

**PE 452 Article Summary  
Content and Method Perspectives**

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Hopper, T. (2003). Four r's for tactical awareness: Applying game performance assessment in net/wall games. *Journal of Teaching Elementary Physical Education*, 4(2), 16-21.

Issue/focus

Students need to be taught to develop a tactical approach to decision-making in games. This article shows how students can improve tactical game play and make decisions based on four elements, while also enforcing the importance of authentic assessment

Reasoning

Students can make better decisions within a game by follow the 4 R's (Read, Respond, React, and Recover). Authentic assessment, on-the-ball and off-the-ball components, and peer assessment help students learn the 4 R's and ultimately improve their own play

Assumptions

Assumes that tactical awareness is a key component that learners of a game need in order to perform the skills of that game

Conclusions

The 4 R's model is very helpful in that it promotes the importance of play on and off of the ball. The Castle Game shows how the model can be transferred between sports (eg. volleyball or tennis). The model also gives students a structured way to assess themselves and improve

Significant Information

- Rules can always be altered to level the playing field between students, so that the player with the best skills does not always win
- Game play can be a progression from cooperation, to competition, to play to score
- Peer assessment can be very useful

### Personal Comments

I think the 4 R's (Read, Respond, React, Recover) are accurate in showing the full cycle of what needs to be performed in a game. I like the idea of how a game can be modified to even the playing field between partners of different skill level.