

# SATIPS

Support and training in Prep, Primary and Senior Schools

Physical Education

## Editorial

Welcome to the summer edition of the SATIPS PE Broadsheet.

We are always on the look out for new contributors, so if you have something you want to publicise or even just to share some of your own or your schools success please get in contact, and we can get your article in our next edition.

**Liz Myers**  
Editor

Please note: If you would like to submit an article/material for this broadsheet, or if you have any questions or comments, please contact the editor at [liz.myers@scholarly.com](mailto:liz.myers@scholarly.com), via Twitter @LizzyMyers, or visit <http://www.lizmyers.co.uk/>.

## Spotting Young Talent in Elite English Football: Consider Your Vantage Point.

In the coming weeks, many male and female football players will play in tournaments, trials, and training sessions with the intention of joining a new club. At the elite end, young people will view these opportunities as a chance to develop and showcase their skills scouts, performance analysts, and coaches in the hope of further establishing a professional career.

Identifying talented youth performers is a widespread activity in football. This is because a talented young player's registration can be a valuable asset for a club. As a result, scouting children begins as young as nine and continues year on year with a view to identifying 'potential' and securing their registration (Ford, Le Gall, Carling and Williams 2008). Cushion & Jones (2006, p.145), for example, report that:

"Places within an academy are usually awarded on the basis of a successful invitational trial, arranged by club "scouts" who scour the region for talented young players, and competition is fierce...Subsequently, if a new player is found (by the academy coaches) to be a better prospect, he can replace an existing player, who is then released."

TI also determines access to exclusive sporting experiences for large numbers of young children. Indeed, this September many PE teachers will have children in their classes who are either delighted or disappointed with the TI process. In fact some may have already had positive or negative judgements because TI is an emotional process that takes place all year round and can continue for years. It is therefore also important that TI is effective, efficient and ethical for the benefit of both clubs and children. Consequently many clubs have turned to sport science to guide their practice.

TI models (Vaeyens, Lenoir, Williams, & Renaat, 2008) have acknowledged that talent is multidimensional i.e. it includes a wide variety of variables such as the physical (e.g. strength, speed etc.) and psychological (e.g. resilience, confidence). Despite this, traditional scientific studies tend to take a unidimensional approach to TI e.g. physical or psychological. These studies recommend or report on quantitative tests of young people at a given point as means of identifying the most talented performers. This approach suggests that talent is relatively fixed, and can be objectively measured immediately.

The seven coaches in a small scale study took a very different approach to talent identification. These coaches saw TI as a long term nurturing process, i.e. the best way to identify talent is to grow it by coaxing and challenging.

"I think you are born with abilities, but I also think there is greater scope for them to be nurtured and moulded into great [players] with the right guidance...Too often in youth sport we have looked at what the kids can deliver there and then rather than what they have the potential to deliver. Talent is an on-going process that needs to be monitored and developed."

"What are they going to be like when they are 22? That's what talent ID is all about. Not what you are seeing and hearing now. That's why it is so difficult." 🐾

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## Editor:

**Liz Myers**  
40 Hobbs Road,  
Tadley Acres,  
Shepton Mallet,  
Somerset, BA4 4LR.  
07525 215749  
E-mail: [liz.myers@scholarly.com](mailto:liz.myers@scholarly.com)

The coaches also saw talented players as unique with individual personalities and circumstances.

“I think we need to realise that everyone's situation is unique and to act accordingly.”

Thus while some scientific articles focus on objectively measuring single variables at a given point, these coaches saw talent identification as an interpersonal process, which involves nurturing characteristics over the long term.

Kurt Danzinger demonstrated that how we understand concepts such as talent identification is often driven by the ideological, practical and social context of your business. Bearing this in mind, it is important to recognise that sport scientists often work in universities that require regular publication of results. They also tend to work in disciplines that emphasise statistical tools and have clear boundaries e.g. the physiologists. Given this, it is not surprising that sport scientists use quantitative measurements over short term periods in single disciplines i.e. physiology or psychology not both.

On the other hand, the motivation, role and status of coaches lies in their ability to develop talent over sustained periods of time. Thus it is not surprising that coaches see talent identification as a longitudinal and interpersonal process. If talent did not need care over time, then there would be no need for the coaches themselves.

This is not to suggest that sport scientists or coaches are selfish in how they see talent identification. Rather we highlight an apparent theory-practice divide between sport scientists and coaches and suggest that the divide is a result of the different worlds in which they exist. Given this perhaps neither the sport scientist nor coach is correct. Instead it is suggested that perhaps sport scientists and coaches might benefit from considering if their own vantage point is the best place to sport talent.

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## Summer PE

### Tennis forehand and backhand games booklet

This booklet is designed to give examples of small sided / team games which can be used in Tennis to allow pupils to develop and improve their shot technique and selection and also their overall game play.

Each game will develop more than one-shot type, but can be adapted so that players focus on developing a predominant shot. Other adaptations to the games can also be made depending on the number of pupils in the group and what the focus of the lesson is.

### Forehand Development

Team Singles (no service / conditioned)  
2 v 2 'Your' Court

### Backhand Development

Team Singles (no service / conditioned)  
2 v 2 'Your' Court

### Team Singles (Forehands)

Players will split into 2 teams of 4/5 players. In these teams players will play a singles game against an opponent from the opposite team. However they will score as a team.

Players will come onto the court and play their point out. The player who won the point will then score a point for his team and will stay on the court. The player who lost the point will leave the court and another member of their team will come on. Winning players can stay on for up to 3 consecutive points before switching with a member of their team.

Scoring and Serving will be the same as per normal tennis game, however pupils are scoring as a team and not as individuals.

### Court Area Used

#### Variations

- Pupils can score as individuals following same rules, competing against each other in their group.
- Over arm Serving could be used instead of underarm

#### Forehand Development

- Pupils can only win points off a forehand shot (not a volley)
- Pupils must always serve to forehand side of the court or first shot must be a forehand
- Both players must have a rally of 6 forehands before the point is live

#### Your Court (Forehands)

Players will be split into pairs, with 3 – 4 pairs on each court. In these pairs each player will select a side of the court they will play in (either forehand or backhand).

Players will come on court to play another pair, serving the ball into the court using an underarm serve.

During this game players are only allowed to play the ball when it lands in their selected side of the court, and the stroke they play will depend on which side they are in.

For example, Player A in the FOREHAND side of the court, can only play the ball if it lands in their half and they can only play a FOREHAND stroke. Player B in the BACKHAND side of the court, can only play the ball if it lands in their half and they can only play a BACKHAND stroke.

### Court Area Used

#### Variations

- Using the same game with the same rules, divide each half court into two, using the service line to cut the court. This time if the ball lands in front of the service line the player must move towards the net and any volleys must be either a forehand or backhand volley depending which side of the court they are on.
- Split the court again this time FRONT and BACK. Playing with the same rules, if the player is in front of the service line they are only allowed to volley, if the player is behind the service line they are only allowed to hit ground strokes.

### Forehand Development

Playing on the forehand side of the court will automatically develop that players forehand technique. Keep making sure that players rotate around each playing side.

- Players can only score points from forehand shots
- Make both sides forehand shots only, meaning players will develop movement and inside out forehand

#### Team Singles (Backhands)

Players will split into 2 teams of 4/5 players. In these teams players will play a singles game against an opponent from the opposite team. However they will score as a team

Players will come onto the court and play their point out. The player who won the point will then score a point for his team and will stay on the court. The player who lost the point will leave the court and another member of their team will come on. Winning players can stay on for up to 3 consecutive points before switching with a member of their team.

Scoring and Serving will be the same as per normal tennis game, however pupils are scoring as a team and not as individuals.

### Court Area Used

#### Variations

- Pupils can score as individuals following same rules, competing against each other in their group.
- Over arm Serving could be used instead of underarm

#### Backhand Development

- Pupils can only win points off a backhand shot (not a volley)
- Pupils must always serve to backhand side of the court or first shot must always be a backhand
- Both players must have a rally of 6 backhands before the point is live

#### Your Court (Backhands)

Players will be split into pairs, with 3 – 4 pairs on each court. In these pairs each player will select a side of the court they will play in (either forehand or backhand).

Players will come on court to play another pair, serving the ball into the court using an underarm serve. 🍷

During this game players are only allowed to play the ball when it lands in their selected side of the court, and the stroke they play will depend on which side they are in.

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- Split the court again this time FRONT and BACK. Playing with the same rules, if the player is in front of the service line they are only allowed to volley, if the player is behind the service line they are only allowed to hit ground strokes.

### **Backhand Development**

Playing on the backhand side of the court will automatically develop that players backhand technique, keep making sure that players rotate around each playing side.

- Players can only score points from backhand shots
- Make both sides backhand shots only, meaning players will develop movement skills to play a backhand.

### **ICT in PE**

Try creating some of your own sporting or subject keywords by using the online application tagxedo.com. Here are a few Athletics Keywords.

### **Next Edition Autumn 2015 edition**

If you would like to contribute to the broadsheet by sharing your ideas or best practice please feel free to submit an article by sending to the editors email address at [liz.myers@scholarly.com](mailto:liz.myers@scholarly.com) We would welcome any article contributions that pertains to the topic areas listed above. If you require more information on how to write an article or for guidance please feel free to contact the editor via email.

Have a great summer term and summer holiday and we look forward to sending out our autumn edition in September.

### **Liz Myers Editor**

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