

5-8 Physical Education/Health Education: A Foundation for Implementation **Strategic Planning for Net/Wall and Target Activities**

As students are playing selected net/wall games (e.g., badminton, handball, volleyball), have them determine the areas on the court that are

- most difficult to contact during service reception
- easiest to contact during service reception
- most difficult to receive from during play
- easiest to receive from during play
- other

Examples of Game Strategies:

- **Badminton:** Have students play badminton on a short and narrow court so that they can develop strategies for placing their shots without having to rely on their wrist action for power. Then have students play on long and narrow courts where placement of their shots depends on the power they can generate from their wrists.
- **Volleyball:** On a volleyball court, place mats marking the spots in which opponents would be positioned during service reception and have students practise serving to the open spaces.

Variation: This activity could be structured as inquiry research. Each group presents a related question, and plans and implements a class activity in order to reach a conclusion.

Class Tournaments

As students participate in class tournaments, set up a role-responsibility rotation so that each student experiences the opportunity to play, referee, coach, keep score, be a lines keeper, and so on. Prepare “job cards” and have students read the cards, reviewing their responsibilities for each position/job. Observe the students who are playing the role of the coach as they explain the strategy that their team will use in the game.

SUGGESTIONS FOR INSTRUCTION

Students will...

PRESCRIBED LEARNING OUTCOMES

K.1.8.C.3 Describe common strategies used in various games, including net/wall and target-type activities (e.g., positioning for serve reception, speed, and control of projectiles...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 3—Manage ideas and information.

GLO 5—Celebrate and build community.

PE/HE:

GLO 1—Movement (S.1.8.B.1)

8-18

Paper and Pencil Task: Strategic Planning for Net/Wall and Target Activities

Teacher Assessment: Inventory

Have students complete a quiz on strategic planning for a variety of net/wall courts and have them indicate the best place on the courts from which to plan an attack, score a point, or serve.

Example:

Net/Wall and Target Game Strategies

Name _____ Date _____

1. In the following volleyball court, draw the players who are in service reception.

Place an “X” on the court to indicate a good place for the server to place the ball.

2. Draw a picture of how a badminton player would stand in the ready position.

3. On the following badminton court, place an “X” in the best place to serve the shuttle in a singles game.

4. Place a “guard rock” on the following sheet of ice, using a star .

net
net
server

TEACHERNOTES SUGGESTIONSFORASSESSMENT

Grade 8: Movement–Knowledge

8–19

Refer to *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*) for safety guidelines for each activity.

Aboriginal Link:

For suggestions on Aboriginal games and sports, see *North American Indigenous Games*, available from The Winnipeg School Division.

For more information about tournament structures, see pages 1 to 8 in the Appendix of *Student Leadership Development Program: Secondary Teacher’s Guide*(CIRA).

Make up and laminate “job cards” for each job or position so that students can quickly review their responsibilities. As well, include assessment questions on the cards to identify what students will need to know and be able to do related to the task at hand. Store the cards in a recipe box for easy access.

For background information, refer to BLM G–17: Teaching Games for Understanding Chart.