



Australian Government
Australian Sports Commission



Interceptor

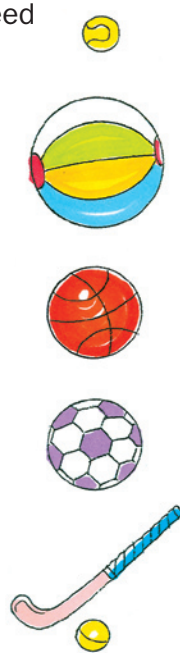
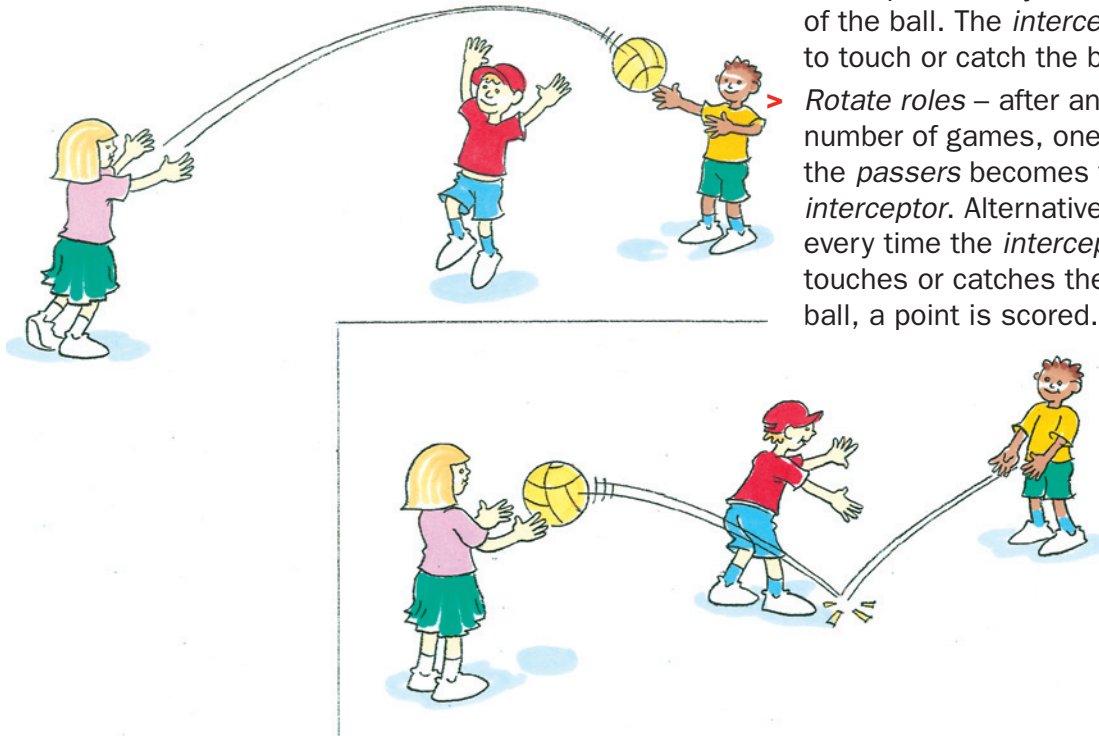
2 players pass a ball to one another. An opponent between the 2 players attempts to intercept the ball. Players change roles frequently.

What you need

- > Any kind of light ball
- > Indoor or outdoor playing space (or pool)
- > 8 markers

What to do

- > Divide the players into groups of 3 (see e.g. Start out WC 01a).
- > Each group chooses an *interceptor* – the other 2 are *passers*. The *interceptor* must stay on the line.
- > The 2 *passers* try to keep possession of the ball. The *interceptor* tries to touch or catch the ball.
- > Rotate roles – after an agreed number of games, one of the *passers* becomes the *interceptor*. Alternatively, every time the *interceptor* touches or catches the ball, a point is scored.



If you're playing in a pool you may need to adjust distances to make it easier for the interceptor or play 2 v 2.



Fun in the water

Scoring

- > Not scoring is an option.
- > How many passes can be made in a specific time?
- > How long before the *interceptor* gets the ball?
- > How long can passers keep possession?

Variations

Restrict the kind of pass, e.g. bounce pass only.

LESSON LINK

Interceptor links to activities requiring defending and marking, and can lead on to netball, basketball, soccer or hockey. Try soccer hockey versions – allow dribbling.

SESSION PLANS

Combo > Start out CP 02a + Get into it INV 01 + Get into it INV 07b
Mixed combo > Start out WC 08a + Start out CP 07a + Get into it INV 01

change it...

Coaching

- > Ask each group to come up with its own system of communicating.
- > Include everyone – the principle to guide modifications is: *how can the game be modified so everyone can be included?*

Game rules

- > **Harder for the interceptor** – must catch the ball.
- > **Easier for the interceptor** – use zones for each passer. This enables them to pass without being challenged too closely by the interceptor.
- > **Harder for the passer** – restrict the kind of pass, e.g. bounce pass.

Try different combinations of *passers* and *interceptors*, e.g. 2 *interceptors* and one *passer* at each end.

Equipment

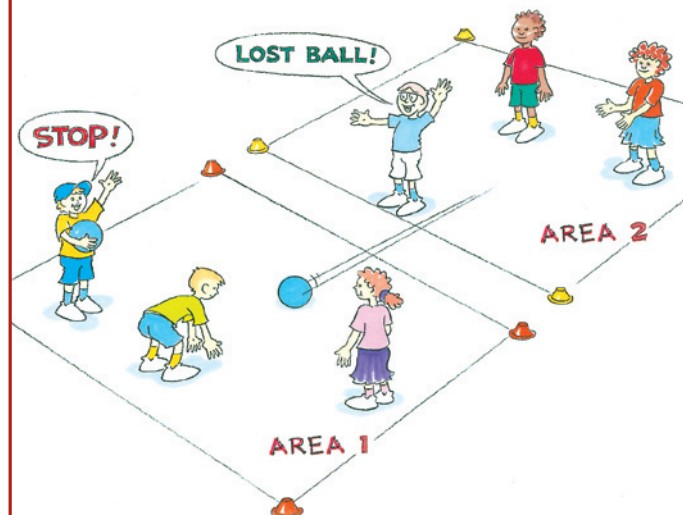
- > **Use different balls** – what happens to the game when a smaller ball is used?
- > **Sport-specific focus** – change the ball/ implement (basketball or soccer or hockey versions). Allow dribbling.

Playing area

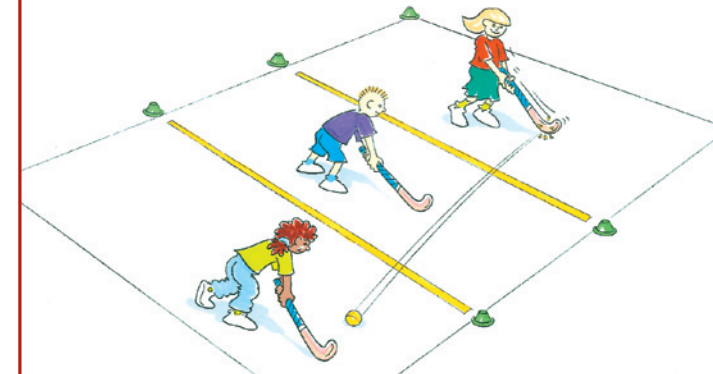
- > **Allow a bigger space for each group** – e.g. bigger may help the passers, smaller gives the interceptor more chance of success.
- > **Restrict the space for each group to play in.**

Safety

- > Ensure there is sufficient distance between groups.
- > Ensure that players are aware of other groups.
- > Players should signal to others if they are retrieving 'lost' balls.



- > If a *hockey stick* is used, choose a slow soft ball. Use zones for the passers to ensure safety. Restrict the height of swing of the hockey stick.



- > If a *soccer ball* is used, use zones and restrict the movement of kickers to 2 steps.
- > Ensure players are aware of the movement capabilities of everyone in the group.

ASK THE PLAYERS**Passers**

- > 'What can you do to keep possession if space is restricted?'

When a passer has the ball

- > 'Where will you aim to pass the ball?'
- > 'How close will you get to the interceptor before passing the ball?'

When your team-mate (passer) has the ball

- > 'Where will you move to receive the ball?'