

Games Sense – What is it?

Teaching Games for Understanding

And

Playsport (top play/top sport)

Teaching Games for Understanding

- Developing from late 60s – a model first published in 1982. (colleagues are important)
- Developed for PE teachers – changed the National Curriculum and the way we sampled games – words like; target, divided and shared court, fielding, invasion games appeared as we worked from common principles – space and time.

Teaching Games for Understanding – Why?

- When ‘can we play a game’ failing to meet and enhance ‘intrinsic interest’.
- Not exploiting intrinsic motivation
- Failing less and mosr able players
- Missing the whole element of perception and decision making.
- People who did not understand games.
- Coach/ Teacher Dependent

Teaching Games for Understanding

- Other – reasons come to the fore dependent on the audience and their need.
- E.g.
- Failure of skill to transfer to game.
- Traditional approach disobeys some basic skill acquisition principles.
- Empowerment – Wayne Smith (and All Blacks coaching staff) – Lynn Kidman.

Teaching Games for Understanding

- Some core thoughts
- How do people really learn games – play, observational learning, ‘lots of practice’. Have we concentrated too much on how ‘we’ coach rather than how ‘they’ learn?
- ‘Islanders/Touch Rugby’, ‘Brazilian footballers’
- Coach Education!!!!!!
- Basketball lay up. (Helen Wright)

Teaching Games for Understanding

- Games set problems and are, perhaps, the easiest way to practise questioning coaching styles that have been seen to be very powerful teaching approaches.
- Issue – easy to fall into telling and showing when the players know so little.
- Are we flattered by rapid improvement – at all levels e.gs

Teaching Games for Understanding – the Model

- Warm Up
- Start with the Game (usually modified – representation/exaggeration) beginner badminton, corners in soccer.
- Game Appreciation
- Tactical Awareness
- Decision Making (What and How (When /Why))
- Skill (Individually determined)
- Performance

Teaching Games for Understanding

- Because we are asking people to ‘think’ we have to pause to consider what might be limiting learning.
- Limited Concentration Channel
- Selective Attention
- Think/no think – why we have to start the process early. Back to ‘play’.

Playsport/ TOP play/ TOP sport

- 1992 – visit to look at Kiwi and Aussie Sport – saw exactly the same as in UK.
- Inexperienced teachers and coaches teaching skills and ‘failing’. Skills practised did not improve and did not ‘get into’ the game. Children often finding the modified games fun, but little progress.

Playsport (TOP Play/TOP Sport)

- Concept – no single modified game BUT a series of progressive games, (that children ‘want to play’), that move to the ‘mini’ game and on.
- Add to this some simple questioning – Where are you trying to hit the ball to? Where might you stand to stop them scoring?
- Help skill learning where you feel you can, e.g. with the less able.

Games Sense

- 1992 report – criticized Australian and New Zealand programmes lots great BUT some bits not so good
- 1994 lectured to Australian Coaching Conference
- 1996/98 worked with the ACC/ASC to produce Games Sense, based on TGFU/Playsport.

Games Sense

- It make Sense to Play Games (Playsport).
- Making Sense of Games (TGfU)
- Why Now in Coaching?
 - ◆ We have great knowledge of the physical (fitness/technical), excellent analysis tools BUT do we really know what makes a skilful player. What happens up prior to the actual ‘response’?

Games Sense

- Just Games?
- Many of the principles of learning transfer.
 - ◆ Rowing – the wobbly boat
 - ◆ Sailing - Tag
 - ◆ Karate – imaginative moves
 - ◆ Gymnastics – educational gymnastics