

Didactics in crisis areas

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*2nd International Sport in Post-Disaster Intervention
Seminar*

ICSSPE



CIEPSS

International Council of Sport Science and Physical Education
Consejo Internacional para la Ciencia del Deporte y la Educación Física
Conseil International pour l'Education Physique et la Science du Sport
Weltrat für Sportwissenschaft und Leibes-/Körpererziehung



The role of sport

"Sport is a truce. In an era of antagonisms and conflicts, it is the respite of the Gods in which fair competition ends in respect and friendship (Olympism). Sport is education, the truest form of education, that of character. Sport is culture because it enhances life and, most importantly, does so for those who usually have the least opportunity to feast on it."
(The Youth Charter)



DEVELOPING SPORT. DEVELOPING MINDS.

Notions of education...

- Creating people capable of doing new things (e.g. Piaget)
- A process leading to personal autonomy based on reason (e.g. Dearden)
- A *‘process which grips a child by his moral coat collars and lifts him up to see over the crowd to the task of personal responsibility for being human’* (e.g. Morris)
- **What is your own philosophy?**

Teach me to catch!

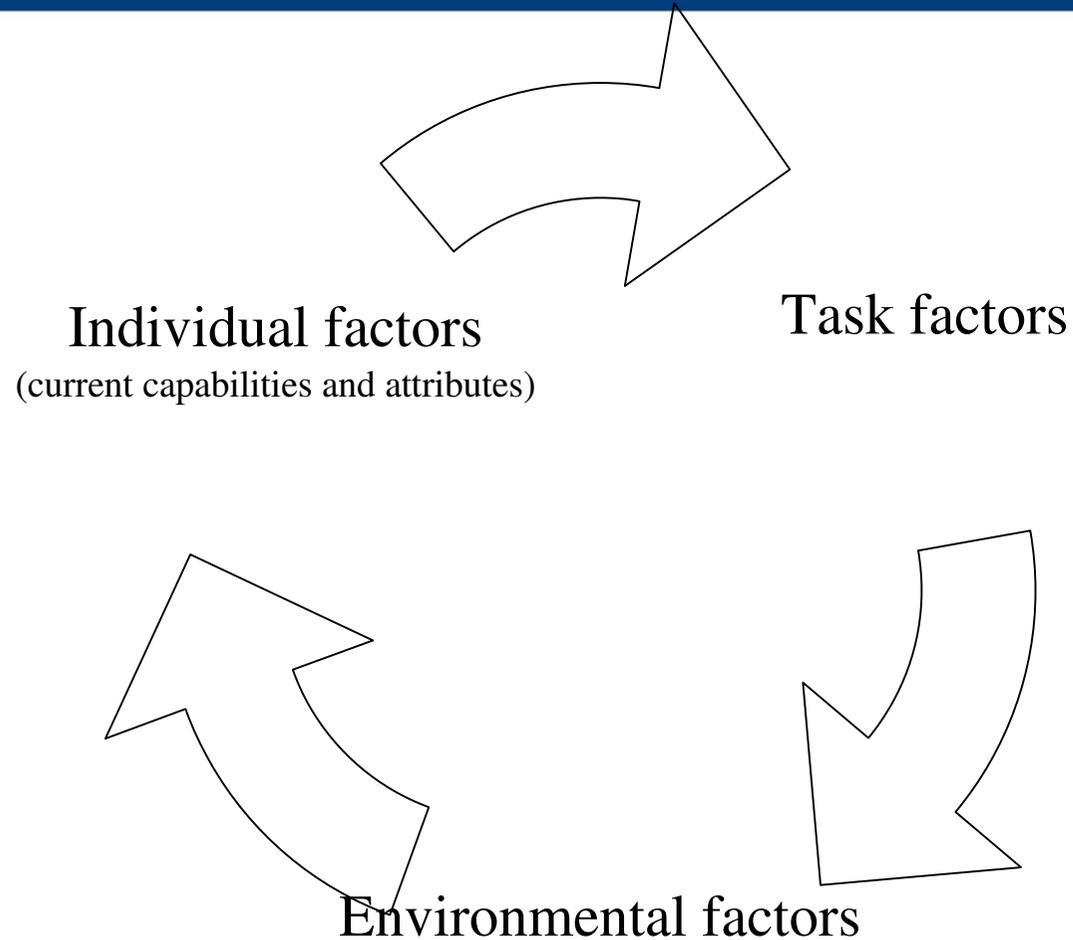
- How do we decide upon the best way to teach sport?
- What approaches do we take and why?
- What different methods do we use and why?
- Now work in a small group of 5 or 6 people. One person volunteer to be ‘coach’ and support learning of the other group members or approximately 5 minutes.
- When you have finished, we will talk about what we have learned about teaching and learning

Learning is a process of emergence and co evolution of the individual, the social group and the wider society...This argues against the ‘empty vessel’ theory of learning...knowledge is emergent and the mind is emergent and developing

(Morrison, 2008)



Theoretical perspectives

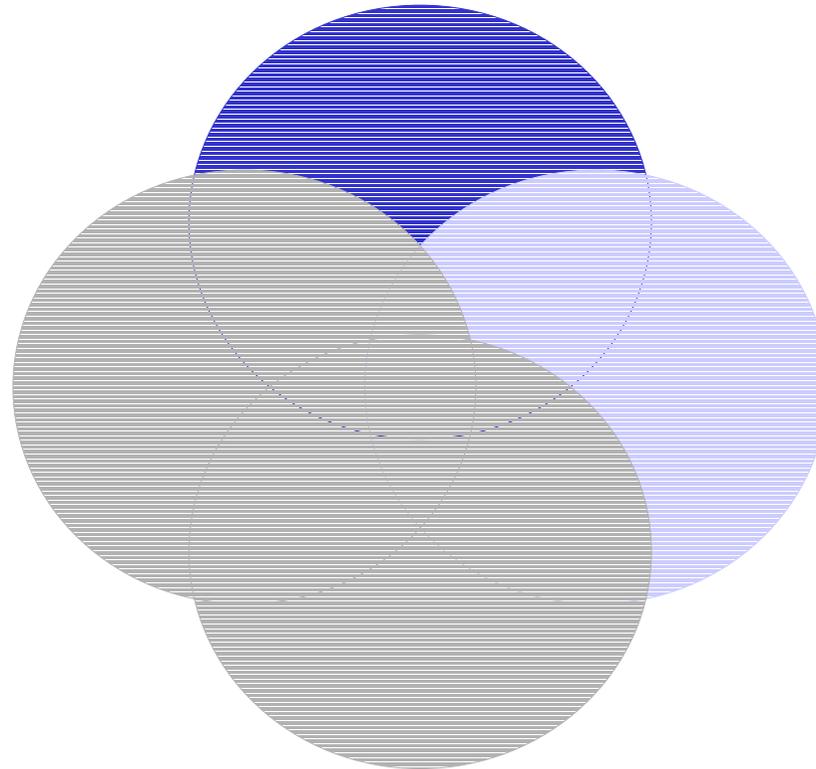


- Before planning sessions, you need to consider a range of factors that will impact on *what, how, where* and *with whom* you will teach
- Create a list of these factors and highlight those that are within your control. Consider any strategies that could be used to manage these factors to improve quality of learning

Learning objectives

Physical (and health)

Social



Cognitive

Affective

DEVELOPING SPORT. DEVELOPING MINDS.

Planning your sessions

- To start any planning process, you need a clear idea of where you want to get to
- With a partner, discuss the context in which you are working.
- **What** do you want your teaching to achieve?
- What, specifically, do you want participants to **learn**?
- How do you know **where** to start?
- Can you break your goals down into developmental domains and long term, medium term, short term?

- **Contextual factors, safety and wider issues**
- **Introductory activities and warming up**
- **Sequence of activities to support learning**
- **Application of learning – fun!**
- **Activities to meet learning needs and adaptation**
- **Cool down and plenary**
- **Alternatives – e.g. whole part whole, TGFU, Sport education**
- **WALT and WILF**
- **A rationalised and contextualised approach to your own teaching role/behaviour**



Work in your group again to plan a 15 minute sports 'learning episode'. Consider:

- The specific learning intentions (WALT & WILF)
- Organisation of equipment and space
- Teaching styles to be deployed
- How tasks will be progressed and how they can be differentiated to meet specific individual needs (STEP)

One of your groups will be chosen to lead their short session with everyone else taking part. The ‘coaches’ will also be asked to assess the learning that is taking place

The coach?!!



DEVELOPING SPORT. DEVELOPING MINDS.

DIRECT

INDIRECT



Command style

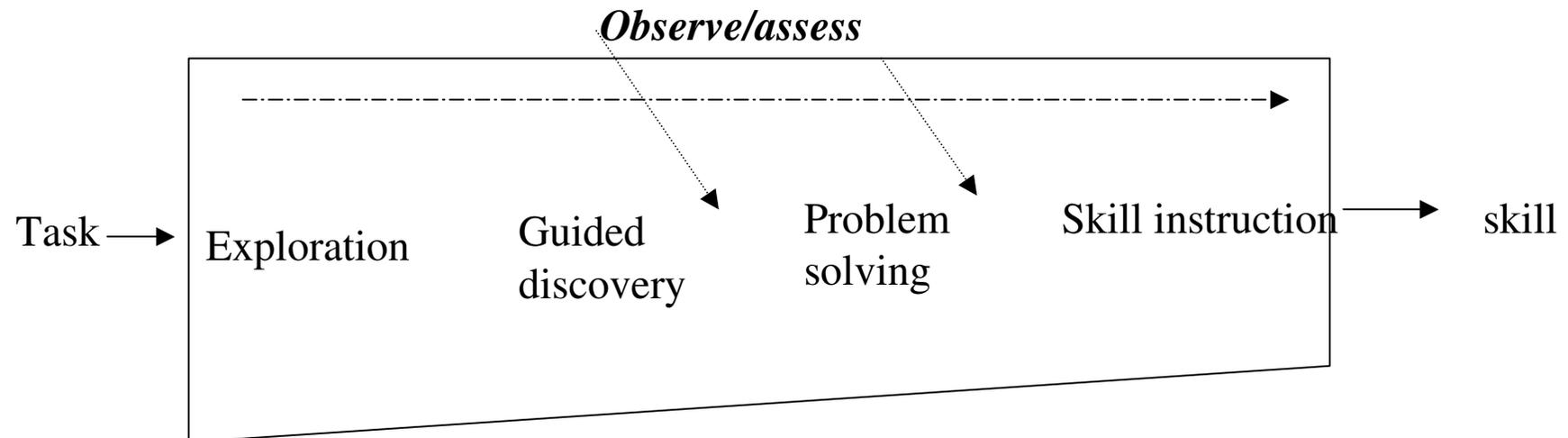
Guided discovery

Problem solving

Exploration

Direct or Indirect?

The “limitation method”- a combination of
both:



Adapted from Gallahue, D.L. (1996)



- Self reflection
- Professional development
- Courses and practical experience
- Peer support

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