

team
BEDS & LUTON
activity for life...



MULTI SKILL COACH RESOURCE

'Multi Skills' give young people a sound grounding in Physical Literacy.

They will encounter a range of activities which are

non-sports specific to improve their
basic movement and
fundamental sport skills in a **fun,**
challenging and **enjoyable**
environment.

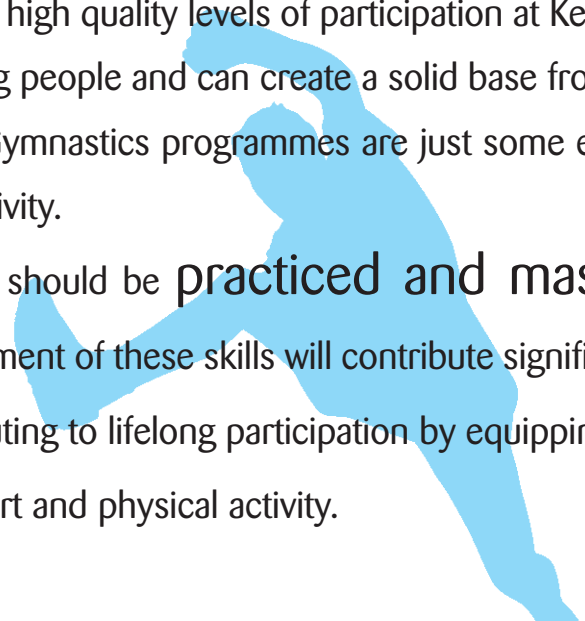
The Long Term Athlete Development Model

The LTAD model progresses through a series of stages beginning with the **FUNDamentals** stage. This is based upon the building of core skills which underpin the general skills used in many sports and are developed using a Multi Skills approach.

Stage	Approx. age range (years)
FUNDamentals	6-8 (girls) / 6-9 (boys)
Learning to Train	8-11 (girls) / 9-12 (boys)
Training to Train	11-15 (girls) / 12-16 (boys)
Training to Compete	15-17 (girls) / 16-18 (boys)
Training to Win	17+ (females) / 18+ (males)
Retaining	Varies depending on individual / sport

One of the most important periods of motor development for young people is between the ages of 7 and 12. During this time young people are developmentally ready to acquire fundamental skills which are the cornerstones of all athletic development. This does not however take away from the fact that there is a need to create high quality levels of participation at Key Stage1 (ages 5 to 7) as this is essential to the future development potential of young people and can create a solid base from which to develop fundamental skills. Programmes such as TOP Play, and British Gymnastics programmes are just some examples of high quality programmes which can be utilised to support Key Stage1 activity.

The essential aspect is that **FUNDamental movement skills** should be **practiced and mastered before sport-specific skills are introduced**. The development of these skills will contribute significantly to future athletic achievements whilst also contributing to lifelong participation by equipping young people with the confidence to participate in sport and physical activity.

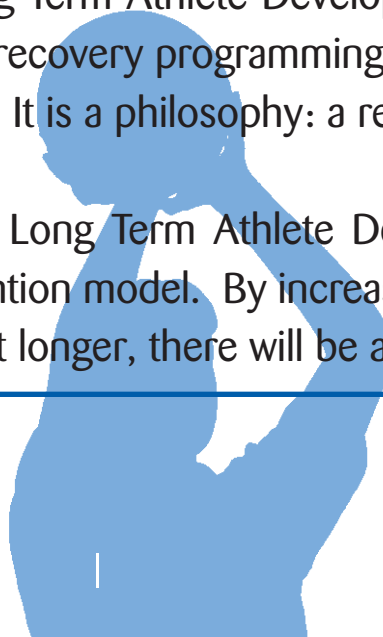


In keeping with the **Long Term Athlete Development (LTAD)** model, the activities at both Multi Skill Clubs and Academies are **non sport-specific**, but, instead are based around the development of **fundamental movement and generic sport skills**.

LTAD is an approach to the development of sport which is designed to help prepare young people to engage in healthy, **lifelong participation in sport and physical activity** and enable talented athletes to fulfill their potential.

‘Long Term Athlete Development (LTAD) outlines a staged approach to appropriate training, competition and recovery programming in relation to the developmental age of the individual. LTAD is not just another plan. It is a philosophy: a real tool for change’ (Istvan Balyi).

‘The Long Term Athlete Development model is not a “high performance” model but rather an athlete retention model. By increasing each young person’s success rate, by keeping more young people playing sport longer, there will be a larger pool of potential talent to fish in’ (C. Earle, Oct 2001).



What is 'Multi Skills'?

The use of the term 'Multi Skills' in this context implies two meanings;

1. A lack of sports specialism
2. A variety of experiences

Multi Skills activities should use a variety of approaches which impact upon the movement and sport skills of a young person in a fun, but challenging environment. A number of approaches can be adopted, the three most common being;

- **Pure FUNdamentals** – where skills are developed on their own
- **FUNdamentals in Activity** – where FUNdamental skills are developed and then applied in a range of Multi skills type activities
- **FUNdamentals in Sport** – where FUNdamentals skills are developed and then applied to a specific sport.

This matrix should then allow a deliverer to develop a range of skills including:

Agility, Balance, Co-ordination, Running, Jumping, Bouncing, Throwing, Catching, Striking, Skipping, Twisting, Turning, Hopping, Kicking, Trapping, Rhythm, Power, Lunging ...

By enhancing a young person's overall **movement vocabulary**, the aim of Multi Skills is to improve their physical literacy at a time before they choose to specialise in specific sports.

It is **essential** that Multi Skills deliverers have the skills and knowledge required to **deliver safe activities** and are able to identify and if necessary make beneficial adjustments, to participants movements and actions. They must also **understand the key principles of LTAD and child development**. Of paramount importance is the need to **create the right atmosphere for learning and development** by offering

high quality enjoyable sessions centered on the ability needs in an inclusive environment which allows all young people to engage.

Planning a Multi Skills Session

Before you start planning your sessions here are some **TOP TIPS**.....

- Always do an initial analysis session with a new group. This will enable you to assess their ability so you can pitch future sessions correctly
- Start sessions with basic games and progress through. Most games will have a natural progression
- Have a pool of simple games up your sleeve that you can fall back on if things don't go to plan
- Make sure everyone is involved all the time – even if that means some are clearing away equipment, timing or recording results
- Keep sessions varied to prevent boredom
- Don't use too much equipment – it can cause chaos. Lots of games can be done with no equipment at all
- Always carry some balloons in your pocket – you'll be amazed the amount of games you can come up with using them
- Have drinks breaks – these are a good breather for yourself, and, an opportunity to set up new games
- Get your participants to set up the equipment, and do time trials to collect it back in again
- Combine ABC (Agility, Balance & Coordination) games – most overlap anyway
- Experiment with new ideas
- If in doubt.....lay a circuit out!
- Finally.....be confident.... **'MULTI SKILLS' IS NOT A NEW CONCEPT!**
It's just a posh name for playground games!



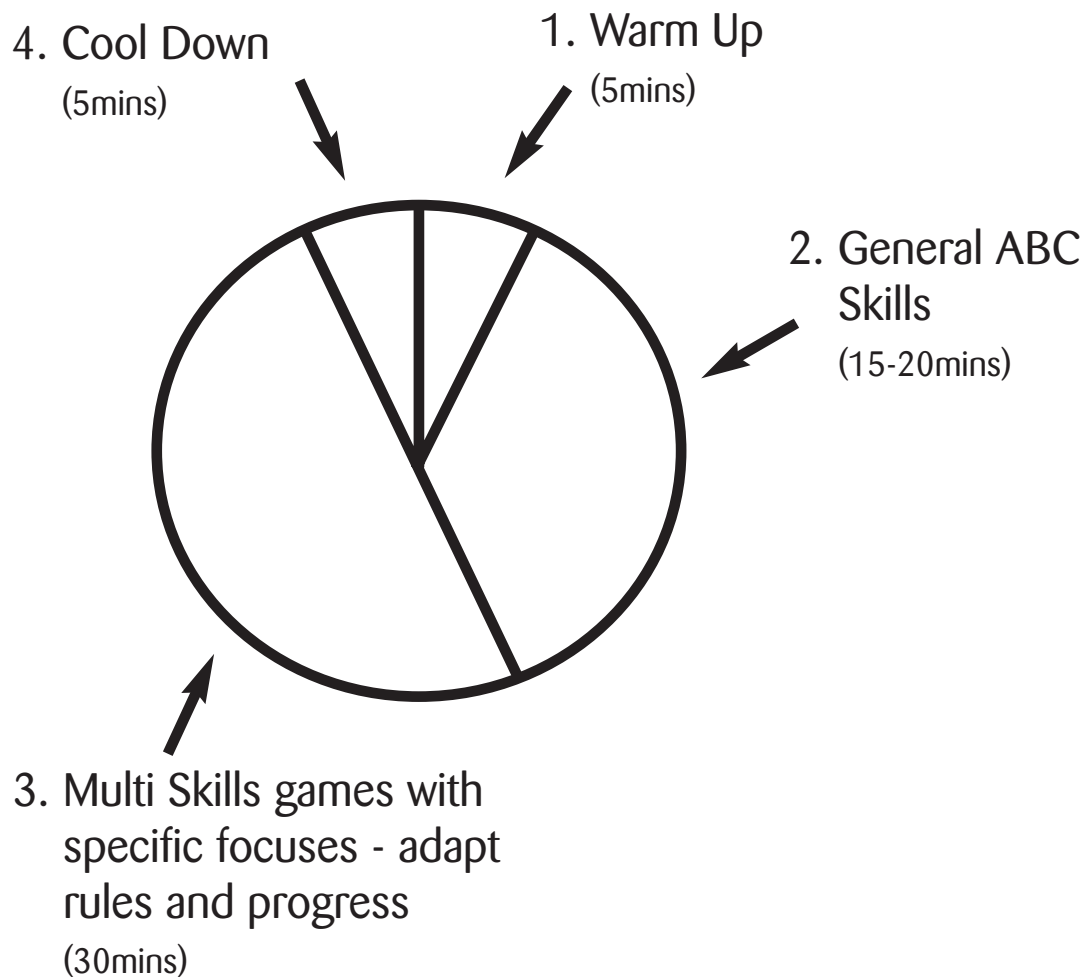
Planning a Multi Skills Session

(continued...)

When planning sessions, it's best to work out your timings using the diagram opposite.

Allow about 5 minutes for a simple warm up, 20 minutes for some general ABC skills, 30 minutes for some Multi Skills games and then finish off with a 5 minutes cool down.

Remember to allow some time for the setting up and packing away of equipment.



Sessions should be based on the concepts of Agility, Balance and/or Coordination. Often the concepts will overlap and activities will cater for the development of two, or even all three skills.

AGILITY - (n.) - the gracefulness of a person or animal that is quick and nimble

‘Agility is the ability to change the direction of the body in an efficient and effective manner’

‘Agility is an amalgam of balance, speed, strength, flexibility and coordination’

‘Improving agility is more of a skill, than a physiological ability such as strength’

Useful Agility Equipment; Ladders, Reaction/Z Balls, Spots, Hurdles, Cones, Tag belts, Indoor athletics kit i.e. - speed bounce, soft javelins, vertical jump, Hoops

BALANCE - (n.) - a state of equilibrium

Useful Balance Equipment; Wobble Boards, Balance Beams, Mats, Benches, Bean Bags, Cones, Spots, Swiss Balls.....

COORDINATION - (n.) - the skillful and effective interaction of movements

Useful Coordination Equipment; Balls, Bats, Bean Bags, Cones, Spots, Ropes, Hoops, Indoor athletics kit i.e. - soft javelins, folding hurdles, discuss, Ladders

Session Ideas

The following pages give examples of activities and games you could run for each concept. These are just examples however to help coaches build confidence in delivering sessions. The best Multi Skills coaches are creative and use initiative in making sessions exciting, challenging and enjoyable for their groups.

TIP: Experiment with new ideas. Record what works well and what doesn't on the session planner sheet at the rear of this file!

Skill	Agility 1
Equipment	<ul style="list-style-type: none"> • Bag of balloons
Explanation	<p>In 2's:</p> <ul style="list-style-type: none"> • 3 - 5 balloons per pair • Each player takes it in turns to be the worker • Worker needs to keep 1 balloon, then 2 balloons, then 3 balloons etc in the air at all times - Partner throws the balloons in for the worker
Progressions	<ul style="list-style-type: none"> • More balloons • Different shape balloons • Teams and competition - who can keep the most balloons in the air for the longest

Skill	Agility 2
Equipment	<ul style="list-style-type: none"> • Cones / Spots
Explanation	<p>In 2's or groups:</p> <ul style="list-style-type: none"> • Mark out a circle of cones or spots with one in the middle too • Each player runs out to each point on the circle touching the cone or spot with their hand, coming back to the middle each time
Progressions	<ul style="list-style-type: none"> • Increase the number of cones • Compete in 2's - Players have to catch up with one another • Change the shape of the course

AGILITY Session Ideas

Skill	Agility 3
Equipment	<ul style="list-style-type: none"> • Bean bags • Cones • Hoop
Explanation	<p>In teams of 4:</p> <ul style="list-style-type: none"> • Place a hoop in the middle, full of bean bags • Around the outside of the hoop, position X amounts of cones, as bases for each team • Teams line up behind the cones and take it in turns to run to the middle to retrieve 1 bean bag at a time, until all the bean bags are gone
Progressions	<ul style="list-style-type: none"> • Point score the different coloured bean bags • Use a selection of different equipment or balls • Introduce a time trial • Make the race three legged, or introduce other obstacles to make the route harder

Skill	Agility 4
Equipment	<ul style="list-style-type: none"> • Large, soft ball • Cones
Explanation	<p>In groups of 5 - 10:</p> <ul style="list-style-type: none"> • Create a large circle of cones • 1 player stands in the middle, the rest around the edge of the circle • Players around the edge try to hit the player in the middle, below the waist with the ball by bowling it onto the middle • When the player is hit, swap over
Progressions	<ul style="list-style-type: none"> • Increase the number of balls • Increase the number of players around the outside / in the middle • Decrease the size of the circle

Skill	Agility 5
Equipment	<ul style="list-style-type: none"> • Cones / Spots • Track markers • Multi Skills Equipment
Explanation	<p>In groups of 2 - 6:</p> <ul style="list-style-type: none"> • Groups to create their own circuit using the Multi Skills equipment • Groups should work together to find different ways to travel down the circuit - i.e. Hopping, blindfolded, travelling backwards, on a space hopper, with a bean bag on their head • Groups should swap over and travel down other groups circuits too
Progressions	<ul style="list-style-type: none"> • Make the circuit more complex with different levels, heights and widths

Skill	Agility 6
Equipment	<ul style="list-style-type: none"> • Cones / Spots / Markers - different colours
Explanation	<p>In groups of 2:</p> <ul style="list-style-type: none"> • Lay out the cones / spots / markers into a shape i.e. Circle / Diamond • One player works at a time • The non-worker shouts out commands i.e. "blue spot", "red cone" ... • The worker runs to the object, touches it with their hand and then retreats back to the non worker • After a given time, the worker and non-worker swap roles
Progressions	<ul style="list-style-type: none"> • Spread the objects further apart • Add extra commands i.e. "HOP to blue spot", "SKIP to red cone" ... • Player to bounce ball or balance an object on their head at the same time as completing the command

AGILITY Session Ideas

Skill	Agility 7
Equipment	<ul style="list-style-type: none"> • Hurdles • Hoops • Ladders • Cones
Explanation	<p>In groups of 2 - 4:</p> <ul style="list-style-type: none"> • Set up hurdles and hoops in a line (hurdle, hoop, hurdle, hoop, hurdle, etc.) followed by a ladder and then a zig - zag of cones • Each player takes it in turns to follow the circuit, going over and under and in and out
Progressions	<ul style="list-style-type: none"> • Bring the hurdles and hoops closer together • Introduce additional obstacles • Balance an object at the same time • Participant to be blindfolded or have arms tied behind their back

Skill	Agility 8
Equipment	<ul style="list-style-type: none"> • Different size and shape balls / reaction balls / rugby balls • Hoops
Explanation	<p>In groups of 2 - 4:</p> <ul style="list-style-type: none"> • Players face each other Approx. 5 - 10 metres apart or using existing court markings i.e. badminton court • Place 1 - 3 hoops between the players • Players should aim to bounce the ball into one of the hoops and out to the opposite player
Progressions	<ul style="list-style-type: none"> • Players move further apart • Use smaller hoops • Use reaction balls to vary the direction of the ball for the receiver • Players to hide the ball they have selected so that the receiver doesn't know what ball they will get and what its movement will be

Skill	Agility 9
Equipment	<ul style="list-style-type: none"> • Cones
Explanation	<p>In groups of 2 - 10:</p> <ul style="list-style-type: none"> • Lay out all the cones, half facing up (cups) and half facing down (saucers) • Split the players into 2 teams - one team will work to turn all the cones over into 'cups' and the other, to turn all the cones over into 'saucers' • Players must only turn one cone over at a time and then move on
Progressions	<ul style="list-style-type: none"> • Spread the cones out further • Only one worker from each team at a time - must come back to the teams base and tag next player • Handicapped - the team who wins has more cones to turn over than the other team in the subsequent games

Skill	Balance 1
Equipment	<ul style="list-style-type: none"> • Balance object - wobble boards / agility disks / swiss balls • Selection of balls
Explanation	<p>In 2's:</p> <ul style="list-style-type: none"> • Each player sits on a balance object • Each player tries to lift one foot off the floor at a time whilst still balancing on the object • Once they have mastered one foot, they try to lift both feet off the floor and hold for as long as they can
Progressions	<ul style="list-style-type: none"> • Facing one another, players pass a ball between themselves • As players progress they should move further apart and vary the objects that they throw

Skill	Balance 2
Equipment	<ul style="list-style-type: none"> • Balance object - wobble boards / agility disks / swiss balls / beams • Elastics • Hockey Sticks • Selection of balls
Explanation	<p>In 2's:</p> <ul style="list-style-type: none"> • Each player stands on a balance object • Using an object between partners i.e. large ball or a hockey stick, each player tries to push their partner off their object
Progressions	<ul style="list-style-type: none"> • Remove balance objects and mark out areas or zones that players have to be pushed out of • Use elastic ropes to tug and pull opponents out of areas or of balance objects • Introduce blindfolds for each person

Skill	Balance 3
Equipment	<ul style="list-style-type: none"> • Balance object - wobble boards / agility disks / swiss balls / beams • Selection of balls • Bats or rackets • Floor spots
Explanation	<p>In 2's:</p> <ul style="list-style-type: none"> • Each player stands on a balance object and mirrors what their partner does • Still standing on the balance object, start to introduce extra objects - players pass a ball backwards and forwards to one another one player bowls the ball and the other strikes with a racket or bat players reach down to touch spots on the floor or retrieve objects
Progressions	<ul style="list-style-type: none"> • Player stands on one leg or holds one hand behind their back • Players have to cover one eye

Skill	Balance 4
Equipment	<ul style="list-style-type: none"> • Balance object - wobble boards / agility disks / swiss balls / beams • Selection of balls
Explanation	<p>In 2's:</p> <ul style="list-style-type: none"> • Each player lays on their front in a push up position and puts their feet on the balance object • Player then does push ups whilst trying to maintain balance on the object • Once this is perfected, the player holds a small soft ball in each hand and balances on this whilst doing push ups
Progressions	<ul style="list-style-type: none"> • Change the shape / size of the ball • Try pushing up from one hand / foot only • Change the balance object

BALANCE Session Ideas

Skill	Balance 5
Equipment	<ul style="list-style-type: none"> • None required
Explanation	<p>In 2's or more:</p> <ul style="list-style-type: none"> • One player shouts out a number which refers to the amount of points of contact with the ground each individual is allowed or must have. For example, '3' might mean both feet and one hand
Progressions	<ul style="list-style-type: none"> • Work in pairs or groups • Time trial competition between groups • Aesthetic competition between individuals / groups • Introduce objects that have to be used too

Skill	Balance 6
Equipment	<ul style="list-style-type: none"> • Bean Bags • Small balls • Small rubber hoops • Obstacle equipment
Explanation	<p>In groups:</p> <ul style="list-style-type: none"> • Balance a bean bag on different parts of the body whilst following an obstacle course
Progressions	<ul style="list-style-type: none"> • Make the course an individual time trial or a race against another team • Make the object more difficult to balance i.e. ball, or stipulate where the object has to be balanced i.e. head

Skill	Coordination 1
Equipment	<ul style="list-style-type: none"> • Hoops • Small balls
Explanation	<p>Individually or in teams:</p> <ul style="list-style-type: none"> • Stand behind a marked line and throw bean bags into the hoops • Each hoop can award a different score depending upon difficulty
Progressions	<ul style="list-style-type: none"> • Players have to throw with their non dominant hand • Increase the distance between the player and the hoops • Colour code the points i.e. red bean bags should land in red hoops for maximum points • Introduce time trials i.e. who can score the most points in 1 minute • Change equipment i.e. Tri Golf

Skill	Coordination 2
Equipment	<ul style="list-style-type: none"> • Large hoop • Ball
Explanation	<p>In 3's:</p> <ul style="list-style-type: none"> • One person rolls a hoop along a line marking on the sports hall floor • Two other players run either side and pass a ball to one another through the hoop
Progressions	<ul style="list-style-type: none"> • Increase the size / weight of the ball • Decrease the size of the hoop • Increase the speed that the hoop moves down the line • Introduce patterns and rhythm i.e. the ball must bounce 3 times before passing through the hoop

COORDINATION Session Ideas

Skill	Coordination 3
Equipment	<ul style="list-style-type: none"> • Bat or racket • 2 Balls - different colours
Explanation	<p>In 2's:</p> <ul style="list-style-type: none"> • One player is the batter, the other is the bowler • The bowler begins by bowling one ball at a time at the batter, who hits the ball back • The bowler then bowls both balls and the batter chooses which one to hit • The bowler then bowls both balls and shouts the colour of the ball they would like the batter to hit
Progressions	<ul style="list-style-type: none"> • Batter has to hit the ball to a target • Bowler bowls quicker or slower, or varies pace • Bowler uses different size / weight balls or reaction / z balls • Different shots are assigned to different balls i.e. using cricket shots red ball = forward defensive, blue ball = sweep shot

Skill	Coordination 4
Equipment	<ul style="list-style-type: none"> • Small hurdles • Hockey stick / tri golf putting club • Ball
Explanation	<p>In groups:</p> <ul style="list-style-type: none"> • Lay out a trail of small hurdles • Each player pushes the ball under the first hurdle and stops it before the next hurdle. Continue forward to the end
Progressions	<ul style="list-style-type: none"> • Move the hurdles closer together / further apart • Try to hit the ball with the correct force so that it stops in the right place • Balance a bean bag on head whilst doing the action

Skill	Coordination 5
Equipment	<ul style="list-style-type: none"> • Hurdles • Ladders • Ball / bean bags
Explanation	<p>In groups:</p> <ul style="list-style-type: none"> • Lay out a trail of hurdles and ladders • Each player runs through the ladders and over the hurdles whilst being thrown objects to catch by one or more people
Progressions	<ul style="list-style-type: none"> • Make the course more difficult • Vary height of passes / types of objects • Player has to use a racket / bat or stick to hit objects • Make it a time trial or race

Skill	Coordination 6
Equipment	<ul style="list-style-type: none"> • Variety of balls
Explanation	<p>Individually / in 2's:</p> <ul style="list-style-type: none"> • Practice bouncing one ball with one hand, then change hand, then alternate • Introduce a second ball and try to alternate bouncing two balls at the same time • In pairs, bounce balls to each other
Progressions	<ul style="list-style-type: none"> • Introduce a beat that the balls have to be bounced in time to • Player bounces the balls against a wall or a target • Player places one hand behind their back, or over one eye • Player must stand on one spot that they cannot move from

COORDINATION Session Ideas

Plan your own sessions ...

Skill	
Equipment	
Explanation	
Diagram	
Progressions	

No explanations needed ...

Remember the concept behind Multi Skills activity is nothing new! Here are some great ABC playground games and activities that require hardly any equipment and that everyone will love ...

- Hop scotch
- Patter cake, patter cake and other clapping games
- Skittles
- Skipping
- Stuck in the mud
- Twister - using spots or objects
- Ting Tang Tommy
- What's the time Mr Wolf?
- Simon says ...
- Rob the Chest
- Dodge ball / human skittles
- Obstacle assault course
- The Bean Game
- Duck, Duck, GOOSE!
- Juggling
- Dancing
- Aerobics - Don't forget the music!

Your Ideas ...

This resource has been produced by the team BEDS&LUTON, the County Sports Partnership in conjunction with the Bedfordshire and Luton School Sports Partnership. Special thanks to those School Sports Coordinators who were involved in the session planning section of this resource.

