



Play, test and adapt. Take this pack into the hall and use the game cards and ideas bank.

Keep every completed page. Your observation sheets, game designs and evidence log are the evidence for your reflective blog.

Group (*Grŵp*)

TACTICAL PROBLEM 4 · PROBLEM TACTEGOL 4

The Problem

Y Brollem

The game situation | Sefyllfa'r gêm

The other team has the ball. Everyone chases it, nobody gets back, and attackers are left free near your goal. When a defender does get close, they dive in and are passed round. If your team does win the ball, it gives it straight back.

Tactical problem: How does a team without the ball **defend its space, protect its goal and win the ball back?**

4a Defending space

Amddiffyn gofod

Deny the attackers time and space; get back, mark, stay compact.

4b Defending the goal

Amddiffyn y gôl

Stop scoring chances: stand between ball and goal, block, cover.

4c Winning the ball

Ennill y bêl

Get the ball back: pressure, intercept, then attack.

What this looks like with primary pupils | Sut mae hyn yn edrych gyda disgyblion cynradd

- **Swarming:** everyone chases the ball, leaving attackers free.
- **Not getting back:** players stop or walk when their team loses the ball.
- **Ball-watching:** defenders lose their player because they only look at the ball.
- **Leaving the goal open:** nobody stands between the ball and the goal.
- **Diving in:** defenders lunge at the ball carrier and get passed round.
- **Giving it straight back:** the ball is won, then lost again with a rushed pass.

Progression across Levels I–IV | Dilyniant ar draws Lefelau I–IV

Levels I–II are the primary focus. Levels III–IV show where the problem goes next.

	Level I (age 7–9) <i>Lefel I</i>	Level II (age 9–11) <i>Lefel II</i>	Level III (age 11–14) <i>Lefel III</i>	Level IV (age 14–16) <i>Lefel IV</i>
4a Defending space <i>Amddiffyn gofod</i>	Run back towards your own end when the ball is lost.	Mark one player, goal-side; stay close to teammates.	Mark space or player; track runners; shift as a unit.	Choose zonal or player marking; hold a compact shape.
4b Defending the goal <i>Amddiffyn y gôl</i>	Stand between the ball and the goal.	Close down the shooter; second defender covers.	Block shooting lanes; talk about who presses.	Protect the scoring zone as a unit; deny cut-backs.
4c Winning the ball <i>Ennill y bêl</i>	Go towards the ball carrier; intercept passes you can reach.	Pressure without fouling; read and intercept.	Pressure, cover and balance; force play wide.	Press on cues; counter-press after losing the ball.

Curriculum for Wales link | Cysylltiad â'r Cwricwlwm i Gymru

- **Area of Learning and Experience:** Health and Well-being (Iechyd a Lles).
- **Statement of what matters:** "Developing physical health and well-being has lifelong benefits."
- **Progression Steps:** Levels I–II broadly sit within Progression Steps 2–3 (around ages 8–11); Levels III–IV extend into Progression Steps 4–5 (around ages 14–16).

IMMERSIVE ROOM · YSTAFELL YMGOLLI

Observation Template

Templed Arsylwi

Clip (Clip) _____

My defender (Fy amddiffynnwr) _____

Team defending (Tîm yn amddiffyn) _____

Watch your defender, NOT the ball.

Cue <i>Ciw</i>	Freeze 1 <i>Rhewi 1</i>	Freeze 2 <i>Rhewi 2</i>	Freeze 3 <i>Rhewi 3</i>
4a Goal-side <i>Ochr y gôl</i> When the other team had the ball, was my defender between their opponent and our goal? Y / N			
4a Recovery <i>Adfer</i> When we lost the ball, did my defender run back (R), walk (W) or stop (S)?			
4a Compact <i>Clos</i> Was my defender within a few strides of the nearest teammate? Y / N			
4b Ball-goal line <i>Llinell pêl-gôl</i> Near our goal, was my defender between the ball and the goal? Y / N			
4c Pressure <i>Pwysau</i> When nearest the ball: closed down and stayed on feet (P), dived in (D) or stood off (S)?			
How did the attack end? <i>Sut daeth yr ymosodiad i ben?</i> Interception (I), turnover (T), ball out (O), shot saved or missed (S) or goal against (G)?			

Which part of the problem was it? | *Pa ran o'r broblem oedd hi?*

Circle one: 4a Defending space 4b Defending the goal 4c Winning the ball

In one sentence: what was the problem? | *Mewn un frawddeg: beth oedd y broblem?***What would fix it? Use your evidence.** | *Beth fyddai'n ei ddatrys? Defnyddiwch eich tystiolaeth.*

PROGRESSING THE GAME · DATBLYGU'R GÊM

Progression Pathway: Levels I–IV*Llwybr Dilyniant: Lefelau I–IV*

The problem stays the same at every level: deny space, protect the goal and win the ball back. What changes is how organised the attack is and how quickly the game switches between attack and defence.

Level <i>Lefel</i>	Game form <i>Ffur y gêm</i>	What gets harder <i>Beth sy'n anoddach</i>	Games in this pack <i>Gemau yn y pecyn</i>	Success looks like <i>Llwyddiant</i>
Level I Age 7–9	Small numbers (3 v 3, 3 v 4) with end zones or big goals; attackers walk or pass slowly; hands only.	- Getting back when the ball is lost - Knowing where to stand	4A, 4C, 4E (Year 3 versions)	- Players run back towards their own end - A defender between the ball and the goal
Level II Age 9–11	4 v 4 end-zone and goal games; partner marking; danger zones; pressure counts.	- Marking a player while seeing the ball - Pressure and cover together - Winning the ball without fouling	4A–4F	- Goal-side marking - Second defender covers - Interceptions and 3-count turnovers
Level III Age 11–14	5 v 5 with goalkeepers; court in thirds; bonus for winning the ball high up the court.	- Pressure, cover and balance as a unit - Choosing to press or drop	4G Press or Drop	- Ball won in the middle and high thirds - Team drops together when the press is beaten
Level IV Age 14–16	6 v 6 transition games; bonuses for winning the ball back fast and for quick counter-attacks.	- Defending the moment the ball is lost - Knowing when to press and when to recover	4H Five-Second Fightback	- Immediate counter-press after losing the ball - Fast recovery into a compact shape

Key idea: same problem, more complex game | *Syniad allweddol: yr un broblem, gêm fwy cymhleth*

Move up a level by changing the game, not by switching to drills. Add players, give attackers more time or space, add direction, then add transition (what happens the moment the ball is won or lost).

Levels I–II are the focus for your primary teaching. Levels III–IV show where the same problem goes next, in secondary PE and club coaching. Use them to stretch confident pupils and to plan for older learners.

TACTICAL PROBLEM 4a · AFTER THE DISCUSSION · PROBLEM TACTEGOL 4a · AR ÔL Y DRAFODAETH

4a Defending space: Principles

4a Amddiffyn gofod: Egwyddorion

The question for 4a | Y cwestiwn ar gyfer 4a

How do we stop attackers finding space to receive the ball and run into?

You will see it in the footage as: swarming, not getting back, attackers free near your end zone, defenders losing their player.

Complete this section after you have identified the problem from the footage. **Problem first, principle second.**

Recover goal-side

Adfer i ochr y gôl

What it looks like: The moment the ball is lost, sprint back so you are between your opponent and your goal, side-on so you can see the ball and your player.

Primary cue words: “Lost it? Get back, goal-side.”

Our evidence from the clip:

Stay compact

Aros yn glos

What it looks like: Defenders stay close together and shift towards the ball, making the space in the middle and near the goal small.

Primary cue words: “Squeeze in, stay close.”

Our evidence from the clip:

Games for 4a | Gemau ar gyfer 4a

4A Defend the End Zone: baseline game for the whole problem: start here

4B Shadow Partners: marking and tracking one player

Questions to ask pupils | Cwestiynau i'w gofyn i ddisgyblion

Ask, don't tell: freeze the game and use one question, then let them play again.

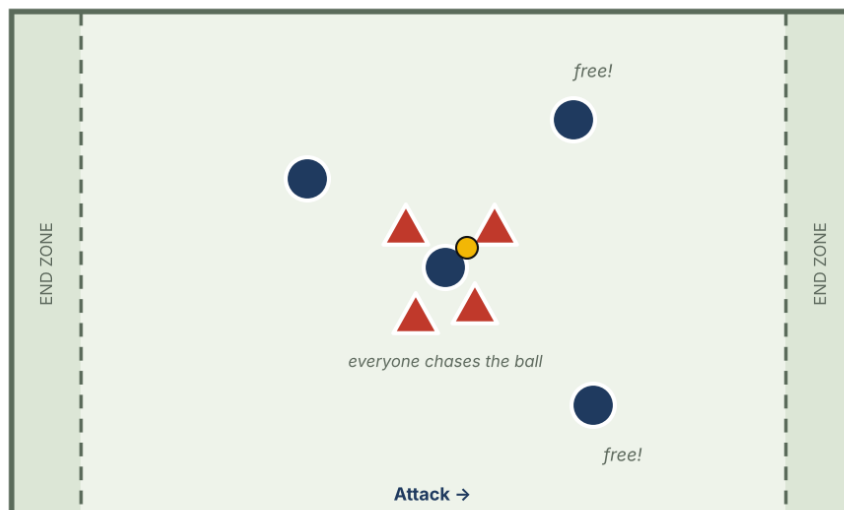
- “What should you do the moment your team loses the ball?”
- “When you mark a player, where should you stand: between them and what?”
- “Why is it harder for attackers when we stay close together?”
- “How can you see the ball and your player at the same time?”

SPORTS HALL · GAME CARD 4A · NEUADD CHWARAEON · CERDYN GÊM 4A

Defend the End Zone (Game 1)

Amddiffyn y Parth Olaf (Gêm 1)

Tactical focus (4a defending space): Baseline game: swarming, not getting back and ball-watching should appear on their own. Play it before you name any principles.

**Set-up** *Trefniant*

4 v 4

Court about 20 m × 12 m

End zone 2 m deep at each end
(cones or tape)

Soft ball (foam or size 4 netball)

Rules *Rheolau*

No running with the ball

Pass within 3 seconds

Score by catching the ball in the end zone

No contact; interception or ball out = turnover

Scoring *Sgorio*

Attack: 1 point for a catch in the end zone

Defence: 1 point for every interception

Restart from your own end zone after a score

Year 3 version (easier) *Fersiwn Blwyddyn 3*

3 attackers v 4 defenders

Court narrowed to about 10 m wide

Attackers walk only

Passes below head height

Year 6 version (harder) *Fersiwn Blwyddyn 6*

4 v 4 on the full court

Attackers may take one step with the ball

Defence point only if the interception is followed by a completed pass

Look for *Chwiliwch am*

Everyone chasing the ball (a “swarm”)

Attackers left free near the end zone

Players stopping or walking when their team loses the ball: that is the problem you want to see

Key questions *Cwestiynau allweddol*

“When your team lost the ball, where did you go first?”

“Who was marking the player who scored?”

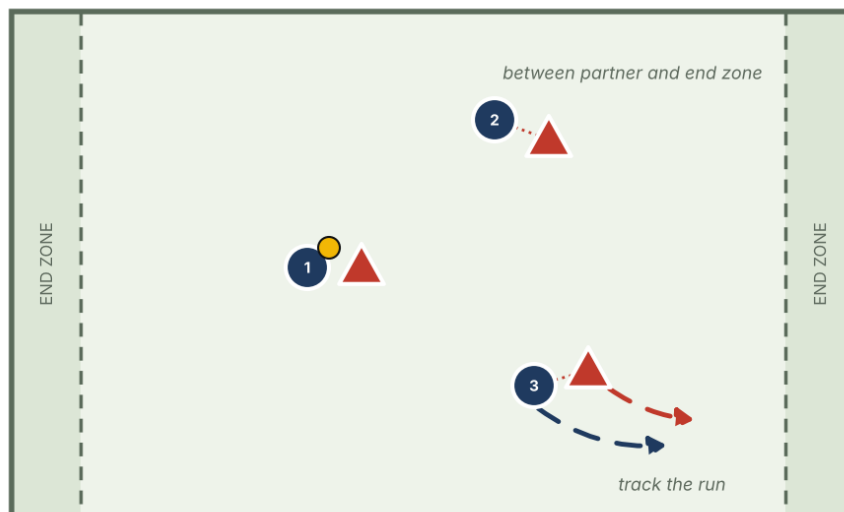
If it's not working, try... *Os nad yw'n gweithio, rhowch gynnig ar...***Swarming the ball** → only one defender may be within 2 m of the ball carrier**Attackers score every time** → narrower court or shallower end zone**Defenders never get a chance** → attackers must make 3 passes before they can score**Nobody gets back** → defence point only counts if all 4 defenders are in their own half

SPORTS HALL · GAME CARD 4B · NEUADD CHWARAEON · CERDYN GÊM 4B

Shadow Partners

Partneriaid Cysgod

Tactical focus (4a defending space): Marking one player, staying goal-side and tracking their runs.



Set-up *Trefniant*

3 v 3 (two games side by side with 12 students)

Half court about 12 m × 10 m with one end zone

Numbered bibs: each defender marks the attacker with the same number

Attackers start on halfway with the ball

Rules *Rheolau*

Defenders may only intercept passes to their own partner

The ball carrier cannot be tackled: defend the receivers

Pass within 3 seconds; no running with the ball

After 3 attacks, swap roles

Scoring *Sgorio*

Attack: 1 point for a catch in the end zone

Defence: 1 point for an interception

Defence: 1 point if the attack has not scored after 8 passes

Year 3 version (easier) *Fersiwn Blwyddyn 3*

Defenders start goal-side, touching distance from their partner

Narrower court so partners stay close

Attackers walk only

Year 6 version (harder) *Fersiwn Blwyddyn 6*

Add a fourth attacker with no partner (4 v 3): defenders decide who to leave

Defenders may call "Switch!" to swap partners when runners cross

Attackers may take one step

Look for *Chwiliwch am*

Defenders between their partner and the end zone (goal-side)

Body side-on: able to see the ball and the partner

Defenders turning to watch the ball and losing their partner

Key questions *Cwestiynau allweddol*

"Where can you stand so you can see the ball AND your partner?"

"What happened when your partner ran behind you?"

If it's not working, try... *Os nad yw'n gweithio, rhoi gwngyn ar...*

Defenders ball-watch → freeze: point to your partner without turning your head

Too easy to score → narrower court or attackers start further back

Too hard to score → attackers get 4 seconds and one step

Attackers stand still → attackers must move after every pass

TACTICAL PROBLEM 4b · AFTER THE DISCUSSION · PROBLEM TACTEGOL 4b · AR ÔL Y DRAFODAETH

4b Defending the goal: Principles

4b Amddiffyn y gôl: Egwyddorion

The question for 4b | Y cwestiwn ar gyfer 4b

How do we stop the other team getting a clear shot at our goal?

You will see it in the footage as: nobody between the ball and the goal, two defenders on one attacker, free shots from close in.

Complete this section after you have identified the problem from the footage. **Problem first, principle second.**

Ball – me – goal

Pêl – fi – gôl

What it looks like: Stand on the line between the ball and the centre of your goal. The shooter sees less of the goal and has to go round you.

Primary cue words: “Ball, me, goal.”

Our evidence from the clip:

Close and cover

Cau a chuddio

What it looks like: The nearest defender closes the shooter quickly and stays on their feet; the next defender covers the pass or the space behind.

Primary cue words: “One goes, one covers.”

Our evidence from the clip:

Games for 4b | Gemau ar gyfer 4b

4C Goal Guards: 3 v 2 to goal: closing and covering

4D Danger Zone: protecting the central scoring area as a team

Questions to ask pupils | Cwestiynau i'w gofyn i ddisgyblion

Ask, don't tell: freeze the game and use one question, then let them play again.

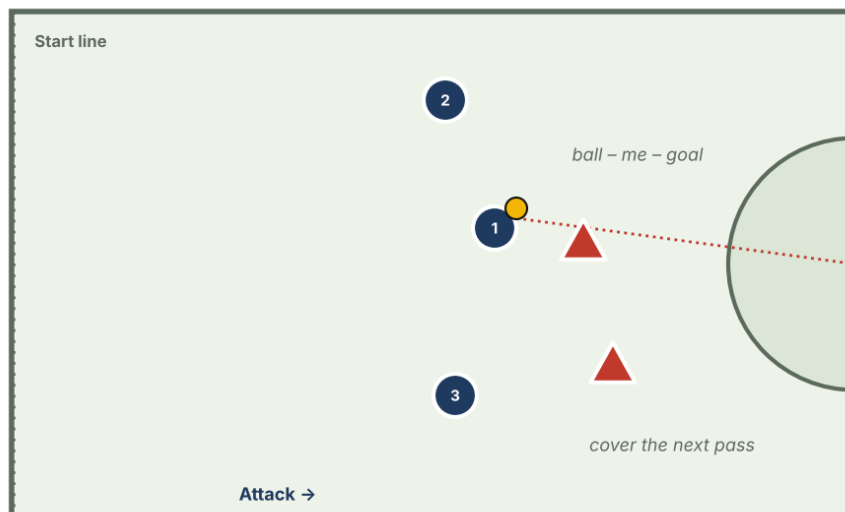
- “Where is the most dangerous place for the other team to shoot from?”
- “Where can you stand to make the goal look smaller to the shooter?”
- “If you go to the shooter, what should your teammate do?”
- “Why is it better to stay on your feet than to dive in?”

SPORTS HALL · GAME CARD 4C · NEUADD CHWARAEON · CERDYN GÊM 4C

Goal Guards

Gwarchodwyr y Gôl

Tactical focus (4b defending the goal): Standing on the ball-goal line, closing the shooter and covering the next pass.



Set-up *Trefniant*

Half court with one small goal and a 3 m goal area
Groups of 6: 3 attackers v 2 defenders, plus 1 observer who counts
Attackers start on halfway
With 12 students: two half-courts

Rules *Rheolau*

Attackers have 8 seconds to score
Pass within 3 seconds; no running with the ball
Shots along the floor or with one bounce
Defenders may not enter the goal area; no contact
Rotate roles after each attack

Scoring *Sgorio*

Attack: 1 point per goal
Defence: 1 point for every attack that ends without a goal
+1 bonus: a blocked shot

Year 3 version (easier) *Fersiwn Blwyddyn 3*

3 v 3 (equal numbers)
Bigger goal area, so shots come from further out
6 seconds to score

Year 6 version (harder) *Fersiwn Blwyddyn 6*

3 v 2 with a goalkeeper: defenders and goalkeeper work together
Smaller goal area, so attackers can shoot from closer
Attackers have 10 seconds

Look for *Chwiliwch am*

The nearest defender closing the ball carrier, hands up, not diving in
The second defender on the ball-goal line, covering the pass
Both defenders rushing the ball, leaving a free shot

Key questions *Cwestiynau allweddol*

"Where do you stand so the shooter sees as little of the goal as possible?"
"If your partner goes to the ball, what is your job?"

If it's not working, try... *Os nad yw'n gweithio, rhwch gynnig ar...*

Both defenders go to the ball → only one defender may be within 2 m of the ball carrier

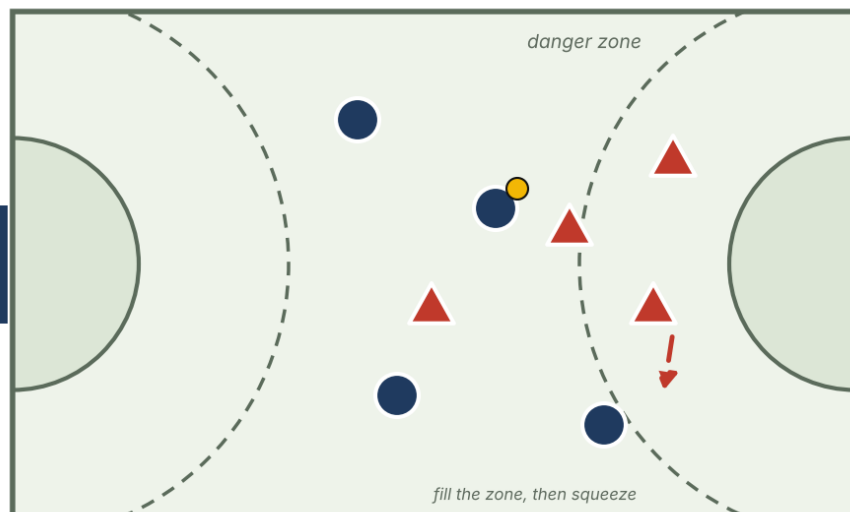
Attackers score every time → smaller goals or 6 seconds to score

Defenders never challenged → 4 v 2, or shots from anywhere count

Defenders dive in and get beaten → a blocked shot only counts if the defender stays on their feet

SPORTS HALL · GAME CARD 4D · NEUADD CHWARAEON · CERYN GÊM 4D

Danger Zone

*Parth Perygl***Tactical focus (4b defending the goal):** Protecting the central scoring area as a team and squeezing play wide.**Set-up** *Trefniant*

4 v 4 (plus a goalkeeper each if available)
 Court about 20 m × 12 m with small goals and 3 m goal areas
 Danger zone: a dashed arc about 6–7 m from each goal

Rules *Rheolau*

As Goal Ball (Card 3A)
 Only a goalkeeper may enter the goal area
 Pass within 3 seconds; no running with the ball

Scoring *Sgorio*

Attack: 2 points for a goal from inside the danger zone, 1 point from outside it
 Defence: 1 point every time an attack ends without a shot from inside the danger zone

Year 3 version (easier) *Fersiwn Blwyddyn 3*

3 attackers v 4 defenders
 No goalkeeper
 Bigger danger zone

Year 6 version (harder) *Fersiwn Blwyddyn 6*

4 v 4 with goalkeepers
 Defence point only if they win the ball back
 Attackers may take one step with the ball

Look for *Chwiliwch am*

Defenders getting into the danger zone before the ball does
 Defenders on the ball side, squeezing play wide
 Goalkeeper moving across the goal as the ball moves

Key questions *Cwestiynau allweddol*

“Which part of the court do we most need to protect? Why?”
 “When the ball went wide, where did you move?”

If it's not working, try... *Os nad yw'n gweithio, rhwch gynnig ar...*

Danger zone left empty → one defender must always stay in the zone
Defenders park in the zone and never press → defence point only when the ball is won back
Attackers never reach the zone → 4 v 3 attacking overload
Long shots keep scoring → goals from outside the zone count 0

TACTICAL PROBLEM 4c · AFTER THE DISCUSSION · PROBLEM TACTEGOL 4c · AR ÔL Y DRAFODAETH

4c Winning the ball: Principles

4c Ennill y bêl: Egwyddorion

The question for 4c | Y cwestiwn ar gyfer 4c

How do we get the ball back, and use it when we do?

You will see it in the footage as: nobody pressing, defenders diving in, passes never intercepted, the ball won then given straight back.

Complete this section after you have identified the problem from the footage. **Problem first, principle second.**

Pressure the ball

Pwyso ar y bêl

What it looks like: Close down quickly, slow down as you arrive and stay on your feet. Make the passer rush.

Primary cue words: “Close fast, arrive slow.”

Our evidence from the clip:

Read, intercept, go

Darllen, rhyng-gipio, mynd

What it looks like: Watch the passer’s eyes and body, step in front of the receiver, and attack straight away when you win it.

Primary cue words: “Read it, steal it, go!”

Our evidence from the clip:

Games for 4c | Gemau ar gyfer 4c

4E Count to Three: pressure on the ball carrier

4F Steal and Go: interceptions and the counter-attack

Questions to ask pupils | Cwestiynau i’w gofyn i ddisgyblion

Ask, don’t tell: freeze the game and use one question, then let them play again.

- “When is the best moment to try to win the ball?”
- “How close should you get to the ball carrier, and why slow down at the end?”
- “How can you tell where a pass is going before it is thrown?”
- “You have just won the ball. What now, and why so quickly?”

Links to Tactical Problems 1, 2, 3 and 5 | Cysylltiadau â phroblemau tactegol 1, 2, 3 a 5

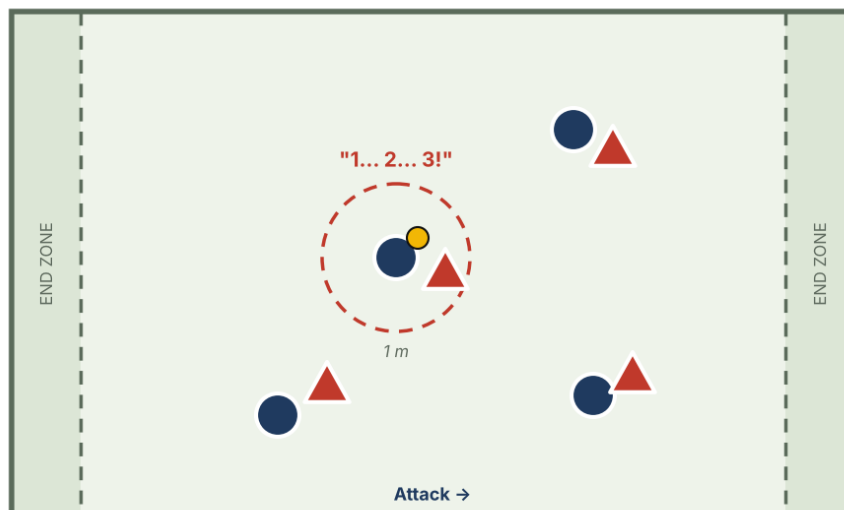
Defending is the mirror image of Problems 1–3: keeping possession ↔ winning the ball; creating space ↔ denying space; attacking the goal ↔ protecting the goal. Every attacking principle you found has a defending answer. Problem 5 (starting and restarting play) is where your defending shape is set from the start.

SPORTS HALL · GAME CARD 4E · NEUADD CHWARAEON · CERYN GÊM 4E

Count to Three

Cyfrif i Dri

Tactical focus (4c winning the ball): Putting pressure on the ball carrier so passes become rushed and easier to intercept.

**Set-up** *Trefniant*

4 v 4

Court about 20 m × 12 m with an end zone at each end

Soft ball

Rules *Rheolau*

As Card 4A, plus:

The nearest defender may close to arm's length (about 1 m) and count out loud: "1... 2... 3!"

Ball still held on "3" = turnover

Only one defender counts at a time; no contact

Scoring *Sgorio*

Attack: 1 point for a catch in the end zone

Defence: 1 point for a "3-count" turnover

Defence: 1 point for an interception

Year 3 version (easier) *Fersiwn Blwyddyn 3*

3 attackers v 4 defenders

Count starts within 2 m (bigger bubble)

Passes below head height

Year 6 version (harder) *Fersiwn Blwyddyn 6*

Count only at arm's length

Attackers may pivot on one foot

Defence must complete a pass after winning the ball to get the point

Look for *Chwiliwch am*

Defender closing quickly, then slowing to stay on their feet

Rushed or lofted passes after pressure

Teammates of the presser marking the easy passes

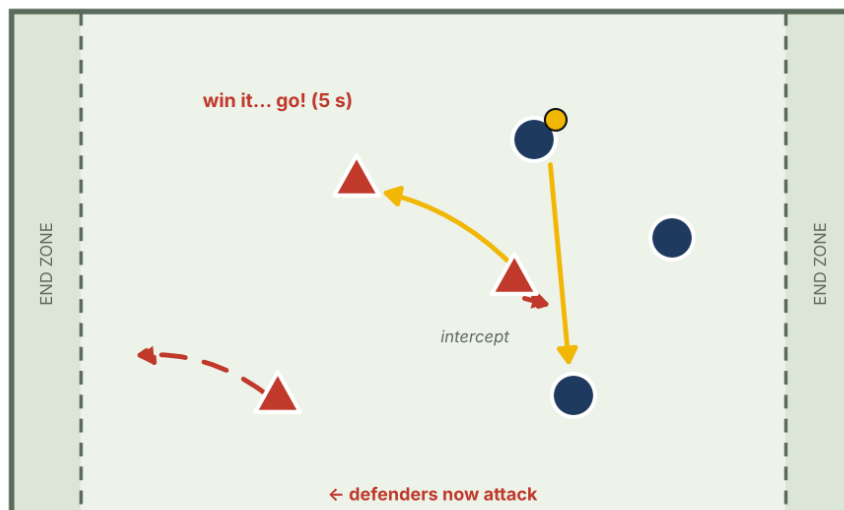
Key questions *Cwestiynau allweddol**"What happened to their passing when you got close?"**"Why slow down just before you reach the ball carrier?"***If it's not working, try...** *Os nad yw'n gweithio, rhwch gynnig ar...***Nobody presses** → 2 points for a 3-count turnover**Defenders dive in and get passed round** → no point if the defender touches the ball carrier**Attackers can never pass** → count to 4, or the count starts at arm's length only**Easy passes always free** → the other three defenders must mark goal-side

SPORTS HALL · GAME CARD 4F · NEUADD CHWARAEON · CERYN GÊM 4F

Steal and Go

Dwyn a Mynd

Tactical focus (4c winning the ball): Reading and intercepting passes, then attacking at once while the other team is not set.



Set-up *Trefniant*

4 v 4

Court about 20 m × 12 m with an end zone at each end

An observer counts out loud from the moment the ball is won

Rules *Rheolau*

As Card 4A

Passes below head height (no lobs over defenders)

After an interception, the first pass must go forward

Scoring *Sgorio*

Attack: 1 point for a catch in the end zone

2 points: score within 5 seconds of winning the ball

Defence: 1 point for an interception

Year 3 version (easier) *Fersiwn Blwyddyn 3*

Bigger court, so there is space to counter

8 seconds to score after winning the ball

No bounce passes (easier to read)

Year 6 version (harder) *Fersiwn Blwyddyn 6*

4 seconds to score after winning the ball

The team that loses the ball scores 1 point if it wins it back within 5 seconds

Lobbed passes allowed

Look for *Chwiliwch am*

Defenders reading the passer's eyes and body, stepping in early

First pass after winning the ball going forward, into space

Players switching from defence to attack straight away

Key questions *Cwestiynau allweddol*

"How did you know where the pass was going?"

"When you won the ball, why was it a good time to attack?"

If it's not working, try... *Os nad yw'n gweithio, rhwch gynnig ar...*

No interceptions → passes below waist height, or 2 seconds to pass

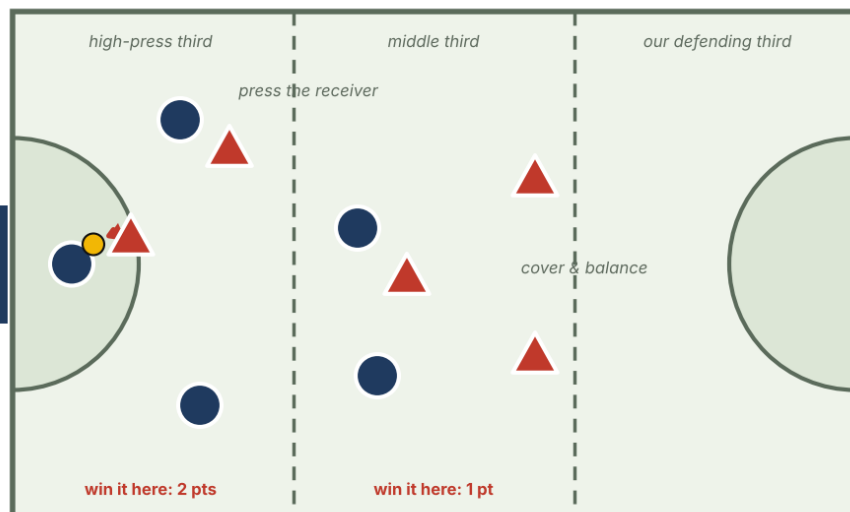
Ball won but given straight back → 3 seconds of no pressure after winning it

Counter-attacks never happen → raise the bonus to 3 points

Players stop after winning it → point only counts if the first pass goes forward

SPORTS HALL · GAME CARD 4G · NEUADD CHWARAEON · CERDYN GÊM 4G

Press or Drop

*Pwyso neu Gilio***Tactical focus:** Level III (age 11–14): pressure, cover and balance as a unit; deciding when to press and when to drop.**Set-up** *Trefniant*

5 v 5 plus a goalkeeper each
 Court about 25 m × 15 m split into thirds with cones
 Goals and goal areas at each end

Rules *Rheolau*

Feet (2 touches) or hands (3 seconds)
 Every restart is from the goalkeeper's hands, played short into the defending third
 Only one defender may challenge the ball carrier at a time

Scoring *Sgorio*

Attack: 1 point per goal
 Defence: 2 points for winning the ball in the high-press third
 Defence: 1 point for winning it in the middle third

Easier version *Fersiwn haws*

Goalkeeper may only roll the ball
 Attackers 2 touches maximum
 Bigger high-press third

Harder version *Fersiwn anoddach*

Goalkeeper may play long once per attack
 Defence bonus only if they then score within 6 seconds
 Attackers 3 touches

Look for *Chwiliwch am*

First defender pressing at an angle that cuts off one side
 Second defender covering behind; third balancing across
 The whole team dropping together when the press is beaten

Key questions *Cwestiynau allweddol*

"What told you it was a good moment to press?"
 "When the press was beaten, what did your team do?"

If it's not working, try... *Os nad yw'n gweithio, rhwch gynnig ar...*

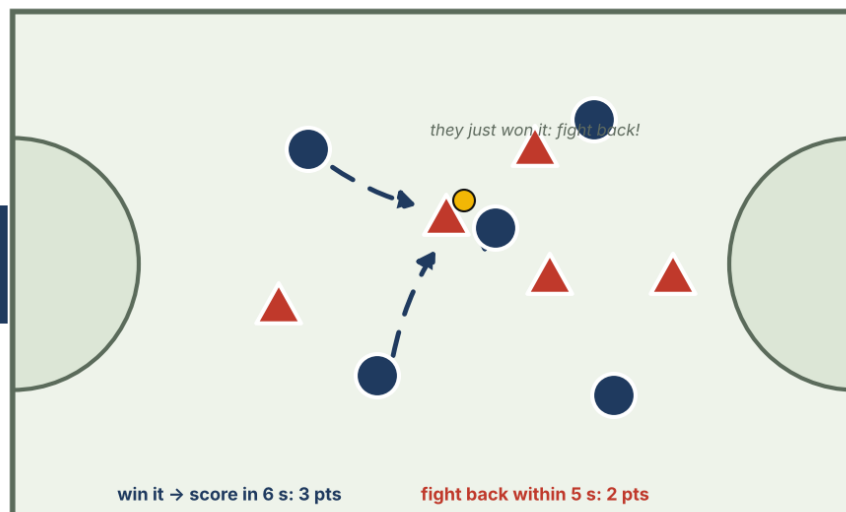
Everyone presses at once → only the two nearest defenders may leave the middle third
Nobody presses → 3 points for a win in the high-press third
Attackers never get out → goalkeeper may roll to any player
Big gaps between defenders → freeze and count the gaps; no gap wider than about 6 m

SPORTS HALL · GAME CARD 4H · NEUADD CHWARAEON · CERYN GÊM 4H

Five-Second Fightback

Brwydro'n Ôl mewn Pum Eiliad

Tactical focus: Level IV (age 14–16): defending in transition: counter-pressing straight after losing the ball, or recovering into shape.



Set-up *Trefniant*

6 v 6 plus goalkeepers if available
Court about 30 m × 18 m with goals and goal areas
An observer counts out loud after every change of possession

Rules *Rheolau*

Feet (2 touches) or hands (3 seconds)
Count out loud from the moment possession changes
No contact; interception or ball out = turnover

Scoring *Sgorio*

1 point: goal
2 points: winning the ball back within 5 seconds of losing it
3 points: goal within 6 seconds of winning the ball

Easier version *Fersiwn haws*

6 v 5
Fightback window 7 seconds
Counter-attack window 8 seconds

Harder version *Fersiwn anoddach*

Fightback window 3 seconds
2 touches maximum
Goal against an unset defence counts double

Look for *Chwiliwch am*

The nearest 2–3 players pressing straight after losing the ball
Others cutting off the forward pass
If the press fails: everyone sprinting back goal-side and getting compact

Key questions *Cwestiynau allweddol*

“How did you decide whether to press or to recover?”
“Who should press first after you lose the ball?”

If it's not working, try... *Os nad yw'n gweithio, rhwch gynnig ar...*

Nobody counter-presses → raise the fightback bonus to 3 points

Everyone presses and gets cut open → only 3 players may counter-press

Counter-press always wins → the team that wins the ball gets 2 seconds of free play

Players walk back → goal against an unset defence counts double

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Ideas Bank: Changing the Game

Banc Syniadau: Newid y Gêm

Stuck? Change ONE thing at a time, then watch whether defending gets easier or harder. Use STEP:

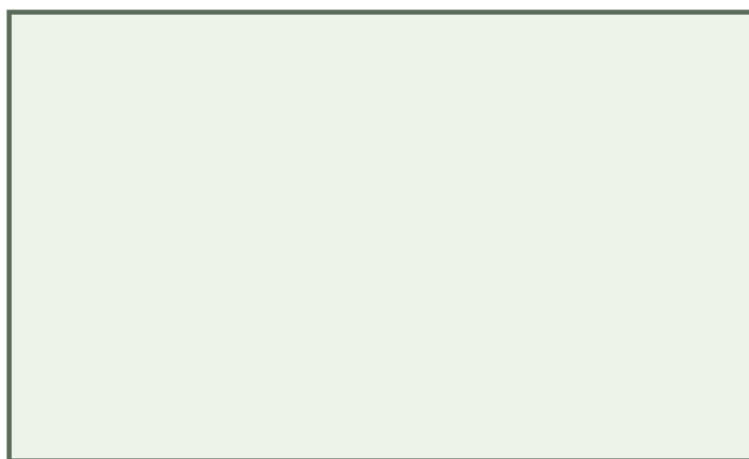
S Space <i>Gofod</i>	- Narrow the court to make defending easier; widen it to make it harder - End zones or danger zones that defenders must protect - Thirds: bonus for winning the ball high up the court - Goal areas (no-go) so defenders cannot just stand in the goal
T Task <i>Tasg</i>	- Partner marking with matching bib numbers “Count to three” pressure rule - Bonus for interceptions, blocked shots or winning the ball back within X seconds - Win it, then score within X seconds (transition bonus)
E Equipment <i>Offer</i>	- Numbered bibs for marking partners - Cones for zones and thirds - Softer ball; passes below head height so interceptions are possible - Stopwatch or a caller to count transition time
P People <i>Pobl</i>	- Defensive overloads (4 v 3) for younger pupils - Attacking overloads (3 v 2) to test cover - A recovering defender who starts behind the play - An observer who counts goal-side positions

Transfer it: same problem, different game | Trosglwyddo: yr un broblem, gêm wahanol

- Football:** jockeying (close fast, arrive slow); pressure, cover and balance.
- Netball:** marking the player or the space; the 0.9 m rule turns “count to three” into real pressure.
- Basketball:** player-to-player defence and help defence: “ball, me, player”.
- Hockey and handball:** protecting the shooting circle or 6 m area, as in Danger Zone.
- Tag rugby:** getting back onside quickly and holding a defensive line.

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Design Your Own Game Card

*Dylunio Eich Cerdyn Gêm Eich Hun***Game name** (*Enw'r gêm*) _____**Tactical problem** (*Problem dactegol*) 4a / 4b / 4c (circle)**Year group** (*Grŵp blwyddyn*) _____**Draw your set-up** (attackers ●, defenders ▲, ball movement →)

Rules	Scoring	What I changed and why <i>Representation or exaggeration?</i>

Did it work? Evidence:	Next time I would change...
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REFLECTION · MYFYRIO

Evidence Log and Blog 1*Cofnod Tystiolaeth a Blog 1***Session evidence (5 minutes at the end of the hall session) | Tystiolaeth y sesiwn**

Clip filmed? Where is it saved? <i>Clip wedi'i fflmio?</i>	
The game I tested <i>Y gêm a brofais</i>	
Which part: 4a, 4b or 4c? <i>Pa ran: 4a, 4b neu 4c?</i>	
What worked (evidence) <i>Beth weithiodd</i>	
What I would change <i>Beth fyddwn i'n ei newid</i>	
Year 3 vs Year 6: one change <i>Blwyddyn 3 v Blwyddyn 6</i>	

Blog 1 prompt: Invasion games (500 words) | Blog 1: Gemau goresgyn (500 gair)

Use one game you designed or adapted during the invasion games block. Structure your blog around three questions (Driscoll's "What? So what? Now what?"):

- **What?** What tactical problem did you see? Use evidence from your observation templates and hall footage.
- **So what?** How did you design a game to target it? Which principle did it bring out, and was it representation or exaggeration?
- **Now what?** How would you pitch the game for Year 3 and for Year 6 pupils, and what would you change next time?

Attach or link one clip and one completed page from this pack as evidence.

Key reading | Darllen allweddol

Bunker, D. and Thorpe, R. (1982) 'A model for the teaching of games in secondary schools', *Bulletin of Physical Education*, 18(1), pp. 5–8.

Mitchell, S.A., Oslin, J.L. and Griffin, L.L. (2021) *Teaching Sport Concepts and Skills: A Tactical Games Approach*. 4th edn. Champaign, IL: Human Kinetics.

Thorpe, R., Bunker, D. and Almond, L. (eds.) (1986) *Rethinking Games Teaching*. Loughborough: University of Technology.