

USSF "D" CLINIC

Course Outline and Notes

<http://www.nasl.com>



The coaches take a break to get water and take notes at a local USSF Coaching clinic.

Description of Course

USSF "D" Certificate

(The Consolidation of Techniques & Tactics)

Time 30-40 hours

Cost \$100-\$150

The curriculum focus is to provide a framework and understanding of practical coaching tools to improve the player's technique and to expand the tactical awareness of the players function within the team, by improving the coaches ability to create game like situations in practice that challenge and improve the individual and the team.

The successful candidate should be able to devise a training session to develop and correct technique through proper teaching progression, have an understanding of the principles of attack and defense and be able to identify technical and tactical breakdowns within the course of play and set training sessions to correct them.

Testing covers the area of methods, tactics, laws, team management and practical coaching. The candidate is required to plan and conduct a training session in the practical environment.

This course is designed for coaches who are working with U12 to U14 teams.

NOTE: This guide was compiled from several D License clinics that I attended over several years. Special thanks to the clinic instructors: Kenny White, Stuart Fitzsimmons, Lisa Howe and Jason Vitrup. These notes are no substitute for the clinic as there is no substitute for the interaction with the instructor and fellow coaches. Rather it is intended as a helpful guide for those taking the course. The real benefits of the USSF courses come from the work done on the soccer fields. Ken Gamble

THE OUTLINE

The Four Pillars of Soccer are:

1. Technique (Technical)
2. Psychological
3. Tactics (Player Decision Making)
4. Physical (Player Fitness)

Practice Progression (Coaching)

Technical

Fundamental
Match Related
Game Condition
Technical Functional
Tactical Functional

Tactical

Individual
Group
Team
- Unrestricted
- Restricted w/cones
- Add one goal
- Two goals

Physical

Endurance
Flexibility
Agility
Speed
Strength
Power

Psychological

Positive Attitude
Responsibility
Team

Order of Importance per Age Group:

U14 and below:

1. Technical
2. Psychological
3. Tactics
4. Physical

U15 and above:

1. Technical
2. Tactics
3. Physical
4. Psychological

1. TECHNICAL (TECHNIQUE)

a. Fundamental

1. No pressure
2. Work towards execution at top speed

2. Game related

1. Add pressure
2. Incrementally add pressure based upon the player level of success

3. Game (Match) Condition

1. All restrictions taken off defender
2. Does not have to be 11v11 or an even numbered exercise. Could be 6v8 or 8v8.

4. Technical Functional Training

1. Training that is specific to a position or role of a player.
2. Training takes place in the part of the field where player will be playing in a game.

5. Tactical Functional

1. The player must decide what skill is necessary based on the situation.

2. TACTICS (Player Decision)

a. Individual tactics (1v1)

1. Player with the ball versus the pressing defender
2. Impact of individual duels

2. Group tactics

1. Small groups of players both attacking and defending
2. 2v2, 3v2, 4v3, etc..
3. Groups can be players combining in certain areas - i.e. 2 strikers and a center mid
4. Teaching Group Tactics - **VERY IMPORTANT**

a. Unrestricted Space NO CONES

b. restricted space with cones NO GOALS

c. restricted with cones, add one goal with counter

d. restricted with two large goals

3. Team tactics

1. Teaching of individual and team play in the thirds of the field

2. Does not have to be 11v11. Could be 6v4 attacking from mid third and how to create a goal.

3. Use of restrictions like 1 or 2 touch passing. pass and sprint into space, short-short long (passing), man to man

4. Restart - training for individuals and team

3. Physical (FITNESS)

a. Endurance

Repetition of a continuation of effort

Having adequate supplies of energy yielding compounds in the active muscle cells to perform a task over an extended period of time.

$(220 - \text{Age}) = \text{Maximum heart rate}$

Interval Training - Examples:

Beginning of Season - 3 activity and 1 rest

As Fitness Improves - 2 activity and 1 rest

Game condition - 1 activity and 1 rest

1. Aerobic capacity

a. Ability of cardiovascular system to sustain activity for 2 x 45 minutes (Cooper Test)

b. Anaerobic capacity - ability to repeat explosive movement for 2 x 45 minutes

2. Flexibility - Range of motion of joint levers

1. Train to increase range of motion and prevent injury

2. Accepted process is static stretching

3. Agility

1. Ability to change direction with quickness and ease

4. Speed

1. Pure Speed - how fast can a player cover a given distance (without the ball). This can be improved by about 10%.

2. Technical speed - how fast can a player move his feet in relation to a soccer ball.

3. Speed of action - the perception and thought processing procedure

4. Mental speed - awareness of all factors within and around the game

5. Strength

1. Moving a resistance through a certain range

6. Power

1. The application of strength in time

4. Psychological

a. The continued development of a positive attitude for all aspects of the game

2. To develop a responsibility within the players toward themselves and the game

3. Not only individual but team

4. Discipline to implement the components of Tactics, Technique, Physical and Psychological as individuals and team.

5. ECONOMICAL TRAINING

One who understands Economical Training

The combining of as many components as possible in one exercise

6. SAID Principle
Specific
Adaptations of
Imposed
Demands

Training should be specific to the:

TECHNICAL
TACTICAL
PHYSICAL and
PSYCHOLOGICAL
demands of the positions.

These are the FOUR PILLARS OF SOCCER.

Examples of two positions using SAID principle:

1. Soccer training must replicate the game. What is done in training must be like what happens in the game.
2. To get fit to play soccer, training must be specific to the needs of soccer. If you are going to a tournament, you must be able to play up to five games in a weekend.

Role of the Coach

1. As a Facilitator

1. Set up Conditions and environment for learning
2. Players need to have fun and positive feedback.
3. Coach must be enthusiastic
4. Practice should be conducted in the spirit of enjoyment and learning.
5. Activities need to be geared toward achieving success.
6. Keep practice simple. Do not make it complex.
7. Must be FUN or you will lose their interest.
8. Do not have players standing around in long lines. Everybody with a ball. All players must be busy the entire practice.
9. Fitness should be with the ball. Running laps serves no purpose other than making the playing aerobically fit.
10. Do not over coach. Players learn from playing.

b. As a Positive Role Model

1. Demonstrates respect for team members, opponents, referees, parents, spectators, and opposing coaches. To have a responsibility to the game itself.

3. Understand who they are coaching.

1. Children mature at different levels
2. Treat each person as an individual
3. Not all participate for the same reason

U10

- Lengthened attention span
- Still in motion but not too busy
- Psychologically becoming more fun
- Boys and girls begin to develop separately
- Overall and small motor skills becoming more refined
- Prefer team type balls and equipment
- Pace Factor becoming developed (to think ahead)

U12

- Enjoys competition
- Psychological development has progressed
- Team work has improved
- Technical competency has improved
- Development of speed and strength
- Problem solving with teammates
- Self appearance and peer pressure are a concern
- Varying stages of puberty

U14

- Differences in mental development
- Sense of belonging
- Varying stages of puberty
- Displays independence and is self critical
- Aware of praise, status and recognition
- A time of self discovery

U15 and above

- Transition from childhood to adulthood
- Biological, cultural and psychological transition
- Strive for a personal identity and self definition
- Independent
- Conflicting influences between parents and peers
- High expectations of themselves
- Need to belong
- Invincible

As a Teacher

("The game is the great teacher")

1. How do players learn?

- a. Receive information - process in order of importance
- b. Block out unnecessary cues. Attend to most important
- c. Concentration on execution of decision
- d. Mechanical execution. Repetition.
Practice does not make Perfect. Practice makes "Permanent". Perfect Practice makes Perfect.
- e. Must be able to "PAINT A PICTURE" of what you expect them to do during the practice session.
- f. Small sided games. 3 v 3 and 4 v 4.
 1. Skill Development. More touches on the ball.
 2. Tactics Development. Players learn to make quick decisions.
 3. Fun & Enjoyment. Scoring increases.
 4. Player Development. Positional play is greatly increased.
 5. Intuitive Development. Transitional play increased.
- g. Use cones and make sure the grids are the proper size. The grids must be rectangular in shape and rule of thumb is 10 yards in length per pair.
Example:
2 v 1 = 20 x 10
3 v 3 = 30 x 20
4 v 2 = 40 x 30
4 v 4 = 40 x 40
8 v 8 = 80 x 50/60
Adjust the size of grid based on success. It is always better to start out with the grid smaller and expand it if needed.
- h. Do not talk while you are demonstrating.

2. What to give the players

- a. Clearly defined goals (objectives, targets, rules, etc.)
 1. Overriding- Generalized or total application, i.e., transition to positive mentally towards shooting
 2. **Specific. Play of first defender. Purpose of 6 v 4. If I win the ball can I play it forward?**
2. Correct progression
 1. Logical sequence. Simple to complex. General to specific
 2. Individual to group to team.
 - Technical.
 - Fundamental to game related to game conditions.
 - Technical Functional Training.

- Technical Tactical Functional Training.

3. Feedback about performance

1. Immediate and specific feedback.
2. Corrections
3. Do not give sermons. Players want to play soccer. They will lose interest if all you do is preach. Make your "COACHING POINT" quickly and get the activity started

3. **How to teach**

- a. Preview

Keep this real brief. Players learn from playing and not listening to long "SERMONS" from the coach.

1. What coach is going to do?
2. Why are we going to do it?
3. Where does it belong in the game?

2. Time factor

1. When in the training session.
2. When in the weekly cycle.
3. When is the seasonal cycle.

3. Explanation and/or Demonstration

1. Paint a clear picture. The younger the player the better the picture needs to be. Walk through what you expect them to do and quickly get the activity started.
2. Explain rules of activity
3. Explain why you are doing this. Where does this fit in the game.

4. Practice

1. Organization- appropriate size, location, equipment, realistic to full game. **HAVE A LESSON PLAN COMPLETED BEFORE YOU GET TO THE FIELD.**

Get players started immediately. They will get bored standing around.

The warm up should be a part of the lesson plan. If the practice session is on passing with the inside of the foot than have them warm up by passing the inside of the foot. If the practice is on the first attacker than have them practice dribbling during the warm-up.

Have plenty of cones, balls, pennies and flags to set up your grids before the practice starts. Do not waste the team's time setting up grids during practice.

2. Activities to elicit optimal arousal

Frustrating = too hard
Boring = too easy

3. Let players play to get feel, develop rhythm, and see if they are achieving targets

4. Starting and restarting exercise
By Coach = incremental pressure
By players = when they are ready

5. Coaching Points

- Be sure you are positioned where you can see all players.
- Be specific.
- Make point quickly. 15 to 30 seconds.
- DO NOT PREACH.
- Get out of play.
- Restart activity.

6. Always have an objective, number of goals , consecutive passes. If two teams are playing and you have established goals then choose a captain from each team to keep score for their team. Coaches do not keep score.

5. Corrections (Coaching)

1. Reason to stop (Coaching Moment!)

1. Question by player
2. Occurrence in exercise
3. Necessary correction
4. Something good happens

2. Freeze concept

1. Convey quick, clear correct info, take section out of game
2. Do not embarrass players.
3. Restarting exercise
 - a. Repeat trials correctly - at slow pace add speed and pressure
 - b. Put back into game
 - c. Restart where on the field you stopped the play

4. Assessment/Adjustments

- a. Is my Coaching having an effect on the game, activity, and players?
- b. Identify the specific problem
 1. level of expectation
 2. Technical, tactical, physical or psychological
 3. FOUR PILLARS OF SOCCER

5. Put it into Larger Game
6. Make more like a soccer game.

Team Management

1. Safety and ethical aspects.

- a. It is recommended that you check with your state as to whether the state has any law(s) regarding volunteer coaches. It is also recommended that you know the state association telephone number should you need further explanation or assistance.
- b. Be aware of your responsibilities in regards to safety issues.
- c. Responsibilities of the coach in relation to health and safety regarding players.
 1. Know and understand the laws of the game Examples - shin guards must be worn, must wear shoes, inflation of ball, no jewelry, field surface, duration of game appropriate to mental and physical development of players.
 2. Proper teaching and instructing of players regarding reasonably safe techniques and methods of play. Examples - teach the laws of the game to players. Use proper progression for teaching technique both field players and goalkeeper.
 3. Implement appropriate training and medical programs to make sure your players are fit for practice and competition. Examples - design a safety and information card, warm-up prior to training and game.
 4. Inspect and maintain equipment and supplies to make certain they are safe and in accordance with the rules, as well as to make sure that the playing field is safe and does not contain dangerous conditions.
 5. Supervise and control your players so as to avoid injury situations, taking into consideration factors, such as; age, experience, physical condition of the players and competitive situation and weather conditions.
4. Always need to ERR on the side of caution and safety.
5. Insurance needs (players, coaches) adequate coverage.
6. Evaluate and plan in terms of "Risk Management" for your program and players.
7. Ethics - definition: The principles recognized as standards of behavior by a specific group.

Let us strive to maintain the integrity within our Sport.

2. Team Administration

For all levels; club (travel and recreation), high school and college.

- a. Parent - Coach meeting.
 1. Discuss coaching philosophy.
 2. Discuss team goals for the season.

3. Discuss what is expected of the parents; ie., transportation, communication, general program support and good sportsmanship.
2. Player - Coach meeting. (group).
 1. Discuss coaching philosophy.
 2. Discuss team goals for the season.
 3. Discuss training rules and regulations.
 4. Discuss the support staff and their importance (trainer, medical staff, athletic director, etc.) and their rules and regulations.
 5. If high school or college situations need to discuss academic requirements, class attendance, support staff, etc.
3. Player - Coach meeting (individual).
 1. Discuss players perception of himself within the team and to the team.
 2. Discuss individuals goals for the season.
 3. Discuss the coaches perception of the individual within the team and to the team (role player, etc.).

NOTE: It is important for the coach and players to develop a line of communication, you do not want to overburden the players with meetings or they lose their effectiveness. It is also good to end the year with a team meeting explaining plans for the upcoming season, etc..

To the candidates these meetings are a form of applied psychology and the coach needs to communicate with the players all of the time not only during meetings.

4. Equipment needs.
 1. For players - ball, shin guards, shoes (proper types for various surfaces and climatic conditions), loose fitting clothing proper for climatic conditions of training and a water bottle.

Shoes and equipment need to be cared for properly.

2. For team - cones, bibs or vests, extra balls, air pump, soccer nets on all goals, portable goals (if possible), first aid kit, ice, water and adequate playing surface.
3. Implication coaching.

Recommended number and duration of training sessions per week.

U-17: two or three 90 minute sessions and one game with 40 minute halves.

U-19, U-23, and Sr. Amateur: two or three 90 minute sessions and 1 game with 45 minute halves.

NOTE: If you have high school or college coaches explain how this changes and why and how NCAA rules effect training and games.

4. Practice Organization

The game will tell you what the team needs to practice.

1. Game

1. Performance

2. Analysis	2. Evaluation
3. Training	3. Education
4. Game	4. Performance

- a.
2. The stage of technical and tactical development of our players is also a guide to practice content.

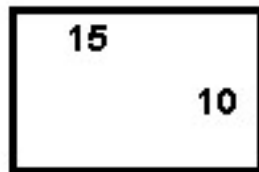
NOTE: 2 or 3 specific technical and/or tactical points of emphasis practice session.

3. Organize in a progressive manner.
1. Warm-up- to ready the player both physically and mental Warm-up should incorporate the technical and/or tactical implications of the training session. Static stretching is not a warm-up of its own (be appropriate not contrived).
 2. Individual activities (if appropriate).
 3. Small group activities.
 4. Large group activities - Does not mean 11v11. Can be even numbers, numbers up, numbers down.

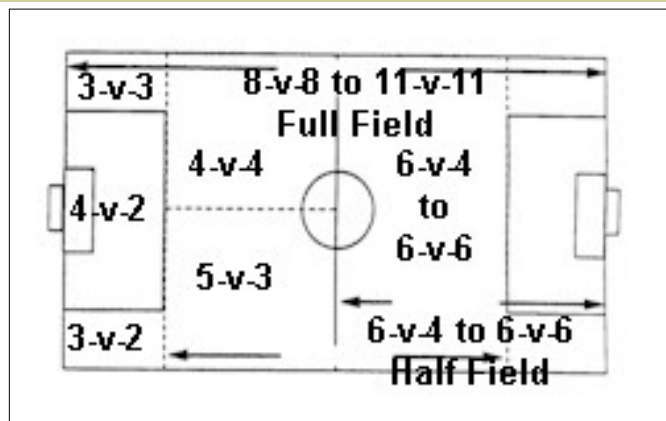
NOTE: Steps 2-3-4 you want to coach from simple to complex (not only meaning numbers wise) but also technically and tactically to develop within the players a level of confidence and success to be able to perform at match conditions.

NOTES: Need to explain to candidates that within these steps we need to take into account individual playing abilities and how we can guide players as individuals or by grouping to attain the training objectives (example, asking one player to play 2 touch or less when others have free play, size of grids, numbers of defenders, etc.).

5. Cool down - an after training activity of light jogging and static stretching.
 6. Closure - Ask for feedback from the players, go over what you practiced, and thank them for their effort.
5. Practice Organization regarding use of smaller areas for individual and group tactics.
- a. Coaching grid - align side to side to develop large rectangular in shape (example) as a soccer environment should be.



2. Division of field into small teaching areas and approximate numbers of players within the area.



NOTE: The above sizing are suggestions and the coach needs to adjust these accordingly dependent upon players ability and their progress.

6. Practice organization regarding the use of equipment.
 - a. If space available lay out all small areas before training.
 - b. Bibs and vests counted out prior to training and in piles ready to go.
 - c. Location of balls over end lines, inside of goals not at the back where they cannot be easily gotten. Keep exercises flowing.
7. Game Organization.
 - a. Pre-game
Decide how long to talk.
Who do you want to talk to?
Talk about: strategy, goals, team talk.
 - b. Half-time - 10 to 15 minutes, Pick out no more than three main team items to focus on. Some individual instructions
 - c. Post-game - Cool down. Immediate feedback about performance. Balance both positive and negative comments. Be brief. Know what you are going to say and the words you are going to say it with before you start talking. This is not the time for blame. Never get personal after a loss. Make sure you say something positive before finishing.
8. Seasonal planning.
 - a. Preseason - How long? High School and College rules if applicable. Training games, how many? What do you want to accomplish? What do you want to accomplish in preseason? Testing for fitness? If so, what tests and how will you use the results (don't just test to test)? Pre-season training is a replication of the season to come. Examples are: Cooper test, Beep Test, Shuttle runs, recovery runs, etc.
 - b. Seasonal plan - Use of calendar to show games and times of game, travel days, days off, preparation days, tournaments, playoffs. etc. and how you organize yourself in regards to these factors. How difficult it can be for high school and college coaches to get actual training time during the season because of time and number of games. Planning needs to include technical, tactical, fitness and

psychological needs of players. - Use Interval and Training Cycles.

3. Post-seasonal plan - Time off, regeneration, preparation for next season, what you want them to do? When and how much to prepare for organized preseason?

Game Analysis

Analyzing Your Own Team for both offense and defense

1. Attitude (Psychological)

- Competitiveness
- Desire to play
- Concentration (particularly in transition)
- Confidence
- Mental toughness
- Work rate
- Commitment to high standards
- Imagination

2. Fitness (Physical)

- Do the players display the speed, strength, power and endurance that their particular role in the game demands?

Game Analysis

Defending 3. TECHNICAL 4. TACTICAL

1. First Defender (pressure)

- Do players recognize when to become the first defender? Are they in a good starting position?
- Deny penetration - stop opponents from turning
- Apply "Controlled Aggression"
- Stay on their feet
- Know when to tackle

2. Second Defender (cover)

- Support the first defender
- Angle of support

- Distance of support
- Maintain vision of ball and marking assignment
- Ability to track players
- Communication

3. Third defender (balance)

- Track runners away from the ball making forward runs
- Squeeze space towards center of field
- Communication

4. Group Play

- Do players in the immediate area of the ball know how to combine and communicate to effectively defend?

5. Team Play

- Do all players make immediate transition to defending at the moment the ball is lost?
- Does the team play as a unit?
- Team Shape?
- Is there pressure, cover, balance and compactness?
- Goalkeeper?
- Is the strategy effective and appropriate in the different thirds of the field?
- Does the team have internal guidance (leadership)?
- Are the key players taking responsibility for compactness and team shape.

6. Restarts (includes throw ins).

- Is the ball pressured quickly?
- Are players quickly recovered goal-side?
- Are we organized?
- Do we have the appropriate players (size) heading ability in the proper areas?
- Concentration

7. Goalkeeper

- In command and instills confidence

- Communication
- Decision making?
- Clean safe handling and field skills

Game Analysis

Attacking 3. TECHNICAL 4. TACTICAL

1. First Attacker

- Is first touch positive?
- Is first option to penetrate by means of 1) shot 2) pass 3) dribble?
- Is choice of 1,2,3 correct?
- Is it done quickly?
- Is the players technique successful?
- What is the quality of each pass in terms of:
 - Accuracy
 - Weight
 - Timing
 - Angle
 - Disguise
- Is the choice of pass appropriate?
 - Long or short
 - Penetration or possession
 - One channel attack or change the point of attack
 - Pass to feet or space?

2. Second Attacker (supportive players)

- Can they make space for themselves?
- Do they know how to lose a marker?
- Distance of support
- Angle of support
- Do players know when to play in front of the ball and when to play behind it?

- When to show towards the ball and when to run away
- Is there communication? Visual and verbal.

3. Third Attacker

- Is there a constant attempt to unbalance the defending team?
- Do these players take the responsibility for maintaining width and depth?
 - Is the first choice to get behind the defense?
 - Can they make space for themselves and others?

4. Ground Play

- Do the players in the immediate area of the ball know how to combine to perform basis combinations?

5. Team Play

- Do all players make immediate transition to attack?
- Does the team play as a unit?
- Is there connection between players and groups of players?
- Does the overall "SHAPE" of the team allow us to penetrate or keep possession?
- Is the strategy effective in the different thirds of the field?
- Are key players taking responsibility for the rhythm of the game?

6. Restarts

- Are restarts organized quickly and efficiently
- Do the players understand their responsibilities?
- Are the appropriate players in the most advantageous positions to maximize certain qualities?

Game Analysis

3rd Defender (balance)

- a. track runners away from the ball
- b. squeeze space towards the center of the field
- c. communication

3rd Attacker (Mobility)

- a. is there a constant attempt to unbalance the defense?
- b. do they maintain width and depth?
- c. is the first choice to get behind the defense?
- d. can they make space for themselves and others?

2nd Defender (cover)

- a. support the first defender
- b. angle of support
- c. distance of support
- d. maintain vision of ball
- e. communication
- f. ability to track players

First Attacker (penetrate)

- a. Is first touch positive?
- b. Is the first option to penetrate by means of shot, pass or dribble?
- c. Is b done quickly?
- d. Is the player technically successful?
- e. What is the quality of the pass?
 - Accuracy
 - Weight
 - Timing
 - Angle
 - Disguise
- f. Is the choice of pass appropriate?
 - long or short?
 - Penetration or Possession?
 - One channel of attack or change of attack
 - Pass to feet or to space?

Group Play:

Do the players in the immediate area of the ball know how to communicate and combine for plays?

Team Play

- a. Do all players make immediate transition to defense?
- b. Does the team play as a unit?
- c. team shape
- d. Is there pressure, cover and balance?
- e. goalkeeper
- f. Is the strategy effective in the thirds of the field?
- g. Are key players taking responsibility for compactness?"

Restarts:

- a. Is the ball pressured quickly?
- b. Are players quickly recovered goal side?

c. Do we have appropriate players matched up?

Second Attacker (depth)

- a. Can they make space?
- b. Can they lose a mark?
- c. Angle of support
- d. know when to be in front and when to be behind
- e. When to run towards or away

First Defender (Pressure)

- a. Do players recognize when to be first defender?
- b. deny penetration
- c. Stay on their feet
- d. know when to tackle

Group Play:

- a. Do the players in the immediate area of the ball know how to combine for combination plays?

Team Play:

- a. Do all of the players make an immediate transition to attack?
- b. Does the team play as a unit?
- c. Is there a connection between players and groups of players?
- d. Does the overall shape of the team allow penetration?
- e. Is the strategy effective in thirds of the field?
- f. Rhythm

Restarts:

- a. Are they taken quickly?
- b. Do players know their responsibilities?

Possess - Rest - Prepare

Defending

Immediate Chase

Fall back/delay (retreat/jockey)

Concentration (funnel/channel)

Balance (depth

Start Counter Attack

Possess - rest - prepare

Move - Receive - Finish

Mobility running into space with and w/o ball)

Combination play (passing or penetration)

Improvisation (dribbling) first attacker

Support (depth) second attacker

Finishing first attacker

Move - receive - Finish

Build - Connect - Support

Midfield

A. Counter

Forward passes
Rush into spaces
Immediate support
Shot on goal

B. Buildup

Maintain possession
Dribble into space
Combination passing
Total team support (connection)
Change point of attack
Develop a rhythm

Build - Connect - Support

PRINCIPLES OF DEFENSE

1. IMMEDIATE CHASE

1. Pressure ball and player

2. DELAY

1. Force attacking team to slow down
2. Primary task of first Defender

3. DEPTH

1. The quick organization of players behind the first defender
2. Job of second Defender

4. BALANCE

1. Positioning of defenders relative to possible penetrating attackers away from the ball.
2. Third Defender

5. COMPACTNESS

1. The limiting of time and space by defenders squeezing centrally behind the ball
2. Prevention of ball playing through or over the defense.

Role of First, Second and Third Defenders

1. First Defender (pressure)
 - a. Apply pressure to ball to regain possession if possible.
 - b. Dent penetration of any kind.
 - c. Select proper angle of challenge.
 - d. Select proper speed of challenge.

2. Second Defender (cover) - can be several players
 - a. Provide cover support for first defender
 - b. Select proper angle of support. .
Will vary according to:
 - pressure by first defender
 - positioning of supporting attackers
 - third of the field
 - c. Select proper distance of support
 1. Should be a distance that the 2nd defender can tackle or immediately close down an attacker who has beaten the 1st defender
 2. Distance of support will vary with the third of the field and the amount of pressure on the ball.
 3. Responsible for tracking supporting attackers who make forward runs
 - d. Verbal communication with the first defender. Should communicate to the first defender the following:
Right, Left, Tighter, Looser, Contain, Tackle

3. Third Defender (balance) -remaining players-
 - a. Track attackers away from area of the ball who are making forward runs.
 - b. Squeeze space towards center of field to "lock up" vital areas
 - c. Preserve balance/shape

PRINCIPLES OF ATTACK

1. PENETRATION

- a. Getting the ball behind opponents
- b. The work of the first attacker achieved through shooting, passing or dribbling

2. DEPTH

- a. The organization of players behind and in front of the first attacker
- b. Specifically the work of the 2nd attacker

3. MOBILITY

- a. The attempt of attacking players to penetrate and unbalance the collective defending action.
- b. The work of the third attackers.

4. WIDTH

- a. The disposition of attackers across the field to pull apart the collective defending action.

Role of First, Second and Third Attackers:

1. FIRST ATTACKER (penetrate)

- a. Player with the ball (penetrate)
- b. Must achieve penetration by making the best tactical decision based upon the players technical capabilities

2. 2ND ATTACKER (depth)

- a. Player in immediate support of first attacker
- b. Positioned behind, square or in advance of the ball based upon pressure applied to first attacker
- c. Positioned at the proper distance to insure that one defender cannot restrict both attackers
- d. Must combine with first attacker to gain penetration through:
 - bents runs
 - overlapping runs
 - wall passes
 - 1-2 double pass
 - take overs
- e. Bent and overlapping runs may isolate first attacker for dribbling

3. 3RD ATTACKER (mobility)

- a. Attempts to unbalance the defending team by making constructive runs to increase the attacking options.
- b. Penetrating runs allow for the possibility of the third attacker receiving the ball or creating space behind his run for another attacker.

Tactics:

General Attacking Tactics:

Move - Receive - Finish

1. Mobility (running into space with and without a ball).
2. Combination play (passing for penetration, width, depth.
3. Improvisation (dribbling) first attacker
4. Support (depth) second attacker
5. Finishing first attacker

General Midfield Tactics:

Build - Connect - Support

A. Counter

1. Through and forward passes
2. Rush into spaces
3. Immediate support
4. Shot on goal (quickly)

B. Buildup

1. Maintain possession
2. Dribble into space
3. Combination passing (support)
4. Total team support (connection)
5. Change point of attack
6. Develop a rhythm

General Defending Tactics:

Deny - Destroy - Develop (Low Risk, High Safety)

1. Immediate chase (pressure)
2. Fall back and delay (retreat/jockey)
3. Concentration (funnel/channel)
4. Balance (depth)
5. Control/restraint (challenge for ball)
6. Start counter attack (first thought transition)
7. Possess - rest - prepare

Thirds of Field - Safety vs. Risk

Attacking Third

- Safety - low Risk - high
- Finishing zone
- Shooting priority one
- Encourage players to be creative
- Dribbling and combination play very important

Middle Third

- Safety - medium Risk - medium
- The build up zone
- Ball possession critical
- Allow backs time to work into offense
- Recognition of numbers up or down
- Develop a rhythm
- Make a connection and combine with forwards

Defending Third

- Safety - High Risk - Low
- No nonsense "Safety First" zone
- Maintain numerical superiority
- Critical I v I defensive skills
- Controlled aggression/discipline
- Pressure, cover and balance
- Communication skills
- Discuss GK'S role
- Comfortable in possession - can play out

Defending Restarts:

In Our Attacking Third

- 1. Respond quickly to the whistle**
- 2. Recover behind and inside the line of the ball to the goal and opponents**
- 3. Pressure immediate area around the ball**
- 4. Compactness behind the ball**
- 5. Proper depth to avoid long ball**
- 6. Appropriate match-ups**
- 7. Attack the ball**
- 8. Goalkeeper starting position**

In the Middle Third

- 1. Respond quickly to the whistle**
- 2. Recover behind and inside the ball and opponent**
- 3. Pressure the ball to avoid quick restart**
- 4. Pressure at 10 yards to prevent driven shots**
- 5. Defend spaces in the box**
- 6. Appropriate match ups**
- 7. Attack the ball**
- 8. Goalkeepers starting position**

In Our Defending Third

From the flanks:

- 1. Respond quickly to the whistle**
- 2. Recover behind and inside the ball and opponent**
- 3. Pressure the ball to avoid quick restart**
- 4. Pressure at 10 yards to prevent driven shots**
- 5. Defend spaces in the box**
- 6. Appropriate match ups**
- 7. Attack the ball**
- 8. Goalkeeper starting position**

From Central Shooting Distance

- 1. Respond quickly to the whistle**
- 2. Pressure to prevent quick shot at goal or pass**
- 3. Setting up a wall**
- 4. Numbers in the wall (2,3,4,5 or more, explain)**
- 5. Organization of remaining players**
- 6. Attack the ball**
- 7. Goalkeeper starting position**

Defending Corners:

- 1. Respond quickly to the whistle**
- 2. Pressure at ten yards to prevent driven services and short corners**
- 3. Defend near post around the ball**
- 4. Defend far post**
- 5. Appropriate match ups**
- 6. Defend spaces in and around the box**
- 7. Attack the ball**
- 8. Goalkeeper starting position (inswing/outswing)**

Defending Throw-Ins:

1. Respond quickly to the referees signal
2. Mark the thrower
3. Pressure opponents and lock up spaces around the ball
4. Maintain balance and shape
5. Attack long throws

PRINCIPLES OF ATTACK AND DEFENSE

Principles of Defense

1. Immediate Chase
2. Depth
3. Balance
4. Compactness

Third Defender (balance)

- a. Track attackers away from the ball
- b. Squeeze space towards center of field
- c. Preserve balance/shape

Second Defender (cover)

- a. Support first defender
- b. Select proper angle of support

First Defender (pressure)

- a. Apply pressure to ball
- b. proper angle of challenge
- c. proper speed of challenge

Principles of Attack:

1. Penetration
2. Depth
3. Mobility
4. Width

First Attacker (Penetrate)

- a. Player with the ball
- b. Must make the best tactical decision based upon the players technical capabilities.

Second Attacker (depth)

- a. Immediate support of first attacker
- b. Positioned behind, square or in front of ball
- c. Positioned so I defender can not cover first and second
- d. Combine with first attacker through: bent runs, overlapping passes, wall passes, take-overs

Third attacker (Mobility)

- a. Attempts to unbalance defense by making runs

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