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Models-Based Practice in Physical Education and Sport (BMSH5203)

Blog 1 - Invasion Games

During these 4 weeks, we focused on invasion games and how players use tactics and teamwork to overcome opponents. We started with warm-up activities based on changing direction, followed by drills focusing on tactical problems and a game of handball. These activities helped me understand the importance of creating space, keeping possession and defending effectively. Our team was good at keeping possession and using different runs to confuse opponents. However, we struggled to defend counter-attacks and stay organised as a team.

The way we attacked worked well because we used different runs and changed direction to create space. This made it harder for defenders to predict our movements and gave teammates more opportunities to receive passes. Mitchell, Oslin and Griffin (2021) explain the tactical approach to teaching games, which focuses on understanding problems and making decisions during play. This links to the way we played, because keeping possession and creating space were important to our attacking success. However, these tactics may not work as well against a more organised defence, so players need to adapt their decisions to different situations.

During the 4 weeks, we also completed drills focusing on tactical problems such as defending space, defending the goal and winning the ball back. These activities helped me understand that defending is not just about chasing the player with the ball. Players must also be spatially aware, stop shots and work as a team. However, when we played the game, we seemed to struggle to remember to do all of this consistently. When we lost possession, we did not always recover quickly enough to stop counter-attacks. This showed me that practising defensive skills in drills does not always mean players can use them effectively during a game, especially when they have to make quick decisions under pressure.

Teamwork was another important part of the session. Dyson and Casey (2016) discuss cooperative learning in physical education, which is relevant to the need for players to communicate and share responsibility. Better communication could have helped our team organise our defence and react more quickly after losing the ball. As a future teacher, I would use questions such as, "How can we protect the goal when we lose possession?" to encourage players to think about their decisions.

The activities could also be adapted for different ages and abilities. Younger or less experienced players could use smaller teams, simpler rules or more space to help them understand the tactics. Teachers should also make sure activities are inclusive so everyone has opportunities to participate and develop their skills.

Overall, these 4 weeks helped me understand that invasion games require a balance between attacking and defending. In future sessions, I would focus on quicker defensive recovery, better communication and applying the tactical skills practised in drills to real game situations.

Word count - 463

Reference List

Dyson, B. and Casey, A. (2016) Cooperative Learning in Physical Education and Physical Activity: A Practical Introduction. London: Routledge.

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.