# ACHEPERConference 2010
## NET/WALL GAMES

| Level 1 | Students perform basic motor skills and movement patterns  
They regularly engage in periods of moderate to vigorous physical activity  
They use simple vocabulary to describe movement  
They follow rules and procedures and share equipment and space safely | THE FOLLOWING EXAMPLE INVOLVES STANDARDS FROM THE THINKING PROCESSES DOMAIN. OTHER RELEVANT DOMAINS INCLUDE PERSONAL LEARNING, COMMUNICATION AND INTERPERSONAL DEVELOPMENT |
|---|---|
| Level 2 | Students demonstrate basic motor skills and some more complex skills  
They combine motor skills and movement patterns during individual and group activities  
They demonstrate control when participating in locomotor activities requiring change of speed, direction and level  
They regularly engage in sessions of moderate to vigorous physical activity  
They explain the contribution rules and procedures make to safe conduct of games and activities  
They use equipment and space safely. |
| Level 3 | Students perform a broad range of complex motor skills  
They demonstrate a wide variety of motor skills and apply them to basic, sport-specific situations  
They create and perform coordinated movement sequences that contain a variety of motor skills  
They participate regularly in physical activities for the purpose of improving skill and health  
They begin to use basic games’ tactics  
They work with others to achieve goals in both cooperative and competitive sporting and games’ situations, explain the concept of fair play, and respect the roles of officials  
Students follow safety principles in games and activities  
They assume responsibility for conduct of aspects of a sporting competition in which roles are shared and display appropriate sporting behaviour (R,P&I)  
Students apply creative ideas in practical ways and test the possibilities of ideas they generate (C)  
Use appropriate language to explain their thinking (R,E & M) |
| Level 4 | Students perform confidently and efficiently in a range of movement environments  
They refine basic and complex motor skills and apply these skills in increasingly complex games and activities  
They maintain regular participation in moderate to vigorous physical activity  
Students effectively use strategic thinking and work with both more- and less-skilled peers to improve game performance  
Students work independently to improve performance  
They use the information they collect to develop concepts, solve problems or inform decision making (R,P&I)  
students use creative thinking strategies to generate imaginative solutions when solving problems (C)  
Students use a broad range of thinking processes |
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| Level 5 | Students proficiently perform complex movement and manipulative skills  
|         | They maintain regular participation in moderate to vigorous physical activity  
|         | They combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance. |
|         | They complete activities focusing on problem solving and decision making which involve an increasing number of variables and solutions (R,P&I)  
|         | Students apply creative thinking strategies to explore possibilities and generate multiple options, problem definitions and solutions (C)  
|         | They use specific language to describe their thinking and reflect on their thinking processes during their investigations (R,E&M)  
|         | They modify and evaluate their thinking strategies (R,E&M) |

| Level 6 | Students demonstrate proficiency in the execution of manipulative and movement skills during complex activities  
|         | They demonstrate advanced skills in selected physical activities  
|         | They participate in sports, games, recreational and leisure activities that maintain regular participation in moderate to vigorous physical activity  
|         | They employ and devise skills and strategies to counter tactical challenges in games situations  
|         | They assume responsibility for conduct of aspects of a sporting competition in which roles are shared and display appropriate sporting behaviour |
|         | They process and synthesise complex information and complete activities focusing on problem solving and decision making which involve a wide range and complexity of variables and solutions (R,P&I)  
|         | They apply selectively a range of creative thinking strategies to broaden their knowledge and engage with contentious, ambiguous, novel and complex ideas (C)  
|         | They use specific terms to discuss their thinking, select and use thinking processes and tools appropriate to particular tasks, and evaluate their effectiveness (R,E&M) |
GAME IDEAS

The game you choose depends upon the skill and/or tactic you wish the students to be practising/understanding. The most important considerations when devising and teaching a sequence or plan are:

- Progression across a lesson and unit
- Modification where necessary – most of these games are modified forms of net/wall games
- Allow students to have input into game structure and rules
- Consider the questions you will be asking – they need to reflect the purpose of your lesson/unit
- Maximise student opportunities for practising the skills/tactics by your excellent game choice
- Maximise fun by making the games achievable – everyone can experience success
- Use a range of assessment techniques – teacher/self/peer but be sure the students know what you and they are looking for and that for the most part assessing is about improving their performance
- Net/wall games can be used as a sequence in their own right to develop tactical thinking or a sequence in developing skills/tactics towards a known net/wall game e.g. badminton, tennis, table tennis, volleyball........
Modifying games:

**Teaching styles**

**Rules**

**Equipment**

**Environment**

This selection of games focuses on placement of the ball or similar piece of equipment. In some cases hands are used, and in others, implements. Any of the games can be adapted to alter any of the T.R.E.E. items. Eventually these game ideas head towards volleyball, although you might choose to use the games with a different net/wall game in mind.

**Castle game**

Focus: placement, control, preparedness (ready position), footwork, hitting the ball high enough to get it above shoulder height, hand-eye coordination

In pairs in a safe space, using a ball of any size that bounces adequately, the object of the game is to “hit” the ball up above shoulder height using an open hand or a hitting implement so that it lands on a cone (preferably a rubber dot). A point is scored each time the cone is successfully hit.

**Balloon tap**

Focus: calling, teamwork, cooperation, preparedness (ready position), footwork, tapping the ball high enough to give another person the best possible chance to hit it, hand-eye coordination

In a circle with a balloon (useful to use a cloth balloon cover so balloons don’t pop easily), the group (any number but keep it small so students get lots of goes), keep the balloon in the air for as many taps as possible. Try to break your own group world record.
Tally tap

Focus: placement, control, calling, preparedness (ready position), footwork, hand-eye coordination

In pairs in a small court students attempt to keep the ball in play for as long as possible. This can be done with one person on each side of the court or more. Try to break your own record!

All on one side

Focus: placement, control, calling, preparedness (ready position), footwork, teamwork, cooperation, hand-eye coordination

Designate a small court with a line across half way. All but one team member on one side of the line in half a court. The one team member (1) on the other side starts with the balloon or ball. They hit it into the air over the half way line, a person on the other side (2) hits it back. If it is hit successfully back by 2, 2 then crosses over half way to join 1. The rally continues with each successful hit allowing another person to cross the line and join 1 and 2. This continues until all of the team have crossed the line and is on one side. However, if the ball/balloon drops to the ground, the team begins all over again from their original positions

One vs one rotation

Focus: placement,

Two people on each team but only one at a time on the court. The other must stand outside the sidelines. Team A serves first, putting the ball into play on the opposite court (nets or no nets). After striking the ball, the first player from team A immediately runs off the court to be replaced by their partner. The same occurs on Team B’s side. As soon as a rotation is lost, if the ball is not returned, the ball bounces more than once or is hit outside the boundaries, the point is finished and the winner of the rally gains a point. Whether they lose or not, Team A maintains the serve until they have 5 serves. Once 5 serves are done, Team A serves for 5 points and so on.
Two square

Focus – ball placement, hand-eye co-ordination, footwork

Using chalk or existing lines, mark out an area of approximately 6mX3m. Two squares are required, with one player playing within each square. The server drops the ball and using their hand, pats it into the opposite square. The ball may only bounce once before it is patted back by the opponent. The game continues. The students may devise their own scoring system, however a point is lost when the ball bounce more than once in a player’s square or if a ball is hit outside of the opponent’s square. Variations include using a hitting implement, changing the size of the playing space or scoring system.

Four square

Focus – ball placement, hand-eye co-ordination, footwork
As for the above game except that 4 squares are utilised with 4 players – one in each square. Same rules apply, except if a point is won, a player has the opportunity to move up a square with the ultimate position being the top square or No.1position. If a player loses a point, they are immediately demoted to the lowest or No. 4 position to work their way back up again.
**Down ball**

Focus – foot movement, hand-eye co-ordination, ball placement

In pairs, using a tennis ball or larger, one person drops the ball to themselves and pats it with one hand so that it hits the ground then the wall. As the ball comes off the wall, the first person moves out of the way and the second steps forward and moves into position to return the ball in a similar fashion. The rally continues until an error is made by one person i.e. double bounce, missing a turn etc. Variations – Using a larger ball, using a hitting implement, widening the play area, hitting the ball up over a line instead of hitting it down into the ground, doubles instead of singles.

![Diagram of Down ball](image)

**War ball**

Focus – foot movement, ball placement, hand-eye co-ordination, understanding angles.

Using chalk or existing lines on a court, mark out an area of approximately 9mX3m. Three squares are required – the two players playing within the squares at either end. One person begins with the ball (size is dependant upon skill) and throws it so that it lands in the middle square. The ball should be caught
by the opposite player before it touches the ground on the other side. The ball does not need to be caught with the player’s feet in the square at the far end though. A scoring system can be created by the students. The point or possession is lost if the thrower does not manage to make the ball clear the centre square in one bounce i.e. it bounces twice in the centre square, or if the ball does not land on the first bounce inside the centre square. The point is also lost if the ball is not caught by the opposition before it bounces a second time.

**Over the top**

Focus: placement, footwork, teamwork, hand-eye coordination, calling, anticipation, throwing/hitting and serving

Two players stand on the midline of a rectangular court. They are the net. Two teams are on each side of the “net”. Team A serves the ball over the net whilst the net players attempt to block the serve. The receiving player catches the ball, passes it to his partner who then throws or serves the ball (dependant on your focus) back over the net. A point is scored if the ball is dropped or lands in the court of the opposition. Teams rotate positions if 5 points are scored or if the net players intercept the ball.

**Zone ball**

(adapted from Australian Sports Commission, Game Sense Cards)

Focus – placement, protecting space, footwork, throwing

Mark a long, skinny area with cones to indicate 3 zones on each side of the playing area. The rear playing area is a 5 point zone, the centre area is a 3 point zone and the area closest to the “net” is worth 1 point. One player plays on either side of the net. The net can be a line, slightly raised cones, rope (e.g. elastic high jump bar), badminton or even a volleyball net. The aim of the game is to score points by landing the ball (a volleyball or other soft ball) in the zones scoring the greatest points on your opponent’s side of the net whilst your opponent tries to prevent the ball from touching the ground. A rally continues with no scoring until the ball lands on the ground in a scoring zone. A ball that lands outside of the playing area does not score a point. Alternate the server each point. Alternative scoring systems can also be used.
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Partner play

(adapted from Australian Sports Commission, Game Sense Cards)
Focus – teamwork, placement, footwork, hand-eye coordination

Two pairs on either side of a net (badminton would be preferable, however a lower or higher net as described above in Zone Ball would be appropriate dependant upon skill level and height of students). One team serves first with one team member having 4 consecutive serves before handing the ball to an opposition member for their 4 serves. Serves continue to rotate in this fashion. The ball must be caught and returned back over the net. Play continues until the ball is dropped, thrown into the net or lands on the floor outside the area of play. A point is scored for winning a rally. Variations – allow the pair to pass the ball on their own side of the net to a maximum of three touches in order to improve the position they are in to throw the ball over the net. Hitting implements can be introduced, dependant upon the aim of the unit. Scoring can be done in a number of ways to bring the game closer to a number of different games e.g. volleyball, badminton, tennis, table tennis.

<table>
<thead>
<tr>
<th>5 points</th>
<th>3 points</th>
<th>1 point</th>
<th>1 point</th>
<th>3 points</th>
<th>5 points</th>
</tr>
</thead>
</table>

JLPeters, Ed Matters 2009
Making spaces
Focus – throwing and catching, throwing to a space, covering space, footwork, hand-eye co-ordination

3 or 4 players on each team on each side of a tennis, badminton or volleyball net. The aim of the game is to keep the ball moving fairly quickly between team members and between teams. Players must attempt to throw to where opponents are not. In order to do this, the ball must be touched by 3 different people on one side of the net before it is sent back over. The ball cannot be held for longer than 3 seconds by an individual. Encourage quick footwork and lots of court coverage. The ball cannot be thrown into the no-go zone either side of the net. This should be clearly marked by cones. Encourage depth in throws. A point is scored for winning a rally. A rally ends when the ball is dropped, thrown into the net or lands on the floor outside the area of play.
No-go zone

Newcombe

Focus – throwing and catching, placement, footwork, teamwork, calling

This game can be played with more than 4 per team, however, it will be described below with 4 per court as this is the most desirable number. Students will now understand what is required to have a rally. A rally ends when the ball lands outside the court, drops on the floor in the opponent’s court, is thrown into the net, is held for more than 3 seconds by any one player or is passed more than 3 times on one side of the net. One player serves by throwing the ball over the net and play continues as per the previous game and until the rally ends. Alternate serves between teams and rotate the server in a clockwise direction each time a point is won. Each player must stay in their own square during play. Emphasise calling for the ball. Variations – allow the ball to bounce before the ball is caught. Cut out the bounce once the students are ready to move on.

Net

<table>
<thead>
<tr>
<th>Player 2</th>
<th>Player 3</th>
<th>Player 4</th>
<th>Server</th>
</tr>
</thead>
<tbody>
<tr>
<td>Server</td>
<td>Player 4</td>
<td>Player 3</td>
<td>Player 2</td>
</tr>
</tbody>
</table>
Newcombe – Extension 1

Focus – throwing and catching, placement, footwork, teamwork, calling, setting

Extend the game of Newcombe by allowing the server to throw and receiver to catch as per the previous game, however, each possession from then on has to be a catch and set. Extend again to allow only the first ball over the net to be a catch.

Setting circle

Focus – footwork, calling, setting, placement

In a group of 4-6, have the students setting in a small circle, calling the name of the person to whom they are setting, attempting to keep the volleyball up high.

Newcombe – Further extensions

Students can be further extended in the game to add a serve. The dig can be added at a later date to bring the game closer to volleyball if appropriate.

Focus questions:

Dependent upon the purpose of the game and what has arisen during play, these are some examples of the types of questions you might ask students prior to allowing them the opportunity to put newly discussed tactics back into play.

- Where is best place to land ball in order to score?
- Where is the best place to attack from and why?
- What is the best way to throw to score? (low & hard-less time for opponents)
- How can you move the opposition out of position to create space?
- Where is the safest place to land the ball to reduce opposition opportunity to score?
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- Where did you score most of your points and why?
- How can you move your opponents around to make space?
- What strategies did you use to accumulate the most points and keep your opponents' score down?
- Where is the easiest place to score from? (close to net and from high position)
- Why is it easier to score from position high above the net? (Opposition have less time to see where the ball is going and to catch it - ball from back of court gives maximum time for opposition to adjust and defend).
- How does net height effect scoring? (distance from net/flight of ball/time)
- If close to net is best position to score from where should you throw to in order to make it most difficult for the opposition to score? (back of court)
- Where is best place to serve in order to reduce opposition opportunity to score?
- What is the aim of the serve? (make return of ball to opposition difficult and to place ball deep in court).
- Where is the best place to land the serve in order to make opposition scoring more difficult?
Net/Wall Games—Self-Assessment

Name ____________________________________________________ Date ___________

Directions: Assess yourself by marking a cross on the line where you believe you are currently performing:

1. I maintain an athletic ready position and am focused on the play. It is difficult for my opponent to score.

never some of the time most of the time

2. I attempt to send the ball or object to open areas so that my opponent has to move to play it.

never some of the time most of the time

3. I use a variety of shots so that it is hard for my opponent to predict what I will do from one play to the next.

never some of the time most of the time

Adapted from Physical Education Assessment Toolkit by Liz Giles-Brown, 2006, Champaign, IL: Human Kinetics.
Net/Wall Games—Peer Assessment

Assessor’s Name ____________________ Partner’s Name ____________________

Directions: Assess your partner by marking a cross on the line where you believe they are performing:

1. My opponent maintains an athletic ready position and is focused on the play. It is difficult for me to score.

____________________________________________________________________________________________
never      some of the time      most of the time

2. My opponent attempts to send the ball or object to the open areas so that I have to move to play it.

____________________________________________________________________________________________
never      some of the time      most of the time

3. My opponent uses a variety of shots so that it is hard for me to predict what he or she is going to do from one play to the next.

____________________________________________________________________________________________
never      some of the time      most of the time

4. My opponent covers space efficiently by consistently being in the position that gives him or her the best coverage.

____________________________________________________________________________________________
never      some of the time      most of the time

Adapted from Physical Education Assessment Toolkit by Liz Giles-Brown, 2006, Champaign, IL: Human Kinetics.
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