

Wilson, G. (2002). A framework for teaching tactical game knowledge.
JOPERD, 73(1), 21-26.

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Issue/Focus:

The purpose of Wilson's article is to provide an example of a framework of generic knowledge that describes and explains the foundational tactical aspects of invasive team-game play.

Reasoning:

Wilson states that it is imperative that teachers provide a basic terminology that can be applied to all invasion sports and provide clear examples to support their statements. She mentions that teachers need to provide clear definitions of common terminology that can be related to all invasion sports. Upon completion of her argument Wilson suggests practical applications of her theory to the physical education classroom.

Assumptions:

Wilson assumes a basic level of knowledge amongst teachers. She assumes teachers are aware of terminology related to team games and are aware of the tactical aspects of these games. Wilson also assumes that the student population will have the ability to transfer their knowledge from once sport to the next without a change in the method of terminology or tactics.

Conclusion:

Upon completion of Wilson's article it is clear that a basic understanding and knowledge of the tactical aspects of invasive games is needed in order to effectively create cognitive learning tasks. As future PE teachers it is important to provide students with broad based games education. Teachers should be capable of describing team games in understandable terms and be able to establish progressive games that gradually incorporate all levels of the model outlined in the article.

Significant Information:

- The first step in simplifying the tactical aspects of invasion games is to recognize and understand their similarities.
- Teachers need to choose terminology that best suits that teaching situation
- There are four modules to follow:
 - Participants and their roles
 - Objectives
 - Action principles
 - Action options

Personal Comments

Using the information provided by Wilson future PE teachers can provide a basic game based unit that could transfer to any invasive sport. The article provided numerous games and ways of teaching games and the clear layout and chart form make the contents of the article easily accessible to teachers.