Applying the Teaching Games for Understanding Model to promote physical activity levels with children who have Special Educational Needs – Poster Presentation

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ABSTRACT:

Objective. This study investigated the application of the Teaching Games for Understanding (TGfU) model on the moderate-to-vigorous physical activity (MVPA) levels of students with special educational needs (SEN) in an 11-16 aged special secondary school in the UK. Method. A total of 12 students from two classes participated in the study, using the intervention of the activity of End-Ball as the medium through which the data was gathered. End-Ball is an invasion game played using a rugby ball to outwit an opponent to score by holding the ball in the opponent’s end / scoring zone. Data was gathered using formal interviews to identify the factors that contributed to the MVPA levels of the students in each class. Results. The results show that the TGfU class significantly improved their MVPA levels using the intervention activity of End-Ball (58% average MVPA). During the intervention period of one half-term (8 weeks), the MVPA times of the TGfU group were significantly longer than that of the End-Ball skills focused class (31% average MVPA). Data gathered through interviews suggested that the nature of the games, the small-sided approach and the freedom and enjoyment experienced by the TGfU students would explain the higher MVPA levels observed in the TGfU class in comparison to the other class. Conclusion. TGfU interventions can be applied to promote physical activity levels with children who have special educational needs and aid the activity levels of the students in the UK; with the recommended MVPA levels in PE lessons - which is to exercise for at least 20 minutes or 50% of the overall lesson time according to the Association of Physical Education (Harris, 2015).

KEY WORDS: PHYSICAL EDUCATION, SPECIAL NEEDS, CHILDREN, END-BALL, TEACHING GAMES FOR UNDERSTANDING MODEL

References:
