

BSE213 Teaching of Games (Territorial/Invasion; Net/Barrier; Striking/Fielding and Target Categories)

Level: 2

Credit Units: 5 Credit Units

Language: ENGLISH

Presentation Pattern: EVERY JAN

Synopsis:

This course focuses on developing skills, knowledge (including tactics and strategies) and pedagogical content knowledge necessary for teaching a variety of games: e.g. invasion games: such as basketball, netball, team handball, tchoukball, floorball, hockey, soccer, rugby (touch/tag) and ultimate Frisbee; net/striking games: such as badminton, pickleball, table tennis and volleyball; and striking/fielding games: such as cricket, rounders, softball, and T'ball. Target games, such as golf and bowling, will also be referenced through lead up and differentiated tasks.

Students will learn how to increase success through skill development progressions. They will also gain experience in and improve their pedagogical understanding of how to teach many of these games. The Games Concept Approach (GCA), Teaching Games for Understanding (TGfU) and Sport Education instructional models will be used in a variety of settings across the categories.

Topics:

- Invasion (i) Simple Handling Games, TGfU
- Invasion (ii) More-complex Handling Games, Authentic Assessment
- Invasion (iii) Manipulative Games, Games Concepts, Sport Education
- Net/Barrier Games, Hellison's Responsibility Model
- Striking/Fielding Games, ICT/Peer Evaluation
- Target Games, Culminating Activities.

Textbooks:

Mitchell, S. A., Oslin, J. L. & Griffin, L.L.: Teaching Sport Concepts and Skills - a Tactical Games Approach. 3rd Edition 3 Human Kinetics
ISBN-13: 9781450411226-AA

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Learning Outcome:

- Demonstrate a participant level of competence in a variety of games
- Identify the basic attacking and defensive tactics associated with game play
- Develop an initial ability to assess skill performance and provide instructional feedback on how to improve performance in a variety of invasion games
- Identify and apply organisational techniques to ensure maximum participation and practice time during tasks.
- Explain how tactical problems in one game can be transferred to another game in the same category
- Design task progressions for teaching essential game skills
- Develop and demonstrate competence in the basic skills and strategies of a variety of games
- Analyse movement performance and provide appropriate instructional feedback in order to enhance performance
- Apply the concept of sequentially linking one skill to another when planning and implementing learning experiences
- Use effective verbal and nonverbal communication skills consistently

Assessment Strategies:

Continuous Assessment Component	Weightage (%)
PRE-CLASS QUIZ	1.66
PRE-CLASS QUIZ	1.67
PRE-CLASS QUIZ	1.67
TUTOR-MARKED ASSIGNMENT	20
TUTOR-MARKED ASSIGNMENT	25
Sub-Total	50

Examinable Component	Weightage (%)
ECA	50
Sub-Total	50

Weightage Total **100**