

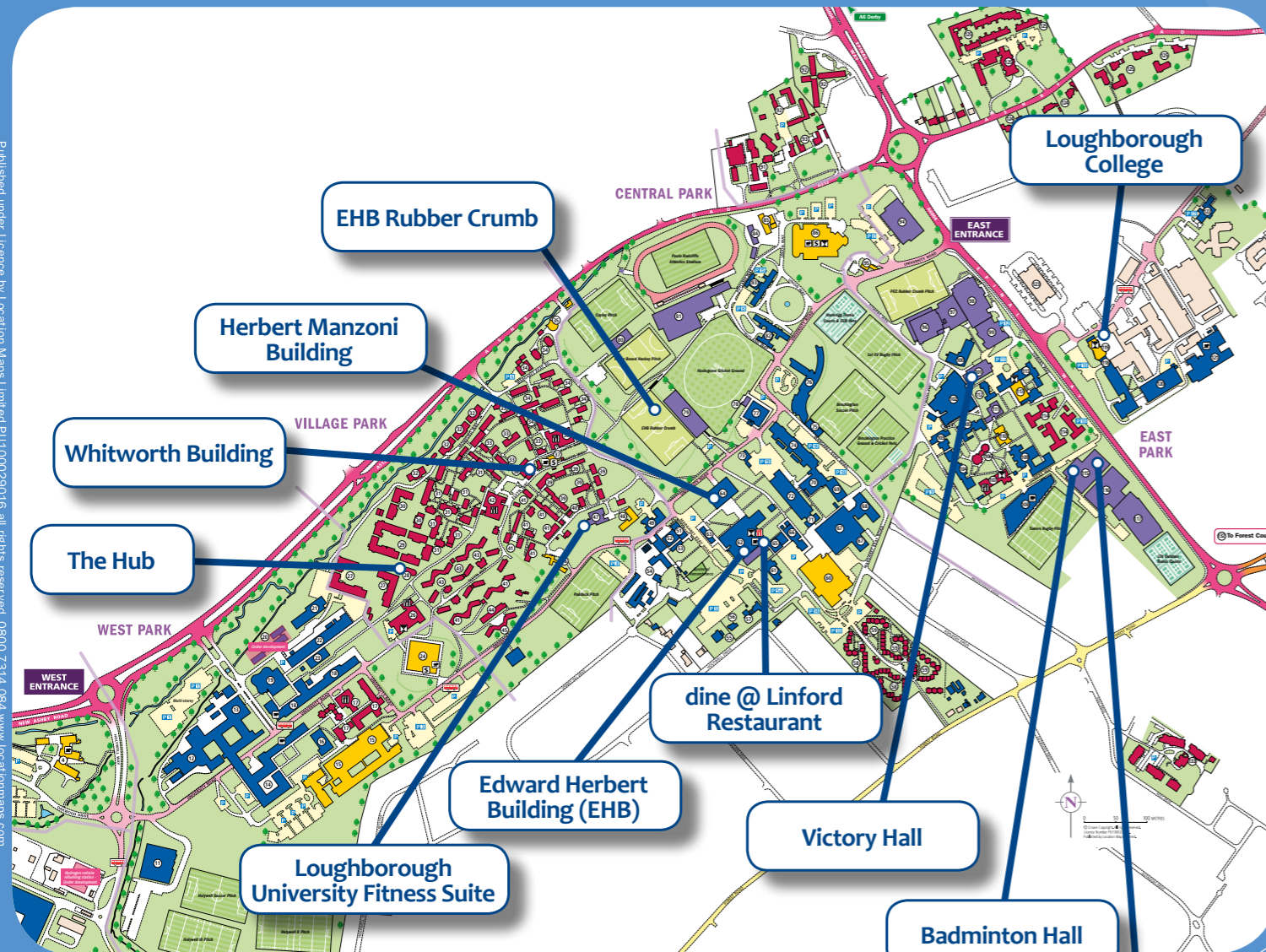
TGfU

TEACHING GAMES
for UNDERSTANDING

The Fifth International Teaching Games for Understanding Conference

July 14th-16th 2012

Loughborough University, UK



51225 D&P 2012

TGfU
TEACHING GAMES
for UNDERSTANDING



The Fifth International
Teaching Games for Understanding Conference
July 14th-16th 2012
Loughborough University, UK



Vice-Chancellor, Professor Shirley Pearce



Dear Delegates

It is with great pleasure that I welcome you to Loughborough University to participate in the fifth International Teaching Games for Understanding Conference.

The conference brings together researchers, teachers, coaches and educators from across the world who share a common and important goal. That is to enhance learning and teaching in games with a view to making it a positive, meaningful and inclusive experience for all. I am sure that the research and practical knowledge, expertise and ideas that you will share during the conference will be invaluable to you in delivering this goal.

At Loughborough we are extremely proud of our long standing tradition and commitment to excellence in research and teaching in the areas of sport and physical education and we welcome the opportunity this conference will provide to engage with fellow professionals in this field. The University is also fortunate to have a range of world-class sports facilities and is currently the official preparation headquarters for Team GB leading up to the Olympic Games later this month. I hope that you will enjoy working in some of these facilities as well as find time to profit from the events and leisure and activity opportunities available to you on the campus at this time.

I hope that you thoroughly enjoy the conference and your time at Loughborough.

Professor Shirley Pearce

Vice-Chancellor

Dean of School, Professor Myra Nimmo



Dear Delegates

On behalf of the School of Sport, Exercise and Health Sciences, welcome to Loughborough University and to the fifth International Teaching Games for Understanding (TGfU) Conference. The School is delighted to be hosting this prestigious event, and particularly so this year. Not only is 2012 Olympic year, but it also marks the 30th anniversary of the birth of TGfU here at Loughborough by former colleagues of the School, David Bunker, Rod Thorpe and Len Almond.

The School of Sport, Exercise and Health Sciences is committed to supporting the 2012 Legacy of Sport for Health and this conference typifies the contribution of sport, and particularly games, to health and well-being through the development of knowledge and understanding. As a result, it is hoped that more people, of all ages, will be encouraged to engage in and benefit from the valuable physical activity opportunities that games can provide.

I hope that you will find the conference informative and stimulating and that you will take advantage of the varied programme and range of activities and other opportunities that have been planned over the course of the three days. I wish you a most productive and enjoyable conference.

Professor Myra Nimmo

Dean of the School of Sport, Exercise and Health Sciences

Chair of the Conference Planning Committee, Dr Lorraine Cale



Dear Delegates

On behalf of the conference planning committee, I would like to extend a very warm welcome to you to the 2012 International Teaching Games for Understanding Conference here at Loughborough.

I am delighted to have been involved with the organisation of the conference. As Professor Nimmo has outlined, this year marks the 30th anniversary of the birth of TGfU at Loughborough by former colleagues David Bunker, Rod Thorpe and Len Almond. I sincerely hope that this conference will be a fitting tribute to them and to their tremendous work over the years, as well as to the many other colleagues nationally and internationally who have and continue to pursue research and develop and promote excellent practice in this area.

Indeed, the on-going very good work and commitment to the field is evidenced by the many high quality abstracts we received for the conference covering the range of conference themes and 15 countries. As a result, we have a varied and exciting programme for you over the next 3 days. This comprises a total of over 70 presentations including around 60 individual oral or poster presentations, 7 symposia, 9 invited practical sessions, plus a series of keynote and invited lectures from world-renowned experts in the field. Alongside this, we also have a busy social and activity programme providing ample opportunity for you to socialise, network or simply relax and unwind during the conference.

So many individuals have made this conference possible but in particular, the planning committee would like to take this opportunity to thank the University; School of Sport, Exercise and Health Sciences; Equity Communications; AIESEP; the TGfU SIG Executive; members of the Scientific Committee; plus all of our Loughborough volunteers for their support.

Finally, I hope that you will be inspired by the conference and your visit to Loughborough and that you have an enjoyable and memorable conference.

Dr Lorraine Cale

Chair of Conference Planning Committee
School of Sport, Exercise and Health Sciences

David Bunker – Loughborough University



Qualified as a teacher of physical education at Loughborough College of Education (now Loughborough University) in 1964. Appointed to the staff of Alleyn's school, Dulwich, as head of department and stayed for three years before leaving to attend the University of Iowa to undertake postgraduate study and a teaching assistantship working with undergraduate students from Departments within the Liberal Arts Facility who had registered for games options from a compulsory Physical Activities programme.

On returning to the UK in 1968, appointments to an inner London primary school turned out to be a challenging but interesting experience. Not many class teachers lasted more than one year.... and I was one of them! The next four years were spent in the safe haven of Brighton Grammar school (Sussex) as Head of the PE department. While at the grammar school an advance diploma in the psychology of education was completed part-time at Sussex University and this no doubt was a factor, along with coaching qualifications, which had been accrued down the years, which led to my arrival as a Lecturer in Physical Education at Loughborough in January 1973. The remit of lecturers in the department at that time was to prepare specialist teachers to work in secondary schools. Not surprisingly, the teaching of games in aspects of participation, performance and excellence was much to the fore. It was at this time (circa 1974) that a sharing of ideas with Rod Thorpe, brought about largely by what we were seeing on visits to schools, led to the development of a different approach to the teaching of games...TGfU.

After amalgamation with the University (1977), the development and diversification into knowledge based undergraduate degrees in sport and exercise sciences took place and physical educators continued with the professional preparation of teachers. These changes led to my involvement with modules grounded in social psychology, an example being 'the psychology of teaching and coaching', and to me later becoming the Director of Undergraduate Studies in the School of Sport and Exercise Sciences.

Members of the Planning Committee

Dr Lorraine Cale (Chair)
Dr Len Almond
Paul Atkins
Dr Di Bass
Nick Bromell
David Bunker
Ian Cairns
Dr Jo Harris
Dr Mary Nevill
David Stead
Dr Mike Waring

Members of the Scientific Committee

Dr Mary Nevill (Chair)
Dr Joy Butler
Professor Keh Chin
Professor Linda Griffin
Dr Stephen Harvey
Dr Tim Hopper
Dr Lynn Kidman
Dr Raymond Liu
Dr James Mandigo
Professor Daniel Memmert
Dr Ian Renshaw
Dr Mike Waring

Conference Volunteers

Val Almond
Lizzi Bennett
Hannah Carey
Meghan Chapple
Abigail Holland
Maureen Johnson
Tim Johnson
Thomas Paley
Zoey Phillips
Gary Standing
Nola Townsend
Anthony White

Saturday 14th July

Join us for a social stroll through **Historic Bradgate Park**. Firstly, a drive through a picturesque English village and then a stroll in the English countryside. Register at the conference registration desk. Coaches leave at **5.00pm**.

Followed by:

An English BBQ with a string quartet

Join in the festivities outside the Edward Herbert Building commencing at **7.00pm**



Sunday 15th July

7.00am-8.00am Early morning activities

Boxercise, indoor tennis – register at conference reception

Morning jog – meet at conference reception at **7.00am**

5.00pm – meet at the Edward Herbert Building and choose a **guided walk around campus**, led by Loughborough students. Stroll the paths many elite athletes have strolled before you!



Celebration Dinner – Coaches leave the Whitworth Reception at **6.30pm** to take you to the King Power Stadium, the home of Leicester City Football club. Phil Serrell, a celebrity auctioneer who appears regularly on TV will join us to auction items of sporting interest. Have your photo taken with the 2012 and 1948 Olympic torches. End the evening dancing to the live band ‘Ain’t Misbehavin’.

If you haven’t booked your place speak to one of the team.

Monday 16th July

7.00am-8.00am Early morning activities

Step class, indoor tennis – register at conference reception

Morning jog – meet at conference reception at **7.00am**

Loughborough University Fitness Suite (LUFS)

Open – Monday – Friday 7.00am-8.00pm

Saturday and Sunday 9.00am-5.00pm

Located in the Loughborough University Fitness Suite (see map on back page). The gym is free for delegates to use at the above times.



	Saturday 14th July (Day 1)	Sunday 15th July (Day 2) Teachers' Day	Monday 16th July (Day 3)
7.00am		7.00am Physical Activity Opportunities	7.00am Physical Activity Opportunities
8.00am		7.00am Breakfast in the Linford Restaurant	7.00am Breakfast in the Linford Restaurant
9.00am	9.00am onwards Registration and refreshments	8.00am Registration and refreshments (day delegates)	8.00am Registration and refreshments (day delegates)
10.00am		8.45am Keynote Address – Dr. Tim Hopper and Professor Kathy Sanford, University of Victoria British Columbia	8.45am Invited Speaker – Dr Chris Cushion, Loughborough University
11.00am		9.45am Parallel Practical Sessions Symposium Sessions	9.45am Parallel Practical Sessions Symposium Session
12.00pm	11.00am Welcome – Professor Shirley Pearce – Vice Chancellor, Loughborough University 11.10am Opening Address – David Bunker, Loughborough University 11.45am Keynote Address – Dr Joy Butler, University of British Columbia	11.00am Poster presentations and refreshments	11.00am Poster presentations and refreshments
1.00pm	12.30pm Lunch	11.45am Parallel Practical Sessions Oral Presentations	11.45am Parallel Practical Sessions Oral Presentations
2.00pm		1.00pm Lunch	1.00pm Lunch
3.00pm	2.00pm Invited Speaker – Dr Alan Ovens, University of Auckland	2.30pm Invited Speaker – Wendy Piltz, University of South Australia and Alan Launder A.M.	2.30pm Oral Presentations
4.00pm	3.00pm Parallel Practical Sessions Symposium Sessions	3.15pm Parallel Practical Sessions Symposium Session Oral Presentations	
5.00pm	4.15pm Poster presentations and refreshments	4.30pm Refreshments	4.00pm Keynote Address – Professor Daniel Memmert, German Sport University, Cologne
6.00pm	5.00pm ‘On the Move’ Networking, to include a social stroll in Bradgate Park	5.00pm AGM 5.00pm Guided Walk around Campus	4.45pm Closing Address and awards for best poster and oral presentations
7.00pm	7.00pm English Summer Barbecue and Music	Evening Conference Celebration Dinner Coaches depart at 6.30pm from Whitworth Reception Guests NOT attending the dinner will dine in the restaurant in the Edward Herbert Building	5.15pm International advisory board meeting – Members only
Evening			

Saturday 14th July (Day 1)

9.00-11.00am	Registration and refreshments		
11.00-11.10am	Welcome – Professor Shirley Pearce – Vice Chancellor, Loughborough University MAIN LECTURE THEATRE		
11.10-11.45am	Opening Address – David Bunker, Loughborough University MAIN LECTURE THEATRE		
11.45am-12.30pm	Keynote Address – Dr Joy Butler, University of British Columbia 'Conceptualizing Teaching Games for Understanding by revisiting foundations' MAIN LECTURE THEATRE		
12.30-2.00pm	Lunch		
2.00-2.45pm	Invited Speaker – Dr Alan Ovens, University of Auckland 'Game Changes: Considering the innovations shaping TGfU 3.0' MAIN LECTURE THEATRE		
3.00-4.15pm	Parallel Practical Sessions – see page 7 for details		
	1. Ian Renshaw – Who shares wins: Communication affords enhanced game performance BADMINTON HALL	2. Dennis Slade – TGfU invasion games: A generic perspective through the lens of non-linear pedagogy and constraining games NETBALL CENTRE	3. Alan Launder A.M. and Wendy Piltz – Engaging learners to improve technical ability in games VICTORY HALL
	Symposium Sessions – see page 7 for details		
	1. Review of literature on game-centred approaches to teaching and coaching Chair – Dr. Stephen Harvey (University of Bedfordshire, UK) Jo1 LECTURE THEATRE – EDWARD HERBERT BUILDING	2. Fostering life skills through TGfU Chair – Dr. James Mandigo (Brock University, Canada) MAIN LECTURE THEATRE – EDWARD HERBERT BUILDING	
4.15-5.00pm	Poster presentations – see page 22 for details, refreshments		
5.00-6.45pm	'On the Move' Networking, to include a social stroll in Bradgate Park		
7.00pm onwards	English Summer Barbecue and Music – at Edward Herbert Building		

IAN RENSHAW

**Who shares wins:
Communication affords enhanced game performance**

Participants will:

1. Understand how using a constraint-led approach to coaching games enables coaches to manipulate task constraints to create learning environments that facilitate the development of player's awareness with less recourse to verbal input.

2. Participate in a series of progressive small-sided games where ongoing team success is dependent on each team member's ability to share performance knowledge that they have acquired in games with team-mates.

The high level of activity interspersed with high levels of communication between team mates, will demonstrate how the use of a more 'hands-off' coaching style can be used to create a holistic, intrinsically motivating learning experience that results in enhanced game understanding and at the same time facilitates the development of communication skills and enhancement of relatedness between team mates.

BADMINTON HALL

Saturday 14th July – 3.00-4.15pm

DENNIS SLADE

**TGfU invasion games:
A generic perspective through the lens of non-linear pedagogy and constraining games**

Participants will experience a variety of games which are designed to develop learning of tactics and strategies that both shape learners' movement performance and inform their tactical decision-making.

This workshop will illustrate the educative value of the TGfU approach in ways accessible to generalist and specialist teachers of sport and physical education. Delegates should come prepared to participate in the games that require minimal equipment and are ideal for schools as well as teaching the principles of TGfU to teacher trainees.

NETBALL CENTRE

Saturday 14th July – 3.00-4.15pm

ALAN LAUNDER A.M. AND WENDY PILTZ

Engaging learners to improve technical ability in games

The objectives of this session are to stress the importance of technical ability, that is the ability to control and direct the object, in many games and to suggest ways in which learners can be encouraged to strive for technical mastery. The session will demonstrate games, practices and challenges to engage the learner and help them to develop the technical ability required for success in sports such as table tennis, cricket, golf and archery.

VICTORY HALL

Saturday 14th July – 3.00-4.15pm

Symposia – Saturday 14th

The conference includes a range of Symposia:

1. Review of literature on game-centred approaches to teaching and coaching

Chair: Dr Stephen Harvey (University of Bedfordshire, UK):

Presentations

Kendall Jarrett (Canterbury Christ Church University, UK):

A review of literature on game-centred approaches to teaching and coaching games in the cognitive domain since 2006

Stephen Harvey (University of Bedfordshire, UK):

A review of the literature on game-centred approaches to teaching and coaching games in the psychomotor domain since 2006

Ruan Jones (University of Bedfordshire, UK):

A review of literature on game centred approaches to teaching and coaching games in the affective domain

David Gutierrez (University of Castilla-La Mancha, Spain):

A review of the Spanish literature on game-centred approaches to teaching and coaching games

Jo1 LECTURE THEATRE – EDWARD HERBERT BUILDING

Saturday 14th July – 3.00-4.15pm

2. Fostering life skills through TGfU

Chair: Dr James Mandigo (Brock University, Canada):

Presentations

James Mandigo (Brock University, Canada):

TGfU and sport for development

Joanna Sheppard (University of Fraser Valley, Canada):

Personal and social responsibility through game play: Utilizing a Teaching Games for Understanding framework

Mary E. Nevill, Helen Brown, Ian M. Taylor, Matthew A. Dale, Juliette Stebbings, Karl J. Steptoe and Stuart J.H. Biddle (Loughborough University, UK)

David Lavallee (University of Stirling, UK):

Life skills through golf in children and the potential value of a TGfU approach

MAIN LECTURE THEATRE – EDWARD HERBERT BUILDING

Saturday 14th July – 3.00-4.15pm

Sunday 15th Timetable

Sunday 15th July (Day 2) Teachers' Day

7.00-8.00am	Physical Activity Opportunities – see page 4 for details			
7.00-8.45am	Breakfast			
8.00-8.45am	Registration and refreshments (day delegates)			
8.45-9.30am	Keynote Address – Dr. Tim Hopper and Professor Kathy Sanford, University of Victoria British Columbia 'Game design for twenty first century learning: Video games and TGfU' MAIN LECTURE THEATRE			
9.45-11.00am	Parallel Practical Sessions – see page 11/12 for details			
	1. Craig Handford – Introducing a constraints-led approach to developing game understanding in Paralympic team sport LOUGHBOROUGH COLLEGE	2. Wendy Piltz and Alan Launder A.M. – Developing important aspects of skilled play in invasion games VICTORY HALL	3. Dennis Slade – TGfU invasion games: A generic perspective through the lens of non-linear pedagogy and constraining games NETBALL CENTRE	
	Symposium Sessions – see page 13 for details			
9.45-11.00am	1. The Games Concept approach in Singapore schools Chair – Dr. Steven Tan (National Institute for Education, Singapore) Jo1 LECTURE THEATRE – EDWARD HERBERT BUILDING	2. Situated ethics in inventing games research for teachers and students – reflections so far Chair – Dr. Joy Butler (University of British Columbia, Canada) MAIN LECTURE THEATRE – EDWARD HERBERT BUILDING	3. Non-linear/constraint-led' teaching/coaching Chair – Dr. Ian Renshaw Jo2 LECTURE THEATRE – EDWARD HERBERT BUILDING	
	20 minute Oral Presentations under these themes – see page 14 for details			
11.00-11.45am	Poster presentations – see page 22 for details, refreshments			
11.45am-1.00pm	Parallel Practical Sessions – see page 11/12 for details			
	1. Craig Handford – Introducing a constraints-led approach to developing game understanding in Paralympic team sport LOUGHBOROUGH COLLEGE	2. Mike McNeil – Teaching defensive concepts across games: 3 on 3 VICTORY HALL	3. Jo Colin – Youth Sport Trust – Key Stage 2 physical education development NETBALL CENTRE	
	20 minute Oral Presentations under these themes – see page 14 for details			
11.45am-1.00pm	1. Developing thinking athletes/players MAIN LECTURE THEATRE – EDWARD HERBERT BUILDING	2. Game-centred approaches Jo1 LECTURE THEATRE – EDWARD HERBERT BUILDING	3. Practitioners' reflective practice Jo2 LECTURE THEATRE – EDWARD HERBERT BUILDING	4. Teacher training and TGfU K108 HERBERT MANZONI BUILDING
	Lunch			
1.00-2.30pm	Lunch			
2.30-3.15pm	Invited Speaker – Wendy Piltz, University of South Australia and Alan Launder A.M. 'Developing skilful players through Play Practice' MAIN LECTURE THEATRE			

3.15-4.30pm	Parallel Practical Sessions – see below for details			
	1. Alan Launder A.M. and Wendy Piltz – Engaging learners to improve technical ability in games VICTORY HALL	2. Steve Mitchell – Net/wall game development across the curriculum: Progressions from primary through secondary physical education BADMINTON HALL	3. Jo Colin – Youth Sport Trust – Key Stage 2 physical education development NETBALL CENTRE	
	Symposium Session – see page 13 for details			
3.15-4.30pm	1. A National network of teacher – led collaborative research in TGfU Chair – Dr. Len Almond MAIN LECTURE THEATRE – EDWARD HERBERT BUILDING			
	20 minute Oral Presentations under these themes – see page 14 for details			
3.15-4.30pm	1. Inclusion diversity and social change Jo1 LECTURE THEATRE – EDWARD HERBERT BUILDING	2. Thinking athletes/players Jo2 LECTURE THEATRE – EDWARD HERBERT BUILDING	3. Practitioners' reflective practice K108 HERBERT MANZONI BUILDING	4. Technology K105 HERBERT MANZONI BUILDING
	Refreshments			
4.30-5.00pm	Refreshments			
5.00-5.30pm	AGM			
5.00-5.30pm	Guided Walk around Campus – meet at the conference desk			
Evening	Conference Celebration Dinner – coaches depart at 6.30pm from Whitworth reception Guests NOT attending the dinner will dine in the restaurant in the Edward Herbert Building			

Practical Sessions – Sunday 15th

CRAIG HANDFORD

Title: Introducing a constraints-led approach to developing game understanding in Paralympic team sport

Participants will:

1. Explore the practical application of a theory of constraints to the development of game understanding in a novel team sport environment.
2. Consider the impact of unique characteristics that each individual participant brings to the learning environment and how this affects skill acquisition.

This practical session will examine the application of the TGfU approach within the framework of a constraints model of skill acquisition. Using the context of Sitting Volleyball it will consider the unique challenges of working with individuals with a range of physical abilities within a Paralympic team sport environment. Delegates will be invited to explore i) how individual performer characteristics interact with task conditions to produce bespoke coordinated behaviour and ii) how the role of the coach/teacher as a manipulator of task constraints leads to the development of targeted skills in a range of game situations.

LOUGHBOROUGH COLLEGE

Sunday 15th July – 9.45-11.00am

Sunday 15th July – 11.45-1.00pm

ALAN LAUNDER A.M. AND WENDY PILTZ

Developing important aspects of skilled play in invasion games

The objectives of this session are to clarify the elements of skilled play in invasion games and to show how the Play Practice strategies of Simplifying, Shaping, Focussing and Enhancing play can be used to engage students and help them to become more skilful players.

VICTORY HALL

Sunday 15th July – 9.45-11.00am

continued over...

DENNIS SLADE

TGfU invasion games: A generic perspective through the lens of non-linear pedagogy and constraining games

Participants will experience a variety of games which are designed to develop learning of tactics and strategies that both shape learners' movement performance and inform their tactical decision-making.

This workshop will illustrate the educative value of the TGfU approach in ways accessible to generalist and specialist teachers of sport and physical education. Delegates should come prepared to participate in the games that require minimal equipment and are ideal for schools as well as teaching the principles of TGfU to teacher trainees.

NETBALL CENTRE

Sunday 15th July – 9.45-11.00am

MIKE MCNEILL

Teaching defensive concepts across games: 3 on 3

This pedagogical consideration has certain benefits:

1. It allows players to see a concept's relevance across games [what is learnt in one game (or one cluster) may apply across others], and

2. It allows for diversification of interest (players can remain with their game preference/limitation, or players can explore strategies across codes).

The pedagogy effectively combines the roles of a focus activity and a sampling activity into one exposure. This approach, which has the defensive concept as its focus rather than the activity, may present a curriculum opportunity for diversification and extension to better suit pupil needs, abilities and interests, especially as students grow older.

VICTORY HALL

Sunday 15th July – 11.45-1.00pm

JO COLIN

Youth Sport Trust – Key Stage 2 physical education development

Participants will:

1. Understand how we have used the games for understanding approach to enhance 7-11 year olds' learning in PE.

2. Understand how we have built on the TGfU approach to develop much wider values based learning to develop the whole child.

This workshop will enable participants to explore and experiment with a range of resources and activities and experience how they might be used to promote effective learning within the younger age range.

NETBALL CENTRE

Sunday 15th July – 11.45-1.00pm

Sunday 15th July – 3.15-4.30pm

ALAN LAUNDER A.M. AND WENDY PILTZ

Engaging learners to improve technical ability in games

The objectives of this session are to stress the importance of technical ability, that is the ability to control and direct the object, in many games and to suggest ways in which learners can be encouraged to strive for technical mastery. The session will demonstrate games, practices and challenges to engage the learner and help them to develop the technical ability required for success in sports such as table tennis, cricket, golf and archery.

VICTORY HALL

Sunday 15th July – 3.15-4.30pm

STEVE MITCHELL

Net/wall game development across the curriculum: Progressions from primary through secondary physical education

Participants will:

1. Experience developmentally appropriate progressions for teaching net/wall games for understanding, beginning at the primary level and progressing through the secondary level.

2. Incorporate the teaching of movement concepts with the solving of tactical problems and the development of technique within game play situations.

This practical session focuses on a TGfU approach to net/wall games beginning at the primary/elementary level. Participants will experience developmentally appropriate progressions for teaching net/wall games, these progressions placing learners in decision-making and problem solving situations that require the application of appropriate techniques. For the very young learner the session will also address ways of teaching movement concepts within the TGfU framework.

BADMINTON HALL

Sunday 15th July – 3.15-4.30pm

The conference includes a range of Symposia:

1. The Games Concept approach in Singapore schools

Chair Dr Steven Tan (National Institute for Education, Singapore):

Introduction

Since 1997, The Ministry of Education (MOE) adopted "Thinking Schools, Learning Nation" (TSLN) as its mission statement and has provided the direction to help transform the education system over the past decade. The goal of TSLN is to enable students to (a) acquire and understand core thinking skills and processes, (b) apply skills in learning, decision making and problem solving situations, and (c) develop habits to become critical, creative, and self-regulated thinking learners (CPDD, 1998: The thinking programme: The explicit teaching of thinking: Teacher's manual, Singapore: Curriculum Planning & Development Division, Ministry of Education). In order to realize this vision within the teaching of physical education, the MOE introduced a revised physical education syllabus for all grade levels (CPDD, 1999), and also adopted the Games Concept Approach (GCA) in Singapore schools.

Presentations

C.H.N.Yeo (Singapore Ministry of Education), S.K.S.Tan (Nanyang Technological University) and C.H.C.Lim (Christchurch Secondary School):

The status of teaching and learning games using the Games Concept approach: The Singapore story

S.K.S.Tan (Nanyang Technological University) and C.H.N.Yeo (Singapore Ministry of Education):

What we know about teaching and learning games using the Games Concept approach: A summary of findings

Md Hairil, (Edgefield Primary School, Singapore):

Teaching and learning games using the Games Concept approach: A case study of a primary school

C.H.C.Lim (Christchurch Secondary School) and H.F. Gan (Woodlands Ring Secondary School, Singapore):

Teaching and learning games using the Games Concept approach: A case study of a secondary school

Jo1 LECTURE THEATRE – EDWARD HERBERT BUILDING

Sunday 15th July – 9.45-11.00am

2. Situated ethics in inventing games research for teachers and students – reflections so far

Chair Dr Joy Butler (University of British Columbia, Canada):

Introduction

The aim of this session is to report teacher experiences and research findings after 18 months in a three-year research project. The research study is primarily focused on an examination of situated ethics and how this influences student interaction and decision making during Inventing Games (IG) play. We are also investigating the dispositions and teaching perspectives needed to teach the IG approach. The research team (teachers and University teacher educators) has drawn upon complexity thinking to focus on three conditions that are necessary for the emergence of learning within collectives to include: 1) The simultaneity of diversity and commonality amongst player; 2) Enabling interactions through decentralized control and 3) Enabling constraints-opening possibilities by limiting choices. This collection of papers will summarize the findings, surprises, challenges and insights of the research team.

Presentations

Joy Butler (University of British Columbia, Canada) and Tim Hopper (University of Victoria, Canada):

Teaching perspectives and dispositions for teaching inventing games

A Berning (Moscrop Secondary School, Canada):

Enabling interactions through decentralized control

E. McGinley (Moscrop Secondary School, Canada):

Enabling constraints – opening possibilities by limiting choices through rule development and decision making development

K. Sandher (Churchill Secondary School, Canada):

Simultaneity of diversity and commonality amongst players

MAIN LECTURE THEATRE – EDWARD HERBERT BUILDING

Sunday 15th July – 9.45-11.00am

4. A National network of teacher-led collaborative research in TGfU

Chair: Dr Len Almond (Loughborough University, UK):

Introduction

It is now thirty years since the publication of the Bulletin of Physical Education (1982) that launched the thinking behind a new innovation called Teaching Games for Understanding. It was through practice and the exploration of different practical contexts that ideas emerged and became grounded in the articles that were written and the practical presentations of this work.

The original work was based on:

- reflection and analysis of current practice and dissatisfaction with what was observed
- exploration of different idea with students and teachers
- a thorough and detailed understanding of a wide range of games
- constant dialogue of discussion and practice around a whole range of ideas as the team sought to shape and refine a new approach

Thirty years later the context of teaching has changed and games teaching has hardly changed. In addition, there is little or no support structure for new innovations to emerge and inspire teachers.

The development of TGfU was stimulated by the publication of a series of articles on Teaching Games for Understanding (TGfU) and the support of a number of Physical Education Advisers in local authorities. Their support provided the opportunity for teachers to explore these innovative ideas and for some to engage in a research project about the relevance of these ideas in practice (Almond, 1983). However, despite this interest TGfU did not attract universal appeal for teachers, though since 1982 TGfU has attracted researchers in many countries.

It is in such a scenario that this symposium will explore how TGfU can develop a new vision to inspire teachers and how teachers can have a significant role in the emergence of this new vision in collaboration with Universities. This process can be enhanced by collaboration between different universities and their relationships with teachers who are striving to improve their practice. Kath Ezzeldin, Julie Pearson and Michael Ayers will outline one example of this work. Finally David Kirk and Ashley Casey will explore the implications of this movement for sport pedagogy and for transformative strategies for sustainable change in sport pedagogy.

Presentations

Len Almond (Loughborough University):

Reconstructing a new vision for TGfU from a teacher's perspective

Kath Ezzeldin, Julie Pearson and Michael Ayres (St. Mary's University College):

Stimulating teachers to engage in practice related research

David Kirk and Ashley Casey (ISPAR, University of Bedfordshire):

Developing transformative strategies for sustainable change in sport pedagogy

MAIN LECTURE THEATRE – EDWARD HERBERT BUILDING

Sunday 15th July – 3.15-4.30pm

3. Non-linear/'Constraint-led' teaching/coaching

Chair: Dr Ian Renshaw (Queensland University of Technology, Australia):

Presentations

Ian Renshaw (Queensland University of Technology, Australia):

Underpinning TGfU with Constraint-led theory: We're all going on a cricket holiday

Brendon Moy (Queensland University of Technology, Brisbane, Australia):

Receptiveness of PETE students to a Constraint-led pedagogy

Richard Shuttleworth (Australian Institute of Sport, Canberra):

Application of game based principles in invasion sport: Rugby Union

Jo2 LECTURE THEATRE – EDWARD HERBERT BUILDING

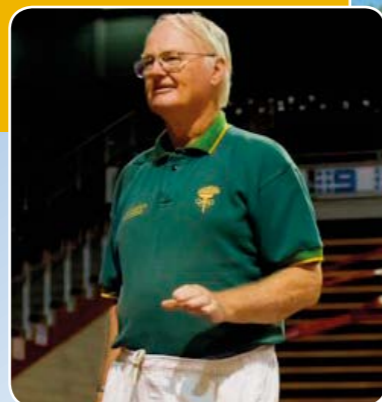
Sunday 15th July – 9.45-11.00am



Wendy Piltz, University of South Australia and Alan Launder A.M.

‘Developing skilful players through Play Practice’

2.30-3.15pm



‘Lab School’ teaching in a simplified peer mentoring. Her research interest

Wendy Piltz
Wendy is a Senior Lecturer at the University of South Australia working in Health & Physical Education teacher education. She coordinates and teaches a series of courses that integrate pedagogy and practical knowledge in the field. This includes an innovative spiral of experiences for developing teaching capabilities embedding Play Practice principles and featuring small class setting, planning, reflective evaluation and senior is associated with professional practice, course and program design. Wendy has been involved in a wide variety of sports as a participant, (representing Australia in Womens lacrosse and Cricket) and in her roles as physical education teacher, coach, teacher and coach educator over an extended period. She has been recognized Nationally and Internationally for her work in teacher and coach education receiving two Australian Sports Commission awards for outstanding services to sport and innovation in coach education and advising to the American Sport Education Program. Wendy enjoys and regularly conducts workshops and conference presentations in teaching and learning in complex environments including sports, group work, teacher and coach education.

Alan Launder A.M.
After completing teacher training in 1957, Alan taught for ten years in two English secondary schools. Within a very short period the second of those schools, Dr. Challoner’s Grammar School, was one of the leading sports schools in England, excelling in soccer, basketball, table tennis, track and field and cross country running.

During the same period Alan gained senior coaching qualifications from the British AAA in Middle distance running, Shot, Discus and Javelin. He also gained the Full coaching award of the English Football Association, the Advanced coaching award of the English Table Tennis Association, the MCC Advanced Youth Coaching award for Cricket, the Area grade award in Basketball as well as Basic coaching awards in Sprints, Jumps, Volleyball, Tennis and Swimming.

After completing a Masters Degree at Western Kentucky University in 1968 Alan taught elementary physical education in the University laboratory school and coached the University Athletics team to six OVC titles. In 1973 he took up a position as Lecturer responsible for the Curriculum and Teaching studies strand at Adelaide Teachers College, subsequently the University of South Australia. Inevitably he became involved in the sports programs of the college and coached the women’s basketball team to three consecutive Australian Tertiary championships.

In 1984 he was appointed as an Australian team coach for the Olympic games, where an athlete he had worked with in the field events, Glynis Nunn, won the gold medal in the heptathlon. As National Event Coach for the pole vault he has seen Australia move into world class, while his two books on pole vaulting have influenced coaches around the world. Despite this commitment to athletics he maintained his interest in a broad range of sports. His first book “Play Practice a games approach to teaching and coaching sports” was published in 2001. In December 2012 it will be superseded by “Developing skilful players through Play Practice”, coauthored with Wendy Piltz.

In 2000 The Queen made Alan A.M. for his contribution to Australian sport and physical education

NOTES:

Monday 16th July (Day 3)

7.00-8.00am	Physical Activity Opportunities – see page 4 for details		
7.00-8.45am	Breakfast		
8.00-8.45am	Registration and refreshments (day delegates)		
8.45-9.30am	Invited Speaker – Dr Chris Cushion, Loughborough University ‘TGfU rhetoric and reality, implications for practice: Reflections on 22 years’ MAIN LECTURE THEATRE		
9.45-11.00am	Parallel Practical Sessions – see page 18 for details		
	1. Wendy Piltz and Alan Launder A.M. – Developing important aspects of skilled play in Invasion games VICTORY HALL	2. Ian Renshaw – Who shares wins: Communication affords enhanced game performance NETBALL CENTRE	3. John Allpress and Roger Davies – Getting players to take responsibility for their own learning through the game EHB RUBBER CRUMB
	Symposium Session – see page 19 for details		
	1. TGfU: about instructions and small-sided games. Chair – Professor Daniel Memmert MAIN LECTURE THEATRE – EDWARD HERBERT BUILDING		
11.00-11.45am	Poster presentations – see page 22 for details, refreshments		
11.45am-1.00pm	Parallel Practical Sessions – see page 18 for details		
	1. Steve Mitchell – Net/wall game development across the curriculum: Progressions from primary through secondary physical education VICTORY HALL	2. Mike McNeil – Teaching Defensive Concepts across Games: 3 on 3 NETBALL CENTRE	3. John Allpress and Roger Davies – Getting players to take responsibility for their own learning through the game EHB RUBBER CRUMB
	20 minute Oral Presentations under these themes – see page 19 for details		
	1. Game-centred approaches MAIN LECTURE THEATRE – EDWARD HERBERT BUILDING	2. Models of teaching games Jo1 LECTURE THEATRE – EDWARD HERBERT BUILDING	3. Developing thinking athletes/players Jo2 LECTURE THEATRE – EDWARD HERBERT BUILDING
1.00pm-2.30pm	Lunch		
2.30-3.45pm	20 minute Oral Presentations under these themes – see page 19 for details		
	1. Motivation MAIN LECTURE THEATRE – EDWARD HERBERT BUILDING	2. Models of teaching games/games centred approaches Jo1 LECTURE THEATRE – EDWARD HERBERT BUILDING	3. Developing thinking athletes/players Jo2 LECTURE THEATRE – EDWARD HERBERT BUILDING
	Keynote Address – Professor Daniel Memmert, German Sport University, Cologne ‘Tactical creativity in Invasion games’ MAIN LECTURE THEATRE		
4.00-4.45pm	Keynote Address – Professor Daniel Memmert, German Sport University, Cologne ‘Tactical creativity in Invasion games’ MAIN LECTURE THEATRE		
4.45-5.00pm	Closing Address and awards for best poster and oral presentations		
5.15pm	International advisory board meeting – Members only		

WENDY PILTZ AND ALAN LAUNDER A.M.

Developing important aspects of skilled play in invasion games

The objectives of this session are to clarify the elements of skilled play in invasion games and to show how the Play Practice strategies of Simplifying, Shaping, Focussing and Enhancing play can be used to engage students and help them to become more skilful players.

VICTORY HALL
Monday 16th July – 9.45-11.00am

JOHN ALLPRESS AND ROGER DAVIES

Getting players to take responsibility for their own learning through the game

Participants will:
Observe a session delivered to Under 16 footballers from West Bridgford School. The game will be used as a vehicle to facilitate learning.
The coach and commentary will focus their attention upon the use of challenges in relation to the game and the use of questions as a result of challenges being set by the coach.

EHB RUBBER CRUMB
Monday 16th July – 9.45-11.00am
Monday 16th July – 11.45-1.00pm

IAN RENSHAW

Who shares wins: Communication affords enhanced game performance

Participants will:

1. Understand how using a constraint-led approach to coaching games enables coaches to manipulate task constraints to create learning environments that facilitate the development of player's awareness with less recourse to verbal input.
2. Participate in a series of progressive small-sided games where ongoing team success is dependent on each team member's ability to share performance knowledge that they have acquired in games with team-mates.

The high level of activity interspersed with high levels of communication between team mates, will demonstrate how the use of a more 'hands-off' coaching style can be used to create a holistic, intrinsically motivating learning experience that results in enhanced game understanding and at the same time facilitates the development of communication skills and enhancement of relatedness between team mates.

NETBALL CENTRE
Monday 16th July – 9.45-11.00am

MIKE MCNEILL

Teaching defensive concepts across games: 3 on 3

This pedagogical consideration has certain benefits:

1. It allows players to see a concept's relevance across games [what is learnt in one game (or one cluster) may apply across others], and
2. It allows for diversification of interest (players can remain with their game preference/limitation, or players can explore strategies across codes).

The pedagogy effectively combines the roles of a focus activity and a sampling activity into one exposure. This approach, which has the defensive concept as its focus rather than the activity, may present a curriculum opportunity for diversification and extension to better suit pupil needs, abilities and interests, especially as students grow older.

NETBALL CENTRE
Monday 16th July – 11.45-1.00pm

STEVE MITCHELL

Net/wall game development across the curriculum: Progressions from primary through secondary physical education

Participants will:

1. Experience developmentally appropriate progressions for teaching net/wall games for understanding, beginning at the primary level and progressing through the secondary level.
2. Incorporate the teaching of movement concepts with the solving of tactical problems and the development of technique within game play situations.

This practical session focuses on a TGfU approach to net/wall games beginning at the primary/elementary level. Participants will experience developmentally appropriate progressions for teaching net/wall games, these progressions placing learners in decision-making and problem solving situations that require the application of appropriate techniques. For the very young learner the session will also address ways of teaching movement concepts within the TGfU framework.

VICTORY HALL
Monday 16th July – 11.45-1.00pm

The conference includes a range of Symposia:

1. TGfU: about instructions and small-sided games.

Chair Prof. Daniel Memmert (German Sport University Cologne, Germany):

Presentations

Sebastian Schwab and Daniel Memmert (German Sport University Cologne, Germany):

The role of instruction and attention from a psychological perspective – A laboratory study

Karsten Schul (German Sport University Cologne, Germany):

How to use the tactic board during timeouts in basketball

Stephen Harvey, Ed Cope (University of Bedfordshire, UK) and Chris Cushion (Loughborough University, UK):

The in-practice intervention behaviours employed by university team sport coaches

Mirko Brandes (University of Oldenburg) Anke Heitmann and Lutz Müller (University of Bremen, Germany):

Physiological responses and time-motion characteristics in small-sided games

Dennis Slade (Massey University, New Zealand):

Non-linear pedagogy, small sided constraining games and sport coaching: Two field hockey experiences

MAIN LECTURE THEATRE – EDWARD HERBERT BUILDING

Monday 16th July – 9.45-11.00am

Oral Presentations – Monday 16th

Oral Presentations

Monday 16th July – 11.45-1.00pm

Game – Centred approaches – chaired by: Dr. Len Almond	Models of teaching games – chaired by: Dr. Di Bass	Developing thinking athletes/players – chaired by: Rod Thorpe
MAIN LECTURE THEATRE – EDWARD HERBERT BUILDING	Jo1 LECTURE THEATRE – EDWARD HERBERT BUILDING	Jo2 LECTURE THEATRE – EDWARD HERBERT BUILDING
P Reid, S Harvey, D Kirk – Getting to grips with game sense: A personal journey	G Ward – Movement culture: A framework to explore teaching games in primary school physical education	A de Souza – TGfU as a coaching approach: constraints of practice administration, methods for players' involvement and positive outcomes
D A Dudley, E J Drinkwater, R Kelly – Relationship between blogs and high stakes examinations in pre-service teacher understanding of Teaching Games for Understanding (TGfU)	T Mori – Characteristics of the teaching theory of ballgames originally developed by a Japanese association of voluntary teachers and researchers: A comparison with the TGfU curriculum model	R Shuttleworth and K. Davids – Role of self organisation in learning Rugby Union through games
E Cope, S Harvey, D Kirk – A study of children's sport coaches game centered pedagogies and their formation	J G Morris, K Tomlins, M E Nevill – Match play and training in 'talented' and 'average' youth cricketers	Y Onizawa, S Komatsuzaki, T Yoshinaga, Y Okade – A comparative study of 3-on-2 and 3-on-3 basketball games based on the cognitive and physical performance of on-the-ball decision-making by elementary students

Monday 16th July – 2.30pm-3.45pm

Motivation – chaired by: David Bunker	Models of teaching games/games centred approaches – chaired by: Rod Thorpe	Developing thinking athletes/players – chaired by: Dr. Mary Nevill
MAIN LECTURE THEATRE – EDWARD HERBERT BUILDING	Jo1 LECTURE THEATRE – EDWARD HERBERT BUILDING	Jo2 LECTURE THEATRE – EDWARD HERBERT BUILDING
R J Jones, S Harvey, D Kirk, M E Whitehead – You really have to be there: Teaching Games for Understanding in the child's eye	B Llobet, V López Ros, J Barrera-Gómez, J Comino – The assessment of attacking performance in rugby union	D G Slade – Do international field hockey coaches employ game-sense structures for practicing field goal shooting?
B Nkala, J Shehu – Teaching Games for Understanding (TGfU) in an African setting: A case study of Botswana	S Kihara, S Fujimoto, H Kadomoto, K Osedo – A case study on the tactical knowledge for the physical education classes in a primary school – focusing on lessons of flag football for the fourth grader in a primary school	C L J Mason, H Musson – Building bridges through cricket
J Jani, P J Pearson, G J Forrest, P I Webb – Students' misconception of teaching games for understanding in relation to self-efficacy	C E Goncalves, Carvalho, H M – How young basketball female athletes perceive their coach: a developmental perspective	J Sanmuga Nathan, G L Khana – Effect of the TGfU approach or a technical model on mini game performance, speed, accuracy, and cardiovascular fitness among Indian international junior hockey players

Dr Chris Cushion, Loughborough University

'TGfU rhetoric and reality, implications for practice: Reflections on 22 years'

8.45-9.30am



Dr. Chris Cushion

Chris is a senior lecturer and programme leader for the MSc Sports Coaching at Loughborough University and has a wide interest in coaching being involved in the development of the UK Coaching Certificate and a range of coaching related research projects. Chris is a UEFA qualified football coach and has worked in Professional and Semi-Professional clubs in the UK and in collegiate soccer in the US. He is currently a coach with the men's football programme at Loughborough University. Chris has a range of research and teaching interests around coaching. These include understanding the coaching process, coach education, learning and professional development, coach behaviour and learning environments. Chris is widely published and is an associate editor with Sports Coaching Review, and serves as an editorial board member and reviewer for a range of peer reviewed National and International journals.

NOTES:

Lined area for notes on page 20.

Professor Daniel Memmert, German Sport University, Cologne

Tactical creativity in Invasion games

4.00-4.45pm



Daniel Memmert is a professor and head of the Institute of Cognitive and Team/Racket Sport Research, German Sport University Cologne, Cologne, Germany. He studied physical education for high school teaching (PE, math, sport, and ethic) and has trainer licences in soccer, tennis, snowboarding and skiing. Memmert received his PhD (basic tactics in team sports) and habilitation (creativity in team sports) in sport science from the Elite University of Heidelberg. His special research areas of interests are cognitive science, human movement science, computer science, and sport psychology. He has 14 years of teaching and coaching experience and has authored or co-authored more than 66 peer-reviewed publications, in 7 books, and he is an ad-hoc reviewer for several international psychology and sport psychology journals. He collaborates with researchers from the US, Canada, Brazil and Spain.

NOTES:

Lined area for notes on page 21.

Poster Presentations

Edward Herbert Building



Saturday 14th July – 4.20pm-5.00pm – Chaired by Dr. Jo Harris

P Natsis, D Kokaridas, G Mathas – Perceptions of Greek PE teachers toward the value and application of a TGfU model in school settings	H Leysen, T Dehandschutter, P Iserbyt – PETE students' perceptions of content knowledge and teaching competences for invasion games after a TGfU teaching module	J Koekoek, A Knoppers – Learning modified games through children's eyes: Perceptions of teaching methods and the teacher' influence
N Suzuki, S Ishiduka, R Light, J Kendall, K Kikuchi, Y Nishida – Comprehensive assessment of teaching games using the Game Contribution Assessment Instrument (GCAI)	S Kimura, Y Hara, K Matsuda, Y Miyasaka – A practical model of the game "Catching Volleyball" based on the idea of the "Kyokumen Study"	P Anglada – Development of the competences related to the team work in adults using a programme based on the "Adventure-Based counselling" model

Sunday 15th July – 11.05am-11.45am – Chaired by Dr. Di Bass

M Maestre Ruano, L Maestre Valido, R Martinez Descalzo, C Cabrera – Traditional Canary games connecting people	F Masui, Y Okade, Y Ito, A Shibayama, Hironmi, Miki, E Hasegawa, A Miyazaki – Patterns of progress in learning on-the-ball skills and off-the-ball movements during units of basketball lessons in the 1st and 2nd grades of junior high school indicated by assessment of students' actual game performance	S Taylor – Teaching Perspectives Inventory (TPI) and Teaching Games for Understanding (TGfU)
M Partington – English youth football coaches cognitive processes for the application of 'Playing Form' and 'Training Form' practice activities	V E Machota Blas, C González Herrero – Global initiation to team sports	S M N Brown, D Bass, C Cushion, M E Nevill – Perceptions of quality coaching in schools

Monday 16th July – 11.05am-11.45am – Chaired by Dr. Mike Waring

E Tsuda, T Matsumoto – A study on the split step in tennis in novice and experienced players	K Richardson, M Henninger – A framework for Tactical Decision Making Competency (TDC) 2012	V. E Machota Blas – Triathlon in school-based physical education
M Lisbona – What happens with initial training of sport coaches? Difficulties and solutions in the implementation of a comprehensive approach to the teaching of sport games (TGfU) in the training of sport entertainment technicians: An experience in Melilla (Spain)	Y Poerwanti, M Kusumawati, A Hurdri, Samsudin, A Syam, A Nurbai – Traditional outdoor activity games for teenagers	R Duncombe, R Sandford, H Musson, T Gorely – Exploring girls' views of fun and competition in sport/ physical activity

Restaurants

5 minute walk from the University

The Wheatsheaf – Harvester

New Ashby Rd
Loughborough,
Leicestershire LE11 4EX
01509 214165
harvester.co.uk

10 minute walk from the University

Toby Carvery

Forest Road
Loughborough,
Leicestershire LE11 3HU
01509 214624
tobycarvery.co.uk

Town Centre (15/20 minute walk from the University)

Goodliffes Bar, Bistro and Restaurant (European)

52 Church Gate
Loughborough,
Leicestershire LE11 1UE
01509 234300
goodliffes.co.uk

Salim's Indian Restaurant

9 Leicester Road
Town Centre,
Loughborough LE11 2AE
01509 213 200
salims.co.uk

Cactus Café (Mexican)

17 High Street
Loughborough,
Leicestershire LE11 2PY
01509 214 585
cactuscafe.co.uk

Browns Lane Restaurant and Bar (European)

2A Browns Lane
Town Centre,
Loughborough LE11 3HE
01509 217227
brownslane.co.uk

Caravelli (Italian)

The Old Manor
11-12, Sparrow Hill,
Loughborough,
Leicestershire LE11 1BT
01509 211228
caravelli.co.uk

The Basin Restaurant and Bar (Chinese)

25 Derby Road
LE11 5BX
01509 239368
thebasin.co.uk

Thai Grand (Thai)

18 The Rushes
Loughborough,
Leicestershire LE11 5BE
01509 211 299
thaigrand.co.uk

Moomba – Australian Restaurant and Bar

28 Leicester Road
Loughborough
LE11 5BG
01509 210202
moomba-restaurant.com

Taxi Service

ADT Taxis
01509 260 000



Displays



Association for Physical Education (afPE):

As the only subject association for physical education in the UK, afPE provides quality assured services and resources, and valuable professional support for members and the teaching profession through a range of high quality professional development opportunities, regular updates, member journals, insurance cover and dedicated helplines for health and safety and legal advice.
www.afpe.org.uk



Loughborough University:

Loughborough is a leading UK university which offers an outstanding learning environment enhanced by the integration of teaching, research and enterprise.

SSEHS:

The School of Sport, Exercise and Health Sciences is dedicated to the study of sport, exercise and health across the lifespan through the psychological, social and biological sciences.
www.lboro.ac.uk



IRIBF (International Rock-it-ball Federation):

Described by the Americans as 'dodgeball on steroids' Rock-It-Ball was launched just over 6 years ago and has spread rapidly to develop a toe-hold in 22 countries with 11 National Governing Bodies. It has had an immense impact in the field of education in the UK and is now making inroads into colleges, universities, leisure centres, youth organisations and the military.
Schools in the UK use Rock-It-Ball for inclusion, conditioning, reflexes, agility, hand-eye co-ordination, to increase participation, to target specific student groups, as part of the curriculum, for intra-mural, for inter-school tournaments ...
With Rock-It-Ball originally a team-based sport, the International Rock-It-Ball Federation (IRIBF) has recently introduced singles (v2) and doubles (v4) versions which are driving the sport even further forward and generating more excitement to the point where a professional league and other major developments are now in preparation.
A senior member of the IRIBF will be on hand to answer questions and provide more information about the sport. Delegates will also have the chance to try their hand at some of the basic skills and even have a go at playing some games to find out for themselves why Rock-It-Ball is spoken of as the 'fastest growing sport in the world'.
www.rock-it-ball.com