


Blackhawk Area  **Soccer Association**
P.O. Box 1602 - Chippewa
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Basic Requirements for U10 Children

Rules

Off Sides / Off Side Position

Skills

- Double scissors Move (encourage this move, don't expect them to use it in a game)
- Feints
- Spreading out

Positions (terminology)

Offense

- 1) Near side Forward
- 2) Center Forward
- 3) Far side Forward

Defense

- 1) Near Side Defender
- 2) Far Side Defender
- 3) Sweeper (if playing 7v7)

CHARACTERISTICS OF U10 CHILDREN

Lengthened attention span compared to the U8 players.

Are far more team oriented.

Still in motion, but not as busy. Will stay in place long enough for a short explanation.

Psychologically becoming more firm.

Boys and girls beginning to develop separately, girls at a faster pace.

Overall and small motor skills becoming much more refined.

Prefer balls and equipment with team identification.

Pace factor becoming developed. (They do think ahead.).

U10 CURRICULUM

Coaching Emphasis-Individual Technical Development, Small-Group Decision-Making and Fun: Because of the cognitive and psychomotor abilities of U9/10 children, coaches should focus on perfecting their player's fundamental soccer techniques (see the list below). Special emphasis should be placed on developing players who are willing and able to go 1v1. Coaches should not sacrifice their player's technical development in order to win games, regardless of what parents want. Player's decision-making can be enhanced through small-group play in small-sided games. NO LINES, NO LAPS and NO LECTURES to ensure soccer remains fun.

Game Format: 6v6 (5 field players and a goalkeeper).

Roster Size: For six aside maximum of 10

Soccer Knowledge: "Spreading out" to create length and width, the laws of the game (that is, those laws that impact how players play) the "moves" used by professional players and greater awareness of professional teams/players through watching "pro" games.

Team positions: Players can be exposed to and asked to play a position. However, coaches must remember that positions are "fluid" not fixed and that, developmentally, many children will have a difficult time playing a position. Coaches must make allowances for these children, enable them to roam and adjust their team accordingly. for 6-aside play two defender, three forwards. Rotate those players into the goalkeeper position, who are willing to go in goal.

Technical Emphasis: The following techniques should be covered with children through the use of developmentally appropriate games (especially match condition games). Drills are to be avoided by inexperienced coaches (drills focusing on intricate individual technique can be used for short periods by qualified, experienced soccer coaches). The techniques to be covered in the order of importance are:

1. Dribbling the ball (coaches should place special emphasis on developing the skills need to go 1v1 and beat defenders).
2. Running with the ball to attack space.
3. turning with the ball to elude a defender or change direction.
4. Shooting (nurture an aggressive attitude towards shooting and cover multiple shooting skills while stressing the volley and driven techniques).
5. Passing (with inside and outside of foot)..
6. Receiving the ball (wedge and cushioning techniques to minimize number of touches needed to control the ball.
7. Heading (to be introduced in "user friendly" manner).
8. Shielding the ball for possession.

Tactics: Below are some tactical considerations for the U10 coach. Coaches must remember that our player's technical development is vastly more important than tactics at this age. However, coaches can help players make better use of their greater technical prowess by making superior decisions. team tactics can be addressed one practice out of every ten.

1. 1v1 or individual attacking tactics: players must first be coached to be aggressive to take on defenders 1v1. in addition, they need to learn the techniques used to beat defenders 1v1. Players should be taught an array of 1v1 moves (ball feints, body feints, fakes, turns etc.). Only then can we guide players to apply them effectively how, when and where to beat defenders. Players need help becoming more comfortable when playing with their back to the opponent's goal..

2. Creativity: Players need to be encouraged to improvise and to take risks in solving tactical problems. Coaches and players need to remember the difference between creative decisions(good/unique ideas...that might not always work out) and bad decisions (making the same mistakes twice!).

3. Vision: Players should be encouraged to "get their heads-up," to "see the field" and to scan for options before receiving the ball, so they already know upon controlling the ball what their next action will be.

4. Play quickly but with purpose: Coaches are compelled to discourage "kick-ball." Players should not be allowed nor encouraged to kick, "send" or "dump" the ball aimlessly down the field. However our players have to be encouraged to play (think, execute, etc.) quickly.

5. Small-group play: Focus upon support play. Do players move or stand still when not in possession? Do they move into open spaces at the right time? Players should be encouraged to "find" new positions to help their teammates, rather than be told when and where to move.

6. Individual defending: Do players try to recover the ball after losing possession? Encourage players to defend actively with caution, rather than "over-pursue" the ball.

7. team play: Does the team attack and defend together as a large group? No players should be assigned to stand like a "cone" on the edge of the penalty area during the game. Does the team transition quickly (on their own) from attack to defense after losing the ball and from defense to attack after winning the ball?

Practice/Games Schedule: Two "1 hour" practices per week. Games Saturday mornings

Recommended Activities: Tag games with the ball, gate games, 1v1 games, 2v2 games, small-group activities, small-sided match conditioned games and small-sided scrimmages.

Player Equipment: Size 4 ball, athletic shoes, appropriate clothing, shin guards and high socks over the shin guards.

Coaching license: The State Youth License is recommended for in-house coaches.

U10 MODIFIED RULES IN-HOUSE

The field: 45-50 yards x 35-40 yards (approx.) recommended. Penalty area 12-14 x 30 yards (approx.). Halfway line with 10 yard center circle

The goal: 18-21 feet wide by 6-7 feet high (approx.).

The ball: Size 4 is recommended.

Players: Number on the field at one time: 6. Play one defender, 3 midfielders, a forward and a GK. Each player shall play a minimum of 50% of the total playing time. Goalkeepers should be introduced at this age level. Maximum of players on the roster should not exceed ten (10)

The kick-off: One team will be designated to kick-off at the start of the game. Kick-off is intended to insure possession and ball must go forward. The ball is not kicked "football style" to the other team.

Substitutions: Substitute players anytime the ball is out of play, so players should be allowed to maximize their playing time.

Duration of Game:

A. The game shall be divided into two (2) equal halves of twenty-five (25) minutes each.

B. There shall be a half-time break of five (5) minutes.

Practice Schedule: one 60 minute practices per week

Games: Will be played on Saturday mornings at the designated times

Ball out of play: When the whole ball crosses the line, throw-ins can be used. Throwers should face the field, use both hands and deliver the ball from behind their head by keeping their feet down on the ground.

Referee: A referee should be assigned and FIFA rules should apply

DRIBBLING

Dribbling: Guide the ball with both feet, use all surfaces of the foot, upper body is bent slightly over the ball, keep the ball in close when in a crowd, using light touches, push it further out in front when given more space. player pushes the ball does not kick it.

- 1) Dribble in place juggling the ball between the feet left to right (Tic Toc-Just as you would juggle a basketball with the hands left to right) always encourage keeping their heads up.
- 2) Dribble from one end of the field and back or around the field alternating the inside of both feet and keeping the ball one step away.
- 3) Dribble from one end of the field and back or around the field alternating the outside of both feet and keeping the ball one step away.
- 4) Set up a dozen of cones three to five yards apart in a straight line have the players dribble in and out, up and back.
- 5) Set up a dozen of cones three to five yards apart staggered, have the players dribble in and out, up and back.

- 6) Set up cones three to five yards apart in a circle have the players dribble in and out and have the players exit the circle dribbling towards the goal for a shot.
- 7) use your imagination for any other type of dribbling exercise.

PASSING

Inside of the Foot Pass: The planted foot is next to the ball pointing toward the target, kicking foot is raised, toe up strikes middle of ball, ankle is locked, contact area is between ball of foot and the heel on the inside of the foot.

Outside of Foot Pass: Angle approach to direction of the pass, toe down, ankle locked, and foot angled slightly in, contact surface is the outside of the laces, upper body is leaning slightly over the planted foot.

1) Make two lines; have players face each other approximately 10 to 15 yards apart and pass the ball back and forth using both feet, (note encourage the players to use the left foot 50% of the time more than the right foot during these exercises). Every time three to five minutes or so make the players move approximately five yards closer and keep on passing. the players should stop the ball before passing. Keep on doing the exercise until they are approximately five yards away from each other this time make them do a one - touch pass, this helps their coordination and keeps them on their toes.

2) Make two lines; one player passes the ball to the other player. The other player will run towards the ball and tries to shoot it towards the goal. The players shooting the ball should line up approximately 15 to 20 yards away and centered on the goal. Rotate the two lines so everyone gets a chance to shoot. Make players practice using both feet.

RECEIVING

Outside of Foot Trap:

1) Point the toe down and roll the foot over so that the outer edge is pointing toward the ground, bending the knee, and pulling the foot towards the opposite side of the body. Experiment so that you can turn the front of the foot into as flat a surface as possible to receive the ball.

2) Turn slightly away from the ball, so that the knee of your receiving leg can point towards the incoming path of the ball.

3) Make contact with the ball, catching the ball so that the middle of the foot is vertically centered on the ball and the foot basically wraps around the ball (with the toes at the lower edge and the heel at the upper opposite edge of the ball).

4) As the ball meets the foot, relax the knee so that the lower leg can swing freely inward ("give"), which allows you to take speed off the ball and allows the ankle to aid in trapping the ball as your leg "gives" backward.

Wedge Trap:

- 1) Plant foot is turned slightly outward, with knee bent.
- 2) Receiving leg is bent and foot is turned sharply outward with heel dropped down, so that lower leg/foot makes an "L" shape.
- 3) Lift receiving foot off of the ground about 4-5 inches, so that contact with the incoming ball is made just below the top of the ball.
- 4) Relax the foot/leg as the ball makes contact, so that the ball is cushioned to a stop.

SHOOTING

Shooting: Shooting is an important skill, because this is the skill used to score. All players love to score a goal. Teaching the proper shooting technique will help the player to increase his chances of scoring when given the opportunity.

- 1) The kicking leg should be planted beside the ball.
- 2) The non-kicking foot should be planted beside the ball.
- 3) The eyes should be kept on the ball while shooting.
- 4) The kicker should strike the ball with the instep or laces of his kicking foot.
- 5) The kicker should strike the ball forcefully.
- 6) The kicking foot should follow through completely.
- 7) The player should aim for the corners.
- 8) Players should be told to shoot every chance they get. This puts added pressure to the defensive team.

CHECKING (STOPPING)

Checking (Stopping) the Ball: With the ball moving forward at a slow roll put the plant foot (usually the non-dominant foot) beside the ball and do a quick hop on the plant foot as soon as it comes down. While you are airborne with the hop, lightly tap the top of the ball with the opposite foot (which will naturally be coming over the ball in the normal

stride). **DO NOT** put any weight on the tapping foot. A very slight tap on the ball will cause it to stop. Continue forward to land on the tapping foot, then turn back to get the ball. Older players will be able to turn in the air and do a "rooster-tail" type of hockey stop (landing with the foot already turned sideways so that they can immediately push off the opposite direction).

A) Have each player with the ball simply dribble around and work on stopping the ball with a check (stop) move. This move is not as hard as it sounds and most players U8 and above can master it without real difficulty.

B) Make the players play 1v1 using their dribbling skills and practice the check move.

C) Form three columns with the players facing down field. At your command the first row starts dribbling forward, when the command is given, the players are to check the ball and start dribbling to the right. When the command is given, again the players are to check the ball and start dribbling forward again. When the command is given again the players check the ball and start dribbling to their left etc. Allow plenty of space to accomplish the exercise. When finished send the next row and repeat until they, all practice the skill.

LACES KICK

Laces Kick: Start with players, each with a ball, seated on the ground. Point out the big bone that runs along the inside laces of the foot. This is the hardest surface of the foot, and is the area which they will use to make a laces kick. Have them toss the ball up in the air, and try to hit the ball solidly in the center with the big bone of the foot.

Now, put them in pairs. One player will bend over and hold the ball with the hands, while the other player works on the foot position needed to make the big bone of the foot come into contact with the center of the ball. Players with big feet often have to turn the foot sharply to the side and turn the knee inward to get this optimal contact. Furthermore, as they continue to grow, they may need to periodically redo this exercise to find the correct foot position, so coaches should not overlook the need to do this if a player suddenly becomes unable to do a low shot after having prior success.

Next, work on the correct distance for the plant foot. One of the most common problems with young players is a tendency to put the foot too close to the ball, which makes it almost impossible to make good contact with the ball. Tell the players to leave plenty of room for their hips to swing, because they will get power from the swing of the hips/legs.

Finally, work on the proper approach to the ball. Put the player at an angle to the side of the ball, usually around 35 degrees, and back at a distance that he will need to take 3 steps to reach the ball. Note that a right - footed player will step L, R, and then put his L foot beside the ball. As the non-kicking foot is planted, the kicking leg is drawn back; the ankle of the kicking foot is locked with the toe down; and the knees of BOTH legs are

bent so that the knee of the kicking foot comes over the ball as contact is made with the ball.

Coaching Note: Do not skip the phase of checking out the proper foot positioning. It is critical that the players be allowed to experiment with the positioning which feels “best” to them and they will automatically feel when they are making solid contact. The coach can make the rounds and to check each player while they are experimenting with their foot position.

Once both partners have tried this basic positioning, put partners across from one another at a distance of about 30 feet, each player with a ball, lining up the partners so you have two lines of players work on their kicks. To maximize touches, allow both players to go at the same time and allow players on one side to use any ball, which comes their way. While they are working on these skills, walk around and correct technique as necessary.

Common Problems: ·Erratic shots caused by failure to lock the ankle/foot

·Tip: to get players to lock the ankle with the foot in the ‘down’ position, encourage them to curl their toes into the bottom of their boot.

·Shot not staying low, caused by foot position too low on the ball or by putting the plant foot too far behind the ball.

·No power on the shot, caused by poor leg swing or improper of plant foot.

·Stubbed toe, caused by poor run angle and/or failure to bend leg of kicking foot and/or failure improper foot angle.

·Tip: cut the bottom off of a Styrofoam cup and use the inverted upper half as kicking tee; shorten the tee as the player improves.

·Lifting the head, which causes the ball to become air-borne or the shot to be erratic.

·Tip: get the players to focus on a particular panel of the ball and “watch their foot hit the ball”.

Once the players have learned the basic mechanics of the shot itself, they are ready for the next stage, which is to teach the follow-through. In order to impart the maximum power to the ball, the player must continue to run through the shot, ending in a high kick worthy of can-can dancer, with his/her head/nose almost coming into contact with his kicking leg. To do this, it is easiest to practice the move without the ball. Simply put the players on the field and tell them to select a spot, which represents the ball such as a mound of grass, or spot marked on the dirt. Have them start their run so that their foot will go over the spot; and then practice leaping through the contact with the ball so that they go over the spot and land on their kicking foot.

Coaching Note: Some players who are worried about stubbing their toes may be afraid of an exaggerated follow-through. For these players, it is sufficient initially if you can get them to run through the kick and land on their kicking foot.

Now, put the players back into their two lines. Because of the increased power, and the need to run forward, have the two lines alternate on doing these kicks and leave plenty of space so that nobody gets hit by a shot. Let players see how much extra power is achieved by the follow-through.

Instep Drive:

- Support foot beside the ball and pointed at the target
- Kicking foot pointed down and locked throughout the shot and follow through

- Body weight is moving forward and through the shot, landing on the kicking foot

Instep Drive Training The following exercises are submitted not as one or two training sessions, but as examples of exercises that can be used in a training session, based upon the age and skill development of the players.

Warm Ups:

- Two men pass and move.

- Stretch the ankles by rotating them while standing on one foot; then press the toes into the ground and try to drive the front of the foot forward and down with the upper leg; this should give the player a sense of driving the lower leg with the upper.

- By standing sideways to and grabbing onto a stationary object, swing a leg slowly until maximum swing is reached; switch legs; stress the leg swing being driven with the upper leg. Technical Exercises

- Have the players pass back and forth in the two man groups using the instep; move through the technical points above, individually focusing on each one; the players should not one-touch their kicks at this point; increase the power of the pass and distance between the players gradually

- Have one player hand serve the ball to an area below her partner's knee; this is to reinforce the foot-down kicking position throughout the kick.

JUGGLING

Development of Juggling Skill:

Development of juggling skill in training provides four important benefits that money can't buy, these being

- touch
- balance
- agility
- soccer specific fitness

Touch:

top level players feel the ball through the shoe, and know at every moment what part of the ball and what parts of the foot are in contact. The player learns to project, mentally, down to the surface touching the ball, foot, thigh, chest, or head, and learns to feel where the ball will go next based on the last touch. For example, it's easy for you to toss a basketball back and forth between your right and left hands, even with your eyes closed. Your mind is in your fingertips. Why shouldn't practice make it easy for a player to "toss" a soccer ball between feet ?

You must encourage juggling in order to develop touch, because touch translates into better results in matches. With good touch, players will weight their passes more accurately, have an easier time beating opponents with attacking moves, and be more successful at holding the ball against pressure, all because of improved touch gained by juggling.

Balance:

When you juggle, touch on the ball is half the battle, the other is in controlling your body. Being able to make rapid, quick, micro adjustments with all the large and small muscles is a requirement for successful juggling, and players with better balance are the ones who can move to their right but keep their balance to shoot the ball to the left, just inside the post. (There's no kidding about the value of balance. I have a player this year who trains 4-5 hours a day as a competitive figure skater, and she's finished in the top ten nationally the last two years. She has incredible balance and agility, and in this year's state cup final, she took on two defenders and beat each with a quick lateral move to the right, then finished with a goal to the left post. The keeper had no chance to go back the other way.)

Agility:

Balance's natural partner, like balance in motion. The ability to change directions quickly. As juggling increases balance, it does improve agility somewhat, especially for those players who work in group juggling exercises where movement and control mix together. Like this one:

Groups of two, juggle four touches, loft a pass half height (chest high) to partner and move to new location 6 feet away and prepare to get ball back. Partner does likewise.

Soccer Specific Fitness:

Sure your players can run a long way in the Cooper test, but do they have the leg development, balance, abdominal and lower back development to check back to the ball, kill a hard pass, turn and make an attacking move to goal, and repeat this 50 times a match ? After they do this 20 times, do they still have both the fitness and the touch to be successful ? Juggling is fairly aerobic, especially if you do it in a group with movement, and helps accomplish development of those little muscles that wear out quickly in matches if not conditioned, like hip flexors and lower back muscles. Kids with underdeveloped hip flexors have absolutely no speed at all late in a game.

Improving Juggling Skills

A daily home program is the basis for success. There's no one best program, and variety helps make it fun. One example:

Individual:

1. 100 touches, right foot
2. 100 touches, left foot
3. 100 touches, both feet working together
4. 100 touches, thighs working together
5. 100 touches, head
6. 100 touches, all surfaces
7. Run juggle 44 yards, repeat. Keep the ball up as you jog, then run.

With a Partner:

1. Partners with ball, keep it up with heads
2. Partners with ball, keep it up, all surfaces
3. 4 or 5 touches, loft pass to partner at 6 feet, check away 10 yards, return.
4. 4 or 5 touches, loft pass to partner at 6 feet, do a push-up (press up in UK)

With Groups of 3 to 5:

1. Keep it up with heads
2. Keep it up, all surfaces
3. 4 or 5 touches, loft pass, sprint lap around group, return to position
4. Line of players face 1 solo player. Player at front of line starts underhanded serve to the head of solo player facing line, sprints to become new solo player. First solo player heads back to front of line, sprints to end of line. Keep it up with heads continues.

Coaching Points:

1. For all exercises, don't count a touch if control is lost before a second touch is accomplished. It can't be 1, drop, 2, drop. It has to be 1, 2, 3, 4, drop, 5, 6, 7...
2. Ask players to read the ball through their boot, and to know, with every touch, which toe touched the ball and what part of the ball it touched, and how hard.
3. Players will have more success in a relaxed attention posture with slightly bent knees, head up, arms at a comfortable distance to provide balance.
4. To get in more touches in time available, ask players to recognize when they are just about to lose control of the ball, and to let the ball drop beside them, instead of getting in just that one extra touch that knocks the ball away 5 yards. In the time it takes for them to walk 5 yards, another player can get 10 or 20 more touches accomplished.
5. With groups, keep the numbers small so everyone gets lots of touches.
6. Keep records, have competitions, have tests, and give small awards to recognize accomplishment.

Beginning Fakes and Feints

Beginning Fakes & Feints: The art of feinting is delightful, and even young players can get a kick out of getting an opponent to "bite" on a good fake. Over the course of the season, the coach should introduce a new fake/feint every 6 weeks or so as a part of normal take-on work. Players should be encouraged to try these new feints, and some warm-up time should be devoted to learning the new feints. Coaches should not be discouraged if it takes players a while to actually use their feints in practice or in games. It takes time for a player to learn to "sell" the fake, and to remember to try it when under pressure. In addition, not every player will want to adopt a particular feint into his personal bag of tricks. Virtually all players, including top-level stars, have some four or five basic feints that they use most of the time with great success. So, do not be surprised that player's show decided personal preferences on which moves to adopt and which to discard.

Warm-up. In feinting work, the muscles, which are used, are those, which allow the hips to swivel from side to side (and the shoulders/arms to get in on the action of swaying about). These are the same muscles, which are used in the more fluid kinds of modern dancing, so it can be fun to use music as a part of the warm-up. Start with some fast

footwork drills to get the blood pumping, and then do some stretches (focusing particularly on the muscles running along the flanks which allow twisting and swiveling movements of the hips). Also, work on stretches of the quads, as part of any feint will include very quick acceleration moves. Along the way, do some rhythmic swaying, and then add some push-off jumping from side to side.

Individual Work. In order to work on feints/fakes, your players will need to have learned basic take-on skills and how to explode by carrying the ball forward with the outside of the foot. If you have not covered this, you should do the practice on beginning take-on skills before holding this practice session.

Probably the easiest feint to learn is a simple step-fake. To do this, the player has the ball on the front of the right foot; takes an exaggerated step to the R as if intending to do a sharp cut toward the R with the inside of his L foot; then immediately explodes to the left, dragging the ball with him on the outside of his L foot. This fake obviously also can be done (and should be practiced) going to the L and then exploding to the right. In their beginning take-on work, players learned to imagine that they are exploding through an open doorway to escape the monster, and then they are cutting back to slam the door on the monster. Initially, you may want to eliminate the slamming door phase so that they can concentrate on the feint itself. However, as soon as possible, you will want to remind them to slam the door on the monster.

This move is very easy, and can be mastered by even very small players. To avoid having players running into one another as they explode, try putting them in a line (queue) or widely space them so that they each are facing a cone (which serves as a defender). Then, simply allow them to experiment on learning to fake one way and then explode to the other. Encourage them to turn their shoulders/hips in the faked direction, which will help to "sell" the fake. After working on step-fakes in one direction, switch feet and work on going in the opposite direction.

After the step-fake, one of the easiest feints to learn is one involving the use of a single scissors (Barnes) move. This next move should be added after doing some individual and small group work with the first move. Particularly with younger kids, you want to give plenty of time for the first move to "set" into their brains and muscles before adding a new move, so don't rush things too quickly. Besides, it is no big deal to wait for another practice to introduce the next move.

In the single scissors, the player comes directly at the attacker, moves his left foot around the front of the ball and plants it to the side of (and slightly behind the ball), while swiveling his hips as if he plans to take the ball to the left with the inside of his right foot. As soon as his right foot is moving over to the ball, he quickly brings his right foot behind the ball (so that he can carry the ball on the outside of his right foot), then explodes forward to the right while dragging the ball on the outside of his R foot. The primary difference between this feint and the simple step-fake is the movement of the faking foot to go in front of the ball before being planted. This is an important difference (both because it protects the ball better and because it confuses the defender more).

For younger players, it may work best to show them the move, and then start working on the motions involved without using any ball. Simply bring the L foot forward in a semi-circle (toe pointed down) and take a big step to the left (bending the knee sharply - as the left leg will give the acceleration). While transferring the weight to the L leg, exaggerate the appearance of a cut to the left side. Then, as soon as the weight is transferred, explode right. Note that some small players may have trouble bringing the foot in front of the ball with any speed (due to the relative size of the ball to their short little legs). It is fine for them to lift the L foot over the ball if this is easier. Once they have the move down, add a ball, and allow the players to experiment with doing the move. Encourage them to keep their upper bodies relaxed (almost limp), so that they can fluidly switch directions.

Small Group Work Put an anchored defender (one foot must remain on a cone and the other leg should be waving to make it clear which leg is "dead") in the center between two cones, which are about 15 feet apart. Have the attacker come directly at the defender; feint towards the side of the waving leg; and explode past the outside of the "dead" leg. As soon as he is around the defender, he must slam the door by cutting back behind him. Have him turn around and then come back from the other direction. Tell the anchored defender to alternate which leg is waved, so that the defender must decide the direction in which to start his feint. Let the attacker have about 4-5 tries, then switch places with the defender. It is important for players to learn to recognize this type of opportunity - and which way to go - because this type of situation occurs often in a game (for instance, a defender who is trying to back-pedal without galloping quite often will be "dead" or getting ready to go "dead" on a leg when the attacker chooses to explode into a move).

Next, instruct the defender to stay anchored without waving a leg, and to simply "bite" by lunging in the direction of the fake as soon as it is made. Illustrate to the players that, when the defender's body and weight are moving in the wrong direction, an attacker can go around the non-lunging leg because it is "dead" due to the lunge - and, in fact, is "more dead" on the side of outstretched leg (the one with no weight) than the leg where all of the weight has been placed. Why? Because it is very easy for the defender to pull his outstretched leg over and transfer his weight onto this other leg fairly quickly - but due to his momentum, it takes a lot longer to recover and go back the opposite way. It is important for new attackers to understand that, when the defender is standing straight, the "dead" leg of the attacker is the one with all of the weight on it. However, when already moving, the most "dead" leg is the non-weight-bearing leg.

After allowing both players to work on feints against a defender who is lunging to the side, add the final most common defensive error - which is to dive forward from a sideways-on posture. In this situation, the player is completely "dead" on the front foot - and essentially, dead on the back foot, so the attacker has the ideal choice of going by him in either direction. Most commonly, the attacker will want to go around the defender's back in order to cut in centrally - and this approach causes the defender the most difficulty because the quickest way to turn is to keep going forward (but, to do this, he has to turn his back on the attacker, which is very high risk because he will not know where his mark is). As a result, practice on rolling off the back of the defender - but point

out that the attacker always has the option of going down the line if this makes more sense. **[Coaching Note: As you progress in teaching more take-on skills to your players, you will begin to teach them how to "show" the ball to the defender to try to provoke a lunge or stab, so that they can accelerate around him - and illustrate which moves tend to be best to cause defenders to "bite" in various circumstances.]**