

COACHES CORNER



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P.O. Box 1022, Green Bay, Wisconsin, 54305

Coaching Director Area

By Bob Rickards

As we move closer to tryouts I want to remind everyone of the coaching positions:

Projected Teams for 2010-2011 Season

Team			
U11 Girls	Mike Bootz	Need	Need
U12 Girls	Jeff Kahr	Brianne Wienkers	
U13 Girls	Liz Metzler	Need	
U14 Girls	Kathryn Wolff		
U15 Girls	Rick Gillaume		
U16 Girls	Jeff Leroy		
U17 Girls	Jeff Walton		
U19 Girls	Tracy Bins	Steve Jossart	
U11 Boys	Jim Nash Sr.	Scott Browne	Tim Sewell
U12 Boys	Erik Lofdahl	Chad Johnson	Jeremy Stanley
U13 Boys	Cory Romdenne		
U14 Boys	Jeff Schaefer	Tyler Thomas	
U15 Boys	Scott De Groot	Jim Nash Jr	
U16 Boys	Jamie Barrone		
U17 Boys	Need		
U19 Boys	Dan Fisher		

This list is based on coaches who have talked to me or who someone has mentioned .

Classic League Tryouts for the 2010-2011 Season will be July 13, 14, and 15th. Located at NEW Lutheran. A coaches meeting will be held each day at 5:30 in the parking lot of NEW.

Areview of the tryout process.

All coaches for a respective age group will work together to grade players from 1-54. The top 18 players will go to the national team coach, with the next 18 going to the world coach and the last 18 to the American coach. All coaches will have to agree to this order. There can be exceptions, but I want to hear about them first. For example, if two coach are both in the national division then the will keep their respective players, but everyone else will go back to the pool for reallocation. This is the fairest way possible. I have simplified the grading sheet to grade players on the following criteria:

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Mentality	3
Awareness	4
Communication	
Confidence	
Athleticism	4.5
Technique	3.5 (3+4/2=3.5)
Total Score	15

Each player will be graded on a scale of 1-5 (with 5 being the best). Coaches will be able to do any drill they want as long as all coaches in the age group agree. Players must be graded on 4 of the 6 areas. (goalkeeping is extra) The areas to be graded on are up to the coaches. I will be sending out a sheet with specifics for each area. All coaches should agree to the score. For example.....Coach A feels that the technique score for a player in a dribbling exercise would be a 4. Coach B feel the skills are not a strong and gives the player a 3. The score recorded is a 3.5.

So you can use any drill or exercise that you feel shows the criteria you are looking for. In 1 ½ hours you should be able to pick your players. Then the acceptance or refusal letters can go out that week.

Keep up the good work....GBL appreciates all your hard work and dedication.

I look forward to seeing all of you at the meeting.
Sincerely,

Bob

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Please see *Goalkeeper Article* on page 4

Coaching Corner

SOCCER COACHING TIPS TO BOOST PLAYER THROW INS

(BetterSoccerCoaching.com)

Everyone in your team must be able to throw the ball in. Forget designated throwers and use the following soccer coaching tips to help your players improve their throw-in skills.

In youth soccer, nearly 70 per cent of throw-ins are foul throws and the ball is lost to the other team. It seems young teams might be better off kicking the ball out of bounds and stealing the ensuing throw-in. To reverse these odds, every player on your team must be prepared to execute a proper throw-in and get the ball into play almost immediately.

A sudden restart can catch the defense off-balance and greatly increases the odds of keeping possession, and offers a chance to get behind the defense and make a run on goal.

Take advantage of opponents

While teaching players to get the ball back into play quickly hardly seems like rocket science, simple actions and moves, done correctly at the U-10 level and below, are extremely effective. Marking off the ball is one of the weakest areas of youth soccer, and a quick-thinking player can take advantage of opponents not only during the run of play, but on restarts as well.

Don't go for designated throwers

Some soccer coaches rely on one or two players to take all throw-ins. We'll call them designated throwers. The designated thrower is the most exhausted player on the field. The designated thrower is required to sprint up and down the sideline, or even across the field, to take a simple throw in. Most adults would soon collapse under such a pace, but it is routinely required of U-10s with shorter legs and smaller lungs.

Let them all throw it

All too often, when a ball is knocked out of bounds up field, a quick-thinking forward prepares to toss it back in play, only to be halted by her coach. "Why can't I take the throw?" protests the confused forward. "Because you're not a midfielder," yells the coach. "Only the midfielders take throws."

Five soccer coaching tips for quick throw-ins

- Quick throw-ins increase the chances of your team scoring goals.
- Make sure every player on your team knows how to take a throw-in.
- Don't slow the game down by calling for a designated thrower.
- Throw the ball towards the opposition goal "down the line".
- Don't stop players who are first to the ball from taking quick throw-ins.

Time-saving tip

While a quick throw may lead to a great scoring chance or two, the impact of this soccer tactic goes far beyond the win-loss column. In age groups where games may last only 50 or 60 minutes, too much time is wasted just putting the ball back into play. Young players must touch the ball as much as possible.

Teaching tactical awareness

Soccer coaches who emphasize quick throws also play an important role in teaching tactical awareness to their opponents. Teams defending against a designated thrower usually have at least 20 or 30 seconds to drop back behind the ball. Casual defending against sudden restarts will not work.

Take time and teach skills

Since skills, experience and endurance are limited at the lower age groups; young players should never be asked to do the impossible. Coaches who truly care about preparing young players for a higher level of play should take time to teach every beginner how to execute a proper throw-in. Once that is accomplished, throw the ball back on the field and let the kids play.

Coaches Meeting:

TUESDAY JULY 13, 14 and 15 2010 prior to the tryouts.

This meeting will last about 20 minutes.



The Delight Of Coaching Your Own Child – By Mike Voitalla via AYSO

It's one of the greatest delights of parenthood. I don't recall it mentioned in any of the guide books while preparing for fatherhood or that it came up in the words of encouragement from friends or family. It's the magic of seeing the world through your child's eyes.

Spend a little time with a youngster, and you're fielding questions about the sky, the moon and the stars that you may not have thought about for years. Watch the eyes of children when they play with a dog, see a fire truck, or marvel at the way soap bubbles soar and pop.

Put together a train set, build Lego cities, goof around with dolls and stuffed animals. At some point it will hit. You feel like a child again. You're rediscovering joy and magnificence where you long ago forgot they existed.

And you get to play ball! If you're lucky, you might coach your child's soccer team.

What if I don't have a soccer background?

Whether you have a soccer background or not, the surest way to enjoy yourself and create a fun environment that benefits the soccer development of the kids is to approach it the way you joined your child drawing with crayons or building with blocks. See the game through your child's eyes.

"When you realize that you're going out there to enjoy, not to evaluate, it's much better," says John Ouellette, AYSO Technical Director and National Coach. "We're talking about kids playing a game. It's like going to the park, watching children play, and savoring every moment."

What's Coaching all about?

AYSO has 82,000 coaches in its ranks. Most of them coach teams that include their own children. Ouellette says that coaches often put too much pressure on themselves by misinterpreting the role they're supposed to play. "It's about managing children," says Ouellette. "It doesn't make any difference if you have a full understanding of the sport if you know what you're trying to get out of your sport for your child."

Fun, exercise and the chance to play soccer is what it's all about.

Soccer, perhaps more than any other sport, requires little teaching at the early ages. This is a notion substantiated by the fact that the world's greatest players spent most of their early years in the sport in a free-play environment.

What's a Coach's role?

In fact, the role of the coach in the first stages is simply to give children the opportunity to discover the game's joys. "There's no real schematic on how to develop a great player, but we know if you give a kid a love and passion for the game, who knows, they may become the next Rick Davis," says Ouellette, citing the AYSO National Executive Director who played for the New York Cosmos and captained the U.S. National Team.

"Our philosophy for AYSO through U-10 is just let them play," says Ouellette. "They get to U-12 and we'll do some technical cleansing, and then teach them to read the game."

In other words, you may be called "coach," but what you're really doing is very similar to taking your child and his or her friends to the playground. You're supervising playtime while allowing the children to explore the fun on their own terms. "It's OK to sit on a bench and watch them play 3v3, 4v4 or 5v5," says Ouellette. "They don't need a whole lot of skill or ability to do that." Once coaches comprehend the expectations, they find all aspects of the role less daunting, including the dynamics of coaching one's own child.

How to walk the line between coach and parent?

That's not to say coaching your own doesn't present unique challenges. When you first start coaching you may very well be introducing your child to a new experience: sharing the attention of her parent with a larger number of other children than she's used to. You, on the other hand, are concerned with not showing favoritism.

The Positive Coaching Alliance (PCA) recommends you explain to your child, "I always love you and you are special to me. But when I'm coaching you, I need to treat you like all the other players. And you need to respond to me as your coach, not your dad. Do you think you can do that?"

One idea the PCA recommends is to employ the "coaching hat." Explain to your child that when you're donning the cap, you're coach. When the hat's off, you're back to parent.

Don't be hard on your child.

Perhaps the greatest peril of coaching one's own child is the inclination to be harder on him than the other players because you're worried about perceptions of favoritism or simply because we're tougher on the ones we love. "I know something about parents coaching their own children because I've done it and have made every possible mistake," says Tony DiCicco, who coached the U.S. Women's Team to the 1999 World Cup and the 1996 Olympic gold medal. "What you must understand is that no matter what you say and no matter how you say it, it often registers as a personal attack when it comes from dad or mom," says DiCicco, a father of four, in his book, *Catch Them Being Good*. "You must also recognize that you're likely to be harder on your own child than you are on the other players and deal with it accordingly. Don't be afraid to praise your child. ... Acknowledge her strengths and accomplishments at every opportunity."

Am I treating my child properly?

The good test on how to treat your child on the soccer team is to constantly ask yourself if your reactions to his play or behavior are the same as they are to his teammates.

Another peril of coaching one's own children is to leave your coaching hat on when the game or the training is over. "Frankly, I don't think it's a great idea to discuss sensitive game situations with your child once you're off the field," says DiCicco, "but if you have a relationship where you can do that, just make sure you don't overdo it.

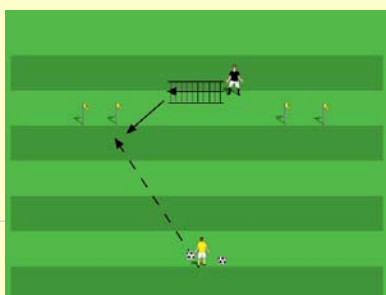
"It's taken me a long time to be able to get to that point, but I've learned to be as nonjudgmental as possible. But no matter what, understand that there are going to be some difficult moments and that, in the end, it is often better to coach less than more."

Goalkeeping Area: Footwork, agility and diving

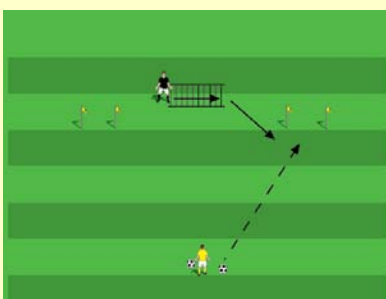
This activity requires a speed ladder (if none is available, cones can be used as a substitute) one keeper, one server a couple of balls and two small goals. The ladder is on the ground horizontally from the server and the two small goals are 5 yards to the side and 2 yards forward. To start, the keeper stands on one end of the ladder and the server is 15 yards away.



The keeper goes sideways through the ladder (right foot in the first hole, then left left, then right foot in the second hole then left foot etc) and when he gets to the end of the ladder, the keeper must sprint toward the near goal. The server plays the ball and the keeper makes the save.



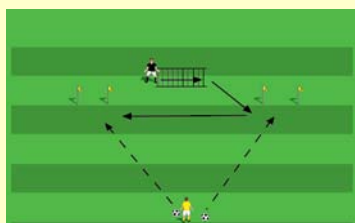
After making the save, the ball gets returned to the server, the keeper then does the exact same thing in the other direction.



After this is done 5 times in each direction, the keeper takes a short break.

There are a large number of options you can do with the ladder. Instead of side to side, the keeper can go front to back. The keeper can do scissors, one legged hopping, high knees etc.

Another option you can add is after the keeper makes the save in one goal, he must sprint across to the other goal and make the save there as well



This is a great activity to work on footwork, agility and diving

Featured Activity: Technical Tips for receiving and striking the ball

by *George Perry, NSCAA Senior Academy Staff Coach*

Activity One: Receiving balls on the ground.

Organization: Divide the group onto equal numbers with half of the players located outside of a designated area (size and shape appropriate for age and numbers of players) with a ball. The remaining players will take up a position inside the area. The inside players will check to a ball, receive the pass, turn and play the ball to another player outside of the area. After this pass is completed, the player will check to another ball and continue the exercise. Rotate the players frequently (every 45 seconds to a minute) to keep the activity fresh.

Coaching Points:

- Players should accelerate to the ball, slowing down as they prepare to receive it.
- Players should look where they are turning before receiving the ball so they are aware of the other players in the area and available passing options.
- Players should make an explosive move into space with their first touch after the turn.
- The angle of the player's receiving leg should be adjusted so the knee is in front of the foot to keep the ball on the ground.

Activity Two: Striking the ball over distance

Organization: Divide the players into three groups of three players each (adjust accordingly) with each group in a different color bib. Set up a rectangular grid, divided into three zones (again, adjust size of area appropriate for age and skill level of group). Two teams will take a position on one of the outer zones of the grid, with the middle third unoccupied. The third team of three will position one player in each of the three zones.

Objectives:

The teams in the outer zones must play the ball over or through the middle space to the team in the opposite outer zone.

When a player from the defending team (team with one player in each of the three zones) wins the ball, their team changes places with the team that lost the ball.

Coaching Points:

- Preparation touch must put the ball away from the body so the player may step into the longer pass.
- Position of the player's non-kicking foot should be slightly behind and to the inside of the ball.
- Ankle of the passing foot is locked with the toe down and to the outside.
- If the ball is meant to go over the middle space, player should strike the ball slightly below center.