

Tactical Games – 基本認知、特性與架構

By

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課前思考

- ◆體育的目標：PE promotes lifetime physical activity by exposing students to new activities, making it fun, AND promoting skill development.
- Skill development means more than simple discrete skills.
- Think about the game of basketball, if you can pass, dribble and shoot, will you be effective?

課前思考(續)

- ◆體育的目標：PE promotes lifetime physical activity by exposing students to new activities, making it fun, AND promoting skill development.
- No, playing the real games involves discrete skills(離散性技巧), combinations of skills (drive and shoot, rebound and put back, box out and pass) and tactics (zone defense, pick and roll, double teams).

戰術遊戲模式三大基礎原理

- ◆首先，學生對比賽與遊戲形式的「興趣」與「興奮」，會成為模式主要任務結構中的積極動機。
- ◆就某些意義上而言，學生都是在進行遊戲或部分形式的遊戲，以維持高度的興趣與興奮感。
- ◆因為學生幾乎都會在類似比賽的情境中應用戰術與技巧，所以他們可以更清楚且立即看見知識發展的需求，進而增加對學習活動的興趣。

Griffin · Mitchell, Oslin (1997)

課前思考

- ◆體育的目標：PE promotes lifetime physical activity by exposing students to new activities, making it fun, AND promoting skill development.
- Units that only teaching discrete skills followed by a complex game (3 v 3) set students up for failure.

戰術遊戲模式三大基礎原理

- ◆第二，「知識就是賦權」。學生對遊戲所增加的理解能讓他們成為更好的選手，並減少他們在參與及決策方面對教師的依賴。

Griffin · Mitchell, Oslin (1997)

戰術遊戲模式三大基礎原理

- ◆ 第三，學生可以將適用於前一場比賽中的理解力與操作，轉移至下一場適合同理理解力與操作的比賽。由於同一類別中的遊戲涵蓋了許多相似的戰術性問題，所以可以教導學生能轉移至其他相近比賽的遊戲概念，以減少他們熟悉新遊戲的所需時間。

Griffin · Mitchell, Oslin (1997)

Globally What is Tactical Games(Con't)

- **One of several instructional models in PE that specify generally how lessons are conducted and revolving around what content.**

Others include

- 4) fitness (several grades),
- 5) adventure (several grades),
- 6) elective (middle and high school)
- 7) multi-activity (middle and high school)

Tactical Games

- ◆ 戰術遊戲模式巧妙地運用學生對遊戲結構的興趣，促進勝任遊戲操作所需的技能展現與戰術知識。

- ◆ 在傳統的遊戲單元教學中，教師規劃的進度為從基礎練習到較複雜的技巧，其次才是規則的解釋與進行完整的比賽版本。

- ◆ 在戰術遊戲模式中，教師規劃一連串類似遊戲結構的學習課題，以發展學生的技巧與戰術，其會導往調整過或完整的比賽版本。

Globally What is Tactical Games

- **One of several instructional models in PE that specify generally how lessons are conducted and revolving around what content**

Others include

- 1) movement exploration/movement ed (grades K-2; space, directions, forces),
- 2) skill themes (grades 3-4, dribble, pass, defense),
- 3) sport ed (middle and high school, PE like sport seasons)

Tactical Games

- “When do we get to play?”
 - **Cleverly uses student interest in the game itself to promote skill development and tactical knowledge.**
 - Based on game-forms
 - **Game forms are game like tasks which function as bridge between skills and game itself.**

Tactical Games

- ◆ 這些類似遊戲的課題與調整過的比賽稱為「遊戲型式」(game forms)。

- ◆ 此模式強調戰術知識的發展，其有利於小規模遊戲中的技能應用，如此學生才能在時機成熟時，將所學應用在完整的比賽版本中。

- ◆ 在某種意義上，學生在發展適性的次序中進行重要技能與戰術時，就是在「進行比賽」。

Steps of a Tactical Games Lesson

1. **Game Form 1**
(may be the warm up as well)
- ↳ 2. **Tactical awareness**
(class discussion)
- ↳ 3. **Practice (teacher directed)**
- ↳ 4. **Game Form 2**

1. Game Form 1(may be the warm up as well)

- Warm-up (optional)
 - When is Optional: The introductory activity can serve as the warm-up if it is at a low to moderate pace where the chance of injury is low.
 - When is Required: If the introductory activity is intense (i.e. sprinting, quick changes of direction), you must conduct a warm-up. It prepares the body and reduces the chance of injury:
 - ✦ You may do nearly **anything except** static stretching.
 - When is the best time to stretch?

1. Game Form 1(may be the warm up as well)

Introductory activity designed to highlight the need for students to work on a desired skill or tactic. Should be game-like incorporating elements of fun and often appropriate competition.

2.Tactical Awareness Discussion

- Tactical Awareness Discussion (anticipatory set in lesson template) - Teacher uses **questioning** so that students **identify the need** to practice the day's lesson topic.
- Tactical questioning is a challenging skill, it develops over time much like debriefing in adventure activities
- **Types of questions:**
 1. Tactical awareness – what do you...
 2. Skill and movement – how do you...
 3. Time – when is the best time to...
 4. Space – where is/can...
 5. Risk – which choice

Qs

2.Tactical Awareness Discussion(Con't)

- Tell me about how you were able to move the ball up the field.
 - ✦ Leading students towards passing lanes and open space
- What did you find most challenging about that activity?
 - ✦ I agree, several of you had difficulty controlling an approaching soccer ball, particularly a bouncy one. That's what we'll be working on today.
- **Remember to not tell students what they are working on that day, ask them questions to get them to recognize the need for what you are teaching.**
 - That's why it's called tactical AWARENESS
 - A common mistake is after the warm up telling students the lesson focus and why. That totally defeats the whole purpose of the tactical approach.

3.Practice

Combination of drills and activities where students practice the skill or tactic. Teacher prepares lesson ahead of time and guides tactical awareness discussion towards the desired tactic (much more common)

4. Game Form 2

Game - Fun game-form that reinforces the lesson topic. Must be more game-like than the practice segment. Can sometimes be the introductory activity again but in this course you must select something different.

- Closure

Advantages of Tactical Games

- Tactical Transfer – applying similar tactical problems across several games
 - Learning the give and go in one activity can be applied in several other invasion activities therefore allowing you to teach new information in the next unit
 - Tactical transfer is the reason it's good to sequence related activities (racket, invasion, etc)...one improves the other! What are some other examples of tactical transfer?

Disadvantages of Tactical Games

- Requires flexibility and “on the spot” adaptations if not focusing on predetermined tactical problems and instead focus on observables from the initial game or game-form.
- Can be difficult for teachers to get out of the mindset:
 - Warm-up, practice drills, game (same old, same old)

Why Else Should You Use Tactical Games?

- Interest & excitement
 - Learning through games not about games, less about drills than the games themselves
 - Reduces questions like: “When can we play the game?” and “Why are we doing this”
- Knowledge as empowerment
 - Students learn the context of the skills b/c they are learning them in a real but modified setting

Why Else Should You Use Tactical Games?

- Aligns well with the stages of game play
 - Basic skills
 - Combinations of skills
 - Strategy
 - Small sided games
 - Full game (mostly not necessary!)
- Best sequence for a successful unit