

Exploring the Tactical side of Games.

Games Sense
An Approach

?

Games involve

- Perception – decision making – response?
- So why have we spent so much time on the response part at the exclusion of other aspects – and they are not independent.
- A word about perception. My coaching.

It Makes Sense to Play Games – Why?

- How did people of my age learn games?
- ? Have we missed a trick by not exploiting some of the learning situations?
- ? Have we concentrated too much on how to coach and not enough on how our pupils learn?

Examples

- Tennis – age groups – obs. learning
- Bend it like Beckham – obs learning
- 3 v 2s, big ‘uns’ v little ‘uns’ – challenge we sorted out. A WORD ABOUT RULES
- Brazilians and more recently Africans.

Games Sense – the history

- Throughout the '70s/80s' – Teaching Games for Understanding (Phys ED)
- Key reasons
- Different ability youngsters receiving the same technical work.
- Ignoring perception and decision making.
- Not exploiting intrinsic motivation.

Links to Coaching

- Predominantly youngsters initially
- Writing playsport – which became Top Play and Top Sport.
- Visited Aus and New Zealand to review Aussie Sport and Kiwi Sport.
- Much good BUT still little awareness of tactics/decision making.
- Poor technical teaching by inexperienced teachers and coaches.

Links to Coaching

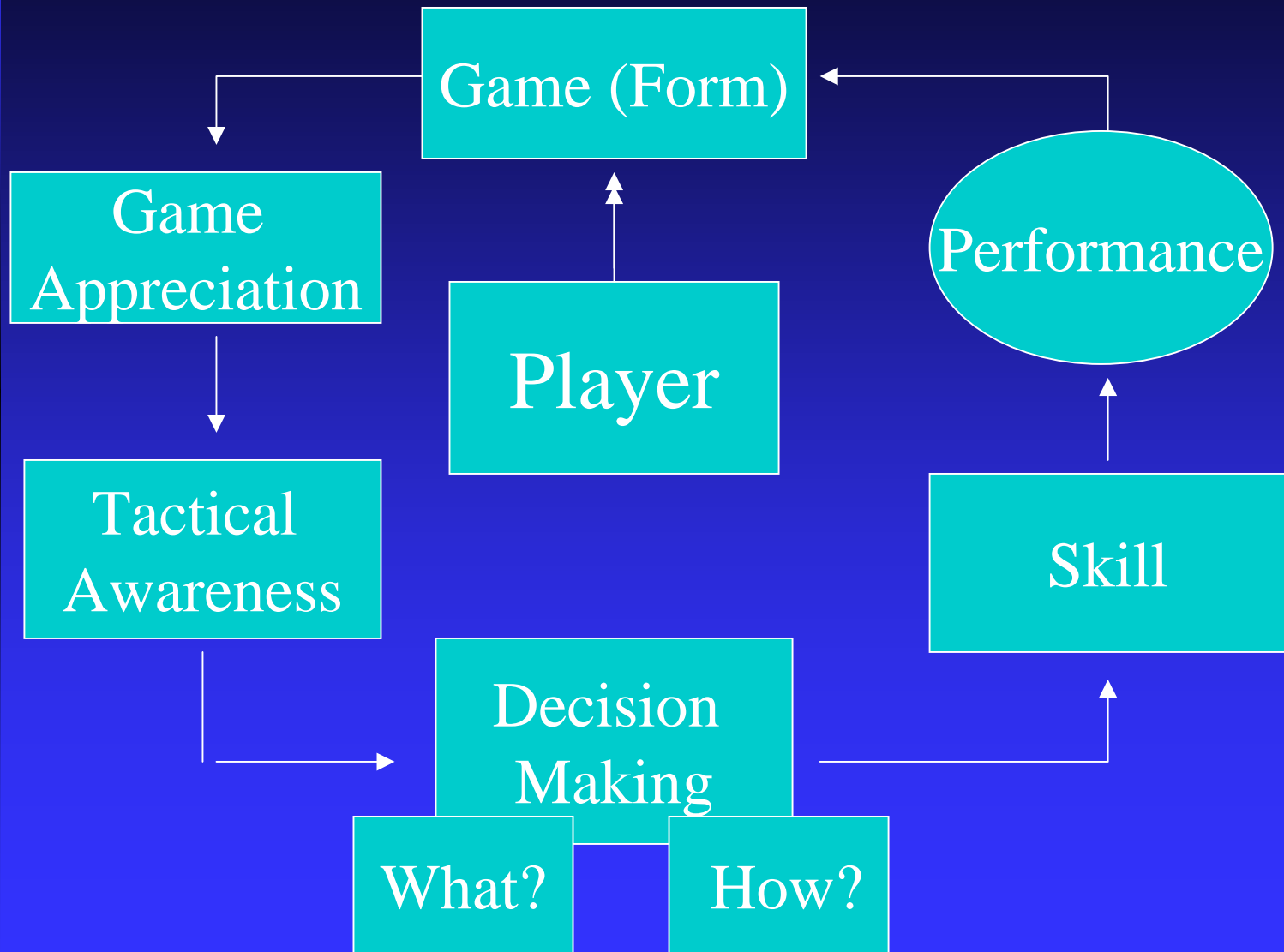
- In UK some links, but not structured.
- ITF picked up games centred approach.
- In 1994 invited to talk at the Year of the Coach. ASC and ACC decided to develop a common approach. Games Sense.
 - ◆ It makes sense to play games.
 - ◆ Making sense of games.

Combine Practice and Theory

- Understanding the decision making process.
- Limited Attention (Cocktail Party Phenomenon)
- Think/No Think – implications for when to work for decision making?
- Dominant Response/Narrowing Perception under pressure.

Where is the attention?

- Coach or performer?
- A word about skill?
 - ◆ The skill demand – soccer/badminton
 - ◆ Basketball experiment
 - ◆ Blocked and Distributed – games do this?
 - ◆ Modified games best of both worlds?



Principles of Play

- Time and Space. e.g. the inexperienced coach
- Width-Depth. Games that ‘give’ the answer.
Games that ‘beg’ the answer.
e.g. channels or two goals.
Closed/Open Questions (SHOW
ME/DON’T TELL ME)

Principles of Play

- Bisecting and narrowing the angle
 - ◆ Goalkeepers and tennis players
- Defence and Attack in net games.
 - ◆ High Level Players an example
 - ◆ Don't go back to basics.

- ◆ IMPLICATIONS for COACHING GAMES

Some thoughts about officiating?

- Do we ask people to start officiating too late – when the games are too complex?
- Do people understand why rules are there? – to make the game better.
- Can we really develop strategies and tactics if we do not really understand the game – game appreciation?
- Acceptance of officials should be taught early.
- RESPECT – am I old fashioned?

Some thoughts about coaching

- Do we start tactical development too late with our coaches?
- Do coaches understand tactics are rarely complex if games evolve at the pace of the player?
- Do coaches develop an understanding of rules, role of officials?

Why tactics? Why Games Sense? - the person

How do we learn to 'play' games? (social environment/team culture/psych pressure).

Perception / Decision Making

Think/No think

Understanding (Why am I doing this?).

Using intrinsic motivation.

Empowerment/shared leadership