



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



Seminar #2:

**Topic 1: Tactical concepts/
problems**

Topic 2: Game modifications

September 24th, 2022

WELCOME

dobrodošli

HELLO

ДОБРО
ПОЖАЛОВАТЬ!

HI

benvenuti

BIENVENUE

chao

WITAJCIE

aloha

Hi

welcome

WELCOME

Willkommen

ALOHA

CHAO

VÄLKOMMEN

привет

HI

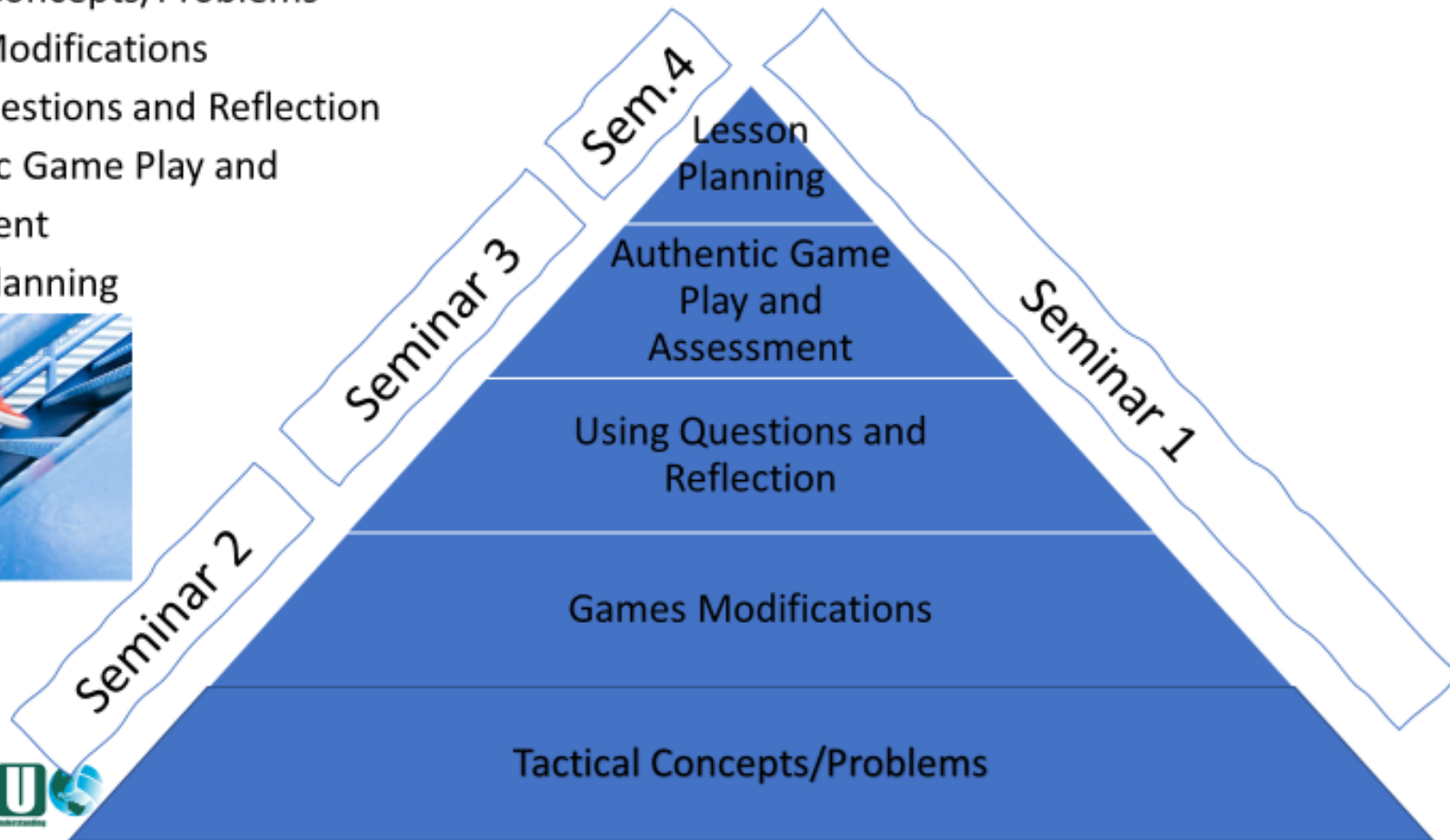
5 Critical Components for learning to teach and coach GBA

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



5 Critical Components for learning to teach and coach GBA

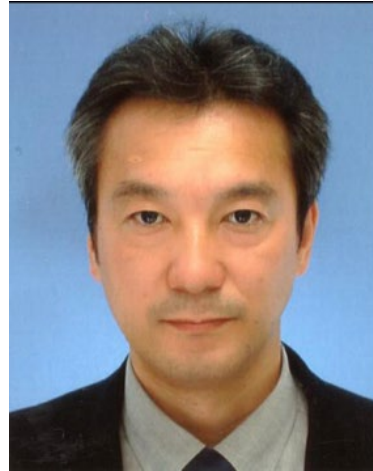
1. Tactical Concepts/Problems
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Today's Presenters from IAB



David Gutiérrez
(Spain)



Naoki Suzuki
(Japan)



Francesco Sgrò (Italy)



Guy Ginciene (Brazil)



Kanae Haneishi (USA)



Outline

- Topic 1: Tactical concepts and problems
- Topic 2: Game modifications
- Suggested follow-up on TGfU webinars
- Questions

Topic 1: Tactical Concepts/Problems

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

- Tactics and problem-based teaching/learning
- Games categories
- Tactical problems in the four game categories
 - Invasion
 - Net and wall
 - Bat and field
 - Target

Tactics and problem-based teaching/learning



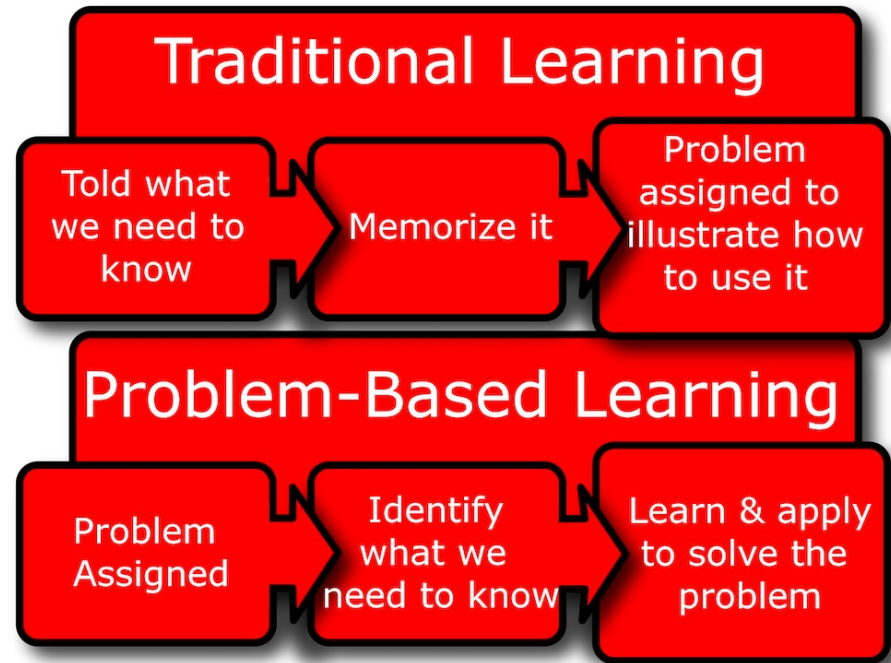
UNDERSTANDING
AND GROUPING
SPORTS GAMES
ACCORDING TO
TACTICAL
PROBLEMS

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)

Tactics and problem-based teaching/learning

UNDERSTANDING
AND GROUPING
SPORTS GAMES
ACCORDING TO
TACTICAL
PROBLEMS



Games categories

Games within the same category have **common tactical elements** and **employ similar strategies** to achieve similar goals



UNDERSTANDING
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ACCORDING TO
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PROBLEMS

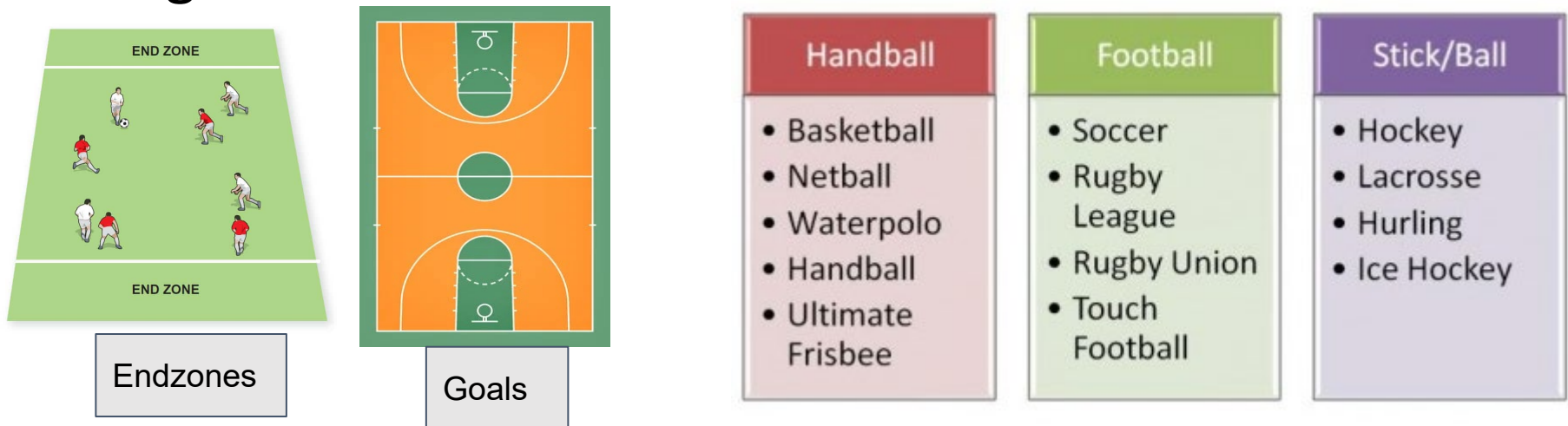
| Target | Striking/Fielding | Net/Wall | Territorial (Invasion) |
|---|---|---|---|
| <p>Unopposed: Archery Bowling Darts</p> <p>Opposed: Curling Billiards</p> <p>Moving target: Dodge ball</p> | <p>Softball Baseball Pesäpallo Kickball</p> <p>Rounders Cricket Danish longball</p> | <p>Net: Badminton Pickleball Table tennis Tennis Volleyball</p> <p>Wall: Racquetball Squash</p> <p>Net and Wall: Padel</p> | <p>Goal: Football Handball (team) Hockey (Field, floor, ice) Water polo</p> <p>Lacrosse Netball Basketball</p> <p>Endzone: Ultimate Frisbee Rugby</p> |

Invasion Games

Goals of Invasion Games:

Invasion games are games in which the aim is to invade an opponent's territory and score a goal or point.

Categories of Invasion Games:



Tactical Problems (Invasion Games)

Offense (Examples)

- Keeping possession of the ball
- Penetrating the defense and attacking the goal
- Transitioning from defense to offense
- Creating space in attack
- Using space in attack
- Moving to effective space for support



Tactical Problems (Invasion Games)

Defense (Examples)

- Defending space
- Defending the goal
- Winning the ball
- Covering teammates



Tactical Problems (Invasion Games)

Restarting Play (Examples)

- Beginning the game
- Restarting from sideline
- Restarting from the end line
- Restarting from violations (i.e., free kicks)



MainLightEvents.com

| Tactical Problems | Off-the-ball movements | On-the-ball skills |
|---------------------------------------|--|---|
| SCORING (OFFENSE) | | |
| Maintaining possession of the ball | Dribbling for control Supporting the ball carrier | Passing – short and long Control – feet, tight, chest |
| Attacking the goal | Using a target player | Shooting, shielding, turning |
| Creating space in attack | Crossover play Overlapping run | First-time passing Crossover play Overlapping run |
| Using space in attack | Timing runs to goal, shielding | Width – dribbling, crossing, heading Depth - shielding |
| PREVENTING SCORING (DEFENSE) | | |
| Defending space | Marking, pressuring, preventing the turn, delaying, covering, making recovery runs | Clearing the ball |
| Defending the goal | Goalkeeping - positioning | Goalkeeping – receiving the ball, making saves, distributing (throwing and putting) |
| Winning the ball | | Tackling – blocking, poke, slide |
| RESTARTING PLAY | | |
| Throw-in – attacking and defending | Defensive marking at throw-ins | Executing a quick throw |
| Corner kick – attacking and defending | Defensive marking at corners | Short corner kick Ear-post corner kick Far-post corner kick |
| Free kick – attacking and defending | Defending – marking at free kicks Defending – setting a wall | Attacking – shooting from free kicks |

| Tactical problems | Level I | Level II | Level III | Level IV | Level V |
|---------------------------------------|---|--|--------------------------------------|--|--|
| SCORING | | | | | |
| Maintaining possession of the ball | Dribbling for control Passing (short) Control (with the feet) | Supporting the ball carrier | | Passing – long Control – thigh, chest | |
| Attacking the goal | Shooting | Shooting Turning Shielding | Using a target player | | |
| Creating space in attack | | | First-time passing | Overlapping run | Crossover play |
| Using space in attack | | | | Width – dribbling, crossing, heading | Depth – shielding Timing of runs to goal, shielding |
| PREVENTING SCORING | | | | | |
| Defending space | | Marking, pressuring | Preventing the turn | Clearing the ball | Delaying, covering, making recovery runs |
| Defending the goal | | Goalkeeper positioning and receiving the ball Distributing - throwing | | | Goalkeeping – making saves Distributing - punting |
| Winning the ball | | | Tackling – block, poke | Tackling - slide | |
| RESTARTING PLAY | | | | | |
| Throw-in – attacking and defending | Executing a quick throw | Defensive marking at throw-ins | | | |
| Corner kick – attacking and defending | Short corner kick | Defensive marking at corners | Near-post corner | | Far-post corner kick |
| Free kick – attacking and defending | | | Attacking – shooting from free kicks | | Defending – marking and setting a wall |

Levels of Tactical Complexity for Soccer (Mitchel, et al., 2021)

Striking/Fielding Game

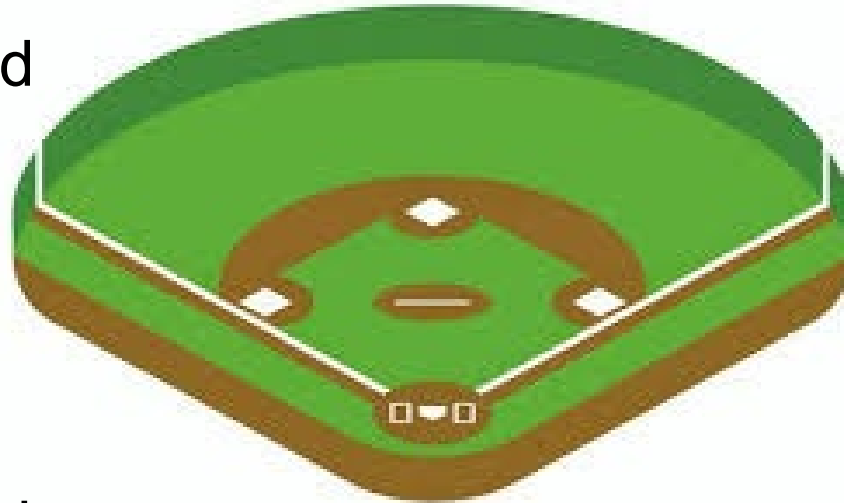


Tactical Concepts

Offense

1) To move the ball to the desired location using hands, feet, or equipment.

2) To allow the runner to reach his or her destination faster than the ball reaches it.

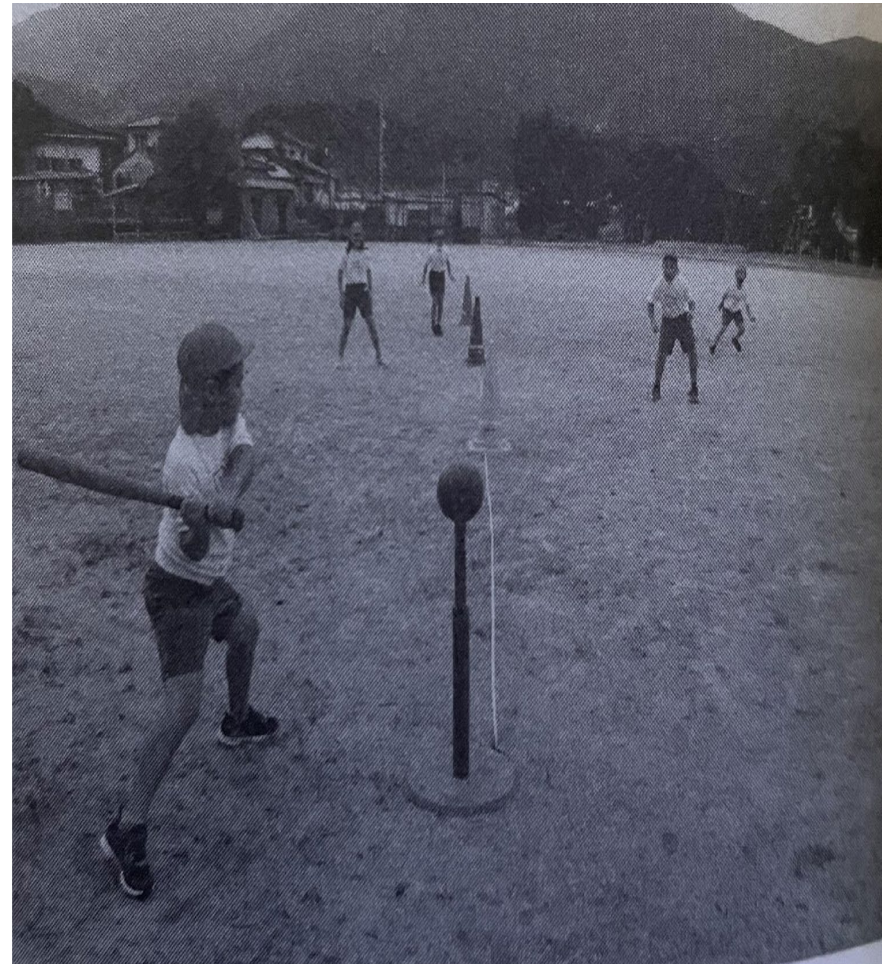
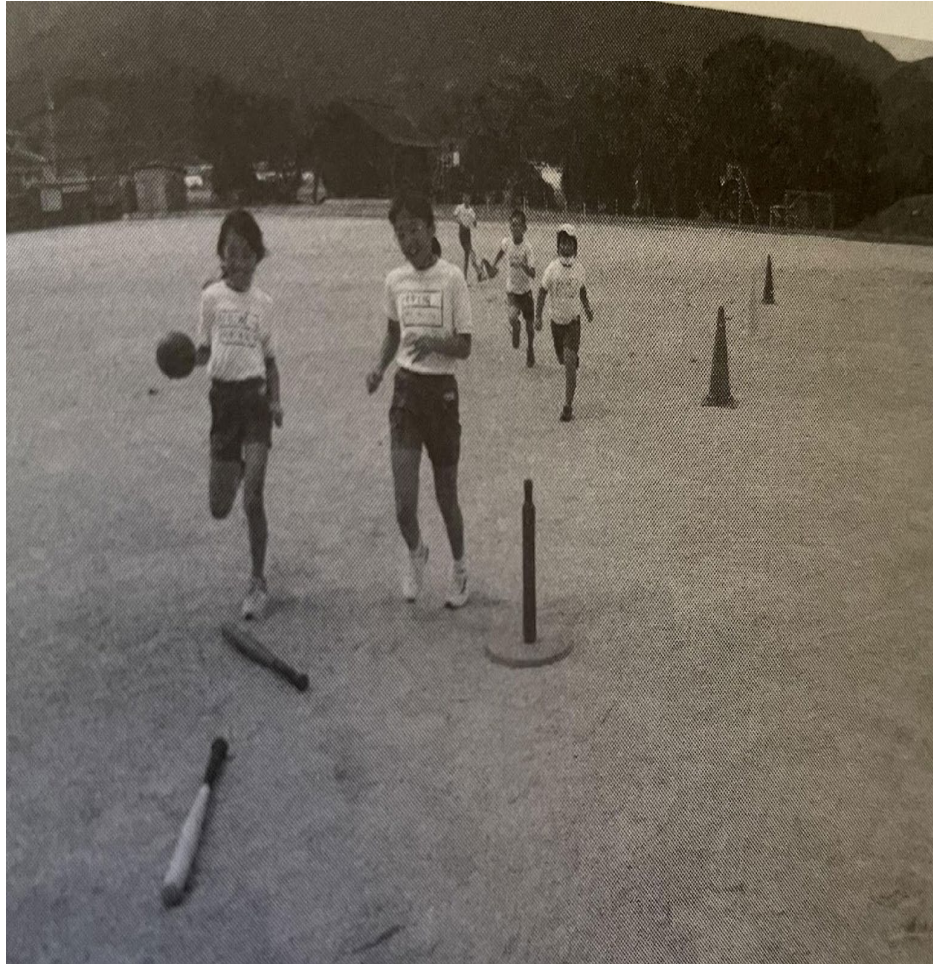


Defense

1) To prevent the ball from breaching the defensive line.

2) To get the ball to its destination before the runner does.

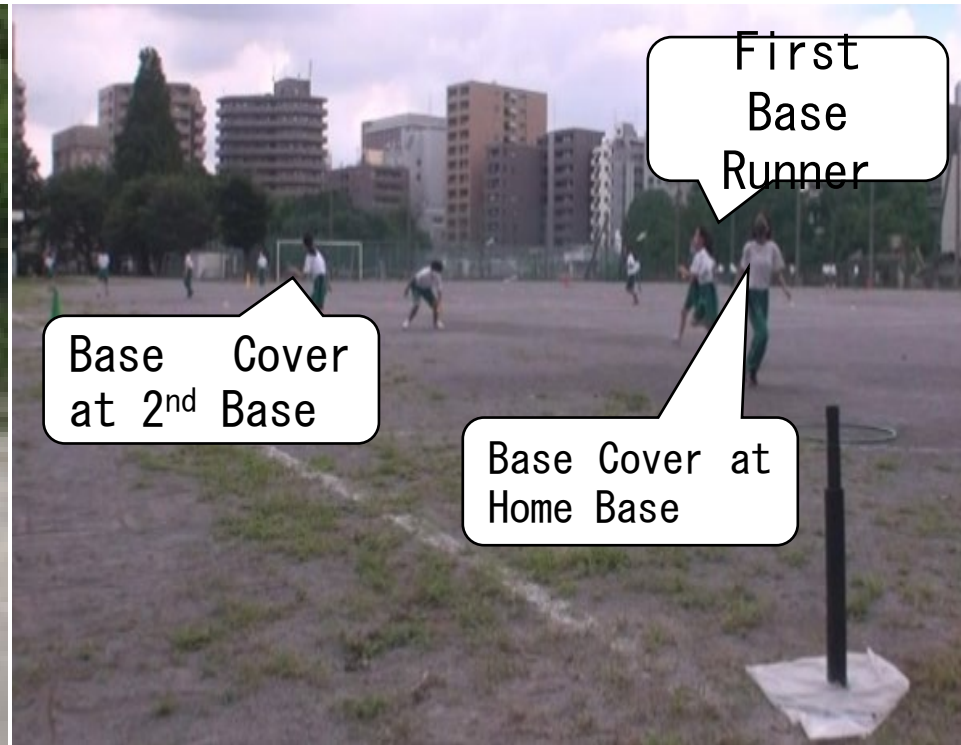
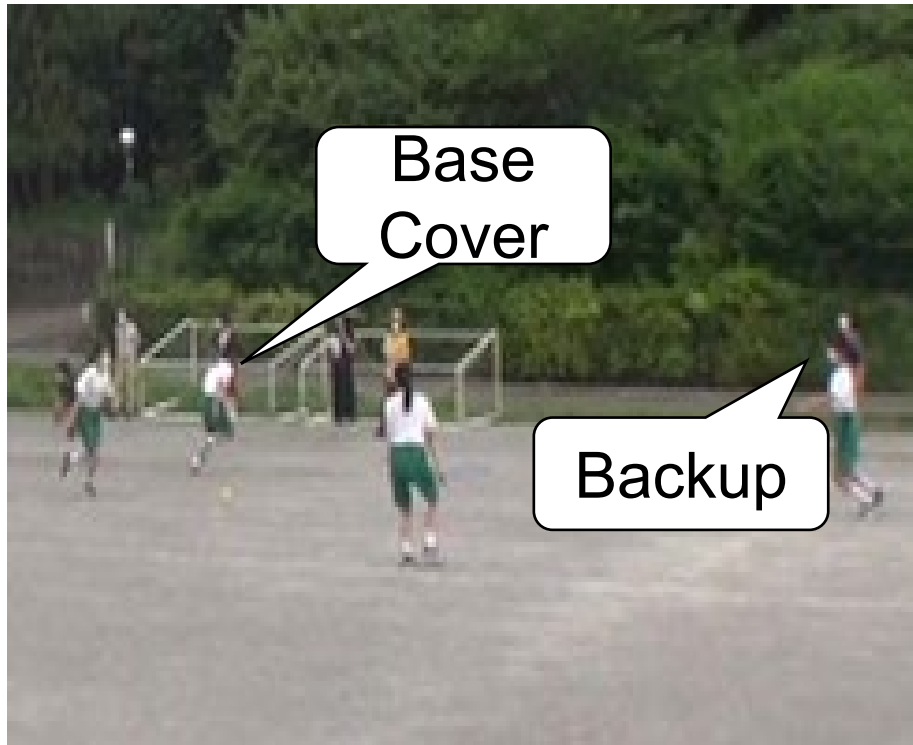
Phase 1



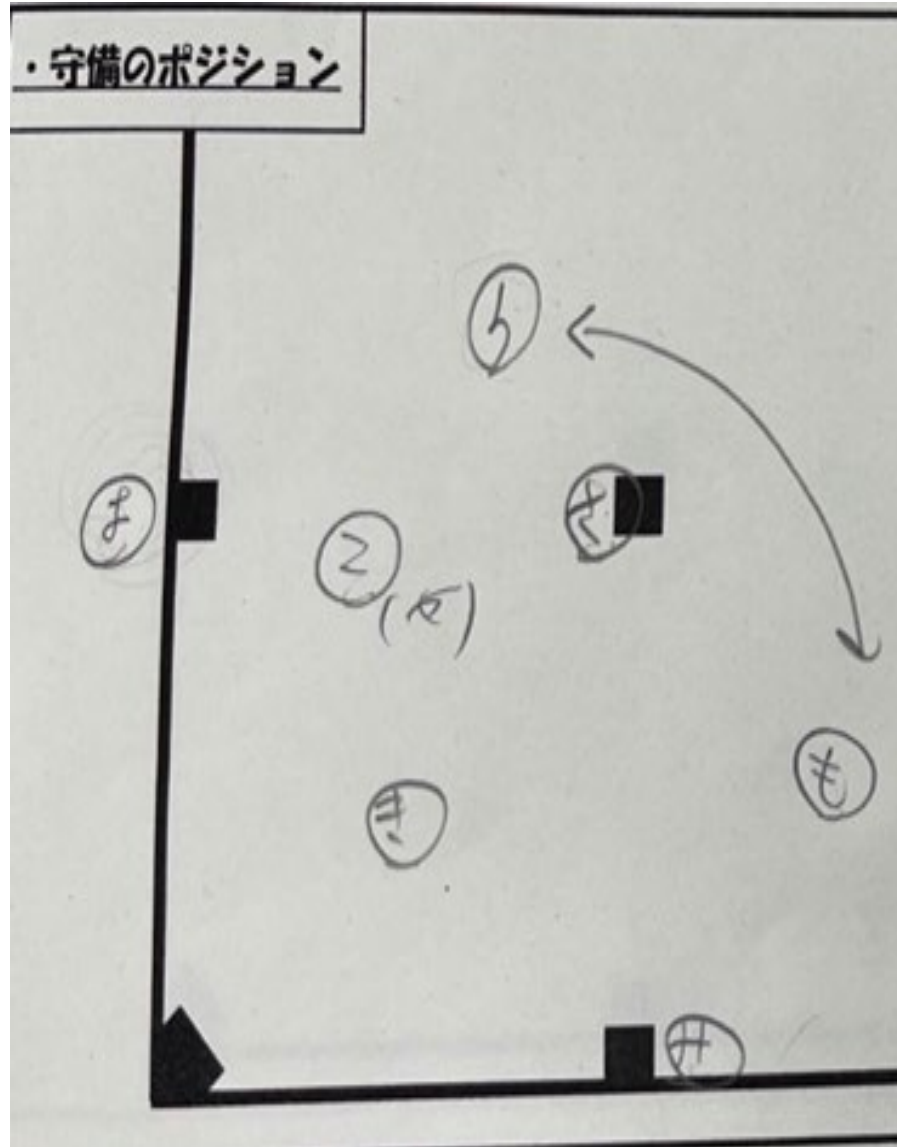
Phase2



Phase3



Phase4



Phase5



Net/wall Games - Tactical problems

Goal: play/hit the ball to the other court in order to make it difficult for the opponent to return (or not return)

Tactical problems

SCORING

Maintaining a rally

Setting up an attack

Winning a point

PREVENTING SCORING

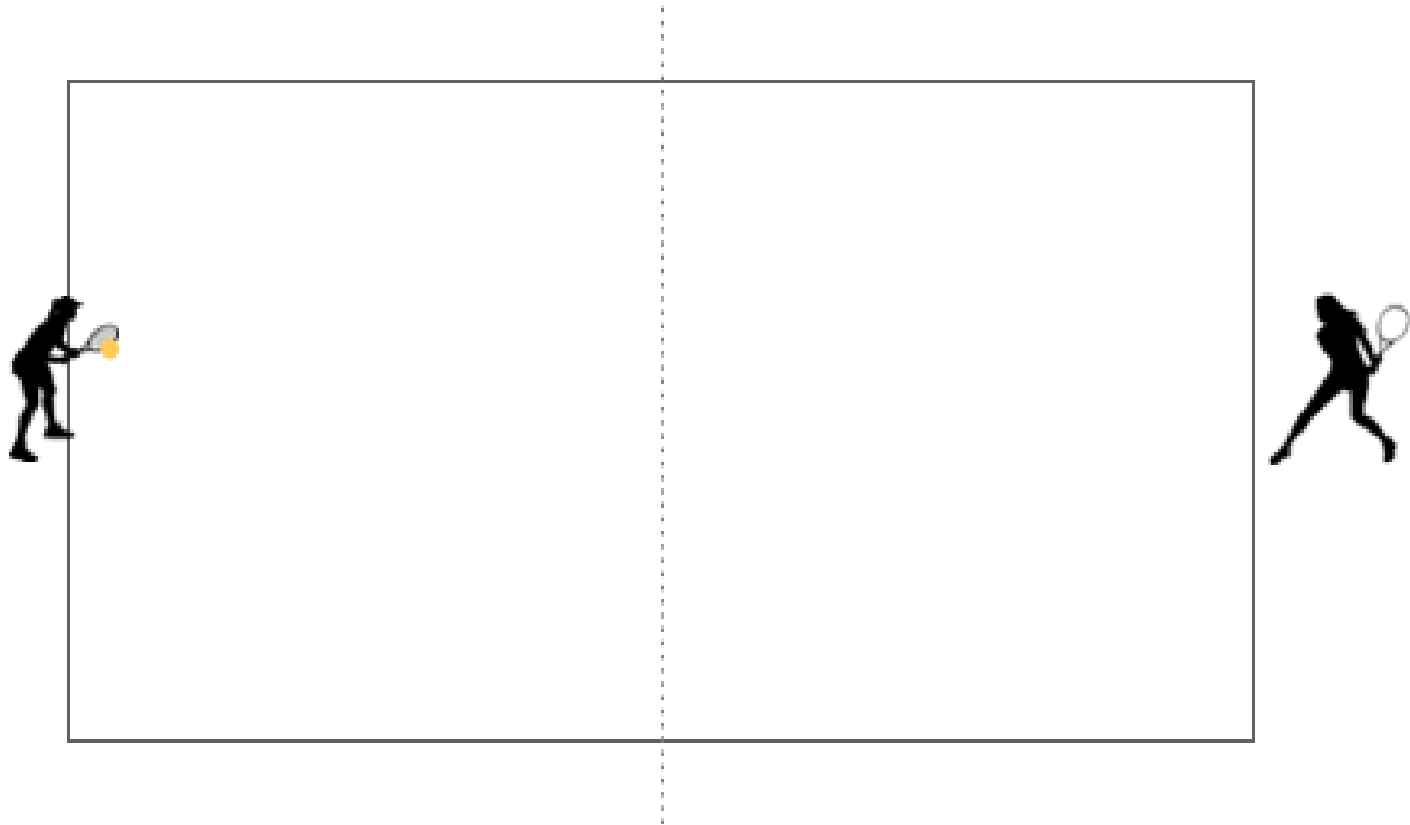
Defending space

Defending against attacks

(adapted from Mitchell, Oslin and Griffin, 2013)

Net/wall Games - Practical problems

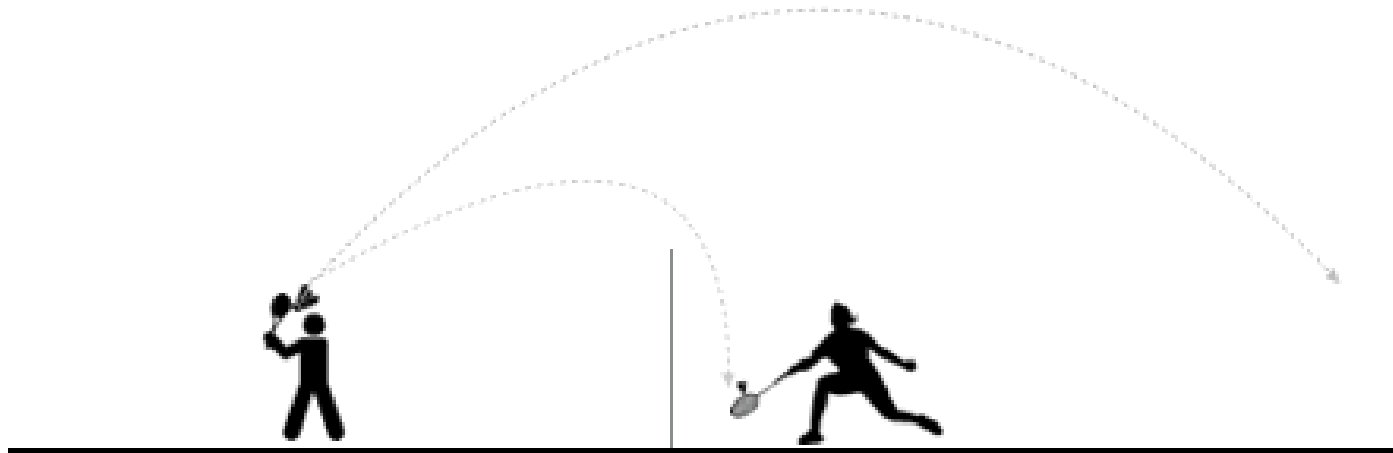
Setting up an attack



Net/wall Games - Practical problems

Setting up an attack

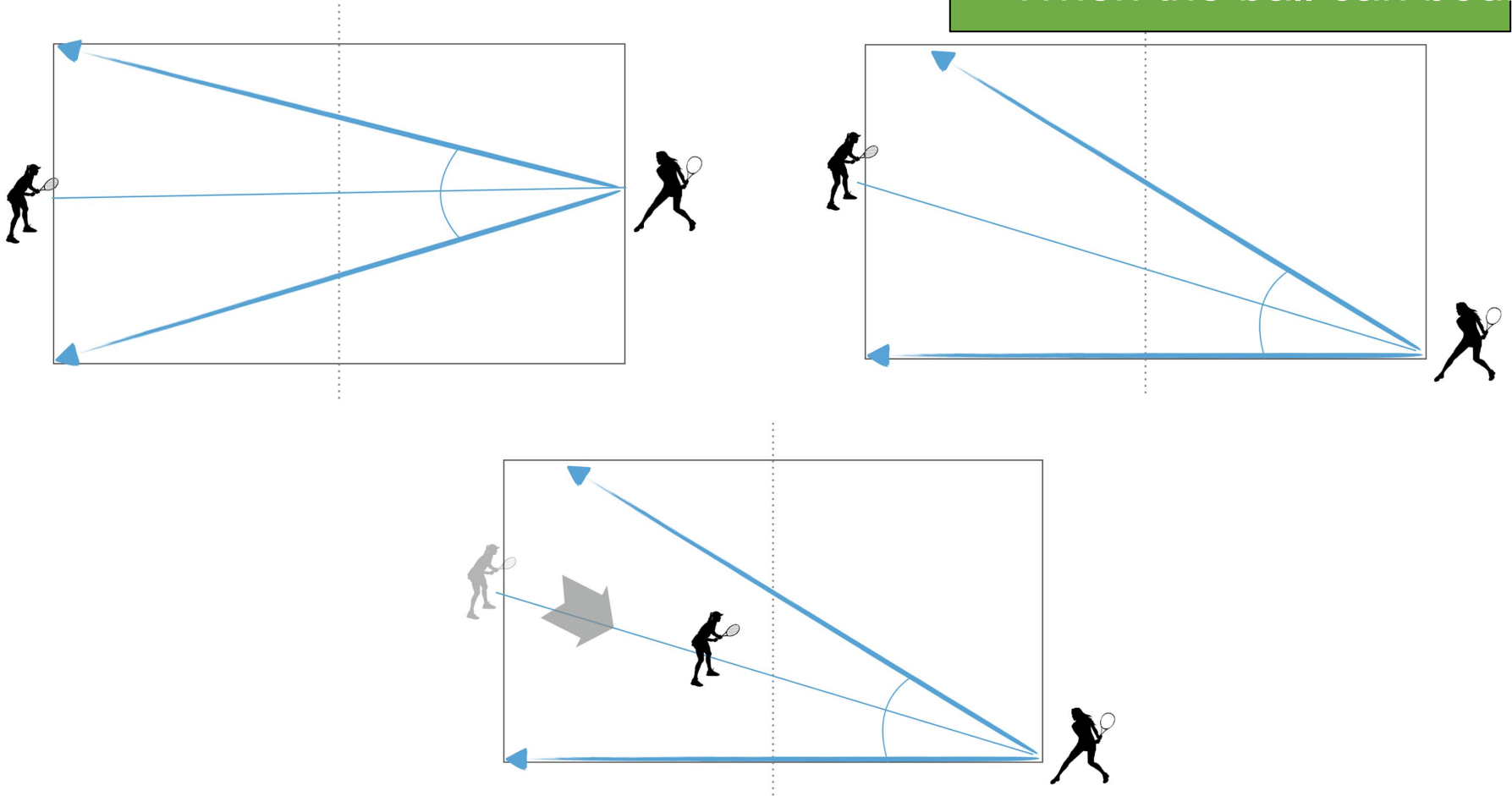
Move the opponent to create space



Net/wall Games - Tactical problems

Defending space

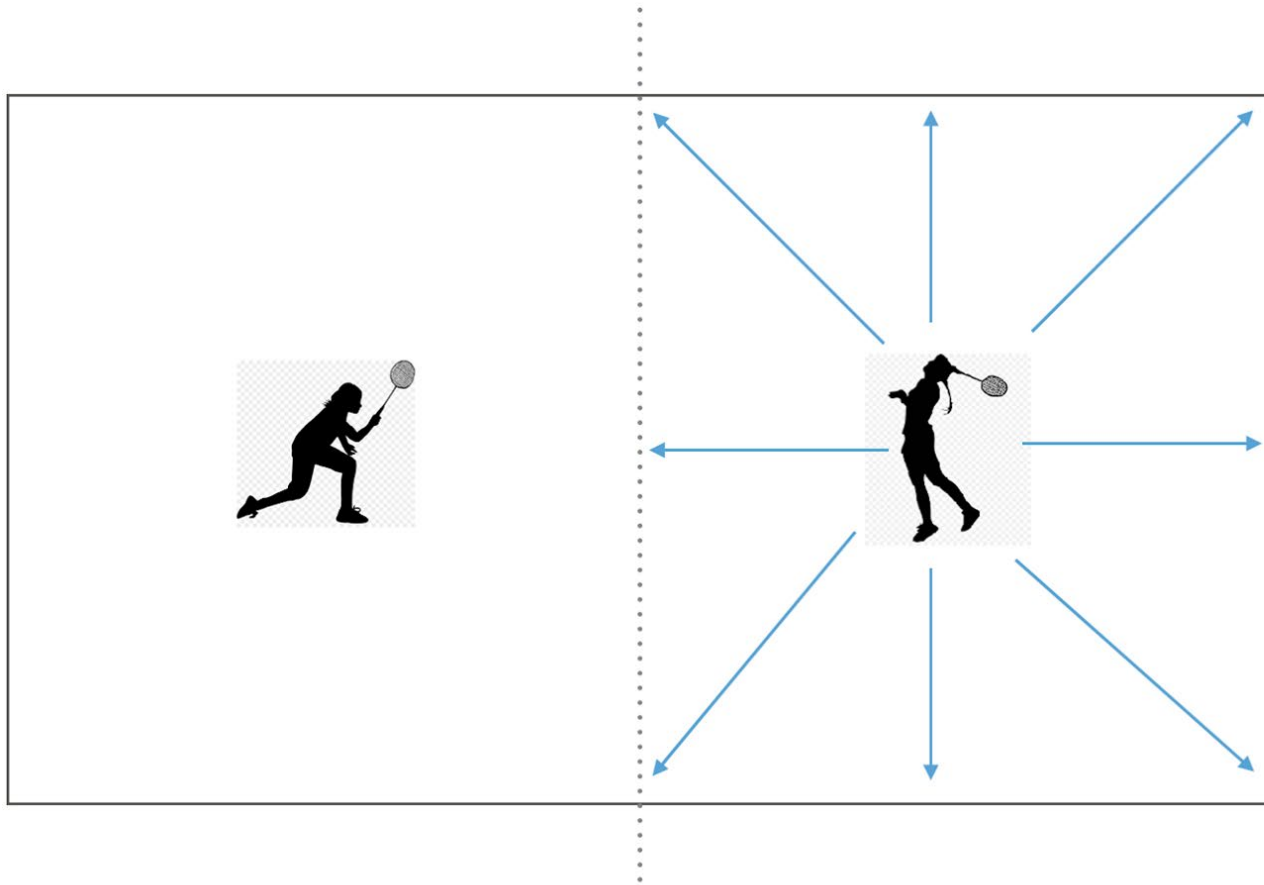
When the ball can bounce



Net/wall Games - Tactical problems

Defending space

When the ball can" bou



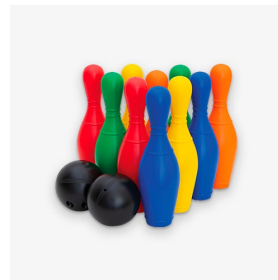
Target Games - Definition

Goal

the goal of any target game is to place an object (ie., ball, disc, horse-shoe, or a projectile) in the target area to obtain the best score.

Target Games typologies:

1. **Unopposed:** each player performs his/her action independently of the competitors and his/her action does not affect the performance of his/her opponents and vice versa. Examples of unopposed games are: golf, bowling
1. **Opposed:** each player can counter-attack opponents' action by moving their projectile/ball away from the target or by protecting his/her ball/projectile from the attack of his/her opponent. Examples of opposed games are: billiards, bocce, and curling.
1. **Moving target games:** the main characteristic of these games, introduced by Mendez-Gimenez and colleagues, is that the participant's body is the target. Examples of this game are dodgeball or datchball.



Target Games - Tactical Principles

| <u>Unopposed Target Games</u> | <u>Opposed Target Games</u> | <u>Moving Target Games</u> |
|-------------------------------|------------------------------------|---|
| Orientation and positioning | <i>Orientation and positioning</i> | Be balanced and ready to move |
| Trajectory and power | <i>Trajectory and power</i> | Use variety of fakes |
| Throw/hit selection | <i>Throw/hit selection</i> | Avoid hit by changing speed and direction quickly |
| Projectile placement | <i>Projectile placement</i> | Keep constant visual contact with the projectile |
| | Collaboration | |
| | Protection | |
| | Opposition | |

(Gonzalez-Villora et al., 2021)



Target Games - Tactical problems

| Tactical problems | Level I <i>One player unopposed</i> | Level II <i>1vs1 unopposed</i> | Level III <i>1vs1 opposed</i> |
|---------------------------------------|--|---|---|
| <u>SCORING</u> | | | |
| <i>Moving to closer target</i> | Aiming for the target with accuracy | Placing the throwing object as close to the target area as possible | Pushing own throwing objects to the target area |
| <i>Avoiding obstacle</i> | | Using other objects to avoid obstacles | |
| <i>Creating a reaction</i> | | | Create useful contact points |
| <u>PREVENTING SCORING</u> | | | |
| <i>Defending space</i> | | Moving opposite object away from the target area | Guarding (protecting an area or an object) |
| <i>Getting the last shot</i> | | | Giving up one point to get the last throw in the next round |

(Modified and adapted from Gonzalez-Villora et al., 2021)

Topic 2: Game Modification

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



Topic 2: Games Modifications

Why to modify games and use modified games?

How to modify games

- o Invasion
- o Net and wall
- o Bat and field
- o Target

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/game goal

Topic 2: Games Modifications

TGfU PEDAGOGICAL PRINCIPLES

(Thorpe, Bunker, Almond, 1984)

SAMPLING

MODIFICATION-REPRESENTATION

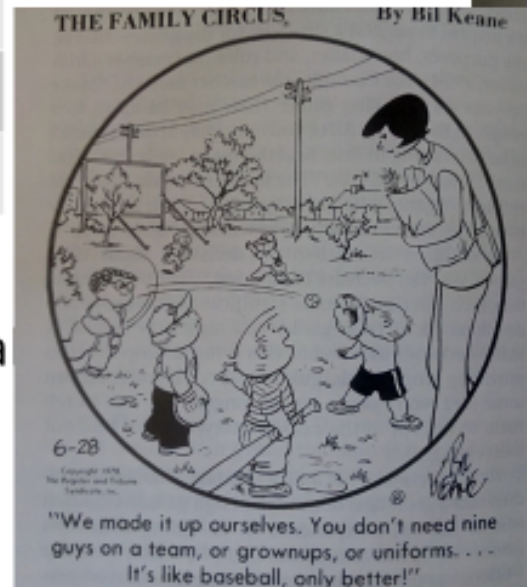
MODIFICATION EXAGGERATION

TACTICAL COMPLEXITY

Simplification of the game's structural elements whilst maintaining the same tactical structure of the formal game

Pedagogical purpose

Create developmentally appropriate game-like scenarios that allow learners to play the game according to their size, age and ability, so they can **“actually play”**.



Topic 2: Games Modifications

TGfU PEDAGOGICAL PRINCIPLES

SAMPLING

MODIFICATION-REPRESENTATION

MODIFICATION EXAGGERATION

TACTICAL COMPLEXITY



Some secondary rules are modified to focus the game on a specific tactical problem and to guide students to perform required actions.

Pedagogical purpose

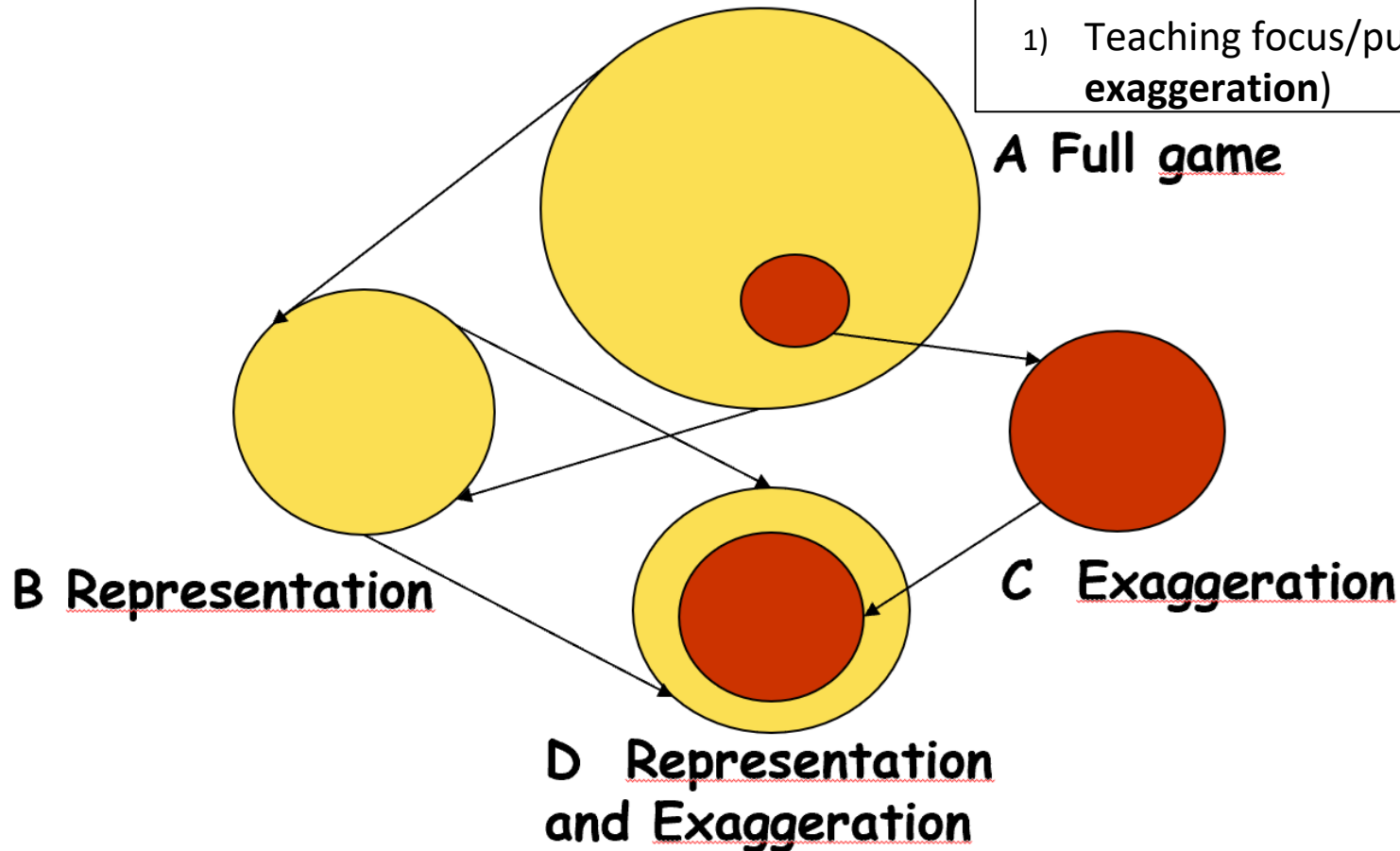
To emphasize particular information, making it clear for the student how to achieve a certain action (Holt, 2002).

Topic 2: Games Modifications

Modify to:

1) Make it playable (game representation)

1) Teaching focus/purpose (game exaggeration)

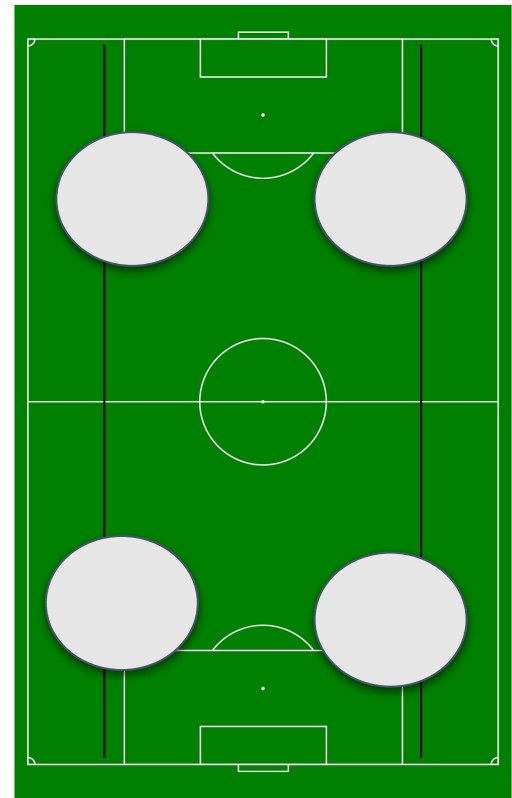


Invasion Game: Modifying Rules

Based on the lesson objective, modify the rules.

Example

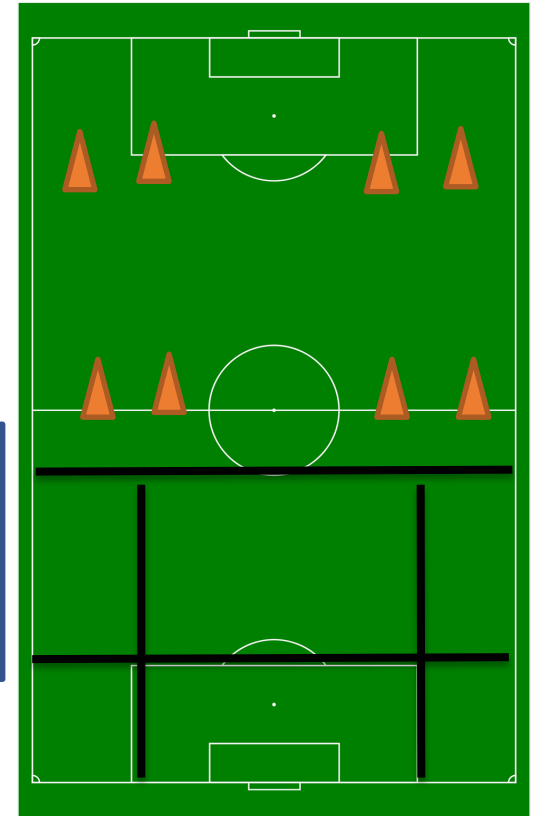
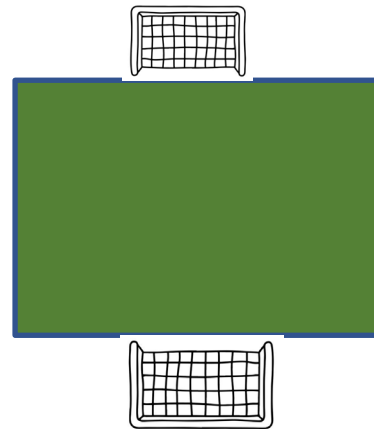
- Limited touches (i.e., max of 3 touches).
- Defensive rules (i.e., cold, warm and hot defense).
- Restricted areas (i.e., no defenders)



Modifying Fields (Playing Area)

Based on the lesson objectives and skill level of the students, modify the playing area:

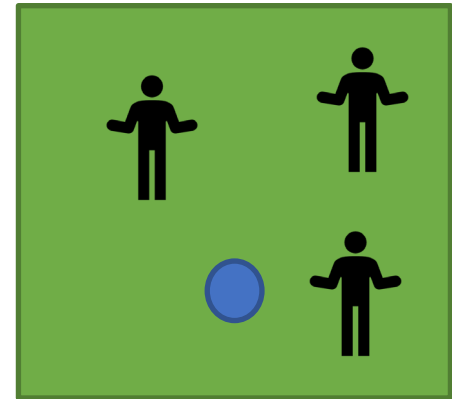
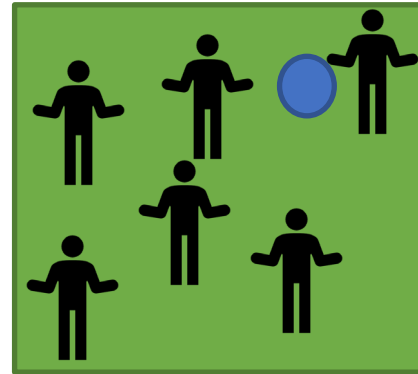
- Smaller or bigger area
- Wide or narrow
- Long or short
- Square or triangle
- Number of the goals
- Location of the goals



Modifying Number of Students

Based on :

- Lesson objective (i.e., Tactical problem)
 - Skill level
 - Grades/age
-
- Modify the number of students in the field.
 - In coaching sports, make an intentional decision of who is on what team.



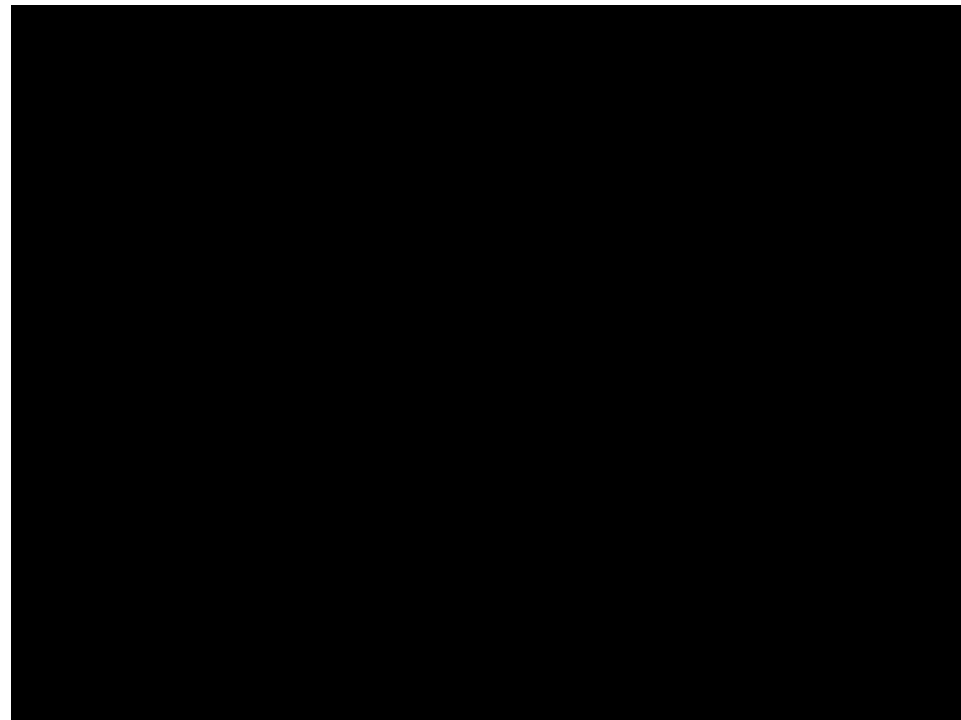
Modify Equipment

Based on students' skill levels and the lesson objectives (i.e., tactical program), teacher can modify the equipment:

- Balls (i.e., size and materials)
- Goals (i.e., size/height and materials)



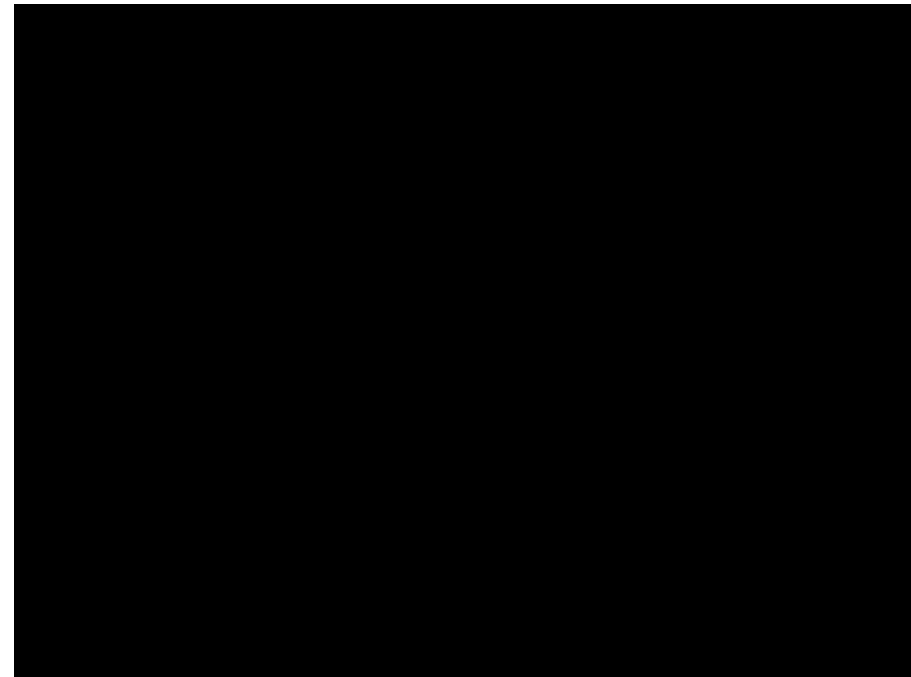
| GAME CATEGORY | MODIFICATION | STRUCTURAL ELEMENT |
|-----------------------------|----------------|--------------------|
| INVASION | SAMPLING | NUMBER OF PLAYERS |
| NET & WALL | REPRESENTATION | RULES |
| BAT AND FIELDING | EXAGGERATION | SPACE |
| TARGET | | EQUIPMENT |



Main goals pursued with the modification:

- Increase of participation
- Reduction of tactical complexity

| GAME CATEGORY | TACTICAL PROBLEM | MODIFICATION | STRUCTURAL ELEMENT |
|-----------------------------|--|---------------------|--------------------|
| INVASION | KEEP THE BALL /RECOVER THE BALL | SAMPLING | NUMBER OF PLAYERS |
| NET & WALL | PROGRESS / PREVENT PROGRESSION | REPRESENTATION | RULES |
| BAT AND FIELDING | GET THE GOAL / PREVENT THE GOAL | EXAGGERATION | SPACE |
| TARGET | | | EQUIPMENT |



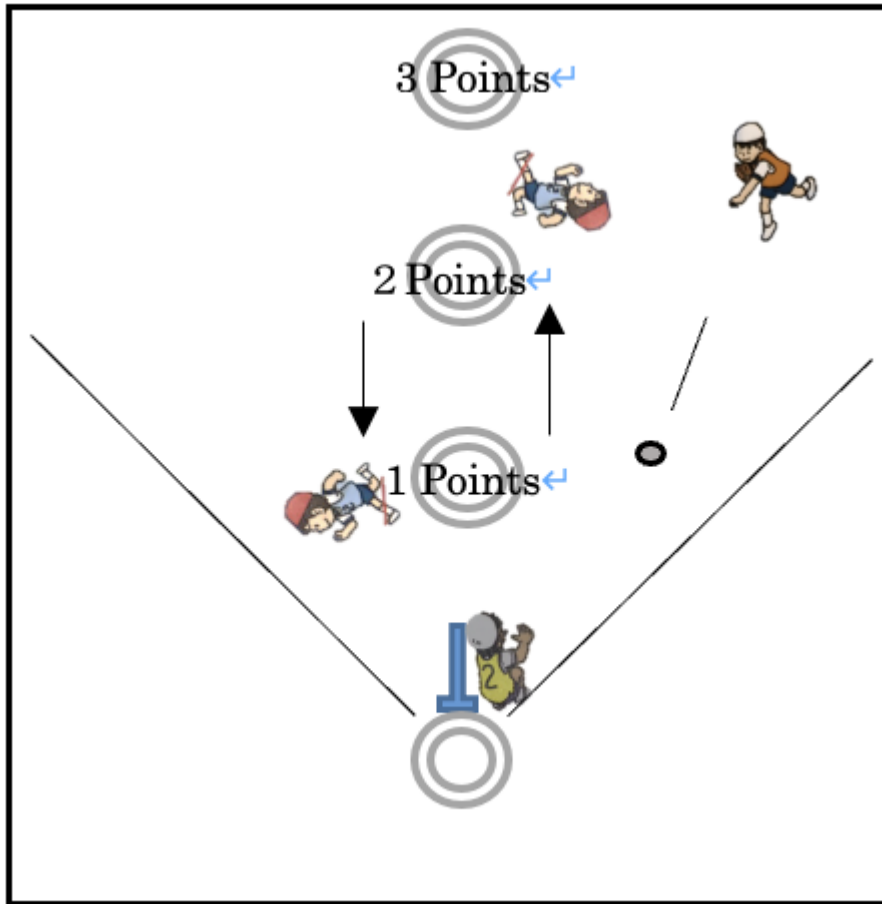
Main goals pursued with the modification:

- Focus on “get the goal” tactical problem

Striking/Fielding Games



Ex.1

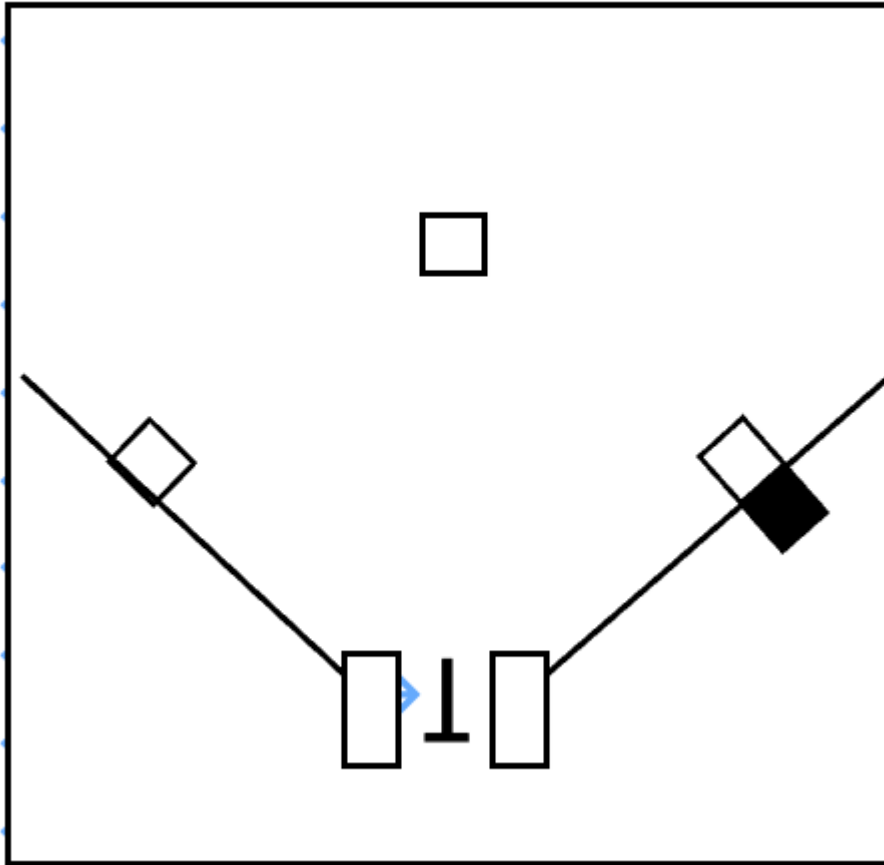


Number of people: 3 VS 3

Rules

- The attacking team starts by delivering the ball from the position on the tee.
- All members of the team can start the game by throwing out the ball once.
- All players who return to the home circle before the ball scores a point.
- The defending team is stopped (out) by sending the ball back to the home circle before the attacker does.
- The circles are spaced 5 meters apart.
- The ball is a large ball.
- The total score of each batter's round is used for the competition.

Ex.2



Number of players: 6 VS 6

Rules:

- Three-out turn.
- Batter hits the ball placed on the tee.
- The batter hits the ball placed on the tee.
- Defensive positions are decided depending on defenders freely.
- One catcher (who only takes the ball at home base) must be from the offensive team.
- There will be extra bases, no stealing or leading off.
- No touch outs, only force outs.

Points of Game Modifications

- (1) Limit the number of players to facilitate decision making.
- (1) Determine the techniques to be used according to the objectives.
- (1) Be flexible in changing the court and rules.

Net/wall Games - Modification

example 1 - Make it playable (game representation)

SMALLER AND SOFTER BALL

SMALLER COURT

LESS RULES

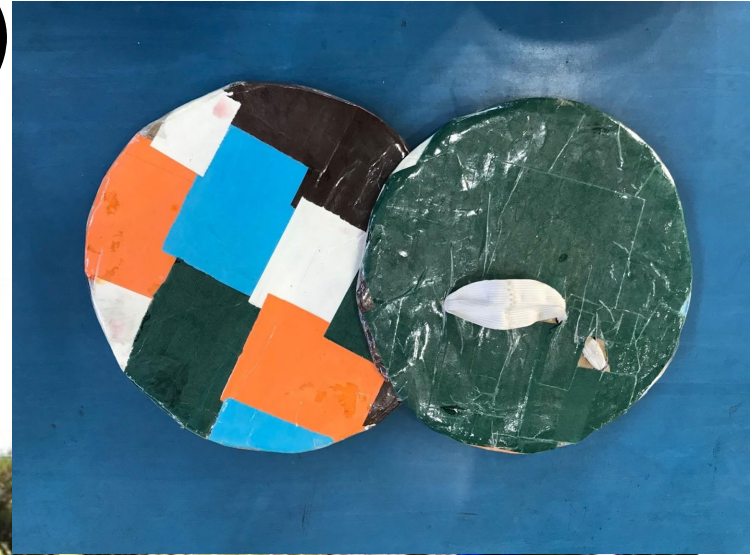
CHANGE RACQUETS



Net/wall Games - Modification

example 1 - Make it playable

(game representation)



Games Modification - Make it playable (game representation)

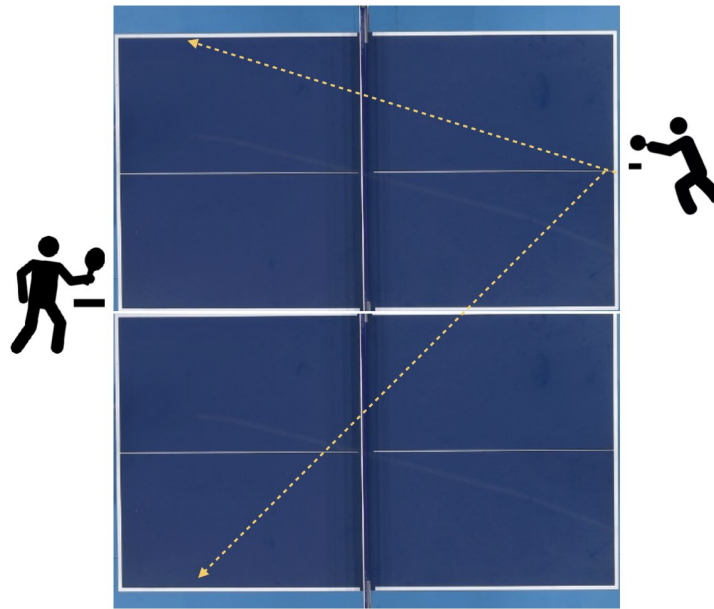


Games Modification - Make it playable (game representation)



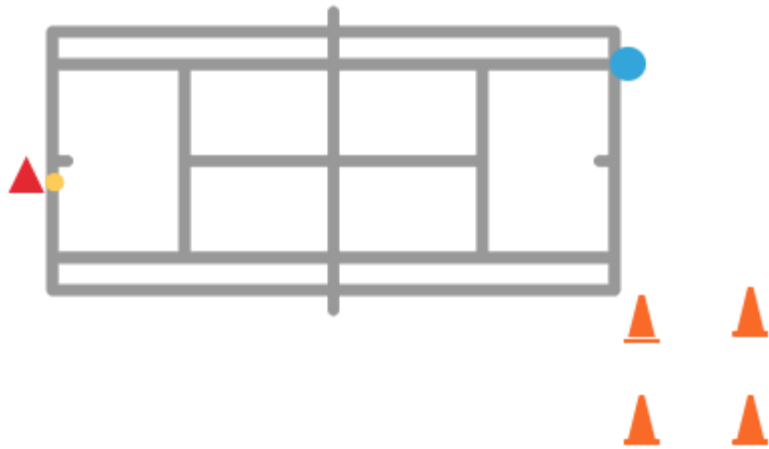
Net/wall Games - Modification example 2 - Exaggeration

Winning the point



2 tables to exaggerate the open space to win the point

Net/wall Games - Modification example 2 - Exaggeration



Target Games - Example 1 - Exaggeration

BEANBANG TOSS



ORIGINAL GAME

Game Goal: scoring

Level of complexity: 1 (*One player unposed*)

Tactical Problem: Aiming for the target with accuracy in terms of both direction and distance

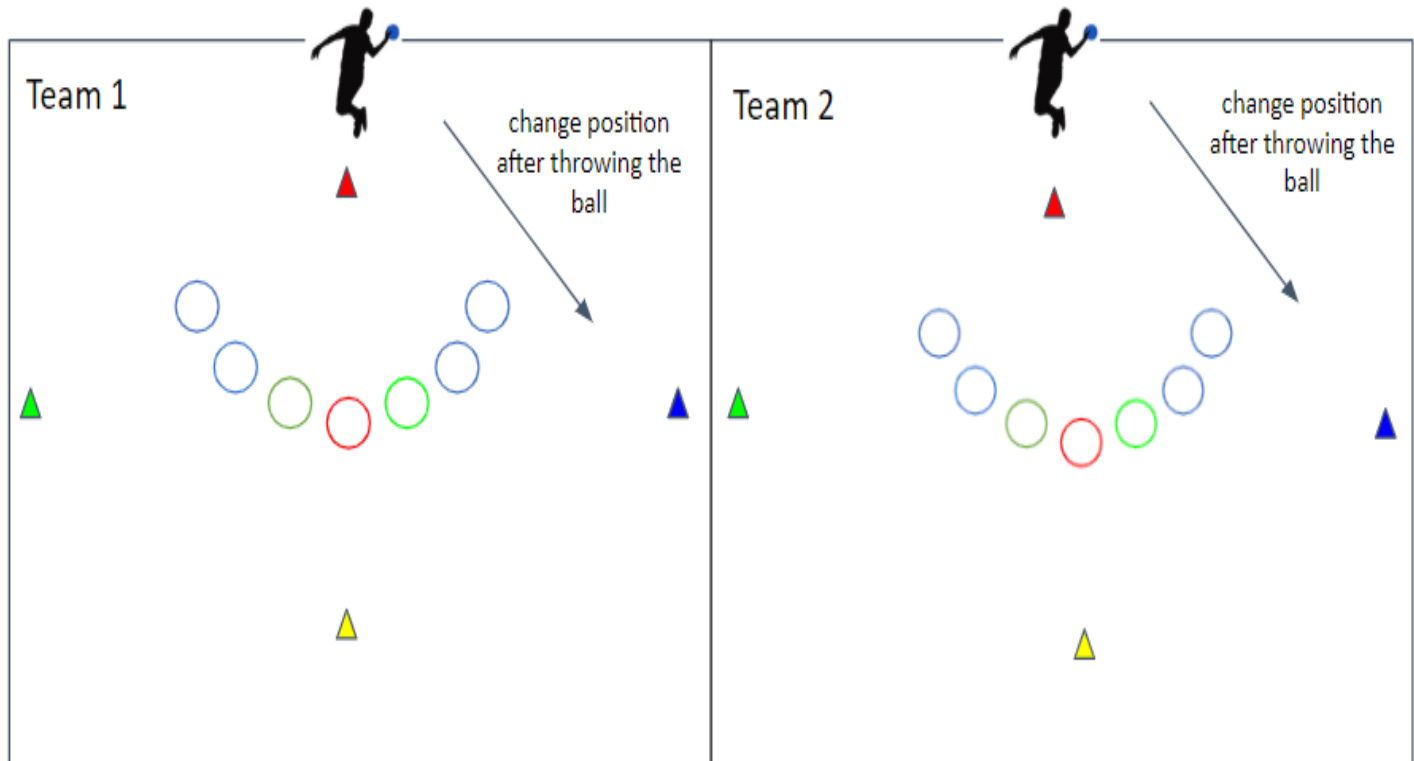
MODIFIED GAME

- Two teams composed by three players each;
- 4 shots per player;
- The team that first reaches 60 points wins.

○ 1 Point

○ 2 Points

○ 5 Points



Target Games - Example 2 - Representation

Game Goal: Scoring

Level of complexity: 3 (moving target game)

Tactical Problem: Pushing own throwing objects to the target area (ie., subject)

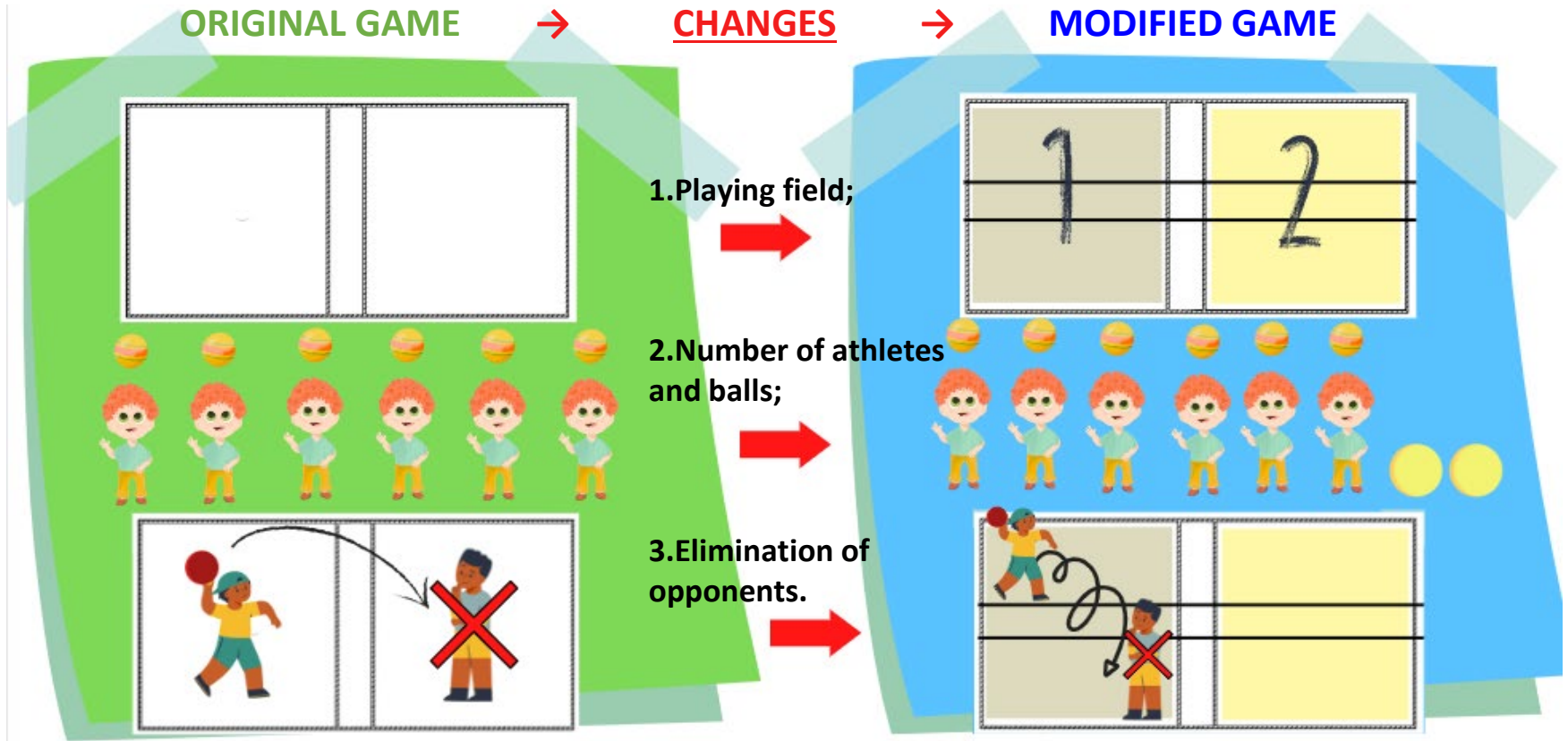
ORIGINAL
GAME:
DODGEBALL



REPRESENTATION MODE:

Let's change the rules to increase engagement and facilitate the game!

Target Games - Example 2 - Representation



Suggested follow-up on TGfU webinars

- Tactical Focus (versus skill focused)

§ An Overview of the TGfU Model--Putting the Why Before the How
<https://www.youtube.com/watch?v=ajdf1yjL9W8>



- Categories

§ Advantages of learning sports by categories and from a TGfU approach (examples in net & wall) (Spanish) https://www.youtube.com/watch?v=XIBEBY_cRK8 Min: 0h:58'-1'



- Invasion

§ Game Modification for Learning Tactical Concepts in Invasion Games
<https://www.youtube.com/watch?v=ucE2yflvfdQ>



- Net & wall

§ Game Modification for Learning Tactical Concepts in Net/Wall Games
<https://www.youtube.com/watch?v=ajdf1yjL9W8>



- Target games

§ TGfU at home. Target games. <https://www.youtube.com/watch?v=ak3z2Nx0OLI> (Spanish, English subtitles)



Questions?



Thank you for listening!

Next Seminar: Sept 24th!