

## Lecture 3

### Designing Educational Situations for Games in Individual and Team Sports Activities

#### Introduction

The teaching-learning process in Physical and Sports Education is largely dependent on the quality of educational situations designed by the teacher. Educational situations constitute the practical framework through which learning objectives are transformed into meaningful experiences that allow learners to acquire knowledge, motor skills, tactical awareness, and social competencies.

Modern educational theories emphasize that learning occurs most effectively when learners actively engage in authentic situations that require participation, experimentation, problem-solving, and reflection. Consequently, educational situations are not merely exercises or drills; they represent carefully planned learning environments designed to facilitate the development of specific competencies.

In Physical Education, educational situations are particularly important because motor learning requires repeated interaction between the learner and the environment. Through well-designed situations, learners can progressively construct movement patterns, improve technical performance, develop tactical understanding, and acquire positive attitudes toward physical activity.

The design of educational situations requires a comprehensive understanding of educational objectives, learner characteristics, pedagogical principles, sports-specific requirements, and available resources. Teachers must ensure that situations are meaningful, progressive, motivating, safe, and adaptable to individual differences.

Therefore, designing educational situations constitutes one of the most important professional competencies required of physical education teachers.

#### I. Concept of Educational Situations

##### Definition

An educational situation is a structured learning environment intentionally designed to enable learners to achieve specific educational objectives through active participation in meaningful tasks.

It represents the practical implementation of instructional planning and serves as the link between educational theory and teaching practice.

Educational situations typically include:

- Educational objectives.
- Learning content.
- Teaching strategies.
- Learning tasks.
- Materials and equipment.
- Assessment procedures.
- Feedback mechanisms.

##### Characteristics of Educational Situations

## Designing Educational Situations for Games in Individual and Team Sports Activities

### 1. Purposefulness

Every educational situation must be designed to achieve clearly defined objectives.

### 2. Organization

Activities should follow a logical and coherent structure.

### 3. Learner Participation

Students actively engage in the learning process.

### 4. Interaction

Learners interact with teachers, peers, equipment, and the environment.

### 5. Evaluation Orientation

Performance can be observed, analyzed, and assessed.

### 6. Flexibility

Situations can be adapted according to learning conditions.

## II. Educational Foundations of Educational Situations

### Constructivist Perspective

Constructivist theory considers learners active participants in constructing knowledge through experience.

Applications include:

- Exploration activities.
- Problem-solving tasks.
- Discovery learning.
- Cooperative learning.

### Cognitive Learning Perspective

Learning occurs through information processing, understanding, and decision-making.

Educational situations should therefore stimulate:

- Attention.
- Perception.
- Analysis.
- Reflection.

### Motor Learning Perspective

Motor learning theories emphasize:

- Practice.
- Repetition.

## Designing Educational Situations for Games in Individual and Team Sports Activities

Feedback.

Progression.

Educational situations must therefore provide adequate opportunities for skill repetition and correction.

### III. Importance of Designing Educational Situations

#### 1. Facilitating Skill Acquisition

Educational situations simplify complex movements by providing structured learning experiences.

Example:

Learning a handball throw through progressive tasks:

Arm action.

Foot placement.

Ball release.

Complete throw.

#### 2. Promoting Active Learning

Learners become active participants rather than passive recipients.

Benefits include:

Increased engagement.

Better understanding.

Improved retention.

#### 3. Developing Tactical Intelligence

Particularly in team sports, educational situations expose learners to decision-making scenarios.

Students learn:

When to pass.

When to shoot.

When to defend.

#### 4. Encouraging Social Learning

Group situations foster:

Cooperation.

Communication.

Leadership.

Respect.

#### 5. Ensuring Safety

## Designing Educational Situations for Games in Individual and Team Sports Activities

Appropriate task design reduces injury risks and promotes safe participation.

### IV. Components of an Educational Situation

#### 1. Learning Objectives

Objectives define the expected outcomes of learning.

##### Types of Objectives

##### Motor Objectives

Improving movement performance.

##### Cognitive Objectives

Developing understanding and tactical knowledge.

##### Affective Objectives

Promoting positive attitudes and values.

##### Social Objectives

Enhancing cooperation and teamwork.

#### 2. Learning Content

Content includes:

- Skills.
- Tactics.
- Rules.
- Fitness components.

#### 3. Learning Tasks

Tasks constitute the practical activities performed by learners.

Examples:

- Passing drills.
- Shooting exercises.
- Tactical games.
- Balance activities.

#### 4. Teaching Materials

Examples include:

- Balls.
- Cones.
- Targets.
- Mats.

## Designing Educational Situations for Games in Individual and Team Sports Activities

Stopwatches.

Digital devices.

### 5. Assessment Procedures

Assessment methods measure achievement of objectives.

Examples:

Observation.

Checklists.

Rubrics.

Video analysis.

## V. Principles of Designing Educational Situations

### Principle of Objective Clarity

Learning outcomes must be clearly specified.

Example:

"Students will successfully complete 8 out of 10 accurate passes."

### Principle of Progression

Tasks should move from:

Simple to complex.

Known to unknown.

Easy to difficult.

### Principle of Individualization

Educational situations should accommodate learner differences.

Adaptations may involve:

Distance adjustments.

Equipment modifications.

Variable difficulty levels.

### Principle of Motivation

Interesting and challenging tasks increase learner engagement.

Motivational factors include:

Competition.

Success experiences.

Feedback.

Educational games.

## Designing Educational Situations for Games in Individual and Team Sports Activities

### Principle of Safety

Safety considerations include:

- Appropriate equipment.
- Adequate space.
- Risk assessment.
- Supervision.

### VI. Steps in Designing Educational Situations

#### Step 1: Defining Educational Objectives

The teacher identifies desired learning outcomes.

Example:

Improve basketball shooting accuracy.

#### Step 2: Analyzing the Activity

The teacher examines:

- Technical requirements.
- Tactical demands.
- Physical components.

#### Step 3: Identifying Learner Characteristics

Considerations include:

- Age.
- Experience.
- Skill level.
- Physical abilities.

#### Step 4: Selecting Learning Tasks

Tasks should directly contribute to objective achievement.

#### Step 5: Organizing Resources

Equipment and space are prepared.

#### Step 6: Planning Assessment

Evaluation criteria are established.

#### Step 7: Implementing and Monitoring

The teacher supervises execution and provides feedback.

### VII. Designing Educational Situations in Individual Sports

## Designing Educational Situations for Games in Individual and Team Sports Activities

### Characteristics of Individual Sports

Individual sports emphasize:

- Personal responsibility.
- Precision.
- Concentration.
- Technical mastery.

Examples include:

- Athletics.
- Gymnastics.
- Swimming.
- Tennis.

Educational Situation: Sprint Training

#### Objective

Improve acceleration and sprint speed.

#### Materials

- Cones.
- Stopwatch.
- Markers.

#### Procedure

1. Warm-up.
2. Short sprint drills.
3. Timed trials.
4. Performance feedback.

#### Assessment

Sprint time and running technique analysis.

Educational Situation: Gymnastics Balance

#### Objective

Develop balance and postural control.

#### Procedure

1. Static balance.
2. Dynamic balance.
3. Combined routines.

## Designing Educational Situations for Games in Individual and Team Sports Activities

### Assessment

Error count and movement quality.

## VIII. Designing Educational Situations in Team Sports

### Characteristics of Team Sports

Team sports require:

- Cooperation.
- Tactical awareness.
- Communication.
- Collective organization.

Examples:

- Football.
- Basketball.
- Volleyball.
- Handball.

### Educational Situation: Football Passing

#### Objective

Improve passing accuracy.

#### Organization

Students work in pairs.

#### Activities

1. Short passes.
2. Moving passes.
3. Small-sided games.

#### Assessment

Number of successful passes.

### Educational Situation: Volleyball Cooperation

#### Objective

Improve team coordination.

#### Activities

- Reception drills.
- Setting exercises.
- Cooperative rallies.

## Designing Educational Situations for Games in Individual and Team Sports Activities

### Assessment

Number of consecutive successful exchanges.

### IX. Tactical Educational Situations

#### Definition

Tactical situations focus on decision-making within game contexts.

Students learn:

Tactical awareness.

Game reading.

Strategic thinking.

Example: Handball Attack vs Defense

#### Objective

Improve offensive decision-making.

#### Task

3 attackers versus 2 defenders.

#### Assessment

Quality of decisions and tactical effectiveness.

### X. Differentiated Educational Situations

#### Concept

Differentiation adapts learning experiences to learner diversity.

#### Types

##### By Difficulty

Different challenge levels.

##### By Equipment

Modified balls or targets.

##### By Time

Flexible task duration.

##### By Grouping

Individual, pair, or group work.

### XI. Practical Applications

Example 1: Basketball Shooting Session

#### Warm-Up (10 min)

General and specific preparation.

## Designing Educational Situations for Games in Individual and Team Sports Activities

Technical Explanation (5 min)

Demonstration and key points.

Individual Practice (10 min)

Repeated shooting attempts.

Small-Sided Game (15 min)

Application in realistic conditions.

Evaluation (5 min)

Performance review.

Example 2: Gymnastics Session

Warm-Up

Mobility exercises.

Skill Breakdown

Analysis of movement phases.

Progressive Practice

Learning each phase separately.

Integration

Complete performance execution.

Assessment

Observation and correction.

XII. Assessment in Educational Situations

Formative Assessment

Conducted during learning.

Purposes:

Identify errors.

Provide feedback.

Guide improvement.

Summative Assessment

Conducted at the end of instruction.

Purposes:

Measure achievement.

Certify competencies.

## Designing Educational Situations for Games in Individual and Team Sports Activities

### Assessment Tools

#### Observation Grids

Systematic performance recording.

#### Performance Rubrics

Evaluation based on criteria.

#### Checklists

Verification of skill components.

#### Video Analysis

Detailed movement examination.

#### Self-Assessment

Reflection on performance.

#### Peer Assessment

Collaborative evaluation.

### XIII. Challenges in Designing Educational Situations

Physical education teachers often face:

- Large class sizes.
- Limited equipment.
- Diverse learner abilities.
- Time constraints.
- Safety concerns.

To address these challenges, teachers should adopt flexible planning strategies and utilize creative organizational approaches.

### XIV. Modern Trends in Designing Educational Situations

Recent developments emphasize:

#### Learner-Centered Approaches

Active learner participation.

#### Competency-Based Education

Focus on competencies rather than isolated skills.

#### Digital Technologies

Video analysis and educational applications.

#### Inclusive Education

Adapting situations for all learners.

## **Designing Educational Situations for Games in Individual and Team Sports Activities**

### **Game-Based Learning**

Learning through meaningful play.

### **Conclusion**

Designing educational situations constitutes a cornerstone of effective teaching in Physical and Sports Education. Well-designed situations provide learners with meaningful opportunities to acquire technical skills, develop tactical understanding, enhance physical fitness, and internalize social values. Whether implemented in individual or team sports, educational situations must be carefully planned according to pedagogical principles, learner characteristics, and educational objectives. Through progressive, motivating, and safe learning environments, teachers can optimize learner engagement and facilitate long-term development.