

CREATIVE INVASION GAMES

Lesson Topic

The world of invasion games is vast! Simply put, the goal of an invasion game is to score a point or goal by attacking an opponent's territory. Teams typically consist of equal numbers of players. Games are fast paced and focus on keeping possession, defending, scoring and teamwork. Examples include but are not limited to; football, basketball, hockey, soccer, handball, ultimate frisbee, lacrosse, etc. In order for students to find success it may be necessary to break down the full game into smaller invasion games that can provide specific skill practice, this unit plan will do just that.



UNIT OBJECTIVES

The student objectives below are followed by specific reference to SHAPE America National Physical Education Standards and Grade-Level Outcomes .



Students will be able to...

- Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. (S1.M2.8)
- Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice). (S1.M4.8)
- Throws a lead pass to a moving partner off a dribble or pass. (S1.M5.8)
- Executes at least 2 of the following to create open space during modified game play: pivots, fakes, jab steps, screens. (S1.M6.8)
- Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes. (S1.M7.8)
- Drop-steps in the direction of the pass during player-to-player defense. (S1.M11.8)
- Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. (S2.M1.8)
- Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go. (S2.M2.8)
- 1Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. (S2.M3.8)
- Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective). (S2.M4.8)
- Reduces open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection. (S2.M5.8)
- Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (S2.M6.8)
- Provides encouragement and feedback to peers without prompting from the teacher. (S4.M3.8)
- Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.M4.8)
- Demonstrates respect for self by asking for help and helping others in various physical activities. (S5.M6.8)
- Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)

** Most grade-level outcomes were selected from 8th grade because invasion games are not supported in the high school standards/outcomes. Students participating in a high school physical education invasion game unit should be minimally competent in these grade-level outcomes.*

Note: S= standard number; M=middle school outcome number; 8=grade level. S=Standard number; H=high school outcome number; L=level. (Society of Health and Physical Educators, 2014).



Special Considerations

It is important to give students an opportunity to choose appropriate games, sports and events. However, the health and safety of all students is paramount. Games, sports and events must provide safe, meaningful and challenging opportunities for all students.

Equipment Considerations

- Use a variety of sizes and weights of equipment.
 - Use a variety of sizes, weights, lengths, and shapes of equipment
 - Use a variety of modes of transportation, for example scooters
 - Adjust the boundaries of the playing space.
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Safety Considerations

- Adequate and appropriate warm up that includes cardio and dynamic stretching exercises should take place at the beginning of class.
- Ensure safety in all play areas.
- Remind students of strategies to avoid collisions and ensure proper spacing and tactic for successful gameplay.

UNIT SCHEDULE

This unit is segmented into 3 independent sessions and a creative invasion game generation and idea suggestion section. Instructors can decide to extend or shorten skill instruction timeframes based on what best serves their students, these games can be played after specific skill work pertaining to the particular game. As with many activities/games, skills and understanding of the game only get better with practice, therefore the more students practice playing games, the better they will become. Also, allow for discussion after each game and ask for ideas to make the game more challenging, less challenging, different, ect. Each session is a different game that is a hybrid of two or more “traditional” invasion games. The games are meant to be modified to the needs of the students and class, also students should have a basic understanding as to rules, how to play and tactic for the “traditional” games and skills being used in these hybrid games.

SESSION 1: KNOCKOUT HANDBALL

Objectives

Students will be able to...

- Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go. (S2.M2.8)
- Create open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. (S2.M3.8)
- Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective). (S2.M4.8)
- Reduces open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection. (S2.M5.8)
- Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (S2.M6.8)

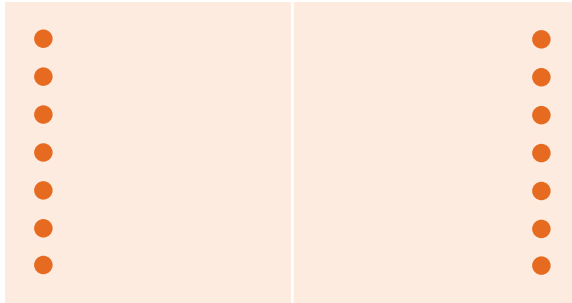
Materials

- **Handball or Foam GatorBall:** depending on the level your students are at you will need to choose what ball will make for the most successful and safe game.
- **12-24 Cones, Topple Tubes or any objects that can be used as target, stand free and be knocked over:** Object will be used as a target to be knocked over by the ball
- **Jerseys:** enough jerseys or pinnies for one team to wear

Task Analysis: Communication, Leadership, Teamwork

Set up

- Indoor, a traditional basketball court works well for the boundaries. If outside, establish end lines with cones.
- Set up 2 cones on each corner of the base/endlines
- Split class into two teams
- All players for each team start lined up on the baseline.
- Goalies may use hands, all other players may not.



- Defend the target items from being knocked over (defensive team)
- Defend and intercept the ball (defensive team)
- Move the ball up the playing space (they can dribble or take three steps for up to three seconds without dribbling) to throw at and knock down all of the opposing team's target items (offensive team)

Conditions

- 3 v 3 minimum, there is no maximum number of players of this game, you may want to add additional target items or balls if there are many players to keep the game moving.
- Offensive players can dribble or take three steps for up to three seconds without dribbling, pass or shoot when possessing the ball.
- Designate a "no cross line" for shooting/throwing at the target items.
- The game is won when a team has successfully knocked over all of the opposing team's target items.
- Reset and play again.

Questions (answers):

- What was the goal of the game? (to knock over all of the other team's target items)
- What was the goal of the game for the defensive team? (get the ball from the offensive team and become the offensive team)
- Focusing on the defensive team's performance, how were you able to defend the target item? (move body in defensive position, watch the ball, intercept the ball, knock the ball away and change directions of the game to be on offense.)

Assessment

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
Creating Space <ul style="list-style-type: none"> • Changes Pathways • Varies Speed • Fakes, pivots, and change of pace • Creates open space at least 51% of the time 				
Reduces Space <ul style="list-style-type: none"> • Reduces angles • Reduces distance • Reduces space movements the majority of the game 				
Transitions <ul style="list-style-type: none"> • Moves quickly after change of possession • Spreads out while returning • Keeps eye contact with ball and opposing players 				

SESSION 2: SO MANY GOALIES SOCCER!

Objectives

Students will be able to...

- Provide encouragement and feedback to peers without prompting from the teacher. (S4.M3.8)
- Respond appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.M4.8)
- Demonstrate respect for self by asking for help and helping others in various physical activities. (S5.M6.8)
- Assume a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)

Materials

- **Soccer ball:** depending on the level your students are at you will need to choose what ball will make for the most successful and safe game; hard or soft, bell ball for students with visual impairments, slo-mo soccer ball, etc.
- **4 Cones:** for making the end lines/goals
- **Jerseys:** enough jerseys or pinnies for one team to wear

Task Analysis: Communication, Leadership, Teamwork

Set up

- Indoor, a traditional basketball court works well for the boundaries. If outside, establish end lines with cones.
- Set up 2 cones on each corner of the base/endlines
- Split class into two teams
- All players for each team start lined up on the baseline.
- Goalies may use hands, all other players may not.

Goals

- Defend the goal line, do not let the ball cross the line either on the ground or in the air, no goal if the ball is shot over the students arm reached above head (defensive team)
- Move the ball up the playing space and score a goal by passing the opposing team's goal line (offensive team)

Conditions

- 8v8 minimum, there is no maximum number of players of this game
- Game play starts when the teacher rolls the ball into the middle of the playing space. The first three students from each baseline run to the middle to play a 3v3 mini game of soccer, with the rest of the team on the baseline playing as goalies.
- Because of the smaller playing space, full leg kicks should not be used. Tell students to concentrate on a

more controlled, smaller game play.

- Goalies may use hands to stop the ball. They may then overhead throw in the ball to a teammate. Goalies may NOT drop kick the ball.
- Each mini game lasts 2 minutes or until one team scores, whichever is first. If 2 minutes passes, the teacher blows the whistle and the players go to the end of the goal line, while the next three in line get ready to go out in the playing space.
- The game is won by the team who has scored the most points at the end of the class period.

Questions (answers):

- How were you a supportive teammate today? (answers may vary)
- How did you demonstrate leadership today? (answers may vary)
- If there is conflict (example: if a goal counted or not), how was it resolved positively and constructively in today's class? (answers may vary)

Assessment

Facilitator Instructions: During the games and skills practice, make a tally mark for each time the student successfully performs each task.

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
Communication <ul style="list-style-type: none">• Communicates appropriately with classmates• Engages in game play				
Leadership <ul style="list-style-type: none">• Supports classmates' thoughts and suggestions				
Teamwork <ul style="list-style-type: none">• Passes/offensive skills based on teammates' movements/abilities• All teammates involved• Comments are encouraging and positive• Feedback is constructive and positive				

SESSION 3: SCOOTER TARGET FRISBEE, FOOTBALL, CHICKEN... GAME

Objectives

Students will be able to...

- Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. (S1.M2.8)
- Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice). (S1.M4.8)
- Executes at least 2 of the following to create open space during modified game play: pivots, fakes, jab steps, screens. (S1.M6.8)
- Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes. (S1.M7.8)
- Drop-steps in the direction of the pass during player-to-player defense. (S1.M11.8)
- Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. (S2.M1.8)

Materials

- **Frisbee, football, rubber chicken or anything that can be safely thrown:** depending on the level your students are at you will need to choose what ball will make for the most successful and safe game
- **8 Cones:** for end zones
- **8 Hoops on stands or hula hoops on stands for hoop targets** (use varying sizes of hoops if possible, each team needs the same)
- **Jerseys:** enough jerseys or pinnies for one team to wear
- **Scooters:** enough for one per person

Task Analysis: Mature Throwing, Receiving and Pivot, Fakes and Give and Go

Set up

- Using traditional handball boundaries and ultimate rules.
- Set up two end zones.
- At the back of each end zone set up 4 hoop targets at various heights.
- Split class into two teams.

Goals

- Defend the opposing team from making it safely into the endzone (defensive team)
- Defend and intercept the ball/object (defensive team)
- Move the ball/object up the playing space to cross the end zone line and have a chance to throw it through one of 4 hoops. Player who crosses the end line while on the scooter will have a chance to score points by throwing it through a hoop target. The player throwing must be behind the end zone line to make the throw. The hoop is not defended. Each hoop is worth a designated amount of points. (offensive team)

Conditions

- 3v3 minimum, there is no maximum number of players of this game, you may want to add additional target items or balls if there are many players to keep the game moving.
- Offensive players can take three scoots or pass when possessing the ball.
- The game is won by the team with the most points at the end of the class period.

Questions (answers):

- What was the goal of the game? (to get the ball across the end line to have a chance to throw through a target hoop for points)
- What was the goal of the game for the defensive team? (get the ball from the offensive team and become the offensive team)
- Explain how you had to alter your throwing technique while sitting on the scooter. (The step is removed from the process, the rest is the same)

Assessment

Facilitator Instructions: During the games and skills practice, make a tally mark for each time the student successfully performs each task.

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
<p>Mature Throwing</p> <ul style="list-style-type: none"> • Back swing throwing arm takes a downward circular pattern • Proper hip rotation • Forearm in L position • Appropriate follow-through • Motion crisp with steady rhythm • Full range of motion 				
<p>Receiving</p> <ul style="list-style-type: none"> • Receives ball with fingers spread • Catches only with hands • Maintains balance and control • Moves fluidly after receiving ball either to move up court or pass to teammate 				
<p>Pivot, Give and Go, Fakes</p> <ul style="list-style-type: none"> • Pivot foot on ground • Body turns or rotates • Can pivot with both preferred and non preferred foot • Moves fluidly to create passing lane • Calls for the ball • Performs more than 2 different forms of fakes 				

Creative Invasion Game Generation and Suggestions

Sometimes “traditional” invasion games can become repetitive, so spice it up a bit! Looking at curriculum, standards and IEP needs, educators can combine components of traditional games to create a new invasion game that will keep students moving, develop skills and have fun! By using the simple invasion game premise of crossing over into the opposing team’s territory and creating an offensive and defensive situation, and then making creative twists of equipment and rules, you open up a whole new world of enjoyable physical activity. There doesn’t have to be just two teams, there can be as many as you would like or can manage safely in your space. Using scooters can level the playing field and bring a whole new feel to invasion games. Adding or replacing traditional equipment with alternatives can invigorate and reignite an old game. Pushing the time and tempo of the large game and breaking into small mini games, develops muscle memory and improves natural reaction time in an authentic environment. Finally, presenting this idea to students in the form of a class project would be an excellent way of assessing knowledge and understanding, not to mention ownership and excitement!

Activity Protocol & Etiquette

Whether during practice or competition, individuals should be encouraged to abide by the following:

- Play the rules.
 - Have Fun!
 - Respect yourself and your classmates.
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