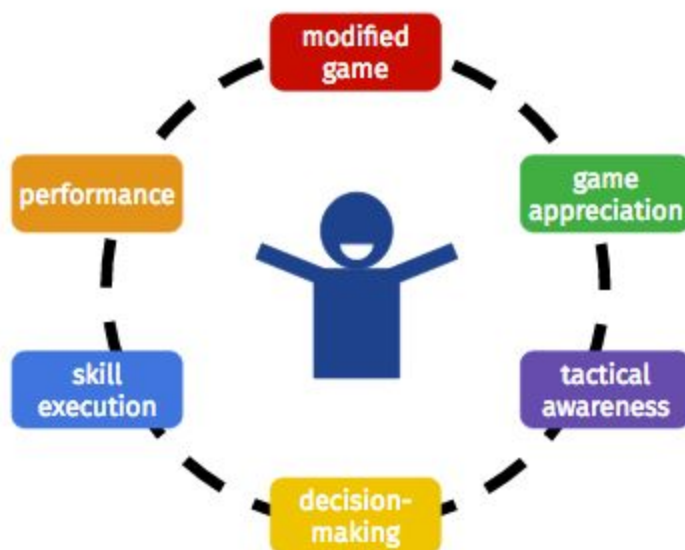


The TGfU Model



Bunker and Thorpe (1982)

The TGfU Model



Bunker and Thorpe (1982)

Learners play a modified game that everyone can play.

Learners begin to understand the game's rules and have input.

Through questioning, learners identify tactics and strategies needed for success.

Learners begin to understand WHAT to do and HOW to do it within the game.

Learners realize why specific skills are important and begin to implement them.

Learners apply new knowledge to the small-sided game.

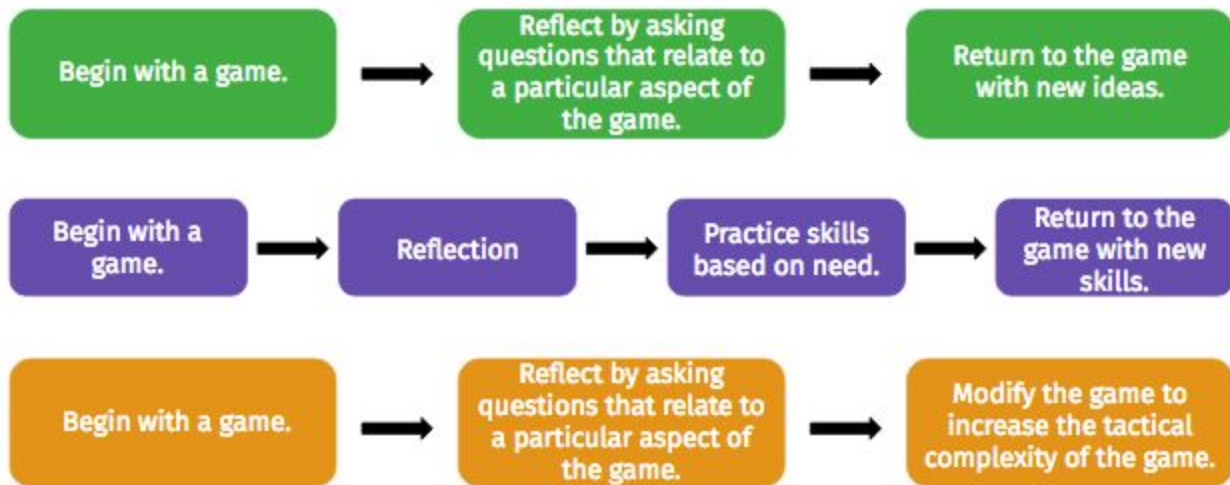
Mandigo, Butler, Hopper (2007)

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Taking Invasion From Alright to Amazing

Game Sense Approach



Australian Sports Commission & Rod Thorpe (mid-1990s); Teakel (2011); Pill (2012)

Tactical Games Model



Griffin, Mitchell, Oslin (1997)

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Example Tactical Problems from Invasion



Offense

Score
invade & evade;
shoot w/accuracy
and power

Creating Space
pivot, fake, jab,
screen, give & go

Keep Possession
passing/receiving;
change direction
and speed

Defense

Stop Scoring
ready position;
slide; drop step

Reducing Space
deny;
stay close to
opponent

Get Possession
ready position;
arms extended;
anticipate;
intercept

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Luta De Galo- (basic flag pulling)

- Students get into pairs each gets a flag and they face off to try to pull each others flags
- Big rule no “Tom and Jerry”

Layer 1 → No limits

- Each pulled flag is worth 1 pt. Ties are 1pt each. If a player falls down other player gets 1pt.

Layer 2 → Hand behind your back

- Limit flag pulling to one hand or the other

Layer 3 → Hop to it

- Limit to one foot (work on balance) either hand

Layer 4 → Master puller

- One hand one foot

Ultimate Sharks and Minnows (Invading space with the body)

- Students all get flags with the exception of 6 Sharks
- Students attempt to invade the sharks area and successfully get across the back line
- Each completion is worth 1 pt. The players then jog around the outside and try again from the start point at their own pace trying to get as many points as possible.
- If flag is pulled gather the flag and move to the side and return to starting point to try again.

Layer 1 → Lateral sharks

- Shark can only move laterally between two same colored cones to pull flags

Layer 2 → Vertical and lateral

- Sharks travel between cones with some going left to right others moving up and back.

Layer 3 → Sharks in Ponds

- Sharks now have small pond spaces that they can defend. Minnows can use think spaces to decide their next moves

Depth of Knowledge (DOK) Question possibilities

What did you see that made you go to a certain shark?

What was your secret that helped you successfully get past a shark?

What would a challenging shark look like?

Toss 3 (Passing check in)

Sign up and join OPEN for full activity instructions. Then search Toss 3.

www.openphysed.org

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Toss 3 with Defender (effective passing while defended)

Layer 1 → Odds are in your favor

- In groups of 4
- 3 offensive/passing players 1 defensive player
- Goal is to complete 3 passes to get 1pt. Defense gets 1pt. If ball is dropped, intercepted or knocked down prior to 3 completions.

Layer 2 → Getting even

- Same rules as before to score
- 2 v 2 switch as pairs (can call shuffle to have students either change up pair within group or 2 move to new group)

Depth of Knowledge (DOK) Question possibilities

What leads to successful passes when defended?

How do you create passing opportunities when a defender is playing?

What changes when a second defender is present?

Switch (Setting up shots with passing/ winning the ball and transitions)



Sign up and join OPEN for full activity instructions. Then search Switch .

www.openphysed.org

There and Back Again (Advancing up a field with an object)

Layer 1 → No Pressure

- In groups of 4 to 5 pick 2 items
- Without dropping an item get it from the near line to the far line. If successful leave the item there and run back to get next item. If a drop occurs bring item and try again.
- If Both items get to other side team gets 1 pt. And starts again. Try to score as many times as possible.

Layer 2 → Disruptor

- One group member becomes the defender and tries to prevent the offense from getting to the other line. Each item is worth a point. After 3 drops/interceptions or 2 points change defenders.
- You can add additional defenders if needed to continue challenging groups

Depth of Knowledge (DOK) Question possibilities

What helps advance an object upfield? How does movement change to advance a ball?

What do you do to continue advancing while defended?

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Ultimate Defenders (marking and winning the ball)

- Two small sided teams of 4,5, or max 6
- **Ultimate Frisbee rules: Cannot move with the ball, arms reach buffer, catch past end zone line equals score.**
- **Ball starts at end-zone line to start and after scores.**

Layer 1 → Start Gameplay

- Play game to adjust and understand rules.

Layer 2 → Money in the bank

- Teams earn a coin for every knockdown or interception.
- Teams also get a coin for an offensive score
- Coins equal team points.

Layer 3 → Tik Tok

- Coin is earned by Defense if an Offensive player fails to pass the ball before a 5 second countdown is completed by the defense.

Depth of Knowledge (DOK) Question possibilities

How do you win the ball back? Why does marking help the team defensively? What can a defender learn from watching an offensive player?

Resources

World Games:

- [A Collection of World Games](#), a crowd-sourced document with over 120 world games

TGfU Books:

- *Teaching Games for Understanding: Theory, Research, and Practice* edited by Linda L. Griffin and Joy I. Butler
- *More Teaching Games for Understanding: Moving Globally* edited by Joy I. Butler and Linda L. Griffin

Websites:

- [PlaySport](#), a searchable TGfU activity database
- [ThePhysicalEducator.com](#) Tactical Game and Activity Sheets

Blog Posts/Articles:

- [Teaching Games for Understanding \(TGfU\) 101](#) by Ophea
- [Play with Purpose: An Introduction to the Game Sense Approach](#) by Dr. Shane Pill (@Pilly66)

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- [How to Layer #PhysEd Games](#) by Joey Feith (@joeyfeith and @phys_educator)

Videos:

- [TGfU: Moving Beyond Warm Up, Skill, Game](#) by Vicky Goodyear (@VGoodyear)
- [TGfU-Invasion Games](#) by Dr. Jamie Mandigo
- [TGfU-Net/Wall Games](#) by Dr. Jamie Mandigo
- [TGfU-Striking and Fielding](#) by Dr. Jamie Mandigo
- [TGfU-Target Games](#) by Dr. Jamie Mandigo
- [Teaching Games for Understanding-Lesson Demonstration](#) by Joey Feith (@joeyfeith and @phys_educator)



#PhysEdSummit Sessions:

- [Teaching Games for Understanding \(TGfU\)](#) with Mel Hamada (@mjhamada)
- [TGfU Part 2](#) with David Moore (@dmoorepe)
- [Asking Essential Questions in PhysEd](#) with Mel Hamada (@mjhamada) and Mark Williams (@Williams10Mark)
- [Part One: An Overview of the TGfU Model--Putting the Why Before the How](#) with Kelly Ann Parry (@kellyannparry)
- [Part Two: Game Modificaton for Learning Tactical Concepts in Invasion Games](#) with Kelly Ann Parry (@kellyannparry) and David Gutiérrez Díaz del Campo
- [Part Three: Game Modification for Learning Tactical Concepts in Net/Wall Games](#) with Heidi Bohler (@HeidiBohler) and Dr. Stephen Harvey (@drstephenharvey)
- [Part Four: Developing Question When Teaching Using TGfU](#) with Dr. Stephen Harvey (@drstephenharvey)
- [Teaching Dance for Understanding \(TGfU\)](#) with Melanie Levenburg (@MelanieG_pl3y and @TDfU_ed)
- [Sport Education/TGfU Hybrid Units](#) with Adam Metcalf (@MrMetcalfPE)
- [Teaching Games for Understanding: With a Little More Feeling](#) with Dr. Joanna Sheppard (@champsforhealth)
- [Wrapping a Real World Purpose Around TGfU](#) with Tim Morgan (@TimMorgan10)
- [Assessment in Game-Centered Approaches](#) with Dr. Stephen Harvey (@drstephenharvey)

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