# **Chapter 12: Activities**

## **Teaching Games Using a TGfU Approach**

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This sample lesson for game-based physical education focuses on the tactic of maintaining possession through support, which is used in invasion (territorial) games.

***Learning Goals***

* Students will be able to explain tactics involved in maintaining possession in invasion games.
* Students will be able to demonstrate these tactics in game situations.
* Students will be able to make effective situational decisions related to the specific tactic of support.
* Students will demonstrate the criteria for providing support in a game situation.

***Equipment***

* 20 or more floor spots
* Various objects to send, such as fleece balls, soccer balls, basketballs, soft-toss flying discs, racquetballs
* Pinnies (two colours)
* 24 or more small pylons
* Pool noodles (cut in half) or foam fingers

***Instruction***

**Bridge tag:** Scatter floor spots throughout the playing area. Designate three to five students to be “it” and provide them each with a pool noodle with which to tag. Other students will try to avoid being touched by the pool noodles while stepping on as many floor spots as possible within the designated amount of time. If tagged, a student forms a bridge by holding a plank position while on hands and toes. The student is freed from this position when another student crawls under the bridge.

*Inquiry:* What floor spots did you seek to touch during the game?

**Touch ’em all:** Students work in pairs, each of which has one object that can be sent and received (e.g., fleece ball, soccer ball). The challenge is to touch as many floor spots as possible in the designated amount of time. Touching in this case means placing one’s foot on the spot while in possession of the game object.To allow for a variety of approaches, provide no further instruction. Once participants complete the first attempt, add the following builds:

1. A participant may not touch the same floor spot more than twice.
2. A participant may not move while in possession of the object.
3. Each pair joins another pair to participate in a 2v2 game. One team begins with the object and looks to touch any floor spot (builds 1 and 2 are still required). The defending pair tries to intercept the object or knock it to the ground in order to gain possession. The challenge is for the offensive team to complete a designated number of touches in a row before transitioning to defense. If the object is intercepted, knocked down, or dropped by the offensive team, possession changes.

*Inquiry*: Ask students questions such as the following: What tactics did you use to get a pass? What does it look like to be *open*? What did you do to get open in the games we played? Use the ensuing discussion to introduce the tactic of support. The discussion should lead to recognizing the look-fors—that is, the four key criteria of support (found in the assessment section presented in this resource). Explain to students that these criteria will be used to assess their support of teammates in the following game.

**Stack ’em all:** Divide the playing area into three equal zones—offensive, neutral, and defensive. At the two ends of the playing area, evenly space 8 to 12 pylons. Assign the participants to two groups, each of which wears a designated colour (e.g., yellow versus green). Distribute each team’s members evenly into the three zones, where they must remain (e.g., 4 per zone for a 12-player team).

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Begin by placing 15 to 20 objects (e.g., fleece ball, soft-toss flying disc) throughout the offensive and defensive zones. The objective of the game is to contact a pylon in the offensive zone by sending the object to it. If a pylon is contacted, it is stacked onto another pylon by the offensive player who sent the object. The challenge is to create one stack of pylons in the team’s designated offensive zone.

Here are some other considerations:

* Players may not move while in possession of the object.
* Only the defensive team is allowed to pick up an object. If the object is dropped or knocked down, it now belongs to the defensive team. In the case of the neutral zone, the centre line is used to determine which players can collect an object from the floor. A player can only pick up an object from defensive half of the playing area.
* Pause the game periodically and have the players shift zones to ensure that all students participate in each zone (offensive, neutral, and defensive).
* You can reduce the number of objects used in the game to 3 to 5.

***Reflection***

* What can you do to support teammates when playing these games?
* What does it look like to be *open*?
* What should you do when you are not open in these games?
* What sports use the tactics we practiced today?

***Variations, Differentiation, and Management***

* Vary the number of objects to ensure maximum engagement by students.
* Types of defense: Griffin & Butler (2005) offer three levels of defensive intensity to be considered during invasion type games.
  + **Cold defense**. Defenders typically act as obstacles. Defenders may not intercept or knock down.
  + **Warm defense**. Defender must remain one arm’s length from opponent in possession of object. Defenders may intercept or knock down.
  + **Hot defense**. Defender is permitted to play tight defense with interceptions and knock downs allowed.
* Vary the equipment and the size of the equipment (it is not necessary for all participants to use the same equipment at the same time). In doing so, always ensure that the size and type of equipment used are appropriate and safe for your students.

***Assessment***

You can conduct formative assessment of students through observations by yourself and by classmates. You can use a checklist with the following criteria to assess the tactic of providing support by moving into position to receive the object from a teammate.

* Moves quickly upon distributing the object.
* Positions self in passing lane.
* Signals for the object by providing a target.
* Repositions self if the passing lane closes.

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| **Student** | **Moves quickly** | **Positions self** | **Signals for object** | **Repositions** |
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