



„Mals“ 2015: a coach is a teacher is a referee is a coach is ...

Handout for Participants

Caspar Schaudt

„(...) a game is a self-propelled action or activity which, within certain defined limits of time and space is performed according to compulsive rules willingly and voluntarily accepted by every participant.

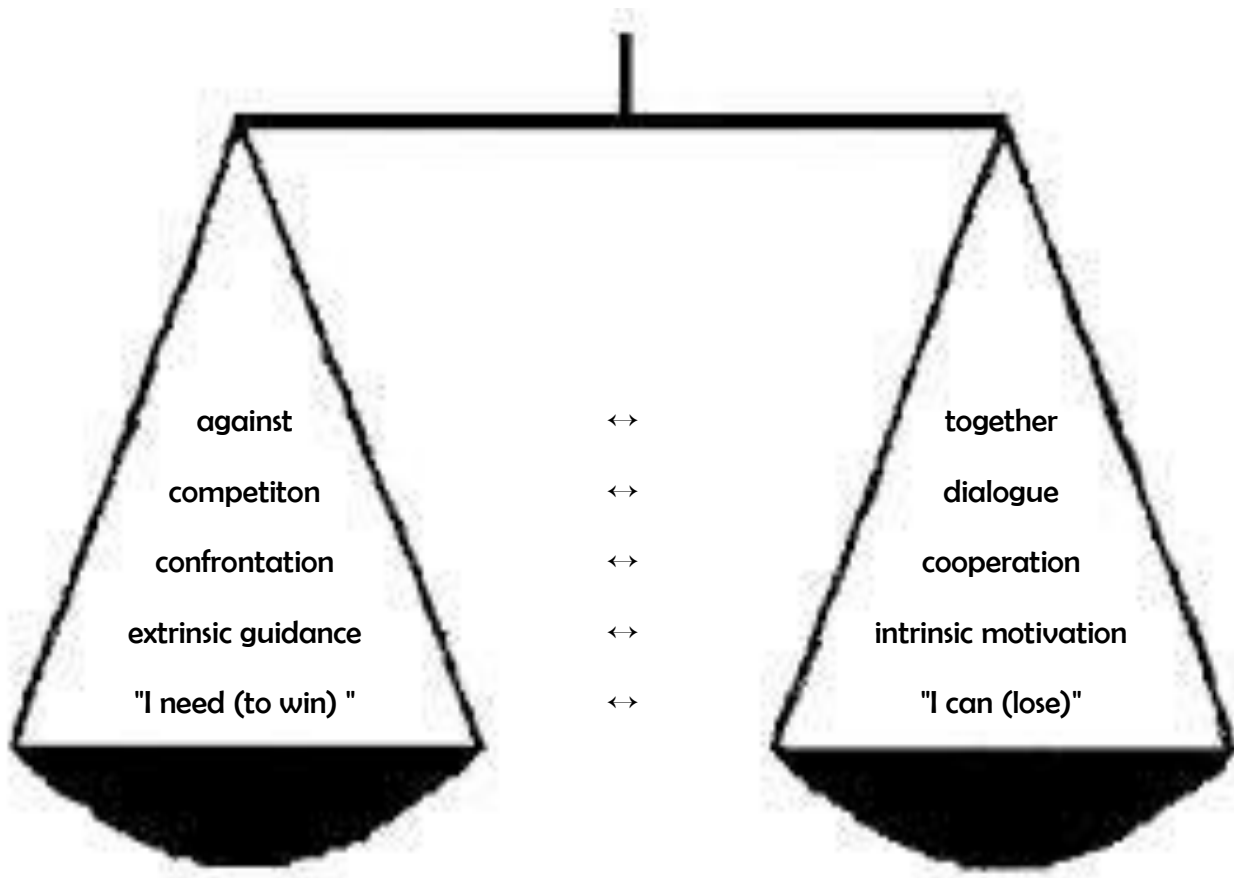
The game's goal lies in itself, and it is accompanied by a sensation of tension and joy and an awareness of „being different“ to „real, common life“. (...)“

adapted, based by Johan Huizinga (1938-1991), ‚homo ludens‘.

EVERY GAME NEEDS RULES – EVERY GAME IS OFFICIATED ... (BY ... WHOEVER ...)	2
GAME & RULES	3
TO PLAY – AN ATTEMPT OF CLASSIFICATION	4
OFFICIATING AT SCHOOL	5
AREA OF CONFLICT: „REF“ VS. „COACH“	6
IF IT DOESN'T WORK OUT ...	7
BUILDING TEAMS	8



Every game needs rules – every game is officiated ... (by ... whoever ...)

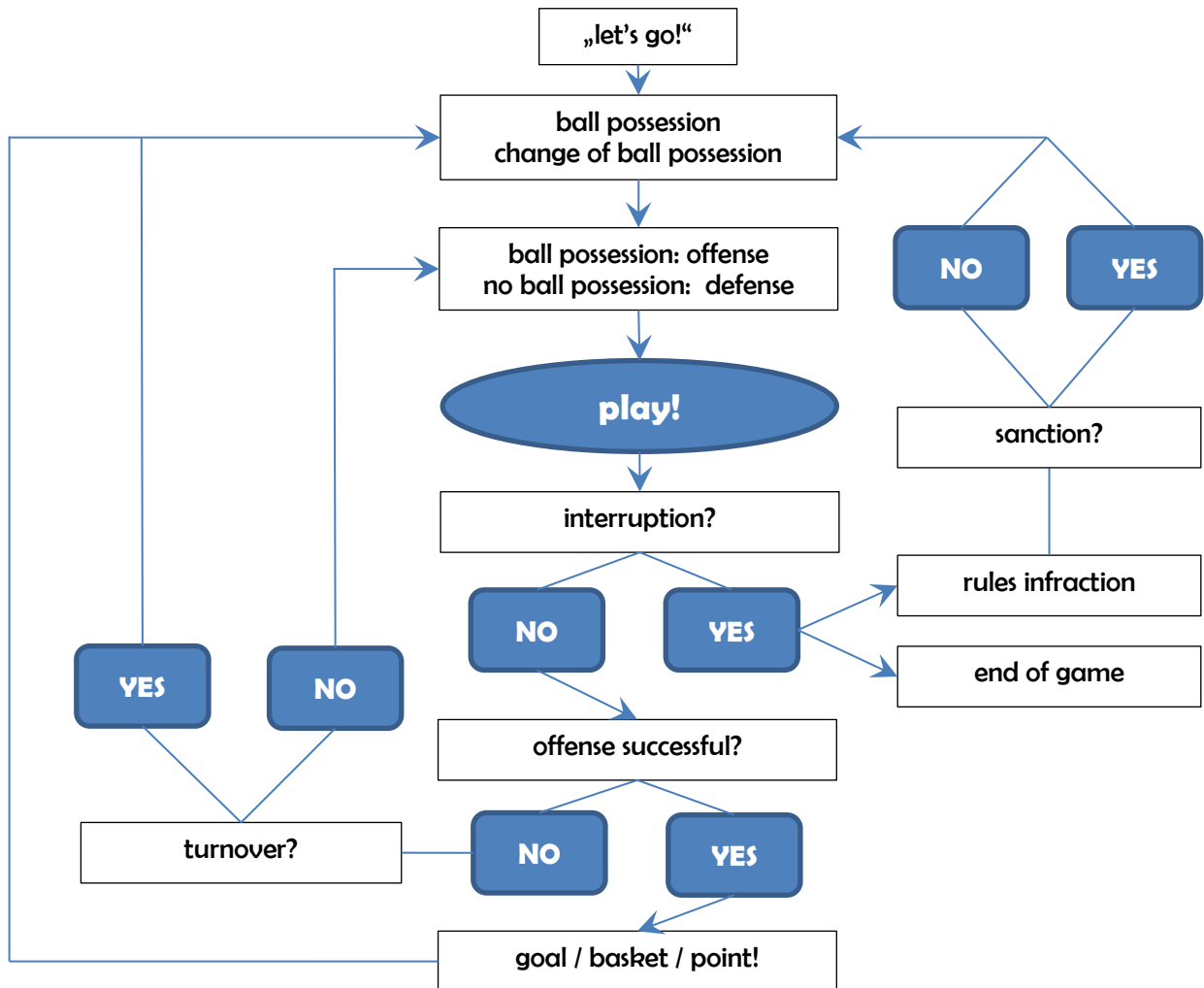


Leadership				
to lead: task- & objective-oriented hierarchical imprint			to guide: person- & relation-oriented democratical imprint	
every kind of leadership has its style:				
authoritarian powerful enforcement	directional indicate direction, take influence	integrative indicate general strategy	democratic high rate of co- determination / participation	self- determined leadership is „withdrawn“
Leadership can, shall and has to be indivieually sense- making, situative, variable and adapted to the situation!				



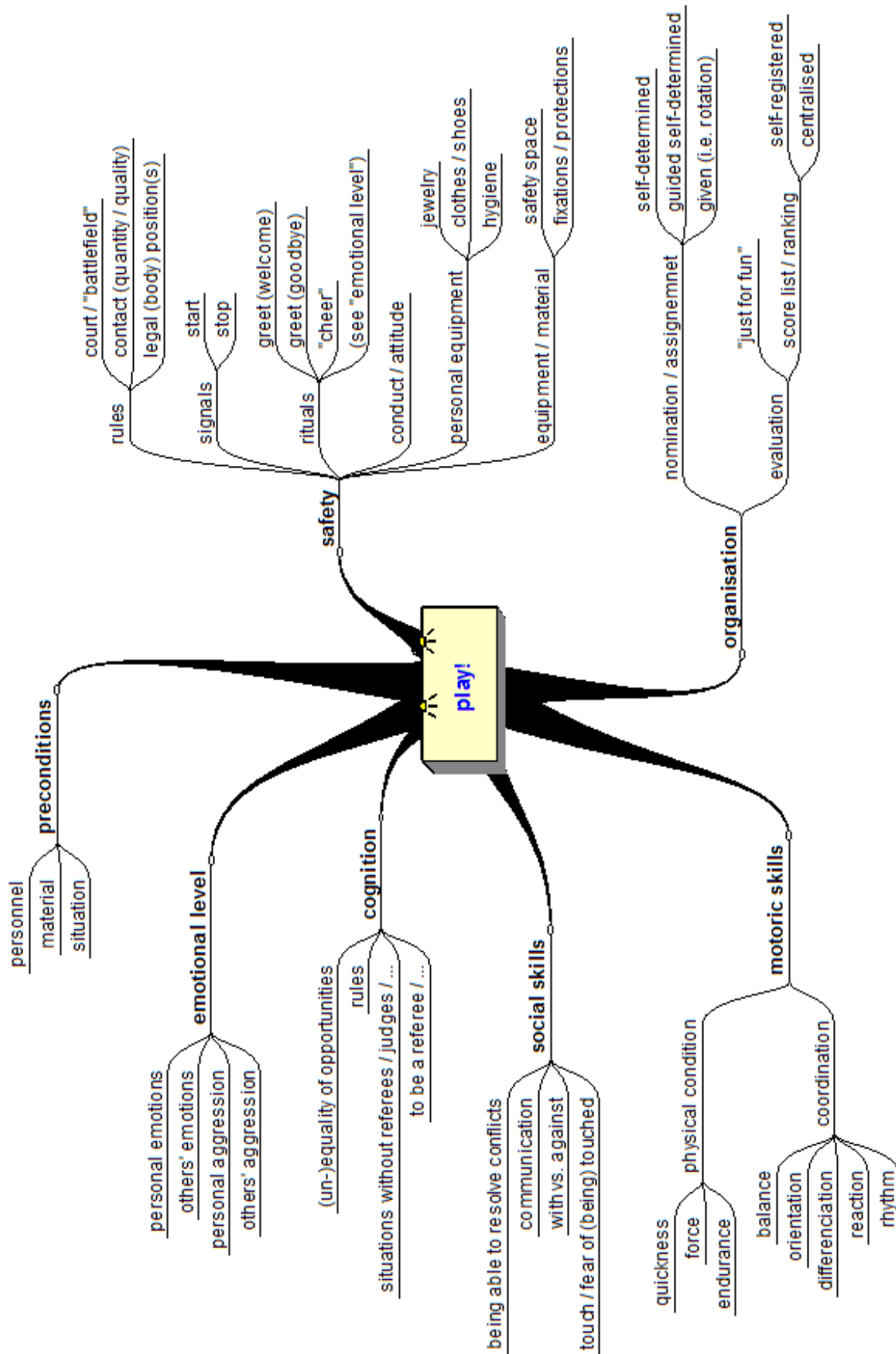
Game & Rules

(by Hagedorn)



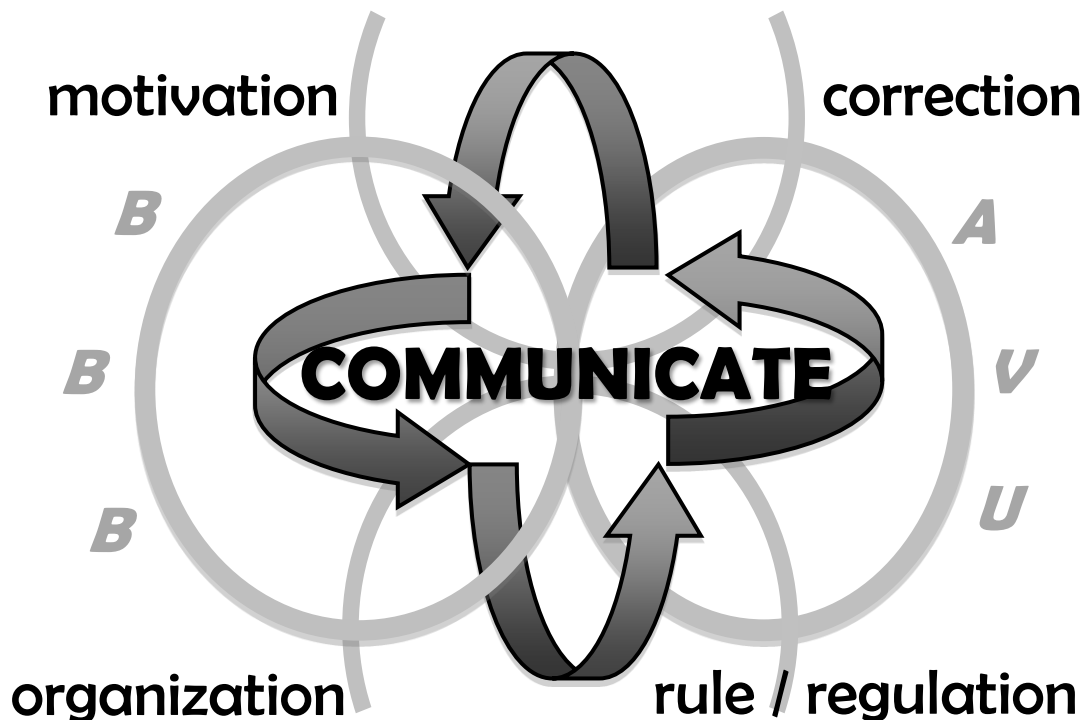


To play – an attempt of classification





Officiating at school ¹



Preconditions:

normative (goal, specification)
personal (cognition, coordination, physical condition, social, emotional)
situativ (game / venue / „battlefield“; material)

What / where will I get, and what do I have to do to achieve it?

Organization

size & composition of teams (→ team building)
rules (which are the important ones?)

Regulation

Position: see everything ... but oversee the right thing
Signal: exclusive, effective
„walk the talk“: insist
whistle / sign / explanation

Correction

Effective Coaching!
Positive Coaching!

Motivation

allow the student / player ... to get better
allow the student / player to have fun

¹ BBB = Beobachten – Beurteilen – Beraten = observe – evaluate – advice (level coach / teacher);
AVU = Aufnehmen – Verarbeiten – Umsetzen = collect – process – perform (level student / athlete)



area of conflict: „Ref“ vs. „Coach“

(adapted from R. Guldener)

As a Coach, I can tell the players, what's right. Hopefully...

(... what and how they can / shall do (better))

As a Ref, I have to tell them, what's wrong ...

(... what they don't have to do / what went wrong)

As a teacher: both!

Basics for good officiating:

- ☞ (very) good knowledge of the game (technique, tactics, rules)
- ☞ concentration (at least as good as the players')
- ☞ vision: see the spaces, overview (→ position / „mechanics“)
- ☞ communication (clear signals: acoustic / gesture)
- ☞ flexibility (don't be bullheaded. realize mistakes, accept, correct)

Tasks around an in the game:

„pre-game“

- ☞ make teams (not the same way all the time...)
- ☞ set base conditions (court, time, rules, goal, attitude)
- ☞ evtl. set tasks for non playing people (injured, substitutes...)

during the game

- ☞ guide and officiate the game
- ☞ perform and make perform in order to achieve the goals (see „pre-game“)
- ☞ be a coach (organize, rule, correct, motivate)

„post-game“

- ☞ „what's the score“ / „who's the winner“ (not only the score counts!) Resultat bekannt geben
- ☞ compliment (evtl. criticism)
- ☞ evaluate achievement of objectives, develop perspectives (let the players participate!)

Long term quest (at school):

- ☞ officiating is not an end in itself: main goal = teach the students to be independent / to be able to play independently
- ☞ let the students take responsibilities – step by step
- ☞ make yourself dispensable as a referee / official (?)

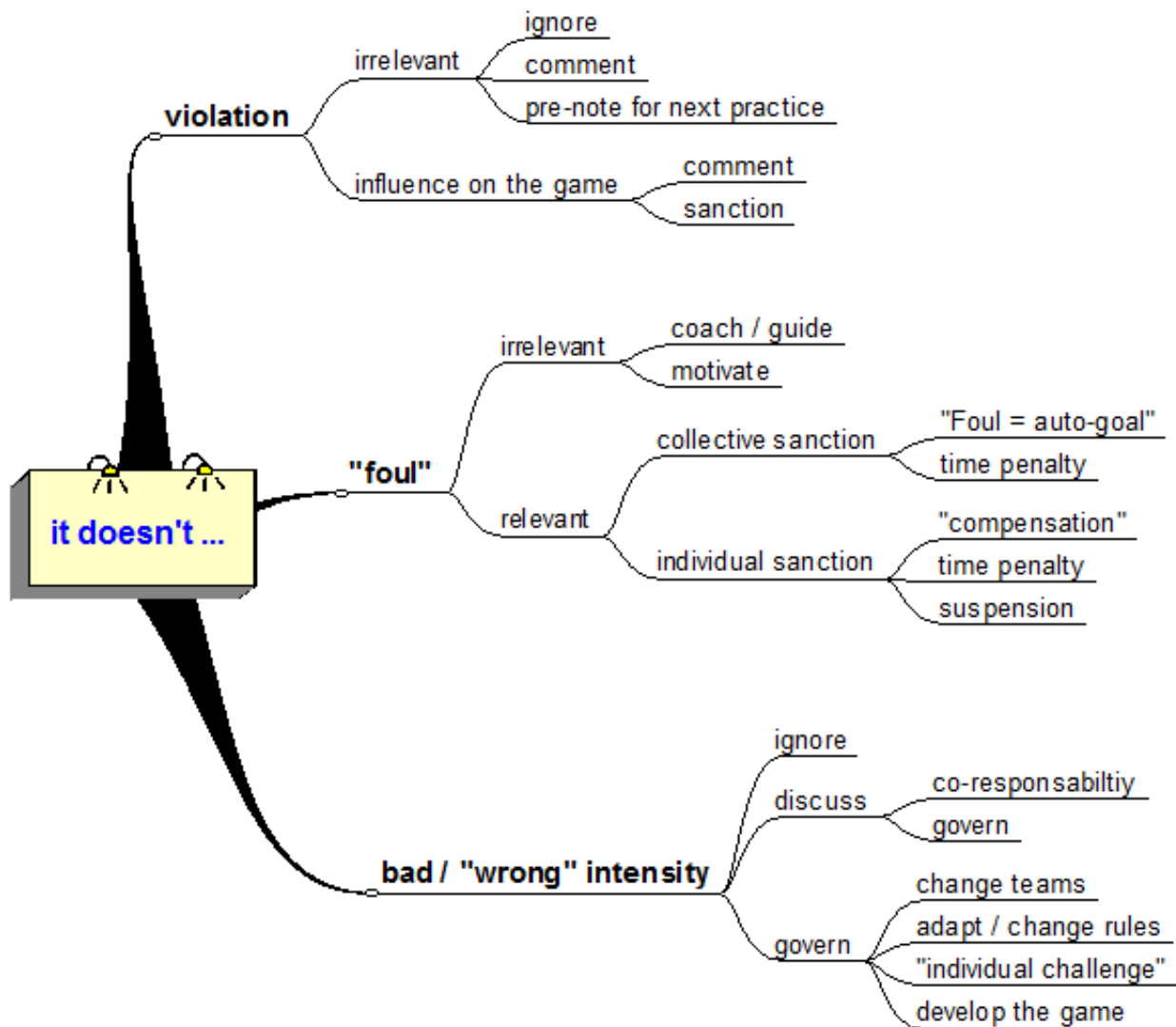


if it doesn't work out ...

If you want to be a great winner – learn to lose with dignity first.

Failure is part of life – to lose is part of every game.

As a „director“ / referee / coach / teacher you have a whole lot of options to act and react. Use them adapted to the situation!





Building Teams

It does not have to be „the same procedure as...“ Sometimes it's useful to get away from the traditions how to build teams, to avoid the „weakest“ and „least gifted“ from getting elected to a team as last in a row!

Let's try some options to split your class / group / team differently once in a while:

- ☞ **coincidence:** draw by lot / throw a dice / ...
- ☞ **regulated coincidence:** draw by lot from „pots“ (i.e. two persons which shall *not* join the same team are in the same pot / persons of same capacity / level / ... are in the same pot / ...)
- ☞ **systematic coincidence:** by birthday (everyone born on a 1st / 2nd / 3rd / 4th is in the same group) / year of birth / ZIP-code / 1st letter of your mom's first name / colour of your socks / brand of your shoes / ...
- ☞ **size:** lign up in a row, according to your size. „biggest“ and „smallest“ are in the same team, 2nd-biggest joins 2nd-smallest etc.
- ☞ **reverse:** Want to build 3 teams? „form groups of 3“. Then make a draw wihtin the trio. All the winners are in the 1st team. Remaining two players draw again, winners are in team 2, losers in team 3.
- ☞ **co-responsibility (1):** two persons oft he same level step out of the team / class. A „elects“ two teams of all other persons, B choses then the team he wants to join, A is in the opposite team (if A forms unequal teams, he will probabely end up in the weaker one...).
- ☞ **co-responsibility (2):** everyone (individually or in groups) makes a roster of teams, respecting parameters eventually given by the coach / teacher (i.e. minimal no. of girls or boys in one team). Every proposal is applied at least once within a certain period of time (which can last several weeks / months).
- ☞ ...

Feel free to combine and enlarge these options!



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**we don't stop playing because we get old.
we get old as we stop playing!**

