

Unit 13 Net/wall games: intermediate

About the unit

In this unit, pupils will focus on playing games where they demonstrate more consistent technique and confidence, using combinations of strokes and shots. Pupils will be able to demonstrate the essential elements of attack and defence in high-net and low-net games.

In games activities, players use their knowledge, skills and understanding with the express intention of outwitting an opponent. In net games, players achieve this by sending a ball or other implement towards a court or target area, which the opponent is defending. The aim is to get the ball to land in the target area so that the opponent cannot return it.

This unit is expected to take 12–18 hours.

Where the unit fits in

In the next unit pupils will work in groups to plan for, organise and take part in competitions. They will learn how to analyse and monitor their own and others' play and take action to develop and improve it. They will increase the range and complexity of the techniques and strategies used in the games played. They will be expected to take the lead, work effectively in groups and improve their ability to officiate. In other units they will learn how to develop their knowledge of organisation, analysis and leadership in different situations. They will become aware of the similarities in skills and understand the differences in concepts of the activities experienced.

This unit supports learning in science, English and mathematics and provides evidence for the assessment of the key skills of communication, working with others and problem solving

Expectations

After carrying out the activities and core tasks in this unit

most pupils will: experiment with a range of basic tactics, searching for strengths and weaknesses in the opposition, and form a simple game plan; select and apply forehand, backhand and overhead strokes/shots in game situations in order to achieve particular outcomes and make adjustments where required; understand why regular exercise has a positive effect on their own health, fitness and social wellbeing and know where and how to become involved in regular physical exercise; use information gained from feedback to improve performance in game contexts and in personal technique; contribute effectively to team decisions, fulfilling various roles effectively, including umpiring and basic coaching

some pupils will not have made so much progress and will: make observations about the quality of decision making in modified versions of the full game, with support; show some consistency and accuracy in using a limited range of strokes/shots; contribute to discussion about team tactics, when guided; work effectively with a partner, and umpire using the key rules in a game; take regular exercise, sometimes involving net/wall games; form simple game plans based on observation and on the strengths and weaknesses of the opposition and their own team; identify strengths and weaknesses in individual performance

some pupils will have progressed further and will: demonstrate consistent decision making and appropriate choice of technique for desired outcomes in all aspects of the game; use a wide range of skills and techniques with precision, power and fluency; use a range of tactics to implement a game plan effectively; identify and prioritise aspects for improvement; use practices and exercises to improve performance; coach another player and select the focus for development of technique; organise and umpire a game

Prior learning

It is helpful if pupils have:

- developed an understanding of simple net/wall game tactics
- developed a range of ground and overhead strokes
- used criteria to identify key aspects of tactical play and technique
- understood and identified specialist positions in net/wall games
- umpired mini-versions of the recognised game

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- tactics and techniques, *eg goalkeeper position, base position, angles, forehand, backhand, smash, overhead, dig, set, volley, drop shot, block, push, chip, staying in the rally, finishing the rally, tactics, game plan, success criteria, officiating/umpiring, captaincy, adjustments/variations, anticipation, fitness*

Speaking and listening – through the activities pupils could:

- solve a problem, consider alternatives, structure plans and organise group activity

Core tasks

The following core tasks could provide a focus for pupils' activities in this unit.

Task 1

The purpose of the game is for pupils to score more points than their opponent, playing on courts of different sizes and dimensions. Using recognised equipment for tennis, badminton, volleyball, etc, pupils can play their opponent on a half-size court that is short and wide, a half-size court that is long and narrow, and a full-size court. Use a service and point scoring system that reflects the game but which may be adapted (in the racket games play singles, in volleyball play 3 v 3).

Adaptations and variations on the task

- To make the game easier lower the net, use softer, low-bouncing balls, and allow more than one bounce.
- To make the game harder use faster, higher-bouncing balls.
- For the least able, keep the court areas small. For the most able, play on full-size courts.
- The games can be adapted so that they use recognised forms from disability sport, *eg polybat*.
- To vary the game play doubles. Players could take turns to hit the ball or play as in the conventions of recognised games.

Task 2

The purpose of the task is to plan a rally so that pupils win the point, starting with a service.

Play 1 v 1 in racket games and 3 v 3 in volleyball games. Use a full or modified court. The server decides whether they will win the point on the third, fifth, seventh or ninth shot of a rally. The receiver tries to stop them winning the point.

Adaptations and variations on the task

- In volleyball games, use more players or have teams of uneven sides.
- Use full rules for the games played.
- Limit the receiver to returning the ball and keeping the rally going rather than winning it.
- Use scoring systems where mistakes or unforced errors are not rewarded. Only high-quality positive shots count.

Resources

Resources include:

- resource and idea cards for practices
- video and pictures of specific techniques
- access to information and ideas from ICT resources
- game analysis software

Extension and enrichment

Out of lessons, at home and in the community, pupils could be encouraged to:

- practise skills at breaks and lunchtimes and at home
- take part in school sport, either competitively or socially
- join clubs in the community and/or use local facilities
- watch live and recorded matches to appreciate high-quality performance
- search the internet to find information about sports and opportunities to take part in sports, *eg www.english.sport.gov.uk*

Acquiring and developing skills

- to apply techniques specific to the game effectively, safely and efficiently
- Ask pupils to play rallies, focusing on specific shots. Teach them to play adapted games that use predominantly one or two shots. Help them to consolidate their technique and become more consistent.
- Help pupils improve upon their existing techniques and knowledge, *eg forehand, backhand, overhead, or dig, set and smash*. Teach them how to serve and how to vary the serve, *eg using spin, slice, speed*.
- Teach pupils how to play attacking shots, *eg smash, volley, drop shot*, and defensive shots, *eg block, push, chip*.
- Teach pupils how to vary the pace, direction and height of their shots.

Selecting and applying skills, tactics and compositional ideas

- to use principles of performance in planning tactics and strategies for the games
- Teach pupils to observe how their opponents move and to identify their preferred techniques. Illustrate the way in which they might increase the difficulty of the problems they give their opponents, *eg returning high over the head to the backhand corner*.
- Teach pupils how to initiate attack in net/wall games, *eg increasing the speed of the ball, approaching the net*, and to become more effective in defence both in singles and in team play.
- readily adapt strokes and court positioning in response to their opponents' actions
- explain and demonstrate the essential elements of attack and defence in both high-net and low-net games

Knowledge and understanding of fitness and health

- to understand why regular exercise has a positive effect on their own health, fitness and social wellbeing
- Listen to pupils' views on the impact of various training programmes on their health and fitness, *eg regular exercise with appropriate emphasis upon stamina, strength and suppleness*.
- Teach pupils to identify the areas of fitness most needed for these games. Help them to prioritise what aspects of their fitness they need to work on.
- Talk to pupils about the way in which net/wall games contribute to social wellbeing, *eg the benefits of club membership, the roles necessary to run a club*.
- Ask pupils to find out how they can become more involved, *eg in tennis, badminton or volleyball*, within their local community. Listen to them talk about their exercise beyond the school day, and monitor their activity levels.
- explain how exercise can be beneficial to fitness, health and wellbeing and identify the key features of training programmes that maintain health and fitness for the games
- explain how to become involved in joining a local club and have enough knowledge of the requirements of the activity to feel confident enough to do so

Teaching approaches

- Warming-up and cooling-down activities should help pupils to remember and reflect on previous work and prepare them for what they need to do next.
- Give pupils enough time and opportunity to practise and repeat skills.
- Give pupils the chance to lead or organise practices and games.
- Give pupils opportunities to talk about what they need to do and to plan how to organise themselves.
- Give pupils opportunities to watch top-class performance and to analyse it. Use video or clips on CD-ROM.
- Give pupils the opportunity to analyse their own and others' performances. Game analysis software could be used.



Safety

- Is there enough room for pupils to play and to practise?
- Have pupils warmed up and cooled down properly?
- Are pupils wearing clothing that suits the activity and helps their learning?

Pupils should learn:

Pupils:

Evaluating and improving performance

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • to use the information gained from the analysis of performance to influence and improve their own play • to take responsibility for making decisions about the development of their own and others' play | <ul style="list-style-type: none"> • Teach pupils to identify strengths and weaknesses in positional play and technique, <i>eg through the use of video</i>. • Listen to the pupils' views on their own and others' performances and help them to select the appropriate language and focus for improvement. Talk to them about the way they give feedback and help their partner or team to become more successful. • Listen to the way pupils analyse their strengths and weaknesses and set realistic targets for themselves and others. Encourage them to talk about the way in which their own and others' performance or understanding about game play has improved. | <ul style="list-style-type: none"> • analyse performance, using criteria to identify tactical and technical strengths and weaknesses • select the key factors that underpin successful performance and set targets to try and improve play |
|---|---|--|