

***LOGAN ELM LADY BRAVES
SOCCER HANDBOOK***

Intent of the Program

It is the intent of the Logan Elm Girls Soccer Program to develop both soccer players and a soccer community.

We believe that by helping the girls within this school district to develop and learn the fundamentals of quality soccer they will develop into quality people. Sports in general, and soccer specifically, are often seen as a metaphor for life. By learning what it means to strive for athletic success, student/athletes will learn lessons, which can be transferred to their larger lives. By learning how to push themselves past perceived limits, the girls of the program are instilled with a work ethic that will serve them well as they enter adulthood. By learning how to function as a member of a team, players better understand what it means to be trustworthy, dependable, and loyal.

Team sports offer a unique dynamic that members of the program feel is worthwhile and deserves to be encouraged. Enduring hardships and struggling together creates bonding opportunities that are more difficult to find in individual sports. Social skills are a requirement for any member of a team. It is essential that players be able to effectively communicate. This includes verbal and non-verbal communication. Players must be able to set aside differences and work toward a common goal, and must be able to deal with distractions that can delay the development of their own abilities and of the team. Members of the program ask that the team be given a high priority by all of its members.

Winning and losing are measures, not only of technical ability, but also of desire and attitude. The appropriate mental condition is necessary for success in any field. No team member should display selfish or negative attitudes toward the team. No team member should perceive herself as “bigger than the team”. Poor work habits should not be brought to the practice or game field. Members of the program expect each other to work hard. When players observe teammates who are not pushing their personal limits it damages the team and the goals that we work towards. The program also expects its members to push one another up to and past personal limits. Good teammates always expect a little more from each other. It is this type of environment, which fosters personal and group growth.

The Logan Elm Girls Soccer Program also strives to create a soccer community within the local school district. This is not a traditional soccer area of the state. We would like to create a local community, which cares about soccer from the little league to varsity levels. In order for this to happen we must graduate players who truly enjoy soccer and the lessons that it teaches. By doing so, we can eventually create soccer families (even if the short-term creation of these units is difficult). Within a matter of a few generations we can build yet another “hotbed” of soccer in Ohio. For this to happen we need to have players and families that truly enjoy the game of soccer, and while “winning isn’t everything” we all enjoy things which offer us both a challenge and a chance at success. There is not much enjoyment in losing just as there is not much in accomplishing an easy task. We must want to win and we must want to win enough to work hard.

Leadership

The team expects that each member assume a certain amount of responsibility for providing leadership. On the more formal level, the team members elect two captains each season. Captains are chosen through a process involving nomination and voting by each member. These girls are expected to provide not only on-field leadership but off-field organization and leadership as well. When choosing captains players should take care to elect girls that they can take direction and encouragement from. Coach Lytle retains the authority to remove any captain from this position.

Practice Info

Prior to the start of the school year, practices will be from 3-5pm Monday-Friday. Once school begins practice is from 3-5 each day Monday-Friday, unless there is a scheduled match. This does not include time to prepare for the workout or time to pack up belongings and wind down. This is the time of the workout itself. Players are expected to be ready to begin practice at 3 pm (this means fully dressed and prepared both mentally and physically) and practice itself will last until 5 pm. We do not work out on Saturday's, however we may play scrimmages and regular season games on Saturday's. In the interest of safety, all jewelry should be removed prior to practice. Make arrangements in advance to schedule work around team workouts. Work is not an excused absence from practice.

Practices are for team members only. Siblings, parents, boy/girlfriends, and everyone else not on the team need to wait outside of the practice area. This includes members of the boy's soccer team. Coach Lytle will field all questions and concerns from non-team members only after practice.

If you are suffering from an injury you are expected to be following practice mentally. Your coach and your teammates expect that when you are healed you are ready to re-enter the practice setting without missing a beat. At no time should any member of the team observe an injured player who is socializing or engaged in horseplay while her fellow players are working hard. Please see the information below regarding the training room and the team's policy concerning these facilities.

All team members are expected to be at all team events. This includes practice, pictures, games, and the banquet at the end of the season. If arrangements need to be made for a player to miss a practice, Coach Lytle should be contacted **in advance**. If you are ill, you are expected to notify Coach by the scheduled practice time for that day. You may reach him at his home by phone or via e-mail. If worse comes to worse, sign the guest book of the team's website and your message will be delivered to his e-mail account.

Players in violation of these practice policies can expect to be disciplined by the team. Discipline will match the severity of the offense. Failing to attend practice will mean forfeiture of your playing privileges for the following game. If you are injured or ill, to the extent that you cannot practice the day before a game, you will not be permitted to play in that game. If there is a necessary event that requires your absence from practice, (not including illness or injury) you will be expected to document that for the team. For example, in the event of a court date or non-illness related doctor's appointment, etc... you will be asked to provide documentation. Every effort should be made to schedule these events to avoid practice times.

Players who are late or unprepared for practice, and players who have an uncommunicated or unexcused absence from practice can be expected to run extra. Captains are expected to intervene in player situations if they observe them. Captains are expected to insure that players are ready and motivated for practice on time. This is a responsibility that comes with a position of leadership and respect. Captains should push their teammates in practice and team members should expect this. Lackluster practice attitudes will not be tolerated and Coach Lytle reserves the right to discipline individuals and/or the collective group for unacceptable effort and attitude.

Remember, communication is the key to effective teams! And good communication is not done after the fact.

Bus Policy

All players are expected to ride the bus to AND from all away games. This includes Saturday games. The only exceptions to this rule are as follows. First, if there is a family emergency that occurs the parent/guardian of the player will need to furnish a WRITTEN permission slip to Coach Lytle assuming responsibility for the player. Second, in the odd case where an away game may create conflict with another school sanctioned event, Coach Lytle will determine in advance that players may be excused from this responsibility. This will be decided by Coach Lytle and not by individual players. In the event that this occurs players will be informed prior to the game in question to allow for appropriate planning.

Whatever happens to the team happens to all the members of the team. Good teammates stick together through good times and bad, this is the nature of a team sport. The bonds of a team are often created and/or reinforced during travel. All players who are considered part of the team are expected to behave accordingly. This includes riding the bus home.

Training Room

Throughout the course of a soccer season a great many accidents and injuries can be expected to occur. This is natural and not a problem. What is very important is how we handle this all-to-common situation. Injuries should be prevented whenever possible. Quite simply this means two things. First, proper stretching is essential. Stretching must be done with regularity and with enthusiasm. The most common injuries in soccer are pulled or strained muscles, i.e. improper stretching. Second, we must be in good physical shape. Our muscles need to be strong and our hearts and lungs must be up to the physical demands of a soccer match. This is why running is such a large part of practice and why summer workouts are so important to the team. When you are tired you are more likely to do things in a sloppy manner, and to play passively. Both of these will increase your chances of injury. In short, if we are prepared before each practice and game we can greatly reduce the amount of time we spend in the training room.

Unfortunately, the training facilities here at Logan Elm are not state-of-the-art. The training room itself is very small and our training staff works very hard to keep everyone healthy. But, with a shortage of space and personnel (especially in the busy fall sports season), this is a difficult thing to achieve. As a team we need to reduce the burden that we place on the training room staff and facilities. Too often the training room becomes a social environment where players of various sports come to escape the more physically demanding parts of practice. This is not what real athletes do. If it is possible to avoid going to the trainer you should. A good example of this is ankle tape. In 99% of these cases an ankle brace will do the same job. Get yourself a good ankle brace and save the time and money it takes to tape your ankle. Always ask the trainer if there is anything he/she could recommend to reduce your time in the training room and increase your time at practice.

We need to be very clear, any and all injuries are to be treated with great seriousness. However, we need to treat our commitment to this team with equal seriousness. If the trainer cannot administer treatment to you when you are in the training room you need to rejoin the team at the practice field, immediately. You can ask the trainer how long it will be until you can get your treatment and then return when you anticipate there will be an opening for you. Once you have received the attention you need, immediately rejoin the team for the remainder of practice. To summarize, if you are not receiving the trainers attention for your injury, then you need to be at practice with your teammates. **The training staff has requested that players not experiencing a serious injury wait to visit the training room until AFTER practice.**

In the past we have had problems with abuse of the training room and much confusion about how the injury situation should be handled. Remember that you joined the soccer team, not the training team. Avoid injuries whenever possible to do so, this means proper preparation before practice and games. If you are injured, take care of your injuries and treat them seriously, get your treatment and return to practice. If you are not injured, then stay away from the training room and get yourself to practice.

Complaint Policy

Players if you have a problem, issue, or complaint regarding your status with the team, or with another team member please see Coach Lytle immediately. Do not wait for an undue amount of time, this usually only makes the situation worse. Coach Lytle will listen to your concerns and will address them the best he can. If your problem involves another teammate you can expect to have a meeting with Coach Lytle and the other team member. Communication is the key and I will do my best to facilitate this attribute.

Parents, Coach Lytle is willing to hear your concerns as well. Remember that they must be expressed professionally and calmly. I will not deal with aggressive or inappropriate behavior/language from parents/guardians. Nor will I address your concerns during practice or games. Problems or complaints should not be expressed over the phone. Please either see me personally after practice or e-mail me. E-mail is an especially nice feature because it offers a written record of what transpired. If you wish to see me personally I am more than happy to oblige your request, but be advised that I am only willing to talk about your student-athlete. I will not discuss any other player's status, playing time, discipline, etc. with you. Finally, I require that any personal meeting between a parent and myself be conducted with the player in question present. These regulations are NOT in place to hinder the expression of your feelings or ideas. They are in place to protect myself, and the LEHS Girls Varsity Soccer Team. Please be respectful of them.

Academics

A quick word about your academic progress, as a student-athlete you are a student first and an athlete second. If you fail to perform in the classroom and end up on the ineligibility list, you will not be permitted to play, until your grades have improved sufficiently to earn your way off of the list. If you are in trouble academically, make sure that YOU take the responsibility to fix the situation, make tutor arrangements or allocate extra study time, BEFORE there is a problem. If your grades were to become a problem, you would not only be letting yourself down, but also the Logan Elm Soccer Program, and to put it simply, teammates do everything possible to never let each other down.

Keep in mind that since soccer is a fall sport, it is your spring quarter grades that determine your academic standing. Be thinking about your status always, but especially in the spring, for failure in the spring quarter's classes will equal failure to play in the fall. Also remember that the first eligibility report does not come out until early October. If you are ineligible at the start of the school year, you will be ineligible throughout the first 14 games in the 16 game season. If this were the case, you can safely assume that you would not be playing for Logan Elm for a very long time.

The team will have mandatory study tables before each game (during the academic year), right after school, in Coach Lytle's room. Everyone will be required to have schoolwork to do for the hour immediately after school (2:30 - 3:30). The only reason this will not occur is if we must board the bus before 3:30. Teammates will be able to get help from others who are more adept in a particular subject, work on projects, or just get caught up. After study tables are over we will have a pre-game meal and athletes will be allowed to make phone calls, get ready, listen to music, or just relax however you like.

Parental Involvement

It is the desire of the LEHS Girls Soccer program that athletes and their families feel like part of a family. We hope that you enjoy attending and watching our matches, both home and away. Please come and cheer on your player and her teammates/friends. Very few things motivate and excite high school players as much as having family and friends in the stands watching them.

The team asks that you cheer in a positive fashion. Please do not be disrespectful to any player involved in the game, whether she is wearing our colors or those of our opponent. Too often, we hear negative comments from fans and it reflects poorly on the kids, coaches, and school in general. As tempting as it may be, please refrain from being disrespectful of the officials. Without them we would not be permitted to play this great sport.

Finally, the team asks that each family donate a nominal amount of time and effort to the team each season. We like to offer the players a pre-game meal prior to each game we play on a school day. Games played prior to the start of the school year and games on Saturdays are not included. There are usually enough families to share this responsibility for each game. Please do not feel obligated to spend a great deal of money. First, this is not a contest between families. Second, we do not want to have an excessive meal. This is a pre-game meal, which means we will need to exercise not long after eating it. Please keep meal selections healthy and light and try to avoid excessive sugars and grease.

To help raise money for the team, Coach Lytle asks for volunteers to help him sell concessions at the weekly LE Boosters Bingo game. The Bingo game is every Wednesday night at the AMVETS Hall on Tarlton Road in Circleville. The girl's soccer team usually signs up to sell concessions during the game for one month. We simply sell pizza, hot dogs, and pop to the Bingo players. We are asked to provide a hot meat sandwich as well (this is the only thing which the team is responsible for paying for without reimbursement). The stand opens at 5:00 and closes a little after 8:00. Once things are cleaned and put away we are free to go. For working these hours each Wednesday of one assigned month, the team makes \$1,000. This is the easiest and least painful way to raise this amount of money for the team. Every effort is made to schedule the month during the soccer season to minimize the demands on our time. The money we make for doing this is spent entirely on the team. Each year we buy the uniform socks for players and provide a small gift to them at the end of the year banquet (seniors are given a little something extra). In 2002 we bought the players equipment bags. In 2003 we bought some new training aides for practice which the team enjoys using. Eventually we will need to purchase and/or replace the uniforms, which will also carry a large price tag.

Uniform Care and Responsibilities

All players are issued an equipment bag that includes their kit. The kit consists of shorts, socks, tops (both home and away), and a full warm-up suit (pants and jacket). The sizes of the equipment that each player is issued are specific to the number kit they receive. At the end of the season each girl is expected to return a clean kit to Coach Lytle. This should include all of the provided equipment with the exception of the socks, which the players are free to keep for future seasons. Coach Lytle will inspect your kit for both completeness and condition. Take care not to lose or damage the equipment you are issued.

To minimize wear, uniforms should not be left wet for an extended period of time. This can cause the colors to run (red can bleed into white). Be careful where you place/leave your equipment as you are responsible for lost or damaged gear. If an issue with your uniform arises from normal wear and tear during the season please inform Coach Lytle so that it may be documented and you will not be charged.

If there is anything wrong with your gear for any reason please communicate the issue to Coach Lytle as soon as possible so that steps may be taken to correct it with minimal delay.

At each game the team will line up their kits with numbers facing the field in numerical order. This not only looks and feels professional, but it also aids in finding emergency items such as asthma inhalers, epipens, or cell phones if the need arises. It also makes it easier for players to locate their bags so that they can put warm-ups or other gear in their proper place.

All equipment is to be returned to Coach Lytle no later than the Fall Sports Banquet.

How to Improve

Often winning games is not something that coaches, players, and fans can control. Outside factors frequently enter into this equation and sometimes the results are not what we desire. What is within our control, however, is our progression through our soccer ability and knowledge. If you wish to progress as quickly as you can, and develop your abilities to the fullest, here are some things you can work on:

- 1) Athletic Ability = find an athletic skill you are good at, and make it even stronger. Speed is the most obvious skill, however others could be, flexibility, jumping, strength, lateral movement. Improve your strengths.
- 2) Technical Ability = Combine this mental part of the game, with your athletic ability and make people sit on the edge of their seats when you play. Put yourself in the position to be successful, allow yourself to do what you do well
- 3) Make Your Teammates Better = Use communication and encouragement. Good passes and defensive help are 2 ways to make your teammates look better, and play better. If you receive a bad pass, make your teammate look good, by effortlessly controlling the ball.
- 4) Be an Impact Player = Make your presence felt. The game should change when you step on the field. Your team should elevate its level of play when you are on the pitch.
- 5) Coachability = Be cooperative and willing to learn. Go the extra mile. Listen and absorb as much as possible. Listen to coaching points and make corrections. Always give the maximum effort.
- 6) Be a Winner = Be first class in everything you do (off and on the field). Play as hard when you are down by 3 goals as you do when you are up by 3 goals. As a matter of fact, play harder. The best players are those who are most dangerous in pressure situations.

Through the Coach's Eyes

Here are some things that coaches look for when assessing potential and current players. Lets start with things all players should have:

- 1) Ball Control = Ability to bring any ball under control quickly and confidently, with all surfaces of your body. Ability to move quickly with the ball in the desired direction. Ability to protect the ball from your opponent.
- 2) Passing = Complete short and long passes, both on the ground and in the air. Ability to chip the ball

over opponents. Using your head to execute a pass. Execution of one/two style passes.

- 3) Dribbling = Ability to feint in one direction and take the ball in the other direction. Using a speed burst to beat your opponent. Changing directions with the ball at top speed. Withstanding physical pressure from your opponent. Create opportunities and passing lanes by dribbling into space.
- 4) Heading = Executing head passes (both to space and feet), clearances, and shots.
- 5) Finishing = The ability to finish the play by scoring a goal. Use correct technique to strike the ball. Strength and placement of shots. Shooting with a variety of body surfaces (head, chest, thigh, feet, heel, etc.) Be composed and aggressive at the same time; do not be afraid of failure. Put the ball into the net.
- 6) Tactical Awareness = Anticipate the play and position of the ball. Read the field and determine where you need to be. Positioning sense and execution of the correct moves. For example:
 - Offense with the ball = Execute switching the field. Play deep/shallow balls at correct time. When to hold the ball by shielding or dribbling. Initiate one-two play.
 - Offense without the ball = Make yourself available. When to offer close support and when to stay away. Overlaps and take-overs.
 - Defense = Pursuit of the ball. When to make a move to intercept a pass. When to mark tightly to stop your opponent from receiving possession. When, where, how to tackle. How to physically challenge your opponent and force them from goal. Positioning. Starting the counter-attack.
- 7) Endurance = Ability to commit yourself to plays throughout the game, in both attack and defense. Play the game with little reduction in ball control as the game progresses.
- 8) Speed = Acceleration, and direction changes. Explosiveness. Four types of speed are: Straight ahead running, lateral speed (direction change), change of speed (slow to fast, fast to slow), and deceleration (stopping quickly)
- 9) Agility = Adjusting your body to control an awkward ball. Being quick on your feet. Getting up quickly after a tackle. Balance and flexibility.
- 10) Strength = Using your body to win a physical confrontation. Winning challenges for a head ball, shielding your opponent, forcing an attacker away from goal. Using your arms to hold off a challenge while dribbling.
- 11) Attitude = Mental and psychological make-up. Your true character as revealed through competition. Drive (will power, commitment). Aggressiveness (willingness to take risks, hard work, ruthless). Determination (concentration, desire to win, failure to accept less than your best). Responsibility. Leadership (pride, takes responsibility for the team, composure, respected by others). Self-Control (emotional stability, discretion, composure). Mental Toughness (commitment throughout the game regardless of score). Conscientiousness (always want to give your best, self-critical, diligent). Coachability (willingness to accept instruction, self-motivated, discusses problems, pursuit of your potential, interested, attentive).

Descriptions of Positions

Whenever possible Logan Elm will be playing a 4-4-2 formation. This set-up involves 4 fullbacks, 4 halfbacks, and 2 forwards. At times we may need to mix up our formation, but this is the preferred formation of our program. Here are some brief and basic descriptions of the various positions in this line-up.

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| Goalkeeper | - | Not a position for the faint of heart. This can be, and usually is, one of the most physically demanding and challenging positions in the game. Be prepared to be knocked around both in practice (including individual and group drills) and in the game. The keeper must be physical, aggressive, and above all else confident. The goalkeeper controls the defense and as such must have a commanding presence and voice. This player has the best view of the field among all active players. She must identify threats to the defense and point them out to field players. The rewards are well worth the sacrifice (take it from me I know). Keepers are a unique breed of player, and they have a bond other keepers that transcends bounds. |
| Outside Fullbacks | - | A vital part of the defensive backline these players have dual responsibilities. First, they must isolate any attacks that come their way. They must force the ball wide and keep it their for as long as possible. Problems often begin when an attacker is able to get inside the wide fullback and penetrate towards the goal. If the attacker attempts to serve a crossing ball it is the outside fullbacks responsibility to shut down the cross before it is served. Secondly, when possession is won in the defensive third (either in open play or by means of a goal kick/keeper save) these players are the primary outlet choices, making them the first line of transition play. This position must be able to take direction from both the center fullbacks/sweeper and the goalie and should be able to coordinate switches both up field (with an outside halfback) and inside with the central defenders. |
| Center Back/Sweeper | - | This is the organizing aspect of the field players. She is the primary link between the goalkeeper and the other 10 players. Communication is a primary responsibility at this position. This player is the last line of defense between an attacker and the goalie. The best central defenders have an amazingly close relationship with their keepers and both work harder than ever to protect each other. If there is a goalie on the field that cannot use her hands, the sweeper is it. She must be able to mark the most dangerous attackers and to effectively and quickly clear the ball up and to the outside. If an outside back is beaten by an opponent, she becomes the responsibility of the center back, making switches a key aspect to this position. If an offside trap is being employed, this girl sets the trap. She must be able to push the play and the players up from the back of the field. Speed of thought and foot is vital, as is a strong voice. |

Center Back/Stopper	-	This position offers a chance at linking play between the backs and the midfield. This is especially true of the outside fullbacks, who will likely need an option after fielding a clearance from the keeper. They must play both defense and offense, providing depth in defense and drop balls when the ball is deep in the attack. This player is key to switching the field, which moves the point of attack from one flank to the other. If an opponent has more than one dangerous attacker, the stopper will be used to man mark one of these attackers along with the sweeper. Any attack that is orchestrated down the middle of the field should be met and slowed by the stopper, allowing teammates to time to reach a helpful defensive position. At least average ball handling and good passing skills should compliment a strong foot.
Outside Halfbacks	-	One of the most demanding positions from a cardio-vascular standpoint. These players are running up and back in an almost non-stop series of wind sprints. If the outside halfback is out of shape she will be out of position and this will be visible to even an untrained eye. On defense she must be able to contain an attacker and keep the ball wide while her teammates recover to positions behind the ball. She is the outlet for long keeper punts and outside fullbacks in trouble. This position is the lynchpin of transition play, offering “give and go” passes up the flanks for quick penetration. She must spread the attack and pull defenders wide, opening spaces in the middle for her teammates. A strong foot is important for serving crossing balls into the goal area. She must also be able to execute one and two-touch passes with consistency. Ball handling with the outside foot is essential in order to retain possession, drive the ball deep into opponents territory, and commit defenders.
Center Halfbacks	-	Good vision and the ability to play penetrating, dangerous passes are the keys for this player. She must see and respond to dangerous attackers who are in the second line of attack. In several instances she will be required to play defense deep in our territory. She needs to be able to move laterally as well as she moves vertically, displaying both quickness and speed. Working with the outside halfbacks and stopper, she moves the ball calmly but quickly up-field to the forwards. Ball handling should be above average as pushing the ball up-field frees up forwards when defenders commit to the ball. She needs to be able to carry out well placed and well timed passes both wide and forward. Communication is a key element of an effective center halfback. Passing skill is at a premium, as is conditioning and flat out hustle. The center halfback should be internally driven and have a very high motor.
Forwards	-	While forwards often need to retreat in times of great defensive need, their primary responsibility is to stay forward (as the name

implies). If possession is lost in the attack, these girls become the first line of defense applying high pressure to win the ball back and continue offensive play. If the ball is lost and we must transition to defense they need to be able to identify dangerous runners and point them out to defenders behind them. Like the center halfback they must be able to move laterally and vertically, while not abandoning any space for too long. There is a great deal of territory to cover so these players need a high work rate. Forwards need to be aggressive and always look to attack. Typically, the forwards are the most confident players on the team, always ready to break out and net a goal. Mental toughness is important because they are expected to continue shooting even if they feel they are in a “slump”. Ball handling should be far above average, as should trapping. Unselfish forwards are always welcome, but one too many passes can easily spoil a golden scoring chance. Playing with back to goal is a unique skill that effective forwards possess. She needs to push the play forward without ending up off-sides.

Set Pieces

Soccer is a game characterized by a unique flow of play. Many Americans find the non-stop action of the sport very confusing. In actuality there are many times during a match when play is stopped. These are important moments in the game. As such, most teams like to utilize them to the fullest extent. To this end a great deal of planning and preparation go into these set plays, or pieces. Below you will find the set pieces that the team will be running this season. Every single player is expected to know and be able to execute every single position in each of these plays. Knowledge of the play is the first step to its proper execution. We will be practicing these plays as a team several times over the year. When the situation arises to perform these plays, each player is expected to immediately and confidently follow the game plan. Players are personally responsible for studying and learning these plays. Team members will be tested on their knowledge of the plays. The timing will be worked out in practice as a team, the knowledge of the plays will not. Be prepared when the time comes!

The History of Soccer

There is no easy answer to the question of who invented the game of soccer. Some anthropologists claim that it likely began in prehistoric times when early humans kicked a ball (symbolizing the sun) across a newly planted field to encourage a good harvest.

Over 2,000 years ago the Chinese wrote about a game called tsu-shu (tsu means “kicking with the foot” and shu means “stuffed leather ball”). The game was likely a military training exercise used to improve the footwork of soldiers. The ancient Greeks played a game called episkiros, which included kicking a ball within a playing area complete with boundaries. This game was borrowed by the Romans who added, in typical Roman fashion, a bit of violence and took it with them as they spread throughout the western world.

The Romans ruled Briton (modern day England) for four centuries and the unruly native inhabitants of the island began to play the game with fervor. This early game permitted kicking, shoving, biting, and punching all in an attempt to force the ball over the opponents end line, and the playing area typically

spread for over a mile in all directions. If the game was played in a field, few people objected to the rough play. However, when the game was played in a city or town the property damage was considerable as players moved in a mob-like fashion through the narrow streets. Residents locked themselves indoors and lived in fear until the game was finished. The damage from these games resulted in a royal decree from King Edward II banning the brutal games. Twenty-five years later his son Edward III had soccer players arrested under the pretense of national security. Despite the efforts of various kings and queens, soccer continued to be played throughout England.

By the 1600's some rules had begun to emerge. There was now an actual goal, instead of simply a goal line. But by and large the game resembled modern rugby much more than modern soccer. Most players had no particular skill in the modern sense. Strong legs, thick skulls, and a reckless attitude toward personal safety were the characteristics of success players.

During the Industrial Revolution, the English middle and upper classes began to create even more rules. The Industrial Revolution created a great deal of schools and men's clubs in English cities. Both of these organizations rely heavily upon order and rules. It was only natural for these rule-based clubs to set down rules for their favorite game. Yet each club and school had created rules independent of each other. While rules existed, they were by no means uniform (not even the size of the ball was standard). Some of these groups liked the physical nature of the early game. For them the rules created a game that evolved into modern rugby. Others, more upper-class institutions, preferred the cooperation and skill that organized sport required. For them the game evolved into modern day soccer.

Soccer continued to grow in England, but it wasn't until the nation began to dominate the world's industrial scene that the modern version of the sport arrived. In an effort to get products from factories to ports easier an extensive system of roads, rails, and canals was developed. Now schools and clubs were easily able to travel and play matches with teams from other towns. Rivalries began to develop and teams created schedules and seasons. In 1848 the Cambridge Rules were created and began to dominate matches between towns. In 1862 the oldest known rules book for the sport was written "The Simplest Game", and only one year later the Football Association was founded. This was the final split between soccer and rugby. The term football was adopted, not because the game involved playing with the feet, but because it was played "on foot" as opposed to on horseback (which is how all "proper" sports of the day were played).

The game's popularity as a spectator sport grew when in 1872 the first soccer championship was held. The FA Cup, then called the Football Association Challenge Cup, was a single elimination tournament open to teams who were members of the association. 1872 was also the year of the first international match in soccer history. The English played the Scottish to a 1-1 tie featuring very different styles of play.

In 1891 the penalty kick was added to the rules as a punishment for penalties near the goal area. Naturally, the penalty area had to be defined shortly after and by 1902 the field looked much as it does today.

The term soccer was not, as many think an American invention. In the 1870's many English boys began using a form of slang, which involved dropping the final syllable of a word, and replacing it with "er". Thus a rugby football became "rugger", which is still a slang term for any rugby player. Football became soccer when these young boys took the "s-o-c" from the word association (the Football Association had been founded only a few years earlier) and added their slang ending of "er". In England soccer and football were used interchangeably, much as basketball and "hoops" are used in the United States. As American football grew in popularity, the yanks began to refer to the original game as soccer. However,

it was not until 1972 that the United States Football Association changed it's name to the U.S. Soccer Federation making the name change official.

The Rules of the Game

Coach Lytle has rulebooks that can explain the finer points of soccer. Perhaps a more convenient option, if you have a specific question, would be to ask the coach. Your local library is also a good place to look for books that can introduce you or your family to the game at its simplest level.

Useful Websites

Here are some websites that may be of use and/or interest to you. If you find a good website that is not listed here please tell Coach Lytle so that he may add it to future lists.

Logan Elm Girls Soccer Website
www.geocities.com/lehsgirlssoccer

United States Soccer Federation
www.us-soccer.com

Eurosport Soccer Equipment and Catalog
www.soccer.com

Soccer website directory
<http://www.soccer-sites.com>

Soccer television listings
www.soccertv.com

Women's soccer world
www.womensoccer.com

Rules of the game
www.drblank.com/slaws.htm

FIFA
www.fifa.com

Ohio High School Athletic Association
www.ohsaa.org

Ohio High School Soccer Statistics
www.ohiosoccerstats.org

Camps and other Developmental Opportunities

Coach Lytle has much information about summer soccer camps. Interested players can contact Coach Lytle during the spring to receive camp information and/or applications. Another possibility is that a moderate to large group of players decide to attend a team camp. Many universities/programs offer this option and it is solely dependant upon having a number of committed and dedicated players who agree to go and workout together.

During the winter months there are indoor soccer leagues which players can take advantage of. There are leagues in Columbus and Chillicothe. Most facilities offer multiple sessions so you can play for a few weeks and then take some time off if you choose. Indoor is a great opportunity to develop passing and ball handling skills. Physical play is also often a result of the enclosed, smaller playing area. A premium is placed on accuracy and ball control. Every player should give it a shot as it almost invariably improves your game.

Talented and committed players who are willing to spend some additional time and money may decide to try out for the Ohio South Olympic Development Program (ODP). If you are interested in pursuing soccer at the college level this is a good way to play against top-notch competition and to possibly earn yourself some exposure to college coaches. ODP offers teams for players from 12 to 17 years of age and try-outs are held in either the fall or spring. More information can be found at the Ohio South Youth Soccer Association website, www.osysa.com.

Video Tapes

Coach Lytle has soccer games on videotape. He will loan these tapes to interested players, provided that the tapes are returned to him in good condition. Some of the tapes have multiple games; some have one game or even one half of a match. In addition, he has annotated notes that accompany some of the matches. A list of the tapes and which games are included on the tapes is below. If a tape has "game notes" that go along with it, the list will indicate that. Interested players/families should speak with Coach Lytle about exploring this way to study the game.

<i><u>Tape #</u></i>	<i><u>Match</u></i>	<i><u>Date</u></i>	<i><u>Notes Included</u></i>
Tape #1	United States Men vs. Honduras	3-02-02	Yes
	United States Men vs. Germany 2 nd half	3-27-02	Yes
	2002 UEFA Cup Final:		
Tape #2	Feyenoord vs. Borussia Dortmund		Yes
	2003 Women's World Cup Quarterfinal:		
	United States vs. Norway		Yes
	2003 Women's World Cup Semifinal		
	United States vs. Germany		Yes
	2003 Women's World Cup Semifinal		
Tape #3	Canada vs. Sweden		Yes
	2004 French Ligue 1: Marseille vs. Bordeaux		No
	2002 Super Y-League U-14 Girls National Championship:		
	Atlanta vs. PDF (NJ)		Yes
	2002 Super Y-League U-16 Boys National Championship:		
	New York vs. Cleveland		Yes
Tape #4	2004 Champions World Series:		
	FC Porto (Port) vs. Galatasaray (Tur)		Yes
	2004 MLS: Columbus Crew vs. New England Revolution		No
	2000 Logan Elm vs. Franklin Heights		No
	Various Highlights		No
	English Premiere League: West Ham vs. Coventry City		No
	Dutch Eridivisie:		
	NAC Breda vs. PSV Eindhoven (final 15:00)		No
	Various Highlights		No
	Italian Serie A: Udinese vs. Juventus (10:00-32:00)		No
Tape #5	Various Highlights		No
	UEFA Cup:		
Tape #6	Galatasaray (Tur) vs. AC Milan (Ita) (45:00-55:00)		No

Extended Try-out and Tournament Dates

<u>Date</u>	<u>Try-outs</u>	<u>1st round of tournament</u>	<u>State Final</u>
2005	August 8	October 17	November 12
2006	August 7	October 16	November 11
2007	August 6	October 15	November 10
2008	August 4	October 13	November 8

Logan Elm Lady Braves Soccer Manager

Some of the duties/responsibilities of a student/manager include, but are not limited to:

- Opening the practice facility for team members and retrieving practice equipment from its storage. This is a daily responsibility. Keys to the field and storage will be provided and must be returned at the end of the season.
- Traveling with the team, both to and from, each game (home and away). Assisting with the loading, transport, and unloading of match equipment both to and from the team bus. This is a responsibility only required on game days.
- Keeping track of game statistics in the official game book. This is only required on game days, or on designated scrimmage/practice days. This is a vital function of the position as scouting reports and game plans are derived from these statistics. Training and instruction will be provided.
- Videotaping of designated matches and some practice sessions. Equipment will be provided by the team, as will access to the press box. This is not a daily responsibility; it is infrequent but will be planned for in advance. Great care must be taken to achieve quality, functional video for the team. Instruction will be provided.
- Distribution of team rosters to the game announcer, officials, and opposing coaches on game days. This is a game day responsibility.
- Recording of player stats in such categories as mile-time, 40 m dash time, and 100 m dash time. Additional keeping of practice and game attendance records is expected. This is a daily responsibility.
- Attendance at all team functions including try-outs, practices, games, study-tables, and fall sports banquet. Manager is expected to follow the attendance procedures of other team members.

The team manager is not a position, which dictates serving the individual players of the team. It is not a position of “water/towel person”. Players are instructed of this fact and are expected to behave accordingly. The position of team manager is just that, a job that provides assistance in the managing of the team’s necessary functions. The title is equal to that of “coach’s assistant”. Managers will report only to the coach(s) of the team and not the players. They are full members of the team. They will held to the same standard as other team members and will be treated with the same respect. They will have unique responsibilities, but all team members do. They will be rewarded as full team members, including the receipt of letters, and team gifts

Players Agreement

Players and parents/guardians please sign this agreement indicating that you have read and understand the team policies as outlined in this handbook. If we all know and understand how the team functions we can avoid problematic situations, which may otherwise arise. Return this agreement to Coach Lytle at the first day of practice. Thanks!

I have read and understand the Girls Soccer Handbook. I agree to follow all of the team policies described in it. I understand that these policies are in addition to the policies of Logan Elm High School and it's Athletic Department.

ATHLETE'S NAME: _____

PARENT/GUARDIAN: _____

DATE: _____