

# 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> (1:16)
- **Eddie Reese – “Training”**  
<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> (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 (1<sup>st</sup> 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

<u>SPORT:</u>		<u>AGE:</u>			
<u>GOAL:</u>					
<u>FACILITY:</u>					
<u>EQUIPMENT:</u>					
<u>DATE:</u>		<u>TIME:</u>		<u>PRACTICE #:</u>	
<u>TIME</u>	<u>DRILL NAME</u>	<u>OBJECTIVE / DESCRIPTION</u>	<u>TEACHING CUES</u>	<u>EQUIPMENT</u>	<u>SAFETY</u>
<u>WRAP UP:</u>					
<u>DIAGRAMS</u>			<u>IREVIEW</u> <u>MPROVEMENTS:</u>		

# 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)