



TENNESSEE STATE SOCCER ASSOCIATION

2500 Executive Park Drive - Cleveland, Tennessee 37312 - (423)559-1150 Fax:(423)476-9993 (800)FOR-TSSA www.tnsoccer.org

State Coaching Program

Coaching Manual

Youth Module I



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Tennessee Soccer State Youth Module I U6--U8 Players

- I. Introduction and Orientation (.25 hour, classroom)
- II. Philosophy and methodology of coaching U6 – U8 players (.50 hour, classroom)
- III. Prevention and Care of soccer injuries Video: "Ready, Set, Play!" (.50 hour, classroom)
- IV. Team Administration and Risk Management (.50 hour, classroom) Handout: Modified Laws brochure
- V. Field Session with candidates, showing age appropriate activities for U6—U8 players (.75 hour) Active participation by candidates will allow coaches to "feel" what the players are feeling.
- VI. Model field session with U6 players (.75 hour)
- VII. Model field session with U8 players (1 .0 hour)
- VIII. Practice coaching session with U6 or U8 players Each candidate does at least one teaching game with players. (1.0 hour)
- IX. Summary, questions and answers (.25 hour)



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Introduction

The objective of the ' *Tennessee State Youth Module I* ' is to provide the candidates with the most current and successful information on growth and development of the youth soccer player. The course takes the approach that the **GAME WITHIN EACH CHILD** is at the center of all belief, decisions and actions taken by the child, coach and organization. It is the ultimate goal of youth soccer development within the United States to unlock the game within each child to reach its full soccer potential.

This manual is designed to furnish the coach with information he/she can refer to at any point during the season. There is information on all aspects of coaching the beginning youth player. There is no testing in this course, but complete attendance and active participation is expected.

Let's have some fun! Best wishes and good luck!

-The Tennessee State Coaching School



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Philosophy of Coaching U6—U8 Players

Coaching Activities Checklist

- Is it Fun and EXCITING?
- Is the environment is SAFE?
- Are your activities DEVELOPMENTALLY APPROPRIATE? Most of your activities at this age need to be individually focused
- Is creativity and decision making involved?
- Are **all** the players involved?
 - Are there implications to the game?

General Considerations

- Activity vs. Explanations- create clear and simple pictures
- Length and flow of sessions- finding the proper balance between boredom and over-difficulty.
- Individual attention- find ways to "touch each player"
- Keeping control- Use simple, fun activities. Voice projection and mannerisms to keep attention.
- You are only limited by your imagination.
- **Patience, Patience, Patience**

Characteristics of Coaching U6 – U8

The differences in psychological development at these ages can be very significant. It is important that we are aware of these differences and prepared to deal with these differences as they relate to creating a positive, fun soccer environment. Here are a few definitions that will help:

- **Psychomotor Development-** is the process of acquiring physical skills as related to mental ability to recognize cues and respond with the appropriate action.
- **Cognitive Development-** is mental development. This includes not only memorization, but also creativity and problem solving.
- **Psychosocial Development-** is the development of the sense of self in relation to others. It covers a range from individual awareness, to pairs (playmates), to small groups to large groups.

Piaget's Stages of Cognitive Development

- **Sensory-Motor Stage-** The stage ranging from infancy to becoming a young child. At this stage sensory input is the primary method of learning. The early acquisition of language and ability to walk occur in this stage.
- **Preoperational Stage-** Begins at the onset of early childhood. At this stage the difference between reality and fantasy is fuzzy. Children in this stage are naturally curious and individually oriented.
- **Concrete Operational Stage-** This is the age of rules during the preadolescent years. Rules play a significant role for youth at this age. Rules provide the basis for cooperative play with playmates.
- **Formal Operational Stage-** This is the stage of "adult" logic. At this stage the motivation for a given action is as important as the outcome of the action.



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U6-U-8 Skill Priorities

- Dribble out of trouble
- Soft first touch
- Introduce passing only to the players who can dribble out of trouble

Dribbling is the most important skill for the beginners. These players need to learn to dribble within numerous playing situations. They need to experience many levels of pressure, have the opportunity to make their own decisions, and be encouraged to be creative in those environments. Mastering dribbling is absolutely critical as it is the foundation of all skills. Dribbling prepares players for the other fundamental skill of soccer, such as receiving, passing and finishing.

How to develop better dribblers

- Begin with a fun focus on dribbling at the youngest ages.
- Foster creative opportunities for dribbling in practices and games.
- Create a proper game day environment whereas players are not afraid to dribble.
- No matter the result of dribbling, always encourage it!
- Never shout, 'Kick it!' This conditions them to the point they will not experiment with dribbling, which hinders their development as a player.

Developing Fun and Stimulating Training Sessions

I. Creating the training environment

- Attitude of the Coach (upbeat, positive, enthusiastic, and prepared)
- Attitude of the Players (excited to play -eager for next practice/game)
- Organization
 1. Brief, concise explanations
 2. One teaching point at a time
 3. Individual focused- static first with or without ball, then add movement
 4. Structure exercises for success and make adjustments to make it more challenging with success.
- Objectives
 1. Fun and excitement get the players "juiced" up
 2. Foster cooperation and teamwork
 3. Get the players to solve problems
 4. Use games that bring out an aspect of the real game

II. Building the session

- Start quickly; all players have a ball.
- Create a theme using a specific topic i.e. dribbling.
- Preparation for physical activity- includes stretching to develop flexibility.
- Mental preparation (focus and enthusiasm).
- The warm-up should include body awareness activities.
- Avoid 'drills'. No lines, lectures, or laps.

III. Body of the session-'Skill Development'



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- Skill development through fun games.
- Increased pressure of opponent, time, and space.
- Activities can include maze and target directions.
- Utilize games where everybody is active.

IV. Game (3 v. 3- 4 v. 4)

- Use incentives to emphasize focus of session.
- Allow players to play with no restrictions or interruptions.
- Encourage celebrations
- Actual pressure of an opponent, time and space

V. Closing the Session

- Stretching as necessary
- Verbally recap the session
- What did you learn?
- Did you have fun?
- Try to end on a high note!

Components of the Game Listed in order of importance for U6-U8

Psychological

- Involves all mental aspects to the game.
- The continued development of a positive attitude for all aspects of the game.
- To develop responsibility within the players towards themselves, the team and the game.
- The role of the coach at this early developmental stage within the psychological component is very important. **Our goal is to foster and develop a love for the game. Through positive reinforcement, discipline and pure, simple fun this should be accomplished.**

Technique

- Involves all skills to the game-**dribbling**, passing, receiving, finishing/shooting, heading, etc
- To develop skills progress by teaching motions with or without the ball then add movement and pressure equal to the success.
- Technique vs. Skill- Technique is the ability to perform in an athletic manner using different skills involved in the game. Skill is the ability to execute technique under match conditions.

Tactical

- Involves all players' decisions including with and without the ball.
- Tactics involves patterns of play. The progression for teaching tactics is individual, group, and team.
- Technical mastery comes before an introduction to tactics.

Fitness

- Involves all physical components to the game.
- The main focus at this level is developing agility, flexibility, and athleticism related to the game.
- There is little or no need for endurance training at this level. NO wind sprints, especially as a punishment.

Economy of Training



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A critical question to ask your self is, "How economical are my training sessions?" That is, how many of the four components of the game are included in each of your activities. Because you only have your players for a couple of hours a week it is important to maximize you time with them. It isn't uncommon to see a long line of players 25 yards from a goal each taking turns running up and striking a ball that is rolled out by the coach at goal. In this example the players are practicing a specific technique every few minutes. There is little or no concentration (psychological component), no decisions involved (tactical component), and very little physical demands (fitness component.) **AVOID LINES WHENEVER POSSIBLE!** It would be much more efficient to give the players a number (either 1 or 2) and have all players with a ball dribbling in a defined area. On the coach's command the 1's and 2's dribble and shoot into their designated goal. Now we have combined two techniques, much more fun and concentration, the players must make decisions based on the coach's command, and there is much more movement and flow to your session. The more time the individual players have with the ball at this level the sooner we will see development in all aspects of the game.

Prevention and Care of Soccer Injuries

Basic Concepts

- The first line of defense in the treatment of soccer injuries is to prevent them. A well-organized program, a proper warm-up, and adherence to the Laws of the Game accomplish this. **ALWAYS ERR ON THE SIDE OF CAUTION!**
- Proper equipment (shin guards, appropriate/tied shoes, no jewelry, appropriate uniform)
- Upkeep and monitoring of playing surface.
- Ample water supply and breaks.
- Prior knowledge of existing conditions (asthma, sprains, etc.).
- If a player is injured, inform parents and follow-up within 48 hours.
- Keep a First-Aid kit accessible.
- Have medical release forms, information forms and treatment forms signed by parents for each player.

Basic First Aid Information

- **R.I.C.E.**-Rest, Ice, Compression, Elevation
- **Strains** are the stretching of tendon or muscle fibers, recommended treatment: R.I.C.E.
- **Sprains** are the stretching of ligaments, recommended treatment: R.I.C.E.
- **Dislocations and Fractures** involve deformation or breaking of bones, recommended treatment: seek medical treatment **immediately**.
- **Cramps** are a result of an insufficient flow of blood to the muscle and can be caused by a blow to the muscle, insufficient consumption of fluids, poor diet or fatigue. Recommended treatment: massage and stretch
- **Signs of weakness, pale skin, cold and clammy skin, pupils slightly dilated, and a rapid pulse exhibit Heat Exhaustion.** Recommended treatment: remove from the game immediately, lie down in a cool or shaded area, give plenty of liquids and if improvement is minimal, should see a doctor.
- **Heat Stroke** is a life-threatening situation where the body has lost a significant amount of fluid and salt. Exhibited by high body temperature, hot to the touch, dry and flushed skin, strong rapid pulse, and player is dizzy and weak. Recommended treatment: give a cold bath (pouring ice water over body) and give plenty of cold fluids, get to medical care immediately.
- **Blisters** are often caused by poor fitting footwear; usually shoes that are too big (so the player can "grow into them") and/or wet, causing excessive rubbing against the skin. Recommended treatment: apply adhesive tape to the reddened area and do not use gauze (the sore will rub against the tape rather than the skin.)
- **Concussions** are caused by a blow to the head and are mild bruising of brain tissue. Recommended treatment: get player checked immediately by a physician.



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Rules of thumb when handling injuries

- When an accident occurs, stop all activity.
- Look for any deformity, discoloration, bleeding or shock.
- Ask questions. Have the player explain where it hurts.
- Stay calm; inspire confidence and reassurance in the injured player.
- Don't move the player if the injury looks serious.
- Seek professional help when appropriate.

Team Administration and Risk Management

Team administration includes more than just the players. The real "Team" includes the players, parents, and coaches. As the coach your role is to organize and involve the parents by giving as many of them as possible a role. They can be responsible for the team phone tree, uniforms, water, transportation, etc. It is important to have a meeting at the start of the season to assign these roles as well as to communicate a philosophy and determine all developmental goals for the season. With this accomplished the coach can concentrate on coaching.

Four ways to make the game day experience more positive

1. Avoid having the parents sitting too close to the field (within 10 yards)

This can be easily accomplished with lines or ropes. We want parents to come to games and support their children and of course, the kids want their parents there. We just need to give the kids a little more room.

Rationale: Increasing the parents distance from action will enhance the players sense of freedom and ease most of the intimidation any player might feel when the parents are right on top of them. The environment becomes less intense and the players develop a sense of independence. Kids are naturally dependent on their parents at this age. The main objective is to wean the players out of their dependency on their parents help during the games.

2. The parents should not coach the players

Parents should be encouraged to cheer for positive play for both teams and to applaud when appropriate.

Rationale: A coach should understand the skill priorities at this age and communicate that to the parents. However, parents sometimes cannot help themselves and they coach their children. Many times the parents are telling their child to do the opposite of what their actual coach is asking of them. Imagine how confusing that can be to a 6 year-old!

3. 'Kick it' or 'Boot it' should not be heard during games

Rationale: Dribbling is the top priority at this age and every time a child is encouraged to 'kick' or 'boot' the ball by a parent or a coach, they lose an opportunity to develop as a soccer player. As results are irrelevant at this age, parents must understand that the players will make mistakes when dribbling and this may even lead to giving up a goal. We are reinforcing the foundations of the game and in the long run this will develop soccer players.

4. Coaches should keep their instruction to a minimum

Soccer is the player's game. Give the players opportunities to make decisions on their own and be positive even when they make mistakes. The response to the mistake is what is important.

Rationale: Successful coaching is saying the right thing to the right player, at the right moment, in the right way!

Risk Management is a program to promote health, safety and protection of the children in the game of soccer. It is important to designate one person involved in your association to be responsible for managing risk as well as



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communicating with the state association in all matters regarding the safety of the kids. Accepting a coaching position means accepting responsibilities. Here are a few important points to remember:

- **Never** leave a player alone after training or games.
- Be certain that players depart with their parents or designated individuals.
- Avoid being left alone with players who are not your children.

Practice Activities/ Games

The following are examples of games you can use in your warm-up or within your session. Some of these games will be used in the sample training sessions.

Red Rover/Sharks and Minnows

All players start in a line at one end of the grid, while coach is in the middle. Coach calls 'Red rover, red rover, send everybody over' (everybody can be substituted for boys, girls, or shirt colors if big numbers). The coach tries to tag players, who in turn try to reach the other side of the grid safely. If they do they turn around and wait for the coach to call again. If they are tagged then they are "it" in the middle with the Coach. Can progress to having the kids each with a ball (get them to attempt to look up while dribbling!)

Red Light, Green Light

Start all kids on one sideline of a grid. The objective is to be the first to the other side. When you (the coach) call 'green light' they move as fast as they can towards the other line. When you call 'red light' they must stop keeping their ball under control. If they still move or their ball is more than 1-yard from their feet they go back to the start line!

Make it fun – if they move their face muscles (coach tries to make them laugh) they have to go back also.

Blob/Link Tag

Coach is "it"; All the players have a ball in a grid. If the coach tags someone or their ball (usually get the best dribbler first to allow the weaker kids to get more touches), that player's ball is knocked out of the grid and then the two link arms and try and get somebody else. Game continues until everyone is the "blob".

Pac-Man

One player starts with a ball in a grid (usually one of the better players). All the others start in the grid without their balls (placed just outside the grid within easy reach). On command the player with the ball has to dribble the ball under control while attempting to tag others. If he does then they also get their ball and attempt the same.

Freeze Tag

Every player starts with a ball in a grid except two taggers (in different colored bibs). After 3 seconds, the taggers are free to tag anyone with a ball. If tagged, they have to freeze with their legs apart and ball by side. They can be unfrozen by another free player dribbling their ball up to them and passing their ball through the frozen players' legs.

Swap taggers after 1 minute or if they freeze everybody!

This can also be played without the ball, just as a tag game. To be unfrozen, free players crawl through the legs of the frozen players.

Hospital Tag



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Lay out an appropriate sized grid, with a small square in the middle (the hospital). Make 2 players taggers, who have to chase others. If tagged on the shoulder for instance, the player has to hold the shoulder with one hand until they can run into the hospital to free themselves. Game gets amusing if player is tagged 2-3 times in the open!

Everybody's it!

Every player starts with a ball in a grid. On command they can hunt each other down and if they can touch their ball against somebody else's then they score a point. This teaches them to be creative, fake to get a view of someone's ball or in turn shield their own ball from attack!

Appropriate Training for U-6 Players

The following is a sample training session for U-6 Players. Each game can last 5-15 minutes. Always allow 10-15 minutes at the end of the session for "The Match".

Warm-Up: Body Awareness Activities

- **'I can do something without the ball, can you?'**—Such as skipping, jumping, twisting, etc., then kids lead. Moving to "I can do something with ball, can you?" such as tossing the ball and catching with clapping or footwork on the ball. As before, giving the lead to the kids as the challenge increases.
- **Retrieval**—This activity works best in pairs. Each pair needs one ball. The coach throws their ball and asks them to bring it back in different ways. Start with simple commands like one hand and one elbow. Then get creative, one hand and a neck, or knee, or foot, etc. Then make it more soccer specific. Bring it back in four passes, or two passes and one dribble, or two short passes and one long pass, etc.
- **Body Part Dribble**—Begin with each player with a ball in a confined area. All players dribble to keep control while avoiding touching others. While they dribble the coach calls out a body part and the player immediately stops the ball with that body part. Examples are 'right elbow,' 'chin,' 'left knee,' etc. You can also play this game like "*Simon Says*".

Main Activities: Maze and target games

- **Hospital Tag**—Begin with all players with a ball dribbling randomly in a confined area. On coaches command the players attempt to tag each other while maintaining control of the ball. Once tagged the players must hold the spot where they were tagged. If tagged on the shoulder for instance, the player has to hold the shoulder with one hand until they can run into the hospital to free themselves. Coach can be the hospital and the player must do a minimum activity (i.e. 5 ball touches) before they can rejoin the game.
- **Four-goal game with gates**—A player is assigned to each goal. They act as a gate to close or open the goal when directed by the coach. The other players play to score on any open goal.
- **Balls Galore**—Play a normal small-sided game, with the exception of playing with more than one ball. If the player always chase after one ball in a beehive fashion, give them more honey

The Match: What they came for!

- **The Match: 3v.3 or 4v.4 to goals**—The coach is the "boss of the balls" serving balls into play until they are all out of play. Players must return the balls to the coach to resume play. Try to avoid stopping the game or over-coaching.



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Appropriate Training for U-8 Players

The following is a sample training session for U-8 players. Each game can last 5-15 minutes. Always leave 10-15 minutes at the end of the session for “The Match”.

Warm Up

- **Knee Tag**—Begin with all players with a ball in a confined area. On coaches command players dribble in the area and accumulate points by tagging their teammates knee. The players must have their ball under control when they tag their teammates.
- **Marbles**—Begin with one ball per person with players in pairs. This is a passing game where players take turns trying to hit each other’s ball. The game begins with one player playing his/her ball 5-10 yards. The second player then attempts to pass his/her ball to ‘hit’ their partner’s ball. For a ‘hit,’ score one point. For a miss, the moment the passed ball moves completely pas the other ball, that player’s turn begins.
- **Math Dribble**—The players dribble randomly in a confined area and the coach calls out a math problem, i.e. 5-2. The players solve the problem by forming the appropriately sized group.

Main Activities

- **Gates**—Players dribble in a confined area. The gates can vary in size depending on skill level of your team and there should be 2 more gates than players. The players are in pairs and on coaches’ command, see how many gates they can pass through in a minute. Check scores after one minute and repeat after asking them if they can beat their first score.
- **Team Knockout**—Begin with two even numbered teams, A and B. Team A is inside the area, each wieth a ball. Team B stands anywhere along the sidelines with out a ball. On the coaches’ command, team B runs onto the field and attempts to kick all the balls off the field. Keep track of how long it takes B to knockout all of A’s balls. Reverse roles and play again. Introduce the team aspects as players’ ball is knocked out they may help their teammates to keep their ball in the area by passing to each other.
- **1 v 1 duel with six goals**—Divide players into pairs one ball. One player is the attacker, one is the defender. To score, the attacking player must dribble through any of the six goals. Once a goal has been scored, the partners rotate roles.

The Match: What they came for!

- **The Match: 3v3 or 4v4 to goals**—without goalkeepers. Are the goals large enough to increase scoring? Encourage celebrations and avoid stoppages and over coaching.

Top 10 List

Reasons for Dropping out of Soccer
(Ranked according to mean importance)
10-14 year olds, School and Non-school Soccer

Boys



1. I was no longer interested
2. It was no longer fun
3. I was tired of playing and practicing
4. Soccer conflicted with other sports I wanted to play
5. Practices and games were boring
6. My coach was a poor teacher
7. I wanted to participate in other non-sport activities
8. Coach only played his/her favorites
9. I did not like the coach
10. Too much emphasis was placed on winning

Girls

1. I was no longer interested
2. It was no longer fun
3. I wanted to participate in other non-sport activities
4. Soccer conflicted with other sports I wanted to play
5. I was tired of playing and practicing
6. Soccer required too much time
7. Practices and games were boring
8. My coach was a poor teacher
9. There was too much pressure
10. I never felt I belonged to the team

**This is why we as coaches must work on developing players!
Make it fun and developmentally oriented as opposed to results oriented!
The greatest coaching achievement is to see players get better over the season.
Don't be their last coach!**



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**Top 10 List
Changes Needed in Soccer
(Ranked according to mean importance)
To induce 10-14 year olds to play soccer again**

Boys

1. Practices were more fun
2. Coaches understood players better
3. I could play more
4. The coach understood the sport better
5. The coach was a better teacher
6. Games and practices were scheduled at different times
7. The coach didn't yell as much
8. There was less emphasis on winning
9. There were more leagues so other players were closer to my ability
10. The sport did not take so much time

Girls

1. Practices were more fun
2. Practices or games did not conflict with social life
3. Practices or games did not conflict with studies
4. The coach understood the players better
5. I could play more
6. The coach was a better teacher
7. The coach understood the sport better
8. Games and practices were scheduled at different times
9. The sport did not take so much time
10. There was less emphasis on winning

**This is why we as coaches must work on changing our attitudes
Coaches are powerful role models, and must always work to be positive!
Be a student of the game!
Watch as many games as you can and continue to attend clinics.**



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Soccer Glossary

1st Attacker: The player that has possession of the ball.

2nd Attacker: The player or players in immediate support of the 1st attacker

3rd Attacker: The player or players further away from the ball responsible for unbalancing the defense

Breakaway: The situation in a match when an attacker penetrates the defense and is 1 vs. 1 with the goalkeeper

Ball Watching: the tendency of inexperienced players to concentrate on the activity in and around the ball they overlook their responsibilities.

Blind Side: The side of play opposite of where the play is. Also known as weak side

Challenge: When a defender attempts to win the ball from an attacker

Chip: A lofted pass or shot

Coervers: a method of developing skill with the ball

Counterattack: When the defending team wins the ball and moves onto attack.

Cover: Defensive support. When the 1st defender pressures the ball, his teammates provide support from behind. This is the role of the 2nd defender(s).

Crossing: When the ball comes across the field from the sidelines (flank) toward the goal. Also known as service.

Combination Play: An attacking play where 2 or more attackers work in tandem to penetrate a defense. See: Give and go, Overlap, or takeover.

Defenders: The players that play closest to the goal they are defending. Mostly responsible for defensive, but they are attackers also.

1st Defender: The player(s) nearest to the 1st attacker responsible for winning the ball back if possible. If not, they must delay the attack and look to make the attack predictable by forcing the 1st attacker in one direction. Note: the angle and distance the 1st defender pressures the ball relates to how every other defender must play.

2nd Defender(s): The player or players that provide support or cover for the 1st defender.

3rd Defender(s): The players remaining on defense. They are responsible for balancing the defensive shape.

Depth: A principle of both attack and defense. On offense it refers to support both in advance and behind the ball. On defense it refers to having players in position behind the ball.

Direct Kick: A free kick that can be scored directly from the spot of the kick.

Dribble: A technique that allows a player to move the ball on the ground using various surfaces of both feet.



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Endlines: The lines at each end of the field.

Far Post: The goal post furthest from the ball.

Finishing: A technique that completes an attack with a goal using any legal part of the body.

First Time Ball: A ball that is played without using a receiving touch. Also known as a one-touch.

Fitness: One of the four components of the game. Relates directly to all the physical elements of the game.

Forwards: The players who play closest to the goal they are attacking.

Free Kick: A direct or indirect kick awarded to a team whose opponents have committed a foul.

Full Volley: A technique of striking a ball out of mid air.

Give and Go Pass: A simple combination play where an attacking player passes to a teammate then sprints past his defender into open space to receive a return pass. Also known as a wall pass or a one-two.

Goalkeeper: The player who plays closest to the goal his team is defending. The “keeper” is the only player on the field that can use his hands. He is only allowed to use his hands in the penalty box.

Goal Kick: A kick awarded to the defending team when the attackers advance the ball over the endline.

Goallines: The lines at each end of the field, specifically between the goalposts. Also known as endlines.

Goalside: A defensive term that refers to having players nearer to the defending goal side related to where the ball is.

Half Volley: A technique striking a ball at the moment just after it has bounced.

Indirect Kick: A free kick where another player must touch the ball before a goal is allowed.

Instep: The part of the foot where the shoes are laced.

Jockeying: A technique used by defenders to limit the movement of the attacker with the ball by forcing him to one side or the other.

Juggling: A technique used to teach ball control and develop a players “touch”. This is performed by using different surfaces of the body to keep the ball from hitting the ground.

Man-To-Man Defense: A system of defense where each players is assigned a specific opposing player to cover or mark.

Marking: Covering an opponent.

Midfielders: The players in the middle of the field who form the link between the defenders and the forwards both offensively and defensively.

Near Post: The goal post nearest to the ball.



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Off-the-Ball Movement: Movement of players who are not in possession of ball. Also known as mobility, this movement is done to unbalance the defense and creates penetration.

Offside: When an attacker is positioned on his opponents half of the field with less than two defenders between him and the endline at the moment the ball is passed.

Offside Trap: A tactic used when defenders move away from their goal to force an attacker into an offside position.

One-Touch: A technique of passing or shooting the ball without receiving it first.

Overlap: A simple combination play where a 2nd attacker runs behind then in advance of the 1st attacker to receive a pass.

Penalty Area: The 18X44 yard box in front the goal at either end of the field. This is the only area where the goalkeeper may use his hands. When a major foul is committed in the penalty area a penalty kick is awarded

Penalty Kick: When a major foul is committed in the penalty area this is awarded. The kick is taken 12 yards from the goal and every other player, besides the kicker and the goalkeeper, must be outside the penalty area when the kick is taken.

Penetration: One of the principles of attack that refers to getting players and the ball behind the defense, ultimately results in a scoring opportunity.

Psychological: One of the four components of the game. Relates directly to all the mental aspects of the game.

System of Play: Refers to the deployment of players on the field. A 4-4-2 is 4 defenders, 4 midfielders, and 2 forwards.

Shape: A term used to describe the positioning of the team either offensively or defensively.

Shielding: A technique where the 1st attacker positions his body between the ball and his defender in order to maintain possession.

Sidelines: The lines of play on each side of the field. Also known as the *touchlines* because when the ball crosses these lines the players may *touch* the ball with their hands to restart play.

Striker: The forwards who play toward the middle and final thirds of the field, usually the players with the primary responsibility for scoring.

Sweeper: A back player positioned behind the rest of the defense who's responsible for providing support, balance, and communication to the rest of the defense.

Tackling: A defensive technique of using the foot to win the ball from an attacker.

Tactics: One of the four components of the game. Relates directly to any decisions a player makes on the field with or without the ball.

Technique: One of the four components of the game. Relates directly to all skills and a players relationship to the ball.

Through Pass: A ball delivered through a seam in the defense to another attacker.



Touchlines: See sidelines

Two Touch: A technique of taking one touch to receive the ball plus another touch to pass or shoot the ball.

Volley: A technique of striking the ball, generally with the instep. See also half/full volley.

Width: One of the principles of attack that refers to having support on either side of the ball. Positive width results in a stretched defense to penetrate.

Wing: The sides of the field. Also known as the *flanks*.

Zonal Defense: A system of defense where each player is assigned a specific area of the field to defend.

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