Summary by Eric Stoehr

**Issue/Focus:** The focus of this article was to study if there was a transfer of knowledge between games that have the same classification (net/wall, territory invasion, batting, and target). The authors agree with the classification model as an appropriate way of classifying games but wanted to investigate whether students could take the tactics used in one sport and apply them to another sport with the same classification.

**Reasoning:** The experiment conducted in this study was to take 2 groups of a grade 8 PE class and test their decision making and decision making speed in badminton. One group was to then undertake a four week rugby unit (control group), while the experimental group was put through a four week volleyball unit which is a net/wall game like badminton. At the ends of the 4 weeks, the 2 groups were again observed playing badminton. The results of the experiment showed that the experimental group had better decision making skills and could make decisions faster then the control group. Although the skill level of the two groups was the same, the tactical understanding of the experimental group was significantly better then the control group.

**Assumptions:** The article talks about game sense teaching or teaching from a tactical approach has emerged as the way to teach PE for those who have become unhappy with the traditional skills only approach. The authors write that many students have become disenchanted with traditional teaching approaches and want to present evidence supporting this approach as well as testing the validity of the games classification model. During the four week experimental phase of the experiment, the students were taught their respective sports using game sense teaching.

**Conclusion:** Based on the results of the study, the authors explained that game sense teaching provides an excellent way of teaching the games classification curriculum. It also showed that when students actually understand the tactics in a particular sport, they are able to transfer those tactics to other sports. As educators we can try and use information that students already know to further their understanding of a new game.

**Significant Information:** Something that should be taken from this article is to teach games in PE in an order that makes sense. For instance it will be more beneficial for students to have a few net/wall game units taught in succession then to jump between games of the different classifications every two weeks. In this fashion, students will understand the similarities between sports that may look very different (basketball vs. rugby) and be able to apply tactics from one game to another. I think this approach makes sense and the results of their study prove this.

**Personal Comments:** I thought this was a good article that produced worthwhile evidence related to our field. I agree that by using a tactical approach, students are able to see the similarities with different games and apply similar tactics to new games. I just wanted to point out that while the four main games classifications are the same as we
learned in class, net/wall is divided into implement and hand games (rather than divided vs. shared). Also target games are divided into fixed vs. moving games instead of blocked vs. open (i.e. Billiards vs. clay pigeon shooting, I don’t think I ever did any clay pigeon shooting in my PE classes!)