

Grassroots Coach

www.grassrootscoach.com

Issue 4 — April 2005



**Small Sided Games —
Simplified Games as the
Pillars of Teaching and**
— by Horst Wein

**Small Sided Games —
Special Edition**

**Over 30 Age Appropriate
Activities to Teach Skill**

Small Sided Games

Through my time as a coach I have been lucky enough to work with and be around some great soccer minds — Alfred Galaustian and Charlie Cooke from Coerver Coaching, Horst Wein and Ton de Hoop who regularly contribute articles to this magazine and they all agree on the importance of small sided play in developing young players.



The man who introduced me to the value of this method of teaching was Jan Derks who was with the Dutch Federation when I met him at camp in the U.S. in the mid 90s and for him small sided play was a gift to both the teacher and the pupil.

For the developing player the soccer problems presented in small sided play are simpler to comprehend and hence easier to solve allowing for greater success and a quicker understanding of the tactical base that is important to all levels of the game.

For the coach the same is true — it is easier to explain the roles both individually and defensively of the individual within these smaller groups and again allows the developing coach to grasp tactical concepts of the full sized game that much quicker.

Other benefits:

- ◆ More touches on the ball for every player on the field.
- ◆ Encourages team play—with more space players tend to stay spread out.
- ◆ It's FUN — with more active involvement for each player on the field each player has a better time.

In this issue each training session, as always features some small sided games but we've stuck in even more this issue — and as always Horst Wein comes up with the mental advantages of small sided play. Enjoy.

Bill Ault — Editor / Publisher

"Go Small to Be Big."

Mark "Dill" Driscoll

President of Ignition

Marketing

While "Dill" was talking about building a company when he first said this to me I think it is equally applicable to building an athlete.

Grassroots Coach

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Fun Games to Teach Skill — Hungry, Hungry, Hippo

Hungry, Hungry, Hippo - A simple evasion game that makes for a great way to introduce tackling and ball winning.

Level: Beginner, Intermediate (Ages 6-12)

Number of Players: Team, Adjust space to fit.

Cones: 12—16

Balls: One for each player.

Playing Area: 15 X 30m or larger for older players.

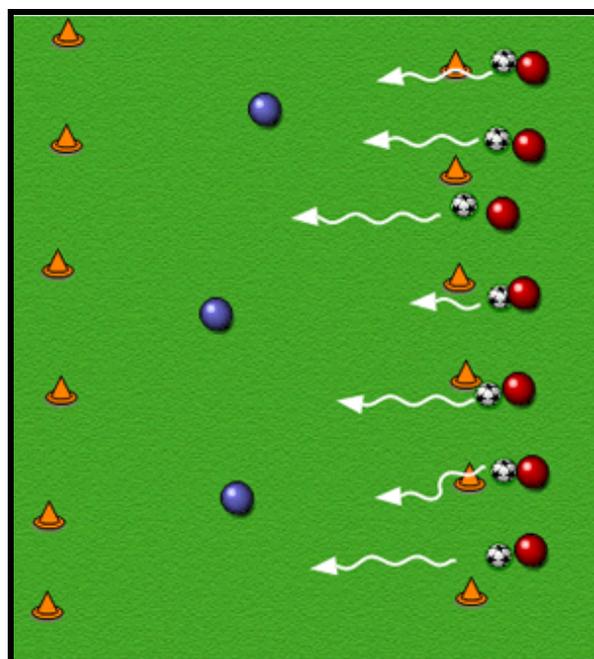
Background: Hippos try to win ball away from players crossing the river.

Set-up: Start with one or two hippos in the river. Players try to dribble across to other side if their ball is "eaten" by a hippo the transform into a hippo for hten ext round.

The Game Ends:
When everyone has lost their ball.

Variation: Instead of adding to the number of hippos in the river keep number constant by having players switch places with the hippo that takes their ball. This encourages winning the ball as opposed to just kicking it away.

Look for: The player with more game sense to delay their start until the hippos have been attracted to other players. Encourage this and looking for space between the hippos to attack quickly.



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KnowYourRules was founded around a very simple idea. If everyone understood the rules to the games they love to play, there would be benefits for everyone involved.

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650 Mb Hard Drive Space



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www.knowyourrules.com

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Winning Mood Programs Holland 2005

Holland Individual Player Training Program 2005

This program is for serious select soccer players who want to train and play in Europe for two/ three weeks.

The program combines individual training with a License I Winning Mood staff coach and specialized coaches of professional youth division clubs, with training and playing in the Dutch club environment.

Players will train each day with a Winning Mood coach, train 2 or 3 times a week with their "host" club in the evening, and play with their team during the weekend.

All players will receive an individual assessment for themselves and their coaches at home.

The program also includes visits to professional matches and sightseeing days. Parents and coaches are more than welcome. Winning Mood USA can make all arrangements needed.

Dates: July 19-August 16, 2005.

(End date can vary)

Price US \$ 2350.00 (flight not included)

Price includes: tickets for the games, housing, all meals at the accommodation and all transportation and all training sessions.



www.winningmood.com

Coach Seminar — Analyzing the Game March 30 - April 4, 2005.

For the sixth consecutive year Winning Mood will organize a coaches seminar that focuses on analyzing the game. Analyzing the game is the main focus of the Dutch coaching course. Analyzing or reading the game, is the first thing a coach need to master. "If you can read the game you know what to train," is what we say in Holland.

Each day participants will visit professional games and training sessions including the World Cup qualifying game Holland-Armenia. Before all games Ton de Hoop, director of Winning Mood, will run a theory session and after the game all participants will be active in evaluating the game. During one session the coach of one of a professional team will join the group to give his opinion of the game his team just played.

This seminar will have a maximum 8 participants to be sure that all participants will be given full attention. For information about and information on how to sign up for the seminar please look at our web site at:
<http://www.winningmood.com/indexseminar.html>

"An eye opener and a must for every coach."



Participants of the 2004 Coaches Seminar.

Winning Mood: Since 1986 Winning Mood has organized programs for clubs and coaches in the USA and Europe. Programs center on the total development of the player, coach and the club. All **Winning Mood** programs are under the guidance of top instructor and educator Ton de Hoop.

U7 / U8 — Shooting Technique

1. Overview

Kicking Technique :

Besides actually scoring — passing is the most important technique that players need to practice. Getting the ball from one place on the field to another is crucial to bring players in scoring positions.

In my daily work in the game and the work I'm doing with professional clubs we focus on this technical skill in almost every training session. Top professional teams all over the world spend time in every training session on passing and receiving the ball.

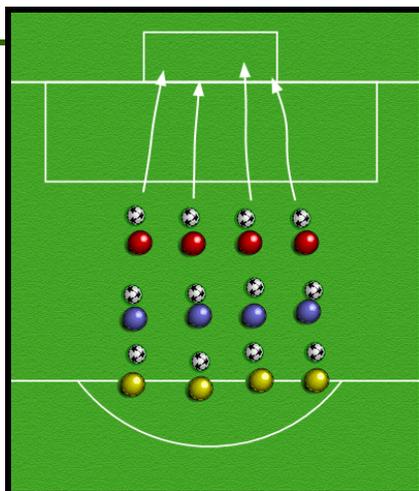
More than enough reasons for us in this issue of Grassroots Coach to go deeper into details of the actual technique of kicking the ball.

The reason to start so close to the goal is that players than will focus on the technique because the goal is so close that whatever technique they use the ball always will get into the goal. This is also the reason why we advise not to put a goalie in the goal in this stage of training.

2. Drill to Teach Technique

Players in groups of 4, 5-8 yards from the goal. Every player a ball. Balls are lined up next to each other.

First group of players kick the ball in the empty goal, pick up their ball and line up behind the other players. Than next group of players kick the ball.



1. Start of Run to the Ball:

Player is about 5-6 yards away from the ball, not straight behind the ball but 2-3 steps to the left (right footed players) or to the right (left footed players).

2. Run to the ball:

Little steps towards the ball and focusing on the ball not on the goal.

3. Placement of Standing Leg:

Last step of the run is the step of the standing leg. This leg need to be placed next to and a bit in front of the ball, foot pointing in the direction of the target. Standing leg needs to be placed NOT RIGHT next to ball but at least 1 foot wide from the ball to make space for the shooting leg to really shoot the ball with the laces.



4. Shooting Leg:

Specially for the younger players it is very important that the learn to lock their ankle. Only with a locked ankle the player can transfer power to the ball. his can be practiced, by letting the player stand next to the ball and swing his shooting leg forward to the ball. Coach can stand in front of the ball and the player with his foot on the ball. Players put one hand on the shoulder of the coach and kicks the ball than a couple of times with a locked ankle. In this way he gets the feeling how kicking with a locked ankle feels.

Our practices with players show us that this is than enough to make the player aware what locking of his ankle means.



5. Follow Through:

The run towards the ball is of course, together with locking your ankle, gives power to the kick. But a lot of players finish by placing their shooting leg after kicking almost next to the standing leg negating the power they have built up in the approach.

The player should, after kicking, almost automatically fly forward, after he touched the ball. This however should be a "personal fly" after the kick and not a structured one by the coach by saying that players have to land on their shooting leg. Just telling them that after the kick they have to follow their ball in the direction of the goal is more than enough. Some players will land than on their shooting leg and others will do this on their planting foot. NO problem as long as they follow the ball because this means that all energy of the run, the swing and the locked ankle goes with the ball and that's what we want to see.



Our practices has shown us that using the 5 stages is a excellent tool for developing the right technique in kicking the ball and I hope that it will help your practice with kicking in the same way it does in our practices.

Goal Setting for the Emerging Athlete



Meet the Author

Sandra Walker, M.A.

BMP Sport International
www.bmpsport.com

Sandra Walker, M.A., is a mental training consultant who specializes in developing young emerging athletes, giving them the tools to be mentally prepared for competition in sport and life.

In every goal setting workshop I conduct with young emerging athletes we all agree that goal setting is a good idea. Then the room goes silent and no one makes any suggestions about what to do next. How do athletes set goals? How can parents help their athletes set their own goals?

The very first thing the athletes need to understand is that they have the ability to set their own goals. That these goals are chosen by the athlete, not by their parents or coaches for them, is very important. Sure coaches are going to help athletes set performance based goals purely by presenting the athlete with the challenges of the upcoming season, but the athlete must have ownership of the goals if she is going to want to achieve them.

Another very important step is that the athlete has an honest awareness of their athletic skill set. There is no sense setting goals he has already achieved. But quite often, especially with young emerging athletes, they are not truly aware of their present day skill set. Athletic goals should also be performance based, not outcome based. Your athlete has control over his own performance; he will not have control over someone else's performance. So when setting goals make sure your athlete sets his goals on something he has control over.

Setting goals can be equated to climbing stairs or a ladder. The large goal is at the top and smaller 'stepping stone' goals are on each step or rung. In setting the large goal encourage your athlete to dream, remind her to be realistic in both recognizing her skill set, how hard she wants to work,

and what other sacrifices she will have to make, but encourage her to believe in herself and dream. Writing down her goals will give her a concrete reminder of what she has chosen to aspire to. The next important step is to set a date next to this goal, stating when she wants to have achieved her dream. Again by setting the date and being realistic she is taking ownership of her goals.

Now, thinking about the stairs, have your athlete write down the steps he is going to take to achieve his goal. It won't just happen because he wrote it down. Each step should include a smaller goal that will get him closer and closer to the top of the ladder. These smaller goals should include performance at practices, improved skill sets; both mental and physical skills, and time allotted to practice. By setting these smaller goals your athlete has a reason to work hard at practice. It is a reminder of the larger goal, a reminder of how important the goal is.

By writing down these goals he will have a visual reminder of his chosen goal. It can be really helpful to review what he has written before he goes to practice, so he has a vision of his goal. As your athlete gets closer to his goal encourage him to cross off the things he has achieved on his route to his goal. Encourage him to make changes to his 'stepping stone' goals as things change and advance. This will be a work in progress right until the end, and your athlete will need to tweak his path as he moves along.

Finally help your athlete celebrate as they achieve their goals. Whether your athlete dreams of going to the Olympics or of competing in the local team tournament each goal is important and as they learn to set goals they will also learn to achieve goals and succeed.

Presented by
Grassroots Coach Magazine

www.grassrootscoach.com

April 29, 30 and May 1st, 2005
BellSensplex, Kanata

Dutch Soccer Course

- The Complete Picture

This three day course includes both classroom and on field participation. Coaches who attend all sessions will receive a certificate of completion from the CIOS Nederland.

Session 1: Friday, April 29th—7:00 to 9:00 pm

The phase structure model of Kurt Dietrich and the consequences of this model for our training sessions. (Based on age and talent of the players).

Session 2: Saturday, April 30th—9:00 am to Noon

Theory and Technique in Youth Soccer. Passing and Scoring and the "Winning Nine Steps."

Session 3: Saturday, April 30th—1:00 pm to 4:00 pm

Theory and Tactics of 4 vs. 4—the smallest "real" game. Method of coaching in scrimmages.

Session 4: Sunday, May 1st—9:00 am to Noon

Practical Session using the "Winning Nine Steps."

Session 5: Sunday, May 1st—1:00 pm to 4:00 pm

Practical Session—a complete session by Ton de Hoop and presentation of certificates. Course evaluation.

This is Part 1 of 4 of the KNVB's course on "Total Insight in the Training and Coaching of Youth Players U7-U14."



Featuring:

Ton de Hoop

- ◆ Professor at CIOS (Central Institute for Educating Sports Coaches) where he trains Holland's top professional soccer coach candidates.
- ◆ Staff Instructor for the KNVB (Royal Dutch Football Federation) for A Level Course.
- ◆ Founder of Winning Mood Camps

Course to be held
at the BellSensplex
in Kanata, Ontario.

For further information: info@grassrootscoach.com

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2005 Summer Residential Programs

Two Great Weeks Of International Camp

In 2002 we kicked off this unique Canadian soccer experience with guests from the "Land Down Under."



Over 70 players, coaches and parents from **Coerver Australia** helped to make the first **Canadian Coerver Coaching Residential Program** a tremendous success.



This year our special guests will be making the voyage from Europe as the **Linfield Football Club** from Northern Ireland will be joining us from July 24th-30th. The 12 and 13 year old boys joining us are a part of the Linfield's

highly successful **Football Development Centre**.

We will also be adding a second week of residential camp this year with a one week **Girls Only** camp. The staff for the camp have been specially selected based on their experience and knowledge of the women's game and the program has been designed with the girls' game specifically in mind. The girls program will run from July 17th to 23rd. Both programs based at the beautiful campus of Grenville Christian College in Brockville, Ontario.



Both Weeks of Camp Feature:

- Fully Qualified and Accredited Coerver Coaching Staff
- Daily Classroom Sessions on Mental Training, Nutrition and other topics of interest to future elite athletes.
- Goalkeeper Specialty Programs
- Camp All-Star Games and Skills Contests
- On-site Certified Athletic Therapist (CAT)
- Daily Speed, Agility and Quickness Sessions
- Evening Activities to Enhance the Overall Camping Experience

For more information on Coerver Coaching or to register for our summer residential programs please visit us online at www.bmposport.com or call toll free 877.313.9333

Coerver Coaching Session of the Month

1. Warm-Up Ball Mastery Work

Setup: a 20 X 20 area. Each player with a ball, standing a couple of yards apart. Number players alternately 1,2,3,4.

On coach's signal #1s move steadily across the square using alternate feet to pull the ball with the sole and then push it forward with their laces. When 1s are 1/3 of the way across the square call the 2s into action etc.

Use a variety of movements and foot parts to move the ball, toe taps, ground juggles, sole of the foot, inside and outside of foot — many



2. Warm-Up Part II Moves

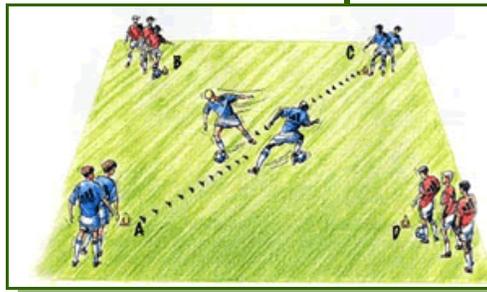
A 12 by 12 yard area..

Players at cones A and C dribble to the center of the area, make the same move as they approach each other, then pass to the first player in the opposite group and sprint to the end of that group. (A and C)

The players at B and D follow the same sequence when the first group finishes.

Practice a variety of fakes and feints.

Duration — 10 minutes



3. Technique Work Speed

Setup: 10 X 25 yard lanes.

Two players per lane.

Give one player in each lane a ball.

One player passes to their partner, overlaps and tries to beat them to the opposite end of the lane. The overlapping partner shouldn't try to tackle, impede or win the ball.

At the end line, players change roles and repeat the exercise.

Encourage players with the ball to look up as much as possible.

Duration: 5-6 minutes.

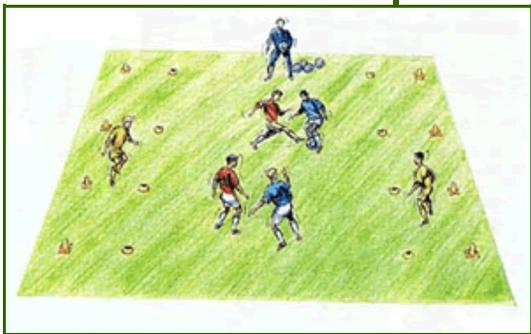


4. Technique Work — Fast Break Attack

Setup: A 20 by 30 yard area with 5 yard end zones. Two teams of two players each. One player in each end zone who is neutral and cannot enter the field of play. Coach with a supply of balls.

Action: Coach plays a ball to either team. Teams try to move the ball quickly up and down the field to either of the end zone players. A team earns one point each time it gets the ball to an end zone player.

Duration: 15 — 20 minutes



5. Scrimmage

Players play a normal game on two goals with goalkeepers.

Duration: 15 — 20 minutes

Small Sided Games Simplified Games as the Pillars of Teaching

Understanding the complex games of soccer, basketball, volleyball, hockey or handball can be best achieved through the practice of a logical progression of simplified games, with a gradual increase in the numbers of players on the teams. Just as young players are growing physically and mentally, the difficulty and complexity of the simplified games are growing as well.

The games are called "simplified" because they have these characteristics:

- ◆ Reduced number of participants
- ◆ Reduced dimensions of the playing field
- ◆ Simplified rules that are flexible and adaptable to the existing conditions
- ◆ Limited numbers of game situations
- ◆ Simplification of the problems
- ◆ Easier contexts for coaches to be able to observe, analyze, evaluate, and correct the performance of all players in the game.

These qualities that characterize the simplified games have a positive impact on both coaches and players for several reasons:

- ◆ Exposing children to simplified games with teams of only two, three, or four players leads to far fewer technical and tactical errors when competing later on in more complex games (e.g., 7-on-7 or 8-on-8 soccer).
- ◆ Frequent execution of the same techniques stimulates the acquisition and perfection of skills, as does having less distraction by many other teammates and opponents. Moreover, with fewer players, there is more time and space available, facilitating correct execution of techniques.
- ◆ To become a good soccer player, a child must learn to perceive with acuity and a wide field of vision the current game situation: the position of the ball, teammates and opponents on the move, location of the goals, and lines on the field. The simplified games not only aid the progressive development of perception but also enable young players to analyze game situations and make correct decisions thanks to the soccer knowledge they have gained through game practice.

- ◆ The frequent appearance of the same basic game situations allows players to experiment with different solutions until they are able to resolve on their

(Continued on page 13)



Meet the Author

Horst Wein is one of the world's foremost mentor of soccer coaches and trainers. He has coached the coaches in over 50 countries on four continents and has written 31 sports-related textbooks, including five on soccer.

His most recent is called "Developing Game Intelligence in Soccer" and is published by Reedswain Books.

"Children don't need a high level of ability or specific game knowledge to enjoy training and competing with simplified games."



own the problems presented in the simplified game. Later, when the same or similar game situation reappears in a more complex competition, the player is likely to recognize it and instantly recall a good solution.

- ◆ The reduced number of players allows less-skilled ones to become intensively involved in the game.
- ◆ Because each team consists of just two to four players, the simplified games progressively develop the capacities of communication and cooperation between players. These are essential aspects of top soccer performance that have often been underestimated in the past.
- ◆ No premature specialization for any playing position occurs; the simplified games make every player play defense as well as offense or attack, on the right and on the left as well as in the center of the field. Simplified games help develop complete and intelligent soccer players.

Simplified games contain a reduced number of players, which allows each child to play an intensive role in the game.

Children don't need a high level of ability or specific game knowledge to enjoy training and competing with simplified games. The simplicity of the game itself immediately attracts young players and encourages them to resolve the problems they find in it. After a certain amount of practice, if the coach observes a deficiency (technical or tactical) that is limiting the children's playing capacity, he or she interrupts the game, isolates the problem aspect, and presents the children with corrective activities or exercises. The goal is to overcome the deficiency discovered in the global game.

For the children, practice appears in a completely different light. Instead of simply working on a skill that the coach has predetermined, the child, having discovered that he or she still lacks something to win the simplified game, is motivated to learn a particular skill determined from the context of the game. The youngster wants to master it to a certain degree. So the mastering of a skill is perceived not so much a prerequisite for playing a game but as a complementary part

of it; the training has the clear purpose of raising the level of performance in the game in order to win it. This way drill practice does not "kill" the enthusiasm of the young players whose main wish is always to play, and also win games, rather than mastering a determined skill. By using simplified games, a bridge is built between the learning of a new skill and its application in a complex game situation.



"Developing Game Intelligence in Soccer" Wein Way Sports International

Will be hosting a 2 day Coaching Seminar
presented by:
Professor Horst Wein

Dates

April 29th (7pm - 10:00pm)
April 30th (9am - 4:00pm)
May 1st (9am - 2:00pm)

Venue

Cawthra Community Center
1399 Cawthra Road (south of QEW)

Cost

\$115.00

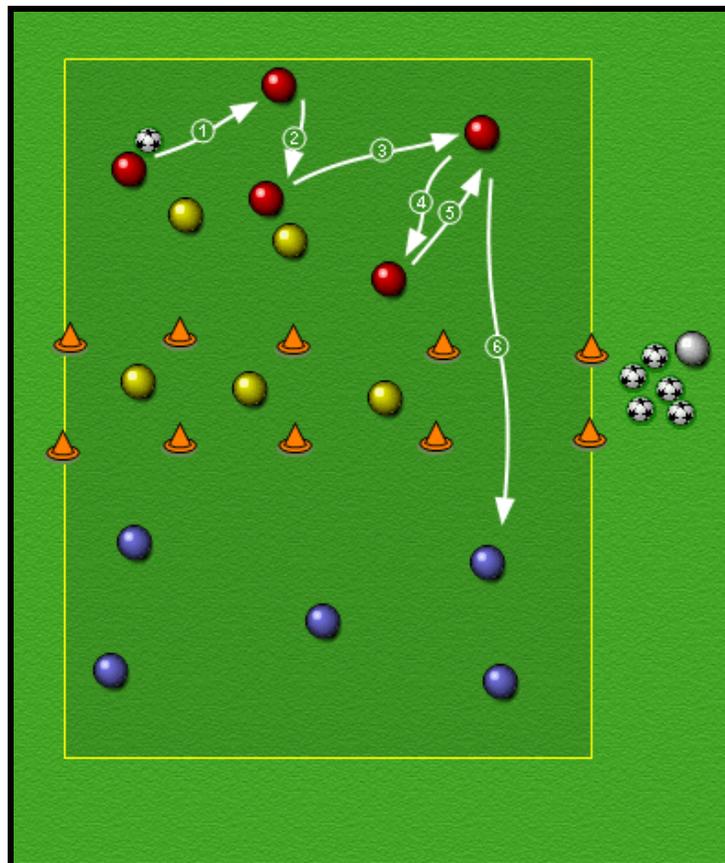
Topics

- ◆ The necessity of working with a Soccer Development Model for developing game intelligence in Soccer from the grass root level
- ◆ Simplified games for teams formed by 3 players
- ◆ Simplified games for teams formed by 4 players
- ◆ Coaching Counter-Attacking
- ◆ Mastering the through pass
- ◆ Attacking under pressure and many others

To Register contact:

Wein Way Sports International
2861 Sherwood Heights Drive #20
Oakville, ON L6J 7K1 Canada
No. 905-829-8649
Fax. 905-829-3889
www.weinwaysports.com

Small Sided Game of the Month



Zone Keep Away Game

Game Set-Up	Objects of the Game	
<p>Basic Rules and Set-Up:</p> <p>Three zones with a team in each. Coach serve ball into one end zone where team completes set number of passes before playing ball to opposite end—defending team sends in set number of defenders (1 or 2) if passers successful they get a point. If defenders win ball their team switches places with that team and coach serves ball into</p>	<p>Your Team in Possession:</p> <ul style="list-style-type: none"> ◆ Control the ball quickly and open up to play pass away from defensive pressure. ◆ Players without ball make sure you move into a good support position. ◆ Before making pass to opposite end have a look to make sure pass is on — if not keep possession. 	<p>Other Team in Possession:</p> <ul style="list-style-type: none"> ◆ Work together to pressure the ball — second defender take a good covering position. ◆ Players in central grid stay alert in case you can intercept the final pass.

U10 — Session: Support Play

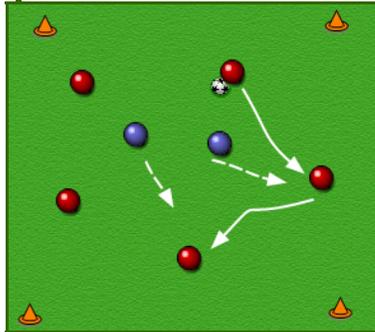
1. Warm-Up

Keep Away

Setup a 20 X 20 grid.

Players play 5 v 2 (or 6 v 3 etc.) keep away inside the grid.

Remind players that once they have passed to move into another position to support the player with the ball.

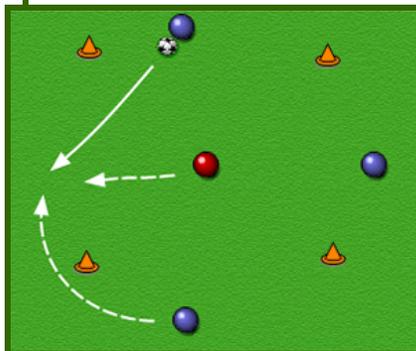


2. Technique Work

Groups of 4. 10 X 10 grid. Players work 3v1 in grid with the defender restricted to the center of the grid.

Attackers work outside the grid and should work at supporting the player with the ball diagonally and in front by moving on the outside of the grid.

Variation restrict players outside the grid to two touches.

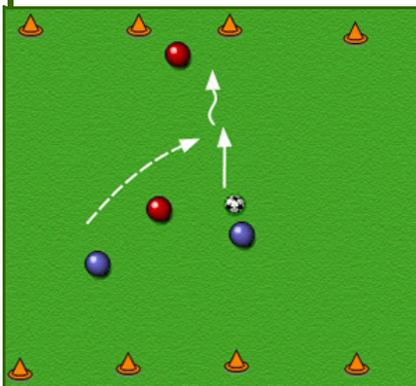


3. Technique Work

Play 2v1 in 10 by 20 grid. One player on defending team must always drop off and play goal until ball is won.

Practice giving support by moving. Make blind side runs, diagonal runs for example. Try to give support side-on and facing the right way to attack.

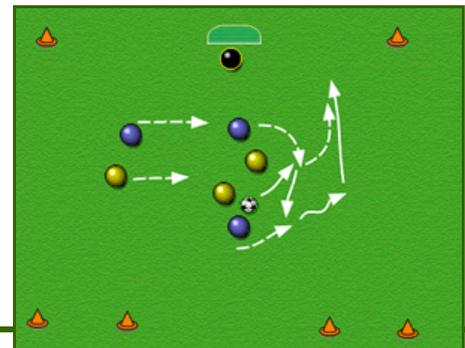
Variation: Limit attackers to two touches.



Key Points:

Support Play

- ◆ When your tea-mates have the ball, you should try to give support as often as you can.
- ◆ You are giving support when the player with the ball can easily pass to you.
- ◆ The earlier you give support, the greater chance the player with the ball can pass to you.
- ◆ Try to support diagonally, either in front or behind the person with the ball.
- ◆ You cannot always support the player with the ball—in this instance you should then move to a position to support the next player to receive the ball.
- ◆ When you have received and then passed the ball it is important to then give support quickly.
- ◆ If possible the player with the ball should always have two team-mates in support.



4.

Game to Build Skill

3 v 3. Each team has the goalkeeper for one half. Score in the cone goals by dribbling through them.

Practice getting into a diagonal support position for the person with the ball. Try to give support side-on or facing the right way and shield the ball immediately upon receiving it.

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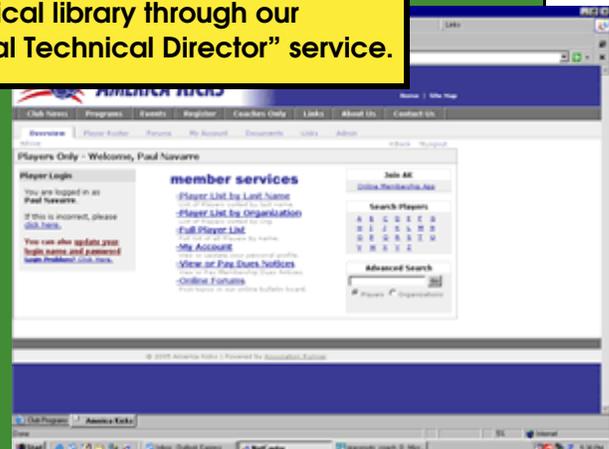
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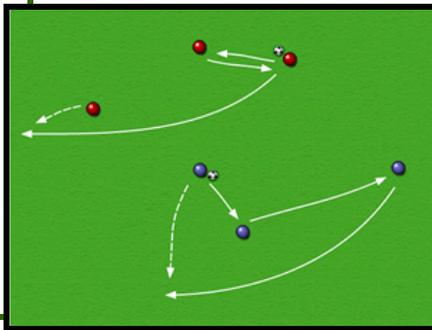


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U12 — Session: Width in Attack

1. Warm-Up

Short, short long. Working in groups of three players combine in the sequence of short pass, short pass, long pass. Use a large area and encourage plenty of movement off of the ball.



Key Points:

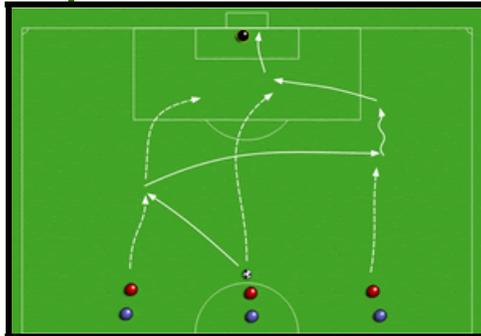
Principles of Attack—Width

- ◆ Playing with width makes defending difficult for the opponent.
- ◆ It is difficult for your opponent to defend both sides and the middle of the field at the same time.
- ◆ It is extremely beneficial to maintain width in attack even if no pass reaches

2. Technique Work

Attackers stand in three short lines and attack the goalkeeper three at a time. Attack with good width and all three should touch the ball during the attack.

Variations: Limit touches. Add trailing defenders to encourage speed of play.



4. Game to Build Skill

Play 7 v 7 with goalkeepers on a half field with two zones marked out on the wide areas of the field. There must always be one player per team in each wide zone. Players are undefended in zones allowing for good crosses and to encourage wide play.

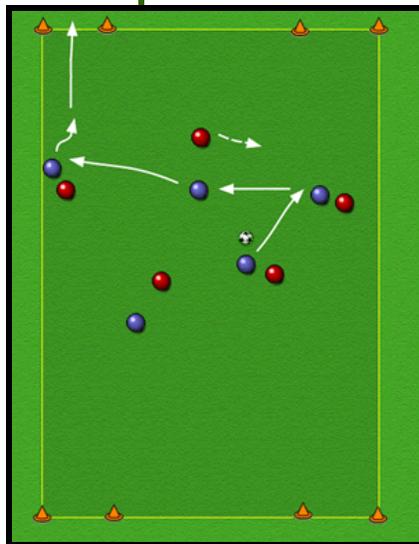
Variations:

1. Goals may only be scored from crosses from the wide areas.
2. Limit touches in wide zones—e.g after second touch defenders are allowed to close down wide player.

3. Technique Work

Play four or five aside on 35 X 40 yard field with four goals. Goals must be on ground to count.

The placement of the goals encourages wide play as well as a quick change of the point of attack. Make sure players switch attack if goal closed down and that someone stays wide to enable this.



5. Scrimmage

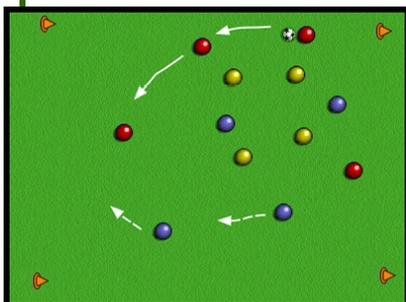
Two even sides with or without goalkeepers. Bonus point for scoring goal with header from cross.

U14 — Session: Speed of Play

1. Warm-Up

Three team keep away. Three even team play keep away with two teams playing against the third. If defending team wins the ball they switch places with the team who gave it away.

Duration: 8 — 10 minutes



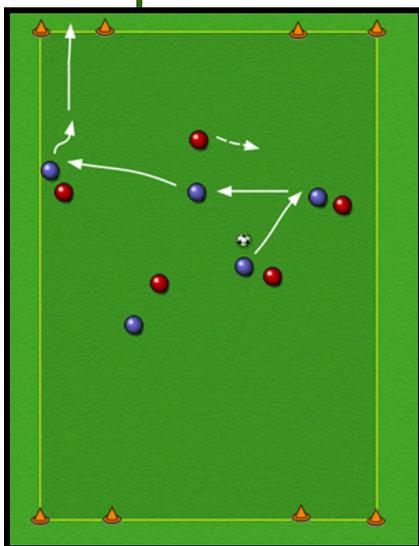
Key Points: Speed of Play

- ◆ It is always good to be able to play quickly, but particularly in two situations.
- ◆ The first is when you are counter-attacking.
- ◆ The other is against tight defenses.
- ◆ To allow for quick play team-mates must support the player with the ball quickly.
- ◆ Players must move into a supporting position before their team-mate even receives the

2. Technique Work

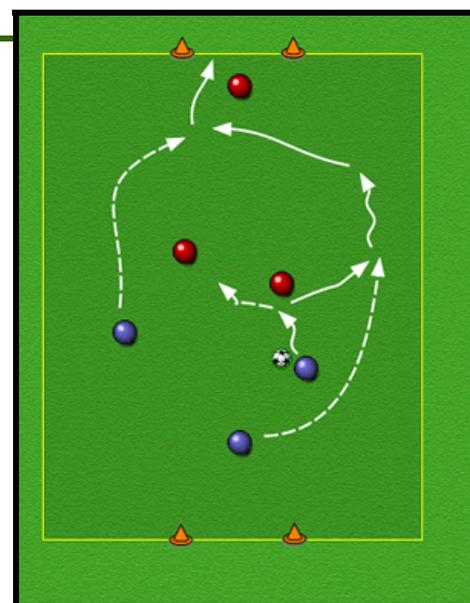
Play four or five aside on 35 X 40 yard field with four goals. Goals must be on ground to count.

The placement of the goals encourages wide play as well as a quick change of the point of attack. Make sure players switch attack if goal closed down and that someone stays wide to enable this.



4. Technique Work

Play 3 v 3 — team that is defending must always drop a player into goal. This will limit counter-attacks but encourage overlaps and creative play due to a numbers up situation in the center of the field. Limit players to 2 or 3 touches.

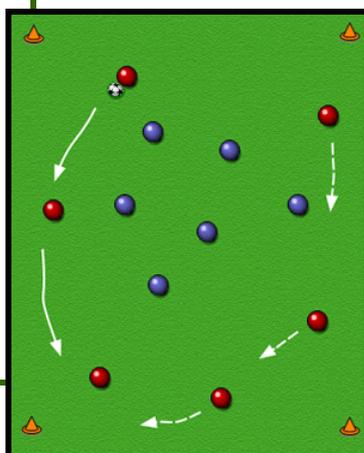


3. Technique Work

Play 6 v 6 in a large space without goals. Teams score by making six passes in a row first team to ten wins.

Variations: Limit to two or three touches. If odd number of players add a neutral player who supports team with ball.

Duration: 10 — 15 minutes



5. Scrimmage

Play normal game with two or three touch restriction. Encourage players to support the player with the ball.

Duration: 15 — 20 minutes.



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Youth Soccer Injuries — Part 2: Major Injuries

“Being able to provide care for an injury requires having knowledge of basic first aid, access to adequate first aid supplies and equipment at all practices and games, and having a basic emergency plan of action outlined in advance.”

Youth soccer has become quite the American success story. In just over a quarter of a century the sport has risen from virtual obscurity to become a major component of most municipalities' recreational programs.

Parents and coaches need to be prepared to handle these emergencies. With good planning, adequate equipment, and a basic knowledge of first aid any soccer coach or parent can learn to care for an injured athlete. It is highly recommended that all coaches and team managers be trained in basic first aid including CPR and parents should also consider under going this training.

Major Injuries Successfully managing a major injury requires quickly obtaining medical care beyond the scope of basic first aid. This means prompt notification of emergency medical providers while basic first aid is given to the injured athlete. An emergency action plan is the outline to follow in this event in order to expedite the entry of the injured athlete into the emergency care system. Severe injuries that can be expected in soccer are fractures and/or dislocations with obvious bony deformity, and head injuries.

In the event of a serious fracture or dislocation the injury player should not be moved and no attempt to splint or reduce the injury should be undertaken until

the rescue squad arrives. The player should be reassured and kept still until advanced medical care is available. Head injuries most commonly occur when player collide in an attempt to head the ball. (Editor' s note: Head injury will be discussed in greater detail in the concussion article.)

Symptoms of a head injury include unconsciousness, dizziness, headache, blurred vision, confusion, nausea, and light sensitivity. A player does not have to be rendered unconscious to suffer a head injury. A player reporting any of these symptoms following a blow to the head should not be allowed to return to play and medical follow up is recommended. If an athlete is unconscious, a neck injury is always suspected and they should be assessed for breathing and pulse, not moved unless CPR is warranted, and the emergency action activated.

Other major injuries though rare include cardiac/respiratory arrest and severe bleeding. In both instances activation of the emergency action plan is crucial. Cardiac/respiratory arrest is suspected anytime a player becomes unconscious especially if there is no apparent trauma involved. Initiation of CPR is paramount in handling this situation. Severe bleeding is treated by applying direct pressure to the wound and transporting the individual to an emergency facility. Tourniquets should not be used;

they can cause permanent and unnecessary tissue damage.

Heat Illness

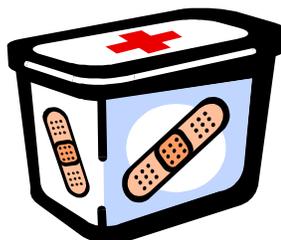
Heat Illness can range from simple dehydration to heat exhaustion to muscle cramps to heat stroke and the best treatment is prevention. It takes about 10 days to acclimatize to working in the heat so early season practices should be graduated in time and intensity to allow for this. Ample amounts of water need to be available at all games and practices, and players should be encouraged to drink at frequent intervals. If severe environmental conditions exist (high temperature and humidity) practices should be modified, game times shortened, and water breaks allowed during games. If parents desire to provide a commercial sports drink, they should be certain that it is a fluid replacement beverage and not an energy drink. The high sugar content of energy drinks delays the absorption of water in the gut which slows rehydration, and if the drink contains caffeine it could actually increase dehydration.

Symptoms of heat exhaustion include profuse sweating, lethargy, clammy skin, nausea, vomiting, and headache. The player should be placed in a cool shady spot, cooled with ice towels, and given cool water or a fluid replacement drink. They should be monitored closely and medical care sought if their condition worsens. Muscle cramps are treated with gentle stretching to the involved muscle, rehydration, and the application of ice. Symptoms of heat stroke

include disorientation, hot dry skin, unconsciousness, and possible seizure. It is a medical emergency and requires immediate activation of the emergency action plan. First aid for this condition requires rapidly cooling the individual any way possible; ice towels, immersion in an ice bath, or placing them under a cool shower until the paramedics arrive.

Summary Youth soccer can be a wonderful experience for a child and his or her family, and that experience can be enhanced by having a good system in place in the event an injury occurs during practice or games. That system consists of having trained first aid providers at all events, having a simple but well designed emergency action plan, and having basic first aid supplies and equipment on site.

Most of the injuries that occur can be handled with basic first aid but parents and coaches should never hesitate to activate the emergency plan if a severe injury is suspected. It is not possible in the limited scope of this article to discuss every possible scenario that might be encountered with youth soccer but the basic concepts of care have been explained and that should help parents and coaches be prepared to deal with the unexpected.



Meet the Author

J. Marc Davis, P.T., ATC

Marc Davis has been employed by the University of North Carolina's Division of Sports Medicine as a Physical Therapist and Athletic Trainer since 1975. He was named outstanding Physical Therapist of the year in 1998 by the North Carolina Physical Therapy Association. His 15 years old daughter is an active soccer player involved in both youth travel soccer and high school junior varsity soccer.

Goalkeepers — Catching Low Balls

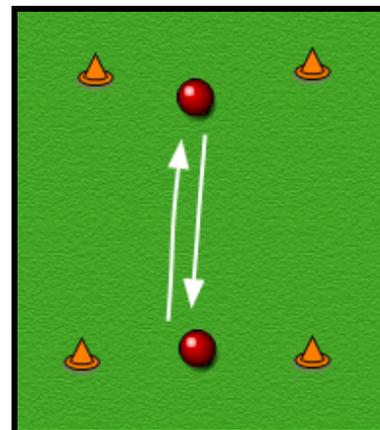
Unfortunately most developmental coaches do not have the luxury of setting aside an entire training session just for goalkeepers.

What coaches can do though is dedicate 20 — 30 minutes to goalkeeper training prior to or immediately following a regular training session. Coaches can also make one team exercise on a regular basis focus on the needs of the goalkeepers.

Even better have your assistant coach take responsibility for taking the goalkeepers aside and working with them for a part of each session.

Exercise 1:
Two goalkeepers stand facing each other, 10 yards apart. Each stands in a seven yard wide goal. GK1 throws a ball, one-handed and underhand so GK2 can catch it between hip and chest level. GK2 repeats.

Variation: The coach has a ball and stands between the goals, five yards off to one side. GK1 throws to the coach, then turns toward the coach, assumes the basic position and catches a low ball from the side from the Coach. GK1 throws it back to the coach and assumes the basic position. GK2 throws low ball



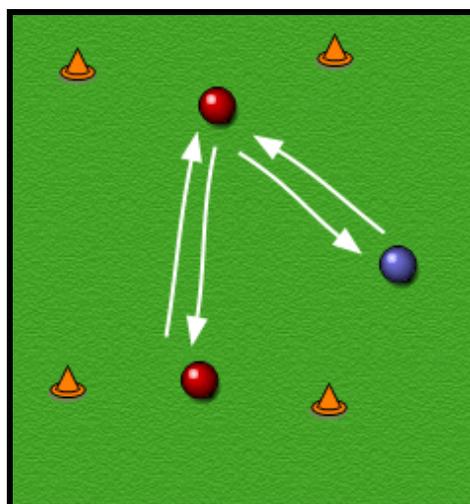
Exercise 2:
Same setup as above.

GK1 passes on the ground to GK2 with inside of foot, turns toward the coach, assumes the basic position and catches a low serve from the coach.

GK2 receives GK1's ball and shuffles it from foot to foot until GK1 throws back to coach. GK2 then passes to GK1, turns and faces the coach, and catches a low serve from the coach etc.

Variation:

1. Coach delivers high balls instead of low balls.
2. Coach passes on ground and goalkeepers play back with one touch.



Key Points: Catching Low Balls

- ◆ Absorb the ball's momentum with the hands and upper arms.
- ◆ Bend the upper body over the ball and wrap your hands around it.

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Closed bench & bag: 11" x 6" x 25"

Weight estimated at 13 lbs

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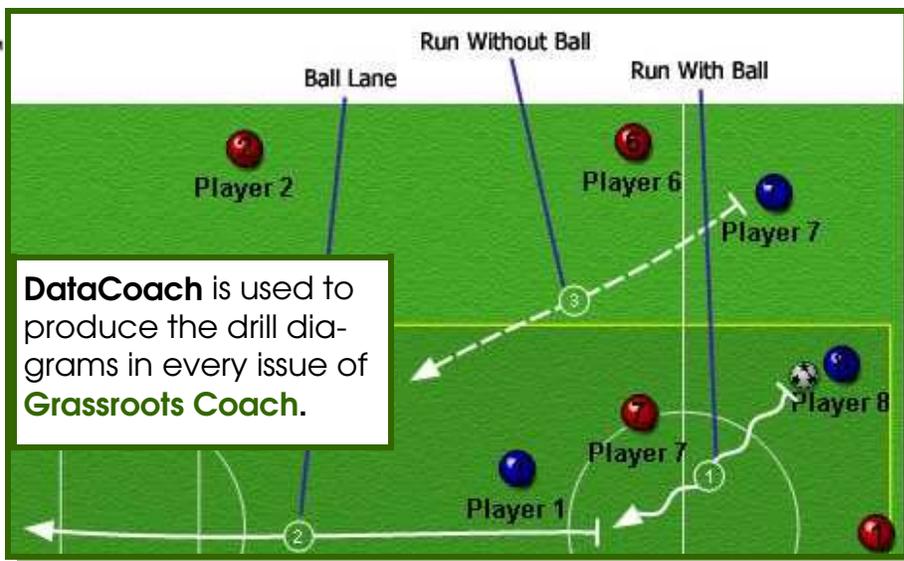


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