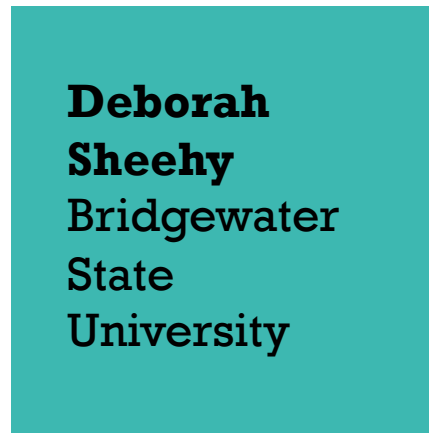




**Teaching
Games for
Understanding:
Small Sided
Games, Big
Results**



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Charlotte, North Carolina

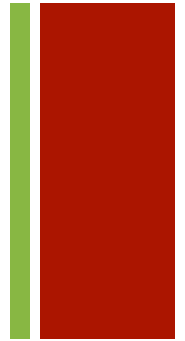
+ 3 Key Principles of Today's Session

Goals

1. Promote Student Centered Learning
2. Use of the Game as the Teacher
3. Questioning to Elicit a Movement Response

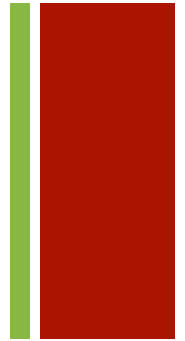


Promote Student Centered Learning



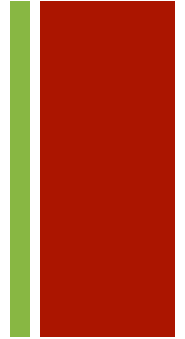
- Girls' disengagement from sport is linked to the *typical physical education class* (Tucker Center for Research, 2007) where femininities and masculinities are replicated (Gorely et al., 2003).
- The Dominant Model (Locke, 1992)
 - Curriculum based on instructor interests

+ Promote Student Centered Learning (continued)



- Girls are commonly constructed as “the problem” – the girly girl phenomenon (Oliver, Hamzek, McCaughtry, 2009).
- The activity is enjoyable when students feel:
 - Included
 - Successful
 - Empowered
- Girls can play games too! (Oliver, Hamzek, McCaughtry, 2009).
- Our aim is to present game modifications that benefit girls and boys.

+ Promoting Student Centered Learning (continued)



- Building an inclusive climate for **all** learners
- Supporting student learning first
 - From the social context of the game
 - Modifying the game to reflect the students' abilities (Hopper, 2009).
- Offering students their own experiences
 - Rather than teacher directed practices

+

2

Using the Game as Teacher

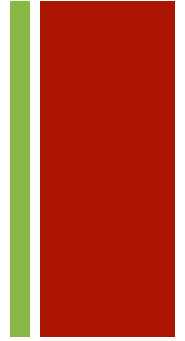
- “Game” = creates the conditions for complex learning to occur ~ learner/task/environment inter-action (Hopper & Sanford, 2009).
- Rather than breaking a game into parts (e.g., skills, rules, strategies and tactics) that are taught and practiced separately, the game is seen as a system of interacting and adapting sub-systems.

+ Situational Slices

- Rather than directly teaching students all aspects of one particular game, we use situational slices of the game to aid students in learning skill execution combined with decision-making that cuts across games within the same category.



+ Minimizing Attentional Demands

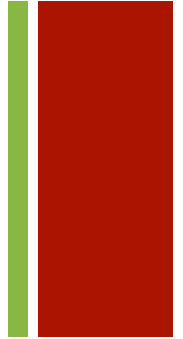


- To use the game as the teacher, we must modify games so as to minimize the attentional demands (Coker, 2009) on the learners -- to have them focus on the impact of a single decision in conjunction with a particular skill within the situation of a game.



How Might We Modify Games?

(Thorpe, Bunker & Almond,; Mitchell, Oslin & Griffin, 2013; Hopper, 2009)

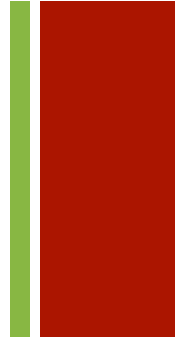


Representation

Exaggeration

Adaptation

+ Representation

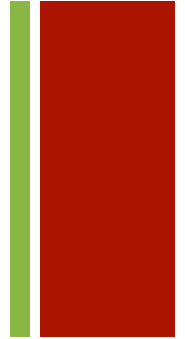


- Representation games are modified games designed to contain the key components of the adult game, but in a simplified form to allow all students to play the game; modified for learner's size, age, and ability such as:
 - Mini-tennis in the service boxes with a sponge ball; low nets with sponge ball in volleyball.

+ Fukahara



+ Exaggeration

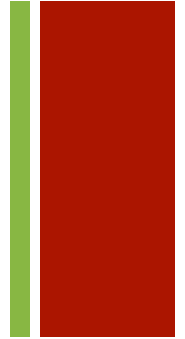


- Exaggeration of a particular focus for an activity based on game structure (Mandigo, Butler, & Hopper, 2007).
- Creating a developmentally appropriate scenario that exaggerates the concept (Mandigo, Butler, & Hopper, 2007).
 - Using the front halves of the court in tennis creating a short and wide court exaggerates:
 - Placing the ball to the sides of the court
 - Recovering to the middle to cover space (Mandigo, Butler, & Hopper, 2007).

+ Volleying



+ Debrief



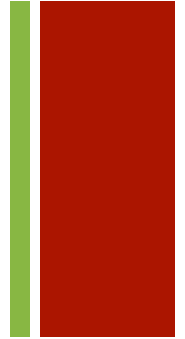
- Why?
 - Students come with particular histories involving game play in physical education.
 - Students perceptions of their own game play and that of others effect their level of involvement.
 - We want to “give back” the feeling of childhood games.

+ Adaptation

- Students play a series of short, modified games. Teacher provides the rules of the modified games.
- Modify each game based on the outcome of the previous game.
- In order to ensure the outcome of the game is close, for the unanticipated to happen.

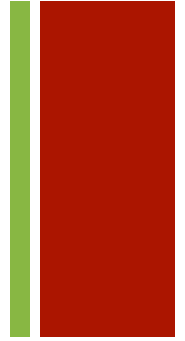


+ Adaptation Game Features



- Person who did not come out on top now decides to make the next game easier for themselves or more difficult for their opponent.
- There is a pause between games for students to make a decision.
- Choice to the underdog creates a “just right” challenge for BOTH players.
- Teacher’s role is to move around and ask questions “just right and just in time”

+ Possible Adaptations



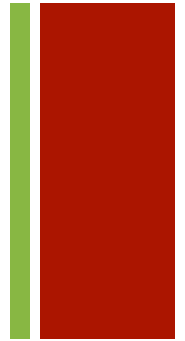
- Space ~ the goal becomes narrower or wider; half court singles
- Scoring ~ rather than starting at 0-0, you spot yourself “x” points.
- Time ~ length of time played to reduce effects of fatigue.
- Rules ~ allow a bounce, double bounce, extra touch, the way play is initiated.

+ Hit & Touch Baseline



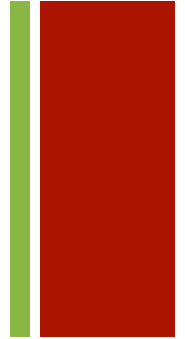


Questioning to Elicit a Movement Response



- **BENEFITS?**
- Intersection between thinking & doing
- Encourages students to think & ask questions
- Encourages discovery of solutions to tactical problems
- Meets the learners where they are
- Promotes deeper understanding by teachers

+ How to Question

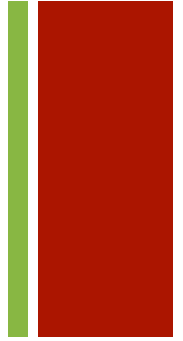


- During game play without stopping play
- Relate questions to goal of the game
- Ask students what is working in a particular situation
- Ask why one solution might be better than another
- Be open-ended
- Be animated with your questions!



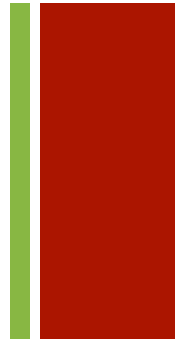
+ Advice

- The best advice when teaching by questioning?
- Answer a question with a question!



+ Thank You

■ Questions



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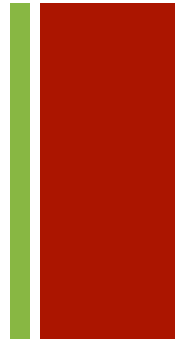


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