

DISCLAIMER: The course outline below serves as a general informational guide for students. Course content and assessment modes may vary for different lecturers. Actual course outlines will be made known to students on GeNIEus by the individual lecturers. **DO NOT** purchase textbooks based on the information contained in this document.

IPE3106 PRINCIPLES OF GAMES

COURSE DESCRIPTION

This course is designed to introduce student teachers to the concepts, theories and pedagogical principles underpinning the teaching of games. Student teachers will acquire lesson ideas, content development/progressions and teaching strategies for the teaching of target, invasion, net/barrier and striking/fielding games suitable for use in primary schools.

Different approaches, e.g. Teaching Games for Understanding (TGFU), Play Practice, the Games Concept Approach (GCA) and the Sport Education Model (SEP), will be introduced to help develop pupils into confident and active participants of games. The development of game concepts, skills & tactics, as well as the use of assessment tools, will be introduced.

COURSE OBJECTIVES

At the completion of this course, students will be able to:

1. Understand the concepts and pedagogical principles of games
2. Apply the concepts and principles in designing developmentally appropriate tasks and modified games
3. Design developmentally appropriate modified games that maximize opportunities for pupils to participate and understand game concepts and acquire skills.
4. Appreciate authentic assessment of game performance

COURSE CONTENT

1. Classification of Games – 4 broad categories
2. Teaching Games Approaches
 - a. Teaching Games for Understanding/Game sense
 - b. Games Concept Approach
 - c. Sport Education Model
3. Pedagogical Principles for Teaching Games
4. Games Concepts for the 4 Game-categories

COURSE OUTLINE

Week	Outline
1	Introduction Classification of Games
2	Teaching Games Models (TGfU, GCA, Play Practice)
3	Pedagogical Principles Sampling, Modification, Exaggeration and Complexity
4	Target Games (Concepts, tactics & skills)
5	Sampling, modification emphasis Opposed & Unopposed target games
6	Striking-Fielding Games (Concepts, tactics & skills)
7	Sampling, Modification, Complexity emphasis Modified Tee-ball, Softball (maximising participation) Modified Cricket
8	Net barrier Games (Concepts, tactics & skills)
9	Sampling, Modification, Complexity emphasis Badminton / Volleyball/ Pickle ball
10	Invasion Games (Concepts, tactics & skills)
11	Sampling, Modification, Exaggeration & Complexity emphasis Attack : e.g. maintaining possession, finding/creating space, supporting on player, scoring Defence: e.g. gaining possession , man-to-man marking, zone defence
12	Creating Games : student-centredness and problem-solving Sport Education—role-play, affiliation, and team work

COURSE ASSESSMENT

	Component Weightage	Due Dates
Practical Assessment	50 % (20% - Invasion; 10% - each Target, Net Barrier, Striking-Fielding)	dd-mm-yr
Tests and Assignment	40 %	dd-mm-yr
Professional Qualities	10 %	

Active participation in all lessons is compulsory.

COURSE REFERENCES

Recommended Text(s)

1. Butler, J, Griffin, L, Lombardo, B & Nastasi R (2003). *Teaching Games for Understanding in Physical Education and Sport*. Reston : AAHPERD (NASPE) Publications
2. Launder, A.G. (2001). *Play practice*. Champaign, IL: Human Kinetics.
3. Mitchell, S.A, Griffin, L.L.,& Oslin, J.L. (2006). *Teaching sport concepts and skills: A tactical games approach (2nd Ed)*. Champaign, IL: Human Kinetics