



OUR PRIORITIES:

Our priorities need to move away from a Results-Oriented Model to a Player-Oriented Model.

WHAT DOES THAT MEAN?

- Less focus on untechnical play that produces results and greater focus on individual player development.
- Understand that our impact and preparation for most players will extend beyond the game of soccer.
- We must be prepared prior to practices to optimize the time, enjoyment, and player development that can occur during that time.
- We must do our best implement slant-wise coaching philosophies but this also means that we as coaches cannot sacrifice the development of the majority for that of a few. (This goes both ways for developmentally advanced players and at older ages developmentally behind players). Your sweet spot should be when an exercise challenges some more than others but still everyone.
- We must give the games back to the kids. Our moments for making a major impact on the players are made during practice sessions. The games are for the enjoyment of the kids.

As Coaches our FOCUS should be to use SOCCER to:

- Allow players to have fun and develop a passion for the game;
- To develop character, instill values, teach respect for authority and society;
- To develop confidence and a positive self-image and help youth reach their potential in life. The goal is to use soccer as the vehicle to achieve this mission;
- To create a training atmosphere in which players learn the developmentally appropriate skills to facilitate their advancement within the game.
- Encourage the progression of developmentally advanced players through any available resources (i.e. Classic, Tournaments, "Playing Up", ODP, etc.).

As Coaches we must REFRAIN from:

- Using negative or demeaning verbal/non-verbal language/actions toward players, parents, or referees;
- Encouraging player actions which do not encourage fair play and/or against the laws of the game (i.e. if they push you push them back);
- Sacrificing long-term player development for short-term team gain (i.e. playing a single player as keeper) or focusing too much on tactical which produces games results and too little on technical;
- Creating invisible boundaries at young ages which result in short term success but hinder long-term development.

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U10 Development Directives			
Begin season with U5/U6/U8 Directives			
Technical	Physical	Psychological	Tactical
<ul style="list-style-type: none"> • U5/U6/U8 Directives • Begin toward Dribbling Mastery (head up critical) • Emphasize work w/ dribbling moves (pull backs, feints, inside/outside, scissors, crossovers) • Passing with multiple foot surfaces and distances • Receiving passes • More Advanced Shooting Concepts (Using laces, introduce shooting of rolling balls) • Equal time using dominant and non-dominant foot • Continuing Juggling • Introduce Advanced Throw-ins (stepping/dragging of the foot) • Intro Goalkeeping Concepts 	<ul style="list-style-type: none"> • U5/U6/U8 Directives • Implement different running directions (back/sideways) • Foot-eye Coordination • Hand-eye coordination (GK's) • Agility (i.e. ladders, shuttle runs) • Endurance through training exercise with constant movement (sweating by the end) • Dynamic Stretching/Cool Down • Intro to cool down 	<ul style="list-style-type: none"> • U5/U6/U8 Directives • Teamwork/Small Group work • Sportsmanship • Self-Motivation • Creativity • Working with Self-Esteem • Working with Self-Image 	<ul style="list-style-type: none"> • U5/U6/U8 Directives • 1 v 1 and 2 v 1 Attacking • 1 v 1 Defending • Introduce the concept of being "Goal Side" • Team Shaping - Length and Width • Introduction of Positions – to Play all • Effective Concept of "Space" • Communication

Season Performance Indicators

- Did the players enjoy it?
- Are the players excited?
- Do the players understand the importance of teamwork, good sportsmanship, and hardwork?
- Can the players effectively dribble the ball with their heads up and recognize an opportunity to pass to an open teammate?
- Can the players perform basic moves (pull-backs, inside-outside, feints, scissors, crossovers) using both feet?
- Did the players learn the concept of open space, length, and width?
- Did the players learn the basic principals of attacking and defending?



★ U10 RECREATIONAL ★ COACHING CURRICULUM

INTRODUCTION

The purpose of this coaching curriculum is to help educate U9 and U10 recreational coaches. We understand recreational coaches come to the table with a wide range of experiences, from the novice coach with no experience to a veteran coach. The landscape of youth soccer continues to change and with new educational research into child learning, we feel the content of this curriculum will be beneficial to coaches of any background.

Before starting the manual and the online diploma it is important to understand that the MSYSA's underlying philosophy for these ages is to develop players by teaching age appropriate soccer content, while creating an environment where players can have FUN while fostering a love for the game!

We will explore how to create this environment by examining:

- Team management
- Care and prevention
- Understanding your players
- Developing age appropriate teaching themes
- Goalkeeping - the position and teaching the position
- Coaching your players
- Coaching your own child
- Training cycles - what to teach and when
- Coaching your players
- Game day - expectations and management
- Example lesson plans
- Soccer technique - how to breakdown and teach technique

In conjunction with the manual there is an online MSYSA U9 & U10 coaching diploma, which will examine the information discussed in the manual, the implementation of the information as well as video's of what players at these ages will look like during activities and performing skills.

In addition to the online diploma, MSYSA also offers clubs and leagues a chance to host an in-service clinic for their coaches. The in-service clinic will be held by the MSYSA coaching education staff and will last between one and two hours depending on the age group. During these session coaches will run through all aspects of the curriculum, and will be delivered in both classroom and on field sessions.



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TEAM MANAGEMENT

Before embarking on your season as a U9 or U10 coach there are some important things to think about.

Coaching Philosophy

Before you meet with you parents and start coaching your players is it important to think about your coaching philosophy. When composing your philosophy for coaching players at these ages, you should first read through this entire manual. Pay particular attention to the MSYSA's age group philosophy, understanding your players and coaching your players.

Other areas to consider include:

- Soccer Beliefs: Why do you want to coach? What are your responsibilities to each player, the team, yourself and the community? What is a successful season?



- Motivation: Why are you interested in coaching? What do you enjoy most about coaching? What do you like least about coaching?
- Experiences: Past – Childhood? Enriching or inhibiting?

Coaches Equipment

- Cones: Try to get different color and size cones (flat and tower).
- Pinnies: These will help you and the players differentiate between teams.
- Portable Goals: although not essential, it would be ideal if you could get a set of portable goals.
- Balls: Players should be required to bring a ball to practice, however, having some spare balls will help.
- Air Pump: It is guaranteed that players will show up to practice with flat soccer balls.
- First Aid Kit: Just in case.
- Extra Water: Again, just in case.



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TEAM MANAGEMENT

Assistant Coach(s)

It is important to have an assistant coach (or 2) to help you during the season. These coaches can be useful during practice and games. Having an extra coach can help you with managing players during practice, dealing with injuries and substitutions on game day. Also, if you have to miss a training session or game, having another coach that the children are familiar with when your are not there is essential.

Other Important Roles

To help the season go smoothly, and to include different parents in the team dynamic, it is also a good idea to ask for the following helpers:

- Schedule Coordinator: Responsible for communicating and confirming any changes to the schedule.
- Social Coordinator: Organizing the snack schedule, birthday celebrations, end of season picnic, etc!

These positions are optional, however, the more help and organization the better!

Parent Meeting

It is very important to recognize that each player comes with a parent(s). Effective communication with these parents will make your role as the coach more enjoyable. Coordinate a meeting prior to your first training session or game. We recommend inviting the parents to attend the first scheduled parent, to meet and then to watch. Communication of the meeting should be done as soon as you receive your contact list / roster.



During the first meeting with the parents it is important to outline what you are going to be like as a coach (philosophy) and what you expect from them. Both these areas, will allow you to control any unrealistic expectations from parents as well as any potential problems from the side line.



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TEAM MANAGEMENT

Parent Meeting Topics should include:

1. Coach introduction, including any soccer back ground and why you are coaching.
2. What can parents expect from U9 & U10 soccer?
3. What is the structure for practice and games at your club? For instance, how long will each practice be, what is the format of the game on the weekend and what will you be working on?
4. Players Information: Medical Information, previous experience on other teams, family situation, etc
5. Parent Information: Emergency contact info.
6. Players and parents are responsible for appropriate dress, shin guards, ball and water.
7. Snack Schedule! At these ages the snack can mean more to the player than playing!
8. Parent guidelines: outline any boundaries you might have for training and games. For instance; what is the protocol when a player is injured, how do you want them to act on the sideline (no coaching), etc.

'TOP 10 SAFETY GUIDELINES' U.S. SOCCER FEDERATION



1. Proper use of equipment (shin guards, no jewelry, uniforms designed for climate).
2. Always SECURE GOALS and CHECK FOR STABILITY.
3. Always have a 2nd adult present - must make sure they are Risk Management Certified.
4. Proper fitting shoes, proper type of shoes for surface.
5. Check field for glass, holes, sharp objects.
6. Upkeep and monitoring of playing surfaces.
7. Avoid scheduling training during hottest periods of the day and when there is intense humidity.
8. Ice, ice bags and water supplies, frequent water breaks.
9. Exercises that decrease repetitions of dangerous encounters.
10. Always carry a First Aid Kit, emergency info and a phone.



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CARE AND PREVENTION

Before starting practices and games with your team, it is important to understand the following areas of Care and Prevention.

EMERGENCY ACTION PLANNING

Have and know how to use the following:

- First Aid Kit
- Ice and plastic bags for emergency use.
- Team safety and information cards.
- Stay calm and reassure the player.

Do the primary survey ABC's:

- A = Airway
- B = Breathing
- C = Circulation

For Airway and Circulation:

- If the player is not breathing - begin rescue breathing (only if CPR certified)
- If the player has no pulse - start CPR (only if CPR certified)
- If necessary, send someone to call 911

COMMON INJURIES

Cuts and Abrasions

To reduce the risk of infection ALWAYS wear protective gloves and wash your hands before and after contact. Protect yourself and the player. To treat, clean wound and surrounding area, wiping away from the wound. To stop the bleeding, place a sterile dressing over the wound and apply direct pressure. Elevate if necessary. If severe call 911.

Nose Bleed

Place the player in a sitting position with the head forward. Apply pressure to just below the bridge of the nose. Use ice when necessary. If you suspect a head or neck injury do not try to control the bleeding. Instead, stabilize the head and call 911.



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CARE AND PREVENTION

Bruises/Contusions

A crushing injury to a muscle or tendon caused by an outside force, which causes hemorrhaging to surrounding tissue. To treat, apply ice.

Sprains & Strains

These are frequent injuries in soccer. A sprain is the stretching or tearing of the ligament beyond its normal limits. A strain is a tear to the muscle or tendon, commonly called a 'pull'. To treat use R.I.C.E; Rest, Ice, Compression and Elevation.

Fractures

If a body part does not have a normal appearance or function then suspect a fracture. DO NOT move the player, keep them warm and comfortable, then call 911.

Dislocation

The joint will have a marked deformity with intense pain. If a player can walk immobilize the joint and immediately transport them to hospital. If the player is unable to walk then call 911.

Concussion

Usually due to a clash of heads (although this can be caused in different ways). Player will show signs of possible dizziness, headache, disorientation

INJURY PREVENTION

There are many precautions you can take as a coach to reduce the risk of injury to your players.

- Proper use of equipment (shin guards, no jewelry, uniforms designed for climate).
- Proper fitting shoes, proper type of shoe for surface.
- Upkeep and monitoring of playing service.
- Avoid scheduling training during the hottest periods of the day and when there is intense humidity.
- Adhere to age group recommendations practice and game durations.
- Ample water supply and breaks to give player rest.
- Full rehabilitation of an injury prior to returning to play, determined by a physician.
- Recommended a physical exam by a physician prior to participating.



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CARE AND PREVENTION

HEAT ILLNESS

Young children are still not as efficient as adults at dealing with heat or cold.

Heat Cramps

Are a brief severe cramps in the muscles of the leg, arm or abdomen that may occur during or after vigorous exercise in extreme heat. Lack of drinking fluids is a common cause. To treat, place players in a cool place where they can rest and rehydrate.

Heat Exhaustion

The player's body is having trouble keeping itself cool. This condition can come on very suddenly. The player's temperature is raised and they may feel sick or dizzy. The player is still sweating and the skin feels clammy. To treat, call 911, place player in a cool place, loosen clothing, rest and rehydrate.

Heat Stroke

The most severe form of heat illness; a life threatening emergency, that requires immediate medical attention. Body temperature is high, skin is hot, red and dry, sweating mechanism is blocked, pulse is rapid and strong, and player may lose consciousness. To treat, call 911 immediately, get player into a cool area, cool the player's body with spray or dousing with water, and loosen clothing.

SUMMARY

It is important to be prepared for all eventualities! Follow these general guidelines:

- Always err on the side of caution.
- Be First Aid and CPR certified.
- Record the incident and note all actions you took and how the injury occurred.
- Follow up with a phone call to check on the player's condition.



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UNDERSTANDING YOUR PLAYERS

Before embarking on your coaching journey it is important to first get an understanding of the players you will be working with and their characteristics. Below are some key elements to consider.

Why does a U9 & U10 child play soccer? Similar to U7 & U8 players they want to have fun, they enjoyed their last experience, siblings play, their parents sign them up and/or they have friends on the team. However, at these ages they are becoming more intense and serious about soccer, they value being part of a team, they love learning new skills, they want to form new friendships and build a relationship with a coach. Thus, their overall soccer experience needs to be more encompassing.

Why do children stop playing soccer? The continuing themes include soccer is not fun, they are not playing with friends, parents have had a bad experience with the coach or club, they are constantly failing to have success and they watch (sit out) more than play. New areas include the coach does not provide a positive/educational environment and they are not challenged with new (age specific) techniques or tactics.

What are the Physical Capabilities of a U10 player?

1. The Skeletal System continues to grow.
2. Genders are no longer similar in size and weight, leagues and teams are now split by gender.
3. There is a greater diversity between players in terms of maturity and physical abilities.
4. Improved coordination in fine motor skills.
5. Prone to heat loss and related injuries.

What are the cognitive characteristics of a U10 player?

1. Some children are starting to move from the concrete to the operational learning stage.
2. They are becoming psychologically better well rounded, they have a sense of 'me' and the 'team'.
3. They are able to understand the concept of space and time.
4. They can start to think ahead, which will allow for limited tactical instruction.
5. They have an ability to recall specific information.
6. Parents are no longer the player's biggest influence.
8. They begin to demonstrate increased responsibility.

What can players deal with emotionally?

1. They are beginning to identify with the team.
2. They enjoy the company of their friends & teammates, however, they will blame others for their mistakes.
3. Teachers and coaches are becoming more influential, maybe even more than parents.
4. They are easily hurt by negative comments and still require lots of positive reinforcement.
5. Players begin to show confidence when problem solving.



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DEVELOPING TEACHING THEMES - FOUR COMPONENTS

When identifying what areas of the game we are going to teach our players we must take into consideration the age group characteristics outlined at the beginning of the curriculum and how they relate to the four pillars of the game; **psycho-social**, **physical**, **technical** and **tactical**.



As highlighted in the diagram, it is important to understand that these 'game pillars' are centered around the player and that they do not work independent of each other. Instead they are connected and interact with each other in all areas of the game. For example; When completing an accurate through ball (pass) to a teammate who has made a penetrating run behind the oppositions back line you need:

1. The **tactical** awareness and vision to see your teammates run
2. The **technical** ability to pass the ball in the correct direction with the correct weight
3. The **physical** ability to be balanced and coordinated while executing the pass
4. The **psycho-social** understanding that it is the best decision for the team if you play a pass to your teammate who is in a better position than you to score a goal.



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DEVELOPING TEACHING THEMES - STYLE OF PLAY

Style of play refers to the way you want your team to play with the system of play (outlined on the next page) you employ. Looking deeper into style of play we must also look at the four moments of the game and ask ourselves how we want to play in each of these phases. The four phases of the game we are referring to are; we have the ball (attacking), we have just lost the ball (transition to defending), we do not have the ball (defending) and we have just won the ball (transition to attacking).

As with all aspects of coaching we can approach teaching a style of play to win games OR develop players. In this curriculum we are looking at how we use each soccer contact with our players to help them improve and develop. Below we have identified key developmental objectives within each phase of the game.





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DEVELOPING TEACHING THEMES - STYLE OF PLAY

Below is a more detailed explanation of each game phase style of play and an explanation of how it can help develop a U9 & U10 player.

Playing indirect when we are attacking.

This is the most technically and tactically demanding of the attacking styles. It is defined by connecting short passes through all thirds of the field and keeping the ball on the ground. It requires all players on the team to be able to deal with the pressure from an opponent, be comfortable with the ball (dribbling), pass accurately and intelligently as well as having good supporting movement in front, behind and to the side of the ball at all times. The aim of this style is to move the defending team out of their defending shape by moving the ball until an opening can be found to exploit and create goal scoring chances.

Immediate Chase when transitioning to defend.

This is the attempt to apply immediate pressure to the opponent when the team has just lost possession. This type of defending is very aggressive and is often referred to as 'attacking without the ball'. It is not tied to a particular area of the field or position, which requires a good defending mentality from all players on the field, all players must buy in! It is also the most physically demanding method of defending as it requires players to attempt to win the ball back by chasing the opponent as soon as possession is lost.

High pressure when we are defending.

High pressure is when you decide to defend earlier rather than later in an attempt to win the ball back higher up the field. This is usually a tactic used by stronger teams and / or against teams that attempt to start their attack in their defensive third of the field (either direct or indirect). This method of defending requires players to defend as a group by apply pressure to the opponent and covering each other. These aspects are tactically and psycho-socially appropriate for this age but will be challenging for them to understand.

Counter Attacking when we are transitioning into the attack.

This is when a team attacks very quickly upon winning possession of the ball back. The attack can either be completed by an individual (by dribbling) or small group (combination play) and requires the team to penetrate as soon as possession is won. A counter attack usually starts and ends within 6 seconds. The concept of attacking first is a great way to instill a positive attacking mentality into your players.

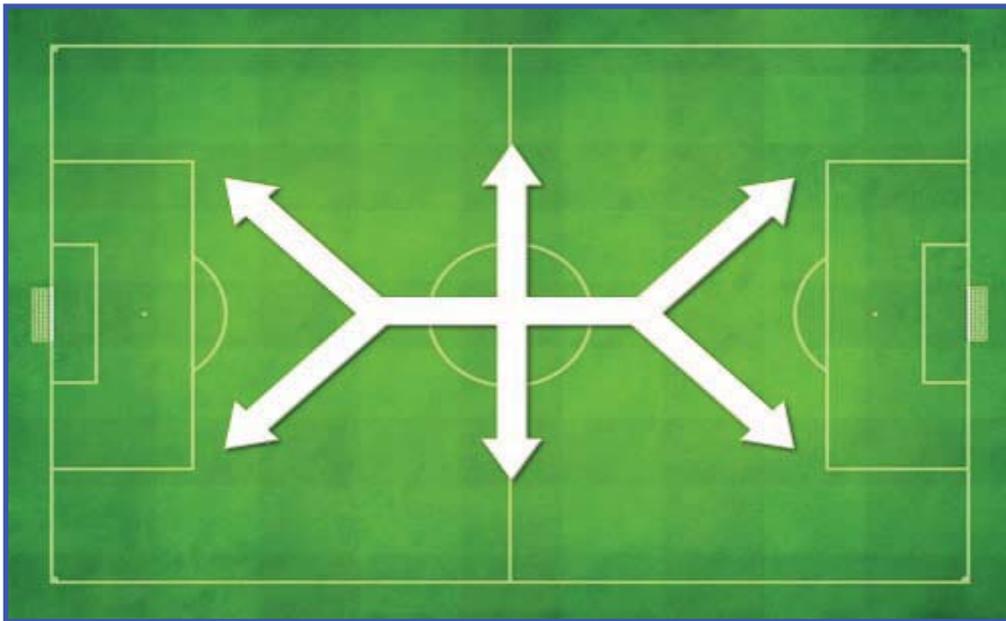
Tasking players with these styles of play will challenge them in all components of the game and will make game day a huge part of their overall development.



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DEVELOPING TEACHING THEMES - GAME DAY

In order to devise age and developmentally appropriate practice themes we should also look at the game itself and what players of these ages can accomplish. From a purely tactical standpoint 7 v 7 will start to look like this for players in the U10 age group:



From an attacking standpoint they will start to understand how to:

- Penetrate with the ball by passing, dribbling or shooting.
- Support the ball either in-front or to the side
- Provide depth (support from behind)
- Stretch the field by providing width.
- Spreading out, which includes width, support and depth. At these ages we should challenge players with the concept of 'finding the most space'. This can be with and without the ball; dribbling to find space and get away from defenders OR finding yourself in the most space to support your teammate to receive the ball.

From a defensive stand point they will start to understand how to:

- Apply pressure to the opposing player on the ball and tackle.
- Cover for a teammate by either marking an opponent or the space around the pressuring player.
- Make the field small by pinching in and compacting the space.



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DEVELOPING PRACTICE THEMES - PLAYER POSITIONS

Although you will see a marked improvement in players actually playing the positions you task them with, patience, as with all aspects of tactical development at these ages, is vital! Below are a some ideas on how to help your players learn about playing positions along with their functions and roles:

1. Choose a shape / formation / system of play that you are going to continue throughout the whole season with. This will help players remember aspects about each position that they, and their teammate, play.
2. End each practice with a game (scrimmage), which includes all the rules of the game they will play on the weekend; throw-ins, corners, goal-kicks, etc. This will allow you to place players in a realistic game environment where they can start to learn the roles and functions of each position.
3. Limit player rotations during a game. Rotating players through a number of different positions in one game is very confusion, especially when players are just learning their roles and functions. Make every effort to keep players in one position for a whole game and even better for two or three. This will allow players to learn more about the role and what is expected before moving on to another.
4. Use consistent verbiage and incorporate a numbering system. This will help speed up a players understanding and help them to relate to a position when you refer to it during practices and games. Below is US Soccers numbering and positional name breakdown. 7 v 7 is broken down on the next page.





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DEVELOPING PRACTICE THEMES - SYSTEMS OF PLAY

US Soccer's small sided game mandate requires players at U9 and U10 to play 7 v 7 (6 field players and a goalkeeper). 7 v 7 provides a lot of different ways that you can set up your team, however, how you set up your team and the style of soccer you play can aid in your players development. Below we will go through three different systems, outlining some positives and negatives. Note: numbers have been adapted from 11s.



Positives

- #7 & #11 will provide natural width in attack.
- #1, #4, #5, #8, #7 & #11 provide natural triangles, which will help build possession out of the back.
- Three midfield players will allow a good defensive block in the middle third.

Negatives

- Having two backs (#4 & #5) will leave the team exposed defensively and susceptible to the counter attacks, particularly in wide areas.
- One forward gives limited options when transition from defense to attack.



Positives

- #9 & #10 will provide two forward targets.
- Having two forwards will allow the team to defend from the front.
- #2, #3, #8, #10 & #9 provide natural attacking triangles in the middle and attacking third.
- #1, #2, #3 & #4 provide natural triangles in the def 1/3.

Negatives

- No outside midfield players will leave the team exposed defensively in wide areas of the attacking half of the field.
- No natural width in attack when in the attacking half of the field. Either the #9 & #10 or #2 & #3 will have to pull wide to help provide width in the attacking half.



Positives

- #9, #7 & #11 will provide three forward targets to play to when building possession.
- Three forwards will allow the team to defend from the front.
- Shape provides natural attacking triangles from back to front.
- Play in two lines is simpler to understand than three.

Negatives

- No central midfield players will leave a gap defensively in the middle of the field.

All the systems of play outlined have positives and negatives, as a coach try to choose a shape that will help you develop your players. Please note, the shape you choose to play can be adjusted and a shape may make sense to play one season but not the next. However, consistency is key for learning and your team shape should not change game to game!



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DEVELOPING PRACTICE THEMES - COMPONENT DETAIL

Taking all the age group concepts discussed in this chapter into consideration (four components, four game moments, style of play and systems of play), we believe the content below should provide the foundation of what we teach our players.



The next step is to take this content and adapt it into manageable topics which overlap with the four moments of the game; attack, transition to defend, defend and transition to attack. From there we will map out a yearly cycle based on playing soccer in the Fall and Springs seasons over a two year period.



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DEVELOPING PRACTICE THEMES - TRAINING TOPICS

Based on the content developed in this section of the curriculum, the training topics we should teach include the following:



Now we have identified the training topics, the final step is to map out what parts of the U9 & U10 yearly cycle we are going to teach these concepts. This is outlined in the 'Implementing Teaching Themes' section and is where we plug in training topics based on the part of the season we want to teach each concept.



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GOALKEEPER - INTRODUCING THE POSITION

Based on U.S. Soccer's Small Sided Game Mandate, U9 will be the first year players will be exposed to the goalkeeper position. In this section we will outline the key **techniques** and **tactics** goalkeepers should learn at these ages as well some activities that will help you train the position.

The specific content we should look to teach at the U9 & U10 age group includes **techniques** and **tactics**:

1. **Stance and Ready Position**
2. **Footwork**
3. **Basic Handling; Saving Low Shots, Medium Range Shots and Waist Height and Above**
4. **Ready Position in relation to the ball**
5. **Decision-Making - when and where to use the correct techniques**

First and foremost, finding a player to go in goal can be a difficult task depending on the group of players you have. Some players are eager and willing, while others will want nothing to do with being in goal.



It is our recommendation that players who do not want to go in goal should not be forced, due to the age groups psycho-social characteristics, however the situation may not be that simple! Here are some recommendations, based on different scenarios:

1. What if no players want to go in goal? In this case we suggest scheduling a game that each player must go in goal for half of the game. This way the whole team has to take the responsibility of the position.
2. What if I have only one or two player willing to go in goal? We would suggest the same solution as above. Why? The development of the individual player is paramount at these ages and playing half of each game in goal will greatly diminish the number of touches on the ball and game situations for these players, which will ultimately hinder their development.
3. What if I have four players who want to go in goal? This is an ideal situation. Playing half a game in goal and the other half on the field does every other game will not impact player development.



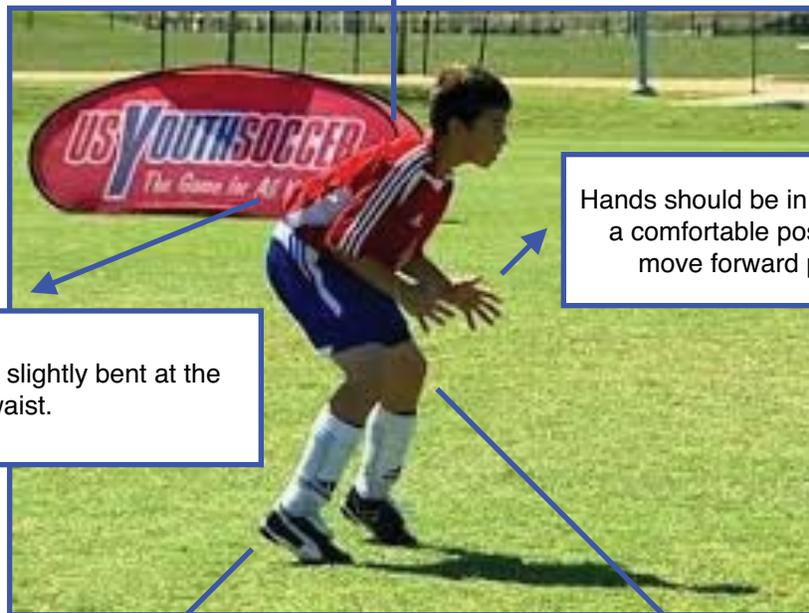
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GOALKEEPER POSITION - TECHNICAL BREAKDOWNS

THE READY POSITION

The ready position is the technique goalkeepers used to prepare their body in order to get set prior to an opponent shooting.

Weight should be balanced and slightly forward with the head and shoulders slightly forward but relaxed.



Hands should be in front of the body in a comfortable position and should move forward prior to a shot.

Body should be slightly bent at the waist.

Knees should be slightly bent.

Feet in a comfortable position, roughly shoulders width apart.



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GOALKEEPER POSITION - TECHNICAL BREAKDOWNS

THE FRONT SMOTHER - SAVING THE LOW BALL

Used in all conditions, it is a key technique for all goalkeepers when saving the ball from a low shot on goal.

1. Preparation - use footwork (mini shuffle & ready position) to get in line with the ball.



2. (Diagram) lower body by bending knees, placing hands and arms out in front.

3. (Diagram) Prepare hands by placing them closer together and moving them down to the ground. Knees should be outside the elbows in order to push forward in next phase.

4. (Diagram) Moving forward, lower body and move hands to scoop the ball into chest.

5. (Diagram) As scooping the ball land on elbows, flatten hips and legs out for support.

6. Protect head by placing face down and onto the ball.

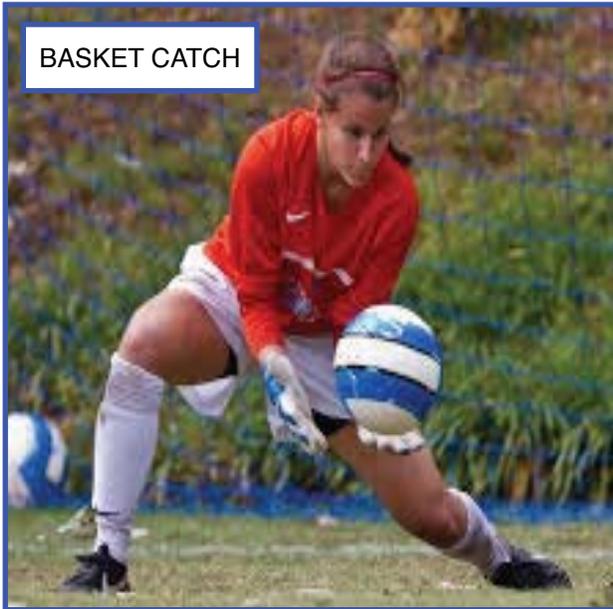


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GOALKEEPER POSITION - TECHNICAL BREAKDOWNS

The techniques for saving medium range shots (not above head height or on the ground) include the basket and contour catch. The techniques for each are outline below.

BASKET CATCH



1. Footwork - move to get the body in line with the ball.
2. Get as much of the body behind the ball as possible.
3. Shoulders should be square to the incoming ball.
4. Lean forward from the waist with the shoulders over the ball.
5. Extend both arms with palms facing outward and slightly upward.
6. Hands behind the ball with finders pointed downward.
7. Eyes focused on the ball.
8. As the ball arrives, surround the arms behind it to trap the ball against the chest with elbows close together.

NOTE: A slight jump may be needed to bring an awkward shot into the chest.

1. Form a 'W' shape with thumbs and index fingers. Its is crucial that the hands, especially the thumbs, are behind the ball.
2. Body behind the ball.
3. The shoulders should remain square to the incoming ball.
4. The first part of the body to touch should be the hands.
5. Extend the hands forward and then withdraw them slightly to make them 'softer' as the ball arrives. Arms extended to meet the ball, slightly bend elbows to help cushion the impact of the shot.
6. Eyes remain on the ball until it is completely under control.
7. In high traffic areas, goalkeepers can either hold the ball out high above defenders heads or curl it into their chest to protect it.



CONTOUR CATCH



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GOALKEEPER POSITION - TECHNICAL BREAKDOWNS

The techniques for saving high shots (above head height) or high crosses is the contour catch. The techniques is similar to the medium range contour, however, there are some differences, which are outlined below.

Save the ball at the highest point.

Make the catch above the head; a catch to the side is much more difficult and the ball cannot be made at maximum height.

Secure the ball to chest, as soon as possible. Note: when making a leaping catch in traffic, it is recommended that the ball be controlled and held in the air, until the feet are grounded and the ball can be pulled down to the chest without contact being made with other players.

Arms are extended up, elbows are only slightly bent, using the 'W' catch.

Be sure to focus on the ball rather than the attacking players in and around the goal area.

Communicate early and with a commanding tone. "KEEPER!"

Leave for your destination early, arrive late! Timing is critical.

Starting position should be mid to back third of goal for crosses/ corners.

Drive hands and knee high to help lift body.

Move forward into the catch; falling backwards does not put strength into the catch.

Attack the ball whenever possible, taking the shortest route and keep shoulders square to the ball.



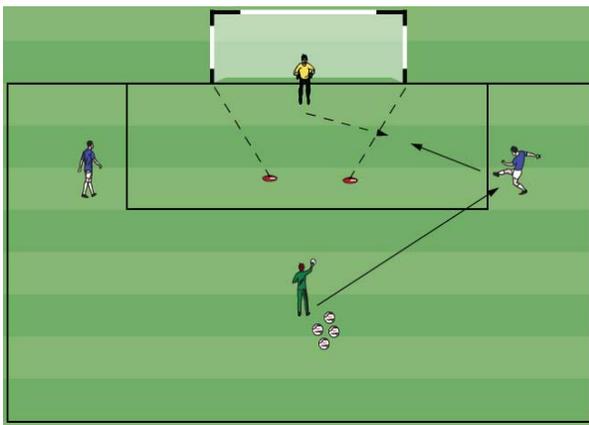


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GOALKEEPER SPECIFIC ACTIVITIES

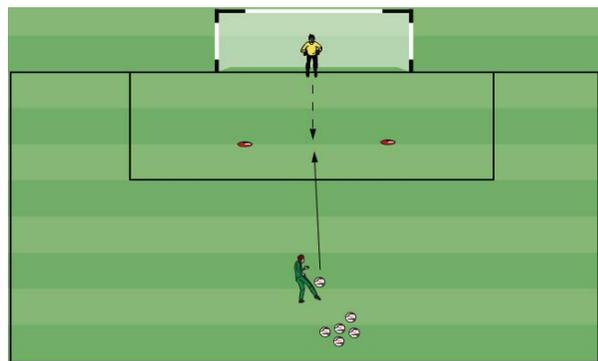
Below are some useful activities to help teach individual players the techniques outlined in this section. The training concept is repetition of a technique while demanding dynamic movement.

READY POSITION



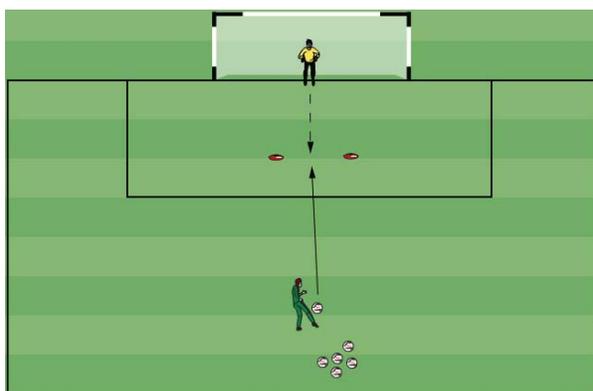
- Coach passes to either left or right server.
- GK must move into the small goal created by the cone and the post, then get set for a shot.
- Server then passes back to the coach.

MEDIUM RANGE SHOTS



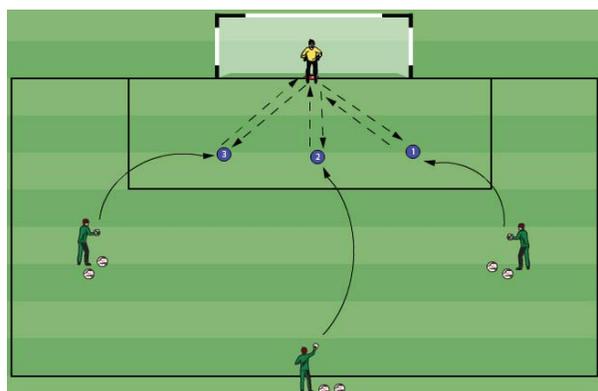
- GK jumps over a cone (4-yards apart) with lateral steps, then back to goal and moves fwd in between the cones.
- As the GK approaches the cones coach should shoot a midrange shot, which GK saves.
- Repeat on both sides.

LOW BALL SAVES



- GK starts on the goal-line and moves towards cones.
- Coach passes the ball on the ground, while GK practices the front smother.
- Weight of pass can be adjusted for difficulty.

SAVING HEAD HEIGHT & ABOVE



- GK starts on cone and moves forward to position 1, after making the save continues to move back after through position 2 and 3.
- Service should occur as the GK is moving and height should be adjusted.



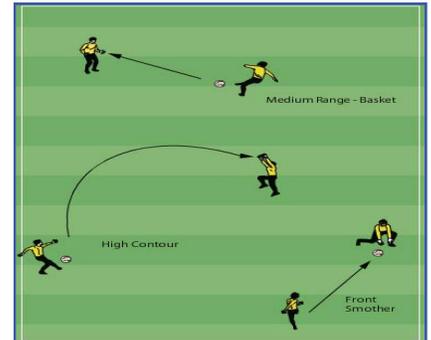
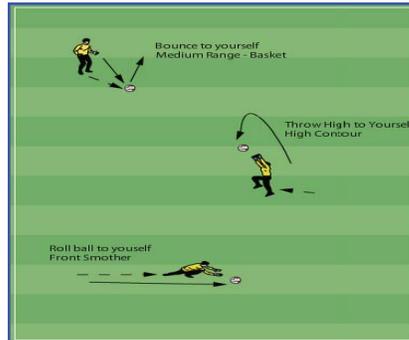
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GOALKEEPER SPECIFIC TEAM LESSON PLAN

Warm Up Activity

Area: Free Space

- Every player has a ball and completes:
 - Roll and practice front smother
 - Bounce and practice basket
 - Throw above head and practice contour
- Place with a partner and complete:
 - Roll to partner for front smother
 - Throw for a basket catch
 - Throw above head for high contour



Stage 2 Activity

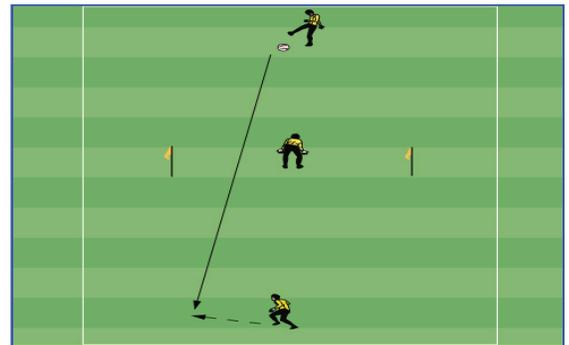
Area: 20 x 10 for each group, with a 7 yard goal in the center.

Organization:

- Split players into groups of three, place as shown.
- Each player receives 10 shots, 5 front each side, before switching.

Coaching Points:

- Ready / Set Position.
- Distance from goal line.
- Choice of technique to save the ball.



Stage 3 Activity

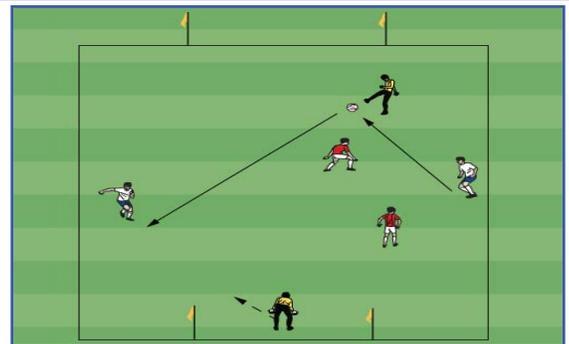
Area: 20 x 25 for each group.

Organization:

- Play 3 v 3. In possession a team has three players on the field. When defending a team drops a player into the goal to create 3 v 2.

Coaching Points:

- Ready / Set Position.
- Distance from goal line.
- Footwork.
- Choice of technique to save the ball.



Stage 4 Activity

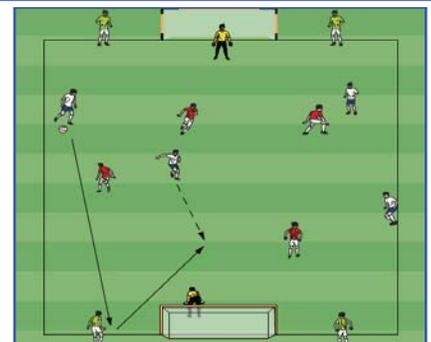
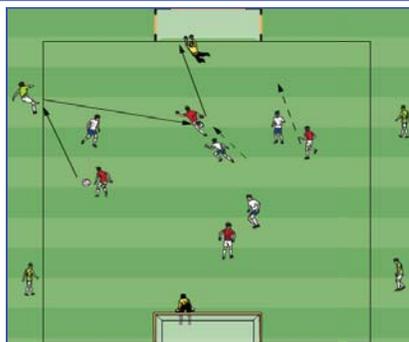
Area: 20 x 30 yards with two goals.

Organization:

- 4 v 4 + 4 games.
- Play 4 v 4 in the middle with GK's.
- Activity 1 - 2 Neutrals on each side.
- Activity 2 - 2 Neutrals at the side of each goal.
- Use Neutrals when in possession.

Coaching Points:

- All Above.





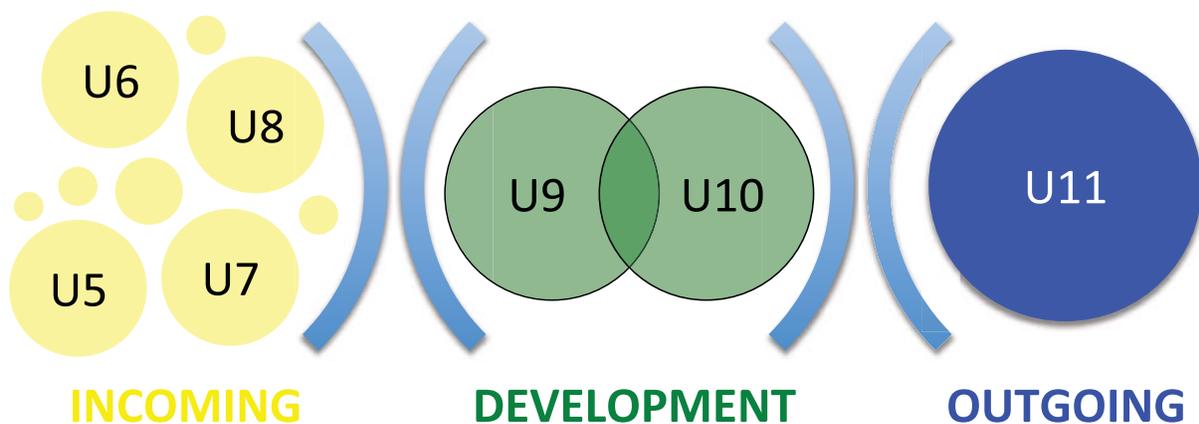
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TRAINING CYCLES - OVERVIEW

Training in blocks refers to the time spent on a specific topic or theme during a micro (week), meso (season) and macro cycle (year). Research in the education field has found that block scheduling enables teachers to be more focused on what they are teaching and progress a topic based on the learning of the students within a class from week to week. This is especially true with more intense subjects, which require students to gain a more in-depth knowledge.

In soccer, the theory remains the same. We have found that the more time we spend continuous time on a specific topic more learning takes place. Working in blocks allows players to make a deeper connection with the topic and how to implement the theme into a game setting. This is ultimately our goal as a coach, teaching a topic in training that will translate to a game. As long as practices remain fresh and fun, a player's understanding and retention of the information will increase (player development)!

In this series of curricula, our goal has been **PLAYER DEVELOPMENT!** To take a player at U5 and systematically work on age appropriate topics that will develop a player consistently over the period of time they play the game. In this age group, it is to take players moving into the U9 age group, develop them over a two year cycle and prepare them for U11 & Beyond.



However, it is important to understand that players in a team will have different strengths and weaknesses in all four components of the game. As a coach, it is your job to evaluate these attributes and help your players develop at a speed that is appropriate for them. The training themes and blocks in this section are designed for the U9 & U10 age groups, it is your job to adjust them (if necessary) for your group of players.



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U9 FALL - TRAINING CYCLE & THEMES

Week	Practice 1	Practice 2
1	<p>Welcome Practice</p> <p>A practice designated to getting to your team and integrate new players.</p>	<p>Small Sided Games - 7 v 7</p> <p>A practice designated to introducing players to the rules of the game and any specific to SSG's.</p>
2	<p>Individual Attacking - Dribbling to Penetrate</p> <ul style="list-style-type: none"> • Technical Focus: Dribbling, Running with the Ball, Fakes & Faints. • Indirect Technical: Turning, Shielding, Passing & Receiving. • Tactical Focus: Decision to Possess vs. Penetrate, When & How to Penetrate, Where (Safety vs. Risk). • Indirect Tactical: Support of teammates: When, Where and Why? 	<p>Individual Attacking - Dribbling for Possession</p> <ul style="list-style-type: none"> • Technical Focus: Dribbling, Turning & Shielding. • Indirect Technical: Passing & Receiving. • Tactical Focus: Decision to Possess vs. Penetrate, When & How to Possess, Where (Safety vs. Risk). • Indirect Tactical: Support of teammates: When, Where and Why?
3		
4		
5	<p>Individual Attacking Possession vs. Penetration</p> <ul style="list-style-type: none"> • Technical Focus: Dribbling, Running with the Ball, Fakes & Faints and Turning. • Indirect Technical: Passing & Receiving. • Tactical Focus: Decision to Possess vs. Penetrate, Safety vs. Risk: When, Where & Why? • Indirect Tactical: Support of teammates: When, Where and Why? 	<p>Small Group Attacking Individual Attacking & Support</p> <ul style="list-style-type: none"> • Technical Focus: Passing & Receiving • Indirect Technical: Dribbling, Fakes & Feints, Turning & Shielding • Tactical Focus: <ul style="list-style-type: none"> - Decision in Possession: Pass vs. Dribble vs. Shoot. - Support: In Front, Behind or Side with Distance and Angle.
6		
7		
8	<p>Individual Attacking Creating & Finishing Chances</p> <ul style="list-style-type: none"> • Technical Focus: Dribbling, Fakes & Faints & Finishing • Indirect Technical: Passing & Receiving. • Tactical Focus: Decision in Possession: Pass vs. Dribble vs. Shoot: When to and How to Finish (technical choice). • Indirect Tactical: Support of teammates: When, Where and Why? 	<p>Small Group Attacking Creating & Finishing Chances</p> <ul style="list-style-type: none"> • Technical Focus: Finishing, Passing & Receiving. • Indirect Technical: Dribbling, Fakes & Faints and Turning. • Tactical Focus: <ul style="list-style-type: none"> - Decision in Possession: Pass vs. Dribble vs. Shoot. - Support: In Front, Behind or Side with Distance and Angle.
9		
10		



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U9 SPRING - TRAINING CYCLE & THEMES

Week	Practice 1	Practice 2
1	<p>Individual Attacking Possession vs. Penetration</p> <ul style="list-style-type: none"> • Technical Focus: Dribbling, Running with the Ball, Fakes & Faints and Turning. • Indirect Technical: Passing & Receiving. • Tactical Focus: Decision to Possess vs. Penetrate, Safety vs. Risk: When, Where & Why? • Indirect Tactical: Support of teammates: When, Where and Why? 	<p>Small Group Attacking Individual Attacking & Support</p> <ul style="list-style-type: none"> • Technical Focus: Passing & Receiving • Indirect Technical: Dribbling, Fakes & Feints, Turning & Shielding • Tactical Focus: <ul style="list-style-type: none"> - Decision in Possession: Pass vs. Dribble vs. Shoot. - Support: In Front, Behind or Side with Distance and Angle.
2		
3		
4	<p>Individual Attacking Creating & Finishing Chances</p> <ul style="list-style-type: none"> • Technical Focus: Dribbling, Fakes & Faints & Finishing • Indirect Technical: Passing & Receiving. • Tactical Focus: Decision in Possession: Pass vs. Dribble vs. Shoot, When to Finish and How to Finish (technical choice). • Indirect Tactical: Support of teammates: When, Where and Why? 	<p>Small Group Attacking Combination Play - Give and Go</p> <ul style="list-style-type: none"> • Technical Focus: Passing & Receiving. • Indirect Technical: Dribbling and Fakes & Feints. • Tactical Focus: <ul style="list-style-type: none"> - Decision: Possession vs. Penetration? - Penetrate: Give & Go OR Fake & Dribble? - Support: In Front, Behind or Side with Distance and Angle.
5		
6		
7	<p>Small Group Attacking Creating & Finishing Chances</p> <ul style="list-style-type: none"> • Technical Focus: Finishing, Passing & Receiving. • Indirect Technical: Dribbling, Fakes & Faints and Turning. • Tactical Focus: <ul style="list-style-type: none"> - Decision in Possession: Pass vs. Dribble vs. Shoot. - Support: In Front, Behind or Side with Distance and Angle. 	<p>Small Group Attacking Fast Break Attacking & Finishing</p> <ul style="list-style-type: none"> • Technical Focus: Running with the Ball, Passing, Receiving and Finishing. • Indirect Technical: Dribbling, Fakes & Faints and Turning. • Tactical Focus: <ul style="list-style-type: none"> - Decision: Possession vs. Penetration? - When, Where & Why to Attack Quickly? - Support vs. Mobility (penetrating run)?
8		
9		



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U10 FALL - TRAINING CYCLE & THEMES

Week	Practice 1	Practice 2
1	<p>Welcome Practice</p> <p>A practice designated to getting to your team and integrate new players.</p>	<p>Small Sided Games - 7 v 7</p> <p>A practice designated to introducing players to the rules of the game and any specific to SSG's.</p>
2	<p>Individual Attacking Possession vs. Penetration</p> <ul style="list-style-type: none"> • Technical Focus: Dribbling, Running with the Ball, Fakes & Faints and Turning. • Indirect Technical: Passing & Receiving. • Tactical Focus: Decision to Possess vs. Penetrate, Safety vs. Risk: When, Where & Why? • Indirect Tactical: Support of teammates: When, Where and Why? 	<p>Individual Defending Pressure Defending with Immediate Chase</p> <ul style="list-style-type: none"> • Technical Focus: Approach, Body Shape and Tackling. • Tactical Focus: <ul style="list-style-type: none"> - Who should Pressure? - When, Where & Why to apply Pressure Immediately vs. Recover? - Tackle vs. Delay? - How to Tackle & Why?
3		
4		
5	<p>Small Group Attacking Individual Attacking & Support</p> <ul style="list-style-type: none"> • Technical Focus: Passing & Receiving • Indirect Technical: Dribbling, Fakes & Feints, Turning & Shielding • Tactical Focus: <ul style="list-style-type: none"> - Decision in Possession: Pass vs. Dribble vs. Shoot. - Support: In Front, Behind or Side with Distance and Angle. 	<p>Small Group Attacking Combination Play - Give and Go</p> <ul style="list-style-type: none"> • Technical Focus: Passing & Receiving. • Indirect Technical: Dribbling and Fakes & Feints. • Tactical Focus: <ul style="list-style-type: none"> - Decision: Possession vs. Penetration? - Penetrate: Give & Go OR Fake & Dribble? - Support: In Front, Behind or Side with Distance and Angle.
6		
7		
8	<p>Small Group Attacking Creating & Finishing Chances</p> <ul style="list-style-type: none"> • Technical Focus: Finishing, Passing & Receiving. • Indirect Technical: Dribbling, Fakes & Faints and Turning. • Tactical Focus: <ul style="list-style-type: none"> - Decision in Possession: Pass vs. Dribble vs. Shoot. - Support: In Front, Behind or Side with Distance and Angle. 	<p>Small Group Attacking Fast Break Attacking & Finishing</p> <ul style="list-style-type: none"> • Technical Focus: Running with the Ball, Passing, Receiving and Finishing. • Indirect Technical: Dribbling, Fakes & Faints and Turning. • Tactical Focus: <ul style="list-style-type: none"> - Decision: Possession vs. Penetration? - When, Where & Why to Attack Quickly? - Support vs. Mobility (penetrating run)?
9		
10		



★ U10 RECREATIONAL ★ COACHING CURRICULUM

U10 SPRING - TRAINING CYCLE & THEMES

Week	Practice 1	Practice 2
1	<p>Individual Attacking Possession vs. Penetration</p> <ul style="list-style-type: none"> • Technical Focus: Dribbling, Running with the Ball, Fakes & Faints and Turning. • Indirect Technical: Passing & Receiving. • Tactical Focus: Decision to Possess vs. Penetrate, Safety vs. Risk: When, Where & Why? 	<p>Individual Defending Pressure Defending with Immediate Chase</p> <ul style="list-style-type: none"> • Technical Focus: Approach, Body Shape and Tackling. • Tactical Focus: <ul style="list-style-type: none"> - Who should Pressure? - When, Where & Why to apply Pressure Immediately vs. Recover? - Tackle vs. Delay? - How to Tackle & Why?
2		
3		
4	<p>Small Group Attacking Combination Play - Give and Go</p> <ul style="list-style-type: none"> • Technical Focus: Passing & Receiving. • Indirect Technical: Dribbling and Fakes & Feints. • Tactical Focus: <ul style="list-style-type: none"> - Decision: Possession vs. Penetration? - Penetrate: Give & Go OR Fake & Dribble? - Support: In Front, Behind or Side with Distance and Angle. 	<p>Small Group Defending Pressure & Cover Working Together</p> <ul style="list-style-type: none"> • Technical Focus: Distance, Angles & Body Shape. • Indirect Technical: Pressure Defending. • Tactical Focus: Who should provide Cover, Where & Why? How many players? • Indirect Tactical: Where should the Pressuring player forcing the attacker? Safety vs. Risk.
5		
6		
7	<p>Small Group Attacking Creating & Finishing Chances</p> <ul style="list-style-type: none"> • Technical Focus: Finishing, Passing & Receiving. • Indirect Technical: Dribbling, Fakes & Faints and Turning. • Tactical Focus: <ul style="list-style-type: none"> - Decision in Possession: Pass vs. Dribble vs. Shoot. - Support: In Front, Behind or Side with Distance and Angle. 	<p>Small Group Attacking Fast Break Attacking & Finishing</p> <ul style="list-style-type: none"> • Technical Focus: Running with the Ball, Passing, Receiving and Finishing. • Indirect Technical: Dribbling, Fakes & Faints and Turning. • Tactical Focus: <ul style="list-style-type: none"> - Decision: Possession vs. Penetration? - When, Where & Why to Attack Quickly? - Support vs. Mobility (penetrating run)?
8		
9		



★ U10 RECREATIONAL ★ COACHING CURRICULUM

COACHING - GENERAL GUIDELINES

Coaching, like teaching, is a complex process and there are many factors you need to take into consideration in order to be an effective coach. The first element you should take into consideration is the age group you are coaching and the characteristics of your players, as outlined in the 'understanding your players' section. Below are some guidelines to help apply these concepts.

Welcome your players to practice. As a coach you are becoming more influential in your players lives and simply welcoming players to practice with a smile, a high five and asking them how their doing will go a long way to gaining trust and respect. Once players know your care, they will listen and be more attentive to what a coach is saying and teaching.

Keeping soccer FUN! Remembering that fun is still the number one reason why players to continue in the sport is essential. However, coaches must understand that fun for this age group includes learning new skills, forming new friendships and being part of a team. How can we create an environment that incorporates all these elements? Creating a team identity with a cheer, name or logo and allowing players to work in pairs or small groups to solve soccer problems are just some ideas. Be creative with this and you will see the reward.

Creating a **training environment** where players can problem solve, experiment and make mistakes is vital when developing players at these ages. Players enjoy being challenged, however, we must understand that when tasked with a new concept players will make mistakes. How you react and deal with mistakes will shape the learning process for players at these ages. **Fear** is an element that can greatly diminish the development of an athlete. Remember players at these ages need lots of positive encouragement, which means we must encourage players to take risks and fail, while guiding them towards the desired action.

What we teach our players should be planned prior to starting each season instead of taking a ad-hoc approach. **Lack of success** can greatly hinder a players development, the fun they have playing the sport and self confidence. We should first look to tailor our practice themes and content to the age group (training blocks section), however, we need to be flexible and must adjust based on the needs of our players. Remember, players develop at different rates and you may have to adjust your practice themes to make sessions easier or harder based on this.

Once we have come to terms with the approach we will take in practice, we should look at the format of our practices, our coaching methodology and how we are going to teach. The learning environment we create as well as the approach we take to teaching will have a fundamental impact on the development of our players.



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COACHING - PRACTICE DAY

How many times should we practice and for how long? Coaches should be looking to practice a minimum of once a week, ideally you will go at least twice. The duration of these practices should be around an hour and fifteen minutes, as long as the time is utilized efficiently.

Planning? Structuring a lesson plan for each training session is important, as it minimizes the down time for players and helps keeps them focused and on task. Remember, players at these ages have short attention spans and in order to keep their interest, we must ensure that our activities are planned, organized, flow from simple to complex and there is little downtime between activities.

To help with the planning phase of the practice we have designed a series of lesson plans, which can be found at the end of this curriculum. The activities designed in these lesson plans will hopefully allow you incorporate the technical, tactical, physical and psycho-social components of the game into each practice, while keeping the training session fun and free flowing. The planning concept utilized in each lesson plan is progressive and the activities run from simple to complex. Each stage of the practice meets the following criteria:

Activity 1 OR Warm Up: The first stage of the lesson plan is designed to prepare our players physically for the rigors of the practice and it is important that the activity includes all the body movements that the players will execute during the session. In order to be efficient with our practice the first activity should also target the techniques that the players will use during the session. For maximal efficiency some activities in this stage will also include basic decisions (tactics) that the session is trying to teach, however, at this age physical preparation and technical repetitions are the primary goal. For example:

Warm Up Activity

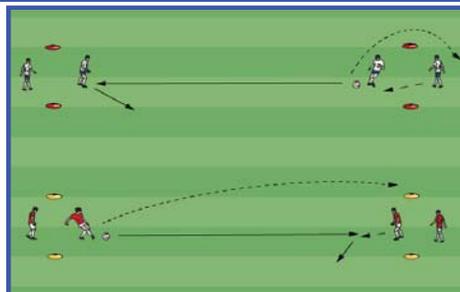
Area: 20 x 5 yards per group.

Organization: Split players into groups of four, one ball per group.

1. Players pass the ball back and forth, spin to the back of the group after pass.
2. Same as above but this time players run to the opposite group after the pass.

Coaching Points

- Passing Technique: weight and accuracy.
- Receiving Technique: Inside of foot across body and inside of foot away from body.
- Receive the ball to set you up for your second touch to be a pass.



NOTE: running around a field and stretching is not mentioned. Players at these ages can prepare physically in a soccer related activity.



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COACHING - PRACTICE DAY

Activity 2 OR Small Sided Game: The next stage of the lesson plan should include pressure from an opponent (defender). Adding pressure adds the tactical and psycho-social components of the game into the practice. Although we are adding pressure in this stage of the session we still want our players to have success. If we make this part of the practice too difficult it will impact the number of repetitions we get as well as the confidence of individual players and the group. For example:

Small Sided Game

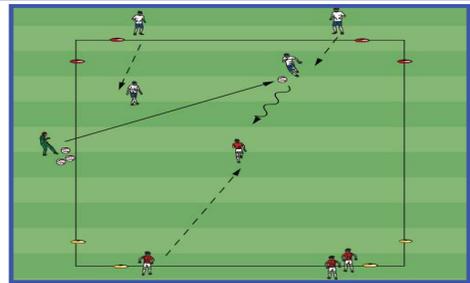
Area: 20 x 15 yards with four small goals, one in each corner.

Organization: Split players into two teams and place as shown. Coach starts the game by pass to one team, 2 players enter from the team which has possession, 1 player from the opposition. Teams score by passing through a corner goal.

Progression: If the defender wins the ball a teammate can enter to create 2 v 2.

Coaching Points

- Technique under pressure. Accuracy of pass, direction of receiving touch.
- Support from a teammate. Move into a passing lane where you can receive the ball. No pressure on the ball, support can be in advance. Light pressure, support can be to the side. High pressure, support behind.



Activity 3 OR Expanded Game: In this activity our aim is to increase the complexity and demands of the training session. We can do this by increasing the number of players in both teams and adding direction for each team to attack and defend. For example:

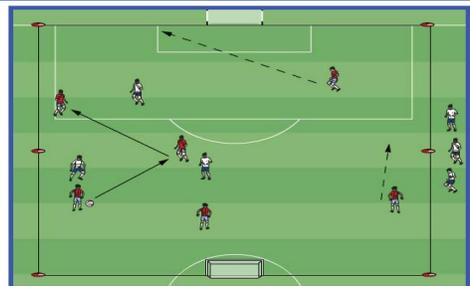
Expanded Game

Area: 40 x 50 yards with two large goals.

Organization: Split players into two teams of 6. Play 6 v 3, one team of 6 is designated to keep possession, the other team of 3 defends. 10 consecutive passes scores a goal for the team of 6, if the team of 3 wins the ball they score in a big goal. Play 2 minute games. Rotate roles of teams.

Coaching Points

- Support from a teammate. Move into a passing lane where you can receive the ball. No pressure on the ball, support can be in advance. Light pressure, support can be to the side. High pressure, support behind.
- Movement of the players off the ball. Teammates should try to provide the player with the ball 2 supporting options.
- Decision in possession: penetrate or keep possession?



Activity 4 OR Game: Finally each practice should end with a scrimmage. This allows us to gauge if the concepts we have outlined translate to the game. Also, players love playing the real game and this activity is as close as we can get during practice. NOTE: all game rules should apply in the scrimmage.

Game

Area: 40 x 50 yards with two large goals.

Organization:

- Play 5 v 5 with GKs.
- Formation: 1 - 2 - 1 - 2 or 1 - 3 - 2.

Coaching Points

- Decision in possession: Penetrate or Keep Possession?
- Supporting angles and distances of players off the ball.
- Safety vs. Risk - decisions in possession in each half of the field.

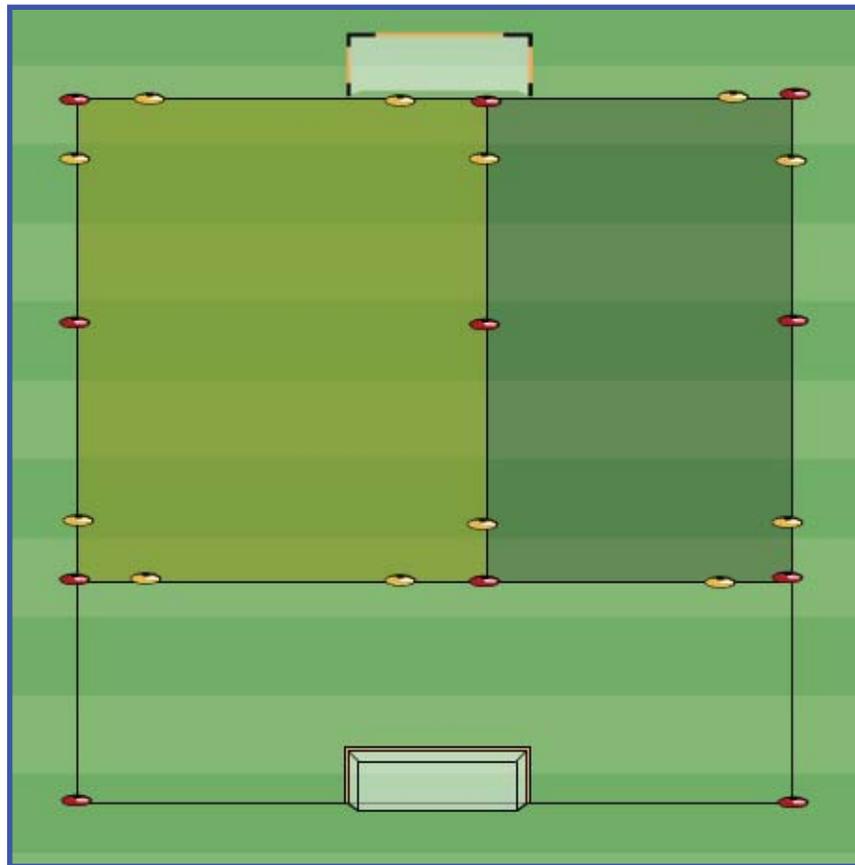




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COACHING - PRACTICE DAY

Another step you can take as a coach is addressing the field before players arrive at practice. Laying out your activity grids before players arrive will reduce any downtime they have during the practice. Ideally you should arrive at your practice location at least 10 minutes before training. This will allow you to not only address your field but also check the area for any safety concerns. A great tip for laying out your practice grid is to work from biggest area inwards. For example:



Activity 1
Warm Up Area
This can be done in any space

Activity 2
Small Sided Game Field
Outlined in yellow

Activity 3
Expanded Game Field
Outlined in grey with yellow
coned goals

Activity 4
Game Field with Goals
Outlined with Red Cones

If you address the field from big to small the transition between activities should consist of either adding or removing a few cones. This should be done while players are either resting or having a brief water break.

Remember, players at these ages want to enjoy practice by being challenged and having fun. The points outlined above as well as the lesson plans provided should help you to achieve that goal in every practice!



★ U10 RECREATIONAL ★ COACHING CURRICULUM

COACHING - METHODOLOGY FOR TEACHING YOUR PLAYERS

The coaching methodology we use to teach our players during practice should not only take into consideration the best environment to aid player development but also the type of learners you have on your team.

Players, as with students in the classroom, learn in three different styles. These are Auditory (hearing), Visual (seeing) and Kinesthetic (touch or doing). Most children use a combination of the three, however, they usually show a preference for one. Knowing and understanding the types of learning styles your players have will help you reach every child on your team. It must also be noted that when coaching soccer, adopting this Chinese proverb will help teach all learners.

- **I HEAR - I FORGET** - Don't spend too much time introducing activities and lecturing
- **I SEE - I REMEMBER** - Demonstrating activities, skills and themes is a great tool
- **I DO - I UNDERSTAND** - Allow players to try activities, skills and tactics without interruption. This will aid the long term learning process of the player. Adding guidance (teach) after player experimentation.

Once you understand the learning styles of your players it is important to consider how you will manage the time spent playing vs. teaching. Unfortunately, there is no definitive answer as to what percentages of each will maximize the learning of your players. However, we ideally would like the session to flow and be player center, which means we will allow players to experiment, make mistakes and learn from their mistakes. This is where the coach must make a decision based on what they see at practice and choose the appropriate coaching tool. The different methods of teaching, along with their level of intervention is outlined below.



More information on the coaches tool box can be found overleaf.



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COACHING - METHODOLOGY FOR TEACHING YOUR PLAYERS

No Coaching - The activity you choose indirectly teaches the concept that you want to relay to your players. For example, you want to work on dribbling and changing direction with the ball. You choose an activity with multiple gates inside the area that players have to dribble through to get points. The activity encourages and teaches players to change direction while dribbling.

Flow - This is coaching players during the flow of an activity. In order to be effective and impact your players while using this concept you must be very specific with the information given. For example, 'Outside Backs can you provide width to stretch the field when you see Johnny receive the ball centrally'? The information given in this statement is position specific, it is based on game cues happening during the flow of play and will help the players process the coaching to the specific game situation. BE AWARE, it is easy to commentate, joystick player decisions and cheerlead!

Individual Reference - This coaching method can be used during the flow of the game or at a natural stoppage. It refers to the moment when you would like to coach a individual player about specific moment within the game. In order to capture the moment that the you want to reinforce you can either walk into the activity to talk with the individual or wait for a natural stoppage to engage the player. This method of coaching can be especially useful when you want to talk to a player who doesn't like being addressed in front of the whole group.

Natural Stoppage - You can use this approach to coach an individual, group of players or the entire team. Natural stoppages (free kicks, throw ins, corners and goal kicks) happen in the game all the time. This type of stoppage allows you to use these natural moments to allow the activity to flow naturally. This type of methodology is only effective if you are quick to make your point and then allow the activity to restart.

Freeze Moment - This is the most intrusive of all the coaching methods you can employ and because it is so intrusive you should ideally use this in a situation where you need to coach a group of players OR use it in a moment that you believe all players need to listen to the coaching instruction. Usually this method is used during a moment that reoccurs and you believe the only way to help your players understand a topic is to stop the activity. Freeze moments also allow for players to practice a positive outcome (I DO - I UNDERSTAND) and then restart the activity with the same outcome, reinforcing the behavior you wanted.

The different types of intervention can also be useful in different parts of the practice or for different topics. For example, we may initially use the freeze method to outline and move players into a desired team shape. Once that concept has been imprinted, the coach can use the flow and individual reference methods to remind players of their positions.



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COACHING - COACHING YOUR OWN CHILD

Either you volunteered to coach the team or you received 'The Call' from a club administrator stating that if you do not coach the team it will not form!! Whatever the circumstances, you are now coaching your own child and this dynamic can have many pitfalls. Below are helpful guidelines:



FIRST, get their input. Before making the commitment it is important to keep your child involved in the decision-making process. Asking them their thoughts on the situation is key. Also, having them help you come up with a list of positive and negative items that may come up with you being the team's coach. It is healthier to clarify things early, rather than two months into a long, emotional season.

Set boundaries. Explain that when you step out of the car and onto the field that you put your coaches hat on and they put their soccer player hat on, and when leaving the field you both take your hats off to become parent / child again. Highlight that you will treat them fairly and like the other players as well the opposite perspective that your child should treat you like one of their teachers.

Separating home from the field. Don't over-practice, or over-coach, with your child at home. Since you are the parent, and the coach, this could lead to your child feeling a bit overwhelmed and confused. Another dynamic to think about is the car ride. This can quite easily become an extension of a practice or game. Keep the discussions in the car light hearted and don't try to coach. Remember the most powerful words a parent can say to a young player 'I enjoyed watching you play today!'

Keep things fair and equal at all times. The ability to make fair and honest decisions when dealing with your children and other team members will strengthen the respect that your child will have for you, as well as the rest of the team. Tony DiCicco, Olympic Gold Medal & Women's World Cup winning coach who also coached his own children at the youth level says "You must also recognize that you're likely to be harder on your own child than you are on the other players and deal with it accordingly".



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COACHING - COACHING YOUR OWN CHILD

Tell the truth. Be open and honest with other parents when dealing with team issues, even if they involve your own child. There will always be disagreements between kids, or feelings of jealousy because you are the coach. Just remember to always handle those situations quickly, and with open communication. However, these conversations should be kept from your child. Talking about other players or their parents around your child places them in a complicated situation and may negatively impact their relationships.



Spread the praise around. Give your child praise, but avoid showing preferential treatment like giving extra playing time or special duties to your child. Conversely, avoid diminishing your child's playing time or giving less one-on-one time in an effort to show that you are not playing favorites, as your child will begin to feel unfairly treated. It's a tough balance, but one that a coach/parent needs to be aware of. This is especially true with pre-teen kids. DiCicco says "Don't be afraid to praise your child. If you let your daughter know when things aren't happening the way they should, then make sure you hit the high notes as well".

Learn to take a step back. If ever in doubt about how to treat a situation involving your son or daughter on the field, think of what you would do if you were dealing with a child other than your own. This could be an effective tool to help manage these situations. Additionally, an assistant coach may offer another possible solution for keeping the parent-child dynamic from creating tension. Have the assistant handle coaching communication with your child when one-on-one chats are called for.

Look at the game through the children's eyes. This will remind you that the most important contribution you can make is to help the kids have fun and not to treat 6-year-olds like 16-year-olds.





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GAME DAY - EXPECTATIONS & MANAGEMENT

Our expectations on the standard of the game we see at U9 & U10 needs to be related to the ability of the team as well as how the players development in the four components of the game.

As with most things in soccer, the game on the weekend we will be an improvement on the previous year. This is because players have naturally development **physically** and **psycho-socially**. We will start to see a greater improvement as we move from the Fall of U9 to the Spring of U10. This is due to them playing and training more, which improves our players **technical** and **tactical**.

However, patience will be needed, the development of your players and the improvements in the game will take time. Remember, we are moving from 4 v 4 to 7 v 7. Adding 2 more players onto the field and a goalkeeper into the goal will greatly increase the complexity of the game. With patience and guidance, the concepts of finding and creating space, the spacing between players and the overall concept of team play will improvement. How quickly this adjustment will take, will depend on the group of players you have and your ability to help them navigate through the problems presented by the 7 v 7 game.



Game Day Management: A reasonable expectation for players is that they show up to the game at least 30 minutes prior to game time. This is more than enough time for you to complete a warm up and do your pre-game talk. As a coach, you should arrive before your players in order to check the field for any safety hazards and address the field for the warm up.

Once you have welcomed your players you will need to start the warm up. At these ages the warm up should consist of getting the players prepared (**technically**, **tactically**, **physically** and **psycho-socially**) for the game. A detailed warm up can be found on page 42.

Pre-Game Talk: After the warm up you should outline the goals and objectives for the days game as well as any areas of concentration along with the starting line up.

Game Day Tactics: For more specifics on the tactics to utilize on game day please refer back to Style of Play (page 12 & 13), Game Day (page 14), Player Positions (page 15) and Systems of Play (page 16).



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GAME DAY - EXPECTATIONS & MANAGEMENT

Playing Time: Depending on the club, organization or league you play in, most recreational programs demand that each player receives 50% playing time. However, how you rotate players during the game is up to the individual coach. For rotating players through different positions on the field for development please refer to Player Positions, which can be found on page 15. Games at these ages should consist of 2 x 25 minute halves. In terms of actual playing time, at these ages players (depending on fitness levels) should be able to play for at least 15 minutes per half. That being said, your roster may require you to make substitutions more frequently than that. Another element to consider in your rotation policy is that players need to be allowed to get into a game rhythm, which subbing every 5 minutes will not allow. Game rhythm means players get to the pace of the game and can start to perform technically and tactically under the current game tempo. Wherever possible, it is suggested that players should play around 10 minutes per rotation.

Half-Time Talk: At half time you only get a limited amount of time to correct or encourage certain parts of the game. It is also important to understand that you will not be able to fix everything in one 5 minute speech! Our goal should be to address the topics that need fixing or encouraging. One suggestion is to have players concentrate on three (or less) aspects in the next half of the game. Explain what these aspects are and then check for understanding. Check for understanding by asking different players to repeat what aspects they are going to concentrate on, this will help you ascertain if the players have been listening and understand what you want.

Post Game Talk: After a game it is important to be brief (attention spans are limited) while also trying to help them process why they won or lost. The key to an effective postgame evaluation is to go beyond winning and losing, and into the quality of your performance or how your team played. You want to help your team focus on the process instead of just the result. Good coaches have a tendency to look at how well the team played and executed instead of just the final score.

Game Analysis & Team Communication: Any analysis of the game should be communicated with the team at the next training session, never after the game! If you are going to do this there are basically four situations that you would need to address; Played well and won, played poorly and won, played well and lost or played poorly and lost. Whichever one occurred, good or bad, your team can benefit from the experience. For games when your players perform well, they benefit through greater confidence. As a coach, it is important to give them credit when they play well and attribute their success to their effort and ability. For games when they play poorly, they benefit because what they need to work on becomes exposed. When they lose, you need to give them hope for subsequent games. This hope can come from a belief that with a little more effort or a slight adjustment in the game plan, they will have a better chance of being successful.



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GAME DAY - WARM UP

Activity 1

Individual dribbling and pairs passing.

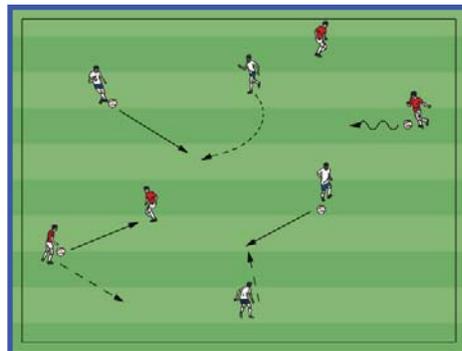
Prepare players physically, technically and psycho-socially.

Area: 20 x 30 yards

Organization:

1. Each player has a ball - dribble, run with the ball and do moves.
2. Work to rest ratio - 1:1 - 60 seconds rest. Complete 2.
3. Two players, one ball - players pass and move around the area.
4. Work to rest ratio - 1:1 - 60 seconds. Complete 2.

No Coaching: Introduce the activity, motivate players and allow them to prepare for the game.



Activity 2

1 v 1 to one big goal.

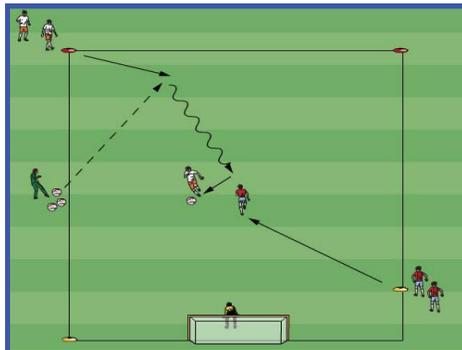
Prepare players physically, technically and psycho-socially.

Area: 20 x 30 yards with one big goal.

Organization:

1. Coach pass the ball to attacking player, one defender releases from the cone. Attacking player scores in the big goal, defending looks to win the ball and dribble across the opposite end line.
2. Play for 5 - 8 minutes. 2 mins rest.

No Coaching.



Activity 3

2 v 1 & 2 v 2 to one big goal.

Prepare players physically, technically, tactically & psycho-socially.

Area: 20 x 30 yards with one big goal.

Organization:

1. Coach pass the ball to attacking players, one defender releases from the cone (progress to 2 defenders). Attacking player scores in the big goal, defending looks to win the ball and dribble across the opposite end line.
2. Play for 5 - 8 minutes. 2 mins rest.

No Coaching.



Activity 4

5 v 5 game (include GKs).

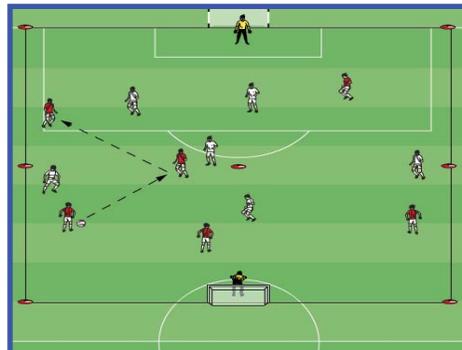
Prepare players physically, technically, tactically & psycho-socially.

Area: 30 x 40 yards with two goals.

Organization:

1. Split the group into two even teams. Play a scrimmage.
2. 3 - 5 minutes. 2 mins rest.

No Coaching.





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DRIBBLING TECHNIQUE

Dribbling is the technique used by players to maneuver the ball through tight areas where defenders are trying to steal the ball. When dribbling, players should keep the ball within one step of their foot, so they have total control and if required can stop the ball, turn with the ball, do a move with the ball, pass the ball or shoot the ball. Without control over the ball, players cannot execute any of these actions.

Best Used

- In tight spaces with defenders around them.
- To cover ground.
- Go past an opponent.
- Set the player for a pass to teammate or a shot on goal.
- To relieve pressure.

Technical Breakdown

- **Dribbling can be executed with different surfaces of the feet: inside, outside, laces and sole.**
 - Laces - Used to dribble in a straight line. Point the toes of the kicking foot down and slightly inward.
 - Inside - Used to change direction. Ball moves across the body.
 - Outside - Used to change direction. Ball moves away from the body.
 - Sole - Used to change direction. You can use this surface to manipulate the ball in most directions.
- **Close Control.** Players should push the ball no further than one step away from your body. Rhythm should be; touch, step, touch, step, touch, step, etc.
- **Athletic stance with knees bent.** Players need to be balanced when dribbling and should have their feet roughly shoulder width apart with their knees slightly bent. Body weight should be slightly leaning forward.
- **Ball should remain on the ground when dribbling.** Players should strike the center of the ball and have their kicking foot knee over the ball when they strike it.
- **Vision, eyes up when dribbling.** Players should have their eyes up to see options when dribbling. This can either be done when they are in total control or in-between touches of the ball.

Common Mistakes

- **Loss of control.** Players are pushing the ball to far away from their body and start to reach for the ball.
- **Lack of vision.** Players who are not comfortable with the ball at their feet tend to look only at the ball and cannot get their eyes off the ball to see options.
- **Unbalanced.** Players are stood upright and do not bend their knees. Easily knocked off the ball.



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RUNNING WITH THE BALL TECHNIQUE

Running with the ball is different than dribbling because it is a technique used to cover ground quickly and exploit open space, while still having control over the ball.

Best Used

- To cover ground quickly.
- When there is a lot of space in front of a player.
- To relieve pressure.
- To attack space.
- After beating a defender and exploiting space behind the defender.

Technical Breakdown

- Player should be facing in the direction they intend to go; hips and shoulders facing fwd.
- Players usually use their strongest foot but it is recommended to use the foot furthest from a defender.
- Use the outside of the laces to strike the ball. Point the toes of the kicking foot down and slightly inward.
- Bend your knees, every time you strike the ball the knee of your kicking foot should be over the ball.
- Strike the center of the ball.
- A player's body weight should be forward with knees bent as you run.
- Relax your body while on the ball, be natural.
- The ball should be pushed 2 to 3 feet in front of the player, this will depend on the speed of the player. Players must be sure to still have control of the ball.
- Cover ground as quickly as possible in-between touches.
- Players should look to get their eyes off the ball in-between touches to see options available.

Common Mistakes

- Ball gets caught underneath the player's feet and they cannot move at full speed.
- Player shows the defender too much of the ball.
- Players concentrate solely on the ball and limit vision in possession.
- Players are not balanced and do not have a good athletic posture while running.



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SHIELDING TECHNIQUE

Shielding is the technique used by players to protect the ball from a defender.

Best Used

- To protect the ball and keep possession.
- To waste time.

Technical Breakdown



- The attacking player should place their body in-between the ball and the defender.
- The attacker should make themselves as big as possible by positioning their body sideways, use their arm to feel for the defender and their further foot to manipulate the ball.
- Players should bend the knee of their non-kicking foot and lower their center of gravity to remain balanced and strong.
- Use the sole of the foot to manipulate the ball from side to side.
- After protecting the ball try to create separation from the defender by moving forwards and off them.
- Attackers should use their body and the sole of the foot to role the defender if they try to win the ball.

Common Mistakes

- Ball is shown to the defender and allows them to steal, because:
 - Body is square instead of sideways on.
 - Player is upright and hasn't lowered their center of gravity, so the ball is too close to the body.
 - Arm is not extended to feel defender and keep distance.
- Player is not balanced and fails to stay strong in possession.
- Player doesn't recognize / feel that the defender is trying to come around the side to steal the ball.



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TURNING TECHNIQUE

Turning techniques are used to change direction and / or turn away from the pressure of defenders. There are many ways to turn with the ball, however, in the recreational curriculum we will highlight the six basic techniques. Also, we will outline certain age specific turns based on the characteristics of the players in each age group. At U10, we have identified the PULL BACK, INSIDE HOOK, OUTSIDE HOOK, STEP OVER & CRYUFF TURN.

Best Used

- To turn away from danger.
- To change direction.
- Change the point of attack.
- Beat defenders.
- Relieve pressure.
- Keep possession.

Technical Breakdown - characteristics needed for all turns.....

- Close control when dribbling. The ball must be under control to turn effectively.
- Players should assess the line of the ball when approaching the ball to turn.
- Players should recognize where pressure is coming from. This can be done by looking and feeling.
- Look at the ball as you execute the turn.
- Deception! Fake to shoot or pass by exaggerating one of these movements before turning.
- Turn away from pressure. Move your body in-between the ball and the defender as you turn.
- Balance. You must remain balanced while turning, bend your knees and control your body.
- Accelerate out of the turn. This will ensure that you lose defenders.

Common Mistakes

- Exposing the ball to the defender:
 - Ball is not under control before you try to turn.
 - Player turns into the path of the defender.
 - Ball does not move 180.
- No deception. Defender easily reads that the player is about to turn and steals the ball.
- Player is not balanced when turning, which allows the defender to win the ball.
- Player fails to accelerate after turning and allows the defender to recover back into a good position.

On the next few pages we will describe in detail the three turns outlined for this age group.



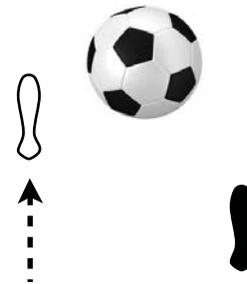
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PULL BACK TURN

STEP 1: The ball should be directly in front of the player as they dribble and before executing the turn.



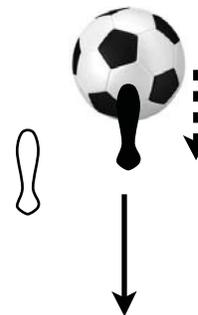
STEP 2: The player's non-kicking foot should step to the outside of the ball.



STEP 3: The player should place the sole of the turning foot on top of the ball.



STEP 4: Quickly after placing their foot on the ball, the player should pull it backward.



STEP 5: The player's turning foot should come off the ball and step back, allowing the ball to run backward.



STEP 6: After allowing the ball to run backward, the player should turn and accelerate away.





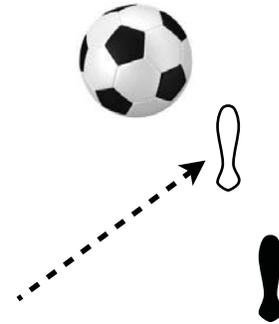
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INSIDE HOOK TURN

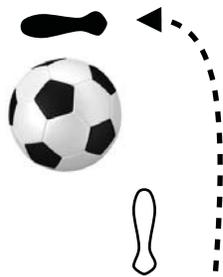
STEP 1: The ball should be directly in front of the player as they dribble and before executing the turn.



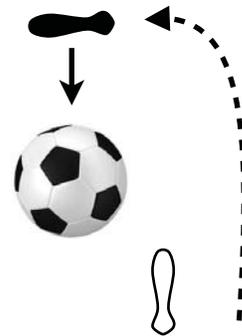
STEP 2: The player's non-kicking foot should step across the front of the ball.



STEP 3: The player's kicking foot should reach around the outside of the ball.



STEP 4: In the same motion as step 3, the player should strike the front of the soccer ball with the inside of the foot.



STEP 5: As the player strikes the front of the ball with the inside of the foot, they should turn 180 degrees.



STEP 6: After the player turns 180, they should accelerate away from the defender and into space.



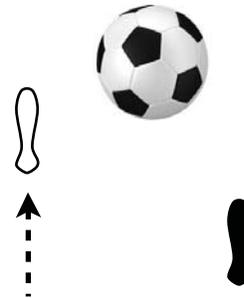
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OUTSIDE HOOK TURN

STEP 1: The ball should be directly in front of the player as they dribble and before executing the turn.



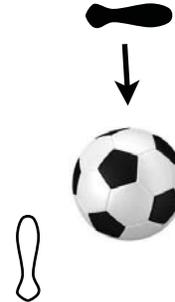
STEP 2: The player's non-kicking foot should step to the outside of the ball.



STEP 3: The player's kicking foot should reach around and slightly over the ball.



STEP 4: In the same motion as step 3, the player should strike the front of the soccer ball.



STEP 5: As the player strikes the front of the ball, they should turn their bodies 180 degrees.



STEP 6: After the player turns 180, they should accelerate away from the defender and into space.



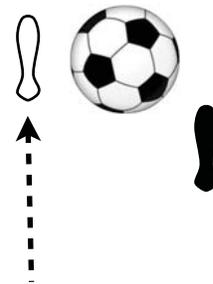
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CRYUFF TURN

STEP 1: The ball should be directly in front of the player as they dribble and before executing the turn.



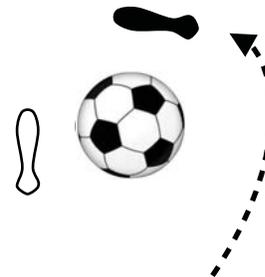
STEP 2: The player should place their non-kicking foot in line with the ball.



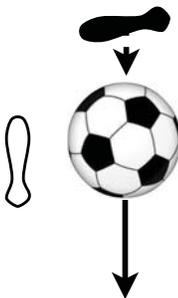
STEP 3: The players opposite foot should swing back to act as if they are going to shoot or strike the ball.



STEP 4: As the players foot moves forward and instead of striking the ball they should move their foot around to the front of the ball. The inside of the players foot facing the ball.



STEP 5: In the same motion as STEP 4 the player should pass the ball backward and in-between their leg's with the inside of their big toe.



STEP 6: In the same motion the player should turn away from the ball 180 degrees. This should be completed with balance and pivoting on their non-kicking foot.





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MOVES AND FAKES TECHNIQUES

Moves and fakes are used to beat an opponent, relieve pressure from a defender and create space and time. There are lots of moves and fakes that can be used to do this, however, in the recreational curriculum we will highlight the basic techniques. Also, we will outline certain age specific moves and fakes based on the characteristics of the players in each age group. At U8, we have identified the STEP FAKE, SCISSORS MOVE, INSIDE CUT & COMBINATION OF MOVES as appropriate for this age group.

Best Used

- One vs. one battles with a defender.
- During 2 v 1 situations.
- To change direction with deception.
- To set up a pass or shot on goal.

Technical Breakdown - characteristics needed for all moves and fakes.....

- Close control when dribbling. The ball must be under control to manipulate the ball.
- Deception. Players must use their body to over exaggerate movements in order to fake out a defender.
- Change in speed. Once the fake or move has been completed, a change of pace and acceleration is important to exploit the space created and not allow the defender to recover.
- Balance. It is important to bend your knees and open your stance in order to remain balanced throughout the move or fake and then allow you to explode.
- Players must come out of the move or fake diagonally and in opposite direction of the fake.
- Game speed. Try to complete the fake or move at game speed, which will not allow defenders to read what the attacker is trying to do. Completing the movements slowly will allow defenders to telegraph what the attacker is doing and adjust accordingly.

Common Mistakes

- Player does not have total control of the ball, which allows the defender to step in and steal the ball.
- The move or fake is completed too close to the defender, which results in the defender winning the ball.
- No deception. Defender easily reads what the player is trying to do and steals the ball.
- Player fails to accelerate after turning and allows the defender to recover back into a good position.
- Player comes out of the move too straight or in the direction of the fake, which allows the defender to win the ball.

On the next few pages we will describe in detail the three moves and fakes outlined for this age group.



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STEP FAKE

STEP 1: The ball should be directly in front of the player as they dribble and before executing the move.



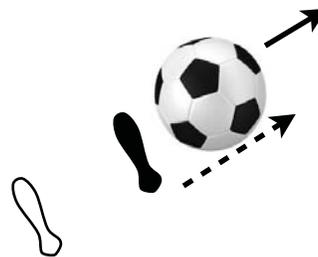
STEP 2: The player's non-kicking foot should step to the outside of the ball, bend their knee and drop their shoulder.



STEP 3: The player's kicking foot should come to the inside of the ball, while doing this fake to pass or shoot.



STEP 4: After faking, push the ball out diagonally with the outside of the kicking foot.



STEP 5: In the same motion as Step 4, turn your non-kicking foot and body to accelerate out into the space.



STEP 6: Explode into the space leaving the defender behind you.



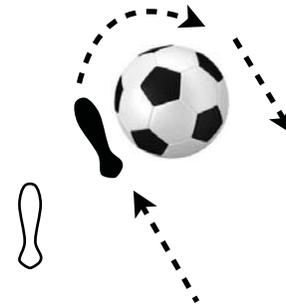
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SCISSORS MOVE

STEP 1: The ball should be directly in front of the player as they dribble and before executing the move.



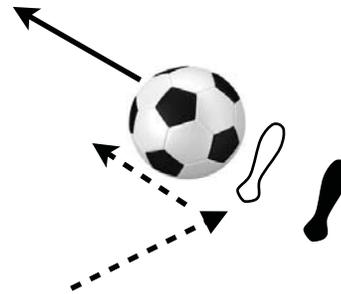
STEP 2: The player's non-kicking foot (black) should circle the ball (inside to outside).



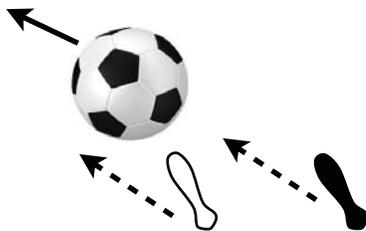
STEP 3: When the player's non-kicking foot (black) steps down they should bend their knee and drop their shoulder.



STEP 4: After the player's non-kicking foot steps down, the kicking foot should come to the inside of the ball.



STEP 5: In the same motion as STEP 4, the kicking foot should push the ball diagonally past the defender.



STEP 6: As the ball is pushed both feet should swivel and the player should accelerate with the ball.



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INSIDE CUT MOVE

STEP 1: The ball should be directly in front of the player as they dribble and before executing the move.



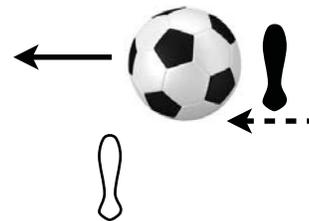
STEP 2: The players kicking foot should move back to show that they are about to pass or shoot the ball.



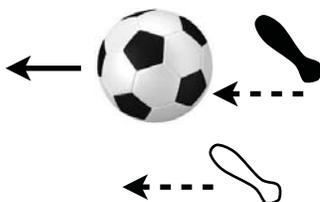
STEP 3: As the players foot moves forward they should either show their inside of the foot to pass or laces to shoot



STEP 4: As the foot approaches the ball, move it to the side and strike it directly across the body.



STEP 5: In the same motion as STEP 4, step down with the kicking foot and swivel your non-kicking foot.



STEP 6: Accelerate after the ball and into the space beating the defender.



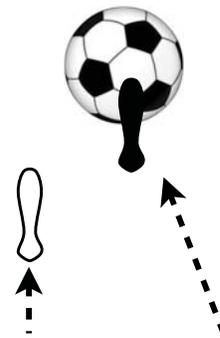
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ROLE & TAKE MOVE

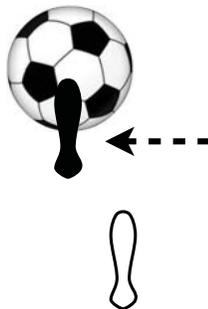
STEP 1: The ball should be directly in front of the player as they dribble and before executing the move.



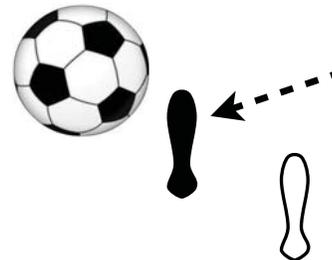
STEP 2: As the player approaches the ball their non-kicking foot should be placed behind the ball and the toes of the kicking foot should be placed on top of the ball.



STEP 3: The players should role the ball across their body using the toes of their kicking foot.



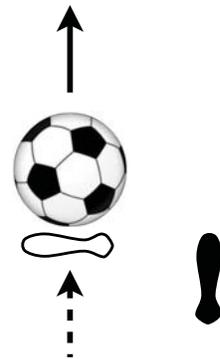
STEP 4: After rolling the ball across their body the player should step down with their kicking foot (legs will be crossed for a split second at this point).



STEP 5: Once their kicking foot is planted and the player is balanced, the player should move their non-kicking foot around to uncross their legs and prepare this foot to take the ball.



STEP 6: The player should take the ball with the inside of the original non-kicking foot and explode of the planted foot.





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FINISHING TECHNIQUE - STRIKING THE BALL WITH THE LACES

Finishing is the technique used by players to put the ball in the back of the net! There are many ways a player can finish the ball, however, at these ages we are looking to work on striking the ball with the laces.

Best Used

- Passing over distance.
- Shooting.
- Clearing the ball defensively.
- Switching the point of attack.
- Free kicks or restarts.

Technical Breakdown

- Approach the ball at an angle, roughly 45 degrees.
- Step into the ball placing your non-kicking foot in line and at the side of the ball. The distance from the ball will depend on the height of the player.
- Point the toes of your non-kicking foot towards the target.
- Bend the knees of your non-kicking foot in order to remain balanced.
- Lean slightly forward, so your body is over the ball.
- Strike the center of the ball with the laces by pointing your toes down and slightly outward.
- Lock the ankle of your kicking foot. This can be done by pushing your toes to the sole of your shoe.
- After striking the ball the kicking foot should step through the ball towards the target.
- After striking the hips and shoulders of the players should also be lined up with the target.

Common Mistakes

- Non-kicking foot is placed too far away from the ball, resulting in the player striking the inside of the ball and slicing it.
- Non-kicking foot is placed too close to the ball, resulting in the player striking the outside side of the ball and dragging the ball across their body.
- Non-kicking foot is placed behind the ball, which results in the player striking the bottom of the ball.
- Follow through is not towards the target, which turns the hips and shoulders.
- Player strikes the wrong part of the soccer ball.
- Player strikes the ball with the wrong surface of the foot.



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PASSING TECHNIQUE - INSIDE OF THE FOOT

Passing the ball is the technique of moving the ball effectively between two players. There are many techniques to pass the ball, however, at the U8 age group we are looking to introduce the concept of passing with the inside of the foot.

Best Used

- Accurate passing over most distances.
- Shooting over short distances.
- Linking the ball during possession.
- Quick free kicks, corners and goal kicks.

Technical Breakdown

- Before passing the ball you must get your eyes up and see your target.
- Approach the ball at a slight angle. If you are passing with the right foot, approach from the left and vice versa.
- Place your non-passing foot to the side of the ball.
- Point the toes of your non-passing foot towards your target.
- Bend the knees of the non-passing foot in order to keep your balance.
- Open your passing foot to the ball, making sure the inside of the foot will make contact with the ball.
- Lock the ankle of your passing foot by point your toes upward and keeping your heel down.
- Eyes on the ball as you pass.
- Pass by striking through the center of the ball.
- After striking the ball, follow through with your passing foot towards your target.
- The hips and shoulders should face the target after passing the ball.

Common Mistakes

- Players foot is not completely open, which affects the accuracy of the pass.
- Toes of the non-passing foot do not point at the target, which affects the accuracy of the pass.
- Toes of the passing foot are pointing down, which affects the contact with the ball and accuracy.
- Ankle of the passing foot is not locked, which affects power and accuracy.
- Follow through is across the body instead of towards the target, which affects accuracy.
- Ball is not struck through the center, which can make the ball rise.
- Hips and shoulders are not facing the target after the pass, which can affect accuracy.



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RECEIVING TECHNIQUE - INSIDE OF THE FOOT

Receiving the ball is a technique used to control the ball when it is passed to a player on the ground. We use the term receiving rather than trapping because it implies controlling the ball rather than stopping the ball. At the U8 age group we recommend encouraging players to receive the ball with the inside of their foot, as this is the simplest technique that can be used to control the ball. Advanced players in this age group should be asked to receive the ball away from pressure.

Best Used

- Control the ball following a pass from a teammate.
- Intercept the ball following a pass for the opposition.
- Receive the ball in a stationary position.
- Receive the ball while moving.

Technical Breakdown

- Player should be ready to receive the ball OR 'on toes'.
- Players hips and shoulders should be ideally square to the ball as it arrives.
- Use the inside of the foot to control the ball. Open your foot square to the ball.
- Receiving foot should have its toes pointed up and its heel down (slightly off the ground).
- Try to have a soft touch on the ball as hits the receiving foot. Withdraw your foot as the ball hits it, this should take the pace off the ball.

Common Mistakes

- Player is not ready to receive the ball, flat footed as the ball comes into the player.
- Player is sideways on as the ball comes into them, which allows the ball to run past them.
- Players foot shape is incorrect, causing the ball to bounce off them in a different direction.
- Player has their foot too far off the ground, which allows the ball to run underneath their foot.
- Player does not accept / cushion / withdraw their foot as the ball hits it, which makes the ball bounce off the foot.

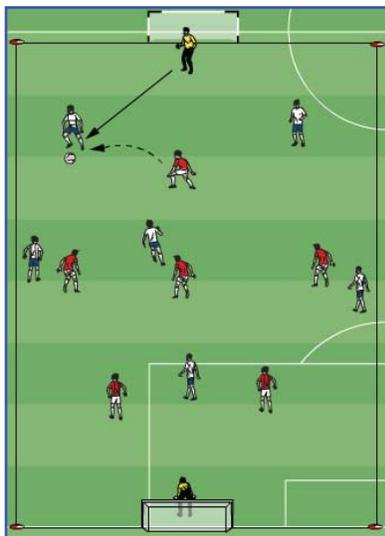


★ U10 RECREATIONAL COACHING CURRICULUM ★

PRESSURE DEFENDING

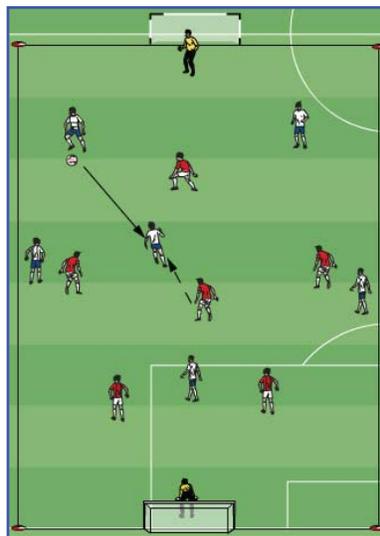
Pressure defending is sometimes referred to the First Defender. The pressuring defender should be the closest player to the ball in the game. Pressure can be applied at a variety of different angles and the pressuring player should use this angle of pressure to either stop the attacking player from penetrating (advancing the ball fwd) and / or ideally winning the ball back. Pressure can also be applied by more than one player, which is referred to as 'doubling' and is utilized when the attacker has their eyes down on the ball and they have to passing options.

Pressuring from the side



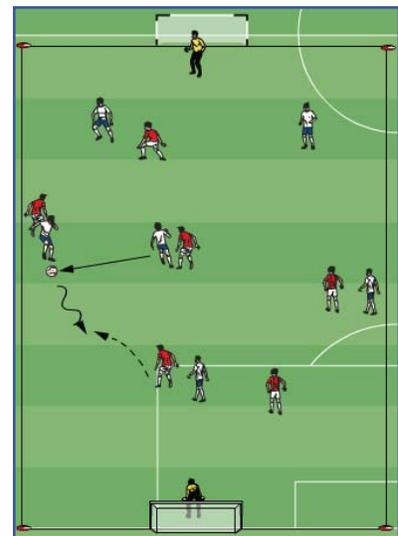
When closing down from this angle force the player to one side and do not allow the attacker to turn and switch the ball.

Pressing from behind



When closing down from behind make sure you arrive at such a speed which stops the attacker from turning.

Pressuring from the front



When closing down from the front angle the run of the approach to only provide the attacker with one option.

Technical Breakdowns

- Closing Down (see above differences for approaching angles), however, in general:
 - Close down the space between attacker and defender as quickly as possible.
 - Bend your run if possible to limit the options the attacker has.
 - As the defender approaches the attacker (5-yards) they should start to shorten their steps and get low, this helps with changing direction.



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PRESSURE DEFENDING

Technical Breakdown Continued....

- Body Shape:
 - Sideways on (90 degree angle).
 - Feet shoulder width apart.
 - Bend knees.
 - Balance on the balls of your feet.
 - Arm out to feel attacker, use as leverage and distance yourself properly.
 - Eyes on the ball.
- When to Tackle? Defending players should look to tackle if the attacker has a poor first touch or loses control of the ball.
- What to do if the attacker is in control of the ball and / or dribbling?
 - If the attacker is in complete control of the ball delay them by applying pressure but not tackling, this is referred to as 'getting the attackers head down', which limits the attackers vision.
 - If the attacker is dribbling at speed and in control, retreat backwards by moving your feet with shuffling short steps in order to keep the player in front of you (avoid crossing your legs).
- How to Tackle?
 - Intercept - Defender reads the attacking pass and takes the ball from the attacker before they receive.
 - Block Tackle - Body shape is square to the direction of the ball. Heel down, toes up to lock ankle. Bend knee and strike the ball with the inside of the foot. This is done at the same time as the attacker, which is why this tackle is referred to as a block.
 - Poke Tackle - Completed with the front foot. Poke the ball off the attackers foot with the toes and step in after the ball to complete the transition.
 - Step In - This is when an attacker has taken a big touch. The bad touch allows the defender to step across the attackers with their whole body and gain possession of the ball.
 - Slide Tackle - The last resort tackle. This is when the defender leaves their feet and slide along the ground to tap the ball away from the attacker. Illegal from behind, must be done from the front or side.

Common Mistakes

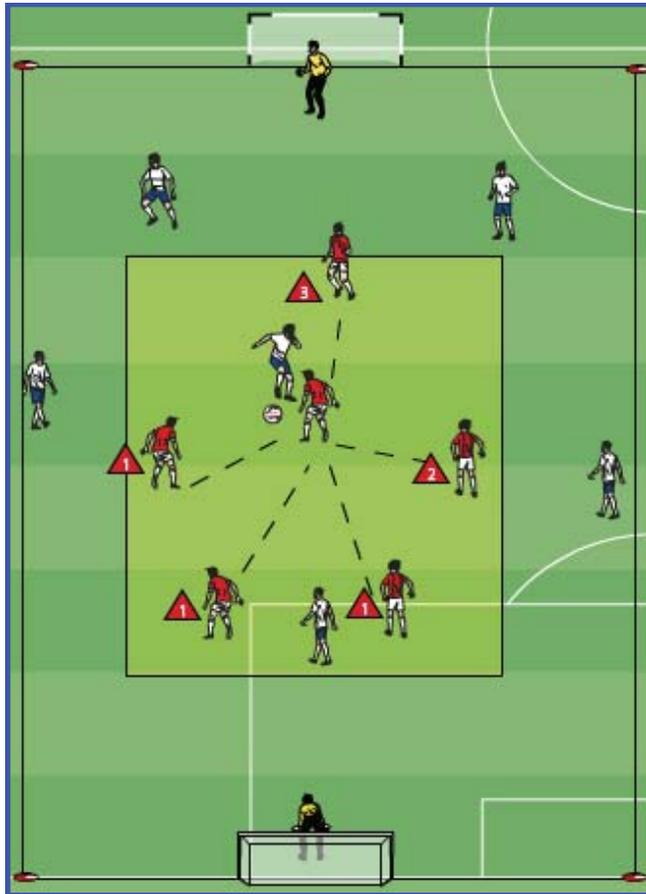
- Dive in - Speed of approach is too quick and defenders momentum is still moving forward as the attacker manipulates the ball around them.
- Missed Tackle - Defender is impatient and lunges for the ball while the attacker is still in control.
- Type of Tackle - Defender chooses the wrong tackling technique, which results in the attacker riding the challenge and remaining in control.
- Incorrect Body Shape - Defender gets caught either too square or side ways on resulting in the attacker easily beating the defender on the dribble or with a pass.



★ U10 RECREATIONAL COACHING CURRICULUM ★

COVER DEFENDING

What is Cover Defending? The Covering Defender is sometimes referred to as the second defender, however, in many situations the covering defender can be more than one player, as highlighted by the red



players in the diagram below. In the illustration you can also see that defending players can provide cover 360 degrees around the ball. We can also highlight that all the covering players around the ball are at different angles and distances.

The angle that covering defenders position themselves into is determined by the pressing player, (which way they are forcing the attacker), any opposing players that maybe trying to provide a passing option and finally by our teammates positioning.

The distance of the cover provided is usually determined by the amount of pressure that is placed on the ball and the runs of attackers off the ball. If the attacker has their head up, there are forward runs from their teammates and the player with the ball is able to play a pass in behind us then the covering distance is greater because they need to either track a runner or protect the dangerous space in behind us. On the other hand, if there is good pressure on the ball and the attacker has their head down so they cannot see nor pass to the options behind us then the cover

distance is usually tighter in order to force the attacker to play backwards or square.

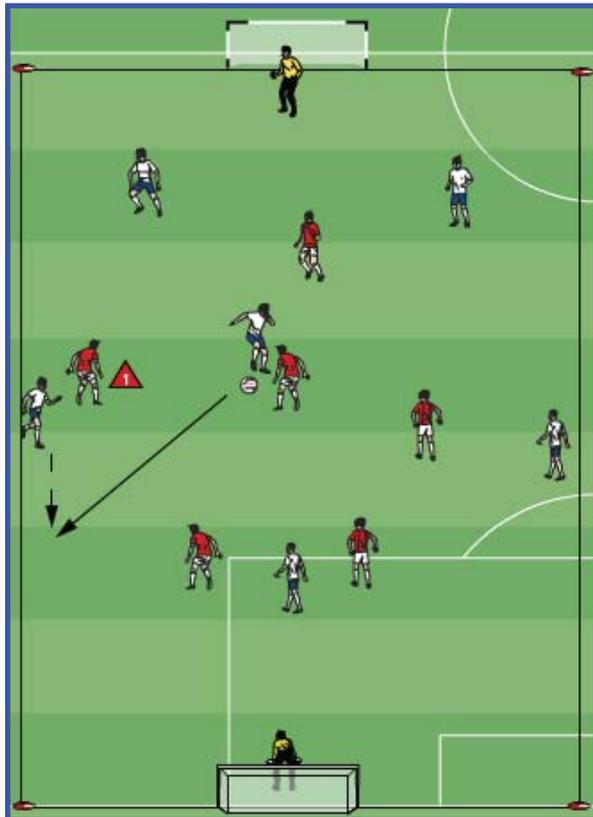
Another caveat to the angle and distance is the covering players body shape. When the ball is being forced towards the covering player they must position themselves to be able to see the ball and the attacking player in their immediate vicinity, position 1 on the diagram. If the pressing player is forcing the ball away from the covering player then they must be aware of players around them (checking shoulders) but position themselves in the direction the ball is being forced, position 2 on the diagram. This is called squeezing space and helps the team remain compact. Finally, if the attacker is facing forward and there is good pressure on the ball then the covering player behind (position 3) can look to 'double' and attempt to win possession back.



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COVER DEFENDING

Why do we provide cover? We have players who are not pressuring provide cover in order to stop the opposing team from advancing the ball forward as well as win the ball back. If our players are in good covering positions, as illustrated in the diagram overleaf, the attacking player cannot penetrate and it forces them to play side ways or backward. If the attacking player with the ball decides to pass the covering players have two options. The first is to read the attackers intentions and intercept the ball. The second is to apply immediate pressure to the receiving attacking player before the can play forward and hopefully forcing them to play a negative pass or make a mistake.



Common Mistakes

There are many mistakes a player can make when providing cover. These include providing an incorrect cover angle, being either too close or too far away from the ball, not being in a position to be able to see the attacker off the ball and the player in possession, and finally not tracking runners.

The diagram provides a clear picture of a player, position 1 not providing good cover:

1. Incorrect covering angle, player is caught square to the ball.
2. Incorrect distance, the player is too far away from the pressuring player, which provides the attacker with a passing lane.
3. Poor body shape, the player is not able to see the ball and attacker off the ball, which allows the attacker to make a run unnoticed.
4. Poor body shape and vision to see the run results in the defender not being able to track the attacker's penetrating run.



★ U10 RECREATIONAL COACHING CURRICULUM ★

AGE GROUP: U9 or U10 players

TOPIC: Welcome Session

OBJECTIVES: Learn each players name and start to get to understand each players personality. Additionally, for players to start to learn each others names.

First Activity

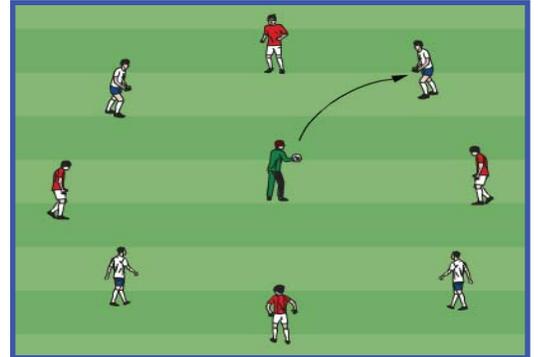
Area: Circle Players

Organization:

1. Coach has a ball and throws it to individuals. As the individual catches they say their name.
2. Coach tries to say the players name before throwing.
3. Players throw the ball amongst each other and do the same thing.

Objectives

- Coach to learn the players names.
- Players to learn each others names.



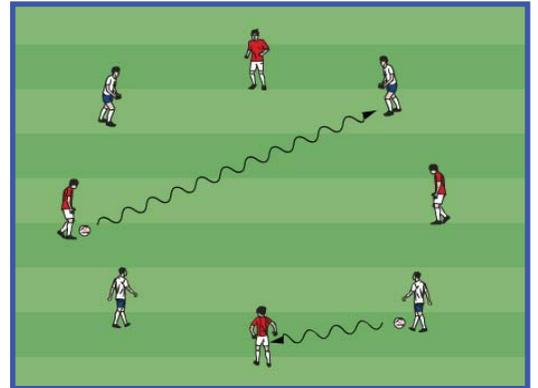
Second Activity

Area: Circle Players.

Organization: Play with two soccer balls. Players dribble across the area and identify a player to switch with. As players switch they must say each others names.

Objectives

- Introduce dribbling techniques.
- Players to learn each others names.



Third Activity

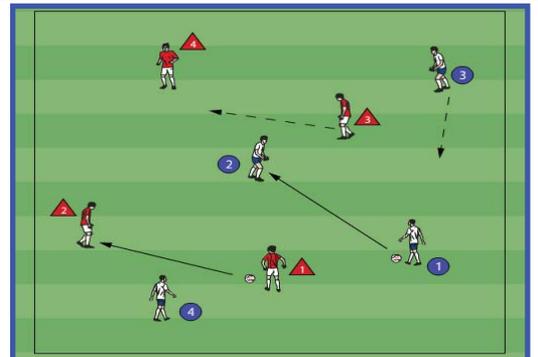
Area: 25 x 20 yards with two large goals.

Organization:

- Play with two soccer balls. Players pass and move with each other within the area. Players should shout the name of the player they are passing to and receiving from.

Coaching Points

- Introduce passing and receiving concepts.
- Players to learn each others names.



Scrimmage

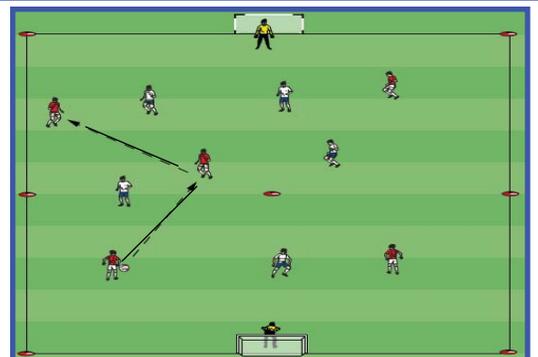
Area: 40 x 50 yards with two large goals.

Organization:

- Play 5 v 5 with GKs.
- Formation: 1 - 2 - 1 - 2 or 1 - 3 - 2.

Coaching Points

- Introduce playing in a game.
- Players to learn each others names.





★ U10 RECREATIONAL COACHING CURRICULUM ★

AGE GROUP: U9 or U10 players

TOPIC: 7 v 7 Rules & Restrictions

OBJECTIVES: With U.S. Soccer Small Sided Games Mandates there are certain elements of the game that change dramatically from 4 v 4 to 7 v 7. The objective of this session is set players up in to a game of 7 v 7 and guide them through some of the changes they may face at the weekends games.

GOAL KICKS & THE BUILD OUT LINES

The build out line (zone in yellow on the diagram) has been incorporated to allow the opposing team to successfully play out of this zone. Without build out lines defending teams have used goal kicks to man mark the opposition and take advantage of a lack of physical ability or technique to clear the ball.

When there is a goal kick the defending team should drop and allow the opposition to play out, not applying defensive pressure until they cross the line. The center forward (9) should be the first player to apply pressure and the other players should drop to mark the opposing teams players.



THE OFFSIDE RULE

A player is offside, when the ball is played, if the opponent is nearer to the oppositions goal line than both the ball and the second last defender, this can be seen in the black shaded area on the diagram. Note, the GK is included in this rule.

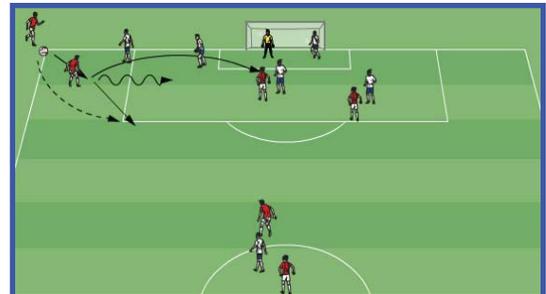
Run through game moments in order to teach this concept to your players so they start to understand the concept.

CORNER KICKS

Due to the age and the implementation of U.S. Soccer's new recommendation that players 10 and under should not head the ball we should teach a corner kick play that allows for the ball to remain on the ground. As depicted:

Have two players by the ball. NOTE: opposing players are not allowed within 10 yards of the ball. Player 1 passes to player 2 and makes a run behind their teammate. Player 2 has three options: pass back to player 1, dribble if space opens up and 3 cross the ball into the area.

Place 2 players inside the 18 yard box & 2 players on the half way line.



THROW INNS

Retaining possession when you have a throw in is one of the most difficult aspects of the game, particularly at U9 & U10 as this is their first introduction to the rule.

As a general rule of thumb, the only player who cannot be marked on a throw in is the player taking the throw in. With this being said, the easiest way to keep possession in these instances is to throw the ball to a player's feet, who in turn will pass directly back to the player who threw the ball in.

This can be seen in the diagram. Please note, you should also work on the player receiving the ball and how they get in front of their defender.



FREE KICKS

On the diagram there are two specific areas that are shaded.

1. Dark shaded area wide of the penalty area. This area can be used to execute the corner kick play described above. This is a great way to keep possession and create a goalscoring opportunity.
2. Yellow shaded area, which runs horizontally across the field is a great position for a simple shot on goal. Provides great angles & distances for players who can strike the ball well at these areas.
3. With other free kicks, the objective should be to retain possession and we recommend players trying to pass the ball quickly and short to an open teammate.





★ U10 RECREATIONAL ★ COACHING CURRICULUM

AGE GROUP: U9 or U10 players

TOPIC: Individual Attacking - Dribbling to Penetrate

OBJECTIVES: Teach players how to dribble, running with the ball and fakes & feints. Establish situations (1 v 1) in the attacking half of the field where players should look to take risks and beat opponents on the dribble to create goal scoring opportunities.

Warm Up Activity

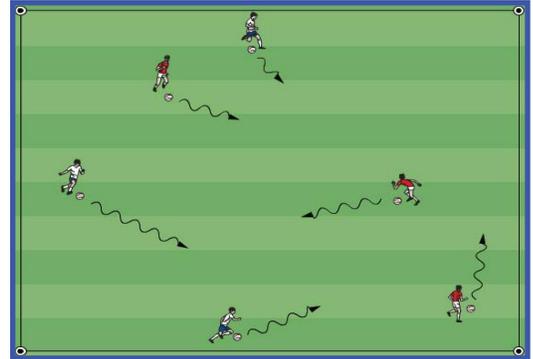
Area: 35 x 20 yards.

Organization: Each player has a ball:

1. Ask players to dribble around freely.
2. Ask players to change direction using all surfaces of the feet.
3. Ask players to change tempo of their dribble & find times to explode into open space.
4. Ask players to complete designated moves (chose from techniques section).

Coaching Points

- Dribbling & Running with the Ball Technique.
- Execution of fakes & feints.



Small Sided Activity

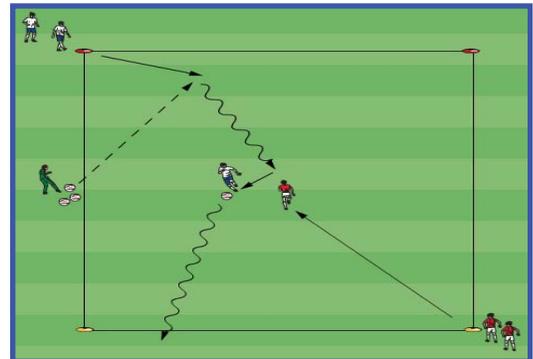
Area: 15 x 20 yards.

Organization

- Place players into two teams.
- Place teams diagonally opposite each other.
- Coach starts activity.
- Players score by dribbling across the oppositions end line.

Coaching Points

- Dribble (keep ball close) as you approach the defender.
- Use a move to **fake** the defender before **changing direction** of the ball.
- **Change pace** coming out of the move and exploit the space behind the def.



Expanded Small Sided Activity

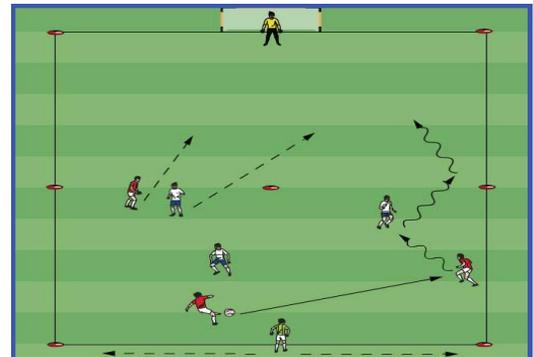
Area: 35 x 40 with a large goal. Place a restraining line 20 yards from goal.

Organization

- 3 v 3 with a GK & Target.
- Attacking team goes to goal, defending team score by passing to the target.
- Attacking team must dribble across the restraining line before going to goal.
- Progression: remove the dribbling restriction.

Coaching Points

- Technical execution: dribbling, fakes & feints and running with the ball.
- Decision in Possession - penetrate or possess? 1 v 1 vs. 2 v 1?
- Support of teammates - angles & distances.



Game

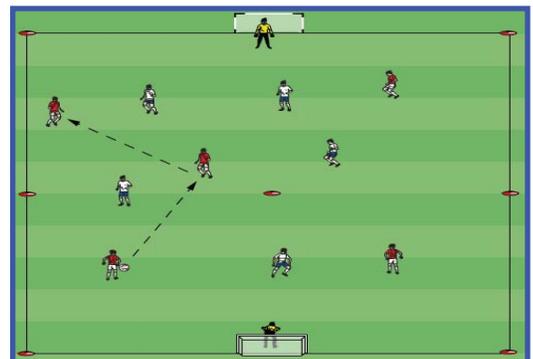
Area: 50 x 60 yards with two large goals.

Organization:

- 5 v 5 with GKs.
- Game rules apply.

Coaching Points

- When, Where & Why would we dribble to penetrate?
- Safety vs. Risk.
- How do we do this in a game?
- Supporting options provided by the closest teammates.





★ U10 RECREATIONAL COACHING CURRICULUM ★

AGE GROUP: U9 or U10 players

TOPIC: Individual Attacking - Dribbling to Penetrate

OBJECTIVES: Teach players how to dribble, running with the ball and fakes & feints. Establish situations (1 v 1) in the attacking half of the field where players should look to take risks and beat opponents on the dribble to create goal scoring opportunities.

Warm Up Activity

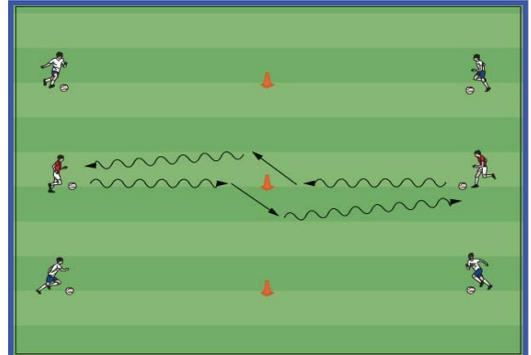
Area: 5 x 20 yards per pair with a large cone in the center.

Organization:

- Place players into pairs and place as shown.
- Each player has a ball.
 - (1) Players dribble and run with the ball to opposite side.
 - (2) Players complete a designated move at the center cone & dribble to opposite side.

Coaching Points

- Dribbling & Running with the Ball Technique.
- Execution of fakes & feints.



Small Sided Activity

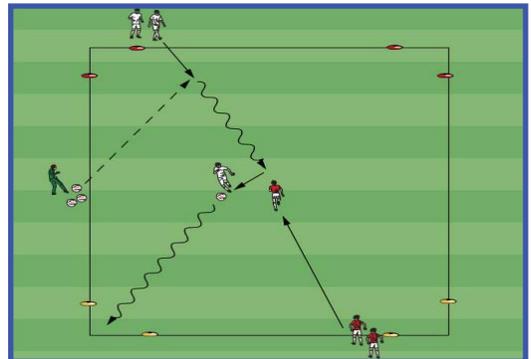
Area: 15 x 20 yards with four small corner goals as shown.

Organization

- Place players into two teams.
- Place teams diagonally opposite each other.
- Coach starts activity.
- Players score by dribbling through a goal.

Coaching Points

- Dribble (keep ball close) as you approach the defender.
- Use a move to **fake** the defender before **changing direction** of the ball.
- **Change pace** coming out of the move and exploit the space behind the def.



Expanded Small Sided Activity

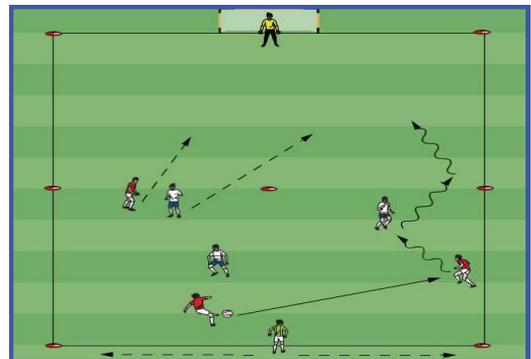
Area: 35 x 40 with a large goal. Place a restraining line 20 yards from goal.

Organization

- 3 v 3 with a GK & Target.
- Attacking team goes to goal, defending team score by passing to the target.
- Attacking team must dribble across the restraining line before going to goal.
- Progression: remove the dribbling restriction.

Coaching Points

- Technical execution: dribbling, fakes & feints and running with the ball.
- Decision in Possession - penetrate or possess? 1 v 1 vs. 2 v 1?
- Support of teammates - angles & distances.



Game

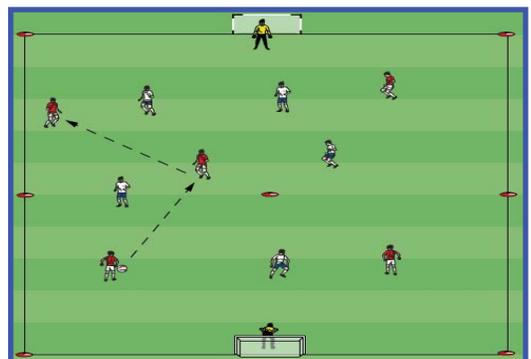
Area: 50 x 60 yards with two large goals.

Organization:

- 5 v 5 with GKs.
- Game rules apply.

Coaching Points

- When, Where & Why would we dribble to penetrate?
- Safety vs. Risk.
- How do we do this in a game?
- Supporting options provided by the closest teammates.





★ U10 RECREATIONAL COACHING CURRICULUM ★

AGE GROUP: U9 or U10 players

TOPIC: Individual Attacking - Dribbling to Penetrate

OBJECTIVES: Teach players how to dribble, running with the ball and fakes & feints. Establish situations (1 v 1 & 2 v 1) in the attacking half of the field where players should look to take risks and beat opponents on the dribble to create goal scoring opportunities.

Warm Up Activity

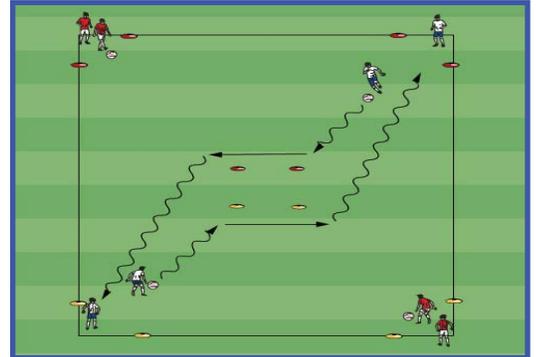
Area: 20 yard box with a 5 yard box in the center.

Organization:

- Place players into pairs and place as shown.
- Each player has a ball.
 - (1) Players dribble and run with the ball to opposite side.
 - (2) Players complete a designated move at the center cone & dribble to opposite side.

Coaching Points

- Dribbling & Running with the Ball Technique.
- Execution of fakes & feints.



Small Sided Activity

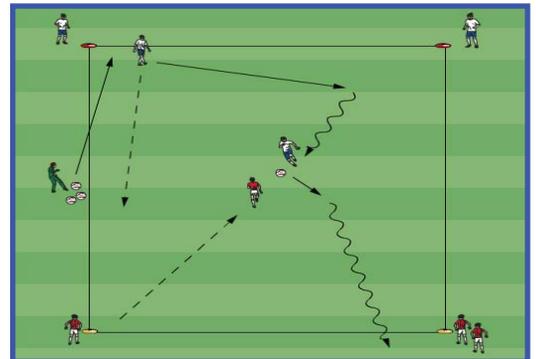
Area: 15 x 20 yards.

Organization

- Divide players into two teams and place on opposite sides of the grid.
- Coach starts activity.
- Players score by dribbling across the oppositions end line.

Coaching Points

- Dribble (keep ball close) as you approach the defender.
- Use a move to **fake** the defender before **changing direction** of the ball.
- **Change pace** coming out of the move and exploit the space behind the def.
- If the opposition player defends well use your team and play them the ball.



Expanded Small Sided Activity

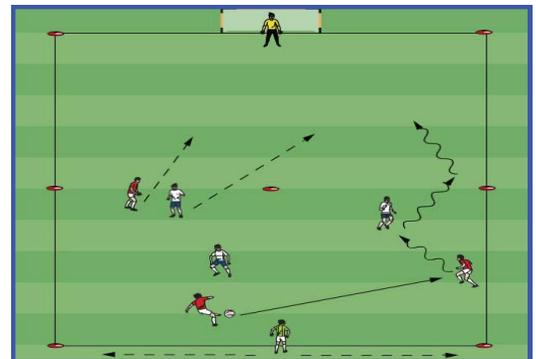
Area: 35 x 40 with a large goal. Place a restraining line 20 yards from goal.

Organization

- 3 v 3 with a GK & Target.
- Attacking team goes to goal, defending team score by passing to the target.
- Attacking team must dribble across the restraining line before going to goal.
- Progression: remove the dribbling restriction.

Coaching Points

- Technical execution: dribbling, fakes & feints and running with the ball.
- Decision in Possession - penetrate or possess? 1 v 1 vs. 2 v 1?
- Support of teammates - angles & distances.



Game

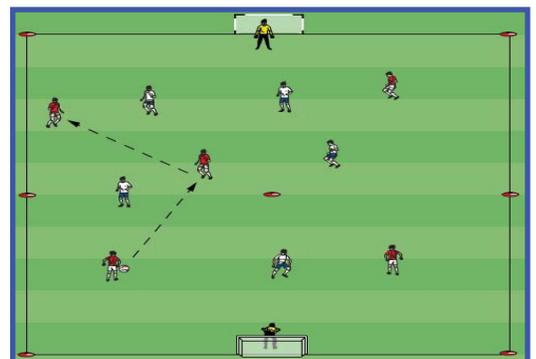
Area: 50 x 60 yards with two large goals.

Organization:

- 5 v 5 with GKs.
- Game rules apply.

Coaching Points

- When, Where & Why would we dribble to penetrate?
- Safety vs. Risk.
- How do we do this in a game?
- Supporting options provided by the closest teammates.





★ U10 RECREATIONAL ★ COACHING CURRICULUM

AGE GROUP: U9 or U10 players

TOPIC: Individual Attacking - Dribbling to Keep Possession

OBJECTIVES: Teach players how to dribble, shield and turn with the ball. Establish situations (even and odd numbers) on the field where players should look to dribble, shield or turn in order to retain possession of the ball.

Warm Up Activity

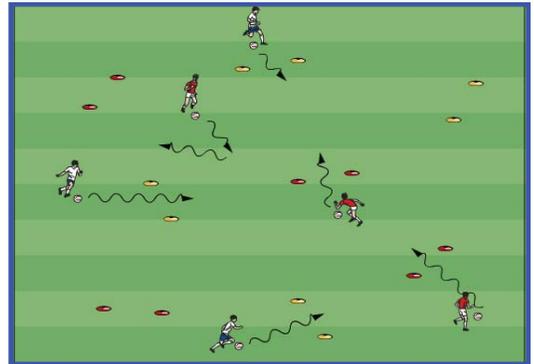
Area: 25 x 35 yards with small gates spread around the area.

Organization: Each player has a ball.

1. Dribble through as many gates as possible in 30 seconds.
2. Dribble through red then yellow gates. How many in 30 seconds?
3. Use a turn to back through each gate you dribble through. How many?
4. Place players into pairs, one player has to lose the other.

Coaching Points

- Dribbling Technique.
- Turning Techniques.
- Small dribble touches into the gate (crowded space) and big touches in between gates (when space opens up).



Small Sided Activity

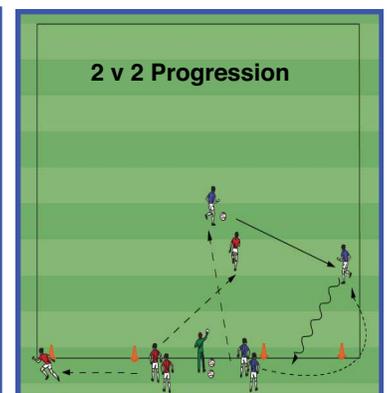
Area: 25 x 35 with two dribbling goals on one end line.

Organization

- Place players into teams, one team each side of coach.
- Play 1 v 1, dribble through either goal to score.
- Progression: Play 2 v 2, first player runs directly into the area, the other runs around the closest goal.

Coaching Points

- When & how to turn?
- When & how to shield?
- Dribble vs. run with the ball?
- Support: angle and distance.



Expanded Small Sided Activity

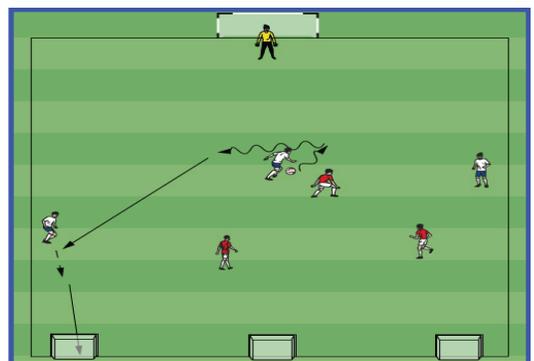
Area: 25 x 35 with one large goal and three small goals.

Organization

- Place players into two teams, one defends the goal with a GK, the other defends the three small goals.
- Play throw ins and offside, no corners.

Coaching Points

- When, Where & Why to Turn.
- Safety vs. Risk.
- Passing & Receiving Technique.
- Supporting options from teammates.



Game

Area: 50 x 60 yards with two large goals.

Organization:

- 5 v 5 with GKs.
- Game rules apply.

Coaching Points

- When, Where & Why would we dribble to keep possession.
- Safety vs. Risk.
- How do we do this in a game?
- Supporting options provided by the closest teammates.





★ U10 RECREATIONAL COACHING CURRICULUM ★

AGE GROUP: U9 or U10 players

TOPIC: Individual Attacking - Dribbling to Keep Possession

OBJECTIVES: Teach players how to dribble, shield and turn with the ball. Establish situations (even and odd numbers) on the field where players should look to dribble, shield or turn in order to retain possession of the ball.

Warm Up Activity

Area: 5 x 15 yards per pair.

Organization:

1. Place players into pairs, one ball between two.
2. Player with the ball passes to their teammate who receives, dribbles towards them and uses a turn to change direction and dribble back to their own cone.
3. Repeat in the opposite direction.

Coaching Points

- Dribbling Technique.
- Turning Techniques.
- Small dribble touches towards your teammate (defender) and run with the ball out of the turn.



Small Sided Activity

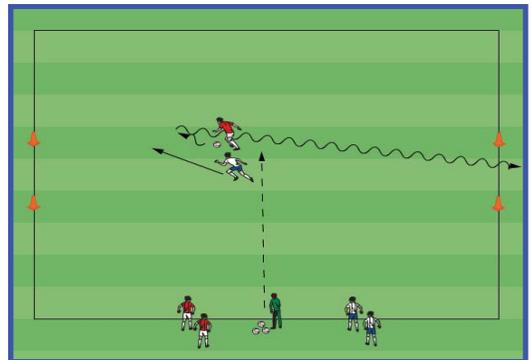
Area: 20 x 15 yards with two dribbling goals on each side line.

Organization

- Place players into teams, one team each side of coach.
- Play 1 v 1, dribble through either goal to score.
- Progression: Play 2 v 2, first player runs directly into the area, the other runs around the closest goal.

Coaching Points

- When & how to turn?
- When & how to shield?
- Dribble vs. run with the ball?



Expanded Small Sided Activity

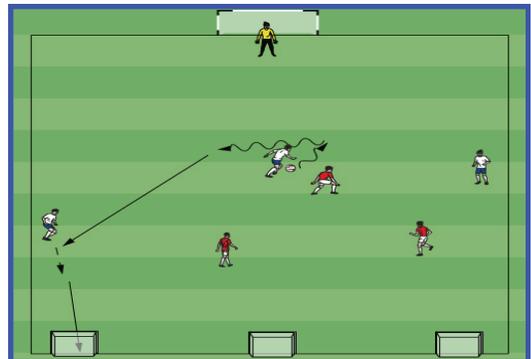
Area: 25 x 35 with one large goal and three small goals.

Organization

- Place players into two teams, one defends the goal with a gk, the other defends the three small goals.
- Play throw ins and offside, no corners.

Coaching Points

- When, Where & Why to Turn.
- Safety vs. Risk.
- Passing & Receiving Technique.
- Supporting options from teammates.



Game

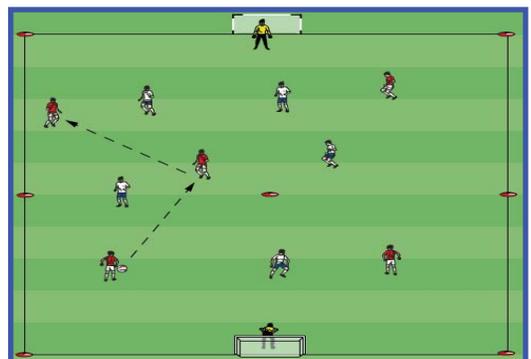
Area: 50 x 60 yards with two large goals.

Organization:

- 5 v 5 with GKs.
- Game rules apply.

Coaching Points

- When, Where & Why would we dribble to keep possession.
- Safety vs. Risk.
- How do we do this in a game?
- Supporting options provided by the closest teammates.





★ U10 RECREATIONAL COACHING CURRICULUM ★

AGE GROUP: U9 or U10 players

TOPIC: Individual Attacking - Dribbling to Keep Possession

OBJECTIVES: Teach players how to dribble, shield and turn with the ball. Establish situations (even and odd numbers) on the field where players should look to dribble, shield or turn in order to retain possession of the ball.

Warm Up Activity

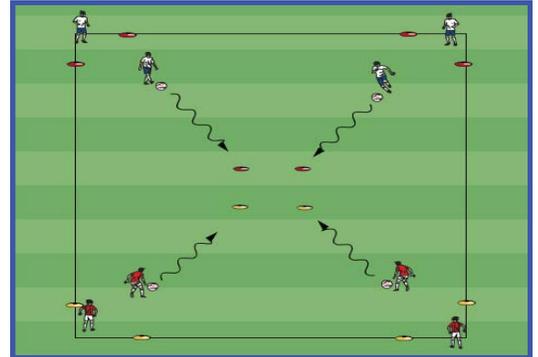
Area: 20 yards box with a 5 yard box in the center.

Organization:

1. Place players into pairs, one ball between two and place on each corner.
2. Player with the ball dribbles to the center cone, turns away and then passes to their teammate. Continue.

Coaching Points

- Dribbling Technique.
- Turning Techniques.
- Small dribble touches towards your teammate (defender) and run with the ball out of the turn.



Small Sided Activity

Area: 20 x 15 yards with two pugg-goals inverted in the center.

Organization

- Place players into teams, one team each side of coach.
- Play 1 v 1.
- Players can score in either goal.

Coaching Points

- When & how to turn?
- When & how to shield?
- Dribble vs. run with the ball?



Expanded Small Sided Activity

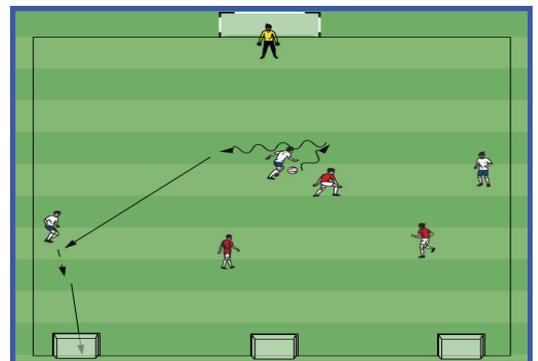
Area: 25 x 35 with one large goal and three small goals.

Organization

- Place players into two teams, one defends the goal with a gk, the other defends the three small goals.
- Play throw ins and offside, no corners.

Coaching Points

- When, Where & Why to Turn.
- Safety vs. Risk.
- Passing & Receiving Technique.
- Supporting options from teammates.



Game

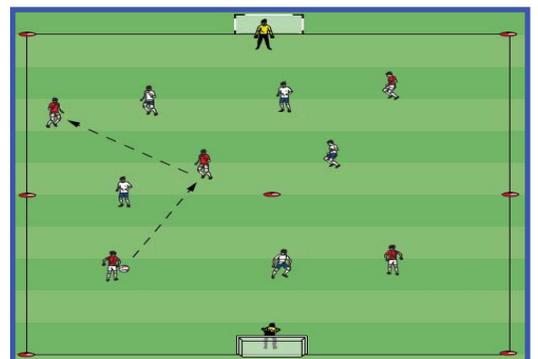
Area: 50 x 60 yards with two large goals.

Organization:

- 5 v 5 with GKs.
- Game rules apply.

Coaching Points

- When, Where & Why would we dribble to keep possession.
- Safety vs. Risk.
- How do we do this in a game?
- Supporting options provided by the closest teammates.





★ U10 RECREATIONAL ★ COACHING CURRICULUM

AGE GROUP: U9 or U10 players

TOPIC: Individual Attacking - Possession vs. Penetration

OBJECTIVES: Teach players how to dribble, running with the ball, turning, fakes and feints. Establish situations where players have to make decisions in possession, whether to keep the ball or try to penetrate based on number of players and position on the field.

Warm Up Activity

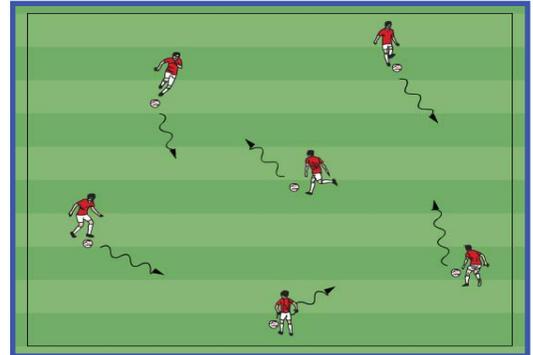
Area: 15 x 20 yards

Organization: Each player has a ball:

1. Ask players to dribble around freely.
2. Ask players to change direction using all surfaces of the feet.
3. Ask players to change tempo & find times to explode into open space.
4. Ask players to complete designated moves (choose from techniques section).
5. Ask players to complete designated turns (choose from techniques section).

Coaching Points

- Dribbling & Running with the Ball Technique.
- Execution of fakes & feints and turns.



Small Sided Activity

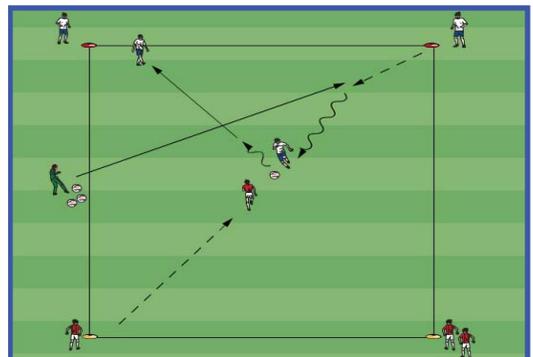
Area: 15 x 20 yards.

Organization

- Place players into two teams and on opposite sides of the grid.
- Activity - Coach plays the ball to one corner, the defender from the opposite corner enters to play 1 v 1. Players score by dribbling across the oppositions end line. If the attacker decides they cannot penetrate, they can turn, play a pass backward and have a teammate enter to create a 2 v 1.

Coaching Points

- Technical Execution.
- Decision - penetrate or pass to a teammate and keep possession.



Expanded Small Sided Activity

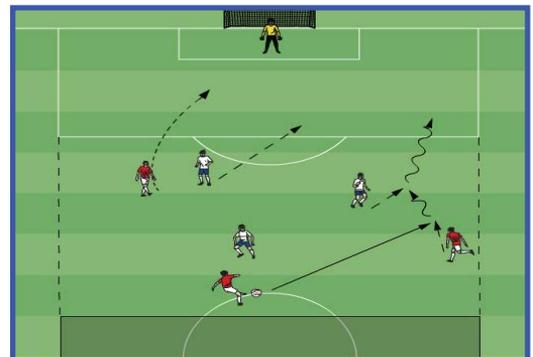
Area: 30 x 40 with a large goal and dribbling end zone.

Organization

- 3 v 3 with a GK.
- Attacking team goes to goal
- Defending team score by dribbling and stopping the ball inside the end zone.

Coaching Points

- Technical execution: dribbling or running with the ball, fakes & feints or turning.
- Decision in Possession - penetrate or possess? 1 v 1 vs. 2 v 1?
- Support of teammates - angles & distances.



Game

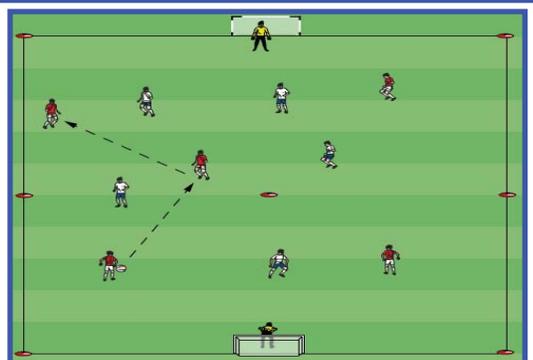
Area: 50 x 60 yards with two large goals.

Organization:

- 5 v 5 with GKs.
- Game rules apply.

Coaching Points

- When, Where & Why would we dribble to penetrate?
- Safety vs. Risk.
- How do we do this in a game?
- Supporting options provided by the closest teammates.





★ U10 RECREATIONAL COACHING CURRICULUM ★

AGE GROUP: U9 or U10 players

TOPIC: Individual Attacking - Possession vs. Penetration

OBJECTIVES: Teach players how to dribble, running with the ball, turning, fakes and feints. Establish situations where players have to make decisions in possession, whether to keep the ball or try to penetrate based on number of players and position on the field.

Warm Up Activity

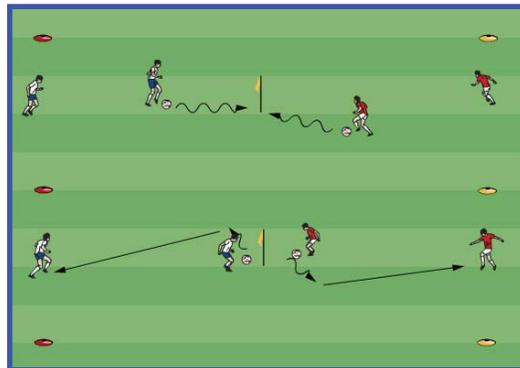
Area: 15 x 20 yards

Organization: Each player has a ball:

1. Ask players to dribble across the grid to the opposite side.
2. Ask players to change speed at the flag and accelerate to the opposite side.
3. Ask players to turn away from the flag and pass backwards to a teammate.
4. Ask players to complete a move at the flag and penetrate to the opposite side of the grid.

Coaching Points

- Dribbling & Running with the Ball Technique.
- Execution of fakes & feints and turns.



Small Sided Activity

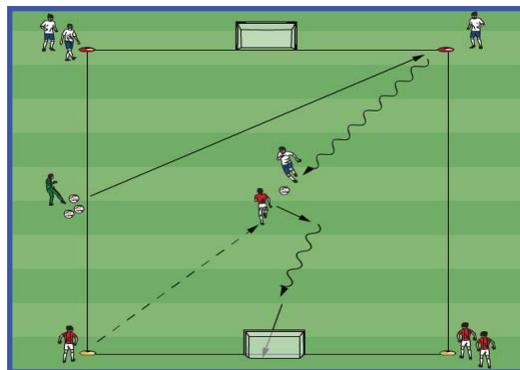
Area: 15 x 20 yards with two small passing goals.

Organization

- Place players into two teams and on opposite sides of the grid.
- Activity - Coach plays the ball to one corner, the defender from the opposite corner enters to play 1 v 1. Players score by dribbling across the oppositions end line. If the attacker decides they cannot penetrate, they can turn, play a pass backward and have a teammate enter to create a 2 v 1.

Coaching Points

- Technical Execution.
- Decision - penetrate or pass to a teammate and keep possession.



Expanded Small Sided Activity

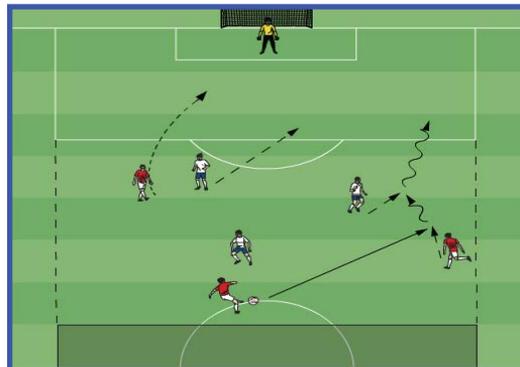
Area: 30 x 40 with a large goal and dribbling end zone.

Organization

- 3 v 3 with a GK.
- Attacking team goes to goal
- Defending team score by dribbling and stopping the ball inside the end zone.

Coaching Points

- Technical execution: dribbling or running with the ball, fakes & feints or turning.
- Decision in Possession - penetrate or possess? 1 v 1 vs. 2 v 1?
- Support of teammates - angles & distances.



Game

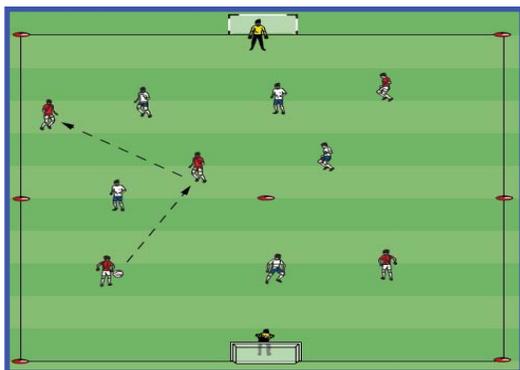
Area: 50 x 60 yards with two large goals.

Organization:

- 5 v 5 with GKs.
- Game rules apply.

Coaching Points

- When, Where & Why would we dribble to penetrate?
- Safety vs. Risk.
- How do we do this in a game?
- Supporting options provided by the closest teammates.





★ U10 RECREATIONAL ★ COACHING CURRICULUM

AGE GROUP: U9 or U10 players

TOPIC: Individual Attacking - Possession vs. Penetration

OBJECTIVES: Teach players individual dribbling techniques along with passing and receiving. Establish situations where players have to make decisions in possession, whether to keep the ball or try to penetrate based on the number of defenders / teammates and position on the field (safety vs. risk).

Warm Up Activity

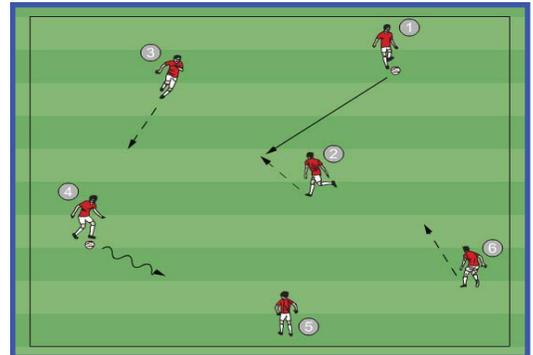
Area: 15 x 20 yards

Organization:

- 6 players, numbered 1 to 6.
- 2 soccer balls (start with 1 to make activity more simple).
 1. Players pass in sequential order.
 2. Players do a turn before passing.
 3. Players do a move before passing.

Coaching Points

- Passing & Receiving Techniques.
- Dribbling, Running with the Ball, Fakes & Feints and Turns.



Small Sided Activity

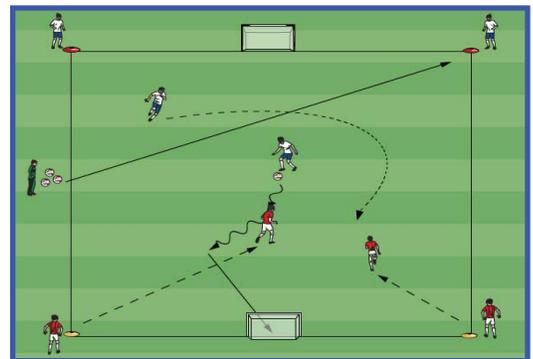
Area: 15 x 20 yards with two small passing goals.

Organization

- Place players into two teams and on opposite sides of the grid.
- Coach plays the ball to start the activity.
- Play 2 v 2 to the small goals.

Coaching Points

- Technical Execution.
- Decision - penetrate or pass to a teammate and keep possession.
- Support from a teammate - angle and distance away from the ball?
- Mobility vs. Support - can I get the ball on the run or do I need to show to feet?



Expanded Small Sided Activity

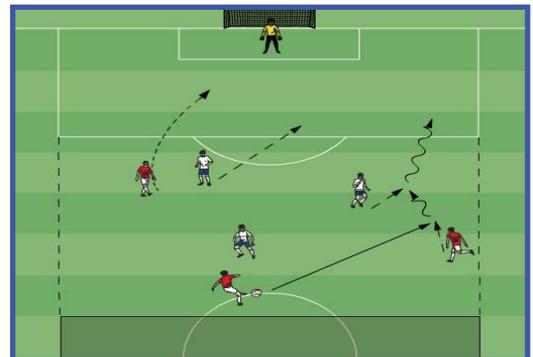
Area: 30 x 40 with a large goal and dribbling end zone.

Organization

- 3 v 3 with a GK.
- Attacking team goes to goal
- Defending team score by dribbling and stopping the ball inside the end zone.

Coaching Points

- Technical execution: dribbling or running with the ball, fakes & feints or turning.
- Decision in Possession - penetrate or possess? 1 v 1 vs. 2 v 1?
- Support of teammates - angles & distances.



Game

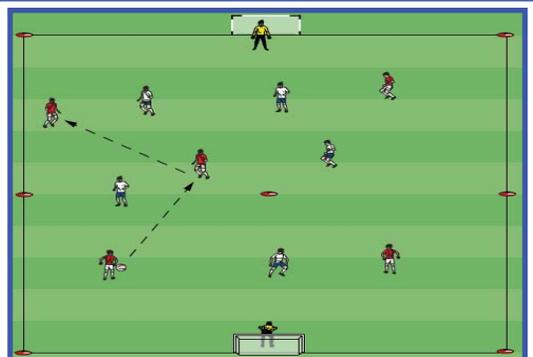
Area: 50 x 60 yards with two large goals.

Organization:

- 5 v 5 with GKs.
- Game rules apply.

Coaching Points

- When, Where & Why would we dribble to penetrate?
- Safety vs. Risk.
- How do we do this in a game?
- Supporting options provided by the closest teammates.





★ U10 RECREATIONAL COACHING CURRICULUM ★

AGE GROUP: U9 or U10 players

TOPIC: Individually Creating & Finishing Chances

OBJECTIVES: Teach players how to create and finishing goal scoring opportunities. Improve players technically (dribbling, moves & finishing) to be able to beat defenders, create opportunities to score and finish calmly past goalkeepers.

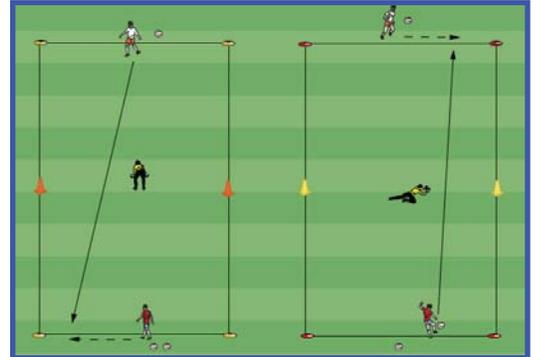
Warm Up Activity

Area: 10 x 20 yards with an 8 yard goal in the center.

Organization: Split players into three's, one ball per group. Place one player at either end and one player in goal. Each end line player has 5 shots. Player on opposite end line acts as a retriever when not shooting. Rotate GKs after they have received 10 shots. Add competition.

Coaching Points

- Driven / Instep Shot - Refer to techniques section.
- Inside of the foot shot - same as passing with the inside of the foot.
- General: remain balanced, step non-kicking foot inline with the ball, hips and shoulders should face target and follow through towards the target.



Small Sided Game

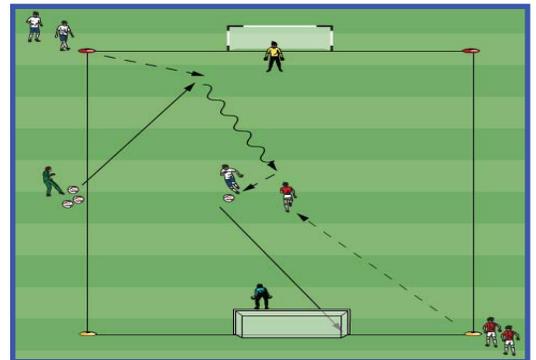
Area: 25 x 15 yards with two large goals.

Organization: Split players into two teams and place as shown. Coach starts the game by pass to one team. Play 1 v 1s to start.

Progression: If the attacker cannot beat the defender and get a shot off, they can pass backwards and join a teammate in to create 2 v 1.

Coaching Points

- Be aggressive, try to beat the defender to create a shooting opportunity.
- You only need to create half a yard to shoot.
- Choice of technique to shoot - power vs. accuracy.
- Finish rather than shoot.
- After adding a teammate, create a good supporting angle to receive & finish.



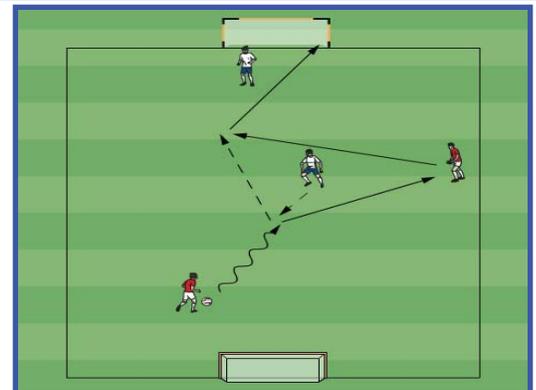
Expanded Game

Area: 25 x 15 yards with two goals.

Organization: 2 v 2 - 1. Split players into two teams of two. In possession teams have three field players, when defending one player must drop into the goal, which creates a 2 v 1 situation.

Coaching Points

- Decision in possession: penetrate or keep possession?
- Look for 1 v 1 situations and be aggressive. Look to beat the defender and create a goal scoring chance.
- 2 v 1 - good support angles. Pass the ball if your teammate is in a better situation than you to score.
- Choice of finishing surface - how far from goal, power vs. precision - look to finish past the goalkeeper rather than shoot the ball!



Game

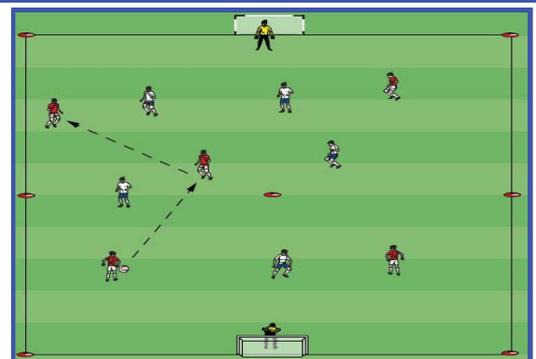
Area: 40 x 50 yards with two large goals.

Organization:

- Play 5 v 5 with GKs.
- Formation: 1 - 2 - 1 - 2 or 1 - 3 - 2.

Coaching Points

- Decision in possession: Penetrate or Keep Possession?
- Supporting angles and distances of players off the ball.
- Safety vs. Risk - decisions in possession in each half of the field.





★ U10 RECREATIONAL COACHING CURRICULUM ★

AGE GROUP: U9 or U10 players

TOPIC: Individually Creating & Finishing Chances

OBJECTIVES: Teach players how to create and finishing goal scoring opportunities. Improve players technically (dribbling, moves & finishing) to be able to beat defenders, create opportunities to score and finish calmly past goalkeepers.

Warm Up Activity

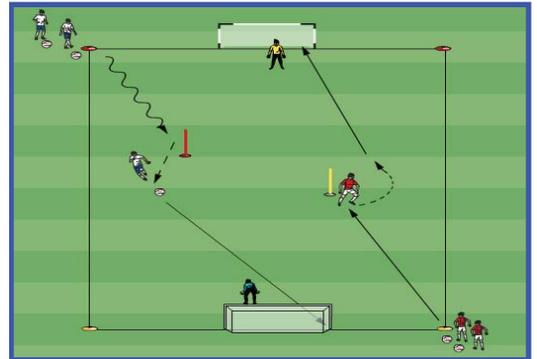
Area: 25 x 15 yards with two large goals and flags as shown.

Organization: Split players into two groups and place as shown.

1. Dribble at the flag, do a move and finish - rotate to opposite group.
2. Player 1 stands at the flag, player 2 passes to player 1 who turns and finishes. Shoot player rotates to next station. Passing player moves to the flag. Continue.

Coaching Points

- Dribbling and moves.
- Driven / Instep Shot - Refer to techniques section.
- Inside of the foot shot - same as passing with the inside of the foot.
- Turning techniques - inside and outside of the foot.



Small Sided Game

Area: 25 x 15 yards with two large goals.

Organization: Split players into two teams and place as shown. Game starts with a player from each team on the central flag. Teammate passes to player on the flag and starts the 1 v 1. If the attacking player cannot turn and score they can pass back to a teammate who can help them keep possession.

Progression: Teammate can join to create a 2 v 1 when ball is played back.

Coaching Points

- Be aggressive, try to beat the defender first.
- You only need to create half a yard to shoot.
- Choice of technique to shoot - power vs. accuracy. Finish rather than shoot.
- After adding a teammate, create a good supporting angle to receive & finish.



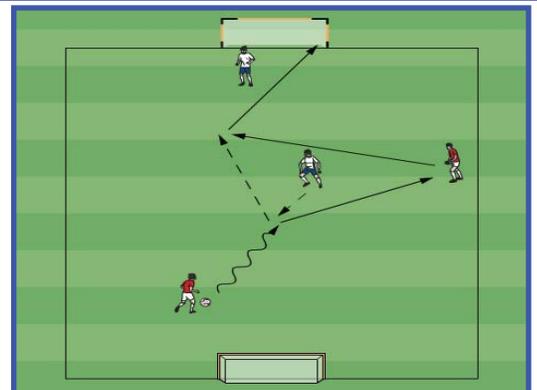
Expanded Game

Area: 25 x 15 yards with two goals.

Organization: 2 v 2 - 1. Split players into two teams of two. In possession teams have three field players, when defending one player must drop into the goal, which creates a 2 v 1 situation.

Coaching Points

- Decision in possession: penetrate or keep possession?
- Look for 1 v 1 situations and be aggressive. Look to beat the defender and create a goal scoring chance.
- 2 v 1 - good support angles. Pass the ball if your teammate is in a better situation than you to score.
- Choice of finishing surface - how far from goal, power vs. precision - look to finish past the goalkeeper rather than shoot the ball!



Game

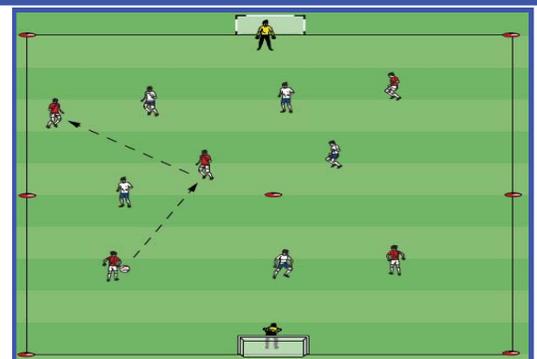
Area: 40 x 50 yards with two large goals.

Organization:

- Play 5 v 5 with GKs.
- Formation: 1 - 2 - 1 - 2 or 1 - 3 - 2.

Coaching Points

- Decision in possession: Penetrate or Keep Possession?
- Supporting angles and distances of players off the ball.
- Safety vs. Risk - decisions in possession in each half of the field.





★ U10 RECREATIONAL COACHING CURRICULUM ★

AGE GROUP: U9 or U10 players

TOPIC: Individually Creating & Finishing Chances

OBJECTIVES: Teach players how to create and finishing goal scoring opportunities. Improve players technically (dribbling, moves & finishing) to be able to beat defenders, create opportunities to score and finish calmly past goalkeepers.

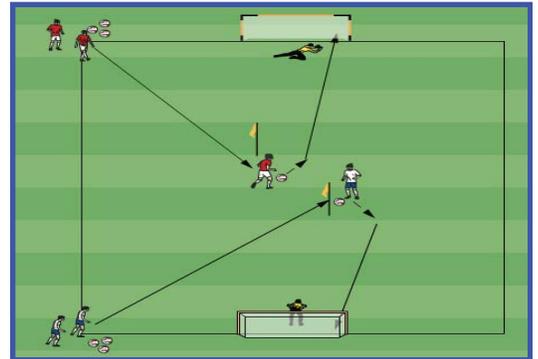
Warm Up Activity

Area: 25 x 15 yards with two large goals and flags as shown.

Organization: Split players into two groups and place as shown. Players receive the ball from a teammate around the flag and finish. Rotate to the flag after passing. After shooting rotate to the next group to pass.

Coaching Points

- Receiving touch - self pass, should prepare you to shoot.
- Driven / Instep Shot - Refer to techniques section.
- Inside of the foot shot - same as passing with the inside of the foot.
- Turning techniques - inside and outside of the foot.



Small Sided Game

Area: 25 x 15 yards with two large goals.

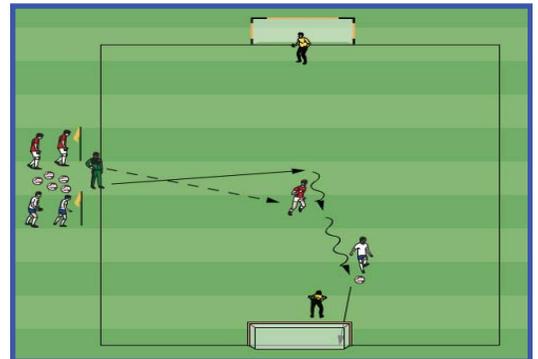
Organization: Split players into two teams and place as shown. Game starts when the coach passes the ball into the area. Play 1 v 1 to start. Players can score on either goal.

Progression 1: Attack and defend one goal.

Progression 2: Create a 2 v 1.

Coaching Points

- Be aggressive, try to beat the defender first.
- You only need to create half a yard to shoot.
- Choice of technique to shoot - power vs. accuracy. Finish rather than shoot.
- 2 v 1, create a good supporting angle to receive & finish.



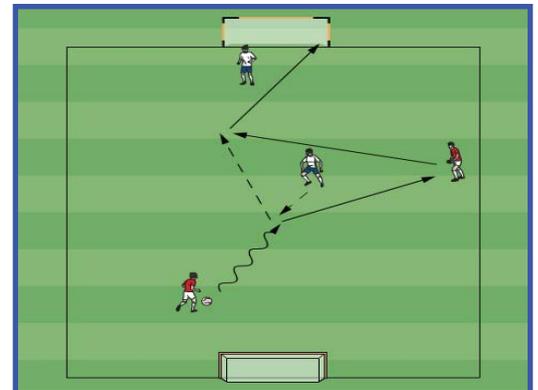
Expanded Game

Area: 25 x 15 yards with two goals.

Organization: 2 v 2 - 1. Split players into two teams of two. In possession teams have three field players, when defending one player must drop into the goal, which creates a 2 v 1 situation.

Coaching Points

- Decision in possession: penetrate or keep possession?
- Look for 1 v 1 situations and be aggressive. Look to beat the defender and create a goal scoring chance.
- 2 v 1 - good support angles. Pass the ball if your teammate is in a better situation than you to score.
- Choice of finishing surface - how far from goal, power vs. precision - look to finish past the goalkeeper rather than shoot the ball!



Game

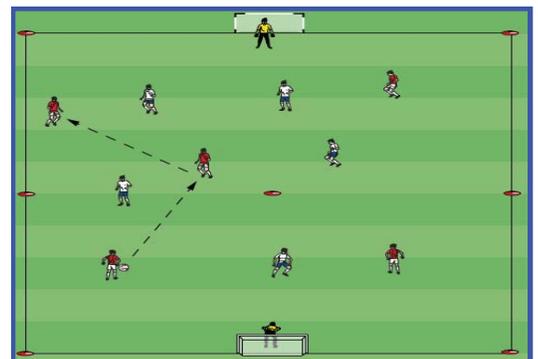
Area: 40 x 50 yards with two large goals.

Organization:

- Play 5 v 5 with GKs.
- Formation: 1 - 2 - 1 - 2 or 1 - 3 - 2.

Coaching Points

- Decision in possession: Penetrate or Keep Possession?
- Supporting angles and distances of players off the ball.
- Safety vs. Risk - decisions in possession in each half of the field.





★ U10 RECREATIONAL COACHING CURRICULUM ★

AGE GROUP: U9 or U10 players

TOPIC: Passing & Receiving for Possession (Support Play)

OBJECTIVES: Teach players how to pass the ball, receive the ball and provide support to the player in possession. Establish moments in the game (2 v 1, 2 v 2, 3 v 2 & 3 v 3) and work with players on decision of possession vs. penetration.

Warm Up Activity

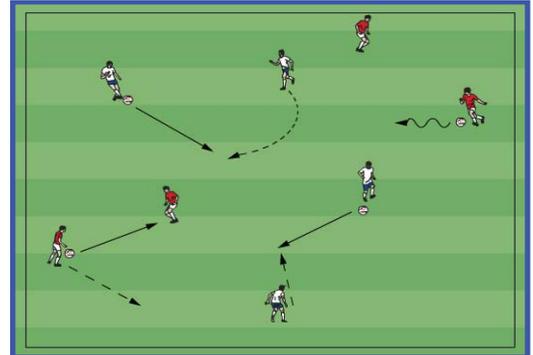
Area: 40 x 30 yards.

Organization: Split players into pairs, one ball per group.

1. Players pass the ball back and forth, stationary.
2. Players pass and move around the entire area.
3. Add competition - first to 10 passes wins, etc.

Coaching Points

- Passing Technique: weight and accuracy.
- Receiving Technique: Inside of foot across body and inside of foot away from body.
- Receive the ball to set you up for your second touch to be a pass.



Small Sided Game

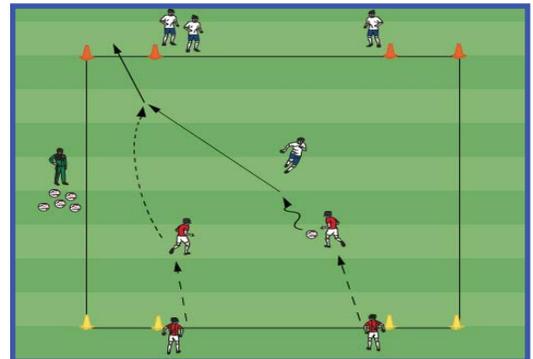
Area: 20 x 15 yards with four small goals, one in each corner.

Organization: Split players into two teams and place as shown. Coach starts the game by pass to one team, 2 players enter from the team which has possession, 1 player from the opposition. Teams score by passing through a corner goal.

Progression: If the defender wins the ball a teammate can enter to create 2 v 2.

Coaching Points

- Technique under pressure. Accuracy of pass, direction of receiving touch.
- Support from a teammate. Move into a passing lane where you can receive the ball. No pressure on the ball, support can be in advance. Light pressure, support can be to the side. High pressure, support behind.



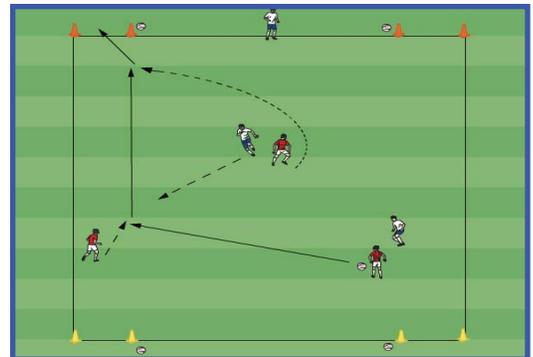
Expanded Game

Area: 20 x 25 yards with four small goals, one in each corner.

Organization: Split players into two teams and play 3 v 3 - 1. Each team defends and attacks 2 goals. Score by passing through a small goal. Rule: when your team doesn't have possession, one player drops off creating a 3 v 2.

Coaching Points

- Support from a teammate. Move into a passing lane where you can receive the ball. No pressure on the ball, support can be in advance. Light pressure, support can be to the side. High pressure, support behind.
- Movement of the players off the ball. Teammates should try to provide the player with the ball 2 supporting options.
- Decision in possession: penetrate or keep possession?



Game

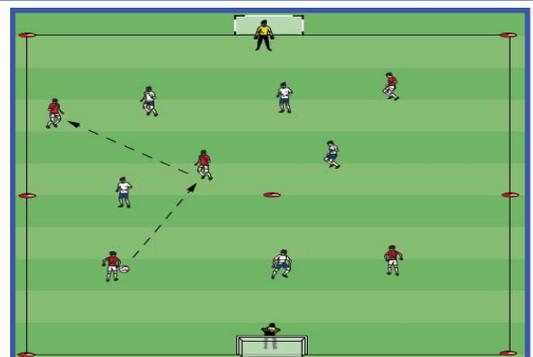
Area: 40 x 50 yards with two large goals.

Organization:

- Play 5 v 5 with GKs.
- Formation: 1 - 2 - 1 - 2 or 1 - 3 - 2.

Coaching Points

- Decision in possession: Penetrate or Keep Possession?
- Supporting angles and distances of players off the ball.
- Safety vs. Risk - decisions in possession in each half of the field.





★ U10 RECREATIONAL COACHING CURRICULUM ★

AGE GROUP: U9 or U10 players

TOPIC: Passing & Receiving for Possession (Support Play)

OBJECTIVES: Teach players how to pass the ball, receive the ball and provide support to the player in possession. Establish moments in the game (2 v 1, 2 v 2, 3 v 2 & 3 v 3) and work with players on decision of possession vs. penetration.

Warm Up Activity

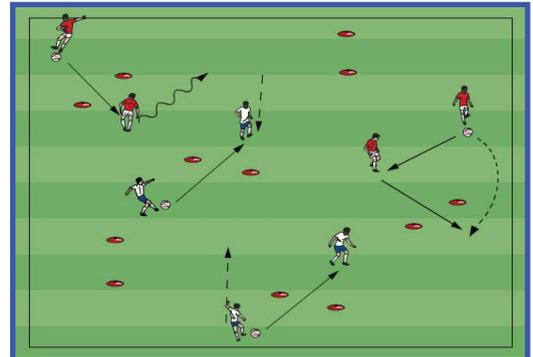
Area: 40 x 50 yards with small gates placed around the area.

Organization: Split players into pairs, one ball per pair.

1. Players find a gate and pass back and forth stationary.
2. Players pass and move around the area passing through different grids.
3. Add competition - number in a certain time, first to ten wins, etc.

Coaching Points

- Passing Technique: weight and accuracy.
- Receiving Technique: Inside of foot across body and inside of foot away from body.
- Receive the ball to set you up for your second touch to be a pass.



Small Sided Game

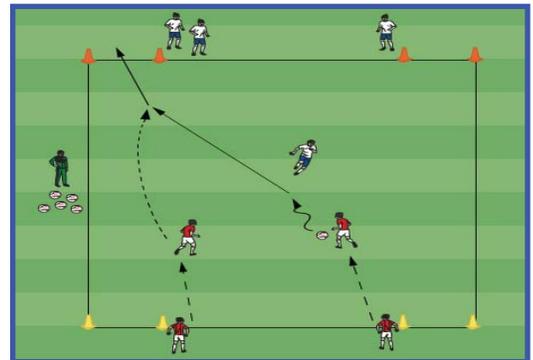
Area: 20 x 15 yards with four small goals, one in each corner.

Organization: Split players into two teams and place as shown. Coach starts the game by pass to one team, 2 players enter from the team which has possession, 1 player from the opposition. Teams score by passing through a corner goal.

Progression: If the defender wins the ball a teammate can enter to create 2 v 2.

Coaching Points

- Technique under pressure. Accuracy of pass, direction of receiving touch.
- Support from a teammate. Move into a passing lane where you can receive the ball. No pressure on the ball, support can be in advance. Light pressure, support can be to the side. High pressure, support behind.



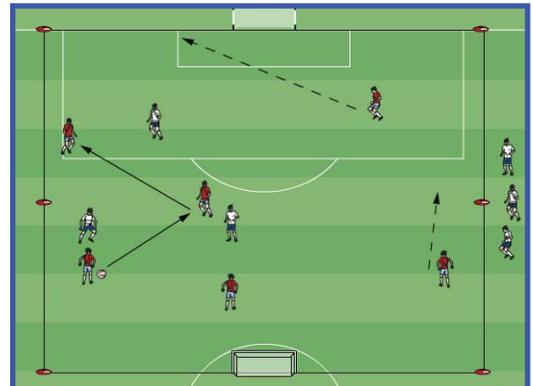
Expanded Game

Area: 40 x 50 yards with two large goals.

Organization: Split players into two teams of 6. Play 6 v 3, one team of 6 is designated to keep possession, the other team of 3 defends. 10 consecutive passes scores a goal for the team of 6, if the team of 3 wins the ball they score in a big goal. Play 2 minute games. Rotate roles of teams.

Coaching Points

- Support from a teammate. Move into a passing lane where you can receive the ball. No pressure on the ball, support can be in advance. Light pressure, support can be to the side. High pressure, support behind.
- Movement of the players off the ball. Teammates should try to provide the player with the ball 2 supporting options.
- Decision in possession: penetrate or keep possession?



Game

Area: 40 x 50 yards with two large goals.

Organization:

- Play 5 v 5 with GKs.
- Formation: 1 - 2 - 1 - 2 or 1 - 3 - 2.

Coaching Points

- Decision in possession: Penetrate or Keep Possession?
- Supporting angles and distances of players off the ball.
- Safety vs. Risk - decisions in possession in each half of the field.





★ U10 RECREATIONAL COACHING CURRICULUM ★

AGE GROUP: U9 or U10 players

TOPIC: Passing & Receiving for Possession (Support Play)

OBJECTIVES: Teach players how to pass the ball, receive the ball and provide support to the player in possession. Establish moments in the game (2 v 1, 2 v 2, 3 v 2 & 3 v 3) and work with players on decision of possession vs. penetration.

Warm Up Activity

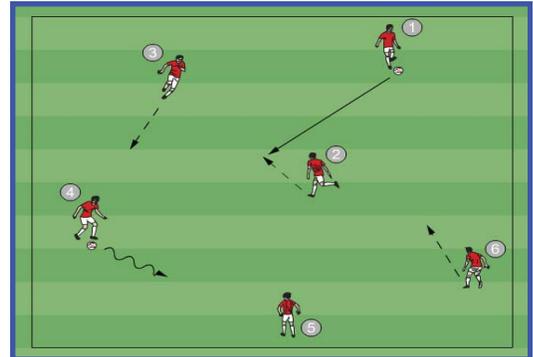
Area: 20 x 20 yards per group.

Organization: Split players into groups of six (max), number them 1 to 6.

1. Players pass in number order - 6 passes back to 1. Players should be in constant movement.
2. Change number order of pass.
3. Add a second soccer ball to increase difficulty.

Coaching Points

- Passing Technique: weight and accuracy.
- Receiving Technique: first touch takes you in the direction you want to pass.
- Vision / Awareness - where is your next pass. Who are you receiving from?



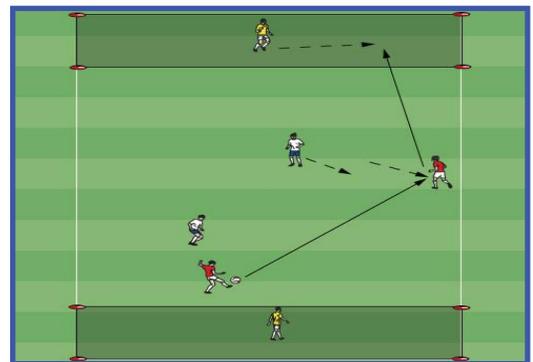
Small Sided Game

Area: 20 x 25 yards with two 5 yard end zones.

Organization: Split players into two teams of three players. Place two players in the center and one in an end zone as shown. End zone players act as neutrals creating a 4 v 2 for team in possession. Score a goal by moving the ball from one end zone to the other. Play for 2 mins max, then rotate players.

Coaching Points

- Technique under pressure. Accuracy of pass, direction of receiving touch.
- Support from a teammate. Move into a passing lane where you can receive the ball. No pressure on the ball, support can be in advance. Light pressure, support can be to the side. High pressure, support behind.
- Support from neutral player - find a passing lane to receive the ball.



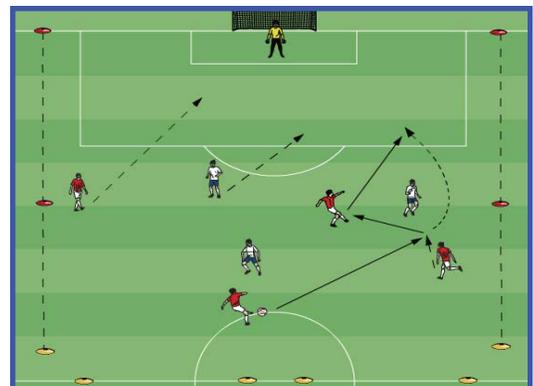
Expanded Game

Area: 40 x 35 yards with one large goal and three small goals.

Organization: Split players into two teams. One team plays with a GK and defends the big goal. The other team has four players and attacks the big goal, defending the three small goals.

Coaching Points

- Support from a teammate. Move into a passing lane where you can receive the ball. No pressure on the ball, support can be in advance. Light pressure, support can be to the side. High pressure, support behind.
- Movement of the players off the ball. Teammates should try to provide the player with the ball 2 supporting options.
- Decision in possession: penetrate or keep possession?
- Team with GK, utilize when in possession and create a 4 v 4.



Game

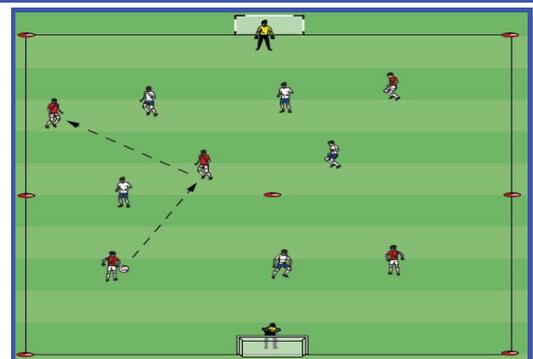
Area: 40 x 50 yards with two large goals.

Organization:

- Play 5 v 5 with GKs.
- Formation: 1 - 2 - 1 - 2 or 1 - 3 - 2.

Coaching Points

- Decision in possession: Penetrate or Keep Possession?
- Supporting angles and distances of players off the ball.
- Safety vs. Risk - decisions in possession in each half of the field.





★ U10 RECREATIONAL COACHING CURRICULUM ★

AGE GROUP: U9 or U10 players

TOPIC: Small Group Creating & Finishing Chances

OBJECTIVES: Teach groups of players (specifically 2s & 3s), how to create and finishing goal scoring opportunities. Improve players technically (passing, receiving & finishing) to be able to break down defenders in order to create opportunities to score and finish calmly past goalkeepers.

Warm Up Activity

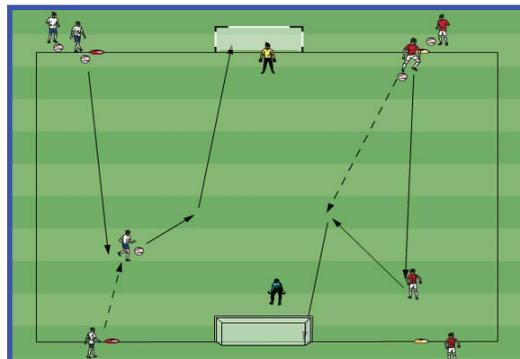
Area: 25 x 15 yards with two large goals and flags as shown.

Organization: Split players into two groups and place as shown. With the correct organization you can have two groups running at the same time.

1. Player 1 passes to Player 2 who prepares the ball and finishes.
2. Player 1 passes to Player 2 who lays the ball off for Player 1 to come onto and finish.

Coaching Points

- First Touch - Prepares ball to either be finished or set teammate for a shot.
- Driven / Instep Shot - Refer to techniques section.
- Inside of the foot shot - same as passing with the inside of the foot.



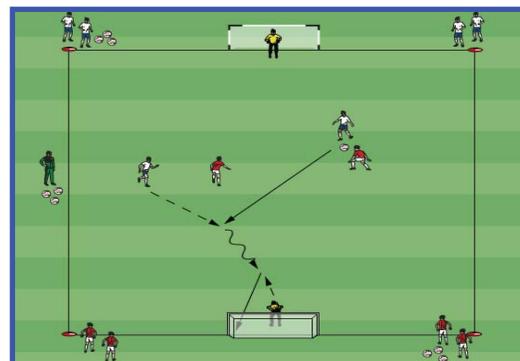
Small Sided Game

Area: 25 x 15 yards with two large goals.

Organization: 2 v 2 transition game. Split players into two teams and place as shown. Start by playing 2 v 2 in the center. When a team shoots and the ball goes over the end line or in the goal - defending team drops off the field, attacking team becomes the defending team and 2 new attacking players enter the field of play with a new ball.

Coaching Points

- Be aggressive, try to get to goal quickly either by passing or dribbling.
- You only need to create half a yard to shoot.
- Choice of technique to shoot - power vs. accuracy. Finish rather than shoot.
- Support angle from teammates.



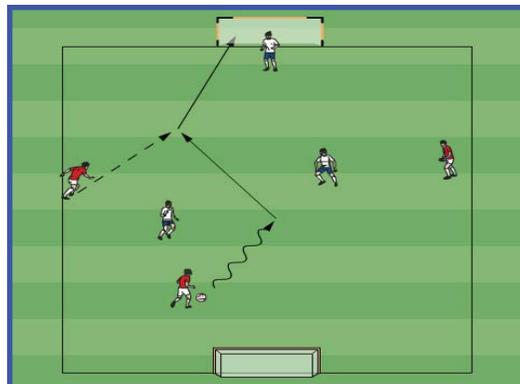
Expanded Game

Area: 25 x 15 yards with two goals.

Organization: 3 v 3 - 1. Split players into two teams of three. In possession teams have three field players, when defending one player must drop into the goal, which creates a 3 v 2 situation.

Coaching Points

- Decision in possession: penetrate or keep possession?
- 1 v 1 situations. Be aggressive, look to beat the defender and create a goal scoring chance.
- 2 v 1 situations. Provide good support angles. Pass the ball if your teammate is in a better situation than you to score.
- Choice of finishing surface - how far from goal, power vs. precision - look to finish past the goalkeeper rather than shoot the ball!



Game

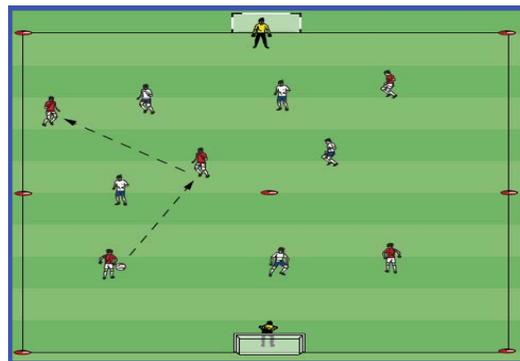
Area: 40 x 50 yards with two large goals.

Organization:

- Play 5 v 5 with GKs.
- Formation: 1 - 2 - 1 - 2 or 1 - 3 - 2.

Coaching Points

- Decision in possession: Penetrate or Keep Possession?
- Supporting angles and distances of players off the ball.
- Safety vs. Risk - decisions in possession in each half of the field.





★ U10 RECREATIONAL COACHING CURRICULUM ★

AGE GROUP: U9 or U10 players

TOPIC: Small Group Creating & Finishing Chances

OBJECTIVES: Teach groups of players (specifically 2s & 3s), how to create and finishing goal scoring opportunities. Improve players technically (passing, receiving & finishing) to be able to break down defenders in order to create opportunities to score and finish calmly past goalkeepers.

Warm Up Activity

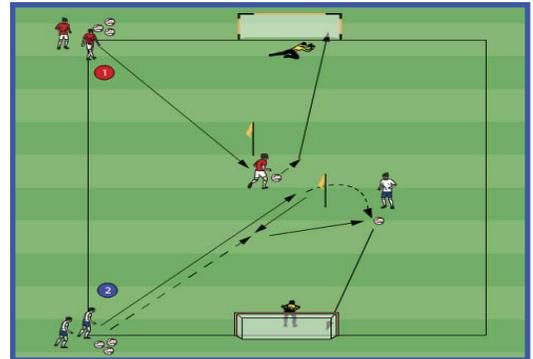
Area: 25 x 15 yards with two large goals and flags as shown.

Organization: Split players into two groups and place as shown. With the correct organization you can have two groups running at the same time.

1. Player 1 passes to Player 2 who prepares the ball and finishes.
2. Player 1 passes to Player 2 who lays the ball off for Player 1 to come onto and finish.

Coaching Points

- First Touch - Prepares ball to either be finished or set teammate for a shot.
- Driven / Instep Shot - Refer to techniques section.
- Inside of the foot shot - same as passing with the inside of the foot.



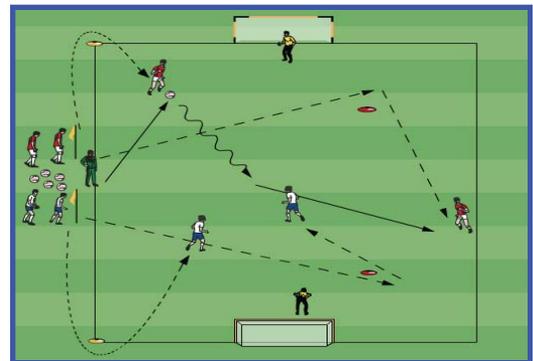
Small Sided Game

Area: 25 x 15 yards with two large goals with red and yellow cones as shown.

Organization: 2 v 2. Split players into two teams and place next to the coach as shown. Coach shouts 'GO', one player from each team runs around the yellow cone and a teammate around the red cone. Coach can pass the ball to either player to start the game.

Coaching Points

- Be aggressive, try to get to goal quickly either by passing or dribbling.
- Choice of technique to shoot - power vs. accuracy. Finish rather than shoot.
- Support angle from teammates.
- Try to isolate one defender to create either a 1 v 1 or 2 v 1 situation.
- Decision in possession: penetrate or keep possession?



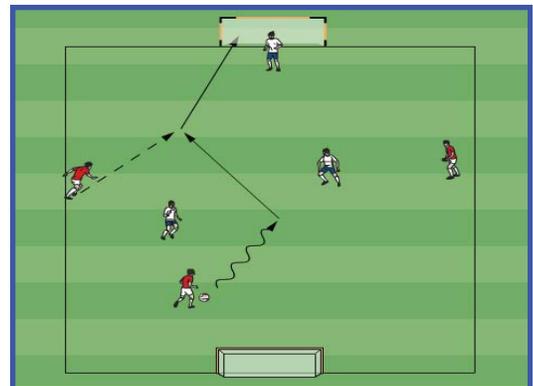
Expanded Game

Area: 25 x 15 yards with two goals.

Organization: 3 v 3 - 1. Split players into two teams of three. In possession teams have three field players, when defending one player must drop into the goal, which creates a 3 v 2 situation.

Coaching Points

- Decision in possession: penetrate or keep possession?
- 1 v 1 situations. Be aggressive, look to beat the defender and create a goal scoring chance.
- 2 v 1 situations. Provide good support angles. Pass the ball if your teammate is in a better situation than you to score.
- Choice of finishing surface - how far from goal, power vs. precision - look to finish past the goalkeeper rather than shoot the ball!



Game

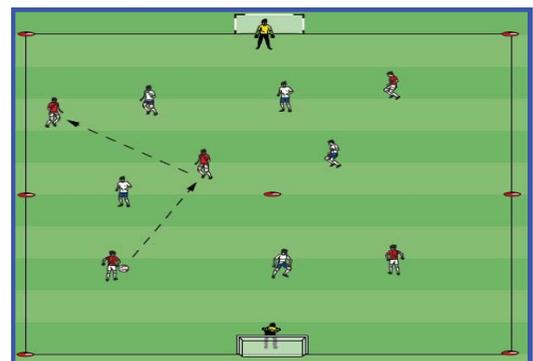
Area: 40 x 50 yards with two large goals.

Organization:

- Play 5 v 5 with GKs.
- Formation: 1 - 2 - 1 - 2 or 1 - 3 - 2.

Coaching Points

- Decision in possession: Penetrate or Keep Possession?
- Supporting angles and distances of players off the ball.
- Safety vs. Risk - decisions in possession in each half of the field.





★ U10 RECREATIONAL COACHING CURRICULUM ★

AGE GROUP: U9 or U10 players

TOPIC: Small Group Creating & Finishing Chances

OBJECTIVES: Teach groups of players (specifically 2s & 3s), how to create and finishing goal scoring opportunities. Improve players technically (passing, receiving & finishing) to be able to break down defenders in order to create opportunities to score and finish calmly past goalkeepers.

Warm Up Activity

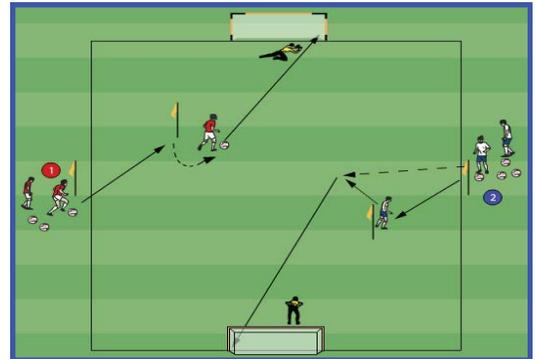
Area: 25 x 15 yards with two large goals and flags as shown.

Organization: Split players into two groups and place as shown. With the correct organization you can have two groups running at the same time.

1. Player 1 passes to Player 2 who prepares the ball and finishes.
2. Player 1 passes to Player 2 who lays the ball off for Player 1 to come onto and finish.

Coaching Points

- First Touch - Prepares ball to either be finished or set teammate for a shot.
- Driven / Instep Shot - Refer to techniques section.
- Inside of the foot shot - same as passing with the inside of the foot.



Small Sided Game

Area: 25 x 15 yards with two large goals.

Organization: Split players into two teams and place as shown. Game starts with a player from each team on the central flag. Teammate passes to player on the flag and joins creating a 2 v 1 situation. If the defending wins the ball they can pass back to a teammate and add them into the game, creating a 2 v 2.

Coaching Points

- Be aggressive, try to beat the defender first.
- You only need to create half a yard to shoot.
- Decision in possession: penetrate or keep possession?
- Choice of technique to shoot - power vs. accuracy. Finish rather than shoot.
- Supporting angle from teammate - in front, to the side or behind?



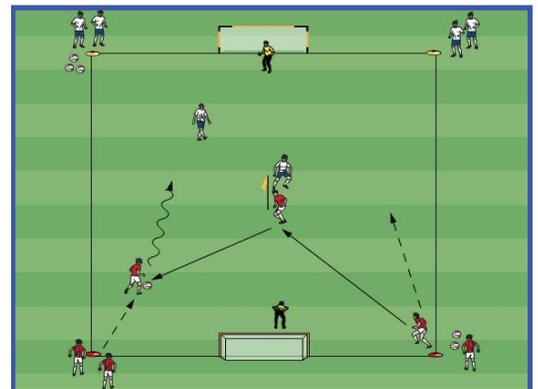
Expanded Game

Area: 30 x 25 yards with two goals.

Organization: Similar set up to above and rules as above. This time place players in each corner of the grid. Play starts with an entry ball and create a 3 v 2. If defending team wins the ball, they can add a player to create a 3 v 3.

Coaching Points

- Be aggressive, try to get to goal first.
- Try to isolate a defender and create either a 1 v 1 or 2 v 1 situation.
- Decision in possession: penetrate or possess? Who's in a better spot!
- Support angles from teammates. Pressure on the ball with determine whether you support the ball in front, to the side or behind.
- Choice of finishing surface - how far from goal, power vs. precision - look to finish past the goalkeeper rather than shoot the ball!



Game

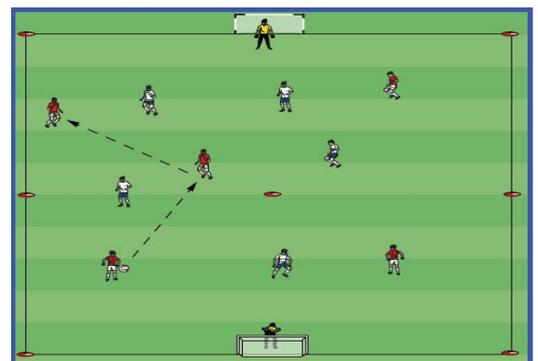
Area: 40 x 50 yards with two large goals.

Organization:

- Play 5 v 5 with GKs.
- Formation: 1 - 2 - 1 - 2 or 1 - 3 - 2.

Coaching Points

- Decision in possession: Penetrate or Keep Possession?
- Supporting angles and distances of players off the ball.
- Safety vs. Risk - decisions in possession in each half of the field.





★ U10 RECREATIONAL COACHING CURRICULUM ★

AGE GROUP: U9 or U10 players

TOPIC: Combination Play - Give & Go

OBJECTIVES: Teach players how to pass the ball, receive the ball and complete a 'Give & Go'. Establish moments in the game (2 v 1, 2 v 2 & 3 v 2) when plays can complete a 'Give & Go' to bypass a defender, while continuing to keep possession of the ball.

Warm Up Activity

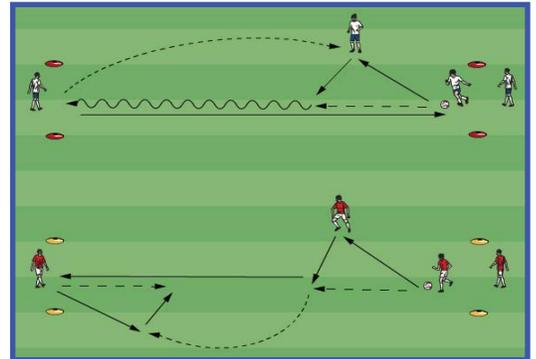
Area: 20 x 5 yards per group.

Organization: Split players into groups of four, one ball per group.

1. Player 1 passes to player 2 and supports. Player 2 receives and completes a give and go with player 1. After receiving player 2 dribbles to the start.
2. Player 1 passes to player 2 and supports. Player 2 receives and completes a give and go with player 1. After receiving player 2 passes to player 3 and completes another give and go. Continue.

Coaching Points

- Passing & Receiving Technique.
- Give & Go: Good supporting angle, with hips open. First pass is to feet. Change of pace into space. First time leading pass into players path.



Small Sided Game

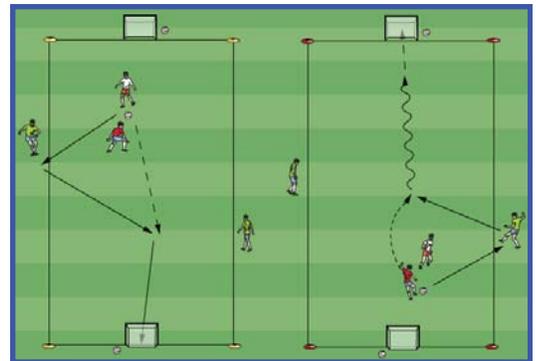
Area: 20 x 10 yards per group with two small goals.

Organization:

- Play 1 v 1 in the center of the grid.
- Place 1 neutral player on each side of the grid.
- Player in possession can use either neutral.

Coaching Points

- Passing & Receiving Technique.
- When to complete a give & go? Defender commits to pressuring straight.
- When to fake defender and dribble? Defender commits to cutting out a pass.
- If defender drops after first pass, change angle of support to possess.



Expanded Game

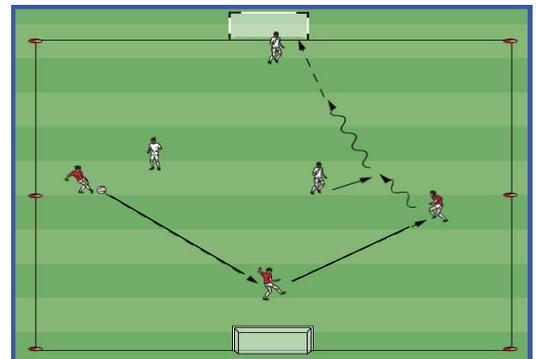
Area: 25 x 20 yards with two large goals.

Organization:

- Play 3 v 3, however, when a team does not have possession of the ball they must drop one player back into the goal and game becomes a 3 v 2.

Coaching Points

- Player with the ball should look to isolate one defender and create 2 v 1 situations.
- When to complete a give & go vs. go alone? What pressure is on the ball, what is the position of the defender and what is the position of your teammate?
- Support angle and distances.



Game

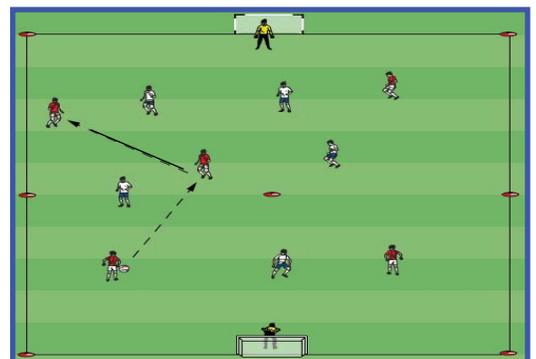
Area: 40 x 50 yards with two large goals.

Organization:

- Play 5 v 5 with GKs.
- Formation: 1 - 2 - 1 - 2 or 1 - 3 - 2.

Coaching Points

- Decision in possession: Penetrate or Keep Possession?
- Create even numbers or numbers up situations.
- Safety vs. Risk: Where should we look to penetrate?





★ U10 RECREATIONAL COACHING CURRICULUM ★

AGE GROUP: U9 or U10 players

TOPIC: Combination Play - Give & Go

OBJECTIVES: Teach players how to pass the ball, receive the ball and complete a 'Give & Go'. Establish moments in the game (2 v 1, 2 v 2 & 3 v 2) when plays can complete a 'Give & Go' to bypass a defender, while continuing to keep possession of the ball.

Warm Up Activity

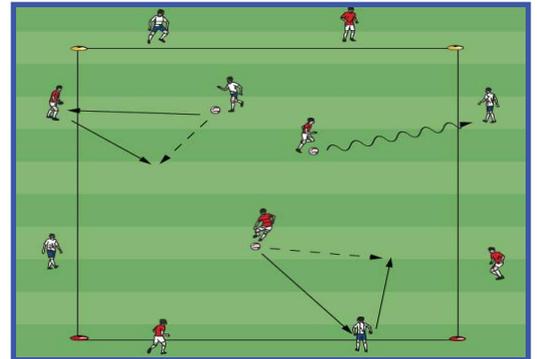
Area: 20 x 20 yards.

Organization: Place three players with soccer balls in the center of the grid, the remaining players spread even around the outside.

1. Players dribble to a side line player and switch with the outside player.
2. Players can either complete a give & go with an outside player or dribble & Switch. If they complete a give & go, the next action should be to switch with an outside player.

Coaching Points

- Dribbling, Passing & Receiving Technique.
- Give & Go: Good supporting angle, with hips open. First pass is to feet. Change of pace into space. First time leading pass into players path.



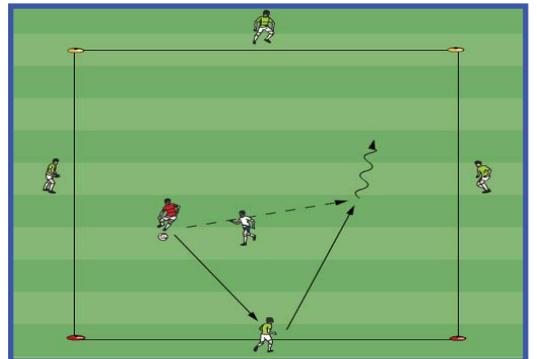
Small Sided Game

Area: 10 x 10 yards.

Organization: Place players into pairs. Place two pairs on the outside as shown and one in the middle. Pair in the middle play 1 v 1 against each other. Players on the outside act as neutrals. Play for 45 seconds before switch. Players score by completing either 6 consecutive passes or a give & go.

Coaching Points

- Passing & Receiving Technique.
- When to complete a give & go? Defender commits to pressuring straight.
- When to fake defender and dribble? Defender commits to cutting out a pass.
- If defender drops after first pass, change angle of support to possess.



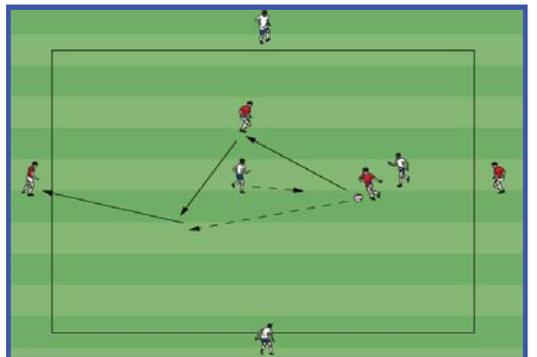
Expanded Game

Area: 20 x 20 yards.

Organization: Split players into two teams, place one on each side line (opposite) and two in the middle. Play 2 v 2 in the middle. Score a point by moving the ball from one sideline to the other. Give & Go receives an extra point.

Coaching Points

- Player with the ball should look to isolate a defender to create a 2 v 1.
- When to complete a give & go vs. go alone? What pressure is on the ball, what is the position of the defender and what is the position of your teammate?
- Support angle and distances.



Game

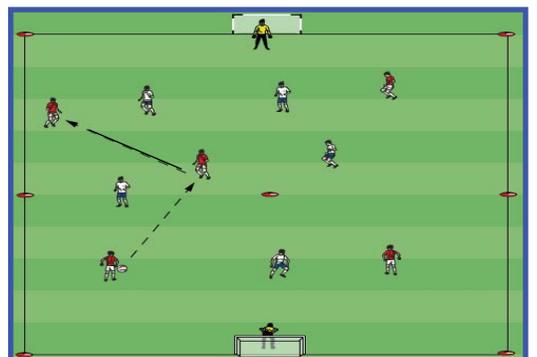
Area: 40 x 50 yards with two large goals.

Organization:

- Play 5 v 5 with GKs.
- Formation: 1 - 2 - 1 - 2 or 1 - 3 - 2.

Coaching Points

- Decision in possession: Penetrate or Keep Possession?
- Create even numbers or numbers up situations.
- Safety vs. Risk: Where should we look to penetrate?





★ U10 RECREATIONAL COACHING CURRICULUM ★

AGE GROUP: U9 or U10 players

TOPIC: Combination Play - Give & Go

OBJECTIVES: Teach players how to pass the ball, receive the ball and complete a 'Give & Go'. Establish moments in the game (2 v 1, 2 v 2 & 3 v 2) when plays can complete a 'Give & Go' to bypass a defender, while continuing to keep possession of the ball.

Warm Up Activity

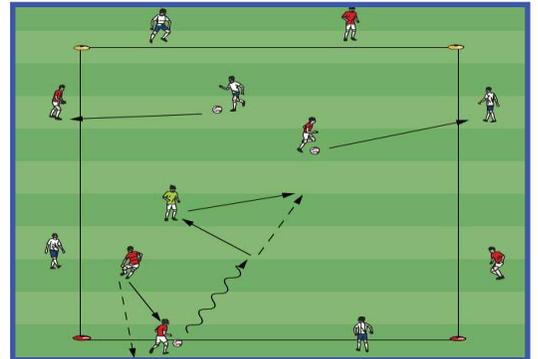
Area: 20 x 20 yards.

Organization: Place four players in the center of the grid, three with soccer balls. Remaining players spread evenly around the outside. Three options:

1. Players dribble to a side line player and switch with the outside player.
2. Pass out to a player on the side and switch.
3. Complete a give & go with the neutral player in the center of the grid before either passing or dribbling out.

Coaching Points

- Dribbling, Passing & Receiving Technique.
- Give & Go: Good supporting angle, with hips open. First pass is to feet. Change of pace into space. First time leading pass into players path.



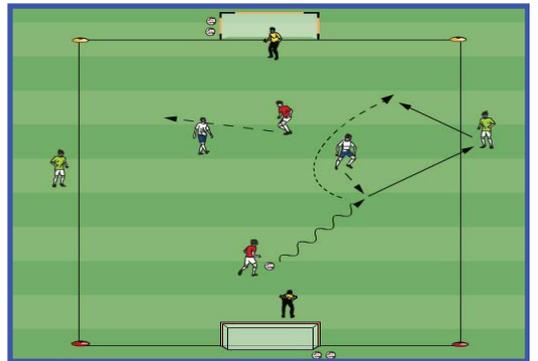
Warm Up Activity

Area: 25 x 20 yards with two large goals.

Organization: Place players into pairs. Place one pair on the outside as shown and two in the middle. Pairs in the middle play 2 v 2 against each other. Players on the outside act as neutrals. Play for 1 minute before switch. Goals are worth 1 point, goals after a give & go are worth 3!

Coaching Points

- Passing & Receiving Technique.
- When to complete a give & go? Defender commits to pressuring straight.
- When to fake defender and dribble? Defender commits to cutting out a pass.
- If defender drops after first pass, change angle of support to possess.



Expanded Game

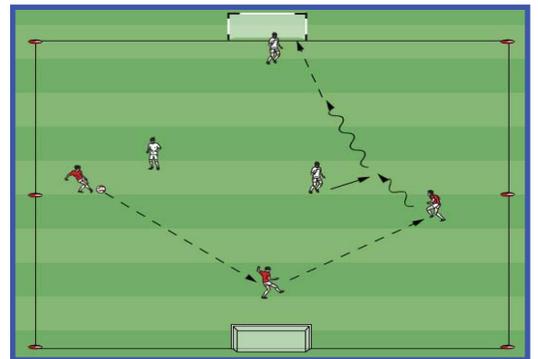
Area: 25 x 20 yards with two large goals.

Organization:

- Play 4 v 4, however, when a team does not have possession of the ball they must drop one player back into the goal and game becomes a 3 v 2.

Coaching Points

- Player with the ball should look to isolate one defender and create 2 v 1 situations.
- When to complete a give & go vs. go alone? What pressure is on the ball, what is the position of the defender and what is the position of your teammate?
- Support angle and distances.



Warm Up Activity

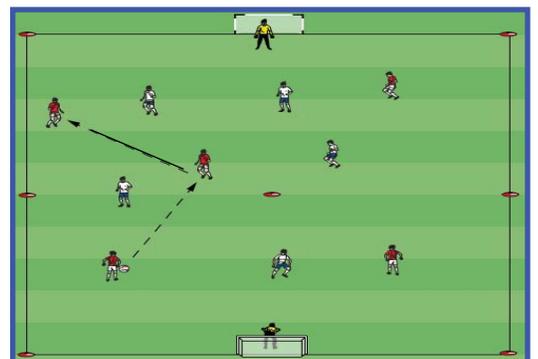
Area: 40 x 50 yards with two large goals.

Organization:

- Play 5 v 5 with GKs.
- Formation: 1 - 2 - 1 - 2 or 1 - 3 - 2.

Coaching Points

- Decision in possession: Penetrate or Keep Possession?
- Create even numbers or numbers up situations.
- Safety vs. Risk: Where should we look to penetrate?





★ U10 RECREATIONAL COACHING CURRICULUM ★

AGE GROUP: U9 or U10 players

TOPIC: Small Group Attacking - Fast Break Attacking

OBJECTIVES: Teach players how and when to finish from a fast breaking attack. Work on situations where the team can attack quickly from transitional situations and create break away moments.

Warm Up Activity

Area: 25 x 20 yards.

Organization: Split players into two teams, place teams as shown.

1. First three players run with the ball across the grid. As soon as the players get across the area the next three go.
2. Same as above, however, this time players cross and change dribbling lanes.

Coaching Points - Running with the Ball

- Kicking foot - toes pointed down and inward.
- Strike the middle of the ball with the outside of the laces, knee over the ball.
- Push the ball 2 to 3 yards in front and corner ground as quickly as possible.
- As you get close to opponent take small touches, bigger in open space.



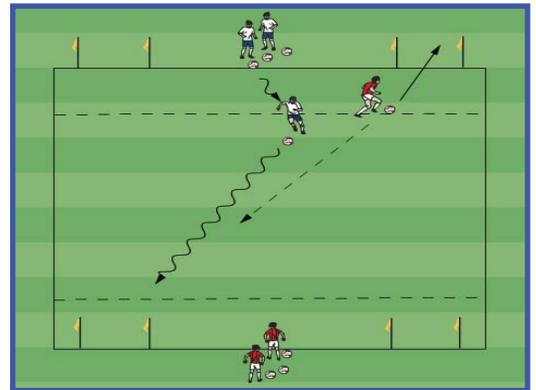
Small Sided Game

Area: 25 x 20 yards with four goals and a scoring line.

Organization: Place players into two teams and place as shown. Play 1 v 1 transition. Start game with one player dribbling and scoring. As soon as the player shoots the opposition player becomes an attacker and the shooter becomes a defender. Continue. Attacker must shoot from across the line.

Coaching Points

- Attack the space by running with the ball - be positive!
- Vision & awareness - identify the space that is most open.
- If the defender recovers, change direction to attack the direction (opposite goal).



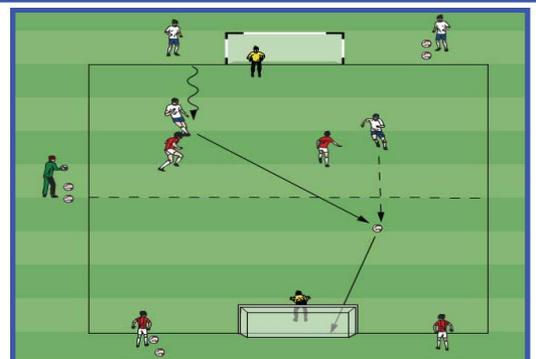
Expanded Game

Area: 25 x 20 yards with two large goals.

Organization: Place players into two teams and place as shown. Game is 2 v 2 transition with goalkeepers. When the attacker team shoots and the ball either goes into the goal or across the end line, the defending team drops off the field and two new players (from the same team) enter with a ball. The attacking team becomes the defending team.

Coaching Points

- Attack with speed - be positive!
- Who can get to goal quickest - player in possession with space opening up or player in advance with can be released with a pass.



Game

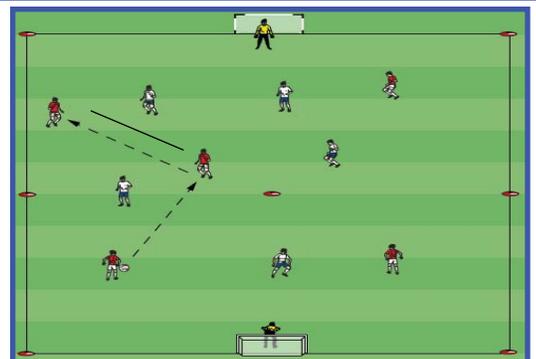
Area: 40 x 50 yards with two large goals.

Organization:

- Play 5 v 5 with GKs.
- Formation: 1 - 2 - 1 - 2 or 1 - 3 - 2.

Coaching Points

- As soon as you win the ball look to be positive and go to goal.
- Who can get to goal quickest?





★ U10 RECREATIONAL COACHING CURRICULUM ★

AGE GROUP: U9 or U10 players

TOPIC: Small Group Attacking - Fast Break Attacking

OBJECTIVES: Teach players how and when to finish from a fast breaking attack. Work on situations where the team can attack quickly from transitional situations and create break away moments.

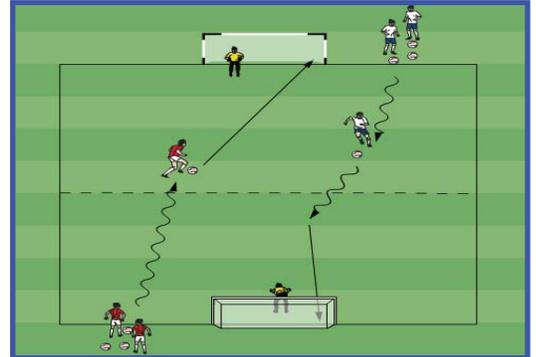
Warm Up Activity

Area: 25 x 20 yards with a half way line and two large goals.

Organization: Split players into two teams. Place players as shown. Players break to goal on the dribble, finish and then retrieve the ball and join the back of the opposite line.

Coaching Points

- Cover the ground in front of your as quickly as possible - run with the ball!
- Shorten steps and touches as you cross the half way line.
- Visions and awareness - where is the GK?
- Finish into a corner based on the GKs position.



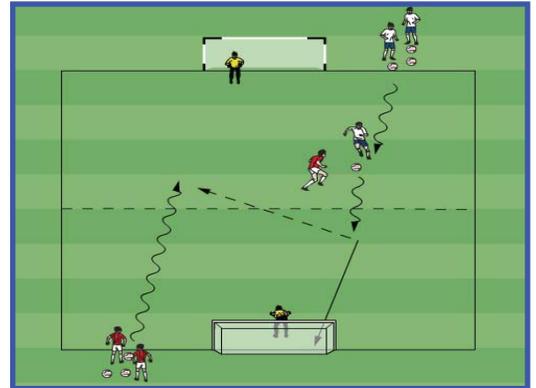
Small Sided Game

Area: 25 x 20 yards with a half way line and two large goals.

Organization: Place players into two teams and place as shown. Play 1 v 1 transition. Start game with one player dribbling and scoring. As soon as the player shoots the opposition player becomes an attacker and the shooter becomes a defender. Continue. Attacker must shoot from across the half way line.

Coaching Points

- Attack the space by running with the ball - be positive!
- Vision & awareness - identify the space that is most open and the position of the GK.
- Finish vs. Shoot!



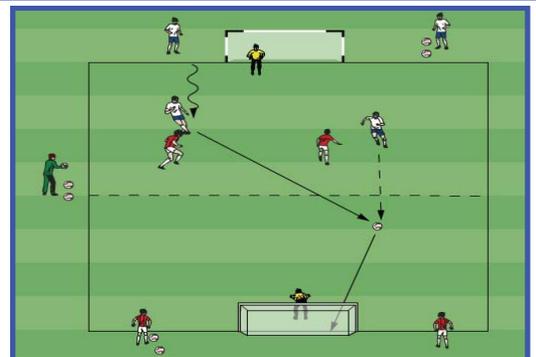
Expanded Game

Area: 25 x 20 yards with two large goals.

Organization: Place players into two teams and place as shown. Game is 2 v 2 transition with goalkeepers. When the attacker team shoots and the ball either goes into the goal or across the end line, the defending team drops off the field and two new players (from the same team) enter with a ball. The attacking team becomes the defending team.

Coaching Points

- Attack with speed - be positive!
- Who can get to goal quickest - player in possession with space opening up or player in advance with can be released with a pass.



Game

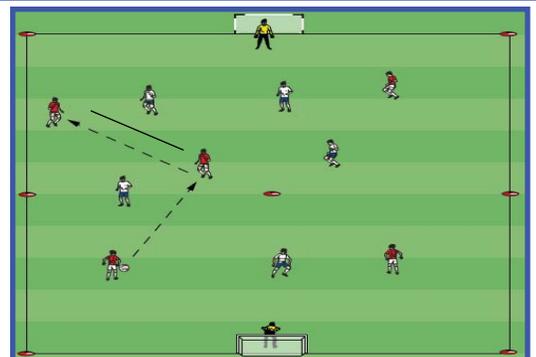
Area: 40 x 50 yards with two large goals.

Organization:

- Play 5 v 5 with GKs.
- Formation: 1 - 2 - 1 - 2 or 1 - 3 - 2.

Coaching Points

- As soon as you win the ball look to be positive and go to goal.
- Who can get to goal quickest?





★ U10 RECREATIONAL COACHING CURRICULUM ★

AGE GROUP: U9 or U10 players

TOPIC: Small Group Attacking - Fast Break Attacking

OBJECTIVES: Teach players how and when to finish from a fast breaking attack on a break away. Work on situations where the team can attack quickly from transitional situations and create scoring moments with small group combinations.

Warm Up Activity

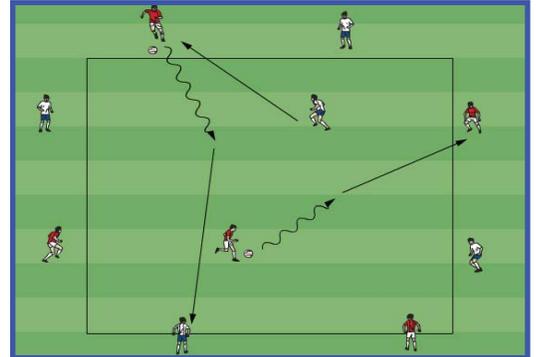
Area: 20 x 20 yards.

Organization: Split players into two teams, place 8 players around the outside of the area with soccer balls and the other players in the middle.

1. Players dribble and exchange balls with a player on the side line.
2. Players pass to a player on the outside and switch with them.
3. Combine with a player on the outside before dribbling and switching.

Coaching Points

- Running with the Ball.
- Passing Technique.
- Give & Go's.



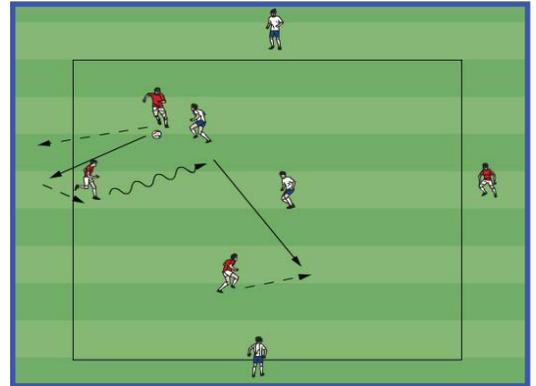
Small Sided Game

Area: 20 x 20 yards.

Organization: Place players into two teams of four players and place as shown. Play 2 v 2 in the middle with a teammate on opposite end lines. Teams score by moving the ball from one side of the grid to the other. When a player from the center passes to a player on the outside they switch with that player.

Coaching Points

- Attack the space by running with the ball - be positive!
- Vision & awareness - identify the space that is most open.
- Move the ball quickly - get the ball to the most open player (either inside or outside the grid) as quickly as possible.



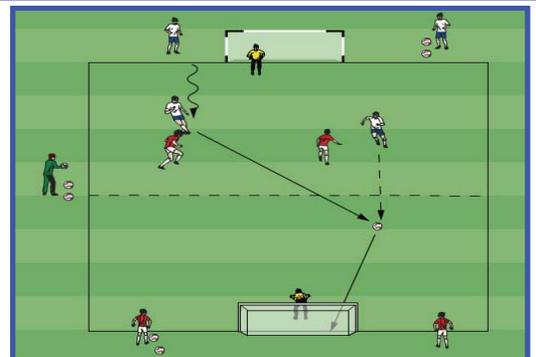
Expanded Game

Area: 25 x 20 yards with two large goals.

Organization: Place players into two teams and place as shown. Game is 2 v 2 transition with goalkeepers. When the attacker team shoots and the ball either goes into the goal or across the end line, the defending team drops off the field and two new players (from the same team) enter with a ball. The attacking team becomes the defending team.

Coaching Points

- Attack with speed - be positive!
- Who can get to goal quickest - player in possession with space opening up or player in advance with can be released with a pass.



Game

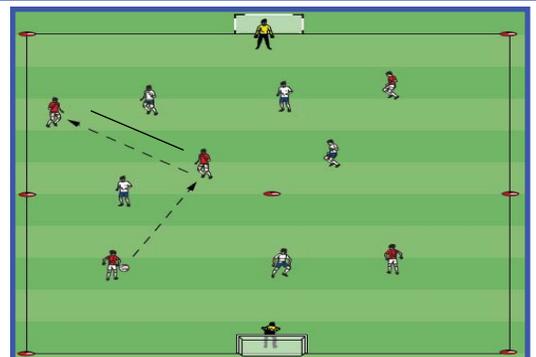
Area: 40 x 50 yards with two large goals.

Organization:

- Play 5 v 5 with GKs.
- Formation: 1 - 2 - 1 - 2 or 1 - 3 - 2.

Coaching Points

- Employ defensive techniques with the element of safety vs. risk.





★ U10 RECREATIONAL COACHING CURRICULUM ★

AGE GROUP: U9 or U10 players

TOPIC: Individual Defending - Pressuring from the front

OBJECTIVES: Teach players how and when to pressure an attacking player that is directly in front, the decision to tackle vs. delaying an opponent and correct tackling techniques.

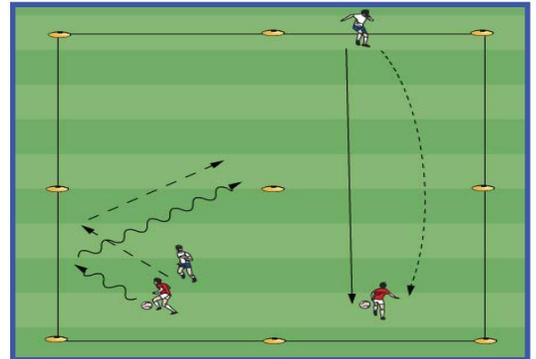
Warm Up Activity

Area: 20 x 5 yards per pair.

Organization: Split players pairs, one ball. White player passes to the red player and closes down to defend. The white player receives the ball and dribbles in zig zag towards the opposite end of the grid. The red player shadow defends back to their end line. Players should rotate roles each turn.

Coaching Points

- Speed of approach: close down quick & shorten steps 5-yards from attacker.
- Angle of approach: force the attacker in one direction by bending your run.
- Angle your body, with your front foot on one side of the ball.
- Balance on the balls of your feet, bend knees and get low.
- When changing direction, drop your front foot back and change direction.



Small Sided Game

Area: 15 x 10 yards per group with two small goals.

Organization: Place players as shown. Game starts with the attacker dribbling into the grid. Play 1 v 1 to the small goals. Players should after each turn.

Coaching Points

- Pressuring defending techniques as above.
- Decision to tackle vs. delay?
 - Attacker has the ball under control (close) - delay by jockeying (warm up)
 - Attacker makes a mistake - tackle - bad touch, lose of control.
- How to tackle?
 - Block with back foot (50-50 ball)
 - Poke with front foot (attacker is losing control)
 - Step in front and use body (attacker takes a big touch)



Expanded Game

Area: 25 x 20 yards with two large goals.

Organization:

- Play 3 v 3, however, when a team does not have possession of the ball they must drop one player back into the goal and game becomes a 3 v 2.

Coaching Points

- Who should pressure the ball? Closest player should apply pressure.
- Decision to delay vs. tackle? Individual same as above, however, how many attackers vs. defenders. Numbers down look to delay and wait for teammates.
- Choice of tackling technique.



Game

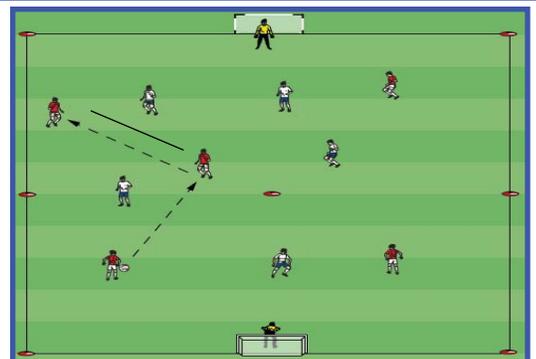
Area: 40 x 50 yards with two large goals.

Organization:

- Play 5 v 5 with GKs.
- Formation: 1 - 2 - 1 - 2 or 1 - 3 - 2.

Coaching Points

- Incorporate techniques highlighted in the session.
- Safety vs. Risk - take more risks to win the ball back closer to the opponents goal. Be more safe and patient near your own goal.





★ U10 RECREATIONAL COACHING CURRICULUM ★

AGE GROUP: U9 or U10 players

TOPIC: Individual Defending - Pressuring from behind

OBJECTIVES: Teach players how and when to pressure an attacking player from behind, the decision to intercept vs. delaying an opponent and correct tackling techniques.

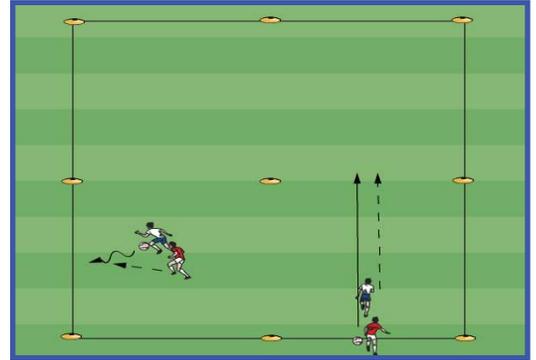
Warm Up Activity

Area: 20 x 5 yards per pair.

Organization: Split players pairs, one ball. Red player stands behind the white player. Red player pass the ball through the legs of the white player who attempts to retrieve the ball, turn and dribble across the line behind. Red attempts to stop this and counter by dribbling across the opposite end line.

Coaching Points

- Speed of approach: close down quick & shorten steps 5-yards from attacker.
- Angle of approach: straight - quickest line from A to B.
- Angle your body, with your front foot on one side of the attacker, the other in line with the ball and arm on the attackers back to feel movement.
- Wait for a mistake before stepping in with front foot to win the ball.



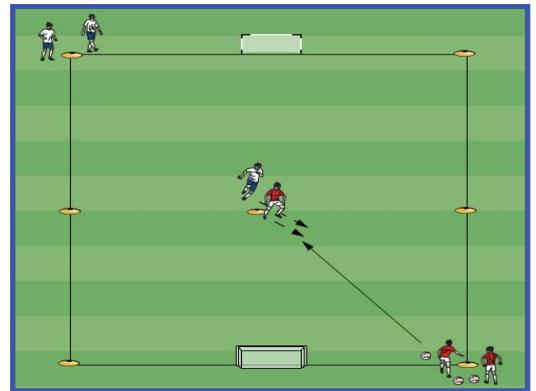
Small Sided Game

Area: 15 x 10 yards per group with two small goals.

Organization: Place players as shown with one player from each team in the center. Game starts with a ball being played into a central player. Reds score in the north goal, whites in the south.

Coaching Points

- Pressuring defending techniques as above.
- First option is to intercept the ball - try to read the pass, get in front of the attacker and nick the ball.
- Second, is not to let the attacker turn, apply pressure to attackers back and force them to play back ward.
- Third, when the do try to turn read the direction and step in to win the ball.
- Forth, player turns and you have to delay until they make a mistake.



Expanded Game

Area: 25 x 20 yards with two large goals.

Organization:

- Play 3 v 3, however, when a team does not have possession of the ball they must drop one player back into the goal and game becomes a 3 v 2.

Coaching Points

- When in a situation when you are apply pressure from behind, utilize the techniques highlighted above.
- Safety vs. Risk - near your own goal be patient and wait for mistakes. When near opponents goal try to incorrec passes.



Game

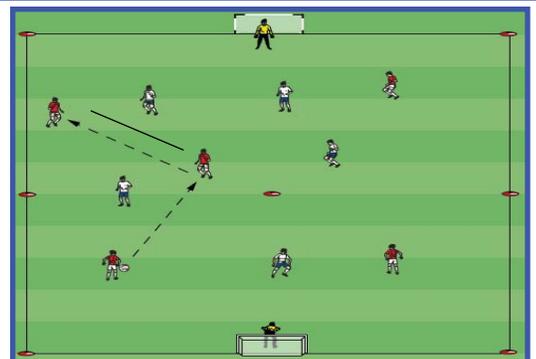
Area: 40 x 50 yards with two large goals.

Organization:

- Play 5 v 5 with GKs.
- Formation: 1 - 2 - 1 - 2 or 1 - 3 - 2.

Coaching Points

- Employ defensive techniques with the element of safety vs. risk.





★ U10 RECREATIONAL COACHING CURRICULUM ★

AGE GROUP: U9 or U10 players

TOPIC: Individual Defending - Pressuring from the side

OBJECTIVES: Teach players how and when to pressure an attacking player from the side, how to channel the opposition to one side, the decision to intercept vs. delaying an opponent and correct tackling techniques.

Warm Up Activity

Area: 15 x 10 yards.

Organization: Split players pairs, one ball. Each pair should position themselves on the side line. Players start on opposite sides of the cone. The player with the ball is trying to touch the cone in front or the cone behind with the soccer ball before the defender can get there. Play for 30 secs, then switch

Coaching Points

- Face the same direct as your opponent.
- Get within touching distance.
- Use the arm closest to the opponent to feel and apply pressure.
- Eyes on the ball.
- Change direction quickly when the opponent turns.



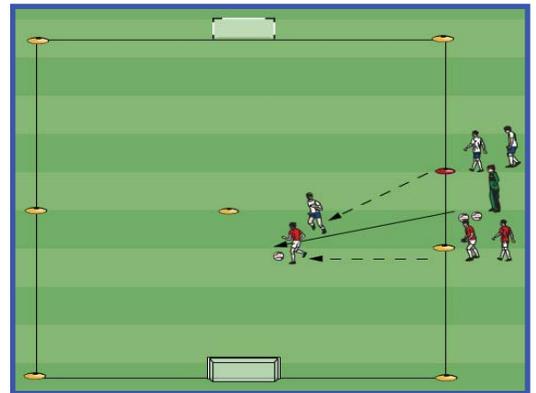
Small Sided Game

Area: 15 x 10 yards per group with two small goals.

Organization: Place players into two teams and place as shown. Teams attack and defend one goal. Coach starts the game by pass into the area. Players play 1 v 1.

Coaching Points

- Apply all the principles applied above.
- Wait for a bad touch or reading that the opponent is going to turn before using your body to step across the attacker and gain control of the ball.



Expanded Game

Area: 25 x 20 yards with two large goals.

Organization:

- Play 3 v 3, however, when a team does not have possession of the ball they must drop one player back into the goal and game becomes a 3 v 2.

Coaching Points

- Read situations when the opponent is on your side and apply all principles outlined in Stage 1 and 2 of the practice.
- Decision to stay on the attackers side vs. recover and get in front of them, in-between the ball and the goal you are defending.
- Safety vs. Risk - near your own goal be patient and wait for mistakes. When near opponents goal try to incorrect passes.



Game

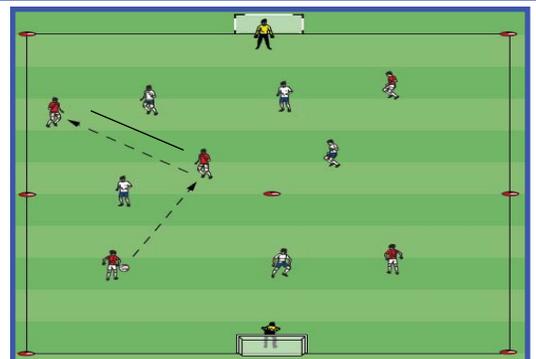
Area: 40 x 50 yards with two large goals.

Organization:

- Play 5 v 5 with GKs.
- Formation: 1 - 2 - 1 - 2 or 1 - 3 - 2.

Coaching Points

- Employ defensive techniques with the element of safety vs. risk.





★ U10 RECREATIONAL COACHING CURRICULUM ★

AGE GROUP: U9 or U10 players

TOPIC: Small Group Defending

OBJECTIVES: Teach players the principles of pressure and cover defending. How to, who should and when should a player(s) provide cover for the pressuring player as well as the transition between roles; pressure to cover and cover to pressure.

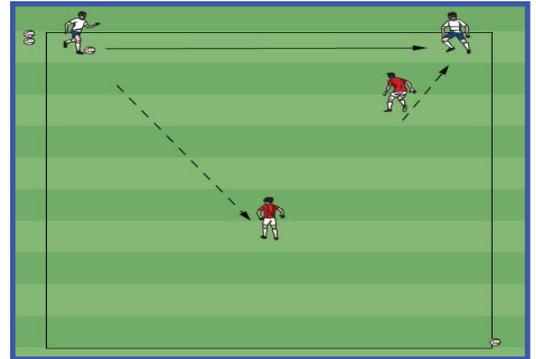
Warm Up Activity

Area: 8 x 8 yards.

Organization: Place players into pairs and group two pairs together. Place one group on one end line and the other in the center of the area. Players on the end line pass the ball back and forth. The player receiving the ball must wait for the pressuring player to get close before passing to their teammate. Complete 10 passes then switch roles.

Coaching Points

- Pressure defending technique - just apply pressure do not try to win the ball.
- Cover Defending: Angle, play off teammate's shoulder. Distance, should be based on the pressure on the ball - closer the pressure = closer the cover. Body shape, should be able to see the attacker off the ball and the ball.



Small Sided Game

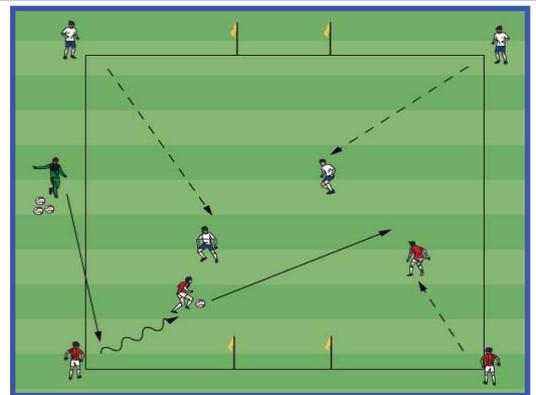
Area: 15 x 10 yards per group with two small goals.

Organization:

• Place players into two teams and place as shown. Teams attack and defend one goal. Coach starts the game by pass into the area. Players play 2 v 2.

Coaching Points

- Pressure defending technique.
- Who pressures the ball - closest player to the ball should apply pressure.
- Covering player:
 - Angle - be able to stop a split pass and be in a position to transition to pressure should your teammate get beat on the dribbling.
 - Distance - closer the pressure = closer cover.
 - Body Shape - see the player with the ball and off the ball.



Expanded Game

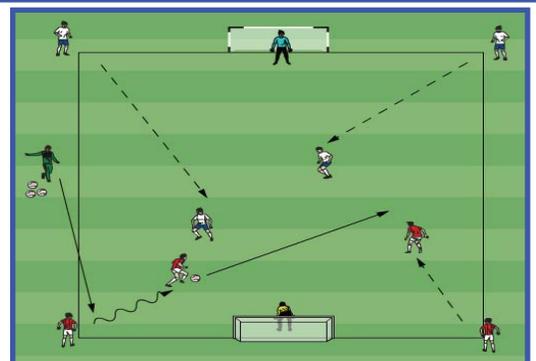
Area: 25 x 20 yards with two large goals.

Organization:

• Play 2 v 2 with a GK. Coach starts the ball as above.

Coaching Points

- Apply principles outline above.
- Transition from covering to pressure - if a player either dribbles or receives a pass into the zone in front of the covering player that player should then apply pressure.
- Transition from pressure to cover - if you get beat by a player or the player you were pressuring passes the ball to a teammate look to drop off and provide cover.



Game

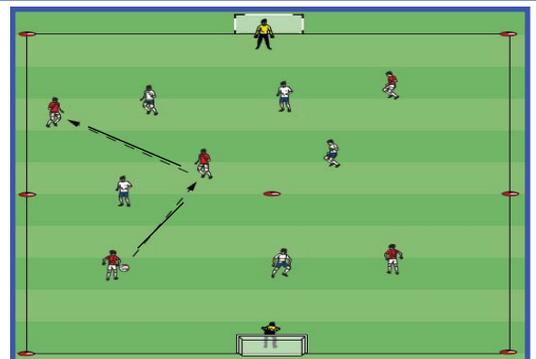
Area: 40 x 50 yards with two large goals.

Organization:

- Play 5 v 5 with GKs.
- Formation: 1 - 2 - 1 - 2 or 1 - 3 - 2.

Coaching Points

- Employ defensive techniques with the element of safety vs. risk.





★ U10 RECREATIONAL COACHING CURRICULUM ★

AGE GROUP: U9 or U10 players

TOPIC: Small Group Defending

OBJECTIVES: Teach players the principles of pressure and cover defending. How to, who should and when should a player(s) provide cover for the pressuring player as well as the transition between roles; pressure to cover and cover to pressure.

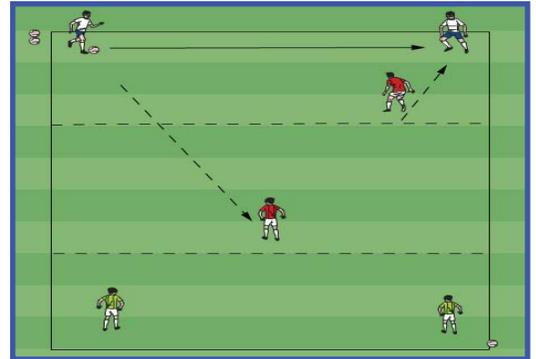
Warm Up Activity

Area: 12 x 8 yards split into three zones.

Organization: Place players into pairs and place a pair of players into each zone. Pairs in the end zones are try to pass to players in the opposite end zone to score a point, they can play passes between each other before attempting this. Players in the middle zone are trying to intercept the pass, this gets them a point. First to 5 points wins, then rotate the pairs.

Coaching Points

- Pressure defending technique - just apply pressure do not try to win the ball.
- Cover Defending: Angle, play off teammate's shoulder. Distance, should be based on the pressure on the ball - closer the pressure = closer the cover. Body shape, should be able to see the attacker off the ball and the ball.



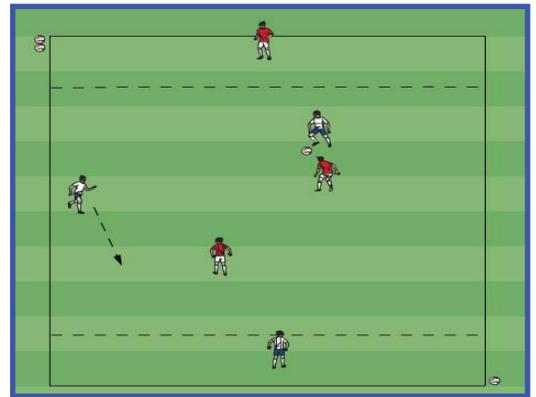
Small Sided Game

Area: 15 x 10 yards with two 3 yard end zones as shown.

Organization: Place players into two teams, place two players in the center and one player in the end zone. Teams score by passing to their teammate in the end zone.

Coaching Points

- Pressure defending technique.
- Who pressures the ball - closest player to the ball should apply pressure.
- Covering player:
 - Angle - be able to stop a split pass and be in a position to transition to pressure should your teammate get beat on the dribbling.
 - Distance - closer the pressure = closer cover.
 - Body Shape - see the player with the ball and off the ball.



Expanded Game

Area: 30 x 25 yards with two large goals.

Organization: Play 4 v 4 with a GK. One group of four players rests. Play a two minute game then rotate one team off.

Coaching Points

- Apply principles outline above.
- Transition from covering to pressure - if a player either dribbles or receives a pass into the zone in front of the covering player that player should then apply pressure.
- Transition from pressure to cover - if you get beat by a player or the player you were pressuring passes the ball to a teammate look to drop off and provide cover.



Game

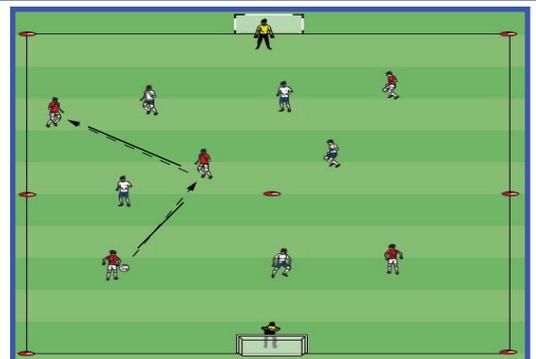
Area: 40 x 50 yards with two large goals.

Organization:

- Play 5 v 5 with GKs.
- Formation: 1 - 2 - 1 - 2 or 1 - 3 - 2.

Coaching Points

- Employ defensive techniques with the element of safety vs. risk.





★ U10 RECREATIONAL COACHING CURRICULUM ★

AGE GROUP: U9 or U10 players

TOPIC: Small Group Defending

OBJECTIVES: Teach players the principles of pressure and cover defending. How to, who should and when should a player(s) provide cover for the pressuring player as well as the transition between roles; pressure to cover and cover to pressure.

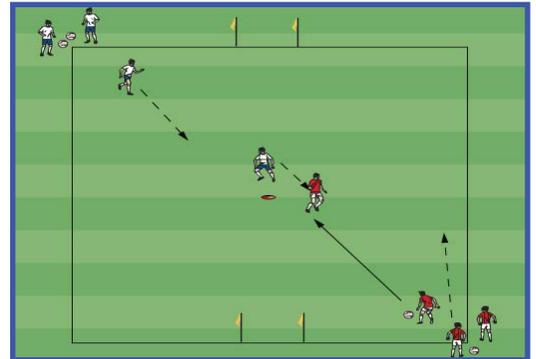
Warm Up Activity

Area: 15 x 10 yards with two small goals and a cone in the center.

Organization: Place players into two teams and place as shown. Activity starts with a player from each team on the center cone. Ball is played in to the attacker in the center, on that pass the game starts and a player from each corner joins to play 2 v 2. Rotate who attacks and defends. Game is over when a goal is scored or the ball goes out of bounds. Restart the same way.

Coaching Points

- Pressure - apply pressure and try not to let the attacker turn.
- Cover Defending: Angle, play off teammates shoulder. Distance, should be based on the pressure on the ball - closer the pressure = closer the cover. Body shape, should be able to see the attacker off the ball and the ball.



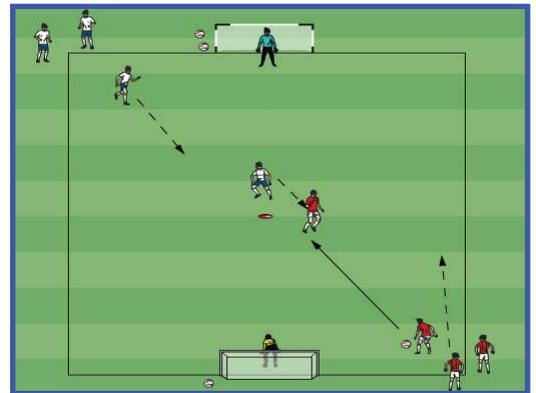
Small Sided Game

Area: 20 x 15 yards with two large goals and a cone in the center.

Organization: Same activity as above, however, now there are large goals and a GK.

Coaching Points

- Pressure defending technique.
- Who pressures the ball - closest player to the ball should apply pressure.
- Covering player:
 - Angle - be able to stop a split pass and be in a position to transition to pressure should your teammate get beat on the dribbling.
 - Distance - closer the pressure = closer cover.
 - Body Shape - see the player with the ball and off the ball.



Expanded Game

Area: 30 x 25 yards with two large goals.

Organization: Play 4 v 4 with a GK. One group of four players rests. Play a two minute game then rotate one team off.

Coaching Points

- Apply principles outline above.
- Transition from covering to pressure - if a player either dribbles or receives a pass into the zone in front of the covering player that player should then apply pressure.
- Transition from pressure to cover - if you get beat by a player or the player you where pressuring passes the ball to a teammate look to drop off and provide cover.



Game

Area: 40 x 50 yards with two large goals.

Organization:

- Play 5 v 5 with GKs.
- Formation: 1 - 2 - 1 - 2 or 1 - 3 - 2.

Coaching Points

- Employ defensive techniques with the element of safety vs. risk.

