



# **ACTIVE AND HEALTHY**

Physical Activity, Fun and Fitness

**Years 7 and 8**

# CURRICULUM BAND SUMMARY

## Years 7 and 8 Band Description

The Year 7 and 8 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

The curriculum for Years 7 and 8 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

Focus areas to be addressed in Years 7 and 8 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 7 and 8 Achievement Standards

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community, health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

# YEARS 7 AND 8

| LESSON | SKILL-RELATED FITNESS CONCEPT | SKILL-RELATED TENNIS CONCEPT | GAME PROGRESSION                                                                                                                                                                                     |
|--------|-------------------------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | Mobility and flexibility      | Forehand groundstroke        | <ul style="list-style-type: none"> <li>Fast feet</li> <li>Count me in</li> <li>The forehand exchange</li> <li>Bump</li> <li>Wrestle</li> <li>Bend and stretch</li> </ul>                             |
| 2      | Dynamic balance               | Backhand groundstroke        | <ul style="list-style-type: none"> <li>Move it or shake it</li> <li>Keep them coming</li> <li>The backhand exchange</li> <li>Green, orange, green</li> <li>Perfect pair</li> <li>Mimic me</li> </ul> |
| 3      | Agility                       | Integration of groundstrokes | <ul style="list-style-type: none"> <li>Windscreen wiper</li> <li>Hot, hot, hot</li> <li>Switch</li> <li>Never ending rally</li> <li>Connect four</li> <li>Take it easy</li> </ul>                    |
| 4      | Speed                         | Transition to the net        | <ul style="list-style-type: none"> <li>Got to be quick</li> <li>Relay run</li> <li>Meet and greet</li> <li>The bull</li> <li>Sink or swim</li> <li>First 100</li> </ul>                              |

| LESSON | SKILL-RELATED FITNESS CONCEPT        | SKILL-RELATED TENNIS CONCEPT | GAME PROGRESSION                                                                                                                                                                          |
|--------|--------------------------------------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5      | Power                                | Volley                       | <ul style="list-style-type: none"> <li>The ladder</li> <li>Muscles</li> <li>Lob me</li> <li>Block out</li> <li>5 alive</li> <li>Close up</li> </ul>                                       |
| 6      | Strength                             | Serve                        | <ul style="list-style-type: none"> <li>The juggler</li> <li>Rocket</li> <li>Keep it going</li> <li>Yin and yang</li> <li>X marks the spot</li> <li>Option's yours</li> </ul>              |
| 7      | Reaction                             | Return of serve              | <ul style="list-style-type: none"> <li>Call the shots</li> <li>Catch me if you can</li> <li>Tide in, tide out</li> <li>On your feet</li> <li>Crowd rush</li> <li>Walk the line</li> </ul> |
| 8      | All aspects of skill-related fitness | All court tennis             | <ul style="list-style-type: none"> <li>Count them up</li> <li>Quick sticks</li> <li>Imagination</li> </ul>                                                                                |
| 9      | All aspects of skill-related fitness | All court tennis             | <ul style="list-style-type: none"> <li>It's all about you</li> <li>Take it to the court</li> <li>Review and reflect</li> </ul>                                                            |
| 10     | All aspects of skill-related fitness | All court tennis             | <ul style="list-style-type: none"> <li>Stand and deliver</li> </ul>                                                                                                                       |

# LESSON 3

## Time

1 hour

## Skill-Related Fitness Concept

Agility

## Skill-Related Tennis Concept

Integration of groundstrokes

## Learning Intention

By the end of this lesson students will:

### Know

- The concept of agility
- Forehand and backhand groundstrokes
- How to display respect

### Do

- Perform forehand and backhand groundstrokes in a rally
- Participate in games in a respectful manner

### Understand

- How agility supports your game of tennis
- How to apply movement concepts and select strategies to achieve movement and skill-related fitness outcomes

## Aspects of the Achievement Standards

- Investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes
- Apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity

## Content Description

- Participate in physical activities that develop health-related and skill-related fitness components and create and monitor personal fitness plans (ACPMP083)
- Demonstrate and explain how the elements of effort, space, time, objects and people can enhance movement sequences (APMP084)
- Practice and apply personal and social skills when undertaking a range of roles in physical activity (AMPMP086)

## 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 2 pairs



2 racquets  
per pair



1 blue tennis  
ball per pair



3 drop down  
lines per pair



8 markers  
per pair

# NOTES FOR THIS LESSON

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

## Focus questions

### ? What is agility and how is it used in tennis?

- Agility is the ability to change direction quickly and dynamically with speed, balance and control
- Agility is used in tennis to move in a lateral, forward and backward direction
- Agility assists you to continue the rally and return each ball

### ? What elements of agility can you improve to increase performance?

- Speed
- Balance
- Control

### ? How can you maintain consistency on groundstrokes during the rally?

- Assume the ready position and perform a circular backswing, step forward and swing with a low to high motion
- Contact the ball in front and to the side of the body
- Ensure a follow through and height of the ball over the net

## Awareness talk

In previous lessons we have discussed the importance of displaying respect in various contexts (e.g. school, family and work). We also considered the necessity of respecting the equipment you use

The focus in this lesson will be on how you display self-respect. Self-respect is a critical component to happiness. Self-respect might include:

- Moving more and sitting less (e.g. physical)
- Sharing activities and being with friends (e.g. social)
- Taking time out to relax your mind (e.g. cognitive)



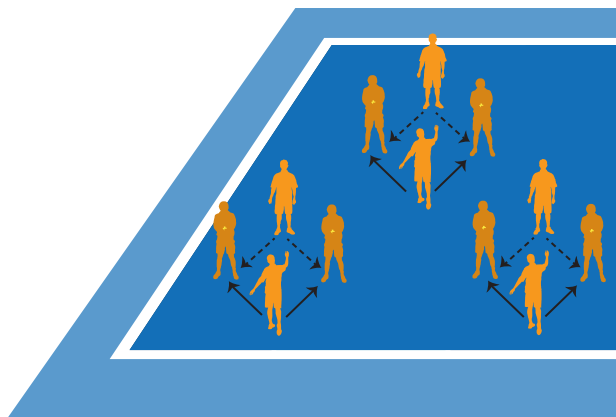
# GAME 1

## WINDSCREEN WIPER

5 minutes

### Instruction

- Students form pairs and are positioned opposite each other approximately three metres apart with one tennis ball
- Student 1 underarm throws the ball to the forehand side of student 2 who moves out to catch the ball after one bounce and recovers to the centre of the court
- Student 1 underarm throws the ball to the backhand side of student 2 who moves out to catch the ball after one bounce and recovers to the centre of the court
- Students continue the game with student 1 directing where the ball is placed
- Students change roles



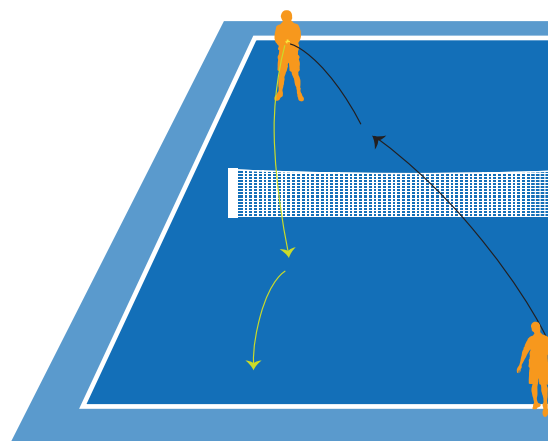
# GAME 2

## HOT, HOT, HOT

5 minutes

### Instruction

- Students form pairs and are positioned opposite each other on either side of the playing area with one tennis ball
- Student 1 commences the rally by projecting the ball with an underarm throwing action cross court to student 2
- Student 2 allows the ball to bounce once before catching and cooperatively returning the ball to any position on court
- The rally continues with students playing off both sides of their body, recovering to the centre of the court after each return
- Students score one point for each ball returned



# GAME 3

## SWITCH

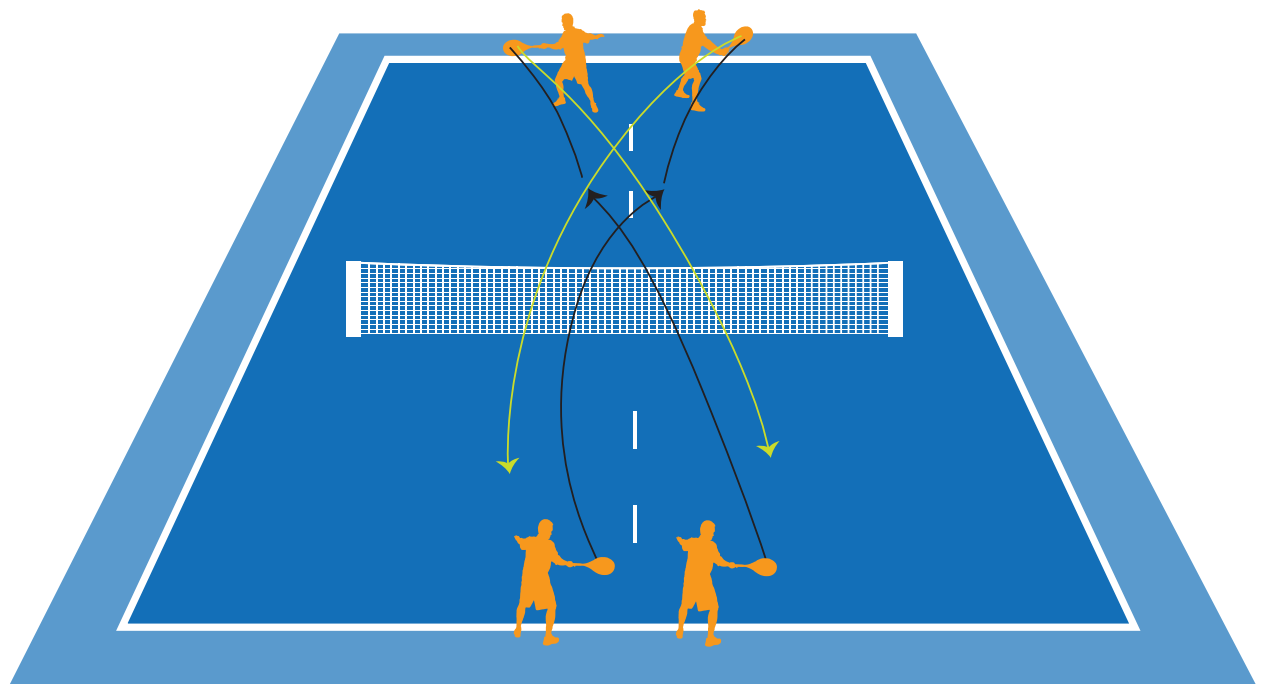
10 minutes

### Instruction

- Students form pairs and are positioned cross court opposite each other on either side of the playing area with one tennis ball, two racquets and two drop down lines
- Drop down lines are positioned in the middle of the court, dividing the court into two halves
- Student 1 commences the rally with a drop and hit serving action cross court to student 2
- Student 2 allows the ball to bounce once before returning the ball cooperatively with a forehand cross court to student 1
- Student 1 traps the ball on their racquet and recovers to the centre of the court
- Student 1 serves five times from the forehand court and then five times from the backhand court
- Students score one point for each ball served and returned
- Students change roles after 10 serves
- The teacher indicates an appropriate amount of time or a number of points the students 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 reducing the width and length of the playing area for one or both students
- ↓ Students play competitively with the option of two bounces or trapping or tapping the ball before returning the ball
- ↑ Students play competitively with the option of extending the width and length of the playing area and adding a marker at the back of the court that each student must move around before the next rally



# GAME 4

## NEVER ENDING RALLY

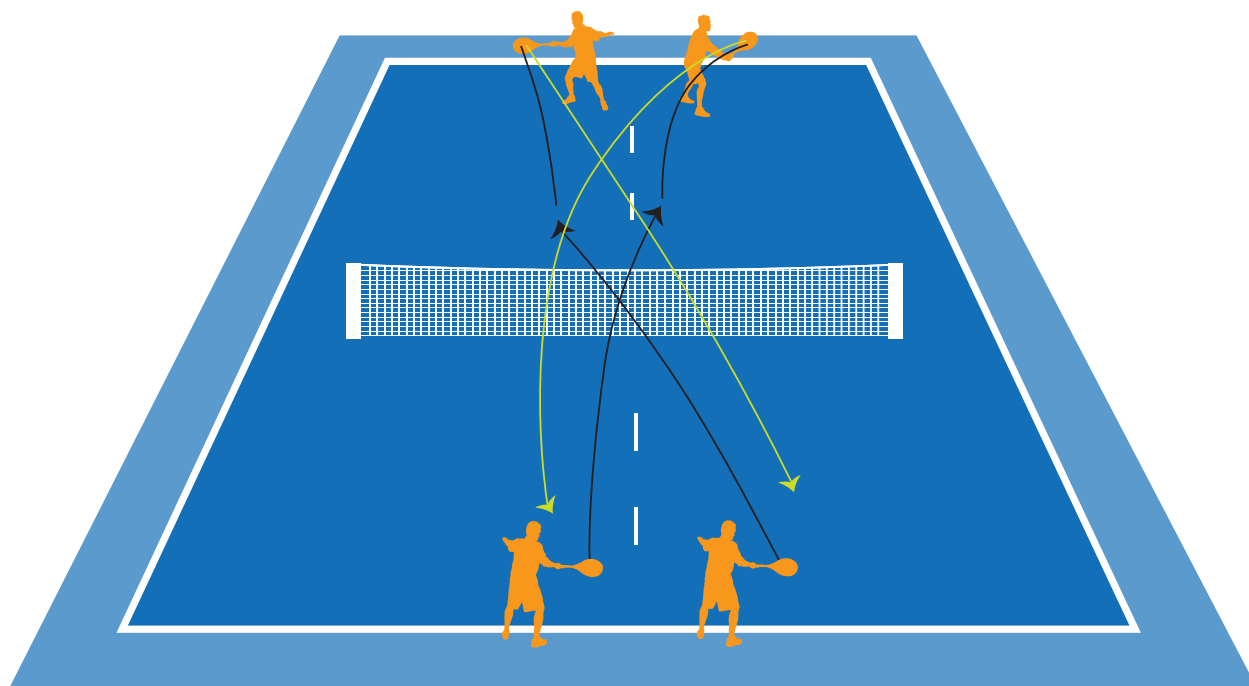
10 minutes

### Instruction

- Students form pairs and are positioned cross court opposite each other on either side of the playing area with one tennis ball, two racquets and two drop down lines
- Drop down lines are positioned in the middle on either side of the court, dividing the court into two halves
- Student 1 commences the rally with a drop and hit serving action cross court to student 2
- Student 2 allows the ball to bounce once before returning the ball cooperatively with a forehand or backhand to student 1
- The rally continues with students cooperatively returning the ball attempting to achieve as many rallies as possible and recover to the centre of the court after each hit
- Students score one point for each ball returned
- Students alternate serving after each point
- The teacher indicates an appropriate amount of time or a number of points the students 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 reducing the width and length of the playing area for one or both students
- ↓ Students play competitively with the option of two bounces or trapping or tapping the ball before returning the ball
- ↑ Students play competitively with the option of extending the width and length of the playing area and adding a marker at the back of the court which each student must move around before the next rally





# GAME 5

## CONNECT FOUR

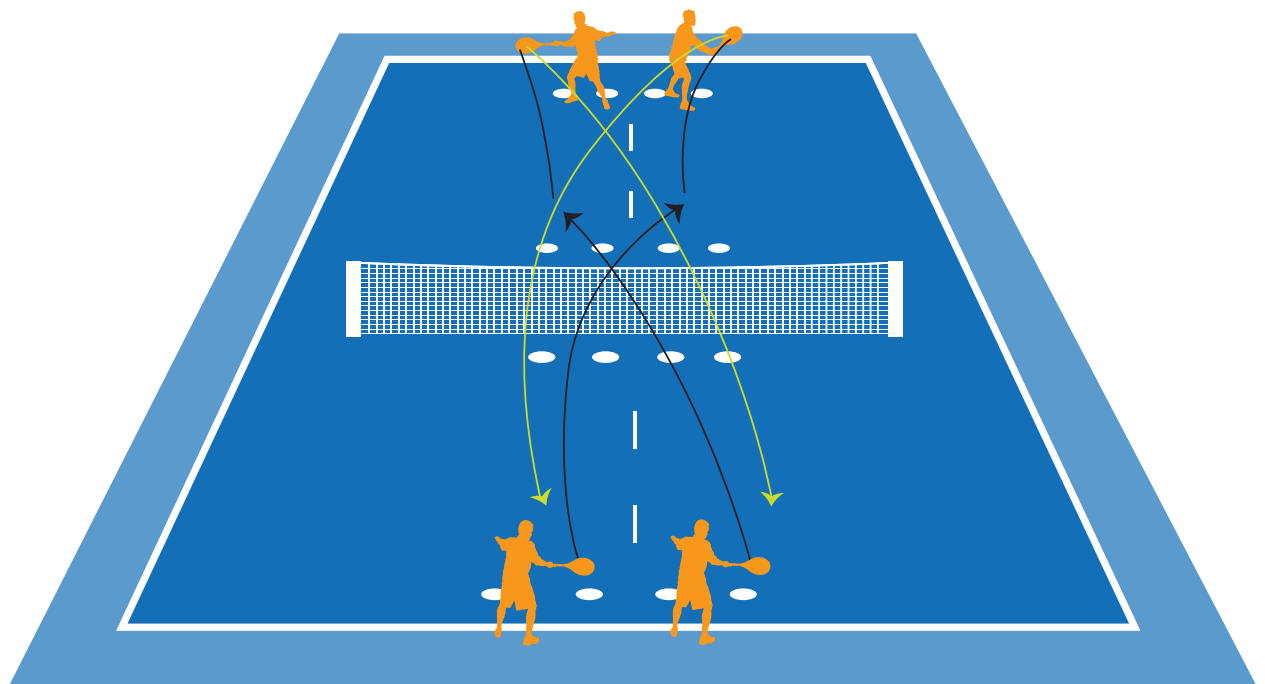
10 minutes

### Instruction

- Students form pairs and are positioned cross court opposite each other on either side of the playing area with one tennis ball, two racquets, two drop down lines and eight markers
- Drop down lines are positioned in the middle on either side of the court, dividing the court into two halves
- Markers are placed in the four areas of the court on each side (e.g. two deep and two short in the forehand and backhand areas)
- Student 1 commences the rally with a drop and hit serving action cross court to student 2
- Student 2 allows the ball to bounce once before returning the ball cooperatively with a forehand or backhand to student 1
- The rally continues with students cooperatively returning the ball attempting to alternate the direction of their return each time
- If students return the ball to the same area consecutively the other student wins the point
- Students alternate serving after each point
- The teacher indicates an appropriate amount of time or a number of points the students 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 reducing the width and length of the playing area for one or both students
- ↓ Students play competitively with the option of two bounces or trapping or tapping the ball before returning
- ↑ Students play competitively with the option of extending the width and length of the playing area and adding a marker at the back of the court which each student must move around before the next rally



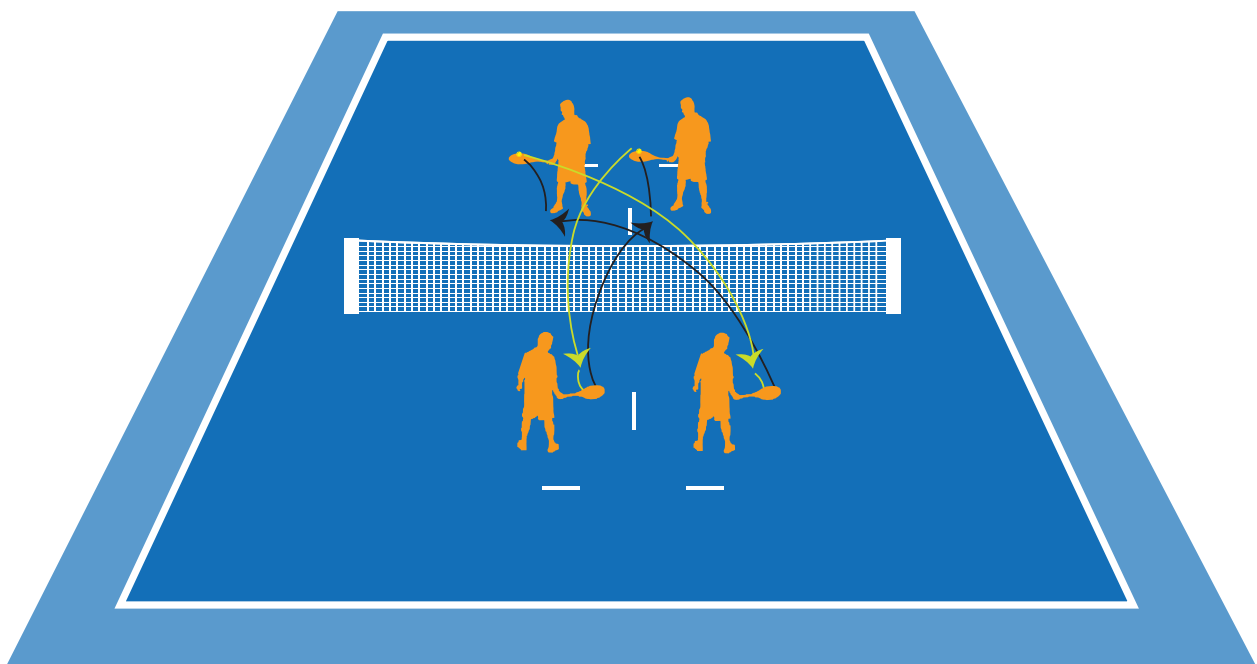
# GAME 6

## TAKE IT EASY

10 minutes

### Instruction

- Students form pairs and are positioned opposite each other at the service line on either side of the playing area with one tennis ball, two racquets and three drop down lines
- Drop down lines are positioned in the middle on either side of the court, dividing the court into two halves
- Student 1 commences the rally by tapping the ball up to themselves, allowing the ball to bounce once, before cooperatively hitting the ball gently cross court to student 2
- Student 2 allows the ball to bounce once before tapping the ball up to themselves and returning the ball with a forehand cross court to student 1
- Student 1 taps the ball up to themselves and returns the ball with a backhand cross court to student 2
- The rally continues with students playing off both sides of their body, forehand and backhand after receiving the ball
- Students score one point for each ball returned
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve



# EXPLORE

## SHORT-ANSWER QUESTIONS

Individually or with your partner, respond to the questions below:

- 1. Reflect on your movement during today's lesson.  
How did you use agility to participate in the games?**

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- 2. Why is agility important in tennis?**

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- 3. How did you use agility to your advantage?**

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- 4. What other skill-related fitness components support agility?**

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- 5. How did you display self-respect?**

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