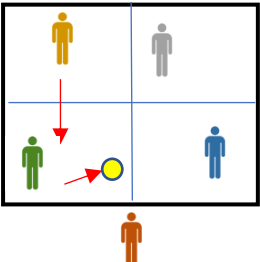
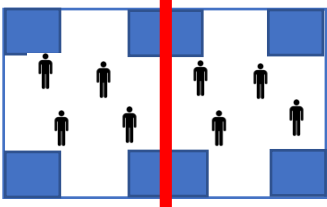
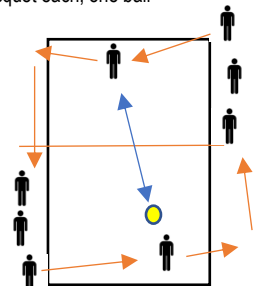
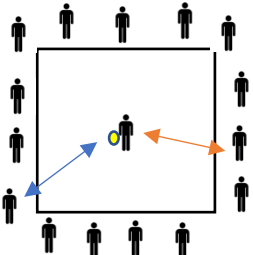
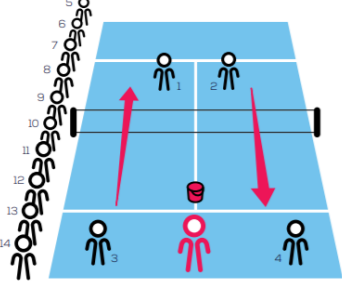


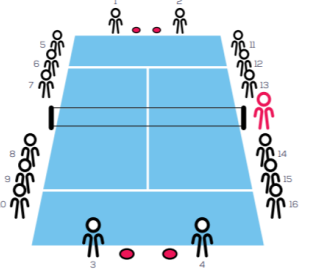
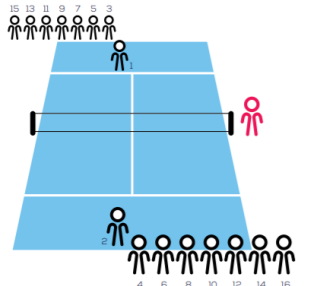
Unit: Net and Wall	Levels: 7 & 8	Lesson: 1/8	Date:
Lesson Focus	- Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMPO80) - Practise, apply and transfer movement concepts and strategies with and without equipment (ACPMPO82) - Evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACPMPO87)		
Learning Intention/s and Success Criteria	Learning intentions: - To know where to move to receive a ball on a court - To serve a ball into a court space - To cooperatively maintain a rally	Success Criteria: - I can correctly read (track flight) and respond (move and catch) a served ball - I can underhand serve a ball successfully to a partner - I can cooperate with a partner successfully maintain a rally	
Equipment:	Soft/modified volleyballs, tennis balls, cones, NYDA mini hand tramps or hand paddle bats, paddle balls, tennis/badminton nets, A3 SMART Goals worksheets, pens		

Time	Preparation/resources	Lesson Phase/Learning Activities	Teaching points (incl. key questions)	Assessment
5 mins	Equipment: computer/projector, pens, paper	Tuning In – Class brainstorm and 4 Rs - Class brainstorm of all games that students have played involving a net and/or wall - Play video to students - During clip discuss 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 group, cones to mark areas  Safety: Adequately space playing areas	Activity 1 – 4 Square - In teams of four or five (with fifth player rotating on every point). - Squares of at least 2m x 2m - Start in one square each – King, Queen, Jack, Duncie - King serves ball (underarm) into any other square - Ball must bounce in the square once before the person catches the ball - Person then throws ball underarm into another square - Keep playing until a player goes out (doesn't catch ball, throw or hit into own square first, hit the ball out of court) - Players then move position and resume play Progressions: - Begin with volleyball and progress to tennis ball/high bounce ball - Start with catching and then move to continuous play by batting ball into another square using hand - When catching – can only hold ball for one second - Hit ball with open hand to return Modifications: - Change the size/type of ball - Can play using small plastic bats instead of hands - Change size of playing area - Ball bounce into your square then bounce into another player's square	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. Where are you aiming to bounce the ball? A. Into unguarded space 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 Q. How can you make it more difficult for your opponent to return the ball? A. Use angles, depth and power of shots Q. Where should you position yourself in your square when you're receiving? A. Centrally, predict where the ball is going to be hit	Pre-Assessment Rubric (teacher to complete)

15 mins	Equipment: Hand Paddles/NYDA mini hand tramp per player, paddle ball per court, cones, portable tennis net or badminton net (at tennis height)  Safety: Adequately space students in area.	Activity 2 – Corner Ball Doubles - Group players into pairs, with 4 to 6 players on a badminton court (depending on total numbers) - Play 4 v4 with spare players as umpires until time rotation (eg: 3 minutes) - Place cones in corners to create scoring zones (refer to diagram) - Players take in turns to hit ball over the net and try to land the ball into the corner squares of the opposition - Game continues until the ball hits the ground. - Swap servers and resume play Progressions: - Start with 4 v 4 and then move to 2 v 2 - Make front squares worth 3 points, back 2 points and a rally win worth 1 point Modifications: - Have cones to mark net area and play without net - Use tennis, badminton or speedminton racquet and larger ball	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. When should you hit the ball to the back squares and when to the front squares? A. When they are not covered by the receiver (when the receiver is out of reach to return the shot) <i>Receiver</i> Q. How can you position yourself to cover all four corners? A. When playing 2 v 2, players cover either front/back or sides 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-Assessment Rubric (teacher to complete)
15-20 mins	Equipment: Per court: nets or rope to make net 40-50cm high, cones if required to show players where to wait, one bat or racquet each, one ball  Safety: - Multiple players running around same area - Balls being hit across courts/play areas	Activity 3 – Around the World - Ideally have 6 to 8 players per badminton size court, starting with 4 at each end (more if required due to numbers and space) - One player on court at each end with others waiting on sideline or baseline (use cone to mark if required) - One player hits the ball over the net to start the game - Once player has hit the ball, they run outside the court to join the end of the line at the opposite end of the court - Game continues until a player wins the rally - Points are scored instead of elimination Progressions: - Start with more players and allow ball to bounce twice (if required) - Play in doubles - combine the courts of two pairs. - Combine courts and have players move to next court instead of other end of their own court Modifications: - Change ball (eg: low bounce volleyball, tennis ball, high bounce ball, foam soft ball, small gator ball, indoor foam tennis ball)	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 in 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-Assessment Rubric (teacher to complete)
5-7 mins	Equipment: A3 SMART Goals worksheet, pens	Reflection and Closure Students are given A3 SMART Goals worksheet to complete	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 you play Net Wall games such as tennis, volleyball and badminton at school and in the local community?	A3 SMART Goals Worksheet

Unit: Net and Wall	Levels: 7 & 8	Lesson: 2/8	Date:
Lesson Focus	- Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMPO80) - Practise, apply and transfer movement concepts and strategies with and without equipment (ACPMPO82) - Evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACPMPO87)		
Learning Intention/s and Success Criteria	Learning intentions: - To use anticipation to improve court positioning - To maintain a cooperative rally - To understand and implement the 4 R's Success Criteria: - I can improve reading and responding to a ball and court positioning by anticipating movement of a ball - I can identify centre baseline as a suitable position on court to recover to after striking - I can maintain a competitive rally using various types of strikes and ball types		
Equipment:	Racquets, cones/poly dots, variety of different balls, 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: racquet each, ball per group, cones to mark area player must start behind  Safety: - Ball being hit into air too high - Multiple students moving in one area	Tuning In – Your Turn - Students can begin this activity as a whole class or in groups (smaller groups means more activity) - One player hits ball into the air and calls out name of another player to hit the ball and keep it in the air - Play continues until the ball hits the ground Progressions - Start as whole class and then move into smaller groups (can go down to 1v1) - Increase the playing area - After player hits ball and calls name, they have to perform a task before returning to game (turn around, touch ground, star jump, etc) - Set height limit and player is out if they hit too high/low - Challenge longest cooperative rally or try to win the point	Teaching Points: - Calling for the ball - Positioning to receive - Cooperative or Competitive Rally? Key Questions: Q.What did you have to consider when receiving the ball? A. <i>Being ready and in position</i> Q.What did you have to consider when hitting the ball? A. <i>Correct stance, use of body, appropriate force for height, calling the name of a team mate to receive</i>	
7-10 mins	Equipment: one racquet each, one ball per court  Source: http://www.tennisfoundation.org.uk/ Safety: - Multiple groups working in same area, ensure groups adequately spaced. 2 balls in play on same court	Activity 1 – Build It - Four players on court with others lined up along sideline (set up as many courts as you can to minimise wait time) - Two players on each side of the court rally against each other, 2 balls going at the same time - When a player misses the ball he is replaced by player 5, the next player by player 6 and so on. - When players go out they go off the court at the nearest point and run around the baseline to join the end of the line - Game keeps going continuously for a set amount of time Modifications - Change racquets, balls, net height - Increase/decrease size of playing squares. - Only have one ball going at a time - Players on sideline could be doing an activity (high knees, star jumps, etc)	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>	

10-15 mins	Equipment: racquet each, 1 ball per group, tennis or badminton net at appropriate height, 4 coloured dots per court  Source: http://www.tennisfoundation.org.uk/ Safety: - Multiple groups working in same area, ensure groups adequately spaced. - Multiple players running around each court	Activity 2 – Rafa Recovery - In groups of minimum 8 players 2 players on court at a time (each end) with others waiting on sidelines - Players on court hitting back and forth down the line to opponent 2 coloured dots/cones are positioned on the baseline at each end - Between each shot players are to recover to a marker - Players come off when rally break down or after set number of shots Progressions: - Cooperative rally – students attempt to get the longest rally possible in one minute/change after 10 shots - Competitive singles rallies - Can't return to the opponent who you received ball from Modifications - Increase/decrease playing area - Vary number of ball bounces before hitting - Use larger ball.	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? Key Questions (in addition to activity critical inquiry question) <i>Server</i> 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 opponent move for every shot (eg: hit left, right, left etc) or vary the shot type. <i>Receiver</i> 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/make decisions before play starts to know who will move to specific areas. Q. How did the recovery element impact the game? A: Always had to be concentrating and work as a team. Allowed you to get into a better position to play the next shot	
10-15 mins	Equipment: racquet each, 1 ball per court, net  Source: http://www.tennisfoundation.org.uk/ Safety: Waiting students back 2-4m from baseline	Activity 3 – Star Wars - Teams start on opposite ends of the court in single file. Limit to teams of 4 with small courts - Play starts between 2 players (singles), hitting back and forth - The player that wins the rally brings in a team mate - Player who loses goes to the end of the line and another player comes on - Start play again with 2 v 1 - When the whole team is on court, they win. Play restarts with 1 v 1 Progressions: - Reduce number of players per group - When full team on they stay on and lose a player every time a point is lost	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? Key Questions (in addition to activity critical inquiry question) <i>Server</i> Q. What do you have to consider with additional players on court? A: Best position of all players and working together as a team Q. What strategies did you use when playing as a team? A: Everyone has their set position on the court and calls for the shot	
5-7 mins	Equipment: A1 Affective Lesson Reflection Questions OR A6 Lesson Closure Activity Ideas iPads/workbooks for students journals	Reflection and Closure – Journal Reflection OR Lesson 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 OR A6 Lesson Closure Activity Ideas. 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 OR A6 Lesson Closure Activity Ideas

