**Player Development for Youth Players:**

Player development should be the main goal for the Club.

To that end coaches, players, parents and administrators need to keep this in mind in decisions that are made at the team level and Club level. This basic curriculum booklet is meant to be a resource book for coaches and administrators.

As the main emphasis of the booklet is to demonstrate player development, individual players in an age group’s goals, specifics of age group training, the role of the coach, there are various developmental issues to consider with your players. The curriculum is basic and can be adjusted based on the player, team needs which can be adapted to their development. Players development varies from player to player therefor, the Club will introduce various training sessions during the year to help facilitate the future growth of the players. There will be some training ideas for the development of players by age group and or skill level, the main goal is be “creative” and share sessions with other coaches that may have other creative ways to train.

**Player Development**

Player development should be the main focus of our Club. Training and games should be appropriate for the age level they are intended for. The goal here is to develop players so that as they progress to the next level of the game that they are ready and prepared. The two levels that we deal with usually in Florida are players at the youth (U6-U12) and junior (U14-U19) levels.

The youth level is where we need to realize that the game should not to be an “adult game”. Age appropriate training is crucial at theses age groups to match the activities to their abilities, needs and individual characteristics. The game must be enjoyable for the players in order to keep their enthusiasm high so they continue to the junior level. The activities need to be fun but there also needs to be a purpose. U6 and U8 player emphasis needs to be on individual skills and comfort with the ball. The play for these players is limited to the area immediately around the ball. The concept of transition where if we have the ball everybody is on attack and when we lose the ball everybody is on defense is more important than stressing positional play.

**U10** players now begin to expand the game but not to the “adult” level. They do at this time begin to use their fellow players a bit more. The transitional concept matures in players where they may begin to decide who goes into attack and who stays or vice versa. This is also the time at which the passion for the game begins to emerge.

The **U12** game is the transitional years from youth level soccer to the junior level which tends to begin to mimic the “adult game”. At the junior level the ball skills should be refined. The players should begin to develop an insight to the game and an overall passion for the game. Player development should occur through a systematic approach. There is a priority structure in what should be covered in training players of these ages. Team success should be a result of this systematic approach as opposed to building teams to win games. Training sessions for both levels should include activities that get to the game as opposed to fundamentals drills that do not have the pressures of the game. These activities should be appropriate for the age group. A player learns a concept better if they experience it and therefore make the proper decision on their own as opposed to being told when and what to do. The concept of identifying the positive and praising is a much better approach than focusing on the negative and punishing. Each player needs to be challenged by an activity but should not be taken to the point of frustration. An activity that is either too easy or too hard does not benefit the players in their development. Competition is inherent in the game of soccer. The basic concept of if I have the ball I want to get it past you to score a goal.

Player development occurs through playing games. As a coach are we playing for a result or do we play the game for the development of players? The players should be on the field each time playing to their highest ability. It is our job as a coach to develop players. To this end we must put players in different roles, try different systems of play, and different approaches and be willing to stick to those changes so the player can develop. Playing for a result all of the time can hinder a player’s development. As a player we always play for a result but as a coach we sometimes coach for the better good down the road. In terms of looking for competitions and games we should look for quality of game versus quantity of game. Too often we think we need to play more games to get better. This way of thinking tends to do two things, reduces the amount of training and causes burnout both of which are detrimental to a player’s future development. Every decision made by the administrators or coach should be made in terms of how does it affect the development of the player?

**Keys of Development**

1. Development over winning:

“Our players are naturally competitive,” our kids want to win. That’s one of our strengths and we’re proud of it. But if we’re manipulating and thinking winning-over-development, we’re making a huge mistake. We’re short-cutting the development of players. ...“Our aim is to produce skillful, creative, confident players.”

2. Quality Training.

Make every session a quality session, come prepared, be on time and don’t waste time, Keep players focused and active. … If you have 12 one-hour sessions in a month, and you waste 10 minutes each session, you can waste two sessions in a month.

3. Age appropriate.

Providing players with too much too soon leads to confusion and hurts development, we don’t need coaches teaching 8-year-olds zone defending or an offside trap, just like we don’t teach a second-grader calculus. Kids learn rapidly, but at different stages in their lives.”

4. Have fun and inspire your players.

If we make it fun, we’re going to inspire the players. Soccer is a great, fun game, create an environment so that our players want to come back to your training sessions and be part of the fun.

U.S. Soccer believes that first and foremost youth soccer is a sport that players should experience and enjoy as a game with a focus on individual experimentation and development. U.S. Soccer encourages creating soccer environments that will help promote the players’ lifelong love of the sport. These environments should allow for the creativity, spontaneity and experimentation that the game of soccer naturally encourages. Too often, children are put into situations where development is secondary and winning is a priority, which leads to burnout and stifles individual skill development. A player’s development is enhanced when the short-term goals of a coach are pursued within the perspective of the player’s long-term needs.

(1) Youth level – Level 1 (ages 6-12)

(2) Junior level – Level 2 (ages 13-17)

(3) Senior level – Level 3 (ages 18 and older)

**Keys to Successful Development:**

(1) The game is the best teacher - let the kids learn from it by setting up opportunities for them to play

(2) Allow kids to learn in environments that are sensitive to age and abilities (emotional and athletic) and that offer a variety of experiences.

(3) Age and ability competition is a central element in a player’s development.

(4) At the U6-U12 level, a competitive environment is not a result-oriented environment. The differences must be clear. A competitive environment at the youth level encourages decisions from player and coach alike that focus on performance rather than results. (Favoring ball skill and creativity as the means to find success within the rules and spirit of the game)

(5) At the junior level, technical skill and attacking soccer are still important themes, but now there is a greater focus on developing players’ insight into the game by emphasizing the role of the game itself as a forum for learning. (Still focusing on the performance, rather than the result)

(6) At the youth and junior levels, matches are important as a means to player development (enjoyment, ball skill, insight, fitness), not as the aim. The usefulness of the game, in this respect, can occur in many different forms, from the 4v4 to the full-sided match model. Even at the Senior level, the game still offers opportunities for growth — only the weight of balance between factors such as enjoyment, ball skill, insight, fitness and results shift more toward the latter. A General Description of the Developmental Stages of a Youth Soccer Player in the United States

**U6 ( Micro ) – Level 1**

At the early levels of youth soccer... Kids are just getting to know the game; they’re exploring, checking things out, feeling their way into the game. They may wave to you in the middle of the game or spin around, with their arms out, at midfield because of some sudden, mysterious inspiration. They want to run, to chase, to kick to be with their friends — and to follow the ball wherever it goes (and who can blame them!) During these years the kids should touch the ball as much as possible, learn physical balance, learn to guide the ball with both feet, and start kicking with some accuracy. When they play games, they should absolutely be left alone: the field should be their world, on the child’s terms. These years should be about FREE PLAY with the world’s favorite toy (the ball) and about falling in love with the game.

At the latter stages of the Youth level (ages 8 to 12) the goal is to provide training and game environments that promote the continued growth of ball skill, an increasing game awareness and an appreciation for taking calculated risks in the attack through the 3v3 to 8v8 game model. The small sided game model is an effective method for developing ball skill and game awareness because it increases opportunities for players to have contact with the ball and to both attack and defend without the tactical regimentation that can occur in 11v11 soccer. Games are a forum for players to test their ball skills and game awareness, and should be considered an additional means of development, rather than the objective. Results become important as they give the players a competitive focus in the match. Coaches are encouraged to promote soccer that:

(1) Is free flowing,

(2) Is coach-guided, not coach-directed,

(3) Demands that all players on the field — regardless of their specified position — participate in defending and attacking.

**Junior Level ( U8 – U12 ) – Level 2**

As the players graduate to the junior level, they should be comfortable with the ball and have an insight into the game that will allow them to deal with the increasing pace of the game (both in athletic speed and speed of decisions). The goal at this point in a player’s development is to begin expanding his/her understanding of the game as much as his technical and game maturity will allow. Again, this is accomplished through the small-sided game model for practice (up through 8 v. 8 games) and the full-sided game for matches. The graduation to the full-sided game model should be a logical and subtle step. The ideas and principles that apply to the smaller game models continue to apply to the bigger game. The outcome of the game is still largely determined by ball skill and game insight.

**Senior Level ( U13 – High School ) – Level 3**

If a player has been exposed to a program that is able to address his/ her needs and abilities over the long-term, this player should be prepared for this next stage of the game. At this point, winning is the purpose of the game. The emphasis is therefore to have players pull together all the components of their game in order to be as competitive as possible (both as an individual player and as part of a team) and get a positive result in individual matches. If their ball skills are insufficient, or they lack basic concepts of team play, they will struggle to have a positive impact on the game. Ill-prepared players will have difficulty continuing their soccer careers at the higher levels. At the Senior Level, the performance should determine the result. While there is still a measurable focus on development, the emphasis is now more on insight and team concepts, rather than individual development of ball skills.

**Role of the Coach**

There is not just “one way” to teach soccer to players, nor is there just one style of coaching. There is a broad spectrum of styles and methods for how each of us experiences the game. Some of this comes from our backgrounds, while some of this also is the product of our own personalities. At the youth and junior levels, however, there is a set of fundamental principles that must be considered by anyone involved with soccer. In general, young soccer players require a certain amount of uninterrupted play. This allows them to experience soccer first hand. They should be allowed the opportunity to experiment, and with that, succeed and fail. The coach’s long term goal is to prepare the player to successfully recognize and solve the challenges of the game on his or her own. It is vital that the coach approaches soccer with this in mind.

The most fundamental skill in soccer is individual mastery of the ball and the creativity that comes with it. This should be a priority in training and games, especially in the early years. As this skill is mastered, the rest of the game becomes easier - both to teach and to learn. Practices should be built around facilitating the development of the skills necessary to move and control the ball well. As these individual skills and the creativity to make them come alive in the game are developed to a level of competence, the finer points, first of passing skill and later of team organization can be taught. The club coaches who work with our youth and junior players on a daily basis play a fundamental role in the development of soccer players in this county. Working with 6- to 14-year-old children requires patience, kindness and respect. Coaching soccer can be confusing at times because the game changes dramatically as the player improves in both skill and physical ability. When coaching young, developing players, as well as the adolescent players, U.S. Soccer feels it is helpful to keep the following ideas at the forefront of your mind:

1) Set up situations where the players can learn by playing the game. The game is the best teacher for young players.

2) Coaches can often be more helpful to a young player’s development by organizing less, saying less and allowing the players to do more. Set up a game and let the kids play. Keep most of your comments for before and after practice and during water breaks. Comments should be kept short and simple. Be comfortable organizing a session that looks like pickup soccer.

3) Teaching and learning the game of soccer is a process: make your goals seasonal, as well as daily and weekly. Often, at the younger ages, the developmental efforts of one season are not noticeable in children until sometime in the next season.

4) Set age-appropriate goals i.e., know what the child is able to do at that age.

5) From a developmental standpoint, the young ages are the best ones for learning skills. Spend the time now encouraging this growth. By the age of 17 the capacity to pick up new motor skills begins to wane, while the ability to conceptualize team organization, tactics and strategy increases. As a coach, work with these strengths, not against them.

6) Do not expect games and practices to look like professional soccer. If you want to use high level soccer as a teaching tool, focus on the individual skill level of professional players, not their organization. Give your players opportunities to see what older, more skilled players, i.e., a high school, college player or an older brother or sister, can do with the ball. On occasion, invite some of these players to participate in your practice. Use them to model good soccer qualities. Let your players learn by experiencing the game alongside or against these better players. Older players can also be used as “neutral players.” In this case, the neutral player helps whichever team has the ball i.e., he or she never defends. Maybe that neutral player has limited touches and/or can’t score, but he or she gives the team with the ball a better chance of keeping the ball. By helping to maintain possession, the neutral player(s) helps the game maintain some rhythm, and gives the kids a clearer picture of the game’s possibilities.

7) Recognize and understand how the skills learned at each age are connected to preparing the player to move into the next phase of his or her development. Know what the next level of play is, and the general tools that your players should carry with them as they move on. Help them to be prepared.

8) Allow your players to develop these requisite skills in an environment where the main goal is to have fun with the ball.

9) The value of matches is that they provide youngsters with an opportunity to showcase their newly acquired skill and creativity. It is always nice to win, however that should not be your focus at the younger age groups (through 14 years).

10) Have a clear idea of what it is you want to accomplish at practice. Create exercises/games that replicate and repeat the movements and situations that are found in soccer and that allow the player to grow comfortable and confident with the ball at his or her feet. Encourage players to move with the ball at his or her feet and deal with boundaries, opponents, teammates and goals. Keep in mind that soccer is a pretty simple game. If you are involved in soccer for long enough, you begin to realize that all the many little games that work are really just variations on the same basic concepts. As long as the parameters that you have established in your exercises/small-sided games are true to soccer (goals for scoring and defending), creates the problems that you want the kids to solve (protecting the ball while dribbling, etc.), and allows your players to be challenged and find some success, you’re on the right track.

11) Don’t be afraid to experiment to find what works best.

12) Remember that the game is the best teacher for the players. Coaches and parents should think of themselves more as facilitators, monitors, guides or even participants, to provide a rich environment for the kids to learn from and enjoy. Encourage Creativity and Ball Skills Before Tactics! The youth coach has an important role in encouraging the development of these fundamental tools. One of the goals of this coaching guide is to introduce parents/youth coaches to an approach to coaching youth players that 1) embraces the lessons that are found in the game itself, and 2) is player-centered rather than coach-centered.

A primary focus for the coach at the youth level, through the U-12 age group, is to provide an environment that comes close to simulating the “pickup” games of our youth. In this setting much of the creativity and personality of kids developed naturally, without the involvement of adults .Kids need to be allowed to play freely, develop their skills and use them in a creative manner. Coaches should organize only so far as it helps to create this environment. “Beside the games, what do our training sessions look like? Are they mobile or static? Are the players free to experiment and learn from the game or are they constantly instructed? Is there room for trial and error, or are they simply told what to do and where to go? (Breathing life into soccer) ... is more about converting our training sessions into some form of street soccer in which players, with the help of the coach experiment with the basic elements of the game in a competitive way… Learning (in this case, soccer) is about experimenting with new things and relating to them. Mastery means coming to grips with things we have experimented with, often with repetition. It is all about developing an understanding and a feel for the game. The lessons for all of us will come from the game and so will the answers.

In the beginning the person and the game are separate, maybe even for apart. When things get good, the game and the person become one. With this in mind, try to encourage comfort with the ball and the confidence to use this skill creatively. Encourage the dribbler at the younger ages; your team of 8 to 10 year olds should be full of them. Dribbling, at the younger ages, in the child’s is the child’s attempt to gain control over the ball. Controlling the ball is primary skill that every other skill in soccer depends upon. Although controlling the ball may seem to be a simple task, it actually takes an enormous amount of the Child’s energy. Do not expect him or her to look to pass or to pass with any level of competence or awareness, until he or she has first mastered this skill. Consider these two points. Children from about age 6 to 12 have an almost limitless capacity to learn body movement and coordination (i.e., motor skills). At the same time, their intellectual capacity to understand spatial concepts like positions and group play is limited. Work to their strengths.

CONSIDER THIS: At the younger ages (6 to about 10), soccer is not a team sport. On the contrary, it is a time for children to develop their individual relationship with the ball. The fact that younger children are placed into team environments is not their fault. Do not demand that the more confident players share the ball. Encourage them to be creative and go to goal. Do the same with the rest of your players. Work to bring all your players up to that level of confidence and comfort with the ball. Coaches should avoid the impulse to “coach” their players from “play to play” in order to help them win the match. Coaches should not be telling their young players to “pass rather than dribble,” to “hold their positions” or to “never” do something (like pass or dribble in front of the goal).

**Guideline for Coaches:**

• Provide age-appropriate focus for training during the course of the season.

• Provide benchmarks for what young players should achieve by the end of the season.

• Provide building blocks for development through the years. It must be understood that players mature at different rates. Age determines to a certain degree what players are physically, mentally and socially capable of on the soccer field. Some players will be capable of more complex skills and thought processes than others as they develop. These training priorities provide a foundation for development but it is up to the individual coach to know and understand their players and introduce more advanced aspects of the game as it is appropriate. It is vital to practice and master the basics in order that players can succeed at the next level.

**U6 THE ME: Individual Play**

**Characteristics OF U-6 PLAYERS**

• Differences between boys and girls are minimal.

• Progress in motor development starts with the head and moves downward to the feet and from the center of the body outward.

• Easy fatigue, rapid recovery

• Emphasis of fundamental movement skills:

• Increased use of all body parts.

• Play consists of a high degree of imagination and pretend activities.

• Tend to only one task at a time in problem solving situations.

• Process small bits of information at a time, long sequential instructions are not processed.

• Simple rules only.

• Limited understanding of time, space relations, and boundaries.

• Beginning to develop self-concept, body awareness, and self-image through movement.

• Egocentric, see world only from their perspective, demonstrated through parallel play. They all want the ball.

• Need generous praise and the opportunity to play without pressure.

• May verbalize team, but does not understand group or collective play.

TRAINING -GAME

Number of Practices per week one Practice to Game Ration 1:1 Duration of Practice 45 min. Tournaments none Games per Year 16-20

U8 THE ME: Playing with Buddies-in pairs

**Characteristics OF U-8 CHILDREN**

• Skeletal system is still growing; growth plates are near joints, thus injuries to those areas merit special consideration.

• Cardiovascular system is less efficient than an adult’s; a child’s heart rate peaks sooner and takes longer to recover to full resting rate.

• Temperature regulation system is less efficient than adults; children elevate their core body temperature more quickly with activity and take longer to cool down than adults.

• There is perceivable improvement in pace and coordination from U-6 to U-8, however the immaturity of a U-8’s physical ability is obvious.

• Limited ability to attend to more than one task at a time; the simple task of controlling the ball demands most of their attention capacity, thereby leaving little or no capacity for making additional decisions.

• Concept of time and space relationship is just beginning to develop and will be limited by capacity to attend to multiple tasks.

• Limited experience with personal evaluation; effort is synonymous with performance, “if I try hard, then I performed well” regardless of the actual performance.

• Self-concept and body image are beginning to develop; very fragile.

• Great need for approval from adults such as parents, teachers and coaches. They like to show individual skills.

• Easily bruised psychologically by both peers and adults; negative comments carry great weight.

• Like to play soccer because it is “fun”; intrinsically motivated.

• True playmates emerge with the inclination toward partner activities.

• Team identity is limited; “I play on Coach Bob’s team” or “I play on the Tigers” - club and league concepts are non-existent.

• There is desire for social acceptance; they want everybody to like them.

TRAINING -GAME

Number of Practices per week one Practice to Game Ration 1:1 Duration of Practice 45 min-1 hour

Tournaments one-festival format Games per Year 20-22

U10 THE ME- Playing in Groups

**Characteristics OF U-10 CHILDREN**

• Gross and small motor skills become more refined.

• Boys and girls begin to develop separately.

• Ability to stay on task is lengthened.

• Greater diversity in playing ability and physical maturity, physically mature individuals demonstrate stronger motor skills.

• More prone than adults to heat injury.

• Lengthened attention span, ability to sequence thought and actions.

• Pace factor becoming developed (starting to think ahead).

• More inclined towards wanting to play rather than being told to play.

• Demonstrate increased self-responsibility, bring ball, water, tuck in jersey, pull socks up.

• Starting to recognize fundamental tactical concepts, such as changing direction of ball, but not always sure why.

• Repetitive technique very important, but it must be dynamic not static.

• More likely to initiate play on their own.

• Continued positive reinforcement needed.

• Explanations must still be brief, concise and indicate purpose.

• Becoming more serious about “their play”.

• Still intrinsically motivated.

• Peer pressure starting to be a factor.

• Prefer identification with team, i.e. uniform, balls, and equipment.

TRAINING –GAME Number of Practices per week two Practice to Game Ration 2:1 Duration of Practice 1 hour Tournaments 1 to 2 festival format Games per Year 20-24

**U8 Activities**

**Session 1**

Hospital Tag - each player has a ball and is dribbling. If player is tagged they must touch with their hand the body part that was tagged. If tagged three times they then go and do a special activity (at hospital) They are then “healed” and can resume play.

Gate Game - in pairs- set up gates with cones. Players must work together to pass between the cones (gates). They then go to other gates. How many gates can they pass the ball thorough in a minute.

4 goal game - place small goals in the four corners of a field. The pairs of players then try to score on each of the goals. You can add gate minders or defenders to make more challenging.

4v4 scrimmage - the game

**Session 2**

Ball retrieval in pairs - coach gathers ball and tosses them away to pairs of players. The players then play the balls to one another to get the ball back to the coach. You can give them the amount of passes required, number of touches per player, or movement of the coach to make more challenging.

Amoeba tag - one player starts with a ball and tries to tag other players in a confined area. When a player gets tagged they then get a ball and helps. Game ends when all players have been tagged. Variations include using no balls, players may tag or pass a ball into a player to tag them.

Hungry Hippo - just like the popular board game. Set up zones in four corners of the field. All balls placed in the center. Objective is to get the balls back into your own zone. Players may take balls from other players’ zone. Game ends with a time limit and the players with the most balls in their zone wins.

2v2 to goal - players play in pairs. Goals on either end of field. Coach tosses ball to one team and the game is on. When the ball goes out a new pair of players enters.

4v4 scrimmage - the game

**U10 Activities**

**Session 1**

Tag game - players dribble trying to tag the other players below the knee

Team Handball - Set up two goals. Players play the game with their hands trying to score on the other goal. They have three steps once they get the ball, no taking ball when opponent is in possession, 3 sec rule once they get the ball. Variation: they can only score with a headed ball

Team Knockout - variation of knockout. Set up two teams usually played in penalty area. Each player on one team has a ball. Their objective is to score into the goal all of their balls. Their opponent objective is to defend and if they get a ball is to possess it by inter-passing. Once all balls are scored then roles reverse. Keep time to see which team scores the fastest.

Scrimmage - the game

**Session 2**

Ball Retrieval in groups - Coach gathers balls. Coach then tosses balls out to play for them to return to coach. Restrictions: Each players must touch the ball, certain number of passes, coach can move around.

Capture the ball - just like capture the flag. Each team is given a side of the field. Their ball is placed on their end of the field. The objective is to get your opponents ball to your side of the field under control. If a player is tagged on their opponents side of field they are placed in “jail” until tagged by one of their teammates.

Inside finishing - a ball retrieval type of game. Players hand the ball to coach. He then tosses a various angles. Players must control the ball and score on the goal. Variation: players must score with first touch. This allows for more finishing than the standard stand in line and wait for you turn to shoot.

Scrimmage - the game

**U12 Activities**

**Session 1**

Sequence passing - Number players off. Players then pass in sequence 1 to 2 to … to 1. Emphasis on vision of passers and positioning of support player.

Possession game - Set two teams in a confined area. 3 to 5 consecutive passes scores a point.

Game to endline - transition passing game to a direction. Players score by stopping ball dead on the end line

Scrimmage - the game

**Session 2**

Over under - Group dynamic game. Team A kicks a ball away. Team B collects the ball and forms a line. Team B then passes the ball alternating over their head and between their legs. Team A during this time consolidates as a group and one runner runs around the outside of the group counting how many times they are able to get around before Team B accomplishes their task. Then Team A kicks the ball away and they reverse roles.

Line passing - Two groups in a line pass the ball between each other. When a player passes to the other line they go to the end of the opposite line. When a bad pass is made both lines must move to get to the ball in order to restart the activity. Variations: one touch or two touch passing.

Target game inside out - three teams-two in and one out. Two teams inside play a possession game. Players on outside station themselves on the outside of the area and support the players on the inside. They are allowed one touch passing on the outside. Rotate teams.

Counter goal game - before scrimmaging instead of going to two goals set up two small goals wide on the endline opposite the one goal. Since many of us only have half a field and one large goal to train on this allows us to deal with getting width and get forward

Scrimmage – the game

**Training Players U13 and Older**

Coaches should organize their practice session in a progressive manner that provides for individual, small group, large group and/or team activities. An example of a practice format would be:

Technical Warm-Up

• without pressure of opponent

• pressure from the ball and imposed demands

• should utilize techniques that will be needed for the topic Small Sided Activities

• introduce pressure from opponent

• some aspects of pressure may be contrived

• does not need to be directional, but may be directional

• should have transition

• technical execution should be observed and addressed as appropriate Expanded Small Sided Activities

• larger numbers at least 5V5 (closer to the “Big Picture”)

• may have special conditions

• must have direction and transition

• may be over the line, to targets, to small goals or to large goals

• if large goals are used, offside should be enforced

• tactical execution should be observed and addressed as appropriate

Match Condition – “The Game”

• 7v7 including keepers in large goals

• no special conditions

• tactical issues addressed as needed with the understanding that there should be no freezes at this stage

•players need time to develop a rhythm and the coaches observation at this stage are more important for planning future practice sessions

Cool Down – Light Jogging / Stretching



**PLAYER DEVELOPMENT**

**FOR**

**YOUTH SOCCER PLAYERS**