

**School of Sport and Recreation**

**Department of Coaching, Health and Physical Education**

**Quality of Practice**

**The following provides some activities you may like to do with your class under the 2 ‘strategies’. Explanations are provided on how you might explain it to your class while doing the practice sessions**

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| **Strategy - Use of Task Constraints** | |
| **Focus/Aim/Intent** | **Description / Task** |
| **ATTACKING PLAY** | |
| **Passing as a first option as an attacking team**  **Moving in to space to be available for a pass**    **Reading the game to make best attacking decision on where to pass**    **Creating scoring opportunity pass on attack (avoiding passive play)** | **Teams 4 v 4. Small area is all that is required. Goal is a Cone inside a marked off circle like real handball. No one in the circle and no goalie.**   1. **Can only move the ball down the court with a ‘pass’ or ‘3 steps and pass’. No option to dribble. Score a point by knocking over cone (like Tapu-wae)** 2. **Change the balance so its 6 v 4. The attacking team always has 6 players. Observe to see if this creates more space for passing as man on man not possible with overlap. Perception-action couplings are built here including aspects of accuracy, timing, weight of pass, reading opponents.** 3. **Still 6 v 4 in favour of attackers. Have observers on the sideline to count points. For every time the attacking team do a ‘purposeful’ pass which is not simply driving forward toward a goal. What is a purposeful pass? e.g passed back because everyone was defended or passed to the side to open up space. Points are scored by knocking a cone and by doing a purposeful passes, to create space for attack perception-action coupling are enhanced further and decision making around risk is encouraged by extra points, and variability of passing is encouraged.** 4. **5 v 5 but one attacker positions themselves up by scoring circle only. Defending team has no goalkeeper. High attacker cannot be actively defended. Encourage passing still by having set number of consecutive passes e.g 5. This will challenge them to weigh passes accuracy since team members moving around in attempt to be available for the pass. The introduce rule that a ‘shot’ at goal opportunity must be created within a certain amount of passes. E.g a ‘shot’ creation in this instance is simply a successful pass to the player hanging high on the attacking circle. More affordances here for a range of passing techniques will be developed here as well as the ability to read play when to feed to ‘shot’ scorer.** |
| **To experiment with the different ways of moving ball as an attacking team**  **To address players who may have narrow vision and dribble on own, often into congestion.**  **Reading the environment to make the best attacking play** | **Team is 3 v 3. Small area is all that is required. Goal is a Tchoukball net so that a decent area can be aimed for by the attacking team. No goalkeeper and a circle marked out like Handball**   1. **Can move the ball down the court by ‘passing’, or ‘3 steps and pass’ or ‘dribbling’. Score a points by getting ball to hit the Tchoukball net.** 2. **Same as above, ‘point’ scored for getting a goal. Bonus point is now scored if everyone in the team of 3 is used in play (touches the ball) before a goal is scored.** 3. **Change team size so that the attacking team is advantaged. E.g 6 v 4 or similar . Observer on sideline to award extra points to the attacking team for decision making. For example**     1. **If there is a space and the attacker choose to dribble = 1 point**    2. **If unmarked players are wide / backwards and these are passed to which opens up play and draws defenders = 1 point.**    3. **If the attacker notices defenders are high so uses 3 steps to evade own defender / dribbles past own defender to create attacking opportunity = 1 point.**   **Note these are just example. The observer may like to jot down what points were awarded for.** |
| **To encourage and develop confidence in ball carrying / dribbling** | 1. **Defending team has to retreat to their defensive half when opposition has overturned possession and cannot try to regain possession until over half way** |

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| **Focus/Aim/Intent** | **Description / Task** |
| **DEFENSIVE PLAY** | |
| **Using the space to be effective defending team** | 1. **Change the balance so it is 6 v 4. The defending team always has 6 players. Observe to see what techniques / strategies are developed with the overlap. Perception – action couplings are built here including aspects of reading opponents, risk, weighing up when to move** |
| **1:1 marking**  **Zone marking**    **Pressure on the throwers** | 1. **Have equal numbers and each person can only defend a nominated person. ie. mark the person you say you will.** 2. **Have a set number in zone on the court, that cant move between zones and have to defend the zone you are in. Could extend this by a defender moves in to another zone, they swap with another defender.** 3. **Reward the behaviour you want. ie if the defenders can get attackers to throw the throw the ball away or out, the defenders get a point ( or more) . And an intercept is worth lots! But still a handout is just about as good.** |

