

Bell, R., & Hopper, T. (2003). Space the first frontier: Tactical awareness in teaching games for understanding. *Physical and Health Education Journal*, 69(1), 4-7.

*Summary by Darryl Adams*

**Issue/focus**

Throughout many territory and invasion games teachers and coaches are forced to constantly remind athletes to make use of the entire field or game space, and continually prompt students to find open space. Therefore, "Space the First Frontier: Tactical Awareness in Teaching Games for Understanding (Bell & Hopper, 2003)" was created to illustrate how principles and concepts from one game can be transferred to other games with similar structures and goals. The main concept this article draws upon is spatial awareness.

**Reasoning**

The core objectives in all territory and invasion games are to maintain possession/obtaining possession, invading/stop invading, and scoring/stop scoring. Bell and Hopper use various drills from the game of basketball to depict how students can be successful at achieving these goals. Firstly, to keep possession of the ball students are instructed to create a triangle, in which players will shift to a space that is not being covered by a defender, therefore positioning themselves in an area that supports their team-mate and sustains possession of the ball. Similar drills are used to facilitate students understanding of how to be successful at the remaining key objectives of territory and invasion games.

**Assumptions**

It is a major assumption that teachers will have a vast understanding of the teaching games for understanding model, and select games that will match the developmental needs of the students. As well, it is assumed that teachers will continually question students on why they are being successful or unsuccessful, with students exploring the answers to the questions. The answers to these questions will help the students grasp an understanding for the game.

**Conclusion**

After reading this article I have started to understand the teaching games for understanding model, and have realized that although skills were not worked on specifically in these drills, all of the drills in the article use the fundamental skills necessary for invasion and territory games. Consequently, students were working on passing, shooting, and movement without necessarily knowing.

**Personal Comments**

This article provides numerous drills and would be highly beneficial for teachers whom do not have a background in territory and invasion games.