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# TEACHING GAMES FOR UNDERSTANDING

Part 1

# Remember This!



**“Tell me, I forget...  
Show me, I understand...  
Involve me, I remember”.**

# Intro

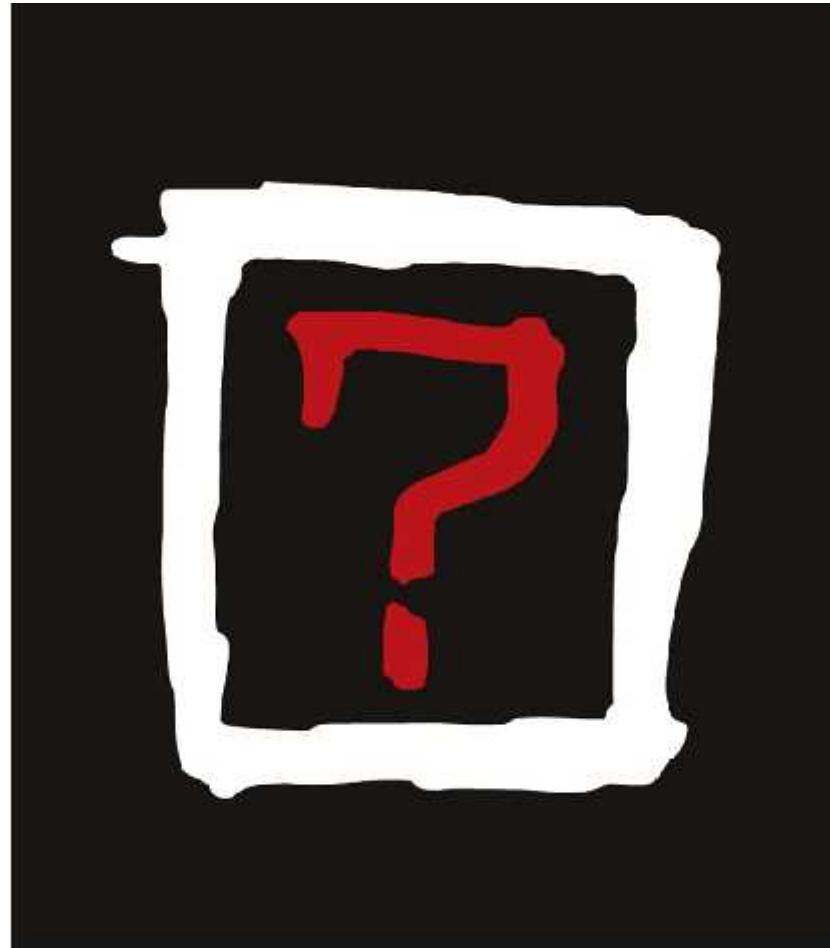


- Motivasi siswa dalam bermain lebih pada partisipasi aktif di dalamnya
- Partisipasi aktif dalam bermain bertujuan untuk “game appreciation dan physical skill development”
- Terlibat aktif bermain: mendapatkan pengalaman plus “better decision maker dan more competent players”

# Original TGFU Model



# Meng "CREATE" & "Facilitating" Problem Situations





- Tactical Questions:

- Time (when will you...)

- Space (where is...)

- Risk (which option...)

# Questioning and TGfU



- The focus of TGfU is on the participant and problem solving
- Questioning skills and the ability to develop appropriate activities to allow the questions to be answered are critical to the success of TGfU (Light 2003)

# 1. Permainan



- The game is introduced. It should be modified to represent the advanced form of the game and meet the developmental level of the learner



## 2. Game appreciation



- Students should understand the rules (ex: conditions such as boundaries, scoring, and so on) of the game to be played

# 3. Tactical Awareness



- Students must consider the tactics of a game (i.e., creating space or defending space) to help them work through the principles of play, thus increasing their tactical awareness

## 4. Making appropriate decisions



- Students must focus on the decision-making process in games. Students are asked what to do (i.e., tactical awareness) and how to do it (i.e., appropriate response selection and skill execution) to help them appropriate game decisions

# 5. Skill Execution



- In this step, the focus is on how to execute specific skills and movements. Knowing how to execute is different from performance in that the focus is limited to a specific skill or movement. Skill execution is always viewed in the context of the game

# 6. Performance



- Finally, performance is based on specific criteria according to the goals of the game, lesson, or unit. Ultimately, these specific performance criteria lead toward competent and proficient games players

# Play Practice (Lauder, 2001)

- Skilled Performance = Games Sense + Technique
- Games Sense
  - Using tactics and strategy to solve game problems
  - Decision-making and off ball movement
- Alignment
  - Transfer of training (progressive practices)
- Teaching through the game and in the game
  - Shaping play – manipulating rules (game conditioning), space, equipment – modification and/or exaggeration
  - Focusing play – teaching in the game/practice (game-practice-game)
  - Enhancing play – freeze replay (reconstruct or rehearse)

# Klasifikasi Games dalam TGFU

Target	Striking/Fielding	Net/wall	Territorial
Archery	Baseball	Net:	Basketball
Billiards	Cricket	Badminton	Football
Bowling	Danish longball	Pickleball	Handball (team)
Croquet	Kickball	Table tennis	Hockey: field, floor, ice
Curling	Rounders	Volleyball	Lacrosse
Pool	Softball	Wall:	Netball
Snooker		Handball (court)	Rugby
		Paddleball	Soccer
		Racquetball	Speedball
		Squash	Ultimate Frisbee
			Water Polo

# Rasionalitas TGFU dalam Basketball



Novice learners would become more proficient games players and more knowledgeable spectators if they learned to understand the decisions to be made during game play and impact of these decisions on the skills required for successful performance



# Question



- “Mengapa” diajukan terlebih dahulu
- “Bagaimana” kemudian