



Expression and Freedom for Learning & Development – Let Them Be Children

Coach Development Webinar – Tuesday 7th April 2020



13m 20m

45m

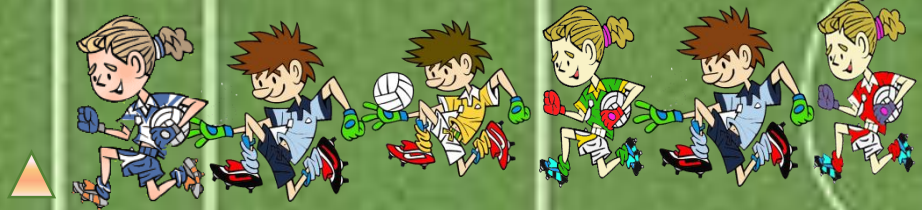
65m 65m

45m

20m 13m

PLEASE NOOOOOOO

2 Laps



The Child & You



First Word that YOU
Associate with Children?

What's YOUR Why?

Planning & Learning & Development & Patience

FUN, Enjoyment, Creativity

KISS – Keep It Short & Simple

Relate To The Child

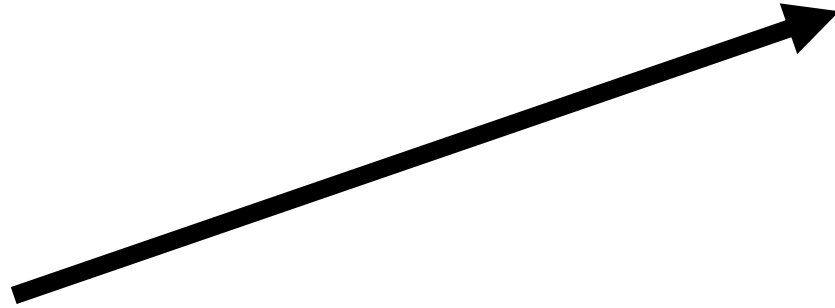
Show Me

Questioning Vs Telling

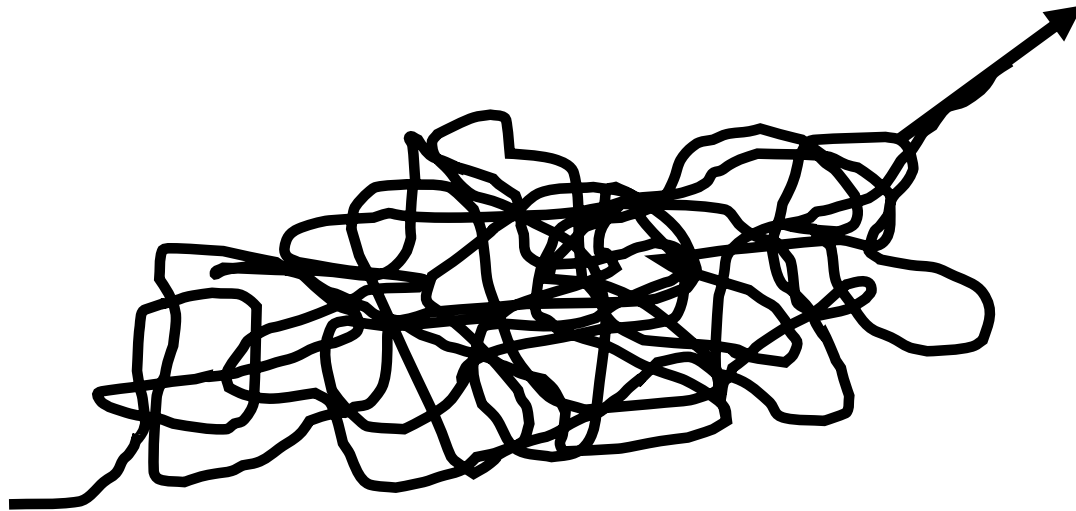
Have A Go & You Will Know

Embrace the Chaos

Guns N' Roses Tribute - Patience



Mini Adult Plan



Reality

Who, What, How, Why, (when & where)



Strong Foundations – Let Them Grow

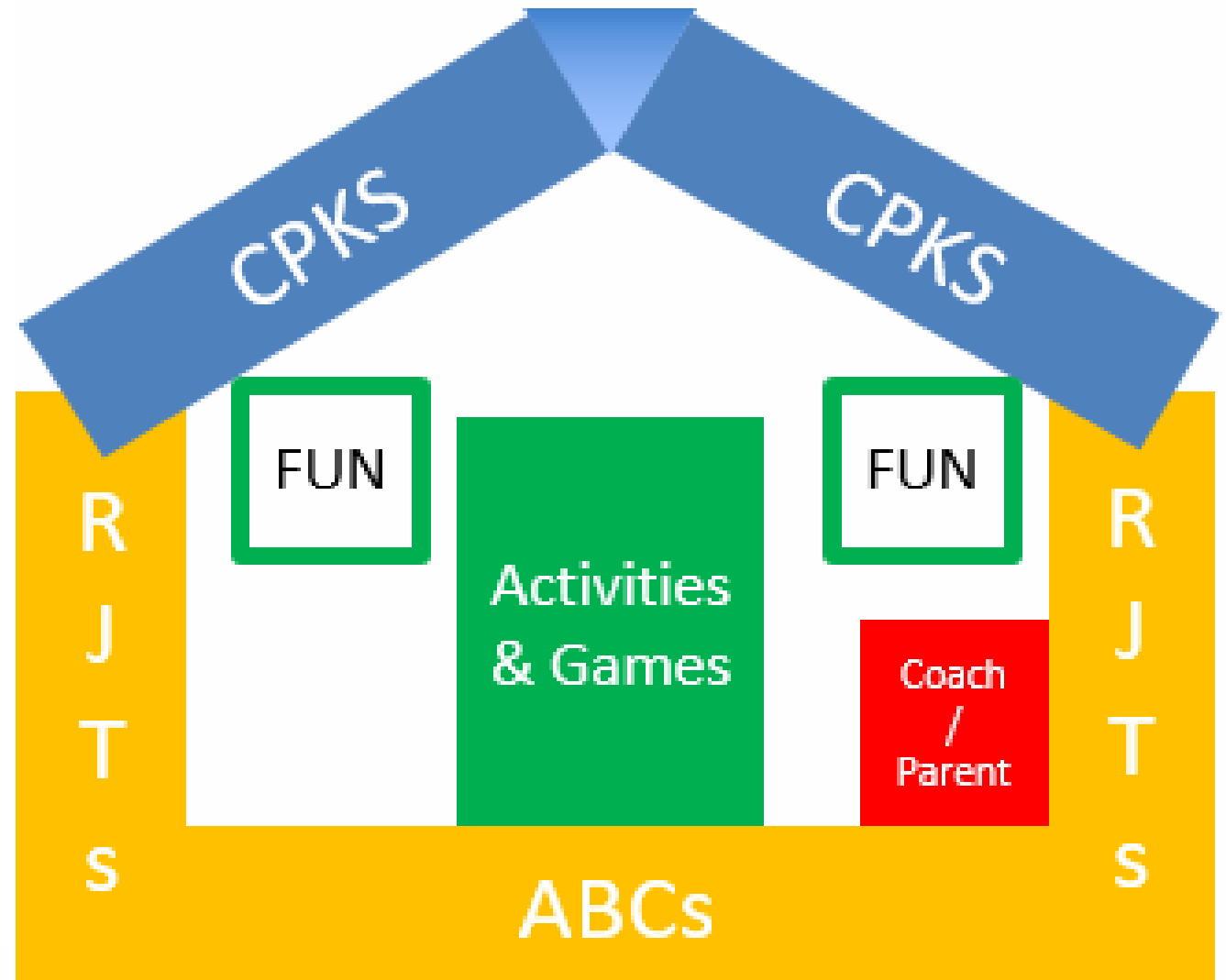


LEARNING

to **MOVE**

MOVING

to **LEARN**



Physical Literacy is the ...

"Margaret Whitehead 2016"



MOTIVATION



CONFIDENCE



PHYSICAL
COMPETENCE



KNOWLEDGE &
UNDERSTANDING

to value and take responsibility for engagement in physical activities for life.

Player Development Guide

Area Of Focus	Enjoyment, FUN, Learning, Development & Performance
PHYSICAL LITERACY (ABC's & RJT's)	Agility, Balance, Coordination, Running, Jumping, Throwing, Pathways, Directions, Evasion, Speed Levels, Acceleration, Deceleration, Stopping & Starting et al
TECHNICAL DEVELOPMENT (CPKS) <i>Both Sides, Both Hands, Both Feet</i>	Handling/Kicking/Striking Ball Pick Up, Body Catch, Low Catch, High Catch, Grip/Ready/Lock/Swing, Hand Pass, Fist Pass, Ground Strike, Strike from Hand, Soloing, Ground Kick, Punt Kick, Hook Kick, Bounce, Crouch Lift, Roll Lift, Jab Lift, Near Hand Tackle, Frontal Tackle, Evasion, Side Step et al
TACTICAL DEVELOPMENT	Spatial Awareness, Creating & Exploiting Space, Principles of Defence & Attack, Different Positions, Co-Operation, Team Work, Communication, Part & Full Invasion Games, Position Specific Roles, Systems of Play, Rules & Ethics et al
PSYCHOLOGICAL DEVELOPMENT	Goal Setting, Relaxation, Game Rehearsal, Positive Attitude to Sport, Social Relationships, Creativity, Imagination, Questioning, Resilience, Dedication, Effort, Team Work, Build Self Confidence, Introduction to Mental Preparation, Respect to Coaches, Respect to Referees, Respect to Other Players et al
PHYSICAL DEVELOPMENT	Body Weight, Effect of Exercise on Body, Push/Pull Exercises, Speed Development, SAQ, Aerobic, Anaerobic, S&C, Flexibility et al
ANCILLARY CAPACITIES	Game Analysis, Performance Analysis, Reflection, Injury Prevention, Recovery, Health, Nutrition, Hydration, Happiness, Confidence, Self Esteem, Communication et al

Player Development Guide – Age Group Example

UNDER 6 STEP 1	UNDER 8 STEP 2	UNDER 10 STEP 3	UNDER 12 STEP 4	UNDER 14 STEP 5	UNDER 16 STEP 6	UNDER 18 STEP 7
<p>Main focus is on Fun and Participation.</p> <p><u>PHYSICAL LITERACY</u> Agility, Balance, Coordination, Running Jumping, Throwing Speed.</p> <p><u>TECHNICAL DEVELOPMENT</u> Body Catch, Low Catch Hand Pass, Fist Pass Ground Kick, Punt Kick Crouch Lift.</p> <p><u>TACTICAL DEVELOPMENT</u> Spatial Awareness Co-operation Non Invasion Games Simple rules and ethics</p> <p><u>MENTAL DEVELOPMENT</u> Positive Attitude to sport Build Self Confidence Respect to Coaches Respect to Other Players</p> <p><u>PHYSICAL DEVELOPMENT</u> Push/Pull Exercises</p> <p><u>ANCILLARY CAPACITIES</u> Advise on Nutrition and Hydration.</p>	<p>Main focus is on Fun and Participation.</p> <p><u>PHYSICAL LITERACY</u> Agility, Balance Coordination, Running Jumping, Throwing Speed.</p> <p><u>TECHNICAL DEVELOPMENT</u> Body Catch, Low Catch Hand Pass, Fist Pass Ground Kick, Punt Kick Crouch Lift, Side Tackle,</p> <p><u>TACTICAL DEVELOPMENT</u> Spatial Awareness Co-operation Non Invasion Games Simple rules and ethics</p> <p><u>MENTAL DEVELOPMENT</u> Positive Attitude to sport Build Self Confidence Respect to Coaches Respect to Other Players Respect to Referees</p> <p><u>PHYSICAL DEVELOPMENT</u> Push/Pull Exercises</p> <p><u>ANCILLARY CAPACITIES</u> Advise on Nutrition and Hydration.</p>	<p>Main focus is to continue with Fun and Participation and also to develop specific skills required to play the game.</p> <p><u>PHYSICAL LITERACY</u> Agility, Balance Coordination, Running Jumping, Throwing Speed.</p> <p><u>TECHNICAL DEVELOPMENT</u> Body Catch, Low Catch High Catch, Hand Pass Fist Pass, Ground Kick Punt Kick, Side Tackle, Frontal Tackle, Solo Run.</p> <p><u>TACTICAL DEVELOPMENT</u> Spatial Awareness Co-operation Non Invasion Games Part Invasion Games Small Sided Games 7 V 7 Max, Simple rules and ethics.</p> <p><u>MENTAL DEVELOPMENT</u> Positive Attitude to sport Build Self Confidence Respect to Coaches Respect to Other Players Respect to Referees</p> <p><u>PHYSICAL DEVELOPMENT</u> Push/Pull Exercises</p> <p><u>ANCILLARY CAPACITIES</u> Advise on Nutrition and Hydration.</p>	<p>Main focus is to continue with Fun and Participation and also to develop specific skills required to play the game.</p> <p><u>PHYSICAL LITERACY</u> Agility, Balance Coordination, Running Jumping, Throwing Speed.</p> <p><u>TECHNICAL DEVELOPMENT</u> Body Catch, Low Catch, High Catch, Hand Pass, Fist Pass, Ground Kick, Punt Kick, Hook Kick, Side Tackle, Frontal Tackle, Solo Run, Evasion Skills.</p> <p><u>TACTICAL DEVELOPMENT</u> Spatial Awareness, Creating and Exploiting Space, Co-operation Non Invasion Games, Part Invasion Games, Full Invasion Games, Small Sided Games 9 V 9 Max. Simple rules and ethics</p> <p><u>MENTAL DEVELOPMENT</u> Positive Attitude to sport Build Self Confidence Respect to Coaches Respect to Other Players Introduction to mental preparation, Respect.</p> <p><u>PHYSICAL DEVELOPMENT</u> Push/Pull Exercises, Medicine Ball Exercises, Speed Development.</p> <p><u>ANCILLARY CAPACITIES</u> Advise on Nutrition and Hydration.</p>	<p>Main focus is to embed sport specific skills, develop anaerobic conditioning, and strength.</p> <p><u>PHYSICAL LITERACY</u> Agility, Balance Coordination, Running Jumping, Throwing Speed.</p> <p><u>TECHNICAL DEVELOPMENT</u> Body Catch, Low Catch, High Catch, Hand Pass, Fist Pass, Ground Kick, Punt Kick, Hook Kick, Side Tackle, Frontal Tackle, Drift Tackle, Solo Run, Evasion Skills.</p> <p><u>TACTICAL DEVELOPMENT</u> Understanding the principles of play in grids and small sided games. Part Invasion games, Full Invasion Games, Solid application of skills in games.</p> <p><u>MENTAL DEVELOPMENT</u> Goal Setting, Self Confidence, Respect.</p> <p><u>PHYSICAL DEVELOPMENT</u> Development of Strength, Aerobic Fitness via games, Anaerobic fitness and speed, Flexibility.</p> <p><u>ANCILLARY CAPACITIES</u> Introduction to game analysis via DVD and stats. Continue with topics already covered.</p>	<p>Main focus is to embed sport specific skills, develop anaerobic conditioning, and strength.</p> <p><u>PHYSICAL LITERACY</u> Agility, Balance Coordination, Running Jumping, Throwing Speed.</p> <p><u>TECHNICAL DEVELOPMENT</u> Body Catch, Low Catch, High Catch, Hand Pass, Fist Pass, Ground Kick, Punt Kick, Hook Kick, Side Tackle, Frontal Tackle, Drift Tackle, Solo Run, Evasion Skills, Position Specific Skills.</p> <p><u>TACTICAL DEVELOPMENT</u> Understanding the principles of play in grids and small sided games. Part Invasion games, Full Invasion Games, Solid application of skills in games.</p> <p><u>MENTAL DEVELOPMENT</u> Goal Setting, Self Confidence, Respect.</p> <p><u>PHYSICAL DEVELOPMENT</u> Development of Strength, Aerobic Fitness via games, Anaerobic fitness and speed, Flexibility.</p> <p><u>ANCILLARY CAPACITIES</u> Introduction to game analysis via DVD and stats. Continue with topics already covered.</p>	<p>Main focus is to embed sport specific skills, develop anaerobic conditioning, and strength.</p> <p><u>PHYSICAL LITERACY</u> Agility, Balance Coordination, Running Jumping, Throwing Speed.</p> <p><u>TECHNICAL DEVELOPMENT</u> Body Catch, Low Catch, High Catch, Hand Pass, Fist Pass, Ground Kick, Punt Kick, Hook Kick, Side Tackle, Frontal Tackle, Drift Tackle, Solo Run, Evasion Skills, Position Specific Skills.</p> <p><u>TACTICAL DEVELOPMENT</u> Understanding the principles of play in grids and small sided games. Part Invasion games, Full Invasion Games, Solid application of skills in games.</p> <p><u>MENTAL DEVELOPMENT</u> Goal Setting, Relaxation Techniques, Game Rehearsal, Focusing and refocusing.</p> <p><u>PHYSICAL DEVELOPMENT</u> Development of Strength, Aerobic Fitness via games, Anaerobic fitness and speed, Flexibility, Core Stability, Light Weights.</p> <p><u>ANCILLARY CAPACITIES</u> Introduction to game analysis via DVD and stats. Continue with topics already covered. Introduction to Recovery Procedures.</p>

Player Development Guide – U6 Example

UNDER 6 STEP 1	METHOD OF DELIVERY	AREAS TO CONSIDER	COACHING STRUCTURE STATION BASED MODEL	SESSION PLAN
<p>Main focus is on Fun and Participation.</p> <p>PHYSICAL LITERACY Agility, Balance, Coordination, Running, Jumping, Throwing Speed.</p> <p>TECHNICAL DEVELOPMENT Body Catch, Low Catch Hand Pass, Fist Pass Ground Kick, Punt Kick Crouch Lift.</p> <p>TACTICAL DEVELOPMENT Spatial Awareness Co-operation Non-invasion Games Simple rules and ethics</p> <p>MENTAL DEVELOPMENT Positive Attitude to sport Build Self Confidence Respect to Coaches Respect to Other Players</p> <p>PHYSICAL DEVELOPMENT Push/Pull Exercises</p> <p>ANCILLARY CAPACITIES Advise on Nutrition and Hydration.</p>	<p>For this age group your focus must be on FUN and Maximum participation.</p> <p>Try to remember the MAGIC Principles.\</p> <p>M – Motivational Children will be motivated to participate if the activities are varied and fun.</p> <p>A – Age Appropriate Activities must be appropriate to the developmental level of each child.</p> <p>G – Growth Activities must take into consideration the progress of each child. They must be carefully pitched at the appropriate level so that they are neither too difficult or too easy, but ultimately provide a challenge to the child's ongoing development and growth.</p> <p>I – Individualised Activities must target all ability levels.</p> <p>C – Child Centred Activities should allow all children the experience of playing in a variety of playing positions.</p>	<p>The development of FUNDAMENTALS is of paramount importance. Activities should be entirely focused on the introduction of these fundamentals for four- and five-year olds. (ACTIVE START) For children aged six movement patterns and sport related skills and activities should be refined.</p> <p>WHAT ARE FUNDAMENTALS? FUN – Vital DA – and the MA – Chief Educators MENTAL – Attitude/Enthusiasm</p> <p>Fundamentals are often referred to as basic motor skills or ABC of movement and with the RJT of athleticism these underpin all physical activity.</p> <p>Fundamental movement skills provide the building blocks to develop more sports specific skills. We should not expect a child to play a physical activity without mastering the ABC. These skills should be developed in a structured way with FUN the central theme.</p> <p>ABC The ABC's of athleticism include Agility-the ability to change direction quickly and control movement of the whole body. e.g. Tail Tag Balance- the ability to maintain a stable body position e.g. walk the line Coordination- the ability to move different body parts at the same time (hands and feet) e.g. chest pass</p> <p>RJT Running-zig-zag runs Jumping-tuck jumps Throwing- toss the bean bag</p> <p>CKS Catching- scoop pick up Kicking- punting Striking- ground striking</p>	<p>FOOTBALL ROTATION MODEL A station-based circuit consists of four to ten stations, where at each station a specific skill or activity is practiced for a certain length of time.</p> <p>GUIDELINES Agree a simple plan of the area and mark in the station activities. Set up the stations in an easy and obvious manner. Arrive early and arrange before children arrive.</p> <p>REASONS FOR USING STATION MODELS</p> <ol style="list-style-type: none"> 1. Stations are relatively easy to assemble and prepare. 2. They allow children to practice skills and individually and /or as part of a team. 3. They increase the amount of time that children spend on each specific skill. 4. They afford coaches opportunities to monitor each individual's progress. 5. They promote one-to-one attention. 6. They allow a high number of ball contacts for each skill. 7. Different stations incorporate variety, which is extremely important for young players. 8. Coaches can specialise on certain areas. <p>TOP TIPS</p> <ol style="list-style-type: none"> 1. Number the stations. 2. Place a coach at each station. 3. On the signal coach moves children to next station. 5 second countdown. 4. Arrive early and set up stations before children arrive. 	<p>Fun Game to warm up (5 minutes)</p> <p>Station 1 (3 minutes) FUN Agility Activity</p> <p>Station 2 (3 minutes) FUN Balance Activity</p> <p>Station 3 (3 minutes) FUN Coordination Activity</p> <p>Station 4 (3 minutes) FUN Game/Skill Related</p> <p>Station 5 (3 minutes) FUN Running Activity</p> <p>Station 6 (3 minutes) FUN Jumping Activity</p> <p>Station 7 (3minutes) FUN Throwing Activity</p> <p>Station 8 (3 minutes) FUN Game/Skill Related</p> <p>Station 9 (3 minutes) FUN Catching Activity</p> <p>Station 10 (3 minutes) FUN Kicking Activity</p> <p>FUN Non Invasion Game (10 minutes)</p> <p>Session will run over a period of 1 hour.</p> <p>APPROPRIATE GAMES TO PLAY</p> <p>STAGE 1 (4-5 years) TARGET GAMES</p> <p>STAGE 2 (5-6 years) COURT/FIELD GAMES</p> <p>STAGE 3 (6-7 years) NON/PART INVASION GAMES 6V2, 4V1,6V0, ETC</p> <p>STAGE 4 (7-8 years) FULL INVASION GAMES 3V3,5V5,7V7 MAX</p>

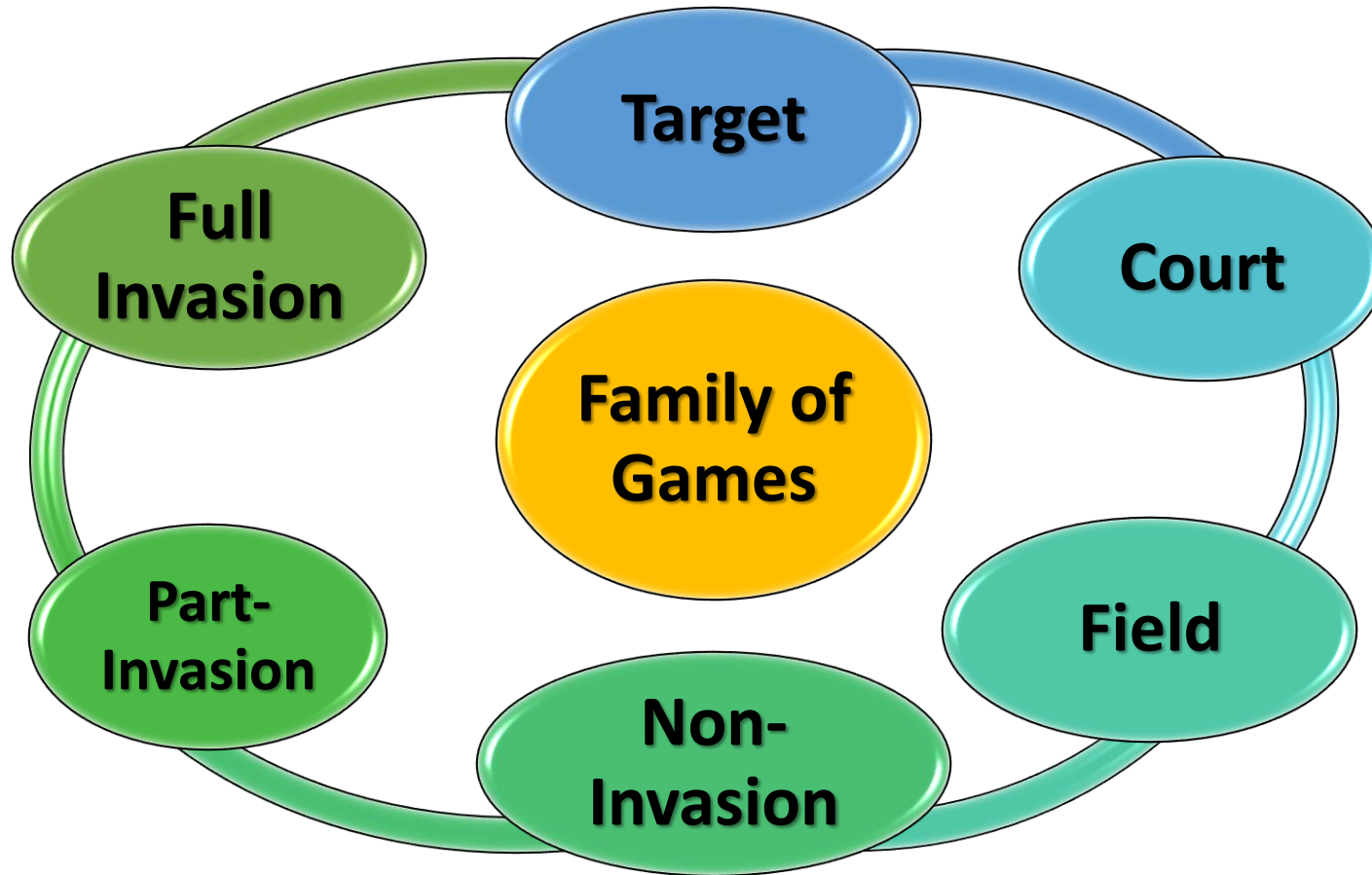
Player Development Guide

Area Of Focus	LTAD – U6-U18 – FUN, Learning, Development & Performance
PHYSICAL LITERACY (ABC's & RJT's)	Agility, Balance, Coordination, Running, Jumping, Throwing, Pathways, Directions, Evasion, Speed Levels, Acceleration, Deceleration, Stopping & Starting et al
TECHNICAL DEVELOPMENT (CPKS) <i>Both Sides, Both Hands, Both Feet</i>	Handling/Kicking/Striking Ball Pick Up, Body Catch, Low Catch, High Catch, Grip/Ready/Lock/Swing, Hand Pass, Fist Pass, Ground Strike, Strike from Hand, Soloing, Ground Kick, Punt Kick, Hook Kick, Bounce, Crouch Lift, Roll Lift, Jab Lift, Near Hand Tackle, Frontal Tackle, Evasion, Side Step et al
TACTICAL DEVELOPMENT	Spatial Awareness, Creating & Exploiting Space, Principles of Defence & Attack, Different Positions, Co-Operation, Team Work, Communication, Part & Full Invasion Games, Position Specific Roles, Systems of Play, Rules & Ethics et al
PSYCHOLOGICAL DEVELOPMENT	Goal Setting, Relaxation, Game Rehearsal, Positive Attitude to Sport, Social Relationships, Creativity, Imagination, Questioning, Resilience, Dedication, Effort, Team Work, Build Self Confidence, Introduction to Mental Preparation, Respect to Coaches, Respect to Referees, Respect to Other Players et al
PHYSICAL DEVELOPMENT	Body Weight, Effect of Exercise on Body, Push/Pull Exercises, Speed Development, SAQ, Aerobic, Anaerobic, S&C, Flexibility et al
ANCILLARY CAPACITIES	Game Analysis, Performance Analysis, Reflection, Injury Prevention, Recovery, Health, Nutrition, Hydration, Happiness, Confidence, Self Esteem, Communication et al

Magic Principles

Area Of Focus	Magic Principles Explained
M OTIVATIONAL	<ul style="list-style-type: none">Activities & Games are VARIED & FUN to increase the MOTIVATION of the children to learn and develop
A GE APPROPRIATE	<ul style="list-style-type: none">Activities & Games are appropriate to the DEVELOPMENTAL level of each child
G ROWTH	<ul style="list-style-type: none">Activities & Games take into consideration the PROGRESS of each child.They are pitched at the APPROPRIATE LEVELActivities are neither too difficult or too easy, but ultimately provide a CHALLENGE
I NDIVIDUALISED	<ul style="list-style-type: none">Activities & Games target ALL ABILITY LEVELS and be INCLUSIVE
C HILD CENTRED	<ul style="list-style-type: none">Activities & Games should allow ALL CHILDREN the experience of playing in a variety of PLAYING POSITIONS

Family Of Games



Unstructured Vs Structured

Holistic Approach – Côté et al 2010

✓ **COMPETENCE – Physical Literacy**

✓ **CONFIDENCE – Psychological/Emotional**

✓ **CONNECTION - Psychosocial**

✓ **CREATIVITY – Tactical/Psychosocial**

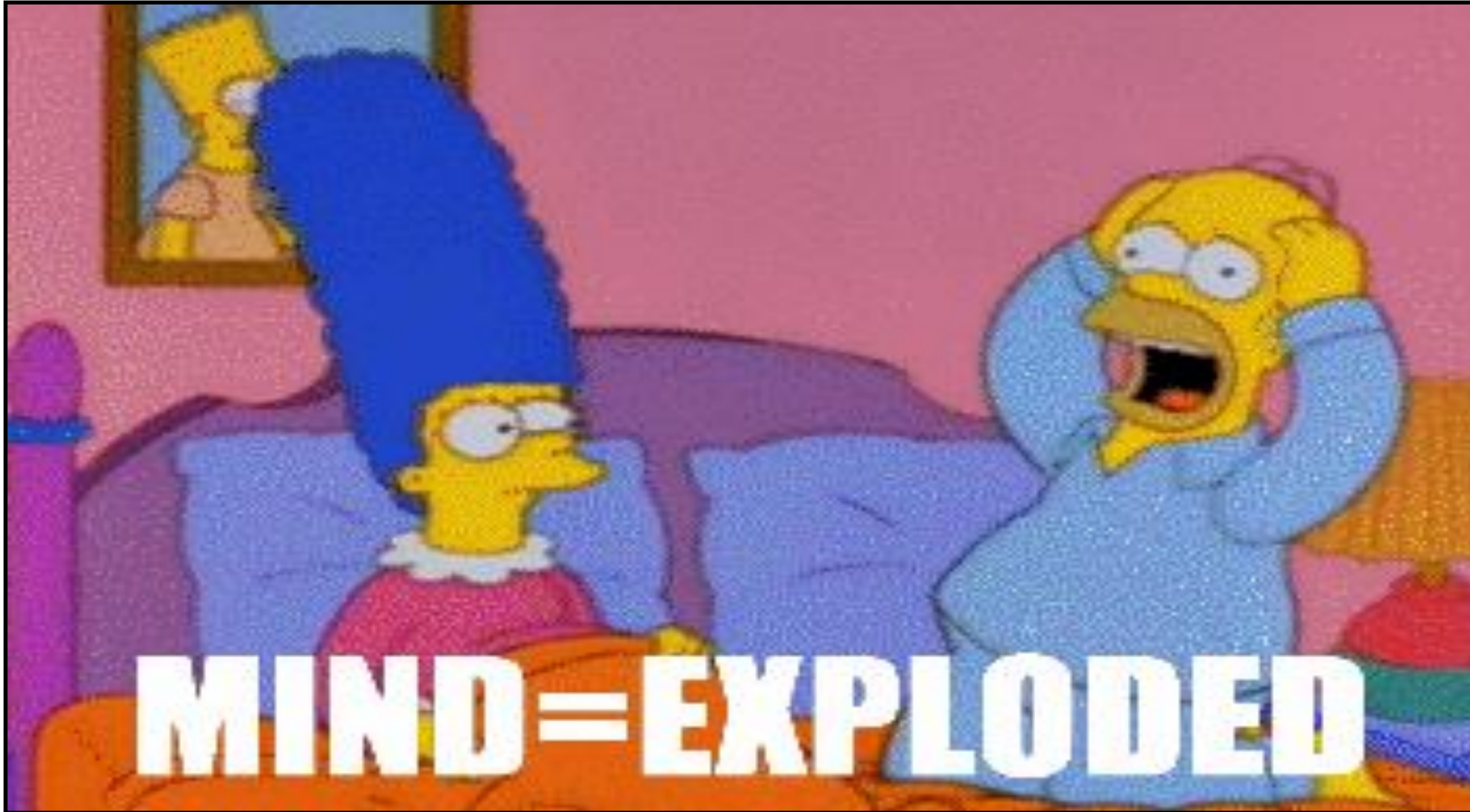
✓ **CHARACTER & CARING – Psychosocial/Emotional**

*Do you include
all of these in
your sessions?*

Team Work Makes The Dream Work - Free Play Frenzy



Take Home Messages



Have A Go & You Will Know

Unleash
YOUR
COACHING

Super
Powers



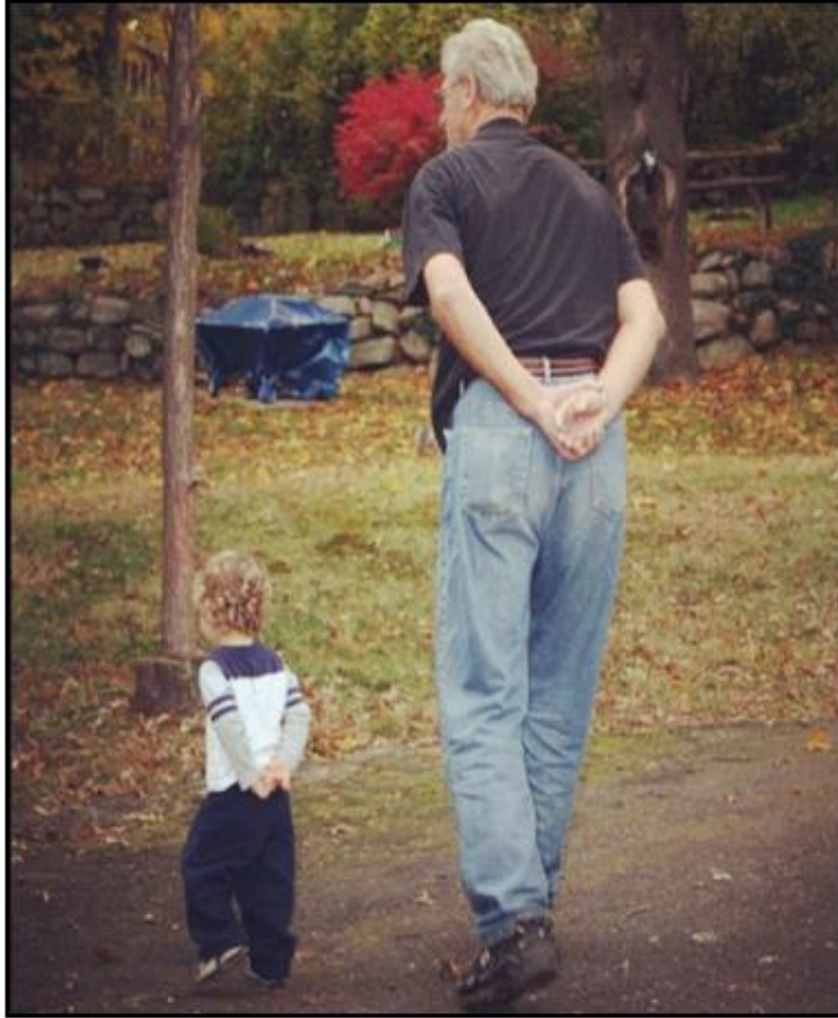
Coach the
CHILD
&
Person FIRST...
ALWAYS

The Sculptor & The Statue

“Every block of stone has a statue inside it. It is up to the sculptor to discover it.”

Genius of
Michelangelo

Impressions



*Children are like Wet Cement –
Whatever Falls on them Makes
an Impression*

References

- 1) Abraham, A., Mckeown, S., Morgan, G., Muir, B., North, J., Saiz, S. L. J., & Till, K. (2014). Planning your coaching: A focus on youth participant development. In C. Nash (Ed.), *Practical Sport Coaching* (pp. 16–53). Abingdon: Routledge.
- 2) Agans, J.P., Ettekal, A.V., Erickson, K. and Lerner, R.M., 2016. Positive youth development through sport: A relational developmental systems approach. *Positive youth development through sport* (pp. 34-44). Routledge.
- 3) Allan, V., Turnnidge, J. and Côté, J., 2017. Evaluating approaches to physical literacy through the lens of positive youth development. *Quest*, 69(4), pp.515-530.
- 4) Behan, S., Belton, S., O'Connor, N.E. and Issartel, J., 2019. Moving well-being well: exploring components of physical literacy in Irish children.
- 5) Burton, A. W., & Miller, D. E. (1998). *Movement Skill Assessment*. Champaign, IL: Human Kinetics.
- 6) Côté, J., Baker, J., & Abernethy, B. (2003). From Play to Practice. A Developmental Framework for the Acquisition of Expertise in Team Sports. In J. L. Starkes & K. A. Ericsson (Eds.), *Expert Performance in Sports. Advances in Research on Sport Expertise* (pp. 89–110). Champaign, IL: Human Kinetics.
- 7) Côté, J., Bruner, M., Erickson, K., Strachan, L. and Fraser-Thomas, J., 2010. Athlete development and coaching. *Sports coaching: Professionalisation and practice*, pp.63-84.
- 8) Cunningham, G.B. and Sagas, M., 2004. People make the difference: The influence of the coaching staff's human capital and diversity on team performance. *European Sport Management Quarterly*, 4(1), pp.3-21.
- 9) Davids, K., Button, C., & Bennett, S. (2008). *Dynamics of Skill Acquisition - A Constraints Led Approach*. Champaign: Human Kinetics.
- 10) Eccles, J. S. (1999). The development of children ages 6 to 14. *Future of Children*, 9(2), 30–44. <http://doi.org/10.2307/1602703>
- 11) Ferkel, R.C., Razon, S., Judge, L.W. and True, L., 2017. Beyond “Fun”: The real need in physical education. *The Physical Educator*, 74(2).
- 12) Fink, J.S. and Pastore, D.L., 1999. Diversity in sport? Utilizing the business literature to devise a comprehensive framework of diversity initiatives. *Quest*, 51(4), pp.310-327.
- 13) Hopple, C.J., 2016. What Makes 'Fun' Fun? Children's Insights Into Physical Activity Participation. *Research Quarterly for Exercise and Sport*, 87(S2), p.A26.
- 14) Holt, N.L. ed., 2016. Positive youth development through sport. Routledge.
- 15) Lara-Bercial, S., North, J., Abraham, A., Rankin-Wright, A.J. and Fix, M., 2017. Innovative Education & Training for a Specialist Children & Youth Coaching Workforce Intellectual Output 3–Activity 9 Draft European Coaching Children Curriculum.
- 16) Muir, B., Morgan, G., Abraham, A., & Morley, D. (2011). Developmentally Appropriate Approaches to Coaching Children. In I. STAFFORD (Ed.), *Coaching Children in Sport* (pp. 17–37). Routledge.
- 17) Vinson, D. and Parker, A., 2019. Vygotsky and sports coaching: non-linear practice in youth and adult settings. *Curriculum Studies in Health and Physical Education*, 10(1), pp.91-106.
- 18) Visek, A.J., Achrati, S.M., Mannix, H.M., McDonnell, K., Harris, B.S. and DiPietro, L., 2015. The fun integration theory: toward sustaining children and adolescents sport participation. *Journal of Physical Activity and Health*, 12(3), pp.424-433.