

K.1.6.C.3 S.1.7.B.2  
 K.1.7.A.1 K.3.7.A.1  
 K.1.7.B.3 K.1.8.C.3  
 K.1.7.C.2 S.1.8.B.1  
 K.1.7.C.3

## Teaching Games for Understanding Chart



Name \_\_\_\_\_ Activity \_\_\_\_\_

Game Category	Primary Rule/Goal	Tactical Play within Category: Principles of Play	Examples
<b>Target</b>	<ul style="list-style-type: none"> <li>Score by getting the object closer to a target than opponents get theirs, while avoiding any obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>Aim to target.</li> <li>Choose placement in relation to target and other obstacles.</li> <li>Spin and/or turn.</li> </ul>	<ul style="list-style-type: none"> <li>Curling</li> <li>Bowling</li> <li>Golf</li> </ul>
<b>Net/Wall</b>	<ul style="list-style-type: none"> <li>Score by getting the object into the opponents' areas of play more often than they can return the object.</li> </ul>	<ul style="list-style-type: none"> <li>Aim for consistency.</li> <li>Choose placement and positioning.</li> <li>Use power and/or spin (for control and disguise).</li> </ul>	<ul style="list-style-type: none"> <li>Tennis</li> <li>Volleyball</li> <li>Squash</li> <li>Raquetball</li> </ul>
<b>Striking/Fielding</b>	<ul style="list-style-type: none"> <li>Score by striking the ball/object and running within safe areas.</li> <li>Prevent opponents from scoring by catching the ball in the air or getting it to a safe area before the batter reaches the safe area.</li> <li>Make it difficult for opponents to hit the ball.</li> </ul>	<p>Batting:</p> <ul style="list-style-type: none"> <li>Score runs.</li> <li>Hit ball/object for accuracy and distance.</li> <li>Avoid "getting" out.</li> </ul> <p>Fielding:</p> <ul style="list-style-type: none"> <li>Stop scoring run.</li> <li>Make it difficult to hit ball.</li> <li>Put batter out.</li> </ul>	<ul style="list-style-type: none"> <li>Baseball</li> <li>Softball</li> <li>Cricket</li> </ul>
<b>Territory/Invasion</b>	<ul style="list-style-type: none"> <li>Score by getting the object into the opponents' goal.</li> <li>Attempt to prevent opponents from scoring.</li> </ul>	<p>With object:</p> <ul style="list-style-type: none"> <li>Score.</li> <li>Invade.</li> <li>Keep possession.</li> </ul> <p>Without object:</p> <ul style="list-style-type: none"> <li>Prevent scoring.</li> <li>Prevent invasion.</li> <li>Gain possession.</li> </ul>	<ul style="list-style-type: none"> <li>Soccer</li> <li>Basketball</li> <li>Hockey</li> <li>Rugby</li> <li>Football</li> </ul>

**Teaching Games for Understanding Chart:** Adapted by permission of Timothy F. Hopper, University of Victoria.

When students come into your gym, what is the first thing that they ask?  
 ARE WE GOING TO PLAY TODAY? (THE REAL GAME)

Bunker and Thorpe in the UK introduced TGFU in the mid 60's and TGFU begins with *GAME PLAY*.

This :

1. Increases motivation of children by hooking them on the game, then introduces skills that will make them more successful.
2. Provides context to make the learning of skills and strategies meaningful.

We need to look at how we teach and ask questions.

TRADITIONAL MODEL	TGFU MODEL (Tactical)
1. Skill Execution	1. Game
2. Game Form	2. Game Appreciation
3. Performance	3. Tactical Awareness
4. Making Decisions	4. Making Decisions
5. Tactical Awareness	5. Skill Execution
	6. Performance

\*\*\*Note the position of tactical awareness in each model.\*\*\*

## Four Pedagogical Game Principles

### **SAMPLING**

- Selection of many games from the same category to develop an understanding of similar tactical problems and solutions.

### **MODIFICATION THROUGH REPRESENTATION**

- Lead up games that are developmentally appropriate as how a particular skill or tactical solution can be used in a game.

### **MODIFICATION THROUGH EXAGGERATION**

- Create a specific focus for an activity and exaggerate it, such as playing on a long narrow area to recognize the need to open space up front for an attack.

### **TACTICAL COMPLEXITY**

- A developmental progression of tactical solutions for on the ball and off the ball skills and movements (simple to complex).

# TARGET GAMES

Tactical Goal	Description	Level of Complexity
Aim & accuracy	To deliver an object towards a target with the right amount of force to successfully reach the intended target.	1 - Low level
Protect target	To place obstacles in the way to make it difficult for the opposition to hit the target.	2 - Low level

Key Tactical Solutions taken from PlaySport

## **MALHA a game from Portugal (Right Fielders are People Too)**

\*\*Adapted rules and equipment to meet my needs.

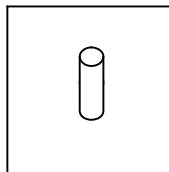
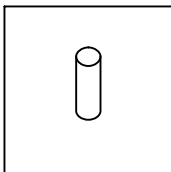
Rules: Using a disc, throw/toss it at the cylinder at the other side and try to knock it over.

3 points - knock down cylinder and it lands in the square

2 points - knock down cylinder and it lands outside of the square

1 point - does knock over cylinder but disc lands in the square

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### OTHER GAMES:

- Frisbee Golf
- Bowling
- Archery
- Curling
- Horse shoes
- Shuffle board

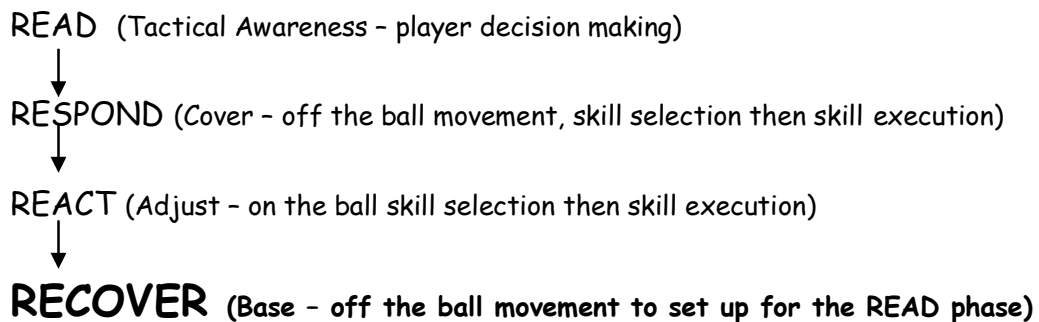
# NET AND WALL GAMES

Tactical Goal	Description	Level of Complexity
Consistency	To be able to continually return the ball back over the net or to the wall so that it lands in play.	1 - Low level
Setting up for Attack	To place the ball in vulnerable spots on an opponent's court (e.g., sides, front, back) so they are out of position and space is created on their court to win the next shot.	2 - Low level
Ready position	To position oneself or team on the court in order to be able to cover as much space as possible.	3 - Medium level

Key Tactical Solutions taken from PlaySport

## The 4 R's

Decisions to make while playing net and wall games (Tim Hopper @ U of Vic)



## Castle Game

(adapted from Tim Hopper)

All throw must be higher than head height and underhand.

1. Have students throw a ball into an open space and catch it after it bounces once.

?s How does the height of the throw change your response to each throw?

2. Have each student use a poly spot or dome pylon and try to throw the ball up as before and try to hit his/her pylon. After each throw, the student must make it to the other side of the pylon and catch it after one bounce. Older students could try this without any bounce.

?s Are you ready to toss the ball again over the pylon when you catch it?

If not, what do you need to do before you catch it next time?

What does throwing the ball higher do for your success in catching the ball?

**Hot potato rule - no faking or holding the ball.**

## Partner Castle Game

Partners with pylon or poly spot.

1. Ball must be sent above head height.
2. Ball must bounce between throws unless it hits the pylon.
3. Ball must be sent alternately.

How do you restart?

What happens if it hits the cone?

What happens if it bounces 2x?

What happens if there is no bounce?

**Younger - toss/catch, strike with a balloon**

**Older - strike using their hand/implement**

## Keep Up

Focus: OPEN SPACES AND OFF BALL MOVEMENT

Partners in  $\frac{1}{4}$  of a badminton court - set up boundary lines (quadrants).

1. Ball must be sent above head height.
2. Player must step outside boundaries and return

**\*\*NOT ALLOWED TO INTERFERE WITH THE OTHER PLAYER\*\***

3. Ball must bounce between throws to begin but later no bounces.
4. Ball must be sent alternately.

**Hot potato rule - no faking or holding the ball.**

?S Where should you send the ball?

Where should you go after stepping out of the boundaries?

VARIATIONS:

Different abilities in one class 1 partner may use the bounce while his/her partner uses a striking action.

## 2 Quadrants

(Modify through exaggeration)

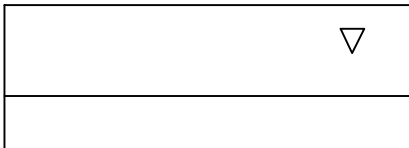
Divide courts by using mats, lines, ropes and pylons etc.  
Change court size - long and narrow, short and wide etc.

4R's Read → Respond → React → Recover

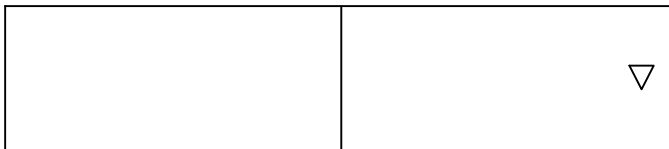
## **COURT STRUCTURES**

\*\*Shot can be taught to assist in the game strategies.

### **1. Short and Wide**

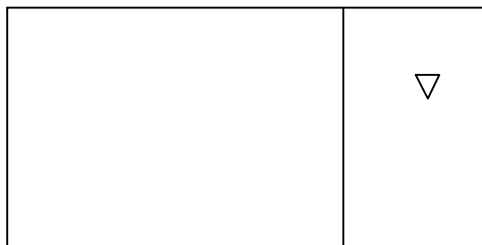


### **2. Long and Narrow**



### **3. Two Thirds One Third**

This side works on  
court coverage.



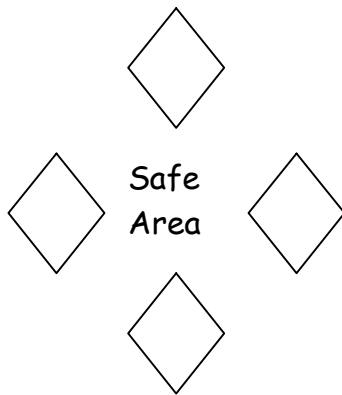
This side works on  
shots to move their  
opponents around court

# STRIKING AND FIELDING GAMES

Tactical Goal	Description	Level of Complexity
Accurately Hit Ball	To use proper striking mechanics (e.g., “keeping an eye on the ball”, correct grip) to hit the ball into the field of play.	1 – Low level
Placement Away from Fielders	To hit the ball over or around the fielding team into open or safe areas.	2 – Low level
Covering Space	To work together with the fielding team to cover as much space as possible.	3 – Medium level
Score Runs	To use tactical solutions such as advancing runners so they are closer to the scoring area or hitting the ball away from the fielding team.	3 – Medium level
Avoid Getting Out	To use tactical solutions such as quickly running to a safe area (e.g., base) before the fielding team is able to throw to the safe area or tag the runner.	4 – High level
Stop Scoring Runs:	To work together as a defending team to prevent scoring by the offense. Examples include covering as much area as possible and throwing the ball to a team-mate who is able to prevent the runner from scoring.	4 – High level

Key Tactical Solutions taken from PlaySport

## Gym or field - Cloverleaf Arrangement



\*Reduce the number of players in each game to allow more opportunities to be in the action (play)

\*Use standard equipment or other (spongy balls, foam bats etc.)

1. Intro. Activity
  - Groups of 4 or 5 per field
  - 1 batter and 3-4 fielders
  - batter must run to base and back as many times as possible before the ball is back at home pylon
2. Variation #1
  - same as above but add the concept of a relay
  - 3 passes before placed back on pylon or all fielders must touch it
3. Variation #2
  - Add a pitcher to the game and later a back catcher too.

# INVASION/TERRITORY GAMES

Tactical Goal	Description	Level of Complexity
Maintain Possession:	When the team on offence has possession of the object (e.g., puck, ring, ball).	3 – Medium level
Defend Goal:	To defend the goal or goal line, as a team or as an individual, by stopping other players or stopping the object.	5 – High level
Avoid Defense:	To use various locomotion skills (e.g., dodging) or retaining skills (e.g., dribbling) to avoid being caught by a defending player.	2 – Low level
Create Space:	To pull a defender away to create an open area for a team-mate to move through or to pass an object into an open space.	4 – High level
Defend Space:	To work together as a team to cover areas on a court/ field to make it difficult for the team on offence to get close to the defending team's goal.	5 – High level
Attack Goal:	When in possession of the object, to put pressure on the other teams goal by shooting or passing the object at or towards the goal or goal line.	4 – High level
Set Plays:	Pre-designed movements used by a team when an object is put back into play (e.g., corner kick in soccer, face-off in ice hockey).	5 – High Level
Regain Possession:	To use legal skills to get an object away from an opponent or to anticipate a pass in order to intercept it.	5+ – High Level

Key Tactical Solutions taken from PlaySport

## RESOURCES

Playsport.net

Play Practice (**Alan G. Launder**)

Changing Kids Games

**Right Fielders Are People Too: An Inclusive Approach to Teaching Middle Years P.E.** (John Hichwa)

**Sport Foundations for Elementary Physical Education: A Tactical Games Approach** (S. Mitchell, J. Oslin and L. Griffin)

**Teaching Sport Concepts and Skills: A Tactical Games Approach** (S. Mitchell, J. Oslin and L. Griffin)







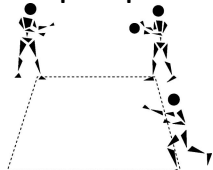
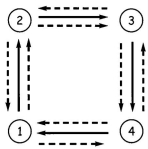
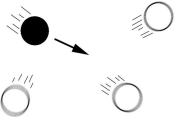

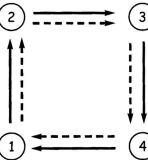

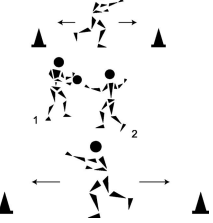
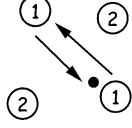
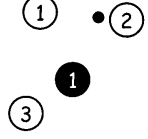
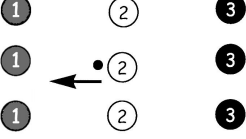
(Available from Human Kinetics and some from Textbook Bureau)

K.1.5.B.3d  
 K.1.7.B.3  
 K.1.7.C.3  
 S.1.7.B.2

# Grid Activities



Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

<p><b>Knee Tag</b></p>  <p>One person tries to tag the partner's knee with one hand.</p>	<p><b>Shadows</b></p>  <p>Two people follow and stay within an arm's reach of each other.</p>	<p><b>Lose Your Shadow</b></p>  <p>One person stays in front and tries not to let the partner run past.</p>	<p><b>Stationary Pass</b></p>  <p>A stationary passer throws to a receiver on the move.</p>
<p><b>Dynamic Pass</b></p>  <p>A moving passer throws the ball to a stationary receiver.</p>	<p><b>Partner Tag</b></p>  <p>One person tries to tag the partner. When tagged, the players change roles.</p>	<p><b>Open Space</b></p>  <p>Each team has three players who pass a ball to the person moving into the open corner.</p>	<p><b>Beat the Pass</b></p>  <p>Players take turns passing a ball to the next person. They follow the pass and run back to their original spot. Ball → Player →</p>
<p><b>Frozen Tag</b></p>  <p>Each team has four players, with one tagger. When tagged, players freeze, with arms out, waiting for someone to go under. Switch roles every 30 seconds.</p>	<p><b>In the Middle</b></p>  <p>One player tries to pass a ball to a teammate, while the defence tries to intercept. Switch roles every 30 seconds.</p>	<p><b>Follow the Pass</b></p>  <p>Players take turns throwing to the next person, following the pass from position 1 to 4.</p>	<p><b>Pass and Cut</b></p>  <p>One player tries to pass the ball to a teammate, while the defence tries to intercept.</p>
<p><b>Play the Post</b></p>  <p>In a game of two on two, players 1 and 2 in the middle try to get the ball to their partners at the end, who can run only between the pylons.</p>	<p><b>Keep Away</b></p>  <p>In a game of two on two, players pass the ball, trying to prevent the opposition from getting it. The person with the ball can only pivot, while the others move freely.</p>	<p><b>3 Versus 1</b></p>  <p>Three players pass to each other, while the defence in the middle tries to intercept. Switch roles every 30 seconds.</p>	<p><b>3 Versus 3 Versus 3</b></p>  <p>In a game of three versus three, the middle team starts with the ball. If they score or lose possession of the ball, they take the defensive team's position.</p>

# ASSESSMENT IDEAS

## Game Performance Assessment Instrument

Game Performance Component	Decision, skill or movement
Base	Appropriate return of performer to a recovery (base) position between skill attempts
Decision Making	Making appropriate choices/decisions about what to do with the ball (or projectile) during a game
Skill Execution	Efficient execution of selected skills
Support	Provides appropriate support for a teammate with the ball (or projectile) by being in position to receive a pass
Guard or mark	Appropriate guarding or marking of an opponent who may or may not have the ball (or projectile)
Cover	Provides appropriate defensive cover, help, or backup for a player making a challenge for the ball (or projectile)
Adjust	Movement of performer, either offensively or defensively, as necessitated by the flow of the game

L.L. Griffin, S.A. Mitchell, and J.L. Oslin, 2003, Sport Foundations for Elementary Physical Education (Champaign, IL: Human Kinetics), 153

This instrument is very useful to the teacher as one can adapt it and use it according to the category and focus of the game being played/used in the lesson. Two common scoring methods can be used:

1. **Rating Scale/Rubric from 1-5** - Select which components/criteria to include and create scoring key to use such as very effective performance to very weak performance or consistently to rarely.
- 2.
3. **Frequency Index/Tally** - Choose the exact component and check off each time the students are able to perform it in the game/activity. In the middle years and senior years, this can be easily used as a peer assessment tool.

Invasion Games - Frequency Index (Gr. 5 Sample)	
Offence	Tally
Moves into Open Space	
Passes the Ball	
Receives a Pass	
Defence	Tally
Between Opponent and Goal	