

Guides for Selecting Developmental Soccer Learning Experiences

When making the decision whether one learning experience is more or less difficult than another task, a direct comparison approach is effective. In order to do this the coach must know that, generally:

- A. It is easier to control an object when remaining in an area as compared to controlling an object while traveling to a predetermined spot or moving to an object before it is trapped, caught or dribbled.
- B. It is easier to strike a stationary object (ball or target) than a moving object and when standing still or moving slowly as compared to moving fast.
- C. It is easier to accurately strike a close and/or large target than a distant and/or small target.
- D. When catching/receiving with one hand/foot it is easier to catch/receive a ball that fits the hand/foot as compared to a large ball.
- E. It is easier to catch a straight, slow moving, soft (or under inflated) ball than a curving, fast moving hard ball.
- F. It is easier to do an activity with the preferred hand or foot than with the non-preferred hand or foot.
- G. It is easier to move at ground level than to move when airborne.
- H. It is easier to perform alone than to move in synchrony with a partner or group.
- I. It is easier to perform an activity with few or simple rules as compared to activities with many or complex rules.

By using the information given above a coach can begin identifying easy and complex tasks. The identification of task difficulty is important in planning movement experiences and making adjustments to movement experiences when the activities planned for the training session are judged by the coach to be too difficult or too easy. The selection of activities with appropriate levels of difficulty is an important part of developing a sequential learning progression and an effective training session.

