Teaching and Learning Through Sport

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Session outline

- Starting points and theoretical perspectives
- Implications for the communities in crisis context
- Setting learning objectives and session planning
- Teaching/coaching behaviours, styles and approaches
- Matching tasks to learning needs
- Practical experience
Why 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)
The role of the teacher/coach/leader...

“...protect the spirit of enquiry, to keep it from becoming blasé due to overexcitement, wooden from routine, fossilized through dogmatic instruction, or dissipated through random exercise on trivial things”

(Dewey, 1933, p.34).

“I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!”
Factors affecting learning in sport and physical education

Start from the needs of the individual in the context they are in!
Starting with learning objectives

- Physical and health
- Social
- Cognitive
- Affective
Planning a session

**Our Learning**

**WALT** We are learning to

This tells you what skills you are going to learn.

**WILF** What I’m looking for

This tells you what you need to concentrate on.

**TIB** This is because

This tells you why you are doing the activity.
Time to run around!

- What do you think the WALTS and WILFS were from this short activity session?
Catch a ball!
In a small group, take it in turns to be the teacher and students.

Think about, specifically, the WILF of catching a ball.

How will you explain this to your students to help them improve?
Observation & assessment

PLAN

TEACH/COACH

Start with what people can already do

OBSERVE/ASSESS

DEVELOPING SPORT. DEVELOPING MINDS.
Changing the task

• How can we make the task more easy/challenging?
• Think about ‘STTEP’
  – SPACE
  – TIME
  – TASK
  – EQUIPMENT
  – PEOPLE
Approaches to teaching & coaching

The coach?!!
Teaching styles

DIRECT

Command style

INDIRECT

Guided discovery

Problem solving

Exploration
Direct or Indirect?
The “limitation method” - a combination of both:

Adapted from Gallahue, D.L. (1996)
Planning & coaching task

Work in a group to plan a 10 minute ‘learning episode’. Consider:

• The specific learning objectives 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 (STTEP)
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.
Longer term planning

progression
continuity
changing circumstances
sustainability
Staff development
changing learning needs
Curriculum development
Competition development and structures

"We need an end to short-termism ... at least until next week."
Review and development

- Self reflection
- Professional development
- Courses and practical experience
- Peer support
THINK OF IT AS A SUCCESS... THEY LEARNED EVERYTHING IN THE FIRST HOUR, AND DIDN'T NEED THIS NEXT HOUR.
Questions and keep in touch

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