

MULTISKILLZ 6-12 yrs

OVERVIEW

DELIBERATE PLAY- MAKE CHILDREN FOND OF MOVING.

It doesn't just have to be competition or warrior games!!

- ⇒ Being creative
- ⇒ Playing with others

Performing and taking up challenges without there being a specific competition

Show and tell- children design drills for their team mates to copy

Tasks on your own- Getting dizzy putting finger on floor and running around!

They need to feel competent and feel joy at the same time. They want to do things they enjoy!

OUR GREATEST COMPETITION IS THE COMPUTER GAME. Computer games are organised in levels and children are challenged over and over again. Therefore it is our job to do that too. Children need to experience 'motor gaming.'

MOTOR COMPETENCE is foundation for SPORT SKILL

The goal is NOT to improve certain movement patterns or movement techniques. We emphasize motor abilities referred to as the sub factors of the different development domains. We do not stick to specific drills or exercises. On the contrary we would like to expose the children to continuously changing situations and movement tasks. In this way we believe we accelerate motor learning and motor abilities.

FUN and stimulating

A Multi SkillZ drill meets 5 standards. The i5-approved drills:

- ⇒ Invite participants to play or move
- ⇒ Intensive
- ⇒ Intriguing as it takes the attention of each participant constantly
- ⇒ Implicit learning
- ⇒ Interactive as participants are challenged to work together

There are separate drills for **Fitness, Skills, Function and Speed**. Each drill challenges the participant's motor ability, problem solving behaviour and cognitive skills. The interactive nature of the fun play exercises enables participants to learn social skills and core values such as trust, creativity and cooperation.

Excitement, joy and play

Fast implementation

Speed is limited by the constraints of the motor performance- skill-function-fitness

LONG TERM ATHLETE DEVELOPMENT

Only a developed system is ready to be charged!

The driver in the car. The neural system. Schumacher/Hamilton is already 97% ready to race at the age of 6 or 7. Let's maximise this system focusing on coordination, quickness and agility.

The base system (musculoskeletal system) the car itself and the support system (cardiovascular system) the motor are only ready to be charged in the later phases.

Speed

Reaction speed- high speed brain patterns- focus on now before high power movement

Agility- High speed manoeuvrability in a limited amount of space with or high time pressure or high speed execution. Think of constraints that provoke really agile movement such as footwork (ladder go as fast as possible). Can also be upper body manoeuvrability, bending/turning as fast as possible under time pressure. Also change of direction under short distances less than 2 metres. It's about quickness not muscle power. Smaller movement amplitude with postured being recovered very easily and fast. Reactivity in a short distance. Can do this for 10-14 seconds before going into anaerobic-lactate system. I would refer to this as First step speed.

Running and movement- body is loaded much more so duration is much shorter. Drills are organised over distances longer than 2 metres. Starting/stopping, forwards/backwards, side steps, cross-overs. Can also introduce other motor skills within these drills. Can use obstacles to run over, jump over, crawl through etc. Anaerobic system is stressed more. So 8-10 seconds maximum.

Athletes who are able to adapt their frequency/stride length and rhythm according to the situation. We look for athletes who are able to change intensity as this is demanded in interactive games. The 60-100 athlete. If you always practice the same drills used in the same way always at the same intensity you will develop an 80% athlete. We need a 60-100% runner so we make the athlete aware of when to really explode up to 100% and when to control their movement and get balanced when the speed is less important and the control is more important. I would refer to this as Multi-Directional Speed

Speed coordination- brain power. Put the motor control under time pressure. They have to plan and execute many consecutive actions. Children are able to perform the exercise very fast, correctly and in a relaxed way. I would refer to this as ?.

THE SESSION

Create motivation in your sessions:

ENERGY => be inspired to make a difference

AWARENESS of motor development => High quality delivery- content =>quality of the drills

TAKE UP **RESPONSIBILITY** => opportunity for you to be the best coach you can be for someone else

Levels of motivation:

They Participate

They take on challenges

They take action and do it

They persist and stay consistent

They are incentivised by the result! Competition.

Individualisation:

Dominant types- like to take the lead and want to go their own way- don't tell them what to do. They have their own rules so give them power to take on the responsibility to be a leader in the group

Social type- all about having fun and being connected to the group. They are very good at helping others and being part of the whole. Give them the responsibility to ask others to join in with the game

Non-confrontational- they want that everyone is happy and that there is harmony in the group. It is important to make them feel safe to motivate them

Analytical type- they do everything by the book step by step. They take a lot of responsibility on their shoulders as they see a lot of possibilities. Clarity is very important so make it clear what is going to happen, what is expected from them and what they need to do to achieve the goal.

Session principles:

Constraint led approach:

Personal

Environmental

Clear structure:

Define specific spaces for specific things

Drinking zones

Demonstration zones

Action zones

Leadership and Followers:

Leader:

Structure and organisation of moments when you would like the children to pay attention and listen to you.

A place- a sign- and agreement. Have something in place that the children know about that helps you to take the lead. Moments when they are silent. Moments when they sit down. If I raise my hand for example that means you

Followers:

The heat is on the children by having short leadership moments when you get some new energy going and new direction. Make those transition moments short so the heat stays on the children. You would like them to be busy with what they are doing which makes it much easier.

Demonstrations:

Be short in your demonstrations

Demonstrate so the children can visually see what it is all about. Be prepared to show and use only key words. Then point out the most important things maybe combined with another short demonstration perhaps, part of the full drill. Then ask closed questions to get the children to reflect on what they need to do. The shorter you can be in your demonstration and the more concrete you can be in your explanations the more time there is for the movement.

Starting the session:

Funnel principle: Gather all the children in a certain space- to look at and have contact with every children. Warm welcome. Soft control. Don't start with strict/severe approach as immediately the child will experience anxiety. At this stage they are not yet engaged. At first we need to help them to feel safe. Ask them questions like who came on a bike? Who came in a car? Who had a fun day at school? They get engaged in your story.

Start the session with energy. The coach is the DJ of the movement party. Get them up on the dancefloor with a really popular song- so in this case you might start the warm-up with a fun game. The first drills should be easy. They are just entering your session so their attentional control is not there yet. Perhaps start with exercises they know to build the atmosphere before stressing them and pushing their limits. Then when the party gets going you can use different types of drills during the session so that it is not always at maximal intensity.

Fitness- Skills- Function-Speed Automatic flow within your session and then differentiate among the children. Not every child likes the same music or is challenged in the same way. So give some children more challenges or make some challenges easier.

At the end of the session:

Finish with an exciting game. Have a finish routine where all children come together as a team to help build your community and you try again to have that very short moment to have that personal contact with the children. A simple high 5 and a final take home message. If there is time finish with a cool down to bring the energy down.

PERIODISATION

Four different sub factors within the hour. Specific drills to emphasise different motor abilities to ensure well rounded motor development.

Combine sub factor from different motor development domains- fitness- skills- function-speed

Different biological systems are charged and there is a specific flow within the sessions. The children can discover their personal talents. None of the systems will be overloaded in one session.

Differential planning- aim for the combination of different sub factors in each session.

Session

5 minute warm up

30 mins 2 subcomponents- skill plus one other

45 mins 3 subcomponents- skill plus two other

60 mins 4 subcomponents- skill plus three others

Every 2-4 weeks change the sub factor. So for example you keep working on hand-eye coordination for several weeks. You can build exercises and add progressions to the same sub factor.

Staggered planning system- each week only one sub factor changes

Annual plan- two sessions per week each with four subcomponents- but don't do the same subcomponent in each session so if you do Agility on session 1 of the week you do Moving and running in session 2 that week. Every four weeks change the subcomponents.

E.g. week 1-4 session 1/2

Fitness: Game / Training

Skill: Orientation / Hand eye foot eye

Function: balance / techniques

Speed: Running and moving / Agility

Week 5-8 session 1/2

Fitness: Game / Training

Skill: Moving and jumping / Rhythm and dissociation

Function: mobility and stability / power coordination

Speed: speed coordination / reaction

Week 9-12

Repeat week 1-4 BUT WITH NEW EXERCISES

Uniform periodical loading- over a period of time we would like to load the children equally in each session. We would like to avoid a situation where any session is very high load due to the combination

of high volume and high intensity in one session. We would like to avoid a situation where one specific biological system is unloaded or under loaded in one session. Therefore there is a specific combination of different sub factor in each session order to optimise the uniform periodical loading so we aim for an equal loading each and every session.

System load mastery- in one session we would like to equally like to develop and charge the different biological systems. Every sub factor loads a biological system in a particular way so we would like to avoid an overload of a biological system and in another session there is an overload.

E.g. Fitness (high energy game)- Skills (jumping)- Function (kinetic energy)- Speed (running and moving)- this would be an example of a high load of the musculoskeletal system with each and every one of the sub factors and this is what we would like to avoid. We would like to only have one musculoskeletal system. But with the nervous system and the cardiovascular system you can overload them with up to two sub factors.

Matching stimuli:

Think of complimentary training units