# 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**

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# 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

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# Typical Barriers to Physical Activity

<u>Student 1</u> has high functioning **Asberger's** and struggles with sensory stimuli and transitions.

<u>Student 2</u> has **gross motor issues** and struggles with hand eye coordination.

<u>Student 3</u> is **slow at processing** and may take a full day to process instructions given.

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

<u>Student 5</u> 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.

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# THE ACADEMY

A High School run by the YMCA of Greater Toronto for Youth with Learning Disabilities & learning-style differences.

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## Why choose The YMCA Academy?
### Click here for more information

## Now Accepting Applications
### for Second Semester

### About The Academy

Inspired and supported by the YMCA of Greater Toronto, The Academy is a small, innovative secondary school flourishing in downtown Toronto. Created to respond to unique learning needs, the school integrates the Ontario Ministry of Education's secondary school curriculum with practical life skills. Our personal differentiated approach, specialized programs and individualized use of assistive technology are ideally suited to those students with mild learning disabilities or learning style differences. The Academy embodies perfectly the vision of the YMCA of Greater Toronto –

**Our communities will be home to the healthiest children, teens and young adults.**

**YMCA**

**United Way**

The YMCA of Greater Toronto is a United Way member agency

### Recent News

- Feb. 6th, 2012 - Annual Adjective Attack Activity
- Feb. 2nd, 2012 - Academy Computer Lab Debut
- Jan. 26th, 2012 - Details for next week (Jan 30th)
- Jan. 25th, 2012 - Drum Making Workshop Pictures
- Jan. 25th, 2012 - PPL2O Awards Presentation
- Jan. 24th, 2012 - Food Share Field Trip Pictures
- Jan. 24th, 2012 - Evergreen Volunteer Night
- Jan. 17th, 2012 - Learning Disabilities Drop-in
- Jan. 13th, 2012 - Ability in Action Workshop
- Dec. 23rd, 2011 - Academy closing for Holidays
- Dec. 22nd, 2011 - Semester 1 Final Examinations
- Dec. 22nd, 2011 - Reminder: Last day of classes
- Dec. 14th, 2011 - Open House a great success!
- Dec. 12th, 2011 - Children's Book Project Blog
- Dec. 12th, 2011 - RBC Innovation Centre Pictures
- Dec. 6th, 2011 - Interactive Banking Workshop
- Nov. 23nd, 2011 - Peace Medallion Awards Pics
- Nov. 22nd, 2011 - Searching for Micrometeorites

### Upcoming Events:

**YMCA ACADEMY**

**YMCA Academy faculty,**
Nicole Klement and Zareh Demirdji,

**Present:**
**The YMCA Academy's**
**Teaching Games for Understanding**
**(TGfU) program**

At the Ministry of Health Promotion's training session on Thursday February 9th.

The two hour session will be filmed and shared throughout the province.

Stay tuned for links to the webinar.

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Ontario

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# 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[1]

- Philosophy of TGfU is to enhance physical literacy through the teaching of game-like activities in an inclusive, non-threatening, highly motivational environment[1]

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# TGfU Model

# TGfU Model

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

"Are we going to play a game today?"

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# 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

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# 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]

2. Provide context to make the learning of skills and strategies meaningful[2]

3. Provides a framework to overcome barriers to physical education

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# TGfU Model vs. Traditional Model

**Traditional Model of Physical Education**
- Teacher directed
- <span style="color:orange">Skills → Game understanding</span>
- Students assessed primarily on their skills and effort

**TGfU Model of Physical Education**
- Student/Learner directed
- <span style="color:orange">Game understanding → Skills</span>
- Students assessed on improvements and effort

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# TGfU Model vs. Traditional Model

| TRADITIONAL MODEL | TGfU MODEL |
|---|---|
| 1. Skill Execution | 1. Game |
| 2. Game Form | 2. Game Appreciation |
| 3. Performance | 3. Tactical Awareness |
| 4. Making Decisions | 4. Making Decisions |
| 5. Tactical Awareness | 5. Skill Execution |
| | 6. Performance |

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

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# 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

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# TGfU Categories

All sports & games fit into the four TGfU categories:

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

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# TGfU Categories

| Game Category | Examples | |
|---|---|---|
| **Target Aiming** | • Curling<br>• Bowling<br>• Golf | • Archery<br>• Bocce Ball<br>• Lawn Bowling<br>• Croquet |
| **Net Wall** | • Volleyball<br>• Badminton<br>• Tennis | • Squash<br>• Racquetball<br>• Ping Pong |
| **Striking Fielding** | • Baseball<br>• Cricket | • Softball<br>• Soccer Baseball |
| **Invasion Territory** | • Hockey<br>• Soccer<br>• Football | • Basketball<br>• Ultimate Frisbee |

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# TGfU
# Primary Objectives
# &
# Tactical Strategies

# Target Aiming

## 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

## **<u>Primary Objective:</u>**

- Get object into opponent's area of play, making object return difficult

## **<u>Tactical Strategy:</u>**

- Consistent placement and positioning
- Power and spin

Net wall Example: Video[4]

# 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[4]

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# 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

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# Group Activity

## Let's play the Invasion Territory TGfU Game

## *"Can't touch this"*[6]

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

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# Group Activity

Modify kick to pass

Notice the level of complexity

Strategies

Skills

PlaySport — Teaching kids games by playing games

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- Home
- Overview
- Instructional Videos
- Things to Consider
- Activities
- Create-An-Activity
- Search Activities
- Sponsors and Partners
- Evaluation Findings
- Français

**Activity Quick Find**

1. Activity Type:
- Select a Category -
2. Select Activity:
None

PLAY ▶

Advanced Search

Ophea
the centre — Brock University
PHE Canada — Physical & Health Education Canada
EPS Canada — Éducation physique et santé Canada

**Can't Touch This**

## How To Play

**Tactical Focus(es) and Skills:**
Maintain Possession

- The objective of the game is to maintain possession of the ball by kicking it between players.
- A point after a team can make five successful passes in a row.
- Opposing team must try to intercept the ball after it has been passed. They can not take a ball away once a team has it under possession.
- Once opposing team gains possession of the ball it is their turn to pass the ball around while the other team attempts to regain possession.

## Variation

- To simplify, players throw and catch instead of kick.
- Introduce the use of implements (e.g., field hockey sticks, lacrosse sticks, etc).
- Limit the number of "touches" on the ball. For example, when kicking, on player can only touch the ball 2 times (control then kick).
- Add a pylon at each end and teams can score a "bonus point" after 5 successful passes.

## Tactical Awareness

- What are effective ways to try and maintain possession of the ball in order to score points?
- Individuals without the ball must move into open space so that their teammate with the ball can make a successful pass to them.
- Quick ball movement makes it harder for the other team to to to defend, but also makes it harder to make accurate passes.
- Team without the ball must closely guard their opponents and block all passing lanes to prevent any successful passes

**LEVEL OF COMPLEXITY**
Moderate

**Participant Grouping**
Participants will be divided into two equal teams of at least 3 players on each.

**Playing Area**
Gymnasium
Outdoors

**Safety**
Remind players to keep their heads up.

**Equipment**
Pylons: 4
Balls (e.g. beach, foam, paper, wiffle gator): A soccer ball would work best

**Life Skills Development**
Communication and Interpersonal Skills

- Why do you think communication was important in this activity?
- What were the different ways of communicating with teammates?
- Why is it important that we clearly communicate with others in order to be understood?
- What does communication help prevent in this activity? In school? At home? From making poor lifestyle choices?

**FUNdamental Skills**
Manipulation Skills

- Passing with Feet
- Preparation Phase: Bend support leg slightly as it plants beside the ball with all weight shifting to this foot.
- Execution Phase: Contact ball with inside of foot following through to the target.

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# Group Activity

Please nominate a table member to come up and participate in

## "Can't touch this"[6]

When we return from Intermission

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Let us take a break for 15 min

# Intermission

# Group Activity

Let's play

*"Can't touch this"*[6]

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# The Academy TGfU Program

★ 🔒 Gr.10 H.A.L PPL2O | PAGE ▾ | DISCUSSION | HISTORY | NOTIFY ME

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  T1. Health Care Sum. Ex
  T1. Health Care Summative
  T2. Raquel
  T3. Andrew
  T4. Danielle
  T5. Grant
  T6. Javante
  X1. Science U1 Sum. Ex.
  X1. Science U1 Summative
  X10. Clayton
  X2. Alex
  X3. Brianna
  X4. Ishmael
  X5. Cameron
  X6. Max

Gr.10 Healthy Active Living PPL2O 2011-2012

SEPTEMBER 2011

| MONDAY IN GYM | TUESDAY IN CLASS | WEDNESDAY IN GYM | THURSDAY IN CLASS | FRIDAY IN GYM | SAT | SUN |
|---|---|---|---|---|---|---|
| 5 LABOUR DAY | 6 FIRST DAY OF CLASS SHORTENED SCHEDULE SCHOOL WIDE ASSEMBLY | 7 SHORTENED SCHEDULE CLASS AGREEMENTS BIOGRAPHIES | 8 VOICES SCHEDULE CHOOSING ACTIVITES FOR THE SEMESTER | 9 SHORTENED SCHEDULE CENTRAL YMCA SCAVENGER HUNT | 10 | 11 |
| 12 NET WALL BADMINTON | 13 GOAL SETTING RIBBON MEASUREMENTS | 14 NET WALL BADMINTON | 15 GOAL SETTING RIBBON MEASUREMENTS | 16 CLASS CANCELLED STORYTELLING SESSION WITH ABORIGINAL ELDER | 17 | 18 |
| 19 NET WALL BADMINTON | 20 CONFLICT RESOLUTION | 21 NET WALL BADMINTON | 22 CONFLICT RESOLUTION | 23 NET WALL PING PONG | 24 | 25 |
| 26 NET WALL WALL BALL | 27 CONFLICT RESOLUTION | 28 NET WALL WALL BALL | 29 CONFLICT RESOLUTION | 30 NET WALL RACQUET BALL | 1 | 2 |

# 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

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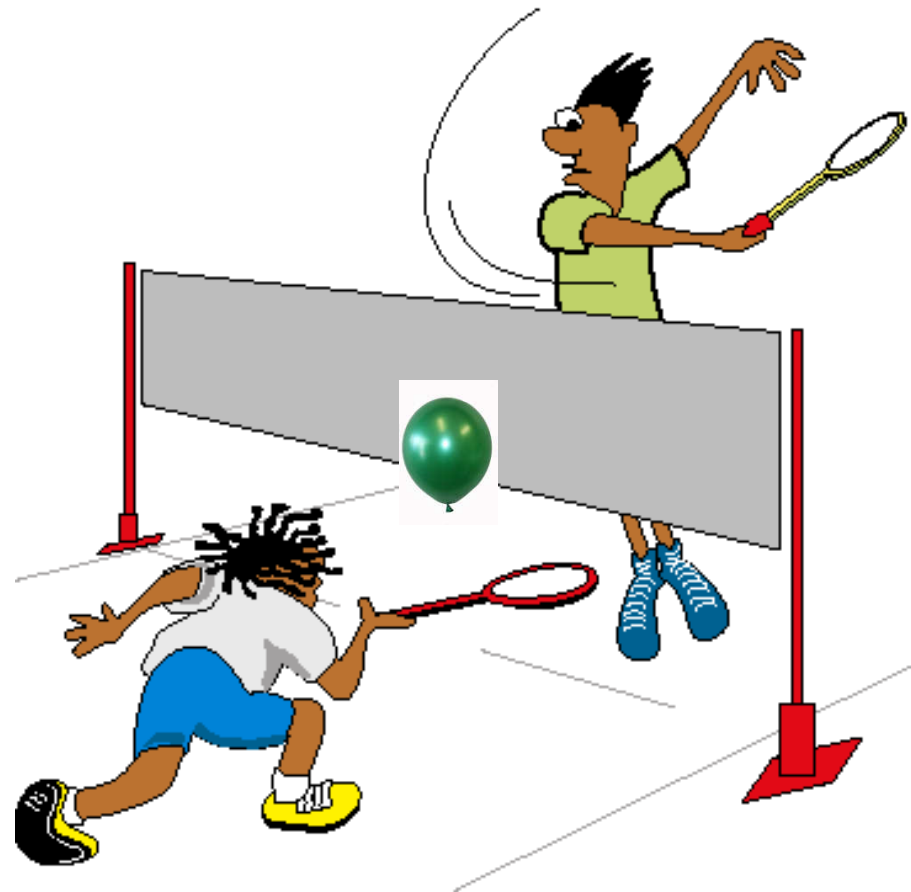# An Example of an Academy TGfU Weekly Plan with Lesson Breakdown

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# A Week of Net/Wall

## (Badminton)

Class 1 – "*Baloonminton[5]*" + forehand serve

# A Week of Net/Wall

## (Badminton)

Class 2 – "*You've Been Served[5]*"+ backhand serve
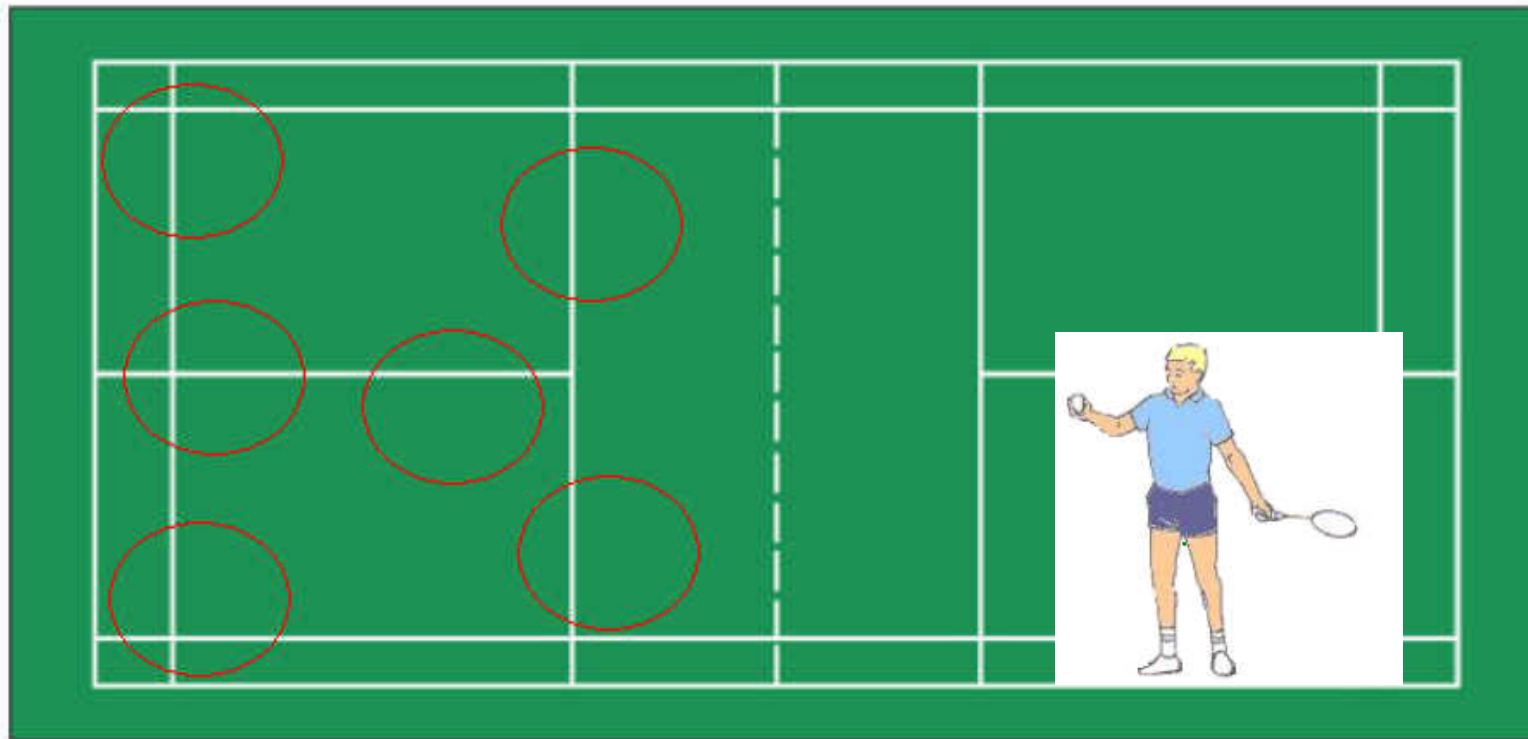
# A Week of Net/Wall

## (Badminton)

Class 3 – "*Get Back*[5]" + forehand return
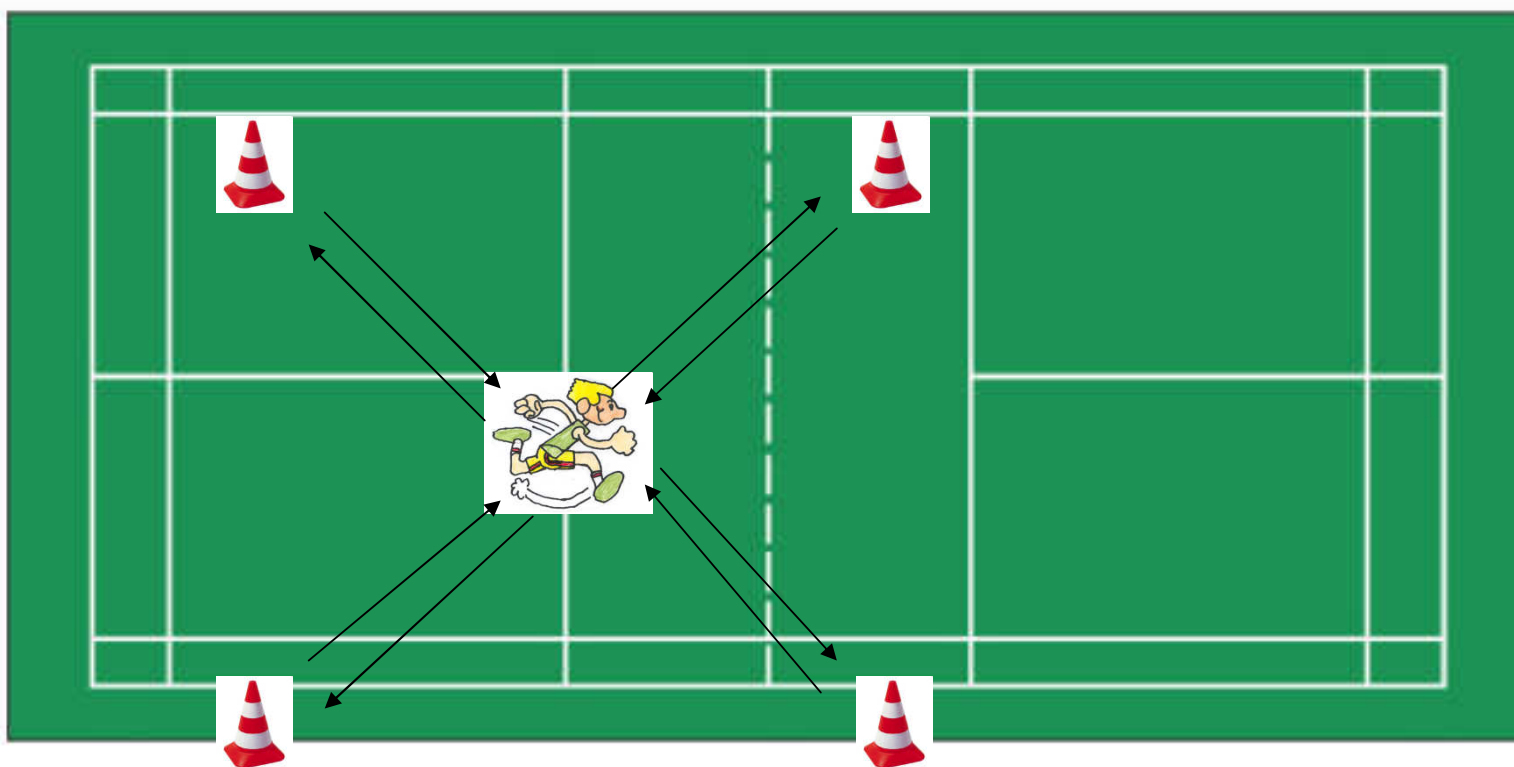
# A Week of Net/Wall

## (Badminton)

Class 4 – "*Twos[5]*" + backhand return
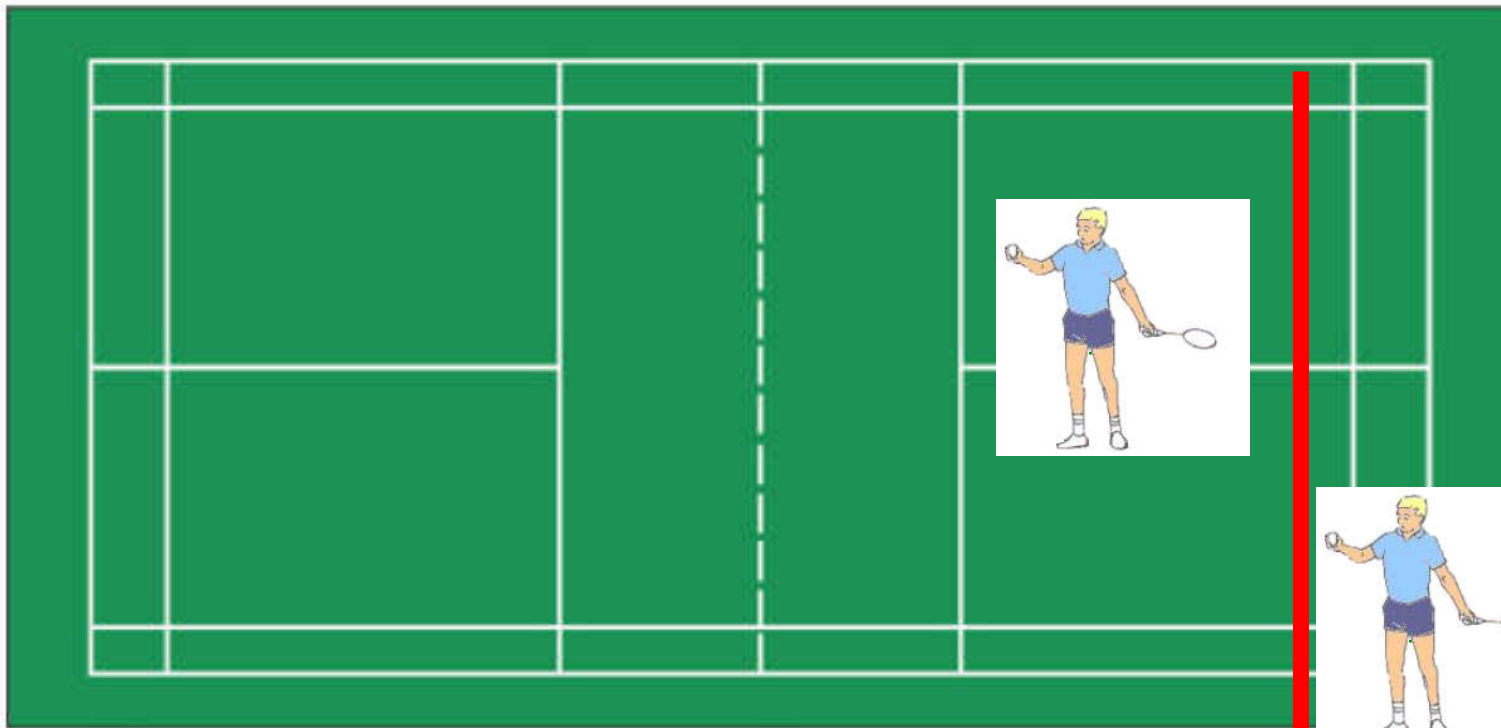
# Academy TGfU Daily Plan

## **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 |

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# Academy TGfU Daily Questions

Questions that should be asked during a TGfU lesson…

- Skill execution              "How do you…?"
- Tactical awareness           "What did you…?"
- Time                         "When do you…?"
- Space                        "Where is/can…?"
- Risk                         "Which choice…?"
- Motivation                   "Why am I…?"
- Spatial Awareness            "Where's my team?"
- Completion                   "How do I win?"

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# 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

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# 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

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# 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?

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# Suggestions For TGfU Program Set up
# "Helpful Hints"
# from Zareh and Nicole

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# 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

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# Helpful Hints 2
# General Adaptations[3]

## 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

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**Source: *Differentiating instruction for students with disabilities.***

**(n.d.). Retrieved from http://www.pecentral.org/adapted/adaptedactivities.html**

# 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

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