

A photograph of children playing an invasion game on a green field, overlaid with a green tint and a white number '1'. The children are wearing blue and black vests. One child in the foreground is holding a ball. The background shows a green field with yellow lines and orange cones.

1

Invasion Games

Invasion and tag game skills

Tag games

Tag games are games in which two or more players chase other players in an attempt to 'tag' them and score a point. The skills learnt in tag games develop to become important in many invasion games. The important outcome is being able to read the opposition.

Tag game skills	What this is	What it looks like – Success criteria
Chasing or shadowing	It is when the taggers track and chase down the runners. It involves anticipating, shadowing, and outwitting the runners.	<ul style="list-style-type: none"> The tagger watches the runner, tries to anticipate their movements, and moves to cut down the space, perhaps by trying to manipulate the direction of the runners and tag them. They could run diagonally to intercept the runner or side-slip to a corner with arms outstretched.
Evading	It is when the runners outwit the taggers using quick, deceptive movements. It is more than just running and dodging skills.	<ul style="list-style-type: none"> Runners evade the taggers by using quick, deceptive movements (often stop-start or changing direction): facing the tagger, side-slipping, side-stepping, or start-stopping.
Shepherding or cornering	It is when the tagger moves the runner into a corner.	<ul style="list-style-type: none"> The tagger traps the runner in a corner so that they can quickly move in to make the tag.
Moving into space	It is when the runners try to move into free space past the taggers to avoid being tagged.	<ul style="list-style-type: none"> The runner moves away from the tagger into open spaces. They avoid being clustered with other runners so that they have options to escape in different directions.
Using others as a screen	It is when the runners use other runners to hide behind so the taggers can't tag them.	<ul style="list-style-type: none"> Runners use other runners to hide behind or block so that the taggers have to run around them.
Teamwork (communicating and cooperating)	It is when the taggers communicate, plan, and implement a joint attack to shepherd and corner a runner.	<ul style="list-style-type: none"> The taggers work as a team to corner a runner as opposed to working individually.

Invasion games

Invasion games are games in which the aim is to invade an opponent's territory and score a goal or point. These are typically fast-paced games that need teamwork in order to control the ball, keep possession, move into a scoring position, and prevent the opposition from scoring. Teams share the same playing area as they attempt to both score and prevent the other team from scoring.

Invasion game skills	What this is	What it looks like – Success criteria
Teamwork skills	<p>It is working as a team, with roles and responsibilities.</p> <p>It involves planning together and playing together to be successful.</p> <p>It is deciding on team strategies and playing tactically as a team, using all the players' strengths.</p>	<ul style="list-style-type: none"> • The players work together as a team to achieve success, whether on attack or in defence. • They take up positions, develop supporting positional play, move into field positions to receive the ball, build an attack with team-mates, or set up a team-mate to score. • The team supports a ball-carrier by moving into different spaces to create multiple passing options for the ball-carrier.
Holding possession	<p>It is passing, running with the ball, or holding the ball.</p>	<ul style="list-style-type: none"> • The attacking players hold possession, which means they think before acting. They may hold and wait for support, run into a safer place with the ball, pass to another player who is in space, or support a ball-carrier. • They could move the ball backwards or sideways between players before going forward. • It could also mean that support players move into a position and call to receive a pass.
Creating and moving into space	<p>It is making space and using it to build an attack, including moving or passing laterally or backwards as well as forwards.</p>	<ul style="list-style-type: none"> • Players recognise space and move into it to receive the ball. They call for the ball or indicate where they are moving to, using pointing or other gestures, such as a nod of the head. • They create space by keeping the defender behind them away from the open area. • They call then move into space to receive the ball. • Players often pass the ball to space rather than directly to the receiver.
Supporting the ball-carrier	<p>It is giving the ball-carrier passing and running options.</p>	<ul style="list-style-type: none"> • Supporting players move into space around the ball-carrier to offer passing or running options. Options include passing backwards, sideways, or forwards.
Positioning	<p>It is playing in a position that contributes to the success of the team.</p>	<ul style="list-style-type: none"> • The players stay in position and know what to do in that position. • They use all the players in their various positions, often passing backwards or sideways until an opportunity arises to move forwards. • Players communicate and move according to their position. For example, wings will stay in their position most of the time to ensure that there is a wide passing option. • If one player moves out of position, another player moves to fill the gap until the normal pattern re-emerges.

Controlling the pace	It is being patient and controlling the speed of the game. Pace and patience go hand in hand.	<ul style="list-style-type: none"> • For beginners, this means slowing down and thinking before acting to control the nature of play. Teams build patterns of attack over time rather than rushing head first into it. • In advanced games, it means speeding up to put more pressure on the opposition.
Attacking and defending	It is attacking and penetrating the defence or stopping the attack.	<ul style="list-style-type: none"> • The players break through the defensive line or, conversely, stop the attackers from breaking through. • They use attacking and defending skills that involve strategic and tactical patterns of play. • Players use a variety of tactics, including skills that allow them to break through a defence by dribbling through at speed, side-stepping, or dodging through a defence individually. • At other times, players work together to employ game strategies and tactics to beat the defence. These are often game-specific and include: drawing and passing, passing over a defender or through the defence line, using a screen to block a defender, running at different angles, and so on. • The defenders use one-on-one defence, half-court or zone defence, front mark or back mark, depending on the game situation.
Applying pressure	It is putting pressure on the attack or the defence.	<ul style="list-style-type: none"> • Experienced players mark their opposite closely. They will know when to hold back, when to attack or when to intercept. This can be seen in a player's 'game sense', that is, how they understand the game context and mark their opponent in a game. • When team members apply pressure together, it causes a breakdown in the other team's pattern and creates the opportunity for a turnover.

Invasion games	Page
<p>1.1 Pirates' Treasure</p> <p>Pirate's Treasure is a fun way to learn the game skills of attacking as a team and using team tactics. The objective of the game is for the sailor in the middle to protect the treasure from the pirates, who work as a team to steal it.</p> <p>Team attack</p>	30
<p>1.2 Team Tail Tag</p> <p>This a chase and tag game in which children work as a team to collect the tails of other players. It's a great game to develop skills like chasing, evading, and trapping players. It also works to build team cooperation.</p> <p>Chasing, shadowing, dodging, and evading</p>	32
<p>1.3 Team Corner Ball</p> <p>This is a 'corner ball' game. The aim is to tag the other teams with the ball while freeing your own team to keep all your team 'alive'.</p> <p>Inclusive play</p>	34
<p>1.4 Castles</p> <p>The objective of Castles is for each team to try to get into the other team's castle to steal their 'gold' and bring it back to their own team. It is an excellent game for teaching the games skills of defending an area and learning about zone defence.</p> <p>Zone defence and wave attacks</p>	36
<p>1.5 Touch and Tag</p> <p>Touch and Tag is an invasion tag game that encourages children to move and pass to hold on to possession. Players need to have patience, move with the ball while looking for a pass to open players, or find open space to be passed to when supporting the ball- carrier.</p> <p>Holding possession</p>	38
<p>1.6 Tag Netball / Aranga Tag</p> <p>The aim of this game is to advance the ball down the court and score a goal by passing to a receiver behind the baseline in-goal area of a netball court.</p> <p>Possession, position, and patience</p>	40
<p>1.7 End Ball</p> <p>End Ball is good for introducing the primary rules and strategies of invasion games. It suits all ability groups because players of equal ability mark each other, which personalises the game challenge. The idea is to beat your partner and get the ball over the end line.</p> <p>Fairness and equity</p>	42
<p>1.8 Space Pass 1, 2, and 3</p> <p>This is a passing and catching game that teaches the game skills of holding possession, creating space, reading play, and moving into space to receive the ball.</p> <p>Passing and receiving</p>	44

<p>1.9 Outlet Pass</p> <p>Outlet Pass is an invasion game where teams have to knock over one of the other team's cones. Teams need to work together in coordinated patterns of attack or defence. They also learn to use an outlet pass to clear their goal area.</p> <p>Attacking and defending as a team</p>	46
<p>1.10 Fast Break</p> <p>Fast Break is an invasion game just like Outlet Pass, in which teams have to knock over one of the other team's cones, but in this game, players are encouraged to quickly break out and move the ball up the court to beat the defence after a turnover.</p> <p>Changing the pace and making a fast break</p>	48
<p>1.11 Over Half</p> <p>Over Half is a tactical invasion game. Teams try to keep or take possession of the balls in their own half (or score over the baseline in progression 3). The teams begin with different numbers of players on each side of the halfway line, which they can cross over but can't return.</p> <p>Playing as tactical units</p>	50
<p>1.12 Tapu Ae</p> <p>Tapu Ae is a fast-moving Māori game. It shares the same pūrākau as Kī-o-rahi. It is fun to play and helps children to learn the significance of movement for Māori while providing the opportunity to use te reo Māori and Māori concepts in authentic game contexts.</p> <p>Te reo Māori and tikanga Māori</p>	52
<p>1.13 Aotearoa Tchoukball</p> <p>Aotearoa Tchoukball is an adaptation of the original game of Swedish Tchoukball. Players score by throwing and receiving the ball off a rebounder at the end of the court. They can score at either end, which gives them options about the playing direction and makes the game more fun.</p> <p>Playing angles</p>	54
<p>1.14 Quoit 2 Cone</p> <p>Quoit 2 Cone is a fun invasion game in which teams have to place quoits onto a cone placed in their scoring circle. Played like ultimate Frisbee, teams throw the quoit around their team to get it to a player in the scoring circle, who places it on their cone.</p> <p>Passing and catching with accuracy</p>	56
<p>1.15 Kī-o-rahi</p> <p>Kī-o-rahi is a fast moving Māori game played on a circular field between the kīoma and taniwha. What makes this game exciting is two different ways of scoring points: one team scoring 'tries' and the other scoring points by hitting the object at the centre of the field.</p> <p>Conflict resolution</p>	58

1.1 Pirates' Treasure

Pirates' treasure is a fun way to learn the game skills of attacking as a team and using team tactics. The objective of the game is for the sailor in the middle to protect the treasure from the pirates, who work as a team to steal it.



EQUIPMENT



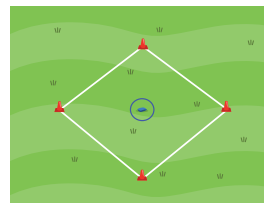
Bean bags



Hoops



Cones



LEARNING FOCUS

The focus is on the game skills of:

- *Team attack*: implementing a joint attack to get the treasure
- *Tactical play*: to get or protect the treasure
- *Agility and evasion*: quick, agile, and deceptive responses and movements.

SET UP & PLAY

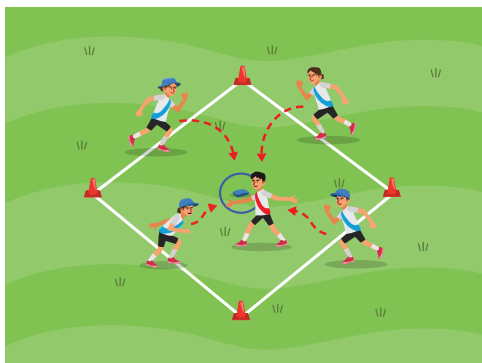
Set up:

- The game can be played indoors or outside.
- Groups of five or six children (one or two sailors and four pirates).
- Mark out a square with cones.
- Place a hoop with the treasure (a bean bag) in it in the middle of the square.

Play:

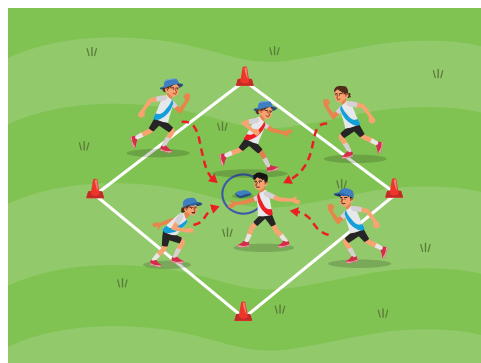
- The sailor is in the middle and has to protect the treasure (bean bag) in a hoop from the pirates.
- The pirates aim to steal the treasure (bean bag/s) and take it off the boat (outside the square) without being tagged by the sailor.
- If a pirate is tagged while carrying the treasure, that pirate must replace the treasure and go outside the boat (square) and start again.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



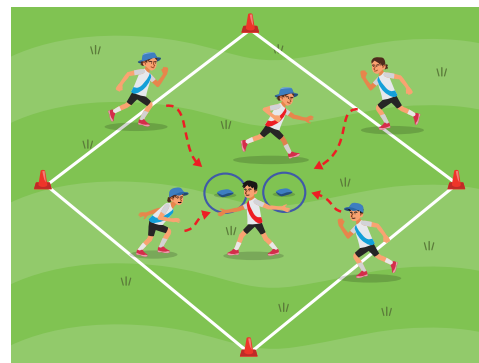
Step One:

Play the game with one sailor and four pirates – 4 v 1. Swap pirates and sailors roles so that all the children have a turn at being the sailor.



Step Two:

Introduce a second sailor and maybe a second hoop with more treasure – 4 v 2.



Step Three:

Use variations such as: three different pieces of treasure (bean bags of different colours – yellow is gold, green is pounamu, red is rubies); create a larger ship; vary the number of pirates; give the pirates different roles, such as a 'peg leg' where the pirate has to hop on one leg or a 'parrot on shoulder' where the pirate has to place their left hand on their right shoulder.

LEARNING QUESTIONS

Pirates

- How did you come up with a strategy to steal the treasure?
- What did you do as a team to draw the sailor away from the treasure?
- What was the most successful strategy to grab the treasure?
- What other attacking tactics did your team try?

Sailors

- How did you defend the treasure?
- What tactics worked better for you – staying close to the treasure or running after the pirates? Why?
- What rule changes could you make to give the sailor a better chance of protecting the treasure?
- When there were two sailors, how did you work together to defend the treasure?

REFLECTION

After the activity, can the children:

- work as a team to recognise that using the collective strengths of all players is more successful than working individually?
- devise and trial different tactics to get the treasure?
- allocate different roles to achieve the goal of getting the treasure?
- sit in a group, share ideas, and listen to others to collaboratively plan a team attack?
- suggest rule changes that may make it a fairer game for all players?



Team attack

Attacking goals and targets as a team involves deciding on team tactics and positively applying them in games. Success improves when players use their collective strengths and work as a team. This often means assigning different roles to different players, such as decoy runners, blockers (or screens), or strikers. Children learn these game skills when they are given the opportunity to formulate and apply team tactics in games.

Tag games help children learn the skills of playing tactically:

1. *Attacking as a team:* The taggers need to develop and trial different ways to draw the defenders away from the safe area. This may involve all the taggers attacking at once, attacking in waves, or some sacrificing themselves so others can get to the safe area.
2. *Defending tactically:* The defenders need to devise and apply ways to successfully defend the safe area. This may mean staying by that area but moving around to ensure that the defender can see where the taggers are coming from.

1.2 Team Tail Tag

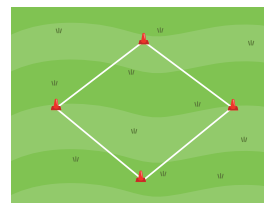
This is a chase and tag game in which children work as a team to collect the tails of other players. It's a great game to develop skills like chasing, evading, and trapping players. It also works to build team cooperation.



EQUIPMENT



4 sets of different-coloured bands



LEARNING FOCUS

The focus in this game is on teamwork and developing the game skills of chasing, shadowing, dodging, and evading.

Focus the children on:

- working tactically as a team
- being able to chase down and trap a runner
- being able to evade a chaser.

SET UP & PLAY

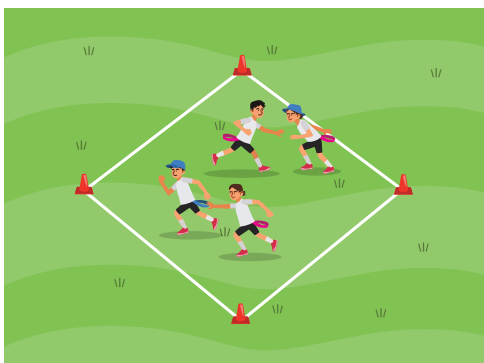
Set up:

- Play in one-third of a netball court.
- Four teams each with different-coloured bands as tails. Tails are tucked into the back of their shorts.
- 4–6 players per team.
- Each team starts in their own corner.

Play:

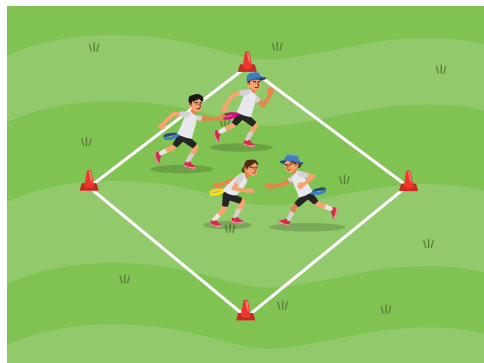
- Players start from their own corner of the court. On “go” they run around and get as many tails from the other teams as possible until time is called.
- They return to their corner to see which team has the most tails.
- In the second game, they have to get a tail (or two) of each colour, return to their corner with the tails, and hold them up before the other teams do to win.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



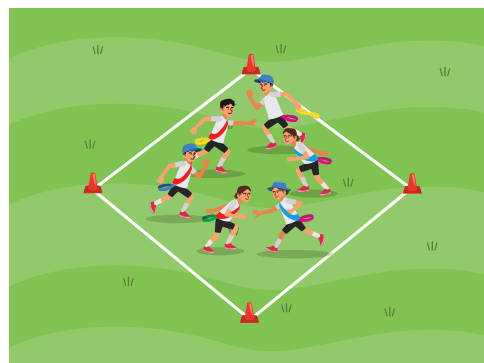
Step One:

Combine the red and blue teams and have them work as one team to get as many green and yellow tails (bands) as possible in the time limit. The winning team is the one that has more of their oppositions' bands. Their own bands don't count.



Step Two:

Each colour works as a team on their own to chase and be chased by the other three teams while trying to get as many tails as possible from them. The winning team is the one that has more of the other teams' bands. If there is a draw, the team that also has more of their own team's bands wins.



Step Three:

The children again work in their own teams, but the goal is now to get a tail of each colour and get back to their corner. The team that has one of each colour and is first to hold all four up wins.

LEARNING QUESTIONS

- What did you do to successfully chase others and still protect your own tail?
- How did your team work together to chase and corner the other teams?
- Was working as a team more successful than chasing on your own? Why or why not?
- What did you do to evade being tagged?
- What did your team do to help you evade being tagged?
- Did everybody tag and evade, or did you have some team members doing each? Which worked better? Why was that?
- What have you learned about working as a team from playing this game?

REFLECTION

After the activity, can the children:

- demonstrate the games skills of anticipating and outwitting their opponents?
- chase and shadow skilfully when on offence to get a tail, and dodge and evade skilfully when on defence to avoid losing their tail?
- work as a team with designated roles to achieve the team's goal?



Chasing, shadowing, dodging, and evading

Tag games are simple, fun games to play. They are ideal for developing both movement and game skills. The game skills of chasing and shadowing occur when the taggers track and chase down the runners. This involves anticipating, shadowing, and outwitting the runners. The taggers could be moving diagonally to intercept the path of the runner or side-slipping with outstretched arms to corner a runner.

Evading is another game skill. This occurs when the runners outwit the taggers using quick, deceptive dodging movements (often stop-start or changing direction), body swerves, or side-slipping while facing the tagger, ready to sprint off into open space. Agility and speed are key factors.

Although these games skills may appear to be simple movements, they are relational between the taggers and runners and are dependent on the game context. It is better to focus on these relational game skills than the isolated movements of individuals.

1.3 Team Corner Ball

This a 'corner ball' game. The aim is to tag the other teams with the ball while freeing your own team to keep all your team 'alive'.



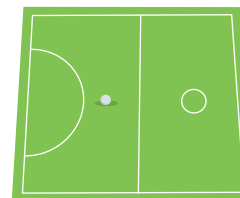
EQUIPMENT



Bands



Balls (5 - 1 yellow = the golden snitch)



LEARNING FOCUS

The focus in this game is on working together as a team and including everybody.

Focus the children on:

- putting the team and their team-mates before themselves
- freeing and protecting others in their team
- playing as a team with some players defending and others attacking
- tagging their opposition with the ball, not throwing it at them.

SET UP & PLAY

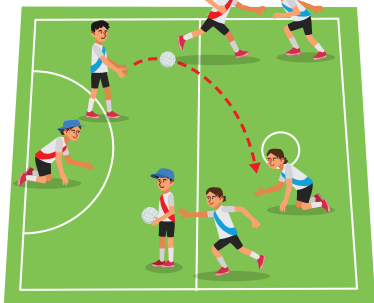
Set up:

- Play on two-thirds of a netball court.
- Four teams of 4–6.
- Each team has one ball and starts from their corner.

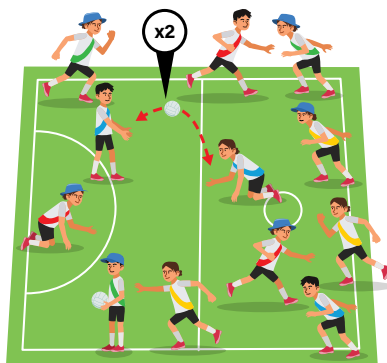
Play:

- The aim is to tag players in the other teams with the ball.
- Players can't run with the ball but pass it around their team to corner and tag opposition players.
- If a player is tagged, they 'bob' down and have to be freed by a pass to them from one of their team-mates.
- Players can't take a ball off another player but can intercept another team's ball.
- The game continues until time is called and the team with the most players standing wins.

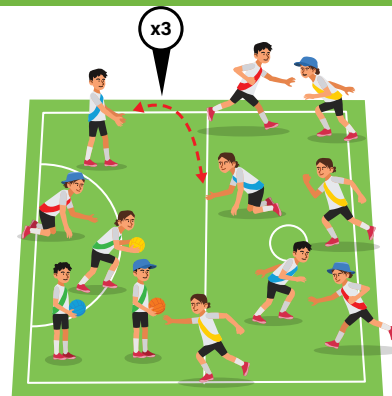
PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



Step One:
Play the game with two teams. Each team's ball can't be intercepted or stolen. Players holding a ball can't be tagged. Players can't hover over players who are bobbed down; they have to let them run when freed.



Step Two:
Play with four teams. Each team's ball can be intercepted but can't be grabbed off another player. To be freed requires two passes between the player bobbed down and a team-mate.
Introduce the golden snitch (yellow) ball, which remains as the teacher's or coach's ball to use to free players who are constantly being tagged or waiting a long time. (Initiate a discussion about inclusiveness).



Step Three:
Same rules as Step Two except now use three passes to free a player. There are two variables to winning this version of the game. A team has to firstly keep as many of their team standing as they can and secondly try to get possession of the other team's balls. This time, give a deserving child the powers of the golden snitch to rove and free any player.

LEARNING QUESTIONS

- How did you feel about the focus of this game being on putting others first?
- What did your team do to ensure that everyone was included?
- What did you feel about the use of golden snitch to free players? How does this relate to inclusion and fairness?

REFLECTION

- After the activity, can the children:*
- include everyone and use the whole team?
 - encourage and praise others in their team?
 - focus on freeing others as well as keeping themselves safe?
 - use time-out discussion in an inclusive way?
 - understand that inclusion means adapting some rules for some players to make the game fair?
 - share in the joy of others' success?
 - suggest ways to change the rules of other games to make them fairer and more inclusive?



Inclusive play

Games played in inclusive and friendly ways can develop positive self-belief for all children. If players are encouraged to think of others and purposely try to include everyone, positive personal and social outcomes can be achieved. When children feel that they belong, it enhances their desire to play and socialise with their peers. This ultimately builds a positive sense of self and a healthy social environment. Talking about including everyone in time-out discussions is an important part of developing this awareness and practice among children. Tag games encourage children to look after other players because the object of the game is to have all of your team standing at the end of the playing time. Inclusion can be achieved when children:

1. Know that the objective is to free their own players
2. Pass to everyone and use the whole team
3. Encourage and praise others in their team
4. Look after others and help them to learn how to play the game
5. Share in the joy of each other's success.

1.4 Castles

The objective of Castles is for each team to try to get into the other team's castle to steal their 'gold' and bring it back to their own team. It is an excellent game for teaching the games skills of defending an area and learning about zone defence.



EQUIPMENT



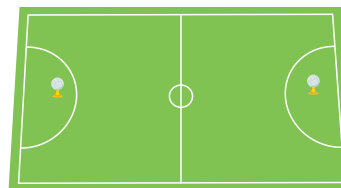
Kicking tee



Bands



Ball



LEARNING FOCUS

The focus in this game is on defending an area using a zone defence and breaking through the zone when on attack.

Focus the children on:

- *Zone defence*: that is, marking space as opposed to marking a player
- *Attacking as a team*: attacking and penetrating a zone defence, using wave attacks.

SET UP & PLAY

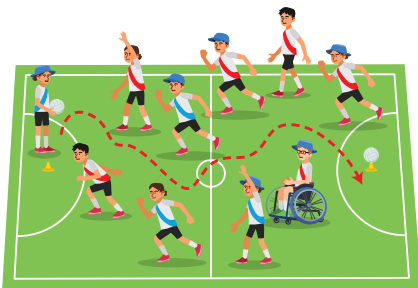
Set up:

- Two teams on a netball-sized court.
- A small soccer or netball ball is on a tee-cone in each team's circle.
- The circle is the defenders' 'castle', and the ball is the defenders' 'gold'.

Play:

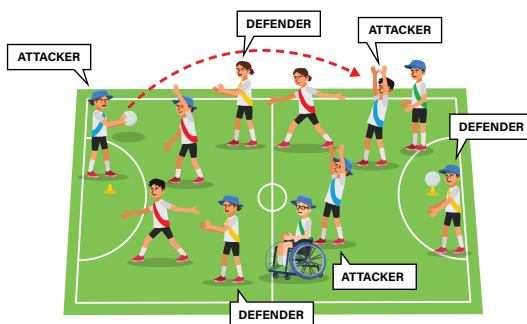
- Teams begin in their own half and run into the other team's castle to capture their gold and bring it back to their own half without being tagged.
- Players can only be tagged in the half that the other team's castle sits within.
- Players are safe when inside the other team's castle.
- Defenders can't go into their own castle.
- If tagged, attackers have to return to their own half. If tagged with the ball, the ball is placed back on the tee and all attackers must return to their own half.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



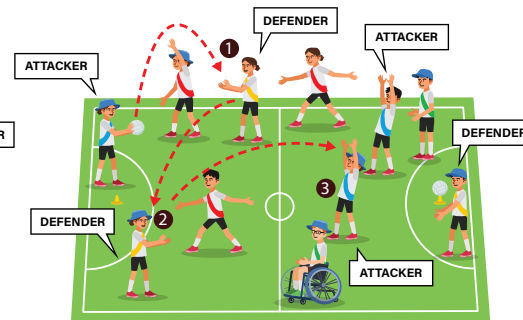
Step One:

All players can be both attackers and defenders. So, all can tag the opposition. It is the simplest rule but can be difficult to play because it can make it too hard for attackers to get into the other team's castle.



Step Two:

Split both teams into attackers and defenders (use different-coloured bands for attackers and defenders). Only defenders can tag. Players can still run with the gold back over halfway.



Step Three:

Players have to pass the ball two times in the attackers' half before it is passed over halfway. They cannot run it over halfway. Rather, it has to be passed over and caught. The attackers can run with the ball and pass it around, even back into the opponents' castle, but if it goes back into the opponents' castle, the count starts again.



Zone defence and wave attacks

Zone defence

Strategies for defending as a team generally fall into two types. In a match-up defence, each player is assigned someone in the opposition to defend. In a zone defence, each player is assigned an area (zone) to defend. The advantage of a zone defence is that it helps to ensure all areas are covered and there are no gaps that can be exploited.

When playing a zone defence, encourage children to think about what areas need to be defended and how to arrange their players in these zones. Also encourage players to stay in their zones and not be drawn away by decoy runners.

Wave attack

Attacking as a team (in waves) is a common strategy of invasion games. One way to penetrate the defence is for more than one player to enter the same space at the same time to confuse the defensive players. Attackers could come from different angles at the same time or use waves, with the first acting as a decoy so that the following wave can break through the defence.

When using a wave attack, encourage children to think about how the first wave should run to act as effective decoys and set up gaps and scoring opportunities.

LEARNING QUESTIONS

- What was the best way that you found as a team to defend your castle?
- How did you divide the area around your castle into zones to defend it?
- What do we call this type of defence? What's the other way we defend?
- How many ways did you find to penetrate the opposition's defence? What was the most effective?
- Did you use a double wave of attack to get the gold?
- What would be the purpose of leaving a member of your team in the other team's castle?
- Are there any rules that you or your team would change?

REFLECTION

After the activity, can the children:

- demonstrate how and why to use decoy runners and draw defenders?
- demonstrate and explain the effectiveness of a double-wave attack
- set-up and use a zone defence?
- devise team strategies to penetrate the opposition's castle, such as using more than one player to enter the castle at the same time to confuse the defensive players?
- devise team strategies to protect their gold?

1.5 Touch and Tag

Touch and Tag is an invasion tag game that encourages children to move and pass to hold on to possession. Players need have patience, move with the ball while looking for a pass to open players, or find open space to be passed to when supporting the ball-carrier.



EQUIPMENT



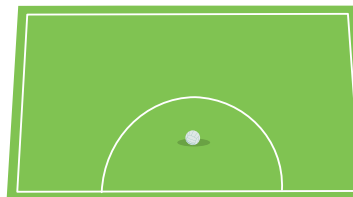
Bands



Cones



Ball (rugby, netball, basketball),



LEARNING FOCUS

The focus of this game is playing as a team to hold on to possession.

Focus the children on:

- looking for unmarked players to pass to
- moving into open space to pass or receive the ball
- calling for the ball when free
- being patient and holding the pass until it is safe to make.

SET UP & PLAY

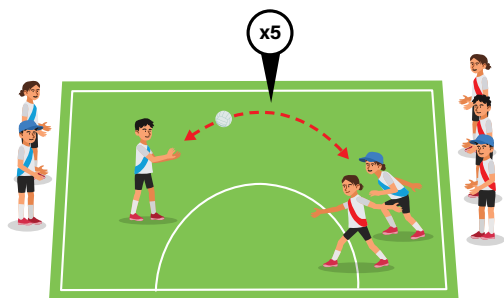
Set up:

- Use one-third of a netball court.
- Two teams of four, each team wearing the same coloured bands.
- Teams begin on opposite sidelines.
- One team has the ball.
- To win, teams have to make five consecutive passes.

Play:

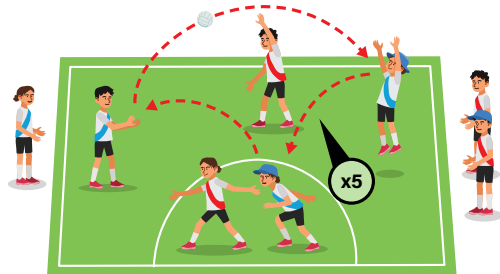
- Two players from the team with the ball (attackers) and one player from the opposition (tagger) go on court.
- Start and restart after each change of possession with a pass from the sideline.
- Attackers can run or pass the ball.
- Taggers tag the ball-carrier to get possession. They bring on two more players (3 v 2 advantage).
- After the next tag, the remaining attacking players come on (4 v 3 advantage).
- After the next tag, the last player comes on (now 4 v 4).

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



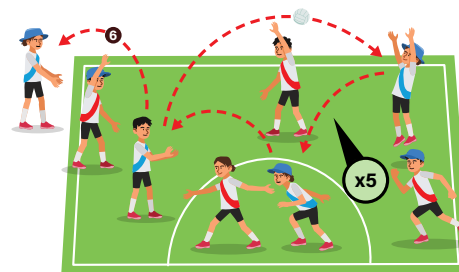
Step One:

Play in your own team in half the court size 2 v 1, then 2 v 2. Younger children could play without the ball-carrier running. The ball then has to be intercepted like piggy in the middle.



Step Two:

Play the game as designed. Use a variety of different types of balls (netball, rugby ball, basketball).



Step Three:

Play the game as before. After the fifth pass, the ball has to be passed and received over the designated end line to win. This introduces the idea of *directional passes*.

LEARNING QUESTIONS

- What did you do when the ball was passed to you?
- Could you hold and move with the ball until you found someone to pass to?
- What did you do to draw the opposition away and make space to receive or make a pass?
- How did the uneven number of players (*pressure ratio*) make it easier to pass?
- What do you understand by a *pressure ratio*?

REFLECTION

After the activity, can the children:

- recognise the need to have patience and look for a pass before passing?
- move with the ball into open space while looking up for a teammate to pass to?
- get free of their marker to offer a passing option?
- signal and move into an open space to receive the ball when the option is available?
- demonstrate what holding possession means?
- explain how they can take advantage of a *pressure ratio*?



Holding possession

Holding possession is a core game skill of invasion games. This requires players to be patient and not pass until it is safe to do so. When possible, it means moving with the ball into open spaces while looking for someone who is available to pass to. Supporting players should look to support the ball-carrier by moving into free space and calling when open to receiving a pass.

An effective way of providing more practice opportunities for holding possession is to modify the game so that the attack has more players than the defence. This is called altering the pressure ratio in favour of the attacking team.

When teaching about holding possession, encourage children to:

1. Move with the ball while looking for someone to pass to
2. Be patient and not pass until a pass is safe to make
3. Draw their marker away from other players in their team
4. Look for the open player when they have a numerical advantage, such as 3 v 2
5. Move in different directions to free up an unmarked player
6. Signal and move into an open space to receive the ball when the option is available.

1.6 Tag Netball/Aranga Tag

The aim of this game is to advance the ball down the court and score a goal by passing to a receiver behind the baseline in-goal area of a netball court.



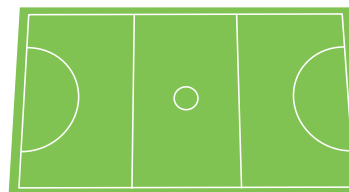
EQUIPMENT



Bands



Ball



LEARNING FOCUS

The focus of this game is on the game skills of holding possession, playing in position, making space, and having patience.

Focus the children on:

- playing in position
- holding on to the ball
- making space to receive or pass the ball
- being patient and looking for a pass before passing.

SET UP & PLAY

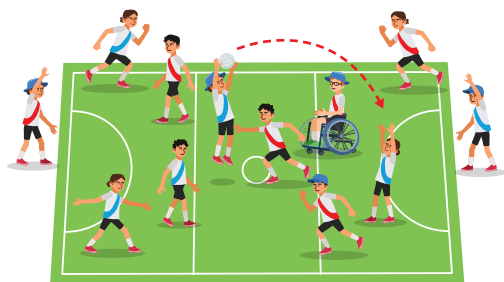
Set up:

- Play on a netball court.
- Teams of 5–8 in their own half.

Play:

- Start with a pass from halfway.
- Players can run with the ball, pass it, or be stationary to accept a pass.
- Players can be tagged while running with the ball but not when they are stationary; defenders have to be a metre away from stationary players.
- If the ball-carrier stops, they must pass.
- If the ball-carrier is tagged while running, it's a turnover and the opposition passes from that spot.
- Intercepts are allowed.
- No offsides, but no players can enter either goal circle.
- A goal is scored by passing the ball to the receiver behind the baseline, within the netball circle marking.
- After a goal, the opposition restarts from the baseline.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



Step One:

If the player with the ball is tagged, they can pass it rather than turn it over. This means that the only way the opposition can get the ball is by intercepting it. To score, the ball can be passed to a receiver anywhere along the baseline.



Step Two:

Introduce positional play, in which you encourage one on one marking. Introduce a defender behind the baseline to mark the receiver.



Step Three:

Play the game as described in Set up and Play, with the defender marking the receiver behind the baseline. A goal is now scored by passing the ball to the receiver behind the baseline, within the smaller distance of the netball circle marking.

LEARNING QUESTIONS

- How did you hold possession of the ball?
- What things did you consider in making your decision whether to pass, run, or hold the ball?
- What do you understand by showing patience when passing?
- What is the advantage of having team positions, such as wings, centre, backs?
- Why was it important for you to stay in your position?
- What was the best way to defend another player from getting the ball?
- Why should you try to keep yourself between the attacker and their goal?
- How do you change from attack to defence?

REFLECTION

After the activity, can the children:

- hold on to the ball and look for an open player before passing?
- not throw possession away by passing the ball when a pass has a low chance of success?
- explain what the three Ps of possession, position, and patience are?
- explain the reason for needing the 3 Ps in this game?
- begin to apply them in the game?
- demonstrate different team positions to cover the width and length of the court?



Possession, position, and patience

Invasion games typically require teams to hold on to possession as they advance the ball towards their goal. This can be difficult for learners because the pace of the game can put pressure on the ball-carrier to pass early. Players need to understand the importance of holding on to the ball and moving with it while looking for a pass to someone positioned to receive it. This requires patience and the confidence to wait for a passing opportunity. Supporting players need to learn to move into positions that open up the space and provide passing opportunities. Designated player positions help to spread the team out and provide a pattern formation for passing through a team.

Possession and patience mean:

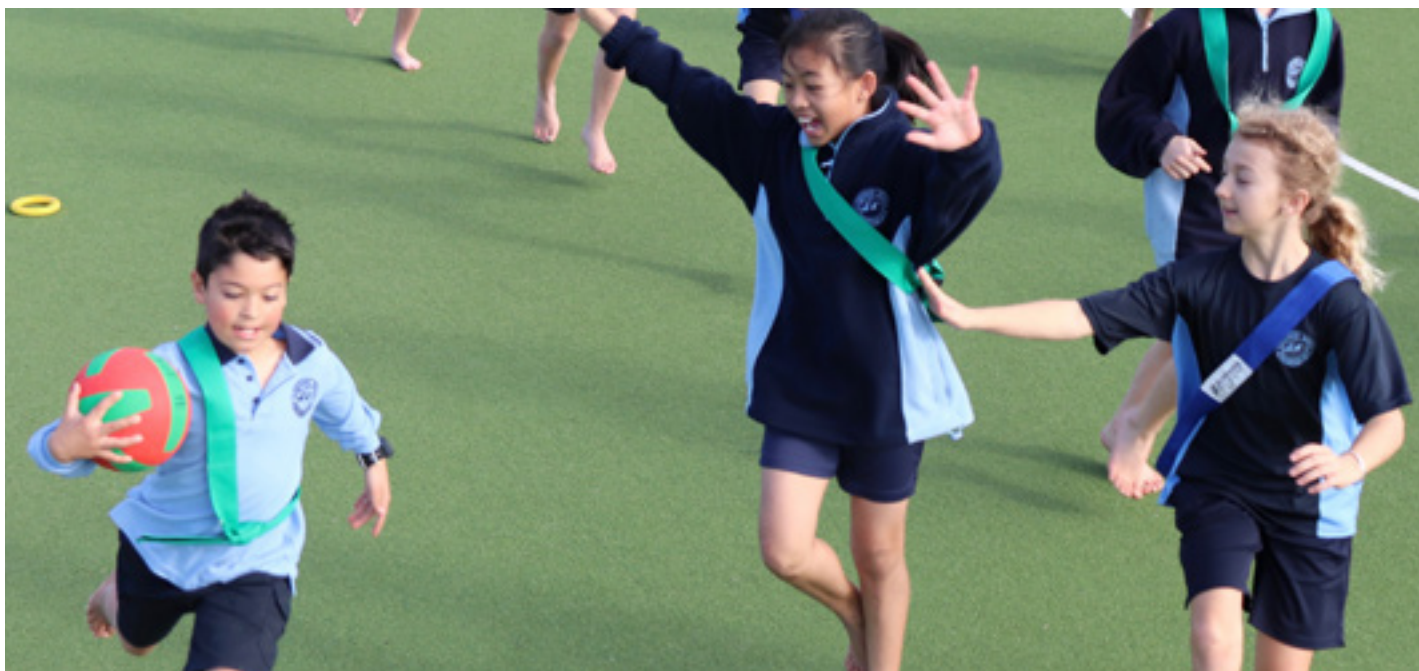
- holding on to the ball and looking for an open player before passing
- not throwing passes with a 50:50 success rate.

Position means:

- taking up court positions that cover the width and length of the court, e.g., centres, wings, forwards, backs, attackers, defenders
- holding your position and moving into open spaces to receive the ball
- complementing other players in your team by moving when necessary to keep the team pattern.

1.7 End Ball

End ball is good for introducing the primary rules and strategies of invasion games. It suits all ability groups because players of equal ability mark each other, which personalises the game challenge. The idea is to beat your partner and get the ball over the end line.



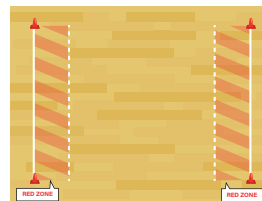
EQUIPMENT



Ball (rugby or netball),



Bands



LEARNING FOCUS

The focus is running with and passing the ball, with the challenge of beating your partner. Fairness and equity can be introduced and demonstrated through the game.

Focus the children on:

- playing fairly and passing to all players
- recognising the importance of strategic roles and having specialists in them
- closely watching and marking their partner
- the best way(s) to mark.

SET UP & PLAY

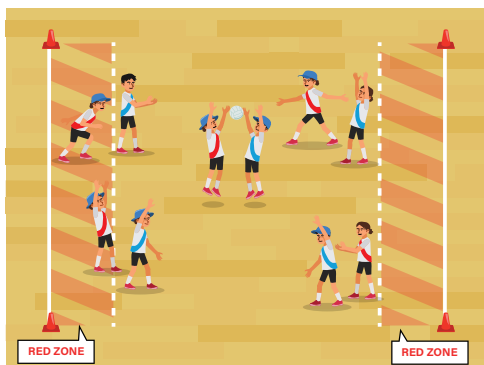
Set up:

- Use one-third of a netball court.
- Six players per team.
- Children pair-up with a player of equal ability in the other team.

Play:

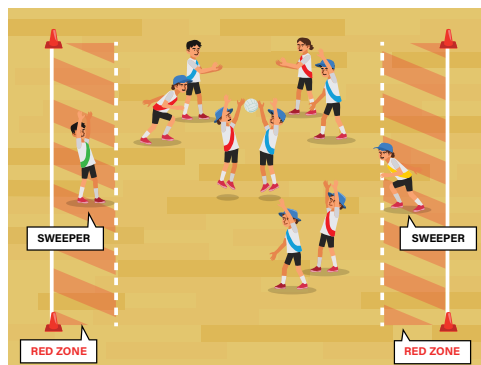
- The aim of the game is to play as a team to run the ball over the end line without being touched.
- Players mark their partner and can only tag one another.
- There are no offsides, and the ball can be passed forward, backwards, or anywhere.
- Start the game from halfway and restart from behind the end line.
- Players can run, stop, run again, pass the ball around, but if it is dropped or intercepted the ball is handed over.
- Turnovers must restart with a pass from that spot.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



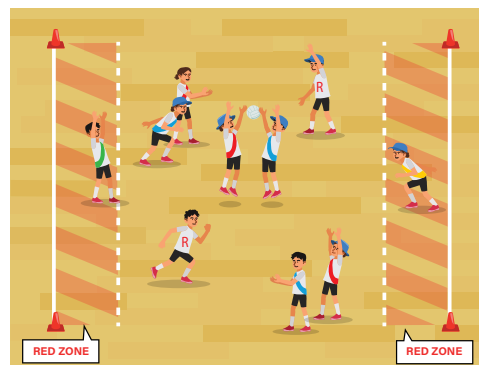
Step One:

Play as described in Set up and Play. Some rules may be adapted for some children, e.g., an incomplete pass (or dropped ball) may be allowed for some children but not for others. Discuss and practise fairness and equity principles.



Step Two:

Make 'red zones' 5 metres from end lines. Select one pair to become sweepers who stay in the red zone. They wear a different-coloured band and can tag anyone but can't be tagged. Select a pair who might make a good last line of defence. (They may be dominating play and are now restricted to give others a chance, but they are still involved in the game with an important role.)



Step Three:

Add rovers. Rovers rove in the middle zone between the 5-metre lines. They can tag anybody but can only be tagged by the other rover. Rovers wear another-coloured band. You could use players who you want to encourage to become more involved. If capable, they are good players to bring the ball up the court.

LEARNING QUESTIONS

- What qualities do you and your partner both have that made you pair up in this game?
- What rules did you decide to change and why did you do this?
- How did you feel about changing the rules for some players?
- How did introducing roles as sweepers and rovers make the game fairer?
- Why is a game that is fair for all more enjoyable?
- Why do we encourage 'no shaming' in playing games?
- How does it make you feel if you are shamed for missing a pass or tag?
- What do you understand by the term 'back-marking' your partner?

REFLECTION

After the activity, can the children:

- closely watch and mark their partner?
- use one-on-one or red-zone marking?
- play fairly and pass to all players?
- support each other with 'no shaming'?
- change rules to make the game fairer for everyone?
- design roles to extend more able players?
- recognise the importance of strategic roles and using the specialists in them to make the game more enjoyable and fair?



Fairness and equity

To be *fun* and *inclusive*, games need to be *fair* for all children. Sometimes this means *changing* the rules, the *playing conditions*, or the roles for different players. One way to do this is to have players of *equal ability* pair up and mark one another; another is to give children *specialist roles* to include them more. These role changes can alter the interactive dynamics and enable others to become more involved. In this way *equity* is more important than *equality*, meaning that different rules and roles for different players can make the game *fair for all*. The ultimate aim is to be fair and equitable.

To encourage fairness, have players pair up with someone of their own ability and only they mark one another. Although there are children of all abilities playing together, the game is fairer because the competition between players is more personalised.

Games can be modified to help fairness. For example, roles like being a sweeper or rover can be assigned to players who are not so involved in the game or who are 'dominating the game' to change the interactive dynamics, while still including all players in positive ways.

1.8 Space Pass 1, 2, and 3

This is a passing and catching game that teaches the game skills of holding possession, creating space, reading play, and moving into space to receive the ball.



EQUIPMENT



Non-slip mats (6-8)



Netball



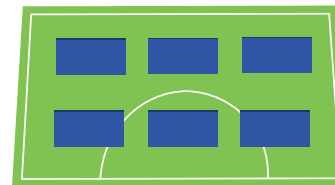
Volleyball



Rugby ball



Bands



LEARNING FOCUS

The focus is on the games skills of using space to pass and receive. Passers look for space, and receivers create and move into space to receive the ball.

Focus the children on:

- keeping possession
- moving into space to receive a pass
- passing to a team-mate in open space
- using signals, calling, and body language to receive a pass
- marking opponents.

SET UP & PLAY

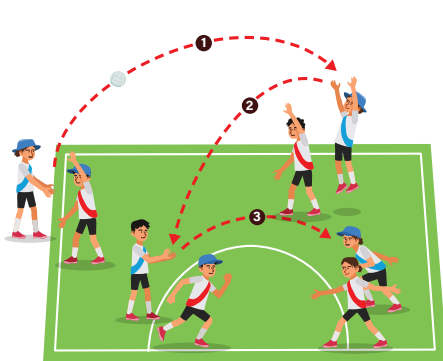
Set up:

- Teams of four players.
- Play in one-third of a netball court or an area in a hall.

Play:

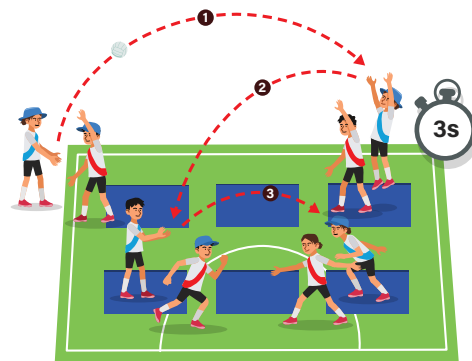
- One player starts with a pass from outside the court.
- Players cannot run with the ball or pass straight back to the thrower.
- A point is scored when a team makes four consecutive passes without dropping the ball.
- After a point is scored, the other team passes in from outside the court.
- If the ball is intercepted, it is turned over to the other team.
- In an incomplete interception, the ball remains with the passing team.
- Players need to keep one step away from the ball-carrier.
- See progressions for additional rules.
- Use different types of balls to vary the game.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



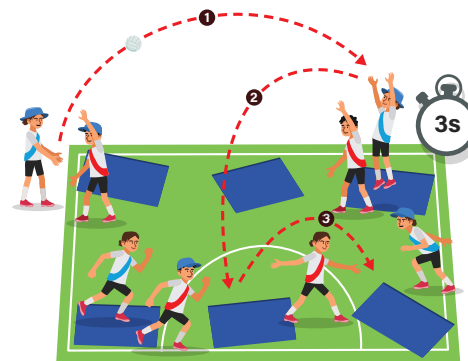
Step One:

Begin by playing Space Pass 1. See Set up and Play. Encourage players to spread out and create space. Beginners are often like 'bees around the honey pot' and need to learn about using all the playing area.



Step Two:

Progress to Space Pass 2 by adding 6 mats round the perimeter. Attackers score by passing to someone with a foot on a mat. They can't wait on a mat for more than three seconds. However, if the defender can put their foot on the mat as the pass is received, the pass does not count. Return passes are allowed. Emphasise looking up and passing wide to where the mats are.



Step Three:

Progress to Space Pass 3. Play as for Space Pass 2 but neither the defenders nor the attackers are allowed to wait on a mat for a pass or to defend a player. They must move onto the mat with the pass. This encourages children to learn about leading, passing into space, and anticipating the receiver's movements so that the catch is made as the receiver lands on the mat.

LEARNING QUESTIONS

- What were three ways you could signal to your team-mate where you were going to pass?
- How could the receiver signal to the passer where they wanted the ball passed to?
- Why couldn't you wait on a mat in this game?
- Why should you 'lead' to pass into empty space?
- How and why might you hold possession of the ball before passing in this game?
- Why did you draw your marker away before moving into the empty space to receive the pass?
- Why was it important to be passing to moving players and running onto the ball?

REFLECTION

After the activity, can the children:

- begin to signal, watch, and time the speed of a pass to their team-mate?
- select an effective pass to use?
- pass into open space?
- use body language to indicate where they want to receive a pass?
- begin to read and anticipate likely passes?
- run on to the ball to receive a pass?
- begin to pass in relation to what the receiver is doing?



Passing and receiving

Passing and receiving in team games involves more than being able to pass and catch. In most situations where the ball is passed, the *receiver* 'leads' the pass by getting free from a defender and communicating with the passer through their movements or signals. As a receiver, learning how to get into the open involves different aspects, such as being able to hold their position, dodging away from a defender, or moving into an empty space to receive the pass. The *passer* needs to read the play and anticipate the *receiver's* movements before passing.

The key idea in teaching children about passing is that it is a relationship between the passer and receiver. Important aspects of this relationship include:

1. Signalling, watching, and timing the pass
2. Selecting the type, place, and speed of the pass to use
3. Creating and passing into space
4. Passing to moving players and running on to the ball
5. Reacting and passing in relation to what the receiver is doing.

Children learn how to throw with accuracy and catch successfully in game situations, as opposed to skill-drills, because games include the *perceptual-action coupling* of the real context.

1.9 Outlet Pass

Outlet Pass is an invasion game where teams have to knock over one of the other team's cones. Teams need to work together in coordinated patterns of attack or defence. They also learn to use an outlet pass to clear their goal area.



EQUIPMENT



Hoops (8)



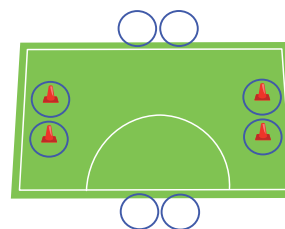
Cones (4)



Netball



Bands



LEARNING FOCUS

The focus is on:

- planning and coordinating team attacks or defensive *patterns*
- using *outlet* passes to relieve the pressure when on defence.

Focus the children on:

- planning and coordinating positions and movements
- using deception to open gaps in the defence
- using planned, coordinated pattern defences to cover both space and attacking players
- using the outlet players to clear the ball after a turnover.

SET UP & PLAY

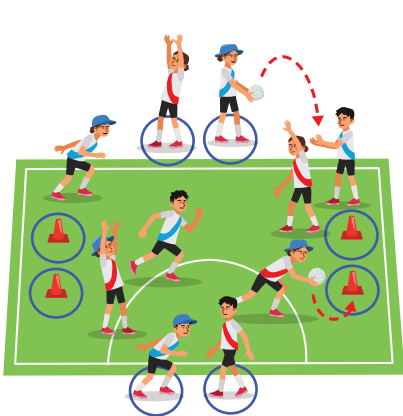
Set up:

- Use one-third of netball court.
- Place four hoops on the court, two at each side and end (2 metres in from baseline) with large cones in them.
- Make two teams of six players – four on court, two in the hoops on sidelines (outlet players).

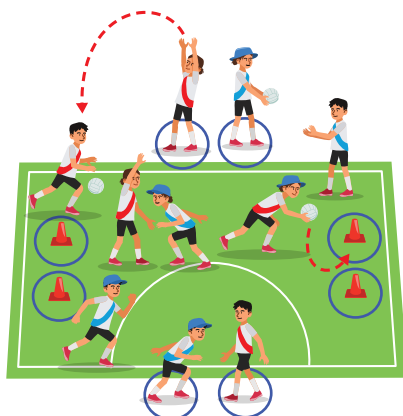
Play:

- Play starts from an outlet player and restarts from the baseline.
- Attackers pass the ball up court and try to hit one of the two cones from in front, at the side, or behind.
- Attackers can't run with the ball.
- Defenders defend cones but can't go into hoops. They must be 1 metre from the attacker.
- On turnover, the first pass must be to one of their two outlet players who passes in and comes on. The passer goes to the outlet hoop.

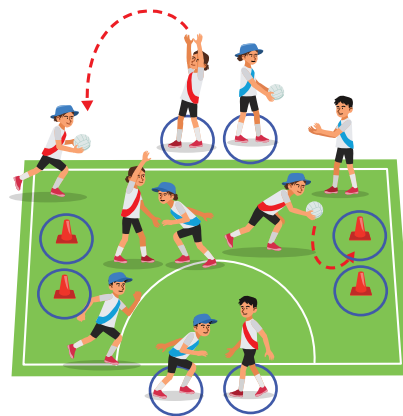
PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



Step One:
Defenders must be 1 metre from the player with the ball and can't grab the ball off them. They can intercept it and block it for a turnover.



Step Two:
Players can now dribble the ball, but once they stop, they have to pass. They can be blocked by the defence, but the defensive player can't touch the attacking player (just as in basketball).



Step Three:
Players can now run (move) with the ball, but once they stop, they have to pass. They can be blocked by the defence, but the defence can't touch the attacking player.

LEARNING QUESTIONS

- What is the purpose of using an outlet pass in this game?
- What strategies did you use to create gaps to attack through?
- How did you mark players to prevent the other team from attacking?
- Where were the best places for your players to move to defend your cones?
- What plan did your team use so that all opposition players and areas were covered by your team?

REFLECTION

After the activity, can the children:

- move the ball to an outlet player to clear the ball from their red zone?
- plan together as a team to use the outlet to set up an attack?
- use all their team's attacking players to move the ball up the court to attack the cones?
- plan together as a team to create gaps in the defence?
- explain the difference between a zone defence and player to player marking?
- plan a defence to mark all players and ensure that all areas are covered?



Attacking and defending as a team

Breaking through a defensive pattern often requires clever strategies and team coordination. Equally, setting up successful defensive patterns requires team strategies and skilful implementation.

When on attack, players need to work together to create *space* and *gaps* in the defence to break through and score or achieve a playing advantage. Conversely, defensive players need to work together to cover all options. At times this means *covering space* and at other times *marking players*.

Encourage children to explore how they can work together with different team roles, playing positions, and coordinated movement patterns to beat the defence or stop an attack. For example, attacking teams may experiment with different numbers of people on attack, while defending teams could experiment with zone or match-up defences.

Focus the children on:

1. Planning and using a coordinated attack or coordinated defence so that all areas and players are covered
2. Thinking how to quickly transition from defence into attack (and vice versa)
3. Using all players on attack, moving and passing in coordinated ways to deceive the defence and open up options to score.

1.10 Fast Break

Fast Break is an invasion game like Outlet Pass, in which teams have to knock over one of the other team's cones, but in this game, players are encouraged to quickly break out and move the ball up the court to beat the defence after a turnover.



EQUIPMENT



Hoops (8)



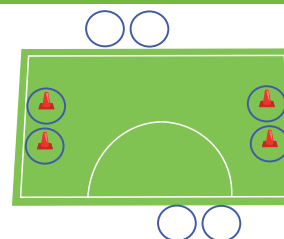
Large cones (4)



Ball (netball)



Bands



LEARNING FOCUS

The focus is on learning how to change the pace of the game by using a fast break after a turnover of the ball.

Focus the children on:

- developing the ability to think and act fast when the pace changes
- being ready to react to a change of pace following a *turnover*
- using the outlet players to quickly move the ball up the court.

SET UP & PLAY

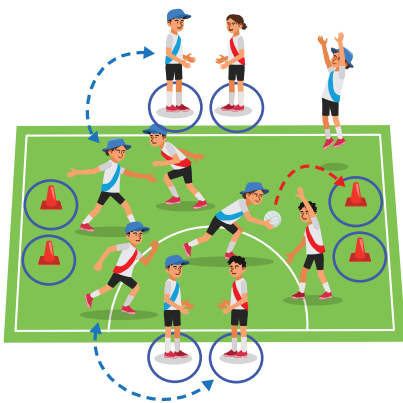
Set up:

- Use one-third of a netball court.
- Place two hoops with cones at each end (2 metres in from baseline)
- Two hoops on each side of court.
- Two teams of three players, so 3 v 3.

Play:

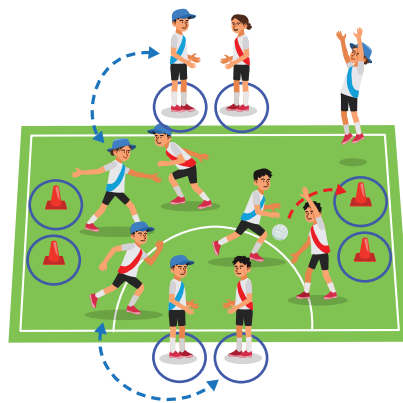
- Play starts from a sideline and restarts from the baseline.
- The aim is to bring the ball up court and try to hit one of the two cones from the front, side, or behind.
- Defenders can't go into the hoop area.
- On a turnover, the pass goes to an outlet player. Both outlet players come onto the court for a fast break.
- The outlet defender comes on beside the outlet attacker, who receives the ball.
- Two attackers and one defender go to outlet positions.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



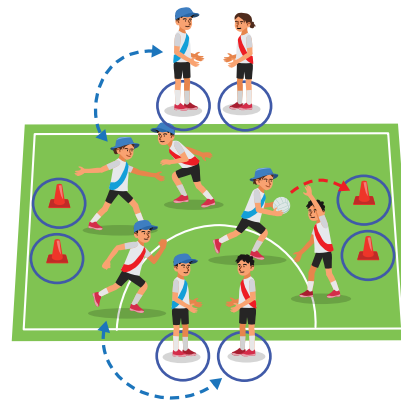
Step One:

One outlet player (OP) from each team on each side of the court. On a turnover, pass the ball to one of the OPs. The OP on the other side also comes on to receive the next pass up the court (enabling the fast break). One outlet defender comes on also to defend. Other players move into the outlet positions and play continues.



Step Two:

Play as above. Players can now dribble the ball, but once they stop, they have to pass. They can be blocked by the defence, but the defensive player can't touch the attacking player (just as in basketball).



Step Three:

Play as above. Players can now run (move) with the ball, but once they stop, they have to pass. They can be blocked by the defence, but the defence can't touch the attacking player (as above). The outlet player who receives the ball after a turnover must take it in the hoop and must pass it out. They can't run out of the hoop.

LEARNING QUESTIONS

- What do we mean by a turnover?
- What is an outlet pass?
- Why do you use an outlet pass in this game?
- What is a fast break?
- What advantage does using a fast break give the attackers over the defenders?
- How does the outlet pass help you control the pace of the game?
- What are three things or types of passes that you can use to control the pace in this game?
- If you were to play this game again, are there any rule changes that you would make?

REFLECTION

After the activity, can the children:

- explain the difference between a fast break, a turnover, and an outlet pass?
- speed play up by using an outlet player to quickly move the ball up court?
- slow the game down by holding on to the ball, back-passing, and passing the ball sideways?
- explain why they need to 'control the pace' (speed it up or slow it down) in this game?



Controlling the pace of the game

Teams that are able to control the pace of a game often have a playing advantage. Sometimes they slow the game down by holding on to the ball, back-passing, or moving the ball sideways. At other times, they speed it up by outwitting and outpacing the defence. Pace changes often happen after a turnover. Turnovers offer a small window of opportunity to quickly move into attack before the opposition can organise their defence. One way of doing this is by using fast breaks: a ball is quickly passed up court faster than the defence can get back to defend.

Focus the children on:

1. Discussing when it is best to play fast and when to play slow
2. Exploring the tactics involved in slowing down the pace and being patient. Sometimes this can be done by holding on to the ball, back-passing, and moving the ball sideways while they build up an attack
3. Exploring the tactics of speeding up play, especially at the point of a turnover. Sometimes this can be done by quick player movement and outpacing the defence, passing forwards.

1.11 Over Half

Over Half is a tactical invasion game. Teams try to keep or take possession of the balls in their own half (or score over the baseline in progression 3). The teams begin with different numbers of players on each side of the halfway line, which they can cross over but can't return.



EQUIPMENT



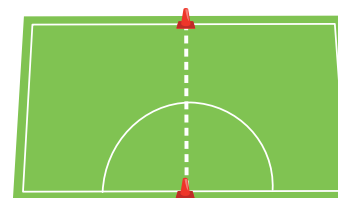
Cones



Balls



Bands



LEARNING FOCUS

The focus of this game is using tactical attacking and defending units to give their team a numerical advantage to hold or take possession.

Focus the children on:

- playing as tactical units
- holding on to the ball using numbers of players or space
- playing tactically by swapping halves to attack or defend when required
- thinking about pressure ratios when playing.

SET UP & PLAY

Set up:

- One-third of a netball court with halfway line marked.
- Two teams of five – three attackers with a ball and two defenders in each half (i.e., 3 v 2 in each half).

Play:

- Attackers can run with or pass the ball only within their half.
- Defenders try to tag the ball-carrier or intercept the ball for a turnover. After a turnover, defenders try to get the ball back to their team's half.
- The aim is to get both balls into the team's own half without being tagged.
- Players can cross halfway but can't return until there is a turnover. They must return after a turnover.
- The turnover restarts from the spot and only within that half.
- Players cannot run the ball over halfway – it must be passed.

1.12 Tapu Ae

Tapu Ae (also known as Tapuwai or Tapuwae) is a fast-moving Māori game. It shares the same pūrākau as Kī-o-rahi. It is fun to play and helps children to learn the significance of movement for Māori while providing the opportunity to use te reo Māori and Māori concepts in authentic game contexts.



EQUIPMENT



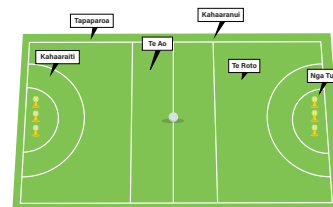
Cones/kicking tees



Small balls (kī)



Tennis balls



LEARNING FOCUS

The focus is on learning the significance of Māori games, while using te reo Māori and Māori concepts in authentic game contexts.

Focus the children on:

- using te reo Māori to describe players, places, and movements
- recognising the significance of culture and language for empowerment and identity
- agile movements
- working together to achieve team goals.

SET UP & PLAY

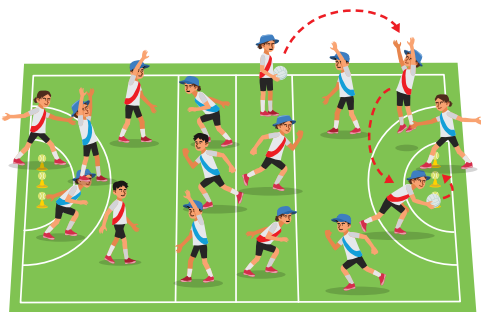
Set up:

- Play on a netball-sized court or grass area.
- Set up as in the diagram.
- Use tennis balls on the cones as ngā tupu (targets) and a soft ball as the kī (ball).
- Two teams of six or more players
 - 2 taniwha (attackers – restricted to te roto), 2 utumai (defenders – restricted to defend te roto), 1 centre – in te ao, 1 kaitiaki (goalie – in te motu).

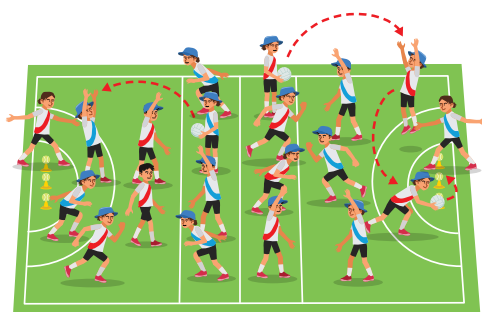
Play:

- Play starts with kī thrown into te ao from te marama.
- Centres pass to taniwha who try to hit ngā tupu (knock balls off cones).
- Utumai try to intercept and pass kī into te ao and then on to their taniwha.
- When all three tupu are hit (balls knocked off cones), a point is scored and the game restarts.

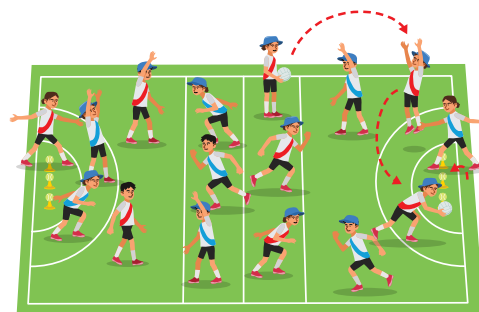
PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



Step One:
Play the game with smaller teams.
Encourage the use of te reo Māori.



Step Two:
Play the game with more players and two balls or kī going at the same time.
Encourage the use of te reo for not only player positions, court areas, and so on, but also players' movements, like "pass to me" (karawhiua) or "catch" (hopu) or calling for the kī (kei konei) or "over there" (kei kona).



Step Three:
Play the game as in step two, but in this game all players must use te reo (e.g., to call for the ki, name the zones, refer to the equipment, and so on) when on the playing field.

LEARNING QUESTIONS

- Can you name four of the playing zones of Tapu Ae in te reo Māori?
- Which players are allowed to enter te roto? What do you call these players in te reo Māori?
- What is the role of the kaitiaki in Tapu Ae?
- Can you describe how the game starts using the words 'kī', 'te ao' and 'te marama'?
- Why did Māori traditionally play this game?
- Why is it important for all New Zealanders to use te reo and appreciate tikanga Māori?
- What have you learned from playing Tapu Ae?

REFLECTION

After the activity, can the children:

- use te reo to describe players, places, and movements when playing Tapu Ae?
- understand how identity relates closely to language and culture and why tikanga Māori and te reo are important to all New Zealanders?
- work together to achieve team goals in this game?



Te reo Māori and Tikanga Māori

Traditionally, Māori had highly valued papa tākaro (playgrounds). Tapuwae papa tākaro were carefully constructed earth mounds. Each zone of the papa tākaro represents a part of the pūrākau (the story of the game, kī-o-rahi). *Te motu* represents the island Rahi became stranded on. *Te tupu* represents the kōhatu, which had a powerful mauri that sheltered and protected Rahi. The *kaitiaki* (carer or nurturer) represents the mighty hero Rahi himself. *Te marama* is the moon. *Te ao* represents the world, beyond where Rahi is confined by the ferocious *taniwha*. *Utumai* represent the rocks that utumai threw at Rahi. The word *kī* indicates direction, therefore throwing a kī back and forth is a form of communication.

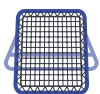
Games of this nature offer an opportunity to use te reo Māori and appreciate tikanga Māori. For te reo Māori to thrive, all New Zealanders are encouraged to use it and include Māori cultural practices. In these game contexts, we can use te reo Māori, such as karawhiua (pass), for calling and moving just as we do when asking children to sit – taki noho/e noho, stand – taki tū/e tū, or listen – whakarongo. Te reo Māori is an intrinsic part of tākaro.

1.13 Aotearoa Tchoukball

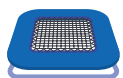
Aotearoa Tchoukball is an adaptation of the original game of Swedish Tchoukball. Players score by throwing and receiving the ball off a rebounder at the end of the court. They can score at either end, which gives them options about the playing direction and makes the game more fun.



EQUIPMENT



Rebounders



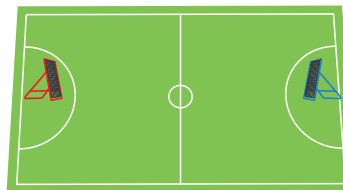
Mini-tramps
(or planks of wood on an angle)



Balls
(handball or netball)



Bands



LEARNING FOCUS

The focus of this game is running and passing in different directions, angles, and ends of the court to score.

Focus children on:

- running and passing, using deceptive moves and angles to create spaces for scoring
- using different angles to rebound the ball off the rebounder to a team-mate
- being alert and recognising open scoring opportunities at either end of the court.

SET UP & PLAY

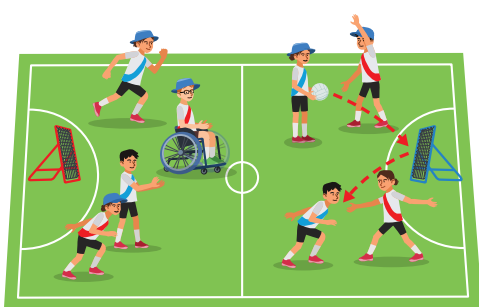
Set up:

- Use a court the size of a netball court, with two goal circles.
- 6–8 players per team.

Play:

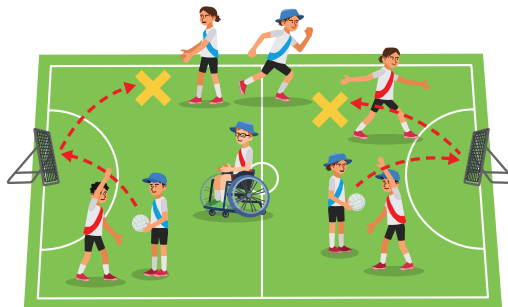
- The aim of the game is to throw the ball onto the rebounder so that it can be caught either by the thrower or a team-mate when it rebounds off.
- Both teams can score at either end of the court. This really changes the nature of this invasion game. Start by scoring at one end first, then at both ends.
- There are no offsides and the ball can be passed forwards, backwards, or anywhere.
- No one is allowed in the goal circles.
- Play starts and restarts from halfway.
- Players can only take three steps with the ball.
- A dropped ball or intercept is a turnover.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



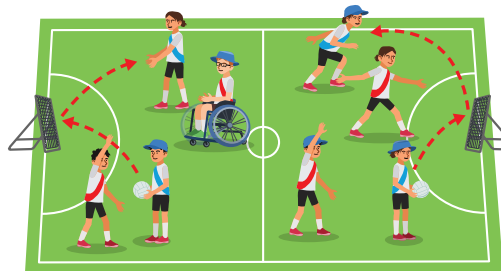
Step One:

Play as described in Set up and Play (players can only take three steps with the ball). Some rules may be adapted for some children, for example, an incomplete pass (or dropped ball) may be allowed for some children but not for others.



Step Two:

Players can now dribble the ball, but once they stop, they must pass. They can be blocked by the defence, but the defensive players can't touch the attacking players (as in the game of basketball). They score by rebounding the ball off the rebounder to land on the full inside the court but outside the goal.



Step Three:

Players can now run (move) with the ball, but once they stop, they must pass. They can be blocked by the defence, but the defence can't touch the attacking players.

LEARNING QUESTIONS

- How did you run and pass to create spaces for scoring?
- What were the best angles to score from? Why was this?
- How did you move to clear the defence away from the goal circle?
- How did you defend and look for open scoring opportunities at either end of the court at the same time?
- What happened when your team moved the ball up to the other end to score? Was this effective? Why?
- How did your attacking and defending strategies change when you could score at either end?

REFLECTION

After the activity, can the children:

- run and pass the ball using deceptive movement and angles to create spaces for scoring?
- use angles to rebound the ball off the rebounder?
- recognise open scoring opportunities at either end of the court?
- adapt to scoring at two ends by using attack and defence across the whole playing area?



Creating angles

Invasion games are fun when the rules allow different ways of playing and scoring. Games where players can score at either end are an example of this. In such situations, players need to be alert, look for openings, and use the whole court. They can run at different angles or in different directions, or suddenly change direction, to deceive their opponents and create openings and scoring opportunities. They can use different angles, by moving sideways or diagonally, to draw out defenders so others to score. They can also use angle scoring shots, which are typical in many invasion games.

Scoring by rebounding and at both ends of the court introduces new learning opportunities. These include angling shots and attacking and defending zones or players through the whole court.

Encourage children to:

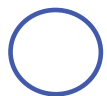
1. Move the defence away from the goal area and create scoring opportunities with multiple players running across the face of the circle at different angles.
2. Move deceptively in one direction and then change direction to create openings to score at either end.
3. Use angled throws and rebounds to score.

1.14 Quoit 2 Cone

Quoit 2 Cone is a fun invasion game in which teams have to place quoits onto a cone placed in their scoring circle. Played like ultimate Frisbee, teams throw the quoit around their team to get it to a player in the scoring circle, who places it on their cone.



EQUIPMENT



Hoops (2)



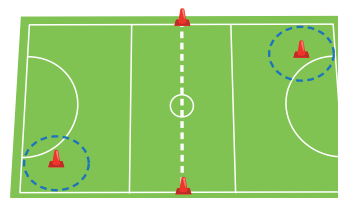
Small cones (2)



Bands



Quoits (3 red, 3 green, 3 blue)



LEARNING FOCUS

The focus is on:

- tossing a quoit with accuracy and catching it
- passing through a defence or stopping an attack
- making smart decisions about who and when to attack and when to defend.

SET UP & PLAY

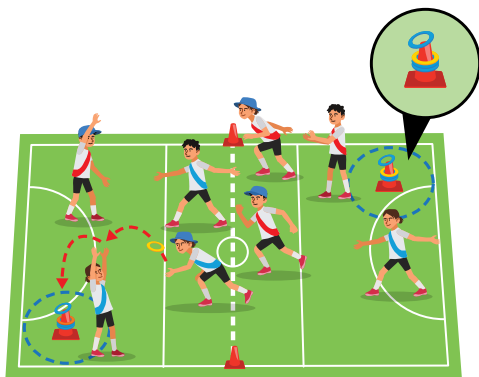
Set up:

- Use a netball court.
- Place a hoops and a cone diagonally at each end (2 metres in).
- Place spot markers 1 metre around hoops.
- Stack 12 quoits on the halfway sideline.
- Two teams of eight players.

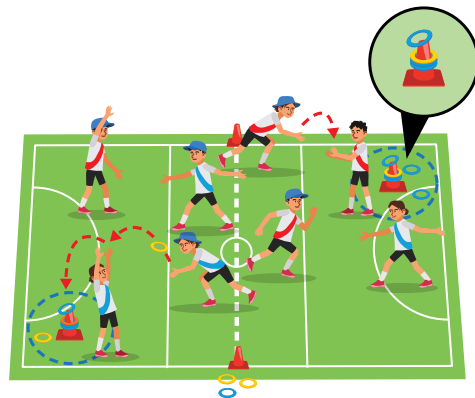
Play:

- Play starts with one (or two) quoits.
- Teams score at the opposite end cone. They try to pass quoits to players in the cone hoop (one foot must be in the hoop when caught for goal) who place it on the cone.
- Defenders must be 1 metre from the cone (outside marked area).
- Attackers are only allowed in marked areas for 3 seconds.
- Players cannot run with the quoit.
- An incomplete pass is a turnover to the other team.
- See progressions for advanced games.

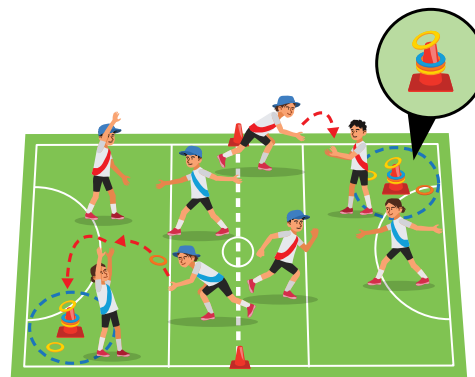
PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



Step One:
Defenders have to be 1 metre from the player with the quoit and can't grab the quoit off them. They can intercept it for a turnover or if the pass is incomplete.



Step Two:
Each team begins with a quoit from behind their baseline. When they score, they can take another quoit from the stack and play on until all are placed. The team with the most quoits on their cone wins.



Step Three:
Use 12 quoits of four different colours. Stack them so that they are red, green, blue, yellow x 3 on the stack. Teams start with the first two quoits. Play as before, but now the winning team is the one that gets one quoit of all four colours on their cone first. They can only take the next quoit off the stack; they can't choose the colour.

LEARNING QUESTIONS

- What is the best way to throw a quoit with accuracy?
- How is this different from throwing a ball?
- How do you change your catching style to catch a quoit instead of a ball?
- What three things are the same for catching a quoit as catching a ball?
- What team strategy did you use to both attack by getting your own quoits on your cone and defend the cone in the other corner at the same time?
- How did you use the whole team to both defend and attack?
- What tactics did you use to outsmart the other team?

REFLECTION

After the activity, can the children:

- show the body position and throwing technique that work for them to throw a quoit?
- move into open space to receive a pass and make a target with their catching hand?
- reach out, receive, and catch the quoit with soft hands?
- encourage and support others without shaming if passes are incomplete or catches are dropped?



Passing and catching with accuracy

Passing and catching involves being able to pass a ball or quoit to where the receiver can catch it. Children learn how to *throw with accuracy* and catch successfully in games when they are given the opportunity to discover what works best for them. They can learn more when they have the added guidance of a teacher, coach, or other children. Learning to catch and throw takes time and practice as all learning does.

Guided discovery is a good way to encourage children to try out different ways. It could be that the rules are adapted for some children to allow them time to throw and catch. Maybe they could have three lives, meaning they can drop the quoit or throw an incomplete pass twice before there is a turnover. This may be just for some children, while those who are more experienced don't get these lives.

Focus the children on:

1. Trialling different body positions and throwing techniques
2. Moving into open space and making a target with their catching hand
3. Reaching out and receiving the ball with soft hands
4. Encouraging others and not criticising incomplete passes or dropped catches.

1.15 Kī-o-rahi

Kī-o-rahi is a fast-moving Māori game played on a circular field between the kīōma and taniwha. What makes this game exciting is two different ways of scoring points: one team scoring 'tries' and the other scoring points by hitting the object at the centre of the field.



EQUIPMENT



1 tupu (central target), such as 40-gallon drum or rubbish bin



7 pou/poles or large cones



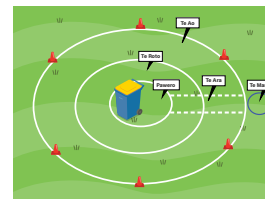
Kī, woven flax ball, or small rubber ball



Cones to mark areas



Bands



LEARNING FOCUS

The focus is on incorporating te reo Māori and tikanga Māori into games. A second focus is on conflict resolution. The methods used for any form of tākaro are known as tatū and tewhatewha.

Focus on the history and cultural significance of Kī-o-rahi:

- the use of te reo Māori and tikanga
- managing emotions and behaviour
- clarifying and sharing their perspectives about their needs
- discussing and agreeing on a way forward.

SET UP & PLAY

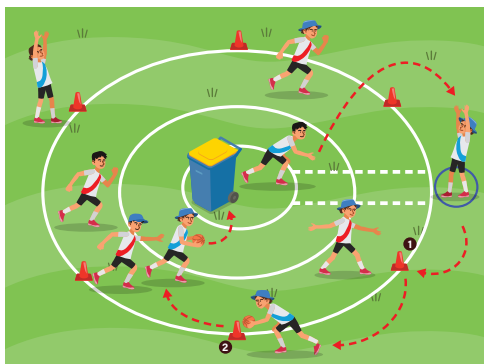
Set up:

- See set-up diagram.
- Teams of 7–8: taniwha and kīōma.

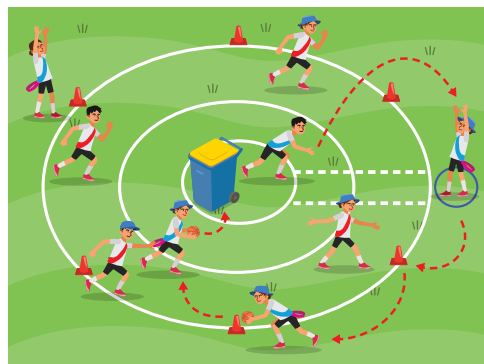
Play:

- Kīōma start from te marama by passing into pawero area.
- Kīōma are allowed in te ao and are the only ones allowed in pawero. Players can swap by moving through te ara.
- Kīōma score by touching as many pou as they can before running through te roto to place kī in pawero (2 pou touches scores 2 points).
- They can enter te roto when carrying kī but if tagged in there, they must hand over. If the kī is run into te roto and back without being touched, the pou touches go back to zero.
- Taniwha are allowed in te roto and te ao.
- Taniwha score by hitting the tupu.
- Neither team can cross te ara zone.

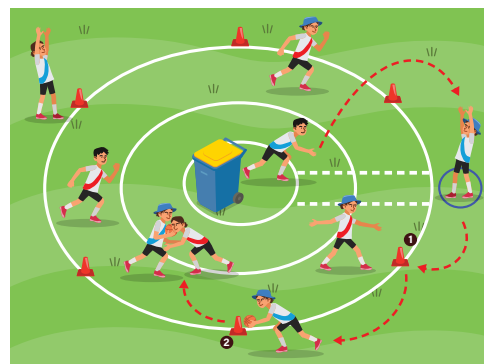
PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



Step One:
Play the game fairly (two-handed tag version) using the rules of the game.



Step Two:
Ripper tag version with the children refereeing and agreeing to accept the decisions of the referee and the outcome of fair competition.



Step Three:
Allow the children to adapt the rules that must be fair to all players and agreed between the two teams.

LEARNING QUESTIONS

- Why did Māori traditionally play this game?
- Can you explain how the game is played using te reo terms for the ball, playing zones, and players?
- Was there any conflict or did any disagreements arise in the game? If so, how did you manage your emotions and behaviours to resolve these in a peaceful way?
- If you were to suggest any rule changes, what strategy would your team use to come to agreement with the other team?

REFLECTION

After the activity, can the children:

- manage their emotions and behaviours, by communicating without being aggressive or losing their temper?
- express their feelings and specify what they want changed about the rules clearly and firmly and without aggression?
- search for any resolutions to conflict that everyone can accept?
- use te reo Māori appropriately in their play to describe the players, ball, and zones of Kī-o-rahi?
- understand the cultural significance of this game and explain how it was used to resolve differences in a peaceful way?



Conflict resolution

Peaceful resolution of disagreement is an important practice for children to learn. Because games enable players to interact without necessarily having high-stakes outcomes, they offer great opportunities for children to negotiate and decide on their own way forward. Kī-o-rahi is a game that encourages interaction, discussion, and an agreed resolution. Based on the pūrākau of Rahi Tutakahina and his epic journey to rescue his wife Ti ara, the tākaro acknowledges the importance of restoring balance. Once enemies, two peoples now come together at the end of a long battle to resolve their differences. The game has a strong focus on tatū, which is the importance of arriving at an agreed understanding between two sides.

Focus the children on:

1. Managing their emotions and behaviours to communicate without being aggressive or losing their temper
2. Clarifying and communicating their perspective, by expressing their feelings and specifying what they want done in a way that is clear and firm but not aggressive
3. Searching for a resolution that everyone can live with.