Implementing tactics for success in games

Assessment – teacher sheet

Purpose of the task

The intent of this activity is to see how well each student can apply multiple tactics within a physical activity, implement tactics which account for the strengths of themselves and others and can persist with challenging physical activities.

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Outcomes

GSS3.8 – Games and sports
- Applies movement skills in games and sports that require communication, cooperation, decision making and observation of rules

PSS3.5 – Problem solving
- Suggests, considers and selects appropriate alternatives when resolving problems

MOS3.4 - Moving
- Refines and applies movement skills creatively to a variety of challenging situations

DMS3.2 – Decision making
- Makes informed decisions and accepts responsibility for consequences

V5
- Willingly participates in regular physical activity

Physical Literacy continuum markers

Cluster 4

Aspect – Tactical Movement
- Applies multiple tactics within a physical activity, e.g. shows they have a number of options in a situation to change the way they move
- Implements tactics which account for the strengths of self and others within a physical activity

Aspect – Motivational and Behavioural Skills
- Persists with challenging physical activities and understands how success through persistence can have positive outcomes
Task

Observe students playing ‘Ball Rescue’. Within the game observe how well each student can apply specific tactics in a game to achieve success. During and after the game have a short break to ask students questions to find out how well they can identify specific tactics in a game to achieve success, describe the intent of the tactics used in the game and reflect on how their efforts affect skills and achievement in games.

Ball rescue

- Mark out a designated play area and explain the rules of the game to students (listed below).
- Students work in two teams. A line divides their territory.
- Teams start in their own territory with one ball in a marked space.
- On the command ‘Go’, students from each team can enter the opposition territory to try to rescue the ball and return it to their own territory.
- A player is only safe in their own territory.
- Once they enter opposition territory, they can be tagged.
- If a player is tagged in opposition territory, they must freeze.
- They can be rescued by their own team member tagging them without being tagged themselves.
- Once tagged by their own team members, they are free to run again.
- When a player makes it to the ball, they cannot be tagged within the marked space.
- Students choose to run with the ball or use teamwork to pass the ball between free players in the opposition territory to return the ball back to half way.
- If a player in possession of the ball is tagged or the ball is dropped before reaching half way the ball goes back to the original position in opposition territory.
- Defenders must stand more than one metre from the other team’s ball square in defence.
- Stop the game after a couple of minutes and ask students:
  - What are some of the rules that you need to remember when playing the game?
  - What are some of the tactics you are using to get to the ball?
  - Why are you using these tactics?
  - What are some of the tactics you are using to defend your teams ball?
  - Why are you using these tactics?
  - What could you do differently to achieve success in the game?
  - Why would this be successful?
- Start the game again and observe the difference in student play after they have been questioned about the rules and tactics in the game.
- At the end of the game ask students:
  - What did you do differently to get the other team’s ball?
  - Did these tactics work? Why or why not?
PDHPE Stage 2
- What did you do differently to protect your team’s ball?
- Did these tactics work? Why or why not?
- How did your effort in the game affect your success in getting the ball and defending the ball?