



TGfU

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Game Based Approach as a wealth of ideas born from a common and old concern

1. *First stage: identification of the problem*
2. **Second stage: convergence of ideas in the TGfU model**
3. *Third stage: wealth of ideas*
4. *Fourth stage: moving to 'game-based approach' as the collective*

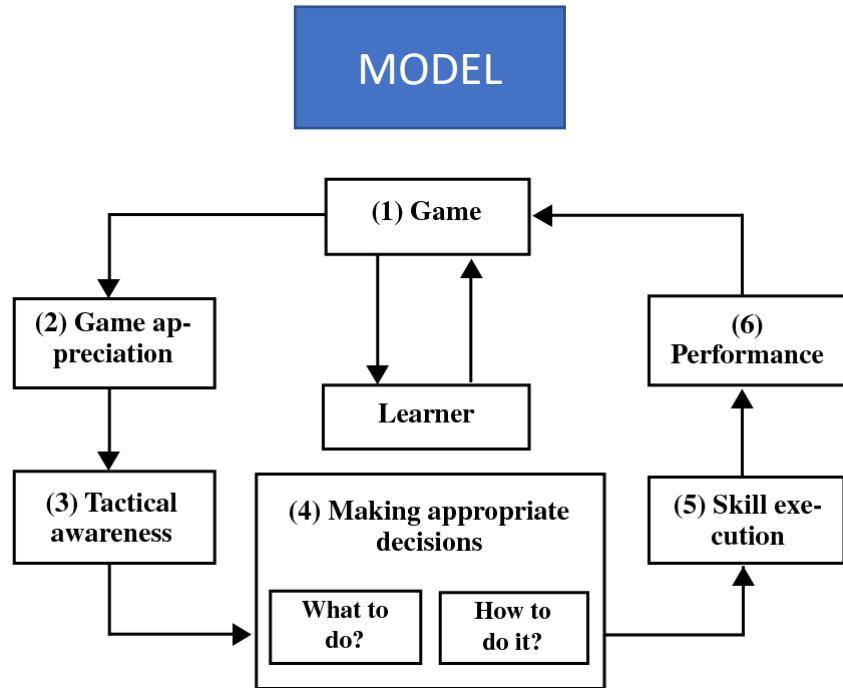
Gutiérrez & Koekoek, in press

The technical model of teaching sport consistently reveals that:

- a) a large percentage of children achieving little success due to the emphasis on performance, i.e., "doing"
- b) the majority of school-leavers "knowing" very little about games
- c) the production of supposedly "skillful" players who in fact possess inflexible techniques and poor decision-making capacity
- d) the development of teacher/coach dependent players
- e) the failure to develop "thinking" spectators

Bunker & Thorpe, 198

TGfU



PEDAGOGICAL PRINCIPLES

TGfU PEDAGOGICAL PRINCIPLES

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

MODIFICATION-REPRESENTATION. Simplification of the game's structural elements maintaining the same tactical structure of the formal game.

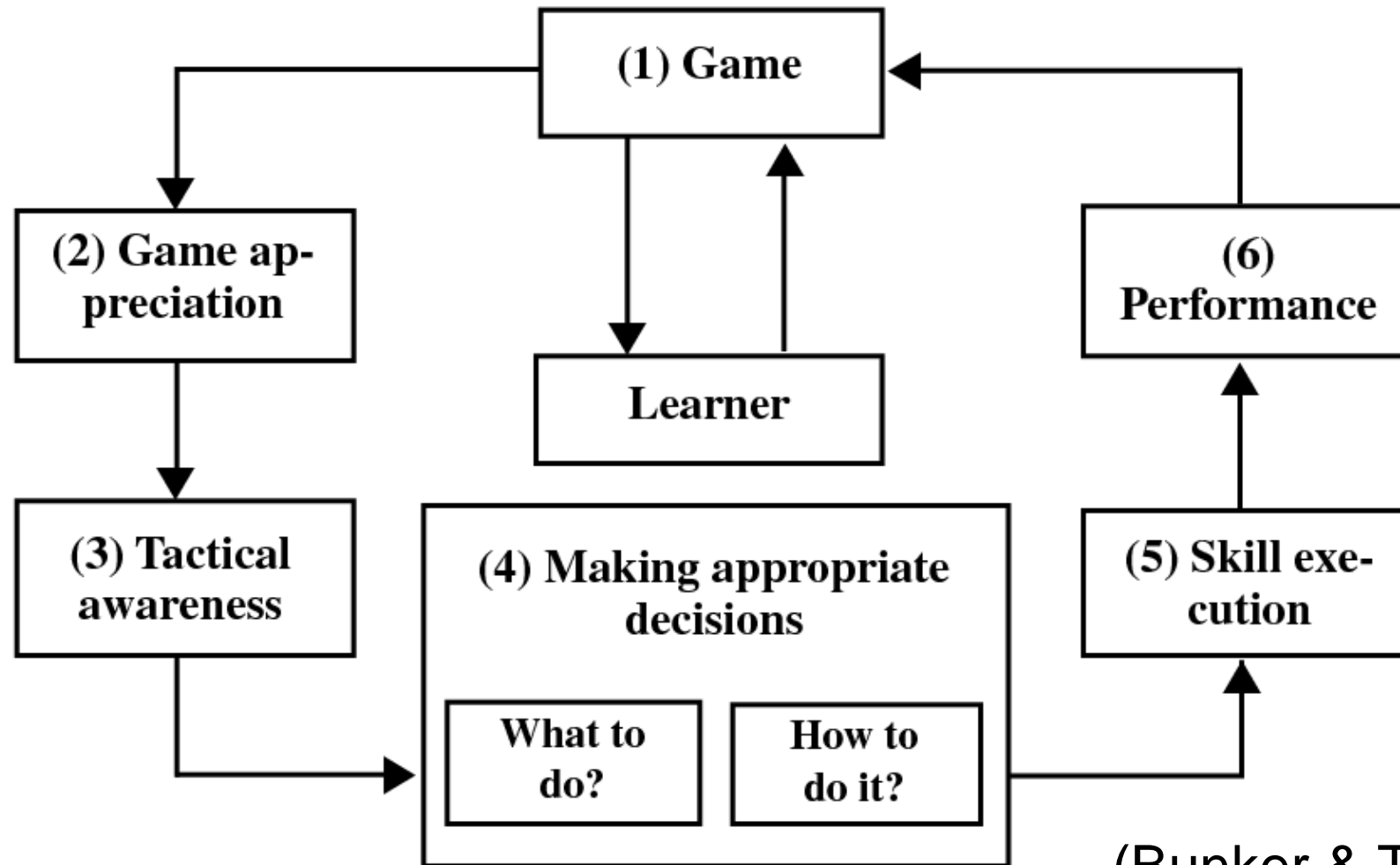
MODIFICATION EXAGGERATION. Some secondary rules are modified to focus the game in an specific tactical problem and to guide students perform required actions. This modifications (task constrains) seek to emphasize particular information source, making obvious for the student to achieve certain action.

TACTICAL COMPLEXITY Games with less tactical complexity form the start point for the development of games for understanding curricula.

CATEGORIES



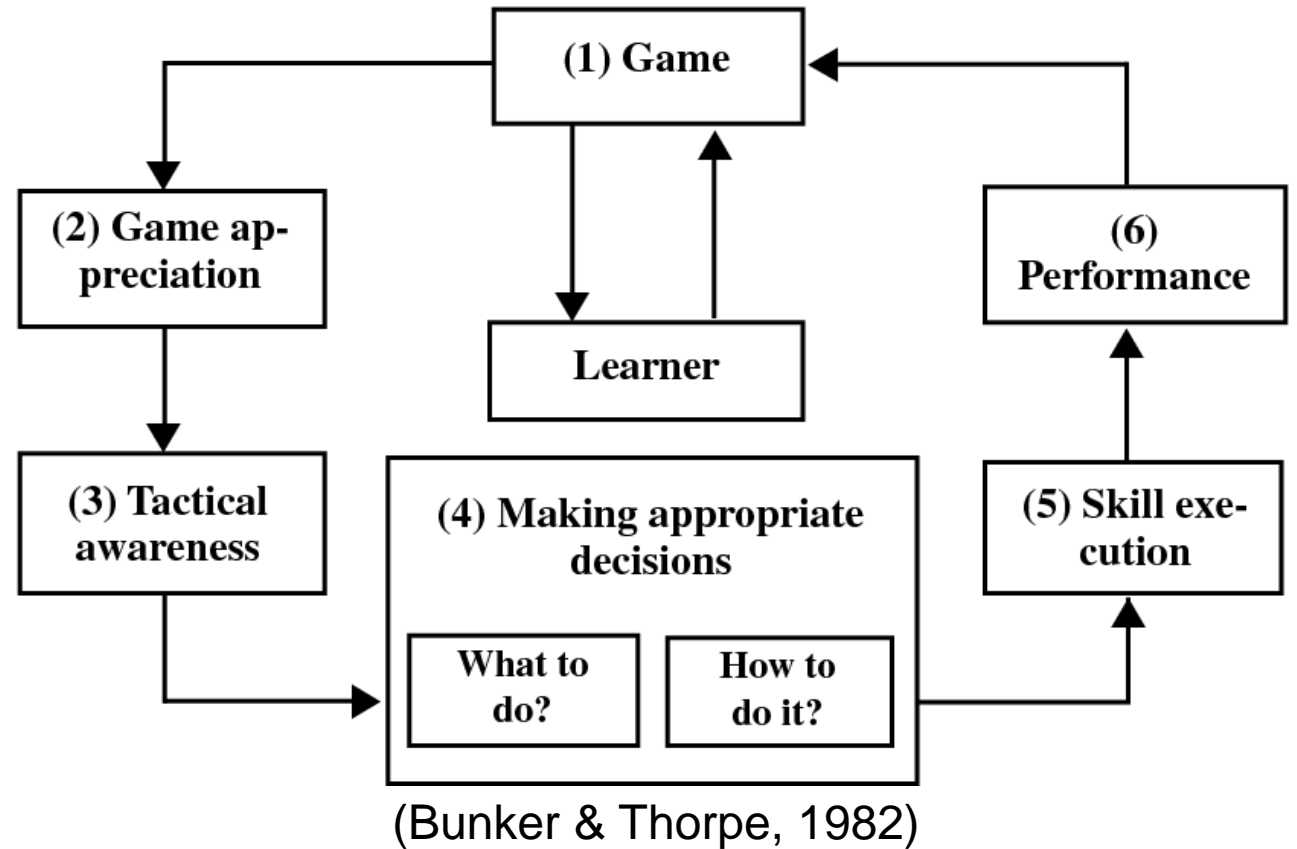
Original TGfU Model



(Bunker & Thorpe, 1982)

Original TGfU Model

- ❑ Learner at the center
- ❑ The why before the how
- ❑ The game as main teaching and learning context



“The key aspect of the model lies in the design of **well-structured (i.e., conditioned) games** that require students to make **decisions** to elevate their **understanding of games** (i.e., increase **tactical awareness**)”.

Games classification (Almond, 1986)

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

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

TGfU PEDAGOGICAL PRINCIPLES

(Thorpe, Bunker, Almond, 1984)

SAMPLING

MODIFICATION-REPRESENTATION

MODIFICATION EXAGGERATION

TACTICAL COMPLEXITY

Use of different game examples from the same category and provide students with an understanding of similar **tactical problems solutions** (Holt, 2002)

Pedagogical purposes:

- Transfer
- Experiences through categories
- Save curricular time



TGfU PEDAGOGICAL PRINCIPLES

(Thorpe, Bunker, Almond, 1984)

SAMPLING

MODIFICATION-REPRESENTATION

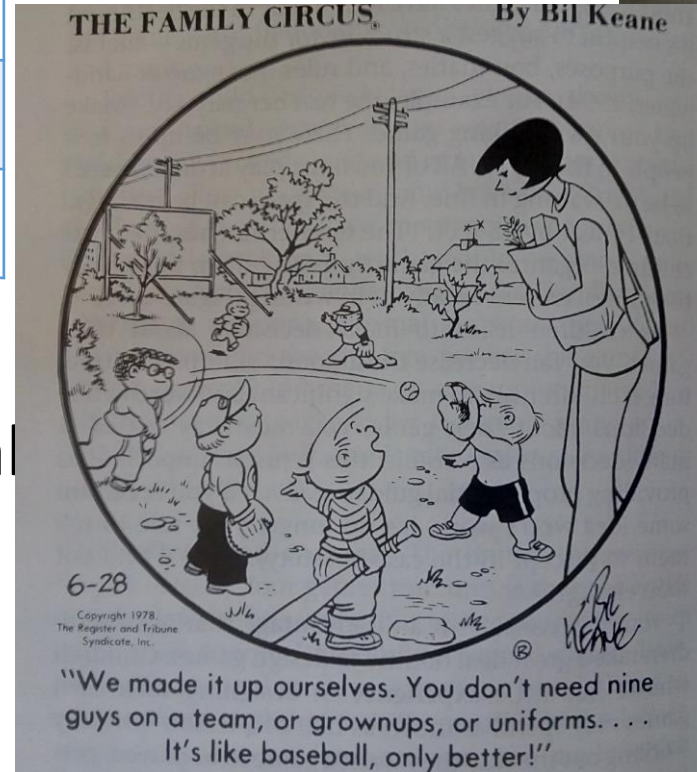
MODIFICATION EXAGGERATION

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”**.



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).



TGfU PEDAGOGICAL PRINCIPLES

SAMPLING

MODIFICATION-REPRESENTATION

MODIFICATION EXAGGERATION

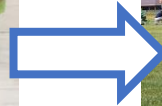
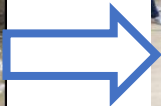
TACTICAL COMPLEXITY



Teaching progression based on tactical complexity

Considered *within* and *between* game forms.

Teachers need to manipulate task constraints to the level of the learners.



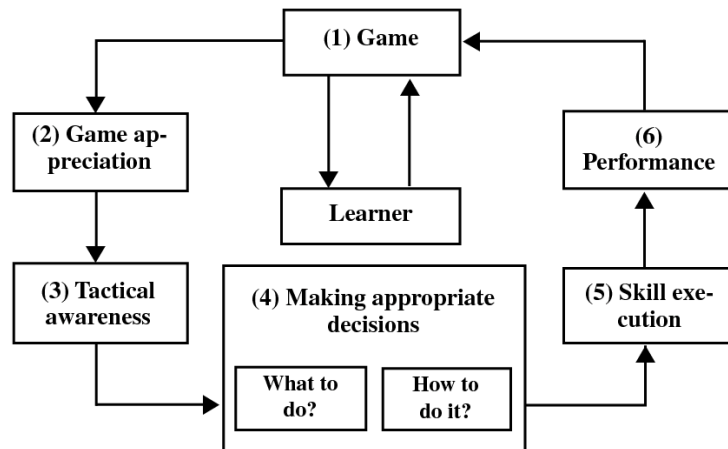
TGfU

Development, enrichment and supported with research

MODEL

PEDAGOGICAL PRINCIPLES

CATEGORIES



Revised TGfU model
(Kirk & MacPhail, 2002)

TGfU PEDAGOGICAL PRINCIPLES

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MODIFICATION-REPRESENTATION. Simplification of the game's structural elements maintaining the same tactical structure of the formal game.

MODIFICATION EXAGGERATION. Some secondary rules are modified to focus the game in an specific tactical problem and to guide students perform required actions. This modifications (task constrains) seek to emphasize particular information source, making obvious for the student to achieve certain action.

TACTICAL COMPLEXITY Games with less tactical complexity form the start point for the development of games for understanding curricula.

Modification by adaptation
(Hopper, 2011)



Tag games, mixed categories, ...

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3. Third stage: wealth of ideas

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Gutiérrez & Koekoek, in press

- GBA for early years
- Structuring TGfU for teacher.
- Expanding learning-game designing
- Teaching in the game improvements
- GBA for coaching
- Widespread use
- Authentic assessment for understanding
- A more authentic Sport Experience in PE

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Gutiérrez & Koekoek, in press

TGfU SIG STATEMENT

*In order to promote terminological consistency among researchers and practitioners, the TGfU SIG suggests 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 skillful players.***

The TGfU SIG also encourages 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.

<http://www.tgfu.info/consensus-statement.html>



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