Douglas College

A.	Division:	**Education**	Effective Date:	**September 2007**	

B.	Department / Program Area:	**Science and Technology Sport Science**	Revision		New Course	**X**

If Revision, Section(s) Revised:
Date of Previous Revision:
Date of Current Revision:

C:	SPSC 3399	**D**:	**Games Approach to Teaching and Coaching Sport**	**E:** 3
	Subject & Course No.		Descriptive Title	Semester Credits

F: Calendar Description:

The games approach to teaching and coaching sports involves the use of game related activities to stimulate and motivate learning. The twin goals of improvement and personal satisfaction are emphasized jointly throughout the course. Students will learn creative, innovative and exciting ways to teach and coach, and will be able to design and implement learning activities that are enjoyable, challenging, inspiring and cognitively and physically demanding. The games approach involves learning by doing and fun with a purpose.

G: Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Lecture / Practice

Number of Contact Hours: (per week)

4 hours lecture / practice

Number of Weeks per Semester:

15

H: Course Prerequisites:

I: Course Corequisites:

J: Course for which this Course is a Prerequisite

SPSC 4199

K: Maximum Class Size:

30

L: PLEASE INDICATE**:**

☐ Non-Credit

☐ College Credit Non-Transfer

X College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)

M: Course Objectives / Learning Outcomes

1. Design games activities for learning, enjoyment and performance.
2. Apply games activities for learning, enjoyment and performance to practices, classes and competitions.
3. Teach and coach both technical and tactical skills by using the games approach.
4. Integrate physical and mental skills development, and personal and social responsibility through the use of the games approach.
5. Demonstrate the inclusion of participants of all abilities through the use of the games approach.

N: Course Content:

1. Games approach theoretical concepts
   1.1. Process and product orientation
   1.2. Teaching games for understanding
   1.3. Play practice model
   1.4. Traditional models and the role of the games approach
   1.5. Modifying traditional approaches with the games approach
   1.6. Applying the games approach in a variety of settings
      1.6.1. Teaching
      1.6.2. Coaching
      1.6.3. Recreation leadership
      1.6.4. Sport skills
      1.6.5. Development camps
      1.6.6. Playground
2. Games approach principles
   2.1. Planning for effective play
   2.2. Developing the sport sense
   2.3. Skill development
   2.4. Tactical development
   2.5. Decision making and cognitive factors
   2.6. Integration of mental skills into play
   2.7. Applying games approach principles in other settings
   2.8. Categories of the games approach
      2.8.1. Defining and shaping psychomotor behaviour
      2.8.2. Providing focus and attentional skills in games and activities
      2.8.3. Performance enhancement through the games approach
3. Variables within the games approach
   3.1. Modifying and changing variables to suit individual and group needs
   3.2. Session plan models
   3.3. Scoring systems
   3.4. Rules and methods of ensuring the focus on process and execution
   3.5. Designing activities to promote flow and a focus in the moment
   3.6. Methods to enhance cognitive processes
   3.7. Integration of decision training principles
   3.8. Developing court sense or field sense (competition sense, game sense)
4. Pedagogical factors
   4.1. Modification of traditional methods
      4.1.1. Task approach
      4.1.2. Social approach
      4.1.3. Guided discovery
      4.1.4. Learning progressions
      4.1.5. Whole part whole and variations
      4.1.6. Goal orientation
   4.2. Planning and preparation
   4.3. Quality and quantity of meaningful practice
   4.4. Progression
   4.5. Direct and indirect methods
   4.6. Positive specific feedback
   4.7. Questioning and guiding
   4.8. Error detection and correction

      4.9. Transferring responsibility from teacher/coach to student
      4.10. Individualization
      4.11. Group goal setting and planning
      4.12. Pacing
      4.13. Learning and performance differences

5. Specific applications
   5.1. Invasive sports
      5.1.1. Field
      5.1.2. Court
      5.1.3. Arena
   5.2. Non invasive sports
      5.2.1. Divided court games
      5.2.2. Interactive court games
      5.2.3. Striking games
   5.3. Target events
   5.4. Racing events
   5.5. Artistic events
   5.6. Combative sports
   5.7. Fitness activities
6. Application of mental skills
   6.1. Focus
   6.2. Goal setting
   6.3. Performance states
   6.4. Breathing and relaxation
   6.5. Attentional styles
7. Inclusion factors
   7.1. Integration of students with varying abilities
   7.2. Adaptations
   7.3. Modifications
8. Planning
   8.1. Activities
   8.2. Warm-ups and cool downs
   8.3. Groups or series of activities
   8.4. Sessions
   8.5. Units and microcycles
9. Role of the teacher and coach
   9.1. Leader
   9.2. Feedback
   9.3. Motivation
   9.4. Enjoyment
   9.5. Fair play

DOUGLAS COLLEGE SIGNATURE ELEMENTS:

Core Competencies:

   a.   Oral, written and interpersonal communication:
       Preparation of session plans, communicating the process instead of the outcome
   b.   Computational and Information Technology
       Using software to diagram activities, using innovative scoring systems
   c.   Critical and Creative Thinking
       Creating new activities to emphasize the process
       Examine and evaluate leadership activities and plan for improvements
   d.   Teamwork
       Work in groups in the classroom and gymnasium, problem solving in groups

Academic Signature:

   a.   Applied Skills (field, laboratory practicum)
       Leadership of sport activities
       Leading the games within the game

	b. Ethical behaviour and social responsibility
	Creating an environment where everyone can be a winner
	c. Intercultural, International and Global Perspective
	Use sample sports used in other cultures or that reflect Canada's changing mosaic

O: Methods of Instruction

Lecture
Discussion groups
Practical application
Field observation and/or video observation
Self-study via print or online materials
Reading assignments
Online discussion groups
Experiential Learning

P: Textbooks and Materials to be Purchased by Students

Will be decided by course instructors. Potential resources include:

Launder, A.G. (2001) Play Practice. Human Kinetics Publishers, Champaign, Illinois, USA

Mitchell, S.A., Oslin, J.L., Griffin, L.L. (2006) Teaching Sport Concepts and Skills 2nd Edition A Tactical Games Approach. Human Kinetics Publishers, Champaign, Illinois, USA

Certifications/Conference requirements:

As part of the course, instructors and students may engage in extra-curricular certification processes that overlap with the curriculum of the class. Fees for professional certification, where applicable, will be borne by the student. Potential certifications relating to this course include:

1.   High Five certification (cost tba but it is reasonable) (BCRPA certification)

Q: Means of Assessment

The selection of evaluation tools for this course is based upon:

1.   Adherence to college evaluation policy regarding number and weighing of evaluations, for example a course of three credits or more should have at least three separate evaluations.
2.   A developmental approach to evaluation that is sequenced and progressive.
3.   Evaluation is used as a teaching tool for both students and instructors.
4.   Commitment to student participation in evaluation through such processes as self and peer evaluation, and program/ instructor evaluation.

The following is presented as an example assessment format for this course:

Practical applications	20%
Resource project	20%
Midterm and final examinations	30%
Preparation & participation	10%
Practical leadership	20%
Total	100%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Not at this time

Course Designer(s): Tim Frick   Education Council / Curriculum Committee Representative

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Dean / Director: Des Wilson   Registrar