

# Byte Size Coaching U10 Curriculum

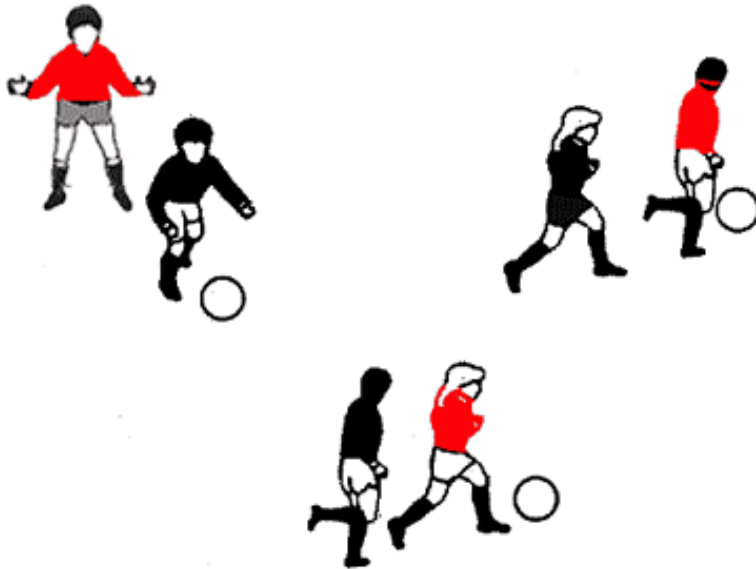
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## Me & My Shadow

### Session 2 Warm-up

#### Objective:

- A fun warm-up that teaches dribbling, change of pace and direction.
- Also encourages disciplined marking.



#### Organization:

- In pairs with a ball between two.
- If there is an odd number make one a trio or coach joins in.
- On a signal the player with the ball (the Dribbler) tries to lose his/her Shadow.
- Shadow must be disciplined and persistent.
- After a few seconds the coach shouts "Change!" and the Shadow becomes the Dribbler, and vice-versa.
- Don't go for too long (30 seconds) as the activity is very demanding.
- Introduce other pairs activities in between the runs, e.g., try to head the ball back and forth; play Keep-Up; play Nut Megs (ball is played through the legs of straddling partner).

#### Teaching:

- Try to burst away from the Shadow by change of pace and direction.
- Shadow tries to stay "touch tight."

#### Target:

- To lose the Shadow; conversely not to lose the Dribbler.

# Carl's Keep Away 4 v 1

## Session 2 Skills Game

### Objective:

- To further develop the passing and support so essential to successful team play.
- To make possession of the ball increasingly challenging.



### Organization:

- Mark a grid 12 x 12 yards depending on ability.
- If possible split group in half, say two groups of 4.
- Use another field if you have large numbers.
- Use pinnies to distinguish the groups.
- One group of 4 goes into the square and just one of the other group also goes into the square. The rest wait in line for their turn.
- The 4 players try to keep the ball away from the one defender.
- When the defender wins the ball or forces the ball to be played out of the area he/she changes with the next defender. This goes on until every defender has been through and they then change with the other team.
- The team that keeps the ball for the longest time (stop watch out) is the winner.
- If a team is doing so well the defender cannot get the ball after 30 seconds shout, "Change!" and the next defender replaces the one in the middle. However, the game continues until 4 interceptions or errors have taken place.
- The coach keeps a supply of balls handy so after an interception or a ball is kicked out of play he/she kicks or rolls another ball in.

### Teaching:

- Coach must assess whether the playing area is too big or too small and make adjustments if necessary.
- For the first few minutes allow the players to play in a non-competitive way so that when a mistake is made, the coach can recreate the situation and then ask the player who made the mistake what the alternatives are. Praise him or her for coming up with the answers. If they can see what should be done they will learn more quickly to do it when the ball is in play.
- After a few minutes go into the stopwatch competition described above without any interventions by the coach other than putting the ball back in play.
- This practice should be used on a regular basis and progressed when the children are ready.

### Target:

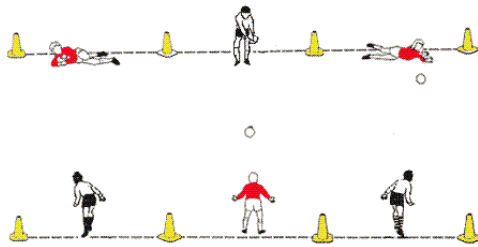
- To keep the ball for the longest time; for the defender to win the ball or force an error.

# King's Castle

## Session 2 Skills Developer

### Objective:

- Fun game to establish correct way of side diving for goalkeeping.
- To develop the decisions involving when to dive and when to stay on the feet.



### Organization:

- Set out as many goals (4-5 yards apart) as there are goalkeepers.
- Two goalkeepers per area, one with a ball, both standing up facing one another 6-yards apart.
- Receiving goalkeeper can come a yard forward from the line and should be encouraged to do so.
- Balls must be rolled along the ground to the side of each keeper.
- The keeper rolling the ball must do so from the goal-line.

### Teaching:

- Try by gliding to the left or right to get in line with the ball and therefore be able to scoop it up without diving.
- If dive required most times it will be a collapsing dive - just let gravity take over.
- Try to React to the shot rather than Anticipate.
- As with King's Court arms should reach forward to stop ball in front of body.
- Arms should receive at full stretch and then relax into a "crooked" arm position.
- Upper knee should be drawn in comfortably across the body as the ball is received.
- Lower leg should remain loosely trailing.
- Head and upper shoulder should be drawn over and above the height of the ball.
- "W" hand position is employed, but with ball "trapped" by the upper hand on top of the ball and lower hand behind the ball (see graphic in King's Court) and so use the so-called "Third Hand."
- If the ball is just inside the cone, may have to drive with the leg furthest away from the ball to get the distance.

### Target:

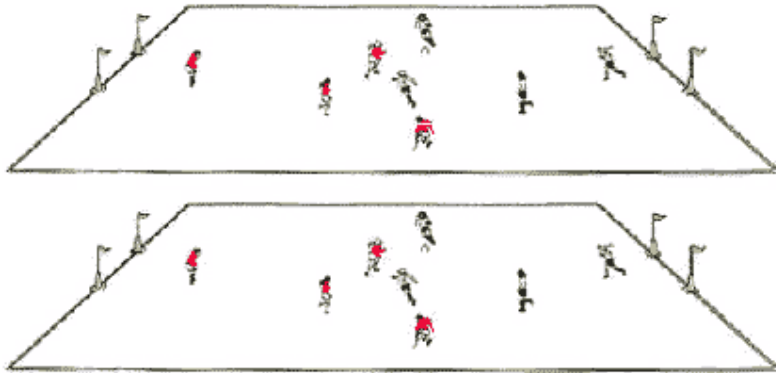
- To start with, everyone is practicing and there is no pressure.
- Then the "battle" begins. The King's Court system is used.
- The top field is designated the King's Court (coach decides the top and bottom).
- Ball must be rolled, not thrown, along the ground.
- Goals only count if they are "clean" (must not touch the cone).
- Service must be from a position where the attacker has his/her feet touching the goal line.
- Each "round" goes for 2- to 3-minutes and a winner is declared (coach needs a tie breaking method) and the changes are made as follows: The winner in the King's Court retains the #1 position. The loser goes all the way to the bottom court. The other winners move up one place. The battle recommences.
- With large groups have two or three King's Courts with 3 or 4 fields per sub-group.
- Keep it fun and therefore downplay the "winning at all costs" attitude.

## Fab Fours Jamboree

### Session 2 Game

#### Objective:

- To create a Jamboree atmosphere.
- Allow the children to enjoy playing without any coaching.



#### Organization:

- Any number of players above 15 can create a Jamboree atmosphere. Consider joining up with another team who practice at the same time.
- If less than 16 make up three teams of 4 or 5 players. Have a second activity area as one team waits to play.
- With 16 or more put in two fields or more, depending on numbers.
- With more than one field synchronize the play.
  - The time-keeper starts the game for everyone with a whistle.
  - One long blast signals the start of play.
  - A short blast signals the end of each period.
  - After the end of each period the substitutions/rotations take place and the game is recommenced as quickly as possible without a signal from the time-keeper.
  - Restart is with an indirect free kick from the part of the field where the period ended with the kick taken by the team that was in possession.
  - A short blast, followed by a long blast signifies the end of the game.
  - Use 4-period (quarter) games, but make sure to organize the rotations for the next game to ensure equal time on the field and in goal.
  - Play two to three minute periods.
- Try not to have more than 6 players on a team.
- With 5 players, at the end of each period, one of the subs becomes the goalkeeper, the goalkeeper moves out onto the field. One field player comes off. With 4-quarter games, start the next with the player in goal who was not in goal in the first game and so on. Use the same principle with 4 players or 6 players (equal time in goal and on the field).
- Teams work on a Round-Robin format.

#### Teaching:

- Coaches have to work hard to say...nothing!

#### Target:

- To enjoy good fun soccer.