

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

Tactical Games

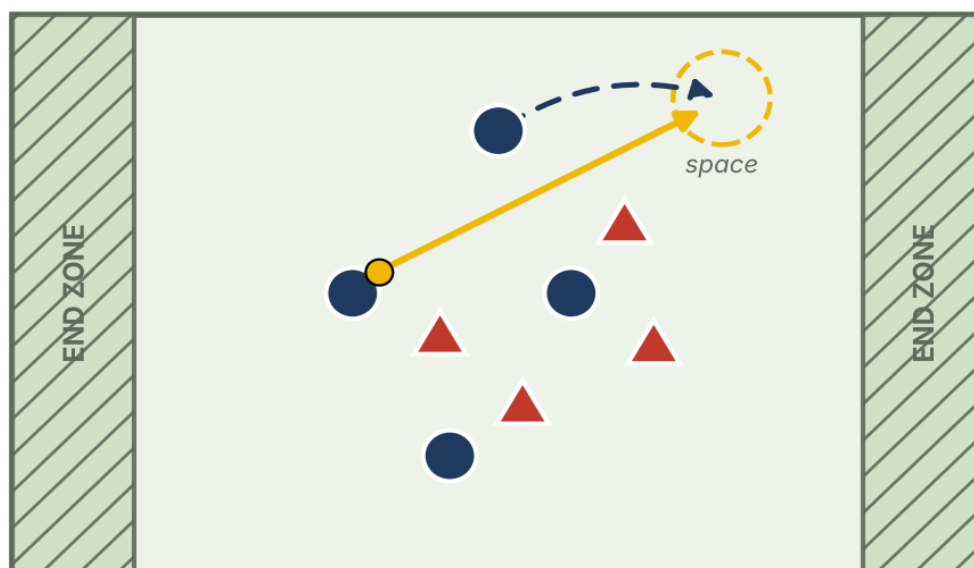
Gemau Tactegol

Student Resource Pack | *Pecyn Adnoddau Myfyrwyr*

BLOCK 1: INVASION GAMES · BLOC 1: GEMAU GORESGYN

Tactical Problem 2: Creating and Using Space

Problem Tactegol 2: Creu a Defnyddio Gofod



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 2 · PROBLEM TACTEGOL 2

The Problem

Y Brollem

The game situation | Sefyllfa'r gêm

Your team has the ball. The player in possession looks up, but every teammate is either standing next to them, hiding behind a defender, or standing still. There is no one to pass to, and the attack breaks down.

Tactical problem: How do attackers **create** space so a teammate can receive the ball, and then **use** that space to move the ball towards the goal?

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

- **Bunching ("swarm ball"):** everyone chases the ball, so nobody is free.
- **Standing still:** pupils wait to be passed to instead of moving to get free.
- **Hiding:** pupils stand directly behind a defender, so the passing lane is blocked.
- **Passing to feet or hands only:** passes go to where a teammate is, not where they are going.

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>
Creating space <i>Creu gofod</i>	Spread out and don't bunch; move to an empty space where you can see the ball.	Use the full width; move away then come towards the ball (V-cut); call for it.	Width and depth together; overlapping and diagonal runs; decoy runs to drag defenders away.	Create 2 v 1 overloads; rotate players; time movement to pull defenders out of position.
Using space <i>Defnyddio gofod</i>	Pass to a teammate in space; carry the ball into space.	Lead pass into space ahead of a teammate; run onto the ball.	Through-ball into space behind the defence; receive and turn; use the overlap.	Weight and time passes for a runner; exploit space quickly after the ball is won.

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 Arsyllwi

Cue <i>Ciw</i>	Freeze 1 <i>Rhewi 1</i>	Freeze 2 <i>Rhewi 2</i>	Freeze 3 <i>Rhewi 3</i>
Width <i>Lled</i> Are there attackers near BOTH sidelines? Y / N			
Depth <i>Dyfnnder</i> Is there an attacker ahead of the ball AND one behind it? Y / N			
Distance <i>Pellter</i> Is my player more than about 5 m from the nearest teammate? Y / N			
Getting free <i>Dod yn rhydd</i> Tally: times my player moves away, then back towards the ball.			
Passing lane <i>Llwybr pasio</i> Can the ball carrier pass to my player without a defender in the way? Y / N			
Using space <i>Defnyddio gofod</i> Was the pass into space ahead (S) or to feet/hands (F)?			

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.**

Width

Lled

What it looks like: Attackers use the full width of the playing area, stretching defenders apart.

Primary cue words: *“Wide and far.”*

Our evidence from the clip:

Depth

Dyfnlder

What it looks like: One attacker ahead of the ball, one behind it: options forward and a safe pass back.

Primary cue words: *“Ahead and behind.”*

Our evidence from the clip:

Getting free

Dod yn rhydd

What it looks like: Move away from the defender, then sharply back towards the ball; show a target.

Primary cue words: *“Go away, come back, show your hands.”*

Our evidence from the clip:

Using space

Defnyddio gofod

What it looks like: The pass goes to where the receiver is going; the receiver runs onto it.

Primary cue words: *“Pass where they’re going.”*

Our evidence from the clip:

Link to Tactical Problem 1: Keeping possession | Cysylltiad â phroblem dactegol 1

Creating space is how a team keeps possession. Look back at your notes on keeping possession: which of these four principles would have solved the problems you saw?

PROGRESSING THE GAME · DATBLYGU'R GÊM

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

The problem stays the same at every level: create space, then use it. What changes is how many players must coordinate and how quickly the space opens and closes.

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 (4 v 2) in end-zone ball; big end zones; hands only.	- Spreading out instead of bunching - One decision: pass to someone in space	2A (Year 3 version)	- Nobody standing next to the ball carrier - Someone always free
Level II Age 9–11	4 v 4 end-zone games with channels and conditions (Channel Ball, Run-On Ball).	- Width without the lines - Getting free from a marker - Lead passes into space	2A, 2B, 2C	- Width and depth kept without prompting - Receivers catching on the move
Level III Age 11–14	5 v 5 with wide zones where only one defender is allowed: overlaps and decoy runs create 2 v 1s.	- Two or three players moving together - Timing of runs - Reading where the space will be	2D Overlap Ball	- Overlaps timed with the pass - Decoy runs pulling defenders away - Switches to the free side
Level IV Age 14–16	6 v 6 end-zone game with transition scoring: space opens for a few seconds after the ball is won.	- Space appears and disappears quickly - Defences organise fast - Deciding who runs and who stays	2E Transition End-Zone	- Forward runs the moment the ball is won - Passes weighted for runners - Players staying back to protect against the counter

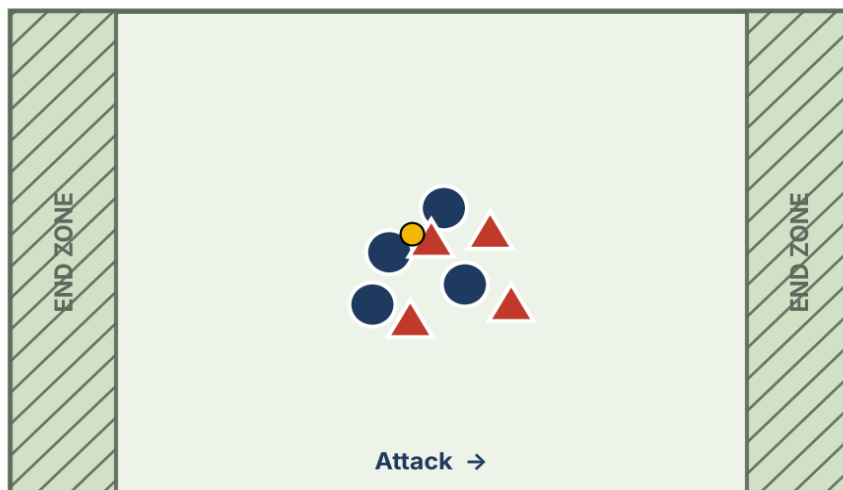
Key idea: same problem, more complex game | *Syniad allweddol: yr un broblem, gêm fwy cymhleth*

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 2A · NEUADD CHWARAEON · CERYN GÊM 2A

End-Zone Ball (Game 1)

*Pêl Parth Terfyn (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

Court about 20 m × 12 m

End zones 2.5 m deep

Soft ball (foam or size 4)

Rules *Rheolau*

No running with the ball

Pass within 3 seconds

Defenders stay 1 m from ball carrier;
no contact

Interception or ball out = turnover

Scoring *Sgorio*

1 point: catch the ball inside the end zone

Restart from your own end zone
after a score**Year 3 version (easier)** *Fersiwn Blwyddyn 3*

4 v 2 overload

5 seconds to pass

Bigger end zones (4 m)

Larger, lighter ball

Year 6 version (harder) *Fersiwn Blwyddyn 6*

4 v 4

3 seconds to pass

3 passes before you can score

Smaller end zones (1.5 m)

Look for *Chwiliwch am*

Bunching round the ball

Players standing still

Lots of turnovers: that is the problem you want to see

Key questions *Cwestiynau allweddol*

“When you had the ball, why couldn’t you pass forward?”

“Where could your teammates stand to give you more options?”

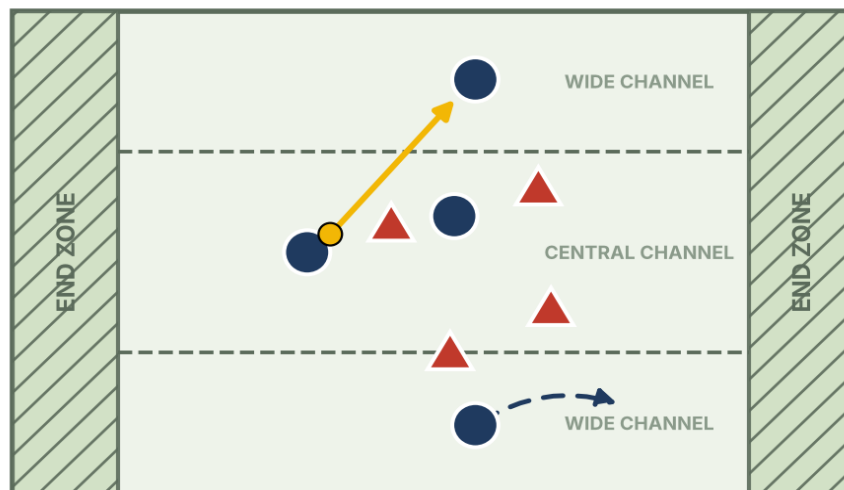
If it’s not working, try... *Os nad yw’n gweithio, rhwch gynnig ar...***Too easy to score** → shrink end zones or add a defender**Too hard to score** → add an overload (4 v 3)**One player dominates** → everyone must touch the ball before a score**Ball keeps going out** → use walls as boundaries

SPORTS HALL · GAME CARD 2B · NEUADD CHWARAEON · CERDYN GÊM 2B

Channel Ball

Pêl Sianel

Tactical focus: Creating space: width and depth.



Set-up *Trefniant*

As Game 1
Mark two wide channels with cones or lines (about 3.5 m each)

Rules *Rheolau*

As Game 1, plus:
Attackers must keep one player in each wide channel at all times
Defenders can go anywhere

Scoring *Sgorio*

1 point: catch in the end zone
2 points: if the ball went through a wide channel during the move

Year 3 version (easier) *Fersiwn Blwyddyn 3*

Defenders may NOT enter the wide channels (safe zones)
4 v 3

Year 6 version (harder) *Fersiwn Blwyddyn 6*

Remove the channel lines after 5 minutes: can they keep the width without them?
Add: one attacker must stay behind the ball (depth)

Look for *Chwiliwch am*

Attackers spreading without being told
Passes going wide, then forward
A player staying behind the ball

Key questions *Cwestiynau allweddol*

“Why did using the wide channels help?”
“When did it help to have someone behind the ball?”

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

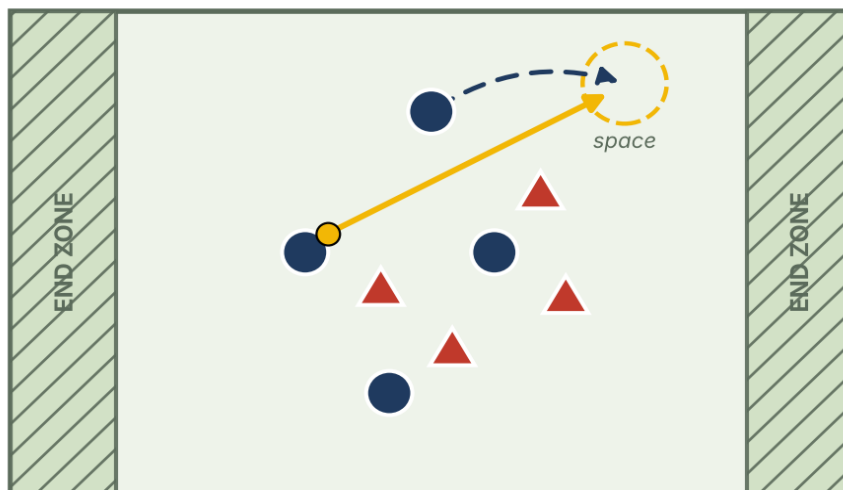
Everyone in the middle again → make wide-channel bonus 3 points

Ball gets stuck out wide → allow the wide player 3 steps

Defenders crowd the middle → add a neutral player for attackers

SPORTS HALL · GAME CARD 2C · NEUADD CHWARAEON · CERDYN GÊM 2C

Run-On Ball

*Pêl Rhedeg Ymlaen***Tactical focus:** Using space: getting free and passing into space ahead.**Set-up** *Trefniant*

As Game 1
No channels

Rules *Rheolau*

As Game 1, plus:
You cannot pass to a teammate who is standing still
Receivers must move away, then back ("go, then show")

Scoring *Sgorio*

1 point: catch in the end zone
+1 bonus: final pass was caught on the move into space

Year 3 version (easier) *Fersiwn Blwyddyn 3*

4 v 2
Passer calls the receiver's name
Receiver shows a target with both hands

Year 6 version (harder) *Fersiwn Blwyddyn 6*

4 v 4
Allow dribbling (basketball-style): links to attacking the goal
Bonus only for a pass into space behind a defender

Look for *Chwiliwch am*

Receivers moving before the pass
Passes landing in front of runners
Receivers catching on the move

Key questions *Cwestiynau allweddol*

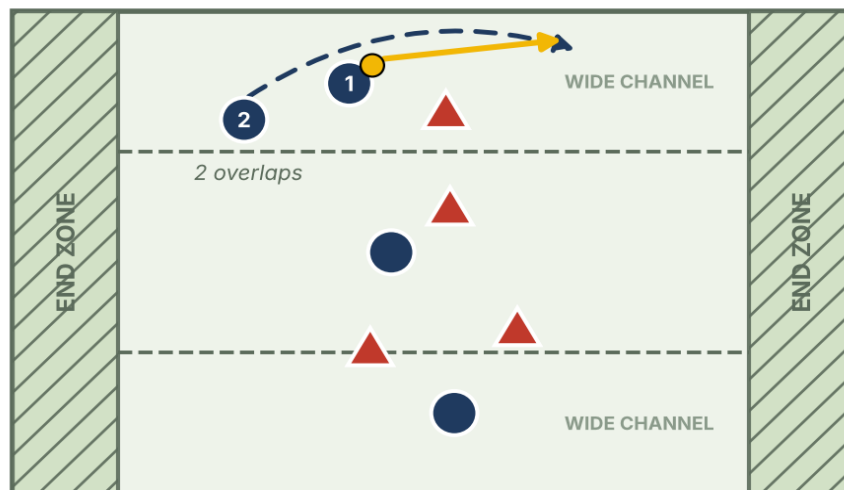
"Did you aim at your teammate or ahead of them? Why?"
"How did you get away from your defender?"

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

Passes overhit → smaller court or bigger, slower ball
Receivers still static → freeze and ask the group to find the space
Defenders win every pass → go back to an overload

SPORTS HALL · GAME CARD 2D · NEUADD CHWARAEON · CERDYN GÊM 2D

Overlap Ball

*Pêl Gorgffwrdd***Tactical focus:** Level III (age 11–14): creating space with overlaps and decoy runs.**Set-up** *Trefniant*

5 v 5

Court about 25 m × 15 m with end zones

Two wide channels marked with cones

Rules *Rheolau*

As End-Zone Ball

Only one defender allowed in each wide channel at a time

Attackers may enter a wide channel in twos to make a 2 v 1

Scoring *Sgorio*

1 point: catch in the end zone

2 points: the move included an overlap (a player running around the outside of the ball carrier)

Easier version *Fersiwn haws*

No defenders allowed in the wide channels

5 seconds to pass

Harder version *Fersiwn anoddach*

Defenders free to enter the wide channels

3 seconds to pass

Bonus only if the overlap is followed by a pass into the end zone within 2 passes

Look for *Chwiliwch am*

Overlapping runs timed with the ball carrier

Decoy runs that pull a defender away

The ball carrier waiting, then releasing the pass

Key questions *Cwestiynau allweddol*

“How did the overlap create a 2 v 1?”

“What did the decoy runner do to the defender?”

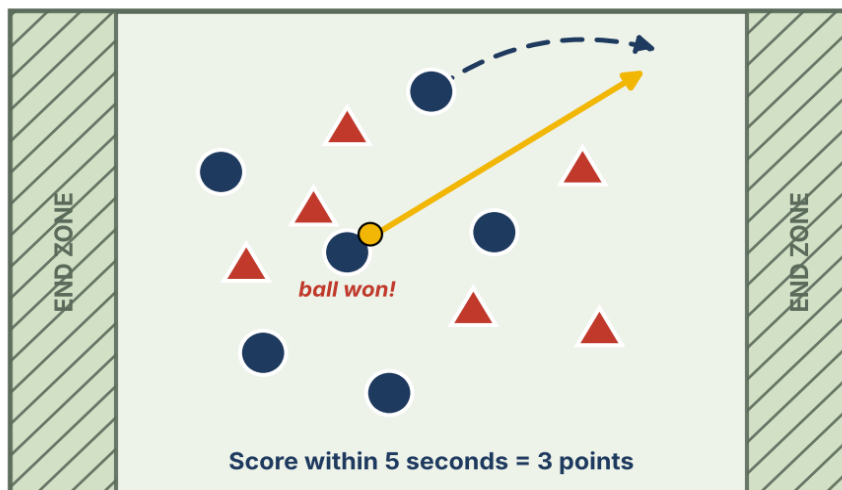
If it's not working, try... *Os nad yw'n gweithio, rhwch gynnig ar...***No overlaps happen** → freeze and walk one through, then restart**Overlaps too early** → reward only overlaps that receive the ball**Middle ignored** → add a point for a switch through the central channel

SPORTS HALL · GAME CARD 2E · NEUADD CHWARAEON · CERYN GÊM 2E

Transition End-Zone

Parth Terfyn: Trawsnewid

Tactical focus: Level IV (age 14–16): using space quickly after the ball is won (counter-attack).



Set-up *Trefniant*

6 v 6

Court about 30 m × 18 m with end zones

Dribbling allowed (basketball-style) or play with feet

Rules *Rheolau*

As End-Zone Ball

Count out loud from the moment the ball is won

At least one player must stay in their own half when attacking

Scoring *Sgorio*

1 point: normal score

3 points: score within 5 seconds of winning the ball

Defending team: 1 point for winning it back within 5 seconds of losing it

Easier version *Fersiwn haws*

8 seconds for the counter-attack bonus

6 v 5 overload when attacking

Harder version *Fersiwn anoddach*

3 seconds for the bonus

Feet only, 2 touches

Two players must stay back when attacking

Look for *Chwiliwch am*

Forward runs the moment the ball is won

Long passes weighted for runners

Players staying back to cover the counter

Key questions *Cwestiynau allweddol*

“Where was the space as soon as you won the ball?”

“Who should run forward, and who should stay?”

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

No counter-attacks → increase the bonus to 5 points

Teams just kick it long → bonus only if the final pass is caught on the move

Defence always outnumbered → require two players to stay back

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 the problem gets easier or harder to solve. Use STEP:

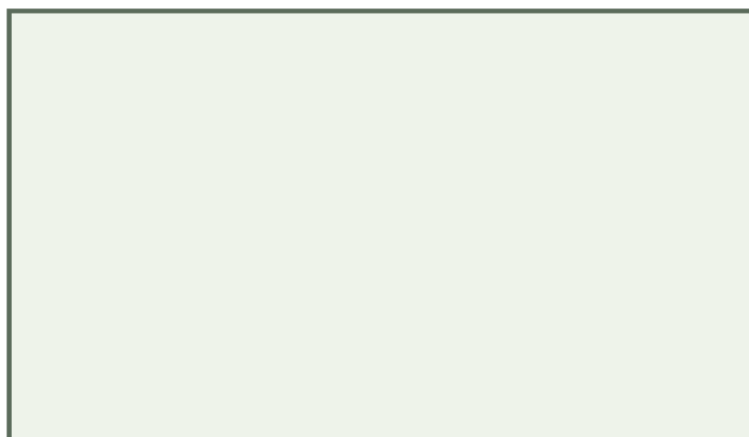
S Space <i>Gofod</i>	- Wider court to make width easier to find; narrower to make it harder - Add wide channels or "safe zones" defenders cannot enter - Bigger end zones (Year 3) or smaller ones (Year 6) - Use the walls as rebound boards to keep play going
T Task <i>Tasg</i>	- Bonus points for a pass from a wide channel - No passing to a static player - Minimum passes before scoring - Shorter time to pass (3 s) to force earlier movement - Freeze on a whistle: "Point to the space"
E Equipment <i>Offer</i>	- Foam or larger ball for Year 3; smaller ball for Year 6 - Bibs for wide players so roles are visible - Cones to mark channels; hoops as target zones
P People <i>Pobl</i>	- Overload: 4 v 2 or 4 v 3 - Add a neutral "joker" who always plays for the attack - Restrict one defender to the central channel - Rotate roles so everyone plays wide and central

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

- Football:** dribble the ball onto the end-zone line to score; channels as Game 2B.
- Netball:** footwork rule; score by catching in a hoop in the end zone.
- Hockey:** unihoc sticks; stop the ball inside the end zone.
- Tag rugby:** backward passes only: how does creating space change?

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.