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**

<table>
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<tr>
<th>Week</th>
<th>Outline</th>
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| 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)  
Sampling, Modification, Complexity emphasis |
| 7    | Modified Tee-ball, Softball (maximising participation)  
Modified Cricket |
| 8    | Net barrier Games (Concepts, tactics & skills)  
Sampling, Modification, Complexity emphasis  
Badminton / Volleyball/ Pickle ball |
| 9    | Invasion Games (Concepts, tactics & skills)  
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 |
| 10   | Creating Games : student-centredness and problem-solving  
Sport Education—role-play, affiliation, and team work |

**COURSE ASSESSMENT**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weightage</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Practical Assessment</td>
<td>50 %</td>
<td>dd-mm-yr</td>
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<tr>
<td>(20% - Invasion; 10% - each Target, Net Barrier, Striking-Fielding)</td>
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<tr>
<td>Tests and Assignment</td>
<td>40 %</td>
<td>dd-mm-yr</td>
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<tr>
<td>Professional Qualities</td>
<td>10 %</td>
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Active participation in all lessons is compulsory.

**COURSE REFERENCES**

Recommended Text(s)