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‘EASILY ACTIVE – PHYSICAL ACTIVITY MEETS PHYSICAL EDUCATION’

This session has:

- (a) Provided you with a range of fun games and activities to use in your teaching
- (b) Shown you how to incorporate questioning to develop generic ‘game sense’ that can be applied to most sporting codes
- (c) Assisted you to develop fundamental movement skills in your students through game play progression and questioning as opposed to ‘drill and practice’

THE QUESTIONING:

By using a range of *types* of questioning, greater cognition is required from students making them think more about how or why they use the techniques or strategies they do, thus improving both technique and game sense.

The questions should focus on four areas:

- 1. Recall questions** require memory level answers
e.g. Where should your hands be positioned on the ball when completing a chest pass?
- 2. Convergent questions** aid analysis and integration of previously learned material, requiring reasoning and problem solving
e.g. Why should you stay ‘goal side’ of your opponent in a defensive setting
- 3. Divergent questions** require solutions to new situations through problem solving
e.g. How should you organise on court/field into positions to maximise your team’s chances of success?
- 4. Value questions** require expressions of choice
e.g. How do you react to a fast break from the opposition?

The questions should incorporate the following:

- Technique
- Tactics/Strategy
- Cognition
- Rules

(Siedentop & Tanhill, 2000)

Example of TGfU QUESTIONING for 'JUMP N SCORE'

Recall

- Where should your arms finish when throwing a chest pass to a teammate?

Technical

They should be extended at the elbows in direction of target.

Convergent

- What throwing method is most effective to get the ball to a team mate inside the goal area? *Technical*

The lob is the best method to use to pass the ball over defenders.

- What passing method works best for short passing? *Technical*

The chest pass works most effectively.

Divergent

- What is the importance of playing 'with width'? *Cognitive*

Playing with width allows for more room down the centre of the court to be made available. It draws defenders away from the goal and increases the chance of point scoring success.

Value

- In which ways can the defensive team put the attacking team under pressure?

Tactical

By maintaining close marking at all times (not letting attacking players move into space). By adopting a strategy e.g. 1 on 1 marking or a zone defence where players defend certain areas.

- How do you react when defending a fast break from the opposition? *Tactical*

By trying to 'hold the ball up' or slow down the break by placing as much pressure on the ball carrier as possible in order to slow down the speed the ball is travelling down court.

THE FUNDAMENTAL MOVEMENT SKILL DEVELOPMENT:

Skills are grouped into three fundamental skill categories

1. **locomotor** - involve the body moving in any direction from one point to another
2. **stability** - involve the body balancing either in one place (static) or while in motion (dynamic or rotational)
3. **manipulative** - involve handling and controlling objects with the hand, the foot or an implement (stick, bat or racquet).

They also follow **three learning phases:**

1. discovery
2. development
3. consolidating

1. Discovery games (the initial learning phase - a general focus on locomotor skills):

- students explore different forms of movement.
- games predominantly target the locomotor and stability fundamental movement skill categories.
- involve the body moving in varying ways ranging from walking, running, jumping, moving about on the ground or whilst linked in a chain, twisting and turning to evade etc.
- stability skills are learnt through games in both 'static' and 'dynamic' forms.

2. Development games (focus more on stability and manipulative skills):

- offer opportunity for further development of skills through a more 'open' environment.
- are modified versions of 'real sport'
- are predominantly invasion and evasion games
- skill development occurs through repetition and practice of locomotor, stability and manipulative skills.

3. Consolidating games (focus on manipulative skills in more challenging games):

- aim to challenge the students to use a wide range of movement skills in more complex and cooperative settings.

EXAMPLE OF MOVEMENT THROUGH FUNDAMENTAL SKILLS PHASES IN TODAY'S SESSION:

Rushy

Fundamental Movement Skills targeted – Locomotor and Stability (from the Discovery Skill Phase)

Characteristics of Rushy (as a Discovery Phase game)

- Focus on moving the body in different ways e.g. running, side stepping, jumping over ground taggers, moving around on bottom to tag runners.
- Static balance in the form of ground taggers reaching to tag from a stationary position and dynamic balance throughout the game when movement occurs

Jump n Score

Fundamental Movement Skills targeted – Locomotor skills of running and jumping, Stability skills of Dynamic Balance (all from the Discovery Phase) and Manipulative skills of throwing and catching (from the Development Phase)

Characteristics of Jump n Score (as a Development Phase game)

- Range of different types of passing to team mates eg one handed, chest, short and long passes. Passing 'into space' for teammates to run onto through the court and also to enable a point to be scored.

Max Ball

Fundamental Movement Skills targeted – Locomotor skills of running, jumping, dodging. Stability skills of dynamic and static balance and landing. Manipulative skills of throwing and catching.

Characteristics of Max Ball (as a Consolidating Phase game)

- Focus on a range of different throwing styles depending on the desired outcome e.g. long, well weighted one armed throw to captured teammates to be brought back into the game. Faster, lower trajectory 'shots' at opposition to remove them from the game.
- Catching skills when attempting to catch 'freeing' passes from teammates and also when attempting to catch opposition elimination shots.

HYPOTHETICAL

Class appears to have mastered most locomotor and Stability skills through games such as Rushy and Boffer tag that are at a Discovery Level.

Teacher moves class to Development Level games. Manipulative skills of throwing and catching are the focus and games become 'ball orientated' with short passing through one dimensional games (one focus).

Most class members seem to have the 'basics' of catching and throwing so teacher introduces Consolidating Level games requiring more advanced manipulative skills such as use of implements, throwing at moving targets and trying to evade opposition throws. Locomotor evasion and dynamic balance skills show deficiency. The open nature of the games and more advanced tactical concepts mean that many students find it difficult to be effective participants.

Movement back to a Development phase game such as Jump n Score is needed to work on the skills in a less open environment.