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Message From the President

John Johnson

**Ohio National Guard: A Great Resource For Schools**

A trusted team of Citizen-Soldiers serving our communities, state and nation, the Ohio National Guard offers many programs that benefit both students and school administrators.

It’s common knowledge that military service has several educational benefits that enable members to earn a college degree with little or no debt. Guard members in the Buckeye State can take advantage of federal programs as well as the Ohio National Guard Scholarship Program, which pays 100 percent tuition to state colleges and provides the average state cost to private universities.

Since we live in a nation that has a total of $1.26 trillion in student loan debt, finding avenues for our youth to further their education is crucial.

But what can the Guard offer to local high schools? There are several programs -- not recruiting events -- that are available to schools at no cost and with no obligation required of the students. Programs include:

**Classroom Presentations:** Discussions can include Leadership, Military History, Life After High School, Anti-Bullying, Anti-Drug, and ASVAB Career Exploration, just to name a few.

**Sports Conditioning Camps:** Tailored for any sport, male or female, this program focuses on physical conditioning and team-building activities that enhance any sports team or physical education program.

**Interactive Display Assets:** A great way to augment your Senior Day activities; assets include a rock climbing wall, inflatable obstacle course, and electronic punching bag machines.

All of these programs will be staffed by professionally trained Army National Guard personnel. Based on the program and your request, our personnel can support the programs in their traditional Army camouflage uniform, physical fitness gear, or an authorized business casual uniform.

Programs can be requested year-round, and will be supported based on asset and personnel availability. For more information or to schedule an event, please submit a request on our mobile app under “More” then “School Resources” or contact Diane Farrow at *diane.l.farrow.ctr@mail.mil.*

From the Executive Director of OSSCA

Gary Avedikian

“Declining Numbers is Frightening but it's Normal In the USA”

Studies are showing that the number of youth playing soccer is declining. The causes may be varying from one locale to another but rapid change is normal in the USA and that is the primary reason, in my opinion.

Everything cycles in the USA. Very few things are as fashionable or as popular as they were10, 20, or 30 years ago.

Youth are starting at 3-4 years old to have tablets and to be absorbed in computer games. This has its upside for moms, but, it has its downside for athletics.

Upside for moms: It takes no racing around town to get to practice and games. No juggling dinner schedules. No added expense pressure on family budgets, just for openers.

Downside for athletics: Too much competing for youth's attention. Youth in control of who they associate with on tablet, not so in an athletic team. No adult "coach" denying the youth playing time. No practices to attend before the youth can play the game. No fitness demands. Can stop when they feel like it without criticism. No sees them failing. No responsibility in the real world for the outcome of the game. This is bad for soccer and bad for the development of responsible human beings.

1% of 1% will go from early youth to retirement with a driving passion for our game. Most of that number will not be professional players either.

We might be best off taking a close look at how consuming youth programs are. Are they operating on a yearlong schedule with very little time for free play or to play another sport at too early an age?

This idea sounded like heresy to me until one of my seniors got hurt and couldn't play spring soccer. When he came home from his Freshman year, in college, he told me that the time off in the spring had totally revived his desire to play again.

Are we driving kids out of the game by not actually creating an atmosphere that encourages sports diversity in the youth?

From the College Coaches of Soccer for the OSSCA

"Officials’ v Coaches: The Age Old Story"

Dr. Jay Martin, Ohio Wesleyan University

It seems to be getting worse. After observing the relationship between coaches and officials for over thirty years, it is getting worse. It is getting worse at all levels. The relationship between players and officials and coaches and officials in all sports is difficult at best. Coaches and players just don’t agree with all (any) calls. Any call made by an official usually brings the wrath of fifty percent of the fans and participants. And on this level all can agree that will never change. The participants will never agree on all the calls. If the disagreements between players/coaches and officials stopped there it could be acceptable.

But the relationship between the two parties has become antagonistic and even counterproductive. There is a tension that is apparent even before the game begins between coaches and officials. Does the culture of each group breed this hostility? Do the coaches (most of whom are former players) have a deep seated distrust of officials? Are young officials “brain washed” by their more worldly elders about the evils of the coaching fraternity?

As the author has often done in the past, an informal e-mail survey was sent to fifty one coaches. It was very unscientific and there was a big mistake we will discuss later. The group included men’s and women’s college coaches from all divisions and NAIA and high school coaches. The three questions were open ended and were:

* How has the officiating been generally this season?
* How do you best describe the relationship between you as a coach and the officials? Before, during and after a game.
* Have you seen any changes in this relationship in your years as a player and/or coach? Please let me know how many years you have been involved with soccer.

As I said, very unscientific and open ended. The fact that it was open ended drew many opinions…some very lengthy. The answers may not be surprising, but are definitely cause for some concern. In a general summary:

* The technical side of officiating has been good overall
* The relationship between the two parties was described repeatedly as…TENSE!
* The relationship has become more contentious over the past few years

The big mistake? I didn’t ask officials! But, I am a coach and it did not occur to me to include the multicolored horde! But, you will soon see that we took care of that oversight.

This relationship is a problem. Assuming all of us associated with soccer want the game to improve and “catch on” in America, then working together for the common good is imperative. So, how do we do that?

Paul McGinlay, men’s soccer coach at Trinity (Texas) University came up with a document entitled “Coach’s Starting Eleven: A Perspective of What Referees Should Understand About Coaches”. Paul shared this document with NISOA organizations in the Southwest. He passed it on to me. I shared it with NISOA groups in the Midwest. In both cases the response from the NISOA groups was very positive.

Here is the starting IX for the official:

1. Arrive at the game site early and physically prepare for your responsibility
2. Show obvious signs to both teams that the officiating crew is acting together as a team
3. Work hard to stay as close to the play as possible – it is hard to argue a call if the official is in position!
4. Help keep the game flowing
5. Understand the difference between the “letter of the law” and the “spirit of the law”, and always officiate with the spirit of the law in mind
6. On the occasion of a potentially cautionable offense, speak in a non demanding and non threatening tone first and caution as a last resort
7. Respect everyone involved, and do your part to keep all participants in the game
8. Give clear and prompt signals. In the event that a mistake is made, it is okay to reverse the decision. Players and coaches know that you are human
9. Keep the game safe and fair for both teams
10. Show obvious signs that you are enjoying the game and your role in the game
11. Understand that we should all do our part to leave the game a little better than when we found it

All good stuff and accepted with enthusiasm from the NISOA groups. It is interesting to note that the focus is on the “professionalism” not on the “calls”.

A NISOA group in Ohio asked if they could submit a “Referee’s Starting Eleven: A Referee’s Perspective of What Coaches Should Understand About Referees”. Of course they could. Dr Jim Ruether, a long time official in Ohio and a NISOA National Assessor and Clinician undertook the charge. He worked with several NISOA groups and came up with the Starting IX for officials in their expectation of coaches:

The officials starting IX for coaches;

1. Officials feel the match should be decided by the teams playing soccer in a fair, safe and exciting manner with as little need for official intervention as possible
2. The officials job is to be firm, but fair, and keep “cheating by the teams equal”; which is very difficult
3. Officials do not care who wins the game. There is no reason to favor one side over another.
4. Officials will allow the game to flow by giving advantage only when player safety and game control are not compromised.
5. Officials understand that fouls are not always equal. Some teams foul persistently to offset superior opponent skills or lack of discipline.
6. Officials understand that players (and coaches) may dissent as much as when a call is correct as when it is incorrect and will be tolerant if the game continues in a positive manner
7. Officials do not give cards to players; players earn cards for reckless or careless play that has no other purpose than to disrupt play or injure an opponent
8. Officials have a very difficult decision in when to give the first card. Not all fouls against your team merit cards; not all of your teams’ fouls are immune from cards.
9. Officials understand that coaches have legitimate arguments. But when picking battles coaches should not dissent trifling stuff. Who cares about a throw in at midfield with the score 4-0?
10. Officials have bad days. Objective and respectful feedback, or even silence, is a better way to help the official refocus and get better.
11. Officials appreciate it if when they do a good job and give an effort, coaches remember their name and understand that the “third team” on the field has also had a good game.

So, there it is. Both “sides” have spoken. Will this help? It is very important that officials and coaches/players not only coexist, but work together to improve the game and make it enjoyable for all players, coaches, fans and, yes, even officials.

Let’s work together. We should understand that we all have a responsibility to leave the game a little better than when we found it.

From Ohio High School Coaches

**Bay High School Men’s soccer three of our favorite activities.**

**Bobby Dougherty**

**Andy Hoffman**

**Jeff Linhart**

**6 vs. 6 with Keepers and Bumpers**

**Field and Equipment**

* 50 yd. x 44 yd. With Channels for bumpers.
* Two Full size goals
* 3 colors of bibs.
* 10 to 20 balls
* Cones for the sideline and the bumpers channel.

**Rules**

* 20 players 6 vs 6 with 2 full time keepers, one or two touch 6 bumpers on the side.
* The game is played to best of 3 or for time no more the 7 minutes.
* Keeper can play from hands or feet no punting.
* If tied at the end of seven minutes next corner kick wins.

**Coaching points**

* Transition defending and attacking.
* Risks management in your back as well as up top.
* Neutrals players or bumpers on the outside give attacking team numbers up.
* Angles of support.

**Variations**

* 4 vs 4
* Smaller field
* Limit touches

**Technical Windows**

**Field and Equipment:**

* 10-20 players: Use center circle for grid
* 20+ players: 20X20 grid
* Two different color bibs
* 1 ball for every 2 players (ie. 20 players, 10 balls)

**Rules:**

* Split players into two equal groups. One group begins surrounding the outside of the grid WITH a ball, the other group is inside the grid ready to play.
* 45 seconds per group
* Groups switch after 45 seconds (inside group goes to outside, outside group steps inside grid)
* 10 variations at 45 seconds a piece (for two groups) gets you to 15 minutes. With included rest time technical drill will last 20 minutes.

**Coaching points:**

* Technical aspects of passing and receiving
* Change of pace when checking to bal**l**
* Communication (turn, man on, etc)
* Keeping head up while dribbling and looking for passes
* Encouraging players to receive balls from players across the grid, not just running to players standing right next to each other
* Encouraging high work-rate for 45 seconds before rest
* Specific types of turns you would like players to practice for applicable variations
* Changing angle of run with combining with outside players. i.e., not receiving the ball straight on from outside players

**Variations: below variations are done in the order they are listed**

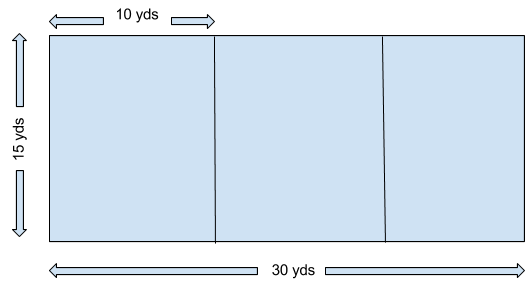
1. Two touch right foot only
2. Two touch left foot only
3. One touch (encourage left and right)
4. Alternating feet (if receive ball with left, pass back with right. If receive ball with right, pass back with left)
5. Receive ball, turn, speed dribble away(2-3 yards), step over turn back and play original passer
6. Receive ball turn, find NEW person outside of the grid (This one can get a little crazy, so leave out a few extra balls to make sure there are outside players who don’t have a ball at all times)
7. **Man On or TURN:** Outside players gives one of these commands. MAN ON - one touch pass back. TURN command is same as step 6.
8. **Ball in hand laces** - players on outside throw ball above players heads. Players work on bringing ball down with laces and return pass on the ground
9. **Ball in hand chest-foot -** players take thrown balls of chest. Use inside of the foot to play volley back to hands of thrower
10. **Ball in hand skip** - Outside players “skip” balls into checking players who must use whatever body part necessary to control ball and play it back on the ground. Instruct throwers to skip balls like they would on a “throw-in”.
11. **Wall pass** - balls now begin with players on the inside of the grid. Inside players pass ball to outside player and immediately change their angle to receive return pass.
12. **Double pass** - ball begins on the inside. Inside player plays outside player, outside player controls ball and then plays a wall pass with the same inside player who has changed their angle. If done correctly, the original outside player should have control of the ball INSIDE of the grid. Due to the fluid nature of this variation, set clock for 90 seconds since players will be both inside and outside players throughout.

**Notes:**

* Windows is a technical drill that can be varied in many creative ways depending on what you would like you players to practice.
* Other variations include: headers, adding defenders to any of the listed variations, lace and inside of the foot volleys, thigh-foot volleys, etc.

**Monkey in the Middle (3 team possession variation)**

**Field and Equipment:**

* One large grid 30x15, broken into 3 separate 10x15 segments with adjoining sidelines.
* 3 colors of bibs
* 10-15 balls
* Cones for sidelines

**Rules:**

* Played with 15+ players divided equally into 3 teams
* Each team starts in a grid, the team that begins in the center grid is the defensive team
* The game begins as the coach passes a ball into either of the outside grids.
* Once in the grid the team occupying that grid will attempt to keep possession of the ball and string together 5 passes.
* The defending team (located in the center grid) sends 2 of its players into the grid where the ball is to recover possession. Thus creating a 5v2 situation.
* Possession continues until one of the following outcomes occurs:
  + **1**. The team in possession completes 5 passes without the defending team recovering the ball and plays the ball out of their grid through the defending grid successfully to a player in the furthest grid.
    - If this occurs the team that completed possession remains in their grid waiting for a return pass and the defending team remains in the middle sending two new players to defend in the other grid (the 2 who just finished defending return to the center grid to deny the through pass).
  + **2**. The defending team wins the ball (either breaking up possession in the outer grid or cutting off the through pass) and successfully plays the ball to the team waiting in the far grid.
    - If this occurs the defending team now takes control of the grid where they won the ball in and the team who lost possession enters the center grid, sending two players in the far grid to win the ball back.
  + **3**. The 2 defending players break up possession but do not complete a pass to the far grid (ball goes out of bounds)
    - If this occurs the team in possession stays in possession but their string of passes is reset to 0.

**Coaching points:**

* Spacing and movement of the 5 players keeping possession of the ball
* Body positioning and receiving of passes with a mindful and purposeful first touch away from defenders
* Communication between defenders cutting off passing lanes and denying space with a purpose.
* Choosing the right moment to split the defense for a ball into the far grid. This does not have to be done on the sixth pass. Stress composure and finding the right opportunity to switch the field.
* Middle defenders shifting as the ball moves to deny an easy pass through their “midfield”.

**Variations:**

* Can adjust grid sizes based on age and technical ability
* If the group is struggling against 2 defenders start with just one and build into that second defender
* Limit touches to stress importance of movement off the ball
* You can keep score by counting the number of successful switches made by each team to create an atmosphere of competition.

Jeff Monbeck and Bradley Schluter - Centerville H.S.

Created by Bradley Schluter Last Update: Aug 10, 2017

TRAINING SESSION: ATTACKING THIRD MOVEMENTS

**Objectives**

Technical: Passing options and 1v1 skills...Tactical: Develop dynamic attacking movements in the attacking

third...Physical: Perception, Awareness, and Proactively...Psychological: Cooperation and Competition

**Attacking 4v2 (4v3)**

**4 v 3**

**Large Goal, 2 Counter**

**Goals, 10 Balls**

**Intensity: 6**

**14:00 min**

(4 x 03:00 min, 30:00 min rest)

**Coaching Points**

Third Man Runners...Dribble

Penetration...Angles of Support...Quick

Combinations...Type of Pass

**Description**

Attacking Players: 9, 7, 11, 10...Defending

Players: 4, 5

**Attacking 6 v 4+GK (6v5)**

**6 v 5**

**1 Goal, 2 Counter Goals, 10**

**Balls**

**Intensity: 7**

**24:00 min**

(6 x 03:00 min, 01:00 min rest)

**Coaching Points**

Where is the space? Behind, Underneath,

current position?...Third-man

Runners...Dribble Penetration...Dynamic

Movement from front-three

attackers...Combination Play

**Description**

Attacking Players: 7, 9, 11, 10, 8,

6...Defending Players: 2, 4, 5, 3, 6, 8

**Attacking 8 v 6+GK (8v7)**

**8 v 7**

**1 Goal, 3 Counter Goals, 10**

**Balls**

**Intensity: 7**

**24:00 min**

(6 x 03:00 min, 01:00 min rest)

**Coaching Points**

Winger and OB movements...Switching

POA...Wingers checking inside or staying

wide...Runs into open space or checking to

teammate...Patience

**Description**

Attacking Players: 11, 9, 7, 10, 8, 6, 3,

2...Defending Players: 2, 4, 5, 3, 6,

8...Attacking team scoring on large goal.

Defending team scoring on three counter

goals. All balls start with attacking team.

**Attacking Focus 11v11**

**11 v 11**

**10 Balls, 2 Large Goals**

**Intensity: 9**

**27:30 min**

(5 x 04:00 min, 01:30 min rest)

**Coaching Points**

Front-three movement and

runs...Midfield-three rotation...OB

providing width and overlapping

runs...Switching POA to overload

defense...Patient build up; dribble to

create space for teammates

**Description**

11v11. Attacking Team (blue) starts each

possession building up from the back.

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From The Director of Referees for the OHSAA

Don Muenz, OHSAA Soccer DoD

“Everything You Thought You Knew About Offside, But Were Afraid to Argue About”

Part 2

**Let’s look at our Soccer Algebra again.**

Offside Position + Involvement in the Active Play = Offside, the Foul

Offside Position without Involvement = Nothing

Involvement without Having Been in Offside Position = Nothing

**Important Situations**

1.) It is not a foul to be in offside position, NF 11.1.3. 1996 SITUATION #16: Player A1 is clearly in an offside position when A2 takes a shot on goal. The referee judges that A1 was not involved in active play and does not penalize A1 for being in an offside position. RULING: Legal. It is not an offense in itself to be in an offside position. To be penalized, a player must be involved in “active play.” NF 11.1.3.

2.) If a player is in offside position when the ball is touched by a teammate, that offside position player can complete the foul of offside anywhere on the field. For example, A1 is in his attacking half and is in offside position along the right touchline. A3 sends a square pass from the left touchline in his own half, across the field. A1 runs back into his own half of the field and touches this pass. Offside.

3.) Now, this is important. A player in offside position cannot put herself back onside. Can’t be done. Another player (teammate or opponent) can put her onside, the ball’s going out of play can put her onside. She cannot do this herself.

4.) Each time that a teammate of the offside position player touches the ball is a new moment for the assistant referee to judge offside position.

Let’s pull numbers 3 and 4 together with an example. A1 is in offside position in his attacking half, along the left touchline. A1 is not involved in the active play. A1 just stands there. Meanwhile, A2 dribbles past the second-last defender and then dribbles closer to the goal line than A1. As soon as A2 moves past A1 and then touches the ball, A1 is permitted to rejoin play and is now ONSIDE. A2 has created a new moment of judgment for the AR and has played his teammate onside.

5.) Where A1 is in offside position and the ball is touched (i.e., involuntarily) by A2 or is voluntarily played to that offside position teammate by A2, offside will result upon A1’s involvement in the active play. For example, A1 is in offside position. B2 has the ball near her feet. B2 attempts to clear the ball, which strikes A2 on the head and goes to still-offside position A1. A1 then becomes involved in the active play. Offside should be called.

**Now, what you’ve all been waiting for, this “gaining an advantage by being in an offside position” business.**

What saith thee, Rule 11? “… A player in an offside position receiving the ball from an opponent, who deliberately plays the ball (except from a deliberate save), is not considered to have gained an advantage.”

Let’s look first at 2016-2017 NFHS Soccer Rules Interpretations: **Clarification of Deliberate Play:** An act in which a player chooses to act, regardless of the outcome of that action. This deliberate act is neither a reaction nor a reflex. A deliberate action may result in the opponent benefitting from the action (e.g., a deliberate, but misplayed ball that goes directly to an opponent). A reaction or reflex may result in that player benefitting from the action (e.g., a ball inadvertently contacting the arm and falling directly to the feet).

**Examples**

A1 is in an offside position when A2 takes a shot on goal. A1 is not, at the time of the shot, involved in the active play. The ball hits the post and goes directly to A1, who touches it. Offside, NF 11.1.4: gaining the advantage by being in an offside position.

A3 is in offside position when A4 shoots on goal. A3 is not, at the time of the shot, involved in the active play. The ball hits the post and goes to A3. A3 is a bit smarter than A1 in our first example. A3 knows she cannot touch the ball without being given offside, so she decides to “shield” it from a defender until A4 can gain possession. Nice try, but still offside. A3, by virtue of being in offside position, has no right to play the ball. Her “shielding” amounts to interfering with an opponent, thereby completing the foul of offside: gaining an advantage by being in an offside position, NF 11.1.4.

Okay, those were the easy ones. Let’s look at the blood and guts of this gaining business.

A5 is in offside position. A6 makes an aerial pass to A5. Defender B2 jumps to head the ball and barely touches it. The ball continues to A5, who touches the ball. NOT offside, NF 11.1.4. Play continues. Here, B2’s deliberate play of the ball removes the offside, playing A5 onside. NOTE: *B2 must deliberately play the ball and must actually touch the ball.* To judge this “deliberately” business, referees use the same type of criteria that are used in judging deliberate handling, i.e., did the player move to play the ball or did the player, with a chance to get out of the way, allow the ball to touch himself, etc.

A5 is in offside position. A7 kicks a pass toward A5. B2, a defender, has momentarily turned around to listen to her goalkeeper’s instructions. The pass strikes B2 on the leg and continues to A5, who touches the ball. Offside. Here, the defender did not deliberately play the ball. The ball played the defender, if you will, not negating offside. A5 has gained the advantage by being in the offside position, NF 11.1.4.

A5 is *still* in offside position. A6 kicks a pass to A5. B2, knowing A5 to be in an offside position, could readily have intercepted the pass, but raises his leg and allows the ball to travel through to A5, who touches the ball. Offside. This is treated as a direct pass from A6 to offside position teammate, A5, NF 11.1.4.

**Deliberate Save, Whether Goalkeeper or Field Player**

Let’s look at that last bit of NF 11.1.4, concerning deliberate saves. First off, whether it is the goalkeeper or a field player who makes a deliberate save does not matter. The rule applies to both of them.

A12 is in an offside position (A5 has been subbed out by an exasperated coach.) to the left of the penalty mark and is not involved in the active play when A9 shoots on goal. The goalkeeper punches the shot(making a save) to A12, who volleys it into the net. Offside as soon as A12 becomes involved in the active play, here, by touching the ball. A12 gained the advantage by being in an offside position, NF 11.1.4.

A12 is in an offside position to the left of the penalty mark. The goalkeeper is near the right post and B6 is near the left post. A8 shoots and B6 sticks out a foot and saves a goal. The ball goes to A12, who volleys it into the net. Offside as soon as A12 becomes involved in the active play, here, by touching the ball. A12 gained the advantage by being in an offside position, NF 11.1.4.

**Spot of the Foul**

In the past, the spot of the indirect free kick for an offside foul, was the spot of the offside position player when the ball was touched by a teammate.

The new spot of the indirect free kick is where the offside foul was *completed,* i.e., where the offside position player became involved in the active play, new NF 13.1.2. This makes more sense. Go back and take a look #2 under **Important Situations.** In this instance, the indirect free kick would be taken within the offside position player’s own half of the field of play, i.e., where that player became involved in the active play.

I hope that you have enjoyed your trip down offside lane and have learned a bit or refreshed your memory.

Good luck out there and see you on the pitch.

From The Fitness and Nutrition Specialist

Dr. Ron Mendel

**Hydration for Health & Performance**

Even though the dog days of summer are winding down, there will be plenty of opportunities for the weather to negatively impact your players health and performance. Preventing dehydration during exercise is one of the keys of maintaining exercise performance (particularly in hot/humid environments). Athletes engaged in intense exercise or work in the heat need to frequently ingest water or sports drinks (e.g., 6-8 oz every 10 – 15 minutes). Fluid loss during exercise is related to relative humidity, ambient temperature, clothing and fitness level. It is extremely important to recognized that exercise performance can be significantly impaired when 2% or more of body weight is lost through sweat which is not difficult to do with the length and intensity of pre-season soccer training. For example, when a 70-kg athlete loses more than 1.4 kg of body weight during exercise (2%), performance capacity is often significantly decreased. Further, weight loss of more than 4% of body weight during exercise may lead to heat illness, heat exhaustion, heat stroke, and possibly death1. For this reason, it is critical that athletes consume a sufficient amount of water and/or sports drinks during exercise in order to maintain hydration status.

The normal sweat rate of athletes ranges from 0.5 to 2.0 L/h depending on temperature, humidity, exercise intensity, and their sweat response to exercise1. This means that in order to maintain fluid balance and prevent dehydration, athletes need to ingest 0.5 to 2 L/h of fluid in order to offset weight loss. This requires frequent ingestion of 6-8 oz of water or a sports drink every 5 to 15-min during exercise1-5. The athlete should consume 3 cups of water for every pound lost during exercise in order adequately rehydrate themselves1. Dehydration can also lead to electrolyte imbalances manifesting themselves in muscular cramping to cardiac arrhythmias. Preventing dehydration during exercise is one of the most effective ways to maintain exercise capacity and good health. It is quite evident that water plays a significant role in maintaining good health and optimizing performance, but water alone is not the answer. In fact, water alone, in large quantities, can be very dangerous to athletes. OK, so what really makes an effective sports drink? Good question, right? Well, obviously optimum hydration is extremely important to athletes, so an effective sports drink should be able to replace the fluid lost in sweat. However, fluid re-placement is not the only justification for a sports drink. Sweating generally involves the loss of electrolytes and these must also be replaced. Still yet, supply-ing carbohydrates (principle fuel for high intensity exercise) to working muscle is vital to continuing high levels of performance.

**Electrolytes**

Electrolytes are minerals like sodium, chloride and potassium that carry an electric charge, either positive or negative. Electrolytes have many important functions related to water balance, acid-base regulation of the blood along with proper signaling of heart and skeletal muscle. Sodium, chloride, potassium, along with magnesium, zinc, calcium and some vitamins, are excreted in sweat. The composition (electrolyte and water) of sweat varies from person to person. Some people’s sweat is very dilute (mainly water) while other “heavy” sweaters have much higher concentrations of electrolytes. Athletes that engage in multi-hour, high intensity workouts, especially in the heat, are at particular risk of depleting electrolytes, sodium, in particular. There are three reasons why replacing electrolytes via a sports drink may be better than drinking plain water:

1. Although the amounts lost in sweat are generally low, prolonged heavy sweating can lead to significant losses, particularly sodium. Drinking plain water effectively dilutes the electrolytes that are present in the blood impairing normal physiological processes. One such example is that of hyponatremia and can be life threatening.

2. Drinks that contain electrolytes, particularly sodium, are known to enhance voluntary intake of fluid and may also enhance the rate and completeness of rehydration after exercise. In other words, your athletes will drink more.

3. In appropriate concentrations, electrolytes may enhance the rate of fluid absorption in the small intestine especially when combined with glucose. They will be able to use the fluid and fuel (carbs) more quickly and, therefore, be able to perform more optimally.

The American College of Sports Medicine (ACSM) recommends 500-700 mg of sodium per liter of fluid consumed during exercise12. The other electrolytes concentrations can be maintained and replaced through a balanced diet.

**Hyponatremia**

As mentioned previously, sodium is the key electrolyte and must be maintained within normal physiological range for optimal bodily functions and overall general health. Hyponatremia is a condition of low serum sodium concentration and can cause serious problems. Hyponatremia generally occurs due to:

1. Excessive ingestion of more plain water than required, thereby diluting the sodium concentration;

2. Sweat volume and sodium concentration are very large thereby resulting in sodium depletion.

Signs and symptoms of hyponatremia include increased body mass, extreme fatigue, nausea, throbbing headache, lack of coordination and disorientation. In fact, severe cases of hyponatremia due to water intoxication (too much plain water) have involved combinations of grand mal seizures, pulmonary edema, increased cranial pressure and respiratory arrest. Hyponatremia can be avoided if fluid consumption does not exceed fluid loss and if adequate sodium is consumed in the diet or in a sports drink during and after exercise.

**Carbohydrates**

Carbohydrate is the body’s preferential source for fueling high intensity exercise which exists in much of soccer training and competition. The practice of “carb loading” has been in existence for many years and been shown to optimize performance. However, carbohydrate loading is not the prime factor in fluid replacement sports drinks. The addition of carbohydrates in sports drinks can be very beneficial though. The role of these carbohydrates is to maintain blood glucose, enhance carbohydrate metabolism and delay fatigue by providing exogenous energy. Also important in optimizing performance is maximizing the amount of fluid that can be tolerated without gastrointestinal distress equaling the rate lost from sweating. Research has also determined that the addition of carbohydrates appears to be a critical factor for rapid absorption in the intestines,79. Rapid absorption is critical to an athlete during exercise to help maintain hydration levels as close to normal for as long as possible.

Along with rapid absorption, carbohydrates provide the body with exogenous blood sugar (glucose) to fuel intense exercise while saving the body from dipping into its glycogen (stored glucose) stores. By maintaining glycogen stores for a longer period of time, the athlete is able to prolong their exercise time (train longer) at a higher exercise intensity. This, of course, leads to better performances and greater success. It is generally accepted that exercise lasting less than one hour does not require any special type of rehydration beverage. Plain water is effective in the rehydration process. However, during intense exercise that lasts longer than one hour, fluids containing electrolytes and carbohydrates are recommended. This becomes even more of an issue when extreme environmental factors such as high heat and humidity are involved.

So, by educating our athletes and taking the time to allow for hydration breaks, we will keep our athletes healthy and promote an environment for optimal training and competition.

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From The Sports Psychologist

Dr. Jen Carter - Director of OSU Sport Psychology

# Five Tips to Fight Insomnia

With the crazy schedules we maintain, we might assume that our exhaustion leads to sound sleep. However, **insomnia** plagues many of us. Individuals who attend counseling at OSU Sports Medicine report sleep problems as one of their highest concerns. Sleep problems are one symptom of depression and anxiety.

Are we helpless in reducing insomnia? Absolutely not! There are many effective strategies for improving our quality of sleep.



# Improve Your Sleep

*1.Establish a Bedtime Routine* While it is difficult to fall asleep and wake up at the same time every day, experts recommend this routine to help sleep. If you have insomnia, try to keep your wake-up time constant but go to bed one hour later for a few nights. Some people enjoy a nighttime routine that includes a warm shower, a hot non-caffeinated beverage, reading, or writing in a journal. Avoid watching TV or using electronics right before bed, because blue light suppresses melatonin.

*2. Chill Out*Insomnia is so frustrating. And, tensing up or trying to force sleep makes it more difficult. Use diaphragmatic breathing and muscle relaxation techniques to unwind after a long day. Sport psychologists can make a relaxation audio file for you. Trust your body to slip into sleep when you’re ready.

*3. Think Accurately about Sleep* There aremyths that interfere with sleep, like, “I have to get 8 hours or tomorrow will be ruined!” Realistically, many people function quite well on less sleep. Our bodies will eventually catch up on sleep if we don’t worry about it too much. Look at insomnia as a gift, allowing you to get things done or attend to a pressing issue. Keep a notepad or journal near the bed to write down worries to be addressed while awake.

*4. Interfere with ruminations.* Do you have worrisome thoughts playing in a loop in your mind? Dr. Marsha Linehan advises interfering with those ruminations by counting 1-10 ten times. The first time through, pause after one. The second time through, pause after two, and so on. This technique makes it impossible to worry by occupying your mind. Another tip is to splash cold water on your face. Or, label your worry as solvable or insolvable. If insolvable, go deep into the worst thing that could happen and imagine coping with it.

*4. Other Sound Strategies* Get more balanced exercise. Limit caffeine later in the day. Keep your bedroom cold, dark, and quiet to enhance some good zzzzs. And, avoid using alcohol to fall asleep (alcohol actually interferes with REM sleep).

To meet with an OSU Sports Medicine sport psychologist, please call 614-293-3600.

From A Member: Questions of the Month

G3 Sarah Hodgson - United Local H.S.

B1 Jeff Monbeck - Centerville H.S.

Sarah: Quarterly, these issues need addressing. What's your view of these issues?

The question below the dotted line was posted on a website I use to find coaching ideas and advice. I want to focus on Haitham's response.

How do coaches (particular in our area of Ohio) communicate with players, parents and administrators concerning player/team development alongside results? The two cannot be separated completely but each are able to reveal much about the other.

And, do our team talks, texts and other forms of communicate reveal how/why we structure our team's sessions around player/team development and not solely results?

------------------------------------------------------------------

What do you feel is the #1 mistake soccer coaches make?

Focusing too much on results and not paying attention to player development.

**Haitham Joudeh**

Coach, Canadian Pre-B

**Quarterly:** There are three questions here and they can be addressed in order.

1. How to communicate?

2. How to communicate with the team to achieve an objective?

3. What's the number one mistake coaches make?

1. One of the cleverest ways of communicating with players, parents, and anyone else with any interest in the program was demonstrated by Keith Scarlett when he was in Columbus as a club and high school coach.

> Create an email that looks like you are being interviewed (Q&A) by the newspaper about the game and the next week's activities to practice and improve for the upcoming match. Be sure to get a comment in it on each player that played and how your long term goals for the team have been affected by the results of the last match.

> This is also a good way to subtly communicate program needs to those in a position to help acquire them for you. For instance, if it was pouring and you don't have rain suits, then in one of your "answers" you can slip in a comment about how hard it is to sit there freezing in the rain and then get up off the bench and go in and give your best performance for that day. Someone reading your "interview" just might need a major donation for their income taxes.

2. One of the best ways of communicating with the team to achieve an objective is define the objective as a number of goals to achieve in order for the objective to be met. That means a continuous review of the shorter team goals as they apply to the long term objective.

> This works best, in my experience, if you set goals with the team for each week of practice and before each game.

> Always evaluate with the team without condemnation for an inability to achieve the goal for the week or the game. Continuing practice with the goal of achieving improvement is the whole point.

> You are trying to take the players out of their comfort zones to a new level they haven't experienced before and that takes guidance, reassurance, and occasionally, a friendly kick in the butt with the player knowing your on their side. (Could this be an answer during your "interview" to a question? It would communicate a lot to parents and possibly avoid their misunderstanding what you're doing with their child.)

3. The #1 mistake?? There are a number of them.

>So many coaches are afraid of the power of parents to cost you your job as the coach and rightly so. Parents have an inordinate amount of power in the whole educational process now and sports, possible, even more so. Unless you are a league and state- wide power, parents will be second guessing you all the time. Failure to find a way to being parents into the loop so they aren't out there thinking their way in creating trouble for you out of their ignorance of your objectives or actions is critical.

> Bringing parents in to brain-storm with you what should be reasonable objectives for the season might be a way to help avoid there going around without any knowledge getting everyone riled up.

> Letting them feel they can talk to you helps them to see you are a partner in trying to help their child achieve and where they can be helpful and a hindrance. This isn't easy and you have to be capable of not letting them treat you as their subordinate without being hostile.

Many coaches feel that they have to win in order to be successful. While it's an indicator of something it isn't always an indicator that it was all they were capable of achieving. At least not to some people. If you won the state championship there would be someone at the party who criticizes the way it was won.

>Winning is a product of being good, healthy, and lucky when it counts the most. How good the team is depends on so many factors out of your control that it is hard to equate winning or losing to just what we do as the coach of the varsity or reserve team.

> Winning isn't everything. The head coach of Wisconsin men's team was fired after he was named national collegiate coach of the year and won the national championship because his boss didn't like his personality!!!!!!

That said, remember, we're in the business of developing young people to be better soccer players for sure but we are, more importantly, trying to teach them to be ethical competitors and people who understand that personal responsibility is important, everyone doesn't get the opportunities they are having, and that respect and empathy for their teammates and rivals is more important than if they win.

> If they get all that it's a win for humanity, and winning the game will take care of itself.

A couple of old quotes that might work here:

A great jockey can't make a plow horse fast but a bad jockey can mess up a fast horse.

Do your very best to do no harm.

Jeff Monbeck - Centerville H.S.

The recent changes to the heading rules for youth players implemented by USYSA to help prevent concussions hasn’t been in place long enough to really have an impact, but, do you think this will have a negative effect on players' ability to properly head the ball when they reach the high school level?

**Quarterly:** I think the answer lies in the quality of the instruction from age 10 to age 12.

> A groundwork needs to be laid in from ages 8-10 about positioning to head a ball without actually having contact with the ball. Catching a ball right in front of their forehead is a way to teach the proper stationing to head the ball at an older age. Teaching players to see the bottom of the ball just above their eyebrows.

>From ages 10-12, the ability to head a ball with proper technique and with a purpose depends on the quality of instruction. If they get good fundamental preparation, from 8-10, and later, good quality instruction in actually heading a ball, they will fine. Otherwise, they will be afraid, ducking their heads and committing numerous errors in heading technique that we see so frequently at this time.