Teaching Strategies in Games Teaching: Tactic-to-skill assessment in net/wall games

Description: This session will discuss what we need to assess in games teaching to support our teaching and how we assess as teachers. Examples of assessment instruments drawing on tactics-to-skill approach to games teaching will be provided. Assessment instrument in this session will draw on the Game Performance Assessment Inventory develop by Griffin et. Al (1997).

For more information link to [http://web.uvic.ca/~thopper/](http://web.uvic.ca/~thopper/) select “Recent published articles” option then TGFU articles.

Game Performance combines tactical awareness for appropriate motor skill selection and motor skill execution.

How do you teach games so that players…
  o Learn to play with tactical understanding and skill.
  o Can appreciate the play of games not just the result.

Principles of play for Net/Wall games.
  Drawing on Hopper and Bell (2000, p. 14) the primary rule for net/wall games is “get the object into the area of play more often than an opponent.” From this primary rule the following principles of play will be used to progressively develop learners’ understanding of how to play net/wall games: consistency and positioning, then placement of the object and positioning in relation to opponent’s target area, and finally spin and power to control the trajectory of the object and make it difficult for an opponent to get the object back into play.

  To help learners realize how to utilize these principles of play in dynamic game experiences the tactical awareness components in Fig 1 enable the teacher to guide learners understanding of how to play a game with tactical sophistication.

<table>
<thead>
<tr>
<th>Initial Tactical Awareness Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPACE</td>
</tr>
<tr>
<td>a. where an object should be placed in the area of play, and</td>
</tr>
<tr>
<td>b. where a player should go in the area of play based on the placement of the object.</td>
</tr>
<tr>
<td>TIME</td>
</tr>
<tr>
<td>(a) when to execute a skill within a game,</td>
</tr>
<tr>
<td>(b) when to create time to play a shot, and</td>
</tr>
<tr>
<td>(c) when to reduce opponent’s time.</td>
</tr>
<tr>
<td>FORCE</td>
</tr>
<tr>
<td>(a) How much force to apply on an object for speed, distance and height.</td>
</tr>
<tr>
<td>(b) How to apply force on an object for height, directional control and distance.</td>
</tr>
</tbody>
</table>

Figure 1: Initial tactical awareness components.
How do you teach learners to make appropriate decisions whilst playing net/wall games? Figure 2 highlights the four R’s model for student decision making that enables students to construct effective game play concepts. The model indicates the following process for players playing a point. When a point starts, players have to READ the situation to decide where they should locate themselves within the court. As they learn to recognize cues players RESPOND with the appropriate movement skill to relocate themselves to select the appropriate on-the-ball skill for the situation. As the ball enters the player’s court, the player REACTs to the force, spin and direction of the ball executing the appropriate on-the-ball skill. After skill execution the player RECOVERs with the appropriate off-the-ball movement to set up for the READ phase once again.

The 4 R’s model creates a thinking structure that can transfer across all net/wall games and games from the other game categories (Ellis, 1983). The model offers a framework that allows learners to progressively develop a tactical awareness for playing net/wall games. Combining Hopper’s (1998) principles of play for net/wall games (i.e., consistency, placement and positioning, and spin/power) with Hopper and Bell’s (2000) tactical awareness components of space, force and time, this article will show how two lead-up games can be used to develop the 4 R’s.

Figure 2 – The four R’s model for player off-the-ball movement in net/wall games
**Game Performance Assessment Instrument (GPAI)** (Griffin et al., 1997)

- **Base (P)** - appropriate return of performer to a home or recovery position between skill attempts.
- **Adjust (C)** - movement of performer, either offensively or defensively, as required by the flow of the game.
- **Decision making (C)** - making appropriate choices about what to do for *skill selection during a game*.
- **Skill execution (P)** - efficient performance of selected skills.
- **Support (games where pass used) (S)** - off-the-ball movement to a position to receive a pass when player’s team has possession.
- **Cover (S)** – move in relation to player making a play on the ball or moving to the ball.
- **Guard or mark (C)** - defending against an opponent who may not have the ball.

**GAME STRUCTURE and game play**

- **SPACE**
- **RULES/CONDITIONS**
- **EQUIPMENT**
- **OBJECT**
- **No. PLAYERS.**

**Game Play Progression**

- **Play to co-operate**
- **Play to compete**
- **Play to win**
Lesson 2  PE452  2004

EQUIPMENT:  3 hoop.  28 Tennis can caps.  34 pylons
Tennis Balls – transition and normal.  24 racquets.

ADMIN

- Next class in Mck 150.
- School Placements based on pairings – See one want take it down and bring to me
- Readings sign up on Thurs.  Available in resource room by Wed.
- Ch 1, 2 and 10 in Griffin Text – In reserve room.
- Check out website – Game Categories and why.

Intents: Phases of lesson, task progression, TGfU, GPAI assessment, Tactical Awareness. Student decision making. Modify Games. Basic Task model.

What is TGfU?
Game first.
What is a game? – How can you modify the game so that a student can learn to play?
CONTEXT and STUDENT -- Inter-action to create an emerging understanding.
What to do? When to do it? How to perform skills?

Basic Task model on board.

Things to listen for:

SPACE, FORCE, TIME

<table>
<thead>
<tr>
<th>On-the-ball skills (EH)</th>
<th>Off-the-ball movements (BM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SENDING</td>
<td>Run, stop, guard, cover, base (ready position), dodge, jump.</td>
</tr>
<tr>
<td>RECEIVING</td>
<td></td>
</tr>
<tr>
<td>RETAINING</td>
<td></td>
</tr>
</tbody>
</table>

10 mins.
BOUNCE GAME – 10 min.

TASKS
1. Bounce ball above head height and catch before it bounces again. Avoid other players. Where go after bounce ball? Where is the ball going where should you be? How make it easier to catch? Challenge yourselves. How move fast? Weight shift as throw - Why?
2. Bounce Game
Aim: Trying to hit the target then catch see if you can keep the ball going
Rules:
   a. Must throw ball down
   b. Must catch before ball bounces again
   c. Must throw from standing


Where should you go after sending the ball? – SPACE - BASE
How can you prepare to send more effective? - Height for TIME. Set to throw as catch. What makes you more accurate? - FORCE - Weight shift, angle and force to receive based on distance.

Extension: Add a bat.

Content Analysis

<table>
<thead>
<tr>
<th>On-the-ball skills</th>
<th>Off-the-ball movements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catching</td>
<td>Side-step</td>
</tr>
<tr>
<td>Sending Over-aim throw</td>
<td>Cover action</td>
</tr>
<tr>
<td></td>
<td>Recovery to base</td>
</tr>
<tr>
<td></td>
<td>Lunge</td>
</tr>
</tbody>
</table>
LINE GAME – 15 min.
Example – Line game. Locate either side of a line. 16 pylons and 16 caps.
Pairs. Change partners based on holding the ball.

<table>
<thead>
<tr>
<th>On-the-ball skills</th>
<th>Off-the-ball movements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throw</td>
<td>Side-step</td>
</tr>
<tr>
<td>Strike</td>
<td>Cover action</td>
</tr>
</tbody>
</table>

BASE and COVER.
Aim: Scoring by making the object bounce on your opponent’s side of the line after bouncing the object between the cones on your side of the line.

Rules
1. Ball must be sent as soon as received
2. Cannot move with the ball
3. Score up to 3 points.

Loser increases opponent’s pylon spread or reduces own.


Extensions:
- Strike
- Use of racquet.

TACTICAL PROGRESSION
1. "Where should you throw the ball to make it easy for your partner to catch?"
   (Co-op)
2. "Where should you stand to receive the ball?" (Comp) SPACE
3. "Where should you send the ball to make your partner move?" (Comp) SPACE
4. "What happens when you send the ball hard then soft?" (Score) FORCE and SPACE
5. "Where should you stand if you make your opponent move forward?"
   "When you drop your ball short go close to the pylons because your opponent will likely drop the ball short." TIME

DECISION MAKING

Change partners. Adapt game structure with opponent. Game must be close.

15 minutes.
CASTLE game progression – Forehand progression. Movement-off the ball.

A pair get a bat each, court space, a bean-bag and a ball of choice.

<table>
<thead>
<tr>
<th>On-the-ball skills</th>
<th>Off-the-ball movements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sending - Strike</td>
<td>Side-step</td>
</tr>
<tr>
<td>Forehand grip</td>
<td>Cover action</td>
</tr>
<tr>
<td>Forehand stroke</td>
<td>Recovery to base</td>
</tr>
<tr>
<td></td>
<td>Lunge</td>
</tr>
</tbody>
</table>

Castle Game – Pairs.

Aim: To hit target – Partner does jumping jacks

Where do you go after you hit the ball?

DECISION MAKING.

BASE

Rule:
1. Ball above head height.
2. Ball bounce once.
3. Hit ball alternately

Locate in quadrant.
Hand first then add bat.
One-touch control if needed.
Short grip. Hand. Ball change.

Extend
Can hit anywhere inside court

Skill Practice - Forehand stroke. Use the wall, transition ball.

Target head height. Pylon 3 me away.

Aim: Stroke the ball continuously against the wall after one bounce, try to hit either target for a point.

1. Allowed one bounce between hits
2. Must get behind pylon between hits
3. Start behind pylon

Coach: Use one-touch control.
- 1m behind pylon
- Falling ball (waist/knee height) in front of leading foot (hitting zone)
- Early prep
  - Shift weight into ball and follow through
  - Strike with face right angles to floor.

RETURN to game.
15 mins (11.00).
Win-a-racquet Game

<table>
<thead>
<tr>
<th>On-the-ball skills</th>
<th>Off-the-ball movements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forehand grip</td>
<td>Side-step</td>
</tr>
<tr>
<td>Backhand grip</td>
<td>Cover action</td>
</tr>
<tr>
<td>Forehand stroke</td>
<td>Recovery to base</td>
</tr>
<tr>
<td>Backhand stroke</td>
<td>Small adjusting steps</td>
</tr>
</tbody>
</table>

Aim: Win points with the racquet by getting the ball into your opponent’s court more often than they get it in yours.

Rules:
1. Feeder always serves the ball from behind the service line.
2. If feeder wins 3 points or hits the pylon get to use the racquet.
3. Racquet person allowed one-touch control.

Extension. If player wins three points with racquet then their court increases in size back to zero.

One-touch control with bat.
   Where do you go after striking the ball?
   What happens as your opponent strikes the ball?
   How can you reduce opponents time?
   How do you know when to attack?

Skill Practice
Drop feed close to net.
   • Early prep
   • Wide base
   • Hitting zone
   • Falling ball
   • Weight forward to base

GPAI assessment. Review sheet. Show one pair ball and assess.

Groups of 4. Number 1 to 4. 1 v 2. 3 assess 1. 4 assess 2. 3 v 4
Assess racquet player – stop after 3 points and discuss. Give feedback.
Repeat for 6 points. Give feedback. Rotate players.
32 players on 3 courts – Use space between nets. Assessors at back of courts.

DISCUSS – What comments could you write in space below column.

What does the data tell you as a player?
What happens to your own play after you assess somebody else?
What do you learn to appreciate?
### Skill Execution - Sending the ball efficiently into the court to the appropriate target area—striking the ball in the hitting zone and setting up for recovery. “✓”

### COMPONENT - Definitions for the off-the-ball movement

**A Base** – Recover to position behind or ready to attack opponent’s expected target area.

**B Decision Making** - Read with anticipatory movement of appropriately staying back, moving-back behind baseline or moving-in to attack expected short ball.

**C Cover** – Respond with quick split-step preparation in target area as opponent strikes the ball.

**D Adjust** – React to ball with small push-off movements to set-up to execute shot in the hitting zone.

### RATING – rate how well your partner achieves each of the off-the-ball movements

- 5 Consistent and appropriate use of GPA component
- 4 Mostly appropriate use of GPA component
- 3 Mediocre use of appropriate GPA component
- 2 Inconsistent use of appropriate GPA component
- 1 Not using off-the-ball movement appropriately

### EXAMPLE

<table>
<thead>
<tr>
<th>Point</th>
<th>Skill Execution</th>
<th>Won (✓) or Lost (X)</th>
<th>Base</th>
<th>Decision</th>
<th>Cover</th>
<th>Adjust</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>✓</td>
<td>✓</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>✓</td>
<td>✓</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>X</td>
<td>X</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>✓✓✓X</td>
<td>X</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>