A STUDY TO DEVELOP A MANUAL FOR THE TEACHING
OF SPEEDBALL TO BOYS OF THE SECONDARY
SCHOOL AS A PHYSICAL EDUCATION
AND RECREATION ACTIVITY

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OF SPEEDBALL TO BOYS OF THE SECONDARY
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AND RECREATION ACTIVITY

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CHAPTER I

INTRODUCTION

An underlying principle that has been accepted by leaders in the field of physical education is that a broad physical education program should be offered for boys in the secondary school. McCloy expresses this view in his statement that "a wide variety of activities should be offered in order that the vast range of individual differences in the pupils may be provided for."\(^1\)

In practice, however, the physical education program for boys in many secondary schools has tended to consist of a limited number of activities. To enrich the program there has been a need for activities that require very little equipment and that consist of elements that make them thrilling enough to challenge the youth on this level.

The game of speedball, originated by Elmer D. Mitchell in 1921 at Ann Arbor, Michigan, possesses these qualities.\(^2\) Although speedball was played first as an intramural game by college students, it has been introduced in the physical education program for boys and girls on the secondary school

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\(^1\)C. H. McCloy, Philosophical Bases for Physical Education, pp. 33-34.

\(^2\)Margaret H. Meyer and Marguerite M. Schwarz, Team Sports for Women, p. 341.
level and has proved to be very successful. The Soccer and Speedball Committee of the National Section on Women's Athletics in a study concerning the adaptability of Fieldball, Modified Soccer, Soccer, and Speedball to different age groups found that speedball ranked second on the secondary school level for girls.³

While speedball has been introduced in the physical education program for secondary school boys, there is very little printed material available for furthering the game or for serving the needs of physical education instructors or recreation leaders in the teaching of speedball. The author became sensitive to the need for published material on speedball and, thereby, became interested in the present study.

Statement of the Problem

The investigator undertook to develop a manual for the teaching of speedball to boys of the secondary school level as a physical education and recreation activity.

Purpose of the Study

The purpose of the study was to make available to physical education instructors and recreation leaders an instruction book that will serve as a guide in the following areas:

1. In the organization and conduct of the game of

speedball for boys in secondary school in physical education classes or recreation groups

2. In the teaching of speedball as a physical education or recreation activity for boys on the secondary school level

Limitations of the Study

This study was confined to the preparation of a manual for the teaching of one sport, speedball, to boys on the secondary school level as a physical education and recreation activity.

Survey of Previous Studies

The investigator, after extensive research, was unable to find a previous study on speedball for boys on the secondary school level. However, three previous studies related to the present one were found.

The 1934-35 Soccer and Speedball Committee of the Women's Athletic Section of the American Association for Health, Physical Education, and Recreation attempted, through their State Chairmen, to inquire into the extent of the use and regulations of soccer, speedball, field ball, and modified soccer for girls in high schools and colleges of the United States. The purpose of this survey was primarily to give the committee members and State Chairmen as accurate a picture of the use of soccer, speedball, field ball, and modified soccer as possible so that they would know the localities in which there was a

\textsuperscript{4}Ibid.
need to make the game better known and the position which they should take regarding regulations of the games. The committee used the questionnaire as the instrument to obtain the data. They received reports from a total of 368 schools within thirty-one states, which represented one third of the number of questionnaires distributed.

The committee submitted the following findings from their survey:

1. 19.6% of the girls played soccer.
2. 13.0% of the girls played speedball.
3. Of the four activities, soccer was played by more girls in junior high schools, senior high schools, and colleges. Modified soccer ranked second in the number of junior high school participants, and speedball ranked second in the number of senior high school and college participants.
4. The games were played very little in high schools in the eastern states, with the exception of those in Maryland in which field ball was used extensively.
5. Soccer and field ball were played mostly in the South. Speedball was used mostly in the Midwest.
6. Of these three games, soccer was played by more players in physical education classes in junior high schools, senior high schools, and colleges. Speedball was a close second in senior high school class work and in college intramural programs.
7. The most popular season for these sports was autumn.
In the West soccer was played in the fall and spring, and speedball was played in the winter and spring.

8. The majority of the schools playing these games required a heart test of the participants.

The present study differs from the survey made by the 1934-35 Soccer and Speedball Committee in that its purpose was to develop a manual for the teaching of speedball to the boys of the secondary school as a physical education and recreation activity.

A related study dealing with one of the activities incorporated in the game of speedball, namely soccer, was conducted by Heath and Rodgers. In the study the investigators attempted to construct tests which could be used in measuring skills in soccer.

The problem included the following questions:

1. What is the procedure in the construction of a test to measure the skills essential in the playing the game of soccer at this age and grade level?

2. What would be the process in the construction of a knowledge test which would be a valid, reliable measure of rules and maneuvers of the game of soccer at this age?

3. Is there any correlation between the battery of soccer skill tests and the soccer knowledge test used in this study?

The skill and knowledge tests were constructed and given to boys in the fifth and sixth grades of the public schools in the cities of Royal Oak, Michigan, and Austin, Texas. Both skill and knowledge tests were used because it was believed that significant relationship between these two types of tests would be an administrative asset. An Initial Test was given to all of the boys in the fifth and sixth grades at the beginning of the fall soccer season, followed by a Final Test at the close of the season.

Players were ranked in order of merit in soccer playing ability. The best players were placed at the top of the list and the poorest players at the bottom of the list. All of the boys in the fifth grade were ranked in one list, and all of the boys in the sixth grade were ranked in another list.

The Skill Tests used were the following types:
1. The soccer dribble test
2. Kicking goals, the place kick
3. Kicking goals, kicking a rolling ball
4. The throw-in

The Knowledge Test consisted of one hundred true and false statements on game rules and maneuvers.

A hypothetical premise of the relationship between ability in soccer game skills and knowledge of the game, as tested by the instrument employed in the study, was only insignificantly corroborated. A low, though positive, relationship
between scores on the Soccer Skill Tests and the Knowledge Test was found.

The investigators reached the following conclusions:

1. This study offered means of determining progression in activities on the secondary school level.

2. The tests have proven of practical value as teaching tools and as a means of motivating the practice of technique.

3. The tests demonstrated that the physical education period should not be a play period.

The study made by Heath and Rodgers differs in the following manner from the present study:

1. Children on the elementary school level only were tested.

2. Soccer was the only activity included.

3. Skill Tests only were considered.

The same Skill Tests used in the study are also applicable to speedball.

A third related study dealing with one of the activities incorporated in the game of speedball, namely basketball, was made by Olds. 6 In the study Olds used the McCurdy-Larson Tests to determine the effects of competitive basketball upon the physical fitness of adolescent boys.

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Olds selected basketball as the activity for the testing for the following reasons:

1. The National Federation of Secondary Schools reported, after making a country-wide survey of public schools, that basketball leads all other activities as to the number of participants.

2. The intense interest of the adolescent in basketball aids greatly in student control and in the collection of reliable data.

3. Weight charts during the basketball season show a greater loss of daily weight than those obtained in any other sport in the scholastic program.

4. Basketball is the type of game which tends to increase fatigue since it involves stopping, starting, change of direction, and continuous play on hard, flat surfaces.

The study was made of 300 high school boys, ranging in age from fourteen to eighteen years, from Ann Arbor and Ypsilanti, Michigan public school systems. The subjects were chosen in order that three classes could be represented in the study from the viewpoint of economic status—namely, the labor class, the merchantile class, and the professional class. After rigid health examinations, those who were physically unsound were eliminated. The remaining number, 260 boys, were given the Organic Efficiency Tests.

The number was divided into two groups, the control group and the experimental group. The control group,
representing 150 of the boys, averaged a three-hour weekly physical education class and volunteered to refrain from all competitive sports, especially basketball.

The other half, representing the experimental group, engaged in a carefully supervised daily program of competitive basketball under trained coaches for a period of five months. This group averaged one official game per week and played with outside teams before spectators. Practice scrimmages averaged two per week. At the termination of the five-month period, both groups were rechecked by a physical examination and then were given a second Organic Efficiency Test. The Index Scores of these tests were classified according to the McCurdy-Larson Organic Efficiency Rating Scale.

The conclusions reached by Olds were five in number.

1. The test does not measure difference in condition due to participation in basketball during a five-month period.

2. Average group differences between the first and second tests were so small as to be without significance.

3. Irregular proportional development shown by correlations between the first and second test scores eliminate the possibility of recognizing any differences in organic efficiency that may be due to basketball.

4. Too much technical skill is required to make the test practical in the public school.

5. The sitting diastolic (fourth phase) test is the most valuable of all the tests used in the study.
The study made by Olds differs from the present study in that he attempted to determine the effects of competitive basketball upon the physical fitness of adolescent boys by using the McCurdy-Larson Organic Efficiency Tests. The present study was undertaken to develop a manual for the teaching of speedball to boys of the secondary school as a physical education and recreation activity.

Sources of Data

The documentary sources of data consisted of professional literature in the field of physical education, recreation, psychology, and literature on speedball.

The human sources of data were the experiences of the investigator in playing the game of speedball and from experts in the field.

Procedures in Developing the Study

The following procedures were used to develop the study:

1. Professional literature in the field of philosophy, psychology, education, physical education, recreation, speedball, and related activities was studied.

2. A survey of previous studies was made.

3. A selected bibliography was compiled.

4. The manual was organized to include the following material:

   a. An introduction

   b. A philosophical background of the study

   c. A brief history of speedball
d. A description of the game

e. A description of fundamentals of speedball

f. The organization of drills for practice of fundamentals

g. A presentation of playing positions and duties of players

h. A presentation of team tactics, including discussion of diagrams and plays

i. A presentation of progression in teaching speedball by presenting suggested lesson plans

5. The manual was written.

6. A summary of the study was made.

7. Conclusions of the study were drawn.

8. Recommendations for further study were given.
CHAPTER II

PHILOSOPHICAL FOUNDATIONS OF THE STUDY

Education today stresses the growth and development of the whole child. Physical education is an integral part of education, contributing to the growth of the individual through the medium of selected motor activities.

Aim and Objectives of Physical Education

The aim of physical education and that of education are similar. Nixon and Cozens present the following aim of physical education:

Organized physical education should aim to make the maximum contribution to the optimum development of the individual's potentialities in all phases of life, by placing him in an environment as favorable as possible to the promotion of such muscular and related responses or activities as will best contribute to this purpose. ¹

The following specific goals of physical education, stated in terms of the students, serve as a means to reach this aim:

1. To participate in vigorous physical activity
2. To develop and maintain a desirable status of health
3. To develop the organic and nervous systems of the body
4. To develop endurance and strength sufficient to meet the needs of life

¹Eugene W. Nixon and Frederick W. Cozens, An Introduction to Physical Education, p. 67.
5. To develop skills in motor activities

6. To develop knowledge and understandings through experiences in physical education

7. To develop desirable qualities of personality, such as good sportsmanship, leadership, fellowship, self control, cooperation, friendliness, and tolerance through experiences involving physical education

8. To gain knowledge and appreciation of the historical background of physical education

9. To develop favorable attitudes toward play that will carry over to leisure time and to adult life

Basic Principles Underlying the Physical Education Program

The school should provide experiences through which the objectives will be reached. It should do so through the establishment of a physical education program founded on accepted principles. Important principles follow:

1. The physical education program should be an integral part of the school curriculum.

2. Physical education should contribute to the maximum development of the individual as an entity in terms of knowledge, skills, attitudes, and appreciations.

3. The physical education program should be based upon the needs, interests, and abilities of the students.

4. A wide variety of activities should be offered in
the program to take care of the range of individual differences in the pupils.

5. Every activity in the physical education program should be purposeful and useful.

6. Greater emphasis should be placed upon the participation of all students in physical education activities rather than upon the extensive coaching of a few.

7. The physical education program should include activities which have a carry-over and recreational value.

8. As far as practical, outdoor activities should be chosen in preference to indoor activities.

9. The activities selected for the physical education program must be adapted to the facilities and equipment available.

10. Physical education should offer opportunities to the individual, under wise leadership, to meet social situations as one of a social group.

11. The activities selected should be in harmony with the ideals of the community.

12. The physical education program should reflect the trends in the social order and the present situation in the American society.

13. The experiences in physical education should be conducive to the development of democratic individuals.

Characteristics of the Adolescent Boy

Physically, the adolescent boy experiences rapid growth
in height and weight as well as rapid growth of motor power and function. He possesses an abundance of energy and endurance.

The adolescent boy is increasingly conscious of himself and is concerned with how he measures up to other boys. He possesses high morale and, though he is easily influenced by his teacher, he likes to do his own thinking. Consequently, though he often asks for advice, he makes his own decisions.

He becomes group conscious and enjoys being a member of a team, group, or club. His likes include new and challenging experiences, vigorous activity, competition, and the chance to match his knowledge and ability with the knowledge and ability of others. Because of these likes, he prefers team games and enjoys participating in a wide variety of activities.

**The Learning Process**

Learning is conceived as behavior on the part of the individual that is similar to all other behaviors. Learning occurs when the individual with definite needs, interests, and desires faces a situation which has various factors in it. The individual sets up goals to fulfill his needs or satisfy his interests. As the individual sees the relationship of the various factors in the situation to the reaching of his goals, learning is said to take place. This may take place in a flash, or it may extend over a period of time.
The individual tends to perceive wholes. This tendency should be recognized in the learning process. The larger whole may be composed of smaller wholes, each of which is perceived by the individual. In the learning of a sport, the game is the larger whole; the fundamentals are smaller wholes, which in turn are parts of the larger whole.

The Contributions of Speedball to the Adolescent Boys

In view of the objectives of the physical education program and of the characteristics of this age level, speedball is considered an ideal activity for the secondary school level.

Speedball is readily adaptable to any secondary school physical education program because it is based on known activities. The game combines elements of soccer, basketball, and football and thus offers opportunities for running, passing, kicking, throwing, and team participation. It offers excellent possibilities for the use and development of the big-muscle group. According to Williams this group of muscles must be used for hygienic results.

To secure hygienic results the large muscles of the trunk and hip joint must be used as in running, jumping, vaulting, rapid walking, climbing, and throwing.\(^2\)

Speedball satisfies the majority of the boys and can be

played by anyone with an average amount of ability. The team work required by speedball fulfills a need of adolescence, and the various methods of scoring present a challenge to the youth of this age level. Because of the minimum amount of body contact, there is little danger involved.

Speedball is an inexpensive game. All the equipment needed is a speedball and a football or speedball field.

In Chapter III a Manual for the Teaching of Speedball to Secondary School Boys is presented.
CHAPTER III

A MANUAL FOR THE TEACHING OF SPEEDBALL TO
SECONDARY SCHOOL BOYS

Introduction

Speedball is a twentieth century game created by an American. Speedball today is played in colleges, recreation leagues, secondary schools, and elementary schools. In many places speedball is used in inter-county leagues by schools too small to support football.

Of the many activities offered in the physical education program, speedball is one of the best for vigorous physical activity, big-muscle activity, and for all-round physical development.

Speedball is a team game, and because of this, the success of the team depends on the unified effort of each member of the team; therefore, teamwork is stressed rather than individual performance.

Speedball is an economical sport. The only equipment needed is one speedball and a speedball or football field. With this simple equipment a large number of boys may become quite actively engaged in a wholesome activity.

(A Brief History of Speedball)

Elmer D. Mitchell, professor of physical education at
the University of Michigan, felt as other experts in the
field of physical education that the physical education pro-
gram for boys and men needed an all-round game that could
be participated in by all students of average ability.
Through this felt need Mitchell originated the game of speed-
ball in 1921.

In originating the game, Mitchell used a combination of
fundamentals taken from baseball, soccer, football, and bas-
ketball. The name, "aerial soccer," was considered for the
new game, but the title, speedball, was adopted when students
who played the game were heard calling to one another,
"Speed the ball!"¹

The game was first presented by two selected intramural
teams at the University of Michigan. These teams were given
simple instructions, and the game began. Of this first game
Mitchell says:

It was surprising how quickly they caught on to
the game. At the end of the agreed-upon playing time,
the players wanted to continue. This was proof that
the game had something the players liked—that it had
action, skill, and competitive challenge.²

After this introduction, organized intramural speedball
teams were formed at the University of Michigan. Soon arti-
cles were carried by The American Boy and Popular Science

¹Elmer D. Mitchell, "A Speedball Anniversary," Official
²Ibid., p. 76.
about the new game. Rules were drawn up to meet the demand, and speedball was on its way.

After the publicity that speedball received and after the rules were drawn up, other colleges adopted the game for their physical education programs. Later the game was adapted for high school use.

California was first to adopt state-wide promotion of the game, and other states soon followed. Speedball today is played by both boys and girls in colleges, recreation leagues, high schools, and elementary schools. 3

**Description of Speedball**

Speedball is a sport that combines some of the skills and rules of other well-known sports, namely, soccer, basketball, baseball, and football.

In speedball the most desirable feature of soccer, the kicking element, was adopted and combined successfully with the throwing aspects of basketball.

From baseball came the principle that a fly ball is in play until it touches the ground, no matter how many juggles occur. Football provided the drop kick, the punt, and the goal posts for scoring purposes.

The number of players on a team, eleven, came from soccer and football, and the names of the players were also adopted from soccer and football.

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The outstanding feature of the playing rules of speed-ball is the distinction between a "fly ball" and a "ground ball." A ground ball is any ball which has touched the ground after being kicked or thrown. A ground ball cannot be touched with the hands or forearms but must be played with the feet as in soccer. A fly ball is one that has been raised into the air by a kick. After being raised by a kick, the ball is a fly ball until it again touches the ground. Until it does touch the ground, a fly ball may be played with the hands, or it may be headed with the head or kicked. A high bounced ball is not a fly ball because it has touched the ground since being kicked or thrown. The usual basketball dribble is not permitted, but a player is allowed one overhead dribble, i. e., a play in which he throws the ball into the air ahead of himself and runs to recover it before it strikes the ground.

Guarding an opponent in possession of an aerial ball is permitted as in soccer; guarding an opponent with a ground ball is permitted as in soccer. The goalkeeper has no special privileges. He must play a ground ball on the ground, but, just as other players, he may use his hands on a fly ball.

Speedball is started with a kick-off from the center of the field with all the players of the kicking team behind the ball and all the players of the receiving team behind the restraining line ten yards distant.
If a team causes the ball to go out of bounds over the side-line, a free throw-in is given to the opposing team. If a ball goes over the end line at the end of the field without a score being made, the ball is given to the opposing team and is put back in play either by a throw or a kick. In case of a tie ball when two opposing players are contesting the possession of a held ball, the ball is tossed between them as in basketball.

Personal fouls include holding, pushing, and similar tactics. Personal fouls are penalized by a penalty-kick taken by the offended player from the penalty-mark, ten yards in front of the opponent's goal posts, with only the opposing goalkeeper in position to block the kick. (A successful penalty-kick scores one point.

Violations include running with the ball and touching it illegally with the hands. Violations are penalized by giving the ball to the opposing team out of bounds at the point where the offense occurred, and allowing a free throw-in except when the violation is committed by a defense player within the penalty area. In this case, it is penalized by a penalty-kick.

Technical fouls include illegal substitution, more than three time-outs in a game, and unnecessarily delaying the game. Technical fouls are penalized by awarding the opposing team a penalty-kick.

The official game consists of four ten-minute periods
with ten-minute intermission between halves and two-minute intermissions after the first and third quarters. For secondary school use, periods of eight minutes are recommended. In the case of a tie game, periods of three minutes each may be played.

The scoring methods include:

1. Field goal (3 points). A soccer type kick in which a ground ball is kicked under crossbar and between goal posts from field of play or end zone. (A punt going straight through is not a field goal for it is not a ground ball. The ball must hit the ground first.) A drop kick from the field of play that goes under a crossbar does not count as a field goal. A drop kick from the end zone under crossbar counts as a field goal; over the crossbar counts as a touchdown.

2. Drop kick (2 points). Must be made from the field of play and go over crossbar and between uprights.

3. End Goal (1 point). A ground ball which receives its impetus (kicked or legally boded) from any player, offensive or defensive, in the end zone and passes over the end line but not between the goal posts.

4. Penalty-kick (1 point). A ball kicked from the penalty mark that goes between goal posts and under the crossbar. The penalty-mark is placed directly in front of the goal at the center of the goal line.

5. Touchdown (1 point). A forward pass from field of play and completed in the end zone. (Player must be entirely in the end zone. If he is on the goal line or has one foot on either side, no score, and play continues.) If player is on or outside side line, or end line, the ball is declared out of bounds. If a forward pass is missed the ball continues in play, but must be returned to field of play before another forward pass or drop-kick may be made.4

Substitutions may be made any time when the ball is not in play. If a player is withdrawn, he may not return during that same period.

The playing field is shown in Figure 1, page 24.

4Letter from Elmer D. Mitchell, Professor of Physical Education, University of Michigan, March 18, 1948.
Fig. 1—Dimensions of playing field.

Uprights—20 feet high
Crossbar—18 feet, 6 inches across, 10 feet from ground
Width of field—120 feet
Length of field—240 feet
Penalty mark—Any spot on goal line
Foul lines—Intersect goal lines and end lines at a distance of 12 feet on each side of the goal
The speedball field closely resembles the soccer field in dimensions and markings as is shown in Figure 1, page 24. Information concerning speedball rules may be obtained from Elmer D. Mitchell, University of Michigan.

**Methods of Teaching Speedball**

Based on the present-day theory of learning, the whole method is an accepted procedure for the teaching of physical education activities. The whole method of teaching involves the following procedures:

1. The whole activity is presented to the learner.

2. A phase or part is drawn out of the whole when there is a need to overcome a difficulty or to refine a skill.

3. The practiced part is put back in the whole so that the learner experiences the whole game.

In experiencing a sport, the game itself is the whole. The fundamentals or sections of the game are parts of the whole and, in turn, are smaller wholes.

In the teaching of speedball the whole method is applicable, and the three procedures mentioned above are utilized in the following way:

First, the whole game is introduced by letting the boys see an actual demonstration of the game or by giving a short explanation of the game, using a diagram of the field with stick figures to show the positions and duties of the players.
After the introduction to speedball, the boys play the game for a short period. Their first efforts are not very refined; however, after participating in the actual game themselves, they perceive the game more clearly, experience felt difficulties in their ability to play the game, and thus realize the need to work on the fundamentals.

Second, from this preliminary experience of the game, a phase or part, such as a fundamental, which is considered essential for the present stage of development of the players, is drawn out for practice. The players are organized for the practice in such a manner that a drill is conducted to insure each player practice in an efficient manner.

The fundamental itself is a small whole. If it is complex, it is broken down into parts for practice to develop correct technique and refinement.

Not only fundamentals, but also phases of the game, such as front line passing of the ball down the field, or a team practice around the goal, are taken out of the content of the whole game for practice.

Third, after practice of fundamentals or phases for refinement, the game is played again so that the practiced parts are put back into the whole. This process of whole-part-whole goes on in every participation period.

Presentation of Fundamentals

The fundamentals of speedball are based on activities
that are natural to man and, hence, satisfying to him. These activities are classified as the following types:

1. Kicking
2. Throwing
3. Catching
4. Running
5. Dodging
6. Jumping

Because speedball is based on natural activities, it appeals to youth.

A classification of the fundamentals is presented here to serve two purposes:

1. It gives the coach or teacher of speedball knowledge of the different types of fundamentals involved in the game.
2. The classification serves as a list by which the coach may check his presentation of fundamentals.

The fundamentals are listed below.

I. Kicking
   A. Dribbling
   B. Passing
   C. Kick-up
      1. The lifting into the air of a rolling ball so that the player may catch it himself
      2. The lifting into the air of a bouncing ball with the foot so that the player may catch it himself
3. The lifting into the air of a still ball with both feet, so that the player may catch it himself

4. The lifting into the air of a still ball so that a team mate may catch it

D. Punting
E. Drop-kicking

II. Trapping
   A. With the foot
   B. With the legs
   C. With the chest
   D. With the abdomen

III. Throwing
   A. One-arm throws
      1. Underhand bowling throw
      2. One-arm overhand push throw to a team mate nearby
   B. Two-hand throws
      1. Overhead throw
      2. Shoulder throw
      3. Waist throw
   C. Long one-hand overhead throw

IV. Catching
   A. Thrown balls
   B. Punts
   C. Kick-ups
V. Jumping
   A. To catch ball
   B. To tip ball in toss-up after held ball

VI. Pivoting

VII. Dodging

VIII. Heading

Description of Fundamentals with Coaching Suggestions

A description of the fundamentals of speedball with coaching suggestions is presented to serve as a guide in the teaching of the skills of speedball.

I. Kicking

   A. Dribbling
      1. Place the ball directly in front of the feet.
      2. Let the arms hang freely at the sides for balance.
      3. Contact the ball by a light tap with the inside of the right foot.
      4. After tapping the ball with the right foot, step on that foot.
      5. In the same manner, tap the ball with the left foot.
      6. Use both feet alternately in dribbling.

   Coaching Suggestions
      1. Do not kick the ball, tap it.
      2. Do not advance the ball more than two or
three feet ahead. Otherwise, it will go beyond the dribbler's control.

3. The inside of the right foot should contact the right side of the ball a little to the rear in order to make the ball go ahead. The left foot should work in a corresponding way from the left to keep the ball traveling in a straight line.

4. Tap the ball every two or three steps.

B. Passing a Ground Ball, Using the Inside of the Right Foot

1. Place the ball directly in front of the right foot.

2. Keep the weight on the left foot.

3. Keep the eyes on the ball.

4. Let the arms hang freely at the sides for balance.

5. As a preparatory movement, swing the right leg out to the side from the hip.

6. Swing the right leg to the left, forcefully hitting the ball on the right side with the inside of the foot.

Coaching Suggestions

1. For a kick to the right side, use the left foot.
2. Avoid just pushing the ball by getting a good swing with the leg.
3. Twist the trunk to the left, following through after the kick.

C. Passing a Ground Ball, Using the Outside of the Right Foot
1. Place the ball directly in front of the right foot.
2. Keep the weight on the left foot.
3. Keep the eyes on the ball.
4. Let the arms hang freely at the sides for balance.
5. As a preparatory movement, swing the right leg across the body and in front of the left leg.
6. Swing the right leg forcefully to the right.
7. Contact the ball on the left side with the outside of the right foot.

Coaching Suggestions
1. Contact the ball solidly.
2. Avoid pushing the ball by getting a good swing with the leg.
3. To pass a ball to the left, contact the ball on the right side with the outside of the left foot.
D. Kick, Using the Instep of the Right Foot

1. Place the ball directly in front of the right foot.
2. Keep the eyes on the ball.
3. Let the arms hang freely at the sides for balance.
4. As a preparatory movement, swing the right leg back from the hip, toe pointed down.
5. Tense the ankle.
6. Swing the right leg forward, knee flexed, toe pointed down, contacting the ball and lifting it into the air.
7. Swing the thigh upward, keeping the knee flexed.

Coaching Suggestions

1. In contacting the ball, be sure the toe is placed as far under the ball as is necessary to raise it on the instep.
2. Be sure to keep the ankle tensed.
3. Keep the toe pointed downward so that the top of the instep comes in contact with the ball.
4. Contact the ball squarely. If this is not done, a kick to the right or left will result.

E. Backward Pass, Using the Heel of the Right Foot
1. Place the ball directly in back of the right foot.
2. Support the weight on the left leg.
3. Let arms hang freely at the sides.
4. As a preparatory movement, raise the right leg forward, knee slightly bent.
5. Swing the right leg backward so that the heel meets the ball below its center. Straighten the knee just before contact with the ball.

Coaching Suggestions
1. Teach the backward pass to advanced players only.
2. If the kick follows a run, the player should jump over the ball.
3. Watch to make sure that the player does not step on the ball.

F. Punt, Using the Right Foot
1. Hold the ball in both hands at arm's distance from the body.
2. Step forward on the left foot and, at the same time, drop the ball.
3. Swing the right leg forward, knee slightly bent, toe pointed down.
4. Keep the eyes on the ball.
5. Make contact with the instep of the right foot to the rear and under the ball.

6. Follow through with the kick.

Coaching Suggestions

1. Timing is important. Drop the ball; step on the left foot; kick with the right foot.

2. Keep the toe pointed down.

3. Follow through.

4. A ball kicked just before it hits the ground is best for distance kicking.

6. Drop-kick, Using the Right Foot

1. Hold the ball between the hands placed on opposite sides of the ball with the fingers spread.

2. Hold the ball directly in front of the body about waist high.

3. Keep the eyes on the ball.

4. Spread the feet slightly with the left foot forward.

5. Drop the ball to the ground.

6. Shift the weight to the left foot and swing the right leg forward and upward, the knee slightly bent and the toe pointing to the ground.
7. Kick the ball with the top of the instep just as it rises from the ground.

8. Follow through with the right leg, and rise on the left toe.

Coaching Suggestions

1. Kick the ball just as it rises from the ground.

2. Timing is very important. Drop, step, kick.

3. Get full leg swing, not just a swing from the knee.

H. Kick-up of Rolling Ball to Self

1. Get the body in front of the oncoming ground ball.

2. Spread the feet slightly with the weight on the left foot, right foot forward in the path of the oncoming ball.

3. Keep the eyes on the ball.

4. As the ball comes in contact with the right foot, extend the foot so that the ball rolls onto it, at the same time bending the knee upward and outward so that the ball is lifted from the ground.

5. Bend forward to receive the ball off of the toe.
Coaching Suggestions

1. Be sure the body is in line with the ball.
2. Make sure that the ball is on the foot before lifting it.
3. Turn the toe up when lifting the ball so that the ball will not roll forward.
4. Make sure that the foot actually leaves the ground so that the pick-up is legal.

I. Kick-up of Bouncing Ball to Self

1. Set the body in front of the oncoming bouncing ball.
2. Spread the feet slightly with the weight on the left foot.
3. Keep the eyes on the ball.
4. As the ball descends from the bounce, swing the right leg forward so that the ball is kicked with the instep, pointing the toes of the right foot slightly upward and bending forward to catch the ball.

Coaching Suggestions

1. Be sure to point the toes up as this helps to guide the ball and to prevent it from rolling forward onto the foot.
2. Start the leg swing as the ball descends.
3. Kick the ball only hard enough to raise it to self.

Kick-up of Stationary Ball to Self with Both Feet
1. Place feet on either side of the ball.
2. Keep the weight on the outside of the feet, with the inner part of the feet in contact with the ball.
3. Bend the knees slightly.
4. Keep the eyes on the ball.
5. Bend the trunk forward slightly.
6. Gripping the ball lightly with the feet, jump into the air equally from both feet so that the ball is pulled from the ground.
7. Bend the knees outward.
8. When the ball is cleared of the ground, release it quickly by the feet.
9. Bend the trunk forward and reach for the ball as it is released.

Coaching Suggestions
1. Make sure that the feet are in contact with the ball with pressure equal on both sides of the ball before jumping.
2. Pull the knees up quickly after jumping.
3. If the ball slips forward, turn the toes upward.
K. One-foot Kick-up of Stationary Ball to Self

1. Take position in rear of the ball.
2. Place the right foot on top of the ball so that the sole of the foot touches it.
3. Keep the eyes on the ball.
4. Bend the right knee.
5. Pull the ball toward the body by exerting pressure on the ball with the right foot so that it revolves toward self.
6. As the ball starts rolling, quickly place the right foot under it.
7. Bend the right knee upward and outward so that the ball is lifted off the ground.
8. Bend the body forward to receive the ball off the toe.

Coaching Suggestions

1. Make sure the toe is well under the ball before lifting it.
2. Keep the eyes on the ball.
3. Get speed in the roll.
4. The ball actually comes off of the inner part of the top of the instep, rather than off of the toe.

L. Kick-up of a Stationary Ball to Team Mate
1. Take position about one foot in rear of and slightly to the right of the ball.
2. Place right toe under the ball and bend right knee slightly.
3. Keep the eyes on the team mate.
4. Lift the right foot into the air with the ball, bending the left knee slightly and leaning slightly forward.

Coaching Suggestions
1. Do not kick at the ball.
2. The toe must be under the ball before it is lifted.
3. Height is determined by the degree of follow through. Follow through further for a high ball.

II. Trapping
A. Trapping with the Sole of the Foot
1. Get in line with the oncoming ball.
2. Let the arms hang at the sides for balance.
3. Keep the weight on the left foot and raise the right knee.
4. As the ball advances place the sole of the right foot on top of the ball.

Coaching Suggestions
1. Keep the eyes on the ball.
2. Avoid putting so much pressure on the ball that it will shoot out from under the foot.
3. Keep the heel low to prevent ball from rolling under the foot.

B. Trapping with the Lower Legs
1. Get in line with the oncoming ball.
2. Let the arms hang freely at the sides for balance.
3. Keep the weight evenly distributed on the balls of the feet, the knees slightly flexed.
4. As the ball rolls toward the player, bend the knees deeply trapping the ball with the lower legs.

Coaching Suggestions
1. Never trap the ball in front of own goal.
2. Practice deep knee bends.
3. Keep the knees together, and make sure that the trap is made with the lower legs rather than with the knees.

C. Trapping with the Chest
1. Get in line with the oncoming ball.
2. Let the arms hang at sides for balance.
3. Keep the weight evenly distributed on both feet.
4. As the ball advances, meet it with the chest.
5. At the moment of impact, give way by letting the chest and body lean slightly backward, so that the speed of the ball is killed, causing it to fall to the feet ready to be played.

Coaching Suggestions
1. This method of trapping is used only on aerial balls.
2. Body must give just as the ball comes into contact with the chest.
3. Check any tendency to go into the ball.
4. Avoid the use of the hands.

D. Trapping with the Abdomen
1. Get in line with the oncoming ball.
2. Let the arms hang at sides for balance.
3. Keep the weight evenly distributed on both feet.
4. As the ball contacts the abdomen, expand the chest and lift the legs off the ground, trapping the ball between the chest and the thighs.
5. Bend the body forward at the waist to make the trapping secure.
Coaching Suggestions

1. The body must give just as the ball comes into contact with the abdomen.
2. Check any tendency to go into the ball.
3. As the ball comes into contact with the body, the abdominal muscles are contracted.

III. Throwing

A. One-hand Underhand Throw

1. In the standing position with one foot diagonally forward, let the ball rest in the hand against the forearm about waist high and slightly behind the hip.
2. Spread the fingers and grip the ball.
3. Swing the arm forward, releasing the ball at the end of the follow through with a snap of the wrist.
4. Transfer the weight to the forward foot.

Coaching Suggestions

1. Use this throw for short distance only.
2. Be sure the arm is brought to the full backward position.
3. Follow through as far as possible in the direction of the throw.

B. One-hand Shoulder Throw
1. In the standing position with one foot diagonally forward, rest the ball on the upturned hand with the fingers spread and pointing upward.

2. Hold the ball just above the shoulder with the supporting hand in front of the ball.

3. Bend the elbow out from the side, and rotate the trunk to the throwing side.

4. Swing the arm forward, and straighten the elbow.

5. Snap the wrist, quickly releasing the ball.

6. Rotate the trunk forward, and shift the weight to the forward foot.

7. Follow through with the hand and arm, palm facing downward at the completion of the throw.

Coaching Suggestions

1. Use the free hand to steady the ball.

2. Let the ball roll off the finger tips.

3. Follow through.

C. Two-hand Overhead Throw

1. In the standing position with one foot diagonally forward, grip the ball on the sides with the fingers widely spread, and with the thumbs placed a little behind the ball.
2. Extend the arms above the head with the elbows slightly flexed and with the trunk extended slightly backward.
3. Swing the arms forward and downward with a quick snap of the wrists, releasing the ball about half way in the forward swing.
4. Lean the trunk slightly forward as the weight is transferred to the forward foot.
5. Finish the swing with the arms forward about shoulder height, fingers pointed in the direction of the throw.

Coaching Suggestions
1. Start the ball above the head.
2. Swing the arms forward in as straight a line as possible.
3. If the throw is too high, it is probably because the ball was released behind the head and the arms swung forward in an arc. A forward step will eliminate this tendency.

D. Two-hand Shoulder Throw
1. Grip the ball at the sides with the thumbs a little behind the ball, fingers and thumbs pointing upward and backward, and the wrists bent forward.
2. Let the elbows be flexed and hold them in.
close to the side from which the throw is made.

3. Rotate the trunk to the throwing side.

4. Swing the arms and release the ball with a snap of the wrists.

5. Extend the arms in a straight line in the direction of the throw.

6. Follow through as far as possible with the fingers pointing in the direction of the throw.

Coaching Suggestions

1. Snap the wrists. This makes a throw rather than a push.

2. Keep the elbows close to the body.

3. Make sure the arm swing is in a line rather than in an upward arc.

E. Waist Throw

1. Hold the ball waist high, fingers spread and placed at the sides of the ball with the thumbs behind the ball.

2. Hold the elbows close to the side, with the wrist slightly hyperextended.

3. Release the ball with force by a quick extension of the elbows in a forward push. The thumbs push directly behind the ball.
4. Follow through in the direction of the throw as far as possible.

**Coaching Suggestions**

1. Use this type of throw for short distance only.
2. Keep the elbows close to the body.
3. Watch the arm swing to see that it is on a level line.
4. Control the release. A late release means a high throw.

**F. Long One-hand Overhead Throw**

1. In the standing position with one foot diagonally forward, rest the ball against the forearm, the wrist flexed, with the fingers spread and pointing forward and upward.
2. Turn the trunk so the left shoulder is toward the target.
3. Keep the weight back and the back knee flexed.
4. Carry the ball back behind the shoulder with a full arm swing.
5. Continue the arm swing to an overhead arc where final momentum is given by a wrist snap.
6. Jump to give height to the throw.
7. Follow through with the fingers as far as possible in the direction of the throw.
8. Let the throwing arm curve overhead, the free arm out to the side for balance.

Coaching Suggestions
1. Support the ball against the forearm of the throwing arm by flexing the wrist.
2. Start the swing from about waist high.
3. This is a difficult throw to master. The overhead control and the timing of the release of the ball are sometimes too advanced for beginners.

IV. Catching

A. Catching Thrown Balls
1. Hold both hands forward, arms relaxed, elbows flexed, fingers curved, spread and relaxed.
2. Point the fingers downward and turn the palms slightly outward for a ball below the waist.
3. Point the fingers upward for balls above the waist.
4. On contact, grasp the ball, letting the heel of the hand grip the ball firmly, followed immediately by the fingers.
5. Pull the ball in against the chest.

Coaching suggestions
1. Keep the eyes on the ball.
2. Point the fingers downward or upward but never at the ball.
3. Relax the fingers.
4. Advance to meet the ball.

B. Catching Punts
1. Get in line with the oncoming ball.
2. Hold both hands forward, arms relaxed, elbows flexed, fingers curved, spread and relaxed.
3. Point the fingers upward and keep the elbows close to the sides.
4. On contact, grasp the ball with the hands and bring it against the chest.

Coaching Suggestions
1. Keep the eyes on the ball.
2. Spread the feet slightly to maintain balance.
3. Make sure that the elbows are close to the sides of the body.

V. Jumping
A. Jumping to Tip Ball
1. Place the feet in a forward stride position with the whole foot on the ground.
2. Keep the weight on the toes and the knees flexed.
3. Let the arms hang at the sides.
4. Quickly extend all the flexed joints.
5. Swing the arm forward and upward to add power.
6. Tap the ball with the fingers in the direction of teammates.

Coaching Suggestions

1. The jump is started just before the ball reaches the highest point.
2. The jump must be upward rather than forward.
3. Tap the ball rather than slap it.

B. Jumping to Catch Ball

1. Place the feet in the forward stride position with the whole foot on the ground.
2. Keep the weight on the toes and the knees flexed.
3. Let arms hang at sides.
4. Quickly extend all flexed joints.
5. Reach up with one arm and hook the ball downward into the other hand.
6. Land on the balls of feet with both knees slightly bent to cushion shock.

Coaching Suggestions

1. Reach with one hand as this enables a person to reach higher.
2. Timing of the jump is an important factor.
3. The eyes must be kept on the ball.
4. After the ball has been hooked downward, use both hands to secure it against the chest.

VI. Pivoting

1. Spread the feet in either the diagonal forward or side stride position.
2. Keep the weight on the stationary foot. If the pivot is to the left, the left foot is the stationary foot; if it is to the right, the right foot is the stationary foot.
3. Keep the knees slightly flexed and the body crouched.
4. Push off with the free foot and make the pivot on the sole of the stationary foot.
5. If the player is in possession of the ball, he should hold it in both hands close to the body.

Coaching Suggestions

1. Keep the weight low.
2. Keep one foot in contact with the ground.
3. Keep the free foot relatively close to the ground.

VII. Dodging

1. Make a start in one direction.
2. Stop suddenly and pivot or turn.

Coaching Suggestions
1. The key to successful dodging lies in a quick change of pace and direction.
2. It is not necessary to run across the field to dodge. A few steps in one direction will be sufficient.

VIII. Heading
1. Keep the eyes on the ball.
2. Time the speed of the descent of the ball.
3. Jump into the air by straightening the flexed ankles and hip joint.
4. Let the arms hang freely at the sides for balance.
5. Make contact with the ball at the hair line on the front of the head for forward heading.
6. Use the side of the head to send the ball sideways.
7. Keep the neck tense on contact with the ball.

Coaching Suggestions
1. Never stoop to head a ball.
2. Contract the neck muscles when heading.
3. Try to get in front of the ball to head it, using the hair line as the contact point.
Drills for the Practice of Fundamentals

One of the more efficient methods of teaching skills is by the use of drills to bring about greater refinement. In using drills the following teaching suggestions should be observed:

1. Use drills that resemble game situations as nearly as possible.

2. Advance the drills in complexity as the players' skills increase. Begin with simple drills that stress one fundamental and advance to more complex drills that stress two or more fundamentals.

3. Use a variety of drills since repetition of the same drill leads to monotony and loss of interest.

4. Use drills that provide competition. Relays add interest to the development of individual skills. They build up team spirit and reduce the possibility of monotony in isolated technique practice.

5. Turn the drills into self-testing devices which add to the interest of the player.

In the ensuing pages representative drills are presented to serve as a guide for the coach or teacher of speedball.

In the diagrams of the drills, the following symbols are used:

\[ X \]  Player
\[ \leftarrow \]  Path of player
\[ \leftarrow \]  Path of kicked ball
Path of thrown ball

Dribble

Contact of player with ball

Pivot

File formation, players are arranged in a line one behind the other

Flank formation, players arranged in a line side by side

I. Drills for Practicing Fundamentals Involving Kicking

A. Passing

1. Formation: Players in a circle with one player in the center

2. Equipment: One speedball

3. Description: The player in the center starts by passing the ball across to X1 in the circle. X1 traps the ball with one foot and passes it back to the player in the center who passes it to X2. Play continues until
every one has had a chance to pass the ball. The drill can be varied by the player in the center varying the order in which he passes the ball to the players.

B. Dribble

1. Formation: One line of five to ten players in file formation. Opposite each line place a marker thirty feet from the first player.

```
x6
x5
x4
x3
x2
x1
```

2. Equipment: One speedball

3. Description: X1 dribbles the ball forward to the marker, around the marker, and back to the line, at which time he releases the ball to X2 and goes to the end of the line. X2 dribbles to marker, around it, and returns to X3. X3 repeats the process, returning the ball to X4. Continue until all players have had practice.
C. Dribble

1. Formation: Shuttle formation. Two lines of players in file formation about thirty feet apart.

2. Equipment: One speedball

3. X1 dribbles across the space and passes to X2, then goes to the end of that line. X2 receives the ball, dribbles to X3, and goes to end of line. X3 repeats the process. Continue the drill until all players have had practice.

D. Kick-up with One Foot to Self (Stationary Ball)

1. Formation: Two lines of players in flank formation about fifteen feet apart
2. Equipment: One speedball

3. Description: X1 kicks the ball on the ground to X2. X2 stops the ball, kicks it up to himself with one foot, drops the ball to ground and kicks it to X3. X3 repeats the process and drill continues until all players have had a chance to practice.

E. Kick-up with Both Feet to Self (Stationary Ball)

1. Formation: Same as above

2. Equipment: One speedball

3. Description: X1 kicks the ball on the ground to X2. X2 stops the ball, kicks it up to himself with both feet, drops the ball to the ground and kicks it to X3. X3 repeats the process and drill continues until all players have had a chance to practice.

F. Kick-up Rolling Ball to Self

1. Formation: One player opposite a line of players in file formation
2. **Equipment**: One speedball

3. **Description**: X1 rolls the ball to X2, who lifts the ball to himself by a kick-up, throws it back to X1, and goes to the end of the line. X1 rolls the ball to X3, who repeats the action of X2. Play continues until each player has had practice.

**G. Kick-up of Bouncing Ball to Self**

1. **Formation**: One player opposite a line of players in file formation

2. **Equipment**: One speedball
3. Description: X1 bounces the ball to X2 who lifts the ball to himself by a kick-up, throws it back to X1, and goes to the end of the line. X1 bounces to X3, who repeats the action of X2. The process continues until all players have had practice.

H. Kick-up to Team Mate

1. Formation: Two lines of players in flank formation about fifteen feet apart

```
2  4  6  8
X  X  X  X

X  X  X  X
1  3  5  7
```

2. Equipment: One Speedball

3. Description: X1 lifts the ball to X2; X2 catches the ball, drops it to ground, and lifts it to X3. Repeat the action with each player in the line.

I. Punting

1. Formation: Two lines of players in flank formation about twenty feet apart
2. Equipment: One speedball

3. Description: X1 punts to X2 who receives the ball and punts to X3. Repeat the action with each player in the line.

J. Drop-kick

1. Formation: One line of players in flank formation behind the goal line and slightly to the side of the goal posts. Another line of players in file formation fifteen feet in front of the goal.

2. Equipment: Three or four speedballs

3. Description: X1 in the line in front of the
goal kicks for goal with a drop-kick and
goes to the end of the other line. X4 in
line behind the goal recovers the ball and
dribbles it to X2. X2 then drop kicks and
X5 recovers. Rotation continues until each
player has had practice. The players in the
two lines are changed and the practice is
resumed.

II. Drills for the Practice of Fundamentals Involving
Throwing

A. Long One-hand Overhead Hurl

1. Formation: Two lines of players in flank
formation about forty-five feet apart

```
1 3 5 7
X X X X

\//\//\
X X X X
2 4 6 8
```

2. Equipment: One speedball

3. Description: X1 throws the ball to X2 using
the one-hand overhead hurl. X2 catches it
and throws to X3. Repeat the action until
all players have had practice.

B. Two-Hand Overhead Throw Released at the Shoulder
1. Formation: Three lines of players in file formation about ten feet apart.

2. Equipment: One speedball

3. Description: X1 throws diagonally forward to X2, using the two-hand overhead shoulder throw, and X2 throws to X3. As the throws are made, the players are traveling down field. X3 throws to X2 and X2 to X1 as they travel down field. At the end of the field, they turn about and bring the ball back in the same manner, ending with a throw to X4, who starts the next group of three down the field. As each group of three players finish their throwing, they return to the end of the lines.

C. Two-hand Waist Throw

1. Formation: Two lines of players in file formation about fifteen feet apart
2. Equipment: One speedball

3. Description: X1 throws to X2 using the two-hand waist throw and goes to the end of his own line. X2 throws to X3 and returns to the end of his line. Repeat the action until all players have had practice. This drill may be used for other throws.

D. One-hand Overhead Push Throw

1. Formation: Two lines of players in file formation with lines parallel

   X5       X6
   X3       X4
   X1       X2

2. Equipment: One speedball

3. Description: X1 throws the ball diagonally
forward to X2, X2 returns throw to X1, and they continue for three or four throws. X1 and X2 return ball to X3 and X4 who repeat performance. Repeat drill until all players have had practice.

III. Drills for the Practice of Fundamentals Involving Catching

The practice of catching is incorporated in the throwing drills. Hence, there is no need for separate drills.

IV. Drills for the Practice of Fundamentals Involving Jumping

A. To Tip Ball in Toss-up

1. Formation: Two lines of five players in flank formation facing each other about five feet apart. Squad leader standing between lines and slightly to left of them.

```
    2  4  6  8 10
   X  X  X  X  X
    X
   X  X  X  X  X
  1  3  5  7  9
```

2. Equipment: One speedball

3. Description: The squad leader tosses the ball between X1 and X2. Both players jump
and attempt to tap the ball to opposite team. The squad leader steps forward and tosses the ball between X3 and X4. The practice continues until all players have had practice.

B. To Catch Punts or Other Kicked Balls

This phase of jumping is incorporated in the drills for punts and kicking.

V. Drills for the Practice of Fundamentals Involving Trapping

A. Trapping with the Sole of the Foot

1. Formation: Two lines of players in file formation about fifteen feet apart

```
X6
X4
X2'
\_\_\_\_
X1
X3
X5
```

2. Equipment: One speedball

3. Description: X1 passes to X2 and immediately steps to the end of his line. X2 traps the ball with the sole of the foot and passes it to X3 who traps it with the sole of the foot.
The action continues until all players have had practice.

B. Trapping with the Lower Legs

1. Formation: One line of players in file formation with squad leader about ten feet ahead and to the left of the line facing in a direction perpendicular to the line of players

```
X5
X4
X3
X2
X1
```

2. Equipment: One speedball

3. Description: The squad leader rolls the ball forward. X1 runs forward and traps the ball with the lower legs. X1 throws it back to the squad leader and returns to the end of the line. The squad leader rolls the ball forward and X2 repeats the performance of X1. Continue the practice until each player has had a turn. This drill is excellent for teaching players to get in line with a moving ball.
C. Trapping with Lower Legs Combined with Zigzag Passing

1. Formation: Two lines of players in flank formation facing about ten feet apart and spaced alternately.

   \[ \begin{array}{ccc}
   X_2 & X_4 & X_6 \\
   X_1 & X_3 & X_5 & X_7 \\
   \end{array} \]

2. Equipment: One speedball

3. Description: X1 passes to X2 who traps the ball with the lower legs and then passes it to X3, who repeats the process. Continue the drill down the line.

VI. Drills for the Practice of Fundamentals Involving Heading

A. Formation: One line of players in flank formation with the coach or squad leader in front of the line

   \[ \begin{array}{ccccccc}
   X & \text{Coach} \\
   X_1 & X_2 & X_3 & X_4 & X_5 & X_6 \\
   \end{array} \]
B. Equipment: One speedball

C. Description: The coach tosses the ball in the air toward X1. X1 steps forward to meet the ball and heads it back to the coach. The coach tosses the ball to X2 who repeats the action of X1. Repeat the process until all players have had practice. This drill may be used also with the circle formation.

VII. Drills for the Practice of Fundamentals Involving Pivoting

A. Formation: One line of players in file formation about six feet apart

```
X1
\|\|\|
X2
\|\|\|
X3
\|\|\|
X4
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B. Equipment: One speedball

C. Description: X1, holding the ball, pivots and throws to X2. X2 catches the ball, pivots and throws to X3 who repeats the action of X1 and X2. Continue the drill until all players have had practice.
VIII. Combination Drills for the Practice of Fundamentals

The drills that have been given are simple and should be used when the skills are new to the players. As the skill of the players increases, more complex drills may be used. These more complex drills usually combine a number of skills, and, in most cases, they may be used as relays. Examples of such drills are presented.

A. Combination Kick-up and Two-hand Throw

1. Formation: Two lines of players in file formation facing about twenty-five feet apart.

2. Equipment: One speedball

3. Description: X1 throws the ball with the two-hand throw to X2. X2 traps the ball, lifts it to himself with both feet and throws to X3, using the two-hand throw. X3 and X4 repeat the practice. Continue the drill until all players have had practice.
B. Combination Throw and Kick-up to Team Mate

1. Formation: Two lines of players in file formation about fifteen feet apart

2. Equipment: One speedball

3. Description: The ball is on the ground directly in front of X1. X1 lifts the ball to X2. X2 catches it and throws it back to X3, who traps it and lifts it to X4. X4 repeats action of X2. Players go to the end of opposite lines. The process continues until all players have had practice in both throwing and kick-up.

C. Combination Dribble and Trap

1. Formation: Two lines of players in flank formation facing about twenty-five feet apart. Draw two restraining lines between the formations.
2. Equipment: One speedball

3. Description: X1 stands forward of the group. X1 dribbles to the farther restraining line. X2 advances toward the ball and traps it in any legal way, then dribbles toward X3. X3 advances to nearest restraining line and traps ball, then dribbles to farther restraining line and passes to X4. X4 repeats the action of X2. Drill continues until all players have had practice.

D. Combination Dribble, Kick-up, and Overhead Throw

1. Formation: Two lines of players in file formation about twenty-five feet apart with a line drawn midway between them.
2. Equipment: One speedball

3. Description: X1 dribbles to line and passes the ball to X2. X2 uses any legal method of kick-up to lift the ball to himself, then throws the ball to X3 with a two-hand overhead throw. X3 repeats the action of X1 and X4 repeats the action of X2. After action each player goes to the end of his own line. Continue the practice until all players have had practice. Reverse the action in the two lines.

E. Combination Dribble, Pass, Kick-up, and Throw

1. Formation: Two lines of players in file formation. Lines are parallel. Draw a boundary line about twenty-five feet in front of both lines.
2. Equipment: One speedball

3. Description: X1 dribbles the ball and passes it down field ahead of X2, who runs down the field parallel to X1 during the dribble. X2 dribbles the ball down field and passes it to X1 who has advanced. When the boundary line is reached, the player with the ball lifts it to teammate with a kick-up. They return to their lines by throwing the ball back and forth between them. The ball is given to X3 and X4 who repeat the action. The process continues until all players have had practice.

F. Combination Blocking, Kick-up, and Punting

1. Formation: One line of six players in file formation. The seventh player is ahead and to the left of them and the eighth is down the field in front of the line.
2. Equipment: One speedball

3. Description: X7 passes the ball to X1 who blocks it, lifts it up to himself by a kick-up, and punts it down the field to X8. X1 goes to X7's place, X7 goes to end of the line and X8 throws the ball to X1 who passes to X2. X2 repeats the action of X1. The process continues until all players have had practice.

G. Combination Passing, Lifting Ball to Teammate, and Drop Kick for Goal

1. Formation: Two lines of players in file formation. Lines are parallel. The first player in each line is thirty yards from the goal and the lines are twenty feet apart.
2. Equipment: Two speedballs

3. Description: X1 passes the ball down field to X2, who runs down the field parallel to X1. X2 passes to X1 who has advanced. As they approach the goal, X2 lifts the ball to X1 who drop kicks for goal. X1 and X2 return to their lines, X3 and X4 start down field with the second ball, repeating the action of X1 and X2. The process continues until all players have had practice.

Presentation of Playing Positions and Duties of Players

Position Play

A speedball team is composed of eleven players. Five of the eleven players form a forward line. The player in the center of the line is designated as the center. The players
on each side of the center are known as the left and right forwards, and those on the outside of the forwards are called the left and right ends.

Immediately back of the forward line are the left and right halfbacks. Behind the halfbacks is the fullback. Behind the fullback are the left and right guards. In front of the goal is the goalkeeper. The players and their positions on the field are shown in Figure 2.

The forwards, the center, and the halfbacks are the primary attacking and scoring players. The ends and the fullback are the defense and attack players. The two guards and the goalkeeper are primarily defense players.

The Forward Line

The forward line bears the brunt of the attack in speed-ball. Hence, the players in the forward line should be fast, aggressive players, each skilled in the various techniques of the game. It is essential that they be able to convert a ground ball into a fly ball quickly.

The characteristics and duties of each player in the forward line are discussed in turn.

The center.—The center is often referred to as the most important cog of the forward line. He should be able to kick with either foot, to dribble fast and skillfully, and to receive passes well. He should be a cool-headed and clever player.
Fig. 2--Position of players on field.

X1--Center
X2--Right forward
X3--Left forward
X4--Right end
X5--Left end
X6--Right half
X7--Left half
X8--Fullback
X9--Right guard
X10--Left guard
X11--Goalkeeper
The center determines the style of play used in the attack. He occupies the middle position so he should be a sturdy boy with the ability to promote and sustain the attack with the rest of the forward line. The style of play by the center can make a successful team or mar the opportunity for his team to score.

The center covers an area in the center of the field which slightly overlaps the areas of the two forwards, depending upon the position of the ball and the defense being used. Together with the two forwards, he comprises the scoring power of his team.

The forwards.--The forwards should be the most aggressive players on the forward line. They should be good tacklers, good dribblers, and accurate passers. They should be fast and dependable on the attack and resourceful pass interceptors on the defense. They must be able to kick accurately with either foot, and they must excel at controlling the ball. The one-foot forward seldom excels and is a handicap to his team because he often finds himself in positions where he has to use either foot equally well.

The forwards are in the best position to quickly size up the situations in a game. As a result, they are considered the steadying influence of the forward line. Hence, the forwards should be players who possess good judgment.

The two forwards cover an area that just overlaps the
two ends and the center, depending upon the position of the ball and the defense being used.

The ends.—The ends should be fast and aggressive. They particularly need to be shifty players who can avoid the defensive players by deceptive movements so as to keep the ball clear of the opponents. Fast ends have a strategic advantage along the side lines for a flank attack as they are less likely to be blocked by an opponent. They should be skilled dribblers to advance the ball down the field.

Bringing the ball down the field by a fast end usually causes the defense to shift. At this point good judgment on the part of the ends is important for, when the defense shifts, the end at the right moment should kick the ball across to the forwards or center so they may take advantage of scoring. They should not dribble too far toward the goal line, but should kick the ball to the forwards as soon as the defense shifts.

The right end should be able to kick accurately with his right foot. The left end should be able to kick accurately with his left foot. The ends cover the area down the side lines, depending upon the position of the ball and the defense.

The Halfbacks

The halfbacks are considered by many coaches as the most important members of the team. The work of the
halfbacks is equally divided between offensive and defensive play. They cover more ground than any other players. Their work naturally overlaps that of the forwards and the fullbacks, which means that at times they must act as an extra fullback or as an extra forward.

The halfbacks are the backbone of the team because on defense they must be able to tackle just as accurately as a good fullback, and on offense they must dribble, pass, and handle the ball as effectively as a good forward. They participate in the actual scoring and are probably the hardest worked players on the field.

The area the halfbacks cover overlaps the area of the two forwards and the fullback.

The Fullback

The fullback is a combination attack and defense player. Consequently, he must be a good dribbler, passer, and kicker as well as a good tackler, trapper, and guard. He is working constantly either driving the attack or falling back on the defense.

The fullback should be a fast, clever, medium-sized player with plenty of endurance. He should be able to kick accurately with either foot in unusual situations.

During the attack his first duty is to feed the ball to the forwards and to act as a trailer to support their drive to score a goal.
When his team is on the defense, his prime responsibility is to obtain possession of the ball from the opposing team and to turn a defensive play into an attack by placing the ball where his team mates may get it.

The area which the fullback covers is in the center of the field approximately twenty yards in front of the goal.

The Guards

The guards primarily are defensive players. Their main objective is the ball. This objective entails not only securing it but, also, placing it where their team mates may get it.

The size of the guards is immaterial, but they must be fast runners who possess good judgment. They should be able to block, tackle, trap, and kick accurately. They must be able to kick with either foot as quickly as possible for it is often their duty to get the ball out of their danger zone around the goal into safer territory.

The guards must be fearless in their tackling and never give up until they have possession of the ball. It is necessary for them to be cautious while participating in any attack in order that they are able to return to their positions quickly if the ball is intercepted by the opponents.
The area which the guards cover overlaps the area for which the fullback is responsible and extends to the goal line. They are responsible for any player entering their zone.

The Goalkeeper

The goalkeeper is the last player on the defense. He is allowed no special privileges in handling the ball in speedball. He is responsible for any goal scored through the goal cage but he is not responsible for scores that cross the goal line at other points. The player who plays the goalkeeper position should keep it in mind at all times that his primary duty is to defend the goal cage and not the entire line.

The goalkeeper should be a tall boy, as height is a decided asset. He should be able to punt and throw for considerable distances and should excel on defense. He should be able to make quick decisions as the attacking team gives him no time to make up his mind as to what defense he should use. Though he moves about very little the goalkeeper is most important for the success of a team.

Presentation of Team Strategy

Speedball is a team game and, because of this fact, the success of the team depends on the unified efforts of all of the players on the team. Individual play may be outstanding,
but the game is definitely not an individual sport. In the teaching of speedball to boys of the secondary school level the teacher or coach cannot over-emphasize the importance that each boy's effectiveness is dependent upon the playing of every boy.

Team Strategy

There are four factors which must be taken into consideration in planning team strategy. These are the weather and the field conditions; the offensive strategy; the defense strategy; and the score.

**Weather and field conditions.**—If the wind is strong, it is sound strategy for the team, if given a choice between the kick-off and the goal, to choose that goal which will enable them to advance down the field with the wind for the first quarter in an effort to run up a score. If the wind is strong and the play is against it, it is advisable to use a ground game almost entirely. When these conditions exist, long punts and high throws should not be attempted.

On a sunny day it is best to play with the back of the sun during the first quarter. By the time the teams change goals the sun may no longer be an obstacle.

Notice the surface of the playing field to see if it is level. If there is a downhill lie, it is best to start the game downhill. In each of the above cases the team has an
advantage early in the game and should be able to score first.

If these conditions do not appear to be a handicap, it is wise to choose the kick-off at the beginning of the game. This should enable early scoring since it puts the team on the offensive.

**Offensive strategy.**—The primary purpose of the game is to score goals. With this in mind, the offense should be planned so as to attack the opponent's goal in the best possible way. In planning the offensive, the following suggestions are important:

1. Distribute the play by moving the ball from one side of the field to the other.

2. Avoid all unnecessary passes in the scoring area.

3. If the team is composed of fast, aggressive players, concentrate on a strong offensive game with the purpose of running up a high score.

4. Be quick to shift to defense when the ball goes to the other team.

5. Vary the method of scoring by using various types of tactics.

6. Throw quickly in the aerial game to avoid traveling with the ball.

7. Do not center the ball near the goal line unless a field goal or drop-kick is to be attempted.
8. Do not move in the same direction in which the ball is to be passed.

9. Always try to draw an opponent from his position before passing the ball.

10. If in trying for a field goal the defensive goal-keeper is a right-footed kicker, the ball should be aimed for the right corner of the goal.

In speedball set plays are possible. The use of plays vary with the existing conditions. The coach and players can work together to formulate plays to suit the individual characteristics of their team.

There are many plays, variations, and combinations of plays that may be used in speedball. In the ensuing pages suggested plays are presented in figures which may serve the teacher or coach of speedball. These suggestions may be bases for the formulation of other plays. The key to the figures is presented below:

X     Player
O     Opponent
→ Path of player
→ Path of ball which has been kicked
→ Path of ball which has been thrown
• Point where player contacted the ball
Fig. 3—Showing the positions and numbers of the players on the kickoff.

X1: Center
X2: Right forward
X3: Left forward
X4: Right end
X5: Left end
X6: Right half
X7: Left half
X8: Fullback
X9: Right guard
X10: Left guard
X11: Goalkeeper
Fig. 4--Lineup for the kickoff showing the positions of the offensive and defensive teams.
Fig. 5--A ground play on the kickoff.

X1 kicks the ball to X5.

X5 kicks the ball to X3.

X3 kicks the ball to X1 or X2, or X6, or X4, who are advancing down the field.
Fig. 6—A ground play on the kick-off.

X1 kicks the ball to X2.

X2 kicks the ball to X6.

X6 kicks a long ground ball to X1 or X3 or X4 or X5 who have formed a convex in front of the goal.
Fig. 7--Conversion to an aerial ball on the kickoff.

X1 kicks the ball up to X2.
X2 catches the ball in the air.
X2 hurls the ball to X5 who in turn hurls the ball to X3.
X3 drop kicks the ball over the goal.
Fig. 8--Conversion to an aerial ball on the kick-off.

X1 kicks the ball up to X2.

X2 hurls the ball to X6 who in turn hurls the ball to X3.

X6 advances down the field.

X3 hurls the ball to X4 for a touchdown.
Fig. 9--Out-of-bounds play in front of the goal.

X4 throws the ball to X2.

X2 makes a quick underhand throw to X1.

X1 dropkicks the ball over the goal.
X5 and X2 rush toward the goal line and to the left to draw the opponent toward the side line.

X7 moves toward the center of the field to receive the throw from X3.

X7 throws the ball to X1 who is in front of the goal. X1 dropkicks the ball through the goal, over the bar.
Fig. 11--Out-of-bounds play in opponent's half of field.

As play starts X1 rushes past X6 to draw off the guard and continues to his new position.

X6 throws the ball to X2 who throws the ball to X1.

X1 hurls the ball to X3 who has moved to a position in front of the goal.

X3 throws the ball to X7 for a touchdown.
Fig. 12—A free-kick play near the goal.

X1 kicks the ball up to X2.
As opponents rush X2, he throws the ball to X1.
X2 and X3 block.
X1 drop kicks the ball over the goal.
Fig. 13—A free-kick play near the goal.

X1 kicks the ball up to X6.

X1 blocks while X6 drop kicks or throws ball to X4 over the goal line for a touchdown.
Fig. 14—A score after a free-kick.

All opponents must be six yards away from ball on a free-kick.

X1 lifts the ball to X2.

X2 dropkicks or throws the ball to X6 for a touchdown.
Fig. 15—A throw-in play

X6 throws the ball to X2.

X2 quickly throws the ball to X1 across the goal line for a touchdown.
Defensive strategy.—Defense is any method used to prevent the opponents from scoring; hence, the purpose of defense is to defend the goal from the opponents. Two types of defense are prevalent: the zone defense and the man-to-man defense.

In the zone defense each player is responsible for opposing players who enter a certain area, or zone, of the field. The fundamental principle of the zone defense is that a player is not dangerous until he enters the scoring area. This type of defense may be used to advantage by a team composed of slow players. Zone defense seems to stimulate team play because all members of the team are responsible for an area.

The man-to-man defense is probably more widely used than the zone defense. In the man-to-man defense each defensive player checks a certain offensive player. A strong, fast team will probably find this type of defense most effective.

In the man-to-man defense the ability of opposing players may be matched. That is, the fastest player on the defensive team may be assigned the task of checking the fastest offensive player.

Since the primary purpose of a team in speedball is to score goals, it should be remembered that the defense team, as soon as it gets possession of the ball, should immediately
shift to the offensive in order to make an attack on the opponent's goal.

Some suggestions on defensive strategy are given here:

1. Force the attack instead of waiting for the opponents to come toward the goal.

2. Play the ball and not the opponent.

3. When intercepting a ball, try to divert it to another part of the field.

4. Clear the ball to the sidelines and not across the goal.

5. Avoid blocking when guarding an opponent without the ball.

6. Use the tackle which is correct for your position in relation to the opponent.

7. The defensive player should guard closely when the opponent for whom he is responsible has the ball, but should drop back to a covering position when the ball is not in his territory. This enables him to intercept any long throws.

8. Remember to concentrate on working the ball into the opponent's territory and away from own territory when playing on the defense.

9. Have a set defense.

Score.—The methods of scoring in speedball are varied:

1. Field goal, 3 points
2. Drop kick, 2 points
3. End goal, 1 point
4. Penalty kick, 1 point
5. Touchdown, 1 point

Each team member should keep the score in mind at all times and use it to an advantage. Too often a team two points behind the opponent's score fails to make the winning point simply because the team does not realize that a three-point field goal would win, whereas two points for a drop kick ties the score.

If the team is behind near the end of the game, it should bend every effort toward attack. This is also true near the end of a quarter or half because it is good for a team's morale to be ahead at these times.

Presentation of Lesson Plans

In the teaching of speedball it should be remembered that the simpler skills should be the first considered. If skills which are difficult to master are presented to the class before the boys are ready for them, boredom and inattentiveness often result.

For this reason some suggested lesson plans are presented to aid in the progressive development of the elementary techniques. The lesson plans are based on thirty-five minutes of actual playing time.

Lesson I

A. Objectives

1. To present the game of speedball to the class
2. To have students participate informally in a game of speedball.

B. Introduction

1. Give a brief history of speedball, emphasizing the role of soccer and basketball in the development of the sport.

2. Determine how many students have played basketball or soccer. The knowledge of these games gives a common ground for the teacher and the class.

C. Development

1. Give a general description of speedball: where it is played, number of players and names of positions on a team, ways to advance the ball, and methods of scoring.

2. Show diagram of the playing field and the line-up of the players by the use of stick figures.

3. Have the students participate in a short game of speedball.

D. Conclusions

1. After participation, discuss the need to learn new skills.

2. Inform the class that the throwing and catching skills will be taken up in the next lesson.

Lesson II

A. Objectives
1. To practice the short throwing and catching techniques necessary in speedball
2. To present catching and throwing in field play
3. To present simple passing

B. Introduction

1. Review methods of advancing the ball with emphasis on aerial game.
2. Show the similarity of the aerial game in speedball to basketball.

C. Development

1. Divide the class into groups. If possible, appoint leaders of each group from boys who have played basketball.
2. Demonstrate and explain short throws and the catching technique.
3. Have the groups practice throwing and catching. Coach for accurate form.
4. Demonstrate and explain passing the ball.
5. Have groups practice passing the ball. Coach for accurate form.
6. Play the game for a short period, emphasizing the throwing and catching phase of the game and the passing technique.

D. Conclusions

1. Explain why speedball is taught by teaching the fundamentals first.
2. Mention good points noticed.
3. Emphasize need to develop kicking skills to take care of situations when the ball touches the ground. Kicking will be taken up in the next lesson.

Lesson III

A. Objectives
1. To review throwing and catching and passing
2. To introduce the dribble

B. Introduction
1. Review methods of advancing the ball.
2. Emphasize the rule that a ground ball must be played with the feet until converted into an aerial ball.

C. Development
1. Divide class into groups and have the groups practice throwing, catching, and passing.
2. Demonstrate and explain the dribble.
3. Have the groups practice dribbling.
4. Segregate players who have difficulty and work with them.
5. Have groups practice dribbling and passing in forward line formation down the field.
6. Play the game, emphasizing passing the ball and the elements of the ground game in speedball.

D. Conclusions
1. Mention good points.
2. Explain that Lesson IV will be a review lesson.
Lesson IV

A. Objectives

1. To review throwing, catching, passing and dribbling
2. To experience a phase of the game in which throwing and catching and kicking are used according to the situation

B. Introduction

1. Review methods of advancing the ball.
2. Review ruling that ground ball must be played with the feet until converted into an aerial ball and the ruling that aerial balls must be played with the hands until they touch the ground.

C. Development

1. Divide the class into groups.
2. Review throwing, catching, passing and dribbling.
3. Play the game with coach correcting major errors as the game progresses.

D. Conclusions

1. Comment on good points noticed.
2. Explain how ground balls may be converted into aerial balls and that these skills will be taken up in the next lesson.

Lesson V

A. Objectives

1. To introduce skills of converting a ground ball into an aerial ball
2. To emphasize the kick-up with both feet to self and the kick-up of a stationary ball with one foot to self.
3. To present skills of converting a ground ball to an aerial ball in field play.

B. Introduction
2. Explain briefly how this conversion is advantageous.
3. Show line-up for penalty kick.

C. Development
1. Demonstrate and explain the two-foot kick-up to self.
2. Demonstrate and explain the one-foot kick-up to self.
3. Divide the class into groups and practice kick-ups.
4. Play the game using kick-ups when possible.
5. Have groups line up in penalty-kick formation and explain a few of the rules calling for a penalty-kick.

E. Conclusions
1. Mention good points.
2. Emphasize need for learning other methods of kick-ups to be taken up in next lesson.
3. Review the reasons for penalty-kicks being awarded and inform class that the actual practice of the place kick used in making a penalty-kick will be practiced at next class meeting.
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS
FOR FURTHER STUDY

Summary of the Study

The problem undertaken in the present study was to develop a manual for the teaching of speedball to boys of the secondary school as a physical education and recreation activity.

The purpose of the study was to make available to physical education instructors and recreation leaders an instruction book that would serve as a guide in the organization, conduct, and teaching of the game of speedball for the boys in secondary school physical education classes or recreation groups.

The study was limited to the preparation of a manual for the teaching of one sport, speedball, to boys on the secondary school level as a physical education and recreation activity.

Data for the study were secured from two sources: documentary and human. The documentary sources were professional literature in the field of philosophy, psychology, education, physical education, recreation, speedball, and related activities.
The human sources were experts in the field and personal experiences of the investigator.

The following procedures were used to develop the study:

1. Professional literature in the field of philosophy, psychology, education, physical education, recreation, speedball, and related activities was studied.

2. Surveys of previous studies were made.

3. A selected bibliography was compiled.

4. The manual was organized to include the following material:
   
a. An introduction
   b. A philosophical background of the study
   c. A brief history of speedball
   d. A description of the game
   e. A description of fundamentals of speedball
   f. The organization of drills for practice of fundamentals
   g. A presentation of playing positions and duties of players
   h. A presentation of team strategy including diagrams of plays
   i. A presentation of progression in teaching speedball by presenting suggested lesson plans

5. The manual was written.

6. A summary of the study was made.
7. Conclusions of the study were drawn.
8. Recommendations for further study were given.

Conclusions of the Study

As the result of the study, the investigator concluded that it is possible to creatively construct a manual to be used as a guide in the teaching of speedball to boys of the secondary school as a physical education activity or recreation activity that is based on (1) the characteristics, needs, and interests of the adolescent boy; (2) the philosophical foundations of education and of physical education for American youth; and (3) the modern theories of the teaching-learning process.

Recommendations for Future Study

The investigator makes the following recommendations for future study:

1. A study to determine the extent of the use of speedball in Texas as a physical education and recreation activity for boys on the secondary school level.

2. The development of skill tests to measure achievement in speedball by secondary school boys.

3. The construction of a manual for the teaching of speedball for men on the college level.
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