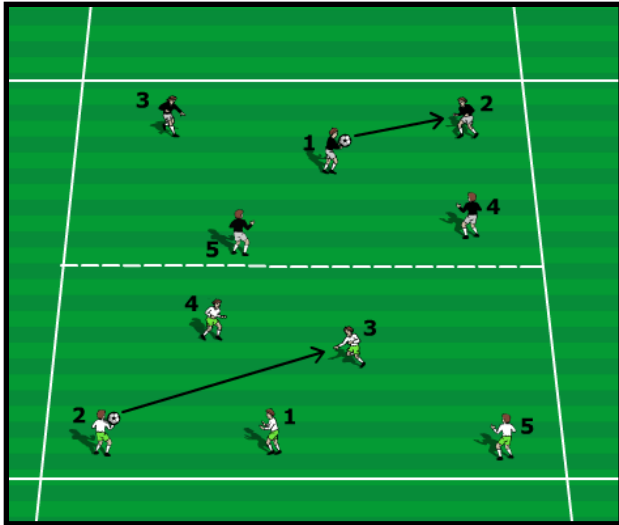# Meeting AAHPERD's Let's Move in School Initiative Through Game Play

Presented by: Dr. Stuart Currie, University of Tennessee at Martin, TN
& Ajit Korgaokar, Middle Tennessee State University



**Dynamic Warm-up (sequence passing)**
*Objective*: Increase muscle temperature, increase the range of motion in the joints and the muscles specific to the games through dynamic activities, activate the nervous system by providing specific skill components that will transfer to the upcoming games

*Game*: Passing & moving (w/hands) in sequence from 1-5 (no running w/ball), students stay in their half of the grid

*Dynamic Activity Stretching*: Incorporate dynamic stretches that replicate the movements required for the games
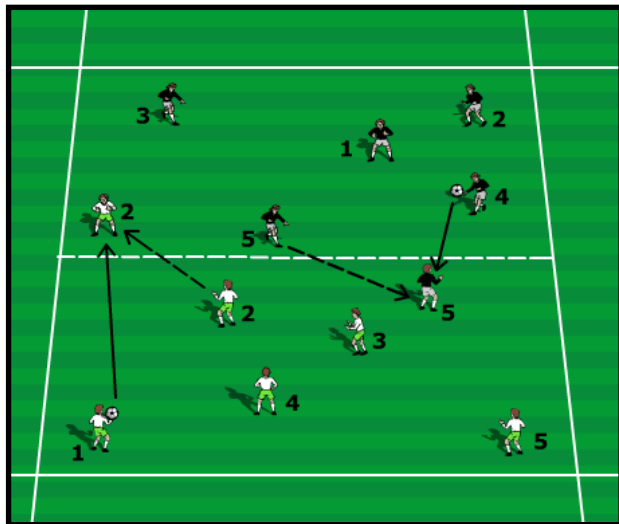
**Warm-up (sequence passing) cont.**
*Objective*: Add cognitive component & increase movement, continue warm-up with sequence passing & dynamic activity stretching

*Game*: On instructor's call of 'change', students change grids while continuing to pass in sequence

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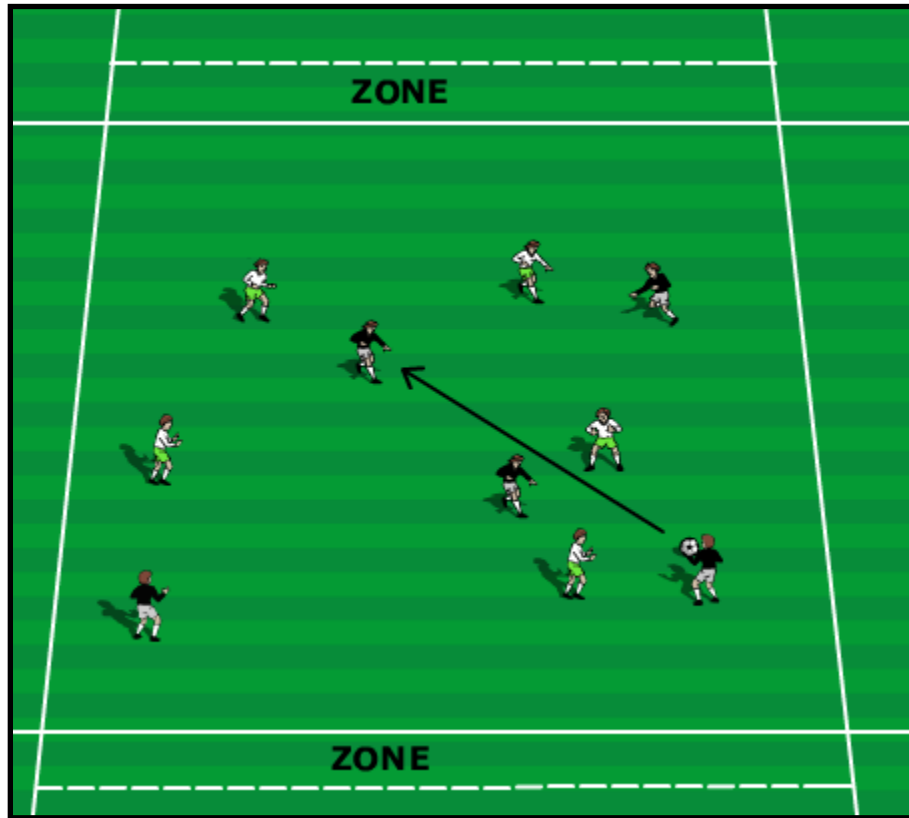
**Zone Game**

*Objective* **:** Students are first introduced to the  'whole', which prepares them for new instruction and provides  a 'mental picture' of the objectives of the game

*Game*: 2 teams, pass using hands at first, game restrictions: no runing w/ball, hold the ball longer than 3 secs, stay in end zone longer than 3 secs. Score by passing to teammate in end zone

*Teaching/Coaching Points*: principles of play, attacking & defending, transition, choice of pass, pace of pass, timing of pass, choice of run to support (angle & distance), timing of run to support, decision-making, finding open space

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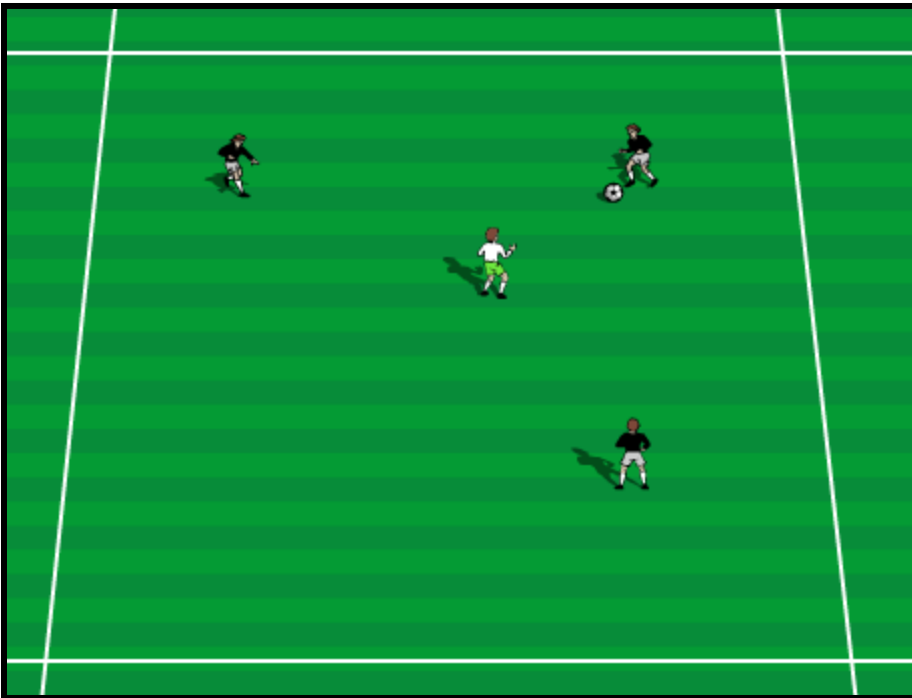


**3v1 Keep-away Game (non-directional)**

*Objective*: Improve  the skill component(s) i.e. passing, of the game  in a small-sided modified game format

*Game*: 1 min games. 3 attackers keep possession from 1 defender. Attackers score a goal/point  for every 3 consecutive passes completed. Defender scores a point by intercepting the ball and running/dribbling w/ball outside of the grid area. After 1 min change the defender.

*Teaching/Coaching Points*: Choice of pass, pace of pass, timing of pass, choice of run to support (angle & distance), timing of run to support, body position (open), decision-making, finding open space

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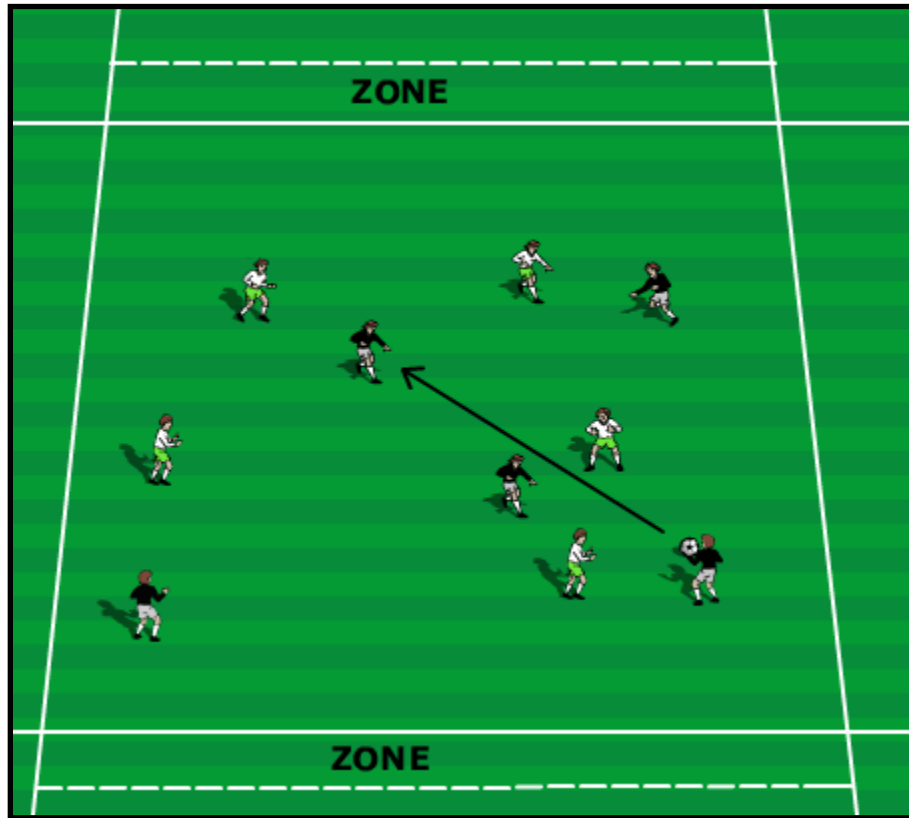
**Invasion Zone Game**

*Objective* **:** Provide students  the opportunity to couple the skill component with a tactical situation

*Game*: 2 teams, pass using hands at first, game restrictions: no  running w/ball, hold the ball longer than 3 secs, stay in end zone longer than 3 secs. Score by passing to teammate in end zone

*Teaching/Coaching Points*: principles of attacking & defending, transition, choice of pass, pace of pass, timing of pass, choice of run to support (angle & distance), timing of run to support, decision-making, finding open space

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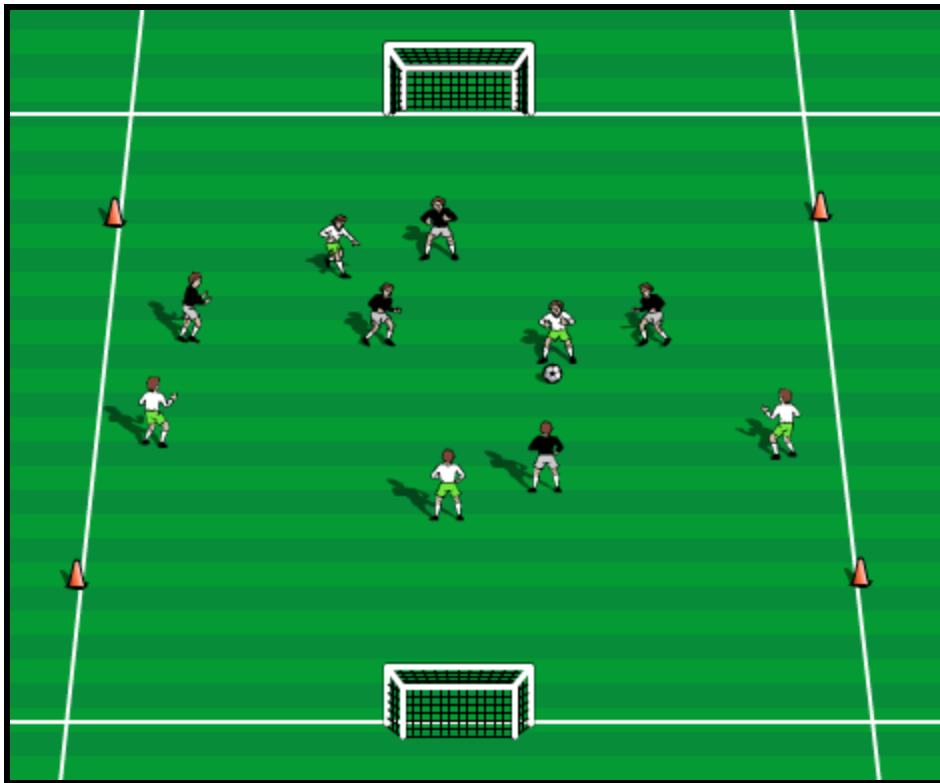
**Final Invasion Game**

*Objective*: After practicing  skills, students must be provided the opportunity to apply their improved skill execution and tactical understanding in a game setting

*Game*:  Regular game  that is directional & incorporates all of the rules of the game e.g. off-side cones.

*Teaching/Coaching Points*:  Very little or no instruction at this stage.  Allow the students to implement what they have learned from small-sided games. Feedback should be limited, selective, and to individuals. Develop additional games based on observations