



### House Development Program (HDP) – Structure of a U9 and U10 Training Session

#### Characteristics

- Gross and motor skills becoming more refined
- Boys and girls begin to develop at different rates
- Boys constantly moving and poking; girls pace themselves
- Physical and psychological development differences between boys/girls
- Will listen to instructions
- Can anticipate the ball – abstract thinking
- Movement is forward, backward, sideways
- Ability to stay on task is lengthened
- Greater diversity in playing ability, physical maturity (more, mature have stronger motor skills)
- Still more prone to heat injury than adults
- Accelerated heat loss increases their risk of hypothermia
- Attention span lengthened, ability to sequence thoughts and actions
- Pace factor starts to develop (starting to think ahead)
- More inclined towards wanting to play than being told to play
- Demonstrate increased self-responsibility (bring water and ball, tuck in jersey, pull up socks)
- Starting to recognize fundamental tactical concepts such as changing direction of ball but not sure why
- Repetition of technique very important but must be dynamic not static

\* Research carried out by USSF and presented on USSF National Youth License

- Improved co-ordination in fine motor skills. Players should be challenged with more difficult techniques
- May initiate play on their own
- Continued positive reinforcement needed
- Explanations must still be brief, concise, and indicate purpose
- Becoming more serious about “their play”
- Peer pressure starting to be a factor
- Prefer identification with team (uniform, balls, equipment)
- Becoming better rounded; they have a sense of ‘me’ and ‘team’.
- Becoming more team orientated
- Lengthened attention span - Will hold still long enough for short explanations
- Skeletal system is still growing
- Prone to heat loss and related injuries. Players should be given longer breaks so they can fully recover
- They now understand the concept of space and time
- They begin to think ahead. This allows for limited tactical instruction
- Not always constantly in motion.
- Psychologically becoming more firm and confident
- Some becoming serious about their play
- More inclined to WANT to play rather than TOLD to play

Phase	Component	What	Description	Coach Behavior Tips	Time
1	Warm Up (Game)	Players working in designated group – 3v3 or 2v2+1 (depending on numbers) match play to pugg nets	<ul style="list-style-type: none"> <li>• Split group into 2 and have players playing 2x side-by-side match play games.</li> <li>• Have lots of soccer balls available to promote repetition and maximum touches on ball.</li> </ul>	<ul style="list-style-type: none"> <li>• At this stage, it is important that the players are allowed to explore and play.</li> <li>• The role of the coach is simply to make sure there is always a ball in play, to encourage ball possession and reinforce good practice habits</li> </ul>	10 min
-	Transition	Player movement to next phase of practice	Players moving from the warm up to the Phase 2 of practice. Players can remain on the same field as their warm up.	Encourage players to be ready for next stage of practice.	2 min
2	Activator Game (Activity)	Players working in designated group playing a fun inspiring game with a focus on session objective	<ul style="list-style-type: none"> <li>• A directional or non-directional game used as an activator.</li> </ul>	<ul style="list-style-type: none"> <li>• The role of the coach is to reinforce the rules of the activity.</li> <li>• Whilst stressing the importance</li> </ul>	12 min



				of good technical application and positive decision making in line with the defenders (Retain the ball and can I score?)	
-	Transition and Water Break	Opportunity for players to re-hydrate whilst moving to next activity	Players moving to next station within phase 2 of the practice. Also all players get a water break in this transition	Encourage players to be quick in getting their water as well as being on the next field ready to start next activity	2 min
2	1v1 Play (Activity)	Players working in designated group playing a 1v1 game with focus on session objective	<ul style="list-style-type: none"> <li>1v1 opposed play. Split the group in two and have 2x 1v1 activities running side by side.</li> <li>This will aid repetition.</li> </ul>	<ul style="list-style-type: none"> <li>Reinforce the rules of the 1v1 game – How does the attacker score, what does the defender do when they win the ball. How do they score?</li> <li>Encourage constant play after previous 1v1 game has been completed</li> <li>Coach principle of retaining the ball whilst always looking to score.</li> <li>What do I need to do to score? When is a good time to score versus protecting the ball and how do I score/beat the player?</li> </ul>	12 min
-	Transition	Player movement to next activity	Players moving to next station within phase 2 of the practice.	Encourage players to be quick so they are ready to start next activity	2 min
2	Small Sided Game #1 (Activity)	Players working in designated group playing a conditioned game in line with session focus	<ul style="list-style-type: none"> <li>Small Sided Game with set conditions and rules to promote learning inline with session objectives.</li> <li>Its important that the game conditions are the teacher with the coach guiding the players by reminding them of the importance of possession whilst always wanting to try and score.</li> <li>Game could be 2x side-by-side fields are 1x field with all players inside that 1x field.</li> </ul>	<ul style="list-style-type: none"> <li>Reinforce the rules of the game – How do the players score, what do they need to do to score?</li> <li>Have lots of soccer balls available so players are always playing. Keep feeding them soccer ball to promote repetition.</li> <li>Ask players to always be aware of defenders when carrying out actions both in possession of the ball and when they are moving to help teammates .</li> </ul>	12 min
-	Transition	Player movement to next activity	Players moving to next station within phase 2 of the practice.	Encourage players to be quick so they are ready to start next activity	2 min



2	Small Sided Game #2 (Activity)	Players working in designated group playing a conditioned game in line with session focus	<ul style="list-style-type: none"> <li>• Small Sided Game with set conditions and rules to promote learning inline with session objectives.</li> <li>• Its important that the game conditions are the teacher with the coach guiding the players by reminding them of the importance of possession whilst always wanting to try and score.</li> <li>• Game could be 2x side-by-side fields are 1x field with all players inside that 1x field.</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforce the rules of the game – How do the players score, what do they need to do to score?</li> <li>• Have lots of soccer balls available so players are always playing. Keep feeding them soccer ball to promote repetition.</li> <li>• Ask players to always be aware of defenders when carrying out actions both in possession of the ball and when they are moving to help teammates</li> </ul>	12 min
-	Transition and Water Break	Opportunity for players to re-hydrate whilst moving to next activity	Players to rehydrate and then go back to previous field that they were on in Phase 2. Players now ready to play match play (phase 3)	Encourage players to hydrate and be quick to return to the field so match play can begin.	2 min
3	Match Play (Game)	Players working in designated group playing 4v4/5v5 match play to pugg nets	<ul style="list-style-type: none"> <li>• Time for the players to play. This for the majority of players is their highlight of practice.</li> <li>• Have players playing 4v4 or 5v5 match play game, this is dependent on numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Coach over the top without directing the players in terms of their decision-making.</li> <li>• No need to stop the game so as long as we are encouraging the correct player habits whilst coaching over the top.</li> <li>• Encouraging players to want and love the ball, to be creative and to try and always be aware of others whilst always having a mindset to score.</li> </ul>	20 min

- When using the curriculum for stand alone practices with your individual teams, look to follow the following structure:
  - 1) Warm Up: 3v3 Discovery Game to Pugg Nets → letting players get warm by playing. Same coach behavior as listed above (10mins)
  - 2) Activator Game: Use Activator Game outlined in the curriculum for that specific week → Run an extended version (15mins)
  - 3) 1v1 or SSG: Use a SSG game or 1v1 game outlined in the curriculum for that specific week → Run an extended version (20mins)
  - 4) SSG: Use the SSG outlined in the curriculum for that specific week → Run an extended version (25mins)
  - 5) Match Play: 4v4 or 5v5 Game to goal (either pugg nets or use GK's). (20mins)
- All Coach Behavior will remain the same in each stage as outlined above.