

away from a practice session dominated by drills that don't involve decision making and instead provides players with activities that replicate the demands of the game, and provide opportunities for developing decision making skills. While numerous sporting organisations now promote an athlete-centered approach (e.g. the FFA National Curriculum), there is little evidence of whether coaches are implementing this philosophy and creating training environments that provide opportunities for players to enhance tactical and technical awareness and skills. Therefore the aim of this presentation is to examine the coaching behaviours and practice activities of coaches from various football codes (soccer, rugby league, rugby union and Australian rules football) at both the youth and professional (senior) level.

## **S20.2**

### **Usage of futsal balls enhances the quality of play in school football tuition**

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Despite being one of the most popular sports in the world, football is also one of the most difficult games to teach in physical education. In school football is normally taught indoors, resulting in the ball bouncing a lot more than it does on a grass field and thus making it more difficult to control the ball, particularly for beginners. However, ball control is essential for any further actions such as passing, dribbling or shooting. The study's objective was therefore to evaluate the effects of utilizing low-bouncing futsal balls during physical education lessons in comparison to leather and indoor (felt) footballs. Technical skills and playing performance of 423 5th-grade pupils (197 female, mean age 10 years 11.5 months) were assessed in isolated trials (time taken to perform a certain task) as well as during standardized playing situations (quantitative video analysis). Results indicate that utilizing futsal balls is associated with improvements in almost all areas of assessment. In particular, control of bouncing balls is significantly faster with futsal balls than with either leather or felt footballs. In play, using a futsal ball results not only in an increase in the number of ball-contacts for each player but also in an improvement in the quality of offensive play (percentage of "good" passes). In conjunction, these findings indicate that the quality of play can be greatly enhanced by using a futsal ball instead of a leather or felt football when playing or teaching football indoors with young people.

## **S20.3**

### **The construction of action knowledge and learning competences in football, a didactic model of the game action competences**

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The present work was aimed to design a new didactic model to teach football, which is based on constructivism. The goal of the Didactic Model of the Action Games Competences (DMGAC) is an implicit learning of game skills and knowledge construction through manipulated game actions and problematic game tasks to solve. The focus is on the learning of the games principles. 36 young

football players (8-10 years old) were randomized to participate in a 16-sessions football training program whether in a DMGAC learning group or in a Direct Instruction (DI) group. The DMGAC consisted of five didactic strategies: small side games, a question method, focalized games, 1vs1 exercises and guidelines for deliberated practice of technical skills. DI consisted of repetitive practice of technical skills and explicit instructions about games principles. A validated observation test was used as a pre-, post- and retention-test to assess the learning of the game principles. The Wilcoxon test with Bonferroni correction indicated significant differences between pre-test, and post-test of the DMGAC ( $t = -2.31$ ,  $k < .05$ ) and between groups in the posttest ( $t = -2.08$ ,  $k < .05$ ) and retention-test ( $t = -2.02$ ,  $k < .05$ ) in favor of the DMGAC group. The Didactic Model of the Game Action Competences could be considered as an alternative model to the Direct Instructions model. Coaches could implement it to teach football in competitive settings outside school, such as football clubs. More studies on this new model are needed.

#### **S20.4**

##### **A new didactics for cultivating creative football players**

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Creativity is essential for match performance, as it entails rare and flexible actions that surprise opponents and create favourable game situations. Unfortunately, organized sport participation seemingly impede creativity. This is possibly due to prescriptive approaches, repetitive training, monitoring and evaluation, which are conflicting academic advice on cultivating creativity. Thus, the objective was to investigate how a new didactics, adapted from The Creative Platform (TCP), stimulates players' creativity. TCP encompass creativity-enhancing principles that were modified to football and applied during 3 training sessions of a youth team (15 boys, 13-14 years), by executing several <10-minute creativity-exercises, where player-dyads e.g. collaborated on solving a novel task in many ways whilst receiving movement-inducing cues. Qualitative data for an interpretative phenomenological analysis of the players' creativity were collected by video-observation, player journals, a player focus group, and a semi-structured interview with the coach.

Results revealed that the criteria of The Componential Theory of Creativity were met by stimulating domain-relevant skills (performed numerous technical skills randomly), creativity-relevant abilities (e.g. not fear making mistakes; say 'YES' to all ideas), task-motivation (perceived satisfaction of the basic psychological needs; autonomy, relatedness and competence), and the social environment (felt safe and playful). Moreover, the players had the nerve to engage in atypical activities (i.e. performing novel, difficult, and/or playful skills). Interestingly, some players used these abilities in matches and displayed increased creative self-efficacy.

In conclusion, an appropriate application of the TCP principles creates a safe, playful and motivating environment where players can develop creative abilities, transferable to matches.

#### **S20.5**

##### **Weaker, one strong' - pedagogical considerations of developing an elite players non dominant foot through a game centred approach**

*Michael Ayres, S Page*