

UWTSD · BSc SPORT, HEALTH AND PHYSICAL EDUCATION · LEVEL 5

Tactical Games

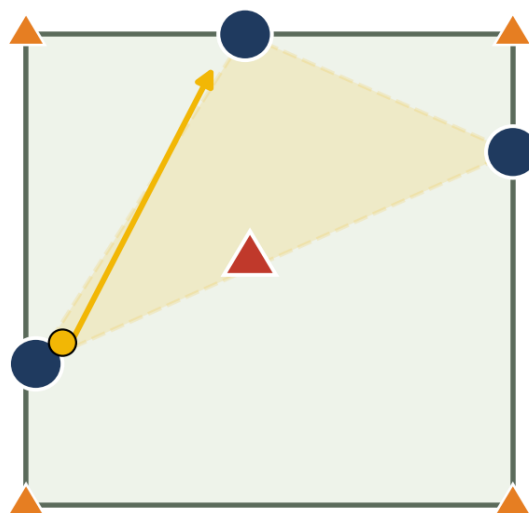
Gemau Tactegol

Student Resource Pack | *Pecyn Adnoddau Myfyrwyr*

BLOCK 1: INVASION GAMES · BLOC 1: GEMAU GORESGYN

Tactical Problem 1: Keeping Possession of the Ball

Problem Tactegol 1: Cadw Meddiant o'r Bêl



3 v 1: attackers on the lines

How to use this pack | *Sut i ddefnyddio'r pecyn hwn*

IMMERSIVE ROOM
Ystafell Ymgolli

Observe, analyse and design. Watch your allocated player, not the ball.

SPORTS HALL
Neuadd Chwaraeon

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.

Name (*Enw*) _____

Group (*Grŵp*) _____

TACTICAL PROBLEM 1 · PROBLEM TACTEGOL 1

The Problem

Y Problem

The game situation | Sefyllfa'r gêm

Your team wins the ball. One pass later, it is gone again. The player in possession is surrounded, teammates are watching rather than helping, and the ball is thrown or kicked away in a panic.

Tactical problem: How does a team **keep possession** of the ball long enough to set up an attack?

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

- **Ball-watching:** teammates stand and watch the ball carrier instead of getting into a position to receive.
- **Hiding:** pupils stand behind a defender, so the passing lane is blocked.
- **"Hot potato":** under pressure, the ball is thrown or kicked away rather than passed to someone.
- **Pass and stand:** after passing, the passer stops, so the receiver has one fewer option.
- **Too close or too far:** support players crowd the ball carrier or drift out of passing range.

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>
On the ball <i>Gyda'r bêl</i>	Short pass and receive (send, catch or trap); keep your head up; pass before the defender arrives.	Pass to an open teammate; protect the ball with your body; choose the safe pass under pressure.	Choose the right pass (bounce, lob, short or long); first touch away from pressure; receive on the half-turn; switch play.	Keep possession under high pressure; decide when to keep it and when to go forward; disguise passes.
Off the ball (support) <i>Heb y bêl (cefnogi)</i>	Move away from your defender after passing; be where the passer can see you.	Get into passing lanes and form triangles; give-and-go; adjust angle and distance.	Give width and depth in support; support behind and to the side; third-player support.	Rotate positions to stay available; create overloads; support immediately after winning 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

Cue <i>Ciw</i>	Freeze 1 <i>Rhewi 1</i>	Freeze 2 <i>Rhewi 2</i>	Freeze 3 <i>Rhewi 3</i>
Available <i>Ar gael</i> Could the ball carrier pass to my player without a defender in the way? Y / N			
Distance <i>Pellter</i> Is my player in good passing range of the ball (not too close, not too far)? Y / N			
Triangle <i>Triangl</i> Does my player make a triangle with the ball carrier and another teammate? Y / N			
Pass and move <i>Pasio a symud</i> Tally: after passing, does my player move to a new space?			
Under pressure <i>O dan bwysau</i> When my player has the ball and is pressed: safe pass (P), protect it (S), or lose it (L)?			
Passes in a row <i>Pasiau yn olynol</i> Team count: how many passes before the ball was lost?			

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.*

AFTER THE IMMERSIVE ROOM DISCUSSION · AR ÔL Y DRAFODAETH

Principles We Found

Yr Egwyddorion a Ganfuwyd

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

Support

Cefnogi

What it looks like: Teammates move to where the ball carrier can see them and pass to them, at a sensible angle and distance.

Primary cue words: *"Can you see the ball? Can the ball see you?"*

Our evidence from the clip:

Triangles

Trionglaau

What it looks like: Support players make triangles with the ball carrier, so there are always two passing options.

Primary cue words: *"Make a triangle."*

Our evidence from the clip:

Pass and move

Pasio a symud

What it looks like: After passing, the passer moves to a new space to be available again (give-and-go).

Primary cue words: *"Pass and move."*

Our evidence from the clip:

Protect the ball

Gwarchod y bêl

What it looks like: Head up early; pass before the pressure arrives; keep body between the defender and the ball.

Primary cue words: *"Head up, body between."*

Our evidence from the clip:

Next tactical problem: Creating and using space | Y broblem dactegol nesaf

Keeping the ball is only the start. The next tactical problem is: how do we create and use space to move the ball forward towards the goal?

PROGRESSING THE GAME · DATBLYGU'R GÊM

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

The problem stays the same at every level: keep the ball. What changes is how complex the game is. Use this pathway to choose a starting point and to know what to change next.

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	Overloads (3 v 1, 4 v 2) in a big grid; hands only; no direction.	- One decision: who to pass to - Plenty of time on the ball	1A (Year 3 version), 1B (4 v 1)	3 passes in a row - Receivers visible to the passer
Level II Age 9–11	Even or near-even numbers (4 v 3, 4 v 4); smaller grid; neutral players.	- Less time (3 seconds) - Defenders close down - Angle and distance of support matter	1A, 1B, 1C	5 passes in a row - Triangles appear - Pass and move without prompting
Level III Age 11–14	Directional possession: 5 v 5 with a target player at each end.	- Possession with a purpose: keep it, then play forward - Choosing the type of pass - Switching play	1D Target Possession	- Width and depth in support - Switches of play - Knowing when to keep it and when to play forward
Level IV Age 14–16	Possession with transition: 4 v 4 v 4 (8 keep the ball against 4).	- High pressure and less space - Instant role change when the ball is lost - Counter-pressing	1E Transition Keep Ball	- Possession kept under pressure - Immediate press after losing it “Make it big” after winning it

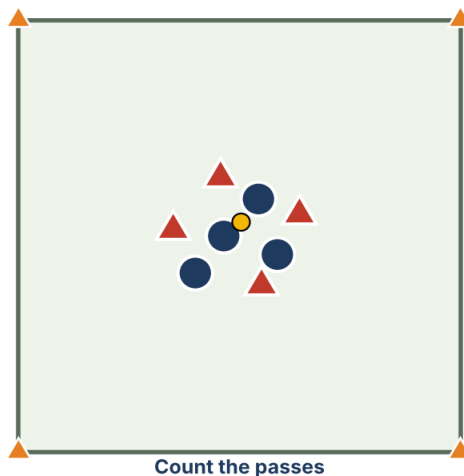
Key idea: same problem, more complex game | *Syniad allweddol: yr un broblem, gêm fwy cymhleth*

Move up a level by changing the game, not by switching to drills. Add players, reduce time and 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.

SPORTS HALL · GAME CARD 1A · NEUADD CHWARAEON · CERDYN GÊM 1A

Keep Ball (Game 1)

*Cadw'r Bêl (Gêm 1)***Tactical focus:** Baseline game: the problem should appear on its own. Play it before you name any principles.**Set-up** *Trefniant*

4 v 4
 Square grid about 15 m × 15 m
 Soft ball (foam or size 4)
 Bibs for one team

Rules *Rheolau*

No running with the ball
 Pass within 3 seconds
 Defenders stay 1 m from ball carrier;
 no contact
 Interception or ball out = other
 team's ball

Scoring *Sgorio*

1 point: 5 passes in a row
 Count out loud
 Count restarts after a turnover

Year 3 version (easier) *Fersiwn Blwyddyn 3*

4 v 2 overload
 5 seconds to pass
 3 passes = 1 point
 Bigger grid (20 m × 20 m)

Year 6 version (harder) *Fersiwn Blwyddyn 6*

4 v 4
 3 seconds to pass
 No passing straight back to the player who passed to you
 6 passes = 1 point

Look for *Chwiliwch am*

Bunching round the ball
 Teammates standing still and watching
 Panicked throws away: that is the problem you want to see

Key questions *Cwestiynau allweddol*

"Why did your team lose the ball?"
 "Where could your teammates be to help the player with the ball?"

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

Defenders never win it → shrink the grid or add a defender

Attackers never get 5 → go to an overload (4 v 2)

Same players always on the ball → everyone must touch it before a point

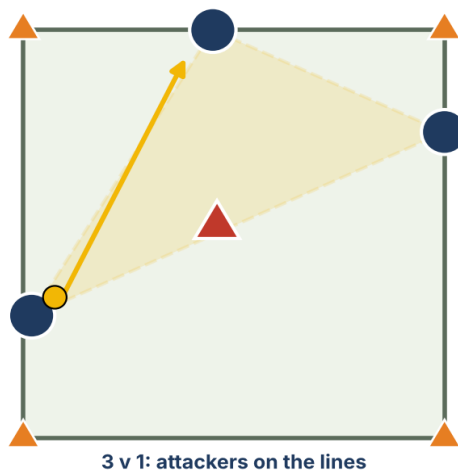
Ball keeps going out → use walls as boundaries

SPORTS HALL · GAME CARD 1B · NEUADD CHWARAEON · CERYN GÊM 1B

Triangle Rondo

Rondo Triangl

Tactical focus: Support: angle and distance; making triangles.



3 v 1: attackers on the lines

Set-up *Trefniant*

3 v 1 in a 10 m × 10 m square
Three groups of four (3 attackers + 1 defender)
One ball per group

Rules *Rheolau*

Attackers stay on the lines of the square and move along them
Pass within 3 seconds
Defender inside the square; no contact

Scoring *Sgorio*

1 point: 5 passes in a row
Defender wins the ball or it goes out
→ swap with the player who lost it

Year 3 version (easier) *Fersiwn Blwyddyn 3*

4 v 1 (one attacker on each side)
Bigger square (12 m)
5 seconds to pass

Year 6 version (harder) *Fersiwn Blwyddyn 6*

3 v 1 in a smaller square (8 m)
Then 4 v 2 with one attacker in the middle (a “split” pass through the defenders = 2 points)

Look for *Chwiliwch am*

Attackers sliding along the line to open a passing lane
Two passing options every time
Passes going around, not through, the defender

Key questions *Cwestiynau allweddol*

“Where on the line did you move to so you could receive?”

“Why does a triangle make it easier to keep the ball?”

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

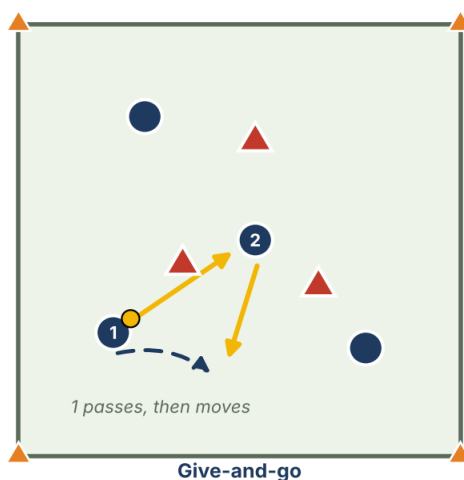
Defender wins every time → make the square bigger or go 4 v 1

Too easy → smaller square or 2-second rule

Attackers stand at corners → freeze: “Can the passer see you?”

SPORTS HALL · GAME CARD 1C · NEUADD CHWARAEON · CERDYN GÊM 1C

Pass-and-Move Keep Ball

*Cadw'r Bêl: Pasio a Symud***Tactical focus:** Pass and move; give-and-go; supporting the ball carrier.**Set-up** *Trefniant*

4 v 4 plus 2 neutral players (bibs)
 Grid about 15 m × 15 m
 Neutrals always play for the team with the ball

Rules *Rheolau*

As Game 1, plus:
 After you pass, you must move to a new space (at least 3 big steps)
 Neutrals cannot pass to each other

Scoring *Sgorio*

1 point: 5 passes in a row
 +1 bonus: a give-and-go (pass, move, get it back)

Year 3 version (easier) *Fersiwn Blwyddyn 3*

4 v 4 + 2 neutrals (6 v 4 in attack)
 Passer shouts the receiver's name
 5 seconds to pass

Year 6 version (harder) *Fersiwn Blwyddyn 6*

4 v 4 + 1 neutral
 No passing straight back unless it is a give-and-go
 Allow dribbling (basketball-style): links to attacking the goal

Look for *Chwiliwch am*

Passers moving straight after the pass
 Give-and-gos happening without being prompted
 Fewer panicked throws away

Key questions *Cwestiynau allweddol*

"After you passed, where did you go? Why there?"

"When was it hardest to keep the ball, and what helped?"

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

Players still pass and stand → freeze and ask the passer to find a new space

Neutrals do all the work → neutrals limited to 1 touch / 2 seconds

Too crowded → make the grid bigger or play 3 v 3 + 2

SPORTS HALL · GAME CARD 1D · NEUADD CHWARAEON · CERDYN GÊM 1D

Target Possession

Meddiant at Darged

Tactical focus: Level III (age 11–14): possession with a purpose. Keep the ball, then play forward to a target.



Set-up *Trefniant*

5 v 5 plus one target player per team
Court about 25 m × 15 m
Each team's target stands in the end zone they attack

Rules *Rheolau*

Pass within 3 seconds; no running with the ball
At least 4 passes before you can play to your target
Target returns the ball and swaps with the player who passed to them

Scoring *Sgorio*

1 point: pass received by your target after 4+ passes
2 points: if the move included a switch of play from one side to the other

Easier version *Fersiwn haws*

5 v 4 overload for the attack
3 passes before playing to the target
Target can move along the whole end line

Harder version *Fersiwn anoddach*

2 seconds to pass, or 2 touches with feet
One defender may mark the target inside the end zone
Target must play the ball back first time

Look for *Chwiliwch am*

Support players giving width and depth
Switches of play to find the free side
First touch away from pressure

Key questions *Cwestiynau allweddol*

"When should you keep the ball, and when should you play to your target?"

"Where should support players be when the ball goes forward?"

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

Never reaching the target → add an overload (6 v 4) or a bigger court

Reaching it too easily → let a defender into the end zone

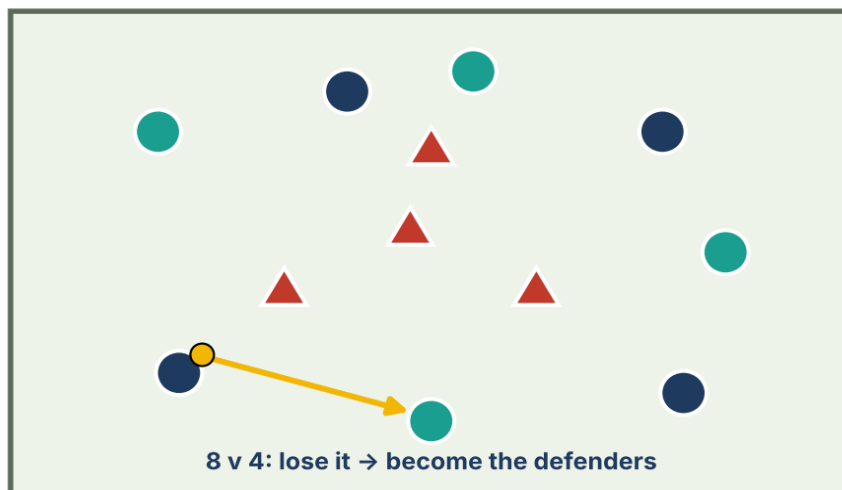
Possession is aimless → must play to the target within 8 passes

SPORTS HALL · GAME CARD 1E · NEUADD CHWARAEON · CERYN GÊM 1E

Transition Keep Ball

Cadw'r Bêl: Trawsnewid

Tactical focus: Level IV (age 14–16): keeping possession under high pressure, with instant transition.



Set-up *Trefniant*

Three teams of 4 (different bibs)
Grid about 20 m × 15 m
Two teams keep the ball together (8 v 4)

Rules *Rheolau*

Pass within 3 seconds (or 2 touches with feet)
If the defenders win the ball, the team that lost it becomes the defenders immediately
No stopping between changes

Scoring *Sgorio*

Possessing teams: 1 point for 8 passes in a row
Defenders: 1 point for winning the ball
+1 bonus: new defenders win it back within 5 seconds (counter-press)

Easier version *Fersiwn haws*

Bigger grid
5 seconds to pass
Lecturer or coach calls “switch” to start each change

Harder version *Fersiwn anoddach*

Smaller grid
2 touches maximum
Possessing teams must alternate passes between the two colours

Look for *Chwiliwch am*

Instant pressure on the ball after losing it
Spreading out quickly after winning it
Players rotating to stay available

Key questions *Cwestiynau allweddol*

“What should you do in the first 3 seconds after you lose the ball? After you win it?”

“How did your team stay available under high pressure?”

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

Defenders never win it → shrink the grid or play 2-touch

Changes are chaotic → clear bib colours; coach calls the switch

Too tiring → play 90-second games with rest

SPORTS HALL · SUPPORT · NEUADD CHWARAEON · CYMORTH

Ideas Bank: Changing the Game

Banc Syniadau: Newid y Gêm

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

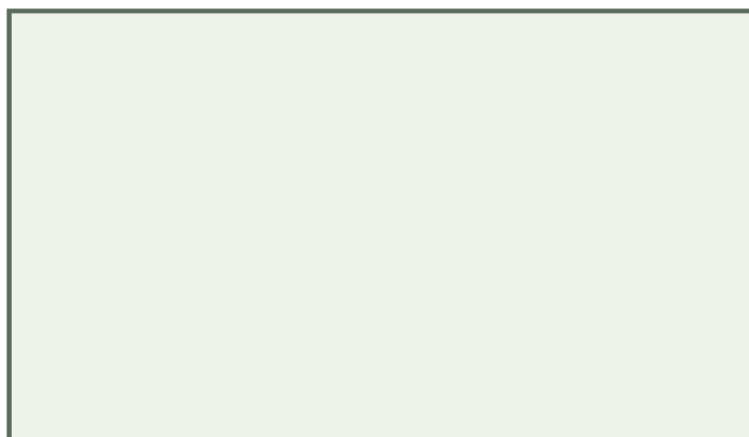
S Space <i>Gofod</i>	• Bigger grid makes possession easier; smaller makes it harder • Rectangle instead of a square: encourages passes forward and back • Safe zones in the corners where a receiver cannot be tackled • Use the walls as rebound boards
T Task <i>Tasg</i>	• Points for consecutive passes (3, 5 or 6 in a row) • Bonus for a give-and-go or a “split” pass between two defenders • No passing straight back to the passer • Shorter time to pass (2–3 s) forces earlier support • Freeze on a whistle: “Who can the ball carrier pass to?”
E Equipment <i>Offer</i>	• Foam or larger ball for Year 3; smaller ball for Year 6 • Bibs for neutral players • Cones to change grid size quickly
P People <i>Pobl</i>	• Overload: 4 v 2, 5 v 3, or 3 v 1 rondos • Neutral “jokers” who always play for the attack • Limit the jokers to 1 touch or 2 seconds • Rotate the defender in rondos every 60 seconds

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

- **Football:** rondos with feet; 2-touch limit for Year 6.
- **Netball:** footwork rule and 3 seconds; count passes in a row.
- **Basketball:** no dribble first, then allow 3 bounces.
- **Hockey:** unihoc sticks; 4 v 2 keep ball in a bigger grid.

SPORTS HALL · YOUR DESIGN · NEUADD CHWARAEON · EICH DYLUNIAD

Design Your Own Game Card

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

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