USING GAME SENSE IN THE CURRICULUM

Thursday 25th Nov
Session B: 1.15-2.45pm

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There are three main teaching methods in PE: technical (traditional), tactical (game sense) and SEPEP (Sport Education).

How and when each are used and integrated depend on what outcomes we are trying to achieve.

The VELS provides us with a framework of integrated learning for knowledge, skills and behaviours.

So, how and where does game sense (method of teaching) address the integrated outcomes (student learning)?
3 methods

1. Technical (Traditional)
2. Tactical (Game sense/TgFU)
3. SEPEP

TECHNICAL APPROACH

Eg. predominately traditional method

TACTICAL APPROACH

Eg. equal use of all 3 methods
<table>
<thead>
<tr>
<th>METHOD</th>
<th>AIMS</th>
<th>FORMAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Traditional (Technical)</td>
<td>To develop techniques specific to a sport</td>
<td>Warm-up – Learn new technique and skill practice – conditioned drills – modified game</td>
</tr>
<tr>
<td>2. Game Sense (Tactical)</td>
<td>To develop tactical play and skill execution in games</td>
<td>Modified game – questioning – replay game – rule modification</td>
</tr>
<tr>
<td>3. SEPEP (Sport Education)</td>
<td>To develop team work, organisational and leadership skills in games</td>
<td>Shortened sport “season” – team affiliation – responsible roles (eg. coach, umpire, manager)</td>
</tr>
</tbody>
</table>
METHOD 1: TRADITIONAL/TECHNICAL APPROACH

SESSION FORMAT:

- Warm-up
- Technical skill development
- Skill in a conditioned game/drill
- Game emphasising technique
- Cool / warm down

- Directly aimed at developing the motor patterns / techniques
- EG VELS (Level 3): “demonstrate a wide variety of motor skills and apply them to basic sport specific situations”
METHOD 2: SEPEP

- SEASONS
- AFFILIATION
- CULMINATING EVENT
- SPORT CONTEXT
- FORMAL COMPETITION
- FESTIVITY
- KEEPING RECORDS
SEPEP Outcomes:

- Develop skills and fitness specific to particular sports
- Appreciate and be able to execute strategic plays
- Share in planning and administration
- Provide responsible leadership
- Work effectively within a group toward common goals
- Appreciate rituals/traditions that make particular sports unique
- Develop and apply knowledge about umpiring and training
ESTABLISHING SEPEP

1. Initial planning
2. Modifying the sport
3. Length of season
4. Team selection
5. Student roles (booklet)
6. Team identity
7. Competition type
8. Culminating event
9. Using records
10. Teaching fair play & equal competition – bonus points
FAIR PLAY & BONUS POINTS:
My formula:

1. Make bonus points and game points approx. equal
2. Game: Win = 4pts, Draw = 2pts, Loss = 0pts
3. Approx. 2 games per lesson (max. of 8pts)
4. Bonus points = max. of 10 per lesson (half of bonus points scoresheet /20)

<table>
<thead>
<tr>
<th>TEAM NAME</th>
<th>W</th>
<th>D</th>
<th>L</th>
<th>%</th>
<th>PTS</th>
<th>BON</th>
<th>TOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Allstars</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>120</td>
<td>4</td>
<td>7</td>
<td>11</td>
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<tr>
<td>2. Hacks</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>70</td>
<td>2</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>3. Magpies</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>110</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
</tbody>
</table>
METHOD 3: GAME SENSE APPROACH

• TGFU (UK) or “Tactical” approach
• Teaching/coaching that uses games to develop tactical/strategic thinking
• Modification for exaggeration
• *Technique + Pressure = Skill*

**Bunker & Thorpe (1986) model:**

1. THE GAME
2. GAME APPRECIATION
3. TACTICAL AWARENESS
4. DECISION MAKING
5. SKILL EXECUTION
6. PERFORMANCE
How does GS work?

1. Techniques (movement patterns) can break down in competitive situations with ‘distractions’
2. Practicing with variety of scenarios can improve attention to only ‘relevant’ cues
3. Improve DM skills through ‘experience’ i.e., learning from good and poor decisions
4. Repetition – small-sided games
5. DM becomes automatic (sub-conscious)
6. ‘Need to make mistakes to learn!’

“A bad performance is not failure, it is feedback!”
Game sense can be used to:
1. Develop decision-making
2. Improve skill under ‘game’ pressure
3. Develop team plays & strategies

Learning Outcomes:
1. Declarative knowledge
2. Contextual knowledge
3. Tactical & decision-making skill
4. Skill execution (technique)
<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>HOW GAME SENSE CAN ACHIEVE OUTCOMES</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Declarative knowledge (of rules and techniques)</td>
<td>• Games to emphasise how rules shape a game</td>
<td>• Making the area smaller; adding 3 second rule</td>
</tr>
<tr>
<td></td>
<td>• Games that demonstrate which techniques are most effective</td>
<td>• Questioning: is a lob pass effective?</td>
</tr>
<tr>
<td>2. Contextual knowledge (understanding tactics; and, similarities between different games)</td>
<td>• Use of questioning to reinforce learning</td>
<td>• When should you pass the ball?</td>
</tr>
<tr>
<td></td>
<td>• Presenting games in categories to demonstrate tactical transfer between games</td>
<td>• Invasion (court) games: eg. netball, basketball, team handball (similar tactics)</td>
</tr>
<tr>
<td>3. Tactical and decision-making skill</td>
<td>• Games that use structured scenarios to emphasise problem-solving</td>
<td>• 2 v 1 – 2 attackers must run the ball over the end line</td>
</tr>
<tr>
<td>4. Technical skill (execution of a skill in the game context)</td>
<td>• Games and questioning to demonstrate and develop particular techniques</td>
<td>• Must use bounce pass. Was this more effective than a lob pass?</td>
</tr>
</tbody>
</table>
Kirk (1989): 3 main concerns of using traditional approach:

2. Games often played in major form. Create minor game common to the full version. Advantages?
3. Games usually presented as discrete entities. Many have tactical similarities. Can use this to help learn different sports.

2 methods/uses:
- Game categories – skill transfer
- Sport-specific – ‘In-focus skills’

Can group games into 3 main categories:
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>GAME EXAMPLES</th>
<th>STRATEGY EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Invasion (a) court</td>
<td>Netball, basketball, korfball, team handball.</td>
<td>• Attack: invade an opponent’s space (creating space) to score through a target/goal</td>
</tr>
<tr>
<td>(b) field</td>
<td>Soccer, hockey, football, lacrosse, speedball.</td>
<td>• Defence: to occupy/block up space</td>
</tr>
<tr>
<td>(c) field end-zone</td>
<td>Rugby codes: Touch, League, Union, Grid iron.</td>
<td></td>
</tr>
<tr>
<td>2. Striking/fielding</td>
<td>Kickball, teeball, rounders, softball, baseball, cricket.</td>
<td>• Batting team: strikes ball away from fielders to allow maximum time for running</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fielding team: occupy positions on the field to minimise running time</td>
</tr>
<tr>
<td>3. Net/wall</td>
<td>Downball, bat tennis, table tennis, badminton, squash, tennis, volleyball.</td>
<td>• To place the ball away from your opponent/s</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Occupy positions to minimise the distance to an opponent’s shot</td>
</tr>
</tbody>
</table>
Through the use of drills and games, we can make rules to develop ‘in-focus’ skills (eg. running in numbers). For example, we could:

- change shape of area (eg. short and wide to emphasise switching)
- increase player numbers in smaller area (eg. to imitate flooding)
- uneven teams (eg. 5 vs 4, to create loose man situation)
- bring in point scoring (eg. 2 pts for defensive spoil to teammate)
- have 1 player worth 5 pts (eg. to develop skills in breaking a tag)
THE INSTRUCTORS ROLE

- Traditional approach has been coach dominated
- Game sense = Coach is a facilitator who creates situations where players have to problem solve
- Questioning is vital once a problem situation has been created
- See Breed (2002) model
1. Aim or theme
2. Small-sided (2-6)
3. Replicate typical scenarios
4. Length – time for repetition
5. Main rules & area
6. Variations of game
7. Prepare questions
8. Block or Random practice?
**GAME SENSE MODEL**

**PLAY**
(SMALL-SIDED GAME)

**QUESTION**
(RE: STRATEGY)

**REPLAY**
(OBSERVE STRATEGY)

**MODIFY**
(SUITABLE TO SKILL LEVEL)

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**Game: Team Tag Ball**

- 5 v 5 in a small square area (~10x10m)
- One team has possession of the ball for 2 mins. Then swap over roles.
- Aim is to tag as many opposition players as possible
- Can’t run with ball
- Can’t tag same person twice in a row

- What type of pass was best to use? (E.g. short/long?)
- Where was the easiest place on court to tag the opposition?
- How did you work as a team to gain as many tags as possible?
- Which team tried to create space? Which team tried to block up space? (Hence: which team was like attackers/defenders in invasion games?)

- After asking 2 or 3 questions, replay the game working on strategies that came from the student responses
- Evaluate – observe if the game is better. Have strategies improved?
- Repeat the game a few times (asking questions between each game) until improvements in strategy are clearly observable

**Only change 1 rule/aspect of the game at a time (then ask further questions relating to the change between each game!). E.g.:**
- Change the ball/object i.e., to a Frisbee
- Make the area bigger (say 15x15m)
- Allow team to intercept ball for one point
1. Explain purpose
2. Brief explanation of rules/limitations
3. Let game ‘play’ & observe (evaluate)
4. Is it working? Modifications?
5. Vary pressure/difficulty
6. Ask individual questions during game
7. Teachable Moments
8. Freeze play
9. Feedback on decisions
10. Turn FB into questions
Questioning techniques:

- When to ask questions?
- 3 main types of questions:
  1. Strategy-guiding
  2. Sport-linking
  3. Scenarios
1. **Strategy-guiding questions**: these are the most common type and are asked throughout and after the game. These assist students with decision-making. EGs:
   - Where should you hit the ball?
   - Where should you move after you have hit the ball? Why?
   - Who should you pass the ball to?
   - When should you pass the ball?

2. **Sport-linking questions**: are asked between or after games. These are used to help students transfer their skills across different sports. EGs:
   - How is your defence similar in basketball and football?
   - What strategies are similar between cricket and softball?
   - How are tennis and volleyball similar in terms of strategy?
   - Where is the easiest place/area to score from in both hockey and football? How does this have implications for attacking strategies? Defensive positioning?

3. **Scenario questions**: asked after a game or actually play as a game modification. EGs:
   - How will you change your attacking strategy if you are 2 goals up with 1 minute left to play?
   - What type of defence should you use if 2 goals down with 1 minute left? Why?
   - What should your team do if the scores are level with 30 seconds left (attacking team? Defending team?)
COACHING/TEACHING GS

QUESTIONING
Coach’s role to assist players in solving tactical problems

1. TIME – when should you……..?
2. SPACE – where should you……..?
3. RISK – which option……..?
4. EXECUTION – how should you……..?

Turn feedback into questions: when, what, where, why, how?
1. Level of pressure/tackling
2. Size/shape of area
3. No of players (def/att)/size of teams
4. Rules
5. Time in possession
6. Method of scoring/points eg. 3 pt player
7. Positions/zones
COACHING/TEACHING GS

EVALUATING THE GAME

1. Did game address aims?
2. Could game be modified?
3. Sufficient repetition of skills?
4. Player involvement maximised?
5. Game progresses?
COACHING/TEACHING GS

PRESENTING GAMES:
To develop strategy we can:

1. Stay in A or D role for time of no. of turns
2. Give one gp a task
3. Set scenarios
4. One gp observes & evaluates
## INVASION EGS

<table>
<thead>
<tr>
<th>GROUP SIZE</th>
<th>ORGANISATION</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 16</td>
<td>2 teams</td>
<td></td>
</tr>
<tr>
<td>17-19</td>
<td>3 teams of 5-6</td>
<td>The 3rd team is either: (1) umpiring/scoring (2) observing strategies (3) practicing/drill (4) 3 teams are all playing continuous format</td>
</tr>
<tr>
<td>20-28</td>
<td>4 teams of 5-7</td>
<td>2 games running side by side (see diagram below)</td>
</tr>
<tr>
<td>25-35</td>
<td>5 teams of 5-7</td>
<td>2 games running side by side. The 5th team is split between the 2 games to umpire/score (SEPEP)</td>
</tr>
</tbody>
</table>

**END TO END**

![Diagram of Invasion EGS setup](image-url)
HALF-COURT

CONTINUOUS
A. Focus on attacking strategies:

- Until skills become good enough to keep possession and minimize turnovers
- Defensive skills might not need to be “taught”, as students will develop these implicitly as the attacking skills improve
- Children find attacking skills more exciting and interesting to learn – motivation!

B. How to emphasize attacking strategies:

- Initially have one side attacking for a period of time e.g. 2 minutes, OR
- One side attacks for a certain number of times e.g. 10 attempts
- This way ball turnovers are returned and the play begins again
- Thus, any mistakes/problems can be immediately improved without consequence
- Also allows more opportunity to develop both attacking and defensive team plays
- Might need to still offer challenge for each team. EG:

1. Attacking team start with the ball in the centre. They have 2 minutes to get the ball to a team mate over the end zone as many times as possible. The defensive team attempt to prevent this. If the defensive team gain possession, they place it on the ground. The attacking team starts again. Teams swap roles after 2 minutes.

   OR

2. Same rules as above, except that each team has 10 attempts to score over the end zone. Each team has a score out of 10. This is a good way to gauge improvement of each team. Can give teams the opportunity to discuss strategy after 5 attempts,
Game examples:

- 2v1 Keeping off
- 2v1 Gauntlet
- 3v2 Gauntlet
- 4 Corners
Game examples:

4v2 Tag

End zone
STRIKING/FIELDING EGS

Throughout each game, can manipulate game factors to emphasise different strategies eg.
1. method of running (ie. continuous cricket/between stumps with a runner/around a diamond)
2. method of returning ball (ie. all must touch ball/throw to nearest base or stump/throw or return to a hoop or bowler)
3. method of striking ball (ie. off a cone, tee or feeder/type of bat/type of ball/number of balls)
4. scoring (ie. bonus runs for zones or walls/minus runs for going out)

Always keep in mind MAXIMISING PARTICIPATION! Max. of 8 per side for striking/fielding games (5-8 per side). Six per side is ideal! Either have 2 smaller-sided games operating, or run games in a SEPEP fashion.

A good idea is to start games on tennis courts, hitting into the nets/corners (see diagram).

Batting strategy common to these games: ‘hit the ball to allow maximal running time’
Example of lesson timing for 2 game (4 team) 60 minutes (of activity) lesson:

1. Introduction and explanation of game – Rapid Fire 1. (5 minutes)
2. Play Games – 1v2, 3v4. (10 minutes – 4.5 mins batting time each)
3. Questioning and rotation. (3 minutes)
4. Play Games – 1v3, 2v4. (10 minutes)
5. Questioning and explanation of game variation – Rapid Fire 2. (4 minutes)
6. Play Games – 1v4, 2v3. (10 minutes)
7. Questioning and rotation. (3 minutes)
8. Play Games – 1v2, 3v4. (10 minutes)
9. Questioning and closure. (5 minutes)
Whilst there are several tactics involved in net/wall games, the basic strategy we are always trying to emphasise is:

‘hit the ball away from your opponent into the space’

Some other strategies that the following activities are attempting to address, and ones that we should emphasise during our questioning are (Key questions will be similar for each game!):

- if opponent is deep, hit the ball short (and vice versa)
- don’t try to win the point on every shot, move opponent around to create space on court
- hit ball low over net/hit ball to bounce at opponent’s feet
- hit ball directly between opposition players
- position yourselves to cover as much court as possible (eg. move to the ‘T’ in squash)
## Game sense in the curriculum

Mixed models eg. SEPEP & Game sense  
Where/how does it fit in?

<table>
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<tr>
<th>Stage of Learning</th>
<th>GAMES</th>
<th>INDIVIDUAL SPORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr P-3</td>
<td>FMS</td>
<td>FMS</td>
</tr>
<tr>
<td></td>
<td>Games specific to FMS</td>
<td>Games specific to FMS</td>
</tr>
<tr>
<td>Yr 4-6</td>
<td>Sport-specific techniques</td>
<td>Sport-specific techniques</td>
</tr>
<tr>
<td></td>
<td>Understanding games &amp; rules</td>
<td>Understanding games &amp; rules</td>
</tr>
<tr>
<td>Yr 7-8</td>
<td>Game sense – thematic (invasion-court/field; striking/fielding; net/wall)</td>
<td>Technical – eg. Swimming, aths, gym, dance etc.</td>
</tr>
<tr>
<td>Yr 9-10</td>
<td>Sport-specific game sense/SEPEP (Thematic eg. FB codes/rug codes)</td>
<td>Technical/tactical – eg. Golf, TTennis, archery etc.</td>
</tr>
</tbody>
</table>
INTRODUCTION:

This unit is aimed at developing “game sense” or ‘thinking’ skills in relation to Invasion (Court) games:

- All games will be small-sided modified games, and relate to: Netball, Basketball and Team Handball.
- Each lesson is designed to run for approximately 50 mins. It is up to the individual if they want to design appropriate warm-ups and stretching, keeping in mind that games are generally graduated in intensity and skill difficulty.
- Students will have opportunities to develop their technical skills within the context of small-sided games, which will emphasise repetition of sport-specific skills, such as passing, receiving, dribbling and shooting.
- Attacking skills will be emphasised in this unit (e.g. keeping possession, passing, shooting), as students find these skills more exciting and fun. Improving such skills will enable the game to be played more effectively and defensive skills can be implicitly learned.
- Students will have opportunities to develop their understanding of invasion games, and how tactics and techniques are similar across games within this category.
- Students will be provided with opportunities to develop team work, sportsmanship and leadership skills, within a semi-competitive environment providing the most important outcome:

“ENJOYMENT AND FUN”
### LEARNING OUTCOMES:

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<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>EXAMPLES</th>
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<tbody>
<tr>
<td><strong>1. SKILLS</strong></td>
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</tbody>
</table>
| (1) Demonstrate attacking principles that apply to small-sided modified games, which includes: the ability to identify space; keep possession of the ball; and, move the ball effectively to create scoring opportunities. | • Keeping possession of the ball when under pressure i.e. when to run or pass? Where to pass?  
• Identifying space on court i.e. where to run/move e.g. moving defenders, giving ball carrier a clear option.  
• Selecting the best type of pass in a given situation e.g. bounce or lob? How to pass the ball effectively?  
• Effective passing, receiving, dribbling & shooting execution.  
• Work out (implicitly) the most effective ways to defend e.g. in dangerous space, moving to a goal-side position. |
| (2) Demonstrate the ability to perform and select appropriate techniques for given situations, which includes how to accurately pass the ball to teammates. | |
| (3) Demonstrate basic defensive principles that apply to small-sided team performance | |
| **2. KNOWLEDGE** |   |
| (1) Demonstrate an understanding of basic rules and techniques and how they shape a game e.g. area, number of players, rules | • How to throw/catch/dribble/shoot the ball in the game context  
• How tactics should alter with a change in court space or rules  
• What strategies are similar in netball and basketball?  
• What skills transfer between netball and basketball? |
| (2) Demonstrate an understanding of how different games are tactically similar and the transfer of tactics and techniques across games | • How rules shape a game and its tactics  
• How modifying rules and game variables will alter the tactics required in order to be successful |
| (3) Demonstrate contextual knowledge e.g. ability to apply rules and techniques to a variety of situations | |
| **3. VALUES & BEHAVIOURS** |   |
| (1) Demonstrate team work (working successfully with peers) | • Including all team members in play and assisting each other  
• ‘Fair play’ characteristics (see Appendix ??) e.g. accepting decisions  
• Helping out team members with instruction or guidance |
| (2) Demonstrate sportsmanship (‘fair play’) | |
| (3) Demonstrate leadership skills through team play | |
| (4) Demonstrate enjoyment and fun | |
ACTIVITIES/OUTLINE:

- Refer to Chapter 5 for more detailed explanation of the games. The page numbers are provided with each activity. Estimated times of each activity are suggested in bold.
- Abbreviation of A will be used for Attackers – the team with the ball
- Abbreviation of D will be used for Defenders – the team without the ball

<table>
<thead>
<tr>
<th>LESSON</th>
<th>ACTIVITIES</th>
<th>KEY QUESTIONS</th>
<th>NOTES/DIAGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1. Introduction to unit and ‘Game Sense’ concept. 10 mins.</td>
<td>- What is game sense? Why is it important? What is meant by invasion? Examples? Tactical similarities? - How many turnovers in 4 mins? Why so many turnovers? Any problems with tactics? How could you improve? - What is the best way to keep possession? When should you pass? (Draw defender) - What tactics did you try? What worked? What didn’t? Was it important to keep possession?</td>
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<tr>
<td></td>
<td>2. Place students into teams of 5-6 (can use these for whole unit/just this lesson)</td>
<td></td>
<td>END ZONE</td>
</tr>
<tr>
<td></td>
<td>3. End zone (2-3 games). No running with ball. No contact. Score by passing ball to any teammate behind the end zone. Continuous end-to-end variation of game. Record the number of turnovers in 4 mins. 3 x 4 min games. (see Game 10, Page ??)</td>
<td></td>
<td>END ZONE</td>
</tr>
<tr>
<td></td>
<td>4. 2v1 (students in 3’s). Rotate roles every 15 secs (3x15 sec games). Aim to keep possession. Can’t run with ball. Ask questions every 3 turns – repeat 3-4 times. 10 mins. (see Game 1, Page ??)</td>
<td></td>
<td>END ZONE</td>
</tr>
<tr>
<td></td>
<td>5. ½ court end zone (2-3 games). Same teams and rules as activity 3, except - A team has 10 attempts to score from centre of court (score /10). Turnovers taken from centre each time. 15 mins. (see Game 7, Page ??)</td>
<td></td>
<td>END ZONE</td>
</tr>
</tbody>
</table>

End zone

(End-zone)
| 2 | ‘Keeping possession’ | 1. **2v1** (students in 3’s). Rotate roles every 15 secs (3x15 sec games). Aim to keep possession. Ask questions every 3 turns – repeat 3-4 times. **10 mins. (see Game 1, Page ??)**

2. **End-zone** (2-3 games). Same as last lesson. Teams of 5-6. Count up the number of turnovers in 4 mins. **3 x 4 min games. (see Game 10, Page ??)**

3. **2v1 Gauntlet.** Set up 2 games. 4 lines with a D on each. Every pair goes through twice, then swap D. **10 mins. (see Game 2, Page ??)**

4. **2v1 Gauntlet with shot.** Set up Gauntlet with last D on line just in front of netball goals. Pairs pass the ball through the first 3 D, then A can take a shot. Last D can come off line to defend shot from at least 3 feet away. **15 mins.** |

| 3 | ‘When to pass’ | 1. **2v1** (students in 3’s). Keep possession for 15 secs. Add 3 sec time limit. **5 mins. (see Game 1, Page ??)**

2. **½ court end zone** (2-3 games). Teams of 5-6. A team has 2 mins to score by passing to any teammate over the end zone. A team maintain possession by taking turnovers from centre court to start each play. **10 mins. (see Game 7, Page ??)**

3. **3v1 in the zone** (3 zones). 3-4 games set up. 3 D in a zone each, then the A try to move the ball through zone without D intercepting ball. **10 mins. (see Game 9, Page ??).**

4. **3v1 in the zone with shot** (3 zones). Same as above game, except the last D defends a shot. **10 mins.**

5. **½ court netball** (2-3 games). The same as game 2 above, except score by shooting into a netball ring. **10 mins.** |

|  | ‘How to pass’ | 1. **2v1** (students in 3’s). Rotate roles every 15 secs (3x15 sec games). Aim to keep possession. Ask questions every 3 turns – repeat 3-4 times. **10 mins. (see Game 1, Page ??)**

2. **End-zone** (2-3 games). Same as last lesson. Teams of 5-6. Count up the number of turnovers in 4 mins. **3 x 4 min games. (see Game 10, Page ??)**

3. **2v1 Gauntlet.** Set up 2 games. 4 lines with a D on each. Every pair goes through twice, then swap D. **10 mins. (see Game 2, Page ??)**

4. **2v1 Gauntlet with shot.** Set up Gauntlet with last D on line just in front of netball goals. Pairs pass the ball through the first 3 D, then A can take a shot. Last D can come off line to defend shot from at least 3 feet away. **15 mins.** |

|  | ‘How to pass’ | 1. **2v1** (students in 3’s). Keep possession for 15 secs. Add 3 sec time limit. **5 mins. (see Game 1, Page ??)**

2. **½ court end zone** (2-3 games). Teams of 5-6. A team has 2 mins to score by passing to any teammate over the end zone. A team maintain possession by taking turnovers from centre court to start each play. **10 mins. (see Game 7, Page ??)**

3. **3v1 in the zone** (3 zones). 3-4 games set up. 3 D in a zone each, then the A try to move the ball through zone without D intercepting ball. **10 mins. (see Game 9, Page ??).**

4. **3v1 in the zone with shot** (3 zones). Same as above game, except the last D defends a shot. **10 mins.**

5. **½ court netball** (2-3 games). The same as game 2 above, except score by shooting into a netball ring. **10 mins.** |

|  | ‘How to pass’ | 1. **2v1** (students in 3’s). Rotate roles every 15 secs (3x15 sec games). Aim to keep possession. Ask questions every 3 turns – repeat 3-4 times. **10 mins. (see Game 1, Page ??)**

2. **End-zone** (2-3 games). Same as last lesson. Teams of 5-6. Count up the number of turnovers in 4 mins. **3 x 4 min games. (see Game 10, Page ??)**

3. **2v1 Gauntlet.** Set up 2 games. 4 lines with a D on each. Every pair goes through twice, then swap D. **10 mins. (see Game 2, Page ??)**

4. **2v1 Gauntlet with shot.** Set up Gauntlet with last D on line just in front of netball goals. Pairs pass the ball through the first 3 D, then A can take a shot. Last D can come off line to defend shot from at least 3 feet away. **15 mins.** |

|  | ‘How to pass’ | 1. **2v1** (students in 3’s). Keep possession for 15 secs. Add 3 sec time limit. **5 mins. (see Game 1, Page ??)**

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4. **3v1 in the zone with shot** (3 zones). Same as above game, except the last D defends a shot. **10 mins.**

5. **½ court netball** (2-3 games). The same as game 2 above, except score by shooting into a netball ring. **10 mins.** |
<table>
<thead>
<tr>
<th>4</th>
<th><strong>Where to pass</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>4 corners game.</strong> Groups of 4. Netball rules. <strong>10 mins. (see Game 4, Page ??).</strong></td>
<td></td>
</tr>
<tr>
<td>2. <strong>2v1 Gauntlet.</strong> Set up 2 games. 4 lines with a D on each. Basketball rules (pass or dribble). Every pair goes through twice, then swap D. <strong>10 mins. (see Game 2, Page ??)</strong></td>
<td></td>
</tr>
<tr>
<td>3. <strong>1v1 dribble.</strong> 1 ball between 2. Spread out. Aim for A to dribble ball and prevent partner from touching ball (1 pt). Use body to protect the ball. 10 secs, then swap. Repeat several times. Use score as measure of improvement. <strong>10 mins.</strong></td>
<td></td>
</tr>
<tr>
<td>4. <strong>3v1 in the zone.</strong> (3 zones). 3-4 games set up. 3 D in a zone each, then the A try to move the ball through zone without D intercepting ball. <strong>10 mins. (see Game 9, Page ??).</strong></td>
<td></td>
</tr>
<tr>
<td>5. <strong>3v1 in the zone with shot.</strong> As above, but the A can take a shot once in last zone. <strong>10 mins.</strong></td>
<td></td>
</tr>
</tbody>
</table>

- **When/where should you pass?** Where/when should you move?
- **When should you pass/dribble?** Where should you move? (Space)
- **What can you do to keep possession?** (protect ball with body, keep low)
- **Have you improved?** How do you know? (score)
- **When should you pass or dribble?** How do you know when to shoot?
- **How is netball and basketball similar?**

(1) Use scores to gauge improvement
(2) Can emphasise technical aspects here e.g. bend legs, side on to D, look up.
1. **3v3 ½ court basketball.** Teams of 3-4 (if 1 sub, rotate every min). Several games. Basketball rules. If fouled, stop, and take ball from sideline. Rotate teams every 5 mins. **10 mins.**

2. **2v1.** (in 3’s). 2 A aim to keep ball off 1 D by dribbling (protect ball) or passing, for 20 secs. 1 pt to D every time the ball is touched. Keep score to see improvement. **5 mins.**
   **Variation** – play 2v1 in 10x10m square. **5 mins.**

3. **4v2.** 4 A v 2 D in ¼ of the court. 4 A aim to keep ball off the 2 D for 30 secs. 1 pt for the D for every turnover (then put ball on ground and continue). **5 mins.**
   **Variation** – 4v2, then on whistle, have 10 secs to score a basket. **5 mins.**

4. **Shooting game.** Lay-ups v set shots. Every player with a ball, evenly spread around the goals (you might have 4-6 around the gym!). On call, dribble to next basket and lay-up. If it goes in, continue to next basket. If not, continue to use set shot until it goes in. Count up how many in 2 mins. Repeat in opposite direction. **10 mins.**

5. **3v3 ½ court basketball.** Same as game 1, but score 3 pts for a lay-up and 2 pts for set shot. **10 mins.**

**Decision-making process/order:**
1. Can I Shoot/score? (No)
2. Can I Pass to a teammate in a better position? (No)
3. Dribble until can do (1) or (2)

**Problems with tactics?** How did you minimise turnovers?
**How did you keep possession?** When to pass or dribble? Did the variation make it harder or easier? **(space)**
**When should you dribble, pass or shoot?**
**What can you do to help your teammate with the ball?** **(move to space)**
**When would you use a lay-up in a game?** A set shot?
**Where should you aim?**
**How can you get more height on the shot?**
**How did the variation (from game 1) affect your tactics? How could you stop the 3pt lay-up?**
<table>
<thead>
<tr>
<th></th>
<th>Basketball &amp; handball theme’</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>‘Shoot, dribble or pass?’</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>1v1 group dribble. In one half of the court, every player has a ball. On call, all players dribble ball around. Every time you can touch another ball, whilst still dribbling your own (can’t touch same player’s ball twice), you score a point. 5 mins. <strong>Variation</strong> – on call, have 10 secs to score a basket. 5 mins.</td>
</tr>
<tr>
<td>2.</td>
<td>½ court end zone (2 games). Teams of 5-6. A team has 2 mins to score by passing to any teammate over the end zone. A team maintain possession by taking turnovers from centre court to start each play. 10 mins. (see Game 7, Page ??) <strong>Variation</strong>– use a handball. 5 mins.</td>
</tr>
<tr>
<td>3.</td>
<td>½ court basketball (2 games). Same as above, except shoot basket to score. Modifications are: same player can’t shoot twice in a row. <strong>Variation</strong> – only 2 players from each team can go in the key (rotate these frequently). 20 mins.</td>
</tr>
<tr>
<td></td>
<td>• How did you prevent others from touching your ball? (protect with body, low position).</td>
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<tr>
<td></td>
<td>• Was it better to go quickly to get as many turns in 2 mins, or steady?</td>
</tr>
<tr>
<td></td>
<td>• Was it easier or harder with the handball? Why?</td>
</tr>
<tr>
<td></td>
<td>• When did you decide to shoot/pass or dribble?</td>
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<tr>
<td></td>
<td>• How did the variation affect the game and your strategy? <em>(space)</em></td>
</tr>
<tr>
<td></td>
<td>(1) If too much space (smaller group), then use the area within the 3 point arc.</td>
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<tr>
<td></td>
<td>(2) Stop game frequently (every min or so) to ask questions/give feedback</td>
</tr>
<tr>
<td></td>
<td>(1) Rotate teams after they have played once</td>
</tr>
</tbody>
</table>
### Moving to Space

**Handball – rebound ball**

1. **4 v 2 keeping off** (basketball rules) – using Handballs, 4 A v 2 D in ¼ of the court. 4 A aim to keep ball off the 2 D for 30 secs. 1 pt for the D for every turnover (then put ball on ground and continue). **10 mins.**
   - Variation – On call, the 4 A have 10 secs to score by throwing the ball against the end wall, and having it rebound and caught on the full by a team mate. **10 mins.**

2. **½ court rebound ball.** Teams of 5-6. Start from the centre, and aim to score by throwing the ball against the end wall, and a teammate catching it on the full. 10 attempts each team. A team takes turnovers from centre. End up with a score /10 before swapping over. (see Game 11, Page ??).
   - Variation – add a 3m ‘no go’ zone, where ball must be caught outside of this to score. **15 mins.**

3. **½ court handball.** Same structure as game 2 above, but use a softer ball and larger goals. No A allowed within netball semi-circle. Rotate GK every 2 attempts. **15 mins.**

<table>
<thead>
<tr>
<th>7</th>
<th>4 v 2 keeping off (basketball rules)</th>
<th>10 mins.</th>
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<td>4 A aim to keep ball off 2 D for 30 secs. 1 pt for D for every turnover (then put ball on ground and continue).</td>
<td>10 mins.</td>
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<td>Variation – On call, 4 A have 10 secs to score by throwing the ball against end wall, and having it rebound and caught on the full by a team mate.</td>
<td>10 mins.</td>
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</table>

### Skill transfer between different sports

**Netball, Basketball, Team Handball**

1. **2v1 Gauntlet.** Set up 2 games. 4 lines with a D on each. (1) netball rules (2) basketball rules (3) team handball rules. Every pair goes through twice, then swap D. **15 mins. (see Game 2, Page ??)**

2. **½ court games.** Teams of 5-6. Round robin. (1) Netball (2) Basketball (3) Team Handball. **10 mins each.**

3. Unit conclusion.

<table>
<thead>
<tr>
<th>8</th>
<th>2v1 Gauntlet</th>
<th>15 mins.</th>
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<td>Set up 2 games. 4 lines with a D on each. (1) netball rules (2) basketball rules (3) team handball rules. Every pair goes through twice, then swap D.</td>
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(4v2 keeping off)

(1) Every 5 attempts, give the teams 30 secs to discuss their strategies.
ASSESSMENT:

(See Chapter 9 for more detailed assessment options and rubrics)

- 1-5 for each outcome (1 = excellent, 2 = very good, 3 = competent, 4 = needs some improvement, 5 = needs significant improvement):

  1. Technical skill (ability to perform techniques within game situations)
  2. Tactical skill (can make appropriate decisions related to each game – when/where to pass and when/where to move)
  3. Team work/ability to work effectively with peers
  4. Effort/behaviour

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>TECHNICAL</th>
<th>TACTICAL</th>
<th>SOCIAL</th>
<th>BEHAVIOURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Excellent technical skills in passing, catching, shooting and dribbling</td>
<td>Excellent decision-making with the ball (where, when, and how to pass, dribble, or shoot) and without the ball (when, where to move, and identifying space)</td>
<td>Excellent team work and was always able to work effectively with peers</td>
<td>Was always enthusiastic, tried hard to improve, and was always attentive</td>
</tr>
<tr>
<td>2</td>
<td>Very good technical skills in passing, catching, shooting and dribbling</td>
<td>Very good decision-making with the ball (where, when, and how to pass, dribble, or shoot) and without the ball (when, where to move, and identifying space)</td>
<td>Very good team work and was always able to work effectively with peers</td>
<td>Was usually enthusiastic, tried to improve, and was mostly attentive</td>
</tr>
<tr>
<td>3</td>
<td>Competent technical skills in passing, catching, shooting and dribbling</td>
<td>Competent decision-making with the ball (where, when, and how to pass, dribble, or shoot) and without the ball (when, where to move, and identifying space)</td>
<td>Competent team work and was often able to work effectively with peers</td>
<td>Was often enthusiastic and generally attentive</td>
</tr>
<tr>
<td>4</td>
<td>Needs some improvement in technical skills in passing, catching, shooting and dribbling</td>
<td>Needs some improvement in decision-making with the ball (where, when, and how to pass, dribble, or shoot) and without the ball (when, where to move, and identifying space)</td>
<td>Needs some improvement in team work and was sometimes able to work effectively with peers</td>
<td>Needs some improvement in enthusiasm and attentiveness</td>
</tr>
<tr>
<td>5</td>
<td>Needs significant improvement in technical skills in passing, catching, shooting and dribbling</td>
<td>Needs significant improvement in decision-making with the ball (where, when, and how to pass, dribble, or shoot) and without the ball (when, where to move, and identifying space)</td>
<td>Needs significant improvement in team work and was rarely able to work effectively with peers</td>
<td>Needs significant improvement in enthusiasm and attentiveness</td>
</tr>
</tbody>
</table>