



GREEN STAGE
YEARS 7 AND 8

**Green
Stage**

Years 7 and 8

CURRICULUM BAND SUMMARY

Years 7 and 8 Band Description

The Year 7 and 8 curriculum expands student's 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 other's 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, other's 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	LEARNING INTENTION	GAME PROGRESSION
1	Demonstrate control and accuracy when performing the forehand groundstroke	• Building blocks • Hit the target • Forehand elimination
2	Demonstrate control and accuracy when performing the backhand groundstroke	• 4 by 10 • First to 50 • Backhand elimination
3	Demonstrate control and accuracy when integrating the forehand and backhand groundstroke	• Shoot out • Ready or not • Swap shop
4	Demonstrate control and accuracy when performing the approach shot and smash	• Three point play • The invitation • No lobs allowed
5	Demonstrate control and accuracy when performing the passing shot and lob	• King's ransom • Bring it on • Mission impossible
6	Demonstrate control and accuracy when performing the serve	• Three strikes • Two up • Advantage server
7	Demonstrate control and accuracy when performing the return	• Single service • Life line • Break and hold
8	Demonstrate control and accuracy when creating space	• The strategist • Court shapes • Up the court, down the court
9	Demonstrate control and accuracy in a competitive situation (doubles)	• United States doubles challenge
10	Demonstrate control and accuracy in a competitive situation (singles)	• End Game • United States singles challenge

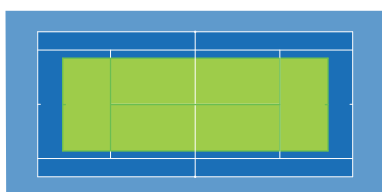
IMPORTANT INFORMATION

Court Area

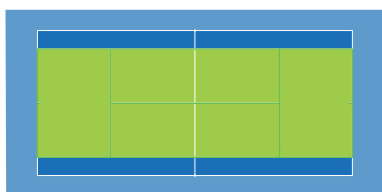
At this stage teachers can define a playing area with a Green court. There are two variations to the Green court, 7m in width x 20m in length or 8.23m in width x 23.77m in length.

Alternatively students can define their own court by marking out an area with soft cones or drop down lines.

If there is limited space available students can participate in the activities on an Orange court which is 5.5m in width x 13m in length or a Red court which is 5.5m in width x 11m in length.



Green 1 Court dimension
7m x 20m (**NEW COURT**)
(net height – 65 cm)



Green 2 Court dimension
8.23m x 23.77m
(net height – Full height)

Equipment

The green low compression tennis ball (75% of a yellow tennis ball) is the key piece of equipment for this stage. The green tennis ball bounces lower and slower for the student to make contact with. Students will use 25 inch tennis racquets.

End game

At the completion of the Green Stage, every student will have developed the confidence and competence to participate in the end game, **United States singles challenge**.

United States singles challenge is a competitive game played between pairs on a green tennis court 8.23m wide x 23.77m length. Students serve, return and rally the ball until one student wins the point.

Take a flexible view of lessons

It may be appropriate to re-visit or repeat lessons more than once to provide additional practice opportunities for students. Similarly, teachers are not obligated to adhere to the lessons in each stage in a sequential fashion. The order in which the lessons are presented may be varied based on a number of potential factors. For instance, time of the lesson, student engagement and student ability.

Other features of the lesson

Focus questions

Focus questions are designed to guide the students' learning and encourage them to appraise and reflect on the technical or tactical aspects of the game.

Variations

A series of suggested variations are provided in each lesson. They are designed to provide teachers with additional options for each activity. Variations in a lesson are based on the *CHANGE IT* formula (Schembri, 2005) where teachers and students are encouraged to vary different aspects of the game including, teaching style, scoring, playing area, number of students, game rules, equipment, inclusion and time.

Basic technical tips for teachers

Tips are provided to emphasise a technical point which will assist teachers in improving students' performance and learning.

Fun facts

Fun facts provide specific information on a new stroke or interesting fact about tennis. They also may relate to a particular Grand Slam. The fun facts for the Green Stage are related to the end game Grand Slam, US Open.

Student reflection

At the completion of a lesson, students can be asked to reflect on what they have participated in and also what they have learnt during the activities. This will help facilitate their learning and understanding of the game. Teachers may also use the student reflection process as an assessment tool for students.

Lesson 6

Time

40 minutes

Learning intention

Demonstrate control and accuracy when performing the serve

Content description

Practise, apply and transfer movement concepts and strategies with and without equipment (ACMP082)

Evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACMP087)

Area

A large, safe flat playing area with the appropriate number of green courts for the number of students participating

Equipment



2 racquets
per pair



1 green tennis
ball per pair

Notes for this lesson

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

Focus questions

- What are the advantages and disadvantages of hitting a fast or slow serve?
- Why might it be important to be able to hit your serve to different locations in the court?
- What can you do to maximise the accuracy and consistency on your serve?

Basic technical tips for teachers

- The serve should resemble a coordinated throwing action
- The ball tossing arm raises up towards the net post and the ball is released at approximately eye level

Fun facts

The US Open featured the youngest Men's Singles champion ever, Pete Sampras, who won in 1990 at the age of 19.

Student reflection

What is the advantage of being able to position your serve to various locations in the court? Are there different spins you can use on the ball and if so what are they and how do you create them?

ACTIVITY 1

THREE STRIKES

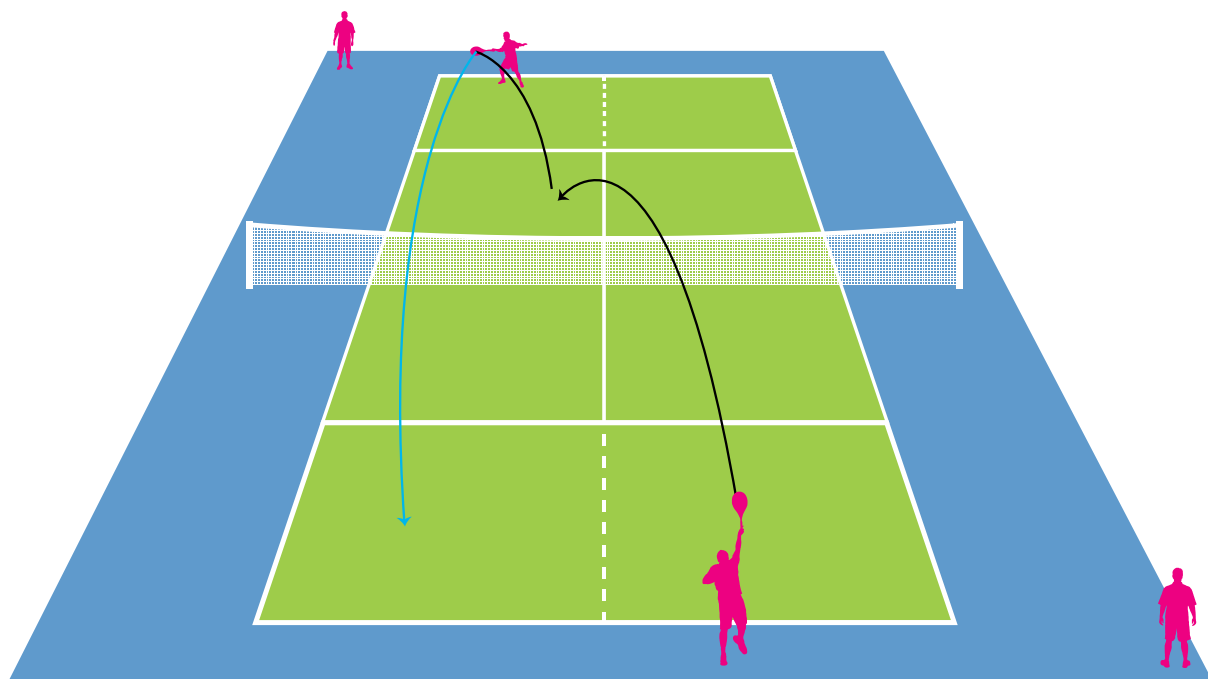
10 minutes

Instruction

- Students form pairs and position themselves on one side of a green playing area against another pair with one tennis ball and two racquets (team A and team B)
- Teams are playing full court singles tennis with FAST4 scoring (refer to glossary of tennis terms)
- The serving team is allowed three serves per point
- Student 1 in each pair is to take the court whilst their partner waits beside the court
- Team A commences the point by projecting the ball with an overarm serving action cross court to team B
- Team B tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand to team A
- The rally continues with students aiming to win the point
- Students score one point if the rally is won and two points if the rally is won by an unplayable serve (ace)
- Students remain on the court if they win the point and change with their partner if they lose the point
- If students win the point and stay on the court, they must interchange with their partner after winning two points in a row
- Team A continues to serve until that game is finished with team B starting the next game as the serving team
- The teacher indicates an appropriate amount of time or a number of games the teams are to achieve

Variations

- Students choose a service action of their choice
- Increase or decrease the size of the service box



ACTIVITY 2

TWO UP

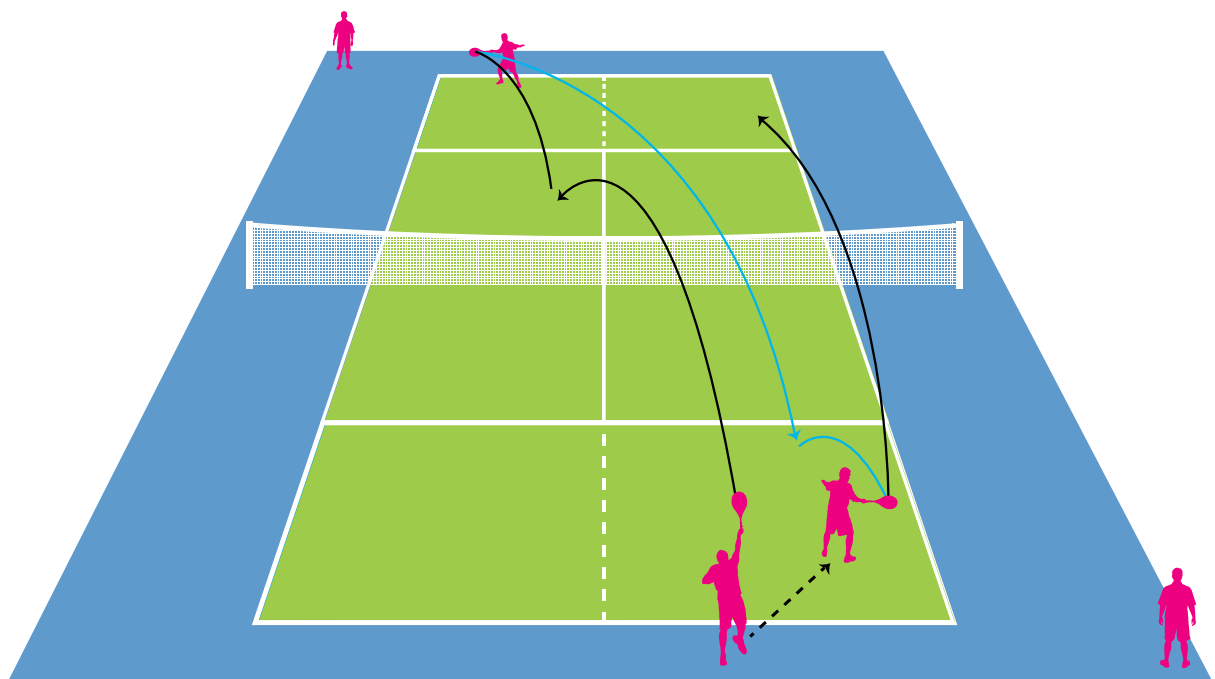
15 minutes

Instruction

- Students form pairs and position themselves on one side of a green playing area against another pair with one tennis ball and two racquets (team A and team B)
- Teams are playing full court singles tennis with FAST4 scoring (refer to glossary of tennis terms)
- The serving team is to start two points ahead (2-0) on each service game
- Student 1 in each pair is to take the court whilst their partner waits beside the court
- Team A commences the point by projecting the ball with an overarm serving action cross court to team B
- Team B tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand to team A
- The rally continues with students aiming to win the point and score one point
- Students remain on the court if they win the point and change with their partner if they lose the point
- If students win the point and stay on the court, they must interchange with their partner after winning two points in a row
- Team A continues to serve until that game is finished with team B starting the next game as the serving team (two points ahead)
- The teacher indicates an appropriate amount of time or a number of games the teams are to achieve

Variations

- Serving team is only allowed one serve per point
- Students alternate on and off the court after each point



ACTIVITY 3

ADVANTAGE SERVER

15 minutes

Instruction

- Students form pairs and position themselves on one side of a green playing area against another pair with one tennis ball and two racquets (team A and team B)
- Teams are playing full court singles tennis with FAST4 scoring (refer to glossary of tennis terms)
- Student 1 in each pair is to take the court whilst their partner waits beside the court
- Team A commences the point by projecting the ball with an overarm serving action cross court to team B
- Team B tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand to team A
- The rally continues with students aiming to win the point
- Students score one point if the rally is won and two points if the rally is won by the server
- Students remain on the court if they win the point and change with their partner if they lose the point
- If students win the point and stay on the court, they must interchange with their partner after winning two points in a row
- Team A continues to serve until that game is finished with team B starting the next game as the serving team
- The teacher indicates an appropriate amount of time or a number of games the teams are to achieve

Variations

- Marker(s) to be placed in the service box and if the server hits the marker an additional point is awarded
- Server is only able to serve wide

