

**University of Victoria
Faculty of Education
School of Physical Education
2004**

**Physical Education 452 F01
Strategies for teaching games in physical education**
Old title - Instructional Techniques in Team Activities Secondary

Methods of teaching team activities to secondary school and related groups. Field experience is required as part of this course.

Instructor: Tim Hopper Website: <http://web.uvic.ca/~thopper/>
Office: McKinnon 185 E-mail: thopper@uvic.ca
Office Hrs. M - 1.30 – 2.30 am
Class Time Sept 9 to Dec 2, 2004.

Assigned Readings

Required

Course Pack: Metzler, M. (2000). *Instructional models for physical education*. Massachusetts: Allyn and Bacon. Chapters 1, 2 and 10 from *Teaching Sport Concepts and Skills* text below.

Articles listed at the back of this course outline and placed in reserved reading sections of McKinnon Reading Room.

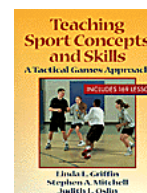
Recommended

Teaching Sport Concepts and Skills: A Tactical Games Approach

Linda Griffin, Stephen Mitchell, Judith Oslin 1997

US Price: \$20.00 248pp ISBN: 0880114789

<http://www.humankinetics.com/products/showproduct.cfm?isbn=0880114789>



DEVELOPING TEACHING SKILLS IN PHYSICAL EDUCATION

Fourth Edition, Daryl Siedentop, The Ohio State University
Deborah Tannehill, Paci 416 pages / 2000 ISBN 0-7674-1023-8

<http://www.mayfieldpub.com/catalog/physed/04171.htm>

Course Objectives

By the end of this course the student should understand and be able to demonstrate:

- a. Knowledge of and use of effective teaching strategies and evaluation procedures for games taught in physical education.
- b. Knowledge of games classification systems and their application to the teaching of games taught in physical education.
- c. Knowledge of and use of teaching progressions for skill and tactical development in games taught in physical education.
- d. Knowledge of and use of effective lesson plans for the teaching of games taught in physical education.

Course Assignments and Evaluation

In order to complete this course, each student will be expected to:

- a. Attend and participate in all class sessions.
- b. Prepare and teach a minimum of three mini-lessons to a class of grade 7 to 12 school students
- c. Document four lessons for a school experience by preparing:
 - i. A description of the teaching situation in the school.
 - ii. A written record of the "observation" lesson.
 - iii. Lesson plans for each of the second, third and fourth teaching experiences (the "original" lesson plans only to be handed in).
 - iv. A brief description of thoughts, experiences encountered in the school situation together with ideas for change/improvement.
- d. Mini Lesson - class presentation in a game to be taught in the physical education field experience.
- e. Complete all reading assignments and exams.

Evaluation Breakdown

1. 10% Professional participation: (includes attendance, readings and summary on listserv, productive participation in practical classes and classroom sessions).
2. 30% Four-lesson, web-based mini unit with demonstration lesson (with Partner). Demonstration lesson (12 min.) - Oct 18th to 25th.
Lesson materials draft web-based unit Thursday - Nov 4th.
Final web-based unit Monday - Nov 22nd
3. 20% Partner assignment school experience, observation visit to be completed before class on Thursday October 4th.
Peer teaching lesson and school lesson and evidence of personal development - Thursday - Nov 15th
4. 20% Mid-Term Exam on Thursday October 11th.
5. 20% Final Exam on Thursday December 2nd.

Grading Breakdown:

GRADING (Please note School of Physical Education grading criteria) 2002

A+ = 95-100	B+ = 80-84.5	C+ = 65-69.5
A = 90-94.5	B = 75.79.5	C = 60-64.5
A- = 85-89.5	B- = 70.74.5	D = 50 -59.5
	F = <50	N = did not complete

A+	Outstanding work. Reserved for few students but definitely part of the distribution if warranted.
A	Excellent work, displaying strong knowledge, synthesis and application of concepts.
A-	Very good work showing depth of knowledge and analytical ability.
B+	Good work, high knowledge level and good application of information.
B	Steady performance, not outstanding in knowledge or application.
B-	Good knowledge but some lack of understanding in knowledge or application.
C+	Satisfactory knowledge, limited application and demonstration of understanding.
C	Satisfactory knowledge, definite lack of some information, no application.
D	Marginally satisfactory, noticeable gaps in knowledge and understanding.
E	Failing grad; conditional supplement.
F	Unsatisfactory performance.
N	Failing grade; did not write examination or otherwise complete course requirements

NOTE:

- 1 It is expected that for all written assignments you will use appropriate referencing format. *A special note on plagiarism:* A writer is plagiarizing when he or she uses another's work and presents it as his or her own work without referencing. This applies to summarizing, reiterating, paraphrasing, or directly quoting another author's (or student's) material without giving proper credit to that writer. Diagrams, charts, pictures, and illustrations along with any other materials or ideas originating from another source must also be clearly referenced. Any plagiarism is a serious matter. Depending upon circumstances, the penalty for plagiarizing may vary from a mark of zero on the assignment to ultimate suspension from the university. To avoid such penalties, the student must take responsibility for understanding what constitutes plagiarism and for completing work in a manner that is academically honest.
- 2 Any late assignments will be deducted 10% per day from the due date. This rule will be applied unless a student is given an extension, prior to the due date, for extenuating circumstances.
- 3 As a professional course attendance in this class is compulsory. The majority of the course material will be taught through practical experiences such experiences cannot be repeated. Students who are forced to miss class must make a professional commitment to catch up material with notes, extra reading and dialogue with peers. Inform instructor of any expected absence from class during office hours or after class. Evidence of professional commitment must be shown to the course instructor to avoid penalty.

ARTICLES ON RESERVE

The articles listed below represent literature that has examined how we teach games in physical education lessons. The articles have been arranged into four sections. A copy of each article is on reserve in the resource center, however most of the articles can also be found in the McPherson Library. In this course you are expected to read at least three articles from the list, one article from three of the four sections, and then be able to speak to those articles in class discussion throughout the term. Only two people can sign up for each article in each section. Be prepared to select your articles by Thursday September 12th. This professional expectation will be a key part of your professional participation mark. Reading needs to be done before class on Monday September 23rd.

Theoretical perspectives on TGFU

1. Bunker, B., & Thorpe, R. (1986). The curriculum model. In R. Thorpe, Bunker, D., & Almond, L (Ed.), *Rethinking games teaching* (pp. 7-10). Loughborough: University of Technology, Loughborough.
2. Bunker, D., & Thorpe, R. (1986). Is there a need to reflect? In R. Thorpe, D. Bunker, & L. Almond (Eds.), *Rethinking games teaching* (pp. 25-34). Loughborough: University of Technology, Loughborough.
3. Butler, J. (1997). How would Socrates teach games? A constructivist approach. *JOPERD*, 68(9), 42
4. Chandler, T. (1996). Reflections and further questions. *JOPERD*, 67(4), 49-51.
5. Chandler, T. (1996). Teaching games for understanding: Reflections and further questions. *JOPERD*, 67(4), 49-51.
6. Chandler, T., & Mitchell, S. (1990). Reflections on "Models of Games Education". *JOPERD*, 61(6), 19-21.
7. Ellis, M. (1985). Decision-making: The key to success in games. *RUNNER*, XXIII(3), 24-28.
8. Griffin, L., Dodds, P., & Rovengo, I. (1996). Pedagogical content knowledge for teachers: Integrate everything you know to help students learn. *JOPERD*, 67(9), 58-61.
9. Holt, N., Streat, W., & Bengoechea, E. (2002). Expanding the teaching games for understanding model: New Avenues for future research and practice. *Journal of Teaching Physical Education*, 21, 162
10. Hopper. (1998). Teaching games for understanding using progressive principles of play. *CAHPER*, 27(1), 1-5. <http://www.educ.uvic.ca/Faculty/thopper/WEB/articles/Cahperd/principle.pdf>
11. Hopper, T. (2002). What is a TGFU approach to games teaching and what's wrong with teaching skills? Tactic. <http://www.educ.uvic.ca/Faculty/thopper/WEB/articles/Joperd/TGFUandSkills.pdf>
12. Kirk, D., & MacPhail, A. (2002). Teaching games for understanding and situated learning: Rethinking the Bunker-Thorpe model. *Journal of Teaching in Physical Education*, 21, 177-192.
13. Pigott, B. (1982). A psychological basis for trends in games teaching. *BAALPE*, 18(1), 17-22.
14. Rink, J. (1998). Teaching concepts and content-specific pedagogy, *Teaching Physical Education for Learning* (pp. 281-292). Boston: WCB McGraw-Hill.
15. Smith, M. (1991). Utilizing the games for understanding model at the elementary school level. *The Physical Educator*, 48(3), 184-187.
16. Thorpe, R. (1990). New directions in games teaching. In N. Armstrong (Ed.), *New directions in physical education* (pp. 79-100). London: Human Kinetics Books.
17. Turner, A., & Martinek, J. (1995). Teaching for understanding: A model for improving decision making during game play. *QUEST*, 47, 44-63.
18. Werner, P. (1989). Teaching games: A tactical perspective. *JOPERD*, 60(3), 97
19. Werner, P., & Almond, L. (1990). Models of games education. *JOPERD*, 61(4), 23-27.
20. Wilson, G. (2002). A framework for teaching tactical game knowledge. *JOPERD*, 73(1), 21-26.

Content and Method for TGFU

1. Almond, L. (1986). Games making. In R. Thorpe, D. Bunker, & L. Almond (Eds.), *Rethinking games teaching* (pp. 67-70). Loughborough: University of Technology, Loughborough.
2. Asquith, A. (1989). Teaching games for understanding. In A. Williams (Ed.), *Issues in physical education for the primary years* (pp. 76-90). London: The Falmer Press.
3. Bell, F., & Hopper, T. (2002). Space the first frontier: Tactical awareness in teaching games for understanding. *Physical and Health Education*, (Under Review).
4. Bunker, D., & Thorpe, R. (1986). From theory to practice. In R. Thorpe, D. Bunker, & L. Almond (Eds.), *Rethinking games teaching* (pp. 11-14). Loughborough: University of Technology, Loughborough.
5. Bunker, D., & Thorpe, R. (1986). Is there a need to reflect? In R. Thorpe, D. Bunker, & L. Almond (Eds.), *Rethinking games teaching* (pp. 25-34). Loughborough: University of Technology, Loughborough.
6. Curtner-Smith, M. (1996). Using games invention with elementary children. *JOPERD*, 67(3), 33-37.
7. Doolittle, S., & Girard, K. (1991). A dynamic approach to teaching games in elementary PE. *JOPERD*, 62(4), 57-62.
8. Doolittle, S. (1995). Teaching net games to low skilled studnets: A teaching for understanding approach. *JOPERD*, 66(3), 18
9. Ellis, M. (1986). Making and shaping games (pp. 61-65). Loughborough: University of Technology, Loughborough.
10. Griffin, L., Dodds, P., & Rovengo, I. (1996). Peagogical content knowledge for teachers: Integrate everything you know to help students learn. *JOPERD*, 67(9), 58-61.
11. Griffin, L. (1996). Improving net/wall game performance. *JOPERD*, 67(2), 34
12. Hopper, T. (1994). Can we play the game? *RUNNER*, 32(2), 21-22.
<http://www.educ.uvic.ca/Faculty/thopper/WEB/articles/Runner/canweplaythegame.htm>
13. Hopper, T. (1998). Teaching games for understanding using progressive principles of play. *CAHPERD*, 27(1), 1-5. <http://www.educ.uvic.ca/Faculty/thopper/WEB/articles/Cahperd/principle.pdf>
14. Hopper, T. F. and Bell, F. R., (2000). A tactical framework for teaching games: Teaching strategic understanding. *CAHPERD*, 66(4), 14-19.
<http://www.educ.uvic.ca/Faculty/thopper/WEB/articles/Cahperd/gameclass.pdf>
15. Hopper, T., & Bell, F. (2001). Can we play THAT game again? *STRATEGIES*, 14(6), 23-28.
<http://www.educ.uvic.ca/Faculty/thopper/WEB/articles/Strategies/Linegame.pdf>
16. Hopper. (2002). Four R's for tactical awareness: Applying game performance assessment in net/wall games. *Teaching Elementary Physical Education*, (In press).
<http://www.educ.uvic.ca/Faculty/thopper/WEB/articles/TeachElemPE/Four%20Rs4%20online.pdf>
17. Lawton, J. (1989). Comparison of two teaching methods in games. *Bulletin of Physical Education*, 25(1), 35-38.
18. Lawton, J., & Werner, P. (1989). A program of badminton/net games which emphasize tactical awareness. *The Physical Educator*, 46, 99-106.
19. Maynard, I. (1991). An understanding approach to the teaching of rugby union. *British journal of Physical Education*, 22(1), 11-17.
20. Mitchell, S. (1996). Improving invasion game performance. *JOPERD*, 67(2), 30-34.
21. Mitchell, S., & Griffin, L. (1994). Tactical awareness as a developmentally appropriate focus for the teaching of games in elementary. *Physical Educator*, 51(1), p. 8-29.
22. Spackman, L. (1983). Invasion games: An instructional strategy. *British Journal of Physical Education*, 14(4), 98-99.
23. Spackman, L., Booth, K., & Doolittle, S. (1982). Towards guidelines for thinking about games. *Bulletin of Physical Education*, 18(1), 39-40.
24. Stoddart, P. (1985). Teaching games for understanding: The practicalities of developing new courses in schools. *Bulletin of Physical Education*, 21(2), 29-34.
25. Thorpe, R. (1986). A demonstration of a different focus. In R. Thorpe, D. Bunker, & L. Almond (Eds.), *Rethinking games teaching* (pp. 17-24). Loughboroug: University of Technology.
26. Thorpe, R., & Bunker, D. (1989). A changing focus in games teaching. In L. Almond (Ed.), *The place of physical education in schools* (pp. 42-71). London: Kogan/Page.
27. Brown, S., & Hopper, T. (2004). Should all students in PE get an 'A'? Game performance assessment by peers as a critical component of student learning. *Under Review*, 1-13.
<http://www.educ.uvic.ca/Faculty/thopper/WEB/articles/GPAI%20territory.pdf>
28. Collier, C., & LaVine, M. (2003). Potential of net/wall games in elementary physical education. *Journal of Teaching Elementary Physical Education*, 14(2), 28-30.
29. Griffin, L., & Richard, J. (2003). Using authentic assessment to improve students' net/wall game play.

- Journal of Teaching Elementary Physical Education*, 14(2), 23-27.
30. Mandigo, J. L., & Anderson, A. T. (2003). Net/Wall Games: Part I. Using Pedagogical Principles in Net/Wall Games To Enhance Teaching Effectiveness. *Teaching Elementary Physical Education*, 14(1), 8-11.
 31. Maxwell, T. (2003). Progressions for net/wall game development: A volleyball example. *Journal of Teaching Elementary Physical Education*, 14(2), 10-14.
 32. McNeill, M., & Fry, J. (2003). Teaching net/wall games in elementary schools. *Journal of Teaching Elementary Physical Education*, 14(1), 22-26.
 33. Mitchell, S., & Clemens, L. (2003). Introducing game play in elementary physical education: A net/wall games example. *Journal of Teaching Elementary Physical Education*, 14(1), 12-15.
 34. Randall, L., & Radford, K. (2003). Introducing basic tactics in wall and net games. *Journal of Teaching Elementary Physical Education*, 14(1), 16-20.
 35. Streat, B. (2003). Strategic control factors: A tool for teaching net/wall games. *Journal of Teaching Elementary Physical Education*, 14(2), 7-9.

Practitioners' Responses to TGFU

1. Almond, L. (1986). Asking teachers to research. In R. Thorpe, D. Bunker, & L. Almond (Eds.), *Rethinking games teaching* (pp. 35-44). Loughborough: University of Loughborough, Nene Litho.
2. Armstrong, S. (1988). Games for understanding -- breaking new ground. *Bulletin of Physical Education*, 24(3), 28-32.
3. Barrett, K., & Turner, A. (2000). Sandy's challenge: New game, new paradigm <a correspondence>. *Journal of teaching in physical education*, 19, 162-181.
4. Berkowitz, R. (1996). A practitioner's journey: From skill to tactics. *JOPERD*, 67(4).
5. Burrows, L., & Abbey, W. (1986). A teacher's reactions. In R. Thorpe, D. Bunker, & L. Almond (Eds.), *Rethinking games teaching* (pp. 45-51). Loughborough: University of Technology, Loughborough.
6. Butler, J. (1996). Teacher responses to teaching games for understanding. *JOPERD*, 67(9), 17-20.
7. Doolittle, S. (1986). Reflecting on an innovation. In R. Thorpe, D. Bunker, & L. Almond (Eds.), *Rethinking games teaching* (pp. 53-55). Loughborough: University of Technology, Loughborough.
8. Griffin, L., Dodds, P., & Rovengo, I. (1996). Pedagogical content knowledge for teachers: Integrate everything you know to help students learn. *JOPERD*, 67(9), 58-61.
9. Jackson, S. (1982). Teaching for understanding in invasion games. *BAALPE*, 18(1), 27-28.
10. Jones, D. (1982). Teaching for understanding in tennis. *Bulletin of Physical Education*, 18, 29-31.
11. Rovegno, I., & Bandhauer, D. (1994). Child designed games--experience teachers' concerns. *The Journal of Physical Education, Recreation and Dance*, 65(6), 60-64.
12. Stoddart, P. (1985). Teaching games for understanding: The practicalities of developing new courses in schools. *Bulletin of Physical Education*, 21(2), 29-34.
13. Williamson, T. (1982). A critical look at the games curriculum. *Bulletin of Physical Education*, 18(1).

Research on TGFU

1. Alison, S., & Thorpe, R. (1997). A comparison of the effectiveness of two approaches to teaching games within physical education. A skills approach versus a games for understanding approach. *The British Journal of Physical Education*, 28(3), 9-13.
2. Almond, L. (1986). Asking teachers to research. In R. Thorpe, D. Bunker, & L. Almond (Eds.), *Rethinking games teaching* (pp. 35-44). Loughborough: University of Loughborough, Nene Litho.
3. Armstrong, S. (1988). Games for understanding -- breaking new ground. *Bulletin of Physical Education*, 24(3), 28-32.
4. Barrett, K., & Turner, A. (2000). Sandy's challenge: New game, new paradigm <a correspondence>. *Journal of teaching in physical education*, 19, 162-181.
5. Burrows, L., & Abbey, W. (1986). A teacher's reactions. In R. Thorpe, D. Bunker, & L. Almond (Eds.), *Rethinking games teaching* (pp. 45-51). Loughborough: University of Technology, Loughborough.
6. Capel, S. (1991). Teaching games as interactive activities. *International Journal of Physical Education*, 27(2), 6-9.
7. Jackson, S. (1982). Teaching for understanding in invasion games. *BAALPE*, 18(1), 27-28.
8. Griffin, D., Placek, J. P., & Tremino, F. (2001). Chapter 4. Middle school students' conceptions of soccer: Their solutions to tactical problems. *Journal of Teaching Physical Education*, 20(4), 324
9. Hopper, T. (1997). Learning to respond: supervising novice physical educators in an action research project. *Sport, Education and Society*, 2(2), 163-180

<http://www.educ.uvic.ca/Faculty/thopper/WEB/articles/Sport/Respond.pdf>

10. Jones, C., & Farrow, D. (1999). The transfer of strategic knowledge: A test of the games classification curriculum model. *Bulletin of Physical Education*(9), 41-45.
11. Mitchell, S., & Oslin, J. (1999). An investigation of tactical transfer in net games. *European Journal of Physical Education*, 4, 162-172.
12. Nevett, M., Rovengo, I., Babiarz, M., & McCaughtry, N. (2001). Chapter 6. Changes in basic tactics and motor skills in an invasion-type game after 12-lesson unit of instruction. *Journal of Teaching Physical Education*, 20(4), 352-369.
13. Nevett, M., Rovengo, I., & Babiarz, M. (2001). Chapter 8. Fourth-grade children's knowledge of cutting, passing and tactics in invasion games after a 12-lesson unit of instruction. *Journal of Teaching Physical Education*, 20(4), 389-401.
14. Rink, J., French, K., & Graham, K. (1996). Implications for practice and research. *Journal of Teaching in Physical Education*, 15, 490-502.
15. Rovengo, I., Nevett, M., Brock, S., & Babiarz, M. (2001). Chapter 7. Teaching and learning basic invasion-game tactics in 4th grade: A descriptive study from situated and constraints theoretical perspectives. *Journal of Teaching Physical Education*, 20(4), 370-388.
16. Rovengo, I., Nevett, M., & Babiarz, M. (2001). Chapter 5. Learning and teaching invasion-game tactics in 4th grade: Introduction and theoretical perspective. *Journal of Teaching Physical Education*, 20(4), 341-351.
17. Turner, A. (1996). Teaching for understanding: Myth or reality? *JOPERD*, 67(4), 46-47, 55.
18. Turner, A., & TJ, M. (1992). A comparative analysis of two models for teaching games (technique approach and game centered (tactical focus) approach). *International Journal of Physical Education*, XXIX, 131-152.

Subscribing to Class Listserv.

Only subscribe if I tell you that you are not on the listserv

To: listserv@uvvm.uvic.ca

Subject:

SUB PE452sum

Then send the e-mail.

Scholarly Summary

PURPOSE: Enable the whole class to access the critical issues and developing ideas for the advanced teaching of games. This is a professional assignment that will give you confidence in knowing what current scholars and researchers are studying to support the effective teaching of games in instructional physical education. This assignment will inform your practice in schools and feed into your final examination on Dec 2nd.

From the three articles you have selected in class choose one on which to do a scholarly summary. As a guide the following headings should be used to focus your writing. You are only expected to type 200 words. Your summary should be posted on the class listserv in the time period for each section (Theoretical, Content/Method, Practitioner response, Research) as indicated in class (see notice board and this course outline).

Each person in class is expected to post one summary in the term. Failure to do so will result in a loss of professional marks. If the summary is not professional enough I will request that you develop it further or submit another.

The class listserv should be used to exchange ideas. I encourage you to ask questions of each others postings in attempt to connect theory to your own experiences and developing expertise from the school experience. As part of this assignment authors of summaries are expected to respond to colleagues questions. Class members are expected to read summaries and use the listserv to develop a professional dialogue on readings and experience teaching students games. A minimum of three meaningful responses is required to be acceptable.

Issue/focus

What is the key problem identified by the author(s)? What is the purpose of the article?

Reasoning

What do the author(s) offer to explain how they address the issue? What supports their argument?

Assumptions

What do the author(s) assume about elements in PE such as students, teachers, games content, schools?

Conclusion

So what...After reading the article what did you find out?

Significant Information

Key information that the article offers that would be worth remembering.

Personal Comments

Personal thoughts about the article and how you see yourself and your peers using the information.

POSTING dates

READING SECTION	Period to post Summary
Theoretical perspectives on TGFU	Sept. 9 to Sept. 30
Content and Method for TGFU	Oct. 1 to Oct. 21
Practitioners' Responses to TGFU	Oct. 22 to Nov. 4
Research on TGFU	Nov. 5 to Nov. 25