

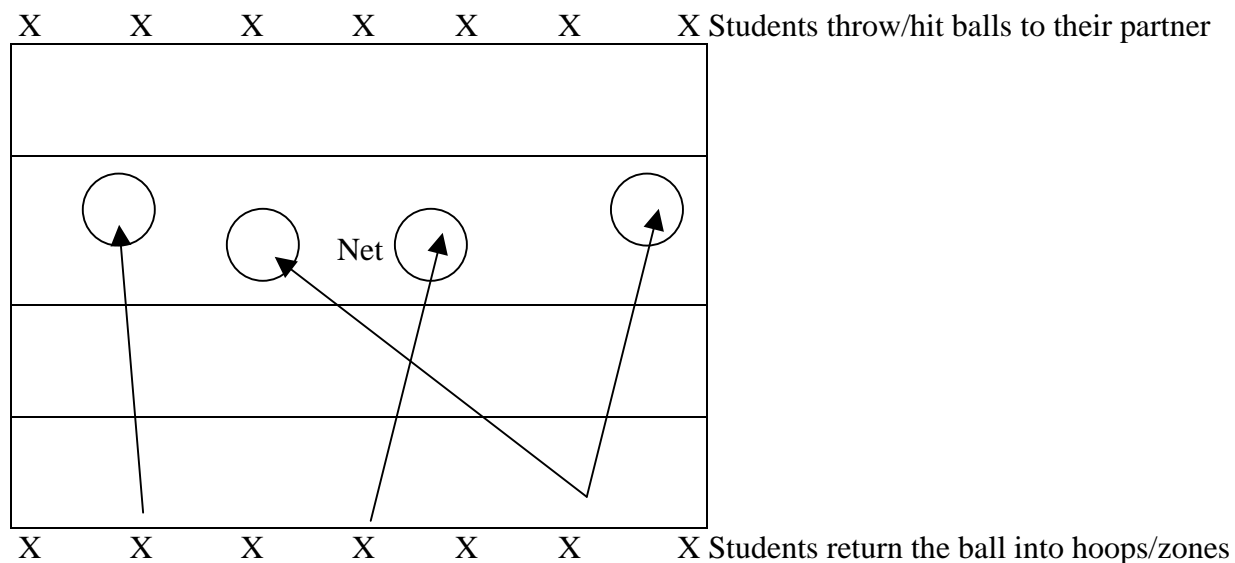
Unit Title:	8.5 Net/Court Games			Stage/Year:	Stage 4/Year 8
Strand(s):	Strand 2 Movement Skill and Performance, Strand 4 Lifelong Physical Activity			Unit length:	10 lessons
Unit description:	Students develop and refine movement skills and strategies to net/court games. Examples include volleyball, newcombe ball, European handball, tennis and table tennis. Emphasis is placed on the opportunity skill development provides for enhancing participation in lifelong physical activity.				
Major outcomes A student:			Evidence of Learning A student:		
<ul style="list-style-type: none">4.4 - demonstrates and refines movement skills in a range of contexts and environments4.10 - explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity4.14 - engages successfully in a wide range of movement situations that displays an understanding of how and why people move			<ul style="list-style-type: none">demonstrates movement skills in a variety of minor and traditional net and court games (4.4, 4.10, 4.14)		
Contributing outcomes					
<ul style="list-style-type: none">4.5 - combines the features and elements of movement composition to perform in a range of contexts and environments4.15 - devises, applies and monitors plans to achieve short-term and long-term goals					
Cross Curriculum Content	✓	Key Competencies	✓	Catholic Dimension:	
ICT		Collecting, Analysing		Strand 2: This strand recognises the enjoyment and active participation presents in a range of movement contexts, and encourages students to make clear and concrete choices about their preferred forms of physical activity. Catholic Christian tradition inspires us to make links between the beauty, inherent skill and complexity of the body and other necessary dimensions such as the soul, heart or spirit.	
Work & Employment		Communicating Ideas	✓		
Aboriginal & Indigenous		Planning	✓		
Civics & Citizenship		Working with others	✓		
Difference & Diversity		Work mathematically		Strand 4: This strand explores students’ willingness and capacity to engage in enjoyable, fulfilling, and lifelong physical activity. A need for a balanced lifestyle, the development of action plans, and involvement with others is a focus. Catholic Christian teaching affirms the need for lifelong physical activity in the context of the essential unity between body, soul and spirit, between brain and heart, and between the needs of the individual and the community.	
Environment		Solving problems			
Gender	✓	Work with ICT applications			
Literacy					
Multicultural					

Students learn about:	Students learn to:
<ul style="list-style-type: none"> • Types of movement skills <ul style="list-style-type: none"> – fundamental – specialised – locomotor and non-locomotor – manipulative • Aspects of movement skill development <ul style="list-style-type: none"> – body control and awareness – object manipulation and control – anticipation and timing – technique • Influences on skill development and performance <ul style="list-style-type: none"> – applying skills across contexts – predictable and dynamic environments – importance of practice – safety • Contexts for specialised movement skills <ul style="list-style-type: none"> – games • The features of movement composition <ul style="list-style-type: none"> – purpose – responding to stimuli – improvising – planning – sequencing – performing • Lifelong physical activities <ul style="list-style-type: none"> – competitive/non-competitive 	<ul style="list-style-type: none"> • practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments • participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing • participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts • participate safely in movement activities • demonstrate movement skills through a range of experiences including: <ul style="list-style-type: none"> – games from categories such as target, striking/fielding, invasion and net/court • participate in a range of movement activities that demonstrate and enhance their ability to: <ul style="list-style-type: none"> – understand the influence of purpose when composing movement – respond creatively to stimuli, eg music, ideas, player movements – improvise movements to solve problems, eg defending or attacking strategies, expressing ideas – communicate or achieve a set purpose using different subject matter, eg ideas from growing and changing, music – combine simple movement patterns into logical sequences or phrases • provide and make use of constructive feedback to refine movement performance • participate in competitive and non-competitive, individual and team physical activities and evaluate the degree to which they meet their needs and

<ul style="list-style-type: none">- individual/group/team- recreational activities- health and fitness- initiative/challenge activities	<p>physical activities and evaluate the degree to which they meet their needs and interests</p> <ul style="list-style-type: none">• participate in initiative/challenge activities designed to develop teamwork, cooperation and problem-solving
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- **Zone Tennis**

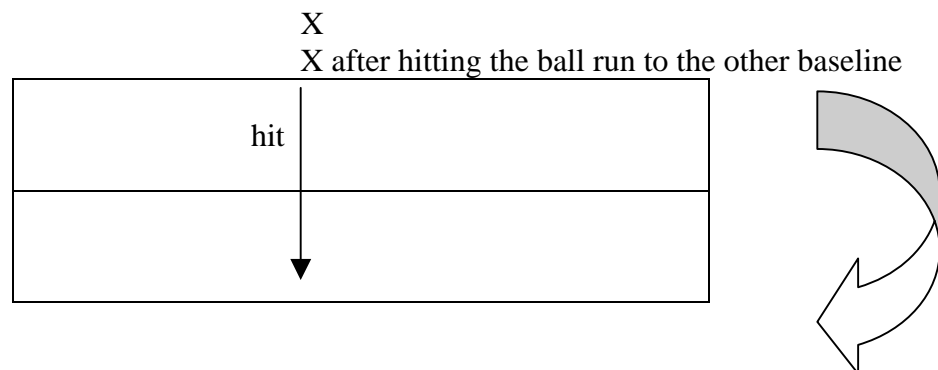
In teams of approx. 4-6, students stand on the baseline of a court and are feed balls by a partner on the opposite side



- **Around the Court:** Students line up behind the base lines of the court in single file. 1 student hits a ball to the 1st student at the opposing end of the court, who returns the ball to student 2 at the opposite end of the court and so on. After returning the ball, run around the sidelines to the other baseline of the court before it is their turn to return the

Hoops
Tennis racquets
Tennis balls

ball again. Allow bounces of the ball if students' skill level needs further development.



- **Stocking Ball:** Using tennis balls in stockings suspended from a tree or play equipment, students practise hitting the ball using both forehand and backhand shots. In pairs, students position themselves on either side of the stocking ball and strike the ball in a circular fashion between each other (totem tennis).
- **French Tennis:** Students form a corner spry in groups of 4. 1 student uses a paddle bat, hand, or tennis racquet and faces the group approx. 3 metres away. Students in the corner spry call their name and toss the hitter a ball. The hitter must use their bat/hand to return the ball to the student who tossed the ball. Variations include using a volleyball and performing a dig, volley, returning the ball to another student other than the student who tossed the ball, all students have bats and use their bats to feed the hitter.
- **Circle Volley:** Groups of 6-8 students form a circle and are seated. Using a volleyball/balloon, students must volley the ball/balloon and keep it off the ground. Ensure that the ball/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:** Using 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. (**Teacher note: Ensure that these students remain courtside and practise their volleying in pairs while waiting for the game to be completed**).
- **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.
- **Zigzag Volley/Dig/Serve:** Students form 2 teams of 6-8 facing each other approx. 1 metre apart. The student at the

Tennis balls
Stockings

Paddle bat
Tennis racquet
Volleyball

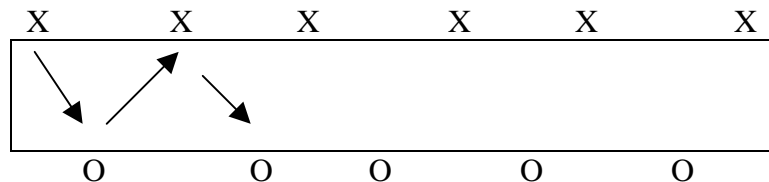
Volleyball

Volleyball
Tennis net

Volleyballs
Volleyball net

Volleyballs

top of the line volleys to their partner who volleys to the student diagonally opposite. This continues until the ball reaches the end of the line. Variations include using 2 volleyballs – one at each end of the line and starting on opposite sides, teams competing against each other for speed, accuracy, using a dig, serve.



- **Target Serve:** In pairs, students practise serving from a tee, against a wall, at a stationary target, over a low net, over a volleyball net.
- **(A) Net/Court games:** Students participate in a variety of net/court games including tennis, table tennis, European handball and volleyball. Use reduced number of students in each game initially to increase player participation. Gradually increase the team numbers until a full team is on court. Students select a net/court game that they enjoy and practise their skills and game strategies.

FEEDBACK: Students gain feedback from self assessment during modified activities, from peers in team games, and verbal comments from teacher.