



I speak with you today  
from Tarntanya

(commonly referred to as the City of Adelaide)



Kerta Weeta

(commonly referred to as the suburb of Black Forest)

on Kurna Meyunna Yerta

(Kurna people land: commonly referred to as the Adelaide plains)

Naa marni ('are all of you good' in Kurna)



Shane Pill

1994

# Designer Games

## Introduction

**t**he challenge for all coaches is to provide an environment in which tactical, technical, psychological, competitive and physical skills can be nurtured optimally. Where athletes aren't full time many of these aspects need to be "shunked" together in order to efficiently use the time available.

While specialised and individual skill sessions can achieve much, we must remember always that hockey is a team game requiring complex and often confusing interactions. These interactions occur between team mates and opponents and are difficult to reproduce on the training track.

Chunking, which can be an economical necessity, is often best for simulating match conditions. Such situations have the added advantage of putting fun into training while honing skills and specifying the fitness requirement of the coach. I will outline how many of these objectives can be satisfied by using the Designer Game.

Designer games can be constructed specifically and with imagination to meet the aims of the coach and the requirements of the training phase. A large number of variables can be manipulated to satisfy those aims.

## What is a Designer Game?

Principally, it is a contest between teams in which a result (win/loss) is sought. The teams must strive to win while the design emphasises particular aspects of hockey-*craft* in that competitive environment.

It is distinct from a one-on-one situation or other drills which endeavour to simulate match situations. Unlike flow exercises, tackling box exercises, channelling drills with two-on-three or three-on-four and various other practice techniques, teams are trying to win.

While the designer game can be played in a small area, it is not generally a small game situation and from my experience the most realistic results can be obtained by using larger areas or the full field. Equally, these games can be constructed

to include the goalkeepers playing in their circle to simulate match conditions. Where goalkeepers are otherwise occupied then smaller goals are employed.

A variety of games can be constructed by manipulating the following parameters:

1. Number of players and number of teams
2. Shape and size of the pitch
3. Number, size and type of goals and scoring rules
4. Special rules eg -- must pass forward -- "silence" -- no go scores

### 1. Number of players and number of teams

A designer game can be any situation where the score is kept and there are four or more players. Both teams must have passing options (one-on-one and one-on-two situations do not allow this).

Ideally, teams of three or more will participate, allowing for more variety, and as many as 30 players could be accommodated on the full pitch.

Two or three teams can participate. Using five teams can cause confusion and hinder alliance building. However, in a four-goal, four-on-one match, where teams can share the scoring and defend their own goal territory, it is feasible. Theoretically, even more teams could be used but my experience of any more than three is not encouraging.

### 2. The shape and size of the pitch

This is often determined by the squad size, and training environment, and the required fitness outcomes.

From the traditional rectangular shape to squares, triangles to circles, and a hexagon, there are no limitations. The goals are generally placed on the perimeter but scoring "goals" or "boxes" may be made. Also, if a free flowing aerobic game is desired, it is often best to allow scoring from both sides of the goal and to ignore the perimeter and pursue a "play on everywhere" approach.

By  
**RICHARD CHARLESWORTH**,  
Head Coach,  
Australian Womens Hockey Team



Shane Pill

OCTOBER-DECEMBER 1994 • The Year Of The Coach

sports coach • summer 1997

1995-1996

coaching children • 9

# game sense

The last issue of Sports Coach overviewed the game sense approach to coaching, which has 'taken off' in the last 12 months. In this issue, we have included some game sense games that coaches can use/adapt to their sport.

By **Nicole den Duyn**,  
Coaching Consultant,  
Australian Coaching Council



## it's time to play!

The game sense concept is about using games to develop tactical/strategic thinking, as well as skill development. The emphasis within a game sense approach is on the player understanding the 'why' of tactical play (eg field positioning, decision making, shot selection, risk, space, time). The approach is a holistic one, which incorporates both strategic and skill development.

The game sense approach requires the coach to design games and activities that will challenge the athlete, and force them to analyse and solve problems. Below are examples of games that can be used.

One of the most critical aspects to using this approach is the 'role' that the coach takes. Instead of being the 'font of all knowledge', the coach must become a facilitator. And instead of answering all the questions, the coach must ask them.

Within each game there are some questions lined that the coach might ask the player(s) to help 'channel' their thinking and analysis. 'When' to ask these questions will depend on the player(s). For many groups it will be appropriate to just let them have a go, and see what they do. The questions that follow from the coach will be in relation to the performance that the coach has seen. In some groups and activities though, it is more appropriate to pose a question or two 'up front' to help direct the player towards developing a particular strategy.

Modifying and adapting games is also a key aspect of using the game sense approach. The concept of 'modification for exaggeration' is used to emphasise particular tactical aspects. For example to emphasise the front and back space the court in basketball, the court can

1997

# Teaching Sport Concepts and Skills

## A Tactical Games Approach



INCLUDES 169 LESSONS

Linda E. Griffin  
Stephen A. Mitchell  
Judith L. Oslin

# Designer Games



Similarities with  
Alan Wade (1967) and  
Eric Worthington (1974)



**Shane Pill**

# Designer Games



Similarities with  
Alan Wade (1967) and  
Eric Worthington (1974)

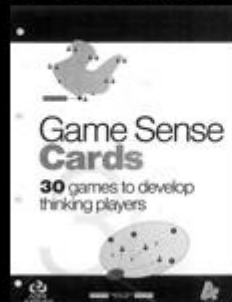


**Shane Pill**

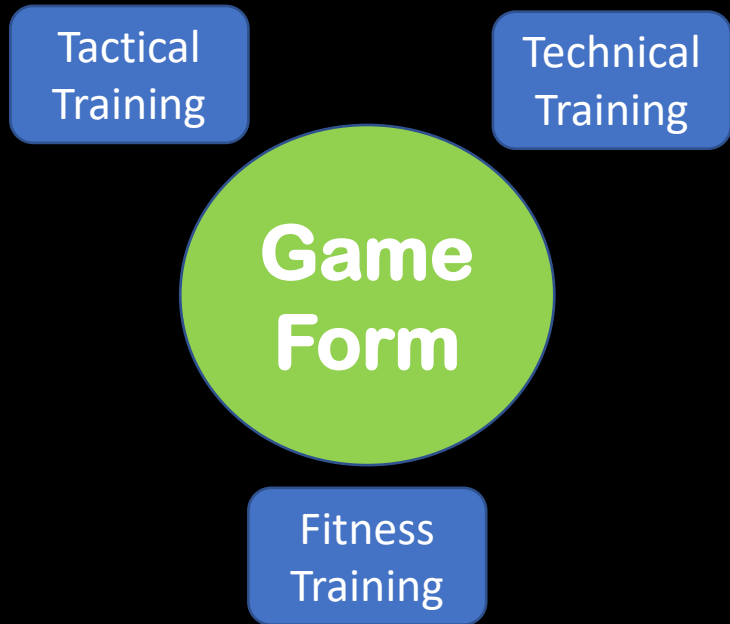
# Game Sense Approach



**“Game Sense Games”**



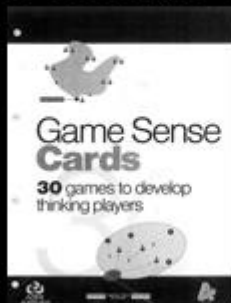
# Designer Games



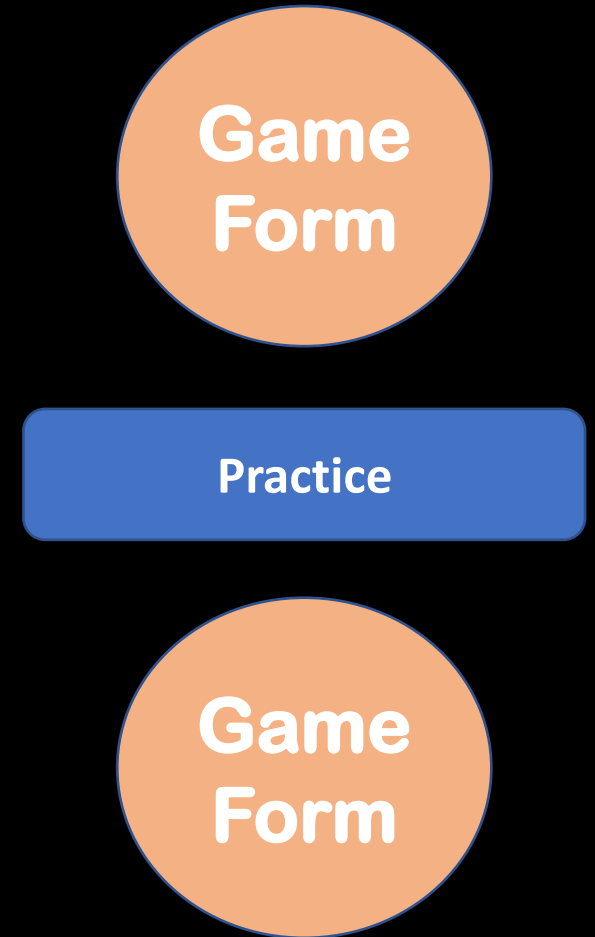
# Game Sense Approach



“Game Sense Games”



# Tactical Games Model



\*Levels of tactical complexity  
\*Game Performance Assessment Instrument



**Game Based  
but not  
Game Only**



Shane Pill

# Non-Linear Pedagogy



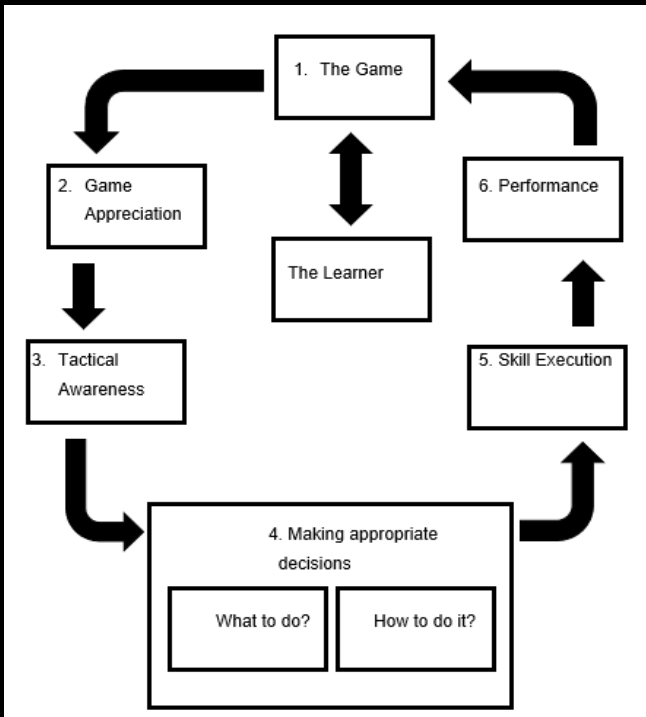
Shane Pill

# TGfU

is tactic to skill

Hopper (2002)

Is linear: Steps 1 to 6



# Tactical Games Model



Is linear: Steps 1 to 3

# Game Sense Approach



“Game Sense Games”

\*If game-based is not game-only, when do we insert ‘practice’?

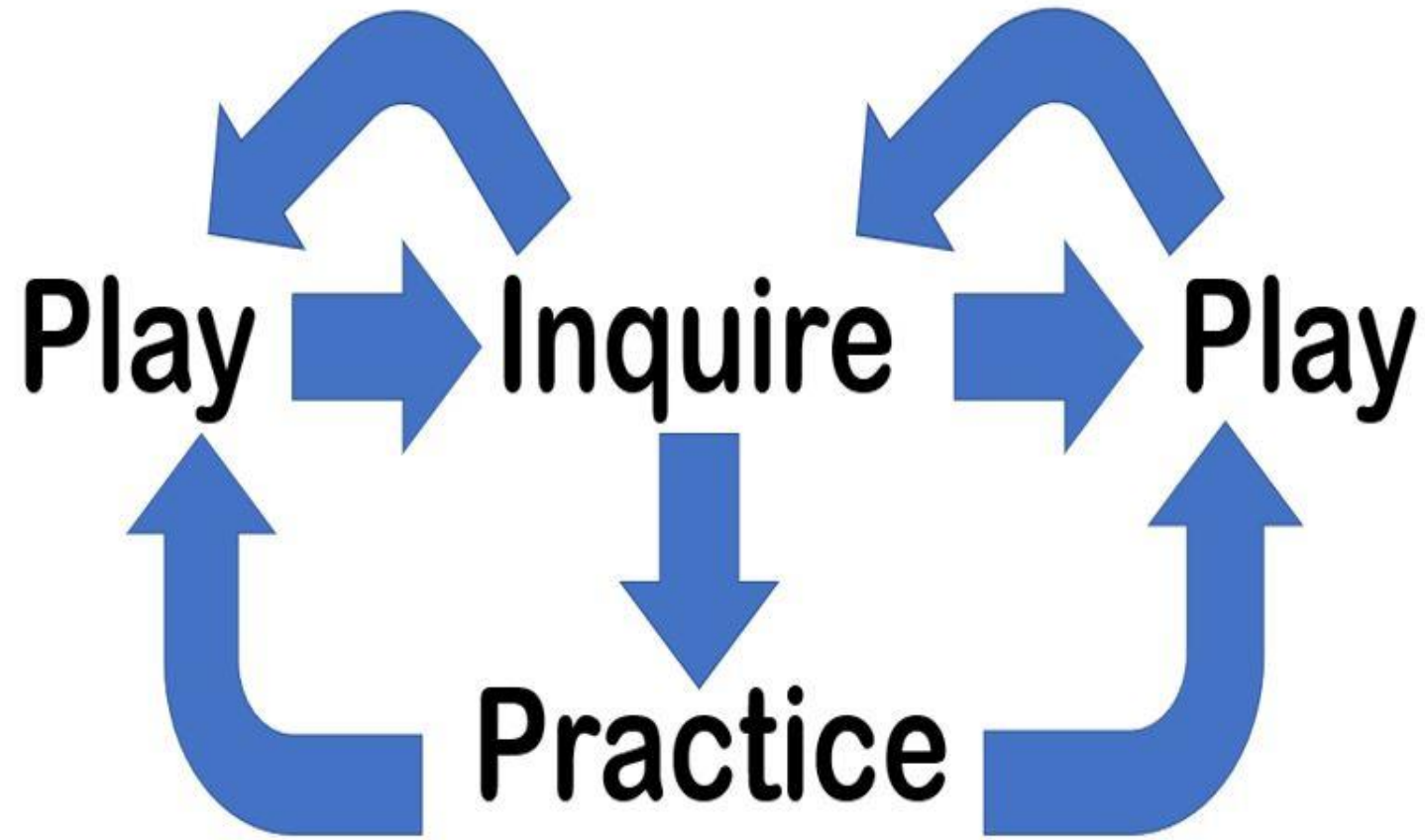
\*How does game-form differentiate from beginner to elite?



Shane Pill



# Play with Purpose



**Shane Pill**

Blog: Learning through Sport

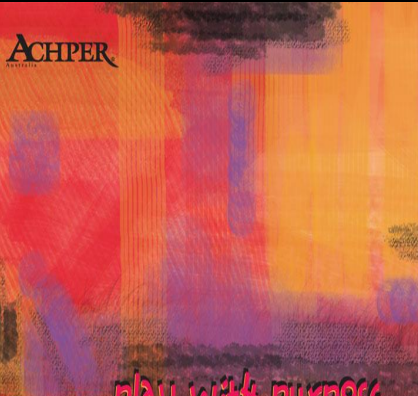
<https://learningthroughsport.blogspot.com/>

Contact:

[https://www.flinders.edu.au/people/shane\\_pill](https://www.flinders.edu.au/people/shane_pill)



2007



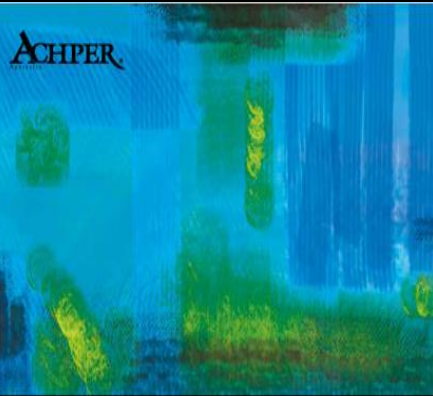
A resource to support teachers in the implementation of the game-centred approach to physical education

primary - middle years



Shane Pill

2010



# Play with Purpose

2<sup>nd</sup> Edition

A resource to support teachers in the implementation of the game-centred approach to physical education

primary - middle years

Shane Pill



2013

# Play with Purpose: For Fundamental Movement Skills Teaching



A teaching guide for early years and primary teachers for physical education and daily PE



Shane Pill

ACHPER

2016



# Play with Purpose

Revised 3<sup>rd</sup> Edition

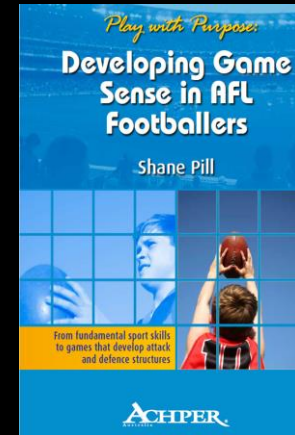
## Game Sense to Sport Literacy

A resource to support teachers and coaches in the implementation of a game-centred approach to sport teaching

Shane Pill

ACHPER

2012

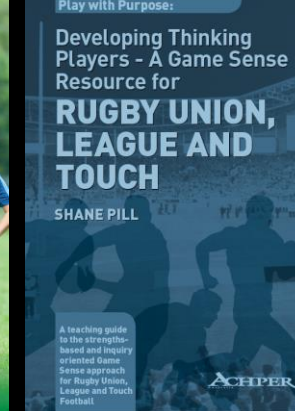
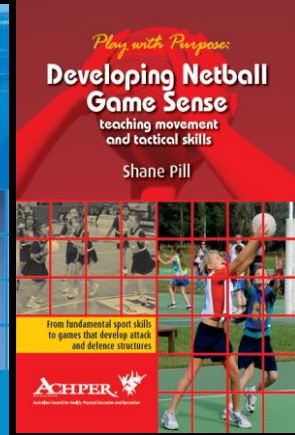


# Play with Purpose: The Game Sense Coaching Approach for FOOTBALL (SOCCER)



SHANE PILL  
Developing the tactical-technical connection of footballers

ACHPER



# Play with Purpose: Developing Thinking Players - A Game Sense Resource for RUGBY UNION, LEAGUE AND TOUCH

SHANE PILL

A teaching guide to the strengths-based and inquiry-oriented Game Sense approach for Rugby Union, League and Touch Football

ACHPER



Game based coaching as deliberate practice for LACROSSE  
Developing the tactical-technical connection through Play with Purpose

Shane Pill



Shane Pill

2017

# Shane Pill

Associate Professor:  
Physical Education  
and Sport



<https://au.linkedin.com/in/shane-pill-phd-med-bed-lmachper-fachper-53a3b528>



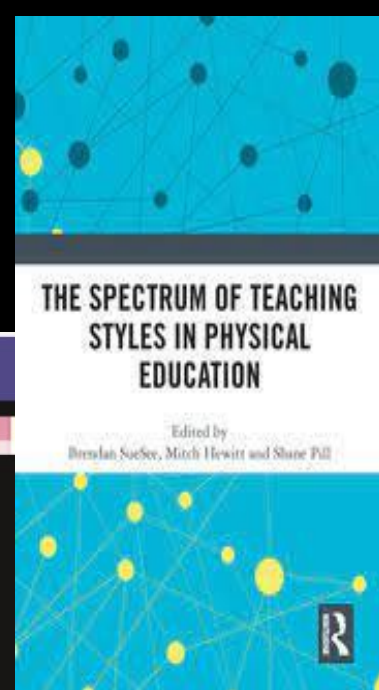
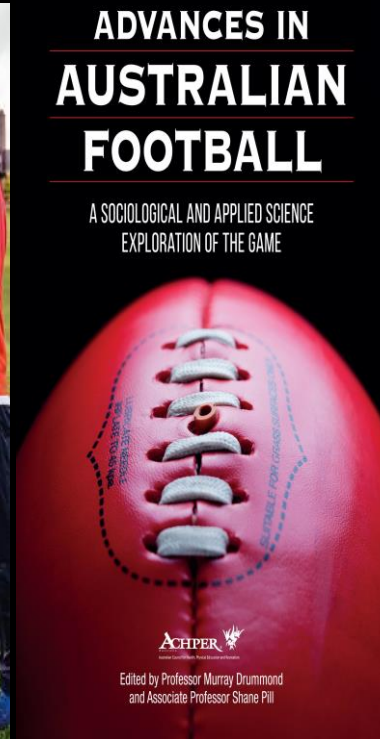
pilly66



<http://learningthroughsport.blogspot.com.au/>



<https://www.flinders.edu.au/people/shane.pill>



# play with purpose

A resource to support teachers in the implementation of the game-centred approach to physical education

primary - middle years



StANE Pill