Chapter 3: Movement concepts, game sense, tactics and strategies

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Review

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Chapter 3: Movement concepts, game sense, tactics and strategies

Introduction

Movement concepts, game sense, tactics and strategies provide a framework for enhancing movement performance within individual and team sports. Being aware of the many different ways your body can move and interact with objects and people helps you choose and develop effective strategies for your movement. This topic will show you how to learn, use and devise basic skills, movements and strategies to counter tactical challenges you will face during complex physical activities.

Game sense means knowing the rules. Does this photo show a foul or a good tactic? When playing sport, how have strategies helped you?

ESSENTIAL QUESTION

How can game sense training develop better tactical decisions during a match?
STARTER QUESTIONS
1. How many different ways can you move your body?
2. What are elements of movement?
3. What type of skills do you use in your favourite game or activity?
4. How do you adapt your skills to counter challenges within the game?
5. What tactics have you used in offensive or defensive game situations?
6. How do you show effective game sense?

INQUIRY SEQUENCE
3.1 Movement concepts
3.2 General principles of team organisation
3.3 Set plays, tactics and strategies in Australian Rules football and badminton
3.4 Developing strategic thinking, tactics and strategies: a game sense approach

Review

3.1 Movement concepts

The primary goal of knowledge and understanding of Physical Education is to provide opportunities to develop skills, and to have confidence with the ways you can perform them. You need to understand movement concepts and the skills that enable you to complete the movement because this gives you a framework for how to effectively move your body and develop your motor skills. Using this framework encourages you to develop into a skilful adult who can enjoy a wide range of sports and physical activities.

ENGAGE

In sports and physical activities, individuals must learn basic movement concepts and skills. Movement concepts refer to how the skill is to be performed, for example, a ball might be struck hard, and a hurdle action might be quick. In the following image, a skilled performer has developed some basic skills and movement concepts before completing a dive. As a
in class, list the basic skills required to complete a complex dive. As a class, try to describe how parts of the dive are to be performed.

EXPLORE

Skill themes

In Physical Education you are gaining skills and confidence to let you competently participate in and enjoy many physical activities. Fundamental motor skills form the foundation for many basic movement skills. Sometimes, you may know the rules of the game before having adequate motor skills to enable successful and positive participation. One way of learning is to focus on the development of these essential motor skills. This approach is called learning by skill themes. Skill themes are action words that are grouped into three main categories:
• locomotor — when you move from one place to another
• non-locomotor (non-manipulative) — moving on the spot without changing location
• manipulative — movement skills that require the ability to handle an object or piece of equipment with control.

Each category describes the type of movement that is used. Focusing on the skill allows you to develop a group of skills that are used in different types of games. For example, improving catching and throwing generally allows you to competently play netball, basketball, softball and other games. Once the skill theme is developed, it can be applied in the particular way different games require. Table 3.1 lists the various skill themes.

Table 3.1: Examples of skill themes taught in Physical Education

<table>
<thead>
<tr>
<th>Locomotor skills</th>
<th>Non-locomotor (non-manipulative) skills</th>
<th>Manipulative skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking</td>
<td>Turning</td>
<td>Throwing</td>
</tr>
<tr>
<td>Running</td>
<td>Twisting</td>
<td>Catching and collecting</td>
</tr>
<tr>
<td>Hopping, jumping</td>
<td>Bending</td>
<td>Kicking</td>
</tr>
<tr>
<td>Skipping, leaping</td>
<td>Balancing, swaying</td>
<td>Punting</td>
</tr>
<tr>
<td>Galloping</td>
<td>Transferring weight</td>
<td></td>
</tr>
<tr>
<td>Sliding, rolling</td>
<td>Swinging</td>
<td></td>
</tr>
<tr>
<td>Chasing, fleeing, and dodging</td>
<td>Stretching</td>
<td></td>
</tr>
<tr>
<td>Floating</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Movement concepts

The concept of dribbling a basketball at a slow or fast pace increases the complexity of the skill. Movement concepts describe how the skill is to be performed, for example, run forward at a fast pace in a straight line down the hockey field. The movement concepts modify the skills, such as dribbling a hockey ball in a straight line compared to dribbling a hockey ball in a zig-zag pathway. Movement concepts (or elements of movement) are grouped into four main categories:

• body awareness
• spatial awareness
• effort awareness
• relationship awareness with objects, people and spaces.
Table 3.2 lists the various movement concepts.

**Table 3.2: Examples of movement concepts taught in Physical Education**

<table>
<thead>
<tr>
<th>Movement concept</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body awareness</td>
<td>• body parts (e.g., arms, legs, elbows, knees, head)</td>
</tr>
<tr>
<td></td>
<td>• body shape (e.g., stretched, curled, wide, narrow, twisted, symmetrical, asymmetrical)</td>
</tr>
<tr>
<td></td>
<td>• body action (e.g., flexion, extension, rotation, swing, push, pull)</td>
</tr>
<tr>
<td>Spatial awareness</td>
<td>• location (e.g., personal and general space)</td>
</tr>
<tr>
<td></td>
<td>• directions (e.g., forward, backward, sideways, up, down)</td>
</tr>
<tr>
<td></td>
<td>• levels (e.g., high, middle, low)</td>
</tr>
<tr>
<td></td>
<td>• pathways (e.g., curved, straight, zig-zag)</td>
</tr>
<tr>
<td></td>
<td>• planes (e.g., frontal, horizontal, sagittal)</td>
</tr>
<tr>
<td>Effort awareness</td>
<td>• time (e.g., fast, slow)</td>
</tr>
<tr>
<td></td>
<td>• force (e.g., strong, light)</td>
</tr>
<tr>
<td></td>
<td>• flow (e.g., free, bound)</td>
</tr>
<tr>
<td>Relationship with objects, people and space</td>
<td>• person (e.g., alone, with partner, with group, meet, part, match, mirror, follow, lead)</td>
</tr>
<tr>
<td></td>
<td>• objects (e.g., near, far, in, out, over, under, around, through, on, off, above, below)</td>
</tr>
<tr>
<td></td>
<td>• space (e.g., moving in relation to music, to the environment)</td>
</tr>
</tbody>
</table>

Many sports require you to use a combination of motor skills and movement concepts, so the Physical Education teacher places emphasis on teaching skill themes and movement concepts. Teaching a combination of motor skills and movement concepts is known as movement sequences. This enables you to develop effective skills in response to a stimulus. In preschool and primary school settings Physical Education teachers focus on movement concepts before skill themes because it is a time when students are learning new words and moving.

The movement analysis framework wheel (see the figure below) shows how the skill themes and movement concepts interact with each other. The two inner circles represent the skill themes and the three outer circles represent the movement concepts.
Transfer of movement concepts and tactics across games

Before you learn basic tactics, you need to spend time practising movement concepts and skills. For example, you might focus on dribbling in basketball with no defenders and in a straight line, then on angular pathways around defenders. This learning of movement concepts and basic skills will help you to adapt the skills in various activity situations. This will enable you to transfer your knowledge (concepts, skills and tactics) to other games. For example, a basketballer is able to transfer his knowledge of dribbling and getting around opposition players to football. Scott Pendlebury, a current AFL player, was a talented young basketballer who represented Australia in junior basketball. He successfully used his skills from one game and applied them to another game situation.

Table 3.3 shows how skills, movement concepts and tactics can be transferred.

Table 3.3: Transfer of skills, movement concepts and tactics

<table>
<thead>
<tr>
<th>Game category</th>
<th>Skills, movement concepts and tactics</th>
<th>Potential for transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dribbling with a hockey stick</td>
<td>• Dribbling on straight pathways without defenders</td>
<td>• Dribbling basketball</td>
</tr>
<tr>
<td></td>
<td>• Dribbling on angular pathways around defenders</td>
<td>• Cradling ball in lacrosse</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Running with rugby ball</td>
</tr>
</tbody>
</table>
### Game category

<table>
<thead>
<tr>
<th>Kicking a football</th>
<th>Skills, movement concepts and tactics</th>
<th>Potential for transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Kicking a football while stationary</td>
<td>• Kicking a soccer ball</td>
</tr>
<tr>
<td></td>
<td>• Kicking a football while running and dodging the opposition</td>
<td>• Dodging a player to make a pass in rugby</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Kicking the football to a moving target</td>
</tr>
</tbody>
</table>

### ACTIVITIES

**1 My movement concepts**

Conduct an activity for your group using at least two movement concepts from each category. The activity must be suitable for a primary school class and focus on the vocabulary of movement concepts. For example, working in pairs, follow your partner using various movements around the basketball court as the group leader instructs different movement strategies (fast, slow, backwards, straight, zig-zag).

**2 My skill themes**

Divide the class into three main groups. Each group must conduct a minor game activity that has a different skill theme (locomotor, non-locomotor (non-manipulative) or manipulative) for the class. Be prepared to explain to the other groups why we teach these skills in Physical Education.

**3 Movement strategies**

Divide the class into three groups. Two groups play a throwing and catching type game and the third group evaluates the effectiveness of the movement concepts and strategies. Use the following table to assess each player. Rotate groups.

<table>
<thead>
<tr>
<th>Options for the player to pass the ball</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Player moves off the ball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Player changes direction to evade defenders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Player make leads to free space</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Player jumps for the ball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Player uses suitable passes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Nearly all of the world’s top aerial skiers have had a gymnastics background. Lydia Lassila was an elite level gymnast who competed in three Winter Olympics as a freestyle aerial skier. Describe how an elite gymnast is able to transfer the skills of gymnastics to the sport of aerial skiing. Investigate other sports where this has occurred.

CHECK & CHALLENGE

Explain

1. Explain the difference between movement concepts and skill themes.
2. Explain how two or three skill themes might be combined and used in a game situation.

Evaluate

3. Why do educators suggest teaching movement concepts with skills?

Elaborate

4. How might you conduct an activity that develops the concepts of space awareness using locomotor skills?
5. Select a sport. Describe three examples of how body awareness (parts/shape/action) is important for the athlete to succeed.
3.2 General principles of team organisation

For teams to be successful, they must develop a game plan and include tactics and strategies for offence and defence. Tactics and strategies should be developed by the coach and players, and practised by the team during training sessions.

ENGAGE

In most sports and activities, individuals and teams rely upon a style of play or team organisation, often referred to as a game plan, developed by or in conjunction with their coach. Game plans provide individual athletes and teams with a fundamental structure and style of play. The game plan is often formulated on the basis of particular strengths that an individual or team may possess. Game plans incorporate general principles of offence and defence, and may involve other things such as team rules, various tactics and strategies, and set plays that have been developed and practised for some time. Game plans tend to remain essentially unchanged over the course of a season, although there may be some refinement along the way.

As a class, use the Strategic sports worksheet in your Resources section to complete a practical activity about strategies and tactics in various sports.
Game plans and set plays developed for specific tactics and strategies from the elite levels of sport competition have filtered down to junior levels of competition.

EXPLORE

**Tactics and strategies**

*Game plans* tend to remain fairly constant over the course of a season. Tactics and strategies, on the other hand, may change from week to week, and are determined by such things as opposition team structure (including strengths, weaknesses and knowledge of opposition game plans), environmental (weather) conditions and playing environment (for example, ground size and conditions). Tactics and strategies in most sports and competitive games generally relate to either offensive or defensive principles.

**Offensive tactics and strategies**

*Offensive tactics and strategies* are structured plans or moves whose primary purpose is the achievement of a score or scoring opportunity, such as a goal, point, run or try. In ball games such as basketball or soccer, the team would generally be in possession of the ball.

In most sports and games, offensive strategies and tactics are governed by certain principles, including:

- *maintaining possession* — generally speaking, the more an individual or team has control of the ball, the greater the number of scoring opportunities
• **availability and positioning** — in team ball games, players need to position themselves so that they are able to receive the ball in the best possible position while reducing the possibility of being intercepted by the opposition

• **space and direction** — players need to be constantly creating and utilising available space. This is explored further in the next section.

**Space and direction**

Space can be created by using fake moves and changes of direction to momentarily place opposition players at a positional disadvantage. A sudden change of direction often results in the ball being released to free space. Changing the direction of play can also affect the movements of the opposition team; for example, a kick to the opposite side of the field in football or soccer will often draw the opposition players to that side of the field. A quick pass in the other direction can catch the opposition out of position and thereby create space for your team. Players can also ‘lead’ into areas not taken up by other players. Players who find themselves in ‘space’ then have sufficient time and opportunity to execute the correct skills and movements rather than having to worry about evading the opposition. In individual sports such as tennis and squash, players attempt to make their opponent move around the court as much as possible to create maximum free space in which to hit the ball, thereby making it more difficult for an opponent to return it. In striking sports such as baseball or softball, a batter will try and hit the ball to free space on the field.

Creating space: the tactics of attackers 1 and 2 have forced defenders 1 and 2 across the field. Attackers 3 and 4 can then run into the space created.
Directional change: a quick switch of play to the opposite side of the ground can catch a team out of position and thereby create space for the other team.

**Defensive tactics and strategies**

Defensive tactics and strategies refer to those structured plans or moves used by a team or individual to prevent the opposition from scoring. In a ball game such as football or netball, the team would usually not be in possession of the ball when defensive strategies are employed.

Most defensive tactics and strategies are designed to counter the principles of offence outlined previously. Defensive strategies focus on dispossessing the opposition, reducing scoring opportunities and reducing available space. For example, defensive organisational strategies such as one-on-one defence and zone defence, utilised in sports such as basketball, soccer, hockey, netball, European handball and Australian Rules football, are designed to reduce the space available to the opposition team, thereby reducing its scoring opportunities.

**One-on-one defence**

This basic defensive arrangement (also referred to as ‘man-on-man’) involves each player on a team being responsible for one opposition player. The player marks that opposition player at all times while he or she is on the field or court. One-on-one defence is widely used in sports such as Australian Rules football, basketball and netball.
Zone defence

Under this principle, players do not mark a specific opposition player, but are responsible for guarding or defending a particular space on the court or field. The player defends against any opponent who enters his or her particular area of responsibility. Zone defence is utilised in many sports, including basketball, European handball, soccer and, increasingly, Australian Rules football.

Offensive teams often develop certain tactics and strategies to counter defensive formations such as zone defences. For example, in basketball, the 1–3–1 offence is an attack pattern often employed to penetrate a zone defence.

DID YOU KNOW?

Zone defences in NBA basketball were outlawed in January 1947.

The basic zone defence in basketball: each player guards a designated zone against any opponent who moves into it.
The 1-3-1 offence in basketball is an example of a tactic employed to counter a zone defence.

**ACTIVITIES**

1 **My offensive strategy**

Choose any sport or game and explain an offensive tactic or strategy employed in that sport. Include any relevant diagrams to help explain how the strategy or tactic is employed. Be prepared to explain and demonstrate the strategy to the rest of the class during a practical session.

2 **My defensive strategy**

Choose any sport or game and explain a defensive tactic or strategy employed in that sport. Include any relevant diagrams to help explain how the strategy or tactic is employed. Be prepared to explain and demonstrate the strategy to the rest of the class during a practical session.

3 **Transfer of strategies**

Participate in a game of basketball and listen to the strategies your teacher will direct you to do (for example, moving into space and playing one-on-one defence). Then play a game of netball using the same strategies. At the end of the games, discuss as a group why the strategies were effective in both sports.
CHECK & CHALLENGE

Explain

1. Explain the three main principles on which most offensive strategies and tactics are centred.

2. Explain the differences between the defensive strategies of one-on-one defence and zone defence.

Evaluate

3. Why do teams generally formulate game plans?

4. What advantages do game plans provide? Are there any disadvantages?

Elaborate

5. How might teams overcome the difficulties experienced in implementing strategies or tactics or set plays in real-game settings?

3.3 Set plays, tactics and strategies in Australian Rules football and badminton

Effective teams utilise game plans and set plays, as well as specific tactics and strategies, particularly at the elite and higher levels of competition. In this lesson you will explore some of the set plays and strategies used in Australian Rules football and badminton.

ENGAGE

Australian Rules football is a sport that, over the past 25 years or so, has undergone significant change in the way the game is played. This development has largely come about because of the increasing development and application of game plans and set plays, as well as specific tactics and strategies. Changes in the way the game is played have also come about due to improvements in the skill and fitness levels of players, and also because of some modifications to the rules of the game.

For a long time, Australian Rules football was governed by the following basic beliefs and ideas:

- Players were instructed never to kick the ball across their own defensive goal line.
• Players were discouraged from handpassing in the backline and, instead, were instructed to kick the ball long out of defence.

• Players rarely gave any thought to kicking the ball backwards.

• Play generally centred on kicking long to a marking contest.

• Players were instructed to play their position and their immediate opponent.

• The interchange bench was used mainly for emergencies.

As a class, outline some of the changes you know that have occurred to the game of Australian Rules football in the past 20 years or so as a result of strategies and tactics being adopted from other sports.
EXPLORE

Case study: Australian Rules football

The modern game of Australian Rules football now involves a running possession game coupled with a close-checking defensive style. This style of play has evolved over the past few decades, as players’ fitness levels have steadily improved and coaches have adopted formations, strategies and tactics from other sports and applied them to the game. Some of the ideas adopted from other sports are listed below.

- More flexible playing positions have been adopted from sports such as soccer and hockey. Players are now more likely to be considered as defenders, mid-fielders or forwards, although most players are expected to be able to switch between these roles.

- Maintaining possession of the ball has become paramount in today’s game. Players are instructed to maintain possession of the ball and avoid kicking to a contest. Instead, they attempt to keep possession of the ball — even if this means kicking the ball backwards and/or across goal — until a free player is available. This idea has been adopted from sports such as hockey and soccer, where it is very important to maintain possession of the ball until in a position to strike at goal.

- The use of zone defensive arrangements rather than the traditional man-on-man defence has been adopted from sports such as basketball.

- The use of the interchange bench in order to rotate players (particularly mid-fielders) on and off the ground has become a key strategy in the modern game of Australian Rules football, designed to ensure that players are able to perform at high intensity throughout the game. This notion was adopted from sports such as ice hockey.

Set plays, tactics and strategies in Australian Rules football

Set plays and specific tactics and strategies have introduced terms such as the huddle, kick-in zone, corridor and flooding to the lexicon of Australian Rules football jargon over the past 20 or so years.

The huddle

The huddle was first developed in the early 1980s and is generally credited to Robert Walls when he was coaching the Fitzroy football club. This tactic, shown in the figure given below, is employed by teams when they attempt to kick the ball back into play after a behind has been scored. Defenders and mid-field players typically huddle together as a group at the centre half-back area as the nominated kicker prepares to kick the ball back in. Players then break from the huddle in different directions, leading and calling for the ball. Certain players run to provide a short-kick option while others run to provide a long-kick option. On occasion, the majority of players may all break to the one spot. The aim of the huddle is to free up players to either receive the ball unopposed or be in a position where they have superior numbers to the opposition.
According to Robert Walls, the huddle came about after a number of discussions between himself and his fitness adviser of the time, Chris Jones. Jones had a strong international sporting background after working in English soccer and American basketball, and he had questioned Walls about tactics like, ‘Why does the full-back kick in even when he might be the worst kick in the team?’ and ‘Why do you kick out long to the half-back flank when everyone knows that’s where it’s going?’ Walls developed the huddle as a way of creating space for his team’s skilful running players. Walls states that, ‘We had a good two years’ advantage with it, and we had an 80–90 per cent success rate, where we would take the ball from the kick-in into our forward half. We had a few variations on the huddle. The most common one was the huddle at centre half-back to open up the flanks, but we’d also have one close to the kicker to open up the area behind the huddle at centre half-back; or huddle on one flank or in a pocket to open up the other. We mixed it up and had different players do the kicking-in’.

The huddle and kick-in zone tactics used by teams in Australian Rules football
The kick-in zone

The kick-in zone, shown in the figure above, was developed in response to teams using the huddle. Rather than attempting to have players break with their opponents from the huddle, teams defending the huddle place their forwards and mid-field players in certain predetermined positions. These players must then defend against any opposition player who breaks from the huddle and enters their area or zone. A number of variations of this ‘kick-in zone’ have been developed, including the 9-player zone, the 12-player zone and the 16-player zone.

Set plays and set-ups

Australian Rules football teams also utilise set plays and set-ups in situations such as centre bounces, boundary throw-ins and ball-ups; for example, the centre bounce is one of the most crucial parts of the game. A team that can consistently win the ball out of the centre bounce gains a tremendous advantage; it allows their forward line to have first use of the ball and immediately puts the opposition defenders under pressure. The figure above shows a typical centre bounce set-up.
The ruckman is responsible for getting the tap-out and directing the ball to a predetermined spot. The sweeper is responsible for roving the opposition ruckman’s knock and putting pressure on the opposition receiver if he gets the ball. It is important that this player does not overcommit or get too close to the contest so that the opposition taps the ball into space behind the sweeper. The receiver is responsible for gathering the tap from the ruckman. This player must have eyes only for the ball and be committed absolutely to getting the tap. The protector is responsible for assisting the receiver in getting the ball by shepherding and blocking out the opposition. This player’s role should not be underestimated. The amount of time that the receiver has to collect and dispose of the ball effectively is determined by the amount of space and time he gets from the protector doing his job efficiently.

If the ball is not won from the centre bounce, it is usually because a player has not done his job properly; either the ruckman did not win the tap or misdirected it, the receiver did not run to the right spot or fumbled the knock, or was tackled because the protector did not support the receiver well enough. It is important for the ruckman to vary the direction of the tap as well as the length of the tap or punch. This makes the opposition have to constantly guess where the next tap might be heading. Players also need to swap the roles of the sweeper, receiver and protector to provide more variation. Usually, if one of the players in the centre bounce contest is being tagged, he immediately becomes the sweeper. This negates the tag because the tagger is then defending a defensive position.

DID YOU KNOW?

When the huddle was introduced in the early 1980s, then-Collingwood coach Leigh Matthews recalls, ‘No-one seemed to know how to counter the huddle. If you went man-on-man, it was easy for them (the opposition) to put on blocks and free up players in space.’ Instead, Matthews had his Collingwood players spread in such a way that there was no space for the opposition to lead into, like there would have been if they had been playing traditional man-on-man style. Gradually, the zone defence at kick-ins became almost standard practice as a means of countering the huddle tactic.

Case study: badminton

Badminton is a fast-moving racquet sport that can be played by singles (two opposing players) or doubles (two opposing pairs). Players or pairs take up positions on opposite halves of a rectangular court that is divided by a net. Points are scored by striking a shuttlecock with a racquet so that it passes over the net and lands in the opponent’s half of the court. Each opponent or pair may strike the shuttlecock only once before it passes over the net. To view a clip from a game of badminton, go to the Badminton weblink in your Resources section.
Tactics and strategies in badminton

Badminton requires players to employ a wide variety of strokes in the right situations; this includes clears, drop shots and smashes. However, just knowing how to smash powerfully will not necessarily bring you success. When players are equally matched for skill and fitness, tactics and strategies play a very important part in determining the eventual winner. Basically, these tactics and strategies are designed to make your opponent play a weak shot so that you will then be in a position to make a ‘kill’ shot.

Thinking strategically is an important skill for badminton success.

Singles

In singles, you are required to cover the entire court; hence, singles tactics are based on forcing your opponent to move around the court as much as possible. One simple strategy often used by beginners in singles is to serve long and high to the opponent’s backcourt. This forces the opponent to move back to the baseline and open up his or her forecourt. Long clears to the rear of the court and drop shots to the forecourt are the shots to manoeuvre your opponent around the court, with a view to forcing errors or creating open space to play the faster smash shot. When playing any shot in singles, it is important to try to return to a central base position in the midcourt, from where all possible replies can be covered. When caught out of position, the shuttle should be cleared as high as possible to the backcourt to allow time to recover to base.

Doubles

In doubles, both pairs should try to gain and maintain the attack by hitting downwards as much as possible. Where possible, you and your partner should adopt the ideal front and back attacking formation, with one player positioned in the backcourt and the other in a forecourt or net position as shown in the figure given below. In this attacking formation, the backcourt player should keep hitting downwards in a straight direction so that his or her partner knows roughly where the shuttle will be played. The net player should be looking to intercept any replies that pass within reach.
If you and your partner are forced onto the defensive, you should adopt a side-by-side position in the mid-court in order to cover the full width of the court against your opponents’ smashes.

When using this defensive formation, the aim is to play shots that the opposition will not be able to attack; these are usually drives through the front player or net shots in front of him or her. When a shot like this is attempted, as soon as the shuttle reaches a position on your opponents’ side of the net from where it cannot be attacked (i.e. at or below net height), the striker should immediately move in towards the net. This converts a defensive position into an attacking one. If these shots are not feasible, the shuttle should be cleared as deep as possible to the rear of the court to allow time in which to cover the next shot from your opponents.

![Diagram of tennis court with players in side-by-side formation]

Front and back attacking formation (red) and defensive side-by-side formation (blue) used in doubles in badminton

### ACTIVITIES

#### 1 Case study: tactics and strategies for your sport

Research and present a report as a poster or PowerPoint presentation that outlines and explains a range of tactics and/or strategies commonly employed in a sport of your choice. Provide an explanation of each tactic or strategy, what each aims to achieve, and how it is implemented. Include appropriate diagrams to aid your explanations.

#### 2 Rule changes and strategies

Research what effects, if any, changes to the rules governing kicking-in after a point in Australian Rules football have had on kick-in strategies such as the huddle and kick-in zone.

#### 3 Flooding

Research the development of ‘flooding’ as a strategy in Australian Rules football. When did this strategy first emerge, and who or what team is generally credited as introducing it into
their game plan? What does flooding actually involve? What tactics or strategies have teams adopted to counter flooding?

4 Singles and doubles

Compare and contrast the strategies and tactics of badminton to other singles and doubles sports, such as tennis or volleyball.

5 Practical

Use the Practical footy and Badminton practical worksheets in your Resources section to try the tactics and strategies outlined in this lesson. Use the Badminton assessment worksheet in your Resources section to conduct a peer assessment on your badminton game.

6 Game plan in action

Play a game of AFL football or badminton. After each goal or point won, spend time analysing the performance to make changes to game plans.

7 Case study: explore performance

Research and present a report as a poster, PowerPoint or video that outlines and explains how various sports review and analyse their performance before making changes to their game plan.

CHECK & CHALLENGE

Explain

1. Explain the concepts of space and direction as offensive strategies.
2. How can space be created by attacking teams in invasion games such as soccer, netball and basketball?
3. In what context are the terms ‘space’ and ‘direction’ used in sports such as tennis and baseball?

Evaluate

4. Why did the huddle and kick-in zones develop in Australian Rules football?
Elaborate

5. Outline the differences between the defensive strategies of one-on-one defence and zone defence.

3.4 Developing strategic thinking, tactics and strategies: a game sense approach

Players need to develop decision-making and problem-solving skills and learn how to utilise these in a competitive environment.

ENGAGE

The development of decision-making skills by team players is critical to the success of tactics and strategies. Players need to be able to adapt to situations and devise alternative strategies, even when the opposition are able to ‘read’ what is going on. Through constant practice and rehearsal of tactics and strategies during training, players are able to develop decision-making and problem-solving skills, and to learn how to utilise these in a competitive environment.

Use the Shifting tactic weblink in your Resources section to watch Andy Murray lure a tennis player into a slow baseline rally before shifting tactics to win the point.
Game sense, as defined by Launder (2001), is ‘the ability to use an understanding of the rules, of strategy, of tactics, and most importantly, of oneself to solve the problems posed by the game or by one’s opponents in the game’.

Game sense is an approach to teaching and coaching in which players are encouraged to start thinking strategically about game concepts and to become more tactically aware and better able to make appropriate decisions during the game. Often, in the coaching and teaching of sports and games, skill and technique development has been over emphasised within practice sessions. Although proper skill and technique development is a very important part of learning a game, it has often been taught in isolation, without requiring players to think and apply the skills and techniques to the situations required in the game. By using a game sense approach, players are challenged to think about what they are actually doing, and why. Players are taught to use the appropriate skill technique at the right time and place in the pressure situations of a game. Players are encouraged to develop and implement tactics, strategies, and quick decision-making and problem-solving skills within a game-like environment.
With a game sense approach, tactics and strategies are developed through the gradual introduction of strategic principles (for example, space and time), and increasingly complex scenarios. The teacher or coach facilitates the decision-making process through questioning — for example, ‘What can you do in this situation?’, ‘Who could you pass to?’, ‘How can you do it?’ and ‘What other options did you have?’ Game sense approach also allows the coach to develop problem-solving skills for the group or individual to solve various movement challenges to enable greater success with plays.

An important aspect of the game sense approach is that it groups activities and games into four categories:

- **Invasion games** — netball, soccer, basketball, hockey and Australian Rules football
- **Court/net games** — tennis, squash, badminton and volleyball
- **Target games** — golf, archery and tenpin bowling
- **Striking/fielding games** — baseball, softball and cricket.

The strategic principles and tactics within each of these categories are similar; for example, invasion games are those that are played within a shared area. The objectives of invasion games are to:

- score by sending or carrying the ball to a special target, such as a line or goal, through territory defended by the opposing team
- prevent the opposing team from scoring
- have the higher score at the end of an agreed period of play.

Furthermore, in invasion games, the strategic principles and tactics of offence and defence are similar, with offensive players trying to penetrate the opposition defences until they are in a position to score, while defensive players try to prevent this from happening.

**A game sense model**

The following model outlines a typical game sense approach to teaching and instruction.

![Game sense model diagram](image)
The model suggests that teaching and instruction should commence with a game or ‘game form’ that is usually modified to some extent so that it represents the true game. Elements of the game are also typically exaggerated to present players with particular strategic and tactical situations. For example, by establishing a three-versus-three game in a restricted playing area, with the objective of making a specific number of consecutive passes, players are forced to confront the problem of what to do to maintain possession. After experience of the game form, and through questioning by the coach or teacher, the players will soon realise that accurate passing and swift ball control are essential skills. Once players have identified that accurate passing is necessary, they can be prompted to consider, ‘How do I do it?’ Formal teaching and practice of passing skills is now appropriate before players return to the game. The process continues, with additional modifications to the game so that new aspects of strategic and tactical understanding can be explored.

**Benefits of a game sense approach**

The benefits of such a game sense approach are listed below.

1. It allows for a player-centred, problem-solving approach.
2. It empowers players to think for themselves.
3. It creates effective long-term learning, as the players are learning or discovering things for themselves.
4. It encourages players to use and develop strategic thinking, perception and decision making.
5. Games intrinsically motivate the players, creating an environment that is both challenging and enjoyable.
6. Games set physical and mental challenges that encourage and promote the understanding of tactics and strategies.

**DID YOU KNOW?**

The game sense approach was developed in the 1990s.

**ACTIVITIES**

**1 Modified game**

In small groups, design a modified game that could be used as a lead-up, game sense activity prior to playing a proper or complete version of the sport. In your description of the modified game, indicate the major objective of the game, the key rules required, the key
skills involved and any tactical or strategic principles that the game could incorporate. Be prepared to run your group’s activity for the class. Evaluate your activity.

2 Full-sided approach

A full-sided approach involves at least seven players using an area of no smaller than 20 m × 20 m. Minimum rules are given at the start of the game. Gradually, more rules and techniques are introduced into the game. Touch football is an invasion game that involves passing and catching to score as many touchdowns as possible within a time frame. In small groups, develop a full-sided game sense plan for touch football. Use the following sub-headings to develop your plan.

- How to play
- Game rules
- Skills to focus on
- Variations in rules

Evaluate your activity.

3 Small-sided approach

A small-sided approach always commences with one-on-one situations and gradually progresses to one-on-two, two-on-two, three-on-two and so on. Softball and baseball are striking/fielding games that involve hitting to achieve as many home runs as possible within a time frame. In small groups, develop a small-sided game sense plan for softball/baseball. Use the following sub-headings to develop your plan.

- How to play
- Game rules
- Skills to focus on
- Variations in rules
- Evaluate your activity.

4 Outcomes approach

An outcomes approach places an emphasis on achieving certain outcomes. For example, in hockey, games could be planned for outcomes such as keeping the ball within the attacking zone or maintaining possession of the ball. In small groups, develop an outcomes approach game sense plan for hockey. Use the following sub-headings to develop your plan.

- How to play
- Game rules
• Skills to focus on
• Variations in rules
• Evaluate your activity.

CHECK & CHALLENGE

Explain
1. List and explain the four categories of games and activities identified in a game sense approach to teaching and learning.

Elaborate
2. What are the benefits of a game sense approach to teaching and learning physical activities and sports? Can you think of any disadvantages associated with this approach?

Evaluate
3. Use the KWL strategic thinking worksheet in your Resources section to evaluate what you have learned about strategic thinking and what more you want to find out.

Review

What have I learned?

• Teaching movement concepts with motor skills in Physical Education enables greater transfer of knowledge for tactics and strategies.
• Coaches and athletes spend time analysing performances to change tactics and strategies.
• When individuals and teams oppose one another in competition, they often rely upon strategies and tactics to give themselves an advantage over their opposition.
• Game plans provide individual athletes and teams with a fundamental structure and style of play.
• Although game plans tend to remain fairly constant over the course of a season, tactics and strategies may change from week to week and are determined by such things as opposition team structure, environmental conditions and playing environment.
• Tactics and strategies in most sports and competitive games generally relate to either offensive or defensive principles.

• Offensive strategies and tactics are governed by certain principles, including maintaining possession, availability and positioning of players, and space and direction.

• Most defensive tactics and strategies are designed to counter the principles of offence. Defensive strategies focus on dispossessing the opposition, reducing scoring opportunities and reducing available space.

• Game sense is an approach to teaching and coaching in which players are encouraged to become more tactically aware and better able to make appropriate decisions during the game. Players are taught to use the appropriate skill technique at the right time and place in the pressure situations of a game.

CHECK

1. Explain how teaching movements concepts can assist with learning tactics.

2. Outline the basic differences between game plans, and tactics and strategies.

3. What factors influence the development of tactics and strategies?

4. Which three principles are most offensive strategies and tactics designed to achieve?

5. Which three principles govern the development and implementation of most defensive strategies and tactics?

6. Explain the basic aim of the huddle as a strategy employed in Australian Rules football. How do teams go about implementing this strategy in a game?

7. Explain the game sense model to teaching and learning.

8. Define the key words and terms of the topic using the In my words worksheet in your Resources section.
ESSENTIAL QUESTION REVIEWED

How can a game sense training approach develop better tactical decisions during a match?

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