



# HUDSON YOUTH SOCCER

## U10 Coaches Manual



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### U10 Weekly Guidelines

#### Week 1:

##### *Introductions*

##### *Basic Foot Skills – Dribbling*

##### *Stopping the ball with the inside of foot & sole of foot*

Fun Games (Example: Red Light Green Light, Follow the leader, Fox and Farmer, Sharks and Minnows) Watch the children to see what their abilities already are.

##### *Coaching Points:*

- Soft little touches
- Keep the ball close
- Use both feet
- Keep head up

##### *Passing& Receiving*

Basic passing with inside of the foot and receiving with the inside of the foot Fun Games (Example: Pairs Passing, Passing through gates, Zig Zag, Passing by numbers)

##### *Coaching Points:*

###### Passing

- Ankle locked
- Plant foot pointed at target
- Kick with inside of foot
- Concentrate on center of ball
- Follow through towards target

###### Receiving

- Ankle locked
- Use inside of the foot
- Make soft contact with ball
- Concentrate on center of ball

#### Week 2:

##### *Reinforce Foot Skills and Passing*

##### *Introduce Shooting*

Basic shooting using laces. Fun Games (Example: Run and Shoot, Numbers game with Goals)

##### *Coaching Points:*

- Keep toe pointed down
- Ankle locked
- Place plant foot beside ball
- Strike ball with shoelaces
- Strike center of ball
- Follow through



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**Week 3:**        *Reinforce Foot Skills, Passing, Shooting*  
*Introduce Throw-Ins and Heading*

***Coaching Points Throw-Ins:***

- Two hands on ball
- Both feet on the ground
- Ball must start behind the head
- Teach players to say “Feet, Neck Throw”

***Coaching Points Heading:***

- Keep eyes on the ball
- Both feet on the ground knees bent
- Strike ball with forehead
- Concentrate on ball placement

**Week 4:**        *Reinforce Foot Skills, Passing, Shooting, Throw-Ins*  
*Introduce Positions (offense & defense)*  
Fun Games. Repeat fun games from previous weeks and add new ones.  
Introduce concepts of positions (offense and defense)

***Coaching Points:***

- Explain concept of offense and defense
- Stay spread out
- Use open space

**Week 5:**        *Reinforce Foot Skills, Passing, Shooting, Throw-Ins,*  
*Positions (offense & defense)*  
*Introduce Goal kicks and Corner kicks*

***Coaching Points (Goal Kick)***

- Only Goal Keeper should be doing the goal kicks
- Goal Keepers should kick the ball out wide to the sides of the field
- Keep the ball away from the middle
- Teach teammates to quickly run out wide to get open
- Teach Goal Keeper to direct players to run out wide to get open
- Teach kicking technique: Toe down, use laces, get under the ball.

***Coaching Points (Corner Kick)***

- On corner kicks have the outside forwards (wings) take the kick. If kick is on the right side have the right side forward take the kick
- Teach the kicker to aim for about 5-10 yds in front of the goal
- Start with forwards in front of the goal with one player close to the kicker if in case the kick is short



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- As time goes on start to teach the forwards to start at the top of the penalty area and move towards the goal just before the ball is kicked.
- Everyone should be moving toward the goal.



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**Week 6:** *Reinforce Foot Skills, Passing, Shooting, Throw-Ins, Positions (offense & defense), Goal Kicks and Corner Kicks Introduce Goal Keeper Technique*

### *Coaching Points*

- Teach basic stance: Hands in “W” formation, knees bent hands up, player on balls of their feet
- Teach them to come out of the net toward the ball to cut down the angle.
- Teach the basket catch
- Teach ball distribution, rolling ball to teammate
- Force them to distribute ball out side of penalty area wide not up the middle.
- After the save have them run up to the top of the penalty area before distributing the ball
- Goal Keeper should take all Goal Kicks

**Week 7&8: TEAM WORK**  
Reinforce all skills worked on in weeks 1-6. Continue to improve the basic skills. Add fun games that incorporate teamwork and all of the basic skills.



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### Normal Practice Session

1. **Warm up**
  - Fun warm up games that get the kids moving and working together.
2. **Repeat technique from last week**
  - Fun Game using that technique
  - Water Break
3. **Introduce New technique**
  - Fun Game using that technique
  - Water Break
4. **Fun game using old technique & new technique together**
  - Water Break
  - Get ready for game
5. **Small Side Games or Scrimmage**

### **KEEP IT FUN!**

The way for the children to remember is to constantly practice what they have already learned. The games should be **Simple** and **FUN**. If it takes too long to explain then assume the kids won't remember what to do. Please stay away from line drills. Use lots of fun games! It is a good idea to write down a practice plan before each session. We have an Eight week practice plan on our HYSA website on the U8 page. Each game should be simple fun and maximize touches on the ball! Please make sure all players bring their own ball to each session.



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***COACHING HINTS***



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## **TECHNICAL SKILLS**

### *Dribbling (Foot skills)*

- Keep ball within 1 giant step
- Maintain balance at all times, use arms to help maintain balance
- Try to keep your head up (when comfortable with ball at feet)
- Keep both knees bent
- Lean over the ball, do not stand upright with ball
- Slow down to change direction
- After making a move, dribbling into open space or changing direction, you need a burst of speed.
- Use outside of foot when dribbling for speed
- Use all parts of your feet
- Try new things and be creative

***Common Errors:*** Pushing ball too far away, using wrong part of foot on speed dribbling, keeping head down and the player can't see where he or she is going, not leaning over the ball.



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### *Passing*

- Keep ankle locked and toe pointed up and to the outside of your body to pass with inside of foot
- Point of contact on foot when using inside of foot pass is in the middle of the side of your foot
- Keep ankle locked and toe down to the inside of your body to pass with the outside of your foot
- Point of contact on foot when using outside of foot pass is outside of your pinky toe
- Non-kicking foot is placed parallel to ball (not behind it or ahead of it) and far enough away that it is comfortable to hit ball and that both ball and non-kicking foot are underneath your hips
- Non-kicking foot should be pointing towards your target
- Both knees bent
- Strike through the middle of the ball...if you made across in the back of the ball, hit where the two lines intersect
- Follow through to your target and keep moving after your pass....DO NOT STAND STILL
- Keep head down to see what you are kicking
- Lean over ball as you kick, do not stand upright

***Common Errors:*** Not keeping ankle locked, not looking at ball when kicking, plant foot being behind, in front, or too far away from ball, no follow through, striking ball with incorrect area on foot, striking the bottom half of the ball (making ball go into the air)



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### *Shooting*

- Keep ankle of shooting foot locked with toe down
- Non-kicking foot is placed parallel to ball (not behind it or ahead of it) and far enough away that it is comfortable to hit ball and that both ball and non-kicking foot are underneath your hips
- Non kicking foot should be pointing towards your target
- Your weight should be on the ball of your non-kicking foot
- Both knees bent
- Strike through the middle of the ball...if you made a cross in the back of the ball, hit where the two lines intersect
- Follow through to your target
- Land on your kicking foot
- Keep head down to see what you are kicking
- Lean over ball as you kick, do not stand upright
- Strike ball with laces so that ball strikes hard bone on top of foot
- Encourage players to strike through the ball
- Players may need to make a slightly angled approach towards ball in order to prevent them from kicking ground...this will result in hip of the same leg as the kicking foot being higher than non-kicking foot

***Common Errors:*** Not locking ankle, keeping plant leg locked, not looking at ball, strike ball with incorrect part of the foot, not following through, being too upright



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### Mass Youth Soccer Statewide U10 Curriculum

#### U-10 Skill Priorities

**Continue with foot skills from U8**

**Passing with inside and outside of both feet**

**Shooting with both feet---using laces**

**Receiving the ball with all parts of body**

**Heading**

**Tactical Priorities**

**Basic Attacking Ideas**

**Basic Defending Ideas**

**Comprehend 1 vs 1 concepts**

**Comprehend 2 vs 1 concepts**

**Introduction to 2 vs 2 concepts**

**Comprehend roles of 1<sup>st</sup> and 2<sup>nd</sup> defenders**

**Comprehend roles of 1<sup>st</sup> and 2<sup>nd</sup> attackers**

As we move up the age ladder from the U8 level to the U10 level there are many differences we must attend to in order to provide an optimal experience for young players of this age. However, there are also many similarities. Just as in parenting, it is important to be consistent in coaching and we must make sure that we follow a progressive trend of development for young players. We need to continue to focus on technique during our practices, as we did at the younger ages. Creating environments in which players get maximum repetitions of technical skills is key. Players at this age should still work on ball mastery and demonstrate growing familiarity and comfortability with a ball at their feet.

#### Typical Characteristics of U10 Players

- *attention span lengthens from U8---they start to show the ability to sequence thought and actions*
- *they start to think ahead and think “If this, then that”*
- *they are more inclined towards wanting to play soccer rather than being told to play*
- *demonstrate increased self-responsibility – bringing a ball, water and all gear should now be their complete responsibility*
- *they start to recognize fundamental tactical concepts*
- *children at this age begin to become aware of peer pressure*
- *players greatly affiliate with their team or their coach—“I play for the Tigers” or “I play for coach Amy’s team”*
- *players at this age are extremely rule bound—remember each rule you create is the equivalent of a bar in the prison in which you would like to live*
- *there is a wide continuum of maturity evident on most teams this is still a crucial age for technical skill development*



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### *Some Recommended Games for U10 Players:*

1) Free Dribble---Everyone with a ball, use inside, outside, and sole of the foot. Have players dribble with speed (outside of foot), change direction, and perform moves. Coach calls out moves or changes in direction and sets the pace as the manipulator of the session, kids carry the ball towards someone and try a move. *Version 2:* As players get comfortable, coach can walk around and put pressure on players as they are performing dribbling tasks. This adds fun and interaction.

*Version 3:* Make the game a knockout game in which players try to knock each other's balls out of the grid while maintaining possession of their own.

Note: You may wish to have them perform a skills task before re-entering such as 10 toe touches or juggling 5 times. You do not want players sitting out.

2) Shield-Steal---Half of players in the group have a ball and half do not. If you do not have a ball you need to steal one from someone who does. If ball goes out of bounds, person who touched it last does not get possession. You can teach players the technical points of shielding as a group at start of activity. Show technique with body sideways, arm providing protection, ball on outside foot, knees bent, turning as defender attacks, using feel to understand where defender is going. Fix technical shielding errors throughout this activity and make sure entire group knows how to properly shield.

3) Gates Passing---Same set up as previous game. However players are now paired up and must successfully pass the ball through the cones to their teammate to earn a point. Again, players try to accumulate as many points as possible in the time allotted. Similar to previous game, have them pass only with their left foot or right foot, or the outside of their foot.

4) 1 vs. 1 To lines---In a grid 10x10 yards, players line up on opposite sides. The first player in each line alternates attacking the player opposite them. When the attacker dribbles over the line they score a goal. If the defender wins the ball he or she can counter attack to the opposite line to also score a goal. The players switch to the opposite line if a goal is scored or the ball goes out of bounds. The coach rotates the lines so all players get to compete against each other.

*Version 2:* Make the grid larger and make this a 2 vs. 2 or a 3 vs. 3 game.

5) 1 vs. 1 To Two Small Goals---Same grids as above except now there is a three foot goal in the middle of each line. Attackers try to score by passing the ball through the goal. Defenders can counter attack to the opposite goal if they win the ball. Players switch sides after a goal or the ball goes out of bounds. The coach rotates the lines so all players get to compete against each other.

6) 2 vs. 2 to Four Cross Goals---Teams defend one goal and have the opportunity to score on the other three, you must dribble through a goal to score a point. The goals are on the ends of a large cross in a square grid roughly 10yd X 10yd. Have one team of 2 on deck, they come on when a team gets scored on twice. Game is continuous, they must run on immediately.

7) 2 vs. 2 To Four Small Goals---In a 15 X 15 yard grid with a small goal in each corner teams of two attack the two opposite goals and defend their two goals. The coach will set up as many grids as needed to accommodate the players. When the ball goes out of bounds it can be passed or dribbled in to play. The teams should be rotated every three minutes until all groups have played against each other.



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*Version 2:* 3 vs.3 in a 20 X 25 yard grid. Teams should show a triangle shape in attack.

**8)** 4 vs. 4 Endzone Game---Teams comprised of 4-6 players depending on numbers and space. To score you must pass the ball to a teammate into the

opponent's end zone (created with discs). The player cannot go into the endzone until after the ball has been passed. Stress recognizing opportunities and timing of passes.

**9)** Triangle Goal Game---Make a triangle with three cones in the center of the field. The sides of the triangle each serve as a goal mouth so teams can shoot at three different goals. Place 2 goalies in the triangle and the 2 goalies must protect the three goal mouths. Two even teams play a normal soccer game, except they both can score on any of the three faces of the triangle for a point. The game is continuous and if a goalie catches the ball he just throws it out so the game continues.

*Version 2:* Use two balls at the same time.

**10)** 4 vs. 4 To Four Small Goals---In a 30 X 35 yard grid, the same rules as 3 vs. 3 but now players must show a diamond shape in attack.

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Every practice should include a scrimmage

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### US YOUTH SOCCER & MASS YOUTH SOCCER GAME RECOMMENDATIONS

Under 10's play 6 vs 6 (*including a goalkeeper*)

Field Size: 45 to 60 yds long X 35 to 45 yds wide

Ball: #4

### CHARACTERISTICS OF U - 10 PLAYERS:

- Gross and small motor skills becoming more refined and reliable. " Boys and girls begin to develop separately.
- Ability to stay on task is lengthened. They have the ability to sequence thought and actions.
- Greater diversity in playing ability and physical maturity. •Skills are emerging. Becoming more predictable and recognizable.
- Some children begin moving from concrete thinking to abstract thinking.
- Able to pace themselves, to plan ahead.
- Increased self-responsibility. They remember to bring their own equipment.
- Starting to recognize basic tactical concepts, but not exactly sure why certain decisions are better.
- Repetition of technique is very important, but it must be dynamic, not static.
- Continued positive reinforcement needed.
- Explanations must be brief, concise, and mention "why".
- Becoming more "serious". Openly, intensively competitive, without intention of fouling.
- Still mostly intrinsically motivated. " Peer pressure starting to be a factor.
- Adult outside of the family may take on added significance.



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- Prefer identification with a team. Like to have good uniforms, equipment, balls.
- More inclined towards wanting to play instead of being told to play. Will initiate play more.

### INVOLVING THE PARENTS:

It is imperative that coaches get the parents involved. Not only are they a major resource for your team, but the U-10 player still views their parents as the most significant people in their lives. A pre-season meeting should be held with the parents so that objectives and team policies can be addressed. Some topics that you may want to address at this meeting are:

- A means of contacting everyone without one person doing all of the calling. (Phone chains)
- Choosing a team administrator, someone to handle all of the details.
- Complete all paperwork required by your league or club. •Discuss the laws of the game.
- Carpool needs.
- Training and game schedules. How you feel about starting and ending on time, what your attendance expectations are, what you think is a good excuse to miss training.
- What each player should bring to training: inflated ball, filled water bottle, soccer attire, shin guards cleats or sneakers.
- Most importantly, your philosophy about coaching U-10 players. Let them know that everyone plays; that the game does not look like the older player's games; that you are there to ensure that their player is safe and has a good time, as well as learn about soccer.
- What your expectations for them is during game time. How do you want them to cheer? Do they know that they should not coach from the sidelines?
- Above all, try to enjoy yourself. If you do they probably will too.

### THINGS YOU CAN EXPECT:

Some coaches say that the 9 and 10 year-old players are beginning to "turn the corner" and starting to look like real soccer players. However, games are still frantically paced and unpredictable for the most part. These players are starting to find out how much fun it is to play the game skillfully, but they will still stop and laugh if the referee gets hit in the backside with the ball during a game. Some other things that we can expect when working with this aged player are:

- They start to understand offsides, but still forget themselves when the goal is in front of them.
- They will really beat up on each other during practice... especially boy's teams.
- During a game, the parents will scream out "HAND BALL" or "COME ON REF, CALL IT BOTH WAYS" at least fifteen times.
- They might cry after the game if they loose, but will forget it if you ask them if you want to go out for burgers and fries.



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- You might actually catch them practicing on their own without you telling them to do so.
- Their parents are telling them to do one thing during the game, you are telling them another thing, but what they end up doing might be what their friend is telling them to do.
- You will see a pass that is deliberate. You might even see a "back pass".
- You will see your first \$100 pair of cleats during practice. They will call the other team bad names... really bad names.

### COACHING RATIONAL:

Some of the players that are playing as U - 10's are seasoned veterans of the youth soccer scene. Some of them may have already been involved in traveling to play in tournaments. As a result, some of them might be very nervous about the whole process. It is our job to keep things in perspective for these young, developing players. True, some of them are becoming quite skillful and are seeing how fun it is to play the game when they can really control the ball. However, many of them are still learning the ropes. Even the more experienced players need to have the game be fun!!!

Emphasis is still placed on having players learn how to control the ball with his/her body, but now, they need to find themselves in more game-like situations. Training is more dynamic and starting to have players make simple, basic decisions such as "Which way is there more space?" or "Who should I pass to?".

Following are some more items that a coach of U-10 players should consider:

- Use small sided games as the main teaching vehicle. Not only will they get more touches on the ball, but the full 11-a-side game is still too complicated for them to understand.
- How we group players during training takes on even added significance because of the wide margins of ability levels. We need to mix players up often.
- Stretching is becoming more important, along with a good warm-up. Since the game is faster, make sure that they also have good shinguards. Safety and preventive measures take on added significance.
- Training twice a week is plenty. Sessions need not go longer than one hour, fifteen minutes.
- They should all come with their own size #4 ball. In fact, they still need to be encouraged to play with it by themselves.
- Put them into competitive environments as much as possible. This will not only keep them focused, but, it will allow the game itself to teach them. It also will keep things fun for them, and allow you to deal with issues such as 'winning' and 'loosing' which is now a very big concern for them.
- Now it is possible to teach them positional play with the expectation that they will get it some of the time. However, it is absolutely necessary that you do not allow players to specialize in any one position. They need to learn basic principles of the game, first. Having them play all of the positions is best for their individual development. Remember, our first responsibility is to develop players and let them have fun.
- Whenever possible, allow them to solve their own puzzles. Don't immediately give them solutions on how they can play better.



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### TYPICAL TRAINING SESSION:

Here are some items that should be included in a U-10 training session:

#### WARM-UP:

A brief warm-up is appropriate in order to get the players thinking about soccer and to prepare them physically for the time ahead. This should involve individual body activities that involve the ball. Since there can be one theme to the session, hopefully, the warm-up will lead into the theme of the day. Static stretching is also appropriate at this time after the players have broken a sweat, again, hopefully done with the ball. Again, the warm-up should get the players ready to play. It should be lively, fun, and engaging as well as instructional. There is nothing like a good, fast paced activity to grab the player's attention and make them glad that they came to practice.

#### INDIVIDUAL OR SMALL GROUP ACTIVITIES:

Follow the warm-up with some kind of individual activity, not necessarily a real 1v.1 game, but some kind of activity where players act as individuals or cooperate in small groups in a game environment. An example would be a kind of tag game, or a keep-away game. Keep players in motion at all times. Avoid having them wait on lines. Play games of "inclusion" instead of games where the "looser sits". Be creative. These players like "crazy" games with a lot of action.

#### PLAY THE GAME:

Small sided soccer can be used to heighten intensity and create some good competition. Play 4 v.4 up to 8 v.8. Be creative. Play with 4 goals, or 2 balls. Play with or without boundaries. Perhaps play to emphasize a particular skill (can only dribble the ball over a goal line in order to get a point). Use cones if you don't have real goals. Keep players involved. Have more than one game going on at a time if necessary. Switch teams often, give everyone a chance to win. Also, it is important that every player has a chance to shoot on goal as often as possible.

#### WARM-DOWN & HOMEWORK:

Finish the session with a warm down. Give them some more stretches to do with the ball. You may want to review what you started the session with. Also, give them some homework so that they practice on their own. Think of some ball trick that you would like to see them try to do, like, bounce it off their head, then thigh, then foot, and then catch it. Can one player kick a ball to a partner and then back without it hitting the ground? Can they do that with their heads? It is important to finish on time. This is especially essential if the players are really into it. Stop at this point and you will get an enthusiastic return.

### U-10 TRAINING IDEA - "TEAM KNOCK OUT"

Here is a game to use in the 'Small Group Activity' phase of the practice. It is an engaging game that is fun to play and challenges players in almost all aspects of the game.

#### THE GAME:

- Divide the squad up into two teams.
- To start, each player on the team that is inside the field will need a ball. Those on the outside of the field do not need a ball.



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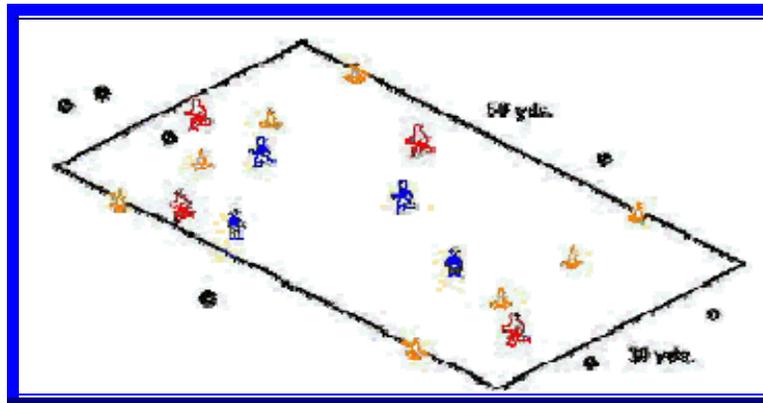


- When ready, players on the outside run into the grid, attempt to steal any ball they can and put it through any one of the goals that are marked by the cones.
- Players with the ball attempt to keep the ball away from the defenders by dribbling or passing to a teammate that has lost their ball.
- If an attacking player loses a ball, they immediately try to 'steal' it back.
- The game stops when all of the balls have been kicked through the goals. Then the two teams switch roles.
- Keep track of how long it takes each team to steal all of the balls.
- If a ball is kicked out of bounds it goes over to the other team for a throw-in.

This game is good for teaching dribbling skills as players find themselves in situations where they have to dribble to keep possession as well as dribble to beat an opponent. Also, they find themselves in situations where they may have to pass to a teammate as well as find themselves playing defense as well. Because there are so many balls, and so many goals, it is just a crazy enough game to be appreciated and enjoyed by a typical nine-year-old.

### U -10 TRAINING IDEA

#### "END ZONE GAME"



Here is a 4 v.4 game that is free flowing and gives players a lot of problems to solve. It is a good game to use towards the end of the session as it is very close to the 'real' thing.

One particularly good thing about this game is that since teams end up attacking in two, different directions, it forces players to play in different positions. They are at the back of the team when their team attacks one end-zone, while they will find themselves at the top of the team when they attack in the other direction. This is great for their development.

#### THE GAME:

- Set up the field as shown with a seven yard 'End-Zone' at each end.
- Score a goal by getting the ball from one 'End-Zone' to the other by passing or dribbling.
- Once a goal is scored, immediately attack going in the other direction. Do not give the ball to the other team. The 'End-Zones' are free, only the attacking team can enter these areas.



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This game also encourages players to "SPREAD OUT" and work together, which, players are starting to be able to do at this age. At first, players will be tempted to just kick the ball up the field instead of passing. With patience, and demonstration of what is possible, this game could have a dramatic impact on their ability to play attractive, skillful soccer.

### \*MOTIVATIONAL STYLE\*

Some thoughts . . .

1. Leaving a player's development totally up to the individual is often counterproductive. Here, players often feel abandoned.
2. In using fear as a motivational factor or using a negative approach, one should keep in mind some assumptions being made: The leader is always correct and therefore should be followed. Fear is applied when a mistake is made, pointing out what the mistake is, but rarely telling how to correct it. The player learns what not to do, but not what do to. This approach may work when a team is winning, but can be lethal while losing. Players then have to deal not only with losing but with the fear of punishment as well.
3. Some of the following results can be expected: Built up anger in the players; players may unconsciously wish the coach to fail and may in fact act on this wish. Fear can erode respect for the coach; they will not see the coach as a knowledgeable educator, but as a heartless fear producer. Fear reduces learning efficiency; the athlete's focus is on the fear of making a mistake which leads to mistakes. It may lead to passive retaliation, especially when the coach is not around. It destroys creativity and spontaneity and does not allow the strength of the team to be tapped by letting the players speak openly. It can produce a "prisoner effect" where a certain glee is produced when a certain rule is broken behind the coach's back. It destroys team cohesion. It eliminates fun; it may turn the athlete off from the sport completely.

### MISCELLANEOUS THOUGHTS:

1. Coaches are educators. Their subject matter is the game.
2. Establish your own personality.
3. Values are "caught", not "taught".
4. Discipline: The more structure the better. Have clearly defined goals and a plan of attack for when you encounter inappropriate behavior. Act swiftly, appropriately and early. Do not take inappropriate behavior personally. Know your players' names and what makes them "tick".
5. Remember the four cardinal rules: Progression. Avoid having players waiting in long lines. Have fun. The game is the best teacher.



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By: Jeff Pill

### EVALUATION OF PLAYERS

In general, when assessing players, coaches are looking for the following criteria:

**TECHNIQUE:** The player's ability to control the ball, especially at speed and while under pressure. This is the most important criteria that we are looking for at this age level. The techniques of the game are: Dribbling, shooting, passing, receiving, heading, tackling, and goalkeeper handling.

**PSYCHOLOGY:** Here we are looking at the player's attitude and ability to compete. Some of the areas that we are concerned with are: enthusiasm, aggression, composure, leadership, coach ability, reaction to failure, willingness to compete, claiming responsibility for their own actions, etc.

**TACTICS:** Here, we are looking for the player's ability to make correct, quick, soccer decisions, especially when under pressure from an opponent. These are things such as: how to play without the ball; when to dribble as opposed to passing or shooting; how, when and where to defend; whether or not to come out of the goal. At this age, this is an important category, but not as important as the other two mentioned above.

**FITNESS:** Here we look at the player's physical make-up. This does not necessarily mean only size and strength. We are also looking for: agility (the ability to change directions quickly), flexibility, endurance (both anaerobic and aerobic), speed, and quickness.

Players can be weak in an area, but, because of a strength in another area, they are able to compensate. (E.g. They may be slow, but are always able to make correct decisions, early, and thus frequently put themselves in positions where they do not have to be fast). To be sure, we are looking for a healthy blend of the above criteria. No one player is perfect in any area, or, for that matter, at the top of all four areas. A great player knows what they are good at, what they need to do to improve, and, plays "within their own ability".

Finally, coaches are always on the lookout for the player that has a "special" attribute. This player distinguishes him or herself by having a very unique or "special" quality. It may be her skill level, or her speed, or her ability to figure the game out when under pressure. This special quality will often make up for other areas that are lacking.



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However, because it is so special, it makes the player stand out when they are on the field.

By: Jeff Pill



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### Motivation And The Coach

#### COACH – ATHLETIC RELATIONSHIP

A good relationship between the Coach and the players form the foundation for player motivation, learning and performance.

- Use player's name several times at every practice
- Use plenty of encouragement and praise
- Have short one-on-one talks with the players
- Conduct team talks and encourage feedback
- Make feedback specific

#### SELF-CONFIDENCE

A player's level of self-confidence will have an influence on their involvement. You can develop self-confidence in players.

- Encourage players to be involved
- Developing skills through game related activity
- Use lots of demonstrations and employ repetitions
- De-emphasizing winning & emphasizing self-esteem & participation
- Use positive comments while using player's names
  - "Awesome!"
  - "Way to hustle!"
  - "That's great!"
  - "You've done it!"
  - "You've got it!"



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***GAMES / SUGGESTIONS***



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### Foot Skills Games

#### Fox and Farmer

You can use the entire field area or use cones to make it smaller depending on the number of kids.

Pick 1-4 Farmers depending on number of players. Using cones make a small square for a pen in the middle of the field. Give each fox a pinney and have them tuck it in as a tail. Let the fox's run around in side the field area. Then let the farmers in and they have to try and steal the tails from the fox's. The fox's go in the pen if they get caught.

After they get the hang of it you can add a ball. Have the fox's dribble a ball while the farmers try to take their tails.

#### Tag

Every child dribbles a soccer ball in the space defined while trying to tag other players with their hand. Players cannot leave their own ball. Have them keep count of how many people they have tagged and, if playing twice in a row, see if players can tag more people than they did in the first game.

*Version 2:* Players must tag other players on their knees. (10 minutes)

#### Chain Tag (Octopus Tag, Blob)

Players run around inside of field area. Start with one person it. They have to tag someone then they join hands and continue to tag people. When the chain or Blob gets more than 3or4 people you can break them up to multiple blobs. When you add a ball the person that is it must knock the ball away from the players dribbling around the area.

#### Freeze Tag

Just like the traditional game. Someone is it and they tag people. If someone gets tagged they freeze. When you add a ball everyone dribbles around. If they get tagged the stand with feet apart and must hold their ball over their head. Other players can free them by pushing the ball through the person's legs.

#### Flip the cones

Place the flat cones all over the field. Some right side up and some upside down. Have the kids run and see how many they can flip over.

#### Follow the leader



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Coach dribbles the ball around and have the kids follow and repeat everything you do. Be sure to stop the ball several times with the sole of the foot. Do some funny things and go all over the field.

### Shield-Steal

Half of players in the group have a ball and half do not. If you do not have a ball you need to steal one from someone who does. If ball goes out of bounds, person who touched it last does not get possession. You can teach players the technical points of shielding as a group at start of activity. Show technique with body sideways, arm providing protection, ball on outside foot, knees bent, turning as defender attacks, using feel to understand where defender is going. ***Fix technical shielding errors throughout this activity and make sure entire group knows how to properly shield.*** (10 minutes)

### Shadow Dribble

One player with a ball and another player behind them with a ball as well. The player in front can go anywhere in the 20x20 yard box and the player behind must try to keep as close to them as possible and follow where they are going and what they are doing. The leader determines where they are going and the player who is the shadow tries to keep up with them. Then have roles reversed. Can use both feet to start, then can choose to use one foot, then the other. *Version 2:* Now the leader adds in moves while they are dribbling in the space and the player being the shadow must do the same. (10 minutes)



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### **Coach Says**

Just like Simon Says. Kids do what the coach says only if you say “coach says” If they do something when you didn’t say coach says the can be out or you can make them do something funny or 10 toe taps, or side to sides.

### **Red Light Green Light**

You can do this multiple ways. The traditional way is the kids all line up on one end of the field with a ball. Coach has back to kids and calls 1.2.3 Red Light or Green light and if you catch them going on red light you move them back.

I like to do it the following way. All kids dribble freely around the field area. If you say Red Light they must stop the ball with the sole of their foot. Green light go again. If you say speed they go fast.

Things to add over time:

Toe taps

Side to side

Stopping the ball with different body parts.

### **Sharks and Minnows**

Kids dribble freely with a ball. Pick a 2 people to be sharks. Let the kids dribble around for a little bit then release the sharks. The sharks go and kick the ball away from the minnows. Stop play and have the sharks and the minnows that go

### **Killer Bees**

The kids dribble in an area (tell them they are bees and to buzz), then after awhile, have the coaches (or a few parents) walk around inside the area. It is the job of the "bees" to "sting" the big people with the ball (a pass or kick). They need to keep looking for a target and hitting it. They can only hit you in the shin below the knee. This is also called kick the coach, but I thought this was more fun with the buzzing.

### **Munchkin Knock-Out**

Players must shield their ball from other players. While protecting their ball, players try to kick any loose balls out of the area. Once their ball gets kicked out of the area they are out of the game. Any one dribbling out of the grid on their own is also out.



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### **Crazy Crabs**

Crabs must sit on the ground, and move around on their hands and feet, stomach up. Players try to dribble across the area without losing their ball to the crabs. Once a player's ball is stolen, that player becomes a crab also.

### **Frog Attack**

Same as Crazy crabs, but instead the players in the field trying to steal the ball from the other players stand upright and hop like frogs

### **The Crows and the Cranes**

Each player dribbles in the grid. When coach shouts "crows", then crows try to score while the cranes leave their balls and defend their goal. Use the center circle and the goals at the end of the field for this game.

### **Relay Dribble**

Teams of three or four. Players dribble in and out of cones which are spaced three yards apart from one another. Each team races against the other teams.

### **Team Steal**

Divide group into three equal teams. Two teams dribble across the grid from opposite sides trying to reach the other side. One team plays defense in the middle and steals as many balls as possible. Alternate team is on defense.

### **Dribble Run and Shoot**

Put all the balls in the middle of the field. Divide team into two. Have each team line up on their respective goal lines with backs to the balls. On the whistle the run and take a ball and shoot and in their own goal. Try to get them to use their laces to shoot not the toe!

### **Kick the Coach**

Players dribble around the field area and try to kick the coach or coaches in the shins with the ball below the knee. This reinforces ball control and shooting/passing accuracy. They need to keep the ball close to them and the need to get up close to you in order to hit you.

### **Last Man Out**

Play in a large grid. All the players stand at a cone about 20 feet from a group of balls. There is one less ball than the number of players. On the coach's command, the players run to the balls, get one and begin dribbling. The player who didn't get a ball tries to steal one from the others. The coach keeps time and after a preset period has passed, the coach stops the game. The player who doesn't have a ball has to perform a minor penalty (such as running round the grid) before re-joining the game.



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### **Four Corner Game**

Make four boxes out of cones in each corner of your field. Put all the balls in the middle of the field. Split the team up into four teams with a coach/parent in each square. To start I let them use their hands. On go have each coach/parent release one player which will run and grab a ball and bring to them in the square. Then let another player go. Do this till all balls are gone. As you progress you can let all players go at once then let them steal it from other teams. Then you can have them use only their feet.

### **Tag**

Very simple and surprisingly effective. Mark off a grid or circle. Everybody has a ball. Whoever is "it" must dribble to another player and tag her. The other players avoid being tagged by dribbling away from "it." If the player being chased loses her ball outside the grid, dribbles out of the grid, or is tagged, he is "it" and the game continues.

### **Ball Tag**

Just as simple as 'Tag' and just as useful! Everyone has a ball and dribbles in a confined area. The player who is "it" must pass her ball so that it hits another player's ball. The player whose ball was hit then becomes "it."

### **Egg Hunt**

Have more balls than players. Have the players line-up across one end of the field. Take their balls and spread them out around the field, these are the eggs. If you have an unusual colored ball --make it the Golden Egg or something similar). At the other end of the field is a goal. I use a portable goal and call it the "basket." Blow a whistle and turn them loose. The object of the game is to get the "eggs" in the basket as quickly as possible. They are all on the same team, and aren't allowed to take a ball away from another player. Time them with a stopwatch.



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### **The blind leading the blind**

Group your players into equal sized, even numbered teams and put the players in each team into pairs.

Position each team about 5 yards apart, all facing forwards in their pairs.

Place 3 gates in front of each team about 5 yards apart. Each gate is 2 cones on the ground, about three feet apart.

One player in each pair covers the eyes of their partner with a sweatshirt tied with sleeves behind the head. They then place a ball between their partner's feet.

When the race starts the sighted partner works as a guide, talking the blindfolded partner through the gates by voice. The guide can not touch the ball or the blindfolded partner.

When the pair has navigated the 3 gates, they quickly change roles, navigating the 3 gates in the reverse direction, returning the ball to their line.

When the first pair returns to the line, the second pair takes their turn.

Lines compete to be first to return both pairs and the ball to the line after navigating the gates in both directions.

Shorten the distance between gates for younger ages and stagger the gates left and right for older ages to make it more difficult. The objective is to encourage communication, so don't make anybody feel like a loser - it's just for fun!

### **Dribble Relay**

The basic game is Team 'A' racing team 'B' by dribbling through a series of gates. If a player loses control and misses a gate they have to regain control and go through the gate.

One variation is to have a small 'square' at the end. The children have to stop the ball in the square, then sprint back and high-five the next player before he/she can start. Another variation is to have several parents positioned at different places along the 'course' and have a different one hold up a number of fingers at random times during the race - and award points to the player that sees it and correctly yells out the number first. This encourages the children to play with their heads up.

### **Colored circles**

Set up a 20x40 yard grid, make a centre circle, and split players into to teams that can be identified by a colour. Have all the kids dribble their balls in the centre circle. Call out a colour. That team dribbles toward their goal. The other team leaves their



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ball and runs to slow the attackers down. Encourage the defenders to push the attackers wide and make sure they don't dive in. If the defenders can keep the attackers outside of the penalty area for 10 seconds they get a point. Attackers get 1 point every time they dribble the ball into the box. Play to 10 points.

### **Death Square**

Everyone dribbles around trying to keep their own ball and kick out everyone else's ball. If a player's ball is kicked out, he must retrieve it, then dance on the ball for 10 touches before getting back in. A player gets a point for every ball he kicks out (so if you spend time outside dancing on your ball, you have less time to win points).

### **Under Pressure**

Get all the kids dribbling around in a grid then remove one, two, or three balls depending on how much pressure is needed. Then announce that whoever has possession of a ball after 1 minute is a winner. If they can chase someone out of bounds they automatically win that ball. Count down the last 10 seconds out loud to increase the pressure. The children who finish without a ball have to perform a token penalty - a couple of pushups, run a lap of the grid, etc.

### **1v1 to goal**

Divide players into two teams. Play in a large grid with a goal on one edge and a supply of balls. Station each team on a goal post, standing off but facing the field. Place a GK in goal facing the field. Coach/assistant stands behind the centre of the goal with a supply of balls. Coach tosses a ball over the crossbar to about the penalty spot. A player from each team both sprint to the ball and attempt to control it, turn, and get a shot off. The second to the ball defends (if he then wins the ball, then he tries to shoot). When there is a score, save, or ball goes out of play, restart the same way with a different pair of players.

### **The Name Game**

Players stand in a circle and pass the ball to one another, but they must call out the name of the person they are passing to. This is great at the beginning of the season, so they (and you!) learn everyone's names. If the players are doing well and you have enough players, add additional balls.

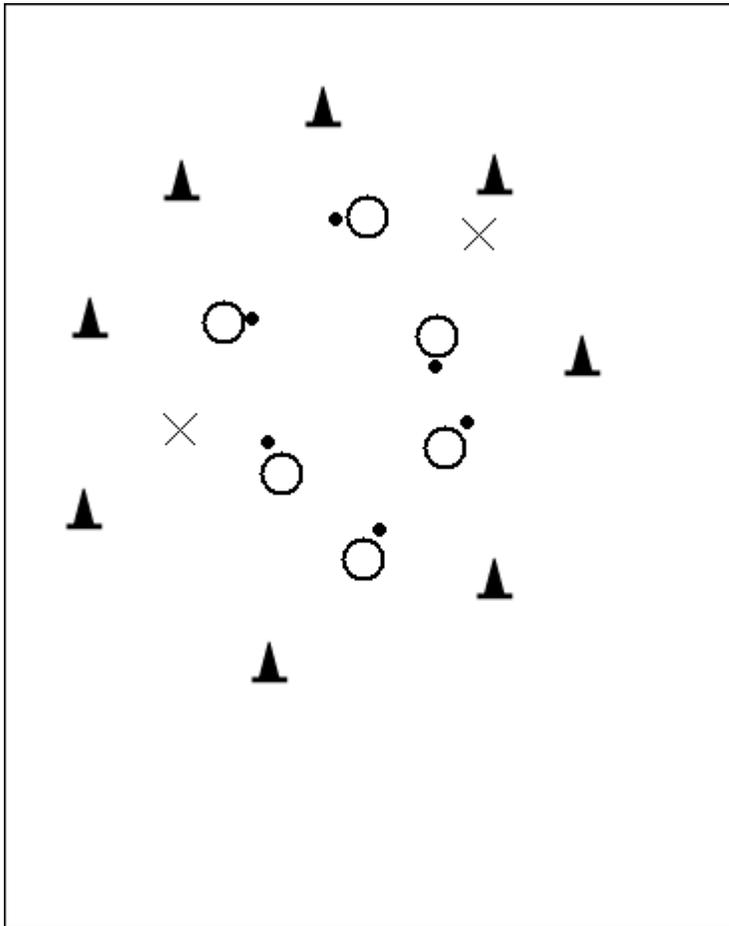


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### Killer Whale



**KILLER WHALE-** Dribbling and shielding

**Setup-** create a large circle with cones. Have 4-14 players inside the circle dribbling with a soccer ball. Two defensive players wearing pinnies are the "Killer Whales"

**The object of the game** is for one or two "killer whales" to kick as many soccer balls outside of the circle as he can. Each ball that goes out is worth a point.

The O's with a soccer ball try to shield the ball from the killer whale(X's). If his or her ball gets kicked out, they retrieve the ball and continue dribbling in circle.

The "killer whales" can usually go for 30 to 60 seconds and keep track of their score. Make sure everyone has a chance to be killer whale. The player who kicks out the most balls wins.

Use stop watch.

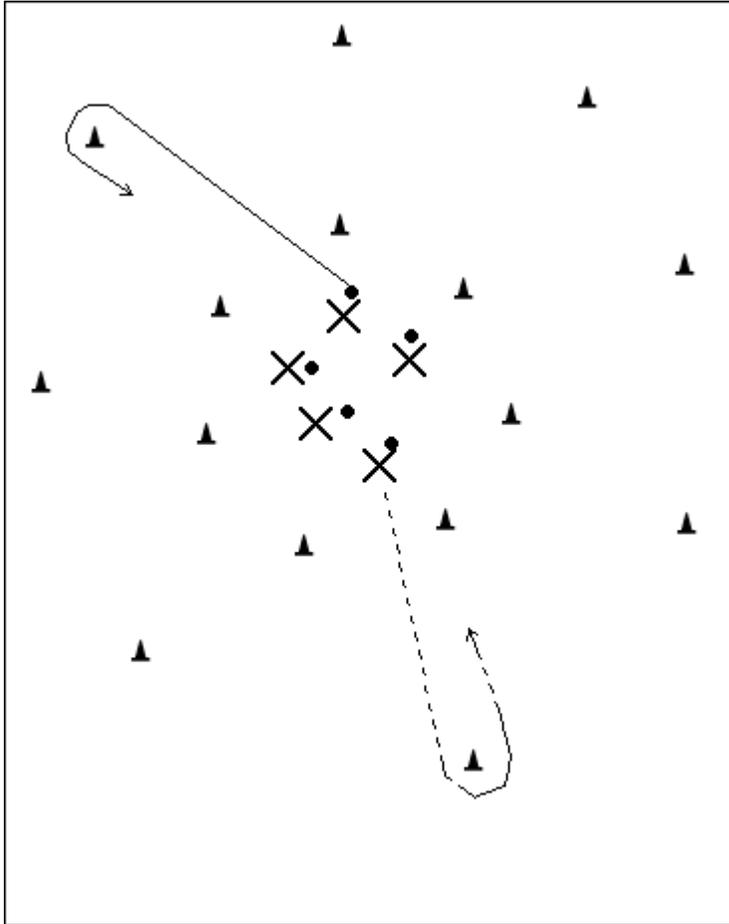
You can use one or two killer whales



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## EXPLODE



### **EXPLODE-** dribbling

Setup- make two large circles with flat cones. The outside circle should be 15-20 yards from the inner circle.

**The Game-** Players dribble inside the small circle of cones. On the coaches whistle, players explode to the outside and dribble their ball around an outside cone. First player back to inner circle wins.

When players come back, keep dribbling.. coach blows whistle again or make last player back do 10 "ball taps" with the bottom of his cleat.

**Coaching Points-** when exploding, body low, use the shoe lace part of cleat to take off.

Snake Dribbling.

The purpose of this activity is to improve the dribbling skills of young players aged 6-10.

HYSA Small Fry / Advanced Small Fry



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The game is played in a grid that varies depending on the needs of the players. Make the grid smaller to make it more difficult for the players. Make it larger if the players are finding it difficult to achieve success. The coach must experiment with the size and find what works best for his or her team.

Divide players into groups of three or four. Have them stand in line, forming a "snake." The middle player starts with the ball.

The middle player (Player B) must try to follow the first person, or "head" of the snake (Player A) while dribbling. The third player (Player C) follows the second player and so on. From front-to-back, the players should be arranged as follows:

**Player A (head of snake), Player B (Dribbles ball), Player C (follows dribbler)**

On command, the middle player becomes the new head of the snake, while the old head of the snake goes to the end of the line and player C now has ball in middle. Now the players will be arranged as follows:

**Player B (head of snake), Player C (Dribbles ball), Player A (follows dribbler)**

Play continues as long as players are benefiting from the activity. It is best to use this activity as a warm up. No score is kept as players are concentrating solely on their technique.

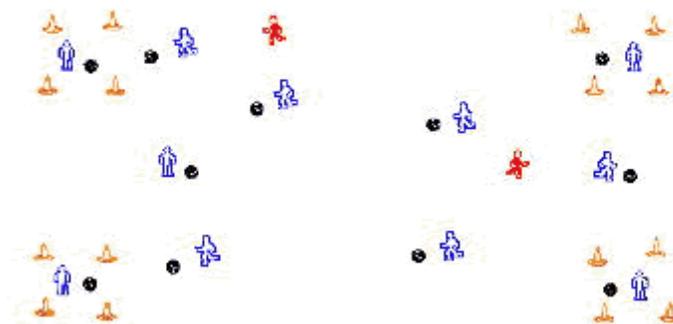
### Coaching points:

1. Head of snake should move at different speeds, including stopping.
2. Encourage moving in many different directions.
3. Middle player must keep eyes up to see the head of the snake.
4. Encourage use of many different surfaces of feet in contact with ball.

**Category:** Dribbling

**Type:** Game

## RUNNING BASES



### The Game



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- Players try to dribble their ball without being tagged. If they get tagged, they exchange places with the "tagger"
  - Have taggers carry a pinnie to distinguish themselves. Hand pinnies over to the player that is tagged and use their ball to dribble.
  - Players are save in any one of the 4 bases. Only one player allowed in a base at one time. If a new players enters a base, the old player must leave.

### Variations

For younger players:

- Only one tagger
- Fewer bases
- Only one player in a base at a time

For older players:

- More bases and taggers.
- 2 players allowed in each base.
- Play with fewer balls: can only be tagged if you have the ball. or, if you don't have a ball (balls must be passed).



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### Numbers

The exercise is good for 1 vs 1 dribbling skills. It is especially good on a hot day as the kids defending can rest a bit. Divide the kids into 2 groups. If you have ten kids, say, assign each kid a number between one and five. So each team has a number one, a number two, etc. Try to make sure the kids with the same number are evenly matched. Set up two very wide "goals" with pylons. Spread the five kids on each side across each goal line. Call out one or more numbers, and those kids come out to play 1 vs 1, 2 vs 2, etc. and the rest of the kids stay spread across the goal line as defenders. Throw a ball from the sideline into the centre and let them play it until a goal is scored, the defenders stop it, or it goes out of bounds.

**Variation:** Colours. Use two each of different coloured bibs, armbands, or stickers to place on shirts, as younger kids will have trouble remembering numbers.



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### *Monkey in the Middle*

All players form a circle and choose someone (the "Monkey") to be in its centre. The players forming the circle pass one ball among them while the person in the centre tries to gain control of the ball. When this happens, the person in the circle who last touched the ball goes to the centre. Some level of competitiveness develops but never on an individual basis and the "losers" quickly gets a chance to redeem themselves.

### *Ice Monster*

Mark off an area for the game to be played and select one kid to be the "Monster". Have the rest of the kids (each with a ball) dribble around within the area. The "Ice Monster" attempts to touch each player's ball, at which point that player "freezes" with their foot on the ball. If a player's ball goes out of bounds, they also freeze. The last remaining unfrozen player gets to be the new Ice Monster for the next round.

### *Cops and Robbers*

Have the kids (each with a ball) line up on one side of the field. These guys are the "Robbers". Have two more kids (the Cops) facing the Robbers somewhere near halfway to the other side. The object is for the Robbers to dribble to the other side without having a Cop tackle the ball away. If a robber loses his ball to a cop, he goes to jail (designate a small area off to the side or use a Goal structure.) Have the Robbers repeat the crossings until there are only 2 left. Make these guys the new cops, pull everyone out of jail and start over.

### *Pirate (or Monster)*

A keepaway game. Coaching points: concentrate on the player's close dribbling and screening techniques. Everybody inside a circle (centre circle is fine) with a ball. One player without a ball is the Pirate. Everybody starts dribbling around. The Pirate player tries to steal a ball from any player and pass it out of the circle - now, the two players are Pirates and go after the others.....then three, then four. Finally only one player is left with a ball. He/she becomes the Pirate the next game.

**Variation:** Bomber. Just like above except the "IT" player has a ball and tries to roll/throw it at the other player's and knock their ball out of the circle.

### *Marbles*

Split your team into two groups and line them up behind two opposing lines. Each player should have a ball. Place an unusual colour (or size) ball in the middle. This is the marble (a #2 ball works well). Have them try to move the marble across the other team's line by striking it with a ball. After the game starts, don't require them to use their own ball, they are free to use any other ball they can find.



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### **Shark and minnows**

Teaches kids with the ball to shield it from an opponent and teaches kids without the ball how to take it away from an opponent. Use pylons to create a 15-yard square. One player, the shark, starts outside the square without a ball. All other players, the minnows, start inside the square with a ball. When the coach yells, "Shark's getting hungry!" the shark starts running around the outside of the square and the fish start dribbling around inside the square. When the coach yells, "Shark attack!" the shark enters the square and has 30 seconds to send as many balls as possible outside the square. When a ball leaves the square for any reason, the corresponding fish must leave the square and stay out until the coach gives the "Stop!" command at the end of the 30 seconds. A fish has done well if still alive. The shark has done well if few fish survived. Choose a new shark and play another round until every player has been the shark once.

### **Camp Town Races**

Line up all the players on one end of the field. They each have a ball. On the whistle, they all dribble to opposite end, shoot ball into goal, get ball out of goal, and run back and finish with a shot on opposite goal. The first one to finish is the winner. Ask them "Who is going to win the race?" They all learn to say "The player who can dribble it the straightest!" A variation is to start half at one end and half on the other. This really teaches them to try to do it fast while maintaining possession. This drill really helps players deal with the balls that pop out of the bunch.



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### Passing Games

#### *Keep your yard clean*

This game is simple, fun, and easy to adapt to account for various team sizes and experience.

#### THE GAME:

- Create a 'neutral area' between the two teams where no player is allowed. This area can be as small as one yard and as big as 10 yards wide. The width is determined by how far the players can kick the ball.
- Each player starts with a ball at her or her feet.
- On command, each team tries to keep their side of the game zone free of balls by kicking their ball over to the other team's side.
- After an appropriate amount of time (when the balls become too scattered, or the players are losing focus), stop the game and count which side has the most balls on their side.
- Distribute the balls evenly for another try if the players are still interested.

After players have found some success with this basic game, try these variations:

- Players can only use their left foot.
- They can throw the ball back.
- They must dribble the ball around a cone that has been set up in the middle of their "yard" and then kick it back.



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### *Give and go*

This one is good for getting the kids to move after they make a pass. It is appropriate for kids a little older, who pass the ball but like to stop and really admire their better passes. Everyone spaces themselves around the centre circle. Give the ball to one person and they call out someone's name and pass to them. They then run to the receiver's position in the circle. The receiver upon hearing their name called steps forward to receive the pass and yells "I got it!" The sequence is then repeated. Several things are accomplished besides getting them used to movement. The "I got it!" yell addresses the problem of nobody playing the ball in a game because they thought the other was going to play it. We all learn each other's names quickly.

Invariably, someone is always left out so start a countdown from 10 to 0 and they have to figure out who has been left out (the left out person should be quiet). They start yelling among themselves to figure out who it is and this fosters communication on the field. (It's pretty humorous too).

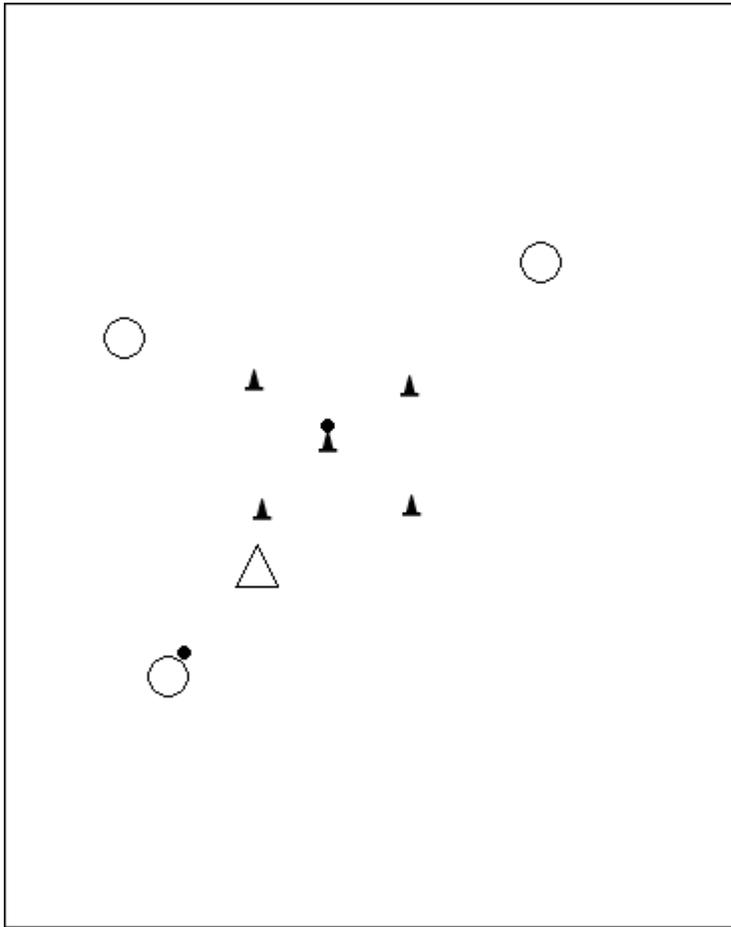
After a few practices, they get it down so they look pretty sharp. Then you toss in another ball. They love it! Now they have to think a bit because people are moving and two are busy with the other ball.

### **3v1 Variation**



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### **3v1 Variation-** Passing

**Setup-**Use flat cone and make a 3 yard by 3 yard grid. Put another flat cone in the middle of the grid and place a ball on top of the flat cone.

**The Game-** 3 attacking players against one defender. The 3 attacking players pass the ball to each other and score by knocking the soccer ball off the cone in the middle. No players are allowed in the grid.

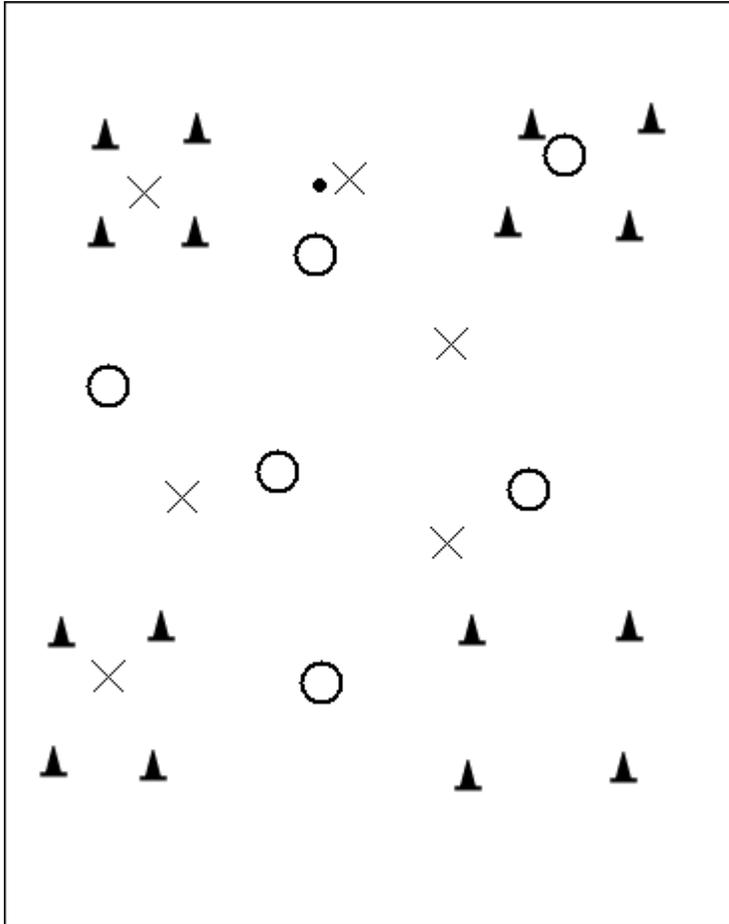
**Variations-** Depending on the skill level, must complete a set number of passing before a shot. Make grid smaller to defender can defend easiers which will force quicker and smarter passing.



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## FOUR CORNERS GAME



### FOUR CORNERS GAME- passing

Setup- Create four grids. Each Grid about 5'x5'. and about 40 yards apart from each other. There is no "out of bounds". Two teams of 4 to 8 players.

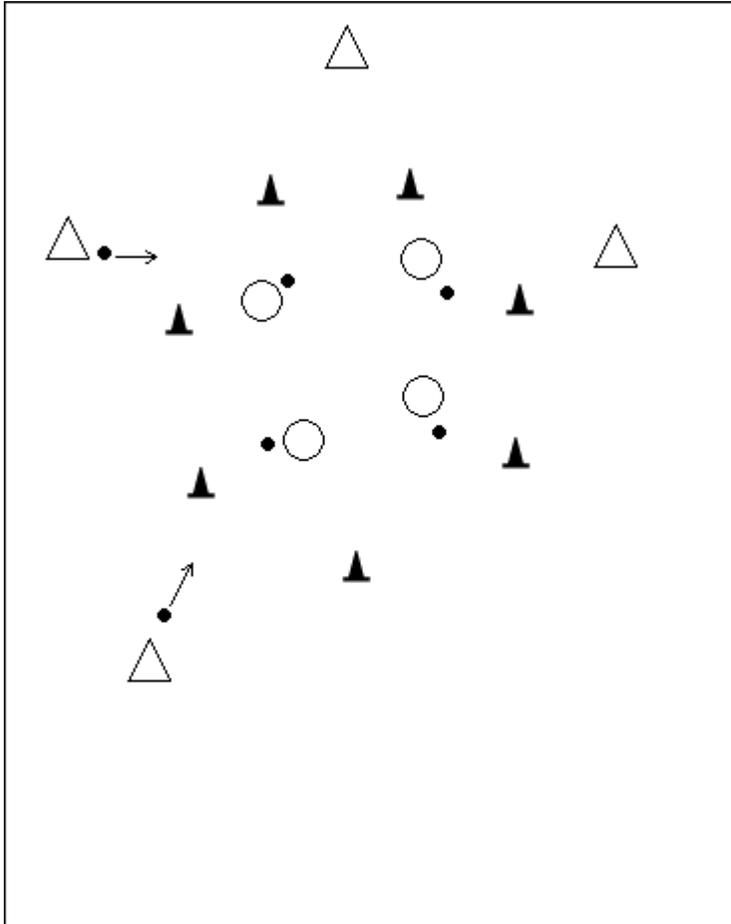
**The object of the game-** is to score points by passing a ball to a teammate who is inside one of the four corners. Each team can score in any corner but cannot score in the same corner twice in a row..

This is a tactical game for older players.

**Progression-** the pass must be a give and go to his teammate.



## **DODGE BALL**



**DODGE BALL-** push pass and dribbling

**Setup-**Use cones to make a large circle.

**The Game-** Players on the outside of the circle "push pass" the ball back and fourth to their partner who is also outside the circle and try to hit the players in the middle of the circle with the soccer ball. All passes must be on the ground.

**Variations-** Depending on the skill level, can start the players inside the circle without a soccer ball. Progress to players inside the circle must dribble a soccerball.

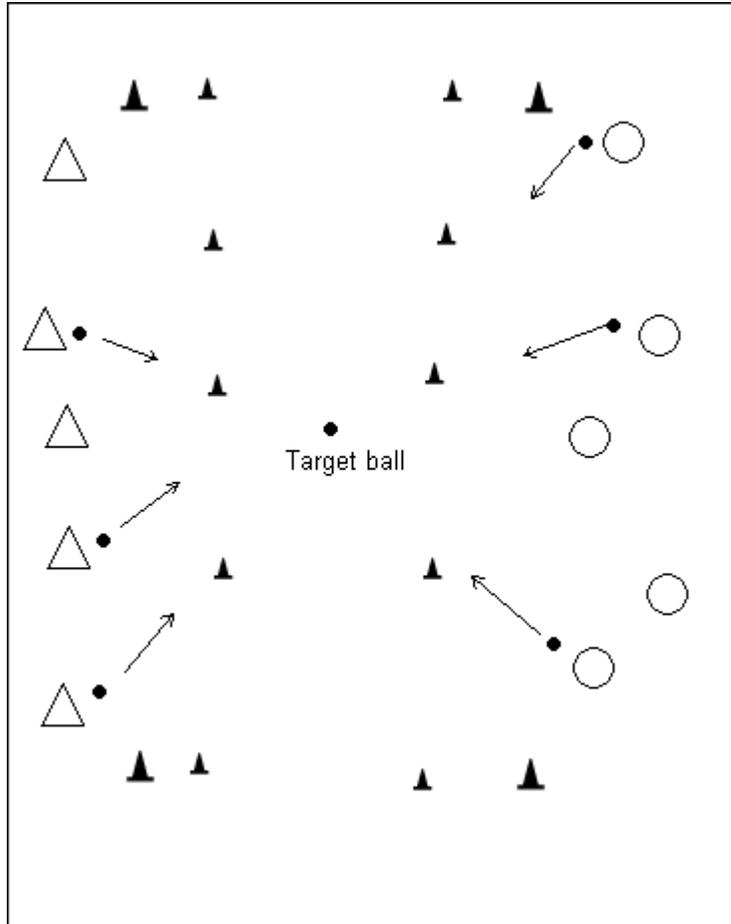
For younger players- Have parents on the outside, and turn it into a dribbling drill.



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## TUG OF WAR



**TUG OF WAR-** Push pass

**Setup-** create four imaginary lines with cones. The inside lines about 20 yards. Put a unique colored soccer ball(target ball)in the middle.

Players on each side try make the target ball cross the opposing teams line by kicking(push passing ) their soccer ball at the target ball.

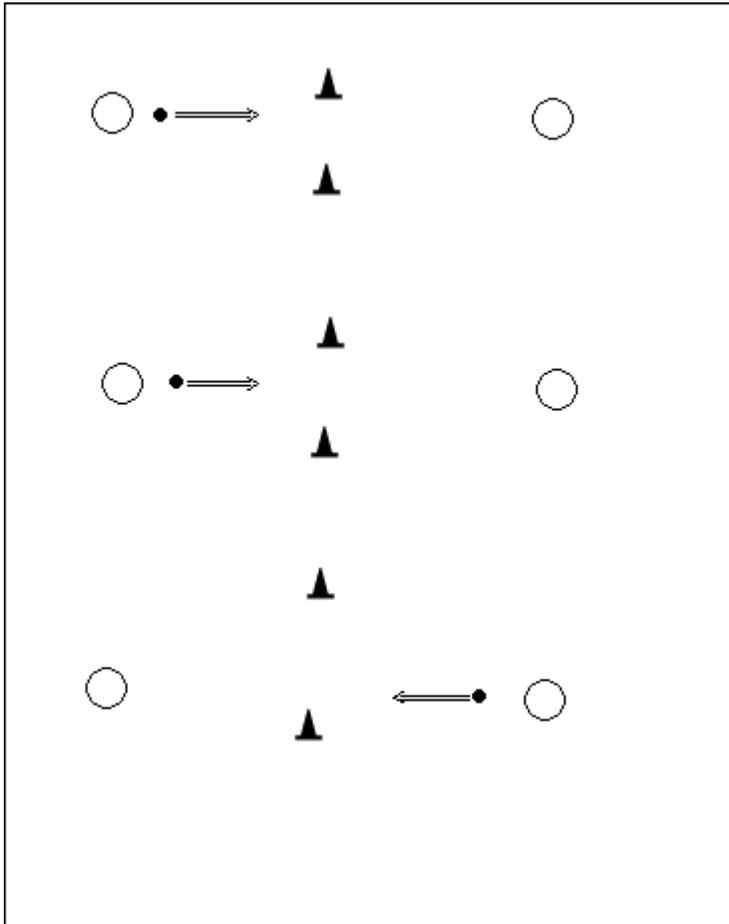
Trains power and accuracy.



# HUDSON YOUTH SOCCER U10 Coaches Manual



## PASSING THROUGH GATES



### PASSING THROUGH GATES

**Setup-** split group into pairs. Use cones to create gates about three yards apart.

Each player takes a turn trying to pass the ball between the gates. A point is awarded each time the ball goes through the gates with out touching a cone. Players keep track of their own points

Play for 3-4 minutes.

Loser does pushups

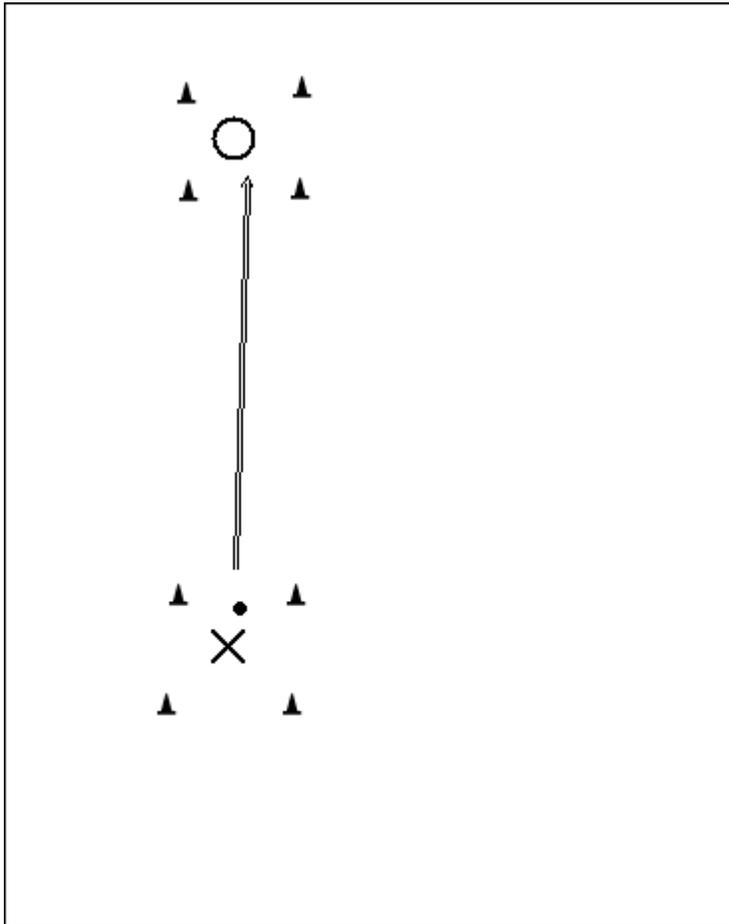
Make the game easier or tougher by adjust the size of the gates or by adjusting the distance between the two players.



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## RECEIVING DRILL



### RECEIVING DRILL

**Setup-** two small grid 2 yards X 2 yards about 15 - 20 yards apart.

**The Drill-** Players pass the ball back and forth and try to receive the ball and keep it in their grid. One point for keeping ball in the grid.

**Variations-** Must receive ball within "2 touches" or players serving the ball may "baseball throw" the ball to challenge player collecting the ball.

### Spread Out

**Set up-** two teams in field with one soccerball.

**The game-** to teach the concept of spreading out- players play keep away by catching and throwing the ball with their hands. When a player has the ball, he cannot run, and tries to throw ball to team mate that is spread out.

At the end of 3 minutes, when the coach blows the whistle, the team with the soccer balls wins.

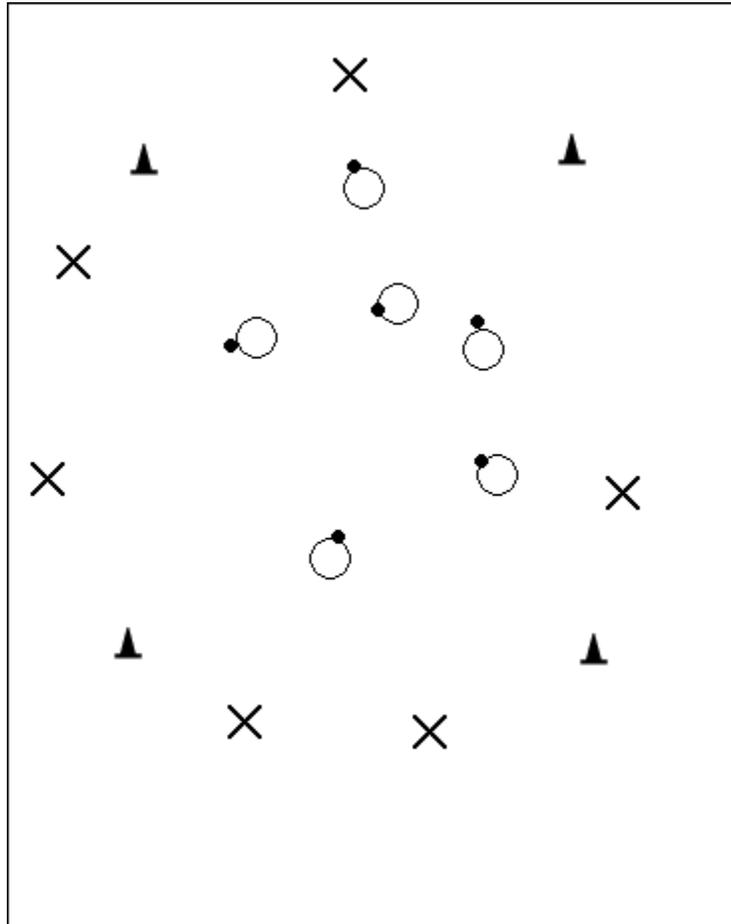
**Progress** to a soccer style game of keep away



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## WALL PASS DRILL



## WALL PASS DRILL

**Setup-** Large field with 4-8 players inside the field with soccer balls and 4-8 players on the outside of the grid without soccer balls.

**Drill-** players on the inside dribble towards players on the outside and perform a give and go pass.

**Coaching points-** players inside switch directions.

**Variations-** Add defenders in the middle.

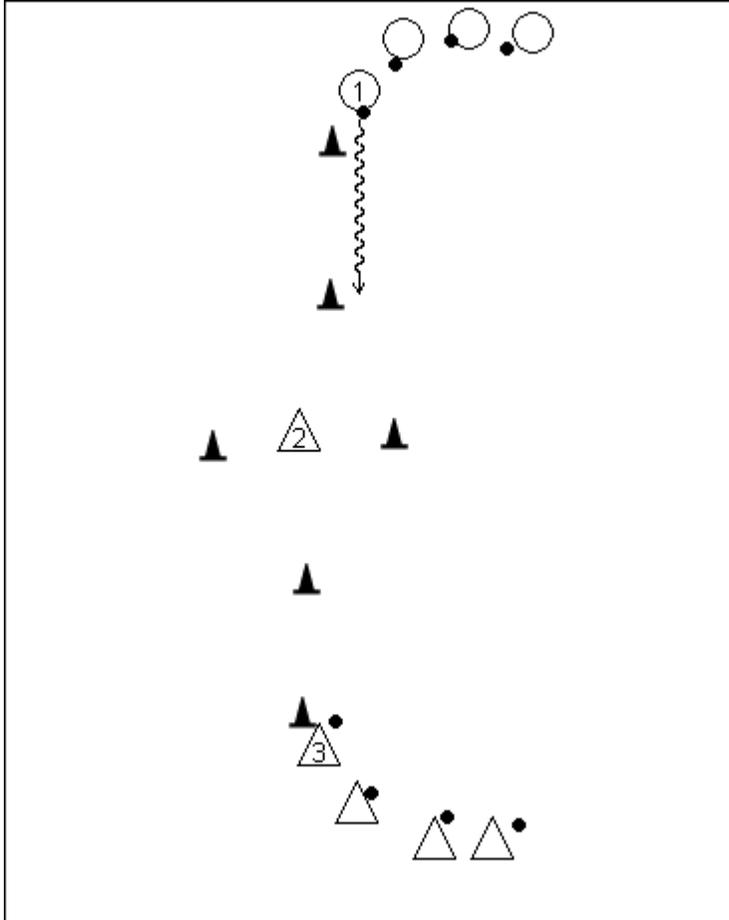


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## Shooting Games

### Breakaway Shooting Game



### Breakaway Shooting Game

Player 1 starts by dribbling to cone and has to shoot before he gets to the next cone.

If player 2 saves the ball, he keeps ball and runs to the end of the line **on his team**. If player 1's shot is wide, player 2 gets the ball and goes to the end of the line **for his team**

After Player 1 shoots, he becomes the goalie.

It is now player 3's turn to dribble and shoot. After he shoots, he or she then becomes the goalie and player 1 goes to the end of the line on his team

First team to 15 wins.

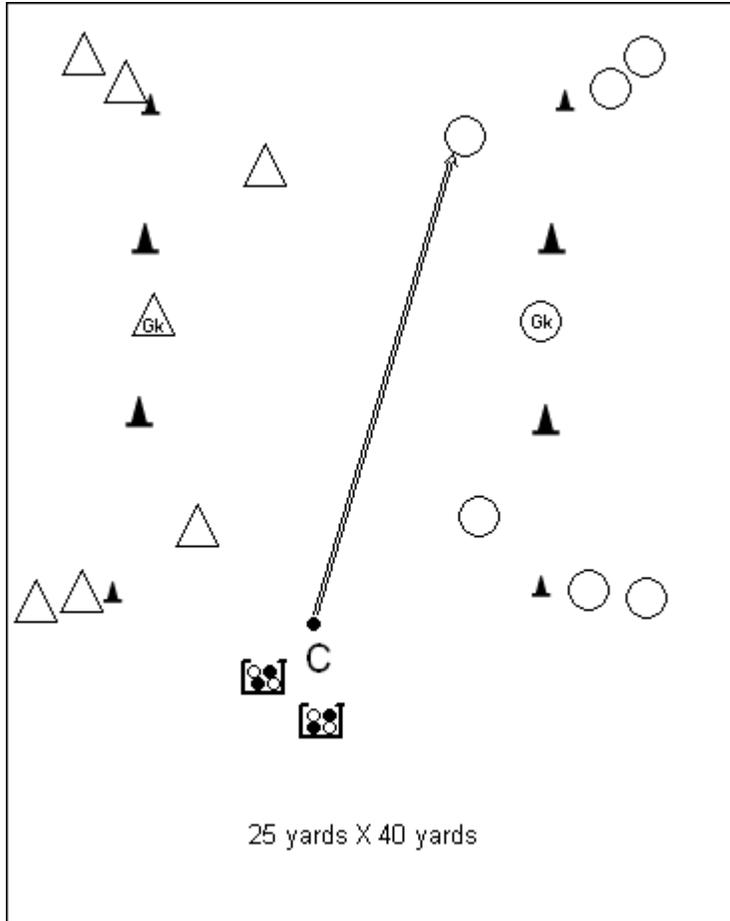
**Coaching Points** - eventually the players on the shooting team need to shoot before the goalie gets set up. And the players that just shot realize they need to hustle to play goalie.



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## FOUR CORNER SHOOTING GAME



### FOUR CORNER SHOOTING GAME

Setup- Field 25 X 40. Regular sized goals and goalies. Cones at each corner.

**The Game-** the coach serves a soccer ball to either of two far players. In this example he served it O. O can either "one touch shot", dribble and shoot, or pass to his team mate. Once there is a shot or ball goes out of bounds, the players leave the field and switch lines.

Coach serves another ball to one of the far corners.

Coaching point keep the lines short and have plenty of soccer balls available

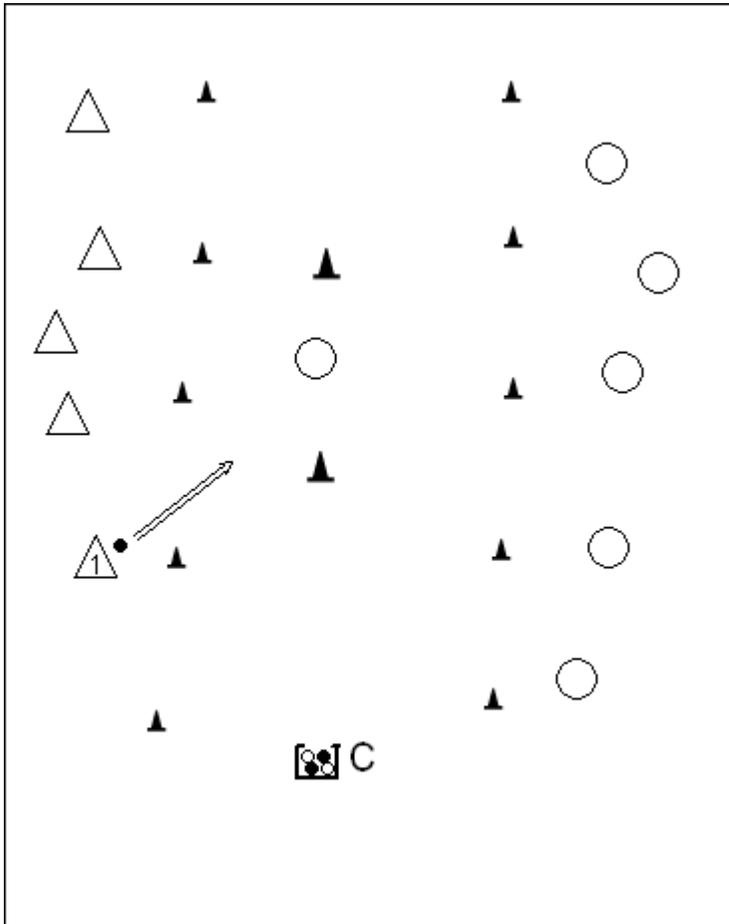


# HUDSON YOUTH SOCCER

## U10 Coaches Manual



### THE SHOOTING GAME



#### THE SHOOTING GAME

Setup- create two lines about 30 yards apart. Use cones to make a goal in the middle.

**The Game**-coach gives the ball to a team on one side. The opposing team sends a player into the goal.

Player 1 shoots the ball towards goal. If the goalie makes a save, he rolls the ball back to his O team and goes back behind the line with the rest of the O's.

Player 1 who shot now has to become the keeper. An O player will then take a shot on Player 1. If he scores or misses, the ball will roll to the other side. The player who shot, now becomes the keeper and Player 1 goes back with his team.

Eventually becomes a fast paced shooting game.



# HUDSON YOUTH SOCCER

## U10 Coaches Manual



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### *Coaching Links*

#### ASSOCIATIONS

Mass Youth Soccer  
NSCAA  
US Soccer  
US Youth Soccer

[www.mayouthsoccer.org](http://www.mayouthsoccer.org)  
[www.nscaa.com](http://www.nscaa.com)  
[www.ussoccer.com](http://www.ussoccer.com)  
[www.usyouthsoccer.org](http://www.usyouthsoccer.org)

#### COACHING TIPS

Better Soccer More Fun  
How To Play Better Soccer  
Soccer Coaching 101  
John Smith  
Footy4kids  
Fine Soccer

[www.betersoccermorefun.com](http://www.betersoccermorefun.com)  
[www.howtoplay.com/soccer/](http://www.howtoplay.com/soccer/)  
[www.coachingsoccer101.com](http://www.coachingsoccer101.com)  
[www.johnsmithsoccer.com](http://www.johnsmithsoccer.com)  
[www.footy4kids.co.uk](http://www.footy4kids.co.uk)  
[www.finesoccer.com](http://www.finesoccer.com)

#### Drills/Games

And-again  
Decatur Sports  
Eteamz  
Soccer Coaching  
Soccer Help

[www.and-again.com](http://www.and-again.com)  
[www.decatursports.com](http://www.decatursports.com)  
[www.eteamz.active.com/soccer](http://www.eteamz.active.com/soccer)  
[www.soccercoachingnotes.com](http://www.soccercoachingnotes.com)  
[www.soccerhelp.com](http://www.soccerhelp.com)