



ACTIVE AND HEALTHY

Physical Activity, Fun and Fitness

Years 9 and 10

CURRICULUM BAND SUMMARY

Years 9 and 10 Band Description

The Year 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

In Years 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identity, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Focus areas to be addressed in Years 9 and 10 include:

- Alcohol and other drugs (AD)
- Food and nutrition (FN)
- Health benefits of physical activity (HBPA)
- Mental health and wellbeing (MH)
- Relationships and sexuality (RS)
- Safety (S)
- Challenge and adventure activities (CA)
- Games and sports (GS)
- Lifelong physical activities (LLPA)
- Rhythmic and expressive movement activities (RE)

Years 9 and 10 Achievement Standards

By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity level in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

YEARS 9 AND 10

LESSON	SKILL-RELATED FITNESS CONCEPT	SKILL-RELATED TENNIS CONCEPT	GAME PROGRESSION
1	Mobility and flexibility, dynamic balance and agility	Integration of groundstrokes	• High five • Two step • Figure eight • Left and right • Let's play • Slow motion
2	Speed, power, strength and reaction	Integration of groundstrokes and transition to the net	• Forward and backward • In and out • Swings and roundabouts • Run and rally • Pick up six • Tap it in
3	Mobility, flexibility and strength	Doubles	• Rush lob • Keep it up • Double trouble • Double freeze • Pairs • Soft hands
4	Speed and reaction	Doubles	• Colours • Four quarters • Serve and volley • Up and back • Six chances • Rally them out

LESSON	SKILL-RELATED FITNESS CONCEPT	SKILL-RELATED TENNIS CONCEPT	GAME PROGRESSION
5	Agility	All court tennis	• Snakes and ladders • Squared • Bounce • Choice is yours • Two on one • One, two, three, four
6	Power	All court tennis	• Frogs • Shuttle • Alternate • Push and pull • All in • Wide, middle, wide
7	All aspects of skill-related fitness	All court tennis	• Turn them up • Quick game is a good game • 100 to 1
8	All aspects of skill-related fitness	All court tennis	• Create and explore • Practice makes perfect • All in the detail
9	All aspects of skill-related fitness	All court tennis	• This is it
10	All aspects of skill-related fitness	Transfer skills	• Your choice • The run through • Transfer

LESSON 4

Time

1 hour

Skill-Related Fitness Concept

Speed and reaction

Skill-Related Tennis Concept

Doubles

Learning Intention

By the end of this lesson students will:

Know

- The skill-related fitness components of speed and reaction and how they support the game of doubles
- Forehand and backhand transitioning shots, the serve and volley
- Doubles court positioning
- Understand how thoughts can effect your body language and performance

Do

- Move with confidence to play forehands, backhands, serves and volleys
- Perform movement strategies and sequences to support doubles play
- Display a positive attitude when playing games

Understand

How speed and reaction support your movement and game in doubles

Aspects of the Achievement Standards

- Apply decision making and problem solving skills when taking action to enhance their own and others' health, safety and wellbeing
- Apply and transfer movement concepts and strategies to new and challenging movement situations

Content Description

- Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations (ACPMPO99)
- Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (AMPMP105)
- Transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMPO6)

Area

A large, safe, flat playing area with the appropriate number of courts (6m x 11m) for the number of students participating

Equipment



1 net (6m)
per pair



1 blue tennis ball
per pair



4 markers
per pair



2 racquets
per pair



4 drop down
lines per pair

NOTES FOR THIS LESSON

Please review the following information as you guide students through this lesson's games:

Focus questions

- ? Why is speed important when playing doubles?**
 - It supports you with moving to the net quickly and recovering
 - It supports you with jumping for a smash
 - It supports you with returning a volley, with quick hands and bending down low to the ball

- ? Why is reaction important when playing doubles?**
 - When returning serve, you need to quickly move to play the ball and be prepared for your opponents who may have performed a serve and volley
 - The serve can be the quickest shot hit on the court and you are required to react and make a decision quickly to make the return
 - Sometimes at the net you have less time to be able to prepare for the incoming ball

- ? How do you move efficiently as a doubles pair?**
 - Communicate effectively so you know where your partner is
 - Always ensure the court is covered and there is no open space for your opponents to be able to hit the ball into
 - Have a plan for how you will play each point

Awareness talk

In today's lesson there is a particular focus on body language and thinking. We will observe your facial expressions, mood and emotions and how these aspects impact on your performance. How you feel can influence your posture, demeanour and even the way you walk. For example, if you have negative thoughts then your movement may be slow, but if you have positive thoughts your movement may be quick and purposeful. In today's lesson, focus on making yourself feel positive and moving confidently. Assess whether this positively impacts your mood and how you feel

Focus on YouTube

Available on the Tennis Australia YouTube channel (scan the below QR code with your phone or visit bit.ly/tennisresources) the following clips can be found in the secondary schools playlist and provide an example of speed and reaction in action!

- Clip 1.22 Speed
- Clip 1.23 Reaction



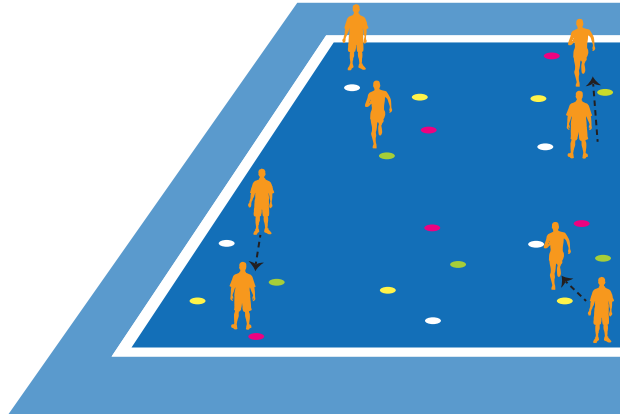
GAME 1

COLOURS

5 minutes

Instruction

- Students form pairs and find an open space with one tennis ball and four different coloured markers
- Markers are placed at different positions
- Student 1 is to call a colour and student 2 is to move as quickly as possible to that marker and then catch the ball as thrown by student 1
- Student 2 underarm throws the ball back to student 1 and student 1 calls another colour
- Students alternate roles after an appropriate amount of time



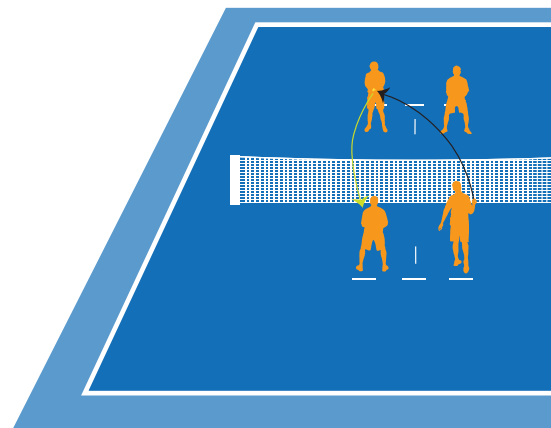
GAME 2

FOUR QUARTERS

5 minutes

Instruction

- Students form pairs and position themselves on one side of a playing area against another pair with one tennis ball and eight drop down lines per court
- Students are placed in each of the four service boxes
- The service boxes are given numbers
- The student in quarter one commences the rally with an underarm throwing action to any student on the opposite side of the court
- Students continue the rally attempting to catch the ball on the full
- Students score one point if they win the rally
- The student who makes an error moves down one quarter
- The teachers indicates an appropriate amount of time or the numbers of points that students are to achieve



GAME 3

SERVE AND VOLLEY

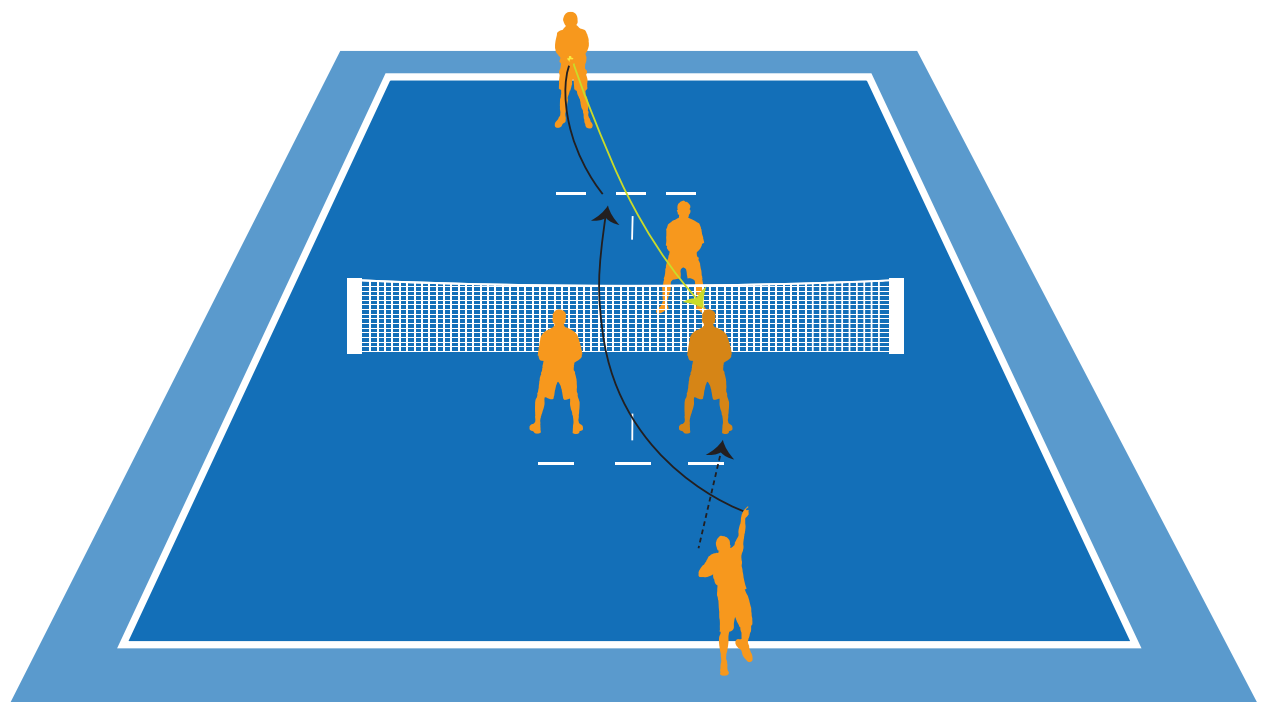
10 minutes

Instruction

- Students form pairs, team A and team B, and position themselves in a doubles formation on one side of the playing area against another pair with one tennis ball and eight drop down lines per court
- Team A commence the rally by projecting the ball with an underarm or overarm throwing action cross court to team B
- The server from team A must approach the net after serving (e.g. serve and volley)
- Team B allows the ball to bounce once before returning the ball with an underarm throwing action to team A
- The rally continues with teams playing the point out attempting to win the point
- Pairs score one point for each rally won and a bonus point if won from the net
- Pairs serve to the forehand and backhand side and then alternate serving (e.g. team A serves for two points and then team B for two points)
- The teacher indicates an appropriate amount of time or the number of points the pairs are to achieve
- Students must shake hands on completion of the game and thank each other for the match in a respectful manner

Scaled Challenge Point

- ↓ Students play cooperatively with the option of two bounces and no serve and volley
- ↓ Students play competitively with the option of racquets, two bounces, trapping or tapping the ball before returning
- ↑ Students play competitively with the option of racquets, a neutral overarm serving action, a green ball and using full court tennis scoring (e.g. 40-15)



GAME 4

UP AND BACK

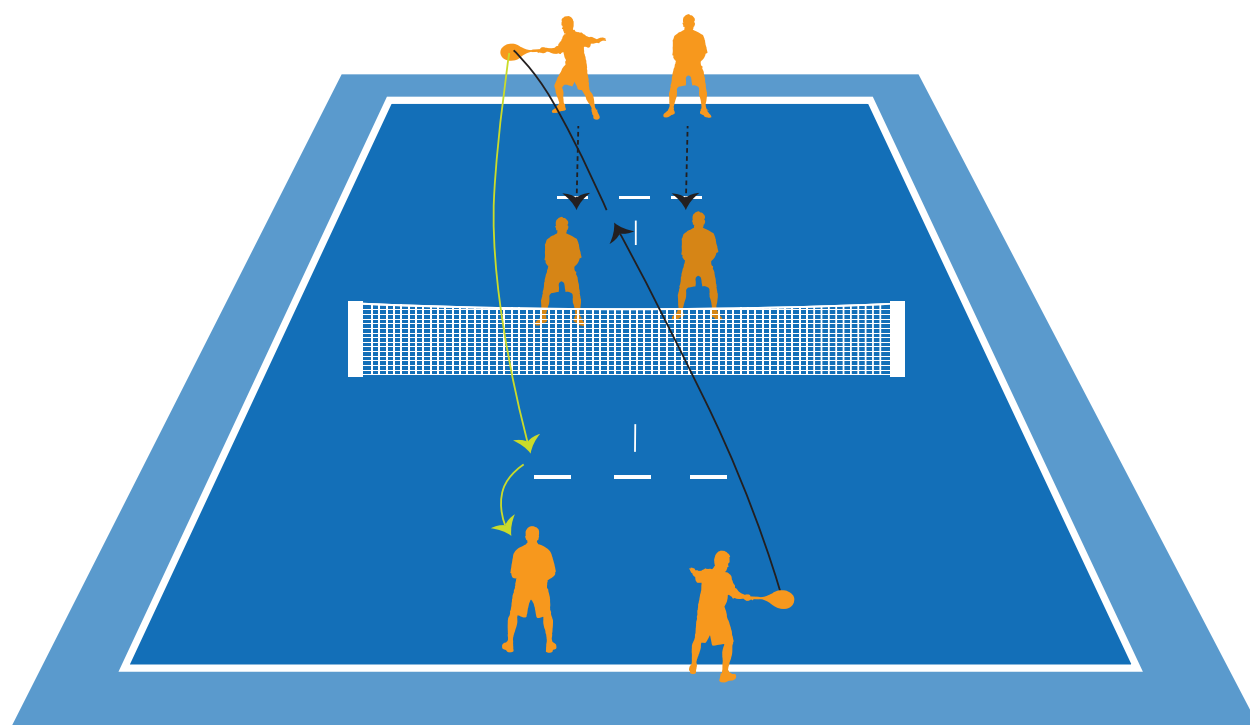
10 minutes

Instruction

- Students form pairs, team A and team B, and position themselves on the baseline on one side of the playing area against another pair with one tennis ball, four racquets and eight drop down lines per court
- Team A commence the rally by projecting the ball with a drop and hit serving action cross court to team B
- Team B allows the ball to bounce once before returning the ball to team A
- The rally continues with teams playing the point out attempting to win the point
- If your partner moves into the net, you must move with them and if they retreat you must do the same
- Pairs score one point for each rally won and a bonus point if the rally is won from the net
- Pairs serve to the forehand and backhand side and then alternate serving (e.g. team A serves for two points and then team B for two points)
- The teacher indicates an appropriate amount of time or the number of points the pairs are to achieve
- Students must shake hands on completion of the game and thank each other for the match in a respectful manner

Scaled Challenge Point

- ↓ Students play cooperatively with the option of no racquets and two bounces
- ↓ Students play competitively with the option of two bounces, trapping or tapping the ball before returning
- ↑ Students play competitively with the option of a neutral overarm serving action, serve and volley and using full court tennis scoring (e.g. 40-15)



GAME 5

SIX CHANCES

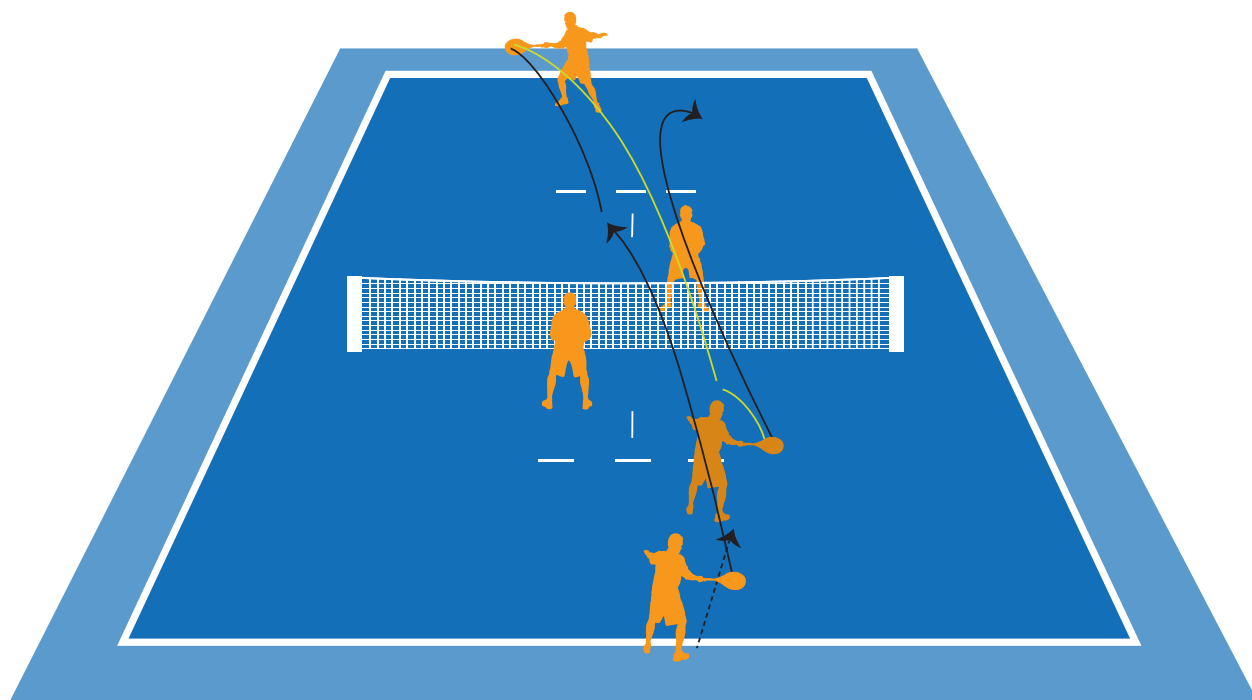
10 minutes

Instruction

- Students form pairs, team A and team B, and position themselves in a doubles formation on one side of the playing area against another pair with one tennis ball, four racquets and eight drop down lines per court
- Team A commence the rally by projecting the ball with a drop and hit serving action cross court to team B
- Team B allows the ball to bounce once before returning the ball to team A
- The rally continues with teams playing the point out attempting to win the point
- After six rallies, if the point has not been won from the net, the rally starts again and no points are awarded
- Pairs score one point for each rally won
- Pairs serve to the forehand and backhand side and then alternate serving (e.g. team A serves for two points and then team B for two points)
- The teacher indicates an appropriate amount of time or the number of points the pairs are to achieve
- Students must shake hands on completion of the game and thank each other for the match in a respectful manner

Scaled Challenge Point

- ↓ Students play cooperatively with the option of two bounces, trapping or tapping the ball before returning
- ↓ Students play competitively with the option of two bounces, trapping or tapping the ball before returning and increasing the number of chances (e.g. 10)
- ↑ Students play competitively with the option of a neutral overarm serving action, three chances, using full court tennis scoring (e.g. 40-15) and a green ball



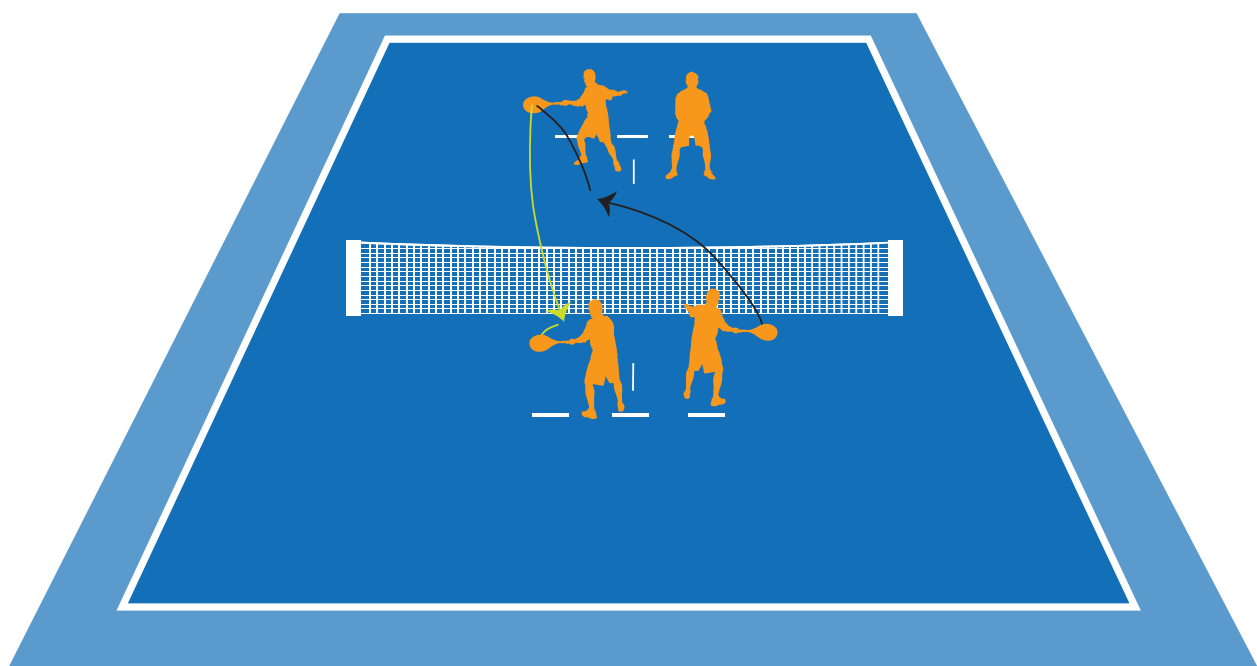
GAME 6

RALLY THEM OUT

10 minutes

Instruction

- Students form pairs and position themselves at the service line on one side of the playing area against another pair with one tennis ball, four racquets and eight drop down lines per court
- Teams cooperatively serve with a drop and hit forehand and rally the ball to each other within the service box area
- Teams are trying to achieve as many rallies as possible against the other teams
- Teams score one point for each ball returned
- Teams alternate the students serving after each point
- The teacher indicates an appropriate amount of time or the number of points the teams are to achieve



EXPLORE

COMPLETE THE SENTENCE

Individually or with your doubles partner, reflect on your practice today and complete the sentences below:

As a doubles team we attempted to ...

As a doubles team, speed was important because ...

As a doubles team, reaction was important because ...

I could improve my reaction by ...

My partner could improve their reaction by ...

I could improve my speed by ...

Today, I learnt how to ...

Some of the things our opposition did well included ...

One of the most important things about playing doubles is ...

When I move confidently and smile a lot I ...
