5.1 Overview

5.1.1 Introduction

Refining skills and strategies in team activities and games takes practice. Practising skills in isolation helps establish body control and technique. These skills can then be developed further by using them in more competitive environments, such as drills and games. This adds pressure and forces us to respond with quick decision making, aiding our retention and understanding of the skill requirements, as well as further developing anticipation and timing. Through communication with our team we begin to learn appropriate tactics and strategies, both in attack and defence. Once you become proficient in skills and strategies in one sport, you can apply these to other sports.

Resources

- eLesson: Movement concepts and strategies (eles-2946)
- Digital doc: Key terms glossary (doc-29365)

Essential Question

How can I gain skills and strategies to participate in a range of physical activities with confidence, competence and creativity?

Syllabus Outcomes

A student:
- transfers and adapts solutions to complex movement challenges (PD4-5)
- applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts (PD4-10)
- demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences. (PD4-11)
5.2 Composing and performing movement

5.2.1 Practice makes perfect
Elite sportspeople achieve greatness by mastering the best performance methods in their field. They match this mastery with the ability to coordinate all the necessary elements of a skill at the same time and, in team sports, communicate successfully with their teammates. To maintain their status as the very best, in addition to executing their own skill perfectly, professional sportspeople must also be able to predict the style and skills of their opponents. Although most of us are unlikely to develop the level of movement proficiency demonstrated by elite players, we still require sufficient skill and strategy to participate safely in sporting activities. Successfully composing and performing movement requires time and practice. As we become more familiar with the requirements of movements and games we will make fewer mistakes, which will enhance our self-efficacy and skill execution. We are also able to transfer our skills and tactics between sports with more confidence.

Movement analysis software can be a useful resource for analysing skill and strategy. It can be used to record a movement or series of movements as part of a team and then replay and discuss how you could improve your movement or decision making in a game. Use the Movement skills analysis weblink in the Resources tab to explore a software option that could be used as an individual performer or as part of a team.

5.2.2 Better skill execution
Before we discuss team tactics and strategies, we need to refine our understanding of the important aspects of movement skill development: body control, object control, anticipation, kinaesthetic sense, timing and technique. Increased control over these elements will enable us to move more skilfully, use equipment and apparatus safely, and participate in activities with opponents more confidently in complex and challenging situations.

**Body control**
Controlling our limbs and learning body control is important in activities such as swimming butterfly, performing a handstand in gymnastics and taking a defending position in netball. Body control is also important for everyday health and function and can be linked to muscular strength and coordination.
Object control

Many games require us to control, manipulate and project objects in a particular way. Successful manipulation of objects requires good hand–eye/foot–eye coordination. In some games, we often need to control an object that has been thrown, kicked or hit towards us, decreasing the predictability of the skill and making object control more challenging. Some sports where such manipulative skills are particularly important include tennis, golf, hockey, volleyball and basketball.

Use the Stephen Curry object control weblink in the Resources tab to watch this elite basketballer demonstrate extreme object control and manipulation skills.

DID YOU KNOW?

Australia regularly sends teams to compete in the Commonwealth Fly Fishing Championships. Fly fishing is a challenging form of fishing with a unique style of casting that requires sophisticated body and object control.

Kinaesthetic sense

Kinaesthetic sense relates to the mind knowing what is required of the trunk and limbs, and being conscious of how a movement is being performed in relation to our expectations. Being aware of our body position is essential to the successful execution of any skill. For example, during a one-and-a-half somersault from the 3-metre board, a diver needs to be aware of body position in relation to the water to allow sufficient time to straighten the body before entry.

Technique

Elite athletes have common characteristics in their skill execution. They exhibit smooth-flowing movement, coordinated action and often very similar muscle actions for any given skill. Technique refers to the way in which a skill is conducted and there are often specific recommendations that should be followed to assist performance.

Good technique is important for skill improvement. It ensures the movement is economical by using only the essential muscles and improves the chances of the movement flowing smoothly and being successful. Applying the correct technique usually enables us to achieve at a higher level.

Anticipation

Anticipation involves preparing appropriately for something that is happening and it is evident when we watch elite players. In a sport such as tennis, better players arrive quickly to cover shots by opponents because they anticipate what is going to happen. They carefully watch how opponents position themselves and use this to predict the type of shot that will be played; this gives them more time to consider their response. In team games such as hockey, players must anticipate the movements of their opponents and the type of shot or pass they are going to perform, and then respond appropriately.
Anticipation is influenced by a number of factors, including:
- the size of the object
- the distance we are from the object
- the speed of the object
- the colour and brightness of the object
- the sound (if any) made when the object was struck
- our ability to analyse the information and respond (commonly called our reaction time)
- our ability to physically position ourselves according to the information we have gathered.

**Timing**

Skilful players also show good timing when they execute skills. This means the players sequence the smaller parts of the skill so that the action is smooth, appearing effortless to the observer. Sometimes the smaller parts need to be built separately, such as in triple jump. Assembling them into one movement requires considerable practice.

In team games, timing may refer to a player moving towards the ball. For example, when a team is working its way down the court in netball, the goal shooter must time when to run out of the ring for the ball — too early and the defender will match the lead; too late and the thrower may have passed elsewhere, leaving the goal shooter out of position.

**DID YOU KNOW?**

Spinning a ball such as a basketball on the tip of one finger for a period of time requires good timing and coordination. The world record for this is 4 hours 15 minutes held by Joseph Odhiambo from the United States.

**5.2 Activities**

**Warm-up manipulation skills**

*Equipment:* Soccer balls and basketballs

1. Try the following manipulation skills as a warm-up.
   - (a) Catch the ball behind your back.
   - (b) Spin a basketball on one finger.
   - (c) Bounce a basketball in a figure eight around your legs.
   - (d) Bounce a soccer ball on one foot.

   What types of feedback are you using in these activities?
Soccer drill to develop anticipation and timing: passing to a moving target

**Equipment:** One soccer ball, four cones

2. Place four cones to mark out a large square. Eight players are evenly spaced around the square. One player is in the middle of the square with the ball.

(a) The player in the middle passes the ball to each of the boundary players in turn.
(b) The middle player moves around the space, passing and receiving the ball.
(c) Play continues until the middle player has received a pass from all boundary players.
(d) The stationary players should focus on the timing of their pass, so that it is in front of the moving player. The moving player must time their run, waiting until the stationary player is about to kick the ball.

Once confident with the drill, more than one player could be placed in the middle of the square.

Timing the tennis serve

**Equipment:** Tennis racquets and balls, marked court

3. One skill that requires considerable timing is the tennis serve, which is a complex, specialised skill. The racquet needs to be taken back as body weight moves back, then the ball tossed and hit as the weight moves forward. Good timing requires that transfer of weight is coordinated with the overhead movement of the racquet and vertical ball toss, resulting in a solid hit.

(a) Stand side-on to the direction of the serve, with most of the weight on the front foot and the racquet and shoulders pointing in the direction of the serve.
(b) Swing the racquet back, bending the knees a little and pushing the ball straight forward and up into the air. If the ball was to land without being hit, it would land in front of the front foot.
(c) Swing the racquet forward, aiming to hit the ball after it reaches the top of the toss.
(d) Follow through with the racquet down the opposite side of the body.

The serve needs to land in the service area indicated in the figure below. In small groups, continue practising the serve until you feel reasonably comfortable with the movement. Focus on placing the ball at the right height and on rhythm as the body moves forward into the hit.
Improving the tennis serve

**Equipment:** Tennis racquets and balls, a marked tennis court

4. Carry out the following tasks.
   (a) Each student in the class should perform 10 serves from each side of the court. If possible, record the service technique of each student. Serves are deemed to be successful if they go into the service area in the opposite end of the court.
   (b) Record the results (for example, 15/20) and convert to a percentage (75 per cent).
   (c) Use the **Slow motion serve** weblink in the Resources tab to watch a clip of Roger Federer’s serve. Observe the technique of this elite player.
   (d) As a class, compile a list of the observable differences between the techniques of elite players compared with beginners.
   (e) Individually, draw up a list of points that you think could improve your serve.
   (f) Practise the serve based on your suggestions. Ask a partner and your teacher to provide you with feedback, using the points you wrote down as a checklist.
   (g) Perform the test again and calculate the results. Did your score improve? Suggest what you need to do to improve your service technique.

Orienteering — technique and anticipation

5. Orienteering is an activity that links simple and complex navigation skills with a high level of fitness to provide another type of effective workout. Orienteering has been called ‘cunning running’ as the sport requires participants to navigate through different types of terrain, accessing a series of checkpoints (called controls) in a timed competition. It requires an efficient running technique, the ability to move through natural terrain and an ability to anticipate and react to the presence of obstacles to complete the course.
   (a) Use the **Orienteering Australia** weblink in the Resources tab to find out more about orienteering.
   (b) Use the demonstrations and information to create an orienteering course around your school and include either natural or artificial obstacles to navigate around.
   (c) Make a map of your school grounds, then set out a simple course with a number of different controls and practise your orienteering skills.

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**Resources**

- **Weblink:** Slow motion serve
- **Weblink:** Orienteering Australia
5.2 Check and challenge

Explain
1. Explain the purpose of practice for skill and strategy.
2. Explain how you could use movement analysis software to enhance performance.
3. List four of the advantages of good technique.
4. How can you judge good technique?
5. How can you improve your knowledge and application of technique?
6. (a) Identify three skills where good timing is important, such as serving in tennis.
   (b) Explain the importance of good timing for correct execution of these skills.

Evaluate
7. What effect does anticipation have on your ability to play:
   (a) tennis
   (b) soccer?
8. Use the Volleyball spike weblink in the Resources tab to watch a video of this technique and then evaluate it.

5.3 Using feedback

Feedback is an important part of helping you learn and refine new skills and strategies and it takes a variety of forms. It allows you to perform, reflect and then act to improve your performance.

5.3.1 The importance of feedback

Feedback is the systematic process of giving and receiving information about the performance of a task with the aim to improve. Feedback may be internal — based on our senses — or external — given by a coach or peer. Feedback may be given about particular elements of a skill or about our decision making and tactics. Responding to feedback on decision making and tactics takes time; we plan, perform and then reflect or evaluate. As we receive feedback we repeat this process, making better choices and executing more fluent performance to move towards our movement objective. We have previously considered forms of feedback using our senses: we receive verbal feedback through listening to our coach or teacher, visual feedback when we see our performance and kinaesthetic feedback as we feel the performance intrinsically. In this subtopic, you will continue investigating the impact of different types of feedback on your skill performance as well as on your strategies and tactics. Try the Types of feedback interactivity in the Resources tab to check your understanding of the different types of feedback.

5.3.2 The netball pass

During invasion games such as netball, attacking skills are important to maintain possession. Using the width and depth of the court as well as having mobile players are attacking strategies that help evade opponents.
Moving towards the goal and penetrating the defence is the ultimate objective. The position of the defenders must be considered when passing down the court and the correct pass must be strategically selected. As an attacker, the **angle of release** of the ball must be manipulated, depending on the requirements of the pass. A high release is used if the ball needs to be thrown over a defender and a low release gives us a fast, flat pass when the attacker is close and the pass needs to be quick. When attempting to throw for distance, a moderate release angle is best. Visual feedback tells us if this pass has landed where we intended and kinaesthetic feedback tells us if our muscles and joints have moved correctly to impart the appropriate force. We then make minor adjustments next time we attempt the pass; we may increase the force of the throw, manipulate the angle or, if we are unable to make the throw, we communicate this to our teammates. Use the **Invasion games** weblink in the Resources tab to discover more about invasion games.
5.3 Activities

Recording the throw

Equipment: Per group: recording device, four cones, netball

1. (a) Place a cone on the baseline. Place cones two metres, five metres and eight metres away from the baseline cone and position a player at every cone.
(b) Prepare the recording device so it has all players in view.
   The player at the baseline (the thrower) has possession of the ball and the aim is for them to manipulate the angle of release to make a pass to each player.
(c) The thrower's first pass is a flat, fast pass to player 1. Player 1 then returns the pass and raises their arms in the air in a defensive stance.
(d) The thrower's second pass is a high pass to player 2; it needs to travel over the top of player one's arms. Player 2 returns the pass.
(e) The third throw needs to travel far, to get to player 3. The pass is returned and players swap positions.
(f) Review the footage and make recommendations for the thrower; is there enough force on the ball and was the angle appropriate for the type of pass?
(g) Attempt each pass again and respond to the feedback given.
(h) This drill can be increased in complexity by making one player a moving attacker/defender who attempts to intercept the passes. Players 1 and 2 are placed at the two- and five-metre positions; player 3 has to run to position themselves so as to intercept the flat pass (in front of player 1) and the high pass (in front of player 2). The moving attacker/defender creates a more challenging environment for passing.

Netball goal

Equipment: Netballs, goal rings

2. (a) Place cones at various angles and distances from a netball goal ring (stay inside the goal circle).
(b) Take turns shooting for goal from each cone, noting if the shooter's angle of release is high enough to make it over a possible defender to the ring.
(c) As confidence with the shot increases, move further away from the goal and increase the force of the shot, while maintaining height. Students could take turns standing between the shooter and the ring with their arms raised to encourage a good angle of release.

3. Explore more with the Netball skills basic shot technique weblink in the Resources tab.

Basketball minor game

Equipment: Basketballs, cones

4. Use cones to mark out quarter basketball court-sized spaces for two teams of three players each to play each other in the game detailed below.
(a) Team A is given possession of the ball to commence the game. The aim is to achieve five passes to fellow team members without team B intercepting a pass.
(b) Carefully consider the passes being used and prompt your teammates to throw flat, high or long, depending on the position of other players.
(c) If five unintercepted passes are achieved, team A scores a point and gives the ball to team B for their turn. Play continues in this way until time is called.
(d) If the ball is intercepted during play, the intercepting team takes possession and starts their five-pass attempt.

The team with the most points at the end of the session wins.
5.3 Check and challenge

Explain

1. Name three different types of feedback.
2. Explain the term ‘kinaesthetic feedback’.
3. Explain why feedback is important to skill and strategy development.
4. Identify some common features of invasion games.
5. Explain why the angle of release needs to be manipulated when throwing the ball.

5.4 Transferring technique and strategies

The concept of transfer refers to the use of similar skills, strategies and tactics across different games. Games that have similar objectives and equipment often require similar game play. Once you understand the objectives in one game, you can perform better in similar games.

5.4.1 Transferring skills and strategies with objects

Games that involve moving an object from one side of a net to the other are known as court or net games. The objects involved may be a ball in volleyball and tennis, or a shuttle in badminton. Some of the actions within these sports can be transferred to each other with minor modifications such as the overhead serve in volleyball and the overhead clear in badminton. Similarly, the tactics are transferable. Learning attacking (offensive) and defending (defensive) strategies in one game can help in another. The goal in net games is to move the object away from the opposition to score a point. As you develop your game play, you should be able to play different net games and select the appropriate skill to hit the object into space away from the other team. Achieving this takes time and practice. The activities in this subtopic look at transferring the striking skill used in net games into a golf swing. We will also practice the skill of projecting the object into space and away from opponents in net games.

DID YOU KNOW?

Some research into learning new physical skills suggests that it takes about 10 000 hours of practice to become an expert at that skill. Effective practice helps us progress through various stages of learning, from beginner to expert.
5.4 Activities

The golf swing

**Equipment:** Golf clubs, balls (soft rubber)

**Note:** The following description applies to right-handers and should be reversed for left-handed players.

1. (a) Hold the golf club with the last three fingers of your left hand and then wrap the index finger and thumb around the grip.
   (b) Slide the right hand onto the club just below the left hand, slightly covering the thumb.
   (c) Flex your knees and bend forward a little at the waist.
   (d) Gently swing the club around the body using a big shoulder turn.
   (e) Swing through at the ball, keeping your eye on the ball at all times.
   (f) Using soft rubber golf balls, hit to a bucket placed 10 to 20 metres away. Gradually increase the distance as your control and execution improve.

Proper execution of the golf swing requires us to feel where the club is in relation to our body throughout the movement.

Using a target that is relatively close helps develop a fluent swing.
Badminton warm-up

**Equipment:** Badminton racquet and shuttle per person, net

2. (a) Without a net, set up with a partner and hit back and forth, trialling forehand and backhand shots.
   (b) Try to hit the shuttle as many times in a row as possible.
   (c) Swap partners.
   (d) Consider how you could make this activity more challenging; think about adding equipment or other people. Add in a net and hit back and forth over the net. Begin by trying to hit as many times as possible then try to hit into space away from your partner. Note how you change the shot or manipulate the force applied to the shot to change its pathway through the air.

Practise the forehand and backhand with your partner.

3. To explore badminton play in more detail, use the Badminton shots weblink in the Resources tab.

**Projecting into space**

**Equipment:** Badminton racquet and shuttle per person, net, worksheet

4. (a) Download and read through the Badminton worksheet from the Resources tab.
   (b) Set up with a partner and hit back and forth over the net.
   (c) Try to manipulate the shuttle away from your opponent into space.
   (d) Work through the worksheet, naming each shot and describing when it should be used.
   (e) Play again, trying to use the appropriate shot.
   (f) Refer to the rubric below for this task and give yourself a ranking. Think about ways you could improve your game play to rank higher.
Badminton game play rubric

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Game mastery</strong></td>
<td>The student displays excellent decision-making skills when under pressure in a game and has an exceptional understanding of positioning and attacking and defensive game play. The student is able to select the appropriate shot in badminton, in order to successfully execute the shot and manipulate their opponent around the court. For example, the student executes a forehand when the ball lands on the forehand side and hits the ball into space away from their opponent. The student is able to analyse their own and other class members’ performances and provide in depth feedback in order to improve performance.</td>
</tr>
<tr>
<td><strong>Game understanding</strong></td>
<td>The student displays good decision-making skills when under pressure in a game and has a strong understanding of positioning and attacking and defensive game play. The student is able to select the appropriate shot in badminton, in order to execute the shot and manipulate their opponent around the court. For example, the student often executes a forehand when the shuttle lands on the forehand side and hits the shuttle into space away from their opponent. The student is able to analyse their own and other class members’ performances and provide feedback in order to improve performance.</td>
</tr>
<tr>
<td><strong>Game knowledge</strong></td>
<td>The student displays some decision-making skills when under pressure in a game and has a sound understanding of positioning and attacking and defensive game play. The student is generally able to select the appropriate shot in badminton, in order to execute the shot and manipulate their opponent around the court. For example, the student at times executes a forehand when the ball lands on the forehand side and hits the shuttle over the net, often into space. The student is able to analyse their own and other class members’ performances and provides some feedback in order to improve performance.</td>
</tr>
<tr>
<td><strong>Needs game work</strong></td>
<td>The student displays limited decision-making skills when under pressure in a game and has some understanding of positioning and attacking and defensive game play. The student is rarely able to select the appropriate shot in badminton. For example, the student executes a ground shot when the shuttle lands on the forehand side and hits the shuttle over the net at times. The student is occasionally able to analyse their own and other class members’ performances and provides limited feedback in order to improve performance.</td>
</tr>
</tbody>
</table>

**Ace of the court**

**Equipment:** Badminton racquet and shuttle per person, net

5. (a) Set up with one player in each square of a badminton court, as though you were playing doubles.
   (b) The server is known as the ‘Ace’, the player next to them ‘two’, then ‘three’ and ‘four’, as pictured on the right.
   (c) The server must try to retain their position while other players work to move up a position.
   (d) If a player makes an error, they move into position four and all other players move up.

An error may include:
- missing the shuttle
- hitting the shuttle out of court
- hitting the shuttle out of turn.

(e) Play the game for a designated time then swap groups and play again.
(f) Reflect on the game play you used to force errors from the other players.
5.4 Check and challenge

**Explain**

1. Explain what is meant by the term ‘transfer’.
2. Explain why it is important to develop the ability to transfer skills.
3. How does understanding the objective of the game help transfer skills?
4. Identify the basic principles of the golf swing. Why is this skill classified as a manipulative skill?
5. Explain an attacking strategy in net games and how it helps achieve the objectives of the game.

**Elaborate**

6. Identify skills in the activities for this subtopic that you could practise to improve your general manipulative abilities.
7. Create a game or activity that would help develop your own net play game.

5.5 Developing game sense

Games provide ways of developing fitness and skills such as agility, coordination and speed. They also provide enjoyment and competition, help develop leadership skills and are important in nurturing social skills. Your game sense will develop most when you experience a variety of games and have the opportunity to analyse your skills, plays and tactics.

5.5.1 Introducing game sense

Game sense is the ability to ‘read’ the game. It helps us use fundamental and specific movements, skills and understandings to make the learning of related activities easier. We develop game sense through observation, practice, involvement in minor games and exposure to the major game itself. Through experience, we develop our anticipation, timing and our thoughts about what to do, where to go, which pass to make and when to kick. How we play the game and the tactics we choose will depend on our team and our opponents; working out the best approach takes time and strong communication as well as some and trial error.

Using a game sense approach often requires us to manipulate our playing environment. Having defenders and teammates around while we execute the skill creates a more open environment; we have to deal with more variables than just thinking about the skill, which makes it more challenging. Although there is more pressure on us, we become better at executing the skill and choosing the appropriate strategy that will allow us to perform better in the game. Use the **Evasions skills in AFL** weblink in the Resources tab to watch a demonstration of an evasion skill in AFL.

Game sense is not unique to any particular game. Experience in one game or activity can transfer to another game that is similar, making the learning experience easier. There are many similar types of games such as:

- **Invasion games**, including Australian Rules football, netball, soccer and water polo
- **Court/Net games**, including tennis, badminton and volleyball
- **Target games**, including golf, archery, croquet and tenpin bowling
- **Striking/Fielding games**, including cricket, baseball and softball.
Invasion games include any sport where one team is invading the territory of the other. Use the **Sporting Schools** weblink in the Resources tab to find link to invasion games and use one of these games as a warm-up or as part of your lesson. Consider how variables such as field size and rules affect your learning opportunities.

**HEALTH FACT**
Physical activity develops your memory. Playing games and sports stimulates your brain, which can improve your short-term memory. Staying physically active throughout your life can help delay the onset of memory decline which comes with old age.

### 5.5.2 Effective strategy choices
Decision making and problem solving are essential in successful game play. In a game, we are under pressure to decide, choose and execute our actions quickly and efficiently to allow play to successfully continue. Choosing the correct action in a game might involve decisions such as the timing of a pass, who to pass to, or trying to make space to move away from a defender to effectively receive the ball. Game sense describes our ability to successfully respond to game situations and develop solutions. Making effective strategic choices leads to developing competence in many games.

### 5.5.3 Principles of attack
Invasion games such as rugby, water polo and basketball have common principles that can be followed to help maintain possession, use teammates and achieve a score or goal, which are the objectives of attacking play. Players should consider the following principles of attack.

- **Width.** Stretching out over the court or pitch gives each player more space and can create gaps in defence that players can run through.
- **Mobility.** Players moving around and creating space and options, rather than standing in one place, helps evade opponents.
- **Depth.** Attacking players can provide options by moving into the space near a goal or scoring opportunity. There should also be options behind the play so that if the defence is strong, new options can be created. Basketball is an example of a sport in which a team may often pass ‘back’ in order to move forward.
5.5.4 Principles of defence

The objectives of defensive play are: prevent opponents from occupying dangerous space in front of the goal, prevent shots and regain possession. In order to achieve these objectives, players must work together to achieve the following principles of defence.

- **Pressure on the ball.** The player in possession of the ball must be challenged as soon as possible. This may mean a tackle in hockey, a defensive stance or intercept in basketball or water polo, or hands over the ball in netball.
- **Depth.** Defenders must provide support for each other by covering players or space either side of and towards the goal. This limits options for the attacking team and gives a perception of pressure.
- **Balance.** Although there is a need to position defenders in dangerous spaces there is also a requirement to defend unoccupied space such as the side of the court. Defending teams that huddle around the goal will create space and free up other attackers and options for opponents to maintain possession. Communicating with your defending team about areas or players that need to be covered will help your team achieve a balanced defence.

Use the Defensive drills for basketball weblink in the Resources tab for more information on basketball defensive drills.

5.5.5 Problem solving and choosing actions in games

Practising modified and minor games helps develop our sense of the game. Through trial and error and communication we learn the appropriate skill to use and how to perform it. Additionally, we become more familiar with the way we can support our teammates in attack and defence. Choosing some principles of attack and defence helps give us structure and assists communication within our team. Your team might select one or two principles to focus on during the game and then break at regular intervals to give feedback and develop strategies to enhance your game play.

Games can be categorised into groups, which helps transfer of skills and tactics between games; games that possess similar characteristics use similar patterns of play. We have primarily focused on invasion games, however there are other categories of games including court games, such as tennis, badminton and volleyball, and striking games such as cricket, baseball and softball.

**DID YOU KNOW?**

France won the 2018 Soccer World Cup, defeating Croatia four goals to two. Even though France had only about 38 per cent possession of the ball, compared to Croatia’s 62 per cent, they were victorious — demonstrating the importance of effective use of the ball when you do have possession.
5.5 Activities

The invasion game activities below all have a focus on team strategies and tactics. While the sport used here is basketball, the activities can be used for any invasion game. Use regular interval breaks to provide feedback to your teammates and seek advice from your teacher if you feel challenged.

Minor games practising the principles of attack — defend the end

**Equipment:** Basketballs, cones

1. (a) Divide the group into teams of five.
   Players should set up with one team member in the end zone and the remainder in the middle.

   (b) The aim is to pass the ball to the player in the end zone. This scores one point.

   (c) Players in the middle pass the ball around to each other, using the principles of attack: width, mobility and depth. No dribbling is allowed.

   (d) After five passes, the pass can be made to the end player.

   (e) After a point is scored (by successfully passing to the player in the end zone), or after an intercept, the other team gets possession of the ball.

   (f) At various stages during the game, the teacher or a student should call ‘stop’. Check player positions then, leaving the defence in the same position, reposition the attacking team if required.

2. As a group, reflect on the game.
   (a) Discuss how the repositioning of the team assisted achieving the objectives: did you retain possession, move into dangerous space or score a goal?

   (b) As an attacker, what type of pass worked best when a defender was in the way? Why?

   (c) Discuss how you might transfer these skills to another invasion game.

   (d) Consider how you could make this activity more challenging: think about adding rules, equipment or more people.

Minor games practising the principles of defence — tag ball

**Equipment:** Basketballs, cones

3. (a) Using a quarter of a basketball court, set up groups of two defenders and four attackers.

   (b) Defenders should try to tag an attacker while they have the ball. A point is awarded to the defending pair each time a tag is made. Defenders should be swapped after each minute of play.

   (c) During the game, ensure defenders are putting pressure on the ball and forcing the attackers into corner space. This limits their options for passing and puts pressure on the pass.

   (d) At various stages during the game, the teacher or a student should call ‘stop’. Check player positions then, leaving the attackers in the same position, reposition defenders if required.

4. As a group, discuss how you might force a basketball player away from dangerous space and put pressure on the ball.
Game play feedback tool
This activity brings skill execution together with game tactics and strategies. Using a tool, such as the one shown below, a few times will help you understand what to look for. You can choose to focus on all points or select a few. Alternatively, you could record the play on a device such as a smartphone and review it after the game.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Observer:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Feedback focus points</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Decision making</strong></td>
<td><strong>Skill execution</strong></td>
</tr>
<tr>
<td>Student passes to the appropriate player. Student chooses the correct pass to use.</td>
<td>Pass reaches the intended target.</td>
</tr>
<tr>
<td>Successful</td>
<td>Needs work</td>
</tr>
</tbody>
</table>

**Equipment**: Basketball, bibs or other team allocation equipment

5. (a) Review the tool provided above prior to starting the game to ensure you understand the criteria on which you will give and receive feedback. Each time a successful attempt is made, it should be noted, as should an attempt that is not successful.

(b) Set up a full basketball game with five a side. Each player should have an observer on the side line.

(c) Play five minutes of the game then break to receive your feedback from your observer. Feedback should give you an idea of the good decisions you have made and areas of focus for you in the next five minutes.

(d) Return to the court for a further five minutes’ play, remembering to focus on the feedback you received.

(e) Meet with your observer again and together make recommendations for improvement.

(f) Swap with your observer and repeat the process.

6. Using a game play feedback tool provides valuable information about areas of strength and areas for improvement. Use the Game play feedback worksheet in the Resources tab to create your own feedback tool for a court game.

**Digital doc**: Worksheet 5.2 Game play feedback (doc-29232)
5.5 Check and challenge

Explain
1. Explain what is meant by ‘game sense’.
2. Choose two sports in which passing is important and discuss how what you have learned in one of these might assist with developing the skill in the other.
3. Explain why problem-solving activities are good for developing game sense.
4. Name three invasion games.
5. (a) Identify three principles of attack and explain the importance of each.
   (b) Which of the three do you think would present the biggest challenge? Why?
   (c) Which of the three do you think would be easiest? Why?
6. (a) Identify three principles of defence and explain the importance of each.
   (b) Which of the three do you think would present the biggest challenge? Why?
   (c) Which of the three do you think would be easiest? Why?
7. Explain how using the principles of attack helps achieve the game play objectives in invasion games.
8. Investigate another small-sided game that could be used to develop attacking skills. Devise a drill that could be used for this purpose.

5.6 Review

5.6.1 Summary
- Successful manipulation of objects requires good hand–eye and foot–eye coordination.
- Skill level can improve through effective practice and receiving correct feedback.
- Movement analysis software can provide excellent feedback to improve our skill and strategy development.
- Aspects of movement skill development include body control, object control, anticipation, kinaesthetic sense, timing and technique.
- Anticipation involves preparing appropriately for something that is happening and responding to a stimulus.
- Timing involves sequencing body parts or preparing the body in game play.
- Feedback is an important element in learning new skills.
- Feedback can take a number of different forms.
- Skills and strategies can transfer to different games and different game situations.
- Game sense helps participants to ‘read’ the game better.
- Games that share similar objectives often have similar tactics or strategies.
- Principles of attack in invasion games include width, depth and mobility.
- Principles of defence in invasion games include pressure, depth and balance.

ESSENTIAL QUESTION
How can I gain skills and strategies to participate in a range of physical activities with confidence, competence and creativity?

Evaluate your initial response to the essential question now that you have studied the topic.
5.6.2 Key terms

angle of release  the angle at which a projectile is released into the air
anticipation  the ability to expect or predict a particular action
body control  the ability to coordinate movements with precision
feedback  the systematic process of giving and receiving information about the performance of a task with the aim to improve.
game sense  the ability to ‘read’ the game; helps us use known fundamental and specific movements, skills and understandings to make the learning of related activities easier
kinaesthetic feedback  information we receive from the systems inside our bodies
kinaesthetic sense  awareness of where our body and its parts are in relation to objects, such as surrounding players or pieces of equipment, and the environment
manipulative skill  the ability to control objects with precision
object control  the ability to move or receive an object with accuracy and control
skills  a special ability enabling a person to perform a movement to a high standard
tactics and strategies  planned moves used to out-maneuvre opponents, providing your team with an advantage. They can be used in both attacking and defensive situations.
technique  the method used for performing a skill
timing  the way the parts of a movement flow together
transfer  using the skills, strategies and tactics learned in one game to play other games
visual feedback  information we receive as we see our own performance.

5.6 Check and challenge
To answer questions online and to receive immediate feedback and sample responses for every question, go to your learnON title at www.jacplus.com.au  Note: Question numbers may vary slightly.

Key terms quiz  online
Multiple choice quiz  online
Check your understanding
1. Explain the different types of feedback that can assist skill learning.
2. Identify other factors that are important to assist skill learning.
3. Investigate a software program that could help provide feedback to the learner.
4. Describe a strategy you have learned playing games that could be applied to solve similar problems in other games.

Resources
- Digital doc: Worksheet 5.3 Key terms quiz  (doc-29233)
- Digital doc: Worksheet 5.4 Multiple choice quiz  (doc-29234)
- Digital doc: Key terms glossary  (doc-29365)