



FREMONT YOUTH  
SOCCER CLUB

# EXPECTATIONS U16 TO U19

*Understanding the Player  
Pathway*



# PLAYERS

*Player Pathway &  
Curriculum*

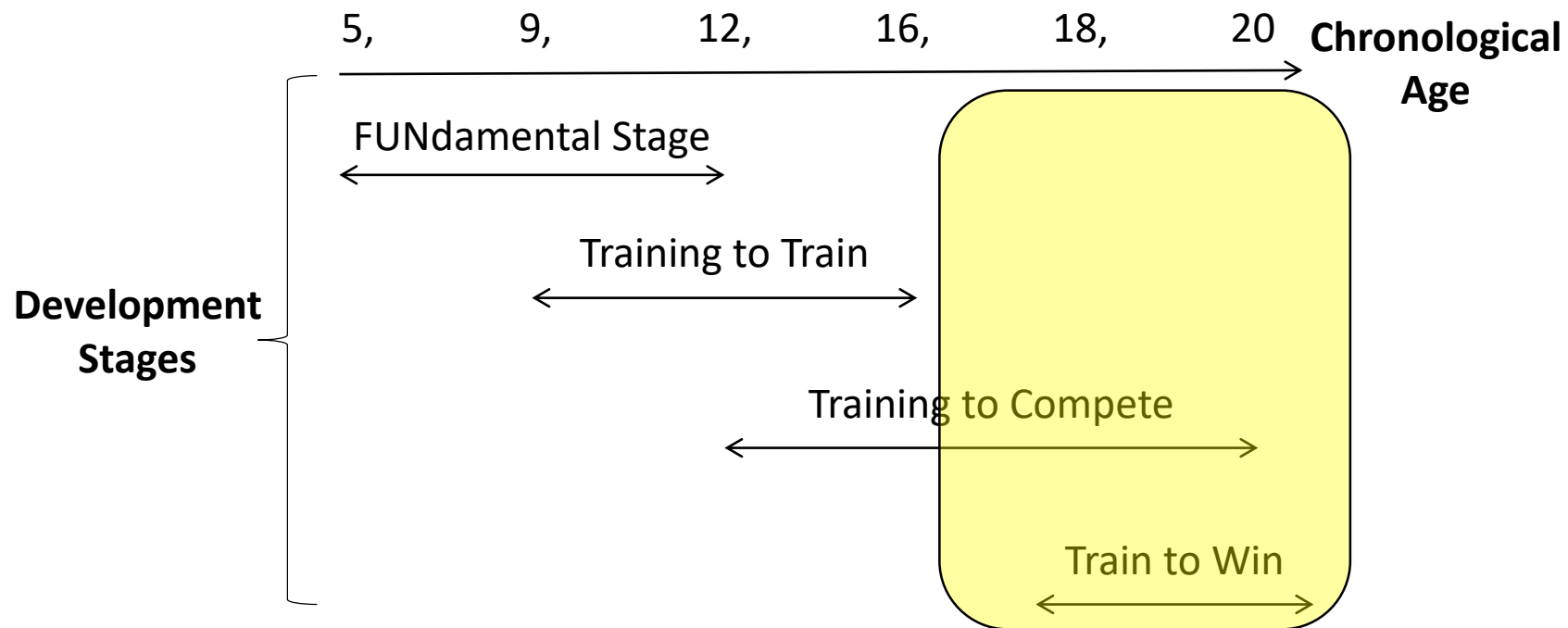


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# Phase of Development

- Focus away from winning at this time, players are expected to play with a purpose to compete.
  - *Competing refers to the playing with a purpose using what's been learned.*
- Our philosophy does not change. Train to win is the transition to phase and functional play within practice, still proactive, but with decision to effect the game. A style of play is created.



# Program Pathway

- Continuing with the age appropriate pro-active curriculum, phase play, functional play, passing patterns, and coaching in the game take up the bulk of the curriculum.
- While units of the team are coached, with individuals now more familiar in certain roles, the aim to is to coach the squad, allowing all players to understand all roles and positions within the system.

## U16 to U19

- 3 Sessions a Week
- 32 Week Season (High School Break)
- Fall and Spring League Play
- State Cup
- Recommended Attendance to College ID Camps
- Optional European Tour

Technical training is still performed through repetition of soccer actions. More fitness sessions are added to the curriculum breakdown to support the physical development of the player. Our philosophy does not waver, and results do not reflect the rate of development. Train to win is through tactical decisions based on the ball, and players must now implement this in to their game performance. U16 and up enter State Cup where the format is less detrimental to a players wellbeing through injury incidence.



# College Exposure

- All players will have a different motivation for playing.
- Players will often want to play during their college years.
- Scholarships are not as widely available as made out, and especially soccer, where the more traditional take up the bigger share of money available to scholarship student athletes.

## iSoccerPath

The iSoccerPath program educates the individual on how to get exposure in front off college coaches. Showcase tournaments and elite playing leagues are no longer the go to for coaches, the most frequented events of college coaches are the ID Camps hosted by the college, bringing the players to them.

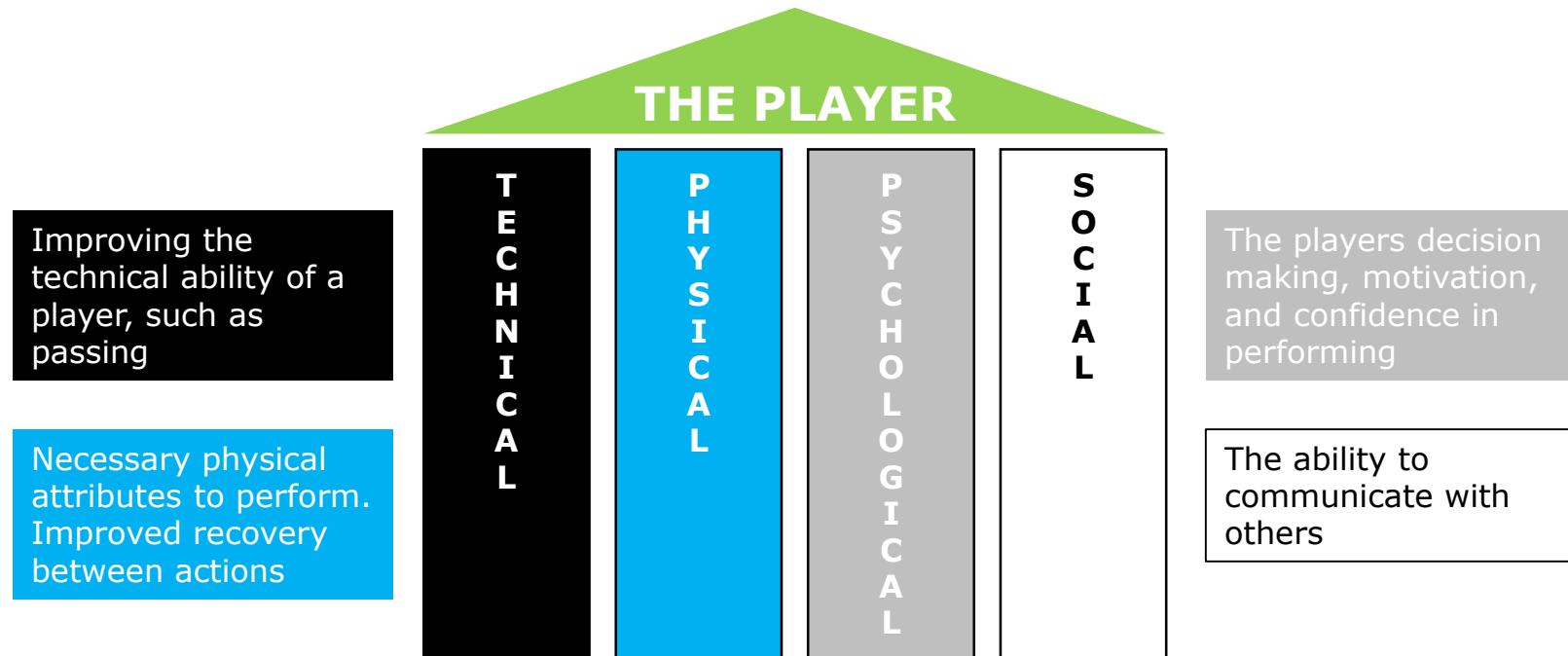
We recommend selecting the college first by the education that is available and the location of the campus. iSoccerPath will help with communicating with these coaches for opportunities in their program.



# Pillars to Development

- A true long term development plan will take in to consideration the four pillars of development: technical, psychological, physical, and social.
- The curriculum is player-centric, and follows a proactive approach to coaching soccer, through covering all the topics and not reacting to results of a game.

## Four Pillars of Development



# Player-Centric

The four pillars are not mutually exclusive of each other, and can have an effect on each other during different periods. Therefore making a true player-centric program important for a players development.

Players who have been in the program for the duration of the proactive curriculum will now showcase all the pillars in their individual development.

With the rates of physical development fluctuating between individuals, those who are not exposed to skill development at the younger ages struggle. 8yrs to 12yrs is the key age range for technical development.

During a growth spurt, there can be a negative effect on players performance. This change in physical development has a negative effect on the technical performance, so considerations need to be made for a players psychological state to keep confidence and motivation high.



# Effects of Age

- No one can predict a child's development due to the unknown developments of the players four pillars.
- Age is a huge factor in the pathway, and is unique to each individual.
- A factor to why winning is not a true reflection of an individuals playing ability.

## Chronological Age

- This is the actual age of the individual, as stated from their birth certificate.
- Grouping by chronological age is not necessarily in a persons best interest.
  - *Outliers – at the point of sports cut off dates, players born in those following months are significantly more likely to be selected due to the near 12 month difference in age.*
- Every individual develops at a different rate both physically and in maturity.
  - Chronological age does not link to biological age
  - Player development is assessed on chronological age





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## Biological Age

- All humans follow the same pathway to adulthood.
- Individuals will hit puberty at different times.
  - Biological age is based on bio markers, and this can vary by 2 to 3 years
- Peak Height Velocity, when maximum growth occurs it lasts for 24 to 36 months.
  - Occurs at roughly 14 years for boys and 12 years for girls, late and early developers can be significantly different (a potential 5 - 6 year swing between an early and late developer)
- This can leave a false impression on a players performance if looking at the wrong factors.



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## Relative Age Effect

- Bias towards players born in Jan, Feb, March due to being oldest in age group.
- Bias towards early developers in physicality and maturity.
  - If a team/club focuses on winning, the bigger/stronger players will get more playing time.

## Sports Age

This refers to the experience playing a sport. A player who has been involved longer will generally be at a more advanced sports age. A newcomer to the sport will be starting at a younger sports age, but there is nothing to say this player will not progress to the same level of play over time. This is similar to the effects of not developing technical skill from a young age, players late to this development will find it more difficult to compete and improve.



# Player Expectations

- If prioritizing development then expectations have to be aligned with the process.
- Mistakes will be made, mechanics are performed slower until they become natural movement, performance affected by age differences.
- We anticipate there will be at times extreme score lines due to our belief

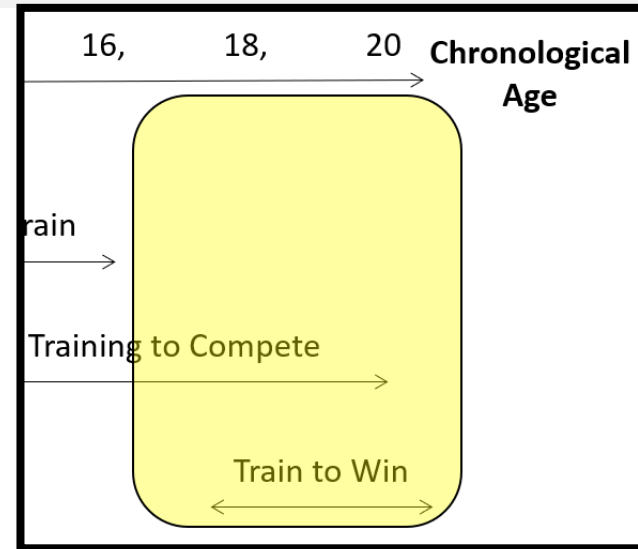
## Development vs Winning

- Emphasis on being comfortable with the ball
  - More dribbling, less passing and 'kicking' the ball away
- Allow players to take risks in all areas of the field
  - Bringing the ball out from defense over 'kicking' forward
- Not relying on a child's athletic attributes
  - Big and fast kids at the back and upfront, players being pigeon holed
- Coaches allowing the kids to play
  - Composed on the sideline, allowing players to make decisions.
- Coach without an ego
  - Player-centric, it's about the kids long term development
- Embracing the process
  - Not focused on results



# Curriculum

- Proactive curriculum.
- Increase in fitness sessions for preseason.
- Game relative decision making.
- Phase Play for developing style of play.
- Style of play is training to win.



## Curriculum List

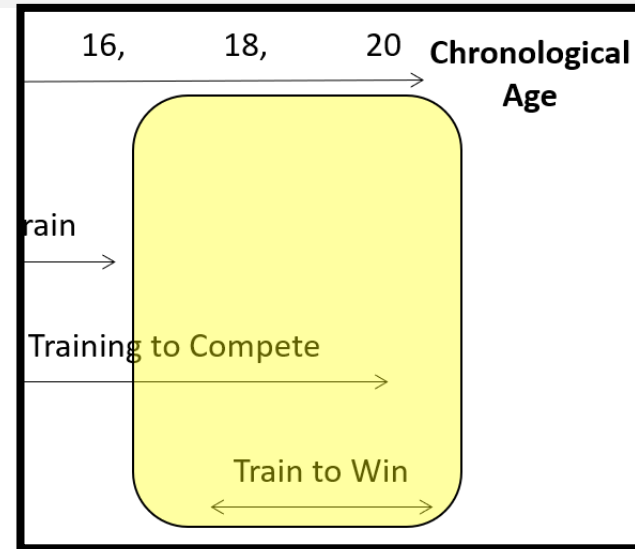
Session	Week	Topic	Periodization				Season	
			WE	THEY	FITNESS	EVALUATING		PHASE
1	1	Team Introduction - Juggling Challenges						
2		Fitness w/ the Ball - Passing					2,3	
3		Fitness w/ the Ball - Shooting					1,3,4	
1	2	Fitness w/ the Ball - Shooting 2					3,4	
2		Fitness w/ the Ball - Circuit					2,3	
3		Fitness w/ the Ball - Passing 2					2,3	
1	3	Fitness w/ the Ball - Turning and Acceleration					2,3	
2		Fitness w/ the Ball - Passing					2,3	
3		Fitness w/ the Ball - Shooting					1,3,4	
1	4	Fitness w/ the Ball - Shooting 2					3,4	
2		Fitness w/ the Ball - Circuit					2,3	
3		Fitness w/ the Ball - Passing 2					2,3	
1	5	Fitness w/ the Ball - Turning and Acceleration					2,3	
2		Preseason Scrimmage					1,2,3,4	
3		Preseason Scrimmage					1,2,3,4	
1	6	Playing with Width					3,4	
2		CIG - When to Dribble and When to Pass					1,2,3,4	
3		PP - Pressure Cover Balance in Defensive Third					1,2,3,4	
1	7	Turning and Support					2,3	
2		Shooting and Finishing					3,4	
3		PP - Midfielders Combining w/ forwards					2,3,4	
1	8	Dribble to Poses					2,3	
2		Passing Pattern - Y					2,3	
3		PP - When to Pass and When to Dribble from D3					2,3,4	
1	9	Playing with Width					2,3	
2		CIG - When to Dribble and When to Pass					2,3	
3		PP - Midfielders Combining w/ Forwards					2,3,4	
1	10	Angles and Distance of Pressure					1,2	
2		CIG Making Play Predictable					1,2	
3		PP Forwards Making Play Predictable					1,2	
1	11	Playing Between the Units and Between Seams					2,3,4	
2		CIG Pressure Cover Balance					3,4	
3		PP - Pressure Cover Balance in Defensive Third					3,4	
1	12	Numbers in Attack					2,3	
2		Passing Pattern - Changing Point of Attack					2,3	
3		Shooting and Finishing					3,4	
1	13	Dribble to Poses					2,3	
2		Passing Pattern - Y					2,3	

3		PP - When to Pass and When to Dribble from D3						2,3,4	
1	14	Playing with Width						2,3	
2		CIG - When to Dribble and When to Pass						2,3	
3		PP - Midfielders Combine with Forwards						2,3,4	
1	15	Angles and Distance of Pressure						1,2	
2		CIG Making Play Predictable						1,2	
3		PP Forwards Making Play Predictable						1,2	
1	16	Playing Between the Units and Between Seams						2,3,4	
2		CIG Pressure Cover Balance						3,4	
3		PP - Pressure Cover Balance in Defensive Third						3,4	
-	-	High School Season Begins - No Club Post							
								Pre	
								During	
								Post	



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## Areas of Development

Opportunity to enhance technique in a realistic game scenarios, performance of soccer specific skills in a moment of creative thinking.

Practices replicate the games physical demands through Phase and Functional Play, along with coaching in the game in a 9v9 format.

Supports players in their critical thinking, repetition of cues on the field for decision making in pressure situations. Can a player think clearly under pressure.

Sports should always be fun and not approached as work or a stress. Being around peers and understanding the necessary behavior for different social situations.



# Practice Consideration

- All four pillars must be considered when delivering a practice, and making the session appropriate for the ability and age of the player.
- It is also important to understand the player. All players have different motivations and reasons for playing, and all of these can be covered within a single session to cater for all players.

## Cover the Main Priorities for a Child's Participation



**FUN**



**SOCIAL**



**DEVELOP**



# PARENTS

*Culture, Rules, and Roles*



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# Culture

- It's important to create an environment for all to flourish in.
- Open mindset to learning, in players, parents and coaches.
- A place to bring out the best in people.

## Fremont YSC Culture

Youth sports are in a period of being lost to what the benefits of participation are about. The life element has become a side project to what is now the race to professional playing careers and college scholarships.

0.012% of youth soccer players make it to the professional level in the UK. A smaller population with more opportunities. We have a social responsibility to players to provide a nurturing environment for their overall individual development.

***'Not all humans are players, but  
all players are human'***





# Culture

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- Open mindset to learning, in players, parents and coaches.
- A place to bring out the best in people.

## Parent Support – How You Can Help

To be successful with our mission to provide a program that benefits the life lessons needed for the individual, we greatly need the support of the parents.

- Kids are losing their personalities and character. Parents and coaches are doing too much for the kid, youths need more responsibility for their actions. Allow kids to make their decisions, problem solve, and face consequences.
  - **Drop players off away from the field**
  - **Make them pack their own bag for practice**
  - **Don't talk about football. Let them engage you and lead conversation**
  - **Expose them to live soccer**
  - **Provide them with what they need. Appropriate equipment and clothing**



# Parent Support – How You Can Help

- The parents role is vitally important for the success of a youth soccer club
- 25% of players do not get selected to programs because of parents

## Practice and Game Days, Rules and Roles

**Please support the program by being aware of guidelines and the roles to support the club.**

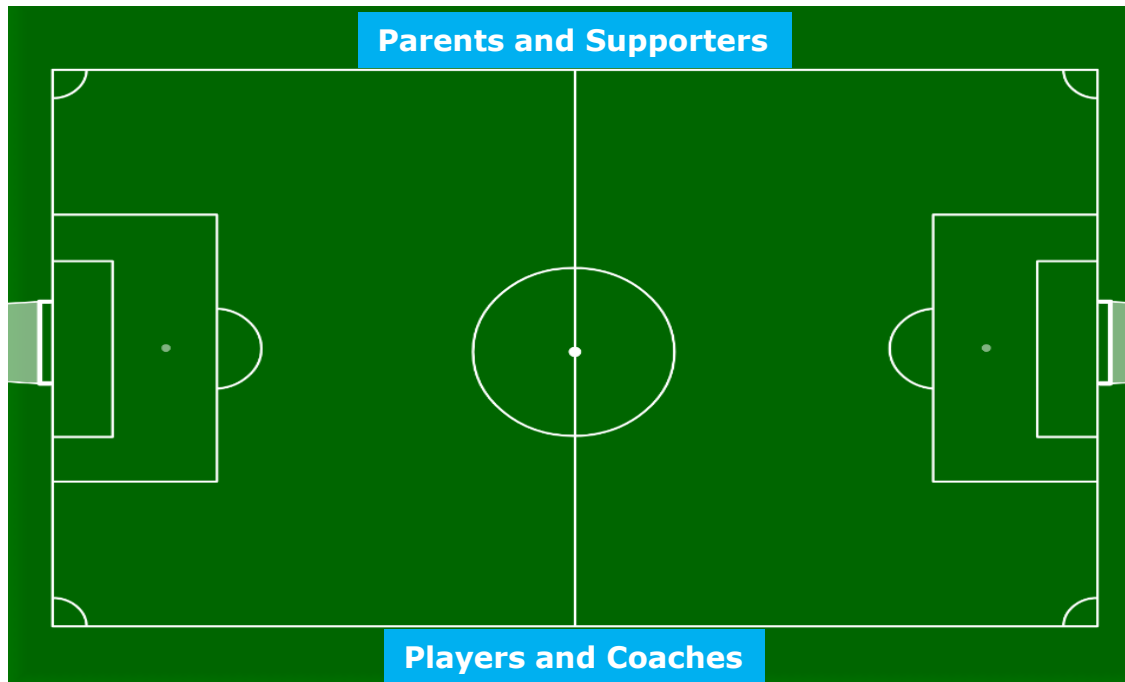
- Keep the playing locations safe by driving consciously of the safety of the kids, park in bays and do not create lines.
- Ensure players are in the correct uniform at all times. Practice uniforms and the game day uniform. Still make the players pack their own bag.
- Support the players the best you can on gamedays by being silent. They will greatly appreciate the calmness and your willingness to let them play.
- Always be on time for game warm ups, and do your best for arriving at practice on time.
- Help and support the team managers with being involved in game day set up



# Parent Support

- The game has to remain about the kids, this is their time.
- We fully respect the parents, but players our main priority, and we make the experience all about them, before, during, and after all games and practices.

## Practice and Game Days, Rules and Roles



# Parent Communication

- TeamSnap is the online platform and smartphone app which is used for all our communication, both team and club specific.
- Update your attendance to games, we do expect players to be attending all games

We strongly encourage parents to be active on the app, you will have already been asked to upload your documents to the platform.

The platform will be used for all communication. The app is set for game reminders, and you will find all events on the app, practices, games, and team events.

If you are in need of carpooling, use the app to communicate with other parents to share the rides around.



# Interesting Articles

## Links to further information

Coaching to Develop

[http://m.teachlikeachampion.com/?url=http%3A%2F%2Fteachlikeachampion.com%2Fblog%2Fcoaching-and-practice%2Fcoaching-develop-players-vs-coaching-win-examples%2F&dm\\_redirected=true#2729](http://m.teachlikeachampion.com/?url=http%3A%2F%2Fteachlikeachampion.com%2Fblog%2Fcoaching-and-practice%2Fcoaching-develop-players-vs-coaching-win-examples%2F&dm_redirected=true#2729)

Problem with Playing to Win

<http://keepitonthedeck.com/blog/2016/9/20/what-is-wrong-with-league-tables-and-winning>

Higher Purpose than Winning

<http://changingthegameproject.com/a-higher-purpose-than-winning/>


Benefits of Small Sided Games

<https://www.semanticscholar.org/paper/How-small-sided-and-conditioned-games-enhance-of-Davids-Ara%C3%BAjo/afb31ab90b8b59a5d53a597c3d7b27a2200cb08d?tab=abstract>



# THANK YOU

Dai Redwood

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