



MOVEMENT CONCEPTS AND STRATEGIES

Playing the Game

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 identities, 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 levels 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	TACTICAL CONCEPT	GAME PROGRESSION
1	Setting up an attack using width and length	• Wide attack • Long or short? • Bonus
2	Winning the point – finishing from the baseline and net	• Net finish • Baseline finish • Net or base?
3	Setting up an attack in doubles	• Serve and volley • Transition time • Net gains
4	Defending against an attack in doubles	• Return it • Pass it on • Lobster
5	Applying the playing style of a counter puncher in singles	• Marathon tennis • Target tennis • Forced or unforced?
6	Applying the playing style of an aggressive baseliner in singles	• On the rise • Going deep • Gimme 6
7	Applying the playing style of a serve and volleyer/net rusher in singles Applying the playing style of an all-court player in singles	• Chargers • Chip and charge • Mix it up
8	Exploring the limitations of different playing styles	• ‘Play like the Pros’ fantasy cards challenge 1
9	Identify, design and implement strategies against different playing styles	• ‘Play like the Pros’ fantasy cards challenge 2
10	Singles and doubles game play	• World singles challenge • World doubles challenge

LESSON 5

Time

1 hour

Tactical Concept

Applying the playing style of a counter puncher in singles

Learning Intention

By the end of this lesson students will:

Know

- The playing characteristics of a counter puncher
- Forced and unforced errors

Do

Perform the preferred tennis strokes and playing style of a counter puncher during a singles rally

Understand

How to apply the playing characteristics of a counter puncher during singles

Aspects of the Achievement Standards

- They evaluate the outcomes of emotional responses to different situations
- Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts
- They apply and transfer movement concepts and strategies to new and challenging movement situations
- They work collaboratively to design and apply solutions to movement challenges
- They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances

Content Description

- Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)
- Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations (ACPMP099)
- Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment (ACPMP101)
- Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (ACPMP107)

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 drop down lines
per pair



2 racquets
per pair



3 cones
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 tennis playing styles. You may wish to prompt the students' thoughts by explaining that playing styles relate to the different strategies players use to enhance their own strengths and exploit their opponent's weaknesses in order to win points. 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

? What is a counter puncher?

- A counter puncher is a type or style of tennis player
- Counter punchers are often defensive baseline players who react to their opponents and allow their opponents to dictate play

? What are the characteristics of a counter puncher?

- High cardio fitness levels
- They play most points from behind the baseline
- Consistency is a weapon – they get everything back and often wait for their opponent to make an error
- They hit with depth to force their opponent back in the court to minimise an attack
- They hit few unforced errors (e.g. an error when no pressure has been applied by an opponent)
- They enjoy engaging in long rallies

Awareness talk

Leadership is represented in many forms. At the basis of good leadership is care and compassion for others. When interacting with others, you should always be concerned for their wellbeing

When you are participating in today's lessons I would like you to reflect on situations where you were required to lead others in the class and ask yourself the following questions:

- Did I show care for others?
- Did I display compassion for others?
- Was I sensitive to others' situations?
- How did I respond to these situations?

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 provides an example of a counter puncher in action!

1.8 Playing Styles – Counter puncher



GAME 1

MARATHON TENNIS

20 minutes

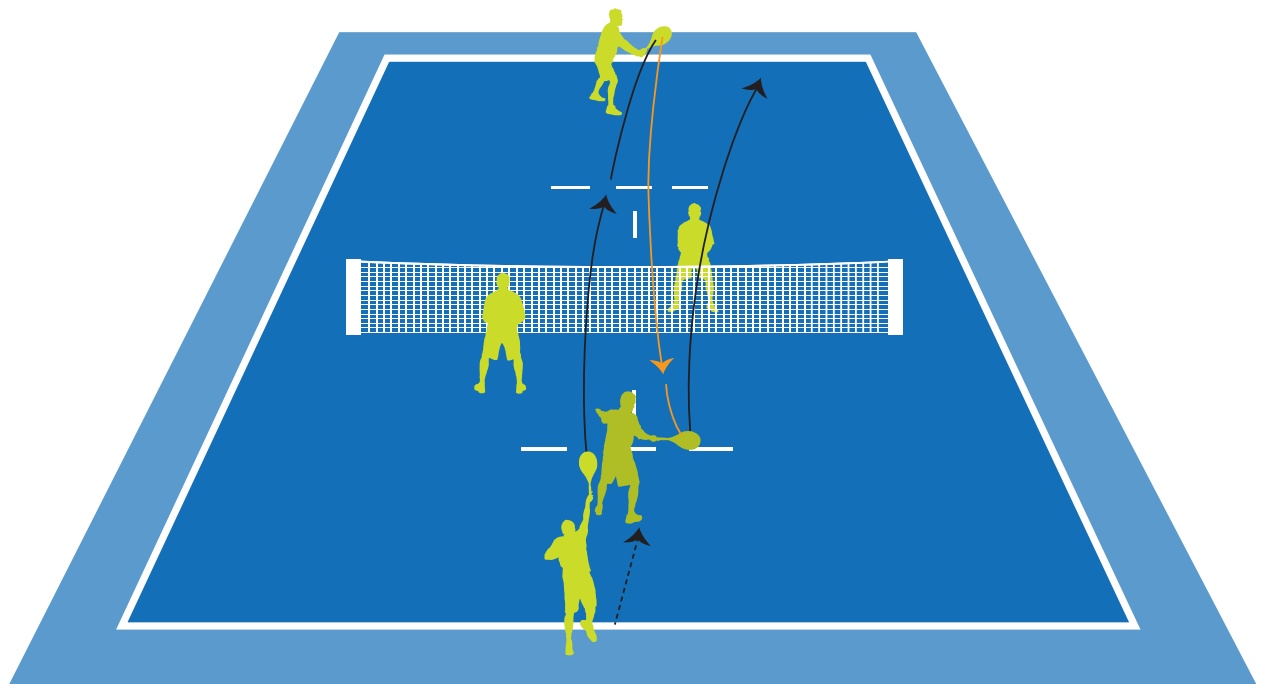
Instruction

- Students form pairs and position themselves on one side of the playing area against another pair with one tennis ball, two racquets and eight drop down lines per court
- Student 1 in each pair is to take the court while their partner waits beside the court
- Student 1 commences the rally with a drop and hit or neutral overarm serving action to student 2
- Students continue the rally attempting to move their partner around the court and win the point
- Students score one point each time the ball is hit and if they win the rally will accumulate those points to their total. For example; five rallies over the net are had, five points will be awarded to the winner of the rally
- Teams alternate serving after each point
- The teacher indicates an appropriate amount of time or number of rallies the students are to achieve before changing with their partner
- Students positioned beside the court are scoring for their partner
- Students must shake hands on completion of the game and thank each other for the match in a respectful manner

Scaled Challenge Point

- ↓ Students perform the game cooperatively with the option of two bounces and trapping or tapping the ball before returning
- ↓ Students perform the game competitively with the option of two bounces and trapping or tapping the ball before returning.
- ↑ Students perform the game competitively using a green ball with the option of employing tie-breaker scoring. Students have the option of extending the length of the playing area

NOTE: A peer support opportunity is available for this game (refer to the peer support assessment criteria located on the following pages)



PEER SUPPORT OPPORTUNITY

Peer support assessment criteria – knowledge of results

Student name: _____

Date: _____

Game component

1. Consistency

Instruction

- Observe your partner during game play and indicate their rally score
- Provide feedback to your partner in the space below:

CONSISTENCY – MARATHON TENNIS							
RALLY NUMBER	CUMULATIVE SCORE (AFTER WINNING POINT)	RALLY NUMBER	CUMULATIVE SCORE	RALLY NUMBER	CUMULATIVE SCORE	RALLY NUMBER	CUMULATIVE SCORE
1		14		27		40	
2		15		28		41	
3		16		29		42	
4		17		30		43	
5		18		31		44	
6		19		32		45	
7		20		33		46	
8		21		34		47	
9		22		35		48	
10		23		36		49	
11		24		37		50	
12		25		38		TOTAL CUMULATIVE SCORE	
13		26		39			

What your partner did well: _____

What your partner can improve on: _____

GAME 2

TARGET TENNIS

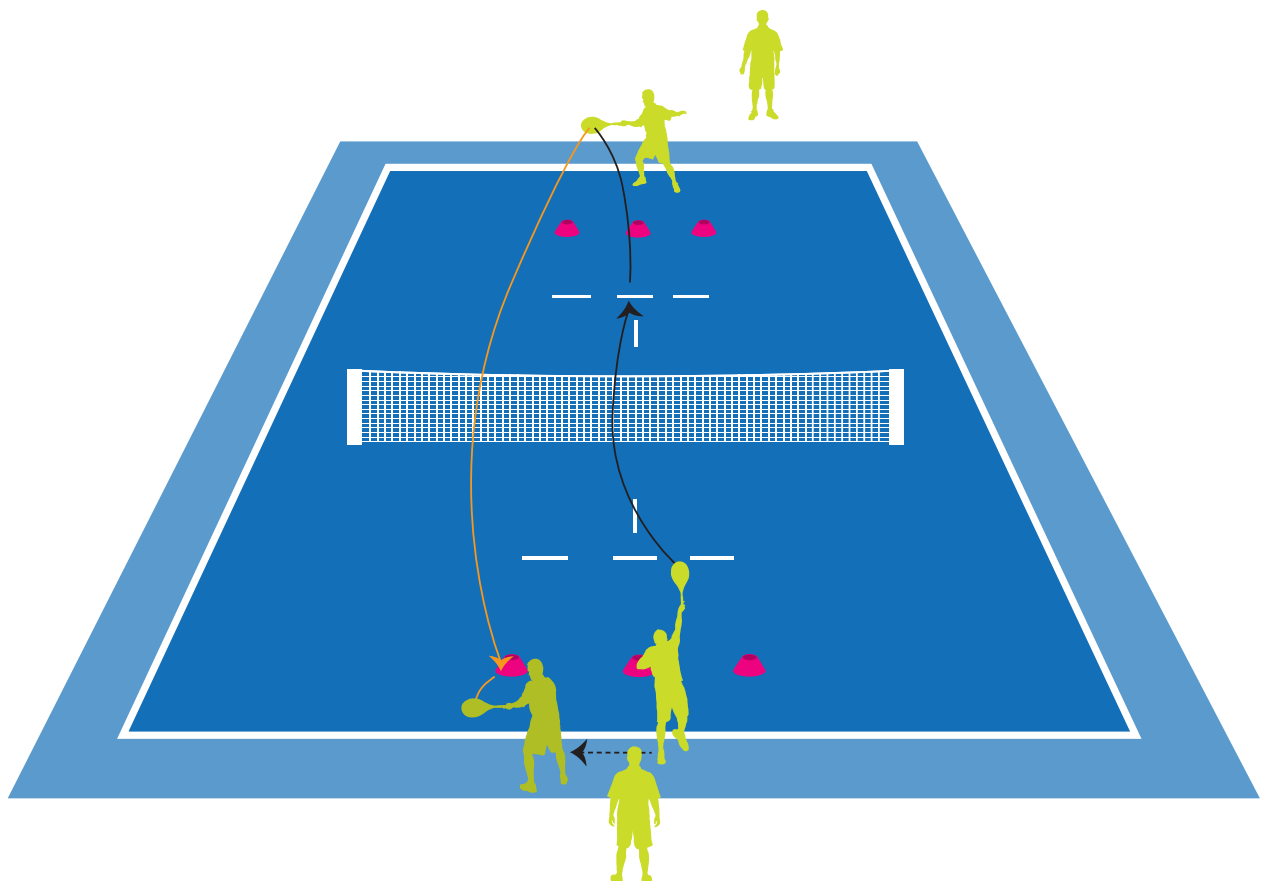
20 minutes

Instruction

- Students form pairs and position themselves on one side of the playing area against another pair with one tennis ball, two racquets, six cones and eight drop down lines per court
- Students place three of their targets (e.g. cones) approximately one metre inside the baseline on each side of the court
- Student 1 in each pair is to take the court while their partner waits beside the court
- Student 1 commences the rally with a drop and hit or neutral overarm serving action to student 2
- Students continue the rally attempting to land the ball on their opponents' targets
- If either student hits the target on their opponents' side, their partner (who is observing from the side of the court) is to run to their opponents' end, collect the target and add it to their side
- Students remain on the court if they win the point and change with their partner if they lose the point
- Students must change with their partner after winning two points in a row
- Teams alternate serving after each point
- The teacher indicates an appropriate amount of time or a number of points the teams are to achieve
- The team with the most number of cones down their end of the court wins
- Students must shake hands on completion of the game and thank each other for the match in a respectful manner

Scaled Challenge Point

- ↓ Students perform the game cooperatively with the option of two bounces and trapping or tapping the ball before returning. Students have the option of increasing the target areas
- ↓ Students perform the game competitively with the option of two bounces and trapping or tapping the ball before returning. Students have the option of increasing the target areas
- ↑ Students perform the game competitively using a green ball with the option of employing tie-breaker scoring. Students have the option of decreasing the target area and extending the length of the playing area



GAME 3

FORCED OR UNFORCED?

20 minutes

Instruction

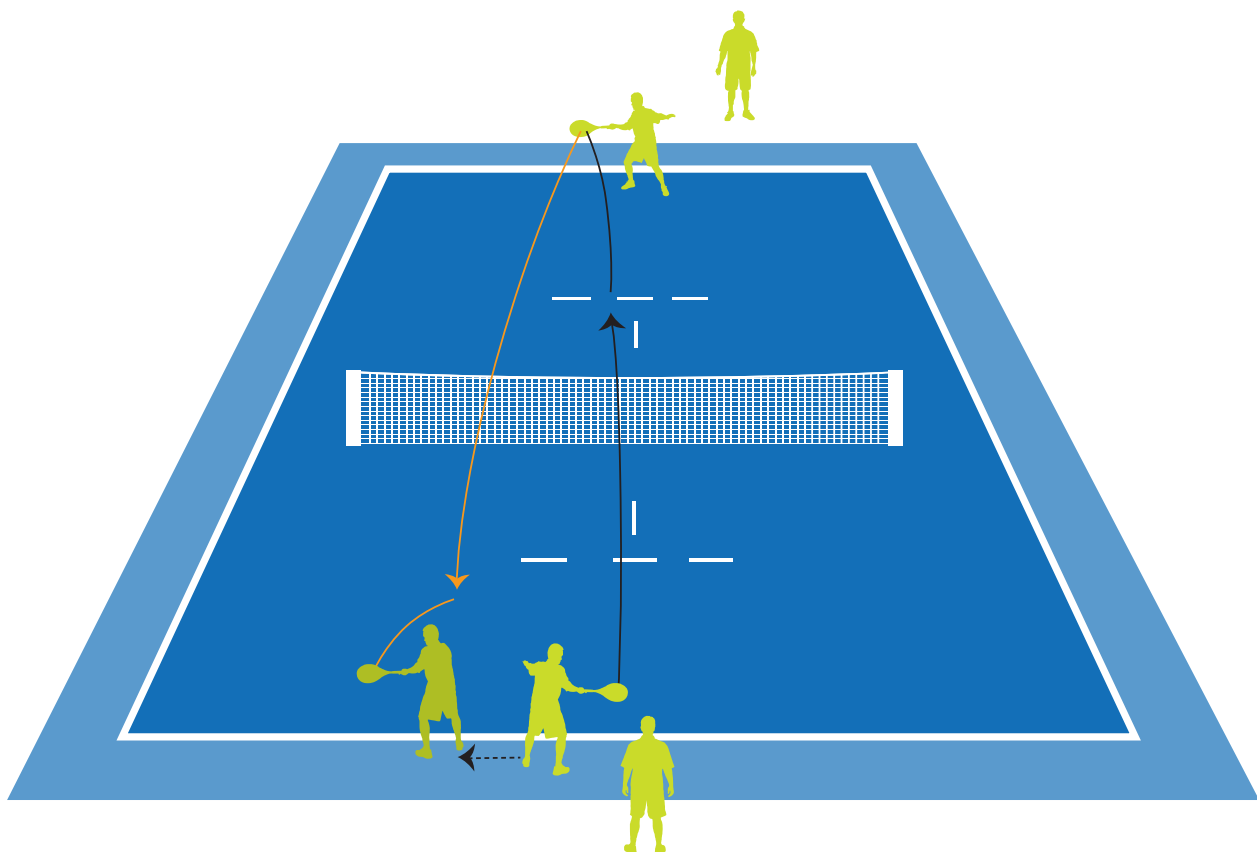
- Students form pairs and position themselves on one side of the playing area against another pair with one tennis ball, two racquets and eight drop down lines per court
- Student 1 in each pair is to take the court while their partner waits beside the court
- Student 1 commences the rally with a drop and hit or neutral overarm serving action to student 2
- Students continue the rally attempting to move their partner around the court and win the point
- Students win two points if their opponent loses the point from an unforced error
- Note: The player that loses the point determines - in discussion with their partner - whether it was a forced or unforced error
- Players are encouraged to act with honesty when deciding
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve before changing with their partner
- Teams alternate serving after each point

- Students positioned beside the court are scoring for their partner
- Students must shake hands on completion of the game and thank each other for the match in a respectful manner

Scaled Challenge Point

- ↓ Students perform the game cooperatively with the option of two bounces and trapping or tapping the ball before returning
- ↓ Students perform the game competitively with the option of two bounces and trapping or tapping the ball before returning
- ↑ Students perform the game competitively using a green ball with the option of employing tie-breaker scoring. Students have the option of extending the length of the playing area

NOTE: A peer support opportunity is available for this game (refer to the peer support assessment criteria located on the following pages)



Peer support assessment criteria – knowledge of results*

Date: _____

1. Forced and unforced errors

- Observe your partner during game play and indicate using a 'tick' whether they lost the point from a forced or unforced error
- Provide feedback to your partner in the space below:

What your partner can improve on: _____

**Adapted from Mitchell, S., Oslin, J., and Griffin, L. (2013) Teaching sports skills and concepts: A tactical games approach for ages 7 to 18. Champaign, Ill: Human Kinetic*

EXPLORE

THINK – PAIR – SHARE

After reading the questions below, choose one (or perhaps your teacher will nominate a question for you) and complete the three steps below:

1. What are the playing characteristics of a counter puncher?

2. Outline the limitations (weaknesses) of a counter puncher?

a. **THINK** – think independently about the question and form your ideas

b. **PAIR** – with a partner, share and discuss your ideas

c. **SHARE** – with your partner, share your ideas with a larger group (e.g. this might include the entire class)

GROUP REFLECTION

In small groups, discuss your participation in today's lesson and the opportunities you had to lead others in the class. As you discuss this, record your group's responses to share with the class

QUESTION	YOUR GROUP'S RESPONSES
1. Did you show care for others? How?	
2. Did you display compassion for others? How?	
3. Were you sensitive to the situation of others? In what way?	
4. How did you respond to these situations?	

Signed: _____

Date: _____