

Teaching Games for Understanding

Evolution of an Approach
1960s to 2012

1964 Why did I change the way I taught?

- Warm Up
- Skill (Technique)
- Game

TAUGHT DIDACTICALLY

The traditional lesson was not working, I was also influenced by a movement called educational gymnastics and the use of small-sided games.

Technique and Skill

- Technique is the physical movement – it only becomes a skill if it is done in context. Much current research supports the notion that skill development should be presented as close to the 'real' situation as possible.

1968 Loughborough College of Education – training teachers

- More time to think
- More time to study
- More time to share ideas
- More time to observe many teachers and pupils in action

- Recorded the reasons 'we' felt led to our dissatisfaction.

The 70s

Early 70s

- - work with student teachers
- - work with experienced teachers
- - basic research modified equipment
- - joined by Dave Bunker

Late 70s

- - Len Almond, curriculum developer and teachers/advisers with similar ideas.
- - broader exposure

Reasons for change

- Less able children convinced they could not play the game. Talented children wasting their time, not challenged.
- The technique did not transfer to the game.
- Perception and decision making ignored.
- Children failing to understand the game – players, officials and spectators.
- Failure to meet children's needs.

What are the needs of
children?

Why do they play sport?

Children's needs

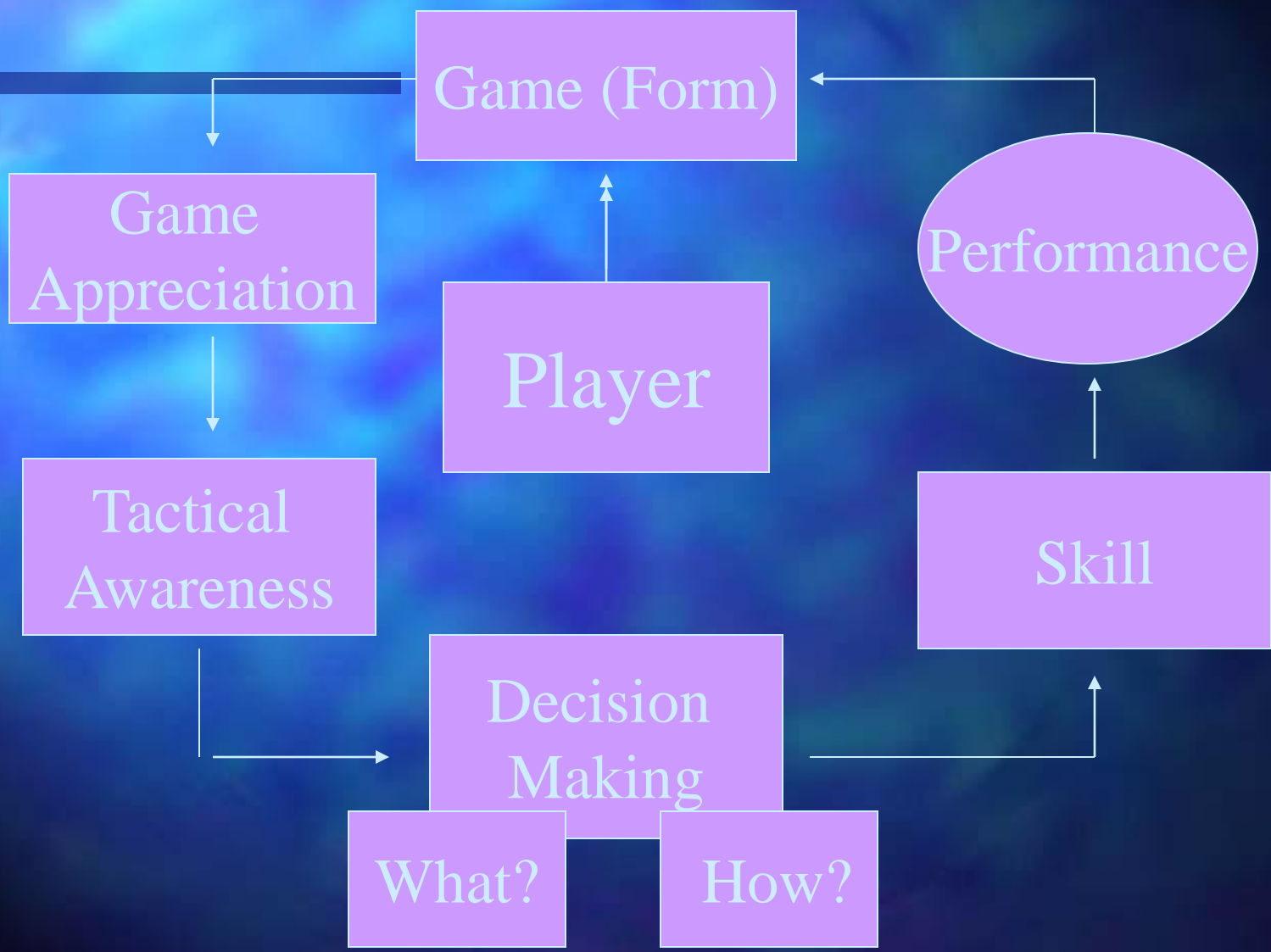
- Affiliation – friendship, interacting with others, etc. (you will see we ask children to work things out together)
- Competence – being able to do something, learning something new, not being embarrassed.
- Sensation – excitement, feeling tired, nervous, etc.

The 80s

- Early 80s
- - development of the Model
- - articulating the rationale
- - modification (representation and exaggeration)
- - a broader international audience
- Late 80s
- - facing the critics
- - some interest from coaches
- - but what of the less qualified (leaders)

So what did the TGfU lesson look like

- An example –
- A challenge for the interpreters



Moves teaching style

- Tends to be based on questioning.
- Remember the game sets the question.
- It is the design of the game that is crucial. (this is not accidental)
- When questioning use 'Do not tell me – show me' (or you will always get a verbal answer from the most articulate).

Similarities between games.

- Space and Time
- Principles of games –
 - Bisecting and narrowing angles
 - Depth in defence and attack
 - Classification of games – target, fielding, net/court, invasion – A BALANCED CURRICULUM.

Does it fit the evidence from learning and skill acquisition?

- How did you learn to play games?
- My experience.
- My grandchildren's experience.

I scored the winning goal in the
FA (football) Cup Final

Learners learn

Teachers and coaches only help this process sometimes

Teaching Games for 'Understanding'

- Careful –
- Have we the capacity to think about the game?

Limited Attention

- The 'thinking' brain is limited
- Cocktail party Phenomenon
- Think/ no think
- Where is the attention???

More thoughts about skill learning?

- Are you sure, you are being positive. Traditional coaching can be negative?!?
- Don't interfere unless you know you can improve.
- Lots of goes but how. Fun – wants to.
- Who learns – basketball experiment?
- How we learn – not blocked!! Ric Charlesworth - hockey

TGfU (evol)

- - early 90s
 - playsport
 - Winston Churchill Travelling Fellowship
 - kiwi sport, aussie sport
 - teaching experience
 - TOP sport - Youth Sports Trust
 - research in USA and Europe

TGfU /Games Sense (evol)

- - late 90s - Australia - Games Sense
 - (coaches and teachers) ASC/ACC
 - it makes sense to play games (TOP sport), making sense of games (TGfU)
 - why coaching?
 - Decision making
 - Coaching Method

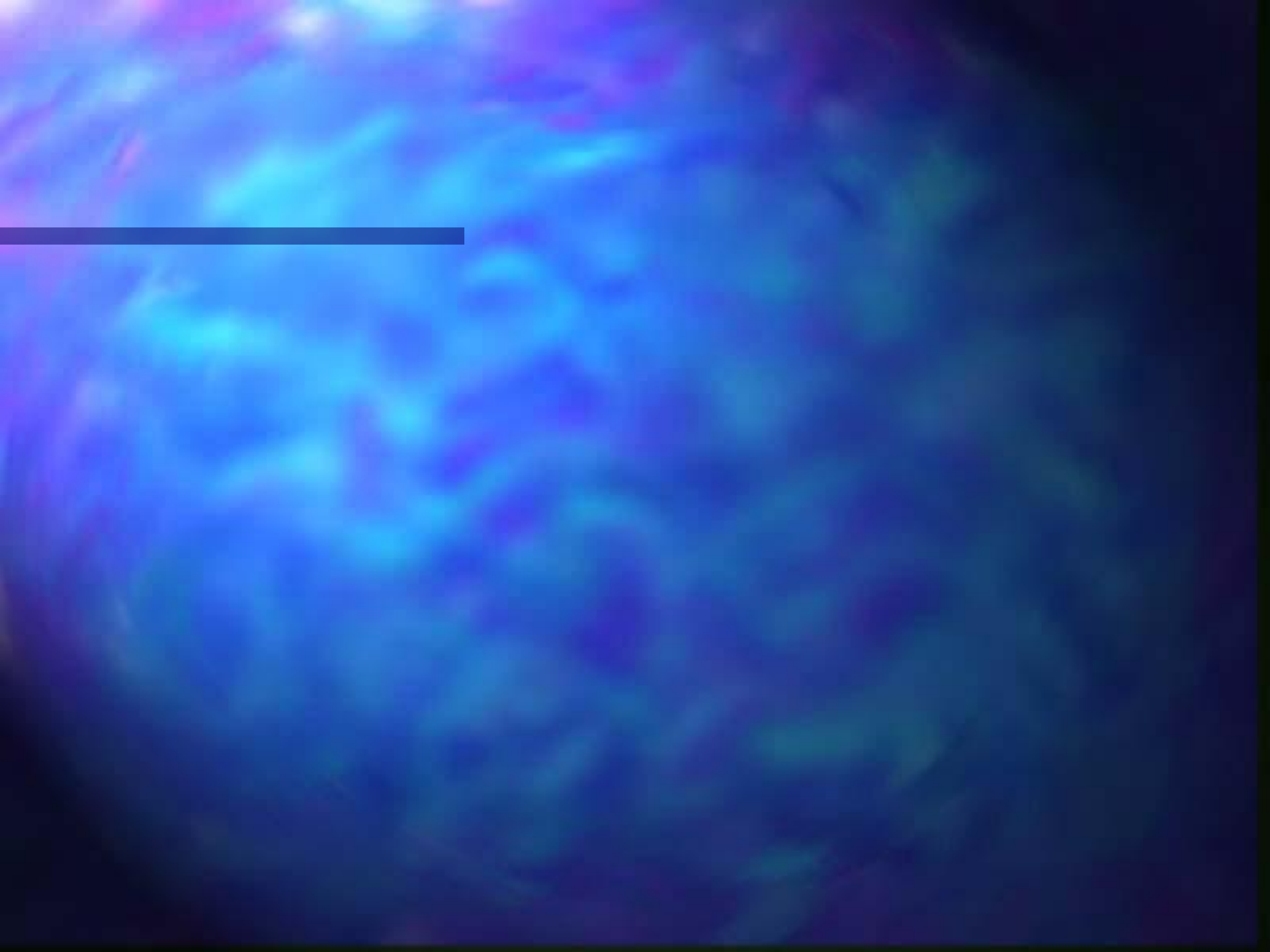
Where are we now?

- The National Physical Education Curriculum expects children to be able to develop their own learning, to plan, do and evaluate.
- Coaching has become interested in the model because of a move toward 'empowerment' and the need to improve 'decision making' and intrinsic motivation.
- Play leaders see the advantage of starting with known games the children enjoy doing, in which learning occurs.

One thought

- There is no right way to teach and coach, but we should be able recognise approaches that fail to meet our goals.
- Most of my articles are available on the web site TGfU.org.
- Others have produced similar approaches.

Thank you



The Technique based lesson

Often a prescribed technique for that week

A basic pattern of movement was to be acquired by all, e.g. the badminton clear.

Often little thought to differentiation (less able, average, talented).