

**ACHPER SA**  
**Health & PE Conference 2012**

**Friday April 20<sup>th</sup> 2012**

**Prince Alfred College**

**Session 6.2**

**Game Sense Approach to Teaching**  
**Invasion Games**

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# GAME SENSE APPROACH.....

What do we really want our students to get out of their Physical Education experience?  
Each of us will have different goals and expectations, but in a broad sense, it is likely to revolve around:

- ❑ FUN
- ❑ SKILLS
- ❑ KNOWLEDGE
- ❑ FITNESS

There are three main teaching methods in Physical Education:

***Technical*** (Traditional – Skill based)   ***Tactical*** (Game Sense)   ***SEPEP*** (Sport Education)

All 3 should be used in the school setting and there is certainly some overlap between the 3. How much of each will depend on your aims/what you are trying to achieve.

In the last few years, I have begun to ask the question, “Why do I teach sports in a traditional sense, when many of my students will never play them outside of PE/School or perhaps even be remotely interested in them?” Is it necessary to teach kids to play 11 v 11 traditional soccer or 9 v 9 traditional softball in PE classes? In a lot of these cases, many players don’t have any idea of traditional rules and positions or their own role and often have very little influence or involvement in the game.

I found that I was teaching students to play a game as I would expect to see it played by adults with years of skill development & experience under their belts. My focus has changed to trying to get students to understand:

- 1) The aim/purpose of the game they are playing
- 2) What they need to do to be successful in that game (skills & tactics)
- 3) The ways in which many skills & tactics are transferable across different games/sports

This is where I have found the *Game Sense* approach to teaching to be most useful.

Game Sense - also referred to as Teaching Games for Understanding (TGfU) – is an approach to teaching/coaching that uses games (modified to exaggerate key points) to develop tactical/strategic thinking. The role of the teacher is that of ‘facilitator’, trying to create situations for players to problem solve. The use of effective questioning is vital.

**Three types of questioning** should be used within the Game Sense context:

- **STRATEGY GUIDING** – eg. “where should you position yourself to receive the ball?”
- **SPORT-LINKING** – eg. “how is the attacking strategy similar in handball & soccer?”
- **SCENARIO** – eg. “what would your defensive strategy be with 30 sec left & you’re 1 point/goal in front?”

Remember – repetitious practice can become boring and often well practised skills/techniques break down under pressure in game situations.....

<b>Technique + Decision-making = SKILL</b>
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# INVASION GAMES.....

## Court, Field, End-Zone

- ❑ Attacking team ALWAYS has the ball – even if they are in the defensive part of the court or field.

### **Progressive Principles of Play for Invasion Games:**

<b><u>With Object:</u></b>	<b><u>Without Object:</u></b>
1. Score	1. Stop Scoring
2. Invade	2. Stop Invading
3. Keep Possession	3. Get Possession

- ❑ Using the 3 types of Questions mentioned previously (and keeping in mind the progressive principles above), in the small sided-games that we use with a Game Sense approach in our lessons, we want the learners to basically move from a focus on:

**STRATEGY** (Objective/Outcome) to **TACTICS** (Process) to **SKILLS** (specific ‘Tools’)

- ❑ A Game Sense approach creates opportunities for ‘transferrable learning’ to occur , as in understanding these principles, students can develop an appreciation for and understanding of games that fall in the Striking & Fielding category and can adapt their knowledge accordingly.

- ❑ **Decision Making in Invasion Games depends on:**

- 1) **TIME** – when to run? When to pass?
- 2) **RISK** – which option to take?
- 3) **SPACE** – where to run/move to?

- ❑ Questions should relate to the above points
- ❑ Encourage students to come up with solutions
- ❑ Use small-sided games to teach basic strategies (max. 5-6 per side), so have 2 or 3 games operating side by side

- ❑ When focusing on strategy, the best way to run these modified games is to initially have one side attacking for a certain time period (thus, ball turnovers are returned to attacking team), so that any mistakes/problems can be worked on & improved. It allows more opportunity for teams to develop both attacking & defensive plays. Eg.
  - 2 min. in attack/defence. After a score or turnover, ball is returned to attacking team in centre. Try to score as many times in the allocated time.
  - 5 or 10 attempts from centre/in bounds pass to score. Keep score out of 5 or 10.
- ❑ You may have to experiment with the ideal area/size for each game to suit the level of your participants. For example, if too easy for the defender/s, increase area.
- ❑ The following games can be used/adapted for lead up activities for any major invasion game. Only the SKILL will change **not** the STRATEGY!
- ❑ They can be played indoors or outdoors. Using existing lines as well as marker cones etc. works well.

#### **GENERAL INVASION GAME QUESTIONS.....**

- How can you relate each game to the different invasion sports we play? (give Eg's)
- Using tactical examples, how are hockey & football similar?"
- What tactics/strategies do all invasion games have in common?
- Why do you think rules in games have changed over the years? How have they changed the way the games are played? (Eg. 30 sec shot clock & 3 pointers in Basketball, 15m for a 'mark' in Football, no 'Offside' in Hockey)

### **Game 1: “2 v 1 KEEPINGS OFF”**

- Begin with simple 2 v 1 game. Can run anywhere. Only rule to begin with is to keep the ball from the defender.
- **KEY Concept:** “Draw the Defender before passing” (use questioning to draw this response out of the students)

#### **Set up:**

X  O  X	X  O  X	X  O  X	X  O  X
X  O  X	X  O  X	X  O  X	X  O  X

- In grids of approx. 10m x 10m, 2 players start with the ball, aiming to keep it off the defender. No contact allowed (unless specific to your chosen sport).

#### **Some variations:**

- 1) Attempt as many passes as possible in a set time limit.
- 2) Defender attempts to tag the attacker in possession of the ball.
- 3) Point scoring eg. Successful Pass = 1 point, Tag/Turn over = 5 points
- 4) Sport Specific – eg. 3 steps/seconds, pivot step only (no running with ball)

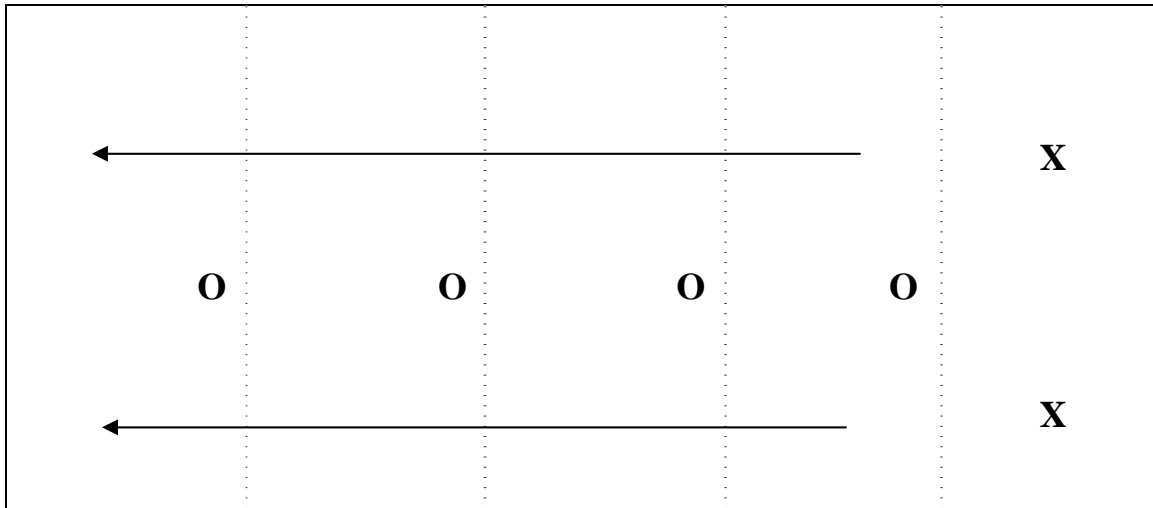
#### **Key Questions:**

- When should you pass the ball?
- If you haven't got the ball, where should you move to?
- Where is the best place for the defender to move to?

## **Game 2: “2 v 1 GAUNTLET”**

- Students in pairs. 1 pair as attackers & 2 pairs as defenders.
- Attacking pair must try & get the ball from one end to the other without being tagged whilst in possession of the ball, dropping the ball or turning it over (out of bounds)
- Defender is NOT trying to gain possession of the ball.

### **Set Up:**



- Works well on approx. Volleyball Court size
- Can be done on a Badminton Court with less players (eg. 2 V 1)

### **Variations:**

- 1) Attackers can run with the ball or pass
- 2) Attackers must pass the ball in each zone
- 3) Attackers cannot run with the ball (netball specific)
- 4) Attackers can dribble the ball to move (basketball/handball specific)
- 5) Attackers must pass ball backwards (rugby specific = Very Difficult!)
- 6) Smaller grid & 2 v 1 or 3 v 1 but – defender can move

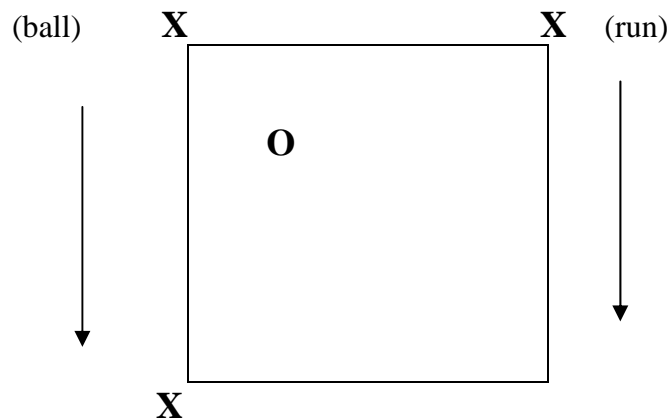
### **Key Questions:**

- What is the most effective way to get the ball over the end line?
- When should you pass the ball?
- When should you run with the ball?
- How do different rules affect your strategies?
- If the game is too easy for the attackers, how could you modify it?

### **Game 3: “4 CORNERS”**

- Groups of 4 (can rotate students in & out if need group/s of 5)
- 3 attackers stand on corners outside the square with possession of the ball.
- Attackers can only take 1 step off the cone to receive the ball
- Aim of the game is for the 3 attackers to keep possession the ball from the defender

#### **Set Up:**



- Grid size = variable (depending on ability/space/ball type etc.)

#### **Variations:**

- 1) 1 point for each successful pass, 5 points for interception
- 2) Defender touches attacker in possession of ball = 5 points
- 3) Changeover defender for every mistake/turnover
- 4) Sport specific – eg. Netball/Basketball/Handball rules
- 5) Can be done for Footy/Hockey/Soccer/Frisbee/Vortex also
- 6) Advanced – “5 Corners”

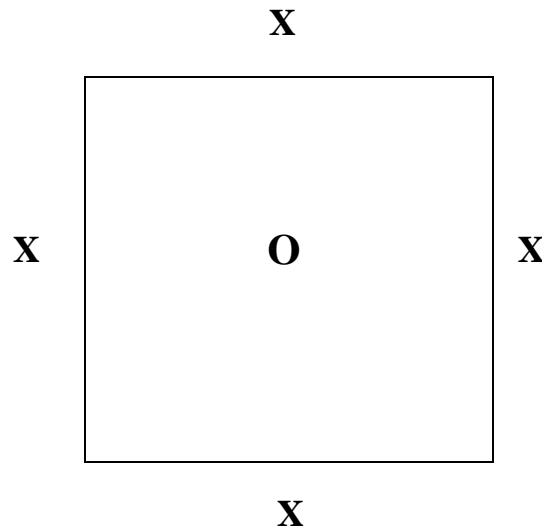
#### **Key Questions:**

- What was the best type of pass to use?
- Where was the best place to defend?
- When should the attackers move to the vacant corner?
- How can we relate this to a game of.....? (eg. footy/basketball/netball etc.)

#### **Game 4: “4 v 1 - SQUARE”**

- Groups of 5 (or 6)
- 4 attackers in possession of ball – one on each side of the square
- Defender (or 2 if 6 in group) in the middle
- Aim of the game is for the 3 attackers to keep possession the ball from the defender

#### **Set up:**



- Grid size = variable (depending on ability/space/ball type, numbers etc.)

#### **Variations:**

- 1) 1 pt for successful pass to L or R, 5 pts for successful pass opposite
- 2) Defender touches attacker in possession of ball = 5 points
- 3) Changeover defender/s for every mistake/turnover
- 4) Sport specific – eg. Netball/Basketball/Handball rules
- 5) Can be done for Footy/Hockey/Soccer/Frisbee/Vortex also

#### **Key Questions:**

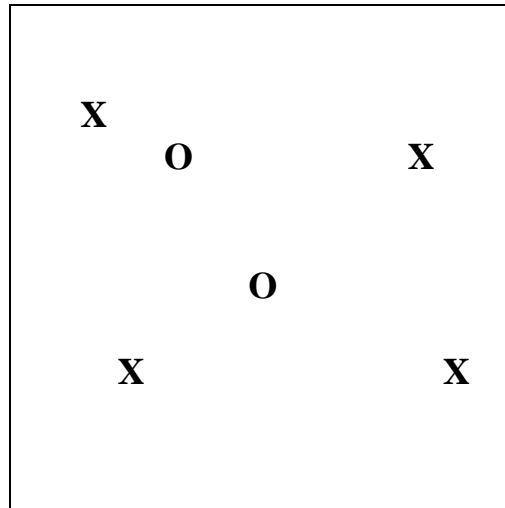
- What was the best type of pass to use?
- Where was the best place to defend?
- When should the attackers move on their side?
- How can we relate this to a game of.....? (eg. footy/basketball/netball etc.)



### **Game 5: “4 v 2 TAG”**

- Groups of 6 – 4 attackers & 2 defenders
- Aim of the game is for defenders to tag the ball carrier to score a point. Max. score in set time limit. (Defensive focus game)

#### **Set up:**



- Grid size – approx. 10m x 10m

#### **Variations:**

- 1) Attackers can run with the ball or pass (eg. footy, touch)
- 2) Attackers cannot run with the ball (eg. netball)
- 3) Attackers can dribble the ball to move or pass (eg. handball, basketball)
- 4) Have a variety of balls. Whichever ball they are given (call name of sport), they must play by those rules (eg. footy, basketball, netball)

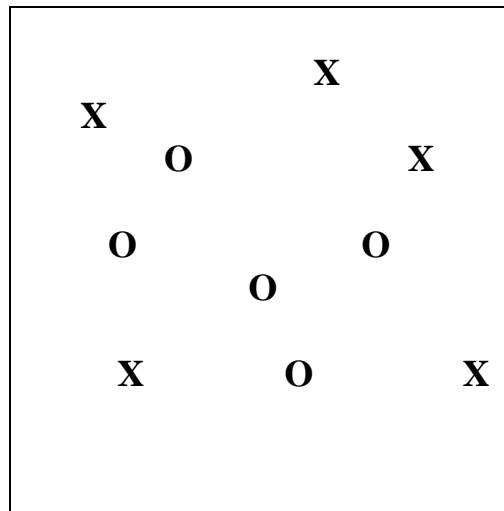
#### **Key Questions:**

- When should you pass the ball?
- Do you need to run with the ball?
- What is the best way for attackers *without* the ball to position themselves? (ie. Space!)
- If the game is too easy for the defenders, how could you modify it?

### **Game 6: “TEAM TAG BALL”**

- 2 x teams of 4 - 6.
- One team has possession of the ball & must pass between them until they can TAG (not throw at!) an opposition player with the ball.
- Can't tag the same player twice in a row.
- No running with the ball & no body contact.
- Count the number of tags in a set time period.
- Swap team roles over & try to beat opposition score.

### **Set up:**



- Grid size – approx. 10m x 10m

### **Variations:**

Same as for previous game (ie. Game 5: 4 v 2 Tag) plus.....

- 1) If team who are trying to avoid being tagged INTERCEPT the ball, they score a point. (Then place the ball on the ground for attacking team to start again)
- 2) Swap teams after 2 min., state the scores, then replay.
- 3) Reverse game roles – ie. Team with the ball are trying to avoid being tagged whilst in possession of the ball by the defending team (eg. Touch Rugby)

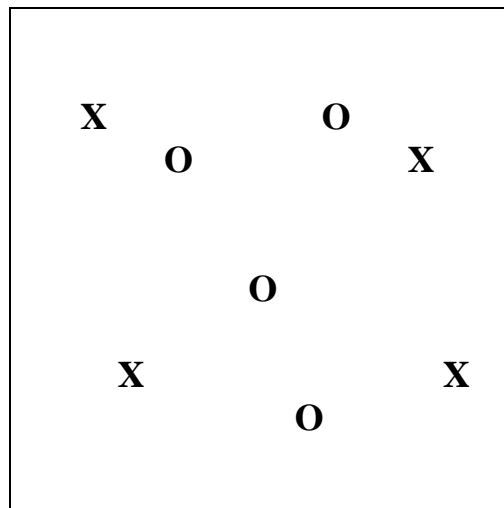
### **Key Questions:**

- What is the best way to pass the ball to each other?
- Where is the 'best' place on the field to get tagged?
- What is the importance of 'Space' for Attacking team? Defending team?
- How did the rule change affect the type of passes you used?
- When should you attempt to intercept?
- Was your positioning any different for this game?
- How would the score of the game affect the team strategy? (for both teams)
- If your team was 1 point up with 10 sec. to play, what strategy could you use?

### **Game 7: “5 PASSES”**

- Two teams of 3-5 players
- One team begins with possession of the ball & aims to make 5 successive passes in order to score a point. Ball should then be handed to opposition.
- Opposition aims to force a turnover to gain possession & then aims to complete 5 passes in order to score a point.
- Turnover occurs when opposition intercept the ball, the ball goes out of play or attacking team scores a point.

#### **Set up:**



- Grid size – approx. 10m x 10m

#### **Variations:**

- 1) Use a variety of sport specific equipment & rules (eg. regarding how you can pass/how long you can possess the ball/object, whether & how you can move with the ball/object)
- 2) Double points if a designated player receives a pass

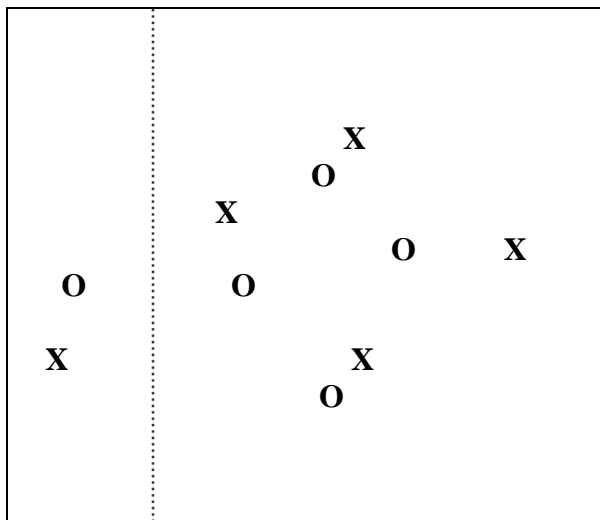
#### **Key Questions:**

- What should you do after you have passed the ball?
- What is the best way for attackers to make it difficult for defenders to force a turnover?
- What is the best strategy for defenders to use to try & create a turnover?
- How could you modify the rules to stop a player from dominating the game?

### **Game 8: “END ZONE BALL”**

- 2 x teams of 4 - 6.
- Use approx. ½ Basketball Court size playing area.
- One team has possession of the ball & aims to score as many ‘Touchdowns’ as possible in set time period or number of attempts.
- If there is a score, turn over, out of bounds etc. the ball is returned to the attacking team and play recommences from their end.
- Can’t run with the ball. No contact allowed.
- Anyone from either team is allowed in the End Zone.
- Use any type of ball.

#### **Set up:**



#### **Variations:**

- 1) Same game but with defenders employing (a) Zone Defence (b) Man-to-Man Defence
- 2) One attacking player is nominated (and wears a different colour bib) & scores 3 pts for team if they catch the ball in the End Zone.
- 3) “Half-Court” games using proper rules, court markings etc. (eg. Netball, Basketball, Handball)

#### **Key Questions:**

- What is the best type of pass to use? (long/short etc.)
- How will the type of defence & the player’s positioning influence the types of passes you will use?
- How can you (attacking team) work as a team in order to create space?
- How will the score affect the way that you Attack? Defend? (Risk v Reward)
- Which was the most effective defensive structure for your team? Why?
- How did the type of defence affect the way the attacking team passed the ball? Positioned themselves? Speed of ball movement?
- How did you change the way your team attacks? How did you utilize the 3 point player?

### **Game 9: “CASTLE BALL”**

- Two teams of 3-6 players
- One team begins with possession of the ball at their own defensive end & aim to pass the ball until they are close enough to knock the target ball off the opposition's defensive 'Castle'. Players cannot go inside marked 'Castle' area.
- Opposition aims to force a turnover to gain possession & then aims to score at the opposite end.
- Turnover occurs when the ball hits the ground, opposition intercept the ball, the ball goes out of play or attacking team scores a point.

### **Set up:**



- Grid size – approx. half or 1/3 netball/basketball court (depending on numbers)
- ^ are cones to indicate 'Castle' area ('no go zone')
- O is the 'Target Ball' placed on a cone in 'Castle' area

### **Variations:**

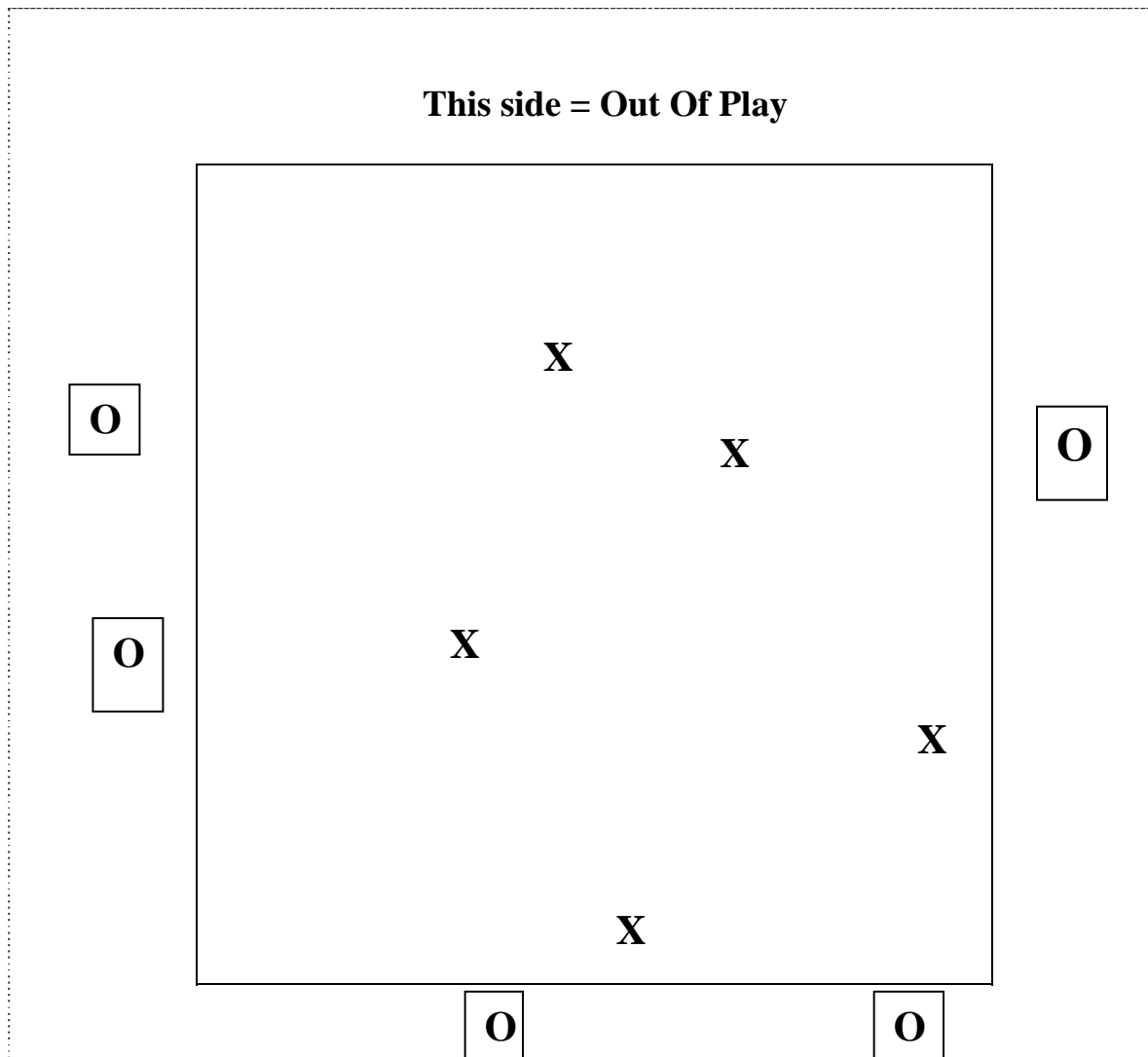
- 1) Use a variety of sport specific equipment & rules (eg. regarding how you can pass/how long you can possess the ball, whether & how you can move with the ball)
- 2) Double points if a designated player scores
- 3) Use a Tee-Ball stand for the ball in the 'Castle' area (ie. elevated)
- 4) Alter the size of the target ball in the 'Castle' area

### **Key Questions:**

- When should you use a 'man to man' defensive strategy?
- When should you use a 'zone defence' strategy?
- How could the attacking team overcome a zone/man to man defence?

### **Game 10: “BREAKOUT”**

- Teams of 4-5. One inside the Inner square = Attacking team (with ball).
- Defending Team is between Inner & Outer Squares.
- Aim for attacking team is to run the ball through the Outer Square without being tagged by a defender. Score = 1 point.
- One side of the square is always “Out of Play”
- After a ‘tag’ or score play re-starts from that side (now OOP) & defenders move (around the Outer square only) to cover the other 3 sides & attackers work the ball around to score on one of those sides.
- Time limit of 2 minutes before swapping roles. Keep scores.



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### **Variations:**

- 1) Use a variety of sports situations – eg. Touch Rugby, Footy (handpassing), Soccer, Basketball, Handball
- 2) Advanced – add one defender into the Inside Square to put pressure on Attacking team (passing). Defending team gets 1 point for tag or intercept)

### **Key Questions:**

- Attackers – what is the best way to score? Pass quickly? Run with the ball?
- Attackers – how do you go about creating a gap (or space) in the defensive zone?
- Defenders – how do you work together in order to prevent space for the attacking team?

### **REMEMBER:**

- ✓ Get the students to ask/answer questions to set the changes for the next ‘version’ of the game
- ✓ Only change 1 rule/aspect of the game at a time (then ask further questions relating to the change between each game)
- ✓ TIME, RISK & SPACE are key themes