

Teaching of sport

**Principles of
teaching sport**

**Technical
Skills**

Tactical Skills

**Plan for
Teaching**

Principles of Teaching Sport

Skills Defined

Technical skills

Tactical skills

Concept teaching

Holistic Approach

Whole-Part-Whole

Games Approach

Skills defined

- **Skill in sport** *is being able to execute the techniques required* at the right time and place
- **Skill is** the proficient *use of techniques and tactics* to play the sport
- **Conceptual teaching** and/or the games approach *empowers the athlete to practice tactical skills (decision making)* while working on technical skills (movement tasks) – all while **focusing on the big picture (whole concept of the movements)**

technical skills

- **Technical skills (technique)** = the specific procedures to move one's body to perform the task that needs to be accomplished
- How about a simple kick in Soccer?
- Notice little girl in ponytails (slow start – but fast)
- *ok – doesn't quite have the rules down yet - fun*
- Games Approach (free play)



Nella's 1st soccer practice 2-14.MOV

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*
- Examples?

Concept Teaching

Conceptual Teaching (the power to form or understand ideas)

Teaching based on learning general ideas or understandings (Big Picture) derived from specific examples (Set of Supportive schemes or rules)

- Big picture
- Know what others around you are doing
- Enable and Empower
- Athlete Ownership
- **Holistic approach**
- Whole / part / whole teaching progression

Holistic approach

- We must help the athletes to really learn the sport, focusing on helping athletes understand what the game is all about
- Why and What - ***examples?** (9th graders – rules and terms)
**terms like contain – stretch – spacing – cutback – etc...*
- Focus is on helping them to learn how to play the game
- **How to make decisions** and why – when – what –
***examples?** *Reads for Qb – screens / hots / bracketing / outs*
- Technical / Tactical / Combo - ***examples?**

Enable and empower

- **Holistic or Concept Teaching** enables players to discover what to do in the game (realistic), not by you telling them, but by them experiencing it -
**examples?*
- ***Actually practice (must physically experience) throwing ball out of bounds (24 rehearsals per)***
****4 verts: 50% comp – 25 of 50 atts x 5 recs = 250 total throws***
- You as a coach help them understand what they have experienced (process and learn – grow – improve)
- Key is to **empower your athletes** – how? - **examples?*
**well organized lesson plans – teaching progressions - reps*

Whole – part - whole

- **WHOLE – big picture**
 - See / feel / experience / design / teach
 - How – examples? (*LC fall camp install*)
- **PART – Details - “*the little things make all the difference*”**
 - Skills / communication / recognitions / start-action-reaction
 - How – examples? (*Cue words / communication by athletes*)
- **WHOLE – big action**
 - Game challenges – fun / competitive / realistic / controlled
 - How – examples? (*good vs good / situational / on your feet*)

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***

Teaching technical skills

Learning
technical
skills

Three stages
of learning

Teaching
technical
skills

Learning Technical skills

- **Coaching is teaching** - and teaching is helping your athletes learn
- **Learning** – a relatively permanent improvement in performance as a result of practice
- *You know learning has occurred* when there is a *relatively*
permanent improvement in performance

Old learning theory

- **Mental Blueprints Debunked** – experts thought athletes learned technical skills by *developing mental blueprints* through *repeated practice of the task*
- **Problem** = complex techniques (shooting, throwing, hitting) *consist of many different responses* of a similar type

New learning theory

- **Abstracting Rules Developed** – today we know that athletes learn complex technical skills by ***abstracting key pieces of information from each performance to create rules about how to perform in the future.***
- Brain seeks to abstract the following **four types of info** with each movement
 1. **The condition of the environment** (playing field / position of opposing players / position of athlete while performing)
 2. **The demands of the movement** being performed (***speed / direction / force***)
 3. **The consequences as perceived** by the senses during and after the movement (what the ***athlete feels during*** the task)
 4. **Info on how well they are performing** the task (***feedback***)

Motor programs

- A **motor program** is a complex set of rules that, when called into action, permits athletes to produce a movement.
- It is only a generalized plan of movement
- To actually make the correct movement – athletes must add the details of the particular situation
- **Coach Responsibility** – to help athletes develop good motor programs
 - They will learn by what you do – how you teach the technique **shape the practice activities – focus their attention**

Three Stages of learning

- **Mental Stage** – development of a good plan for what to do
 - Do not teach too much (*single to multiple skills*)
 - Easy to overload the learning circuits
- **Practice Stage** – *slow to fast* / directing to experiencing
 - Not just quantity of the practice, but also the quality
 - More effective if you work with the athlete versus dictate
- **Automatic Stage** – *don't think* (do not over coach)
 - Coaching role changes to finer points
 - Focus on the tactical points of the activity

Teaching technical skills

- Step 1 – Introduce the Technical Skill
 - Getting the team's attention
 - Arranging the team so all can see and hear you
 - Naming the technique and explaining how it is used

Teaching technical skills

- Step 2 – Demonstrate and Explain the Technical Skill
 - Demonstrate / show video / ask accomplished athlete to demo
 - Relate the technique to previously learned techniques
 - Check for understanding

Teaching technical skills

- Step 3 – Have the Athletes practice the technical skill

- When to ***break techniques into parts*** = task high in complexity and low in interdependence
- Where to break the techniques into parts = ***find points in the movement when there is less interdependence***
- *most technical skills have a **preparation phase / action phase / follow-through phase** = best to break between prep and action
- Integrating parts back into the whole = use of progressive-part method (***practice each part in natural progression***)

*attention focus = practicing the entire technique, but ***concentrating on only one aspect*** of the technique.

Teaching technical skills

- Step 4 – Correct Errors
 - Observe and evaluate performance
 - Providing feedback
 - A positive approach to correcting errors

Better practice principles

- **Principle 1** – have athletes practice the right techniques
- **Principle 2** – have athletes practice the technique in game like conditions
- **Principle 3** – keep practices short and frequent when teaching new techniques
- **Principle 4** – use practice time efficiently
- **Principle 5** – make optimal use of facilities and equipment
- **Principle 6** – make sure athletes experience a reasonable amount of success at each practice
- **Principle 7** – make practice fun

**youtube video – nscaa soccer drill – technical and tactical applications of small-sided games by Doug Williamson*
<http://www.youtube.com/watch?v=z1y8SVSKT8Q> (5:29)

Teaching tactical skills

**Tactical
triangle**

**Reading the
situation**

**Tactical
knowledge**

**Decision
making skills**

**Teaching
tactical skills**

Tactics and tactical skills

- **Tactic** – *is a plan to gain an advantage*
- **Games approach** to coaching places *greater emphasis on developing tactical skills* (mental make up + decision making)
- Think of a sport contest as a **series of problems to be solved by you and your players** – we both need to practice making good decisions for success (no huddle / situational examples)
- **Tactical Triangle**
 1. **Reading** the play or situation
 2. **Acquiring** the knowledge needed to make an appropriate tactical decision
 3. **Applying** one's decision-making skills to the problem

Tactical triangle

- **Reading the situation** = athlete recognizing what the problems are – therefore gaining the knowledge – make good choices
- **Cognitive skills of perception** / attention / concentration
- **Perception** refers to a person's ability to recognize and interpret sensory stimuli
- **Attention to the important stimuli**
- **Concentration** is the ability to sustain one's attention on the relevant cues and not be distracted by all the other stimuli in that situation or by one's own thoughts.

How to improve attention and concentration

- **Minimize distractions** during practice when athletes are first learning skills
- When athletes are playing, **avoid distracting them with your comments**
- **Help your athletes identify** what to attend to and what to filter out
- Develop and practice **pre-event routines** that prepare athletes to concentrate (perfect plays to start practice)
- Instruct your players **to analyze their play only when there is a break** in the action
- When players analyze their play, encourage them to keep the **focus on the situation** or their performance
- Athletes that **lack confidence and self-esteem** are especially vulnerable to distraction
- Help athletes develop **physical and mental skills** to meet the demands of the sport

Tactical knowledge

- Rules
- Strategic and game plans
- Playing conditions
- Opponents strengths and weaknesses
- Self-knowledge
- Tactical options

Decision-making skills

- **Method 1** – teach the tactics in whole, then the parts
- **Method 2** – have players observe decision making in others
- **Method 3** – have players observe themselves
- **Method 4** – variable practice (simulate real game conditions)
**blocked (good start) / variable (good finish)*
- **Method 5** – control feedback (paralysis by analysis) **Big Zim story*
- **Method 6** – ask questions (able to solve what athletes needs)

**youtube video – nscaa soccer drill – small-sided games to Inspire Tactical Creativity by Doug Williamson (5:29min)*

http://www.youtube.com/watch?v=Yx2JaaC_aqg (5:24)

Planning for teaching

Identifying skills
needed

Knowing your
athletes

Analyzing your
situation

Establishing
priorities

Selection of
teaching methods

Planning practices

Review

Planning for coaching

- **Step 1 – identify skills your athletes need**
 - Daily Focus or emphasis (not just skills)
 - Technical & tactical pre season list and progression
 - Physical and mental skills list (create goals @ start)
 - Communication (cue words)
 - ethics & character skill development (identify)

Know your athletes

- Step 2 – know your athletes

- What to evaluate = pick essential skills & then safely perform @ beginning of teaching
- How to evaluate = test or early-easy games and/or performances?
- Live bullets (different when live speed – eval as well)
- Technical skill assessment (combine or pre-post test)

Analyze your situation

- **Step 3 – analyze your situation**

When (Pre-Season / In-Season / Off-Season)

- Consistent evaluation
- Constant evaluation
- Quality control methods
- When best to review
- How much to review
- How much change
- Core concepts / hang your hat / see what sticks
- ***Stay the course***

Establish priorities

- Step 4 – **establish priorities**

- Research your sport – use new info
- Adjust plan (review) – But, Stick to core
- Less is more = Don't overthink
- Don't be too cute = be creative in practice activities
- No magic plays or techniques

****fundamentals & core concepts*

- Stick to priorities

****make a plan – research + organization*

Your teaching style

- Step 5 – select the methods of teaching

Games approach or Traditional

- *Place for both?*
- Leadership style
- Philosophy
- *Control versus empowerment*

Plan practices

- **Step 6 – plan practices**

- Organization
- Documentation
- real teaching
- Real managing
- Real leading

Technique focused sports – Great Model and Example

HC Eddie Reese – U of Texas (*I would suggest you view + ref*)

<http://espn.go.com/video/clip?id=7363594> (3:26)

Practice lesson plan design

- **Design a drill and daily lesson plan**
- *use 1 page template (handout OR see Angel)*
- Use games approach
- Use concept teaching
- Use both technical and tactical skill development
- ***You will use with Final Portfolio***

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>		

Seasonal Practice plan clinic

- **Do individual worksheet (see handout)**
- *use 1 page template (handout OR see Angel)*
- **Can use for portfolio**

STEPS

- Develop a week long plan (Monday thru Friday)
- First contest on Saturday (after 2 weeks of pre season practices)
 1. Identify a daily focus – **emphasis**
 2. Identify **approach** (traditional or games approach)
 3. Identify ways (**how**) to achieve Traditional or games approach
 4. Identify **skills** needed (mental and physical) ****Technical and Tactical***
 5. Identify any evaluation methods used during the week
 6. Identify different learning and teaching methods used and why
- ****Adjust 5 day plan*** to your sports unique needs-demands

493 - Practice Plan

**week 3 / after 2 weeks of Pre-season practices (1st contest Saturday / Sunday = off day)*

SPORT:

LEVEL:

Sunday OFF DAY	Monday Day 1	Tuesday Day 2	Wednesday Day 3	Thursday Day 4	Friday Day 5	Saturday GAME DAY
Daily Focus - Emphasis						
Traditional OR Games + how to achieve						
Skills for the Day - mental - physical						
Technical Skills						
Tactical Skills						
Evaluation Methods						
Learning and Teaching methods (other)						