

Introduction

Welcome to the 6th Game Sense for Teaching and Coaching conference and thank you for coming. Convened one week after the 2019 Rugby World Cup, this is an exciting development for the biennial Game Sense for Teaching and Coaching conference that is being chaired by Associate Professor Naoki Suzuki and hosted by Tokyo Gakugei University.

The International Game Sense Conferences were developed by Professor Richard Light to focus on the Game Sense approach in the Asia Pacific region. The first Game Sense for Teaching and Coaching conference began in 2006 at the University of Sydney to meet the need for a regional conference on game based approaches (GBA) to coaching and teaching with subsequent conferences convened in 2013 (Sydney), 2015 (Christchurch, NZ) and 2017 (Adelaide). The sixth conference will be held for the first time in Asia and the conference will be held at Tokyo Gakugei University in Japan.

As in the past, researchers and practitioners of physical educators and sports coaches gather from all over the world, and through the research presentations and the workshops for teaching and coaching, we continue sharing and discussing ideas for development of Game Sense and other GBA. The 6th Game Sense for Teaching and Coaching conference in Japan provides an opportunity for networking and developing understanding of physical education teaching and sport coaching in Japan for overseas visitors and for Japanese scholars, students, teachers and coaches to interact with visitors from across the globe.

The 2019 conference follows the basic two-day format that the past three conferences have followed. In Tokyo, this begins with a Friday evening welcome event that includes an official welcome and the opening keynote address and followed by drinks and nibbles for attendees to mix and get to know each other.

Day 1 is committed to oral presentations in English and Japanese. Sessions feature, 15 minutes for each presentation followed by 15 mins for discussion after three presentations per hour. Day 1 includes a keynote, a symposium and break out sessions.

Day 2 is teachers' and coaches' day, that includes demonstrations and invited presentations by international experts on Game Sense in both coaching and teaching. Each of these workshops will run for 50 minutes on a range of team sports. After the workshops, workshop presenters will serve on panels to answer questions and interact with the audience. Also, invited speakers provide new idea regarding Game Sense and Game Based Approaches.

The organizing committee of the 6th International Game Sense Conference is very much looking forward to welcoming you at the conference venues in Tokyo and hope you have memorable experiences in Japan.

6th International Game Sense Conference Committee

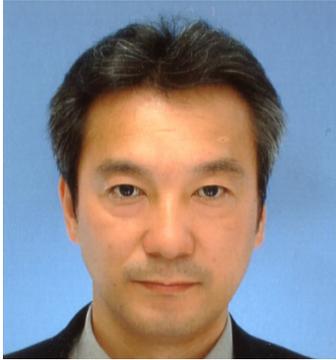
Welcome to the 6th International Game Sense for Teaching and Coaching Conference



Richard L Light
Founder of International Game Sense Conference
Professor of Sport Coaching
University of Canterbury, New Zealand

Welcome to the 6th Game Sense for Teaching and Coaching conference and thank you for coming. Convened one week after the 2019 Rugby World Cup, this is an exciting development for the biennial Game Sense for Teaching and Coaching conference that is being chaired by Associate Professor Naoki Suzuki and hosted by Tokyo Gakugei University. The Game Sense for Teaching and Coaching began in 2006 at the University of Sydney to meet the need for a regional conference on game based approaches to coaching and teaching with subsequent conferences convened in 2013 (Sydney), 2015 (Christchurch, NZ) and 2017 (Adelaide). If we count the 2014 TGfU conference in Taipei this conference would be the sixth one. All these conferences have provided a warm and collegial atmosphere for the sharing of ideas in the ongoing development of Game Sense and other GBA (game based approaches) for coaching and teaching. Like the Game Sense approach itself, these conferences emphasize reflection, dialogue and learning. Holding the 6th Game Sense for Teaching and Coaching conference in Japan reflects the growing influence of Game Sense globally and the need to be able to adapt it to different cultural contexts. It also provides an opportunity for networking and developing understanding of physical education teaching and sport coaching in Japan for overseas visitors and for Japanese scholars, students, teachers and coaches to interact with visitors from across the globe.

Thank you all for joining us for the 2019 Game Sense for Teaching and Coaching conference in a city still be buzzing from hosting the 2019 Rugby World Cup and looking forward to the 2020 Olympics. I take this opportunity to thank the conference chair, Associate Professor Naoki Suzuki, his hard working Conference Committee, and Tokyo Gakugei University for making this conference possible. I look forward to the contribution it will make to sport and physical education pedagogy, to the enjoyment and learning of all who attend and to talking with some of you over the conference.



Naoki Suzuki
Chair, The Conference Committee of 6th IGSC
Associate Professor of Pedagogy of Physical Education
Tokyo Gakugei University, Japan

Welcome to the 6th International Game Sense Conference and to Tokyo, Japan. It is my great honor to host the first conference for annual international Game Sense conference in Asia. I was one of participants and invited speakers for the 1st International Game Sense conference. I had wished to host this conference since my first participation. My dream comes true at this conference....

The theme of the 6th International Game Sense Conference is "Creation of Coaching & Teaching for Games towards the Next Generations". Game Based Approach for Teaching and coaching is worldwide trend. It includes "Teaching Games for Understandings", "Tactical Approach", "Game Sense", "Play Practice" or "Ballshulle". Most of practitioners know these name. But they might not understand the theory of them appropriately. This conference provides various opportunity to learn it deeply and to lead to better teachers and coaches.

We are confronting to new society called "Society 5.0". Education should be shifted to new dimension. We should cooperate for constructing a better environment for everyone to be active in real life. This conference contributes to make a global cooperative networking beyond national borders. I hope this conference motivates you to overcome the troubled society regarding Physical Education and Sports with your new partners.

I hope you spend good time both on-conference and off-conference in Tokyo.

Conference Committee Members

Chairperson: Naoki Suzuki (Tokyo Gakugei University)

Vice-Chairperson for Coaching: Nobuo Kikuhara (Saitama University)

Vice-Chairperson for Teaching: Atsushi Hamada (Matsumoto University)

Vice-Chairperson for Venue: Seiji Okuma (Teikyo University)

Research and Scientific Committee

Chairperson: Kazunari Suzuki

Naoki Suzuki, Karen Richardson, Alice Si Man Lei, Na Rae Son

Advisor

Tadashi Hasegawa (Executive Director and Vice President at TGU)

Richard Light (University of Canterbury)

<Person in charge of Keynote lectures & Oral presentations>

Chief: Kazunari Suzuki (Aichi University of Education)

Vice-Chief: Alice Si Man Lei (University of Macau)

<Person in charge of Workshops>

Chief: Nobuo Kikuhara (Saitama University)

Vice-Chief: Yuzo Nakase (Tokyo Gakugei University)

<Person in charge of Global Lesson Study>

Chief: Koji Ishi (Shinden Elementary School:Tokyo)

Vice-Chief: Jun Kamiya (Ochanomizu University Elementary School:Tokyo)

Vice-Chief: Yuzo Nakase (Tokyo Gakugei University)

<Person in charge of Registrations>

Chief: Seiji Okuma (Teikyo University)

Vice-Chief: Yuzo Nakase (Tokyo Gakugei University)

<Person in charge of Facilities>

Chief: Ryuichi Kuga (Takehaya Elementary School attached to TGU)

Vice-Chief: Seiji Okuma (Teikyo University)

<Person in charge of Booklet>

Chief: Naoki Suzuki (Tokyo Gakugei University)

Vice Chief: Kazunari Suzuki (Aichi University of Education)

Vice Chief: Seiji Okuma (Teikyo University)

<Person in charge of Conference Dinner>

Chief: Jun Kamiya (Ochanomizu University Elementary School:Tokyo)

<Person in charge of Advertisement>

Chief: Takayuki Ishii (Kougai Elementary School:Tokyo)

Vice-Chief: Koji Ishi (Shinden Elementary School:Tokyo)

Masayuki Murakami, Koji Ishi, Haruo Kobayashi, Masahiro Tsuji,

Ayako Matsuda, Kouichi Yamazaki

Translator: Akari Kogami

Assistants: Mai Hayamizu, Ryota Nishimura, Masahira Okuda, Maki Motegi,

Important Information

Registration

The main entrance of Takehaya Junior High School attached to Tokyo Gakugei Univ.

8th: 5:00pm-7:00pm 9th: 8:30am-5:00pm 10th: 7:30am-4:00pm

Coffee Service

Coffee and snacks are served at the 4th floor.

Welcome Reception & Conference Dinner

Welcome Reception will be held at the 5th floor after Dr.Light's key-note lecture. Conference dinner will be on November 9th. We will inform the detail information of it during the conference.

Cloak

Cloak is equipped at the 5th floor.

Shoes

You should get off the shoes at the entrance of building. Put it into the bag and bring it during your participation. Sorry for inconvenient. We can provide slippers, but you can wear your own indoor shoes in the building. Don't wear your outdoor shoes in the building.

Lunch

We provide Lunch. We prepare some kinds of lunch meals. But the number of them is limited. Thank you for your understandings.

Day 1: It will be lunch of sandwiches and bread.

Day 2: It will be lunch boxes (bento) centered on meat, fish and vegetables (3 kinds).

Please bring own lunch if you cannot have the conference lunch because you have any allergies or another reason.

Important Notices

- Please follow the school rule.
- Don't get into the facilities which the conference doesn't use.
- Do not touch the students' works.
- The school is completely non-smoking.

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Conference Schedule

<Pre-Conference_Friday, November 8th>

1:00pm - 1:20pm Registration for Lesson Study
at Ochanomizu University Elementary School

1:20pm - 2:05pm Research Lesson at Gym : Game Unit <Teacher: Mr.Jun Kamiya>

2:20pm – 4:00pm Discussion for improving the lesson at Multi-Purpose Room
<Facilitator: Dr.Naoki Suzuki>
<Commentator: Dr.Karen Richardson>

Moving to Takehaya Junior High School attached to TGU
from Ochanomizu University Elementary School

5:00pm - Registration for the conference at
at Takehaya Junior High School attached to TGU

6:00pm - 6:30pm Opening Ceremony at Main Room_Room I

- 1) Welcome from conference chair, Dr.Naoki Suzuki
- 2) Welcome from the Vice President of TGU, Professor. Dr. Hasegawa

6:30pm – 7:30pm Opening keynote: Professor Richard Light

7:30pm-9:00pm Drinks and nibbles (Welcome Reception)

◀Day 1_Saturday, November 9th▶

9:30am-10:20am Keynote Address: Professor Karen Richardson, BSU

10:30am-12:00pm

Symposium1: (Room II)

Rugby breakout session:

Analysis of the demands of rugby Try scoring trends and patterns

Chair: Dr. Richard Light (University of Canterbury, New Zealand)

Presenter: Mr.Nick Hill (PE teacher & Rugby Coach)

Symposium2 (Main Room_Room I)

What is the future in teaching for games?

Chair: Dr.Naoki Suzuki (Tokyo Gakugei University)

Presenter1: Dr.Han Lee (Yonsei University)

Presenter2: Dr.Heidi Bohler (Westfield State University)

Presenter3: Prof.Yoshinori Okade (Nippon Sport Science University)

12:00pm-1:00pm Lunch Break at Main Room_ Room I

1:00pm-2:00pm Session 1 (Class A, Class B, Class C, Class D)

2:00pm-3:00pm Session 2 (Class A, Class B, Class C, Class D)

3:00pm-3:30pm Coffee break

3:30pm-4:30pm Session3 (Class A, Class B, Class C, Class D)

4:40pm-6:00pm Panel Discussion at Main Room_ Room I

Beyond Inclusive Sports!!

Moderator: Prof. Atsushi Hamada (Matsumoto University, Japan)

Presenter 1: Ms. Pamela Skogstad (University of Alaska<adjunct instructor>)

Presenter 2:

Mr. Kento Kato (Blind Football “5-a-side” Japan National Player)

Mr.Masato Arata (Cerebral Paralysis Japan National Team Head of coach,
Former professional soccer player)

Presenter 3: Prof. Nobuo Kikuhara (Saitama University)

7:00pm-9:00pm (Option) Conference dinner

<Day 2_Sunday, November 10th>

8:15am-8:45am Invited presentation1 at Main Room_ Room I

Research Results on GBA in Taiwan

Dr.Nyit Chin Keh (Emeritus Professor at Taiwan Normal University)

9:00am-9:50am Workshop 1 at Junior High School Gym

Coaching and teaching for flow in basketball.

Dr. Richard Light (University of Canterbury)

10:00am-10:50am Workshop 2 at Junior High School Gym

Making sense of Net/Wall Adaptation Games

Dr.Misti Neutzling (Bridgewater State University)

Dr.Heidi Bohler (Westfield State University)

11:00am-11:30am Coffee break

11:30am-12:20am Workshop 3 at Elementary School Gym

Coaching Rugby. Mr.Nick Hill (VC Rugby Head Coach)

Workshop 4 at Junior High School Gym

Coaching Blind Football. Mr,Nobuo Kikuhara(Saitama University)

12:30pm-1:30pm Lunch Break at Main Room_ Room I

1:30pm-2:20pm

Workshop 5 at Elementary School Gym

Defensive Practice Games for Rugby

Dr.John Evans (Sydney Univerity of Technology)

Workshop 6 at Junior High School Gym

A United States Soccer Approach to Developing Game Sense

Dr.Stuart M. Currie & Dr. Ajit Korgaokar (Uuniversity of Tennessee at Martin)

2:30pm-3:10pm Panel discussion for Workshops at Junior High School Gym

3:20pm-3:50pm Invited Presentation2 at Main Room_ Room I

Student Center Learning with Mobile Approach in TGfU.

Dr. Alice Si Man Lei (University of Macau)

3:50pm-4:20pm Invited Presentation 3 at Main Room_ Room I

Differences in Soccer Coaching between Japan and China.

Mr. Shiro Kikuhara (Gongeu R&F Football Club)

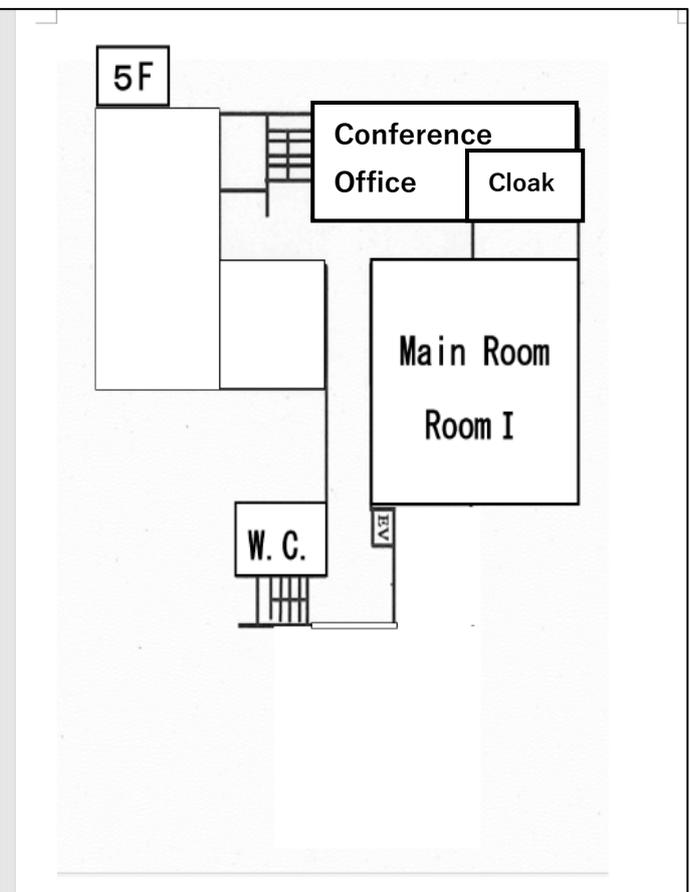
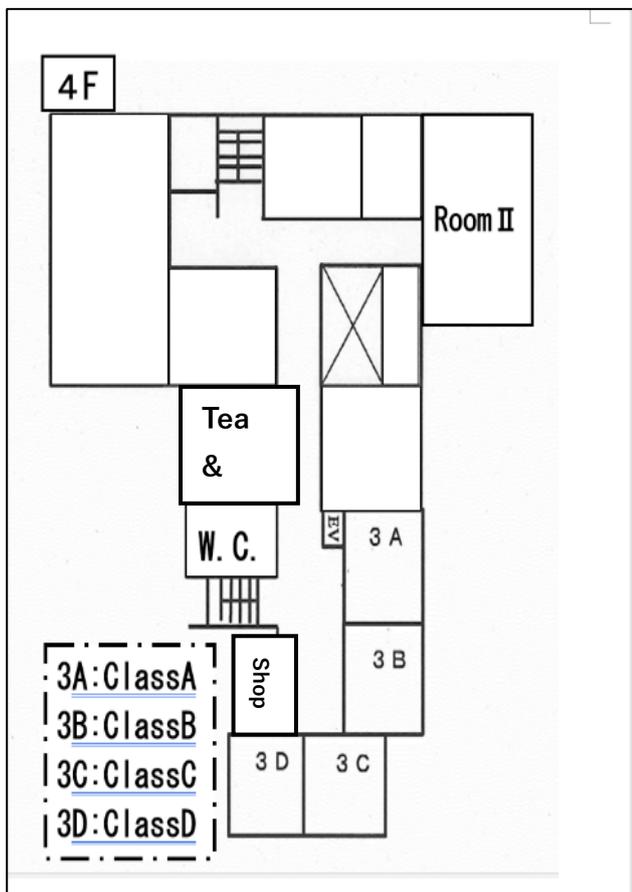
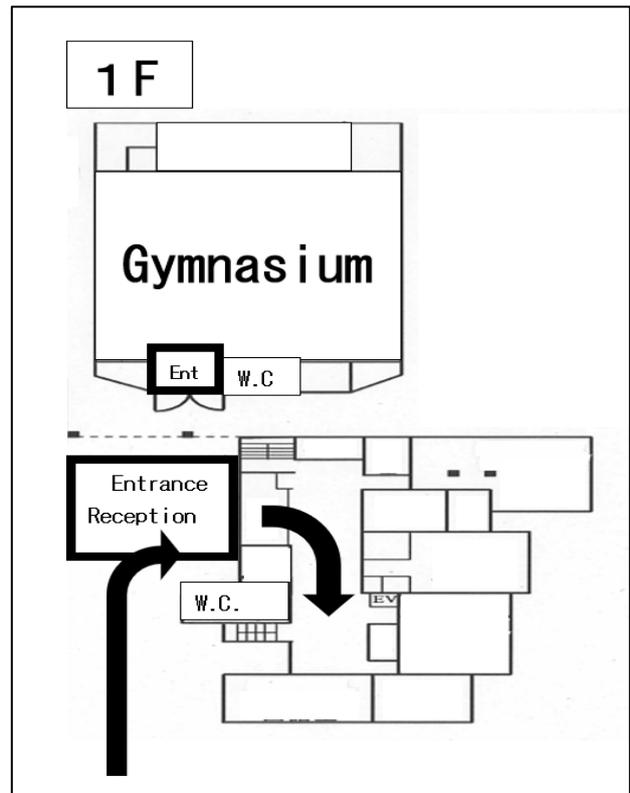
4:20pm-4:40pm Closure Ceremony at Main Room_ Room I

Area Map (Takehaya Junior High school)

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Keynote Lectures

<Keynote 1: November 8th, 6:30pm-7:30pm at Main Room(5th floor)>
Game Sense, Culture, Coaching and Learning

Richard Light (University of Canterbury, New Zealand)



Game Sense (GS) was developed through collaboration between Rod Thorpe, the AIS and Australian coaches over the 1990s and was aimed at developing thinking players (den Duyn, 1997). A variation of TGfU, it is more an articulation of good ideas to guide coaching than a model to be followed but with certain pedagogical features that operate at a framework for coaches or teachers (Light, 2013). This looseness and flexibility invites a range of interpretations and variations for coaching or teaching from introducing young children to sport to coaching to the highest levels of professional sport (Jones, 2015). The growth in interest in Game Sense has seen it adopted across and adapted to, arrange of cultural settings but little has been written on the ways in which culture influences GS coaching and player learning or on how coaches have to adapt its use to their specific cultural setting. With the 2019 Rugby World Cup staged in Japan and the 2019 Game Sense for Teaching and Coaching conference convened by Tokyo Gakugei University, a week after the RWC final this is an ideal time to discuss this issue. This opening keynote discusses the influence of culture on coaching/teaching and learning and what coaches and teachers need to consider when adapting GS to cultural differences.

<References>

Den Duyn, N. (1997). *Developing thinking players*. Canberra: Australian Sports Commission
Light, R. (2013). *Game Sense for participation, performance and enjoyment*. London & New York: Routledge

<Keynote 2: November 9th, 9:30am-10:30am at Main room(5th floor)>
**The Future of Games Teaching in Physical Education
for 21st Century Learning**

Karen Richardson (Bridgewater State University , USA)



Game Centered Approaches (GCA) such as Game Sense provide a rich context for the development of core competencies associated with 21st century learning. Almost two decades into the 21st century, the relevance of core competencies that include problem solving in real time, creativity, analytic/critical thinking, collaboration, communication and empowerment is evident, and continues to be needed to shape the future of our globally connected world (Boss, 2019). Educators around the world have responded to the call for 21st century learning with approaches such as flipped learning, gamification, and makerspaces that have allowed students to engage in deep learning and have a voice in how and what they learn (Epstein, 2019; Boss, 2019). In physical education, GCA have moved teaching practices from a teacher-centered approach to more learner-centered, and yet questions remain as to how GCAs can be harnessed to develop skills and knowledge needed for success in the 21st century. A fundamental principle of GCA is the practice of game modification. In this presentation, the focus on the principle of game modification by adaptation (Hopper, 2011) will be explored in relationship to the development of 21st century learning. The principle of game modification through adaptation, consist of a series of three to five short games where individuals or teams remain consistent but rules or conditions of the game change after each game (Hopper, Sanford & Clark, 2009; Pagnano Richardson, Sheehy & Hopper, 2013). Game conditions (e.g., enabling constraints) are what students need to know to play the game, including space, scoring, number of players and rules. In adaptation games the teacher is the game designer who outlines the conditions, drawing on gamification ideas. A unique aspect of the adaptation game is the student or team who was less successful in the previous game makes the decision to either make the next game easier for them or harder for their opponent by selecting from conditions for the next short game. A unique game-play action space develops (Gee, 2007) and as players continue in game play the opportunity for lasting “learning” emerges that scaffolds later knowledge development. It is the movement variability, an intrinsic feature of adaptive movement behavior that provides the flexibility required to consistently achieve a movement goal in dynamic sport environments (Davids et al., 2003; Williams, Davids & Williams, 1999). Adaptation games, with changing movement constraints coupled with decision-making and communication developed though this engagement has the potential to support the lasting academic benefits needed in 21st century learning.

<References>

- Epstein (2019).
Boss, S. (2019). <https://www.edsurge.com/writers/suzie-boss>
Hopper, T. (2011). Game-as-teacher: Modification by adaptation in learning through game-play. *Asia Pacific Journal of Health, Sport and Physical Education*, 2(2), 18-22.
Pagnano-Richardson, K., Sheehy, D., & Hopper, T. (2013). Modification by adaptation: Proposing another pedagogical principle for TGfU. In A. Ovens, T. Hopper, & J. Butler (Eds.), *Complexity thinking in physical education: Reframing curriculum, pedagogy and research* (pp. 181-193). New York, NY: Routledge.

Global Lesson Study for Physical Education Teachers “Jugyo-Kenkyu”

The central feature of teacher learning in Japan is called Jugyou Kenkyu or lesson study. It is a way for teachers find opportunities to reflect on many school and classroom problems that challenge them and develop their own responses. Fujii (2013) says "for Japanese educators, Lesson Study is like air, felt everywhere because it is implemented in everyday school activities, and so natural that it can be difficult to identify the critical and important features of it". Jugyou Kenkyu is based on a long-term continuous improvement model and focuses on pupil learning, improvement of teaching and collaborative activities.

It is a way of improving the knowledge base of the teaching profession. Self-study, self-reflection and colleague critiques of our teaching are important parts of this process. Stigler and Hiebert (1999) in ‘The teaching gap: Best ideas from the world’s teachers for improving education in the classroom’ describe lesson study as consisting of the following eight steps:

"1. Defining the problem, 2. Planning the lesson, 3. Teaching the lesson, 4. Evaluating the lesson and reflecting on its effect, 5. Revising the lesson, 6. Teaching the revised lesson, 7. Evaluating and reflecting, again, 8. Sharing the results"

Today, at the pre-conference, we provide you #3 & #4. This is called "Research Lesson". We would like to consider "better lesson and teaching" with you collaboratively and critically. We'd like to form the practicing ability as the teacher out of today's "Research lesson" while showing an association with everyone and a colleague.

- 1) Sharing PE Lesson (One teacher teaches PE and others observe it.).
- 2) It's discussed about a session of physical education by small groups. (Research conference 1)
*A discussion topic might be proposed by facilitator.
- 3) Everyone discuss the idea to improve PE lesson which they observed based on the results of small group discussion. (Research conference 2)
*The lesson is criticized and is refined as being better lesson cooperatively under the facilitator.
- 3) The commentator who is expert for PE teaching provides some suggestions to attendees for being better lesson based on their reflection.



A place: Ochanomizu University Elementary school
〒 112-8610 2-1-1, Otsuka, Bunkyo-ku, Tokyo
The unit name: Exploring the fun of the game individually
The grade: 5th Grade
Teacher: Mr. Jun Kamiya



. Timetable

12:50pm Registration Open @ anteroom (the 1st floor multi-purpose room).

1:20pm Lesson starting @ gymnasium.

2:05pm Lesson ends.

Preparations of a research conference

2:20pm Research conference @ multi-purpose room Facilitator: Dr. Naoki Suzuki

* Reflection (Mr.Jun Kamiya)

* Research conference (Conference by a small number of people→Conference by all the members)

3:30pm Commentary (Dr. Karen Richardson).

4:00pm Research conference ends.

We move to Takehaya Junior High School attached to Tokyo Gakugei University.

5:00pm Registration Open at Takehaya Junior High School attached to Tokyo Gakugei University.

**Lesson Plan of Physical Education for The fifth graders
(Teacher: Mr. Jun Kamiya)**

1: 25pm-2: 05pm
Friday, November 8, 2019
1st floor at gymnasium

1. Unit name: Exploring the fun of the game individually

2. About this unit:

I have not taught these students since the beginning of this school year. I will teach them first on this unit. I feel that they prefer to group work rather than individual work. They learn from each other who have the same activities as nature. They are often seen trying to solve their problems while giving advice to each other.

I wish they get absorbed in their interested activity. I want them to look at the relationship between themselves and the game, to find out how interesting it is, and to be immersed in the game because it is a ball game that need them to collaborate.

The Unit name that is "Exploring the fun of the game individually" means they explore the fun of game according to their interests. It means learning is to confront of their wondering, their interests, their challenges. It also means that something is disturbed by something from the normal state such as surprise, joy or so on, and emotions are shaken.

I'm also interested in how this appears in the collaborative game. In the process of working with others to solve problems, I want them to share and respect of the interests of different individuals. I want them to make the attitude toward the game more "collaborative" rather than "self-sacrificing". I hope they snuggle up to the individual interests and questions and get recognized their own. I also hope that they recognize each other as if they led to building mutual relationships. Through this unit, I would like to examine how teachers should design an environment that allows students to find out what their individual interests and questions mean to whom.

3 Instruction plan (10 hours in total / 4 hours at this time):

- 1) Students try to play the game and understand the purpose of the game competition.
- 2) The rules of "our ball game" are finalized. At the same time, they dig out the questions they felt as they played the game and represent the things that sprigged. They share what each student wants to explore. (Today's lesson)
- 3) Students will explore each other's interests and enjoy the games they want.

4 About Today's Lesson:

(1) Goal of the lesson

Students can share and explore their interests with others.

(2) Expected proceeding of Today's lesson

Main learning activities	Thoughtful Points
1. Reflect last lesson and play the game based on it. *The class is divided into 4 teams. Team members rotate to participate in the game. 2. Look back at the game and check it on playing games again. 3. Look back on today's activities	<ul style="list-style-type: none"> • Students write down in their notebook what they are interested, and what they have observed and evaluated it as a feature of their teammates during a game. • Students understand the participation status of each person through self-assessment and peer-assessment.

Symposium 1

(November 9th, 10:30am-12:00pm at Room II)

Analysis of the demands of rugby: Try scoring trends and patterns

Using the Try Scoring trends of the New Zealand All Blacks from 2013 to 2018, which form part of my ongoing wider Research Project, I will share with you where, what, when, how and why their tries are scored, and how they then impact my coaching and inform my Practice Design.

Presenter: Mr. Nick Hill (PE teacher & Rugby Coach, USA)

Symposium 2

(November 9th, 10:30am-12:00pm at Main Room_Room I)

What is the future of games teaching?

This session provides participants with the opportunity to think about the future game teaching. I would like to share ideas about the game teaching of the three representatives of the United States, South Korea, and Japan so that all participants can advance recommendations for future perspectives of it.

Chair: Associate Professor Dr. Naoki Suzuki (Tokyo Gakugei University, Japan)

Presenter1: Professor Dr. Han Lee (Yonsei University, Korea)

Teaching Games for Understanding Research in Korea

Presenter2: Associate Professor Dr. Heidi Bohler (Westfield State University, USA)

The Future of Games Teaching in Northeastern USA: Where are we now? Where are we going?

Presenter3: Professor Dr. Yoshinori Okade (Nippon Sport Science University, JPN)

What is the future in teaching for games based on AfL in Japanese context



Dr. Han Lee
Professor
Yonsei Univ.



Dr. Heidi Bohler
Associate Professor
Westfield State Univ.



Dr. Yoshinori Okade
Professor
Nippon Science Univ.

<Presentation 1>

Teaching Games for Understanding Research in Korea

Han J. Lee (Yonsei University, Korea)

Teaching Games for Understanding (TGfU) has been introduced to Korean Physical Education (PE) and sport practitioners in 1996 as an instructional model. Korean sport pedagogy community is currently unknown about the impact of TGfU approach on student learning, and about knowledge structures of TGfU in Korean PE and sports context. The purpose of this study was to review TGfU-related studies published in Korea. Research questions were (1) what were the major research topics of TGfU? (2) What would be the directions for future TGfU research in Korea? The TGfU-related peer-reviewed research papers published in Korea were searched and collected using Korea Citation Index database. We tried to search online databases with the term as "TGfU, tactical games, game sense approach, physical education, etc.". Abstracts of the papers (N= 20) published during 2000 and 2018 were used as data. Then, we adopt a similar methodology to Wallhead and O'Sullivan (2005) in which Korean TGfU papers were analyzed. The results of this study showed that TGfU studies were fall into two categories: the non-empirical-scientific literature (e.g., theories of sport teaching/learning; advocacy for a better practice) and empirical-scientific literature (e.g., perspective of PE teachers; achievement of curriculum outcomes). A comprehensive review of TGfU-related studies in Korea indicated that the major topics were by and large classified into the following three directions: Theories of teaching and learning in sport and PE, advocacy of better practice for teaching and learning, and perspectives of the teachers. Findings were compared and discussed with Stolz and Pill's (2014) study to bridge the gap between theory and practice in teaching PE and sports. More empirical evidence is required to further examine the dynamic interaction between TGfU model and student-centered learning.

<Presentation 2>

The Future of Games Teaching in Northeastern USA:

Where are we now? Where are we going?

Heidi R. Bohler (Westfield State University, USA)

In this presentation, the presenter will discuss ways to move games forward in the context of Massachusetts, USA. The presenter will consider how games can impact and support Pk-12 students' needs in relation to and within the constraints of high-stakes testing, and a statewide educational focus on social and emotional learning. At this intersection of physical education and the social issues described, two versions of games-centered teaching will be discussed as means to centralize students in the learning process, and to develop important skills such as problem-solving, responsible decision-making, and social development. The two versions of game-centered approaches to be presented include the use of democracy in action and adaptation games. Democracy in action was posed by Butler in the form of games-making, and supports not only game play development but can enhance social and emotional learning. Adaptation games were posed by Hopper, as a means to create more inclusive environments for games learning. Finally, the presenter will share how several universities have committed to a focus on TGfU in their pre-service teacher programs, graduate professional programs, and in-service teacher development to spur a game-centered effort in this state. As more candidates graduate with an understanding of game-centered approaches, there is a knowledge that is being shared and transmitted. Thus, there is a need for in-service teachers to match step and engage in graduate professional programs and in-service teacher development. In-service teacher development must take a focus on using games-centered approaches within the context and constraints of local schools.

<Presentation 3>

What is the future in teaching for games based on AfL in Japanese context

Yoshinori Okade(Nippon Sport Science University, JPN)

Japan has only one legally approved Course of Study after Meiji era. In this sense, the Course of Study influences practice in all schools in Japan based on balancing school autonomy and quality control by government. For quality control, making feedback loop among described curriculum, implemented curriculum and achieved curriculum working is critical. Assessment for Learning(AfL) works as effective tool for enhancing these curriculums. For making this loop effective, we have different systems such as committee for developing the Course of Study, approved textbook, CPD and scientific research. On the other hand, it is indeed hard to know interaction among these 3 curriculums not only for Japanese teachers and researchers, but also foreign researchers. In this presentation, for discussing the future in teaching games based on AfL, process of curriculum development of teaching games in Japanese context after 1990's will be introduced. In this time, TGfU plays important role to develop games curriculum and instruction in teaching games in schools. On the other hand, not only TGfU, but also sport education and cooperative learning influence teaching games in school even through teacher in school are not aware such theoretical influence because such theories are familiar with teacher's subjective theories in teaching games and objectives in the Course of Study. On the other hand, as pointed out in the process of newly developed the Course of Study, misunderstanding of such theories in schools happens so often. This misunderstanding would be important opportunity to promote communication among primary field, recontextualizing field and secondary field in teaching games in schools.

Panel Discussion

Beyond Inclusive Sports!!

Moderator: Associate Professor Atsushi Hamada (Matsumoto University, Japan)

Presenter1:

Ms.Pamela Skogstad, M.A.,C.A.P.E. (University of Alaska<adjunct instructor>)

Slow Motion Soccer: an innovative approach to independent ball skill development.

Presenter2:

Mr.Kento Kato (Blind Football “5-a-side” Japan National Player)

Mr.Arata (Cerebral Paralysis Japan National Team Hed of coach, Former prof-player)

Handicapped Soccer: toward the realization of an inclusive society

Presenter3: Associate Professor Nobuo Kikuhara (Saitama University, Former prof-player)

Research on soccer directors, coach instructors, and sports for the visually impaired

The idea of inclusive education is spreading into society. I believe this is constructed based on the fair. It, however, is an education that includes persons with disabilities and persons with non-disabilities, and it might be obvious that it is still clearly distinguished. Therefore, in this session, we will discuss how to create a new symbiotic sports society by overcoming the hierarchical human relationships created by current sports systems. We would like to lead sports that respect differences in sports.

<Presentation 1>

Slow Motion Soccer: an innovative approach to independent ball skill development.

Ms.Pamela Skogstad, M.A.,C.A.P.E. (University of Alaska<adjunct instructor>)

Slow Motion Soccer Ball was created the fall of 2010 as an innovative approach to teaching independent ball skills for students with disabilities, students with coordination issues. The concept of slowing a ball which would enable students with disabilities, coordination issues, specifically students on the autism spectrum to easily track the ball was the criteria. The slow motion of the weighted ball allowed the ball to remain in play creating opportunity for repetitive trials. Because of the nature of how the ball rolls, the ball also stays within the zone of proximity (Vigotsky) which affords children a great propensity to play.

Inserting 283 grams of sand into a regular soccer ball created a unique feature which allowed the ball to move slower and remain in play. Experimenting with various weights over a three-month time period, 170 grams, 226 grams, and 283 grams, demonstrated 283 grams of sand was a successful weight for independent ball skill activities. Children on the Autism Spectrum specifically gravitated to the ball with 283 grams of steel bird shot.

Experimenting with various weights over a three-month time period, 170 grams, 226 grams, and 283 grams, demonstrated 283 grams of sand was a successful weight for independent ball skill activities. Sensory Soccer with 283 grams of steel bird shot demonstrated a successful stage for students with visual impairment and students on the Autism Spectrum. The weight of the ball, slow motion of the ball, and sound of the ball are successful strategies for engaging children on the Autism Spectrum.

Research trials conducted by David Ratsakatika in 2012 demonstrated significant increase in soccer style dribbling for students with disabilities, specifically students on the Autism Spectrum. Students with disabilities have the opportunity to practice, practice, practice, independently.

<Presentation 2>

Handicapped soccer : toward the realization of an inclusive society

Kento Kato (Blind Football “5-a-side” Japan National Player)

Masato Arata (Cerebral Paralysis Football Japan National Team, Former professional soccer player)

Introduces the current situation and issues of Blind football “5-a-side” and CP football to Japanese practicing football(soccer) for the disabled.

【Blind Football】

- Introduction to “Blind Football”
- Report on the progress of the national team for 2020 Tokyo Paralympic Games.
Activity report of Blind football Japan national team’s in Thailand Asia Championship 2019
- About the spread activity of blind football in Japan

【CP Football】

- Introduction to “Cerebral Paralysis Football”
- Activity report of CP football Japan national team’s in Spain World Cup 2019
- Difference between coaching in CP football and coaching football

<Presentation 3>

Blind Football “5-a-side”: A case study on the value of children playing Blind Football in school education

Research on soccer directors, coach instructors, and sports for the visually impaired
Nobuo Kikuhara (Saitama University)

Japanese society aims to realize a comprehensive society in which healthy and disabled people can always live beyond the barrier of being disabled. However, for situation, school education has divided these students into different parts. Therefore, we went to elementary school and practiced "Blind Football" for visually impaired sports and tried to investigate the voices of children.

What are the benefits of doing exercises that block visual information for children?

Report of a case study on “children’s awareness” through the experience of Blind Football in elementary school. Are there benefits to doing exercises that block visual information for children? In addition, I will introduce what I feel through the hands-on classes of Blind Football that I went to some elementary schools.

Do children enjoy playing football in a blindfolded state?

Will children not fall? Will children continue to concentrate?

What children have learned?

What value is for a sighted person to play Blind Football

Workshop

(November 10th, 9:00am-2:20pm at Gym)

The workshop is the key part of the Game Sense Conference. It is a very significant opportunity to learn game-based approach for teaching and coaching represented by Game Sense through experience. Participants become players and participate in practice and experience Game Sense and other game-based approaches from the inside of players. Of course, you can learn by observing sessions without participating. I, However, strongly encourage you to participate in the direct learning experience. After sessions, you will deepen your understanding of the game-based approach through question-and-answer sessions with the presenters. This session provides opportunities for participants to deepen their learning that can be applied to tomorrow's practice.

<Workshop1_9:00am-9:50am>

Coaching and teaching for flow in basketball at Junior High School Gym

Dr. Richard Light (Professor, University of Canterbury, New Zealand)



This workshop focuses on establishing and maintaining flow in coaching progressions and facilitating athlete experience of flow. In it the participants will move from simple activities with a high rate of success in meeting the challenge provided toward more complex and demanding activities with increasing pressure and challenge for success. This is mainly achieved by the manipulation of space, time and the number of players involved. Participants will experience in basketball and a good level of fitness.

<Workshop2_10:00am-10:50am>

Making sense of Net/Wall Adaptation Games at Junior High School Gym

Dr. Misti Neutzling (Associate Professor, Bridgewater State University, USA)

Dr. Deborah A. Sheehy (Professor, Bridgewater State University, USA)

Dr. Heidi Bohler (Associate Professor, Westfield State University, USA)



In this session, we will experience 2 net/wall games that are modified using the principal of game adaptation (Hopper, 2011; Richardson, Sheehy & Hopper, 2013) which compliments the game sense approach. Game modification by adaptation provides both challenge and engagement for all students while integrating physical, intellectual and social learning. Allows students with differences in skills, experience and motivation to play challenging games together. Session participants will learn how to apply the principal of adaptation to their games teaching.

Session Outline (40 minutes activity; 10 minutes questions)

Play first – Fukahara, Hit and Touch Baseline, Space adapt or Castle Game

Each person take 1 court to explain their game

Play & then make the adaptation decision & then play again...

Visual – choices of adaptation for each game

Handout = principles of adaptation; choices of adaptation; for the audience: handout with blank courts drawn to show change of constraints... game 1 – where decide to move hot spot; game 2 who won, – where decide, game 3- where decide

<Workshop3_11:30am-12:20pm>

Coaching Rugby at Elementary School Gym

Mr.Nick Hill (Rugby Head Coach, Virginia Commonwealth University)



I will carry out a typical Game Understanding/Game Sense coaching session that I do with my teams that underpins my Player-centred Coaching Philosophy and the principles of the Game Sense Pedagogical approach.

First, I will get a game up and running between two teams. Depending on what I observe during this first 5 minutes, I will then try to demonstrate various ways that I condition the defence to facilitate and empower the attack to make decisions for themselves that focus on different Principles of Attack. I will also show a couple of examples where I place constraints on the attacking team to work on a skill and a tactic at the same time and another example that makes the game as realistic as possible to how tries are actually scored.

This will be a flexible session and may well work on different aspects because of my observations during the first game that I get up and running, as I will not know the foundation and skill levels of the players beforehand.

<Workshop4_11:30am-12:20pm>

'Football "5-a-side" for the visually impaired': Aim to improve the ability to quickly recognize the ball situation and move quickly with teammates at Junior High School Gym

Mr.Nobuo Kikuhara (Associate Professor, Saitama University)



This workshop will provide a coaching session football "5-a-side" for the visually impaired, which is the Paralympic event, in order to enjoy the ball game beyond the barriers of disability.

These are three purposes for using football "5-a-side" for the visually impaired in this session. The first purpose is to improve understanding of sports for the visually impaired in order to realize inclusive physical education. The second purpose is to make players feel and think about whether football exercises with visual information blocked can be a fun educational material for players. The third purpose is to feel and think about the quality of communication to achieve the goal in cooperation with teammates.

1. Walk and Jogging with a partner with visual information is blocked.
2. Find the ball while blocking visual information.
3. Dribbling the ball with visual information blocked.
4. Pass with visual information blocked.
5. Aim at the goal by shooting the ball with the visual information blocked.

Through these experiences, provide an opportunity to think about the meaning and value of playing football for the visually impaired.

<Workshop5_1:30pm-2:20pm>

Defensive Practice Games for Rugby at Elementary School Gym

Dr. John Evans, Sydney University of Technology



The demands of rugby as a dynamic invasion sport requires the use of game based approaches to coaching (GBA) at all levels and not only in attack. Defence in rugby also requires reading the game as it unfolds and making decisions to ensure the opposition does not score. Defence requires communication, organisation and adjustment to the opposition's attack and the changing conditions. This practical session will use a Game Sense approach using games and game simulation to create an environment where players have to read the play and adjust numbers in defence to prevent the opposition from scoring.

<Workshop6_1:30pm-2:20pm>

A United States Soccer Approach to Developing Game Sense

at Junior High School Gym

Dr. Stuart M. Currie (Associate Professor, University of Tennessee at Martin)

Dr. Ajit Korgaokar (Associate Professor, University of Tennessee at Martin)



In this interactive game-based session attendees are introduced to U.S. Soccer's new grassroots initiative: Play-Practice-Play model. A series of progressive modified soccer games, including a questioning protocol, will be coached to develop player game sense. Attendees will then compare and contrast this U.S. model with international game-based models for the key objective of player development.

Invited presentations

November 10th, 2019 8:15–8:45

The Use of Questioning Technique of PE Teacher in TGfU

Keh Nyit Chin

National Taiwan Normal University

Abstract

Many teaching strategies are available to PE teacher. Instructional models were introduced in Taiwan and most Taiwan PE teachers had adopted TGfU approach in games teaching in recent years. The effects of TGfU in PE teaching were evidenced in many previous studies. These studies also found that PE teacher encountered difficulty in using the questioning technique which was important in this tactical approach. In order to reap the effectiveness of TGfU in student learning, the use of questioning technique by the PE teacher in the process of teaching games is essential. This paper investigated the use of questioning technique of PE teacher in TGfU approach. The type of question, the frequency and the way PE teacher delivered question could stimulate student learning motivation and creativity, and teaching effectiveness. To further explore this problem, a case study was presented to give an in-depth understanding. The findings have some implications for the use of appropriate questioning technique in TGfU.

Key words: Teaching strategy in physical education, motivation, creativity, games strategy, games tactics

November 10th, 2019 15:20–15:45

Student Center Learning with Mobile Approach in TGfU

Si Man Lei

University of Macau

Abstracts

Physical education is one of the main subject to foster student learning with flexible teaching approach.

It well suited for adopting mobile learning in regular classes to support, extend and promote a student-center learning environment for diversity students' ability and background like physical, cognitive, social and emotional learning. Hattie's (2012) reviewed and stated that could maximize the impact on learning outcomes.

Applying mobile approach could extend and promote a student-center learning environment by grouping teams, solve tactical problems, analysis team strengths and weaknesses, arrange offensive/defensive scenarios in class beyond technical skill, develop tactical game understanding, , and rules between individual and team sports to create

challenges for teamwork skill and strengthen students' confidence in game sense approach. There are several new ways to use apps and stream videos in physical education classes in regard to student learning (Coach's Eye, Team Shake, TacticalPad etc.) for class activities

As a result of the rise of mobile devices, apps, and Internet applications, using mobile in class enabled interactions more "personalized" and "Frequent" those lead to effective learning to engage students in discussion and achieve a deeper understanding by collaboration and helping students check their learning (in group / in pair / self-assessment) pre-in-post class with moodle and wechat.

With increasing the importance of technology could enhanced students' learning. Suggested that Physical education teachers may gain awareness in the latest technology and bring it to tactical scenarios for student autonomy, ownership, choice and decision making in physical education classes and sports training.

Keywords: mobile approach; student-center; tactical approach; technology use in PE

November 10th, 2019 15:45–16:10

"Varieties of Soccer Coaching in Japan and China" (Video Presentation)

Shiro Kikuhara

Head of youth academy coaching (Guangzhou R&F Football Club)

In this session, Mr. Shiro Kikuhara, Who is a specialist for soccer coaching in Japan, will present the current status quo of soccer coaching in Asian countries (Japan and China). This session is conducted by a video presentation. Audience might chat for Q & A online.

Mr. Kikuhara was promoted to the top professional soccer team when he was a junior high school student and participated in the official game of the top league in Japan at the age of 16. Since then, he has played an active role as the main starter in club playing at Urawa Reds. He also played an active role as the representative of Japanese soccer team. He has been establishing his career as a soccer coach even after his retirement. He is training youth soccer players in Japan. Currently, many Japanese players who are active in the professional leagues around the world, were his athletes. Beginning of 2018, he has been the director of Academy Team U-14 of Guangzhou Furiki Football Club in China.

The contents of the presentation will be conducted in an interactive setting.

The main topics are as follows:

- 1) the meaning of coaching players in the youth and the role of coaches;
- 2) current status quo and challenges in Japanese soccer coaching profession; and
- 3) differences in coaching soccer between Japan and China

Mr. Kikuhara's will share his coaching philosophy to the audience. Attendants will learn the varieties of coaching soccer in Japan and China. In addition, Attendants will have an opportunity to explore possible pathways to compete the World Cup championship near the future.

Announcement to the chairperson and presenters of the 6th International Game Sense Conference

1. Presentation venue, order of presentation and schedule

The date is Saturday, November 9th, the second day of the conference. The place is Takehaya Junior High School attached to Tokyo Gakugei University. Please check the order of presentations and the venue map on the attached sheet.

November 9th (Class A, Class B, Class C, Class D)

Session 1 1:00pm-2:00pm

Session 2 2:00pm-3:00pm

Session 3 3:30pm-4:30pm

There is a 15-minutes question-and-answer time after 15 minutes presentation 2 or 3 times.

(The total of presentations is 30-45 minutes and the total of session is 45-60 minutes.)

* The oral presentations in English is at Class A, Class B and Class D. Japanese presentations is at Class C and Class D.

2. About reception and file submission

- 1) The chairperson and the oral presenter should register by 10:00am on November 9th.
- 2) Oral presenters should submit presentation data at the time of registration on November 9th. The purpose of submitting the data is to save it on our computer for backup.

3. Request to chairperson

- 1) One session is 40-60 minutes.
- 2) Q & A is 15 minutes after each oral presentation. Please be punctual.
- 3) The chairperson should support audiences to participate in active discussions interactively.

4. Request to presenters

- 1) About equipment
 - (1) Please bring your own PC.
 - (2) Connection to the projector is HDMI connection or VGA connection.
 - (3) Please prepare for the presentation and check the equipment during the lunch break (12: 00pm-13: 00pm).
- 2) About handouts
Please prepare 50 copies if you want to distribute handouts.

5. Contact information

4-1-1 Nukui-kita Koganei, Tokyo 184-8501 Japan Phone & Fax : +81-42-329-7645

E-mail: gamesense.6th@gmail.com

<https://nmy-252612trebell.wixsite.com/nsuzuki>

第6回国際ゲームセンス学会 座長と発表者へのお願い

1. 研究発表の日時・会場、発表の順番について

大会2日目の11月9日(土)に、東京学芸大学附属竹早中学校で行います。
発表の順番と会場図は別紙をご覧ください。

11月9日 (class A・class B・class C・class D)

第1セッション 13:00~14:00 (1人15分×3本, その後質疑応答15分)

第2セッション 14:00~15:00 (1人15分×2~3本, その後質疑応答15分)

第3セッション 15:30~16:30 (1人15分×2~3本, その後質疑応答15分)

*各自の持ち時間は15分です。発表後の質疑応答が15分です。時間厳守でよろしくお願いいたします。

*英語発表はclassA, classB, classDです。日本語発表はclassC・classDです。

2. 受付について

- ① 座長と発表の方は、11月9日10時00分までに受付してください。
- ② 発表者の方は、受付時に発表データを提出してください。バックアップ用として学会で管理します。

3. 座長へのお願い

- ① 1つのセッションは60分です。(class Dの英語発表のみ45分)
- ② 質疑応答は、各発表者の発表後15分です。時間厳守でよろしくお願いいたします。
- ③ 座長は活発なセッションとなるように努めていただければと思います。

4. 発表者へのお願い

①機器使用について

パソコンは各自で持参ください。

プロジェクターへの接続は、HDMI接続かVGA接続となります。

昼休み(12:00-13:00)に発表会場で動作確認を必ず行ってください。

②配布資料について

発表者の方は、配布資料(レジュメ等)がございましたら、50部持参してください。

5. 問い合わせ先

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Oral presentation in English

【 Class A-1 】 November 9th, 2019 1:00pm-2:00pm

Chair : Heidi Bohler (Westfield State University)

Time	No.	Presenter (Affiliation) / Title of Paper
1:00pm	A-1-1	Koji Murase (Wakayama University) Resistance to Adaptation Games: A practical study of Adaptation Games in a Unit of Basketball
1:15pm	A-1-2	Kazunari Suzuki (Aichi University of Education) What are These Children Learning from the Game? - A Case of Physical Education Class in the 2nd Grade of Elementary School in Aichi -
1:30pm	A-1-3	Yanling Li, Tao gong (College of physical education, Hunan Normal university) Study on the Sports Games to Social Adaptation Intervention of Autistic Children
1:45pm	A-1-4	Q&A

【 Class A-2 】 November 9th, 2019 2:00pm-3:00pm

Chair : Stuart Currie (The University of Tennessee at Martin)

Time	No.	Presenter (Affiliation) / Title of Paper
2:00pm	A-2-1	Po-Ang Li (National Taiwan Normal University) Effects of Teaching Games for Understanding on the College Frisbee Classes
2:15pm	A-2-2	Neo Hseng Zyung (Kluang Chong Hwa High School) Analysis of the Current Status and Development of Teaching Games for Understanding in Malaysia
2:30pm	A-2-3	Han J. Lee (Yonsei University) Knowledge Structure of Teaching Games for Understanding Models
2:45pm	A-2-4	Q&A

【 Class A-3 】 November 9th, 2019 3:30pm-4:30pm

Chair : Han Lee (Yonsei University)

Time	No.	Presenter (Affiliation) / Title of Paper
3:30pm	A-3-1	Naoki Suzuki (Tokyo Gakugei University) A New Assessment Instrument for Promoting Tactical Understandings
3:45pm	A-3-2	Jennifer Mead (Bridgewater State University) The ePreparation of Tennis Professionals: From Skill-based to Game-based Coaching
4:00pm	A-3-3	Stuart M. Currie (The University of Tennessee at Martin) From Theory to Application: Challenges faced when implementing the Game-based Approach in U.S. Physical Education Teacher Education Programs and Youth Soccer Coaching Education.
4:15pm	A-3-4	Q&A

【 Class B-1 】 November 9th, 2019 1:00pm-2:00pm

Chair : Richard Light (University of Canturberry)

Time	No.	Presenter (Affiliation) / Title of Paper
1:00pm	B-1-1	Connie Yeo Huat Neo (Ministry of Education, Singapore) From Theory to Curriculum Design: Developing a System-Wide Syllabus for Game-based Teaching and Learning
1:15pm	B-1-2	Tan Shern Meng (National Institute of Education, Singapore) From Curriculum Design to Teacher Practice: Implementing a Coherent Game-based Teaching and Learning Framework for Teacher Education
1:30pm	B-1-3	Dr. Raul Caldreon Jr (Kasetsart University) The use of sport and games in the development of children: A physiological and psychological perspective
1:45pm	B-1-4	Q&A

【 Class B-2 】 November 9th, 2019 2:00pm-3:00pm

Chair : Steven Tan Kwang San(National Institute of Education, Singapore)

Time	No.	Presenter (Affiliation) / Title of Paper
2:00pm	B-2-1	Ricardo Milheiro Pimenta (Waseda University) Game Sense: What's in a Name?
2:15pm	B-2-2	Bianca C. de Aguiar (Waseda University) The Influence of Cultural Setting on Teachers' and Coaches' Perception and Implementation of Game Sense
2:30pm	B-2-3	Ching-Ching Chung (Nantou Yingpei Junior High School) The Effects of Teaching Games for Understanding towards Junior High School Student and their Learning Motivation
1:45pm	B-2-4	Q&A

【 Class B-3 】 November 9th, 2019 3:30pm-4:30pm

Chair : Keh Nyit Chin (Taiwan Normal University)

Time	No.	Presenter (Affiliation) / Title of Paper
3:30pm	B-3-1	Na-Rae Son (Yonsei University) Peer Relationship and Sports Performance Abilities according to Students' Participation in After-school Soccer Class with Fathers
3:45pm	B-3-2	Hisataka Ambe (Hokkaido University of Education) Relationship between Field Setting and Observed Individual and Group Skills during 4-to-4 Training in Soccer
4:00pm	B-3-3	Cameron Gray (University of Canterbury) Anecdotal and Empirical Observations of Applied Game Sense and Positive Pedagogy in Schoolboy Rugby at an Elite Private School.
1:45pm	B-3-4	Q&A

【 Class D-1 】 November 9th, 2019 3:30pm-4:15pm

Chair : Yanling Li (Hunan Normal University)

Time	No.	Presenter (Affiliation) / Title of Paper
3:30pm	D-3-1	Si Man Lei (University of Macau) Game Sense in Teaching Basketball 3x3
3:45pm	D-3-2	Si Man Lei (University of Macau) Coaching Young Table Tennis Players with Offensive Strategies
4:00pm	D-3-3	Q&A

Resistance to Adaptation Games: A Practical Study of Adaptation Games in a Unit of Basketball

Koji Murase¹, Hisataka Ambe²

1 Faculty of Education, Wakayama University,

2 Faculty of Education, Hokkaido University of Education Iwamizawa campus

Abstract

Adaptation Games are one of methods of 'Inclusive physical education'. Inclusive means inclusion of various differences (e.g. sex, physical disparity). The purpose of this study is to analyze students' learning from adaptation games with the students' description of study card. Students of three classes in junior high school were participated in this research. A basketball unit which consisted 10 times lessons was implemented. At the beginning of the unit, the teacher presented a unit goal, "Let's make it a game that everyone can play an active part". Adaptation games were played from the 5th lesson. At seventh lesson, adaptation conditions become personalized. Every student selected game options for each one. The options were "hand length defense", "wait for three seconds", "able to shot from free zone", etc. After Adaptation games, some students showed resistance to adaptation in their description. This study analyses these descriptions to reveal the students' learning.

What are These Children Learning from the Game?

- A Case of Physical Education Class in the 2nd Grade of Elementary School in Aichi -

Kazunari SUZUKI¹, Yutaka NAKAJIMA², Ryota NAWATA¹, Junpei YAMASHITA¹

1 Department of Health and Physical Education, Aichi University of Education

2 Tsuruma Elementary School, Nagoya, Aichi, Japan

Abstract

The purpose of this study is to try to interpret "What are these children learning from the game?" It is an alternative to dodgeball. The learning process is a game center approach.

In Aichi area (Japan), dodgeball is listed in the elementary school physical education curriculum in each city. The learning process is "A drill for improving skills" by direct instruction from a teacher. This culture dominates the Aichi area. Therefore, this study is a big challenge.

This study's game is a competition that 2 players create a course from "here" to "there" or block this course. The game size had been modified accordingly. There is no direct instruction from the teacher. The children's learning in this game is 1) the relationship between "here" and "there", 2) the focus from "after throwing" to "before throwing", 3) exploring the question this game is asking.

Study on the Sports Games to Social Adaptation Intervention of Autistic Children

Yanling Li, Tao gong¹, Lulin Zhou²,

1 College of physical education, Hunan Normal university

2 Hunan Vocational College of Physical Education

Abstract

The purpose of this was to investigate the effect of sports games on social adaptation intervention of autistic children by using experimental method. The study explored that (a) sports games intervention method of relying mainly on roller skating on the perceptual cognition of children with autism communication motivation behavior had a significant ($p < .05$) improvement; (b) through the sports games for a period of three months intervention, autistic children ability to adapt and functions of independent, and cognitive social autonomy had significant ($p < .05$) improvement; (c) the physical activity of children with autism for the two aspects of economic activity and temporal orientation of the intervention of the effect were not ($p > .05$) significant. The reason might be related to intervention in short time or in the two aspects of the intervention of the pertinence is not strong; and (d) there was effective that sports games related to children with autism classroom behavior intervention was used. Conclusion: Sports games for autistic children has been improved in certain degrees for their social adaptation.

Effects of Teaching Games for Understanding on the College Frisbee Classes

Po-Ang Li, Nyit-Chin Keh, Hsin-Ling, Yang
National Taiwan Normal University

Abstract

The purpose of this study was to investigate the effects of TGfU on the tactical concept and affective reactions of college students. Methods: The participants were 67 college students from 2 classes of ultimate frisbee course in Northern Taiwan. TGfU ultimate frisbee lessons were performed over a 11-week teaching period. Data were collected using participant observations, small group discussion, students' learning sheets, and interviews. The qualitative data were analyzed inductively using constant comparison method. Results: The findings were as follows: (1) Student's thinking and decision making ability were improved. (2) The promotion of tactical awareness was observed. (3) Most students liked TGfU approach. (4) Some students preferred simple games. It was concluded that majority of the students perceived the learning benefits of TGfU. Implication for PE instructor is further discussed.

Key words: Tactical approach, student-center, small –sided games, decision making, learning process

Analysis of the Current Status and Development of Teaching Games for Understanding in Malaysia

Neo Hseng Zyung¹, Keh Nyit Chin²

1 Kluang Chong Hwa High School

2 National Taiwan Normal University

Abstract

In the 21st century, the focus of education reform of the Ministry of Education (MoE) Malaysia is on cultivating students' High Order Thinking Skills (HOTS). In the past, the traditional teaching styles of physical education (PE) class over emphasized motor skills, ignoring cognitive and affective domain. These concerns lead to the inclusion of Teaching Games for Understanding (TGfU) in the Malaysian curriculum standards in 2010. They believed through TGfU approach, students would have greater benefits in the learning process to acquire games tactics and execute game performance. The purpose of this paper was to explore the current status and future development of TGfU in primary and secondary school in Malaysia through literature review. Results: (1) Only limited number of schools implemented TGfU in PE class; (2) The PE teachers were not well trained with TGfU to use this approach; (3) Most students needed time to accept new teaching approach. It was concluded that the future development of TGfU in schools required the joint efforts of the PE teachers, school administrators and MoE Malaysia. Some relevant suggestions were proposed for promoting the use of TGfU.

Key words: Education reform, higher order thinking skills, games tactics, games performance

Knowledge Structure of Teaching Games for Understanding Models

Han J. Lee, Suryeon Ryu, Dayea Kim, Jun-Hee Jee

Yonsei University

Abstract

Background/Purpose:

This study examined the TGfU-related research using topic modeling. Research questions were (1) what were the major research topics of TGfU? (2) What were hot topic/cold topics in TGfU research?

Method:

Abstracts of the TGfU-related peer-reviewed research (N= 249) were used as data. Data were analyzed by the text-mining package. Latent Dirichlet Allocation was applied to find topics and topical terms.

Analysis/ Results:

Results of topic modeling showed that major topics were classified into four categories: (1) professional development directed at the pre-service teacher (Topic 1), (2) advocacy of better practice for teaching learning (Topic 2, 6, and 8), (3) theories of teaching/learning in sport and PE (Topic 3 and 5), and (4) perspectives of the teachers (Topic 4, 7, 9 and 10).

Conclusions:

There is the growing trend in the TGfU research topics such as model-based practice, pre-service teachers, whereas physical education teacher education appeared to be descending.

【Class A-3-1】

A New Assessment Instrument for Promoting Tactical Understandings

Naoki Suzuki
Tokyo Gakugei University

Abstract

GPAI is a popular assessment when the TGfU is implemented for teaching games. This method, however, is difficult for students to implement. It is also a teacher-centered assessment instrument. Suzuki (2010) developed a child-centered assessment instrument called GCAI, but it was unclear whether or not to promote tactical understandings. The purpose of this study was to propose a simple child-centered assessment instrument. The research verified the assessment instrument through the experience of pre-service teachers in the teaching material research class of the teacher training course. As a result, a learning assessment instrument for recording live broadcasts while shooting video was developed. Audiences will gain a big benefit by participating in this session so that they can understand the assessment instrument for doing better game-centered approach.

【Class A-3-2】

The ePreparation of Tennis Professionals: From Skill-based to Game-based Coaching

Jennifer Mead
Bridgewater State University

Abstract

The purpose of this session is twofold: 1) to explore the development of a Professional Tennis Management (PTM) graduate program in the US. that is rooted in a game-based approach, and 2) to examine PTM students' experiences showcasing their new understanding of teaching and learning through digital electronic portfolios (ePs). Insights from students about their experience curating digital evidence to represent their learning in game-based, tennis-teaching courses will be shared. Potential benefits and current challenges associated with integrating ePs to enhance, showcase, assess course- and program-level student learning across courses in a hybrid, coaching education program will also be explored.

【Class A-3-3】

**From Theory to Application:
Challenges faced When Implementing the Game-based Approach in U.S. Physical Education Teacher
Education Programs and Youth Soccer Coaching Education.**

Stuart M. Currie, Ajit Korgaokar
The University of Tennessee

Abstract

This open discussion session will address the challenges faced by U.S. physical education teacher educators and youth soccer coaching educators implementing a game-based approach for skill acquisition and sport performance. Transitioning from a traditional approach of teaching and sport coaching to a game-based approach can be problematic for both the teacher, coach, student, athlete, and parents. The presenters will share their journey of pedagogical change and will discuss their experiences, struggles and successes implementing a non-linear pedagogy. This session will also provide a platform for attendees to share their challenges and best teaching and coaching practices within the profession and community from a global perspective.

【Class B-1-1】

**From Theory to Curriculum Design:
Developing a System-Wide Syllabus for Game-based Teaching and Learning**

Connie Yeo Huat Neo¹, Steven Tan Kwang San², Tan Shern Meng²
1 Physical, Sport and Outdoor Education Branch, Ministry of Education, Singapore
2 Physical Education & Sports Science, National Institute of Education, Singapore

Abstract

The purpose of this presentation is to provide a description of the process involved in the conceptualization, design, and development of a framework for game based teaching in Singapore schools. Since 2000, the Ministry of Education has promoted game-based instruction known as the Games Concept Approach. Specifically, this presentation will focus on these four objectives. First, explicating the foundation on the cultural positioning of games in Singapore's school system. Second, explaining the adoption of specific terminology for a common understanding. Third, identifying diverse situational contexts and constraints across the game classifications. Finally, describing the interrelationships between 'What to do?' and 'How to do?' in the making and taking of appropriate decisions and actions by students.

**From Curriculum Design to Teacher Practice:
Implementing a Coherent Game-based Teaching and Learning Framework for Teacher Education**

Tan Shern Meng¹, Steven Tan Kwang San¹, Connie Yeo Huat Neo²

¹ Physical Education & Sports Science, National Institute of Education

² Physical, Sport and Outdoor Education Branch, Ministry of Education, Singapore

Abstract

In 2014, the Education Ministry initiated a new framework for the teaching of games in schools. Beginning 2017, NIE's PE teacher education (PETE) programme adopted a single-subject specialization structure for the preparation of preservice teachers. With these changes, the PETE needs to seek alignment with MOE's envisioning for the new game-based syllabus. This presentation explores the implications of the revised PE syllabus specific to preparing preservice teachers to implement game-based teaching in schools. Specifically, this presentation will focus on these three objectives. First, describing how the new syllabus and SSS structure provide important rationale and structure for re-designing the PETE programme. Second, explaining how exemplary courses facilitate preservice teacher's own personal conceptual learning, skill development, and pedagogical practices. Finally, discussing critical issues in implementing this re-designed PETE programme to highlight constraints and challenges at the individual and institutional levels.

The Use of Sport and Games in the Development of Children: A Physiological and Psychological Perspective

Raul Caldreon Jr
Kasetsart University

Abstract

The use of sport and games, in the United States, is widespread and has played an important role in the development of American youth. Research has documented many physiological and psychological benefits resulting from participation in games and youth sports. This presentation will highlight and review key physiological and psychological findings, ranging from developing stronger and healthier bodies to developing stable emotional regulation and positive outlook on life. Although participation in games and sport has the potential for positive development there are also multiple issues/problems which need to be addressed. A few of the major concerns, such as the short-sightedness of parents, coaches, and organizations placing too much attention on winning and competitiveness will also be presented. Lastly, suggestions for future developments in games and sports will be presented.

Game Sense: What's in a Name?

Ricardo Milheiro Pimenta ¹, Richard Light ²

1 Waseda University

2 University of Canterbury

Abstract

Despite growth in the use of the Game Based Approaches (GBA) such as game Sense their apparent uptake at a global level is disappointing and is a source of concern among researchers in the field, but things may be better than they look. Rather than indicating the lack of impact of research on practitioners of research and development in GBA like Game Sense the problem might be more related to rigid views on what is 'authentic' Game Sense and what is not as suggested by Aguiar and Light (2015) that fail to recognise the influence of Game Sense and the ideas underpinning it on practice. This presentation draws on a study that inquired into why adolescent girls play school basketball in New Zealand to identify the positive affect their coach's pedagogy had on the girls. In doing so, it identified how her coaching approach reflected the core features of Game Sense pedagogy (Light, 2013) but without her knowing anything about it or about other GBA by name.

The Influence of Cultural Setting on Teachers' and Coaches' Perception and Implementation of Game Sense

Bianca C. de Aguiar ¹, Ricahard Light ²

1 Waseda University

2 University of Canterbury

Abstract

Game Sense (GS) and other Game-based approaches (GBA) have become widely known over the past thirty years. However, the challenges in identifying to what extent these approaches are being implemented is still evident. The setting where teachers and coaches learn about GBAs, and how these approaches are perceived and fit in a particular setting have great influence on teachers' and coaches' understanding. Ultimately, teachers and coaches adapt their practice and the approaches they use to best fit the context. This presentation draws on a study that inquire into teachers and coaches beliefs and practice about coaching and teaching and how these were developed over their lives. It suggests that cultural setting can deeply influence ones ideas and perceptions about GS and other GBAs, and also recognises that these approaches are being implemented according with each setting, which doesn't take away the value of its implementation.

The Effects of Teaching Games for Understanding towards Junior High school student and their learning motivation

Ching-Ching Chung¹, Chung-Yu Chen², Keh, Nyit Chin²

1 Nantou Yingpei Junior High School

2 National Taiwan Normal University

Abstract

The purpose of this study was to examine the effects of Teaching Games for Understanding (TGfU) towards junior high school students and their learning motivation. Methods: Quasi experimental design was used in this study. The participants were 2 classes of eight graders from a secondary school in the middle part of Taiwan. The experimental group (TGfU) consisted of 27 students (male = 13; female=14). The control group (Skill Oriented) consisted of 26 students (male =14; female=12). The teaching invention was an 8-week TGfU basketball lessons. ARCS learning motivational scale was used to collect quantitative data and analyzed by 2-way ANOVA. Qualitative data were collected from the student feedbacks and teacher observation field notes. Results: The change of student psychological needs and motivation were significant. The experimental group showed improvement in competence, relatedness, learning motivation and identified regulation while the control group deteriorated. The qualitative data showed that modified game play provided opportunity for student to interact and discuss about games strategy and tactic. They were more satisfied and showed greater interest in participating and learning during basketball lessons using TGfU approach.

Key words: Teaching strategy in physical education, game tactic, motivation type, self-determination theory

Peer Relationship and Sports Performance Abilities according to Students' Participation in After-school Soccer Class with Fathers

Na-Rae Son

Yonsei University

Abstract

The purpose of this study is to examine changes in peer relationship and sports performance abilities according to students' participation in after-school soccer class with fathers based on the object relation theory. Participants are composed of 40 students in a control group and 40 students and their 40 fathers in an experimental group during 12 months in an elementary school of Seoul, South Korea. While an after-school soccer class as a control group includes students and teachers, an after-school soccer class as an experimental group includes students, their fathers, and teachers. Results are as follows: first, students who participated in after-school soccer class showed a positive change in peer relationship. Specifically, both centrality and cohesiveness increased in both groups and peer relationship students dislike decreased. Particularly, both centrality and cohesiveness of peer relationship in an experimental group were higher than a control group, and peer relationship showed a complete network. Second, students' sports performance ability in both groups was improved.

Key words: after-school soccer class, peer relationship, sports performance, father

Relationship between Field Setting and Observed Individual and Group Skills during 4-to-4 Training in Soccer.

Hisataka Ambe
Hokkaido University of Education

Abstract

Considering the soccer training of children, it is desired to acquire individual and group skills through game based training in terms of keeping high motivation for soccer. In particular, four-a-side game training is recommended by the Dutch Football Association, and is generally performed in Japan. Therefore, the purpose of this study was to examine whether there are differences in the utilized individual and group skills when four types of 4-to-4 soccer training with different training aims were performed. Fifth and sixth-grade elementary school male children participated in this study. The participants were divided into two groups and performed four-a-side game in four different field settings. The number of individual and group skills which observed in each 4-to-4 game settings was counted. As a result, it was revealed that there was almost no significant difference of the frequency of observed individual and group skills in each 4-to-4 game settings.

Anecdotal and Empirical Observations of Applied Game Sense and Positive Pedagogy in Schoolboy Rugby at an Elite Private School.

Cameron Gray
University of Canterbury

Abstract

Based on the observations of the writer the acceptance of player-led skill acquisition varied from player to player. Some players embraced the autonomy from the coaches and thrived in leading player-driven coaching, while others relied on their 'default' setting of seeking instruction. This, in part, may be due to the cyclic direct instructional model that is culturally-embedded in the coaching programme, a phenomenon formed over decades while adhering to an holistic strict instructor-driven model – perhaps solidified by the authoritarian nature of the hierarchy of such schools. This trend suggests that pedagogy is linked to generational trends and habits, and in order to disrupt or usurp this mode of coaching coaches most both a). embrace new ways of working, and b). disregard much of what they know to be effective coaching and assimilate to alternate methods that positions the player ahead of the coach in the learning process.

Game Sense in Teaching Basketball 3x3

Si Man Lei ¹, Tanjian Liang²
1 University of Macau
2 Central Washington University

Abstract

In this study, an action research was adopted in the process of implementing the game sense model in high school physical education, taking the 3x3 basketball program as an example. The physical education teacher who was the researcher has applied three cycles of plan, action, reflect and refine. Participants were included the teacher and 29 students from senior one of secondary school, 19 boys and 10 girls (age 16-18). Data collected by different prospective (triangulation and trustfulness) from teaching logs, observers' record sheet, video observation, student logs, and focus group interviews during three cycles. Results showed that "Game replaced Teach" could fully be applied in the 3x3 basketball program and taken advantages of variety of teaching activities to stimulate students' team work and creativity; second, researcher was able to enhance students' understanding of the 3x3 game and strategies to promote basketball in their school; third, the researcher, as a teacher himself was able to have professional growth and promote problem solving skills. The researcher recommended that all the secondary schools should promote the game sense, and hence to stimulate students' motivation and participation. For further study, suggested to adjust the rules of the games and adopt in team sport in first place then move forward to apply to various sports, and teacher could adjust the game based on students' ability.

Key words: Action Research, Game Sense, High School PE Teaching, 3x3 Basketball Game

[Class D-3-2]

Coaching Young Table Tennis Players with Offensive Strategies

Si Man Lei ¹, Chi Hong Leong ², Kin Wa Leong ²
1 University of Macau
2 Pui Ching Middle School

Abstract

Table tennis is regarded as one of the fastest sports in terms of game speed (Abernethy B.,1991) players need to develop outstanding motor control (including coordination shuttle during services and returns) as well as make quick and responsive adaptations to continuously changing conditions in a repetitive motion. To help young and non-elite players develop to be elite players, it needs to recruit young players at early age, normally start at age 5-8. However, it's challenging for the coach to develop technical and tactical skills in this age as players unable to demonstrate good control in manipulative skills with the racket and understand to execute tactical strategies. In Macau, most of the potential national team table tennis players promoted from local table tennis clubs. Noticeable are the training pedagogy mostly using drill and practice. Therefore, coach Leong (one of the national team) decide to simplify the game sense approach for his young players, create game-sense scenario after warm-up and general skill practice. There are several modified tasks, anticipatory skills and funny play (champions table, etc.) for players to think and make good decisions to try out offensive strategies for individual and double-matches.

Key words: Game Sense, table tennis

Oral presentation in Japanese

【 Class C-1 】 9 November, 2019 1:00pm-2:00pm

Chair : 安部 久貴 (北海道教育大学岩見沢校)

Time	No.	Presenter (Affiliation) / Title of Paper
1:00pm	C-1-1	熊野 昌彦 (新潟市立葛塚東小学校) ハンドボールにおける、「見るゲーム」と「動きながら試す時間」で、 フリーでシュートを打つ技能を高める体育科学習指導
1:15pm	C-1-2	太田 賢吾 (名古屋市立千早小学校) 活発な攻防を目的としたセストボール
1:30pm	C-1-3	三本 雄樹 (新潟市立小針小学校) フラッグフットボール授業における段階的なルール変更が児童の戦術的気づきに与える影響
1:45pm	C-1-4	Q&A

【 Class C-2 】 9 November, 2019 2:00pm-3:00pm

Chair : 神谷 潤 (お茶の水女子大学附属小学校)

Time	No.	Presenter (Affiliation) / Title of Paper
2:00pm	C-2-1	小林 治雄 (新潟市立山田小学校) 思考力と判断力を高める『つなぐ』を取り入れたベースボール型ゲーム
2:15pm	C-2-2	濱田 敦志 (松本大学) 学習者のゲーム理解や意思決定を高めるベースボール型ゲームの授業デザイン ーバットレスベースボールの比較を通してー
2:30pm	C-2-3	Q&A

【 Class C-3 】 9 November, 2019 3:30pm-4:30pm

Chair: 村瀬 浩二 (和歌山大学)

Time	No.	Presenter (Affiliation) / Title of Paper
3:30pm	C-3-1	村上 雅之 (札幌市立北九条小学校) 「本質的な問いからスタートするネット型ゲームの指導」
3:45pm	C-3-2	中嶋 悠貴 (名古屋市立鶴舞小学校) 小学校6年生におけるネット型・キャッチバレーボールの授業実践 ーブロック対仲間との連携による攻撃ー
4:00pm	C-3-3	浅川 泰裕 (武蔵野市立第五小学校)、上原 歩 (豊島区立清和小学校) 森山 雄樹 (練馬区立豊玉小学校)、平井 政知 (狛江市立緑野小学校) 福井 佑太 (東村山市立野火止小学校)、堀河 健吾 (杉並区立杉並第一小学校) 世取山 拓平 (港区立港南小学校)、石井 幸司 (江戸川区立新田小学校) ネット型における「スピードバレーボール」の実践
4:15pm	C-3-4	Q&A

【 Class D-1 】 9 November, 2019 1:00pm-2:00pm**Chair :** 濱田 敦志 (松本大学)

Time	No.	Presenter (Affiliation) / Title of Paper
1:00pm	D-1-1	松田 綾子 (廿日市市立四季が丘小学校) ネット型ゲームにおける戦術的気づきを促す学習指導の在り方 ～ICTを取り入れたメタ認知的活動に着目して～
1:15pm	D-1-2	藤本 拓矢 (新潟県新潟市立内野小学校) 「Adaptation Games」教材化の価値を探る ～4学年「ウチノアンボール (Net/wall games)」におけるTDCの変容を通して～
1:30pm	D-1-3	竹松 譲 (新潟市立新津第二小学校) ボール運動領域における児童のボールを持たないときの動きに対する授業者の働きかけの効果
1:45pm	D-1-4	Q&A

【 Class D-2 】 9 November, 2019 2:00pm-3:00pm**Chair :** 縄田 亮太 (愛知教育大学)

Time	No.	Presenter (Affiliation) / Title of Paper
2:00pm	D-2-1	安藤 亨 (中野区立緑野小学校)、千葉 富美江 (小平市立学園東小学校) 菅原 直人 (東久留米市立第五小学校)、吉田 直崇 (連雀学園三鷹市立第六小学校) 澤 祐一郎 (杉並区立天沼小学校)、佐藤 洋平 (東京学芸大学附属竹早小学校) 「低学年におけるベースボール型ゲームの提案」
2:15pm	D-2-2	相田 洋輔 (新潟市立新津第一小学校) 遠くへ打つことができない児童でも得点を取ることができる ベースボール型ゲームのルールの工夫
2:30pm	D-2-3	Q&A

【ClassC-1-1】

ハンドボールにおける、「見るゲーム」と「ゲームを繰り返す単元構成」で、
フリーでシュートを打つ技能を高める体育科学習指導

熊野昌彦

新潟市立葛塚東小学校

Abstract

何となくゲームを見るだけでは、子ども達は自分たちの攻め方の課題に気付きにくい。そこで、視点を与えて「見るゲーム」を行った。その後、ゲームを繰り返す単元を構成することで、フリーでシュートを打つ技能を高められたか検証した。実際のゲームでは、主に3つの攻め方（ドリブルでの侵入・ゴール前に居残ってパス・ゴール前に走りこんでパス）が見られた。その成功率を分析すると、①ドリブルや居残りは使う場面を選ばないと成功率が低いことに気付いた。②走り込みは、成功率の高いまま増加した。③走り込みの成功率が高くなると、居残りやドリブルの成功率も上がった。この3つから「見るゲーム」での気付きを基にゲームを繰り返すことが有効だったと考える。

【Class C-1-2】

活発な攻防を目的としたセストボール

太田 賢吾

名古屋市立千早小学校

Abstract

ボール運動ゴール型のゲームにおいて、自分のチームの良さを児童が見付け、相手に合わせて攻防することができるようになることは重要であると考え。そこで、コートとルールを工夫したセストボールを提案する。コート幅は縦10m、横25m。ゴール間の距離は約10m。3人制で行うことで、ボールが行き渡りやすく、戦術も考えることができる。ゴールは4方向からシュートできるようにしたことで、スペースを生み出しやすい。また、ボールの空気圧を低めにすることで、ボール操作を容易にし、多くの児童が取り組みやすくなると考えた。

フラッグフットボール授業における段階的なルール変更が児童の戦術的気づきに与える影響

三本 雄樹

新潟市立小針小学校

Abstract

小学校6年生を対象に「①パスプレーなしのゲーム」、「②パスができるゾーンを限定したパスプレーありのゲーム」、「③パスができるゾーンを限定しないパスプレーありのゲーム」と、ゲームのルールを段階的に変更したフラッグフットボールの授業を行った。このことが、児童の戦術的気づきにどのような影響を与えるのかを明らかにすることが本研究の目的である。そこで、毎時間の終末に授業の振り返りとして記述させた学習カードの内容を基に、3つの異なるルールでメインゲームを行った時間ごとに、計量テキスト分析ソフト KH Coder を用いて共起ネットワークを作成した。そして、出現パターンが似通った内容を分類し、比較・検討した。

A 思考力と判断力を高める『つなぐ』を取り入れたベースボール型ゲーム

小林 治雄

新潟市立山田小学校

Abstract

ベースボール型ゲームは、攻守それぞれの場面に専念することができ、作戦も遂行しやすい。しかし、授業では、戦術は攻撃（主に打撃）に偏り、個人の技能だけでゲームが進むことが多い。そこで、守備全員でボールをつないでつないでアウトにする『つなぎベースボール』を行った。『つなぐ』の効果について、主に守備の技能の高まりについての授業中の見取り、単元前後の児童アンケートをもとに分析した。すると、「①捕ったらすぐに投げることができるようになった」「②打球の方向によって、どうすればスムーズにボールをつなげるかを判断できるようになった」「③打者に応じて守備位置を変えられるようになった」という結果が見られた。

【Class C-2-2】

学習者のゲーム理解や意思決定を高めるベースボール型ゲームの授業デザイン
ーバットレスベースボールの比較を通してー

濱田 敦志
松本大学

Abstract

ベースボール型ゲームは、ルールが複雑で難しいといわれる。どのような工夫をしていけばゲーム理解を促し「主体的・対話的で、深い学び」になっていくのか。いくつかの事例から、ベースボール型ゲームのルールや場の工夫とその効果について分析し、学習者のゲーム理解や意思決定を高めるベースボール型ゲームの授業デザインを明らかにした。単元の早い時間にバットレスベースボールを行うことにより、ゲーム理解を促し、意思決定を高めることにつながると考えられる。攻撃側はゲーム状況に応じてボールの送り出しを考え意図的に行うようになることがわかった。また、守備側は攻撃側の傾向に対する対策を検討するようになっていった。

【ClassC-3-1】

「本質的な問いからスタートするネット型ゲームの指導」

村上 雅之
札幌市立北九条小学校

Abstract

小学校第三・四学年では、「〇〇型ゲーム」へ移行していく。「どうすれば相手のコートにボールを落とすことができるのか、どうすれば自陣のコートにボールを落とされないのか」というネット型の本質的な問いから学習をスタートすることで、型の特性に応じた戦術的理解の促進をねらった指導方法を提案する。

小学校6年生におけるネット型・キャッチバレーボールの授業実践
ーブロック対仲間との連携による攻撃ー

中嶋 悠貴
名古屋市立鶴舞小学校

Abstract

本実践は、小学校6年生「ネット型」の「キャッチバレーボール」の実践である。主なルールは、3対3、3回以内返球、返球時以外はボールをキャッチしてもよいこととし、単元全てをメインゲームで構成した。なお、各時間は、「ゲーム(3分)ーインターバル(45秒)」を授業時間内繰り返した。その結果、相手の攻撃を1回で返球したり、返球するコースを限定したりする、いわゆる「ブロック」の戦術を全てのチームが実行する姿が見られた。また、その守備の戦術であるブロックに対して、仲間と連携し、ブロックを外して返球しようとする攻撃の戦術を思考・試行する姿が見られた。

ネット型における「スピードバレーボール」の実践

浅川 泰裕 (武蔵野市立第五小学校)、上原 歩 (豊島区立清和小学校)
森山 雄樹 (練馬区立豊玉小学校)、平井 政知 (狛江市立緑野小学校)
福井 佑太 (東村山市立野火止小学校)、堀河 健吾 (杉並区立杉並第一小学校)
世取山 拓平 (港区立港南小学校)、石井 幸司 (江戸川区立新田小学校)

Abstract

本研究の目的は、ネット型において「素早く連携して相手コートに返す」ことが、有効な戦術の一つであるという戦術的な気づきを促すことで、ゲームの様相がどのように変容するのかを検証することである。ネット型の特性を“相手コートに落とす・自陣に落とされないかを競い合う楽しさ”と捉え、この戦術に児童が気づくことで、ボールを持たないときの動きが身に付き、チームに合った作戦を立ててゲームを楽しむ児童が育つのではないかと仮定した。そして、検証材料として児童同士がICT機器を活用して撮ったゲーム状況の動画や学習カードを用いて、ボールを持たないときの動き、チームの特徴に応じた作戦の変容を検証した。

【Class D-1-1】

ネット型ゲームにおける戦術的気づきを促す学習指導の在り方
～ICTを取り入れたメタ認知的活動に着目して～

松田 綾子

廿日市市立四季が丘小学校

Abstract

本研究では、第4学年におけるソフトバレーボールの学習指導において「メタ認知的活動」を意図的計画的に位置付けることで子供達の戦術的課題への気づきがどのように促されていくかということについて明らかにすることを目的とした。そのために、「問題解決場面」「評価場面」でのICT利活用の方法の中で、メタ認知を促すと考えられる話し合いの記録の分析と学習カードの振り返りの評価を取り入れた。

【Class D-1-2】

「Adaptation Games」教材化の価値を探る
～4学年「ウチノアンボール (Net/wall games)」におけるTDCの変容を通して～

藤本 拓矢

新潟市立内野小学校

Abstract

未だに日本の現場では「ゲーム自体の指導」が散見される。ゲームの特性やチーム実態を捉えて戦術を思考させるのではなく、既存の動き方を教え込む、つまり「動きのコピペ」が少なくない。そこで本研究では、ウチノアンボール（新潟県十日町市発祥ツマリアンボールを教材化したネット型のゲーム；以下UBとする）において、学習者の発達段階や技能レベルによってアダプテーションゲームを効果的に活用することで、UBのゲーム成立だけでなく、戦術学習中心に単元を展開することができ、戦術的理解の向上が図られると考えた。更に、学習者のTDCの変容から、アダプテーションゲームを教材化する価値が示唆された。

【Class D-1-3】

ボール運動領域における児童のボールを持たないときの動きに対する授業者の働きかけの効果

竹松 譲

新潟市立新津第二小学校

Abstract

ボール運動領域（ゴール型）の実践では、どこに動けばいいか、どこでボールをもらえばいいか、ボールを持たないときの動きが分からず困っている児童の姿が見られる。

そこで本研究では、プレー中の児童の動きに対し、「どんなことを意識して動いたか」と授業者が個別に問いかけを行い、児童の思考を受け、動きへの価値づけを行った。プレー中の児童への問いかけの言葉と、授業者からの働きかけを行う前後の児童のボールを持たないときの動きの変容を再生刺激法により分析した。その結果、スペースに動いたり、ディフェンスを振り切ってボールをもらったりするなど、ボールを持たないときの動きに変容が見られた。

【Class D-2-1】

低学年におけるベースボール型ゲームの提案

安藤 亨（中野区立緑野小学校）、千葉 富美江（小平市立学園東小学校）

菅原 直人（東久留米市立第五小学校）、吉田 直崇（連雀学園三鷹市立第六小学校）

澤 祐一郎（杉並区立天沼小学校）、佐藤 洋平（東京学芸大学附属竹早小学校）

Abstract

ベースボール型ゲームの特性を“攻めと守りのどちらが早いかを競い合う楽しさ”と捉え、ゲームの開発を行った。このゲームには大きく2つの特徴がある。一つは、攻めが360度好きなところにボールを投げられるクリケットの要素が入っていること。もう一つは、守りがボールの落下地点に全員集まることで、攻めの得点を阻止するという、低学年でもベースボール型ゲームの特性を十分に味わうことができることである。このゲームについては、都内公立小学校の2年生6学級（計200名）で実践し、その教材的価値について考察を行った。児童による規則の工夫や、攻め方（簡単な作戦）、学習カードへの児童の記述などについても実践報告を行いたい。

遠くへ打つことができない児童でも得点を取ることができるベースボール型ゲームのルールの工夫

相田 洋輔

新潟市立新津第一小学校

Abstract

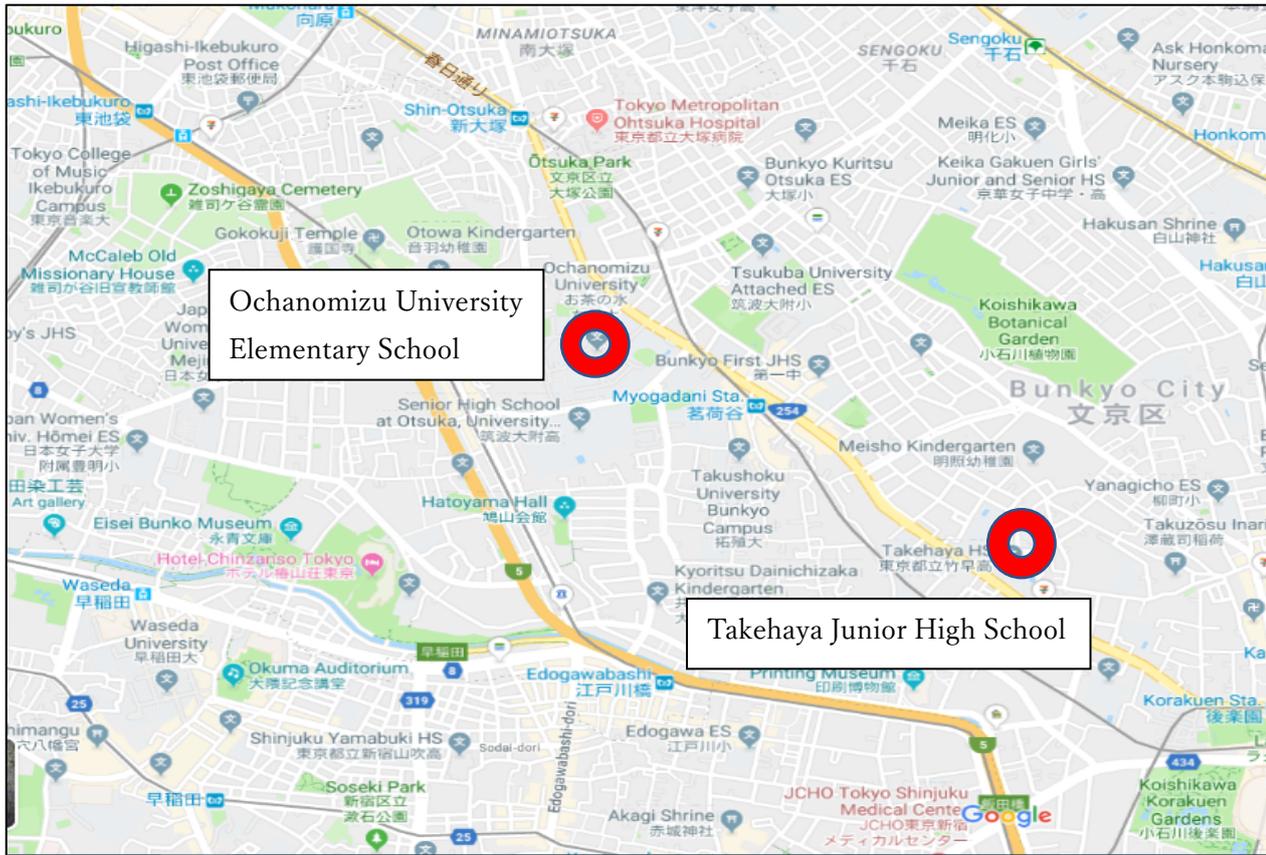
ベースボール型ゲームは、「遠くへ打って得点を取る」というゲームの特性がある。しかし、それができない児童は、得点を取ることができない。そこで、近くへ打っても得点を取ることができるようにルールを変更することで、打球の方向が多様になり、遠くへ打つことができない児童でも得点を取ることができるのではないかと考えた。そして、ビデオ映像や振り返りの記述から打球の方向を分類し、自己の能力（遠くへ打てるかどうか）や守備位置に関する気付きを分析した結果、遠くへ打つことができない児童が、近くへ打ち得点を取る姿や、近くへ打たれることを防ごうと前に出た守備を見て、守備の頭上を越す打球を打ち得点を取る姿が見られた。

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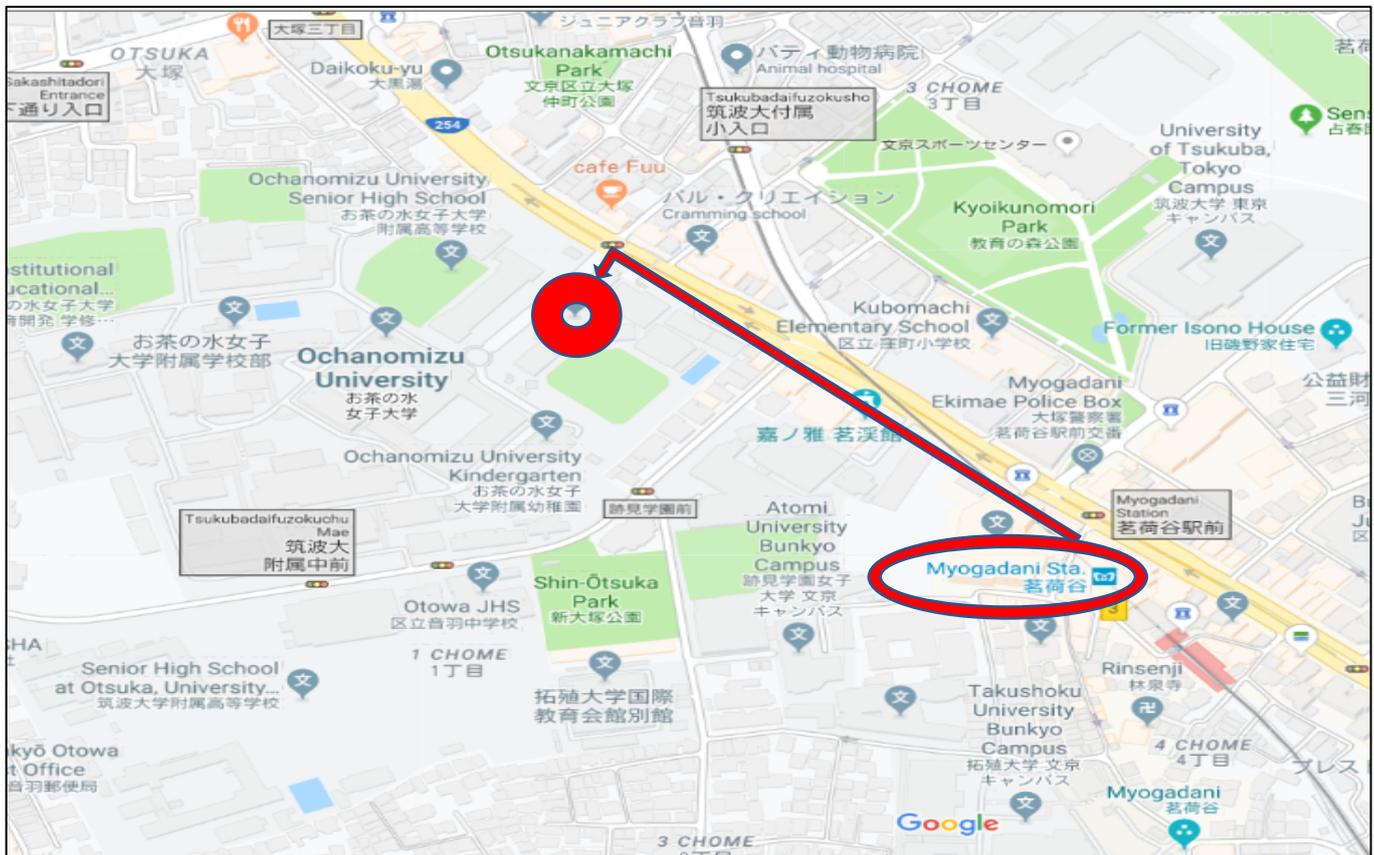
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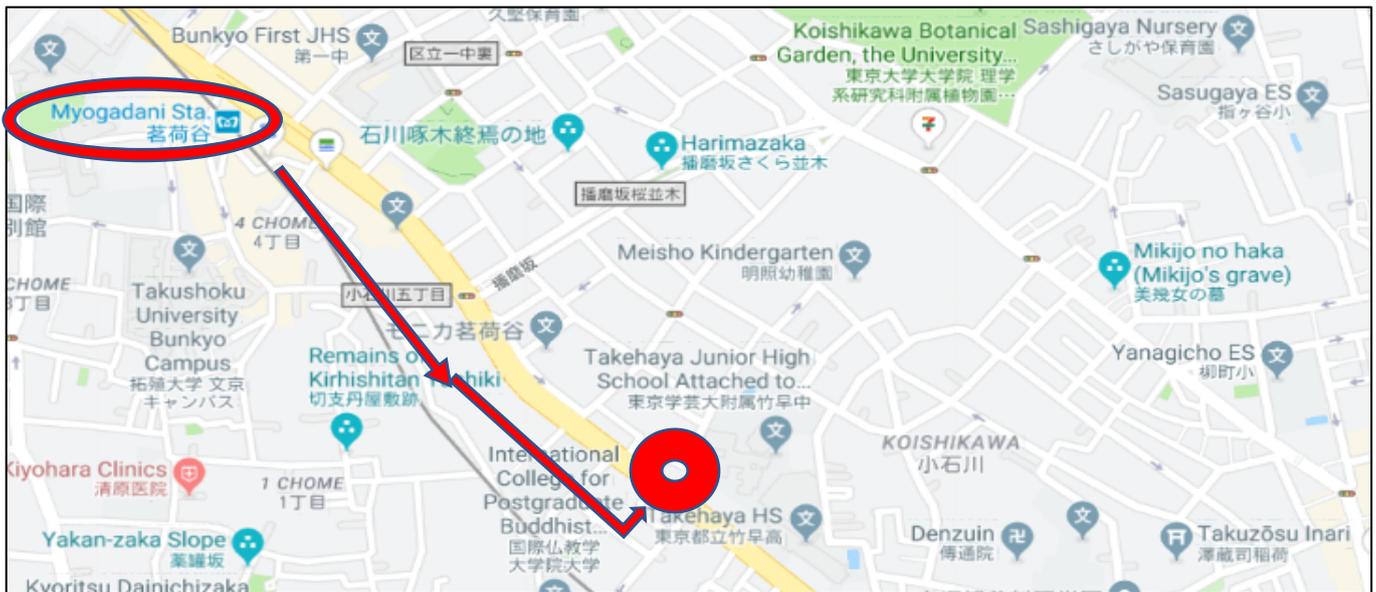


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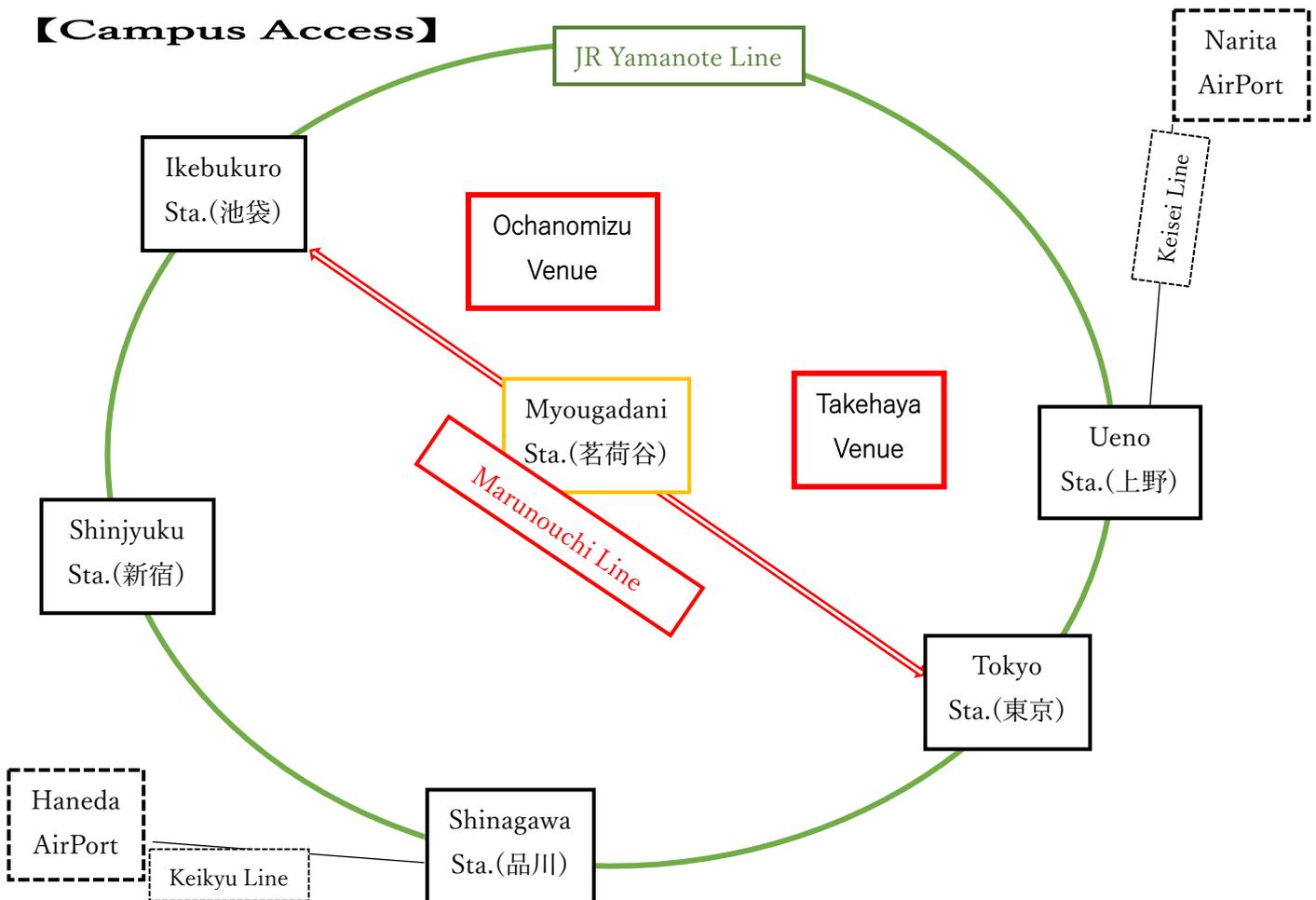
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子どもの未来を創造する体育の 「主体的・対話的で深い学び」

鈴木直樹・成家篤史・石塚諭・阿部隆行編

A5判並製・本文176頁

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人工知能が発達すれば発達するほど、人間らしさは先鋭化され、より深い人間らしさが求められるのが現代だと思うのです。その人間らしい学びを象徴したのが、「主体的・対話的で深い学び」であると思います。

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(本書「はじめに」より)

【主な内容】

- 第1章 子どもの未来を創造する体育
- 第2章 「主体的・対話的で深い学び」の具体的なゴールイメージ
- 第3章 「主体的・対話的で深い学び」を実現する指導方法と授業の実際
- 第4章 「主体的・対話的で深い学び」を実現するためのアイデア!
- 第5章 「主体的・対話的で深い学び」の誤解を避けるために

体育の「主体的・対話的で深い学び」 を支えるICTの利活用

鈴木直樹・鈴木一成編

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本書は、体育でICTを利活用する為のスタートラインに立ちたい人や、もっと工夫してICTの利活用を考えていきたい人達の欲求を満足させるものとなっています。本書を手にとって頂き、考えを共有し、新たな体育の未来を創っていくパートナーになって頂ければ、この上ない喜びです。(本書「はじめに」より)

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