

Practical implications of the theory

Motivational climate

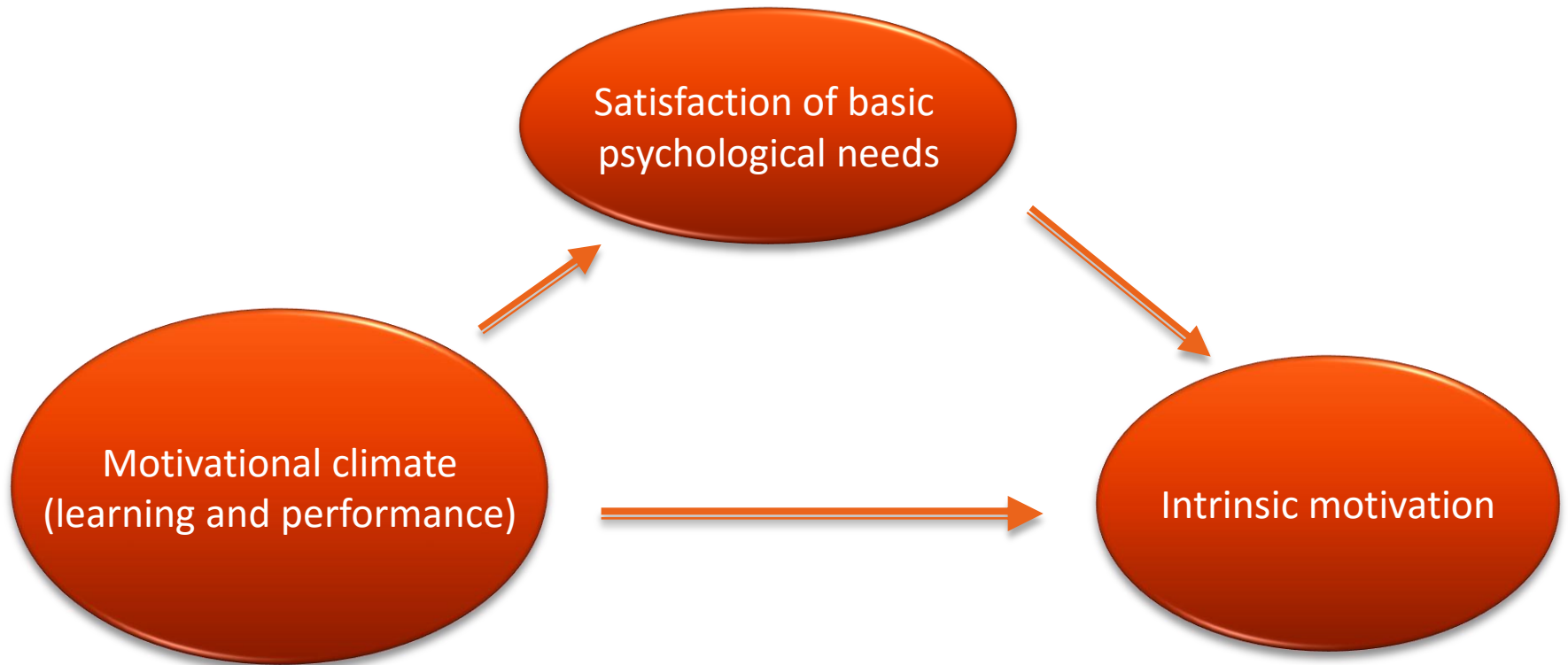
Learning

- Focus on skills improvement

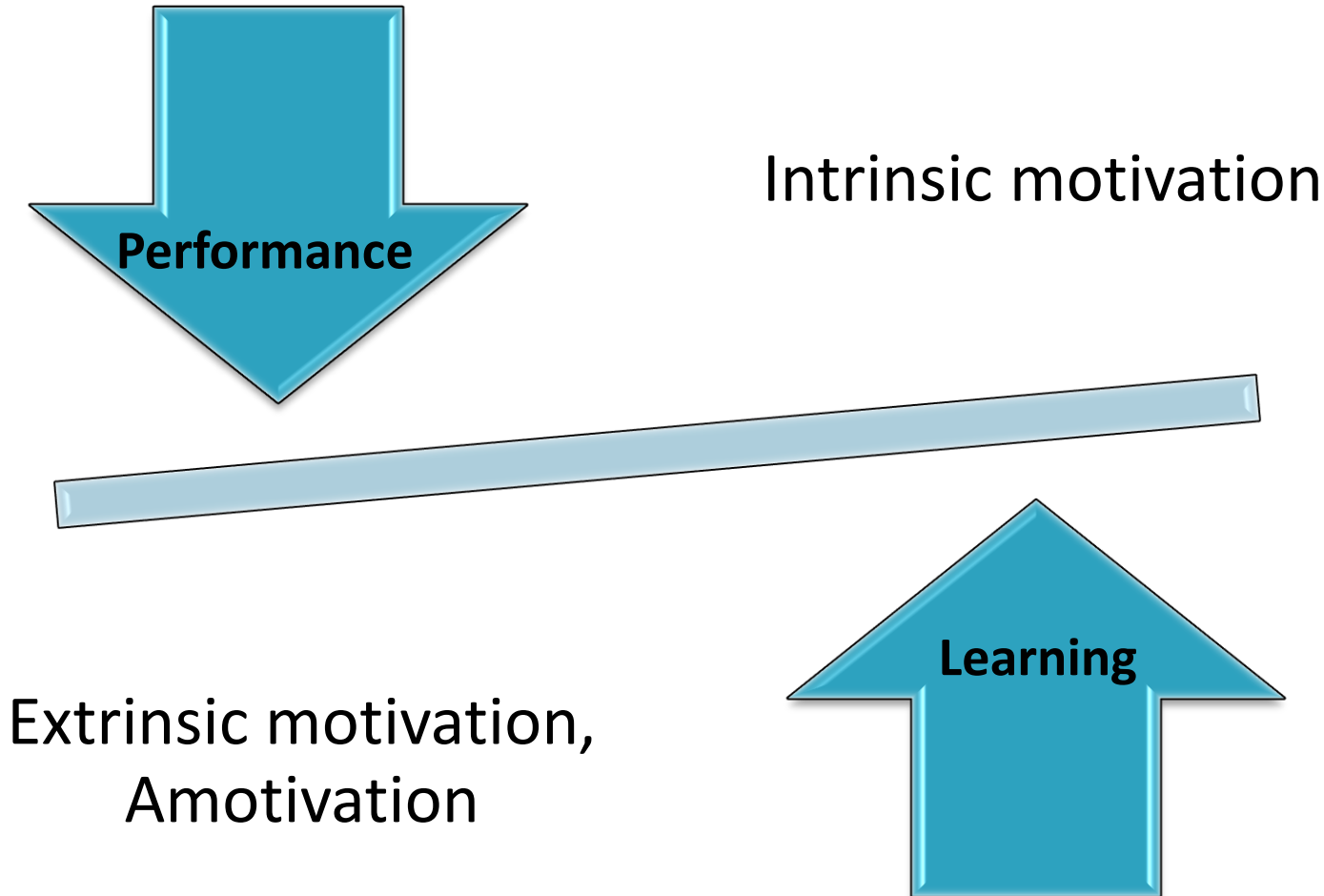
Performance

- Emphasis on comparison to others

Satisfaction of basic psychological needs



The role of motivational climate



Features of supportive environment

TASK

- Skills teaching

AUTHORITY

- Providing autonomy

RECOGNITION

- Providing recognition

GROUPING

- Cooperation

EVALUATION

- Evaluation

TIME

- Organization of teaching

TEACHING OF SKILLS

The skills taught become more attractive

- Exercises that are fun for children
- Provide alternative topics of engagement
- Avoid rewards for class participation

More meaningful learning

- The instructions should be proportional to students' level
- Exercises that emphasize learning
- Goal setting
- Programming of events (lectures, contact with champions, match watching, information on major events, etc.)

Teaching with the skills method

- ▶ Teaching of individual skills
- ▶ Teaching a combination of skills
- ▶ Teaching of basic tactics of behaviours
- ▶ Normal game

New activities

- ▶ Table tennis
- ▶ Badminton
- ▶ Trim trail
- ▶ Educational games
- ▶ Aerobic/Pilates/Zumba

TGfU as a thematic approach to teaching games

- ▶ Children can gain skills and knowledge applied to different sports by playing a variety of games associated with 4 game categories:
- ▶ **Target Games** in which the participant propels an object, preferably with a high degree of accuracy, at a target.
- ▶ **Net/Wall Games** in which the participant propels an object into space trying to make it difficult for an opponent to return it.
- ▶ **Striking/Fielding Games** in which the participant strikes an object so it is placed away from defenders in the field.
- ▶ **Territory Games** in which participants invade an opponent's territory to score.

How can TGfU approach the teaching of games?

- ▶ Teaches a child the basic concept behind keeping possession of an object in an territory game (e.g., use short passes, shield the ball, support the player with the ball)
- ▶ Increases the possibility that the child will be able to play a variety of territory games whose tactics can be applied to related sports (e.g., basketball, soccer, handball, goalball, etc.).

Benefits of TGfU

- ▶ Children are exposed to primary rules, fundamental skills, and tactical problems associated with every game/sport.
- ▶ Children develop an understanding and competency of the skills and tactics associated with playing sports.
- ▶ Children become literate in a variety of games, activities and sports.
- ▶ Increase of children's positive reactions to teaching.

Teaching games for understanding

- ▶ Six Basic TGfU Concepts:
 - Teach games through games.
 - Break games into their simplest format - then increase complexity.
 - Participants are intelligent performers in games.
 - Every learner is important and is involved.
 - Participants need to know the subject matter.
 - Need to match participants' skill and challenge.

Steps of a TGfU approach

- ▶ **Activity Appreciation:** trying out a version of the activity in a small-group
- ▶ **Tactical Awareness:** developing understanding of common elements of games and tactics needed for success
- ▶ **Decision-Making:** learning and practicing making decisions in action, in response to different situations
- ▶ **Application of Skills:** identifying and practicing the skills needed to improve play
- ▶ **Performance:** putting it all together, applying the skills, decision-making and tactics in game situations
- ▶ The process is a cyclical one with participants continuing to adapt and change as needed for the best playing experience.

PROVIDING AUTONOMY

Involving students in decisions about the course

- Students can choose alternative topics of engagement
- Encourage students in taking initiatives

Improvement of decision-making ability

- To give them the opportunity to express their experiences
- To create opportunities for everyone to lead, to organize and to coordinate an activity or exercise

Teaching styles and autonomy

- ▶ Teaching is a decision-making process
- ▶ The decisions are made by either the teacher or the student, or the cooperation of these two
- ▶ When one of them makes most decisions, the other makes respectively the less and that sets the style or method of teaching.

Teaching styles that promote autonomy

- ▶ Practice style
 - Students take certain decisions during the teaching episode – they are exercised in their own pace
- ▶ Reciprocal style
 - Students take the role of the teacher and give feedback – they are exercised in their own pace
- ▶ Self-check style
 - Students check and evaluate their performance on their own – they are exercised in their own pace

Teaching styles that promote autonomy

- ▶ Method of difficulty differentiation
 - Students choose in which level of difficulty they will be exercised
- ▶ Methods of guided discovery and convergent discovery
 - Students discover on their own the proper execution of the movement
- ▶ Method of divergent discovery
 - Students discover new solutions to a motor problem

Teaching styles that promote autonomy

- ▶ Methods of individual programme, individual initiated and self-teaching
 - Students take most or all of the decisions before, during or at the evaluation of the teaching episode
 - Students decide on the role of the teacher

PROVIDING RECOGNITION

To provide opportunities for recognition of each student's progress

- To recognize the original ideas and behaviours
- To recognize the effort and not only the performance

To recognize the progress of each student

- Rewards for goal attainment
- Rewards for individual improvement

Proposed forms of reinforcement and recognition providing

▶ **Specific**

- It describes exactly what was right or wrong or the way to improve it

▶ **Positive**

- It communicates pleasure or satisfaction

▶ **Corrective - descriptive**

- It provides information on how to correctly perform the movement in the future

▶ **Dependent**

- It matches with the level of student's performance

Proposed forms of reinforcement and recognition providing

▶ **Motivational**

- It aims to encourage/motivate the students

▶ **Continuous - Interrupted**

- Continuous: in beginners
- Interrupted: as the familiarity grows with the skill

▶ **Immediate**

- The information is provided immediately after the execution of the effort

▶ **Delayed (advanced learners)**

- Some time elapses before the provision of feedback (the learners perform some repetitions)

Occasionally used forms of reinforcement and recognition providing

▶ **General**

- It conveys that something was right or wrong. It does not describe what or how to improve

▶ **Negative**

- It communicates displeasure or dissatisfaction

▶ **Neutral**

- It does not convey either satisfaction or dissatisfaction

▶ **Independent**

- It does not match with the level of student's performance

Occasionally used forms of reinforcement and recognition providing

- ▶ **Current (guidance)**

- The information is provided during the execution

- ▶ **Continuous - Interrupted**

- Continuous: in advanced learners
- Interrupted: in beginners

- ▶ **Delayed (beginners)**

- Some time elapses before the provision of feedback (the learners perform some repetitions)

COOPERATION

To grow social interaction in the lesson

- To provide sufficient time and opportunities for interaction and learning through cooperation
- To create small groups

To create an environment of acceptance and appreciation of all students

- To encourage the participation in many groups
- To avoid the creation of groups with ability being the only criterion

EVALUATION

To make student learn for the evaluation process – self-assessment

- Define the goals and the criteria of evaluation
- To encourage students to participate themselves in the evaluation process

Emphasis on personal improvement

- To reduce the emphasis given on comparisons
- To give opportunities for performance improvement

Evaluation as a teaching tool

- ▶ Diagnostic evaluation (principle of teaching)
 - It helps in the diagnosis of students' level and also in their improvement (feedback - motivation)
- ▶ Formative evaluation
 - Feedback is provided during exercise, which leads to further improvement
- ▶ Final evaluation
 - Evaluation of students' progress and goal achievement

Types of evaluation

- ▶ Quality of motion's execution (process)
- ▶ Execution's result (result)
- ▶ The teacher uses a list of criteria (qualitative execution)

Methods of evaluation

- ▶ Observation
- ▶ Ascertainment of students' performance
- ▶ Ascertainment of the pedagogical and the scientific training/competence
- ▶ Self-assessment
- ▶ Peer review
- ▶ Keeping and studying of files
- ▶ Various tests
- ▶ Individual dossier
- ▶ Combinations of methods

Authentic evaluation

- ▶ It refers to the evaluation of the student in game conditions
 - Decision making
 - Skill execution
 - Moves without a ball

Card of criteria for the evaluation

Long jump with hang

Criterion	The criterion is achieved...		
	Greatly	Moderately	Hardly
Is the approach run up with 7 steps and the foot press inside the zone?			
Is the foot press strong?			
Are the legs during airborne parallel to the ground and does the body leans forward?			
Is landing executed with both feet?			
Does the body pass over or sideways of the landing mark?			

Basketball

Test for the chest pass

The student stands behind a line that is at a distance of 2.5 m from a wall. He/she has to perform as many passes as possible on the wall at a time of 30 seconds. The score in the test is the number of the passes that the student will complete in 30 seconds. In order to take advantage of class time we examine our students half-half, so as when the first are examined, the second count the passes performed by their classmates.

Test for the dribble

We place five cones at a distance of 3 m between them, while the starting line is next to the first cone. The student has to dribble passing alternately right and left of the cones. The grading of the test is the number of cones that the student will dribble in 30 seconds.

Test for the shoot

The student has a ball and tries to score as many shoots as possible in 30 seconds at any distance from the basket. The score in the test is the number of the successful shoots. For proper management of time, two students execute the shoots at the same time in both baskets of the court.

Volleyball

Test for the pass (Figure)

We tie a rope vertically into the net. The teacher throws the ball into the box where the student who is examined is, who has to perform an overhand pass over the rope to the target where the area with the highest score is (4). If the ball lands in another target, the student gets the grades corresponding to that target. If the ball is directed outside, the student gets 0. The student performs 10 repetitions and the grade is the sum of the scores that the student succeeds.

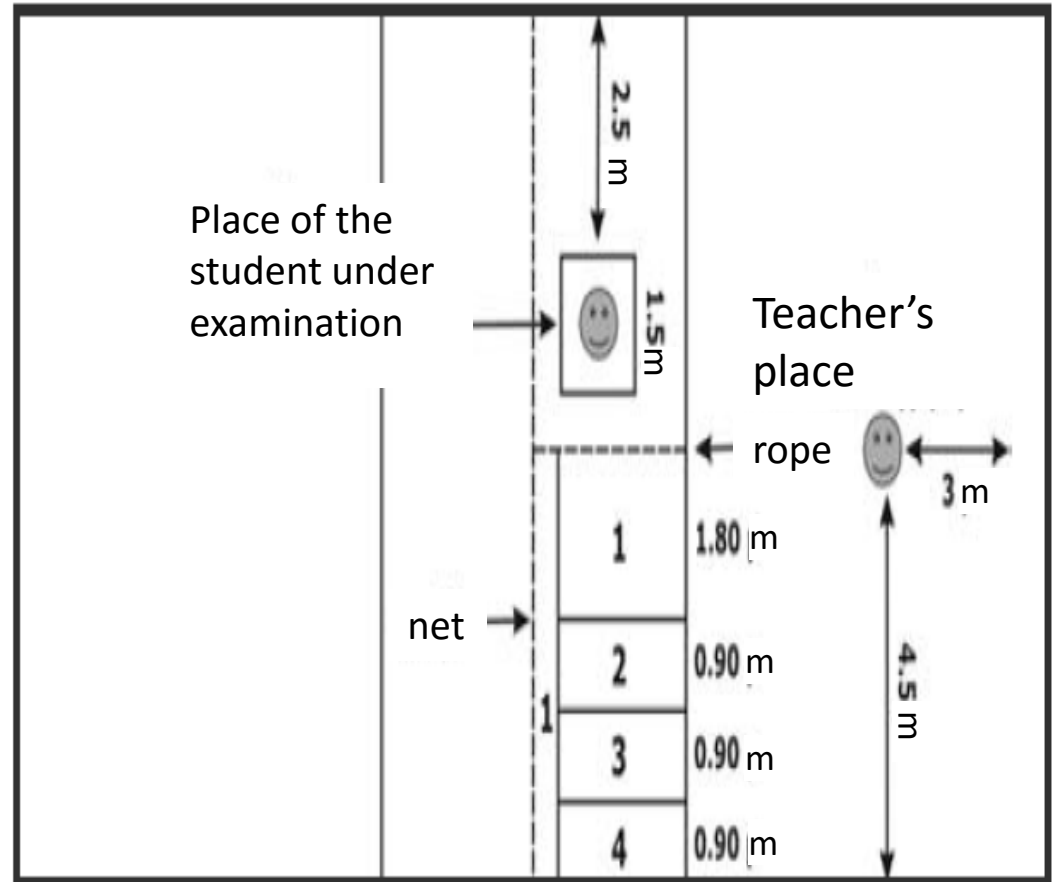


Figure. Test for the pass in volleyball

Evaluation of the emotional field

- Observation
 - Written questions (e.g. self-assessment of responsibility)
-
- ▶ Behaviour
 - Lists of criteria

Card of criteria for the evaluation of the behaviour

Criterion	The criterion is achieved...		
	Greatly	Moderately	Hardly
Does the student participate in all activities of the lesson?			
Does the student try to improve?			
Does the student respect the rules of the sports?			
Does the student respect the effort of his/her classmates?			
Does the student cooperate with his/her classmates during exercise and games?			
Does the student participate in the discussions – dialogues during lesson?			
Does the student respect the sports equipment and the facilities?			

Evaluation of the cognitive field

- ▶ Written questions
- ▶ The emphasis is given in the evaluation of the motor target and of the effort. It is recommended to avoid written examinations for marking

BASKETBALL

(circle the right answer)

1. The basketball was invented (created) by:

- A. Din Martin
- B. James Naismith
- C. Nick Galis
- D. Denis Norman

2. The basketball was played for the first time:

- A. In 1932 in France
- B. In 1871 in Australia
- C. In 1891 in America
- D. In 1923 in Sweden

3. The basketball was officially appeared in the Olympic Games:

- A. In Montreal in 1976
- B. In Munich in 1972
- C. In Barcelona in 1996
- D. In Berlin in 1936

4. The basketball was firstly appeared in Greece:

- A. In Thessaloniki in 1919
- B. In Patra in 1912
- C. In Athens in 1922
- D. In Iraklion of Crete in 1920

5. The basketball court has dimensions :

- A. 40 x 20 meters
- B. 28 x 15 meters
- C. 32 x 17 meters
- D. 50 x 25 meters

6. The number of players in a basketball team are:

- A. 5 in the game and 7 substitutes
- B. 6 in the game and 6 substitutes
- C. 7 in the game and 5 substitutes
- D. 5 in the game and 5 substitutes

7. A basketball game lasts:

- A. 2 x 20 minutes
- B. 3 x 10 minutes
- C. 4 x 10 minutes
- D. 2 x 15 minutes

8. The offence in basketball lasts:

- A. 30 seconds
- B. 24 seconds
- C. 18 seconds
- D. There is no limitation

9. Which of the following thoughts is positive, when you have lost an easy shot in basketball?

- A. It's backboard's fault, it was very hard.
- B. I didn't place my hand well.
- C. We all make mistakes, I will concentrate on the next.
- D. How did I lose such an easy shot.

10. A basketball player is disqualified from the game when he/she has done:

- A. 6 personal fouls
- B. 5 personal fouls
- C. 4 personal fouls
- D. 7 personal fouls

Athletics - Races

(circle the right answer)

1. The event “stade” in ancient times was a race of...

- A. sprint
- B. middle-distance
- C. long-distance

2. The place where the athletes set their feet in the starting in ancient times was called...

- A. hysplex
- B. kampteras (turning post)
- C. balbis

3. The event which ended the Olympic Games in ancient times was the...

- A. “dolichos” (long race)
- B. “diaulos” (double stade)
- C. “hoplitodromos” (armed race)

4. The length of the marathon route is...

- A. 32.195 meters
- B. 42.195 meters
- C. 52.195 meters

5. The stadium where games take place has usually 8 lanes. The length of their internal lane is...

- A. 300 meters
- B. 400 meters
- C. 500 meters

6. The orders of the starter “Get start” and “Set” before the gunshot are heard in races of...

- A. sprint
- B. middle-distance
- C. long-distance

7. The crouching position in the starting block is used in races of...

- A. sprint
- B. middle-distance
- C. long-distance

8. The hurdles races in women are...

- A. 100 and 200 meters
- B. 100 and 400 meters
- C. 200 and 400 meters

9. The endurance, the running pace and the willpower of an athlete are factors playing important role in races...

- A. of middle-distance
- B. of long-distance
- C. of middle- and long-distance

10. The relays events are...

- A. 4 x 100 and 4 x 200 meters
- B. 4 x 200 and 4 x 400 meters
- C. 4 x 100 and 4 x 400 meters

Instructions for the evaluation in Physical Education

- ▶ Have clear in your mind what you assess and if what you assess is worthy to have been learned by students.
- ▶ Determine why you evaluate. What will you do with the information that you get from the evaluation? Will it be feedback for you, for the students, for the parents?
- ▶ Firstly, try the tests or measurements that you intend to do in a small group of students (e.g. a class that works well with you).
- ▶ Make clear to students when the evaluation will take place.
- ▶ Share the information from your evaluation with your students on a personal level, with other teachers or parents, if necessary. This will enhance the reliability of the evaluation.

Grading of the student

- ▶ Composition of as many factors as possible
- ▶ Connecting the grades with the achievement of the learning goals
- ▶ Providing information to students and parents for further improvement

ORGANIZATION OF TEACHING

To take into account the needs and the level of the students

- Programming must correspond to the levels of students' motor abilities
- To give the opportunity to students to follow their own pace

Proper functioning of the lesson

- Usage of flexible organizational structures in the class
- Streaming of the lesson and supervision of the student