



GAMES

FOR UNDERSTANDING

INTRODUCTION



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A MANUAL FOR TEACHERS

*Developed by a group of practising
physical education teachers*

Pat Coleman
Fionnghuala Kilkelly
Ger Murphy
Denis O'Boyle
John Michael Porter
Mairéad Slattery

under the direction of
Michael Darmody
Physical Education Inspector

*Sponsored by the Department of Education with the support
of the Physical Education Association of Ireland*



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A NEW APPROACH TO TEACHING GAMES

Most physical education teachers will have experienced the situation where their methodology for teaching games does not seem to be appropriate to the needs of their pupils - they become bored with the lesson format; they object to the necessity to perform endless "drills", the good players become bored while the weak players become frustrated and the hall resounds to the endless call *"when can we play a game Miss/Sir?"*

The Games for Understanding Model has grown out of teachers' attempts to come to terms with these issues. Bunker and Thorpe (1982) identified a number of problems with the traditional approach to games teaching.

- . *a large percentage of children achieving little success due to the emphasis on performance, i.e. "doing"*
- . *the majority of school leavers "knowing" very little about games*
- . *the production of supposedly "skilful" players who, in fact, possess inflexible techniques and poor decision-making capacity*
- . *the development of teacher/coach dependent performers*
- . *the failure to develop "thinking" spectators and "knowing" administrators at a time when games (and sport) are an important form of entertainment in the leisure industry.*

Many teachers will identify with some or all of these problems and indeed, many will have adjusted their games programmes to overcome them.

The principles outlined in this manual will be familiar to teachers and will reflect adaptations they have made to their programmes. The authors are not laying claim to a new and revolutionary teaching model, but simply a novel approach to the teaching of games which places the emphasis on understanding. This approach asks the question "why?" before "how?".

The traditional model of teaching games is based on the acquisition of discrete sports skills and techniques which are then developed in the context of specific games. In the understanding approach which is recommended in this package the teaching of skill and technique takes second place to the development of tactical awareness through an exploration of principles of play.

We must recognise that the majority of pupils will not have the capacity to become highly skilled players, but they will all have the capacity to develop sufficient skill to play games at an enjoyable level. "Much of the pleasure involved in games playing lies in making correct decisions in the light of tactical awareness" (Thorpe and Bunker, 1982).

The teacher's task is to create the situation where the pupil seeks to develop skills which are required for him/her to perform in a given situation. Skill acquisition is seen in the context of the learner and the game situation - it arises from the game.

Pupils require a level of knowledge and understanding which will enable

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them to make the appropriate decisions based on their current level of awareness of the tactical situation. The teacher should provide the pupil with the knowledge-base which will enable him/her to develop problem-solving skills.

The main focus of the understanding approach to games teaching is on tactical awareness and decision making rather than on the development of skill and technique. This provides the opportunity for all children, irrespective of physical ability, to play a central role in the games lesson, thus enhancing self-esteem and a sense of personal fulfilment.

Children are encouraged to play the game at their own technical level - ensuring a level of success and enjoyment for all.

The Games for Understanding Model views the teacher as an enabler rather than a transmitter of knowledge. It views the child as being responsible for his/her own learning rather than as a passive receiver of information. The model rejects the notion that there is one correct way which the teacher knows and which must be transmitted to the pupils, rather it views the teaching of games as a process of problem resolution. The teacher creates a situation where the pupil identifies the problem and then seeks tactical solutions. Thus the teacher, in deciding what to teach, instead of listing the skills and techniques of the various games, is required to look at the potential problems within the game situation (Booth 1983).

We must shift the emphasis from "the pupil's correct replication of what the teacher does, to the pupils' successful organisation of his/her own experience". (von Glaserfeld, 1989)

The understanding approach to teaching games does not provide a simplistic solution. It places great demands on the teacher. His/her task is to gain an understanding of the child's current level of understanding, and to guide the child towards adult competence. This means that the teacher must, not only have a viable model of the child's current status, but also of the desired adult level of competence and of the most appropriate methodology for guiding the learner along the road to competence.

Wood (1988) uses the term "contingent teaching" to describe a process where the teacher paces the amount of help s/he gives to the child on the basis of his/her current level of understanding. If the pupil fails to understand at a given point more help is given. When the pupil displays a level of understanding the teacher steps back and allows room for pupil initiative. Through this process the teacher "scaffolds" the child's learning in a manner which bridges the gap between the child's unassisted level of competence and his/her potential level of competence with adult assistance (Wood 1988).

Categorization of Games:

Games can be categorized according to the format in which they are played. The four major categories are:

- Invasion Games**
- Court/Net Games**
- Batting/Fielding Games**
- Target Games**

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All our major games fall into one of these categories (Table 1). The principles of play involved in a game are directly comparable to those games within the same category - thus, for instance, the principles of attack and defence appropriate to hockey will also apply to basketball. This should facilitate the carry-over of learning from one game to another.

A balanced games programme should include experience in each of the game formats.

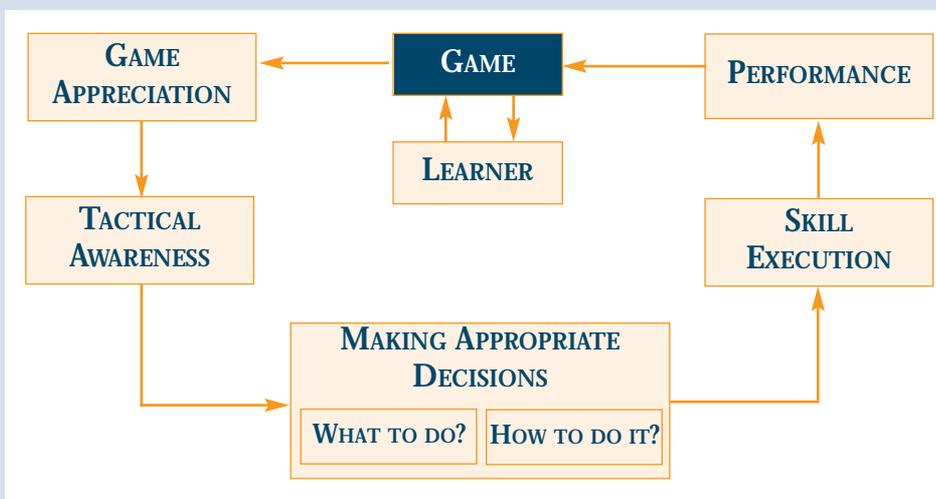
Table 1: Categorization of Games

Invasion Games	Net/Court Games	Batting / Fielding Games	Target Games
Focused Goal <i>Gaelic Football</i> <i>Soccer</i> <i>Hockey</i> <i>Basketball</i> <i>Hurling</i> <i>Camogie</i>	Divided Court <i>Badminton</i> <i>Tennis</i> <i>Volleyball</i> <i>Table Tennis</i>	<i>Rounders</i> <i>Cricket</i> <i>Baseball</i>	<i>Golf</i> <i>Bowls</i> <i>Archery</i>
Line Goal <i>Rugby</i> <i>American Football</i>	Shared Court <i>Squash</i> <i>Handball</i> <i>Raquetball</i>		

Balance should also be aspired to in terms of the predominant skills involved in the game, i.e. striking skills, throwing/catching skills and kicking skills.

The Teaching for Understanding Model

The following model, proposed by Bunker and Thorpe (1982), outlines the procedure whereby the teacher helps the child to achieve a new level of skillful performance.



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1. Game:

The lesson always commences with a game. The pupils are presented with a game which will probably involve small numbers of players, modified playing surface area and modified equipment. It is important that the pupils are capable, with guidance, of understanding the particular game form and are capable of playing it. They are guided to recognise the unique problems to be solved in playing the game.

2. Game Appreciation:

From the outset the pupils should understand the rules of the game being played. The rules should be simplified to ensure this. The imposition of certain rules will regulate the skill level and the tactics to be employed.

3. Tactical Awareness:

Children are introduced to the tactics of the game through the gradual introduction of movement principles, based on simple ideas of space and time. By investigating and experimenting with these ideas in simple games the pupils are encouraged to progress to more advanced situations.

4. Making Appropriate Decisions

Proficient games players take only fractions of a second to make decisions and they would see no value in distinguishing between the "what?" and the "how?".

In the understanding approach the teacher separates the questions of "what to do?" and "how to do it?" to enable the pupil to recognise and attribute shortcomings in decision-making.

(a) *"What to do?"* In deciding what to do each situation has to be assessed and thus the ability to recognise cues and predict possible outcomes is important.

(b) *"How to do it?"* Having decided what to do the player then has to make a decision as to what is the best way to do it. S/he has to make the most appropriate response.

5. Skill Execution:

In the model skill execution is used to describe the actual production of the required movement as envisaged by the teacher and seen in the context of the learner and recognising the learner's limitations. The execution of the correct skill becomes important only after the learner sees the need for that particular kind of skill.

When the pupil is ready for these skills technical instruction is given but it is always at a level commensurate with the pupil's current ability level.

6. Performance:

This is the observed outcome of the previous processes measured against criteria that are independent of the learner. It should be a measure of appropriate response as well as efficiency of technique. The teacher helps

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the child in deciding whether a performance is correct or incorrect and in making decisions about how to improve it.

7. Game:

The sequential aspects of the model are critical. Satisfactory completion of the stages as outlined will necessitate modification of the game leading to a re-appraisal of the requirements of the new game. The cycle begins again.

*Michael Darmody
Project Director*

The Project Director and the Core Group teachers would like to acknowledge the excellent work of Rod Thorpe in the initial stages of the development of these materials.

PRODUCTION OF THE MANUAL

This manual was compiled by a group of six practising physical education teachers with the support of the Incareer Development Unit (I.C.D.U.) of the Department of Education.

The members of this core group worked closely with a team of teachers who piloted the materials in their schools and provided constructive feedback to the team. The materials were considerably refined on the basis of this feedback.

Core Group

Pat Coleman	Bishopstown Community School, Cork.
Fionnghuala Kilkelly	Mount St. Michael, Convent of Mercy, Claremorris, Co. Mayo.
Ger Murphy	Beaufort College, Navan, Co. Meath.
Denis O'Boyle	St. Colman's College, Claremorris, Co. Mayo.
John Michael Porter	Christian Brothers School, New Ross, Co. Wexford.
Mairéad Slattery	Coláiste Muire, Ennis, Co. Clare.

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Pilot Teachers

Máire Allen	Convent of Mercy, Roscommon
Suzanne Barrett	Vocational College, New Ross, Co. Wexford
Martin Connolly	Rice College, Westport, Co. Mayo
Áine Dalton	Loreto Convent, St. Michaels, Navan, Co. Meath
Sheila Daly	Presentation Secondary School, Ballyphehane, Cork
Maura Dwyer	Rossa College, Skibbereen, Co. Cork
Sinéad Egan	Mount St. Michael, Convent of Mercy, Claremorris
Marie Flanagan	St. Louis Community School, Kiltimagh, Co. Mayo
Seán Gardner	St. Kieran's Community School, Kells, Co. Meath
Marie Hughes	Scoil Bríde, Convent of Mercy, Tuam, Co. Galway
Patricia Jones	Presentation Convent, Clonmel, Co. Tipperary
Kathy Kirwin	Schull Community College, Schull, Co. Cork
Charlie Lambert	Davitt College, Castlebar, Co. Mayo
Treacy Maddan	Scoil Mhuire agus Íde, Newcastlewest, Co. Limerick
Joe McCabe	St. Gerald's College, Castlebar, Co. Mayo
Orla McGowan	Presentation Secondary School, Galway
Nancy McHugh	Presentation College, Currylea, Tuam, Co. Galway
Karen Murphy	CBS, New Ross, Co. Wexford
Maureen O'Brien	Presentation Secondary School, Wexford
Mary O'Donnell	Convent of Mercy, Doon, Co. Limerick
Pat O'Flynn	Coláiste Mhuire, Crosshaven, Co. Cork
Marie O'Mahony	Loreto Convent, St. Michaels, Navan, Co. Meath
Thérèse Ruane	Eureka Secondary School, Kells, Co. Meath

HOW TO USE THE MANUAL

The remainder of the manual consists of an in-depth look at a number of games from three of the four categories listed in table 1, i.e. Invasion Games, Court Games and Fielding Games.

Each of the three sections begins with an introduction which explains the Games for Understanding model in the context of each specific category of games. This is followed by a framework of tactical problems which provides an overall picture of what areas of work need to be addressed in relation to this category of games. Finally, in each section there is a series of sample "game plans". Each game plan takes a specific game and breaks it down into a format which should facilitate the physical education teacher in implementing his/her programme. This format is illustrated in figure 2.

Figure 2

ACTIVITY		QUESTIONS
Explains and illustrates the actions in which the pupils are involved.	CONCEPT <i>Highlights the essential principles which must be understood by the pupils if they are to advance in the game.</i>	Highlights specific tactical problems which arise within the game.

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Activity:

This column explains and illustrates the actions in which the pupils are involved, e.g. 1 v 1 cooperative rally.

Questions:

To correspond to each activity there is a series of questions. This questioning technique is used to highlight specific tactical problems which arise within the game. The teacher poses a question in order to make the pupils think about what they are doing and why.

If the pupils give an inappropriate response the teacher must pose a new question or rephrase the question to encourage them to progress.

Concepts:

This column highlights the essential principles which must be understood by the pupils if they are to advance in the game. This is the reason why the activity is being done. The concepts are noted in this column as they arise. Though they may only be listed once the concepts are constantly reinforced throughout the game plan.

Progression

The questions and activities are progressive. Each game plan is introduced at a basic level and progresses steadily towards the full version of the adult game. For instance the game plan for badminton commences with pupils working in pairs in a cooperative rally (if necessary with modified equipment and court to facilitate play). There is a gradual progression through the various levels until pupils are playing at a level which is commensurate with their ability and understanding.

Foundation Games

Both invasion games and fielding games begin with a foundation game plan. This provides material for introducing the principle of play and the general skills required within that category of games without being game specific. The teacher may teach a block of foundation games before commencing work on a specific game or alternatively s/he may go straight into work on a specific game. If s/he chooses the latter route the activities listed in the foundation section will still be relevant; they can simply be adapted to the specific game.

Flexibility

It is important to establish that the authors do not put forward the game plans in this manual as being the definitive approach to games teaching. The plans should be used in a flexible manner. You, the teacher, know your class best and it is important that you use the game plans in a manner which will help each individual pupil in your class. The game plans are not intended to be used like traditional lesson plans where the teacher starts at the first activity and brings the whole class through the scheme together. Some pupils will progress more quickly than others through some activities. The more competent players need to be challenged in competitive situations while, at the same time, there may be players who will always find cooperative rallying a real challenge. The teacher needs to assess the situation and to choose appropriate tactical problems to be solved in order to accelerate learning.



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Invasion games form a major part of most physical education programmes. Many games in this category have mass spectator appeal and they are the games which tend to be most popular with our pupils.

The core objective in invasion games is *to move into an opponent's territory in order to score*. To achieve this objective the players must maintain possession of the ball, create and use space and attack a 'goal' (Werner, Thorpe and Bunker, 1996).

This section of the manual provides material for introducing invasion games through a block of work on Foundation Games. As the title suggests, this block can form the foundation for further work on any of the invasion games. The section also includes material on two specific games: soccer and basketball.

Game Form

The pupils are introduced to a variety of game forms through which the concepts of invasion games can be explored. The games are presented in a very simple form at first to ensure that the pupils will understand and be able to play them.

Game Appreciation

From the very start, all pupils should understand the rules of the game to be played as these give the game its shape e.g. increasing the size of a target

or goal makes it more difficult for defenders to defend their goal and encourages scoring. The rules will also determine the repertoire of skills required for each student.

Tactical Awareness

It is important to help the pupils to develop a tactical approach to the problems posed by the game. They will need to find ways of creating and denying space e.g. drawing a defender wide creates space for an attack through the centre. They should also learn to recognise their opponents' strengths and weaknesses and to respond appropriately.

Decision Making

"What to do" and "How to do it" are problems which constantly arise within the game. As pupils work through a variety of situations, questions regarding possession (e.g. should I pass? who should I pass to?), moving towards the goal/line (e.g. will I dribble/run forward myself? or should I pass the ball forward?) defence (e.g. will I mark the player with the ball/the player without the ball/the goal) will arise. Having decided what to do, students must also decide how to do it e.g. where space is available near the goal in soccer/football, a quick incisive pass may be made, whereas, if space is limited, a patient build-up of passes may be used to draw defensive cover before a final pass is made.

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Skill Execution

Techniques/skills are taught as necessitated by the game in question e.g. in basketball players recognise a failure by opponents to successfully and speedily transfer from attack to defence which results in an increased opportunity to score. The teacher may spend time on techniques involved in fast-break/lay-up shots in order to facilitate students maximising the advantage. The technique is put back into the game as soon as possible.

Performance

The outcome of the above processes is observed and evaluated. It should be measured by appropriateness of response as well as technical efficiency. Once performance is deemed 'good', the game should be altered so that new challenges, problems and decisions are presented and the student is led through the learning process again, e.g. 4 v 2 'keep ball' - a group of 4 keep possession of the ball by passing to each other in a grid. As soon as passing is efficient and effective (not losing possession) the game should be altered. 3 v 3 'keep ball' would provide extra difficulty or, alternatively, the group could move onto 'line ball' (4 v 2). The team of 4 must pass so that the ball is passed forward to a line to score.

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Tactical Problems in Invasion Games

ATTACKING PRINCIPLES

- Keeping Possession
- Distribution of Possession
- Penetration
- Width
- Depth
- Support
- Scoring
- Creating Space



Problem	Tactical Solution	On the Ball	Off the Ball
<i>1. How do we keep possession?</i>	Keep the ball Pass the ball	Carry, Solo, Dribble Choose receiver Signal intention Pass the ball Practise deception	Move into space to get free for pass or to draw defender React to signal Give signal React to deception
<i>2. How do we invade the territory?</i>	Penetrate the defence Use width in attack Support the attack	Pass forwards Move forwards	Same as above and provide cover in depth
<i>3. How can we score?</i>	Create a space to shoot Attack the target Set pieces/shots.	Take on a defender 1 v 1 Shoot/score	Draw out defender from target area Support in - width - depth



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Tactical Problems in Invasion Games

DEFENDING PRINCIPLES

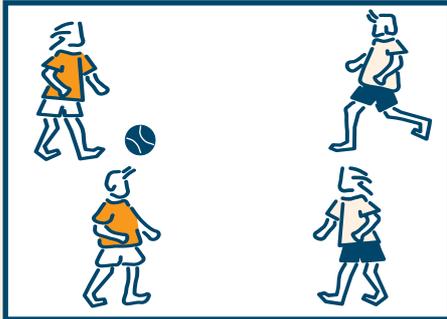
- Tackling
- Intercepting
- Concentration
- Closeness (width)
- Support (depth)
- Defend target
- Deny space

Problem	Tactical Solution	On the Ball	Off the Ball
<i>1. How can we regain possession?</i>	Win the ball	Tackle or intercept	Anticipate the pass
<i>2. How can we stop invasion?</i>	Close down space Close down player with the ball	Prevent passing forward by close marking Prevent moving forward by tackling	Support other defenders Stay close Stay on target side
<i>3. How can we stop them scoring?</i>	Deny shooting space Defend the target	Stay on target side Block striker Block the shot	Stay on goal side Maintain depth Cover angles Mark a player (person to person) or a space (zone)

1. 2 v 2 with agreed rules. Pupils are encouraged to devise a small-sided passing game with specific rules and conditions

for instance

- *no contact*
- *no running with the ball*
- *no kicking*
- *start and restart with a throw in from the sideline.*



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FOUNDATION

CONCEPT

Appreciating the importance of imposing rules and conditions.

Maintaining possession of the ball.

Working closely with team mates.

Creating and using space.

Regaining possession by:

Denying space.
Winning the ball.

DECISIONS FOR TEAM IN POSSESSION

Player with the ball.

How do you keep possession?

Look up.

Shield the ball.

Pass to a team-mate who is free, i.e. in a space.

Select appropriate pass - long, short, bounce, high, etc.

Player without the ball.

How can you help to keep possession?

By moving into a space.

By signalling for a pass.

By evading the opposition.

DECISIONS FOR TEAM WITHOUT THE BALL

How can you regain possession?

By closing down space.

By marking a player or a space.

By intercepting a pass.

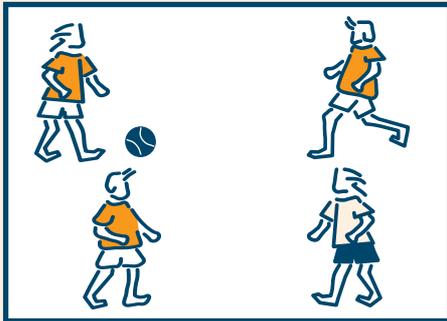
ACTIVITY

2. 3 v 1 (piggy in the middle). The pupils work in groups of 4 and play a 3 v 1 game of "piggy in the middle" with specified boundaries (e.g. half a badminton court).

The team in possession tries to execute as many passes as possible within one minute.

Each interception reduces the score to zero.

Piggy changes after one minute.



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FOUNDATION

CONCEPT

Awareness of others in game.

Ability to support the player with the ball.

Developing communication.

QUESTIONS

DECISIONS FOR TEAM IN POSSESSION

Player with the ball.

How do you keep possession?

Which player is in the best position to receive a pass?

A free player.

What type of pass is most appropriate?

Go and see.

When do you pass?

When your team mate is free and ready to receive a pass.

Players without the ball.

How do you help to keep possession?

Get into a space and signal for a pass.

How do you get into a space?

Move to a position where you can receive the ball by watching the opposition, changing direction, using speed, etc.

How do you signal for a pass?

By calling, using agreed hand signals, pointing to a space, etc.

DECISIONS FOR PLAYER IN OPPOSITION (PIGGY)

How do you intercept the ball?

By anticipating the direction of the pass.

By watching the movement of the ball.

By putting pressure on the opposition.

By making yourself as "wide" as possible.

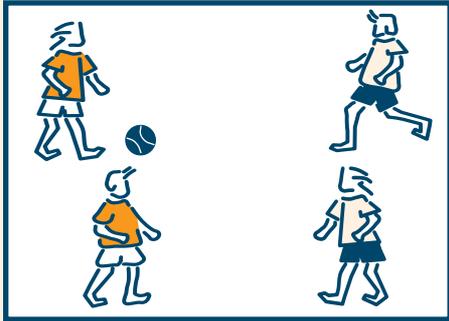
ACTIVITY

3. 2 v 2.

Players in possession try to get as many passes as possible within a given time without the ball being intercepted.

Possible variation:

Players in possession have 5 "lives". They lose one life for each interception. They gain a life for five successive passes.



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FOUNDATION

CONCEPT

Importance of team work.

Creating and using space in possession.

Retaining possession under increased pressure of time and opposition.

Appreciation of the importance of communication.

Ability to "read" the game when team is in possession and in opposition.

QUESTIONS

DECISIONS FOR TEAM IN POSSESSION:

Player with the ball.

How do you get as many passes as possible?

By getting into a space and/or by getting close to your team mate.

How can you evade opposition?

By moving quickly, by changing direction, by use of deception, by using all available space.

When should you pass?

Ball should be passed only when team mate is likely to receive it.

How will you pass?

Use different types of pass appropriate to situation.

Player without the ball.

How do you help to keep possession?

Get into a space.

Signal for a pass.

Support the player with the ball.

DECISIONS FOR TEAM WITHOUT THE BALL:

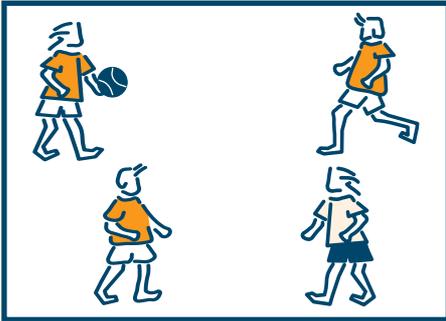
How do you prevent passing in order to regain possession?

Deny space.

Win the ball.

4. 3 v 1 Tag Game

Three pupils with a ball aim to touch a fourth player with the ball in order to get as many points as possible in one minute. When a player receives the ball he/she cannot run or throw the ball at the fourth player. The fourth player tries to avoid the ball by running, dodging, feinting, changing speed and direction.



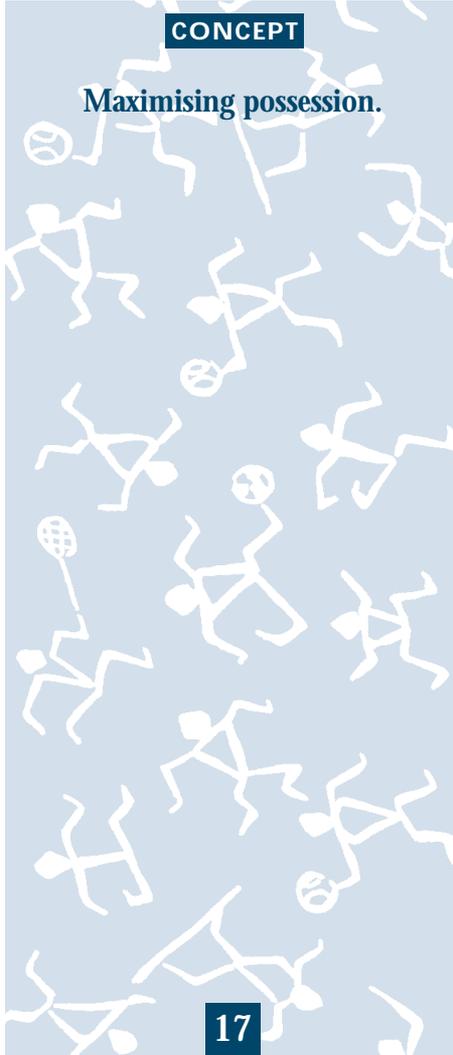
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CONCEPT

Maximising possession.



DECISIONS FOR TEAM IN POSSESSION:

What is the best way to get the opposition out?

By executing accurate passes.

By communicating using teamwork.

By positioning - denying space.

Player with the ball.

Who do you pass the ball to?

Pass to player nearest the fourth player.

What type of pass is appropriate?

Fast, accurate passes.

Players without the ball.

How do you help to touch the fourth player?

Positioning near the player.

Communicating with other team-mates.

Face the ball.

DECISIONS FOR PLAYER WITHOUT THE BALL:
(THE FOURTH PLAYER)

How do you avoid being touched?

By creating and using space.

By using deception.

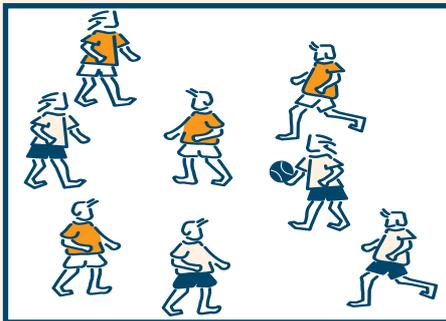
By varying speed, change of direction.

5. 4 v 4 Tag Game.

The same rules as above (3 v 1) but four players attempt to get another team of four out by touching them with the ball.

Possible variation:

Touched players may be released by team mate going under their legs.



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CONCEPT

Denying space.

Ability to read the game and identify appropriate tactics.

Creating and using space by evasion and deception.

DECISIONS FOR TEAM IN POSSESSION:

How do you get the other team out?

By working as a team in order to deny space.

What tactics do the team use?

Is it better to concentrate on getting one player out at a time or to mark one opponent each?

How can you get your team to work well together?

By communicating to each other, discussing ways of getting the other team out, identifying weaknesses.

DECISIONS FOR TEAM WITHOUT THE BALL:

How do you avoid being touched?

By using and creating space effectively.

By use of evasive tactics and deception.

By anticipating the moves of the opposition.

If you are out you can still help your team by communicating.

6. 4 v 4 Invasion Game

In order to introduce the concept of invading space to score a point a 4 v 4 invasion game with goals is introduced.

Possible agreed rules:

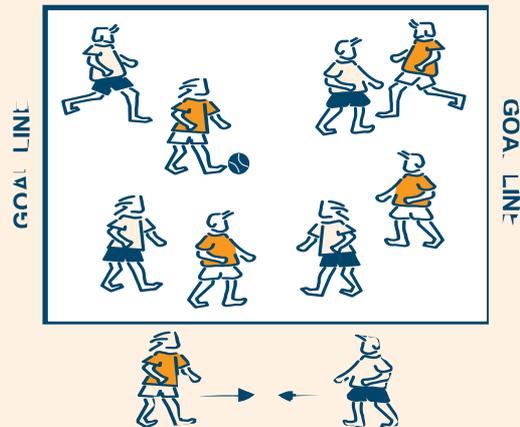
No contact, no running with ball, no kicking,

or

Keep the ball on the ground, kicking, no handling.

Start/restart with a throw-in from side line.

Scoring system - ball is passed or carried over the opposition end line to score a point.



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CONCEPT

Invasion of space - width, depth, support, penetration.

Using appropriate attacking strategies.

Working effectively as a team, e.g selecting a leader within the team.

Identifying and using appropriate defence strategies.

DECISIONS FOR TEAM IN POSSESSION:

How can you score more effectively as a team?

By keeping possession.

By moving forward using space, depth and width.

By penetrating towards the goal to enhance scoring.

By drawing out the opposition.

By making the best use of your team mates.

By discussing, selecting and using appropriate tactics.

What attacking strategies are appropriate?

Go and see.

Should you position 2 players forward, 2 back or 3 forward, 1 back or gamble all four?

DECISIONS FOR TEAM WITHOUT THE BALL:

How do you prevent scoring?

By regaining possession, defend space, intercept.

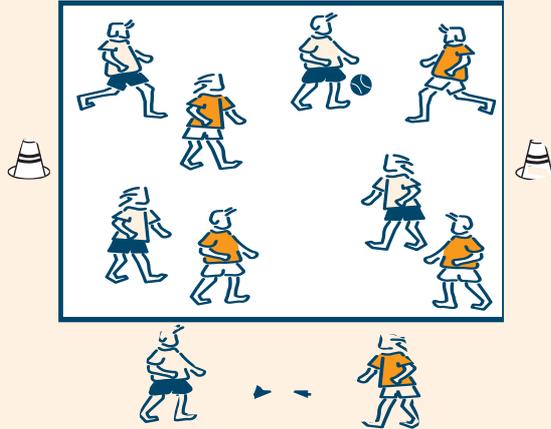
What defence tactics does your team use to prevent scoring?

How do you defend your goal line?

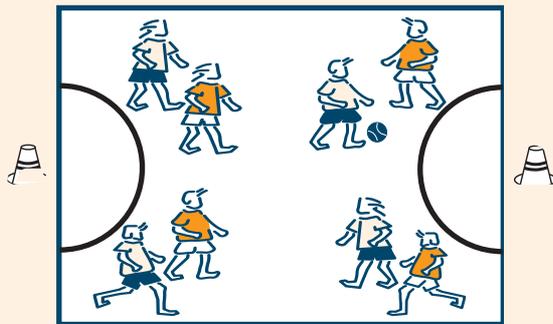
Should you spread your team across the line or should you leave one player to defend the line while the others try to regain possession?

Possible variations:

The same game as above but with a smaller goal area - e.g. a cone or basket.



The same game as above but with a line marking a no-go defence zone.



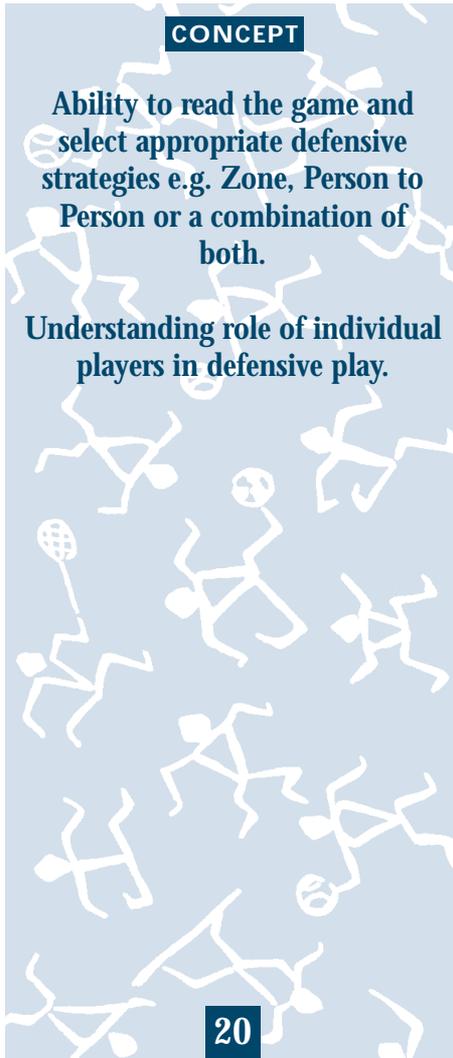
FOR UNDERSTANDING
INVASION GAMES

FOUNDATION

CONCEPT

Ability to read the game and select appropriate defensive strategies e.g. Zone, Person to Person or a combination of both.

Understanding role of individual players in defensive play.



DECISIONS FOR TEAM WITH THE BALL:
How do you get into a good scoring position?

DECISIONS FOR TEAM WITHOUT THE BALL:

How do you prevent scoring?

By defending the goal.

How can we prevent goal hanging?

By introducing a defence zone.

Where do you position certain players within the zone?

e.g. tall players at the back

small players at the front.

How do you defend your position within the zone?

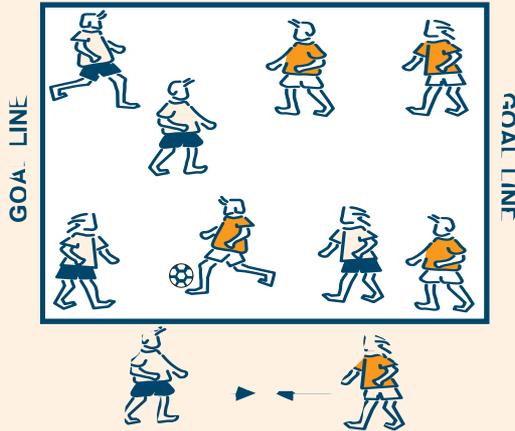
By moving appropriately and using defensive stance.

(To facilitate decision-making the teacher may set special tasks e.g. if your team is one point ahead with 30 seconds to go - what should you do?)

1. **Line Ball.**

4 v 4 in a grid with a ball.

Score by being in possession of ball over your opponents' line. Teacher can add stipulation that ball is to be passed only i.e. no running with the ball. If teacher wishes to go directly into soccer then a no hands condition may apply.



FOR UNDERSTANDING
INVASION GAMES

SOCCER

CONCEPT

Awareness of space

- width
- depth
- penetration

Leadership within a team.

Using appropriate attacking strategies.

Working effectively as a team
e.g. selecting a leader.

Using appropriate defence strategies.

DECISIONS FOR TEAM IN POSSESSION:

How can you score more effectively as a team?

By keeping possession.

By moving forward using space, depth and width.

By penetrating towards the line to enhance scoring.

By drawing out opposition.

By making best use of your team-mates.

By discussing, selecting and using appropriate tactics.

What attacking strategies are appropriate?

Should you position two players forward and 2 players back or 3 forward one back?

DECISIONS FOR TEAM WITHOUT THE BALL

How do you prevent scoring?

By regaining possession, defending space, intercepting.

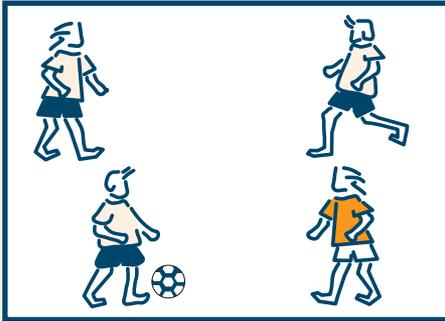
What tactics do your team use to prevent scoring?

Should you spread your team across the line or should you place one player to defend the line while the others try to regain possession?

2. Breakdown of 4 v 4 to highlight pass and support:

3 v 1 in 10m x 12m grid.

Task: 1, 2 and 3 keep ball away from 4 for one minute. 4 scores a point each time s/he touches the ball and each time ball leaves grid. After one minute change person in middle.



GAMES

FOR UNDERSTANDING
INVASION GAMES

SOCCER

CONCEPT

Keeping possession:

Creating and using space.
Support.
Communication

Regaining possession by:

Denying space.
Intercepting the ball.

DECISIONS FOR TEAM IN POSSESSION

Player with the ball.

How do you keep possession?

Pass to a free player.

Which player is in the best position to receive a pass?

What type of pass is most appropriate?

When do you pass?

When your team mate is free and ready to receive a pass.

Players without the ball.

How do you help to keep possession?

Get into a space and signal for a pass.

How do you get into a space?

Move to a position where you can receive the ball by watching the opposition, changing direction, using speed, etc.

How do you signal for a pass?

By calling, using agreed hand signals, pointing to a space, etc.

DECISIONS FOR PLAYER IN OPPOSITION (PIGGY)

How do you intercept the ball?

By anticipating the direction of the pass.

By watching the movement of the ball.

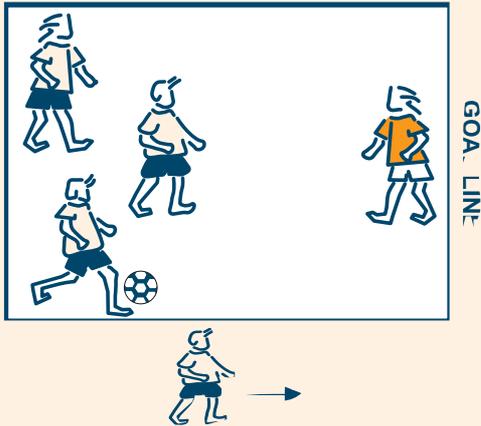
By putting pressure on the opposition.

By making yourself as "wide" as possible.

ACTIVITY

3. 3 v 1 as before except team of 3 have ball and player no.4 must defend a line.

*Team of 3 score by getting possession of ball over line.
Change around after a specific number of attempts.*



GAMES

FOR UNDERSTANDING

INVASION GAMES

SOCCER

CONCEPT



QUESTIONS

DECISIONS FOR TEAM IN POSSESSION:

How do you score?

Being in possession of ball over line.

What is the best way to score?

Spread out.

Get behind 4 if possible.

Fast, accurate passing .

Move forward.

Keep control of the ball.

DECISIONS FOR PLAYER WITHOUT THE BALL:

What is the best way to defend?

Try to close down ball carrier.

Stay on balls of feet.

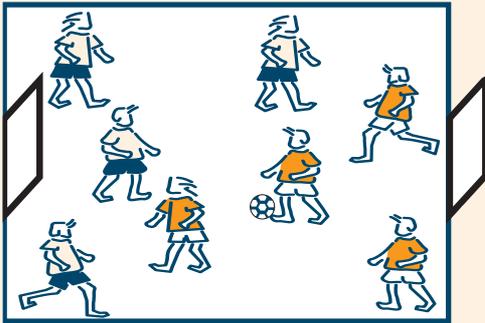
Should you defend line or move away from line?

4. 4 v 4 game.

Emphasis on scoring.

Large goals.

Call "shot": Pupils may call "shot" when in a good position to score. Defenders must stand aside and allow him/her to take a free shot at goal.



Variation: The defenders "freeze" when a player calls "shot". This puts more pressure on the attacker to call "shot" at an appropriate time.

GAMES

FOR UNDERSTANDING

INVASION GAMES

SOCCER

CONCEPT

Ability to read the game and show appropriate defensive strategy e.g. getting behind the ball, person to person or a combination of both.

Ability to understand role/s in defence e.g. reading the game and making appropriate decisions.

DECISIONS FOR TEAM IN POSSESSION:

How do you get into a good scoring position?

Where is it easiest to score?

Near the goal

In the centre of the goal.

DECISIONS FOR TEAM WITHOUT THE BALL:

How do you prevent scoring?

Defend goal by keeping attackers away from goal.

Put pressure on attacker with the ball.

Guard the front of the goal area (key scoring position).

How can you prevent goal hanging?

Introduce a no-go area or an off-side rule.

Where do you position your players within this area?

e.g. Tall players in the middle, small players on the wings.

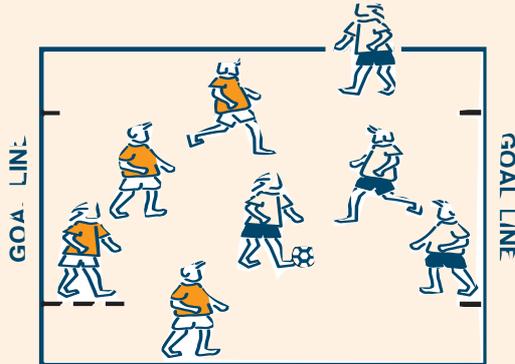
How do you defend your position within area?

React to ball and attacking player.

By moving appropriately and use of defensive stance.

5. 4 v 4.

In order to highlight the concept of width in attack modifications are incorporated into the game to force players to use width.



A in one channel, B in other.

A and B are wide receivers (wingers), no one else is allowed in channel. A, B can pass or run with ball.

6. 4 v 4 (denying space).

Nominate one team whose main task is to prevent carrying and scoring opportunities.

GAMES

FOR UNDERSTANDING

INVASION GAMES

SOCCER

CONCEPT

Understanding the importance of attacking the goal using

- width in attack
- accuracy of passing
- speed, etc.

Denying space by preventing players from using width.

DECISIONS FOR TEAM IN POSSESSION:

Where is the best place to cross the ball to?

In front of goal, behind defenders.

How do you achieve this?

Getting behind defence

Speed - passing and running

Accuracy of pass

Early cross.

How can you lose your marker to get space to attack?

Use decoy run.

Where is the best place to meet cross?

Front/Centre of goal.

Who plays on the wing?

Fast players/Good crossers of ball.

DECISIONS FOR TEAM WITHOUT THE BALL:

How do you prevent opposition from getting the ball out wide?

Marking/interception, closing down.

Not letting attacking players get behind you.

How do you avoid crosses into goal area?

By denying/closing down space, etc.

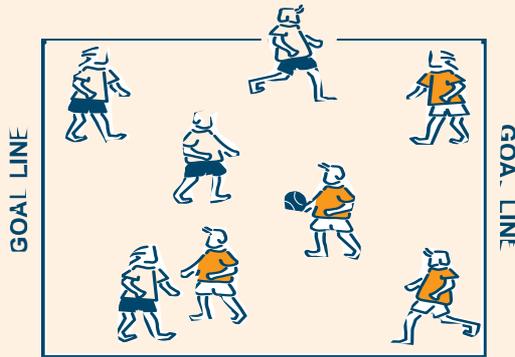
How do you avoid shots being taken?

Defence strategy.

Communications, etc.

1. 4 v 4.

*Play a passing game. Score by being in possession of ball over your opponents' line.
Teacher can add stipulation that ball is to be passed only i.e. no running with ball.*



GAMES

FOR UNDERSTANDING INVASION GAMES

BASKETBALL

CONCEPT

Keeping possession.

Creating and using space in possession.

Awareness of others in game.

Ability to support the player with the ball.

Communication.

Using appropriate defence strategies.

Regaining possession by:

Denying space.
Winning the ball.

DECISIONS FOR TEAM IN POSSESSION

Player with the ball.

How do you keep possession?

Which player is in the best position to receive a pass?

A free player.

What type of pass is most appropriate?

When do you pass?

When your team-mate is free and ready to receive a pass.

Players without the ball.

How do you help to keep possession?

Get into a space and signal for a pass.

How do you get into a space?

Move to a position where you can receive the ball by watching the opposition, changing direction, using speed, etc.

How do you signal for a pass?

By calling, using agreed hand signals, pointing to a space, etc.

DECISIONS FOR TEAM WITHOUT THE BALL

How do you intercept the ball?

By anticipating the direction of the pass.

By watching the movement of the ball.

By putting pressure on the opposition.

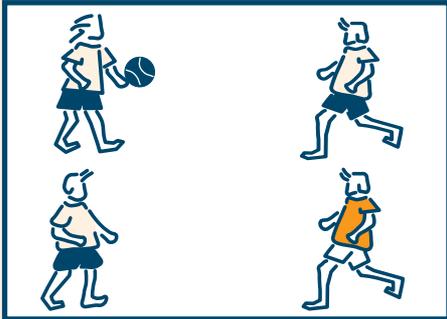
By making yourself as "wide" as possible.

ACTIVITY

2. Breakdown of 4 v 4 to highlight pass and support:

3 v 1 in 10m x 12m grid.

Team of 3 keep ball away from player no. 4 for one minute. 4 scores a point each time he/she touches the ball and each time ball leaves grid. After one minute change person in middle.



GAMES

FOR UNDERSTANDING
INVASION GAMES

BASKETBALL

CONCEPT

Importance of rules and conditions in improving game.

The necessity of working closely with team-mates.



QUESTIONS

DECISIONS FOR TEAM IN POSSESSION

Player with the ball.

How do you keep possession?

Look up.

Shield the ball.

Pass to a team-mate who is free, i.e. in space.

Select appropriate pass - long, short, bounce, high, etc.

Player without the ball.

How can you help to keep possession?

By moving into a space.

By signalling for a pass.

By evading the opposition.

DECISIONS FOR TEAM WITHOUT BALL

How can you regain possession?

By closing down space.

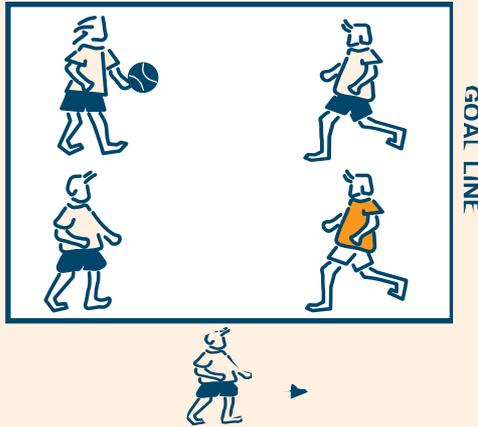
By marking a player or a space.

By intercepting a pass.

ACTIVITY

3. 3 v 1

As before, except team of 3 have ball and no. 4 must defend a line. Team of 3 score by getting possession of ball over line. Change around after a specific number of attempts (to help the defender and to make the attackers task more difficult a condition of no passes over head height may be imposed).



GAMES

FOR UNDERSTANDING

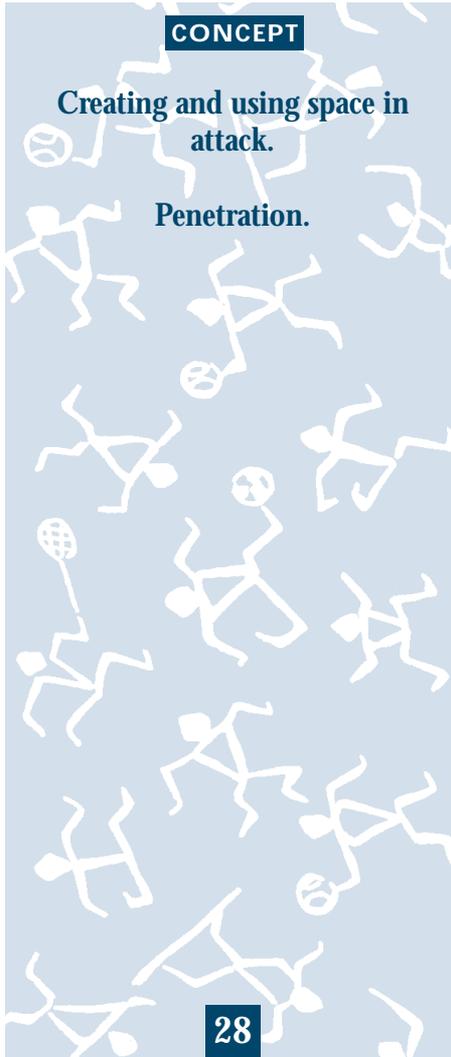
INVASION GAMES

BASKETBALL

CONCEPT

Creating and using space in attack.

Penetration.



QUESTIONS

DECISIONS FOR TEAM IN POSSESSION:

How do you score?

By being in possession of ball over line.

What is the best way to score?

Spread out.

Get behind 4 if possible.

Fast and accurate passing.

Move forward.

DECISIONS FOR TEAM WITHOUT THE BALL:

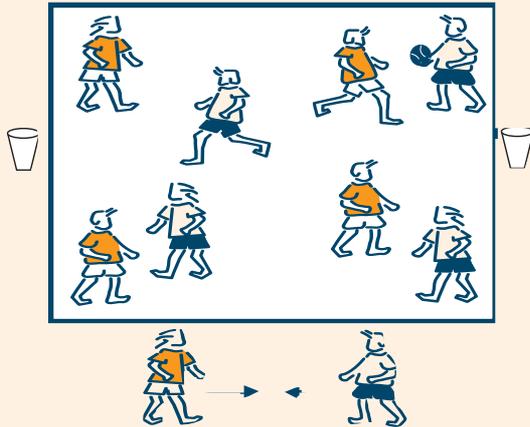
What is the best way to defend?

ACTIVITY

4. 4 v 4.

Emphasis on scoring.

The same game as above but with a smaller goal area - e.g. a cone or basket.



GAMES

FOR UNDERSTANDING INVASION GAMES

BASKETBALL

CONCEPT

Ability to create shooting opportunities.

Ability to read the game and select appropriate defensive strategies e.g. Zone, Person-to-Person or a combination of both.

Understanding role in defence.

Ability to read the game, making appropriate decisions.

QUESTIONS

DECISIONS FOR TEAM WITH THE BALL:

Where is it easiest to score?

Near the basket - standing in front, beside and side-on to the basket?

How do you get into a good scoring position?

DECISIONS FOR TEAM WITHOUT THE BALL:

How do you prevent scoring?

By defending the basket.

How can you prevent goal hanging?

By introducing a defence zone.

Where do you position certain players within the zone?

*e.g. Tall players at the back
Small players at the front.*

How do you defend your position within the zone?

React to ball and offensive player.

By moving appropriately and use of defensive stance.

5. 4 v 4 game.

Emphasis on dribbling.

If teacher finds that some students abuse this rule -limit the number of bounces.

6. 3 v 2 game.

Specify two players who can score from a team of three. [2 scorers, 1 passer, 2 defenders]

GAMES

FOR UNDERSTANDING

INVASION GAMES

BASKETBALL

CONCEPT

Making appropriate decisions
i.e. when/when not to dribble
the ball.

Ability to use evasion
appropriately.

Providing support for player
with the ball in a scoring
position.

When do you dribble the ball?

*When there is no other player available to pass to.
To attack into space.*

DECISION FOR SCORERS:

How do you lose your defender and get into a scoring position?

Dodge, feint, cutback, run opposite direction.

When you lose your defender - where should you go?

Into a space near the basket i.e. where you can score.

How can you help your team-mate?

*Set a screen on the defender.
Switch sides.*

DECISIONS FOR PASSER:

To whom do you pass the ball?

*To the player who is not being marked.
To the player who is in a good scoring position.*

When do you pass the ball?

When the team-mate signals or calls for the ball.

DECISIONS FOR DEFENDERS:

How can you regain possession?

*By closing down space.
By marking a player or a space.
By intercepting a pass.
By anticipating the direction of the ball.
By watching the movement of the ball.*



GAMES

FOR UNDERSTANDING

STRIKING / FIELDING GAMES



GAMES

FOR UNDERSTANDING

STRIKING / FIELDING GAMES

INTRODUCTION

One of the areas which traditionally has been omitted from the games programme, or at best fleetingly addressed, is that of striking and fielding games, for example rounders. Perhaps the reason teachers appear to consider it unsuitable for inclusion is that pupils spend much of the lesson queuing or sitting out and are scarcely involved on the field of play. In short, pupils' participation is severely restricted by the nature of the game. (Bunker, D. 1983)

Game Form

There is, therefore, a need for an alternative or modified game form, in which the principles involved in striking and fielding may be explored, and maximum participation provided. As with the other categories of games included in this programme, careful thought must be given to the area of the playing surface, the numbers involved and the equipment used, in an attempt to present children with the problems involved in playing, striking and fielding games, commensurate with their age and experience.

The suggested game form included herein attempts to do this. Initially the position of fielder is made more attractive by decreasing the numbers to 3 v 3, keeping the innings short and decreasing the field size. A short inning ensures a quick change-over. The inclusion of the bowler and hitter on the same team encourages a successful strike.

Game Appreciation

Throughout this module it is vital that the children should understand the rules of each game to be played. This will help them to appreciate that rules give the game its shape and that alterations to the rules of a game will have implications for the tactics to be used.

Tactical Awareness

Ways and means of attacking and denying space must be found to overcome the opposition. These principles of play, common to all games, thus form the basis for a tactical approach to games. Decisions must be made regarding where to place good catchers when fielding, and/or hitters when striking. Recognition of the weaknesses in the opposition (e.g. a reluctance to catch a hard ball, or failure to effectively cover the fielding area, or the weakness of a particular striker) is encouraged, in order to increase tactical awareness and produce appropriate responses. (Bunker & Thorpe, 1993)

Decision Making

Decision making regarding 'what to do' and 'how to do it' must be considered. In the continually changing circumstances of the game (particularly from activity 2 onwards) pupils are encouraged to consider what move is appropriate to make. For example in activity 2 with a score of 6:4 on the final strike of a final innings, is it appropriate to attempt to score a 1 or a 3? What are the implications for the fielders?

GAMES

FOR UNDERSTANDING STRIKING / FIELDING GAMES

Skill Execution

Skill execution is thus considered in the context of the game and the ability/experience of the learner. Where, for example, a fielder has difficulty in catching the ball, having made the appropriate decision to move to the ball, the teacher may suggest that the fielder 'lets the ball come to her/him', 'gets in line with the ball where possible'. There may be a need for more structured practices of specific techniques in future lessons. (Werner, Thorpe and Bunker, 1996)

Performance

When the teacher considers that the pupil is responding appropriately and efficiently the game form is modified to allow for the situation to arise where a higher level of skills and decision making is required. The rate of progression will obviously vary from pupil to pupil and from group to group.

The careful re-appraisal by pupils of the requirements of the new game leads them through the cycle of learning again. (Bunker & Thorpe, 1983)

GAMES

FOR UNDERSTANDING

Tactical Problems in Striking / Fielding Games

ATTACKING PLAY - STRIKING

Problem	Tactical Solution	On the Ball	Off the Ball
<i>How do we score?</i>	Hit the ball to allow striker and runners to reach home base safely.	<p>Hit ball away from fielders.</p> <p>Hit away from bases that striker and other runners are running towards.</p> <p>Make decision on whether to run or not depending on success of hit and strength of fielders.</p>	<p>Make decisions on whether to run or not</p> <p>Observe fielders to assess risk.</p>

DEFENDING PLAY - FIELDERS

Problem	Tactical Solution	On the Ball	Off the Ball
<p><i>How do we prevent a score?</i></p> <p><i>How do we get back into bat?</i></p>	<p>Tag bases or runners.</p> <p>Catch ball.</p>	<p>Good bowling to force error/weak strike.</p> <p>Decide whether to tag base or runner.</p> <p>Decide whether to run with ball or pass.</p>	<p>Cover space.</p> <p>Cover bases.</p> <p>Support other fielders.</p>

GAMES

FOR UNDERSTANDING

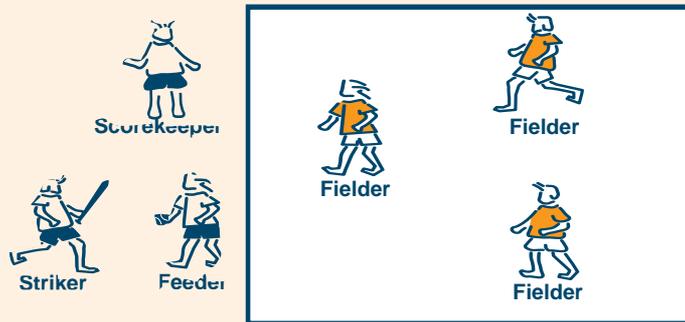
FIELDING GAMES

General Guidelines for the following activities: Striking is the most valued position. To make fielding more important, the feeder and hitter/striker can be put on the same team. Give the striker a choice to use racket or bat.

ACTIVITY

1. 3 v 3 3 attackers: score keeper
striker
feeder

3 defenders/fielders



- There are no restrictions on where fielders may stand.
- One inning = 6 hits ie 2 hits for each team member (after 6 hits the teams swop places).
- The striker scores by hitting ball to ground within target area.
- The feeder co-operates with the striker for maximum advantage.

CONCEPT

Defending space - by changing defensive position to suit size and shape of target area.

Creating space by:

attempting to hit ball out of reach of fielders with the use angles and strikes down the middle;

the use of deception - how to stop your opponent from correctly predicting what you are going to do.

QUESTIONS

DECISIONS FOR FIELDERS

How do you defend the space?

Spread out.

How?

Try 1 front and 2 back or 2 front and 1 back.

Where is it easiest to defend? Why?

The back - because the ball must go over front fielder giving more time to move back to catch.

What is the best body position to be ready to catch?

On your toes, knees bent, hips low and hands in front - ready to move/catch.

DECISIONS FOR STRIKERS

Can you place the ball into a gap/space?

Can you hit the ball low/high with more/less power?

Which is the more effective?

Where is the best place to score? Why?

What can the feeder do to assist?

Go and see

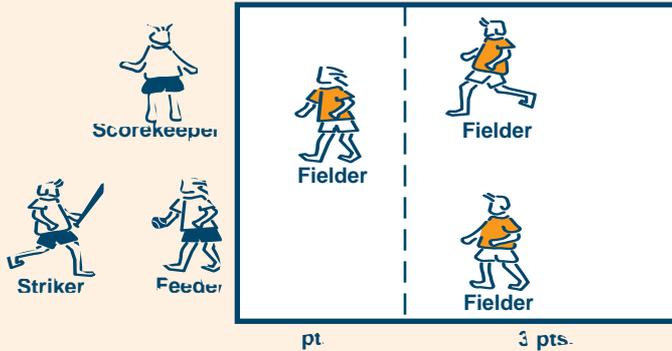
What is the best body position for striking?

Side ways position to the direction of hit.

Keep the head still and watch ball throughout action.

2. 3 v 3

Set up as per activity one.
Target area is now divided:
Front area = 1 point
Rear area = 3 points



Innings as before

"Caught out": A clean catch by fielder results in the loss of the striker's personal score,

*ie hit one = 3 pts scored
hit two = ball cleanly caught by fielder*

*This results in the loss of 3 pts from 1st. hit.
Allow score to reach stage where decisions must be made e.g. 2:4 last hit.*

GAMES

FOR UNDERSTANDING
FIELDING GAMES

CONCEPT

Understanding how the defence of space can alter depending on score and the ability of the striker.

Weighing up the options and the risks involved.

Assessing time and space available and making appropriate decisions.

DECISIONS FOR FIELDERS

Where should you stand to defend space?

Where do you place your good catchers?

Defence positions are affected by:

- the score
- the striker

DECISIONS FOR STRIKERS

How can you score?

Get the ball to the ground within the target area.

What is the best body position to adopt?

Where is the best place to stand?

Depends on where you wish to hit to.

Is it easier to score 1 pt or 3 pts?

1 pt. If attempting to score 3, the ball must go high which gives fielders time to defend.

Is it ever a good idea to risk being caught out in an attempt to score 3?

Yes.

When?

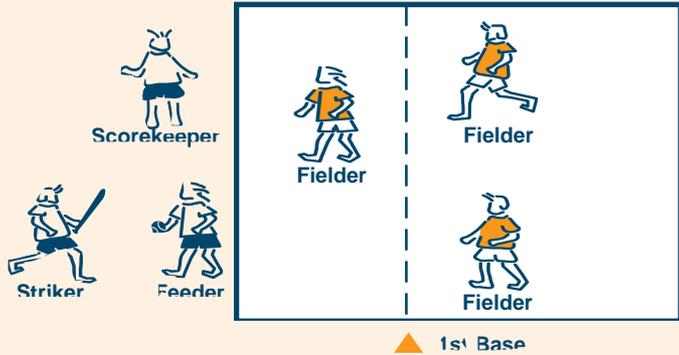
For example when the score is 4 : 2 and 1 pt would make no difference.

GAMES

FOR UNDERSTANDING

FIELDING GAMES

3. 3 v 3



Same as activity two.

Add 1st base.

The striker continues to score 1 or 3 pts as the ball hits the ground in the target area or may double score by running to first base.

If the fielder reaches 1st base with the ball, the striker loses personal score.

The striker must return to home base after each hit.

If the striker is caught out s/he loses personal score.

Possible variations:

a) Team numbers may be increased e.g. 5 v 5, this will necessitate an increased field space.

b) Add a second base. Striker may run to one or the other.

CONCEPT

Appreciating the importance of teamwork.

Each team member knowing what is expected of them both individually and collectively.

Variety of methods of creating time and space.

Developing decision-making skills:

e.g. assessing game situation and weighing up the options.

DECISIONS FOR FIELDERS

How can you cover the target space?
Spread out.

How do you cover 1st base?
Go and see.

How can you tag 1st base as quickly as possible?
*Pass the ball to a teammate near or on the base.
Run to the base*

How can you get into a good throwing position after stopping the ball?

DECISIONS FOR STRIKERS

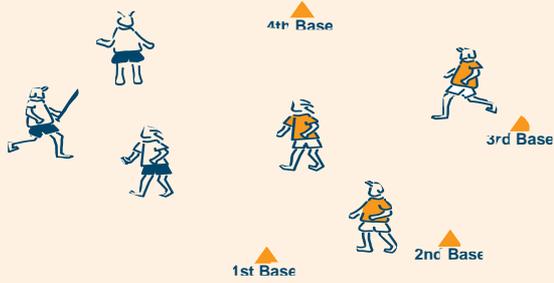
Where is the best place to hit the ball to in order to score?
Look for a space.

When should you attempt to double score at the risk of losing all?
If you have time to run.

It depends on the score and the remaining number of innings.

4. 3 v 3

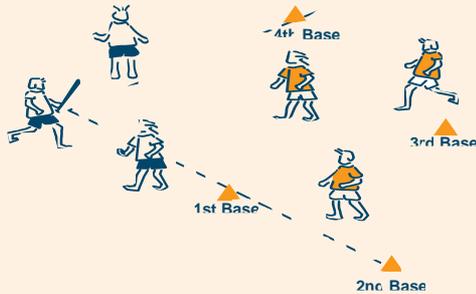
Add bases as per diagram



Striker now scores by running directly to a base and home, to score points as indicated (i.e. 1 for 1st base, 2 for 2nd base etc.).

The striker is deemed to be home when bat or body part touches home base.

An out of bounds boundary may need to be added e.g. playing field becomes fan shaped.



A fielder may prevent a striker from scoring by contacting the base, to which the striker is running, with ball in hand.

FOR UNDERSTANDING
FIELDING GAMES



DECISIONS FOR FIELDERS

How do you defend the space? the bases?
Go and see.

(This question needs to be put to the team and to the individual team members).

Which base should you tag?

This depends on the position of the runner.

In order to tag a base, should you run to the base or should you pass to another fielder?

You must assess which is appropriate in order to maximise the chance of preventing a score.

Should you have an out of bounds?

Can you improve the game?

DECISIONS FOR STRIKERS

Where do you hit the ball to?

To where the defence is weakest.

How can you make space and time?

By hitting into spaces, away from bases and fielders.

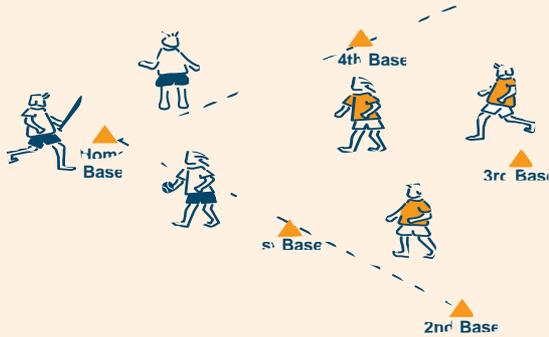
Where should you run to?

This depends on:

- position of the ball;
- position and strength of fielders.

5.

Add bases as per diagram



- The striker scores by running to bases which must be taken in order.
- Bases worth points as indicated.
- Return to Home Base after each hit and run.
- Game consists of 2 innings.
- Add fan for out of bounds.

FOR UNDERSTANDING
FIELDING GAMES



DECISIONS FOR FIELDERS

Which base do you tag?

How do you defend space and bases?

When is it appropriate to run or to pass to other fielders?

DECISION FOR STRIKERS

Where is the best place to hit the ball?
Into a space.

Where should you run to?
To 1st base.

Do you have time to run to next base?

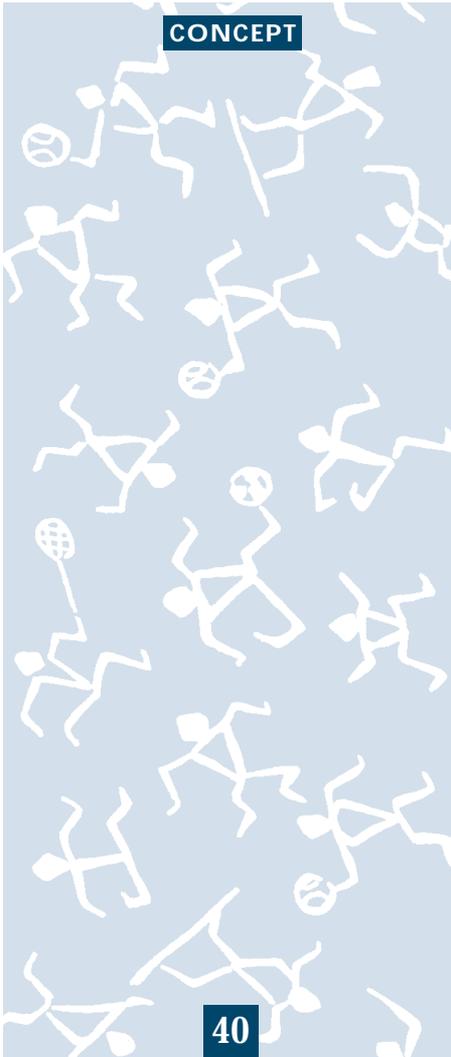
6.

Same as 5



- The striker scores by running to bases which must be taken in order.
- Bases worth points as indicated.
- If striker reaches base but cannot return s/he remains at base, and attempts to reach Home Base, for additional points, when next striker hits.
- Game consists of 2 innings.
- Each striker hits once.

CONCEPT



DECISIONS FOR FIELDERS

Which base do you tag?

The base that the opponent is running to, or Home Base.

When is it appropriate to run or to pass to other fielders?

Go and see.

DECISIONS FOR STRIKERS

Where is the best place to hit the ball?

How far should you run?

Do you have time to run to next base?

In what order should your team members strike?

The best striker goes last.

Other Ideas

7. 3 v 3

Striker hits three balls. The whole team runs and attempts to return to Home Base before the fielders collect the balls and leave them in an appointed place.

Possible variations

- Fielder may return with only one ball.
- Appointed place may be situated near 4th base.
- Team may run only after third ball is hit.

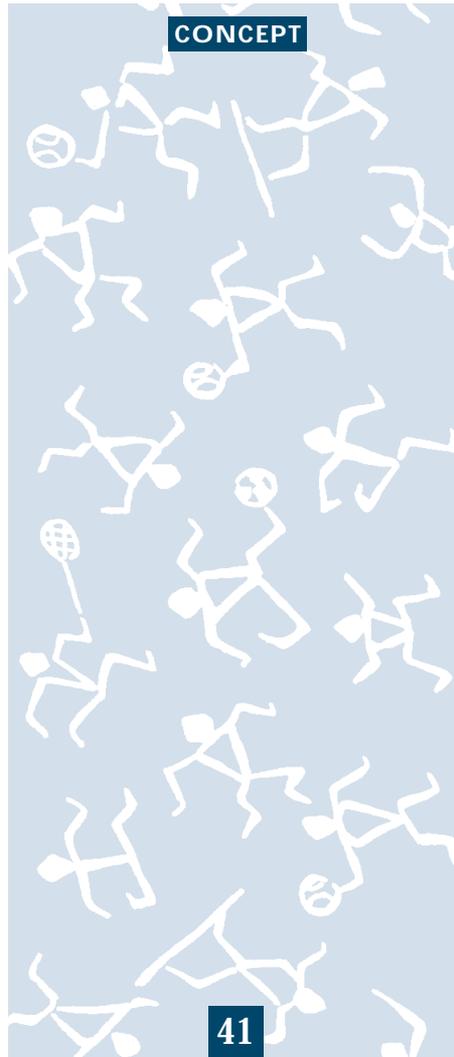
8. 5 v 5

- Move toward conventional game of rounders or cricket.
- Each individual scores.
- Keep co-operative feeder.

GAMES

FOR UNDERSTANDING

FIELDING GAMES





GAMES

FOR UNDERSTANDING

DIVIDED COURT GAMES



GAMES

FOR UNDERSTANDING DIVIDED COURT GAMES

INTRODUCTION

The use of tactical problem-solving as a basis for teaching divided court games is illustrated in this manual using badminton and volleyball as examples. Although not specifically outlined in generic form, it is envisaged that teachers have the necessary information to present a foundation course as an introduction to divided court games, if desired. Divided court games (e.g. tennis, badminton and volleyball) involve tactically propelling an object so that it cannot be returned by an opponent (Siedentop, 1990). Many teachers will have witnessed the difficulties that pupils experience in connecting with the ball/shuttle, not to mention playing it over a net. If such difficulties exist, tactical problems are irrelevant. A game simply cannot happen if a rally isn't possible (Griffen, 1996).

Game Form

The first decision, therefore, is to modify the equipment and court size so that a rally is possible e.g. in tennis, a small court with a slow ball (sponge ball) and high net will help those of low ability. The rules may also need modification to enable a rally to take place. For some, this may require initially using throw/catch in tennis or volleyball, thus using existing skills while developing new tactical skills. Singles (1 v 1) is tactically one of the easiest games to understand and, therefore, even where space is limited, a 1 v 1 game will provide the basis for presenting a range of tactical problems inherent in this game.

Game Appreciation

Once pupils are capable of a rally, a game can be devised using a few simple rules e.g. how to start, win/lose a point. The pupils should understand that rules give the game its shape, for instance a serve rule needs to be introduced quite early to prevent the serve dominating play and being the main source of point scoring.

Tactical Awareness

Once the students are involved and playing a 'game', tactics need to be considered. Ways and means of moving the opposition around the court in order to put the ball into space should be encouraged. At the same time, it will be necessary to move quickly and fill the spaces in ones own half of the court. The pupils should also assess their opponents' weaknesses and the implications thereof in tactical solutions.

Decision Making

The questions of 'what to do' and 'how to do it' should be posed as pupils are presented with a variety of situations e.g. your opponent is at the net, What can you do? Play a long, high ball into the space at the back. How do you do it?

- in badminton with an overhead clear,
- in volleyball with a volley,
- in tennis with a lob.

GAMES

FOR UNDERSTANDING DIVIDED COURT GAMES

Of course, in deciding what to do, each situation has to be assessed. The ability to make good decisions and to respond appropriately is continually developed.

Skill Execution

Skills are taught in the context of what is needed to affect an appropriate response to decisions made. When a pupil understands what to do but fails to execute it, skill development is necessary e.g. in badminton, a pupil has a space at the back of a court and aims to play the shuttle there. The shuttle goes high but not deep. The skill has broken down and work on the overhead clear is necessary. Note, however, that the age/strength of the individual must always be considered when evaluating the skill.

Performance

Pupils' performance is observed and evaluated on the basis of technical efficiency and appropriateness of response. Once performance is deemed 'good', the game should be altered so that new challenges, problems and decisions are presented and the pupil is led through the learning process again e.g. in volleyball, a 4 v 4 game may be initially introduced allowing as many 'touches' as desired before the ball crosses the net. As performance improves, the number of 'touches' may be limited to increase the challenge. Problems must now be solved under more demanding conditions. The cycle begins all over again.



FOR UNDERSTANDING

Tactical Problems in VOLLEYBALL

ATTACKING PLAY - TEAM IN POSSESSION

Problem	Tactical Solution	On the Ball	Off the Ball
<p><i>How do we score?</i></p>	<p>Set up attack.</p> <p>Win the point by:</p> <ul style="list-style-type: none"> • placing the ball on the ground • playing to opponents' weakness to force an error • observing the defence and playing the ball to a player out of position/an unmarked space/a weak player. 	<p>Pass</p> <ul style="list-style-type: none"> • playing the first ball (keeping it on own side of net) <p>Set</p> <ul style="list-style-type: none"> • high/low • close/far from net • to whom? <p>Attack</p> <ul style="list-style-type: none"> • spike • dump • volley (direct down) <p>Serve</p>	<p>Support</p> <ul style="list-style-type: none"> • opening up • pursue the ball • calling <p>Positioning on/off the net</p> <p>Calling/signalling for the set</p>

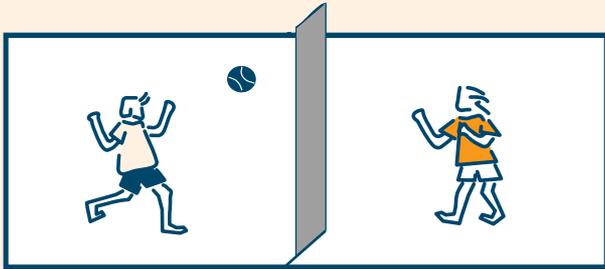
ACTIVITY

1. 1 v 1, long, narrow court.
Pupils play 1 v 1 aiming to throw the ball onto the ground in the opponent's court. They catch the ball to prevent a score.

Play a 7/9 point rally.

As game progresses, a need for rules may arise e.g.

- *no moving with the ball*
- *start each rally from behind a designated line.*



GAMES

FOR UNDERSTANDING

DIVIDED COURT GAMES

VOLLEYBALL

CONCEPT

Awareness of space on opponent's court and developing ability to put the ball there.

Increasing the chance of scoring by attacking from the front of the court.

Reducing opponent's time to react.

QUESTIONS

What do you need to get the ball onto the ground?

A space.

Where are the spaces?

Front and Back.

Where is it easiest to attack/score from?

The front.

Where do you want your opponent to be?

The Back.

If so, where's the space?

At the front.

Can you put the ball there?

Go and see.

How can you give your opponent less time?

Keep the ball low.

Play the ball fast.

ACTIVITY

2. 2 v 2.

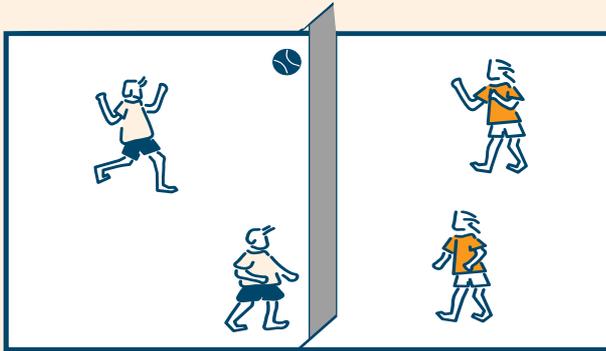
Double the size of the court.

Pupils continue as in 1. above - aiming to score by getting the ball to the ground.

Pupils throw to attack and catch to defend.

Use a 'serve' to start each rally.

Adapt 'serve' rules to suit the ability of the group.



GAMES

FOR UNDERSTANDING

DIVIDED COURT GAMES

VOLLEYBALL

CONCEPT

Developing attacking tactics and working on skills needed to execute decisions made.

Defending space effectively by adjusting positions on court depending on opponents' attack.

QUESTIONS

DECISIONS FOR ATTACKERS

Where is it easiest to attack from?

The front.

How can you work with your partner to do that?

Move to the front to receive pass from partner.

How should you pass the ball to your team-mate?

High.

Why?

To give him/her time and to allow him/her to attack from higher than the net.

DECISIONS FOR DEFENDERS

Where do you stand to defend space?

Front and back or sides, depending on play.

What situations of play affect this?

(a) receiving serve - cover the shaded area



(b) receiving opponent's attack from the front - cover the shaded area.

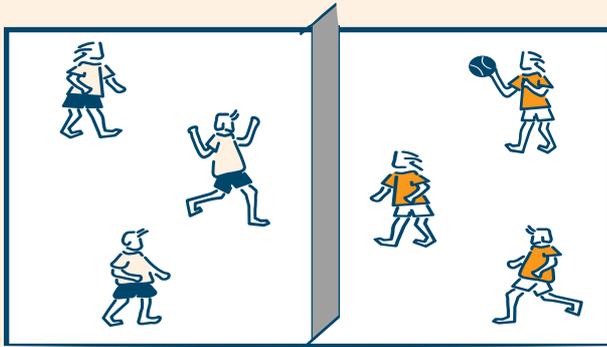


3. 3 v 3 or 4 v 4.

- Increase the court size as appropriate.
- Adapt 'serve' rules to suit the court size and the ability of the group e.g. ball may be tossed upwards or thrown overhead.

It may be served from behind a given line or from a designated spot on court.

- Adjust limitations of throw/catch game as appropriate e.g.
 - catch 1st ball only or
 - catch all but the ball must be 'played' over the net ('play' implies striking the ball i.e. volley, dig, punch, fist, head etc.)



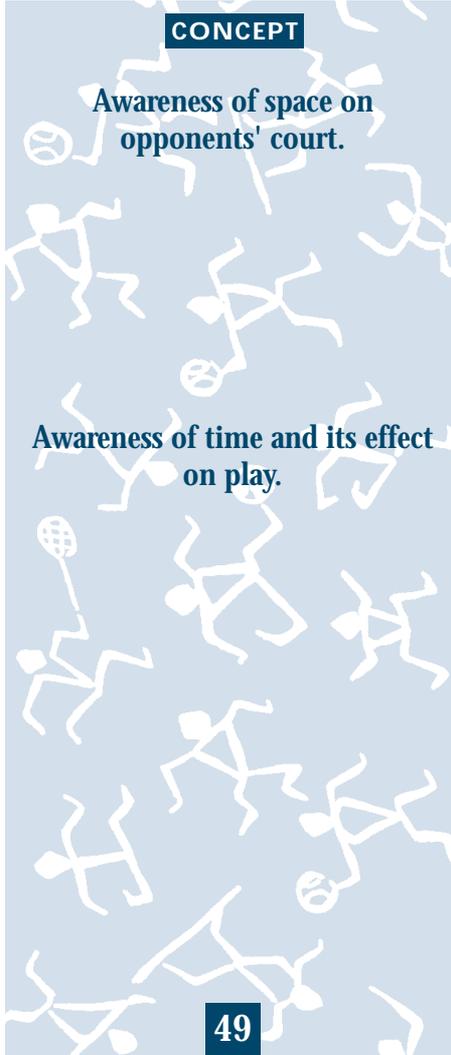
GAMES

FOR UNDERSTANDING
DIVIDED COURT GAMES

VOLLEYBALL

CONCEPT

Awareness of space on opponents' court.



Awareness of time and its effect on play.

DECISIONS FOR ATTACKERS

Where is it easiest to attack/score from?

Front court.

How can you ensure that this happens?

By passing the ball to team mates at the front of the court to set up the attack.

Where are the spaces? - how can you get the ball to the space quickly/effectively?

Get higher than the net and play the ball down (a spike, a dump or a volley).

How do you give your opponent less time?

By keeping the ball low (a dump).

By attacking the ball from a position higher than the net (spike or volley).

How can you create time for your team?

By keeping the ball higher on your own side while organising a good effective attack.

ACTIVITY

- Limit the number of touches per side e.g. the ball must cross the net after 3 people make contact with the ball.
- Introduce a system of rotation of players as the game progresses.

GAMES

FOR UNDERSTANDING DIVIDED COURT GAMES

VOLLEYBALL

CONCEPT

Denying space by defending appropriately.

Reading opponents' play.



QUESTIONS

DECISIONS FOR DEFENDERS

How can you position players best when

- (a) receiving serve?

cover the shaded area



- (b) opponents are attacking from front court on right?

cover the shaded area



- (c) opponents are attacking from front court in centre?

cover the shaded area



- (d) opponents are attacking from front court on left?

cover the shaded area



- (e) opponents are attacking from back court?

cover the shaded area

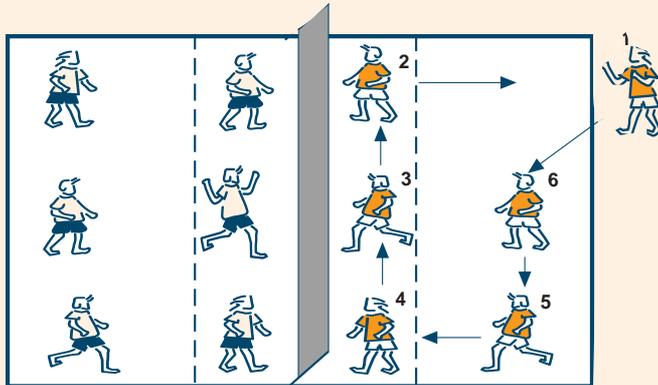


4. 6 v 6.

Game can be conditioned as appropriate to match the standard of players - making it possible for a good game and making it challenging as necessary.

Vary demands on players by adjusting

- court size
- handling skills - throw, catch, volley, dig (pass), head, fist
- rules
 - no. of touches*
 - serve*
 - rotations*



GAMES

FOR UNDERSTANDING
DIVIDED COURT GAMES

VOLLEYBALL

CONCEPT

Team-work.



If your team-mate is playing the ball, how can you support him/her?

- By looking/moving towards him/her (opening up).*
- By chasing after the ball to retrieve it.*

If you've just played the first ball, what should you do next?

- Prepare for an attack by*
- (a) *calling for the set or*
 - (b) *covering/supporting the attack*

DECISIONS FOR DEFENDERS

If your team have finished an attack (played the ball over) what position should you take up?
Return to base and adjust position according to opponents' play/attack.

If your opponents are attacking should you block?
Yes, if the ball is attacked from close to and higher than the net.

If not involved in the block, what should you do?
Cover the space and bend low to retrieve a spiked ball.

GAMES

FOR UNDERSTANDING

DIVIDED COURT GAMES

Tactical Problems in BADMINTON

ATTACKING PRINCIPLES

Creating space
Shuttle placement
Deception
Pressure
Serve

DEFENDING PRINCIPLES

Denying space
Creating time
Regaining control
Return of serve

Problem	Tactical Solution	Action Taken
1. <i>How do I win a point?</i>	<p>Create space (using width and depth) to place shuttle on the ground.</p> <p>Force an error.</p>	<p>Keep opponent at the back of the court (a defensive position). Make the opponent run. Use deception to disguise your intention. Limit opponent's time by playing the shot low (drop-shot) or fast (smash).</p>
2. <i>How do I serve?</i>	<p>Long to forehand/backhand. Short to forehand/backhand.</p>	<p>Assess opponent's form and use a serve which exposes weaknesses taking account of own serve's strength.</p>
3. <i>How do I prevent my opponent from scoring?</i>	<p>Defend space on own court. Create time to recover.</p>	<p>Adjust position on court to limit opponent's options. Narrow the angles available to opponent. Keep the shuttle deep/high to create recovery time. React to deception. Anticipate play. Turn defence into attack, if possible!</p>

1. Co-operative rallying

(a) 1 v 1, over net.

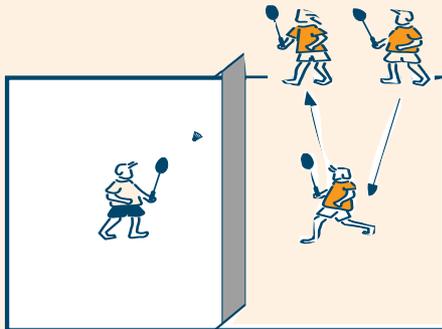
Pupils hit the shuttle over and back trying to keep a rally going.

(b) **Pupils continue (as in (a)), counting the number of consecutive shots hit. They set a record - a class record or a personal record.**

(c) 2 v 2 shared racket.

Two players, with one racket between them, play opposite another two players - who also share a racket. Players continue to rally over and back but must give the racket to their partner after each hit.

(d) 3 v 1, co-operative rallying.



Players arrange themselves as in diagram. On the side where there are waiting players, each player leaves the court after one shot. Players try to keep the rally going for as long as possible.

FOR UNDERSTANDING

DIVIDED COURT GAMES

BADMINTON

CONCEPT

Connecting with the shuttle.

An appreciation of the concept of time: learning that height gives an opponent time to get to the shot and gives a player time to recover.

Moving appropriately to hit the shuttle.

How can you help keep the rally going?

Hit straight to your partner.

Keep it high.

Why does height help?

It gives you time.

It's easier to hit it overhead.

What can you do if the shuttle goes over your head?

Move back.

How can you prepare yourself for the next shot?

Recover to ready position (racket up, position on court etc.).

2. **Competitive Play**

(a) **1 v 1, over net on long/narrow court.**
Pupils try to beat their opponent by getting the shuttle to the ground within agreed boundaries.

**FOR UNDERSTANDING
 DIVIDED COURT GAMES**

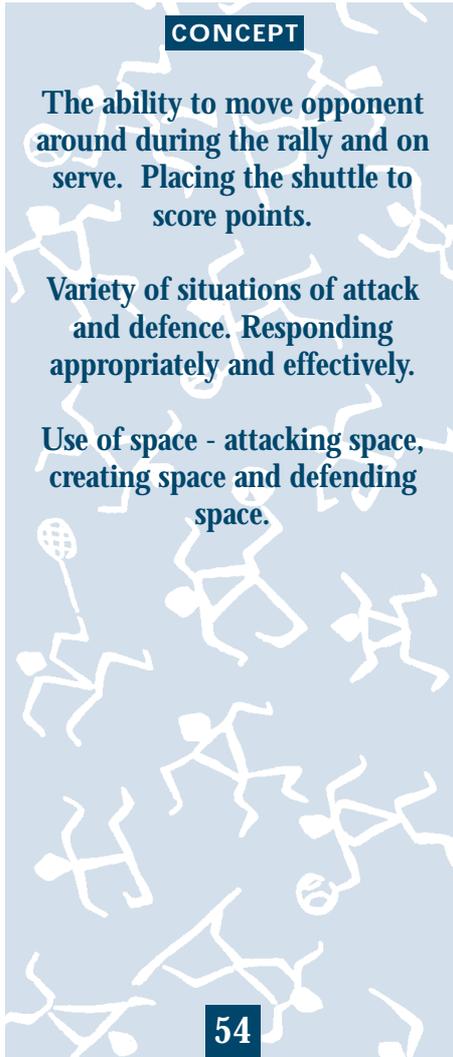
BADMINTON

CONCEPT

The ability to move opponent around during the rally and on serve. Placing the shuttle to score points.

Variety of situations of attack and defence. Responding appropriately and effectively.

Use of space - attacking space, creating space and defending space.



How do you score a point?

Get shuttle to the ground.

Is there a need for boundaries?

Go and see Yes!

The question of serve can be raised as appropriate.

Who starts each rally? How is it started? Is this a fair way to start a game? Does it need rules to make it work/a good game?

What do you need to win a point?

A space to put the shuttle into.

Where are the spaces on a long narrow court?

Front and back.

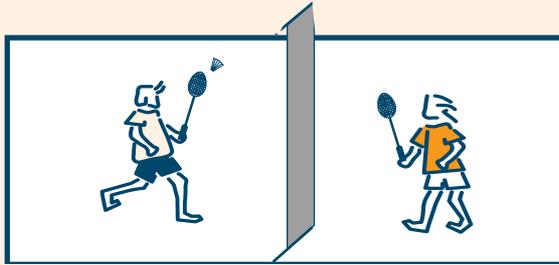
How can you create spaces?

By getting your opponent to move out of position.

ACTIVITY

- (b) 1 v 1, 7/9 point rally game on long/narrow court.

Pupils score a point every time the shuttle touches the ground on the opponent's side of the net or if the opponent fails to return a shot. The game is over after 7/9 points.



GAMES

FOR UNDERSTANDING
DIVIDED COURT GAMES

BADMINTON

CONCEPT

Understanding concept of time - how to give your opponent less time, how to give yourself time to recover when necessary, the path of the shuttle and its effect on time etc.

QUESTIONS

Can you send your opponent to the back?

Where is the space now?

In front.

Can you put the shuttle there?

How can you give your opponent less time?

Play it short/Play it low/Play it fast.

How can you give your-self time to recover?

Play the shuttle high/long/deep.

(c) 1 v 1, over net, no rackets.

Using one shuttle between 2, play a throw catch game. Each player attempts to throw the shuttle onto the ground on their opponent's side. As in (b) a point is won if the shuttle touches the ground or if your opponent fails to return the shuttle.

(d) 1 v 1 (with rackets), long, narrow court.

Players introduce a serve rule(s) to make game fair and continue as before (b), scoring points as shuttle hits the ground.

FOR UNDERSTANDING

DIVIDED COURT GAMES

BADMINTON

CONCEPT



Where is it easiest to attack from?

Front court.

Are you winning the point when attacking from the front?

Where is it easiest to drop/smash from?

Are you using these chances to score in your game?

Go and see.

Can you get the shuttle to the ground quickly?

When? How?

If it's easiest to attack from the front, where do you want your opponent?

The back.

Can you get your opponent to the back of the court with your serve?

Can you get your opponent to the back of the court with your return?

Can you mix a short serve into the game?

DEFENCE QUESTIONS

To deny your opponent space where should you stand on the court?

The middle.



Keeping the shuttle low to give the opponent less time.

Use of space:

Placing the shuttle left and right as spaces become exposed.

Is this always the best?

Your opponent is forced to the back of the court.
[How does this affect you?]
Anticipate short return.

You bring your opponent to the front of the court with a drop shot. [Where should you defend?]
Front court.

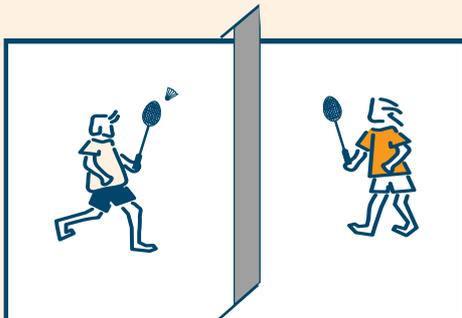
Where are the spaces?
Sides.

How can you make it harder for your opponent?
Keep it close to the net.

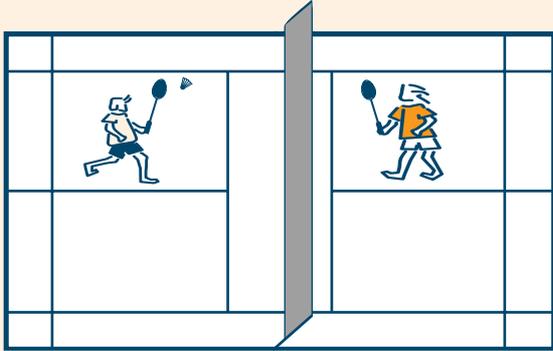
How can you give your opponent less time?
Keep it close to the net.

How can you defend space?
(i.e. where should you stand if shuttle is x or y etc.)

(e) 1 v 1 over net on short, wide court.
Pupils try to beat their opponent by getting the shuttle to the ground.



(f) 1 v 1 full court.



GAMES

FOR UNDERSTANDING
DIVIDED COURT GAMES

BADMINTON

CONCEPT

Creating, attacking and defending space.

Awareness of time and its effect on play -speeding up attack, slowing the game down to give time to recover etc.

Can you send your opponent to the back of the court with your serve/return of serve?

What does this do?

It creates space.

It puts my opponent in a weak position (at back of court).

Can you place the shuttle into the space with precision/speed/deception?

Can you identify areas of strengths/weaknesses in your opponent's game?

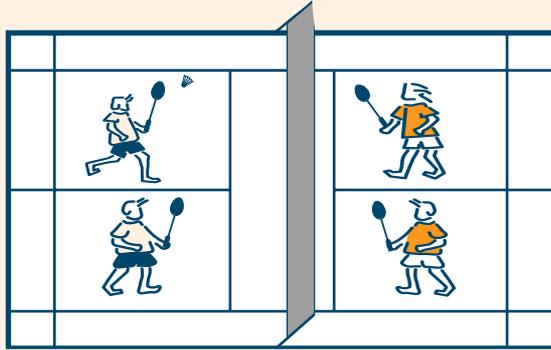
Can you exploit these weaknesses?

Can you reduce options available to your opponent by good defence positions on court?
e.g. covering the front court to force a high defensive shot.

3. Doubles 2 v 2.

Experiment with size of court so that the game is viable and yet challenging.

It should be possible, by adjusting court size, to emphasise various aspects of the game e.g. playing to space, defence tactics, variations on serve, etc.



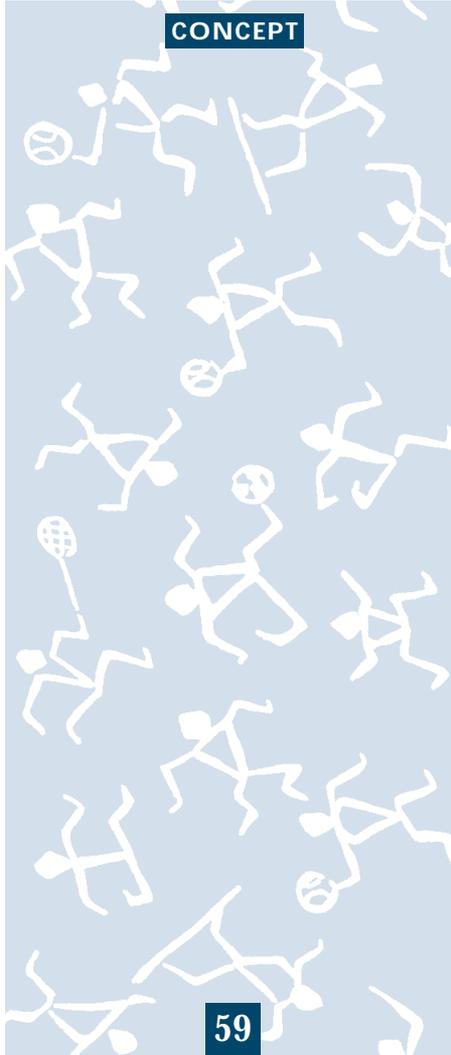
GAMES

FOR UNDERSTANDING

DIVIDED COURT GAMES

BADMINTON

CONCEPT



Where are the spaces?

This depends on position of opponents at any given time.

How can you increase your chances of putting the shuttle into the space?

Play from the front.

In order to play an attacking game, what formation is effective?

Front and Back.

Why?

Because the person in front is able to attack from a strong position close to the net.

Can you always adopt this position of attack? No.

Why?

Because sometimes the person at the back will be under too much pressure and will need help.

Can you identify weaknesses in your opponents? e.g. the short game, return of a short serve, backhand of a player.

Where can you position yourselves on court to best defend space?

This depends on opponents' attack.

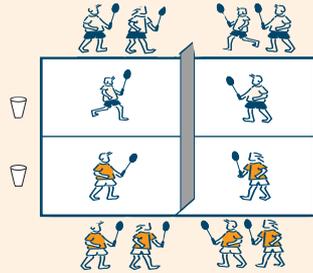
A strong attack can be best defended with players side by side.

A weak attack may allow opportunity for defenders to counter-attack and they may anticipate this by playing front and back. It is constantly changing.

4. Other ideas

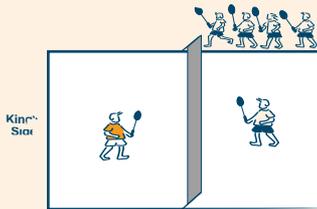
(a) Pyramids

A team game using 6 v 6 co-operative rallying.



Teams of approximately 6 players aim to 'use up' a bundle of shuttles placed at $\bar{\square}$. A shuttle is 'used up' if hit over and back 6 times in a row without a miss! Each pair of players has one chance to 'use up' the shuttle. If they succeed, the shuttle is placed in the other team's bundle and the next two team-mates take another shuttle from their bundle and continue on. If they fail to get 6 in a row, they must leave the court and allow the next pair to continue the challenge. The first team to 'use up' the bundle of shuttles are the winners.

(b) King of the Castle



In groups of 4-6, pupils take it in turns to play a competitive rally. The winner of the point remains on the court moving to the 'King's side' and the loser leaves the court. Waiting players come on in turn to challenge. The first person to get 5 points is 'King of the Castle'. Players get a score for a point won on the 'King's side' of the court only. As players come on to the challenging side, they bring a shuttle on and always start the rally. If beaten when on the 'King's side' they rejoin the line but hold onto points already won.

FOR UNDERSTANDING
DIVIDED COURT GAMES

BADMINTON

CONCEPT

Appreciation of the concept of time whereby height will make rallying easier.

Pupils should be made aware of different emphasis on points depending on own score/opponents' score.

How can you help your partner to keep the rally going?
Keep it high.

How can you speed up the rally?
Hit it closer to the net.

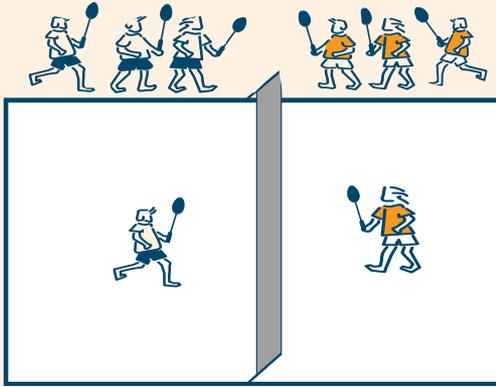
Does this always work?
It introduces a greater risk factor and players are more likely to miss.

Questions are as above in the 1 v 1 competitive play section.

Also:-

If opponent is one point away from 'King of the Castle', what should you do?
Play safe. Keep opponent back from net. Be patient. Create space and wait for scoring opportunity.

(c) Belts



In teams of 3-5, players aim to beat opponents and win 'Belts' for their team. A player must beat 3 opponents consecutively to win a 'belt'. The first team to win 3/5 belts are the winners. Two players, one from each team play against each other. As players win they remain on the court. As they lose they leave the court and the next player in line comes on to continue the challenge. The player coming on always has a shuttle and starts the point. If a player wins a 'belt' s/he must leave the court and join the back of his/her team's line. Players coming on always start with 0 points.

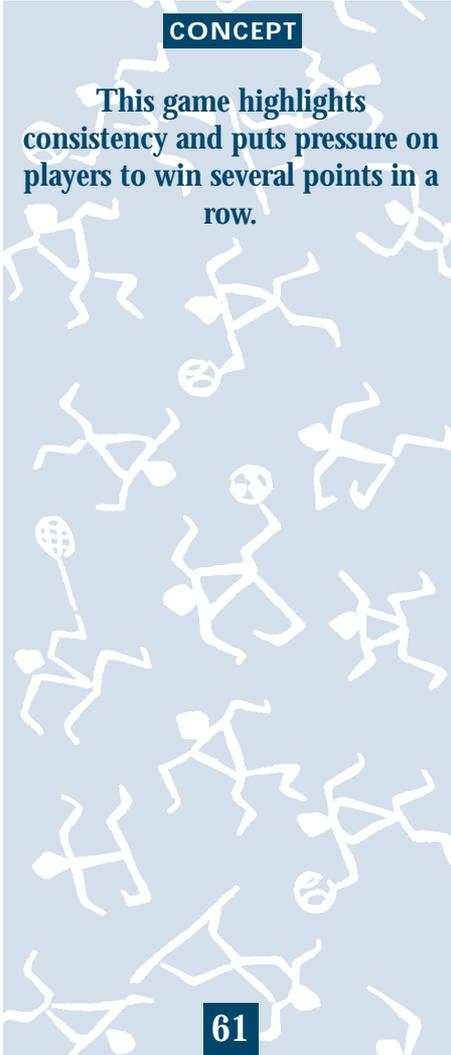
GAMES

FOR UNDERSTANDING
DIVIDED COURT GAMES

BADMINTON

CONCEPT

This game highlights consistency and puts pressure on players to win several points in a row.



As before.



GAMES

FOR UNDERSTANDING

GAMES MAKING



GAMES

FOR UNDERSTANDING

GAMES MAKING

WHAT IS GAMES MAKING?

Games making (or games invention) is an aspect of Teaching Games for Understanding which focuses on pupils' creativity combined with an understanding of tactics and strategies.

Pupils are set tasks by the teacher. The tasks suggest a playing area and equipment available for the invention of a game. The pupils receive the opportunity to work with their peers to invent, construct and develop a game which they can call their own. In the process they will show increased understanding of the need for rules, the reasons for boundaries and tactics and strategies which will increase understanding of games playing.

The teacher should structure this learning experience to highlight concepts and skills relevant to specific games. Through the imposition of conditions, adapted equipment and the use of questioning the teacher can structure the experience without curbing the pupils' creativity.

The pupils should be requested to record the details of their game. This record should show the steps of development of the game (e.g. the need for an additional rule due to a breakdown in continuity of play or due to the tactics employed by a team) thus providing a progressive account of the understanding process. They should also be encouraged to explain their game to their peers and to teach them how to play the game. The game should be sufficient to sustain interest and should not be too complicated (the best judges of this most often are the pupils themselves).

The endless combination of equipment, playing area, number of players and conditions imposed allows for a games making module to encompass a block on a games programme. Such a block may be used as a generic games module for introductory games. Generic games are games which do not relate to any specific game but rather concentrate on concepts common to games in general. Games making may also be used to help pupils understand some of the concepts of a particular game type (e.g. invasion games) before continuing with further work within that game type.

Why use Games Making?

There are a number of reasons why the physical education teacher should incorporate games making within the games section of the physical education programme:-

- (1) *To develop a better understanding of games playing by increasing pupils' knowledge of concepts and principles peculiar to specific games.*
- (2) *To help students identify and explore the variety of games classifications.*
- (3) *To be used as a method of evaluation to monitor the level of pupils' understanding of key concepts and principles.*
- (4) *To provide a link between different games e.g. volleyball/badminton.*
- (5) *To help the enhancement of personal development, social skills, creative thinking and leadership skills.*

GAMES

FOR UNDERSTANDING DIVIDED COURT GAMES

How to use Games Making

(i) The teacher explains to the class that they will create their own game using selected equipment and space. The pupils will work in groups (group size to be decided by the teacher) and will be given the following guidelines to create/invent their game:-

The game should have:-

- (a) A name;
- (b) A set of rules;
- (c) A scoring system;
- (d) Re-starts (ball out of play/infringements);
- (e) Specific techniques;
- (f) Awareness of the possibility of specific roles (e.g. goalkeeper).
- (h) Tactics.

The pupils will try out their game, refine it, adapt it and practise it, as necessary. The teacher will move among the groups to assist the development of each game by questioning each group about their game and how it has evolved to its present stage.

The pupils then teach their game to their class and teacher. This provides an opportunity for teacher and pupils to ask questions.

The pupils will then write/type the details of the game to present to the teacher. This can be kept by the teacher to use as a resource for further work and/or as an evaluation record of work completed.

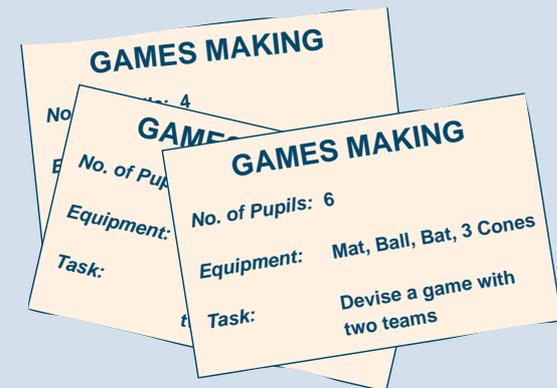
It is important for the teacher to realise that Games Making is both student-centred and teacher-directed and both pupils and teachers will have to adapt to this approach.

(ii) The teacher may decide to use Games Making in a number of ways:-

- e.g.
- (a) To illustrate the classification of games;
 - (b) As an introduction to a specific games classification; and
 - (c) As a link between games.

(a) To illustrate the classification of games:-

In order to give the pupils an understanding and an appreciation of the different categories of games the teacher may divide the class into small groups and present each group with a task which involves creating a game. The instructions will, hopefully, dictate the category of game which is created, though there is no guarantee that this will happen. The tasks can be presented to each group on individual cards.



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In this example the teacher sets tasks which correspond with the following game classifications - Invasion, Shared Court, Divided Court, Target and Striking and Fielding.

The teacher divides the class into five groups - one for each of the games classifications.

Each group is presented with a task similar to the following:

- (1) In 2's devise a game using a tennis ball and a wall (use of side wall optional).
Possible outcome - Shared Court Game.
- (2) In groups of 6 devise a game using a mat, ball and bat and 3 markers/cones, with two teams.
Possible outcome - Striking and Fielding Game.
- (3) In groups of 4 devise a game using a net and a beanbag.
Possible outcome - Divided Court Game.
- (4) In groups of 6 devise a game with a basketball and four cones/markers.
Possible outcome - Invasion Game.
- (5) With an uneven number (5/7) devise a game using a bin and a tennis ball.
Possible outcome - Target Game.

The size of groups will be determined by the numbers in class and space available. The working area for each group should be considered by the teacher to allow for safety within the class and adequate space to perform the task. The tasks may be completed both indoor and outdoor and should be tailored to the facilities and resources available to the teacher.

(b) As an introduction to a specific game:-

The teacher may wish to move directly into a specific game e.g. volleyball, gaelic football, rounders, squash.

Games making can be used to help provide a better understanding of the concepts and principles which will relate to the game to be taught.

The teacher will design a task which will focus on the need for rules, boundaries, scoring systems, techniques and tactics. This will help pupils to understand the need for these principles when the teacher advances the class towards the specific game to be taught.

The following are two examples of introducing specific games using a games making approach.

- (i) Sample Task: for an introduction to an invasion game e.g. rugby, soccer, gaelic football, basketball, hockey:

3 v 3 in a given area. The pupils choose from a variety of equipment and play a game with a scoring system and designated scoring areas.

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- (ii) Sample task: for an introduction to a divided court game e.g. volleyball, badminton, tennis:

1 v 1 or 2 v 2. Pupils choose a beanbag/shuttlecock/ ball and are given an area with a net/line. The pupils devise a game involving passing the ball over the line/net.

- (c) **As a link between games:-**

The teacher will choose a link between games that he/she wishes to emphasise. An example of such a link is as follows:-

To highlight the use of space at the front or the back of the court in different court games, games making could be used to highlight the need for pupils to understand and appreciate the same concept in spite of the fact that they are playing different games with different equipment.

WHEN TO USE GAMES MAKING

Games making may be used at various points within the games section of the physical education programme.

Where and when to use Games Making depends on the individual teacher. It can be used as a short block on its own merit for its obvious benefits to the pupils' creativity, social development, groupwork and leadership possibilities by providing them with an opportunity to become more involved in their own learning and capable of developing their own ideas.

It may be used as an introductory activity for first years to assess their understanding of games, to integrate pupils within their new environment and to assess the dynamics of the class.

It also has potential in second year to help the teacher assess the pupils' level of games development and understanding arising out of their first year games module before proceeding with more specific aspects of the games programme.

It could be used to highlight concepts and principles involved in games - with the pupils finding out about the concepts and principles within their own games making which can then be transferred to specific games.

It may also be used for variety within a games programme.

Whichever way Games Making is used it is most commonly used as a short block at the beginning, middle or end of a games module according to the needs of the pupils and teacher.

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