



**Long Term Player Development  
Stages 1-3**

**Club Development Goalkeeping Manual**



**BC SOCCER**



## Wellness to World Cup Long Term Player Development

As coaches, teachers, administrators and parents, we need to look at the big picture for Canadian soccer. We want to develop “star” players who can play on the big stage, but we also want to encourage recreational players who can benefit from the health aspects of soccer and give back to the game for years to come as coaches, officials, and administrators.

Long-Term Player Development (LTPD) is the Canadian Soccer Association’s pathway to success on both fronts. LTPD is a player-centred approach that provides guidelines for correct training, competition, and recovery based on scientific principles of human development and athlete training, combined with the knowledge of expert coaches.

Player-centred means we respect the developmental needs of our players first and foremost. We ensure that our young players have fun while they learn so they want to continue playing. It also means we provide challenging opportunities for special talents so they can develop their abilities and pursue excellence. All of these needs are addressed in the seven stages of LTPD.

LTPD is designed to promote lifelong wellness for all soccer participants and optimal performances for elite players, particular in growth and development years when performances can become instable and lead to drop out.

LTPD encourages players to enjoy the game and improve their performances through:

- *Logical and integrated training and practice programs.*
- *Application of scientific principals in growth, development and maturation.*
- *Provision of an optimal structure for competition at all stages of LTPD*

## **LTPD and Goalkeeping**

### *STAGE 1: ACTIVE START U<sub>4</sub>-U<sub>6</sub> Female and Male*

No goalkeepers at this age. All players should learn the basic techniques of ball handling at different heights (not high balls) and throwing with one and two hands on the ground and in the air. Footwork is introduced including side-skip to get in line with the ball. Introduce diving from a kneeling position.

### *STAGE 2: FUNDAMENTALS U<sub>6</sub>-U<sub>8</sub> Female/U<sub>6</sub>-U<sub>9</sub> Male*

All players take turns in goal. Continue development of ball handling at all heights and above balls (simple service/no opposition). Introduce simple communication ("Keeper!" "Away!"). Continue with basic diving technique from a "Gorilla" stance. Develop correct body shape. Introduce the concept of the keeper as the rear defender (Sweeper/Keeper).

### *STAGE 3: LEARNING TO TRAIN U<sub>8</sub>-U<sub>11</sub> Female/U<sub>9</sub>-U<sub>12</sub> Male*

Players still take turns in goal. Resist temptation to limit goalkeeping to a few. Continue developing ball handling, ball rolling and over-arm throws, footwork, goal kicks, drop kicks, moving back passes and punts. Introduce side-arm and javelin throws, deflecting. Introduce variety of new dives. Introduce catching and deflecting crosses from a simple thrown service.

## **Introduction**

The soccer goalkeeper is one of the most important players on the field - they are the last line of defense and the first line of attack. To play the position well requires special skills and training.

To many coaches, though, soccer goalkeeping techniques and tactics are a mystery. This is especially true at younger age levels, where often coaches have not played much soccer at all, much less played keeper. Even experienced field players and coaches may not have much experience with goalkeeping.

This manual is designed to help soccer coaches coach their goalkeepers. It outlines and demonstrates basic soccer goalkeeping techniques and tactics.

To produce goalkeepers for the next level we must prioritize and work on the following:

Handling: Ability to hold on to the ball.

Diving: Power, Technique and shape.

Feet Skills: Required to have feet skills as much as any other player on the field.

Crossing: High-low and inswing-outswing; ability to control the area.

Throwing: Decision making, accuracy, distance.

Tactics: Starting positions, set pieces, organization and communication

Even though the goalkeeper must, whenever possible, be given individual training at the hands of a specialist coach, he/she must also take part in training sessions with the whole team, therefore allowing them to be confronted with real match situations.

## Role of the Goalkeeper Coach

The goalkeeper coach has to work together with the head coach to enhance the quality of coaching overall, and to assist with the preparation of the goalkeeper. This working relationship might encompass the following aspects:

- The Goalkeeping coaches vision and understanding of the goalkeepers role;
- The role of the goalkeeper in the team's playing system;
- The choice of targets/objectives for training;
- The planning of targets/objectives for training;
- Specific training with the goalkeepers;
- Coaching the whole team (simulated match situations);
- Mental preparation for the goalkeeper;
- Selection of the goalkeeper for the match;
- Post-match analysis: assessing the goalkeepers performance;
- Scouting for goalkeeper talent.

The goalkeeper coach also forms an integral part of the coaching staff as a whole.

***\*It is recommended that Club or Team Goalkeeper Coaches obtains the BC Soccer Goalkeeping Diploma Course, or attends the Grassroots Goalkeeping Workshop. Please visit [www.bcsoccer.net](http://www.bcsoccer.net) for more information.***

## Program Creation and Execution

Planning the goalkeeper's general preparation is a complicated process. Drawing up the preparation plan depends on certain factors namely:

- Specific nature of the position of Goalkeeper
- Adapting to team training
- The limited time available
- A lack of qualified goalkeeper coaches

Planning training for goalkeepers clearly involves adaptation.

This why we need to analyse the issue in greater depth and take into consideration external factors which exist at all levels. Methods, tools, and advice can be put forward to improve goalkeepers day to day work. We need to ask ourselves the following questions, WHO? WHEN? And WHAT is done in goalkeepers training?

### Stage 1/2

#### *Who?*

- Team Coach
- Another person (former goalkeeper at the club, team assistant, current goalkeeper within club volunteer)

If the person involved is a former goalkeeper, he/she will have the knowledge of the position, otherwise please use the outlined curriculum below.

#### *When?*

- Before, after or during the session, team coach can also have the whole team do a Goalkeeper Specific Session.

Weekly Program- Example of Stage one/Two Goalkeeping Program							
Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		Before/After/During Team Sessions				Match Day	

Players still take turns in goal, resist the temptation to limit or to start specializing players at this stage.

**What?**

- Ball Handling
- Coordination and Movement

**Stage 3**

**Who?**

- Goalkeeper Coach
- Team Coach
- Another person (former goalkeeper at the club, team assistant, current goalkeeper within club volunteer)

If the person involved is a former goalkeeper, he/she will have the knowledge of the position, otherwise please use the outlined curriculum below.

**When?**

- Before, after or during the session, team coach can also have the whole team do a Goalkeeper Specific Session.
- Use the time when the goalkeepers are not involved in group work
- Additional Training

Weekly Program- Example of Stage Three Goalkeeping Program						
Mon	Tues	Wed	Thurs	Fri	Sat	Sun
	Before/After/During Team Sessions	GK Session with GK Coach	Before/After/During Team Session		Match Day	

Players still take turns in goal, resist the temptation to limit or to start specializing players at this stage.

**What?**

- This age a young goalkeeper can acquire specific motor skills.
- It is essential to learn, repeat basic goalkeeping techniques.
- Focus on coordination, movement, and suppleness with and without ball.

## How to Use the Matrix Information

Throughout this document, the matrix tables provide guidance on highlighted with a black box. You can review the skill set for each LTPD stage by reading the table vertically beneath the heading for each LTPD stage. By reading the tables as a series of vertical columns, you can see:

1. The abilities expected for players entering each stage
2. The abilities to be trained during each stage
3. The abilities expected for players exiting each stage

After each highlighted skill you will find a series of exercises that can be used to help develop the highlighted skill.

## The Learning Continuum

The tables (matrixes) and notes in this document describe a sequential process for coaching soccer skills that includes the Introduction, Development, Refinement, Perfecting, and Maintenance of those skills over specific timelines. Coaches and administrators need to incorporate this “learning continuum” into the design of their soccer training programs as the recommended sequences reflect the natural progression of learning, and the matrix tables identify the optimal training ages for each stage and skill.

The five stages of the learning continuum are dictated by player developmental age, not chronological age. In the ideal coaching scenario, players will begin learning and playing soccer during pre-adolescence and coaches will thereby be able to apply the enclosed coaching, monitoring, and testing guidelines according to the “optimal” training timeline for producing long-term player excellence.

In some cases, some players will begin to learn and train in soccer at a much later developmental age (e.g. post-adolescence). In these instances, coaches must be prepared to customize portions of their training programs to accommodate these latecomers.

Throughout the learning continuum, coaches should understand that the learning and training of these skills and capacities is an integrated process, where techniques and tactics are learned and developed in combination with each other. For the sake of simplicity and clarity, this document presents skills and tactics separately in a “matrix” format, but this should not be construed to mean that different training capacities and elements of game knowledge are intended to be learned in isolation from one another. Words and tables do not

capture the integrated nature of the game – in this sense; the matrixes are a “best effort” to highlight the components required in an integrated training program.

### **1. Skill Introduction**

The purpose of skill Introduction is to ensure that players correctly understand the fundamental movements needed to execute a particular skill; development and mastery of that skill will follow in later stages of the learning continuum. Under ideal circumstances where soccer learning and training begins with pre-adolescent youth, different soccer skills are introduced to players at different developmental ages according to a sequential plan. That is, fundamental skills such as kicking and dribbling that form the basic building blocks of soccer will be introduced first, followed by progressively more sophisticated skills that represent the combining or refining of the fundamental skills, such as shooting or passing while dribbling. More sophisticated skills generally require greater subtlety of movement and decision making, so physiological and cognitive development play a large role in determining when they are introduced.

### **2. Skill Development**

After players have been introduced to a skill and clearly understand the elements of its correct execution, they must be engaged in repeated practice of the skill so its basic execution becomes reliable. Many hours of formal training will be required, along with opportunities to apply the skill in practices and competitive settings. Qualified coaches must lead technical sessions so players can receive appropriate feedback and correction of the skill. Skills are then incorporated into game situations, forging the link between “theory and practice” (e.g. controlling a ball out of the air and dribbling with a change of direction).



# Goalkeeping

Goalkeeping represents a specialized array of skill sets that include abilities in ball handling (i.e. using the hands to catch, punch, or deflect the ball), diving, throwing, receiving, kicking, foot movement, and agility.

## Handling

Ball Handling describes the goalkeeper's ability to use their hands effectively to catch, parry and punch the ball from a number of angles and in a variety of positions

Ages	0-5	6	7	8	9	10	11
Males	Active Start	FUNdamentals			Learning 2 Train		
Females	Active Start	FUNdamentals		Learning 2 Train			
<b>Handling</b>							
Ground	Introducing			Developing			
Waist	Introducing			Developing			
Chest	Introducing			Developing			
Head Height		Introducing		Developing			
Above Head		Introducing			Developing		
Deflecting					Introducing		
Punching					Introducing		

## Diving

Diving normally occurs when a goalkeeper is unable to safely collect a ball while staying on their feet. Usually, but not always, it is when the ball, either from a shot or a dribble, is passing outside of the vertical position of the body.

Ages	0-5	6	7	8	9	10	11
Males	Active Start	FUNdamentals			Learning 2 Train		
Females	Active Start	FUNdamentals		Learning 2 Train			
<b>Diving</b>							
Collapse	Introducing			Developing			
Breakaways	Introducing			Developing			
Body Shape	Introducing			Developing			
Side Dive		Introducing		Developing			
Power Dive					Introducing		
Aerial Dive					Introducing		
Forward Dive					Introducing		
High Dive					Introducing		
Wrong Hand							

## Feet Skills

In addition to hand skills, goalkeepers are required to have feet skills as much as any other player on the field. Feet skills include everything from the ability to adjust feet positioning to passing, receiving, kicking and tackling.

Ages	0-5	6	7	8	9	10	11
Males	Active Start	FUNdamentals			Learning 2 Train		
Females	Active Start	FUNdamentals		Learning 2 Train			
<b>Feet Skills</b>							
Footwork and Starting Position	Introducing			Developing			
Goal Kick		Introducing		Developing			
Punt		Introducing		Developing			
Drop Kick					Introducing		
Moving Pass					Introducing		
Back Pass							
Side Winder							
Fly Kick							
Tackle							

## Crossing

Crosses from the flanks are some of the most difficult balls for goalkeepers to defend. Goalkeepers are required to make several quick decisions regarding; positioning, communicating, whether to come for the cross or stay, whether to catch or punch in successfully defending a cross.

Ages	0-5	6	7	8	9	10	11
Males	Active Start	FUNdamentals			Learning 2 Train		
Females	Active Start	FUNdamentals		Learning 2 Train			
<b>Crossing</b>							
Catching Technique		Introducing			Developing		
Punching Technique					Introducing		
One Hand					Introducing		
Two Hands					Introducing		
Start Position							Intro
Angle of Approach							Intro

## Principles and Tactical Role

Goalkeepers must understand their role in the team organization, and they must understand a variety of basic tactical principles and technical practices to be effective in their role.

Ages	0-5	6	7	8	9	10	11
Males	Active Start	FUNdamentals			Learning 2 Train		
Females	Active Start	FUNdamentals		Learning 2 Train			
<b>Principals</b>							
Body Shape	Introducing			Developing			
Decisions, Comm, Org		Introducing			Developing		
Reading the Game		Introducing			Developing		
1rst Attacker		Introducing			Developing		
Set Position			Introducing		Developing		
Stay on Feet			Introducing		Developing		
Reaction vs Anticiapation					Introducing		
<b>Technical/Tactical</b>							
Crossing		Introducing			Developing		
Narrowing Angle					Introducing		
Cutbacks					Introducing		
<b>Tactical Role</b>							
Sweeper Keeper			Introducing		Developing		
Space Behind Def			Introducing		Developing		
Communication			Introducing		Developing		
Position relative to the ball			Introducing		Developing		

## Exercises- Footwork with Handling/Diving

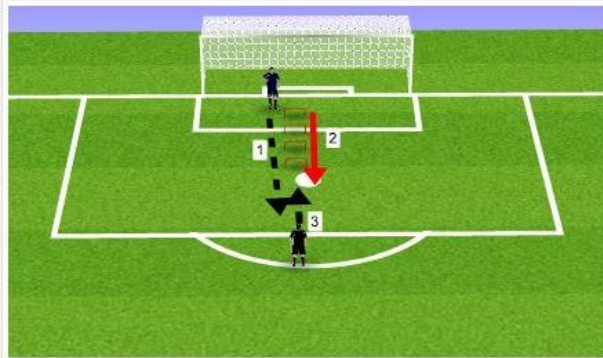
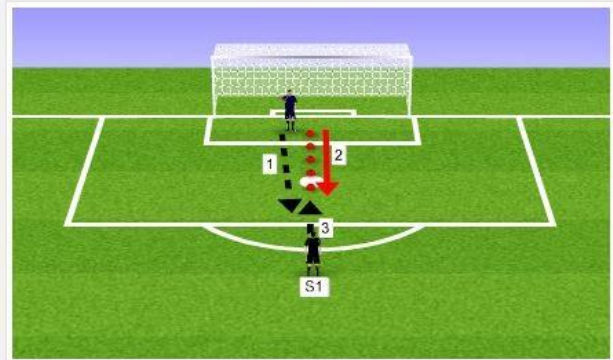
### Grassroots Handling

1. GK Rolls Ball to S1
2. GK slaloms through cones
3. S1 Serves ball to GK

Active Start- Serves along ground/waist/chest height

FUNDamentals- same as Active start but add Head Height and Above Head Serves

Learning to Train- all above service but now add diving



### Grassroots Handling 2

1. GK Rolls Ball to S1
2. GK slaloms through cones
3. S1 Serves ball to GK

Active Start- Serves along ground/waist/chest height

FUNDamentals- same as Active start but add Head Height and Above Head Serves

Learning to Train- all above service but now add diving

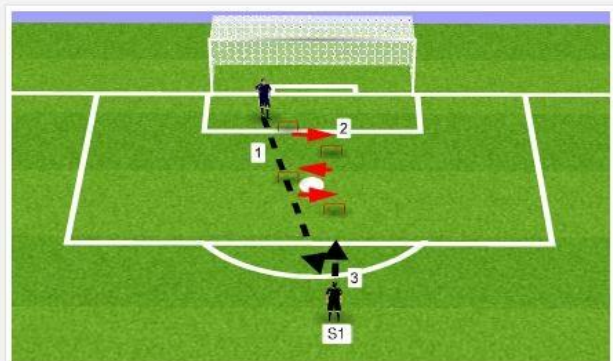
### Grassroots Handling 3

1. GK throws the ball to S1
2. GK moves in line with hurdle and two foot jumps over working way through all of the hurdles
3. S1 Serves ball to GK

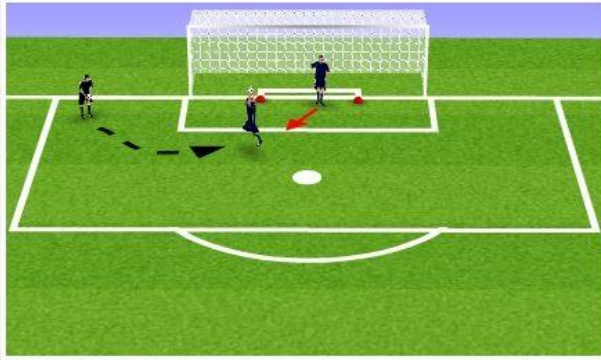
Active Start- Serves along ground/waist/chest height

FUNDamentals- same as Active start but add Head Height and Above Head Serves

Learning to Train- all above service but now add diving



## Exercises- Introduction to High Balls



### High Balls 1

Set up a small 6 yard goal, with GK Standing in the middle of the goal.

Server to serve high balls (with hands) for GK to come collect.

Make sure to work both sides.

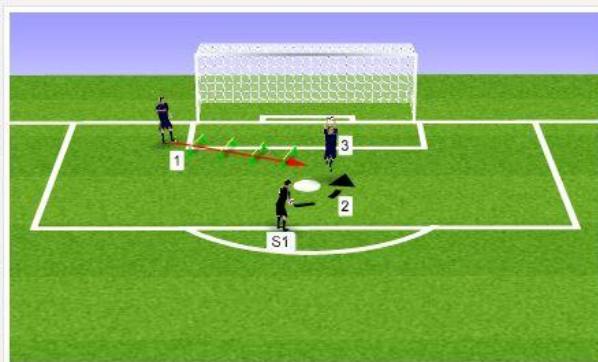
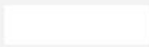


### High Balls 2

Set up two lines of cones roughly a yard apart, allow 4/5 yards between the two lines.

Have the GKs line up behind the first cone.

GKs will use footwork to get through the cones, first GK out of the cones will have to collect a high ball



### High Balls 3

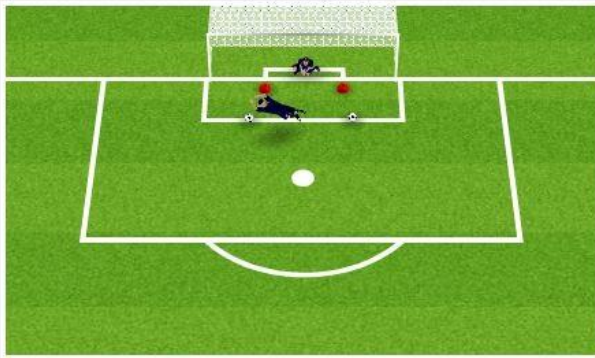
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1- GK uses lateral footwork over poles, hurdles or cones.

2- S1 throws a high ball (with hands)

3- GK to collect

## Exercises- Introduction to Diving



### Intro to Diving

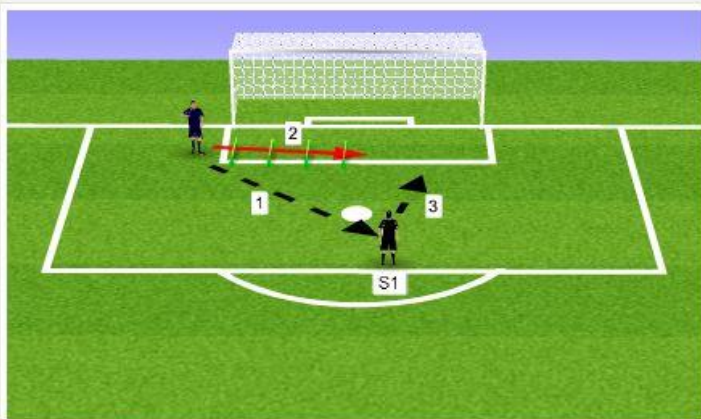
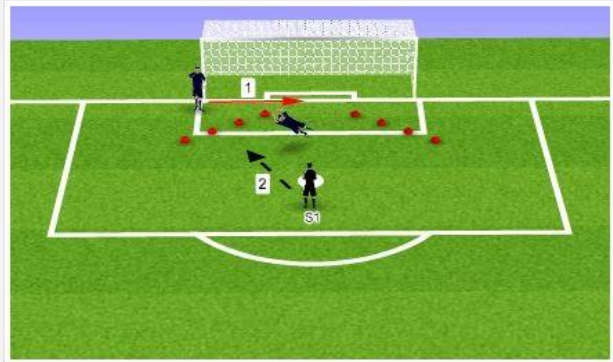
- Each GK with two balls, one on each side roughly a yard to the side and slightly in front of them.
- Make sure the GK has enough space for a collapsed dive to each side.
- GK will start on knees, diving out to the ball on each side of them.
- Progress to dives from squat/standing position.

#### Coaching Points-

- GKs should land on side of body.
- Hands are the leaders to prevent GK from rolling onto back
- GK must dive forward, stepping with foot closest to ball.
- One hand on top of ball, one hand behind the ball and the ground is the third hand.

### Intro to Diving 2

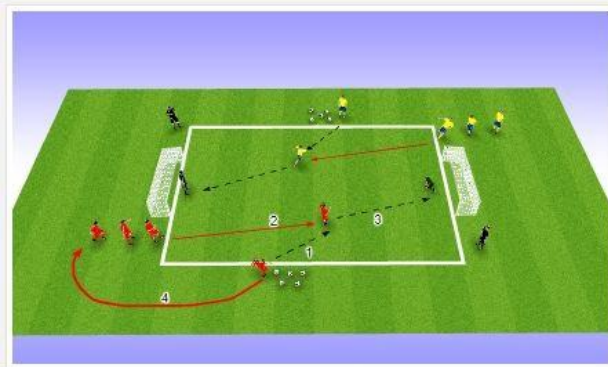
1. GK starts on post shuffles across to middle of the goal.
  2. Once set in the small goal S1 serves the ball to the GK for a diving save.
- Make Sure S1 serves both ground and air balls and works both sides.



### Grassroots Diving

1. GK Throws ball to S1
2. GK uses lateral footwork
3. S1 serves ball for a diving save.

## Shooting Exercises-



### Shooting FUN

- Split Team in half, have a GK in each goal.
- Have all ball gathered by the servers.
- 1- Server passes the ball towards the goal.
- 2- First player in line runs and must shoot on goal before the pass stops.
- 3- Shot on goal.
- 4- Server runs to the back of the line
- Focus on Goalkeepers handling/Footwork and positioning in the goal



### Shooting L2T

#### Practice Organisation

- Area 15x10yds, with a central area 2/3yds (Shaded Area) wide across grid and goal of appropriate size at one end, as illustrated.
- 5 players (including goalkeeper), arranged 3 attackers (Yellow) v 1 defender (Red), as shown in the diagram.
- Practice starts with: 2 attackers with ball in deep zone, looking to combine, evade defender (who is confined to central area) and get ball to attacker in advanced zone.
- On receiving forward pass, advanced attacker controls, turns quickly and strikes at goal.
- If defender intercepts or blocks/deflects forward pass, a point is scored.
- Once ball goes dead: players rotate roles and practice recommences with initial set-up arrangements.

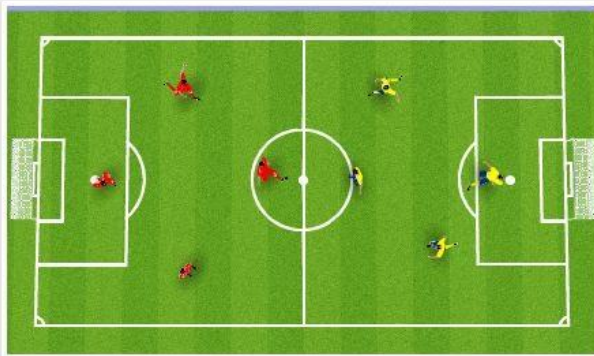
#### Key Coaching Points

- Early recognition of defenders position and movement.
- Awareness of movement beyond defender by advanced attacker, offering support.
- Movement of advanced attacker, showing good supporting position (depth and angle of support).
- Defender sliding, covering and awareness of passage of ball with 2 attackers along with movement behind.
- Selection of appropriate passing technique and execution to advanced attacker.
- Awareness of position of goal and goalkeeper using correct Handling/Diving/Footwork Technique.

## Small Sided Games-

### SSG GK

- GKs working in pairs, goals are 6 yards apart (4-5 yards wide).
- GKs attempt to serve the ball (below head height), trying to score on the other GK.
- GKs to use the correct catching techniques and footwork to stop the ball.
- If you are finding success make the goals bigger.



### SSG FUN

4 v 4 Game in a 20 x 30m yard field (last player back to play GK)

One of the teams in pinnys.

Allow players to try the skills they have learnt during the sessions. If you notice a repeated error, intervene and correct the error.

### SSG L2T

6 v 6 Game in a 40 x 60m field (5 v 5 plus GK)

One of the teams in pinnys.

Allow players to try the skills they have learnt during the sessions. If you notice a repeated error, intervene and correct the error.

