



Teacher & Coach Development Days



Schools

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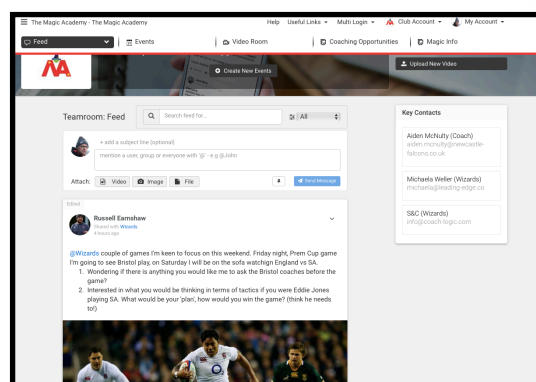
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#BeatTheGame



#CareCraftCraic



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The Magic Academy - The Magic Academy


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Shared with Wizards
18 minutes ago

@Wizards What could this clip look like in your world? #BeatTheGame

Clip



Clip • beat the game cricket.mp4 Download

Starred Reply Match Share

Russell Earnshaw
Shared with Wizards
3 hours ago

@Wizards One year ago to the day, I had Steve Heppell record this for the conference we ran... think there's some cool stuff in it. Wondering what people enjoy the most...

heppell_sport-learning-desktop.m4v

+

?

MAGIC ACADEMY

WHAT'S ON THE SUMMER MENU?

WEEKLY

MONDAY | S&C STIG

Mouthwatering S&C Tips from the professional game to keep you and your team ahead of the competition.

TUESDAY | #BEATTHEGAME

A mix of smooth BeatTheGame posts with some delicate agitation added in for dramatic effect.

WEDNESDAY | MA PODCAST

A full-bodied blend of Rusty and Fletch chatting with top thinkers from the world of sport.

THURSDAY | SPECIAL GUEST

A rich and satisfying guest takeover discussing their expertise and experiences.

FRIDAY | MATCH ANALYSIS

A sweet but subtle look into how teams get the most from reviewing and reflecting on performance

SPECIALS

PAT LAM | 23RD MAY

Lessons from Year 1 and his top two takeaways

JAMES BELL | 30TH MAY

The best stuff in Olympic Sports regarding mental health

JAMIE WILLIAMS | 6TH JUNE

Developing his coaching culture and the 3 best coaching mistakes he's made

RICHARD HILL | 13TH JUNE

Top tips on mentoring

IAN CHISHOLM | 20TH JUNE

Staying true to your coaching philosophy while developing a whole club strategy.





Gamification

Amy Price – Coach Developer

What does this mean to you?

End in Mind

- Gamification – what does this mean for Rugby
- 5 Design Principles of Gaming
- Design sessions that engage with everyone
- #BeatTheGame skills (Tactical)
- What are the “Coaching Skills” to coach this way
- Unintended consequences
- Language (prestige, levels, missions, sweatie)
- How to develop yourself as a coach – Coach Challenge Cards

Your Mission...

Mission - Gamify training based on the 5 design principles

Each team has 2 pauses...

Level 1: 32 sec to get into groups (in silence) of between 2 and 5 born in the same quartile

Level 2: Establish a mission and a skill game

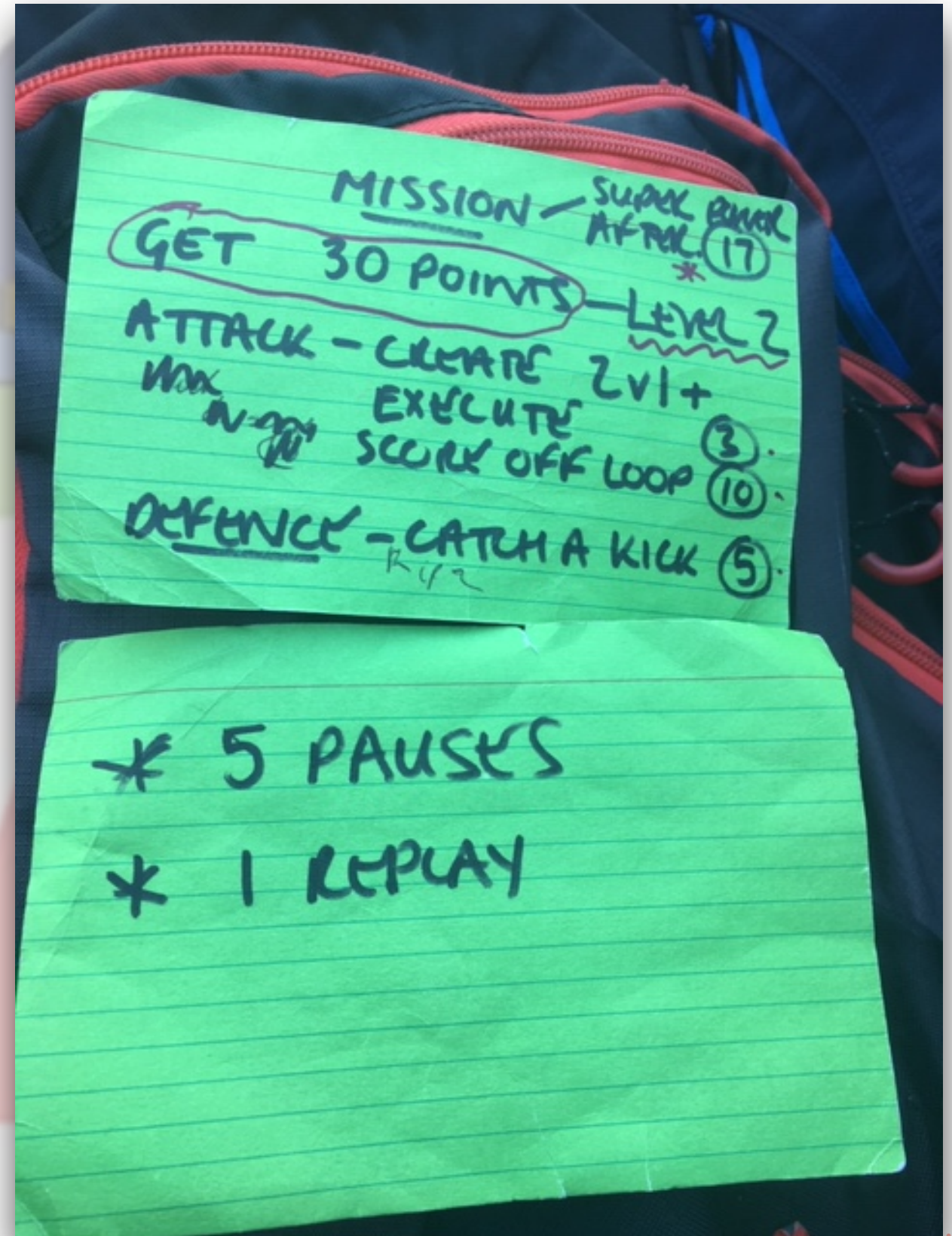
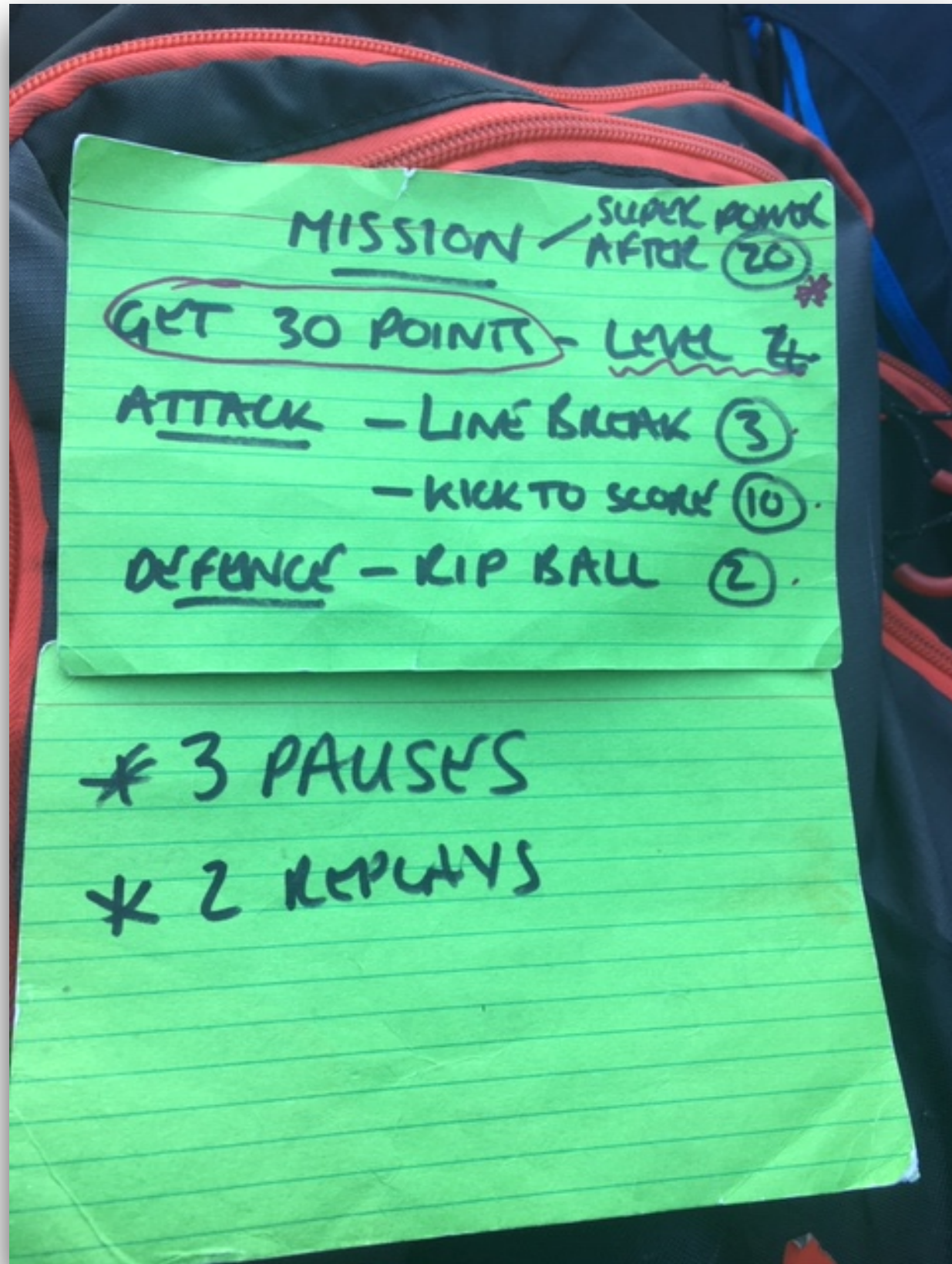
Level 3: Establish 3 levels and how you move between them

Level 4: Establish a superpower and how it is earned/given

Level 5: Agree how you you will co-coach

BOSS Level: What will you notice?

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Co-coach ② 'FLETCH'

- * SUPPORT BOTH TEAMS IN D!!!
- * 3 CHALLENGES
- * 2 '1 BET YOU CAN'T...'
- * KEEP THE GAME GOING ~~~

Co-coach ③ "GREG MANNION"

- * DESIGN GOLDFISH BOWL
- * TRANSFER
- * 8/10 ON TRIPADVISOR

Co-coach ① WAYNE SMITH

- * SUPPORT THE ④ PLAYERS FINDING IT HARDER
- * 5 PROMPTS
- * 3 QUESTIONS
- * 3 'YOU'RE DOING WELL'
- * KEEP THE GAME FLOWING...

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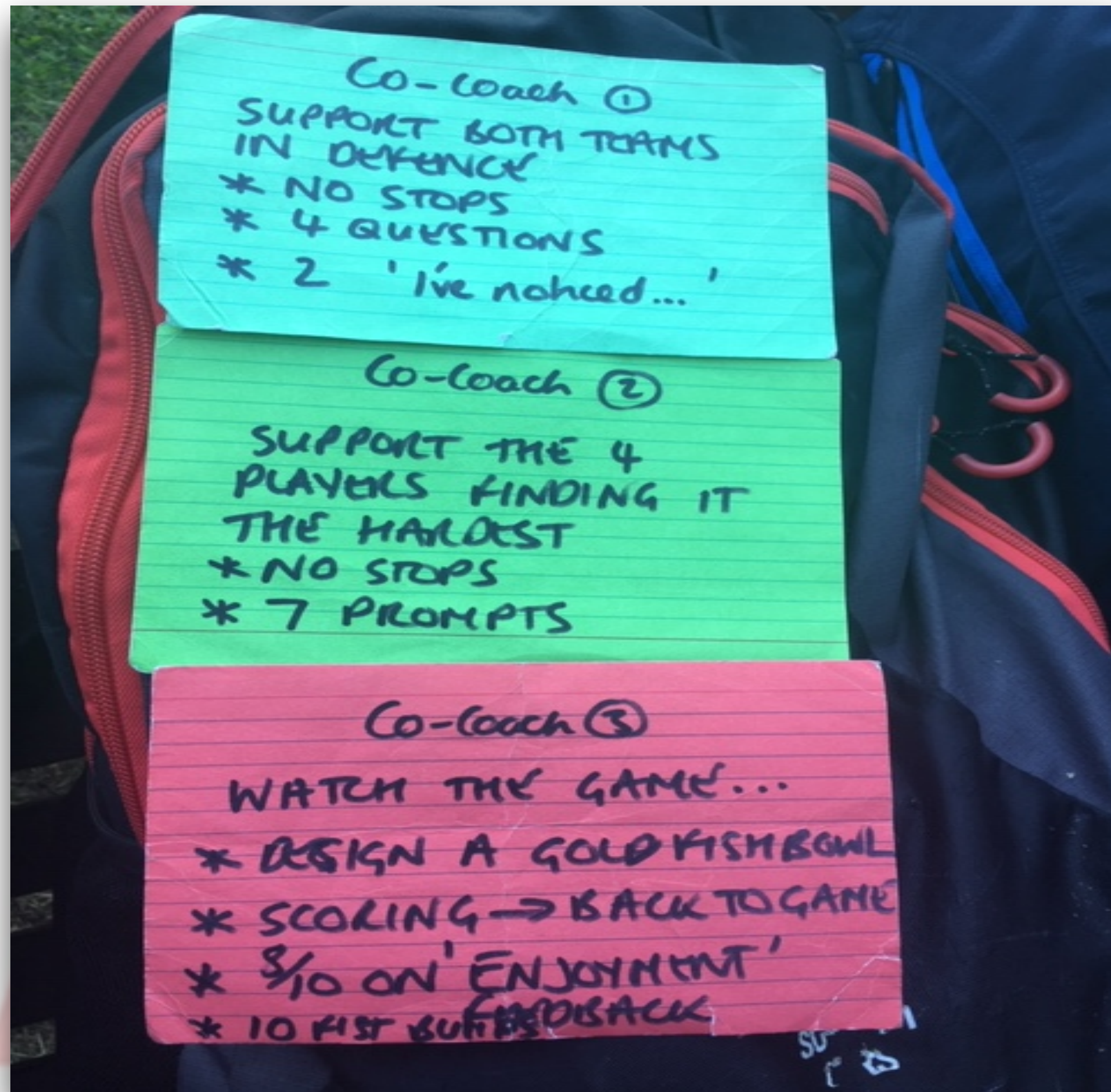
NOTICE

- OFF BALL
- INDIVIDUALS
- SCANNING
- ENGAGEMENT
- COACHES... 3 WORDS (you!)

Age of?
pass?
Themes! — +ve
— work
on

PLAYERS
COACHES
PLAYERS
COACHES

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Skill Games

#BeatTheGame



EDDIE'S ENGLAND - Attacking team has a number of phases to score or get as much go forward as they can. The opposition then try to beat this. One touch affords you an opportunity to pass.



HIGHLANDERS - On the touch (ref will decide whether it's 1 or 2 touch), it's through the floor & lift.



BARBARIANS - 2 touch (the second touch will have a condition on it. E.g. turnover or through the floor). 1 touch affords you the opportunity to pass.



SARACENS

SARRIES - Offside player (ref to agree how many) & other kicking opportunities (corners, contest, territory etc.)



ABs - Attackers have the ball for a number of possessions (trying to score). If it's turned over, the team NOW with the ball has one phase to score. If not, the opposition get it back.



GEORGIAN - Game starts with a maul. Rewards are for go forward & playing from X (first ball player). One touch still affords you an opportunity to pass.



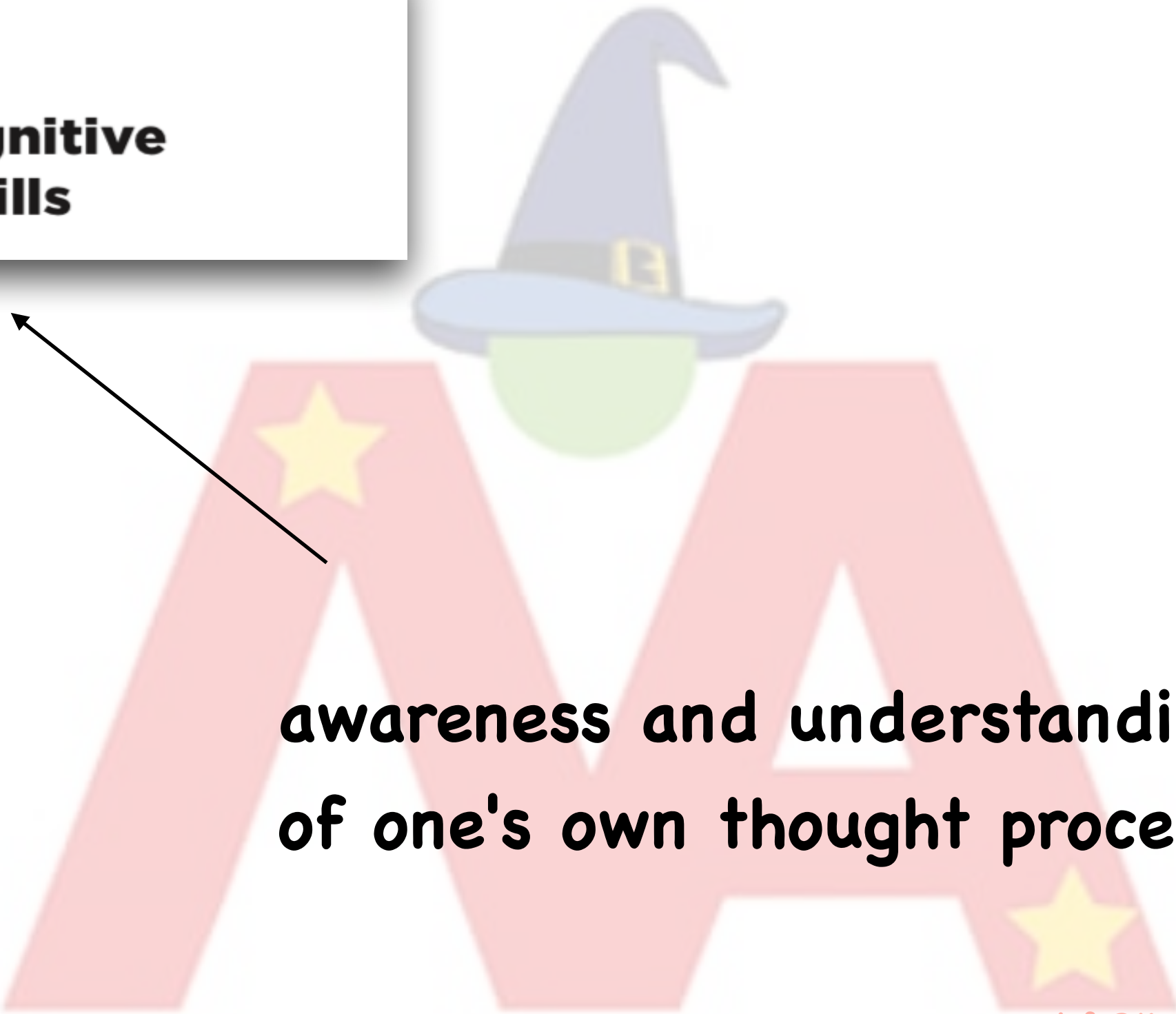
FIJI - Defenders get the ball back by wrapping up the ball for 3 seconds. Attackers have to keep defenders off them.



HURRICANES - Attacking team has more players (overload). Defence get the ball back by getting man & ball or a square hit/shoulder contact.

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**The 3
metacognitive
game skills**



**awareness and understanding
of one's own thought processes.**

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The **3** metacognitive game skills

- 1. Planning ahead.** Are players considering their next move as the game is going on around them?



- 2. Setting problems.** Can players see what effect they can have on the opposition, and how that can be used to block what the opposition is trying to do?



- 3. Knowing what information you need, and setting out to find it.** For example in football, a striker will want to know whether they are quicker than the defender who's marking them. Can that striker, and their teammates, plan for a ball to be played behind the defender early on to create that test?



The **5** design principles

1. Missions

3. Super Powers

2. Level-ups

5. Save Progress

4. Pausing

Self Determination Theory

Basic Human Needs

Competence

Effective dealing with environment

Relatedness

Close relationships with peers

Autonomy

Control the course of our lives

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**Players get feedback/learning
from the training/games**

The game is the teacher

The coach is the facilitator

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COACH CHALLENGE BEFORE TRAINING

Ask 3 players what
your super-strength is
as a coach and why.
Incorporate this
into the session.
#Superhero

#CareCraftCraic



Coach Challenge Cards



#CareCraftCraic COACH CHALLENGE CARDS

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COACH CHALLENGE AFTER TRAINING

Share your best
coaching mistake
from the session
with the players.
#Insight

#CareCraftCraic



COACH CHALLENGE TRAINING

Stretch the 3 players
who are having
the best moments.
Reflect with those
players after
the session.

#CareCraftCraic



COACH CHALLENGE PRIME TIME

Ensure every single
person has input
in the meeting.

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COACH CHALLENGE GAME

Ask the parents
to share the best
bits that they
have noticed.
#HighlightsReel

#CareCraftCraic



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How video games are effectively designed to enhance learning and performance.

How can we provide a video game experience on a sports pitch in training. That became the five design principles that coaches and teachers can use.

All that is underpinned by a theory of metacognition which no other coaching methods really offer

It all boils down to strategising, and that's what a well-designed video game is all about. It gets the player to think, "what will the computer do if I do this?"

Traditionally, athletes have been trained to follow a game plan, not to think strategically by themselves as a game progresses.

But ultimately we want players to be as independent as possible, and when we play video games there's no coach or teacher.

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It's also a great motivational tool for the coach, because it gives us another angle into players. For many of the younger (and older!) generation, video games are a major part of their world.



The **5** design principles

1. **Missions.** Think about a classic video game like Mario Bros – the mission is set up at the start.

It needs to be just an end goal, we're not wanting to give the players the process of how to achieve it, that's for them to discover.

Avoid sport specific language because this will automatically imply that you're asking players to focus on something specific to do with the game.

2. **Level-ups.** How can we break this down into a series of simple-to-complex problems for players to solve?

Once a problem has been solved that player or team can move up a level and a new set of problems are posed

Meets the needs of the players as they improve and not when the coach decides it's time to progress or move on.

The **5** design principles

3. **Super powers.** An extra power in order to overcome a problem, because that power opens up a part of the game that can't be experienced otherwise.

How do I make best use of it while I have it?
That makes players plan ahead, set and solve problems and find out key information.

This is as useful tool for coaches when their managing a group with varying ability levels

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4. **Pausing.** At a moment which the player chooses. Sport pauses or stops are usually as decided by the coach,

If we give players the power to pause, how will they decide when to do it? And what to do with that time?

Giving the players the choice about what to do with that moment.

We don't want players to wait until the in-built break in play (half time etc)

I try to follow a '4C' framework

- CHEAT (giving an answer or example),
- CHANGE (how the game is designed to your advantage),
- CLUE (questions or prompts) or
- CHALLENGE (make the task more difficult).

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The **5** design principles

5. **Save progress.** Reason why video games are so successful at developing learning and performance is that when you return to play the game, you start from where you left off last time.

That means you're offering players the time to master problems

Start of level four, they know they can't go back to below that, so they're more likely to take 'risks' to get to level five.

A design principle in action: super powers



I tend to use bibs as my signifier as they are nice and visual, to be placed somewhere on the pitch. To earn that bib and the power it holds, the batter has to hit the ball through or over it. That way you can position it strategically for shot selection or as an area for the bowler and fielders to defend. The batter can then wear the bib either for a set amount of deliveries or until the bowling team achieve something (a play and miss for example). The wearer of the bib now has access to a power, which again can be tailored to develop a skill. The batter could be allowed to place the fielders, or to remove a mode of dismissal. Where it goes depends on the desire – and imagination – of you as the coach!

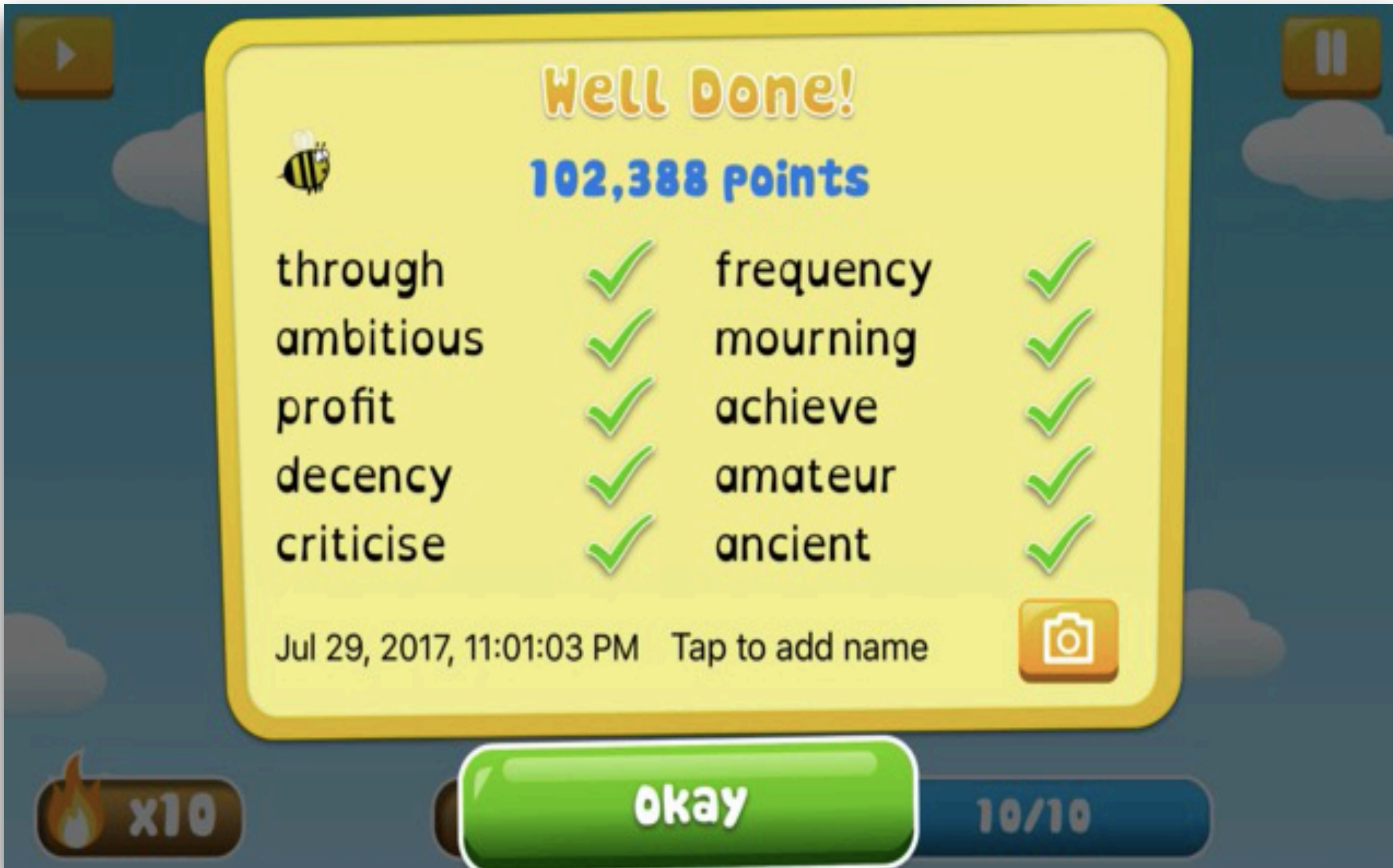
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Gamification - Spelling



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WWW



CHALLENGES

ON THE BALL

Clever Catches

OFF THE BALL

Give Ball Player 3 Passing Options

WITHOUT THE BALL

14 Soldiers On Feet

BALL OUT OF PLAY

Create A Weapon Off A Lineout Scotland Would
Have Never Seen Before

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| | ON BALL | OFF BALL | WITHOUT BALL | BALL OUT OF PLAY |
|--------------------------|---|---|---|---|
| MISSION 1 SCOTLAND |  |  |  |  |
| MISSION 2 THE NORTH | X | X |  |  |
| MISSION 3 SILHILLIONS | X | X |  |  |
| MISSION 4 WELLINGTON | | | ? | |

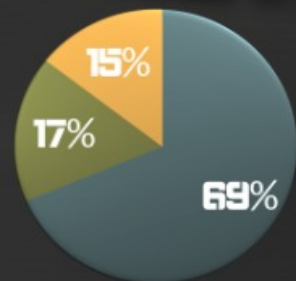
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WELLINGTON ARFARE



ON THE BALL

CLEVER CATCHES - DID WE EFFECTIVELY CATCH THE BALL?



CLEVER
AVERAGE
DOING



75%

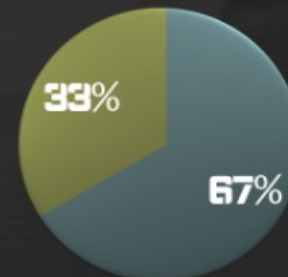
60%

50%

MISSION SUCCESS?

WITHOUT THE BALL

STOP 3 PASSES



STOPPED
ALLOWED



65%

55%

45%

OFF THE BALL

OSOK - ONE SHOT ONE KILL

OSOK
17



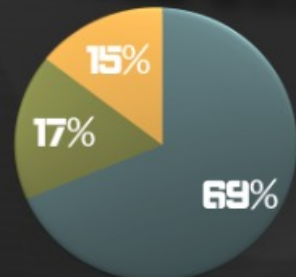
20 OSOK

15 OSOK

10 OSOK

ON THE BALL

IN THE 9'S HANDS - DID WE EFFECTIVELY GET THE BALL TO THE 9 TO PLAY?



CLEVER
AVERAGE
DOING



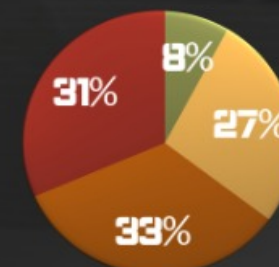
70%

60%

50%

OFF THE BALL

3 PASS OPTIONS - DID WE ALWAYS HAVE 3 THREATS TO PASS TO?



0
1
2
3



45%

40%

35%