



Sat. 25th Nov. 2006

10.30am – 11.15am

Fun Games For Child Players

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AIM:

To help coaches select appropriate games to suit children of different abilities.

OBJECTIVES:

At the end of the session coaches will know which games to coach young players.

The Kellogg's logo, featuring the brand name in a red, cursive script font.



MENU:

- LTPDP
- Planning Games
- Games For Children - 'Family of Games'
- Games for Different age Groups
- Model for Coaching
- Coach For Understanding
- Yearly Plan
- Short Term Plan
- Adapting & Modifying games for any age group

Kellogg's



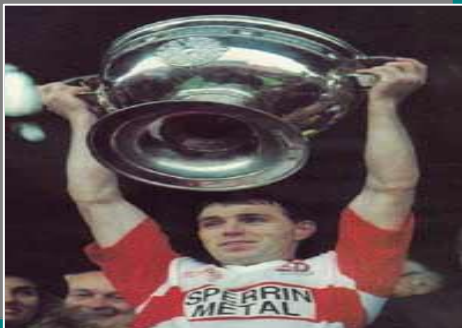
Gaelic Skills Promotional with music





Long-Term Player Development

The health and well-being of a county and the medals won at County, Provincial and All Ireland level are simple by-products of an effective and efficient coaching and games strategy





LTPDP

- ü FUNdamentals (Fun Do) and the Learn To Play (Train) phases are the key building blocks to lifelong participation in sport
- ü It is Player Centred, Coach Driven, Administration and Sport Science supported
- ü Performance and Excellence in these stages are key to development of Elite Players
- ü To develop top class players it takes 10 years or 10,000 hours of training



8. Retirement & Retain

COACH/
ADMINISTRATOR

7. Training for Excellence

INTER PROVINCIAL
SENIOR COUNTY AND CLUB
Sports Institute NI

6. Training to Win

18/19 +
COUNTY and U21 Squads,
F.E. & H.E.

5. Training To Compete

15/16 To 21/23

4. Training To Train

Secondary Education
12- 16

County Development
U14/15/16 Squads
Club U.14/16

3. Learning to Train

8-12 yrs. Primary School P. 6-7:
Sec. Sch. Yr.8
Club U.10/12s

4th/5th/6th Class

2. FUNdamentals

6-9 yrs. Primary Schools P 3-5
1st/2nd/3rd Class & Club U.8s

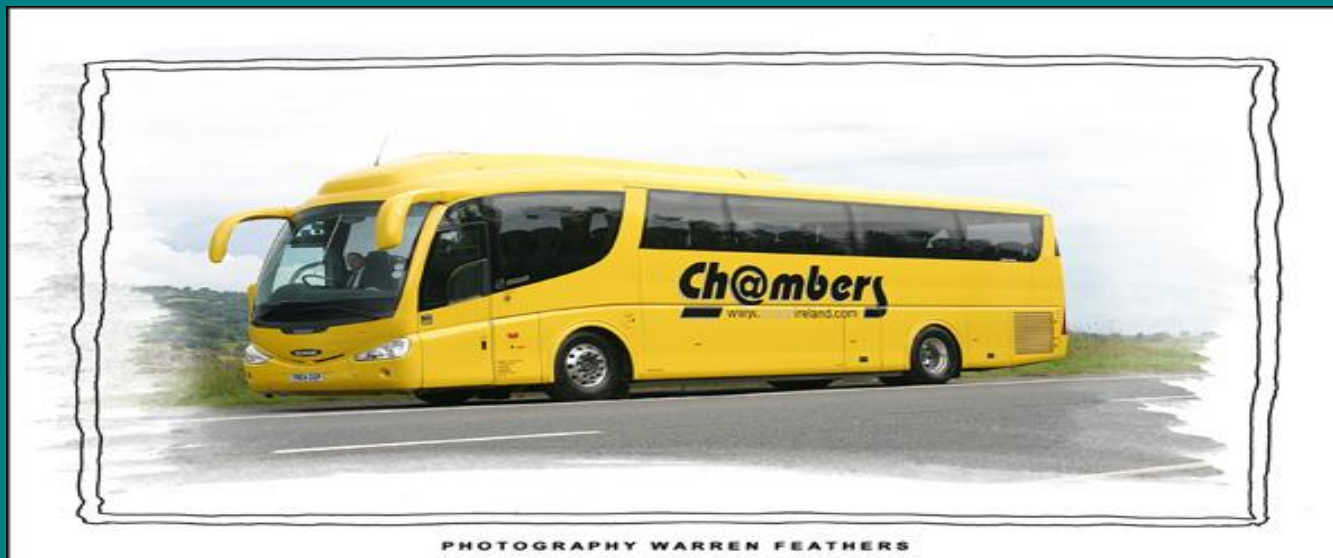
1 Active Start

0-6 yrs. Pre School P.1/2
Infants and Higher Infants





Am I really coaching?



A good coach can take players out of their comfort zone, without taking them out of their depth.



'I wonder will the ball ever come up again?'

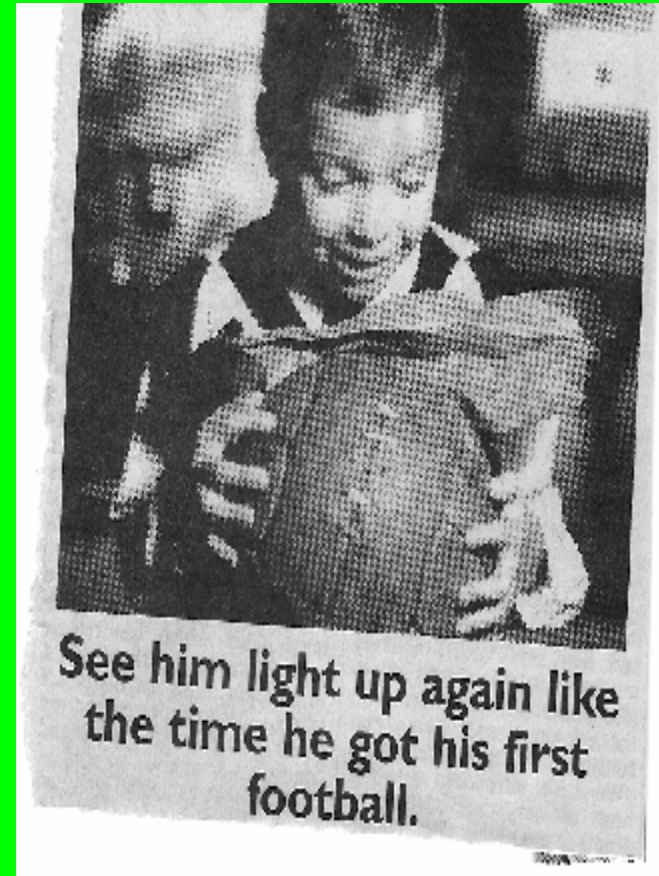
'What a lovely day mister'

'I don't think so'

**An Underage
15 Aside Game**

Games Planning: Key Questions -

- Where did you start?
- Where do I start?
- How do I progress?
- How can I help children to be good players of games?
- What coaching method should I use?



What should we expect from skilful children?

- ü The ability to move – run, jump, stop and change directions
- ü Basic skills of ball: Handling, Kicking and Striking
- ü Awareness of space and of other players
- ü Judgement of distance, time and effort i.e. the amount of strength or pressure required to perform an activity
- ü The ability to anticipate what is going to happen – much of this will be based on past experience, hence the importance of numerous opportunities for games practice

How & Where Do We Start?

1. Define objectives – Know what you want your players to understand and be able to do.
2. Select the game structure i.e. type of game appropriate for children and level of development.

Choose from :-

a. TARGET b. COURT c. FIELD d. INVASION

‘The Family of Games’

3. Identify simple rules to start the game.
4. Decide how to score. The goal may be an objective e.g. how many passes in a set time?

**5. Progressive stages of Learning – Basic To Advanced Skills
Grid to Fun Games**

6. Coaching method to be used i.e.

DIRECT

Verbal

Visual

INDIRECT

**Problem Solving: Q & A
Decision Making**

**7. How to monitor and evaluate pupil progress – compare
outcomes with objectives – U-Can Awards**

**8. After evaluation – set new targets, reinforce old ones or
adapt and modify for those pupils struggling to achieve
the original target set.**

THE FAMILY OF GAMES

Rank these games in order of difficulty from a player's decision making point of view.

1 = Least Difficult : 4 = Most Difficult

Opponents share the same space or are divided by a barrier e.g. net.

To roll, throw or strike an object at a target.

Invading the oppositions territory to attack a goal.

Opposing teams taking turns to bat and field.

THE FAMILY OF GAMES

Allow children of any ability to play games

1. TARGET

To roll, throw, kick or strike an object at a target.

2. COURT

Opponents share the same space or are divided by a net.

3. FIELD

Opposing teams taking turns to bat and field.

4. INVASION

NON/PART/FULL

Invading the oppositions territory to attack a goal.

What can coaches expect from children? Active Start - Under 6s

FUN and Participation

Generic motor skills through playful movement involving:

- **Agility, Balance, Co-ordination**
- **Running, Jumping, Throwing**
- **Incorporate above in warm ups**

An Early Swimming Session



Play: Unstructured to Guided Play:

- Through lots of involvement in: CPKS: -
 - Catch – Roll/bounce/airborne
 - Pass – Roll/Bounce/airborne
 - Kick – Ground/punt
 - Strike – Hand/Bat/Stick in a:
 - Multi Sport Environment
 - Progress through individual, partner and group tasks

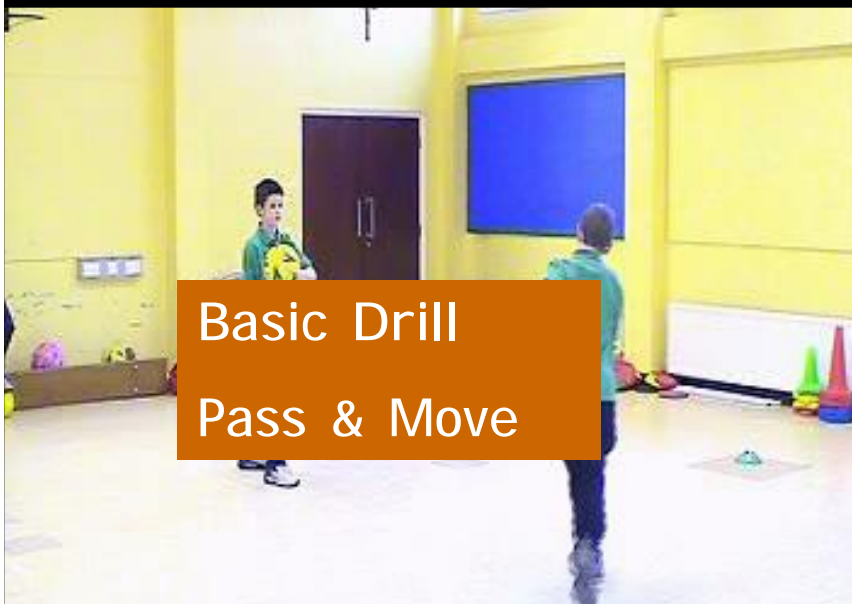
Tactical:

- Experimentation and Familiarisation
- Coach Spatial awareness
- Co-operation before 1 v 1
- Target Games – For technical practice of skills
- Make up games – How to score?

Handling



Handling



Basic Drill
Pass & Move



Intermediate Drill
Pass to A Moving Receiver



Advanced Drill
Passer & Receiver Moving



'Watch My Hands'
'Now you See It'
'Now You Don't'

KICKING



Striking Games



TARGET GAMES



Wall Games



Make Up Games



Kick The Post



Partner Competition

FUNdamentals Under 8s

Learn all the Fundamental skills before moving to the next stage
Learn all the Generic Movement Skills through FUN and Participation

Tactical

- Spatial awareness – Better scanning on ball
- Co-operation leading to competition
- Court/Non invasion to Part Invasion
- Go Games – First Touch (7 v 7) Play Mini Blitzes
- Absolutely NO CUPS
- Use Whole Part Whole Method
- Coaching / Competition Ratios 70:30



Learn To Play 1 (Train): Tactical U.10s

- Spatial awareness – Better Scanning ability on and off the ball
- Court To Field To Non Invasion & Part Invasion
- Simple Attack & Defence through Adapted, Modified and Conditioned Games
- Go Games – Progress from 7 v 7 To 9 V 9 Quick Touch
- 70:30 Coaching To Mini Blitzes: ABC... for different ability teams

Grid Games



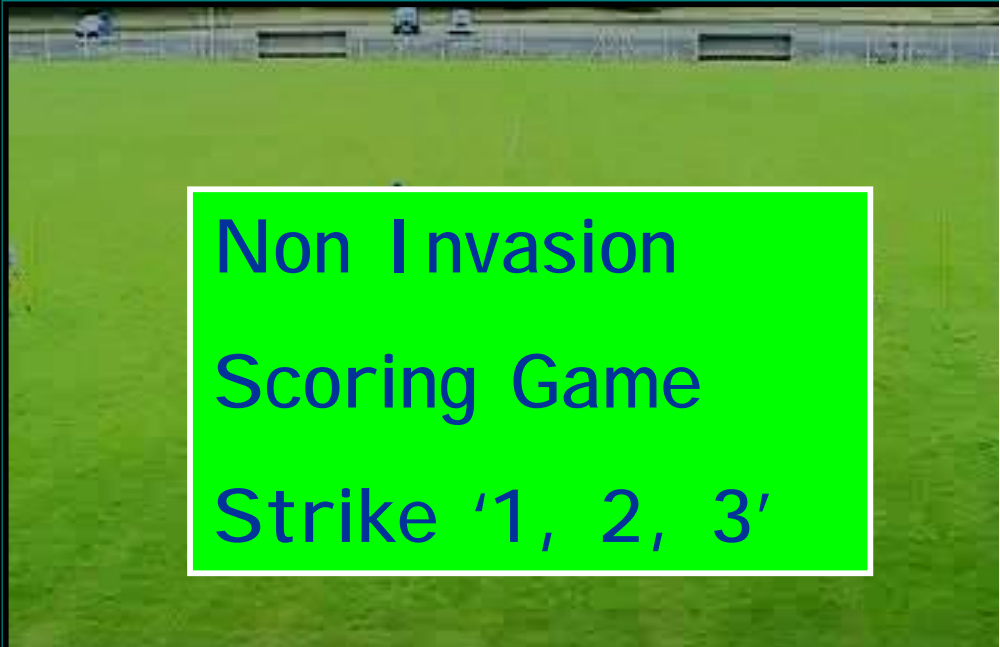
Alternative Sports
Winter Programme



Grid Game
Circle Pass Out

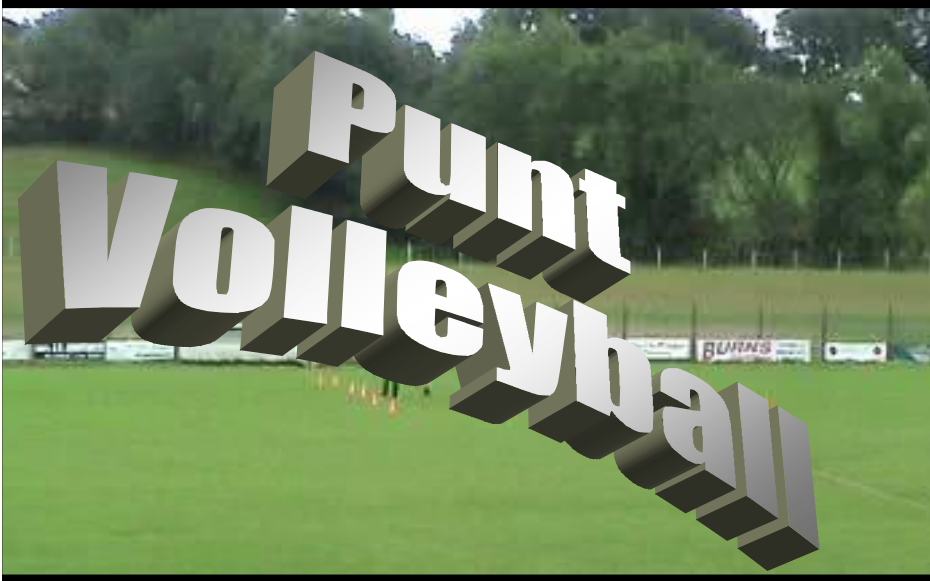


Grid Game
Odd Man Out



Non Invasion
Scoring Game
Strike '1, 2, 3'

COURT GAMES



Striking Games



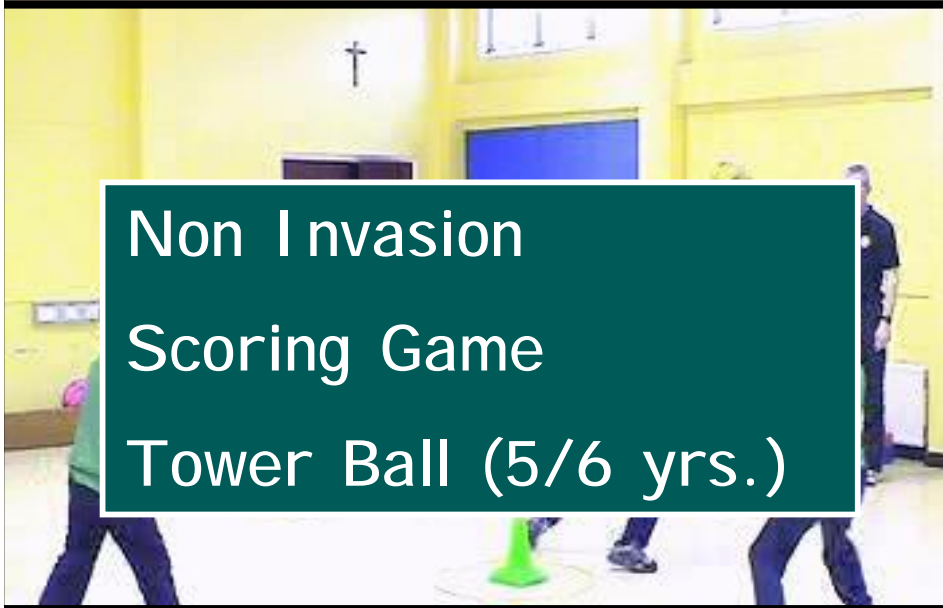
Field Game

Hurley Rounders

Non Invasion Games



Fill The Empty Corner (4/5 yrs.)



Non Invasion Scoring Game Tower Ball (5/6 yrs.)




Non Invasion Team Ball Pass (6/7 yrs.)

Family Of Games: Part Invasion



Grid Game
Sharks & Fish

An outdoor photograph showing a grassy field with several people scattered across it. Orange cones are placed on the grass to mark a grid. The scene is captured from a slightly elevated angle.



Invasion
2 v 2

An indoor photograph of a basketball court. A goal is set up in the center of the court. Two people are visible on the court, one near the goal. Orange cones are placed around the court to define the playing area. The court floor is light blue.



Space Invaders

An indoor photograph of a basketball court. A goal is set up in the center of the court. Several people are visible on the court, some standing and some sitting. Orange cones are placed around the court to define the playing area. The court floor is light blue.

Learn To Play 2 Under 12s

KEY FACTORS:

Ø Build the Overall sports skills into games

Ø Incorporate the ball into the key components

Ø Refine: ABC'S, RJTS, CPKS into Gaelic Games

Tactical

- Spatial Awareness-Creating & Exploiting Space
- Develop 'Game Sense' through **Conditioned Games**
- **Build individual play into unit play**
- Go Games: Progress from 9 v 9 to 11 v 11
(Smart Touch)
- Coaching/Competition **Ratios** 70:30 Mini Blitzes



Games For Better Team Play



Wide man



Non Preferred Side



Support Your Pass



Mid Field Build Up

A Model For Games Building

GAME

**Game Shape
Appreciation**

**Modification &
Adaptation**

**Tactical
Awareness**

**Making
Appropriate
Decisions.**

**What to do?
When to do?**

Performance

**Skill
Execution
The How?**

How To Coach Children ?

WHOLE/PART V PART/WHOLE

Tactical Games V Technical Rehearsal

- They will be more likely to participate and demand more challenges.
- Players will eventually come to recognise the need for technical skills.
- Interest and involvement is retained as they are all involved in decision making based on technical ability and tactical awareness.
- Less able players will enjoy playing the game rather than focussing on technical ability.

Coaching For Understanding

1. Use an 'adapted' game to suit the ability of the learner.

2. Game Appreciation - focus on what the game is all about.

3. Tactical Appreciation - solve the problems posed by the game .

4. Decision Making - use question and answer technique.

5. Skill Execution - consider skill level of the learner.

6. Performance - process not product.

Motto - Children First V Winning Second

Yearly Planning For Children: (8/9 to 11/12yrs.)

YEAR:	8/9 Yrs.	11/12 Yrs.
TEAM IN POSSESSION Player with the ball Scoring and Penetrating Player without the ball	When to shoot When to solo When to pass Moving into space to receive the ball	When to solo with the ball When to pass the ball Forward passing Helping the player with the ball
TRANSITION Change in Possession Gain Possession Lose Possession	Preserving Space Keep Ball Creating Space Front/Back/Sides Denying Space Delay & Dispossess	Creating Space Making Space Denying Space Defending the goal
TEAM NOT IN POSSESSION Man To Man marking Marking Space	Blocking Shots and Passes	Stopping Forward Play Intercepting and Challenging
TECHNIQUES Passing & Receiving Solo Deception/Disguise	Anticipation Blocking Evasion/Sidestep/Feint Shooting/Passing	Anticipation/Interception Tackling/Challenging Evasion/Swerve/Roll Shooting/Passing/Refine

A Sample Short Term Games Programme

**Planning Games:
Small sided games**

Preserving and Creating Space

- | | |
|---------------|--|
| Week 1 | Team Ball Pass (4 v 0)
Aim: Pass and Move to a space |
| Week 2 | Tower Ball (3 v 1) Scoring Game
Aim: How to attack a goal and
How to defend a goal? |
| Week 3 | Rotate The Defender (3 v 1)
Aim: Support off the ball
The angle of the pass |

Week 4 Space Invaders (4 v 1 v 1)

**Aim: To retain possession while
invading territory**

Week 5 End Zone (4 v 2)

**Aim: Same as above except defenders
may move anywhere.**

Week 6 Wide Man (4 v 4 + 2)

**Aim: To keep possession, move
forward while using own players and
two extra 'wide' players if needed**

ADAPTING GAMES

Any game can be simplified by making a few changes to include all children

1. Adapt Rules

Use rule changes to make game easier but not to such an extent that the game becomes unrecognisable.

2. Time Limit

Time on the ball rule allows less skilled players more time to make decisions while skilful players have less time e.g. a less skilled player might be allowed 5 seconds while the skilful children are restricted to 3 seconds.

3. Zoning or Zonal Rules

Here the court is divided into zones where certain players according to their ability can be restricted.

4. Condition Teams:

E.g. One team must play 'first touch' etc.

5. Condition Players:

Ball must be played through nominated players

Conclusion:

- Schools, Clubs and County Boards must work in unison and not separately as is the case at present
- Implications for all future coaches – LTPD Training etc.
- Coaches of the future will be central to the sporting ambitions of all players
- The best coaches must be selected to coach the appropriate programmes at the right stage i.e. LTPDP must be aligned to our coaching courses
- Most players now need remedial action to improve their performance because of a lack of proper fundamental training at the appropriate stage

Conclusion

- The most talented performers are not always being identified or identified too early
- Over-competing and under-training – not reaching potential by peaking too early
- Damage done between age 6-12 cannot be fully corrected
- Big drop out if children lack these fundamental skills
- Age appropriate competition with emphasis on development not winning

'The Perfect Shot' A Bird In One



You don't stop playing games because you grow old.
You grow old because you stop playing games.



Questions