussion and reflection skills |
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LEARNING ENVIRONMENT: ACTIVITIES

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Utilize a variety of activities that help develop the U.S. Soccer Key Qualities Activities should be flexible enough to allow for individual differences concerning the growth spurt <ul style="list-style-type: none"> -activities should be flexible to allow for the workload placed on individuals Activities can still be formed around deliberate PLAY with the ball (one player - one ball), but should now focus on small group and team play <ul style="list-style-type: none"> -utilize specific training session goals (team tactical principles, sub-principles, and player actions) | <ul style="list-style-type: none"> Focus on decision-making through GAMES (learning through highly structured play that allows for players' choice) <ul style="list-style-type: none"> -utilize inclusionary small sided games: 1v1 → 1v11 (based on roster size and including use of unbalanced games) Use of positional games (rondos) Use of activities over both short and long distances to develop different player actions |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

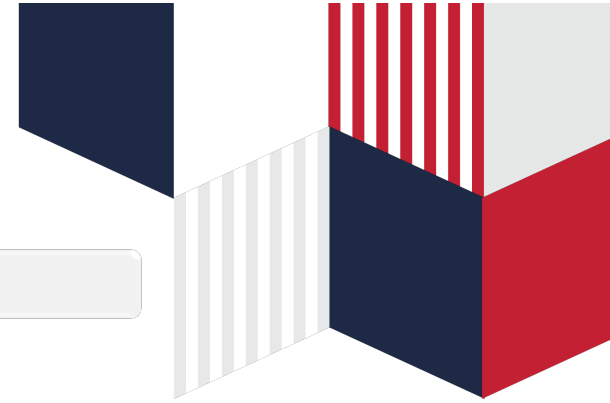
LEARNING ENVIRONMENT: COACHING

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Be supportive, challenge appropriately, and prevent/manage conflict Educate players and provide autonomy for them to lead different activities including injury prevention routines Control workload to help prevent injury (as bodies continue to grow) <ul style="list-style-type: none"> -help players understand the difference between "being hurt" and "being injured" -coordinate with any other medical professionals or sport coaches Encourage and support playing and development in multiple roles and positions throughout the season Encourage collaboration: a coach can expect his or her players to understand the game, anticipate problems and use teammates to solve them <ul style="list-style-type: none"> -promote players to ask questions and provide input and feedback to each other | <ul style="list-style-type: none"> Promote individuality within the team setting Continue to be aware of individual differences (especially between boys and girls) in maturation as some players will have already completed their growth spurt. <ul style="list-style-type: none"> -be aware of early and late developers and help players not compare themselves to others Be wary of verbal comparisons and/or over criticizing (also within player-to-player interactions both on and off the field including social media) <ul style="list-style-type: none"> -maintain zero tolerance for bullying Acknowledge frustrations and disappointment and help them develop coping strategies Empower players to resolve conflict Incorporate routines and moderate-level of structure Understand the different means of engaging players and when to guide versus when to command/instruct (use different types of questions (higher order questions) to engage players) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U13-U14: THE PLAYER



Developmental Characteristics

SOCIAL

- Transitioning to a new, unknown social environment (middle school to high school at U14)
- Start asserting individuality and establishing their own identity which may lead to conflict with authority; may be critical of parents and other authority figures
- Unsure about their place in society and are heavily dependent on a peer group/best friend
- Can experience conflict between the need to be an individual while also fitting in with the group
- In addition to being influenced by friends, are also influenced by pop culture, sports culture, and social media
- Males may be more concerned about play/game and females may be more concerned about the social interaction
- Males may show more assertiveness and may exhibit an inner urge to measure and compare oneself to others
- Females may be a little bit more ahead and more mature in their behavior (more disciplined, less impulsive)
- Females may often underestimate their own abilities

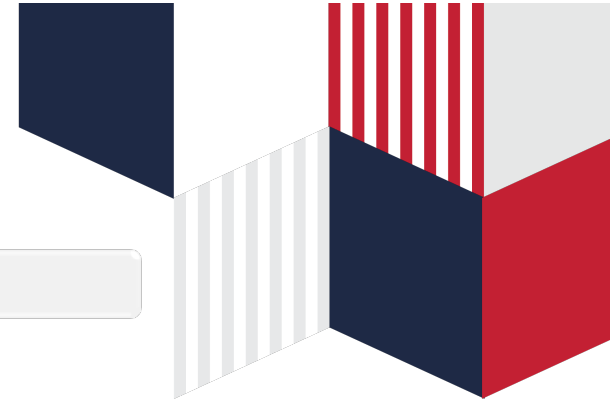
EMOTIONAL

- Sensitive about their appearance
- May exhibit strong mood swings (struggle with impulse control and lack emotional maturity)
- Focused on direct satisfaction of one's needs and are opportunistic. They are still impulsive and can often react too quickly because they don't see all consequences
- May feel anxious or sad and sometimes worried because they are not able to see all the potential outcomes
- Vulnerable to peer pressure
- May feel embarrassed if parents are around them in social settings
- May begin to be more aware of physical changes and sexuality particularly in comparison to their peers (early vs. late maturing individuals)
- Females may exhibit more fear of exclusion (bullying/social media impact)
- Incidents of depression increases after puberty. Females show higher rates than males



U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U13-U14: THE PLAYER



Developmental Characteristics

COGNITIVE

- They can form abstractions and generalizations that apply across different situations (i.e., justice, equality, etc.)
- Can use their own reasoning to move beyond the information given and form conclusions and their own opinions (not everything is accepted unthinkingly)
- Begin to be mature enough to take responsibility for their own commitment level
- Can plan ahead and organize tasks with little to no guidance from adults
- They can start to pursue gaining expert knowledge in some domains inside or outside school, and began to develop an identity around that domain (i.e., 'the artist', 'the midfielder', etc.)
- Have sense of respect for their sport and can begin to make commitments (either in performance or participation)

PHYSICAL

- Rapid growth leads to increases in height, weight, and visible physical changes (increase in muscles mass and body fat)
- Will have different rates of neuromuscular strength, height, and weight changes
- May exhibit adolescent awkwardness as a result of rapid changes (injury rates tend to increase during this stage due to physical changes-ankle sprains, tendonitis, patellofemoral pain, pain at tendon insertions-Osgood-Schlatters, and Sever's Disease)
- In general, early maturing females who have begun the adolescent growth spurt have been on a slow, steady growth spurt compared to early maturing males who may experience a much more accelerated growth spurt
- The culmination of physical changes plus the start of menstrual cycle predisposes females to injuries
- Due to hormone changes caused by the menstrual cycle, females may experience increased joint laxity (looseness)
- Females may show increased hip width
- Females may exhibit a reliance on quad landing strategies



U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U13-U14: THE PLAYER

PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

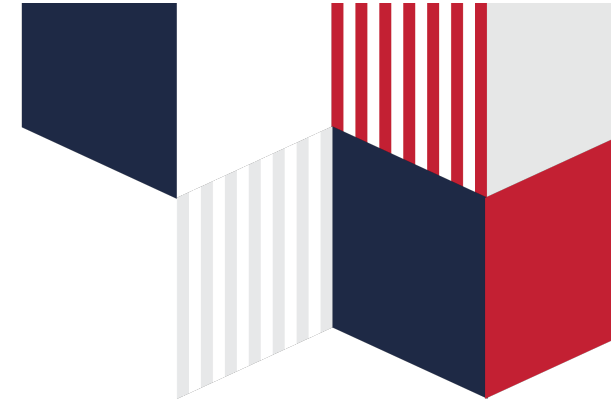
Soccer Development

GOALS

- Players develop scanning skills (ME AND MY SCANNING SKILLS)
- Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)
- Players continue to develop fundamental soccer skills with and without the ball under a high level of pressure (ME AND THE BALL)
- Players develop high structured team play based on a game model (ME AND MY TEAMMATES)

Learning Environment: Objectives

- To understand injury prevention methods and techniques
- To continue to develop more complex movement skills with an emphasis on multi-lateral development: maintain and enhance flexibility, strength, power, agility and mobility
- To develop reaction speed and acceleration speed: focus on accelerations and deceleration
- To develop a systematic approach to solving game situations (collaboration)
- To develop coordinated movements with groups of teammates: including increased spatial awareness and interchange of roles during play
 - midfield interchange (rotations)
 - penetrations by center backs (dribble with the ball to create numerical overload in midfield)
- To develop more complex player actions with a focus on quick combination play (pace and fluidity) under high pressure in tight spaces
- To develop the understanding and execution of overload situations in attacking and defending
- To apply team principles in attacking, defending and transition moments: utilize a Game Model as a structure for decision-making
 - play in a formation with roles and responsibilities:
 - focus on anticipation and support
- To develop a deeper understanding of responsibilities of players off the ball
- To develop player ownership and independence:
 - including a player-led warm-up routine
 - player to player coaching (using verbal and non-verbal communication)
- To develop self-efficacy, self-reflection and self-regulation skills
- To develop teamwork: group discussion and reflection skills





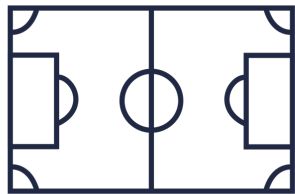
U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U13-U14: THE GAME

THE GAME FORMAT: 11V11

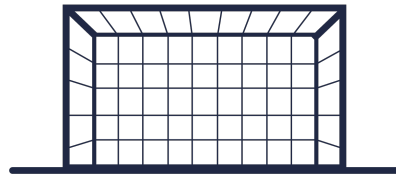


FIELD OF PLAY



Length- Min 100 yards/ Max 130 yards
Width- Min 50 yards/ Max 100 yards

GOALS



Goals should be 8 feet (height) x 24 feet (width)

LAW 2 - BALL



U13: Size 4 or lower PSI Size 5 ball (recommended)
U14: Size 5 ball

LAW 3 - # OF PLAYERS



10 field players and 1 goalkeeper

LAW 3 - # OF PLAYERS



Game may not start or continue if there are less than 7 players on a team

SUBSTITUTIONS



*Substitutions are unlimited (Modified Laws of the Game) and can occur at any stoppage

LAW 5 - REFEREE



As a minimum, referees must have the U.S. Soccer Referee License.

LAW 6 - OTHER MATCH OFFICIALS



Assistant Referees must have at minimum the U.S. Soccer Referee License

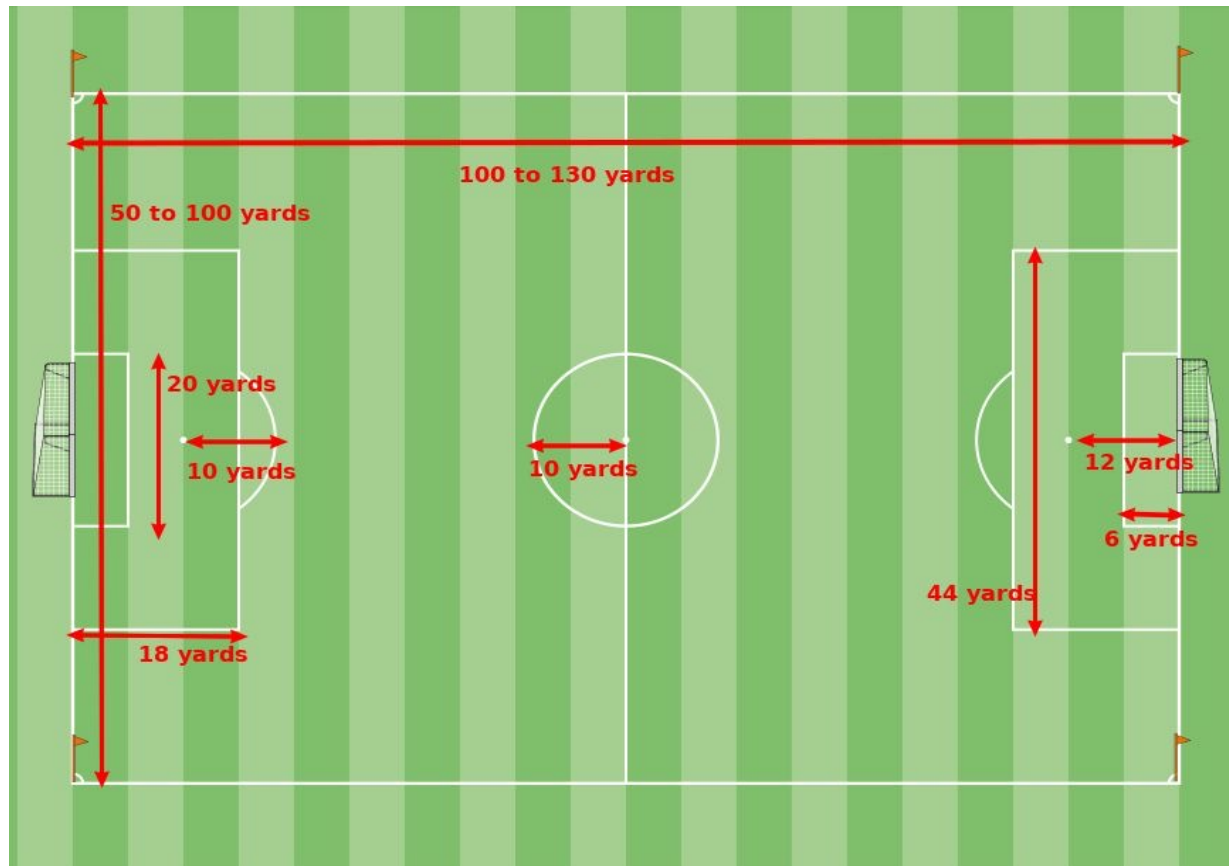
*The use of return substitutions is only permitted in youth, veterans, disability and grassroots football, subject to the agreement of the national football association, confederation or FIFA



U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U13-U14: THE GAME

FIELD SIZE

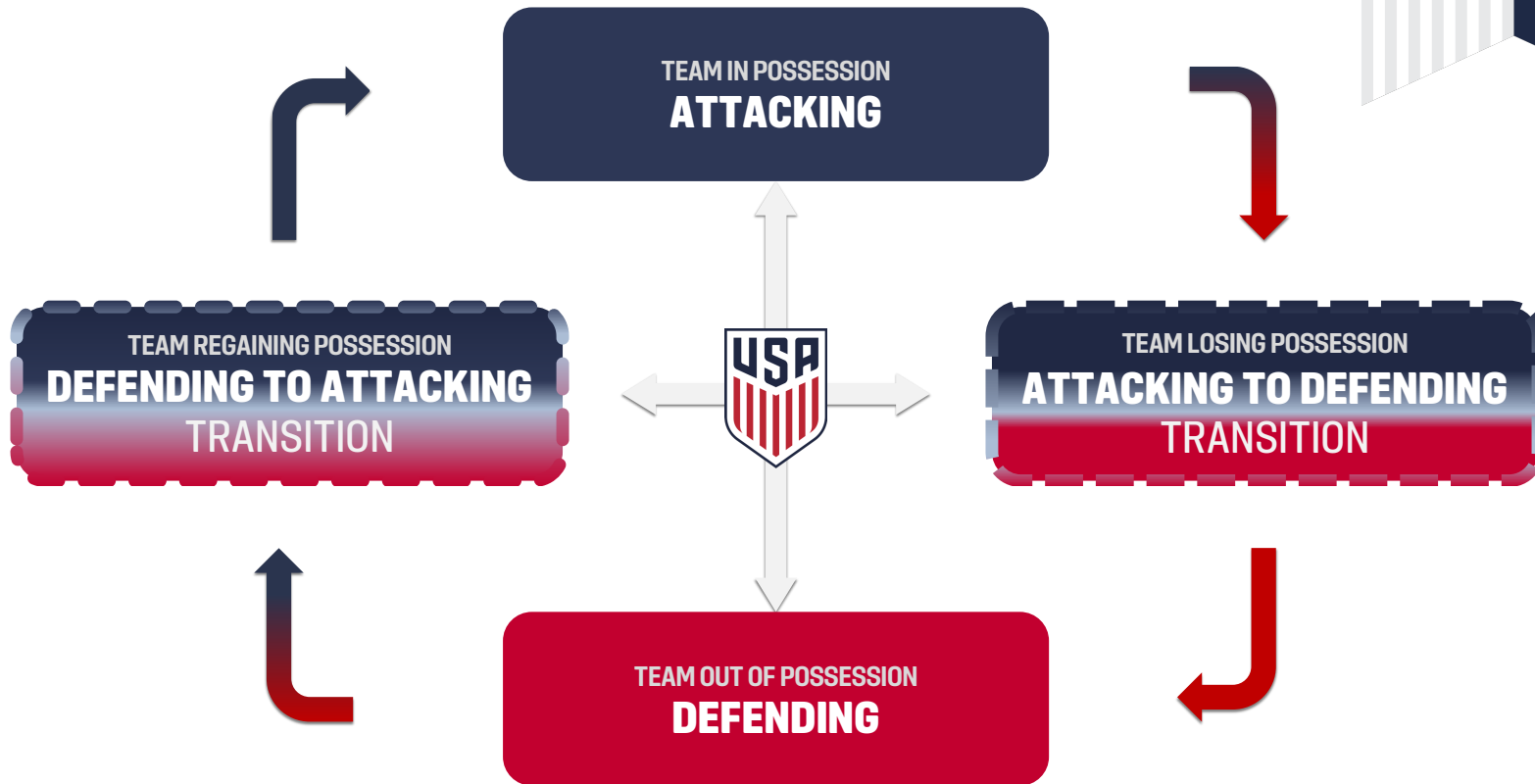




U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U13-U14: THE GAME

THE GAME MOMENTS





U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U13-U14: THE GAME

The Game Model is the description of the desired behavior on the pitch. It contains the **game idea**, team tactical **main principles**, team tactical **sub-principles**, and individual **player actions**.

Game Idea

The Game Idea is the description of the unique and fundamental **tactical intentions** of a team to achieve the team goals during competition. The Game Idea is influenced by culture, region, history, characteristics of the players, and the coaches' philosophy.

There is a game idea for each of the four moments of the game. The level of complexity in our Game Idea(s) change based on the player's stage of development. For instance, in the Learning Plans the players' stages of development are listed along with developmental goals, including the developmentally appropriate game idea(s) and principles.

Principles & Sub-Principles

Principles are the guidelines for the decision making and behavior of an individual or group of players in a specific game situation based on the game idea.

Principles exist in multiple layers. Also known as Team Tactical Main Principle or Sub-Principles. Each principle has been defined with developmentally appropriate language in each of the Age Group Learning Plans.

Player Actions

A fundamental soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring a high level of perception (scanning), decision-making (reading and understanding game situations), communication, physical and technical execution.

The language used to describe the game ideas, principles, and sub-principles in the Game Model evolves throughout the age groups as players progress through the stages of development.



U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U13-U14: THE GAME

Game Model

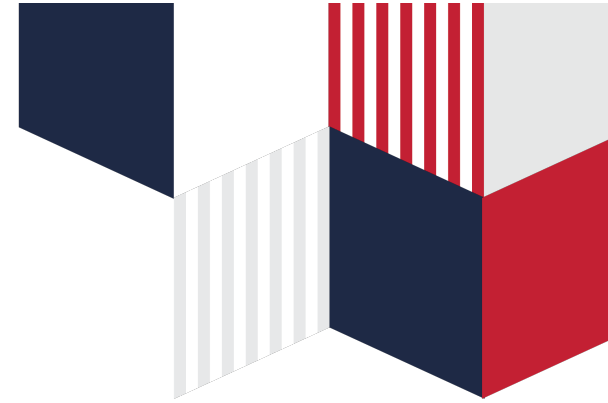
The Game Model is the combination of our fundamental ideas (game ideas) and game principles (main and sub). The combination of both the ideas and principles are meant to inform decision making of the player(s) in specific game situations based on the desired behaviors. The Game Model gives us the answers to and how we want our players to react to the following questions:

- What do we do when we have the ball?
- What do we do when we lose the ball?
- What do we do when we do not have the ball?
- What do we do when we regain possession of the ball?

Based on Stages of Development:

U10 and below we only focus on two game moments - **Attacking and Defending**

U11 and above we focus on all four game moments



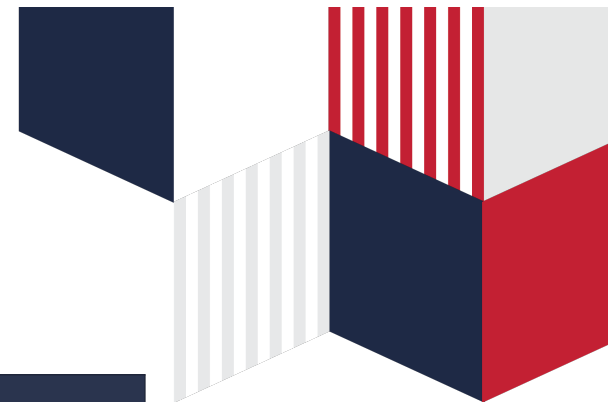


U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U13-U14: THE GAME

PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING



| ATTACKING | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| GAME IDEA | |
| When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals. | |
| TEAM TACTICAL PRINCIPLES | |
| MAIN PRINCIPLES | SUB PRINCIPLES |
| CREATE ATTACKING SHAPE | Create appropriate height, width, depth |
| | Create optimal attacking distances between players |
| PROVIDE OPTIONS TO PLAY FORWARD | Provide vertical or diagonal passing options |
| | Overload centrally or wide |
| | Move or lose opponent when marked |
| | Make runs behind the defensive line |
| BREAK LINES TO ADVANCE ATTACK | Give immediate support to teammate under pressure |
| | Drive with the ball to exploit space |
| | Engage opponent: create 1v1 or 2v1 |
| TAKE COUNTERMEASURES: ANTICIPATE OPPONENT COUNTER | Find a free player between or behind the lines |
| | Switch play: pass the ball to opponent's weak zone |
| FINISH THE ATTACK AS FAST AS POSSIBLE | Push up the defensive line with speed: stay connected and compact |
| | Separate: time run or quick movement to unmark |
| | Final pass: through ball or combination play |
| | Numbers in the box: fill zones in front of goal |
| | Cross: into space or player |
| | Take on 1v1 to create or score |
| | Finish: use limited touches |

U13 - U14

PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

ATTACKING

Game Idea: When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES

CREATE ATTACKING SHAPE
POSITION TO STRETCH OPPONENT AND CREATE SPACE

SUB PRINCIPLES

- Create appropriate height, width, depth
- Create optimal attacking distances between players

DEFINITION

- Attacking players position as high as possible:
 - Pin or move the opponent's back line to stretch the opponent's team in length.
 - Lower the level of vertical compactness of opponent:
 - create more space between the opponent's defensive lines (specifically, between the the opponent's back line and midfield).
- Wide forwards and/or fullbacks (wide players):
 - Position wide while avoiding two players in a direct line: position attack across different lanes
 - Lower level of horizontal (sideline to sideline) compactness of opponent
 - create more space centrally: creating passing lanes into the opponent's block or
 - take advantage of space in wide areas
- Center backs and/or fullbacks (occasionally midfielders):
 - Position behind the ball in supporting position.
 - Lower the level of vertical compactness of opponent:
 - create enough space to create strong ball circulation
 - enable a switch of play
- Spread out with optimal passing distance between players.
- Create relationships - connections between players.
- Exploit space in opponent's defending team shape.

U13 - U14

PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

ATTACKING

Game Idea: When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES

SUB PRINCIPLES

DEFINITION

PROVIDE OPTIONS TO PLAY FORWARD

(RE-)POSITION TO CREATE ADVANTAGE AND RECEIVE THE BALL

- Provide vertical or diagonal passing options

- Exploit the space in and around the opponent's defensive block and create a positional advantage:
 - Avoid two players in a direct line.
 - Move and provide a good supporting angle: receive facing forward to play forward when possible.
 - Stay away from the ball when player on the ball has time and space to play forward.
- Triangulate: we position to provide the player on the ball with at least two forward (diagonal/vertical) passing options on different levels of height and width.
- Rotate: interchange position to create a dynamic advantage.

- Create overload centrally or wide

- Create a numerical advantage in a specific area of the field:
 - Position to outnumber opponent in the area around the ball or area away from the ball
 - Allow more players to attack - penetrations of midfielders or defenders
 - Drop midfielders or attackers

- Move or lose opponent when marked

- If marked move to open space or move to open the space;
- Lose opponent to receive the ball
 - Distance from defender in space (get unmarked)/ move between the lines
- Move opponent to receive the ball
 - Draw opponent out of defending position to create space for self to receive (requires explosive change of direction)
- Move to create space and passing options for teammate to receive
 - Draw opponent out of defending position to create space for teammate to exploit and receive ball

- Make runs behind the defensive line

- Make run when player on the ball is facing forward and has no pressure or has pressure but can play forward
- Use different runs and time run to avoid offside (straight run, curved run, ...)
- Receive the ball facing forward

- Give immediate support to teammate under pressure

- Recognize the player on the ball is under pressure and has no immediate options:
 - Above the ball: move towards the ball to create a passing option
 - Behind the ball: adjust position to create passing option

U13 - U14

PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

ATTACKING

Game Idea: When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

TEAM TACTICAL PRINCIPLES

| MAIN PRINCIPLES | SUB PRINCIPLES | DEFINITION |
|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| BREAK LINES TO ADVANCE ATTACK <small>PROGRESS THE BALL FORWARD AND ELIMINATE OPPONENT(S)</small> | <ul style="list-style-type: none"> • Drive with the ball to exploit space | <ul style="list-style-type: none"> • Recognize and exploit space. • Accelerate play through dribble: individually progress the ball into space with change of tempo. • Attract opponent (draw attention). |
| | <ul style="list-style-type: none"> • Engage opponent: create 1v1 or 2v1 | <ul style="list-style-type: none"> • Dribble and look for 1v1 or 2v1 : <ul style="list-style-type: none"> - Engage to isolate opponent: - Eliminate through dribble: take opponent on in 1v1 - Eliminate through pass or give and go • Move or hold the ball to attract opponent: <ul style="list-style-type: none"> - Move the opponent, invite pressure to create space for teammate. |
| | <ul style="list-style-type: none"> • Find a free player between or behind the lines | <ul style="list-style-type: none"> • Pass quickly, accurately and with appropriate pace to a free player. • Skip a line: recognize opportunity & take risk: look furthest first, look nearest second. • Pass dictates the action: pass with intent. |
| | <ul style="list-style-type: none"> • Switch play: pass the ball to opponents' weak zone | <ul style="list-style-type: none"> • Draw opponent to one side and find space on the opposite side: <ul style="list-style-type: none"> - Direct change of point: long pass - Indirect change of point: short pass |
| TAKE COUNTERMEASURES: ANTICIPATE OPPONENT COUNTER <small>POSITION TO PROTECT AGAINST COUNTERATTACK</small> | <ul style="list-style-type: none"> • Push up the defensive line with speed: stay connected and compact | <ul style="list-style-type: none"> • Provide balance (numbers). • We all move with the same speed and lose space in between lines that the opponent could exploit. • Create as high a line as possible. • GK take high position: stay connected with the backline . <ul style="list-style-type: none"> - GK anticipate long pass from opponent and adjust quickly. |

U13 - U14

PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

ATTACKING

Game Idea: When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES

SUB PRINCIPLES

DEFINITION

FINISH THE ATTACK

CREATE SCORING OPPORTUNITY AND SCORE

- Separate: time run or quick movement to unmark

- Move into a position in and around the box to score or assist:
 - Forward run behind the opponent's back line from a high position (attacking position)
 - Forward run behind the opponent's back line from a deeper position (midfield position)
 - Move out of sight to receive
- Counter movement: opposite movement between two players
- Quick movement from opponent to create space

- Final pass: through ball or combination play

- Disguised pass to manipulate opponent
- Pass quickly, accurately and with appropriate pace:
 - through ball or chip ball to player who runs in behind
 - pass to unmarked player in or around the box
- Quick combination play between 2 or more players to find a teammate in a goalscoring position
- Recognize the player in the better position.

- Numbers in the box: fill zones in front of goal

- Efficient occupation of zones in the box on cross: near post, back post, penalty spot, edge of box
 - Time your run in the box
 - Get unmarked or in front of opponent
 - Attack the ball

- Cross: into space or player

- Time the cross in front or behind the backline
- Recognize space (positioning of goalkeeper and defenders)
 - recognize the positions and runs of teammates in penalty box

- Take on 1v1 to create or score

- Eliminate opponent through dribble to create goalscoring opportunity

- Finish: use limited touches

- Shoot from (short/long) distance
- Finish off the cross: choose your final touch
- React quickly on rebounds

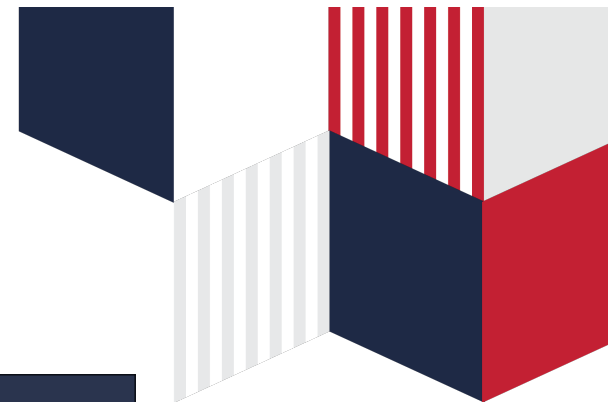


U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U13-U14: THE GAME

PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING



| PLAYER ACTIONS |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution. |
| ATTACKING |
| WITH THE BALL |
| Controlling |
| Protecting |
| Driving |
| Dribbling |
| Passing |
| Shooting |
| SPACIAL & POSITIONAL AWARENESS |
| Scanning |
| Supporting |
| Adapting body shape |

U13 - U14

PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

ATTACKING

Game Idea: When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

WITH THE BALL

CONTROLLING

- Receiving and preparing the ball from short passes (distance of 5 to 20 yards)
- Receiving and preparing the ball in such a way that you can immediately go to goal
- Receiving and preparing the ball in such a way that it stays as close to you as possible
- Receiving by moving towards the ball when opponent is close by (attacking the ball)
- Receiving and preparing the ball from a long pass in the air
- Receiving and preparing the ball on the bounce
- Receiving and preparing the ball on the turn towards the opponent's goal as quickly as possible
- Receiving and playing in 1 touch if you can pass accurately
- Avoiding looking at the ball when receiving and preparing the ball
- Scanning for a free teammate after performing the control
- Scanning for a free teammate before or while receiving and preparing the ball
- Avoiding a long ball from bouncing - receiving before the bounce
- Receiving and playing a long ball in 1 touch if you can pass accurately

PROTECTING

- Shielding and maintaining possession of the ball, by placing most of the body between the ball and opponent, keeping the ball on the furthest foot away from the defender while looking for teammates
- Turning away from and out of reach of your opponent

DRIVING

- Running with the ball, keeping the ball as close as possible to the body
- Avoiding looking at the ball while driving the ball
- Keeping your body between the ball and the approaching opponent while driving the ball
- Running as fast as possible with the ball, picking up speed to gain as much time and territory as possible
- Creating space in advance (before controlling) in which you want to drive the ball

U13 - U14

PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

ATTACKING

Game Idea: When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

WITH THE BALL

DRIBBLING

- Taking on the opponent
- Reading the body shape of the opponent and engaging on the most obvious/weak side
- Accelerating when eliminating the opponent
- Avoiding looking at the ball while dribbling
- Keeping your body between the ball and the opponent while dribbling
- Holding off the opponent and creating distance from the opponent
- Dribbling through a change of direction at the right time, or through a change of speed or through a feint
- Dribbling when you can cause direct danger on target

PASSING

- Playing the ball intentionally with different surfaces to a free teammate, into feet or space, within a distance of 5 to 20 yards
- Playing the ball to the foot so that the player receiving the ball can continue to play forward
- Making a leading pass in front of your teammate, making sure that the teammate can take the ball without having to slow down
- Looking at the player you are passing to when passing
- Trying to take out an opponent with a quick wall pass (give and go) in a small space
- Making a long pass in the air
- Playing a long ball in space so a teammate can receive the ball while running
- Avoiding passing to a player surrounded by opponents who can be immediately put under pressure
- Playing the cross at the right time and with the right ball speed outside the action area of the goalkeeper and the defender
- Disguising the pass

SHOOTING

- Striking the ball intentionally with different surfaces from short and medium range (1-10 yards; 11-20 yards) on the goal (finishing)
- Looking at the position of the goalkeeper before shooting at goal, and selecting a target
- Aiming for the far side if you shoot from an angle and the goalkeeper is protecting near post
- Finishing in 1 time/touch when closely marked
- Finishing on the volley / bounce
- Following the ball after the shot
- Dribbling at the goalkeeper when he/she comes out at full speed or when he or she protects the goal well and scoring from the shot becomes difficult
- Chipping the goalkeeper
- Disguising the finish

U13 - U14

PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

ATTACKING

Game Idea: When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

SPACIAL & POSITIONAL AWARENESS

SCANNING

- Searching for the ball, teammates and the goal:
 - scanning for a free teammate after performing the control
 - scanning for a free teammate before or while receiving and preparing the ball (passing)
 - scanning and avoiding looking at the ball while dribbling
 - scanning and looking at the position of the goalkeeper before shooting at goal, and selecting a target (shooting)

SUPPORTING (POSITIONING)

- Looking at the player in possession of the ball
- Finding open space for self and indicating this, verbally or non-verbally, to the player in possession of the ball
- Repositioning after giving a pass (ex. give and go)
- Assessing teammates' movements and moving off each other
- Unmarking and running behind opponent when a teammate on the ball is looking for options
- Looking to get out of sight from the defender's vision
- Losing direct opponent by switching positions with a teammate
- Anticipating as the third player who will get the ball after a pass between two teammates

ADAPTING BODY SHAPE

- Adjusting shoulders and hips to be 45 - 90 degrees towards the attacking goal
- While approaching, have an optimal overview of the game situation.

U13 - U14

PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

ATTACKING

Game Idea: When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

| FIELD | PHASE | OBJECTIVE | TEAM TACTICAL PRINCIPLES | | PLAYER ACTIONS |
|----------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| | | | MAIN PRINCIPLES | SUB PRINCIPLES | WITH THE BALL |
| DEFENDING HALF | BUILDING UP | <ul style="list-style-type: none"> • Advance the ball • Keep the ball | CREATE ATTACKING SHAPE | <ul style="list-style-type: none"> • Create appropriate height, width, depth • Create optimal attacking distances between players | <ul style="list-style-type: none"> • Controlling • Protecting |
| | | | PROVIDE OPTIONS TO PLAY FORWARD | <ul style="list-style-type: none"> • Provide vertical or diagonal passing options • Create overload centrally or wide • Move or lose opponent when marked • Make runs behind the defensive line • Give immediate support to teammate under pressure | <ul style="list-style-type: none"> • Driving • Dribbling • Passing • Shooting |
| ATTACKING HALF | CREATING & SCORING | <ul style="list-style-type: none"> • Score goal • Create chance • Advance the ball • Keep the ball | BREAK LINES TO ADVANCE ATTACK | <ul style="list-style-type: none"> • Drive with the ball to exploit space • Engage opponent: create 1v1 or 2v1 • Find a free player between or behind the lines • Switch play: pass the ball to the opponent's weak zone | SPACIAL & POSITIONAL AWARENESS |
| | | | TAKE COUNTERMEASURES: ANTICIPATE OPPONENT COUNTER | <ul style="list-style-type: none"> • Push up the defensive line with speed: stay connected and compact • Create high defensive shape behind the ball | <ul style="list-style-type: none"> • Scanning |
| | | | FINISH THE ATTACK | <ul style="list-style-type: none"> • Separate: time run or quick movement to unmark • Final pass: through ball or combination play • Numbers in the box: fill in zones in front of goal • Cross into space or player • Take on 1v1 to create or score • Finish: use limited touches | <ul style="list-style-type: none"> • Supporting • Adapting body shape |

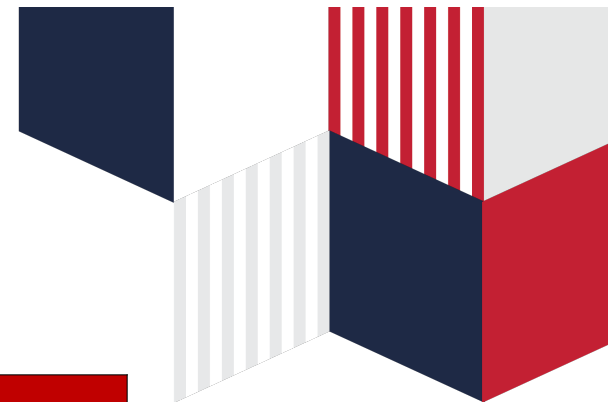


U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U13-U14: THE GAME

PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING



| ATTACKING TO DEFENDING TRANSITION | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GAME IDEA | |
| <p>When we lose the ball, we want to regain it early by reacting immediately with maximum intensity.</p> <p>When we recognize we are unable to pressure the ball, we recover quickly into a defending shape.</p> | |
| TEAM TACTICAL PRINCIPLES | |
| MAIN PRINCIPLES | SUB PRINCIPLES |
| APPLY IMMEDIATE PRESSURE ON THE BALL | <ul style="list-style-type: none"> • Press to regain or prevent progress of the ball • Provide cover and balance: eliminate options |
| DELAY THE COUNTERATTACK | <ul style="list-style-type: none"> • Drop off and block direct path to goal • Slow down and dictate opponent |
| RECOVER WITH SPEED | <ul style="list-style-type: none"> • Get numbers back quickly and take defensive position • Press from behind as quickly as possible |
| TAKE COUNTERMEASURES: ANTICIPATE THE COUNTER | <ul style="list-style-type: none"> • Create passing option(s): between the lines |
| DENY FINISH FROM COUNTERATTACK | <ul style="list-style-type: none"> • Defend the goal and create conditions to engage • Challenge to protect against a goal attempt |

U13 - U14

PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

ATTACKING TO DEFENDING TRANSITION

Game Idea: When we lose the ball, we want to regain it early by reacting immediately with maximum intensity. When we recognize we are unable to pressure the ball, we recover quickly into a defending shape.

TEAM TACTICAL PRINCIPLES

| MAIN PRINCIPLES | SUB PRINCIPLES | DEFINITION |
|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| APPLY IMMEDIATE PRESSURE ON THE BALL <small>REACT QUICKLY TO WIN THE BALL BACK AND STOP OPPONENTS' FORWARD PLAY</small> | <ul style="list-style-type: none"> Press to regain or prevent progress of the ball | <ul style="list-style-type: none"> Recognize situations when to press or hold and force wide (awareness) Win the ball when opportunity to regain (distance, numbers and levels of compactness) Nearest player (s): <ul style="list-style-type: none"> React immediately, reduce space with speed and intensity Apply (frontal/diagonal) pressure on the ball: deny switch - stop long ball - prevent forward pass Stay disciplined: no foul |
| | <ul style="list-style-type: none"> Provide cover and balance: eliminate options | <p>PROTECT THE NEAREST SPACE: ANTICIPATE SHORT PASSING</p> <ul style="list-style-type: none"> Teammates collectively reduce space and area around the ball Mark outlet players - block passing lines - cover space Push up the lines when opposition is forced backwards <p>PROTECT THE SPACE IN BEHIND: ANTICIPATE THE LONG BALL</p> <ul style="list-style-type: none"> Central defenders anticipate the long ball when inefficient pressure: read pass and drop Wide defenders attach to the backline Adjust body position to anticipate opponent's movement or action |
| DELAY THE COUNTERATTACK <small>DROP AND NARROW, REDUCE SPEED OF OPPONENTS TO ALLOW PLAYERS TO RECOVER</small> | <ul style="list-style-type: none"> Drop off and block direct path to goal | <ul style="list-style-type: none"> Drop-off and protect the center: <ul style="list-style-type: none"> Drop centrally, get narrow and defend in relation to goal Create compact block - numbers between ball and goal (to force play wide) Reduce the central space between the backline Identify and mark the most dangerous player |
| | <ul style="list-style-type: none"> Slow down and dictate opponent | <ul style="list-style-type: none"> Slow down the opponent when we are unable to pressure the player on the ball and in a disadvantage (ex. outnumbered) to allow players to return in the defensive block Dictate direction (force backwards or wide) and speed of play (reduce speed) Create equal numbers or overload (in area of the ball): eliminate passing options (2v1 → 1-1) |

U13 - U14

PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

ATTACKING TO DEFENDING TRANSITION

Game Idea: When we lose the ball, we want to regain it early by reacting immediately with maximum intensity. When we recognize we are unable to pressure the ball, we recover quickly into a defending shape.

TEAM TACTICAL PRINCIPLES

| MAIN PRINCIPLES | SUB PRINCIPLES | DEFINITION |
|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RECOVER WITH SPEED <small>SPRINT BACK TO GET BALANCED, ORGANIZED AND APPLY PRESSURE</small> | <ul style="list-style-type: none"> Get numbers back quickly and take defensive position | <ul style="list-style-type: none"> Sprint back to get behind the ball to support teammates. Attach to the backline and defend in relation to the goal. |
| | <ul style="list-style-type: none"> Press from behind as quickly as possible | <ul style="list-style-type: none"> Sprint back and put pressure on the opponent in possession: <ul style="list-style-type: none"> -Prevent the opponent from playing forward or dribbling with the ball. -Try to recover the ball (don't give up). |
| TAKE COUNTERMEASURES <small>POSITION TO PREPARE THE COUNTERATTACK</small> | <ul style="list-style-type: none"> Create passing option(s): between the lines | <ul style="list-style-type: none"> Anticipate the moment when team wins the ball back : <ul style="list-style-type: none"> -Stop defending -Unmark from defender -Position (diagonally) between the lines to set up a possible counter-attack |
| DENY FINISH FROM COUNTERATTACK <small>DENY SCORING OPPORTUNITY AND PREVENT SCORING</small> | <ul style="list-style-type: none"> Defend the goal and create conditions to engage | <ul style="list-style-type: none"> Be patient and don't commit too early (recognize distance from goal, wait for teammates) Isolate opponent on the ball when possible: 2v1 → 1-1 |
| | <ul style="list-style-type: none"> Challenge to protect against a goal attempt | <ul style="list-style-type: none"> Challenge with strong determination: block shot to tackle - intercept to prevent assist <ul style="list-style-type: none"> -When we are organized and have a numerical advantage -When opponent is in shooting distance |

U13 - U14

PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

ATTACKING TO DEFENDING TRANSITION

Game Idea: When we lose the ball, we want to regain it early by reacting immediately with maximum intensity.
When we recognize we are unable to pressure the ball, we recover quickly into a defending shape.

| FIELD | PHASE | OBJECTIVE | TEAM TACTICAL PRINCIPLES | | PLAYER ACTIONS |
|----------------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| | | | MAIN PRINCIPLES | SUB PRINCIPLES | AGAINST THE BALL |
| ATTACKING HALF | PREVENTING BUILD UP | <ul style="list-style-type: none"> Regain the ball Prevent the opponent from playing forward Deny penetration from the dribble Reducing time and space | APPLY IMMEDIATE PRESSURE ON THE BALL | <ul style="list-style-type: none"> Press to regain or prevent progress of the ball Provide cover and balance: eliminate options | <ul style="list-style-type: none"> Intercepting |
| | | | | | <ul style="list-style-type: none"> Pressing Challenging Delaying Blocking the shot |
| DEFENDING HALF | DENYING CHANCES & SCORING | <ul style="list-style-type: none"> Prevent goal Deny a chance Regain the ball Prevent the opponent from playing forward Deny penetration from the dribble Reducing time and space | DELAY THE COUNTERATTACK | <ul style="list-style-type: none"> Drop off and block direct path to goal Slow down and dictate opponent | SPACIAL & POSITIONAL AWARENESS <ul style="list-style-type: none"> Scanning Adapting body shape |
| | | | RECOVER WITH SPEED | <ul style="list-style-type: none"> Get numbers back quickly and take defensive position Press from behind as quickly as possible | <ul style="list-style-type: none"> Covering |
| | | | TAKE COUNTERMEASURES | <ul style="list-style-type: none"> Create passing option(s): between the lines | |
| | | | DENY THE FINISH | <ul style="list-style-type: none"> Defend the goal and create conditions to engage Challenge to protect against a goal attempt | <ul style="list-style-type: none"> Marking |

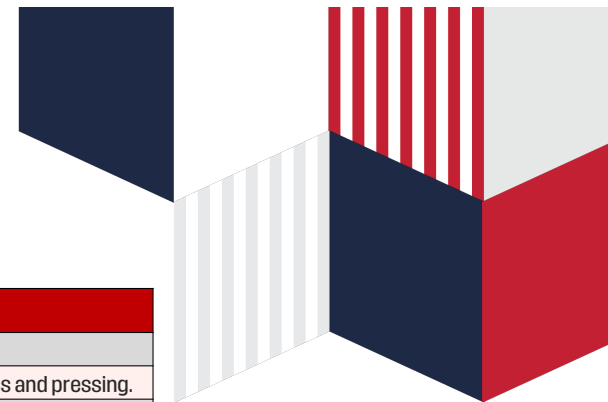


U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U13-U14 - THE GAME

PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING



DEFENDING

GAME IDEA

When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

TEAM TACTICAL PRINCIPLES

| MAIN PRINCIPLES | SUB PRINCIPLES |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CREATE DEFENDING SHAPE | <ul style="list-style-type: none"> • Make team compact: vertical and horizontal <ul style="list-style-type: none"> - (Re-) Position to create a high front line - (Re-) Position to create a high defensive line • Create optimal defending distances between players |
| BUILD PRESSURE ON THE BALL | <ul style="list-style-type: none"> • Move as a collective unit: make play predictable • Initiate pressure on the opponent with the ball • Engage when chance of regaining the ball • Provide cover and balance: eliminate passing options • Prevent the switch: keep opponent on one side |
| RECOVER WHEN PRESSURE IS BROKEN | <ul style="list-style-type: none"> • Immediately (re-) apply pressure on the ball • Delay attack and regain defensive shape • Look to intercept pass or win second ball |
| TAKE COUNTERMEASURES: ANTICIPATE TO COUNTER | <ul style="list-style-type: none"> • Create passing option(s): between the lines |
| DENY THE FINISH | <ul style="list-style-type: none"> • Get narrow and close the center: denying the through ball • Marking and tracking opponent • Deny the cross • Defending the cross: protect the width of the goal • Challenge to protect against goal attempt |

U13 - U14

PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

DEFENDING

Game Idea: When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

TEAM TACTICAL PRINCIPLES

| MAIN PRINCIPLES | SUB PRINCIPLES | DEFINITION |
|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>CREATE DEFENDING SHAPE POSITION TO CREATE COMPACT TEAM ORGANIZATION AND REDUCE SPACE</p> | <ul style="list-style-type: none"> • Make team compact: vertical and horizontal <ul style="list-style-type: none"> - (Re-) Position to create a high front line - (Re-) Position to create a high defensive line | <ul style="list-style-type: none"> • Create a defensive block and reduce passing options for the opponent on the ball <ul style="list-style-type: none"> - as high as possible • Attacking players (re-)position to create a high line of confrontation • Position to block passing lanes, make play predictable and build pressure • Center backs and/or fullbacks take a high defending position to support compactness <ul style="list-style-type: none"> - Reduce space between different lines of the team - Manage offside: central defender closest to the ball creates the offside line (if in own half) • High position of the goalkeeper to stay connected with the backline |
| | <ul style="list-style-type: none"> • Create optimal defending distances between players | <ul style="list-style-type: none"> • Create relationships - connections between players through spacing and distances : <ul style="list-style-type: none"> - Reduce options to penetrate with the ball - Ensure cover - Allow for interception |

U13 - U14

PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

DEFENDING

Game idea: When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

TEAM TACTICAL PRINCIPLES

| MAIN PRINCIPLES | SUB PRINCIPLES | DEFINITION |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>BUILD PRESSURE ON THE BALL CREATE CONDITIONS TO WIN THE BALL OR TO PREVENT FORWARD PLAY</p> | <ul style="list-style-type: none"> • Move as a collective unit: make play predictable | <ul style="list-style-type: none"> • Move relative to the position of the ball while maintaining optimal distances between players: <ul style="list-style-type: none"> - Reduce time and space for the opponent on the ball - Shift and slide: no crossover with nearest teammate - Step: when the the ball is played backwards or when pressure on the ball • Direct the player on the ball: <ul style="list-style-type: none"> - Reduce the options for the opponent on the ball and force to one area : <ul style="list-style-type: none"> - Block passing lanes - Allow passes to pressing area |
| | <ul style="list-style-type: none"> • Initiate pressure on the opponent with the ball | <ul style="list-style-type: none"> • Nearest player pressures the ball: <ul style="list-style-type: none"> - Prevent opponent from playing forward - Limit time on the ball - Force opponent to look down - Force to make mistake |
| | <ul style="list-style-type: none"> • Engage when chance of regaining the ball | <ul style="list-style-type: none"> • Engage in the identified situations: <ul style="list-style-type: none"> - Step out and intercept when possible: for example - slow pass, bad touch,... - 1v1: don't get eliminated by dribble, touch or pass |
| | <ul style="list-style-type: none"> • Provide cover and balance: eliminate passing options | <ul style="list-style-type: none"> • Block immediate passing options when teammate puts pressure on the ball <ul style="list-style-type: none"> - Cover by the closest player to prevent forward passes / progression: mark, front or track - Weakside players move centrally - Bring numbers to the area / outnumber the opponent/bring numbers around the ball |
| | <ul style="list-style-type: none"> • Prevent the switch: keep opponent on one side | <ul style="list-style-type: none"> • Bring numbers around the ball • Keep opponent locked and stop from getting out of the area |

U13 - U14

PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

DEFENDING

Game Idea: When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

TEAM TACTICAL PRINCIPLES

| MAIN PRINCIPLES | SUB PRINCIPLES | DEFINITION |
|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RECOVER WHEN PRESSURE IS BROKEN <small>RE-CREATE CONDITIONS TO WIN THE BALL AND REGAIN COMPACTNESS</small> | <ul style="list-style-type: none"> Immediately (re-) apply pressure on the ball | <ul style="list-style-type: none"> Re-apply pressure on opponent when line is broken: <ul style="list-style-type: none"> - From behind: chase the player in possession and attempt to win the ball back without fouling - In front: step up and press when cover is present Recover from switch of play: <ul style="list-style-type: none"> - Strong shift of the team when opponent was able to switch the play |
| | <ul style="list-style-type: none"> Delay attack and regain defending shape | <ul style="list-style-type: none"> Slow down the opponent's attack : drop and narrow. Reduce speed of opponent to allow teammates to recover Recover with numbers between the ball and the goal <ul style="list-style-type: none"> - outnumber opponent when possible - get organized Track and/or mark the most dangerous players |
| | <ul style="list-style-type: none"> Look to intercept pass or win second ball | <ul style="list-style-type: none"> When the line is broken by the long ball: defending players <ul style="list-style-type: none"> - Drop and narrow together - Compete for the second ball |
| TAKE COUNTERMEASURES: ANTICIPATE TO COUNTER <small>POSITION TO PREPARE THE COUNTERATTACK</small> | <ul style="list-style-type: none"> Create passing option(s): between the lines | <ul style="list-style-type: none"> Anticipate the moment when team wins the ball back and set for transition : <ul style="list-style-type: none"> - Stop defending - Unmark from defender - Scan field and position (diagonally) between the lines to set up a possible counter-attack |

U13 - U14

PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

DEFENDING

Game Idea: When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

TEAM TACTICAL PRINCIPLES

| MAIN PRINCIPLES | SUB PRINCIPLES | DEFINITION |
|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>DENY THE FINISH PREVENT OPPONENT FROM SCORING AND CREATING SCORING OPPORTUNITIES</p> | <ul style="list-style-type: none"> • Get narrow and close the center: denying the through ball | <ul style="list-style-type: none"> • Always pressure the player on the ball: reduce time, space and options for the opponent on the ball • Prevent opponent from passing and making runs to receive behind the defensive line • Reduce space between teammates: narrow when closer to goal <ul style="list-style-type: none"> - Get numbers in the central areas - Always provide protection for center backs by fronting them - drive opponent's offensive play towards wide areas |
| | <ul style="list-style-type: none"> • Marking and tracking opponent | <ul style="list-style-type: none"> • Close marking of direct opponent in zone: <ul style="list-style-type: none"> - split-vision: keep eye on ball and opponent • Change marking: <ul style="list-style-type: none"> - Scan your surroundings and communicate - Stay in your defensive zone when the opponent changes position - Pass on opponent to teammate or mark opponent coming from another zone • Switch to player-marking: when necessary, switch from zonal marking to player marking |
| | <ul style="list-style-type: none"> • Deny the cross | <ul style="list-style-type: none"> • Defend the cross with support from midfielder or winger <ul style="list-style-type: none"> - Deny cross into space or player - Center backs stay in central position |
| | <ul style="list-style-type: none"> • Defending the cross: protect the width of the goal | <ul style="list-style-type: none"> • Get organized and increase the protection in front of the goal on the cross: <ul style="list-style-type: none"> - Weakside fullback is connecting to the backline - Occupy strategic zones • Close marking of direct opponent: <ul style="list-style-type: none"> - split-vision: keep eye on ball and opponent • Challenge: be first on the ball <ul style="list-style-type: none"> - Aggressiveness |
| | <ul style="list-style-type: none"> • Challenge to protect against goal attempt | <ul style="list-style-type: none"> • Engage and commit when chance of attempt on goal <ul style="list-style-type: none"> - Don't get eliminated by dribble - Block shot - Win the second ball - Clearance |

U13 - U14

PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

DEFENDING

Game Idea: When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

AGAINST THE BALL

INTERCEPTING

- Winning or deflecting the ball, if not stay in position
- Deflecting an opponent's pass away from the intended target
- Staying in possession of the ball after stealing it and continuing with an attacking action
- Playing in one touch to a teammate
- Intercept the ball as high as possible (high point) on a long (high) ball

PRESSING

- Running to the opponent who is about to receive the ball (approx. 2 yards distance) while the ball is moving (to reduce the space for the opponent or force error)
- Having fast approach but slow arrival
- Approach is forcing into desired area

CHALLENGING

- Taking good defensive posture (on toes, knees are bent, staggered stance, ...) that allows to start the 1v1 in favorable conditions
- Always look at the ball
- Stay on your feet
- Retaining possession of the ball after winning the duel
- If you are eliminated, don't give up, challenge again immediately

DELAYING

- Slowing down, reducing speed from the opponent's action
- Driving the player on the ball to the outside (away from goal)

BLOCK THE SHOT

- Getting in between the ball and the defending goal to redirect the ball away from goal

U13 - U14

PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

DEFENDING

Game Idea: When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

SPACIAL & POSITIONAL AWARENESS

SCANNING

- Searching for the ball, nearest teammates and nearest opponents in relationship to the goal we are protecting

ADAPTING BODY SHAPE

- Adjusting shoulders and hips to be 45 - 90 degrees towards the defending goal

COVERING

- Positioning at the appropriate distance from the challenging teammate, allowing to quickly put pressure again if needed
- Preventing the opponent behind your back (between the lines) from being an option

MARKING

- Preventing direct opponent from receiving the ball in favorable circumstances by positioning next to the opponent (proactive stance)
- Trying to look at both the ball and direct opponent
- Marking closer when closer to goal

U13 - U14

PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

DEFENDING

Game Idea: When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

| FIELD | PHASE | OBJECTIVE | TEAM TACTICAL PRINCIPLES | | PLAYER ACTIONS |
|----------------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | MAIN PRINCIPLES | SUB PRINCIPLES | AGAINST THE BALL |
| ATTACING HALF | PREVENTING BUILD UP | <ul style="list-style-type: none"> Regain the ball Prevent the opponent from playing forward Deny penetration from the dribble Reducing time and space | CREATE DEFENDING SHAPE | <ul style="list-style-type: none"> Make team compact: vertical and horizontal <ul style="list-style-type: none"> - Position to create a high front line - Position to create high defensive line Create optimal defending distances between players | <ul style="list-style-type: none"> Intercepting Pressing Challenging Delaying Block the shot |
| | | | BUILD PRESSURE ON THE BALL | <ul style="list-style-type: none"> Move as a collective unit: make play predictable Initiate pressure on the opponent with the ball Engage when chance of regaining the ball Provide cover and balance: eliminate passing options Prevent the switch: keep opponent on one side | SPACIAL & POSITIONAL AWARENESS <ul style="list-style-type: none"> Scanning Adapting body shape |
| DEFENDING HALF | DENYING CHANCES @ SCORING | <ul style="list-style-type: none"> Prevent goal Deny a chance Regain the ball Prevent the opponent from playing forward Deny penetration from the dribble Reducing time and space | RECOVER WHEN PRESSURE IS BROKEN | <ul style="list-style-type: none"> Immediately (re-) apply pressure on the ball Delay attack and regain defensive shape Look to intercept pass or win second ball | <ul style="list-style-type: none"> Covering |
| | | | TAKE COUNTERMEASURES: ANTICIPATE TO COUNTER | <ul style="list-style-type: none"> Create passing option(s): between the lines | |
| | | | DENY THE FINISH | <ul style="list-style-type: none"> Get narrow and close the center: denying the through ball Marking and tracking opponent Deny the cross Defending the cross: protect the width of the goal Challenge to protect against any goal attempt | <ul style="list-style-type: none"> Marking |

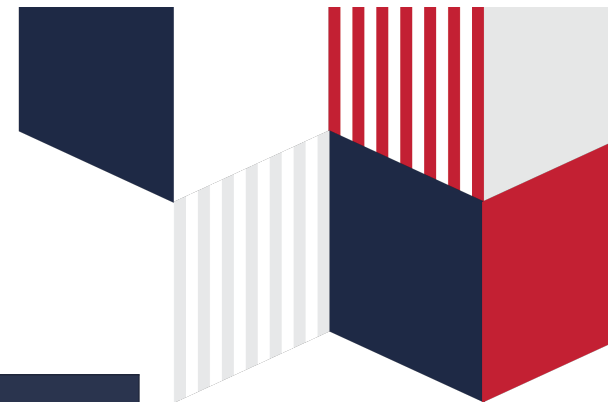


U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U13-U14: THE GAME

PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING



| DEFENDING TO ATTACKING TRANSITION | |
|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GAME IDEA | |
| When we regain the ball, we immediately think and play forward, look to attack at maximum speed in order to create chances and score goals. | |
| When we recognize we cannot play forward, we keep the ball and move into our attacking shape. | |
| TEAM TACTICAL PRINCIPLES | |
| MAIN PRINCIPLES | SUB PRINCIPLES |
| PLAY FORWARD QUICKLY | <ul style="list-style-type: none"> • First action forward • Continue to play forward |
| SECURE THE BALL | <ul style="list-style-type: none"> • Play out of pressure • Keep the ball and initiate build up |
| JOIN THE ATTACK WITH SPEED | <ul style="list-style-type: none"> • Provide support in front of the ball • Provide support behind the ball |
| TAKE COUNTERMEASURES : ANTICIPATE THE COUNTER | <ul style="list-style-type: none"> • Push up the defensive line with speed: stay connected and compact |
| FINISH THE COUNTERATTACK AS FAST AS POSSIBLE | <ul style="list-style-type: none"> • Create and exploit space for self or teammate • Attack space or engage opponent • Recognize player in a better position to score • Finish: use limited touches |

U13 - U14

PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

DEFENDING TO ATTACKING TRANSITION

Game Idea: When we regain the ball, we immediately think and play forward, look to attack at maximum speed in order to create chances and score goals. When we recognize we cannot play forward, we keep the ball and move into our attacking shape.

TEAM TACTICAL PRINCIPLES

| MAIN PRINCIPLES | SUB PRINCIPLES | DEFINITION |
|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PLAY FORWARD QUICKLY PLAY FORWARD WITH AS FEW PASSES AS POSSIBLE | <ul style="list-style-type: none"> • First action forward | <ul style="list-style-type: none"> • Start attacking transition immediately with forward action: <ul style="list-style-type: none"> - Pass forward into open space or feet to (highest) transition player (vertical / diagonal) - Touch forward and run or dribble aggressively at maximum speed when space • GK distribution: throw/volley into space or feet |
| | <ul style="list-style-type: none"> • Continue to play forward | <ul style="list-style-type: none"> • Continue to progress the ball forward at speed to prevent the opponent from returning into defensive shape: dribble or pass • Play with limited touches to increase the speed of the transition: <ul style="list-style-type: none"> - Direct: open body shape to receive the ball facing forward or turn when time on the ball - Indirect: lay-off / playing backwards to supporting teammate (3rd man running) • Stay central if possible • Take advantage of space behind the opponent's backline - pass behind |
| SECURE THE BALL ESCAPE COUNTERPRESS FROM CLOSEST OPPONENT(S) | <ul style="list-style-type: none"> • Play out of pressure | <ul style="list-style-type: none"> • Shield the ball when pressure from opponent • Move the ball out of the zone when possession is regained to escape counter press • Play sideways or backwards when unable to dribble or pass forward (or draw foul) |
| | <ul style="list-style-type: none"> • Keep the ball: initiate build up | <ul style="list-style-type: none"> • Keep possession when opponent is balanced and organized • Recognize risk vs reward: priority is to secure possession • Move into attacking shape |
| JOIN THE ATTACK WITH SPEED SPRINT FORWARD TO ATTACK OR SUPPORT | <ul style="list-style-type: none"> • Provide support in front of the ball | <ul style="list-style-type: none"> • Sprint forward and commit numbers into the attacking half • Get players in front of the ball as quickly as possible to attack the backline of the opponent • Provide a passing option: make a run in behind |
| | <ul style="list-style-type: none"> • Provide support behind the ball | <ul style="list-style-type: none"> • Position to enable the attack to continue by creating passing options behind the ball • Recycle the attack when unable to continue the counter |

U13 - U14

PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

DEFENDING TO ATTACKING TRANSITION

Game Idea: When we regain the ball, we immediately think and play forward, look to attack at maximum speed in order to create chances and score goals. When we recognize we cannot play forward, we keep the ball and move into our attacking shape.

TEAM TACTICAL PRINCIPLES

| MAIN PRINCIPLES | SUB PRINCIPLES | DEFINITION |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TAKE COUNTERMEASURES: ANTICIPATE THE COUNTER POSITION TO PROTECT AGAINST COUNTERATTACK | <ul style="list-style-type: none"> Push up the defensive line with speed: stay connected and compact | <ul style="list-style-type: none"> Provide balance (numbers) Close space in between lines that the opponent could exploit Create as high a line as possible |
| FINISH THE COUNTERATTACK AS FAST AS POSSIBLE CREATE SCORING OPPORTUNITY AND SCORE | <ul style="list-style-type: none"> Create and exploit space for self or teammate | <ul style="list-style-type: none"> Separate from opponent and receive between the lines Exploit space behind opponent backline: make a run to receive in behind Make a run to free up space for teammate to receive |
| | <ul style="list-style-type: none"> Attack space or engage opponent | <ul style="list-style-type: none"> Dribble at speed into open space: <ul style="list-style-type: none"> Invite pressure to create (more) space for teammate(s) Dribble at speed to isolate defender: <ul style="list-style-type: none"> Attract to free up teammate (2v1) Eliminate defender or create separation and shoot (1v1) |
| | <ul style="list-style-type: none"> Recognize player in a better position to score | <ul style="list-style-type: none"> Keep composure (decision at full speed) Recognize the right moment to pass to a teammate in a better position to score or assist <ul style="list-style-type: none"> We attack/occupy different areas in the box |
| | <ul style="list-style-type: none"> Finish: use limited touches | <ul style="list-style-type: none"> Select the best surface and shoot on goal with a minimal touches. |

U13 - U14

PROGRESSION PHASE I

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

DEFENDING TO ATTACKING TRANSITION

Game Idea: When we regain the ball, we immediately think and play forward, look to attack at maximum speed in order to create chances and score goals.
When we recognize we cannot play forward, we keep the ball and move into our attacking shape.

| FIELD | PHASE | OBJECTIVE | TEAM TACTICAL PRINCIPLES | | PLAYER ACTIONS |
|----------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| | | | MAIN PRINCIPLES | SUB PRINCIPLES | WITH THE BALL |
| DEFENDING HALF | BUILDING UP | <ul style="list-style-type: none"> Advance the ball Keep the ball | PLAY FORWARD QUICKLY | <ul style="list-style-type: none"> First action forward Continue to play forward | <ul style="list-style-type: none"> Controlling Protecting |
| | | | SECURE THE BALL | <ul style="list-style-type: none"> Play out of pressure Keep the ball and initiate build up | <ul style="list-style-type: none"> Driving Dribbling |
| ATTACKING HALF | CREATING & SCORING | <ul style="list-style-type: none"> Score goal Create chance Advance the ball Keep the ball | JOIN THE ATTACK WITH SPEED | <ul style="list-style-type: none"> Provide support in front of the ball Provide support behind the ball | <ul style="list-style-type: none"> Passing Shooting |
| | | | TAKE COUNTERMEASURES: ANTICIPATE THE COUNTER | <ul style="list-style-type: none"> Push up the defensive line with speed: stay connected and compact | <ul style="list-style-type: none"> Scanning |
| | | | FINISH THE COUNTERATTACK AS FAST AS POSSIBLE | <ul style="list-style-type: none"> Create and exploit space for self or teammate Attack space or engage the opponent Recognize player in better position to score Finish: use limited touches | <ul style="list-style-type: none"> Supporting Adapting body shape |



U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U13-U14: THE GAME

11v11



11v11

Progressing from 9v9 to 11v11, there is now an additional center back to create a backline of four as well as the addition of two attacking midfielders to form the triangle shape in the midfield.

The formation begins with the back line (goalkeeper and defenders) and then progresses to the midfielders and then forwards.

1= Goalkeeper

4= Defenders

3= Midfielders

3= Forwards

This formation is just one organizational structure. It is not the only way, but A way.

1-4-3-3 provides a structure for multiple triangles and diamonds (to create passing lanes).

It creates two blocks (5 attacking players and 5 defending players) as well as 1v1 situations across the field.

The goal is to help players develop individual qualities that can connect in small groups (lines) and then into the larger 11v11 game (multiple lines).

U.S. Soccer Player Development Framework Slide #39

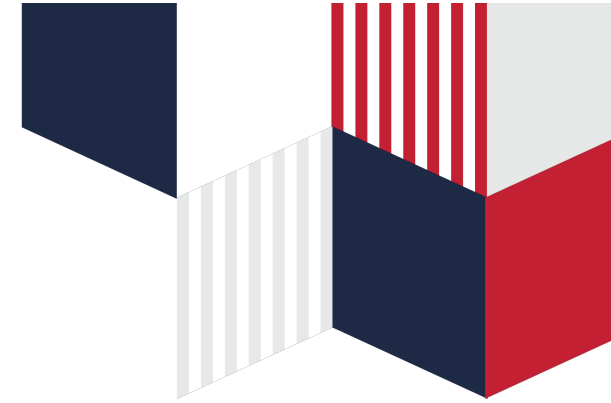


U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U13-U14: THE ENVIRONMENT LEARNING PLAN

Activities

- Utilize a variety of activities that help develop the U.S. Soccer Key Qualities
- Activities should be flexible enough to allow for individual differences concerning the growth spurt
 - activities should be flexible to allow for the workload placed on individuals
- Activities can still be formed around deliberate PLAY with the ball (one player - one ball), but should now focus on small group and team play
 - utilize specific training session goals(team tactical principles, sub-principles, and player actions)
- Focus on decision-making through GAMES (learning through highly structured play that allows for players' choice)
 - utilize inclusionary small sided games: 1v1 → 11v11 (based on roster size and including use of unbalanced games)
- Use of positional games (rondos)
- Use of activities over both short and long distances to develop different player actions





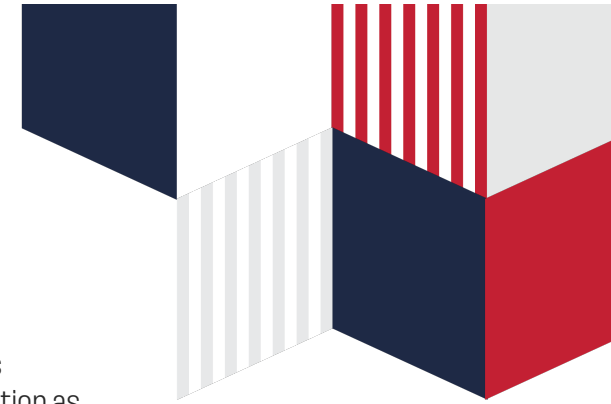
U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U13-U14: THE ENVIRONMENT

LEARNING PLAN

Coaching

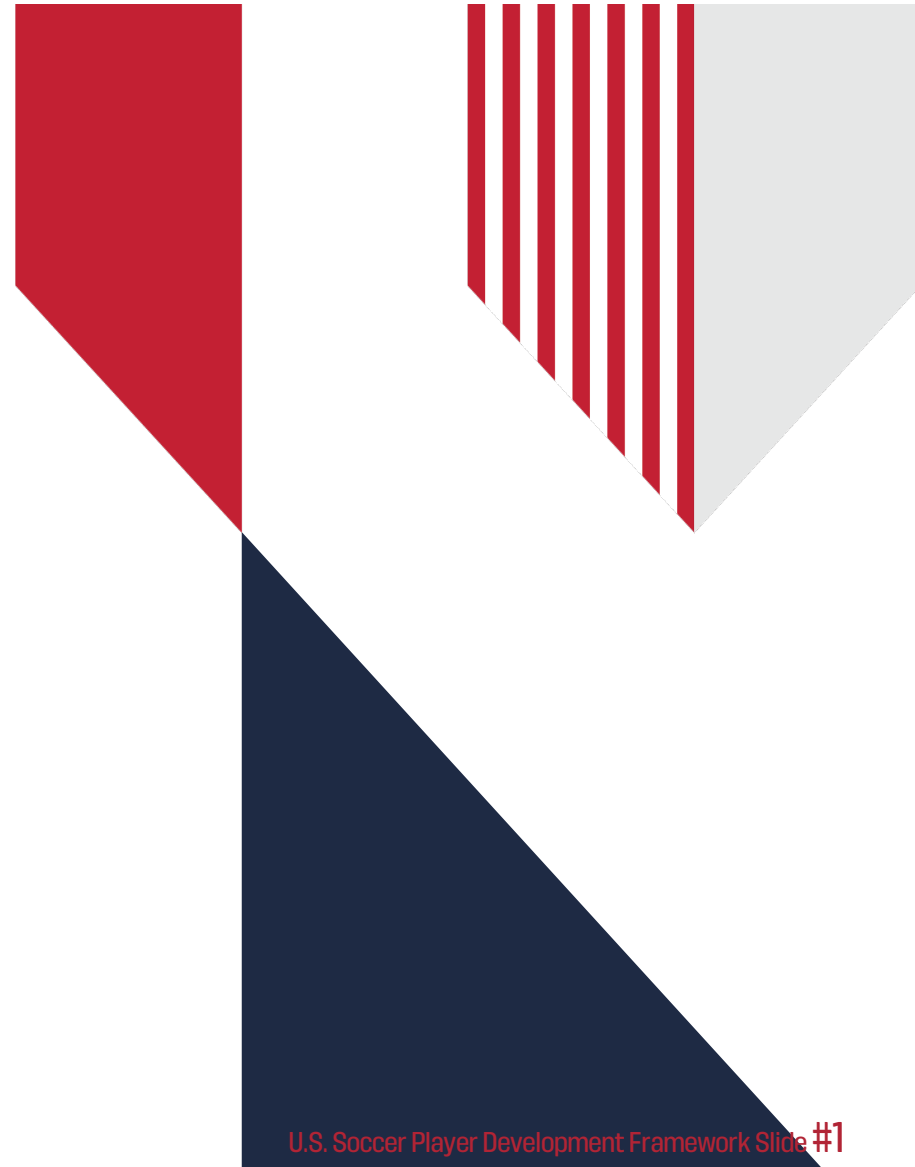
- Be supportive, challenge appropriately, and prevent/manage conflict
- Educate players and provide autonomy for them to lead different activities including injury prevention routines
- Control workload to help prevent injury (as bodies continue to grow)
 - help players understand the difference between "being hurt" and "being injured"
 - coordinate with any other medical professionals or sport coaches
- Encourage and support playing and development in multiple roles and positions throughout the season
- Encourage collaboration: a coach can expect his or her players to understand the game, anticipate problems and use teammates to solve them
 - promote players to ask questions and provide input and feedback to each other
- Promote individuality within the team setting
- Continue to be aware of individual differences (especially between boys and girls) in maturation as some players will have already completed their growth spurt.
 - be aware of early and late developers and help players not compare themselves to others
- Be wary of verbal comparisons and- or over criticizing (also within player-to-player interactions both on and off the field including social media)
 - maintain zero tolerance for bullying
- Acknowledge frustrations and disappointment and help them develop coping strategies
- Empower players to resolve conflict
- Incorporate routines and moderate-level of structure
- Understand the different means of engaging players and when to guide versus when to command/instruct (use different types of questions (higher order questions) to engage players





U . S . S O C C E R F E D E R A T I O N
**PLAYER DEVELOPMENT
FRAMEWORK**

**U15 - U16 LEARNING PLAN
11V11**





U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U15-U16 LEARNING PLAN

WHO IS IN FRONT OF US?

A PLAYER-CENTERED APPROACH TO PLAYING THE GAME

FOCUS ON CREATING A DEVELOPMENTALLY APPROPRIATE LEARNING ENVIRONMENT

The U15-U16 Learning Plan provides answers to the question of, “WHAT IS IMPORTANT TO DEVELOP AT THIS AGE/STAGE?” Clubs and coaches can use this Learning Plan separately or in conjunction with the U.S. Soccer Player Development Framework in its entirety to understand how players may progress as they move from age group to age group.

The age-appropriate Learning Plans combine research on the stages of development with our U.S. Soccer identity. These Learning Plans include learning objectives as well as the Game Model (Game Idea and Principles) that fit each stage as we strive to create fun and maximize development. Based on the players' needs, a coach can use the learning plan to better understand developmentally appropriate soccer beliefs around learning objectives, training activities and coaching.

All players develop at different rates and player development is not always linear, so it is important to approach this framework with a flexible mindset when viewing player development.

U15-U16 PROGRESSION PHASE II

In the second level of the Progression Phase, players continue to develop skills like fundamental movements, scanning, and fundamental soccer skills but now begin to develop specific soccer skills based on a positional profile.

Players in these age groups continue to experience effects of rapid growth, increases in height and weight, as well as increases in muscle mass and body fat. It is essential to monitor body alignment (i.e., ankles, knees, hips, shoulders, and vertebrae), muscle balance and flexibility.

In this phase, players continue to apply more complex team tactical principles in attacking, defending and both transition moments while continuing to develop a high structure of team play. They begin to develop a system of play within the formation (for both attacking and defending) while continuing to develop coordinated movements with groups of teammates. There is increased spatial awareness and interchange of roles during play. This is where we introduce the positional profile to place more focus on the individual responsibilities within a position.

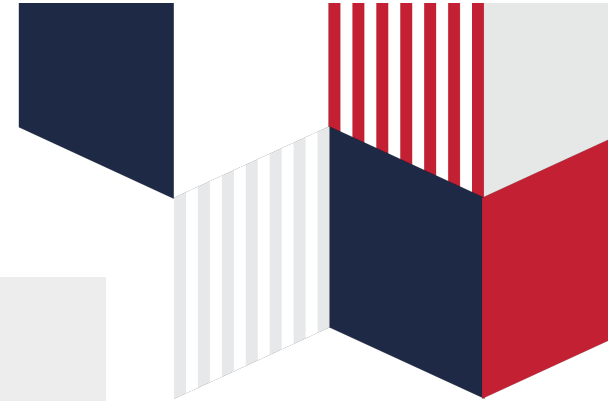
The Game Model adapts and now includes the full list of all subprinciples for each of the game moments. There are also two new subprinciples for both transition moments.

U.S. Soccer Player Development Framework Slide #2



U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U15-U16: THE PLAYER



BASIC NEEDS OF PLAYERS

FUN

Fun is the single largest predictor of sport commitment and sustained participation in childhood through adolescence.

Fun is a need for everybody

- All Ages
- All Levels of Play
- All Levels of Talent

Fun should be maintained throughout the different development stages.

DEVELOPMENT

Holistic approach to Development:

- Physical
- Social
- Mental
- Game Understanding
- Technical Skills

Key aspects of a Development Process:

- Experience
- Reflection
- Development
- Application



BELONGING

Social Environments Built on:

- Positive Emotions (respect and value)
- Inclusion
- Encouragement
- Safety
- Fairness

Learning Environments:

- Are open and collaborative
- Safe for players to be themselves and share ideas
- Encourage players to ask questions and share solutions
- Freedom to make mistakes and learn from them

**BASIC NEEDS
APPLY TO
ALL PLAYERS
REGARDLESS OF
AGE**

DEVELOPMENTAL STAGE: ADOLESCENCE

| | | | | | | | | | | | | | |
|------|------|------|------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| B-U5 | B-U6 | B-U7 | B-U8 | B-U9 | B-U10 | B-U11 | B-U12 | B-U13 | B-U14 | B-U15 | B-U16 | B-U17 | B-U18 |
| G-U5 | G-U6 | G-U7 | G-U8 | G-U9 | G-U10 | G-U11 | G-U12 | G-U13 | G-U14 | G-U15 | G-U16 | G-U17 | G-U18 |

| GAME FORMAT: 1v11 | SOCIAL CHARACTERISTICS | EMOTIONAL CHARACTERISTICS | COGNITIVE CHARACTERISTICS | PHYSICAL CHARACTERISTICS |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| U15 U16 | <ul style="list-style-type: none"> Are more comfortable navigating within their social setting (school) while still learning to adapt and conform to rules of the peer group Develop a stronger sense of self and rely less on the opinions of others (older teens resist peer pressure better than younger teens) Although still strongly influenced by peers they continue to be more assertive and separate themselves from parents/guardians/authority figures. They start to form their own opinion on important topics May struggle with authority figures and boundaries than have been set by adults. Parents are often viewed as interfering with a teen's independence. Compare/measure self to others and might be pre-occupied with personal appearance Develop individual relationships and can exhibit more interest in intimacy/romantic relationships Proving oneself is an enormous motivation for players at this age (especially males). same in U17 May show a fanatical attitude that often creates conflict with teammates and opponents (especially males) same in U17 | <ul style="list-style-type: none"> Still have strong emotions and quick mood swings but are better equipped to recognize and control them Begin to question who they are and what they should do with their lives. Frequently ask the question "Why?" and this will challenge self-regulation skills Can handle constructive/unsolicited feedback Can develop emotional skills to resist social pressure, however their emotions may be susceptible to reactions/interactions made in the digital world/social media Start to develop empathy. Are more open to the fact that others can also have their own intentions and emotions, however, they cannot always interpret them correctly Emotional value of contact with peers increases and they may become emotionally attached to a romantic interest Extremely sensitive for rewards and can be focused on new sensations (leads to risky behavior) May have emotional side effects brought on by puberty including emotional fragility, insensitivity, unreasonable behavior and bad moods occur in both males and females | <ul style="list-style-type: none"> Pre-frontal cortex continues to develop executive functioning: <ul style="list-style-type: none"> Develop coordination of attention with memory and the control of behavioral responses and abstract thought Develop deeper moral reasoning and think about the meaning of life Still a little bit self-centered because they have not yet fully learned to correctly assess the intentions of others May hold a belief that their experiences are unique and different from those of everyone else Have a greater capacity for setting goals than previous stages. Become better at everyday planning and decision making, especially concerning practice and competition They are learning to deal with abstract tasks like anticipating long-term events/decisions and judging potential consequences Lack ability to fully make complex decisions with several alternatives which can lead to making more impulsive and dangerous decisions than adults Evolving hormone systems (including stress hormones) can have a major effect on the brain and behavior Dealing with more factors that can affect concentration such as spectators, opponent interactions, and pressure to perform on demand. Negative self-talk can disrupt concentration | <ul style="list-style-type: none"> Continue to experience effects of rapid growth, increases in height and weight, as well as increases in muscle mass and body fat Essential to monitor body alignment (i.e., ankles, knees, hips, shoulders, and vertebrae), muscle balance (triceps and biceps, quadriceps and hamstrings), and flexibility May have increased hormone levels as their bodies are now naturally producing testosterone & estrogen <ul style="list-style-type: none"> These hormones impact training responses in physical qualities, such as strength, power, speed and endurance With these changes in the body the female movement competencies change and can lead to injury (especially in the knee, hip and ankle joints) Height increases continue in males (beginning to reach their peak in physical growth), whereas females are usually finished growing and may add some weight As muscle mass increases in males, so does body satisfaction. However, many teenage girls become dissatisfied with their bodies and weight due to the increase in body fat. Some teens may even resort to eating disorders to feel better about their bodies |

PROGRESSION PHASE II

SCANNING & POSITIONING, RECEIVING, DRIBBLING, QUICK COMBINATION PLAY AND FINISHING

GOALS

- Players develop scanning skills (ME AND MY SCANNING SKILLS)
- Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)
- Players develop specific soccer skills based on a positional profile (ME AND THE BALL)
- Players develop high structured team play based on a game model (ME AND MY TEAMMATES)

LEARNING ENVIRONMENT: OBJECTIVES

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> To promote injury prevention methods and techniques To continue to develop reaction speed and acceleration speed: focus on acceleration and deceleration To continue to develop more complex movement skills with an emphasis on multi-lateral development: maintain and enhance flexibility, strength, power, agility and mobility To make aerobic training a priority after the onset of the growth spurt To continue to promote skill acquisition - application of technique within a context including perception, decision-making, execution, and reflection | <ul style="list-style-type: none"> To apply more complex team tactical principles in attacking, defending and transition moments: utilize a Game Model as a structure for decision-making <ul style="list-style-type: none"> -develop a system of play within the formation (for both attacking and defending) -continue to develop coordinated movements with groups of teammates: increased spatial awareness and interchange of roles during play -to introduce the positional profile: <ul style="list-style-type: none"> -place more focus on the individual responsibilities within a position To develop player ownership, independence, and planning: <ul style="list-style-type: none"> -include players in the planning process -player to player coaching and motivation (using verbal and non-verbal communication) To develop self-efficacy, self-reflection and self-regulation skills To develop teamwork: group goal setting and mutual support |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

LEARNING ENVIRONMENT: ACTIVITIES

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Utilize a variety of activities that help develop the U.S. Soccer Key Qualities Activities should be flexible enough to allow for individual differences concerning the growth spurt <ul style="list-style-type: none"> -activities should be flexible to allow for the workload placed on individuals -activities allow for individualization based on maturity levels Activities can still be formed around deliberate PLAY with the ball (one player - one ball), but should now focus on small group and team play <ul style="list-style-type: none"> -utilize specific training session goals (team tactical principles, sub-principles, and player actions) | <ul style="list-style-type: none"> Use activities that introduce individual positional training (based on a positional profile), functional group training, and team training Focus on decision-making through GAMES (learning through highly structured play that allows for players' choice) <ul style="list-style-type: none"> -utilize inclusionary small sided games: 1v1 → 11v11 (based on roster size and including use of unbalanced games) Use of positional games (rondos) Use of activities over both short and long distances to develop different player actions |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

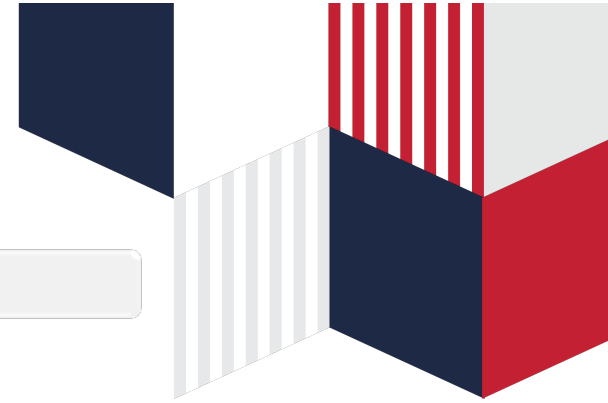
LEARNING ENVIRONMENT: COACHING

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Support players in finding personal fulfillment through increased player autonomy while gaining a deeper game understanding Place more focus on specific individual development Be patient an understands that development takes time and players will develop at different rates. Be able to recognize the impact of growth and maturation on performance players. | <ul style="list-style-type: none"> Be aware hormonal changes and the differences between genders (testosterone in males may cause ego-centric behavior and try to do everything individually) Provide players with opportunity to learn: <ul style="list-style-type: none"> -games are played in function of the development of the player -the game objectives are always formulated based on the training session objectives Use cues/key words to create focus and to refocus is an effective way to maintain concentration. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U15-U16: THE PLAYER



Developmental Characteristics

SOCIAL

- Are more comfortable navigating within their social setting (school) while still learning to adapt and conform to rules of the peer group
- Develop a stronger sense of self and rely less on the opinions of others (older teens resist peer pressure better than younger teens)
- Although still strongly influenced by peers they continue to be more assertive and separate themselves from parents/guardians/authority figures. They start to form their own opinion on important topics
- May struggle with authority figures and boundaries than have been set by adults. Parents are often viewed as interfering with a teen's independence.
- Compare/measure self to others and might be pre-occupied with personal appearance
- Develop individual relationships and can exhibit more interest in intimacy/romantic relationships
- Proving oneself is an enormous motivation for players at this age (especially males). same in U17
- May show a fanatical attitude that often creates conflict with teammates and opponents (especially males) same in U17

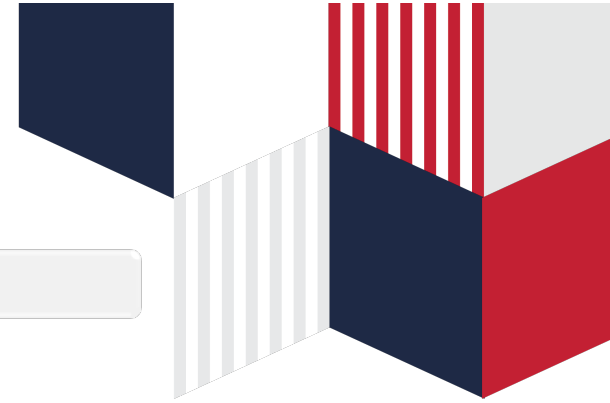
EMOTIONAL

- Still have strong emotions and quick mood swings but are better equipped to recognize and control them
- Begin to question who they are and what they should do with their lives. Frequently ask the question "Why?" and this will challenge self-regulation skills
- Can handle constructive/unsolicited feedback
- Can develop emotional skills to resist social pressure, however their emotions may be susceptible to reactions/interactions made in the digital world/social media
- Start to develop empathy. Are more open to the fact that others can also have their own intentions and emotions, however, they cannot always interpret them correctly
- Emotional value of contact with peers increases and they may become emotionally attached to a romantic interest
- Extremely sensitive for rewards and can be focused on new sensations (leads to risky behavior)
- May have emotional side effects brought on by puberty including emotional fragility, insensitivity, unreasonable behavior and bad moods occur in both males and females



U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U15-U16: THE PLAYER



Developmental Characteristics

COGNITIVE

- Pre-frontal cortex continues to develop executive functioning:
 - Develop coordination of attention with memory and the control of behavioral responses and abstract thought
 - Develop deeper moral reasoning and think about the meaning of life
 - Still a little bit self-centered because they have not yet fully learned to correctly assess the intentions of others
 - May hold a belief that their experiences are unique and different from those of everyone else
- Have a greater capacity for setting goals than previous stages. Become better at everyday planning and decision making, especially concerning practice and competition
- They are learning to deal with abstract tasks like anticipating long-term events/decisions and judging potential consequences
- Lack ability to fully make complex decisions with several alternatives which can lead to making more impulsive and dangerous decisions than adults
- Evolving hormone systems (including stress hormones) can have a major effect on the brain and behavior
- Dealing with more factors that can affect concentration such as spectators, opponent interactions, and pressure to perform on demand. Negative self-talk can disrupt concentration

PHYSICAL

- Continue to experience effects of rapid growth, increases in height and weight, as well as increases in muscle mass and body fat
- Essential to monitor body alignment (i.e., ankles, knees, hips, shoulders, and vertebrae), muscle balance (triceps and biceps, quadriceps and hamstrings), and flexibility
- May have increased hormone levels as their bodies are now naturally producing testosterone & estrogen
 - These hormones impact training responses in physical qualities, such as strength, power, speed and endurance
- With these changes in the body the female movement competencies change and can lead to injury (especially in the knee, hip and ankle joints)
- Height increases continue in males (beginning to reach their peak in physical growth), whereas females are usually finished growing and may add some weight
- As muscle mass increases in males, so does body satisfaction. However, many teenage girls become dissatisfied with their bodies and weight due to the increase in body fat. Some teens may even resort to eating disorders to feel better about their bodies



U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U15-U16: THE PLAYER

PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

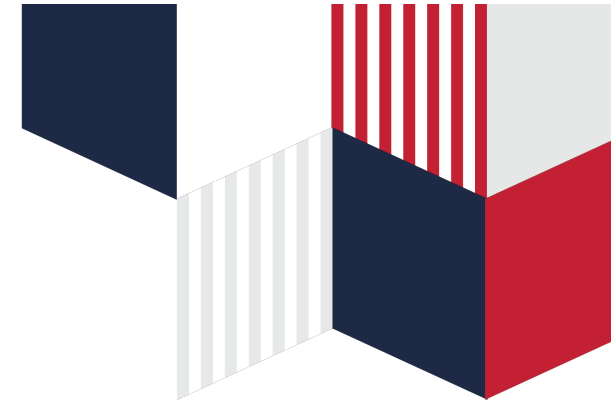
Soccer Development

GOALS

- Players develop scanning skills (ME AND MY SCANNING SKILLS)
- Players develop fundamental movement skills (ME AND MY MOVEMENT SKILLS)
- Players continue to develop fundamental soccer skills with and without the ball under a high level of pressure (ME AND THE BALL)
- Players develop high structured team play based on a game model (ME AND MY TEAMMATES)

Learning Environment: Objectives

- To promote injury prevention methods and techniques
- To continue to develop reaction speed and acceleration speed: focus on acceleration and deceleration
- To continue to develop more complex movement skills with an emphasis on multi-lateral development: maintain and enhance flexibility, strength, power, agility and mobility
- To make aerobic training a priority after the onset of the growth spurt
- To continue to promote skill acquisition - application of technique within a context including perception, decision-making, execution, and reflection
- To apply more complex team tactical principles in attacking, defending and transition moments: utilize a Game Model as a structure for decision-making
 - develop a system of play within the formation (for both attacking and defending)
 - continue to develop coordinated movements with groups of teammates: increased spatial awareness and interchange of roles during play
 - to introduce the positional profile:
 - place more focus on the individual responsibilities within a position
- To develop player ownership, independence, and planning:
 - include players in the planning process
 - player to player coaching and motivation (using verbal and non-verbal communication)
- To develop self-efficacy, self-reflection and self-regulation skills
- To develop teamwork: group goal setting and mutual support





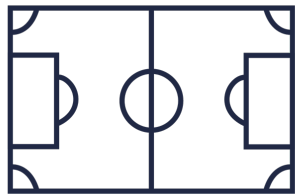
U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U15-U16: THE GAME

THE GAME FORMAT: 11V11

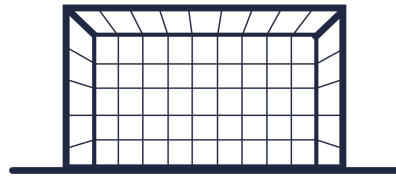


FIELD OF PLAY



Length- Min 100 yards/ Max 130 yards
Width- Min 50 yards/ Max 100 yards

GOALS



Goals should be 8 feet (height) x 24 feet (width)

LAW 2 - BALL



Size 5 ball

LAW 3 - # OF PLAYERS



10 field players and 1 goalkeeper

LAW 3 - # OF PLAYERS



Game may not start or continue if there are less than 7 players on a team

SUBSTITUTIONS



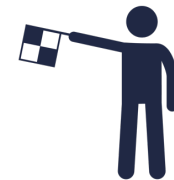
*Substitutions are unlimited (Modified Laws of the Game) and can occur at any stoppage

LAW 5 - REFEREE



As a minimum, referees must have the U.S. Soccer Referee License.

LAW 6 - OTHER MATCH OFFICIALS



Assistant Referees must have at minimum the U.S. Soccer Referee License

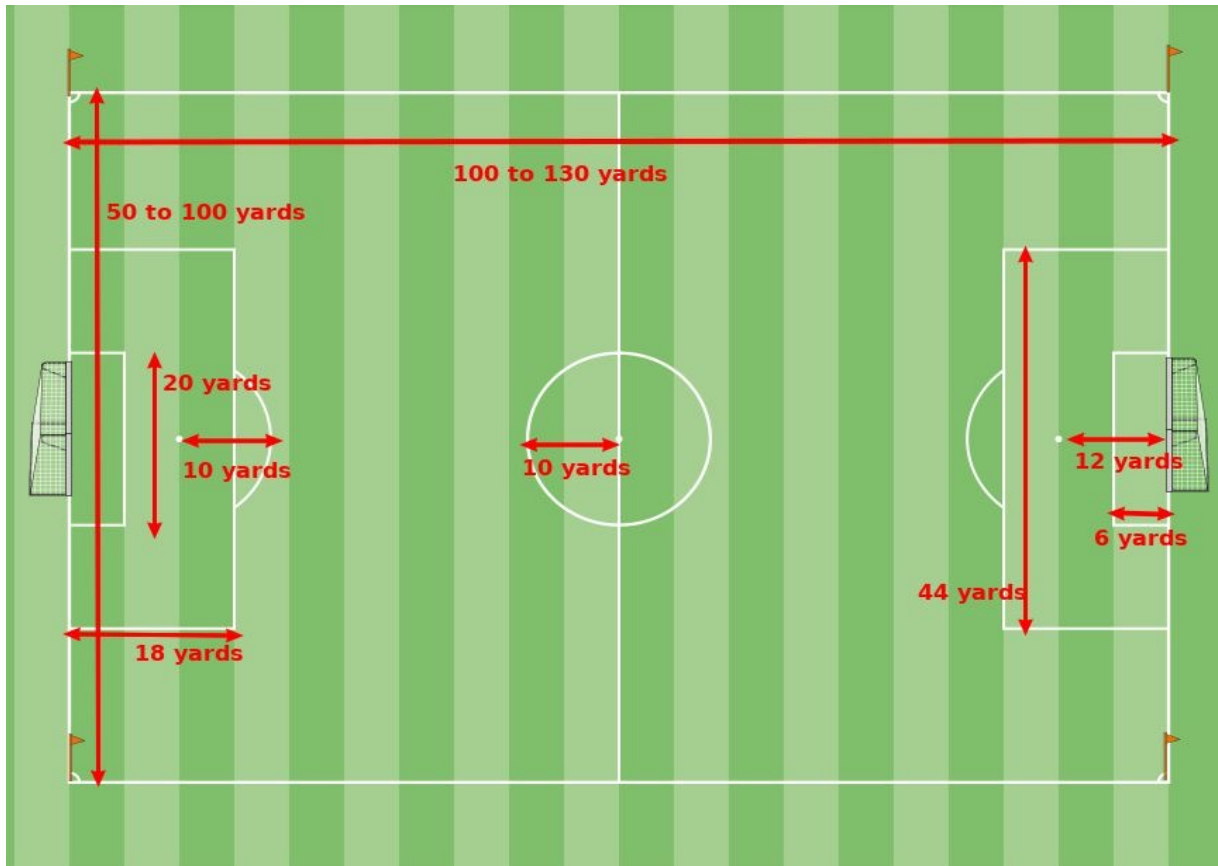
*The use of return substitutions is only permitted in youth, veterans, disability and grassroots football, subject to the agreement of the national football association, confederation or FIFA



U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U15-U16: THE GAME

FIELD SIZE

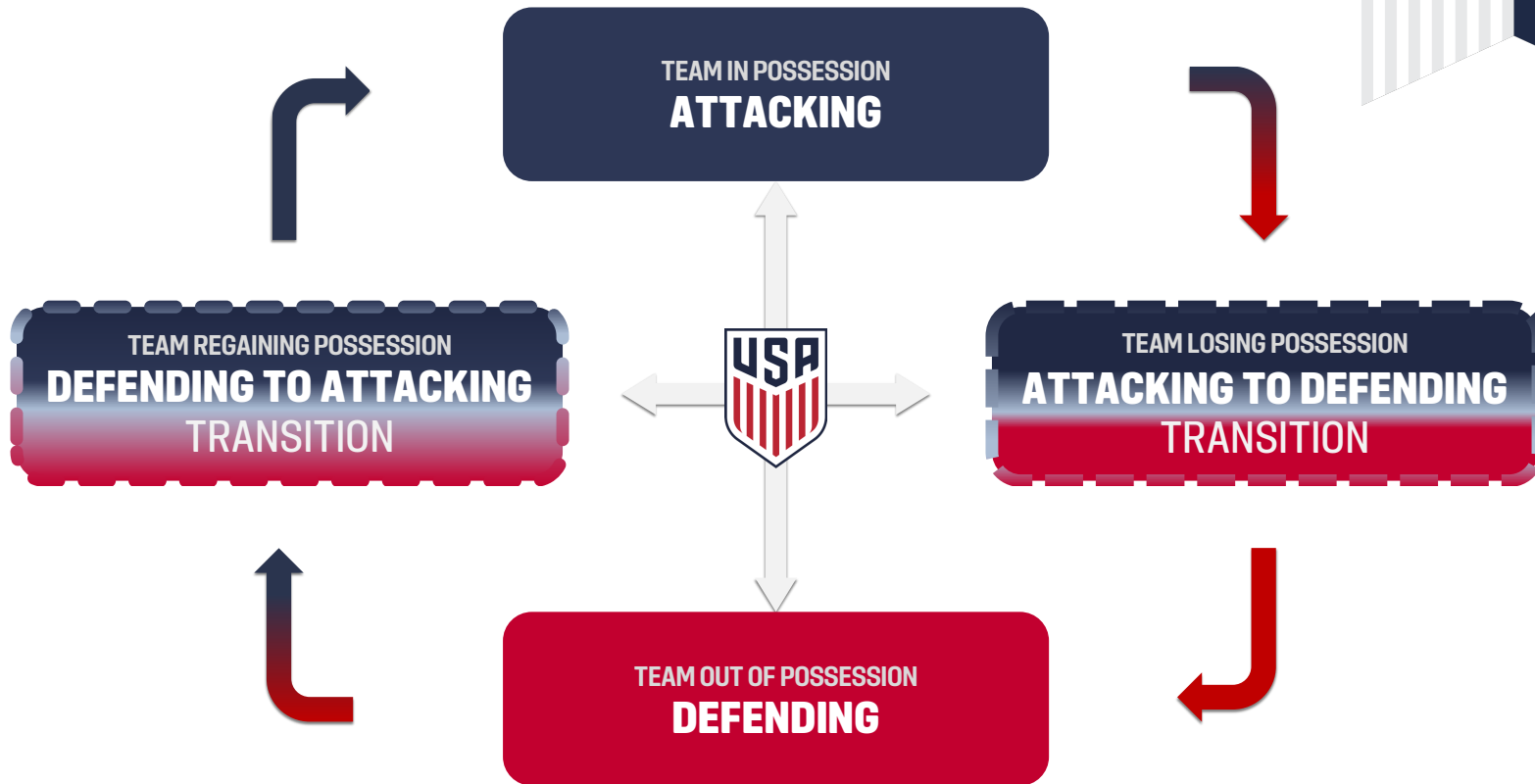




U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U15-U16: THE GAME

THE GAME MOMENTS





U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U15-U16: THE GAME

The Game Model is the description of the desired behavior on the pitch. It contains the **game idea**, team tactical **main principles**, team tactical **sub-principles**, and individual **player actions**.

Game Idea

The Game Idea is the description of the unique and fundamental **tactical intentions** of a team to achieve the team goals during competition. The Game Idea is influenced by culture, region, history, characteristics of the players, and the coaches' philosophy.

There is a game idea for each of the four moments of the game. The level of complexity in our Game Idea(s) change based on the player's stage of development. For instance, in the Learning Plans the players' stages of development are listed along with developmental goals, including the developmentally appropriate game idea(s) and principles.

Principles & Sub-Principles

Principles are the guidelines for the decision making and behavior of an individual or group of players in a specific game situation based on the game idea.

Principles exist in multiple layers. Also known as Team Tactical Main Principle or Sub-Principles. Each principle has been defined with developmentally appropriate language in each of the Age Group Learning Plans.

Player Actions

A fundamental soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring a high level of perception (scanning), decision-making (reading and understanding game situations), communication, physical and technical execution.

The language used to describe the game ideas, principles, and sub-principles in the Game Model evolves throughout the age groups as players progress through the stages of development.



U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U15-U16: THE GAME

Game Model

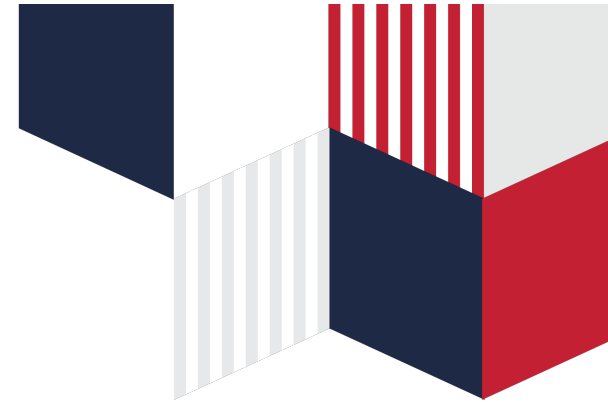
The Game Model is the combination of our fundamental ideas (game ideas) and game principles (main and sub). The combination of both the ideas and principles are meant to inform decision making of the player(s) in specific game situations based on the desired behaviors. The Game Model gives us the answers to and how we want our players to react to the following questions:

- What do we do when we have the ball?
- What do we do when we lose the ball?
- What do we do when we do not have the ball?
- What do we do when we regain possession of the ball?

Based on Stages of Development:

U10 and below we only focus on two game moments - **Attacking and Defending**

U11 and above we focus on all four game moments



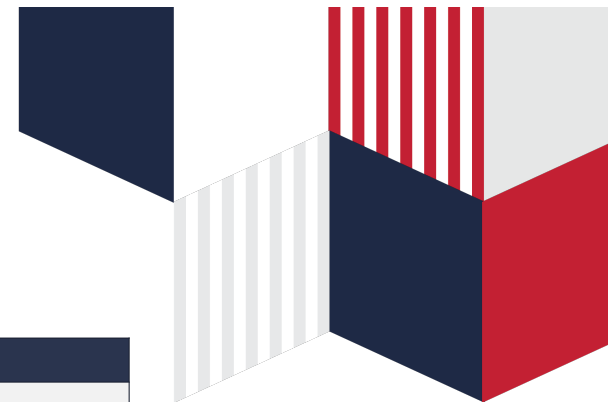


U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U15-U16: THE GAME

PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING



| ATTACKING | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| GAME IDEA | |
| When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals. | |
| TEAM TACTICAL PRINCIPLES | |
| MAIN PRINCIPLES | SUB PRINCIPLES |
| CREATE ATTACKING SHAPE | Create appropriate height, width, depth |
| | Create optimal attacking distances between players |
| PROVIDE OPTIONS TO PLAY FORWARD | Provide vertical or diagonal passing options |
| | Overload centrally or wide |
| | Move or lose opponent when marked |
| | Make runs behind the defensive line |
| BREAK LINES TO ADVANCE ATTACK | Give immediate support to teammate under pressure |
| | Drive with the ball to exploit space |
| | Engage opponent: create 1v1 or 2v1 |
| TAKE COUNTERMEASURES: ANTICIPATE OPPONENT COUNTER | Find a free player between or behind the lines |
| | Switch play: pass the ball to opponent's weak zone |
| FINISH THE ATTACK AS FAST AS POSSIBLE | Push up the defensive line with speed: stay connected and compact |
| | Create high defensive shape behind the ball |
| | Separate: time run or quick movement to unmark |
| | Final pass: through ball or combination play |
| | Numbers in the box: fill zones in front of goal |
| | Cross: into space or player |
| Take on 1v1 to create or score | |
| Finish: use limited touches | |

U15 - U16

PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

ATTACKING

Game Idea: When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES

CREATE ATTACKING SHAPE
POSITION TO STRETCH OPPONENT AND CREATE SPACE

SUB PRINCIPLES

- Create appropriate height, width, depth
- Create optimal attacking distances between players

DEFINITION

- Attacking players position as high as possible:
 - Pin or move the opponent's back line to stretch the opponent's team in length.
 - Lower the level of vertical compactness of opponent:
 - create more space between the opponent's defensive lines (specifically, between the the opponent's back line and midfield).
- Wide forwards and/or fullbacks (wide players):
 - Position wide while avoiding two players in a direct line; position attack across different lanes
 - Lower level of horizontal (sideline to sideline) compactness of opponent
 - create more space centrally: creating passing lanes into the opponent's block or
 - take advantage of space in wide areas
- Center backs and/or fullbacks (occasionally midfielders):
 - Position behind the ball in supporting position.
 - Lower the level of vertical compactness of opponent:
 - create enough space to create strong ball circulation
 - enable a switch of play
- Spread out with optimal passing distance between players.
- Create relationships - connections between players.
- Exploit space in opponent's defending team shape.

U15 - U16

PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

ATTACKING

Game idea: When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES

SUB PRINCIPLES

DEFINITION

PROVIDE OPTIONS TO PLAY FORWARD

(RE-)POSITION TO CREATE ADVANTAGE AND RECEIVE THE BALL

| MAIN PRINCIPLES | SUB PRINCIPLES | DEFINITION |
|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PROVIDE OPTIONS TO PLAY FORWARD (RE-)POSITION TO CREATE ADVANTAGE AND RECEIVE THE BALL | <ul style="list-style-type: none"> Provide vertical or diagonal passing options | <ul style="list-style-type: none"> Exploit the space in and around the opponent's defensive block and create a positional advantage: <ul style="list-style-type: none"> Avoid two players in a direct line. Move and provide a good supporting angle: receive facing forward to play forward when possible. Stay away from the ball when player on the ball has time and space to play forward. Triangulate: we position to provide the player on the ball with at least two forward (diagonal/vertical) passing options on different levels of height and width. Rotate: interchange position to create a dynamic advantage. |
| | <ul style="list-style-type: none"> Create overload centrally or wide | <ul style="list-style-type: none"> Create a numerical advantage in a specific area of the field: <ul style="list-style-type: none"> Position to outnumber opponent in the area around the ball or area away from the ball Allow more players to attack - penetrations of midfielders or defenders Drop midfielders or attackers |
| | <ul style="list-style-type: none"> Move or lose opponent when marked | <ul style="list-style-type: none"> If marked move to <u>open space</u> or move to <u>open the space</u>; Lose opponent to receive the ball <ul style="list-style-type: none"> Distance from defender in space (get unmarked)/ move between the lines Move opponent to receive the ball <ul style="list-style-type: none"> Draw opponent out of defending position to create space for self to receive (requires explosive change of direction) Move to create space and passing options for teammate to receive <ul style="list-style-type: none"> Draw opponent out of defending position to create space for teammate to exploit and receive ball |
| | <ul style="list-style-type: none"> Make runs behind the defensive line | <ul style="list-style-type: none"> Make run when player on the ball is facing forward and has no pressure or has pressure but can play forward Use different runs and time run to avoid offside (straight run, curved run, ...) Receive the ball facing forward |
| | <ul style="list-style-type: none"> Give immediate support to teammate under pressure | <ul style="list-style-type: none"> Recognize the player on the ball is under pressure and has no immediate options: <ul style="list-style-type: none"> Above the ball: move towards the ball to create a passing option Behind the ball: adjust position to create passing option |

U15 - U16

PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

ATTACKING

Game Idea: When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

TEAM TACTICAL PRINCIPLES

| MAIN PRINCIPLES | SUB PRINCIPLES | DEFINITION |
|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| BREAK LINES TO ADVANCE ATTACK PROGRESS THE BALL FORWARD AND ELIMINATE OPPONENT(S) | <ul style="list-style-type: none"> • Drive with the ball to exploit space | <ul style="list-style-type: none"> • Recognize and exploit space. • Accelerate play through dribble: individually progress the ball into space with change of tempo. • Attract opponent (draw attention). |
| | <ul style="list-style-type: none"> • Engage opponent: create 1v1 or 2v1 | <ul style="list-style-type: none"> • Dribble and look for 1v1 or 2v1 : <ul style="list-style-type: none"> -Engage to isolate opponent: -Eliminate through dribble: take opponent on in 1v1 -Eliminate through pass or give and go • Move or hold the ball to attract opponent: <ul style="list-style-type: none"> -Move the opponent, invite pressure to create space for teammate. |
| | <ul style="list-style-type: none"> • Find a free player between or behind the lines | <ul style="list-style-type: none"> • Pass quickly, accurately and with appropriate pace to a free player. • Skip a line: recognize opportunity & take risk: look furthest first, look nearest second. • Pass dictates the action: pass with intent. |
| | <ul style="list-style-type: none"> • Switch play: pass the ball to opponents' weak zone | <ul style="list-style-type: none"> • Draw opponent to one side and find space on the opposite side: <ul style="list-style-type: none"> - Direct change of point: long pass - Indirect change of point: short pass |
| TAKE COUNTERMEASURES: ANTICIPATE OPPONENT COUNTER POSITION TO PROTECT AGAINST COUNTERATTACK | <ul style="list-style-type: none"> • Push up the defensive line with speed: stay connected and compact | <ul style="list-style-type: none"> • Provide balance (numbers). • We all move with the same speed and lose space in between lines that the opponent could exploit. • Create as high a line as possible. • GK take high position: stay connected with the backline . <ul style="list-style-type: none"> - GK anticipate long pass from opponent and adjust quickly. |
| | <ul style="list-style-type: none"> • Create high defensive shape behind the ball | <ul style="list-style-type: none"> • Defensive positioning by the players who are no longer directly involved in moving the ball forward. • Anticipate losing the ball and occupy positions to defend the opponent's counterattack. <ul style="list-style-type: none"> -Defend the center of the field: block passing lanes -Lock down the opponent's outlet(s): mark transition players |

U15 - U16

PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

ATTACKING

Game Idea: When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

TEAM TACTICAL PRINCIPLES

MAIN PRINCIPLES

SUB PRINCIPLES

DEFINITION

FINISH THE ATTACK

CREATE SCORING OPPORTUNITY AND SCORE

- Separate: time run or quick movement to unmark

- Move into a position in and around the box to score or assist:
 - Forward run behind the opponent's back line from a high position (attacking position)
 - Forward run behind the opponent's back line from a deeper position (midfield position)
 - Move out of sight to receive
- Counter movement: opposite movement between two players
- Quick movement from opponent to create space

- Final pass: through ball or combination play

- Disguised pass to manipulate opponent
- Pass quickly, accurately and with appropriate pace:
 - through ball or chip ball to player who runs in behind
 - pass to unmarked player in or around the box
- Quick combination play between 2 or more players to find a teammate in a goalscoring position
- Recognize the player in the better position.

- Numbers in the box: fill zones in front of goal

- Efficient occupation of zones in the box on cross: near post, back post, penalty spot, edge of box
 - Time your run in the box.
 - Get unmarked or in front of opponent.
 - Attack the ball.

- Cross: into space or player

- Time the cross in front or behind the backline.
- Recognize space (positioning of goalkeeper and defenders)
 - recognize the positions and runs of teammates in penalty box

- Take on 1v1 to create or score

- Eliminate opponent through dribble to create goalscoring opportunity

- Finish: use limited touches

- Shoot from (short/long) distance.
- Finish off the cross: choose your final touch.
- React quickly on rebounds.

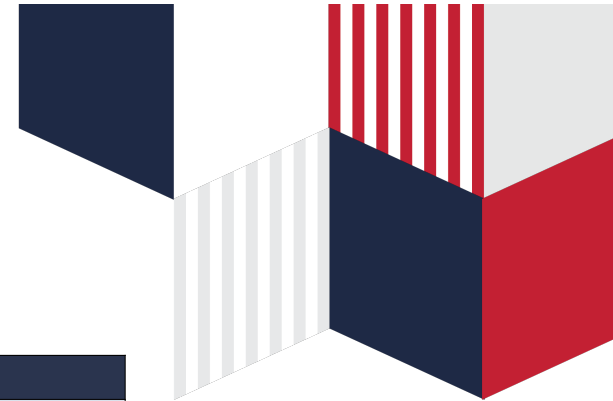


U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U15-U16: THE GAME

PROGRESSION PHASE II
SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

Table with 12 rows and 1 column. Headers: PLAYER ACTIONS, ATTACKING WITH THE BALL, SPACIAL & POSITIONAL AWARENESS. Content: Controlling, Protecting, Driving, Dribbling, Passing, Shooting, Scanning, Supporting, Adapting body shape.



U15 - U16

PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

ATTACKING

Game Idea: When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

WITH THE BALL

CONTROLLING

- Receiving and preparing the ball from short passes (distance of 5 to 20 yards)
- Receiving and preparing the ball in such a way that you can immediately go to goal
- Receiving and preparing the ball in such a way that it stays as close to you as possible
- Receiving by moving towards the ball when opponent is close by (attacking the ball)
- Receiving and preparing the ball from a long pass in the air
- Receiving and preparing the ball on the bounce
- Receiving and preparing the ball on the turn towards the opponent's goal as quickly as possible
- Receiving and playing in 1 touch if you can pass accurately
- Avoiding looking at the ball when receiving and preparing the ball
- Scanning for a free teammate after performing the control
- Scanning for a free teammate before or while receiving and preparing the ball
- Avoiding a long ball from bouncing - receiving before the bounce
- Receiving and playing a long ball in 1 touch if you can pass accurately

PROTECTING

- Shielding and maintaining possession of the ball, by placing most of the body between the ball and opponent, keeping the ball on the furthest foot away from the defender while looking for teammates
- Turning away from and out of reach of your opponent

DRIVING

- Running with the ball, keeping the ball as close as possible to the body
- Avoiding looking at the ball while driving the ball
- Keeping your body between the ball and the approaching opponent while driving the ball
- Running as fast as possible with the ball, picking up speed to gain as much time and territory as possible
- Creating space in advance (before controlling) in which you want to drive the ball

U15 - U16

PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

ATTACKING

Game Idea: When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

WITH THE BALL

DRIBBLING

- Taking on the opponent
- Reading the body shape of the opponent and engaging on the most obvious/weak side
- Accelerating when eliminating the opponent
- Avoiding looking at the ball while dribbling
- Keeping your body between the ball and the opponent while dribbling
- Holding off the opponent and creating distance from the opponent
- Dribbling through a change of direction at the right time, or through a change of speed or through a feint
- Dribbling when you can cause direct danger on target

PASSING

- Playing the ball intentionally with different surfaces to a free teammate, into feet or space, within a distance of 5 to 20 yards
- Playing the ball to the foot so that the player receiving the ball can continue to play forward
- Making a leading pass in front of your teammate, making sure that the teammate can take the ball without having to slow down
- Looking at the player you are passing to when passing
- Trying to take out an opponent with a quick wall pass (give and go) in a small space
- Making a long pass in the air
- Playing a long ball in space so a teammate can receive the ball while running
- Avoiding passing to a player surrounded by opponents who can be immediately put under pressure
- Playing the cross at the right time and with the right ball speed outside the action area of the goalkeeper and the defender
- Disguising the pass

SHOOTING

- Striking the ball intentionally with different surfaces from short and medium range (1-10 yards; 11-20 yards) on the goal (finishing)
- Looking at the position of the goalkeeper before shooting at goal, and selecting a target
- Aiming for the far side if you shoot from an angle and the goalkeeper is protecting near post
- Finishing in 1 time/touch when closely marked
- Finishing on the volley / bounce
- Following the ball after the shot
- Dribbling at the goalkeeper when he/she comes out at full speed or when he or she protects the goal well and scoring from the shot becomes difficult
- Chipping the goalkeeper
- Disguising the finish

U15 - U16

PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

ATTACKING

Game Idea: When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

SPACIAL & POSITIONAL AWARENESS

SCANNING

- Searching for the ball, teammates and the goal:
 - Scanning for a free teammate after performing the control
 - Scanning for a free teammate before or while receiving and preparing the ball (passing)
 - Scanning and avoiding looking at the ball while dribbling
 - Scanning and looking at the position of the goalkeeper before shooting at goal, and selecting a target (shooting)

SUPPORTING (POSITIONING)

- Looking at the player in possession of the ball
- Finding open space for self and indicating this, verbally or non-verbally, to the player in possession of the ball
- Repositioning after giving a pass (ex. give and go)
- Assessing teammates' movements and moving off each other
- Unmarking and running behind opponent when a teammate on the ball is looking for options
- Looking to get out of sight from the defender's vision
- Losing direct opponent by switching positions with a teammate
- Anticipating as the third player who will get the ball after a pass between two teammates

ADAPTING BODY SHAPE

- Adjusting shoulders and hips to be 45 - 90 degrees towards the attacking goal.
- While approaching, have an optimal overview of the game situation.

U15 - U16

PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

ATTACKING

Game Idea: When we have the ball, we want to play forward through individual actions and short combinations, to play in the attacking half in order to create chances and score goals.

| FIELD | PHASE | OBJECTIVE | TEAM TACTICAL PRINCIPLES | | PLAYER ACTIONS |
|----------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| | | | MAIN PRINCIPLES | SUB PRINCIPLES | WITH THE BALL |
| DEFENDING HALF | BUILDING UP | <ul style="list-style-type: none"> • Advance the ball • Keep the ball | CREATE ATTACKING SHAPE | <ul style="list-style-type: none"> • Create appropriate height, width, depth • Create optimal attacking distances between players | <ul style="list-style-type: none"> • Controlling • Protecting |
| | | | PROVIDE OPTIONS TO PLAY FORWARD | <ul style="list-style-type: none"> • Provide vertical or diagonal passing options • Create overload centrally or wide • Move or lose opponent when marked • Make runs behind the defensive line • Give immediate support to teammate under pressure | <ul style="list-style-type: none"> • Driving • Dribbling • Passing • Shooting |
| ATTACKING HALF | CREATING & SCORING | <ul style="list-style-type: none"> • Score goal • Create chance • Advance the ball • Keep the ball | BREAK LINES TO ADVANCE ATTACK | <ul style="list-style-type: none"> • Drive with the ball to exploit space • Engage opponent: create 1v1 or 2v1 • Find a free player between or behind the lines • Switch play: pass the ball to the opponent's weak zone | SPACIAL & POSITIONAL AWARENESS |
| | | | TAKE COUNTERMEASURES: ANTICIPATE OPPONENT COUNTER | <ul style="list-style-type: none"> • Push up the defensive line with speed: stay connected and compact • Create high defensive shape behind the ball | <ul style="list-style-type: none"> • Scanning |
| | | | FINISH THE ATTACK | <ul style="list-style-type: none"> • Separate: time run or quick movement to unmark • Final pass: through ball or combination play • Numbers in the box: fill in zones in front of goal • Cross into space or player • Take on 1v1 to create or score • Finish: use limited touches | <ul style="list-style-type: none"> • Supporting • Adapting body shape |

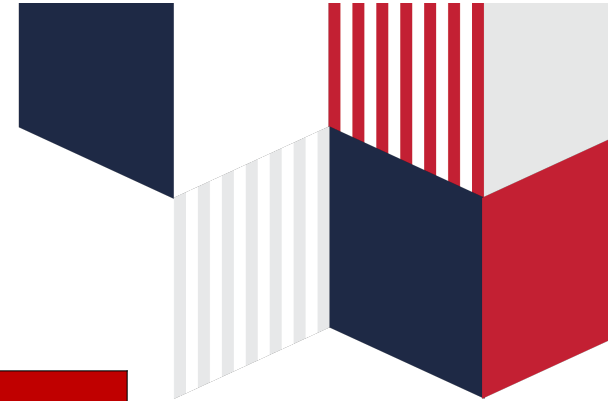


U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U15-U16: THE GAME

PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING



| ATTACKING TO DEFENDING TRANSITION | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GAME IDEA | |
| <p>When we lose the ball, we want to regain it early by reacting immediately with maximum intensity.</p> <p>When we recognize we are unable to pressure the ball, we recover quickly into a defending shape.</p> | |
| TEAM TACTICAL PRINCIPLES | |
| MAIN PRINCIPLES | SUB PRINCIPLES |
| APPLY IMMEDIATE PRESSURE ON THE BALL | <ul style="list-style-type: none"> • Press to regain or prevent progress of the ball • Provide cover and balance: eliminate options |
| DELAY THE COUNTERATTACK | <ul style="list-style-type: none"> • Drop off and block direct path to goal • Slow down and dictate opponent |
| RECOVER WITH SPEED | <ul style="list-style-type: none"> • Get numbers back quickly and take defensive position • Press from behind as quickly as possible • Stay connected: look to win the second ball |
| TAKE COUNTERMEASURES: ANTICIPATE THE COUNTER | <ul style="list-style-type: none"> • Create passing option(s): between the lines • Create passing option(s): look to run in behind |
| DENY FINISH FROM COUNTERATTACK | <ul style="list-style-type: none"> • Defend the goal and create conditions to engage • Challenge to protect against a goal attempt |

U15 - U16

PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

ATTACKING TO DEFENDING TRANSITION

Game Idea: When we lose the ball, we want to regain it early by reacting immediately with maximum intensity. When we recognize we are unable to pressure the ball, we recover quickly into a defending shape.

TEAM TACTICAL PRINCIPLES

| MAIN PRINCIPLES | SUB PRINCIPLES | DEFINITION |
|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| APPLY IMMEDIATE PRESSURE ON THE BALL <small>REACT QUICKLY TO WIN THE BALL BACK AND STOP OPPONENTS' FORWARD PLAY</small> | <ul style="list-style-type: none"> Press to regain or prevent progress of the ball | <ul style="list-style-type: none"> Recognize situations when to press or hold and force wide (awareness). Win the ball when opportunity to regain (distance, numbers and levels of compactness) Nearest player (s): <ul style="list-style-type: none"> -React immediately, reduce space with speed and intensity -Apply (frontal/diagonal) pressure on the ball: deny switch - stop long ball - prevent forward pass -Stay disciplined: no foul |
| | <ul style="list-style-type: none"> Provide cover and balance: eliminate options | <p>PROTECT THE NEAREST SPACE: ANTICIPATE SHORT PASSING</p> <ul style="list-style-type: none"> Teammates collectively reduce space and area around the ball Mark outlet players - block passing lines - cover space Push up the lines when opposition is forced backwards. <p>PROTECT THE SPACE IN BEHIND: ANTICIPATE THE LONG BALL</p> <ul style="list-style-type: none"> Central defenders anticipate the long ball when inefficient pressure: read pass and drop Wide defenders attach to the backline Adjust body position to anticipate opponent's movement or action. |
| DELAY THE COUNTERATTACK <small>DROP AND NARROW, REDUCE SPEED OF OPPONENTS TO ALLOW PLAYERS TO RECOVER</small> | <ul style="list-style-type: none"> Drop off and block direct path to goal | <ul style="list-style-type: none"> Drop-off and protect the center: <ul style="list-style-type: none"> -Drop centrally, get narrow and defend in relation to goal -Create compact block - numbers between ball and goal (to force play wide) Reduce the central space between the backline. Identify and mark the most dangerous player. |
| | <ul style="list-style-type: none"> Slow down and dictate opponent | <ul style="list-style-type: none"> Slow down the opponent when we are unable to pressure the player on the ball and in a disadvantage (ex. outnumbered) to allow players to return in the defensive block. Dictate direction (force backwards or wide) and speed of play (reduce speed). Create equal numbers or overload (in area of the ball): eliminate passing options (2v1 → 1-1). |

U15 - U16

PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

ATTACKING TO DEFENDING TRANSITION

Game Idea: When we lose the ball, we want to regain it early by reacting immediately with maximum intensity. When we recognize we are unable to pressure the ball, we recover quickly into a defending shape.

TEAM TACTICAL PRINCIPLES

| MAIN PRINCIPLES | SUB PRINCIPLES | DEFINITION |
|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RECOVER WITH SPEED <small>SPRINT BACK TO GET BALANCED, ORGANIZED AND APPLY PRESSURE</small> | <ul style="list-style-type: none"> Get numbers back quickly and take defensive position | <ul style="list-style-type: none"> Sprint back to get behind the ball to support teammates. Attach to the backline and defend in relation to the goal. |
| | <ul style="list-style-type: none"> Press from behind as quickly as possible | <ul style="list-style-type: none"> Sprint back and put pressure on the opponent in possession: <ul style="list-style-type: none"> -Prevent the opponent from playing forward or dribbling with the ball -Try to recover the ball (don't give up) |
| | <ul style="list-style-type: none"> Stay connected: look to win the second ball | <ul style="list-style-type: none"> Recover quickly to defend the long ball (create numbers around the ball). Position or mark to prevent the opponent from playing forward after lay-off. Pressure to regain the ball. |
| TAKE COUNTERMEASURES <small>POSITION TO PREPARE THE COUNTERATTACK</small> | <ul style="list-style-type: none"> Create passing option(s): between the lines | <ul style="list-style-type: none"> Anticipate the moment when team wins the ball back : <ul style="list-style-type: none"> -Stop defending -Unmark from defender -Position (diagonally) between the lines to set up a possible counter-attack |
| | <ul style="list-style-type: none"> Create passing option(s): look to run in behind | <ul style="list-style-type: none"> Anticipate the moment when team wins the ball back . Stop defending and position to create the opportunity to make a run in behind the defensive line. |
| DENY FINISH FROM COUNTERATTACK <small>DENY SCORING OPPORTUNITY AND PREVENT SCORING</small> | <ul style="list-style-type: none"> Defend the goal and create conditions to engage | <ul style="list-style-type: none"> Be patient and don't commit too early (recognize distance from goal, wait for teammates). Isolate opponent on the ball when possible: 2v1 → 1-1 |
| | <ul style="list-style-type: none"> Challenge to protect against a goal attempt | <ul style="list-style-type: none"> Challenge with strong determination: block shot to tackle - intercept to prevent assist <ul style="list-style-type: none"> -When we are organized and have a numerical advantage -When opponent is in shooting distance |

U15 - U16

PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

ATTACKING TO DEFENDING TRANSITION

Game Idea: When we lose the ball, we want to regain it early by reacting immediately with maximum intensity.
When we recognize we are unable to pressure the ball, we recover quickly into a defending shape.

| FIELD | PHASE | OBJECTIVE | TEAM TACTICAL PRINCIPLES | | PLAYER ACTIONS |
|----------------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | MAIN PRINCIPLES | SUB PRINCIPLES | AGAINST THE BALL |
| ATTACKING HALF | PREVENTING BUILD UP | <ul style="list-style-type: none"> Regain the ball Prevent the opponent from playing forward Deny penetration from the dribble Reducing time and space | APPLY IMMEDIATE PRESSURE ON THE BALL | <ul style="list-style-type: none"> Press to regain or prevent progress of the ball Provide cover and balance: eliminate options | <ul style="list-style-type: none"> Intercepting Pressing Challenging Delaying Block the shot |
| | | | | | SPACIAL & POSITIONAL AWARENESS |
| DEFENDING HALF | DENYING CHANCES & SCORING | <ul style="list-style-type: none"> Prevent goal Deny a chance Regain the ball Prevent the opponent from playing forward Deny penetration from the dribble Reducing time and space | DELAY THE COUNTERATTACK | <ul style="list-style-type: none"> Drop off and block direct path to goal Slow down and dictate opponent | <ul style="list-style-type: none"> Scanning Adapting body shape |
| | | | RECOVER WITH SPEED | <ul style="list-style-type: none"> Get numbers back quickly and take defensive position Press from behind as quickly as possible Stay connected: look to win the second ball | <ul style="list-style-type: none"> Covering |
| | | | TAKE COUNTERMEASURES | <ul style="list-style-type: none"> Create passing option(s): between the lines Create passing option(s): look to run in behind | |
| | | | DENY THE FINISH | <ul style="list-style-type: none"> Defend the goal and create conditions to engage Challenge to protect against a goal attempt | <ul style="list-style-type: none"> Marking |

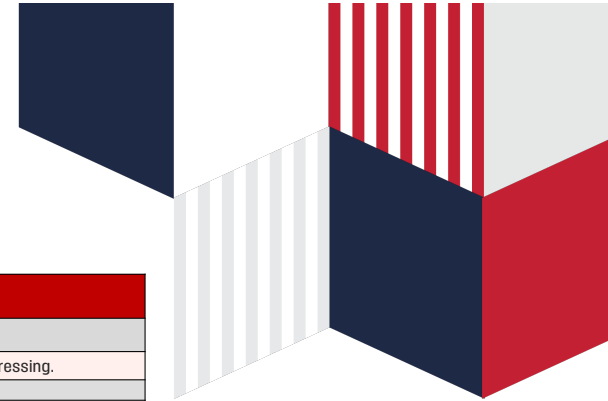


U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U15-U16: THE GAME

PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING



| DEFENDING | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GAME IDEA | |
| When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing. | |
| TEAM TACTICAL PRINCIPLES | |
| MAIN PRINCIPLES | SUB PRINCIPLES |
| CREATE DEFENDING SHAPE | <ul style="list-style-type: none"> • Make team compact: vertical and horizontal <ul style="list-style-type: none"> - (Re-) Position to create a high front line - (Re-) Position to create a high defensive line • Create optimal defending distances between players |
| BUILD PRESSURE ON THE BALL | <ul style="list-style-type: none"> • Move as a collective unit: make play predictable • Initiate pressure on the opponent with the ball • Engage when chance of regaining the ball • Provide cover and balance: eliminate passing options • Prevent the switch: keep opponent on one side • Protect space in behind: anticipate long ball |
| RECOVER WHEN PRESSURE IS BROKEN | <ul style="list-style-type: none"> • Immediately (re-) apply pressure on the ball • Delay attack and regain defensive shape • Look to intercept pass or win second ball |
| TAKE COUNTERMEASURES: ANTICIPATE TO COUNTER | <ul style="list-style-type: none"> • Create passing option(s): between the lines • Create passing option(s): look to run in behind |
| DENY THE FINISH | <ul style="list-style-type: none"> • Get narrow and close the center: denying the through ball • Marking and tracking opponent • Deny the cross • Defending the cross: protect the width of the goal • Challenge to protect against goal attempt |

U15 - U16

PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

DEFENDING

Game idea: When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

TEAM TACTICAL PRINCIPLES

| MAIN PRINCIPLES | SUB PRINCIPLES | DEFINITION |
|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>CREATE DEFENDING SHAPE POSITION TO CREATE COMPACT TEAM ORGANIZATION AND REDUCE SPACE</p> | <ul style="list-style-type: none"> • Make team compact: vertical and horizontal <ul style="list-style-type: none"> - (Re-) Position to create a high front line - (Re-) Position to create a high defensive line | <ul style="list-style-type: none"> • Create a defensive block and reduce passing options for the opponent on the ball <ul style="list-style-type: none"> - as high as possible • Attacking players (re-)position to create a high line of confrontation • Position to block passing lanes, make play predictable and build pressure • Center backs and/or fullbacks take a high defending position to support compactness <ul style="list-style-type: none"> - Reduce space between different lines of the team - Manage offside: central defender closest to the ball creates the offside line (if in own half) • High position of the goalkeeper to stay connected with the backline |
| | <ul style="list-style-type: none"> • Create optimal defending distances between players | <ul style="list-style-type: none"> • Create relationships - connections between players through spacing and distances : <ul style="list-style-type: none"> - Reduce options to penetrate with the ball - Ensure cover - Allow for interception |

U15 - U16

PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

DEFENDING

Game Idea: When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

TEAM TACTICAL PRINCIPLES

| MAIN PRINCIPLES | SUB PRINCIPLES | DEFINITION |
|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>BUILD PRESSURE ON THE BALL <small>CREATE CONDITIONS TO WIN THE BALL OR TO PREVENT FORWARD PLAY</small></p> | <ul style="list-style-type: none"> • Move as a collective unit: make play predictable | <ul style="list-style-type: none"> • Move relative to the position of the ball while maintaining optimal distances between players: <ul style="list-style-type: none"> - Reduce time and space for the opponent on the ball - Shift and slide: no crossover with nearest teammate - Step: when the the ball is played backwards or when pressure on the ball • Direct the player on the ball: <ul style="list-style-type: none"> - Reduce the options for the opponent on the ball and force to one area : - Block passing lanes - Allow passes to pressing area |
| | <ul style="list-style-type: none"> • Initiate pressure on the opponent with the ball | <ul style="list-style-type: none"> • Nearest player pressures the ball: <ul style="list-style-type: none"> - Prevent opponent from playing forward - Limit time on the ball - Force opponent to look down - Force to make mistake |
| | <ul style="list-style-type: none"> • Engage when chance of regaining the ball | <ul style="list-style-type: none"> • Engage in the identified situations: <ul style="list-style-type: none"> - Step out and intercept when possible: for example - slow pass, bad touch,... - 1v1: don't get eliminated by dribble, touch or pass |
| | <ul style="list-style-type: none"> • Provide cover and balance: eliminate passing options | <ul style="list-style-type: none"> • Block immediate passing options when teammate puts pressure on the ball <ul style="list-style-type: none"> - Cover by the closest player to prevent forward passes / progression: mark, front or track - Weakside players move centrally - Bring numbers to the area / outnumber the opponent/bring numbers around the ball |
| | <ul style="list-style-type: none"> • Prevent the switch: keep opponent on one side | <ul style="list-style-type: none"> • Bring numbers around the ball • Keep opponent locked and stop from getting out of the area |
| | <ul style="list-style-type: none"> • Protect space in behind: anticipate long ball | <ul style="list-style-type: none"> • Anticipate the long ball behind the defensive line in case of inefficient pressure <ul style="list-style-type: none"> - Adjust body shape - Hold the line when pressure on the ball - Drop when no pressure on the ball |

U15 - U16

PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

DEFENDING

Game idea: When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

TEAM TACTICAL PRINCIPLES

| MAIN PRINCIPLES | SUB PRINCIPLES | DEFINITION |
|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RECOVER WHEN PRESSURE IS BROKEN <small>RE-CREATE CONDITIONS TO WIN THE BALL AND REGAIN COMPACTNESS</small> | <ul style="list-style-type: none"> Immediately (re-) apply pressure on the ball | <ul style="list-style-type: none"> Re-apply pressure on opponent when line is broken: <ul style="list-style-type: none"> From behind: chase the player in possession and attempt to win the ball back without fouling In front: step up and press when cover is present Recover from switch of play: <ul style="list-style-type: none"> Strong shift of the team when opponent was able to switch the play |
| | <ul style="list-style-type: none"> Delay attack and regain defensive shape | <ul style="list-style-type: none"> Slow down the opponent's attack : drop and narrow. Reduce speed of opponent to allow teammates to recover. Recover with numbers between the ball and the goal. <ul style="list-style-type: none"> outnumber opponent when possible get organized Track and/or mark the most dangerous players. |
| | <ul style="list-style-type: none"> Look to intercept pass or win second ball | <ul style="list-style-type: none"> When the line is broken by the long ball: defending players <ul style="list-style-type: none"> Drop and narrow together Compete for the second ball |
| TAKE COUNTERMEASURES: ANTICIPATE TO COUNTER <small>POSITION TO PREPARE THE COUNTERATTACK</small> | <ul style="list-style-type: none"> Create passing option(s): between the lines | <ul style="list-style-type: none"> Anticipate the moment when team wins the ball back and set for transition : <ul style="list-style-type: none"> Stop defending Unmark from defender Scan field and position (diagonally) between the lines to set up a possible counter-attack |
| | <ul style="list-style-type: none"> Create passing option(s): look to run in behind | <ul style="list-style-type: none"> Anticipate the moment when team wins the ball back . Stop defending and position to create the opportunity to make a run in behind the defensive line. |

U15 - U16

PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

DEFENDING

Game idea: When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

TEAM TACTICAL PRINCIPLES

| MAIN PRINCIPLES | SUB PRINCIPLES | DEFINITION |
|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>DENY THE FINISH PREVENT OPPONENT FROM SCORING AND CREATING SCORING OPPORTUNITIES</p> | <ul style="list-style-type: none"> • Get narrow and close the center: denying the through ball | <ul style="list-style-type: none"> • Always pressure the player on the ball: reduce time, space and options for the opponent on the ball • Prevent opponent from passing and making runs to receive behind the defensive line • Reduce space between teammates: narrow when closer to goal <ul style="list-style-type: none"> -Get numbers in the central areas -Always provide protection for center backs by fronting them -Drive opponent's offensive play towards wide areas |
| | <ul style="list-style-type: none"> • Marking and tracking opponent | <ul style="list-style-type: none"> • Close marking of direct opponent in zone: <ul style="list-style-type: none"> -Split-vision: keep eye on ball and opponent • Change marking: <ul style="list-style-type: none"> -Scan your surroundings and communicate -Stay in your defensive zone when the opponent changes position -Pass on opponent to teammate or mark opponent coming from another zone • Switch to player-marking: when necessary, switch from zonal marking to player marking |
| | <ul style="list-style-type: none"> • Deny the cross | <ul style="list-style-type: none"> • Defend the cross with support from midfielder or winger. <ul style="list-style-type: none"> -Deny cross into space or player. -Center backs stay in central position. |
| | <ul style="list-style-type: none"> • Defending the cross: protect the width of the goal | <ul style="list-style-type: none"> • Get organized and increase the protection in front of the goal on the cross: <ul style="list-style-type: none"> -Weakside fullback is connecting to the backline -Occupy strategic zones • Close marking of direct opponent: <ul style="list-style-type: none"> -Split-vision: keep eye on ball and opponent • Challenge: be first on the ball <ul style="list-style-type: none"> -Aggressiveness |
| | <ul style="list-style-type: none"> • Challenge to protect against goal attempt | <ul style="list-style-type: none"> • Engage and commit when chance of attempt on goal <ul style="list-style-type: none"> -Don't get eliminated by dribble -Block shot -Win the second ball -Clearance |

U15 - U16

PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

DEFENDING

Game Idea: When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

AGAINST THE BALL

INTERCEPTING

- Winning or deflecting the ball, if not stay in position
- Deflecting an opponent's pass away from the intended target
- Staying in possession of the ball after stealing it and continuing with an attacking action
- Playing in one touch to a teammate
- Intercepting the ball as high as possible (high point) on a long (high) ball

PRESSING

- Running to the opponent who is about to receive the ball (approx. 2 yards distance) while the ball is moving (to reduce the space for the opponent or force error)
- Having fast approach but slow arrival
- Approach is forcing into desired area

CHALLENGING

- Taking good defensive posture (on toes, knees are bent, staggered stance, ...) that allows to start the 1v1 in favorable conditions
- Always look at the ball
- Staying on your feet
- Retaining possession of the ball after winning the duel
- If you are eliminated, don't give up, challenge again immediately

DELAYING

- Slowing down, reducing speed from the opponent's action
- Driving the player on the ball to the outside (away from goal)

BLOCK THE SHOT

- Getting in between the ball and the defending goal to redirect the ball away from goal

U15 - U16

PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

DEFENDING

Game idea: When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

PLAYER ACTIONS

A soccer skill, needed to successfully execute a team tactical main- or sub-principle requiring perception, decision-making, physical and technical execution.

PLAYER ACTION

DEFINITION

SPACIAL & POSITIONAL AWARENESS

SCANNING

- Searching for the ball, nearest teammates and nearest opponents in relationship to the goal we are protecting

ADAPTING BODY SHAPE

- Adjusting shoulders and hips to be 45 - 90 degrees towards the defending goal

COVERING

- Positioning at the appropriate distance from the challenging teammate, allowing to quickly put pressure again if needed
- Preventing the opponent behind your back (between the lines) from being an option

MARKING

- Preventing direct opponent from receiving the ball in favorable circumstances by positioning next to the opponent (proactive stance)
- Trying to look at both the ball and direct opponent
- Mark closer when closer to goal.

U15 - U16

PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

DEFENDING

Game Idea: When we do not have the ball, we want to prevent the opponent from playing forward and regain the ball as high up the field as possible through compactness and pressing.

| FIELD | PHASE | OBJECTIVE | TEAM TACTICAL PRINCIPLES | | PLAYER ACTIONS |
|----------------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| | | | MAIN PRINCIPLES | SUB PRINCIPLES | AGAINST THE BALL |
| ATTACKING HALF | PREVENTING BUILD UP | <ul style="list-style-type: none"> Regain the ball Prevent the opponent from playing forward Deny penetration from the dribble Reducing time and space | CREATE DEFENDING SHAPE | <ul style="list-style-type: none"> Make team compact: vertical and horizontal <ul style="list-style-type: none"> -(Re-) Position to create a high front line -(Re-) Position to create high defensive line Create optimal defending distances between players | <ul style="list-style-type: none"> Intercepting |
| | | | | | <ul style="list-style-type: none"> Pressing Challenging Delaying Block the shot |
| DEFENDING HALF | DENYING CHANCES & SCORING | <ul style="list-style-type: none"> Prevent goal Deny a chance Regain the ball Prevent the opponent from playing forward Deny penetration from the dribble Reducing time and space | BUILD PRESSURE ON THE BALL | <ul style="list-style-type: none"> Move as a collective unit: make play predictable Initiate pressure on the opponent with the ball Engage when chance of regaining the ball Provide cover and balance: eliminate passing options Prevent the switch: keep opponent on one side Protect space in behind: anticipate long ball | <p>SPACIAL & POSITIONAL AWARENESS</p> <ul style="list-style-type: none"> Scanning Adapting body shape |
| | | | RECOVER WHEN PRESSURE IS BROKEN | <ul style="list-style-type: none"> Immediately (re-) apply pressure on the ball Delay attack and regain defensive shape Look to intercept pass or win second ball | <ul style="list-style-type: none"> Covering |
| | | | TAKE COUNTERMEASURES: ANTICIPATE TO COUNTER | <ul style="list-style-type: none"> Create passing option(s): between the lines Create passing option(s): run in behind | |
| | | | DENY THE FINISH | <ul style="list-style-type: none"> Get narrow and close the center: denying the through ball Marking and tracking opponent Deny the cross Defending the cross: protect the width of the goal Challenge to protect against goal attempt | <ul style="list-style-type: none"> Marking |

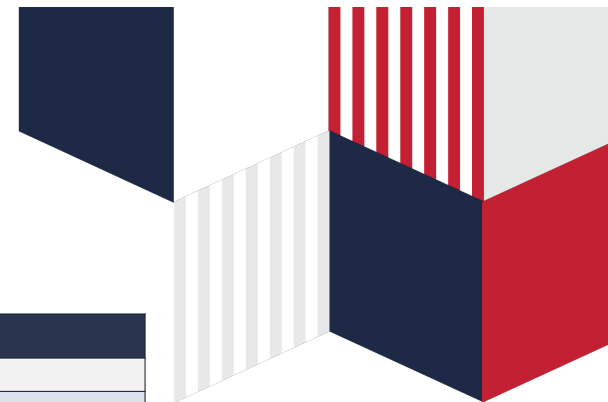


U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U15-U16: THE GAME

PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING



| DEFENDING TO ATTACKING TRANSITION | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GAME IDEA | |
| <p>When we regain the ball, we immediately think and play forward, look to attack at maximum speed in order to create chances and score goals.</p> <p>When we recognize we cannot play forward, we keep the ball and move into our attacking shape.</p> | |
| TEAM TACTICAL PRINCIPLES | |
| MAIN PRINCIPLES | SUB PRINCIPLES |
| PLAY FORWARD QUICKLY | <ul style="list-style-type: none"> • First action forward • Continue to play forward |
| SECURE THE BALL | <ul style="list-style-type: none"> • Play out of pressure • Keep the ball and initiate build up |
| JOIN THE ATTACK WITH SPEED | <ul style="list-style-type: none"> • Provide support in front of the ball • Provide as much width as necessary • Provide support behind the ball |
| TAKE COUNTERMEASURES : ANTICIPATE THE COUNTER | <ul style="list-style-type: none"> • Push up the defensive line with speed: stay connected and compact • Create prevention shape behind the ball |
| FINISH THE COUNTERATTACK AS FAST AS POSSIBLE | <ul style="list-style-type: none"> • Create and exploit space for self or teammate |
| | <ul style="list-style-type: none"> • Attack space or engage opponent |
| | <ul style="list-style-type: none"> • Recognize player in a better position to score • Finish: use limited touches |

U15 - U16

PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

DEFENDING TO ATTACKING TRANSITION

Game Idea: When we regain the ball, we immediately think and play forward, look to attack at maximum speed in order to create chances and score goals. When we recognize we cannot play forward, we keep the ball and move into our attacking shape.

TEAM TACTICAL PRINCIPLES

| MAIN PRINCIPLES | SUB PRINCIPLES | DEFINITION |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PLAY FORWARD QUICKLY PLAY FORWARD WITH AS FEW PASSES AS POSSIBLE | <ul style="list-style-type: none"> First action forward | <ul style="list-style-type: none"> Start attacking transition immediately with forward action: <ul style="list-style-type: none"> - Pass forward into open space or feet to (highest) transition player (vertical / diagonal) - Touch forward and run or dribble aggressively at maximum speed when space GK distribution: throw/volley into space or feet |
| | <ul style="list-style-type: none"> Continue to play forward | <ul style="list-style-type: none"> Continue to progress the ball forward at speed to prevent the opponent from returning into defensive shape: dribble or pass Play with limited touches to increase the speed of the transition: <ul style="list-style-type: none"> - Direct: open body shape to receive the ball facing forward or turn when time on the ball - Indirect: lay-off / playing backwards to supporting teammate (3rd man running) Stay central if possible Take advantage of space behind the opponent's backline - pass behind |
| SECURE THE BALL ESCAPE COUNTERPRESS FROM CLOSEST OPPONENT(S) | <ul style="list-style-type: none"> Play out of pressure | <ul style="list-style-type: none"> Shield the ball when pressure from opponent Move the ball out of the zone when possession is regained to escape counter press Play sideways or backwards when unable to dribble or pass forward (or draw foul) |
| | <ul style="list-style-type: none"> Keep the ball: initiate build up | <ul style="list-style-type: none"> Keep possession when opponent is balanced and organized Recognize risk vs reward: priority is to secure possession Move into attacking shape |
| JOIN THE ATTACK WITH SPEED SPRINT FORWARD TO ATTACK OR SUPPORT | <ul style="list-style-type: none"> Provide support in front of the ball | <ul style="list-style-type: none"> Sprint forward and commit numbers into the attacking half Get players in front of the ball as quickly as possible to attack the backline of the opponent Provide a passing option: make a run in behind |
| | <ul style="list-style-type: none"> Provide as much width as necessary | <ul style="list-style-type: none"> Occupy all three central-vertical channels Restrict runs to width of penalty area, when possible, to facilitate quick passing, limit risk of interception, and create direct chance on goal |
| | <ul style="list-style-type: none"> Provide support behind the ball | <ul style="list-style-type: none"> Position to enable the attack to continue by creating passing options behind the ball Recycle the attack when unable to continue the counter |

U15 - U16

PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

DEFENDING TO ATTACKING TRANSITION

Game Idea: When we regain the ball, we immediately think and play forward, look to attack at maximum speed in order to create chances and score goals. When we recognize we cannot play forward, we keep the ball and move into our attacking shape.

TEAM TACTICAL PRINCIPLES

| MAIN PRINCIPLES | SUB PRINCIPLES | DEFINITION |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TAKE COUNTERMEASURES: ANTICIPATE THE COUNTER POSITION TO PROTECT AGAINST COUNTERATTACK | <ul style="list-style-type: none"> Push up the defensive line with speed: stay connected and compact | <ul style="list-style-type: none"> Provide balance (numbers). Close space in between lines that the opponent could exploit. Create as high a line as possible. |
| | <ul style="list-style-type: none"> Create prevention shape behind the ball | <ul style="list-style-type: none"> Defensive positioning with a specific amount of players <ul style="list-style-type: none"> -Defend the center of the field: block passing lines -Lock down the opponent's outlet(s): mark transition players -GK take high position: stay connected with the backline |
| FINISH THE COUNTERATTACK AS FAST AS POSSIBLE CREATE SCORING OPPORTUNITY AND SCORE | <ul style="list-style-type: none"> Create and exploit space for self or teammate | <ul style="list-style-type: none"> Separate from opponent and receive between the lines. Exploit space behind opponent backline: make a run to receive in behind. Make a run to free up space for teammate to receive. |
| | <ul style="list-style-type: none"> Attack space or engage opponent | <ul style="list-style-type: none"> Dribble at speed into open space: <ul style="list-style-type: none"> -Invite pressure to create (more) space for teammate(s) Dribble at speed to isolate defender: <ul style="list-style-type: none"> -Attract to free up teammate (2v1) -Eliminate defender or create separation and shoot (1v1) |
| | <ul style="list-style-type: none"> Recognize player in a better position to score | <ul style="list-style-type: none"> Keep composure (decision at full speed) Recognize the right moment to pass to a teammate in a better position to score or assist <ul style="list-style-type: none"> - We attack/occupy different areas in the box |
| | <ul style="list-style-type: none"> Finish: use limited touches | <ul style="list-style-type: none"> Select the best surface and shoot on goal with a minimal touches. |

U15 - U16

PROGRESSION PHASE II

SCANNING, RECEIVING, DRIBBLING, SHORT COMBINATION PLAY AND FINISHING

DEFENDING TO ATTACKING TRANSITION

Game Idea: When we regain the ball, we immediately think and play forward, look to attack at maximum speed in order to create chances and score goals.
When we recognize we cannot play forward, we keep the ball and move into our attacking shape.

| FIELD | PHASE | OBJECTIVE | TEAM TACTICAL PRINCIPLES | | PLAYER ACTIONS |
|----------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| | | | MAIN PRINCIPLES | SUB PRINCIPLES | WITH THE BALL |
| DEFENDING HALF | BUILDING UP | <ul style="list-style-type: none"> • Advance the ball • Keep the ball | PLAY FORWARD QUICKLY | <ul style="list-style-type: none"> • First action forward • Continue to play forward | <ul style="list-style-type: none"> • Controlling • Protecting |
| | | | SECURE THE BALL | <ul style="list-style-type: none"> • Play out of pressure • Keep the ball and initiate build up | <ul style="list-style-type: none"> • Driving • Dribbling |
| ATTACKING HALF | CREATING & SCORING | <ul style="list-style-type: none"> • Score goal • Create chance • Advance the ball • Keep the ball | JOIN THE ATTACK WITH SPEED | <ul style="list-style-type: none"> • Provide support in front of the ball • Provide as much width as necessary • Provide support behind the ball | <ul style="list-style-type: none"> • Passing • Shooting |
| | | | TAKE COUNTERMEASURES: ANTICIPATE THE COUNTER | <ul style="list-style-type: none"> • Push up the defensive line with speed: stay connected and compact • Create prevention shape behind the ball | SPACIAL & POSITIONAL AWARENESS <ul style="list-style-type: none"> • Scanning |
| | | | FINISH THE COUNTERATTACK AS FAST AS POSSIBLE | <ul style="list-style-type: none"> • Create and exploit space for self or teammate • Attack space or engage the opponent • Recognize player in better position to score • Finish: use limited touches | <ul style="list-style-type: none"> • Supporting • Adapting body shape |



U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U15-U16: THE GAME

11v11



11v11

The formation begins with the back line (goalkeeper and defenders) and then progresses to the midfielders and the forwards.

1= Goalkeeper
4= Defenders
3= Midfielders
3= Forwards

This formation is just one organizational structure. It is not the only way, but A way.

1-4-3-3 provides a structure for multiple triangles and diamonds (to create passing lanes).

It creates two blocks (5 attacking players and 5 defending players) as well as 1v1 situations across the field.

The goal is to help players develop individual qualities that can connect in small groups (lines) and then into the larger 11v11 game (multiple lines).

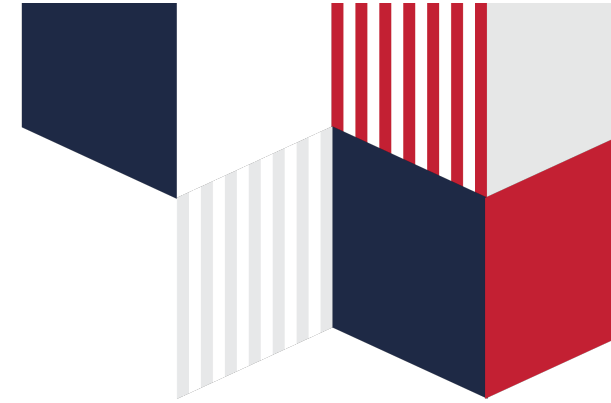


U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U15-U16: THE ENVIRONMENT LEARNING PLAN

Activities

- Utilize a variety of activities that help develop the U.S. Soccer Key Qualities
- Activities should be flexible enough to allow for individual differences concerning the growth spurt
 - activities should be flexible to allow for the workload placed on individuals
 - activities allow for individualization based on maturity levels
- Activities can still be formed around deliberate PLAY with the ball (one player - one ball), but should now focus on small group and team play
 - utilize specific training session goals (team tactical principles, sub-principles, and player actions)
- Use activities that introduce individual positional training (based on a positional profile), functional group training, and team training
- Focus on decision-making through GAMES (learning through highly structured play that allows for players' choice)
 - utilize inclusionary small sided games: 1v1 → 11v11 (based on roster size and including use of unbalanced games)
- Use of positional games (rondos)
- Use of activities over both short and long distances to develop different player actions





U.S. SOCCER PLAYER DEVELOPMENT FRAMEWORK

U15-U16: THE ENVIRONMENT LEARNING PLAN

Coaching

- Support players in finding personal fulfillment through increased player autonomy while gaining a deeper game understanding
- Place more focus on specific individual development
- Be patient and understand that development takes time and players will develop at different rates.
- Be able to recognize the impact of growth and maturation on performance players.
- Be aware of hormonal changes and the differences between genders (testosterone in males may cause ego-centric behavior and try to do everything individually)
- Provide players with opportunity to learn:
 - games are played in function of the development of the player
 - the game objectives are always formulated based on the training session objectives
- Use cues/key words to create focus and to refocus is an effective way to maintain concentration.

