

Weston AYSO Region 644



June 23, 2005

Welcome to the sixteenth edition of the AYSO Region 644 bi-weekly newsletter.

In this week's edition, Section 1 is designated as the AYSO Region 644 roundup which will highlight what has been going on in our region over the past two weeks and what is up-coming.

Section 2- A Good Coach and Manager, Karen Stanley notes that the typical soccer coach spends about 15 percent of the time actively coaching and the remaining 85 percent performing managerial aspects of the position. She contends that coaches need to be tightly organized in their off-field activities to be successful on the field.

Stanley's definition of success is based on a "holistic" approach to coaching. Her primary objective is the development of the total person. Her coaching regime includes leadership training, group dynamics, building good personal habits and respect for authority. She provides an outline of Stanley-Kehl's coaching philosophy based on more than 15 years coaching experience at the youth, high school and college levels.

In Sections 3-6 we have four articles outlining different aspects and activities related to the game of youth soccer. In the Keepers Corner we discuss how being a great keeper isn't just quickness, footwork, great hands or the ability to communicate but also the ability to understand "playing the angles". Here we discuss an activity to help you practice cutting off the angle of the shooter. In Section 4 titled "Throw Ins" we point out the importance of the throw in and how to find the open player in order to retain possession and not turn the throw in into a 50-50 ball. Section 5- Soccer Activities-continuing our weekly theme of intensity and conditioning, we demonstrate a set of 1v1 drills which you can use at your practices that will help to condition your players to providing high pressure on a more consistent basis. Section 6 sticks with the "throw ins" theme and discusses the decision of where to throw the ball in and make sure that it is done with a particular purpose.

Section 7 is our Soccer News Articles From Around the Country. The first article is from the San Antonio Express-News "Good Sense Killed The Soccer Deal". In this article Bill Day discusses the demise of the deal that was to bring Major League Soccer to Southwest Texas and the San Antonio area. Article 2 from Newsday titled "Protective Headgear a Goal For More Soccer Parents" brings to light, once again, the discussion as to whether to wear headgear as a way to reduce potential head injuries in soccer. Finally, article three from the Voice of America, reports that Argentina and Nigeria advanced in the FIFA U-20 soccer championships taking place in the Netherlands.

Section 8- Today's health and youth sports development article is from Emaxhealth.com in Hickory, North Carolina and is titled "Young Athletes with Migraine Headache and Neurocognitive Impairment". This article points out a study by the University of Pittsburgh Sports Medicine Concussion Program that indicates that high school and collegiate athletes with migraine headache characteristics after a concussion may have increased neurocognitive impairment. This is a must read for every parent in order to help protect their children from taking the field too soon after suffering a concussion.

I hope that you enjoy this edition of the AYSO 644 Newsletter. Everything we do here in AYSO is ever evolving. If you have any comments or suggestions, please do not hesitate to email to me at Strikersoccer1@aol.com.

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About Publix

Second Publix Sabor Open in Hialeah

Store Location:

**Hialeah Mercado
1585 West 49 Street
Hialeah, FL 33012-2924
(305) 828-2180**

Hours of Operation:

**7 a.m. to 11 p.m., Monday - Saturday
7 a.m. to 10 p.m., Sunday**

Pharmacy Hours:

**8 a.m. to 8 p.m. Monday - Friday
9 a.m. to 7 p.m. Saturday
10 a.m. to 5 p.m. Sunday**

LAKELAND, Fla., May 16, 2005 — On Thursday, May 19, at 7 a.m., the Publix at Hialeah Mercado opened its doors as Publix Sabor. This 61,000 square foot store location, which originally opened on March 22, 2003, was renovated into the company's second Publix Sabor location.

This store offers a wider variety of products and services. The produce department has been expanded to carry a variety of sliced or chunked tropical fruits, salads and features a new tropical juice bar with over a dozen flavors available in single-serve and half gallon servings. The deli department offers customers delicious authentic, Hispanic favorites, such as: seafood rice, chicken fricassee, ox tail, roast pork and over 50 new recipes created especially for Publix Sabor all available by the pound, a la carte or by a la completa (complete meal). The meat department features a full-service custom cut meat case to accommodate customer's special requests. Sushi is also available. New to the bakery department is an ice creamery offering ice cream cones, crème cakes, sundaes and shakes in tropical fruit flavors, as well as traditional favorites of vanilla and chocolate. The bakery also features over 100 authentic pastries.

Redesigned for Publix Sabor is the large seating Café where customers can enjoy a pressed sandwich, churros or mariquitas. In addition, a walk-up window where customers on the go can get their café con leche' (coffee with milk) and a warm pastry. Other services and products include: money transfers, bill payment services, calling cards specific to countries around the world, fragrances, skin care, designer jewelry and handbags. While English is the primary language, the Publix associates and signage throughout the store is bilingual.

"We have added the products and services to enhance the shopping experience of all our customers with the traditional customer service, quality, variety, value and freshness our customers have grown to expect over the past 75 years," said Maria Brous, Director of Media and Community Relations.

For more information please visit www.publix.com/sabor.

Section 1- AYSO 644 Roundup

Registration for the fall 2005 AYSO soccer season is still ongoing but divisions are filling up fast!!! Last fall season we had 2,575 children playing AYSO soccer here in Weston with about 100 more on the waiting list. Please don't have your children wind up on the wait list and possibly shut out of the most popular and energetic program in South Florida. You can register online at www.eayso.org or you may download a registration form from our website at www.ayso644.org. You may also pick up registration forms from the Weston Regional Park Community Center and from Soccer Max on the corner of Flamingo Road and Sunrise Boulevard in Plantation, Florida. The registration fee is \$135. You will need to mail the registration form (three copies) along with a check payable to AYSO Region 644 and a copy of the child's birth certificate if they did not play with us last season to: AYSO 644, 1112 Weston Road, #225, Weston, Florida 33326. For further information please visit our website at www.ayso644.org, you may call us at 954-349-9786 or send an email to Strikersoccer1@aol.com.

Inflatable Human Foosball is coming to AYSO Region 644!!!! For those of you who remember the inflatable human foosball game at the Miami Fusion games a few years back, you will be excited to hear that our region has purchased a brand new inflatable foosball game that will be at the fields each Saturday during our season. This 42x16x4 foot game will prove fun for all ages. So get your teams together and get ready to play.

AYSO Region 644 is excited to announce that Pat Cordell and Sean Cordell have joined our organization as trainers for both the participants and coaches in our ever expanding program. Pat and Sean bring significant experience with coaching youth soccer players, each placing teams in the final 8 of the State of Florida FYSA playoffs, coaching both here in Weston as well as in Coral Springs. Pat, Sean and their staff will hold coaching clinics, camps as well as weekly training sessions by age group and we look extremely forward to their wealth of knowledge, expertise and child friendly approach to youth athletics.

We are extremely pleased to announce that two of our divisions have received automatic bids for the 2006 AYSO National State Games to be held in Chicago, Illinois in July 2006. The two divisions that have received automatic bids are the U-14 Boys and U-19 Boys divisions. Players in all division from U-10 on up will be allowed to try out for the 2006 Florida State Games to be held in Ocala, Florida in January 2006. Players from these teams will comprise the National Games teams. Players in divisions not selected for automatic invitations may get an opportunity to play in the National Games as we will be assertive in our resolve to place as many of our teams in the tournament once the invitation window terminates in early 2006.

Please consider coaching and assistant coaching as we are always looking for coaches. We have training courses lined up for Saturday September 10, 2005 from 9am until 4pm at the Weston Regional Park Community Center. At this clinic we will help you learn the game of soccer, teach you the fundamentals and show you age specific activities to instruct the kids.

Important upcoming dates are: First day of practices Monday August 29, 2005, Regular Season begins on Saturday September 24, 2005 and Picture Day is Sunday October 2, 2005.

AYSO Region 644 is proud to announce that in September 2005 we will be beginning our initial VIP program. AYSO VIP Program provides a quality soccer experience for children and adults whose physical or mental disabilities make it difficult to successfully participate on mainstream teams. VIP Teams may include those who are blind or visually impaired, amputees or conditions that impair mobility, mentally or emotionally challenged, autistic, downs syndrome and cerebral palsy. Kids with special needs are estimated to make up approximately 10% of the school-age population. Special schools and classrooms can isolate these children so the VIP Program has been structured to integrate the children into the rest of AYSO by using "buddies" to help the player both on and off the field. Our goals for every participating player are: 1) Have fun playing soccer, 2) Understand the fundamentals of the game, 3) Learn teamwork and fair play, 4) Increase positive self-esteem, 5) Become more physically fit, and 5) Meet and be comfortable with new people.

The VIP program helps more than just the players. Buddies and other volunteers increase their appreciation and understanding of individuals with special needs. They find their lives greatly enriched by their involvement with their new VIP friends. For parents thinking that they would never see their children playing a sport or making new friends, VIP gives them joy and hope. They are able to relax and enjoy watching their children having fun like other kids, perhaps for the first time.

It is our goal to make this program free of charge beginning in September, 2005. We will be looking for sponsors to offset the costs of the VIP program. Please contact our AYSO Region 644 hotline for further details and sponsorship opportunities. Our hotline number is 954-349-9786 and ask for Valeska.

Finally, we are always looking for sponsors. Our sponsors help defray the cost of running the program. Everyone in our region is a volunteer, however there are a lot of costs such as instructional books, uniforms, trophies, medals, city fees, etc. Please consider being a sponsor. Sponsorship packages can be sent to you if you are interested. It is great exposure for your business and the 2,575 children and families from AYSO that will see your banners, website listings, t-shirts, newsletter designations will greatly appreciate it.

Section 2- A Good Coach and Manager

Off-field activities must be organized and work delegated

By Karen Stanley

Player management

Individuals within the team structure - Remember that all players are different. Each has strengths, weaknesses, personalities, come from different backgrounds, etc. Coaches must adjust to each person on the team. Find out what each person reacts to best and coach accordingly. Remember, people first want to know that you care.

Motivation and coaching styles - The first thing to determine is why is this person turning out for soccer? What is each individual's expectation of the experience? What coaching style does each player best respond to?

Treating the players with fairness - There is a difference between treating players fairly and treating them the same. No exceptions should be permitted in applying team rules. Remind players that you don't yell, you talk loudly due to outside distractions and there is a need to be heard. Also emphasize that during a match people are being addressed as players, not as people.

Talents of each individual - All players bring a talent to the team. What is it? Try to find roles for those who will see little game action. Discover their talents and utilize them within the team setting.

Communication - Establish that you know that it is "their team." But let the players know that there is a certain expectation you have for them. "This is what I expect" needs to be repeated often. When coaching during a game, eye contact must be made by both the coach and the player. After there has been some dialogue, the player needs to respond (i.e., "okay coach"). Both players and coaches should demand honesty from each other. Use the "sandwich approach" when you critique a player's performance. Surround criticism with praise. Criticize the performance; praise the individual. Emphasize that objectivity is necessary for individual and collective improvement and when you do criticize, it is directed to the individual as a player, not to the total person.

Quality individual time - Remember that, as a coach, you are a very important person to each player. Find time to talk to each player on the team each day. While doing so, make eye contact.

Expectations - Learn from the past; establish new goals each year. Work with the captains in carrying out these goals.

Behavior management

Expectations - Be specific with what you want from them and what they can expect from you.

Captain(s) - Choice should ultimately be made by the coach. Votes can give the coach some indication of the players' preferences, but the coach has 51 percent of the vote.

Teaching and developing leadership - Have players take leadership training courses. Place players in public speaking roles. Leadership development is a major responsibility of the coach.

The prima donna player - Usually a vain, undisciplined person. Be demanding. Keep a close rein and record the player's positive and negative actions. The documentation will be needed if you dismiss the player from the team. Have the player, parents and your athletic director co-sign as events emerge. Evaluate how much time this player is demanding of your coaching time against what is spent on the rest of the team. When it gets out of proportion, ask the player to leave the squad.

Acceptable versus unacceptable behavior - List these expectations in your list of team rules: o Reputation - One bad example, one poor judgment can affect a person's viewpoint of the image of your team. "A team is as strong as the weakest link." o Lifelong values - The objective of coaching is to make a difference in players' lives. Instill good values (punctuality, ethics and morals, respect, communication, dealing with adversity, reliability, leadership qualities) in your players. Coaches have an opportunity to make a difference by everything we say, do, believe in and teach.

Team management

Team rules - Must have a legitimate purpose.

Fairness and integrity, respect and diversity - Players must build trust in each other and the team and must respect each other's differences.

Captains and leadership - Players who must be able to lead as well as follow, they must display loyalty, willingness to solve problems and be role models in observing team rules. The coach can insist that playing time not be an issue between player and coach.

Goal setting - Both individual and team goals should be set, including technical, tactical, physical and psychological goals. They must be reviewed and evaluated.

Life skills - Review lifelong values.

Team building - Can include such events as rope course training, esteem exercises, yogurt/pizza parties, posting of quotes, special awards (players of the week, etc.). Use off-field time for these events. Review team goals three times a year with the team, small groups of players and individual players.

Injuries - Delegate care and monitoring of injuries to an assistant coach so the head coach can concentrate on team preparation and supervision.

Academics - The coach's attitude is important. All players are student-athletes. Emphasize study time on road trips, in rooms, etc.

Psychology - An important element in coaching, training for mental toughness should be included. One way is for a coach to referee scrimmages and makes unfair calls ("Part of the game!"), allowing them to develop skills for playing under adverse conditions.

Life skills - Need to address such issues as nutrition and alcohol and other substance abuse.

Season management

Preseason - Send the players letters that contain the off-season conditioning program and also remind players of goals, physical and otherwise. Establish the length and content of sessions (physical, technical, tactical and psychological) of your practice sessions. Will there be tryouts or will preseason be by invitation? Train yourself to be objective. Use assistant coaches or others you trust to give you feedback in order to maintain objectivity.

Practice - Content should be based on the team's deficiencies as demonstrated in prior games. Decide on length, field setup and necessary equipment prior to the session. Decide how to obtain assistants and utilize them effectively.

Pre-game - Prepare a pre-game check list, which should include all equipment needed. Make designing the pre-game warm-up joint effort of coach and players.

Halftime - An especially important time on the road. Know where you want to go before the game begins (i.e., trees on sunny days, etc.). Avoid distractions.

Post-game - Use some exercises in the cool down phase to avoid soreness, then carefully and briefly craft remarks. If you feel obliged to overreact, wait until the next day.

Scheduling - Strive for balance between games the team can win, games that are 50-50 and those that will challenge the team. Try to avoid lots of tough games in a row. Try to balance home and away matches throughout the season.

Scouting - Not many teams scout. If you can't observe the opposing team, call on someone whose judgement is valued to gain a sense of opponent's strength. Use an assistant to scout. If you play a team twice in a season, use a videotape to review that team's play.

Staff management

Assistant coaches, goalkeeper coaches - Insist on loyalty. Give responsibility with the objective of having them leave and become head coaches themselves. Ask for their feedback and give them yours. If you don't have assistants, look in your community for various forms of assistance.

Managers - Many students want to get involved. They can be helpful performing meaningful tasks at practices and games.

Team parents and volunteers - People with a variety of skills can aid the team in various roles (fundraisers, travel, etc.). Volunteers may be great as demonstrators, goalkeeper coaches, etc.

Facilities, equipment, personnel, athletic trainers - They can take pressure off coach so he or she can coach.

Referee management issues

The referee's role - To ensure safety for the players and to enforce the rules. Coaches must approach referees in an ethical fashion, keeping these factors in mind. Players and coaches make mistakes. So do referees, but referees don't have the ability to criticize players and coaches in a public fashion. The same professional courtesy should be extended to them.

The refereeing profession - One might think about how effective a surgeon would be if every move in the operating room were critiqued. NISOA's program of referee training is excellent, as most coaches would agree.

The coach's role - Support the referees in their decisions in the same manner as you as a coach would expect your assistant coach to support you.

Good sportsmanship and ethics - An excellent team goal is to be awarded the NSCAA Team Ethics Award of Merit for the fewest yellow card citations each season. Players are not to react negatively to officials' decisions. If they retaliate against an opponent or overreact to referees, the coach should remove them from the field.

Bridging the gap - Bring in a referee during preseason to discuss new rule interpretations and changes. Have players enroll in referee courses. Use the NISOA/NSCAA video "Critical Match Incidents" as part of your team training. Call unfair fouls during team scrimmages. Teach the team to recognize that players will not always agree with calls but they are part of the game and the players must learn to accept them.

Teaching tools - Learning to deal with authority and accepting different refereeing styles is an important lesson for players. They must learn to adjust to referees as they will have to learn to adjust to different fields, opponents, circumstances and situations in their lives.

Parental management

Involvement - College is a time for players to disconnect from parents. Regardless of your coaching environment (youth, high school, college), the role you expect parents to play should be spelled out prior to the season.

Parental support - Their support is needed. Find roles for them. Many offer a variety of talents that can be integrated into your programs. Encourage game attendance but tell them that they must be encouraging, support your coaching decisions and not criticize the referees. If they want to discuss the coach-player relationship, the issue of playing time is not to be an issue for debate.

Win-win philosophy - Everyone feels good when the coach/player, coach/ parent and player/parent relationships are in sync.

Team travel

Travel rules - Players must be clean, respectful and courteous at all times, especially in restaurants and hotels. So the driver can concentrate, no screaming or loud rap music in vehicles. Curfew must be observed. Rules are established to ensure the team image is a positive one. One incident of poor behavior reflects on the entire team. Respect for others is paramount.

Tournaments - Because of logistics, everything must be tightly organized. Viewing of other games must be addressed. Meals during the tournament need to include when, what and how much. Warm-up length for multiple games needs to be addressed.

Organization - Eating, changing facilities, travel arrangements, training room facilities, uniform selection, halftime arrangements are all concerns in a tournament situation. Know directions and distance to site, check and recheck game times, etc., to avoid or minimize slipups.

Community involvement

Becoming involved with your community is a life skill and can be nurtured within the team.

Fund-raising - Stage tournaments managed by your team. Golf tournaments are an easy way to fund-raise and "friend-raise."

Clinics and camps - Operate an all-girls day camp where team players serve as instructors. Players learn to become role models at the camps. Adopt a younger-age team your older team can mentor. Hold clinics for them and have them be "ball girls" at your games.

Service - Have players volunteer for service at food banks, deliver baskets, etc. Train players to give back to society. By helping run clinics they learn to give back to the game.

Get your players into coaching - Identify those players who might be good coaches. Take them with you when you do clinics, teach them to be coaches. Enroll them in NSCAA coaching courses.

Mentorship - Players have to understand and accept that they are role models. Have players adopt a youth team and become involved in its activities.

The coach

The coach should strive to develop great people. Part of this is to have a positive attitude yourself and have it rub off on your players. A positive attitude is more important than aptitude. It is not enough to just be okay. Don't accept mediocrity, and don't let your players accept it. Strive for excellence. Attitude can be controlled. A coach's ultimate role is to teach both the game and the person within the spirit of the game. Two movies help show how teaching (or coaching) with creativity and passion can impact students' lives: "Mr. Holland's Opus" and "Dead Poets Society."

Editor's note: Karen Stanley is the head women's coach at Santa Rosa Junior College. She was named NSCAA/adidas National Junior College Coach of the Year in 1998 after winning the state JUCO championship that year. Chair of the NSCAA's Women's Committee and a member of the NSCAA Academy Staff since 1995, she holds the NSCAA Advanced National Diploma and the USSF "A" Coaching License.

Section 3- Keepers Corner

This edition will be dealing primarily with angle play.

Now on to the real subject of this newsletter that is angle play. I did a clinic on angles this past Wednesday and what I told those keepers is so true. If a keeper could only work on one thing in order to become a top keeper, I would recommend it be angle play (this is assuming the keeper knew how to catch and dive safely).

Considering the tremendous importance of angles, it's amazing more time is not spent on the subject. The most effective method of learning angles is what I will be dealing with today.

You will need a ball of string (kite string works fine) and a partner to do this efficiently. It's best if the string is approximately 60 yards long. Tie an end of the string to each of the goalposts (one goal only). Start with the ball centered and on the 18-yard line. Pull the center of the string so that the ball is at the fulcrum of the angle (gosh I hope that is the correct term but if it's not then it is now!). It might be necessary to get rid of some of the string in order to pull the sides tight. When you have done this you now can see the exact angle in which a field player can shoot and still have the ball be on target (for now I am going to disregard bending balls). If the keeper stays on her line, then this angle will show how much space the field player has to shoot at in order to score. Each step the keeper comes out off of her line, she will see how much less room there is to successfully shoot and score. The further she comes out, the less of an angle the player has to shoot at. The thing she will have to worry about is the further she comes off her line, the greater the probability of being chipped. For this reason, the keeper wants to come out far enough so she can save any shot hit along the lines of the string but not any further exposing her unnecessarily to the chip. Once a keeper has found the spot she is most comfortable with the ball should be moved slightly and then she will have to readjust her positioning. Move the ball around the 18 re-adjusting for each location. Realize each keeper will have a different spot they are comfortable in depending upon their height, range, quickness' and many other variables. The closer the ball gets toward the goal, the further out the keeper is going to have to come in order to cut off the angle. Logic would tell you to

cut the angle off by coming straight down the middle of the angle (imagine a straight line from the center of the goal to the ball) but realistically, you want to cheat slightly to the near post since the ball can get to that post quicker than it can to the far post. As the ball gets further from the goal, the keeper can begin to back up since they will have time to get that extra step in before the dive. At some point however, as the ball gets further and further from the goal, the keeper will eventually start coming away from the goal again in order to take on more of the role of the sweeper keeper. Also, as the ball goes further toward the end line (near the corner flag) the keeper will notice that the angle in which the field player has to shoot is smaller and smaller so she can back up further toward the near post and still cover any ball within the angle. By backing up, it allows her to cover the cross as well. The only reason a keeper would have to worry about a ball played outside of these strings is when a ball is hit with a lot of bend, which might allow a ball that initially is struck outside the strings to curve inside the goal. If you are playing against a team or individual capable of bending the ball, simply compensate by taking a small step out further so you can get slightly beyond each of the strings.

This way of working on angles is actually quite slow and boring but extremely invaluable. The more often you do this the better you will get in this extremely important area of goalkeeping. I would recommend working on angles in some way or the other on a regular basis if you want to raise your level of play

Section 4- Throw Ins

Today's subject will deal with throw ins and how to retain possession from a throw in.

I am going to make the assumption that everyone knows how to do a proper throw in so instead of talking about the technical side of things, I will instead discuss how to find an open player to throw it to in order to retain possession.

I get extremely frustrated watching teams throw the ball time after time down the line hoping that their teammate can win the ball against 2-3 opponents. At the recreational level (a term I really despise since hopefully all soccer is recreational, just at different levels of play) this might be acceptable but truthfully there are so many better options available.

First of all, like the rest of the game, if you want to play the ball into space, it is first necessary to create this space. The way to do this would be to have a player start deep in the space that it would be nice to receive the ball in and then have her check back to the ball. By making this hard checking run, it will draw the defense with her and then the next player (maybe a center midfielder) can make a run into this newly created space and have the ball played in at the same time. If this space has not been created, the next space to look into is the space created by this second runner. Assuming a forward made the checking run and a center midfielder made the second run, a back should look to go into that space in the middle of the field. This runner will almost always be open. The only time she will not be open is if an opposing forward tracks back into the midfielder to mark up this back. As the back goes into this space, the sweeper should switch over and take the space abandoned by the back. This sweeper should be an option that will definitely be available if the other runners are all marked. Also, the first checking runner may receive the ball and return it immediately to the thrower.

Is there a need to have an alternative to this? Honestly, there really isn't. No matter how many times you run this, one of the players will always be available or a space will be created for yet another runner. The key is not surprise or strength of throw but rather timing and speed of the runs. Be consistent and you will see a whole lot more possession from your teams throw ins.

Section 5- Soccer Activities

This drill is a short drill to explain but take up a decent amount of time in a training session and also accomplishes a great deal in terms of intensity and conditioning (which is the progression for this week).

Assuming you have 16 players, you will need 8 cones and 8 soccer balls. Spread out the cones so there is a good deal of room to around each one. Two players are assigned to each cone and they play a two minute 1 v 1 match. A goal is scored by having the ball touch any part of the cone. Both players are attacking the same goal. At all times there would be 8 games going on at the same time.

The only condition for this game is that the defenders **MUST** play high pressure at all times. At no time can she sit back by the cone and defend that way, if the attacking player takes a chance and hits a shot from 10 yards away and misses which results in the ball going 20 yards from the goal on the far side, then **BOTH** players must sprint after the ball. This is a very intense game that should be done at full speed.

After the two minute period, everyone meets in the middle of the field and says whether they win or lose. The players switch opponents and they start back into game two.

If there are 16 players, it is best to play 15 matches (each player plays against each player once) and keep track of the won/loss record. this would take 45 minutes and be a great workout with two minutes of hard work followed by a one rest and reorganization period. At the end of the 15 matches, you will have a true champion.

At first, the best 1 v 1 players will win but as the games go on, the fittest and most competitive players will prevail. Coaches must really emphasize the importance of trying to win every match and work hard for the whole period.

Have done this series a number of times, I would strongly recommend that a fun and slower paced drill be done next because when done correctly, this is a very intense and very tiring series and the players will need some time to recover.

An alternative to this is to do the exact same thing except the players are going 1 v 1 full field to the big goals. There can be as many as 8 games going on at the same time (no keepers). Have some servers stay on the side of the goals so that when a goal is scored, they can play another ball back in play for the two to fight over.

This is even more tiring since the players are racing full field in order to win the game. You can add the rule here that if a player never crosses into her offensive half of the field during the entire 2 minute game, she must do a full field sprint during the one minute rest period (another form of positive motivation)

In sessions when you play games like these, there is no need to do 'conditioning' in addition to the training.

Give it a try (but don't blame me when your team hates you!).

Section 6- Throw Ins

Today's subject deals with throw ins.

When the ball goes over a sideline off of the opponent, you are allowed to take throw in. The basic rules for taking the throw in are as follows at the time the ball is thrown:

- be facing the field of play
- has part of each foot either on the touch line or on the ground outside the touch line
- uses both hands
- delivers the ball from behind and over the head

Once you have the technique of throwing the ball in, the next thing is to decide where to throw the ball. Too many players (and teams) don't realize that it's not good enough to just throw the ball in but rather it should be done with a purpose.

The first thought should be "can I take a quick throw in to get to goal?" I believe that many people do look for this but don't know why all don't. If the quick throw in is NOT there, the next thought should be "where can I throw the ball in order to keep possession of the ball?" This is where I believe most players fail. If they don't think they can take a quick throw in, too many see the only other option as throwing the ball down the sideline. While they might have a player making a run down the line (and this might be a good option), there frequently are defenders thinking the same thing. The option that is frequently available (and infrequently taken advantage of) is throwing the ball to a player who is in a more defensive position than the thrower. In other words, if a midfielder is taking the throw in, she might throw the ball back to a marking back that is providing support. By doing this, the team gets to maintain possession and look for other ways to get to goal. This seems to be a much more logical option than simply throwing a 50/50 ball down the line.

Section 7- News From Around The Country

Bill Day: Good sense killed the soccer deal

Web Posted: 06/18/2005 12:00 AM CDT

San Antonio Express-News

Major League Soccer in San Antonio is dead.

The official reports say it died last week, when new Mayor Phil Hardberger publicly said "goodbye" to MLS the day after his victory. But in reality, the deal to bring a soccer team to San Antonio died much earlier.

In fact, you could argue that it was stillborn.

To discuss this, we need to keep in mind two things: First, this was as much of a business deal as it was a sports deal — maybe even more so. And second, business deals put together by elected officials won't fly if they don't have the support of the business community.

In this case, outgoing Mayor Ed Garza nearly single-handedly engineered a pact to bring an MLS team to San Antonio. His idea was to spend about \$3 million refurbishing the Alamodome and then let the soccer team use the dome for free 20 times a year.

Yes. For free. And the city would also forego any ticket, parking and concession revenue. The soccer team would have kept all that.

If you're a mayor or city council member, that kind of deal might make sense. But if you're a taxpayer, you might have a hard time with it. And if you're a businessperson, you might bust a gut laughing.

That's pretty much what one of San Antonio's leading businesspersons, Red McCombs, did on the several occasions that Garza approached him about supporting a soccer team. As far back as January 2004, Express-News sportswriter Tom Orsborn reported that McCombs — former owner of the San Antonio Spurs and Minnesota Vikings — had rebuffed Garza about investing in a franchise.

Earlier this year, when Garza made another push for a soccer team, Orsborn reported that both McCombs and Clear Channel CEO Mark Mays had declined to invest.

That should have been a clear signal to Garza that soccer was not viable in San Antonio. Actually, it should have been clearer than a clear signal. Two very prominent business leaders told him out loud: Pro soccer won't work here.

It should also have been clear from the deal MLS was demanding. If the only way the league could be convinced to bring a team here was to offer them a stadium rent-free with all parking, ticket and concession revenue — plus Garza's commitment to sell 5,000 season tickets by Aug. 17 — it could not possibly be worth it.

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<ul style="list-style-type: none">• Cover Story: More vital information about you goes missing than you might think• Bill Day: Good sense killed the soccer deal• Rachel Beck: Golden parachutes at the ready• Q&A: Don't accept first hotel rate offered• Last Week: Million-dollar beauties
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Any clear-thinking businessperson would know that. But apparently Garza and his supporters on the council felt they knew more about the business world than the business world did, and they did their best to push through a doomed deal.

All that ended with Hardberger's "goodbye." And when it did, MLS Commissioner Don Garber wrote a tantrum-filled letter to Garza, saying public criticism of the deal killed any hope of selling the 5,000 season tickets.

No, Mr. Garber, it was the fact that San Antonians won't support expensive professional soccer that killed the slim hope of selling 5,000 season tickets.

It wasn't politics or a change in administrations that kept San Antonio from accepting this flawed deal. It was good business sense.

Bill Day is editor of Business Express. He can be reached at wday@express-news.net, and you can see him at 7:45 a.m. each Sunday on KENS-TV

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Protective headgear a goal for more soccer parents

Collin Nash

Newsday

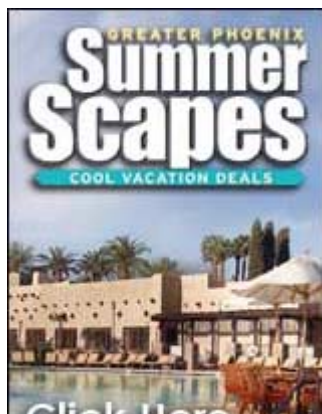
Jun. 18, 2005 12:00 AM

A midfielder with the Albertson, N.Y., Soccer Club, Michael Cott was reluctant to wear protective headgear - even after two concussions, one of which landed him in a hospital.

But his father, Noel Cott, a club coach, put his foot down. Michael, an eighth-grader, had to wear the headgear or else.

"The thought of wearing any sort of headgear for soccer turned me off," Michael said. But his father was persistent. "It took awhile for it to sink in that I wasn't going to be allowed to play unless I wore it," Michael said.

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"Until my son got injured, I was unaware the risk of injuries was as likely as it is," Noel Cott said.

Cott, who began coaching soccer in the mid-1990s, said that contrary to common thought, a number of studies he found on the Internet indicated that the majority of soccer injuries resulted from contact between players or with hard surfaces, and not from repeatedly heading the ball.

Cott said he couldn't find any statistics documenting claims that incidents of concussion in soccer are rising, but after learning about the headgear produced by a California-based equipment manufacturer, he saw no alternative for his son.

Protective headgear a goal for more soccer parents

Collin Nash

Newsday

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"I wanted to give my son, who loves the game, the opportunity to continue playing," said Cott, the father of three boys.

He said the club did not mandate the wearing of the headgear, but more of the younger teams tend to wear the gear. Some of the older players are more reluctant, he added.

Soccer now ranks as the second-largest participatory sport in the United States behind basketball, according to the Sporting Goods Manufacturing Association. The group said about 18.6 million people in the United States play soccer, with participation growing at a rate of 5 percent to 6 percent a year in the past decade.

Like Cott, Jeff Skeen, the founder and chief executive of Full90 Sports Inc. of San Diego, a manufacturer of protective headgear, has first-hand experience when it comes to soccer head injuries. His daughter, Lauren, was 15 when she endured the first of two head injuries about five years ago. "The neurologist told me you better make sure she doesn't get a third because that will open the door to future problems," Skeen said.

So Skeen, who has been in the protective headgear business for 20 years, designed one for soccer players.

Skeen, in a promotional campaign, supplied the Albertson club with about 1,000 headgear for free. "In the U.S., we have over 100,000 youth players wearing the gear," Skeen said. He would like to see the trend spread nationwide, but it's been a slow movement.

Lloyd Mott, assistant director of the New York State Public High School Athletic Association, said a survey the group conducted five years ago pointed to a very low incidence of head injury in soccer. Moreover, he said, standards exist for helmets in football, baseball, softball and lacrosse, but not soccer.

"We need some type of safety standard to follow before we put headgear on kids," he said.

Argentina, Nigeria Winners in Youth Soccer

By VOA Sports
22 June 2005

Four-time champion Argentina has defeated Colombia, 2-1, while Nigeria blanked Ukraine, 1-0, to reach the quarterfinals of the World Youth football (soccer) championships in the Netherlands.

In Emmen, Julio Barroso's goal in injury time gave the under-age-20 Argentines the win after his team came back from a 1-0 deficit.

Colombia's Harrison Otarvaro had opened the scoring in the 52nd minute. Argentina's Lionel Messi tied the match six minutes later. Argentina takes on Spain, which scored a 3-0 win over Turkey.

Argentine soccer players Lautaro Formica, left, and Gabriel Paletta, during their 2-1 win over Colombia at the FIFA U-20 soccer championships (AP Photo)

Meanwhile in Doetinchem, Nigeria defeated Ukraine, 1-0, on Taye Taiwo's 80th-minute goal. In the final eight, Nigeria faces the host country, which beat Chile, 3-0.

Italy.

The other quarterfinals have Germany playing Brazil and Morocco taking on

Some information for this report provided by AP

Section 8-Health and Youth Sports Development

Young Athletes With Migraine Headache and Neurocognitive Impairment

By: UPMC on Jun 21 2005 09:11:38

Headache, Migraine and Neurocognitive Impairment

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High school and college athletes with migraine headache characteristics after a concussion may have increased neurocognitive impairment, suggests a University of Pittsburgh Sports Medicine Concussion Program study published in the May issue of the Journal of Neurosurgery. The study results speak to the need for extreme

caution in clinical evaluation and return-to-play decisions, say the authors.

In the study, athletes who had characteristics of post-traumatic migraine (PTM) headache following a concussion also showed increased neurocognitive function impairment and related symptoms compared to concussed athletes with no post-injury headache or non-migraine headache.

"The findings of our study strongly support the need for clinicians to exercise increased vigilance in making decisions about managing a concussed athlete with PTM and extreme caution as to when that athlete should be allowed to return to play," said the study's lead author, Jason Mihalik, CAT(C), A.T.C., who now is a doctoral student working in the Sports Medicine Research Laboratory at the University of North Carolina at Chapel Hill.

"This research is important because headache is the most common reported symptom after a sports-related head injury. As many as 86 percent of these injuries are accompanied by some type of headache," commented study co-author Joseph Maroon, M.D., professor of neurological surgery at the University of Pittsburgh School of Medicine.

"We are concerned because even though headache may be noted as a symptom in the young athlete with a concussion, he or she may be allowed to return to play before the headache resolves and later may suffer from second-impact syndrome, which, although rare, may be catastrophic," Dr. Maroon stressed.

University of Pittsburgh researchers were the first to study the relevance of headache in the recovery of concussed high school athletes. That study, published in the March/April 2003 issue of the American Journal of Sports Medicine, concluded that headache, even one week after a concussion, is likely associated with incomplete brain recovery, indicating the need to keep the athlete out of the game until the headache and other symptoms are resolved.

"Our ongoing research with younger athletes has increasingly suggested that kids are particularly at risk for neurocognitive decline following concussion, and this group also appears to be particularly vulnerable to post-traumatic migraine," said study co-author Mark Lovell, Ph.D., a neuropsychologist and director of the University of Pittsburgh Sports Medicine Concussion Program.

"Although it is estimated that up to 300,000 athletes sustain a concussion each year, the injury is still not well understood, the symptoms are not always straightforward and there is not one standard concussion severity grading scale or return-to-play protocol that has been scientifically validated as the best one to use. In fact, there is notable variability in the several injury severity scales and return-to-play guidelines that are in use today," added study co-author Michael Collins, Ph.D., a neuropsychologist and assistant director of the University of Pittsburgh program.

Concussion is any change in mental status caused by a sudden violent rocking back and forth of the brain inside of the skull due to a blow to the head or upper body. Symptoms can include headache, amnesia, dizziness, confusion, lack of hand-eye coordination, and in some cases, loss of consciousness. Generally, an athlete can safely recover from an initial concussion as long as the brain has had time to heal. Returning an athlete to play before the brain has had time to heal places that athlete at risk for a second concussion and further, more serious injury. First-ever research involving high school athletes published by the University of Pittsburgh in recent years has shown that even seemingly mild concussions may be more serious than previously thought. These studies have suggested that currently used return-to-play guidelines relating to symptoms, including headache, may be too lenient, often allowing athletes to return-to-play too soon, placing them at risk for more serious injury, according to study.

"One statistic we have discovered is that for every one concussion that occurs in the National Football League, more than 5,200 occur in our youth in the United States alone," said Melvin Field, M.D., study co-author who now is co-director of the Florida Sports Concussion Program and a neurosurgeon at the Orlando Neurosurgery and Florida Hospital Neuroscience Institute.

"This is a particularly important focus of study because symptoms of post-traumatic migraine are a

complication of sports-related concussion that is often misunderstood," Mihalik said. "A specific diagnosis is often not assigned and an optimal course of therapy is often not provided."

The International Headache Society defines migraine as an episodic disorder characterized by acute attacks of pain with associated symptoms that often result in disability. These symptoms include but are not limited to headache, nausea, photophobia and phonophobia (hypersensitivity to light and sound).

The current University of Pittsburgh study is the first to compare acute neurocognitive impairments after sports-related concussion in athletes who exhibited migraine characteristics, those who complained of headache, and those who did not complain of headache.

In the study, 261 high school and college athletes who sustained a concussion underwent post-injury neurocognitive testing as part of a clinical evaluation through the University of Pittsburgh Sports Medicine Concussion Program. The athletes were separated into three groups: 74 athletes who had PTM; 124 athletes with headache complaints; and the non-headache group of 63 athletes. Neurocognitive outcome summary scores for verbal and visual memory, visual motor speed, reaction time and total symptom scores were collected using ImPACT® (Immediate Post-Concussion Assessment and Cognitive Testing), a scientifically validated computer software program developed years ago by the University of Pittsburgh team and widely used today as an objective assessment tool to help determine neurocognitive effects of concussion and measure recovery.

Significant differences existed among the three groups for all outcome measures, Mihalik reported. The PTM group demonstrated significantly greater neurocognitive deficits when compared with the headache and non-headache groups. Specifically, the PTM group had significantly lower verbal and visual memory, motor speed and reaction time scores than the other two groups. The researchers also observed significantly higher self-reported symptom scores in the PTM and headache group compared to the non-headache group.

"Given the significantly greater neurocognitive impairments observed in the PTM group in our study, any athlete with a concussion accompanied by characteristics of PTM should be examined in a setting that includes symptom status and neurocognitive testing to address their recovery more fully," asserted the study's authors. "Clearly, sports-related concussion is related to increased cognitive impairments, regardless of the presence of headache. It is critical that any athlete sustaining a concussion be followed up to not only assess lingering symptoms, but also to evaluate cognitive impairments. Symptoms may resolve before their neurocognitive deficits do."

Another investigator in the study was Jamie Pardini, Ph.D., neuropsychology fellow at the University of Pittsburgh Sports Medicine Concussion Program.

The University of Pittsburgh Sports Medicine Concussion Program is an ongoing clinical service and research program focusing on the diagnosis, evaluation and management of sports-related concussion in athletes of all levels. The program's internationally known team of clinicians and researchers are world leaders in studying the neurocognitive effects of sports-related concussion and pioneering the development of better methods of post-injury evaluation to better determine when it is safe for concussed athletes to return to play. PITTSBURGH, June 21