

Tactical Approach to Teaching Games / *Model Tactegol o ddysgu Gemau*

Dr Dylan Blain



www.uwtsd.ac.uk

Outline

- Recap last week
- Identify the key tactical problems in invasion games
 - Keeping possession of the ball
 - Creating and using space in attack
- Exploring solutions and identifying key principles
 - Keeping possession of the ball
 - Creating and using space in attack
- Putting it into practice (continued)

Technological Pedagogical Content Knowledge (TPACK)

What is TPACK?

TPACK is a framework that teachers can use to help them identify knowledge they might need to focus on to be able to teach effectively with technology.

It builds upon the work of Shulman's idea of Pedagogical Content Knowledge: http://en.wikipedia.org/wiki/Lee_Shulman.

Using their Venn diagram the aim is to equally apply the three separate areas of knowledge.

Technological Knowledge

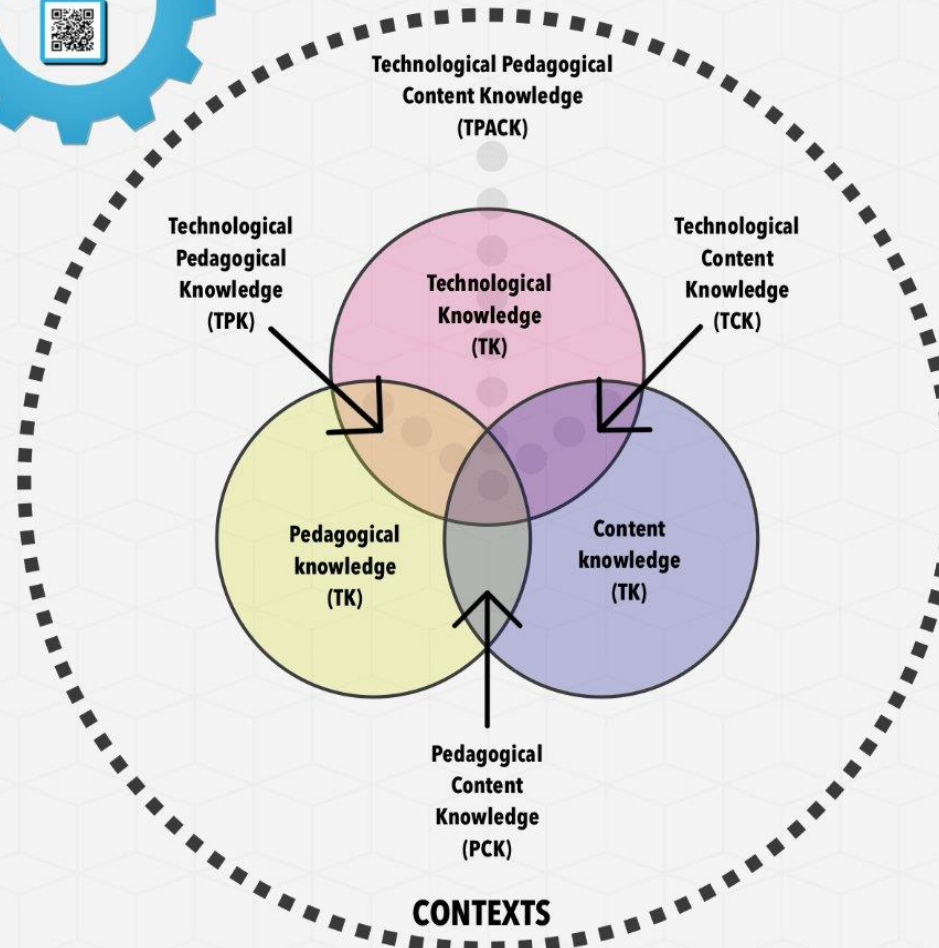
This is the knowledge and mastery of technology so that an educator can use & confidently plan use of technology in the classroom including when it is not required.

Pedagogical Knowledge

This is the knowledge and practice of teaching & learning that an educator can use such as classroom management, taxonomies, planning & assessment.

Content Knowledge

This is the knowledge of subject content such as concepts, theories, ideas, frameworks, evidence & proof and established practices including ways to develop such knowledge.



Pedagogical Content Knowledge

PCK links together the pedagogical and content knowledge to bring about learning that is built upon strong subject knowledge and teaching & learning strategies.

Technological Content Knowledge

TCK links together technology and content knowledge to bring about learning that is built upon strong subject knowledge and a mastery of "more than the subject they teach."*

Technological Pedagogical Knowledge

TPK is "an understanding of how teaching & learning can change when particular technologies are used in particular ways."*
Knowing a range of tools & their appropriateness within different strategies.

Technological Pedagogical Content Knowledge TPACK

This is truly meaningful, deeply skilled teaching with or without (because sometimes this can be the best choice) technology. It differs from three individual concepts because to embrace all three simultaneously requires a deep understanding of how all three can work together to bring about the best technologically and pedagogically sound learning based upon a deep understanding of subject matter.

An example of this might be a lesson plan based upon assessment (PK) which looks at the content matter (CK) which examines how technology (TK) could transform learning.

TPACK is truly meaningful, deeply skilled teaching with or without (because sometimes this can be the best choice) technology."

Developed from the TPACK model by Koehler & Mishra - original found @ www.tpack.org

* Koehler & Mishra, 2009



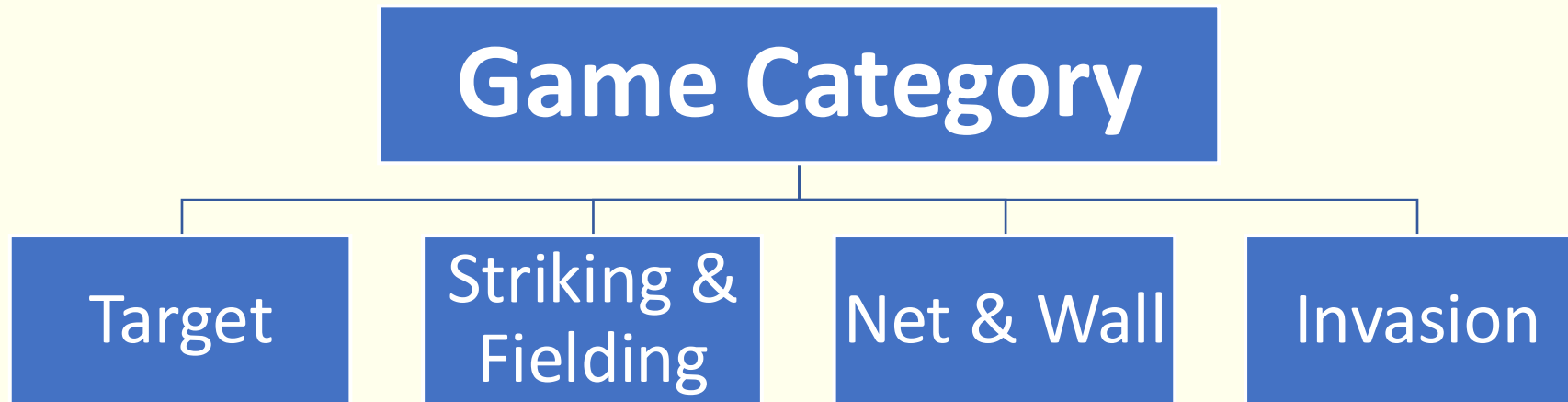
Prifysgol Cymru
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Wid Bywydau
Forming Lives

TACTICAL APPROACH

to teaching

GAMES



(Mitchel, Oslin & Griffith, 2013)

Invasion / Territorial Games

Gemau Goresgyn / Tiriogaethol

Game Performance

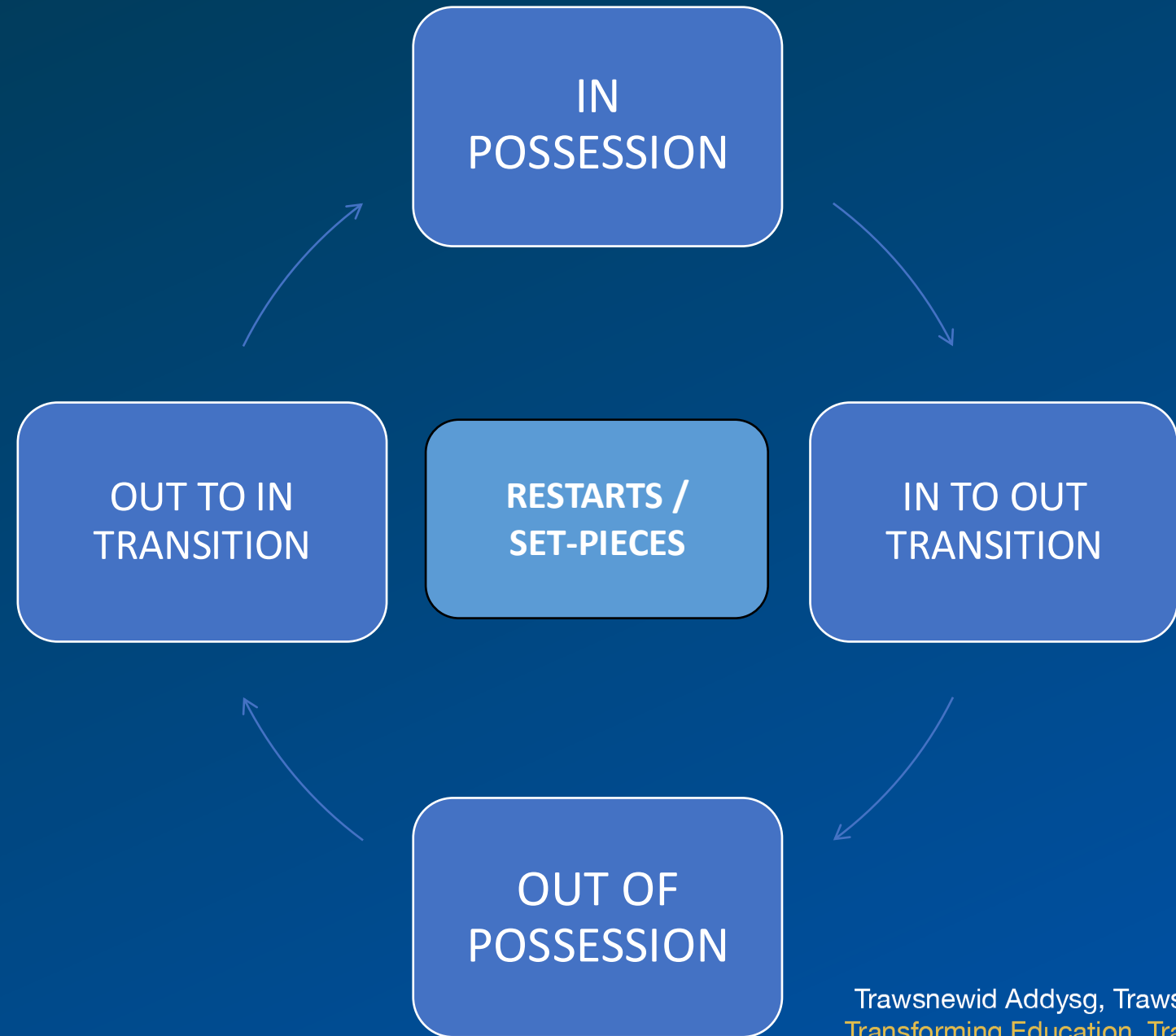
- Technical
- Tactical
- Physical
- Psychological

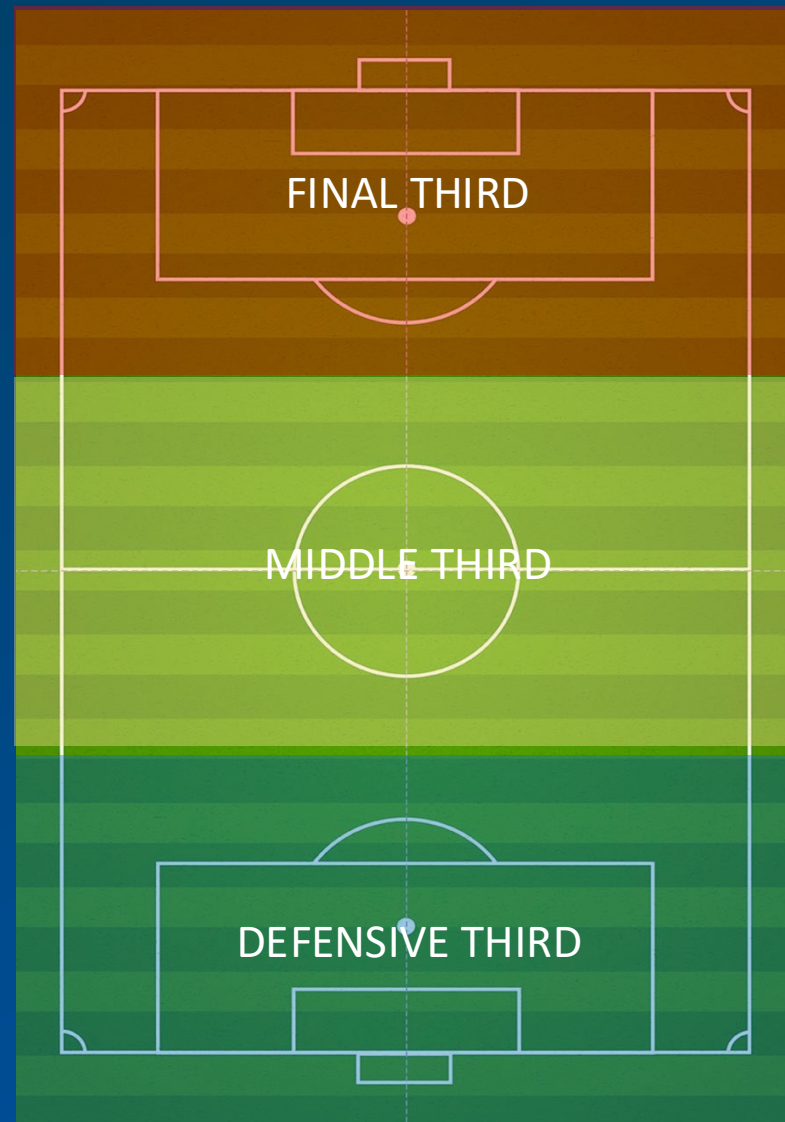
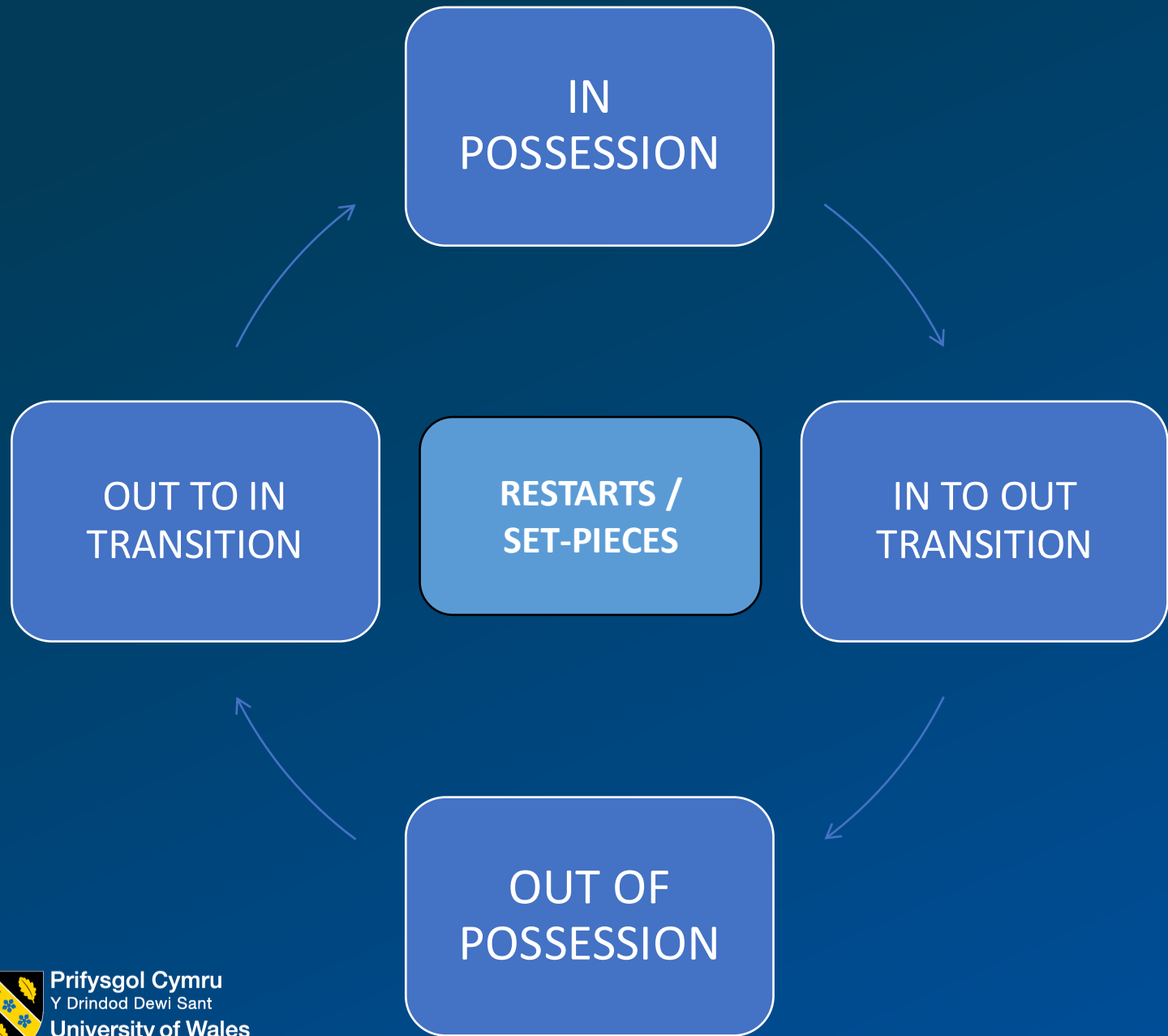
Task: Game Analysis

Watch the footage and list the tactical, technical, physical and psychological requirements of the activity using the headings in the table below.

Tactical	Technical	Physical	Psychological

Tactical Approach to Invasion Games





Game Focus

```
graph TD; A[Game Focus] --> B[Sampling within a classification]; A --> C[Single-game focus]
```

Sampling within a
classification

Single-game focus

(Mitchel, Oslin & Griffith, 2013)



Game Focus

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graph TD; A[Game Focus] --> B[Sampling within a classification]; A --> C[Single-game focus];
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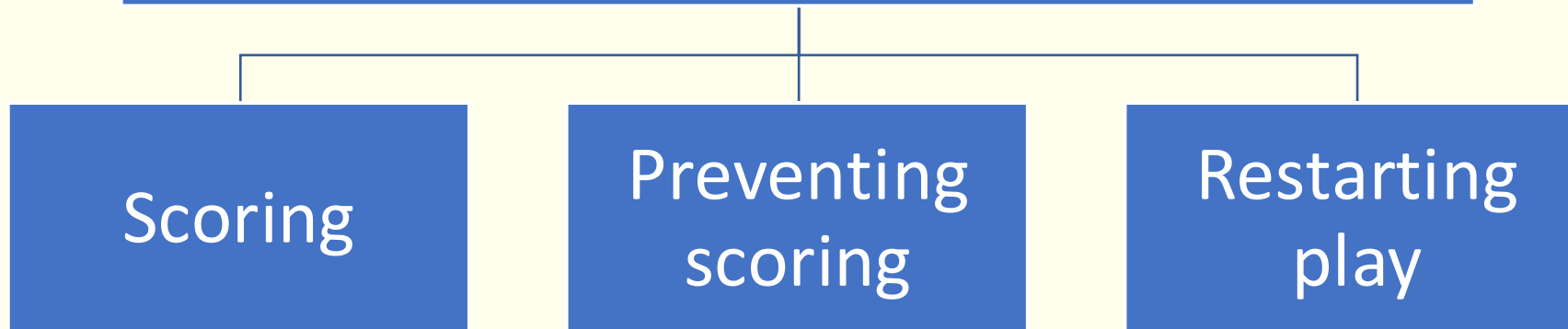
Sampling within a
classification

Single-game focus

(Mitchel, Oslin & Griffith, 2013)



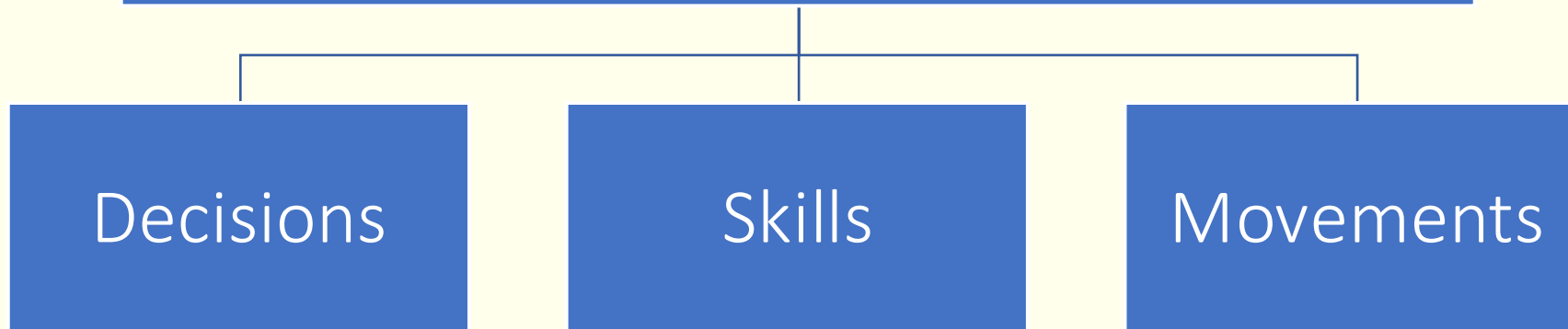
Tactical problems and levels of tactical complexity



(Mitchel, Oslin & Griffith, 2013)



Solutions to tactical problems



(Mitchel, Oslin & Griffith, 2013)

Games or Game form

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graph TD; A[Games or Game form] --> B[Modification]; A --> C[Exaggeration];
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Modification

Exaggeration

(Mitchel, Oslin & Griffith, 2013)

Questioning as Teaching

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graph TD; A[Questioning as Teaching] --> B[Tactical awareness – what do you do...]; A --> C[Skill and movement execution – how do you do..]; A --> D[Time – when is the best time to...]; A --> E[Space – where is/can...]; A --> F[Risk - which choice];
```

Tactical awareness
– what do you do...

Skill and movement
execution – how do
you do..

Time – when is the
best time to...

Space – where
is/can...

Risk - which choice

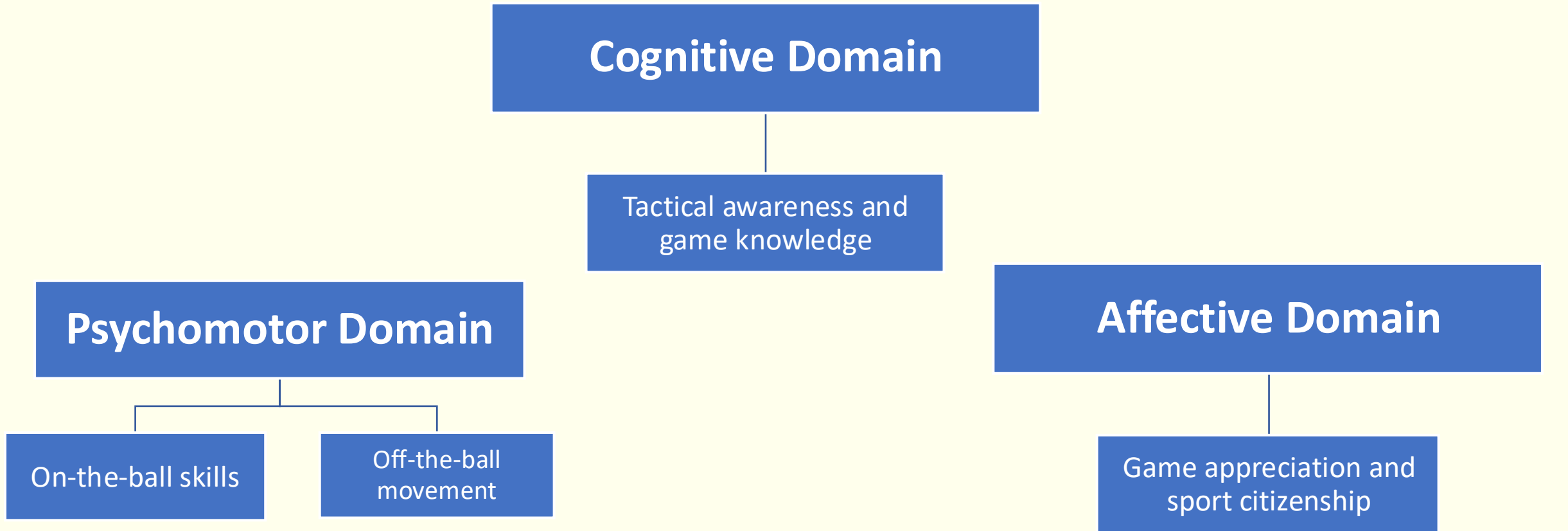
(Mitchel, Oslin & Griffith, 2013)



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Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

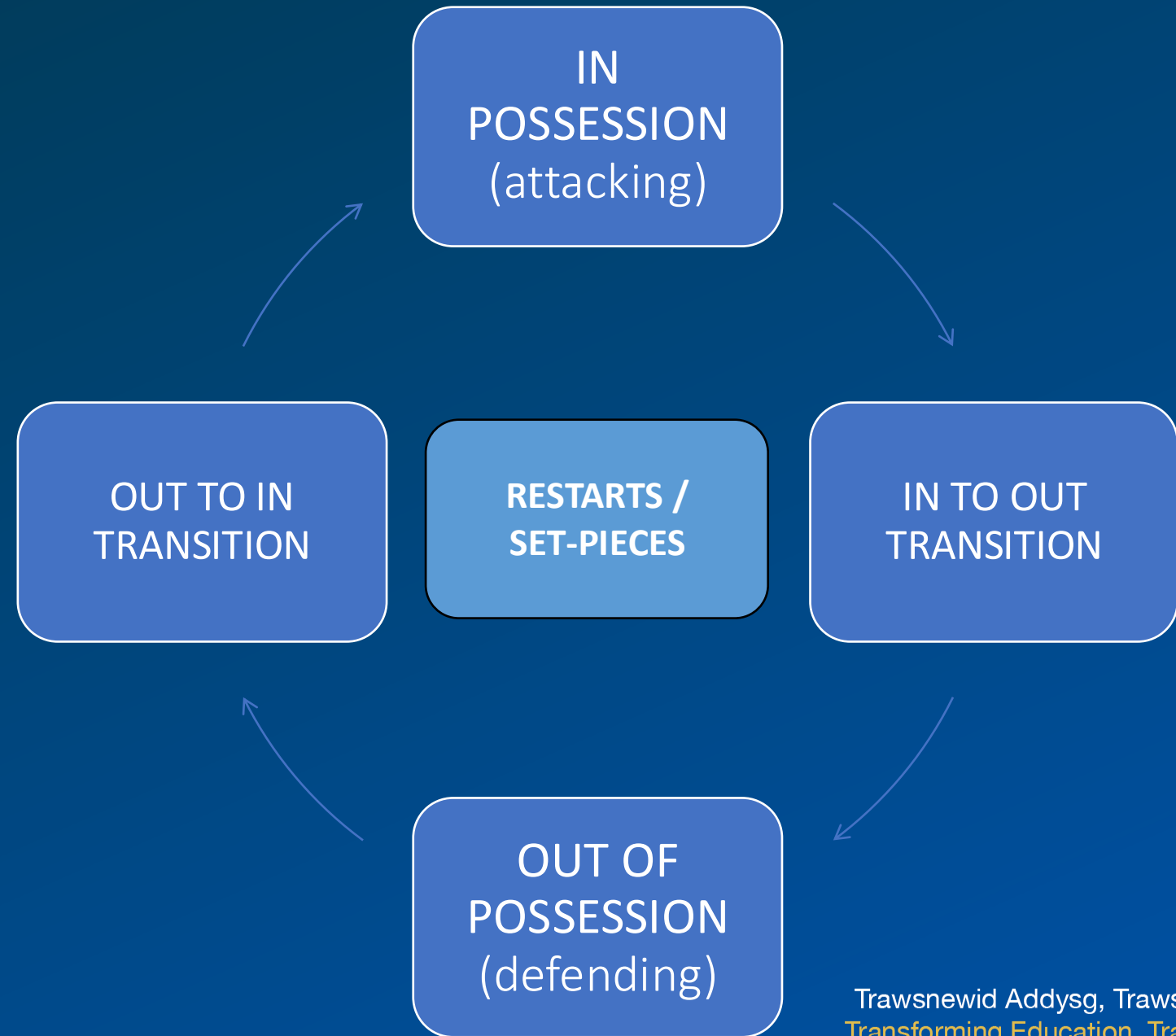
Problem-solving Skills



(Mitchel, Oslin & Griffith, 2013)



Tactical Approach to Invasion Games



Tactical Problems *Problemau Tactegol*

Every invasion game asks the same questions.
Teach the problem first, then the principle.

WHEN WE DON'T HAVE THE BALL: DEFENDING *Amddiffyn*

Defending space

Amddiffyn gofod

How do we stop attackers getting free?

Mark a player Goal-side Pressure · cover · balance

4a

Defending the goal

Amddiffyn y gôl

How do we stop them scoring?

Between ball and goal Close the shooter

4b

Winning the ball

Ennill y bêl

How do we get the ball back?

Intercept Time the tackle Counter-press

4c

WHEN WE HAVE THE BALL: ATTACKING *Ymosod*

Keeping possession

Cadw meddiant o'r bêl

How do we keep the ball to build an attack?

Support Triangles Pass and move

1

Creating space

Creu gofod wrth ymosod

How do we get free to receive the ball?

Width Depth Get free

2a

Using space

Defnyddio gofod wrth ymosod

How do we move the ball into the space?

Lead pass Run onto it Overlap

2b

Attacking the goal

Ymosod ar y gôl

How do we create and take scoring chances?

Shoot in range 2 v 1 to goal

3

ATTACKING SEQUENCE

Y dilyniant ymosod

1 Keep it → 2a Create space → 2b Use space → 3 Score

Solve the problems in order. If the attack breaks down, go back a step.

← PROTECT THIS GOAL

ATTACK THIS WAY →

TRANSITION

Trawsnewid

Win it → **attack**
Lose it → **defend**

5 Starting and restarting play *Dechrau ac aildechrau chwarae* How do we restart quickly and safely, and defend restarts?

BOTH PHASES

Tactical problems in invasion games: progression from age 7 to 18

Source: Mitchell, S.A., Oslin, J.L. and Griffin, L.L. (2021) *Teaching Sport Concepts and Skills: A Tactical Games Approach*. 4th edn. Champaign, IL: Human Kinetics.

Tactical problem	Phase	Age 7–9 (Level I)	Age 9–11 (Level II)	Age 11–14 (Level III)	Age 14–16 (Level IV)	Age 16–18 (Level V)
Typical game form	–	2v1, 3v1, small target games, no positions	3v2, 4v2 with a simple directional target	4v3, 5v3, conditioned small-sided games	5v5 to 7v7 with overloads and zones	Full or near-full version with systems and roles
1. Maintaining possession	Attack	Short pass and receive (send, catch or trap); dribble with head up; move away from your defender after passing	Get into passing lanes and form triangles; pass to an open teammate; give-and-go; shield the ball with your body	Width and depth in support; choose the right pass (bounce, lob, short or long); first touch away from pressure; receive on the half-turn; switch play	Keep possession under high pressure; decide whether to keep it or go forward; rotate positions to stay available; disguise passes	Positional play inside a team system; build from the back against a press; control the tempo; use possession to manage the game
2. Attacking the goal (penetration)	Attack	Shoot when in range; run or dribble towards the goal	Spot shooting chances; aim for placement over power; in a 2v1, draw the defender then pass; follow up rebounds	Penetrating pass between or behind defenders; run with the ball into space; one-two to beat a defender; first-time finishing; shooting angles	Combination play in the final third; third-player runs; time runs to stay onside; crosses and cut-backs; choose shots under pressure	Break down a set defence or low block, or counter-attack; overload key zones; rehearsed attacking patterns; target opponent weaknesses
3. Creating space in attack	Attack	Spread out and don't bunch; move to an empty space where you can see the ball	Use the full width of the pitch; move away then come towards the ball (V-cut); call for it	Width and depth together; overlapping and diagonal runs; decoy runs to drag defenders away	Create 2v1 overloads; rotate players; time movement to pull defenders out of position	Stretch the defence vertically and horizontally; exploit the half-spaces; planned movement patterns; read and target defensive gaps
4. Using space in attack	Attack	Pass to a teammate in space; carry the ball into space	Lead pass into space ahead of a teammate; run onto the ball	Through-ball into space behind the defence; receive and turn; use the overlap	Weight and time passes for a runner; exploit space that opens in transition quickly	Counter-attack principles; exploit space created by set moves; role-specific jobs (e.g. wide or pivot players)
5. Defending space	Defence	Mark a player; stay between them and the goal	Stay goal-side and ball-side; recover back when the ball is lost; track runners	Pressure, cover and balance (1st, 2nd, 3rd defender); stance and footwork; jockey and delay	Zonal vs player-to-player defence; communicate and switch marks; stay compact; defend transitions	Team defensive systems (high press, mid block, low block); pressing triggers; manage the defensive line
6. Defending the goal	Defence	Get between the ball and the goal; basic stopping or goalkeeping	Close down the shooter; block shots; goalkeeper narrows the angle	Defend a 2v1 by delaying and forcing wide; goalkeeper angles and distribution; channel attackers onto their weaker side	Protect the central scoring zone; clear under pressure; defend crosses; defenders and goalkeeper communicate	Organise the defensive third; defend set pieces (zonal vs man-marking); adjust defending to the game state
7. Winning the ball	Defence	Intercept loose balls; sport-specific legal tackle or interception	Anticipate and intercept passes; know when to tackle; regain the ball quickly after losing it	Time the tackle; pressure the attacker into errors; double-team	Counter-press immediately after losing the ball; press as a unit; target turnovers in chosen zones	Organised pressing traps; move straight from winning the ball to attacking; analyse where the ball is won back
8. Starting and restarting play	Both	Restart quickly to a free teammate; know the restart rules	Simple sideline and corner plays; get into position for restarts	Quick restarts to catch opponents disorganised; basic attacking and defending restart roles	Rehearsed set plays with assigned roles and decoy runners	A varied set-play repertoire; plays planned against specific opponents; set-piece specialists