



Developing game sense in physical education – exploring invasion games.

By Ray Breed
Swinburne University
Melbourne, Australia



INTRODUCTION



Session Purpose:

- (1) Reflect on current practices
- (2) Challenge our thinking and program
- (3) Understand the game sense approach – pedagogy
- (4) Develop some game ideas

PART 1 – The Game Sense (Tactical) Method

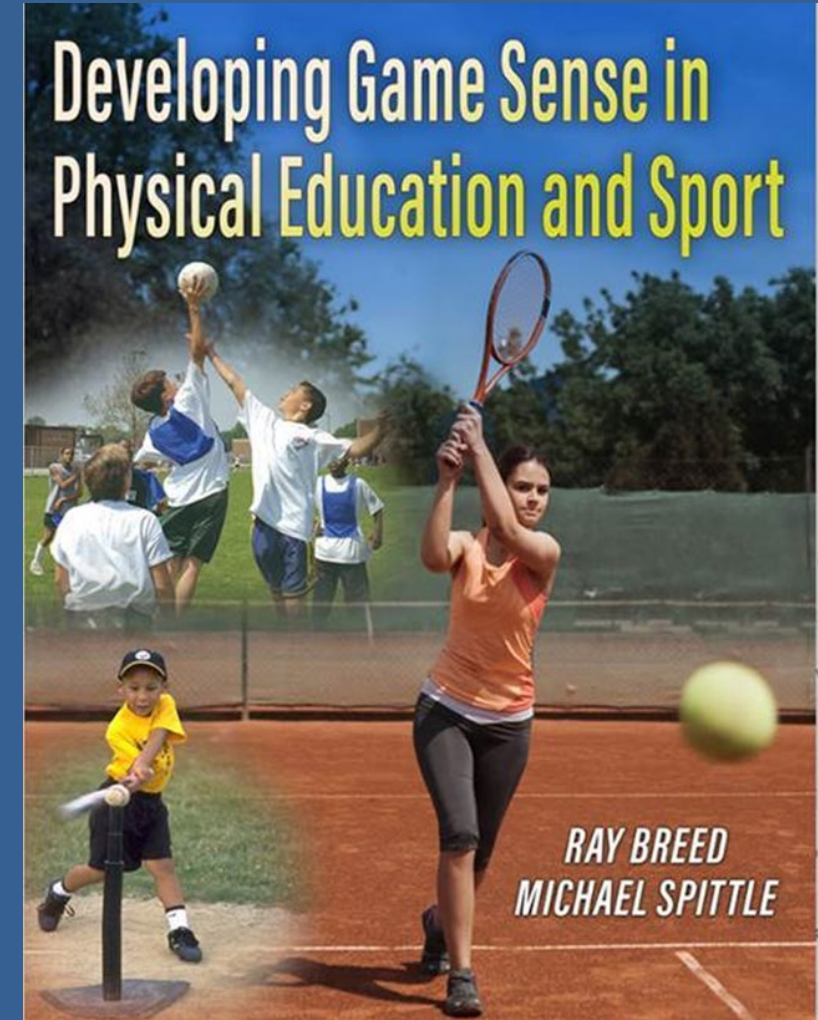
PART 2 – Game Sense Pedagogy

PART 3 – Applying the Pedagogy to Invasion Games

PART 4 – Simple Assessment Examples

Reference:

Breed & Spittle (2021): *Developing Game Sense in Physical Education and Sport*. Human Kinetics, US Champaign, IL.



PART 1: THE GAME SENSE MODEL



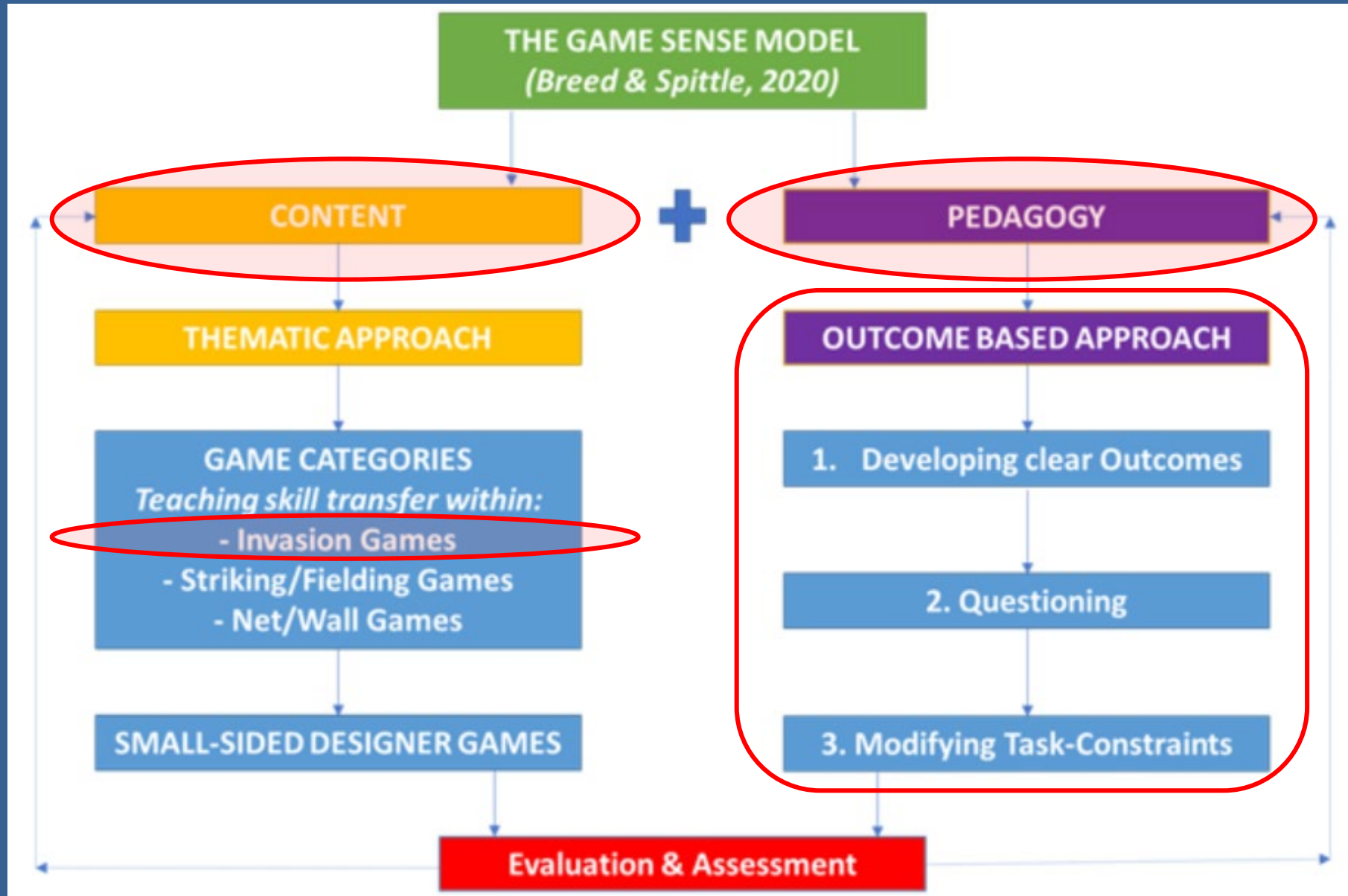
Game sense is an instructional approach for teaching and learning that aims to develop student:

- Skills – tactical, technical and strategic
- Knowledge – game categories, skills transfer
- Personal, social & relationships – emotive, affective

Breed & Spittle (2021)



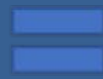
PART 1: THE GAME SENSE MODEL



PART 1: THE GAME SENSE MODEL



**SKILL EXECUTION
IN GAMES**



**TECHNICAL
SKILL**
E.g. striking the ball with
power and accuracy



**TACTICAL
SKILL**
E.g. knowing when and
where to hit the ball

Performed under Pressure



DEVELOPING SKILL

PRACTICE

INSTRUCTION

FEEDBACK

PART 2: GAME SENSE PEDAGOGY



(1) GAME OUTCOMES

- Develop clear aims and objectives
- Focus on 1-2 outcomes each game
- Clearly state the outcomes to the learners

(2) QUESTIONING

- Use open-ended questions
- Ask 3-4 key questions in each game break
- Ask individual questions throughout

(3) MODIFY TASK-CONSTRAINTS

- Change 1 task-constraint at a time
- Constraint could be an aim, rule, equipment
- Constraint should address game outcomes

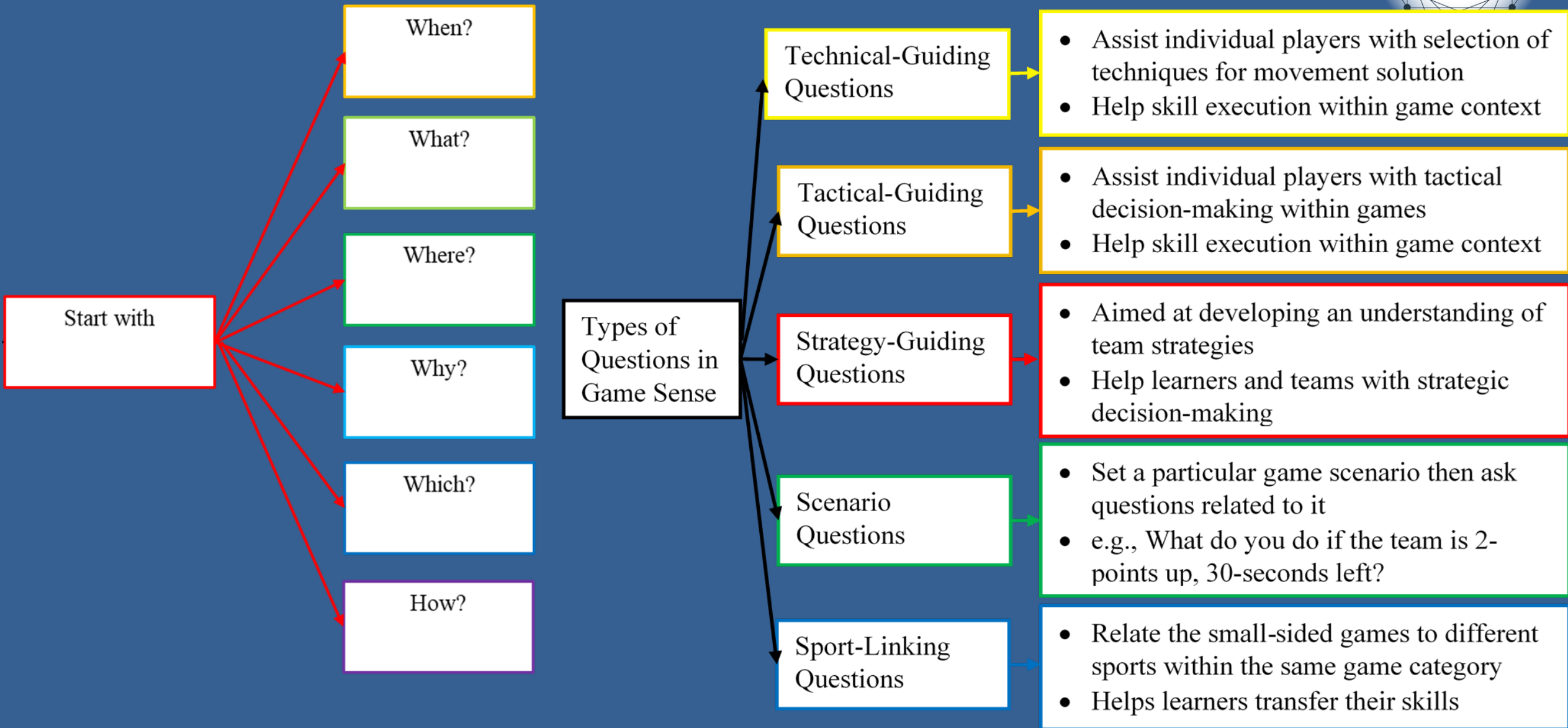


PART 2: THE GAME SENSE PEDAGOGY



Focus area	Game Outcome	Outcome questions
Technical	<ul style="list-style-type: none">•Develop the ability to pass accurately to a teammate.•Develop the ability to catch a low and high ball.	<ul style="list-style-type: none">•How should you pass the ball? What is the best type of pass to use?•How should you position your hands to catch a high ball?
Tactical	<ul style="list-style-type: none">•Develop the ability to keep possession of the ball.•Develop the ability to identify and create space.	<ul style="list-style-type: none">•When should you pass?•Where should you pass?•Where should you run or move?•How can you create space in the attack?
Strategic	<ul style="list-style-type: none">•Develop the ability to move the ball faster in attack.•Develop the ability to adapt team play to the stage of the game.	<ul style="list-style-type: none">•How can your team create an overlap?•How might using width be effective?•What should your team do when they are 2 points up, 30 seconds are left, and they are in possession?

PART 2: THE GAME SENSE PEDAGOGY



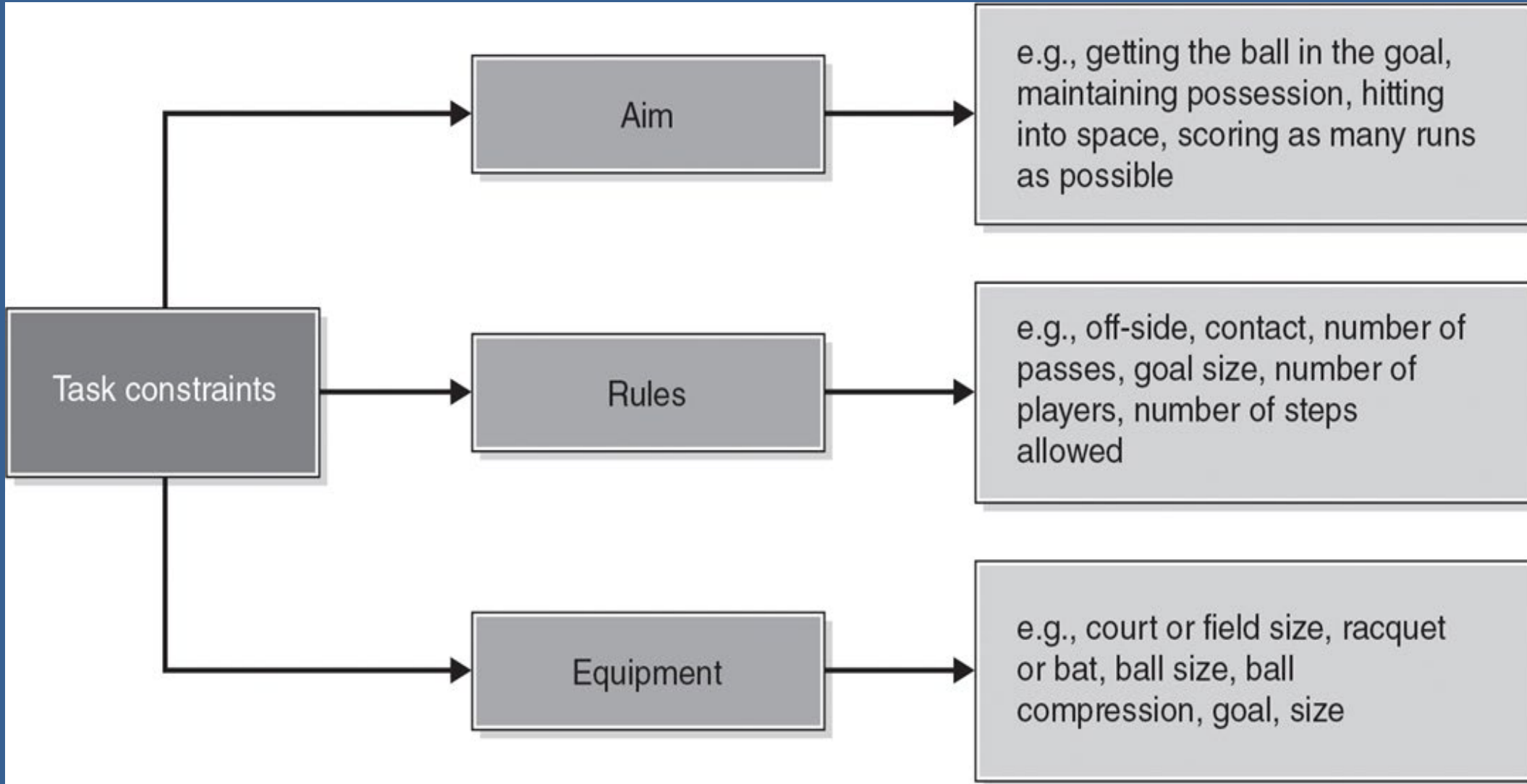
PART 2: THE GAME SENSE PEDAGOGY



(3) Task Constraints: Classifications

Learner constraints	Environmental constraints	Task constraints
<ul style="list-style-type: none">•Height, weight, body type•Strength, power, endurance•Motivation, confidence•Mental (e.g., anxiety)•Technical skill level•Tactical skill level•Experience	<ul style="list-style-type: none">•Court surface•Temperature, weather•Background noise•Motivation of peers•Crowd, spectators•Peers and teachers watching•Cultural factors	<ul style="list-style-type: none">•Level of pressure•Rules (e.g. contact, offside)•Size of court or field•Number of players•Time in possession or in play•Scoring method•Zones or areas•Equipment material, size, weight

PART 2: THE GAME SENSE PEDAGOGY



PART 2: THE GAME SENSE PEDAGOGY



PART 3: INVASION GAMES



- What is an invasion game?
- Phases of possession
- Tactics and strategies common to all invasion games

Breed & Spittle (2021)

Further classifying Invasion Games:

- (1) Field type:
 - (a) court games
 - (b) Field games
 - (c) End-zone games
- (2) Technical (FMS) skill type:
 - (a) Throwing & Catching
 - (b) Striking & Kicking

Planning to teach Invasion Games:

- Group/team sizes
- Court or field size
- Combining SEPEP concepts
- Game formats e.g. half-court, continuous
- Emphasise key invasion principles
- Focus on attacking tactics and strategies until competent:

E.G. Attacking team starts with ball from centre each time a turnover/error occurs:

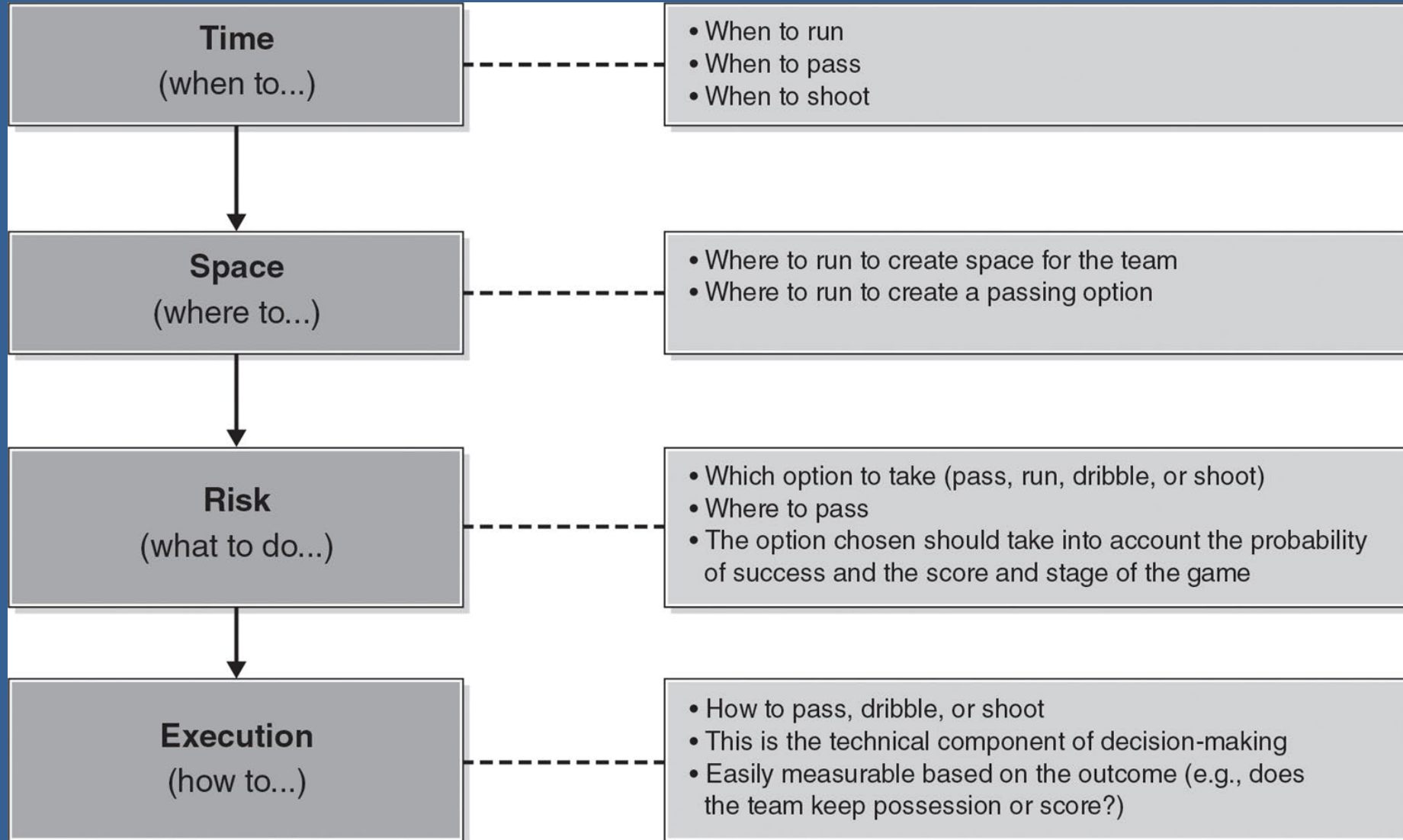
(a) for time limit

(b) for no. of plays e.g. 10 turns (score /10)

PART 3: INVASION GAMES



Invasion Game Concepts – framing tactical questions.



PART 3: INVASION GAMES



Invasion Game Questioning Examples.

1. Technical-guiding questions:

How should you pass the ball?

What type of pass is best to use?

How can you improve your accuracy when passing?

2. Tactical-guiding questions:

When should you run? When should you pass? When should you shoot?

Where should you run? Where should you pass?

Why did you choose that option?

3. Strategy-guiding questions:

Where was the best place on court to attack from?

How can you work together to create space?

What are 2 strategies/plays can you develop to score more?

What is the best way to defend?

4. Scenario questions:

What would you do if your team has possession of the ball with 30-seconds left, and is 1-point ahead?

If you are defending the above scenario, how would you change your strategy?

5. Sport-linking questions:

What tactics are similar in all invasion sports? What strategies are similar?

What tactics are similar between 'hockey' and 'football'? How are they different?

How have rule changes altered the sport? e.g., 21-second shot clock in basketball; no offside in hockey. Why are rules often changed in sports?

PART 3: INVASION GAMES



Task constraint	Modification
Player numbers	Increase the number of attackers or decrease the number of defenders to make attacking easier.
Playing area	Increase size to emphasise more space to decrease the time and pressure on the attacking team.
Equipment	Change the ball or implement used.
Positioning	Set positions or create zones or areas for players to stay within.
Scoring method	Use a variety of equipment for scoring: basket, goal posts, cones, end zone and hoops. Award points for rebounding and catching, hitting a cone or bin, or completing a defined number of passes. Add bonus points for a particular scoring method.
Method of starting play	Change the way each play is started (e.g., toss, possession, contest, kick-off).
Rules	Change a rule to change the focus—for example, type of pass used, level of pressure and tackling, time in possession.

PART 3: INVASION GAMES – Game examples

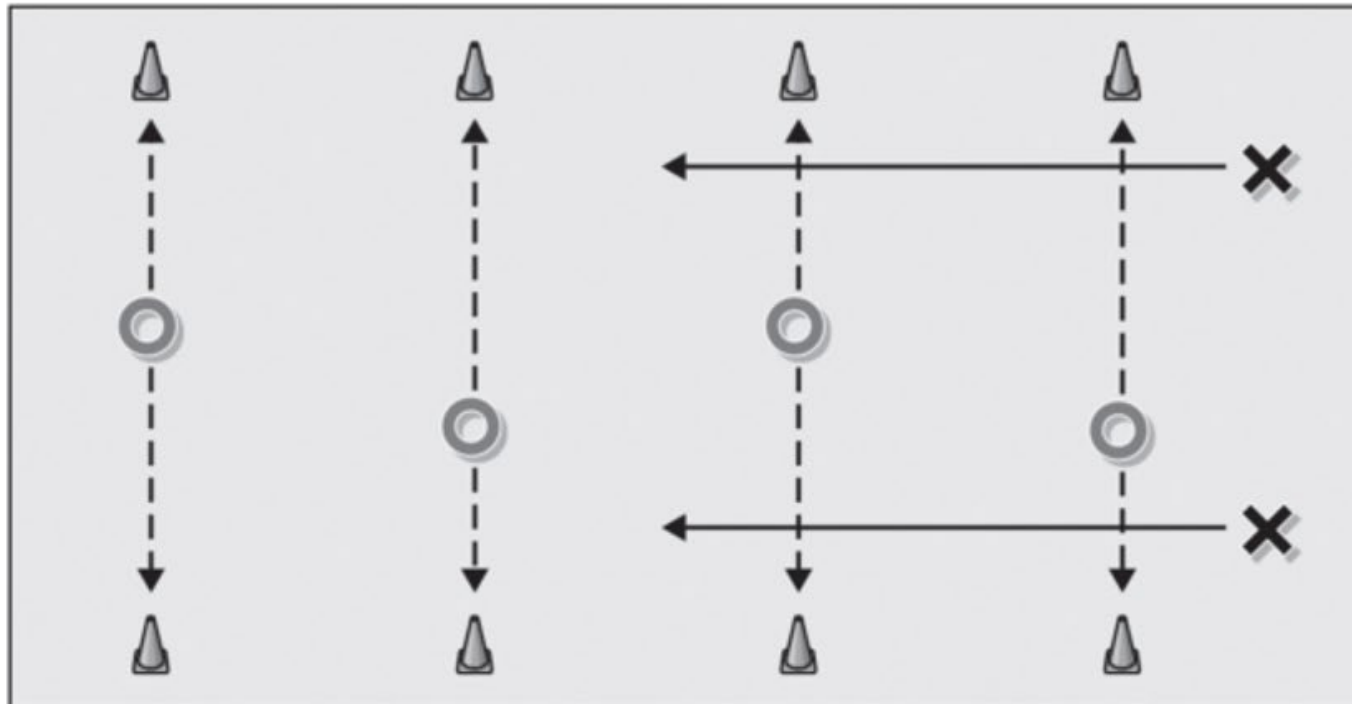


The Gauntlet

(1) Game Outcomes

To develop knowledge and skills relating to keeping possession of the ball:

- when to pass/when to run
- how to pass the ball
- where to run to receive (assist the ball carrier)



PART 3: INVASION GAMES – Game examples



The Gauntlet

(2) Key Questions

When should you pass the ball? (*When you draw the defender.*)

When should you run with the ball? (*When the defender stays back.*)

Where is the best place on the court to pass the ball? (*Halfway between the zones.*)

What other strategies did you use to get the ball over the end line? (*e.g., fake, long pass.*)

Where can the receiver move to assist the ball carrier? (*Into space, away from the defenders.*)

If the game is too easy for the attackers, how could you modify it? (*Decrease space by shortening or narrowing the area.*)

(3) Task Constraint Modifications

No running with the ball

Attacker can dribble the ball to move

Attacker must pass the ball backwards

Use a variety of implements (e.g., football, basketball, netball, disc, rugby ball), then match the rules to the implement

Place a goal (e.g., basketball ring, handball goal) at the end of the gauntlet. The two attackers attempt to score once they have passed through the gauntlet.

Change to 3v2. Defensive lines are the same with a defender who can move anywhere

PART 3: INVASION GAMES – Game examples

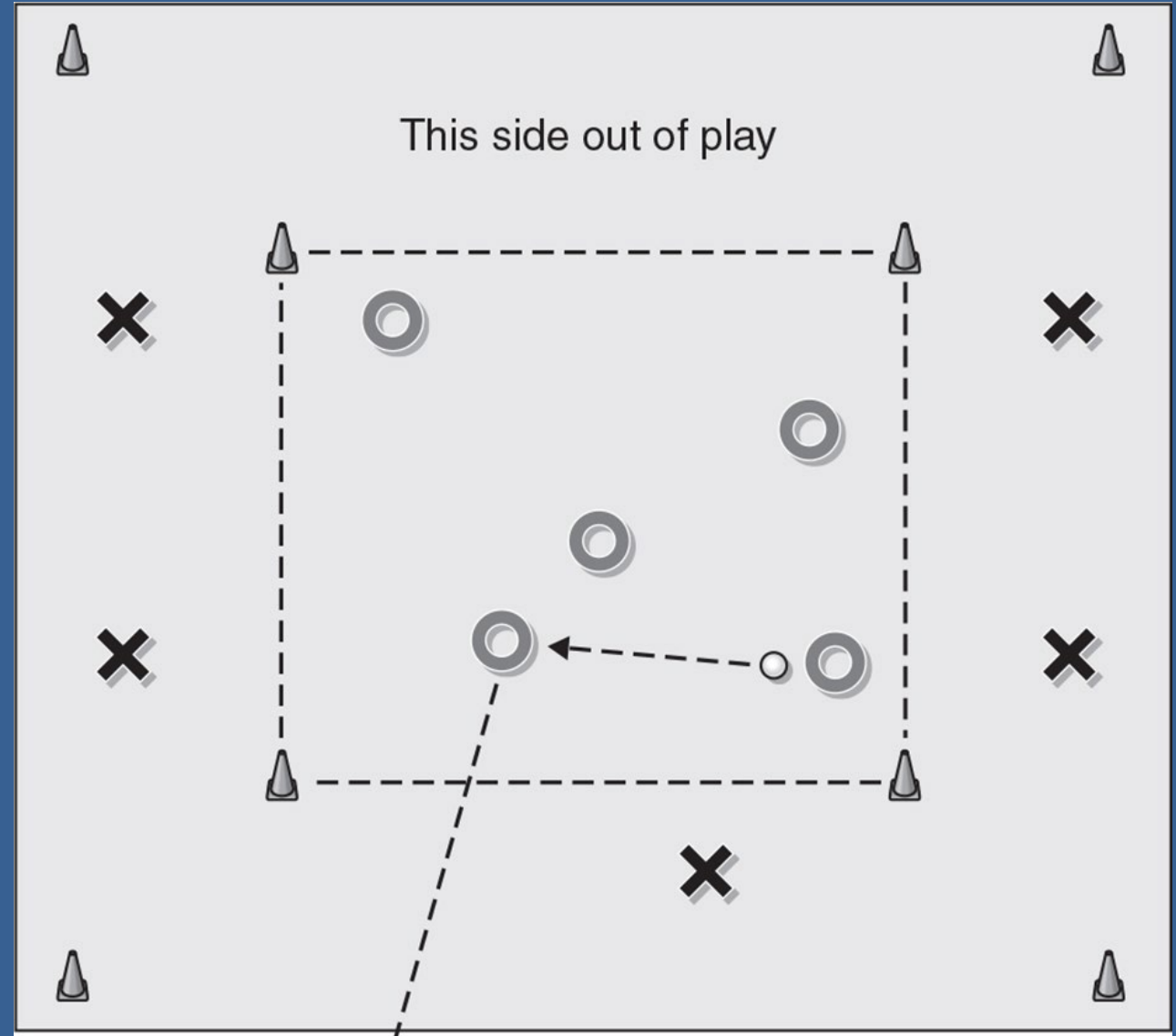


Prison Break

(1) Game Outcomes

To develop knowledge and skills relating to:

- when to pass/where to pass
- when to run/where to run
- attacking strategies (identifying space in zone, outnumbering opposition, moving ball quickly)
- defensive strategies (denying space, when/where to move, communication)



PART 3: INVASION GAMES – Game examples



Prison Break

(2) Key Questions

How did you decide whether to run with the ball or pass it? (*pass if a teammate is in a better attacking position or in space.*)

Is it more effective to move the ball quickly or slowly? Why? (*Quickly so the defence doesn't have as much time to move and fill the gaps and deny the space.*)

How do you create a gap (or space) in the defensive zone? (*Draw the defender. Run at the defender. Create 2v1 and outnumber.*)

Defenders, how do you work together in order to prevent space for the attacking team? (*Communication. Shift the defenders around.*)

What type of defence is this called? (Zone.) Why is it called this? (*Guarding an area or space rather than a direct opponent.*)

(3) Task Constraint Modifications

Add a defender to the inside square to put pressure on passes (can intercept ball for 1 point, then place ball on ground).

Start the game with just three defenders, and then add one after each score.

Change area e.g. circle, size.

Change from rugby ball to basketball – must dribble ball over line to score.

PART 4: ASSESSMENT EXAMPLES



Assessment Rubric (Summative)

SKILLS (THE ABILITY TO PERFORM A TASK WITHIN AN INVASION GAME: TECHNIQUES, TACTICS AND STRATEGIES)					
Descriptor	5	4	3	2	1
Skill execution	Always passes the ball accurately to teammates and demonstrates excellent catching skills in games	Often passes the ball accurately to teammates and demonstrates very good catching skills in games	Sometimes passes the ball accurately to teammates and demonstrates good catching skills in games	Occasionally passes the ball accurately to teammates and demonstrates reasonable catching skills in games	Rarely passes the ball accurately to teammates and needs to improve catching skills to become competent in games
Tactical skills	Always applies tactics effectively and makes excellent decisions when in possession of the ball	Often applies tactics effectively and makes very good decisions when in possession of the ball	Sometimes applies tactics effectively and makes good decisions when in possession of the ball	Occasionally applies tactics effectively and makes reasonable decisions when in possession of the ball	Rarely applies tactics effectively and needs to improve decision making when in possession of the ball
Strategic skills	Always applies plans, rules and strategies effectively in games to help the team gain an advantage	Often applies plans, rules and strategies effectively in games to help the team gain an advantage	Sometimes applies plans, rules and strategies effectively in games to help the team gain an advantage	Occasionally applies plans, rules and strategies effectively in games to help the team gain an advantage	Rarely applies plans, rules and strategies effectively in games to help the team gain an advantage
KNOWLEDGE (UNDERSTANDING RULES, TECHNIQUES, TACTICS AND STRATEGIES IN INVASION GAMES)					
Descriptor	5	4	3	2	1
Skill transfer	Demonstrates a comprehensive understanding of skill transfer and similarities between invasion games	Demonstrates a very good understanding of skill transfer and similarities between invasion games	Demonstrates a good understanding of skill transfer and similarities between invasion games	Demonstrates a reasonable understanding of skill transfer and similarities between invasion games	Is unable to understand skill transfer and identify similarities between invasion games
Technical and tactical knowledge	Can clearly and accurately explain all of the key techniques and tactics involved in keeping possession of the ball	Can clearly and accurately explain most of the key techniques and tactics involved in keeping possession of the ball	Can explain some of the key techniques and tactics involved in keeping possession of the ball	Can state some of the key techniques and tactics involved in keeping possession of the ball	Is unable to state any of the key techniques and tactics involved in keeping possession of the ball

PART 4: ASSESSMENT EXAMPLES



Assessment Rubric (Summative)

PERSONAL AND SOCIAL RELATIONSHIPS (FEELINGS, ATTITUDES, VALUES, BEHAVIOURS)					
Descriptor	5	4	3	2	1
Active engagement	Always actively involved and demonstrates excellent enthusiasm to improve in each game	Often actively involved and demonstrates very good enthusiasm to improve in each game	Sometimes actively involved and demonstrates some enthusiasm to improve in each game	Occasionally actively involved and demonstrates a little enthusiasm to improve in each game	Rarely actively involved and demonstrates little enthusiasm to improve in each game
Fair play	Always demonstrates fair play and exemplary sportsmanship in all games	Often demonstrates fair play and very good sportsmanship in all games	Sometimes demonstrates fair play and good sportsmanship in all games	Occasionally demonstrates fair play and reasonable sportsmanship in games	Rarely demonstrates fair play or sportsmanship in games
Respect	Always respects the opinions and abilities of others and assists all others in small-team situations	Often respects the opinions and abilities of others and usually assists others in small-team situations	Sometimes respects the opinions and abilities of others and at times assists others in small-team situations	Occasionally respects the opinions and abilities of others and generally supports others in small-team situations	Rarely respects the opinions and abilities of others and does not support or help others in small-team situations

Total / 40

PART 4: ASSESSMENT EXAMPLES



Self-reflection (Formative)

Self-Reflection Tool

Name: _____ Date: _____

Circle a number from 1 to 5 for each of the statements. These are linked to skills, knowledge, and personal and social relationships.

1 = strongly agree

2 = agree

3 = neither agree nor disagree

4 = disagree

5 = strongly disagree.

I am able to pass a ball accurately during games	1	2	3	4	5
I can consistently catch a ball under pressure during games	1	2	3	4	5
I understand the concept of invasion games	1	2	3	4	5
I can apply key tactics during games	1	2	3	4	5
I understand the difference between tactics and strategies	1	2	3	4	5
I understand the importance of team work and working together	1	2	3	4	5
I feel comfortable answering questions	1	2	3	4	5
I am confident during games and not concerned about making mistakes	1	2	3	4	5
I accept that everyone has different abilities	1	2	3	4	5
I really enjoyed the unit	1	2	3	4	5
I feel that I learned a lot during the unit	1	2	3	4	5
I liked playing with my friends	1	2	3	4	5

PART 4: ASSESSMENT EXAMPLES



GPAT (Formative)

Table A.13 In-Game Performance Assessment Tool for Invasion Games

	PASSING ACCURACY			CATCHING EFFICIENCY			SHOOTING ACCURACY			INTERCEPTIONS
Player name	Total	Success	%	Total	Success	%	Total	Success	%	Total
Team totals										

Place a mark in each box every time a player demonstrates a skill, then place a mark if it is successful. Calculate the percentage for success afterwards.

A successful pass is one first touched by a teammate. A catch is successful when the player keeps possession of ball. An interception is when a player gets possession of the ball from an opponent.

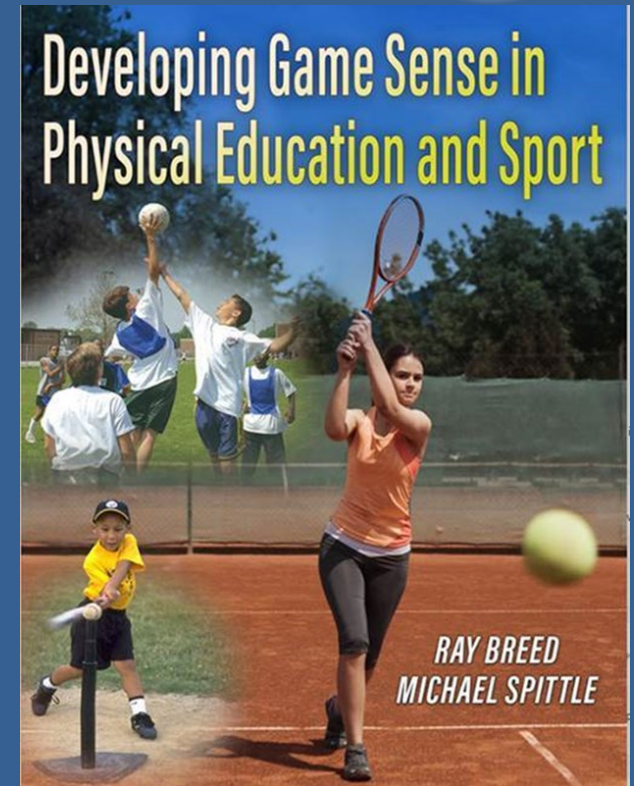
CONCLUSION



- Game sense is a tactical teaching and learning approach
- Thematic e.g. invasion games
- Small-sided designer games
- Developmentally appropriate
- Pedagogy of:
 - Outcomes
 - Questioning
 - Task-constraint modifications

Addresses key outcomes:

- Skills (technical, tactical, strategic)
- Knowledge
- Personal, social and relationships



Breed & Spittle (2021). Developing Game Sense in Physical Education and Sport.

Human Kinetics, US Champaign, IL.