

Allowing for and Facilitating Free Play in Conjunction with Adult-Organized Youth Sports

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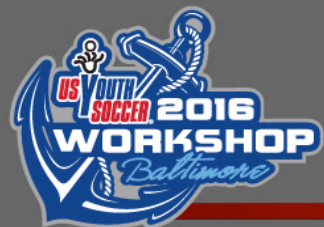
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- Purpose of workshop
- Defining free-play
- Organized youth sport conundrum
- Facilitating game design, development and play



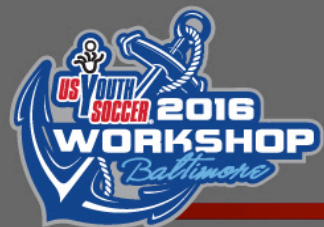
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- Collaborative Process
- Engagement of all participants (Hastie, 2010)
 - Opportunity for players to increase or decrease challenge level,
 - Performance or outcome criteria,
 - Provisions for feedback,
 - Employ multiple challenges and different ranges of challenges.



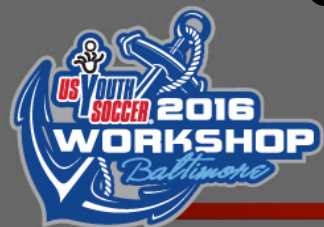
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- Characteristics (Hastie, 2010)
 - Must contribute to skill development,
 - Must be safe,
 - Must include, not eliminate players,
 - Must have high participation rates,
 - Must be structured so all children are successful and challenged.



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- What you should NOT do (Hastie, 2010).
 - Provide equipment and say make up a game,
 - Assume that they fully understand rules, boundaries, and penalties,
 - Will learn strategy completely on their own,
 - coach may need to guide the decision making process,
 - Guided Discovery
 - Coach cannot tell them what to do, it must be their idea,
 - Coach should not interrupt the process.



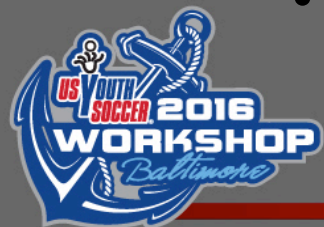
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- The planning and implementation process includes (Hastie, 2010):
 - Determine the game challenge
 - Technical, Tactical and/or Physical
 - Decide on game type (soccer is an invasion game)
 - Body Awareness Activities – Maze Games – Target Games
 - Organize learning groups
 - Present the challenge
 - Allow for playing time
 - Allow time for revision
 - Play end product



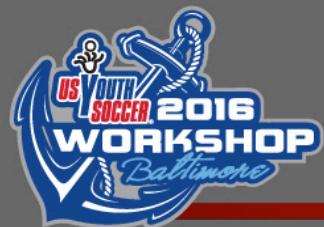
Presenting the Game Design Challenge

- Workshop Examples / Suggestions
 - Physical
 - Balance – Locomotor or non-locomotor
 - Technical
 - Dribbling – Passing – Receiving – Shooting – (Heading)
 - Tactical Concepts
 - Possession – Creating Space – Support – Penetration
 - Psychological
 - Persistence – Risk Taking – Confidence
 - Social
 - Accepting Differences – Getting to know you – Cooperation



Presenting the Game Design Challenge Workshop

- Equipment
 - Balls – Cones – Bibs – Goals – Swimming Pool Noodles
 - Frisbees
- Create equal sized groups
- Present Group Challenges
 - Group 1 Challenge
 - Create a game that helps teach / improves a player's 1st touch.
 - Group 2 Challenge
 - Create a game that helps teach / improves the concept of support.
 - Group 3 Challenge
 - Create a game that helps teach / improves body awareness.



Presenting the Game Design Challenge Workshop

- Challenge Guidelines

- Determine the game goal

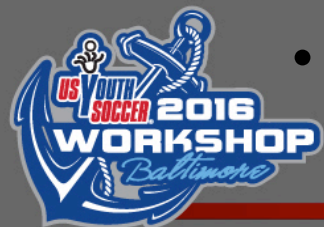
- What are you trying to achieve? (Ex., get everyone frozen, play ball to target, time of possession)

- Create game organization and structure

- This would include the space, equipment, players, set up

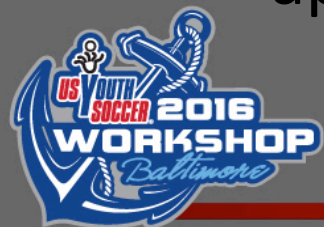
- Develop and define the game procedures and rules

- How does the game begin?
 - How does the game end?
 - Player roles.
 - Rules



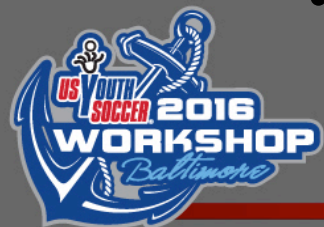
Presenting the Game Design Challenge Workshop

- Provide time for group game creation
- Each group presents game, may use other group members if needed.
- Game Assessment
 - Did the game meet the characteristics of a good game?
 - Where the rules and game structure easy to understand?
 - Was the game and game goal developmentally appropriate?



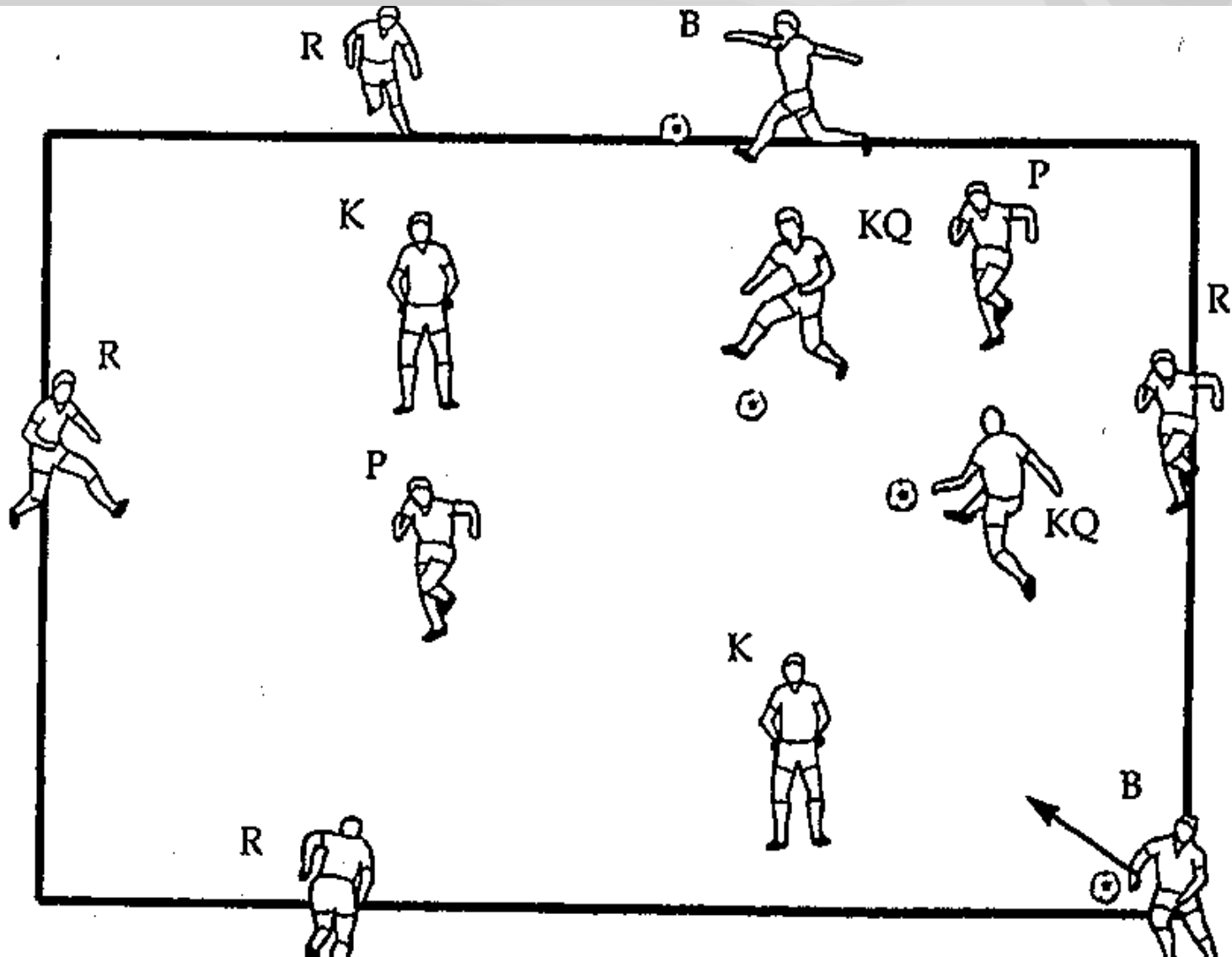
Presenting the Game Design Challenge Workshop

- Game Analysis
 - Technical Attributes
 - Tactical Concepts
 - Physical Characteristics
 - Psychological Demands
 - Decision Making
 - Field or Spatial Awareness
 - Social Characteristics
 - Cooperation
 - Team building
 - Acceptance of differences



Game Example – Soccer Chess

(Fleck & Quinn, 2002; Quinn, 1990)

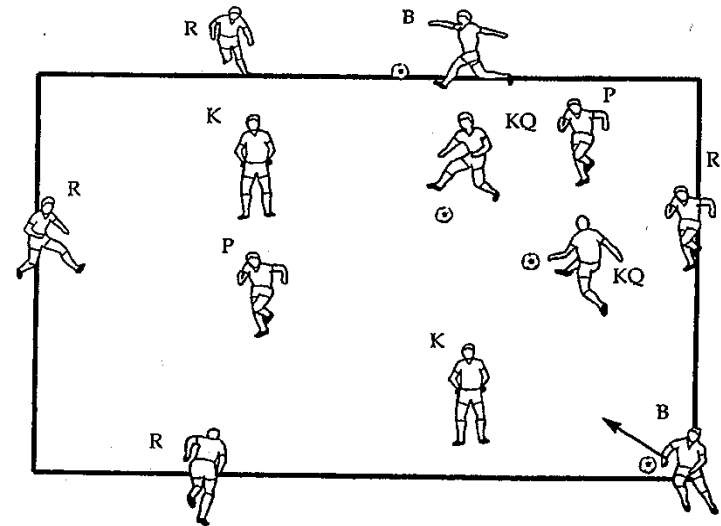


47. CHESS

Organization: You need a minimum of 14 players who will be identified as players in a chess game. You need four balls.

Structure: An area 25 x 25 yards. Identify players as follows: 1-King, 1-Queen, 4-Rooks, 2-Bishops. The remaining players are pawns. Player positioning: King and Queen each with a ball inside the square. All pawns are inside the square without a ball. The four rooks are on the outside on each side and cannot come into the square. The two bishops are also on the outside, each with a ball, but they can enter the square.

Procedures: The objective of the King and Queen is to knight all the pawns by hitting them with the ball by dribbling and short passing. Pawns run to avoid getting hit. The King and Queen can dribble anywhere in the area and try to hit the pawns with the ball. Once you hit a player, they become a knight and place their hands on their hips. A knight is stationary and can only take 2-3 steps in any direction at one time. A knight helps the King and Queen to hit pawns by acting as targets for wall passes. Knights are only allowed one touch. The rooks are also helping the King and Queen by moving along their particular side and acting as walls for the King and Queen. Knights and rooks can hit pawns from a one-touch pass. The bishops, who have a ball, dribble around the outside of the square. Their job is to change the knights back into pawns. To do this, they must enter the board from a corner and must exit at the opposite corner. If during their dribble through the board they can tag a stationary knight, the knight returns to a pawn. If the King or Queen hits the bishop during their diagonal run, the bishop also becomes a knight. Only the other bishop can free the knight. The game is over when all the pawns and bishops are duly knighted.



Analysis:

Technical: Dribbling, passing, wall passing, one-touch passing.

Physical: Continuous running with numerous short 10-15 yard sprints.

Tactical: Preparation and execution of wall passing and two player combinations. Strategy development. Timing of runs by the bishops. Rooks and knights work on providing support on the ball. King and Queen develop scheming and play-making abilities.

Social/Psychological: Great thinking and high action game. Cooperative play. Reading the environment to determine the best use of space, and weighing movements on the side of risk and safety.

Comment: Observe the quality of play of the King and Queen. Are the bishops looking carefully to make runs to free knights? Are the wall passes effective? Finally, are they playing with concentration and having fun?

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