VISION TRAINING
Soccer

TRAINING MANUAL

VISION TRAINING SOCCER MANUAL

Introduction - 15 min

What is VISION TRAINING?

More than twenty years ago, Len Bilous, Co-Director of Vision Training Centers, observed Franz Beckenbauer, a world class sweeper for the New York Cosmos, compete in a game. Franz was known as the "Kaiser", a general on the field. When Franz received the ball, he rarely showed stress under pressure.

Len observed that Beckenbauer would always peek over his shoulder before receiving a pass. In this way, he was able to determine (before the ball arrived).
1. if he was going to be challenged for the ball
2. what were his best choices of action. At times he dribbled and at times he passed, yet he always remained calm and very rarely gave the ball away.

Great players in other sports also possess outstanding vision. Wayne Gretzsky in Hockey, Larry Bird, Michael Jordan and Magic Johnson in Basketball, were able to consistently make spectacular moves and passes to the amazement of fans and teammates alike.

The methods of glancing and seeing the field used by Beckenbauer have become the foundation of the Vision Training system.

Vision Training uses the following principles to enhance a player's game. First, that players become critical thinkers and make decisions quickly. Next, players recognize multiple opportunities, e.g. locating a player with a one touch pass thirty yards away or changing the direction of the play by dribbling to areas with more room. Finally, players become proficient at receiving and maintaining possession (by keeping the ball out of the reach of a challenging player).

Vision Training improves decision making, self reliance, speed play, and confidence on the ball: If a player receiving the ball hears "MAN ON" or "TURN" from a teammate, "GET RID OF IT" from a coach, "PASS IT TO BILLY" from Billy's mom, or "SHOOT IT" from the player's own father, he relies on someone else's information to make a decision. It is hard enough to make an informed decision under the demands of the game. Confusion is generally the bi-product of an overload of information, i.e, multiple shouts directing the player's action. In addition, at the time a player receives a pass, it is most important to relax the body so the ball can be cushioned and controlled. When people are shouting "MAN ON'" it nearly impossible to remain calm, relaxed, and level-headed. By glancing or looking around before receiving the ball, players see problems and opportunities, players become self reliant, players gain confidence on the ball, and the speed of play improves (speed of light travels much faster than the speed of sound-approximately 186,000 miles per second versus .2 miles per second).

What does this mean in terms of performance? If a player waits for verbal information from his\her teammates, he\she is missing a valuable opportunity to see the field, make an informed decision and quickly execute the appropriate action.

Once the ball has been received, vision is a critical component in maintaining possession. As the attacking player "hides the ball" (shielding), the player assesses, by looking in front and behind, the areas where there are teammates or where there is room to dribble. The information gathered from looking enables the attacker to make an informed decision and quickly execute the appropriate action.

Players using Vision Training:

Many players, teams and coaches have improved their performance by incorporating Vision Training in their practice sessions. A sampling of players includes Claudio Reyna, a standout performer of the U.S. National Team. His tremendous vision enables him to perform quickly, effectively and creatively.

Brian Kelly of the New York/New Jersey Metro-Stars and Andrew Lewis of the Chicago Fire continue to benefit from Vision Training.

Julie Foudy, co-captain of the US Women's World Cup Championship team has this to say about Vision Training: "I have seen and participated in Vision Training Program; it has helped my game, and I currently use it."

We hope that you too will find the following curriculum both beneficial and enjoyable. The confidence and self-esteem your players will gain from Vision Training will help them become the best they can be.

Wishing you success,

TJ Kostecky and Len Bilous
Founders of the Vision Training System

TJ Kostecky, the Men's Soccer Coach at Division I Long Island University in Brooklyn, New York and Len Bilous, Professional M.I.S.L. coach have conducted workshops and clinics throughout the country focusing on their unique Vision Training system.

Questions and Answers - 15 min.

1. How can players dribble the ball without looking at it?
   By positioning slightly behind the ball, players can see the ball out of the lower field of vision. This allows them to continuously scan the field.

2. Can players use their arms when hiding the ball or is that considered a foul?
   When hiding the ball, attackers can use the arms to block defenders from the ball as long as the attacker is within playing distance of the ball and is attempting to control the ball.

3. Are my players supposed to be silent on the field?
   No. Defensively we encourage covering players to provide helpful information to players in front of them such as switch, pressure, pick up open player, player open behind you, you have help, etc. However, the player giving information needs to be aware that he/she can get out of position if they shift their focus to helping others. On attack, supporting players can remind players with the ball to look up, look around, and look whole field.

4. Why should players receiving the ball take glances or peeks to the blind side?
   By glancing or peeking to the blind side, players gain information about 100% of the field. By glancing, the attacker reduces incidents that defenders sneak up and step in front of the attacker to intercept the ball. By glancing, the attacker has time to adequately prepare to hide the ball when strongly challenged. By glancing, the attacker can identify passing options prior to receiving the ball, allowing for quicker decisions and actions.

5. When should a player glance or peek to the blind side?
   Defenders react to the ball as it is released or just prior to it being released. Players receiving should therefore look over their shoulder or to the blind side at the instant the ball is released.

6. When should I use Vision Training in my practices?
   Vision training should be incorporated into all coaching themes and sessions. By doing so, the habit of looking is developed and reinforced.

III. Legend

IV. Topics of Instruction

A. Individual Possession - 45 min

1. Dribbling and Seeing the Field

Objective: Learning to dribble with eyes focused on the action on the field and not on the ball.

Description: Dribbling and Seeing the field is accomplished by looking ahead and behind while dribbling, keeping the ball in the lower field of vision. That is, looking at the field directly, using lower peripheral vision to see the ball.

Equipment Required: four cones, one ball per player.

Sample exercises

a. Use a 15x20 yard grid for 8 to 12 players. For 13 to 18 players, use a 20x25 yd. grid.

Start with each player standing next to his or her ball, then stepping back far enough so that the ball enters the lower field of vision (without looking down). The ball should be within reach of the player's foot.

Maintaining this distance from their ball, the players begin to dribble their ball in any direction, looking where they are going. (See Fig. 1)
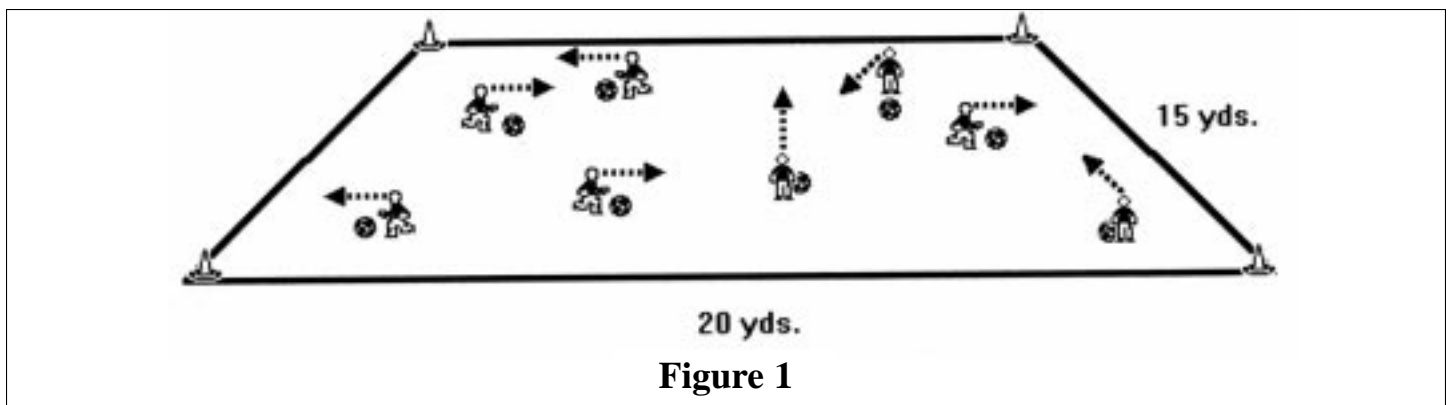

15 yds.

20 yds.

Figure 1

Figure 1 Notes:

b. Same as above. As the players dribble, they are instructed to dribble to areas in the grid that offer more room (other players have not entered or have left that area). (See Fig. 2)
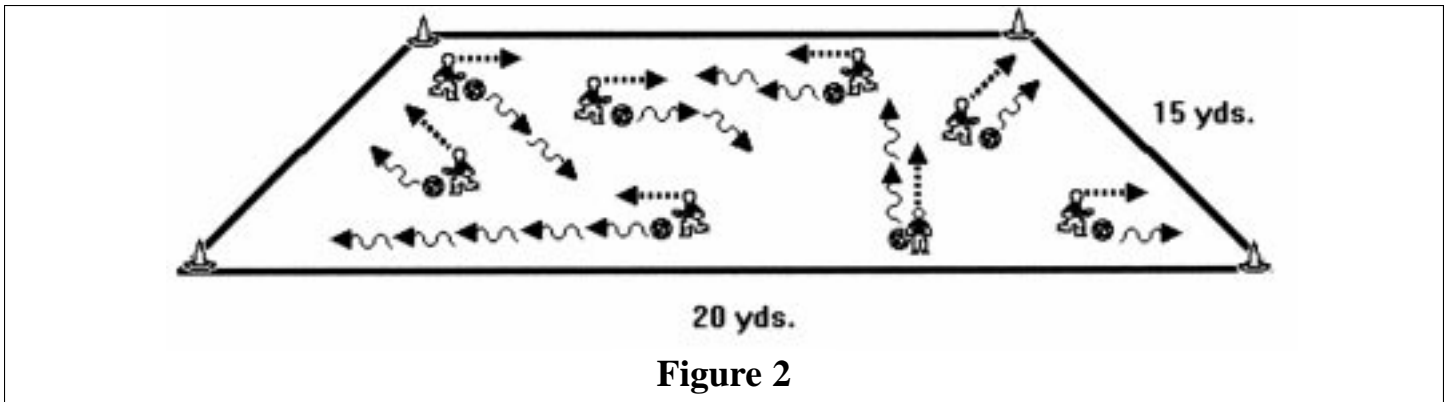

Figure 2

Figure 2 Notes:

c. Same as above. Introduce looking behind while dribbling: Instruct players to find areas in the grid that offer room behind them and to dribble to those areas. (See Fig. 3)
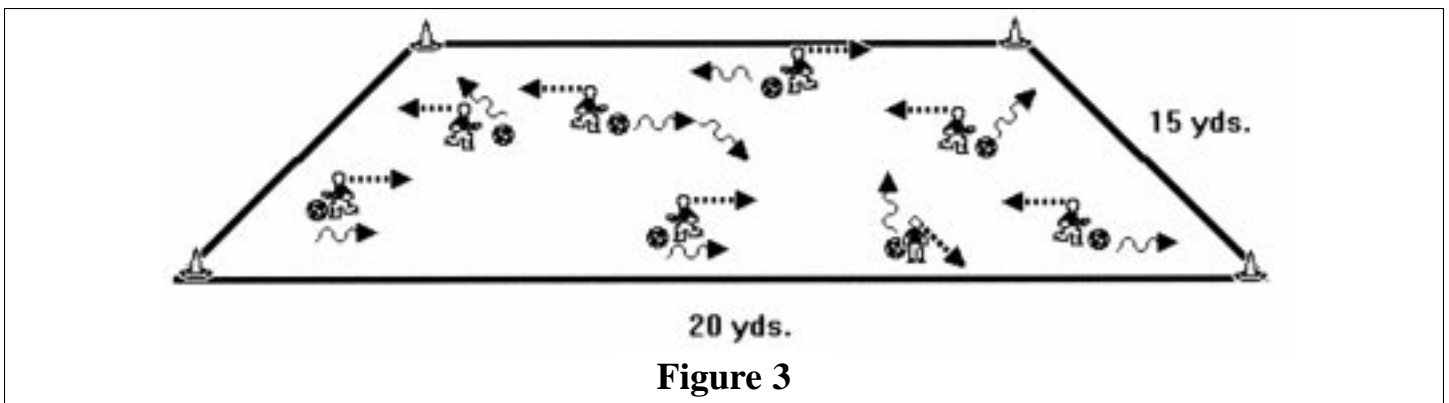

Figure 3

Figure 3 Notes:

c. To simulate game conditions, introduce changing speed: Instruct players to identify areas in the grid that offer more room in front and behind them and to quickly dribble (accelerate) to those areas so that they get there before someone else does.

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d. Introduce defenders: have a coach and one or two players (without a ball) challenge the players who are dribbling. For one minute, the players without a ball challenge as many players as possible. Defenders challenge by coming very close (within leg reach of the ball) to the players dribbling and maintaining that distance until the player with the ball identifies an area with more room and dribbles in that direction. After 1 minute substitute the two challenging players. Continue substituting after each subsequent minute until all the players become comfortable dribbling with their eyes-up while being challenged. (See Fig. 4)
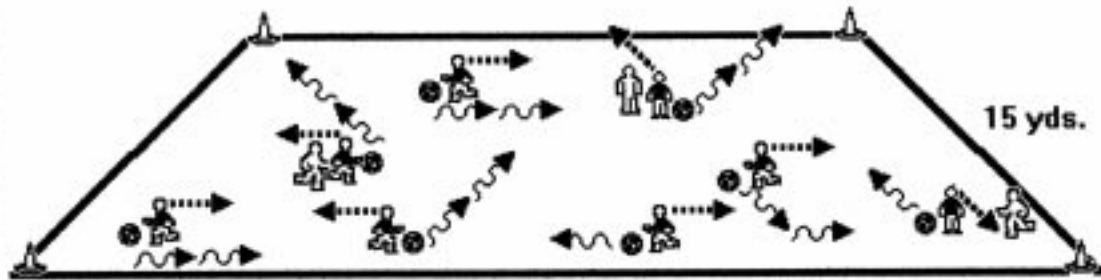

Figure 4

Figure 4 Notes:

b. Keep-away game. The objective of the game is to dribble with eyes-up and to keep the ball away from defenders.   Start with one player without a ball, he is the defender. The other players, each with a ball, dribble eyes-up and look for areas with more room. When the defender begins to challenge, look forward and back to identify areas with more room, then dribble away from the defender to such an area. Once again, look around to see if the defender is continuing the challenge and once again dribble (eyes-up) to areas with more room. If the defender takes the ball away, the player losing the ball assumes the role of the defender. If a ball is kicked out of bounds by the defender, the player dribbling keeps the ball. If the player dribbling puts the ball out of bounds, he/she becomes the defender. To make the game more challenging, add defenders (one at a time) until the number of defenders is one or two less than the number of players with a ball. (See Fig. 5)
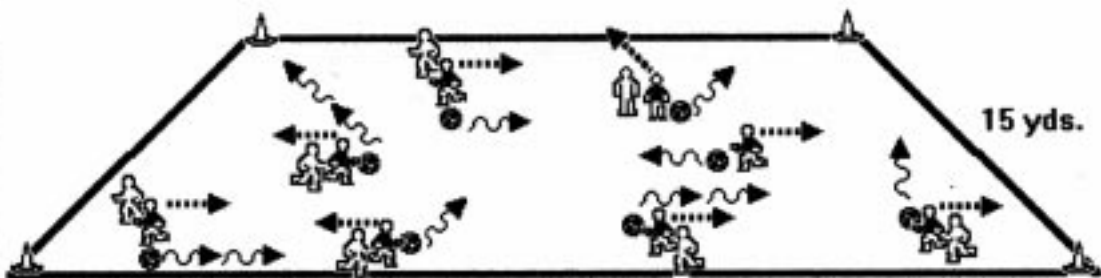

Figure 5

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c. Soccer Freeze Tag

Use a 20x25 yd. grid depending on the number of players. Have an equal number of players with and without a ball. The players with a ball are "it". The objective for the "it" players is to tag and "freeze" all the players without a ball. The objective of the players without a ball is to keep from getting tagged/frozen and to help teammates who have been frozen by tagging them to "unfreeze" them. To promote visual communication, players who are tagged place both hands on their head as a signal to teammates to "unfreeze" them. To make a tag, a player with a ball dribbles the ball while pursuing players without a ball. A tag can only be made if the "it" player has control of the ball when making the tag. Players being pursued who run out of bounds are automatically "frozen" and return to the edge of the grid and remain there until the game ends or a team mate "unfreezes" them. The game ends when everyone without a ball is "frozen" or within a specified time limit. (See Fig. 6)
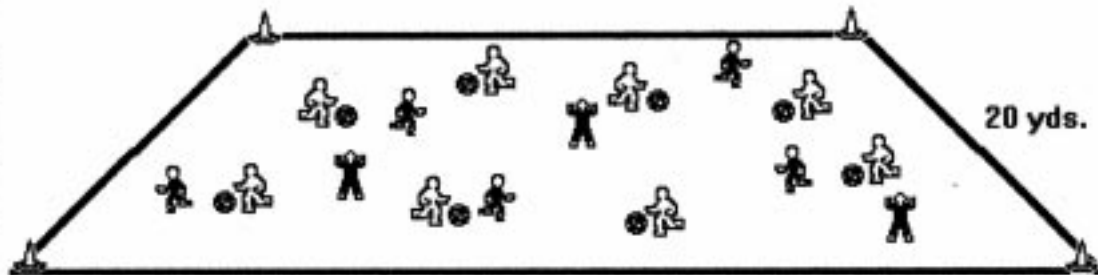

20 yds.

Figure 6

Figure 6 Notes:

2. Hiding the Ball

Objective: To maintain possession of the ball under pressure from a defender.

Description: Hiding the Ball (shielding) enables attacking players to keep possession of the ball. Hiding the ball requires use of body position, vision, quick decision making and dribbling or passing to areas with more room.

To absorb any impact and resist the force from the defending player, effective body positioning includes standing with the knees bent, leaning in the direction of the defender. Place the body

between the defending player and the ball, pointing one shoulder at the defending player. This position allows the attacking player to see the ball out of the corner of one eye and the defender out of the corner of the other.

Assess the areas where there is the most room by looking in front and behind. The attacker then quickly moves to an area with more room or passes the ball to a teammate.

When changing direction, it is important to turn away from the challenging player. By doing so, the attacking player screens the ball from the opponent. This movement keeps the ball out of the defender's reach.

Equipment Required: four cones, one ball.

Sample exercises:

a. 1v1 in 10x15 grid - hide the ball (shield) and move to areas with more room.   Defender challenges at 50%.

   One player with a ball in the center of the grid positions his/her body to "hide" the ball (as described above). The player with the ball quickly looks in front and behind to determine the best area to dribble to and quickly goes there. Reverse roles and repeat. Continue until players can perform the exercise with their eyes up. (See Fig. 7)
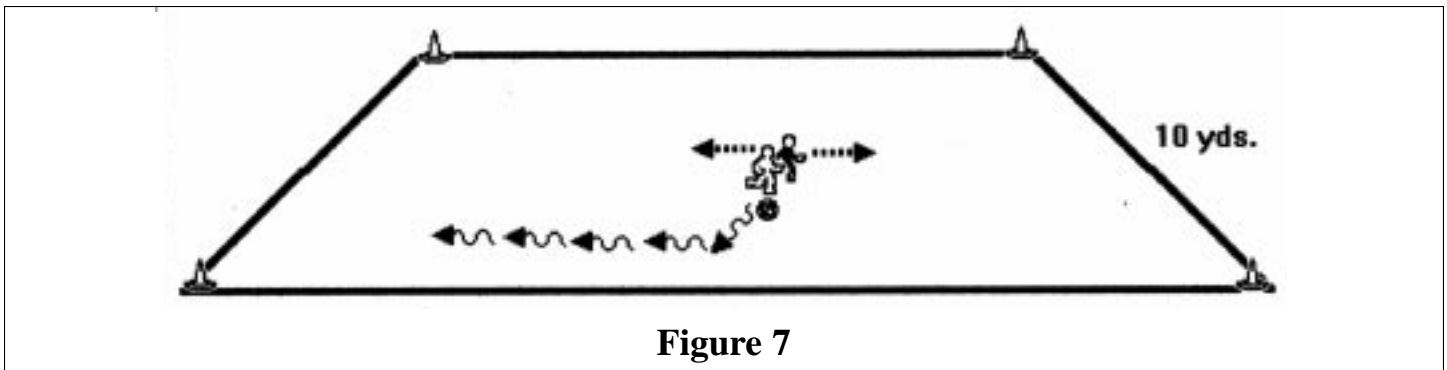

Figure 7

Figure 7 Notes:

b. Same as above but allow the defender to challenge at 100%. When the defender wins the ball, restart the exercise in the center of the grid.

c. Same as above but the player with the ball must get behind the defender using the spin move described below. Defender challenges at 50%.

   The spin move is done when the defender reaches for the ball from in front of the attacking player. A quick look over the shoulder determines if there is room behind the defender to move into. The player with the ball raises the arm furthest from the defender (almost parallel to the ground). The arm is straight, and locked at the elbow. He/she then moves the arm backward until contact is made with the defender. At this point, the upper body follows through on the turn. Using the leg furthest from the challenging player, the ball is dragged

along in preparation for the getaway. Using the locked arm to propel away, the attacker moves
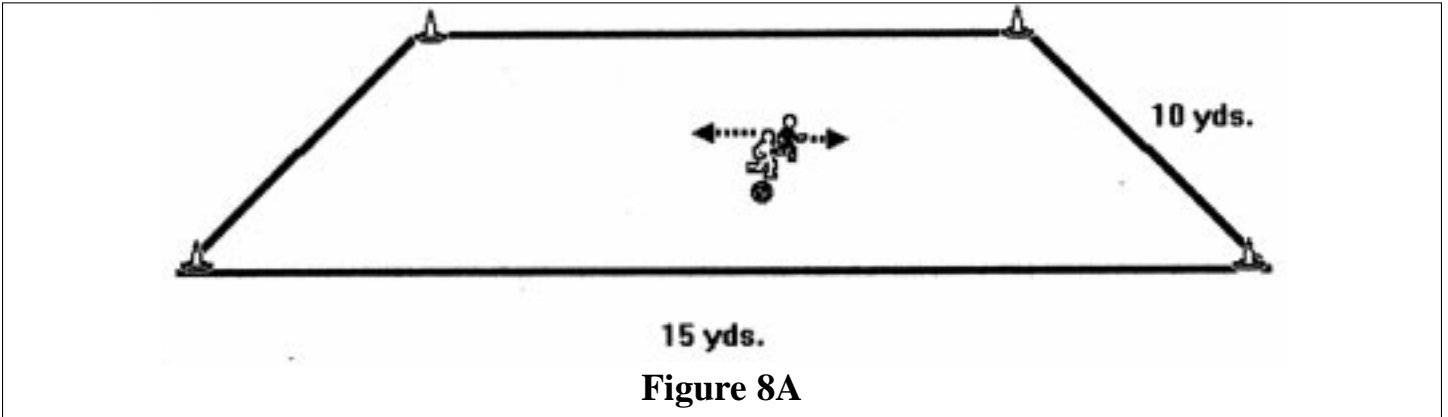to the area behind the challenging player. (See Fig. 8A and 8B)

Figure 8A

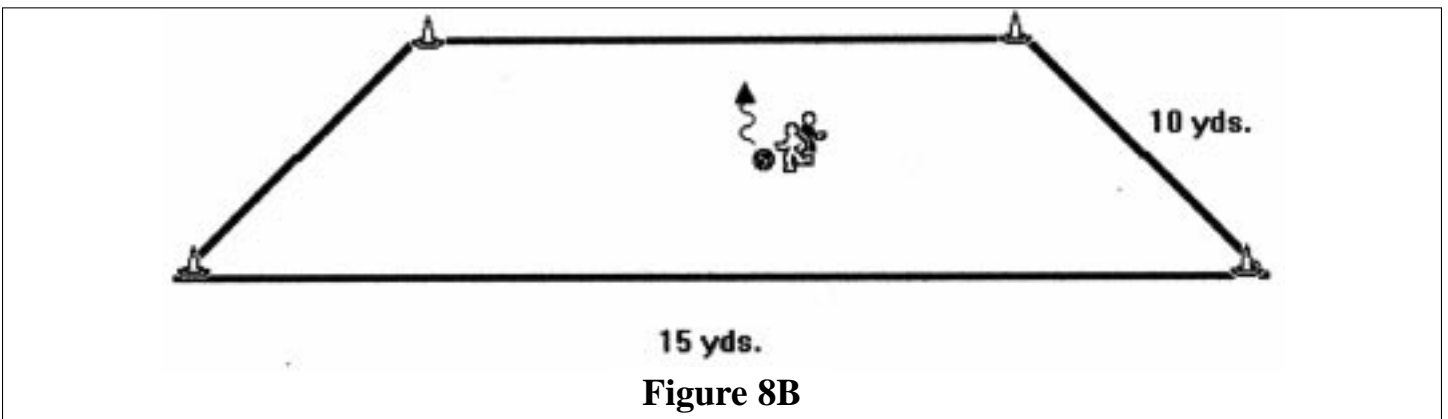**Figure 8A Notes:**

Figure 8B

Figure 8B Notes:

    d. Same as above with the defender at 100%.

       When the defender wins the ball, restart the exercise in the center of the grid.

    e. Same as above but add scoring. Players choose a goal line to attack and defend. Points are
scored when the player with the ball gets behind the defender and dribbles over the goal line.

       One player with a ball in the center of the grid positions his/her body to "hide" the ball as in
the description above. The player with the ball quickly looks front/back. If there is room

behind the defender, he/she spins behind and dribbles toward the goal line. If there is room in front, the arm is extended and locked at the elbow and the attacker dribbles forward toward the goal line. If the defender is aggressive, the player with the ball will succeed if he/she first takes several steps away from the defender before making lateral moves or moves to get behind. Once the defender wins the ball, the game restarts in the center of the grid. (See Fig. 9)
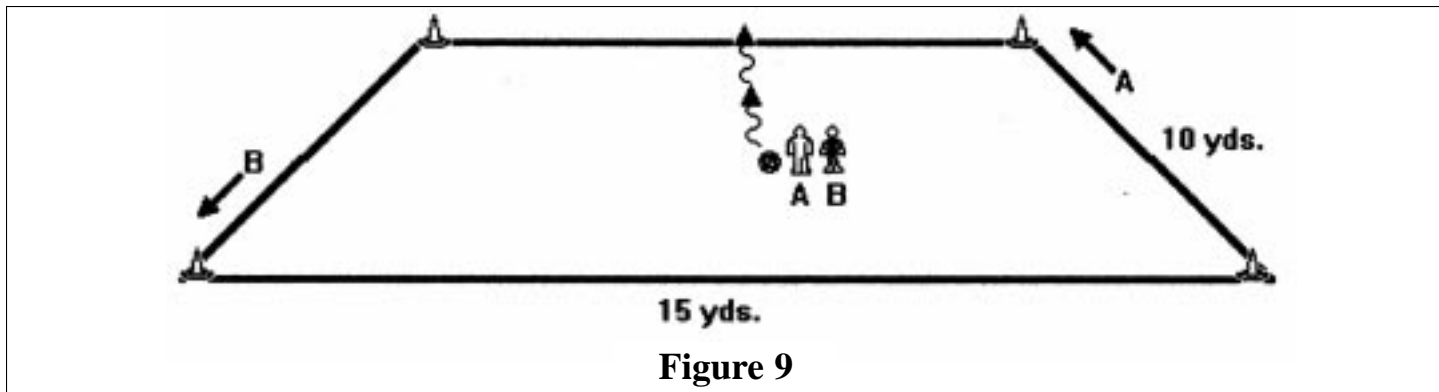

Figure 9

Figure 9 Notes:

B. Individual Penetration - 20 min

1. Unbalancing Opponents

Objective: The purpose of individual penetration is for attacking players to get behind defenders and therefore closer to the attacking goal. By getting behind defenders, better opportunities for shots or passes are created.

Description: Getting behind defenders is accomplished using the following methods: 1) Speed: pushing the ball past a defender and out-racing the defender to the ball. 2) Changing direction—bringing the ball toward one area of the field and suddenly turning and bringing the ball in the opposite direction. 3) Unbalancing a defender—using foot and body movements, the player with the ball convinces the defender that he/she has decided on a direction or action. As the defender shifts his/her balance in the direction of the movement, the player with the ball moves in the opposite direction. By the time the defender reacts, the player with the ball is behind him. When unbalancing a defender, attacking players look for shifts in balance, and look to exploit the "openings" created to get behind defenders.

Equipment Required: eight cones

Sample Exercises

a. 1 vs. 1 between cones

Four cones are placed on one line, two inside cones are placed 5 yards apart and the two outside cones are placed 10 yards apart. Place the other four cones parallel to the first four separated by the distance of one yard. In this game no ball is needed. On one line, Player A takes the role of an attacker. On the other line, Player B takes the role of a defender. The objective of the attacking player is to score as many points as possible in one minute.

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Between the two inside cones, the attacker looks to unbalance the defender. After unbalancing the defender, the attacker scores a point by being the first to tag the nearest outside cone.. The defending player scores a point by getting to the cone at the same time as the attacker. Running between the two inside cones is restricted to lateral (side-to-side shuffling). Small, choppy stutter steps are most effective to unbalance the opponent.

Note: The lateral running restriction keeps the attacking player facing the defender. The attacker sees the defender's reactions and acts accordingly. (See Fig. 10)
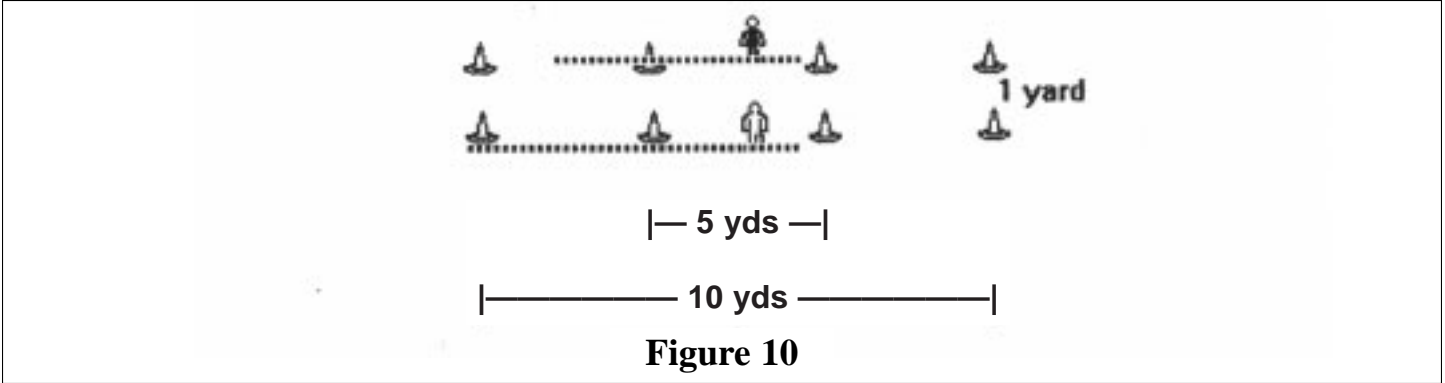

|— 5 yds —|

|————— 10 yds —————|

Figure 10

Figure 10 Notes:

b. 1 vs. 1 between cones with a ball

Equipment Required: four cones, one ball.

Same game as above. Remove the inside cones. The attacker begins with the ball. Unbalancing the defender and dribbling the ball to either cone scores points. Opportunities to score are created by unbalancing the defender with footwork prior to dribbling to the cones. The defender plays between his/her two cones and makes no attempt to steal the ball. The defender scores by touching the cone as the attacker gets to the cone. (See Fig. 11A)
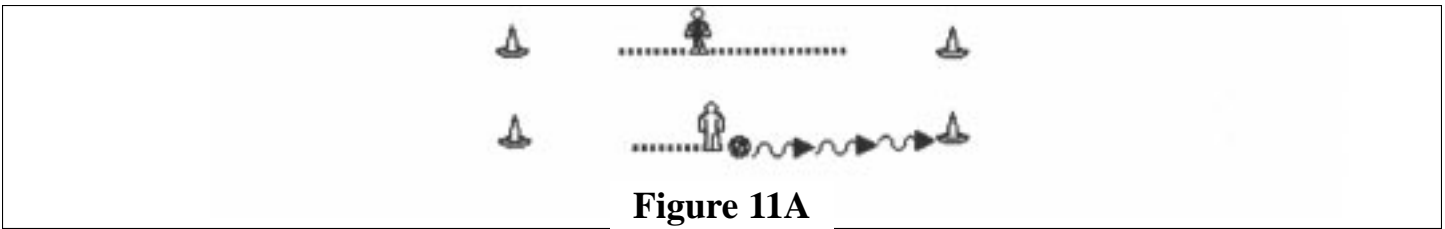

Figure 11A

Figure 11A Notes:

c. 1 vs. 1 between cones and penetrating

Same game as above, but attacker scores points by unbalancing and getting behind the defender. The defender may dispossess only on the line he is defending. (See Fig. 11B)
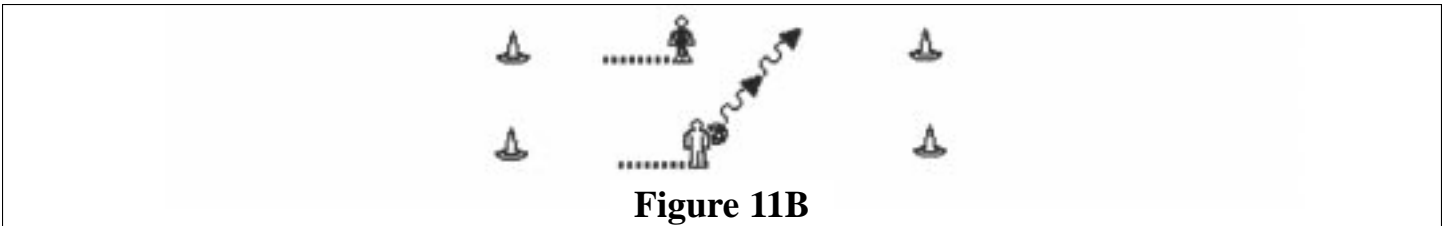

Figure 11B

Figure 11B Notes:

d. 1 vs. 1 attacking a goal

Equipment Required: four cones, one goal and one ball.

For this exercise make a grid 7 yards wide and 5 yards deep, 16 to 18 yards from the goal. The objective is to 1) penetrate and 2) score a goal.

The attacking player dribbles toward the defender positioned at. the front of the grid. The defender is positioned between two cones. The attacker looks to unbalance the defender with footwork before penetrating (getting behind) with the ball. The defender can only dispossess inside the grid. Once the attacking player gets behind the defender, he/she immediately looks up to choose the best target in the goal and shoots at that target there. (See Fig. 12)
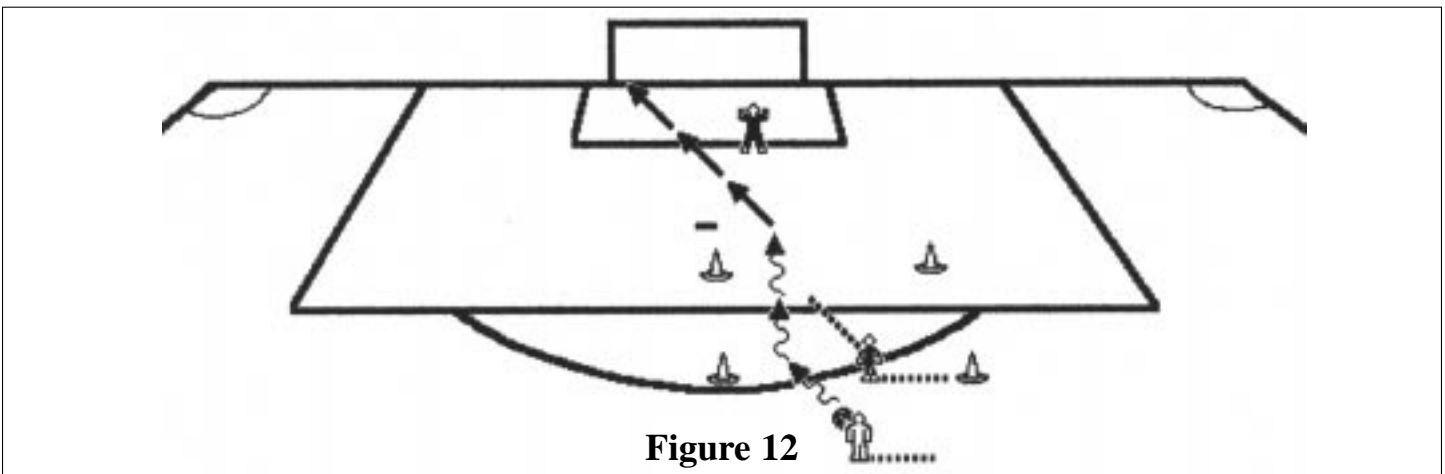

Figure 12

Figure 12 Notes:

C. Scoring - 30 min

Objective: identifying the best targets within the goal, quickly striking the ball with the proper surface and placing the ball away from the goalkeeper.

Description: As a player dribbles into the penalty area, he/she prepares his/her shot by first looking to see the goal and the position of the goalkeeper. With this information, the player can make a choice where to place the ball out of the goal keeper's reach.

Equipment Required: two cones, one goal and one ball per player.

Sample Exercises:

1. Moving Goalkeeper

Begin with the goalkeeper in the goal moving laterally from post to post. The attacking player starts 25 yards from the goal. As he/she approaches the goal, the action of the goalkeeper demands that he/she look at the goal to choose when and where to place the ball. Next, the attacking player places the ball out of the goalkeeper's reach. (See Fig. 13)
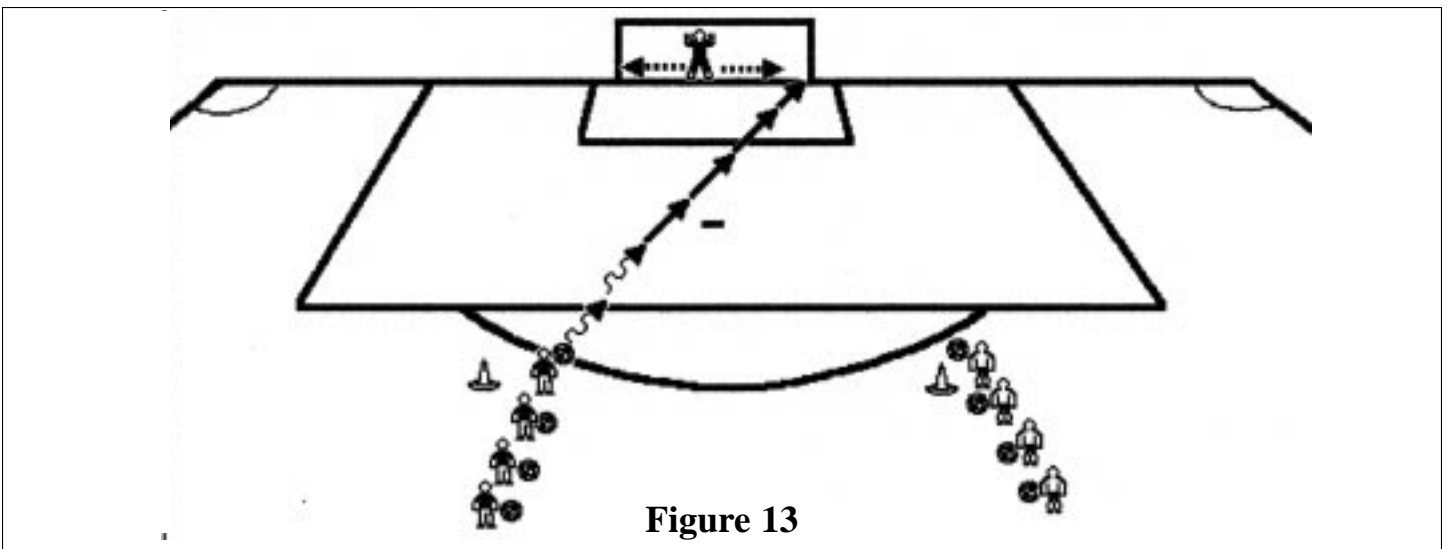

Figure 13

Figure 13 Notes:

2. Attacking the goal with pressure from a defender

In this exercise, the goalkeeper assumes the normal position to protect the goal. The attacking player starts 30 yards from goal and is placed under pressure by one defender. The role of the defender is restricted to pressuring from one side without taking the ball away.

As the attacker is "shadowed", he/she keeps the ball on the foot furthest from the defender and prepares the shot by first looking for the opening in the goal. Next, the attacking player places the ball out of the goalkeeper's reach. (See Fig. 14)

3. Playing with full pressure. Same as above, defenders may dispossess and block shots.
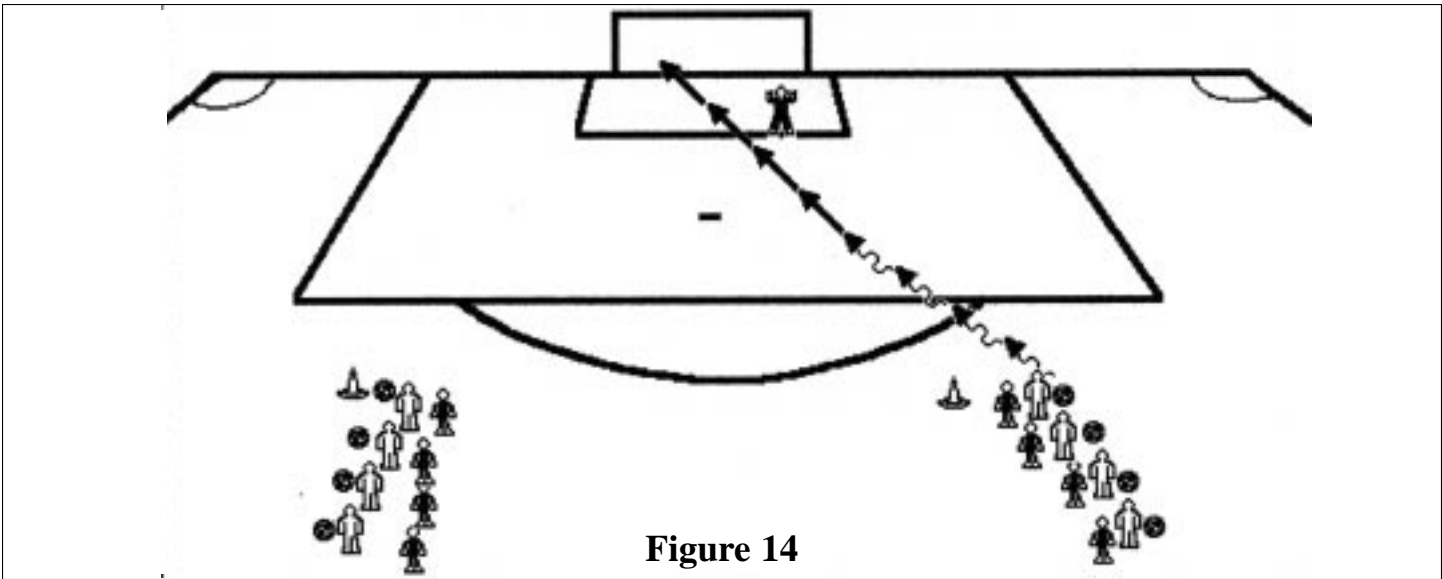
12

Figure 14

Figure 14 Notes:

D. Group Possession

1. Passing and Receiving - 45 min.

   Objective: Learning to receive the ball and surveying the field.

   Description: When facing the passer, seeing and receiving is accomplished by glancing behind before receiving the ball. When moving, seeing and receiving is accomplished by glancing to the blind side.

   Equipment Required: four cones, one ball per every two players.
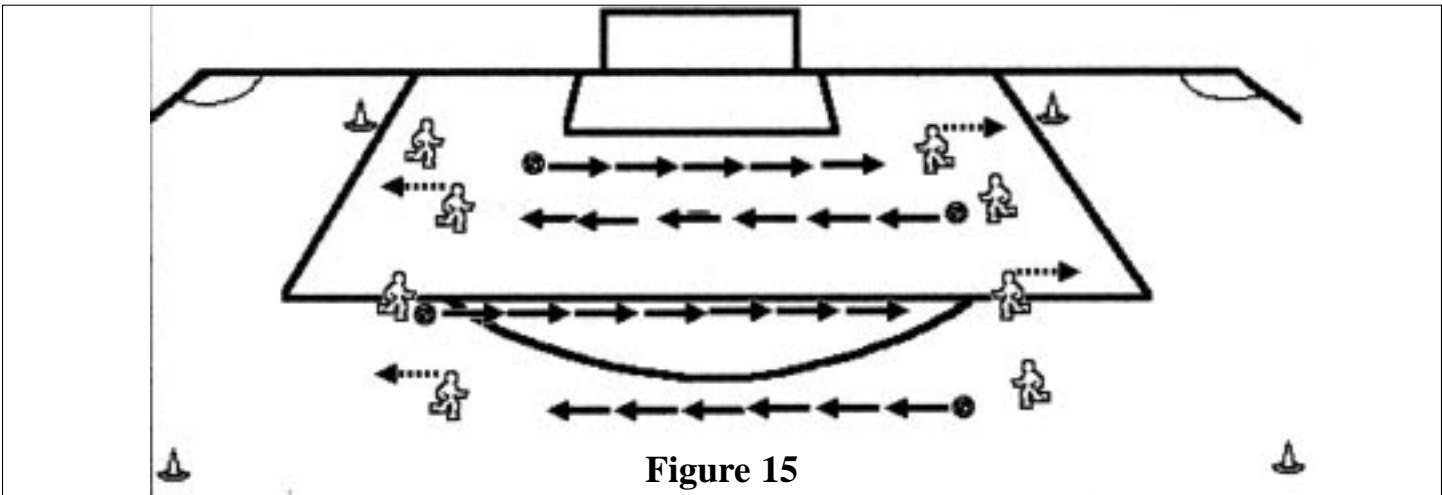
   Sample Exercises:

   a. Looking behind and receiving

Figure 15

Figure 15 Notes:

i. In pairs, 10-15 yard distance apart, one player passes the ball along the ground. The moment the ball leaves the passer's foot, the partner receiving glances behind. The passer varies the pace of the ball. (See Fig. 15)

ii. Both players are dribbling and inter-passing. One player with the ball dribbles and passes the ball. The partner glances toward the blind spot before receiving the ball. (See Fig. 16)
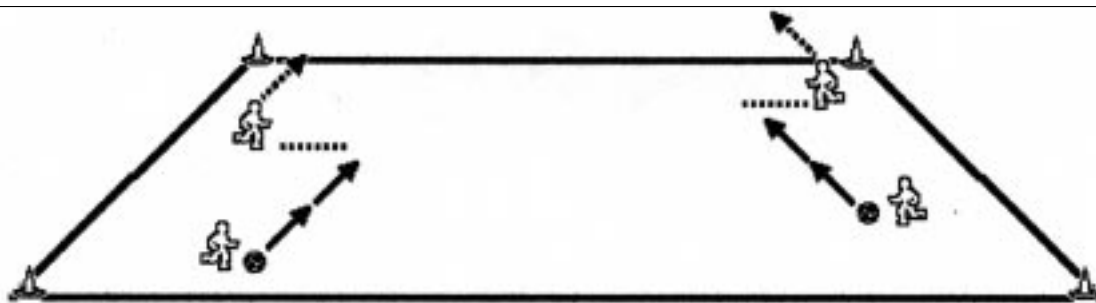

Figure 16

Figure 16 Notes:

b. Combining with teammates

Practice for combining vision and passing skills. Looking around and glancing behind allows for quick decision making. Quick decisions involve dribbling, looking, passing and moving into areas with more room. The following exercises improve decisions such as when to pass, passing accuracy and timing of passes.

i. 14-16 players in a 25X35 yard grid. Seven to eight balls. In pairs, players dribble and inter-pass. The player with the ball looks up and begins to dribble into an area where there is room. The player without the ball runs where he has the room to receive the pass...preferably a diagonal run crossing in front of the passer. The player delivering the ball paces the pass according to the speed of the run, so that the ball arrives just ahead of the player making the run. (See Fig. 17)

ii. "Follow my nose" Receiving player moves in the same direction as the partner is dribbling. (See Fig. 18)

iii. Passing for points. Points are awarded for each successful pass. A successful pass is accomplished when the player without the ball moves into an area of the field where
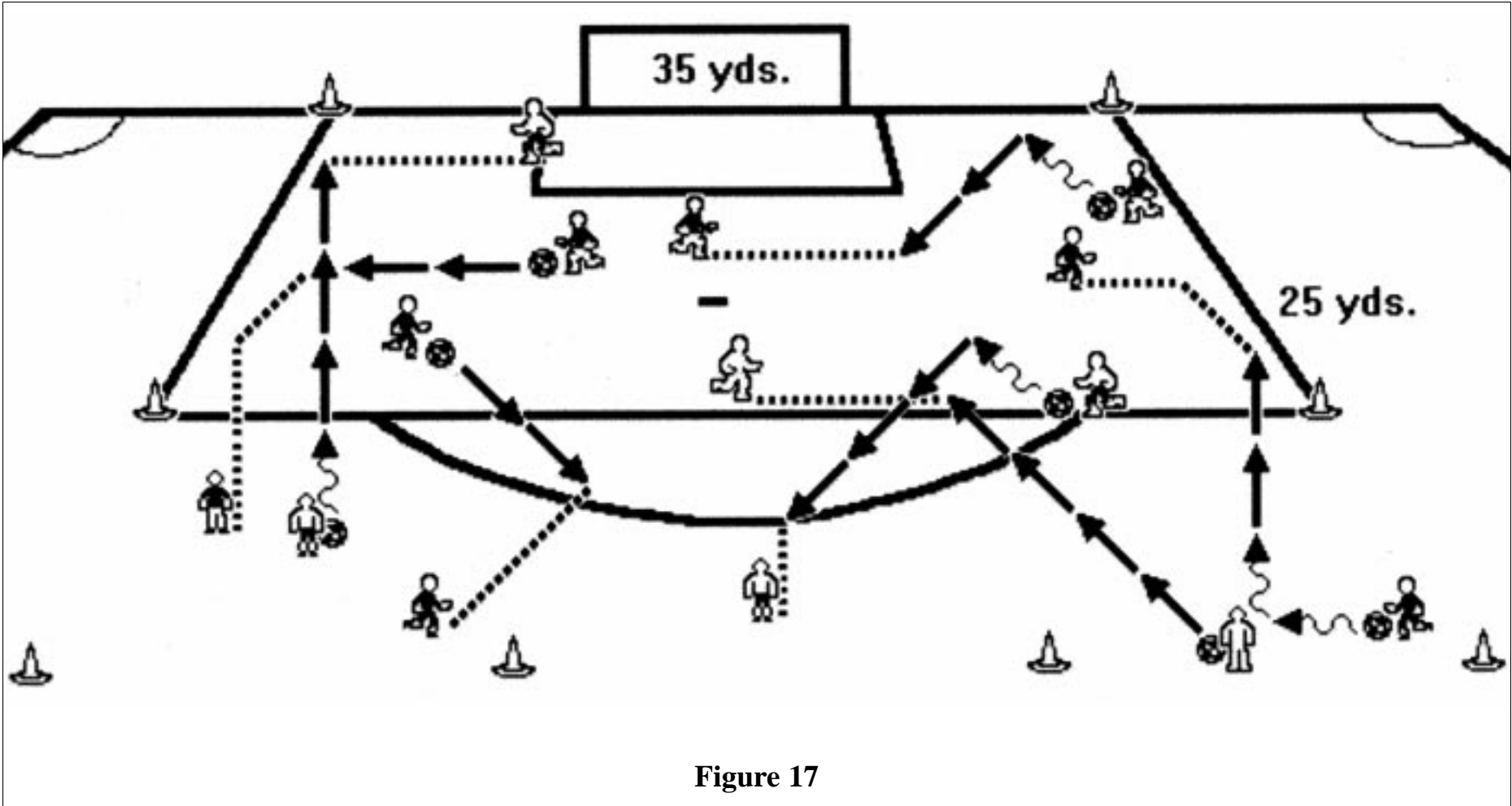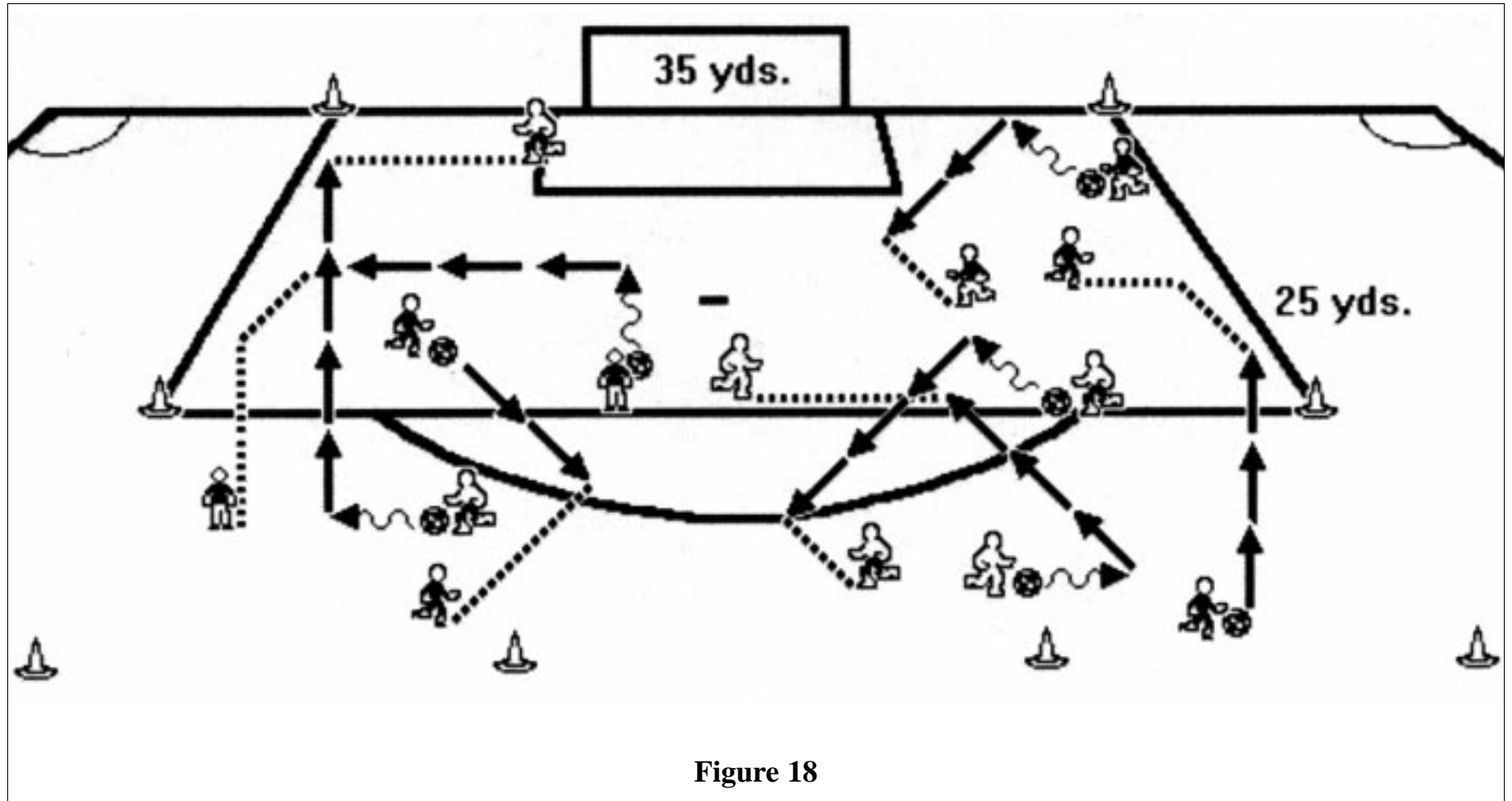
35 yds.

25 yds.

Figure 17

Figure 17 Notes:

35 yds.

25 yds.

Figure 18
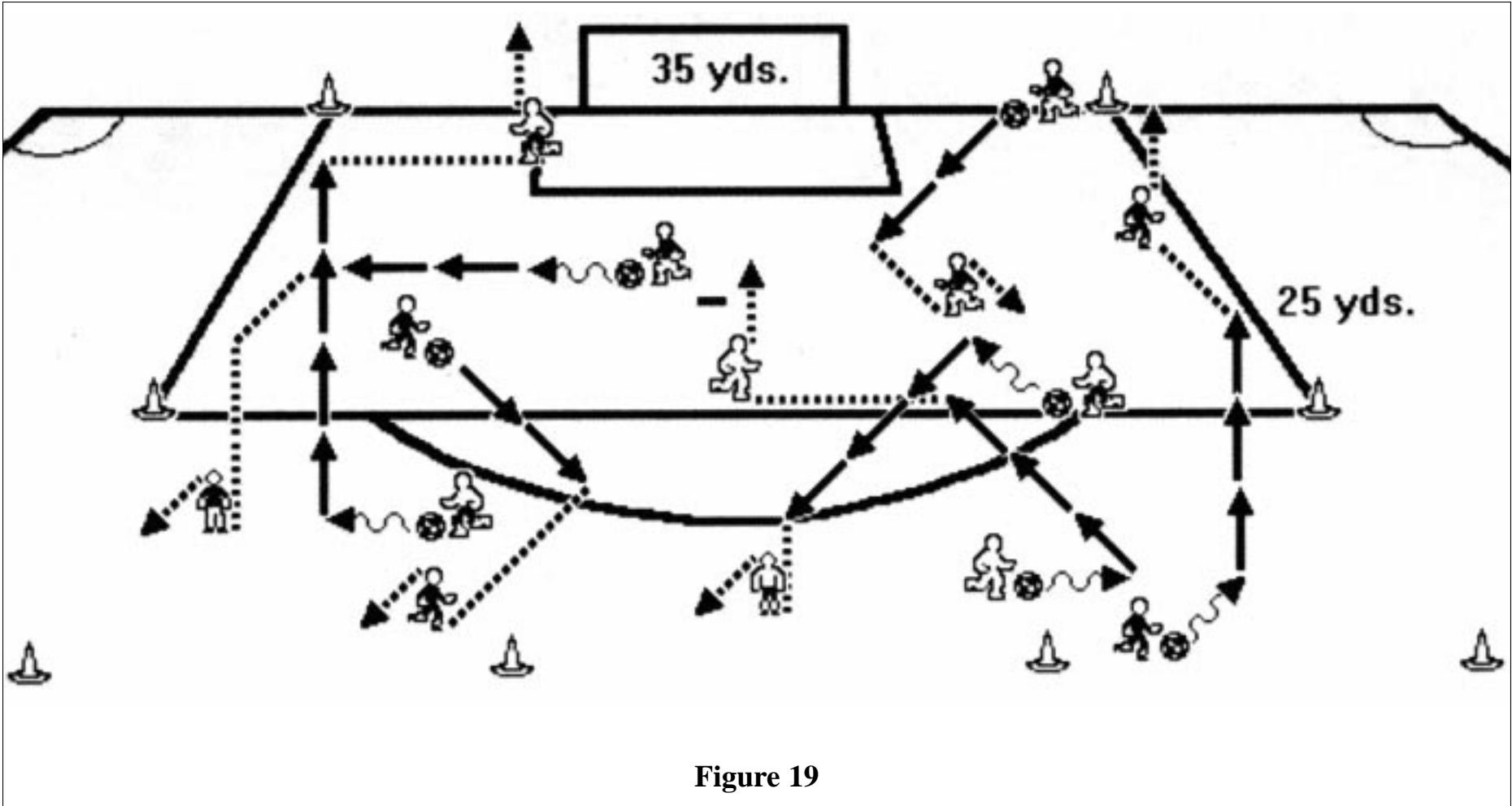
Figure 18 Notes:

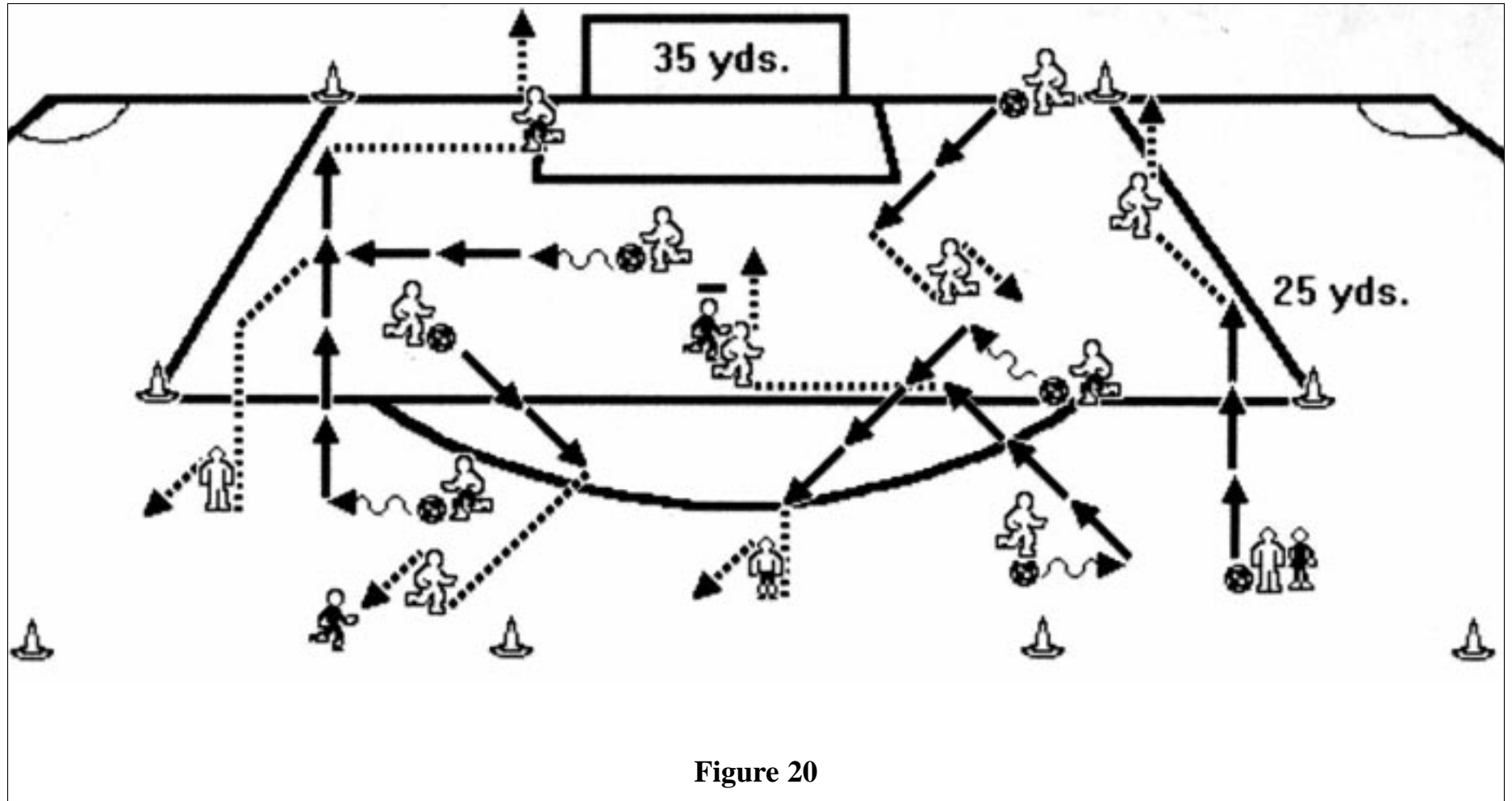**Figure 19**

Figure 19 Notes:

Figure 20

Figure 20 Notes:

there is room, looks behind before receiving and controls the ball with a good first touch. Points are deducted if, 1) the receiving player does not look behind prior to receiving the ball, 2) the pass does not successfully reach your partner i.e. the ball leaves the grid, hits a player moving through the grid or strikes someone else's ball. (See Fig. 19)

    iv. Introduce 2-4 defenders to challenge the players passing the ball. The players passing and receiving improve their ability to maintain possession by glancing over the shoulder and identifying the location of the defender. This information is helpful in keeping the ball out of the defenders reach. Defenders attempt to intercept the pass and maintain possession of the ball in order to score a point. After 1-2 minutes, players change roles until everyone has had an opportunity to defend. (See Fig. 20)

E. Possession games - 55 min

   Objective: To maintain possession under full pressure of a defender(s)

   Description: As full defensive pressure is applied, the attacking player positions to hide the ball, looks around and behind, dribbles away from the defender or delivers the pass to a teammate.

   1. 2 vs. 1 in a 15X20yard grid. (15-20 min.) Possession without a wall pass. 4-5 passes = 1 point.

     The attacking player with the ball moves into the hide the ball position. The attacker must look around and behind, then spin or dribble away from the defender. This movement creates a better angle for the pass. The defender attempts to dispossess the player with the ball or to intercept the pass. The defender gaining possession becomes an attacking player while one of the players losing possession becomes the defender. (See Fig. 21)
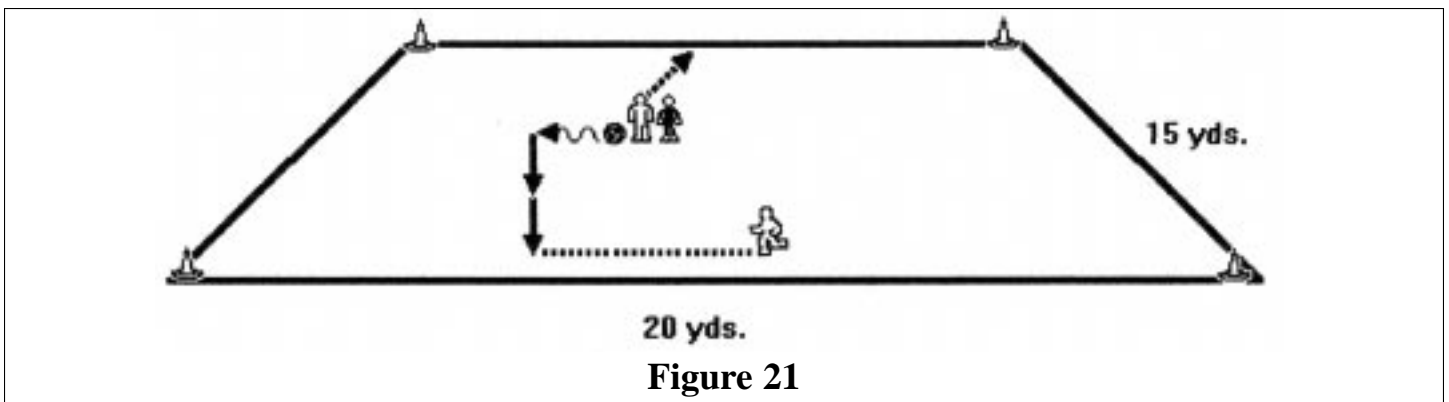

15 yds.

20 yds.

Figure 21

Figure 21 Notes:

   2. Possession with wall passes

     4-5 passes = 1 point, a wall pass = 1 point. Same setup as above.

     If given the opportunity, the attacking players attempt to wall pass behind the defender. Please note that if there is no room to deliver a wall pass then the player with the ball continues to hide the ball, look around and behind and spin or dribble away from the defender. (See Fig. 22)
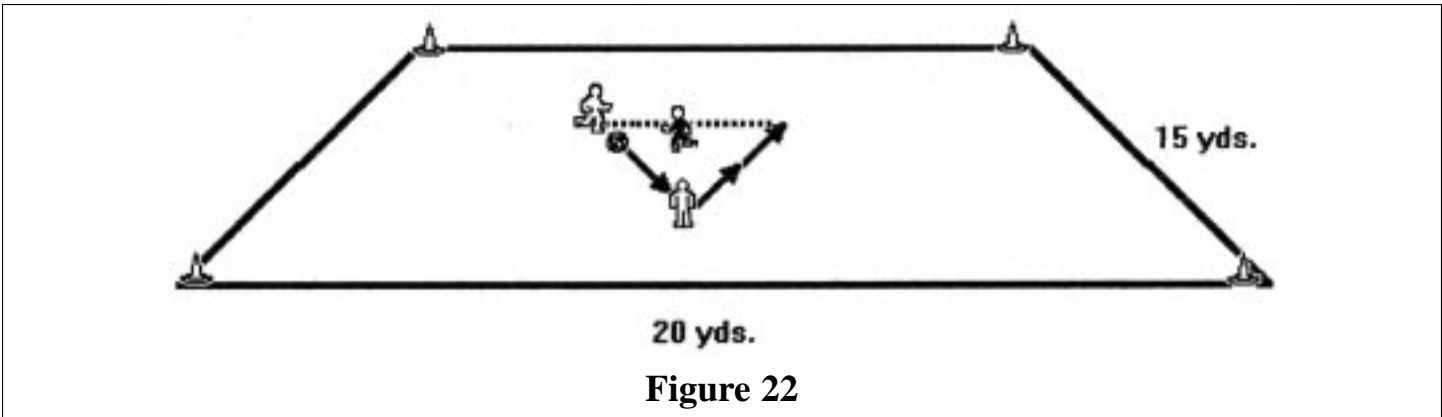
15 yds.

20 yds.

Figure 22

Figure 22 Notes:

3. 3 vs. 3 + GK (goal keeper) + 1, two sided goal game (10-15 min.) with a cone placed 25 to 30 yards from each side of the goal. (Goal size should be appropriate to the age group.)

   Three attacking players (Team A) keep the ball away from two defenders (Team B) while third B player positions behind the cone on the opposite side of the goal. The third B player starts the attack once his/her two teammates win the ball and deliver it to him/her. Using the earlier techniques described to maintain possession, Team A attempts to dribble and pass around Team B and score a goal. Once a goal is scored or a shot is missed, the two B defenders join their teammate on the opposite side of the goal. The three team-B players now become attackers. They attempt to score from the other side of the goal. Two of the three attackers from Team A now defend while the third Team A player remains behind the cone. At any time, if the defending team dispossesses the attacking team, they may pass or dribble the ball to the opposite side of the goal to begin their attack. (See Fig. 23)
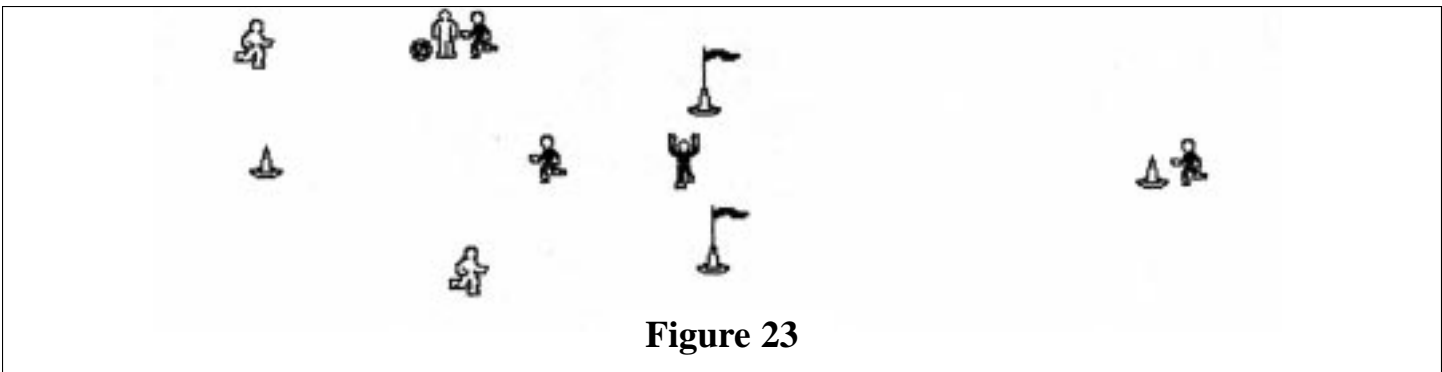

Figure 23

Figure 23 Notes:

4. 5 vs. 5 + keeper, three sided goal game. (Goal size appropriate to the age group)

   In this game, both teams may score on any of the three goals. The ball stays in play after a goal is scored and whichever team gets to the ball first continues to maintain possession and to attack. Once the GK makes a save, the GK distributes the ball by hand to the team which had defended. (The GK should serve the ball to the furthest player from the goal). (See Fig. 24)
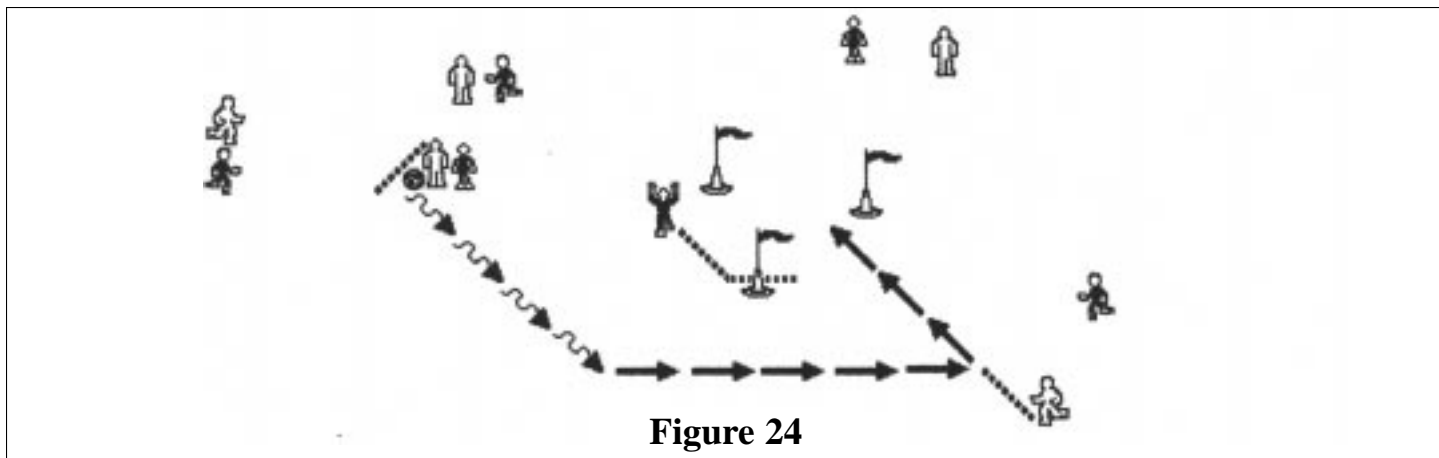

Figure 24

Figure 24 Notes:

F. Advanced Possession Games - 1 hour

   Objective: To have attacking players look around and behind, surveying the field and making quick and informed decisions with the ball.

   Description: In groups of 5 to 7, attacking players are encouraged to develop a habit of looking around and behind before receiving the ball.

   1. 5v5 + 1 up to 7v7 + 1 in a 40x50 yard grid (15-20min.), game to 25 points.

      Points are awarded when players glance before receiving a pass and maintain possession. The neutral player N joins the team that has possession. (When the teams gain success at possession, take away the neutral player) (See Fig. 25A)

   2. Same as above. Points are awarded when a player who is challenged, positions to hide the ball, looks around and behind and dribbles away from the opponent. (When the teams gain success at possession, take away the neutral player) (See Fig. 25B)

   3. 5v5 + 1 up to 7v7+1   50X60 yard grid (4-6 one touch passes = 1 point) (10 min.)

      Goals are scored when a team in possession achieves 4-6 one touch passes. Passes need not be in sequence. This allows for dribbling for possession as a tactical option and a slower rhythm of play. Quick passing and a fast rhythm is encouraged and rewarded but not forced. (See Fig.26)

   4. 4v4 + GK + 4, half court game. 30x 40 yards (10-15 min.) with a full size goal. Game is played to 1 goal.
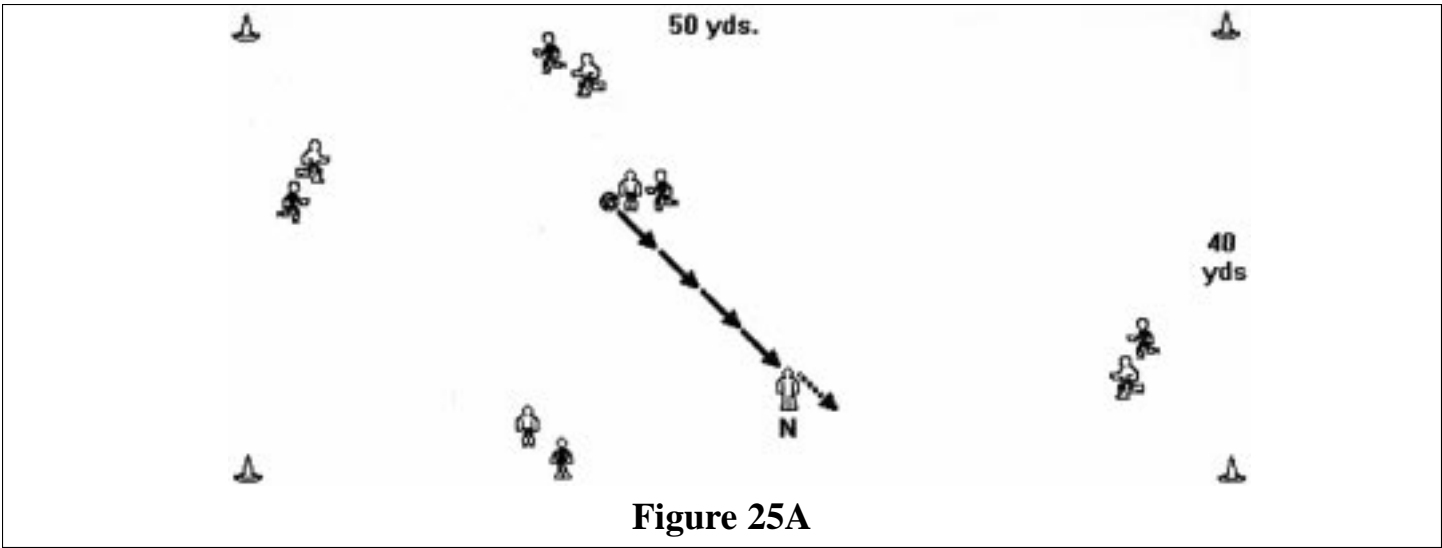
Figure 25A

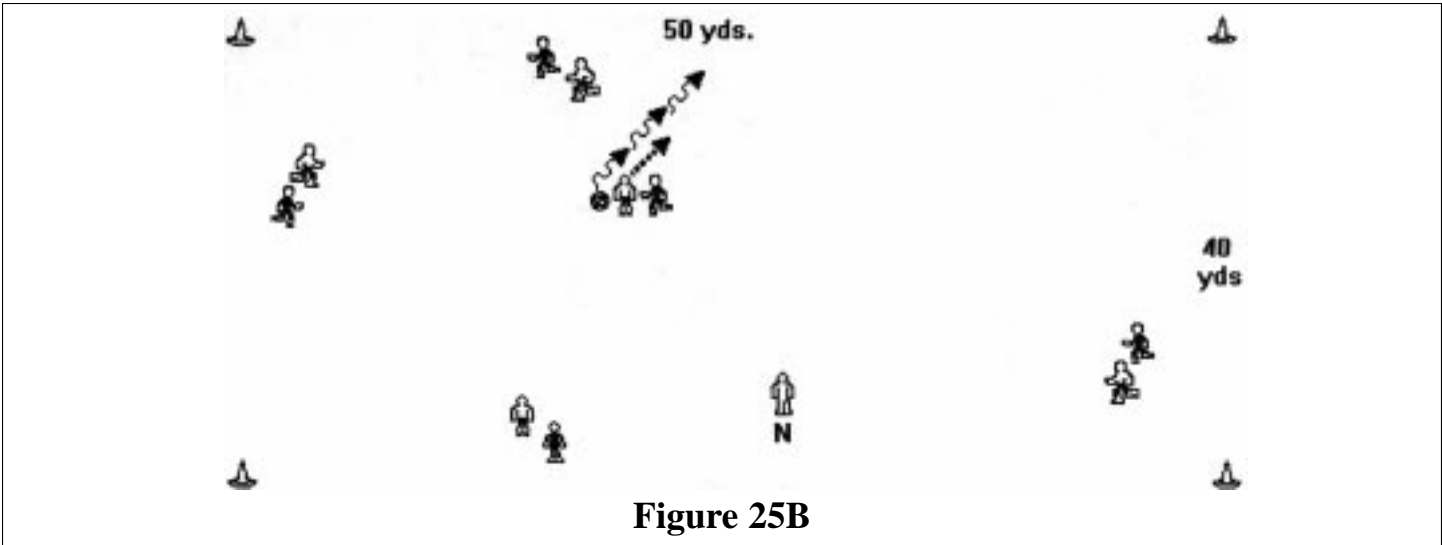**Figure 25A Notes:**

Figure 25B

Figure 25B Notes:

Four players from Team A versus four from team B compete against each other versus one goal (similar to half court basketball). The four players from Team C serve as support players
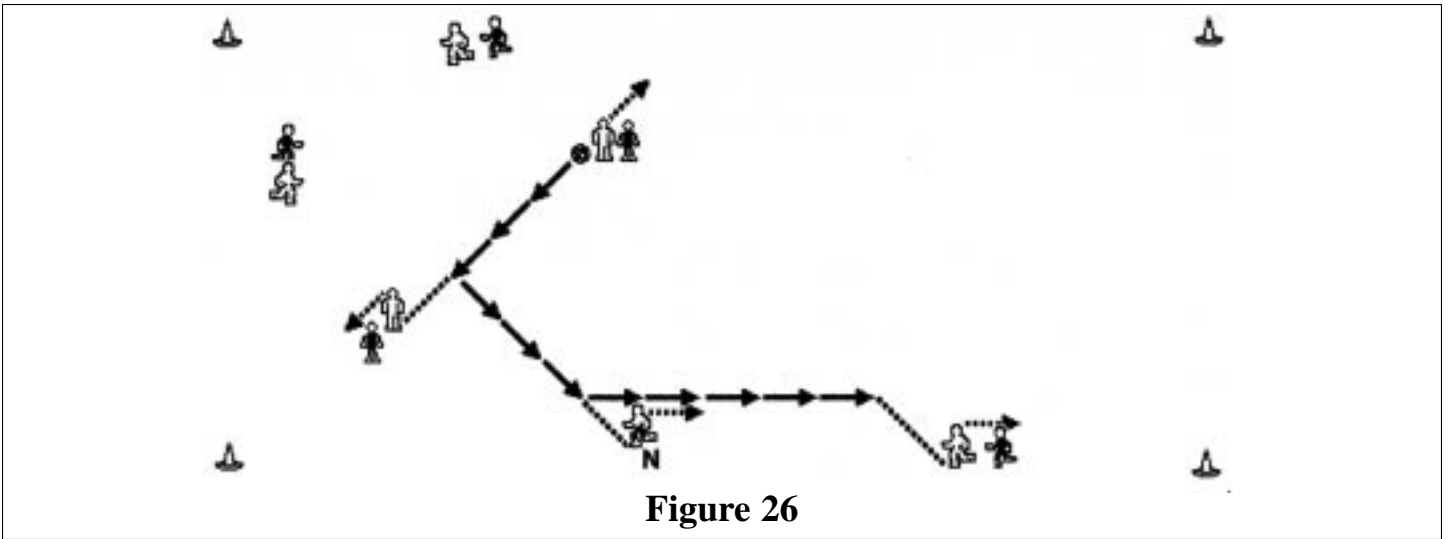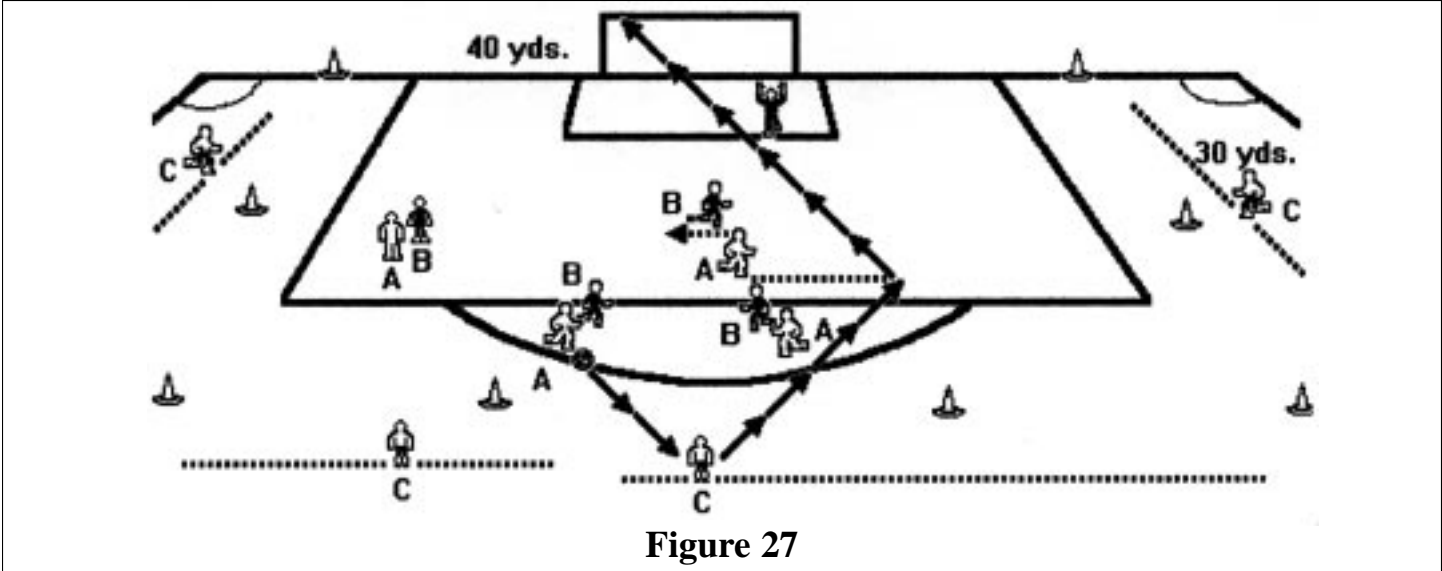
Figure 26

Figure 26 Notes:

and are restricted to two or three touches while remaining in the designated zones. Begin the game by designating Team A as the attackers and Team B as the defenders. If team B gains possession of the ball, they must bring the ball past the18 yard line before attacking the goal. If Team A shoots on goal and the keeper saves, then the keeper distributes the ball by hand to one of the support players from Team C. The support player plays the ball to a player on team B. Team B now becomes the attacking team. Once a goal is scored the winning team stays on while the losing team switches position with the supporting team. (See Fig. 27)

Figure 27

5. 6v6 or 7v7 + GK to one full-sized goal, played on one half of the field. (10-15min.)

Two grids 10 X 10 yards are placed 10 yards from each sideline and 30 yards from the goal line.

Team A is designated as the attacking team; team B is the defending team. Team A attempts to score on goal. If they are successful, the goalkeeper restarts play with a goal kick. Team B must then attempt to pass or dribble the ball through either one of the two grids. Once this is accomplished they may now attempt to score on goal. If Team A gains possession of the ball before Team B goes through a grid then Team A may score directly on goal. (See Fig. 28)
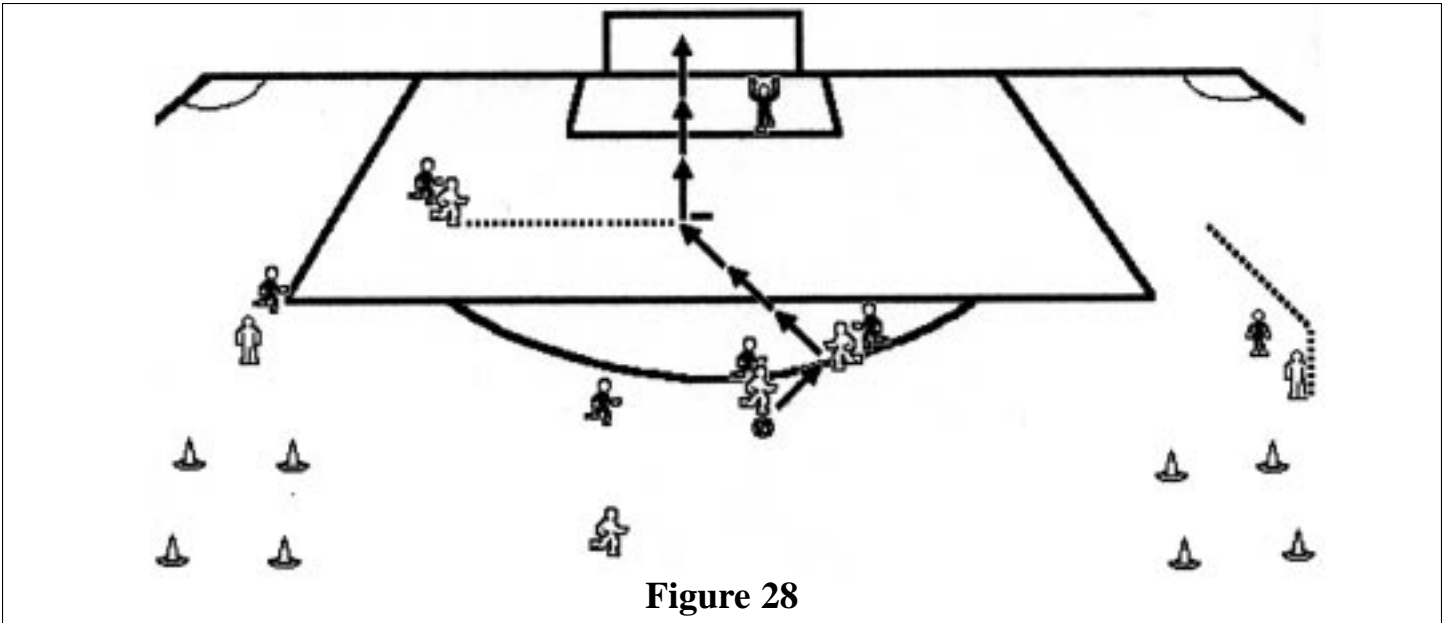

Figure 28

G. Team Possession and Penetration - 1 hr

Objective: To make informed decisions by identifying when to maintain possession and when to penetrate the goal.

Description: In teams of 6 to 8, attacking players are encouraged to increase their range of vision up to 30 - 35 yards.

1. Three Goal Game played to 10 pts. (10-15 min.)

Three two-sided goals are placed on a vertical line in the center of the field. Two regulation size goals are on the outside, while one small (12 ft.) goal is placed in the center. The goals should be placed 15 yards apart.

Each team may score from either side of the goal (six options to score). The goalkeepers are responsible for protecting both sides of their goal.

If a team scores on the small goal they would receive one point. If they score on the full sized goal they would receive two points. When a goal is scored on a full sized goal, the goalkeeper distributes the ball by hand to the team that was defending.

The objective of the game is to identify the goal that has the least amount of defenders in front of it.

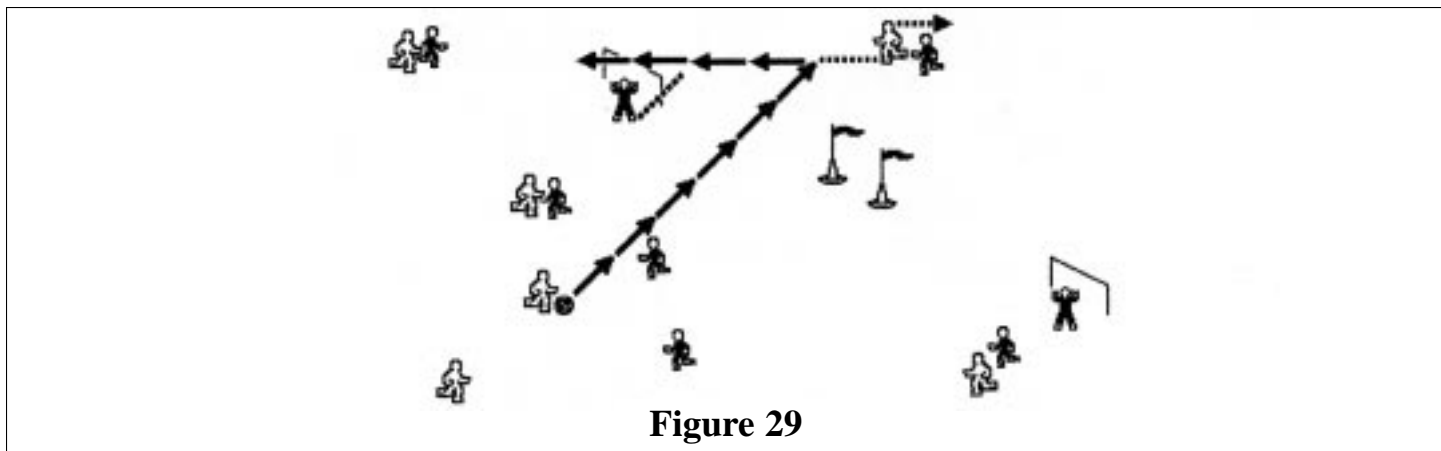This objective is accomplished by looking, dribbling, passing wide and deep to penetrate to goal. (See Fig. 29)

Figure 29

Figure 29 Notes:

2. 6 vs. 6 to 8 vs. 8 pass or dribble over the goal line for a point. The game is played to 5 points (10 min.) on one half of the field.

Using width and depth the attacking team must create openings to penetrate and control the ball over the defending team's goal line. (See Fig. 30)
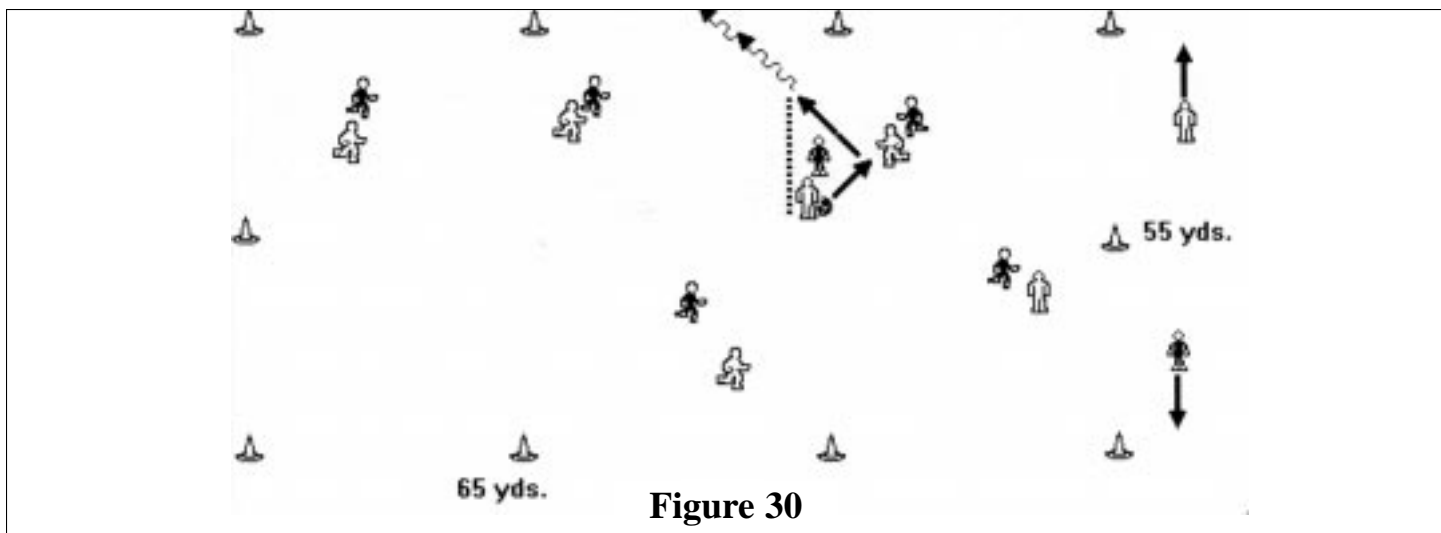

55 yds.

65 yds.

Figure 30

3. Four Goal game 6 vs. 6 to 8 vs. 8 (20 min.) The game is played on one half of the field. On each goal line, two 12-foot goals are placed 15 yards apart.

   The game is played without a goalkeeper. Each team may score on either goal. The team with the ball must continually look around, surveying and identifying which goal is best to attack. Each team is responsible for defending two goals. (See Fig.31A)
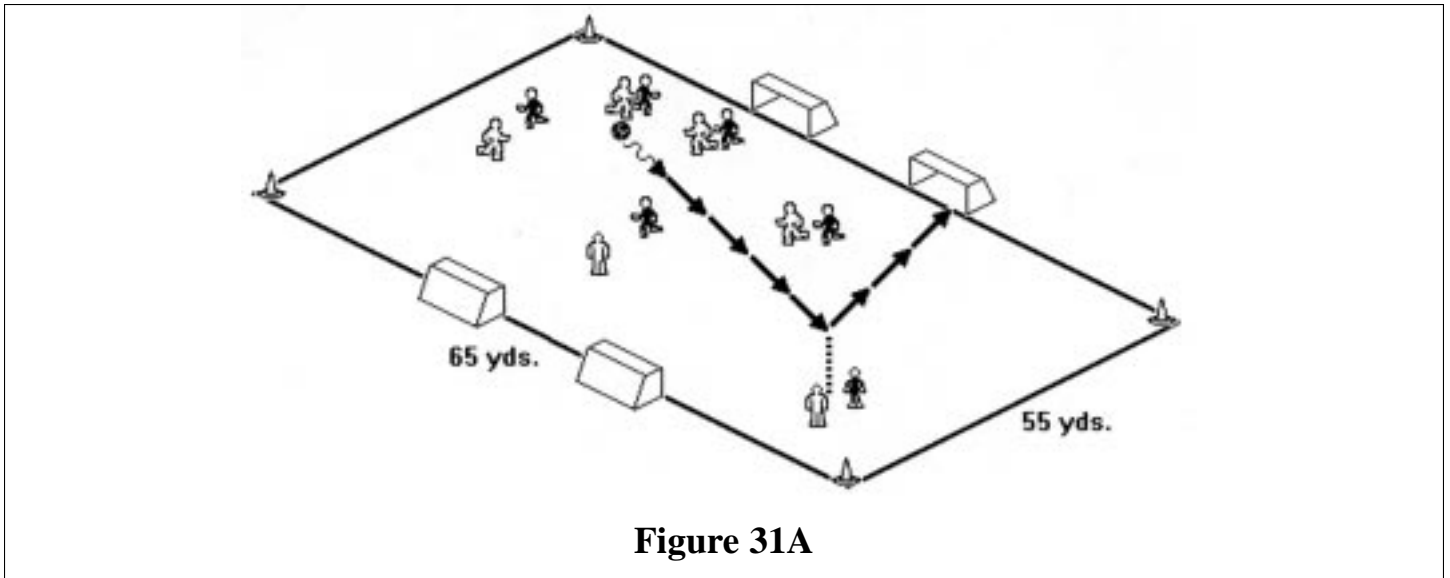

Figure 31A

Figure 31A Notes:

4. Same as above, with a goalkeeper defending both goals. The team with the ball must look up and identify which of the two goals are free and quickly attack the vacant goal. (See Fig. 31B)
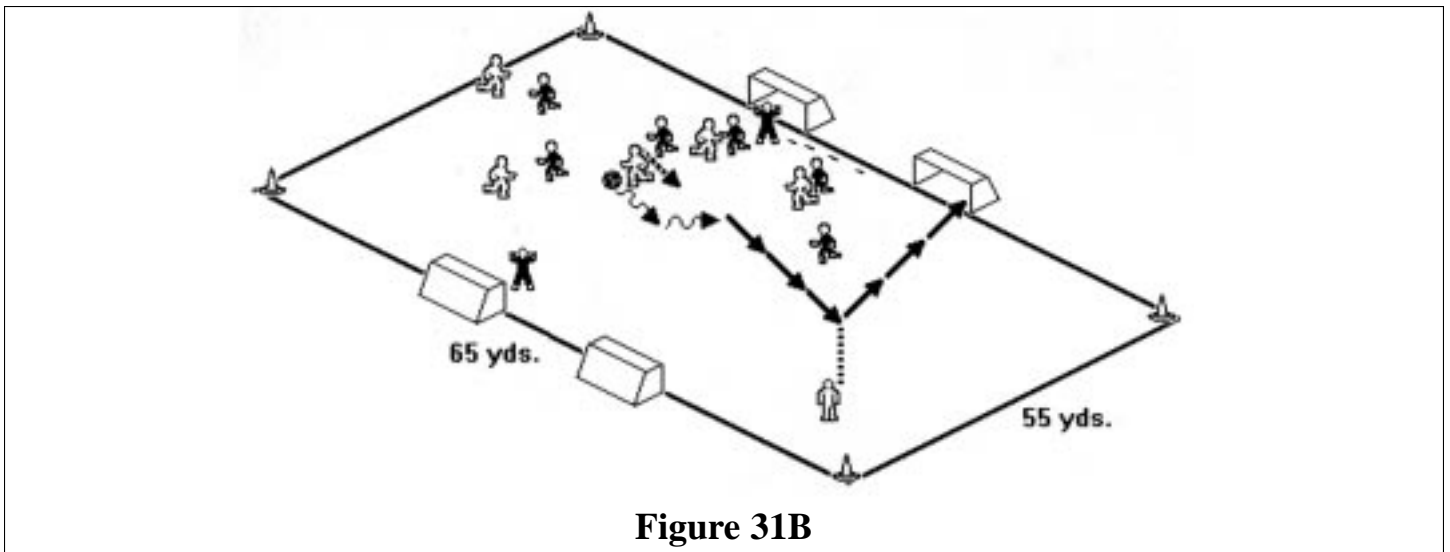

Figure 31B

Figure 31B Notes:

5. 11 vs. 11 game, full size field (15 min.)

   Full sized game with no conditions. The objective is to identify glancing, hiding the ball, looking to dribble where there is more room, variations in rhythm from slow to fast, and making good decisions. (See Fig. 32)

Figure 32

Figure 32 Notes:

V. Summary - 15 min.

   A. Review points of emphasis in games/training

   B. Coaches' questions

V.   Glossary:

Hiding the ball - Using one's body to screen and protect the ball, keeping it out of reach of challenging play-
         ers.

Possession - using hiding the ball (shielding) or passing skills to keep the ball away from challenging players.

Penetration - getting the ball past defenders and closer to the opponent's goal by dribbling or passing.

Unbalancing - moving one's body in quick side to side movements that produce reactions from the opponent
         and places him/her temporarily off balance, increasing the ease with which a player with the
         ball gets past the opponent.

Dispossess - taking the ball away from the player in possession.

Wall pass - a combination of two passes used to get the ball past a defender. The first pass comes from the
         player who is dribbling towards a defender, the second pass is a one-touch return pass from the
         teammate who positions himself/herself like a "wall" along side of the defender (defender's shoul-
         der points at the teammate acting as the wall)

Glance - a quick look over the shoulder or to the blind side at the instant a pass is released.