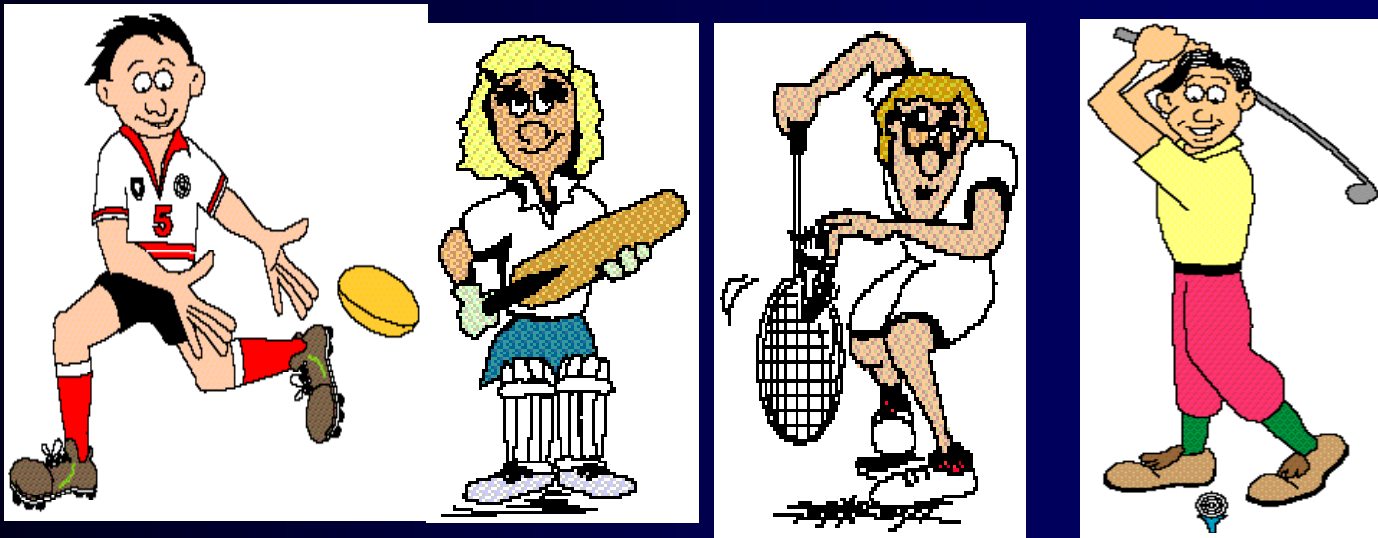


Teaching Games for Understanding & A Game Sense Approach



Concerns of traditional approach

- Players are often drilled to death
- Often **assumption** made that skills will transfer to a game
- Traditional to teach skills separately and then play the game
- Tedious, regimented, **repetitive**
- No emphasis on decision making or application of skills in game contexts

Emphasis on:

- 1 What do young people want from a sports experience?
- 2 Under what circumstances do young people best learn?
- 3 What competencies do players need to play effectively and have fun.

It is possible to become a better player almost immediately!



Good read!

- Teaching games for understanding (TGUFU)
– Denis Slade (Massey)
- Play Practice (Alan Launder/Bob Bigelow)
- “Let the children play” – Bob Bigelow
- Game sense (Australian model)

Learning

- Games sense is understanding in action
- Young players begin acquiring games sense as they apply the rules and principles of play.
- Coaches must teach for understanding.
- Skills continue to develop through attempts to fulfill the tactics. (eg long / short passes in football)

Rationale behind TGFU

- Aims to improve game performance
- Directs learner toward the ‘what’ ‘when’ ‘who’ ‘where’ and the ‘how’
- Highlights the need for thinking and moving – both on the ball and off the ball
- Each variety of sport: invasion, net etc. has similar tactics

Skill = techniques + tactics



Technique Based

- Warm Up
- Technique drills
(skill learning)
- Game
- Warm down

TGFU

- Warm up
- Game
- Questions and challenges
- Back to game (or
technique development)
- Further questions and
challenges
- Progression of game
- Repeat above cycle
- Warm Down

Workshops

- Design a practice to develop one skill using a game style approach.
- Design a progression of practice games that can teach and develop a skill and its decision making components.

Game Categories

- Tag Games;
- Target Games;
- Net and Wall Games;
- Invasion Games;
- Fielding Games.

Acknowledgement: Thorpe, Bunker and Almond (1986), Werner and Almond (1990).



‘The primary purpose of teaching any game should be to improve students’ game performance and to improve their enjoyment and participation in games, which might lead to a more healthy lifestyle’

Bunker, Thorpe and Werner (1996)

