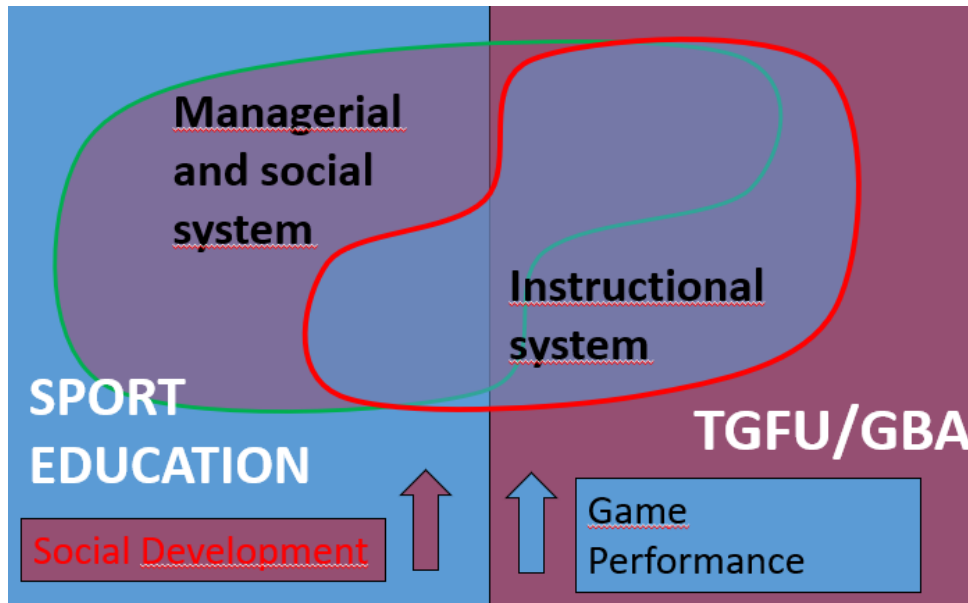


Teaching Games through Sport Education & Teaching Games for Understanding



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Symposium
Netzwerk
Teaching Games

Fontys Sporthogeschool
Eindhoven

(5th October 2024)

STUDENT CENTERED APPROACHES TO TEACHING GAMES AND SPORT

PHYSICAL EDUCATION MODEL BASED

Cooperative learning / Skill themes / Adventure Education / Culture Studies / Teaching for Personal and Social Responsibility

**TEACHING GAMES FOR UNDERSTANDING
(TGfU)**

SPORT EDUCATION (SE)

SPORT ...

WHAT DID YOU GET FROM YOUR SPORT EXPERIENCE?

CHALLENGE

PERFORMANCE

KNOWLEDGE

SELF STEEM

FUN

BE PART OF A
TEAM

DESIRE TO CONTINUE
PLAYING SPORTS

FRIENDS

DID YOU GET THE SAME GOALS IN YOUR
PHYSICAL EDUCATION LESSON?



SPORT ... IS IT THAT GOOD...?

... for everyone?

... for the “whole” learner?



SPORT ... IS THAT GOOD WHEN...



- I CAN PLAY THE GAME...
- I PARTICIPATE MOST OF THE TIME...
- I LEARNT THINGS AND IMPROVE...
- I AM PART OF A TEAM...
- I CAN WIN...
- I FEEL SAFE: I DO NOT FEEL ASHAME OF MY SKILLS...
- I AM AN IMPORTANT PART OF THE TEAM...
-



SPORT EDUCATION (Siedentop, 1994):

Aim: Seeks to make **sport** experiences in Physical Education more real for **ALL** students

Its central goals: teach students to be

LITERATE



ENTHUSIASTIC..



COMPETENT..



.....sports people

SPORT EDUCATION RINGO

MINISEASON

RINGO

TEAMS AND ROLES

SEASON SCHEDULE

Season phase/lesson	GOALS	SCHEMA	ROLES RESPONSABILITIES
INTRODUCTION Lesson 1-2	Make teams Asigning roles Introduction to RINGO Introdution to rutines	Theoretical introduction Warm up Learning the game	Physical trainer: learn how to lead a general warm-up, lead specific warm up Coach: help with key information Refere: learn rules and remember to team mates Manager: set up agreement for team name and color
PRESEASON 1 Lessons 3-6	Learning the content Learning duty roles	Modified game Team practice Modified game	Physical trainer: Lead warm-up Coach: give instruction to team. Make trams A –B Referee: se up rules Score keeper: Journalist: make report an ofical picture Manager: find agrement in team ---- Discipline Board comitte: fair play rules, for fair play point
Preaseson 2 Lessons 7-8	Preparing team and duty roles for champioship	Warm up Friend Match	
SEASON Lessons 9-14	Apply learning - Roles - content Assessment	Warm up Match	Physical trainer: Lead warm-up Coach: lead time off. Make trams A –B Referree: reffer Score keeper: keeo score and wirtie down in paper board Journalist: make report an ofical picture Manager: find agrement in team ---- Festivity comitte: players questionnire
CULMINATING EVENT Lessons 15-16	Fiinal /awards	Final Awrads	Elected duty roles oficiate Festivity comitte run the party

LESSON 4. PRESEASON

From Ringo Sport Education unit in Garcia López & Gutiérrez 2017. Learning to Teaching Games. TGfU and Sport Education. Inde

Sport Education goals	GBA goals	MATERIALS
<ul style="list-style-type: none">- Know and develop the responsibilities of team roles.- Establish the functioning of routines.	<ul style="list-style-type: none">- Understand the concept and importance of the base position in split-court sports.- Learn to perform movements in depth and width depending on the distance.- Understand the importance of moving the opponent from his base position to create free spaces.	<ul style="list-style-type: none">- Referee signals (within the Rules Sheet and Referee Signals).

Roles' Responsibilities and duties

Physical trainer: directs the warm-up following the physical preparation sheet.

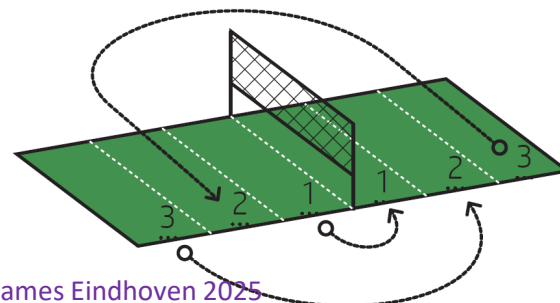
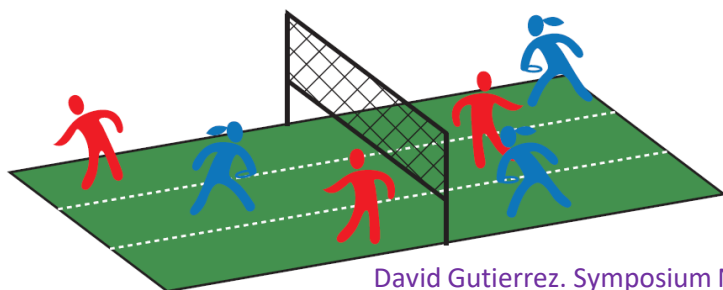
Coach: explains and supervises the training task to his teammates.

2nd Coach: makes notes in the team diary.

Referee: makes the necessary notes in the regulation sheet.

Sports director: informs the teacher of the agreements reached by the team and between the sports directors on the identity of the team.

Journalist: make official picture and post it in the team board/blog/Instagram



RINGO



MAIN RULES:

- GENERAL RACKET GAMES RULES
- TWO RINGOS SERVED AT THE SAME TIME FROM EACH TEAM
- ONE HAND CATCHING AND THROWING
- TROWING: NO RUNNING, ONE FOOT ON THE GROUND, 2 secs.
- ONE POINT EACH RINGO
- RINGO HAS TO FLY HORIZONTAL

TEAMS AND DUTY ROLES

- **Coach (Captain)** – Runs games and and team strategy
- **Second coach & Scorekeeper / Statistician** – run drills. Record and post team and individual results on bulletin boards (pc). Decide fair play point
- **Referee** – Referees games and is acquainted with rules and etiquette of the sport/activity. Decide fair play point.
- **Fitness Instructor** – leads warm-up and possibly cool down (should be specific to the activity) (+ **Referee 2**)
- **Manager** – find agreement for team colors, names, propomotes festivi... **Score keeper 2**)
- **Journalist** – Team picture /make report of matches.

TEAM HOMES

TEAM 1

TEAM 2

TEAM 3

BOARDs FOR...

RULES. ADJUSTING THE GAME:

- FRIENDLY SERVING: MIDDLE OF THE COURT
- EXTRA POINT WHEN THE RINGO HITS THE COURT
- ONE PLAYER CAN USE BOTH HANDS
- ...

AWARDS

- MOST VALUABLE PLAYER
- FAIR PLAY AWARD
- CHEERLEADER AWARD
- IMPROVEMENT AWARD
- BEST DEFENSIVE PERFORMANCE

TEAM PRACTICE / INTRASQUAD MATCH

TEAM 1 A

TEAM 2 A

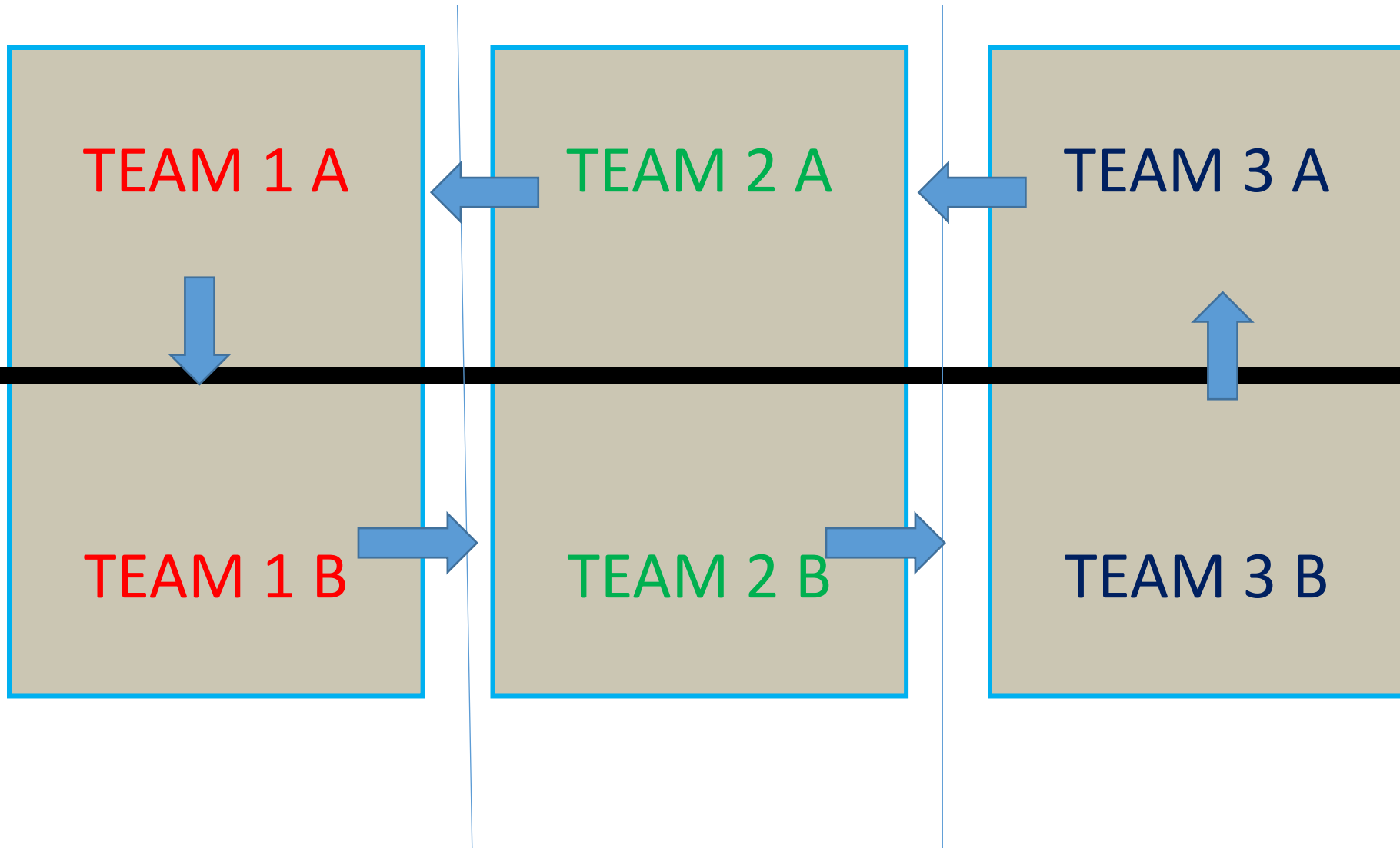
TEAM 3 A

TEAM 1 B

TEAM 2 B

TEAM 3 B

TEAM PRACTICE / INTRASQUAD MATCH



TEAM PRACTICE / INTERSQUAD MATCH

TEAM 2 A

TEAM 3 A

TEAM 3 B

TEAM 1 A

TEAM 1 B

TEAM 2 B

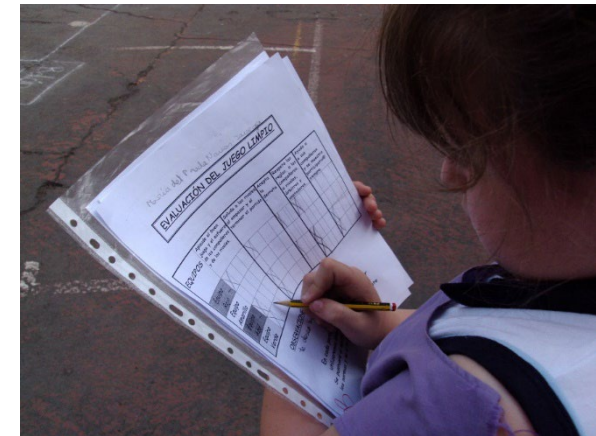
CHAMPIONSHIP SCHEDULE

MATCH	Duty Team / Court	Games Score Win: 2pts/Lost: 1 pt/Fair play 2-1-0 pt	POINTS
Game 1			
TEAM 1 A vs TEAM 2 A	Team 3 A Court 1		Team 1:
TEAM 1 B vs TEAM 2 B	Team 3 B Court 3		Team 2:
Game 2			
TEAM 1 A vs TEAM 3 A	Team 2 A Court 1		Team 1:
TEAM 1 B vs TEAM 3 B	Team 2 B Court 3		Team 3:
Game 3			
TEAM 2 A vs TEAM 3 A	Team 1 A Court 1		Team 2:
TEAM 2 B vs TEAM 3 B	Team 1 B		Team 3:

What is Sport Education?



SPORT MAIN FEATURES + GOOD PEDAGOGY



Main Features of Sport Education (features that makes sport that good)



5B *Ringo Cup*

VZDAD	EQUIPO	CLASIF	P.G.	P.P.	TA
1	CRALABININES	6	2	0	2
2	POLÍODOS	4	1	1	2
3	ESCORPIONES	4	1	1	2
4	LEOPARDOS	4	1	1	2
5	RELAMPAJOS	2	0	2	2



SPORT FUNDAMENTAL FEATURES

PLUS Educational adaptations:
Content adaptation & Roles

Main Features of Sport Education (features that make sport that good)

Seasons. Time for...

- Learning: Sport content, roles...
- Social development
- Complete the championship
 - From 10-24 lessons



Season phase/lesson	GOALS	SCHEMA	ROLES RESPONSABILITIES
INTRODUCTION	Make teams Asigning roles Introduction to RINGO Introdution to rutines	Theoretical introduction Warm up Learning the game	Physical trainer: learn how to lead a general warm-up, lead specific warm up Coach: help with key information Refere: learn rules and remember to team mates Manager: set up agreement for team name and color
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CULMINATING EVENT	Fiinal /awards	Final Awrads	Elected duty roles oficiate Festivity comitte run the party

Main Features of Sport Education (features that makes sport that good)

👉 Affiliations: permanent teams



Main Features of Sport Education (features that makes sport that good)



👉 **Formal Competition**
 👉 **Formal schedules**



Educación Deportiva Infantil - CAMPEONATO DE RINGO II

dinos.blogspot.com.es/.../blog-page.html

Jornada 3:

Jornada 3	Tigres	Leones	Panteras	Leopardos
SP A	4 Puntos	3 Puntos	1 Punto	1 Punto
SP B	1 Punto	1 Punto	4 Puntos	3 Puntos
SP A	3 Puntos	3 Puntos	1 Punto	2 Puntos
SP B	2 puntos	1 punto	3 puntos	3 puntos
TOTAL	10 Puntos	8 Puntos	9 Puntos	9 Puntos

Fase final:

```

    graph LR
        A[LEONES] --- B[Leones]
        A --- C[Tigres]
        B --- D[Final]
        C --- D
        D --- E[Ganador]
        B --- F[Semifinal]
        C --- F
        F --- G[Leones]
        F --- H[Panteras]
        F --- I[Tigres]
        F --- J[Leopardos]
    
```

Leones

Panteras

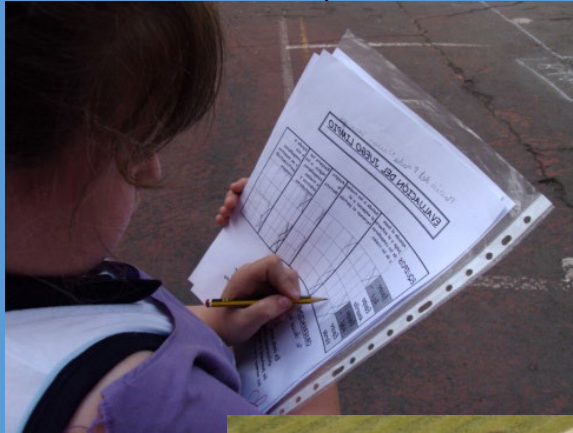
Leopardos

Blogs relacionados:

- CEIP "ALCALDE JOSE MAESTRO"
- RINGO PANTERAS

Main Features of Sport Education (features that make sport that good)

Keeping Records. Provide feedback, define standards, and establish goals for players



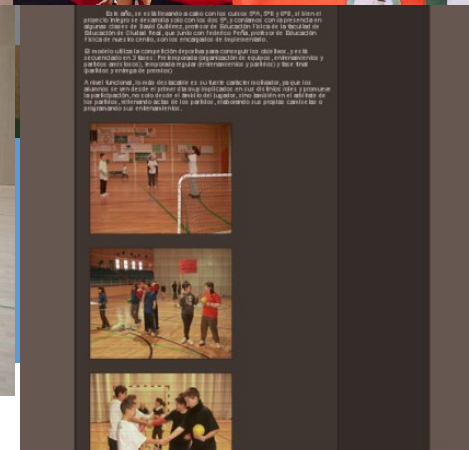
Main Features of Sport Education (features that makes sport that good)

👉 **Culminating Event.** Provides goals for players to work towards



Main Features of Sport Education (features that makes sport that good)

Festivity. (shirts, colors, names, mascots...) enhances its meaning and adds an important social element for students.



How Sport Education Differs From Sport?

- A. Demands full PARTICIPATION by **ALL** students.
- B. Uses MODIFIED GAMES to allow success for **ALL** students.
- C. Students learn to perform **ROLES** other than that of a player.

A. Full **participation** by **ALL** students

- Small sided teams.
- No elimination tournaments.
- Culminating events for all students.
- All students experience all roles.

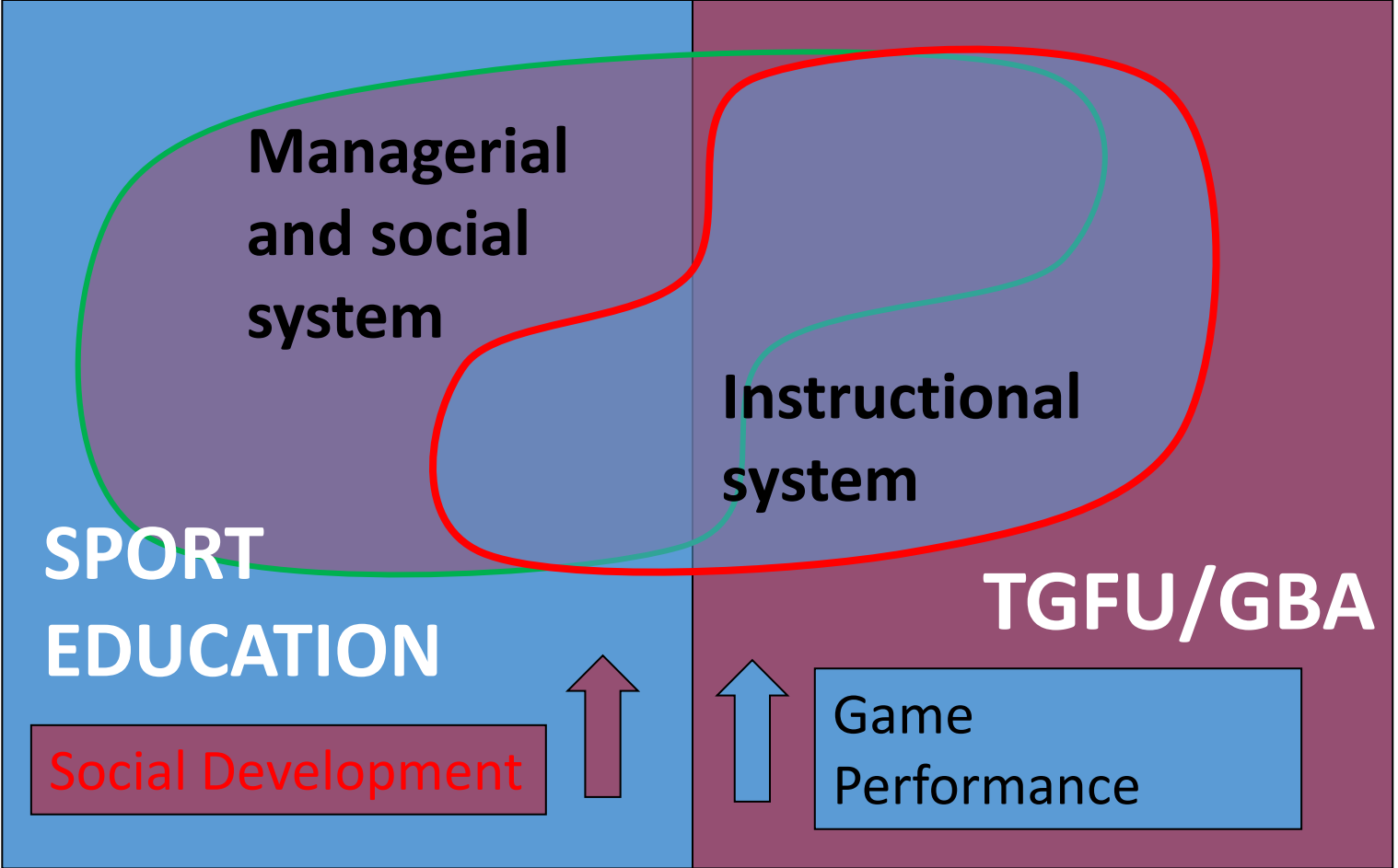


B. Game (and teaching) is modified for increasing success for ALL students

FOR teaching THE CONTENT, and the competition game form **GBAs/TGFU** principles are used

- *Small sided games*
- *Modified games*
- *Questioning*
- *Simplification*
- *Representation*
- *Exaggeration*
- *Sampling*
- *Adjusting*
- ...

SPORT EDUCATION & TGFU/GBAs



C. Roles (and boards) beyond that of Player or Performer

- Students learn to be coaches, referees, coaches, trainers, safety officials, scorekeepers, managers, publicists, and broadcasters.



WHAT OF THESE “INGREDIENTS” DO YOU USE (or experienced) IN YOUR PE LESSONS?

👉 Formal Competition

👉 Festivity

👉 Affiliations: permanent teams

👉 TGFU principles

👉 Culminating Event

👉 Small side games

👉 Keeping Records

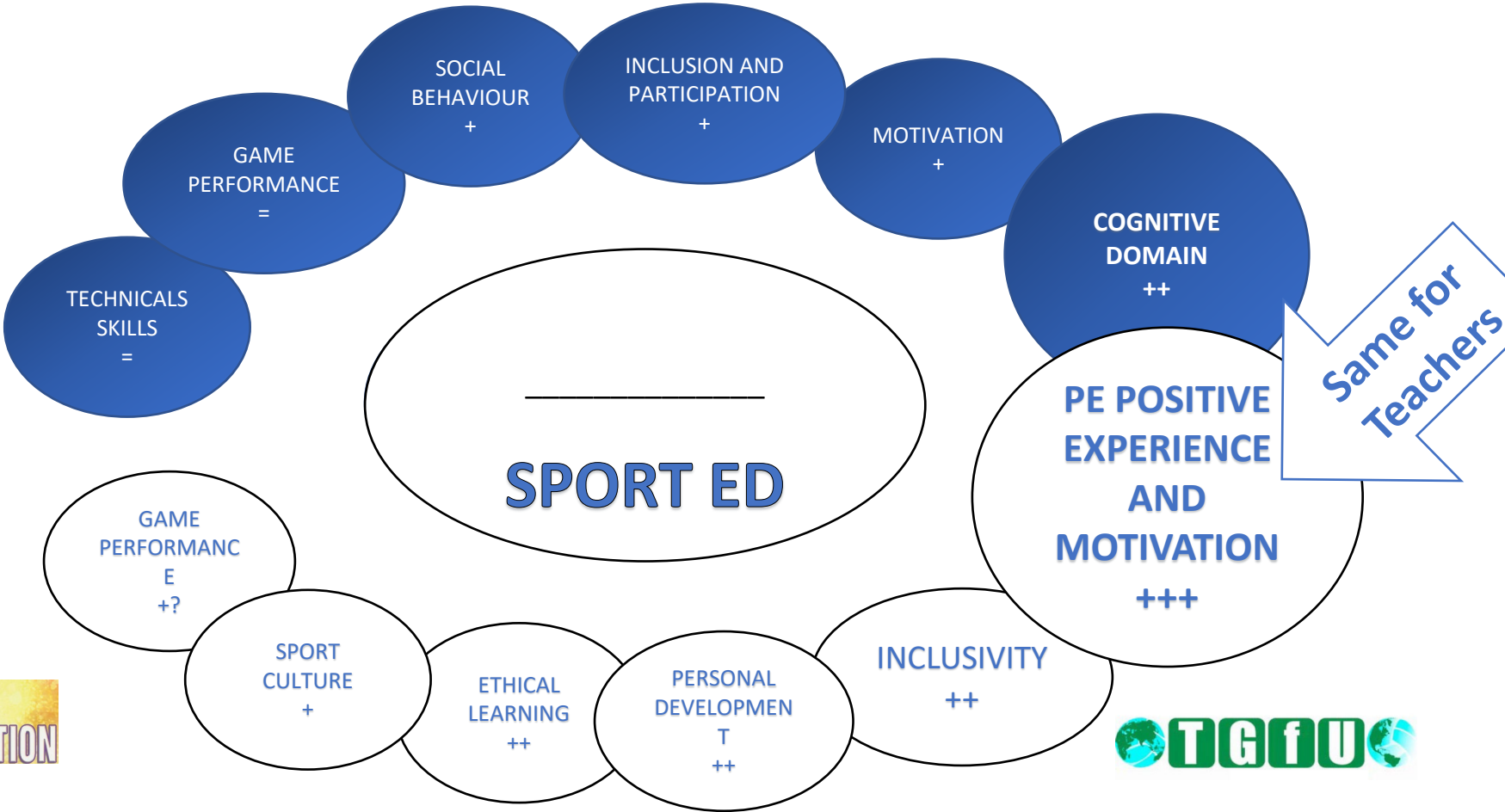
👉 Peer teaching

👉 Seasons: long block unit

👉 Roles



RESEARCH EVIDENCES



Students

- SE Increase student motivation and perception of Physical Education
- Students prefers Sport Education to traditional Physical Education
- Develop social values
- Students learn the sport practical content as much as with other methods
- Children show greater autonomy
- Children, with practice, are able to fulfill their responsibilities
- Children who are less able enjoy the ED rather than the usual physical education

Teachers

- Increase motivation in teaching
- Have more time during PE lesson for addressing more goals
- Are willing to be part of a learning community

SPORT EDUCATION

From Primary Education to Adults

TEAMWORK



Aplicación del modelo de Educación Deportiva en segundo de Educación Primaria. Percepciones del alumnado y el profesorado

Sport Education model in second grade. Teachers and students' perceptions

A aplicação do Modelo de Educação Desportiva no Segundo ano do primeiro ciclo de ensino. Perceções de alunos e professores

D. Gutiérrez Díaz del Campo¹, L.M. García López², R. Chaparro Jilete, A.J. Fernández Sánchez¹



Effects of the Sport Education Model on University Students Game Performance and Content

Knowledge in Basketball



Todd E Layne – University of Memphis, USA

Sami Yli-Piipari – University of Memphis, USA



Sport Education

More than games



More than 94% of the studies published between 2004 and 2011 USED INVASION GAMES or NET AND WALL (Hastie and Calderón 2011).

Bowling

Articles: Curriculum

Bowling for a Lifetime Using Sport Education

Tony T. Pritchard & Starla J. McCollum

Fishing

Using a Fishing Sport Education Season to Promote Outside Engagement

Zachary Wahl-Alexander, Peter A. Hastie & Nate Johnson

Dodgeball

Cuadernos de Psicología del Deporte, vol. 14, 2, 131-144
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ISSN edición web (<http://revistas.um.es/cpd>): 1989-5879

Aplicación del modelo de Educación Deportiva en segundo de Educación Primaria. Percepciones del alumnado y el profesorado

Hip Hop

Dance

Hip-Hop Sport Education

publicists, judges, and council members. All students share in the responsibilities of organizing and managing their

Fitness Crossfit

Using Sport Education to Implement Game-Based HIIT in Physical Education

By Yessica Segovia and David Gutiérrez

RESEARCH QUARTERLY FOR EXERCISE AND SPORT
<https://doi.org/10.1080/02701367.2017.1321100>

RESEARCH NOTE

A Sport Education Fitness Season to Increase Student Knowledge, and In-Class Physical Activity

Jeffery Kurt Ward, Peter A. Hastie, Danielle M. ...
Auburn University

to Implement Game-Based HIIT in Physical Education, *Strategies*, 35:2, 19-29, DOI: 10.1080/08924562.2022.2030831

To link to this article: <https://doi.org/10.1080/08924562.2022.2030831>

Dance

PERCEPCIONES DEL ESTUDIANTE DE PRIMARIA SOBRE EL USO DEL MODELO DE EDUCACIÓN DEPORTIVA PARA LA ENSEÑANZA DEL MIMO

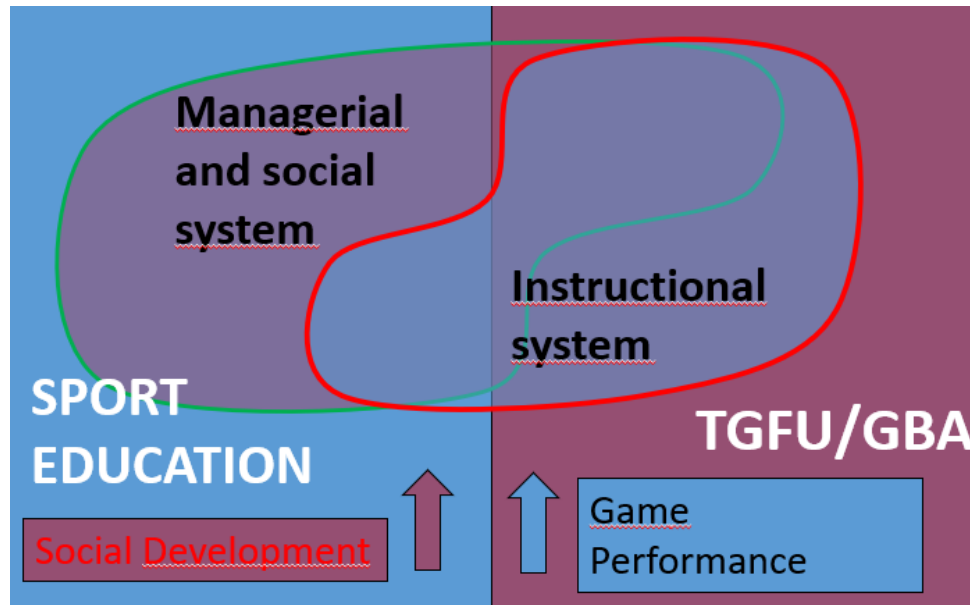
Antonio Méndez-Giménez¹ y Diego Martínez de Ojeda²

PEDAGOGICAL MODELS IN RESEARCH: SPORT ED & TGfU

EXPANDING SPORT EDUCATION....

- INTERDISCIPLINARY EXPERIENCES
 - INTERSCHOOL EXPERIENCES
 - EXTRACURRICULAR SPORT ORGANIZATION

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