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.	• 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.	• 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.	• 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.	• 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.	• 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.	• 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	It is working as a team, with roles and responsibilities. It involves planning together and playing together to be successful. It is deciding on team strategies and playing tactically as a team, using all the players' strengths.	• 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	It is passing, running with the ball, or holding the ball.	• 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	It is making space and using it to build an attack, including moving or passing laterally or backwards as well as forwards.	• 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	It is giving the ball-carrier passing and running options.	• Supporting players move into space around the ball-carrier to offer passing or running options. Options include passing backwards, sideways, or forwards.
Positioning	It is playing in a position that contributes to the success of the team.	• 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.	• 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.	• 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.	• 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.

Cooperative game skills

Cooperative games are those in which players work with one another in order to achieve a common objective. The goal of a cooperative game is to reduce emphasis on competition and increase emphasis on the social aspects of working in teams and groups. Learning to cooperate includes a core set of skills needed in many other game forms.

Cooperative game skills	What this is	What it looks like – Success criteria
Communication skills		
Expressing yourself	It is being able to confidently express yourself both verbally and non-verbally.	• Players share their ideas, feelings, and reflections with the group. • Players use non-verbal forms to express support or provide encouragement to someone else.
Active listening	It is concentrating on and acknowledging what is being said by another group member.	• The listener looks at the speaker, concentrating on what is being said. • They nod or comment on the message the speaker is conveying.
Assertiveness	It is being able to express thoughts, feelings, and beliefs in direct, honest, and appropriate ways.	• Players contribute confidently to discussions in a manner that is neither aggressive or passive.
Positive interaction and support	It is being able to interact with other team members positively to provide support and encouragement in ways that build team cohesion.	• Each team member is able to give appropriate support, praise, and encouragement in ways that motivate their team-mates and help team cohesion.
Decision-making skills		
Brainstorming	It is when the group actively encourages a diversity of ideas to be shared for consideration.	• The group members are all actively seeking a diversity of ideas to be shared. • Group members are each contributing different ideas and discussing and valuing these.
Negotiation	It is when the group encourages and values diverse perspectives during their discussions in order to enrich the possible outcome.	• The group is accepting of each member's ideas and, as a group, discusses and either accepts or dismisses them as a group or majority.
Coming to a decision	It is when the group uses a fair and democratic process of weighing the positives and negatives of each option in order to come to a decision.	• Democratic leadership is evident in the way the group weighs the positives and negatives of each option in order to come to a decision.
Being able to compromise	It is when group members are able to make a concession or accept a different outcome in the best interests of the group.	• The group agrees on the best decision and all members accept that this is the agreed option, even if it was not their first choice.
Manage your emotions and behaviour	It is when conflict situations arise and players are able to communicate their needs without being aggressive or losing their temper.	• Players are able to communicate their opinion and needs objectively without attacking other group members at a personal level.

Cooperative game skills	What this is	What it looks like – Success criteria
Conflict resolution skills		
Clarify and share perspectives	It is a process in which each person is able to describe the situation, express their feelings, and specify what they want done in a way that is clear and firm but not aggressive.	• All group members are contributing to the discussion. • Opinions are made strongly but not aggressively. • There are no put-downs.
Coming to a resolution	It is when the group searches for an outcome that everyone can live with.	• The group explores all alternatives, develops some way to rank them, and then systematically works through the options to find the best solution for the group.
Seeking assistance when needed	It is when the group asks for advice or assistance to help resolve a conflict when a stalemate occurs or an appropriate outcome cannot be agreed upon.	• The group asks for the expertise of a significant other. This could be from another individual, group, or the teacher or coach.
Group-work skills		
Inclusion	It is when team members demonstrate behaviours such as sharing, including others, reduced egocentric play, and knowing when to take a turn.	• Group members take turns, share and include everyone. Players are active participants and conduct themselves in a way that contributes positively to the group.
Working towards a common goal	It is when everyone in the group understands and contributes to achieving a goal as a group.	• Individual players and the group are able to articulate the team goal and explain why this option was selected.
Understanding team roles	It is when group members take on different roles and take responsibility for particular tasks.	• The group identifies that there are different roles required and uses a democratic process to assign these to different group members.
Working strategically to achieve success	It is when the group works together to decide on strategies that use all the members' strengths to increase their effectiveness as a group.	• The group discusses and tries out different strategies to solve the movement problem. • They express their own and suggest others' role preferences based on their strengths, and they can explain how the allocation of roles increases the effectiveness of the team.

Net/wall game skills

Net/wall games are games in which players send an object (e.g., ball, shuttle) over a net or against a wall so that it lands in an area that an opponent is defending. The aim is to make it difficult for the opponent to return the object or force them into a mistake.

Net/wall game skills	What this is	What it looks like – Success criteria
Flight reception	It is tracking an object in flight and moving into position to receive and return a ball or shuttle in flight. It varies depending on the game, but essentially means reading the flight path of the object and moving appropriately into position to receive it.	• Players track the ball or shuttlecock with the eyes while moving in under it, reaching to make contact in front of the eyes. • Players place the object (ball or shuttlecock) in the best place on the court to try to beat the opposition. • Players time the length of the shot to arrive with the fastest delivery, spin, or best position on the court. • Players use different kinds of shots in different attacking and defending situations to change the amount of time their opponents have to react to different shots • On the full, players strike or volley on the full, moving into line, side on, or under the object and, when possible, move forward to receive the ball or shuttle. • In overhead striking, the players aim to be side on and to the back of the object so that they can make contact at the highest point. They rotate their hips and shoulders, strike, and follow through in line with the return flight path of the ball or shuttle. • In bounce ball games (tennis, padder-tennis squash, etc.), players are back and to the side of the bounce, positioned side-on to move forward during the shot to make contact at the top or near top of its bounce.
Court positioning	It is setting up in position to receive the ball to be in the best position to cover any return.	• Players anticipate the return shot and are in the best position to play the next shot. • Individual players move back to the T or centre between shots so that they can best cover the court. This involves side or backward side-stepping while watching the ball and the opposition. • They will be moving back to the centre of the court or playing area. • Team players read the play and move to the best position to execute their role as an attacker or defender. • Players move constantly. They try to work out where the other team will place the ball. • All players are on their toes, ready to speed up, while reading the play and anticipating the opposition's most likely return.

Net/wall game skills	What this is	What it looks like – Success criteria
Ball or shuttle placement	It is placing shots into open spaces on the court or playing area, away from the opponents so that they are unable to return it.	• The players make the opponent/s move from side to side or short to long. • They place the ball or shuttlecock into the opponent's court (within the boundaries) so that they are unable to return it to score. • They attack the net to place the ball or shuttle on angles that are hard to return. • Players control the pace, spin, and direction of play, i.e., being on attack not defence.
Building an attack Defending an attack	It is setting up moves for a winning shot. It is trying to find the opponent's weakness to exploit. It is transitioning from defence to attack. It is thinking strategically to win the rally.	• Players build up shots to move an opponent into a court position that they are able to attack with a winning shot. • They move an opponent short, long, or side to side on the court and/or keep them out to one side while building the opportunity to hit a winner to the open court. • They use the entire court to place shots in the open spaces, away from the opponent. • At the same time, players anticipate where the opponent/s will return the ball or shuttlecock. • Players vary their choice of shots (volley, lob, clear, ground stroke), the speed, the distance, and the height of the ball or shuttlecock and use spin and faking to gain an attacking advantage. • They use a recovery position to return to the T or the centre of the court.

Striking and Fielding game skills

Striking and Fielding games are those in which one team can score points when a player strikes a ball (or similar object) and runs to designated playing areas while the other team attempts to retrieve the ball and return it to prevent their opponents from scoring.

Striking and fielding game skills	What this is	What it looks like – Success criteria
Batting:		
Hitting the ball	It is batters successfully hitting the ball to where they want it to go. (Note: In *MoveWell* games, batters should be given the choice of hitting off a tee or cone or having the ball pitched or bowled at them)	• A successful hit involves clean contact between bat and ball so that the ball 'cracks off the bat'. The timing is good, and contact is made in front of the body on the 'sweet spot' of the bat (not on the end of the bat but just up from it). The follow-through goes through the ball, and the ball goes where it is supposed to go with the speed and distance the batter wants.
Placing the ball	It is hitting the ball to the best place in the field. This means the batters will read the field so that they know where the fielders are and then hit the ball into open space away from the fielders to give themselves time to run.	• A successful placement means the ball is hit into or through open space so that a run is possible. Hitting over the fielders and perhaps the boundary is also possible.
Running	It is making runs, i.e., running between wickets, to bases, or to the other end.	• Players know when to run and when not to. They run when they should and call to or coordinate with other runners. Players run fast and slide in or slide their bat to successfully make ground.
Fielding:		
Outside-in fielding	It is fielding wide and moving in to field or catch the ball from outside to inside.	• Players start in a wider fielding position and move in with the hit so that they field or catch the ball moving forwards rather than having to move backwards. • They spread out around the field to ensure that spaces are covered. • They cover infield and outfield spaces, know which space they are covering, and move to field when required. • Players work as a team to cover in close and out wide, talking to one another to coordinate fielding roles.

Positioning to cover space	It is starting in a wide position so that players can move in to field a ground ball or catch a high ball, rather than having to turn and chase the ball to the out-field.	• They will be spreading out around the field to ensure spaces are covered. • Players will be working as a team to cover in close and out wide and talking to one another to coordinate fielding roles.
Reading the game and anticipating the play when fielding	It is knowing what is likely to happen once the ball is hit and knowing what to do.	• The players will know what to do with the ball if it comes their way, where and who to throw it to. • They will be backing up. • They will be knowing if runners are running home or to a wicket etc. • Players will be moving into position early to field or back up, throwing to the correct base or end. • They will be talking to other players to help them make the right decision – *e.g. 3rd base, this end, wicketkeeper etc.*
Fielding a ground ball	It is moving into line behind the ball, getting down and covering it so that it doesn't go past. Then being able to quickly return to their feet and throw to the base or wicket.	• The player successfully throws to the base or wicket as required. • Players know where and who to throw the ball to when it comes their way. They know to back up if necessary, sensing if runners are running home or to a wicket or base. • They predict which base or wicket to throw to, given the game situation.
Catching a ball	It is moving into the line of and under the incoming ball to prevent it from touching the ground.	• Players catch the ball without letting it touch the ground. • They use a stable base when throwing, with their opposite arm pointing, strong rotation of their trunk, and whip through with the arm to straighten it at release point.
Throwing to a base or wicket	It is deciding where to throw: to which base, wicket, or end.	• Players successfully throw to base or wicket as required.
Backing up, covering bases or wickets	It is moving behind the base or wicket to back up or catch the throw when the ball is thrown in by another fielder.	• Players are in position to catch or stop the ball when it is thrown in as either the first or second catcher.
Pitching or bowling	It is delivering the ball to the batter either by throwing, bouncing, or overarm bowling towards the batsman.	• The player in this position successfully pitches or bowls (throws) the ball so that the game can start and progress for the full enjoyment and inclusion of all players. • The player delivers the ball in a way that allows the batter to hit it and makes a game of it.

Target game skills

Target games are those in which players send an object (such as a ball or dart) towards a target area. Sometimes this may also involve avoiding obstacles, defending, guarding, or blocking the path of the opposition's ball to stop them from scoring. Target games come in two forms. Opposed target games are ones, such as snooker or bowls, where the opposition's play affects the next move. In unopposed target games, such as golf and darts, the outcome is not affected by what the opposition does.

Target game skills	What this is	What it looks like – Success criteria
Offensive strategies	It is using aim, accuracy, and the correct amount of force to locate the object in, or as close as possible to, the designated target. Unopposed target games **are not** dependent on where the opponent places their object. Opposed target games **are** dependent on where the opponents place the object.	• Players control the object's speed and trajectory. • They aim with accuracy, by applying the right amount of force in the direction of the target. • Players avoid obstacles and judge the correct path and distance from the object to the target. • They use a strategy to plan the path, or the team path, of the object to the target.
Defensive strategies	It is controlling the aim and accuracy of the object so that it comes to rest nearest to the target or that it blocks a path for the opposition and decreases their chances of having their object closer to the target than yours.	• Players control the object's speed and trajectory by applying the right amount of force. • They avoid obstacles and focus on the aim and accuracy (the direction and distance) for the object to reach or block the target.

Challenge game skills

Challenge games are those in which players solve a particular problem or complete a challenge task. Players can either work individually or as part of a team. Challenge games provide the opportunity to focus on skills, including problem solving, managing risk, and working as a team, that are inherent to active and safe engagement in games as well as enjoying the sense of belonging and being challenged.

Challenge game skills	What this is	What it looks like – Success criteria
Fair and ethical play	It means always playing within the spirit of the game to ensure fairness, inclusion, and enjoyment for everyone involved.	• Players play within the rules of the game. • They resolve conflicts peacefully within the group and resist defaulting to the teacher to resolve the conflict. • They follow directions and the agreed rules for safety and play. • They show respect for their opponents, fellow players, referees, supporters, and teachers through their gamesmanship, verbal comments, and body language.
Involvement	It means being an active participant, willing to try new activities when opportunities arise and enjoying the sense of challenge they encounter.	• Players participate with positive attitudes. • They show willingness to try new activities and experience new things. • They are able to effectively communicate that they understand the importance of effort. • Players focus on self-improvement and personal needs. • They try to be innovative and creative in the way that they participate. • When they are fully involved, players display enjoyment, laughter, and pleasure.
Problem solving	It means that individuals and groups engage in a process in which they consider, evaluate, and solve the problems that they encounter.	The group demonstrates successful problem solving, which generally involves the following steps: 1. Defining the problem 2. Generating possible solutions 3. Selecting and trialling solutions 4. Evaluating and identifying effective solutions.
Self-direction	It means that individuals are aware of their own needs and take responsibility to achieve these.	• Group members are able to set and explain their own goals. • They are motivated to practise with minimal teacher prompting. • Individuals are able to work independently with others. • They use effective strategies to resist peer pressure. • They have developed and are following a plan that will enhance their wellbeing (hauora). • They are able to articulate their plan to enhance their hauora.

Challenge game skills	What this is	What it looks like – Success criteria
Safety	It means that individuals are aware and take action to decrease the possible psychological, emotional, and physical harm to themselves and others involved in an activity.	• The group uses equipment and space appropriately. • They play safely with others. • They are supportive, encouraging, and helpful to others. • They keep themselves physically, socially, and emotionally safe. • They show respect and use the ACC Sportsmart principles towards people, equipment, facilities, and the environment. • They are able to identify the difference between real and perceived risk.
Caring and helping others	It means having the ability to go beyond oneself to provide help, leadership, and encouragement to others also engaged in an activity.	• Players recognise and are attentive to the needs and participation of others. • They demonstrate compassion and empathy for others. • They contribute as members of a team or group. • They take initiative to lead others to achieve success.