"Players need to be able to interact effectively with each other, understand their movements so they can sue appropriate skills and movements for each situation." (p. 7)

Issue/Focus
The focus of Capel’s paper was to determine the effects of teaching games as interactive activities. She attempted to observe the differences in skill, tactics and decision making skills between two groups of middle school children. One of the groups was taught by traditional methods while the other was taught with interactive activities. Interaction was defined by the principles of co-operation, communication, and decision making.

Reasoning
The results of the study determined the students taught with the interactive method had not only better decision making skills (as was expected), but better physical skills as well. This may have been in part due to the increased receptiveness of the interactive group to learn when to use the skills of the game. Conversely, students taught by traditional methods tended to crowd the ball in invasion games, and didn’t know what skill was most appropriate to use in various situations, proving they had less understanding of how to make the game play.

Assumptions
It was assumed that the reader knew what the interactive method of teaching entailed. Thus the author made no effort to explain what the interactive method would look like in the classroom setting. Also when the author referred to how both groups had a good knowledge of the rules of the game, she neglected to analyze the difference between memorization of rules and understanding what purpose each rule has in making the game playable. Finally, the issue of how skills were developed in the interactive method was not addressed. When it was obvious a new skill was needed, was the game stopped so that drills could be practiced, or were the students left to develop their own versions of the skills to allow the game to continue playing?

Conclusion
This paper showed the difference between teaching the skill for game performance and teaching skills for skill performance. I learned that the interactive method could be both utilized on its own and in combination with traditional methods to improve decision making skills within game play.

Significant Information
The reason this study was conducted with middle school children was because they had no previous instruction in invasion games. I find this highly improbable as invasion games are the most common among school aged children on the playground.
Personal Comments
I found this article relatively easy to read. However, there was very little explanation of how the study was conducted, taking away from the validity of the research. As most of the information was qualitative information gathered from questionnaires would have liked to have seen some examples of the questionnaires that the children were asked to fill out.