Inspiration for this Presentation!

- Comes from my BKin students in KPE 333 - The Pedagogy of Playing Games.
- This course introduces students to the possibility of using a Game Centred Approach to teaching and coaching.
- It follows the Athlete Centred Coaching model which I teach in my other coaching courses.
- Fig. 1 was an answer from one of my students to the question “Design a model that explains the relationship between Teaching Games for Understanding (TGfU), Play Practice (PP), Game Sense (GS) and Developing Thinking Players (DTP)?”

Game Centred Approaches to Teaching and Coaching

DC’s original discussion model

<table>
<thead>
<tr>
<th>Experience/Performance level (NCCP)</th>
<th>Beginner</th>
<th>Developer</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Elite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game Centred Approaches</td>
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<tr>
<td>TGfU</td>
<td>PP</td>
<td>GS</td>
<td>DTP</td>
<td></td>
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<tr>
<td>Stages of Skill Learning (NCCP)</td>
<td>Initiation</td>
<td>Acquisition</td>
<td>Consolidation</td>
<td>Refinement</td>
<td>Creativity</td>
</tr>
</tbody>
</table>

Question: What is wrong with this model?
Answer: This assumes that learning is linear and we know that it is not!

Task: If skill learning is not linear, what is it? Draw a model that best demonstrates how we learn skills using TGfU, PP, GS and DTP.

Fig 1. Suggested by 4th year CTEP/BKin student Rebecca Kennedy

TGfU Background

- TGfU originated back in the 1970-80s at Loughborough. Published by Bunker and Thorpe (1982 and 1986). More recent TGfU contributors have been Griffin and Butler (2005), Butler and Griffin (2010), Stephen Harvey (WVU) and Shane Pill (Flinders, Australia)
- TGfU has its own annual conference and many websites promote the model.
- Famous for its 4 families of games – Territory, Striking, Net, Wall and Target. Transfer between sports.
TGfU Background (continued)

- Rigid 6 step non-linear pedagogy focused on the student.
- 1st GCA to teaching games in schools that focused on both cognitive skills and understanding of the game by the student.
- A very devoted body of researchers who are totally committed to TGfU in its “purest” sense.
- Development of small sided games (Alan Wade, 1967). My experience as a PE teacher in the late 1970s!

**Play Practice (PP)**

Fundamentals of PP by Launder* and Piltz (2013)

Has developed from TGfU but is not constrained by the 6 stage approach

Use the strategies of simplifying, shaping, focusing and enhancing small sided games to maximise the skill teaching and game understanding of students & athletes. It is SC and AC. It bridges the gap between the beginner and the advanced athlete and student.

**Game Sense (GS)**

Originally developed by the Australian Sport Commission (1996) and developed by Richard Light (2012), GS enhances the teaching and coaching ideas suggested by PP. It is game and sport specific. Skills are learned and practiced in real game situations. It is AC and SC.

Decision Making+Movement Knowledge =Skillful Performance

“What to do” + “How to do it” + “When to do it”

= “Able to do it”

S.Pill (2017)

**Developing Thinking Players (DTP)**

Introduces the concept of player decision making in various softball scenarios.*

Players must have a good understanding of the game to make realistic real game time decisions in practice i.e., where to throw the ball depending on game stage/score.

Alternative plays are discussed. Decision making passes from the coach to the player?

https://issuu.com/graphicsolutions/docs/dtp_senarios_pages_preview
Fig. 6 Intersection of TGfU & PP Areas of Overlap Age, Experience and Ability Level of Students/Athletes Understanding, Appreciation and Tactical Awareness General Skill Development Games Categories.

Fig. 7 Intersection of PP & GS Areas of Overlap Age, Experience and Ability level of Athletes/Students. Tactical Awareness and Decision Making. Specific Skill Development Game Appreciation.

Fig. 8 Intersection of GS & DTP Areas of Overlap Age, Experience, Ability and Skill level of Athletes. Uses Questioning + Problem Solving in Sport Specific Game Decision Making. Encourages Ownership. It is AC.

Final Thoughts!
Lynn Kidman in “Athlete-Centred Coaching: Developing Inspired and Inspiring People” (2005)
“Game Sense encourages players to understand and appreciate the game...it enables them to make informed decisions, take ownership of their learning and exercise choice and control over how they play the game. (p.195)”
Wayne Smith (NZ All Blacks 2011 World Cup Winning Coach)

Wayne Smith, ACC and Empowering Players
• June 28th 2017- The Guardian reports how Wayne’s ideas were not immediately accepted in NZ. Poor results in the run up to the 2015 and changes to All Blacks culture did not go down well.
• “So rather than being instructional all the time, asking questions and getting descriptive answers to know whether the players understood or not” and “(I was about) playing games for learning, asking questions to create self-awareness....” Wayne Smith

Game Centred Approaches
“Starting with a game or game form rather than a drill practice, GCA shows how teaching/coaching can be applied at different stages of game development. The coach or teacher remains an integral part of the process as the “deliberate game designer” which encourages inquiry pedagogies to guide player development as Thinking Players.”
Shane Pill (2017)