

Chapter 1 : Soccer – Tactics, Basics and Practice Units

Conducting Effective Team Meetings Top Develop strategies and tactics for effective team meetings that strengthen working relationships and improve practice efficiency. Conducting Effective Team Meetings.

This manual is written in co-operation with some of the experts of Floorball in the world. I would also like to thank Merita Bruun for sharing opinions and encouragement. Team tactics are also important for the coach to bring out the best in each player. Trends in Floorball In floorball, the determined play positions are more or less passed in the history. Positions are changed and rotated all the time during the game, a defender can lift up the play and end up scoring in the opponents slot which forces one forward to stay and back the defender up. Therefore young players should be taught to play all different positions. Every player should also at least once try as a goalkeeper. Some other characteristics in floorball today can be seen in the team play system of the top leagues. A winning team bases its tactics on offensive play. There are practically two different ways to attack; organised attacks and transition counter attacks. Some teams rely on holding the possession of the ball by slow and strictly organised attacks but the trend in the top leagues is to base the offensive play on straight forward attacks with short distances and one time passes using all five players in a unified front. When the defensive team is standing still in the fore checking figure, they are easily outplayed by speed and quick ball moving. This demands a lot from the players, such as technical capacity to execute accurate one time passes and ability to read the game. Another offensive tactic is transition. Transition from defence to offence demands a lot of skill and reaction speed, but can be a weapon that the opponent has no chance to beat, with no time to organize the defence. Counterattacks can only be beaten with quick return from offence to defence which also should be practiced. In the defensive play the most used fore checking figures are with a directing top player and man cover in the defensive zone, and the classical Progression and the levels The aim of this material is not to give the optimal solution to the question which team tactic is the best. The objective is neither to give an answer which system a team should use but more or less help the coach to come up with the optimal system for the team and explaining the factors affecting that decision. The coach should be aware of all the tactical matters and should be able to give objectives to create motivation even when the players question the chosen tactic. Different offensive and defensive system are handled at a basic level. Also exercises to practice these systems are included. The main emphasis on these exercises is on the individual skills needed in the specific system and on developing those skills and the ability to make decisions in specific team tactical situations. The drills are planned to be as game like as possible. The exercises are divided in three levels according to the level of the players. On the first level, the individual technical skills needed in the system are practiced. These drills are much like the drills on the first part; Individual technique and tactics. The second level provides exercises with individual tactical skills when more than one decision is to be made. The third level consist of game situations exercises with five players each side. The line between the levels is thin and the exercises might overlap, but the objective is to divide the progression according to the level of difficulty and development. The team should naturally practice the things needed in the tactic, but it is up to the coach whether to strengthen weaknesses or make strengths even stronger. Individual, in small units and team tactics. To gain the maximal results in each player, these parts should be introduced in this order. All these skills can, and should be trained constantly during practice. With children, the coach should be more considerate towards the individual skill development and proceed in a certain order, when it comes to both individual and team tactics. Individual Players will adopt individual tactics at a young age without acknowledging it. They will automatically learn with lots of repetitions, how to behave in certain situation. They will learn to make the best decision from all given options if they are just provided with the right learning environment. Floorball, just like any other sport, is not just about individual technical skills and team tactics. Therefore the individual tactics should be priority number one in the beginning. Tactical terms, such as fore checking, angling, man cover, space cover, however should be used in order to make the terms familiar to the players. Also the rules and the nature of the game should be internalized at an early stage 2. In small units With slightly older players years or older players just starting to play floorball, the tactics can be introduced in smaller units, such as three against three games. At

the same time the technical abilities are learned. Also the tactical terms should be clear for the players before moving on to the next level. Team tactics With adolescence and adult players 16 years and up team tactics should be emphasised during each practice. Technical and individual tactical skills should be at such level that they are not to be enforced anymore. Play book The coach can and should make a use of a play book. The play book should be used as a tool to give written instructions and ideas to the players and to give motivation and objective for the players to practice according to the chosen system. It should include topics such as: Slogans, tactics in offensive and defensive system, certain individual responsibilities in each play position, team rules and perhaps the practice schedule. Before planning a play book, certain topics should be considered, such as the material and the level of the players, the type of players, the size of the home rink etc. The play book should be alive during the season according to different variables. The opponents play system and the changes in the line-ups can make a difference during the season so the coach should always leave some room for the plans to change. The material is the most important thing to consider when choosing the tactics. The tactic should therefore be created for the players not vice versa. However if the aim is to constantly develop players and the tactical knowledge; all skills, even those not fully mastered should be trained during practice. This will create a basis for the players to adopt other technical and tactical skills in the future. The external factors also have an effect when choosing the tactics. For example the size of the home rink might determine whether the team uses straightforward attacks narrow rink or organized attacks wide rink. The offensive tactics should be considered so that the material used would be taken advantaged of. To win games demands scoring, and scoring is the result of controlling the game as an offensive party. Therefore in a winning team, offensive play is always prioritised. In the defensive play it is best to teach one system at a time or at least choose one system as a basic system for the team. Team tactics should also be there to make an individual player feel safe especially if the same tactic is used throughout the season. In this case it should be clear to the players in which position they are in, and if practiced thoroughly, also the options in each situation should be provided and trained.

Chapter 2 : Sport Skill Instruction for Coaches: Guidelines for helping athletes develop tactical skills

Tactics. Soccer tactics range from the way a player stands or moves, to the pace, style, positioning and movement of the entire team. How those concepts are conveyed is a language of its own, which can be baffling to a new coach and even to some experienced ones.

The team strategy you come up with will depend on the skill level of your athletes and the anticipated strengths and weaknesses of your opponents. A soccer team with slower than average foot speed might have a team strategy that encourages players to maintain closer spacing in order to advance the ball by using shorter passes. If players understand that strategy, they will be less tempted to try long passes their teammates are unable to catch up to. Variable Factors Tactical decisions do not occur in a vacuum but are always made within the context of a particular competition. That context usually varies from one competition to the next because of a number of factors, including the quality of the opponent, field conditions, weather conditions, time left in the game, and score differential. In tennis, it is not a good idea to hit lob shots on a windy day because the longer the ball is in the air, the more likely it will be blown out of bounds. Sometimes tactical decisions vary at different times within a single competition. In baseball, as the adage goes, the visiting team should play for the win when it is behind in the ninth inning, while the home team should play for the tie. Presumably, the reason the home team should play more conservatively is because it always bats last. Therefore, if the game goes into extra innings, the home team always has one more chance to tie or win the game should it fall behind. The best way to do this is by exposing them to information and experiences that will enhance their decision-making capabilities. Pass on to your athletes the rules of the sport, a clear presentation of your own team strategy, an understanding of their individual roles on the team and their individual strengths and weaknesses, an understanding of the strengths and weaknesses of opponents, competition-like experiences during practices, and reminders of the keys to success before and during competitions. Teaching the Rules Depending on the age and experience level of the athletes you coach, you may need to alert them to certain rules. Football players need to know that a kickoff fielded in the end zone does not have to be advanced. However, if the ball is advanced outside the goal line, it is in play. In addition to the formal rules of the sport, there may be informal rules you need to alert your athletes to before competitions. Wrestlers need to know that a referee might stop the match whenever he sees either wrestler venture outside the circle because the size of the apron is too small for safe combat. To help your athletes gain an understanding of the rules of your sport, you must obviously know the rules yourself as well as which ones your athletes may not be familiar with. Once you know which rules your athletes need to learn, you should both verbally explain them and physically demonstrate them as clearly as possible. After your athletes have observed the demonstration and been allowed to ask questions, give them opportunities to experience the rule in competition-like practice situations. In softball and baseball, when there are fewer than two outs, baserunners need to be sure a batted ball contacts the ground before they attempt to advance. Players could strengthen their knowledge of this rule during batting practice by running to first base after they have completed their turn at bat and then gradually advancing around the bases as the subsequent players practice batting. Each time the next batter makes contact with the ball, the runner would wait until she sees it hit the ground before advancing to the next base. If the batted ball were caught on the fly by an infielder, the runner would stay at first base. Presenting Your Team Strategy The importance of devising a global strategy that maximizes the strengths of your athletes and minimizes their weaknesses was discussed earlier. Depending on the maturity of the athletes you work with, it is a good idea to obtain feedback from some of your players before sharing your strategy with the entire team. Once you and your team leaders have settled on a strategy you think the team can commit to, it is essential to present that strategy in as clear a fashion as possible and then reinforce it on a regular basis. Clarifying Individual Roles and Identifying Strengths and Weaknesses Your athletes will have a better idea about the most appropriate tactical decisions they should make during competitions if each has a clear understanding of his or her role on the team and an appreciation of his or her individual strengths and weaknesses. You can clarify these issues in individual meetings between you or

perhaps an assistant coach and each of your athletes. Be consistent in what you say and what you do by giving each of your athletes a role that conforms to his or her strengths. In addition, you can demonstrate a sincere desire to see your athletes improve by suggesting some ways each might work on specific weaknesses. A basketball player who demonstrates good vertical jumping ability but is not a particularly good shooter might be given a role that primarily involves rebounding and setting picks. However, you could also encourage the player to spend some extra time on her shooting and obtain additional coaching assistance to improve that technical skill. A distance runner who knows that a particular opponent likes to sprint off the start line and take the lead during the first part of the race will be less likely to panic and lose her focus when the opponent does that during a track meet. You can also provide valuable practice experiences by simulating the various actions of opponents and teaching your athletes the best ways to respond in each case. In the example of the basketball player, a left-handed teammate might simulate the moves of the upcoming opponent so that the player who will be guarding the opponent can develop an anticipation of those moves when he encounters them in a game. **Providing Competition-Like Experiences During Practice** As mentioned earlier, a games approach to practicing skills will be discussed in chapter 7. Basically, this approach is grounded in the notion that the best practice experiences place athletes in the kinds of situations they can expect to encounter during actual competitions. In the sport of soccer, for example, the center forwards, wingers, and halfbacks might practice various and random three-on-two scoring opportunities to test the quality of their tactical decisions about when to pass and when to shoot. Of all the ways you might help your athletes develop their tactical skills, using the games approach is the most productive. **Emphasizing the Keys to Success** You can never emphasize the tactical keys to success too much with your athletes. Before each practice and competition, review each of the keys and emphasize again the important components of your team strategy. In addition, encourage your athletes by providing them with positive tactical reminders throughout the course of a competition. Pat Head Summitt, one of the most successful collegiate basketball coaches of the past 30 years, uses time-outs near the end of games to remind each player of her role and of the tactical options she will have during the upcoming possession. By periodically reminding your own athletes of the keys to success, you can greatly facilitate their development of tactical skills. Then when they find themselves in the midst of the most heated competitions, your athletes will be more likely to do what they have been practicing all along. Excellence, then, is not an act but a habit. Rather, athletes develop those skills by repeatedly encountering tactical situations and doing the things that give them the best opportunity to achieve success. You should use this type of blueprint or something like it to identify the tactical decisions your athletes will likely face in various competitive situations. Then you should incorporate those situations on a regular basis in your training sessions. Since the tactical options may be different for different athletes depending on their respective strengths and roles on the team, create tactical blueprints for each of your athletes as well as for the team as a whole. By equipping your athletes with both the technical and tactical skills of your sport, you will enhance their chances of success. Notice that the emphasis here is on effective execution, not on winning the game, finishing first in the race, or beating an opponent. When it comes to tactical decisions, the only thing your athletes have control over is the choices they make at any given time. However, if their decisions are based on a clear understanding of the rules of the sport, a knowledge of team strategy, an awareness of their respective roles and capabilities as well as the capabilities of their opponents, and an appreciation of miscellaneous variable factors, they are more likely to make the right decisions.

Chapter 3 : Five Breakout Plays Every Hockey Player Should Know

Techniques & Tactics in Netball By Kate Coen ; Updated April 12, If you want to be a part of a winning team, you need to put in some work, making sure that you have enhanced your skills by practicing techniques as well as cooperating with your coach in understanding and developing team tactics.

October 02, Combat effectiveness – a view from the outside in Years ago while still in uniform, I was selected to take part in a large training exercise as part of the OPFOR. We were up against a battalion of infantry, augmented with a cav scout troop and a company of NATO soldiers. We broke our team into four, three-man cells. We also had a HQ element and two sets of 81mm mortars with organic crews attached. Besides our indirect fire assets, we were armed only with M4 carbines and frag grenades. Ten days later we were being dressed down for the sin of rendering the battalion "combat ineffective" as well as destroying the TOC and killing most of the staff officers. All in all I found it to be a useful learning experience. Whenever feasible we would use coded hand written messages left at a dead drop to pass information back to our HQ. This worked out rather well for us, as our flow of information went largely uninterrupted and we denied them any actionable SIGINT. We would have to huddle up close in the night time low temperatures to keep somewhat warm - one man sitting up on watch at a time. The few times we were spotted we were able to quickly move into terrain prohibitive to vehicles. We quickly frustrated them with accurate fire missions on a daily basis. Again using the terrain to our advantage was essential. A few well-placed shots induced chaos and we made an exit as the unit went into a battle drill before they could ID our location. This risky move turned out to be an intelligence goldmine for us. Our captured cell was able to make their escape that night before being moved to a more secured rear area. The random information they brought back proved very useful. The soldiers there had seen no action at all and were bored and sleepy. We were able to secure the site and steal a hummer without firing a shot. I should note that the cells we lost were due to one being caught out in the open huge danger area – poor route planning. The other was due to spending too much time close to a prominent terrain feature after calling in several fire missions. For me, the experience proved useful the next time I was in an operational environment facing down an enemy that felt no compulsion to conform to any particular set of standards.

Chapter 4 : Team Tactics by International Floorball Federation - Issuu

Hey everyone this is michael and today we'll be talking about ways of running an effective team training. By effective I basically mean a training that will be well organized, interesting for.

If you want to be a part of a winning team, you need to put in some work, making sure that you have enhanced your skills by practicing techniques as well as cooperating with your coach in understanding and developing team tactics. Passing A vital netball skill is in being able to pass the ball. This can be practiced by throwing the ball between yourself and your teammates. Just being able to pass does not win games. You also have to practice dodging the blocking techniques of an opposing player and be able to develop a connection with other players so that you have a good anticipatory idea of where you will pass it. This skill can win games and should be the main focus of your passing practice sessions. The best development of these techniques is the fake pass that fools your opponents but not your teammates. Interception Other important techniques to develop are preventing an interception by your opponents and developing skills in interception. One incisive interception almost always leads to a scoring opportunity because it puts the opposing team on the wrong foot. One way of practicing for offensive as well as defensive interceptions is to have two players on one side of a line and another a little further back on the other side. The latter is the interceptor who will try to get the ball while the others move around passing it. Offensive Team Tactics One method for developing an attacking strategy is to place cones around the goal circle at intervals of about one yard. One team member practices moving around the cones in a figure eight and is shortly joined by another player doing the same thing. A ball is introduced and the two players throw it between them in a variety of ways, such as chest and bounce passes. Introduce a defender and the attackers must keep their movement and passes as well as avoid the defender. Take the cones away and rotate the players. Defensive Team Tactics As a coach, you must consider the relative merits of zonal or one-on-one marking. In a zonal system, each player marks a space on the court and is responsible for defending it against any oncoming player. This is good for interception but may mean relinquishing more possessions to opponents. With one-to-one marking, your team will have a tighter defense but less flexibility for counter-attacking play.

Chapter 5 : Conducting Effective Team Meetings | STEPS Forward

Soccer - Tactics, Basics and Practice Units Theory and tactics in soccer. Zone defence, man marking, back four, shadow cover, counter play and much more.

When learning to play a sport, practices should mirror the conditions of the game as much as possible. Team coaches can direct team members to warm up by practicing the individual techniques of shooting, passing, trapping, serving, and so on. The focus of the team practice then shifts to developing both technique and tactics by having teams engage in small-sided scrimmages. For example, you can set up practice tasks such that students can develop tactical awareness by having games with uneven sides. Those same games can be used to focus on teams learning to maintain possession in possession games or scoring in go-for-goal games. You can organize these so that they flow continuously rather than experience the multiple stop-starts so typical of drill-based technique practice, thus optimizing the time spent in actual practice. Whenever possible, the practice tasks in the guided-practice format should be designed such that they can be used later on at the team level once teams conduct their own team practices. You can help team coaches develop more focused team practices by providing them with team practice cards. They can then use these cards to organize their team practices. As shown in figure 2. Teachers can shape game play by arranging game conditions so that they encourage students to use certain techniques and tactics. For example, in pickleball or tennis, students could play a cross-court versus down-the-line game. One player would earn a bonus point when a winner was scored using a cross-court shot, while the opposing player would earn the bonus point if a shot down the line was used. Thus, game play skills are developed by deliberately modifying any combination of game rules. By using this game-oriented approach to practice, students practice not only the various strokes, but they also decide when the particular shot is best used. Team practice cards should be supplied to teams in their team binders at the outset of the season. You will find several examples of such practice cards in the online resource. As you gain more experience with using a game-based approach to teaching games, you will be able to develop your own practice games. The free throwers vs. Such games provide an excellent opportunity for you to assist team coaches in getting their players to consider how and where they move to create the advantage over the opposing team as well as how and where to pass. Obviously the defense gets ample chances to hone guarding and communication skills. A variation of the team practice card that could be used with students who have more experience or are more advanced is the use of action fantasy games see figure 2. Launder introduced the concept of using action fantasy games to enhance play. Using the names of real athletes and teams, you create actual game scenarios that students enact. For example, in a basketball season, you might provide an NBA finals game 7 scenario in which the Los Angeles Lakers are down by four points against the Cleveland Cavaliers with 1: A team splits up into two subteams that represent the Lakers and the Cavaliers. The team coach presents the scenario with any additional rules to both teams. Each team gets 30 seconds to determine how to approach this game situation, and then the scenario is played out. The scenario could be repeated following another brief time-out during which each team discusses any possible adjustments. With a little creativity, you can create an endless array of game scenarios that give students the opportunity to come up with their own way of solving the problem presented. For example, in a court game such as tennis or pickleball, you could have Venus and Serena Williams face Kim Clijsters and Ana Ivanovic in a doubles match. Notice again how this affords increased involvement by students in how they learn to play the game—within this games-based context, both technical and tactical moves are practiced. Not only do students practice their dribbling, shooting, passing, rebounding, and catching, but they also practice defending, moving off the ball, supporting the ball handler, and making decisions on whether to shoot, drive to the basket, or focus on maintaining possession. This games-based approach to practicing techniques and tactics has important benefits. First, it affords students the opportunity to engage in game play more often, which generally is more motivating to students. Second, students likely will reach higher levels of physical activity compared with the more static drill-based practice of isolated techniques that is so pervasive in most physical education lessons. And third, the intensity of the physical activity is likely higher during modified games. The

above excerpt is from:

Chapter 6 : Association football tactics and skills - Wikipedia

Many people associate tactics with Team Formation, Strategy and System of Play. Team formation, strategy and system of play are decided and conveyed to the team by the.

Soccer Intelligence, Developing the Tactical Decision Maker provides a complete guide on how to give young players the training they need to be able to make fast, accurate decisions and keep possession better. This book explains how you can overcome the mistakes most youth coaches make by helping young players to develop the soccer brain to partner improvements in technique Available in printed or eBook format Many youth coaches make the same mistake: They pursue short-term goals over long term development. Too often the focus is on technique and conditioning rather than on developing the soccer brain players need to achieve their potential. Whilst players may emerge from the foundation stage of their training physically fit and with good ball skills, they often lack the intelligence then need to solve problems, anticipate the flow of the game and make the right decisions on where to play the ball. The result is players with good ball control but without the soccer brain to use the ball wisely. Soccer Intelligence, Developing the Tactical Decision Maker provides a blueprint for improving how players should be coached at youth level. It explains how they can be trained to develop the skills in their brain as well as those in their feet. Helping young players to develop smart soccer brains is one of the hardest challenges coaches face. Soccer Intelligence demonstrates how to do it, with a blueprint that could revolutionize how you coach youth players at your club. Competitive Small Group Training is a special guide on how to gain the accelerated improvements from small group training. Are you struggling to get the improvements you want in training? Are your players not getting enough time on the ball to advance their skills? Competitive Small Group Training is a special book focused on small group training. Divided into sections on technique, tactics and stamina, the drills in Competitive Small Group Training include defensive footwork, triangular passing moves, dead ball situations and more. All of the drills have been carefully selected to enable you to create dynamic training environments that will raise the intensity and give your players more time on the ball in every session. All of the proceeds from this book go towards the Senneh Foundation, which helps disadvantaged kids to learn valuable life lessons from the game of soccer.

False 9 - Technical, tactical and functional training for the withdrawn forward The False 9 is a unique book focused on revealing the tactics and techniques needed to develop a withdrawn forward in your side. Discover how to create your own Cruyff, Messi or Fabregas with insights and training sessions focused on developing a superstar player in this unique position Includes NINE free analysis videos taking a look at how Messi, Fabregas, Eriksen and others all play the role of the withdrawn forward Spectators and coaches alike can only marvel as Messi bursts through from nowhere to score or Fabregas finds that magic pass to unlock defenses. Whilst both players undoubtedly possess exceptional natural talents, it is also the system built around them that allows them to play this way. Now you can discover how to create the system to play a withdrawn superstar forward in your own team in The False 9. This book covers everything you need for developing a highly effective withdrawn forward in your team. From how elite teams utilize it through to an analysis of star players in this position along with training sessions focused on developing the position, everything is covered on how to develop the false 9. No longer will you have to sap precious minutes setting up new drills because Progressive Soccer Training in Grids shows you exactly how to run an entire training session in a single grid. Do your players stand around getting bored while you reconfigure the practice area, when all they want to do is play? Well, now you can say goodbye to wasted time and bored players because Progressive Soccer Training in Grids provides a complete guide to getting more out of every session by using a single grid to transform one exercise to the next revolving around your training theme for that day, without changing that grid, but still using multiple progressive small sided games and drills in a single training session. This new concept harnesses progressive small sided games and drills in a single grid to minimize setup time while maximizing the time your players can practice, leading to quicker improvement in every session. Progressive Soccer Training in Grids is a unique coaching guide focused on this new approach to training. It shows you how to organize an entire session using a single grid and how to run a sequence of drills that morph into each

other. This saves valuable minutes that are normally wasted every training session and enables you to maintain a high level of intensity from start to finish. Instead of jumping from shooting to possession to transition play, this book is organized to enable you to quickly switch from one drill to another and focus on a specific skill for the entire session. This means you only need to decide what to work on, open the relevant chapter and follow the sequence of small-sided games and drills from the start to a finish of a training session. This special book covers how the triangle midfield can be utilized in many different formations, its functionality and how to train players to use it in possession, defense and attack Plus get a FREE eBook with 10 additional exercises and small-sided games to train the core techniques and tactics required to play with a midfield triangle Did you know that whoever controls the midfield wins 75 percent of their games? Whether you play with a , , or any other formation, the midfield is critical to your success. Statistically the midfield gets more touches of the ball than any other position. So control of the midfield means you can control the game. Triangle Midfield - Functional Training for Midfielders tells you everything you need to know about implementing a three man midfield effectively. It covers all the formations associated with a three man midfield in depth, explaining the functionality if the formation along with an extensive collection of drills and exercise for training your team to play with a three man midfield in possession and in defense. If you want to learn from the greatest coach in US soccer, you? Anson Dorrance is one of the biggest names in US soccer coaching, with a staggering winning record that is unlikely to ever be beaten. Includes a FREE companion eBook with easy-to-read descriptions and diagrams of what is shown in the videos. When talking about the coaching achievements of Anson Dorrance there simply aren? Some of his records include winning 92 games in a row and winning 22 of the 34 National Championships. In addition, he won the Women? The North Carolina Way is a special series of 21 videos almost 4 hours of footage that gives you a virtual pitch side seat as Dorrance provides a masterclass in coaching. He details the philosophies, coaching experiences and training methods that have made the Tar Heels the most dominant team in US college soccer history. Order and get instant access to all 21 videos. Click here for more info on the North Carolina Way videos and to see what other coaches are saying. As the saying goes "there are no tactics without technique" and this is especially true of the soccer drills you use to develop your players. Without advanced technical skills in passing, keeping the ball and decision making, your players will only achieve percent of their full capacity. If you want to give them that extra percent that will take them to an elite level you need to utilize advanced soccer drills and training exercises. Click here for a detailed description of each of the 10 videos and 6 eBooks.

Chapter 7 : Practicing tactics - Chess Stack Exchange

How to teach tactics the best team. When both teams are at more or less the same level, it's usually team tactics at practice. Others are of the opinion.

A positionally sound hockey player could be physically slower than every player on the ice, but by being in the right spot and making the right plays he could still have an advantage over the fastest player on the ice. Recently I have been reading the book *Hockey plays and strategies* Amazon. The trick with putting these plays into practice is having your other team mates on the same page as you, so in this article I am going to go over 5 breakout plays, how to perform them, and the best time to use each one. These plays are started by the defensive partners, so as long as you and your defensive partners know the plays you should have no problem initiating a decent breakout. These plays are crucial for a good breakout! Knowing these 5 breakouts should give you an option in every situation you face on the ice, no more giving the puck away over and over until the other team scores! If the winger is tied up while D1 is moving with the puck the centermen is there for support and D1 can also make the pass to C. The best time to use this breakout is when the other team has players near the net, or behind the net or moving to that zone and the best option is to move the puck right away up the strong side of the ice. This tells D1 that the best play is to pass the puck behind the net to D2 A direct pass is ideal, but a bank pass can be made as well Caution: D1 should use the net as a screen by cutting close to net while skating behind it not giving the forechecker room to check him, or get a step. D2 holds position in front of the net until D1 makes a pass, or skates the puck up ice. RW provides an option for a pass, C supports low giving D1 another option for a pass, LW moves across the ice. The best time to use this breakout is when D1 has some speed, and the other team does not have pressure down low. In this situation D1 has started to skate the puck behind then net, however their is a forechecker right behind him and checking hard. RIM

” Hockey Breakout The RIM breakout is used when the other team is forechecking hard and the best option is to send the puck hard around the boards to the winger. D1 gets the puck and quickly rims it around the boards to RW. C supports from underneath while LW moves across the ice to support. In this situation, RW must be able to control the puck and make a play, skate with the puck, or chip it behind the pinching defenseman. If you learned anything from these breakouts I highly recommend picking up the book, I have links at the top and bottom of this article. How to start implementing these breakouts As a coach implementing these breakouts comes down to proper practice planning, and getting all the guys on your team on the right page. You can pick up a copy of the book , photocopy pages 10,11 and 12 and hand them out to your players, and then start using them during practice. Once you have the book you can review the other pages for some more great plays and strategies As a player there is nothing more frustrating than trying to play positional hockey, only to have the other guys on your team completely out of place, or moving the puck to the wrong spot. The easiest way to start using these breakouts would be for the defensemen to start talking and discussing the 5 different breakouts while on the bench. Try using 1 or 2 each game so you can eventually commit them all to memory. Once you and your partner knows the 5 different calls you can start yelling them out when the time is right during the games. Most of the work for the breakouts is done by D1 and D2 so start by getting your defensive partner on board, and then work on the forwards, most wingers should know where to be anyways. By showing them your blade you are giving them a target and letting them know you are ready for the pass. Thanks for reading, if you like this article you can share it with the tools below.

Chapter 8 : Coaching Volleyball Skills

MIDGET 35% Technical skills 20% Individual tactics 20% Team tactics 15 % Team play 10% Strategy Reply Deke December 2, at am This is a great article!

Match and Tournament Preparation Coaching volleyball skills and preparation for matches and tournaments should begin well before game day. The practice or two before, the coach should cover several things A specific game plan. Skill-Based Execution The last practice before a tournament should involve skill-based execution. This means to have plenty of good repetitions performing the most important skills in volleyball. For example, if your team often gets stuck in serve receive because of bad passing, then the focus should be on the fundamentals of executing good passes. If blocking is a big issue, practice blocking the day before a tournament. Remember you want successful repetitions. Each player should have successful block attempts Successful repetitions the day before often translates into game day success. Coaching Volleyball Skills and Team Tactics The practices leading up to a big match or tournament should also focus on team tactics. The focus should be Teamwork should be emphasized along with every player fulfilling their role on offense and defense. Every player needs to know their job on the team. The more the coach becomes familiar with the teams tendencies, the more the coach can help players focus on specific tactics. Game day coaching involves creating a specific game plan. The week leading up to a big match or tournament, the coach should inform players of the tactics the team will plan on using. Plan the offensive sets and decide on what defense will be used. Make sure your players understand the strategy and tactics. Focus on error free repetitions. Focus on executing near perfect repetitions and this will instill confidence in your players. Players are often more motivated if they are more involved in the game plan. Be sure to let your players provide feedback. When you allow player input, this helps them learn the game. During a match players tend to feel a lot of pressure and need support. Have a game plan. Focus on giving players solutions. Players should know that volleyball is supposed to be fun. Your team needs to arrive at the game stress free. The jerseys should be comfortable and durable. How players look will affect their attitude. Make several copies of the team line up and roster. This will make it easier to write in the line up for each match. During your meeting with the officials , have a pleasant tone. You want them on your side. Understand the choices you have for the coin toss. Make your court conditions the best you can for your team. Make sure your team is comfortable with the line up. Practice with the same type of ball used in competition. Keep players focused on the game. Make sure your team has enough water and food for tournaments. Where you sit on the bench should be the most beneficial to your team. An active coach standing and moving around sometimes gives teams feeling of support. In addition to helping them out, it also helps strength-and-power-for-volleyball.

Before each practice and competition, review each of the keys and emphasize again the important components of your team strategy. In addition, encourage your athletes by providing them with positive tactical reminders throughout the course of a competition.

Mental skills[edit] As the last line of defence, goalkeepers must be able to make quick, athletic saves. Mexico, Intelligence game understanding Vision ability to see build-up play ahead to others or ability to see a pass or awareness of players around you Composure ability to control the game at any critical situation in the match and retain a calm state of mind Leadership able to guide the youngsters in the field and be able to motivate and inspire others Communication can be considered a mental ability Decision-making determine in advance what to do Jumping can be considered a physical ability Agility can be considered a physical ability Balance can be considered a physical ability Communication can be considered a mental ability Goal kicker can be considered a technical ability Handling can be considered a technical ability Positioning the ability to move to the right location to save a shot Reflexes can be considered a mental ability Distribution ex. Throwing, punting can be considered a physical ability General principles of attack and defence[edit] Width and depth are both principles of offense and defence as follows: Mainly using wingers, often gaps are made between defenders using the width. These gaps can be used to feed the ball to strikers. Width in defence- the defender counters, trying to contract and deny width. Attackers are "shepherded" or channeled into narrower or more crowded avenues of approach Depth in attack- the attacker uses depth by moving men up from the rear, but may use a constant "target striker" or front man to always be present deep in the defence. Depth in defence- the defender also uses depth by marking supporting players in the opposing team, and holding back a man as cover for more advanced players, sometimes in a "sweeper" or "libero" role. Alternatively, defenders may abandon depth temporarily to set an offside trap. The defence attempts balanced coverage of vulnerable space. Defenders do not simply cluster on the right side for example, just because the ball is there at that time. This is the most basic team tactic "as soon as the ball has come into possession of the player, they need to be quick to decide whether to pass it or not. This can also be used to mean that once a player has passed the ball he does not remain stationary but moves into a position where he can receive the ball again and give more options to the player in possession. The player in possession of the ball plays a pass to a teammate and then immediately seeks to move into space. The defending team will be required to adjust its positions and this usually creates spaces which can be exploited. In this example, the player numbered 1 has moved out of position, allowing more space for the opposing player. By playing the ball to the other side the curved line represents an aerial pass , the recipient of the pass finds themselves in space which can be exploited. Passes into this area have a number of pros: If an attacking player reaches the pass, taking care to avoid offside , he may get a 1-on-1 challenge with the goalkeeper, or be in an excellent position for a flank attack. Even if a defender reaches the pass first, the outcome could still be good for the attacking team. The long through ball The long through ball: It is intended for the attacking players to chase and it is important that they remain in an onside position until the ball is kicked. The tactic works best with strong and fast forwards who will have a good chance of winning back the ball, taking control over it, and eventually getting a shot on goal. In the diagram, the ball red line is played in front of the furthest forward, the dotted blue line showing their run. In this example, a through-ball pass along the ground would be picked up by one of the defenders black team because the gap between the two central defenders is too small. Normally, an attacker with his back to the goal will receive the pass. This is a movement tactic that allows a safe and quick shifting of the offensive flanks while maintaining control of the ball. In a triangular play the ball is passed between three players to form a triangle. The triangle is then shifted to a different position when a new player is added. Many triangles can be created with various combinations of players with the intention of slowly moving the ball forward and never really compromising possession. This tactic works well when trying to gain control in the midfield. However, it can also be used for pure attacking purposes. Swapping of the wing men: Sometimes, a team with two flexible position wise wide men will allow them to interchange as the game progresses. The aim of this is to

confuse the defenders who are assigned to mark them, thus maybe leading to opportunities as the defender tries to find their man in set pieces corners, free kicks etc. Also, if the wingers are different types of player one favouring crossing from deep positions whilst the other is prone to trying to dribble past their marker for example , then it might be to exploit a weakness in the opposing defender. An offensive attack can pressure the defense on to one side of the pitch by running most of its attackers and midfielders to one side letting a wing player or defender come to the opposite side with little or no coverage. The ball is then crossed or passed to that unmarked player for a free or near free shot. Using a target man: This tactic is useful when the team possesses a quality striker who has the ability of taking on the whole defence on his own. He will usually occupy two defenders, thus making the defence more vulnerable. Combined with two fast wingers, this tactic may give the 4-man defence potential problems. The team may also benefit from a target man at set pieces. Offensive tactics in set pieces[edit] Free kicks[edit] Free kick trickery at work - - Brasil vs Czechoslovakia: David Beckham made his first international goal for England from a set-piece kick. Indirect free kicks must be touched by another player before any shot is taken. Direct free kicks can be made directly on goal. Offensive players attempt numerous tricks to beat the defenders, who often form a solid wall of players directly in front of the goal. Attackers may attempt to blast the ball through the defensive wall, or curl it over or around using spin. A less common idea is to hit the ball powerfully and straight along the floor, since the defenders in the wall usually jump to try and prevent a shot being lifted over their heads. Throw-ins[edit] How throw-ins are best handled depends on where it is: If the thrower is unmarked, a simple tactic is to take a short throw to the feet or chest of a marked player who immediately returns the ball to the thrower. If taken quickly the kick may be taken short to a full-back who has run into a wide position. Although this may gain little ground it retains the all-important possession of the ball. A longer kick to the midfield is more common and it is vital that the midfield unit are in a position to receive it. Corners[edit] A corner kick or "corner" is a real goal scoring opportunity and it is essential to know who is the best at taking a good corner from both the left and right side of the pitch. At least one of the forwards should be on or close to the goal line when the kick is taken. Another tactic on a corner is to let the best shooter stay in the back "trash" position and have the defence worried about those up front. The player taking the corner kick makes a small pass back to the trash shooter who has time and space to take a good shot. General defensive tactics[edit] Defenders need to cooperate closely to cope with fast moving attackers. Here, one of the tightest defences in World Cup history, Uruguay , is broken by a rapid three-man combination move: The final defender, Matosas of Uruguay has no support as Jairzinho makes his final sprint. All eleven players on the pitch have a defensive role. Which roles they are assigned, depends on tactics. In principle, there are two ways of defending, zone defence and man-to-man defence. In a zone defence, defensive players mainly move in relation to each other, whereas a man-to-man defence mainly moves in relation to opposing players. Whenever defensive players are given, or give themselves, a larger degree of freedom, hybrids of the two are seen. The initial few seconds after a team has lost the ball are important, as the newly-defending team in these seconds will be poorly organised defensively. Wise first defending will contribute to the defending team managing to organise before the opponents attack. The first defender should usually be the player closest to the opponent holding possession, but needs to be at the defending side of him in order to do an effective job. He or she should keep a distance of about 2 metres, although the ideal distance will vary with each situation. The point is to pressure the opponent as much as possible without giving him a large possibility of a dribble. Analogously, the distance should be increased if the defence is poorly organised. In certain cases, the first defender should attempt a tackle. Often, however, this will increase the probability of being dribbled and passed. The direction in which to move towards the opponent with possession of the ball may be the shortest direction. However, it may be of value to curve the defensive run, in order to channel also called "show" the opponent in a certain direction. If the defensive team is well organised, he should be channelled "shown" towards the centre of the pitch. In the case of temporarily poor defensive organisation, however, he should be channelled towards the line. The second defender is for security if the first defender is passed. In that case, he takes over as first defender, and ideally one of the third defenders takes over as second defender. The team should be organised in a manner to make this transition as fast as possible. The typical ideal distance between the second and first defender is about six metres, but this

will vary strongly from situation to situation. The job of the third defender is to provide deep cover. He is generally in a stand-off position relative to the first and second defenders and tries to view the "big picture", keeping watch for new opponents moving up, and covering vulnerable gaps if the first and second defenders are bypassed. The sweeper role is sometimes conceived as that of a third defender, but every defensive player not immediately engaging the ball has the obligation to adjust his positioning to guard against dangerous situations and to plug vulnerable gaps. Also, their organisation will vary with formation. The zone defence[edit] In zone defence , second and third defenders and midfielders are organised in two lines, in the transverse direction of the field, thus organising a defender line and a midfielder line, the midfielder line working as an "outer shield" for the defenders. The lines should be as straight as possible, although the first defender and in some cases the second defender may rush out of it to pressure the opponent with the ball. A straight line of defenders may prevent spaces behind some of them due to the offside rule. Also, even in zone defence , some opponents, for example those moving into dangerous space, may temporarily need to be marked. The man-to-man defence ideology holds that almost all opponents need to be marked at all times, although they will have to keep an eye on zone considerations as well, and usually a sweeper will be given a free defensive role. In practice, however, every defence will be a mix of zone defence and a man-to-man defence , although often with heavy leanings towards one or the other. The number of players in the defender and midfielder lines is given by the number of football formations. Some formations use midfield anchors to stop attacks between the two lines. Attackers usually also play a role in pressurising defenders, in order to give them less time to find good passing alternatives. The lines should be shifted sideways depending where the ball is. Depth considerations[edit] The distance between the defender line and the midfielder line should be kept constant at about 15 metres. However, the defensive line should back up and thus increase this distance, stand off, when there is no pressure on the opponent in possession, as this increases the possibility of a through ball.