



Prifysgol Cymru  
Y Drindod Dewi Sant  
University of Wales  
Trinity Saint David

200  
1822 - 2022

**Man Geni  
Addysg Uwch  
yng Nghymru**

**Where Higher  
Education Began  
in Wales**

[www.uwtsd.ac.uk](http://www.uwtsd.ac.uk)

**Tactical Approach to  
Teaching Games**

**Teaching Games for  
Understanding**

*BMPE5001 & BMPE4005*

Dylan Blain

# Outline

- Module introduction (level 4 & level 5) – practical workshops
- Terminology & Context
- Tactical Approach to Games
  - What and why?
- Categorising Games
- Teachers and Coaches and a ‘Tactical Approach’ to games

# TACTICAL APPROACH

to teaching

# GAMES

# TACTICAL APPROACH

to teaching

# GAMES

# Games...

- Terminology
  - What do we mean by games? Name some!
  - Competitive activities, Sport, Games
  - Games & Physical Education
- Contexts:
  - Sports Coaching
  - Sport Development
  - Physical Activity promotion

# Game Performance

- Technical
- Tactical
- Physical
- Psychological

# Task: Game Analysis

Chose a game of your choice and list the tactical, technical, physical and psychological requirements of the activity using the table below.

| Tactical | Technical | Physical | Psychological |
|----------|-----------|----------|---------------|
|          |           |          |               |
|          |           |          |               |
|          |           |          |               |
|          |           |          |               |
|          |           |          |               |
|          |           |          |               |

# TACTICAL APPROACH

to teaching

# GAMES

# TACTICAL APPROACH

to teaching

# GAMES

# Tactical Approach to Games

- What is a Tactical Approach?
- Why use a tactical approach to teaching games?

# What is a Tactical Approach?

- What is a Tactical Approach?

# Tactical Goals / Problems - Examples

**Table 7.1** Problems, Movements, and Skills in Elementary-Level Invasion Games

| Tactical problems                              | Off-the-ball movements                                                                                                             | On-the-ball skills                                                                                                                       |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| SCORING (OFFENSE)                              |                                                                                                                                    |                                                                                                                                          |
| Keeping possession of the ball                 | <ul style="list-style-type: none"> <li>• Supporting the ball carrier</li> <li>• Deciding when to pass</li> </ul>                   | Passing and receiving the ball                                                                                                           |
| Penetrating the defense and attacking the goal | <ul style="list-style-type: none"> <li>• Using a target forward</li> <li>• Deciding when to shoot and dribble</li> </ul>           | <ul style="list-style-type: none"> <li>• Moving with the ball</li> <li>• Shooting</li> <li>• Faking</li> <li>• Changing speed</li> </ul> |
| Transitioning from defense to offense          | Moving to space—deciding when and where to move                                                                                    | Quick outlet pass                                                                                                                        |
| PREVENTING SCORING (DEFENSE)                   |                                                                                                                                    |                                                                                                                                          |
| Defending space                                | <ul style="list-style-type: none"> <li>• Guarding a position</li> <li>• Footwork</li> <li>• Pressuring the ball carrier</li> </ul> |                                                                                                                                          |
| Defending the goal                             | Goalkeeping—positioning                                                                                                            | Goalkeeping—stopping and distributing the ball                                                                                           |
| Winning the ball                               | Rebounding—boxing out                                                                                                              | <ul style="list-style-type: none"> <li>• Rebounding—taking the ball</li> <li>• Tackling and stealing the ball</li> </ul>                 |
| RESTARTING PLAY                                |                                                                                                                                    |                                                                                                                                          |
| Beginning the game                             | Supporting positions                                                                                                               | Initiating play                                                                                                                          |
| Restarting from the sideline                   | Supporting positions                                                                                                               | <ul style="list-style-type: none"> <li>• Putting the ball in play</li> <li>• Quick restarts</li> </ul>                                   |
| Restarting from the end line                   | Supporting positions                                                                                                               | <ul style="list-style-type: none"> <li>• Putting the ball in play</li> <li>• Quick restarts</li> </ul>                                   |
| Restarting from violations                     | Supporting positions                                                                                                               | <ul style="list-style-type: none"> <li>• Putting the ball in play</li> <li>• Quick restarts</li> </ul>                                   |

(Mitchel, Oslin & Griffith, 2013)

**Table 7.2** Levels of Tactical Complexity for Elementary-Level Invasion Games

| Tactical goals and problems                    | Level I<br>Three-a-side maximum                                                                                                            | Level II<br>Four-a-side maximum                                                                                                    | Level III<br>Six-a-side maximum                                                                                                                                            |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SCORING (OFFENSE)                              |                                                                                                                                            |                                                                                                                                    |                                                                                                                                                                            |
| Keeping possession of the ball                 | <ul style="list-style-type: none"> <li>• Passing and receiving the ball</li> <li>• Deciding when to pass</li> </ul>                        | <ul style="list-style-type: none"> <li>• Passing and receiving the ball</li> <li>• Supporting the ball carrier</li> </ul>          |                                                                                                                                                                            |
| Penetrating the defense and attacking the goal | <ul style="list-style-type: none"> <li>• Shooting</li> <li>• Moving with the ball</li> <li>• Deciding when to shoot and dribble</li> </ul> | <ul style="list-style-type: none"> <li>• Shooting</li> <li>• Faking</li> </ul>                                                     | <ul style="list-style-type: none"> <li>• Using a target forward</li> <li>• Shooting</li> <li>• Faking</li> <li>• Changing speed</li> <li>• Moving with the ball</li> </ul> |
| Transitioning from defense to offense          |                                                                                                                                            |                                                                                                                                    | <ul style="list-style-type: none"> <li>• Moving to space—deciding when and where to move</li> <li>• Quick outlet pass</li> </ul>                                           |
| PREVENTING SCORING (DEFENSE)                   |                                                                                                                                            |                                                                                                                                    |                                                                                                                                                                            |
| Defending space                                |                                                                                                                                            | <ul style="list-style-type: none"> <li>• Guarding a position</li> <li>• Footwork</li> <li>• Pressuring the ball carrier</li> </ul> |                                                                                                                                                                            |
| Defending the goal                             |                                                                                                                                            | Goalkeeping—positioning                                                                                                            | Goalkeeping—stopping and distributing the ball                                                                                                                             |
| Winning the ball                               |                                                                                                                                            |                                                                                                                                    | <ul style="list-style-type: none"> <li>• Tackling and stealing the ball</li> <li>• Rebounding—boxing out</li> <li>• Rebounding—taking the ball</li> </ul>                  |
| RESTARTING PLAY                                |                                                                                                                                            |                                                                                                                                    |                                                                                                                                                                            |
| Beginning the game                             | Initiating play                                                                                                                            | Supporting positions                                                                                                               |                                                                                                                                                                            |
| Restarting from the sideline                   | Putting the ball in play                                                                                                                   | Supporting positions                                                                                                               | Quick restarts                                                                                                                                                             |
| Restarting from the end line                   | Putting the ball in play                                                                                                                   | Supporting positions                                                                                                               | Quick restarts                                                                                                                                                             |
| Restarting from violations                     | Putting the ball in play                                                                                                                   | Supporting positions                                                                                                               | Quick restarts                                                                                                                                                             |

(Mitchel, Oslin & Griffith, 2013)

# Why a Tactical Approach?

- Interest & Excitement
- Knowledge as Empowerment
- Transfer of understanding and performance

# Understanding & Performance

- Tactical awareness – What do you...?
- Skill and movement execution – How do you...?
- Time – When is the best time to...?
- Space – Where is...?
- Risk – Which is the best choice between...?

# Categorising Games

- Using a tactical approach we often categorise games.

# Game Classifications (Task)

Using the table below:

1. Produce a definition of each game form.
2. List examples sports from each game form.

| Invasion | Net & Wall | Striking & Fielding | Target |
|----------|------------|---------------------|--------|
|          |            |                     |        |
|          |            |                     |        |
|          |            |                     |        |
|          |            |                     |        |
|          |            |                     |        |

# Invasions Games

- **Invasion Games** – score by moving a ball (or other projectile) into another teams territory and either shooting into a fixed target (a goal or basket) or moving the projective across an open ended target (i.e., across a line).

# Net & Wall Games

- **Net & Wall Games** – teams or individuals score by hitting a ball into a court space with sufficient accuracy and power that the opponents cannot hit it back before it bounces once/twice.

# Striking & Fielding Games

- **Striking & Fielding Games** – players on the batting team must strike a ball with sufficient accuracy and power that it eludes players on the fielding team and gives the hitter time to run between two destinations (bases or wickets).

# Target Games

- **Target Games** – players score by throwing or striking a ball to a target (unopposed/opposed).

# Teachers / Coaches & a 'Tactical Approach' to teaching/coaching games

# 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](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

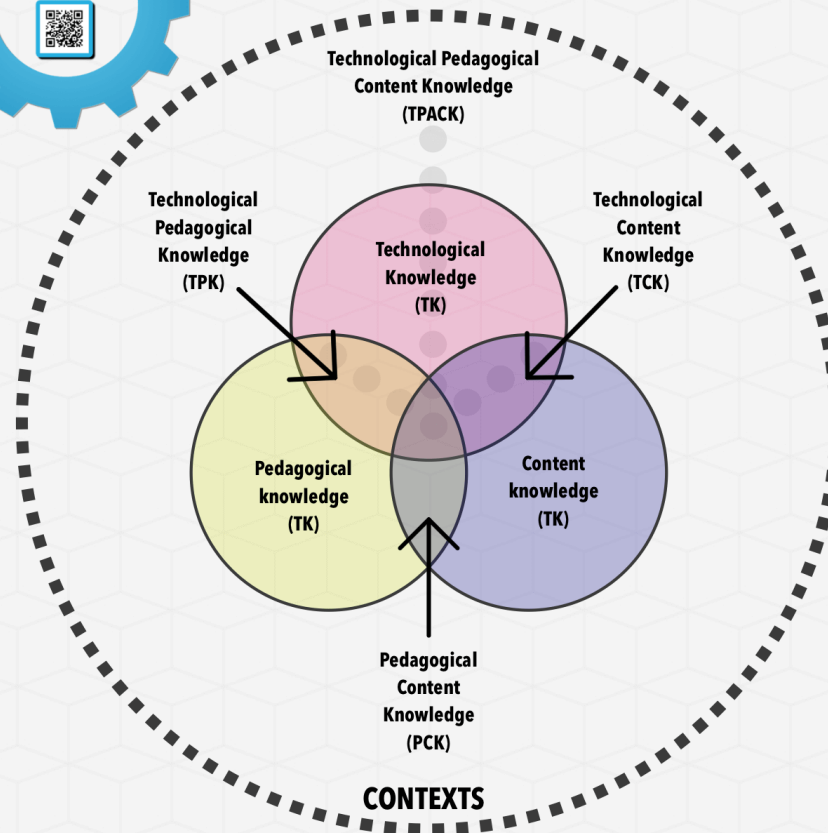
This is the knowledge and mastery of technology so that an educator can use & confidently plan use of technology in the classroom including when it is not required.

## 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](http://www.tpack.org)

\* Koehler & Mishra, 2009



**Prifysgol Cymru**  
Y Drindod Dewi Sant  
**University of Wales**  
Trinity Saint David

**1822 - 2022**

**sg Uwch yng Nghymru**  
**Where Higher Education Began in Wales**

# Different but similar approaches

- Tactical Approach to Games
- Teaching Games for Understanding
- Games Sense
- Play Practice

# Part of a broader group of Models?

- Models-based practice
- Pedagogical models

# Teachers / Coaches & Tactical Approach

- How are you going to develop your pedagogical – content knowledge?
  - This module & others on your degree
  - Coaching courses (content)
  - Personal research (content & pedagogy)
  - Work placement/experience

# Lecture Schedule and Structure

| Week            | Date       | Lecture                       |
|-----------------|------------|-------------------------------|
| 1               | 06/10/2022 | Intro to MBP<br>Intro to TGFU |
| 2               | 13/10/2022 | Net/Wall 1                    |
| 3               | 20/10/2022 | Net/Wall 2                    |
| 4               | 27/10/2022 | Net/Wall 3                    |
| 5               | 03/11/2022 | Strike and field 1            |
| 6               | 10/11/2022 | Strike and field 2            |
| 7               | 17/11/2022 | Strike and field 3            |
| 8               | 24/11/2022 | Invasion games 1              |
| 9               | 01/12/2022 | Invasion games 2              |
| 10              | 08/12/2022 | Invasion games 3              |
| 11              | 15/12/2022 | Target games 1                |
| Christmas Break | 22/12/2022 |                               |
|                 | 29/12/2022 |                               |

Practical Workshops – Sports Hall

Theoretical aspects

Student-led – develop pedagogical  
– content knowledge

Primary and Secondary School  
Level

# Assessments – Level 5 only

- See tasks and associated video on the Moodle page for BMPE5001

# References

Mitchel, S.A., Oslin, J.L., & Griffin, L.L. (2013). *Teaching sport concepts and skills: a tactical approach for ages 7 to 18 (3<sup>rd</sup> Edition)*. Champaign, IL: Human Kinetics.



**Prifysgol Cymru**  
Y Drindod Dewi Sant  
**University of Wales**  
Trinity Saint David

**200**  
**1822 - 2022**

*Man Geni Addysg Uwch yng Nghymru*  
*Where Higher Education Began in Wales*

# Game models