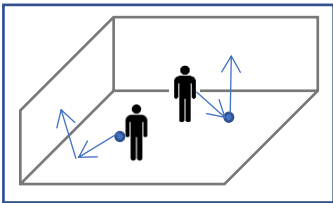
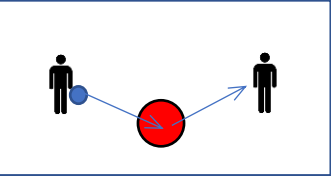
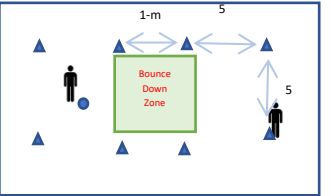
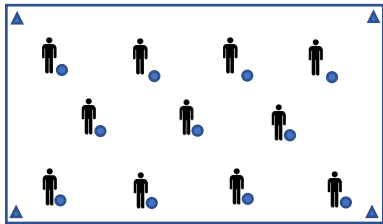
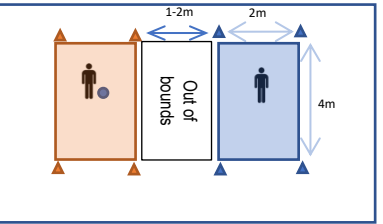


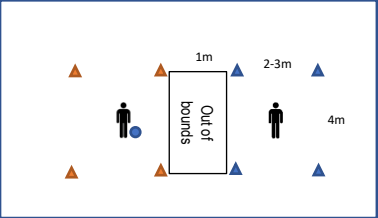
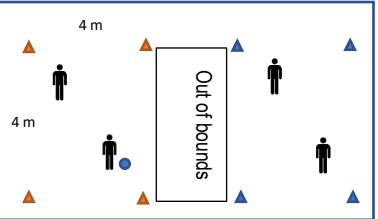
Unit: Net and Wall	Levels: 5 & 6	Lesson: 1/8	Date:
Lesson Focus	- Adapt and modify movement skills across a variety of situations (AC9HP6M01) - Predict and test the effectiveness of applying different skills and strategies in a range of movement situations (AC9HP6M07)		
Learning Intention/s and Success Criteria	Learning Intentions: In cooperative rallies: - To maintain a cooperative rally using underarm throws/catches and/or forehand/backhand strikes - To experiment with different shot types and force Success Criteria: In cooperative rallies: - I can cooperate with a partner successfully maintain a rally, - I can use underarm throws and catches and/or forehand/backhand strikes in small sided games - I can adapt and modify underarm throws/strikes using different technique and force		
Equipment:	Soft/modified volleyballs, hoops, cones, A2 Brainstorm – What do I know worksheets, coloured pencils.		

Time	Preparation/resources	Lesson Phase/Learning Activities	Teaching points (incl. key questions)	Assessment
5 mins	Equipment: computer/projector,	Tuning In – Unpacking the 4 R's in Tennis - Play the following video to students https://www.youtube.com/watch?v=iIEUm8lANkY - Introduce the concept of net/wall activities and discuss what strategies might be used. - Introduce the concept of the 4 R's when playing net wall activities. Ask students to use the rally in the video to explain what the 4 R's mean and when they are evident in the rally.	Teaching Points: - READ the ball and player movement – where is it going? - RESPOND with a movement – where and how should I move? - REACT with a shot – what type of shot will I use? Where am I aiming for? - RECOVER for the next shot – where should I move to? How do I prepare for the next shot? Key Questions: Q. What is the aim of a net wall activity? A. To win the point by hitting the ball into a court area where your opponent can't get to it/forcing the error by your opponent Q. Which sports and activities are classified as net wall activities? A. Tennis, squash, badminton, volleyball, four square/down ball	
10 mins	Equipment: 1 ball per student, walled area  Safety: Adequately space students along a walled area.	Activity 1 - Towards serving - Students work individually, standing 3 meters away from a wall. - Toss the ball and hit onto the ground with an open palm so that it bounces and rebounds off the wall. Player moves to catch the ball. Progressions: - Introduce a hoop to bounce the ball in before it rebounds to the wall - Increase the distance after 7 or 8 successful serves and catches - Substitute the hoop with a dot for a smaller target - Change the angle at which you serve towards the wall – how does your aim/throw change when you have a new target? Modifications: - Change the size/type of ball - Vary starting position or distance in relation to the hoop or dot - Play with a partner comparing each other's success from different positions and serving techniques	Teaching Points: - Aim – where do you want serve to go? - READ the ball and player movement – where is it going? - RESPOND with a movement – where and how should I move? Key Questions: Q. How does the application of force change the serve? A. More force can increase the distance and height the ball travels, but it does mean the serve can be less accurate. Q. How does your body position change to vary the angle of your serve? A. As you stand side on to where you are aiming to serve, the line up in the same direction you want your serve to go in Q. When you change the angle at which you hit towards the wall, how should you respond to catch the ball? A. Predict where the ball will bounce off the wall so you can move in that direction as soon as possible to catch it	

15 mins	Equipment: 1 hoop and 1 ball per pair  Safety: - Adequately space students in area. - Students serve the ball in the same direction.	Activity 2 - Catch the serve! - Partner stand on either side of a hoop, one with the ball. Begin by throwing the ball into the hoop, allowing it to bounce in the hoop and teammate catches the ball. - Progress to underarm serving the ball into the hoop, then partner catches the ball (Drop-Hit-Bounce-Catch). - Using the throw or DHBC to angle a serve into the hoop Modifications: - Change the angle/distance of the serve - Change the type of ball used - Server or receiver moves to different positions on the other side of the hoop (left/right/ middle/forward/backward) - Change the hoop for a Roundnet, rebound net or poly dot	Teaching Points: - READ the ball and player movement – where is it going? - RESPOND with a movement – where and how should I move? - Ready position - Stand facing the direction the ball is coming from, feet shoulder width apart and on toes, hands/bat in front of body, watching the ball <i>Underarm Serve (DRBC)</i> - DROP: Stand on to target, drop the ball from waist height. - HIT: Step forward with one foot, strike underhand with open hand/racquet/bat - BOUNCE: Ball should bounce once. - CATCH: Partner will catch ball. Key Questions: <i>Server</i> Q. How is accuracy impacted when you change from a throw to a serve? Why might this be? A. Throw is more accurate (for various reasons, including lack of practice, more variables when striking etc...) <i>Receiver</i> Q. How might you look "ready" to receive the ball? A. Can describe what legs, arm, full body stance might look like. E.g. knees bent, not flat footed, ready to move, eyes on object, hands up and ready... Q. How do you work out where the ball might go based on watching the server? A. Look at where their feet are lining up towards, look at where they are standing in relation to the serving target (ie: hoop/net)	Pre-Test
15-20 mins	Equipment: Per group: 8 cones, one volleyball  Safety: Multiple groups working in same area, ensure groups adequately spaced and parallel to each other so balls move in the same direction.	Activity 3 - Bounce Down 1v1 - Students set up 4 cones to make a square (5x5m) facing each other with a Bounce Down Zone in between them. - Students attempt to throw ball to opponent's square, catching it after it has bounced once in the Bounce Down Zone. - The rally continues until one student does not catch ball or more than one bounce occurs in the zone. Progressions: - Increase the length of playing areas so they are long rectangles. With the longer court students can force their opponents to the front and back of the court and must begin to adjust to returning bounces. - Play in doubles - combine the courts of two pairs. - Introduce striking ball with bat tennis bat. Modifications: - Change ball (eg: low bounce volleyball, tennis ball, high bounce ball, foam soft ball, small gator ball, indoor foam tennis ball) - Modify size of squares and bounce down zone.	Teaching Points: - READ the ball and player movement – where is it going? - RESPOND with a movement – where and how should I move? - REACT with a shot – what type of shot will I use? Where am I aiming for? - RECOVER for the next shot – where should I move to? How do I prepare for the next shot? Key Questions: Q. Where is the best place to hit the ball the ball to when the court was a rectangular shape? Why? A. Front and back because the court is long and narrow. This makes your opponent move to get to the ball Q. If your opponent is standing deep in the court where would you want to hit the ball to? Why? A. To the front of the court as is further for them to get to, increasing chance they will not be able to respond. Making your opponent move around the court to hit the ball increases the difficulty of the return and chance of you winning the point.	Pre-Test
5-7 mins		Reflection and Closure - Teacher introduces the 'A2 Brainstorming - What do I know' worksheet. - At the beginning of a unit, students enter the unit title (Net Wall) in the centre circle of the brainstorming sheet. Students write down all they know about the topic around the circle in one coloured pencil. Add worksheet to reflective journal so students can add their thoughts to it later in the unit.	Q. How could you describe the aim of a net and wall game such as tennis? A. To win points by hitting a ball over a net so that an opponent cannot return the ball. Q. What must you do to be in the best position to catch/return the ball? A. READ, REACT, RESPOND, RECOVER Q. Do you know where you can play Net Wall games such as tennis, volleyball and badminton at school and in the local community?	A2 Brainstorm – What do I know

Unit: Net and Wall	Levels: 5 & 6	Lesson: 2/8	Date:
Lesson Focus	- Adapt and modify movement skills across a variety of situations (AC9HP6M01) - Transfer familiar movement strategies to different movement situations (AC9HP6M02) - Predict and test the effectiveness of applying different skills and strategies in a range of movement situations (AC9HP6M07)		
Learning Intention/s and Success Criteria	Learning Intentions: In cooperative and competitive rallies: - To maintain a cooperative rally using underarm throws/catches and/or forehand/backhand strikes - To experiment with different shot types and force - To move into appropriate positions to receive ball and strike/throw back Success Criteria: In cooperative and competitive rallies: - I can cooperate with a partner successfully maintain a rally, - I can use underarm throws and catches and/or forehand/backhand strikes in small sided games - I can adapt and modify underarm throws/strikes using different technique and force - I can move towards a ball on my side of the court so I can catch/hit it		
Equipment:	Balloons, cones/poly dots, soft/modified volleyballs, A1 Affective lesson reflection questions, iPads/workbooks for students journals, pens/pencils		

Time	Preparation/resources	Lesson Phase/Learning Activities	Teaching points (incl. key questions)	Assessment
5 mins	Equipment: 1 balloon per student  Safety: - Be aware of students and objects moving around you - Ensure no students have allergy to latex (balloon) – use newspaper balls instead	Tuning In - Keep it up! - Try to get a personal best rally by tapping a ball or balloon up to yourself with your hand. The object must not touch the ground. Progressions - In groups of 2 or 3 players try to keep a ball off the ground by passing it to each other (similar to hacky sack) - Try using non-dominant hand or alternate left and right hand to hit the ball/balloon Modifications: - Change ball type (eg: newspaper ball, shuttle, foam ball) - Change cone area to a single gym mat for each student - Using only below/above chest pass hits or a combination to keep the ball in the air - Vary the height the balloon travels in the air	Teaching Points: Keep the balloon close to you Key Questions: Q. How does the force of the strike change the movement of the balloon? A. <i>More force means the ball moves higher in the air, but can also move away from our target (as force increases, accuracy decreases)</i> Q. What is the best position to get your body into when preparing to play a ball that is coming from above your shoulders? A. <i>Hands at shoulder height and fingers on top of grip</i> Q. What type of strike gives you more time to prepare for your next strike? A. <i>A harder strike where the ball goes higher into the air (more time to recover between hits)</i> Q. Why is it important to practice striking the object from different heights? A. <i>In a game, you cannot assume all shots will come to you at the same height</i>	
7-10 mins	Equipment: 8 cones/polydots, one balloon per pair  Safety: - Multiple groups working in same area, ensure groups adequately spaced. - Ensure no students have allergy to latex (balloon) – use newspaper balls instead	Activity 1 - Air Pong - Divide class into pairs, each with 4 cones and 1 balloon between them. - Students each create a rectangular playing zone marked with cones and between them is an out of bounds/dead zone. - Students serve with a drop-hit action from behind back line of playing zone. Students have three hits on their side to return balloon. - The objective is to hit the balloon into an opponent's play area without it landing outside this area (cooperative rally). Progressions: - After 5-10 cooperative passes, point becomes competitive - students score points when the balloon lands in opponent's square, or the opponent hits balloon out of the playing zone. - Cooperative rally from serve - Add in a net (varying heights) Modifications - Introduce hand bats, bat tennis bats or modified racquets - Increase/decrease size of playing squares. - Students stand on a single gym mat each, instead of marking out a coned playing area. - Change balloon inflation to vary effort required and time in air	Teaching Points: - READ the ball and player movement – where is it going? - RESPOND with a movement – where and how should I move? - REACT with a shot – what type of shot will I use? Where am I aiming for? - RECOVER for the next shot – where should I move to? How do I prepare for the next shot? - Ready position Key Questions: Q. Where might you attempt to play the object so that you can get back to the best position in your area after hitting the balloon? A. <i>Away from your opponent so that it takes them longer to return the ball to you. It leaves more time for you to get back into position.</i> Q. Describe the best position to be in when you are waiting for the ball? A. <i>Explain the ready position.</i> Q. How does READ, REACT, RESPOND, RECOVER help in this activity? A. <i>Students discuss when these teaching points are important in the game.</i> Q. How might you change your performance to increase your scoring opportunities? A. <i>Change the amount of force I am striking balloon with, attempt to use a variety of shots, target balloon away from opponent, etc...</i>	

20-30 mins	Equipment: 8 cones/polydots, one volleyball/low compression ball or similar per group 1v1  2v2  Safety: Multiple groups working in same area, ensure groups adequately spaced.	Activity 2 - 2 Square - In pairs using the same 2x2m square opposite partners with an out of bounds area (1x2m) in middle as Activity 1 (Air Pong). The ball is served from the back of the players square to begin play. Players catch then underarm throw the ball back over the out of bounds area above waist height. - In each of the progressions, pose the question below to students when they start the activity so when they are brought back together, you can discuss responses <u>Where is the best position to stand once you have thrown/hit the ball?</u> <i>Note: Student responses will vary if playing a cooperative, competitive, singles or doubles situation. It is up to the students to discover how and why this is so. You may choose to add into the discussion – differences between answers in the variations, can they explain their answer or a reason why their proposed solution is the best strategy?</i> Progressions: - Cooperative rally – students attempt to get the longest rally possible in one minute - Start cooperative and after 5 throws, play becomes competitive. Continue until one player cannot return the ball after one bounce, the ball is thrown out of court, or the receiver drops the ball. The serve alternates between players. - Competitive singles rallies - Students form pairs and play doubles. Start cooperative and after 5 throws, play becomes competitive as above. - Competitive doubles rallies Modifications - Increase/decrease playing area - Vary number of ball bounces before catching. - Introduce hand bats, bat tennis bats or modified racquets. - Use a bench as a 'net'/out of bounds area. - Change size of out of bounds zone between players.	Focus on: - READ the ball and player movement – where is it going? - RECOVER for the next shot – where should I move to? How do I prepare for the next shot? - Underhand hits - strike the bottom of the ball with an open palm - Underarm serve – Drop-Hit-Bounce Key Questions (in addition to activity critical inquiry question) Server Q. Where is the best place to aim to bounce the ball? A: Away from your opponent Q. Can you explain how you might get your opponent out of position so they cannot recover? A: Make your opponent move for every shot (eg: hit left, right, left etc) or vary the shot type. Q. Did you find a way to deceive your opponent so they don't know where the ball will bounce? A: Look in a different direction to where you hit the ball, change striking technique at the last moment. Receiver Q. Where should you stand so you're ready to catch the ball after it bounces? A: You need to be in a position to move quickly to any shot, so centre baseline is best to help cover as much of the court as possible. You can then move towards the ball to catch it once you have an idea of where it is travelling to. Q. In a game situation (e.g. 2 v 2) how can you work together to make it more difficult for your opponent? A: Always move to opposite areas of the court to each other (Eg: towards side of court, one on baseline/one at out of bounds area). Talk to each other or make decisions before play starts to know who will move to specific areas, and the partner moves to the opposite area.	
5-7 mins	Equipment: A1 Affective lesson reflection questions, iPads/workbooks for students journals	Reflection and Closure - Teacher to introduce use of Reflective Journal. This can be completed in written format, on an iPad, e-book app or voice recordings. - Provide students time to reflect and write their reflections on today's lesson question and lesson. Use one (or combination of) questions from A1 Affective Lesson Reflection Questions. Game sense questions can also be incorporated if time permits.	Q. Can you describe why we need to RECOVER? A. To be in best position for next throw/hit to continue rally. Otherwise out of position and make it harder to respond and react to return next shot. Q. Why do you think the ready position important in any net wall game? A. Enables you to react quickly to the next shot and give you more time to prepare to take it. Keeping eyes on the ball and opponent help to read cues. Being light on your feet means you can change direction quickly. Standing front on means one step to get side on as required.	A1 Affective Lesson Reflection Questions