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TEACHING AND COACHING SOCCER

John D. Bratcher

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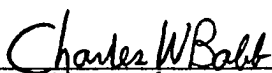for the degree Doctor of Arts

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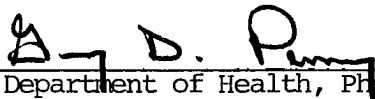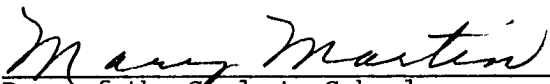TEACHING AND COACHING SOCCER

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ABSTRACT

TEACHING AND COACHING SOCCER

by John D. Bratcher

The purpose of this nontraditional dissertation was to
develop a manual that would assist in teaching and coaching soccer.
The manual, which can be readily adapted and used as a college
level activity textbook, is geared toward developing the beginning
soccer player. It is divided into 10 chapters according to
topical information and makes use of photographs and diagrams in
the explanation of the development of soccer skills, tactics, and
fitness. In addition, each chapter includes a list of objectives
pertinent to the information and material presented in the
respective chapter.

In chapter 1 a brief history of the development of soccer as
a sport is given, along with several possible reasons for the
appeal of soccer to the spectator as well as the player. A brief
interpretation of the rules of soccer and an extensive list of
soccer terms and their definitions appear in chapter 2. Emphasis
has been placed on the rules used for intercollegiate competition,
although the international laws are briefly mentioned.

In chapter 3 the basic skills common to all field players are
analyzed and explained, while chapter 4 is used to deal with the

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specific skills of the goalkeeper. In both chapters there is an
emphasis placed on orderly progression for skill development.
Several common errors that usually occur as beginning players
learn to execute each skill are pointed out.

Basic defensive principles of soccer are discussed in
chapter 5 while offensive principles are discussed in chapter 6.
In both of these chapters individual tactics and tactics for the
team as a whole are mentioned. Several examples of tactical drills
that reinforce both the defensive and offensive principles are
explained in chapter 7. Chapter 8 is used as a basis for
discussing individual positions as well as systems of play. Brief
explanations of the three basic variations of indoor soccer that
are played throughout the world today are given in chapter 9 with
_mphasis placed on the value and use of indoor soccer in the
development of soccer players. Physical conditioning for soccer
is the major topic in chapter 10. The various physical components
of soccer fitness are discussed along with the methods that should
be used for improving these components.

ACKNOWLEDGMENTS

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J. D. B.

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Chapter I

An Introduction to Soccer

Learning Objectives

The student will be able to:

1. Outline or describe the evolution and history of soccer.

2. List several reasons for soccer's popularity and appeal with spectators.

3. List several reasons for soccer's appeal to players.

The Development of Soccer

Soccer, or football as it is referred to by most of the world, cannot be traced to an exact beginning since the game seems to have evolved from a variety of games over a period of at least 2,000 years. Tsu Chu, meaning to kick a ball of leather with the feet, was played in China as early as 206 B.C. (Moynihan, 1974). During this same period, the Greeks played a similar game called Episkyros which was later changed by the conquering Romans to Harpastum. Evidence now points out that both of these games consisted of throwing the ball, instead of kicking it, past a goal (Arlott, 1977).

As the Romans expanded their empire into Britain they introduced their game, which was changed somewhat with the passing of time (United States Navy, 1943). During the Middle

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Ages, the adapted version, which prohibited the ball from being thrown, became so popular and developed into such violent involvement that it was banned in 1314. This wild version, characterized by brutal fighting and noise, was played in the streets and involved hundreds of participants who attempted to kick the ball into goals that were placed sometimes as far apart as two miles (DiClemente, 1955). Despite this ban, the game continued to gain in popularity and 30 years later a second ban was imposed, this time by Kind Edward because of his love for archery and the soccer fans' neglect of this sport (Clark, 1981). The game was outlawed several more times by the English monarchs over the next 4 centuries, before royal approval and encouragement was obtained.

The term soccer is generally believed to have been derived from the abbreviation of association, "assoc.," from the organization of the English Football Association in 1863. The name soccer, or soccer football, was used to distinguish the game from the other types of football being played at that time (Bailey & Teller, 1970). In 1904, with over 40 countries playing soccer, the Federation Internationale de Football Association (FIFA) was established as the world governing body for amateur and professional soccer. This organization introduced standardized rules which were to be used for all international competition.

As FIFA grew and gained stature among more countries the concept of a world championship culminated in the first World Cup being played in 1930. Since then, this truly world championship tournament has been played every 4 years with the exception of 1942 and 1946 because of World War II. Today, with FIFA membership totaling 146 countries (Morris, 1981), elimination play begins 2 years prior to the 16-team final championship tournament.

Soccer in the United States

The original inhabitants of North America, the American Indian, may have played a kicking game similar to soccer; however, most authorities give the credit for America's introduction to the sport to the European immigrants. Even though soccer was being played in the United States by the late 1860s, the sport was not fully organized until 1913 when the United States Football Association was formed and recognized by FIFA as the governing body of United States soccer.

This group soon changed its name to the United States Soccer Federation in an effort to prevent confusion with the game of American football. Soccer competition was played at the amateur and semiprofessional level until 1967 when two rival professional leagues were formed. Poor attendance coupled with legal problems resulted in the 1968 merger of these two leagues into what is now known as the North American Soccer League (NASL). This FIFA

sanctioned league, comprised of teams from Canada and the United States, has had a history of financial trouble resulting mainly from a consistent lack of planning and dwindling spectator support. Even though the league was formed 15 years ago, it is still struggling for survival and acceptance by the American people.

Unlike the professional organization, amateur soccer has enjoyed tremendous growth and success in the United States. The last official estimate includes 6,000 high schools and 800 colleges and universities who field teams for either men or women (Shay, 1979).

Spectator Appeal

The appeal of soccer to spectators around the world has resulted in many stadia being constructed to seat over 100,000 fans, with the world's largest stadium located in Brazil, able to hold more than 200,000 fans. Even these large stadia have proven to be too small for some incidents involving competition between rival communities or countries. For example, in 1928, when the Football Association championship was held in Wembley Stadium (capacity 127,000) more than 500,000 fans showed up to watch the match. Somehow, over 225,000 people were able to enter the stadium and the overflow crowd covered the entire playing field, causing the game to be halted. Forty minutes and 1,000 injuries later the field was cleared and the game resumed (Morris, 1981).

The history of soccer includes unfortunate tragedies stemming from the game's popularity; the worst of these occurred

in 1964 when a controversial call made by a referee during an international match between Argentina and Peru resulted in a goal by the Peru team being disallowed. This call triggered a riot by the spectators which ended in 301 deaths and 500 injuries (Morris, 1981). In the 1969 World Cup qualifying match between Honduras and El Salvador rioting developed between the two groups of patriotic spectators resulting in a split of diplomatic relations between these two countries. Eventually, both sides went to war in a conflict remembered as the "soccer war" (Morris, 1981).

The excitement derived from watching the fast-paced, nonstop action of a soccer game may be responsible for the game's appeal to spectators; or, the thrill of watching individuals perform artistic maneuvers in coordination with team play may be another factor drawing interest from the fans. When national or community pride is at stake during athletic competition many games have involved assaults on players, referees, and spectators (Morris, 1981). These displays, along with those previously mentioned, are extreme examples of what can occur during, or as a result of, an exciting soccer game.

<u>Player Appeal</u>

Soccer's appeal to the player can be attributed initially to the limited need for and cost of equipment since a ball is the only essential item; also, the game, being highly adaptable, can

be played almost anywhere, with less than 11 players needed per side for an impromptu pick-up game. Perhaps another reason for the players' zeal for soccer is the exciting, fast, nonstop action of the game. The major cause for its growing popularity in the United States, as well as its established popularity throughout the world, is that anyone can play soccer regardless of their size and physique. Most players involved in high school and college soccer are of average height and weight, with even the professional leagues having few players over 6 ft 2 in. (Kane, 1973). Individuals of average size whose chances for success in other sports are limited by their size are not handicapped by their size while playing soccer.

Chapter II

The Terms and Rules of Soccer

Learning Objectives

The student will be able to:

1.   Explain why soccer terms and rules should be introduced along with skills and tactics.

2.   Identify soccer terms and their definitions.

3.   Diagram and label a soccer field.

4.   List the seven rules that govern intercollegiate soccer.

5.   Interpret each rule in game-like situations.

6.   Briefly differentiate between the NCAA rules and the rules used in international competition.

Many terms and rules peculiar to soccer are new or unfamiliar to most individuals who are studying or learning the game. The progress of this new challenge can be enhanced by an initial study and comprehension of both the terms and rules. Not only will instructions, directions, and lectures be less confusing, but it will be easier to understand the purpose and reason for certain techniques and strategies as they are introduced.

Terms of Soccer

<u>Advantage rule</u> - Discretionary power given to the referee to allow an infraction of the rules to go unpenalized if, by calling

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the infraction, an advantage in play would be given to the team committing the infraction.

Carded - A slang term for the action taken by the referee when a player is cautioned (yellow-carded) or ejected from a game (red-carded).

Caution - A warning given to a player by the referee through the display of a yellow card, stating that any further misconduct will result in ejection from the game.

Center - A pass from one side of the field to the middle.

Challenge - Approaching an opposing player in an attempt to steal the ball, contain the player, or block an attempted pass.

Charging - A legal maneuver to attempt to displace possession of the ball from an opponent by using shoulder-to-shoulder contact.

Chip - Also refered to as a lob. A pass to a teammate that travels over the head of an opponent. This requires a quick flick of the foot at the lowest point of the ball.

Clearing - Propelling the ball out of the penalty area or goal area by kicking, heading, or throwing (allowed only by the goalkeeper) the ball.

Contain - A tactic used to keep an opponent in possession of the ball from advancing out of the space which he presently occupies.

Corner kick - A direct free kick awarded to the attacking team after the ball has crossed the goal line (outside of the

goal) after having last been touched by a defending player (see Rule 7, page 28).

Counterattack - Immediate movement toward the opposing goal after gaining possession of the ball.

Cover - A defensive tactic of backing up a challenging teammate by taking a goal-side position.

Cross - A pass that is made from one side of the field to the other.

Dangerous play - Any action or body movement in which a player puts himself or an opponent in a hazardous position.

Decoy - Use of one or more players to distract the opposition's attention from an intended area of play.

Depth - Used in offensive tactics to refer to the passing opportunities available which should be forward, backward, and lateral. Used in defensive tactics to refer to team positioning allowing for a weak-side player to be able to cover for a penetrating attack on the ball-side of the field.

Diagonal - A run made by a player at an angle in an attempt to move free from the opposition in order to receive a pass.

Direct free kick - An awarded kick that may be kicked from the point of infraction into the goal without touching another player (see Rule 7, page 26).

Dribbling - A series of soft touches on the ball with the feet while moving.

Drop ball - A method for restarting the game after the
referee has temporarily stopped play for a no-penalty situation.
The referee drops the ball between two players, one from each
team, at the spot where the ball was when play was suspended (see
Rule 4, page 22).

Ejection - Suspension or expulsion from the game by the
referee through the display of a red card. The banned player may
not be replaced. Also referred to as being red-carded.

Far post - The goal post farthest from the ball.

Feint - A fake or deceptive movement to fool an opponent.

Field player - Any player other than the goalkeeper,
regardless of his position.

FIFA - Federation International de Football Association.
This is the world governing body for soccer.

Forward - Also called attacker or striker. A player located
on the front line of a formation whose primary responsibility is
to score goals.

Free kick - Any kick awarded for a foul or rule violation
(see Rule 7, page 25).

Functional drill - Skill practice that simulates game-like
conditions.

Goal - The structure formed by two goal posts, a crossbar,
and net, through which players attempt to send the ball for a
score.

Goal - A score worth one point when the ball completely
passes over the entire goal line, between the goalposts, and
under the crossbar.

Goal area - The 6 by 20 yd area located in front of the goal
from which goal kicks are taken.

Goalkeeper - The only player allowed to use his hands
(within his own penalty area) whose main responsibility is to
prevent the opposition from scoring.

Goal kick - A kick taken from the goal area by the defending
team after the ball crosses the goal line being last touched by
the attacking team (see Rule 7, page 28).

Goal line - The boundary line at each end of the field.

Goal-side - A position taken by a defending player between
the ball and the goal being defended.

Grid - A small area marked off by lines or cones used for
practicing techniques and tactics.

Halfback - Also called midfielder or linkman. A player whose
main responsibility is to link the offense and defense. Halfbacks
are the middle line of players in a system of play.

Half-volley - Also called a drop kick. A kick taken just after
the ball bounces on the ground.

Hand ball - Also called handling or hands. The intentional
use of a player's hands or arms in an effort to direct, deflect,
or control the ball.

Heading - A method of directing the ball with the forehead in an attempt to pass or shoot.

Hitching - An advanced skill in which a player kicks in a scissors movement with one or both feet rising above waist level.

Holding - Using the hands or arms to impede an opponent's progress or movement.

Indirect free kick - A kick awarded for a minor infraction. The ball must be touched by another player before a goal can be scored (see Rule 7, page 27).

Instep - The top part of the foot covered by the shoelace.

Jockey - A maneuver, made by a defender marking an opposing player in possession of the ball, to give ground and direct the player into a less dangerous area. It also allows time for the rest of the defense to move into position.

Juggling - A practice skill in which the player keeps the ball in the air by continuous touches of the head, thigh, or foot.

Kickoff - An indirect kick taken from the middle of the field that is used to put the ball in play at the beginning of each half and after a goal is scored (see Rule 4, page 21).

Linesmen - The two officials who assist the referee by running up and down the touch lines signalling when the ball is out-of-bounds, a player is offside, or a foul has been committed.

Man-to-man defense - A tactic in which each player is assigned a specific opponent to mark.

Marking - A defensive action to guard or watch an opponent.

MISL - The Major Indoor Soccer League. A professional
league that schedules indoor competition.

Mobility - Constant movement and position changes by the
team in ball possession.

NASL - The North American Soccer League. A league of
professional players comprised of teams from the United States
and Canada.

NCAA - The National Collegiate Athletic Association. The
governing body for intercollegiate sports (including soccer) in
America.

Near post - The goal post closest to the ball.

Obstruction - Deliberately blocking or impeding an opponent
without attempting to play the ball.

Offside - A player who, in the referee's judgment, is
involved in a play when he is closer than the ball is to the
opposition's goal line, except in the specific situations
covered in Rule 5, page 22.

Overlap - An attacking run made by an offensive player going
down the touch line past his wing forward.

Passing - Moving or propelling the ball to a teammate.

Penalty area - An 18 by 44 yd area located in front of each
goal (see diagram of field and Rule 1, page 18).

Penalty kick - A direct free kick taken from the penalty kick line after a defending player commits a major infraction within the defending team's penalty area (see Rule 7, page 28).

Penalty kick line - A line 12 yd from the goal from which penalty kicks are taken (see diagram of the field and Rule 1, page 19).

Penetrate - To advance the ball through the defense.

Penetration - Having possession of the ball in a position close enough to the goal with the opportunity to shoot.

Punch - A method used by the goalkeeper to deflect a shot or pass by striking it with one or both fists.

Push pass - A short pass made with the inside of the foot through a pushing movement. The majority of passes made in indoor and outdoor soccer are push passes.

Referee - The official in complete charge of the game with assistance from the two linesmen.

Rebound - A shot that bounces off of the goalkeeper, goal posts, or crossbar. Also, a pass or shot in indoor soccer that bounces off of the wall.

Save - A successful move usually made by the goalkeeper, that prevents the ball from entering the goal.

Screening - Placing the body between the ball and the opponent while dribbling to prevent a possible loss of possession.

Set play - A practiced, or predetermined, strategy that usually is used with throw-ins or free kicks.

Shooting - Propelling the ball at the goal in an effort to score.

Slide tackle - A maneuver used in an attempt to dispossess an opponent of the ball by sliding into the ball and kicking it away.

Small-sided games - Valuable situations, or games, used to practice tactics or skills using a lesser number of players in a smaller marked-off area.

Space - Open areas in a defense.

Square pass - A pass made sideways across the field to a teammate who is waiting or moving forward.

Stopper - One of the center fullbacks in a four fullback system whose main responsibility is to mark the center forward, or striker, on the opposing team.

Support - Being in a position to help a teammate, whether on offense or defense.

Sweeper - Usually the last player, excluding the goalkeeper, on defense who is often employed in a four or five fullback system. The main responsibility is to back-up the other fullbacks and prevent attacks on the goal.

Switch - A change in direction of attack, position, or marking assignments by defending players.

System of play - A formation or team alignment used as a guideline for organization purposes during a game.

Tackling - An attempt to take the ball away from an opposing player by using the feet or a shoulder charge.

Tactics - Individual or group strategy that is used during a game.

Three-man system - The unit comprised of a referee and two linesmen that are in complete control of a game. Also called a diagonal system because of the efforts to maintain a diagonal between the three officials.

Through pass - Propelling the ball through or behind the defense.

Throw-in - The method of restarting play after the ball crosses one of the touch lines (see Rule 7, page 29).

Total soccer - A system of play that involves continuous rotation of players' positions as the ball possession is won or lost.

Touch line - The boundary line that runs the length of the field (see diagram of the field and Rule 1, page 19).

Trapping - Bringing a moving ball under control and keeping it close to the player.

Unsportsmanlike conduct - Also referred to as ungentlemanly or unladylike conduct. Any behavior that is deemed not to be in the tradition of fair play and sportsmanship.

USSF - The United States Soccer Federation which is the governing body for amateur and professional soccer in the United States.

<u>Volley</u> - Kicking the ball before it touches the ground.

<u>Wall</u> - A barrier comprised of several defending players that is used to help the goalkeeper defend against free kicks.

<u>Wall pass</u> - Also called the give-and-go pass. A pass made to a teammate who acts as a wall and returns it to the first player who is running into open space.

<u>Weak-side</u> - The side of the field away from the ball.

<u>Wings</u> - Parts of the field near the touch lines.

<u>Wing forward</u> - The outside forwards.

<u>Wing halfbacks</u> - The outside halfbacks or midfielders.

<u>Wing backs</u> - The outside fullbacks.

<u>Zone defense</u> - A defensive strategy that calls for each defender to guard opponents when they come into their assigned area of the field.

<div align="center">The Rules of Soccer</div>

All amateur and professional international soccer competition is governed by FIFA which insures that the game is played by a set order of rules. The <u>Laws Of The Game And Universal Guide For Referees</u> (International Football Association Board, 1982) lists and explains 17 laws, or rules, that are to be followed in all international matches, with most countries using these laws for all levels of their competition; however, the United States has several organizations that use their own set of rules with the National Federation of State High School Associations and the

National Collegiate Athletic Association being two examples of
the organizations that publish their own rulebooks.

For the purpose of brevity, the NCAA rules, which are used
by both men and women in intercollegiate play, will be discussed
in this chapter, accompanied by a brief listing of the
international rules of play. The following rules have been
adapted from the official NCAA rulebook (National Collegiate
Athletic Association [NCAA], 1983).

Rule 1 The Field and Equipment

The field of play is a rectangle with a length of 110 to 120
yd and a width of 65 to 75 yd. The goals at each end of the field
are 8 ft high and 24 ft wide with a net securely attached to the
backside. The entire field specifications and markings are
illustrated in Figure 1.

The ball should be spherical with an outer covering of
leather or synthetic leather. The circumference is to be 27 to
28 in. and the weight at the beginning of the game between 14 and
16 oz.

A field player's uniform consists of jersey, short pants,
socks, and shoes. Players on the home team wear light or white
jerseys. Goalkeepers wear colors that distinguish them from all
field players and referees.

The shoes worn by the players cannot have cleats, studs, or
bars less than 1/2 in. in diameter or width and they cannot
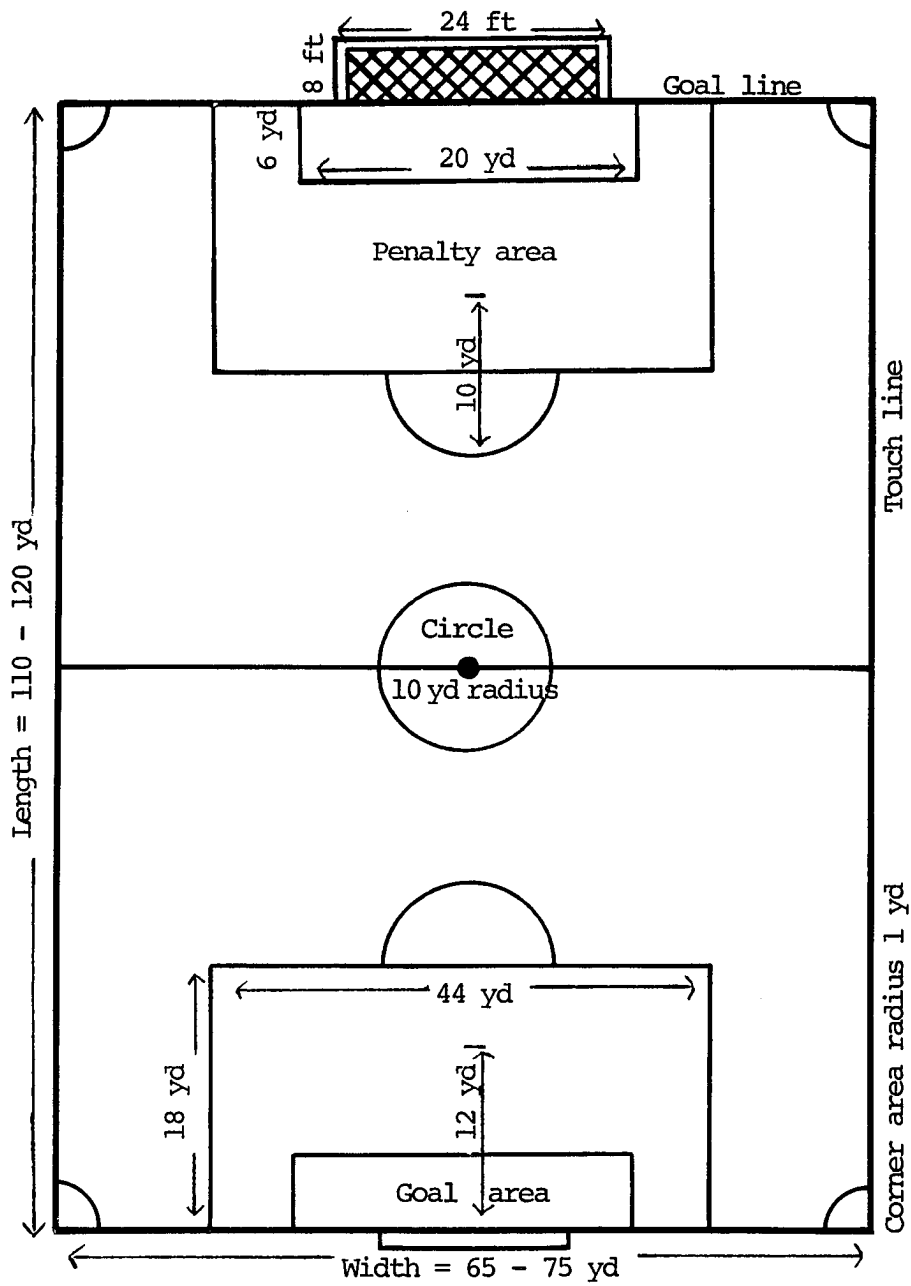
Figure 1. Diagram of soccer field.

project from the sole of the shoe more than 3/4 in. The referee

will inspect shoes and player's equipment before the beginning of

each game to insure that nothing dangerous is worn by any player.

Rule 2 Players and Substitution

The game is started by two teams of not more than 11 players

each, one of whom is the goalkeeper. Unless special arrangements

have been made, only 18 players from each team may participate in

the game with unlimited substituting and resubstituting permitted.

A player must first report to the official scorer and remain at

the side of the field until recognized by the referee and given

permission to enter the field of play.

Rule 3 Officials and Their Duties

In intercollegiate soccer the three-man system, consisting of

one referee and two linesmen, is mandatory. The referee's control

begins when he or she steps onto the field during the pregame

routine. The function of the referee is to enforce the rules and

decide any disputed points with his or her power extended to

calling infractions of the rules when play has momentarily

stopped.

The referee should refrain from calling a penalty when, by

doing so, an advantage would be given to the offending team. In

this case a signal that indicates the foul was seen, along with

verbal instructions to play on, should be given. This rule is

referred to many times as the advantage rule.

The referee has the power to stop play whenever it is deemed necessary, to caution a player or coach for misconduct or unseemly behavior, and to send the offender off of the field if the action persists. A caution is indicated by the display of a yellow card while a suspension or ejection is represented by a red card.

The timekeeper keeps track of time and stops the clock when signalled to do so by the referee. This occurs when a goal is scored, when a penalty kick is awarded, or when a player is carded.

Rule 4 Time Factors, Play, and Scoring

The length of an intercollegiate game is two halves consisting of 45 min each with a half-time usually lasting 10 min. Before the game begins a coin toss is used to decide the choice of sides of the field to be taken by each team and which team will kickoff.

At the start of each half, play begins at the center of the field with a kickoff by the predesignated team with the opposing team remaining at least 10 yd back until the ball has rolled forward at least the distance of its own circumference. After a goal is scored play is restarted by the same method.

The ball is out of play when the entire ball has crossed a boundary line, by traveling either in the air or on the ground,

or when the referee has stopped the play. At all other times the ball is in play from the beginning of the game to the finish.

Play is restarted by the following methods:

1. After crossing a boundary line, depending upon the situation, a throw-in, goal kick, or a corner kick is taken.

2. After a temporary suspension of play, except on a throw-in or a free kick, the referee drops the ball where the play was stopped. Once the ball hits the ground it is in play.

3. At the beginning of each period or after a goal has been scored a kickoff is taken and the ball is in play.

A goal is scored when all of the ball crosses the goal line between the goal posts and under the crossbar, unless it was intentionally thrown, carried, or propelled by hand or arm by a player of the attacking team. If a defending team player does this, the goal will be allowed.

The team that scores the greatest number of goals in the game is the winner. If the score is tied at the end of 90 min, two additional periods of 10 min each will be played. If the score is still tied at the end of these overtime periods, the game will be declared a tie.

Rule 5 Offside

A player is in an offside position if he or she is nearer to the opponent's goal line than the ball, unless the player is in his or her own half of the field or there are at least two

opponents nearer to the goal line than the player is. The player will be declared offside and penalized only if at the moment the ball is played by a teammate, the player, in the opinion of the referee, is interfering with the play or an opponent or is seeking to gain an advantage by being in an offside position. A player should not be called offside if the player receives the ball directly from a throw-in, goal kick, or drop ball.

Rule 6   Violations and Misconduct

Any of the following infractions will result in the player being penalized and a <u>direct free kick</u> being awarded to the opposing team:

1.   Intentionally spitting, kicking, striking, or attempting to kick, strike, or jump at an opponent, tripping or attempting to trip an opponent.

2.   Intentionally handling the ball by carrying, striking, or propelling it with the hands or arms.

3.   Holding or pushing an opponent.

4.   Violent charging or charging in a dangerous manner.

5.   Intentionally and violently fouling the goalkeeper in possession of the ball in the goalkeeper's own penalty area. This will also result in immediate ejection from the game.

Any of the following infractions will result in the player being penalized and an <u>indirect free kick</u> being awarded to the opposing team:

1. Kicking the ball or attempting to kick the ball while it is in the possession of the goalkeeper.

2. Obstructing an opponent when not playing the ball.

3. Engaging in play that is dangerous and likely to cause injury, such as:

    A. Raising the foot to a level that may endanger an opponent.

    B. Hitching or double kicking, which may endanger an opponent.

    C. Lowering the head to waist level or below the waist in an effort to head the ball in the presence of an oncoming player.

    D. Covering the ball by sitting, kneeling, or lying on it while it is on the ground (with the exception of the goalkeeper).

Within his or her own penalty area, the goalkeeper has certain privileges that no other player has. The goalkeeper may catch, carry, strike, or propel the ball with the hands and may not be charged, interfered with, or impeded in any way by an opponent while in possession of the ball. Outside of this area, the goalkeeper is treated like any other player. A goalkeeper, while in possession of the ball, cannot carry it more than four steps and may not intentionally strike or push an opponent with the ball.

The referee may suspend a player or coach without previous caution for violent conduct or abusive language to a player or referee. A player may be cautioned, or yellow-carded, by the referee if the player acts in one or more of the following manners:

1. Enters the field without first reporting to the referee.

2. Continually infringes on the rules of the game.

3. Displays dissent by word or action to the decisions of the referee.

4. Is guilty of unseemly conduct.

A player will be expelled from play, or red-carded, by the referee if the player exhibits any of the listed infractions:

1. Is guilty of violent conduct or serious foul play.

2. Uses foul or abusive language.

3. Continues the misconduct after receiving a caution.

The player may not return to the field of play and cannot be replaced on the field after receiving a red card.

Rule 7 Awarded Kicks and the Throw-in

Free kicks are taken by a member of the team against which an infraction of the rules has been committed. These kicks are declared as either direct free kicks or indirect free kicks. A direct free kick can be kicked directly into the opponent's goal for a score. An indirect free kick must be touched by another player on either team before a goal can be scored.

The offending team must stand back at least 10 yd when a free kick is awarded. The ball may be kicked in any direction and must travel at least its own circumference before another player can touch it.

The following offenses will result in a <u>direct free kick</u>:

1. Handling the ball.

2. Holding an opponent.

3. Pushing an opponent.

4. Striking or attempting to strike an opponent.

5. Jumping at an opponent.

6. Tripping or attempting to trip an opponent.

7. Kneeing an opponent.

8. Violently or dangerously charging an opponent.

9. Handling of the ball by the goalkeeper outside of the penalty area.

10. Intentionally and violently fouling the goalkeeper who is in possession of the ball within the penalty area.

11. The goalkeeper intentionally striking or attempting to strike an opponent with the ball.

12. Charging illegally when the ball is not within playing distance unless being obstructed.

13. Spitting at a player or an official.

All direct kicks awarded to the attacking team in the penalty area are called penalty kicks.

The following offenses will result in an <u>indirect free kick</u>:

1. Playing the ball a second time before it has been played by another player at the time of kickoff, throw-in, free kick, corner kick, or a goal kick (if the ball has passed outside of the penalty area).

2. Goalkeeper carrying the ball more than four steps.

3. Delay of the goalkeeper in releasing the ball.

4. Substitution or resubstitution being made at the improper time.

5. Substitution or resubstitution being made without reporting to the referee.

6. Persons entering the field without the referee's permission.

7. Illegal coaching from the sidelines after previously being advised by the referee against reoccurrence.

8. Dissenting a referee's decision.

9. Dangerous play.

10. Resumption of play after a player has been ordered off of the field.

11. Offside.

12. Charging illegally but not violently or dangerously.

13. Interfering with the goalkeeper while in possession of the ball.

14. Illegal obstruction other than holding.

15. Player leaving the field during play without the permission of the referee.

A penalty kick is awarded for an infraction by the defending team within its own penalty area that is penalized by a direct free kick. The penalty kick is taken from the penalty mark line while all other players, except the kicker and goalkeeper, remain outside the penalty area and at least 10 yd from the penalty mark line. The goalkeeper must stand on the goal line and may not move either foot until the ball is kicked. The ball must be kicked forward at least its own circumference before it can be played by another player.

A goal kick is taken by the defending team after the ball has completely crossed the goal line, on either side of the goal, having last been touched by the attacking team. The kick is taken within the goal area on the half of the field where the ball went out of play. The ball must be kicked out of the penalty area before it can be played by another player.

A corner kick is taken by the attacking team after the ball has completely crossed the goal line, on either side of the goal, having last been touched by the defending team. The kick is taken from the corner nearest to the place where the ball went out of play and it must travel at least its circumference before it can be played by another player. A goal may be scored directly from a corner kick.

A <u>throw-in</u> is taken after the ball has completely crossed a touch line. A player, of the team opposite to that of the player who has last touched the ball, puts it in play by throwing the ball, with both hands, into the field of play. The player must face the direction that the ball is thrown and the ball must come from behind and over the player's head. At the time of the throw-in, both feet must be on the ground. A goal may not be scored directly from a throw-in.

The rulebook used by FIFA and the USSF is explained through the 17 laws. The <u>Laws Of The Game And Universal Guide For Referees</u> lists the following laws or rules (International Football Association Board, 1982):

1. The Field of Play.

2. The Ball.

3. Number of Players.

4. Players' Equipment.

5. Referees.

6. Linesmen.

7. Duration of the Game.

8. The Start of Play.

9. Ball In and Out of Play.

10. Method of Scoring.

11. Offside.

12. Fouls and Misconduct.

13. Free Kick.

14. Penalty Kick.

15. Throw-In.

16. Goal Kick.

17. Corner Kick.

Both of the rulebooks discussed cover basically the same subjects. However, there are several obvious differences since FIFA does not allow unlimited substitution and the size of the field may be longer and wider than that allowed by the NCAA.

Because rules affect strategy, a greater emphasis should be placed on rule comprehension as players' skills improve, along with the introduction of tactics and additional players into drills and small-sided games. For example, a player remembering that there is no offside on a throw-in can run behind the defensive players and receive the throw-in at a position allowing for a quick shot on goal where only the goalkeeper is defending the goal. On the defense, a player, knowing that the offside rule applies during a direct kick, can step forward, thereby causing an opposing forward who is waiting for the kick to be offside. These examples of rule application in strategy can only be successful if the rules are read, studied, and stressed from the beginning of play.

Chapter III

Field Player Skills

Learning Objectives

The student will be able to:

1. List the three requirements of a well-rounded field player.

2. Discuss the value and techniques of ball juggling.

3. Analyze the movement and technique involved in the execution of each field player skill.

4. List some of the common errors usually made when performing each of these skills.

5. List an orderly progression for developing each of these skills for field players.

6. Explain the importance of advanced skill development specific to player position.

The three requirements for a well rounded field player are good skills (technique), a thorough knowledge and understanding of tactics, and a high level of physical fitness. Trapping, heading, passing, dribbling, and even shooting are necessary skills for all field players and do not come naturally, but are perfected over a period of time through gradual introduction and constant practice. Therefore, most players will master many of these skills only after

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each skill has been broken down into separate movements that are slowly pieced together as each is learned. These basic skills should first be practiced without resistance or pressure provided by opposition with the final objective being to perform the skill in a game situation (Chyzowych, 1978).

Ball Juggling

Ball juggling is the skill of continuously keeping the ball in the air by soft touches using parts of the body such as the instep, thigh, or head. This skill develops a sense of feel for the ball or familiarity and helps to develop concentration as well as coordination that is essential in learning other skills. A beginning player should initially use the hands to drop or serve the ball to begin juggling, but as progression is made the ball should be scooped up with the foot. Juggling should be done with the player standing in place as the player works to develop a smooth and rhythmic flow with eventual juggling to be done while on the move. The most important key to remember is that it is essential that the part of the body being used should always be parallel to the ground when contact with the ball is made (Vogelsinger, 1973).

Instep

When juggling with the instep the toes of the foot should be pointed level to prevent backspin on the ball while the ball should not be juggled more than 1 or 2 ft above the foot (see Figure 2).

Figure 2. Juggling with the instep.

Thigh

The thigh should be lifted so that it is parallel to the ground when the ball makes contact on the middle of the thigh as illustrated in Figure 3. A sense of rhythym will develop when the ball is alternately juggled on both thighs.

Head

The head should be tilted back so that it is parallel to the ground and the knees bent as the ball makes contact on the forehead when it is parallel to the ground as demonstrated in Figure 4. The upward motion of the knees is the only force that should be used when head juggling.

The player should continue to set higher goals of 5, 10, 20 repetitions and so on with each part of the body. As the player improves, combination juggling using the various parts of the body should be practiced. Daily records and juggling charts serve as a good motivator for improvement of this skill.

Passing and Shooting

Emphasis should be placed on the difference between just kicking the ball and kicking it accurately. The purpose of kicking the ball should be to pass it to a teammate or to shoot at the goal, although there will be occasions when a player, under heavy pressure, must just "kick" the ball to send it out of a dangerous situation. With this concept in mind, proper passing techniques are fundamental to learning the game of soccer (Thomson, 1980).
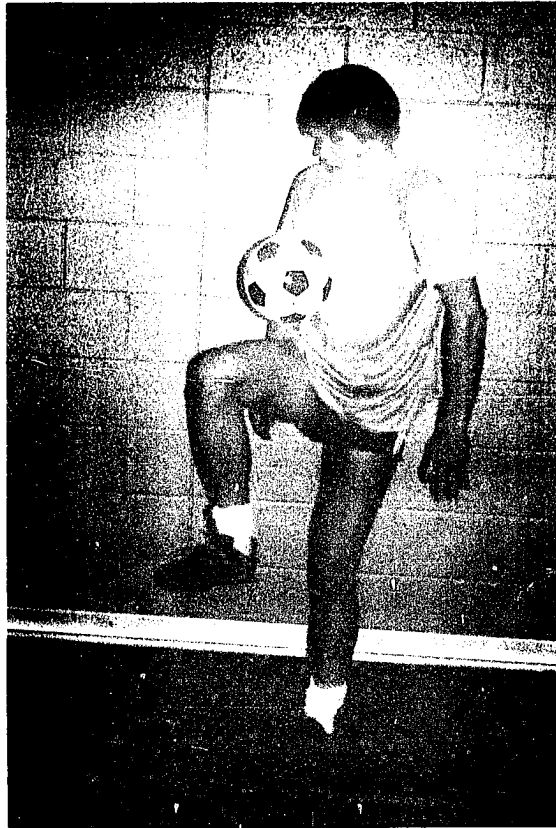
Figure 3. Juggling with the thigh.

Figure 4. Juggling with the head.

Inside of the Foot

The inside of the foot is very accurate but not very powerful, so it should be used as a pass for distances under 15 yd and it will seldom be used when shooting. When used as a pass, it should be executed so that the receiving teammate can control it as easily as possible, which is when it is rolling on the ground.

The plant leg should be placed beside the ball approximately 6 in. away with the foot pointing in the direction of the intended pass and the knee should be over the ball. The kicking leg, which is slightly bent at the knee, should be brought back with the ankle locked and the toes pointed slightly up.

As the leg comes forward, the kicking foot is turned sideways while the eyes focus on the ball. The ball should be struck in the dead center with the middle of the foot as illustrated in Figure 5. The ankle remains rigid, pushing the ball forward after impact as the leg moves forward in the line of the pass allowing for a smooth follow-through.

With some adjustment, this technique can also be used for kicking the ball while it is in the air. Emphasis should be placed on learning this skill equally well with both feet. Some of the common errors usually made are not watching the ball, placing the plant leg too far back, not pointing the toes in the direction of the intended pass, striking the ball with a loose ankle, and consistently kicking the ball with the favorite foot.

Figure 5. Passing with the inside of the foot.

Outside of the Foot

The outside of the foot can be used for making a diagonal
pass while on the run without interrupting the running stride and
is effective for distances under 15 yd. The plant foot should be
placed ahead and away from the ball with the toes pointing in the
direction the player is running. The toes of the kicking leg
should be pointed down with the ankle firm as the outside of the
foot makes contact with the center of the ball (see Figure 6).
The eyes should be focused on the ball during the entire action
and the leg should follow through after contact is made. Some of
the common errors usually made are placing the plant leg too close
to the ball, pointing the toes of the plant leg in the wrong
direction, pointing the toes of the kicking foot up, not holding
the ankle firm, not keeping the eyes on the ball, and not
practicing with both feet.

When learning to kick with the inside and outside of the foot,
the following progression is recommended. Initially, a stationary
ball should be kicked on the ground to another player who traps it
and then passes it back. Later the ball can be passed back and
forth without trapping it. Players can also pass the ball to a
target which can be a cone, another ball, or the space between a
partner's legs. When the above can be done correctly, the ball
should be passed back and forth while players are on the run and
changing direction. Finally, the ball should be kicked while it is

Figure 6. Passing with the outside of the foot.

still in the air (volley) and just as it hits the ground
(half-volley). Many other ideas can be used also, remembering to
keep the drills simple since skill perfection is the objective.

Instep

The instep can be used for passing, shooting, and clearing
the ball out of danger. This skill often requires years of
practice for a player to acquire an instep kick with both feet that
possesses power, distance, and control of elevation and direction
(Schmid, McKeon, & Schmid, 1968).

The plant leg should be bent at the knee with the foot
pointed in the intended direction of the kick. For a low pass or
shot, the plant foot should be even with the ball approximately
3 to 6 in. to the side. When contact is made by the kicking leg,
the knee of the plant leg should be over the ball. For a long,
lofted pass or clearing kick the plant leg should be placed behind
the ball and when contact is made the player should be leaning back.

The kicking foot for both of the above types of kicks should
be initially brought back in a cocked position. As the leg starts
forward the eyes should be glued to the ball and the ankle should
be locked with the toes pointed down as shown in Figure 7. The
ball should be contacted by the top part of the instep as the foot
then continues through the ball with the toes still pointed down
during the follow-through.

Figure 7. Passing or shooting with the instep.

A pendulum ball (a ball hanging from a pole or crossbar) should first be used when learning this skill. With the ball above the ground the beginner will not stub the end of the foot, and will gain a feel for proper contact on the instep. The next step is to kick a ball that is stationary with the following step being a rolling ball. The instep kick should also be practiced while the ball is in the air and just as it hits the ground. Kicking a rolling or bouncing ball with the instep while on the run is also valuable but the important point to remember is that the kick should have an intended direction and purpose.

Additional power for an instep shot can be obtained by lifting the heel of the plant foot at the moment of impact and allowing more weight to be put behind the shot. To bend or swerve the ball to the right, contact should be made a little left of center while the ball can be swerved to the left by contacting the ball to the right of center.

When practicing the instep for shooting purposes, advancement from the pendulum ball to shooting at a wall, kickboard, or goal is recommended. Shots should be taken first with the ball stationary and directly in front of the target, then progressing to shots from different angles and distances. Once the skill has been learned most shooting practice should be spent on rolling and bouncing balls.

Some of the common errors usually made with the instep kick are leaning away from the ball while shooting, stubbing the toe of the foot because the plant foot is in front of the ball, not keeping the eyes on the ball, and failing to follow through. Again, it is very important that all players learn to execute the instep kick with both feet.

Chip

The chip can be used as a pass to send the ball over a defender to a teammate as well as a shot for a situation when the goalkeeper has moved forward off the goal line. After the ball leaves the foot it rises quickly in an arc, landing with a backspin that allows for easy control.

The short chip, which would be ideal for a distance of 10 to 20 yd, is initiated when the plant foot is placed close to and alongside the ball, with the toes pointing in the direction of the intended pass, while the kicking leg is bent backward at the knee with the foot raised as high as possible. When the kicking leg is brought forward, the eyes should be focused on the ball, the top of the instep should contact the underneath of the ball, as in Figure 8, and then the leg should stop since the backspin is imparted by not following through. Some of the common errors usually made in executing a chip are not getting the foot under the ball, following through, improper placement of the plant foot, and not watching the ball.

Figure 8. Short chip pass or shot.

Progression in learning this skill should begin by first learning to chip a ball rolling toward the player and gradually progressing to the point where a stationary ball can be chipped accurately over another player to a teammate. Another good practice drill is to chip back and forth over the crossbar of the goal.

For a chip pass or shot of over 20 yd, the plant foot should be placed away from the ball and behind it causing a backward lean with the kicking leg contacting the ball with a side swing motion. A rigid ankle turned sideways on the down swing of the leg will allow the inside of the instep to make contact underneath the ball. Again, the backspin is caused by little or no follow-through. Some of the common errors usually made are placing the plant leg too close to the ball, failure to hold the ankle rigid, not turning the foot sideways, not contacting the ball with the inside of the instep, using a follow-through, and not leaning back.

The long chip should first be practiced with a rolling ball and then a stationary one. The crossbar of the goal can be used as an object to chip over or cones placed at a desired distance will make a good target to try to hit. In both the short and long chip, both the right and left feet should be developed.

Dribbling

Dribbling, a series of touches by the feet, is used to move
the ball into position to either pass the ball or shoot at the
goal (Bailey & Teller, 1970). Both the outside and inside of the
foot can be used for this skill, as illustrated in Figures 9 and
10. When dribbling with the inside of the foot, the toes should
be pointed up, while the toes should be pointed down if the outside
of the foot is to be used. In both cases the middle part of the
foot between the toes and the heel should be the contacting surface.

One of the keys to becoming a good dribbler is to avoid
watching the ball while dribbling, since the head should be held
up in order to see teammates as well as opponents. Another
important point to remember is that the body should be used to
shield the ball when dribbling in close proximity to defenders as
shown in Figure 11. When dribbling in an open space at a fast
speed, care must be taken to keep the ball as close as possible to
the feet. Some of the common errors usually made when dribbling are
failure to keep the head up, not shielding the ball from defenders,
letting the ball get too far ahead, not using the middle of the
foot for the contact area, and pointing the toes the wrong way.

In the first stage of learning to dribble the player should
dribble freely, in an unconfined area, without obstacles, and at
a slow speed, moving faster as the player's skill progresses.
Keeping the ball close to the feet should be emphasized at this
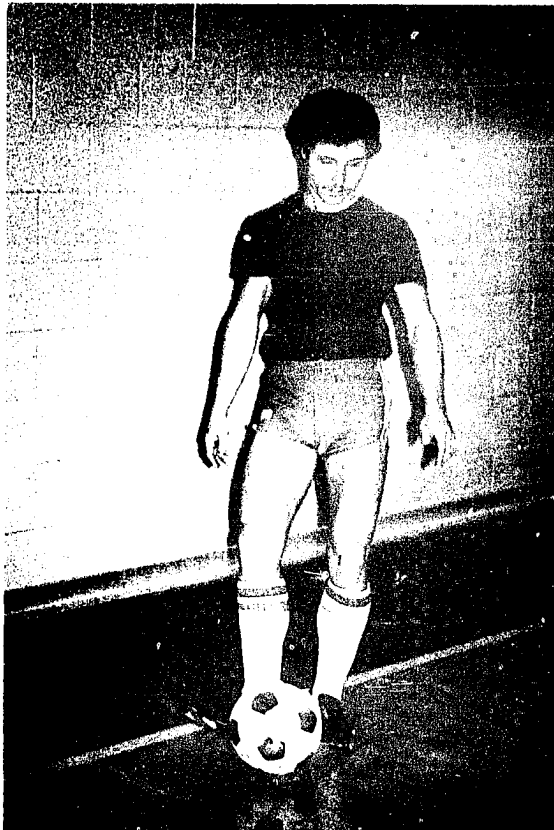
Figure 9. Dribbling with the inside of the foot.

Figure 10. Dribbling with the outside of the foot.
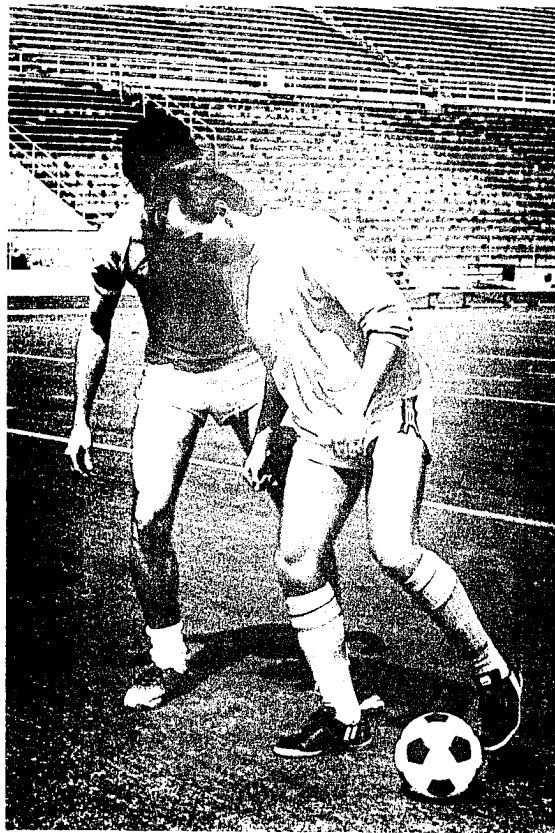
Figure 11. Shielding the ball while dribbling.

stage of development. Obstacles such as cones or sticks can be set up in a straight line or circle, forcing the dribbler to focus on the obstacles. The drill can be timed or become a race against others as this skill develops.

An excellent drill that will help develop deceptive moves, as well as encourage the dribbler to shield the ball, can be to form a circle using cones or players that are not participating in the exercise. Six to 10 players dribble inside the circle with the objective of maintaining possession of their balls while trying to kick the other balls out of the circle. When this happens, the player whose ball left the circle steps out, with the last player with ball possession being declared the winner.

Heading

The way soccer is played today, a player that cannot head properly will be at a distinct disadvantage. For example, in the penalty area the head is used to not only score but to also save goals (Clues, 1980). Probably the most important aspect in heading is to remember that the head should strike the ball instead of allowing the ball to bounce off the head.

As the ball approaches the player, the eyes should focus on the ball while the back should be arched and knees bent. The body and head snap forward into the ball making contact with the upper forehead. At impact the head should be tucked with the eyes still

open. After impact the chin should be brought forward as the head and body follow, as in Figure 12.

In jump heading, more power can be delivered as the ball is met at the height of the jump. The back should have a greater arch in the preparation phase, allowing for more snap to be delivered when the ball is headed. Just before contact is made the upper body and head snap forward contacting the ball at the height of the jump. As illustrated in Figure 13, during the follow-through the player's body is in a bowed position with the eyes focused on the ball. Some of the common errors usually made are closing the eyes before contact, contacting the ball on the top of the head, not tucking the chin, and letting the ball bounce off of the head.

In the preliminary learning stage a softer ball or one that has been partially deflated should be used. The first step in the heading progression should be heading the ball while another player holds it at forehead level. Heading a pendulum ball could also be one of the first steps. The player should then head balls that are lobbed from just a few feet away, increasing distance and height of the lob gradually. Progression to jump heading should then be made beginning again by heading a held ball and moving through the previously mentioned steps for heading. Eventually, the player should learn to head accurately while on the move.

Figure 12. Stationary heading.

Figure 13.   Jump heading.

Throw-ins

The throw-in can be more than just a means of restarting play, with the potential of a long throw into the opponent's goal area providing a goal scoring opportunity, thereby making the throw-in an important attacking weapon (Bradley & Toye, 1973). In Chapter 2 the requirements were explained for a legal throw-in. With these points in mind, the ball is held placing the hands either behind or to the sides of the ball with the fingers spread. As the ball is brought behind the head, the body should be arched backwards and the knees should bend adding power to the throw.

The ball is then brought forward over the head in a whipping motion as the body straightens and then bends slightly forward as additional impetus is gained from the wrists and fingers through a flicking motion as the ball is released. The hands, arms, and head follow through in the direction of the throw with the feet remaining on the ground.

The straddle technique, illustrated in Figure 14, and the back foot drag position, illustrated in Figure 15, are the two accepted stances used for throw-ins. In the straddle technique, the player stands in a stationary straddle position for the entire execution of the throw-in while the player approaches the touchline bringing the ball behind the head and then releasing it, while in the back foot drag position the player approaches the touchline bringing the ball behind the head and then releasing it while the

Figure 14. Straddle throw-in.
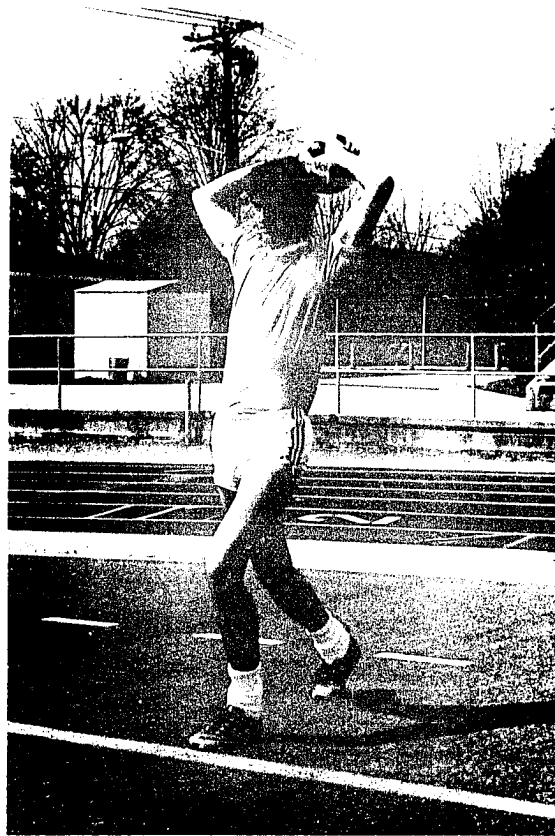
Figure 15. Back foot drag throw-in.

back foot drags on the ground. The latter technique is usually used for a long throw-in to help prevent the player from either lifting a foot or continuing onto the field during execution of the throw-in.

Some of the common errors usually made in making throw-ins are not bringing the ball entirely behind the head, throwing mainly with one hand, not following through, and lifting the feet off the ground. All of these mistakes are rule violations which will result in possession of the ball being awarded to the opposing team.

This skill can be learned by throwing the ball back and forth to a partner increasing the distance gradually while the player concentrates on proper technique and accuracy. The throw-in can also be practiced by throwing the ball against a wall or kickboard.

Trapping

Trapping, also referred to as collecting or receiving, is the maneuver used to control a moving ball whether it be on the ground or in the air, with the method to be used being determined by the level of the player's skill, game conditions, and the position of the ball. A trap is considered to be successful when a player has controlled the ball and is ready to dribble, pass, or shoot (Nelson, 1981). The key to a successful trap lies in the technique of giving with the ball as contact is made.

Initially, a player should learn to control balls rolling on the ground before attempting to trap a ball that is airborne. In both of these situations, the trap should be made first from a stationary position, progressing to the point where both types of balls can be trapped while on the move. During this progression, the player should also learn to immediately continue after the successful trap by dribbling, passing, shooting, or shielding the ball with the body from an opponent. It is important to remember that this skill does not end with the trap but that it is part of a continuous movement.

Sole of the Foot Trap

As the ball approaches on the ground, the player should face it, raising the trapping foot slightly with the toes slightly higher than the heel. Body weight should be resting on the plant leg, which is slightly bent at the knee, and the eyes should be focused on the ball. As the ball makes contact with the sole, the foot should be relaxed and moved a few inches backwards to cushion the impact (see Figure 16). Some of the common errors usually made are lifting the trapping foot too high, placing too much weight on the ball, or stepping on it, losing balance by failing to maintain body weight on the plant foot, and not watching the ball.

For the initial step, players should face each other in pairs, approximately 10 to 15 ft apart and roll the ball back and forth practicing the sole of the foot trap. As previously stated, the
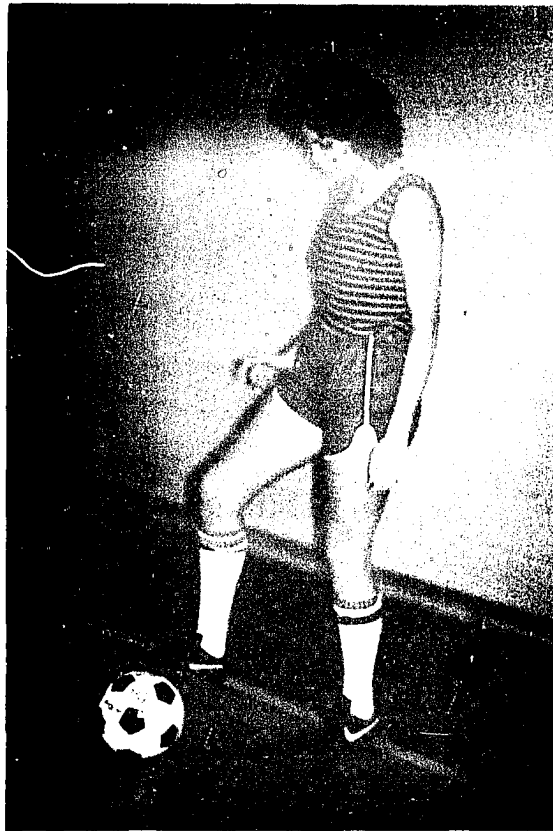
Figure 16. Sole of the foot trap.

player should learn to trap and continue with another movement as soon as possible, as well as learn to trap while on the move. This skill should be practiced with both feet.

Inside of the Foot Trap

As the ball approaches on the ground, the trapping leg should bend at the knee, bringing the foot off the ground, as illustrated in Figure 17. The foot should be turned out with the knee and lower leg directly over the foot in case the ball takes an unexpected bounce.

As in the sole of the foot trap, the plant leg should be slightly bent at the knee as it supports the player's weight and the eyes should be on the ball as it approaches. As the ball makes contact with the middle of the foot the plant knee should straighten as the player pulls the trapping foot back slightly. Some of the common errors usually made are lifting the foot too high, not getting the lower leg over the ball, failure to keep the eyes focused on the ball, striking the ball instead of giving at impact, and contacting the ball on the heel or toes.

As in the sole of the foot trap, rolling balls to a player in a stationary position should be practiced first. Then, the player should trap rolling and bouncing balls while on the move, remembering to continue the movement. Again, emphasis should be placed on becoming adept at trapping with both feet.
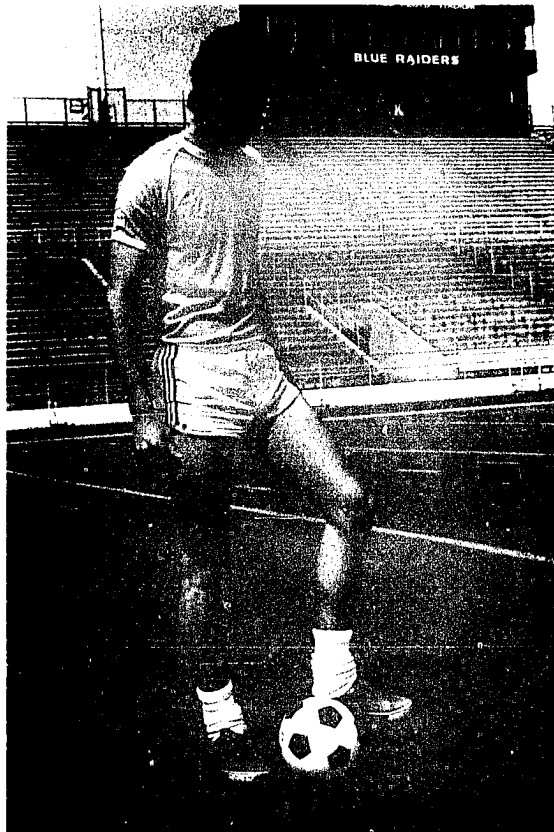
Figure 17. Inside of the foot trap.

Thigh Trap

The thigh can be used to trap balls approaching the player
through the air that are either not high enough or cannot be
reached in time to be trapped by the chest. As the ball approaches
the thigh should be raised so that it is parallel to the ground.
The mid-thigh area should be used as the contact area, as
illustrated in Figure 18. As the ball contacts the thigh, the
leg should be withdrawn allowing the ball to drop to the ground to
be played by the feet. Some of the common errors usually made are
not giving with the thigh as the ball hits, misjudging the ball so
that it hits the knee, and failure to lift the thigh to a parellel
position with the ground.

In the initial phase of practice, the ball should be lobbed
from a distance of 5 to 6 ft, increasing the height of the lob as
well as the distance. This trap should then be perfected while
the player is on the move and the movement should be continued as
the player learns to quickly play it with the feet. This skill
should also be practiced and mastered equally with both the right
and left thighs.

Chest Trap

The chest trap can be used to quickly bring a ball down to
the ground as well as to take the speed off of the ball, allowing
for a playable rebound for passing, shooting, or dribbling
(Vogelsinger, 1973). In order to trap the ball using the chest,
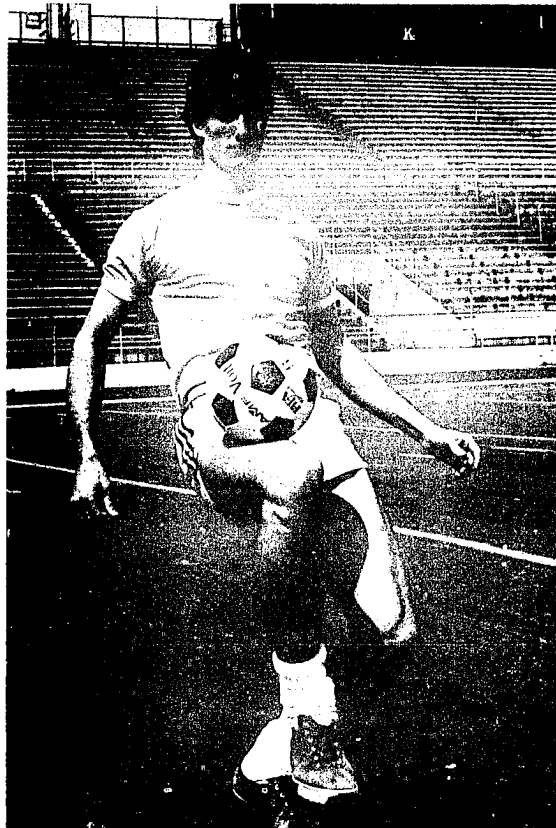
Figure 18. Thigh trap.

one foot should be placed in front of the other with the chest and head leaning, or arched, backward. The body position coupled with bending the knees serves to cushion the ball on impact. The eyes should remain open and focused on the ball as it lands on the chest, as illustrated in Figure 19. After control has been established, the player should straighten up, dropping the ball so that it can be controlled and played by the feet. Some of the common errors usually made when attempting a chest trap are closing the eyes as the ball approaches, and failing to relax and cushion the impact of the ball by bending the knees.

It is recommended that girls protect their chests by folding their arms across the chest and holding them motionless on impact using the same technique as recommended for the boys (see Figure 20). If the arms catch the ball or hit the ball, the player will be called for intentional handling.

The ball should initially be lobbed to the player from a distance of 5 to 6 ft. When the ball drops to the ground, it should be immediately trapped by the feet, shielded by the player, or passed to another player. When these skills have been developed, the player should also learn to deflect the ball to one side of the body or the other by twisting the trunk after impact. Not only should distance and height be added to the lob but the player should also learn this technique while on the move.

Figure 19. Chest trap.

Figure 20. Girl's chest trap.

Tackling

Tackling is a method used by the defending player to take the ball away from an opponent or kick it away by using the foot. The most ideal time to tackle is when an opponent is trying to gain control of the ball. The front tackle, the poke tackle, and the sliding tackle all require that the tackling player keep the eyes focused on the ball while ignoring any feints made by the opposing player.

Front Tackle

Of the methods mentioned above, the best position or method that allows the tackling player to gain possession of the ball and remain upright is the front tackle (see Figure 21). The tackling player should be supported by the plant foot with the knees and ankles of both feet slightly bent. The player's weight should be shifted to the tackling foot as the tackling player steps in and contacts the ball, at the same time when the opposing player makes contact. Momentum and force should be applied to the tackling foot and leg in an effort to push the ball with the inside of the foot while keeping the ankle locked. The tackling player's shoulder should strike the opponent's shoulder if possible in an effort to knock the player off the ball, but care must be taken not to push with the arm or elbow. Some of the common errors usually made are watching the player and not the ball, failure to shift weight to the tackling foot, pushing with the arm or
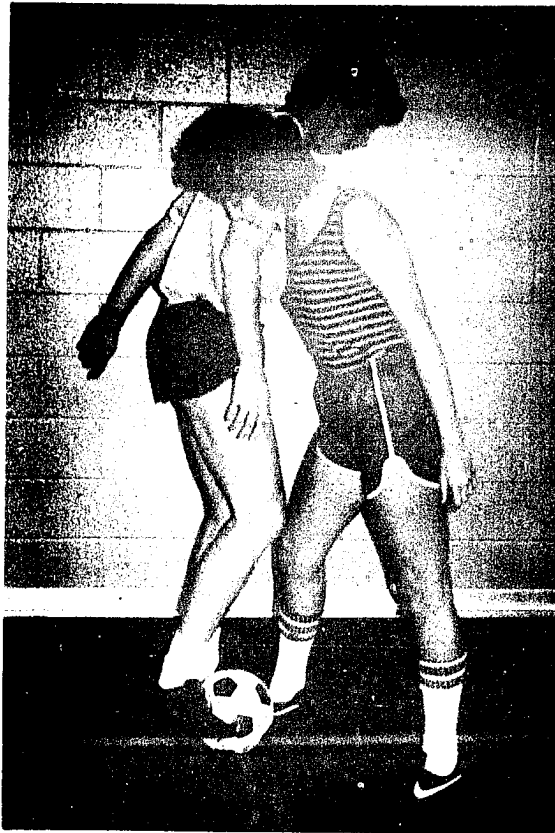
Figure 21. Front tackle.

elbow, lunging at the ball at the improper time, not pushing through with the tackling foot and leg, not playing the ball at the same time as the opponent, and tackling with a loose ankle.

Poke Tackle

In executing the poke tackle, the defender pokes or kicks the ball away from the opposing player with the toe end of the tackling foot. This can be accomplished from either the side or to the rear of the player with the ball, but care must be taken to play the ball and not kick the player. When using this method, the tackling player seldom gains possession of the ball since it is poked or kicked away, but it is still useful in many situations. The ball can be kicked out of play or kicked to a teammate, as well as just being kicked away from a fast charging dribbler. Some of the common errors usually made include lunging from too great a distance, not watching the ball, and kicking the player instead of the ball.

Sliding Tackle

The defender can also make use of the sliding tackle to disposses an opponent of the ball. In this tackle, the player slides from the front or side of the opponent and either blocks the ball or knocks it away. It is very difficult to slide from the rear of an opponent and contact the ball without fouling the player, so sliding from the rear is not recommended. In most cases the sliding player is taken out of the play once the tackle is

attempted; therefore, the sliding tackle should be used normally for kicking the ball out of play, stopping an opponent who is breaking clear of the defense, and attempting to block a pass or shot. Some of the common errors usually made include sliding from too great a distance, sliding at an improper time, and sliding into the player instead of the ball.

In the initial learning step for each of these tackles, the player should tackle the ball before the offensive player receives it, progressing to tackling immediately after the ball is received. At first, the movements should be slow, increasing to half speed, and eventually to where both players are operating at full speed.

Additional Practice Hints

In addition to the drills discussed in this chapter, field player skills can be practiced through the implementation of many other drills, as well as being adapted to different situations seen in actual competition. One highly recommended drill that can be used to practice a variety of these skills is the pressure drill illustrated in Figure 22. Players are grouped in threes with two balls needed for each group. Player A kicks a ball that rolls to Player B, who must trap it and kick it back to Player A. Immediately, Player C kicks a ball to Player B who must turn around quickly, trap it, and return it to Player C. As soon as this is accomplished, Player A kicks to Player B and the cycle repeats.

A . - - - - - - - - - → B ← - - - - - - - - - -. C
←- - - - - - - - - B - - - - - - - - - - - →
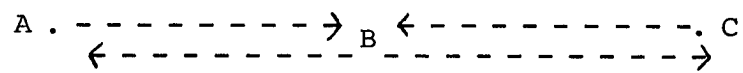
A, B, & C = players

· = ball

- - - = pass

Figure 22. Pressure drill.

Player B remains in the middle for 30 to 60 sec, after which the players trade places.

A variation would be for A to lob the ball to Player B, who must execute a thigh trap and then pass the ball back. Immediately, Player C lobs the ball to Player B who heads it back to Player C. All of the trapping, passing, and heading skills can be combined into this drill, with the key being that the two outside players must keep pressure on the inside player by serving the ball as soon as the other is played. The outside players can also practice many of these skills at the same time as does the middle player, especially since the outside players are required to pass accurately.

At times, skill development should be specific to each player's position. A forward should learn to shoot at the goal by heading, while a fullback should learn to clear the ball out of the penalty area by heading. Separate drills should be used to accommodate these differences. Another example would be to set up a drill in which a wing player dribbles down the side of the field and after beating a defender crosses the ball into the goal area. An offensive teammate attempts to head the cross, or control it, and shoot, while a defender tries to head it out of the penalty area or prevent the offensive player from getting a clear shot.

There are several books that illustrate and explain a variety of drills for many situations, but a coach or instructor should

also adapt existing drills and develop new ones. An important point to remember when introducing a new drill to a team or class is that the coach or instructor should be familiar with it and make sure that its purpose, execution, and relationship to the game has been explained thoroughly (Reeves, 1972).

Chapter IV

Goalkeeper Skills

Learning Objectives

The student will be able to:

1. Describe the role of the goalkeeper.

2. Analyze the movements and techniques involved in the execution of each goalkeeper skill.

3. List some of the common errors usually made when performing each of these skills.

4. List an orderly progression for developing each skill.

Even though modern soccer calls for all purpose players, the goalkeeper remains a specialist (Chyzowych, 1978). The goalkeeper is probably the most neglected player on the soccer team since the coach usually spends little time working with the goalkeeper during practice (Schmid, McKeon, & Schmid, 1968). In that the goalkeeper is the last line of defense, this position is also the most noticeable since an error by the goalkeeper usually results in a goal being scored by the opposition. Machnik and Harris (1980) sum up the role of a goalkeeper as a player that must have total knowledge of every aspect of the game, as well as skill and technique. Therefore, the goalkeeper's development should be accomplished through skill practice apart from the field players,

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as well as practicing with them at other times, to allow the

goalkeeper to become familiar with field player skills and

responsibilities. The coach or instructor should spend

individualized time with the goalkeeper at every practice session

and include the goalkeeper in as many team drills as possible.

The Basic Stance

The basic stance for the goalkeeper should allow for the

quickest, most economical move to the ball and should be assumed

whenever the opposition is within striking distance of the goal

(Machnik & Harris. 1980). As illustrated in Figure 23, the eyes

should be focused on the ball as the body is bent slightly forward

from the hips. The goalkeeper's knees should be bent with the

feet placed approximately shoulder width apart. The elbows should

also be bent and the forearms should be parallel to the ground

with the hands shoulder width apart and the palms facing the ball.

Each individual player's positioning may vary slightly; however, it

should be emphasized that the goalkeeper's weight should be evenly

distributed in order to move in any direction as easily and

quickly.

Catching the Ball

Catching a Low Ball

The goalkeeper's feet should be close together and the eyes

focused on the ball as it approaches. As the goalkeeper bends at

the waist, the arms should be extended as shown in Figure 24. The
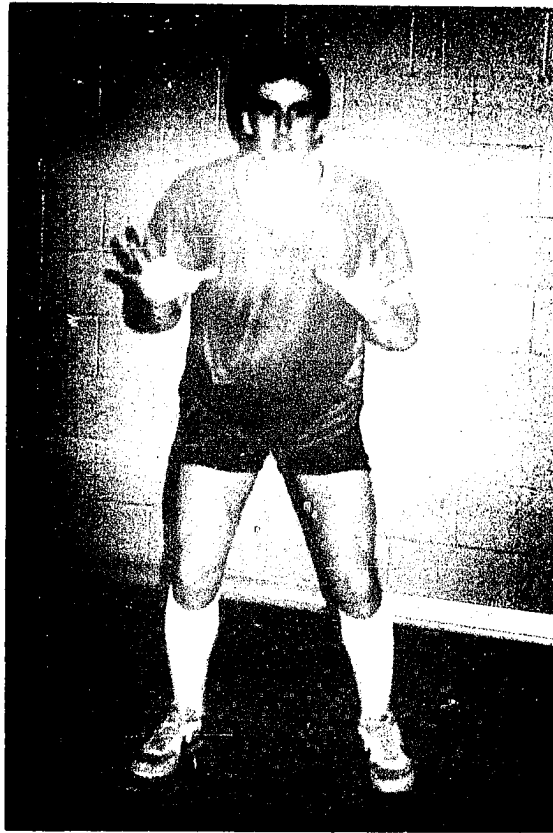
Figure 23. Basic Stance.

Figure 24. Bending over to catch a low ball.

momentum of the ball will carry it up the wrists, allowing the goalkeeper to wrap the arms under and over the ball as it is pulled into the stomach. The eyes can then be directed toward the field of play as the goalkeeper straightens up. Whenever the goalkeeper catches a ball, the legs or body should be used as a second barrier in case the ball goes through the hands.

An alternative method especially useful when the goalkeeper must go to one side or the other is to kneel on one knee as the ball approaches. The lead knee bends to a 90° angle while the trail knee touches the ground a few inches behind the heel of the leading foot, placing the trailing leg in a straight line with the leading foot, as in Figure 25. This provides a back-up barrier if the ball gets through the hands. As in the other method, the goalkeeper's body is bent forward with the arms extended, palms upward, and eyes on the ball until it is scooped up and pulled into the stomach. This kneeling method is safer for fielding a rolling ball to either side, however, the goalkeeper's release is delayed since the goalkeeper must stand before the ball can be thrown or kicked. Common errors usually made are not watching the ball and not getting the legs behind the hands.

Goalkeepers can work on this skill in pairs rolling the ball to each other practicing both techniques. The coach or a player can also kick balls that roll or bounce to the goalkeeper.

Figure 25. Kneeling to catch a low ball.

Catching a Ball at Waist or Chest Height

As in a low ball catch, the goalkeeper must keep the eyes on the ball and place the body in front of it. As the ball approaches at waist level, the goalkeeper should bend forward at the waist, positioning the elbows close to the body with the palms facing up. When the ball makes contact with the waist, the arms and hands fold over the ball as the goalkeeper folds the body at the waist, as illustrated in Figure 26.

To catch a ball at the chest level, a little jump upward by the goalkeeper will allow the ball to be caught against the waist in the same manner as previously described. An alternative to this method would be to catch the ball with the hands first, immediately bringing the ball to the chest while the arms and hands slide around in front of the ball. The impact of the shot, whether it is caught at the waist or the chest, can be cushioned if the goalkeeper will take a small hop backward after the ball contacts the body. Common errors usually made are not getting behind the ball, not watching the ball, and not folding the arms, hands, and body around the ball after impact.

The coach or another goalkeeper can throw the ball at the goalkeeper gradually increasing the speed of the throw. Field players can also take shots at the goalkeeper from various angles and distances as the goalkeeper's skill and confidence improve.

Figure 26. Catching a ball at waist height.

Catching a Ball Above the Head

In this technique, the goalkeeper should jump off one foot, bringing the other leg up to a bent position in which the thigh is parallel to the ground. This will provide additional lift as well as protection from a charging opponent. With the eyes on the ball, the arms are extended toward the ball with the hands catching the ball from behind, as shown in Figure 27. Immediately, the elbows should be bent bringing the ball down to the body so that it can be clutched against the chest. This technique is valuable in stopping high shots, crosses, and corner kicks. Additional height can be achieved if the goalkeeper will take a step forward before jumping. Common errors usually made are not watching the ball, trying to catch the ball with the hands on the side of the ball, waiting to catch it against the chest instead of extending the arms and bringing it to the chest, and leaping off two feet.

In the initial development of this skill, the goalkeeper should toss the ball into the air and then jump up and catch it, followed by practice using balls thrown to the goalkeeper. Finally, field players can take high shots, kick high crosses, and kick high corner kicks to the goalkeeper. Offensive and defensive players should then be added in this step providing pressure and distraction. In these situations, the goalkeeper should yell "keeper," thereby announcing to the defenders that he or she is
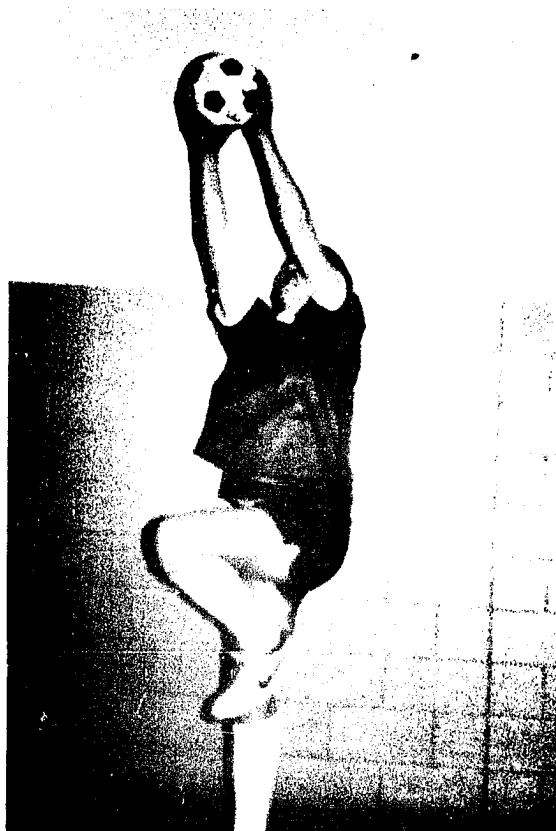
Figure 27. Catching a ball above the head.

going to catch the ball and that they should start the transition
from defense to offense.

Punching the Ball

Whenever possible the goalkeeper should catch the ball;
however, such factors as the speed of the shot or time in which to
react to the shot, ball spin, weather conditions, or pressure from
hard charging opponents may dictate that the ball may be punched.
If in doubt, then the ball should be punched. The ball can be
punched with two hands to change the direction of flight or to send
it back where it came from, while a punch with one hand should be
used to make the ball continue on its same direction (Chyzowych, 1978.)

Two-Handed Punch

Keeping the eyes on the ball, the goalkeeper should jump
forward and upward contacting the ball at the height of the jump
with two flat fists, as in Figure 28. The ball should be struck
just before the arms and elbows reach full extension. When using
the two-handed punch, the goalkeeper should be trying to punch the
ball high, far, and wide.

One-Handed Punch

Using the one-handed punch to continue the ball's flight in
the same direction is difficult because the timing is critical
since at the height of the jump the goalkeeper must strike
underneath the ball with the hand that is on the side of the body
from which the ball is approaching. A short stroke is recommended
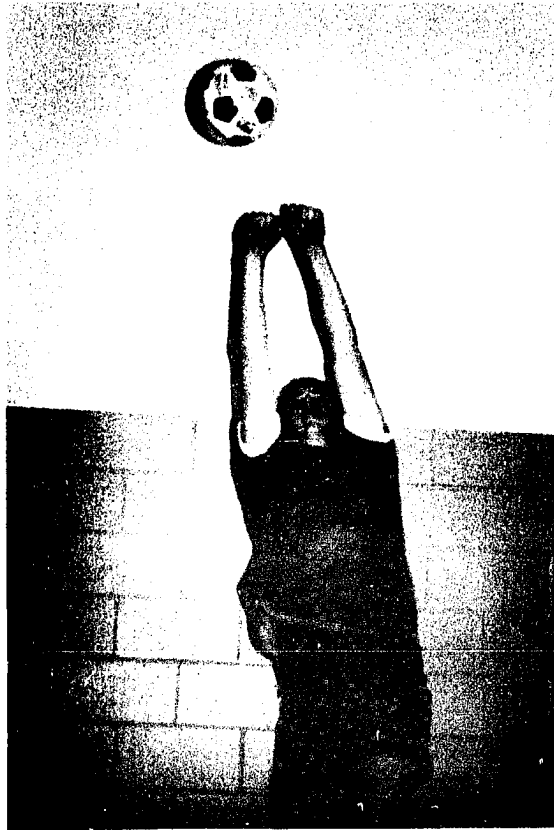
Figure 28. Two-handed punch.

since a longer one increases the chances of making poor contact. Along with proper timing, the goalkeeper must keep the eyes focused on the ball to ensure an accurate punch. Common errors usually made are trying to catch the ball instead of punching, not watching the ball, trying to take a big swing, and not clearing the ball out of danger.

The goalkeeper can initially practice this skill on a motionless pendulum ball that can be raised or lowered. The ball can also be swung giving the goalkeeper practice at punching the ball as it approaches. High crosses from various angles and distances can be served to the goalkeeper who now must also work on gaining height, distance, and width on the punch. Defenders and attackers should then be added, forcing the goalkeeper to decide whether the ball should be caught, punched, or played by a teammate.

Diving

Good positioning and proper reading of the game will decrease the number of times a goalkeeper must make a diving save, but a good shot, a sudden change in the direction of the flight of the ball, or penetration by the opposition will require that the goalkeeper be ready to perform this skill without hesitation (Machnik & Harris, 1980).

Proper execution of the dive begins when the goalkeeper plants the near foot (closest to the ball) with the toes pointed in the

direction of the ball. The push and lift from the far leg, giving the goalkeeper height and distance, is followed by a push from the near leg. The goalkeeper's body should be parallel to the ground as the entire body and arms stretch out to meet the ball. The near hand should contact the ball from behind while the far hand contacts the ball on top for additional control, as seen in Figure 29.

Through the entire act of diving and catching the ball, the eyes must remain on the ball. As the goalkeeper falls to the ground, the ball should hit first, followed by the forearms, shoulders, side, hips, thighs, legs, and lastly, the feet (Machnik & Harris, 1980). The feet should then be brought up to the body simultaneously with the ball tucked against the stomach, providing protection for the goalkeeper and the ball. Care should be taken to prevent the head from striking the ground whenever the goalkeeper dives. Common errors usually made are not watching the ball, falling on the stomach or back, trying to pull the ball in before landing, and not pushing off properly.

Initially, practice from the dive should begin in a diving pit made of sand, sawdust, or loose dirt. The goalkeeper should learn this skill first by diving from a kneeling position without the use of a ball. The arms should still be extended as the goalkeeper works on diving from both sides.
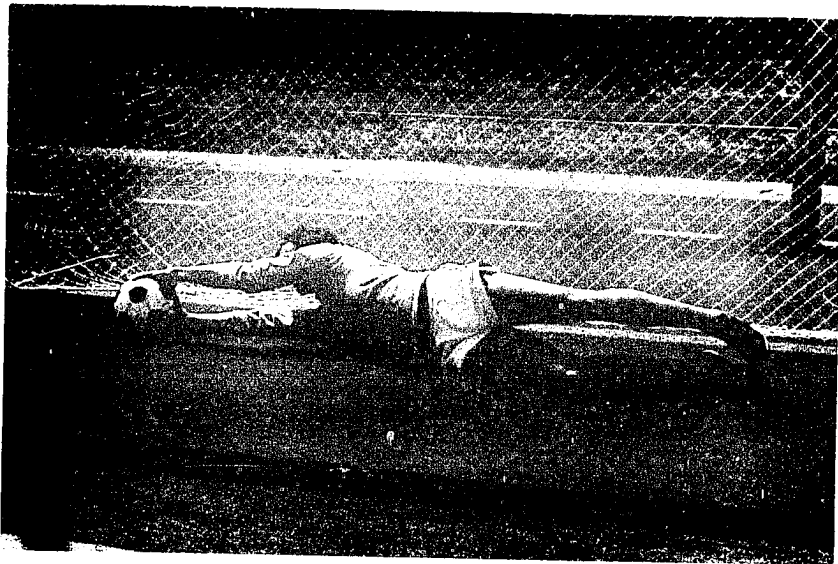
Figure 29. Diving Save.

Next, the goalkeeper should practice pushing off with the far leg while simply jumping over a ball with the near leg. Progression is then made to pushing off the far leg, followed by pushing off the near leg as the goalkeeper dives into the pit, working on achieving full extension. The goalkeeper then practices the diving save while holding a ball and concentrates on landing properly and safely, followed by diving and grabbing a ball extended by another player. Once the proper technique of landing has been mastered, a ball can be thrown so that the goalkeeper dives and catches it before landing in the pit. Next, the goalkeeper should dive for thrown or kicked balls on a grassy area in front of a kickboard or goal. The final step is practicing the diving save on the field in a drill that involves field players. Throughout this entire progression, the goalkeeper should wear the padded jersey and pants available for goalkeepers, or several layers of heavy sweat clothes.

Deflecting the Ball

If a goalkeeper cannot safely catch a shot in diving situations, it should be deflected around a goalpost or over the crossbar. The height of the incoming ball will determine which hand to use to deflect the ball with shots below chest level being deflected with the lower hand and shots above chest level being deflected by the upper hand (Messing, 1979).

When diving to reach a chest high shot that cannot be caught, the upper hand should be used to slap the ball around the goalpost by using the heel of the palm or fingers to direct the ball out of play. The lower hand should then be used to help cushion the impact of the fall. The goalkeeper must keep the eyes focused on the ball until it has passed out of play. On a shot below chest level, the goalkeeper should dive and stretch out to contact the ball with the lower hand to deflect it out of play.

When a high shot, cross, or corner kick comes close to the crossbar, the goalkeeper may have difficulty in judging the flight of the ball, as well as difficulty while attempting to catch the ball. In these situations, the goalkeeper should jump and deflect the ball over the crossbar. The palms and fingers should be extended backward to direct the ball over the crossbar, timing the action to coincide with the peak of the goalkeeper's leap. Common errors usually made when diving or jumping to deflect the ball are not keeping the eyes on the ball and mistiming the dive or jump.

The goalkeeper should only practice diving deflections after having learned to properly and safely dive and catch the ball. Balls can be rolled or kicked to the goalkeeper who attempts to protect the goal or kickboard and high crosses, shots, and corner kicks can be kicked by field players forcing the goalkeeper to decide what action will be taken.

Cutting Down the Shooting Angle

Whenever the goal is threatened by an opposing attacker that has broken clear of the defense, the goalkeeper cannot stay on the goal line. By staying on the line, the shooter is given a large target and angle in which to shoot, as seen in Figure 30. If the goalkeeper will come forward off the goal line with the arms extended, the angle and target for the shooter becomes smaller, as illustrated in Figure 31.

If an opponent approaches from an angle, the goalkeeper should come off the goal line protecting the near post while attempting to make the player shoot for the far post. Good positioning in these situations will usually force the shooter to either shoot the ball directly at the goalkeeper or shoot it wide.

If the attacker continues to dribble toward the goal, then the goalkeeper should continue forward and attempt to obtain the ball by diving at the opponent's feet before the ball is shot, grab it while the player is executing the shot, or block the shot immediately after it is taken. When diving to take the ball off an opponent's feet, the goalkeeper should dive forward then stretch his or her body laterally in order to narrow the shooter's angle. In all of the above situations, the goalkeeper must watch the ball and not the player. Common errors usually made are misjudging the approach of the attacking player, not protecting the near post, and watching the player instead of the ball.
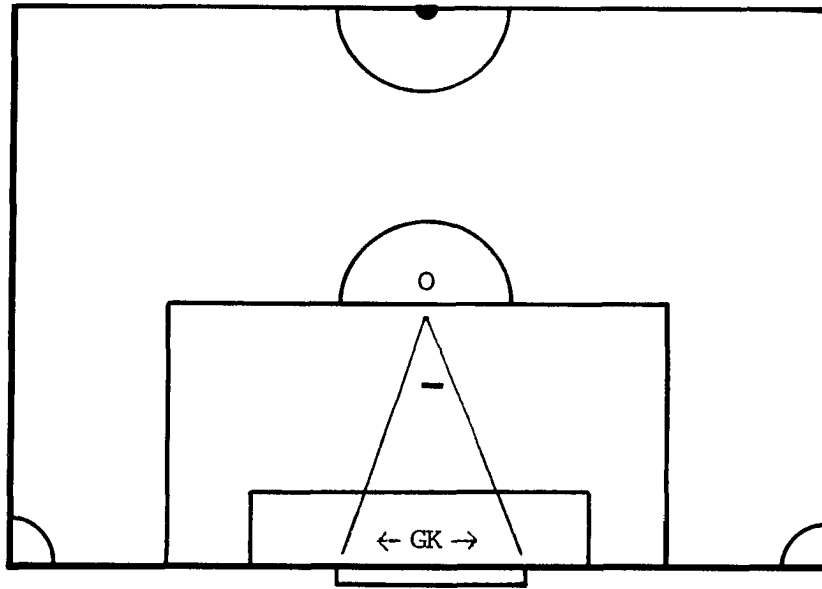
- = ball

O = shooter

GK = goalkeeper

= possible angles
of shot

Figure 30. Goalkeeper remaining on goal line.
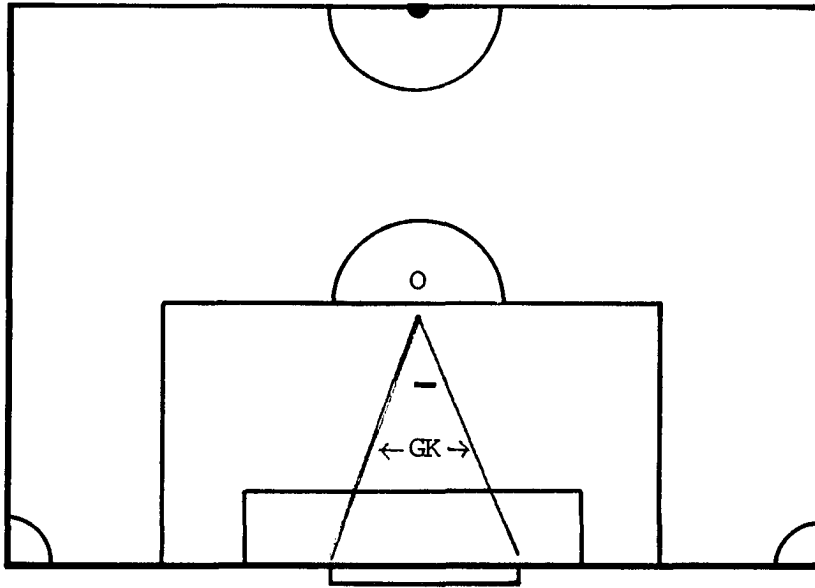
• = ball

O = shooter

GK = goalkeeper

= possible angles
of shot

Figure 31. Goalkeeper cutting down shooting angle.

The goalkeeper should be given plenty of practice in cutting
down angles for shots and advancing in a one-on-one situation
against an approaching dribbler. The first step would be to
practice positioning and stopping shots from various angles and
distances by stationary players shooting outside the penalty area.
The goalkeeper and incoming dribbler should then approach each
other at half speed, enabling the goalkeeper to practice diving
at a dribbler's feet to gain confidence. Eventually, the
dribbler should enter the penalty area at full speed requiring
the goalkeeper to properly react in this game-like situation by
forcing a bad shot or diving to take the ball from the dribbler.

Distributing the Ball

Distribution of the ball can be accomplished through rolling,
throwing, or kicking the ball. When using any of these methods,
accuracy usually takes precedence over distance.

With quickness of thought and speed of action, the goalkeeper
with ball possession should become the first line of offense (Snow,
1981). After the goalkeeper catches the ball, the first look
should be to the forwards. If they are not in position to receive
the ball, the next look should be to the halfbacks, followed then
by a look to the fullbacks. With this procedure a quick
counterattack may be possible through the goalkeeper's quick
release to a teammate in an open space who can run onto the ball
and advance it toward the opposing goal. An attack may also be

built up by distributing the ball to a halfback or fullback who in turn quickly passes it up the field. In other situations the ball may be rolled out to a fullback who then plays it back to the goalkeeper while the rest of the team attempts to move to an open area.

It is very important for the goalkeeper to remember that once in possession of the ball, only four steps can be taken before the ball must be released and it cannot be handled again by the goalkeeper until it has been played by another player.

Rolling and Throwing the Ball

Rolling the ball in an underhand motion to a nearby teammate is an easy and very accurate method of distributing the ball, as well as an easy pass to control, since the ball arrives on the ground. But, it should only be used for a distance less than 30 yd to an open teammate in order to prevent an opposing player from intercepting the ball.

The ball can also be thrown in an overhand baseball throw with added momentum being imparted by stepping forward as the ball is released. This throw provides for a distribution of greater speed and distance, but it is a little more difficult for a field player to control. The ball can also be thrown in an over-hand or side-arm sling motion. To accomplish this the goalkeeper should cup the ball between the hand and forearm and step forward as the ball is released. Common errors usually made are throwing or

rolling the ball in the crowded middle part of the field, as well as not rolling or throwing the ball accurately.

These skills should first be practiced by rolling and throwing to a stationary player outside the penalty area, increasing the distance gradually, as long as accuracy is maintained. Next, the goalkeeper should throw the ball to a moving player concentrating on distributing the ball ahead of the player in order for the player to run onto it. The coach or another player can kick the ball, requiring the goalkeeper to gain possession and immediately distribute the ball to an open player on the opposite side of the field. This drill helps to teach width in attack to the field players, as well as the goalkeeper.

Kicking the Ball

The punt, or volley kick as it is sometimes referred to, is used by the goalkeeper to advance the ball quickly down the field when the team switches from defense to offense. This method serves to advance the ball farther down the field than a throw, but consequently it also gives the opposition a chance to gain possession due to the longer period of time that the ball is in the air. The punt can serve as an effective counterattack if the opposition can be caught too far up the field and the ball kicked behind the opposing defenders to a teammate that has penetrated the opposing defense. The punt should have a low trajectory, especially when the goalkeeper is kicking into the wind.

The punt is initiated when the goalkeeper drops the ball from the hands while the plant leg is positioned in the direction of the intended kick. At the same time, the kicking leg is flexed backward so that the lower leg is parallel to the ground. When the ball is dropped, the kicking leg starts forward as the toes are pointed toward the ground and the ankle locked. The lower leg straightens immediately after contact is made as the kicking leg forms a straight line with the hip. The goalkeeper must keep the eyes focused on the ball from the time the ball is dropped until the kicking leg has kicked through the ball in a proper follow-through. Common errors usually made are not watching the ball, not keeping the foot pointed and the ankle locked, and leaning back, causing the trajectory to be too high.

The drop kick, or half-volley kick as it is sometimes referred to, can be used instead of the punt to distribute the ball to another teammate. It is especially useful when kicking against the wind since the trajectory is not as high as that of a punt. The technique is basically the same as the punt, except that the goalkeeper delays the forward movement of the kicking leg in order for the ball to bounce before it is kicked. The toes of the plant foot should be even with the ball when the ball strikes the ground.

As in the punt, proper eye contact and follow through by the goalkeeper are necessary to ensure a successful kick. If more height is needed on the kick, the toes of the plant foot can be

placed behind the spot of the anticipated bounce, causing the goalkeeper to lean backward when the kick is made. Common errors usually made are not watching the ball, not keeping the toes pointed and the ankle rigid, not following through and kicking the ball before it hits the ground.

For both the punt and the drop-kick, the goalkeeper can initially kick the ball into the goal while perfecting technique as well as timing. The next step is to kick to a stationary player or target. The distance and angle can gradually be changed, as long as the goalkeeper maintains accuracy. Finally, the goalkeeper should practice punting and drop-kicking to a moving player with the objective being to have the ball land close to the player so that the ball can be brought under control with ease.

Taking Goal Kicks

The goalkeeper should have the ability to kick a stationary ball in restart situations, as well as the ability to kick hand-held balls. If the goalkeeper can effectively kick the goal kicks, then the following purposes are served:

1. One more player can be positioned to receive the goal kick.

2. The fullbacks can conserve energy.

3. The opposing forwards are forced to move farther back due to a possible offside call.

4. The option is created to kick the ball out of the penalty area to a fullback who can immediately kick it back to the goalkeeper, who in turn can pick up the ball and punt or drop-kick it for greater accuracy and distance.

For a short kick the same instep kick as explained in Chapter 3 should be used. To obtain greater distance, the goalkeeper should use a running approach and place the plant leg a little behind and to the side of the ball. As the kicking leg comes forward, the toes should be pointed down, as well as partially away from the ball. This allows the ball to be contacted at a point slightly to the inside of the shoelaces. The placement of the plant leg and foot of the kicking leg will cause the trajectory to be higher in order to gain greater distance. As in the other kicking skills, the goalkeeper must watch the ball and follow through after contact with the ball has been made. In addition, the plant foot should be pointed to the side of the field in the direction of the intended kick since goal kicks should not be kicked to the middle of the field. Common errors usually made are kicking to the middle of the field, kicking the ball too high, not watching the ball, and not keeping the ankle locked and the toes pointed.

The goalkeeper can practice both the long and the short kick by first kicking into the goal and then progress to kicking to a target. The distance of the target or stationary player can be

increased as the goalkeeper's skill develops. Finally the

goalkeeper should kick to a moving target concentrating on

accuracy.

Defending Against Set Plays

When the opposition has the opportunity to use a set play

within scoring range, the goalkeeper should be alert and confident.

As soon as a free kick has been awarded the goalkeeper must decide

and then communicate to his or her teammates if a defensive wall

should be set up and if so, how many players should be in the wall.

The goalkeeper then covers the far side of the goal while the wall

seals off the near side. The goalkeeper should not have the

additional responsibility of lining up the players in the wall,

since full concentration and eyesight must remain on the ball.

Instead, a field player who is not included in the wall should

help set it up.

On corner kicks, the goalkeeper should stand just off the

goal line and a step or two more than halfway back of the goal,

facing the ball (see chapter 5, page 114). If the ball is lofted

into the goal area, the goalkeeper then should decide whether or

not to move off the line for it or if a defender should play the

ball. If the ball is in reach, the goalkeeper should come off

the goal line, call "keeper," and catch the ball or punch it,

depending upon the circumstances. This procedure should also be

used for any high cross that is played into the same area. By

calling out "keeper" the goalkeeper communicates that the defenders should move out of the way and prepare to make the transition to offense.

On penalty kicks, the goalkeeper must stand on the goal line until the opposing player kicks the ball. The plant foot of the player approaching the ball or the position of the kicking foot before contact may give the goalkeeper a clue as to the intended direction of the kick. Since it is very difficult to catch a penalty kick, the ball should be punched or kicked away if the goalkeeper guesses the correct direction and reaches the ball. The goalkeeper should have plenty of practice at defending against free kicks, corner kicks, and penalty kicks with the inclusion of teammates, as well as opposition in full-speed simulations.

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Directing and Supporting the Field Players

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An experienced goalkeeper can be very valuable by directing the defenders as the opposition attacks through giving directions and pointing out opposing players that should be marked or areas that should be watched. When the goalkeeper's team is on offense with the ball at the opposing end of the field, the goalkeeper should take a supporting position at the top of the penalty area. If the opposition gains control of the ball and attempts a long counterattack by kicking the ball over the defenders, the goalkeeper is in a position to run out and kick the ball, as illustrated in Figure 32.
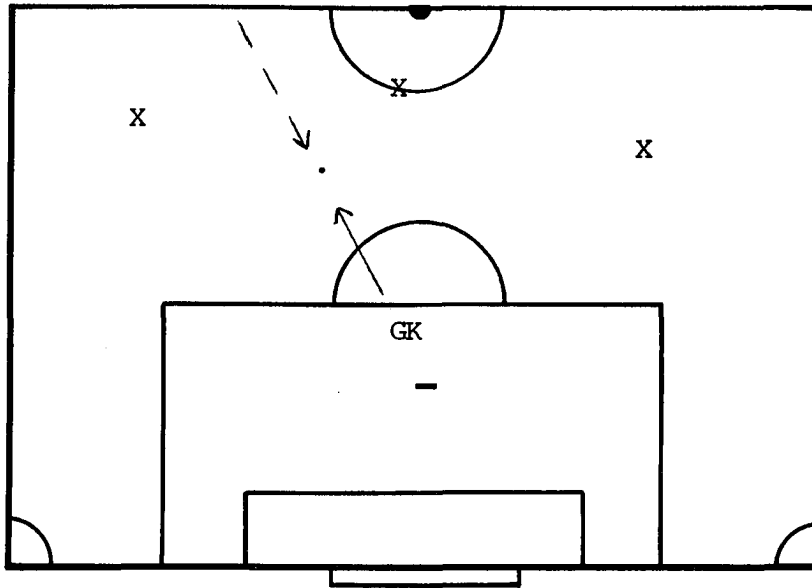
X = defensive players

• = ball

GK = goalkeeper

- - - = pass

——— = player movement

Figure 32. Goalkeeper support.

The drills mentioned in this chapter, along with a variety of drills from other sources, can be used to help develop a skilled and knowledgeable goalkeeper. Skill practice, as well as tactical practice for the goalkeeper, should be incorporated into drills that involve the entire team. Defense against free kicks and corner kicks must be practiced with all of the players in order to ensure that the goalkeeper and field players will communicate and react correctly to these situations in actual competition (Vogelsinger, 1973).

Chapter V

Defensive Principles

Learning Objectives

The student will be able to:

1. State the primary and secondary responsibilities of defense.

2. List the five main reasons why goals are scored.

3. List and explain the three structural methods of team defense.

4. Discuss the various responsibilities of defenders.

5. Explain the concept of the funnel movement as a defensive tactic.

6. List the three guidelines to achieve compactness.

7. Explain the danger of set play and the importance of having preset defensive plans for set plays.

Structure in Team Defense

Defense, which begins immediately after the loss of ball possession, is not to be played only by or left up to the halfbacks or fullbacks. It is the responsibility of all players to think quickly and react defensively. Structurally, there are three methods employed by teams to play defense: man-to-man, zone, and a combination of these two (Chyzowych, 1978).

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Man-to-man defense involves close marking of opponents on the
ball-side of the field, with more distance allowed when players
are marking on the side away from the ball. No matter where an
assigned opponent wanders, the defender is instructed to follow.

A team playing zone defense assigns a specific area, or zone,
of the field to each player. Whenever opponents advance into this
area they must be watched until they enter another player's zone.

A combination of these two structures using tight marking
within a zone depends upon good communication among defending
players. With much practice and understanding, this structure is
effective in implementing the defensive principles discussed in
this chapter.

Procedures to Prevent Goals

Since the primary responsibility of the defense is to prevent
the opponent from scoring goals, a practical method of beginning a
discussion of defensive principles is to analyze why and how goals
are scored. A most thorough and well known analysis has been
developed by Charles Hughes (1975) in the following five points:

Why Goals are Scored

1. Lack of pressure on the man with the ball.
2. Lack of support for the challenging player.
3. Failure to track players down.
4. Giving the ball away.
5. Set plays.

Hubert Vogelsinger (1973), a former NASL coach and outstanding clinician, emphasizes that it is essential for the entire team to concentrate immediately toward regaining possession and restricting the opponent's use of the ball and space, while at the same time exposing their own goal to the least possible danger. This should be accomplished by marking opponents tightly, withdrawing to provide a solid last line of defense, and actually challenging for the ball. Chyzowych (1978) agrees by stating these objectives in a different manner: There must be immediate pressure placed on the ball, while the remainder of the defenders fall back and concentrate the defense in front of the goal, employing balance, control, and restraint.

Pressure on the Man with the Ball

The first objective to be accomplished when ball possession is lost is for the player closest to the ball to put pressure on the opposing player in possession of the ball. This action, which is done by the player assuming a position no farther than 2 yd away on the goal-side of the ball, is commonly referred to as containing the player with the ball. The responsibility of the containing player is to prevent the opposing player from playing, or dribbling, the ball forward, or to delay and buy time for the rest of the defenders to move into proper defensive positions. The containing, or pressuring, defender should also try to guide the player to the outside of the field. Since penetration is the

major objective of attacking play, any delay by the defense serves
to counteract it (Bradley & Toye, 1973).

Control and restraint is important during containment in
defensive play; therefore, the containing player should only
challenge for the ball if the player stands a good chance of
stealing it or providing an opportunity for a teammate to gain
possession. An impatient, wild lunge or swipe at the ball when
there is no cover, especially before the defense can get
positioned, is very dangerous and foolhardy. Only when ball
possession has been lost in the defending penalty area should an
immediate challenge for the ball be made (Maisner, 1979).

While the containing player is fulfilling the responsibility
of delay, the remainder of the team should fall back and recover
on the goal-side of the ball in their appropriate lines of
recovery. Wing players' recovery should be in a line toward the
nearest goalpost, while central players' recovery lines should be
toward the penalty kick line, as seen in Figure 33.

This funnel movement between the ball and goal, which makes
it difficult for the attacking team to penetrate, is accomplished
by remaining in close support of each other, reducing space
between each other, providing depth, cover, and double cover
(Vogelsinger, 1973). By accomplishing this movement, it becomes
almost impossible for the opposition to play behind the defense.
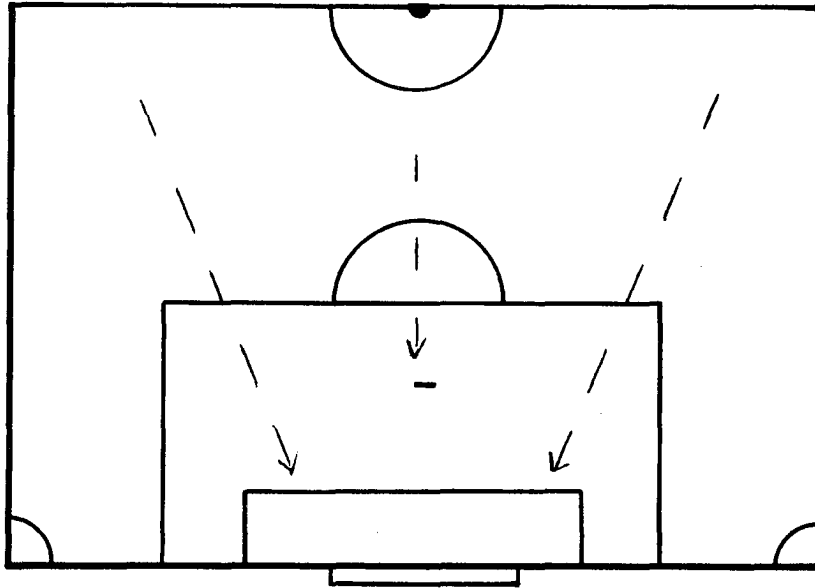
Figure 33. Recovery lines.

Support for the Challenging Player

As the defenders recover, a teammate should take a supporting position approximately 4 to 6 yd behind the containing player on the goal-side in order to provide cover in case the attacker with the ball gets by. The supporting player should communicate by giving directions to the containing player, such as "challenge," "force left," or "force right," while maintaining the correct distance and angle for support.

Tracking Players Down

Depending upon the structure of team defense being used, the defenders other than the containing player should be either marking their opposing players or guarding their zones. The farther the opposing players are from the ball the greater the distance can be allowed in marking, but the defenders must stay goal-side of the ball and keep both the ball and their assigned players in view. Failure to mark or track an offensive player down allows this player to move into a position behind the defense which could allow for a penetrating pass, resulting in an attempt on goal.

If at any time the opposition advances with the ball on an outnumbered group of defenders, immediate and deliberate retreat should be made to allow time for more defenders to recover and assist. By using the principles of containment and deliberate retreat, the defense should be attempting to force mistakes, such

as a poor pass, shot, or dribble and thereby regain ball
possession.

If and when the ball is played into the defending penalty
area, it is essential to clear it out of danger as soon as
possible. This can be done if a defender will take the following
steps (Hughes, 1975):

1. Be first to the ball.

2. Go for height.

3. Go for distance.

4. Play the ball wide.

Giving the Ball Away

If the best defense is a good offense, then goals against a
team can be prevented by maintaining possession of the ball as
much as possible. Bad passes, especially in the defending third
of the field, and taking chances by dribbling unnecessarily in the
penalty area are examples of severe mistakes that make loss of
possession costly.

Set Plays

Set plays, such as free kicks, throw-ins, and corner kicks,
are dangerous because immediate pressure cannot be placed on the
opposing player who may immediately initiate the play. In these
special situations, preset plans for the appropriate defense of a
corner kick, free kick, or throw-in should be well organized and
rehearsed.

Briefly, when the opposing team is awarded a free kick close to the defending penalty area, a wall of human defenders should be prepared at the legal distance of 10 yd away from the ball. The first player should line up between the ball and the nearest goalpost with several teammates lines up tightly from this player toward the other side of the goal. The goalkeeper will protect the far side of the goal from his position at the goal line and the other players should take up an appropriate position in order to mark opposing players or seal off certain areas. The number of players in the wall is determined by the position of the ball and the personal preference of the coach, but it is of the utmost importance to set the defense as quickly as possible (see Figure 34).

Free kicks taken by the opposition from the middle third of the field should be defensed in a different manner. Since the opposing players must remain onside until the kick is taken, the defenders should be positioned at the front edge of the penalty area. A ball that is kicked over the defenders' heads can be played by the goalkeeper while the fullbacks can intercept a ball that is played in front of the penalty area. This will seal off space behind the defense since the opposing players will be called offside if they run past the fullbacks into the penalty area before the ball is played.
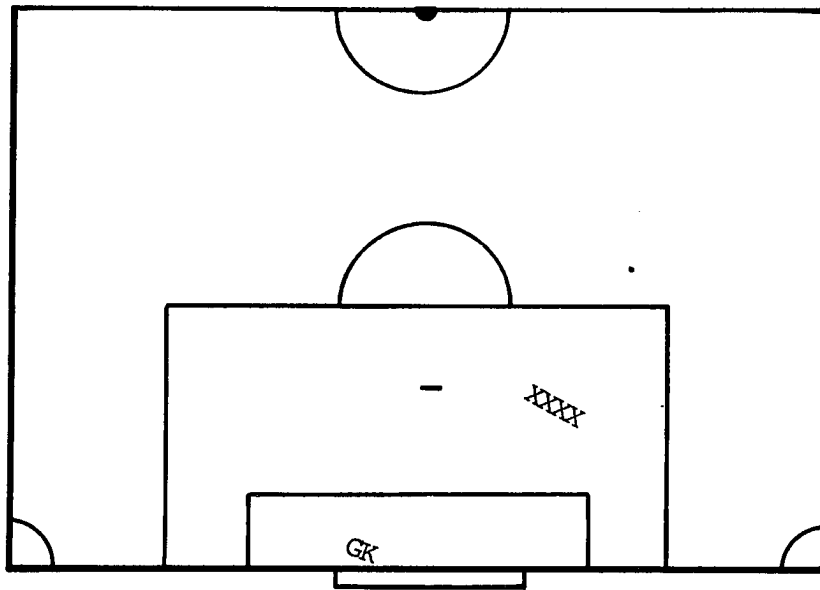
X = defenders

• = ball

GK = goalkeeper

__Figure 34.__   Defensive wall.

On corner kicks, the goalkeeper should stand a few feet closer to the far post from the middle of the goal and one defender should stand beside the near post. Usually, another defender should stand a few feet out from the far post and one defender approximately 10 yd from the corner of the field where the corner kick is being taken, with the other players marking opposing players or zones. Even though the positioning for defending against a corner kick is a matter of a coach's preference, the important objective is to clear the ball out of danger as quickly as possible. Figure 35 illustrates essential positioning for defending against corner kicks.

To defend against most throw-ins immediate concentration and marking of players, including the player making the throw-in, is essential. When the opposing team uses a long throw-in play in an attempt to score, a positioning similar to a corner kick defense should be used. In addition, placing a defender in front of the player making the throw-in may serve as a distraction and cause an improper or inaccurate throw. Remember, since there is no offside on a throw-in, a slow reacting defense could allow penetration to be accomplished by an unmarked player who has run behind the defense.

Compactness

To consistently be a good defensive team, compactness, which limits the space available to the opponent, must be established.
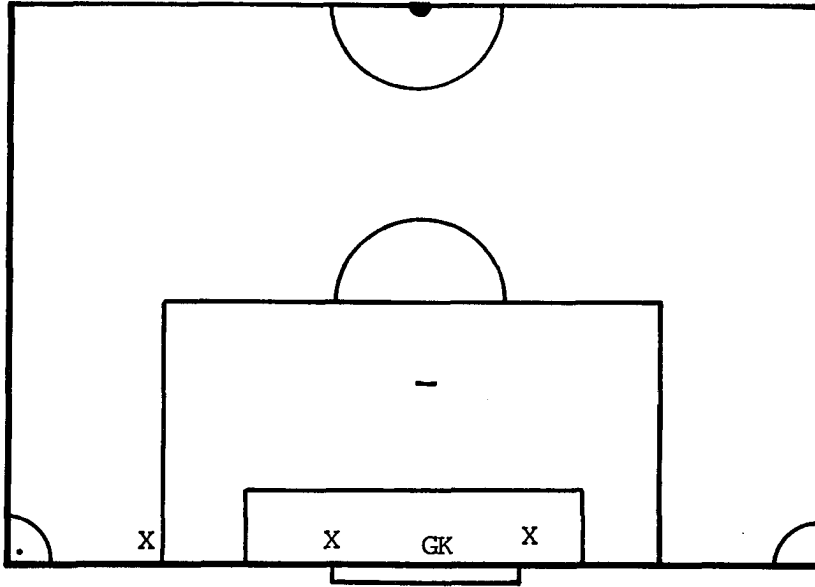
X = defenders

• = ball

GK = goalkeeper

Figure 35. Corner kick defense.

This can be accomplished by adhering to the following three
guidelines (Hughes, 1975):

1. Forwards must put immediate pressure on the ball.

2. Rear and midfield players should move up whenever the
ball is played forward.

3. Defenders should move across the field when the ball is
on a flank or wing and lock it in.

The second guideline listed above is a result of good
supporting play when on offense. Before the forwards lose the
ball on an advance up the field, the halfbacks and fullbacks
should move up to not only assume support on offense but to prevent
a large gap for the opposition to attack when they gain ball
possession. Figure 36 depicts the mistake of leaving a gap that
can be exploited by the opposition.

Balance

An additional principle in team positioning that helps to
prevent breakaways or immediate penetration by the opposition is
balance. The defenders, especially the fullback on the far side
of the field away from the ball, should play at an angle deeper
than the ball-side defenders. This gives the far side defenders
time to move across and stop a thrust by the opposition when the
ball-side teammates are beaten (see Figure 37).
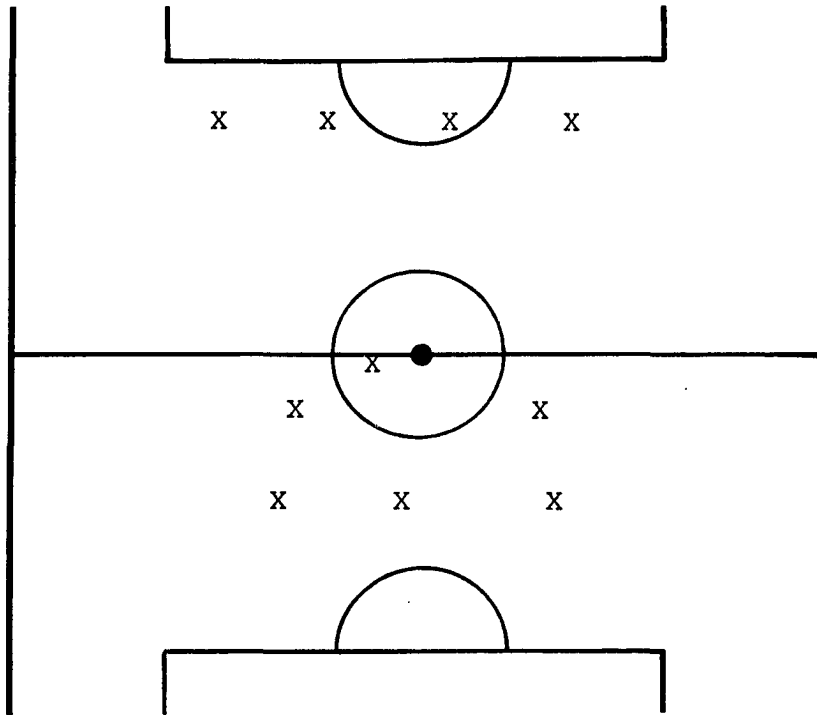
Figure 36. Incorrect support by halfbacks and fullbacks.
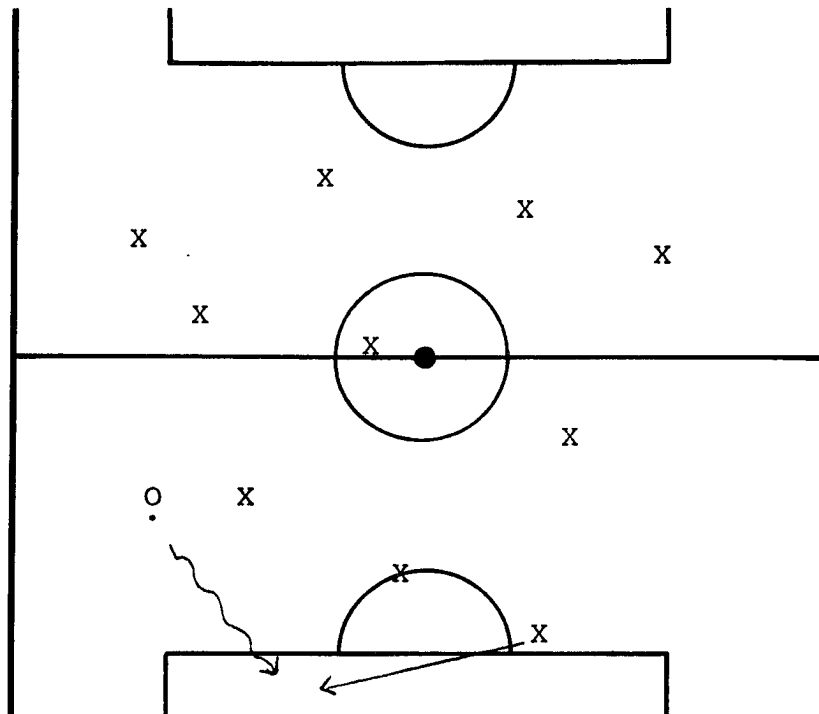
X = defenders

O = offensive player

• = ball

   = dribble

——— = player movement

Figure 37. Defensive balance.

Individual Defensive Tactics

Individual priority objectives should also be kept in mind for the appropriate situation. Depending on the situation, a defender should, in order of priority:

1. Try to prevent the opposing player from receiving the ball.

2. Try to prevent the player in possession from turning toward the defender.

3. Try to prevent the player from playing the ball forward.

4. Try to reduce the angle of possible passes or shots.

Maisner (1979) sums up the secondary responsibility of defense by stating that the defense should think of playmaking instead of play destroying. Once possession of the ball is won, try to pass the ball to a teammate, if possible, instead of just playing it out-of-bounds. In conclusion, Karl-Heinz Hendergott (1976), the present Director of Coaching for the USSF, emphasizes that this additional responsibility involves immediately reverting to attack by spreading out the compact defense.

Chapter VI

Offensive Principles

Learning Objectives

The student will be able to:

1.   State the primary and secondary objectives of offensive play.

2.   Define and explain the following tactics of support, depth, mobility, and penetration.

3.   List and diagram four passes that can be used for penetration.

4.   List the three main individual offensive skills and explain their importance.

5.   Explain the importance of set plays to offensive tactics.

Since the major objective of offensive play is to score goals, offensive principles are in direct opposition to defensive tactics which are used to prevent goals; therefore, a team on attack should strive to accomplish what they have just prevented when on defense by attempting to acquire depth, support, width, mobility, and penetration in their offensive play. Individual offensive movements of dribbling, feinting, and shooting used in combination with the collective play of team work through inter-passing by

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kicking, heading, and positioning are needed to achieve this objective (Jones & Welton, 1978).

<div align="center">Team Tactics</div>

Support

The secondary objective of offensive (attacking) play is to maintain possession of the ball. To be successful in this endeavor, a player with the ball should ideally have a minumum of three teammates which actually make it their responsibility to provide support, or a numerical superiority near the ball. An important idea for any supporting player to remember is to be in a position to receive a pass with the main supporting player maintaining a position behind the player with the ball with the distance depending on the area of the field in which the players are positioned. In the middle of the field, 10 yd is an appropriate distance, closer to the opposing goal calls for a supporting distance of only 5 yd, while a rear defender may support from a distance of 15 to 20 yd.

Many times players of all ages get in the habit of trying to pass the ball forward even when there is no teammate open to receive a pass. Granted, the forward pass is the most desirable pass to make but a backward pass to a supporting teammate can be valuable because it:

1. Takes immediate pressure off of the ball.

2. Gains time to look over the field and make decisions.

3.   Obtains more advantageous passing angles (Hess, 1980).

Figure 38 provides a good illustration of the successful use of the backpass. Player O_1 cannot pass the ball to the Teammate O_2 but by making the pass backward to O_3, Player O_2 can now receive the ball. If there is no need for support then the supporting teammates should run in advance of the ball and try to move into open space or space behind the defenders.

Depth

Depth refers to the passing opportunities available to the offensive team. Ideally, a player should have the option to pass forward, laterally, or backward; but, in many cases, the attacking formation flattens out as the ball is advanced close to the opposing penalty area. Those players in front do so to stay onside while those in back come too far forward, lessening the opportunity for a successful pass and eliminating the essential depth needed. To solve this, midfielders should not push all the way up into the forwards' line to allow the extra option to pass backward. This will also serve in helping to keep the penalty area from becoming too congested with players.

Another habit to break is one in which players run away from the teammate with the ball eliminating passing opportunities. If a teammate is making a run into space or drawing a defender out of the play, then this is acceptable; however, a teammate can also
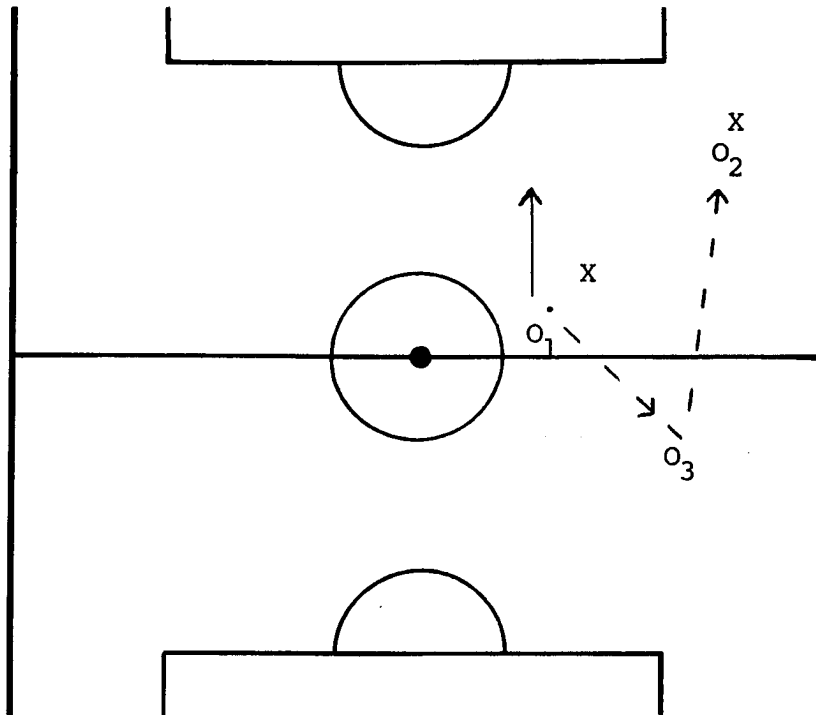
X = defenders

O = offensive players

• = ball

– – – = pass

———— = player movement

Figure 38. Use of backpass to advance the ball.

run out and come back toward the player with the ball while others move into a supporting position in order to receive a pass.

As mentioned in chapter 5, when a team gains possession of the ball, the players should run out to the touchlines in an attempt to stretch the opponents from side to side. This movement accompanied with movement to stretch the opposing players from end to end creates space that allows for teammates to provide depth and support.

Mobility

Mobility, which involves continuous position changes and constant movement of teammates without the ball, increases the possibility of maintaining ball possession, especially when the opposition is employing a tight man-to-man defense. Attacking players who stand motionless make it easy for the opposing players to mark, while a team whose players constantly run and change direction and positions will create more passing opportunities for the player and the ball. Mobility also distracts defenders who are concerned with marking their players, allowing the player with the ball to advance by dribbling.

Penetration

Penetration, which is accomplished by means of passing and running, is the key to scoring goals (Bradley & Toye, 1973). When a player has possession of the ball in a position close enough to

the opposing goal with the opportunity to take a shot, penetration has been made.

A long pass to a teammate running through or past the rear defenders is an example of a penetrating pass. But this pass, which has a low degree of success and should not be the main tactic or pass used by a team, can be used as a change of pace or for a quick counterattack in some situations. The team that constantly insists on kicking long passes will be at a disadvantage against an opposing team that can maintain possession of the ball for long periods of time.

Penetration can also be accomplished after a build-up of short passes in the midfield area or a combination of dribbling and passing. Performance of a through pass made to a teammate who is making a diagonal run from a wing position behind the defenders will achieve this objective (see Figure 39).

Wall passes are another excellent way of penetrating the defense, especially in two-on-one situations. The player with the ball draws the defender in and passes laterally to a teammate. As soon as the pass is made, the player sprints by the defender and receives an immediate pass from the player who just received the ball, as seen in Figure 40.

A pass made to an overlapping teammate can also be very effective in penetrating a defense. A supporting player runs from
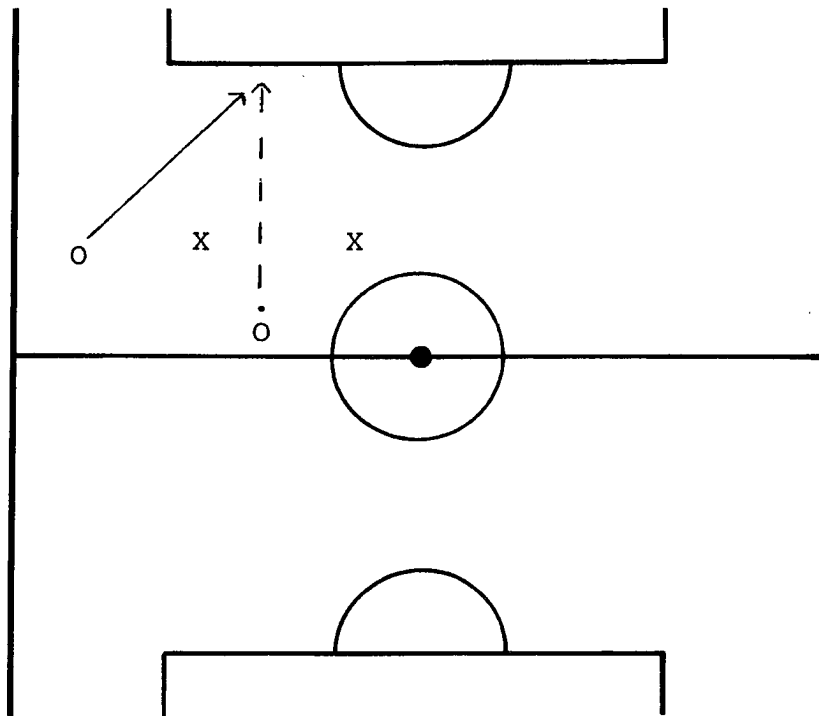
X = defenders

O = offensive players

• = ball

- - - = pass

———— = player movement

Figure 39. Through pass.
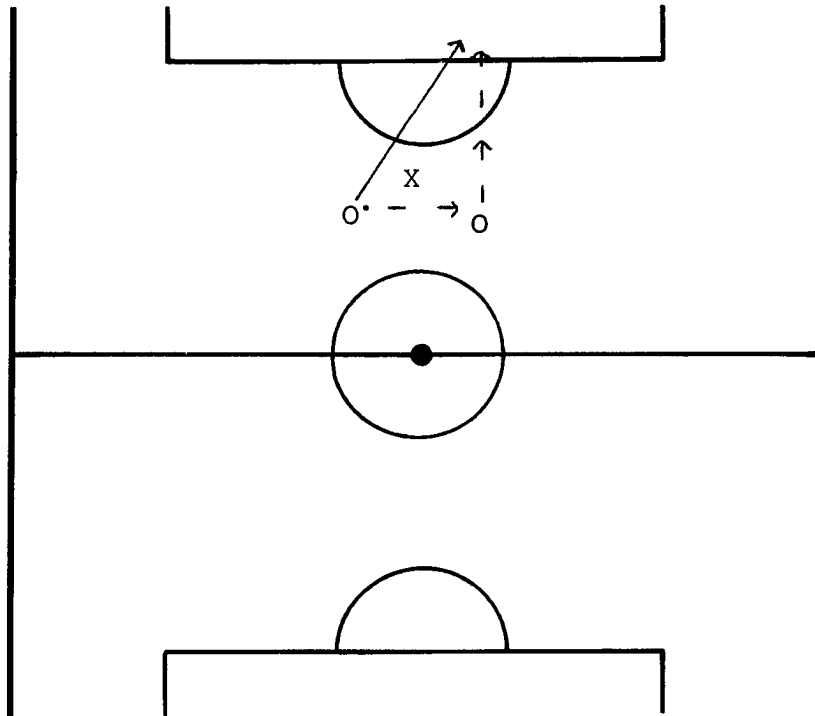
X = defenders

O = offensive players

• = ball

- - - = pass

———— = player movement

Figure 40. Wall pass.

behind the player with the ball and down the touchline to receive
the pass that has been played ahead (see Figure 41).

The ball can also be played across the field to an overlapping
player for a penetrating attempt. The team that incorporates its
fullbacks into the attack through an overlap will find more scoring
opportunities (Reed, 1979). Figure 42 depicts the successful use
of an overlapping fullback.

One last example of a penetrating pass is a diagonal pass to
a teammate running through or past the defenders. In this case
as well as the others, the pass should be made in front of the
running teammate so that it can be gathered in on the run. The
key factor is to pass the ball before the teammate runs into an
offside position (see Figure 43).

In all of the offensive tactics or principles mentioned,
there are two additional factors that should be kept in mind.
First, there must be positive and meaningful communication between
teammates through players without the ball providing information
or directions to help the player with ball possession. Second and
of equal importance, is that the players without the ball not only
determine what type of pass will be made and how successful it is,
but they also determine the degree of pressure that is put on the
player with the ball by the defense.
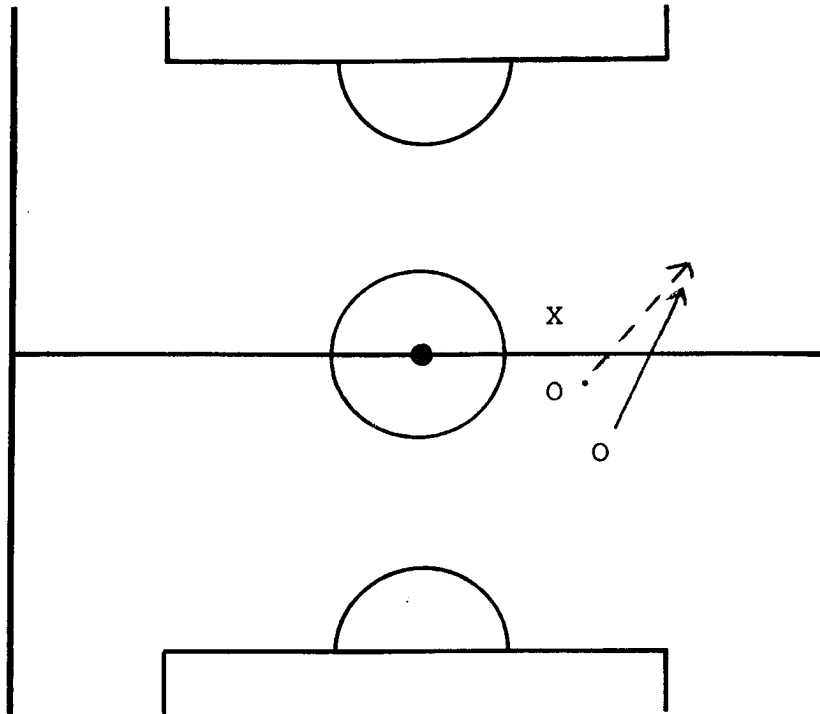
X = defender

O = offensive players

• = ball

– – – = pass

———— = player movement

Figure 41. Pass to overlapping teammate.
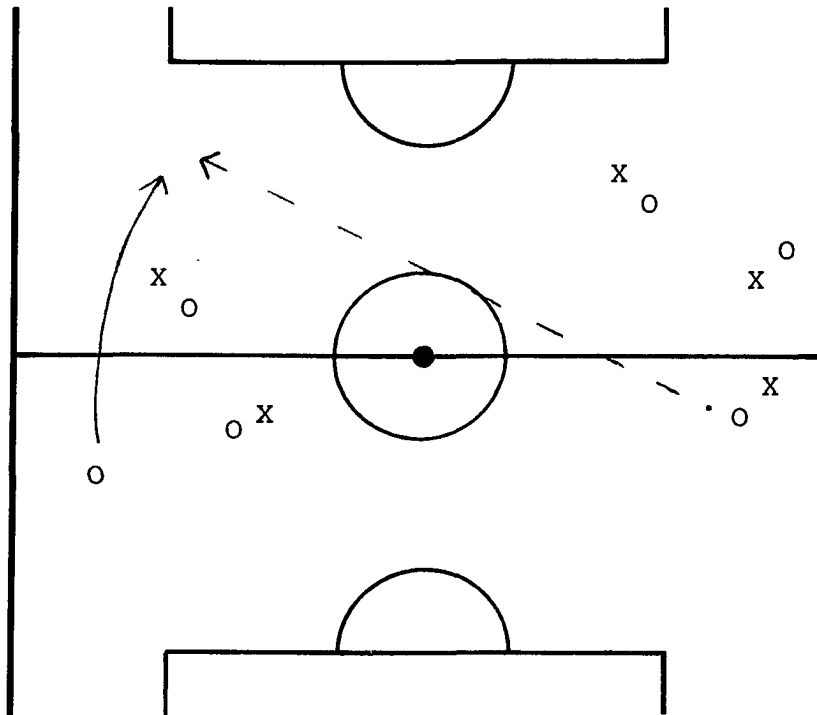
X = defenders

O = offensive players

• = ball

- - - = pass

———— = player movement

Figure 42. Pass to overlapping fullback.
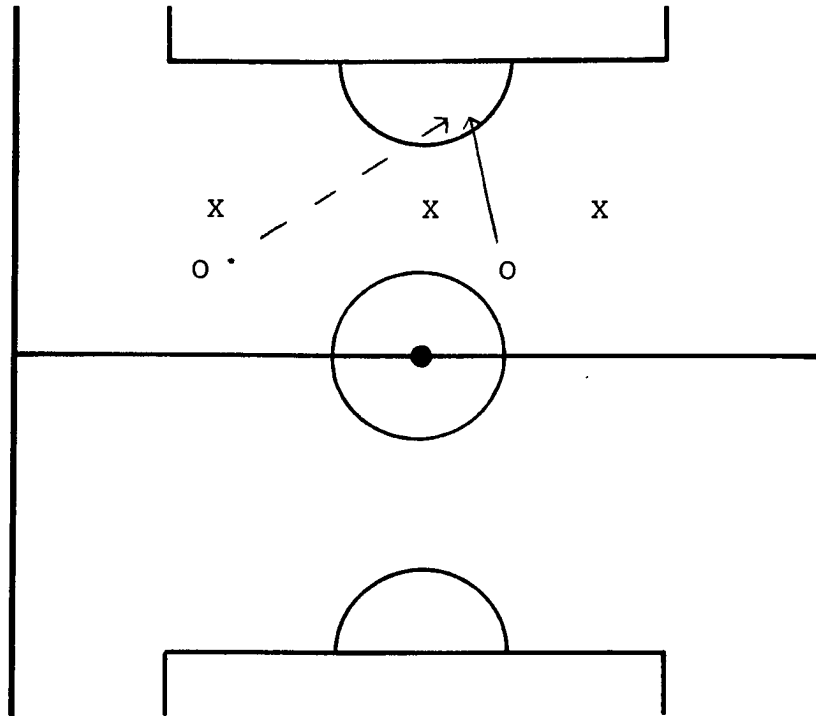
X = defenders

O = offensive players

• = ball

- - - = pass

——— = player movement

Figure 43. Diagonal pass.

Individual Tactics

Even though it takes the collective play of an entire team to successfully attack the opponent's goal, there is still need for the individual skills involving dribbling, feinting, and shooting.

Dribbling

Dribbling is most effective and useful in the attacking third of the field, while dribbling in the defending third is a dangerous liability. Chyzowych (1978) states that dribbling at the proper time and in the attacking third of the field can destroy defensive alignments quicker than other offensive tactics, as well as provide time for the development of team support and preparation for an attacking thrust. When a team funnels back in an attempt to throw a defensive blanket across the penalty area, the player with the ball should dribble, forcing a defender out, leaving a hole in the defensive build-up (Vogelsinger, 1982). However, there are times when dribbling is a mistake because a pass to an open teammate will penetrate easier and faster than an attempt to dribble through the defense.

Feinting

Feinting, or faking, is another important tactic that should be used by the individual since movements that conceal and disguise a player's intended action help to keep the defense unbalanced and guessing. Faking a pass or shot can be followed with a quick dribble to move by an opponent, while faking a dribble

and backpassing by using the heel would be an example of another
feint that is effective and easy to learn. The locomotive, a
movement involving stepping over the ball, faking a heel pass,
then quickly stepping back, may cause the defender to step back,
giving the player the option to either dribble forward or pass to
a teammate. This example is especially effective in a tight or
confined area (Chyzowych & Anderson, 1980).

Finishing

Unloading a good shot on goal after penetration has been
made is commonly referred to as finishing. The collective team
play and individual efforts of teammates is wasted if a player in
position to shoot makes a shot that is high or wide of the goal,
kicks it directly at the goalkeeper, or more unexcusably, fails to
take the shot when it is available.

In attempting to score, low shots aimed away from the
goalkeeper are the best shots to take along with powerful and
swerving shots. When a team is confronted with a tight defensive
blanket near the goal, players should take shots from outside the
penalty area, because sometimes the defenders obstruct their
goalkeeper's line of sight thereby causing the goalkeeper to react
too late to a shot taken in front of the defenders. Since many
players find that they have difficulty shooting on the run in the
penalty area, as well as shooting bouncing balls, situations that
resemble game conditions should be employed in shooting practice.

Set Plays

There are numerous occasions in a soccer game when a team is awarded a free kick or a throw-in deep in the opponent's end of the field. These situations give a team the opportunity to run a set play in an attempt to score with the benefits being:

1. A deadball situation.

2. Little or no pressure from the opposition.

3. Organization allowing for a large number of players to advance in front of the ball.

In a tight defensive game, many teams will underestimate the importance of set plays, giving the prepared team the best opportunity to win (Hughes, 1975).

For all set plays, planning and organization should involve the following guidelines (Jago, 1983):

1. Utilize individual ability.

2. Minimize the number of passes.

3. Play the ball into the area that gives you the greater target of the goal.

4. Use some players as decoys.

5. Use signals to indicate what play is to be used.

6. Decide quickly what play under the circumstances should be used.

7. Practice makes perfect.

Free Kicks

The determining factor for any strategy to be used will be the area of the field from which the play begins. In the defensive third of the field, the free kick should be taken immediately to put as many opposing players out of play as possible, while in the middle third, more emphasis can be placed on an attempt to play the ball past the defense. However, in both of these situations, the main objective should be to maintain possession of the ball. A long kick taken just to advance the ball down the field is not in the best interests of the team in most situations.

In the attacking third of the field, an attempt to score should be the primary objective. For either indirect or direct kicks, the most vital factor to remember is to keep the play as simple as possible. A quick restart and chance at goal should be taken if a momentary lapse in defensive concentration or organization is seen, but it this is not possible, then time should be taken to organize and set up the play that will be used. To prevent the defense from predicting the play, a selection of two or three plays with different tactics or options should be employed which will keep the opposing defenders guessing.

Corner Kicks

When taking a corner kick, the objective should be to make it as difficult and awkward as possible for the defenders but

convenient enough for the attackers to possess a good scoring opportunity (Vogelsinger, 1973). The player taking the corner kick should attempt to place it between the edge of the goal area and the penalty kick line. Swinging the ball out toward teammates which are running in will give more power to a kick or a header, and may also draw the goalkeeper out and off of his or her goal line.

Set positions for target players as well as positions for players to pick up rebounds and deflections should be assigned. Just as in free kicks, only two or three plays or variations should be developed.

Throw-ins

Throw-in situations are also an important element involving team play, but in many instances players are just content in putting the ball back into play (Dorio, 1973). If the ball can be thrown in quickly to an unmarked teammate, the opposition may be caught in an unprepared position; but, if it cannot be taken immediately, then movement by teammates is essential in establishing an open player to receive the throw-in. A player cannot be called offside on a throw-in, so a long throw made immediately to a teammate running behind the defense may result in penetration. If there is a player on the team that can throw the ball into the goal area, a set play resembling a corner kick can be used to great advantage. In addition, if the opposing team

fails to mark the player taking the throw-in then a return pass to the player who has stepped back onto the field can be an effective play, allowing for easy retention of the ball.

Prepared set plays are instrumental in a team's offensive effectiveness. If a team will recognize the importance of set plays and spend time in practice on attacking at set plays, as much as 40% of the total goals scored by the team could be attributed to set plays (Hughes, 1975).

Chapter VII

Tactical Drills and Games

Learning Objectives

The student will be able to:

1. Discuss the purpose of drills.

2. State the requirements of functional and economical
drills.

3. Discuss the concepts of grid training.

4. Explain the three steps in tactical development.

5. Organize and use drills and games that will incorporate
defensive and offensive principles and tactics.

The offensive and defensive principles and tactics discussed
in chapters 5 and 6 can be comprehended easily and used
successfully in a game if they are first practiced and mastered
in controlled situations commonly referred to as drills. When
learning techniques or tactical play, repetition is essential if a
high degree of performance is to be reach (McGettigan, 1980).
Reeves and Simon (1981) agree, stating that in order to achieve
this high level of performance, much practice is needed with the
use of planned progression from simple to complex situations.

Therefore, the objective of a drill is to be functional by
simulating the conditions that the player or players will be

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facing in a game while they practice techniques, tactics, or a combination of both. For a tactical drill to be successful the players must be able to perform the necessary skills reasonably well. Since players who cannot trap, pass, or dribble well will be unable to participate in most tactical drills, skill mastery must precede tactical development.

Drills should also be economical by serving more than one purpose. Skills and fitness, as well as tactics, can be improved at the same time in most well designed drills.

To simulate a match, the drill should contain elements of pressure, time, speed, and competition (Hermann, 1972); however, these factors should be introduced slowly and gradually. Principles and tactics should begin with the smallest part possible, the individual level, and then progress to group tactics, and finally team tactics.

Since good soccer players must become accustomed to playing in small and confined spaces, the best method by which to obtain purpose and benefit from practice activities is through the use of training grids (Wade, 1978). Grids are small square or rectangular areas of the field marked by lines, cones, or flags, in which players practice and perfect tactics. Small grids, 10 yd by 10 yd, are used for individual tactical practice through one-versus-one drills. As more players are added the grids should be expanded.

McGettigan (1980) emphasizes that grid drills insure that players learn to use space efficiently and effectively and that they also increase the pace of action since the smaller the grid being used, the greater the requirement for quick trapping, passing, and supporting of fellow players.

Drills for Individual Tactics

The primary objective in practicing and learning individual tactical play is to improve the player's ability to handle the one-versus-one confrontation that is so common in soccer games (Chyzowych, 1978). This becomes the starting point for soccer tactics development and should be done gradually through single steps.

One-Versus-One (1-vs.-1) Drills

Step 1. These drills should be performed normally in a grid 10 yd by 10 yd, but the size should be enlarged for younger players. The objective is to play for ball possession within the grid area and attempt to control and maintain possession of the ball for as long as possible. Both defensive and offensive tactics are stressed in this drill which should last approximately 1 min.

Step 2. The same size grid is used with one goal (or target) being added. (This may be a cone or simply another ball.) The player in possession of the ball attempts to maintain possession and then shoot at the goal whenever the opportunity arises. Meanwhile, the defensive player tries to prevent a goal from being

scored, to gain ball possession, and then to score a goal. This drill should also be performed for approximately 1 min.

Step 3. A second goal is added so that both players have a goal to attack and defend. A time limit or maximum number of goals can be set for the end of the drill.

When in possession of the ball, the objectives are to:

1. Maintain possession.

2. Work to beat the defensive player.

3. Shoot when an opening occurs.

When not in possession, the objectives are to:

1. Make immediate recovery.

2. Work on containing the offensive player.

3. Force a mistake by the offensive player.

4. Win the ball by tackling.

Drills for Group Tactics

During a game, the group of players that are in proximity to the ball form tactical units for both offense and defense; therefore, learning and practicing what to do in these situations becomes the objective of group drills (Chyzowych, 1978). In these small group drills, the number of players involved will determine the size of the grid used.

Two-Versus-One (2-vs.-1) Drills

Step 1. This drill should first be performed in a grid area 10 yd by 20 yd with the offensive players attempting to maintain

possession and continuous movement. The lone defender attempts to gain possession by tackling for the ball or forcing the two offensive players to make mistakes. When either of these events occurs, the ball is given back to the two offensive players and the drill continues. Every 45-60 sec the players should switch roles and continue the drill. After each player has acted as the defender the drill ends.

Step 2. A target, or goal, is added making the objective for the offensive players to score while the defender tries to prevent a goal. After a goal is scored, the ball is returned to the offensive player at the end of the grid opposite to the goal. After 45-60 sec the players change and continue until all have played defense.

Step 3. A counterattack goal is added for the defender so that when the defender gains possession of the ball a quick counterattack can be attempted. Once the counterattack has been made, the ball is then returned to the offensive players. The two players on offense must avoid being caught in such a position as to allow for this quick counterattack goal. Alternate players can be used after 45-60 sec or players can simply switch roles.

Step 4. The 2-vs.-1 drill should be used in a larger, open area with two offensive players using wall, overlap, diagonal, and through passes combined with diagonal runs and other movements off

the ball. This drill can be practiced for any length of time at the end of which the players reverse assignments.

Step 5. The two offensive players should attempt to advance the ball against the defender and shoot at a regulation size goal guarded by a goalkeeper. After the shot has been made or the defender has won the ball the play ends. The same three players begin again, or another group of three players can begin.

When introducing this step, the defender should offer little or no resistance. After the drill's concept is understood and can successfully be accomplished then the defender should offer full resistance. The defender should work on containing, jockeying, and remaining in a goal-side position.

Step 6. A counterattack goal can be added giving the goalkeeper and defender an opportunity to counterattack when they win possession of the ball.

Two-Versus-Two (2-vs.-2) Drills

In a grid size of approximately 15 yd by 25 yd the same steps as were used in the 2-vs.-1 drill should be repeated. During this drill the defenders need to concentrate on man-to-man marking and covering for one another when a player has been beaten by an opponent with the ball. The attacking pair should be in constant motion in an attempt to avoid the tightly marking defenders.

Three-Versus-Two (3-vs.-2) Drills

Using the same size grid as for the 2-vs.-2 drills, three attackers work against two defenders beginning with Step 1 and advancing through each step as the tactics are successfully implemented and learned. In the 3-vs.-2 drills, the defenders work on containing, supporting, switching positions, and reducing the angles for passing and shooting.

Four-Versus-Two (4-vs.-2) Drills

The grid size should be expanded to 20 yd by 20 yd. The four offensive players' objective is to maintain possession while using width, support, and penetration principles. Meanwhile, the defenders work for containment, support, switching positions, and reducing the passing and shooting angles. After the offensive players have mastered the concepts through each step, a third defender should be added, allowing for the defenders to attempt to maintain balance during the drill.

Drills for Team Tactics

The final stage in teaching and learning soccer tactics is through the team concept in which players must concentrate on individual as well as combination performance. The players should learn their responsibilities in each area of the field and concentrate on the movement of the ball, teammates, and the opposing players (Chyzowych, 1978).

Six-Versus-Five (6-vs.-5) Drills

Six offensive players play against a group of five defenders (including a goalkeeper) on one half of the field. The attacking team begins at midfield and attempts to penetrate the defense and score a goal.

The attackers strive to maintain ball possession, while attempting to penetrate and score, as well as refrain from overcommitting all players which would lead to a counterattack by the opposition. The defending group's objectives are to support, mark, and contain. When the ball goes out of play or is won by the defense, the play stops and the players return to their original positions, or a new group of players enters the field.

Initially, the defenders should offer no resistance; after a time, partial resistance should be offered; and finally, after the offensive group has been successful with their objectives, defenders should play at full speed. A small counterattack goal at midfield can then be added, thereby forcing both sides to adjust quickly to a change of ball possession.

Seven-Versus-Seven (7-vs.-7) to Eleven-Versus-Eleven

(11-vs.-11) Drills

These should be practiced over the entire length of the field. Restrictions can be placed on the drill, such as limiting the number of touches, requiring a certain movement by players after passes have been made, or dribbling by an opponent before a pass

can be made. Many ideas, other than those given in this chapter
may meet the needs of the team and can be incorporated into these
drills.

Small-Sided Games

Small areas of the field can be marked off allowing for games
involving a small number of players using small goals. Regular
rules can be used or special restrictions and rules can be added,
depending upon the concepts and principles being practiced.
Imposing a requirement of man-for-man marking across the entire
field gives the defender practice while the team with the ball is
forced to work hard at achieving mobility. Requiring only
two-touches by the player with the ball necessitates the players
to work at quick combination passing, while restricting the
height of the ball will discourage long inaccurate kicks and
encourage playing the ball to the feet of other players. When
playing without goals, the objective or target for both teams is
to advance the ball into the opposition's territory and score by
stopping the ball on their goal line. This game helps to develop
width and mobility in attack. Again, many other ideas can be
used that will help perfect the specific needs of the players or
team.

The individual, group, and team drills discussed in this
chapter are both economical, in that they serve more than one
purpose, and functional, in that they simulate game conditions.

When performed at a high rate of physical exertion, these drills provide improvement and maintenance of players' fitness levels. Since a great variety of skills will be used during these tactical drills, technique improvement will also result. Additionally, these drills are functional by simulating the following game conditions:

1. Play in both confined and open areas.

2. Performance of tactical maneuvers while using various skills.

3. Continuous movement.

Chapter VIII

Individual Positions and Systems of Play

Learning Objectives

The student will be able to:

1. Name the three basic positions for field players and list four abilities or qualities required of each position.

2. List the five essential qualities that a goalkeeper should possess.

3. Explain the purpose of and need for a system of play.

4. Identify and describe four systems of play.

Individual Positions

Even though there is a difference of opinion among coaches, players, and even spectators as to what system or alignment is best, there is total agreement that any alignment is composed of the following players: forwards (or strikers), halfbacks (or midfielders), and fullbacks (or backs). When discussing alignments or systems of play the goalkeeper is not included. Although a team alignment may have a bearing on what position a player assumes, the main factors determining a player's assigned position include individual skill development, personality, and physical traits, such as speed and height. The following statement, which appeared in chapter 3, needs to be repeated at this time:

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No matter what position a player takes on the field it is essential to master the fundamental skills that are commonly used by all field players.

Forwards

Forwards are considered to be the main attacking and goal scoring power of a team simply because more goals are scored by the front line of players than by players at the other positions. A forward should possess the following skills and qualities (Bradley & Toye, 1973):

1. The ability to beat opposing defenders using speed, dribbling skills, and wall passes.

2. The ability to chip the ball accurately to teammates in the goal mouth.

3. The ability to shoot hard, pass accurately, and head the ball with accuracy and power.

4. The ability to assess the weaknesses of opponents.

5. The ability to combine individualism and combination play with teammates.

6. Determination to keep trying.

Halfbacks

Halfbacks, or midfielders, must be able to contribute to a team's offensive thrust, as well as its defense, thereby, requiring a greater physical endurance than is necessary in other positions.

The following abilities are essential in the development of a good halfback (Bradley & Toye, 1973):

1. Ability to work hard.

2. Ability to defend by tackling as well as by using intelligent positioning to limit the opponent's opportunities and to force errors by the opponent.

3. Ability to anticipate the change of possession and to then reverse from offense to defense and vice versa.

4. Ability to seek good supporting positions in order to receive passes from teammates.

5. Ability to dribble when under pressure from the opposition.

6. Ability to shoot when the opportunity arises.

Fullbacks

The fullbacks, or defenders, are essentially the backbone of a team's defense since they compose the last line of field players. In order to play this position an individual should possess the following abilities (Bradley & Toye, 1973):

1. Ability to kick strongly and accurately with both feet.

2. Ability to head the ball with power.

3. Ability to tackle an opponent without fear of body contact.

4. Ability to read and react to attacking players' moves.

5. Ability to concentrate on guarding an opponent.

Goalkeeper

A goalkeeper assumes great responsibilities by selecting this position which is considered to be the final line of defense. A mistake made by a keeper is usually disastrous and more times than not results in the ball going into the goal. The goalkeeper also acts as the first line of attack and is required to immediately switch the line of defense to offense as possession of the ball is won. Besides possessing the needed skills mentioned in chapter 4, the keeper should have these qualities (Bradley & Toye, 1973):

1. Courage.

2. Confidence.

3. Agility.

4. Strength.

5. Anticipation.

As a soccer player progresses through the different levels of competition, greater demands are made for skill mastery, as well as the acquisition of new skills. At the intercollegiate level, a fullback should have achieved the dribbling skills that approach those of a forward and have the ability to kick or head the ball accurately at the opposing goal while sprinting on an overlapping run. Forwards, in return, are required not only to be the first line of defense and to have sound tackling techniques, but they should be able to retreat deep into their own territory if the situation is warranted and become a part of the total defense.

Systems of Play

A system of play, or team formation, is the description,
usually given through the use of numbers for the placement of
fullbacks, halfbacks, and forwards on the field. However, no
system of play in itself, will guarantee success on the field.
Walt Chyzowych, a former coach of the U.S. National Team,
emphasizes that although every alignment has certain strengths
and weaknesses, it should only serve as a guideline (Chyzowych,
1978). Players should be allowed certain freedom of movement into
a different area than that of their position, or to take on a
different responsibility in specific situations. Charles Hughes,
manager of the English Amateur Team, agrees, claiming that the
importance of systems of play is exaggerated. He further states
that two teams can use the same system but in a different manner
because not only are the players different, but the coaches give
different instructions (Hughes, 1975).

Al Miller, a former NASL coach, believes that a coach will
analyze his players and then decide what system of play will be
used, because games are won and lost on individual and group
tactics. Although there are no magic formations there still must
be some type of numerical alignment based on the uniquenesses and
abilities of the players available (Miller, 1975).

Some coaches feel that midfield is the most important area
on the field in which to control the game and will seek to

accomplish this by either placing their better players at halfback
positions or by placing an additional player in the midfield to
obtain a numerical superiority. Other coaches prefer to give up
midfield and risk continuing attacks into their half of the field
by using a defensive approach that will keep the opposition from
penetrating the goal area. The responding offensive tactic would
then be to by-pass midfield and launch quick counterattacks by
kicking long passes to the forwards and catch the opposing
defenders off guard. Still other teams will load the forward
positions with their best players in the hope to score numerous
goals while their weakened defense gives up fewer goals.

In summarizing the purpose of systems of play, a system
should serve to establish a sense of organization within the
team. However, the system should not inhibit a fullback from
advancing into an attacking position, as well as a forward from
retreating to help defend, if either need arises.

The establishment and development of a system of play has
advanced along with the development of the game. For example,
when the area of modern soccer began, the English used a system
in which the main tactical play was to kick the ball as far as
possible into the opposition's territory. Hopefully, through the
weight of numbers rushing forward, the ball would end up in the
goal. This kick and rush system was called a 1-9 alignment
(Clues, 1980; see Figure 44).

X   X   X   X   X   X   X   X   X

X

Goalkeeper

Figure 44.   1-9 system.

The Scots were the first to introduce passing as a science, or tactic, into the game. Out of this development a more sensible team formation, the pyramid system, was introduced. This 2-3-5 alignment, as shown in Figure 45, survived for many years (Clues, 1980).

In 1925, a major change in the offside rule made this system ineffective. FIFA changed the clause which stated that a player was offside if there were less than three players between the player and the goal to the present clause which states that a player is in an offside position if there are less than two players between the player and the goal. Because of this ruling a three-fullback defense was developed.

In the 1960s, international teams began deploying additional players in back positions and fewer in forward positions. Recently, as many as eight or nine players have been placed in defensive positions, which can result in a boring defensive game, or an exciting offensive game if the fullbacks are occasionally on long over-lapping runs deep into the opposing territory.

The following systems of play are examples of formations that have developed since the offside rule change. Remember that in describing a system of play the first number represents the fullback position.

Figure 46 presents a system which was very popular in the 1950s, but is now rarely used in advanced levels of competition.

Left wing   Inside left   Center   Inside right   Right wing
forward   forward   forward   forward   forward

        Left   Center   Right
        halfback   halfback   halfback

                Left   Right
                fullback   fullback

                        Goalkeeper

Figure 45. 2-3-5 (pyramid) system.

Left wing   Center   Right wing
forward   forward   forward

   Left offensive   Right offensive
    halfback   halfback

    Left defensive   Right defensive
     halfback   halfback

Left   Center   Right
fullback   fullback   fullback
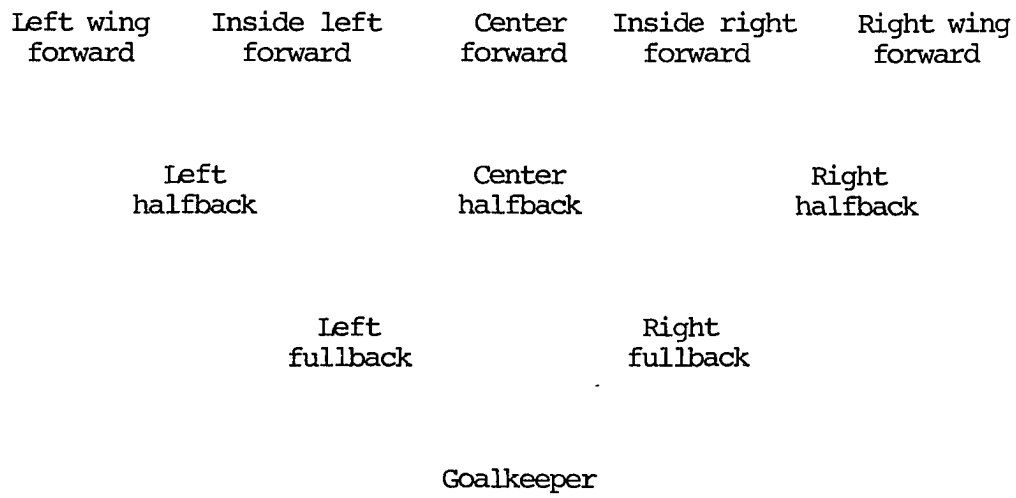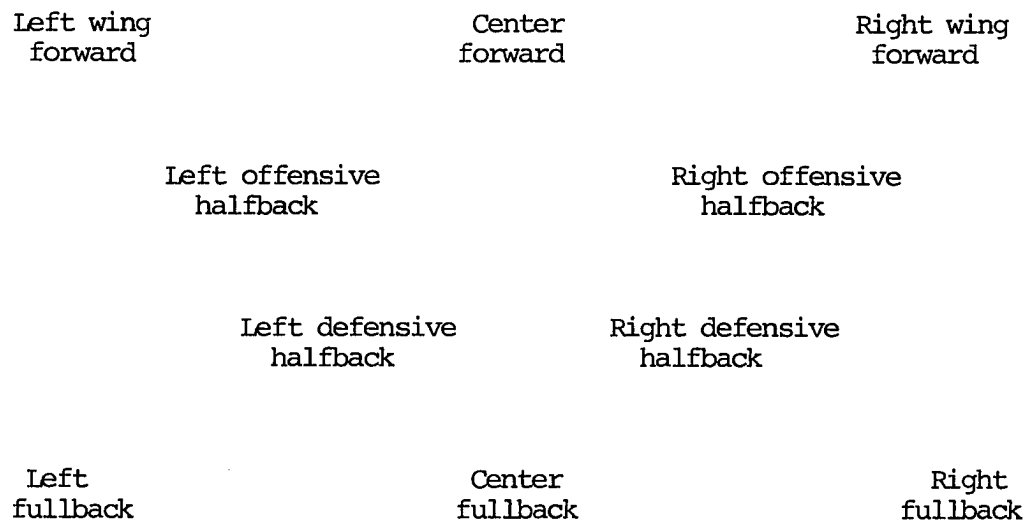
Figure 46. 3-4-3 (W-M) system.

A strength of this formation is the use of four halfbacks, or midfielders, allowing greater control in the middle of the field; a weakness is that either wing fullback can be exploited due to the placement of the halfbacks in the middle of the field.

Figure 47 represents one of the more popular systems of play today. The three midfielders support the forwards on attack but are also able to swtich immediately to their defensive responsibilities when possession of the ball is lost. With the presence of four fullbacks either wing fullback, or even a center fullback, can advance into an attacking position. One of the center fullbacks (stopper) will usually be assigned the task of confronting, or attacking players while the other center fullback (sweeper) backs him up. A common variation of the four-back line is accomplished through a diamond defense, thus allowing the sweeper to play back farther and act as a back-up for the wing fullbacks. This alignment is illustrated in Figure 48.

A major weakness in these two formations is that the forwards are usually out-manned by four opposing defenders. In either the 4-3-3- or the 4-4-4-sweeper formation, halfbacks and fullbacks often must push forward into the front line, or beyond, to contribute to the attack, which may weaken midfield.

A more defensive adaptation of the 4-3-3 is seen in Figure 49 in the 4-4-2 system. As illustrated in Figure 50, the 4-4-2 can also be altered to utilize a sweeper back.

Left wing   Center   Right wing
forward   forward   forward

Left   Center   Right
halfback   halfback   halfback

Left   Left center   Right center   Right
fullback   fullback   fullback   fullback

Goalkeeper

Figure 47. 4-3-3 system.

Left wing
forward

Center
forward

Right wing
forward

Left halfback

Center halfback

Right halfback

Stopper fullback

Left fullback

Right fullback

Sweeper fullback

Goalkeeper
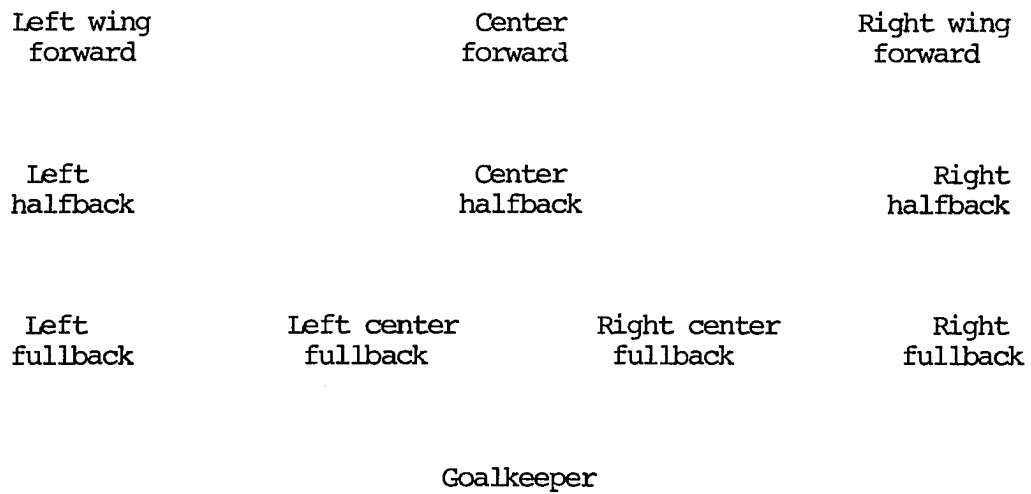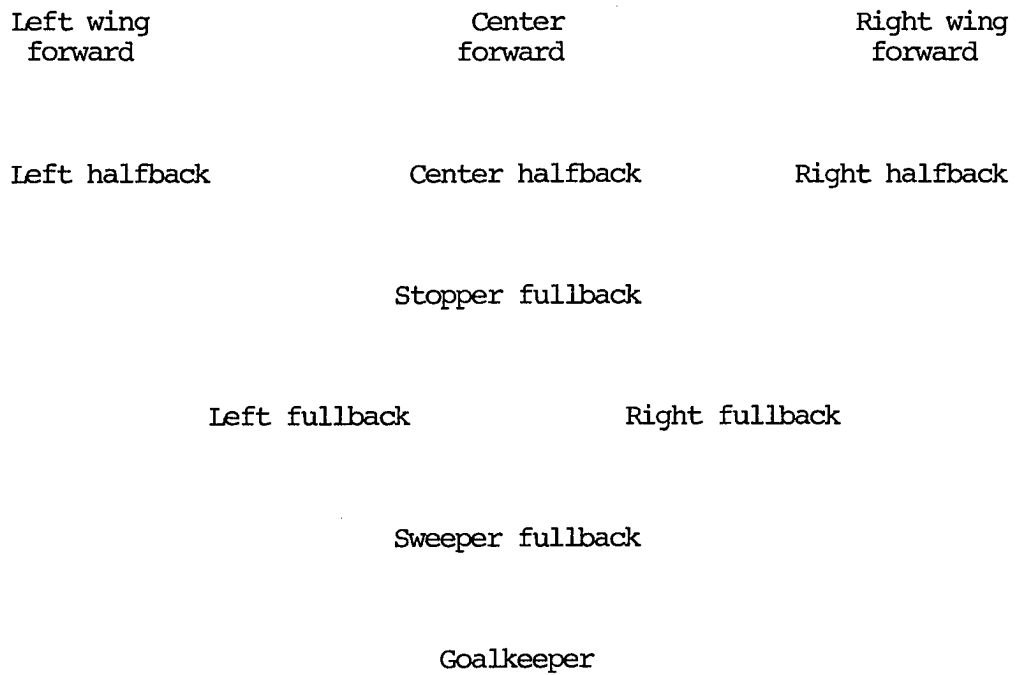
Figure 48. 4-3-3 with sweeper system.

Left forward   Right forward

Left wing   Left center   Right center   Right wing
halfback   halfback   halfback   halfback

Left   Left center   Right center   Right
fullback   fullback   fullback   fullback

Goalkeeper

Figure 49. 4-4-2 system.

Left forward   Right forward

Left wing   Left center   Right center   Right wing
halfback   halfback   halfback   halfback

Stopper fullback

Left fullback   Right fullback

Sweeper fullback

Goalkeeper

Figure 50. 4-4-2 with sweeper system.

In both Figures 49 and 50 the wing forwards have been withdrawn into midfield placing a greater burden on the badly outnu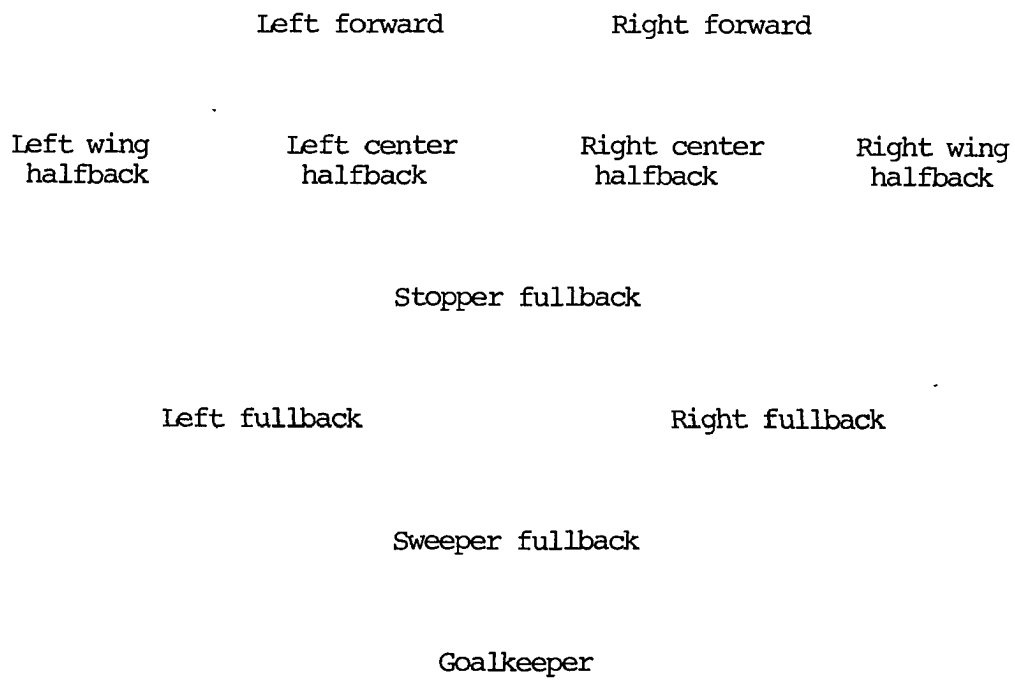mbered forwards, thus making it essential for the wing halfbacks or wing fullbacks to contribute to the offense through overlapping runs. The strength of the system lies in the extra players available for defensive responsibilities.

The 4-2-4 is a very offensive-minded system that is used by teams hoping to score more goals than they concede. Extreme work loads are forced on the two halfbacks who must support on defense while attempting to control midfield against usually three or four opposing halfbacks (see Figure 51).

Figure 52 illustrates a recommended system of play for beginning soccer players and physical education classes. This system can easily be understood by beginners allowing for an offensive, as well as defensive, balance on the entire field, which allows for easy and quick implementation of the tactics of offense and defense that were mentioned in chapters 5 and 6. Even though the defenders are outnumbered four to three, the opposing forwards will be unable to take a tremendous advantage of the extra players because of the fact that the individual skills and comprehension of tactics will not have been mastered. This formation also does not place any extreme physical fitness requirement on certain positions, making it an ideal system for enjoyment and learning.

Left wing   Left inside   Right inside   Right wing
forward   forward   forward   forward

Left halfback   Right halfback

Left   Left center   Right center   Right wing
fullback   fullback   fullback   fullback

Goalkeeper

Figure 51.   4-2-4 system.

Left wing   Left inside   Right inside   Right wing
forward   forward   forward   forward

Left halfback   Center halfback   Right halfback

Left fullback   Center fullback   Right fullback

Goalkeeper
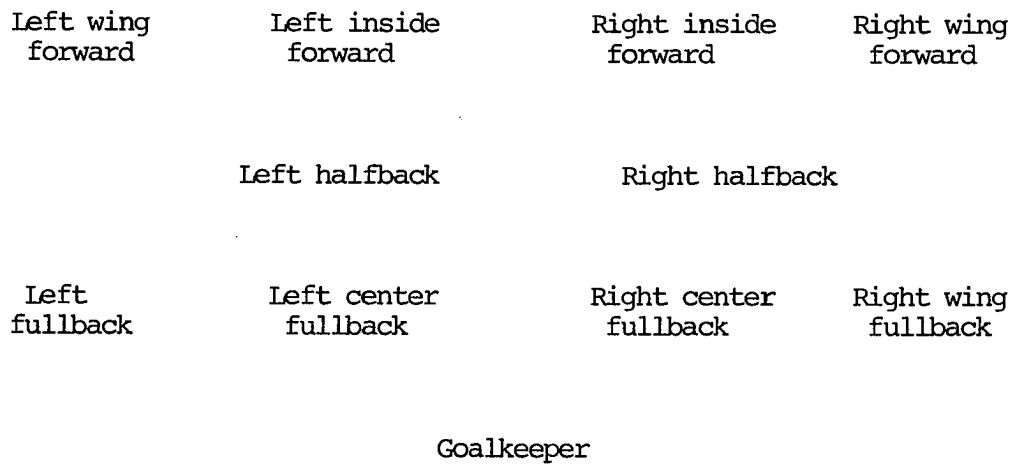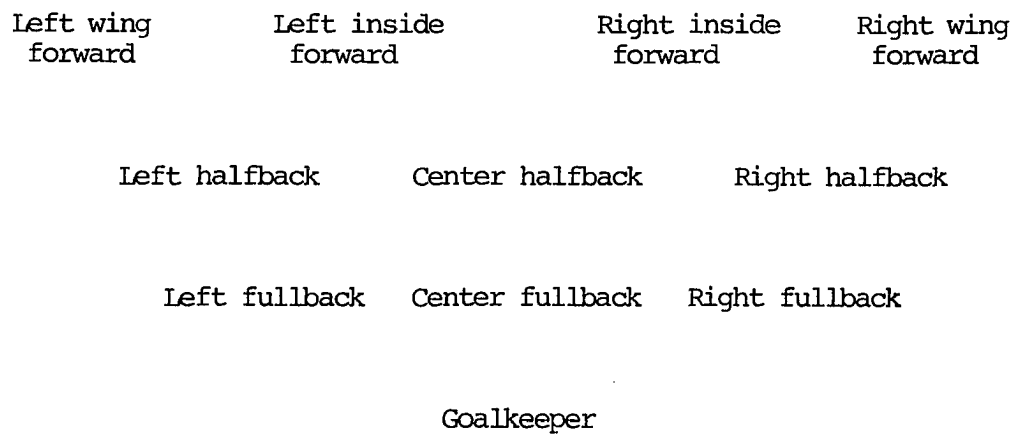

Figure 52.   3-3-4 system.

In the 1974 World Cup final, a concept of total soccer, or positionless soccer, was introduced by the Dutch National team. Players attacked or defended with tremendous success, while rotating their positions constantly. The Dutch always seemed to have more players on the ball than did their opponents, the West Germans, and did not leave any exploitable holes in their formation. The Dutch had players of exceptional skill, tactical understanding, good communication, and endurance, which allowed for total movement of all 10 field players, due to their thorough knowledge of all positions (Chyzowych, 1978). This concept, or system, may be the system of the future in which all teams continually rotate players from position to position.

Chapter IX

Indoor Soccer

Learning Objectives

The student will be able to:

1. List the three major variations, or versions, of indoor soccer and identify distinguishing rule variations of each.

2. List the values and advantages that participation in indoor soccer can provide.

3. Adapt the rules and strategies of outdoor soccer to existing indoor facilities to accommodate indoor soccer play.

Variations

Indoor soccer, in one form or another, has been played in parts of the world for at least 50 years, especially in climates where weather does not permit year-round outdoor play. In addition to enjoyment of the game, indoor soccer provides year-long development and maintenance of soccer skills and physical fitness. Presently, there are three versions being played throughout the world: salon football, five-a-side, and the American version of indoor soccer.

In the 1930s an indoor soccer game was designed in Uruguay for use in the YMCA facilities (Sheldon, 1983b). This game is called salon football by most of the modern world, although in the

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United States it is referred to as <u>minisoccer</u> and in Brazil as <u>futbol de salao</u>. This game calls for a Size 3 ball which possesses the same weight as the ball used in outdoor soccer but a smaller circumference of between 20 and 22 in. This unique combination of features gives the ball a greater density, thereby allowing less bounce and roll, which aids in keeping it in play. A regulation basketball court usually serves as the minisoccer boundaries, with the rules calling for smaller goals and fewer numbers of players per team. This game has recently developed into an international sport with a world championship tournament similar to that of the World Cup, but on a smaller scale.

The advocates of this version claim that because the skills and techniques compatible to the outdoor game are used in minisoccer, it is an ideal means by which to develop technique and finesse for the soccer player. Osvaldo Garcia, a former coach in the American Soccer League and president of the United States Minisoccer Federation, believes that a youngster can learn soccer while playing minisoccer just as well as by playing regulation soccer (Sheldon, 1983a).

<u>Five-a-side</u> soccer is played by the British, among whom its popularity began in the 1950s and increased to over 50,000 teams playing five-a-side regularly (Elliott, 1979). Like minisoccer, this game can also be played outside, but unlike minisoccer, walls or barricades are a necessary part of the playing field with a

Size 4 ball used having a circumference of 25 to 26 in. All
restarts of play in five-a-side are completed by use of a drop
ball and the ball may not be kicked or headed above the head
height. The fast action and adaptability of this version make it
an asset to training and skill development during inclement
weather.

The third variation of indoor soccer is called indoor soccer.
In the past 10 years it has become popular in the United States,
especially with spectators. The Major Indoor Soccer League (MISL)
has been in existence since the late 1970s, and the North American
Soccer League (NASL) has experimented with an indoor league
following their outdoor season several times.

Professional indoor soccer is played in an ice hockey rink
with the ice covered by an Astroturf rug. A Size 5 ball (the
regulation size for outdoor play) is used and the sideboards and
glass partitions that are used in hockey are considered to be in
play. Indoor soccer can be easily adapted to gymnasium play using
bleachers and walls as in a rink setting. Because of the limited
space; sharp turns, stops, and starts; and fast-paced action;
indoor soccer demands that players obtain a high level of physical
fitness (Miller, 1975). A rule unique to indoor soccer that has
been adopted from hockey requires that a player committing a
serious infraction (such as intentional tripping or unseemly conduct)
must serve a specified time in a penalty box while his or her team

plays one player short. After an infraction and whenever the ball goes out of bounds, play is restarted with a free kick rather than a throw-in.

Even though each of these variations differs through individual adaptations to the international outdoor rules, there is one rule innovation that is common to all three: There is no offside rule for indoor soccer play.

All variations of indoor play are valuable for the soccer player of any age or skill level because the games and practices present greater exposure to the sport; thus, the serious player is provided with a means by which to further develop and maintain fitness and individual skills.

Most of the drills used in outdoor activity can be adapted for indoor use; however, in the indoor version of soccer, use of the walls adds variation to existing drills for practices and games, as well as serving as a teammate. As illustrated in Figure 53, a defensive player has blocked the path to the goal or the path for an intended pass to an offensive player, but through the use of an angled pass off the wall the defender can be by-passed. Another example would be to intentionally kick the ball wide of the goal and then shoot the rebound directly into the goal, as seen in Figure 54.
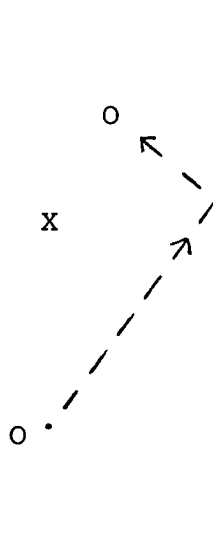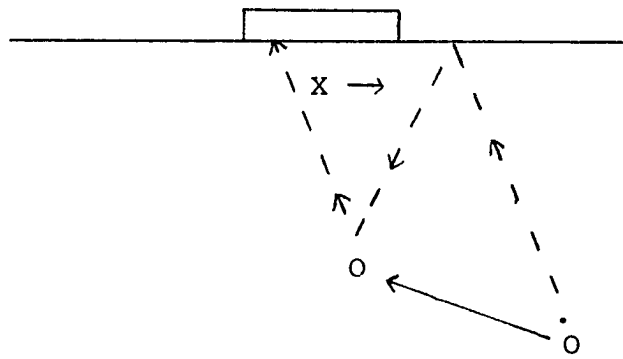
X = defender

O = offensive players

• = ball

– – – – = pass

Figure 53. Use of a wall to bypass a defender.

X = defender

O = offensive player

· = ball

_____ = player movement

- - - - = pass

Figure 54. Offensive player intentionally shooting the ball
wide and scoring on the rebound.

Equipment and Facilities

The size, shape, and unique structure of each gymnasium or fieldhouse will determine the variation of indoor soccer that is most feasible, as well as the number of players to be used by each team. Permanent structures, or obstructions, of the facility can be altered with carpeted boards or mats, while bleachers can be placed in a partially extended position to form an adequate wall. Floor markings for basketball or volleyball courts can be used for penalty area markings or tape lines can be placed on the floor to mark the penalty area; the mandatory restraining distance for defending players during free kicks should be adjusted to fit the specific size of the indoor setting; and goals can be constructed of inexpensive materials or portable volleyball standards can be used, both of which are moved and stored conveniently.

Special precautions to insure safety of participants during indoor soccer play include: padding any permanent protusions, devising special rules to avoid dangerous situations, and restricting participants from playing at a speed which prevents total body control; play involving reckless abandon is not only dangerous, but usually results in a lower level of performance.

There are several types of indoor soccer balls on the market today: the Size 3, or minisoccer, ball; the Size 4, or five-a-side, ball; and the Size 5 indoor soccer ball. The Size 4 and 5 balls are available with an outer covering of foam rubber that provides

good traction on wood and synthetic surfaces with the Size 5 also available in a felt covering. If one of these is not obtainable, a partially deflated leather or synthetic leather ball can be substituted.

Lead-Up Activities

When indoor activity begins, adjustment time from outdoor play is particularly important due to the small scale and differing relationships of distances indoor; therefore, drills using the walls as rebounds for passing, dribbling, and shooting should be practiced prior to any organized play. Line soccer is an excellent lead-up game to help the players in the adjustment to indoor play (see Figure 55).

The A team defends one endline of the basketball court while the B team defends the other endline. One player from each end of both lines approaches the middle of the floor. All other players remain on their own endline and may not take more than one step forward to play the ball when defending their endline. The object is for the pair of players from Team A to compete against the pair from Team B as each pair attempts to kick the ball through the opposing team's endline. The pairs of players may move the ball by dribbling or passing, in an attempt to score a goal by propelling the ball over the endline below the head height. After a goal is scored, the two pairs of players return to the middle of their respective teams' lines and the game continues with two new pairs
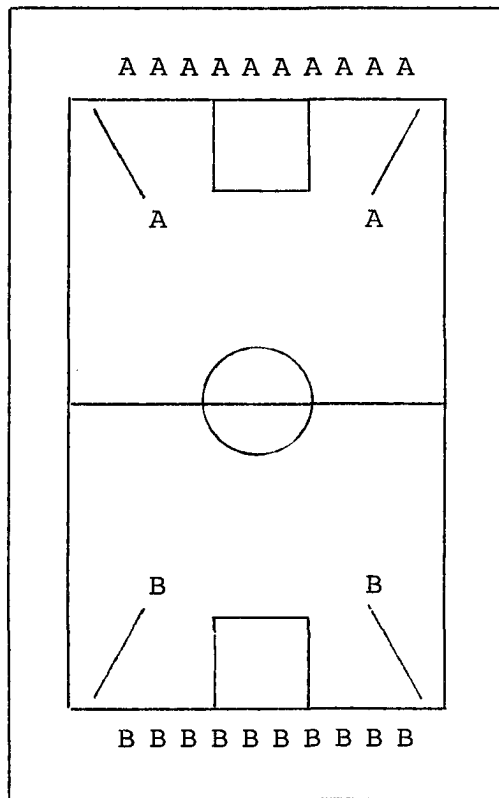
Figure 55. Line soccer game.

of players from each team. The game may be adapted with various

soccer rules to suit the situation.

Variations of Line Soccer

1. To prevent players from kicking the ball too hard, all

players can remove their shoes; this also helps to prevent players

from kicking with their toes.

2. If there are more than 15 players on both sides, prohibit

the goalkeepers from using their hands. This will encourage the

use of the chest and thigh traps, as well as heading.

3. When the ball hits the ceiling, the wall, or another

structure above a specified height, subtract one point from the

score of the team shooting the ball out-of-bounds.

4. Use the boundary lines of the basketball courts.

Cross-Court Soccer

Before playing a regular game using the entire floor area

play a cross-court version in which the goals are smaller,

allowing two games to be played simultaneously on a regular

gymnasium floor with the players using three walls.

Indoor Play Using the Entire Floor Space

Use of the entire floor space is the last step in indoor

adaptation as illustrated in Figure 56. Any one of the three

versions, combinations of them, or new rules can be implemented

for indoor competition. When participants are required to sit out

during the game due to a limited floor space, frequent player

substitutions can be accomplished without causing confusion by making changes during dead ball situations or by sending in an entirely new set of team members every 5 to 10 min.

Key to all play is remembering that indoor soccer is for skill improvement and maintenance, physical fitness, and enjoyment. These objectives will be achieved if all players, or students, are given an equal involvement in play.

Figure 56. Use of the entire floor space for indoor soccer.

Chapter X

Physical Conditioning for Soccer

Learning Objectives

The student will be able to:

1. Discuss the importance of physical conditioning for soccer.

2. List the four physical components that can be improved through training and discuss training procedures for each.

3. Discuss the reasons for a different conditioning program for the goalkeeper.

The importance of physical conditioning for soccer can best be emphasized by the statement that a well conditioned team which is inferior in skill and tactical understanding will emerge as the winner in many soccer contests; however, it should be noted that this statement applies to soccer players at the junior high level and above. More emphasis should be placed on skill development and less on physical conditioning at the age levels below junior high. Fitness, which is the capacity to delay the onset of fatigue, plays an important role in the training of soccer players. Fatigue causes a decrease in work rate, the powers of judgment, technical performance, powers of concentration, and makes a player more susceptible to injury (Hughes, 1975). To meet the physical

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requirements of actual soccer competition in which a player may run more than 4 mi in a single game, physical conditioning that improves the following physical components should be included in practice sessions:

1. Cardiovascular endurance.

2. Speed.

3. Strength and power.

4. Flexibility.

Cardiovascular Endurance

A soccer game requires that a player have the physical stamina to perform for up to 90 min. At a moderate pace, the conditioned player can replenish the oxygen being used while still playing. This type and rate of exercise is referred to as aerobic exercise, or work with oxygen. There are also situations when a player must run at maximum effort for certain periods of time in which the oxygen being used cannot be replaced until after a period of time in which the player's work rate has diminished significantly. This is referred to as anaerobic exercise, or work without oxygen. Thomson (1979) believes that the aerobic capacity can be improved through general endurance training in order to keep the player going for 90 min while the anaerobic capacity can be improved through specific endurance training for the required maximum efforts needed during a game.

General Endurance (Aerobic) Training

General endurance training is used primarily for conditioning players during the practice weeks which precede the competitive season. Before a player reports to the first practice session of a new soccer season, it is imperative for the player to have been participating in an individual conditioning program in order to develop an aerobic base. Without this base the player is easily susceptible to muscle injury, as well as not being physically capable to participate in intense endurance training.

In order to motivate a player to establish an aerobic base, a prior announcement of a time trial to be held at the first practice is recommended. If a player cannot run 1½ to 2 mi in a specified time then the trial must be run again at the next practice and each succeeding practice until the time is met. This time trial usually motivates the player to report to the first practice in a physical condition that will allow for intense general endurance and even specific endurance training. General endurance can be improved through several methods, including fartlek and interval training.

Fartlek training combines fast and slow distance running over various natural terrains. The players alternate sprinting, running, and slow jogging around the soccer field or through large open areas. As the players' stamina improves the length of the sprinting periods should increase while the length of the slow jogging periods

should decrease. In addition, when the sprinting periods are lengthened, the anaerobic capacity is also improved.

If large open areas are not available, the soccer field will suffice for fartlek training, using several different running drills. In the Figure 8 drill the entire team lines up single file on the goal line at one corner of the field. As shown in Figure 57 the players run in a Figure 8 pattern as they:

1. Sprint to midfield.

2. Jog across the field.

3. Sprint to the far goal line.

4. Jog across the field.

5. Sprint to midfield.

6. Jog across the field.

7. Sprint to the goal line.

8. Jog across the field.

After a rest interval equivalent to the sum of the time of the four sprint intervals the course is run again. As the players' endurance levels improve, the sequence should change so that the players sprint two sides and jog one until the course is finished.

A fartlek drill known as "Tailend Charlies" begins as the players, in single file, approximately 1 yd apart, slowly jog around the field. The last player in line sprints to the front as shown in Figure 58. When the player reaches the front of the line and slows to a jog, the next player sprints to the front. This
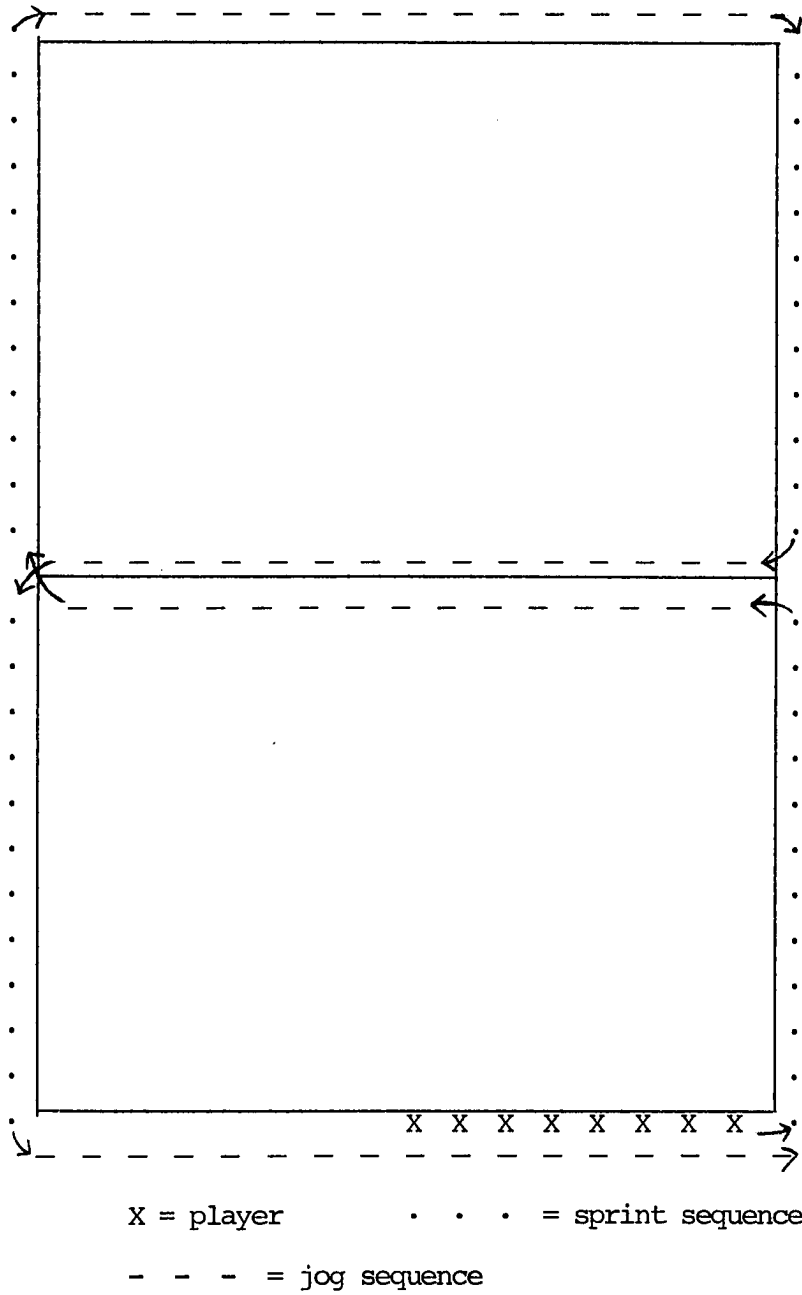
X = player   • • • = sprint sequence

– – – = jog sequence

Figure 57. Figure 8 drill.

X = players   - - - - = entire group movement
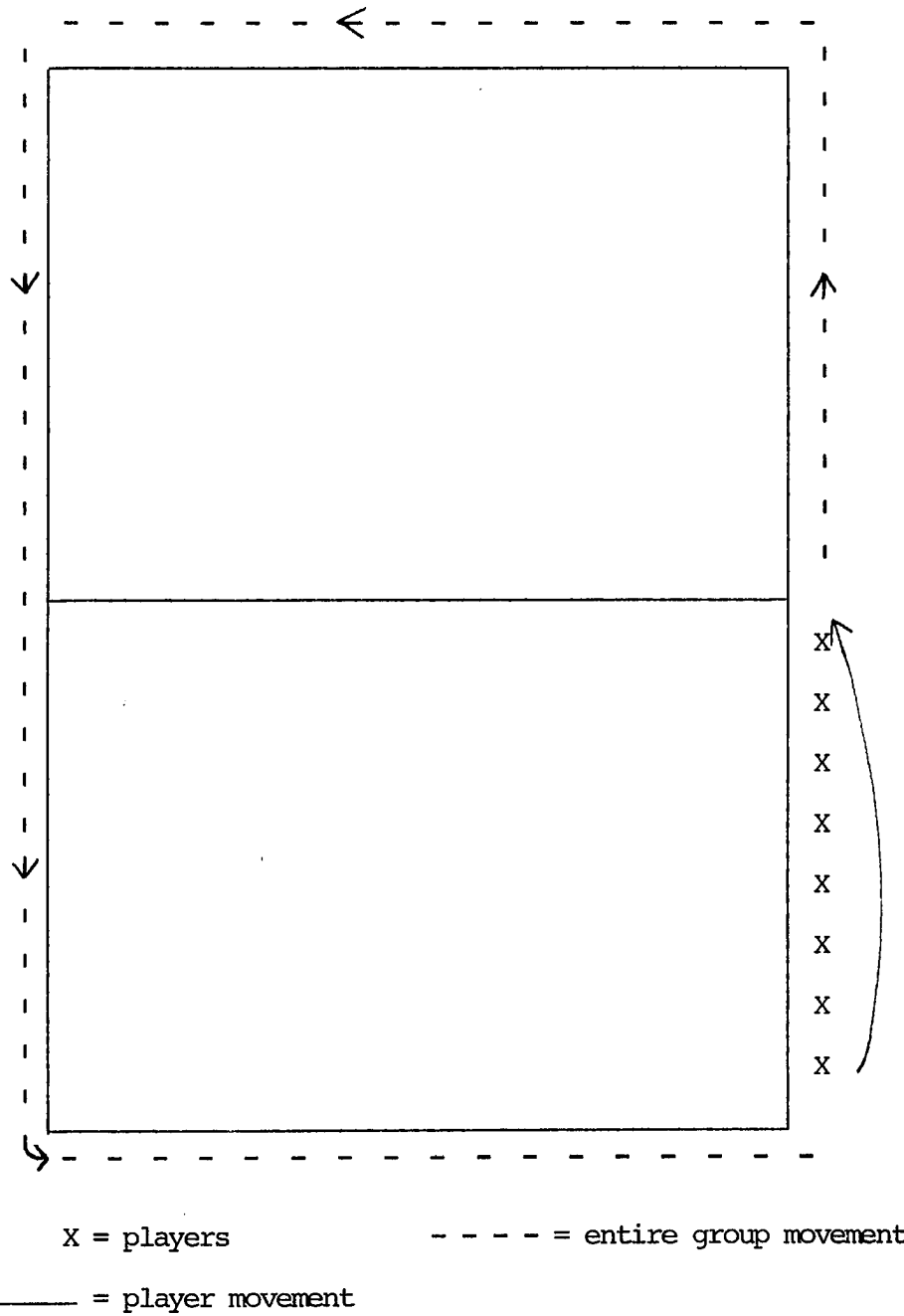
_____ = player movement

Figure 58. Tailend Charlies.

procedure continues as the players jog and sprint around the field. The line of players should be limited to 7 to 12 players. If there are more than this number, then another line of players should be formed and sent to jog and sprint around the field in the opposite direction.

A more intense variation of this drill involves weaving through the players as each player sprints to the front of the line. After each player has sprinted and woven through three or four players, the next player begins. As in the previous drill, each player reaches the front of the line and slows to a jog; however, the players jog approximately 3 yd apart to allow space for maneuvering. Each player covers a greater distance and sprints for a longer period of time and jogs less in this variation.

Interval training involves a specific interval of fast running in which the players' heart rates are increased significantly, followed by a specific interval of walking or slow jogging. When the players' heart rates drop significantly after the rest interval the next running interval begins.

The distances for the running intervals should be between 100 yd and ½ mi. For intervals of 100 yd when the players are running at approximately 90% of maximum speed, the rest interval should be a period equal to three times that of the running interval, while rest intervals following a distance run of 400 to 800 yd should be equal to the actual time of the running interval. The following

variables, when used for interval training, will adjust the intensity of interval training (Matthews & Fox, 1976):

1. Speed and distance of work interval.

2. Number of repetitions.

3. Rest interval.

4. Type of activity during rest.

5. Frequency of training per week.

During the first practice sessions, the running intervals should not be as intense as the running intervals in later practice sessions. As the players' endurance levels improve, rest intervals can be used for juggling or skill practice which simulate game conditions since players must perform different skills while they are tired.

Specific Endurance (Anaerobic) Training

Once the competitive season has begun, the emphasis on training the anaerobic capacity becomes more important than aerobic training. Acceleration sprints in which players gradually increase running speed from jogging to sprinting over a distance of 50 to 120 yd will help develop the anaerobic capacity. After a rest period that is no longer than twice the time length of the acceleration sprint the next acceleration sprint begins.

Sprinting the length of the field while interpassing the ball with a partner is another drill that can be used for specific endurance training, as well as a drill involving a continuous

sprint around cones placed 6 to 10 yd apart. The course
consisting of 5 cones, in which the players sprint to and then
shuffle around, will also develop agility and footwork (see
Figure 59). The players line up in single file behind the
starting line. At the coach's signal the first player sprints to
the first cone and steps around it and continues to the next cone.
After the player negotiates the first cone, the second player
begins to run the course, until each player has finished running
around the last cone and returns to the end of the line to await
his or her next turn to run.

Cardiovascular endurance training can also be accomplished
in 1 vs. 1 drills, small-sided games, and in a full field
scrimmage. Recovery periods can be used for juggling practice,
skill practice, as well as tactical lectures or discussions and,
on appropriate occasions, for rest and waterbreaks.

<div align="center">Speed</div>

Speed in soccer refers to how fast a player can run or
dribble; therefore, speed training should be used to develop both.
Sprint training is one method that can be used to increase running
speed through players running repetition sprints at maximum effort.
Each sprint should be for a distance of approximately 70 yd since
a player rarely makes a run longer than this distance in actual
competition. Complete recovery by the players should be achieved
before the next sprint begins.
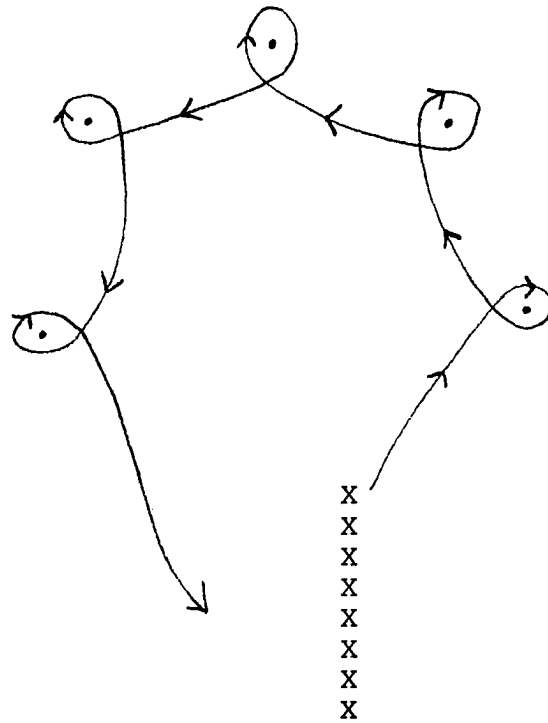
X = players   • = cones

———— = player movement

Figure 59. Cone drill.

Dribbling with the ball while running at maximum speed should also be practiced, but care must be taken so that the players do not kick and chase the ball. The ball should remain within one stride of the player after it is touched by either foot. Speed dribbling around cones will force the players to maintain control.

Strength and Power

Strength and power involve many factors: intense competitive hustle, tackling, holding off a tackle, shooting or passing under pressure, taking knocks, reaching the ball first, passing the ball over long distances, and lasting the entire 90 min (Vogelsinger, 1973). Strength and power can be improved and maintained through weight training and a relatively new training procedure called plyometric training.

Weight Training

Strength and power as defined by Vogelsinger involve muscular strength which can be improved through the weight training method known as overloading in which the muscle or muscle group works against a resistance or weight that is greater than that to which it is accustomed. A low number of repetitions against high resistance is performed to obtain maximal muscle strength development. When a player can lift a certain weight 8 to 10 times in three separate sets, the resistance should be increased by adding more weight. Weight training normally is used for preseason and postseason conditioning but weight training can be continued during

the season of competition if it does not take away from practice
time with weight workouts occuring every other day or 3 days a week.

Plyometric Training

Worcik (1983) states that it is appropriate to use the term
power when referring to strength development since strength is a
component of power (Power = Strength x Velocity). For example, a
soccer player, when jumping to head a ball, must be able to apply
a great amount of force (strength) to the ground on take-off and
also must be able to apply this force quickly (velocity).

A plyometric exercise is any exercise in which a muscle is
loaded in a lengthening (eccentric) contraction initially and is
followed by a shortening (concentric) contraction. It is
generally believed that a muscle will contract with more force if
it is lengthened before it is shortened. The plyometric method,
which was first developed by the Russians in the 1960s, trains the
muscular system as well as the neurological system. Running is an
example of plyometric action since the swing leg comes down and
supports the body by the muscles attacked to the hip, knee, and
ankle joint that lengthen and then shorten as they drive the body
in a forward and upward direction (Worcik, 1983).

The following are examples of plyometric exercises that aid
in developing power:

1. Hopping on both legs for a distance of 30 yd. As soon
as the player lands, the next hop is initiated.

2.   Hopping on one leg for 30 yd, followed by hopping on the other leg.

3.   Hopping on one leg, alternating legs every hop, for a distance of 30 yd.

4.   Hopping onto a bench and immediately hopping off.

5.   Hopping over a bench and immediately taking another hop.

The following guidelines will help to avoid injuries while training with plyometric exercises (Gambetta, 1981):

1.   A base of prior strength training.

2.   Use of only a few exercises.

3.   Using plyometric exercises every other day.

4.   Paying close attention to proper technique.

Shuttle run activities over short distances utilizing several changes in direction will also develop power. In addition, 1 vs. 1 competition for short periods of time will not only improve endurance but will aid strength development through fair but frequent body contact (Hughes, 1975).

<div align="center">Flexibility</div>

Flexibility, the range of possible movement in a joint, is necessary for the performance of basic motor as well as highly specialized skill movements (Chyzowych, 1978). Static stretching which involves motionless movement for a period of time, is accomplished by locking specific joints into a position that places the muscles and connective tissues passively at their greatest

stretch (DeVries, 1980). Holding the static stretch for 20 to 30 sec for each stretching exercise will develop and maintain flexibility in the various muscles and joints. Ballistic stretching, which involves bouncing movements to stretch muscles, is an older method that has been used for developing flexibility. Static stretching only should be used due the following conclusions (DeVries, 1980):

1. There is less danger of exceeding the extensibility limits of the tissues.

2. Energy requirements are lower.

3. Static stretching will not cause muscle soreness as will ballistic stretching. In fact, static stretching can be used to relieve soreness.

A period of stretching involving the different parts of the body should be preceded by a brief active period of light jogging or movement. An extensive series of static stretching should be included in warmup exercises before practices and competition as well as a brief series afterward, to help relieve muscle soreness.

Conditioning the Goalkeeper

Unlike the field players, the goalkeeper is not required to run, jog, and sprint for 90 min; however, he or she does have to jump for a high cross, dive to a corner of the goal, and sprint 10 yd to meet a charging dribbler, sometimes all within a 45 sec period (Tanner, 1979). Tanner (1979) further states that the

goalkeeper should participate in the same total conditioning for endurance, speed, and strength in conjunction with the field players as well as participating in a specific conditioning program that involves the goalkeepers' special skills that will help to develop quickness, reaction, timing, and confidence.

Conditioning drills lasting 45 to 60 sec that require the goalkeeper to continually move and save shots from one side of the goal to the other, or grabbing high crosses and dunking the ball over the crossbar are just two examples of drills that will aid in conditioning the goalkeeper. Again, it is essential that the coach take time at each practice session to work with the goalkeeper in conditioning as well as skill development drills.

In addition to the examples given in this chapter there are many other conditioning drills and variations that can be used that combine skill and tactical development. The most important point to remember is that player conditioning is just as essential as skill and tactical development.

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