How to Apply games approach

- Concept teaching
- Technical skills
- Tactical skills
- Planning
Coaching-teaching examples

- Technique focused sports - **HC Eddie Reese – U of Texas**
  
  **Eddie Reese** – “Taper is an art no one understands”
  
  [https://www.youtube.com/watch?v=gwZ8L9kl-xU](https://www.youtube.com/watch?v=gwZ8L9kl-xU)  (1:16)

- **Eddie Reese** – “Training”
  
  [https://www.youtube.com/watch?v=NNJmhCxwaMI](https://www.youtube.com/watch?v=NNJmhCxwaMI)  (2:21)

- **Pick out 1-2 things you learned from his phil (Ref for Portfolio)**

- Tactical focused sports – **HC Pat Summitt – U of Tennessee**
  
  **halftime versus NC - 2007 final 4 – went on to win!**
  
  [http://www.youtube.com/watch?v=49-7ewcjX5Y](http://www.youtube.com/watch?v=49-7ewcjX5Y)  (4:02)

- List different teaching points / styles / players / staff / other
The games approach

• **Traditional approach** to teaching in sport was to play the game only after practicing the basic technical and tactical skills.

• The **Games approach** teaches athletes how to play the game better and retains the joy of participation more commonly seen in sandlot play (*Successful Coaching, Martens, 2004*)

• Essence of the Games Approach = the *emphasis is on learning the game through game-like practice and activities that create realistic and enjoyable learning situations*
Tactical skills

- **Tactical skills** (tactics) = the *decisions and actions of players* in the contest to gain an advantage over the opposing team or players.

- Not strategy – strategy is the big plan

- Tactics are the plans within the game to gain an advantage – “*game sense*” *It is the decision making ability needed in sport*
How it works

• Games approach is based on practice being as closely aligned as possible with what actually occurs in a game

• Coaches do this by:
  1. Shaping play
  2. Focusing play
  3. Enhancing play

*Skills & Drills People + ALL use for Teaching Plans Section (daily and seasonal) for Final Portfolio
Shaping play

- **Shaping play** = teaching through the game (big picture)
- Key to shaping the play is to **redesign the game so that your athletes practice what is relevant to the game.**
- **Examples** – Illustrations (I)  KEY FOR YOUR PORTFOLIO
  1. Change rules to create the learning environment you want
     * **basketball – point for each pass** *(Coach Schott story)*
     * **5 points for other team every time I would reach-in (stop fouling out)*
  2. Alter number of players to enhance active learning
     * **small sided soccer games / 2 on 1 fast break basketball drill**
     * **Geno A (Uconn Bball HC) – 6 on 5**
  3. Alter the size of playing area or goal
     * **3 on 1 soccer attacking in 15x15 meter grid (eventually reduce)**
  4. Modifying the scoring
     * **basketball – stop reaching-in foul (5 pts award to opposing team)**
Focusing play

- **Focusing play** = getting your players attention on the *key elements of the game you want them to learn (pick 1 thing)*

- Quality of practice versus quantity of practice – helps athletes *transfer what they have learned in practice game to real games*

- Single skill focus in a game like environment *(Simple+Sound)*

- Questions by the coach versus answers *(process + reflection)*

- Freeze – rewind – replay to draw out key elements of good or incorrect play *(teachable moments + fast teaching – set up)*

- Listen – watch – repeat with groups to allow players with different learning styles a variety of ways to learn
Enhancing play

• **Enhancing play** = simply by presenting challenges during practice

• Good versus good (*match abilities = healthy competition*)
• Situational periods (*develop tactical skills = decisions*)
• Game within a game (*fun + competitive atmosphere*)
• Perfect plays – conditioning (*games approach with fitness*)
• Team Games = Tag (*Fun finish + fitness training*)

• **KEY - Practice is a contest chopped into parts and emphasized by needs + priority + critical**
How to apply

• Begin practice with a game *(screen and score / perfect plays)*
• Redesign some of your drills to make them more game like
  *
  *FUN – small sided games *(create flow)* + fun fitness ideas *(TAG)* + keep score
• Study your sport – identify the tactical principals of the sport, then design a series of drills to help athletes grasp principles
  *
  *Quality Research & current research of teaching progression
• Try a freeze replay – ask questions versus give answers
  *
  *Big Finish for every drill and period of practice *(ALL verbalize)*
• Make time for athletes to reflect on their actions in practice
  *
  *Weekly game prep quizzes with opportunity for feedback *(group cool down + talk)*
• Create communication necessities in your system *(Games Approach)*
  *
  *no huddle enables-empowers-forces players to act without coaches assistance*
Learn what not to do

- **Traditional approach** – have you experienced it – seen it?
- Warm up
- Some skill and drill work – mindless drills
- Long Scrimmage – running plays - direct instruction
- Conditioning – no skills or tactics involved with game
- Long speech - command style through out – control - BORING

*Do not base your teaching / coaching only on how you were taught. Have a purpose – a plan – be a teacher of the sport.*

BALANCE – BALANCE - BALANCE
Learn what to do

• GAMES APPROACH
• Essence of the Games Approach = the emphasis is on learning the game through game-like practice and activities that create realistic and enjoyable learning situations

• Practice Is Everything: Learning how the Seahawks Practice *take notes – use with next workshop

  https://www.youtube.com/watch?v=NMLa6fM10KA&feature=youtu.be (7 mins)

• Published on Feb 27, 2017
• An in-depth look at unique aspects of how the Seahawks conduct practice, with Coach Pete Carroll serving as host of this informational and instructional video.
Practice lesson plan team design 3 per

- **Groups by sport** *(help get organized)*
  - Team Sports / Individual Sports / Other

- Design a drill / lesson plan *(1st draft)*
- use 1 page template *(handout OR see Angel)*

- Use games approach
- Use concept teaching
- Work both technical and tactical skill development

- GO!
# 493 LESSON PLAN
## TEACHING PROGRESSION

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Skill-Drill Presentation expectations

• All meet @ REC Hall (main gym floor – workout area on side)
  OR Classroom (see presentation schedule on Angel)
• have lesson plan hard copy ready (extra copy for me)
• Email attachment of lesson plan (angel – try to save for all)
• Bring your own equipment (I will have flat cones only)
• Address to class (participants and coaches clinic style)
• Stay within time expectations (5-10 min per person)

• Open to class feedback
  – praise / questions / polish-suggestions

• Self reflection – feedback for future presentations
• Ready to learn while having some FUN every Tuesday
Presentation final prep

• Questions before presentations?
• What would help most with each type of presentation?
  *Ethics / Coach Analysis / Drills and Skills

• Bring outline (give me before)
• Reminders – **know where to be and ready to go (see Angel)**

• Review Presentation Schedule (see Angel) – note (ok?)
• *Anyone not signed up yet?*
• *let me know who-when or Zero for assignment*
Class Schedule review

- Observation Assignment – Review expectations
- Lets look @ the rubric (see angel / critique & analyze)
  - Questions?
- Notice Folders for examples and resources on ANGEL

- Go beyond minimum expectations (quality)
- Do your homework-research-reference-illustrate
- Connect individual ideas / theories with established models
- Provide concrete examples of “how” you will accomplish goals

*Expected to attend Drills / participate or grade

Note – 30% of overall grade are quizzes (go to class + read)