

SECOND EDITION

TEACHING SPORT CONCEPTS AND SKILLS

A Tactical Games Approach



Stephen A. Mitchell
Judith L. Oslin
Linda L. Griffin

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Teaching Sport Concepts and Skills

A Tactical Games Approach

SECOND EDITION

For Carolyn.

— Steve

**I would like to dedicate this book to my PETE colleagues
at Kent State University: Connie Collier, Mary LaVine,
Steve Mitchell, and Dave Toothaker.**

**Thank you for your unconditional love and support
and most of all for letting me be me.**

— Judy

**To my siblings Mark, Charlene, and Christopher
for their support and belief in me.**

— Linda

Preface


We are pleased to write this second edition of *Teaching Sport Concepts and Skills: A Tactical Games Approach*. We received many positive comments on the original book and also many requests for an expanded version. We hope this book satisfies these requests and the growing enthusiasm for tactical games teaching. Some of you already have knowledge and experience of tactical games teaching, perhaps gained from reading and using ideas in the original book, but others may not. Do not be concerned if you fall into the latter category. We begin this book with a thorough review of tactical games teaching and build a sound conceptual understanding before providing sport-specific lesson plans. We have also added a chapter addressing tactical transfer, which is the understanding of how to solve the common problems presented across situations in similar game types. We have argued for tactical transfer for several years, and in this chapter we present both anecdotal and research evidence to support our contention that learning to solve the problems presented by one game can facilitate understanding of how to solve problems in other games. A sound conceptual understanding is important to your ability to implement a tactical games approach, so we hope you will find part I of the book helpful.

In part II we have carefully reviewed the original work, particularly the sport-specific chapters providing lesson plans. In tactical games teaching the quality of teacher questioning is very important and we have gone to some lengths to review and revise the suggested questions to ensure that they are consistent with lesson goals and game conditions and that they are focused to elicit student responses that identify the need for skill practice. Within skill-practice segments we have made stronger efforts to address broader ranges of student ability by providing task extensions where appropriate to increase challenge when the need arises.

We have added chapters on lacrosse, rugby (at the insistence of one of our student teachers), cricket (to add international appeal and to broaden our attention to striking and fielding games), and bowling (to broaden our attention to target games). We hope these chapters will be a useful resource as you plan tactical games lessons. Two of the additional chapters are written by guest authors Kathleen Howarth and Adrian Turner, and we appreciate their expertise and contributions.

We have retained the emphasis on learner assessment that we emphasized in the original version, but we have also expanded the assessment chapter to address psychomotor, cognitive, personal and social, and affective assessments in terms of standards-based curriculum and to provide examples of assessment integrated into lessons. The assessment chapter is a key component of part III of the book. Also in part III we describe how tactical games teaching in middle and high schools fits with the overall K-12 tactical games curriculum and offer suggestions to enable teachers to make a successful start in teaching tactical games. Part III is an expansion of the original work and draws on the experiences of colleagues who have changed the way they teach games.

This edition also includes a professionally produced DVD that shows some of the lessons in action. This tool will be effective not only in showing you how to implement the theory behind the tactical games approach, it will also help you teach others in either a teacher-coach preparation setting or in a youth/school setting. The volleyball segments show complete question and answer sessions, highlighting for you an effective method for making sure students are processing the lesson properly. A simple menu of demonstrated games makes it easy to find what you wish to review for yourself or to show others. Within the text of the lessons, you can watch for the following icon to

call attention to a particular lesson or game that has been included on the DVD. 

Games teaching and learning is a substantial part of most physical education curricula, and games playing provides an exciting and interactive environment for learning in all domains. We hope that this book will challenge all who read it. For those who have experience with tactical games teaching, we challenge you to take it to other areas

of the curriculum, to maximize the potential of tactical transfer through effective curriculum design, and to assess learning outcomes across all domains. For those of you who are new to the idea of tactical games teaching, we challenge you to think deeply, to question your current practice as it relates to games teaching, and to adopt a new, student-centered approach to games teaching and learning.

Acknowledgments

We would like to thank all of the teachers, teacher educators, and students majoring in physical education at Kent State University, who have used many of the lessons in the first edition of this book and provided feedback, numerous ideas, and encouragement for a second edition. We hope this book serves as an example of how we all make each other better and physical education better for children. Likewise, we would like to acknowledge the following people: UMass PETEs, especially Alisa James, Karen Pagnano, Kevin Patton, Mary Henninger, Heidi Bohler, Jen

Fisette, and Eric Carpenter; Deb Sheehy for pushing our thinking; Springfield College preservice teachers and Diane Lorenzo; and Joy Butler for her willingness to debate, her spirit of collegiality, and her friendship.

Our thanks to photographer Tom McGrew and especially to the middle school students in the photographs in chapter 7. They are Alex Bower, Tyler Jastromb, Jack Maynard, Caitlin McGrew, Kelsey McGrew, Katie Mitchell, Matthew Mitchell, and Alanah Timbrook.

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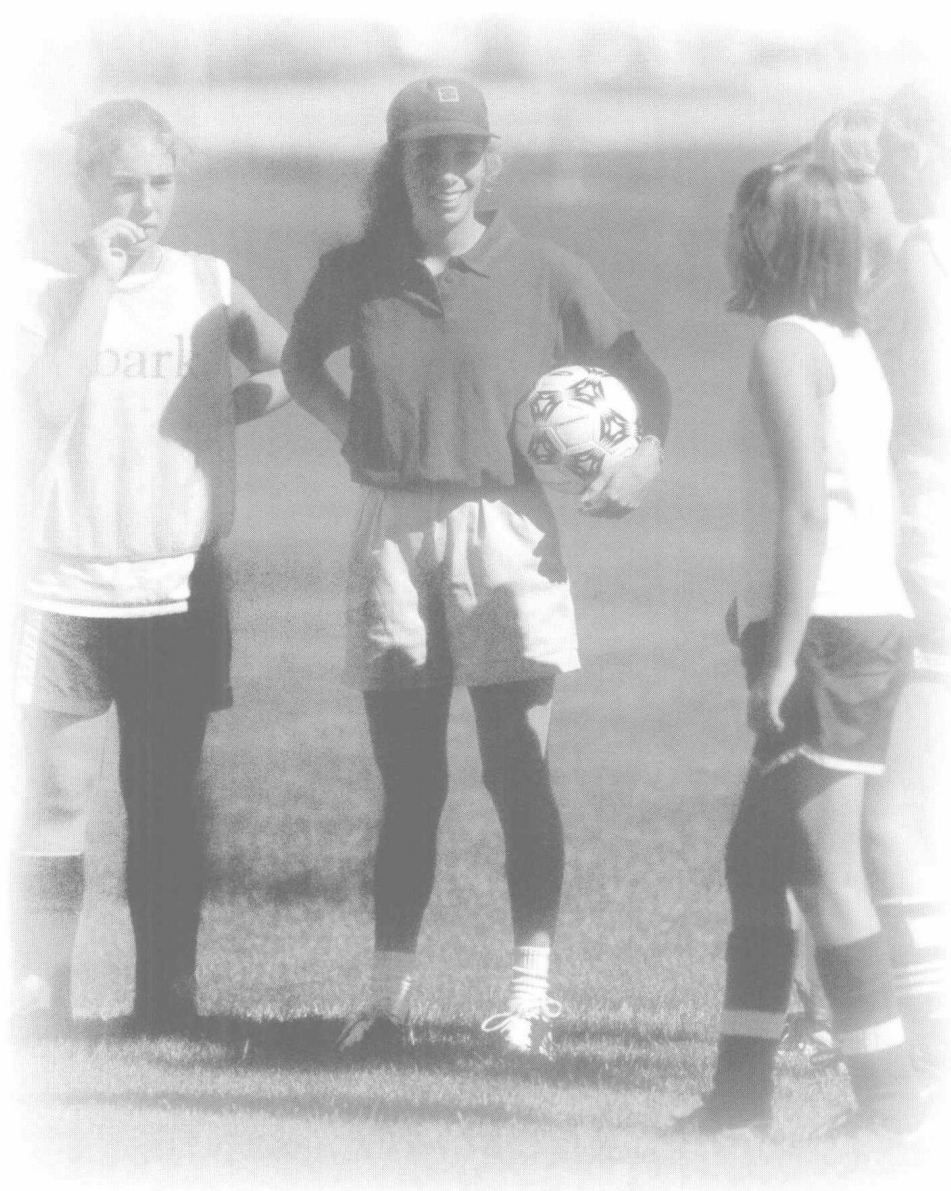
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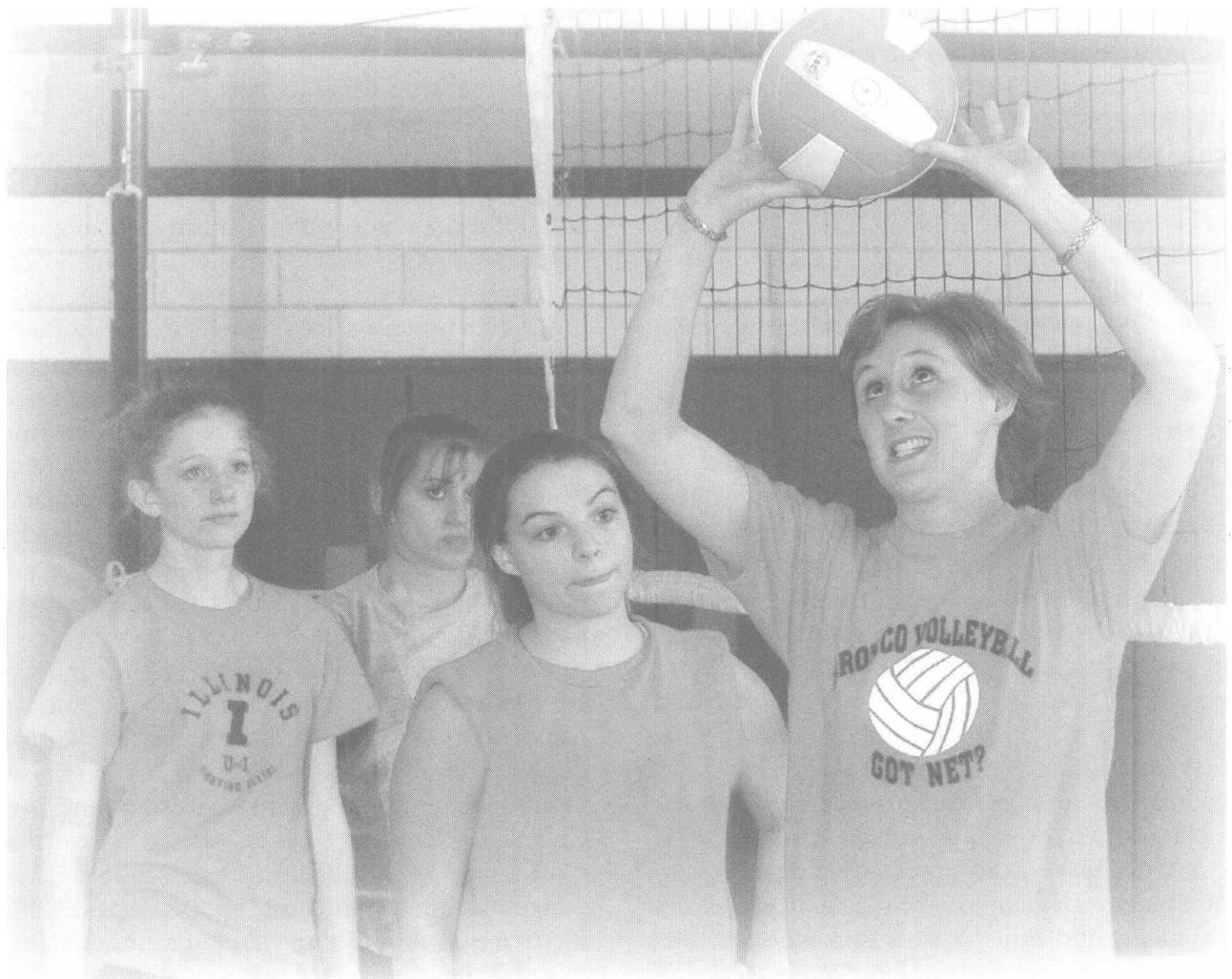
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Tactical Games Teaching



Using This Book



Teaching Sport Concepts and Skills: A Tactical Games Approach, Second Edition, adds to the range of content of our first book. It answers the *why*, *what*, and *how* of games teaching by providing both a rationale for rethinking games teaching and a greater range of materials that teachers can use in schools. In part I, we challenge you as the teacher to rethink how you select and teach games and address games tactics when planning games units. We present reasons and organizational structures for implementing a tactical games approach and introduce frameworks to break each game into tactical problems, on-the-ball skills, and off-the-ball movements. We describe levels of tactical complexity so you can teach games in a developmentally appropriate manner, and we present a simple format for planning tactical games lessons. In chapter 3 we address the central concept of transfer across games.

In part II, we apply a tactical approach to specific games and sport teaching. We cut across the games classification system and offer tactical applications for invasion games, including soccer, basketball, rugby, and lacrosse; net and wall games, including volleyball, badminton, and tennis; striking and fielding games, including softball and cricket; and target games, including golf and bowling.

Chapters 4 through 14 address the *how to* question by outlining lesson plans to use in secondary settings. We have designed each lesson to challenge students to solve a tactical problem.

Lessons begin with a developmentally appropriate game form that is followed with skill or movement tasks that lead to the reapplication of these skills in another game. In each lesson we provide you with the tactical problem, lesson focus, and lesson objective. We present each lesson in the tactical format that we advocate and we suggest a teaching progression of game, questions, practice, and game. For each game, we provide you with the goal (e.g., attack using the forearm pass) and conditions (e.g., size of playing area and specific rules). After initially playing each game, ask your students the questions we provide that address what to do when playing and how to do it. Use the practice tasks listed after the questions to help your students develop their tactical awareness of movements and skills. We also provide teaching cues to assist your instruction. We suggest you

end with another game to reinforce the objective of the lesson.

These chapters are building blocks for developing your own units. You may choose to review content with your students by practicing previous levels before moving to the next level of tactical complexity. Each chapter provides you with ideas to enhance your units, but we encourage you to be creative. For example, you can include aspects of sport education, such as the roles of coaches, officials, and managers; organize units into sport seasons; or use cooperative learning, such as peer tutoring. We also encourage you to organize tournaments for your units.

An approach that places tactical awareness at the heart of games teaching and learning helps your students develop their problem-solving skills as they choose their physical and cognitive actions in games. As you move through the chapters on specific games and sports, we encourage you to make them your own by adapting them for your students, your school, your facilities, and your equipment.

In part III, we discuss games curriculum, assessment, and implementation. In chapter 15 we describe the evolution of tactical games education from a teaching approach to a curriculum model and address the integration of the tactical games model with other curriculum models. Part III also addresses the authentic assessment of games teaching and learning, a critical issue if our subject is to retain standing within the K-12 school curriculum. In an approach to games teaching that emphasizes improved game performance, we must use more than isolated skill tests to measure student achievement. Chapter 16 presents the Game Performance Assessment Instrument (GPAI) for measuring the components of effective game performance and also provides assessment ideas for the cognitive and affective domains.

Chapter 17 provides suggestions for starting your journey from the traditional methods of games teaching to a tactical approach. We have derived these suggestions from questions posed at our teacher development workshops and from feedback offered by physical educators working with a tactical approach in their schools. These educators have found the approach rewarding for themselves and their students, though their journeys have not been without difficulties. We

are extremely grateful for their participation, and their suggestions will help you smooth your implementation of a tactical approach.

The benefits of the book are twofold. First, it benefits you as a teacher by encouraging you to rethink your games teaching. It provides units and lessons for specific games as well as tools for creating your own units and lessons. Second, it benefits the learner by accommodating individual instruction rather than pacing instruction to the entire class (Jones 1982). Though instruction might focus on particular tactical problems and skills associated with a certain level of complexity, you can individualize your instruction by giving advanced performers more complex skills for the specific tactical problem they are addressing.

Our text provides a complete package for teaching games, linking skills with tactics, and identifying common elements of games. The games

classification system described in chapters 2 and 3 encourages students to identify similarities among games, thereby assisting them in transferring understanding from one game to another, a concept further addressed in chapter 3. This notion of transfer is also true for teachers in that the games presented in chapters 4 through 14 represent different types of games classified according to the tactics they employ. This makes similarities among games easier to identify. For example, having used the materials in the soccer chapter, teachers can easily apply the soccer lesson plans to a tactically similar game such as floor hockey.

We hope these ideas open your mind about games teaching. As with learning any new method, implementing a tactical approach will challenge you to think differently about games and sport teaching. Believe in your professional ability and challenge yourself to grow.

Tactical Games Explanation and Review

