

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

Teaching Games for Understanding

BMOE4003

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives

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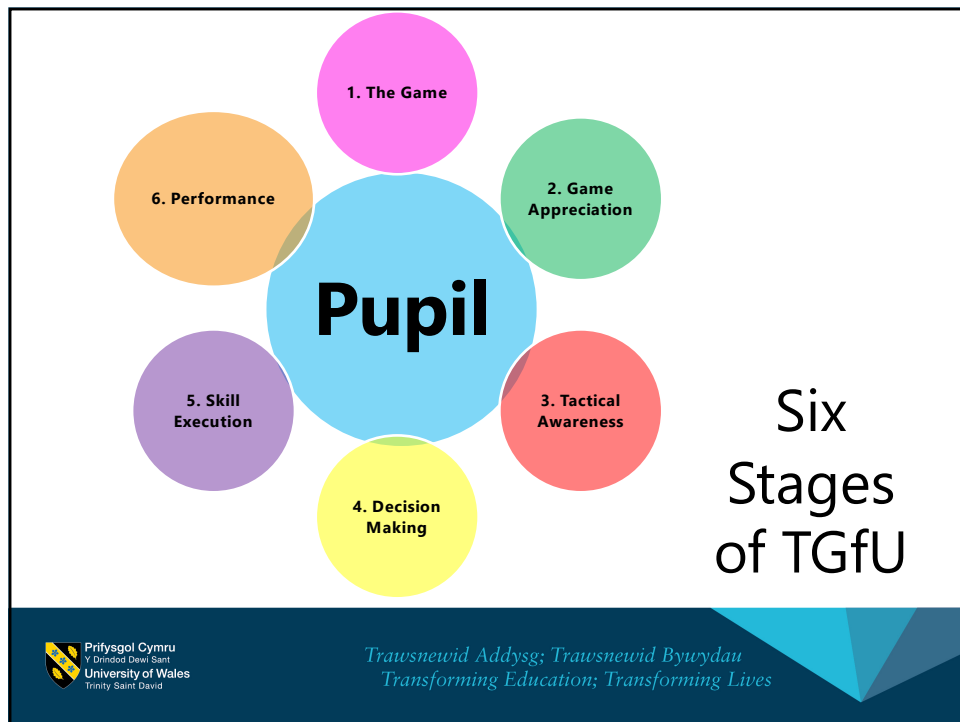
Teaching Games for Understanding

- **Bunker and Thorpe (1982)** Teaching Games for Understanding.
- **TGfU** - Bunker and Thorpe (1982), created a model to teach games, where a modified game is played before the skill refinement takes place.
- Bunker and Thorpe's (1982) model is made up of six stages.

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Role of a facilitator

snewid Bywydau
Transforming Lives

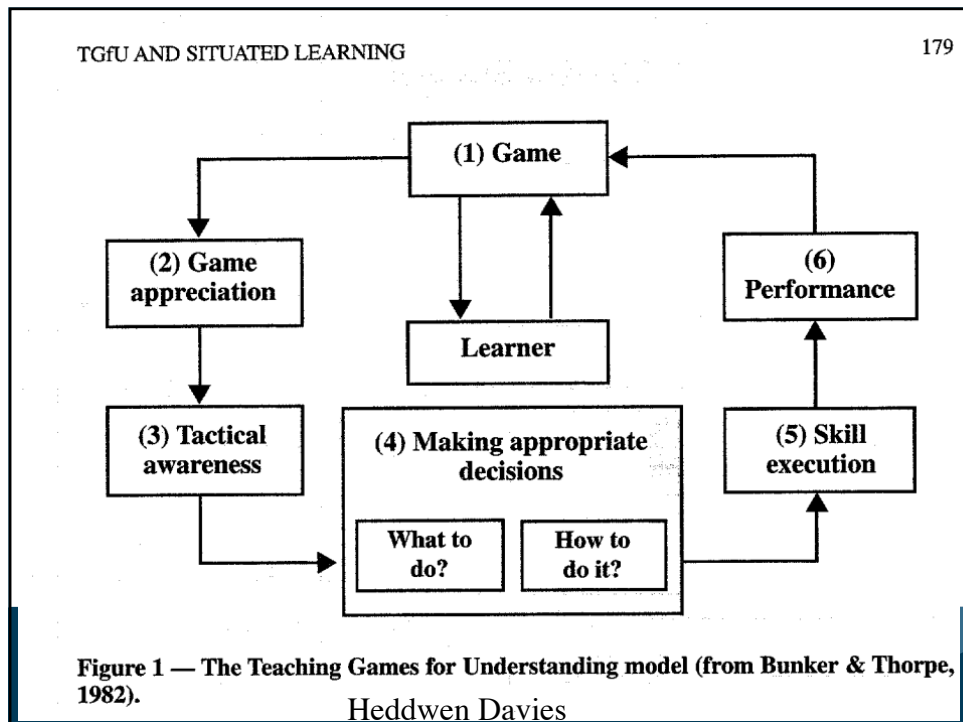
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Six Stages of TGfU Bunker and Thorpe (1982)

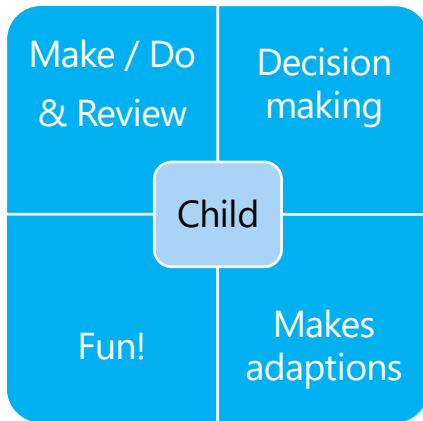
- The game form
- Game appreciation
- Tactical awareness
- Appropriate decisions making
- Skill execution
- Performance

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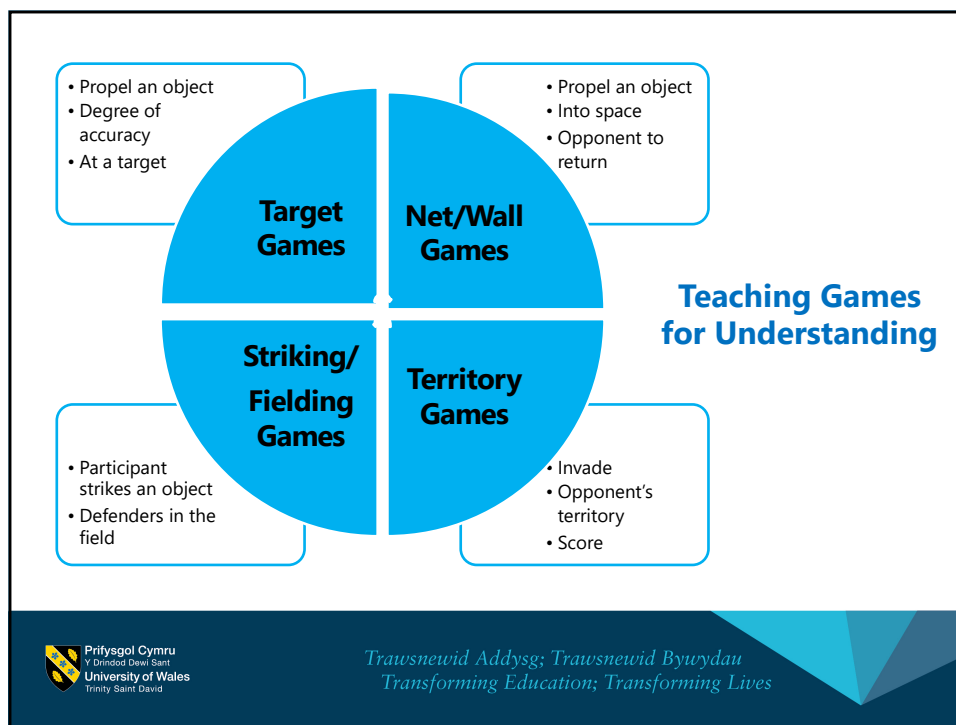


- <https://www.youtube.com/watch?v=eBxo0s98AFY>

- <https://www.youtube.com/watch?v=8yiZIXZ9rd4>

Step 5





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TARGET GAMES



In Target-type games, players score by avoiding obstacles to get their objects closer than their opponent's objects to the target. Some examples are: bowling, golf, curling, and croquet. Tactical solutions learned in one game can be adapted and applied to tactical problems in other target games.

TACTICS IN FLOOR CURLING

Tips for Increasing a Team's Chance of Scoring

- Put up guards to protect the rocks
- To help place rocks, have the skip use his or her stick to show a target
- Players should bump or raise their own rock into the playing area
- Use aim to draw accurately to the button (need proper mechanics in delivery)
- Try to get the last shot (the hammer) in the last end
- Use different angles of approach to hit the rock
- Make controlled use of force



TARGET GAME: BEANBAG GOLF

Object
Players try to get their beanbags into the hoops using the fewest number of throws possible

Number of Participants
About 4 players per hoop

Equipment
9 hula-hoops per game, and 1 beanbag per player

How to Play

- Place nine hula-hoops on the floor around the gym (or outside)
- Label the hoops 1-9
- In groups (up to four/group), players alternate shots and try to get their beanbag in hoop #1 using as few throws as possible. The group then proceeds to hoop #2, and so on.
- Distribute the groups evenly at all the hoops. Groups who start at hoop #2 end at hoop #1, and so on.

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STRIKING / FIELDING GAMES

SKILLS INVOLVED IN STRIKING/FIELDING GAMES

Body Management Skills

Locomotor: running, sliding, jumping, leaping

Non-locomotor: starting, stopping, ready position, bending, reaching

Manipulative Skills:

- a) Sending Skills:
 - With hands: throwing
 - With an implement: striking
- b) Receiving Skills: Catching
- c) Retaining Skills: Fielders running with ball

Organizational Aspects of Fielding Games

Fielding Games are best played outdoors. When playing indoors, use light or foam balls for greater safety and to decrease the distance travelled. Set up



Basic strategies common to all STRIKING/FIELDING GAMES

- Send objects into open spaces
- Position players for best coverage of the playing area
- Players reposition to back up teammates



STRIKING/FIELDING GAME: SPOTLESS

Object

To fill the basket with balls before the leader can empty it

Equipment

Large number of soft balls, basket or tub

How to Play

Begin with a basket full of soft balls in the centre of the playing area. The leader empties the basket as quickly as possible by rolling or throwing the balls around the playing area. "Custodians" bring the balls back one at a time to fill the pail. After an appropriate time period, allow "custodians" to claim victory after the leader "collapses."

"Putting the Why before the How"

NET/WALL GAMES

Authentic Assessment in Net/Wall Games:
Valuing Process in TGfU and the 4Rs

ASSESS PLAYER'S ABILITY IN THE FOUR R'S

READ: Player reads cues in the game situation, makes decisions, and re-locates within the play area.

RESPOND: Player makes appropriate cover movements in the area of play, selecting the appropriate skill for the situation.

REACT: As object enters player's play area, the player makes an adjustment to the object's force, spin and direction, and executes appropriate "on-the-ball" skill.

RECOVER: After skill execution, player makes appropriate recovery movements to set-up for the next READ phase.

HERE ARE SOME DEFINITIONS TO CONSIDER WHEN ASSESSING SKILLS:

Base: Player makes an appropriate return to a home or recovery position between skill attempts.

Decision-making: Player makes appropriate choices about where to place the object or when defending space.



NET/WALL GAME: BALLOONMINTON

Object

Hit a balloon back and forth across the line until one player is unable to reach the balloon in time, and it touches the ground

Equipment

Balloons, or beach balls

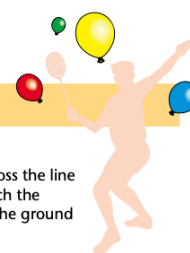
How to Play

Players begin by facing each other on opposite sides of the line. One player "serves" the balloon across the line to the other player. When the balloon is served, it must cross the line at waist height or higher; if it does not, player serves the balloon again. The play continues until the balloon touches the ground. This counts as a point for the opposing side.

Variations

- **Cross-legged Balloonminton**

Begin by defining a small playing surface with ability-appropriate sidelines. Players sit cross-legged on the





“Putting the LEARNER before the GAME”

INVASION/ TERRITORIAL GAMES

THE TACTICAL FRAME- WORK FOR TEACHING INVASION/TERRITORIAL GAMES

Object

Score by getting the object into the opponents' goal; opponents try to stop scoring.

Principles of Play

- Score/stop scoring
- Invade/stop invading
- Keep possession/get possession

Tactical Awareness Components

Space:

- Where an object should be placed in the area of play
- Where a player should go in the area of play, based on the placement of the object

INVASION GAME: TAIL CHASE

Object

Get your opponent's tail without losing your own

Equipment

Suggested tails: half-metre long pieces of cloth, ropes, strings, ribbons or scarves. You can also use rubber chickens.

Number of Participants

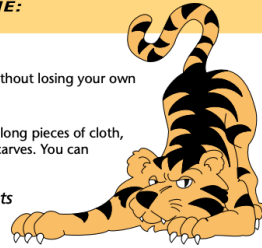
Partners

How to Play

Players begin by stuffing a small part of their "tail" (cloth or rope) in the back of their shorts. At the teacher's signal, each player tries to grab their partner's tail without losing his/her own. When the tail is removed, the player puts it back and tries again. Count how many times a tail can be removed in a set time. No body contact is allowed.

Variations

- **Six Tail Grab**
Six players play in an area approximately 4-metres square. Each player has a tail. At the start signal, players try to snatch each other's tails without losing their own. Players who lose their tail



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**6 basic concepts of
TGfU**

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Variety of equipment

Inclusive practice

Variety skill transfer

Promote participation


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Elements of TGfU

- To promote lifelong healthy, active living
- Develop fitness and movement
- Child centred approach

- Application of skills & performance
- Tactical awareness
- Decision making


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Strengths

Limitations



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References

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