

The Reflection & Projection on TGfU from North America's Perspective

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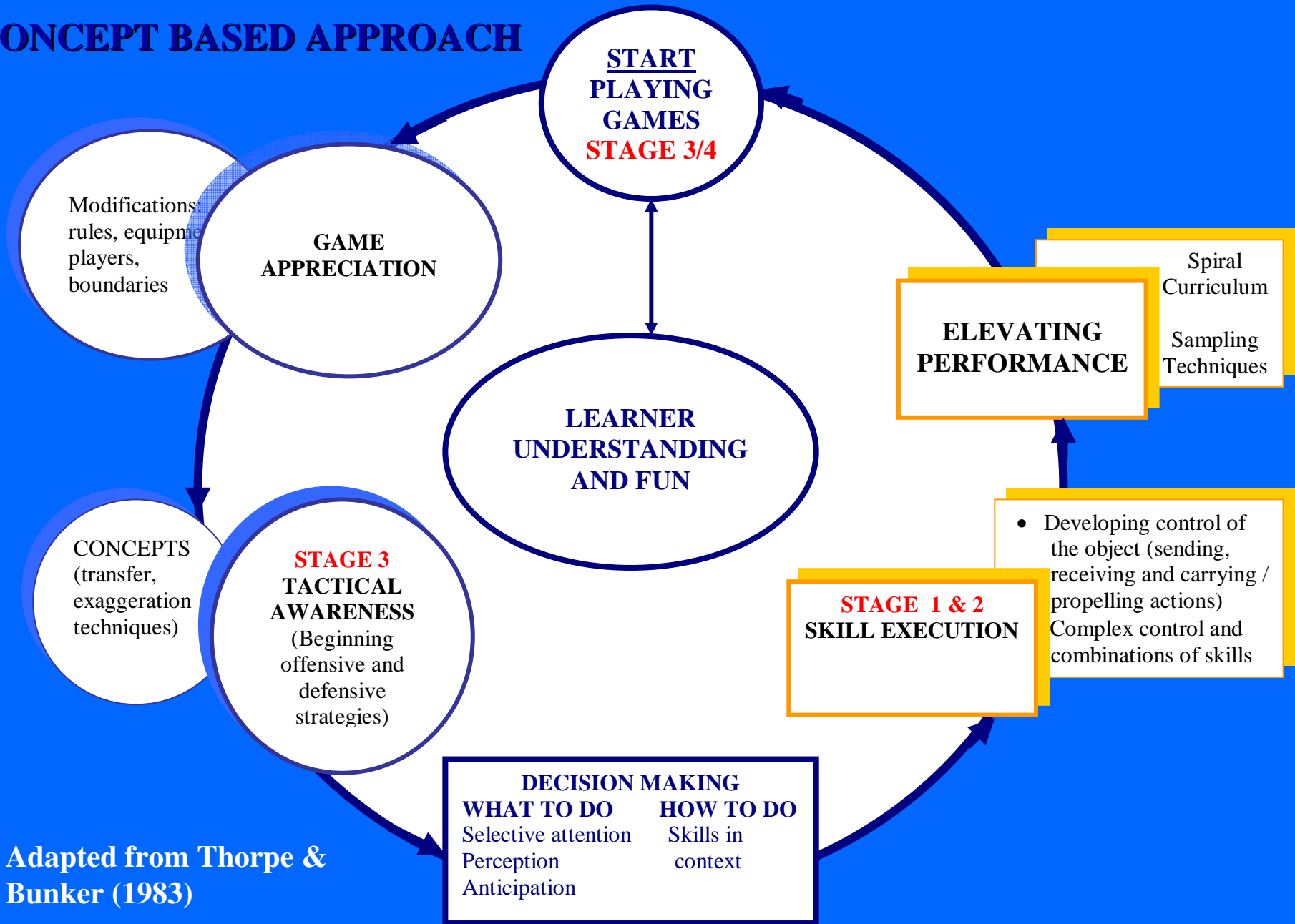
**Moving from technique
based to concept based
teaching and learning.**

Techniques Based Approach To Games Teaching

- STAGE 1** Developing control of the object
(sending, receiving, carrying and propelling action)
- STAGE 2** Complex control and combinations of skills (Focus on transition movement between skills e.g. dribble and shoot)
- STAGE 3** Beginning offensive & defensive strategies
(Tactics built within simple to complex conditions)
- STAGE 4** Complex game play
(Offensive and defensive players become specialized)
- Judith Rink, 1998**

TEACHING GAMES FOR UNDERSTANDING (TGUFU)

CONCEPT BASED APPROACH



Adapted from Thorpe & Bunker (1983)

Activity Based Games Curriculum

Technique-based Approach

Volleyball

Soccer

Tennis

Flag
Football

Softball

Golf

Floor hockey

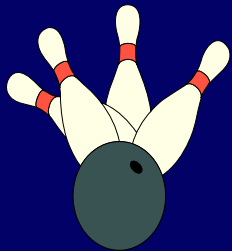
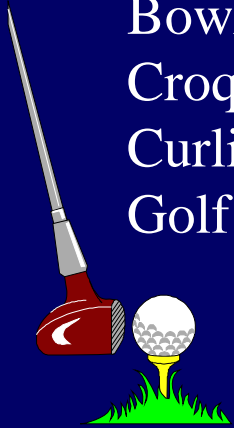
Badminton

Basketball

TGfU CLASSIFICATION OF GAMES

TARGET

Archery
Bowling
Croquet
Curling
Golf



STRIKING

Baseball
Cricket
Danish-
Longball
Kickball
Rounders
Softball



NET/WALL

NET

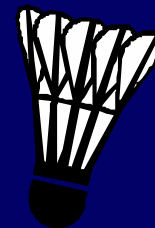
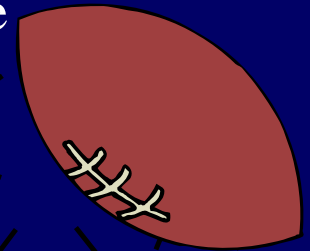
Badminton
Pickleball
Table-tennis
Tennis
Volleyball

WALL

Handball
(court)
Paddleball
Racquetball
Squash

TERRITORIAL

Basketball
Football
Handball (team)
Hockey: field,
floor, ice
Lacrosse
Netball
Rugby
Soccer
Ultimate Frisbee

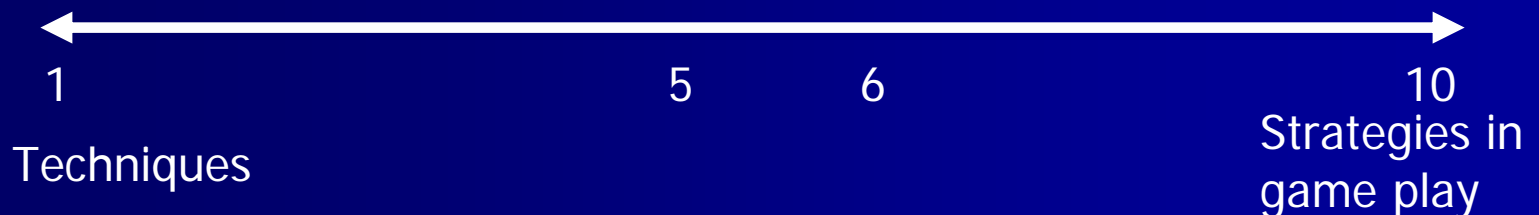


Overview of the TGfU Model

- Move from techniques or content-based approach
 - highly structured classes
- To student-based approach
 - Links tactics and skills in a game context
 - Modified Games –
 - students to think about the tactical problem on which instruction is focused
 - Teacher Questions
 - develop tactical awareness (understanding of what to do to solve a problem)
 - Skill practices in a game like manner
 - Final game
 - provides students with the opportunity to apply their practice in an authentic setting

Where are we with TGfU?

- Place yourself on a continuum of 1 – 10, 1 being extreme focus on techniques and 10 being extreme focus on teaching through game play.
- Share with a partner why you place yourself here.



What is a good problem solver?

- One who:
 - Defines the problem
 - Gathers information about the problem
 - Identifies decision-making options
 - Makes a decision
 - Puts the decision into action

Why do *we* want students in sport & PE to be problem solvers?

- Opportunity to . . .
 - Promote affective outcomes (e.g., satisfaction, pleasure, joy)
 - Promote more reflective & self-directed learners
 - Encourage collaboration (sharing & listening)
 - Include decision making
 - Promote creativity
 - Promotes democratic principles

Problem Solving Skills in Games

- **Psychomotor** (i.e., moving) domain
 - On-the-ball skills
 - Off-the-ball movements
- **Cognitive** (i.e., thinking) domain
 - Tactical awareness
 - Game knowledge
- **Affective** (i.e., feeling) domain
 - Game appreciation
 - Sport citizenship

Pedagogical Principles for Developing Problem Solving

1. Game Categories
2. Game Focus
3. Game or Game Form
4. Tactical Complexity
5. Authentic Assessment

1. Game Categories

Simple

Complex



Target

Striking/Fielding

Net/Wall

Invasion

1. Game Categories: Development Theory

- COGNITIVE DEVELOPMENT
- AFFECTIVE DEVELOPMENT
- PSYCHOMOTOR DEVELOPMENT



Developmental Theory: Cognitive Domain

Simple ←————→ Complex

	Target	Striking	Net/Wall	Invasion
Rules	Simple	Complex	Simple	Complex
Intent	Hit target immediate & obvious	Placement in field to gain time to run bases	Send object back to opponents' side so that they are unable to return or forced to make an error.	Score in opponents' goal and defend own goal
Selection of skills	Time to think about skill selection	Quick decision making required	Quick decision making required	Quick decision making required

Developmental Theory: Cognitive Domain

Simple



Complex

	Target	Striking	Net/Wall	Invasion
Pace of game	Time to think about action and opponent at all points of game	Less time to process during action phase, but time to reorganize between pitches	Less time to process, fast pace, continuous back and forth over net.	Little time to process, fast pace, continuous transpositions
Thinking time	Pause between actions of opponents	Pause at end of each 'play'	Continuous play until point won	Continuous play until infraction or goal
Cognitive development stage	Pre-operational	Pre-operational	Pre-operational	Concrete-operational

Affective Domain

Simple



Complex

	Target	Striking	Net/Wall	Invasion
Numbers	Individual Small groups	3-11 sided teams	Singles Pairs Teams	3-15 sided teams
Interactions	Turn taking at target	Team alternate offense until side is out. Some contact between teams	Game is constant motion until point is won. No contact between opponents.	Game is constant motion until goal is scored in opponents goal. Constant interactions.
Space	Side by side	Defense team in field, one batter up	Divided by net	All players in most of the defined space.

Developmental Theory: Psychomotor Domain

Simple



Complex

	Target	Striking	Net/ Wall	Invasion
Predictable Environment	Closed	Closed / Open	Open	Open
Type of Skill	Discrete	Discrete	Continuous	Continuous
Locomotor & Manipulative skill	Non-locomotor w/ sending	Sending, receiving, locomotor	Sending, receiving, locomotor	Sending, receiving, traveling, locomotor

2. Game Focus

- **Sampling within a games category**
- **Single-game focus**

3. Game or Game Forms

- Modifications and exaggeration
 - Rules
 - Number of players
 - Playing area
 - Equipment
 - Scoring or modifying goal

4. Tactical Problems & Levels of Tactical Complexity

- What problem or set of problems does this game present for scoring, preventing scoring and restarting play?
- What off-the-ball movements and on-the-ball skills are necessary to solve these problems?

4. Questioning as Teaching

- **What do you . . . ?**
 - (tactical awareness)
- **How do you . . . ?**
 - (skill & movement)
- **When is the best time to . . . ?**
 - (time)
- **Where is/can . . . ?**
 - (space)
- **Which choice . . . ?**
 - (risk)

5. Authentic Assessment

- Teacher of tactical problems asks students . . .
 - To confront a situation (team process)
 - To engage in an action situation (GPAI)
 - To reflect on action (Journals)

OUR OWN HISTORY!

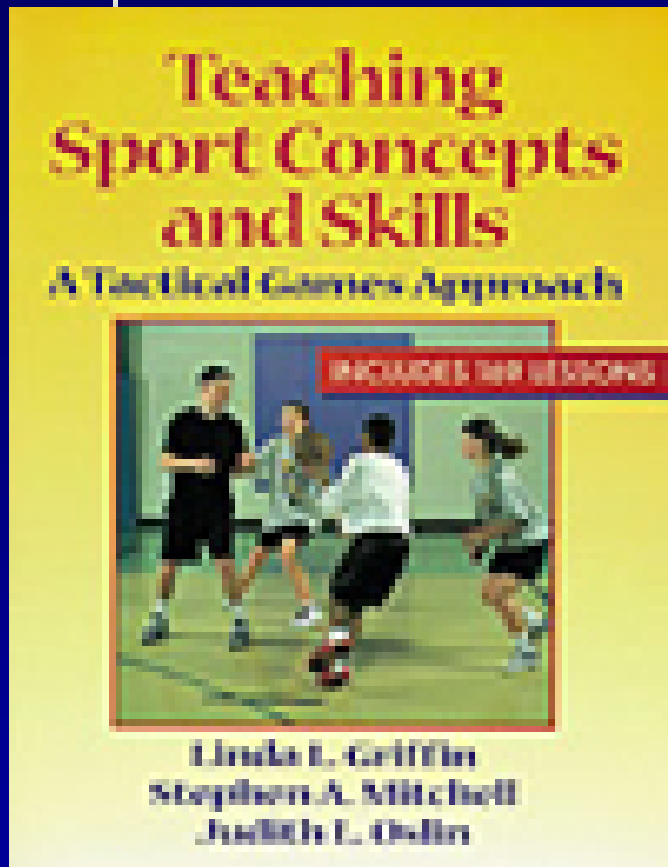
- When did you first come across TGfU?
- Who were your influences?
- What did you first think about it?
- Have you tried to use this approach in your teaching?

HISTORY OF TGfU

History of TGfU

- TGfU is a world wide initiative
- Isolated techniques easier to quantify than other aspects of the game
- Maulden, Redfern, Ellis and Wade (50-60's)
- Thorpe, Bunker and Almond (60-80's)

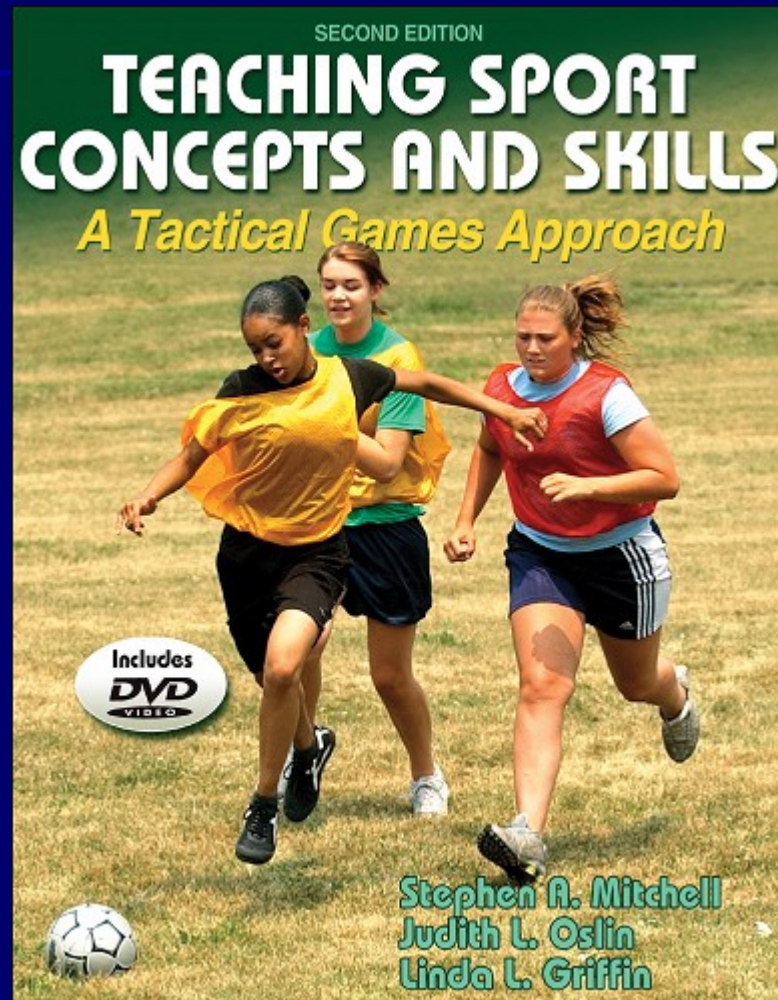
Variations on the Model



1. Griffin, Mitchell & Oslin, 1997, 2005

- Proposed a simple 3-stage model that focuses on the essential components of the model
 - Modified game play
 - Development of tactical awareness and decision-making through questioning
 - Skill development

Second Edition, 2005



Variations on the TGfU Model

2. Kirk & MacPhail, 2002

- Modify and extend the model that draws on a situated learning perspective.
- Situated learning theory investigates the relationships among the various physical, social and cultural dimensions of the context of learning (Lave & Wenger, 1991)

Situated Learning TGfU

- *“The SL TGfU model advocates a need for explicit attention to the learner’s perspective, game concept, strategic thinking, cue recognition, technique selection and skill development as the coming together of tactics and techniques and situated performance as legitimate peripheral participation in games (Kirk & MacPhail, 2002).”*
- Stick2Hockey – Dennis Slade, New Zealand

Variations on the Model

3. Holt, Strean and Bengoechea (2002)

- Re-examine the 4 pedagogical principles Thorpe and Bunker introduced.
- Holt et al present the pedagogical principles (sampling, modification-representation, modification-exaggeration and tactical complexity) and explain how these principles may be integrated with the original model.
- They also call for a need to explore the learner-centered feature of the model by suggesting future research that would consider the implications of games pedagogy for the cognitive, affective and psychomotor domains.

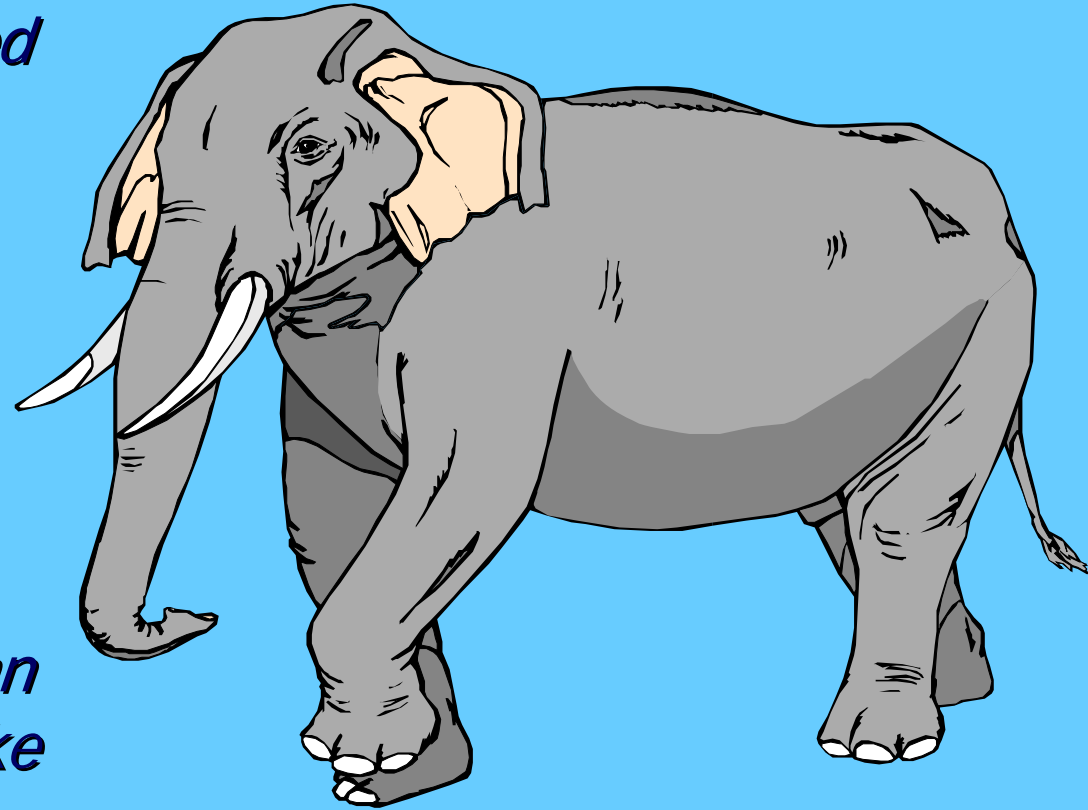
Variations on the Model

4. Metzler (2005)

- Called for a move toward model based instruction (i.e. cooperative learning, sport education, teaching fro social responsibility, TGfU) from activity based instruction.
- Metzler describes teaching models as having their own set of decisions, plans and actions by the teachers and students or simply put, a blueprint for teaching.

Defining the Elephant: What's in a Name?

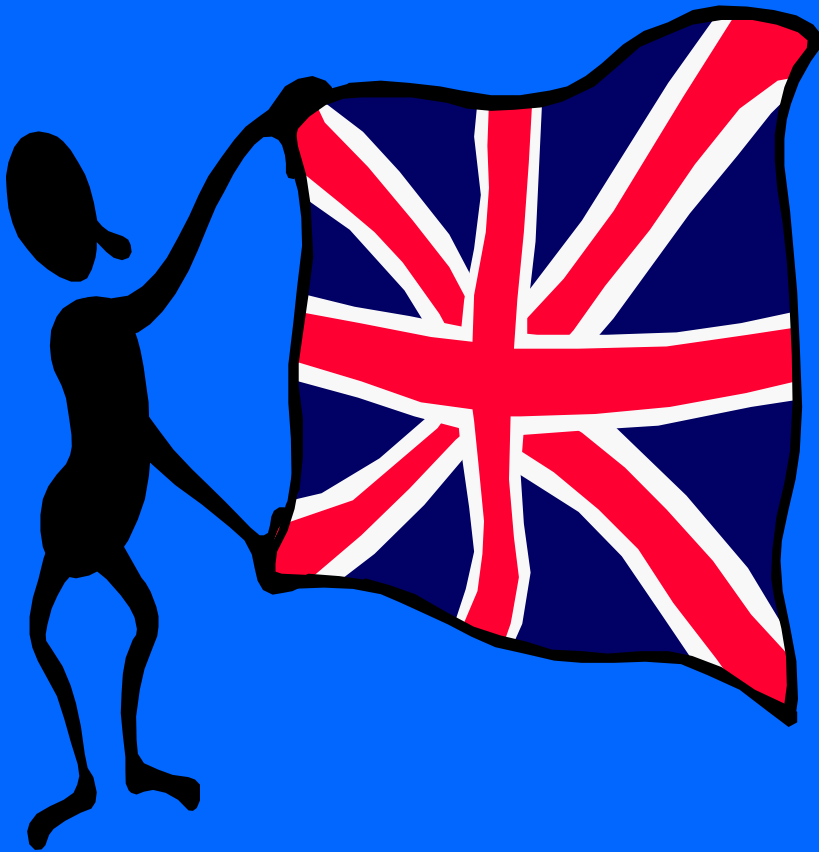
- *Three blind men examined an elephant for the first time. The first man took hold of its trunk. "Why," he said, "an elephant is just like a snake!"*



- *"Nonsense!" said the second man, who was feeling its massive leg, "an elephant is much more like a tree!"*

- *You are both wrong", said the third man, who had hold of the elephant's ear. "The elephant has large leaves, exactly like the mighty banyan tree."*

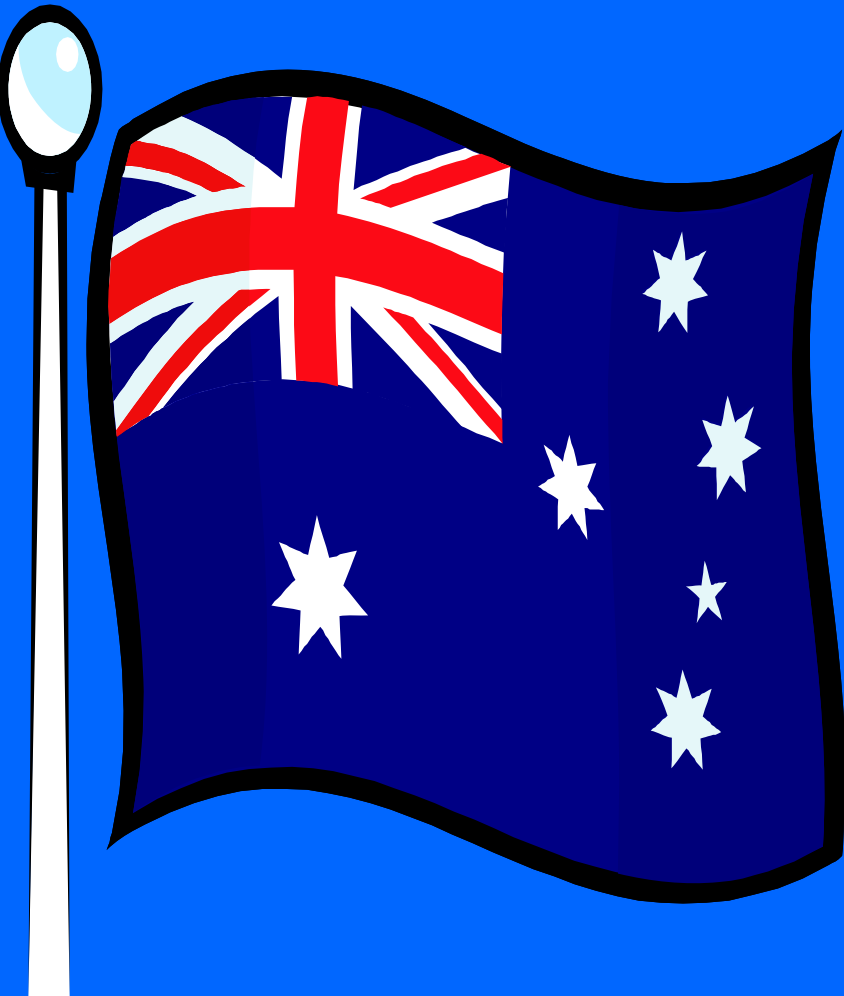
England: Teaching Games for Understanding (TGfU)



- Bunker, Thorpe and Almond took the ideas from Wade, Worthington, Redfern & Ellis a step further
 - Almond - curriculum developer
 - Thorpe and Bunker – psychologists & coaches
- National Curriculum -90's
- Used in Singapore, Hong Kong

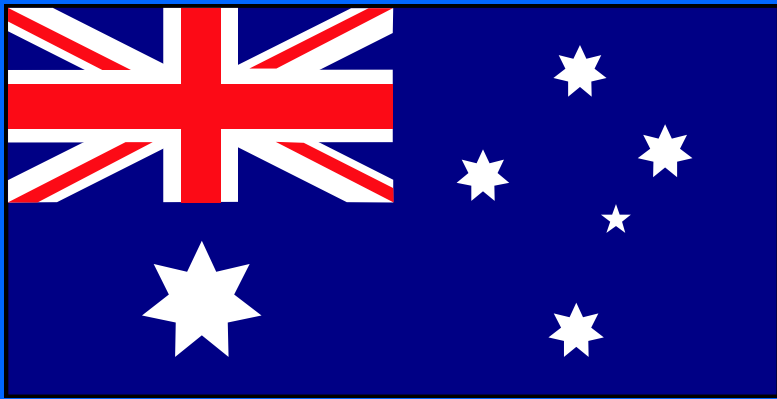
Australia: Games Sense

- Established in 90's.
- Applied to the coaching environment



Australia: Play Practice

- Alan Launder –
aimed to encourage
beginners (2001)



Canada: TGfU



Joy Butler

Tim Hopper

Nick Holt

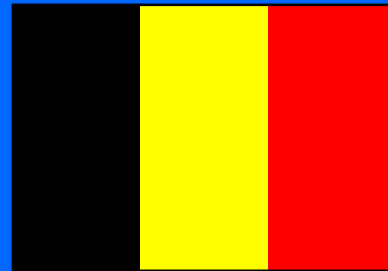
Harry Hubball

James Mandigo

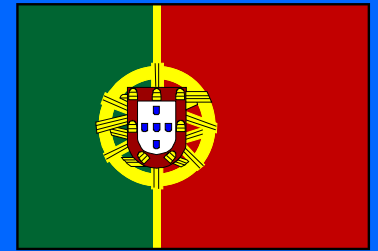
Gail Wilson

Europe: Invasion Game Competence Model

- Musch & Martens
1991
- Graca & Oliveiara
1995
- Timmers &
Meertens, 1998



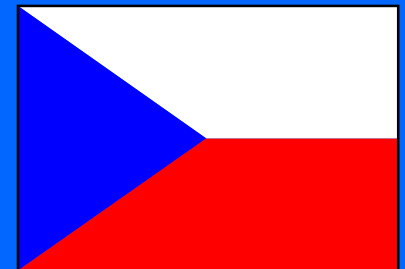
Belgium



Portugal



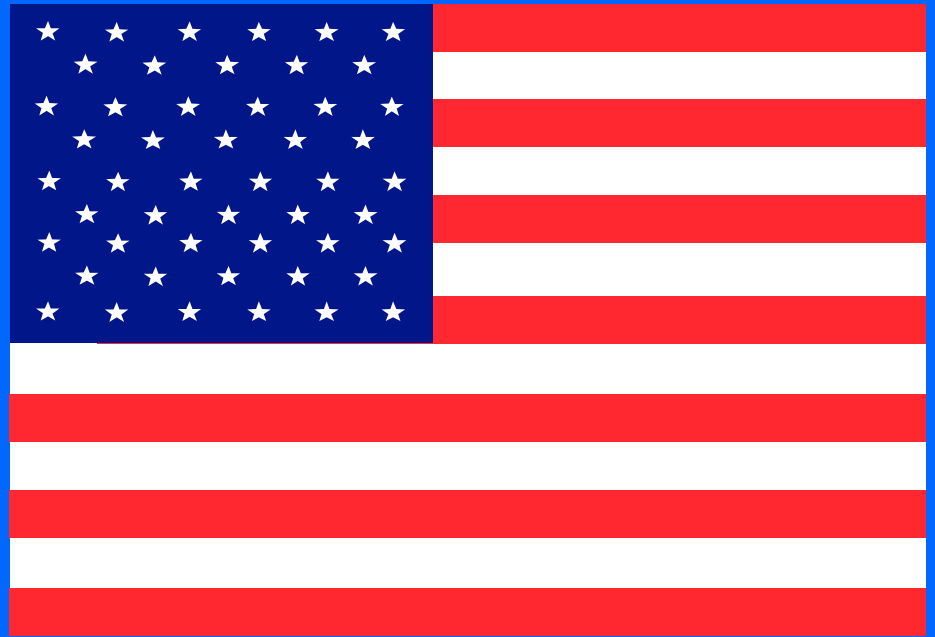
Netherlands



Czech

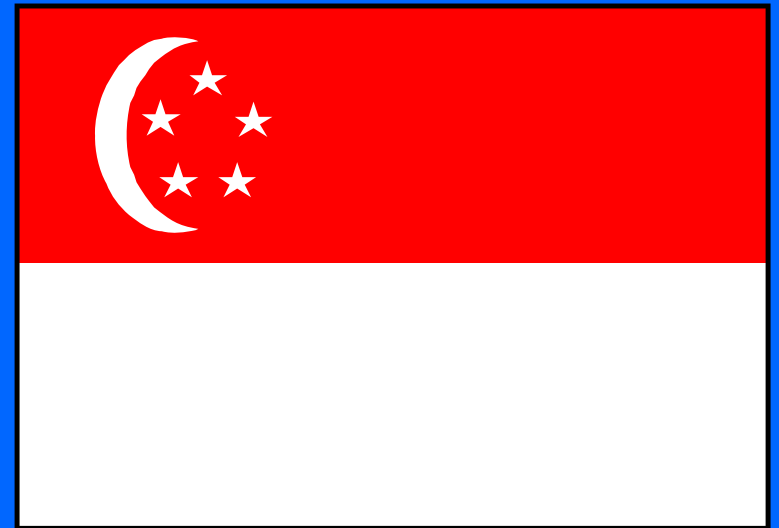
USA: Tactical games

- Griffin, Mitchell and Oslin, 1997
 - Teaching sport concepts and skills. A tactical games approach.



Singapore: Concept-based games (CBG)

- Ministry of Education has made this a top-down curriculum model for all PE programs in Singapore



So what do we call ourselves?

- Constructivism learning is the essence of the elephant
- Constructivism and Games Sense
- Constructivist/Tactical Approach

TGfU RESEARCH

Does TGFU work?

Research Agenda

The following suggestions are offered in the context of multiple theoretical perspectives that will hopefully lead to broad and profound improvements in physical education:

1. Look for strong empirical data that would support our intuitive sense that this approach works for students. Most TGFU advocates, including Kretchmar, Rink, Thorpe and Bunker, have made this request.
2. Continue to explore and examine subjective outcomes (e.g. to play well and to enjoy playing) as well as objective outcomes (e.g. skill acquisition) and to value both, regardless of how difficult they are to assess and measure.

TGfU Research Agenda

3. Focus on all aspects of the child – examine the outcomes of affective domain as well as the increasingly well-documented cognitive and psychomotor domains (Holt, Streat and Bengoechea, 2002).
4. Continue to emphasize quality performance.
5. Continue to consider the nature of understanding and consider its place in the learning environment (Rink, 2001; Kirk and MacPhail, 2002, Kretchmar 2003)

TGfU Research Agenda

6. Continue to ask good questions and to involve all major players in finding answers - practitioners, curriculum designers, researchers, administrators and students (Macdonald et al, 2002).
7. Fill the gap between theory and practice.
8. Examine the student learning outcomes of different putative methodologies to determine if what we think we are teaching is actually what we teach.

TGfU Research Agenda

9. Research the four fundamental pedagogical principles
 - sampling
 - modification-representation,
 - modification-exaggeration
 - tactical complexity in order to guide the practice of planning the games curriculum
10. Build connections with the coaching community, such as between Australian “games Sense” and TGfU.
11. Develop and validate authentic assessment instruments such as TSAP and GPAI

My Research Agenda ☺

- Democracy
- Inventing games
- Hong Kong Presentation at the TGfU Conference 14-17th December

TGfU Task Force





First meeting for those interested in forming the TGfU task force at AIESEP Convention, La Coruna, Spain

(October, 2002)

Vision for TGFU Task Force



- **Mission**

- **Goal**

- Harness energy
- Promote research & good practice

- **Objectives**

- Review philosophy
- Disseminate scholarly information
- Promote discussion
- Establish teaching programs
- Coordinate collaborative research
- Publish proceedings after conferences

Action Plan

- Establish a registry of interested members (listserve)
- Establish a web site (tgfu.org)
- Establish teaching squads linked with professional organizations
- Publish proceedings and resources
- Organise regular conferences

TGfU

Teaching Games for Understanding

- Home
- [TGfU Task Force](#)
- [Games Sense](#)
- [Play Practice](#)
- [Tactical Games](#)
- [Concept Based Games](#)
- [Resources](#)
- [Articles](#)
- [Links](#)

Website: tgfu.org

Announcements

- **2005 Teaching Games for Understanding International Conference at The Hong Kong Institute of Education, China. December 14-17, 2005.**

- For conference information, see the [2005 TGfU Conference](#) page.

- **More Information:**

The III Teaching Games for Understanding (TGfU) International Conference, 2005 is supported by the TGfU Task Force and endorsed by AIESEP. The theme is "A Global Perspective of Physical Education and Sports" and the aims are to:

- Promote the development of teaching and coaching approaches related to the TGfU concept.
- Provide an avenue for researchers, teachers and coaches who are interested in this concept to share their ideas, knowledge and teaching approaches.
- Presentations will include the following formats: keynote presentations, invited presentations, symposia, free papers, poster presentations and practical workshops. Keynote speakers include: Stephen Mitchell, Richard Light, Nathalie Wallian and invited speakers include Rod Thorpe, Joy Butler, Frank Fu and David Johns. The closing date for submissions is 15 July 2005. Details can be found on the website <http://www.ied.edu.hk/tgfu2005>.
- For further details contact Dr. Raymond LIU, Chair of the Organizing Committee, at ykliu@ied.edu.hk or Dr CRUZ Alberto at acruz@ied.edu.hk.

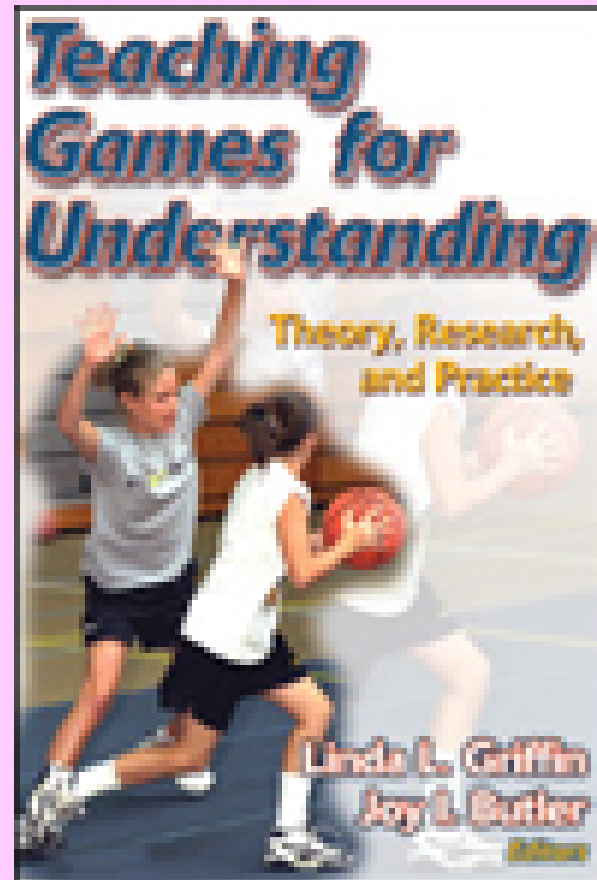
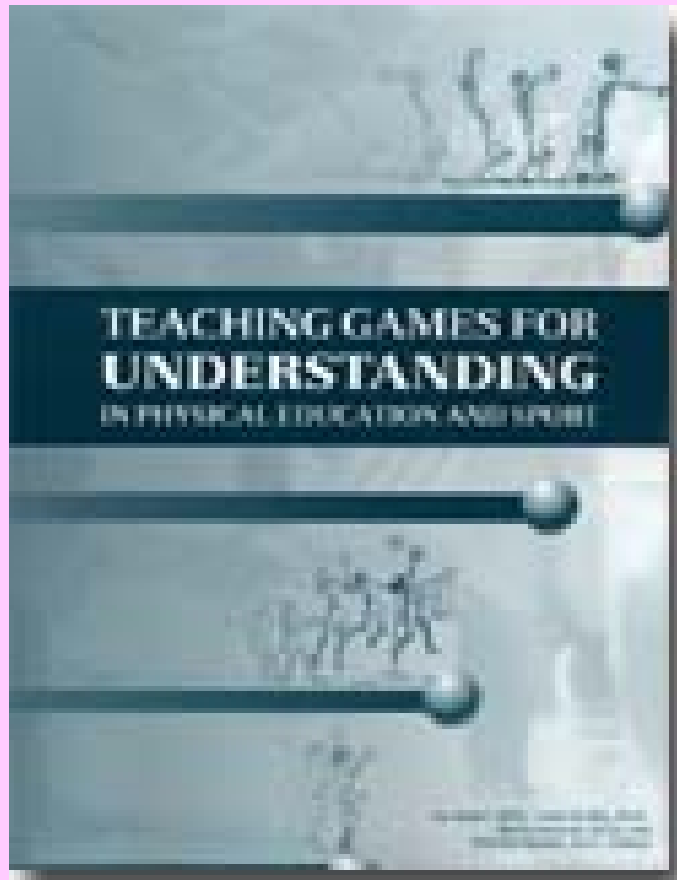
- **Past/Future Conferences:**

To access the proceedings from the **2003 2nd International TGfU Conference** held in Melbourne Australia in, see <http://www.conferences.unimelb.edu.au/sport/>.

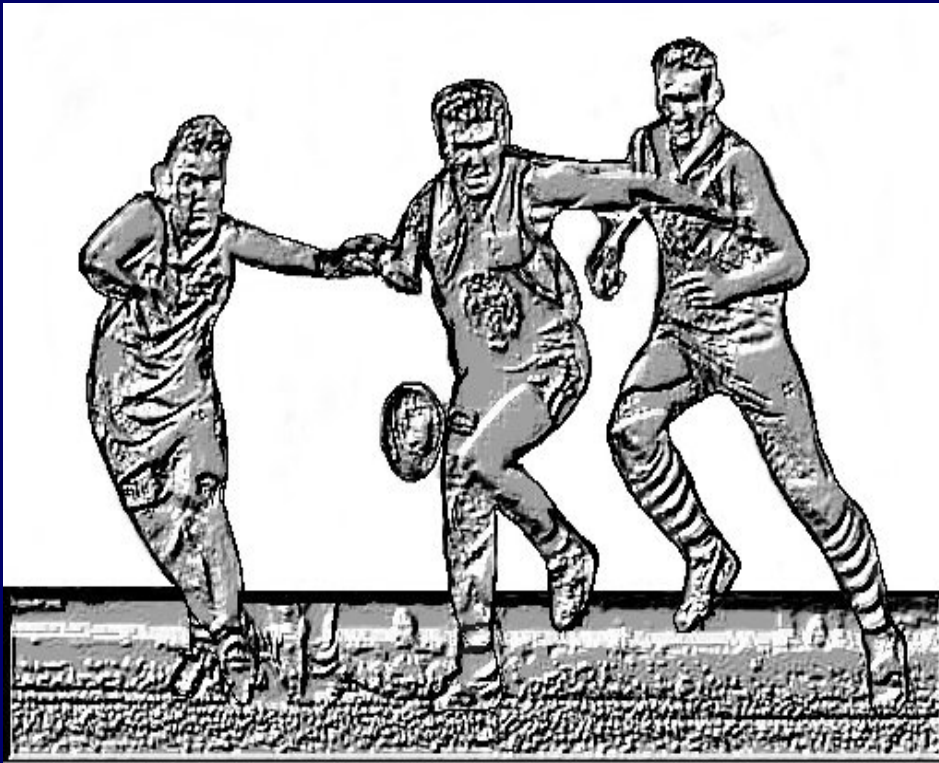
**Teaching Games for
Understanding
International Conferences**

First TGfU International Conference: New Hampshire, USA 1-4th August 2001





Second TGfU Conference: Melbourne, AU 11-14th December, 2003



Third TGfU Conference: Hong Kong 14-17th December 2005



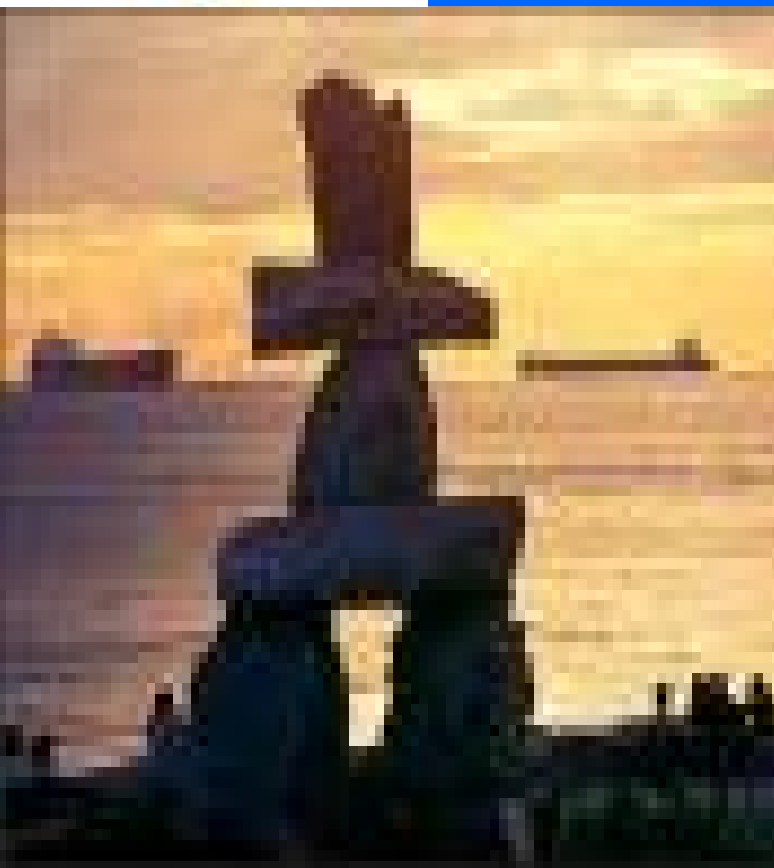
International Association
for Physical Education
in Higher Education (AIESEP)



4th TGfU Conference: Vancouver, Canada 13-17th May 2008



vancouver 2010





Thank you for
your attention!