|  |  |  |  |
| --- | --- | --- | --- |
| **Mauldon and Redfern**  **Game Education  Elementary - 1969** | **Bunker and Thorpe**  **Teaching Games for Understanding (TGfU) Secondary - 1982** | **Mitchell, Oslin and Griffin**  **Tactical Games Model  (TGM) - 1997** | **Grehaigne, Richard, & Griffin.**  **Team sports - Tactical Learning Decision Making (TLDM)**  **2005** |
| 1. Design lessons based on developmental stages to games that lead to skillfulness | 1. *Modified Game* - Based on games category, game designed to foster an understanding of game form based on the developmental needs of the students. | 1. Modified game with conditions placed on the game to ensure students address tactical problem. | 1. **Letting students explore** in play context chosen to present them with problems to perceive. |
| 2. Use of a problem-solving approach through game-like situations to highlight tactical solutions | 2. *Game appreciation*. Teacher guidance, learners develop an appreciation for how the rules shape the game, and how skills and strategies all influence each other. | 2. After initial game teacher asks questions to help students focus on the tactical problem and its solution | 2. **Asking open-ended questions** once students perceived problems teacher, with open-ended questions, gets students to debate ideas |
| 3. Teach grouping of skills according to generalized constructs (e.g., sending away, gaining possession, and traveling with an object) | 3. *Tactical awareness*. Teacher questioning, learners develop an understanding of important offensive and defensive tactics that assist in gaining an advantage over their opponents. | 3. Set skill practice that will help students solve the tactical problem when they return to the game. | 3. **Taking part in debate** teacher asking specific questions. Questions focus students on constraints on game play and solutions |
| 4. Plan based on games categories (net, batting and running) as a way of addressing similarities and analyzing game play | 4. *Decision-making*. With teacher prompts, learners come to understand how to make appropriate decisions within the game context. Recognizing cues in game situations learners decide "What to do?" in a situation and "How to do it?" as an appropriate response. | 4. Teacher establishes performance goal for students for skill practice with teaching cues and extensions to make tasks easier or harder to match varying abilities of students. | 4. **Formulation of action** **plan.** Once students have come up with solutions that satisfy problem the teacher has students practice these solutions to selected performance criteria. |
| 5. Games invention, as a means of giving children choice and an appreciation for the value of rules in shaping the game play for both skills and strategies. | 5. *Skill execution*. Learners begin to realize the importance of proper skill execution and hence will have a context from which to develop and/or refine their current skill level as well as understanding how it can be implemented in a game. | 5. Teacher sets modified game to help students use learned skills to address the tactical problem. Performance goal for students in the game is set. | 5. **Return to play context of game.** Observation and feedback from teacher and refining of game play by players based on action plan. |
|  | 6. *Game performance.* Applying the previous steps through performance in modified game against criteria for judging game performance. Game becomes more representative of a formal game. | 6. Ensure appropriate closure or ending discussion of the lesson with students. | 6. **Back to team game**. All this process leads to generalization of principles of play to other team games |

**Figure 1 Comparison of critical features of game-centered approaches popularized by the TGfU model**