



Leisure Sports and Racket Games
(30 academic hours – 5 ECTs)

Course Instructors:

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Student Reception Hours:

Dr. Meir Zemach - Wednesday at 12:00-11:00 Room 256

Ronen Gottlieb - Sunday at 10:00 - 11:00 in Room 119

Dr. Itamar Shidlov - Tuesday 8:00 - 9:30

Aims:

1. Study the contents of the game: Racket games, active recreation games and movement games that appear in the Physical Education curriculum of the Ministry of Education.
2. Know how to match a game to the framework, place of activity and equipment that is available.
3. Learn and apply the teaching of the game through Bunker and Thropes's game approach.
4. Understand what the difference between technique and tactics and develop students' independent creative play thinking.

Lessons:

	Study Topics	Internet websites
.1	Games in groups, breaking the ice	
.2	<ul style="list-style-type: none"> Understanding Bunker and Thorpes' game theory, Ultimate Frisbee, Stage 1 – Presentation of the game "as is". Variations to the game – ball in circles 	http://www.frisbee.co.il
.3	<ul style="list-style-type: none"> Understanding Bunker and Thorpes' game theory, Ultimate Frisbee, Stage 2 – Presentation of the rules of the game. Ball in circles – the game (stage of play) 	
.4	<ul style="list-style-type: none"> Understanding Bunker and Thorpes' game theory, Ultimate Frisbee, Stages 3-4 Stage 3 - Presentation of the tactical principles at basic level of game. Stage 4 – Presentation of game situations requiring the learner to make decisions Racket ball 	
.5	<ul style="list-style-type: none"> Understanding Bunker and Thorpes' game theory, Ultimate Frisbee – Stage 5 – learning the skills Racket Ball 	
.6	<ul style="list-style-type: none"> Understanding Bunker and Thorpes' game theory, Ultimate Frisbee – Stage 6 Parachute Walking surfaces 	http://www.petanque.co.il/heb/forum/All.asp?Fnumber=1&page=2 http://www.youtube.com/watch?v=HQZUg2wH_vQ
.7	<ul style="list-style-type: none"> Tchoukball Leg and handball 	/http://www.tchoukball.org
.8	<ul style="list-style-type: none"> Korfball Petanque 	http://www.ikf.org
.9	<ul style="list-style-type: none"> Beach paddle ball ('matkot') 	

.10	<ul style="list-style-type: none"> • Pins soccer • Dodgeball 	
.11	<ul style="list-style-type: none"> • Badminton 	http://www.badminton-israel.co.il
.12	<ul style="list-style-type: none"> • Tennix • Tennis 	
.13	<ul style="list-style-type: none"> • Table Tennis 	http://www.tenish.co.il
.14	<ul style="list-style-type: none"> • Frisbee golf 	

Methods:

Practical lessons incorporate theoretical lessons throughout the practical course.

Student Obligations:

1. Active participation in all classes.
2. Compulsory literature reading - theoretical and practical knowledge of the rules of the game.
3. Bring equipment and return it on time.
4. Exam.
5. 80% attendance

Grade Composition:

1. A theoretical exam based on reading a theoretical material. The weight of the test is 25% of the course mark.
2. Active participation at 25%
3. Personal kills and abilities 35%
4. Curiosity and motivation 15%

According to the decision of the pedagogical committee: "A student must obtain at least 50 in the theoretical part and at least 50 in the practical part in order for his final grade to be weighted for a total grade."

The condition for obtaining a passing grade in the course is a minimum of 55), even if the student has obtained a grade of 50 in the practical (or theoretical) part.

Sources:

Required Reading

- Bunker, D., & Thorpe, R. (1986). Is there a need to reflect on our games teaching. Rethinking games teaching, 25-34.
- Leved, P.O. Play and learn? The psychological-social aspect of teaching the game. Physical Education and Sport, ref 3, February 2002 pp. 20 - 22.
- Leved, P.O. Play or learn? Different approaches to teaching games. Physical Education and Sport, ID 2, January 2002 pp. 11 - 14.
- Lidor, R.A. (1997). Developing dynamic thinking in team ball games as part of physical education classes. Pages, 24, pp. 77 - 87.
- Palm, c. Palm model for teaching and training. dynamic. October 2004 pp. 74 - 75.
- Whiskey, M.R. (2004). Teaching for understanding. Jerusalem: Branco Weiss pp. 57-83.

Additional Sources:

- Duyn, N. (1996). Why it makes sense to play games! **Sports Coach**, spring 1996, 7 – 9.
- Elstner, F. (1979). **Spiel mit dem grossen Spielbuch**. Frankfurt. G-12/97
- Flügelman, A. (1976). **The New Games Book**. New York: Doubleday & Co. Inc. G 12/98.
- Flügelman, A. (1981). **More New Games**. New York: Doubleday & Co. Inc G 12/114
- Fluri, H. (1984). **1012 Spiele und Übungsformen in der Freizeit**. Schorndorf: Hofman-Verlag. L-6/31. D.S.B.
- Grehaigne, J.f., & Godbout, P. (1995). Tactical knowledge in team sports from constructivist and cognitivist perspective. **Quest**, 1995, 47, 490 – 505.
- Griffin, L. L. and Butler, J. I. (2005). **Teaching Games for Understanding**. Human Kinetics
- Orlick, T. (1999). **Winning through cooperation**. Washington: Acropolis Books.
- Thorpe, R., & Bunker, D. (1989). A changing focus in games education. In L. Almond (Ed.), The place of physical education in schools (pp. 42-71). London: Kogan Page.

