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Message From the President

John Johnson

I hope you all enjoyed our first edition of the OSSCA Quarterly Journal. The journal is our attempt to improve the educational component offered by the OSSCA. We are still in the process of getting the journal on our website but this will soon be completed and you will be able to view this journal, our past journal, and future journals through your login.

In April I attend a president’s meeting for all association presidents in the state at the OHSAA Board Office. I want to share some items that were discussed; you may be aware of some items while other items may be new to you.

* All coaches will be required to watch a video related to Sudden Cardiac Arrest, upon completion of the video you will need to print out a certificate and provide that to your Athletic Director. This is a state mandate, Senate Bill 252, which is called Lindsay’s Law. Your soccer parents will also need to watch the video and sign a document that they have watched the video. This video will be on the OHSAA website later this spring.
* Online Rule Meetings will start again in July. The OHSAA has shared that they can and do track the number of slides you preview and how long you remain on line for the rules presentation.
* I am sure you are aware that the Competitive Balance numbers have come out and teams have been assigned to a division. You can find out what division you are in by going to the OHSAA website under their soccer link and the OSSCA website also has the link on the homepage. While EMIS numbers are calculated every two years, competitive balance numbers will be calculated every year. Teams may move up or down a division but no team can move up or down two divisions.
* It was mentioned that during the state tournament if a game is played at a home site this must be treated as a tournament game and there is to be no Senior or Parent Night and both teams are to be treated the same way which means no special introductions for the home team unless it is done for the away team as well.

2017 is the last year of the OHSAA Nike ball contract. Upon the conclusion of the season the OHSAA will look to either continuing with Nike or enter into a ball contract with another company. If you have recommendations for a tournament game ball please share those with me, just remember the ball must have the NFHS stamp on it.

The OSSCA has entered another 3 year partnership with the NSCAA. NSCAA membership dues have increased from $55 to $60 per year. This our first increase in at least 6 years and it is $35 less than the NSCAA normal rate. Our $60 rate is also the lowest rate in the country for any high school soccer association that has created a partnership with the NSCAA. The new part of this partnership is that you can now download 3 convention sessions video’s each year. The cost to purchase a video from the NSCAA is $18 per video and you get 3 videos for $5 increase which is a good deal. You will be able to login to the NSCAA site through your NSCAA number to download the videos. All dues information will soon be up on the OSSCA website and your district president should also be forwarding you the information.

I again hope you enjoy the OSSCA Quarterly Journal and if you have any suggestions please send that me. We want this journal to be a useful tool to all our members. If you are having problems with your OSSCA login or have questions related to the OSSCA please contact me. I can help you with your login and am very willing to answer any questions you may have.

Sincerely,

John Johnson

OSSCA, President

johncjohnson1965@gmail.com

330-329-4611

**NSCAA Coaching Courses in Ohio**

**Use the link below to find coaching courses in Ohio:**

[**https://www.nscaa.com/web/Education/Event\_Calendar/web/Education/Master\_Course\_Schedule.aspx?hkey=8caea906-5d5d-45ba-af96-8efeba13004b**](https://www.nscaa.com/web/Education/Event_Calendar/web/Education/Master_Course_Schedule.aspx?hkey=8caea906-5d5d-45ba-af96-8efeba13004b)

**Here is a list of courses being offered in Ohio this summer:**

* **Advanced National GK in Athens**
  + **2 weekends: Friday - Sunday**
    - **June 9, 10, 11**
    - **June 16, 17, 18**
* **High School Diploma Team Training Systems and Tactics in Ravenna**
  + **June 9 & 10**
* **2 weekend National Diploma Course in Middletown**
  + **June 9, 10, 11**
  + **June 16, 17, 18**
* **Goalkeeping Level 1 in Worthington**
  + **June 17**
* **7 v 7 / 9 v 9 Diploma in Worthington**
  + **July 8 – 9**
* **Goalkeeping Level 3 Diploma in Dayton**
  + **July 14 – 16**
* **7 v 7 / 9 v 9 Diploma in Cincinnati**
  + **July 15 – 16**
* **Goalkeeping Level 1 Diploma in Cincinnati**
  + **July 22**
* **4 v 4 Diploma in Gahanna**
  + **July 22**
* **7 v 7 / 9 v 9 Diploma in Dayton**
  + **July 29 – 30**
* **Goalkeeping Level 2 Diploma in Gahanna**
  + **July 29 - 30**

From the Executive Director of OSSCA

Gary Avedikian

“Our Role in the Soccer Universe”

Most of us, who coach, grew up in the game as players. Many of us were pointed toward the National Soccer Coaches Association of America or the U.S. Soccer coaching education programs. Some of us didn’t take those routes but rather started coaching in styles and with information gathered from our experiences with our favorite coaches. Some as full professional players attend the highest level coaching schools of various football associations both here and in Europe.

Too often, this education and our experiences focused on methodology, tactics, psychological factors, social issues, fitness, care and prevention of athletic injuries, some legal issues, a mild sprinkling of technical training and other issues.

This view of preparation to be head coach or director of coaching is much too narrow. How many winning programs fail to have real attendance? How many clubs, high schools, colleges, and professional teams, in America, have a marketing department that focuses on attracting fans? If you have ticket sales one expects that to be the focus of attention in order to turn a profit. Does driving for ticket sales equal having a strong fan base that will sustain or evolve the program? I think not.

At every level we need to be much more ready to assume the combined roles of head coach and general manager. The latter is the role that doesn’t get a lot of practical training. Those who are interested have to pick it up on the fly, while others who just want to be “purists” don’t want anything to do with the management aspects of the game, which includes the parents or the media, as the case may fit.

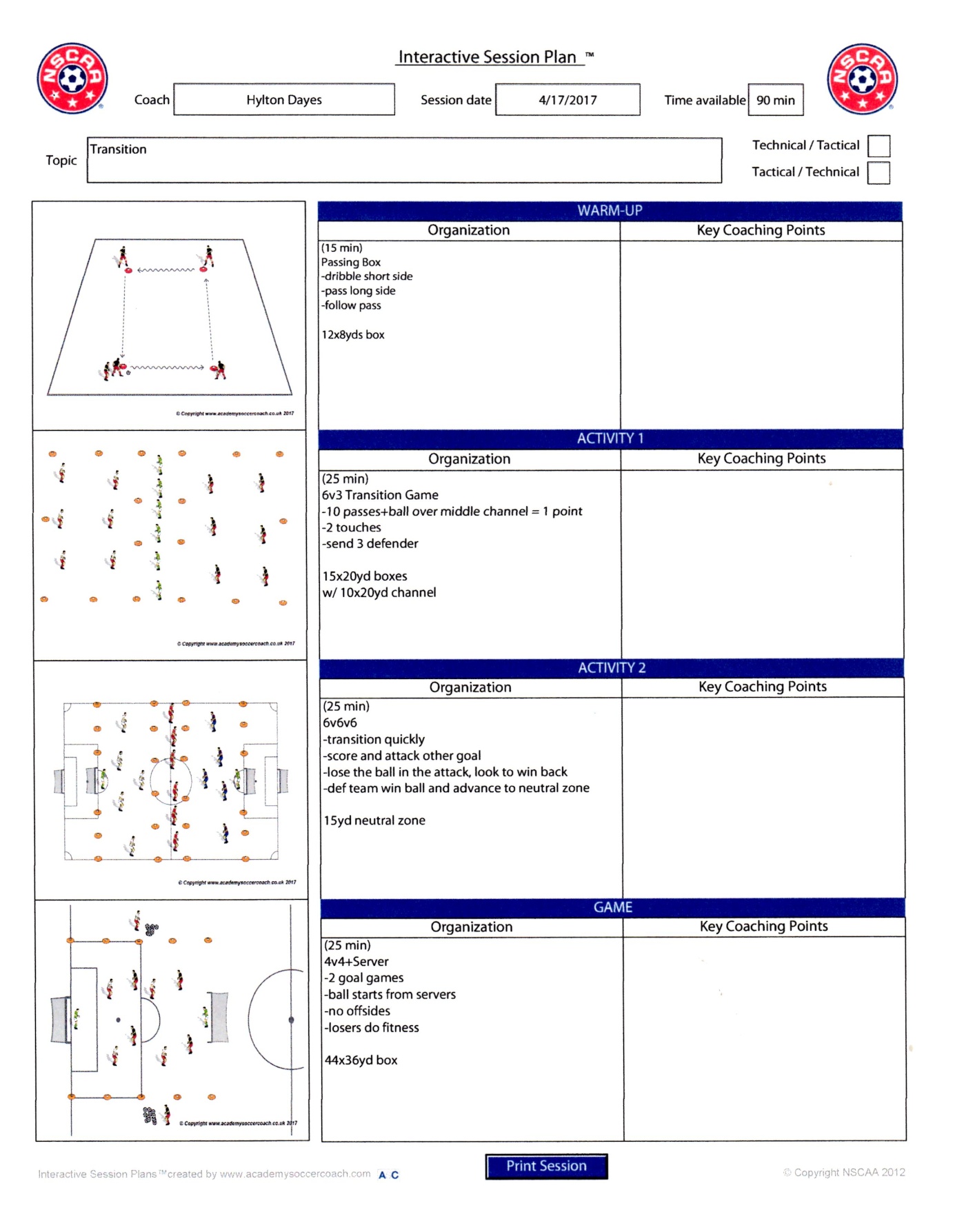
In America, we rank the attractiveness of an event by where it ranks in comparison with other alternative events. When you look at the soccer ticket, where does it rank? Is it the best ticket in town… third best… 12th best… not even ranked? Can you imagine season tickets and a reserve section at a high school soccer game?

The use of the word event isn’t by accident. When fans go to an event, how many are there for the contest and how many are there so they can say they were there when it happened? If you go to a concert to hear the music, you’re being ridiculous. If you wanted to hear the music you could stay home and listen to it on a great video/sound system that would provide better sound than you can hear and more than likely, a better view. You go to the concert because it is a total experience. It is an event. Too often, the soccer ticket is a non-event. It’s simply a game with, if you’re lucky, a few tired, over done activities at halftime. Even in the largest soccer markets, does anyone sellout a stadium that competes with the 1st or 2nd hottest ticket? I can only think of a few that have ever done it.

All too frequently, we think attendance isn’t ***that*** important, or we think if we win a lot the fans will come. Neither is the case.

From the College Coaches of Soccer for the OSSCA

Hylton Dayes, University of Cincinnati



Soccer Scholarships? Don’t make me laugh!

Dr. Jay Martin, Ohio Wesleyan University

In early March Bill Pennington wrote a four part series for the *New York Times* about DI athletics. With these two articles as an entrée, it seems like a good time to discuss the men’s and women’s soccer scholarship issue.

More and more players (and parents) believe it is worth investing several thousand dollars a year on select clubs, uniforms, showcase tournaments, elite camps, recruitment services and even private trainers to improve the odds of their offspring landing a soccer scholarship.

A recent survey of parents at the Blue Chip Tournament in Miami, Ohio revealed that more than 60 percent of parents view soccer at a “select” level as a means to a college athletic scholarship.

The father of a local U-12 player recently removed his son from a private school he attended for eight years. He plans to use the money he saves on tuition to pay for private trainers for his son. He wants to improve the chances of receiving a soccer scholarship.

Advertisements for elite clubs, camps and recruiting services give the impression that signing on with them will increase chances for a scholarship. They seem to suggest that scholarships are there for the taking. A flyer from an elite club in Ohio, for instance, makes the claim that 80 percent of the club’s players receive soccer scholarships.

College recruiting services routinely advertise that their service will improve a player’s chance of securing a college soccer scholarship. Alan Yost of the recruiting service NCSA said, “Every high school player who signs on with us expects a scholarship offer…every player!”

But a look at the facts suggests a far different picture of soccer scholarships. Critics say that select clubs often inflate the number of players who receive scholarships. And, many coaches throw away the information from recruiting services. They prefer to use their own sources and go to many tournaments to watch players. And, personal trainers have offered no data on the number of scholarship athletes they work with. So why do parents buy into the “scholarship sales pitch”?

While there is nothing wrong with using soccer to help a high school player get into one of the best schools - and perhaps get a scholarship – everyone involved should be realistic about the situation.

A study in 2012 determined the following facts for the high school age soccer players:

* There were 8,182 boys and 6,500 girls soccer programs
* There were more than 283,700 boys and 209,000 girls playing high school soccer
* There were 51,066 boys and 37,620 girls who were seniors, played soccer and graduated
* There were 721 college programs for boys and 736 for girls
* There were 4,326 spots available on college teams for boys; and there were 4416 spots available for the girls
* There were playing opportunities for fewer than 8% of graduating seniors
* There were 433 scholarships for boys and 806 for girls
* Less than 1% of the graduating boys and around 2% of the girls received soccer scholarships.

How’s that for a dose of reality? But the good news is that in 2017 the situation is much better, right? Well not really.

There are more scholarships available for both men and women. But there are many more players playing the game in high school!

In Bill Pennington’s New York Times series, he discussed the scholarship situation for all NCAA sports. Pennington wrote, “Excluding the glamour sports of football and basketball, the average NCAA athletic scholarship is nowhere near full tuition, amounting to $8,707. In sports like baseball and track and field, the number is routinely as low as $2,000. Even when football and basketball are included, the average is only $10,409. Tuition and room and board for NCAA institutions often cost between $20,000 and $50,000.’

Although the data compiled from the NCAA for the 2003-2004 academic year dealt with all sports, we will focus on men’s and women’s soccer. The article determined the following:

* Only about 2% of all NCAA DI athletes receive a scholarship
* There is no such thing as a four year scholarship. All scholarships are renewable annually
* There were 330,044 boys playing high school soccer and 270,273 girls
* There were 2,357 scholarships for boys and 3,964 for girls
* Those scholarships were awarded to 6,047 boys and 9,310 girls
* The average award was $8,533 for boys and $8,404 for girls – that means the men’s scholarship covered only 39% of costs and the women’s scholarships covered only 43% of costs
* Only 1.8% of high school soccer playing boys received a soccer scholarship and only 3.4% of the women received a soccer scholarship.

In the NYT article, NCAA President Myles Brand says, “The youth culture is overly aggressive and while the opportunity for an athletic scholarship is not trivial, it’s easy for the opportunity to be exaggerated by parents and advisors. That can skew behavior and based on numbers, lead to unrealistic expectations.”

The statistics above suggest that there is one NCAA scholarship for every 145 men who played soccer in college. Joe Taylor, a scholarship soccer player from Villanova, said, *“It is a huge dogfight to get whatever you can. Everyone is scrambling. There are so many good players, nobody understands how few get to keep playing after high school! If I had to do it over again, I would have skipped a practice every now and then to go to a concert or a movie with my friends. I missed out on a lot of things because of soccer. I wish I could have some of that time back.”*

It is important that parents and coaches know these statistics and realize how difficult it is to receive a soccer scholarship. Although getting a soccer scholarship is a long shot, we do have some good news. Being a good soccer player may give an athlete an edge when colleges award academic scholarships and need based aid. In fact, there is much more money available to soccer players for academic prowess than for athletic excellence. An increased focus on academics will pay greater dividends than soccer excellence in the long run – it may also pay off on the short run.

A recent study by the College Board Association of Princeton, NJ determined that independent colleges in the United States award over $10 billion in financial aid each year. This includes awards from institutional funds for scholarships, fellowships and trainee stipends. Add state and federal financial aid funding and there is over $50 billion available for academic and need based aid each year!

The numbers say that soccer scholarships are relatively scarce. Should your players stop cracking shots and spend Saturdays cracking the books in a library instead? Of course not. We know that soccer is a great game. It has an important place in the life of your players – whether there is a soccer scholarship in the future or not. Everyone involved with soccer should just keep the scholarship issue in perspective. Your players should be playing for fun,, fitness, and the challenge of the game. if your players (and parents) are only playing to earn a soccer scholarship – maybe they should spend more time in the library!

From Ohio High School Coaches

Paul Reedy, Mason High School, Boys Varsity

**Club vs. High School Soccer**

In recent years we have seen a growing trend in which some individuals are trying to persuade high school age players to quit playing high school soccer so that they can play and train year round with their Club or Academy team. As high school coaches we can do several things to make high school soccer a viable choice for most, if not all, players. The following represent just a few ideas that can be shared with players and parents who are facing pressure to make a choice between the two.

**\*Upgrade your schedule.** A few years ago I asked Cleveland St. Ignatius coach Mike McLaughlin what he was doing to convince players to play high school instead of Academy. His response emphasized the importance of creating a schedule that will challenge your players and team. He convinced me that we needed to play not only the top teams in our region but to also look to play teams from outside our region as well. If we can all do this it should make high school soccer better and more attractive to players. Since many clubs tell their players that the level of competition is not as strong at the high school level, this can help counter their argument.

**\*Cite successful examples.** Fortunately there are several examples of successful college and professional players that we can point to who played both high school and club soccer. Within our Greater Miami Conference the shining example is Nick Hagglund. While in high school Nick played for both Lakota West High School and Cincinnati United Premier. Upon graduation he played collegiately for Xavier University and is currently a starting defender for Toronto FC in the MLS. Many of us can name off players who went through our own programs and at least enjoyed successful college careers. Sharing these success stories with players and parents is important.

**\*School pride.** So many players value their high school playing experience. They take pride in wearing the jersey with their school name and playing in front of their peers, especially under the lights. This is something that every high school coach can use to sell their program to players in particular. If possible, offer promotional deals to increase student attendance at matches. We are fortunate at Mason to have a sizeable and vocal student section supporting our players. In comparison, attendance at club matches tends to consist of parents and perhaps a few college coaches. Which of the two atmospheres do teenagers value?

**\*Off season strength and conditioning.** In today’s world, high schools throughout the state have weight rooms. While some are nicer than others, they all offer our players an opportunity to become stronger and faster outside of the high school season. We can provide this to our players conveniently in terms of times and location and it is free of charge. Many clubs, if they offer strength training at all, have to pay for use and access of a facility that may not be ideal for a student athlete’s busy schedule. Being able to promise parents and players that your strength and conditioning program will prepare players for the next level should resonate with players and their parents.

**\*Elite players compete against older players.** Depending on the school, most of high school’s elite players are given the opportunity to play varsity soccer as either a freshman or sophomore. This allows them to play against older players which should enhance their development as opposed to always playing against their same age group in club. It is important, however, that we make sure players have the physical attributes to safely compete against older players. Rushing a young player into varsity competition before their body can handle it could expose them to unnecessary risk of injury.

**\*3 months of 5/6 days per week.** In essence, the actual high school season is very compact. We begin tryouts on August 1st and if we are fortunate we play into early November. However, during this time, varsity programs are typically training or playing matches at least 5 if not 6 days per week on average. This allows players to improve their technical ability due to all of the touches they get every week. Many Clubs or Academies cannot expect players/parents who are sometimes driving great distances to practices and matches to commit to so many sessions per week.

**\*Alumni talk to players.** Whenever possible, find ways to connect your former players to current players. There are many ways to invite alumni back to your school. We have done this with summer open fields, alumni matches and youth/high school camps just to name a few. Especially when they are current college players, their message to high school players can carry a lot of weight. Most of our alumni who have come back and talked to our players express how enjoyable their high school experience was and that they wouldn’t trade it for anything!

These are but a few of many possible ideas to show the merits of high school soccer to players who may be pressured to decide between club and high school. In the Mason program we have been able to keep most of our players but when one decides to forego high school, we wish them well and remind them that the door remains open if they want to come back. It is my personal hope that we can espouse the values of high school soccer without denigrating Club or Academy soccer. After all, our players and programs benefit from being able to play **BOTH** high school and club.

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 1

“Offsides, Ref! Offsides! Are you blind? You wanna borrow my glasses?”

“What do you mean, my defender“ deliberately played the ball” and that attacker is not offside?”

“It wasn’t that way when I played! When’d they change the Law?”

You get the picture. “The half truths of one generation tend at times to perpetuate themselves in the law[s] as the whole truth of another, … .” Justice Benjamin Nathan Cardozo.

I don’t expect every one of you to become an offside expert overnight, or however long it takes you to read this piece. (Notice, there is no “s” on the end of offside.) Learning or, perhaps, refreshing your memory, will help you. It will give your players a tactical edge and who doesn’t want that? It will lessen unnecessary friction between your team and the officiating team, and, yes, I’d like that.

Let’s start off with the basics.

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

This is the basic formula. (Take it from me, I got straight D’s in high school Algebra.)

**When an Attacker Cannot Be Offside**

1.) A player cannot be in offside position when in their own half of the field, NF 11.1.1(a).

2.) A player cannot be in offside position when not ahead of the ball. NF 11.1.1.

2004 NF Rules Test Part II, #60: A1 dribbles through the defense. Only the opposing goalkeeper is in front of her. A2 is running behind and to one side of A1. A1 draws the goalkeeper out, then plays the ball back to A2 (still behind the ball). A2 shoots and scores. This is illegal. False.

3.) A player cannot be in offside position when not ahead of the second-last defender(s). NF 11.1.1(b) and 11.1.1 NOTE.

4.) A player cannot be offside if they receive the ball directly from a teammate’s corner kick, goal kick or throw-in. NF 11.1.2.

Let’s take a parenthetical look at this “directly” business. If a defender touches a corner kick, goal kick or throw-in and it goes to a teammate of the player who performed that restart, the ball has still gone to that teammate “directly,” and the offside exemption is still intact. The defender’s touch does not remove the offside exemption given to the first teammate who touches, “directly,” the corner kick, goal kick or throw-in. In such a case, there would be no offside foul, NF 11.1.2. However, after the first teammate touches the ball “directly,” the corner kick, goal kick or throw-in is OVER and the offside exemption is exhausted. After the corner kick, goal kick or throw-in is over, we are in dynamic play and offside applies: NF Rules Test Part II, #54: Player A2 takes a throw-in that goes directly to Teammate A3, who passes the ball to Teammate A4, who is clearly in an offside position. A4 shoots and scores. The referee shall allow the goal. False. [Rationale: the throw-in ended when A2 touched the ball directly from the teammate’s throw-in.]

5.) A participant in a drop ball cannot be given offside. Reason: the referee puts the ball into play, NF 9.2.3. 11.1.3 SITUATION B (2006): While participating in a drop-ball, A is called offside by the official. RULING: A player participating in a drop ball cannot be called offside.[However, were the drop ball participant to be a teammate of an offside position player and then touch the ball to that offside position teammate, who then became involved in the active play, offside would be given.]

Okay, got it. “What if a defender leaves the field during the course of play? Am I still onside? I didn’t do anything wrong. I was onside before the defender stepped off.“The defender is deemed to still be on the field at the spot of departure, be it touchline or goal line.

This is a famous example from Euro 2006, Holland versus Italy. The Italian goalkeeper and his fullback, in an attempt to play the ball, leave the field, beyond their goal line. Ruud Van Nistelrooy (Is he not always in the middle of it?), was at the top of the goal area and received a pass, which he promptly deposited into the net. The announcers screamed bloody murder, but the non-call was on the money. Though the goalkeeper had recovered to within the goal area, the fullback, was still off the field. The goalkeeper, under the Laws, was the second-last defender and the fullback was deemed on the field, on the goal line. Therefore, Ruud was onside. Simple, right? Valid goal.

What if a defender steps off, not during the course of play, but to “put the attacker in ‘offside’ position”? Same as above, except the defender is booked for her trouble.

“Okay. I am in offside position and I want to show the ref that I am not participating in the active play. What can I do?” You can step off of the field, walk away from play, stand still with your hands over your head, turn away from play. In other words, do whatever, within reason, will concretely show the referee that you are not participating in the active play.

A couple of things here. No matter how much I want NOT to participate in the active play, should the ball touch me or should I, even inadvertently, interfere with an opponent, offside will be called.

**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 Part 2 in August edition

From The Fitness and Nutrition Specialist

Dr. Ron Mendel

**Effective Warm-up**

I think one of the first things to address is exactly what a warm-up is. A warm-up is a preparatory phase for the activity that will follow. This consists both physiological as well as psychological preparation. I won’t get into the psychological component, but it is a fair assessment that athletes, high school athletes in particular, have a variety of mental states during pregame. It is a difficult thing to tell a player how to mentally prepare for training or the game, even though we do. Regardless, I would like to focus on the physiological preparation for training or games.

As I mentioned, an effective warm-up is one that prepares the body for the activity to follow. As such, think about all the movements that a player will encounter during training or a match…walking, jogging, running, sprinting, jumping, change of direction, rotating, single-leg positions as well as full range of motion positions. Many consider a proper warm-up to be stretching, but it should go well beyond just stretching. In fact, static stretching should be avoided or held to a minimum and performed only after a dynamic warm-up. Just to clarify, static stretching is what most of us grew up doing. A standard quad stretch whereby you grab your foot and pull it up to your butt and hold for 30-45 seconds. There is strong evidence to support that static stretching can reduce force and power output of those muscles being stretched. A dynamic warm-up involves movement. Movement is stretching and contracting of muscles which does not reduce force output. A dynamic warm-up will also begin to stimulate all systems of the body (cardiovascular, pulmonary, endocrine, etc.) and, in particular, warm-up the muscles so that if you do partake in minimal static stretching, you won’t have to hold the stretch but for 10-15 seconds.

As for a specific warm-up, I like the FIFA 11+ warm-up or a modified version of that. It can be found online and altered to fit your team and allotted time for a warm-up. I am not a fan of an extended warm-up period so I try to keep my warm-up to approximately 20 minutes. Of course, you can incorporate some ball work in the warm-up which might extend that timeframe. My greatest concern with warm-ups though is the attitude of the athletes and their understanding of the importance of the warm-up. They must focus on the technique of some of the movements and perform them appropriately to reap the benefits of the warm-up. If they just go through the motions, it becomes a waste of time and potentially increases the likelihood of injury. Guided warm-ups whereby a coach is observing and providing feedback has been shown to be beneficial. Most often coaches have the captains run the warm-up but this doesn’t necessarily allow the captains to focus on their own preparation so it may not be as effective for them.

**Effective Cool-down**

The cool-down post training or game is extremely important and should not be overlooked. This is the time that static stretching should be performed for longer durations of 30-45 seconds. Remember, you are not concerned with force or power output after the game so this is completely appropriate and necessary. After training or a game, the muscle are very warm and therefore more elastic. However, as the muscle cools in the hours post-exercise, they will lose their elasticity and contract. Static stretching post-exercise helps keep the muscle fibers from contracting too much and help eliminate the feeling of tightness in the hours and day following exercise. This reduced tightness should help with the following days training or activities. The cool-down is easy to ignore or have the players do on their own, but it is an often overlooked part of preparation for the next training or activity.

**Injury Prevention**

Injury prevention training can be a rather complex topic but in general should really focus on appropriate strength levels throughout the major muscle groups (i.e. quad to hamstring ratio) along with adequate flexibility (range of motion). Another aspect that generally does not receive appropriate attention is technique in both resistance training and movement mechanics. Proper technique in both of these can significantly reduce the potential for injury. Resistance training is a terrific method to gain requisite levels of strength for your athletes but care must be taken that the lifting is done with good technique. Far too often it is about how much can be lifted, especially boys, and not about performing the movement correctly. Also, a balance, whole-body program should be employed to promote a complete athlete, not a sport specific one. Also, athletes should be made aware that there are appropriate movement mechanics in things such as accelerating, decelerating, take-off and landing. These should be taken seriously and worked on to help promote safety (injury prevention) and efficiency of movement. Often plyometrics is used in this scenario but can be quite detrimental if performed appropriately.

In conclusion, the warm-up and cool-down are important aspects of training and competition. It’s not so much exactly what is done, but rather the focus that the players put forth in each component. These are not just throw-away times for the coach, but should be taken seriously and incorporated in the training session like technical and tactical work is part of training or games.

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From The Sports Psychologist

Dr. Jen Carter - Director of OSU Sport Psychology

**Four Ways to Manage Anger**

Have you ever felt the urge to hurl your golf club into the water hazard? Scream obscenities at opponents? Call yourself an *idiot* for making a mistake?

Managing anger is a challenge for all athletes. Here are four strategies to manage your anger most effectively:

1. **Learn the difference between anger (the feeling) and aggression (the behavior).** We often lump these together but they are indeed different.

--Anger is a healthy, human emotion we *all* experience (whether or not we’re aware of it). People describe anger as tightening in the chest, pounding heartbeat, flushed face, muscular tension, trembling, and/or racing thoughts. Anger can help by energizing and signaling a time to assert our rights.

--Aggression is a behavior that’s *not* healthy. Screaming, throwing things, acting violently—these behaviors serve only to increase anger, not diffuse it, and may cause serious harm to others.

1. **BREATHE**. Deep breaths are simple yet powerful. However, we often forget to use them when we need them most. What do you notice about your breath right now? If you’re angry or anxious, your breath is likely shallow and quick. To practice diaphragmatic or belly breaths, inhale through your nose and let the breath travel deep into the pit of your belly. Push your belly out with air. Exhale completely through your mouth. Rinse and repeat. Let your breaths gently become slower and deeper.
2. **Challenge your thoughts**. Is it true that someone can “make” you get angry? NO. We are responsible for our own emotions and reactions. Other negative interpretations include “He’s trying to get to me” or “Nobody understands” or “I just blew the game”. Seek the facts and avoid jumping to conclusions. Athletes can use “trigger words”: words or phrases about the task at hand that are under their control, like “Quick and loose”, “Eye on the ball”, “Stay low”, “Do my best”, etc.
3. **Communicate directly**. Tell someone what you want or don’t want: “I want to stop arguing” or “I don’t want to disrespect you.” We’re more likely to reach our goals when we state them clearly. Did you know that simply labeling an emotion (e.g. “I’m angry”) can decrease its intensity? Instead of “You’re purposely ticking me off,” say “I’m angry when you leave your stuff by the front door.”

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

From A Member: Questions of the Month

Sarah Flach, Carroll H.S., asked:

Gary,

1. What do you do for an effective warm-up?

2. Cool-down?

3. What kind of injury prevention work do you do in pre-season and during the season?

Editor Answers:

Sarah,

I think all of your questions mean that a season long plan has to be developed in order to measure progress on each of these items. That isn't easy, but, it is productive.

1. Effective warm-up exercises: Some enjoy stretching in motion; some prefer static stretching. I like combinations and I like a variety of exercises to choose from so as not to become boring.

2. Cooling down after training and games is commonly given a short and sometimes ineffective treatment primarily because the event is over and most start thinking about moving on to the next thing on their schedules.

3. Injury prevention is a combination of safety and science. Some of this truly is a year-round issue. Too many of our players and some coaches want to pick it up in July and forget about it after November.

Please find suggested Cool Down or Warm Up Exercises at the end of the Quarterly.





**Warm Up Exercises:**

1. Jog over and back twice.

2. Jog over and back arm circles forward alternating arms.

3. Jog over and back arm circles backward alternating arms.

4. Jog over and back arm circles both arms.

5. Jog over and back arm circles backward alternating arms.

6. Jog over and back slapping thighs ½ field, then heels for ½ field.

7. Returning, ½ field side stepping sideways left, then ½ field side stepping sideways right.

8. ½ field Kareoke left, then ½ field Kareoke right.

9. Walking, across the field, step and lift and open thigh in arching motion to left, step and lift and open thigh to right.

10. Returning, jump to head.

11. Jog

12. Jump to head/left/straight, right.

13. Walk/double clap in front/double pull back.

14. Jog

15. Skipping - drive high in air on skips.

16. Jog reach for ground right/jog/reach for ground left.

17. Run backwards.

18. Walk/rotate trunk to left/lift left knee to right then rotate to right/left right knee to the left.

19. Hopping back and forth over the line.

20. Sprint 5 yds, jog 5 yds, sprint 5 yds, across field and back.

21. Diagonal running, changing direction as directed by coach (include back and sideways).

22. Stretch quads and hamstrings.

23. In pairs: X backs up and Y shadows his moves left, right, back - small steps are important. Do forward and backward.

**Fitness** - **Adjust to age of players**

1. Jog 5. Karaoke

2. Arm Circles(forward & backward) 6. Open thighs walking

3. Thighs & Heels 7. Jump to head, left, right, center

4. Sideways skipping (inside/outside) 8. Sprint, jog, sprint.

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**Stretch**

**Test 1 or 2 HERO events per day for oldest players - adjust target numbers to fit your players.**

\*1. 1 mile in 5:30 or less. Goalkeepers: 1 mile in 6:10 minutes.

\*2. Sit-ups for one minute. Target: 80

\*3. Pushups for one minute. Target: 80

\*4. 40 yard dash. Target: 4.7

\*5. Half field Shuttle, 100 yards in 10 increments. 1 rep in 3:45-4:15.

\*6. 5 **Fifty yard cycles** ‑ running across a football field (50yards.) Across and back, across and back. One cycle must be completed in **34** seconds, take one minute rest (hands on head) and start again. Build up to 5 in a row.

\*7. 20 yard shuttle in 5 yard increments. 3 reps in 20 seconds each.

\*8. Around half a field, Progression Run, sprint 60 yards, jog 3 sides; sprint 120 yards, jog 2 sides; sprint 180 yards, jog 1 side; sprint 240 yards- all 4 sides.

\*9. Leaning against a wall, alternating knee lifts- as high as possible/as fast as possible. 30 seconds. 2 Reps. X3

\*10. Star Run. Use 5 markers in the shape of a cross. X1 x2 x4

Each marker is 10 yards from the center marker. X5

Run from x1 to x2, touch x2, then to x3 and back to x2 and touch x2 then out to x4 and back to x2 and touch x3, then out to x5 and back to x2 and touch x2, return to x1 in 24 seconds. Do three reps.

11. Lying down, get up and sprint 15 yards.

**Strength:** Ideally, be able to press 135% of your body weight. 1 rep only.

ADDITIONAL EXERCISES and RUNNING:

\*1. Plyometrics: (**done 3 times per week**)

a) Bounding (long stride, high skipping) When you bound, try to keep the thigh and your foot parallel with each other and the ground. Try for a long hang time. (do 40 yards)

b) Two foot leaping over a hurdle. Obstacle needs to be about hip high. Do at least three jumps in a row. Prepare to jump as you begin to land.

c) One leg run. Only using one foot, run 30 yards. Return using the other foot only

d) Holding your hands out in front of you on a 45 degree angle, jump straight up in the air and kick both hands with your feet. 3 or 4 repeats.

e) Two foot jumping over the ball going from left to right and back again as fast as possible.

Resistance Running: Δ Δ Δ Δ Δ Δ Δ

1 step between cones.

A. Person A. holds runner A. around waist to stop run. Runner fights to get free, counts 5 steps and then B. releases A. to sprint last 10 yards.

B. Go through cones counting steps out loud.

ACCELERATION RUNNING:

\*1. Set up a 90 yard run divided into 30 yard segments.

In the first 30, accelerate gradually till you are at top speed entering the second 30, hold top speed across the full 30, in the 1st 30, decelerate to a walk, using the entire last 30. 3 repeats.

\*2. Interval jog/sprint/jog. 1/4 mile jog to warm up. Then 1 mile of jog the curve, sprint 50 yards. on the straight, jog the curve, sprint 50 yards. jog the curve. The jog the last 1/4 mile.

\*3. Pro Agility: X\_\_\_\_5yards\_\_\_\_X1\_\_\_\_5yards\_\_\_Y. Start at X1 and sprint 5yards to the left and touch the ground at X and continue to sprint back to Y and touch the ground and then sprint back to X1. Rest one minute. Get in 4 reps.

\*4. Four Corners: Mark out a 10yd box. Done as fast as possible.

Rest a minute and reverse direction by starting at right corner. 4 reps.



\*5. 2 Leg Hops: From a standing position, take two hops (off both feet). Measure the distance. Work toward 10 yards in the two hops. 5 Reps

\*6. Acceleration Runs: Mark out a line 80 yards long. Mark every 20 yards. Start with a jog for 20, sprint 20, jog 20, sprint 20. Out and back is one rep. Do 5 reps.

\*7. Backward Run: Sprint 10 yards forward, back pedal for 5 yards, sprint forward 10, back pedal 5, sprint forward 10 yards. 5 Reps.

8. Circuit Run: (2) Full Field



Sprint Systems Conditioning: Use different types of starts to make interesting: Sitting; running; lying; resistance starts....partner holds...count out loud 5 steps and let go.

1. Five sets of 5X30 yd sprints with recovery time varying form 10 seconds to a minute and a five minute rest between sets. The total sprint distance for this session is about 750 yards.

2. Pyramid: 10 yards; 20 yards; 30 yards; 40 yards; 50 yards; at full speed. Varying recovery rests between each run from 10 seconds to 1 minute. 5 reps. with 5 minutes rest between sets.

3. 6x150 yards with a real 4 minute rest in between.

4. Pyramid: 40 yards; 60yards; 80 yards; with 3 minutes recovery time. 5 reps. Eight minute rest between each set.

5. Pyramid: 120 yards; 140 yards; 160 yards; 180 yards; 200 yards. 4 minutes recovery between each sprint.

6. Field Runs:

a. figure eight sprint: ½ field time and give 10 times as much rest.



Speed Training

Sprinting:

9. Forward, Back, Forward, Back.

A. 10yards forward - back peddle 10 yards - 15 yards forward - back pedal 5 yards - sprint 20 yards forward - walk back for rest. Do a set of 6.

10. Sprint Set One

1 passes to 2 and sprints after the pass. 2 passes to 3 and sprints after the pass.

3 Passes to 4 and sprints after the pass and 4 passes to 5 and sprints after the pass.

Each player must make 10 sprints. Players play 2 touch on every execution. They must stop the ball before passing it on. They are to try to beat their pass to the player.



Strength Conditioning program:

1. Ball pushups: start from up position: ball is under your chest. Go down and spring up to place hands on the ball. Do push up on the ball and then push up off the ball and land with hands on the ground in up position. Repeat 10 times.

2. Pointers: Get down on hands and knees . Looking at the ground. Raise your right arm and left leg holding them straight out. Hold this for a count of 10 and change. Do 5 reps.

3. High Sit ups: Have partner hold your legs up at his hips. Do sit up and put left elbow on right knee and then right elbow on left knee. Do 10 and switch.

4. Wedges: Lie on your back, knees bent, feet on the ground, with your arms stretched out along side your body. Raise your hips until your body forms a straight line from your neck to your knees. Now straighten one leg and hold it for a count of 10 and switch legs. Do 5 reps.

Variations:

(A) Curl toes of foot on the ground. Strengthens shins muscles.

(B) Deliberately pull the heel of the foot on the ground in toward you body.

5. Double side leg lifts: Lie on your side. Shoulders, hips, and ankles should form a straight line. Toes should point forward. Arm on the ground should be extended straight out over head for balance. Raise both legs sideways off the ground at the same time.

Variation:

(A) Raise both legs slightly, then raise the upper leg as far as possible and lower it again. Toes pointing forward.

6. Bikes: Laying on back, hands behind your head. Raise up upper torso off the ground and lift both knees up and start to peddle a bike.

7. Roll Ups: Lie on your back with your arms stretched out alongside your body. Roll up your entire torso in one smooth and continuous motion, bring your knees off the ground and up to meet your torso and push your hands forward with the palms up. Hold for a count of 10. Do ten reps.



8. Stretching:

Seated

1. grip ball between ankles - lift 6" up & down - do not touch the ground. 10 reps,

2 times.

2. Lift ball of the ground - counter rotate upper body with arms out. 10 reps.

3. Lift ball and make circles left & right.

4. Lift ball high - then return to resting position - ball just off the ground - hold for 5 sec. 10 reps.

5. Standing, pass ball around legs in figure 8 - ball must touch ground as it passes between legs.

Warm Up Exercises:

1. In pairs: X backs up and shadows O’s moves left, right, back - small steps are important.

Running for fitness and to loosen up.

1. Shuttle run to lines on the soccer field - 6,12,18,60,120

2. **50 cycles -**  Players line up side by side. Mark out a line 50 yards away. Players are to run over to the line, back to the start, back to the line, and back to the start line in 34 seconds. Last player in 34 or they do another. 1 minute rest (hands on top of head opens up lungs most) and do again. Build up to 5. this builds mental and physical stamina to make the last sprint required in a game even if tired.

3. Indian files - last runner sprints to head of the pack

4. Run number shapes - letter shapes

5. Run through slalom course

6. **Run patterns of running by position**

3min GK’s 2x50 yards easy running

5x50 yards with forward arm circles

Upper body bends to right and left with legs spread wide apart

5min D’s 10x50 yards easy running, including sideways sprints, heel kicks and knee lifts.

2x25 yards running at pace.

4min MF’s 5x40 yards easy jog

8x20 yards skipping, sprinting, bounding, backwards for 10 and turn. 2x20 yards at speed

5min F’s 30 yards jog followed by 30 yards skipping x5

20 yards heel kicking followed by 30 yards easy running x2

30 yards at speed x2

30 yards skipping x2

7. 30-30-30 running-over 30 accelerate to top speed, hold for 30, decelerate to a walk over last 30 yards.

8. One leg race/left only out/right only back (Strengthens first step in sprint)

9. Leap frog - over and under - done in a line of players.

10. Back peddling in direction indicated by the coach

11. Jump up and kick both outstretched hands

12. Star Run

13. 10 yard box - sprint out - karaoke left - back pedal - karaoke right.

14. Tag

Warm Up Exercises and Conditioning without the ball.

Fast feet and balance work:



Cones are 1 step apart.

A. step-overs moving sideways through cones, 1st left, then right - sprint 5 yards forward and return to back of line. Do 3 reps.

B. 2 forward one backward.

C. 1 leg hops forward

D. running backward over cones. Turn and sprint.

Circuit Strength and Endurance Training:

#1. Single leg balance with eyes closed. Stand on one leg for 20 sec. Repeat with other leg.

#2. Mountain climbers: Bring knee up to chest, switch legs. 20 Reps.

#3. Staggered Push Ups: Assume push up position, placing one hand in front of the other. Do 10 repetitions and switch hand positions and do 10 more.

#4. Full Squats: Feet parallel and slightly wider than shoulder-width, toes pointed out slightly with back and abdominals flat and tight. Under control, bend hips backward, bend knees and ankles until tops of thighs are parallel with ground. Do not bounce in bottom position or bring knees together. 20 reps - 1 sec. Rest in between.

#5. Same stance as above, Take one step forward. Step as long as you are tall with lead-leg keeping knee and toe in a straight line. Plant foot on the floor and bend at the knee in a controlled movement. Lower trail leg until trail leg almost touches the ground, pause. Push off lead leg, maintain straight leg and body. Bring lead leg back to trail foot by using short steps to upright position. Do 20 with each leg.

#6. High Hip Push Ups: Modify push up position with the gluts high in the air and perform a regular push up. Do 20 reps.

#7. Step Ups for 30 sec.

#8. On back, lift ball up between ankles and put down behind your head. Come back to the resting position with feet 6 inches off the ground and go back and get it. 5 reps.

#9. On back, pick ball up off the ground to 90 degrees, do leg circles left and right 5 times.

#10. On back, pick ball up off the ground to 90 degrees, swing to your left until the outside of your left ankle touches the ground, come back up to 90 degrees and do the right side. 5 reps to each side.

#11. March in place with arms swinging. 6 reps for 30 seconds each.

**Peter Schreiner on Agility and Coordination Exercises**:

1. Set Up: The Zipper

Lines dribble straight to cone and around it. Then head for the end of the other line. As they start for the other line they do a 180° turn and then thread their way between the other line and finish at the back of the other line. Each player has his or her own ball.



1. Set Up: Zipper

Xs dribble to cone and head for the end of the opposite line as in #1. Without the 180° turn. Ys carry the ball in their hands and as they are about to cross the X line they toss the ball up in the air for the Xs to catch and then take over the ball to dribble from the X they just gave the ball.

3. Each player has a ball.

X

▲

Y▲ ▲ ▲O

▲

Z

Pairs are X&Z and Y&O.

1. X & Z dribble at each other and exchange places. Next Y & O do the same.
2. One at a time, the players dribble to the center cone and make a ¼ turn (using a chopping motion) and go to the back of the line.
3. In pairs, they dribble to the center cone, make ¼ turn and go to new location.
4. All pairs go at once to center cone and turn.
5. One of pair, X dribbles to center cone and passes to opposite partner, Z. Z one touches ball back to X who then passes it back to Z. Z then starts pattern with next X in line.
6. Same set up only set cones further apart. X dribbles and chips ball to Z. Z catches it and tosses X a header as X comes closer.
7. Same set up as f. only add a ¼ turn at center cone.

New Set Up:

Equipment used is cones and low hurdles. Hurdles about 6” to 8” tall.

Set cones and hurdles around in a restricted area so that they are randomly placed, but a cone is a logical next target for a dribbler after they have gone to a hurdle.

Do all exercises to the left as well as the right.

1. Dribbling to a hurdle, they must lift the ball over the hurdle, jump over the hurdle with two foot takeoff, and dribble to a cone next where they do a scissors move and head for the next hurdle.
2. Dribbling to a hurdle, they lift the ball over it and jump over and back and over again, then collect the ball and do a double step over move at the next cone.
3. Dribbling to a hurdle, they lift the ball over it and jump over hurdle sideways, then go to the cone and do a step over with a change in direction with the outside of the foot.
4. Dribbling to a hurdle, they grip the ball with both feet and do a forward roll over the hurdle. Dribble to the next cone and do a Cruiff move at the cone.

New Set Up:

Equipment used is training ladder and Hoola hoops.

X

Fig.1

1. Going forward, take two steps in every box of the ladder.
2. Standing on side of the ladder and facing it, take one step forward and one backward as you go down the ladder.

X

Fig. 2

1. Karaoke step down the side of the ladder making sure to step into the ladder with the front foot.
2. As in Fig.1, facing the ladder, 2 steps to the side then two steps into the box and two steps out the other side. Repeat this through the ladder. It is a form of slalom running and rhythm to the run.
3. Same as 4 only do not allow trailing foot to touch down outside the box. One step outside ladder, two feet touch inside ladder one foot touches down on other side of ladder. Again it is a slalom run with out two feet touching down outside the ladder.
4. Same as Fig. 2, only facing forward. Two foot hopping into ladder and out all the way down the ladder.
5. Same as #6, only using one foot. Do on both sides of the ladder.

New Set Up:

Equipment used: A cone, a goal, two ladders placed at right angles to each other.

▲ X1 Fig. 3

X2

1. Doing one of the step patterns from above through the first ladder, go around the cone, do a different pattern in the second ladder, receive a pass from X2 and one touch it back to X2. X2 goes to back of the line and X1 takes X2’s place in goal.
2. Can do any series of stepping patterns followed by any type of service to finish on goal or return to passer in goalmouth.
3. Incorporate two touch finishing off of a chest trap, heading for goal, volleys, etc.
4. Could use jumping jacks through one ladder and heel touches or thigh touches through the other ladder.

New Set Up:

Equipment used: one ladder.

Fig. 4

X

Coach

1. X does a step pattern through the ladder and the coach serves balls to be returned to him as the coach backs up as player comes forward. Serve volleys, headers, instep touches, inside of the foot, thigh touches.
2. Same as Fig. 4 only X is doing side steps through the ladder and there are two servers on either side of the ladder. As X leaves the ladder, X is served a ball to be played with the foot closest to the ladder back to the server.
3. Same as #3, only using the foot furthest from the ladder.

New Set Up:

Equipment used: Hoola Hoops and hurdles.

▲X1 ] ] ] ] ] X2 Fig. 5

1. Step through hoops and hop over the hurdles going toward X2. Receive a one touch pass from X2 and return ball to X2. X1 replaces X2. X2 goes to back of the line.
2. ▲

X1 Fig. 6

X2

▲ ] ] ] ] ] ]

X1 goes through the hoops and receives a pass from X2. X1 plays it back to X2 for a wall pass and a shot on goal. X1 is to side step over the hurdles.

3. Same as Fig. 6 only X2 is to slalom through the hurdles.

New Setup:

Equipment used: Hurdles and a goal. Fig. 7

1. ▲X1 ] ] ] ] ] ]

X1 passes ball with properly weighted pass along the outside of the hurdles so that X1 arrives at the end of the hurdles at the same time as the ball and goes on to a shot without breaking stride.

I hate Word! Where’s my #2?

1. Same set up as Fig. 7. X1 side steps over hurdles and receives a pass from the coach to finish, chest to volley or some combination requiring only two touches from the player.
2. Same set up as Fig. 7 X1 punts ball to coach. Then two foot hops over the hurdles and coach serves a header that is to be control and dropped to X1’s feet for a shot on goal.
3. Same set up as Fig. 7 X1 makes long pass to coach. Then runs through the hurdles and receives a long return pass for a one touch finish.
4. Same set up as Fig. 7 X1 makes short pass to coach who returns ball to X1. X1 makes weighted pass down the side of the hurdles and side steps through hurdles to run on to the pass and shoot.

Coach

Fig.8

▲X1 ] ] ] ] ]

New Set Up:

Equipment used: Hurdles and ball

1. In pairs, X2 side steps over the hurdle and returns to receive a pass from X1 and one touches in back. Do in both directions.

X1● X2 Fig. 9

1. There is no #2 or #3 again!
2. Same set up as Fig. 9 Server uses hands to serve volleys.
3. Same set up: server uses hands to serve headers.
4. Same set up. Now use 2 hurdles and vary the service types and techniques requested of the player returning service.
5. Same set up. Now use 3 hurdles. With this set up, make player return the ball with their left foot at one end of the hurdles and their right at the other end.

X2

X1●

New Set Up:

Equipment Used: Hurdles and a ball.

1.

X1 ● ] X2 [

In pairs, X1 sends X2 a pass. Then X1 begins two footed hopping over the hurdle forward and backwards or sideways. X2 receives the pass and begins a dribbling move like a Pele scissors, or other Coerver dribbling move. As X1 finishes the hopping, X2 passes X1 the ball and they repeat the cycle.

2. Change hopping task to crossover steps. Start with feet straddling the hurdle. Then jump into the air and cross the feet so they come down on opposite sides of the hurdle.

New Set Up:

Equipment used: 2 Ladders Fig. 11

X1

Coach

X2

1. X1 and X2 go through ladder and turn to outside and run down to meet each other. They high 5 and sprint to coach to tag outstretched hands.
2. Change steps through the ladder.
3. You can add cones situated wide of the ladders for the players to tag before they can tag the coach..

New Set Up:

Equipment Used: Balls and hurdles and goal.

1. Players race to side step over the hurdles and receive service for a shot on goal.

X1

C●

X2

# A Daily Fitness Routine

# Mondays – 45 minutes

* Stretch  - see page 3
* Jog ½ mile
* Stride to sprint – 110 to 120 yards (a full field) – 10 – 30 sec rest between
* Stride to sprint – 40 yards – 15 reps – 15 sec rest between each – start out slower then full sprint but build to full speed with as long a stride as you can make
* Jog ½ mile
* Cool down stretch

# Tuesdays – 1 ¼ hour

* Stretch

Jog 2 miles until mid July --- then:

* Jog 4 miles from mid July until 4 August
* 6 x 110 yard sprints 30 sec rest between each sprint
* 5 – 40 yard backward sprints
* 5 – 40 yard sprints
* Jog ½ mile or scrimmage with some one
* Cool down stretch

# Wednesdays – the hardest day – 1 ½ hour

* Stretch
* Jog 3/4mile from June to 15 July
* Jog 4 mile after 16 July
* 9 x 60 yard sprints (keep working on your stride) 30 sec rest between each sprint
* Jog 1/4 mile
* 3 x 80 yard sprint 30 sec rest between each sprint Jog ¼ mile
* 120 sprint with 30 sec rest between each sprint
* Jog 200 yards with 30 sec rest between each sprint
* 40 yard sprint
* Jog ½ mile
* Cool down stretch

# Thursdays – 1 hour

* Stretch
* Jog 3 miles until July 16 then jog 5 miles
* Run 80 yards walk 20 yards – 10 reps but no rest between reps
* 5 40-yard strides sprints (30 sec rest between each sprint)
* 5 40-yars backward sprints (30 sec rest between each sprint)
* Jog ½ mile
* Cool down stretch

# Fridays – 45 minutes

* Stretch
* Jog ½ mile
* Re-stretch
* Walk ¼ mile
* Run 40 yards walk 15 yards for 15 reps with out rest
* Backward sprint on level surface (50 yards backward then walk back to start, 8 reps)
* Jog ½ mile

# Saturdays – 45 minutes

* Stretch
* Jog 20-30 minutes

# Sundays – all day

* Rest

**Los Angeles Galaxy Work Schedule**

# DAY 1

**1. 20 MINUTE RUN**

 **JOG 5 MINUTES AND STRETCH**

 **MINUTES 6, 9, 12, 15 AND 18 ARE HARD (3/4 SPEED)**

 **MINUTES 7, 10, 13, 16 AND 19 ARE WALKING**

 **MINUTES 8, 11, 14, 17 AND 20 ARE JOGGING**

1. FAST BACK PEDAL

 **6 X 40 YDS.**

1. KARIOKA

 **6 X 40 YDS.**

1. PUSH UPS

 **3 SETS OF AS MANY AS YOU CAN DO (1 MINUTE REST)**

1. SIT UPS

 **3 SETS OF AS MANY AS YOU CAN DO (1 MINUTE REST)**

1. STRETCH

# DAY 2

**1. JOG 5 MINUTES AND STRETCH**

1. SKIP FAST

 **6 X 40 YDS.**

1. SIDE SHUFFLE (DON=T LET HEELS TOUCH)

 **6 X 40 YDS.**

1. ACCELERATORS (PLACE CONES AT 20, 40 AND 60 YDS)

 **PICK UP SPEED AT EACH CONE (3/4 SPEED AT LAST CONE)**

 **10 X 60 YDS.**

1. AGILITY (PLEASE 10 DISCS 1 FOOT APART)

 **SET 1 - PLACE EACH FOOT IN FRONT OF EACH DISC (2 STEPS PER SPOT)**

 **3 SETS**

 **SET 2 B PLACE 1 FOOT BETWEEN EACH DISC**

 **3 SETS**

## DAY 3 B OFF

### DAY 4

**1. 20 MINUTE RUN**

 **JOG 5 MINUTES DRIBBLING BALL AND STRETCH**

 **SPRINT 10 SECONDS THEN WALK 10 SECONDS FOR 10 MINUTES**

 **JOG 5 MINUTES WITH THE BALL**

1. BACK PEDAL SKIP

 **6 X 40 YDS.**

1. MARCH IN PLACE

 **6 X 30 SECONDS**

1. PUSH UPS

 **3 SETS OF AS MANY AS POSSIBLE (30 SECOND REST)**

1. SIT UPS

 **3 SETS OF AS MANY AS POSSIBLE (30 SECOND REST)**

1. STRETCH

## DAY 5

**1. 10 MINUTE JOG AND SKIP (JOG 1 MINUTE, SKIP 20 SECONDS) AND STRETCH**

1. 10 X 100 YD. RUN WITH 1 MINUTE REST
2. 6 X 20 YD. RUN WITH 1 MINUTE REST
3. STRETCH

## DAY 6 AND 7 - OFF

**Speed Training Section**

|  |
| --- |
|  |

This section of the website focuses on the key principles of speed training.

What is speed? It is the ability to reach a high velocity of movement in whatever mode of locomotion running, cycling, skating swimming etc (1).

Very often, [agility](http://www.sport-fitness-advisor.com/agility-exercises.html) is more relevant to successful sports performance than all-out speed. Agility is the ability to explosively brake, change direction and accelerate again.

Another element of fitness closely related to speed training is [speed endurance](http://www.sport-fitness-advisor.com/speedendurance.html). Many athletes must maintain a high velocity for longer than 6 seconds or produce repeated sprints with minimal rest periods in between.

The combination of speed, agility and speed endurance an athlete requires is determined by his or her sport. But regardless of the event, there are several modes of training that are integral to developing a fast athlete:

**Strength & Power Training**  
Speed is chiefly determined by the capacity to apply a large amount of force in a short period of time. This is also known as **power**. Many athletic movements take place in 0.1 to 0.2 seconds but maximal force production takes 0.6 to 0.8 seconds. The athlete who can apply most force in the short period of available time is said to be the most powerful.

[Strength training](http://www.sport-fitness-advisor.com/strengthtraining.html) increases maximal force production. Assuming as a result, more force can be produced in the same period of time, strength training alone can increase power. However, it makes more sense to increase both maximal force production **and** the rate of force development. This can be achieved through [power training](http://www.sport-fitness-advisor.com/power-training.html). Both strength and power training are integral to improvement of speed.

**Speed Training**  
Practicing moving and accelerating faster helps to condition the neuromuscular system to improve the firing patterns of fast twitch muscle fibers. Two variations of basic speed training are **assisted** and resisted speed training. Assisted training (also called overspeed training helps to improve stride frequency (2,3,4). Resisted speed training helps to improve speed-strength and stride length (2,3,4).

**Agility Training**  
Most team sports consist of very few movements that occur only in a straight line. Nor do those movements occur at a fixed pace or for a fixed length of time. Agility and quickness training improves an athlete's ability to change direction, brake suddenly and perform sport-specific skills with speed and dexterity.

Compare speed training to strength training for a moment. A program will first aim to develop basic strength. This is on the premise that a solid base of strength offers greater physical potential to work with when converting it to sport-specific strength later on. Basic speed training along with power training maximizes the athletes ability to move rapidly. Agility training helps an athlete to apply their speed to sport-specific scenarios.

#### Stepping Strides

1. Place a series of markers on the ground about 1 yard apart for a total of 10 yards.  
2. From a standing start run the length of the markers as fast as possible but making sure to take one stride (one ground contact) between each marker.  
3. Move the markers closer together and repeat. Now move them further apart and repeat. Each time focus on taking only one stride between each marker.

#### Over Speed Training

Rather than working on power, these soccer speed drills develop leg speed movement and co-ordination. A simple drill to promote over speed is to run down hill. It should be a **very slight** hill, anything more and form is lost and the injuries are gained!

A small, grassy embankment is ideal. Again keep sprints to 10 yards. You buy something called a speed harness - rubber bungees that pull you along. But you really don't need for soccer.

#### Resistance Speed Training

This is the opposite to over-speed drills. Here the emphasis is on developing leg power over the first few yards. An incline (again grassy embankments are good) of about 30 degrees is ideal. You may need longer recovery between reps as these drills are more intense.

Resistance parachutes have the same effect but they are expensive and not practical for group training.

Some pro soccer teams train on sand dunes - uphill and down hill. This is ok for pre-season work and will build muscular endurance. But they are not suitable for speed sessions as you can imagine.

How to Improve Your Sprinting Technique

By breaking sprinting technique into its component parts you can focus on and improve specific phases of the action. Good sprinting technique has some of the following characteristics (1):

START PHASE  
**i)** Explosive push off with both legs. Front leg extends remaining in contact with the ground while back leg swings forward. Extended front leg and trunk form a straight line.  
**ii)** Arms swing opposite to legs, elbows flex to ~90o and fists swing towards forehead.

**MAXIMUM SPEED PHASE**  
**iii)** Push-off angle from ground is ~50-55o. Trunk is almost erect with ~5o forward lean.  
**iv)** (Midflight) Push-off leg folds tightly towards buttocks in a relaxed heeling motion. Front leg thrusts forward and upward at maximum speed (~44mph in elite sprinters). When front thigh reaches maximum possible knee lift, lower leg swings forward in a relaxed movement.   
**v)** Foot meets ground with ankle slightly extended (plantar flexion) directly under center of gravity. Bodyweight is balanced so that only the ball of the foot touches the ground.   
**vi)** Shoulders remain steady, elbows flexed at ~90o, kept close to body throughout all phases. Hands swing forward and up above shoulder height, down and past hips. Arms and hands should have an aggressive hammering action. Head aligns naturally with trunk and shoulders and facial/neck muscles are relaxed by keeping the mouth slightly open.

### Sprinting Technique Program

These sprinting technique drills can be performed in this order or alternatively focus on just 3-4 drills. There is no need to perform multiple sets and repetitions.

**Raise Knees: 10 meters - jog - 10 meters - rest**  
Sprint 10 meters concentrating on raising knees as higher than normal. Jog for 10 meters and then sprint for 10 meters and rest.

**Fast Knee Pick Ups: 10 meters - jog - 10 meters - rest**  
Jogging on the spot raise your knees to waist height while emphasizing arm action. Move forward 10 meters with this action concentrating on the number of ground contacts rather than how fast you cover the distance. Try to get as many ground contacts as possible.

**Flicks: 10 meters - jog - 10 meters - rest**  
While sprinting over 10 meters concentrate on flicking your heels up to touch your butt.

**Leg Speed: 60 meters**  
This is a normal sprint over 60 meters except all of your focus should be on your legs. Try to gauge the optimum leg speed for you by taking different stride lengths to see which yields the best results.

**Skipping: 40 meters**

**High Hops: 3 x 40 meters**  
Bound from one foot to the other. The action is similar to skipping except your are trying to gain as much height as possible and stay in the air for as long as possible. Remember to recover fully between attempts.

**Elbow Drive: 40 meters**  
Sprint for 40 meters concentrating on driving your elbow in a straight line. Keep your elbows flexed at right angles while keeping your arms relaxed.

**Loosening up after match - without shoes or guards**

Seated: Knees up - Shake thighs.

Seated: Knees up - Shake calves.

On stomach: bend at knees - partner takes feet and shakes so calves loose. 2 reps

Partners back to back: Interlock arms and one is bent backward over the other’s

back. Switch.

Partners facing each other: Hands on each other’s shoulders. Bend over until back is almost horizontal with the ground.

Quad Stretching.

Standing behind partner. Partner has his hands clasped behind his head.

He rotates at waist. Partner helps him twist at the waist by helping elbows to swing right then left.

Same as above only partner’s elbows are pulled back and then the rotation starts.

Alternate ankle touches with head turning so that you see the high hand.

Legs spread shoulder width - hands on hips - make circles with hips doing the

largest circles possible - both left and right.

Crosses - do not have to get foot all the way to hand.

On back - lift legs over head almost touching the ground. Hold 10 seconds.

Jumping off toes - Arms out - counter rotate arms and legs at waist.

Paired passing - One touch passing: left-right with extra steps in between.

Paired Juggling.

Sit Ups. Pushups on ball.

**BODY SHAPE EXERCISES**

(Developed by the Physical Trainer for Monaco FC)

**Crescents**

Done to Music with a pronounced rhythm - Janet Jackson - "What Have You Done For Me Lately?"

1. Knees up - alternating knees to the ball (In pairs)

2. Insteps up - alternating insteps to the ball (In pairs)

3. Insides - insides of feet to the ball (In pairs)

4. Outsides - remember to drift left and right to bring outside of the foot into proper position to strike the ball (In pairs)

5. Ins and Outs - **Right** foot: inside of the foot to the ball on the right side, then drift across the ball and strike left side of the ball with the outside of the right foot. **Left** foot: inside of the foot to the ball on the left side, then drift across the ball and strike right side of the ball with the outside of the left foot (In pairs)

6. Wings - server remember to move ball left and right (In pairs)

7. Crescents: inside and outside (In pairs)

8. Outside crescents and insteps, inside crescents and insteps (In pairs)

9. Knee ups, inside crescents, instep (In pairs)

10. 3's \*-\*-\* Knees up left and right, turn, insteps up left and right

11. 3's \*-\*-\* Inside crescents, reverse direction

12. 3's \*-\*-\* Outside crescents, reverse direction

13. 3's \*-\*-\* playing ball on with knee

14. 3's \*-\*-\* playing ball on with inside of shoe

15. 3's \*-\*-\* playing ball on with outside of shoe

16. 3's \*-\*-\* playing ball on chest and on with outside, inside of the shoe

17. 3's \*-\*-\* Chest to Head

18. 2's: Partner moves backward with ball, reach to touch with instep

These training exercises allow players to explore playing balls in the air that they would ordinarily let go by. It also stretches their bodies to be comfortable in the new positions.

I use a game like "World Cup" to have them practice using these touches. Teams of two or three in the box receive air balls from the coach to finish to goal.