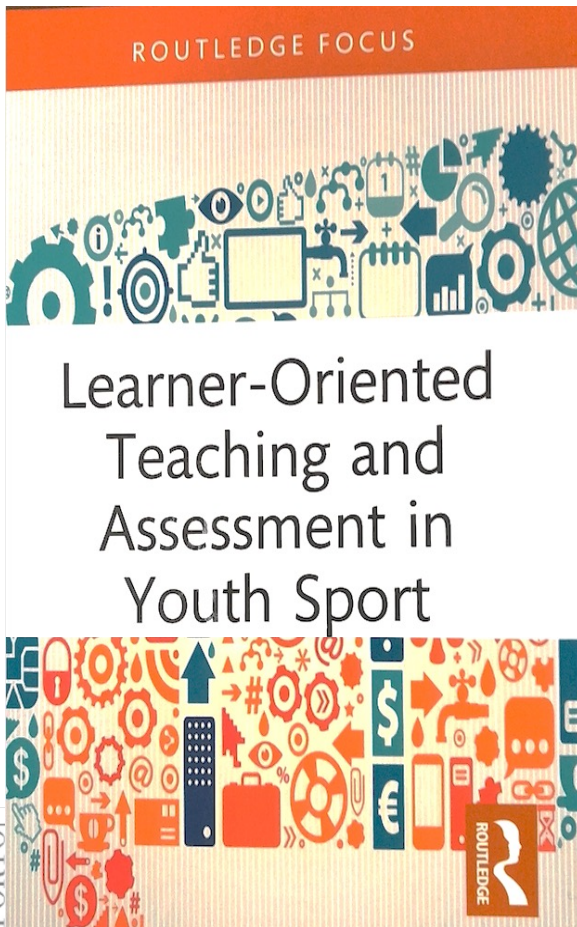


Part III

Designing Meaningful and Creative Learning Activities in Sport and Games



CHAPTER 8:

Creative Learning Activities – Thinking and playing “outside the box”

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Three main purposes:

1. Understand the importance of developing creativity into the goals and learning tasks design
2. Scaffold the learners’ creativity from the micro-level to the meta-level
3. Comprehend how variability can support the development of learners’ creativity



Creativity refers to the learners' ability to perform original and flexible decisions and actions that suddenly change the game flow to overcome opponents within unexpected play situations

(Memmert & Roth, 2007)

Creativity is limited by the skill set

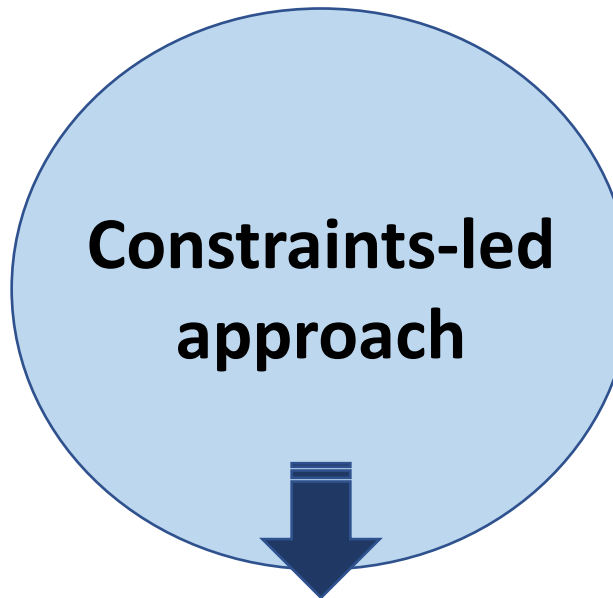
Learners can only create within the current level of skills



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- Creativity is not an innate skill → It can be developed
 - Individuality → different rates and timings for each learner



Improving creativity benefits from the ability to design and participate in appropriate learning tasks



The manipulation of constraints helps to develop learners' participation in shifting game-play environments that call for novel actions from players



Balance in sampling and manipulating the appropriate constraints

“not too easy, not too difficult, just right”

Sport activities may start by simplifying the learning scenarios and create a learning environment that promotes and values creative approaches

(Deng, Zheng & Chen, 2020)

Errors made by learners are perceived as valuable learning opportunities

Design learning activities that promote exploratory actions and encourage learners to devise novel solutions to the presented situations

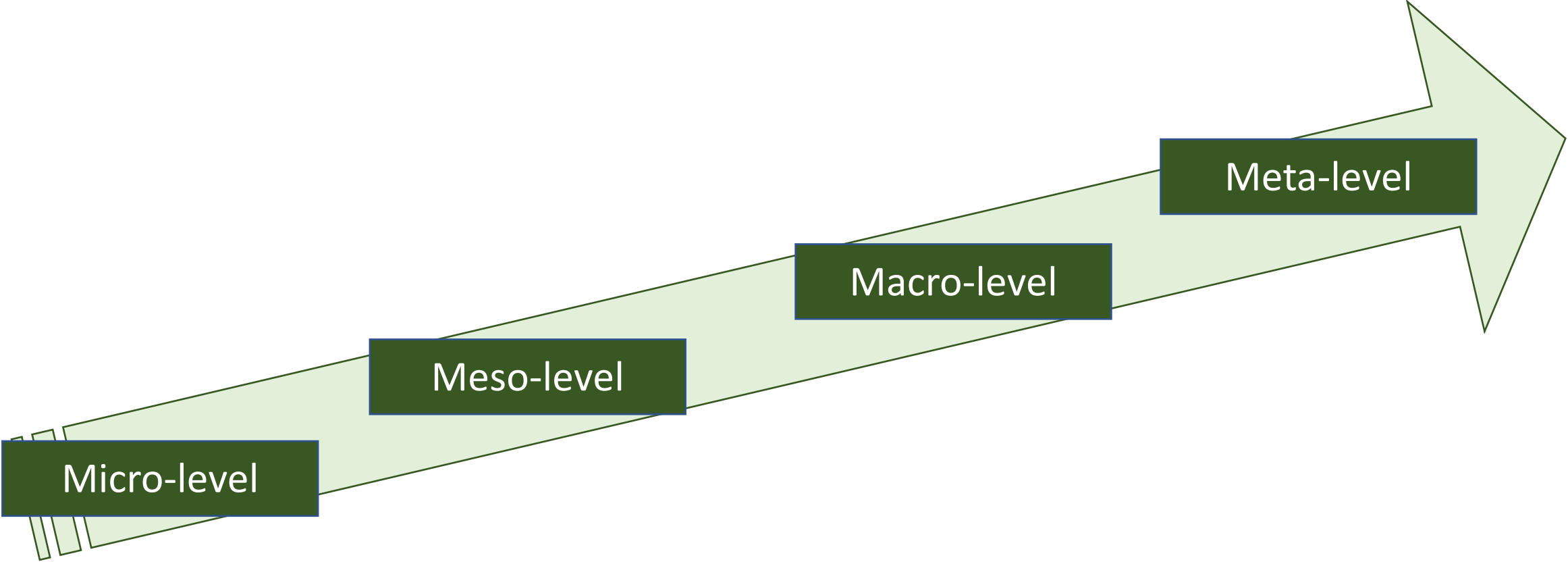


Representativeness

Learning tasks that respect features of the formal game, while reconciling them with individual and societal-based goals

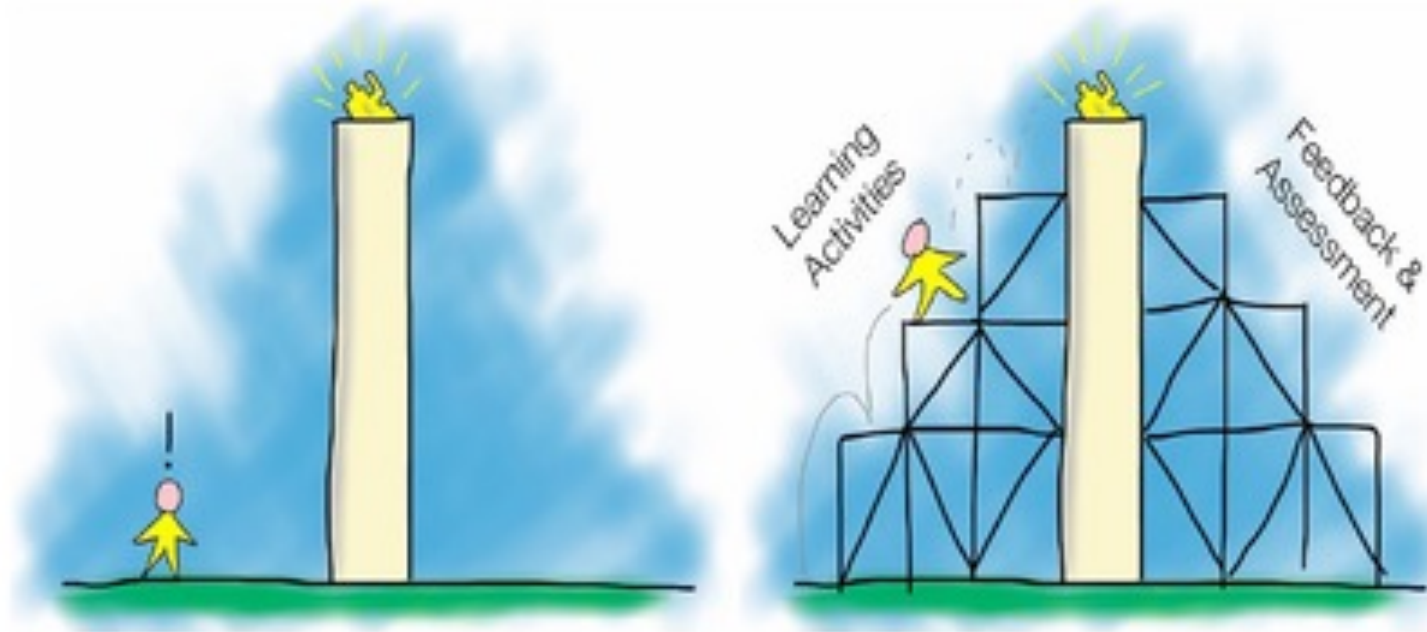


Four levels of creativity development



Scaffolding

Learning Outcome



- Sharing of responsibility between sport educators and learners
- Accountability criteria
- Peer-teaching and collaborative interactions



Micro-level: game-specific creativity

- Sport educators establish the goals and design the tasks but afford some degree of exploratory game-play;
- A problem is presented and learners can solve it through diverse ways (stimulation of creativity);
- Learners' peer-coaching
- Game-based tasks that offer specific constraints in order to promote divergent and convergent solutions (“repetition without repetition”)



Tactical problem: dribble the ball back when opponent pressure.

Learning goal: dribble the ball in different ways, perform different pass types.

Setting: class divided into two heterogeneous groups (low and high skill).

Task: 2v1 game-form.

Task constraint (step 1): learners can (i) dribble the ball freely, scoring 2-points, or (ii) pass the ball forward to a teammate, scoring 1 point.

Task constraint (step 2): learners from low-skilled group can only perform three ball contacts, while high-skilled learners can only perform two ball contacts.

Accountability criteria: low-skilled group, to reach 5 points; high-skilled group, to achieve 7 points.

Meso-level: task-design creativity

- Sport educators provide the learners with the goals for a given game problem, but the learners themselves had to design the learning activity/task
- Process that should be scaffolded
- Allow learners to understand the complexities of matching task conditions with the movement and tactical actions
- Learners are likely to become more deeply committed to their learning experiences



Tactical problem: create space in ball possession.

Learning goal: (i) create space in ball possession; (ii) close space and protect the goal when off-the-ball.

Setting: class divided into four groups.

Task: learners must design a learning task that addresses the tactical problem identified.

Macro-level: goal-setting creativity

- Learners are actively involved in setting their own goals
- More engagement with process and development of an intensified sense of ownership of their learning experiences
- Two ways of implementation of this level:
 - Learners set the goal and the sport educator design the learning task
 - Learners set the goal and design the appropriate learning task



Tactical problem: create opportunities for shooting.

Learning goal: (i) create space in ball possession, and (ii) close space in off-the-ball situations

Setting: class divided into heterogeneous groups (high and low skilled learners).

Task: 1v1 cooperative learning task.

Task constraint: (i) two ball contacts maximum, (ii) the type of shooting must be different at each trial (e.g., left foot, right foot, inside of the foot, outside of the foot).

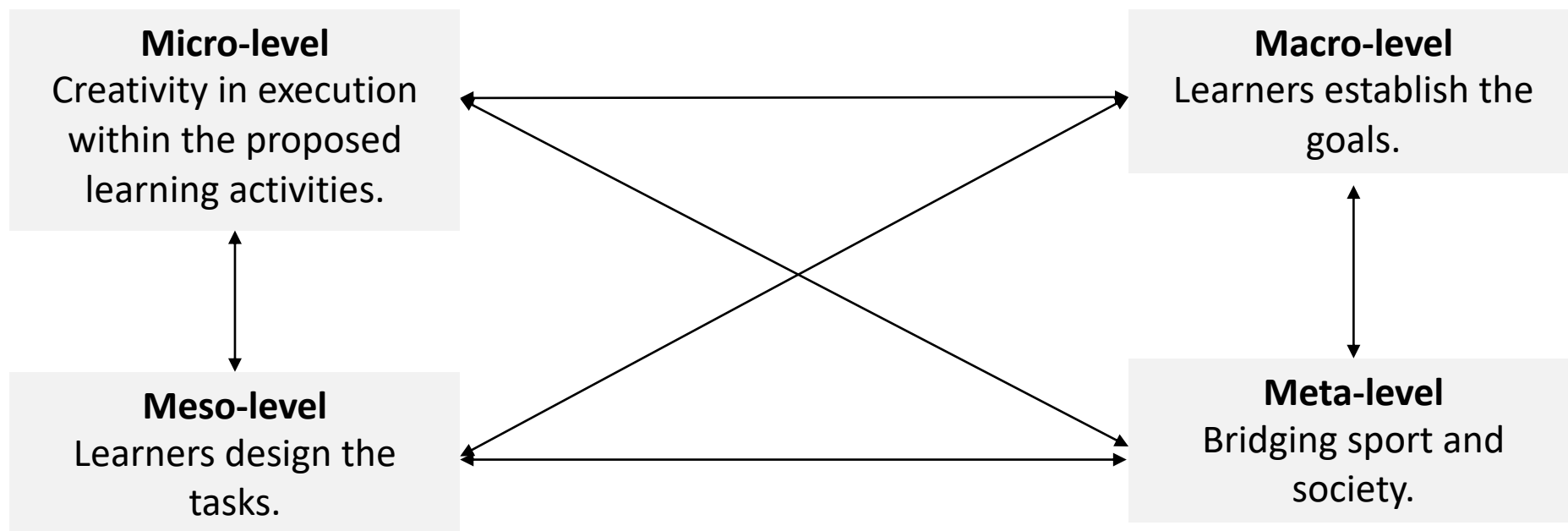
Accountability criteria: 5 different goal shoots.

Meta-level: the role of creativity in bridging sport and society

- Where creativity fully allows sport to enhance human potential and provide a true transdisciplinary contribution
- Incorporates socialcultural constraints into sport, while, at the same time, using sport to improve society
- Examples of challenges:
 - “For this specific goal, should we integrate or separate skill levels?”
 - “What have we learned today that can be applied to our daily lives?”



Challenge the learners with stimuli that invite them to leave their comfort zone and expand their current state, but do not overdo it.



Progressive exposure to the different creativity levels. The sport educator starts with a more active role, gradually fading away the explicit support provided to learners as they progress and take on higher responsibility in the process.

Sport educators should be engaged in promoting creativity in sport



Thank you!

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