

Game Sense



Game sense is an approach to modified sport that:

- engages children in minor and modified game strategies and concepts where there are opportunities to develop both skills and an understanding of the tactics of the game.
- encourages simple modifications (easier or harder) to accommodate varying ability levels and therefore maximises inclusion and challenge.
- modifies game rules, the playing area or the equipment for the purpose of highlighting aspects of the game such as attackers sending a ball beyond the reach of opponents or 'forcing' a striker to hit a ball with a bat into a defined region.
- promotes the development of 'thinking players'.

Game sense encompasses

- Fun
- Playing
- Decision making and problem solving
- Communicating and collaborating
- Inclusion and challenge

Teaching using a game sense approach

Game sense uses a student-centred approach to teaching.

Here you will find some tips on how to use a student-centred approach during your lessons.

Lesson plans

If the lesson is well constructed you won't hear 'When can we play the game?'

That's because students will have a chance to get into the game related activities early and often. Emphasises:

- games before drills & skills
- high-activity levels that are disguised within fun and challenging activities
- the CHANGE IT approach to modifying the activity for inclusion, challenge and skill development.

Correcting

- Use student role models, individuals and smaller groups to highlight either tactical aspects or technique.
- 'Let the kids play' before intervening with 'coaching tips'.
- Once an activity is in play, take individuals or small groups who may need some specific guidance
- 'Discrete coaching' to one side.

- Observe, observe, observe... avoid over-coaching.

Questions/challenges

- Use questions often
- Remember questions/challenges can substitute for 'telling'.
- Questions can also prompt students to come up with modifications to 'include all'.

Feedback

- Keep to small doses and be specific. 'Keep your arm straight' is better than a negative statement.
- 'That was good because' ... is better than a 'feel good' statement like 'great shot'.
- 'Sandwich' a correction in between some positive feedback.

Lesson management

Effective class management has a big impact on starting activities, forming groups, activity levels, safety, setting new tasks, including all and your ability to maintain an engaging lesson.

- Lesson plans guide the flow of your lesson.
- Continually review, modify and experiment.
- Rehearse in your mind things like:
 - starting an activity
 - transitions
 - forming students into groups
 - finish up.