

Assessment Strategies in Games Teaching: Tactic-to-skill assessment in net/wall games

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Description: This session will discuss what we need to assess in games teaching to support our teaching and how we assess as teachers. Examples of assessment instruments drawing on tactics-to-skill approach to games teaching will be provided. Assessment instrument in this session will draw on the Game Performance Assessment Inventory develop by Griffin et. Al (1997).

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Game Performance combines tactical awareness for appropriate motor skill selection and motor skill execution.

How do you teach games so that players...

- Learn to play with tactical understanding and skill.
- Can appreciate the play of games not just the result.

Principles of play for Net/Wall games.

Drawing on Hopper and Bell (2000, p. 14) the primary rule for net/wall games is “get the object into the area of play more often than an opponent.” From this primary rule the following principles of play will be used to progressively develop learners’ understanding of how to play net/wall games: *consistency and positioning*, then *placement* of the object and *positioning* in relation to opponent’s target area, and finally *spin* and *power* to control the trajectory of the object and make it difficult for an opponent to get the object back into play.

To help learners realize how to utilize these principles of play in dynamic game experiences the tactical awareness components in Fig 1 enable the teacher to guide learners understanding of how to play a game with tactical sophistication.

Initial Tactical Awareness Components

SPACE

- (a) where an object should be placed in the area of play, and
- (b) where a player should go in the area of play based on the placement of the object.

TIME

- (a) when to execute a skill within a game,
- (b) when to create time to play a shot, and
- (c) when to reduce opponent’s time.

FORCE

- (a) How much force to apply on an object for speed, distance and height.
- (b) Where to apply force on an object for height, directional control and distance.

Figure 1: Initial tactical awareness components.

How do you teach learners to make appropriate decisions whilst playing net/wall games?

Figure 2 highlights the four R's model for student decision making that enables students to construct effective game play concepts. The model indicates the following process for players playing a point. When a point starts, players have to READ the situation to decide where they should locate themselves within the court. As they learn to recognize cues players RESPOND with the appropriate movement skill to relocate themselves to select the appropriate on-the-ball skill for the situation. As the ball enters the player's court, the player REACTs to the force, spin and direction of the ball executing the appropriate on-the-ball skill. After skill execution the player RECOVERs with the appropriate off-the-ball movement to set up for the READ phase once again.

The 4 R's model creates a thinking structure that can transfer across all net/wall games and games from the other game categories (Ellis, 1983). The model offers a framework that allows learners to progressively develop a tactical awareness for playing net/wall games. Combining Hopper's (1998) principles of play for net/wall games (i.e., consistency, placement and positioning, and spin/power) with Hopper and Bell's (2000) tactical awareness components of space, force and time, this article will show how two lead-up games can be used to develop the 4 R's.

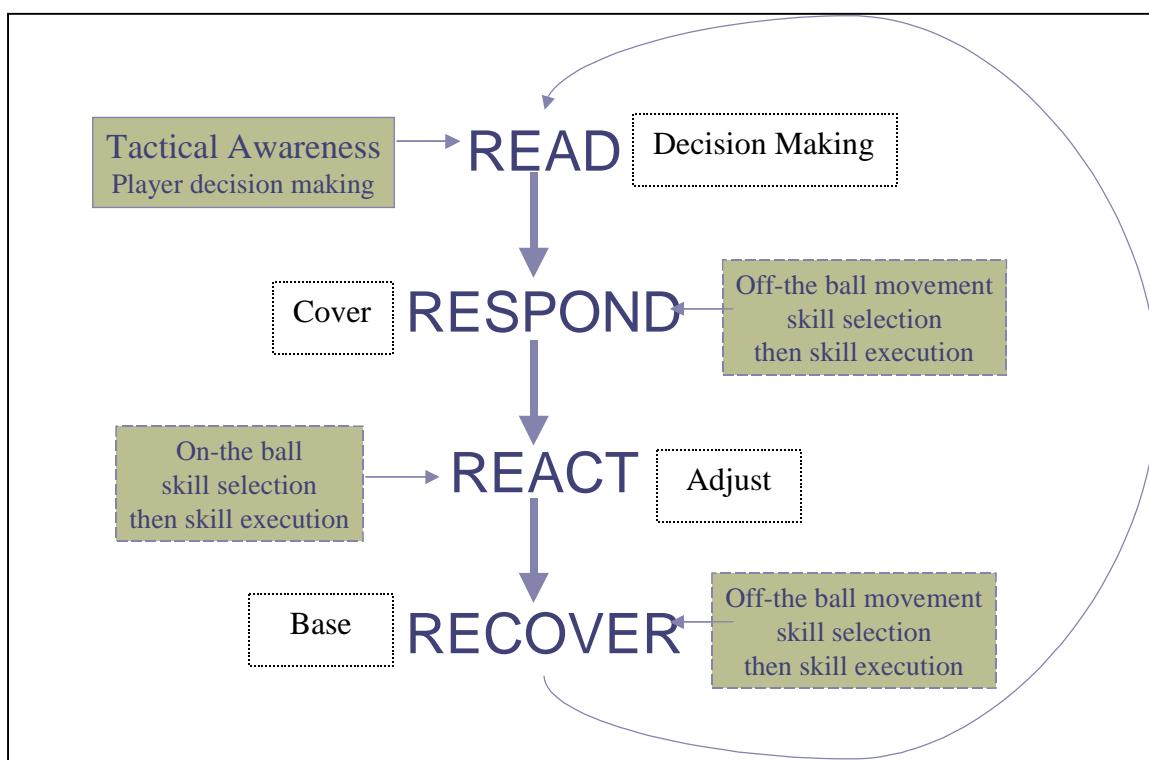


Figure 2 – The four R's model for player off-the-ball movement in net/wall games

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Game Performance Assessment Instrument (GPAI) (Griffin et.al., 1997)

- Base (P) - appropriate return of performer to a home or recovery position between skill attempts.
- Adjust (C) - movement of performer, either offensively or defensively, as required by the flow of the game.
- Decision making (C) - making appropriate choices about what to do *for skill selection during a game*.
- Skill execution (P) - efficient performance of selected skills.
- Support (games where pass used) (S) - off-the-ball movement to a position to receive a pass when player's team has possession.
- Cover (S) – move in relation to player making a play on the ball or moving to the ball.
- Guard or mark (C) - defending against an opponent who may not have the ball.

Intents

1. Series of games progressing to teach beach volleyball that in turn can progresses to volleyball
2. Progression of skills based upon

Loc (BM) off-the-ball	Man (EH) on-the-ball
Base, Cover, Side-step	Fore-arm pass
Support	Over-head pass
3. Use of space with large numbers
4. Model the use of GPAI for net/wall games.

GAME STRUCTURE and game play

- SPACE
- RULES/CONDITIONS
- EQUIPMENT
- OBJECT
- No. PLAYERS.

Game Play Progression

- Play to co-operate
- Play to compete
- Play to win

FOCUS IN SESSION

Game Play – Aim in any game played in today's session is to create a game structure where you are not sure who will win.

Organize in pairs with four markers each and one ball. Locate a space where not in the way of another pair.

Example – Line game. Locate either side of a line. Four pylons (markers).

Aim: Scoring by making the object bounce on your opponent's side of the line after bouncing the object between the cones on your side of the line.

Rules

1. Ball must be sent as soon as received
2. Cannot move with the ball
3. Score up to 4 points.

Loser increases opponent's pylon spread or reduces own.

TACTICAL PROGRESSION

1. "Where should you throw the ball to make it easy for your partner to catch?" (Co-op)

Use Figure 2 Four R's OHP for process of playing

2. "Where should you stand to receive the ball?" (Comp) SPACE
3. "Where should you send the ball to make your partner move?" (Comp) SPACE
4. "What happens when you send the ball hard then soft?" (Score) FORCE and SPACE
5. "Where should you stand if you make your opponent move forward?"

"When you drop the ball short go close to the pylons because your opponent will likely drop the ball short." TIME

Use Figure 2 Four R's of game play. – OHP focus on GPAI statements.

PROGRESSION	TACTICAL
1. Individual Bounce/Hit Game: Toss above head and send ball up again after one bounce. Try to hit target Move before bounce. Face target. Bend and flat surface area ready.	How do you create time to prepare? Where should you go after hitting the ball? DECISION MAKING. BASE
2. Castle Game – Pairs. Aim: To hit target Rule: Ball above head height. Ball bounce once. <i>Skill - Push-off and ready position. Staggered set-up with flat surface area to target.</i> See GPAI - Tennis Singles "Off-the-ball movements" - Decision Making (Read to decide where to go) - Cover (Respond to player's shot) - Adjust to ball (React to ball) and Skill execution - Base (Recover to cover target area)	Where do you go after you hit the ball? DECISION MAKING. BASE
3. Keep-Up game Pairs – Badminton quadrant. Aim: Keep ball in area more often than opponent. Rules: Ball must go above head. Must be out of area after send ball. Ball allowed to bounce once. Practice – in quadrant throw just beyond partner then return to corner. Height for time, distance.	Where do you go after you hit the ball? Where should you send ball?
4 corner practice Skill – Dig and pepper to partner. <ul style="list-style-type: none"> • Catch • Dig & pepper • Serve – dig and pepper 	Where do you go to cover the target area? How do recover for the next shot? Where do you send the ball? How do you create space?
4. Four corner volleyball – Quadrant. Aim: Keep ball in area more often than opponent. Rules: Above head. In area. Win point when serve. Serve from each corner, rotate corners until won from each corner to win game.	OHP GPAI. 2 assess 1 and 4 assess 3. 5 shots for base FEEDBACK 5 shots for decision making and cover FB 5 shots for adjust and skill. FB
5. Game Making: Aim: Game where ball goes over a space into opponent's area more often than into own area.	Pairs. Play a game that has a close score up to four points.
6. 2 V 2 over space between quadrant - Beach. Skill – Setting up to attack as a pair. A and B AB feed. Receive, release, set and pass.	Where should you go after receiving the ball? How do you set up as a pair to receive the ball?

Adapted Game Performance Assessment Inventory (GPAI) for net/wall games

Shot	Won (✓) or Lost (X)	Base	Decision	Cover	Adjust	Skill Execution
	Points	X or ✓	X or ✓	X or ✓	X or ✓	1 to 5 rate
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
Totals						(Mode Score)

SKILL EXECUTION CRITERIA

Rating	Criteria
5	Showed effective tactical awareness by selecting the appropriate shots and executing them appropriately for the situation in the rally.
4	Showed good tactical awareness by selecting the appropriate shots, mostly executing them appropriately for the situation in the rally.
3	Showed tactical awareness by attempting the appropriate shots for the situation in the rally, but ineffectively skill execution due to poor position and/or shot preparation.
2	Showed erratic tactical awareness, at times attempting an inappropriate shot for the situation in the rally.
1	Showed a lack of tactical awareness with poor shot selection, erratic shot execution and inappropriate court positioning.

FINAL COMMENTS

This assessment process focuses upon peer learning to assess in a reciprocal approach. The use of tick and tally sheet creates a way of assessing tactical play as players and assessors learn to 'read' the play of the game. The key component to successful game play for players is movement off-the-ball. This assessment technique values this movement that creates more opportunities for successful skill selection and execution. Skill practice then becomes more meaningful.