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1. Introduction and overview of TGfU, Tactical Games
 - a. Game based teaching approach
 - b. "Tactical" not "Technical"
 - c. Foci = understanding, motivation, improved game performance
 - d. Original model (Bunker & Thorpe, 1982)
 - e. 3 stage model
2. An Elementary Example
 - a. Net Games introduction – "throw" tennis
 - b. Focus = awareness of court spaces, integration of movement concepts such as level and force
 - c. Transition to secondary level = sport specific (badminton/short tennis/pickeball)
3. A Secondary Example
 - a. Invasion Game – soccer and ultimate
 - b. Game-Q&A-practice-game model
 - c. On and off ball focus
4. Game Performance Assessment (GPAI)
5. Game performance observation and diagnostic framework

TGfU, Tactical Games and Other Variations Overview

Teaching Games for Understanding (TGfU; Bunker & Thorpe, 1982) was developed in the UK as an alternative to skills based games teaching. The basic premise is that if teachers can improve students' understanding of game play, then performance improvement is more likely. Therefore, this approach is more tactical in nature than it is technical, focusing on decision-making processes and the issue of "what to do" during game play as being essential knowledge before the question of "how to do it" is addressed. This approach suggests a game-practice (as necessary)-game format, somewhat different to traditional games lesson formats which focus on skill practices preceding any game play (see Figure 1).

Variations on the original approach have been developed during the past 25 years, but all have in common a games based approach designed to stimulate thinking and tactical awareness. Some have been more prescriptive than the intention of the original TGfU approach (Mitchell, Oslin & Griffin 2003, 2006) (see Figure 2). The original TGfU approach was developed as a secondary school physical education model. Subsequent work (Mitchell, Oslin & Griffin, 2003) however, has also addressed the approach's utility at the elementary level.

Games are categorized tactically into four groups based on how games are played. See Figure 3. These categories are invasion, net/wall, striking/fielding and target games and are based on the similar tactics and strategies used in playing. Assessment is focused on a broader definition of game performance (see Figure 4 for an invasion games example).

Though some variations suggest a prescriptive approach, the original TGfU approach relies on the teacher's ability to identify problems as they occur during game play, help students recognize these problems, and fix them. Therefore, strong content knowledge on the part of the teacher is essential since knowledge forms the basis for observation. Simply put, it is hard to observe and correct performance when the observer is not sure what they are looking for (see Figure 5 would help for this in invasion games).

Figure 1. Original Teaching Games for Understanding Model (Bunker & Thorpe, 1982)

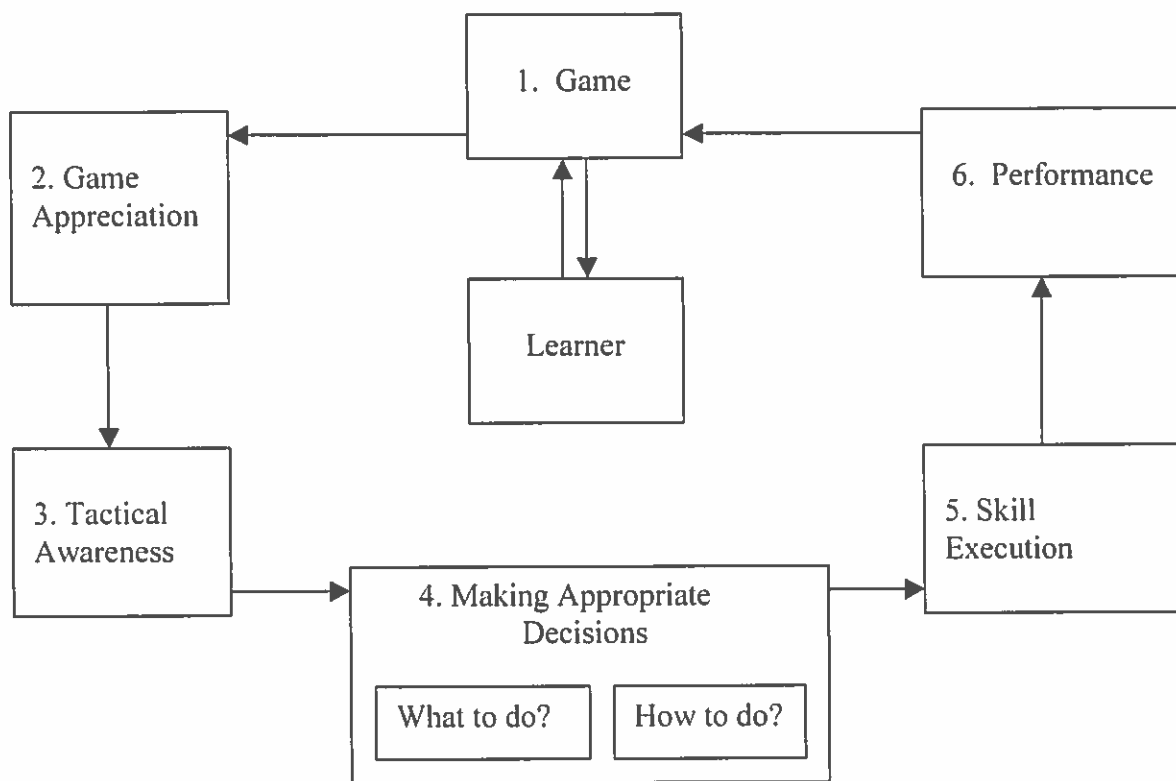


Figure 2. Simplified 3-stage Tactical Games Model (Mitchell, Griffin & Oslin, 1994)

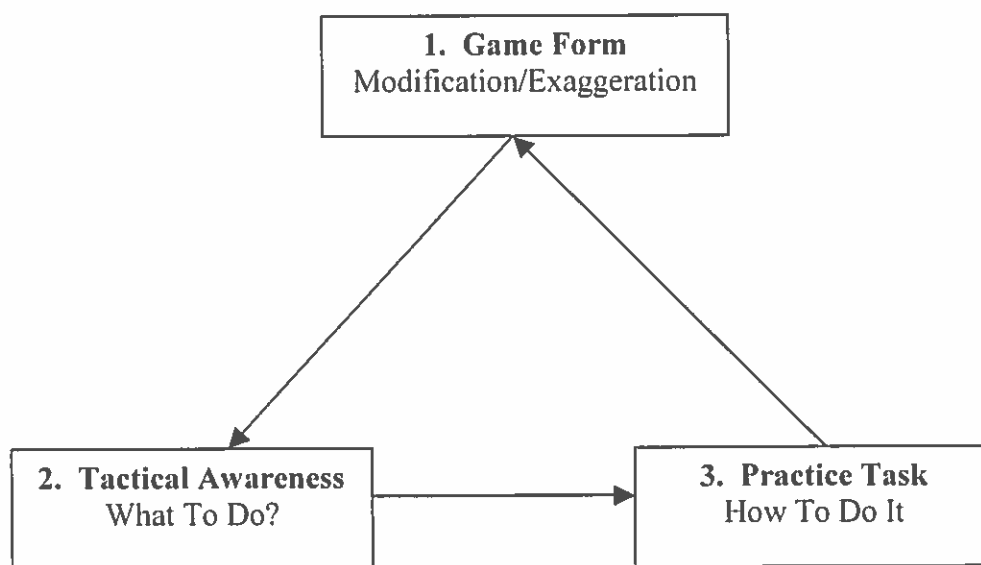


Figure 3. A Tactical Games Classification System (adapted from Almond, 1986).

Invasion	Net/Wall	Striking/Fielding	Target
Basketball (FT) Netball (FT) Team Handball (FT) Soccer (FT) Hockey (FT) Lacrosse (FT) Water Polo (FT)	Net Badminton (I) Tennis (I) Table Tennis (I) Pickle Ball (I) Volleyball (H)	Baseball Softball Kickball Rounders Cricket	Golf Croquet Bowling Lawn Bowls Pool Billiards Snooker
Speedball (FT/OET)	Wall Racquetball (I) Squash (I)		
Rugby (OET) Football (OET) Ultimate Frisbee (OET)	Handball (H) Fives (H)		
FT=Fixed Target OET=Open End Target	I=Implement H=Hand		

Figure 4.

**Game Performance Assessment Instrument
Instructor Evaluation Sheet**

Class: _____ Evaluator: _____ Team: _____ Game: _____

Observation Dates: a) ___ / ___ / ___ b) ___ / ___ / ___ c) ___ / ___ / ___ d) ___ / ___ / ___

Scoring Key:

- 10 = Very effective performance (always)
- 8 = Effective performance (usually)
- 6 = Moderately effective performance (sometimes)
- 4 = Weak performance (rarely)
- 2 = Very weak performance (never)

Components/Criteria:

Skill Execution – players execute pass/shoot/dribble options in game of expertise

Support -- player tries to be in a position to receive a pass from a teammate.

Decision-Making - player makes appropriate choices re pass/shoot/dribble options.

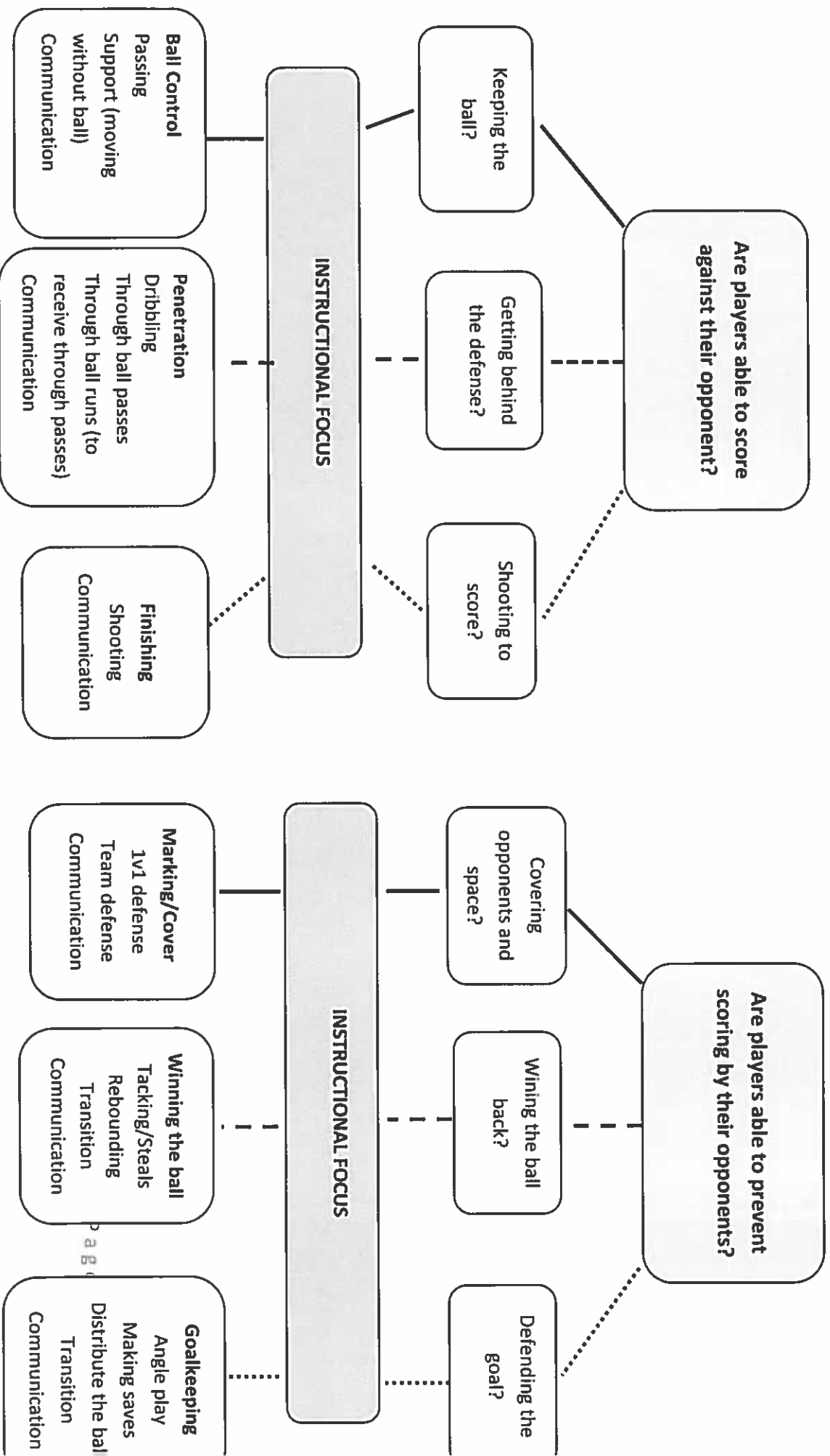
Marking -- player marks an opponent when opposing team has possession.

Recording procedures: Observe the selected player(s) for 5-10 minutes, observing only performance related to the above criteria. After the observation period give each player a score from 2-10 on each component.

Name	Skill Execution	Support	Decision-Making	Marking/Guarding

Notes:

Figure 5. Invasion Game Performance: Problem Solving Framework



Implications for Curriculum Development: Concept of Transfer

Tables 3.2 and 3.3 demonstrate consecutive units in both invasion games and net games.

Table 3.2 presents sample content selection for eight lessons of soccer followed by eight lessons of field hockey for middle school students. Clearly these students will develop the understanding that soccer and field hockey are essentially the same game played with different implements and that what they learn in solving the problems of one game applies to the other. We have not included a chapter on field hockey in this book, and again we emphasize that transfer is also a feature of tactical games teaching for you as the teacher. Teachers who do not know much about field hockey could apply what they know about soccer (or basketball or ice hockey or team handball) to field hockey. In doing so you will realize that you know more than you think you do about many games.

Table 3.2 Consecutive Units on Invasion Games

SOCCER			FIELD HOCKEY	
Less on	Tactical problem	Solution—skill or movement	Tactical problem	Solution—skill or movement
1	Maintaining possession of the ball	Dribbling under control—using multiple surfaces of the foot to change direction	Maintaining possession of the ball	Dribbling under control—using correct side of the stick and stick manipulation
2	Maintaining possession of the ball	Passing and receiving with inside and outside of the foot	Maintaining possession of the ball	Passing and receiving—using push pass and cushioning the ball

3	Maintaining possession of the ball	Supporting teammates who have the ball—moving to open space	Maintaining possession of the ball	Supporting teammates who have the ball—moving to open space
4	Attacking the goal	Shooting a static or moving ball	Attacking the goal	Shooting a static or moving ball
5	Attacking the goal	Dribbling around defenders to shoot (combining lessons 1 and 4)	Attacking the goal	Dribbling around defenders to shoot (combining lessons 1 and 4)
6	Defending space	Marking opponents and pressuring the ball in small-sided game play	Defending space	Marking opponents and pressuring the ball in small-sided game play
7-8	All	6v6 round-robin tournament play	All	6v6 round-robin tournament play

Table 3.3 presents sample content for badminton and pickleball units. Again, we have not included a pickleball chapter in this book (it is very similar to tennis). As in the example of invasion games, students will soon appreciate the similarities of the two net games. The sequence of lessons in table 3.3 emphasizes three problems and corresponding solutions of net games, which are shown in table 3.4.

Table 3.3 Consecutive Units on Net Games

BADMINTON			PICKLEBALL	
Less on	Tactical problem	Solution—skill or movement	Tactical problem	Solution—skill or movement
1	Setting up to attack	Overhead forehand clear for depth in the opponent's court—creating space in the front court	Setting up to attack	Forehand groundstroke for depth in the opponent's court—creating space in the front court
2	Setting up to attack	Overhead backhand clear for achieving depth in the opponent's court	Setting up to attack	Backhand groundstroke for achieving depth in the opponent's court
3	Setting up to attack	Initiating play with an underhand clear (service) to push the opponent back	Setting up to attack	Initiating play with a flat underhand service to the receiver on the baseline
4	Setting up to attack	Using a drop shot to bring the opponent forward to use the space in the front court	Setting up to attack	Using approach shot to position at the net and threaten the space in the front court

5	Winning the point	Using a smash into the front court to exploit a weak clear or poor drop shot	Winning the point	Using a volley from the net to exploit the advantageous position at the net
6	Defending space	Recovering to center court in between skill attempts	Defending space	Recovering to center of the baseline in between skill attempts
7-8	All	Round-robin tournament play—preferably singles	All	Round-robin tournament play—preferably singles

Table 3.4 Scoring Tactics

Problem	Solution
How do I set myself up so I can attack my opponent?	By pushing my opponent to the back of his or her court to open up space in the front.
How do I take advantage of this space to win a point?	By attacking the space I created in the front court with a smash, drop shot, or volley. (Though these shots differ in the techniques used in various net games, the principle of attacking space in the front court is the same.)
How do I prevent my opponent	By positioning myself in the best place from which I will be able to return most of my opponent's shots.

from scoring?

(Again, the best position varies with different net games. Base position for badminton is the actual center of the court so a player can reach both drop shots and clears. In pickleball, because the ball is allowed to bounce once on the receiver's side, the base position is at the center of the baseline. Nevertheless, the principle of returning to a base position from which space is most easily defended is common to both games.)