

<b>Unit Title:</b>	7.8 Invasion Games			<b>Stage/Year:</b>	Stage 4/Year 7
<b>Strand(s):</b>	Strand 2 Movement Skill and Performance			<b>Unit length:</b>	10 lessons
<b>Unit description:</b>	Students develop offensive and defensive skills in a range of invasion games through modified and traditional participation. Examples include touch, flag football, soccer, hockey, basketball, ultimate and others. Focus is on students being exposed to effective recognised strategies as well as developing their own strategies.				
<b>Major outcomes</b> A student:			<b>Evidence of Learning</b> A student:		
<ul style="list-style-type: none"> <li>4.4 – demonstrates and refines movement skills in a range of contexts and environments</li> <li>4.5 – combines the features and elements of movement composition to perform in a range of contexts and environments</li> </ul>			<ul style="list-style-type: none"> <li>demonstrates basic offensive and defensive skills from a range of invasion games (4.4)</li> <li>transfers offensive and defensive skills to a range of contexts including touch, flag football, soccer, hockey, basketball, ultimate (4.4, 4.5, 4.14)</li> </ul>		
<b>Contributing outcomes</b>					
<ul style="list-style-type: none"> <li>4.14 – engages successfully in a wide range of movement situations that displays understanding of how and why people move</li> <li>4.15 – devises, applies and monitors plans to achieve short term and long term goals</li> </ul>			<ul style="list-style-type: none"> <li>devises and applies offensive and defensive strategies in modified games and drills (4.4, 4.5, 4.14, 4.15)</li> </ul>		
<b>Cross Curriculum Content</b>	✓	<b>Key Competencies</b>	✓	<b>Catholic Dimension:</b>	
ICT		Collecting, Analysing	✓	Strand 2: This strand recognises the enjoyment and active participation present in a range of movement contexts, and encourages students to make clear and concrete choices about their preferred forms of physical activity. Just as Strand 1 focused on the link between self and others, so too this Strand is understood in the Catholic Christian tradition in terms of a link between the beauty, inherent skill and complexity of the body and other necessary dimensions such as the soul, heart or spirit. This tradition is based on God’s word in Genesis that all creation is good, as well as the Incarnation where Jesus took on human, bodily form and lived as fully human yet fully divine. The clearest expression of this unity of body and spirit comes from Paul: ‘Do you not know that your body is a temple of the Holy Spirit within you, which you have from God, and that you are not your own?’ (1Cor 6:19).	
Work & Employment		Communicating Ideas	✓		
Aboriginal & Indigenous		Planning	✓		
Civics & Citizenship		Working with others	✓		
Difference & Diversity		Work mathematically			
Environment		Solving problems	✓		
Gender	✓	Work with ICT applications			
Literacy	✓				
Multicultural					

Students learn about:	Students learn to:
<ul style="list-style-type: none"> <li>• <b>Contexts for specialised movement skills</b> <ul style="list-style-type: none"> <li>- games</li> </ul> </li>   <li>• <b>Aspects of movement skill development</b> <ul style="list-style-type: none"> <li>- body control and awareness</li> <li>- object manipulation and control</li> <li>- anticipation and timing</li> <li>- technique</li> </ul> </li>   <li>• <b>Influences on skill development and performance</b> <ul style="list-style-type: none"> <li>- applying skills across contexts</li> <li>- predictable and dynamic environments</li> <li>- importance of practice</li> <li>- safety</li> </ul> </li>   <li>• <b>The features of movement composition</b> <ul style="list-style-type: none"> <li>- purpose</li> <li>- responding to stimuli</li> <li>- improvising</li> <li>- planning</li> <li>- sequencing</li> <li>- performing</li> </ul> </li>   <li>• <b>The elements of composition</b> <ul style="list-style-type: none"> <li>- space</li> <li>- dynamics</li> <li>- rhythm and timing</li> <li>- relationships</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate movement skills through a range of experiences including: <ul style="list-style-type: none"> <li>- games from categories such as target, striking/fielding, invasion and net/court</li> </ul> </li>   <li>• participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing</li>   <li>• participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts</li>   <li>• participate safely in movement activities</li>   <li>• participate in a range of movement activities that demonstrate and enhance their ability to: <ul style="list-style-type: none"> <li>- understand the influence of purpose when composing movement</li> <li>- respond creatively to stimuli, eg music, ideas, player movements</li> <li>- improvise movements to solve problems, eg defending or attacking strategies, expressing ideas</li> <li>- communicate or achieve a set purpose using different subject matter, eg ideas from growing and changing, music</li> <li>- combine simple movement patterns into logical sequences or phrases</li> </ul> </li>   <li>• provide and make use of constructive feedback to refine movement performances</li>   <li>• participate in individual and group movement activities which: <ul style="list-style-type: none"> <li>- demonstrate their ability to use space in different movement contexts</li> <li>- explore force and flow</li> </ul> </li> </ul>

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|  | <ul style="list-style-type: none"><li>- use self-paced and externally-paced movements to explore rhythm and timing</li><li>- explore relationships, eg with a partner/group/team member, opposition players, equipment and apparatus, the performance environment</li><li>• use the elements of composition to create and perform:<ul style="list-style-type: none"><li>- defensive and offensive strategies in games</li></ul></li></ul> |
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Teaching, learning and assessment activities	Resources
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**(A) Skills transfer:** Students participate in a range of modified games that enable offensive and defensive invasion game skills to be developed and practiced (see list below). Students then transfer these offensive and defensive skills to a range of contexts including touch, flag football, soccer, hockey, basketball, ultimate and others.

*FEEDBACK: Students self reflect on their skills in each game and their ability to transfer each skill to a variety of contexts using a checklist of skills and levels of achievement*

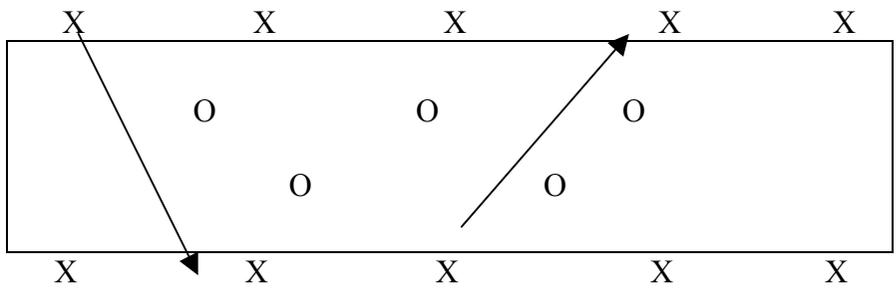
• **Defensive Demons!**

- 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 defense). Progressively introduce equipment – dribble a ball (soccer, hockey, basketball) while shadowing/following a partner.
- 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.
- In teams of 5, students practise defending a keyhole (basketball) or circle (soccer/hockey) using zone defense.
- In teams of 5, students practise running in a straight line (flag football) as a defensive strategy. The opposing team scores points for a ‘break through’ the defense.
- In pairs, students practise dodging and marking without equipment (soccer, touch, hockey, basketball). Progressively introduce a stationary opponent (marker cones) then passive defenders then active defenders, then beat the clock.

- Hockey Balls
- Basketballs
- Frisbees
- Footballs
- Touch balls
- Basketballs
- Hockey balls

**Guard Ball**

- The aim of the game is for students to pass the ball (soccer, hockey, basketball, football, Frisbee) back and forth between players on opposite sides of a grid. The defense players are attempting to guard/block/defend the area inside the grid by catching/trapping the ball. Points are scored for successful defense.



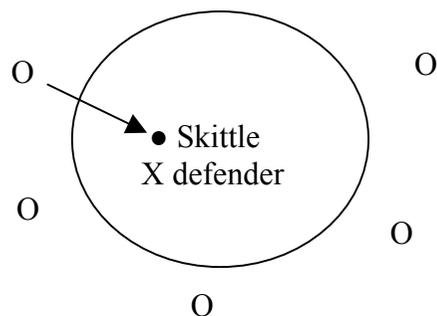
### Stealing Space

- 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.

Balls/Frisbees

### Skittle Guard

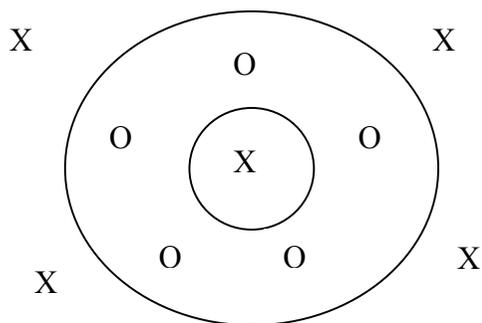
- Students divide into 2 teams. Each team forms a circle. The aim of the game is for students to knock over the skittle in the centre of the circle with a ball/Frisbee. One player from the opposing team is protecting the skittle in their opponents' circle. Players may retrieve the ball from within the circle but must throw/kick the ball, Frisbee from outside the circle. Change guards regularly. Use small circles of 6 students.



Skittle  
Balls/Frisbees

### Circle Target

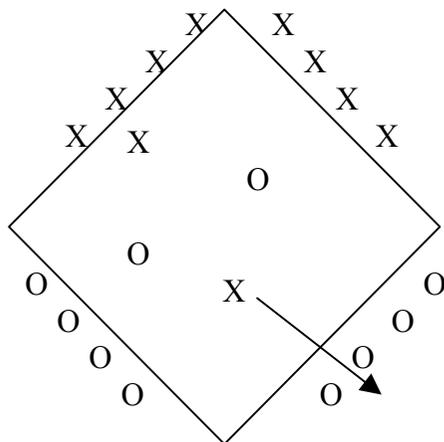
- Students form teams of approx. 8-10 players. Teams form concentric circles. The aim of the game is for outside team to pass a ball/Frisbee to a teammate in the inside circle. Defenders may hit or flick the ball/Frisbee away but cannot catch it. Swap team positions after several minutes.



Balls/Frisbees

### Triangle Ball

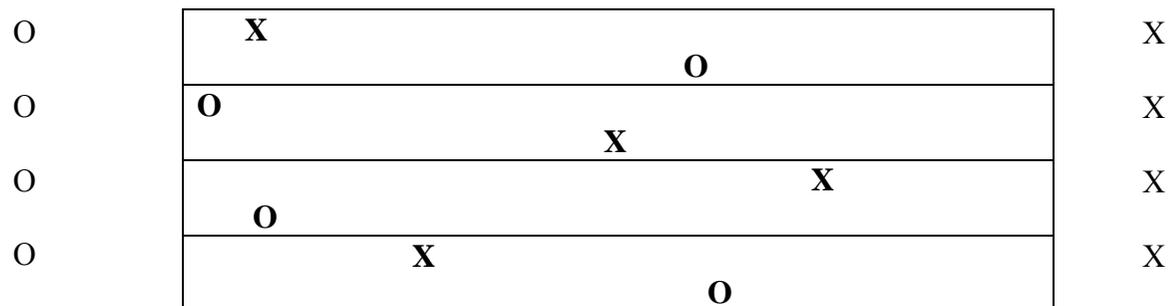
- Students form 2 teams of approx. 8-10 players. Players form a square with each team representing 2 adjacent sides of the square. The aim of the game is for 2 'active' players to kick/pass the ball/Frisbee through the defence. After each 3 points scored, active players are swapped.



Balls/Frisbees

### Bowling Alley Soccer (adapt to other sports)

- Students form teams of 8-10 players. The aim of the game is for 'alley' players to kick/pass the ball/frisbee over the end line. The game starts with a drop ball in the centre between the 2 alley players. Each player must remain in their alley but may run the full length of the alley. The opposing team gets a free kick if players leave their alley. After each goal, alley players and goalies swap positions.



Hockey balls  
Soccer balls  
Footballs  
Touch balls  
Frisbees

**Tag Tails**

- In pairs, students form 2 lines facing each other approx. 20 metres apart. 1 player has a tag/tail. On 'go', the players without the tags/tails attempt to cross their opponents' lines without losing their tag/tail. Points are scored for the number of tags/tails stolen. Players swap roles.

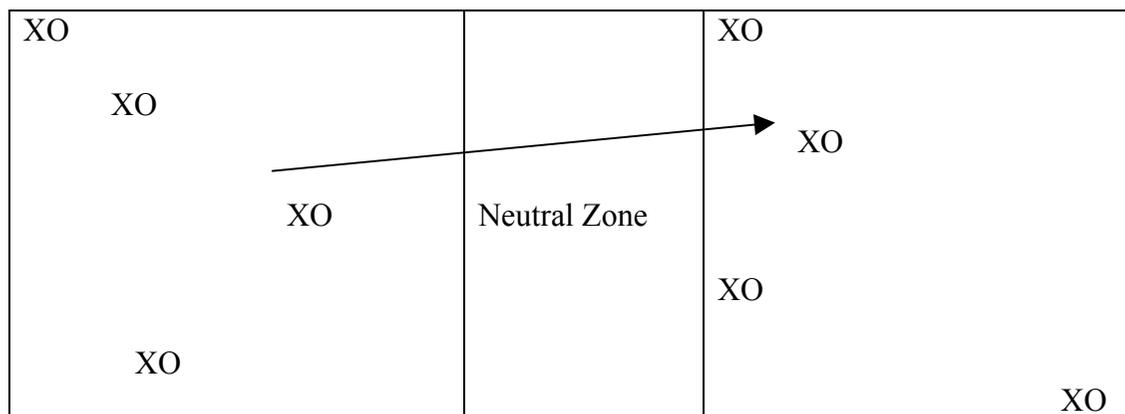
**End Ball**

- Students divide into 2 teams of 8-10 players. 4 of these students act as 'end zone' players. The aim of the game is for students to throw the ball to one of their end zone players. The game starts with an end zone player with the ball who throws the ball to one of their team fielders. Fielders of both teams try to catch the ball and throw it to their end zone players. The end zone players cannot leave their zone. After 5 points rotate the end zone players.

End Zone 2	Other Fielders Team 1	Other Fielders Team 2	End Zone 1
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**Fast Break**

- Students divide into 2 teams of 8-10 players. The aim of the game is for the team at one end of the court to pass the ball to other team members on the other side of the neutral zone. No players are allowed in the neutral zone. Opposing team members try to intercept the ball before successful passes can be made. Points are scored for each successful pass across the neutral zone.



Marker cones

Tags/braids/flags

Balls

Balls

