

The background image shows a soccer match in progress. On the left, a player in a black jersey with red accents and the number 7 is kicking a white soccer ball. On the right, a player in a blue jersey is diving to block the kick. The background is a blurred crowd of spectators in a stadium.

Different Code – Same Principles

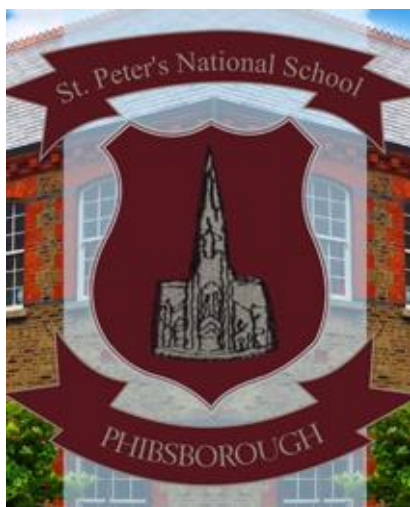
Invasion Team Sports

Dr. Michael Whelan
Dublin City University



Mr. Paddy Woods

Mr. Maurice O'Connor





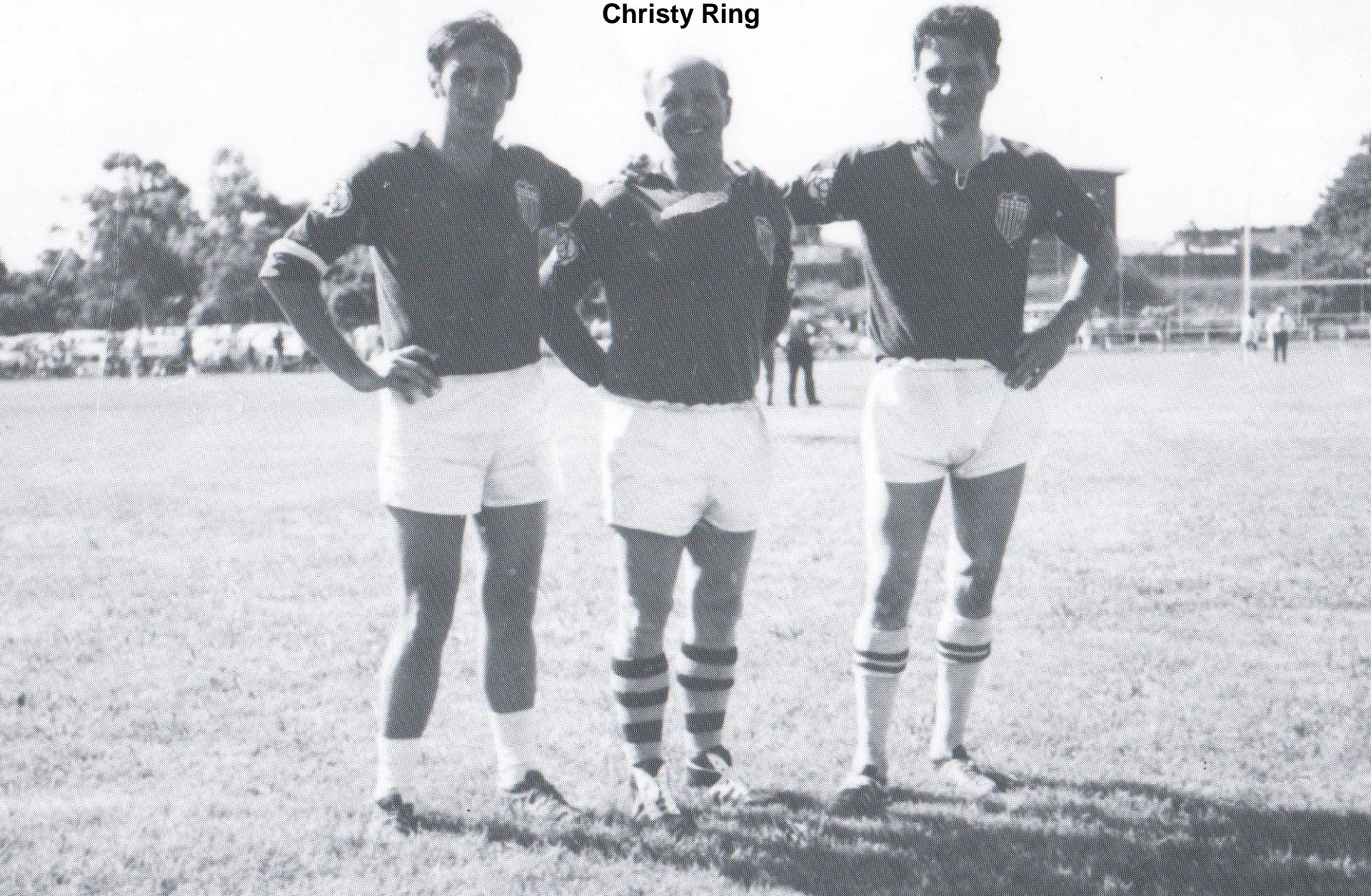
Coaching Journey



Mickey Whelan

Christy Ring

Mike O'Connell



New York 197X





Coaching Journey



Davis & ElkinsTM
COLLEGE



West Virginia University



Ollscoil Chathair Bhaile Átha Cliath
Dublin City University

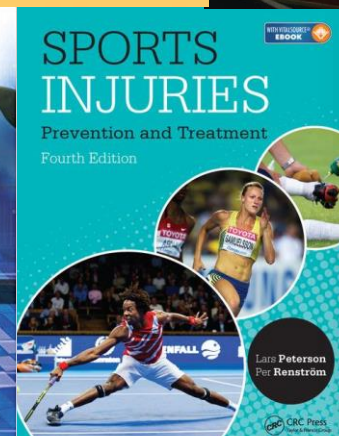
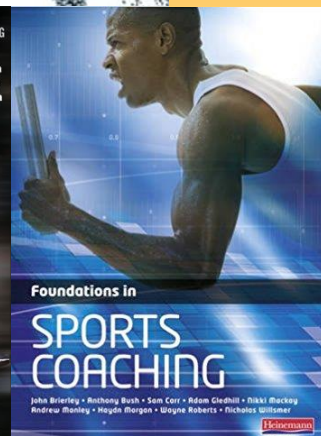
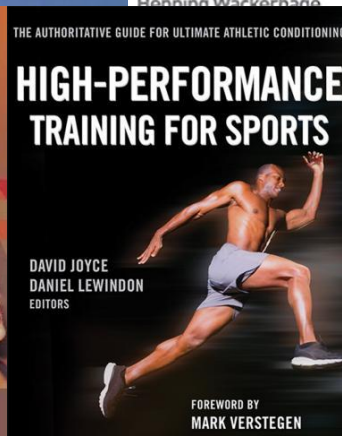
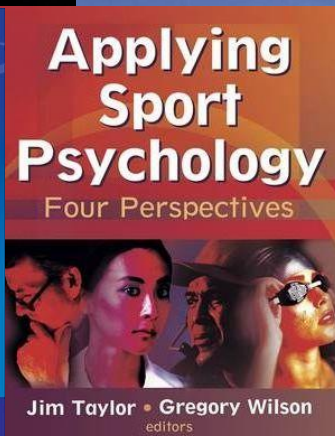
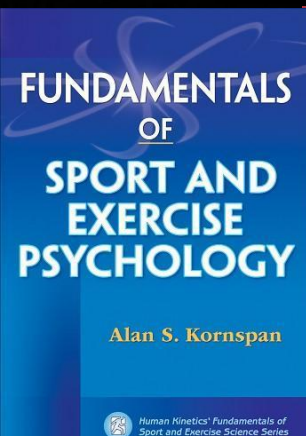
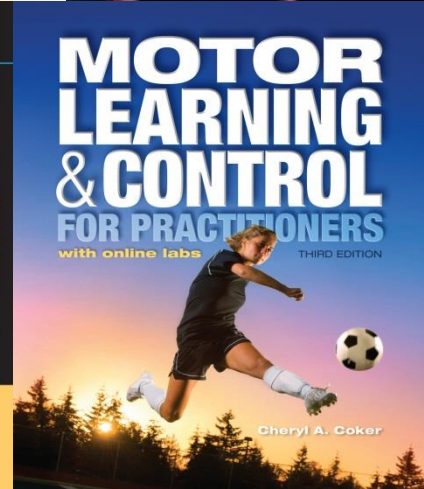
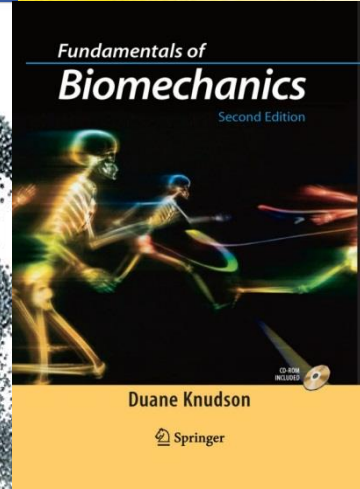
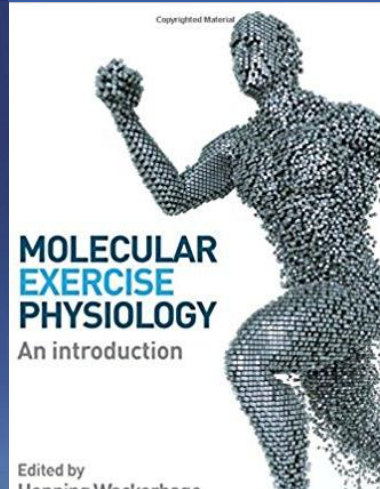
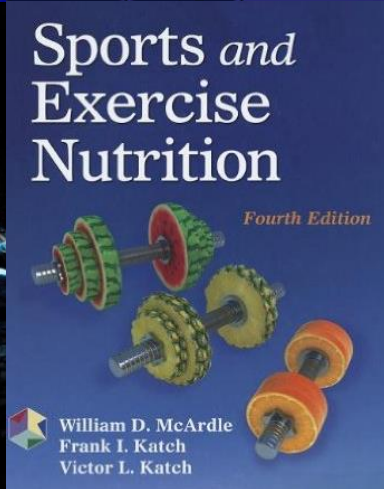
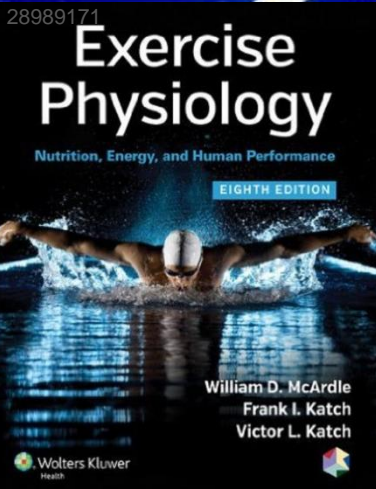
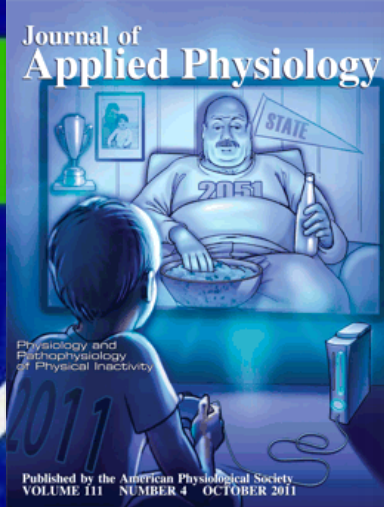
PHILOSOPHY

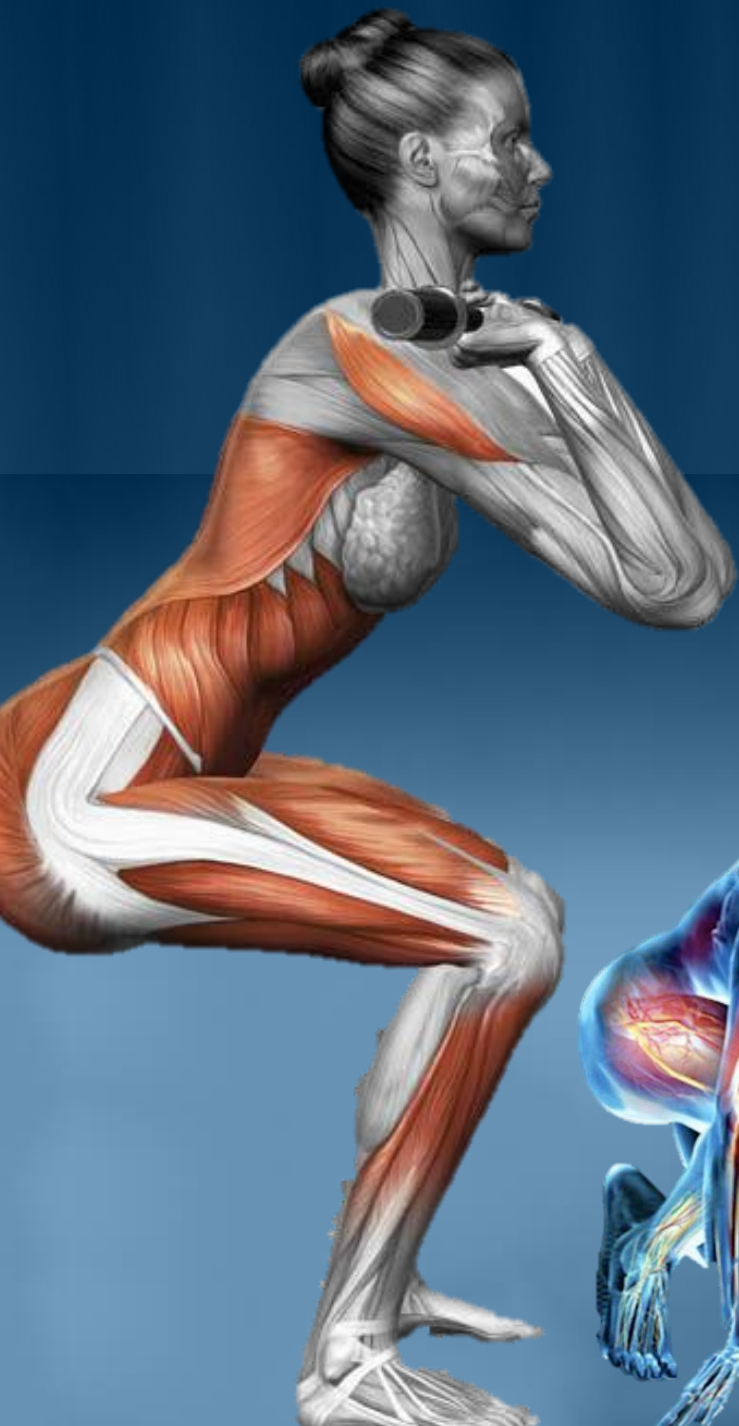


- Lifetime in sport
- Parents coaches teachers
- Playing experiences
- Education and research
- Role of decision-making in sport fuels personal coaching philosophy
- Games based approach
- Guided discovery learning environment



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28989171







COMMON SENSE





Invasion Games

Definition

- Team sport games with similar play structures
- Each team invades opponents territory to score
- Defends own territory to prevent opposition scores
- With many transferable skills strategies and tactics

Transferable Skills

Examples

- Receiving – catch/control by hand foot or implement
- Sending – throwing, striking by hand foot or implement
- Movement – speed, evasion, agility and marking
- **Game sense** – perception, pattern recognition, anticipation and decision-making



Strategies and Tactics

- **Offensive**

Keeping possession to create space for teammates or ball/puck reception

- **Defensive**

Man marking, zone defence, sweeper system



Invasion Games

Characteristics

The relation between a player and the situation around him/her is dynamic

Skills are performed under the conditions of an unpredictable, constantly changing environment

Require a considerable amount of contextual processing – game sense or “reading the game”

Players are constrained by their capacity to process information



Invasion Team Sport

Expert Performer Characteristics

- Perform intuitively under pressure
- More readily recognize and recall specific patterns of play
- Make decisions rapidly and efficiently
- Generally select the correct option

How?

By rapidly extracting information from related experiences stored in long-term memory

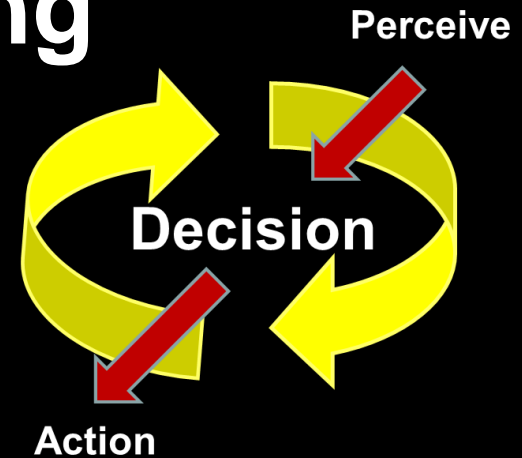
Decision Making

- **Technical execution** is critical to game performance
- Deciding “**what to do**”, “**how to do**” and “**when to do**” is just as important
- Poor decision making rather than poor technical execution is more likely to be the cause of errors in games



Perception-Action Coupling

- Requires time spent learning to perceive the **relevant** information required to make the correct decision
- Supports action selection
- This information is only created by the task as it unfolds
- Highly context/task specific
- Drills and games have different dynamics
- Drills have limited transfer to game



Game Based Coaching

Provides for the Development of:

- Game appreciation
- Perceptual and tactical awareness
- Decision-making
- Encourages creativity

and

.....ensures greater relevance to
competitive performance

Game Based Model

Role of the Coach

- Determine how to create practice that allows players to learn implicitly
- Manipulate the constraints/conditions of practice activity to an appropriate level to cause an improvement in skill performance
- Goal orientated - retain possession/offensive or defensive transition/
- Guide and shape rather than dictate practice/training
- Rely on skilful observation and player questioning
“discovery learning”

Games Based Methods (Playing form)

- Warm up (dynamic & specific)
- Game
- Questions and challenges
- Back to Game
- Further Questions and challenges
- Progression of game
- Repeat above cycle
- Warm down

Progression

PS ... focus on technique-skill only when it improves the game or the ability of an individual to play the game (retention & transfer benefits)



There are times to coach. You have to be balanced to know that. The urge to step in and show how good you are as a coach and show you know everything has to be curtailed. Sometimes it is better to let players make a mistake. **Sometimes they learn more from their mistakes than being told what to do.**

Dennis Bergkamp

First Know

evidence-based

A focused approach

impact and to



Under-10

9-a-side

15 a-side

Normal
Rules

2 x 20 min

Normal
Rules

2 x 20 min

Modified
Game 1

2 x 20 min

Modified
Game 2

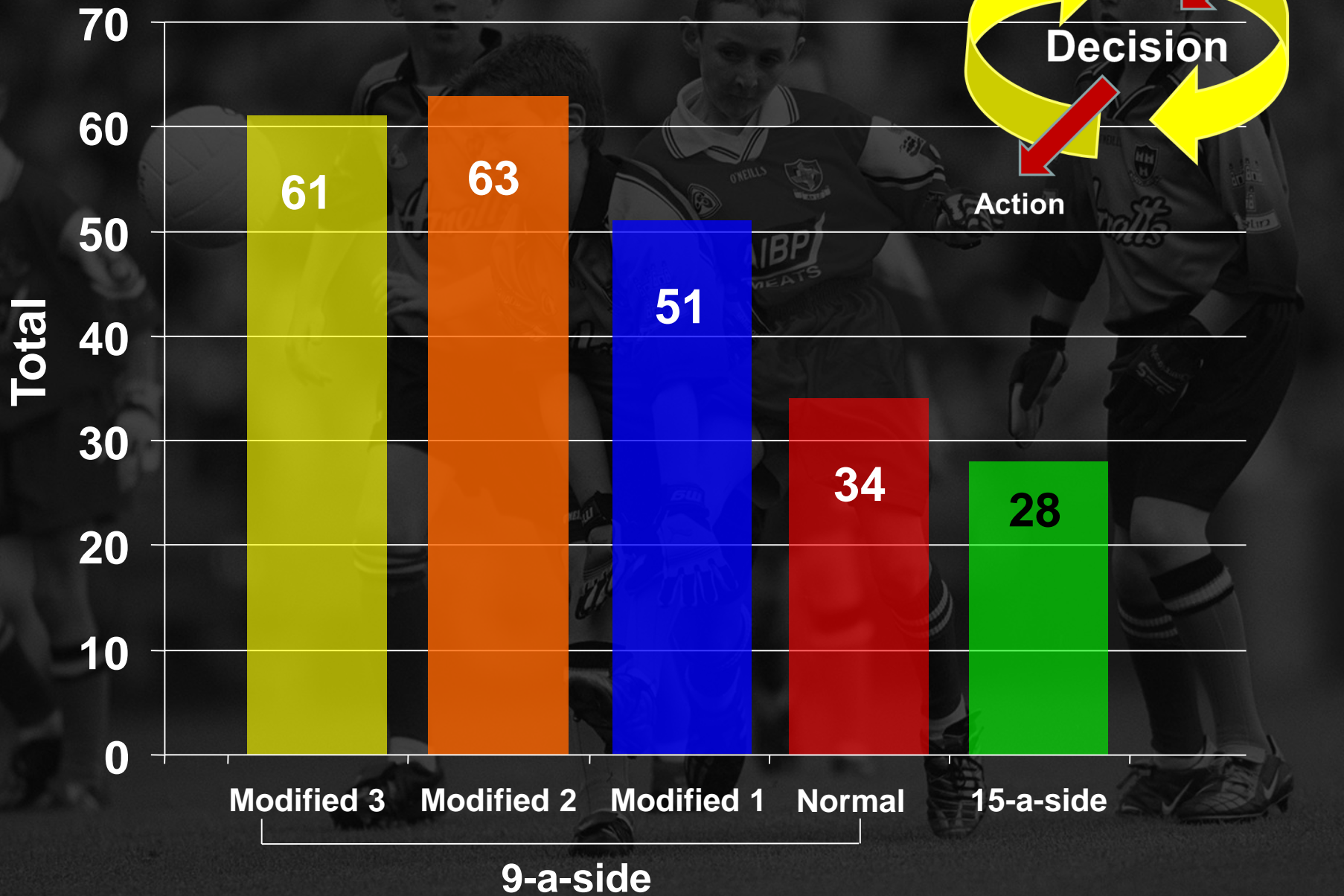
2 x 20 min

Modified
Game 3

4 x 8 min

144m²/player

Touches



Under -14

Skills

- Total catches
- Chest catches
- Total passes
- Foot passes
- Pick ups
- Interceptions
- Solo hops
- Scoring attempts
- High catches
- Low catches
- Hand passes
- Punt kicks
- Blocks
- Solo taps
- Total touches

Possession Characteristics

- No of team possessions
- No of skills per possession
- No of players involved/possession
- Time per possession

15 v 15

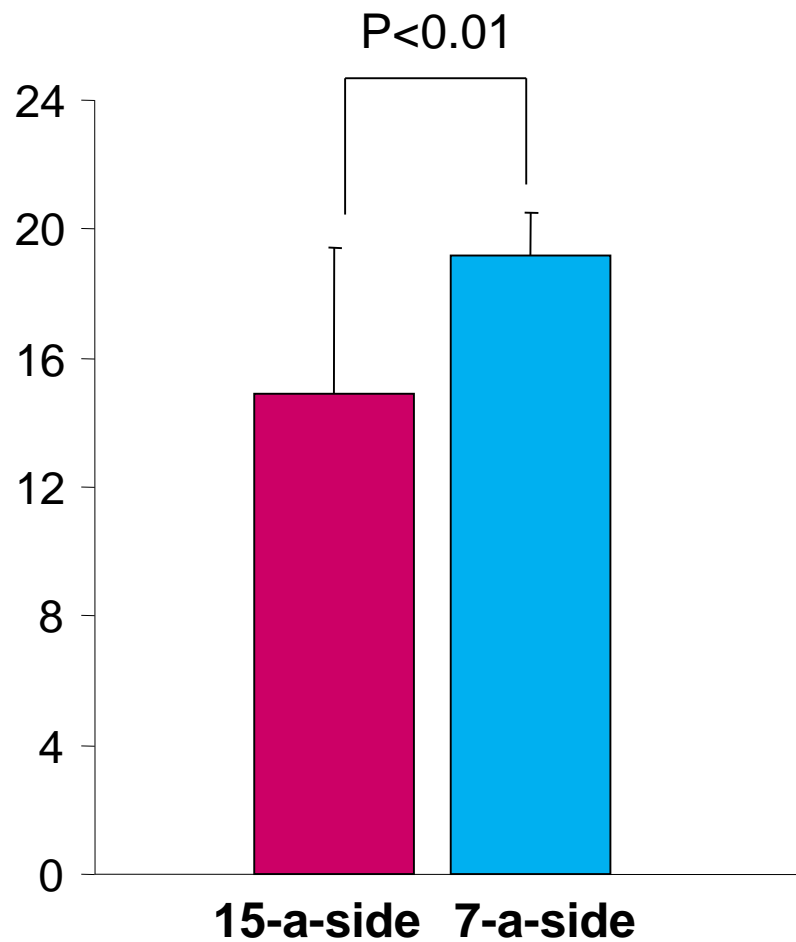
320²m/player

7 v 7

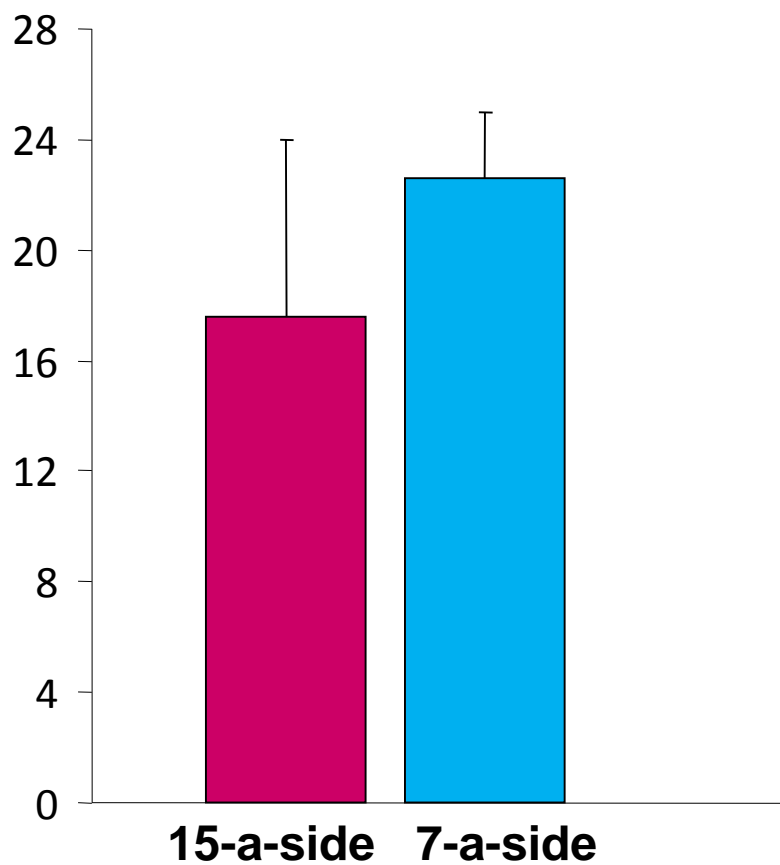
320²m/player

Selected skills
Possession characteristics
Physiological responses
Enjoyment
Perceived competence

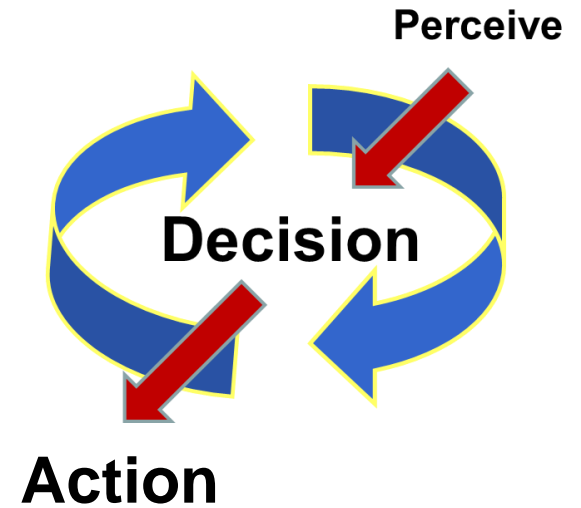
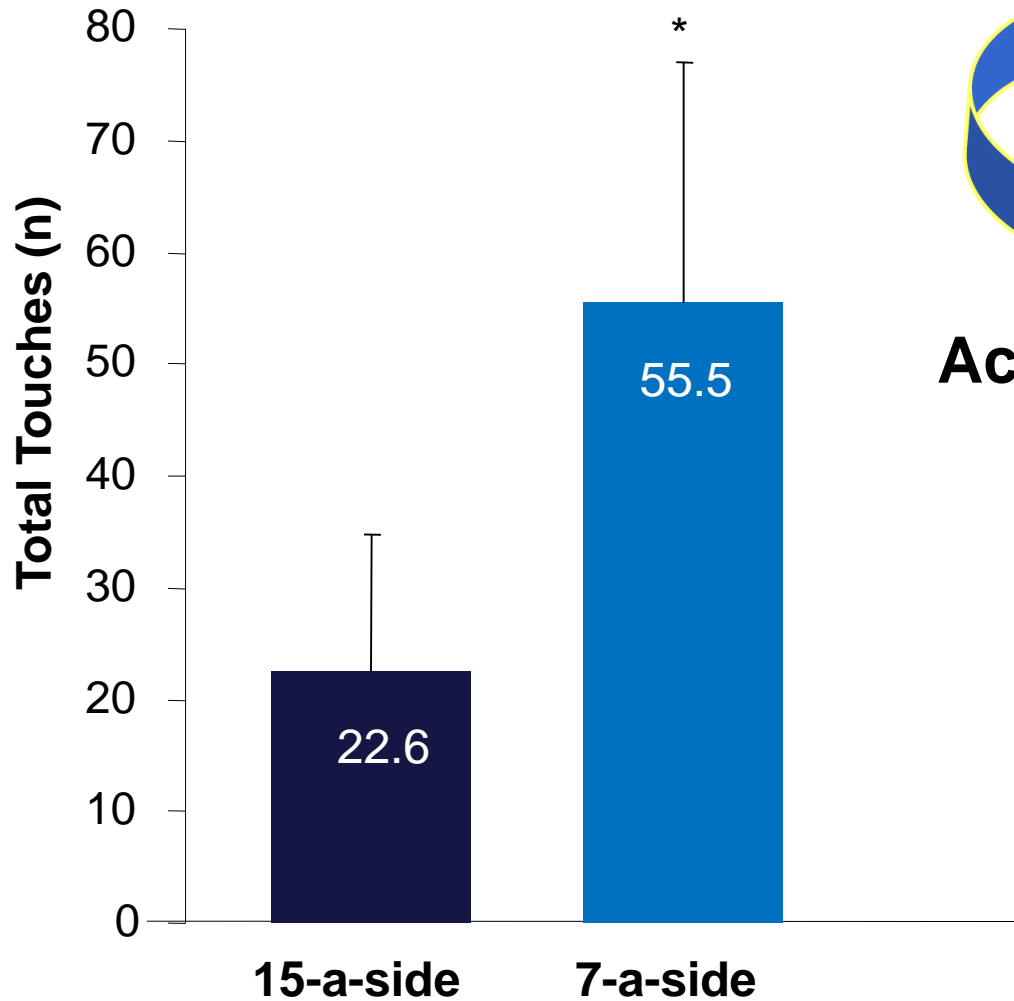
Enjoyment



Perceived Competence

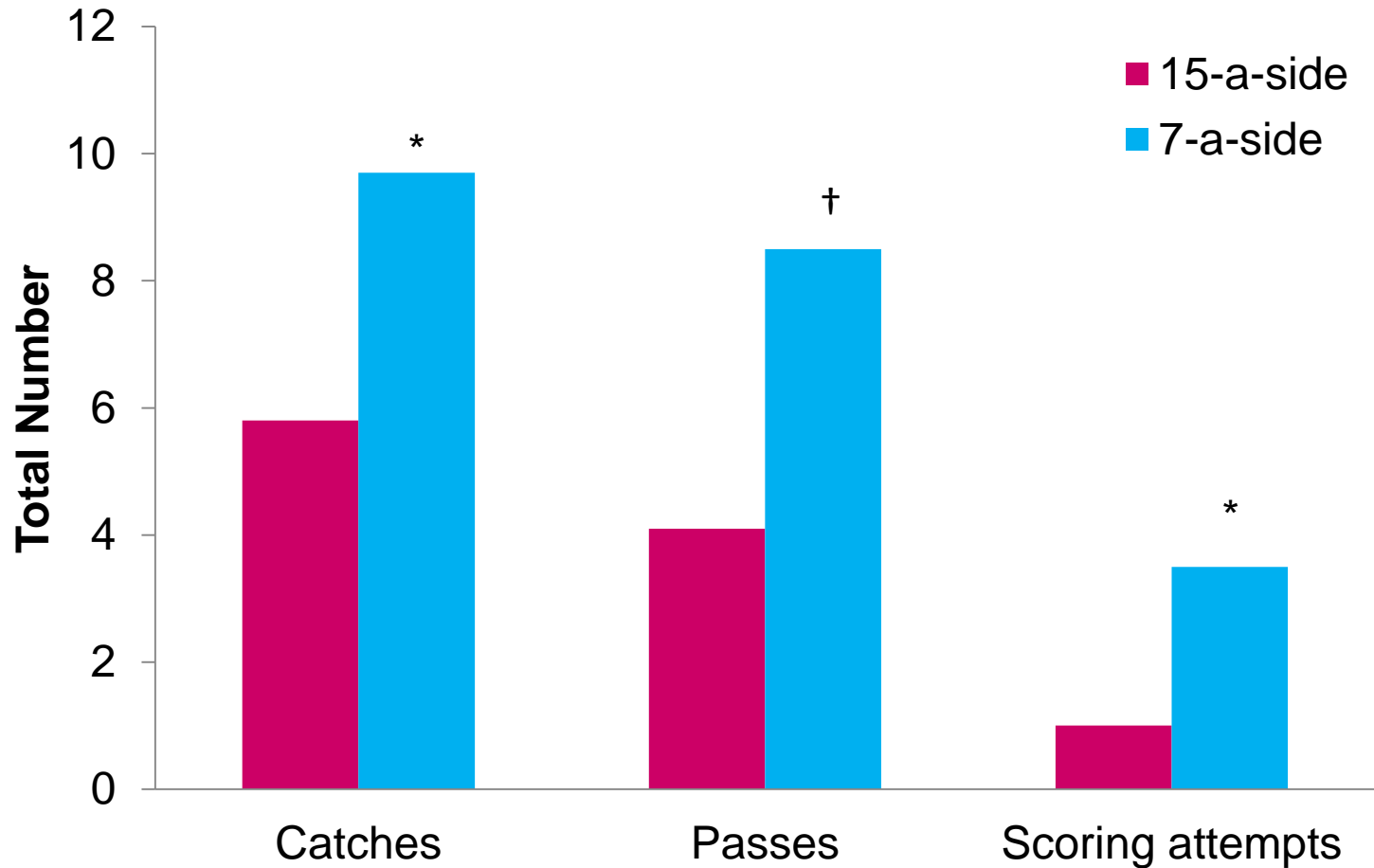


Touches Per Player



*P<0.001 vs. 15-a-side

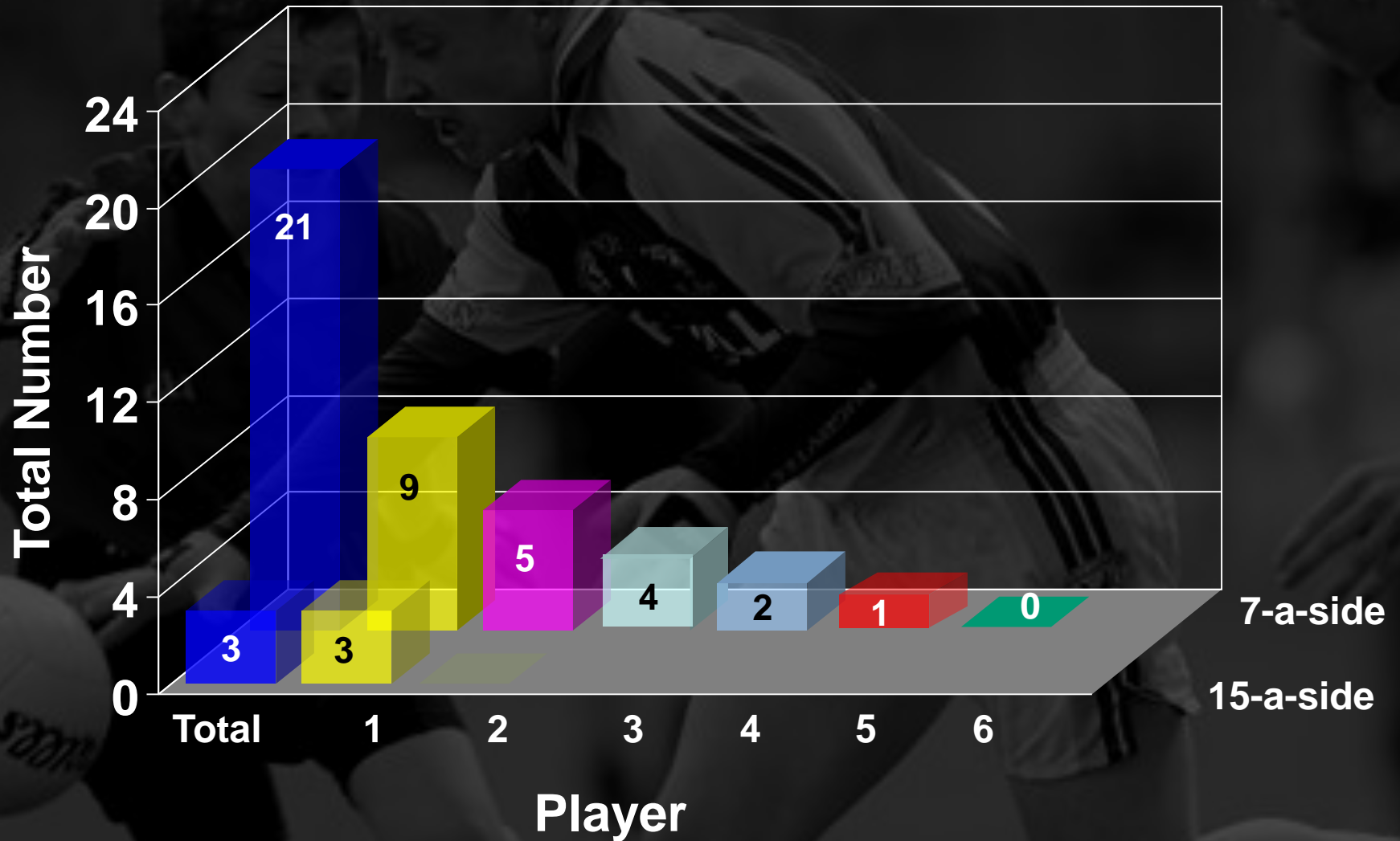
Selected Skills Performed



* $p < 0.05$ vs. 15-a-side

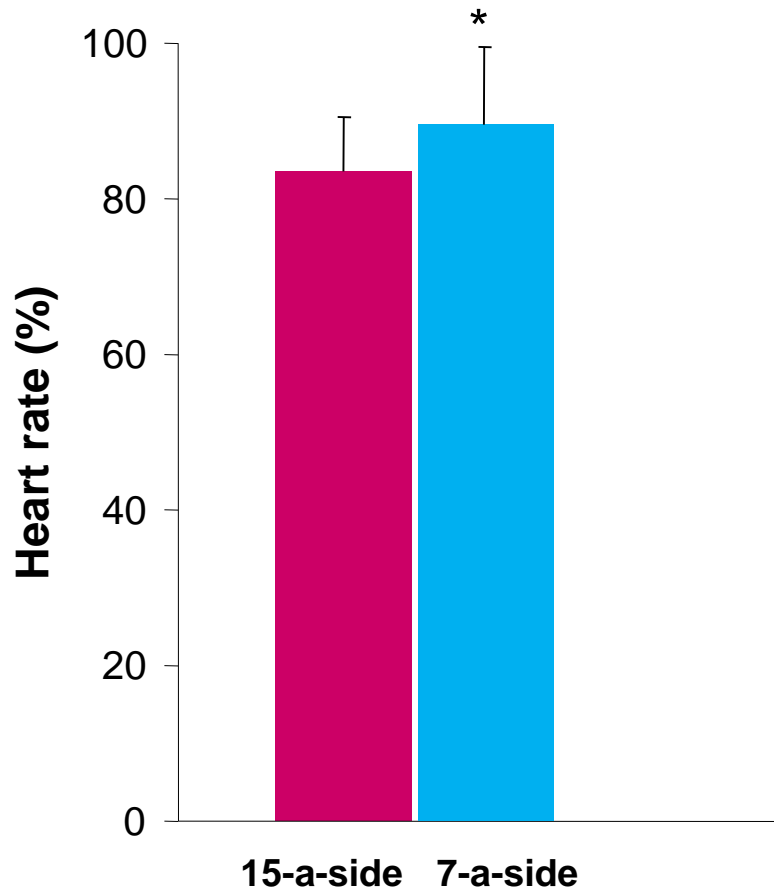
† $p < 0.01$ vs. 15-a-side

Scoring Attempts

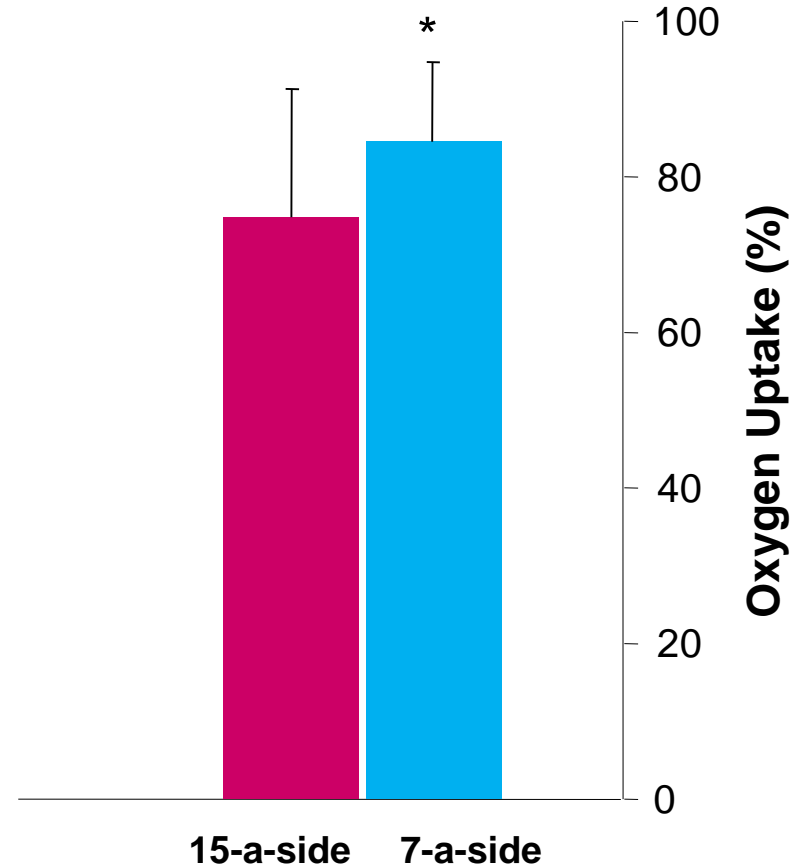


Physiological Responses

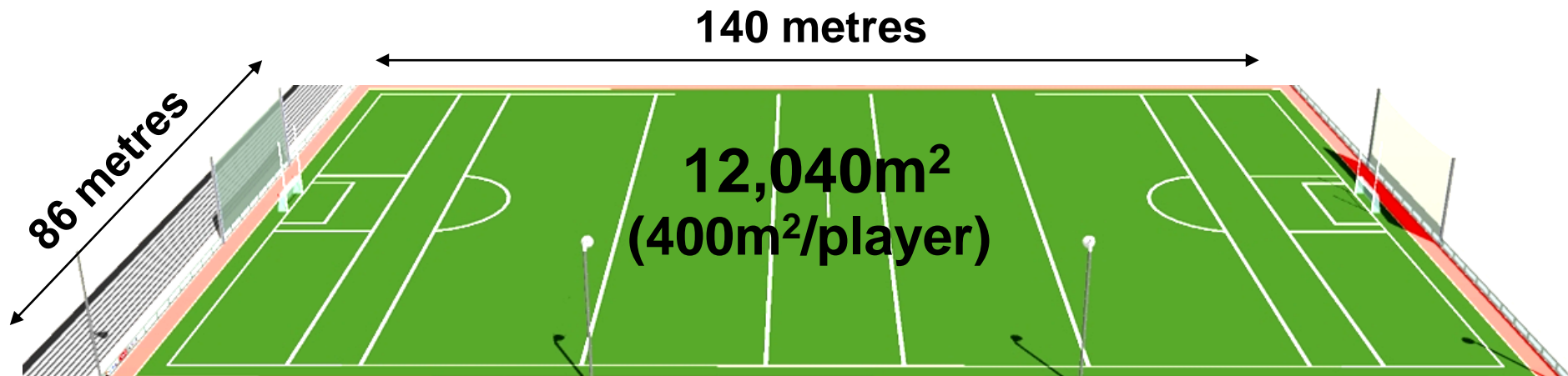
% Heart Rate Max



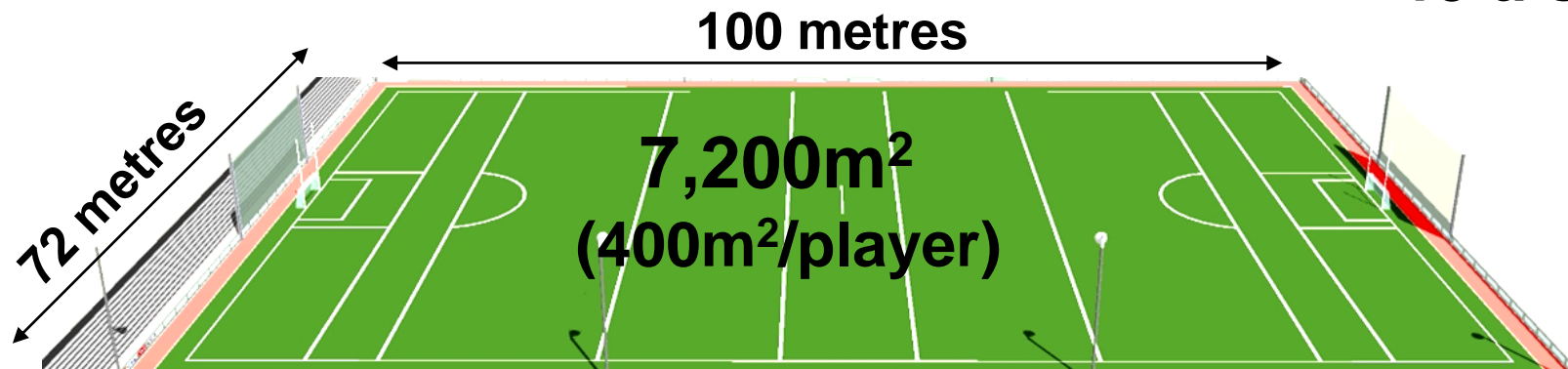
%VO₂max



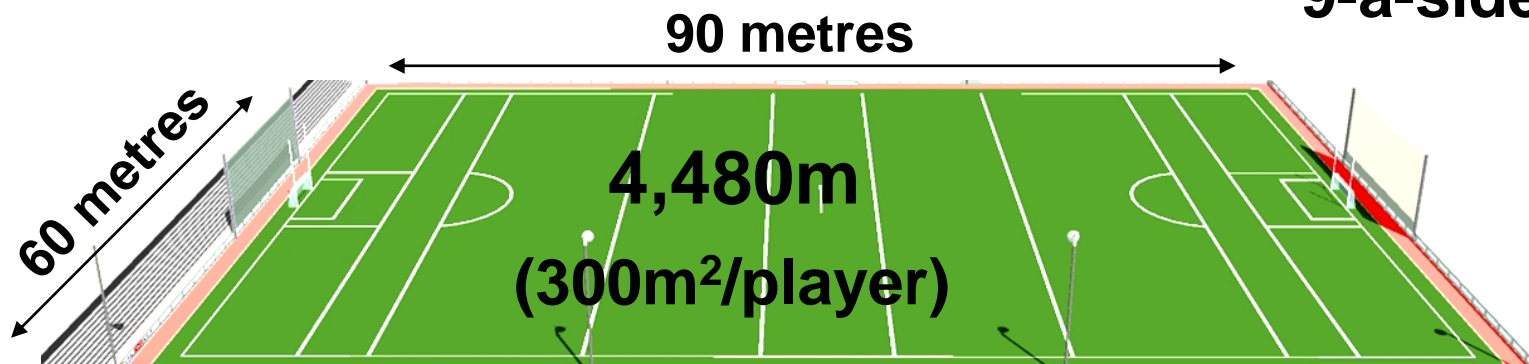
*P<0.01



15-a-side

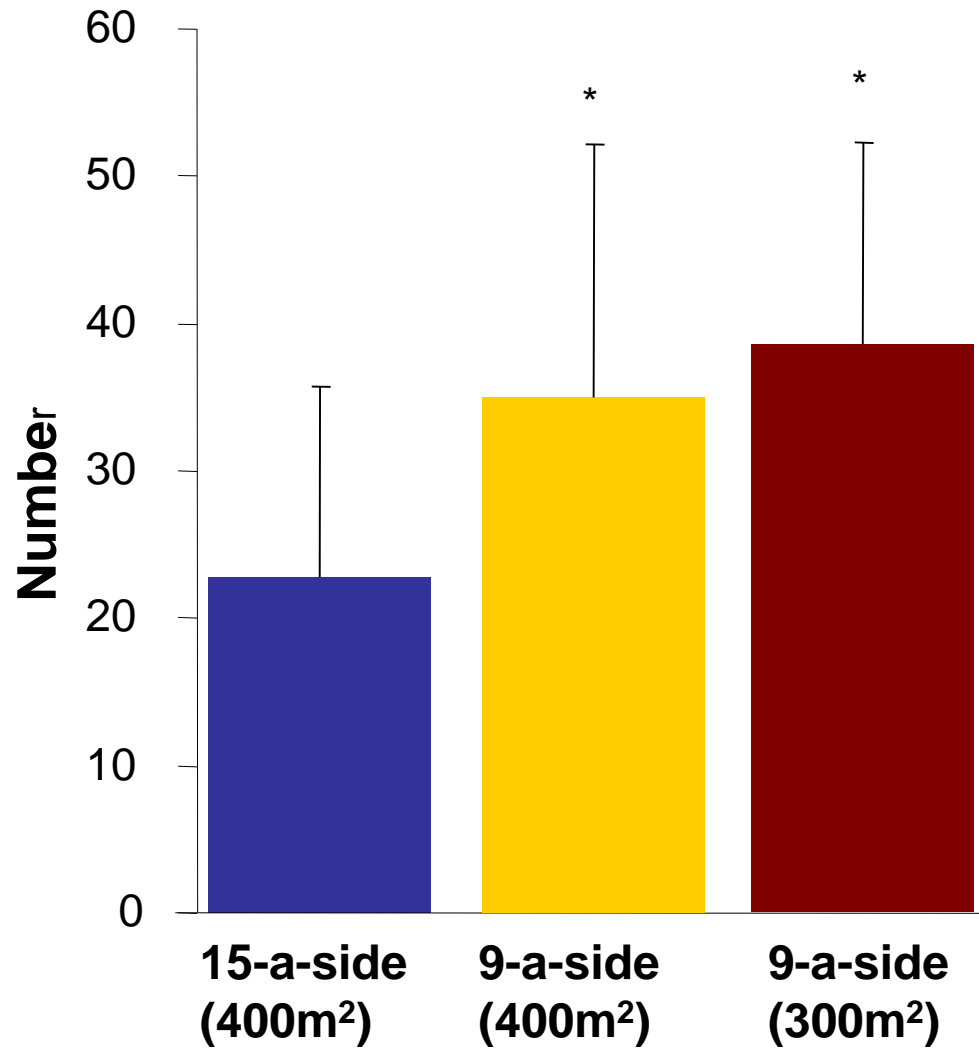


9-a-side



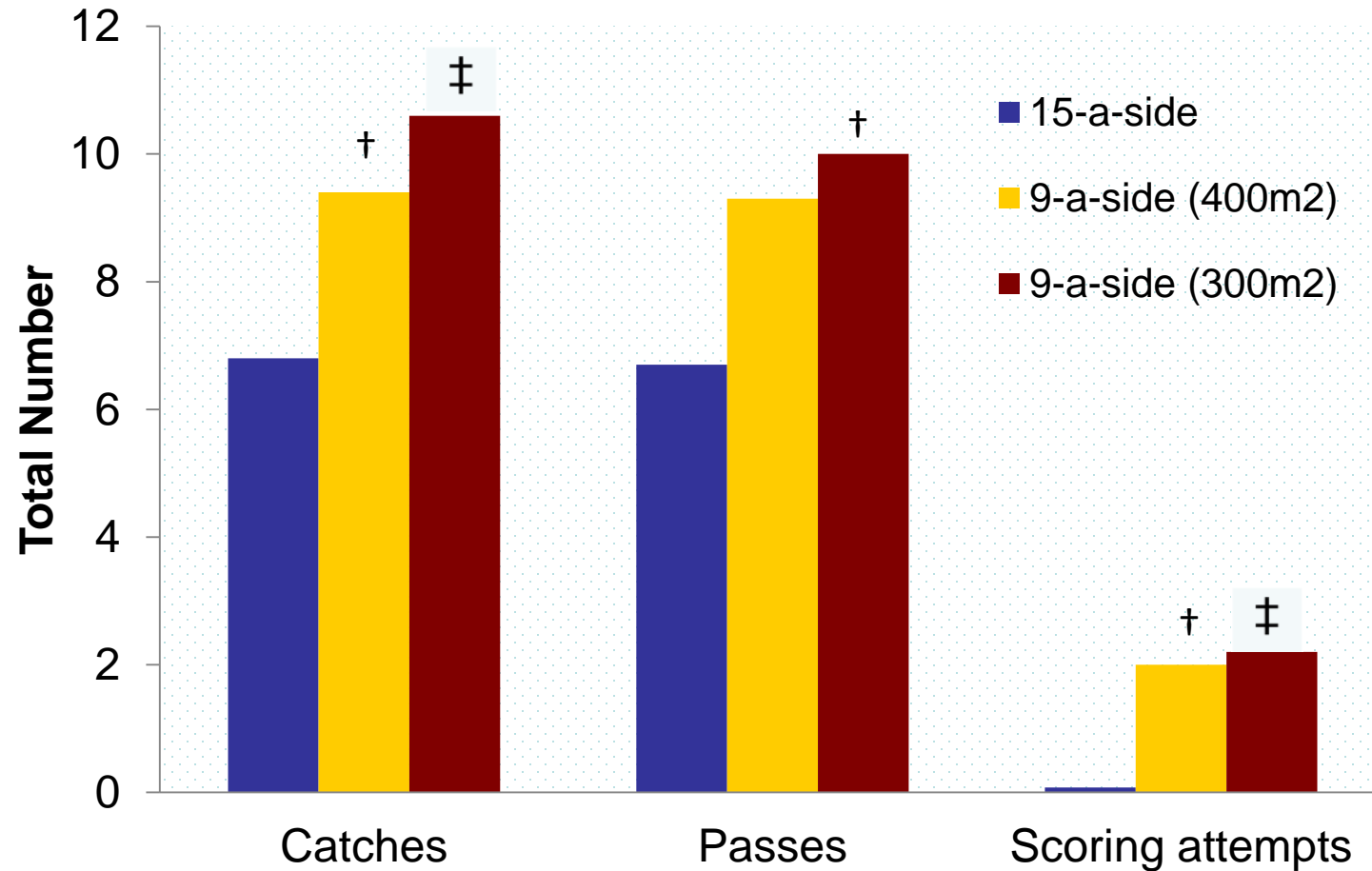
9-a-side

Total Touches



*p<0.001 v 15-a-side

Selected Skills



*p<0.05 vs.15-a-side

†p<0.01 vs.15-a-side

Conditioned Games



- Provide children with meaningful playing time in a fun filled environment
- Player and achievement orientated
- Cater for varying needs of children
- **Modified the conditions**
- No substitutions







Different Code Same Principles

- Replicate physiological intensity, movement patterns, and technical requirements of competitive match play
- Opportunity to develop problem solving and decision-making skills under pressure and fatigue
- Facilitate and empower players to develop their technical skills and tactical awareness under similar conditions to those encountered during games
- Should be effective as a training tool for developing fitness components required for optimal performance in invasion team sports

Thank you

