TGfU 40th Anniversary Webinar Series: Introduction to Games-Based Approaches

Seminar #1: Overview of the 5 Critical Components of GBAs

September 10th, 2022

Outline

- Introduction
  - Teaching Games for Understanding (TGfU) International Advisory Board (IAB)
  - Overview of the Webinar Series

- Seminar #1
  - Overview of Games-Based Approaches (GBAs)
  - Five key components of GBAs

Introductions

Teaching Games for Understanding (TGfU) - International Advisory Board (IAB)

http://www.tgfu.info/iab.html

Today's Presenters from IAB

Jennie Petersen (Canada)

Naoki Suzuki (Japan)

Sanmuga Nathan (Malaysia)

Francesco Sgrò (Italy)

Guy Ginciene (Brazil)

David Gutiérrez (Spain)

Kanae Haneishi (USA)

TGfU SIG 40th Anniversary Webinar Series "Introduction to Game-Based Approaches"

- Intended for Physical Education teachers and Sport Coaches who are new to Game-Based Approaches (GBAs)

- Goal is to introduce about the basic pedagogical strategies and principles of GBAs.

- Seminar #1 - September 10th, 2022

- Seminar #2 - September 24th, 2022

- Seminar #3 - October 8, 2022

- Seminar #4 - October 22, 2022

** All sessions are at 9:00pm in UK time, 4:00pm EST

Session #1 - Overview of GBAs

- Consensus Statement
- What is a GBA?
- 5 Critical Components of GBAs
  1. Tactical Concepts/ Problems
  2. Games Modifications
  3. Using Questions and Reflection
  4. Authentic Game Play and Assessment
 5. Lesson Planning

TGfU IAB - Consensus Statement

In order to promote terminological consistency among researchers and practitioners, we suggest the use of Game-Based Approach (GBA) to refer to the learner-centered teaching and coaching practice in which the modified games set the base and framework for developing thoughtful, creative, intelligent, and skilful players.

We also encourage the use of Game-Based Approaches (GBAs) to refer to several well-established approaches that follow a GBA like TGfU, Game Sense, Play Practice, Tactical Games Model, Ballschool, Invasion Games Competence Model and other similar proposals.

Schematic: Technical/ Skill-Based vs. Games-Based Approaches
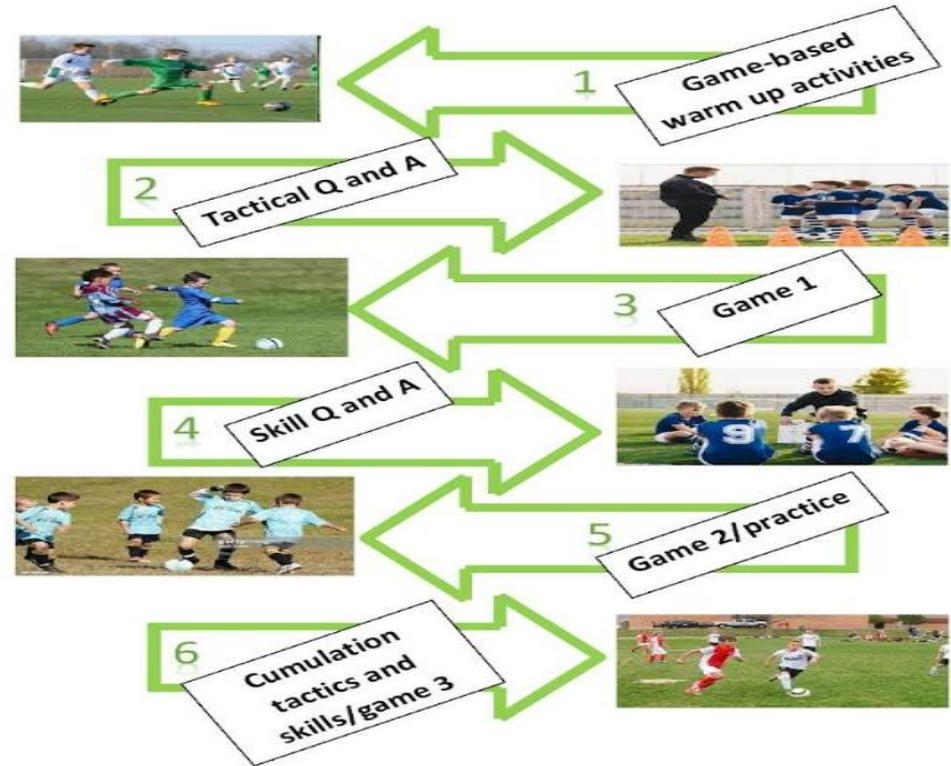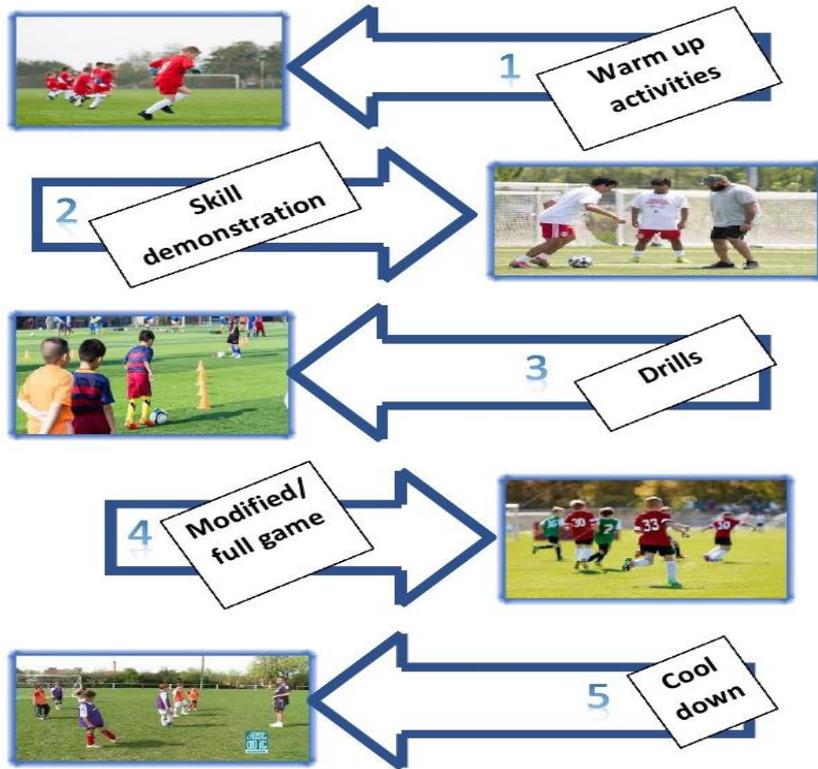
Traditional/ Skill-Based Approaches
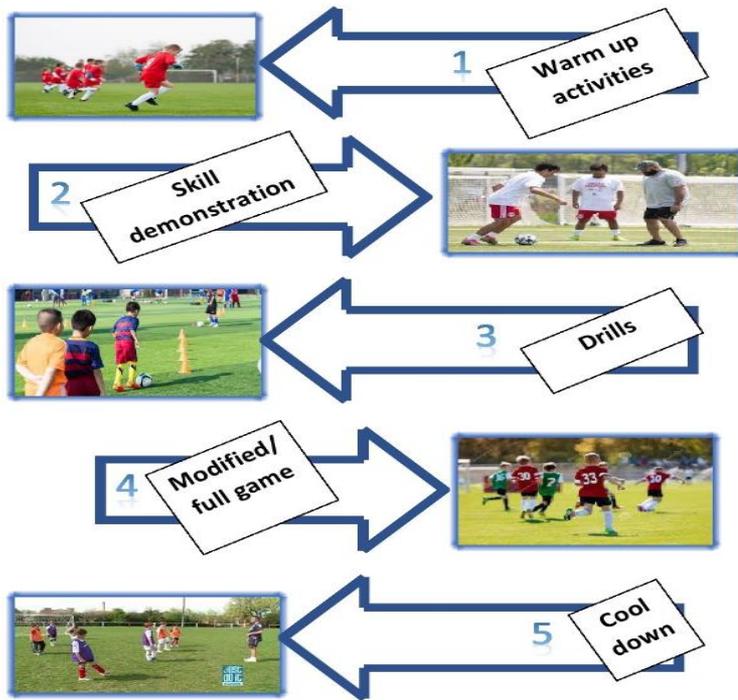
- The activities format: warm up, skill development, modified game and then the game.

- The underpinning philosophy of this model is that once the fundamental skills and sports specific skills are mastered, the ability to play the games will be an osmotic-like process.

- Students or players will be able to play the game by applying the skills practiced in the lesson.

- Assessment procedures tend to be based on skill, measuring a student's ability to perform a skill in isolation and not on their actual ability to play the game.

- Traditional approaches tend to be teacher-centered.

Continuation: Technical or Skill-Based Approaches

- In this approach, the teacher generally makes all decisions to move from demonstration, to one drill, to another drill.

- The traditional approach can create a separation between technique and tactical knowledge, leading to a disconnect between practice and game play where players are not able to execute game situations.

- Criticized and considered as outdated.

- However, this method is still used by many physical education (PE) teachers globally as they have been unsuccessful with other models or find them time consuming.

- This approach is still useful for skill development.

Games-Based Approach (GBA) Characteristics
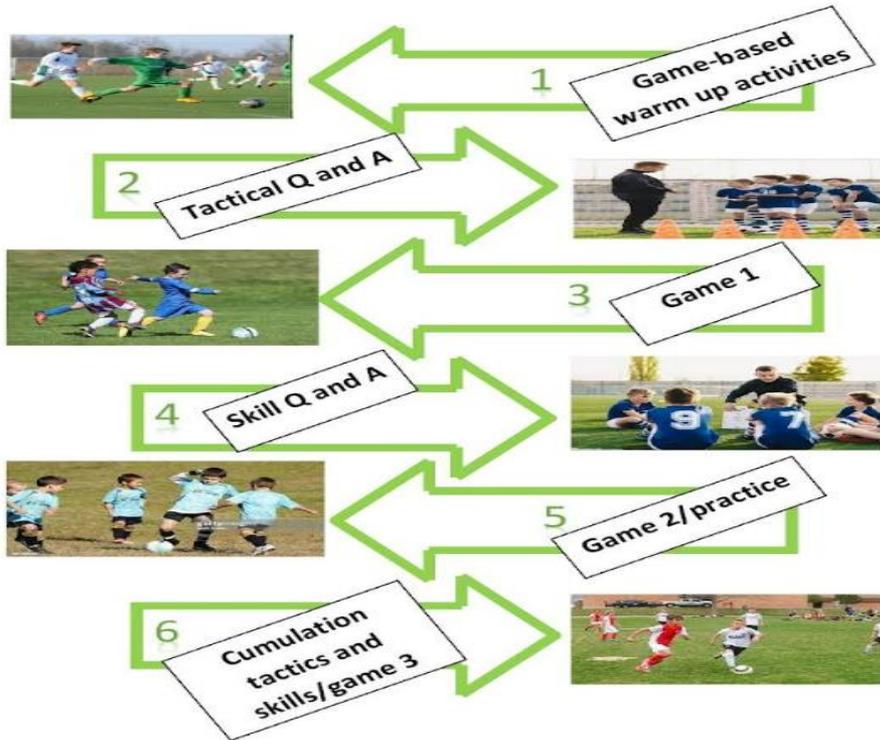
- Students will begin by playing a modified version of the game.
- Students will go through tactical and skill activity.
- Once completing game play, hopefully they demonstrate improved tactical and skill execution.
- This approach is more enjoyable.
- GBAs, such as TGfU, contextualize learning within game-like activities (Light, 2004).
- Role of teacher or coach as facilitator and using questioning to promote opportunities for player discussion and reflection.
- However, the biggest problem is planning, if not well planned, the lesson can lack of direction.

GBA Key Aspects

Would you recognize a GBA it if you saw it?

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Would you recognize a GBA it if you saw it?

1. **Start with modified games**
2. **Observe game play effectively**
3. **Emphasize play**
4. **Use Q&A to connect this lesson with the last**
5. **Play games that provide new challenges as well as reinforcing learning**
6. **Work in small groups**
7. **Ask effective questions**
8. **Ask learners to suggest next stages**
9. **Highlight good practice from individuals and teams**
10. **Conclude with competition between evenly matched teams/players**

(Butler, 2014)

5 Critical Components of GBAs

1. Tactical Concepts/Problems
2. Games Modifications
3. Using Questions and Reflection
4. Authentic Game Play and Assessment
5. Lesson Planning

Topic 1: Tactical Concepts and Problems

A

UNDERSTANDING AND GROUPING SPORTS GAMES ACCORDING TO TACTICAL PROBLEMS

Games present problems of What to do? And When to do? And not just how is done.
(Bunker & Thorpe, 1982)

Games within the same category have **common tactical elements and employ similar strategies** to achieve similar goals
(Almond, 1986)

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Topic 1: Tactical Concepts and Problems

A

UNDERSTANDING AND GROUPING SPORTS GAMES ACCORDING TO TACTICAL PROBLEMS

Target	Striking/Fielding	Net/Wall	Territorial (Invasion)
Archery	Softball	**Net:**	**Goal:**
Pool	Baseball	Badminton	Football
Snooker	Pesäpallo	Pickleball	Handball (team)
Billiards	Kickball	Table tennis	Hockey (Field, floor, ice)
Bowling	Rounders	Tennis	Water polo
Croquet	Cricket	Volleyball	Lacrosse
Curling	Danish longball	**Wall:**	Netball
		Racquetball	Basketball
		Squash	**Endzone:**
		Net and Wall:	Ultimate Frisbee
		Padel	Rugby

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Topic 1: Tactical Concepts and Problems

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Invasion Games Tactical Problems

TACTICAL PROBLEMS	
OFFENSE	DEFENSE
Keeping possession	Wining the ball
Progressing to the goal	Defending space
Scoring	Defending the goal

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Topic 1: Tactical Concepts and Problems

Invasion Games Tactical Problems

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Topic 1: Tactical Concepts and Problems

Invasion Games Tactical Problems

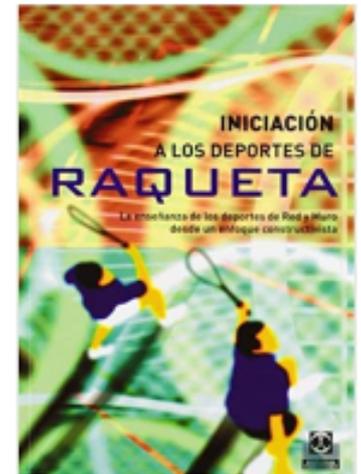| TACTICAL PROBLEMS	
OFFENSE	DEFENSE
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Topic 1: Tactical Concepts and Problems

Net and Wall Tactical Problems

OFFENSE	DEFENSE
KEEP THE BALL IN PLAY	
KEEP THE INITIATIVE	**RECOVER THE INTIATIVE**
GET THE POINT	**PREVENT THE POINT**

INICIACIÓN A LOS DEPORTES DE **RAQUETA**

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Topic 1: Tactical Concepts and Problems

Net and Wall Tactical Problems

OffENSE

KEEP THE BALL IN PLAY

KEEP THE INITIATIVE

GET THE POINT

DEFENSE

KEEP THE BALL IN PLAY

RECOVER THE INITIATIVE

PREVENT THE POINT

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Topic 2: Games Modifications

Modify to:

1) Make it playable (**game representation**)

1) Teaching focus/purpose (**game exaggeration**)

5 ways to modify games

- Rules
- Number of players
- Playing area
- Equipment
- Scoring

Topic 2: Games Modifications
Make it playable (game representation)
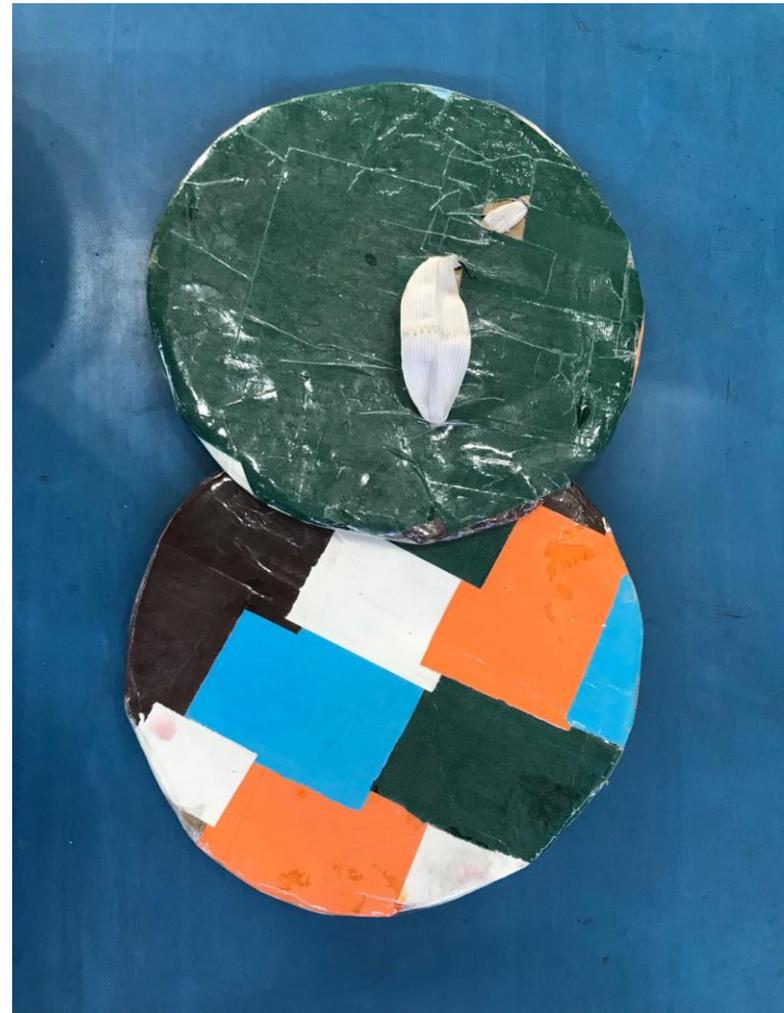

SMALLER AND SOFTER BALL

SMALLER COURT

LESS RULES

CHANGE RACQUETS

Topic 2: Games Modifications
Make it playable (game representation)

Topic 2: Games Modifications

Make it playable (game representation)

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Topic 2: Games Modifications
Teaching focus/purpose (exaggeration)

Topic 3: Question and Reflection

- GBA uses "Questioning" technique to guide students to solve tactical problems rather than providing them answers.

- The cognitive process that you are guiding the students on are very important not only for gaining knowledge but also for improving the performance.

Topic 3: Questioning as Teaching

Tactical awareness: "what do you...?"

Skill and movement execution: "How do you...?"

Time: "When is the best time to ...?"

Space: "Where is ...?"

Risk: "Which is the best choice between...?"

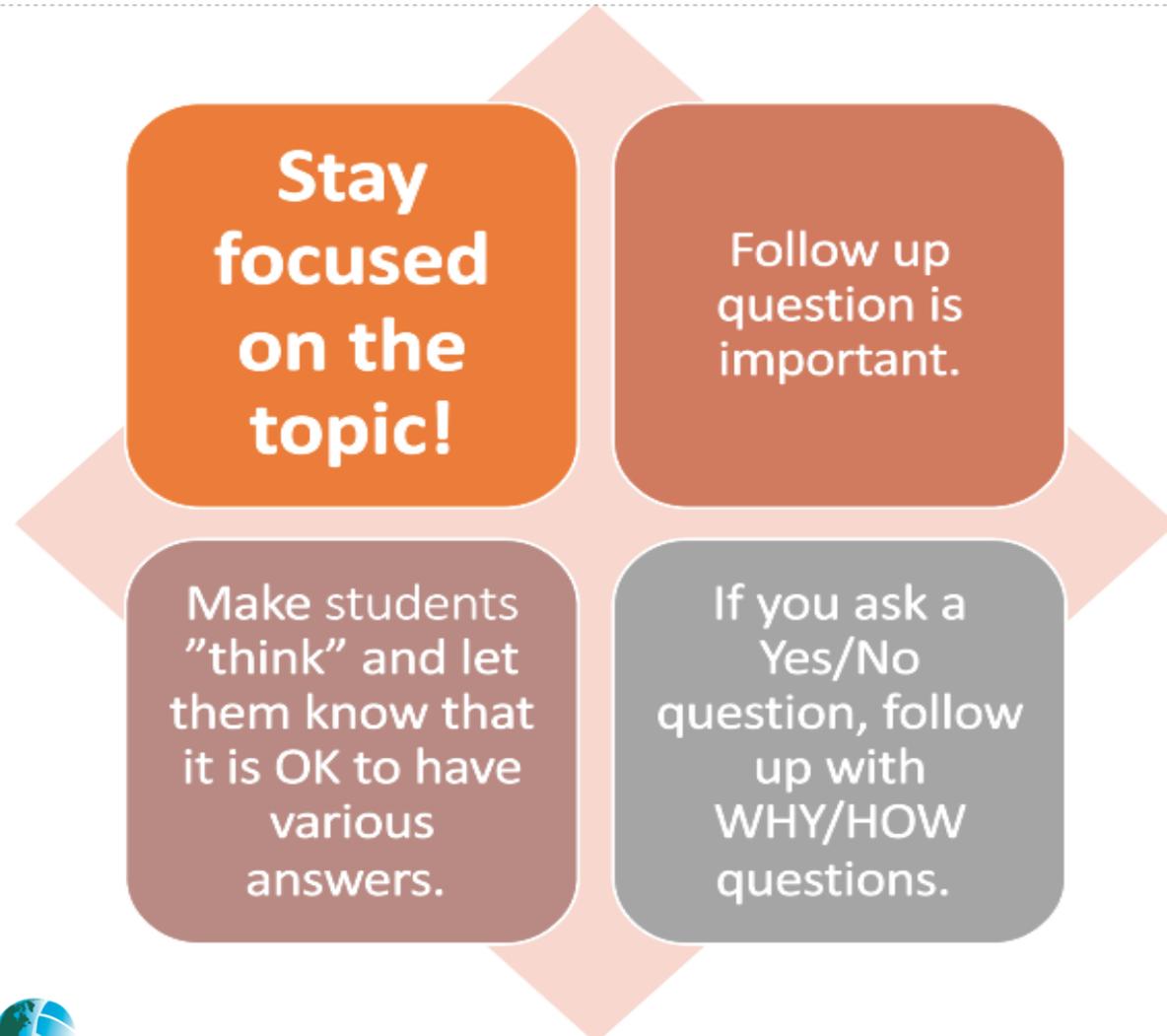TGfU
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Topic 3: Questioning - Example of Volleyball 3 v 3 Game

- Teacher: "What did you do to contain the ball on your side of the net? (tactical awareness)
- Student: "Hit the ball high".
- Teacher: "Where would be the best place to pass the ball?" (space)
- Student: "The middle of the court".
- Teacher: "How did you hit the ball to keep control?" (skill selection and execution)
- Student: "We used our hands (overhead pass) or bumped it using our forearms (forearm pass)"

Problem-Solving Skills

Topic 3: Asking Effective Questions

Stay focused on the topic!

Follow up question is important.

Make students "think" and let them know that it is OK to have various answers.

If you ask a Yes/No question, follow up with WHY/HOW questions.
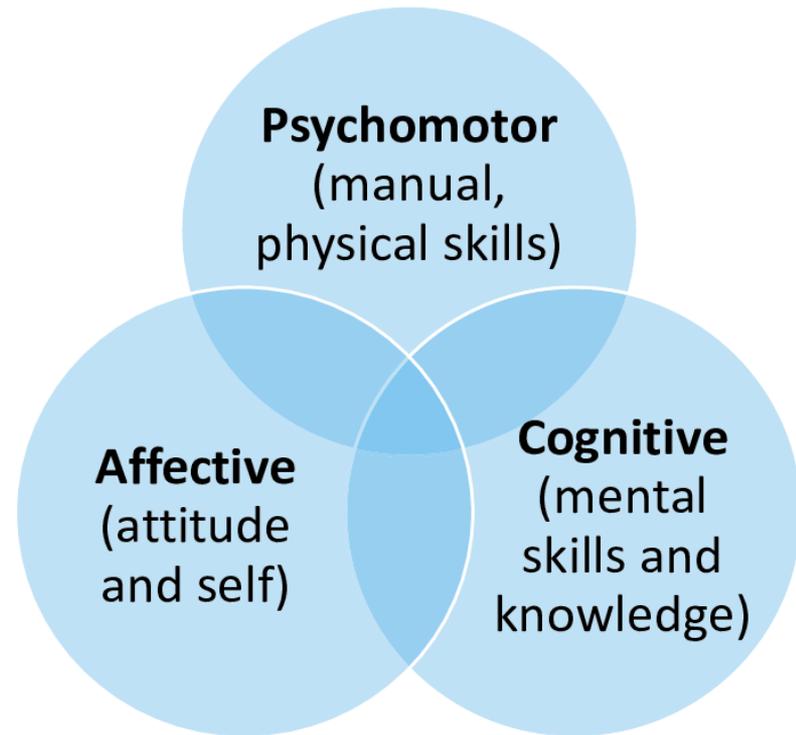
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Topic 4: Authentic game play assessment

When using GBAs, assessment needs to:

1) assess gameplay skills within the game's context;

2) assess tactical awareness;

3) account for the social dimension of the game.

Topic 4: Assessing learning outcomes related to GBAs

When using GBAs, the assessment of learning outcomes is related to all three of Bloom's dimensions

Psychomotor (manual, physical skills)

Affective (attitude and self)

Cognitive (mental skills and knowledge)

TGfU — Teaching Games for Understanding

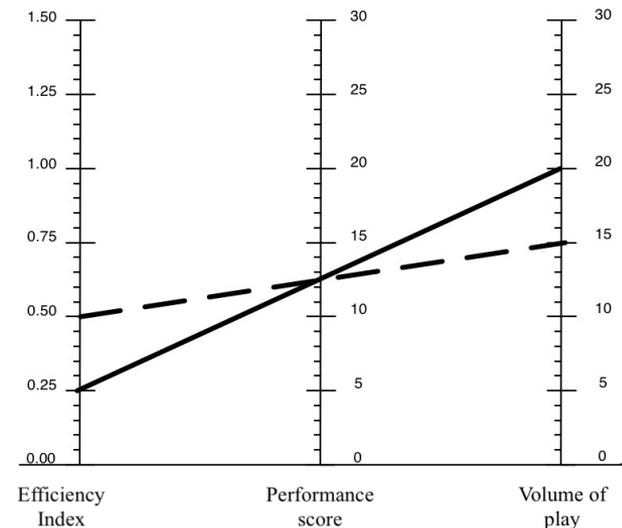# Topic 4: Assessing <u>psychomotor</u> learning outcomes

- ## <u>Team Sport Assessment Procedure (TSAP)</u>

  1) Assess on-the-ball skills

  2) Two game play indexes: **Volume of Play** and **Efficiency index**

  3) One overall performance index: **Performance Score**

(a) **Empty normograph**
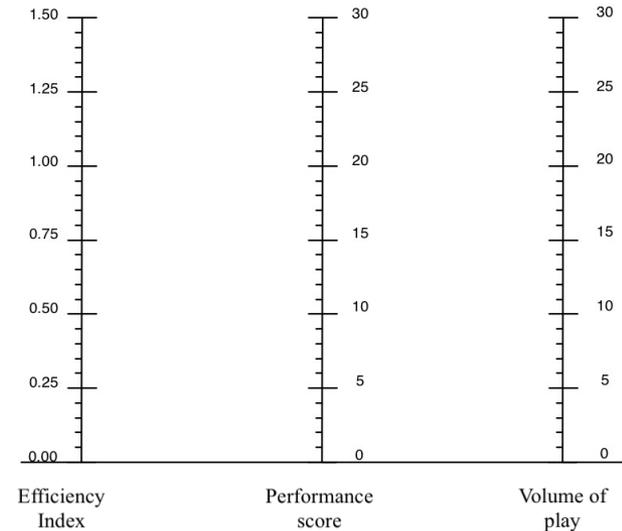
(b) **Normograph with two performances of the same basketball player**

Topic 4: Assessing psychomotor learning outcomes

- **Game Performance Assessment Instrument (GPAI)**
  1) Assess on-the-ball skills and off-the-ball movement
  2) Seven game play components for assessing scoring (3) and preventing (4) performances
  3) Two overall performance indexes: Game Involvement and Game Performance.
  4) Two application's approach:
     1) 1-5 system
     2) Tally system

Topic 4: Assessing <u>cognitive</u> learning outcomes

Invasion Game Scenario 1

Solving the Tactical Problem: Attacking the Goal (or Basket)

Name _____ Date _____

Situation

This is a 2v2 situation in an invasion game such as soccer, team handball, or basketball. Team O is on offense and team X is on defense. You are player O1 with the ball. How can you and your teammate (O2) work together to beat the defenders on team X and attack the goal? Try to think of two different ways. Explain what you would do, and draw lines on the figure to show what you would do.

Goalkeeper

X2   X1

O2   O1

• = Ball
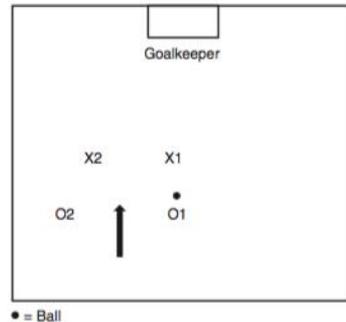
1. Player O1 can dribble at and attempt to beat defender X1. After getting around defender X1, player O1 can attack the goal to shoot.

2. Player O2 can run forward and behind defender X2. While this is happening, player O1 can send a pass between the two defenders so that player O2 can move onto the ball, receive the pass, and attack the goal without slowing down (i.e., a lead pass).

Questionnaires for

a) Declarative Tactical Knowledge

b) Procedural Tactical Knowledge

Topic 4: Assessing <u>affective</u> learning outcomes

- Affective domain assessments are related to:

- SportsManship,

- Sports Citizenship

- Enjoyment

- Perceived Competence

Topic 5: Lesson plan

- **What do GBA lesson/practice plan actually look like?**
- **What components should you include in your plan?**
- **How can you modify your lesson/practice plan based on your teaching/coaching situation?**

Topic 5: Components of GBA Lesson Plan

- Name of the game
- Tactical focus
- Lesson focus (i.e., tactical focus)
- Objective (including tactical objective)
- Game 1: 1) Set up, 2) Goal, 3) Conditions and 4) Questions
- Practice task
  - Cues
- Game 2
- Closure

Questions?

Thank you for listening!

Next Seminar: Sept 24th!