

Spackman, L. (1983). "Invasion games: An instructional strategy." British Journal of Physical Education 14(4): 98-99.

“Teaching for understanding with its emphasis on a tactical approach to teaching games play has forced attention on events in play which have at their source certain 'principles'.” (p. 98)

Summary by Charlotte Haley

Issue/Focus:

The focus of the article is for teachers to use Principles of Play to teach invasion games. The two main Principles of Play that teachers should be concerned with in regards to invasion games are: attacking and defending. These principles are based on the fact of whether or not your team has possession of the ball and the tactics which you are going to use to retain or regain the ball (the principles of attacking and defending).

Reasoning:

The cycle between offence and defense creates the core of invasion games. On offence teams must have an attacking strategy to maintain possession and score, and on defense teams must have a defensive strategy to regain possession of the ball.

Teachers must be able to create modified games that help players understand the Principles of Play involved with offence and defense. Modified games must maintain the appropriate idea of the game without demanding a high degree of skill or finesse. This can be done by exaggerating the Principle of Play that the teacher is trying to emphasize, as players become more proficient the teacher can make further modifications to enhance the level of play.

Assumptions:

It is assumed that some teachers and coaches often have gaps in their own knowledge of Principles of Play, which inhibits their ability to Teach Games for Understanding. It is also assumed that it is often just an oversight by the teacher forgetting to identify Principles of Play, link their relationship to one another and their tactical solutions. It is assumed that by learning the Principles of Play for all Invasion Games, teachers and coaches will be able to teach any type of invasion game by using modified versions of that game (soccer, basketball, hockey).

Conclusion:

Using a teaching/coaching strategy for invasion games that moves from general strategy and skills to the specifics allows players to learn as much about the game as possible before they are confined to specific skills and techniques. To effectively teach/coach, a wide variety of modified games can be used to introduce different Principles of Play: the identification of problems and tactical solutions on both offence and defense. Therefore ‘adaptation to a recognizable adult game will then be a question of changing by a degree rather than starting afresh.’

Significant Information:

- Principle of Play refers to a primary element of play.
- The Cycle of Possession: a. Retain, b. Relinquish, c. Regain
- Teacher creates a modified game that exaggerates principles of play in game form.
- Initial modified games should not place a high technical demand on players in beginning stages.
- Different modified games will have different technical points which will require emphasis.
- Well timed teacher intervention is important to emphasize correct skill selection.

Personal Comments:

I think this is a good article in relation to our class and field. The Principles of Play that are dealt with are important in dealing with the offensive and defensive aspects of sport. It is also a good article because it relates the fact that invasion games are based on the same principles of play and therefore most modified games are transitive between all invasion games. By implementing a good sequence of modified games, and the timely addition of skills, students will have success when the adult version of the game is introduced.