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AI Acknowledgment

URL	Date Used	Prompts
https://chatgpt.com/	21/10/2026	Can you proof read this text and see if i've correctly spelt this Blog and used the right punctuation.

Tactical Approach to Teaching Invasion/Territorial Games

The Tactical Games Approach (TGA) is a teaching method that helps pupils understand the game before focusing on individual skills. Instead of learning techniques in isolation, pupils take part in modified games that develop decision-making, problem-solving and tactical awareness (Mitchell, Oslin and Griffin, 2021). Through participating in the invasion games workshops, I gained a better understanding of how this approach can improve learning and engagement in PE lessons.

Throughout the workshops, we explored four key tactical problems: keeping possession, creating and using space, attacking the goal, and defending. Each session focused on one tactical problem and demonstrated how games could be adapted to help learners understand the demands of invasion sports such as football, rugby, basketball and netball. One example was a modified netball game where players had to stand still when holding the ball and score through cones placed on the floor. This encouraged players to think about movement, support play and creating space rather than focusing only on technical skills. The workshop that had the greatest impact on me was the session on defending. Working with a partner, I designed and delivered a drill that focused on defending space. I found this particularly useful because it allowed me to concentrate on one tactical problem in depth. Before these workshops, my football coaching experience often involved teaching the game as a whole rather than breaking it down into smaller tactical areas. This session helped me realise that small mistakes in positioning and awareness can lead to bigger problems during a game. By focusing on one tactical objective, participants were able to better understand how their decisions affected performance.

One strength of the tactical approach is that it makes learning easier by breaking games into smaller, manageable parts. Rather than trying to understand everything at once, pupils can focus on a single challenge and gradually build their knowledge. Modified games also allow skills to develop naturally within realistic situations, helping pupils understand when and why to use a particular skill (Mitchell, Oslin and Griffin, 2021; Light, Quay, Harvey and Mooney, 2013). In addition, the approach encourages pupils to think independently instead of relying on constant teacher instruction.

However, there are also some limitations. During the workshops, some activities became slow, which reduced the amount of time participants were actively involved. It was also clear that not every activity would suit all ability levels. More confident pupils may need greater challenges, while less confident pupils may benefit from more space, fewer defenders or simpler rules. Research suggests that game-based approaches can be challenging to implement and require careful planning by the teacher (Harvey, Cushion and Massa-Gonzalez, 2010).

As a future PE teacher, these workshops highlighted the importance of adapting activities to meet the needs of different learners. In primary schools, activities should use simple rules, smaller teams and clear instructions. In secondary schools, pupils can be challenged with more complex tactical problems and decision-making. By adapting equipment, space and rules, teachers can ensure all pupils are included and appropriately challenged.

Overall, the Tactical Games Approach showed me that understanding tactics is just as important as developing technical skills. Planning and delivering a defending activity improved my understanding of teaching and demonstrated how game-based learning can support pupils' tactical awareness, decision-making and overall performance.

References

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