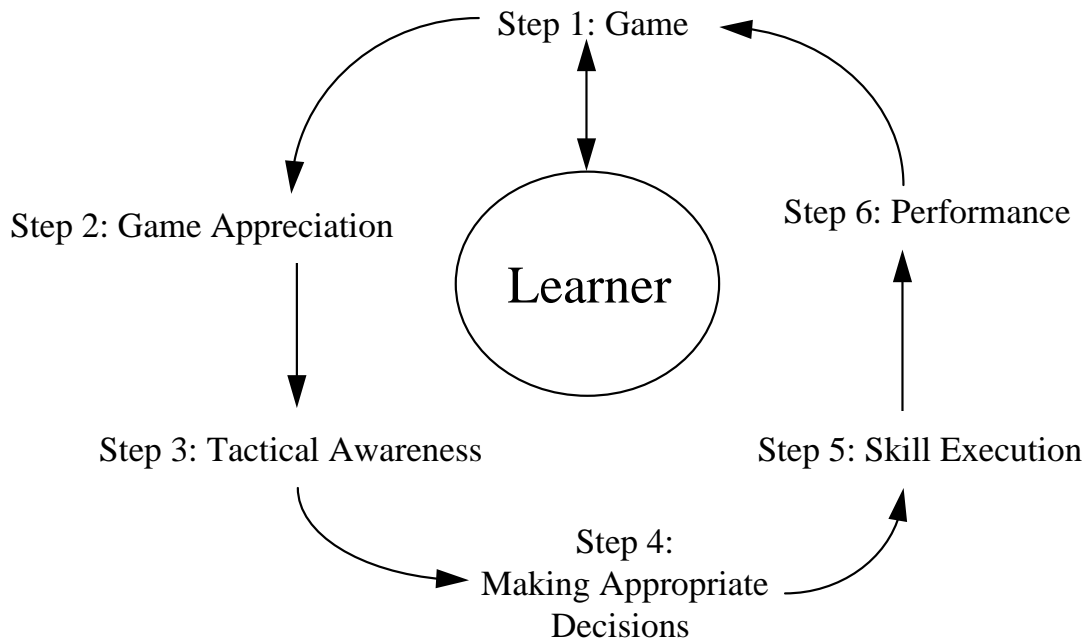


Understanding Games by Playing Games Teaching Games for Understanding



Pedagogical Principles

Sampling:

Instructors use different game examples from the same category and provide students with an understanding of similar tactical problems and solutions.

Game representation:

Instructors create developmentally appropriate game-like scenarios that represent how a particular skill or tactical solution is used within a game.

Exaggeration:

Instructors choose a particular focus for an activity (e.g., maintaining a rally) based on game structure and creating a developmentally appropriate scenario that exaggerates the concept that is chosen.

Tactical complexity:

Based upon the premise that there is a developmental progression of tactical solutions that include on and off the ball skills and movements.

Communication and Interpersonal Skills	<ul style="list-style-type: none"> • Interpersonal communication skills • Negotiation/refusal skills • Empathy • Cooperation and Teamwork • Advocacy Skills
Decision-Making Skills and Critical Thinking Skills	<ul style="list-style-type: none"> • Decision making/problem solving skills • Critical thinking skills
Coping and Self-Management Skills	<ul style="list-style-type: none"> • Skills for increasing personal confidence, self control • Skills for managing feelings and stress

Target Games

Emphasize accuracy and control. Modify challenges by changing target size, distance and equipment, by using stationary or mobile targets and by having the players shoot while stationary or mobile (e.g., croquet, golf, archery, curling, bowling)

Tactical Goal	Description	Level of Complexity
Aim & accuracy	To deliver an object towards a target with the right amount of force to successfully reach the intended target.	1 – Low level
Protect target	To place obstacles in the way to make it difficult for the opposition to hit the target.	4 – High level

Net/Wall Type Games

Net/wall-type games involve moving and controlling an object and hitting it within a specified space. Players work to make it difficult for other players to gain possession of the object or to send it back to the wall or across the net. Small numbers of players are usually involved in net/wall games (e.g., tennis, 4-square, badminton, table tennis, volleyball)

Tactical Goal	Description	Level of Complexity
Consistency	To be able to continually return the ball back over the net or to the wall so that it lands in play.	1 – Low level
Setting up for Attack	To place the ball in vulnerable spots on an opponent's court (e.g., sides, front, back) so they are out of position and space is created on their court to win the next shot.	3 – Medium level
Ready position	To position oneself or team on the court in order to be able to cover as much space as possible.	3 – Medium level

Batting/ Fielding

Striking/fielding-type games can involve running, striking, throwing, kicking and catching. Runners hit, kick or throw an object then score runs by running to designated areas. Fielders retrieve the object and get it to a specified place to stop runs from being scored and to get opponents out. Because of the many aspects of the game, strategy for striking/fielding games can be challenging (e.g., baseball, cricket, rounders, softball)

Tactical Goal	Description	Level of Complexity
Accurately Hit Ball	To use proper striking mechanics (e.g., "keeping an eye on the ball", correct grip) to hit the ball into the field of play.	1 – Low level
Placement Away from Fielders	To hit the ball over or around the fielding team into open or safe areas.	2 – Low level
Covering Space	To work together with the fielding team to cover as much space as possible.	3 – Medium level
Score Runs	To use tactical solutions such as advancing runners so they are closer to the scoring area or hitting the ball away from the fielding team.	3 – Medium level
Avoid Getting Out	To use tactical solutions such as quickly running to a safe area (e.g., base) before the fielding team is able to throw to the safe area or tag the runner.	4 – Medium level
Stop Scoring Runs:	To work together as a defending team to prevent scoring by the offense. Examples include covering as much area as possible and throwing the ball to a team-mate who is able to prevent the runner from scoring.	5 – High level

Invasion Games

Invasion/territory-type games involve controlling an object, keeping it away from opponents and moving it into a scoring position to score on a target. Games can be modified to be simple running games or to use a specified skill (kicking, throwing) (e.g., soccer, handball, ultimate Frisbee, football, basketball, lacrosse, field hockey).

Tactical Goal	Description	Level of Complexity
Maintain Possession:	When the team on offence has possession of the object (e.g., puck, ring, ball).	1 – Low level
Defend Goal:	To defend the goal or goal line, as a team or as an individual, by stopping other players or stopping the object.	4 – High level
Avoid Defense:	To use various locomotion skills (e.g., dodging) or retaining skills (e.g., dribbling) to avoid being caught by a defending player.	2 – Medium level
Create Space:	To pull a defender away to create an open area for a team-mate to move through or to pass an object into an open space.	4 – High level
Defend Space:	To work together as a team to cover areas on a court/field to make it difficult for the team on offence to get close to the defending team's goal.	5 – High level
Attack Goal:	When in possession of the object, to put pressure on the other teams goal by shooting or passing the object at or towards the goal or goal line.	4 – High level
Set Plays:	Pre-designed movements used by a team when an object is put back into play (e.g., corner kick in soccer, face-off in ice hockey).	5 – High Level
Regain Possession:	To use legal skills to get an object away from an opponent or to anticipate a pass in order to intercept it.	3 – Medium Level