

# Los Alamos Youth Soccer League

## Recreational Program

### U8 and U10

## Practice Sessions

JK August 2012

## Learn basic soccer terms to help communicate with your youth soccer kids

Here is a list of soccer terms coaches can use for his/her players.

- **Man on:** Pressure is coming from behind.
  - **Time:** The player has time to control the ball and play.
  - **Turn and face:** When the ball goes out the players should watch and make sure the other team does not restart play quickly.
  - **Tackle:** Win the soccer ball from the opponent.
  - **Push up/step up:** When your team has cleared the ball your team needs to move up to the half way line.
  - **50/50 ball:** Two players are going for the ball and have equal chance to get the ball. Love it when kids get this soccer term.
  - **Slide tackle:** The player slides in and tackles the ball away.
  - **Take a touch:** The player controls the soccer ball instead of just kicking the ball down the field.
  - **Keep the soccer ball on the ground:** Control the soccer ball and pass it instead of just kicking it.
  - **Be first to the soccer ball:** Win the soccer ball first.
  - **Pressure or press:** Pressure the other soccer teams or players.
  - **Take the player on:** Go at the opponent and try and beat them with a soccer move.
  - **Shield the soccer ball:** Protect the ball from your opponent.
  - **Head up/eyes up:** Get your head up to see what is in front of you.
  - **One touch:** The player will pass the ball with one touch.
  - **Two touch:** The player takes one touch to control the ball and one touch to pass the ball.
  - **Unlimited:** The player plays with unlimited touches -can dribble or pass. Can be used in practice for more advanced players.
  - **Give and go/combo play:** Two players play passes around the a defender.
- Soccer shape is how the teams moves as a unit around the field. It can be with the ball - attacking shape or without the ball - defending shape.
- **Match up/mark up:** When defending we need to match up on players or mark players.
  - **No bounce:** Don't let the ball bounce or hit the ground...important when the keeper punts the ball or the other team has a goal kick.
  - **Restarts:** The restart of play from throw ins, corners and goal kicks.
  - **Don't turn into players:** Lots of players have the habit of turning right into defenders and losing the ball.



# SOCCER

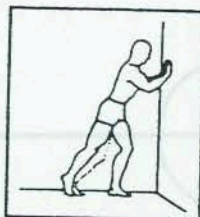


## Stretching Routine for Soccer

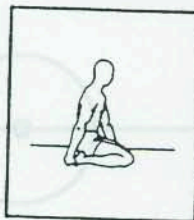
Body part	Stretch number	Body part	Stretch number	Body part	Stretch number
Plantar arch	3, 4	Hip flexors	135-137, <b>144-145</b>	Chest/ pectoralis	254, 257, <b>261</b>
Anterior toes	6	Buttocks & hips	152-154, 159, 162, 165, <b>170, 172</b>	Anterior shoulder	264-265, <b>268-270</b>
Ankles/Anterior lower leg	7, 11	Abdomen & hips	178, 179, <b>195</b>	Lateral shoulder	271
Ankles/Lateral lower leg	13, 15, 19-20	Lower back	198, 200, <b>201</b> , 205, 207	Internal rotators	273, <b>277</b>
Achilles tendon	23, 25, <b>28*</b> , 30, 32	Lateral trunk	221-2 2, <b>229</b>	External rotators	<b>282</b> , 284-285
Back of knee	45	Upper back	234	Shoulder flexors	286, <b>291</b> , <b>293</b>
Hamstrings	53, 55, <b>67</b>	Posterior neck	237, 242, <b>247</b>	Biceps	296
Adductors	87, 89, 91, 96, <b>105</b>	Lateral neck	250	Triceps	299, 301, <b>303</b>
Quadriceps	123, <b>129</b>	Anterior neck	252	Wrist extensors	305-306
				Wrist flexors	308-310

\*Boldfaced numbers indicate partner stretches.

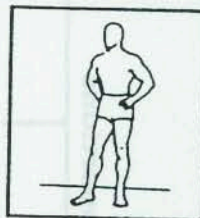
## Most Beneficial Stretches for Soccer Players



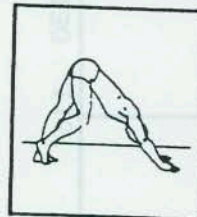
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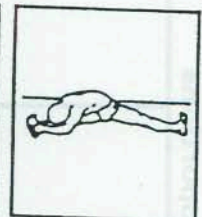
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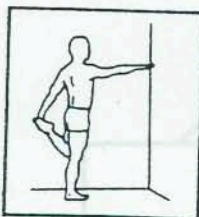
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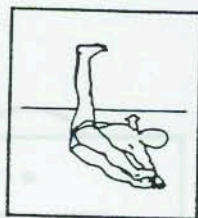
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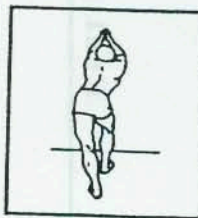
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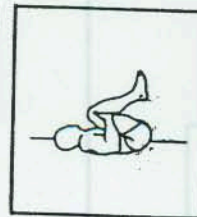
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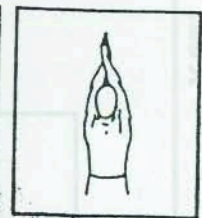
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286

# SOCCER PLANNER

DATE

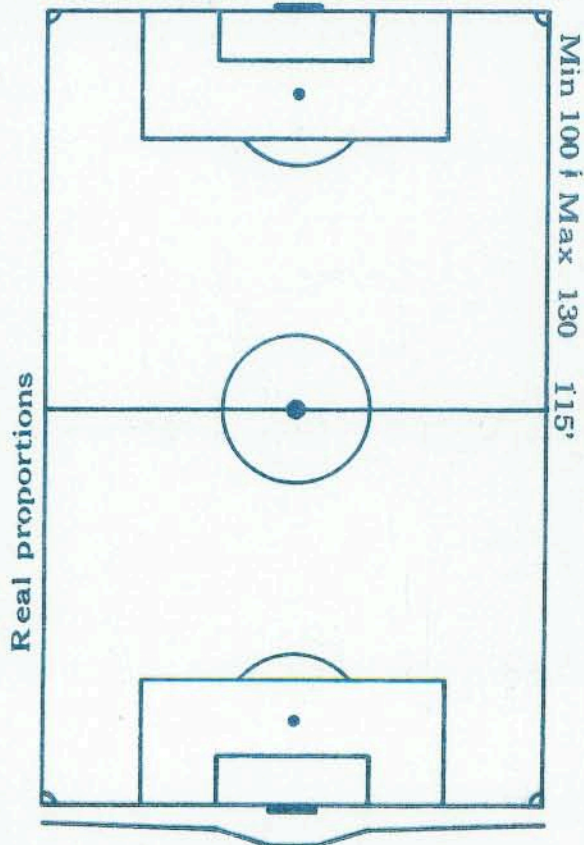
TIME

WARM UPS/SKILL/DRILLS/SPECIAL SITUATIONS/SCRIMMAGE FORMAT/GAME PLANS

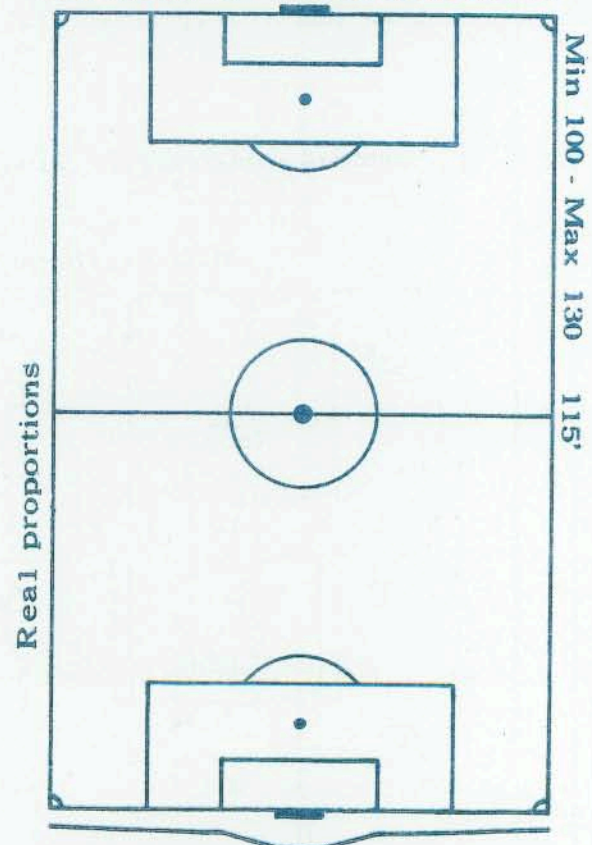
EQUIPMENT


NOTES:


Minimum 50 - Maximum 100 75'



Minimum 50 - Maximum 100 75'



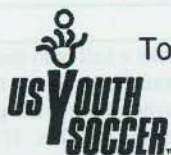


## ... from the Technical Director,

Author: Sam Snow



National Youth License

Lesson Plan

Topic: Moving with the ball

Age: U6

Activity Name	Description	Diagram	Purpose/Coaching Points
<b>1 Moving with the Ball (and Red light – Green Light)</b>			
In a 15 x 20 yd area, each player has a ball.	<p>The coach asks the players to move around the area with their ball. (Some of the players may carry it with their hands as they move around; while others may dribble the ball with their feet...it's OK!)</p> <p><b>Variations:</b> Red Light – Green Light When the coach says "green light", players dribble their ball with their feet. When the coach says "red light", players must stop their ball and stand still. When the coach says "green light" again, the players begin to dribble their ball again. Have fun with their imaginations...have the players make "brake" sounds when coach says "red light" and have them make loud "motor sounds" when coach says "green light".</p>	<p>RED LIGHT GREEN LIGHT</p>	The coach gives praise for creative movement, whether the ball is being carried with the hands or dribbled with the feet. The coach applauds dribbling with the feet, change of direction, etc. The coach highlights players that are dribbling the ball with their feet and asks if everyone can try to dribble the ball with their feet.
<b>2 Body Part Dribbling</b>			
In a 15 x 20 yd area, each player has a ball.	<p>The players dribble freely in the area. When the coach says "NOW", the players must stop the ball with any body part. Keep it going.</p> <p><b>Variations:</b> After the players try it a few times, the coach will yell out a specific body part. Each player must try to stop the ball with that body part. Keep it going.</p>	<p>BODY STOP</p>	The coach gives praise for creativity and asks each player what body part they used.
<b>3 Sharks and Minnows</b>			
10 x 15 yd rectangular grid. Two players, the sharks, do not have a ball. The rest of the players, the minnows, each have a ball.	<p>The minnows line up side by side along one of the 10 yd lines facing the other 10 yd line. The sharks position themselves inside the grid facing the minnows. When the coach says, "swim", the minnows try to dribble their soccer balls past the sharks, safely to the other side of the grid. If a shark steals a soccer ball from a minnow or kicks a ball out of the grid, the minnow becomes a shark and the family of sharks grows. The minnows that make it safely to the opposite side get to swim again on the coach's command. Continue until all the players become sharks.</p> <p>If a shark steals a ball and can dribble it over any line of the grid, then the shark becomes a minnow and the minnow becomes a shark. (These are games of inclusion...no one sits out.)</p>		Minnows must keep ball close when being pressured by the sharks. Minnows must recognize open space so that they can speed past the sharks if the sharks are busy elsewhere. Sharks must concentrate on stealing (tackling) the ball.



# Josh Groves ...

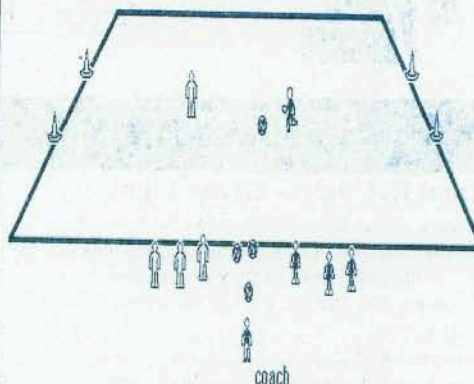
## 4 Get Outta' There

Set up a 15 x 20 yd grid with a goal at each end. The goal is 3-4 steps wide using flags or cones. The players are divided into two teams color coded with pennies. **NO GOALKEEPERS.** The coach is located centrally on one side of the field, outside of the playing area. Each team lines up single file on both sides of the coach facing the field.

The coach kicks a ball onto the field. The first player from each team chases the ball and plays 1v1. The players shoot at the goal that is farthest from their starting position. If the ball goes out of bounds or is scored, the players must get off of the field immediately and return to the end of their line. If they don't get off the field quickly, the coach yells, "Get Outta' There!" Once the players are off the field, the coach kicks the next ball onto the field and the next 1v1 begins. The ball is the cue.

If the coach says, "ONE" before he serves the ball onto the field, then the game is a 1v1, like above. If the coach says, "TWO" before he serves the ball onto the field, then the game is a 2v2...2 players from each line play against each other.

Get outta there ... 1v1

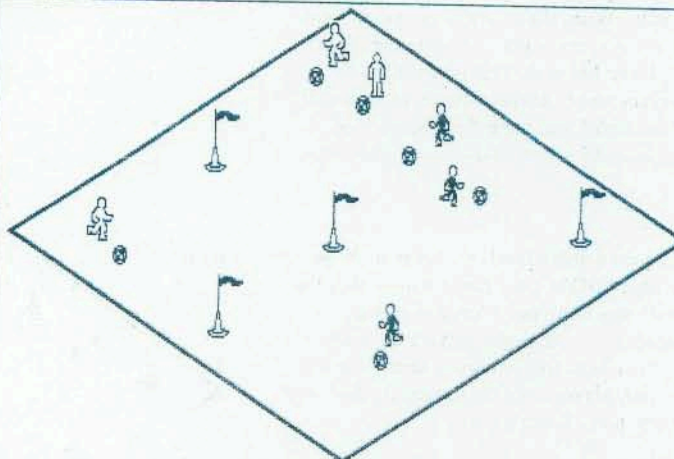


The players get repetition on dribbling to beat an opponent. The players get repetition on shooting. They get the opportunity to defend 1v1. They get repetition trying to steal a ball from an opponent (tackling). The coach must praise their effort and make the game exciting with his/her enthusiasm

## 5 Cool Down Activity...Hit the Ball (Cone).

Extra soccer balls (cones) are scattered around an area (free space). Each player has his or her own soccer ball.

Players try to kick their ball so that it hits one of the stationary balls (cones) that have been scattered around the area. They can start from various distances. After they hit one ball (cone), they can try to hit another ball (cone).



Coordinate this activity so that everyone isn't kicking their ball at the same ball (cone). Let them play and have fun. Give generous praise for their effort and hard work.

Activity Name	Description	Diagram	Purpose/Coaching Points
1 Warm-Up	Any activity involving running and striking the ball with the laces and instep		<ul style="list-style-type: none"> <li>~ toes of the kicking foot pointed down</li> <li>~ ankle of the kicking foot locked</li> <li>~ swing the kicking leg from the hip</li> <li>~ strike through the center of the ball for a straight flight</li> </ul>
2 6 v 5 to Goal			

Topic: **Individual Possession: DO NOT GIVE THE BALL AWAY!**

1) Warm-up

Ball Each

manipulating the ball, turning and protecting the ball

2)



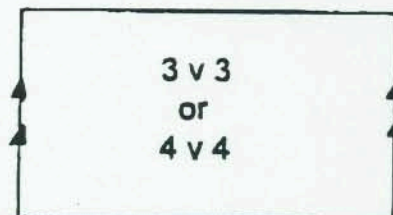
practical application of warm-up activity in 1v1 situation

3)



decision-making once teammate is introduced

4)



game to highlight topic: DO NOT GIVE THE BALL AWAY!





## MAIN PART (43 MINUTES)

### 1 1 v. 1 (8 minutes)

#### FOCUS ON

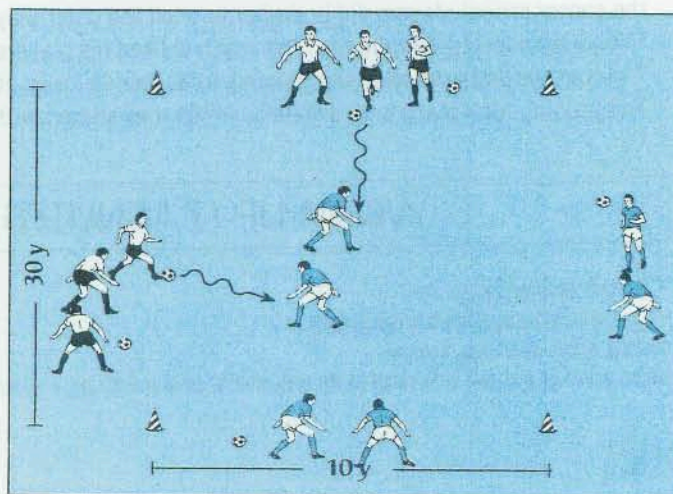
- The attackers go 1 v. 1 against the defenders at the same time so that the players must be aware of the other pair in the grid. After one's turn, he goes in the line opposite (attackers to defenders and defenders to attackers). The attacker must dribble across the opposite line to score.

#### VARIATION

- the defender attacks toward the attacker's side if he steals the ball.

#### COACHING POINTS

- The attacker must be aware not only of his defender, but the other group in the grid. In the variation, if the defender wins the ball, he must counterattack quickly.



### 2 Shooting (10 minutes)

#### FOCUS ON

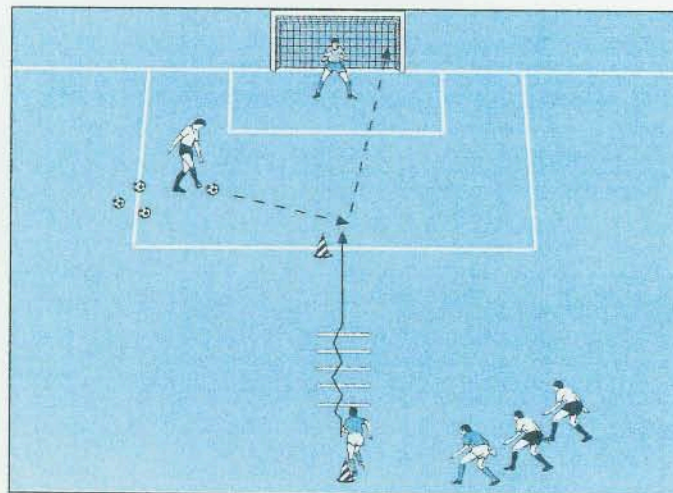
- The shooter must first run a certain pattern over the four poles laid out on the ground. He then runs forward to shoot the ball with his first touch. After shooting, he goes to get the ball and returns it to the server. The players rotated being the server and the goalkeeper. The patterns over the poles were:

A Sidestep through

B Sidestep through, back, and through again

C Hop over with both legs sideways

There were two stations for this exercise side-by-side so that the players could shoot with both feet and go over the poles to their left and right. They alternated lines.



### 3 Keep-away (15 minutes)

#### FOCUS ON

- The keep-away game was 4 v. 2 in a 40 x 20 y space. The players wore different color bibs so that there were three teams and the player who gave the ball away and

his partner would be the defensive team. For the scrimmage, cones were used to mark goals 4 y wide on the narrow ends and the game was 3 v. 3 with no goalkeepers.



## COOL DOWN (5 MINUTES)

- The players ran around the field collecting the balls and cones and then the coach led some stretching and then walked the players back to the changing area.





## SOCCER SCHOOL TRAINING (6- TO 8-YEAR OLDS)

Another common element of the training in the Fútbol Base at FC Barcelona was the regular element of conditioning and co-ordination training as part of the regular training session. The Soccer School players were 6 to 8 years old, and even they have this element in their training. The Soccer School training was also impressive because it was so well organized and managed. The players hustled to follow the coach's instructions. There is one exercise from a training session of the Cadetes to show how what the soccer school players did is similar to what the older players do.

The training lasted 55 minutes. The coach walked his players to the field from the changing room and back again after training. The coaches prepared all of the training areas (cones, balls, etc.) before the players arrived. There were 12 players and one coach. The training took place on a dirt field, which they shared with two other Soccer School teams.



### WARM UP (7 MINUTES)

- 20 yards, with easy jog back:  
running with high knees, heels to rear end, etc.  
skipping, sideways running, karaoke  
players paired up and held both hands facing each other to do skip sideways, karaoke

they held one hand and faced the same way for more skipping variations  
Stretching

# Square Dance

A fun warm-up to start practice in a lively way;  
and to introduce the fundamentals of dribbling



## Organization

- Square field 15x15 yards
- All players jog with a ball each and move until they hear:  
"STOP" — put foot on top of ball quickly and stay still  
"GO" — move right or left with ball "fast" for 3-4 yards  
"TURN" — turn 180 degrees with ball and go quickly for 3-4 yards
- Introduce other fun activities later, e.g., keep ball up with feet, drag ball through legs with foot, etc.

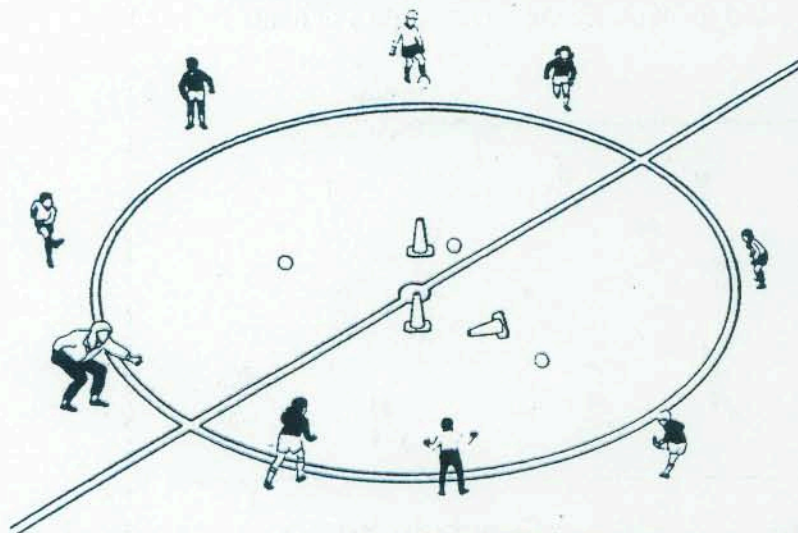
## Coaching Points

- Players to keep ball close
- Occasionally insist on left foot only or right foot only
- Encourage players to look around as well as at the ball so they don't collide
- See how many different ways they can turn with the ball
- Use stretching exercises every 2-3 minutes



# Circle Game

To work on two-footed passing and control



## Organization

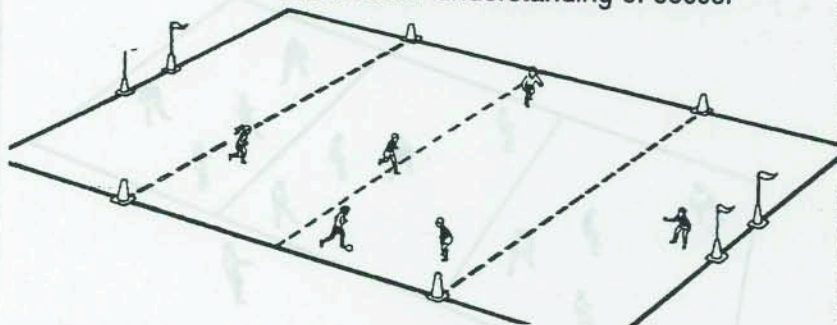
- Use center circle or smaller circle for younger players
- Each player has partner directly on other side of circle; one ball between them
- Players pass ball to partner but try to knock over cone
- Initially, put three cones in middle to create success
- Ball must be passed from outside the circle
- Winners are the first partners to score five hits

## Coaching Points

- Encourage kickers to follow through by pointing leg and foot towards cone
- Suggest use of foot like a hockey stick (push pass) for controlled accuracy
- Insist on the use of "other foot" for one round of competition

## Micro Soccer™

A 3 vs 3 game to guarantee each player plenty of kicks and a better understanding of soccer



### Organization

- Mark out field 20x30 yards, with 6-yard "goal boxes" for keeper; goals 9x4.5 feet
- Center line for kick-offs
- Players rotate every 2-3 mins.
- When ball goes out, re-start by throw-in (or pass-in), goal kick or corner kick
- Re-start after goal with center kick (opponents retreat to own 6-yard line), or goal kick
- If large numbers, have two Micro Soccer™ games
- No offside and, for younger players, no penalties and only indirect free kicks
- 5-yard rule at corners, kick-ins, free kicks

### Coaching Points

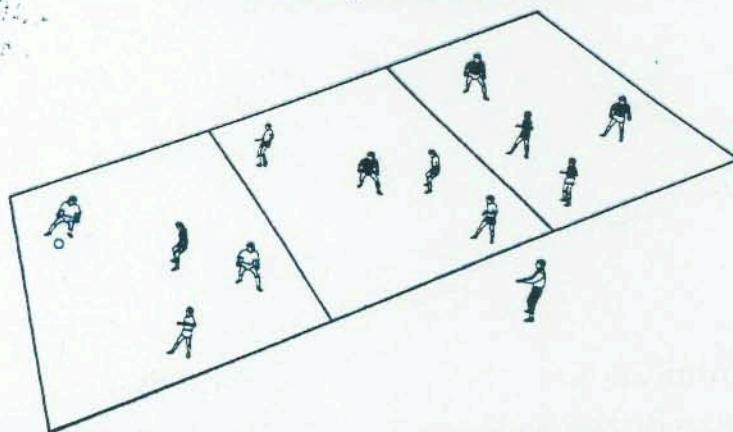
- Encourage one player to go wide and the other to go deep at goal kicks
- The two "field players" must work together in attack and defense
- Encourage goalkeeper to "help" by moving off goal line to narrow the angle or to come out of goal box to play the ball

Call  
1-800-SOCCER-8  
for complete  
Micro Soccer™  
rules &  
regulations



# Three-Zone Game

To practice passing and support with the added ingredient of "direction"



## Organization

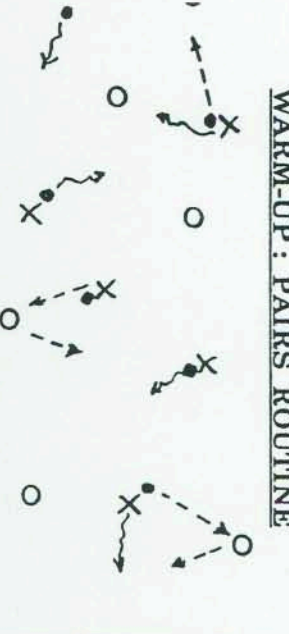
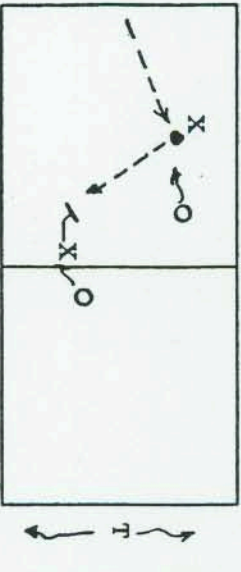
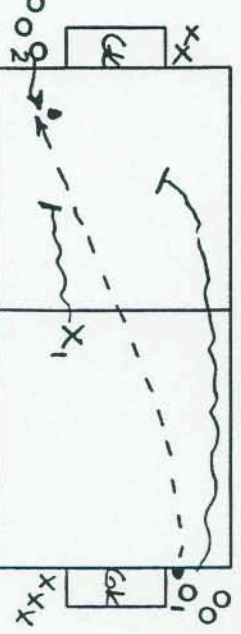
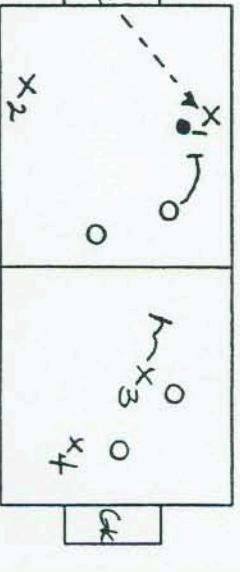
- Mark three boxes 10x15 yds.
- Split group into 4 teams of 3, identified by bibs
- 3 vs 1 in each zone
- Start at one end — possession must be retained in starting zone for at least two passes before playing to player in adjacent zone
- Team responsible for the breakdown in play (coach is judge!) changes with the 3 defenders
- Coach adjusts numbers if smaller or greater than 12

## Coaching Points

- Encourage good controlled possession in own zone
- Players must "keep heads up" and always remain "aware"
- Recognize the need, sooner or later, to play ball out of own zone
- Players in supporting zones must work into positions to be able to receive the ball

# teaching attack...g principles

Dave Chesler  
Region IV 83's Head Coach

WARM-UP: PAIRS ROUTINE	ORGANIZATION	KEY COACHING POINTS
	<p>*Divide training group in half (2 colors), 1 team with ball at feet (X's) the other (O's) without.</p> <p>*O's (w/o balls) distributed over training area... this group will represent the "targets" in the warm-up phase.</p> <p>*X's execute passing and combination options as modeled.</p> <p>*Reverse roles and repeat format.</p>	<p><b>OBJECT:</b> Communicate basic concepts and options for 2-player combinations. Players will repeat each possibility without the pressure of an opponent but with the demand of quality execution.</p> <p>*correct passing angle and distance</p> <p>*proper passing weight</p> <p>*supporting runs with proper timing and pace.</p>
Grid: Penetration to a target	ORGANIZATION	KEY COACHING POINTS
	<p>*Two pairs compete against one another to serve to opposite targets at each end of a grid. (3 pairs per grid)</p> <p>*Targets (T) are mobile along full width of grid.</p> <p>*2 attackers must combine as instructed prior to serving to opposite end of grid.</p> <p>*Opposing team= progressive pressure.....</p> <p>PASSIVE.....1 @ full pressure (2 v 1)..... full pressure (2 v 2)</p>	<p><b>OBJECT:</b> Combining to penetrate in a positive attacking direction.</p> <p>*timing of run to receive a pass.</p> <p>*check back to ball at an angle.</p> <p>*2nd attacker creates a different passing angle and distance relative to teammate.</p> <p>*maintain an "open" body position when preparing to receive a pass..... take a positive first touch</p> <p>*constant awareness of teammate's position.</p>
"Two v One" to Goal	ORGANIZATION	KEY COACHING POINTS
	<p>*2 teams each split numbers and move to diagonal positions relative to the 2 goals. (see diagram)</p> <p>*O<sub>1</sub> serves to O<sub>2</sub> and both attack the goal from which the ball was served.</p> <p>*Opponent X<sub>1</sub> may turn and defend as soon as O<sub>2</sub> takes 1st touch.</p> <p>*O<sub>1</sub> must support from an on-side position.</p>	<p><b>OBJECT:</b> Building play out of the back or middle third under pressure.</p> <p>*focus on depth and balance between the 3 attacking players (no straight lines across width)</p> <p>*focus on the appropriate decision regarding turning versus playing back to the support player(s)</p> <p>*turn and penetrate to goal whenever possible.</p>
"Four vs. Four": Zonal Match	ORGANIZATION	KEY COACHING POINTS
	<p>*Two teams compete 2 v 2 in each half with GK's</p> <p>*All players restricted to own half. However the ball may pass back &amp; forth across half-line.</p> <p>*GK must distribute to back half (to defenders)</p> <p>Variations:</p> <p>*1 player forward from back half following ball in.</p> <p>*All in .....no half-line restrictions (4 v. 4)</p>	<p><b>OBJECT:</b> Effective use of width and depth in attack... Goal-scoring!!</p> <p>*Focus on combination play from back pair to front pair.</p> <p>*Timing and angles of runs by front pair. (1 shows / 1 goes)</p> <p>*Evaluate quality of service from back to front.</p> <p>*Ability of pairs to keep possession and create scoring opportunities.</p>





## ALEVINES B TRAINING (MOSTLY 10-YEAR-OLDS)

There were two coaches and 17 players (including two goalkeepers) at training. The goalkeepers participated with the other players until the Second Exercise, when they went in goal. The training consisted of several drills based on only two organizational set-ups and concluded with a game. Training time - 1 hour and 44 minutes. The coaches were constantly giving out feedback and encouragement.



### WARM UP (10 MINUTES)

- The players did some jogging and various forms of running (knees up, heels up, skipping) and then some stretching.



### MAIN PART (1 HOUR 24 MINUTES)



### FIRST EXERCISE

First Exercise, with 6 variations (35 minutes: 10 minutes for the first variation and 5 minutes for each of the others). In each variation, players follow to the next letter and E goes to A, which usually means they follow their passes, to prepare for their next repetition. The team used two grids so that there were only one or two players at each position, meaning there was little margin for error. It also meant that the players had many repetitions in just five minutes.

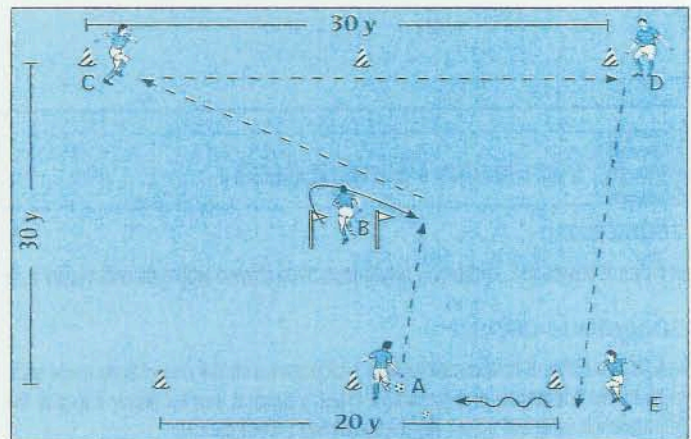
## 1 Variation (10 minutes)

#### FOCUS ON

5 minutes as shown and 5 minutes to the opposite side

#### COACHING POINTS

- For all of the players, quality of passing is critical so that the following player can also pass with one touch. Player B must take two steps behind the flags (dummy defenders) and then check out and be sideways on so that he can play with his front foot to player C. The players were disciplined about this.



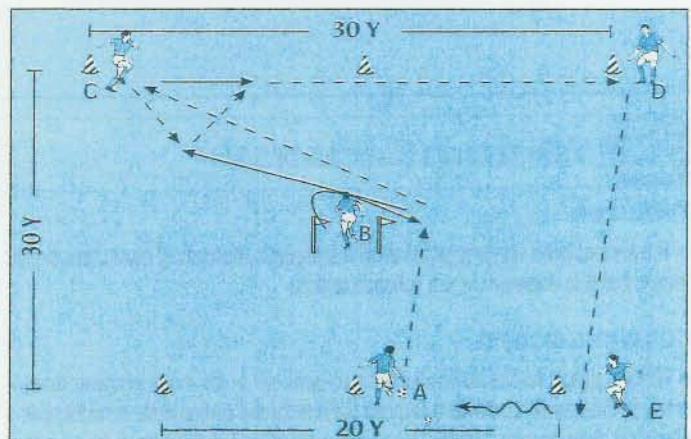
## 2 Variation (5 minutes)

#### FOCUS ON

- Second Variation (5 minutes): Players B and C complete a wall pass before C passes to D.

#### COACHING POINTS

- Same as first variation.





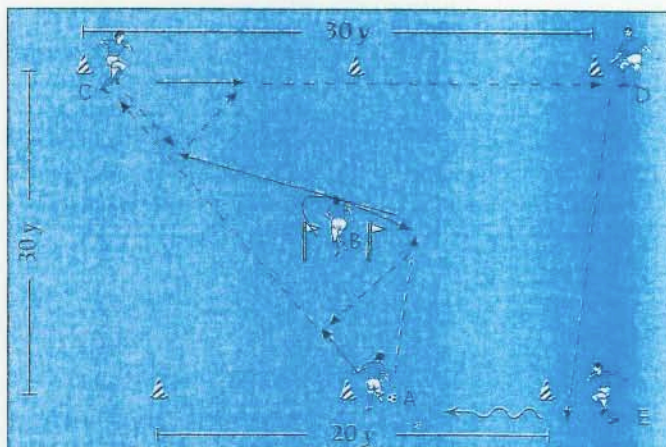
## 3 Variation (5 minutes)

### FOCUS ON

- Player B plays the ball back to A, who plays it directly to C. B and C then complete a wall pass before C passes to D.

### COACHING POINTS

- In addition to those in the first variation, player C now signals player B by raising his arms over his head. One arm up means to do the second variation (B plays the ball to C for a wall pass). Two arms up means B should play the ball back to A to do the third variation.



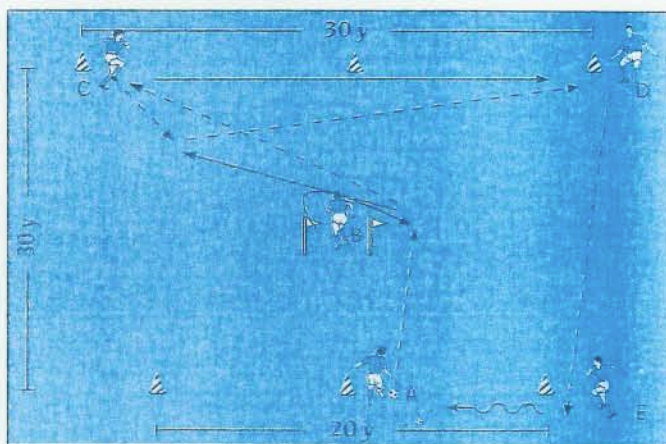
## 4 Variation (5 minutes)

### FOCUS ON

- B plays to C and receives a return pass. He then plays the ball to D.

### COACHING POINTS

- Coaching points: As above and Player C's signals are now one arm up for the fourth variation and two arms up for the third variation.



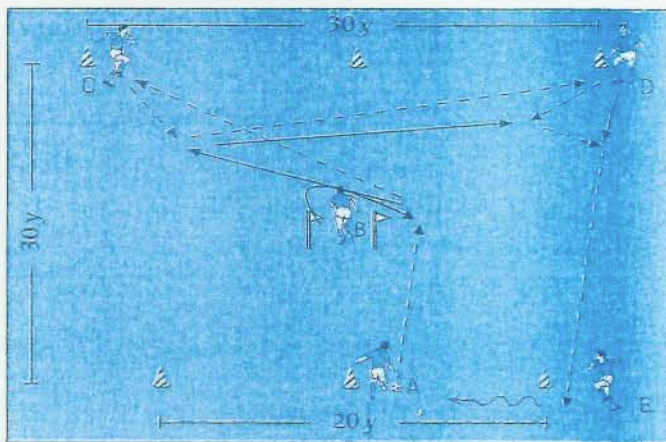
## 5 Variation (5 minutes)

### FOCUS ON

- Player B passes to C, receives a return pass, then plays a wall pass with player D.

### COACHING POINTS

- As above Player B now completes two wall passes with the correct body angle and using his front foot to receive the ball. Player C's signal is now for player B to play the fifth variation (one arm up) or the third variation (two arms up).



## 6 Variation (5 minutes)

### FOCUS ON

- The final variation brings together all of the previous exercises. B must check signals from C and D to determine which variation to do.

### COACHING POINTS

- Player C signals for the third variation (two arms up) or the fourth variation (one arm up). Either way, as Player B receives the ball for the second time, he must now also check the signal from Player D, one arm up to play back to Player C (third varia-

tion) and two arms up to play directly across to Player D (fifth variation). If the players can handle it, Players B and D can complete a wall pass before player D plays the ball to Player E.

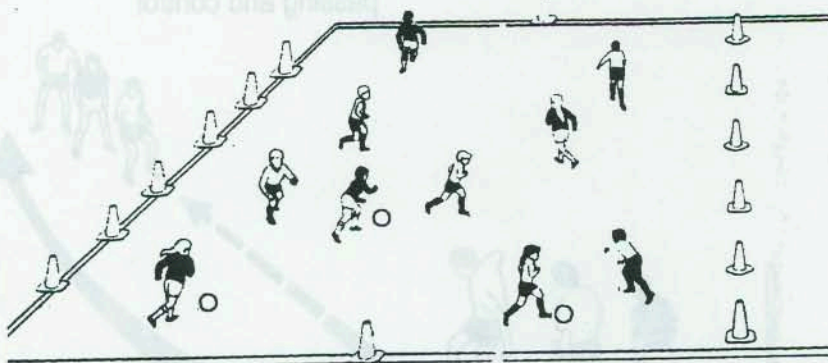
One of the best parts of this exercise, in addition to the repetitions for technical mastery, is the element of decision making. Players must be aware of their teammate's signals so that they know where to pass the ball. It is a simple, yet realistic way to improve the players' awareness.

A brief break for stretching (2 minutes)



# Crazy Warm-Up

A fun-filled warm-up to get players ready for the more technically-oriented practices



## Organization

- Square field 15 x 15 yards
- *Game One:* 3 or 4 players have ball at feet for "soccer tag" — must kick the ball to tag player to lose the ball
- *Game Two:* Same as "one" except ball in hand; tag by hitting leg below knee; hands can protect the tag
- *Game Three:* same as "two" except regular game of tag and player who is "It!" cannot tag anyone with the ball; keep balls moving to protect players about to be tagged

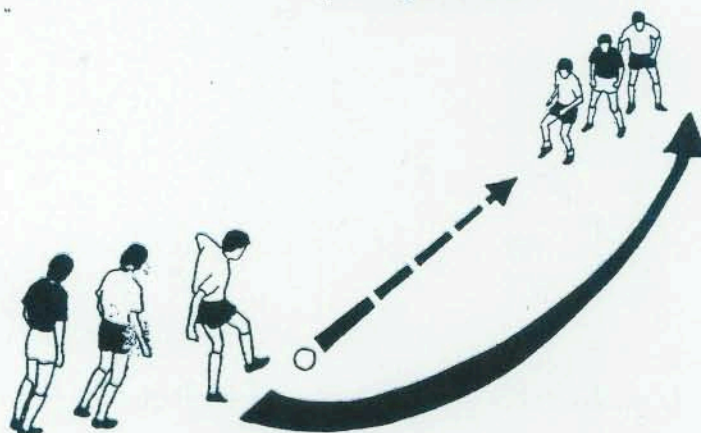
## Coaching Points

- Coach must make sure no one goes outside the area or they become "It!"
- Encourage players with ball — in all games — to "hunt" as a team
- If player(s) with ball in *Game Three* use the ball as an easy excuse not to get involved they surrender the ball and are "It!"

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# Line-up & Link-up

A warm-up drill to produce quality passing and control



## Organization

- Two lines of players (3 to 4 per line) face each other 8 to 10 yards apart
- Ball is played from one line to the other, and players criss-cross to go to the end of the other line
- Use "two-touch" first and then change to "one-touch"
- Goalkeepers can use hands instead of feet; or everyone uses the hands for 2 minutes

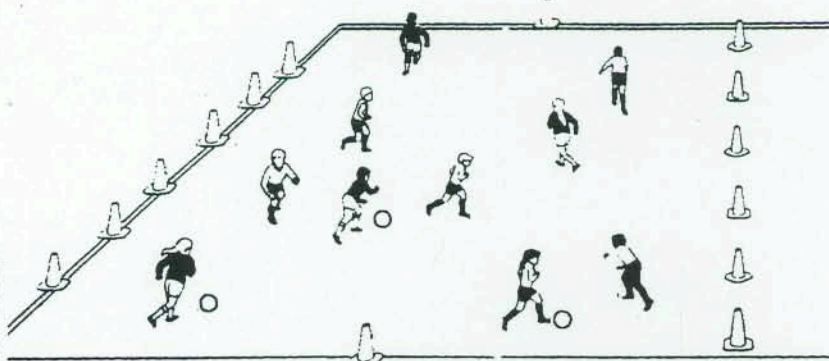
## Coaching Points

- Start leisurely, just above walking pace to allow warming up — speed up later
- Periodically stop the exercise and "stretch"
- Condition the passing to be "right-footed" or "left-footed"
- Introduce your own variations once players become used to the activity



# Crazy Warm-Up

A fun-filled warm-up to get players ready for the more technically-oriented practices



## Organization

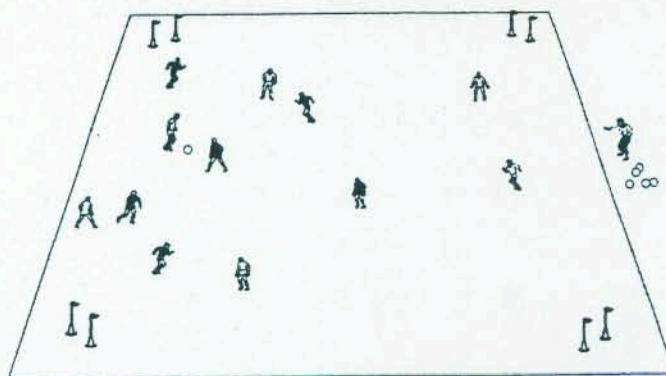
- Square field 15 x 15 yards
- *Game One:* 3 or 4 players have ball at feet for "soccer tag" — must kick the ball to tag player to lose the ball
- *Game Two:* Same as "one" except ball in hand; tag by hitting leg below knee; hands can protect the tag
- *Game Three:* same as "two" except regular game of tag and player who is "It!" cannot tag anyone with the ball; keep balls moving to protect players about to be tagged

## Coaching Points

- Coach must make sure no one goes outside the area or they become "It!"
- Encourage players with ball — in all games — to "hunt" as a team
- If player(s) with ball in *Game Three* use the ball as an easy excuse not to get involved they surrender the ball and are "It!"

## 4-Goal Game

All-action game encouraging collective attacking and 100% defending commitment



### Organization

- Divide players evenly (e.g. 6 vs 6 or 7 vs 7)
- Mark square 40 x 40 yards
- 5-yards in from each corner, place goal cones 1 yard apart
- Score in any of 4 goals from the front only
- Ball can be dribbled through & possession retained
- Count 4 (5 or 6) consecutive, uninterrupted passes as goal
- Goals through cones can be scored in passing sequence
- When ball goes out, re-start with kick-in (5-yard rule)

### Coaching Points

- Keeping possession gives best chance of success, with or without cone "goals"
- Hold onto and screen ball if passing options not good
- Switch play as one goal becomes blocked/marked
- Defensive positional play important to prevent easy scoring
- Everyone must work hard in defense
- Play in "sets" like tennis



## Zone Dribble

To encourage decisive dribbling, with faking, screening, change of pace; to practice 1 vs 1 defending



### Organization

- Set up grid that contains 3x10-yard squares
- Defenders in each square vs 3 attackers at the starting line
- 3 attackers can either go individually — or with a ball each at the same time
- Attackers score a point for each “zone” successfully navigated
- Bonus point for finishing with the ball “touched down” on the outside end line
- To start, first defender must be at the back line of the front box

### Coaching Points

- Attackers must be decisive in their action; otherwise it will make it easier for the defenders
- Change of pace, screening and taking will be essential for success
- Good footwork and balance required of defenders

## SECOND EXERCISE

Second Exercise, with 3 variations (10 minutes each) The second exercise added two components, longer passing and finishing on goal. Starting locations were given out by the numbers (see diagrams). Each group went in rapid succession, alternating sides (only one side is shown in the diagrams for the sake of clarity).

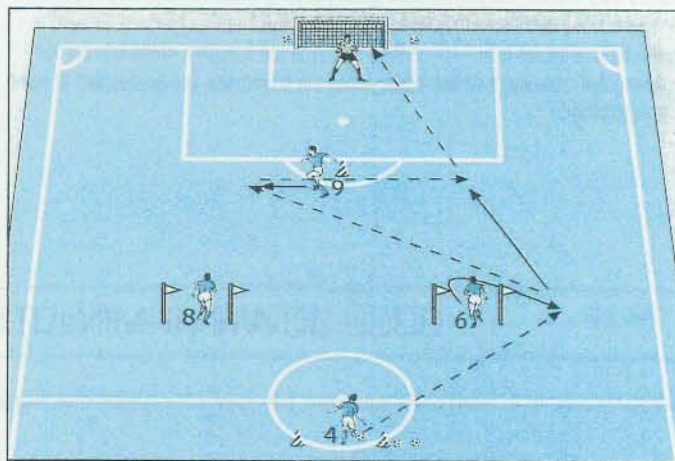
### 1 Variation (5 minutes)

#### FOCUS ON

• Player 9 works continuously (switching every two or three minutes), the other players rotate through the starting spots 4, 6, 4, 8, 4, 6 and so on. The coach used these numbers to organize the activity since they correspond to positions in their playing formation. The exercise alternated sides and again repetitions were following one right after the other. Player 9 was running from side to side, as if pulling away from his marker in a match. Pass 2 was a chip.

#### COACHING POINTS

• The distances indicated were for 10-year-olds. Obviously, distances should be adjusted for age and ability of players (see similar exercise in Infantil A training below). As with the First Exercise, there is emphasis on technique and repetitions to refine it. Players 6 and 8 check in and then out.



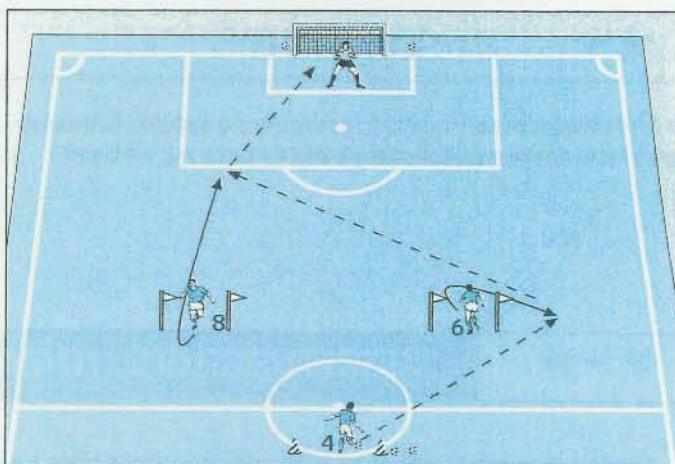
### 2 Variation (10 minutes)

#### FOCUS ON

• Play on one side at a time, five minutes each. Players rotate through the three positions. Pass 2 is a chip. Player who is shooting checks back to Player 4, then runs forward. The shooter has two touches, one to control and one to shoot.

#### COACHING POINTS

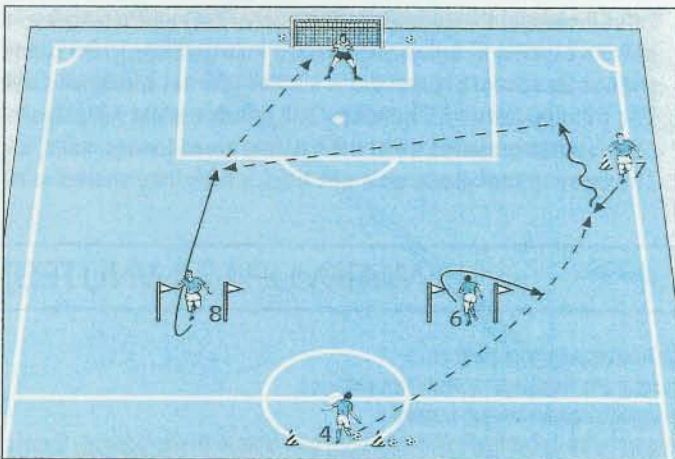
• As above.



### 3 Variation (10 minutes)

#### COACHING POINTS

• As above, the player who shoots also checks to 4 and then goes forward. The other midfielder (number 6 in diagram 9) checks in, then out calling for the ball, but then lets it run past him to the winger (number 7 in the diagram) who has checked back. The winger must receive the ball sideways on with his front foot, carry the ball down and then cross.





## YOUTH DEVELOPMENT



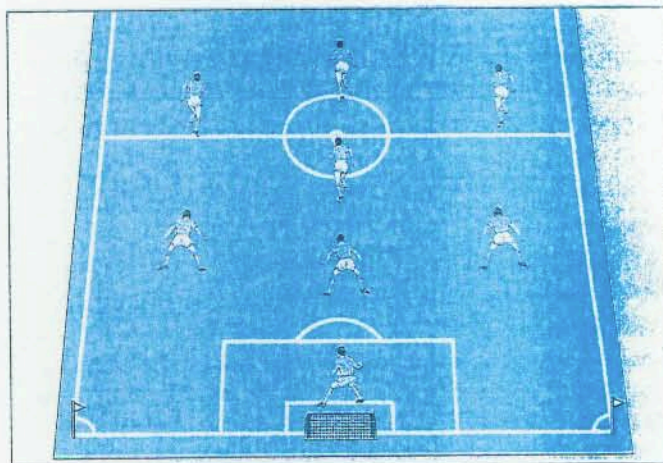
### SCRIMMAGE (10 MINUTES)



#### System of play

##### FOCUS ON

• The final activity of training was a game 8v8 with one player who always played on the team with the ball (a "joker"). There were full-sized goals and the field was 60 meters x 35 meters. The players were given positions which corresponded to positions in their match playing system (see figure 14) and the "free" player was allowed to roam. He was indeed their "10" in their match on the Saturday. There was encouragement and comment by the coaches during the scrimmage, but no stopping to point out possibilities.



### COOL DOWN (4 MINUTES)

• After the boys ran to collect all the equipment, they spent a few minutes stretching and went home.



### SUMMARY

• This training session was interesting for its simplicity of organization, for exercises which had an element of decision-making, and for the clear way in which what

occurred was geared toward the system of play the team uses.



### SOCCER SCHOOL TRAINING (6- TO 8-YEAR OLDS)

Another common element of the training in the Fútbol Base at FC Barcelona was the regular element of conditioning and co-ordination training as part of the regular training session. The Soccer School players were 6 to 8 years old, and even they have this element in their training. The Soccer School training was also impressive because it was so well organized and managed. The players hustled to follow the coach's instructions. There is one exercise from a training session of the Cadetes to show how what the soccer school players did is similar to what the older players do.

The training lasted 55 minutes. The coach walked his players to the field from the changing room and back again after training. The coaches prepared all of the training areas (cones, balls, etc.) before the players arrived. There were 12 players and one coach. The training took place on a dirt field, which they shared with two other Soccer School teams.



### WARM UP (7 MINUTES)

• 20 yards, with easy jog back:  
running with high knees, heels to rear end, etc.  
skipping, sideways running, karaoke  
players paired up and held both hands facing each other to do skip sideways, karaoke

they held one hand and faced the same way for more skipping variations  
Stretching



# Combination Play

By Aiden Boxall, Millwall Lionesses, Women's Premier League

## Warmup (Diagram 1)

### ORGANIZATION

- Players in groups of three in an area 25 x 30 yards.
- One ball for each group.
- Each group in a different colored shirt.
- Players pass and move, dribble or do takeovers in their area.

### COACHING POINTS

- Focus on movement on and off the ball.
- There must be communication between players.
- Demand quick passing.
- Emphasize possession—when and where to pass.
- Players can work on key words to communicate – e.g., "switch," "1-2"
- Vary the distance and type of pass.

## Activity 2 (Diagram 2)

### ORGANIZATION

- Same area as above.
- Players in groups of three with one player from each team in the zone.
- Play a possession game—red and white against blue.
- Players must stay in their zones and play through the zone to a teammate.
- Rotate the defending team.

### COACHING POINTS

- Look at the movement and support in each zone.
- Focus on passing and support angles.
- Look at the type of passes—long, short, on the ground, in the air, etc.
- Decide when to play one-touch, two-touch, etc.
- Move to support while the ball is in the air.

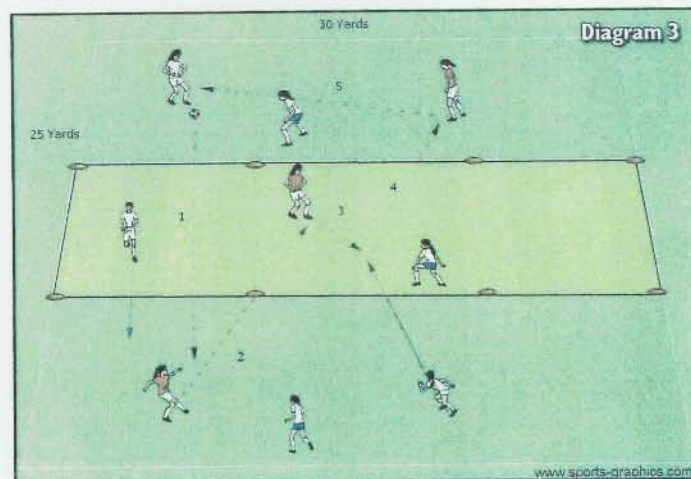
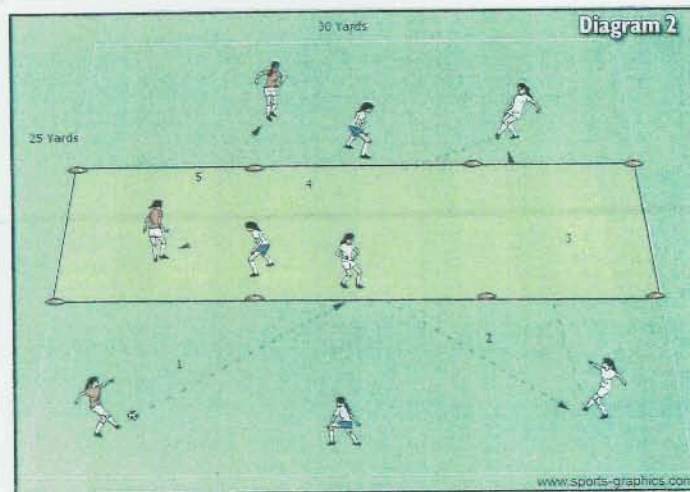
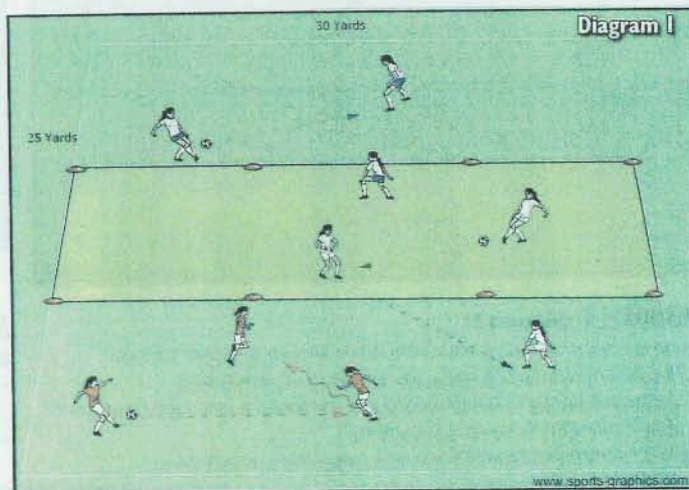
## Activity 3 (Diagram 3)

### ORGANIZATION

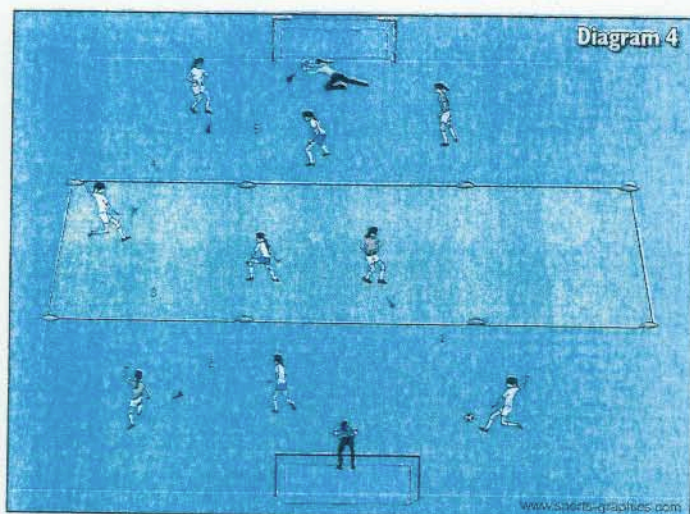
- The set up is the same as above.
- Red and white play against the blues.
- Red and white can now switch zones, but must have one red and one white in each zone.
- The ball has to be worked through all three zones and then played directly from end to end with the support coming from the middle zone.
- Rotate the defending team.

### COACHING POINTS

- Focus on ball movement and movement into support positions.
- Players must be aware of what is happening around them.
- Quick movement on and off the ball when players switch zone.

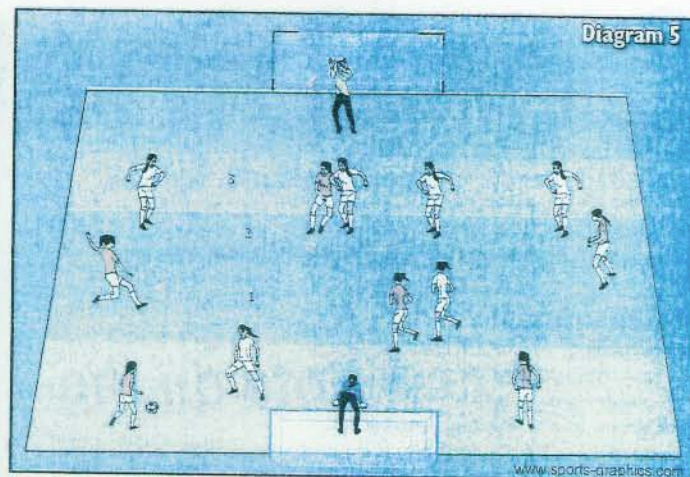






#### Activity 4 (Diagram 4)

- Same set up as above with two goals and two keepers added.
- Red and white attack both goals with blue defending.
- The attacking team looks to combine for shot on goal (see Diagram 4).
- Quick movement on and off the ball.
- Players must be aware of what is happening around them.
- Quality of the finish.



#### Activity 5 (Diagram 5)

##### ORGANIZATION

- Two teams – red against white in an area of 54 x 44 yards – or about three penalty areas.
- Play 6 v. 6 or 7 v. 7 with no restrictions.

##### COACHING POINTS

- All previous coaching points apply – this is the final exam.





# A Rhythm for Teaching Two-Player Combinations

By Tim Bradbury

## Introduction

Two-player combinations are exciting to watch and fun to learn. Taught in a progressive manner, these combinations can be a vital part of a young player's tactical growth and an equally vital stage in his or her technical development. By incorporating a ball-intense warm-up and lead-in activities, it also is possible to develop players that are comfortable both receiving the ball and playing short passes with different surfaces.

**Number of Players:** 12-18

**Equipment:** Ball each, two discs per player, and eight red and eight blue pinnies.

## WARM-UP: ACTIVITY 1 – DRIBBLING AND FOUNDATION MOVES

Players dribble freely in open area. They are encouraged to do a move and display a change of pace every three touches. Coach stands with two pinnies and explains that he will award pinnies to players putting forth the best effort. Approximately every minute coach calls out name of foundation moves – e.g., inside-outside and u-shape (described in appendix)

### Coaching point

- Evaluate technical ability of group. Stress speed of footwork with foundation moves and being able to perform them with head off the ground. Foundation moves can be defined as ways of repeatedly manipulating the ball using as many surfaces of the feet as possible, in a small space and at game speed.

## WARM-UP: ACTIVITY 2 – THE NUMBERS GAME

Players dribble freely in open area. They are encouraged to do a move and display a change of pace every three touches. When coach calls out a number, players have to arrange themselves in groups of that number.

### Coaching point

- Encourage the players to solve the problem finding a partner as quickly as possible. By finishing with the number 2, the session flows well into the passing and moving exercise that follows

## PRACTICE 1: PASSING AND MOVING INTO 1 V. 1

Players pass and move within an open area. Upon the command "shred" from the coach they go from passing and moving into 1v1 where they fight for possession of the ball. During the 1v1 segments of the practice they are encouraged to drive at each other and use their moves to get around the defender. When the coach calls freeze whoever has possession scores a point.

### Coaching points

- In the modern game players need to play effective short passes with each foot with the following surfaces – inside, outside, toe, heel, lace (10 in all)
- Encourage the players to cycle through the surfaces in order – inside of both, outside of both, toe of both, heel of both, laces of both.
- Stress that short passes need to be either played with pace or with disguise so they are not intercepted



## PRACTICE 2: GUIDED DISCOVERY TWO PLAYER COMBINATIONS

Players pass and move in open area as above. As they pass and move the coach calls out any of the following:

- Take over
- Fake over
- Give and go
- Overlap

Players are instructed that when they hear the combination they should attempt to perform it.

### Coaching points

- Analyze the technical and tactical level of the players.
- Provide additional technical information as required.
- Encourage the players to recognize that the game has a rhythm and that part of learning to read the game involves not forcing things when they are not available. This simple exercise can be a good starting point to get players to be patient and to keep the ball moving until the moment arises.

## PRACTICE 3: 2 V. 1 WITH DIRECTION

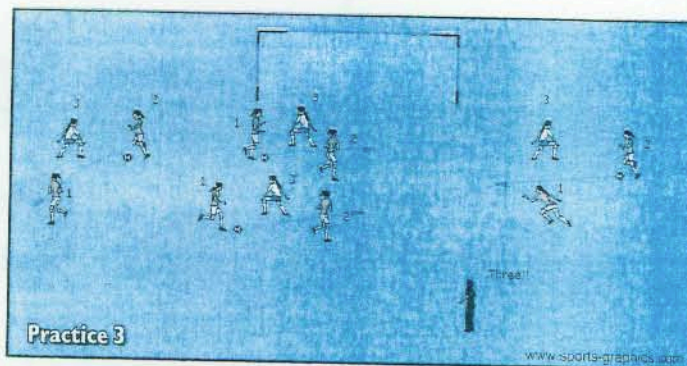
Arrange the players in groups of three, and have them assign each player a number (1, 2 or 3). Each group passes and moves in an open



area until the coach calls out a number. When a number is called and one player becomes a defender, the two players in possession of the ball have to move the ball toward one of the "goal lines." The two players score by placing the ball alternately on one line and then the other. (Use the edges of the penalty area as the two lines). This continues until the two players are successful, the coach shouts rest or the defender wins possession of the ball. If either occurs, the players resume passing and moving as a three. Use the restriction that the attackers cannot score until they have performed a two-player combination.

#### **PRACTICE 4: 2 V. 2 LADDER**

Arrange the players into teams of two and set out as shown below. Teams can score only after performing any two-player combination



#### **Small-sided game: Four goals**

Arrange the players and field as shown below. Restrictions used are as follows:

- When your team is defending you must have two goalkeepers that have to stay on their line.
- No goal can be scored unless a two-player combination has been executed.

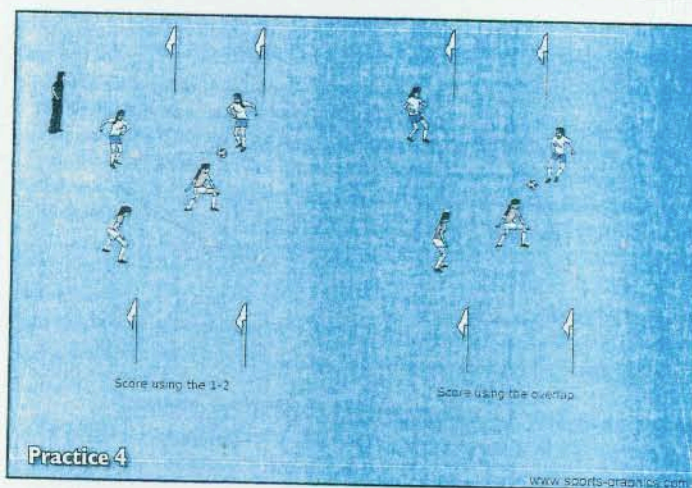
#### **Small-sided game: Play 6 v. 6 with no restrictions**

#### **APPENDIX**

Foundation moves can be defined as ways of repeatedly manipulating the ball using as many surfaces of the feet as possible, in a small space and at game speed.

#### **Foundation Move: Inside-Outside**

- Place the ball on the outside of the stronger foot.
- Pass the ball a short distance using the outside of the stronger foot away from the body (in a sideward direction).
- Using the inside of the same foot, pass the ball sideward back toward the body.
- By quickly moving the feet, now pass the ball with the outside of the weaker foot so it continues in the same direction.
- By quickly moving the feet, pass the ball with the inside of the weak foot back toward the body, and start the sequence again.



#### **Foundation Move: U-Shape**

- Place the ball under the sole of the stronger foot.
- Drag the ball a short distance back toward the body and past the standing foot.
- As the ball passes the standing foot, use the inside of the stronger foot to push the ball across and behind the body.
- By quickly moving the feet, push the ball forward using the laces of what was the standing foot.
- At the moment where the leg is fully extended, use the sole of the same foot to stop the ball.
- Begin sequence again.





# WHY PLAY FOUR-A-SIDE?

*Coaches and players gain from a more game-like situation*

By Alan Maher

It is assumed that training with individual players followed by groups of two and three will take place before attempting four-player work. Four-player work allows the coach to develop both technique and tactics. Then, playing small games of four to a side will help in the development of all the players. A final advantage is the fact that the players can understand the relationship of one player to the other and, most importantly, the players can understand their positions on the field in relation to the ball.

Before tactics can be developed, players need to have a clear notion of where they are on the field, and why. There are three basic shapes or organizations for playing four-to-a-side.

## THE BASIC SHAPE

The basic shape looks like an upside T (see Figure 1). Player B has the ball and is called the first attacker. Players A and C support the player with the ball and are called second attackers. Player D is the long axis player, positioned up field and is called the third attacker.

Notice that players A and C are behind the ball. This is done for two reasons:

- The players behind the ball can support the player with the ball. That means that if the ball is lost, both players are in a good position to chase the opponent with the ball. The player with the ball needs at least

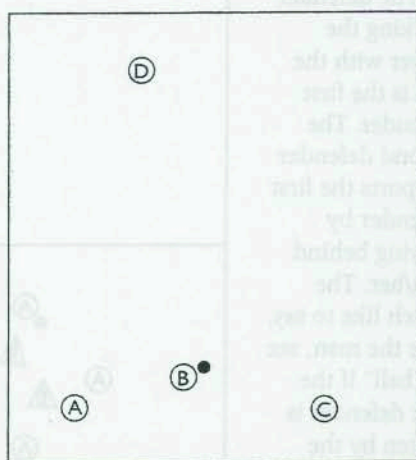


Figure 1

- one supporting teammate. Two is ideal. So there will be two in the example.
- Notice the position of players A, B and C. They are not in a straight line. Players should never be in a straight line. So the players should learn that from the beginning. Imagine that A has the ball. How can he/she pass to Player C if Player B is in the way? He can't. So no straight lines of three in any direction.

Now assume that Player B passes to Player C (see Figure 2). To give Player C support, Player B should run behind Player C and assume a

support position about 10 yards from the ball and a little behind square. Player A needs to run to support Player C on the left, 10 yards away and behind square.

Groups of four can practice passing and running to the left and right. This is hard work.

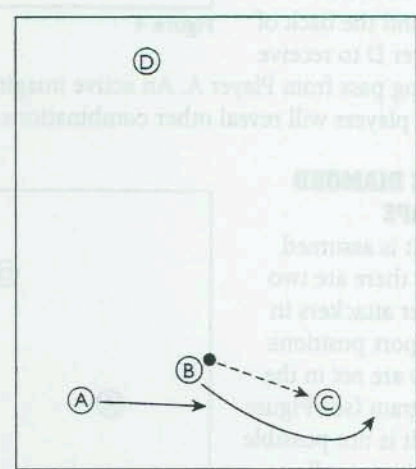


Figure 2

Now the role of the third attacker, the long axis player, becomes important. He/she should constantly move to bother the defenders and also maintain a clear passing lane between himself and the ball. If somebody gets in the middle, he/she needs to move.

Another thing that the long axis player can do is suddenly run back (see Figure 3). This means that a supporting player runs ahead to take his/her place. Assume that Player D runs in the direction of Player A. Then Player A must run ahead to take his position.

The run by Player A is a curved or bent run. This is done so that Player A can see the ball at all times. A never turns his back on the ball. Sometimes Player A can run ahead to become a second long axis player. This will upset the defense and is good to do as long as the first attacker has at least one second attacker on one side or the other. Then the two target or long axis players can switch back and forth from side to side to keep the defenders unsettled and off balance.

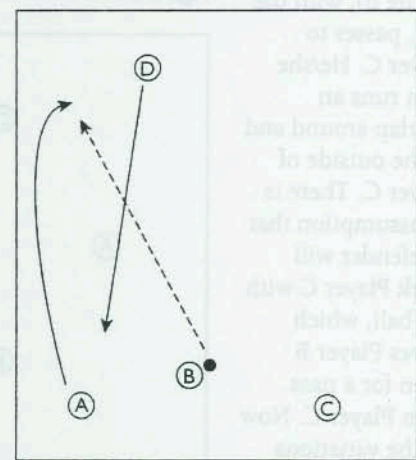


Figure 3



There are other combinations that can be used in the course of a game or training session. One other example (see Figure 4) could be Player B makes a long axis pass to Player D. Then Player D passes back to Player A. At the same time, Player C runs behind the back of Player D to receive a long pass from Player A. An active imagination of the coach and players will reveal other combinations.

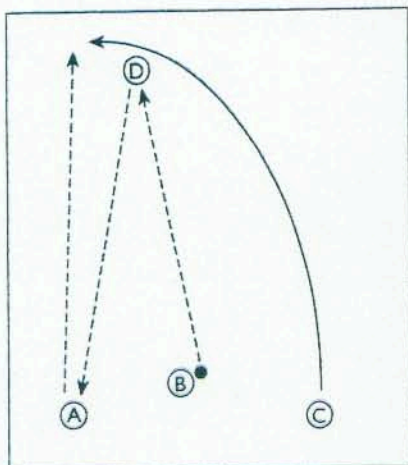


Figure 4

### THE DIAMOND SHAPE

It is assumed that there are two other attackers in support positions who are *not* in the diagram (see Figure 5). It is not possible to diagram all variations. Look at the diagram and visualize what is happening. It will work. Player B (see Figure 6), with the ball, passes to Player C. He/she then runs an overlap around and to the outside of Player C. There is an assumption that a defender will mark Player C with the ball, which leaves Player B open for a pass from Player C. Now all the variations come into the picture. Here are some options: Player B passes to Player D who can pass on to Player A coming in from the other side (the weak side.) Player C can pass on to Player D who can pass to Player A on the weak side or Player B running the overlap.

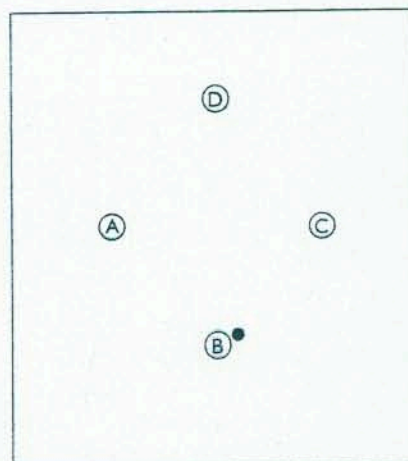


Figure 5

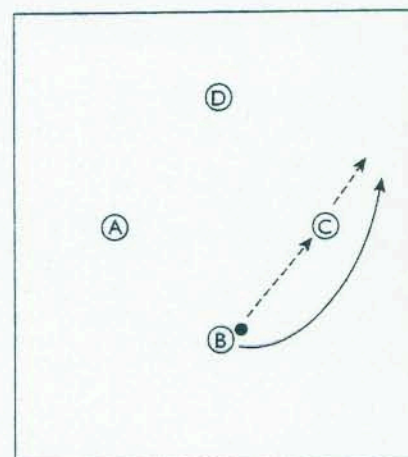


Figure 6

- Player A can pinch in to the right, take a square pass from Player C and pass on to Player B running the overlap.
- With a little thought other combinations can be worked out.

### THE BOX SHAPE

Assume that Player B has the ball (see Figure 7). Also assume that there are support players (number two attackers) on both sides of the ball. What options can be created from this shape?

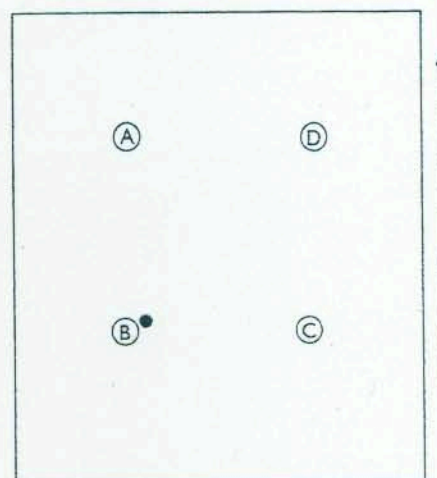


Figure 7

- Player B passes to Player A, then Player B runs an overlap. This has been illustrated before. Player A gives the ball to Player B.
- Player B passes to Player A and Player A square passes to Player D, who passes to Player B running the overlap. This combination has been illustrated before.
- Player B passes to Player A, who square passes to Player D. Now Player D back passes to Player C, giving him/her three targets. He/She can now pass to Player B running the overlap. Player C can pass to Player A, who is behind the overlap run.
- Finally, Player C can pass back to Player D, who has some interesting options.

Once these three shapes have been reviewed with some of the options, the players are ready for opposition. It is now time to review the positions of the defenders.

The defender marking the player with the ball is the first defender. The second defender supports the first defender by playing behind him/her. The Dutch like to say, "See the man, see the ball" If the first defender is beaten by the attacker with the ball, the second defender is there to slow or stop the progress of the attack. The third defender plays further away from the ball, giving balance to the defense. He/She watches the long axis player to prevent long passes up the field. This is what is called balance in the defense.

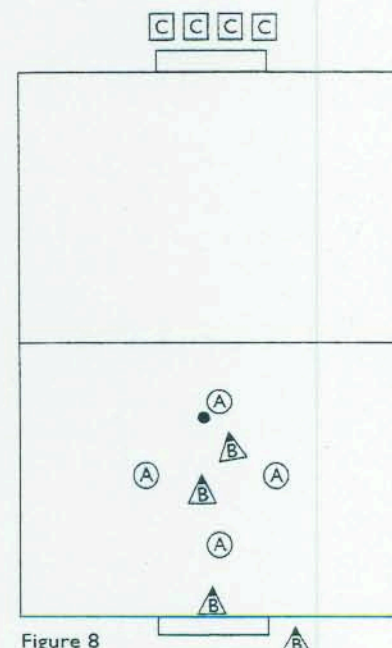


Figure 8





# Dribbling: A Crucial Component



*Developing the technique into an important attacking skill*

*Dribbling: A vital technique for young players to develop, a crucial component of any team's attack, and a technique that is worthy of a specific training session. Most coaches would agree that that inclusive statement accurately describes the technique of dribbling. How to transfer technique into skill is the crucial coaching question. What follows is a compilation of thoughts by NSCAA Academy coaches on that subject.*

By Matt Robinson

With an effective training session, a coach can make a difference with the individual players as well as the team. Through training, the player can improve his or her individual skills and improve his or her tactical decision-making skills. As these physical and mental skills develop, the team will evolve into a more dangerous and intelligent attacking force.

This article will offer a logical progression of a training session devoted to dribbling. Ideas offered by members of the NSCAA National Coaching Staff are incorporated in the article, and the training session follows the progression that is emphasized in the NSCAA Coaching Academies. The training session focuses on the three types of dribbling—possession, speed and attacking—and will evolve from the warmup to fundamental stage, then to the tactical stage, to match-related conditions and finally to match-condition stage.

Although this particular training session incorporates the three types of dribbling into one session, coach Jeff Vennell notes that each individual type of dribbling can be the object of a train-

## First of a series

With this issue, *Soccer Journal* begins a series of articles that describe how the various techniques of soccer are taught by members of the NSCAA Academy staff. Matt Robinson has compiled the thoughts of various coaches and it is hoped that they will prove to be of value to NSCAA member coaches.

ing session. If a coach senses the need to make the session specific to a type of dribble, he should be comfortable in doing so.

## Warmup

**Organization:** Designate an appropriate area on the field. The size of the space may range from the field's center circle to the penalty area to a half field. The size depends on the number of players and their skill level. The better the skill the smaller the space. (See Diagram 1)

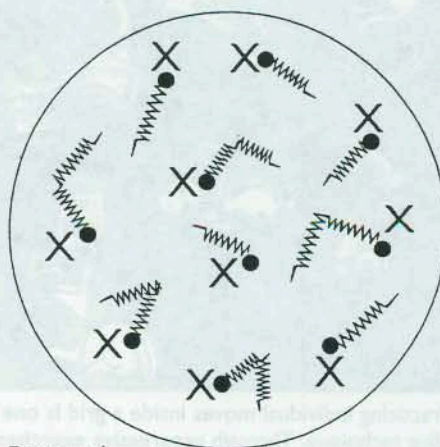


Diagram 1

In executing the warmup, the players dribble about the area following the commands of the coach. The commands may consist of dribbling with various surfaces of the feet, dribbling for tight control, to individual offensive moves, to changing direction with speed. If a coach or team is familiar with particular moves, (i.e. Coerver moves) they can be demonstrated and practiced during this time. It might be a good idea to have players individually demonstrate such maneuvers or individual moves you have noted they excel in. In this way you help in the development of their self-confidence and the honing of their leadership skills.

The intensity of the work should increase throughout the duration of the warmup, and even though it is a warmup, the coach should stress the importance of proper feinting, and the explosion after the feint is executed. Also vision is being worked upon as the players must keep their heads up to avoid collisions with other players and to find open space.

This warmup is economical in nature in that it is a mild cardiovascular workout while the player is becoming acclimated to the major emphasis of the training session.

## Fundamental/tactical training

The training session focuses on shielding, speed dribbling, and attacking with the dribble. With each type of dribbling, the coach can utilize a fundamental stage where there is no pressure, and gradually introduce pressure to make the exercise more tactical in nature.



## SHIELDING

Organization: 10x10-yard grid with four players to a grid.

To begin this part of the session, player A plays the ball to player B. B shields the ball from player C for five seconds. C then receives a ball from player D and then will shield from player B. The defensive pressure should intensify each time, but the defender should not steal the ball. This restriction is imposed in order to give players a chance to be successful in perfecting their shielding skill. The players in the middle will switch after five trials each. (See Diagram 2)

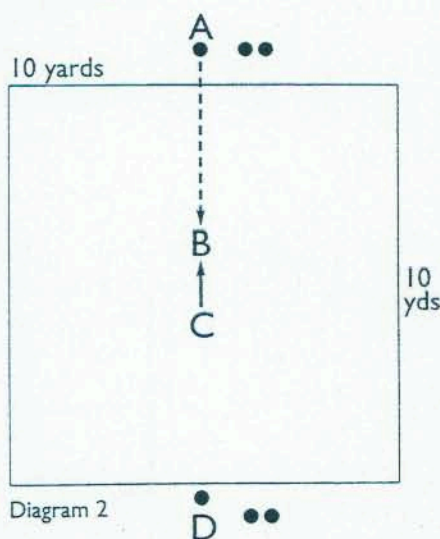


Diagram 2

More pressure is added at the next stage. Players should match up for a one-minute game of keepaway in the grid. There are no goals, for the focus of the drill is possession by shielding. By rotating players through this several times, the coach can increase the intensity of the defender each time. At first the defender may be restricted from stealing the ball, but the intensity should be increased to the point it is an all-out game of keepaway. The players on the side have balls that can be put into play, so that the players in the middle work the whole minute. When the minute is up, two players from the side rotate into the grid for their minute's practice. Perhaps of importance is the matchups in the grids. By carefully selecting which players are opposing each other, the coach can assure that equal 1 v. 1 competitions are taking place in each work area. (See Diagram 3)

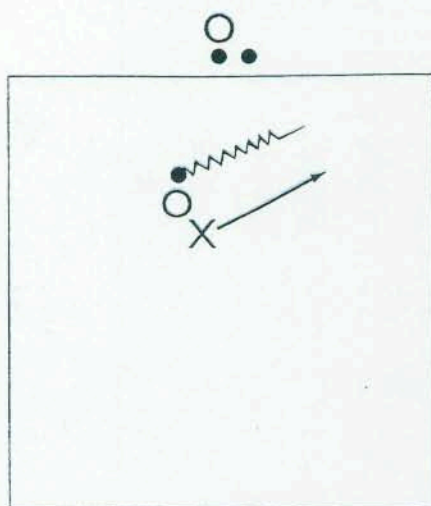


Diagram 3

The coach can use this part of the session to cover the major teaching points regarding shielding. These important fundamentals include keeping the body between the ball and the defender, playing the ball with the farthest foot from the defender, keeping the body at a right angle to the defender so that the player does not have his back completely to opportunities in front of him, legally using the arm to make space, and moving either laterally or away from the defender. The object is to keep possession as long as possible, and wait for the defender to make the mistake of overcommitting. If this occurs, the player can move to an open space and resume the shielding.

Along with the technical training, players also will develop a tactical awareness of when to move to open space with the ball. All field players should participate in this training for players in every position are placed in the situation of shielding. Finally, the one-minute grid work is very economical in that it is great fitness training for the players.

## SPEED DRIBBLING

Organization: 45x90-yard area, two large goals. Players in lines at the end of the area. Coaches may want to shorten the length for younger players. (See Diagram 4)

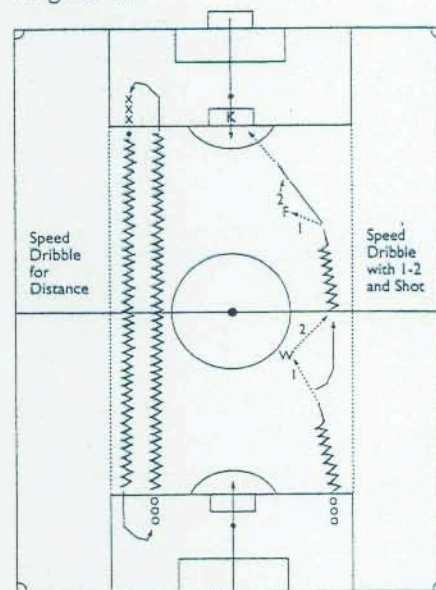
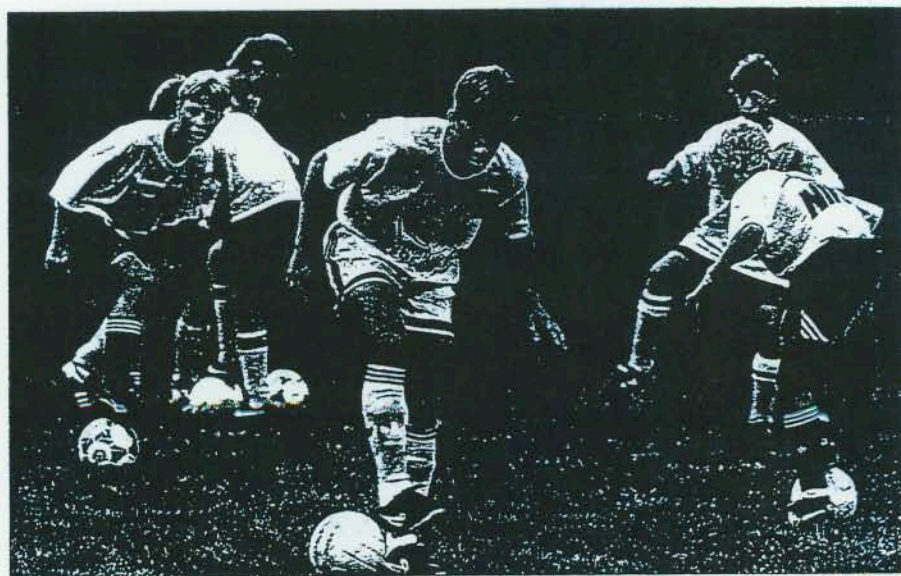


Diagram 4-5



Practicing individual moves inside a grid is one way for young players to perfect their dribbling technique. Through progressive exercises, including the introduction of an opponent, players will become more skillful at dribbling. (photo by Tony Quinn)



The players will speed dribble the length of the area. Emphasis should be placed on the player keeping the toe pointed down, using the instep, or

to strike the ball; playing the ball low on the first touch and increasing the number of touches on the ball and keeping the ball closer to the body as the player gets close to goal or to an opponent. The speed dribble then can be incorporated with shooting, executing a wall pass, and then a crossing the ball. (See Diagram 5)

A defender then will be introduced. At first the defender will be passive. This will enable the attacking player to focus on keeping the ball closer to the body and increasing the number of touches as the defender and attacker are about to meet. It is effective to have the defender move towards the attacker to make the situation more game like.

Rarely in a game does an attacking player dribble toward a stationary defender.

After a few repetitions, the restrictions are taken off the defender and the attacker must attack with the speed dribble and work to get past the defend-

The coach should encourage the attacker to look for the opportunity to pass the ball behind the defender and explode past the defender to get to ball first in the open space. Once in that space, the attacker should cut off any opportunity for a recovery run by the defender by cutting in front of the defender. If the defender wins the ball, he or she attacks to the opposite end line. (See Diagram 6)

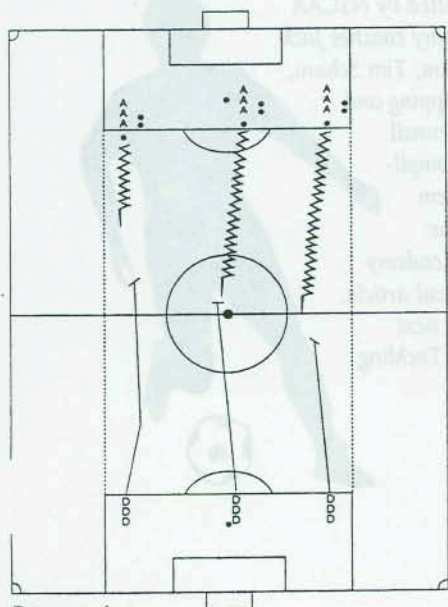


Diagram 6

This is excellent functional training for outside backs and midfielders who must attack the flanks regularly, and an excellent conditioner for all field players as they work on this segment of dribbling.

### ATTACKING WITH THE BALL

Organization: 20x30-yard grid, four players to a grid.

Attacking with the ball is the opportunity for the player to utilize offensive moves he or she has developed. In this exercise, the attacking player will receive the ball from the defender at the other end of the grid and look to attack to the opposing end line. After each exchange, the roles of the player in the grid are reversed. (See Diagram 7)

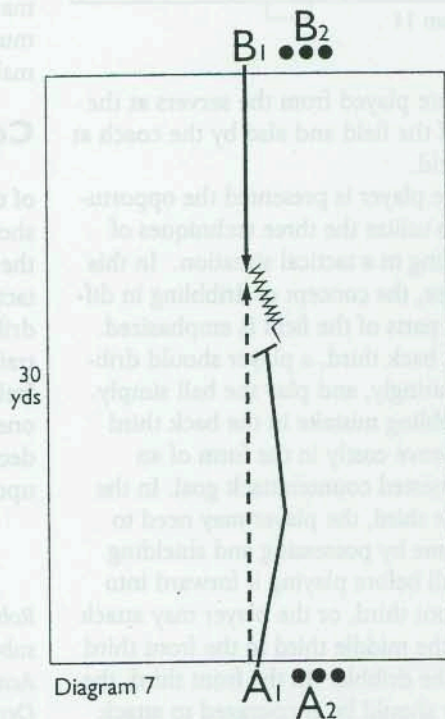


Diagram 7

Again, the intensity of the defense will move from passive to full as more repetitions are completed.

The two players outside the grid can retrieve balls, and will be rotated in by the coach. After rotating players, the exercise progresses to the dribbler attacking toward a small goal and if the defender wins the ball, he/she attacks the end line. (See Diagram 8) Finally two goals are set up and both players will attack the small goals. Again two players with balls can insure that the drill continues for the duration of time selected by the coach. Coaches need to

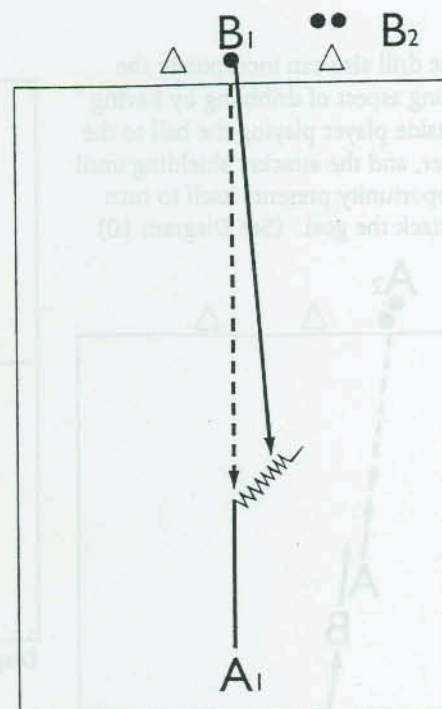


Diagram 8

remember that dribbling is largely an anaerobic exercise and to ensure quality the right dosage of time needs to be determined (i.e., a minute for high school players, more for mature players, less for youth players. This will assure that a quality effort is given each time. (See Diagram 9)

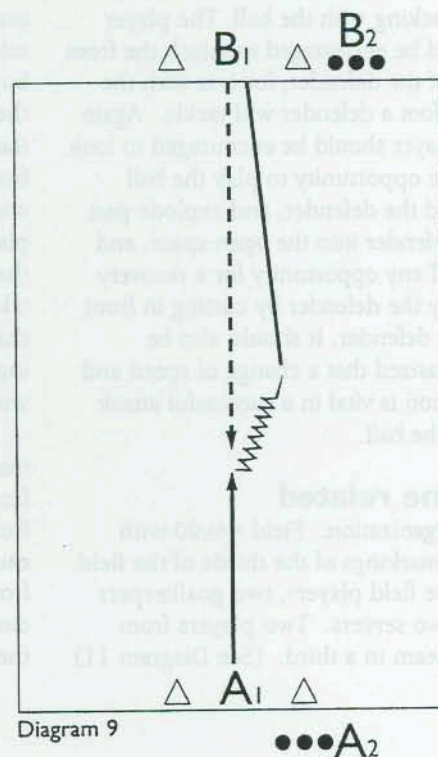


Diagram 9



The drill also can incorporate the shielding aspect of dribbling by having an outside player playing the ball to the attacker, and the attacker shielding until the opportunity presents itself to turn and attack the goal. (See Diagram 10)

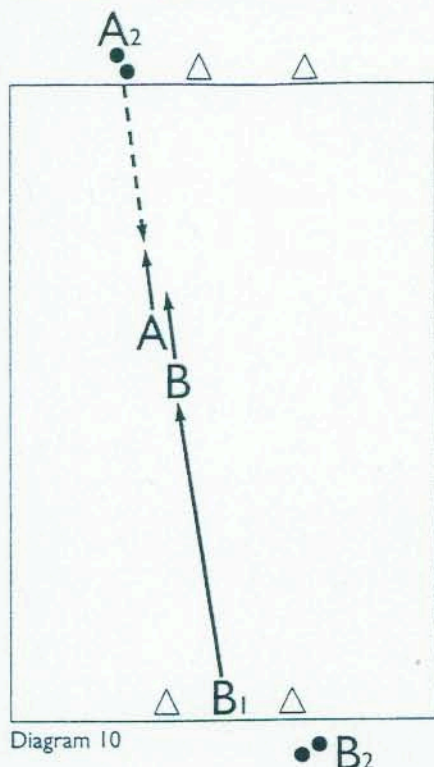


Diagram 10

This exercise offers opportunity for a coach to emphasize the technical skills of attacking with the ball. The player should be encouraged to attack the front foot of the defender, for it is with the back foot a defender will tackle. Again the player should be encouraged to look for the opportunity to play the ball behind the defender, and explode past the defender into the open space, and cut off any opportunity for a recovery run by the defender by cutting in front of the defender. It should also be emphasized that a change of speed and direction is vital in a successful attack with the ball.

### Game related

Organization: Field 44x90 with clear markings of the thirds of the field. Twelve field players, two goalkeepers and two servers. Two players from each team in a third. (See Diagram 11)

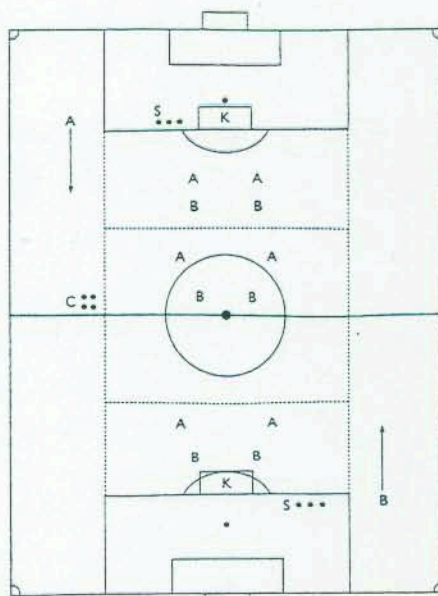


Diagram 11

Balls are played from the servers at the end of the field and also by the coach at midfield.

The player is presented the opportunity to utilize the three techniques of dribbling in a tactical situation. In this exercise, the concept of dribbling in different parts of the field is emphasized. In the back third, a player should dribble sparingly, and play the ball simply. A dribbling mistake in the back third may prove costly in the form of an uncontested counterattack goal. In the middle third, the player may need to buy time by possessing and shielding the ball before playing it forward into the front third, or the player may attack from the middle third to the front third with the dribble. In the front third, the player should be encouraged to attack the defender with the dribble and to take chances. A coach may insert a rule that states the front player, once receiving the ball, must attack the defender with the dribble.

In short, the tactical decisions being made by the back players are much different than those being made by the front players. The back players must be cautious if they must dribble, while the front players should be encouraged to be daring and creative in order to enhance the number of opportunities to score.

The progression of the exercise entails the players at first being restricted to their respective thirds. The ball may only move through the thirds by a pass. The coach then lifts the restriction and players are permitted to move into other thirds to support, or they may make penetrating attacks with the ball into other thirds.

### Game condition

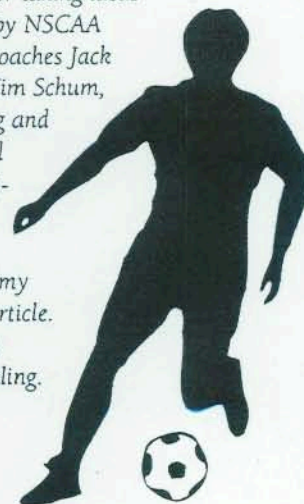
Organization: The same field size as game-related stage, but eliminate the thirds of the field markings.

In the game condition stage, the coach lifts the restrictions from the game-related stage. The servers from the end become sweepers. Even though the markers of the thirds are gone, players must realize which third they are in and make the proper tactical decision.

### Conclusion

Dribbling, without question, is one of the vital skills of the game. Coaches should devote time to the skill so that the players are proficient technically and tactically in the skill. As stated earlier, dribbling itself is worthy of a specific training session, and a coach may even feel compelled to focus specifically on one aspect of dribbling if needed. This decision should, as always, be based upon the needs of a particular team. ⚽

*Editor's note: We are indebted to Matt Robinson for taking ideas submitted by NSCAA Academy coaches Jack Detchon, Tim Schum, Jeff Tipping and Jeff Vennell and compiling them into the first Academy technical article. In the next issue: Tackling.*





## GOALKEEPER TRAINING IN DEPTH

Drills imported from Europe were the first to focus on goalkeeper

By Joseph J. Morrone

The following goalkeeper drills were observed over an eight-week period during the summer of 1966 in Poland while we participated in a U.S. Government exchange program. They were observed at a two-week camp of the Polish National Team, a two-week camp of the Polish Junior National Team and a two-week school for coaches.

### Training without the ball

1. Jogging in different directions with changes of speed.



2. Situps; backups.



3. Hopping (1-2 feet).



4. Lifting backwards from a kneeling position.



5. Cartwheel.



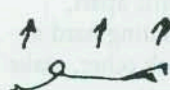
6. Forward roll with help. Backward roll with help.



7. Crawling on all 4's, then diving.

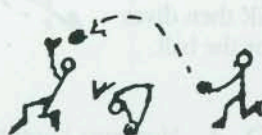


8. Lying down in different positions and getting up quickly.



### Training with ball

9. Throw ball up, touch toes (1x, 2x, etc.), catch. Ball up, forward roll, catch.



10. Throw ball between legs over head from behind, turn, catch.



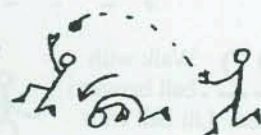
11. Drop ball, count, catch, bring it to chest quickly.



12. Throw ball from behind over shoulder, catch in front.



13. Throw ball up high, do a forward roll, get up, catch.



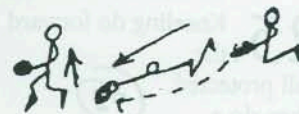
14. Throw ball up, jump over an obstacle, catch. Turn when going over the obstacle.



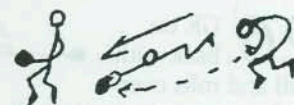
15. Throw ball against wall, jump, catch. Throw, turn, jump, catch.



16. Throw ball from kneeling position, dive on ball, get up quickly protecting it.



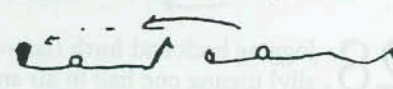
17. Bounce ball from crouched position, dive on ball, get up quickly, protecting it.



18. Do cartwheel, dive back in opposite direction to punch ball in air.



19. Lying down, roll ball, lunge forward on it, then protect it.





20. Ball rolled between legs, turn quickly, dive on ball. Ball can be thrown on one side or the other as well.



21. Crawl, roll ball, dive on it.



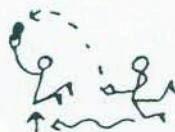
22. Walk with ball between knees. Lift ball with knees and keep it up with juggle.



23. Roll ball on ground around both feet. Also keep in air around legs and around the waist. Do in both directions.



24. Run, throw ball up, jump for it.



25. Kneeling do forward roll with the ball protected. Then do a back roll.



26. GK on back with ball and rolls over and over, protecting the ball.

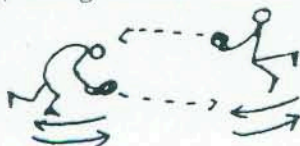


### Dual training with ball

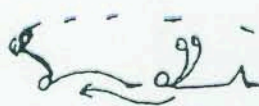
27. Jogging back and forth (laterally also), tossing one ball back and forth.



28. Jogging back and forth (laterally also) tossing one ball in air and rolling one ball on the ground.



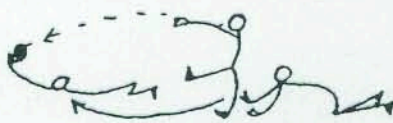
29. Lying on back ball thrown over head. GK pushes back and up with heels, catches. Throw balls from sides also.



30. Both back-to-back passing around the waist, legs, on ground, over head.



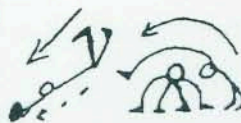
31. GK crawls between legs and dives for tossed ball.



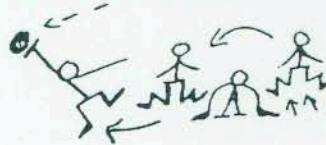
32. GK's five yards apart, punting hard at each other, make saves.



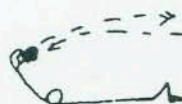
33. Forward roll-over, kneeling GK then dives for the ball.



34. Hop over kneeling GK, then punch thrown ball away.



35. Lying on back, ball is thrown over GK's head. GK reaches, catches, and throws back.



36. Hop over kneeling GK, then dive back to the save side for a tap-away.



37. GK, with back to ball, turns quickly to "save" ball thrown towards different body areas.



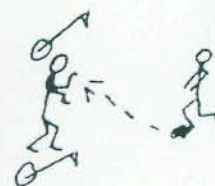
38. GK's are very close to each other tossing ball back and forth.



39. 1 v. 1 situation, GK without the ball tries to take ball from dribbler.

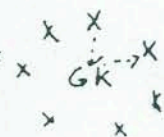


40. Game with one narrow goal, 1 v. 1, score can be made from either side of goal.

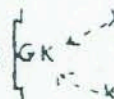


### Other drills

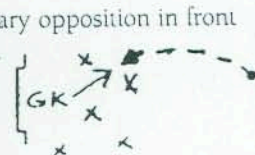
41. Circle with the GK in the middle stopping shots from all directions.



42. Rapid fire shooting drill.



43. Stationary opposition in front of goal. GK goes out to make saves.



Editor's note: Joe Morrone was an early innovator in U.S. soccer. Among his tactical maneuvers was "stalling the ball." Late in the game he had his team take the ball to the corner flag and look for a foul or a corner kick to materialize. The tactic was used in the 2002 World Cup by various teams. Morrone was enshrined in the NSCAA Hall of Fame in August.



Joseph Morrone