



Teaching Game Sense in Physical Education using a Thematic Approach and Curriculum.

By Ray Breed

Swinburne University
Melbourne, Australia



INTRODUCTION



Session Purpose:

- (1) Reflect on current practices
- (2) Challenge our thinking and program
- (3) What is best for our students?
- (4) Understand Game Sense and how to integrate it

PART 1 – Program Outcomes.

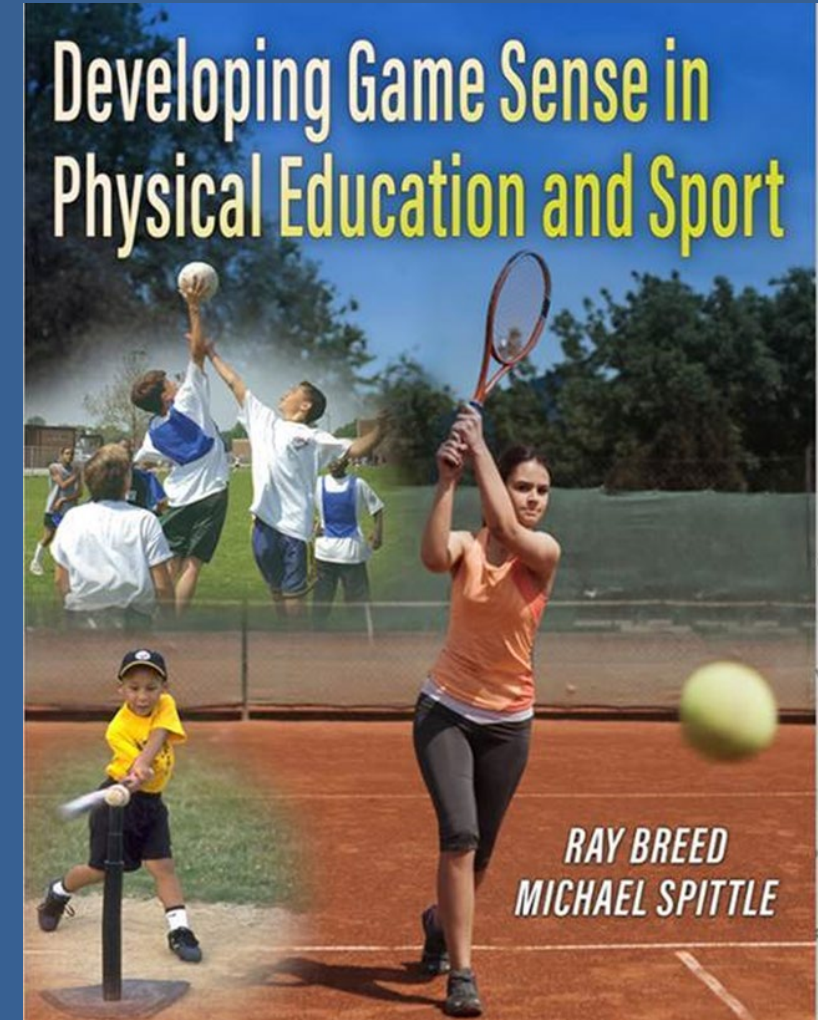
What drives our program?

PART 2 – Using the Game Sense (Tactical) Method

PART 3 – Developing the Curriculum (content & pedagogy)

Reference:

Breed & Spittle (2021): *Developing Game Sense in Physical Education and Sport*. Human Kinetics, US Champaign, IL.



PART 1: A PHILOSOPHICAL PROBLEM



Scenario:

You have a co-ed, mixed ability year 7 HPE group of 25 students.

1. Do I 'teach' them all the skills of a 'catcher'? Of a 'pitcher'? Batting skills? Fielding skills?
2. What is it we are trying to achieve? What are our OUTCOMES!
3. How much time do we have?

TIME VS REWARD?

Do our practices match our outcomes & philosophy?



ISSUES IN PE CURRICULUM



The most common 'problems' (7-10 PE):

- (1) Not enough time to teach skills
- (2) A lot of different skills and sports to teach
- (3) Students are not skilled enough to play games
- (4) Engaging mixed-ability groups
- (5) No transfer of skill in to game scenarios

IS IT POSSIBLE TO TEACH/LEARN EVERY SKILL?

Think of all the FMS, SSS, tactics and sports we (think we) need to teach! PLUS health and wellbeing?

< 15% of 13-17y.o. meet physical activity guidelines

(Aust. Dept of Health, 2018)



A SOLUTION?



What are our Core Outcomes?

Victorian teachers asked to list top 5 outcomes of PE-10:

- (1) Fun and enjoyment
- (2) Social skills – team, group work
- (3) Values – respect, morals
- (4) Developing tactical skills
- (5) Developing technical skills

Do our practices match our outcomes & philosophy?

TEACHING GAMES?

GAME SENSE



CURRICULUM?

THEMATIC APPROACH



PART 2: THE GAME SENSE MODEL



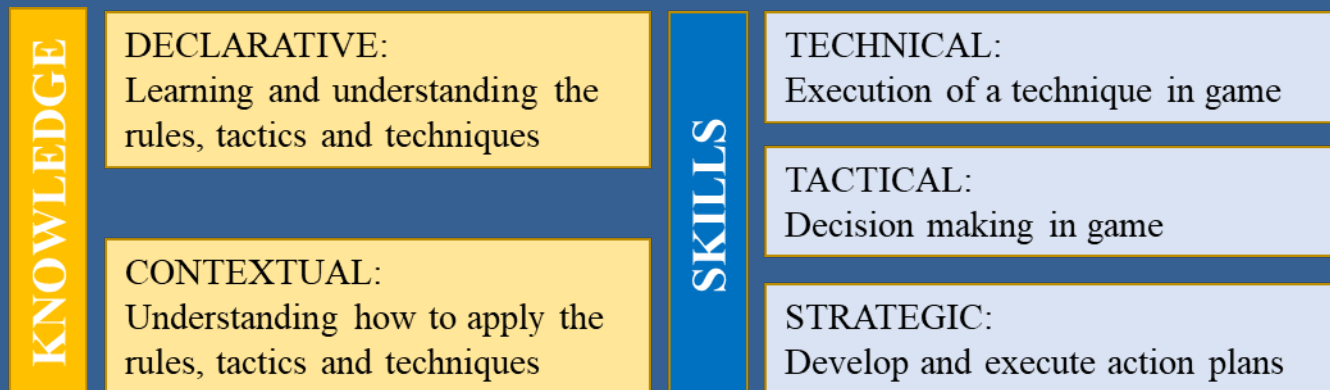
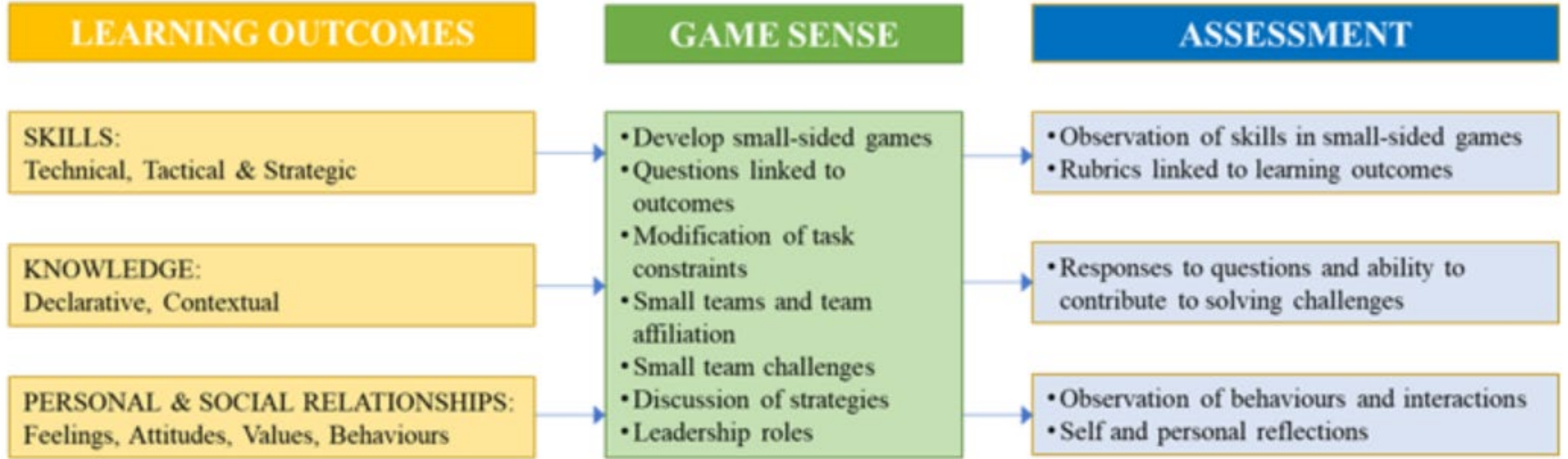
Game sense is an instructional approach for teaching and learning that aims to:

- Emphasise game understanding and the development of tactics and strategy
- Assist players in developing technical skills as they recognise and understand their importance in the context of games
- Enhance social and communication skills by presenting small teams with strategic challenges to solve (personal, social and relationships)

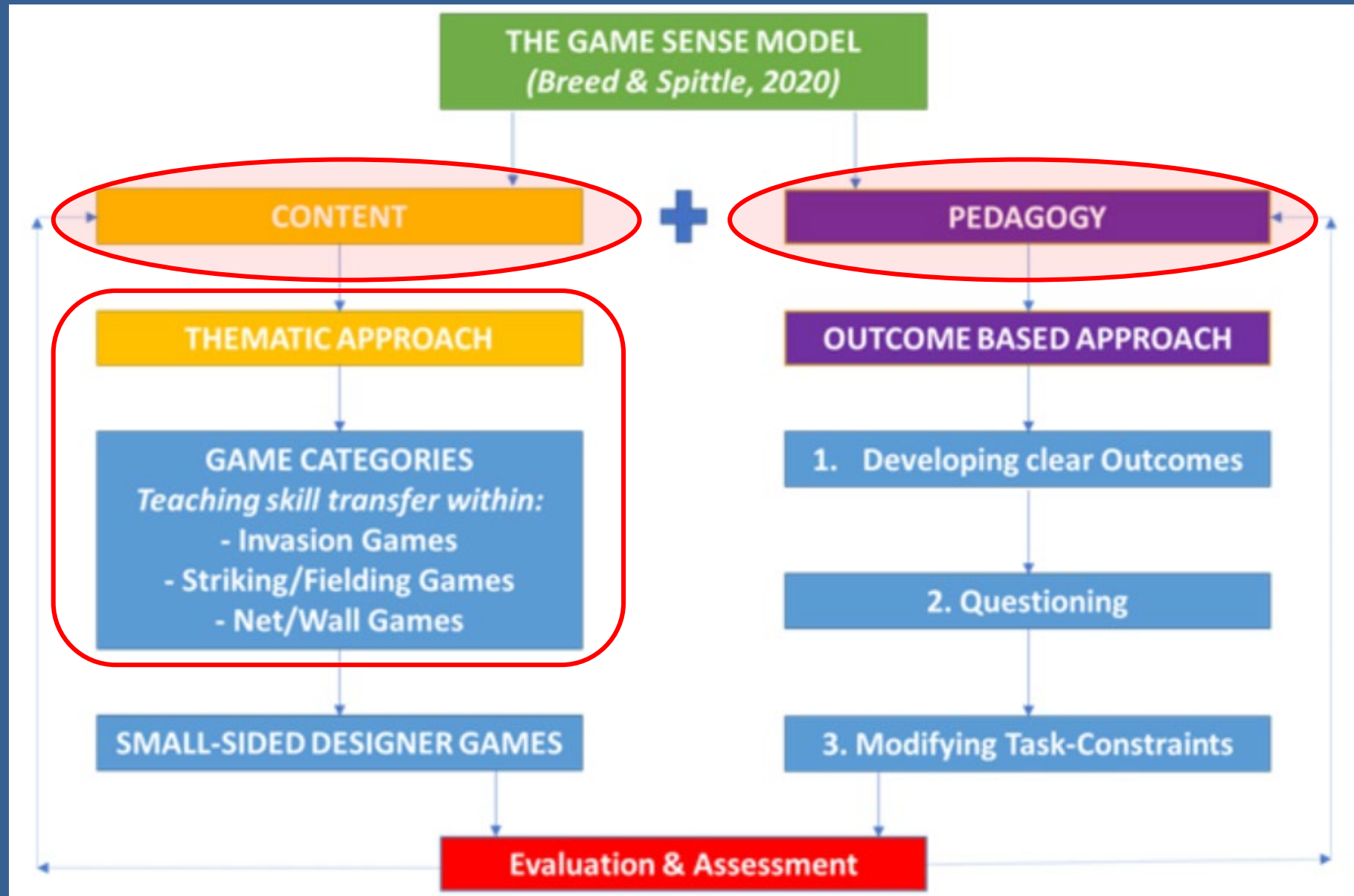
Breed & Spittle (2021)



PART 2: THE GAME SENSE MODEL



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PART 2: THE GAME SENSE MODEL



Link between FMS, Game Sense & Sport

FMS/SSS	Game Concepts	Small-sided Games	Sports
Overhand Throw, Catch. Run, Dodge. (Dribble).	Invasion – keeping possession: How to pass the ball? When to pass the ball? Where to pass the ball? Where to run? (space)	Keeping Off 2v1 Gauntlet 4v2 Team Tag 4 Corners Team Tag End Zone	Netball Korfball Basketball Team Handball
Two-Hand Strike. Overhand Throw, Catch. Run, Dodge.	Striking/Fielding – maximise time to run (hit to space). How to hit the ball? Where to hit the ball? When to run? Where to run?	3-Tee Hit Hoop Hit Bonus Run Hit Where to Run Teeball Cricket	Rounders Cricket Softball Baseball
Overhand Throw, Catch. (One-Hand Strike). Run, Dodge.	Net/Wall – place the ball away from opponents (to space). How to throw/hit ball? Where to throw/hit ball? Where to run/move?	Hoop Bounce Four Square Long or Short Corner Ball Wall Ball	Table Tennis Badminton Squash Tennis Volleyball

PART 3: DEVELOPING A THEMATIC CURRICULUM



What are our limitations?

FORM	~AGE	NO SESS	TIME	TOT/WK	WKS	TOT HRS	ACTIVE (60%)
ELC	4	2	30	60	35	35	21
PREP	6	3	30	90	35	52.5	31.5
1	7	3	30	90	35	52.5	31.5
2	8	2	45	90	35	52.5	31.5
3	9	2	45	90	35	52.5	31.5
4	10	2	45	90	35	52.5	31.5
5	11	1.5	80	120	35	70	42
6	12	1.5	80	120	35	70	42
7	13	1.5	80	120	35	70	42
8	14	1.5	80	120	35	70	42
9	15	1.5	80	120	35	70	42
10	16	1	80	80	35	47	28

PART 3: DEVELOPING A THEMATIC CURRICULUM



A philosophical problem!

Table 6.2 Traditional 36-Week Sport-Based Curriculum Sequence for Year 7 to 9 Physical Education

Lessons	Year 7	Year 8	Year 9
4	Fitness	Fitness	Fitness
4	Athletics	Athletics	Lawn bowls, golf
5	Ball skills, FMS	Netball	Badminton
5	Soccer	Australian football	Gaelic football
5	Gymnastics, dance	Volleyball	Softcrosse (lacrosse)
5	Basketball	Hockey	Team handball (SEPEP)
4	Cricket	Tennis	Softball (SEPEP)
4	Swimming	Swimming	Touch rugby

Reflection: Could we improve this?

PART 3: DEVELOPING A THEMATIC CURRICULUM



Sport or activity	Theme	Sport or activity	Theme	Sport or activity	Theme
Archery	4	FMS	<i>Integrated</i>	Rounders	3
Athletics (run, jump, throw)	5	Football (Australian, Gaelic)	1	Rugby (league, union)	1
Badminton (speedminton)	2	Golf	4	Self-defence (e.g., karate)	6
Ball skills and handling	<i>Integrated</i>	Gridiron (American football)	1	Soccer	1
Baseball	3	Gymnastics	6	Softball (tee ball)	3
Basketball	1	Handball (team, European)	1	Speedball	1
Bocce, bowls	4	Hockey (field)	1	Squash	2
Cricket	3	Hockey (ice)	1	Swimming	5
Croquet	4	Hurling (camogie)	1	Table tennis	2
Cross country	5	Korfball	1	Tchoukball	1
Cycling (e.g., mountain biking)	5	Lacrosse (sofcrosse)	1	Tennis	2
Dance	6	Lawn bowls	4	Touch (rugby)	1
Fitness and conditioning	<i>Integrated</i>	Netball	1	Volleyball	2

PART 3: DEVELOPING A THEMATIC CURRICULUM

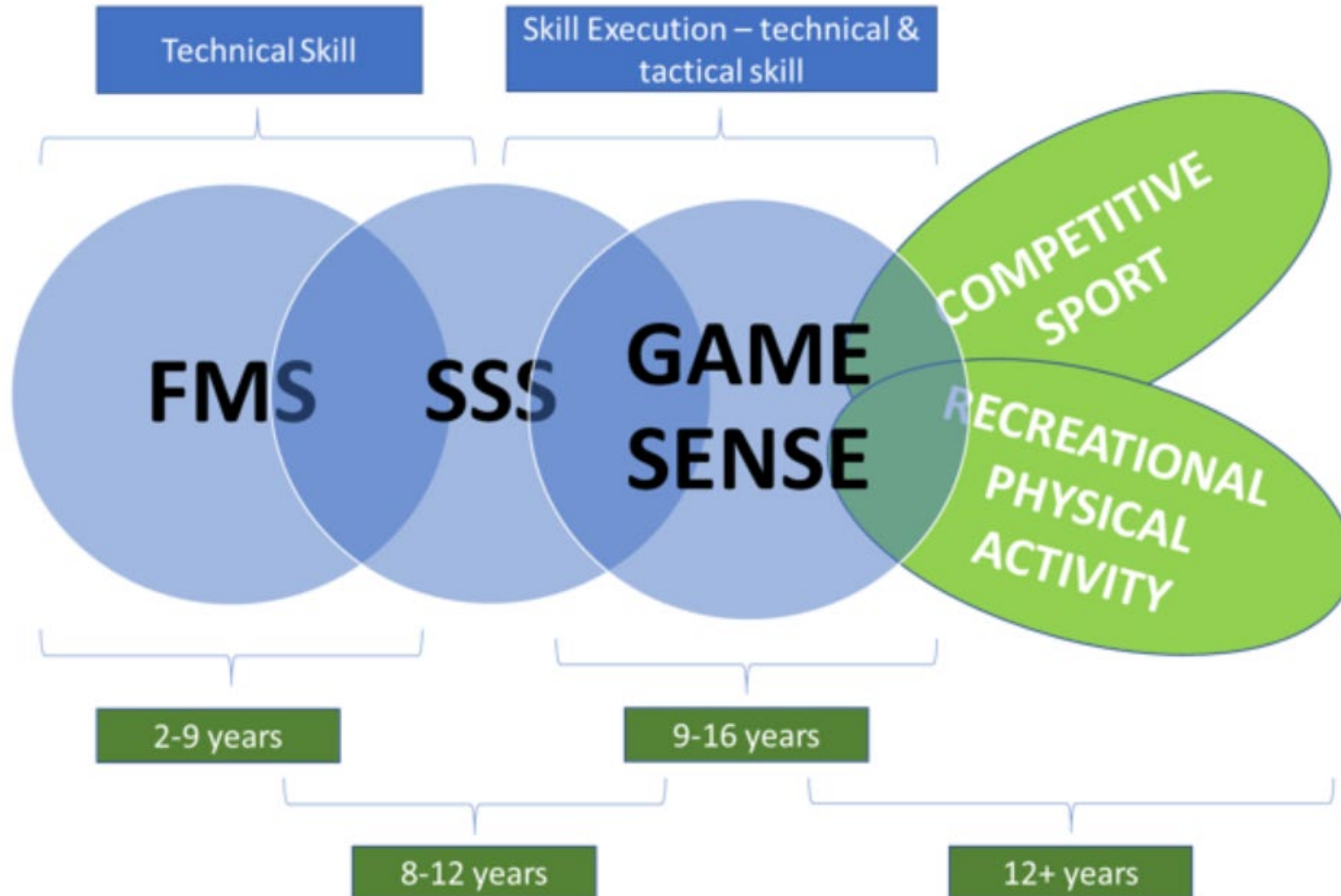


Year 5	Year 6	Year 7	Year 8
Athletic activities	Athletic activities	Athletic activities	Athletic activities
Striking and fielding games	Striking and fielding games	Striking and fielding games	Striking and fielding games
Invasion games (throwing and catching)	Invasion games (throwing and catching)	Invasion games (throwing and catching)	Invasion games (throwing and catching)
Movement skills (gymnastics, dance)	Movement skills (gymnastics, dance)	Net and wall games	Net and wall games
Invasion games (kicking and striking)	Invasion games (kicking and striking)	Invasion games (kicking and striking)	Invasion games (kicking and striking)
Net and wall games	Net and wall games	Swimming and water safety	Swimming and water safety
Swimming and water safety	Swimming and water safety		

PART 3: DEVELOPING A THEMATIC CURRICULUM



What/when do I teach FMS & Game Sense?



PART 3: DEVELOPING A THEMATIC CURRICULUM



FMS Individual Skill Devp													
			FMS Applied to Games & Tactics										
					Thematic Game Sense								
									Sport-specific Game Sense/SEPEP				
									Active for Life/Recreational Activities				
Swimming & Water Safety (Australia)													
			Movement Skills (Gym/Dance)										
					Athletic Activities (Run, Jump, Throw)								
K / F	1	2	3	4	5	6	7	8	9	10	11	12	

CONCLUSION



- Time is always going to be an issue (in all subjects!)
- What is your school/faculty philosophy? Outcomes?
- A need to develop FMS before age 9 (grades P-4)
- Structure the HPE curriculum around game concepts and strategies (grades 4-10)
- Thematic units in practical PE – no longer teach by sport
- Integrate Health and PE
- Sport programs are an opportunity to apply game skills learned in HPE

Breed & Spittle (2021). Developing Game Sense in Physical Education and Sport. Human Kinetics, US Champaign, IL.

