

MPHY105 Invasion Games in Physical Education

ECTS Value: 4 ECTS
Self-Study Hours: 48

Contact Hours: 20
Assessment Hours: 24

Overall Objectives and Outcomes

This module aims to make course candidates fluent in flipping the order of traditional teaching into a more learner-centred tactical approach. It aims to elicit tactical approaches which will help students function in invasion games by understanding space and time. The module will emphasise the concept of skills being a consequence of the tactical aim and not an aim in themselves and that skills should not reside in decontextualized settings. This module will focus on football, to provide a deep understanding in one team game. However, the course participants will learn to sample this game upon other invasion games such as basketball, handball and rugby

By the end of this module, the learner will be able to:

Competences:

- a) Devise lesson plans for the attacking and defence parts of an invasion game using a tactical approach model;
- b) Conduct a PE lesson using small-sided games and draw out the technical component from the tactical one;
- c) Assess the learners' progress using authentic tasks and relevant rubrics.

Knowledge:

- a) Systematically understand the main strategies, tactics and techniques required for both attack and defence in specific invasion games;
- b) Determine progressions with relative differentiating situations such as 3v3 or 2v2+2 for less advanced learners who will work on the inherent numerical advantage;
- c) Systematically recognise the progress of the learners and determine what to do next to help scaffold on existing competences.

Skills:

- a) Devise exercises to achieve the expected outcomes indicated in the learning outcomes framework.
- b) Elicit skills through questioning whenever learners have difficulty in showing progress or demonstrate if and when required;
- c) Create situations which are age and level appropriate and provide support to the learners.

Assessment Methods

This module will be assessed through: Project

Suggested Readings

Core Reading List:

- 1) Bonaccorso, S. (2001). Coaching Soccer: Planning Technical & Tactical Training: 10-15 year olds. Reedswnain
- 2) Butler J.I. & Griffin L.L., (2010) More Teaching Games for Understanding - Moving Globally. Human Kinetics
- 3) Grehaigne, J., Wallian, N., & Godbout, P. (2005). Tactical decision learning model and students' practice. *Physical Education and Sport Pedagogy*, 10(3), 255-269.
- 4) Griffin L.L. & Butler J.I. (2005) Teaching Games for Understanding - Theory, Research & Practice. Human Kinetics.
- 5) Harvey, S. (2007) Using a Generic Invasion Game for Assessment. *Journal of Physical Education, Recreation & Dance*, 78, (4), 19-25, 48-50.
- 6) Harvey, S., & Jarrett, K. (2014). A review of the game-centred approaches to teaching and coaching literature since 2006. *Physical Education and Sport Pedagogy*, 19(3), 278-300.
- 7) Light, R., Curry, C., & Mooney, A. (2014). Game Sense as a model for delivering quality teaching in physical education. *Asia-Pacific Journal of Health, Sport and Physical Education*, 5(1), 67-81. doi:10.1080/18377122.2014.868291
- 8) Mitchell, S.A., Oslin, J.L., Griffin L.L. (2013). Teaching Sport Concepts and Skills: A Tactical Games Approach for Ages 7 to 18. Human Kinetics.
- 9) Pill, S. (2007). Play with purpose. Hindmarsh, SA: ACHPER Australia.
- 10) Pill, S. (2013). Play with purpose: Game Sense to sport literacy. Hindmarsh, SA: ACHPER Australia.
- 11) Pill, S. (2013). Play with purpose: Game Sense to sport literacy. Hindmarsh, SA: ACHPER Australia.
- 12) Rensham, I., Araújo, D., Button, C., Chow, J.Y., Davids, K., & Moy, B. (2016). Why the Constraints-Led Approach is not Teaching Games for Understanding: a clarification. *Physical Education and Sport Pedagogy*, 21(5), 459-480.
- 13) Wein H. (2001). Developing Youth Soccer Players – Coach better with the soccer Development Model. Reedswnain
- 14) Wein H. (2004) Developing Game Intelligence in Soccer. Reedswnain

Supplementary Reading List:

- 1) Harvey, S. & Hughes, C (2009). Teaching & Assessing Tag Rugby Made simple. In *Strategies*, Vol 22(4), pp. 17-28.
- 2) Launder A.G. (2001). Play Practice - The Games Approach to Teaching and Coaching Sports. Human Kinetics
- 3) McKnight, D & Pletka R. (2008). Soccer is a Thinking Game – A simple approach to coaching youth soccer (ages 5-12). iUniverse, Inc.
- 4) Zuccolo, A., Spittle, M., & Pill, S. (2013). Twenty years of Game Sense sport coaching in Australia: 1993-2013 – where are we now? Edited Proceedings of the 28th ACHPER International Conference, 27-29 November, Melbourne