



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 II



Member of the United States Soccer Federation
the Youth and Amateur Divisions





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Tennessee Soccer **State Youth Module II** **U10 – U12**

- I. Introduction and Orientation (.25 hour, classroom)
- II. Philosophy of Coaching U-10 through U-12 players (.50 hour, classroom)
- III. Care and Prevention of soccer injuries-video: “Ready, Set, Play!” (.50 hour, classroom)
- IV. Team Management and Risk Management (.50 hour, classroom)
- V. Field Session with candidates (.75 hour, field)
- VI. Model Field Session with U-10 Players (.75 hour, field)
- VII. Model Field Session with U-12 Players (1.0 hour, field)
- VIII. Practice Coaching with U-10 or U-12 players, Each candidate does at least one teaching game with players (1.0 hour, field)
- IX. Summary, Questions and Answers (.25 hour)



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Introduction

The objective of the *Tennessee State Youth Module II* 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 Soccer State Coaching School Staff



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Philosophy of Coaching U10 – U12 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 U10-U12 Players

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.



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- **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.

Components of the Game Listed in order of importance for U10-12

I. 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.

II. 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.**

III. 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.

IV. 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.



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Economy of Training

A critical question to ask yourself 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 your 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

I. 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.

II. 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.**



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Prevention and Care of Injuries, cont.

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.**

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.



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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 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.

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



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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).
- This is known as the 'Fundamental Stage' of teaching technique.
- No pressure of an opponent, time or space.

III. Body of the session-'Skill Development'; 1v1, 2v1, 3v2, etc.

- Utilize individual games to teach skills.
- This is known as the "Match Related" Stage of teaching technique.
- Increased pressure of an opponent, time or space.

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

- Use incentives to emphasize focus of session.
- Allow players to play with no restrictions or interruptions.
- Controlled game-Free Play.
- This is known as the "Match Condition Stage" of teaching technique.
- 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!

Training Session 1 Dribbling: 10-12 year old players

Warm-up/Fundamental – (no pressure of opponent or time) 10-20 min.

Each player with a ball dribbles through the randomly placed gates in the grid. Use the analogy of car gears. Tell the players to start in first gear, then into second gear, etc...without losing quality. On the coaches command players use right foot only, left foot only, inside/outside of the right/left foot only, and the sole of the foot. Give the players a chance to stretch in between activities.

Coaching Points: close control, head up, and good balance



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Match Related – (more movement w/pressure of an opponent and time) 20-30 min

All players except 2 have a ball. The players are dribbling in the grid for 2 minutes. The objective is to not let the players without a ball steal yours. After 2 minutes the players without a ball must sing a song. If a player dribbles out of the give they must give up their ball. Repeat several times.

Coaching Points: Change of pace and change of direction combined w/previous points.

1v.1 – 3v.3

Players play small-sided games. To score the players must dribble across the end line under control. The games can be directional (score then it's the opponents ball) or continuous (score then switch directions and scoring team keeps possession)

Coaching Points: Where and When to dribble

Match Condition – (what they came for) 10-20 min.

Even numbers playing to goals. Try not to make stoppages. No restrictions. If you want, give incentives for goals resulting from positive dribbling (i.e. a player close to the goal and in a 1v.1 situation shows a nice change of pace/direction and scores, 3pts.)

Encourage Celebrations!!!!

Training Session 2

Passing and Receiving: 10-12 year old players

Warm-up– (no pressure of opponent or time) 10-15 min.

Players are working in pairs with one ball per pair. Players pass and receive (2-touch) between the cones. With success, encourage 1-touch and a little movement. As they get further away from each other it becomes more challenging. Stretch as necessary.

Coaching Points: *Passing*-Toe-up, heel-down. Plant foot pointing in the direction of the pass. Good balance
Receiving-Toe-up, heel-down; cushion the ball in, good balance

Fundamental – (indirect pressure of an opponent and pressure of time) 10-15 min

Place several “gates” randomly inside a grid. Players are still in pairs with a ball. For 2 minutes players try to pass to each other through the gates. Players must use all the gates and may not go to the same gate twice in a row. Make it competitive by telling the players to count the number of gates they successfully pass through in the 2 minutes.

Coaching Points: Accuracy of passing and quality 1st touch in the direction of the next gate.

Match Related – (pressure of an opponent, time and space) 20-30 min

3v.1, 4v.2, 6v.4

In a grid, players play for possession with uneven numbers. Players score goals by completing a specific number of successful passes. Make the grid large at first, and then decrease the size to make more challenging.



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Coaching Points: Accurate passing, 1st touch away from pressure. Communication.

Match Condition: (actual pressure of an opponent, time, and space) 15-30 min.

3v.3 – 6v6

Play even numbers to goals. Give incentive for goals scored after successful passing. Avoid stoppages and over coaching. Let them play.

Encourage celebrations!!!!

Training Session 3 Shooting: 10-12 year old players

Warm-up – (no pressure of an opponent, time, or space) 10-15 min.

Players working in pairs with one ball per pair approximately 20 yards apart. Players work on perfecting the technique of striking a stationary ball.

Coaching Points: Good balance, ankle locked toe down, heel up striking the ball with the laces and the plant foot pointed in the direction of the partner.

Fundamental – (added pressure of space and an opponent) 10-15 min.

Players are still in pairs playing vs. another pair. With an 8 yard coned goal in between the pairs. One partner receives the ball while the other shoots the ball through the cones to the other pair. Ideally this game should flow with the players getting a lot of shots in short amount of time. The ball should not stop in this game.

Coaching Points: Head down focused on the ball, follow through and land on the kicking foot.

Match Related: (added pressure of an opponent, time, and space) 20-30 min.

Play 2v2 – 3v3 (big) goals.

With a very short field and large goals play 5 min. games. Players should get numerous opportunities to shoot and score.

Coaching Points: Shoot, shoot, shoot and celebrate goals.

Match Conditions: (realistic pressure) 20-30 min.

4v.4 – 6v6 to goals

Play even numbers to goals. Avoid stoppages and over coaching. The game is the greatest teacher of all!!!!



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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.**

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.



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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.

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.



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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”. Using different surfaces of the body to keep the ball from hitting the ground performs this.

Man-To-Man Defense: A system of defense where each player 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.

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.



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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.



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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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