



# Teaching Physical Education & Coaching the Games Approach Way

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# References

Taken from:

- Martens, R. (2004). *Successful Coaching* 3<sup>rd</sup> Edition. Champaign, IL: Human Kinetics.

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# Outline

- Definition of Terms
- Traditional Approach vs. Games Approach
- How the Games Approach Works
- Skills to Teach Through the Games Approach
- How to Make the Games Approach Work for You

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# Definition of Terms

- Technical Skills / Technique – “The specific procedures to move one’s body to perform the task that needs to be accomplished.”
  - specific motor skills used to perform a task
- Tactical Skills / Tactics – “Decisions and actions of players in the contest to gain an advantage over the opposing team or players.”
  - mental skills to know when and where to execute technical skills
- Strategy – “a plan of action for your team for a season or series of contests.”

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# Definition of Terms

■ Skill – has 2 meanings:

- 1) Task (ex. “The skill of rifle shooting”)
- 2) The quality of a person’s performance at some task (ex. “She demonstrates excellent shooting skill.”)

“ Skill in sport is being able to execute the techniques required at the right time and place.”

➤ proficient use of techniques and tactics to play the sport



# Traditional Approach vs. Games Approach

## Traditional Approach

### Typical practice session:

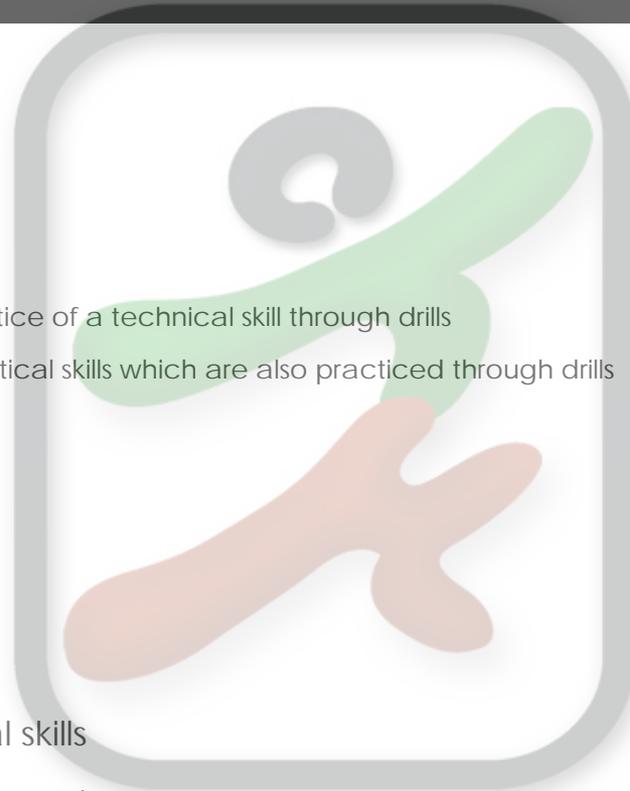
- Warm-up
- Teaching and then repeated practice of a technical skill through drills
- Sometimes some instruction on tactical skills which are also practiced through drills
- Practice game / scrimmage
- Physical conditioning

### Shortcomings:

- Overemphasis on technical skills
- Overemphasis on direct instruction
- Mindless drills

“Principle of specificity: Practice like you play and you’re more likely to play like you practiced”

- Boredom



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# Traditional Approach vs. Games Approach

## Games Approach

- “Emphasis is on learning the game through game-like practice activities that create realistic and enjoyable learning situations.”
- Holistic approach
- Structured game-like situations
- “Advantage in motivating athletes because practices are much more game-like and thus much more enjoyable.”
- Athlete-centered vs. coach-centered

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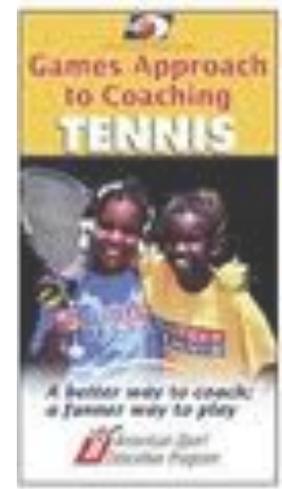
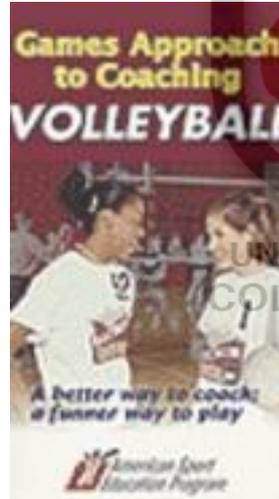
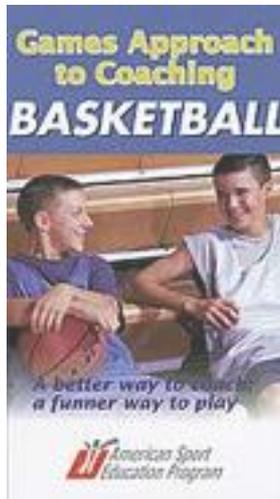
# Traditional Approach vs. Games Approach

Traditional Approach	Games Approach
Uses drills primarily to practice technical skills.	Uses drills that are closely aligned with the game to teach technical and tactical skills.
Teaches the specific elements of the game and then combines them into the whole.	Teaches the whole game and then refines the parts.
Coach-centered. (The coach uses direct instructional methods that may or may not consider the players' needs.)	Player-centered. (The coach creates a learning environment that focuses on the players' needs using a variety of teaching methods.)
Practices are often boring and therefore unmotivational to the players.	Practices are fun, relevant, and challenging, and therefore increases intrinsic motivation.
Players become highly dependent on the coach.	Players develop increasing independence from the coach by being actively involved in the learning process.
Through extensive drilling coaches strive to develop automatic responses that promote mindlessness when playing.	Practices are designed to develop the thinking, understanding, and decision-making skills that are required to play well.
Players provide little or no input to the coach, who makes most or all of the decisions.	Players have considerable input to the coach and help the coach make decisions.
Players are not encouraged to help each other master the skills of the sport.	Players are encouraged to help each other master the skills of the sport.
Preferred approach of command-style coaches.	Preferred approach of cooperative-style coaches.

# How the Games Approach Works

3 Methods:

- Shaping play
- Focusing play
- Enhancing play



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# How the Games Approach Works

## Shaping Play

- “Teaching through the game”
- “The key in shaping play is to redesign the game so that your athletes have the opportunity to practice what is relevant in the real game.”
- 4 aspects you can change to create a variety of learning situations:
  - Change the rules
  - Alter the number of players
  - Alter the size of the playing area or change the size of the goal
  - Modifying the goal and the scoring.
  - Others: Modifying the playing equipment, controlling the actions of the better players, manipulating playing time.

# How the Games Approach Works

## Focusing Play

- “Focus players’ attention on the key elements of the game that you want them to learn.”
- Can be done through the following ways:
  - Explaining the purpose of the practice game and labeling the key elements to be learned, and then during play reminding players of these actions.
  - Stop the play and correct the incorrect action or positively reinforce the correct action.
  - Questioning to help players recognize what they need to learn.
  - Freeze replay

# How the Games Approach Works

## Enhancing Play

- Can be done through the following ways:
  - Presenting challenges during practices
  - Using handicapping techniques to make close contests
  - Encouraging and recognizing the progress of athletes
- Factors that help enhance play:
  - Coach's personality
  - Coach's knowledge of the game
  - Respect players have for the coach

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# How the Games Approach Works

Example: A Games Approach to a Basketball Practice

Coach identifies the purpose of the practice:

- To improve passing and develop midrange set shot execution on offense
- To develop the defensive principles of putting pressure on the ball, providing defensive support by sagging, and recovering one's position



# How the Games Approach Works

## Example: A Games Approach to a Basketball Practice

### How the coach shapes play:

#### ■ Playing area

The area inside the 3-point line of the court and bounded by the baseline.

#### ■ Numbers

Teams of 3 players. The game involves 3 offensive and 2 defensive players. The extra defender observes the others and then rotates into the defense.

#### ■ Scoring

Offensive players score 1 point for shooting unguarded (defender is more than 1 meter away) and shoot in the area outside the key and within the 3-point line. An additional 2 points are scored for sinking the basket. Maximum of 3 points can be scored with each attempt.

Defending team scores points for intercepting the ball or for forcing the offensive team to make more than three passes before shooting.

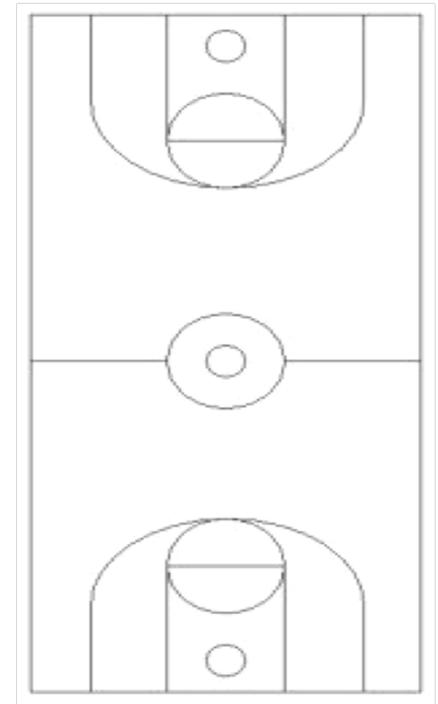
Each team keeps a record of the points it scores.

#### ■ Rules of the game

Offensive players may not dribble and may only receive the ball in the designated area (outside the key and within the 3-point line).

Defensive players may only intercept the pass; they cannot take the ball from the offensive players' hands.

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# How the Games Approach Works

## Example: A Games Approach to a Basketball Practice

### How the coach focuses play:

Coach focuses the offensive team's attention on the following:

- Scanning the court to identify the open player (by reminding players to look up)
- Moving into position to provide passing and shooting options
- Recognizing when a player is open for a shot, then receiving the pass and squaring up for the well-balanced shot.

Coach focuses the defensive team's attention on the following:

- Applying pressure to the ball and then recovering
- Providing defense support by sagging, and then moving "out" to pressure the ball.

Methods for focusing play:

- Providing direct instruction and then giving feedback as play is observed
- "Freezing" play and asking questions of the players
- Giving the team time-outs so that players can reflect on and discuss their performances.

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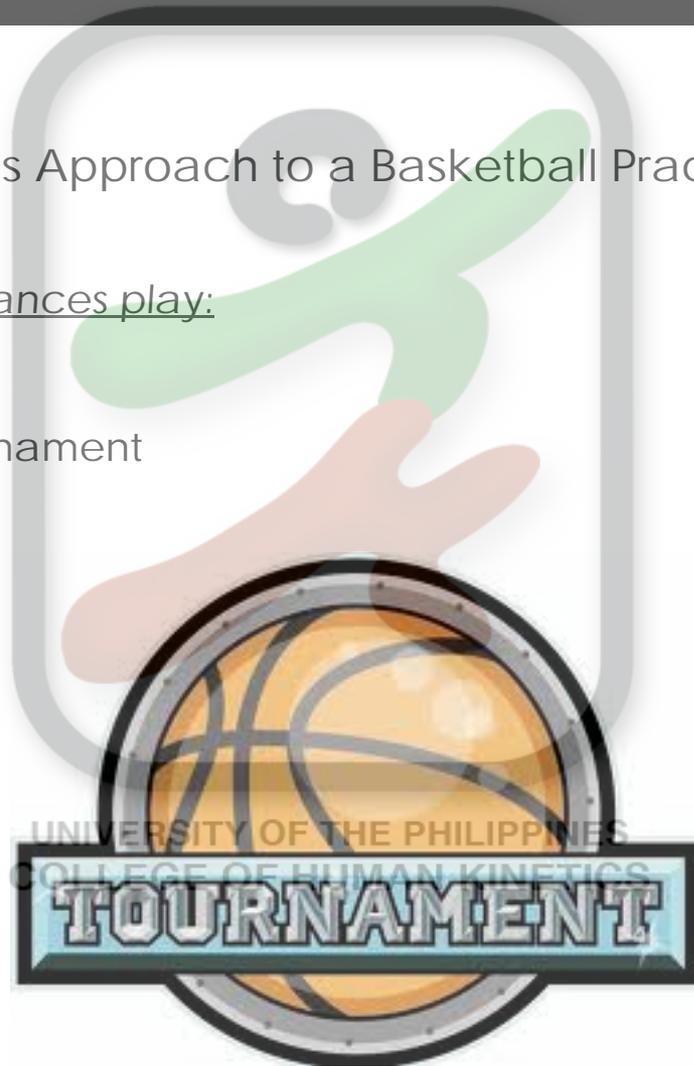
# How the Games Approach Works

Example: A Games Approach to a Basketball Practice

How the coach enhances play:

Examples:

- Have a mini tournament



# Skills to Teach Through the Games Approach

## Celestial Map of Sport Skills

6 areas for athlete development:

- ❑ Technical Skills
- ❑ Tactical Skills
- ❑ Communication Skills
- ❑ Physical Skills
- ❑ Mental Skills
- ❑ Character

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# Skills to Teach Through the Games Approach

## Celestial Map of Sport Skills

### Technical Skills

- “Ability to move one’s body to perform the task that needs to be accomplished.”
- Running, jumping, hitting, fielding, shooting, passing, kicking, guarding, stroking, throwing, lifting, skating



# Skills to Teach Through the Games Approach

## Celestial Map of Sport Skills

### Technical Skills

- To assess your technical skill knowledge, consider the following:
  - How knowledgeable are you about how to perform all of the technical skills of your sport?
  - How skillful are you at teaching technical skills to your players? Do you know how to break down the skills into appropriate steps to optimize learning them, and how to guide your players in putting those steps together again to execute the whole skill?
  - How good are you at observing technique, understanding the cause of incorrect execution, and providing cues to your players to correct errors?
  - How knowledgeable are you about the biomechanics of your sport - the science that studies the principles of movement in sport?

Weak

Strong

1

2

3

4

5

# Skills to Teach Through the Games Approach

## Celestial Map of Sport Skills

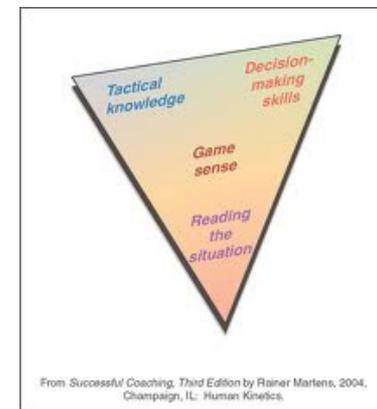
### Tactical Skills

- “The decisions and actions of players in a contest to gain an advantage over opponents.”
  - Decision-making skills, reading the situation, knowledge, self analysis, situation tactics, game plan, strategy, rules
  - Tactical skills are problem-solving skills that are based on:
    - 1) An athlete’s ability to “read the play,” which defines the problem encountered in the contest (“reading the situation”),

Involves perception (athletes must recognize and interpret the stimuli in the sport environment), attention (focus on the important stimuli in the situation), and concentration (keep their attention focused on the relevant cues in the situation without being distracted by other stimuli).
    - 2) An athlete acquiring knowledge about a number of factors to determine the best solution to the problem (“tactical knowledge”); and  

Involves athletes knowing the following: rules, team strategy and game plan, tactical options, strengths and weaknesses of their opponents, their own strengths and weaknesses.
    - 3) The athlete’s decision-making skills to solve the problem effectively (“decision-making skills”).  

Involves making use of accurate perceptions of the immediate situation “reading the situation” and relevant tactical knowledge to make decisions to solve the problems posed by the game or the opponents.
- These 3 factors (reading the situation, tactical knowledge, decision-making skills) form the tactical triangle; together they determine a player’s “game sense” (a player’s ability to identify and solve the problems encountered when playing the game).



# Skills to Teach Through the Games Approach

## Celestial Map of Sport Skills

### Tactical Skills

- To assess your tactical skill knowledge, consider the following:
  - How competent are you at reading the situation from the little cues from individual players to the patterns of team play?
  - How skillful are you at teaching players to read the play?
  - How capable are you of making appropriate tactical decisions?
  - How skillful are you at teaching tactical decision making to your players?
  - To what extent do you plan practices to teach decision making so that your athletes can develop their tactical skills?

Weak

1

2

3

4

5

Strong

# Skills to Teach Through the Games Approach

## Celestial Map of Sport Skills

### Physical Skills

- "Preparation of the body to meet the physical demands of the sport."
- Strength, speed, power, endurance, flexibility, quickness, balance, agility
  - Physical fitness
- When athletes are unfit, their technical skills deteriorate, their decision making falters, and their motivation declines.



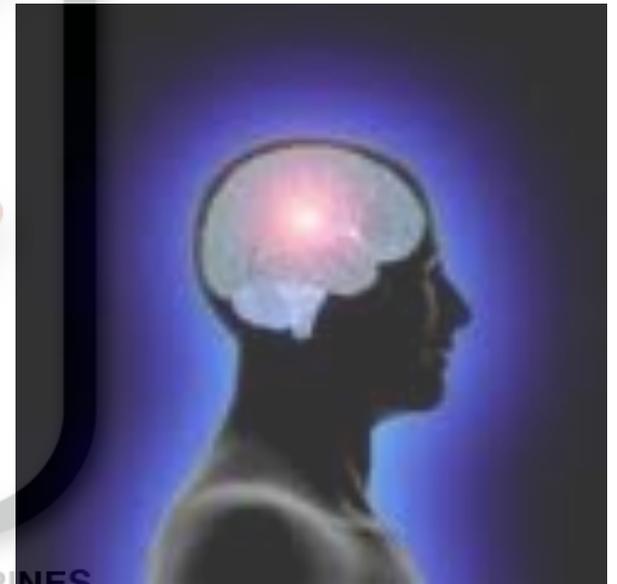
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# Skills to Teach Through the Games Approach

## Celestial Map of Sport Skills

### Mental Skills

- “Preparation of the mind to meet the psychological demands of the sport.”
- Emotional control, motivation, concentration, confidence
  - Mental toughness



# Skills to Teach Through the Games Approach

## Celestial Map of Sport Skills

### Communication Skills

- "Sending and receiving verbal and nonverbal messages to and from coaches and team mates."
- Athletes need to be able to send and receive effective messages for the following reasons:
  - Communication with team mates during a contests is often vital to facilitate team play
  - Outside of the game, how athletes communicate with fellow team mates plays a huge role in the determining the cohesiveness of the team
  - Communication is at the heart of the relationship between the coach and his athletes
  - Athletes need to learn to communicate with the public, especially with the media when being interviewed and possibly when speaking to groups



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# Skills to Teach Through the Games Approach

## Celestial Map of Sport Skills

### Character Development

- “Good character is knowing the good, desiring the good, and doing the good.”
- “Although athletes certainly do not need to be good characters to win in sports, they do need to be good characters to win in life.”



# Skills to Teach Through the Games Approach

## Celestial Map of Sport Skills

### The Collective Skills

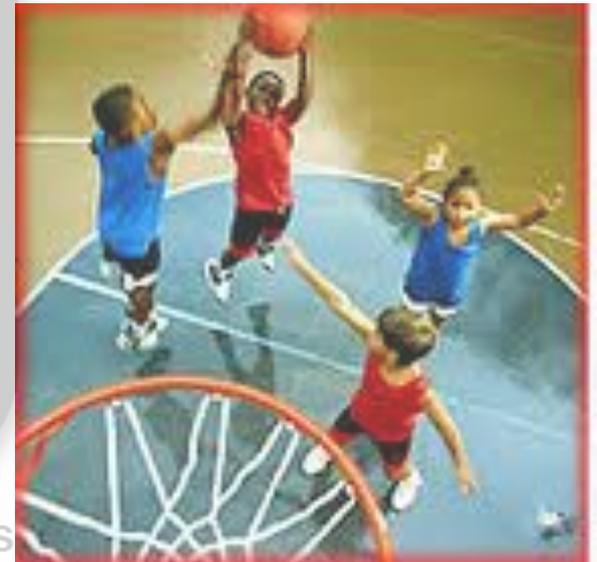
- “All six constellations of skills interact with each other.”
- “Need to be able to take apart and put back together these skills – to see them from different perspectives, to apply, adapt, integrate, and critically evaluate them for each athlete.”



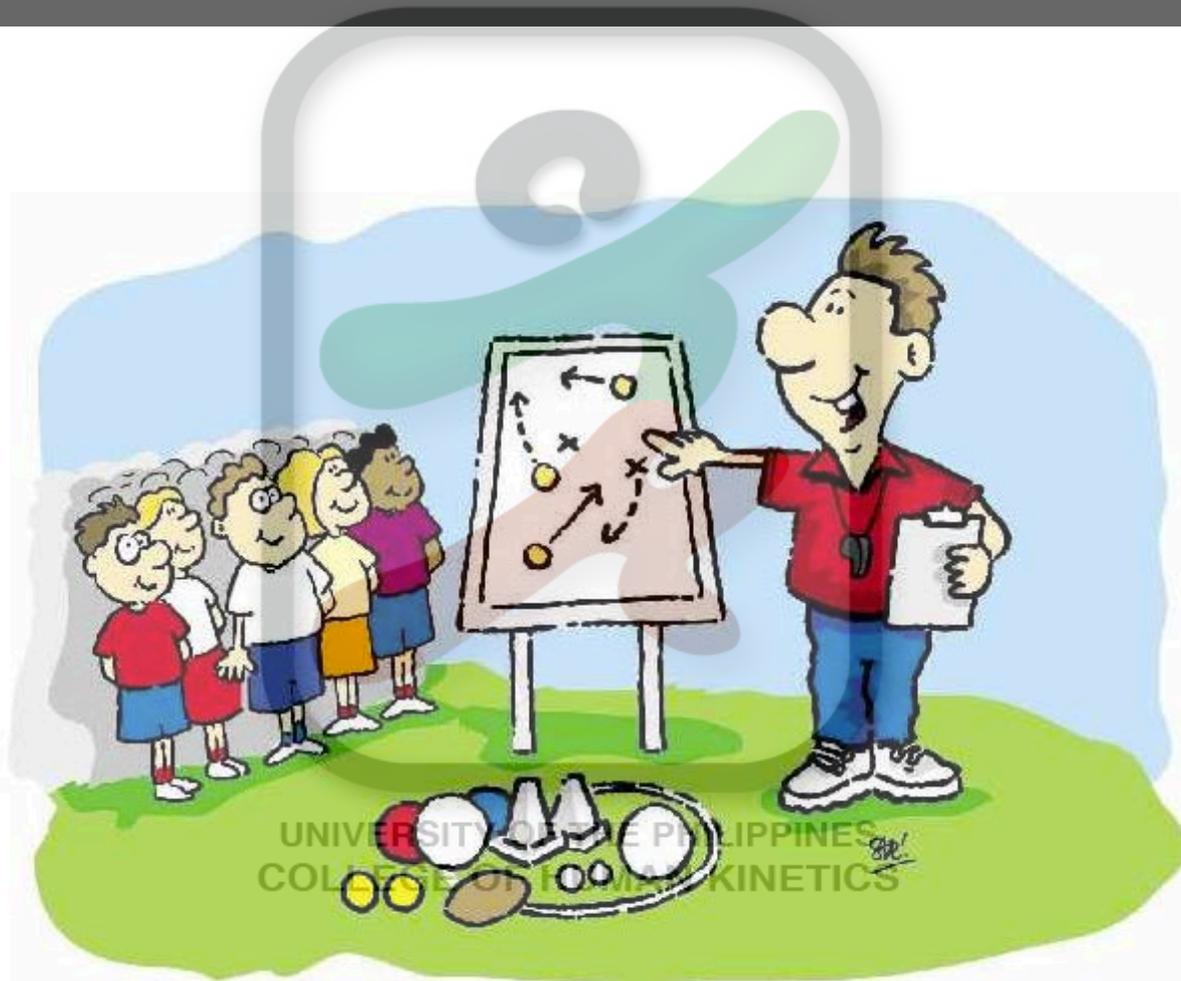
# How to Make the Games Approach Work for You

## ■ Some ideas to try:

- Begin your practice with a game.
- Redesign some of your drills to make them more gamelike.
- Study your sport more to identify the tactical principles of the sport, and then design a series of drills to help athletes grasp these principles.
- Try to freeze replay and ask a question rather than give the answer.
- Build in time for your athletes to reflect on their actions during the practice.



Thank you! :)



# STUDIES ON GAMES APPROACH

- GUBACS-KOLLINS, K. (2007) IMPLEMENTING A TACTICAL APPROACH THROUGH ACTION RESEARCH
- NYE, SUSAN B. (2010) EFFECTS OF TACTICAL GAMES APPROACH ON STUDENT ENGAGEMENT IN A SPORT EDUCATION BADMINTON SEASON

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# CREDITS:

- THANK YOU TO TANI LIM, MSPE STUDENT FOR SHARING AND LAY-OUTING THESE MATERIALS!

The logo of the University of the Philippines, featuring a stylized figure in a white rounded square with a grey border. The figure is composed of a grey circle at the top, a green diagonal stroke, and an orange diagonal stroke.

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