

## Barriers:

- open-ended nature of 2 on 2 game.
- working in small groups.
- introduction of new games and movement concepts.

Provide the class with some pre-reading or viewing that introduces invasion games topic.

Pre-determine the pairs that students will work in for the 2 on 2 game. Provide clear instructions about the roles for each student in the game.

Allow multiple ways that students can demonstrate their understanding + skills eg. they could perform the skills + strategies, describe what they would do and/or draw the strategy on a whiteboard.

### What do we want students to learn?

- Understand: The characteristics of games that fit into the category of invasion or territorial games.
- Understand: The strategies used to attack and defend in games that fall into the category of invasion games are transferable across the range of invasion games.
- Do: Identify and apply strategies for creating scoring opportunities in a 2 on 2 game situation
- Do: Identify and apply strategies for defending their goals in a 2 on 2 game situation.

### Teaching and learning sequence #1

Brainstorm the purpose or goal of games that fit into the category of invasion games e.g. trying to invade the territory of the opposition. Discuss the different categories of invasion games and ask students to identify the different games and sports that would fit into these categories e.g.

- where the ball is carried or caught across a line (Touch, Rugby codes, gridiron)
- where the ball is thrown into a target (basketball, netball, European handball)
- where the ball is kicked or hit with a stick into a target (soccer, hockey, AFL)

Set up grids with two markers representing a goal at one end and one marker as the starting point at the other end. Students work in pairs in a 2 on 2 situation in which pairs take it in turns as attackers trying to score a goal against the defending pair. Allow each student to have 4-5 attempts and then bring group in and discuss:

Where is the best place for the defender to stand to protect the goal?

What can the attacker do to score a goal?

Where should the attacker position themselves to maintain possession of the ball?

What rules might you need to include to achieve the purpose of the game?

What types of cues do you look for when you are:

- defending?
- attacking?
- in possession of the ball?

Allow students to demonstrate positioning on the field if they have difficulty describing verbally.

Use two pairs to demonstrate the activity as you explain some of the strategies and tactics that pairs could use to attack and defend.

Provide a lesson intro that explains what students will be learning and the routines they will use eg. warm-up activity, groups allocated to their playing space, distribution of equipment. etc.

Provide discrete coaching for student A and others who may need some ideas of how to create scoring opportunities.