

# **Constraints Led Coaching Approach**

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Or Teaching Games for Understanding

# Outcomes

- **Coaches understand the Constraints Led Approach to Coaching**
- **Coaches understand how and when to use Constraints Games to help their players learn**
- **Coaches understand how to create their own Constraints Games for *their* players**

# Process



# WHAT

**Constraints Led Coaching is a style of coaching where the coach takes a particular technique, skill or tactic from the ‘whole’ game, isolates it in a Small Sided Game and lets the players find the answers to solve the problem.**

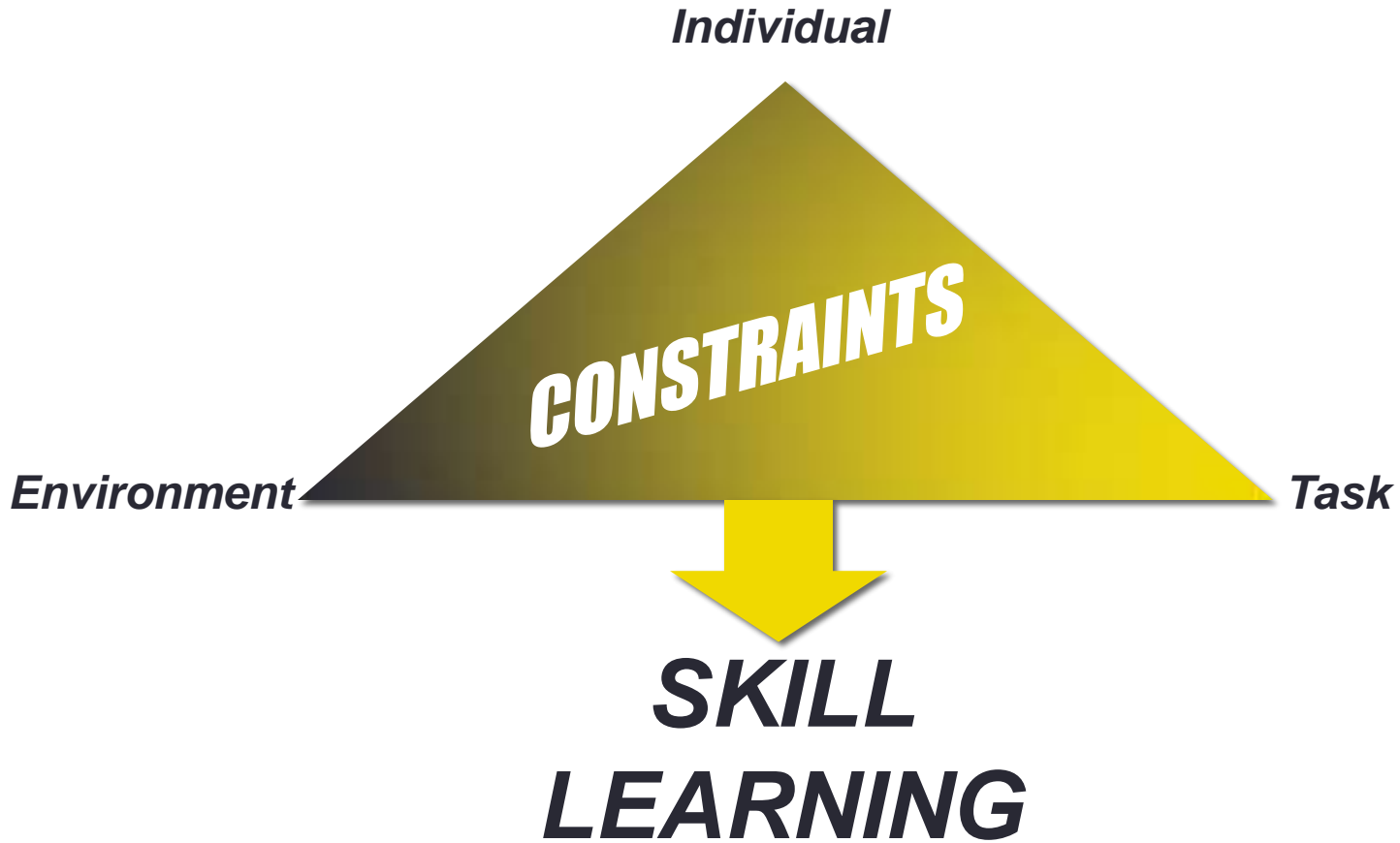
*“It’s the design of games using different scoring systems that require the players to use particular techniques or strategies to win the game. Simply tell the players the scoring system and then just let them play. Allow them time to determine the most appropriate strategy/response rather than explicitly telling them the solution”.*

Damian Farrow, AIS

# **WHAT**

- **Change the behaviours of the players**
- **Fun, Competitive Games**
- **Players find the solutions**
- **Very specific**

**WHAT**



**WHAT**

# Constraints

- **Individual**
  - **Physical/Mental/Personality**
- **Environmental**
  - **Physical – Weather/Type and Size of surfaces**
  - **Cultural – Kenyan runners & Indian Spin Bowlers**

**WHAT**

# Constraints

- **Tasks**
  - **Rules; 2-touch**
  - **Equipment; Small Ball/Goals**
  - **Field Size; Long thin/Short fat (Man U 4v4)**
  - **Zones; Crossing/Tackling/Touch**
  - **Player numbers**
  - **Time**



**HOW**

# Environmental Constraint

*Will he need  
this Technique  
when he grows  
up?*

*What Technique  
is the player  
being forced to  
Learn?*

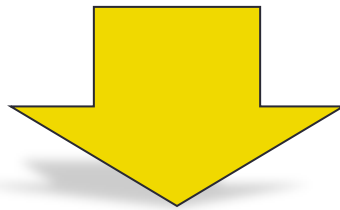


**HOW**

# Creating Constraints Games

Start with the end in mind;

**LEARNING OBJECTIVE**



**LEARNING ACTIVITY**

**HOW**

## Explicit & Implicit Learning

**Explicit = Guiding or Instructing the Players**

**Implicit = Players finding out themselves**

- 1. Play for 10 mins then ask the teams to discuss how/what they need to do.**
- 2. Play for 10 mins then split players into pairs to discuss how/what they need to do.**
- 3. Play for 10 mins and the Coach leads a Q&A session with players**

**HOW**

# Explicit & Implicit Learning

## **Some Guidelines;**

- **Don't be too eager to 'help' the players**
- **Give them enough time to figure it out**
- **The younger the players the longer it may take**
- **It must look and feel like Football**
- **Like fine wine, Skill Learning NEEDS time to mature**
- **A smooth sea never made a skilled Sailor**

**HOW**

# Learning Objective

**Example;**

*Our team is not scoring many goals from crosses, in fact, not creating many crossing opportunities. I would like our team to produce and score more from crosses.*



**HOW**

## Learning Activity

**A SSG with crossing channels.**

**Rules:**

***Players can cross from wide channels unopposed.***

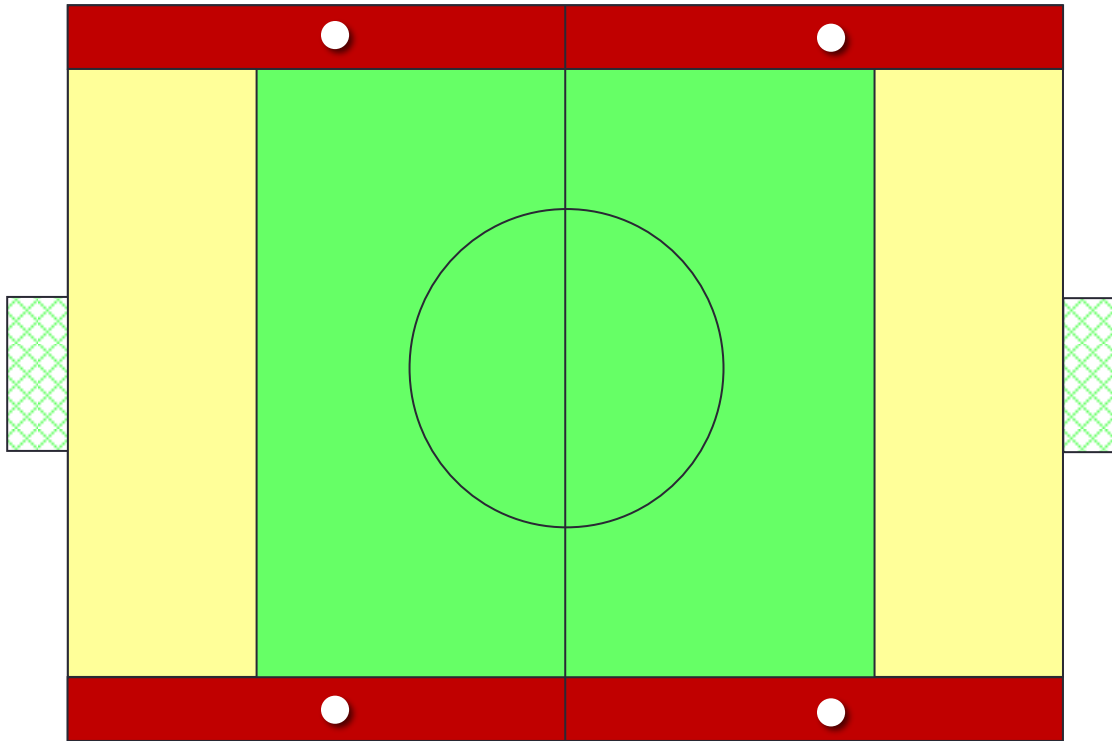
**Points:**

***5 Points for a Header/Volley from a cross***

***3 Points for a goal from a cross***

***1 Point for a normal goal***

# HOW



## **THE GAME**

Wide Channels

## **THE RULES**

Wide players are unopposed but on 2 touch.

## **OUTCOMES**

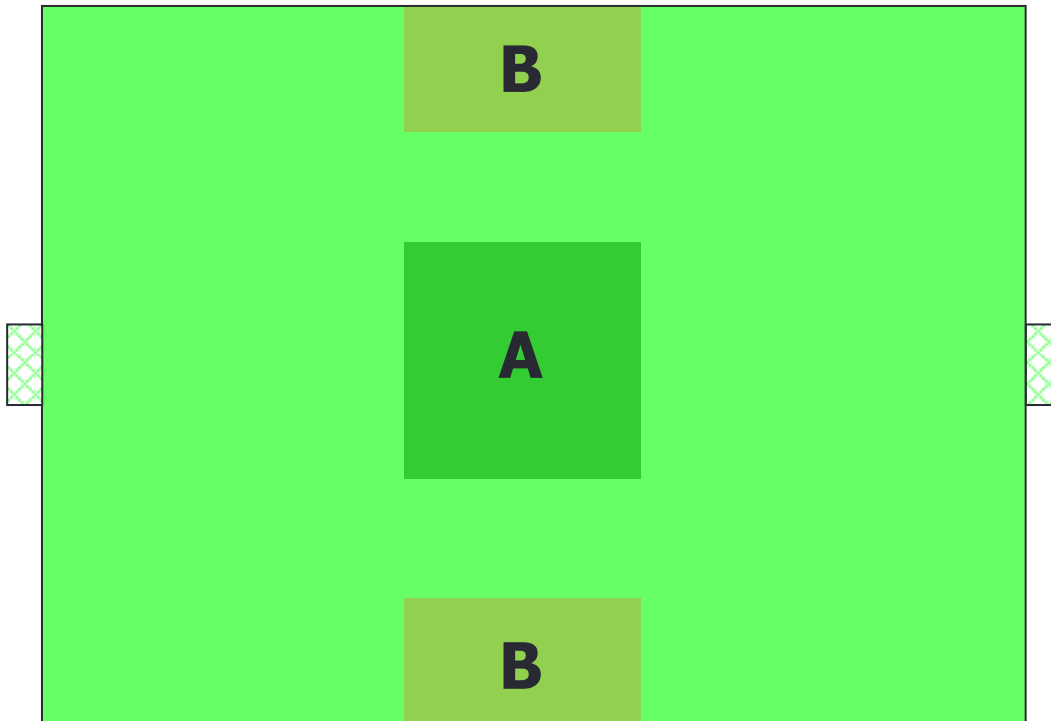
Ball into wide areas  
Early delivery from crossing  
Timing of runs into box  
Finishing Opportunities

## **PROGRESSIONS**

Offside lines  
Defenders can defend crosser

**Players are given a problem (Rule) and then  
THEY have to figure out a way to solve it.**

# HOW



## **THE GAME**

Defend in the Zone

## **THE RULES**

Team chooses which Zone they want to win possession in for extra points

## **OUTCOMES**

Team understands how to direct play to target area

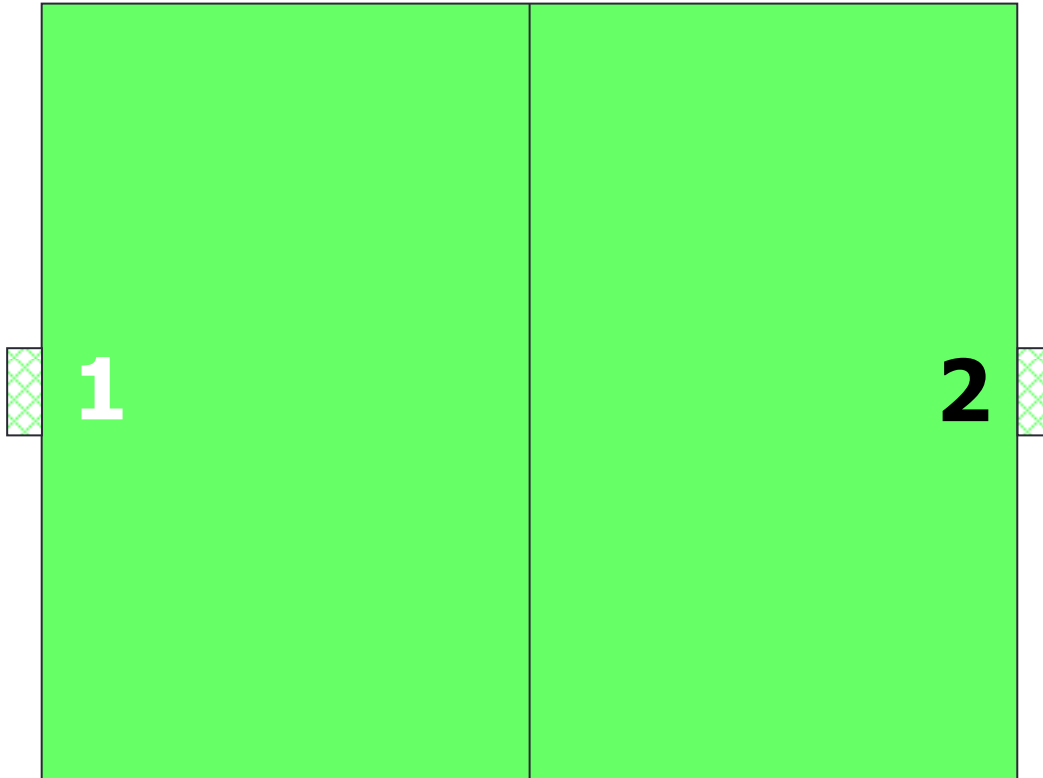
## **Points**

1 Point for every possession made in target area

5 points if possession won and then goal scored



# HOW



## **THE GAME**

The Whistle Game

## **THE RULES**

Both Teams play 'keep ball' using either GK.

On 1 Whistle the team in possession attacks Goal 1

On 2 Whistles the team in possession attacks Goal 2

Both teams keep playing until the Coach calls it 'DEAD'.

## **OUTCOMES**

Teams have to decide to attack or defend quickly and reorganise as quickly as possible

**HOW**

# Task Variations

- **Points Systems**
  - **Extra Points for completing a task;  
(number of passes/switching play)**
  - **Staggered Points system;  
5 for a headed goal from cross  
1 for a normal goal**
- **Rules**
  - **Before you can score you must...**

**HOW**

# Testing the Work

- **Use Games Days/Matches to test**
  - **ie; Last week we only crossed 5 times into the box. After the week's training, have we improved?**
- **Shifts the focus to Process/Performance Goals**  
*(improvements)* rather than **Outcome Goals** *(results)*

# WHY

- **Drills v Games – which would you rather do?**
  - *Variable rather than Constant*
- **Better for Long Term Learning**
- **Hone's Techniques WITH Decision Making**
- **Replicates the 'Street Football' environment**

# **WHEN**

- **Working with Youth/Junior Players**
- **Where results don't matter**
- **Early in the week**

# Summary

- **Start with the end in mind**
- ***YOUR* players must be the focus**
- **Be careful with the 'rules' – not too tight**
- **Use Games Days/Matches to 'test'**
- **Can take the focus away from the result**
  - **Process Goals rather than Outcome**

**Thanks**  
**Questions?**

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