

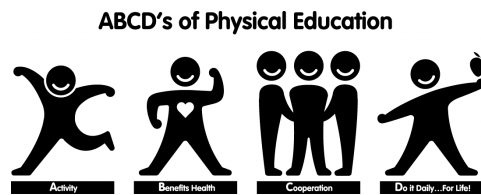
Ever Active Schools Teach Like You Coach, Coach Like You Teach (Teaching Games For Understanding)



Participant Handout



Daily Physical Activity



K-9 Health & Life Skills

Intended Audience: Grades 4-12 Teachers/Coaches

Workshop Outcomes

Participants will:

- *Demonstrate an understanding of Alberta Physical Education Program of Studies.*
- *Become familiar with a variety of strategies/tactical questions when implementing games for the purpose of understanding.*
- *Participate in activities supporting the teaching games for understanding model.*
- *Identify opportunities to access ongoing support and resources.*

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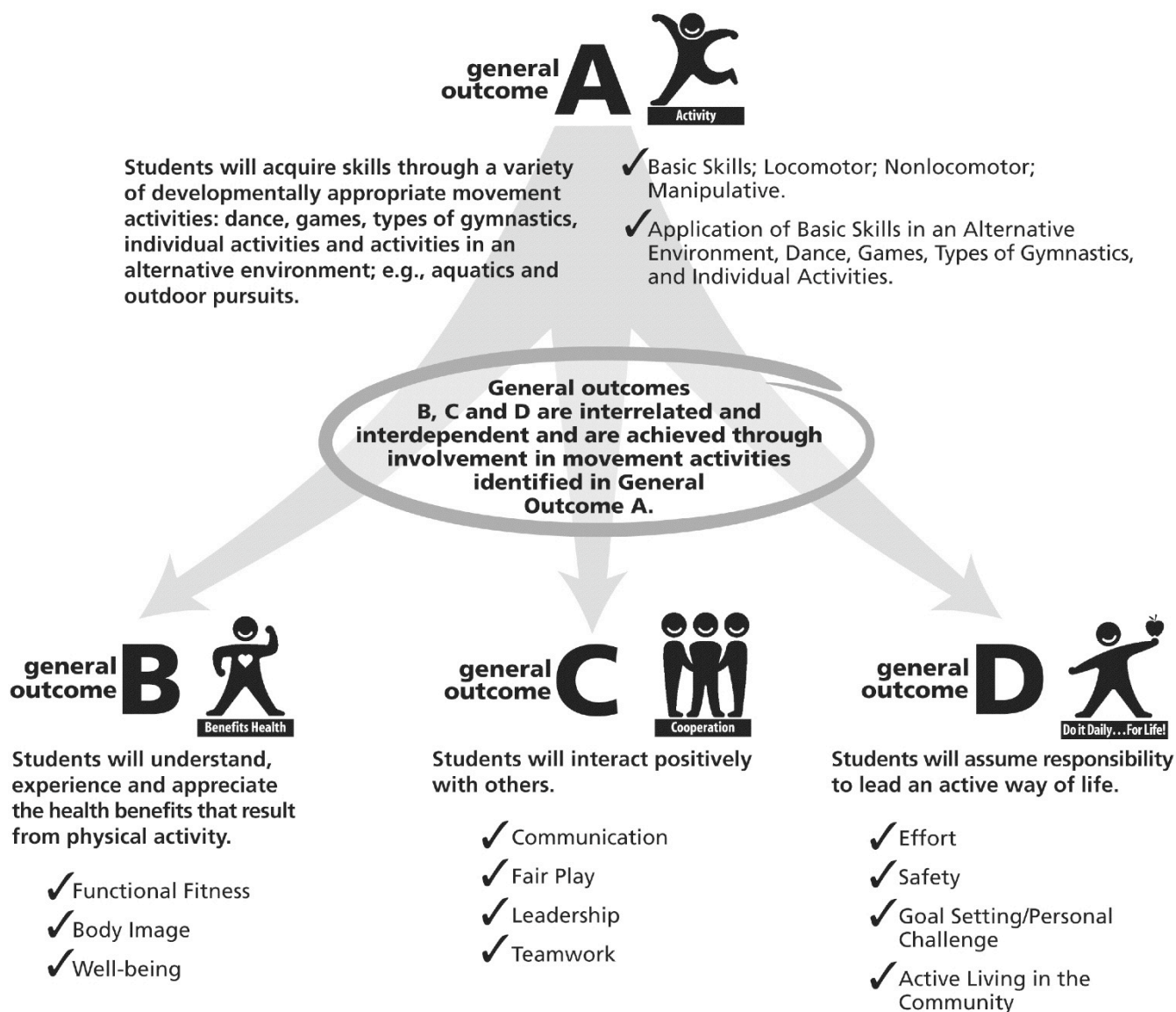
Website: www.everactive.org

Workshops supported by:



K-12 physical education program of studies

The aim of the Kindergarten to Grade 12 Physical Education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.



Resources available to support implementation:

- Physical Education Online
English: www.learning.gov.ab.ca/physicaleducationonline
French: www.learning.gov.ab.ca/educationphysiqueenligne

- Resources @ www.learning.gov.ab.ca/k_12/curriculum/bySubject/physed
 - Physical Education Kindergarten to Grade 12 Guide to Implementation
English: LRC Product #425597, French: LRC Product #461335,
www.lrc.learning.gov.ab.ca
 - Administrator's Overview, K-12 Physical Education
 - Physical Education Resource Guide
 - Daily Physical Activity Initiative in Alberta Schools, Discussion Paper
 - Daily Physical Activity Teacher and Administrator Handbooks

Teaching Games For Understanding

The TGFU model was developed during the 1970's and early 1980's from the work of Thorpe and Bunker at Loughborough University. It is an interesting and challenging game-centered model that focuses on a more student-centered approach that links tactics and skills in a game context. In this way, games are modified and/or exaggerated by manipulating rules, space and equipment, emphasis is on student/player decisions and questions are asked regarding tactical awareness. The games in a TGFU model are organized into four categories:

1. **Target Games**
2. **Striking/Running Games**
3. **Net/Wall Games**
4. **Territorial/Invasion Games**

** When teaching games for understanding we focus on the **why** first and the how **after**.

Territorial/Invasion Games: The main intent is to invade an opponent's territory in order to score.

Offensive Concepts: – score – keep possession – invade or penetrate opponent's territory

Defensive Concepts: – stop the opposing team from scoring – defend space/zone or opposition



Transitional Concepts: – obtain possession – move from offense to defense and from defense to offense

Activity Ideas

No collection of activities is complete without the sharing of ideas, tips and tricks from many professional peers. Thanks to those teachers who were willing to be creative and share in order to enhance all of our teaching!

INVASION/TERRITORIAL ACTIVITIES; e.g., basketball, football, team handball, hockey (field, floor, ice), lacrosse, rugby, soccer, Ultimate Frisbee, water polo

◆ **ULTIMATE FRISBEE ACTIVITIES** (A ball or puck can be substituted for most of the activities below)

General Outcomes													
	Activities		Benefits Health			Cooperation				Do It Daily...For Life			
Specific Outcomes	<i>Basic Skills</i>	<i>Application of Basic Skills</i>	<i>Functional Fitness</i>	<i>Body Image</i>	<i>Well-Being</i>	<i>Communication</i>	<i>Fair Play</i>	<i>Leadership</i>	<i>Team Work</i>	<i>Effort</i>	<i>Safety</i>	<i>Goal Setting/Personal Challenge</i>	<i>Active Living In The Community</i>
	A(4-30)-5, 6	A(4-30)-11				C(4-30)-1	C(4-30)-3	C(4-30)-4	C(4-30)-5,6				

Equipment: 5-10 Frisbees, pylons/cones, pinnies

OVER UNDER RELAY: Organization: Divide students/players into groups of 4 or 5 and have them stand in a line behind one another approximately one arms length away from each other. Provide a Frisbee to the front student in each line. On a signal, the front student passes the Frisbee over their head to the person behind them who takes it and passes it under their legs and so on. Once a pass is made to the next student, he/she moves to the back of the line and waits to receive the Frisbee again. Once the group has reached the designated end line, they are to stop.

FOLLOW THE LEADER: Organization: Students find a partner and decide who will be A and who will be B. A will start as the leader and holds onto a Frisbee. On the signal, the A's move within the playing area and the B's follow closely behind. On the signal to stop, the B's should be within arms reach of their partner and receive a gentle toss from them. Switch roles and have B lead and A follow. **Examples of Tactical Questions:** How do you stay close to your partner? *Stay in a low, balanced and agile stance.*

KNEE SLAP: Organization: In this activity, students are in pairs and attempt to slap the knee of their partner while they are trying to do the same. Count the number of times you can slap your partner's knee. **Examples of Tactical Questions:** What made it easier to touch your partner's knee? *Standing on the balls of your feet with your knees bent and weight balanced and your hands out in front.*

TRIANGLE FRISBEE: Organization: Three students stand in a triangle. One moves to the center and acts as the defender leaving an open corner of the triangle. The Frisbee is passed among the three outside students while the middle student attempts to intercept it. Students on the outside can only move along the perimeter lines of the square and may not make diagonal passes. Also, the students cannot move while in possession of the Frisbee. **Examples of Tactical Questions:** How do you maintain possession of the Frisbee? *Anticipate where the pass will go and keep your head up.*





SQUARE AWAY: Organization: This game is similar to Triangle Frisbee, except that the students can now move anywhere in the square and continue to move along the imaginary square lines. They still cannot move while in possession of the Frisbee. **Examples of Tactical Questions:** How do you get possession of the Frisbee? *Position yourself so you can see the players on the outside and the Frisbee and put pressure on the player with the object and the one receiving the object.*

4 vs 4 KEEP AWAY: Organization: In this activity, students in each group of eight will play 4 vs. 4 keep away. Provide each group of eight with 4 pylons and pinnies for one team. The pylons are to be placed in an open space in a square. The goal of the activity is to keep possession of the Frisbee for as long as possible. The Frisbee can be passed among teammates, but students cannot walk or run while holding onto the Frisbee. The other team tries to intercept a pass to gain possession of the Frisbee. After students have played this for 2-3 minutes, incorporate a 5 pass rule, where if 5 passes are accomplished, that team receives a point and continues passing. If it is intercepted, they are back at zero and other team gains possession of it. **Examples of Tactical Questions:** What is one strategy for maintaining possession of the Frisbee? *Pass to the open space for the receiver to run into and fake a pass in one direction before passing in the other direction to a teammate.*

SIDELINE ULTIMATE: Organization: Have 3-4 students start on the field and the rest of the students standing on both sidelines. Alternate the sideline students, so that one student from each team is standing beside each other (X O X O X O). The object of the activity is for students to score a point by passing the Frisbee to a teammate who remains standing in the end zone, but can move anywhere within it. A student on the court that is holding onto a Frisbee must not move. Students without the Frisbee can move. The Frisbee can be advanced up the court/field either by passing it to a teammate on the field or by passing it to a sideline player. **Examples of Tactical Questions:** What can you do to make this activity more successful for your team? *Communicate, be ready to receive a pass, keep moving when without the Frisbee.*

FIXED FURY END ZONE: Organization: Divide students into groups of six or eight. Each group will split in half with one half wearing pinnies. Each group will find an open playing space. Provide each group with pylons to set down as boundaries (a large rectangle-for the outside boundaries; straight lines about 1-2 metres in from each end of the rectangle – end zones). Each group chooses one student to stand in the end zone that they are attempting to score in. Students pass the Frisbee to each other while the other team defends and tries to intercept it. The Frisbee is passed among teammates, but students cannot walk or run while holding onto the Frisbee. To receive a point, each team must complete 3 passes before attempting to pass the Frisbee into the end zone on the opposite side. If a team is successful in scoring, the other team receives the Frisbee in their end and can immediately begin passing. **Examples of Tactical Questions:** How can you effectively defend your goal and gain possession of the Frisbee? *Take away a passing lane, move toward a player with the Frisbee and force them to pass, positional play can be introduced/discussed.*

◆ **FLAG FOOTBALL ACTIVITIES** (A Frisbee, ball or puck can be substituted for most of the activities below)

General Outcomes													
	Activities		Benefits Health			Cooperation			Do It Daily...For Life				
Specific Outcomes	<i>Basic Skills</i>	<i>Application of Basic Skills</i>	<i>Functional Fitness</i>	<i>Body Image</i>	<i>Well-Being</i>	<i>Communication</i>	<i>Fair Play</i>	<i>Leadership</i>	<i>Team Work</i>	<i>Effort</i>	<i>Safety</i>	<i>Goal Setting/ Personal Challenge</i>	<i>Active Living In The Community</i>
	A(4-30)-5, 6	A(4-30)-11				C(4-30)-1	C(4-30)-3		C(4-30)-5,6	D(4-30)-1	D(4-30)-2		

Equipment: 1 or 2 flags and flag belts for each student, at least 4 pylons for each group of 3, at least one football for each group of 3

GRIDLOCK: Organization: Divide students into groups of 3. Have each group find a space in the playing area and place 4 pylons down in a square grid that is approximately 4 x 4 metres. Players move continuously to the open pylon to receive a pass. The player that receives the pass must receive it from the perimeter and not diagonally. The player throwing the ball remains stationary when sending it, whereas the receivers are in constant motion. **Examples of Tactical Questions:** What made it easier to catch the pass? *Having hands out as a target and keeping eyes on the passer and the ball.*

GRIDLOCK w/ DEFENDER: Organization: Players remain in their groups of three as in the previous activity, but 2 become passers and 1 player becomes a defender. The passers run to receive a pass from one another while remaining on the imaginary lines of the square grid. The pass must be received at a corner pylon. The defender must stay on the inside of the square at least one arms length away from the receiver and tries to intercept the pass. Defenders begin passively and are not allowed to intercept the ball. Defenders can progress to live defense where they try to intercept the ball while remaining one arms length away from the receiver. **Examples of Tactical Question(s):** How does the shape of the playing area and movement of students affect the defender's ability to regain possession of the object?

MAKING THE CUT: Organization: In groups of three choose one player to be the receiver, one to be the quarter back (QB) and the other to be the QB in waiting. Have the groups line up two pylons approximately 4 metres apart and have the receiver and the QB start beside each other. The QB calls out a cut for the receiver to make (L-cut, post-cut, button hook, etc.). The receiver runs toward the farther pylon, makes the cut at the pylon and receives the pass from the QB. Players rotate positions with the QB moving to receiver, receiver to the QB in waiting and the QB that was waiting to the QB position. **Examples of Tactical Questions:** What made passing more difficult? What made it easier? *Passing to the open space for the receiver to run into made it easier to be successful.*

4 CORNERS: Organization: In groups of six, set up a large square using pylons. Four players become QB's and stand at the pylons at each corner with one QB holding a ball. Place two players in the middle, one as a receiver and one as a defender. The QB's pass to each other and try to pass to the receiver in the middle. 2 points are awarded for each reception and 1 point is awarded for each interception. If the football is intercepted, the QB that threw the pass becomes the new defender and the defender becomes a QB. **Examples of Tactical Questions:** Offense: What were some effective ways of getting open to receive the ball? *Making fast cuts/maneuvers.* As the passer, how could you help the receiver get open? *Communicating to the receiver beforehand and faking a pass in one direction before passing in the other.* Defense: When trying to intercept the ball what was effective? *Reading the body of the passer (alignment of legs, shoulders) and keeping a close eye on the receiver.* Were you closer to the passer or receiver? Where were your hands? What was your stance like?

BRITISH BULLDOG/FLAG TAG: Organization: Divide the students into two groups and have two games going on at the same time. Be sure to separate the two games with pylons. Have one student "it" (they do not have a flag) and have them start in the center of the field/court. The remaining students will be on one side of the field and will either wear a flag belt with two flags attached or place a flag or pinnie in their waistband just to the side of their hip. When the center student calls out, "British Bulldog", the sideline students try to get to the other side without having their flag taken. Only one flag can be taken at a time and if a student gets their flag taken, they must go to the center and help the British Bulldog. If using two flags, only one can be taken at a time. If both eventually get taken, students help in the center. Change the size of the playing area by making it smaller each time. **Examples of Tactical Questions:** How can you avoid having your flag pulled? *One defensive strategy is to watch each other's backs and communicate to others when a bulldog is approaching.* What were some effective ways of getting an opponent's flag? *One offensive strategy is to have the bulldogs work together to try and take one player's flag.* Why was it more difficult to play flag tag in a smaller space?

DEFEND THE ZONE: Organization: Join two groups of three together to form groups of 6. Each group places 10 pylons down in sets of two lines with 5 pylons on one side and 5 on the other (length-3 metres apart; width-2 metres apart). Four zones will be created. Choose two players to be offense and give each offensive player a ball, a flag belt and one flag to wear (a pinnie could be used instead and tucked, not tied, into the waistband or pocket). The rest of the players are the defense and stand in between two pylons in each of their zones (between two pylons). The offensive player runs through each zone with the ball while trying to get around each defender. The defender must remain in between each of their pylons and tries to pull the flag of the offender. **Examples of Tactical Questions:** Offense: What makes it easier to get around the defender? *Making a cut/maneuver when coming up to the defender.* Defense: What makes it easier to pull the flag? *Staying low and agile.*

DEFEND THE ZONE w/ PASS AND CUT: Organization: Progress from the activity above to a pass and a cut. One of the offensive players becomes the QB and makes a pass to the receiver who makes a cut before he/she moves around the first defender. **Examples of Tactical Questions:** What do you need to think about when moving with the ball? *Move only as fast as you can while keeping control, move to the open space, make cuts when you approach the defender.*

4 vs 4 FLAG FOOTBALL: Organization: Divide students into teams of 4 or 5. Teams attempt to enter their opponent's territory with the ball and score a touchdown. A touchdown is scored by running the ball into the opponent's end zone. You can defend your own territory by pulling the flag of an offender with the ball. The QB's flag may not be pulled. Each team chooses one player to be QB. Begin the game by having the 2 teams line up facing each other along the centre line. The player in the middle of the line is the 'centre' and huts the ball back to the QB. The 3 receivers, including the centre, attempt to get open by making cuts. Teams get 3 downs/tries to cross midfield and if they are successful, they get 3 more downs to score. If there is an interception or if it takes more than 3 downs, the ball changes possession. If a touchdown is scored, the other team takes possession of the ball on their 5-yard line. **Examples of Tactical Questions:** What do you need to think about while moving to open spaces? *Think about where your teammates might be, keep your head up and watch for other players.*

Resources

1. **Ever Active Schools Program**
Ever Active Schools is a free membership program available to all Alberta school communities. For information on resources such as workshop handouts and activity calendars visit:
www.everactive.org
2. **Health and Physical Education Council (HPEC)**
HPEC is a Specialist Council of the ATA, which provides support to health and physical education teachers. HPEC Conference 2010 is being held in Red Deer, AB.
Visit www.hpec.teachers.ab.ca for up to date information.
3. **Physical Education Guide to Implementation K-12**, Alberta Learning, 2000
English: LRC Product #425597, \$12.10
Français: LRC Product # 461335, \$27.65
Online at www.education.gov.ab.ca/k_12/curriculum/bySubject/phyped/
4. **Physical Education Online**
A collection of activities to support student learning of the Physical Education program of studies, teaching tips, interactive skill video clips, and much, much more!
English: www.education.gov.ab.ca/physicaleducationonline
Français: www.education.gov.ab.ca/educationphysiqueenligne
5. **Play Sport-Teaching Kids Games by Playing Games Website**, Ontario Physical and Health Education Association (OPHEA), www.playsport.net
6. **Safety Guidelines for Physical Activity in Alberta Schools**, Alberta Centre for Injury Control and Research (ACICR), 2008
LRC Product #750085, \$18.70, or online at www.acicr.ualberta.ca
7. **Teaching Games for Understanding in Physical Education and Sport**, Joy Butler, Linda Griffin, Ben Lombardo, Richard Nastasi, 2003
Human Kinetics ISBN # 0-88314-749-1, www.humankinetics.com
8. **University of Victoria (School of Physical Education) – Dr. Tim Hopper Website**,
www.educ.uvic.ca/Faculty/thopper/index.htm

