Unit Title:	10.6 Invasion Games	**Stage/Year:**	Stage 5/Year 10
Strand(s):	Strand 2 Movement Skill and Performance, Strand 4 Lifelong Physical Activity	**Unit length:**	5 Lessons

Unit description:	Through participation in selected invasion games, students apply strategies and tactics for the purpose of improving the quality of performance and the achievement of set goals.

Major outcomes A student:	**Evidence of Learning** A student:
• 5.4 - adapts, transfers and improvises movement skills and concepts to improve performance • 5.5 - composes, performs and appraises movement in a variety of challenging contexts • 5.9 - formulates goals and applies strategies to enhance participation in lifelong physical activity • 5.14 confidently uses movement to satisfy personal needs and interests	• moves in a manner that reflects set rules (5.4, 5.14) • modifies and adapts movement in response to stimuli (5.5, 5.9, 5.14) • designs an original invasion game that can be played by class members (5.4, 5.5, 5.14, 5.10)
Contributing outcomes	
▪ 5.10 adopts roles to enhance their own and others' enjoyment of physical activity	

Cross Curriculum Content	✓	**Key Competencies**	✓	**Catholic Dimension:**
ICT		Collecting, Analysing		Strand 2: This strand recognises the enjoyment and active participation presents in a range of movement contexts, and encourages students to make clear and concrete choices about their preferred forms of physical activity. Catholic Christian tradition inspires us to make links between the beauty, inherent skill and complexity of the body and other necessary dimensions such as the soul, heart or spirit. Strand 4: This strand explores students' willingness and capacity to engage in enjoyable, fulfilling, and lifelong physical activity. A need for a balanced lifestyle, the development of action plans, and involvement with others is a focus. Catholic Christian teaching affirms the need for lifelong physical activity in the context of the essential unity between body, soul and spirit, between brain and heart, and between the needs of the individual and the community.
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:
• **Aspects of movement skill development** - body control and awareness - object manipulation and control - anticipating and timing technique	• demonstrate movement skills in increasingly complex and challenging activities from a selection of the following contexts: - aquatics - athletics - dance - games - gymnastics - recreational pursuits - aerobics/fitness - outdoor education • adapt, transfer and improvise movement in increasingly demanding contexts, eg varying space, rules, equipment and apparatus, time restrictions and rhythm
• **Features of movement composition** - purpose - responding to stimuli - improvising - planning - sequencing - performing	• participate in a range of increasingly complex and challenging movement activities to further develop their ability to use the features of movement composition • use movement to effectively communicate and interact in group/team contexts
• **Elements of composition** - space - dynamics - rhythm and timing - relationships	• compose and perform increasingly complex and challenging movement sequences using the elements of composition
• **Lifelong physical activities** - competitive/non-competitive - individual/group/team - recreational - health and fitness - initiative/challenge activities - cultural significance	• participate in a range of physical activities that meet identified local needs and interests and evaluate their potential as a lifelong physical activity • participate in challenging physical activities to develop life skills such as leadership, teamwork, creativity, goal-setting and problem-solving

Teaching, learning and assessment activities	Resources
(A) Create an original invasion game: Throughout this unit students participate in a variety of invasion games that will vary in group size, equipment, field/court size, strategy, tactics and rules. From these experiences students use their experiences and knowledge to design their own invasion game. Aspects to be addressed may include: a name for the game, the purpose of the game, rules, likely strategies, equipment needs, diagrams of playing field etc. Students submit for assessment a handbook comprising these features. *FEEDBACK – teacher provides verbal feedback in accordance with criteria and marking guidelines.*	*PE Games and Activities* (2001) Ken Lumsden *The Essential PE handbook* Nick Batcheler *Success Oriented PE activities* (1996) L.F Bud and Sue Turner
The following minor and modified invasion games can be run in either a whole class structure or in tabloid / circuit format:	
• **Steal the Football** 1. Divide the playing area into four equal sections. Place a hula hoop in the far corner of each zone. 2. Divide the class into 4 by using different coloured braids. 3. The aim of the game is for any participant to enter another team's territory and attempt to steal the football and take it back to their home territory. A player can only take one ball at a time. 4. If they are tagged in the opposition territory then they must squat down and become frozen. A player may become unfrozen by a team mate leap frogging over their head. 5. Defenders must be at least 10m (depending on the size of the playing area) away from guarding their ball. 6. When a football is taken out of a team's area, that team is eliminated or the team that has stolen the football is the winner. 7. Safe areas are a team's own area Variations: more footballs, only 2 teams, a safety zone in the opposition area, pass the football to team mates	4 footballs, 4 hoops, markers, braids
• **Line Tag** 1. Preferably played on 1 or 2 basketball courts will several line markings ie: netball, basketball, tennis 2. Select 2 people to be 'in' identified by braids. 3. All students can only walk on the marked lines to avoid the people that are 'in'. Students cannot jump to other lines, they must be connected. If you are tagged you collect a braid and attempt to tag others until one person is left. Emphasise walking. Students that are 'in' must be on the same line as the person they are tagging.	Braids
• **Tag Ball**	

1. 2 teams of 15 players on the size of ¼ of an oval. 2. The aim is to tag the opposition with the ball still held in the hands. 3. When the tag has been made 1 point is scored and the teams change possession. 4. Players can run with the ball but hold it no longer than 4 seconds. 5. Players can intercept the ball but not steal out of an opponents hands. Variations: alter the size of the ball, 2 or 3 smaller games.	Basketball (or other)
• **Chain Tag** 1. 2 even teams on a basketball court or ½ an oval. 2. Select 2 pairs to be in the middle. They must be holding hands for a tag to count. 3. The remainder of the class runs in pairs from one side to the other without being tagged. If tagged, the pair join in the centre. Variations: people that are tagged must remain stationary, have a time limit	Tags
• **Dodge Ball** 1. Ideally played on an enclosed basketball court with 2 teams of approx. 15 players. 2. Each team can only stay in their half of the court. There will be 4 soft volleyballs or foam balls. 3. The aim of each team is to throw a ball underarm into the opposition's mini goal placed at the end of the court. 4. A student is eliminated from the game when they i) are hit with the ball below the knees or ii) their throw is caught on the full by the opposition. 5. There should be a small perimeter set up around the goals. No student is allowed in that area. They key on a basketball court is often a good size. 6. When a goal is scored, all players can return and a new game is started. 1 point per goal. 7. Students that are eliminated can act as umpires and signify when people have been eliminated. Variations: increase or reduce the number of balls, use the back wall as a goal instead of smaller goals.	Volleyballs or soft foam balls
• **Space Invaders** 1. 2 teams of 8 to 10 players. Basketball rules apply. 2. The court is divided into 4 zones: 2 inside the 3 point lines, 2 outside the 3 point line up to half way. Players must stay in their zone with equal numbers in each zone. 3. The ball cannot be passed over the top of an adjoining zone. A team cannot go back to a preceding zone. 4. Scoring is the same for regular basketball. Rotate the zones regularly. Variations: introduce 2 balls	Basketball
• **Wasp** 1. Using a basketball court, 1 student (called the 'wasp') is in the middle dribbling a basketball. 2. 6/8 students who are the 'flys' are at one end and attempt to dribble to the other end without getting tagged by	

the ‘wasp’. Students must maintain control of their basketball. 3. When a ‘fly’ is tagged they must stand in one place, constantly dribbling the ball, attempting to tag other ‘flys’. They can use either foot as a pivot. 4. Repeat until one ‘fly’ remains. Variations: the wasp does not have a ball, have a safe zone on the court eg: 3 point zone **Full sided approach:** a full sided approach to selected traditional invasion games such as basketball and touch incorporating all rules and full sized court/fields.	Basketballs