

**SCHOOL OF PHYSICAL EDUCATION**

**EXAMPLE mid-term**

**PE 452 Instructional Techniques in Team Activities (games)**

**Mid-Term Examination in Room McK 150**

Time: 45 minutes

Section A. Short answer, introductory questions. "Game Theory"

1. What are the four categories of games and the sub-categories within each category? (2 marks)

Territory/Invasion – Focused and Open-ended.

Net/Wall - Shared and divided.

Batting/Fielding – Oval and Fan

Target – Opposed and Unopposed.

2. What is the primary rule or common aim for territory/invasion type games? (1 mark)

Invasion or Territory – to invade an opponent's territory with the object to score.

3. List two games in the batting and fielding games category from different sub-categories. What is the difference in the physical characteristics of these two games? (2 marks)

Cricket – Oval and Softball – Fan.

4. In Target games what are the fundamental equipment handling (manipulative skills) and body management (locomotive, non-locomotive) skills (3 marks)

Balance and aiming. Sending away.

5. List four off-the-ball movements for beach volleyball. (2 marks)

Base. Side stepping. Support movements. Cover or guarding movement. Blocking.

6. What is the aim of a tactical perspective to games teaching? (2 marks)

"The aim of a tactical approach is to improve students' game performance, which involves combining tactical awareness and skill execution."

7. Griffin, Mitchell & Oslin (1997) has developed a tactical framework for teaching games, what are the two questions that they use to develop their tactical framework? (4 marks)

1. What problems does this game present for scoring, preventing scoring, and restarting play?

2. What off-the-ball movements and on-the-ball skills are necessary to solve these problems?

8. Based on the primary rules of games Hopper (1998) offers another tactical framework for teaching games based on principles of play, what are these principles of play for the territory/invasion games category? (3 marks)

Score, Stop-scoring. Invade, stop invading and Keep possession and get possession.

9. What are the three phases of a lesson? (1 mark)

Introductory, Concept/skill development and culminating activity

10. Describe the introductory phase of a lesson and explain its purpose in a lesson (3 marks)

Gradual increase in intensity. Review. Related to main body. Continuous. Individual or dual. Include physical and mental aspects. Simple and easy to set-up.

23 marks

Section B. Concept and Skill development questions. “Task progressions for student learning”

1. When teaching for tactical awareness what should initiate student learning in a teaching episode? (2 marks)

A modified game appropriate for the students’ abilities.

2. What are five elements for modifying complexity in games teaching? (2 marks)

Space, Equipment, Object, No. of players and Rules/Conditions

3. What is the criterion for an effective task progression that goes to or from a modified game? (4 marks)
  - i. Clear diagram with game name.
  - ii. Aim based on game category
  - iii. Three basic rules to start game
  - iv. Tactical Awareness to make game play
  - v. Types of movements to create situations to perform on-the-ball skills. Critical on-the-ball skills.
  - vi. Task progression from simple to complex – extending to game and allowing movements and skills to be learned.
  - vii. Refinements – Technical cues to do the skill
  - viii. With-in task to include diversity

4. Using Bunker and Thorpe (1982) six stage model or Griffin et al (1997) three stage model, explain how a tactical approach to teaching games enables meaningful skill learning? (4 marks)

5. Griffen et. Al. (1997) states, “a tactical approach defines game performance as more than simply executing motor skills” (p. 12).

a. Explain this statement with an example.

Tactical awareness leads to skill selection then skill execution.

- b. Give a broader definition of game performance. (4 marks)

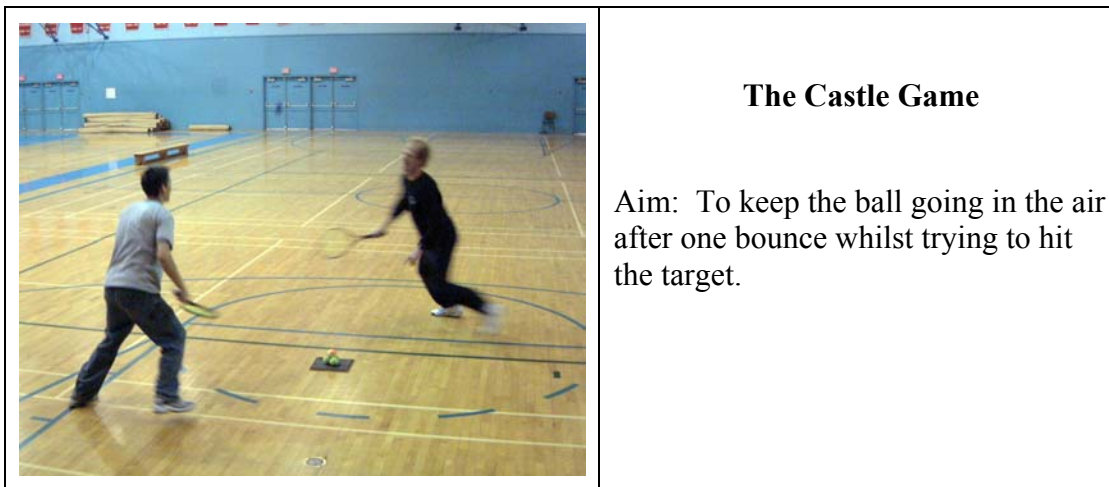
- Decision making
- Supporting
- Marking or guarding
- Covering teammates
- Adjusting position as game play unfolds
- Ensuring adequate court or field coverage by a base position

6. Using a diagram explain the five parts of a basic task model for developing a task progression for teaching motor skill. (5 marks)

Basic task model. 5 elements and arrows.

Section C. Culminating activity. Applying learning to a student and a game.

1. In the following diagram two students are playing the castle game using racquets and tennis ball.



- a. Explain key rules you would suggest to enable this game to play. (1 mark)

Ball bounce. Hit above head. Hit alternately

- b. In which game category would this game be an appropriate lead-up activity? (1 mark)

Net/Wall

- c. What tactical pointers would you suggest to help students play this game, and why would they help the students improve their game performance (4 marks)

Height for time. Position opposite opponent. Early prep with racquet. Move early gives them time to set-up and aim shot.

- d. List the key on-the-ball skills and off-the-ball movements you would focus upon to improve student play in the game (3 marks)

Striking ball. Weight shift as hit. Side-stepping. Guarding motion. Ready position.

- e. Select one of the movements or skills from (c) and based on the four phases of a skill indicate four refinements (cues) you would use to develop that movement or skill. (4 marks)

Prep. Wind-up. Force-generation. Follow-through.

13 marks

TOTAL MARKS 57 marks