



House Development Program (HDP) – Structure of a U7 and U8 Training Session

Characteristics	<ul style="list-style-type: none"> ▪ Skeletal system is still growing ▪ Growth plates near joints can be injured ▪ Cardiovascular system less efficient than adult - child peaks sooner and recovers slower ▪ Temperature regulation is less efficient than adults - child elevates core body temp more quickly and takes longer to cool down than adult ▪ There is perceivable improvement in pace and coordination from U6 to U8 however the immaturity of a U-8's physical ability is obvious ▪ Limited ability to attend to more than one task at a time – simply controlling the ball leaves little capacity for making tactical decisions ▪ Movement is forward and backward ▪ Limited experience with personal evaluation; effort synonymous with performance regardless of the actual performance ▪ Very fragile self-concept and body image ▪ Very sensitive; negative comments carry great weight ▪ Approval seeking ▪ Play soccer because it's fun, intrinsically motivated ▪ Their universe has expanded to the neighborhood ▪ Playmates will prefer small group activities ▪ Will share ball with close playmates ▪ Team identity starts to immerge ▪ Desire for everyone to like them <p style="text-align: center; font-size: small;">* Research carried out by USSF and presented on USSF National Youth License</p>	<ul style="list-style-type: none"> ▪ Most influential person is most likely father or significant parent ▪ Start to play better in pairs – Try to set up the pairs yourself to control the games and manage the personalities ▪ Still prefer playing to watching – Keep everyone active during practice and remember to limit lines. ▪ Do not have players knocked out of activities where they then sit and watch ▪ Have limited attention span – Keep your directions concise and to the point ▪ Have an understanding of time and sequence ▪ Some now understand “if I do this, then that happens”. ▪ Some have incorporated a third or fourth speed into play – Not all players, but many players now have incorporated a speed or two between stop and as fast as possible ▪ Look for adult approval – Watch how often players look to you for approval or to see if you are looking ▪ Always encourage the players. Be supportive when they ask about their performance or try to show you skills ▪ Have wide range of abilities – Children all develop at varying paces. You may have one child who seems older and one that seems younger on the same team. Your challenge is to manage this range in a way that challenges each player at a level that is reasonable for them ▪ Have active imaginations ▪ Let them utilize their imaginations in practice activities, it will make it more fun for them!
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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"> • Split group into 2 and have players playing 2x side-by-side match play games. • Have lots of soccer balls available to promote repetition and maximum touches on ball. 	<ul style="list-style-type: none"> • At this stage, it is important that the players are allowed to explore and play. • 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 	10 min
-	<i>Transition</i>	<i>Player movement to next phase of practice</i>	<i>Players moving from the warm up to the Phase 2 of practice. Players can remain on the same field as their warm up.</i>	<i>Encourage players to be ready for next stage of practice.</i>	2 min
2	Activator Game (Activity)	Players working in designated group playing a	<ul style="list-style-type: none"> • A directional or non-directional game 	<ul style="list-style-type: none"> • The role of the coach is to 	12 min



		fun inspiring game with a focus on session objective	used as an activator.	<ul style="list-style-type: none"> reinforce the rules of the activity. Whilst stressing the importance 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"> 1v1 opposed play. Split the group in two and have 2x 1v1 activities running side by side. This will aid repetition. 	<ul style="list-style-type: none"> 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? Encourage constant play after previous 1v1 game has been completed Coach principle of retaining the ball whilst always looking to score. 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? 	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	Skill Acquisition Phase (Activity)	Players working in designated group un-opposed/semi-opposed to build technique in line with session objective	<ul style="list-style-type: none"> Activity designed to help promote technical development. Have players working same activity but in 2x side by side groups to promote repetition. 	<ul style="list-style-type: none"> Reinforce the flow of the activity – What do the players need to do in the activity? The way the play moves whilst building technique is important – Look to promote good mechanical movement of the body over speed of the application. Once players are moving mechanically well challenge them to do the activity quickly whilst remembering to move 	12 min



				their body correctly.	
-	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 (Activity)	Players working in designated group playing a conditioned game in line with session focus	<ul style="list-style-type: none"> Small Sided Game with set conditions and rules to promote learning inline with session objectives. 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. Game could be 2x side-by-side fields are 1x field with all players inside that 1x field. 	<ul style="list-style-type: none"> Reinforce the rules of the game – How do the players score, what do they need to do to score? Have lots of soccer balls available so players are always playing. Keep feeding them soccer ball to promote repetition. 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 	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"> Time for the players to play. This for the majority of players is their highlight of practice. Have players playing 4v4 or 5v5 match play game, this is dependent on numbers. 	<ul style="list-style-type: none"> Coach over the top without directing the players in terms of their decision-making. No need to stop the game so as long as we are encouraging the correct player habits whilst coaching over the top. 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. 	20 min

- When using the curriculum for stand alone practices with your individual teams, look to follow the following structure:
 - Warm Up: 3v3 Discovery Game to Pugg Nets → letting players get warm by playing. Same coach behavior as listed above (10mins)
 - Activator Game: Use Activator Game outlined in the curriculum for that specific week → Run an extended version (15mins)
 - 1v1 or SSG: Use a SSG game or 1v1 game outlined in the curriculum for that specific week → Run an extended version (20mins)
 - SSG: Use the SSG outlined in the curriculum for that specific week → Run an extended version (25mins)
 - 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.