 Pass it on – invasion games – Stage 4

Unit description

The purpose of invasion games is to invade the opponents’ territory with the aim being to score more points within the time limit than the opposing team, while trying to keep their score to a minimum. This includes games where the ball can be carried or caught across the line (for example – rugby), thrown or shot into a target (for example – Netball) or struck with a stick or foot into a target (for example – hockey).

Students develop offensive and defensive skills in a range of games through modified and traditional participation. Examples include touch, flag football, oztag, soccer, hockey, basketball, ultimate frisbee and sofcrosse. Focus is on students being exposed to effective recognised strategies as well as developing their own tactics.

Unit duration

5 lessons

Syllabus strands

Movement, Skill and Performance

Syllabus outcomes, skills and evidence of learning

| Syllabus outcomes | PHDPE skills | Physical literacy continuum markers |
| --- | --- | --- |
| * PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts * PD4-5 transfers and adapts solutions to complex movement challenges * PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences | Self-management   * Decision making and problem solving   Interpersonal   * Communication * Collaboration, inclusion and relationship building   Movement   * Fundamental and specialised movement skills and concepts * Tactical and creative movement | Cluster 5  Movement competencies   * Refines stability, locomotor and object control skills in dynamic physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome) * Selects from a range of movement skills and applies the most appropriate skill in dynamic physical activity contexts. * Transfers similar movement skills and sequences appropriately across physical activity contexts   Tactical movement   * Applies multiple tactics within a physical activity, for example, shows they have a number of options in a situation to change the way they move   Personal and social attributes   * • Supports and encourages the enjoyable involvement of others |

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Learning goals

We are learning to:

* Demonstrate movement skills in a variety of invasion games.
* Participate effectively in team/group work activities.
* Understand and apply the skills needed for successful and enjoyable participation in invasion games.
* Demonstrate basic offensive and defensive skills in a range of invasion games.
* Transfer offensive and defensive skills to a range of contexts.
* Devise and apply offensive and defensive tactics and strategies in modified games.

What I am looking for:

* Enthusiastic participation and cooperation in various practical situations.
* Active involvement in the focus questions during practical sessions.
* Adapting and combining movements according to purpose.
* Selecting the most appropriate movement skill for the physical activity context.
* Use of appropriate tactics at the right time in a changing situation and understanding of the importance of this.
* Selecting the correct attack or defensive option based on the situation and context.
* Transfer of understanding of tactics to participate in similar but different invasion games.

Key inquiry questions and syllabus content

| Key inquiry questions | Syllabus content |
| --- | --- |
| How can I evaluate movement competence, adapt movement skills and apply these skills in dynamic movement situations? | * participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing   + practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments M   + participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts M   + demonstrate movement skills through a range of experiences including rhythmic and expressive movement, individual/group/team physical activities, initiative/challenge physical activities, aquatics and lifelong physical activities * use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMP080)   + participate in activities which develop an understanding of the role of different forms of feedback on performance, including verbal, visual and kinaesthetic feedback S I M   + create and perform movement sequences that solve tactical problems, including creating, using and defending space and achieving and retaining possession * demonstrate and explain how the elements of space, time, objects, effort and people can enhance movement sequences (ACPMP084)   + demonstrate refinement of movement concepts and strategies to enhance movement sequences M   + explain how changes to movement concepts, skills and tactics can improve performance I M * practise, apply and transfer movement concepts and strategies with and without equipment (ACPMP082)   + demonstrate their ability to use space and explore force and flow in different movement contexts M   + examine and demonstrate the similarities of strategies and tactics used in different physical activities and how they can be transferred to new movement situations M   + select strategies that have been successful previously and apply the most appropriate ones when solving new movement challenges with and without equipment S M |
| How can I make decisions to adapt to changing circumstances in different movement contexts? | * • evaluate and justify reasons for decisions and actions when solving movement challenges (ACPMP087)   + evaluate and justify the movement concepts, skill, strategies and tactics selected in response to movement challenges S I M   + identify factors that enable them to achieve success in movement activities and explain how these factors can be transferred to other movement contexts S I M   + identify strategies and tactics that are similar and transferable across different movement contexts M |
| How can I apply my skills to collaborate, communicate, solve problems and include others in physical activity? | * practise and apply interpersonal skills when undertaking a range of roles in physical activities (ACPMP086)   + adopt roles and responsibilities that support and enhance planning of physical activities, team cohesion and lead to successful movement outcomes I M * modify rules and scoring systems to allow for fair play, safety and inclusive participation (ACPMP088)   + apply behaviours that illustrate ethical and inclusive behaviours for other students during physical activity I M   + modify rules, equipment or scoring systems to allow all participants to enjoy and succeed S I |

Teaching considerations

* Teachers should follow the suggested outline of the games as close as possible to ensure students understand how and why the games were played.
* Teachers should attempt at all times to use the highlighted language that is referred to in the outline of the games.
  + Describe – name the game. Present the rules making them as simple as possible.
  + Demonstrate – brief demonstration can be used to clarify rules.
  + Ask questions – check to see if all players have an understanding.
  + Do – select teams and play. Even if some students are unsure they should learn as they play.
  + Ask questions – to teach for knowledge and Understanding: Check to see students understand the skills, rules and strategies of the game and also the cultural significance the game reflects.
  + Adapt – check to see if players are having fun. If students are losing interest vary the rules or change to the next game.
  + Reflection – allow students to discuss and write down their thoughts on the game and their understanding of the cultural significance.
* The games in this unit have been written in a sequence so that students can progressively build on their skills.
* The number of games schools choose to participate in will depend on the time allocated to the practical sessions.

Sample learning experiences

| Sample learning experiences and instructions | Register and date |
| --- | --- |
| Lesson 1  10 passes – aim of game is for one team to pass the ball 10 times without losing possession to gain a point. Opposition aims to intercept the ball and take possession. Emphasis on accuracy of pass and movement into space.  Interceptor – A 2 v 1 passing and receiving game in a grid 5m by 5m. The passer and receiver keep possession of the ball for as many consecutive passes as possible, using a round ball. The opposing player (interceptor) attempts to touch/catch the thrown ball. No contact allowed. Defenders cannot defend the person in possession of the ball. After a set time, a set number of passes, or when the interceptor touches or catches the ball, rotate roles. Discuss   * What strategies can you use to keep possession of the ball, individually and as a team? * What strategies can you use to get the ball from the attackers? * Why is it important to mark players or mark space? What was the most effective strategy?   Progression   1. Change size and shape of ball, for example, tennis ball, football.   Discuss   * How has the size and shape of the ball affected the game? * How can you plan the movements you make in the game?   Progression   1. Kick instead of throw (soccer ball). Explicit teaching of kicking and trapping skills may be included here.   Discuss   * How has the change affected the game? * What did you do individually and as a team to maintain possession? * How can you apply pressure to the attackers? * What kind of pass was most effective and why? * How do you decide who or where to pass the ball?   Progression   1. Push-pass using hockey stick. Explicit teaching of hockey skills may be included here.   Discuss   * How has this progression changed the game? * What role does object control play in this game? * In defense, how can you anticipate where the ball is being passed? * What attacking and defensive strategies could you use to be effective in this game?   Progression  Incorporate scoring with time limit of 2 minutes per game, for example, if the thrower successfully passes to the receiver, they each receive 1 point. If the defender touches the ball the defender receives 1 point. If the defender intercepts the ball, the defender receives 3 points. Swap roles after 2 minutes.  Adapted from ACHPER: Play with Purpose – Shane Pill (2007) |  |
| Lesson 2  Pivot and pass – in pairs, student 1 stands in a hoop and chest passes to their partner who catches and returns the ball and runs to a different position around the hoop. Student 1 pivots in the hoop and throws the ball to their partner who is now in a different position.  End ball – the [End ball video resource](https://www.youtube.com/watch?v=cyQMRQ5ckcA&list=PLSxPxfj7JBnpoSrKL9apAeAc3JHn5M8Tu&index=25) from the Australian Sports Commission can be used to demonstrate the game in action.  Students work in 2 teams (for example – 5 versus 5) with one player (goalie) from each team standing behind their own score line in a grid 30 metres by 15 metres.  The game starts with one team in possession of the ball at the halfway line. All other players except the goalie are on the court.  The ball is passed down the court among team mates until it can be thrown to the goalie for a point to be scored. If the goalie does not catch the ball no points are scored and the ball is given to the other team from their opponents score line.  Players cannot run with the ball or cross their score line and the goalie cannot enter the playing area. No contact between players. Defenders must be 1metre away from an attacker with the ball. Once a goal is scored, rotate goalie. The ball is given to the opposition so that play can restart from the score line.  Discuss   * When attacking how could you use space effectively to score? * When should you pass to a team mate or goalie? * What type of pass is most effective? * How can you work together as a team to keep possession of the ball? * What can you do if you move into a space to receive the ball and are not passed the ball? * If your team is defending, how can you stop the attackers from scoring? * If your opponent has the ball, how can you make it difficult for them to get a pass away? * Once your opponent has passed the ball, how can you make it difficult to stop them receiving another pass? * What can you do as defenders to make the pass to the attacking goalie difficult? * What movement skills/patterns do you combine together in this game to perform a sequence?   Progressions   1. Play the same game with hockey sticks or soccer ball. Time in possession is only 3 seconds.   Explicit teaching of fundamental movement skills, specialised movement skills and manipulative movement skills may be included here, for example, overarm throw, dodge, strike, kick; catching a high ball and passing it to a team mate or trapping a ball and passing to a team mate; control of the ball.  Discuss   * How has this progression changed the game? * How can you increase pressure to make passing difficult within the time limit? * When attacking how could you use space effectively to score? * When should you pass and kick to a team mate or goalie? * How can you work together as a team to keep possession of the ball? * If your team is defending, how can you best stop the attackers from scoring? * What can you do as defenders to make the pass to the attacking goalie difficult? * How do you anticipate and time when to make an intercept? * How can you explore relationships with other players in this game, for example, opposition and team mates?   Progressions   1. Change the target, for example, instead of a person, place a cone in the end zone area that players have to hit with the ball or a hoop on the ground. Restrict areas players can go, for example, add a 5metre no go zone in front of goalie score line or have a 5 metre width no go zone running down the middle of the court to teach players to use width of playing area.   Provide opportunities for skills practices relating to scoring and set plays following these activities. Students practice some attacking and defensive strategies in their teams. Introduce the concept of transferability by asking students to identify games where similar tactics and strategies might be used to score goals. Discuss   * Did you need to change your play when the rules changed? If so, how did you change your play to suit the new rules? * How does changing the targets change how you play the game? * How does changing the targets change how you try to stop the opposition scoring? * What is the purpose of the no-go zone? How did this impact on your attacking strategies?   Present students with a number of game scenarios such as   * You are an attacker. From a throw-in, how might you position yourself to increase your chances of receiving the ball? * You are a defender. From a throw-in, how might you position yourself to increase your chances of intercepting the ball? * Your team is 1 point behind on the score board. What type of attacking strategy would you implement to allow for the best scoring opportunity? * Your team is defending and there is little time left in the game. You are only ahead by 1 point. What defensive strategies will you employ to prevent your opposition scoring?   Adapted from Active Australia – Game Sense Cards 30 games to develop thinking players – Australian Sports Commission (1999) |  |
| Lesson 3  Defensive demons! – in pairs, students practise ‘shadowing’ an opponent. Score points for each time the attacker ‘breaks free’ of their opponent. Compete for 20 seconds and swap roles (player to player defence). Progressively introduce equipment – dribble a ball (soccer, hockey) while shadowing and following a partner.  Possession session – in a defined area, all students dribble a ball. The aim of the game is for students to defend their own ball and hit other students’ balls out of the defined area. Once students are eliminated they dribble around the defined area. This game could be used for soccer, basketball or hockey.  Off-side touch – students work in two teams of 4-6 players in a grid 40 metres by 30 metres. Two handed touch football passes only are used (across body). The first pass must travel backwards but after that the ball can be passed forward incorporating the touch. Minimal force is to be used when making the touch. Defenders must retreat 3 metres after each touch. When touched the player must play the ball by tapping on the ground and passing backwards to a team mate to continue the play. Players can run with the ball. Teams score by running over the line in possession of the ball, or by passing to a team member who is over the line. The attacking team have 6 touches in possession of the ball. Teams lose possession of the ball if the ball is dropped or they cannot cross the line within 6 touches. Discuss |  |
| * What do you need to think about when passing the ball? * What should you do to receive a pass? * If a team mate is in possession, where will you move? Why? * Where/when will you pass? * What is the purpose of the game in attack? * What can you do as an attacker to increase your scoring opportunities individually and, as a team? * How can you keep possession of the ball? * What is the purpose of the game in defence? * What can you do as a defender to decrease the attacking teams scoring opportunities individually and, as a team? * What are the best ways to beat a defender?   Progressions   1. Players must place the ball on the ground (as in touch football) to score. Reduce the number of touches per team to 4. 2. Extend the field to 50 metres by 30 metres.   Explicit teaching of touch football pass may be included here.  Discuss   * What can defenders do to stop the opposition scoring? * How do team mates work together to attack and defend effectively? * What skills are needed to score a try? * What skills are needed to prevent the opposition scoring? * What should the team in possession do to ensure they maintain possession? * What defensive and attacking strategies could you use in this game to improve your team’s success?   Progressions   1. Players incorporate the touch football skills of passing backwards at all times, the play the ball, effecting a touch and running backwards to get onside. The game progresses to a mini touch game on a smaller sized field.   Explicit teaching of the touch football skills may be included here.  Discuss   * Now that you are playing by the touch football rules, how has the game changed? * What are the movement skills involved in this game and how can you perform them effectively? * How has your decision-making been impacted? Do you have more or less time to make decisions? * How do you decide who to pass the ball to? * How can you work as a team to prevent the opposition scoring? * How can you work as a team to increase your scoring opportunities?   Adapted from Skills and Strategies for Games – multimedia resource, NSW Department of Education |  |
| Lesson 4  Stealing space – students form teams of 6-8 players facing each other approx. 10 metres apart. The aim of the game is for students to pass the ball/Frisbee back to their own home line without being tagged. Each team member has a number. When numbers are called the players with those numbers run to the ball and pass between their team mates until they reach their home line. If they are tagged, possession goes to the other team. For example, teacher calls 2, 3 and 4. Students with these numbers run from their home line collect the ball from the centre of the space and pass between themselves until they reach their home line. Their opponents try to intercept the ball and/or tag them.  Dribblers and robbers – the [Dribblers and robbers video resource](https://www.youtube.com/watch?v=FF4I6WARqng&list=PLSxPxfj7JBnpoSrKL9apAeAc3JHn5M8Tu&index=26) from the Australian Sports Commission can be used to demonstrate the game in action.  Use a basketball court or equivalent court surface. Divide the court into 3 areas and play in an area approximately 15 metres x 10 metres. Students work in teams of 5 dribblers and 2 robbers (groups of 7). Dribblers have a ball each. The dribblers must try to keep possession of the ball while staying within the marked area. Two extra players known as robbers try to steal the ball without making body contact with the dribbler. If the ball is stolen, dribblers then become robbers and take on a defensive role trying to gain possession from any of the dribblers left with a ball.  Note – this game can be used for various sports, for example, basketball, soccer or hockey by varying the equipment, surface and space.  Explicit teaching of basketball dribbling skills may be included here.  Discuss   * What did you do to keep possession of the ball? * How did you keep control of the ball? * If the ball was stolen, what can you do differently next time to prevent this happening? * As a robber, when was a good time to try and steal the ball? * What did the dribblers do to prevent you getting the ball? * What can you do individually and as a team to try and get the ball? * What role does rhythm and timing play in this game as an attacking and, as a defender?   Progressions   1. Use less balls, for example, one ball for two dribblers and allow players to pass the ball as well as dribble. 2. Change the game so the ball can be passed, kicked or dribbled.   Explicit teaching of passing and trapping the ball may be included here.  Discuss   * How do you decide when you will pass the ball and when you will dribble the ball? * If you aren’t dribbling a ball what can you do to be ready to receive a pass? * What skills do we need to be able to sequence to be successful in this activity? * How can you work together as a team to make it harder for the robbers to get the ball? * Is it a better tactic to try and get to the ball quickly or wait until the robber starts to move toward you? Why? * What sorts of things do you say or signal to each other to improve your attack and defence? * How are your movements influenced by those around you (externally-based movements)? When did you use self-paced movements?   Progressions   1. Change the numbers of robbers to 3 and/or dribblers to 4. 2. Vary the game so that all dribblers start at one end of the court with one ball and the robbers take position on the court. The dribblers have to get the ball to the other end of the court without losing possession. 3. Change game to allow kicking with soccer ball or striking with a hockey stick.   Explicit teaching of kicking and/or striking skills may be included here.  Discuss   * Did the dribblers progress the ball effectively to the other end of the court? Why or why not? * What attacking strategies could you put into place to be more effective? * Were the robbers successful at preventing the progression of the dribblers? Why or why not? * What defensive strategies could you put in place to reduce the success of the dribblers? * When the game change to soccer and hockey, how did your strategies change in order to be successful? * When did you have to improvise your movements? Were these effective? * How do teamwork, cooperation and problem-solving impact on this game?   Progression   1. Move to a modified basketball game of 3 versus 3, and then progress to full-court basketball.   Adapted from Active Australia– Game Sense Cards 30 games to develop thinking players – Australian Sports Commission (1999) |  |
| Lesson 5  Zone defence – students work in two teams of 4-5 players in a grid 20 metres x 10 metres. Place two large cones inside two hoops at each end of the grid.  Players move up and down the court by passing the ball and then attempt to knock over their team cone by throwing the ball at it to score a point.  Players can take a step with the ball but can’t run with it. Defensive players attempt to intercept to knock down the ball to gain possession but must remain 1metre from the ball carrier – no contact allowed.  No player is allowed inside the hoop. Play is continuous unless the ball goes out or a goal is scored. Use a throw in from the defender’s goal to restart the game.  Explicit teaching of the concepts of various defensive strategies may be introduced here.  Discuss   * When there is a turn-over, what are the options for the defending team? * What are the options for the defence, for example, zone, man-man, defend the marker? What are the advantages and disadvantages of each? When should you use each? * If the attackers pass the ball around using the space of the court, how can the defenders work together to stop their attack? * How can the defenders communicate? * Who in the defence has the best sight of the attacking options?   Progressions   1. Extend the grid to 30 metres x 15 metres. 2. Incorporate ‘no go’ zones, for example, down the centre of court, to promote using the full width of the field. 3. Move the cones behind the baseline and incorporate a rule that no player can enter this area. 4. Increase the number of attackers to 5 and defenders to 3.   Discuss   * How has the no-go zone impacted on the game in attack and defence? * How can you use space in attack and defence now that you are under greater pressure in this game? * How have you adjusted your game for the new placement of the cone? * What attacking and defensive strategies have you included to your game? * What role do relationships play in this game? |  |

Unit evaluation