



MOVEMENT CONCEPTS AND STRATEGIES

Playing the Game

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	TACTICAL CONCEPT	GAME PROGRESSION
1	Maintaining a rally	- Count down - Straight lines - Move it all around
2	Maintaining a rally	- Crisscross - The Nullarbor - Take it up
3	Setting up an attack using width	- Wide open - Half court full court - Push
4	Setting up an attack using length	- One, two, three - Three or one - Bring them up, send them back
5	Winning the point from the net	- Chasers - Think and act - Triple treat
6	Winning the point from the baseline	- Three point pass - Climbing new heights - Deliberate
7	Starting play – the serve	- Nominate - Magic or muscle - Advantage server
8	Starting play – the return	- Twister - Go for gold - The upper hand
9	Playing the game	- Treasure - Team tennis - Singles/doubles
10	Playing the game	- Retire - Challenge ladder - Schools singles challenge

LESSON 1

Time

1 hour

Tactical Concept

Maintaining a rally

Learning Intention

By the end of this lesson students will:

Know

- Forehand and backhand groundstrokes
- Cross court and down the line direction
- What a consistent rally is
- Respectful behaviour

Do

- Perform forehand and backhand groundstrokes in a rally
- Demonstrate respect for other players before, during and after their game

Understand

The concepts that contribute to maintaining a consistent rally using groundstrokes

Aspects of the Achievement Standards

- Demonstrate control and accuracy when performing specialised movement sequences and skills
- Apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity

Content Description

- Practise, apply and transfer movement concepts and strategies with and without equipment (ACPMP082)
- Practise and apply personal and social skills when undertaking a range of roles in physical activities (ACPMP086)

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



1 blue tennis
ball per pair



2 racquets
per pair



2 drop down
lines per pair

NOTES FOR THIS LESSON

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

Pre-assessment activity – 'minute paper'

Prior to conducting the games, ask students to write down all the knowledge, concepts, ideas and understanding they have about the game of tennis. After producing their 'minute paper', invite students to share their responses. The teacher may write these responses on a whiteboard in the form of a 'mind map' to discuss

Focus questions

? How do you perform a forehand and backhand groundstroke?

- Assume the ready position
- Perform a circular backswing, step forward and swing with a low to high action
- Contact the ball in front and to the side of the body

? What direction can you hit a forehand and backhand groundstroke to?

- Cross court
- Down the line
- Middle/centre

? Why is it important to be able to return the ball in different directions during a rally?

- Placement is a key principle of play in tennis
- Creates space on the court to play the next ball into
- Being able to direct the ball in a cross court or down the line direction allows you to move your opponent around the court to gain a position of advantage

? Why is it important to maintain consistency during a rally?

- Maintaining consistency allows you to plan your point and decide when to attack and when to defend
- Being able to return the ball over the net more consistently than your opponent increases your chances of winning the point
- Maintaining consistency is a tactic that can be used to frustrate and apply pressure to your opponent

Awareness talk

In tennis, it is expected you treat your opponent with respect. What would you see and hear a player doing before the match, during the match and when they meet at the net at the conclusion of the match that would indicate respect for each other? Why is this important?

GAME 1

COUNT DOWN

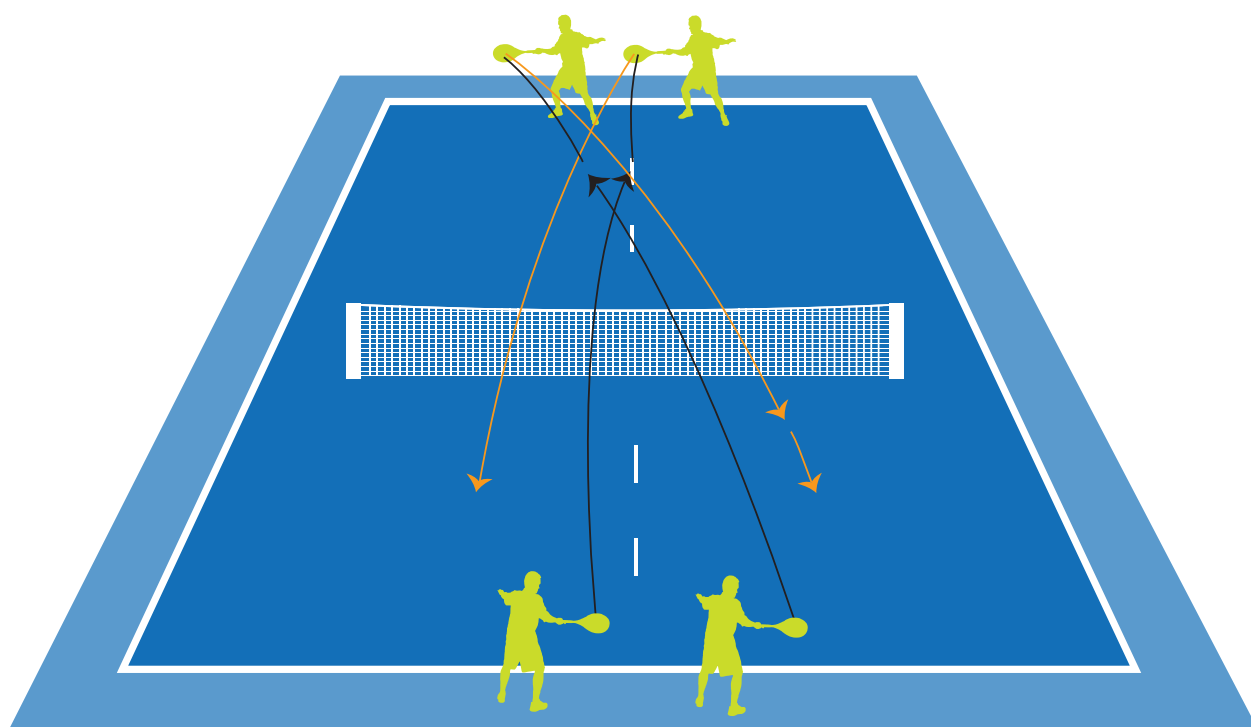
20 minutes

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 by projecting the ball with a drop and hit or neutral overarm serving action cross court to student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand cross court to student 1
- The rally continues with students cooperatively returning the ball aiming to achieve as many rallies as possible
- 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 two bounces and trapping or tapping the ball before returning
- ↓ Students play competitively with the option of two bounces and trapping or tapping the ball before returning
- ↑ Students play competitively starting the point with a neutral overarm serving action, using tiebreaker scoring or using a green ball



GAME 2

STRAIGHT LINES

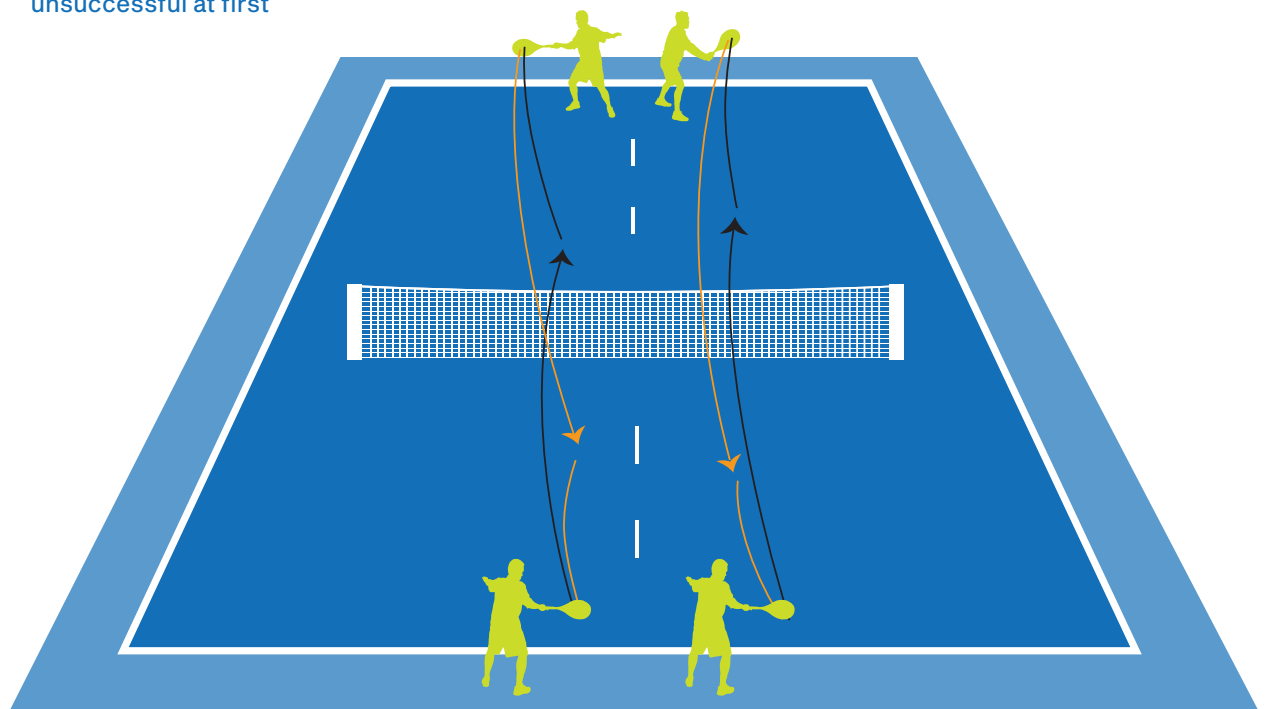
20 minutes

Instruction

- Students form pairs and are positioned 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 by projecting the ball with a drop and hit or neutral overarm serving action cross court to student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand down the line to student 1
- The rally continues with students cooperatively returning the ball aiming to achieve as many rallies as possible
- 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
- Students are challenged to have the courage to keep trying to play the game even if they are unsuccessful at first

Scaled Challenge Point

- ↓ Students play cooperatively with the option of two bounces and trapping or tapping the ball before returning
- ↓ Students play competitively with the option of two bounces and trapping or tapping the ball before returning
- ↑ Students play competitively starting the point with a neutral overarm serving action, using tiebreaker scoring or using a green ball



GAME 3

MOVE IT ALL AROUND

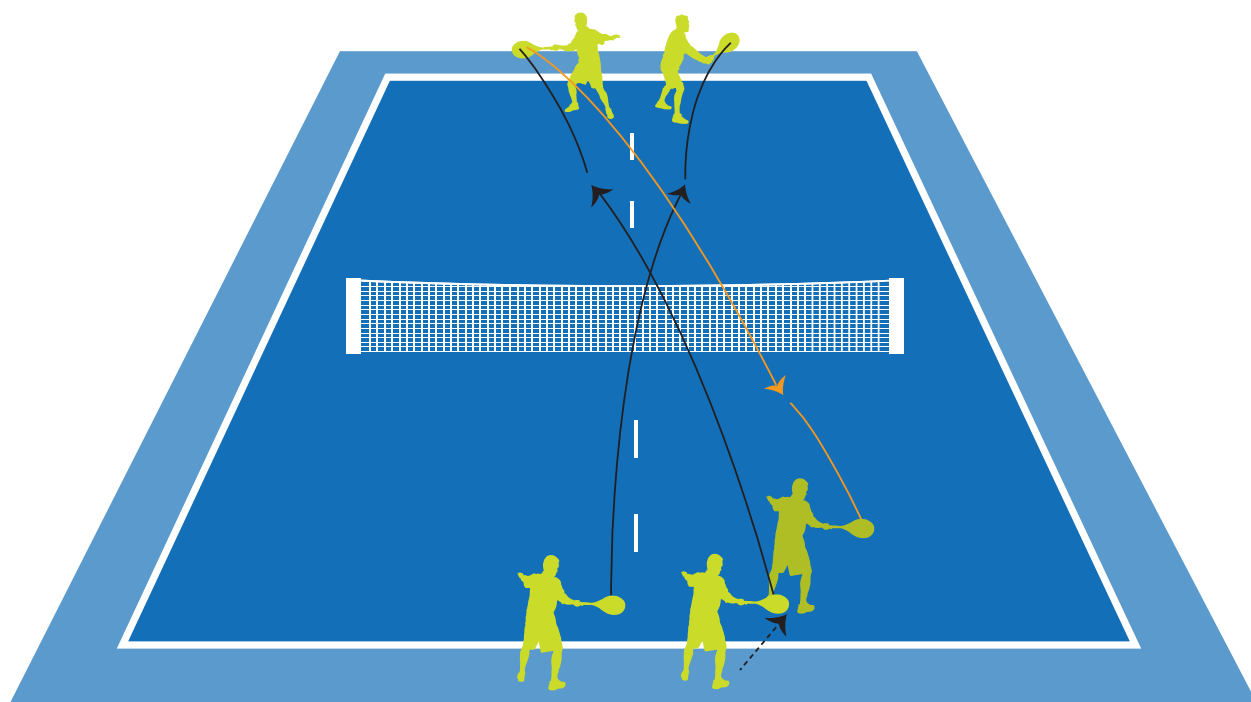
20 minutes

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 by projecting the ball with a drop and hit or neutral overarm serving action cross court to student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand cross court to student 1
- The rally continues with students cooperatively returning the ball aiming to achieve as many rallies as possible
- Students must alternate hitting a forehand and backhand during the rally
- 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 two bounces and trapping or tapping the ball before returning
- ↓ Students play competitively with the option of two bounces and trapping or tapping the ball before returning
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EXPLORE

4-3-2-1

Reflect on today's lesson and respond to the statements below:

4 things I learnt today ...

1. _____
2. _____
3. _____
4. _____

3 questions I have about what we did today ...

1. _____
2. _____
3. _____

2 things I want to explore further ...

1. _____
2. _____

1 thing that challenged me ... (e.g. my thinking, preconceptions, ability and understanding)

1. _____