



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

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1822 - 2022

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Tactical Approach to Teaching Games

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Outline

- Module outline and assessments
- Tactical approach to teaching games:
 - Terminology & Context
 - Examples
 - Practical Workshop

Module outline and Assessments

- Moodle Page

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?

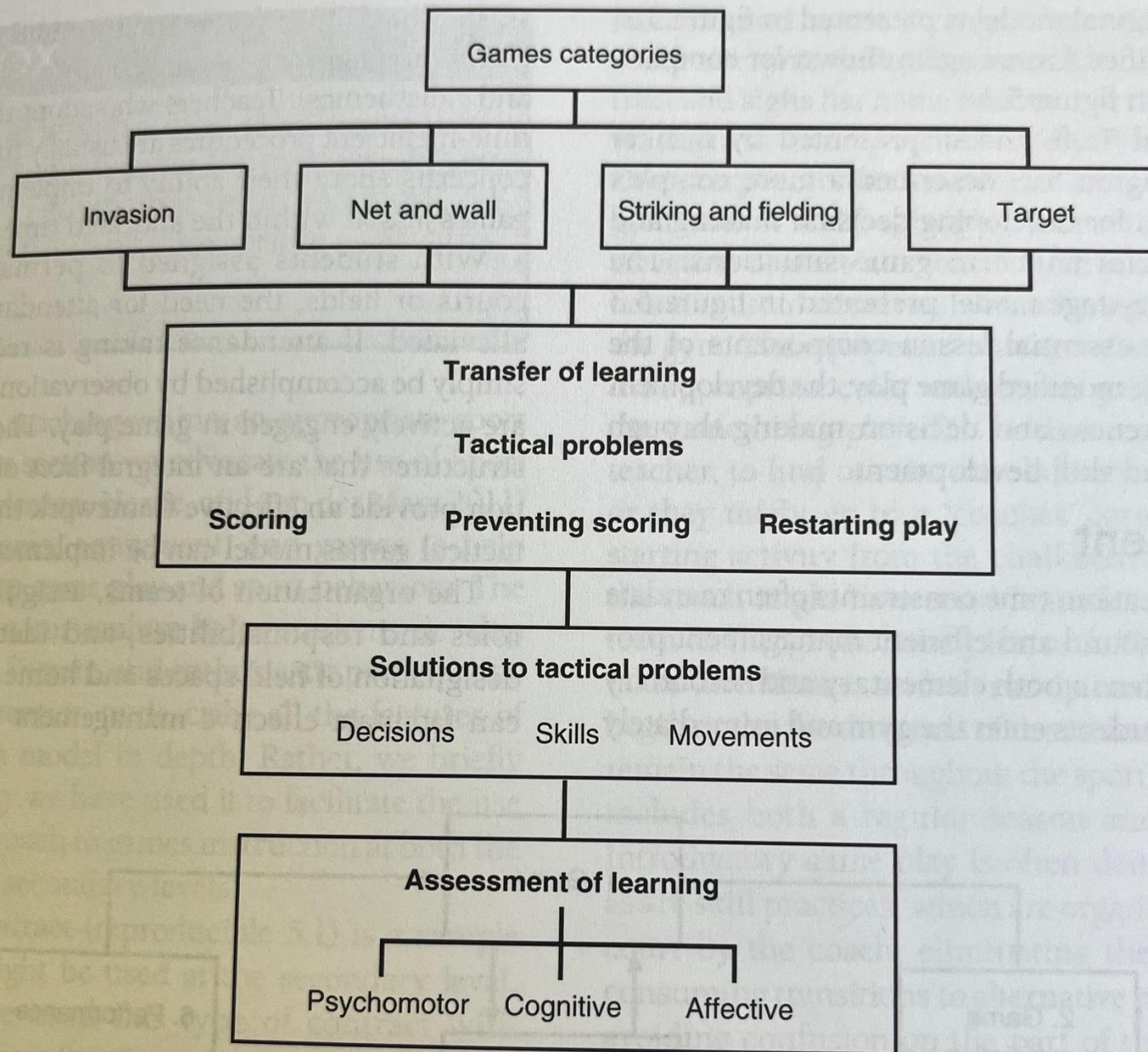
- What is a Tactical Approach?

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	• Supporting the ball carrier • Deciding when to pass	Passing and receiving the ball
Penetrating the defense and attacking the goal	• Using a target forward • Deciding when to shoot and dribble	• Moving with the ball • Shooting • Faking • Changing speed
Transitioning from defense to offense	Moving to space—deciding when and where to move	Quick outlet pass
PREVENTING SCORING (DEFENSE)		
Defending space	• Guarding a position • Footwork • Pressuring the ball carrier	
Defending the goal	Goalkeeping—positioning	Goalkeeping—stopping and distributing the ball
Winning the ball	Rebounding—boxing out	• Rebounding—taking the ball • Tackling and stealing the ball
RESTARTING PLAY		
Beginning the game	Supporting positions	Initiating play
Restarting from the sideline	Supporting positions	• Putting the ball in play • Quick restarts
Restarting from the end line	Supporting positions	• Putting the ball in play • Quick restarts
Restarting from violations	Supporting positions	• Putting the ball in play • Quick restarts

(Mitchel, Oslin & Griffith, 2013)



(Mitchel, Oslin & Griffith, 2013)

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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.

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

Technological Knowledge

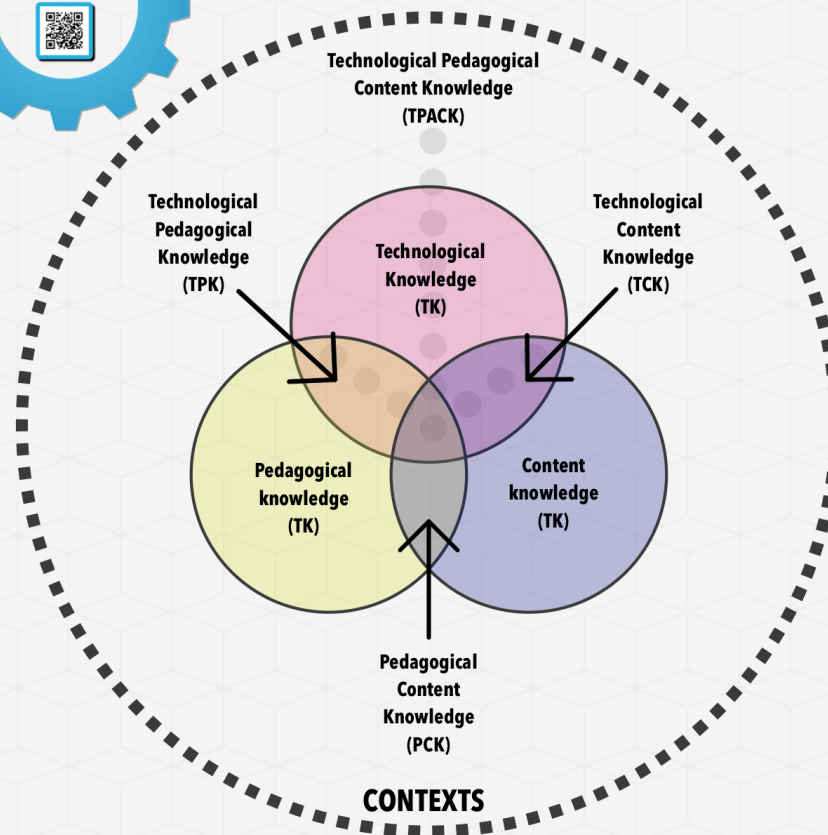
This is the knowledge and mastery of technology so that an educator can use & confidently plan use of technology in the classroom including when it is not required.

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.



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

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.



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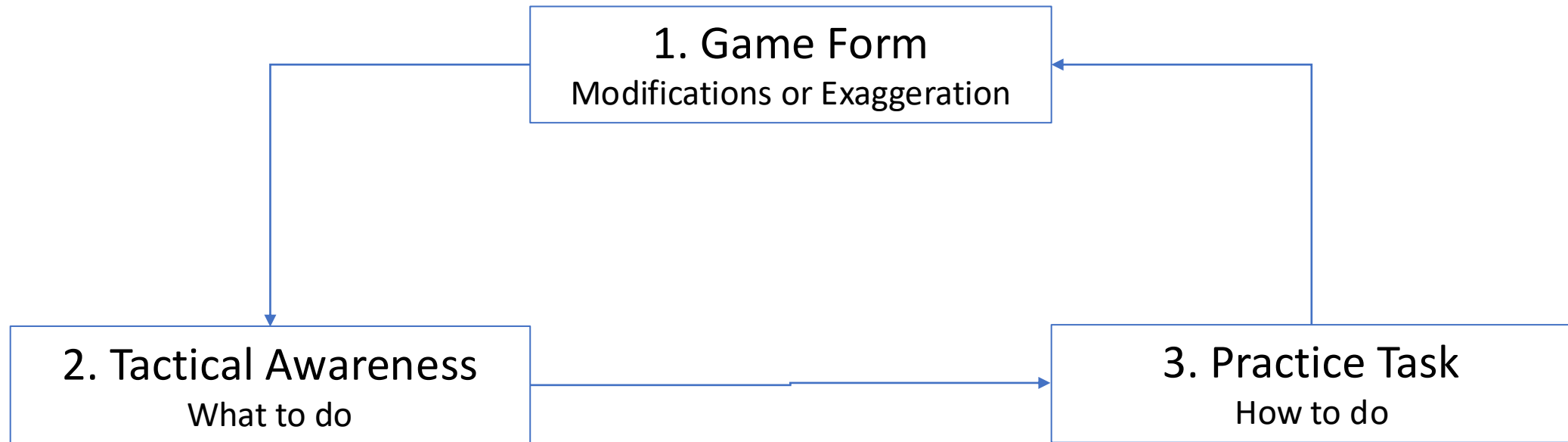
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Different but similar approaches

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

Simplified Tactical Games Model (Mitchel, Oslin & Griffith, 2013)



(Mitchel, Oslin & Griffith, 2013)

Teaching Games for Understanding (Bunker & Thorpe, 1996)



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

Scheme of Work

- Moodle

References

- Bunker, B., & Thorpe, R. (1986). The curriculum model. In R. Thorpe, D. Bunker, & L. Almond (Eds.), *Rethinking games teaching* (pp. 7-10). Loughborough, U.K.: University of Technology, Loughborough.
- Mitchel, S.A., Oslin, J.L., & Griffin, L.L. (2013). *Teaching sport concepts and skills: a tactical approach for ages 7 to 18 (3rd Edition)*. Champaign, IL: Human Kinetics.



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