**Netball Invasion**

**Overview for solving tactical problems in invasion games.**

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| Tactical problem | **Tactical solution** | **On the ball** | **Off the ball** |
| *Attacking*  Keeping / distributing possession of the ball | Protect and control the ball  Pass the ball to free receiver | Dribble / hold ball  Choose receiver  Practise deception  Signal & pass ball | Draw defender  Get free for pass  Signal intention  React to signal |
| *Defending* Regaining lost possession of the ball | Win the ball back | Tackle ball-carrier  Intercept the pass  Deny the pass  Force mistakes | Anticipate pass  Close down other receivers of pass |
| *Attacking* Invading opposition team’s territory | Penetrate defence  Use space in attack  Support the attack | Move forward  Move ball forward  Take best option | Draw defender  Get free for pass  Support the play  Create / use space |
| *Defending* Stopping opposition team from invading our territory | Close down space  Close down player with the ball | Prevent passing by close marking  Prevent forward ball progress | Support other defenders  Overload target (goal) defence |
| *Attacking* Scoring | Create a space to shoot  Attack the target (goal) | Take on defender one-on-one  Take a shot at the target (goal) | Draw out defender from target (goal)  Support in width and depth |
| *Defending* Stopping opposition team from scoring | Deny them space to shoot  Defend the target (goal) | Take position between shooter and target (goal)  Block the shot | Stay on target (goal) side  Cover angles  Mark up |

**Possible lesson sequence**

**Lesson one**

Activity 1

**3 v 1 - Piggy in the middle**

## **Instructions**

In groups of 4, ākonga play 3 v 1 within specified boundaries (eg, one third of a netball court).

The game can later be changed/progressed to 3 v 2 and 4 v 2.

The team in possession tries to make as many successful passes as possible in one minute.

Each interception reduces the score to zero.

Piggy changes after one minute.

## **Concepts of the game form highlighted**

* Awareness of others (teammates and opponents) in a game.
* Supporting the player with the ball.
* Developing communication skills.

## **Tactical decisions to be made**

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| --- | --- | --- |
| **Team in possession –**  **player with the ball** | **Team in possession – players without the ball** | **Player in opposition (piggy)** |
| **How do you keep possession?**  Protect the ball.  Fake and use deception. | **How do you help possession?**  Move into space and signal for a pass**.** | **How do you intercept the ball?**  Anticipate direction of pass. |
| **Which player is in the best position to pass to?**  A free player in open space. | **How do you get into a space?**  Fake, move the other way  Change direction & speed. | **How do you intercept the ball?**  Watch movement of the ball**.** |
| **What type of pass is most appropriate?**  Flat - depends on rules set. | **How do you signal for a pass?**  By calling, pointing to a space, or presenting target. | **How do you intercept ball?** Put pressure on ball-carrier.  Deny receiver of the pass. |
| **When do you pass?**  When the receiver gets free  When piggy cannot steal. | **When can you expect a pass?**  When you run to a free spot  When piggy is elsewhere. | **How do you intercept the ball?**  Make yourself “wide.” |

**Activity 2**

**3 v 1 Tag Game.**

## **Instructions**

The game is played within specified boundaries (for example one half of a badminton court).

Three ākonga with a ball try to tag (touch only) a fourth player with the ball.

Players cannot run with the ball or throw the ball at the fourth player.

The runner tries to avoid being tagged by dodging, changing speed, etc.

The game can be also played in larger groups (for example 4 v 1, 5 v 1).

The team in possession tries to make as many successful passes as possible in one minute

Dropping the ball reduces the score to zero

The runner changes after one minute.

## **Concepts of the game form highlighted.**

* Awareness of position of others in a game;
* Maximising possession;
* Developing co-operative skills.

**Tactical decisions to be made**

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| **Team in possession –**  **player with the ball** | **Team in possession –**  **players without the ball** | **Fourth player (runner) without the ball** |
| **How do you keep possession?**  Accurate, well-timed passing.  Safe pass, safe hands. | **How do you help keep possession of the ball?**  Track runner and signal for pass. | **How do you avoid being tagged by the ball?**  Anticipate direction of pass. |
| **Which player is in the best position to pass to?**  Free player nearest runner. | **How do you deny space?**  Watch both ball and runner.  Move into runner’s path. | **How do you avoid being tagged by the ball?**  Always know where ball is**.** |
| **What type of pass is most appropriate?**  Fast, accurate passes. | **How do you signal for a pass?**  By calling, pointing to a space, or presenting target. | **How do you avoid being tagged by the ball?**  Fake, move the other way**.** |
| **When do you pass?**  When receiver is watching.  When passing lane is open. | **When can you expect a pass?**  When you run to a free spot close to the runner. | **How do you avoid being tagged by the ball?**  Change direction & speed. |

The following are other teaching and assessment opportunities that teachers may wish to incorporate into this lesson.

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| Ākonga reflect on the offensive and defensive strategies they found helpful, and particular skills they might need to develop. Provide opportunities for them to learn these skills.  *Demonstrate increased responsibly in developing specific skills - 4 A 2.* |
| Get ākonga in pairs or as a team, to exchange understandings and try each other’s solutions to offensive and defensive strategies.  *Develop movement skills for basic offensive/defensive game strategies - 3 B 2.* |
| Ākonga peer assess on a partners communication skills eg calling assertively, communicating enthusiasm for the game, using effective body language – presenting a target.  *Demonstrate a range of communication skills that enable them to interact with others - 4 C 3*. |

**Lesson two**

**3 v 3 invasion game.**

**Instruction**

The game is played within specified boundaries (for example, one half of a badminton court) in teams of three.

The game can be started by a throw-in from the base-line.

Players cannot run with the ball but may pass to any other player on their team.

Offensive players without the ball need to escape defensive players by dodging, changing speed, etc.

The game can progress to be played in larger groups (for example, 4 v 4, 5 v 5), and on larger courts (for example, half a basketball court), and using goals/targets.

Score by being in possession of the ball over your opponent’s line.

Dropping the ball gives restart to the opposition.

Teacher (or ākonga) can modify rules. For example limit number of passes, introducing a goal/target.

**Concepts of the game form highlighted**

* Awareness of position of others in a game.
* Supporting player with the ball.
* Using appropriate defensive strategies.
* Keeping and using possession.
* Breaking free to receive a pass.
* Communication skills

## **Tactical decisions to be made**

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| --- | --- | --- |
| **Team in possession – player with the ball** | **Team in possession – player without the ball** | **Team without possession** |
| **When and why should you pass the ball?**  To a player who is unmarked by a defender, and who is in a better position than you. | **How do you lose your defender and get into a position to receive a pass or score?**  Change direction and speed - dodge, for example feint one way and move the other. | **How do you defend?** By reacting to both the player you are defending and the ball, by using defensive stance. |
| **How can you avoid holding the ball for more than three seconds?** | **How can you help your teammate from holding the ball for more than three seconds?** | **How do you help to regain possession?**  By closing down a space, or by marking a player or a space, or by trying to intercept a pass. |
| **How can you avoid stepping?** | **How can you help your teammate avoid stepping?** |  |
| **When and why should you shoot the ball/cross the goal line with the ball?**  When that is the most likely option to succeed, when you are not defended closely. | | **How do you avoid making contact?** |

ākonga complete self-assessment form of perceived skills for playing netball. (see worksheets)

The following are other teaching and assessment opportunities which teachers may wish to incorporate into this lesson

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| Ākonga as a team, exchange understandings and try each other’s solutions to offensive and defensive strategies, for example, denying space, escaping from a defensive player. Make sure each individual has an opportunity to take leadership, for example, in teaching teammates.  Demonstrate confidence in challenging situations, for example, leading others,and playing competitive and co-operative games with others -3 B 2. |
| Ākonga reflect on times when the opposition overcame their offensive and defensive strategies, or when their team was badly beaten.  How did they feel when that happened?  How did their teammates support their efforts?  What attitudes did the opposition display, and what comments were made?  Describe how beliefs and actions of others can contribute to their own self-worth, for example, responding to success and disappointments - 3 A 4. |
| Ākonga as a team devise, practice, and reflect on their interactions.  Set rules for group interactions, for example, listen carefully without interrupting, and no put-downs.  Get ākonga to reflect on and give feedback about their perceptions of the effectiveness of leadership, support, communications, demonstrations and willingness to participate of other members of the team.  Identify and describe appropriate responses to the effects of changing responsibilities and roles on relationships, for example, becoming the coach - 4 C 1. |

**Lesson three**

**4 v 4 modified netball game.**

**Instructions**

The game is played on half of a netball court, in teams of four (2 attackers/defenders who are allowed into the goal circle and 2 centres who are not allowed into the goal circle. Players change roles at regular intervals).

The game can be started by a throw-in from the centre circle line by the offensive team.

Players cannot run with the ball but may pass it to any other player on their team.

Offensive players without the ball try to escape defensive players by dodging, etc.

When your team is in possession, score by shooting the ball into the goal.

When your team is on defense, an intercept gives your team a re-start at half-way line.

Teacher (or ākonga) can modify rules (for example, passing only, introducing “over-guarding” rules, increased passes – four passes before the ball may go into the goal circle).

## **Concepts of the game form highlighted**.

* Deciding whether to pass or shoot;
* Keeping and using possession;
* Supporting player with the ball;
* Supporting the shot/contesting the rebound;
* Getting free to receive a pass under the goal;
* Using appropriate defensive strategies.

## **Tactical decisions to be made**

See table of tactical decision for 3 versus 3 invasion game (lesson two).

The following are other teaching and assessment opportunities which teachers may wish to incorporate into this lesson.

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| Ākonga reflect on what offensive and defensive strategies they found helpful, and what individual and team skills they might need to develop in line with what they have learned in earlier lead-up games.  *Demonstrate willingness to extend their own abilities in team games - 4 B 2.* |
| Ākonga, as a team, to develop a team’s “code of practice” with regard to fair play, everyone getting turns, etc.  *Participate in competition and describe how this can affect people’s behaviour, for example, understand the value of teamwork and lack of cheating - 3 B 4.* |
| Ākonga, as a team, devise and practice **new** tactical solutions to offensive and defensive problems, with a focus on including all players including those of lower ability.  *Recognise instances of discrimination, for example, in relation to fair play - 4 C 2.* |

**Lesson four – eight**

Ākonga now form into teacher selected teams for a series of netball games using a modification to the sports education teaching approach.

Modifications may include:

* reduced number of roles (only including captain, scorer, umpire, manager).
* reduce team sizes to 6 per team with 5 players on the court – 2 defenders, 2 attackers and 1 centre.
* tournament may include shortened games with two games per lesson.