



COACHING IRELAND™

OILIÚINT ÉIREANN



COACHING IRELAND™

OILIÚINT ÉIREANN



COACHING IRELAND™

OILIÚINT ÉIREANN



COACHING IRELAND™

OILIÚINT ÉIREANN



COACHING IRELAND™

OILIÚINT ÉIREANN

# Decision making takes time

Do we have to look again at how  
we coach.?

**Rod Thorpe**



COACHING IRELAND™  
OILIÚINT ÉIREANN

# Why now?

- We have developed very efficient methods to improve the 'machine' –
  - technical analysis
  - conditioning
  - nutrition

As these elements become efficient it highlights that a win or a loss becomes increasingly dependent on the decisions made.



# Why me?

- In 1992 Australia and New Zealand – Aussie and Kiwi Sport.
- The report
- 1994-1998 Games Sense. (ASC/ACC)
- 1992 – in the UK playsport that became TOP play and TOP sport.



# Why me?

- In the late 70s, I and colleagues based at Loughborough University developed an approach that emphasised the advantages of making 'tactical awareness and decision making' the focus for games lessons in Physical Education.
- In 1982 we produced a model called Teaching Games for Understanding.



# Teaching Games for Understanding – Why?

- When ‘can we play a game’ failing to meet and enhance ‘intrinsic interest’.
- Not exploiting intrinsic motivation
- Failing less and more able players
- Missing the whole element of perception and decision making.
- People who did not understand games.
- Coach/ Teacher Dependent



# Playsport (TOP play/ TOP sport)

- 1992 – visit to look at Kiwi and Aussie Sport – saw exactly the same as in UK.
- Inexperienced teachers and coaches teaching skills (techniques) and ‘failing’. Skills practised did not improve and did not ‘get into’ the game. Children often finding the modified games fun, but little progress.



# Playsport (TOP Play/TOP Sport)

- Concept – no single modified game BUT a series of progressive games, (that children ‘want to play’), that move to the ‘mini’ game and beyond.
- Add to this some simple questioning –  
Where are you trying to hit the ball to?  
Where might you stand to stop them scoring?
- Help skill learning where you feel you can, e.g. with the less able.



# Games Sense

- It make Sense to Play Games (Playsport).
- Making Sense of Games (TGUFU)



# Typical Games Lesson – pre TGfU

- Warm Up
- Skill (actually technique)
- Game (if you have worked hard in the skill bit, if there is time)
  
- Observations on Teaching Practice and with Coaches of Beginners



# Teaching Games for Understanding – the Model

- Warm Up
- Start with the Game (usually modified – representation/exaggeration) long/thin badminton courts, corners in soccer.
- Game Appreciation
- Tactical Awareness
- Decision Making (What and How (When /Why))
- Skill (Individually determined)
- Performance



# Game Appreciation

- Australian Netball 1992
- Piggy in the Middle
  
- Simple games allow the development of basic concepts and terminology.



# Tactical awareness – awareness takes time.

- Because we are asking people to ‘think’ we have to pause to consider what might be limiting learning.
- Limited Concentration Channel
- Selective Attention
  
- INNER GAME - Gallwey



# Think/No think

- The activity at world class level may require many decisions to be made at an autonomous level (almost reflexive).
- Link this to skill – ask a player how they do something and they will often have to rehearse the movement.
- How do we build up these – with lots of goes.



# Perception - Where is attention? Time

- Badminton – throw catch
- Soccer – ‘get your head up’ - throw pass
- Hockey – rounders
- The tee ; time to assess the situation – perception. Challenges the field setting – involvement. (Co-operative feed)
- Mini-tennis – the tendency to move on too quickly.



# Do we really give a chance for decision making to develop

- Issues when coaching the beginner.
  - Many children's games challenge perception as well as skill – TAG, Mr Wolf.
  - We know so we want to tell.
  - We give too much Knowledge of Results
  - We often restrict for immediate effect.
  - We organise too much. (Social Change)
  - Coaches like to win .... At junior level!!!
  - Parent/Player expectations.



Implications – give ‘them’ time to ‘learn’. Let them play.

# • LEARNERS LEARN

– Coaches only help this process – sometimes

## Observational Learning

Tendency to move to use more questioning – “don’t tell me show me.”



COACHING IRELAND™  
OILIÚINT ÉIREANN

# FUNDAMENTALS – tactical awareness as well as the ABCs

## TIME and SPACE

- An example
  - Narrowing and bisecting the angle.
    - Goal Keeping
    - Net Court Games
      - 1
      - 2
      - 6 (now includes depth)



# Decision Making and Skill

- Decision Making depends on what ‘skill’ the individual has in their repertoire to answer the problem. (Current researchers are developing models that stress the interdependence of perception and skill)
- A key issue of developing a skill is readiness. (including motivation)
- Most of us work with mixed ability – if players are involved in a number of games – individuals and small groups can be helped with skill elements



# A few examples of innovation in the UK

Rugby (Lynn Evans)

Soccer (John Allpress)

Cricket (Gordon Lord)

Golf (Peter Mattson)

Sailing (Alan Olive – now scUK)



# Who are the playmakers in Games? Where is GB successful?

Soccer

Rugby

Basketball

Where is GB successful – sailing, rowing, cycling?



# Summary

- There is no right way to coach
  - but there are ways that may not be achieving our long term goals. If we want good decision makers as adults, we will have to look carefully at how we coach children and young people.



# Games Sense

- Games Sense literature and DVD was developed by the Australian Sports Commission and the Australian Coaching Council (ACC is now no more)



# Teaching Games for Understanding

- If interested in reading more about this approach there is a web site.
- [www.tgfu.org](http://www.tgfu.org)



# Playsport

- Playsport was 'given' to the Youth Sports Trust, it was further developed into TOP play and TOP sport, and further extended.

