



PEPASS

Physical Education  
Physical Activity  
School Sport

together inspiring success

# Getting Started with Teaching Games for Understanding

J Penman

PEPASS Glasgow – Caledonia Primary

February 17<sup>th</sup> 4-5pm

Type the name of your favourite dinosaur into the chat,  
open a notes page on your phone/computer/paper  
and **mute your mic!**



PEPASS

Physical Education  
Physical Activity  
School Sport

together inspiring success

What makes PE teaching difficult  
for you?  
(10 seconds)



PEPASS

Physical Education  
Physical Activity  
School Sport

together inspiring success

What do you find good about PE  
teaching?  
(10 seconds)

# Possible Answers

## Difficult?

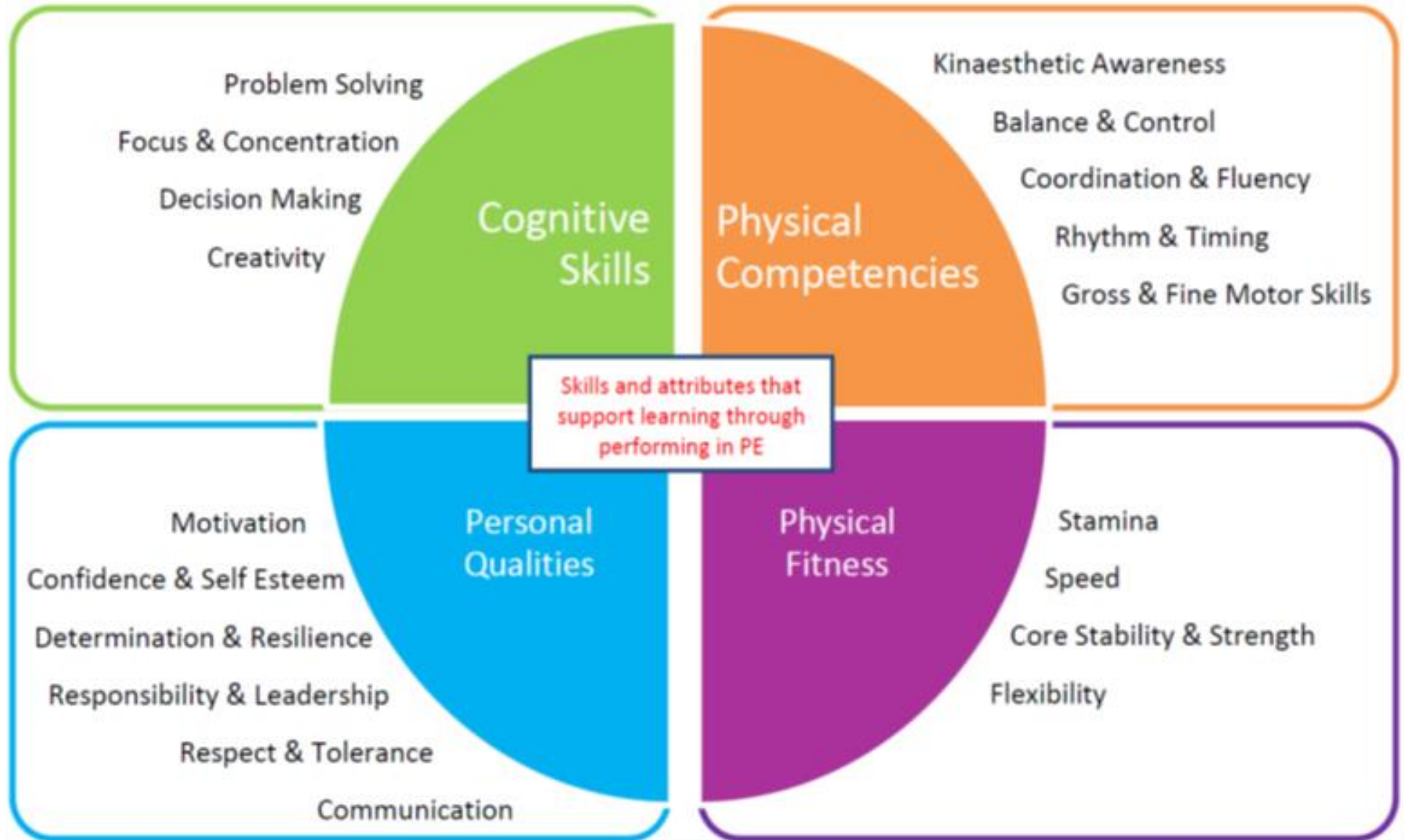
- Not enough content
- Difficult environment
- Managing behaviour
- Meaningful Learning
- Experience/confidence
- Sport or PE
- Don't know how to...
- Time

## Good?

- Physically active
- Enjoyment
- Self expression
- Communication
- Mental Health

# Answers I want to get to...

- Rich context for learning
- Leadership
- Problem solving
- Goal setting
- Skills for DtYWF/LLW



# Challenge

- How difficult is it to fit in all the good bits without having to worry about all the negative bits? (or work on the negatives so they become less difficult)
  
- So how can I get my pupils to LEARN more?



# What is TGfU and how can it help me?

Hopefully it's where the pieces of the jigsaw come together

Jigsaw = teaching skills, learning skills, PE content, assessment, DtYW...



# The Concept

- Teaching concept/theory developed by Bunker and Thorpe (1982)
- **Decision making, problem solving, critical thinking** and **skill** all developed at the same time while in a game situation
- Isolated skill practice can still be used if the students think it will benefit their progression
- Modifying and adapting games is an important process of the concept

# Game

- Here learning is more “game based” as opposed to static skill based
- Understand that game. Leads to recognising the problems that need solving unique to the goal
- Understanding the rules and shape of the game

# Tactics

- Problem Solving – super important to TGfU. Start basic and gradually become more complex as pupils understand more and gain confidence
- Decision Making – what to do when to do it.
- Skill Execution - If and when it helps the student/game



PEPASS

Physical Education  
Physical Activity  
School Sport

together inspiring success

# Video – Key Messages



# Key Messages

- Tactical talk – Asking better questions
- Senior phase -  
[https://content.sciendo.com/configurable/contentpage/journals\\$002fjped\\$002f6\\$002f1\\$002farticle-p123.xml](https://content.sciendo.com/configurable/contentpage/journals$002fjped$002f6$002f1$002farticle-p123.xml)
- HOTS
- No rush. Give your students time

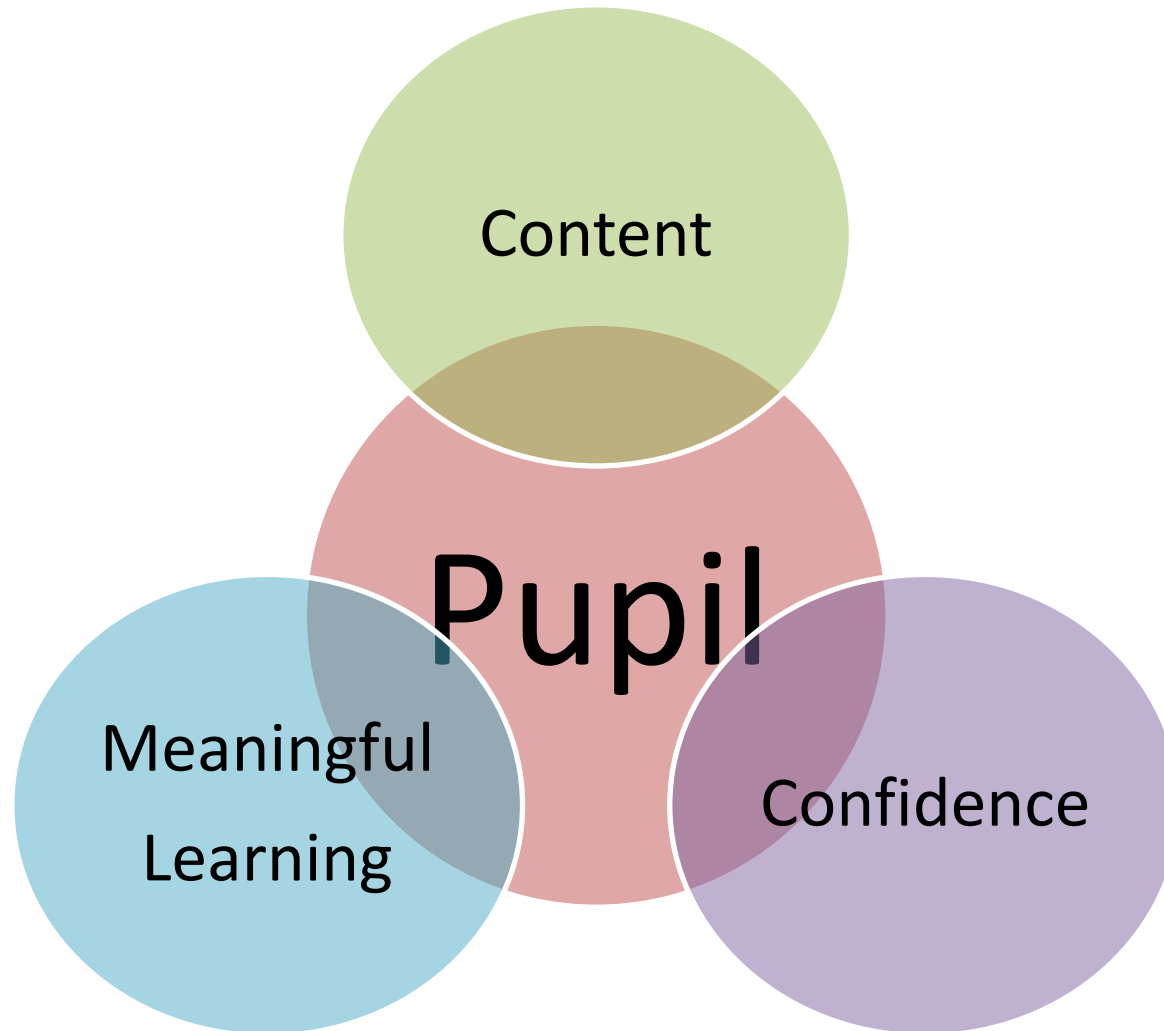
# Why TGfU may be good for you

- More learning
- Links to other curriculum areas
- Fits with resources you may already have (Connections...)
- Enhances the skills you already have as a teacher
- Promotes the Wider Curriculum – DtYWF



## Why TGfU may be good for your pupils

- Engagement
- Learning
- Fun
- Progressive
- Pupil centered
- Benchmarks





# How it works

- Instead of discrete sports like football, basketball, rugby....
- Games are categorised where they have a common theme or tactical goal
- If you are using Connections....these are the different sections of the folders in 1<sup>st</sup> and 2<sup>nd</sup> levels

# Learning Categories

- Invasion Games
  - Striking and Fielding Games
  - Net/Wall games
  - Target Games
- 
- What have I left out?



PEPASS

Physical Education  
Physical Activity  
School Sport

together inspiring success

# Invasion Games





PEPASS

Physical Education  
Physical Activity  
School Sport

together inspiring success

# Adapted practice for passing



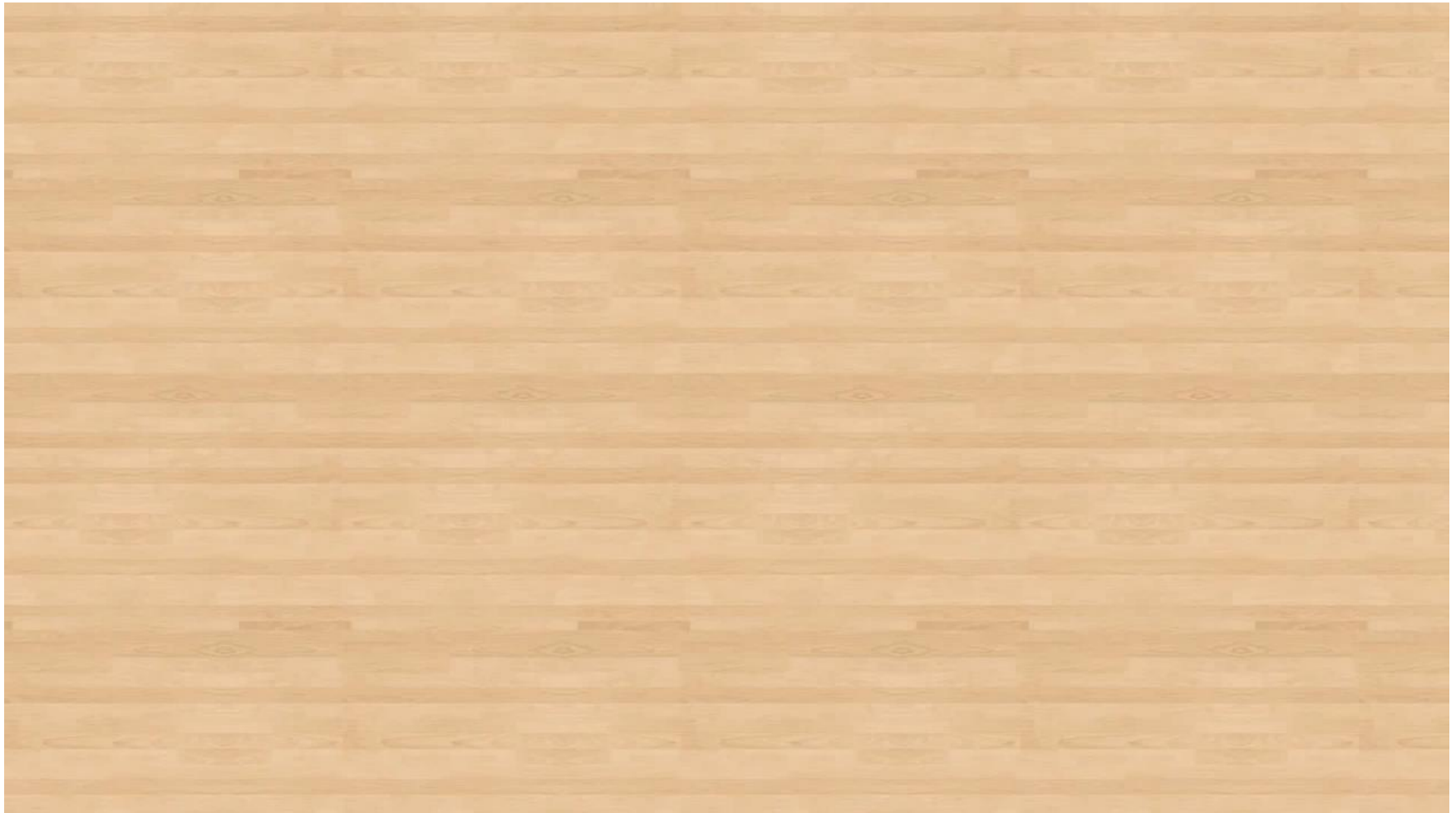


PEPASS

Physical Education  
Physical Activity  
School Sport

together inspiring success

# Target Games



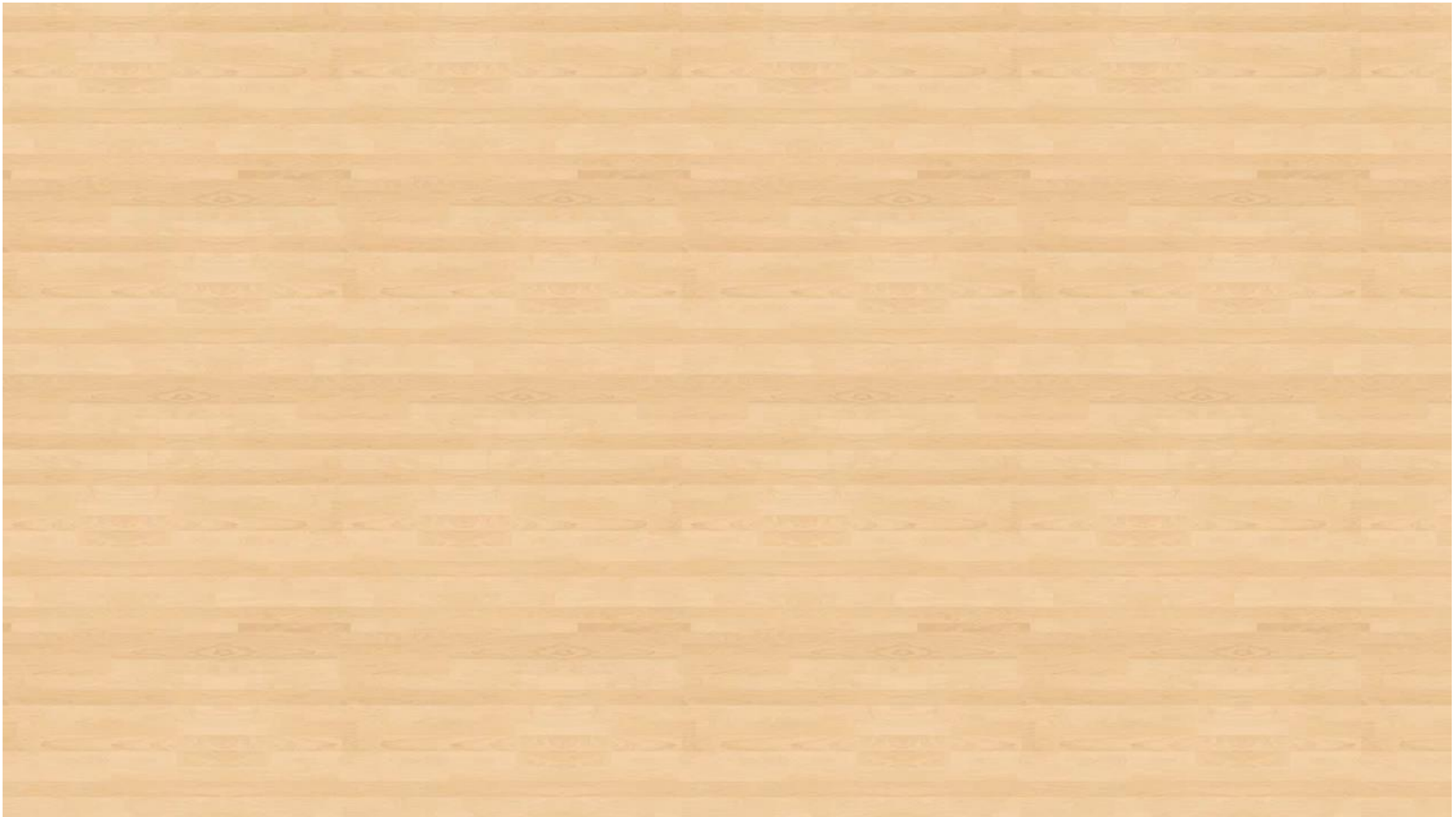


PEPASS

Physical Education  
Physical Activity  
School Sport

together inspiring success

# Net/Wall Games



## Striking and Fielding



equipment

Tennis ball  
Hockey stick  
Shuttle  
Football  
Beanbag  
Bat

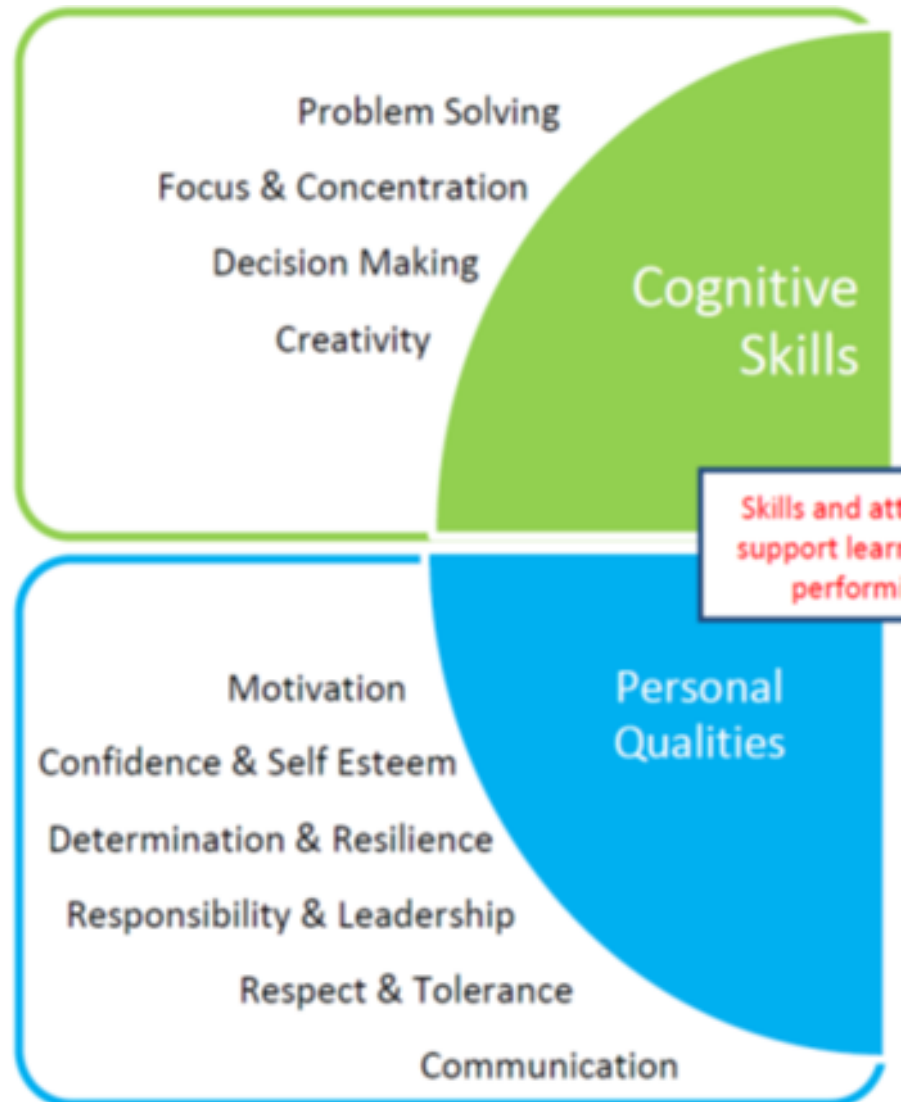
# Striking and Fielding Games





## Integrating with CfE

- Skills you already have?





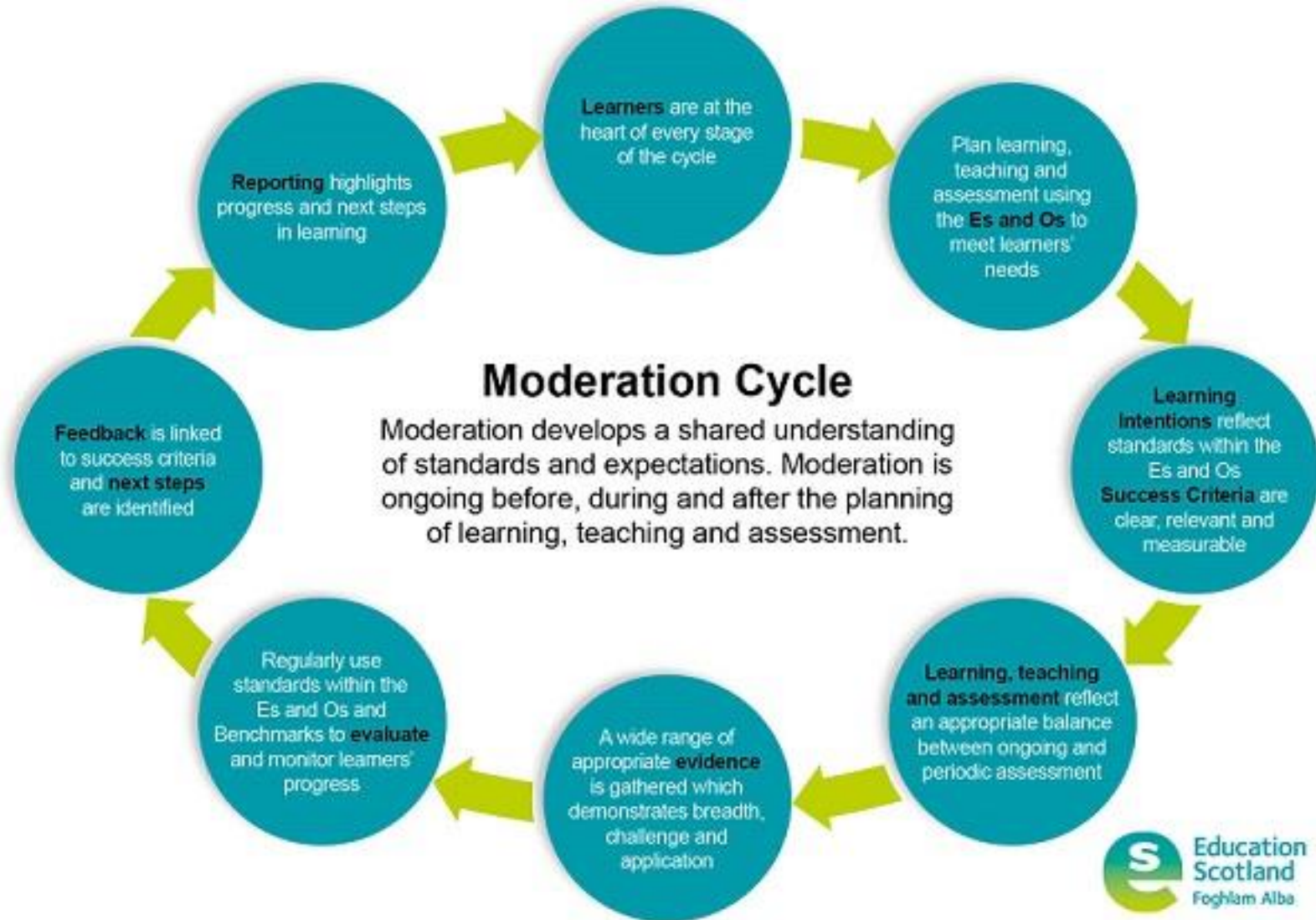
PEPASS

Physical Education  
Physical Activity  
School Sport

together inspiring success

# Mistakes are great!

They tell us about our learning and  
our teaching methods





# PEPASS

Physical Education  
Physical Activity  
School Sport

together inspiring success



## Recommended Reading

- Bunker and Thorpe
- Teaching Sport Concepts and Skills – Prof Stephen Mitchell
- The Physical Educator – Joey Feith
- SATPE resources
- GCC – Contact PEPASS
- Twitter - @PELOGlasgow @PEPASSGlasgwJP

### *Invasion - Isolation - Early Level*

1. This is a mass participation game. Each player should collect a cone and hula hoop and place their cone inside their hula hoop. 8. The catcher can move along the bench but must stay on it at all times.
2. The objective of the game is to knock over other players cones using the balls placed around the chosen space.
3. If an individual knocks over a cone they gain a point. If their cone is knocked over they must place it back up as quickly as possible with no penalty.
4. Players must release the ball to knock over a cone.
5. Players can intercept and deflect balls released from other players during the game.
6. Players cannot stand inside any hula-hoop during the game.
7. The player with the most points at the end is the winner.



#### Cognitive Skills

- > Problem Solving
- > Decision Making

#### Physical Competencies

- > Kinesthetic Awareness
- > Gross & Fine Motor Skills

#### Personal Qualities

- > Determination & Resilience
- > Respect & Tolerance

#### Physical Fitness

- > Stamina
- > Speed

### *Progressions*

1. Players cannot walk or run when in possession of a ball. They can pivot or throw/roll the ball when they pick it up.
2. If a player's cone is knocked over they lose a point. This will help pupils focus on defending their cone more effectively.
3. Players can take three steps with a ball when in possession of one.

### *Questions*

1. How many different ways can you release the ball to knock over someone's cone?
2. How can you stop someone knocking over you cone?
3. How do you know when to attack or defend?
4. What could you do once you have released the ball?

### *Equipment*

- > Cones, hoops and soft balls.



PEPASS

Physical Education  
Physical Activity  
School Sport

together inspiring success

# Your notes

- Has anything changed?



## Next week Part 2

PE – The Problem-Solving Curriculum

Futureproofing PE

Learner focused curriculum and pupil  
voice