



DFC Academy Technical Plan

This official document outlines DFC Academy's Technical Plan. Aligned with Canada and the Ontario Soccer Association.



The follow Technical Plan is outlined in three main components. They are:

- A. Program Descriptions
- B. Game Model (Model sheets)
- C. Training Model (Tactical Periodization)
- D. Coaching Roles DFC

Program Descriptions

We have 2 types of program(s):

- 1. Grassroots & Recreational
 - 2. Academy (Junior/Youth)
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- 1. Our Grassroots & Recreational program is a non-competitive program that we run for children 4 to 16 years old. This training-based program assures that the players get the best environment to develop at a younger age. As part of our philosophy we believe that at this age, more important than competing, is having a very low ratio ball-player so that technical/individual aspects can be developed.
 - 2. Within our Academy program, we have competitive teams from U7 to U18. These teams practice three (3) times a week throughout the whole year. We make sure that we have enough competition for all the age groups by playing Winter leagues (during the Winter) and by playing in the YRSL/IModel (during the Summer).



Age Group Goals

U4 – U8 (Grassroots/Recreational and U7/U8 competitive teams):

Physical: Essentially, we want to develop proprioception in our kids. We want them to learn about their own body, to control their movements with a new object included, the ball.

Technical: The main focus on these age groups. Our players learn how to dribble, control the ball, pass the ball, shoot the ball.

Tactical: Tactical aspects start to be included at the age of 7. Here they have to know how to cooperate with other teammates in small-sided games, with the emphasis of the technical aspects keep playing the major role.

Mental: The main mental aspect that we want to develop in these age groups is passion for the game. We also want to develop imagination and creativity within an environment of respect for the players and the coaches.

U9 – U12 (Competition Teams)

Physical: After the players learned how to control their own body (proprioception) we can start developing other physical aspects with the ball like speed, quick changes of direction without losing balance, flexibility.

Technical: Being unpredictable is the key word for these age groups. Learning a whole variety of skills that makes our players unpredictable in terms of the decision making. It's also important to learn how to use those skills to help the team in game situation.

Tactical: It's important to have a structure for each team. Learn how to position in the field according to where the ball is and where the teammates are. Learn how to take advantage of the space in the field. Make decisions with the ball according to the aspects mentioned before.

Mental: Backed by studies in Neuroscience; these are the best age groups to learn and to absorb knowledge since the brain is also developing. The most important thing is for our kids to learn how to make decisions by themselves. For a problem there's several corrective solutions, and the creativity that we create in our players (practice environment) will make them very rich in the repertoire of answers they can provide for a certain problem in the field.



U12 – U16 (Competition Teams)

Physical: One of the most important aspects in our academy is the injury prevention, deal individually with each player and their body unbalances so that injury chances can be reduced. We also emphasize muscular tension, endurance and speed and adapt our training drills so that those aspects can be developed. Nutritional aspects start having a crucial importance for prevention of injuries and to provide the right nutrients (pre-training/game; post-training/game). Our partnership with ARC (Athletic Rehabilitation Centre) becomes more commonly used and constantly observed/alterd for these ages due to the playing duration, and physicality in games. (Alluded to throughout the remainder of this application)

Technical: Our players need to be comfortable in basic technical aspects like passing, receiving and controlling the ball (according to our game philosophy). Regarding dribbling and skills, they need to know in which places of the field can risk it more without putting the team in danger. This last point is also adaptable to players and their positions in the field since we also consider important the individual unbalances we can create in the opposite team.

Tactical: Our players need to know each of their roles in the field. None of these roles is seen as individual but yes as something that only works if all the players know their roles with the purpose of achieving our game philosophy. Each player needs to know how to position themselves according to the moment of the game (offensive, defensive, transition).

Mental: We want to develop in our players some sense of responsibility of performing in which the score is not the most important aspect of the game. The performance and the quality of play which forces them in making decisions is the most important thing. We want them to find a good balance between having fun and playing the kind of game we want. Feeling frustrated with the performance and knowing how to react to it is also part of the plan.



U16 – U18 (Competition Teams)

Physical: Injury Prevention (specific workout according to each individual needs). Emphasize muscular tension, endurance and speed and adapt our training drills to develop those aspects. Certain extra practice physical training that doesn't put at risk the training drills like the development of core and isometric workouts (to improve stability, balance and strengthen deeper muscles and joints). Nutritional aspects have a crucial importance for prevention of injuries and to provide the right nutrients (pre-training/game; post-training/game). Rest and recovery to perform at the best level.

Technical: our players need to be comfortable in basic technical aspects like passing, receiving and controlling the ball (according to our game philosophy). Specify technical aspects for each position in the field, especially those positions in which our players creativity can create unbalances in the opposite team.

Tactical: our players need to adapt themselves to different structures. They need to understand their roles and the teammates roles so that their decisions are more effective. Our players need to know how to position themselves in all the game moments (offensive, defensive and transitions). They also need to know how to adjust in the field when the coach demands some strategic behavior.

Mental: our players at this stage need to feel the pressure of performing and winning as a consequence of that. They need to read the game while it's happening and adjusting according to it, they need to react and be resilient when things aren't coming out the way they want. Being committed to the team (during the game) and being competitive is crucial. It's no longer only the coach's job but the players need to feel the need of improving outside the practice/game environment (reading books/seeing games).



Age Groups Structure (Competition Teams)

U7

- Game Format: GK + 4
- Training Duration: 2 Practices a Week (55 mins/Winter; 60 mins/Summer)
- Game Duration: 40 minutes
- Season Length: October to April (Winter) and May to September (Summer)
- Competitions: NO COMPETITION (Winter) and Friendlies (Summer)
- Coaches: Head Coach + Assistant Coach; Ratio - 5:1
- Ball Size: 3
- Goal Size: 5ft x 8ft; Field Size: 25m x 36m

U8

- Game Format: GK + 4
- Training Duration: 3 Practices a Week (55 mins/Winter; 60 mins/Summer)
- Game Duration: 40 minutes
- Season Length: October to April (Winter) and May to September (Summer)
- Competitions: YRSL (Winter) and YRSL (Summer)
- Coaches: Head Coach + Assistant Coach; Ratio – 7:1
- Ball Size: 4
- Goal Size: 5ft x 8ft; Field Size: 25m x 36m

U9

- Game Format: GK + 6
- Training Duration: 3 Practices a Week (55 mins/Winter; 70 mins/Summer)
- Game Duration: 50 minutes
- Season Length: October to April (Winter) and May to September (Summer)
- Competitions: YRSL (Winter) and YRSL (Summer)
- Coaches: Head Coach + Assistant Coach; Ratio – 9:1
- Ball Size: 4
- Goal Size: 6ft x 12ft; Field Size: 35m x 50m

U10

- Game Format: GK + 6
- Training Duration: 3 Practices a Week (55 mins/Winter; 70 mins/Summer)
- Game Duration: 50 minutes
- Season Length: October to April (Winter) and May to September (Summer)
- Competitions: YRSL (Winter) and YRSL (Summer)



- Coaches: Head Coach + Assistant Coach; Ratio – 10:1
- Ball Size: 4
- Goal Size: 6ft x 12ft; Field Size: 35m x 50m

U11

- Game Format: GK + 8
- Training Duration: 3 Practices a Week (55 mins/Winter; 70 mins/Summer)
- Game Duration: 70 minutes
- Season Length: October to April (Winter) and May to September (Summer)
- Competitions: YRSL (Winter) and YRSL (Summer)
- Coaches: Head Coach + Assistant Coach; Ratio – 12:1
- Ball Size: 4
- Goal Size: 6ft x 16ft; Field Size: 50m x 70m

U12

- Game Format: GK + 8
- Training Duration: 3 Practices a Week (55 mins/Winter; 70 mins/Summer)
- Game Duration: 70 minutes
- Season Length: October to April (Winter) and May to September (Summer)
- Competitions: YRSL (Winter) and YRSL (Summer)
- Coaches: Head Coach + Assistant Coach; Ratio – 14:1
- Ball Size: 4
- Goal Size: 6ft x 16ft; Field Size: 50m x 70m

U13 – U18

- Game Format: GK + 10
- Training Duration: 3 Practices a Week (55 mins/Winter; 70 mins/Summer)
- Game Duration: 90 minutes
- Season Length: October to April (Winter) and May to September (Summer)
- Competitions: PISL (Winter) and IModel (Summer)
- Coaches: Head Coach + Assistant Coach; Ratio – 18:1
- Ball Size: 5
- Goal Size: 8ft x 24ft; Field Size: 80m x 110m



LTPD – Canada Soccer

By reviewing our program contents for each age group (mentioned in the 2 points above) the alignment with the Long Term Player Development is clear.

Yearly Training Plan (with current academy Age Groups)

Age	Practices (Winter)	Practices (Summer)	Competition (Winter)	Competition (Summer)	Playing Time (Winter)	Playing Time (Summer)
U7	2/ Week (55 mins)	2/ Week (60 mins)	None	Friendlies	None	2* 20 mins
U8	3/ Week (55 mins)	3/ Week (60 mins)	YRSL	YRSL	2 * 20 mins	2 * 20 mins
U9	3/ Week (55 mins)	3/ Week (70 mins)	YRSL	YRSL	2 * 25 mins	2 * 25 mins
U10	3/ Week (55 mins)	3/ Week (70 mins)	YRSL	YRSL	2 * 25 mins	2 * 25 mins
U11	3/ Week (55 mins)	3/ Week (70 mins)	YRSL	YRSL	2 * 25 mins	2 * 35 mins
U12	3/ Week (55 mins)	3/ Week (70 mins)	YRSL	YRSL	2 * 25 mins	2 * 35 mins
U13	3/ Week (85 mins)	3/ Week (90 mins)	PISL	IModel	2 * 25 mins	2 * 45 mins
U15	3/ Week (85 mins)	3/ Week (90 mins)	PISL	IModel	2 * 25 mins	2 * 45 mins

*****Winter Season – October to April**

*****Summer Season – May to September**

*****Breaks – Christmas Break (2 weeks) and March Break (1 week)**



DFC Academy Game Model

The Big Principles

- A. What do we do when we have the ball
- B. What do we do when we lose the ball
- C. What do we do when we don't have the ball
- D. What do we do when we steal the ball

1. Sub Principle of Attacking

- Positioning
- Identification
- Creation
- Entrance

2. Sub Principle of Transition to Defensive

- Identification
- Closing
- Pressure
- Return

3. Sub Principle of Defensive

- Open Spaces
- Depth Control
- Pressure
- Shifting

4. Sub Principle of Transition to Attack

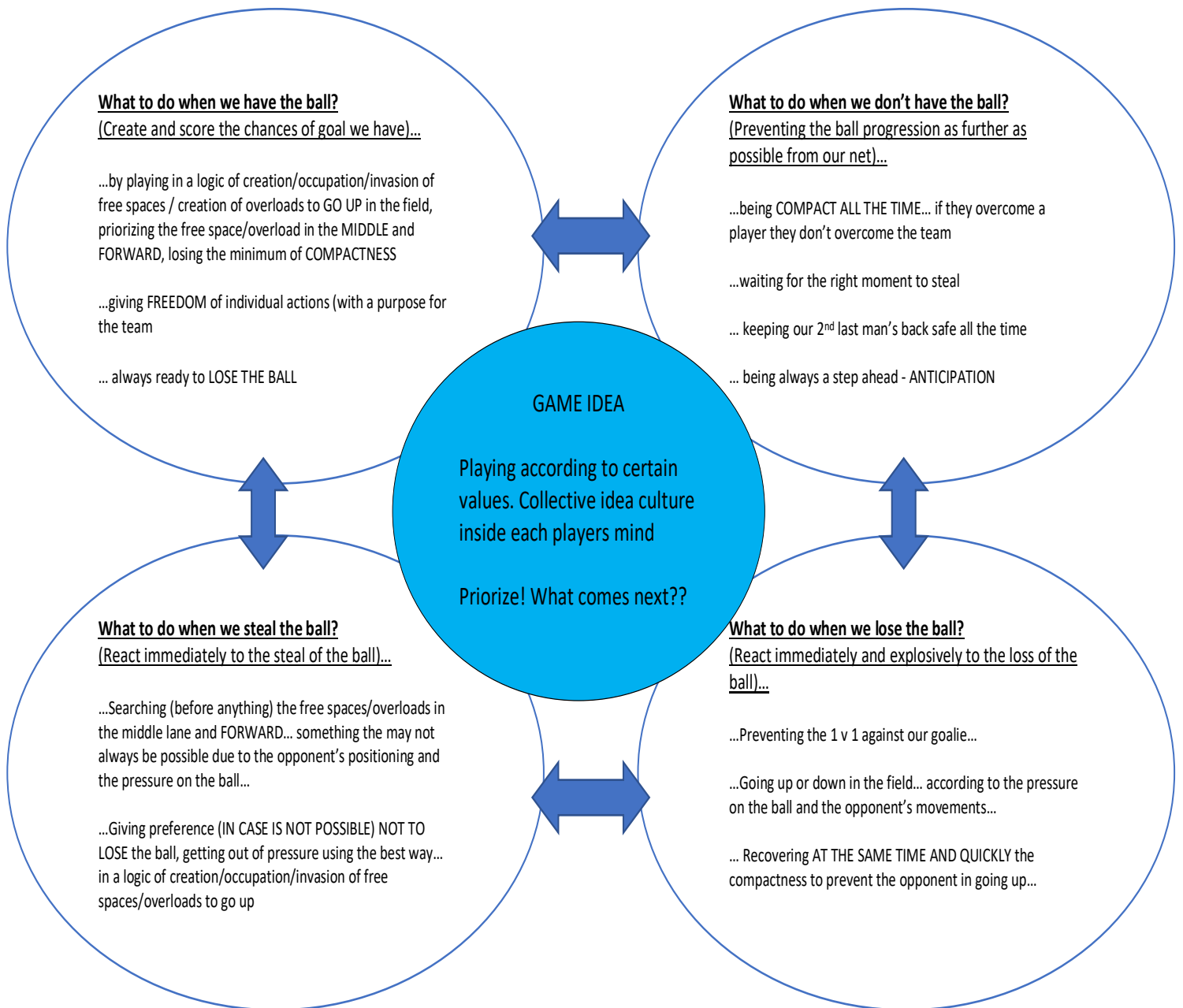
- Identification
- Opening into offensive positioning
- Play out of Pressure
- Find the Advantage (Breakthroughs)

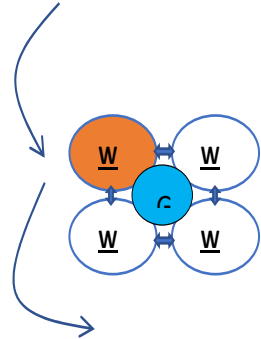
******Please refer to our diagram for each subprinciple***



THE BIG PRINCIPLES

THE GENERAL IDEAL. THE FIRST LAYER OF OUR FOOTBALL... AN IDEA INSIDE OUR PLAYERS AND COACHE'S MINDS

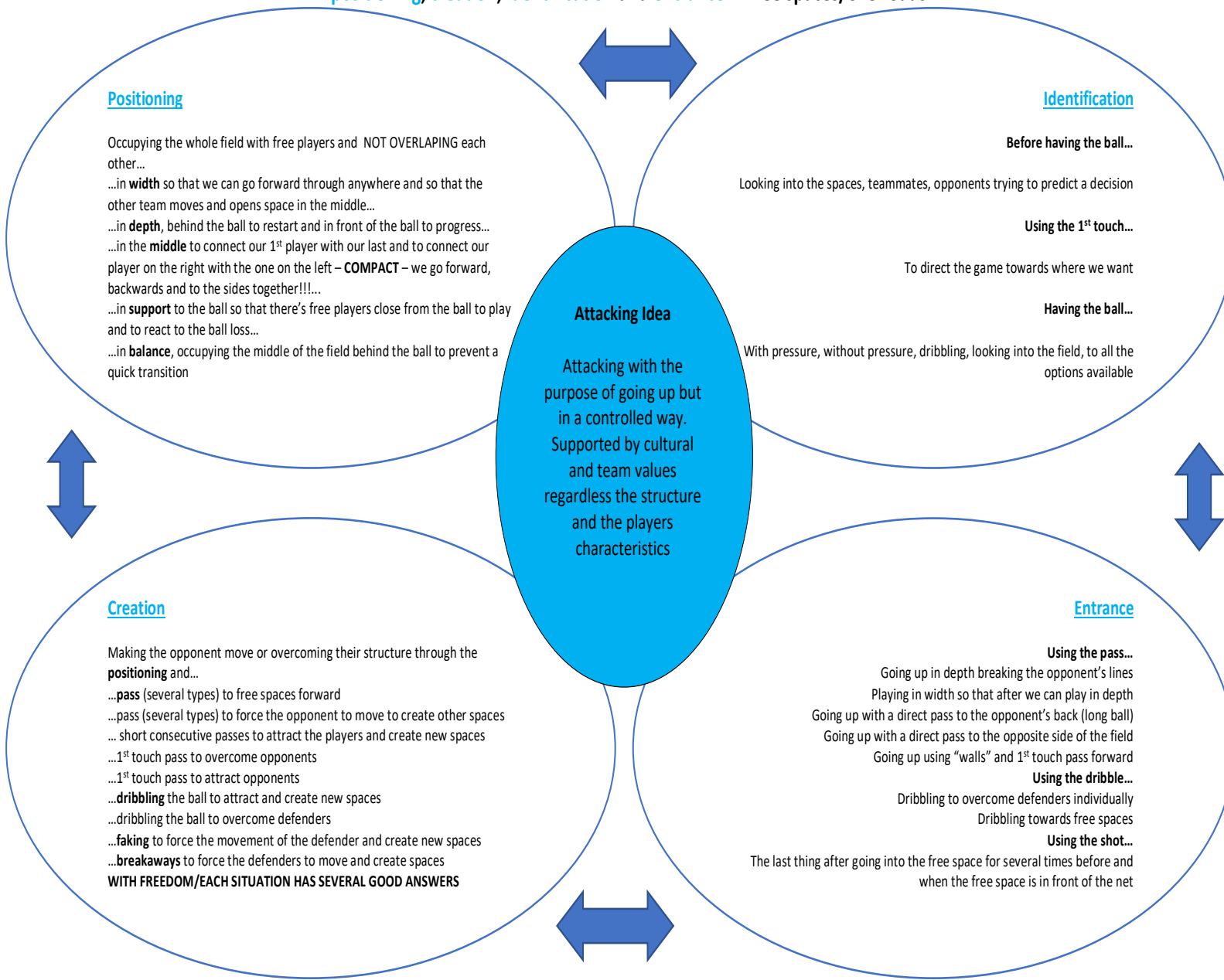




SUB-PRINCIPLES

(What do we have to do to make the big principles visible? Starting to detail)

Attacking with a clear **OBJECTIVE** but in a controlled way...
...**positioning, creation, identification** and **entrance** in free spaces/overloads



Positioning

Occupying the whole field with free players and **NOT OVERLAPING** each other...
...in **width** so that we can go forward through anywhere and so that the other team moves and opens space in the middle...
...in **depth**, behind the ball to restart and in front of the ball to progress...
...in the **middle** to connect our 1st player with our last and to connect our player on the right with the one on the left – **COMPACT** – we go forward, backwards and to the sides together!!!...
...in **support** to the ball so that there's free players close from the ball to play and to react to the ball loss...
...in **balance**, occupying the middle of the field behind the ball to prevent a quick transition

Identification

Before having the ball...
Looking into the spaces, teammates, opponents trying to predict a decision
Using the 1st touch...
To direct the game towards where we want
Having the ball...
With pressure, without pressure, dribbling, looking into the field, to all the options available

Attacking Idea

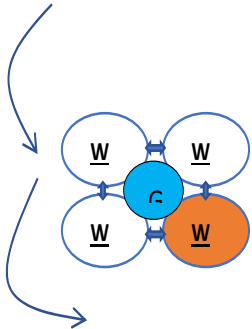
Attacking with the purpose of going up but in a controlled way. Supported by cultural and team values regardless the structure and the players characteristics

Creation

Making the opponent move or overcoming their structure through the **positioning** and...
...**pass** (several types) to free spaces forward
...**pass** (several types) to force the opponent to move to create other spaces
... short consecutive passes to attract the players and create new spaces
...1st touch pass to overcome opponents
...1st touch pass to attract opponents
...**dribbling** the ball to attract and create new spaces
...dribbling the ball to overcome defenders
...**faking** to force the movement of the defender and create new spaces
...**breakaways** to force the defenders to move and create spaces
WITH FREEDOM/EACH SITUATION HAS SEVERAL GOOD ANSWERS

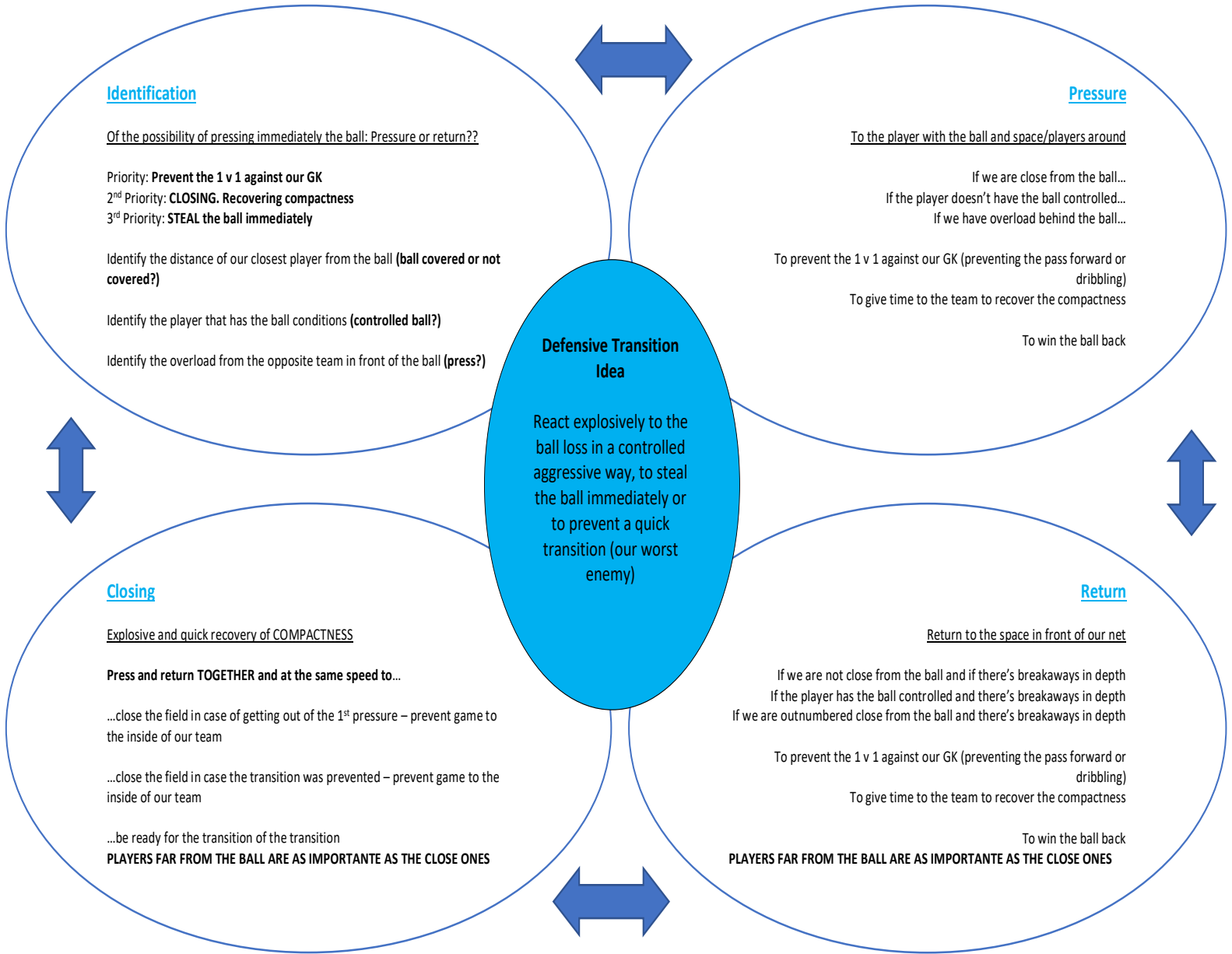
Entrance

Using the pass...
Going up in depth breaking the opponent's lines
Playing in width so that after we can play in depth
Going up with a direct pass to the opponent's back (long ball)
Going up with a direct pass to the opposite side of the field
Going up using "walls" and 1st touch pass forward
Using the dribble...
Dribbling to overcome defenders individually
Dribbling towards free spaces
Using the shot...
The last thing after going into the free space for several times before and when the free space is in front of the net



SUB-PRINCIPLES (What to do when we lose the ball??)

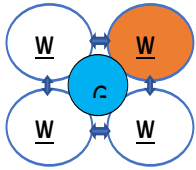
React explosively to the ball loss in a controlled aggressive way to steal the ball immediately...
 ...Or to prevent the quick transition, by the cultural values of **identification, closing, pressure, return**





SUB-PRINCIPLES

(What to do when we don't have the ball??)



Steal the ball in a controlled aggressive way, and if possible getting out of pressure with the ball

Controlled. By the cultural values of close spaces, pressure, depth control, shift

Close Spaces

It's not 11 players, it's a net that doesn't break!!

... the closest player from the ball prevents the progression towards our net (protecting the middle)

... the next players closer from the ball are in constant anticipation, predicting where the ball will go, close enough to arrive in time to press and close the gaps in our team, preventing the passes in the middle

... the furthest players are in constant anticipation, predicting where the ball goes, keeping always a short distance from the players close from the ball (keeping COMPACT)

Pressure

WE only press if we are together and closing spaces

And if the ball isn't controlled:

... Ball far from the player's feet

... Ball bouncing

... Ball travelling

... Ball in the air

... Player with ball without supports

... Pass backwards

... Strategic Traps

Defensive Idea

Steal ball in a controlled aggressive way. If possible out of pressure with the ball controlled.

It's not 11 players, it's a net that doesn't break

Depth Control

When do we go up or down as a UNIT?

GO UP:

...If there's pressure on the ball

...If they pass backwards

...If a player detects a pressing reference

GO DOWN:

... if the ball goes forward

... if there's no pressure on the ball and there's players making runs in our back

Shift

We Shift together without losing COMPACTENESS according to opponent's ball circulation in width

Keeping the middle always closed!

Keeping short distances between players (don't open splits)

In constant anticipation of passes inside our team

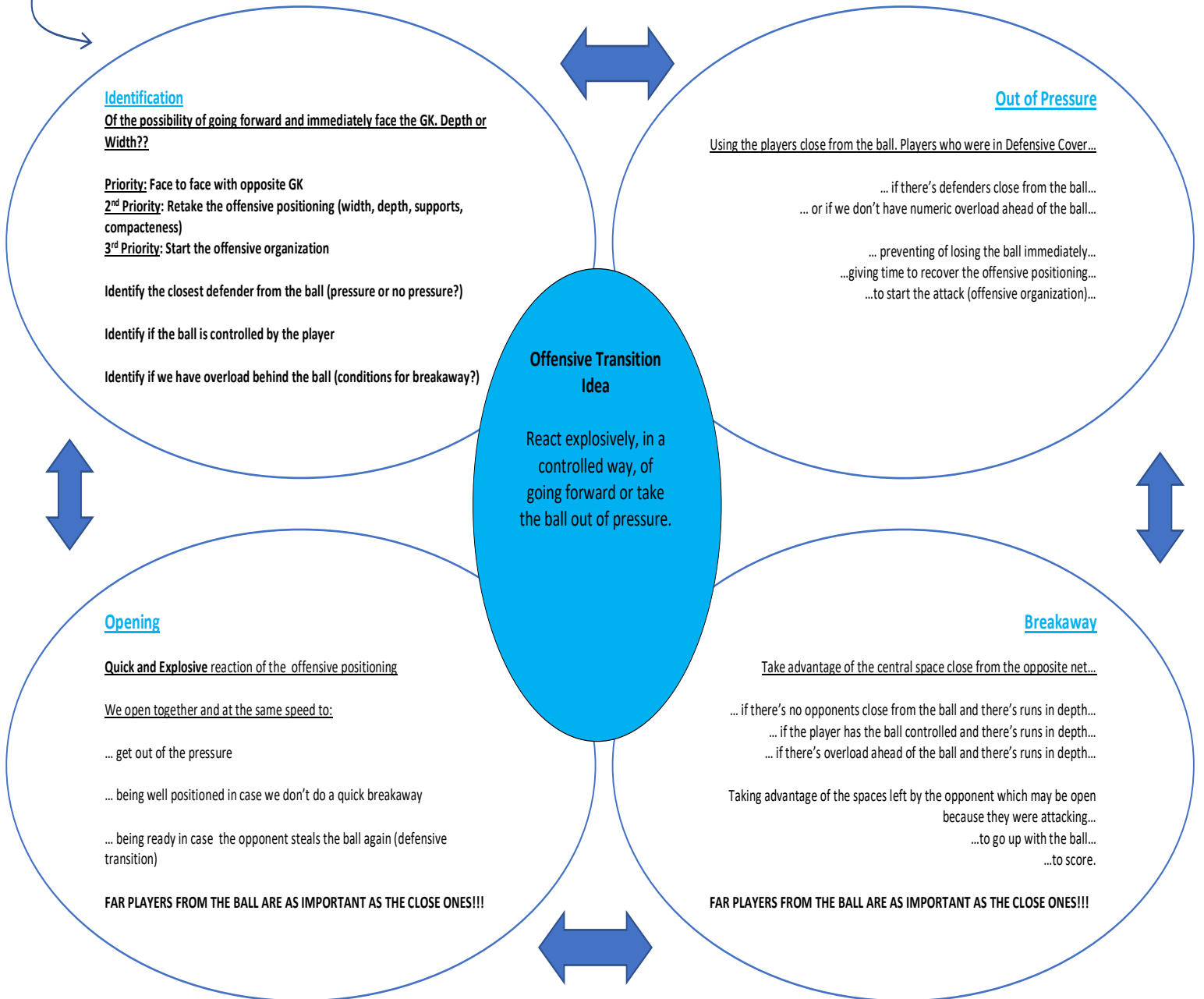
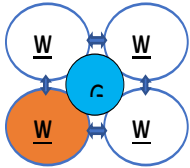


SUB-PRINCIPLES

(What to do when we steal the ball??)

React explosively, in a controlled way, of going FORWARD or take the ball out of pressure.

By the cultural values of **identification, opening, out of pressure, breakaway**



Identification

Of the possibility of going forward and immediately face the GK. Depth or Width??

Priority: Face to face with opposite GK

2nd Priority: Retake the offensive positioning (width, depth, supports, compactness)

3rd Priority: Start the offensive organization

Identify the closest defender from the ball (pressure or no pressure?)

Identify if the ball is controlled by the player

Identify if we have overload behind the ball (conditions for breakaway?)

Out of Pressure

Using the players close from the ball. Players who were in Defensive Cover...

... if there's defenders close from the ball...
... or if we don't have numeric overload ahead of the ball...

... preventing of losing the ball immediately...
...giving time to recover the offensive positioning...
...to start the attack (offensive organization)...

Offensive Transition Idea

React explosively, in a controlled way, of going forward or take the ball out of pressure.

Opening

Quick and Explosive reaction of the offensive positioning

We open together and at the same speed to:

... get out of the pressure

... being well positioned in case we don't do a quick breakaway

... being ready in case the opponent steals the ball again (defensive transition)

FAR PLAYERS FROM THE BALL ARE AS IMPORTANT AS THE CLOSE ONES!!!

Breakaway

Take advantage of the central space close from the opposite net...

... if there's no opponents close from the ball and there's runs in depth...
... if the player has the ball controlled and there's runs in depth...
... if there's overload ahead of the ball and there's runs in depth...

Taking advantage of the spaces left by the opponent which may be open because they were attacking...
...to go up with the ball...
...to score.

FAR PLAYERS FROM THE BALL ARE AS IMPORTANT AS THE CLOSE ONES!!!



Transition from Playing to Coaching

- A lot of our players need volunteer hours (about 40 hours) when they reach the 12th grade.
- We take advantage of this to insert some of our older players in our coaching process, by putting them as a coach in Little Dragons or as an Assistant Coach in one of the younger teams.
- We feel that this is crucial to set an example to our younger players of the academy and who knows to develop a passion for coaching in our older players.

Match Analysis

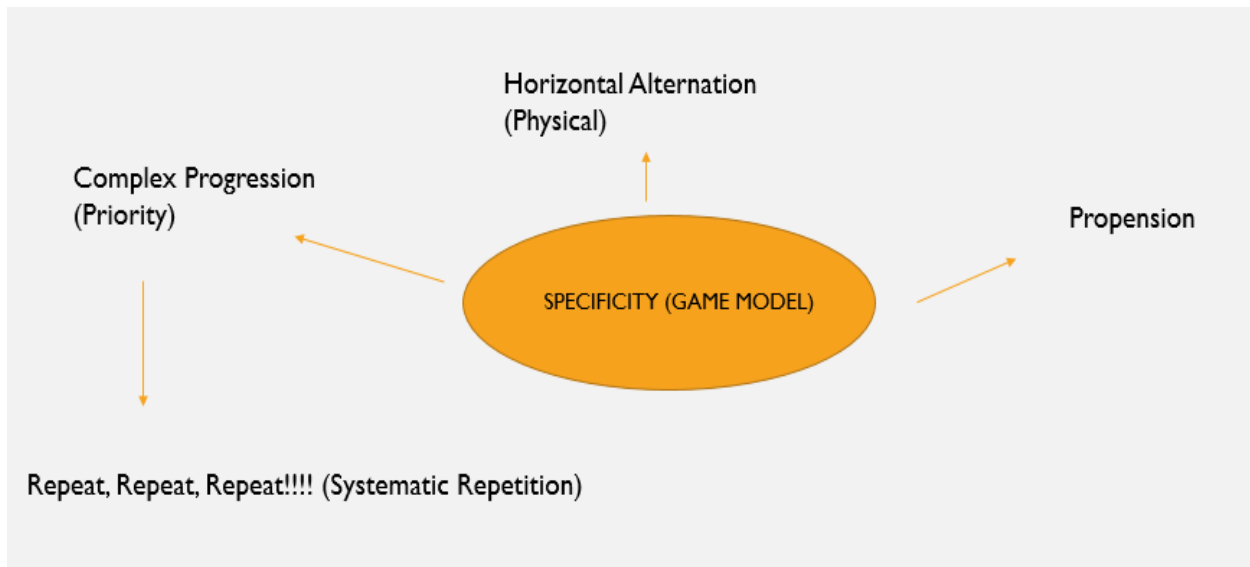
- Every time we have the availability we record our team's games throughout all the age groups.
- We consider this important for the following reasons:
 - It helps the coach to detect how the process is going. Based on the video we can prioritize what to coach with the team;
 - It's a very good tool to correct certain behaviors that our players have. The visual sense is the most important for players to admit mistakes and to improve;
 - We also record the games to collect the best moments of our teams so that it can be used as a motivational tool;
 - Record the games is crucial for our older players so that they can build their individual "BEST OF" video and use it for their player profile.

The software that we use to analyze the games are the following:

- Imovie;
- CoachCam;
- PowerPoint



TACTICAL PERIODIZATION



COMPLEX PROGRESSION

- Detect what our team needs to work first (prioritize);
- Repeat, repeat, repeat until the behavior is in the unconscious (do it without thinking);
- Stick with the plan (if it's offensive transition stick with it until the behavior is there)
- BEHAVIOUR ACHIEVED? Job done, progress!



HORIZONTAL ALTERNATION

Recuperação

Operacionalização Aquisitiva da Organização de Jogo

Recuperação

JOGO

Inteiraza inquebrantável do jogar
Redução sem empobrecimento
(Des)integração dos princípios
Articulação de sentido

Domingo

2ª-feira

3ª-feira

4ª-feira

5ª-feira

6ª-feira

Sábado

Domingo

JOGO		Subprincípios, Subprincípios, dos sub-princípios... Propósitos táticos- estratégicos regime de... <i>Contracções musculares</i> - tensão - duração - velocidade Desgaste emocional - Descontínuo +	Subprincípios, Subprincípios, dos sub-princípios... Propósitos táticos- estratégicos regime de... <i>Contracções musculares</i> ++tensão - duração + velocidade Desgaste emocional + Descontínuo ++	Subprincípios, Subprincípios, dos sub-princípios... Propósitos táticos- estratégicos regime de... <i>Contracções musculares</i> ++tensão + duração - velocidade Desgaste emocional ++ Descontínuo +	Subprincípios, Subprincípios, dos sub-princípios... Propósitos táticos- estratégicos regime de... <i>Contracções musculares</i> +tensão - duração ++ velocidade Desgaste emocional - Descontínuo +	Subprincípios, Subprincípios, dos sub-princípios... Propósitos táticos- estratégicos regime de... <i>Contracções musculares</i> +/-tensão - duração -/+ velocidade Desgaste emocional +/- Descontínuo ++	JOGO
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Princípios Metodológicos

Princípio da Alternância Horizontal em Especificidade

Princípio da Progressão Complexa

Princípio das Propensões

Pragmatização? Princípios Metodológicos inter e intraconectados! Problematização da Fraccionação

Um Padrão de Conexões

Adaptação – Adaptabilidade

Hábito que se adquire na acção em regime do entendimento de uma determinada relação mente-hábito



PROPENSION

- Create exercises that makes what we want (complex progression / practice content) show up several times (exercise rules)
- Exercise not working? Change it until we achieve what we want
- Feedback according to the behavior we want to create in the team! (Head coach/assistant coach)

EVERYTHING HAS TO BE SPECIFIC - **GAME MODEL!**

COACHING ROLES

- Missing practices (2 practices – OUT) (file);
- Game Time (file);
- Blue Suitcase for the games;
- Referees Money – Hangar
- Training Plan (file)

