The YMCA Academy’s
Teaching Games for Understanding (TGfU) Program
Outline

1. Introductions
   • Academy Faculty
   • The Academy and our Students
   • Typical Barriers to Physical Activity

2. Teaching Games for Understanding (TGfU)
   • History/Philosophy
   • Model
   • Categories
   • Primary Objectives and Tactical Strategies

   Intermission Break

3. TGfU at The Academy
   • The Academy TGfU Program (month, week, day, hour)
   • TGfU Daily Questions
   • Highlighting Transferable Skills and Strategies
   • Suggestions for TGfU Program Set-up

4. Questions
Introductions
Academy Faculty

Nicole Klement
- B.Sc, B.Ed
- Teaching (since 2005)
  special education
  science specialist
  physical education

Zareh Demirdji
- B.PHE, B.Ed
- Teaching (since 2009)
  special education
  science
  physical education specialist
Typical Barriers to Physical Activity

Student 1 has high functioning Asberger’s and struggles with sensory stimuli and transitions.

Student 2 has gross motor issues and struggles with hand eye coordination.

Student 3 is slow at processing and may take a full day to process instructions given.

Student 4 has ADHD and is an athletic kinesthetic learner who is impulsive and sometimes unsafe during PE because their medication has worn off.

Student 5 is self conscious about PE sports skills, is unlikely to try new things and has developed a loud, oppositional and defensive approach to avoiding participation.
Why choose The YMCA Academy?
Click here for more information

Now Accepting Applications for Second Semester
Teaching Games for Understanding
TGfU
History of TGfU

• Developed in the early 1980s in the UK (David Bunker and Rod Thorpe)

• Resulted from the focus on learning technical skills in PE classes with little to no emphasis on strategy and game sense

• Philosophy of TGfU is to enhance physical literacy through the teaching of game-like activities in an inclusive, non-threatening, highly motivational environment
TGfU Model
TGfU Model

The first thing students ask when they come into the gym is...

“Are we going to play a game today?”
Group Activity
TGfU Game: Junkyard

Skillet

Junkyard

Skillet
Group Activity
TGfU Game: Junkyard

1. Teams face one another on either side of the junkyard
2. Notice 3 skillets on each side of the junkyard
3. Slide a beanbag and try to knock down the other teams skillets while avoiding objects in the junkyard
   - Throw must be underhand
   - Beanbag must remain in contact with the ground while travelling through the junkyard

1. Opposing players retrieve the other team’s beanbag and attempt to hit down a skillet
2. The team to knock down all three opposing skillets first is the winner
TGfU Model

The TGfU model begins with play to:
1. Increase motivation of children by hooking them on the game, then introduce skills that will make them more successful
2. Provide context to make the learning of skills and strategies meaningful
3. Provides a framework to overcome barriers to physical education
TGfU Model vs. Traditional Model

**Traditional Model of Physical Education**
- Teacher directed
- **Skills ➔ Game understanding**
- Students assessed primarily on their skills and effort

**TGfU Model of Physical Education**
- Student/Learner directed
- **Game understanding ➔ Skills**
- Students assessed on improvements and effort
### TGfU Model vs. Traditional Model

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***Note the position of tactical awareness in each model.***

TGfU Categories
Group Activity

Learning to Categorize TGfU:
• Think about an activity/sport you played in PE class
• Think about an activity/sport you play in your current after-school programs
• Write these down on a yellow stick-it note (in large print)
• Place your stick-it on ONE of the four category boards in the room
TGfU Categories

All sports & games fit into the four TGfU categories:

1. Target Aiming
2. Net Wall
3. Striking Fielding
4. Invasion Territory
# TGfU Categories

<table>
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<th>Game Category</th>
<th>Examples</th>
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<td><strong>Striking Fielding</strong></td>
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<td><strong>Invasion Territory</strong></td>
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<td>• Ultimate Frisbee</td>
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<tr>
<td></td>
<td>• Football</td>
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TGfU
Primary Objectives &
Tactical Strategies
Primary Objective:
• Get your object closer to target than your opponent’s.

Tactical Strategy:
• Aim
• Spin and/or Turn

Target Aiming Example: Junkyard
Net Wall

**Primary Objective:**
- Get object into opponent’s area of play, making object return difficult

**Tactical Strategy:**
- Consistent placement and positioning
- Power and spin

Net wall Example: [Video](#)
Striking Fielding

**STRIKING**

**Primary Objectives:**
- Score runs
- Run in safe areas

**Tactical Strategy:**
- Hit with accuracy
- Avoid “outs”

**FIELDING**

**Primary Objectives:**
- Prevent runs
- Make ball difficult to hit

**Tactical Strategy:**
- Get Batter out
- Add spin

Striking Fielding Example: [Video]
Invasion Territory

**OFFENSE**

**Primary Objective:**
- Invade opponent’s goal
- Score

**Tactical Strategy:**
- Get into open spaces
- Keep possession

**DEFENSE**

**Primary Objective:**
- Defend your goal

**Tactical Strategy:**
- Defend open spaces
- Gain possession

Invasion Territory Example: Can’t touch this
Group Activity

Let’s play the Invasion Territory TGfU Game

“Can’t touch this”

A photocopy of the activity is on your table
Please read the instructions as a group
Be ready to try and explain the goals and rules
Group Activity

Modify kick to pass

Notice the level of complexity

Strategies

Skills
Group Activity

Please nominate a table member to come up and participate in

“Can’t touch this”

When we return from Intermission
Let us take a break for 15 min

Intermission
Group Activity

Let’s play

“Can’t touch this”
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4. Questions
The Academy TGfU Program
**Gr.10 Healthy Active Living PPL2O 2011-2012**

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<th>Tuesday In Class</th>
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<td>Labour Day</td>
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<td>7 SHORTENED SCHEDULE</td>
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<td>29 Conflict Resolution</td>
<td>30 Net Wall Racquet Ball</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
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Academy TGfU weekly plan

Layering Concepts

1 – TGfU + skill       1 – TGfU
2 – TGfU + skill       2 – TGfU
3 – TGfU + skill       3 – TGfU
4 – TGfU + skill       4 – TGfU + skill
5 – TGfU + skill       5 – TGfU + skill
6 – TGfU + skill ...   6 – TGfU + skill ...

easy  →  difficult
An Example of an Academy TGfU Weekly Plan with Lesson Breakdown
A Week of Net/Wall

(Badminton)

Class 1 – “Balloonminton$^5$” + forehand serve
A Week of Net/Wall

(Badminton)

Class 2 – “You’ve Been Served” + backhand serve
A Week of Net/Wall

(Badminton)

Class 3 – “Get Back⁵” + forehand return
A Week of Net/Wall

(Badminton)
Class 4 – “Twos⁵” + backhand return
Academy TGfU Daily Plan

A lesson

*Highly structure your hour in the gym*

For example:

10 min  Free time/warm up
10 min  Group fitness
35 min  TGfU (with increasing difficulty)
5 min   Debrief Activity with focus on skills & strategies driven by Qs
Academy TGfU Daily Questions

Questions that should be asked during a TGfU lesson...

- Skill execution
- Tactical awareness
- Time
- Space
- Risk
- Motivation
- Spatial Awareness
- Completion

“How do you...?”
“What did you...?”
“When do you...?”
“Where is/can...?”
“Which choice...?”
“Why am I...?”
“Where’s my team?”
“How do I win?”
Example of TGfU Qs for Junkyard

Q1. How did you over-come the obstacles in the junkyard to knock down the skillets?
   • Looked for open pathway
   • Released beanbag closer to the ground
   • Monitored beanbag speed

Q2. What adjustments did you make to throw the beanbag at the correct speed?
   • Changed placement of my arm – farther back

Q3. What happened to speed the further back your arm went?
   • Speed increased

Q4. What happened to speed the faster you swung your arm forward?
   • Speed increased
Highlight TGfU Skills & Strategies

Using the Qs from Junkyard you could highlight Skills/Strategies learned from **Target/Aiming** Games, such as:

- Distance of arm set-up phase affects speed of projectile
- Speed of arm during transition affects speed of projectile
- Point of projectile release affects distance traveled (varying arcs)
- All of the above affect the distance the projectile will travel and its accuracy
TGfU Transferable Skills & Strategies

Skills/Strategies are transferred both within and between TGfU categories

**Within a category (Ex: Target/Aiming):**
- Junkyard to beanbag golf
- Bowling to curling

**Between categories (Ex: Target/Aiming-Net/Wall):**
- Volleyball
Group Activity

Let’s revisit Junkyard one last time:

Q1. Can you remember what TGFU category Junkyard falls under?

Q2. What level of difficulty would you rate it (easy, moderate, difficult)?

Q3. Where in your program progression would you place Junkyard?
Suggestions For TGfU Program Set up “Helpful Hints” from Zareh and Nicole
Helpful Hint 1
Planning

• Youth involvement - have youth choose sports and activities
• Highly structured time
• Clear expectations
• Youth driven set up & take-down
• Implicitly teach conflict resolution skills
  Ex: Circles Training
Helpful Hints 2
General Adaptations

Equipment
• Larger/lighter equipment
• Larger goal/target
• Mark positions on playing field
• Lower goal/target
• Vary balls (size, weight, color, texture)

Rules, Prompts, Cues
• Demonstrate/model activity
• Partner assisted
• Disregard time limits
• Oral prompt
• More space between students
• Eliminate outs
• Allow ball to remain stationary

Boundary/Play Area
• Decrease distance
• Use well-defined boundaries
• Simplify patterns
• Adapt playing area (smaller, obstacles removed)

Actions
• Change locomotor patterns
• Modify grasps
• Modify body positions
• Reduce number of actions
• Use different body parts

Source: Differentiating instruction for students with disabilities.
Helpful Hint 3
Skilled Players

What about students who are average, skilled, or highly skilled?

TGfU Adaptations (Junkyard)
- Use non-dominant hand
- Stand further from target
- Increase play area size
- More obstacles in junkyard
- Play seated
- Slide beanbag with an implement
- Spread out skillets
- Use a ball and bounce through junkyard
References