

Unit 6: Invasion games

**LEARNING
OUTCOMES**

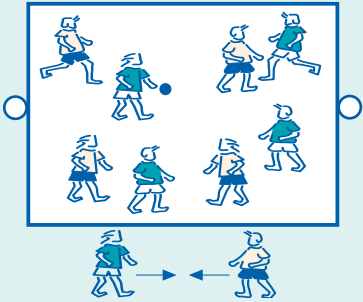
- The student will:**
- *demonstrate tactical problem solving in a variety of games situations.*

EQUIPMENT

Balls, bibs, task cards, cones, baskets / targets.

CLASS ORGANISATION

Groups of four.

STAGE	CONCEPT	CONTENT / ACTIVITY	TEACHING POINTS
<p><i>Warm up & stretching</i></p>	<p>Warm up.</p>	<p>Pairs, ball between two Move around room passing ball on call. <ul style="list-style-type: none"> • Player with ball takes shot at nearest basket / target. • 5 passes. • Sit 5 passes. Moving around room, passing continues between calls.</p>	
<p><i>Introductory activity</i></p> <p><i>Development</i></p>	<p>Ability to read the game and select appropriate defensive strategies e.g. Zone, Person to Person or a combination of both.</p> <p>Understanding role of individual players in defensive play.</p>	<p><i>Double Goal (see resource materials).</i></p> <p>1. The same game as Unit 5 but with a smaller goal area - e.g. a cone or basket.</p>  <p>2. 4 v 4 To facilitate decision-making the teacher may set special tasks, e.g. if your team is one point ahead with 30 seconds to go what should you do?</p>	<p>DECISIONS FOR TEAM WITH THE BALL <i>How do you get into a good scoring position?</i></p> <p>DECISIONS FOR TEAM WITHOUT THE BALL <i>How do you prevent scoring?</i> By defending the goal. <i>How can we prevent goal hanging?</i> By introducing a defence zone. <i>Where do you position certain players within the zone?</i> e.g. tall players at the back, small players at the front. <i>How do you defend your position within the zone?</i> By moving appropriately and using defensive stance.</p> <p>See Task Cards.</p>
<p><i>Concluding activities</i></p>	<p>Invasion of space - width, depth, support, penetration. Using appropriate attacking strategies. Working effectively as a team, e.g. selecting a leader within the team. Identifying and using appropriate defence strategies. Cool down.</p>	<p>3. 4 v 4 Invasion Game</p> <ul style="list-style-type: none"> • No contact, no running with ball, no kicking, • Start/restart with a throw-in from side line. • Scoring system - basket or cone 	<p>Final Game Assessment Look for appropriate decisions in attack and defence.</p>