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Manipulating game play developments to enhance the success, fun and higher levels of activity for ALL students in your classes.

Andrew Pearce:

B.Ed Hons – Physical Education & Technology

MA Sport Pedagogy

Owner Elite Sports LA / USSF 'A' Licensed Coach

So Cal ODP Coach / So Cal Instructor

20 years as PE Teacher & Head Coach at Private High School in Los Angeles CA

23 years as a Soccer Club Coach (6 years as Director of Coaching)

PE teacher inner city London

Regional Manager/Head Soccer Camp Instructor (43 States in USA)

Timmy Kehrig:

BA Sociology

15 years PE teacher - Orlando Fl. & So Cal

25 years coach, flag football, soccer, basketball, volleyball

2 years Elite sports LA

2 Years ago I presented at this very conference and was blown away by the enthusiasm and the dedication of health and physical education professionals here.....I had to come back and be part of it once again. I'm also glad to bring my colleague Timmy Kehrig

Description:

Manipulating game play to enhance success for all students in your class.

This year we are going to continue..... Promoting fun/team-work/dynamic tactical & technical developments but also enhancing high activity levels for ALL students.

Physical education in the 21st century we
like to think has come a long way.....

But has it?



Outside of the School System - Fitness Industry

Outside of the education system fitness / athletic / activity programs in the US accounts for millions and millions of dollars. These services include youth leagues (recreational to highly competitive), specialized training camps individual personal training and group fitness. With all the choices out there the coaches and trainers are always looking to bring a new spin to any old or new activity.



In many Physical Education classes we are set in our old ways, we don't have the resources or facilities or equipment. Too often the students are placed into 2 large teams for physical exercise/activity?

From a distance or viewed from non-physical educators' everything can look great and organized.....

As we all know, in reality, team games are mostly dictated by the 3 or 4 athletic students who totally dominate and intimidate the rest of the class.

The actual students that most need the physical activity or prolonged elevated heart rate are the ones allowed to hide in the crowd.

A simple pedagogical tracking tool that assesses; Instruction time / Management or Transition time / Activity time - for a single student (Instead of watching the entire game) would clearly show the inequalities of student activity, student interaction and student enjoyment within a single team game.

Drs Killick & Wyant (2013). Sport Pedagogy.



SYSTEMATIC OBSERVATIONS
Time Analysis (44 Minute Lesson)

Teacher: _____ Chris _____ Date: 10-29-2014 _____

Observer: Ji Hoon Lee _____ Class/Grade: 4th _____

Time Analysis Code: The code provided for each 15-second segment is based on what 51% of the observed students are doing at the end of each segment.

M = Management: The time when most students (+ 50%) are not receiving instruction or involved in lesson activity, (i.e., changing activities, getting out or putting away equipment, instruction about equipment use, listening to behavior rules or reminders, preparing for demonstrations with no teacher feedback).

A = Activity: The time when most students (+ 50%) are involved in physical movement (i.e., catching a ball, throwing at a target) or practicing the objectives planned for the day.

I = Instruction: The time when most students (+ 50%) are receiving information about how to move or perform a skill (i.e., how to move using all the space, watching a demonstration, reinforcement of COTS, listening to instruction, listening to feedback about performance of COTS, preparing for instruction/demonstration with feedback from teacher).

Minutes	1				2				3				4			
	M	M	M	M	M	M	M	M	M	M	M	M	M	A	M	A
	5				6				7				8			
	A	M	A	M	A	A	M	A	A	A	A	M	M	A	M	A
	9				10				11				12			
	A	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M

Our Goal today

In 1000's of PE classes across the country, or even worse, schools that have cut Physical Education classes entirely and the classroom teacher or aid supervises their minimal activity time.....

In my allotted time we want to present a variety of simple functional progressions with quick transitions that can be used for all team sports (tactical / technical development) to provide the “Best Bang for the Buck” and enjoyment in activity classes for ALL students!

Manipulating game play to enhance success for all
students in your class.....

Related Warm up / Dynamic Stretches:

2 sets of 12 Volunteers (1-12 in yellow / 1-12 in blue)

Sequence passing (1 – 12) 3 Hand, Soccer, basket balls / Frisbees:

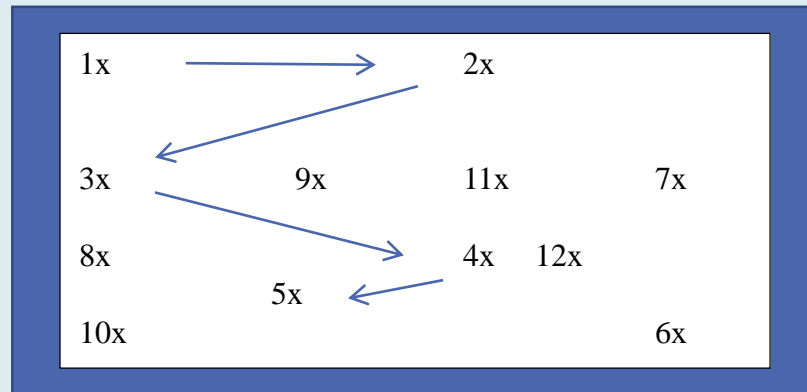
- On Whistle person with RED ball/Frisbee/Puck shows everyone dynamic stretch
- Same as above but no passes over shoulder height
- Same as above but 3 pass combination
- Same as above high throws under arm / long throws (Related to game)

- Same as above – but use game related skills

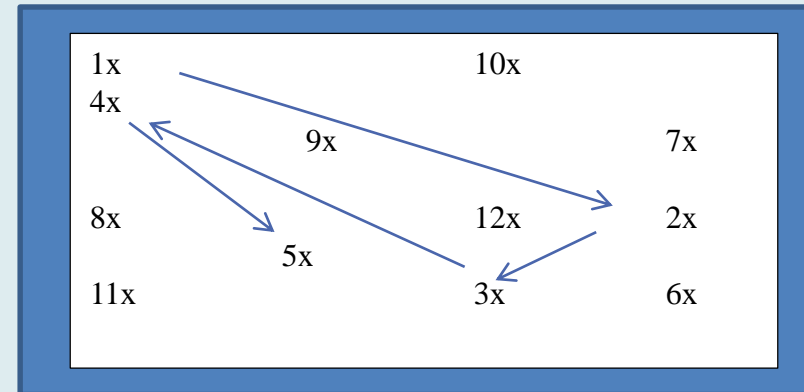
Functional warm up - Number Challenge:

Speed/Movement/skill development/time pressure/opponent pressure

Team in Yellow



Team in Blue



Speed

Ball movement through all students in sequence (Yellow V Blue)

CONTROL

Yellow team in sequence / Blue team random (Count individual touches)

Progression #1

(Pressure from opponents / challenges)

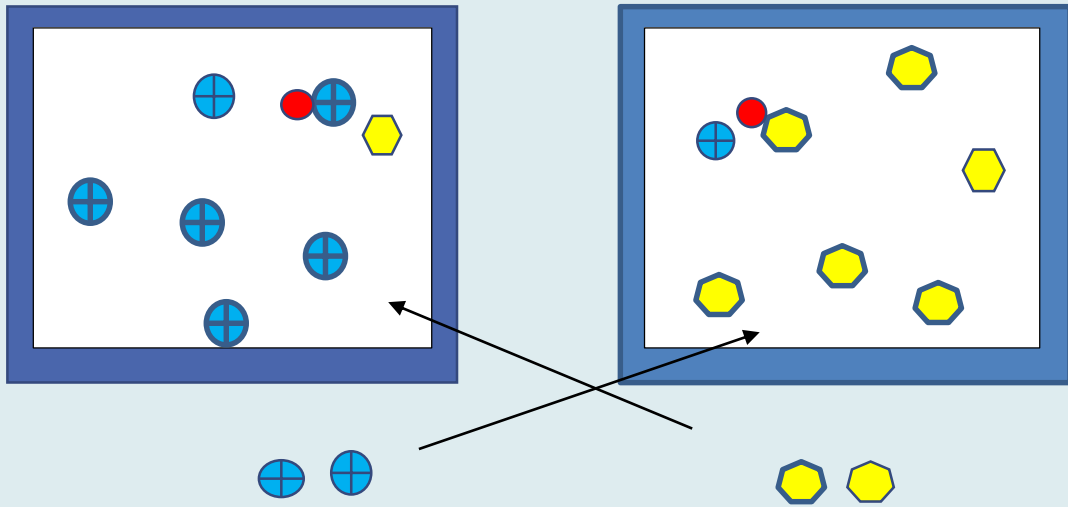
Progression #2 – 3

(Using developed skills and tactics to successfully accomplish goal – Not always to score)

Progression #4

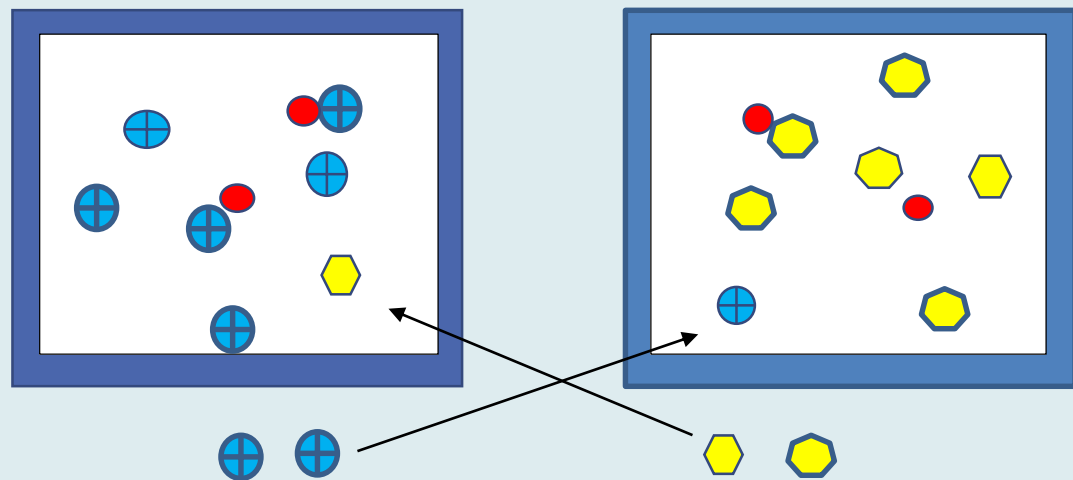
(Possession with purpose/direction and intent to score. 4 Quadrants – extra conditions for maximum activity for all students)

Progression 1 – Add defenders (Passing in sequence 1 ball)

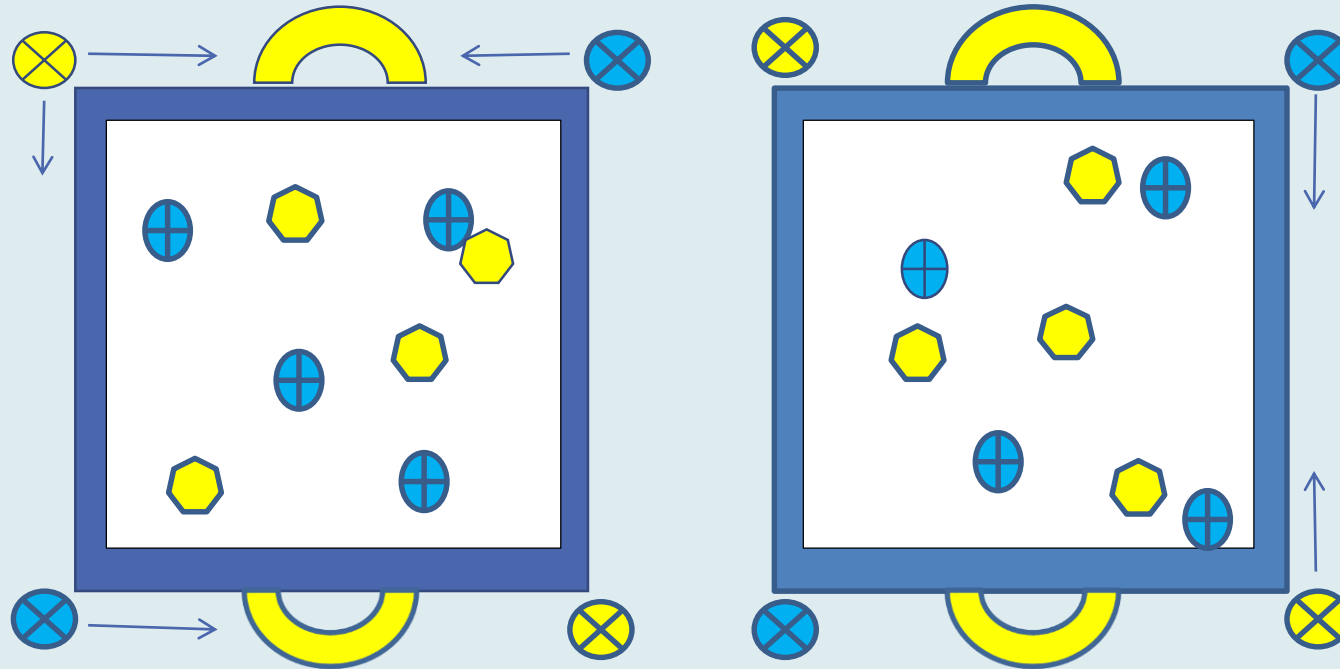


Progression 2 – (add ball)

Add defenders (1 group pass in sequence, 1 group pass to anyone)



Progression 3 – 3v3 or 4v4 Plus 4 to Goals/Targets



Progression 3a

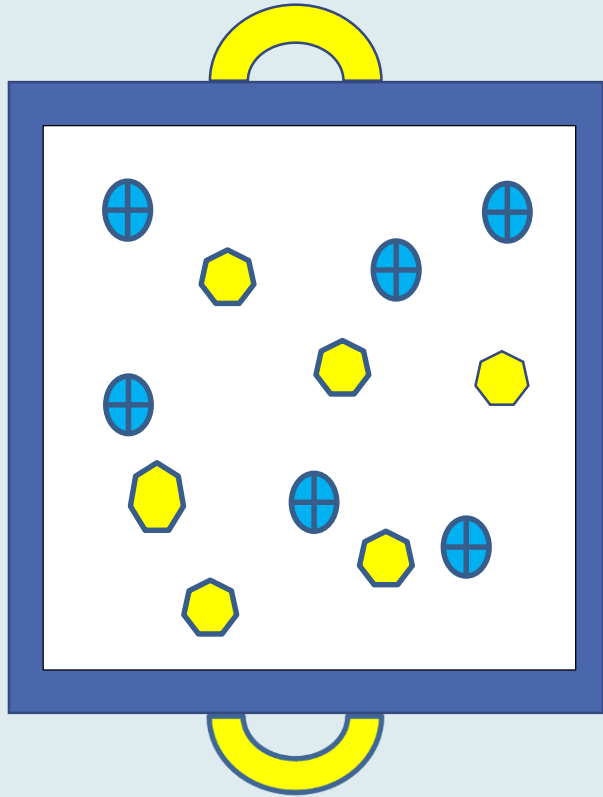
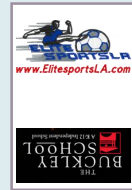
Players numbered – First team for all 4 players to score in sequence. (1,2,3,4)
Do not have to pass in sequence.

NEW – Team Game Condition Cards

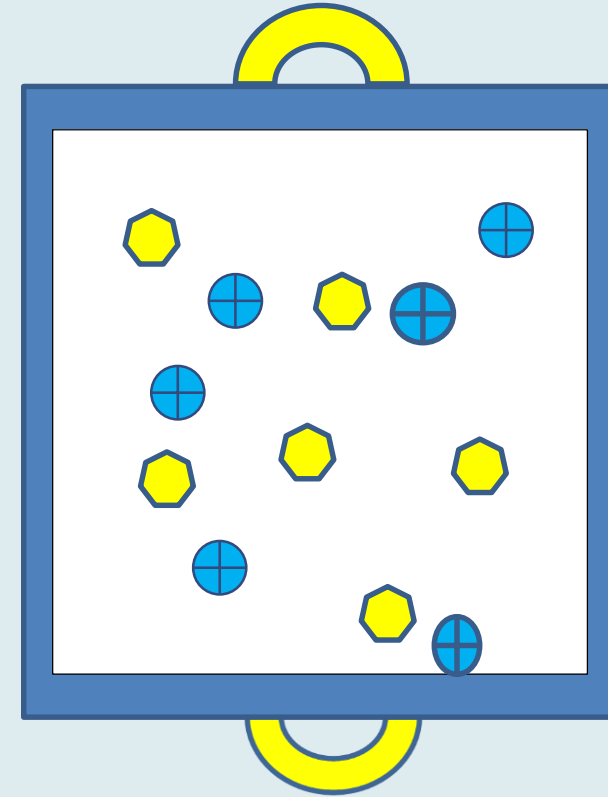
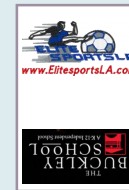
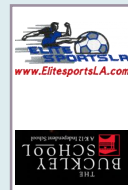


***Numbers ___ & ___ must
both possess the
ball/frisbee
before team can score.***

Condition cards – 6v6 to Goals/Targets (Not passing in sequence)



Coach



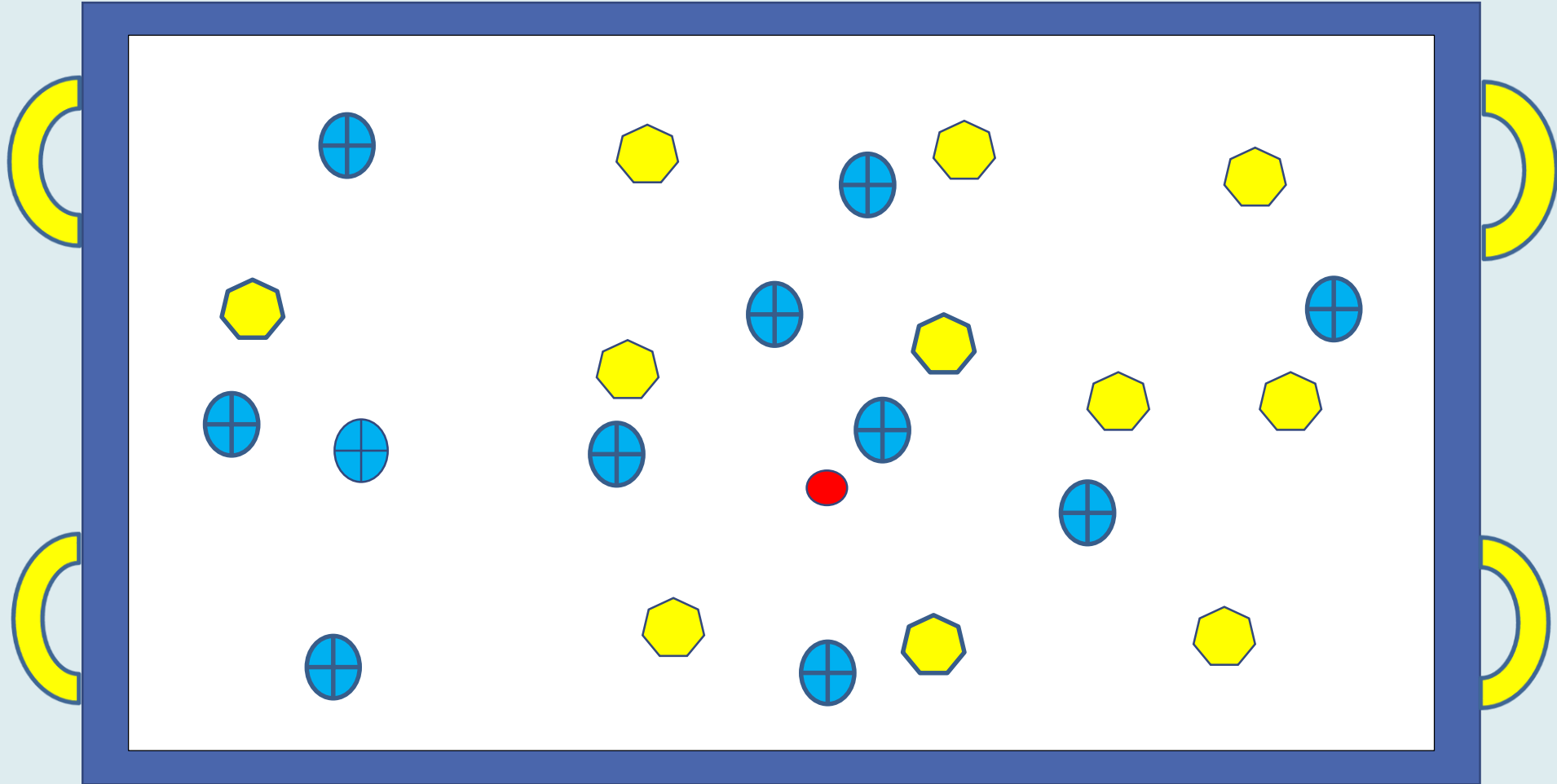
- Free play to assess teams / student's ability
- Each team runs to teacher/coach for different progression card
- First to complete = point/score
- Can set time limit before issuing new card

Condition cards – Add dice to determine numbers / players conditions

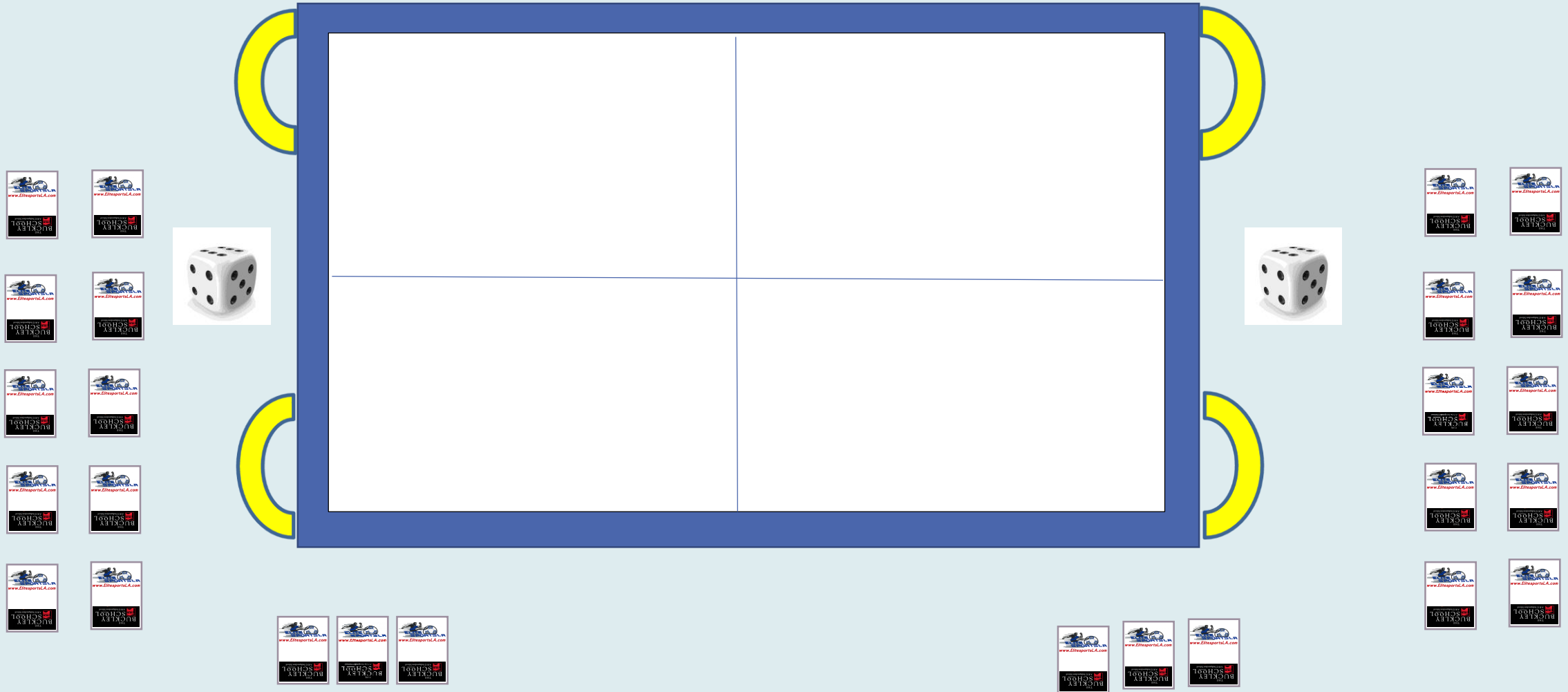


Each team has a different progression card
Dice added for random selection of key players
First to complete = point/score
Can set time limit before issuing new card

Progression 11 v 11 (Numbers 2 – 12) 4 goals, 2 dice & Condition cards



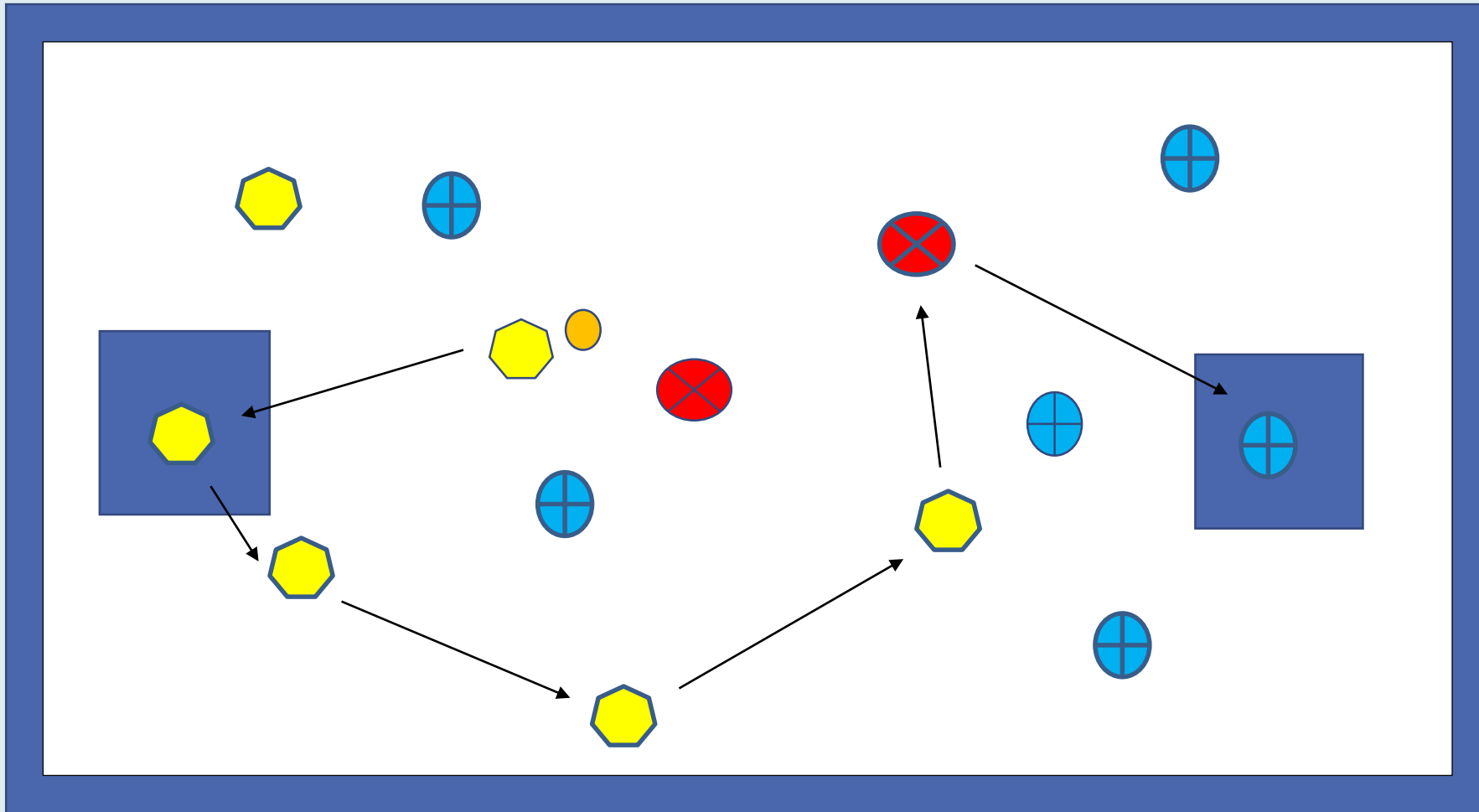
Progression 4 – 4 goal game with direction and optional 4 quadrant condition



Bonus activity - IF NO GOALS (With direction / Scoring)
5v5 + 2 + 2 Target player (Box Game)

Play 5v5+2 or
5v5+2+2
(2 extra Neutral
players for
success)

Only score if box
to box
possession with
no breakdown



Conclusion

We are constantly looking for activities/games/progressions that we can develop and include all the points below:

- Simple to set up / little equipment needed
- Easy rules for students to understand
- Addition of *Condition Cards*
- All students are motivated by the game itself and not left feeling inferior
- Encourages high activity levels in all students
- Technical and tactical skills should be transferrable from game to game
- Players need to work together to be successful in the game
- The games should encourage teamwork, strategy and leadership roles
- Ultimately should be fun for everyone

Full Presentation and contact information will soon be posted at:

www.elitesportsLA.com

