

Physical Education and Wellness

Year Planning Options

TGFU Basics

Paul Marlett

In conjunction
with ARPDC

TGFU Basics

Teaching Games for Understanding

- **History and Background**
- **TGFU Categories**
- **Short Video**
- **Activity Break Down - Small Steps Forward**

As always, Q and A...



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TGFU Basics

Teaching Games for Understanding

TGFU FEATURE ISSUE

PHYSICAL & HEALTH EDUCATION JOURNAL

AUTUMN / AUTOMNE 2007

PHYSICAL AND HEALTH EDUCATORS
JOURNAL / REVUE D'ÉDUCATION PHYSIQUE ET À LA SANTÉ

[HPEC Journal Autumn 2007](#) Nicolas Holt (pg7)

TGFU Basics

Teaching Games for Understanding

Teaching Games for Understanding (TGfU) (Werner, Thorpe, & Bunker, 1996) is a model whereby learners begin by playing a modified game first and then develop game knowledge and skill proficiency within representative game activities

Once the games have been developed and the children are playing, the teacher can spend time listening to students and being supportive and flexible to their needs (Reeve, 1995). For example, the teacher could provide specific instructions about how to “create space.”

TGFU Basics

Teaching Games for Understanding

**Positive Youth Development and Critical Thinking
Choice and Structure**

**DECISION MAKING - CORNER STONE OF TGFU
Student voice**

Reflection - Tactical and Strategy and Enjoyment

Promote Strategic Thinking during Activity

Indeed, one of the goals of a TGFU approach is to help children think about games in terms of strategies and tactics.

Build Character ...

TGFU Basics

Teaching Games for Understanding

Build Character:

“Small sided soccer games could be used to promote character. The class could be divided into groups that include at least three teams. At all times two teams would be playing, while the third team would be assigned the roles of referee, assistant referee, and spectators. In addition to helping the referees to understand the rules, the teacher could highlight the importance of spectators (a) making supportive rather than negative comments, and (b) demonstrating respect for the referees. The teams would rotate every 10 minutes so that all children could occupy the different roles. The teacher could debrief by asking children what they experienced in the different roles, and how others’ behavior and comments may have influenced them

TGFU Basics

Start with Game

Modified to meet needs of Students

Game Appreciation

From playing modified games

Tactical Break Out Discussions

What works, what doesn't, do different

Making Decisions

Advanced Form of the Game (What / How)

Skill / Performance - Cycles Back to next game

David Piggot (Leads University)

Link to Video: [Piggot TGFU Curriculum Video](#)

TGFU Basics

Teaching Games for Understanding

Broad Term - Different Perspectives for Different People

My take for what it is worth...

And Practical Strategies for starting to delve into the philosophy.

TGFU Basics

Curricular Model

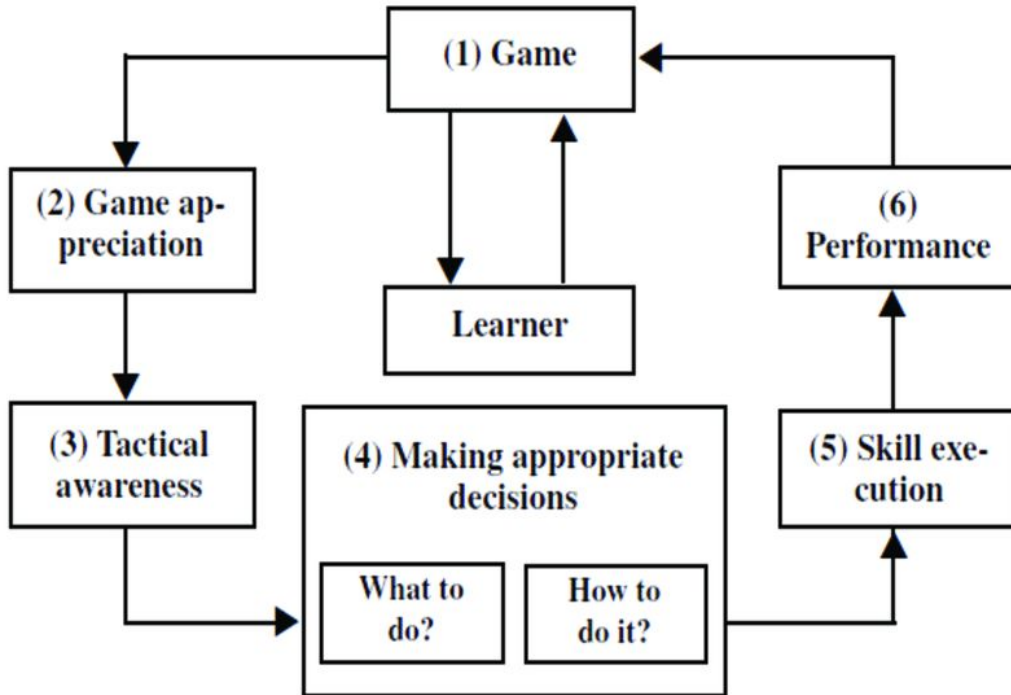


Figure 1. TGfU Model
(Adapted from Werner,
Thorpe, & Bunker,
1996, p.29)

TGFU Basics

Origins (England) Bunker and Thorpe (1982)

Thorpe, Bunker, Almond 1986

Teaching kids games by playing games

TGFU Basics

Thorpe, Bunker, Almond 1986

First Game at appropriate age and stage for movement skills to make it fun, challenging, less complexity than real game.

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Thorpe, Bunker, Almond 1986

Tactical Complexity - Exaggeration

Sampling - Representation

Similar goals of games (obstacle to overcome)

TGFU Basics

Thorpe, Bunker, Almond 1986

Representation of a Game: Reducing Tactical complexity

Batting: Score runs, prevent runs



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Thorpe, Bunker, Almond 1986

Understand Underlying Logic
and Problems to Solve



TGFU Basics

- **Discussions**
- **Questions**
- **De-Briefing**
- **Re-Adjusting**
- **Listening to the Learner**
- **Adapting game to suit**

TGFU Basics

Butler et al. (2008) identified six basic TGfU concepts:

- **Teach games through games.**
- **Break games into their simplest format and then increase complexity.**
- **Participants are intelligent performers in games.**
- **Every learner is important and is involved.**
- **Participants need to know the subject matter.**
- **Need to match participants' skill and challenge.**

TGFU Basics

OPHEA WebSite Page on TGFU

- **Activity Appreciation:** trying out a version of the activity in a small group.
- **Tactical Awareness:** developing understanding of common elements of games and tactics needed for success.
- **Decision Making:** learning and practising making decisions in action, in response to different situations.
- **Application of Skills:** identifying and practising the skills needed to improve play.
- **Performance:** putting all the steps together, applying the skills, decision making and tactics in game situations.
- The process is a cyclical one with participants continuing to adapt and change as needed for the best playing experience.

TGFU Basics

Categories of TGFU GAMES

- **Target Games**
- **Net/Wall Games**
- **Striking/Fielding Games**
- **Zone/Invasion Games**

TGFU Basics

- **Target Games**
 - Throwing object or objects with accuracy to a target (may include indirect accuracy, bounce or reflection)
 - Eg. Disc golf, curling, bowling, darts, snow snakes, hit the cone, wall bounce bowling

[Link to Ophea Target Games Resources](#)

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- **Net/Wall Games**

- Send object or objects into space while making it hard for opponent to return / retrieve the object.
- Eg. Volleyball, badminton, Quince, table tennis, pickle ball, 4 square...

[Link to Ophea Net/Wall Games Resources](#)

TGFU Basics

- **Striking/Fielding Games**
 - Striking / hitting an object or objects away from fielders to score runs AND to stop striking team from accumulating runs.
 - Eg. Quick cricket, rounders, kick ball, CHAOS, Lapta, soft ball, Gillidanda...

[Link to Ophea Striking Games Resources](#)

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- **Zone/Invasion Games**
 - Controlling a zone or zones in the playing area, while either maintaining possession of the game object or objects, OR working to regain possession to score points.
 - Eg. Ultimate Frisbee, handball, basketball, capture the flag, touch rugby, goal ball.

[Link to Ophea Zone Games Resources](#)

Activity vs Strategy

Cycle

Traditional

TGFU

1

LOG's

Spatial Awareness

2

Soccer / Football

Invasion Games

3

Volleyball / Basketball

Target

4

Fitness

Net / Wall

5

Cricket / Ultimate

Striking / Fielding

Activity vs Strategy

Traditional Model

- warm up
- skill practice
- drills
- minor game/game practice
- cool down

TGfU Model

- warm up
- purposeful game
- how can we do it better? (tactical, perceptual, decision making, technical)
- back to the game
- progression(s) of the game (additional challenges)
- repeat the cycle using the progressive game(s)
- cool down

TGFU vs Traditional

Teaching kids games by playing games

Vs. Teaching skills to lead up to a game

<https://tgfu.weebly.com/traditional-model-vs-tgfu.html>

TGFU Basics

TGFU Steps From Initial Awareness

With the help of questions, comments, and game modifications from the teacher, students begin work through the principles of play and identify key tactics and strategies that can lead to success in the game

<https://youtu.be/8yiZlXZ9rd4>

TGFU Basics

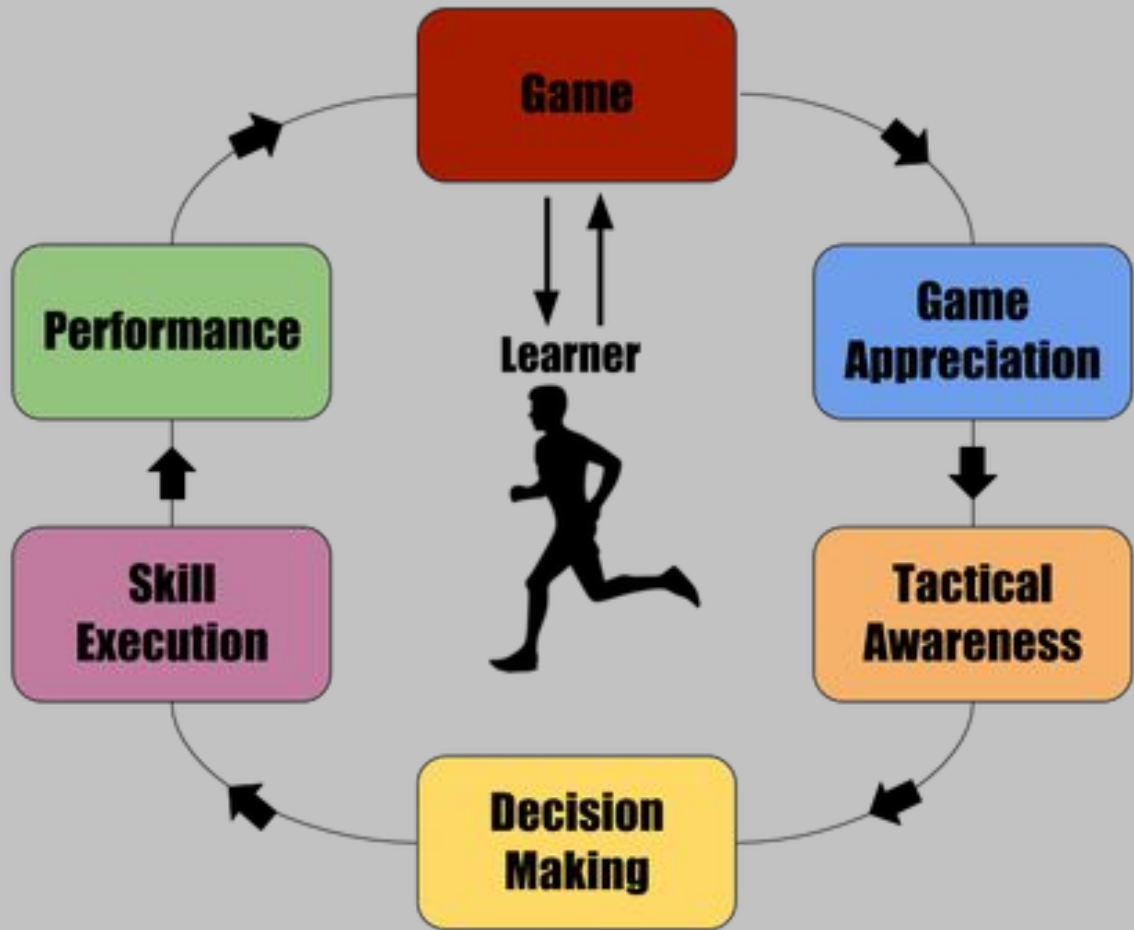
Prezi on TGFU Basics with Video Support

<https://prezi.com/p/friiызtegvni/tgfu-lesson-plan/>

TGFU Basics

Simplified Version for Busy Teacher

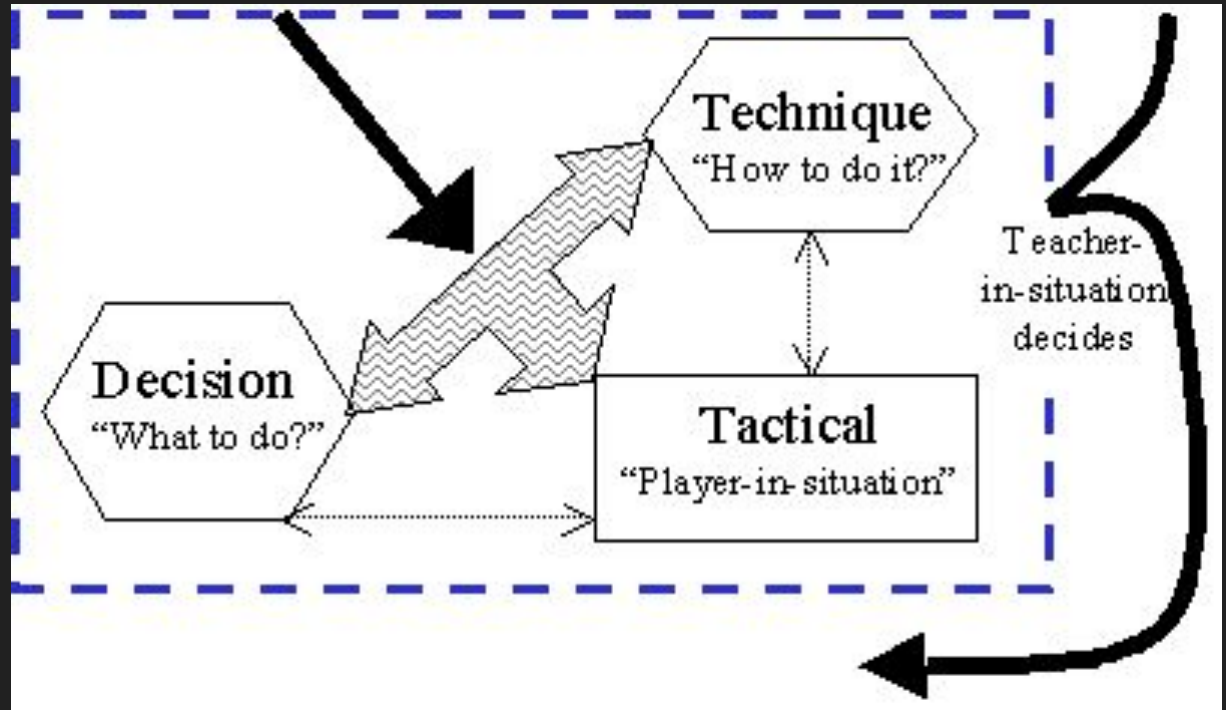
[Lnk to planning doc](#)



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Dr. Tim Hopper
(UVic)

<https://web.uvic.ca/~thopper/tactic/Model/Lesson%20Plan%20situated.htm>



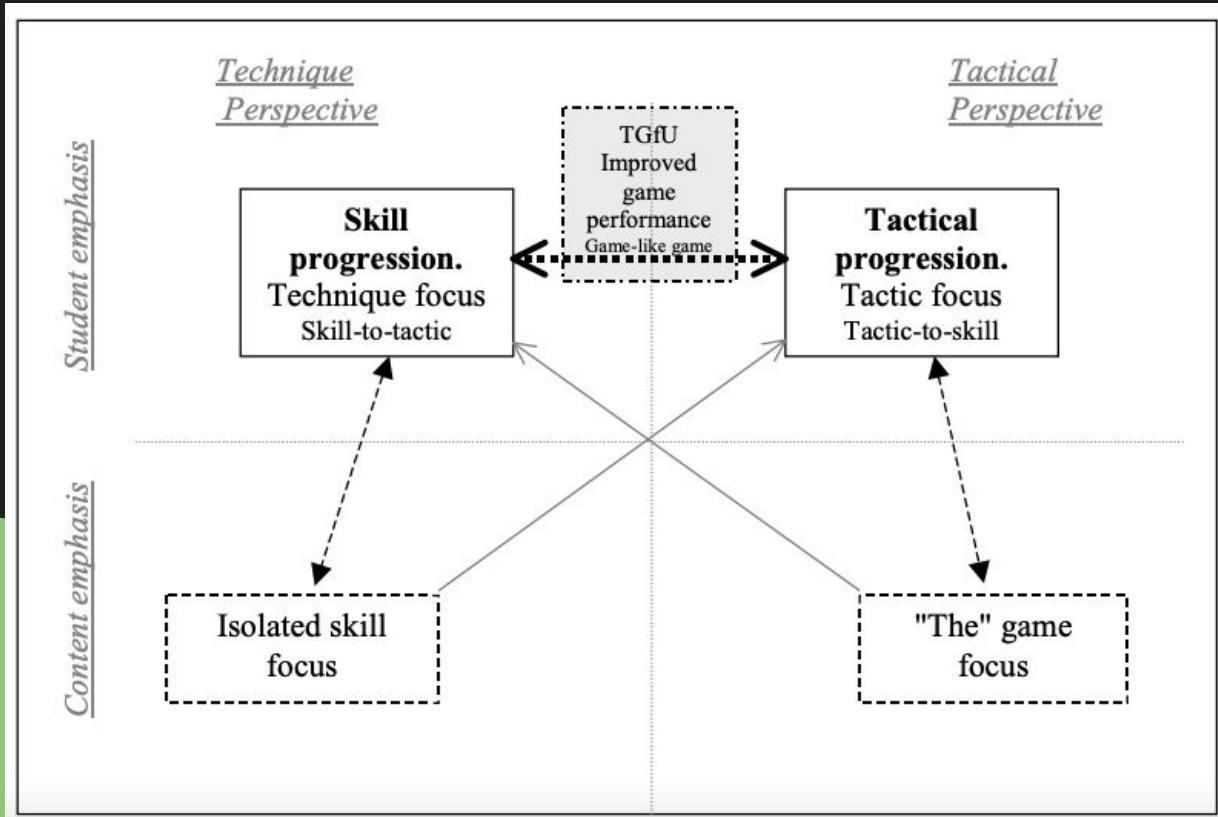
TGFU Basics

Dr. Tim Hopper (UVic)

Teaching Games for Understanding:
What does it look like and how does it
influence student skill acquisition and
game performance?

Tim Hopper, University of Victoria
Darren Krusselbrink, Acadia
University

<https://web.uvic.ca/~thopper/WEB/articles/Advante/TGFUmotorlearn.pdf>



TGFU Basics

Gaga-Ball - Beyond Recess

Grade 2 Scope and Sequence

Which Game Strand? Learner and Game

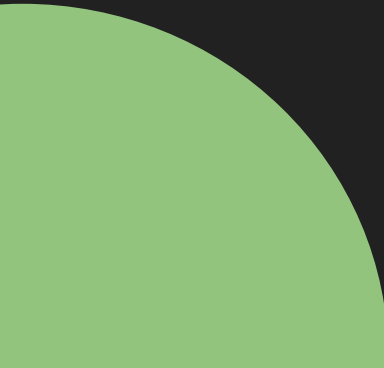
Skills, Strategy, Small group, target, Dodge, Strike

Soft Skills - Safety, Character, Relationships

TGFU Basics

CARL! (aka border ball)

Process in Action



TGFU Basics

Lesson Planning for Generalists

[LINK to Lesson Plan Templates](#)

Appreciate time you spend in preparation

Full units take time to build

What can you start to do tomorrow...

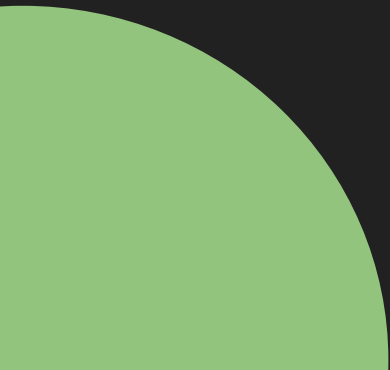
Simplified approach to TGFU

TGFU Basics

Truck and Trailer

Bringing it all together for your planning and tracking

Grade 2 Scope and Sequence Image



Physical Education and Wellness

Effective PE Pedagogy

The Art of Teaching in the Gym

2 Part Live Series

3 Recorded Sessions

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