Within Small-Sided Games in High Trai

Pubertal Soccer Pla
Talent Development as a Game Within Small-Scale High-Intensity Pre-Publication Players

Jonathennenn

Thesis submitted in partial fulfillment of requirements of Staffordshire University degree

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I would like to acknowledge the support of my PhD process. I would like to thank Prof. Vish Uitten, who supervised my research. Secondly, I would like to thank Dr. John Ig of for my work at Wolverhampton FC. My PhD research included sport science and research in my university. Thirdly, I would like to thank Prof. Barry Dr who contributed significantly to my assurance in research. I am extremely grateful to work with my supervisors.

I also like to thank my family for their support. My family, D Morrison, N B Cliff, and D Dr think very highly of my family. They were part of my study with my family. They very much appreciated my musical work for my family. They thought very highly of my family. My family, B Barratt, M Cliff, P Hill, Allerton, Mert, Chris West, and Aaron Smyths, were very much appreciated for my family's contribution, specifically Sarah H, who supervised my writing of this study.
Historically, research in this scientific use was determined for success or failure. Determination was achieved for these attributes to contribute to success, a mathematical model was formed. This study, 'self-scorer game (SSG)', with a detailed rating and utility was established. This study, self-scored for SSG, graphically covered goals. The utility of this SSG was utilized to try to confirm the future. Results with more success in self-scored SSG were rated by coaches in self-scored SSG. Currently, mainly self-scored SSG's failure on self-scored SSG could be used to transform SSG. Similarly, this influence of self-scored SSG's rating on the recording of self-scored SSG could be used continuously. In the most transparent, this self-scored SSG's transformation could be utilized year to year.
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<td>ANOVA</td>
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<tr>
<td>CMCT</td>
<td>Center Time</td>
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<tr>
<td>EF</td>
<td>Effect Size</td>
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<td>Overall Association</td>
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T ��r ese a r che r s  �v �att e m�� t o  i �nti f y  c �r ��r i cs t ��t  �f f ��t i ���t w �� i l l �� ssi l l �� p ��f o r me r �t o det e r mi n e t ��r ���  �r �i t y  �d env i r �m�t  i n t ��v ��m�t  o f  ��r t is e, t ��r e sea r ch ��l  t ��sev ��  predi ���o f  t ��t  i ��f f ��t ��m�� �� as ��y ���i cal ,  ��t ��omet r i c ,  psy cho l ��i cal ,  ��as w e l l  as ��o -
eco ��mi ��t ��( Wi l l i �� ��R �l l y  ��) .  I ��r ece n t  l i t e ra t ure ,  a  ���� ��l ��proach ���� a ��l i ��t ��t ��nti f i catio mo ��s ,  w �r �y  �i ��cal ,  
therpo m�r i ���t ech ��cal  cha r acter i s t i cs o f  y �� ��m��r � i ��i sol �� n f r o m  m�� ��r fr o m  t ��r f �m��,  t �� predi c t  f utu r �� succe ss (V �y ��et ��) .  T ��s �� t me �� i satio mo f  ��f f ��t cha r ��r i �i cs t ��t  con t r i ��t e  t ��s ��f e ��r f o r m��ce a r �v i e w �� as ��w �l e.  I ��pract i ��,  w i t ��� ������ soc ��s ,  t ��t  i �� i ��t i ��l i n k ��t ��coa ch ��t s '  sub jectiv e, p r eco nce i v �� im��o f  t �� i ��m�c ��y  �l  t ��t ��f o r m��ce ��v i ��m
**POTENTIAL PREDICTORS OF TALENT IN SOCCER**

**Physical Predictors**
- Height
- Muscle Girth
- Weight
- Somatotype
- Body Size
- Growth
- Bone Diameter
- Body Fat

**Sociological Predictors**
- Parental Support
- Socio-economic background
- Education
- Coach-Child interaction
- Hours in practice
- Cultural background

**Physiological Predictors**
- Aerobic capacity
- Anaerobic endurance
- Anaerobic power

**Psychological Predictors**
- Perceptual-cognitive skills
  - Attention
  - Anticipation
  - Decision making
- Motor/technical skills
- Game Intelligence
- Creative thinking
- Motor/technical skills

**Personality**
- Self-confidence
- Anxiety control
- Motivation
- Concentration
Therefore, effective test criteria, objectively, will require a robust approach, whereby, predictor of the ability to perform, whereas, criteria of performance are necessarily acting. Therefore, is the test criteria, without question, matured. Secondly, test of maturational is considerably defined. Consequently, will implement, thereby, essentially limited to performance in sport (Vyl et al.). It is the test to identify successfully, however, use of test viewed as critical with a well performed.

Test effectiveness at present widely accepted (Ryll et al.), many of the current test approaches are merely tested to assess validity (Ryll et al.). This clearly is an extremely complex concept to quantify in sport, why may be difficult to achieve successfully. A key
The study of the visual information representation (VIR) will be examined. The presented views, in full and in part, will be investigated to ensure medical rigour in the task. Once medical rigour is established, the tasks will be tested using SSG as a specific, integrative predictor of technical, psychological, physiological, and psychosocial predictors of performance.
improve face recognition, maturity, fit, characteristics used in times as prediction of performance (C. et al.). This is suggested consistently into identity acceptance of performance (V. et al.).

Train with youth soccer academies immediately into technical progress (R. et al.). Technical progress would be important into minutes.

Identify early predictor of long-term success is sure at the time (G. Miller et al.). Cross-sectional soccer research with this potential for success is serious (R. et al.). Consistent with this perspective, some increase in the number of select the maturity of the senior professional soccer utilised in this case studies, including, some of these treatments may be implemented into next season, some of these treatments may be implemented into next season.
program (Mol et al.). The effect is from the children, if selected, from the care errors in their time selection (Mol et al.).

A investigation of their current status in the last soccer, from the impact of their weekly effort in the first quarter of the year; conversely, they reduced the first quarter of the selection year (Carl et al.). An assessed selection list was statistically significant, inferior, and more mature status as well as scrum against selection year (Carl et al.). The selection lists indicate that academic errors in the significant evaluation (Hirose). Current literature is also from their maturity statuses affecting their form; for example, the soccer sports were significant in soccer (Gmel et al.). Common
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2.1 AEROBIC ENDURANCE VS COMPETITIVE LAYERS

Aerobic endurance reflects the ability to produce energy at a measured maximal intake (V\textsuperscript{\textsubscript{O}}\textsubscript{\textsuperscript{2}}\textsubscript{\textsuperscript{max}} (Rolly, Bøgh and Frøk)) and thereby for a game, 2 - the time (Tøllet.

Heart rate (T\textsuperscript{\textsubscript{HR}}) is considered as maximal for testing, 15 - 0 . 8 at sprint (>20 km/h), therefore

Differences are

V\textsuperscript{\textsubscript{O}}\textsubscript{\textsuperscript{2}}\textsubscript{\textsuperscript{max}}

In agreement with physiological (Willis) and

V\textsuperscript{\textsubscript{O}}\textsubscript{\textsuperscript{2}}\textsubscript{\textsuperscript{max}}
The text is not legible due to poor image quality.
Game of soccer can change the time of sprinting, thus, asphyxiation and all sides (Bellet et al.). Clearly, specific tests of fatigue indicators are restricted to space and pressure increases, mistakes and crises of supply, and fatigue (Bellet et al.). Only, specifically, tests of use indicators are specific to sport, and can be used for form and performance evaluation, whereas, these uses are specifically using machinery to measure level with all the macro of soccer (Gössner & Muller 12). Russell et al. (��) so of sprint speed at set time and distance, and was rated as long or time and distance difference, was as effective, measured to avoid the occurrence of success (Gil et al.). Much of the research indicators specifically as indicators for soccer is a return to the first of which was a set of a kind of (Gössner et al.). Therefore, indicated the gathering of arm and leg measures (Russell, Bagnell et al.). At the age of a, specific was
13
14

...
weight and fat intake, slightly more compared to sub-elite at a given population (Vylkova et al.). This study also indicates that the elite (Carle et al.)

2.2.2 Within A T A tion Model

Identify critical attributes to identify success in sport, supplementing skill tests for assessment, showing all, the skill and agility, as well as the juggling (Vylkova et al.). A study...

...showing juggling and agility being effective in identifying skill and ability (Vylkova et al.). The study showed that the skill was slightly lower in...
A limit of loss-secund is typically in itself, whereas this loss-section if fully focused on a combination of anthropomorphic and technical components. Thus, predictive values of components for soccer, accelerated soccer is at a standard set of specific skills by athletic achievement. I intend to identify the way soccer, an approach to make primarily

This is not clear, therefore, as used in Hill-Het. The ty typewritten.

To S M A L L S I D E D G A M E S

Some for competitive to view whereby the requirement a match to competitive modalities of match (Klindström). Small-sided games (SSG) manifested games are to reduce a cost of tool involvement in soccer games (Hill-Het. 1). Small-sided games are typically used as because of match's achievement; the game combined technical, tactical and physical (Uitn 2002). Ex 1 SSG's systematically are Art ratio (H R), and game of reception (R P E), more recently gestures (G P S) are used in simulation.

All of these methods are limited in their way, therefore, as used in SSG manifested typewritten. To prescribe these can
malted coactin, increasing levels of SSG may make comparisons difficult. Moreover, the SSGLit"ure as well as the literature,

All these measures are subject to the age group as well as the use of SSG for treatment. Thus, different agents may have different effects on SSG intensity and the latter is found to be more difficult. For instance, the use of SSG for different age groups was found to be more difficult in the literature, particularly if used for prolonged use, making comparisons difficult, as age group has been used for longer terms. Furthermore, the treatment for SSG will never be eliminated, especially if used for prolonged use.

The use of SSG may affect the SSGLit"ure characteristics of the agents, making comparisons difficult, as age group has been used for longer terms. Furthermore, the treatment for SSG will never be eliminated, especially if used for prolonged use.
Summary

Game Design

Objective

Yes Offensive and defensive phases

Aro 1 2004 - 16 years

- 3 4 4 min/s rest

- 20 0 min

Mano managing Manouches

Lapel pitch

Dalla 2011

- 1 3 ±0.7 2 3 4 4 3 5 min/s rest

- 30 0 3 3 3 4 0 rest

- 30 0 20 0

- 30 0 30 0

- 50 0

- 25 0

- 20 0

Allouches (1st 2nd free lay)

Dalla 2011 b

- 16 0 16 years

- 2 3 4 4 3 4 8 3 8 6 4 24 ins continuous

- 28 0 25 0 28 5

- 20 0 25 0

- 30 0

Allouches (1st 2nd free lay)

Hill-Haas 2009

- 16 ±0.6 2 3 4 6 1 24 ins continuous

- 37 1

- 91

- 12 ±0.5 and 4 6 ±0.4 ears

- 3 5 min/s rest

- 3 5 min/s rest

- 3 3 ins/4 min/s rest

- 37 1

- 91

Jones and 2009

- 8 7 ±1 ears

- 3 4 8 1 min/s continuous

- 30 0 60 0

- 30 0

- 50 m

- 60 0

- 30 0

Mallon and Navarro

- 18 0 18 years

- 3 3 ins/10 min/s rest

- 33 0

- 65
With GK Owen 2011 26 years

With Coach...
2.3 AME AON A RECOVERY INTERVALS OF SMALL-SIDED GAMES

A majority of sites use delayed regimens for SSQ, whereby suspended w

A recent study, however, contested this format as typical of

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Hill-Het al. (2009) use HR instead of SSG, and used RPE in the use of HR instead of SSG, thereby increasing the HR maximum (HR_max). Hill-Het al. (2009) continue to term SSG training regime irreversible, thereby increasing the HR maximum. However, in order to ensure the reliability of the comparison between SSG signs and clinical evaluation compared to other measures, Hill-Het al. (2009) collected data from training regimes to avoid technical errors. A majority of SSG signs and clinical measures will inevitably produce a less clinical load, as Dl et al. (2009) collected SSG games, light intensity 1, and calculate the clinical loads, compared to other measures will appear to be more systematically from SSG prescription versus.
2.4 Example Usage of Mal-Sided Game

It is commonly for coaches to identify tasks for SSF or for tactical use. This study included
involving the movement of the coacher, whereas the coacher making the decision (Agar et al., 2012). From
the literature, this increase in lactate concentration was noted for the coacher (Aronso, Rod, and Garre-Parrado,
2018). Moreover, the coacher increased percentage of the maximum heart rate (%HRmax) compared to SSF
tennis players. Duration (s) investigated were: a) ligament; b) gait, rate of gait; c) gait, rate of gait. Their results
underlined the ligament rate of the competitive tennis players. Percentage of all tennis
is another indicator (Martínez et al., 2018). A regular and important indicator. A moment of essential
was also counted as a goal, which is the SSF competitive
and each task into the time working. Percentage
result is low. However, some of the WCC cups, such as once set two WCC cups, can take more. Sticking to Mellie and Boot, if of the long sequence results, it is argued that success of techniques

Jon Mellie and Mellie. If of them, they play football difficult of SS G-Hilhet. Hence, research is to indicate if it is success of form. The use of research is to indicate method to stick to football. There is a lack of research to indicate if it is success of form. The use of research is to indicate method to stick to football.
A recent study at a time-motion facility found that two-egg gestation increased the age group from 10 (Goto, Morrill, & Neville) to 15 in the amount of egg action at a later month. Players' time-motion characters were linked to competitive matches (Hill, Hettel). A recent study (Casamichano, Castelli, & Caggi) measured the activity of 1-meter throws of SSG's results that the egg profile of SSG's format corresponds to larger format of sprinting movements and recovery situations (Hett). Otherwise, the release of all-egg games evolves the skill of clearer with the awareness of SSGs' calibration (Hett). It appears that selecting SSG's format corresponds to greater match intensity, which will allow a broader format of sprinting movements (Hett).
activities for greater tactical vision (Hill-H. et al.). These once-time SSG activities with pre-attributes, yet soccer players receive a view that indicates physicality of mechatronics.

SSG' testers' experience is similar to that of the specific utility for soccer players as well as technical proficiency. The lack of competitive SSG, intensity of activity level (Hill-H. et al.), makes it hard for rate conscious learners. Using rarely used SSG for pre-soccer will aid your technical progress as well as rating then inactivation in.

MA-SIDED MENTAL IDEAS
A player's technical utility is the dominant element of success for soccer players, it can consistently differ with sub-substitutional players (Meyl et al.). A competitive SSG format can improve a player's creativity through great amount of all other tactical games (Ow et al.). Small- or large including a large amount of technical actions; therefore, here were currently rate technical proficiency. Very et al. (2005) indicated to get a tactical understanding of the time of test, once the time of SSG tests to

expected to take part in. Decisions of mechatronics for soccer forms, therefore, every aspect of soccer experts to take part in
Accurately specify the accuracy of the compasses (Roaa, Willi) and the accuracy of the other methods (McMorri set et al.). SSG's accuracy will eventually make the necessary adjustments, which will help to differentiate between different methods, which in turn will improve the effectiveness of the competition. Small-scale games can contribute to the evaluation of the task mechanism, as it is considered a task representation. A recent study (Uittet al.) attempted to identify this task mechanism as it is considered a task mechanism as represented by soccer formce (Vittet al.). Time recovery for each match was assessed (GTSC). The combination mechanism changed for every game, so the accuracy was maintained. The accuracy of SSG. The study already provided conditions for different methods (SST's coach method). The simulations of these methods were used to evaluate the success of SSG. The study so far provided different methods (SST's coach method).
to assess agrammatism, see inconsistent in their quantification of error. These are archival for immediate measure to the (Atkinson, Nilsson) context that is literally, uses confidence limits of typical error and changes in the manassary of measurement.

2 A ALAND AIMF P 31

Literature in digital games is confirming, as many are printed for to paper. Therefore it is difficult to properly SSG for a significant measurement effective, as SSG is not proviable specific, without objectively.

Then SSG is so sure to spatial to measure the technical literacy always in win. Therefore, SSG is manifest to the success of the technological adaptation. The latest strategies to test the medium to measures of, the testing situation are taken across the sector (Vyet). Whereas, character of the arm alone is compared with respect to return. This would ever, if effective as it take is to medium situation. A medium - medium represented as SSG 's lit and illustrate more solely for creative a move. Currently technological measurement preferentially recruit for early imaging in ivisuals and attempt to interpret those sports situation effectively in win to junior (Vyet). The typical situation focuses across the sector a choosing of the game of by the clinical anthropometry measures at the time in the head's overview as assume that the trial is indeed
3. M. M. T. 2. The importance of soccer is mainly due to its potential to prevent, as well as to provide an opportunity to overcome these mental health issues.

2.9 OBJECTIVES OF THE STUDY

A. The primary objective of the study is to analyze the impact of soccer on mental health.

B. The secondary objective is to develop a specific program for mental health improvement.

C. The third objective is to explore the effectiveness of SSG intervention in mental health.

D. The fourth objective is to evaluate the internal reliability of the mental health time-motion chart (GTSC).

E. The fifth objective is to validate the effectiveness of the proposed SSG intervention.
Technically, games using a game technical score (GTSC) (fix with coaches) are used. The GTSC mimics the percept of coaches with scoring a decision within
the GTSC. All scorers' form was fixed until giving a score between 1 and 5. Each scorer is scored by players' performance in layers: 1 - poor, 2 - low, 3 - era, 4 - very good, 5 - excellent. The
scorer is in GTSC with: Coaches, Committee, Decision making, Player, Mentor, Coach, Over, SSG, As…Marking. The scorer was received by coach immediately for all scorers. Scoring GTSC's
inter-laterality is logically (GTSC compared, SC does not change at all with p > 0.5) between two coaches (F.A. 1) across game. The GTSC's inter-laterality in the previous result was similar, with a
result of 0.5 for C high-quality coach (F.A. B license) when these research compared with coaches (F.A. 1) (U et al., 2016). Consistency of GTSC was logically (SC 4) for a high-quality (F.A. B license) coach as well. The consistency of the game with GTSC's inter-laterality (GTSC) is less than 30% for Lyly examining via likely quality scored a game to verify inter-factors (80%).

Timely Analysis
Microscopic device (MEMS), (MiniMaxX, S4, Catapult I...Measures, Analys...
Political tactics constitute a form of SSG speech or part of speech testing. The test was completed at the same time of year for each SSG, (Chief et al., 2012). The test was conducted with 3 G as a target, if possible, to ensure whether conducted.

3.1 P JS

Power was measured with jump height with CMJ without use of arms, sprint, and 30m sprint. Each tester was recorded and used for years.

3.2 CMJ P

This form was conducted with arms all during counting down a day as high as possible, to the jump mat with the height.

3.3 SPEED PROTOCOL

Sprints were measured with a minimum of minimum-limits sprints with Infared timing gates (Brijer Timer System, USA) at 0, 2, 5, m. Parts were in the 1st timing gate. Each tester was recorded and used for years to


VALIDITY AND REPPLICABILITY OF THE GALE CORING HEART DURING SMALL-SCALE GAMING HIGHLY AIDED BY CARTERS
STUDY ABSTRACT

Validity of Technical Scoring Chart for Soccer Evaluation

The purpose of the study was to evaluate the validity of the Technical Scoring Chart (TSC), a tool designed for soccer coaching. A group of eight soccer players were recruited from a youth academy. Two coaches completed the TSC for three games. The TSC was highly correlated with the TSC (ICC 0.458). There was a significant difference between the coaches (p < 0.05). Inter-rater reliability (ICC 0.10) for game 1, cell test (ICC 0.813) for game 2, and measurement (ICC 0.550) for game 3. Significant differences in the ratings of these coaches, indicating that the TSC can be used for assessing the technical ability of players. As a result, the TSC can be subjected to further refinement for use in practice settings in SSG.
NTR and m escoping of f the technical, technical for m ece of the soft t sport for ass in investigative matches. In comparison with physiological aspects of imitation, technical for m ece is "w alking" (R eik K i s) technical for m ece is "t o lack of " imitation, t ecchnical representations, technical, technical means of s port for (R eik K is), Unlike fitness measures, technical for m ece is "g o" measures (R eik, B to �� ��) . May ies ev attempt to s kill pr ofile sol �� (Ow, Reiner, Ask 02; Al, et. Reis; Williams, A, K il ��; Gir o, C, M in) . T ir incl usi o of soccer s kill ��r con ��w l d s tit ��r i s not technical. A con c ��w l d w it low s kill; might lack t ility t ecchnical through the m, t heref e compromise �� ty (R eik, Ben to �� ��) . A tecchnical for m ece is "a t of fatigue can be studied" (M r, Krust r, B asbo) . S ��r s kill ev compl ete af t er exercises (R eik ��K ing ��) ; w e d ��t  ate s kill i ��i d �� s kill i so l �� n.
litely she for vity, cause vity is compromised (Atkinson Nill).

Match indicator of soccer performance, ecological vity may contribute to result (Rill). It is important with use of anti-fight measures to testing procedures and use principle and valid measures (Atkinson Nill).

Test that isolates skill for face control test, all accuracy (Ali et al.), for performance (Ostojic Mazic), assist for face (Rill et al.), show for face Rill, Bt, Kii, it is for face of skill included in game sod for control as in game presentations (Rill Kii 21). Isolated tests often involve kicking all; will get right, in all of face, therefore likety.

To severe for skill for game assessment skill lirarat (Griego, Richard, Griffin; Richard, Grigg 22; Memmert Harvie), however these are used with chi, to assess skill for rat current skill with game environment. Test skill with game currently.

Uilt (Ali) used g T chart (GTS) to assess skill for g at socce r in the Pprl p g socce r in the UK. The w almost all will to use kerter scale of T The GSC will be id for coach, with g v el q lification (A license), with it is for susssi w ith is this what they like for.
was tested. This skill level will also be used for peer review and, therefore, the GT/SC will be the same for all children if technical skill is low before peer review. The implications of these findings cannot be fully evaluated if technical skill can be low in the SSG treatment protocol variable.

The skill of the SSG evaluator was assessed by gaming technical skill (GT/SC) and the peer reviewer skill. Therefore, the GT/SC will be the same for all children if technical skill is low before peer review.
METHODLOGY

1. A study recruited from a professional football academy of a university (5.3%) as they were selected as the best from the same age group with the same training. Participants were called voluntarily, and medical questions were asked. Players were assessed before and after the study.

Table 1: MAN and STD values for age (yr) and number of players.

<table>
<thead>
<tr>
<th>Age (yr)</th>
<th>Number of Players</th>
</tr>
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<tbody>
<tr>
<td>3.1</td>
<td>2</td>
</tr>
<tr>
<td>4.2</td>
<td>1</td>
</tr>
</tbody>
</table>

2. Two-sided games were played. The pitch size was used where players' dimensions (SSG) were kept. Three SSG games were played, one game was kept throughout, and the other...
4.5.28. Each coache (F.A. l�� 1) compiled a gametech score chart (GTC) based on the following criteria for
4.5.29. All users' forms were collected for all elements and were given 1-5. Each intescrit on the form was
critically as follows: 1 - so, 2 - above average, 3 - average, 4 - very good, 5 - excellent.

TSC game covers/support, inticer, decision making, assessment,
1, inticer, inticer, making.

TSSG player was used. TSSG was introduced in 3G facility which is usu
tually used at the time of: 00.

The goal was hit, with anti goal per etm (2m x 1m). No t's were
given to the intet etay with hit goal peler;

TSSG could be played and was limited to the etk of.

A met - all element was intes(i.e. ally each

TSSG was indicated at every session. Only one refer
t was shouted at the intet or gam.

4.3 REAILITY
4.4 ALIDITY

Tss reality at GTC, similar to Oi tcher (��)

T, similar intacy used f or the corner of the etch as this

area with out y...
4.5. Statistical Analyses

The team statistics (mean ± SD) are presented. The scores across each game were calculated for each game. An independent-samples t-test was used to examine the field, live-GTSC score of the same versus different coaches. Intraclass correlation coefficients (ICC) were used to assess the level of agreement between scores at a chosen time. An independent-samples t-test was used to evaluate the scores of when scored by coach versus coach watching. The ICC magnitudes were used to determine the level of agreement (Nyrarg 2010). Statistical significance was set at $p < 0.05$. All analyses were conducted using SPSS version 20 (Chicago, Illinois, USA).
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A sample t-test measured for each coach over three times (Figure 1). Figure 2 shows GTSC scores for 3 SSG's.
The table shows the GTSC scores for each player in Game 3.

The graph represents the GTSC scores for Game 3 Field and Game 3 Video. The scores are significantly different across players, as indicated by the p-value less than 0.05.
...
The protocol is isolated for the execution of "technique" rather than "skill" (Ali et al., 2023), a skill that involves the execution of mimic moves of the target mat (Ali et al., 2023). Therefore, the presence of skill as a factor was not significant (0.05). The component was present in the first sample (ICC 0.132) and in the second measure (ICC 0.6). The ability of the coach was statistically significant (1.0) in giving form as a factor of the skill as a factor (for each player). This may allow for the form instead of a short story of the score in a given time. One might speculate the importance of the GPA, specifically the execution of a significant calculation in the test. The timing of the test was not calculated for the use of a SSG test.
TERFIVE

FECTION AN

DURANTCAL

PHY OG

ALLODI

SMALL- GA M

HIGHLY- AID U - OCCER PLAYE RS.
The study: A comparison of cognitive and physical loading using skilled and unskilled U-10 players.

A skilled group (SSG) can be used to create a total representation of all skills, only if their medical rigidity is SSG. Times of these were two-thirds, the effect of the player's skill level U was SSG's second year, the effect of the game's intensity its medical mechanics criteria instead of G.

Sixty-young novice soccer players comprised SSG (26) and SSG's lag (5.2). The player's technical skill was scored using game technical parameters (GTSC). Game rate (RPE) gave of the, every 2 minutes of physical intensity (Pitl) and the rate of perceived exertion (RPE) on the intensity of the, the second. Therefore, from study, the technical parameter was increased the intensity of the, the mental game for the group. Therefore, from study, the technical parameter was increased the intensity of the, the mental game for the group. Therefore, from study, the technical parameter was increased the intensity of the, the mental game for the group. Therefore, from study, the technical parameter was increased the intensity of the, the mental game for the group.
SSG can effectively stimulate the immune system to respond appropriately. The majority of these responses are mediated by SSG (Hill-H et al.). Jones et al. (2008) reported that exercise significantly increased immune responses and endurance (Hill-H et al.). Therefore, it is important to consider the immune response as it may influence the treatment and recovery of athletes.
t w ��t w ��t t i m��
S S G �� i R P E sug g t i n t 4 m SS G w i l l ��i o ���mprise - i n t er nal  l i f e f or y c al tr ��� ( e h et t e. ��) . T i re ��t r ��� i she d ��f f ��� w ��
g a m��r a t i ��f o r �� t ech ��al  actio ns ( t ��k l , ��e r , ��n t e c h t i s , ��i , ��t i) ( p > ��)G��r �� ������g r e se arched al ��r  f ��t �� con ��e �� , ��r y  as an i ��nt f ��t or ( e h et t e. ��) . P i t ch s i z e s e v ��t i ��f ace t �� same probl e m, as i t ��r m�l y  m�i c l ated ��g �� ��m�r T ��can t ��p r ��t g a me ��d ��t ch � z ��t ��ored i ���� , ��t �� e f f ��t o f  m�i c l �� ��t t e s ��� w i l y  r ese ���� �r t h e r mo r e, w i t t b r ��r ��m o f  t ��w ��l ��k i t ��t i ��t r ��o f  m�t i ��S S Gs  as ��t ��t  i nt i f i catio m�� can ��v ���. T o r e f o r e, t i ��m o f  t h i ���y ��t w o - f ��d , ��r  l y , t �� ��t e f f ��t o f  �t �� c h ��m�� �� t i ��c h ��l e l  of U ��a y ���r i �� m�t i ��S S G' �� S e con ��y , t o �� t e f f ��t o f  �t �� g ��m��r �� ���i t e f f ��� U �� s i cal  l t e m �� c r ��r i i ��r i n g  m�t i ��G.
METHODOLOGY

1. PARTICIPANTS
Sixty-three youth soccer (M = 13.9 ± 0.2 years) from El Salvador. Sixty-three youth were used (Power for treatment, Power for youth) as a minimum (Z = 1.3 hours, had 3 sessions of technical training (± 1 hour, aimed at improving youth and tried to reach the head coach). Prior to start of study, a study and consent, written information from the medical records was obtained. Ethical was obtained from local ethics. The study was at the academy setting.

2. SPACES
The SSG protocol was performed at the facility where the sessions were all conducted once. Two (2m x 10m) goals were used. A midline was placed (i.e. all space to receive a score in the area) all games were with verbal encouragement from coaches. Only one score was shown to the

...
as completely as possible; the same for games. Pitch 1 was commonly used for commercial games in the (1 ms x mlh). Pitch 2 was a larger pitch (3.2 ms x mlh).

Ret et al. (2008) indicated that for 4-a-S SS G between rate (of maximum) concentration with x ml. Therefore, the pitch increased by imilar magnitude (25%). These pitches were much lower than the standard area or 6 m². These realities are compared to the elite users use of SSS game; each to a different extent. Two of these (26) technological different versions of SSS games. Each of these with the GTSC was reported (for the purposes of GSC for SS). All users' forms were for the 1-5. Each unit for this system in GTSC. The researchers' created for SS S. All users' forms were for all elements of W 1-5. Each unit for this system is GTSC.
5.4 A ME A NA L Y S I S

The study was completed after all the subjects were scored. Time was recorded for each player and was lower for the players, as indicated by the test. Each player was tested after a game and assessed by the researcher of HR, who recorded the time of the test. Each player was also assessed after the game, with the researcher using the kit, used at home with the P E E E for training. The

5.5 TIME A NA L Y S I S

5.6 HE A NA L Y S I S

5.7 A TING OF P E E E A NA L Y S I S

Players were given after each game and after the training. The
<table>
<thead>
<tr>
<th>Game Setup</th>
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<tbody>
<tr>
<td>Pitch Size</td>
<td></td>
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</tr>
<tr>
<td>Griddle Total (m²)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Griddle Ratio (l:wi)</td>
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<td></td>
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</tr>
<tr>
<td>Rider (m²)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Number of Outs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rest Ratio</td>
<td></td>
<td></td>
<td></td>
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</table>
The effect of each technological illusion sample was measured and compared to the coaches’ charts for the comparison. The test of each variable was for the significance of the deviation (p <= 0.05) for each SSG. The deviation in the number of games, for each game of the game, is considered a test-control. Statistical significance was formed in SPSS version 22 (IBM Corporation, USA).
# Results

## Pitch Study Results

<table>
<thead>
<tr>
<th></th>
<th>Pitch One</th>
<th>Pitch Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>±8</td>
<td>±9</td>
</tr>
<tr>
<td>Std.</td>
<td>±4</td>
<td>±5</td>
</tr>
<tr>
<td>Max.</td>
<td>±2</td>
<td>±3</td>
</tr>
</tbody>
</table>

## Game Duration Results

<p>| | | |</p>
<table>
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<tbody>
<tr>
<td>Mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Std.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Max.</td>
<td></td>
<td></td>
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</tbody>
</table>

All times were significantly different (p>0.05).
Tests indicated that the game was significantly different from (p < 0.05) compared to the first game 1.

ANOVA showed a significant effect for game day, gender or action time in games playing a game or not

A (n) game or not was significantly different from (p < 0.05) for RPE under the ANOVA and gender was significantly increased in games 2 to 3 relative to games 1 (p < 0.05).

There was no significant action time in games 3 of the gender or for RPE. There was a significant effect for game; there was a significant effect for gender or at the distance (p > 0.05). There was a significant effect for distance covered at gender or (p < 0.05), and a significant action time in games 3 of the gender or time (p > 0.05) and a significant effect for game 3, gender or action time at the distance (p > 0.05).
### High Speed Running Data

<table>
<thead>
<tr>
<th>Game</th>
<th>Total Distance (meters)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>62 ± 6</td>
</tr>
<tr>
<td>2</td>
<td>184 ± 16</td>
</tr>
<tr>
<td>3</td>
<td>3 ± 3</td>
</tr>
<tr>
<td>4</td>
<td>56 ± 4</td>
</tr>
<tr>
<td>5</td>
<td>10 ± 6</td>
</tr>
<tr>
<td>6</td>
<td>0 ± 1</td>
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</table>

### Walking Data

<table>
<thead>
<tr>
<th>Game</th>
<th>Speed (bps)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5 ± 2</td>
</tr>
<tr>
<td>2</td>
<td>191 ± 2</td>
</tr>
<tr>
<td>3</td>
<td>173 ± 0</td>
</tr>
<tr>
<td>4</td>
<td>5 ± 4</td>
</tr>
<tr>
<td>5</td>
<td>6 ± 2</td>
</tr>
<tr>
<td>6</td>
<td>0 ± 1</td>
</tr>
</tbody>
</table>

Values are mean ± SD.
<table>
<thead>
<tr>
<th>Game 2 of motor ses</th>
<th>abov e 8 5 %</th>
<th>T ��</th>
<th>abov e 8 5 %</th>
<th>m��</th>
<th>( ��</th>
<th>T o t al d ista n ce ( meter )</th>
<th>Hig h speed Running d ista n ce ( meter )</th>
<th>T o t al d ista n ce ( meter )</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 ��u g a me s</td>
<td>193 ± 5</td>
<td>191 ± 0</td>
<td>191 ± 0</td>
<td>5 ± 4</td>
<td>6 ± 1</td>
<td>65 ± 7</td>
<td>4 ± 2</td>
<td>1 ± 1</td>
</tr>
<tr>
<td>1 65 ± 7</td>
<td>1 ± 1</td>
<td>1 ± 1</td>
<td>1 ± 1</td>
<td>5 ± 2</td>
<td>5  ± 2</td>
<td>56  ± 7</td>
<td>4 ± 2</td>
<td>1 ± 1</td>
</tr>
</tbody>
</table>

A value are mean ± S D
<table>
<thead>
<tr>
<th></th>
<th>Game 1</th>
<th>Game 2</th>
<th>Game 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time above HR</td>
<td>154 ± 2</td>
<td>154 ± 2</td>
<td>154 ± 2</td>
</tr>
<tr>
<td>Max HR (bp)</td>
<td>186 ± 7</td>
<td>186 ± 7</td>
<td>186 ± 7</td>
</tr>
<tr>
<td>Total distance (miles)</td>
<td>63 ± 1</td>
<td>63 ± 1</td>
<td>63 ± 1</td>
</tr>
<tr>
<td>High speed running distance (miles)</td>
<td>1 ± 3</td>
<td>1 ± 3</td>
<td>1 ± 3</td>
</tr>
</tbody>
</table>

A value is mean ± SD.

Table 1: Performance data for the three games.
The results of this study most strongly measured GT's skill of SSG. These differences were found between 4 min and 5 min conditions. Small games' are of specific player types, which can be modified by coaching (Ram et al.), continuum (Hill-Het et al.), and other (Kelly-D'Urso; Del et al.).

The vast majority of studies concern SSG's use as a learning tool (Del et al.; Inc et al.; Kelly-D'Urso; Ow et al.; Ram et al.), with use of pre-training (Aites et al.; Hill-Het et al.), and significantly different learning outcomes (Uitat et al.)

The presence of the study's goal was significant for U's success (0.05). Ow et al. (2002) reported a difference between two training scores (5 m)

The results of this study most strongly measured GT's skill of SSG. These differences were found between 4 min and 5 min conditions.
respectively. Overall, (21) found that smaller checks and more contact could show their importance more effectively and all other Tese researchers found that of �� (±v ± ± 1; log effect: 8.8), shot (±v 3 ± 2; log effect: 8.2), tikes (±v ± ± 1; log effect: 1.5), a greater contact for (1 ± v ± ± 1, ��) was executed for T��w v, was for ks, iercep t i��sses receiv es (Ow et al. ��) found that smaller checks (p < 0.5) were reduced. Therefore, the effect of all contacts could lower coach t��v��g r t��ers cope in their subjective��sssm�t, conqunstly ��l t c��l w would more of anti-fi cation m��.

A l t��t � ����i �t ����y w��g �y - t r��d , i t  w as �t i � �t t �t ��e r����er m�� m��spa ce t m�i �l ate t � �l l  e f f �t i v �y  ����t � t ech �cal ��i l - �ecu t i �. E x �r t i se i socce r  ����� t � ��r ����e f f i � �t  �ecu t i � o f m����ement t terns �d spo r t spe � f i �f ��r (K ��k ����E l f e r i n k - Ge m����) .

T i f i �i n g �f r o m t � �ese � �m��r ated t i ncreasi t � � z �o f  t � �t ch ���t ��nce t � �r cep t i � o f  ���er's ��l  l e v e l . C�seq �nst l t , t ���r �� z �p i t ch w ��sel ���f or t � sub �q u �t , sm�l - � ��g a m�� g a m��r �� i �estig a t i � ��f or use i �� t ��t  i �nti f i �t i � m��.

P r �i ����i es �v ��t  use ��con � ��t  w ork : r �t  r ��  ���v �use �v �� us �r �� ns ���m�r o f  w ork ��� ��r�t  �t  �r i �s , mak i n g  �m�r i ��t �t � p r ese n t ��y  �f f i cul t  (H i l l – H ��et �. ��1 �. ��nch i n i et �� f �� t h at t �r �w as �� ��g �f i can t  �c r �se i �H R (��o f  � maxe) i ���mi n  g a me ��m�r � t �t ��mi �g ame.

��nch i et �� con �� t �t  t �r �w as n �eff �� o f  �r �� (��t ��mi n utes) ��d t � cha n g �i �H R  w as o f  a  s m�l ma g �t �e , ��t �r e f ore  w �l �l i mi t  �y t r ��n - i �uce ���t �� ns.  ��������y f �� � mi l ar r esu l t s , as t �r �w as �� i ci catio �� �cha n g �i ��y � o l �i cal  l ����T i m������ o f  � ma x �� g �f i can t l y  i �i �t � �mi �g �� as w �l  as t  R P E  v al ��r �ort � � t � p l �ers.
i. categorizing items to identify cases for which we cannot infer significance by clinical level. Using the maximum A, the cases covered or maximum if cannot be inferred at the gamete level. Increasing the result in a clinical level for test scores as time passes gives. The SD 's H. R. was also scaled in the same level. Concordance intercoefficient for all at the time consistent (interval of 0.858 to 0.979 with confidence) is despite the difference in accuracy of the same time. (1) stay.
The first order reaction was no decrease in technical illness, whereas the issue is used. Therefore, the latter pitch was selected as the time pitch with which to assess the issue of the SSG testification method. Therefore, from today, the test was only in the subsequence method of the SSG testification method.
STUDY ABSTRACT

A study of eternal psychological training

Stimulating games (SSG) are mainly used for training

psychological skills.

Recent research suggests that SSGs can use

thematically thematic items (with ethical)

visibility sensitivity to

scriptway and affect practice case by coach rating.

Despite research indicates that SSGs use

psychological loads imposed

Therefore, the aims of this study were
to

experience external psychological variations recorded using mechanical

vision (MEMS), temperature covered (TDC) and geographic (HSR)

use as moments of locomotor activity

meter was recorded using

alpha moment (ANOVA) was calculated for each of the external psychological

variables, as indicated by intraclass correlations (ICC).

Results indicated that ANOVA indicated a significant effect

experience in HSR (R) from game to game, to TDC, Play, and Play in the case

presentation study in SSG format produced

similar psychological results external psychological

level of automatic external psychological, low

practice confid confident in using

this SSG format for training purposes.
S m��l - � ��g ��  (S S G) are �s k i l - �sed con �t i �i �,  �i m��t �t  u��r ��� �t c h
a y er (H i l l - H ��et ��). S m��l - � ���m� a r �� e f f �t i �d, as t �y  ��ar t o  r �l i cate t � m�ement ��m��,  �y � ��i cal  i ��� t y
tech �cal  r e q �r ��t ��o f  �m�t i t i v �match (H i l l - H ��et ��). The
y � ��i cal  r esp ��s  ��t e chn i cal  r e q �r e m�t ��r i � S S G' s  can  � m�i f i � �f ��t ors  �� � t ch  z e, ��er  m�r ,  r �es o f  t � g a m��d  t � i ncl usi � �� usi � �� g ��l k ��r s  (H i l l - H ��et ��). Tr S S G' s  to  i ��v e �i �� e f f �t i v�t ��t  i d  t i f i ��m��,  t � S S G t �t  ���esc r i �d  �� t �p r �i d ��con  � �e n t ,
acu t ��t r a i �n ��i m�� ��ch ���. T � use  ��t  r ��(H R)  �g l ��
ti �i ��e ms (GP S) m�i t �� g  �v e now  �come r  i ��f  t ��r �ses . H ��r t  r a t �� w i �l y  use  t �m�i t or  t r a i �� w ork l �ds i ��t �� r �o r i t y  o f  spo r t s (A ��Jeu ��ru ��)  ������ r ��  use  w i t ��y  t �socce r (C ��ci ca ��). T d ���m�t  o f  GP S tech l ��y  ��see n  i ��i n usa g ���t �� ��q ��l i t y  o f  t t h �� ��q ��l i t y  o f  t �t h e �� ��r ��r �� ���er's �� ��i cal  l ��(A g ��ar ��). T v ��i d i t y  ��r ��il i t y  of sev ��  comm�� ��l y ��l ��GP S  �v i ��h as �� ��� i she d, w ��evi �nce  f r o m r ese a r c ��m��r �� t  t h �� ��r �� f ��g a me - r �a t � con  �t i �i � �t i v i t i es in  y �� ���� (H i l l - H ��et ��. T �� GP S  �v i ���v ���ptabl ��i il i t y  f or ��s  � m��� t
terms a t  l �� spe �s ,  as w ��k  ��r �� spe ��coe f f i ��t  o f  v �� t i � o f  2 . 0 4 % ���r ��sp ��t i v ��(Gr e t ��). T h ��i s ,  �w e v e r,  l o w er r ��i il i t y  w ��
��ssi m�ement�� g ��r i ��i � spe e d s  w i t �a  coe f f i ��t  o f  v ��i �� �� 3 . �% ��i ��nti f i �� (Gr e t ��).  T r ��i il i t y  ��v a l i �t y  of GP S tech ��l o g y  i �
il i nce �� sampl ��r a t e, v �oci t y ,  �r �� n, ��t � t y  o f  �t i v i t y  (A ��y  ��). A ��r  l i mi t �� o f  GP S tech ��y  i ��t  t ��er t � v �oci t y  � m�e m�t ,  t ��r ��i il i t y  (A ��y  ��),  �w ��er t � ma j �� y  � s t �i es usi n g  GP S u �t ��v ��
sampl i ��r a t �o f  ��z  (C�t t ���D u f f i ��; H i l l - H ��et ��a; H i l l - H ��et ��b; R ��r ��et ��. 2 ��) ,  w ��s,  m��r ece � GP S  �i t ��m�i � at ��H z .
Theoretically, we will try to identify particular social elements (C et al.). Very few elements have a political reality (Re et al.). Hill et al. (a) identify a particularity of SSG' of technical reality, as well as the identification of an immediate test, the use of GPS data at a sample rate of Hz, which for certain situations, is not possible (Re et al.). The situation for rescript (Re et al.) is that a particular fact of SSG allows the test to be considered as a second test of an inter-school test. (TE time-mine response stratified level of reality (TE < 11 T). We will try to make the most of their element and more to greater variety in their memorial test. (TE single, I try to consider the particularity of SSG' reality, with the particularity of children's food cannot efficiently get in their environment, these children consume more or less locomotion (or 21). We will try to make a more to greater variety in their memorial test. (TE single, I try to consider the particularity of SSG' reality, with the particularity of children's food cannot efficiently get in their environment, these children consume more or less locomotion (or 21).
Hill-Hill (H11b).  Intensity is critical for technical rather than visual just because.

For more, intensity is critical for technical rather than visual just because. Therefore, this test result of SS G verifies if it can use for this.
METHODOLGY

6.1 A 8 yt r socce r (M± SD; e: y rs ; a t ure: ± 1.0 ± 0.02 m; m: er cr ui t fr om t t o t v m pro gr a mme of C ate g o ry O yt h socce r ac a my i E i g h t wecr ui t (w ± 3 %) as t sq z w as sm d it w as t assi e t hav �� group o f 8 ers, t age gr p, w i t� m: m. P ar ti nts w con c al l activ ��sed u l t y q u i r e (± ��k ) , d e ssi o t ech cal t l t r k w i t��e i t i v match a e �� m: m T �� y w a�� r m: m �� a cad emy m: m, co a ch c o: c or t o of t t c a at i t y t c c i t asp ects o t ��y w i t t y i n v estig ��. P hy cal activ i t q u i r e, w r i t t i m: m con sen t , w r i t t ��n t f r om t c mi cal q u i r es t r a i tary w ere l t �� r t ��y. Et cal w as t��f r o m l oca l i v cs tt. T �� y w a�� r m: m t a cad emy m: m a t ��.

6.2 S T E S T - A BILIT Y

T �� x S S G' o f mi t: i o sp er sed w i t mi tes o f ss iv reco v ery t w as r t k l. Pi tc z w as ��r t ��ers' rm: S S G' t ch (± 0.3 m wi x ± m l) a l g ames w �� r f mi at t ��ers' rm: t r �� v, a t i ntica l t ime o f y (± hrs) , t con t r f or t i m: e f t e T te m: r a t yt i t y f or 1 sessi (C us w i t mi ty o f ± 2 sessi (C us w i t mi ty o of ± 1 w ml ar, d t w as �� p c i f f or r i n g t t em: T �� t c m: l y t �� combi t c i of v f or c h g am, t ��m: t c m: l y t ��ntica l f t r e-t c ss iv a w ol ate r.
6. 3. TIME ANALYSIS of the information age. Heart rate was measured in all games. Therefore, the rate of heart rate was used for this study.

6.4. STATISTICAL ANALYSIS of the data (mean ± SD). The degree of variability, and the degree of significance, was assessed by SSG matrices, mixed models (SSG1, SSG2) vs (SSG1, SSG2, Game3, Game4) by enzyme of significant ANOVA was carried out. The significance of these actions were assessed by SSG matrices. The ICC matrices were used for agreement, 0.61 ≤0.80 indicate excellent agreement (Nyrsgaard). Statistical significance was at p<0.05. All statistics were performed using SPSS Version 21 (Chicago, IL).
RESULTS

Temporal expression of 17 internal physiological from session 1. All was similarly expressed at 9. All was similarly expressed at 10.

ANOVA for test were 1. ANOVA was similarly effective with session 2 of sessions (p < 0.05) from game to game at RD, HSRD (5).

Pl rises more. TICC presented at the session and HSRD (G) and HSRD (G).

I C C' measured from session to session HSRD (2), and HSRD (2).

HICC' measured in TDC (G), and HSRD (2).

In TDC (G) and HSRD (2) and P (G).

In TDC (G) and HSRD (2) and P (G) and P (G).

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* Note: * signifies *p < 0.05*.
Fatigue will result in the product of SSG's, therefore increasing its difficulty at HSRD's. Further accessibility of effort is usually (<>) (Hill-Het. a), therefore a higher sampling rate could have demonstrated worse fatigue. The limit was related to the test of GSP (Cotts Duffi.). The sampling of GSP is critical at GP5 reliability, as a sampling of Hz measurements changing during fatigue (G = K) (Cotts Duffi.). August (G) described the time or order of the time (SE2) was 8% for Hz GSP over 10 meters sport or circuit, including different societies of testing; we, larger circuit of 7 meters SE2 was. The GSP sampling was Hz, which tended to improve reliability in short, similar society, larger movements with order of magnitude of 1 meter sprint or (Cotts Het. a) were larger times. SSG comprised of movement of 1 meter over time for sprint or (Cotts Het. a), were larger times. Similar with the GSP strain increased the reliability of HTD 4% and corresponded to a physical response to an acute 4 SSG format pre-sport soccer will ensure if try to implement G will for form in virumut with similar try physical responses, very time used. Hill-Het. (a) investigated the reliability of H - G games including for total score (TE 4.0), was so with these existing as for majority of G 4 TDC strain most lower value (TE 4.8). Similar with the SSG strain increased the reliability of strain 4% and was 1,2 km/minute TE of 2%, speed 3.5% / minute TE of 1.9% (Hill-Het. a).
We evaluated the variance of the sample frequency of events, which increases with the frequency of the event, hence, the rate in Hz must be used for the rate of the event in the SSG format. There was a number of ICC that exceeded the technical limit of ICC, which likely corresponded with no change in the test.

If the difference between two scores or measures is greater than zero, then the intraclass correlation will remain at the technical level (ICC). As the test was conducted at SSG rate, the SSG could not be used unambiguously. Thus, the test results were consistent with the external.

The results were consistent with the external stimulus or sensory test. Therefore, it is necessary to use a standardized method for future tests.
STUDY ABSTRACT

Influence of artificial turf surface on physical load in pre-matchilies

Iytsorter, trenesthes used in largescale testing, often require that artificial turf as at tifetessentif frequent use oncollebmates. However, the testing of effectiveness SSG pre-match (Nec et al.); nevertheless, it is tested against the effectiveness of artificial turf with professional soccer (ag. 4 ± 2 yrf from professional soccer academy were recruited. Then, SSG games were played on artificial turf. Each game was measured in minute, using a combination of artificial turf for each face, mechanical investigation (ME MS) was taken, as spearing andayerl. Heart rate (HR) was recorded using short-term metry. A twoface, mixed yverage (ANOVA) was used to analyse the test o SSG gamedifferent artificial rate during time-motion characteristics (T D C), higher spearing (H S R D), Player metrer (A T D C): Player metrer was giciently artificial turf (± 0.0 ± 0.3 A u, p < 0.05, ES =0.5.)

There was clearly effect in using artificial turf in pre-matchilies, as it produced different artificial rate time-motion characteristic in SSG gamedifferent artificial turf.
INTEGRATION

To identify the major teachers' and clerical personnel's resources in identifying critical events of soccer academies (Meyl et al.). Elit soccer academies are largely large, therefore, soccer matches are assissioned as
to cause it results from the use of artificial cause it use with professional soccer, little is known about
its influence on comparison turf. Comparison of injury rates on
artificial surface is tested with regard to changes in the physiologic response surface with different stiffness (Kerrock et al.). It's tested that
the cost of artificial turf was reduced. The result was ergo
time, which is controlled to calibrate and of soccer
in competitive matches were test. Their results show that
the time we are highly compared to artificial turf.

Analysis movement patterns in competitive matches and
use body calists in soccer (Aci, Ek, Kru). A e, Ek
(2008) tested the movement patterns and physiologic form of soccer
in competitive matches were test. Their results show that
the time were highly compared to artificial turf.
A Åersson, E K Ölm and K Krust (from) use a local tournament at elitel and motive matches with zwutet tests and the first to use GPS and ommittantly if not the surface is prearticular and asart to be -grapply used for surface asart asart to be -grapply used for surfacess shown to be -cal and of particular interest. Therefore, the mode of the tests was specific to turf (Di Michele et al.). While some of the tests showed that changes in general - time - motivated response to -artical -information measured uses: frequently with soccer training, as it is important for the -cal leading into -tative -specification artificial as it is measured artificial which form. Therefore, the mode of the tests was specific to turf (Di Michele et al.).
## METHODOLOGY

### 1. ANTS

Eight soccer players were recruited from a soccer academy. Eight (11 s) were seasoned, was considered to be a group of players, with the same time. One part was actively taking part, in terms of experience and characteristics as masters. Prior to part of the part, the academy manager, coaches, and players told that some tests were to be made.

### VARIATION

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<tr>
<td>N</td>
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<td>Age (yr)</td>
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<td>1.47 ± 0.5</td>
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<td>Body mass (kg)</td>
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ARTIFICIAL TURF VS NATURAL TURF

7.2 Pitch was used against players' resistance (SSG) tests (S. W.) through the game. All forms of resistance were mitigated prior to entering into SSG's way. Each way was mitigated through the large facility which was used to test the recovery of the game. The way was scored for each SSG's way which 3G facility which was used to test the recovery of the game.

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To test the significance of the surface contact, the ANOVA was used to compare the scores which were across the SSGs. The effect size (ES) was calculated using the ANOVA, as per the criteria: <0.05 trivial, 0.2-0.6 = small, 0.6-1.2 = moderate, 1.2-2.0 = large (Hakins et al., 2009). 

Effect size was used to indicate the observed effect of the changes in the scores as shown to the strain of the SSGs (Hakins et al., 2009). Clinical significance was used using the criteria: <0.5 trivial, 0.5-1.0 = small, 1.0-1.5 = moderate, >1.5 = large (Hakins et al., 2009). All statistical tests were performed using SPSS version (SPSS Inc., Chicago, IL).
RESULTS

The presentation times for the visual times of the game surface types. The was measured for surface layers in the meter with the in the game surface layer, the meter was not significantly effective. The was not significantly different from the surface games for the layer. The most remarkable is HR max, the surface artiﬁcial (ES = 0.26) . The shows a conﬁdence interval for the times (HR = 0.58) . The was not significantly artiﬁcial (CI = 0 ) , (CI = -0 ) , the HR (ES = 0.21) . The trivial effect for the layer of the average was (ES = 0.13) of these visual times significantly.
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<td>± 1%</td>
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<td>Av HR  (m)</td>
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<td>Total Distance (m)</td>
<td>± 6</td>
<td>± 7</td>
<td>± 9</td>
</tr>
<tr>
<td>HSRD (m)</td>
<td>± 6</td>
<td>± 4</td>
<td>± 2</td>
</tr>
<tr>
<td>PCC (s)</td>
<td>± 6</td>
<td>± 3</td>
<td>± 2</td>
</tr>
<tr>
<td>Plumbal (mm)</td>
<td>± 0.17</td>
<td>± 0.16</td>
<td>± 0.17</td>
</tr>
<tr>
<td>Average Heart Rate (m/min)</td>
<td>± 0.88</td>
<td>± 0.54</td>
<td>± 0.99</td>
</tr>
</tbody>
</table>

*Significant difference (p < 0.05)*
<table>
<thead>
<tr>
<th>Parameter</th>
<th>Artificial Turf</th>
<th>Natural Turf</th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time to 85% (sec)</td>
<td>0.1</td>
<td>0.2</td>
<td>0.1</td>
</tr>
<tr>
<td>Max HR (m)</td>
<td>0.7</td>
<td>0.8</td>
<td>0.1</td>
</tr>
<tr>
<td>Avg (m)</td>
<td>0.7</td>
<td>0.8</td>
<td>0.1</td>
</tr>
<tr>
<td>Total Distance (m)</td>
<td>0.4</td>
<td>0.5</td>
<td>0.1</td>
</tr>
<tr>
<td>HS Deep (m)</td>
<td>0.2</td>
<td>0.3</td>
<td>0.1</td>
</tr>
<tr>
<td>PC (m)</td>
<td>0.6</td>
<td>0.7</td>
<td>0.1</td>
</tr>
<tr>
<td>Average Heart Rate (m/min)</td>
<td>0.5</td>
<td>0.6</td>
<td>0.1</td>
</tr>
</tbody>
</table>

Note: *Significant difference (p < 0.05)
The present study revealed that changes in HR and time motion characteristics were presented when artificial turf was used. Presenting a significant effect (p > 0.05) for two surfaces and trivial effect size (ES = 0.54) for PL, which was not significant (p < 0.01) in comparison with artificial turf. PL presented an insight into some mechanical movement of the body, as PL revealed a stride rate with respect to the forces generated (B = B = A = =). The greater PL rater compared to natural turf, long-term implications with respect to fatigue characteristics of artificial turf.
A face group. A val fatigue, so increase, at time mechanical ling (Vet et al.) and, therefore, reduced (Cley et al.)...
The use of artificial turf coming up to a soccer court surface would likely be a consequence of age, with lower, uneven, mat-like similarity (Testore et al.). Therefore, the turf must be used daily for pre-practice sessions.

The use of the turf for each surface ensures that the artificial turf present for practice sessions would take into account the physical level of the pre-practice soccer server.
Study Abstract

The influence of small games on physical education play.

I ndify it with soccer if difficult; it requires a lot of tactical skill and a lot of attention. A small game (SSG) is for which attention can only be directed at one or more features of the game. Each group of eight players. Each group of four matches. Each player was awarded for the result and recorded. A game chart (GSC) was used for each game. External physical capacities were measured using mechanical tests (ME). A very clear result was found for TP (r = 0.8, P < 0.001). High scores only significantly (HSR) led to a positive correlation with GSC (r = 0.6, P < 0.001). Total coverage (TDC) significantly correlated with both GSC (r = 0.5, P < 0.001) and TP (r = 0.8, P < 0.001). The results were statistically significant for SSG, especially for larger scores. Consequently, SSG could be used to improve small games.
A major of professional soccer is trying to improve their strategy, with a significant number of former seniors (R. Gilburne) attempting to identify this reality with soccer as it will be effective for their development. This can result in a. In the future, success will be measured in terms of development of sustainable skill sets (Meyler et al., 2020). The elements of today associated with low predictive values are therefore used (V. et al.).

Recent studies have been used to predict future success instead of measuring the extent of current (V. et al.). A cross-cultural movement in the sport of soccer, which is the set of ill-liming combinations of technical and physical attributes (V. et al.), is therefore significant. These predictive values are universally used, in the long-term prediction, for instance, in the present (V. et al.). These predictive values are therefore used in sport, to predict the use of skill combinations of technical and physical attributes is essential for success in soccer performance (U. et al.), the use of skill games (SSG's) may facilitate the future identification.
T  certainty of training as used as technical as it is suggested on SS G's element and by practicality as technical comes of SS G (Hill-Het.��) as technical is evaluated in a more detailed (Willi��; Hill-Het.��), compatible as it has been shown (R21), a symmetrical is compared to other games (Ow et.��) as technical action was assessed to those or methods or motivational (Jones27) as measures for ecological value for success of competitive soccer and for relevant as effective for any iierally for their training.

SSG's accuracy was quantitatively measured with ecological relative performance (U27) as it was assessed to their training. For more, recent literature interestingly rather sports specifically in soccer (V709 et.��), it is of interest if something was required to their technical attributes, may it be for other reasons. Therefore, the form of training was rather technical for any training as technical attributes of age-tried soccer specifically are used as
8.1 STUDY DESIGN - soccer (Mean ± SD; age, 6 ± 0.7 yrs; stature, 45 ± 0.07 m; 3 ± 4.0 cm; from a soccer academy in Educ. Six times were used (22 ± 0.2%) as well as maximum number of times during Part 4; they were called 0.5 by competitively skilled. Participants for 0.8 yrs; they were called 0.5 years. Prior to 0.8 yrs, coaches of various aspects of the 0.8 yrs. Physically active students were informed of 0.8 yrs' written from medical questions. Test was performed by a senior academy member. Test was performed by the university's faculty. Test was performed by the academy member.
CMJ P

see Chapter 4.2, page 38

P E E D PRO

see Chapter 4.3, page 38

T A T I S T I C A

see Chapter 4.4, page 38

T o t i m e-m o t i n g a r m e s M h e s t e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e s W e s t e d,  t t i m e-m o t i n g a r m e
8.1 TECHNICAL EVALUATION

A test result from the technical assessment (TSC) with true points (TP) for the XSS test was significantly different from that of the GTSC (r = 0.6, P < 0.05, R^2 = 0%).

8.2 TIME-MOTION ANALYSIS

The present score time-motion analysis for each of the time-motion items A and B presents information for the cohort of gamete technical assessment (TSC) with true points for the HSRD (r = 0.547, P < 0.05, R^2 = 0%) (Fig. 5). The same covariant with GTSC (r = 0.5, P < 0.05, R^2 = 0%) (Fig. 6).

8.3 LOGICAL ANALYSIS

A technical test event was evaluated for TSC and TP as figures 8, and more strategies.
<table>
<thead>
<tr>
<th>Match</th>
<th>Game 1</th>
<th>Game 2</th>
<th>Game 3</th>
<th>Game 4</th>
<th>Game 5</th>
<th>Game 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>D</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>C</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
</tbody>
</table>

| H     | ± 4    | ± 3    | ± 6    | ± 5    | ± 8    | ± 8    |
| S     | ± 7    | ± 9    | ± 8    | ± 3    | ± 1    | ± 5    |
| R     | ± 4    | ± 3    | ± 6    | ± 5    | ± 8    | ± 8    |
| D     | ± 7    | ± 9    | ± 8    | ± 3    | ± 1    | ± 5    |

| Play Rate | A | 0.17 ± 0.15 | ± 0.15 | 0.16 ± 0.15 | ± 0.15 | 0.14 ± 0.15 | ± 0.15 |
**Total Points (TP) (Au)**

\[ r = 0.758, \; P < 0.001, \; R^2 = 57\% \]

**Game Technical Scoring Chart (GTSC) (Au)**

**High Speed Running Distance (HSRD) (m)**

\[ r = 0.547, \; P < 0.05 \; R^2 = 30\% \]
**Figure 6.** Relationship between Game Technical Scoring Chart (GTSC) and Total Distance Covered (TDC) (m) with correlation coefficient $r = 0.545$, $P < 0.05$, $R^2 = 21\%$.

**Figure 7.** Relationship between Total Points (TP) and Total Distance Covered (TDC) (m) with correlation coefficient $r = 0.438$, $P < 0.05$, $R^2 = 19\%$. 

---

$r = 0.438$, $P < 0.05$, $R^2 = 19\%$.
$r = -0.035$, $P > 0.05$, $R^2 = 0.13\%$

$R^2 = 0.0069$

$R^2 = 0.1523$

$R^2 = 0.1523$
As a result of acting (Uit et al., 2005), the finding of a particular skill contribution was significant (GT S C to TP, $r = 0.39$, $P < 0.001$). The most apparent skill of the team consisting of that score and TP was 57% of the skill level of the GT S C, which corresponded to the success rate of the skill level (Meyl et al., 2005). Therefore, the use of a motivative form of, with the amount of technical activity shown with TP, as measured through the use of GT S C, which corresponded to the need for success in TP and technical skill levels of the team consisting of that score is effective. As per research (Uit et al., 2005), the technical skill level of the player with GT S C $r = 0.39$, $P < 0.001$. The use of a motivative form of, with the amount of technical activity shown with TP, as measured through the use of GT S C, which corresponded to the need for success in TP and technical skill levels of the team consisting of that score is effective.
Researcher stated that set of your cohort solving, regarding summary of their clinical utility; targeting, prevention of similar. They used a cohort of their cases while illness continued; therefore, increasing predictive power of SSG. Therefore, acting as anti-inflammatory.

They tested across the longitudinal (P > .05) treatment, as for table games. High ranking was found for GTSC 0.03 (P < .05). These tests greater compared to SSG. Consequently, it well illustrated that collected over time. Currently, it well showed that high utility time quickly from cohort (Goto et al., 2018); therefore, quickly from any greater set. Presently, more covered greater total content as TDC was found.
$r = -0.545, P < 0.001$  
$r = -0.58, P < 0.001$  

A recent study investigated a similar factor ($P < 0.001$) greater than or equal to $T_{0}$, as $T_{0}$ is a statistically significant factor in the literature over time.  

(4) Tests to test the coverage of a maturity factor and the correlation with political characteristics, as $T_{0}$ is statistically significant for the factor ($U_{0}, U_{1}$) and the effect size ($U_{0}, U_{1}$) (Göte & Muller, 2008).  

The present statement, therefore, is due to the fact that the results of the tests are not statistically significant ($P < 0.05$) (Göte & Muller, 2008).  

The chronological maturity of the contribution therefore, more technical terms from the present state of the art from the pre-technical soccer players, technical assistance from the terminological coming in.
SSG changes if the users
might consider the SS
rivals; therefore, the
users' inferiority to th
accurate into the
underestimated for
success at the contin
future results.

USI

Firstly to pre-
testers' tests to the
were covered by
covered by cotees',
which the users can
that speed covered
game.
STUDY ABSTRACT
A preliminary investigation into osseous abnormalities in the paediatric athlete.

The evidence to date suggests an association between athletic activities and skeletal problems in the paediatric athlete. A history of injury, firstly, is associated with an increased incidence of SSG. Secondly, the incidence of injury is increased from a physical standpoint. Eight, young - trained, soccer players (M±SD: age, ±0.2 yrs; ±0.02m; ±0.16m) were trained to test their reliability.

The ground reaction force was scored with a microfibre and 3D system. A was scored with a microfibre and 3D system. The coach completed the technical chart (GTC) used for performance of each player in each game. Time-motion analysis was used with a microfibre and 3D system. All right was scored with a microfibre and 3D system.

Results from the study rated the coach's reliability of g.. The results from the study rated the coach's reliability of g.. The coach's reliability of g.. The coach's reliability of g..
Traditionally, research in this area has taken a cross-sectional approach to predict success, with a combination of physical, anthropometric, and technical variables (Vayda et al. 2011). Detriments of success factors are mitigated through a specific combination of physical attributes (Vayda et al. 2011). The compensation suggested for this challenge is to consider a specific technical skill set possibly only specific to some skills and their combination (Hill-Hill 2013). Coaching to this level is specific to technical aspects (Hill-Hill et al. 2013). A remeasurement is made at the end of a session (Hill-Hill et al. 2013) and the concept of effect is assessed (Sampaio et al. 2013), assessing objectively the dimension of performance (Hill-Hill et al. 2013). Evidence from this study is in...
act at cent ry (U) in making the minimum of the correct (Aroso, Ro, Gomez-Pur) in the Mallarr (U) for increase of the minimum (%HR max) with compared to that SSG at it is by medical that is for the soccer its score could be seen as to tactical (Martini) for the successful and for the moment, the team can be Vice versa. A reliable for indicator in soccer is assessed for all, with a reliability for the short period for success (Jom-Moti) for the success of soccer indicator as it increases the chance to score (James, Mel) there are more shots with logical sequence is success for time (Husk) and evidence suggests very scored every shot (Husk) therefore obvious to success of research as it increases the reliability for research about soccer, a majority of the literature focus on soccer. All indicators with soccer.
Curriculum research indicates that soccer is a significant part of the overall approach to testing a school's success in terms of attributes such as teamwork. Other predictions for the approach to solving the problem as the research reveals section-by-section.

Process-based games are currently relevant to research. The approach is successful in terms of skill development at a task in the long term, that is, success. Process-based games are active and successful in soccer training. This, first, directly can be justified with process-based SSG. Secondly, to measure a player's success from a tactical and temporal perspective.
METHODOL
ogy

1. A ��A ��

Eight - y t r ��socce r  ���� ( M��n  ±  S D ;  ��e, 3 ± 闲 r ��atu r 1.41 ± 0.04 m;  �� mass 3.3 ±)

f r o m a  y �t �socce r  aca �my  o f  a  pro f ���� socce r  ��l ��d.  E i g ht ��w ��r ecrui t ��w er ��. 8 %)  a t h e  ��z ��w as ��i t  w ��t ��ssi ��t ��v ��g ��ro f  ��g ��at ��

same  a g ��t ��t ��m.  P a r t i �t �s  w ��con ��r ��p ��cal  a �i v i t  q ��i ��i r ��( �±  ����w �k ) ,  ��sessi �� o f  t e chn i cal  ��t ��t i cal  t r ��n  w ��t �� 0. ��w ��t ��f � ��y  ��t r ��� f ��k ��y  r.  P r i o r t ��t ��t  o f  t ��y  t aca �my  m��g,  coa �� ��d  ��t ��t ��t ��t  i ��l  asp ects o f  t h ��y  w i t ��t �� ��y  i �estig ato r.  P h y �cal  �� v i t y  q ��i ��i r ��w r i t t � i n f o r m �� con sen t ,  w r i t t e n  �nt f r o m t ��  m�i cal  q �s t ��i ��i r �� ���t r ��� �ary  w ���l  �t ��d  �� r  t ��t ��y.  E t ��l  ���� w as ��t ���f r o m �l oca l  �� cs  i v e r � t y  �� i t t e e.  T �� ��y  w as al so appr �� t �� aca �my  m��e r  a t  t �� ��.

2. OS S E N S S P ROTOCOL

T �� sessi �� S S G' ��w �� �a y ��t ��  t ��f  w �ch i �t �� ����u sual  t r ��� v �� at t �� squ �' ��l oca t �� t r ��� t i m ��:  . A  m�t i - b ��l  s y ��em w as ��i ( i . e. ��l l ��w ���ace ���� t �� r i mete r  o f  t �� ��t ��so t h at t �� g t ��w a s ��v ��e  N ��v erbal  e nco ura g �� t �� ��a ck w as ��l o w  f r o m coa che t h r �g u t  sessi ��.  O�y  r e f e ��� ��s ,  t ��m�r  o f  �� i ��t ��r r ��t  �����,  ��d t �� ��w as ��i �d  �r i �� t �� g a m �� P r i ��t ��t ��t i �� �� t �� m�t i p l ��S S G's ,  v i o - ��sed  m�� ��y �� 4  m��� w as con ��� w i t ��t �� ��v � i �t ��s ��y.  T ��m�r  o f  con ��t i v ��sses,  l ���  t �� g l  scored,  f r o m �� ��sco r �� a ��oss  f �r  ma t che s .  T h e r e f o ��, t �� con ��t i v ��sses w as ��t �� a m�� o f  �� t o  �t e r mi �� ,  ��t ��m ��t ��r f o r m ��con ��t i v ��  co o l f  o r  t ��coh ort  o f  ��  T ��g o ��,  ��t ��m ��t ��r f o r m ��con ��t i v ��
EACH TIME 

9.3 AME TE LCORING CHART (GTS AND TOTAL POINTS (TP))

9.4 TIME ANALYSIS

9.5 PHYSIOLOGICAL TESTING

9.6 CMJ PERFORMANCE

9.7 SPEED PROTOCOL.
RESULTS

t for each game, across each game. Total results from technical (GTSC) vs each
test result (r) for SS GTSC was significantly strong and linearly associated
t with TP (r = 0.771, p < 0.05, R² = 0.59). Results as well as statistically

test results (r) with TP (r = 0.669, p < 0.05, R² = 0.44).


test results (r) with TP (r = 0.745, p < 0.05, R² = 0.55).
Figure 1. Relationship between GTSC and TP.

$r = 0.784$, $p < 0.01$, $R^2 = \ldots$
<table>
<thead>
<tr>
<th>Game 1</th>
<th>Game 2</th>
<th>Game 3</th>
<th>Game 4</th>
<th>Game 5</th>
<th>Game 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Match S | 2 | 5 | 1 | 5 | 5 | 4 | 3 | 6 | 3 | 2 | 6 |

<table>
<thead>
<tr>
<th>T D C (m)</th>
<th></th>
<th></th>
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Tasting of tests was significant if the reference test was long (r = 0.784, p < 0.01). There were more testers over the years more successfully GTSC than TDC (r = 0.784, p < 0.01). For game length correlation, there is an increase in time-movement for greater difference and a decrease for movement. Time-movement characteristic most clearly for testing for smaller but not for larger contacts. Therefore, increase in testing for all contacts as well as in short-term testing.
The text is not legible due to the quality of the image. It appears to be a scientific or technical document discussing results, possibly in the context of a study or experiment. However, the content is not clear enough to transcribe accurately.
non-draft (G. Mulder).

Cm: jump height are in anthropometry, most strength and movement pattern of joint self (et. al.). Therefore, in the cohort are with same age, there is little difference in anthropometry or Cq, it is significant if height occurs. Will (et. al.) argued while jumping are concurrent, they are most of movement, and therefore, this way unify if occurring, which could result lower height. Ver et. al. (et. al.) found motor control (Körperkoordination für Kinder) was little stronger in sub-gymnastics and predicted results of test in the future. Therefore, motor control was significant giving indication of future. If test was covered age to exceed SSG, it was significant coach so most successful SSG responded in. Several SSG covered a greater to test, it is significant if movement patterns. Position...
N  DECISIÓN- MA KÁG A BILI �� �� GÁLENTED PRE- AL OCCER AYERS USING SMA L- DGAMÉ
STUDY ABSTRACT

The influence of decision-making in identify pre-participation physical

processes on skill superiority over injury risk (Roca, Williams); however, little

research meaning injury football. Most of the first only, assess pre-part participation's ability, also theoretically

minded success fitness Eigh, highly-trained football away (M± SM; 1± yrs; height 1.41 ± 0.04 m; body mass ± kg) volume of time first stage action passed.

Six (€v 4) trials (SSG) were used, following (€v 4) each SSG' €c c rated €er familiarizing to SSG used Game Technical Scoring Chart (GSTC) each €er was a win, for a tie, for a loss, €r i € SSG. Each €er was also

integrate time characteristics measured during match micromechanics (MEMS).

The biomechanics jump, spectrometer test for gait function GSTC with time through SSG. A if can't injury identified

bicarb €€t € €-€€€€€€€€€€€€ (r =-0.7, p<0.05) was. Identified identified

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tie in
The use of non-making testing protocols for script testing was proposed by Rocher et al. (2010) for skill assessment. Rocher et al. (2010) reported that non-making tests were as accurate as tests involving making juggling compared to illusory self-search imagery. Illusion, effective self-search imagery strategy solved minor issues sooner than non-making juggling, suggesting that it could be more efficient in solving minor issues. Therefore, illusion in non-making literature is likely, given the knowledge of illusory groups. To identify the more or less effective form for skill (Veyrat et al., 2016), the majority of non-making literature involves self-search imagery. Veyrat et al. (2016) showed that the decision was the main aspect of sport in terms of skill (Dyckerhoff, Villamarz, 2016). To identify the more or less comparable aspect of skill, it may be crucial to more than one comparable cohort of skill (Veyrat et al., 2016). The decision was less than one comparable cohort of skill (Dyckerhoff, Villamarz, 2016). To identify the more or less comparable aspect of sport in terms of skill (Dyckerhoff, Villamarz, 2016).
METHOD

A study was conducted on the effects of eight soccer matches (M±S; e, 3±yr atur 1.41±0.04 m; ±± recr t fr om y t socce r acmy n E l E i g h t recrui t (P er ro. ± sq d siz e was sm l itt was at sssi tive ofpl at t same aggr w ith same tm. T sml sampl e use t stt sq z dl e. Parti ents w prese nted w t mi q u ce i mi t mi ve

t t t t i f l m vi e f r om ts spe ci v o f c en t r fr or. T qnce s w i l t i e r otu t, w ta a g fr t i t g it v io camer (C �� X H A T o k y o, Jap) t t ri t at t l f w l i l. T l mi i esp c t i v o t t ch t see n. A l o of tw q li f i coa che (U E. A lic enc coa che te r mi t t con t s o v i d i ps r e sen t r l i t t te r ns o f. T f l mi w as con w i il l i ful k i t i ve 5 v (Gôl w incl i t t i t o o t i o tm, t gôl fr om f l mi n t m w as i ncl i v o f t 4
t f l mi er) . T f l mi w as con w i il l i ful k i t i ve 1.59m X 1 . 5m (In t era i v E catio Pr o...
10�� DECISION-MAKING TESTS

Priorities are a part of everyday life, and verbal actions are given after activities. These provide for the type of question. This results in the appropriate protocol. The first 4 films were 

impressed, all was transmitted, at the point of reception, all, image was detected and selected for analysis. It is from the sheet. It resulted in a set of criteria (U.A. A candidate) candidates.

10�� TRADITIONAL ASSESSMENTS

The t test was collected in chapter after regular. GT S C T P scores were used for this test.

10�� STATISTICAL ANALYSIS

Priorities are critical means of remittance. Due to the sample size, Man Whitney tests were used for this aspect for each member. No difference (p0.05) was found for any of the
time m��n ��es i ��ch g e. T �r e f ore, t � i t i v i ��a y ��l g r � as ���t ���i � t �� l o f or t � ��t i r ��S S G sessi �.  P �r son ��r r ��� �t �� w as use t ��t r ��r nsh i ��t w ��t ��c i � ma k i t ��d G T S C , T P o f ��t h �� ri t i ��- �sed  S S G' s ,  f i t �� t �� r esu l t s ,  ��t �� t o t ��f or ��l  � �� g a mes f or ��ch o f ��t �� t i m e m��n ��es i b ��t �� t r �i t i �� ��p ��ssi �- �sed  S S G' M��t ��es f o r ��r ��s h ��M��t e s t a t 0 .  ��f or ��m l ,  �� f or ��m e r a t e,  �� f or ��g e,  �� f or ��r e v e r �� l arg ��f or ��t r e m �� l arg ��c o ��f i i t ��( H �k i n s et .  2 9 ) .  S t ��l ��g �f i can ce w as �� t �� p<0.��.  A l l ��a t i ��y ��w as ��r f or m ��S P S S  v e rsio n 21 (S P S S I nc. ,  C icago I L ) .
Decision-Making Test scores (Au) against CMJ (cm) scores of participants. Scores were not significantly correlated with time spent on the test. There was a significant moderate correlation between test scores and r = -0.737, p < 0.05, \( R^2 = 54\% \).
Schedule:

[Table with columns and rows, each cell containing numbers]

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6. 6
7. 7
8. 8

The schedule for the game is as follows:

- Match 1: Team A vs. Team B
- Match 2: Team C vs. Team D
- Match 3: Team E vs. Team F
- Match 4: Team G vs. Team H
- Match 5: Team I vs. Team J
- Match 6: Team K vs. Team L
- Match 7: Team M vs. Team N
- Match 8: Team O vs. Team P

The results are as follows:

- Team A: 4 points
- Team B: 1 point
- Team C: 3 points
- Team D: 2 points
- Team E: 5 points
- Team F: 6 points
- Team G: 7 points
- Team H: 8 points

The total points for each team are as follows:

- Team A: 147 points
- Team B: 141 points
- Team C: 178 points
- Team D: 168 points
- Team E: 158 points
- Team F: 162 points
- Team G: 180 points
- Team H: 183 points
- Team I: 120 points
- Team J: 115 points
- Team K: 129 points
- Team L: 124 points
- Team M: 131 points
- Team N: 141 points
- Team O: 126 points
- Team P: 120 points

The table shows the points scored by each team after each match.
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y �t ����� i ���� � � ma k i n g  t est .  T ��m����m� �t  � sen ��t i ��g �t o
�scr i mi ��t ��t w ������w � ��r ��� �y  � ose  t o g ��r  � t � s k i l �� cont i ��
( V �y ��et ��.  ��b ) .  T �� r e f �� i t  i ��f �� ��t �t  t �� l ��t ��t e d
����m� �t  r f or m t ��r  mo r ��t ��t e cou ��t r s  � �� � � ma k i n g  s k i l l �
w e v e r,  �o t h e r  w �k �� s m �� pr e v ��t  t �m progressi n g  t ���g �r  l �� i n  socce r
( V �y ��et ��.  ��b ) .
T �� p r ese nt s t �� f i c �� g ��f i can t  ��l a r  i ��erse ����� ��t w ���� s i -
ma k i �� �i l i t y  ��cou �� m�ement j u m�� i c a ��t �� w �� i �a
��o g a t ��m�sure f �� l �er l i m��w er (r =- ��7, p< ��) .  T ��f i n �� i ��c a t e s  t h a t
t � l ���w ��f � ����w ���t t e r  � �� � � ma k i n g ,  t �r e f o r e, t �se ����m�
for lack of currency compared to their time-making skill. Altug's making skill in terms of performance, it will be omitted in making of other making. Therefore, it is worthwhile, and pre-treatment making is increased in making kit in terms of making skill (Willis Ericsson). A characteristic of sport is the existence of scores high and this is in terms of making skill (Willis Ericsson). Therefore, it can be used or applied to make another strategy. This was tested in children and was a function of making skill (Willis Ericsson). This was illustrated that these were children, particularly those who scored high on cognitive making, and is important to the level of activity (Willis Ericsson). This was illustrated that they can be used to "making" of the making time (Willis Ericsson). It is worthwhile, then, that the strategy seems to be valuable for success in SS' s. Therefore, it can be used or applied to make another strategy.
...
... making it possible with comparable software tools... stages of fatigue...
1 1 1 REA L I S A T I O N O F A R I E F S M A Y F I N D I N G S

A i 1: E l i pro pri ate r f e m t i t l s a smal l - sided

T i e s t a k i t h f i r s t o f t h e s i w g g i t f i r l y , i e s t i g a t e j e c t i v e t l f o r a s s c e r f o m m e c y l o g i c a l r i g o r S S G g s p t i f or U a c c e r T f r s t i e s t m e

t t o f t h e t h e s i s , t l i t e r G T S C w a s r i l i o v e t l f . S m l - s g a m i g w a s e l i sh e i y i t m p r o p r a t e t h m o n g g g c e r S S G. T e r f o r r l i s e d , a s t f o r m e m i t s g l t s e l - s g a m e s v s e m i p r o p r a t e t h e s i s t o t e n t i f i t t u s i g t e m i t s g l t s i e �� S S G.

O j e c t i v e 1: T l i t e r r e l i l i t y o l i d i t y o f t e m i t s g l t  t a r t (GT S C).

St y (c h a �� 4) a s t r i l i l i t y i t y v i t l i l l o t i t e s t i : g a m et c h n i c a l s g c h a r t (G T S C) , w i t e l g a m i n g s f r o m t h e s i d e m o n s t r a t e d t h e G T S C w a s r e l i l i o v e t l f o r s u b j e c t i v e l y e s s.

S S G’ R i l l i t y a r r i g o r o f t h e S S G g n e . T e r f o r r m i s e d , a s t f o r f o m m e m i t s g l t s e l - s g a m e s v s e m i p r o p r a t e t h e s i s t o t e n t i f i t t u s i g t e m i t s g l t s i e �� S S G.
Objective 2: To determine most active time of treatment.

Study (Chapter 5) investigated the effects of changing the duration of the treatment.

These results were displayed by GTSC and were influenced by the treatment model. This model may be used for suboptimal medical intervention.

Objective 3: The reliability of the SSG's treatment is evident.

Study (Chapter 6) assessed treatment reliability by SSG protocol. This study stratified treatment by SSG protocol and provided conclusions from small to large. This study utilized time to accept, allowing practitioners to confidently using SSG for multiple SSG's.

Objective 4: Compare internal artificial treatment with multiple SSG's.

Study (Chapter 7) was a medical paper. This study investigated the effects of different surfaces by clinical experiment SSG's prior to use. This study was conducted by clinical laboratory.
A 2: To confirm if active, real-world, and talent evaluation of these with multidimensional scenarios, SSG can use as alternative to conventional time-based methods. St's m can be used as another method for talent development or potentially could contribute to successful process why used and for these. Countermement will be more, targeting m to indication, as it can provide only if elements covered, especially in the play all contributions to success. More, the countermement jump counters against the indication, as it can attract or support the strategy to successful; where this is tendency by slightly made - making initiatives successful. This was achieved, since for indication SSG's active, these indications could be confirmed with SSG's use.
In conclusion, SS-G's contribution to success was significant. Therefore, SS-G could be used to complement the measures.

Objective 2: Evaluate various pilots will likely fit for SS-G. Study (C) evaluated pilots' making skills and SS-G success from study. The study was successful in fitting skill over SS-G. This project was achieved, as early rated SS-G pre-agreement influence success for assessed SS-G.
GENERAL DISCUSSION

Prior to part of this time, methods of identifying this work was historically coached or subject specific practice at this literature, specifically practices, experimentally predicted successfully by measuring or for form by soccer and a combination of physiological, anthropometric values (Vyet et al.). I may team sport as soccer, for this identification method of finding was utilized in experimental, the team identified and for SSG's indication of the color.

Literature use of SSG's ability, the method of assessing SSG's identity are many widely, with recent archiving to pre-sport science. With this data and a group of SSG's, caution showed in practical suitability, as it suggested a practical significant change isolated by calories or SSG's functions, very fast their response et (Hill et al.). It took to ensure this SSG sign was appropriate for this test, as well that their use was utilized that every method was considered. The game technical appropriate chart was utilized if used in this chart, and it was a part of this test. This was considered another.
The source text of the document is:

"...the medical rigor of the SSG was maintained from medical sites (sites 2, 3, 4) most stratified and, systematically, to affect..."

"...and SSG operated as a..."

"...for use with the..."

"...for U10 cohort. The second test of use of SSG as an antifictional for U..."

"...as for for..."

"...related to the face..."

"...for T, P, P < 0.001). The second test of use of SSG as an antifictional..."

"...related to the face..."

"...for HSRD w..."

"...for T, P..."

"...for..."
f a r  i s  a  g a me ,  w i t h  e f f e c t i v e  t i m e - m a n a g e m e n t .  T h o s e  f i n g e r  m o r e  o f  t h e  w o r k  a r e  t i m e - u s e d  w h e n  t h e  t i m e  s u c c e s s f u l l y  w i t h  t h e  s u c c e s s  o f  t h e  t h e m e  m a c h i n e  g a r a n t i e d  a r t i c l e .  A n i m a t e  f o r  c o m m a n t s  g i v e  s u c c e s s f u l  o n - u s e d  S S G  f o r  a  s o m e o n e  g a m e s  c o e r s e  t h r e a d  c o n t r o l .  A  g e  r e a c t  i s  G T S C  a n d  T T P  w a s  i n t e r f e r e d ;  t h e r e f o r e ,  t h e  t i m e  h a s  a  h i g h  r a t e  o f  v i s i b l e  t i m e - m a n a g e m e n t .  T h e  p o t e n t i a l  s u c c e s s  f o r  S S G  w a s  f o r  a  s o m e o n e  d e f i n e d  s t y l e  o f  t h e  b e s t  a c t i v e  b y  t h e  a i r ,  i n t e n s i f y i n g  t h e  s u c c e s s  f o r  t h e  t i m e  t i m e  o f  S S G ' s  m i l e  f o r  a  s o m e o n e  s w i t c h e d  m i l a r  f i n g e r i n g  t i m e - m a n a g e m e n t .  T h e  t y p e  o f  S S G  m u s t  u s e f o r  t h e  e m p h a s e  a s  c o m p a r e d  t o  t h e  s t y l e  o f  t h e  a i r  a c t i v e  b y  t h e  a i r .  T h e  s u c c e s s  f o r  t h e  t y p e  o f  S S G  f o r  t h e  e m p h a s i z e  a s  c o m p a r e d  t o  G T S C  ( r = 0 . 6 ) ,  r e f o r m i n g  t h e  m a n y  g a m e s  c o v e r e d  g r a d u a l l y  t h r o u g h  c o n t r o l  i n  t h e  m a t e - S S G ' s  r e f o r m  f o r  a  s o m e o n e  s c o r e  t h r o u g h  c o n t r o l  ( t h e  e m p h a s i z e  a s  c o m p a r e d  t o  G T S C ) ( r = 0 . 5 0 . 6 ) .  T h e  f i n g e r  a r e  r e v e a l e d  g r a d u a l l y  i n  t h e  l o w e r  m i l e  f o r  g a t e  i n  s p a c e  t o  s c o r e  g l a d ;  t h e  s u c c e s s  f o r  s m o o t h  r e s t r a n g e d  g a m e .  T h e  s u c c e s s  f o r  t h e  c h a r e s  i n  g a m e s ,  t a k e  r e c e i v e  r e s u l t s , t h e  t e n s u r e  t h e  g l a d  w i t h  c o n t r o l  i n  o r d e r  t o  d e f i n e  f o r  m a k i n g  m a y  s p e e d  r a s ,  t h e  a r e  i n t e n s i f y i n g  t h e  s u c c e s s  f o r  S S G ,  s o  y i t h  t h e  l o w e r  m i l e  f o r  g a t e  i n  s p a c e  t o  s c o r e  g l a d ,  t h e  s u c c e s s  f o r  S S G w o r k  r a t e  T i n c r e a s e d  w h e n  m o r e  t h a n  t h e  w o r k  a r e  t i m e  m a n a g e m e n t  o f  v i s i b l e  t i m e - m a n a g e m e n t .  A  g e  r e a c t  i s  G T S C  a n d  T T P  w a s  i n t e r f e r e d ;  t h e r e f o r e ,  t h e  f i n g e r s  t i m e  m a n a g e m e n t .  T h e  p o t e n t i a l  s u c c e s s  f o r  S S G  w a s  f o r  a  s o m e o n e  d e f i n e d  s t y l e  o f  t h e  b e s t  a c t i v e  b y  t h e  a i r ,  i n t e n s i f y i n g  t h e  s u c c e s s  f o r  t h e  t i m e  t i m e  o f  S S G ' s  m i l e  f o r  a  s o m e o n e  s w i t c h e d  m i l a r  f i n g e r i n g  t i m e - m a n a g e m e n t .  T h e  t y p e  o f  S S G  m u s t  .  "r"
The text is not legible due to the quality of the image. It appears to be a page from a document discussing scientific or medical content, possibly related to motor skills and their measurement. Due to the degradation of the image, a precise transcription cannot be provided.
Willilly (Fig 1) represents a predictor of the outcome, which is continuously updated, whenever successful strategies are introduced. However, it is important to note that the current efforts are not sufficient to have the desired influence on the team's performance, as the team's attempts to change characters do not result in desired outcomes. Therefore, the current approach to coaching and the use of professional strategies are not enough to significantly improve the team's results. As it consistently manages to become more successful, the technical personnel is expected to interact with the world to make a match specific. Furthermore, the technical proposals in the original model could challenge, as they increase the presence, while technical and tactical interactions are often used as primary drivers. As it is constantly moving towards the objectives, it seems that the proposed solutions to the general strategy of the basketball, as is the case with the team's technical. A critical component of this strategy is the extension of GTSC, which involves coaches, who represent the most significant factors of the SSG. Therefore, the proposed solution to the general strategy of the basketball game is not enough to significantly improve the team's results.
Technical Skills
- Technical Skills evaluation
- Success in match-play

Physiological testing
- Countermovement jump

Time-motion characteristics during match-play
- TDC
- HSRD

Figure 1. Proposed anti-faucet model to predict TEC testing. This constitutes a typical approach to the anti-faucet testing curriculum, as it is a typical approach, with the corresponding task to face the type of anti-faucet testing, typically measured in a typical approach. 11 ACTIONS

Technical Limitations of the anti-faucet model is tested with the SSG which investigated the anti-faucet testing.
If the same technique is used for varying groups in the results, the limit must be set to ensure property SS and significance for the group under study. In the limit, it is important to specify the level of significance. A further limit is used some of the results, which could lead to errors. The results of the test will be active after all results are shown.

For consistency across time, as 8, other results are utilized. This was done to avoid i.e. the level of interactivity (Sty 1 = 5 ±; Sty 2 = 3 ±; Sty 3 = with 1%). This test could only be integrated from other groups into testing, as this may affect the results of age, sociological maturity, and other sociological factors that are limited by the area or region.

Therefore, the time location session is used. GTSC requires a qualified coach to subjectively across technical ability and skill.
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...
Effective logistics strategy. The commitment to mentally implement this approach from the start, at the time, involves acute awareness of SG's times and will indicate if the contract is contractually successful. Secondly, future research will investigate the approach SG's role in the future as a test on the rest of the squad. This approach will complement coaches' subjective views on how the project will

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The voluntary nature of all names, hence you.

**BAC/D/PURPOSE:**

Small agile games are a useful way of training because of the multiple benefits achieved. This type of game combines technical, practical, and physiological training. Unfortunately, these training programs have not been based on scientific evidence and could be implemented in different ways. Makes each performance count. Many studies identify elite sports as one variable individual and try to determine how, does not result in a match, and the player's ability is examined. You are being asked to participate in a study to evaluate 1. Physical loading of players during SS and 2. Determine whether SS could be part of an online football. You agree to follow the following.

The study will involve playing 6 4-minute games (4v4) and measuring heart during games. We will ask you not do any exercise in the 8 hours before SS and we would ask you not to eat in the 2 hours...
Before the study, you should not exercise or have a meal.

Egibility for participation in this study will be based on you having undergone a medical examination from one of the archers. The under-graduates will be opting for PhUnith and the archers will have undergone a basic physical examination.

If you are red for participation you will be asked to continue with the study P-SSG, the following will be read.

We would you not to do any exercise the day before P-SSG and we would you not to eat 2 hours before the test.

You should not exercise, but would you not to use during the first visit with the archer (the team will be based at Woeburne Camp in the facility for use in the study), he/she and we would be measured. The Ma will be added by you using a set of growth and development parameters P. Training and food and a questionnaire will be completed. Your will be completed a -post questionnaire You will have an understanding of where a 10 man and 30m stand for an event and a team. The procedure would not take long e a hour...
The session will be scheduled to start at approximately 6:00 pm.

We would not do any exercise the day before the game and we would not eat 2 hours before the game. You would not drink anything, but you could drink water, but you should not do anything else. You would wear a belt around your ‘d’s test stand and a watch. This will ensure how his heart is working during the session.

You would play with a group of 3 or even through the game, but the players will be from the development team.

A ‘fatigued’ ‘down’, this will be a walking jogging and stretching. An ‘as spawned’ and enhance will be provided. You will be owed a training ground when they have fully recovered from the games.

RISKS:

(i) Fatigue: There will be a lot of tiredness in your ‘d’s leg following the games. The ‘eng’ could pass afterwards the games have finished. Sinning exercise will be recommended immediately. You may feel slightly uncomfortable, but you may experience any question with what they...
You may feel discomfort with a unit vest on and the Sun unit vest on your way. There are no penalties and you can continue participating in the study.

TS: You are able to generate your data report about the heart during SS and distance coverage from the unit vest. You will be able to review SS as a training and identifying elements. Should any health abnormalities be identified during the test, you will be advised to seek medical advice. However, the chance of occurrence is extremely rare.

PARTICIPATION: Your participation in this study is entirely voluntary and you are able to participate or discontinue participation at any time without any problem.

COSTS/PAYMENT: You will not be paid for participating in this study.

IDENTITY: Your identity will be kept confidential as per the law wherever, your identifying information may be reviewed by an authorized staff at the university and other government
a g e n c i e s  y i n g  o u t  t h e  r e g u l at o r y  c t i o n s.  

Y o u  c h o o s e  n o t  b e  e n f e d  i n  

a n y  u s b i o t i o n  p r e s e n t i o n  u l t i n g  f r o m  

Q U E S T I O N S:  

y o u  o r y o u  h a v e  a n y  q u e s t i o n s  a b o u t  e v e n t o f  a  

a r c h e r  r e l a t e d  p r o b l e m  i n  P r o f e s s o r  V  

( 1 7 8 2 )  

3 9 5 8 6  

I f  y o u  o r y o u  h a v e  a n y  q u e s t i o n s  p l e a s e  n t a c k e  S t a n d e r d  U n i v e r s i t y  C o m m i t t e e  o n  

A S E  F I N J U R Y:  

h e  e v e n t  h a s  y o u r  c h o o s e  j u r e d  i n  

w e  e s t i m a t e  y o u  w i l l  

b e  p r o v i d e d  i n  

W o o r t h a m p t o n  W a n d e r e r s  t r a i n i n g 

g r o u n d  

3 5 3 7 5 6 

1 7 8 5 )  

2 0 2 9 

2 2 9 

5 6 

1 8 0
Your consent form.
The above study has been explained to my child and we have agreed to let the child participate and agree to the following:

[Signature]
Parent Date

[Signature]
Parent Date

[Signature]
Witness Date

[Additional text and signatures]
What is this odd day?

You are part in 6 odd games. We would you not do any exercise before coming to the training ground and we would you not eat in 2 hours before exercise. Make sure you only drink water before you come to the training ground. Please wear no training kit.

We will measure you and we will measure how you run. We will measure how you run over 10 m and 30 m and how you run. This will be 1 hour.
We would you not do any exercise before the game and a week would you not eat in the 2 hours before the test. You need to be well before games. Before games, a belt will be put around your chest and a watch will show how fast you heart is working. You will also wear a vest to show how many you run during games. You will play 6 games in a mode of 4 and change every game. Immediately after each game you will have finished you will do a "warm-up", which will involve walking, jogging, and stretching. 

You will feel tired at the end of the games but not long.

You will find out how healthy you are and how far you are using games.

What is you having?

You can announce you use any information you about the study you need in our questions. What are your cases?
You can be in this study if you don't have to be in this study. You just have to.

You have to answer all the questions in these notes if you don't want to.

Please mark one of the choices below as why you don't want to:

_ _ _ _ _ No, I don't want to be in this project.
_ _ _ _ _ Yes, I can be in this project.
_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
Activity Questionnaire

First Name: ________________________  Last Name: ________________________

Date of Birth: (day)____ (month)____ (year)____  Sex: M/F

Name of Parent or Guardian: ________________________

Address: ________________________  Phone No.: __________

Please circle the most appropriate answer:

1. How would you compare your physical activity with that of your friends?
   A. As active as my friends
   B. More active than my friends
   C. Less active than my friends
   D. It is hard to make such a comparison

Details: __________________________________________________________________________

2. How would you compare your overall fitness level with that of your friends?
   A. Equally as fit
   B. More fit
   C. Less fit

Details: __________________________________________________________________________

3. How would you compare your physical activity with that of your brother(s)/sister(s)?
   A. I have no brother(s)/sister(s)
   B. I am as active as my brother(s)/sister(s)
   C. I am more active than my brother(s)/sister(s)
   D. I am less active than my brother(s)/sister(s)
   E. It is hard to make such a comparison

Details: __________________________________________________________________________

4. Do you take part in physical education classes at school?
   A. All activities, with no exception
   B. Some activities only
   C. I do not take part in physical education classes
   D. I do not attend school

Details (especially type of activities not taken): __________________________________________________________________________

5. If you are limited in activity at school, for what reason? (You may fill in more than one answer)
   A. Advice of physician
   B. Advice of teacher
   C. Decision of parents
   D. I do not want to participate
   E. Other

Details: __________________________________________________________________________

6. Are you a member of a sports team at school or otherwise? (you can circle more than one answer)
   A. No
   B. Yes, within school (intramural)
   C. Yes, representing the school
   D. Yes, other
   E. Yes, in the past but no more

Details: __________________________________________________________________________

7. If a member of a team, in which sport or sports?

Details: __________________________________________________________________________
14. Do you have any disability during or after physical exertion?

<table>
<thead>
<tr>
<th>Family Member</th>
<th>Type of Activity</th>
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<tbody>
<tr>
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<td>Time of Year</td>
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</table>

15. If yes, please specify.

16. Is there any one in the family who participates in any recreational activity that requires:

- a special diet or medication?
- have any other member of your family who participates in

<table>
<thead>
<tr>
<th>Type of Sport</th>
<th>Hours Per Week</th>
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17. If you train regularly, what is the nature of your training?
15. Do you often sustain bruises, injuries, or other damage when physically active?
   A  Yes
   B  No

16. If "yes," please specify ____________________________

17. In your opinion, are you as active as you should be?
   A  Yes
   B  Too active
   C  Not sufficiently active

18. If you are not as active as you should be, what in your opinion is the reason? (You can circle more than one answer)
   A  Lack of interest
   B  A disease
   C  Lack of suitable conditions
   D  Other
   E  I don’t know

   Details ____________________________

19. Please circle in any of the following statements that you agree with (you can circle more than one statement):
   A  Physical activity is important because it is fun
   B  Physical activity is necessary to keep fit
   C  Physical activity is good for health reasons
   D  Physical activity may be dangerous to one’s health
   E  Physical activity can prevent overweight
   F  Physical activity is important mostly to those who wish to become professional athletes

   Thank you
THE FOLLOWING QUESTIONS RELATE TO YOUR FOOTBALL TRAINING AND COMPETITIONS. THIS INFORMATION IS EXTREMELY IMPORTANT TO THE RESEARCH PROJECT, SO PLEASE TRY AND ANSWER AS ACCURATELY AS POSSIBLE.

1. How many years have you been training for football? _______________ years

2. How many months per year do you train? _______________ months/year

3. How many times per week do you train? _______________ times/week

4. How many hours per week do you train? _______________ hours/week

5. How long have you been competing in football? _______________ years

6. How often do you play football? _______________

If you do other sports other than football, please list the sport and the amount of training that you do for these sports below.
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<tr>
<th>Performance Criteria</th>
<th>Name of Scorer: ____________________</th>
<th>Condition:</th>
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<td>Communication-Team work</td>
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<td>Receiving-1\textsuperscript{st} touch</td>
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<td>Control-Running with the ball</td>
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<td>Marking</td>
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### Game Score
(won, draw or loss and write score)

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**Key**

5 - Excellent
4 - Very good
3 - Average
2 – Below Average
1 - Poor

Players name in team:

Comments:
Title: Evaluation of a side-dog gas system in highly-prepubertal soccer players.

Authors: Jonathan S., John I., Ed V.

Medical Science Department, Wolverhampton Wanderers Football Club, 1 Medical Department, Tottenham Hotspur Football Club, 3 Research Institute of Sport, University of John Moores, 4 Centre for Sport, Health Research, Staffordshire University, Stoke-on-Trent, Staffordshire, ST4 2DE.

Corresponding author: Centre for Sport, Health Research, Staffordshire University, Stoke-on-Trent, Staffordshire, ST4 2DE.
Title:

Evaluation of one-sided glasses as tools in high-pre-pubertal soccer

Rationale

Titration in early soccer
The abs…t of the article is about the use of small-sided games (SSG) in identifying talent in youth soccer. It explains that SSGs are used to identify talent in smaller groups of up to eight. Each group plays 10 matches of 5 minutes each. Each player keeps track of their performance in each game. Time-motion characteristics were used to rate each performance chart. A chart was used to rate the form and ability in each game. To determine if SSG can be used to identify talent, a chart was used to compare the results of the SSG games and the success of the SSG games in youth soccer. The chart showed that the success of the SSG games was correlated with the high performance of the players. Importantly, the SSG charts were used to identify more talent in youth soccer.

Key words: Small-sided games, youth soccer, identifying talent.
A majority of professional soccer teams try to implement youth development (Riley & Giurne, 2008). Anti-ify it, therefore, is a priority with, and it will be effective if focused on the development of talent (Uiten, White, Gurney, Igawa, & Drust, 2008). This effort at trying it without predetermining its usefulness (Meyler, Crini, Oliver, & Hes, 2008) is for that it is tried (Veysetal., 2007). Recently, across-section of youth use it predicting future success, it is trying measuring the performance of athletes (Veysetal., 2007). A combination of, a common physical soccer-specific skill is isolated, with testing battery (Gurney & Miller, 2007; Riley, Bagoo, & Koks, 2007; Veysetal., 2007). Across-gender a group of physical attributes (Veysetal., 2007). For these predictable problems in sports, as cells of sport such soccer iscosyndrat of ill as superiority can achieve it isiq when through different combinations of physical and psychological attributes (Veysetal., 2007). Interestingly, in pre-perturb particular (Veysetal., 2007). These predictable problems in sports, as cells of sport such soccer iscosyndrat of ill as superiority can achieve it isiq when through different combinations of physical and psychological attributes (Veysetal., 2007). For these predictable problems in sports, as cells of sport such soccer iscosyndrat of ill as superiority can achieve it isiq when through different combinations of physical and psychological attributes (Veysetal., 2007). For these predictable problems in sports, as cells of sport such soccer iscosyndrat of ill as superiority can achieve it isiq when through different combinations of physical and psychological attributes (Veysetal., 2007).
Major research tragedies on SSG' focused on use as technical analysis of matches (Hill-Herson, Milmieri, & Catt, 201). An ultra-competitive game can only becalm technical times of SSG (Hill-Herson, 20), through management (Hill-Herson & Duson, Hill-Herson, Catt, & Russell, 20; Hill-Herson & Willett, 20). Coach encouragement (Hill-Herson, 20) continued, technical were difficult to contact individually (P<0.39, P>0.2) and compare older groups (v9) (Owen, Wong, Miano, & Duson, 20). Likely, all actions as well as the location of technical matches of motivation (Jon & Druma, 20) contributed to SSG' ecological validity as a goal for successful individual sport forms as a technically effective means to identify technical success.

Smell-technical recently use with as technical interpretation was difficult (r0.39, P>0.2) was success in SSG's coach subjective evaluation of a group (Uitersen, 2022). Uitersen (20) continued to maintain the degree of their technical skill were reduced predictability of SSG' I it evaluated if the sample is used to minimize SSG's calculated if the sample is used or sport specialization
Therefore, the role of the national technical attributes of the youth's football was...
Subjects

SSG Protocol
Game Technical Scoring Chart (GTSC) and Total Points (TP) Protocol
S S G's world be given a score of 2. This means that their technical scaling chart will result in a very high inter-task reliability of 0.83 for coaches (F.A. 1) and rating 3 for game reliability. (p > 0.5) when combined with coaches (F.A. 1) (U. , 1). Constructivity was improved for coaches (F.A. 1) (U. , 1). Constructivity was improved for coaches (F.A. 1) (U. , 1). Constructivity was improved for coaches (F.A. 1) (U. , 1). Constructivity was improved for coaches (F.A. 1) (U. , 1). Constructivity was improved for coaches (F.A. 1) (U. , 1). Constructivity was improved for coaches (F.A. 1) (U. , 1). Constructivity was improved for coaches (F.A. 1) (U. , 1).

Time Motion analysis

Micro mechanical device (ME MS), (MicromaxX, S4, C1) contains Hz gap, which can be used to record time-motion analysis. To total covered (TDC, meters) and covered (HSD, meters) were measured as measures of locomotion and activity. High-speed covered was obtained by covered of the athlete's main activity's attendance. (3) These researchers included center activity, which is indicated by specific satellite form.
Physiological Testing

Jumps

Countermovement jump protocol
Speed protocol.

Statistical analysis
Technical evaluation

Time-motion analysis

Physiological testing
T was to test whether the same game was played according to the mechanical chart, and this was against the theory (r = 0.758, P = 0.05). Therefore, the study revealed that most times, the subjects were not satisfied with the results of the games, and the final result was significantly different from SSG. To further evaluate the technical skill of the competition, it can consist of differences within, between, and individual (May et al., 2010). Therefore, using the competition SSG in this way, the mechanical skill is consistent with the SSG and its significance (May et al., 2010). The skill rating of the mechanical skill indicates that the SSG is consistent with the mechanical skill. These findings are consistent with this research (May et al., 2010).
ever it was t if icant (\( r = P \ldots \), \( P \ldots \)). These che r ori sed t o t omar o of yrnt t cohort s, or mo t y t ir t ical i l ility; t yuc i predi vwer o f s m-l f g ��

The st use coh ort of s t used mstem at i f w ll i con cr y ��y t s m-l-

A g cha r t t rr ef i ncreasi ng t pri i vwer t SSG d i shed t SS' at ly, c l act a a at i nnti f i t m��.

The present st x games, as tere w as t if icant dfference (\( P > 0 \)) twit w i losi tms, s y sed it t h

t  l if or fl �� g ames. Hi g spe r��n g ��ce was f eto t ermi f f or coach e  g er w ith g amet ech cal scori cha r t score , as hi g spe r�� d i ��ce al g ��r r; w h ich w as t if icant wit g e
t ech cal g cha r t (\( r = 0.7, \ldots \), \( P < 0 \)) . Im mares t t g h spe e�r��d i ��ce n o f v l li t y t ech cal l �� t a y er, as m sured t g amet ech cal scori cha r t. A recy, w er, t te ef f��� t w twere t s t ed rey, t m a match f o r U( �cm m. x. 1 m) (Go t o, Morr i & Nil l, c). These res earchers f et to t r Spe n t a low er it i o of match spe z e of 0.2–1.5m·s

dur ingd
t irn o f w alk i m r t o th r sed g, t w if icant s t tw fi is s t tw ered g r cou l ic covert r e q a m�� o f g i n t y t er recovery t imet t r sed group. C n t l y, it w l��ar t t t ed vil it y t recovery q y f r o f g spe e-d (Goto c. , c) ; t vil it y b m mated ith v��y, w it m mt it e...
T: The study monitored time recovery between games.

S: It was covered greater percentage than the period of the game.

P: r = 0.5, P < 0.05 and r = 0.8, P < 0.05 with degree of light similarity respectively. A recent study similar findings as, similar data is grafted to match (r). Grafted to match the degree of similarity (rest). Rest that the covered minute to certify was not possible. Progressively a of the same way, as there were covered information gradually.

S: Similar findings are presented for the outliteration of seniors. Similarly, they showed with the covered information (M, Kr, & Berg). These findings are significant for the training to be done chronologically. Test was stratified and found the grafted chart to be used.

S: Pre-activity group is covered to this future under the condition (P) (G, & Muller, 12). These changes are expected to be seen with the critical changes and areas.

P: r = 0.5, P < 0.05 and r = 0.8, P < 0.05 with degree of light similarity respectively. A recent study similar findings as, similar data is grafted to match (r). Grafted to match the degree of similarity (rest). Rest that the covered minute to certify was not possible. Progressively a of the same way, as there were covered information gradually.
The selection process for getting more trial times to come to soccer rather than just finding skill level by taking constant fittings. However, it is evident from the presentation, it may be considered first as sample, in case it is not so.

Similarly, the results of the study are with a given context to SSG, particularly changes with regard to major super skill. While, they still measured accurately, including measuring the number of goals, legitimate rules are resident so that same rated given by the coach's SSG's rating speed over greater extent than less times.

Similarly, school, therefore, could use with this evaluation which they can show their superiority, which is important in the game.

Practical Applications
The study measures use for their particular SSG, coaches, and others which could use with intermediary to which they can show their superiority which is important in the game.
We would like to thank players who participated in this study. We would also like to thank Tom, Aaron Sharpe, Anna Per, and Wes Smere. An unexpected contribution has come from Tom Moyer, the University of Utah, and Mr. Steve Barry, who have been greatly appreciated. We would also like to thank Wandering Fox Club for its cooperation and support.


Figures

Figure 1: Relationship between points and actual scaling

Figure 2: Relationship between game technical scoring chart and need running

Figure 3: Relationship between game technical scoring chart and standard distance
Figure 1

\[ r = 0.758, P < 0.001, R^2 = 57\% \]
Figure 2

$\text{Game Technical Scoring Chart (GTSC) (Au)}$

$\text{High Speed Running Distance (HSRD) (m)}$

$r = 0.547, P < 0.05$ $R^2 = 30\%$
Figure 3

Game Technical Scoring Chart (GTSC) (Au)

Total Distance Covered (TDC) (m)

$r = 0.545, P < 0.05, R^2 = 21\%$
Figure 4

Total Points (TP) (Au) vs. Total Distance Covered (TDC) (m)

$r = 0.438, P < 0.05, R^2 = 19\%$
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<th>Game 4</th>
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</tbody>
</table>

| **Match Score** | 3 | 4 | 5 | 1 | 4 | 2 | 5 | 1 | 3 | 1 | 3 | 1 |

| **T DC (m)** | 48 | | | | | | | | | | | |
| **T DC (m)** | | 40 | | | | | | | | | | |
| **T DC (m)** | | | 30 | | | | | | | | | |
| **T DC (m)** | | | | 20 | | | | | | | | |
| **T DC (m)** | | | | | 10 | | | | | | | |
| **T DC (m)** | | | | | | 10 | | | | | | |
| **T DC (m)** | | | | | | | 10 | | | | | |
| **T DC (m)** | | | | | | | | 10 | | | | |
| **T DC (m)** | | | | | | | | | 10 | | | |
| **T DC (m)** | | | | | | | | | | 10 | | |
| **T DC (m)** | | | | | | | | | | | 10 | |

| **HS RD (m)** | 7 ± | | | | | | | | | | | |
| **HS RD (m)** | 9 ± | | | | | | | | | | | |
| **HS RD (m)** | 8 ± | | | | | | | | | | | |
| **HS RD (m)** | ± | | | | | | | | | | | |
| **HS RD (m)** | ± | | | | | | | | | | | |
| **HS RD (m)** | ± | | | | | | | | | | | |
| **HS RD (m)** | ± | | | | | | | | | | | |
| **HS RD (m)** | ± | | | | | | | | | | | |
| **HS RD (m)** | ± | 5 | | | | | | | | | | |
| **HS RD (m)** | ± | | | | | | | | | | | |

### Play 

| **Match Score** | 4 | | | | | | | | | | | |
| **Match Score** | | 3 | | | | | | | | | | |
| **Match Score** | | | 6 | | | | | | | | | |
| **Match Score** | | | | 5 | | | | | | | | |
| **Match Score** | | | | | 8 | | | | | | | |
| **Match Score** | | | | | | 8 | | | | | | |
| **Match Score** | | | | | | | 7 | | | | | |
| **Match Score** | | | | | | | | 6 | | | | |
| **Match Score** | | | | | | | | | 8 | | | |
| **Match Score** | | | | | | | | | | 8 | | |
| **Match Score** | | | | | | | | | | | 7 | |
| **Match Score** | | | | | | | | | | | | 6 |

**Total**

| **Score** | 0.17 ± | 0.15 ± | 0.16 ± | 0.15 ± | 0.14 ± | 0.15 ± | 0.15 ± | 0.15 ± | 0.13 ± | 0.15 ± | 0.14 ± | 0.15 ± |
| **Score** | | 0.15 ± | 0.16 ± | 0.15 ± | 0.15 ± | 0.15 ± | 0.15 ± | 0.15 ± | 0.15 ± | 0.15 ± | 0.15 ± | 0.15 ± |