Putting the Fun in Fitness

Soccer Enhancement Activities
Futsal & Soccer Tennis
School Reform Commission

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Carol M. White, Physical Education for Progress
Cooperative Agreement # Q21SF070064
Physical Education is an integral part of a school-wide, comprehensive, instructional program, and contributes to mental alertness, academic achievement and social development. A quality health-related fitness program, improves children’s muscular strength, flexibility, muscular endurance, body composition and cardiovascular endurance. Physical activity can also be an outlet for releasing tension and anxiety, and facilitates emotional stability and resilience. Physical Education provides an opportunity for team building, cooperation, leadership development and sportsmanship.

According to NASPE guidelines, a high quality physical education program includes the following components:

- Opportunity to Learn, including qualified teachers and adequate resources
- Meaningful Content, including fitness education and assessment
- Appropriate Instruction, including full inclusion and well-designed lessons

The Office of Teaching and Learning, Division of Health, Safety and Physical Education is pleased to provide you with the Soccer Enhancement Unit of the Physical Education Core Curriculum. This unit, made possible through a Department of Education, Carol M. White, Physical Education for Progress (PEP) grant, was developed by a cadre of Philadelphia Health and Physical Educators to meet the specific needs of our schools, teachers, students and communities. It includes guidelines for implementation, equipment recommendations, and core lessons. There is a blank lesson plan template for you to use for additional lessons that you design.

Thank you for the outstanding job that you do. We will do everything that we can to continue to provide professional updates, workshops and resources to support your program.
Acknowledgments

The Division of Health, Safety and Physical Education would like to thank the following individuals and organizations for their help and expertise in developing this unit.

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- School District of Philadelphia Health and Physical Education Teacher
- Certified Personal Trainer, Certified Group Fitness Instructor

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- School District of Philadelphia Health and Physical Education Teacher

Ray Rothbardt
- School District of Philadelphia Health and Physical Education Teacher

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- Director of Ptah Myers Futsal Development Academy

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Preface

The games Futsal and Soccer-Tennis are designed as enhancements to the game of soccer. They provide additional practice in soccer skills using equipment specific to the game as well as increased opportunities for participation due to modification in game rules and dimensions.

Futsal

Futsal focuses on the development of the student and the fundamentals of the game of soccer. Futsal is played between two teams of five players, one of whom is a goalkeeper. Also each team can substitute on the fly. Unlike some other forms of indoor soccer the game is played on a hard court surface delimited by lines. Walls and boards are not used in Futsal. Futsal is played with a smaller ball, which has less bounce than a regulation soccer ball. The rules create an emphasis on improvisation, creativity, ball control, technique and passing in small spaces.

Soccer Tennis

Soccer Tennis is a unique combination of the following sports: Soccer, tennis, and volleyball. These three sports are the foundational components of learning the sport of soccer tennis. Prior to participating in soccer tennis, students should have been introduced to the following motor skills:

- Kicking a ball with different parts of their feet
- Chasing, moving and dodging safely
Dear Parents and Caregivers,

The Office of Teaching and Learning, Division of Health, Safety and Physical Education, is reaching out to parents and caregivers as partners in addressing the health and fitness of our students. As you know, there is a tremendous rise in obesity in our nation, including Philadelphia.

Our office is excited to share wonderful news with parents, caregivers, teachers and students. We have been awarded a generous Physical Education for Progress (PEP) grant from the United States Department of Education. This grant has allowed us to develop updated physical activity units for our schools, including; Fitness, Adventure and Non-Traditional activities. Your child will be experiencing these new activities.

Over the next few weeks, your child will be introduced to non-traditional activities in his/her physical education class. During this time, teachers will encourage students to engage in activities that they have not participated in before. These activities may include yoga, lacrosse, rugby, golf, bowling and archery. The goal is to make physical activity appealing to students so that they will adopt a healthy and active lifestyle.

Please encourage your child to participate in all of these activities fully so that they can receive the full benefits of these units. It is also important for your child to understand and follow the dress requirements at their school. The Physical Education teacher will share those requirements with the class. If you have any questions, please feel free to call the school to discuss the units or classroom procedures with the teachers.

Thank You.

Sincerely,

Bettyann Creighton, Director
Health, Safety and Physical Education
Academic Standards for Health, Safety and Physical Education
Pennsylvania Department of Education

10.4.9 Grade 9

A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.

B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.
   • stress management
   • disease prevention
   • weight management

C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.
   • exercise (e.g., climate, altitude, location, temperature)
   • healthy fitness zone
   • individual fitness status (e.g., cardio/respiratory fitness, muscular endurance, muscular strength, flexibility)
   • drug/substance use/abuse

D. Analyze factors that affect physical activity preferences of adolescents.
   • skill competence
   • social benefits
   • previous experience
   • activity confidence

E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.
   • personal choice
   • developmental differences
   • amount of physical activity
   • authentic practice

F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities.
   • group dynamics
   • social pressure
**Academic Standards for Health, Safety and Physical Education**
Pennsylvania Department of Education

**10.5.9 Grade 9**

A. Describe and apply the components of skill-related fitness to movement performance.
   - agility
   - balance
   - coordination
   - power
   - reaction time
   - speed

B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.
   - response selection
   - stages of learning a motor skill (i.e. verbal cognitive, motor, automatic)
   - types of skill (i.e. discrete, serial, continuous)

C. Identify and apply practice strategies for skill improvement.

D. Identify and describe the principles of training using appropriate vocabulary.
   - specificity
   - overload
   - progression
   - aerobic/anaerobic
   - circuit/interval
   - repetition/set

E. Analyze and apply scientific and biomechanical principles to complex movements.
   - centripetal/centrifugal force
   - linear motion
   - rotary motion
   - friction/resistance
   - equilibrium
   - number of moving segments

F. Describe and apply game strategies to complex games and physical activities.
   - offensive strategies
   - defensive strategies
   - time management
Futsal Lessons
Futsal Lesson 1

Dribbling

Objective:
The students will be able to:
- Demonstrate laces dribbling
- Demonstrate inside-outside of the foot dribbling
- Demonstrate the sole of the foot roll
- Demonstrate box dribbling

Standard:
10.4 Physical Activity A/B/C/D/E/F
A. Analyze and engage in appropriate physical activities that support achievement of personal fitness and activity goals
B. Analyze the effects of moderate to vigorous physical activity
C. Analyze the factors the affect the responses of body systems during moderate to vigorous physical activity
D. Analyze factors that affect physical activity preferences
E. Analyze factors that impact the relationship between regular physical activity and motor skill development
F. Analyze the affects of positive and negative interactions of adolescent group members in physical activities

10.5 Principals and Strategies of Movement A/B/C/F
A. Describe and apply the components of skill related fitness and movement performance
B. Describe and apply the concepts of motor skill development
C. Identify and apply practice strategies for skill improvement
F. Describe and apply game strategies to complex games and physical activities

Equipment/Set-up:
Futsal Balls; Disc Cones; Pugg Goals; Pinnies
### Lesson Related Instant Activity:

**Soccer Dribble**
Each student, upon entering the gym, will get a ball (a soccer or futsal ball is best, but any round ball will do). The students will be directed to dribble the ball with their feet making sure that the ball does not get more than one step in front of them. The teacher will circulate to supervise this activity.

### Fitness Activity:

**Dynamic Soccer Warm up**
Students will stand in two equal lines behind a cone. Each line will face a cone 20 yards away. The teacher will lead the exercises in this dynamic warm up.

*See Description*

### Lesson (Unit Specific):

**Dribbling:**
In small groups, students will line up one behind the other facing a cone approximately 12 yards away. Using the following skills they will dribble to the cone and back. The next student in line will take their turn. The dribbles to be practiced are: laces dribble; inside-outside of the foot; sole of the foot; box dribbling

**Game - Futsal**

### Closure/Cool Down:
How do you feel and what were the different parts of the foot used? What is the correct technique dribbling the Futsal ball? What is the difference between Futsal and outdoor soccer?
Dynamic Soccer Warm up

Jogging
Skipping with arm swing & clap
Butt-kickers – Students will jog forward and kick their heels back so they make contact with their butt.

Toy-soldiers - Students will alternate straight leg kicks while rotating their arms so that the left arm reaches out to touch the right foot and the right arm reaches out to touch the left foot.

High Knee Walk – Students will walk forward and lift the knee as high as possible and alternate knees as they move forward.

High knee Jog – Students will repeat the same motion as high knee walk but at a quicker pace.

Lunge Walk - Students will walk forward assuming the lunge position with each step. The upper body should remain in an upright position.

Inverted Toe Touches – Students should walk forward while kicking one leg back and reaching down to touch the opposite toe.

Back Pedal Run – Students should bend at the knees, reach their feet back and run backward.

Side Shuffles – Students should all face the same direction, bend at the knees and shuffle their feet. It is important to teach the students to shuffle without crossing their feet so they remain in a balanced position.

Walking on Toes – Students should walk on their toes, focusing on balance and stretching the calf muscles.

Dribbling

Equipment needed:
Futsal balls, disc cones, pugg goals and pinnies.

Establish athletic stance to begin all Futsal activities:
- Eyes look ahead
- Upper body relaxed
- Chest over knees
- Hips dropped slightly
- Lower back slightly arched
- Knees slightly bent
- On your toes

Exercises:

1. Laces Dribbling- In small groups, students dribble the Futsal ball using their laces. When using the laces technique the student points their toe down towards the ball and lightly dribbles the ball to a cone 12 yards away. Then the same student dribbles back to the cone where they started. Next student goes after first student gets back using the same technique. Each student does 2 sets of the exercise.

2. Inside-Outside of the foot dribbling- In small groups, students dribble the Futsal ball using the inside and outside of the foot. When using Inside-Outside of the foot technique, students use
the inside and outside of the foot, lightly dribbling the ball to a cone 12 yards away. Then the same student dribbles back to the cone where they started. Next student goes after first student gets back using the same technique. Each student does 2 sets of the exercise.

3. Sole of the foot roll- In small groups, students dribble the Futsal ball using the sole (bottom) of the foot. When using the sole of the foot technique, students roll the ball across their body with the bottom of the foot to a cone 12 yards away. Then the same student rolls the ball back to the cone where they started. Next student goes after first student gets back using the same technique. Each student does 2 sets of the exercise.

4. Box dribbling- In small groups, students dribble the Futsal ball using the inside of both feet. When using the box dribbling technique, students touch the ball in between both insteps of the foot to a cone 12 yards away. Then the same student box dribbles back to the cone where they started. Next student goes after first student gets back using the same technique. Each student does 2 sets of the exercise.

Futsal Game

Students separate into two different teams. Each team will have 5 players on the playing court at one time including a goalkeeper. One team will put on pinnies to distinguish the two teams. Each team will have 5 students on the court at one time including a goalkeeper. Each team will substitute on the fly. Concentrate on rules 1, 2 & 4. Refer to Futsal Game Rules.

Futsal Game Rules

Rule 1 Kick-Ins- Anytime the Futsal ball goes out of bounds on the sideline of the court the student must put the ball on the playing court sideline where it went out of bounds and pass it in. The student gets 4 seconds to get the ball into play.

Rule 2 Throw-Ins- Anytime the Futsal ball goes out of bounds on the baseline or goal line the goalkeeper can throw or roll the ball to a teammate on the court.

Rule 3 Must cross-halfway line- During the game, if an opponent is pressuring a team, the team being pressured must cross the halfway line in order to pass the ball back to the goalkeeper to relieve the pressure.

Rule 4 Substitution on the fly- All students but the goalkeeper can enter and leave as they please, goalkeeper substitutions can only be made when the ball is out of play and with referee’s (teachers) consent.

Rule 5 The 6th team foul equals a 10-meter free kick- In each half of a Futsal game, fouls are counted. Any team that gets 6 or more fouls within a half gives up a direct kick 10 meters away from the goal that they are defending. No students are allowed to block the direct kick that is being taken, only the opposing goalkeeper is allowed to block the direct kick.
Futsal Lesson 2

Passing

Objective:
The students will be able to:
- Demonstrate the 2 touch inside of the foot pass
- Demonstrate the 2 touch sole of the foot pass
- Demonstrate the 2 touch lift pass
- Demonstrate 1 touch passing

Standard
10.4 Physical Activity A/B/C/D/E/F
A. Analyze and engage in appropriate physical activities that support achievement of personal fitness and activity goals
B. Analyze the effects of moderate to vigorous physical activity
C. Analyze the factors the affect the responses of body systems during moderate to vigorous physical activity
D. Analyze factors that affect physical activity preferences
E. Analyze factors that impact the relationship between regular physical activity and motor skill development
F. Analyze the affects of positive and negative interactions of adolescent group members in physical activities

10.5 Principals and Strategies of Movement A/B/C/F
A. Describe and apply the components of skill related fitness and movement performance
B. Describe and apply the concepts of motor skill development
C. Identify and apply practice strategies for skill improvement
F. Describe and apply game strategies to complex games and physical activities

Equipment/Set-up:
Futsal Balls; disc cones. pugg goals. pinnies
### Lesson Related Instant Activity:
**Partner practice dribbling techniques taught in previous lesson.**
Each student will have a ball and on teachers signal will practice the four dribbling techniques. (laces dribbling; inside-outside of the foot dribbling; sole of the foot roll; box dribbling)

### Fitness Activity:
**Dynamic Soccer Warm up**
Students will stand in two equal lines behind a cone. Each line will face a cone 20 yards away. The teacher will lead the exercises in this dynamic warm up.

See Description

### Lesson (Unit Specific):
**Passing Exercises:**
In small groups, students will line up facing each other at cones placed 12 yards apart. They will perform the skill and follow their pass and line up at the opposite cone from where they started. The following skills will be practiced: 2 touch inside of foot; 2 touch sole of foot; 2 touch lift pass; 1 touch pass

**Game - Futsal**
Closure/Cool Down:
What is the correct technique passing the Futsal ball? What is the best way to trap the ball when playing Futsal?
Dynamic Soccer Warm up

Jogging

Skipping with arm swing & clap

Butt-kickers – Students will jog forward and kick their heels back so they make contact with their butt.

Toy-soldiers - Students will alternate straight leg kicks while rotating their arms so that the left arm reaches out to touch the right foot and the right arm reaches out to touch the left foot.

High Knee Walk – Students will walk forward and lift the knee as high as possible and alternate knees as they move forward.

High knee Jog – Students will repeat the same motion as high knee walk but at a quicker pace.

Lunge Walk - Students will walk forward assuming the lunge position with each step. The upper body should remain in an upright position.

Inverted Toe Touches – Students should walk forward while kicking one leg back and reaching down to touch the opposite toe.

Back Pedal Run – Students should bend at the knees, reach their feet back and run backward.

Side Shuffles – Students should all face the same direction, bend at the knees and shuffle their feet. It is important to teach the students to shuffle without crossing their feet so they remain in a balanced position.

Walking on Toes – Students should walk on their toes, focusing on balance and stretching the calf muscles.

Futsal Passing Exercises

Equipment needed:
Futsal balls, disc cones, pugg goals and pinnies.

Establish athletic stance to begin all Futsal activities.
. Eyes look ahead
. Upper body relaxed
. Chest over knees
. Hips dropped slightly
. Lower back slightly arched
. Knees slightly bent
. On your toes

1. 2 touch inside of foot- In small groups, with students at each cone 12 yards away from each other, students trap and pass the ball with the inside of the foot. Once the student traps and passes the ball they follow their pass and go to the back of the line opposite from where they started.

2. 2 touch sole of foot- In small groups, with students at each cone 12 yards away from each other, students trap the ball with the sole of the foot and pass the ball with the inside of the foot. Once the student traps and passes the ball they follow their pass and go to the back of the line opposite from where they started.
3. **2 touch lift pass** - In small groups, with students at each cone 12 yards away, students trap the ball with the sole of the foot and pass the ball with the laces lifting the ball to their partner. Once the student traps and passes the ball they follow their pass and go to the back of the line opposite from where they started.

4. **1 touch passing** - In small groups, with students at each cone 12 yards away, students pass the ball with the inside of the foot only touching the ball once. Once the student passes the ball they follow their pass and go to the back of the line opposite from where they started.

**Futsal Game**

Students separate into 2 different teams. One team will put on pinnies to distinguish the two teams. Each team will have 5 students on the court at one time including a goalkeeper. Each team will substitute on the fly. Concentrate on rules 1, 2, 4 & 5. Refer to Futsal Game Rules.

**Futsal Game Rules**

**Rule 1** Kick-Ins - Anytime the Futsal ball goes out of bounds on the sideline of the court the student must put the ball on the playing court sideline where it went out of bounds and pass it in. The student gets 4 seconds to get the ball into play.

**Rule 2** Throw-Ins - Anytime the Futsal ball goes out of bounds on the baseline or goal line the goalkeeper can throw or roll the ball to a teammate on the court.

**Rule 3** Must cross-halfway line - During the game, if an opponent is pressuring a team, the team being pressured must cross the halfway line in order to pass the ball back to the goalkeeper to relieve the pressure.

**Rule 4** Substitution of the fly - All students but the goalkeeper can enter and leave as they please, goalkeeper substitutions can only be made when the ball is out of play and with referee’s (teachers) consent.

**Rule 5** The 6th team foul equals a 10-meter free kick - In each half of a Futsal game, fouls are counted. Any team that gets 6 or more fouls within a half gives up a direct kick 10 meters away from the goal that they are defending. No Students are allowed to block the direct kick that is being taken, only the goalkeeper is allowed to block the direct kick.
Futsal Lesson 3

Shooting

Objective:
The students will be able to:
- Demonstrate placement shooting
- Demonstrate power shooting
- Demonstrate quick release shooting

Standard:
10.4 Physical Activity A/B/C/D/E/F
A. Analyze and engage in appropriate physical activities that support achievement of personal fitness and activity goals
B. Analyze the effects of moderate to vigorous physical activity
C. Analyze the factors that affect the responses of body systems during moderate to vigorous physical activity
D. Analyze factors that affect physical activity preferences
E. Analyze factors that impact the relationship between regular physical activity and motor skill development
F. Analyze the affects of positive and negative interactions of adolescent group members in physical activities

10.5 Principals and Strategies of Movement A/B/C/F
A. Describe and apply the components of skill related fitness and movement performance
B. Describe and apply the concepts of motor skill development
C. Identify and apply practice strategies for skill improvement
F. Describe and apply game strategies to complex games and physical activities

Equipment/Set-up:
Futsal Balls; disc cones; pugg goals. pinnies
Lesson Related Instant Activity:
Futsal Balls: Group Warm Up
Exercise: Students get into 2 groups. Each group will form a circle. Students will play keep away possession with the majority of the students on the outside of the circle and 2 students in the middle. The rules are unlimited touches on the Futsal Ball by students on the outside. If any of the students on the inside win the ball from a student on the outside then the student on the outside is now in the middle. Students will start to become more comfortable with possession of the Futsal ball.

Fitness Activity:
Dribbling ball control
Each student will get a ball (a soccer or futsal ball is best, but any round ball will do). The students will be directed to dribble the ball with their feet making sure that the ball does not get more than one step in front of them. The teacher will circulate to supervise this activity.

Lesson (Unit Specific):
Shooting Exercises:
In small groups, students get into two different single file lines at a cone facing the goal. All the Futsal balls will start with the teacher. The teacher will pass the ball to the first person in line who will take the designated shot. Once the student is done shooting they will go to the back of the line they started in. The following shot types will be practiced: placement shooting; power shooting; quick release shooting

Game - Futsal

Closure/Cool Down:
What is the most important technique in Futsal? Did you enjoy the class? Will you continue to play outside of class?
Futsal Shooting Exercises

Equipment needed:
   Futsal balls, disc cones, pugg goals and pinnies.

Establish athletic stance to begin all Futsal activities.
   . Eyes look ahead
   . Upper body relaxed
   . Chest over knees
   . Hips dropped slightly
   . Lower back slightly arched
   . Knees slightly bent
   . On your toes

1. Placement shooting- In small groups, students get into two different single file lines at a cone facing the goal. All the Futsal balls will start with the teacher. The teacher will pass the ball to the first person in line for a first time shot by the student using the inside (instep) of the foot. Once the student is done shooting the ball they will go to the back of the line they started in.

2. Power shooting- In small groups, students get into two different single file lines at a cone facing the goal. All the Futsal balls will start with the teacher. The teacher will pass the ball to the first person in line for a first time shot by the student by striking the ball with laces. Once the student is done shooting the ball they will go to the back of the line they started in.

3. Quick release shooting- In small groups, students get into two different single file lines at a cone facing the goal. All the Futsal balls will start with the teacher. The teacher will pass the ball to the first person in line for a first time shot by the student by striking the ball with the toe. Once the student is done shooting the ball they will go to the back of the line they started in.

Futsal Game

Students separate into 2 different teams. One team will put on pinnies to distinguish the two teams. Each team will have 5 students on the court at one time including a goalkeeper. Each team will substitute on the fly. Refer to Futsal Game Rules.

Futsal Game Rules

Rule 1 Kick-Ins- Anytime the Futsal ball goes out of bounds on the sideline of the court the student must put the ball on the playing court sideline where it went out of bounds and pass it in. The student gets 4 seconds to get the ball into play.

Rule 2 Throw-Ins- Anytime the Futsal ball goes out of bounds on the baseline or goal line the goalkeeper can throw or roll the ball to a teammate on the court.
**Rule 3** Must cross-halfway line- During the game, if an opponent is pressuring a team, the team being pressured must cross the halfway line in order to pass the ball back to the goalkeeper to relieve the pressure.

**Rule 4** Substitution of the fly- All students but the goalkeeper can enter and leave as they please, goalkeeper substitutions can only be made when the ball is out of play and with referee’s (teachers) consent.

**Rule 5** The 6th team foul equals a 10-meter free kick- In each half of a Futsal game, fouls are counted. Any team that gets 6 or more fouls within a half gives up a direct kick 10 meters away from the goal that they are defending. No Students are allowed to block the direct kick that is being taken, only the goalkeeper is allowed to block the direct kick.
Soccer-Tennis Lessons
Soccer Tennis Lesson 1

Soccer Component

Objective:

The students will be able to:

• Use their feet, thighs, chest and head to advance the ball over the soccer tennis net
• Demonstrate correct form while making contact with the ball
• Use the correct technique and decision making in striking the ball over the net (choosing correct choice of body part to utilize)

Standard:

10.4 Physical Activity A/E
A. Analyze and engage in appropriate physical activities that support achievement of personal fitness and activity goals
E. Analyze factors that impact the relationship between regular physical activity and motor skill development

10.5 Principals and Strategies of Movement A/B/C/F
A. Describe and apply the components of skill related fitness and movement performance
B. Describe and apply the concepts of motor skill development
C. Identify and apply practice strategies for skill improvement
F. Describe and apply game strategies to complex games and physical activities

Equipment/Set-up:

Soccer tennis nets; soccer balls, cones
**Lesson Related Instant Activity:**

**Soccer Dribble**
Each student, upon entering the gym will get a ball (a soccer or futsal ball is best, but any round ball will due). The students will be directed to dribble the ball with their feet making sure that the ball does not get more than one step in front of them. The teacher will circulate to supervise this activity.

**Fitness Activity:**

**Dynamic Soccer Warm up**
Students will stand in two equal lines behind a cone. Each line will face a cone 20 yards away. The teacher will lead the exercises in this dynamic warm up, but will look for a student leader, based on participation and effort, to lead subsequent sessions.

**Lesson (Unit Specific):**

**Partner Soccer Toss & Strike**
Students are grouped in 4’s. One person tossing a ball to a line of 3 students (behind a cone) who take turns after each rep in a quick fashion (stay on toes in athletic stance and then strike the ball back into the hands of the tosser). Person tossing switches after each body part change. The following body parts will be used: Feet; thighs; chest; head.

**Game – The Perfect Rally**

**Closure/Cool Down:**

**Discussion**
Describe proper technique for striking the ball with the feet, thighs chest and head. What cues can you give? Students should be able to explain when and how each of the 4 techniques could be used in a game setting.
Dynamic Soccer Warm up

Jogging
Skipping with arm swing & clap

**Butt-kickers** – Students will jog forward and kick their heels back so they make contact with their butt.

**Toy-soldiers** - Students will alternate straight leg kicks while rotating their arms so that the left arm reaches out to touch the right foot and the right arm reaches out to touch the left foot.

**High Knee Walk** – Students will walk forward and lift the knee as high as possible and alternate knees as they move forward.

**High knee Jog** – Students will repeat the same motion as high knee walk but at a quicker pace.

**Lunge Walk** - Students will walk forward assuming the lunge position with each step. The upper body should remain in an upright position.

**Inverted Toe Touches** – Students should walk forward while kicking one leg back and reaching down to touch the opposite toe.

**Back Pedal Run** – Students should bend at the knees, reach their feet back and run backward.

**Side Shuffles** – Students should all face the same direction, bend at the knees and shuffle their feet. It is important to teach the students to shuffle without crossing their feet so they remain in a balanced position.

**Walking on Toes** – Students should walk on their toes, focusing on balance and stretching the calf muscles.

Partner Soccer Toss & Strike

Equipment:
- Soccer balls (one per group of 4)
- Cones

Organization:
Students are grouped in 4’s. One person (Student A) tossing a ball to a line of 3 students (students B, C, and D), standing behind the cone, who take turns after each rep in a quick fashion. Student receiving the ball should stay on their toes in athletic stance and then strike the ball back into the hands of the tosser using the designated body part. The person tossing switches after each body part change.

Athletic Stance to Begin Soccer Tennis Activities:
- Eyes look Ahead
- Upper body relaxed
- Chest over knees
- Hips dropped slightly
- Lower back slightly arched
- Knees slightly bent
- On your toes
Activity:
1. Student A will use an underhand throw, using two hands, to the body part of the teacher’s
   choice (feet, thighs, chest, or head) to student B.
2. Student B will use the appropriate body part to get the ball back into student A’s hands
   using proper technique.
3. Once the ball is played into student A’s hands by student B, student C will then quickly
   move to the front of the line and repeat the activity. Student D will do the same.
   Students B, C, and D will move to the back of the line quickly after their turn and prepare
   to repeat the activity until the teacher deems the appropriate grasp of the technique has
   been achieved.
4. The teacher will then announce the change of body part and repeat the activity.

Techniques:

Foot
Students should use their dominant foot to
strike the ball. Focus on keeping the ankle
locked and strike the ball using the inside
part of their foot.

Thigh
The student should lean forward (more forward
than this picture shows). Their thigh should be
angled low to strike the ball in a forward
direction.

Chest
The student should have their body moving
forward as they initiate contact with their chest.
Students should try to “pop” their chest out to
improve force and power on the strike.

Head
The students will use their forehead to
make contact with the ball. Arms should
be used for balance.
This drill emphasizes the proper technique when striking the soccer ball with the different body parts as well as striking while on the move. **Teachers must emphasize 4 main points during every body part drill:**

1. The students need to be in a comfortable athletic stance prior to striking the ball
2. Emphasize that students need to actually strike the ball and NOT let the ball strike them
3. Emphasize that the ball needs to have a looping flight pattern to replicate going over the net
4. **The ball should never hit the ground in this drill**

**The Perfect Rally**

**Equipment:**

- 1 soccer tennis net
- 1 soccer ball for each group of students (3 groups)

**Organization:**

- Form 3 equal teams
- Each team has a tosser who stands on one side of the soccer tennis net.
- The remaining teammates line up on the opposite side of the net in a straight line facing the tosser.

**Game**

- The tosser throws the soccer ball to his/her teammate in the front of the line. The teammate in front strikes the ball with whatever part of the body the teacher calls out (i.e. feet only, thighs only, chest only, or head only). The tosser must then complete the rally by catching the return strike. The teammate then proceeds to the end of the line and the next teammate in line steps up and repeats the activity.
- The team that can continue the rally the longest without messing up the strike or without the tosser dropping the return wins. (Each successful return and catch counts as 1 point. Once any teammate or the tosser misses, the count goes back to zero and they continue.
- Each set lasts 3 minutes. Each game consists of 4 sets (feet, thigh, chest, head)
Soccer Tennis Lesson 2

Volleyball Component

Objective:
The students will be able to:
- Use their feet, thighs, chest, and head to pass or set the ball to their teammate
- Demonstrate proper communication while setting the ball and receiving the ball

Standard:
10.4 Physical Activity A/E
A. Analyze and engage in appropriate physical activities that support achievement of personal fitness and activity goals
E. Analyze factors that impact the relationship between regular physical activity and motor skill development

10.5 Principals and Strategies of Movement A/B/C/F
A. Describe and apply the components of skill related fitness and movement performance
B. Describe and apply the concepts of motor skill development
C. Identify and apply practice strategies for skill improvement
F. Describe and apply game strategies to complex games and physical activities

Equipment/Set-up:
Soccer tennis net; soccer balls
### Lesson Related Instant Activity: Soccer Partner Toss and Strike
Each student, upon entering the gym, will get a partner. There will be one soccer ball for each group. One partner will toss the ball to the other with the other striking the ball with a body part (feet, thigh, chest, head). The partner striking the ball will attempt to control the strike so that their partner can catch the ball. Partners will switch after two attempts at each body part.

### Fitness Activity: Dynamic Soccer Warm up
Students will stand in two equal lines behind a cone. Each line will face a cone 20 yards away. A student leader may lead the exercises if the teacher feels they are sufficiently competent in the exercises.

### Lesson (Unit Specific): Throw Hit Hit Catch
Students are placed in groups of 5, 6, or 7. This drill demonstrates how the sport of Volleyball is integrated into the game of soccer tennis. Each student will have the chance to get quality repetitions to work techniques, tactics, and communication skills in an effort to master the art of ‘setting’ in soccer tennis.

### Game – Soccer Tennis with Catcher

### Closure/Cool Down:
Description
Students should be able to describe and demonstrate the 3 important factors of the Volleyball component of Soccer Tennis:
1. Communication
2. Proper sets and passes
3. Body position moving forward
Dynamic Soccer Warm up

Jogging
Skipping with arm swing & clap
Butt-kickers – Students will jog forward and kick their heels back so they make contact with their butt.

Toy-soldiers - Students will alternate straight leg kicks while rotating their arms so that the left arm reaches out to touch the right foot and the right arm reaches out to touch the left foot.

High Knee Walk – Students will walk forward and lift the knee as high as possible and alternate knees as they move forward.

High knee Jog – Students will repeat the same motion as high knee walk but at a quicker pace.

Lunge Walk - Students will walk forward assuming the lunge position with each step. The upper body should remain in an upright position.

Inverted Toe Touches – Students should walk forward while kicking one leg back and reaching down to touch the opposite toe.

Back Pedal Run – Students should bend at the knees, reach their feet back and run backward.

Side Shuffles – Students should all face the same direction, bend at the knees and shuffle their feet. It is important to teach the students to shuffle without crossing their feet so they remain in a balanced position.

Walking on Toes – Students should walk on their toes, focusing on balance and stretching the calf muscles.

Throw-Hit-Hit-Catch

Equipment:
1 soccer ball per group

Organization:
Students placed in groups of 5, 6, or 7.

Activity:
1. The combination always goes THROW, HIT, HIT, CATCH, THROW, HIT, HIT, CATCH.
2. The THROW should be a soft, underhand throw to a body part that is clearly understood. The thrower needs to communicate by saying the person’s name and body part (‘Johnny….head”).
3. The 1st HIT uses the body part the thrower yelled out (head). The first hitter (johnny) calls the name of another teammate (Ashley) while setting the ball for them to hit.
4. The 2nd HIT person (Ashley) can use any body part to advance the ball in the air to another teammate who will then catch the ball.
5. The CATCH person will then proceed with the sequence (THROW).
6. There is no specific order of how the ball is moved around the sequence.
7. The teacher should evaluate the groups for proper technique in setting the ball, striking the ball, tactics to advance the ball, and communication to execute the play.
The drill emphasizes the proper technique when striking the soccer ball with different body parts as well as striking and setting while on the move. Teachers must emphasize 3 main points during the sequence:
1. Importance of Communication
2. Importance of throwing with proper force. (Not too hard or soft)
3. When trying to advance the ball, it is easier to move forward than backward

Techniques:

Foot

Students should use their dominant foot to strike the ball. Focus on keeping the ankle locked and strike the ball using the inside part of their foot.

Thigh

The student should lean forward (more forward than this picture shows). Their thigh should be angled low to strike the ball in a forward direction.

Chest

The student should have their body moving forward as they initiate contact with their chest. Students should try to “pop” their chest out to improve force and power on the strike.

Head

The students will use their forehead to make contact with the ball. Arms should be used for balance.
**Soccer Tennis with Catcher**

**Equipment:**
1 soccer tennis net  
1 soccer ball

**Organization:**
Two equal teams, one on each side of the soccer tennis net

**Activity**
- Each team is allowed to catch the initial ball that comes over the net after it bounces. The catcher will begin to set up the sequence of passing (HIT, HIT, and ADVANCE TO SCORE)
- The ball is only allowed to bounce once and the “catcher” must catch the ball with his/her hands before it hits the ground for the second time. (The “catcher” can be any player who gets to the ball, or the teacher may assign students to be the “catchers”.)
- The catcher has 3 seconds to “set his teammate up” with a proper toss.
- The teammate has two options: (1) get the ball over the net or (2) set/pass to another teammate so they can advance the ball over the net. In both options the teammate can use any body part other than their hands.
- The catcher is the only one who can use their hands, and they can only use their hands once until it goes over the net.
- Rally scoring is in effect
- Each set goes to 12 points. Each game consists of the best of 3 sets.

**NOTE:** The teacher can adjust the bounce rules to the level of play, but the ball should never bounce twice in a row. Each bounce must follow a touch of a body part, other than the hands, before it can bounce again.
Soccer Tennis Lesson 3

Tennis Component

Objective:
  The students will be able to:
  • Consistently serve the soccer ball in a friendly and effective manner to begin each point
  • Return a serve or set a teammate after a serve

Standard:
  10.4 Physical Activity A/E
    A. Analyze and engage in appropriate physical activities that support achievement of personal fitness and activity goals
    E. Analyze factors that impact the relationship between regular physical activity and motor skill development
  10.5 Principals and Strategies of Movement A/B/C/F
    A. Describe and apply the components of skill related fitness and movement performance
    B. Describe and apply the concepts of motor skill development
    C. Identify and apply practice strategies for skill improvement
    F. Describe and apply game strategies to complex games and physical activities

Equipment/Set-up:
  Soccer tennis net; soccer balls
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<tr>
<td><strong>Serve and Protect</strong></td>
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<tr>
<td>This drill demonstrates how the sport of tennis is integrated into the game of soccer tennis. Each student will have the chance to get quality repetitions to work on serving and returning a serve. The students will be in groups of 2, 10 yards apart. Each student will stand in the middle of a 4 foot by 4 foot boundary.</td>
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<tr>
<th><strong>Game – Soccer Tennis Tournament Play</strong></th>
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<th><strong>Closure/Cool Down:</strong></th>
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<tr>
<td><strong>Description</strong></td>
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<td>Students should be able to describe the 3 important factors of the tennis component of soccer tennis:</td>
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<tr>
<td>1. Importance of the friendly serve (not too hard or too soft)</td>
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<td>2. Importance of a consistent effort and proper use of the inside of the foot for accuracy</td>
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<td>3. Importance of the return. Moving forward to attack the ball, properly trap or prepare the ball, and then strike the ball after it bounces in a controlled manner</td>
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Throw-Hit-Hit-Catch

Equipment:
1 soccer ball per group

Organization:
Students placed in groups of 5, 6, or 7.

Activity:
1. The combination always goes THROW, HIT, HIT, CATCH, THROW, HIT, HIT, CATCH.
2. The THROW should be a soft, underhand throw to a body part that is clearly understood. The thrower needs to communicate by saying the person’s name and body part (‘Johnny….head”).
3. The 1st HIT uses the body part the thrower yelled out (head). The first hitter (johnny) calls the name of another teammate (Ashley) while setting the ball for them to hit.
4. The 2nd HIT person (Ashley) can use any body part to advance the ball in the air to another teammate who will then catch the ball.
5. The CATCH person will then proceed with the sequence (THROW).
6. There is no specific order of how the ball is moved around the sequence.

Dynamic Soccer Warm up

**Jogging**

**Skipping with arm swing & clap**

**Butt-kickers** – Students will jog forward and kick their heels back so they make contact with their butt.

**Toy-soldiers** - Students will alternate straight leg kicks while rotating their arms so that the left arm reaches out to touch the right foot and the right arm reaches out to touch the left foot.

**High Knee Walk** – Students will walk forward and lift the knee as high as possible and alternate knees as they move forward.

**High knee Jog** – Students will repeat the same motion as high knee walk but at a quicker pace.

**Lunge Walk** - Students will walk forward assuming the lunge position with each step. The upper body should remain in an upright position.

**Inverted Toe Touches** – Students should walk forward while kicking one leg back and reaching down to touch the opposite toe.

**Back Pedal Run** – Students should bend at the knees, reach their feet back and run backward.

**Side Shuffles** – Students should all face the same direction, bend at the knees and shuffle their feet. It is important to teach the students to shuffle without crossing their feet so they remain in a balanced position.

**Walking on Toes** – Students should walk on their toes, focusing on balance and stretching the calf muscles.
Serve and Protect

This drill demonstrates how the sport of tennis is integrated into the sport of soccer tennis. Each student will have the chance to get quality repetitions to work on serving and returning serve.

Equipment:
- 1 soccer ball per pair of students
- 4 foot by 4 foot marker per pair of students (can be a taped square or chalked square or cones)

Organization:
Students are put in groups of 2 standing 10 yards apart.
Students will stand in the middle of a 4 foot by 4 foot box.

Activity:
The Serve:
1. Using the inside part of the foot to serve and the right force (not too hard or too soft), each student will practice serving back and forth to each other, working on a consistent and successful serve.
2. During the serve, the ball must bounce and then be struck with accuracy towards your teammate who is 10 yards away.
3. The teacher is looking for the correct technique.
4. Students repeat the drill until the teacher determines that consistency has been achieved.
5. The teacher then incorporates a “Best Out of 10 Challenge” to each student to see how many accurate serves can be made that hit your partner in the 4’ X 4’ box.

The return/protect:
1. Students will now try to incorporate a return hit back to the server
2. One student will serve 10 straight times seeking accurate and consistent serves to their partner.
3. The student who will be returning the serve is focused on attacking the ball in a forward moving position (remember it is easier to go forward, then backwards).
4. The student can control the ball, after the serve bounces, with a touch using their chest, feet, thighs, or head. The student then allows the ball to bounce again before striking the ball back in the direction of the server. The student returning the serve should look for height and length, pretending that there is a net between him/her and the server.
5. After 10 serves switch roles.
This drill emphasizes the proper technique, accuracy, and consistency that is needed to serve and return a ball in the sport of soccer tennis. Teachers must emphasize 3 main points during the drill:

- Importance of a friendly serve (not too hard or too soft)
- Importance of consistent effort and proper use of inside of the foot for accuracy
- Importance of the return: Moving forward to attack the ball, properly trap or prepare the ball, and then strike the ball after it bounces in a controlled movement.

Techniques:

Foot

Students should use their dominant foot to strike the ball. Focus on keeping the ankle locked and strike the ball using the inside part of their foot.

Thigh

The student should lean forward (more forward than this picture shows). Their thigh should be angled low to strike the ball in a forward direction.

Chest

The student should have their body moving forward as they initiate contact with their chest. Students should try to “pop” their chest out to improve force and power on the strike.

Head

The students will use their forehead to make contact with the ball. Arms should be used for balance.
Soccer Tennis Tournament Play

Equipment:
   1 soccer tennis net
   1 soccer ball

Organization:
   3 equal teams
   Two teams on each side of the soccer tennis net, with the third team watching, observing, and serving as ball boys and girls

Activity:
Each team serves 5 times, then switches service
The opposing team must first let the ball bounce from the serve
The opposing team must then control the ball or prepare it (let it bounce again) and then return the ball, or set the ball for another teammate to return.
The ball can bounce twice on each side, but there must be a touch between bounces
Rally scoring is in effect
Each game is played to 10 points.
The winning team stays on the court, with team number 3 and the losing team switching roles
Support Materials
Physical Education Lesson Plan

Objective:

Standard:

Equipment/Set up:

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Suggested Equipment

Futsal balls
Disc cones
Pugg goals
Pinnies
Soccer tennis nets
Soccer balls
Cones
CHICAGO (Sept. 16, 2008) - U.S. Futsal National Team head Coach Keith Tozer has named a squad of 14 players for the upcoming FIFA Futsal World Cup in Brazil. The U.S. has been drawn into Group B of the tournament, and kicks off its campaign on Sept. 30 against Paraguay. The U.S. also faces Italy on Oct. 2 and Thailand on Oct. 4, before rounding out group play on Oct. 6 against Portugal.

Of the 14 players named to the FIFA World Cup squad, 11 took part in June's CONCACAF Futsal Championship, where the U.S. finished third. The team will travel to Brazil on Sept. 24, stationing itself in Rio de Janeiro ahead of the tournament's opening. The US. will train in the city and play a friendly with current World champions Spain on Sept. 28.

I'm excited about the team that we're taking to Brazil," said Tozer. "We are a young team, not only in age but in experience. However, at the same time we are a talented team that can only get better the deeper we go."

With the appearance in Brazil, the U.S will have taken part in five of the six FIFA Futsal World Cups. After missing out on the event in 2000, the U.S. returned to the world stage in 2004, finishing seventh in Chinese Taipei. At the first two World Championship events in 1989 and 1992, the U.S. finished third and second, respectively. The 1989 team achieved the first top three finishes at any FIFA event for men or women since the 1930 men's World Cup team. The 1992 team, which lost in the final to Brazil by a 4-1 margin, posted the best finish of any U.S. Soccer men's team at a FIFA competition.

Two players on the squad have prior Futsal World Cup experience, with forward Jamar Beasley and defender Pat Morris having played in the 2004 tournament in Chinese Taipei. Beasley, a rookie with the team, concluded the tournament with two goals and two assists, while Morris also contributed a goal in the USA’s seventh place finish in Asia.

Midfielder Matthew Stewart led the U.S. with five goals in the CONCACAF Championship, while goalkeepers Jeff Richey and Nick Vorberg split time in the net during the tournament. Midfielder Denison Cabral, himself a native Brazilian, captained the side throughout the tournament and he will reprise the role for the team in the
The U.S. has traveled to Brazil multiple times in the past year, conducting training camps and playing friendlies against local club sides. Futsal, which has a well established professional league, is a hugely popular game in Brazil, and the USA’s most recent trip to the country concluded earlier this month.

"I think this past month has been extremely important for the preparation and development of the team representing our country in Brazil," said Tozer. "Every match and practice we get better in all aspects of the game. The 2004 championship [in Chinese Taipei] was great, but now we are going to a country where Futsal is huge. It is exciting for all of us and we know that the interest from the public in Brazil is going to make this an enjoyable and memorable tournament."

**U.S. Futsal National Team Roster By Position**

**Goalkeepers (2):** Jeff Richey (Fort Wayne, Ind.), Nick Vorberg (Grants Pass, Ore.);

**Defenders (2):** Joe Hammes (Cedarburg, Wis.), Pat Morris (Philadelphia, Pa.);

**Midfielders (6):** Denison Cabral (Florianopolis, Brazil), Andrew Jacobsen (Palo Alto, Calif.), Ptah Myers (Columbus, Ohio), Sandre Naumoski (Philadelphia, Pa.), Andy Rosenband (Hammond, Ind.), Matthew Stewart (El Paso, Texas);

**Forwards (4):** Mike Apple (Akron, Ohio), Jamar Beasley (Fort Wayne, Ind.), Chile Farias (Los Angeles, Calif.), Brett Wiesner (Brookfield, Wis.)
Benefits of Futsal

www.futsal.com

Because the sport is a great skill developer, demanding quick reflexes, fast thinking and pinpoint passing, it is an exciting game for students as well as adults. The game is very economical and safe, simple and fun to play. Just by playing with the ball develops precise ball control and technical skill, agility, lightening reflexes and decision-making. As the balls have less bounce they tend to stay in play longer and promote close ball control. After playing in enclosed areas and learning to think and react quickly, players find when they play to the full game they react well under pressure. Playing in enclosed areas develops creativity; players are also constantly placed in demanding decision-making situations in enclosed areas which is a major reason why Futsal is one of the finest teachers of the quick pass and move. In soccer it is very hard to defend against a team that is adept at this type of play. Playing the beautiful game of soccer is developed through Futsal.

Slide tackles and excessive bodily contact is forbidden in the modified game, which results in fewer injuries. It’s no surprise that the game is popular with children, teenagers and adults of both genders and is growing in popularity internationally.

Futsal quickly develop skills required for soccer: - balance, motor ability, agility and coordination, ball mastery, accurate and quick passing and receiving, perception insight and awareness. As Futsal is fast and action packed, fitness is improved while learning and having fun. We find that young people love playing Futsal. It is exciting, many goals are scored and the game is devoid of complex rules such as off side. Everyone learns so much faster if they enjoy the game and spend a lot of time playing with the ball.
Try a New Game: Soccer Tennis

By Ryan Wood
Active.com

Young players often want a break from the repetitive drills that make them better soccer players. Why not play a game that's unique, fun and helpful to their technical skills?

One such game that's gaining popularity is "soccer tennis" which is a favorite among young players looking for a change of pace to a normal practice. While you shouldn't devote an entire session to soccer tennis, it is a nice reward for the last half of a practice if they have been working hard recently.

Soccer tennis--a soccer-specific game that also combines aspects of tennis and volleyball--can improve instincts and technical skills among players of all ages. It is best played on a tennis court (but not in soccer cleats!). If there are no courts around, you can set up a makeshift one using a bench or chairs--something to simulate a low net. Cones can simulate the out-of-bounds lines that are painted on a tennis court.

There can be many different variations to soccer tennis. Here's one example:

- Put two players on each side, much like a doubles tennis match.
- One player from Team A "serves" the soccer ball to the other side. Once it goes over the net, Team B has, at most, three touches and one bounce to return the ball back to Team A's side of the court. Team A, then, has three touches and one bounce to keep the rally going.
- The bounce can come at any point during the return. So if Team B chooses to let the ball bounce before touching it, they will then have three touches to get it over the net without letting it bounce again. Or, Team B can volley Team A's serve before it bounces, which means they will then have two more touches and a bounce to get it back to the other side.

There is no need to alternate touches between teammates, as they're required to do in volleyball. If one player from Team B lets the serve bounce, then touches it three times without a teammate's help and gets it back over the net, it is a legal play. However, participation by everyone is encouraged and helpful toward winning a match.

Beginners (and those getting used to the concept of the game) should play more defensively, basically making sure they can collect the ball within the rules and get it back to the other side.

Once players become more skilled and comfortable, however, they can start playing strategically. For example, Team B can try to return a serve by dropping it behind the Team A players, so long as it stays within the boundaries. A skilled player on Team B can try to kick it (or head it) at a player on Team A, which would put the Team A player in an uncomfortable position of needing to both avoid the ball and return it.

Scoring can be structured depending on how much time you have, but the new method of volleyball rally scoring is usually the most exciting--that is, each rally results in a point by one of the teams. As with tennis and volleyball rules, the team that fails to place the ball in the other team's in-bounds area loses the point.

The first time you introduce soccer tennis, it will be fun but awkward, as you and your players take time to understand the rules and the concept of the game. But it will grow on your team, to the point where they will work hard to make sure it's a regular staple of soccer practice.