 Net and court games – Stage 4

Unit description

Students develop and refine movement skills and strategies to net/court games. Examples include volleyball, newcombe ball, European handball, paddle tennis and table tennis. Emphasis is placed on the opportunity skill development provides for enhancing participation in lifelong physical activity. Focus of discussion will be the interchangeability of skills across a range of contexts and the importance of practice.

Unit duration

4 weeks (7 to 8 lessons)

Syllabus strands

Movement, Skill and Performance

Syllabus outcomes, skills and evidence of learning

| Syllabus outcomes | PDHPE skills | Physical literacy continuum markers |
| --- | --- | --- |
| * PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts * PD4-5 transfers and adapts solutions to complex movement challenges * PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences | Self-management   * Decision making and problem solving   Interpersonal   * Communication * Collaboration, inclusion and relationship building   Movement   * Fundamental and specialised movement skills and concepts * Tactical and creative movement | Cluster 5  Movement competencies   * Refines stability, locomotor and object control skills in dynamic physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome) * Selects from a range of movement skills and applies the most appropriate skill in dynamic physical activity contexts. * Transfers similar movement skills and sequences appropriately across physical activity contexts   Tactical movement   * Applies multiple tactics within a physical activity, for example, shows they have a number of options in a situation to change the way they move   Personal and social attributes   * • Supports and encourages the enjoyable involvement of others |

This document references the [PDHPE K-10 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-7-10) © 2018 [Copyright NSW](http://syllabus.nesa.nsw.edu.au/copyright/) Education Standards Authority for and on behalf of the Crown in right of the State of New South Wales.

Learning goals

We are learning to:

* Demonstrate movement skills in a variety of minor and traditional net and court games.
* Participate effectively in team/group work activities.
* Understand and apply the skills needed for successful and enjoyable participation in net and court games.

What I am looking for:

* Enthusiastic participation and cooperation in various practical situations.
* Active involvement in the focus questions during practical sessions.
* Adapting and combining movements according to purpose.
* Use of appropriate tactics at the right time in a changing situation and understanding of the importance of this.
* Positioning in the best place to defend space across different net and court games.
* Varying the placement, force and timing of return to create open space and prevent anticipation by opponent in net and court games.
* Transfer of understanding of tactics to participate in similar but different net and court games.

Key inquiry questions and syllabus content

| Key inquiry questions | Syllabus content |
| --- | --- |
| How can I evaluate movement competence, adapt movement skills and apply these skills in dynamic movement situations? | * participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing   + practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments M   + participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts M   + demonstrate movement skills through a range of experiences including rhythmic and expressive movement, individual/group/team physical activities, initiative/challenge physical activities, aquatics and lifelong physical activities * use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMP080)   + participate in activities which develop an understanding of the role of different forms of feedback on performance, including verbal, visual and kinaesthetic feedback S I M   + create and perform movement sequences that solve tactical problems, including creating, using and defending space and achieving and retaining possession * demonstrate and explain how the elements of space, time, objects, effort and people can enhance movement sequences (ACPMP084)   + demonstrate refinement of movement concepts and strategies to enhance movement sequences M   + explain how changes to movement concepts, skills and tactics can improve performance I M * practise, apply and transfer movement concepts and strategies with and without equipment (ACPMP082)   + demonstrate their ability to use space and explore force and flow in different movement contexts M   + examine and demonstrate the similarities of strategies and tactics used in different physical activities and how they can be transferred to new movement situations M   + select strategies that have been successful previously and apply the most appropriate ones when solving new movement challenges with and without equipment S M |
| How can I make decisions to adapt to changing circumstances in different movement contexts? | * evaluate and justify reasons for decisions and actions when solving movement challenges (ACPMP087)   + evaluate and justify the movement concepts, skill, strategies and tactics selected in response to movement challenges S I M   + identify factors that enable them to achieve success in movement activities and explain how these factors can be transferred to other movement contexts S I M   + identify strategies and tactics that are similar and transferable across different movement contexts M |
| How can I apply my skills to collaborate, communicate, solve problems and include others in physical activity? | * practise and apply interpersonal skills when undertaking a range of roles in physical activities (ACPMP086)   + adopt roles and responsibilities that support and enhance planning of physical activities, team cohesion and lead to successful movement outcomes I M * • modify rules and scoring systems to allow for fair play, safety and inclusive participation (ACPMP088)   + apply behaviours that illustrate ethical and inclusive behaviours for other students during physical activity I M   + modify rules, equipment or scoring systems to allow all participants to enjoy and succeed S I |

Teaching considerations

* Teachers should follow the suggested outline of the games as close as possible to ensure students understand how and why the games were played.
* Teachers should attempt at all times to use the highlighted language that is referred to in the outline of the games.
  + Describe – name the game. Present the rules making them as simple as possible.
  + Demonstrate – brief demonstration can be used to clarify rules.
  + Ask questions – check to see if all players have an understanding.
  + Do – select teams and play. Even if some students are unsure they should learn as they play.
  + Ask questions – to teach for knowledge and Understanding. Check to see students understand the skills, rules and strategies of the game and also the cultural significance the game reflects.
  + Adapt – check to see if players are having fun. If students are losing interest vary the rules or change to the next game.
  + Reflection – allow students to discuss and write down their thoughts on the game and their understanding of the cultural significance.
* The games in this unit have been written in a sequence so that students can progressively build on their skills.
* The number of games schools choose to participate in will depend on the time allocated to the practical sessions.

Sample learning experience

| Sample learning experiences and instructions | Register and date |
| --- | --- |
| Lesson 1  Circle volley – groups of 6 to 8 students form a circle and are seated. Using a volleyball or balloon, students must volley the ball or balloon and keep it off the ground. Ensure that the ball or balloon travels around as well as across the circle. Variations include students standing, practising a dig, combining a dig and a volley (if the previous student volleys then the next student must dig).  Volley tennis – sing a volleyball, students practise volleying a ball over a low net (tennis net). The aim of the game is to position volleys so opponents can’t return the ball. Score points for each volley that is not returned. First to 10 points wins. Variations include eliminating students who fail to return the ball.  Two square bounce – the [Two square bounce video resource](https://www.youtube.com/watch?v=AVZ5LIYQJWI&index=2&list=PLSxPxfj7JBnpoSrKL9apAeAc3JHn5M8Tu) from the Australian Sports Commission can be used to demonstrate the game in action.  Students play in pairs on a small court approximately 6 metres x 4 metres (4 players per court 2 versus 2). Players bounce the ball into the opposition’s court. The opposition catch the ball and return it across the centre line. Play continues until one player cannot return the ball after one bounce, or the ball is thrown out of court, or the receiver drops the ball.  One point is scored for winning the rally. The serve alternates between players. Time allowed in possession of the ball is 3 seconds. Play to a specified number of points (for example – first pair to 5 win), or a set time limit (for example – 5 minutes).  Explicit teaching of catching and anticipation may be included here.  Discuss   * What do you need to think about when catching the ball? * Where is the best place to bounce the ball? * How do you get your opponent out of position so you can win the point? * How can you deceive your opponent so they don’t know where the ball will bounce? * Where is a good position for you to stand ready to catch the ball after it bounces? * Can you anticipate where your opponent will bounce the ball? How will this help? * How can you cover the space on your side of the court to make scoring difficult for your opponents?   Progression   1. Use 3 players per team, alternating serves between teams, ensuring each player has the chance to serve. 2. Players can have up to two passes on their side of the court before returning the ball to the opposition.   Discuss   * With 3 opponents covering the space, what changes might be necessary? * How do you decide which team mate to pass the ball to? * How can you work as a team in attack and defense to enhance success?   Progression   1. Use different equipment, e.g. smaller ball, use a hand or bat to hit the ball. 2. Have four to six squares with one player per square. 3. Place a net or space between each player’s playing area. 4. Explicit teaching of striking skills can be implemented here e.g. forehand drive, serving, lob, volley.   Discuss   * Has changing the equipment changed the game? Why? Why not? * How does the new court area change your positioning? * How does the game change when there is a net or space between the courts? * Has this changed how you try and win points? * How are the elements of composition (force and flow) used in this game? |  |
| Lesson 2  Bounce volleyball – students form 2 teams on opposing sides of a volleyball net. Students volleyball the ball over the net and are allowed one bounce before returning it. Players may hit the ball more than once in a row. Discuss   * What is the purpose of the game? * Which movement skills do you need to perform successfully in this game? * How did you decide who to pass to on your team? * What can you do individually to prevent the ball touching the ground on your side of the court? * How do you work as a team to prevent the ball from touching the ground on your side of the court? * What is the role of your team when you are defending?   Progression – incorporate an underarm serve at the start of each point. Add another volleyball skill, for example, there must be one other volleyball skill included in the 3 passes among team mates before the ball crosses the centre line, for example, set and dig. Discuss   * How has the game become more challenging after these progressions? * How do you decide when to include a volleyball skill? * How do you work as a team to prevent the ball from touching the ground on your side of the court? * How can you deceive the opposition so they don’t know where the ball is going?   Progression – incorporate a block and a double block at the centreline. Add a net where possible and introduce the spike. Increase player numbers to 4 versus 4 or 5 versus 5. Discuss:   * What role does anticipation and timing play in this game? * How would you increase the effectiveness of the block? * How do you decide on which side to set up the double block? * When might you use a dig and a set? * When might you use a spike? What are you hoping to achieve by using a spike? * Where should the defensive players move when the attacking player is spiking? * How did you use space when you were attacking and defending? * How did you use force to change the way your team attacked?   Explicit teaching of volleyball rules can be implemented here. The above modified games can be used as an introduction to a full-court volleyball game. Ask students   * What did you enjoy most about this game? * From the skills that you used in the game, what skills are similar to those you have used in other games? |  |
| Lesson 3  Kick tennis – players are divided into 2 teams and positioned in 2 court areas with a neutral zone in between. The aim of the game is for players to kick the ball over the neutral zone and into the other team’s zone. If a player from the opposing team successfully catches or traps the ball they receive a point. If the ball is not caught or trapped, the kicker scores a point. The ball cannot be kicked higher than chest level. The first team to score 10 points is the winner. Use a variety of balls – soccer, Aussie Rules, Rugby, play ball. Variations may include the ball bouncing before caught/trapped, introduce 2 balls, and introduce defenders in the neutral zone.  Players are divided into 2 teams and positioned in 2 court areas with a neutral zone in between.  Ask questions to teach for knowledge and understanding:   * What is the purpose of the neutral zone? * How did this impact on your attacking strategies? * How difficult was it to avoid the neutral zone? What tactics did you employ to avoid the neutral zone? * How did you find space on the opposition’s side of the court to aim for? * How did you determine the power needed for each kick? * Did the type of ball influence your kicking style? How? * How did you work as a team to avoid the neutral zone? * How did you work as a team to protect your space? * How did you change your strategy? If at all?   Modified volleyball. Students play in groups of 3 on a court approximately 8 metres by 4 metres (6 players per court 3 versus 3). Players throw a volleyball over the centre line from the baseline as a serve. Throws must be above waist height in a straight or upward action (no downwards throws). The ball must be passed 3 times between players before it is returned over centre line. Serving is alternated between teams after each point (rally points).  Play first to 10 points or 5 minute time limit. Discuss   * What is the purpose of the game? * Which movement skills do you need to perform successfully in this game? * How did you decide who to pass to on your team? * What can you do individually to prevent the ball touching the ground on your side of the court? * How do you work as a team to prevent the ball from touching the ground on your side of the court? * What is the role of your team when you are defending?   Progression   1. Incorporate an underarm serve at the start of each point. Add another volleyball skill, for example, there must be one other volleyball skill included in the 3 passes among team mates before the ball crosses the centre line, for example, set and dig. 2. Explicit teaching of volleyball skills using drills can be implemented here to provide opportunities for students to develop and practise these skills.   Discuss   * How has the game become more challenging after these progressions? * How do you decide when to include a volleyball skill? * How do you work as a team to prevent the ball from touching the ground on your side of the court? * How can you deceive the opposition so they don’t know where the ball is going?   Progression   1. Incorporate a block and a double block at the centreline. 2. Add a net where possible and introduce the spike. 3. Increase player numbers to 4 versus 4 or 5 versus 5. 4. Explicit teaching of the block can be implemented here to provide opportunities for students to develop and practise this defensive skill.   Discuss   * What role does anticipation and timing play in this game? * How would you increase the effectiveness of the block? * How do you decide on which side to set up the double block? * When might you use a dig and a set? * When might you use a spike? What are you hoping to achieve by using a spike? * Where should the defensive players move when the attacking player is spiking? * How did you use space when you were attacking and defending? * How did you use force to change the way your team attacked?   Explicit teaching of volleyball rules can be implemented here. The above modified games can be used as an introduction to a full-court volleyball game. |  |
| Lesson 4  Paddle bat exploration – students use a paddle bat and rehearse the following activities   * throw the ball up and ‘catch’ it with the paddle bat; * bounce the ball with the paddle bat; * juggle the ball with the paddle bat; * alternate 3 bounces and 3 juggles with the paddle bat; * walk while bouncing the ball with the paddle bat; * run while bouncing the ball with the paddle bat; * follow a partner while bouncing the ball with the paddle bat; * hit the ball in the air with the paddle bat and catch it with the hand; change hands; * hit the ball against a wall and catch the rebound; * partner tosses the ball and return it with the paddle bat; * hit the ball against a wall and a partner hits the rebound; * hit the ball against a wall continuously; * hit the ball against a wall that has targets drawn on it; * hit the ball over a line with a partner; * hit the ball over a crate with a partner; * hit the ball over a low net with a partner – practise both forehand and backhand shots and grips.   In pairs, students hit the ball back and forward with their hand, a paddle bat, a tennis racquet.  Tee ball tennis – students form groups of 4. 1 student hits a tennis ball from a tee using a paddle bat, their hand and a tennis racquet. The other 3 students field the ball and return it to the tee. Each student performs 5 hits before changing roles to a fielder. Variations include using zones and hoops to improve accuracy of shots.  Ask questions to teach for knowledge and understanding   * How difficult was it to hit the ball into space? What tactics did you employ to hit the ball into space? * How did you work as a team to reduce the space for the batting team when fielding? * What rules would you add or change? Why?   Handball challenge: In pairs then teams of 4, students participate in a handball challenge. Students create their own rules and practise both forehand and backhand shots. Individuals and teams can call a challenge of other individuals or teams during the competition.  Feedback – peer verbal feedback is provided in the process of creating game rules. Teacher verbal feedback is provided with an emphasis on ensuring safety as well as facilitating the development of an effective game. |  |
| Lesson 5  Wall ball – locate a wall in the school where students can play ball games. Students break into small groups, for example, 4 students.  Students design a small space activity for 1 to 2 people using a tennis ball and the wall. The activity should involve catching and throwing the ball (if no wall available, just use a court space). Each group member participates in the game. Groups then share their game with another group and play each other’s game. Discuss   * What are the rules of your game? Were they effective? * What is the purpose of the game? * What are the movement skills required to play this game? * Where should you throw the ball to? * Where should you best position yourself to receive the ball? * What kind of pass or throw is necessary to win points? * How can you defend space to prevent your opposition scoring?   Progression   1. Students are to modify the rules/incorporate more rules to make the game more challenging. Introduce another player(s).   Discuss   * How successful were your rule changes? * How do you cover space to win points? * What strategies can you incorporate in attack and defense to increase your success in the game? * What modifications are needed to increase the success and enjoyment of your game?   Progression   1. Students are to modify the game further so it can be played by more players in a different space, for example, on the oval.   Discuss   * Would this game be more difficult on an oval compared to a court? How would the game change? * If a player is at the back of the playing area, where should you throw the ball to score a point? * If a player is at the front of the playing area, where should you throw the ball to score a point? * What type(s) of passes are effective for progressing the ball to the front and back of the court? * When did you improvise your movements to solve problems, for example, defending or attacking strategies, expressing ideas to team mates? |  |
| Lesson 6  Hand tennis – use a long and narrow court. The game begins with an underarm serve, striking the ball with an open hand. The ball can be caught on the full after one bounce and then returned over the halfway line (net) with a throw, crossing the net above knee height.  Students must remain in the position they catch the ball in until they throw the ball back over the net. Discuss   * What is the purpose of the game? * How do you find space on the opposition’s side of the court to aim for? * How can you move your opponent around the court?   Progression   1. An attack which is won at the net receives an extra point. 2. Serve must land in the service box. 3. Explicit teaching of serving may be included here.   Discuss   * Where is the best place to stand to receive the serve? * Where is the best place to hit the serve to? * When is the best time to hit the serve on the full or let the ball bounce? * How do you get back into position once you have hit the ball? * How can you cover space on the court? * How can you deceive your opposition with where you are hitting the ball to?   Progression   1. Introduce striking with the hand for all shots, then introduce paddle bats. 2. Explicit teaching of tennis skills can be implemented here, for example, forehand drive, serving, lob, volley.   Discuss   * When is the best time to use a forehand drive, lob and volley? * What are the steps involved in performing these skills? * How can you anticipate your opponent’s shot to plan the type of shot you will use? * How have your strategies changed from using your hand to using a paddle bat? |  |
| Lesson 7 and 8  Modified tennis – locate a wall in the school where some students can play wall tennis and some can play modified tennis. Break into small groups, for example, 4 students. Some students will play 2 versus 2 wall tennis devising their own rules and scoring system, while others play modified tennis 2 versus 2 on small courts devising their own rules and scoring system. Players should serve alternatively.  Use tennis balls and hands or small paddle bats as the racquets. Groups then share their game with another group and play each other’s game. Play for a set time limit or a set number of points, for example, 10.  Discuss   * Where should you try and throw/hit the ball to score a point? * Where should you position yourself to receive the ball? * What are the options available to the server when they have the ball? What are the advantages of these options? * Where should the receiver stand to have the best chance of returning the service? * When was it hardest to return the ball? How can this information help you decide what type of throw/hit to use to score a point?   Progression   1. Students modify the rules/incorporate more rules to make the game more challenging. Students may introduce other players and/or equipment and/or incorporate a net or no-go zone.   Note – the variations are endless and all could be used for game sense games of tennis, squash, badminton, volleyball and so on.  Explicit teaching of tennis skills can be implemented here, for example, forehand drive, serving, lob, volley. Discuss   * How will you throw and hit the ball, for example, soft, hard, low, high? When will you use these particular types of throw and hit? * Did you try to score a point every time you had the ball? Why? Why not? * Can you position yourself in such a way as to make it difficult for your opponent to score? * How do you respond to the movement of other players, in attack and defense? * What advantages and disadvantages are there in standing close to the wall and net? * What advantages and disadvantages are there in standing at the base line and back of court? * How can you disguise your shot to make it difficult for your opponent? * When should you use a soft or hard throw and hit? * When would you use a forehand drive, lob or volley?   View a partner playing a game and provide feedback on how they can perform their performance in relation to their skills and strategies.  The above modified games can be used as an introduction to a net/court unit of work involving large court games, for example, tennis, squash or badminton |  |

Unit evaluation