

Lesson 3 of 6

NET/WALL GAMES

EQUIPMENT

activity area with obstacle free walls » assortment of small balls (e.g. whiffle balls, tennis balls, and foam balls) » benches, floor tape or chalk (if using outside tarmac) » pylons » targets » short handled racquets » hoops

RELATED RESOURCES

- Fun, Fitness and Skills: The Powerful Original Games Approach, H. Weiss, 2008, www.humankinetics.com
- Play Sport website, www.playsport.net



Safety First!
2008 Safety Guidelines pages 99-100.

WARM IT UP!
SHOOTING HOOPS

As students enter the activity area, have them choose a racquet, a ball, and a target. Instruct students to set their target on the floor about 1-metre from a wall and encourage them to rally their ball against the wall aiming to get their ball to land into/on their target after it strikes the wall. After a few minutes, instruct students to move their target 3-metres from the wall and repeat the exercise. Finally, instruct students to repeat the task again with their target 5-metres away from the wall. When all students have had an opportunity to complete these tasks, gather as a large group and ask probing questions such as, “How was your body position different between the 1-metre task and the 5-metre task?” and “From which distances were your shots the most accurate?”.



Benefits Health

Benefits Health

Functional Fitness	B7-3
Body Image	
Well Being	

Clues that students are achieving the outcome...

“Students will explain the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activity; analyze individual abilities and formulate an individual plan for growth” *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can explain how improving flexibility can improve performance in racquet games



WHOOOP IT UP!**SQUISH**

Instruct students to choose a partner, gather four pylons and a wall marker; e.g., bench, tape, or chalk, and create a court that includes a wall at the front. The court dimensions can be any size, but initially making a court size about 4 by 6 metres is best. Explain to students they will be playing games that involve hitting a ball off the wall at the front of their court. A bench or tape/chalk can be placed at or on the front wall as an in-bounds marker; i.e., the ball must hit the wall above the marker to be in-bounds. Four pylons will mark the rectangular boundaries on the floor. Once courts are complete, pairs of students can each select a racquet and one ball.

Activity I – Home, Home, Home » Partners place a target in the middle of their court on the floor or ground, if outside. Alternating shots, students rally the ball against the front wall, attempting to score a point by hitting the ball at the target. Students should “naturally” be moving close to the middle of the court to get to a ball that has been hit toward the target. Once the target is hit, the other student chooses a new location to place the target. Challenge students to place the target closer to or farther from the front wall. Keeping unofficial score is optional.

Activity II – Home with a Purpose » Students tape an “X” on the floor or the ground, if outside, in the middle of their courts. One student begins the rally with an underhand serve from beyond the end line. Once the ball is in play, students cooperate to ensure the ball is rallied for five consecutive hits. After the fifth hit, the game is “on” and students try and hit the ball so that it lands in bounds and is not returnable. Encourage students to return as close as possible to the middle of the court (on the “X”) after each shot.

Activity III – Squish » As in Activity II, students begin with an underhand serve from beyond the end line. Once the ball lands in the court, play continues with the student who makes the final winning shot winning a point and the following serve.

**Safety First!**

2008 Safety Guidelines pages 137.



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WRAP IT UP!**LUNGING AND FLEXIBILITY DISCUSSION**

Rally with a student volunteer who must keep one foot inside a hoop while purposefully placing the ball so that she/ he is forced to stretch and lunge to make return shots. Initiate a discussion about how flexibility can improve performance in racquet games with questions such as, “Why is returning to a ‘home’ location so important?”, “Does it always make sense to go home?”, “How might improved flexibility allow you to improve in net/wall games like squish?”, and “In what parts of your body might you strive to improve your flexibility to improve in net/ wall games like squish?”.