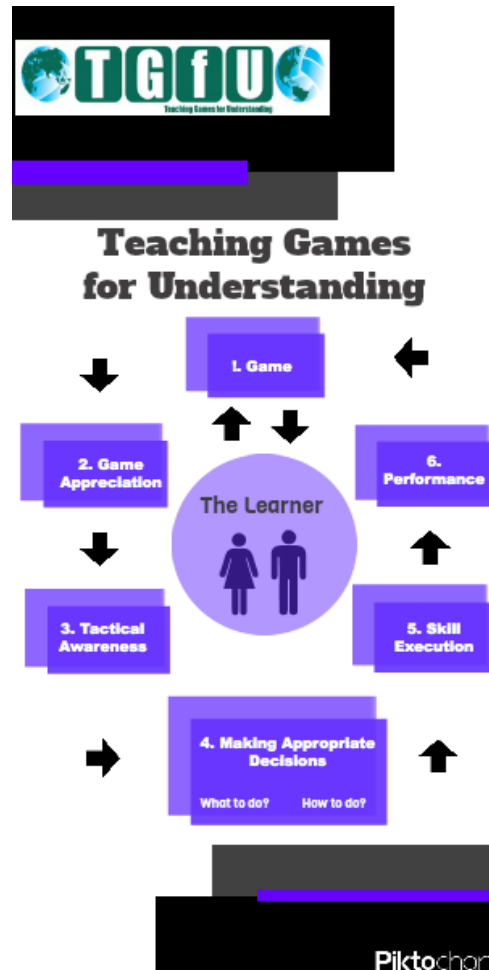


Teaching Games for Understanding (TGfU)

The TGfU original model first introduced by [Bunker and Thorpe \(1982\)](#). The model is fundamental to understanding what 'teaching for understanding' is about.



<p>1. GAME FORM. Students are introduced to a variety of game forms whilst building up to the full form of the game.</p>	<p>4. DECISION MAKING. Decision making is a fundamental skill in playing games, particularly with the dynamic nature of some games and their constantly changing environment.</p>
<p>2. GAME APPRECIATION. Students are taught to understand the rules of the game.</p>	<p>5. SKILL EXECUTION. IN TGfU, skill execution relates to the actual production of the required movement within the context of the learner and their ability and within the game.</p>
<p>3. TACTICAL AWARENESS. Students need to develop an understanding of the necessary tactics to be used in the game, particularly in relation to some of the rules.</p>	<p>6. PERFORMANCE. This is the observed outcome; it is independent of the learner. It is a measure of the appropriateness of response, as well as the efficiency of technique.</p>

As part of the mandate of the TGfU SIG to promote the teaching and coaching of games, we have created these pages that are open to SIG members to edit and develop. This page will offer a window into the essence of each approach as we educate the world in relation to what makes these game based learning approaches so important to enable all players to learn to play worthwhile and engaging games.



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