Constraints Led Coaching Approach

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
WHY
HOW
WHEN
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
• Change the behaviours of the players
• Fun, Competitive Games
• Players find the solutions
• Very specific
Individual

Constraints

Environment

Skill

Task

Learning
Constraints

- Individual
  - Physical/Mental/Personality

- Environmental
  - Physical – Weather/Type and Size of surfaces
  - Cultural – Kenyan runners & Indian Spin Bowlers
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
Environmental Constraint

Will he need this Technique when he grows up?

What Technique is the player being forced to Learn?
Creating Constraints Games

Start with the end in mind;

LEARNING OBJECTIVE

LEARNING ACTIVITY
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
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
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.
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
Players are given a problem (Rule) and then THEY have to figure out a way to solve it.
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
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
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…
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)
• 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
• 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?