

CAN WE PLAY A GAME NOW?

NORTH VANCOUVER PHYSICAL LITERACY SUMMIT

SEPTEMBER 9, 2017

@GLENNYOUNG_PE

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BIO

- 15 years teaching (Department Head, Athletic Director)
- 20 years District PE & Athletics Coordinator for SD 36
- 10 years Sessional Instructor UBC, SFU, Douglas College
- Project Manager for Ministry of Education elementary PE curriculum development 2003-2006
- National Advisory Committees for PE & PL

WHY ARE YOU HERE?

What are you hoping to come away with after today?

WHAT YOU WILL LEARN TODAY

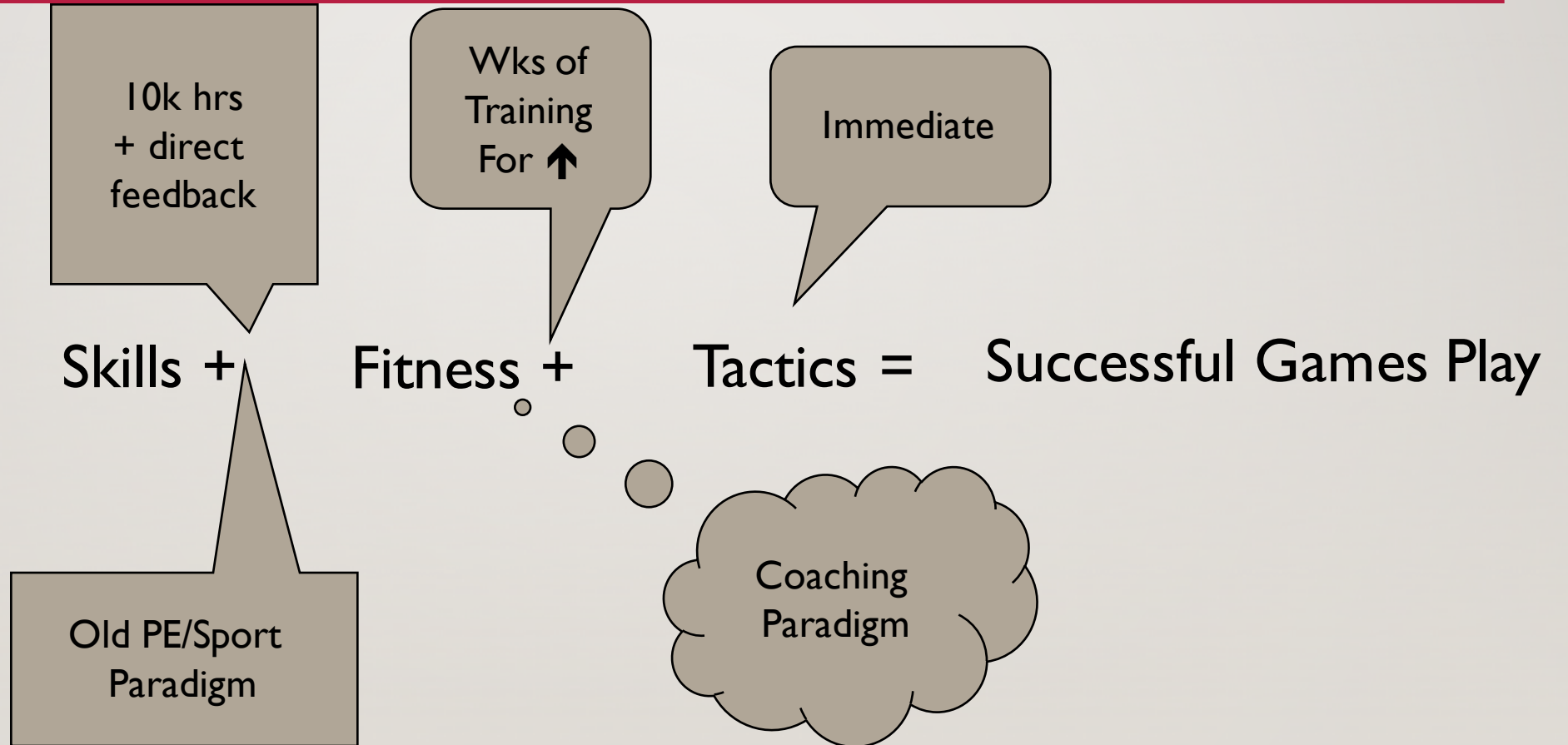
- I can identify characteristics of the following:
 - Target Games
 - Fielding & Striking Games
- I understand the thematic approach to games development
- I am able to implement

WHY LIMITED SUCCESS?

- Developing technical ability takes hours of repetitive practice with direct & timely feedback
- Increasing one's fitness takes weeks of training before improvement occurs

Alan Launder, Senior Lecturer, University of South Australia

FORMULA FOR SUCCESS

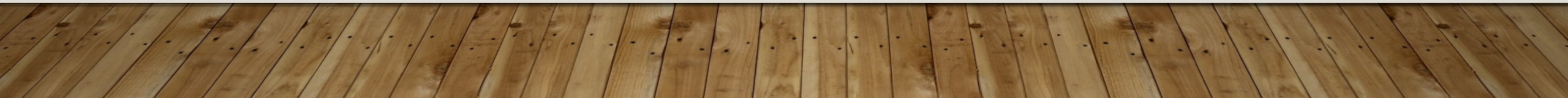


SYMPATHETIC

- 30 min window to teach; limited access to gym (2-3x/wk)
- Equipment set up time
- Athletic season influences curriculum
- Weather
- Kids want to play the game
- Pressure of student satisfaction
- Generalist teacher delivering content

Fundamental Movement Skills

Stability	Locomotor	Manipulative	
Requires balance, maintaining equilibrium and gaining and maintaining postural control	Used to project or move the body from one location to another	Learning to handle and manipulate objects	
Bend , curl, dodge , hold, lift, lower, pull, push, stand , stretch , reach, swing , twist, turn, fall , stop Who taught you? Where did you learn these?	Crawl, walk , run , hop , jump , leap , skip , climb, gallop , roll, slide Who taught you? Where did you learn these?	Send	Roll , strike , underhand throw (toss) , overhand throw , kick
		Receive	Catch (one, 2 hand) , trap (feet)
		Retain	Carry, dribble (feet, hands)



FITNESS COMPONENTS

HEALTH RELATED

- Cardiovascular Endurance
- Muscular Endurance
- Muscular Flexibility
- Muscular Strength
- Body Composition

SKILL RELATED

- Agility
- Balance
- Coordination
- Speed
- Power
- Reaction

GAMES CATEGORIES

- Target
- Fielding-Striking
- Net/Wall
- Invasive/Territorial



Simple

Complex

- Introduce games through this progressions

HOW DO YOU TEACH GAMES....

- So that players learn to play with tactical understanding and skill?
- So that players can appreciate the play of games, not just the results?

TARGET GAMES

- Objective: Propel a stationary object with a high degree of accuracy towards a specific, stationary target
- Archery, billiards, bocce, bowling, curling, golf

TARGET GAMES

PRIOR FOCUS

- Just playing the game
- Score
- Winning

NEW FOCUS

- Skill transfer
- Sending skills
- Modifications
- Differentiation
- Tactical awareness

TARGET GAMES

- 21
- Bean Bag Bocce
- Bean Bag Golf
- Pins

TARGET GAMES

UNIQUE CHARACTERISTICS

- Player controls initiation of play phase
- Time to think about action & opponent at all points of the game
- High degree of accuracy required
- Same skill required/performed by all players
- No defenders;no defense (archery,golf) to limited defensive strategies (bocce, curling)
- No physical interaction between opponents
- Shared playing area
- Individual to Small groups

TARGET GAMES UNIQUE FITNESS CHARACTERISTICS

HEALTH RELATED COMPONENTS

- Muscular Flexibility
- Muscular Strength

SKILL RELATED COMPONENTS

- Balance
- Coordination
- Power

TARGET GAMES

UNIQUE FMS CHARACTERISTICS

Stabilizing

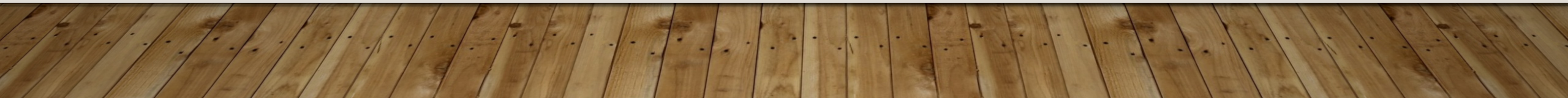
Bend Stretch
Reach Lower
Twist Turn
Push Hold
Stand Stop

Locomotor

Slide

Manipulative

Sending (Roll, Slide, Strike with
Implement, Underhand Throw)
Receiving (Catch)



SO WHAT

- How does this information impact your teaching/coaching?
- What must I do to succeed?

STRIKING/FIELDING GAMES

- Objective: Strike a moving object (usually a ball), with an implement (usually a bat), away from fielders in order to run bases and score points (runs)
- Baseball, cricket, softball, Tball

STRIKING/FIELDING GAMES

PRIOR FOCUS

- Just playing the game
- Score
- Winning
- Catching
- Batting
- Throwing

NEW FOCUS

- Skill transfer
- Sending skills
- Receiving skills
- Modifications
- Differentiation
- Tactical awareness
- Spatial awareness

STRIKING/FIELDING GAMES

- Catch This!
- Hold The Line
- Crazy Kick Ball
- 5 Person Baseball

STRIKING/FIELDING GAMES

UNIQUE CHARACTERISTICS

- Play is not continuous, allowing teams to gather themselves between play phases
- Teams take turns on offence; offence keeps turn for as long as possible
- Defence initiates play phase
- Object struck is in motion
- Accuracy within designated lines or boundary area
- Shared environment with designated areas for offence and defence
- Variation in roles for defending team
- Quick decision making required
- Teams of 9-11 players
- Specific Offensive and Defensive strategies

STRIKING/FIELDING GAMES

UNIQUE FITNESS CHARACTERISTICS

HEALTH RELATED COMPONENTS

- Muscular Endurance
- Muscular Flexibility
- Muscular Strength

SKILL RELATED COMPONENTS

- Agility
- Balance
- Coordination
- Power
- Reaction
- Speed

FIELDING/STRIKING GAMES

UNIQUE FMS CHARACTERISTICS

Stabilizing

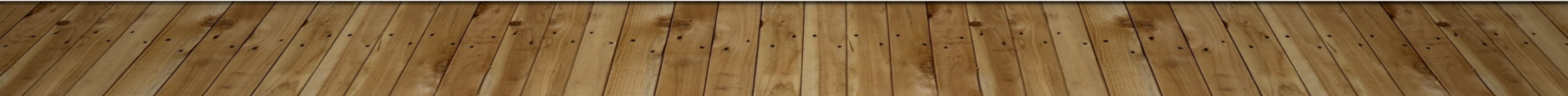
Bend Stretch
Reach Lower
Twist Turn
Stand Stop

Locomotor

Run
Slide
Walk

Manipulative

Sending (Strike with Implement,
Throw, Toss)
Receiving (Catch)

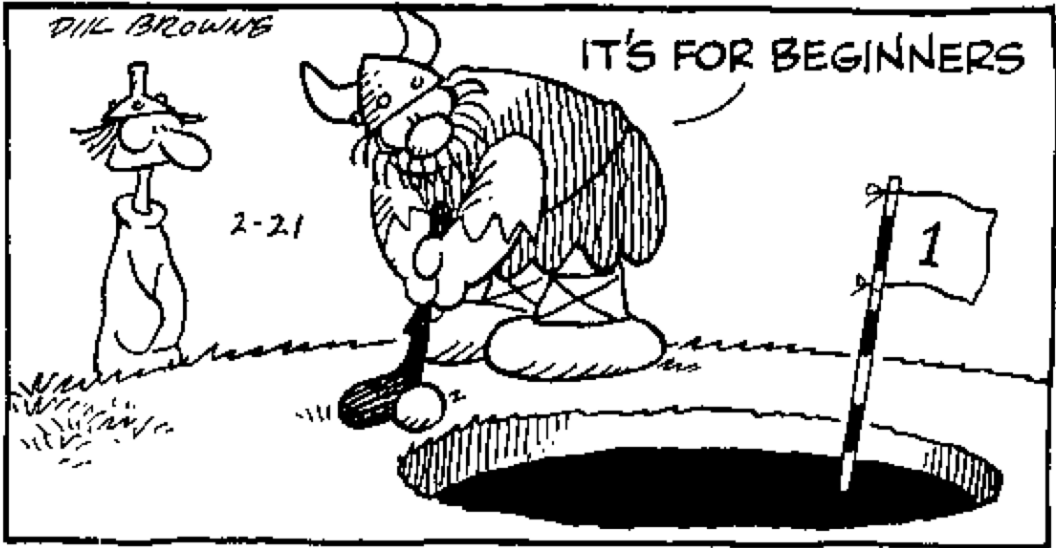


SO WHAT

- How does this information impact your teaching/coaching?
- What must I do to succeed?

STEPS TO SUCCESS

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Modify practices to ensure they meet the needs of individuals.

STEPS TO SUCCESS

- Explain the game, teaching through movement, layering & progressions
- Let them PLAY (2-3 minutes)
- Stop the game and discuss what is happening (or not happening) and why
 - Need to be taught how to share ideas
- Play again to shape the game
 - Using modifications, progressions
- Finish with a discussion

STEPS TO SUCCESS

- Start with a **predictable static** environment
 - Example: Learning a basic skill through a controlled drill
- Progress to an **unpredictable static** environment
 - Example: variations within that skill drill
- Progress to a **predictable dynamic** environment
 - Example: limiting options
- Finish with an **unpredictable dynamic** environment
 - Example: scrimmage

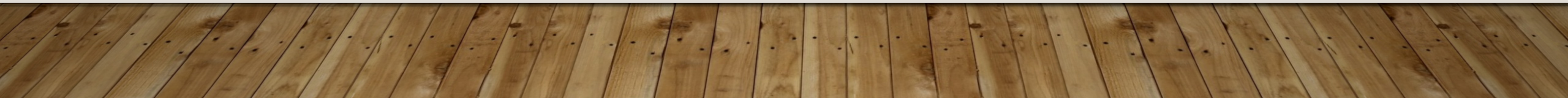
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WHAT YOU WILL LEARN TODAY

- I can identify characteristics of the following:
 - Net/Wall Games
 - Invasive/Territorial Games
- I understand the thematic approach to games development
- I am able to implement

NET/WALL GAMES

- Objective: Send a moving object into space so an opponent is unable to make a return or forced to make an error; serving is the only time object is held and stationary
- Net: Badminton, pickleball, table tennis, tennis, sepak takraw, volleyball, wallyball
- Wall: One wall handball, racquetball, squash, wallyball

NET/WALL GAMES

PRIOR FOCUS

- Just playing the game
- Individual skill development
 - Serving, volleying, forearm passing, spiking, drop shot, etc.

NEW FOCUS

- Skill transfer
- Sending skills
- Striking skills
- Modifications
- Differentiation
- Tactical awareness
- Spatial awareness
- Transitions
- Fitness components

STRIKING/FIELDING GAMES

- Catch This!
- Hold The Line
- Crazy Kick Ball
- 5 Person Baseball

NET/WALL GAMES

UNIQUE CHARACTERISTICS

- Play is continuous until point is won; allows players/teams to gather themselves in between play phases
- Teams take turns on offence; offence keeps turn for as long as possible
- Object struck is in motion, except to initiate play phase
- Accuracy within designated lines or boundary area
- Playing surface divided by net; shared with a wall
- Opposition usually contained in one set area
- Players require same skills
- Quick decision making required
- Singles, Doubles, Teams
- Specific Offensive and Defensive strategies

NET/WALL GAMES UNIQUE FITNESS CHARACTERISTICS

HEALTH RELATED COMPONENTS

- Cardiovascular Endurance
- Muscular Endurance
- Muscular Flexibility
- Muscular Strength

SKILL RELATED COMPONENTS

- Agility
- Balance
- Coordination
- Power
- Reaction
- Speed

NET/WALL GAMES

UNIQUE FMS CHARACTERISTICS

Stabilizing

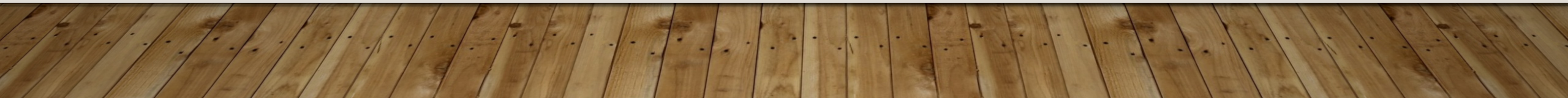
Bend Stretch
Reach Lower
Twist Turn
Stand Stop

Locomotor

Run
Gallop
Jump
Hop
Roll
Slide

Manipulative

Sending (Strike with Hand, Strike with Implement)



SO WHAT

- How does this information impact your teaching/coaching?
- What must I do to succeed?

INVASIVE/TERRITORIAL GAMES

- Objective: To invade an opponent's territory/goal while simultaneously protecting their own territory/goal
- Basketball, football, handball, hockey (field, floor, ice), lacrosse, netball, ringette, rugby, soccer, ultimate, water polo

INVASIVE/TERRITORIAL GAMES

PRIOR FOCUS

- Just playing the game
- Winning
- Individual skill development
 - Dribbling, shooting, passing, carrying

NEW FOCUS

- Skill transfer
- Sending skills
- Receiving skills
- Striking skills
- Modifications
- Differentiation
- Tactical awareness
- Spatial awareness
- Transitions
- Fitness components

INVASIVE/TERRITORIAL GAMES

- 2 v 2 models, eg. Keep away
- 2 v 1 models
- 3 v 3 models
- 3 v 2 models
- 4 v 4 models
- 4 v 3 models

INVASIVE/TERRITORIAL GAMES

UNIQUE CHARACTERISTICS

- Play is continuous until infraction or goal occurs;
- Teams take turns on offence; offence keeps turn for as long as possible
- Object is in constant motion, except to initiate play phase
- Accuracy within designated lines or boundary area
- Rectangular playing area shared by all players
- Opposition can intersect with all spaces
- Designated goalkeeper; defensive and offensive role players
- Quick decision making required
- Teams of 5-15 players
- Specific Offensive and Defensive strategies

INVASIVE/TERRITORIAL GAMES

UNIQUE FITNESS CHARACTERISTICS

HEALTH RELATED COMPONENTS

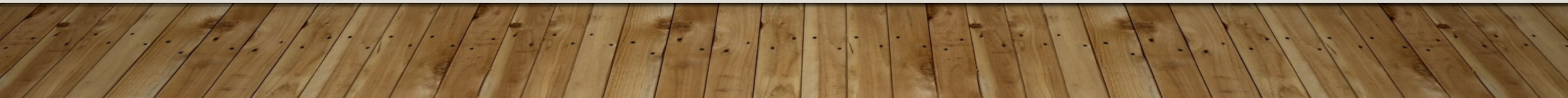
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SKILL RELATED COMPONENTS

- Agility
- Balance
- Coordination
- Power
- Reaction
- Speed

INVASIVE/TERRITORIAL GAMES UNIQUE FMS CHARACTERISTICS

	Stabilizing		Locomotor		Manipulative
Bend	Stretch	Run	Gallop		Sending (Throw, punt, kick)
Hold	Reach	Jump	Hop		Receiving (Catch, Trap)
Lower	Twist	Skip	Roll		Retaining (Dribble, Carry, Bounce)
Stand	Turn	Slide			
Dodge	Stop				

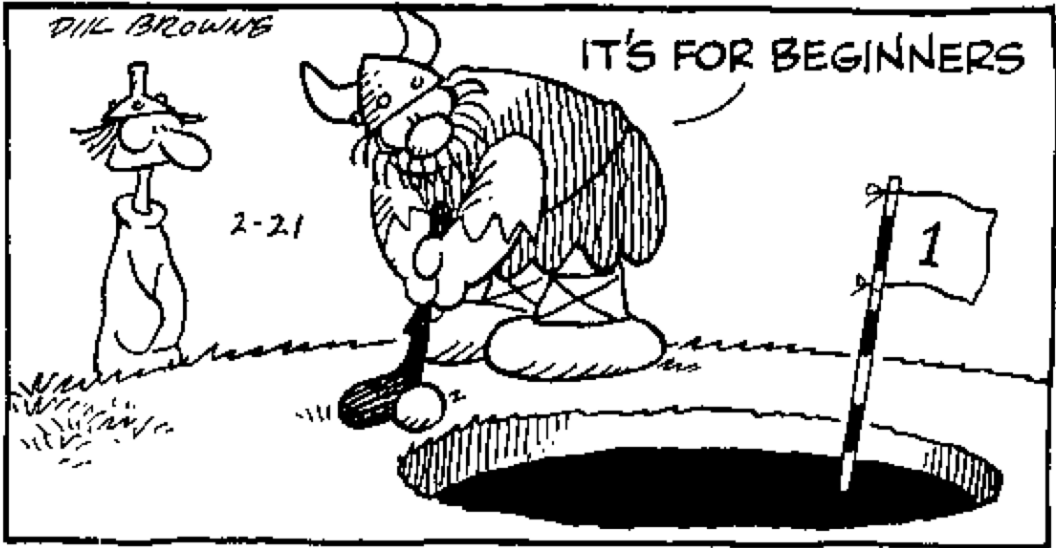
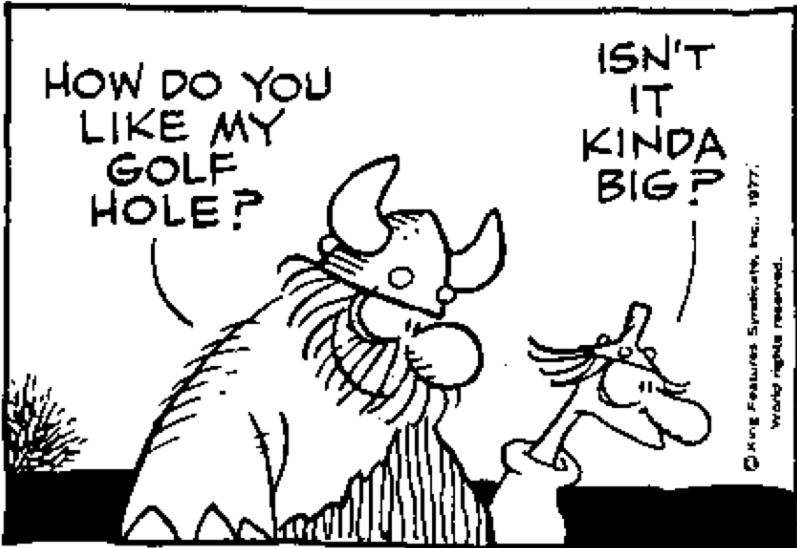


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STEPS TO SUCCESS

- Introduce a modified game form that represents the advanced form
- Eg. 2 v 2 mini game inside a 5m x 5m playing area to focus on any of the following:
 - Making a specific number of passes, type of pass,
 - Moving to open space, type of cut,
 - More scoring zones/targets
- Exaggerate tactical problems and playing conditions
 - Example: odd person advantage, limiting ball carrier movement, limiting movement of defenders, etc.

THE 3 C'S

- When will what we know change what we do? (Curiosity)
- Why doesn't what we know change what we do? (Concern)
- When what we know changes what we do. (Commitment)

- Mike McKay, Director, Canadian Self-Regulation Initiative
 - @CSRI_SelfReg