



Australian Government
Australian Sports Commission



Squash lesson plans

Seven curriculum-aligned lesson plans to help primary school teachers deliver an engaging physical education program.

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OVERVIEW

The Australian Sports Commission (ASC) has partnered with Squash Australia to develop 7 curriculum-aligned lesson plans for primary school teachers. These lessons are appropriate for students in Years 3 and 4. Some games may require teacher modification to ensure they are accessible for all students.

The lesson plans aim to build students' confidence and competence to participate in squash over the 7-week game-based program. Students will be introduced to the fundamental movement skills of running, jumping and throwing. As the activities become more challenging, students will learn the rules and skills needed to understand, play and enjoy the sport of squash.

This resource is based on the Playing for Life and Game Sense concepts. These contemporary approaches to teaching and coaching use a game-centred approach to develop fundamental movement skills for games and sports. The use of skilled questioning will enable students to reflect on and refine their movement skills as they progress.

For each lesson, the following is included:

- Learning intentions – outcomes of each lesson.
- Skill focus – skills to develop.
- Duration, area, equipment – information to assist with the preparation and successful delivery for each lesson.
- Activities – a range of developmentally appropriate, engaging activities that will make up each lesson.
- CHANGE IT – simple ideas to ensure activities are engaging and adaptable for students of all abilities.
- Links to curriculum – alignment to the Australian Curriculum 9.0, achievement standards and content descriptors.
- Assessment ideas – a range of easy to use and adaptable assessment ideas.

Assessment

A range of tools are available for teachers to assess student achievement against AC:HPE achievement standards.

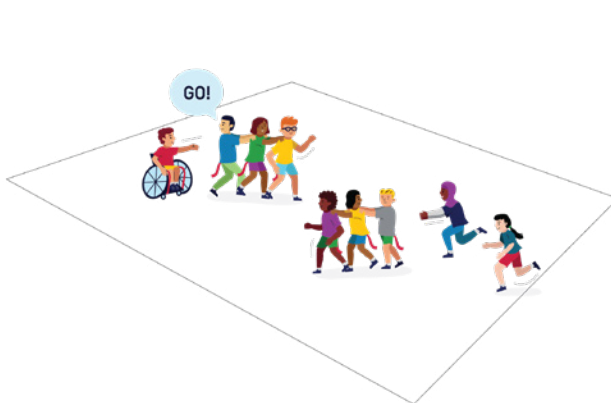
- Student self-reflection assessment
- Student peer assessment
- Teacher assessment rubric
- Teacher formative assessment – 'What did you learn?' questions at the end of each lesson link to the learning intentions.

Teachers can select the tool/s that best suit their environment, adapt existing tools, or create alternative assessment tools to meet the needs of their students.

Tips for delivery

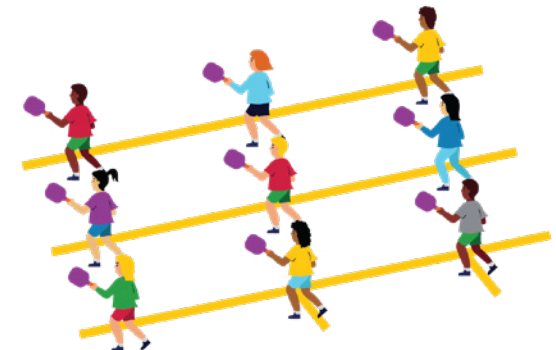
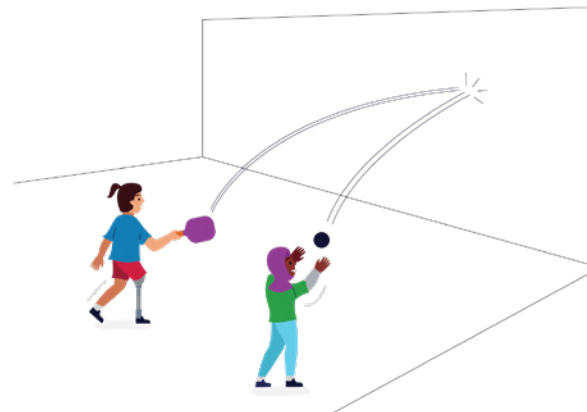
The lessons aim to make squash accessible and engaging for all students. Adjust activities where possible to ensure they meet the individual needs of everyone. For example:

- Keep instructions brief to hold students' attention.
- Keep group sizes to a minimum to ensure maximum participation of all students.
- Run activities with several groups at once or set up stations with different activities and rotate the groups as shown below.
- Be creative and add your own flair to the lesson plans provided.
- Minimise waiting times for students to take turns by having short lines.
- Be alert to children having trouble performing activities and provide some one-on-one support.
- Ensure that equipment is appropriate to match developmental level of students and is arranged beforehand to encourage game and play movement.
- If you cannot place line markings on the rebound walls when defining the court, instead place a racquet, grip facing up, against the wall and have students hit above the height of the racquet.



Safety considerations

- Your duty of care to your students extends to lesson delivery. Always prioritise student safety and supervise play directly.
- At the start of every lesson, confirm that the surface of the playing area is appropriate for the activities outlined. Ensure a safe distance from hazards, walls and other fixed objects.
- Set a safe distance between groups of students.
- Space courts at least 2m to 3m apart to avoid collisions or interference between students from different games.
- Use marker cones to clearly define the boundaries for playing and safe waiting areas, as well as individual workspaces when needed.
- Use good quality, well-maintained equipment. Always check equipment for faults before use.
- Students should place racquets and balls on the ground when not in use.
- Use Oz Squash racquets, Squash Australia modified balls and other equipment suitable for students' ability and size.
- Always give clear instructions for activities and the use of equipment.





Playing for Life

Playing for Life is based on the Game Sense approach, with the objective to develop a love of movement and physical activity in students that will empower them to play for life. All Playing for Life activities are game-based and generate a safe, inclusive and challenging environment.

The Game Sense approach

The Game Sense approach is a way of teaching where:

- Students develop tactical and movement skills together to promote problem solving and decision-making.
- The learning environment typically involves games and match simulations [but can also include other skill-building activities].
- Students are guided using instructions and questioning from the teacher, as well as reflection and group discussion prompts.

The Game Sense approach – how to use it

The typical Game Sense approach uses the following structure:

- **Gameplay:** use of games or match simulations that represent a tactical and movement skill of match-play with a specific outcome guiding the gameplay.
- **Question:** teacher asks the students questions about a tactical concept, movement skill or aspect of personal and social development from the gameplay to guide learners to solve problems they have experienced.
- **Play practise:** use of activities [i.e. games, scenarios, or drills] that guide students to achieve the tactical or movement skill objective.
- **Question:** teacher again asks students about a tactical concept, movement skill or aspect of personal and social development from the play practice they have just completed to guide students to solve problems they have experienced and identify how they have solved these problems.

- **Gameplay:** students are placed into a game or match simulation to try and achieve the original objective [or a potentially slightly more challenging one] to use the tactical and movement skills they have learned from previous gameplay and play practices.
- **Conclusion:** the teacher and the students discuss or think about what has taken place, whether the lesson outcomes have been achieved and what can be done in the future.

The Game Sense approach – key points

- Plan each session around developing a particular tactical concept and movement skill.
- Teachers provide an environment for students to successfully solve the challenges that gameplay provides, rather than instructing students how to perform a particular skill.
- Minimise teacher instructions and demonstrations to allow play to continue and support students in developing their skills.

CHANGE IT

CHANGE IT – Vary one or more of the following game elements to maximise participation and meet student needs and game objectives.

How you score/win

Increase opportunities to score, e.g. allow passing to a student to score or pass into an end zone, instead of shooting at a goal; vary the size of/distance to a target.

Numbers

Consider using different team sizes or varying the number of turns, e.g. decreasing team sizes can increase student involvement by maximising participation. When introducing defence into a game, 3 v 1 or 4 v 2 gives attackers more options to deal with an added defender. Increasing the number of turns helps students learn new skills.

Equipment

Vary the size and type of the equipment used, e.g. change to a larger and/or softer ball if the student is having difficulty catching, or to a smaller ball if they are having problems throwing; introduce a batting tee (a stationary ball) if a student is having difficulty hitting a moving ball.

Time

Reduce or extend the time to perform actions, e.g. see how many passes students can complete in 5 or 30 seconds. Increase possession time to allow students more time to decide what to do next.

C

Coaching style

Use questions to set challenges for specific aspects of a game, e.g. 'When should you move to receive a pass?'. Provide discrete coaching, without interrupting the game, where required. Use student role models to highlight skilful play. Vary how you communicate (simple or more complex language; visual, auditory, or kinaesthetic cues) according to student needs (such as age, cultural background, intellectual and sensory ability).

H

A

Area

Increase or decrease game difficulty by changing the shape and/or size of the playing area, e.g. long and narrow, short and wide, smaller/larger.

N

G

Game rules

Change the rules slightly, e.g. introduce a no-tackling rule to give students more time to play the ball; allow 2 bounces before catching or stopping the ball; specify that 3 team members must touch the ball before scoring a point; allow a student to roll rather than throw the ball, or walk rather than run.

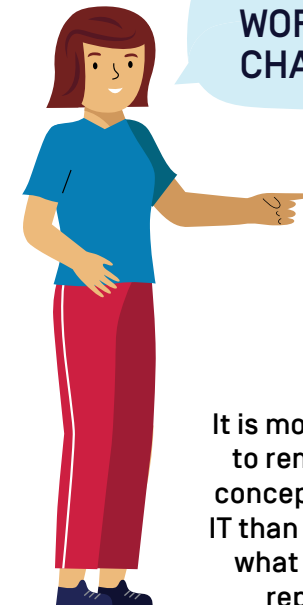
E

I

Inclusion

Engage students to modify the activities using any of the outlined game elements (or others) to maximise their involvement. Ask students individually how the game could be improved for them and/or how their involvement could be increased; or provide options they could choose from to encourage agency.

T



IF IT'S NOT WORKING... CHANGE IT!

It is more important to remember the concept of CHANGE IT than to remember what each letter represents.

CURRICULUM LINKS

This resource is aligned to the Australian Curriculum: Health and Physical Education [AC: HPE] Version 9.0 strand of Movement and Physical Activity [MPA] and aspects of related achievement standards.

Content descriptions

Each lesson identifies one or more content descriptions, which indicate how the lesson is aligned to the AC:HPE.

Each lesson provides a series of games the teacher can deliver to help students learn the fundamental movement skills of Squash. For each lesson, years 3 and 4 have been identified and colour coded with green.

Years 3 and 4

At any year or band level, students are likely to demonstrate considerable differences in the fundamental movement skills proficiency.

Links to the [Australian curriculum](#), content descriptions and detail on relevant sections of the achievement standards.
Links to the [NSW curriculum](#) and [Victorian curriculum](#).

Specific curriculum linkages for these lessons:

Lessons 1-7:

Australian curriculum-relevant content descriptions

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4P04

YEARS 3 AND 4

Curriculum links:

Relevant sections of the achievement standard

Students apply fundamental movement skills and demonstrate movement concepts across a range of situations.

They adapt movement strategies to enhance movement outcomes.

They demonstrate fair play and inclusion through a range of roles in movement contexts.

Relevant content descriptions

[AC9HP4M01](#)

Refine and apply fundamental movement skills in new movement situations

[AC9HP4M02](#)

Apply and adapt movement strategies to achieve movement outcomes

[AC9HP4P04](#)

Select, use and refine personal and social skills to establish, manage and strengthen relationships

INTRODUCTION TO SQUASH

RULES

Summary

OzSquash is a modified version of squash for primary school-aged children. The game is played by the following rules:

- Squash is played in a confined space, often at high speeds.
- Singles squash is played on a court between 2 students, each holding a racquet to strike the ball.
- Each rally starts with a serve.
- Students hit the ball back and forth across the court with their racquets.
- Overhead tennis-style serves are discouraged as they often result in a fault.
- With every shot, the ball must hit the wall above the tin. Any ball landing on or below the tin is out.
- After every shot, students return to the T as soon as possible.
- From the front court, students run backwards to the T, facing the front wall.
- Students score one point for each rally won.
- Play stops and students call for a 'LET!' to avoid physical contact or to prevent hitting another student with the racquet or ball.

- The winner of each rally scores one point and serves to begin the next rally.
- The first student to 11 points wins the game.
- If the score reaches 10-all, the game continues until one student leads by 2 points.

BASIC TERMS

Striking

Hitting the ball with the racquet.

Volley

When the ball is struck on the full before it bounces.

Rally

A serve followed by one or more alternate hits until one student cannot return the ball onto the wall above the tin.

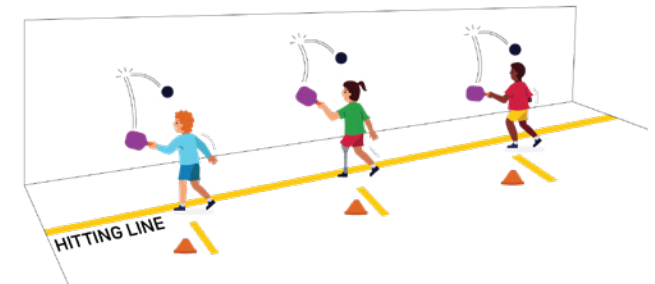
Let

When neither student can win a rally. The last server serves again from the same box.

PLAYING FIELD

Tin/Board

A traditional squash court has a 50mm-wide horizontal line, called 'the board' on the wall, 19in above the floor. Underneath the board is usually a tin material that makes a distinctly different noise to the front wall when hit by a ball.



The T

On an actual squash court, the short line and half court lines meet in the middle of the court making a 'T' shape. From this position, students are equally able to move to any corner of the court.

EQUIPMENT

Equipment used in this program includes:

- marker cones
- a stopwatch
- squash racquets or similar alternative such as tennis racquets
- various balls and throwing objects
 - squash balls or foam balls
 - bean bags
 - beach balls
 - volleyballs
- various targets
 - buckets
 - hoops
 - skittles
- various goals
 - markers
 - bins
- tape or chalk
- bibs or sashes.

BASIC SKILLS

GRIP

Coach your students through the following movements:

- Hold the racquet in the hand with fingers pointing diagonally towards the strings.
- The thin edge of the grip should sit between the base of the thumb and first finger, allowing the thumb to rest across the left wide edge of the grip and the fingers to rest across the right wide edge of the grip.
- For left-handed students, the opposite side is required.

STRIKING

Coach your students through the following movements:

- Stand side-on, with the feet shoulder-width apart for balance and ease of weight transfer.
- Swing with an underarm action.
- Hit the ball with an open racquet face and maintain this grip throughout the swing.
- Hit with a forehand or backhand shot.
- To perform a volley, stand at the T, anticipate where the ball will go and strike the ball before it bounces.

SERVING

Coach your students through the following movements:

- Start with a bounce serve.
- Progress to striking the ball on the full from a small head-height toss.

LESSON 1

LESSON 1

LEARNING INTENTIONS

To improve hand-eye coordination by striking a ball.

To practice hitting the ball by anticipating and moving towards the ball.

To display respect for the equipment and each other during the lesson.

Skill focus

- Grip
- Striking

Duration

60 minutes

Area

Basketball or multipurpose court with a rebound wall.

Equipment

- Marker cones
- One stopwatch
- One racquet per student
- One ball per student
- Various targets such as hoops and buckets
- Bibs for each team

Activities

FROST AND THAW

BAT TAPPING AND RELAY

RACQUET AND BALL SKILLS CIRCUIT

ON TARGET

WHAT'S AHEAD?

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4P04

[NSW curriculum](#)

[VIC curriculum](#)

FROST AND THAW

SUMMARY

A variation of freeze tag. Play with 6 or more students.

Details

Warm-up
5 minutes

Equipment

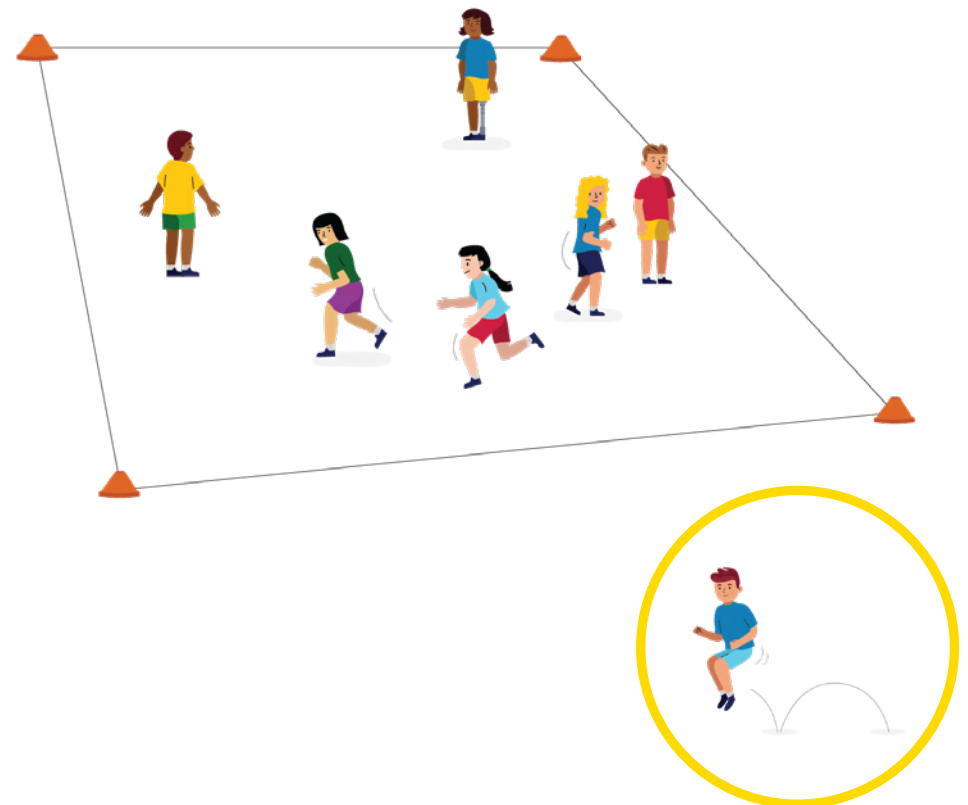
- Marker cones
- Bibs or sashes

CHANGE IT

- Limit the type of movement that can be used.
- Two frosts work together but must hold hands throughout.
- Change the size of the playing area.

What to do

- Define the playing field with marker cones.
- One student is frost and another is thaw.
- Frost tries to tag as many of the other students as possible.
- When tagged by frost, students freeze on the spot.
- Frozen students rejoin the game when tagged by thaw.
- Encourage frozen students to call out for thaw.



BAT TAPPING AND RELAY

SUMMARY

A small group relay game where students aim to move across the full length of the playing area by continuously tapping their ball into the air without dropping it.

Skill focus

- Grip
- Striking

Details

Skill development
15 minutes

Equipment

- Marker cones
- One racquet per student
- One ball per student
- 2 hoops per group

CHANGE IT

- Students compete on the spot to see who can get the most taps in a row.
- Students tap with forehand, backhand and alternating surfaces of the racquet.
- Challenge students to tap the ball on the narrow edge of the bat.
- Students carry the ball on the racquet.
- Students push the ball along the floor with their racquet.

What to do

- Define the playing field using marker cones.
- Divide students into small even groups and divide each group in half. Each half stands at opposite sidelines, behind a hoop.
- The first student starts tapping their ball up and down on their bat, moving to the opposite sideline.
- When they reach the opposite sideline, their equipment is put in the hoop and they tag the next student.
- Students count how many taps they get before the ball is dropped.
- Students restart the count if the ball is dropped.



RACQUET AND BALL SKILLS CIRCUIT

SUMMARY

Students rotate through 4 activity stations to practice striking.

Skill focus

- Grip
- Striking

Details

Skill development
15 minutes

Equipment

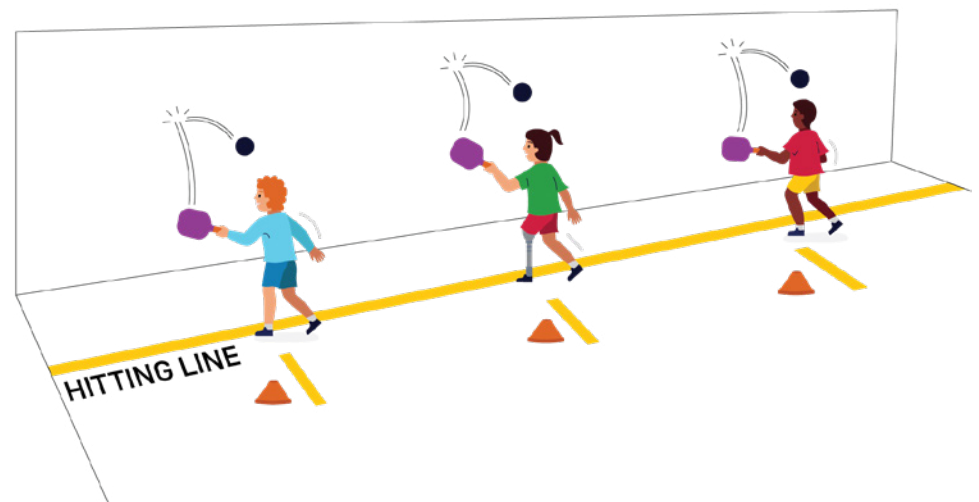
- Marker cones
- One racquet per student
- One ball per student
- Various targets such as hoops and buckets

CHANGE IT

- Encourage students to count how many targets they hit at each station and try to beat their own score.
- Students can try to hit the ball again after it bounces off the wall.
- Students can strike the ball along the floor.
- Students can throw and catch the ball in each activity.

What to do

- Define the playing field using marker cones.
- Set up 4 stations, each along a wall of the gym, with different activities.
- The 4 stations include striking the ball:
 - towards a target on the wall
 - towards the wall and into a bucket
 - towards a target on the wall
 - to the wall and into a hoop.
- Divide students into 4 groups.
- Students rotate to the next station every 3 to 5 minutes, on your call.



ON TARGET

SUMMARY

In small groups, a ball is bounced and then hit by one student into a target on the wall to score points. Fielders return the ball to a catcher.

Skill focus

- Striking

Details

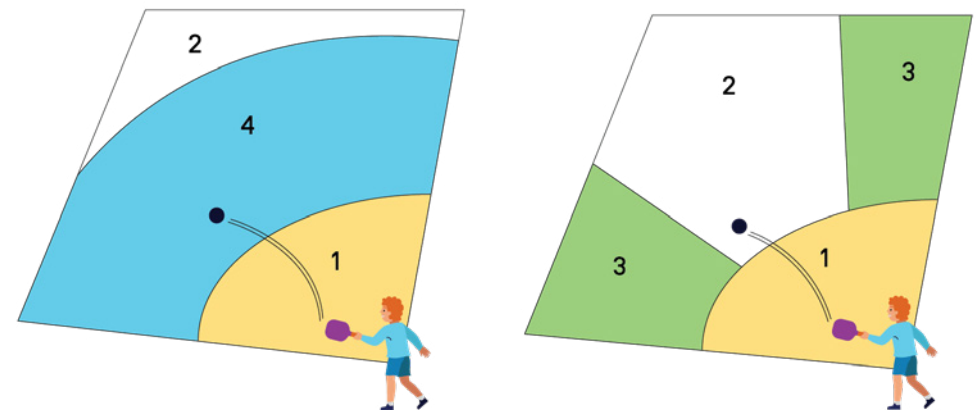
Skill development
15 minutes

Equipment

- Marker cones
- One racquet per group
- 5 balls per group

What to do

- Define the playing field using marker cones.
- Divide students into 4 groups.
- In each group, one student is the hitter, one student is the catcher, and 2 students are fielders.
- The hitter hits the ball from the centre of the playing area and onto a target on the wall to score points.
- Fielders return the ball to the catcher.
- After 5 hits, students rotate roles.



CHANGE IT

- Change the size of the targets.
- Change the shape of targets.
- Change the target point value.
- Use a batting tee to strike the ball.
- Split each group into small teams or pairs who compete for the highest combined total.
- Throw the ball at a target.

WHAT'S AHEAD?

SUMMARY

Provide a brief explanation about the lessons to come.

Details

Finishing up

5 minutes

What to do

- Share information about what to expect next time.
- Answer any questions students might have.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

Finishing up
5 minutes

What to do

Ask the class:

- How did you grip the racquet to hit the ball well?
- How could you improve your movement towards the ball?
- How did you show respect for the equipment and each other during today's lesson?



LESSON 2

LESSON 2

LEARNING INTENTIONS

To learn how to hit the ball using an underarm swing.

To improve your movement towards the ball.

To have students self assess their hitting skills and their respect for others (see the printable student self assessment on page 34).

Equipment

- Marker cones
- One stopwatch
- One racquet per group
- One ball per group
- Beach balls
- Hoops
- Bibs for each team

Activities

KAI

ON TARGET

PEPPER

HIT AND RUN

FOUR CORNERS

WHAT DID YOU LEARN?

Skill focus

- Grip
- Striking

Duration

60 minutes

Area

Basketball or multipurpose court with a rebound wall.

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4P04

[NSW curriculum](#)

[VIC curriculum](#)

KAI

SUMMARY

In a circle, using the open palm of their hands in an underarm action, students hit a ball up in the air to each other, aiming to keep it from hitting the ground for as long as possible.

Skill focus

- Striking

Details

Warm-up
5 minutes

Equipment

- Marker cones
- One beach ball per group

CHANGE IT

- Change the distance between students.
- Allow catching before passing the ball.
- Play as a competition between groups to see who can keep the ball in play the longest or who passes the most times in a given period.

What to do

- Define the playing field using marker cones.
- Divide students into 4 groups.
- Each group stands in a circle about 1m apart.
- Using the open palm of their hands in an underarm action, students hit a ball up in the air aiming to keep it from hitting the ground for as long as possible.



ON TARGET

SUMMARY

In small groups, a ball is bounced and then hit by one student into a target on the wall to score points. Fielders return the ball to a catcher.

Skill focus

- Striking

Details

Skill development
15 minutes

Equipment

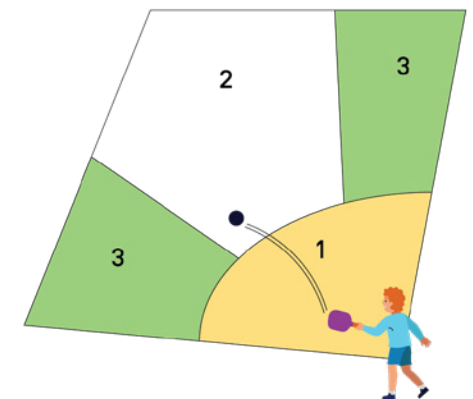
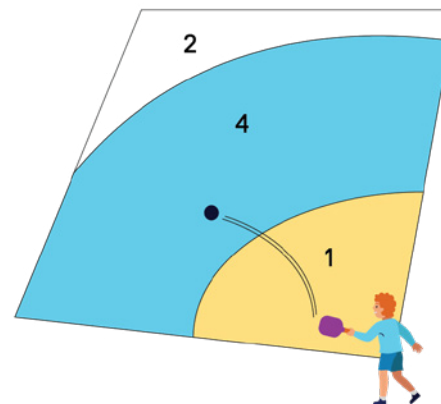
- Marker cones
- One racquet per group
- 5 balls per group

CHANGE IT

- Change the size of the targets.
- Change the shape of targets.
- Change the target point value.
- Split each group into small teams or pairs who compete for the highest combined total.
- Use a batting tee to strike the ball.
- Throw the ball at a target.

What to do

- Define the playing field using marker cones.
- Divide students into 4 groups.
- In each group, one student is the hitter, one student is the catcher, and 2 students are fielders.
- The hitter hits the ball from the centre of the playing area and onto a target on the wall to score points.
- Fielders return the ball to the catcher.
- After 5 hits, students rotate roles.



PEPPER

SUMMARY

In small groups, students hit, catch and field a ball.

Skill focus

- Grip
- Striking

Details

Skill development
15 minutes

Equipment

- Marker cones
- One racquet per group
- One ball per group
- One hoop per group

CHANGE IT

- Change the distance between fielders.
- Change the distance between hitter and fielders.
- Progress to a no-bounce delivery from fielders.
- Hitter tries to hit to each student of the group in a set order.
- Play the game with the ball being rolled and hit across the floor.

What to do

- Define the playing field using marker cones.
- Divide students into groups of 4.
- The hitter stands inside the hoop.
- Fielders start with a bounce delivery for the hitter to hit.
- Rotate positions after every 5 hits.



HIT AND RUN

SUMMARY

Students line up in groups of 4 facing a wall, taking turns to hit the ball you feed. They run to the next station to complete the ball skills activities at each station before joining the end of the line.

Skill focus

- Grip
- Striking

Details

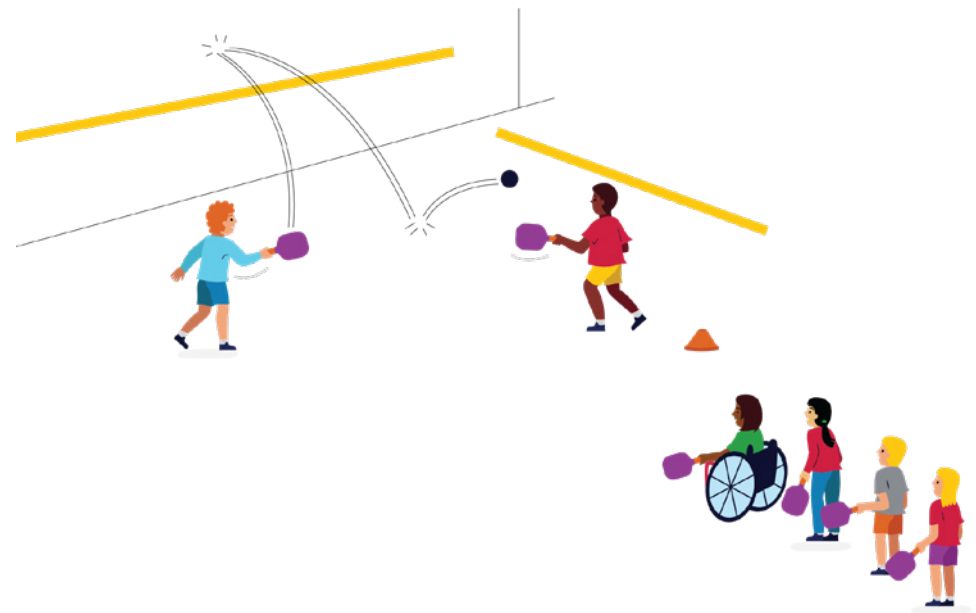
Skill development
15 minutes

Equipment

- Marker cones
- One racquet per student
- One racquet for you
- One ball for you
- Hoops and balls for each activity station

What to do

- Define the playing field using marker cones.
- Set up activity stations and explain to students.
- Have students form a well-spaced line behind a marker cone.
- As you feed the ball, each student takes turns to hit it.
- They run to the remaining corners of the court to complete the ball skills activities at each station before joining the end of the line.



CHANGE IT

- Change the ball skill activities or number needed.
- Change the size of the playing area.
- Play as a mini rally such as each student having up to 3 hits before they run.

FOUR CORNERS

SUMMARY

Students choose a corner to stand in and, as the game continues, must move to the middle.

Details

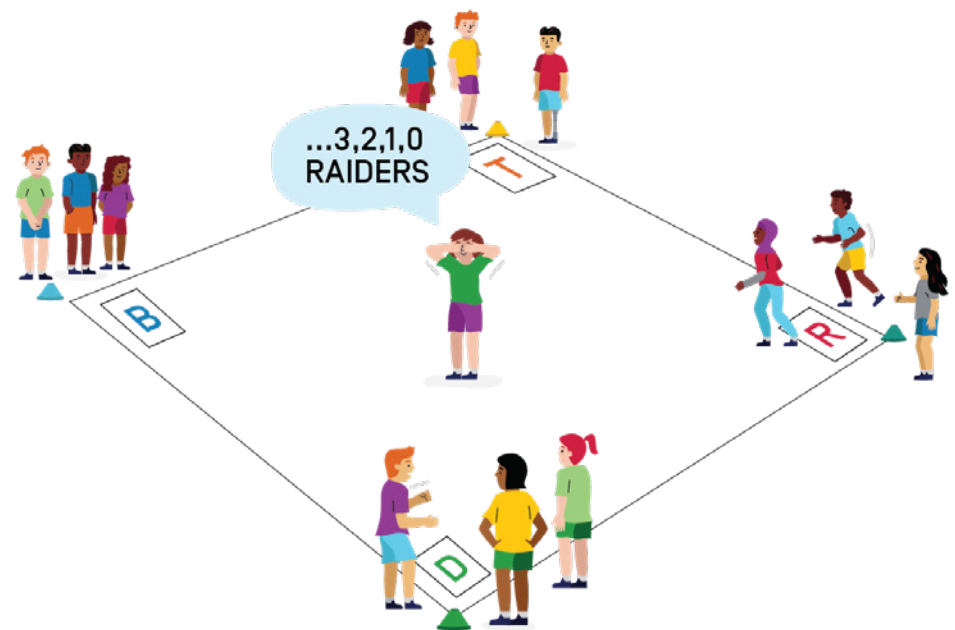
Finishing up
5 minutes

Equipment

- Marker cones

What to do

- Define the playing field using marker cones.
- Give names to each corner, such as Dragons, Raiders, Bulldogs, Titans.
- One student stands in the middle of the square with their eyes shut, counting down from 10.
- While the student is counting, all other students move to a corner in a movement that you choose, such as:
 - walking
 - hopping
 - skipping
 - other.
- When the counter gets to zero, they name one of the corners, such as Raiders.
- All students in that corner come into the middle and join in the counting.
- Continue until all students are in the middle.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

Finishing up
5 minutes

What to do

Ask the class:

- Why do you think we stand side on, with your feet apart when hitting the ball?
- In what other sports or activities do you hit a ball?
- What did you enjoy most in today's lesson?



LESSON 3

LESSON 3

LEARNING INTENTIONS

To improve your forehand and backhand hitting skills.

To improve your movement towards the ball and recovery after hitting the ball.

To show respect when playing games with others.

Skill focus

- Striking
- Serving

Duration

60 minutes

Area

Basketball or multipurpose court with a rebound wall.

Equipment

- Marker cones
- One stopwatch
- One racquet per student
- One ball per student
- Various targets such as hoops and buckets
- Bibs for each team

Activities

HIT AND RUN

THROW/HIT AND CATCH/
HIT AGAINST A WALL

FOOTY SQUASH

HIT THE TARGET

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4P04

[NSW curriculum](#)

[VIC curriculum](#)

HIT AND RUN

SUMMARY

Students line up in groups of 4 facing a wall, taking turns to hit the ball you feed. They run to the next station to complete the ball skills activities at each station before joining the end of the line.

Skill focus

- Grip
- Striking

Details

Warm-up
10 minutes

Equipment

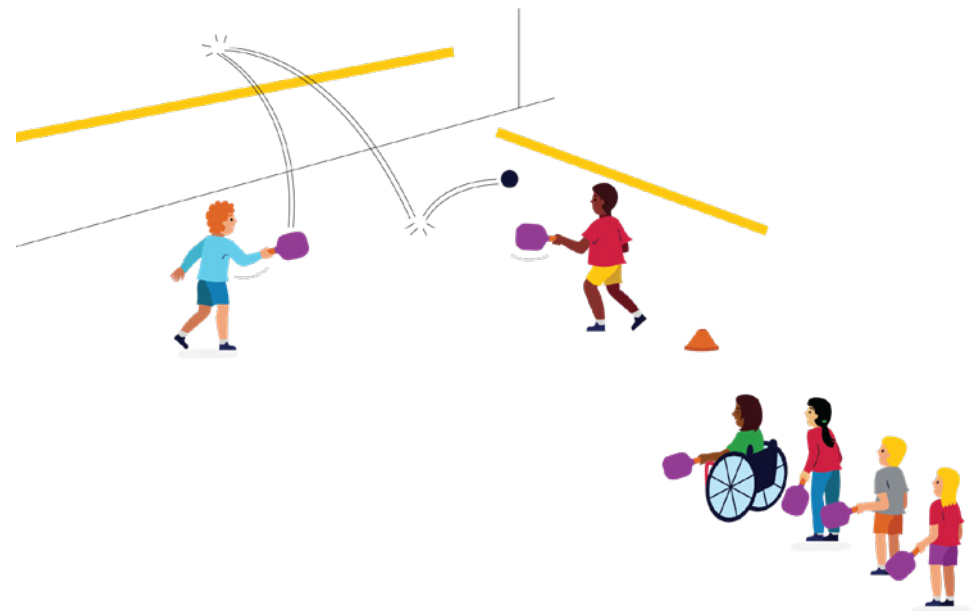
- Marker cones
- One racquet per student
- One racquet for you
- One ball for you
- Hoops and balls for each activity station

CHANGE IT

- Change the ball skill activities or number needed.
- Change the size of the playing area.
- Play as a mini rally such as each student having up to 3 hits before they run.

What to do

- Define the playing field using marker cones.
- Set up activity stations and explain to students.
- Have students form a well-spaced line behind a marker cone.
- As you feed the ball, each student takes turns to hit it.
- They run to the remaining corners of the court to complete the ball skills activities at each station before joining the end of the line.



THROW/HIT AND CATCH/HIT AGAINST A WALL

SUMMARY

Students find a safe space facing a wall with one squash ball and racquet.

Ask students to drop, hit the ball against the wall and trap the ball on its return.

Skill focus

- Fielding

Details

Game
10 minutes

Equipment

- One ball per student
- One racquet per student

CHANGE IT

- Students hit the ball trying to maintain a rally along the floor.
- Catch the ball off the wall on the racquet after one bounce or no bounces.
- Hit the ball against the wall using a bounce hit serve and continue to rally.

What to do

- Strike the ball by making contact in front of the body.
- Trap the ball with your racquet or by hand.
- Respect other students' rights to play their game by waiting to collect your ball if it enters someone else's area.



FOOTY SQUASH

SUMMARY

Students aim to score by hitting a ball between targets on a wall. Each student will bounce the ball to set up for themselves before swinging.

Skill focus

- Striking

Details

Game for skill and tactical development

15 minutes

Equipment

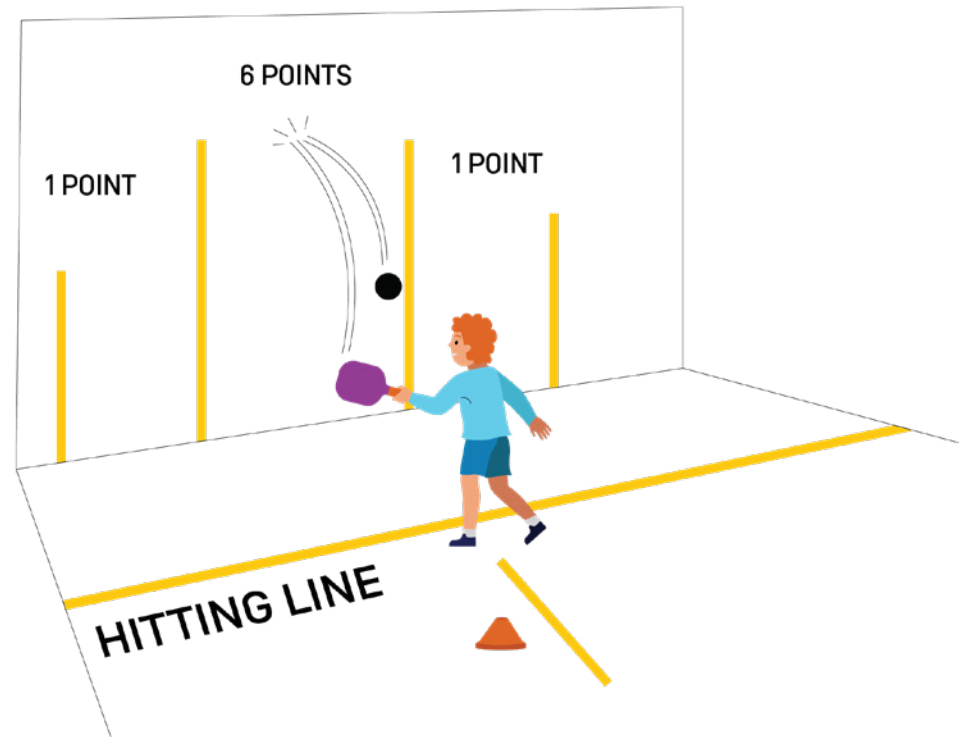
- Marker cones
- One racquet per group
- 5 balls per pair
- Tape or chalk

CHANGE IT

- Use goal posts or a ground target instead of targets on a wall.
- Change the distance to the target.
- Change the width of the goal posts.
- Students have their 5 hits consecutively.
- Compete for highest scores and regroup students of similar ability.

What to do

- Define the playing field using marker cones.
- Divide students into groups or pairs.
- Mark targets on the wall, using tape or chalk, for each group.
- Each student bounces the ball to set up for themselves before scoring a goal.
- Rotate through until each student has had 5 hits each.
- Six points are scored for hitting between targets.



HIT THE TARGET

See the printable student self assessment on page 34.

SUMMARY

Targets are set up randomly between a hitting zone, marked by 2 cones, and the rebound wall. Students score points by hitting a bounce serve to the wall to land on or in a target.

Skill focus

- Serving
- Striking

Details

Skill development
20 minutes

Equipment

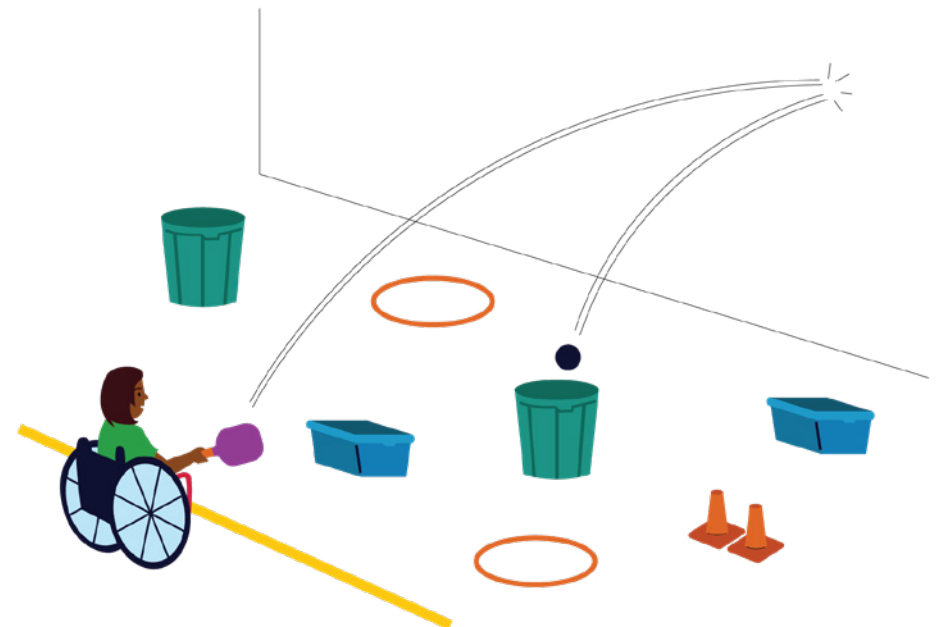
- Marker cones
- One racquet per group
- 2-5 balls per group
- Variety of targets

CHANGE IT

- Give different point values to targets.
- Change the position of the targets.
- Pairs compete against each other to score the highest total.

What to do

- Define the playing field using marker cones.
- Set up targets between a hitting zone of 2 cones.
- Establish a safe wait zone.
- Divide students into pairs.
- Each student has 5 hits.
- Play is stopped to reposition targets and collect balls.
- The next student takes their turn.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

Finishing up

5 minutes

What to do

Ask the class:

- What are three things you should do when hitting a forehand?
- What do you need to remember after hitting a ball?
- What are some of the things you did to be a respectful member of this class?



SELF ASSESSMENT RUBRIC

Name _____ Year level _____ Date _____ Teacher _____

YEARS 3 AND 4

Circle the face that matches how you feel about each of the statements below:



Always



Sometimes



Rarely

Lesson 3 – Serving – Hit the Target

Movement skills	I can serve the ball with accuracy to hit a target I choose 3 out of 5 times.			
	I can hit a forehand that rebounds off the wall with accuracy to hit a target I choose 3 out of 5 times.			
	I can hit a backhand that rebounds off the wall with accuracy to hit a target I choose 3 out of 5 times.			
Strategy and tactics	I can move into space to strike a ball off the wall.			
	I can decide when it is best to hit a forehand or backhand strike.			
Personal and social responsibility	I make positive and respectful comments to my team mates.			

LESSON 4

LESSON 4

LEARNING INTENTIONS

To hit with accuracy.

To learn how to serve.

To show effort when learning to improve your play.

Equipment

- Marker cones
- One stopwatch
- One racquet per student
- One ball per student
- Various targets such as hoops and buckets
- Bibs for each team

Activities

HIT AND CATCH

HIT THE TARGET

SKITTLE AND WALL

COOPERATIVE RALLYING

WHAT DID YOU LIKE?

WHAT DID YOU LEARN?

Skill focus

- Striking
- Serving

Duration

60 minutes

Area

Basketball or multipurpose court with a rebound wall.

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4P04

[NSW curriculum](#)

[VIC curriculum](#)

HIT AND CATCH

SUMMARY

In pairs, students practise bounce serves against a wall.

Skill focus

- Striking
- Serving

Details

Warm-up
5 minutes

Equipment

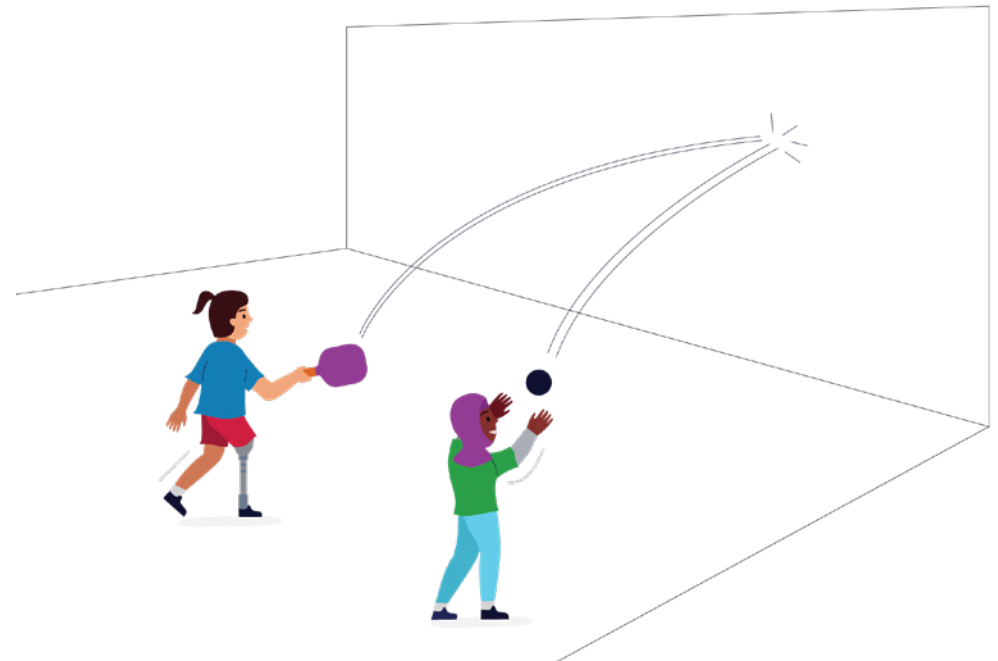
- Marker cones
- One racquet per pair
- One ball per pair

CHANGE IT

- Change the distance between students.
- Change the distance from the wall.
- Students score 2 points for each catch.

What to do

- Define the playing field using marker cones.
- Divide students into pairs and use marker cones to designate hitting and catching positions.
- One student performs a bounce serve to the wall so their partner can catch it without moving from their spot.
- Once both students in the pair have completed 5 hits, swap pairs.



HIT THE TARGET

SUMMARY

Targets are set up randomly between a hitting zone, marked by 2 cones, and the rebound wall. Students score points by hitting a bounce serve to the wall to land on or in a target.

Skill focus

- Serving
- Striking

Details

Skill development
20 minutes

Equipment

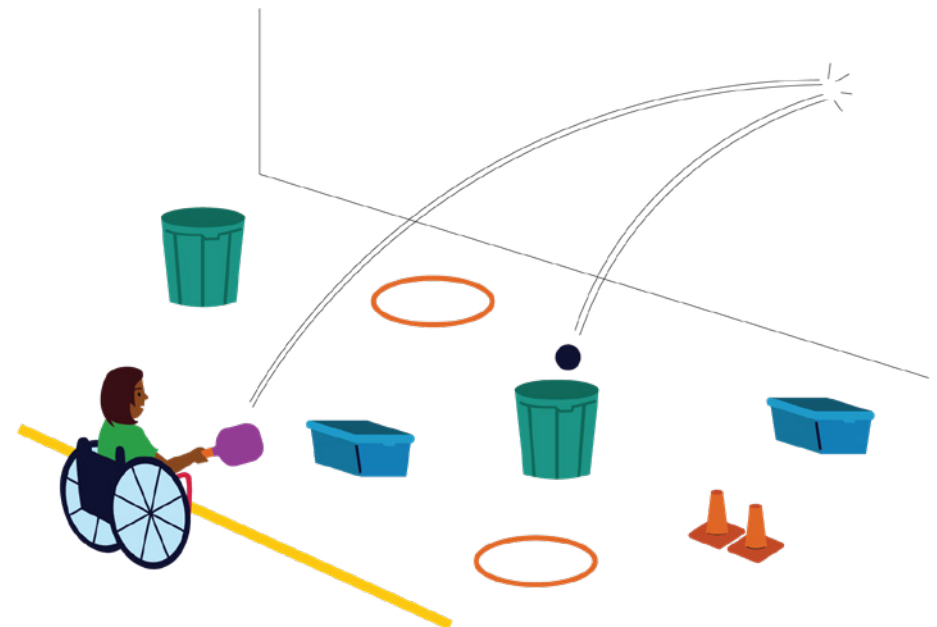
- Marker cones
- One racquet per group
- 2–5 balls per pair
- Variety of targets

CHANGE IT

- Give different point values to targets.
- Change the position of the targets.
- Pairs compete against each other to score the highest total.

What to do

- Define the playing field using marker cones.
- Set up targets between a hitting zone of 2 cones.
- Establish a safe wait zone.
- Divide students into pairs.
- Each student has 5 hits.
- Play is stopped to reposition targets and collect balls.
- The next student takes their turn.



SKITTLE AND WALL

SUMMARY

Students try to knock over skittles by hitting the ball to the wall and using the rebound. Play in pairs.

Skill focus

- Striking

Details

Skill development
10 minutes

Equipment

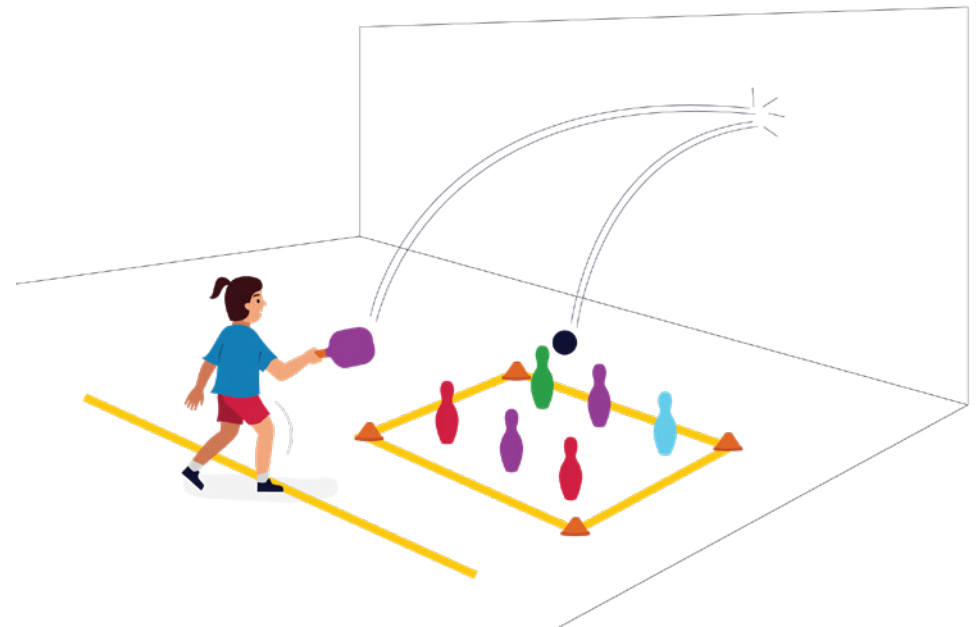
- Marker cones
- One racquet per group
- One ball per group
- 6 to 8 skittles per group

CHANGE IT

- Change the distance between the skittles and/or distance of skittles from the wall.
- Students score one point for each skittle knocked over.
- Allow students to choose their starting position.
- Play team against team.

What to do

- Define the playing field using marker cones.
- Set up skittles as targets in the playing area.
- Divide students into pairs.
- Each student has 3 hits to try and knock over a skittle on the rebound off a wall.
- The student who knocks over the most skittles with 3 balls wins.
- On your call, play stops and knocked-over targets are reset before play resumes.



COOPERATIVE RALLY

SUMMARY

In pairs, students practise hitting bounce serves onto a wall above the line to land in their partner's half of the court and to keep returning the ball.

Skill focus

- Striking
- Serving

Details

Skill development
15 minutes

Equipment

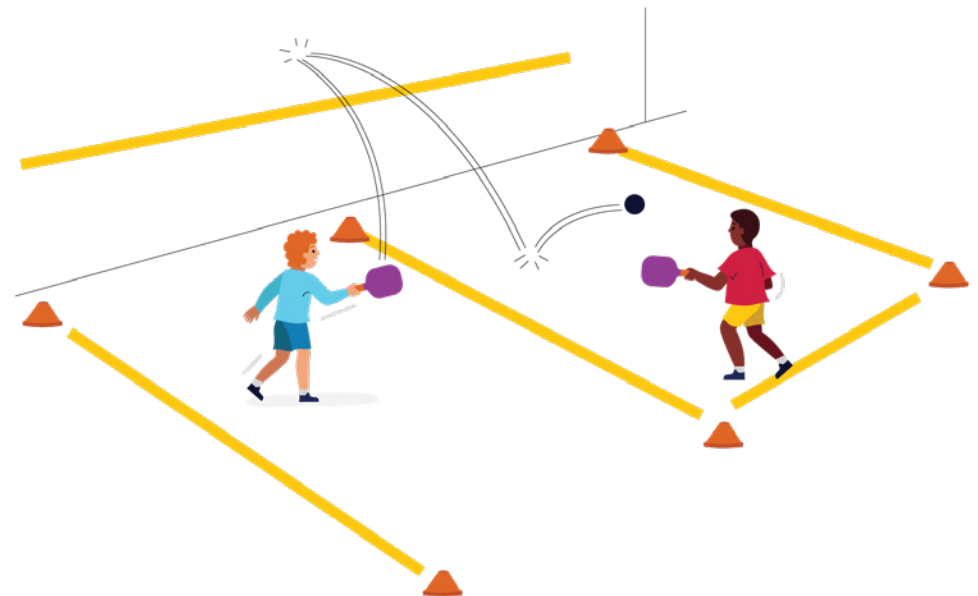
- Marker cones
- One racquet per student
- One ball per student

What to do

- Define the playing field using marker cones.
- Divide students into pairs.
- One student hits a bounce serve onto the wall above the line to land in their partner's half of the court.
- The receiver tries to hit their shot to the wall after one bounce or on the full.
- A rally of alternate hitting continues until one student cannot return the ball onto the wall above the line (before it bounces a second time) and to land in their partner's half.

CHANGE IT

- Students score bonus points for friendly serves.
- Play best of 5, then swap partners.
- Play in teams and score by total number of hits per rally.
- Play in groups – the winner of the rally stays in, next challenger serves.



WHAT DID YOU LIKE?

SUMMARY

Ask students for feedback.

Details

Finishing up

5 minutes

What to do

- Gather students together.
- Ask students the following questions:
 - What were your favourite activities?
 - What didn't you like?
 - What would you like to do again?
 - How could you play this activity at home or in a park?
- Remember to ask the students 'why' they gave their response.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

Finishing up
5 minutes

What to do

Ask the class:

- When hitting for accuracy what do you need to remember?
- What did you enjoy about today's lesson?
- What challenged you today needing effort?



LESSON 5

LESSON 5

LEARNING INTENTIONS

To refine and develop forehand and backhand shots.

To refine and develop the serve.

To have students peer assess the serve, forehand, backhand and volley (see the printable student peer assessment on page 50).

Equipment

- Marker cones
- One stopwatch
- One racquet per student
- One ball per student
- Bean bags
- Volleyballs
- Various targets such as hoops and buckets
- Bibs for each team

Activities

LOOK OUT FOR OTHERS

COOPERATIVE RALLY

WALL BALL

SHARED COURT RALLYING

WHAT DID YOU LEARN?

Skill focus

- Striking
- Serving

Duration

60 minutes

Area

Basketball or multipurpose court with a rebound wall.

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4P04

[NSW curriculum](#)

[VIC curriculum](#)

LOOK OUT FOR EACH OTHER

SUMMARY

Students run in random directions in a defined area. Students are made aware of the fact that the activity is focused on learning to play safely in the presence of others.

Skill focus

- Fielding

Details

Warm-up
5 minutes

Equipment

- Marker cones

What to do

- Define the playing field using marker cones.
- Students spread out across the playing area.
- Students move around, mindful of other students, the boundaries and the surface.
- Students avoid others by using change of direction footwork.
- When you call 'GO!', students start running again.



CHANGE IT

- Change the movement to:
 - walking
 - hopping
 - jogging
 - skipping
 - other.
- When you call a number, students quickly form groups of that size.
- When you call a number and body part, students come together with that part touching.

COOPERATIVE RALLY

SUMMARY

In pairs, students practise hitting bounce serves onto a wall above the line to land in their partner's half of the court and to keep returning the ball.

Skill focus

- Striking
- Serving

Details

Skill development
15 minutes

Equipment

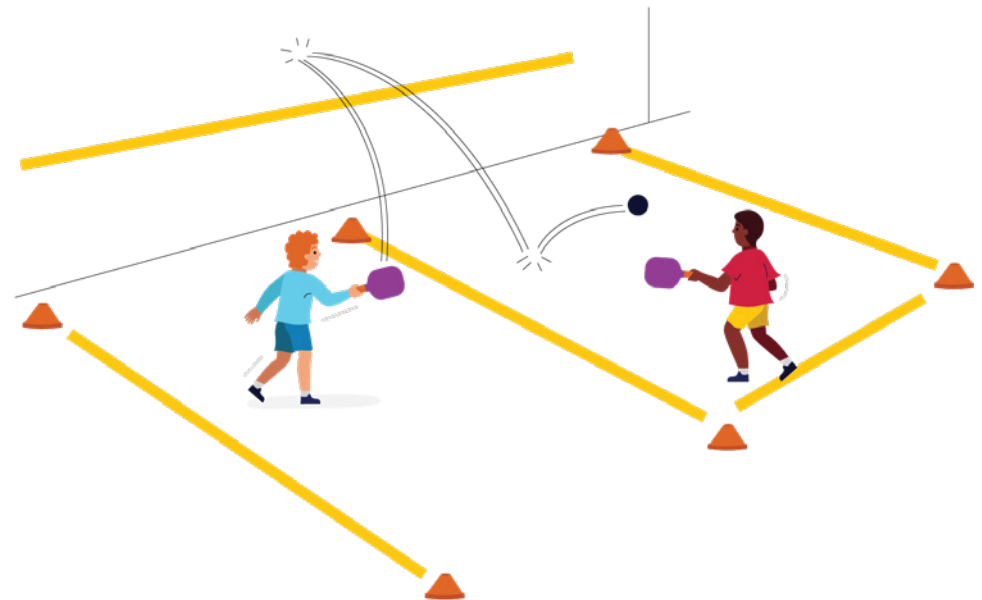
- Marker cones
- One racquet per student
- One ball per student

CHANGE IT

- Students score bonus points for friendly serves.
- Play best of 5, then swap partners.
- Play in teams and score by total number of hits per rally.
- Play in groups – the winner of the rally stays in, next challenger serves.

What to do

- Define the playing field using marker cones.
- Divide students into pairs.
- One student hits a bounce serve onto the wall above the line to land in their partner's half of the court.
- The receiver tries to hit their shot to the wall after one bounce or on the full.
- A rally of alternate hitting continues until one student cannot return the ball onto the wall above the line (before it bounces a second time) and to land in their partner's half.



WALL BALL

SUMMARY

In pairs, students practise throwing and catching a volleyball against a wall.

Skill focus

- Serving

Details

Skill development
15 minutes

Equipment

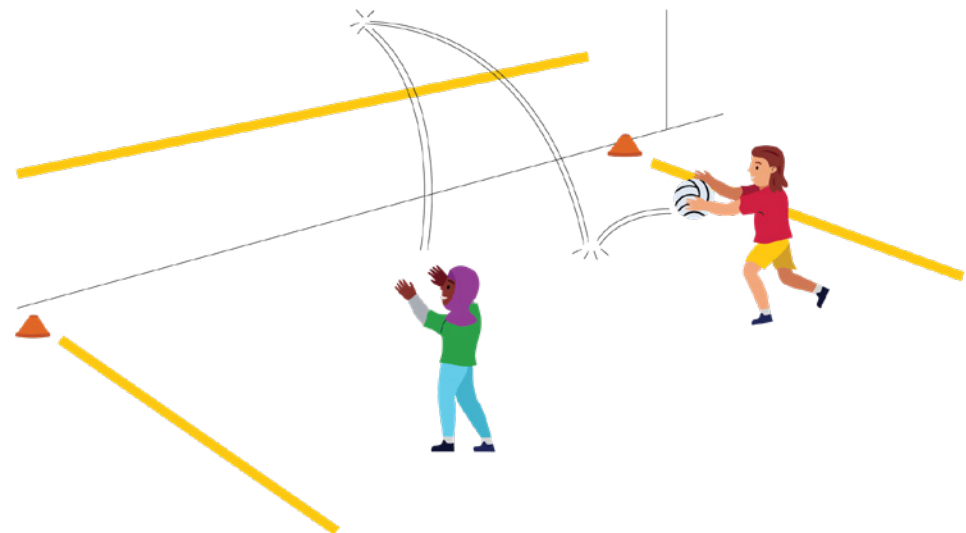
- Marker cones
- One volleyball per pair

CHANGE IT

- Students score bonus points for friendly serves.
- Allow think time before throwing.
- Students use a modified squash ball.

What to do

- Define the playing field using marker cones.
- Divide students into pairs.
- One student throws the ball onto the wall above the line to start play.
- The receiver tries to catch the ball after one bounce or on the full.
- A rally of alternating throws and catches continues until one student cannot return the ball onto the wall above the line before it bounces a second time.



SHARED COURT RALLYING

See the printable student peer assessment on page 50.

SUMMARY

In pairs, students practise hitting against a wall.

Skill focus

- Striking
- Serving

Details

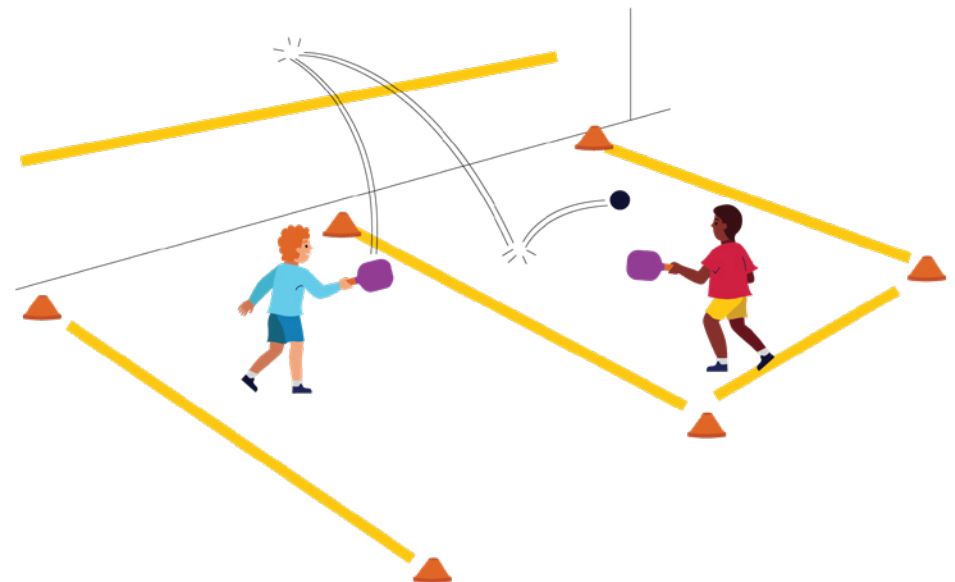
Skill development
20 minutes

Equipment

- Marker cones
- One racquet per student
- One ball per group

What to do

- Define the playing field using marker cones.
- Divide students into pairs.
- Both facing the wall, one student hits a bounce serve onto the wall above the line to land in their opponent's half of the court.
- The receiver tries to hit their shot to the wall after one bounce or on the full.
- A rally of alternating hitting continues, sharing the full court, until one student cannot return the ball onto the wall above the line before it bounces a second time.



CHANGE IT

- Students score bonus points for friendly serves.
- Play best of 5, then swap pairs.
- Play 'King of the Court' style, where the winner of each rally stays on the court and the next challenger serves.

WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

Finishing up
5 minutes

What to do

Ask the class:

- How is forehand different to the serve?
- After playing a shot what do you need to do next?



PEER ASSESSMENT

Name _____ Year Level _____ Date _____ Teacher _____

YEARS 3 AND 4

Squash – Focus of assessment –
Lesson 5 – Shared court rallying

Any areas for improvement?

Feedback on movement skills

Record with a mark how many times your team mate was successful for each skill during the 3-5 minutes of observation.

Skill	Keep trying	Almost there	Got it!
Stands side-on, with feet at least a shoulder-width apart for balance and ease of weight transfer.			
Swings with an underarm action.			
Strikes the ball with an open racquet face and maintains this grip throughout the swing.			
Stands at the T, anticipates where the ball will go and strikes the ball before it bounces.			

Movement skills

Watch another student undertake as many forehands, backhands and volleys as possible for 3-5 minutes and record how they go with each skill component below:

Skill	Keep trying	Almost there	Got it!
Can serve the ball consistently.			
Can perform a forehand strike.			
Can perform a backhand strike.			
Can perform a volley.			

LESSON 6

LESSON 6

LEARNING INTENTIONS

To learn how to recover to the T after playing each shot.

To improve your ability to rally.

To show effort and respect when playing each activity.

Equipment

- Marker cones
- One stopwatch
- One racquet per student
- One ball per student
- Volleyballs
- Various targets such as hoops and buckets

Activities

BUCKET OF BALLS

SHARED COURT RALLYING

BACK TRACK

HOME BASE

GREAT WORK

WHAT DID YOU LEARN?

Skill focus

- Striking
- Serving

Duration

60 minutes

Area

Basketball or multipurpose court with a rebound wall.

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4P04

[NSW curriculum](#)

[VIC curriculum](#)

BUCKET OF BALLS

SUMMARY

Students race to fill the bucket in the middle of the playing field before the teacher's bucket is emptied.

Details

Warm-up
5 minutes

Equipment

- Marker cones
- One bucket
- Balls

CHANGE IT

- Play for a set period.
- Students must run to an end line after returning a ball to the bucket.
- Play in teams with coloured balls, allocating each team a different colour. The team with the most balls in the bucket wins.

What to do

- Define the playing field using marker cones.
- Start with a full bucket of balls in the centre of the playing area.
- One by one, throw the balls randomly around the playing area as quickly as possible.
- Students collect one ball at a time and return them to the bucket.
- The aim is for students to refill the bucket before it becomes empty.



SHARED COURT RALLYING

SUMMARY

In pairs, students practise hitting against a wall.

Skill focus

- Striking
- Serving

Details

Skill development
15 minutes

Equipment

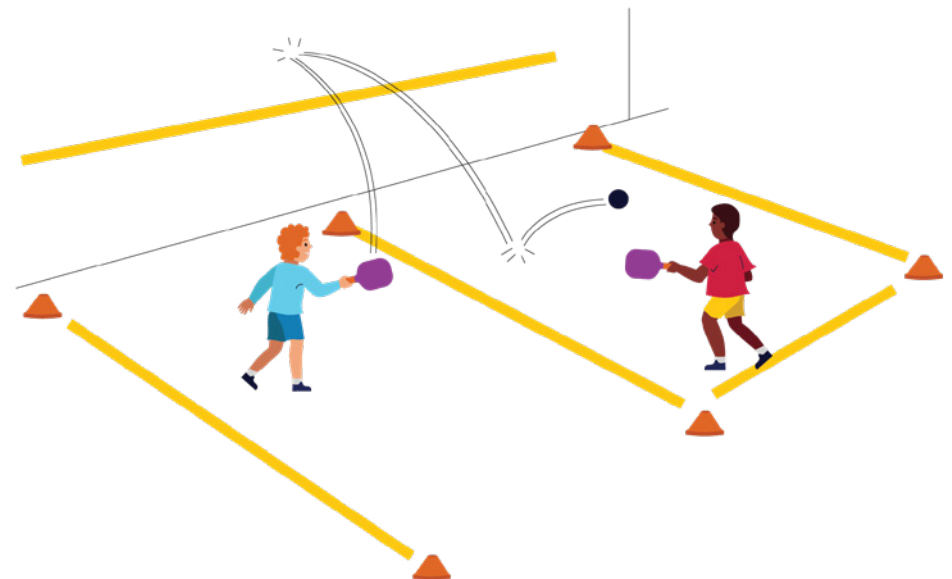
- Marker cones
- One racquet per student
- One ball per group

CHANGE IT

- Students score bonus points for friendly serves.
- Play best of 5, then swap pairs.
- Play 'King of the Court' style, where the winner of each rally stays on court and the next challenger serves.

What to do

- Define the playing field using marker cones.
- Divide students into pairs.
- Both facing the wall, one student hits a bounce serve onto the wall above the line to land in their opponent's half of the court.
- The receiver tries to hit their shot to the wall after one bounce or on the full.
- A rally of alternating hitting continues, sharing the full court, until one student cannot return the ball onto the wall above the line before it bounces a second time.



BACK TRACK

SUMMARY

In teams of 2 to 3, students practise hitting and running backwards as though recovering to the T.

Skill focus

- Striking

Details

Skill development
10 minutes

Equipment

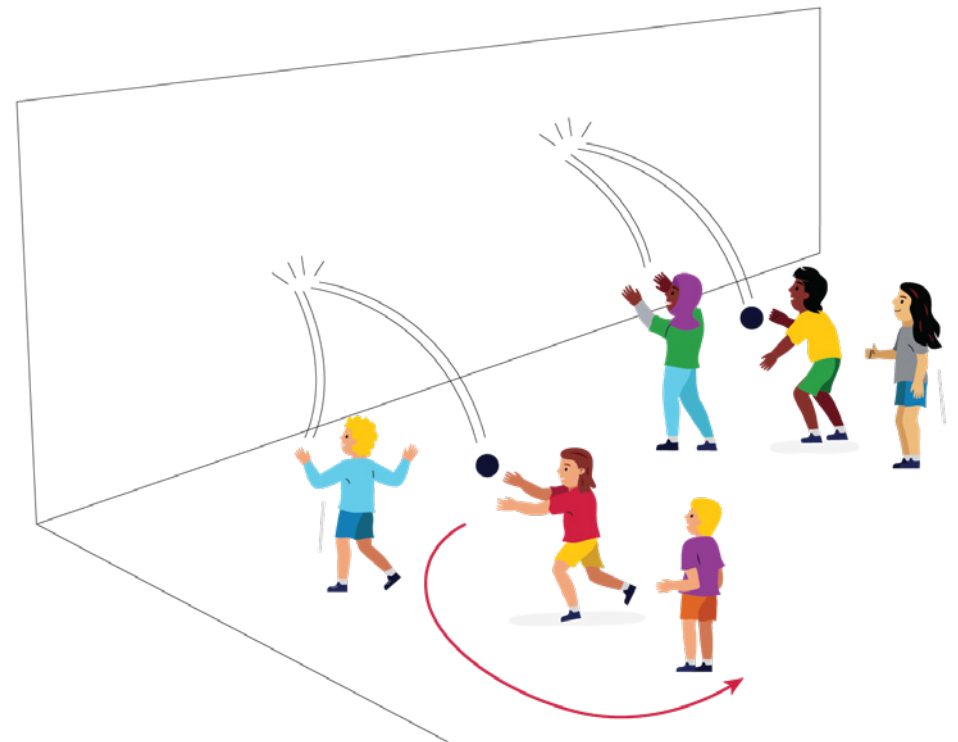
- Marker cones
- One racquet per student
- One ball per group

CHANGE IT

- Allow a bounce before catching.
- Progress to using racquets and hitting the ball continuously.

What to do

- Define the playing field using marker cones.
- Divide students into teams of 2 to 3.
- Each team faces the wall and lines up in single file.
- The first student throws a ball at the wall above the line and quickly moves aside for the next student to catch the ball.
- The first student runs backwards and joins the end of the line.



HOME BASE

SUMMARY

In pairs, students have a full shared court rally, practising hitting and recovering to the T.

Skill focus

- Striking
- Serving

Details

Skill development
20 minutes

Equipment

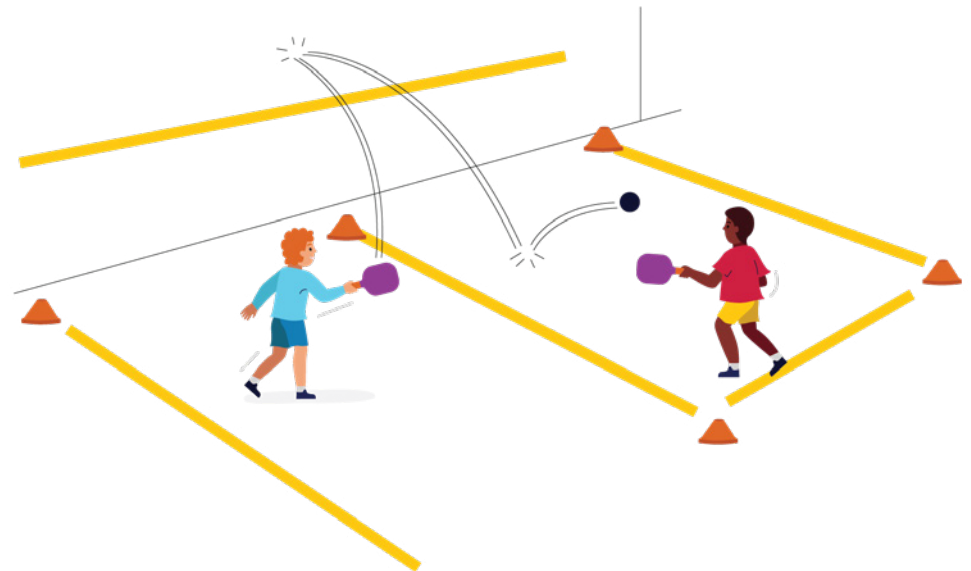
- Marker cones
- One racquet per student
- One ball per group

CHANGE IT

- Students score bonus points for friendly serves.
- Play best of 5, then swap pairs.
- Play 'King of the Court' style, where the winner of each rally stays on court and the next challenger serves.

What to do

- Define the playing field using marker cones and mark the T.
- Divide students into pairs.
- The rally starts with a bounce serve by one student into the other's half, keeping the ball above the line.
- After hitting their shot, students must run back backwards to the T and will score a bonus point each time it is reached.



GREAT WORK

SUMMARY

Provide positive examples of feedback to the group.

Details

Finishing up

5 minutes

What to do

- Give pat-on-the-back feedback and encouragement to students as a team.
- Give individual feedback when appropriate.
- Ask students to give themselves some positive feedback.
- Emphasise improvement rather than best all-round performance.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

Finishing up
5 minutes

What to do

Ask the class:

- Which activity did you enjoy the most today?
- What part of the lesson today needed the most effort?
- How did you feel before you came to PE? And how do you feel now?



LESSON 7

LESSON 7

LEARNING INTENTIONS

To play a modified game of Squash.

To show effort and wanting to improve your play.

To provide an opportunity for teachers to observe and record student attainment [see the printable teacher assessment rubric on page 67].

Skill focus

- Striking
- Serving

Duration

60 minutes

Area

Basketball or multipurpose court with a rebound wall.

Equipment

- Marker cones
- One stopwatch
- One racquet per student
- One ball per student
- Volleyballs
- Various targets such as hoops and buckets
- Bibs for each team

Activities

RACQUET RELAY

HOME BASE

KING/QUEEN OF THE COURT

INTRUDER CHALLENGE

STAY TUNED

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4	<u>AC9HP4M01</u>
	<u>AC9HP4M02</u>
	<u>AC9HP4P04</u>

NSW curriculum

VIC curriculum

RACQUET RALLY

SUMMARY

In teams of 2 or 3, students weave between cones before hitting the ball against the wall, then returning to tag the next.

Skill focus

- Striking

Details

Warm-up
5 minutes

Equipment

- Marker cones
- One racquet per student
- One ball per group

CHANGE IT

- The team with the most students finished in 90 seconds wins.
- Change the position of the start line and hitting lines.
- Change the distance between cones or types of obstacles.
- Remove the obstacles and play cooperative rallies with a partner.

What to do

- Define the playing field using marker cones.
- Divide students into teams of 2 or 3.
- Each team starts behind a starting line.
- Students balance a ball on their racquet, while weaving in and out of obstacles.
- When the hitting line is reached, the student hits the ball against the wall twice before returning with the ball balanced on the racquet.
- Students must cross the start line before tagging the next student.
- The first team to finish wins.



HOME BASE

SUMMARY

In pairs, students have a full shared court rally, practising hitting and recovering to the T.

Skill focus

- Striking
- Serving

Details

Skill development
15 minutes

Equipment

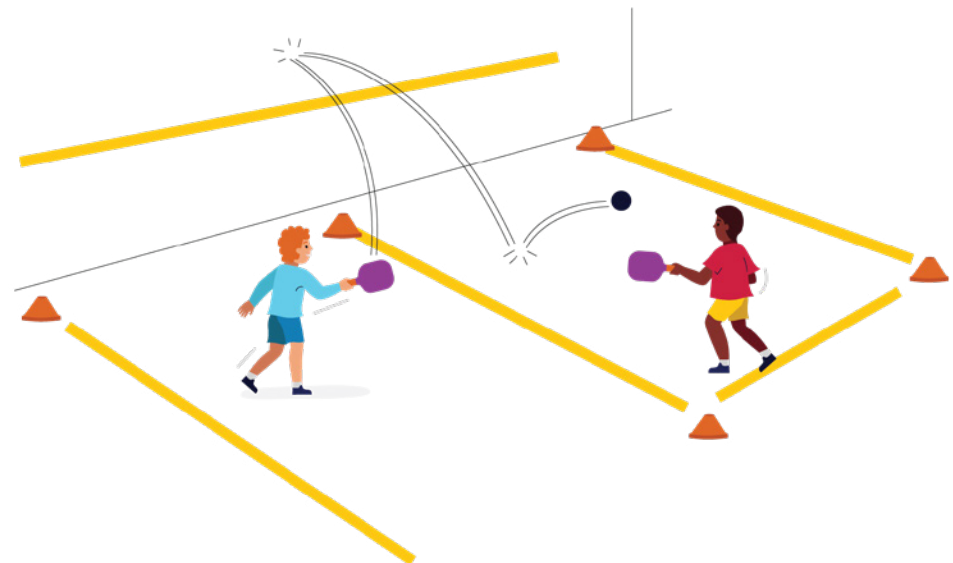
- Marker cones
- One racquet per student
- One ball per group

CHANGE IT

- Students score bonus points for friendly serves.
- Play best of 5, then swap pairs.
- Play 'King of the Court' style, where the winner of each rally stays on court and the next challenger serves.

What to do

- Define the playing field using marker cones and mark the T.
- Divide students into pairs.
- The rally starts with a bounce serve by one student into the other's half, keeping the ball above the line.
- After hitting their shot, students must run backwards to the T and will score a bonus point each time it is reached.



KING/QUEEN OF THE COURT

SUMMARY

In teams of 3 or 4, students have full shared court rallies. The winner of the rally stays on the court and becomes the King/Queen. The losing student leaves the court and is replaced by the next challenger.

Skill and tactical focus

- Striking
- Serving
- Setting up an attack
- Defending space

Details

Skill development
15 minutes

Equipment

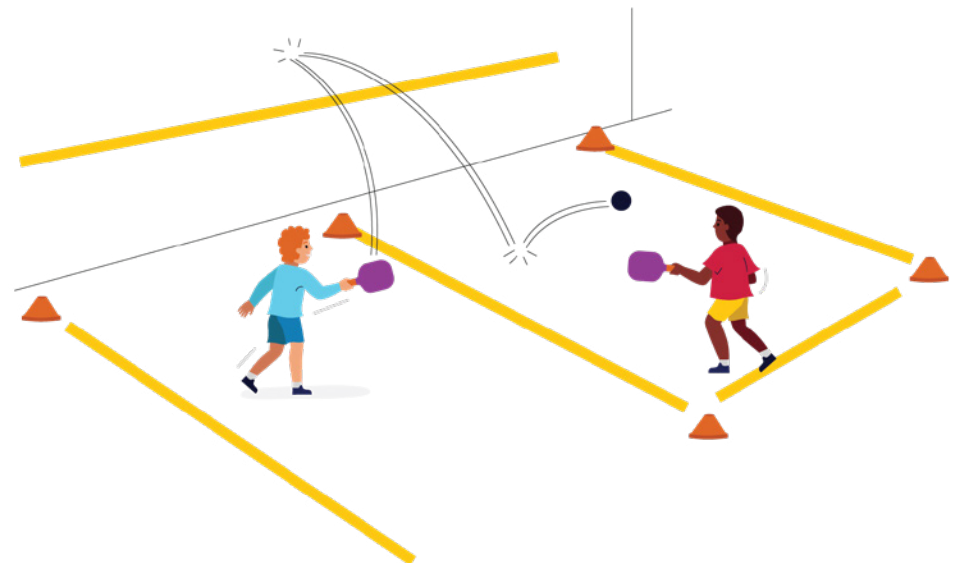
- Marker cones
- One racquet per student
- One ball per group

CHANGE IT

- Bonus points for volleys.
- Change the court size.
- Play in the corner using both walls.
- Allow faults on service.

What to do

- Define the playing field using marker cones.
- Divide students into teams of 3 or 4.
- The first 2 students have a full shared court rally, started by a bounce serve.
- The winner of the rally stays on the court and becomes the King/Queen.
- The losing student leaves the court and is replaced by the next challenger who serves.
- After two wins the King/Queen of the court also retires.
- Teams score one point for each rally won.
- Server chooses which side to serve from.



INTRUDER CHALLENGE

SUMMARY

Two teams compete against each other by sending an 'intruder' to their opponents court.

Skill focus

- Striking
- Serving

Details

Skill development
15 minutes

Equipment

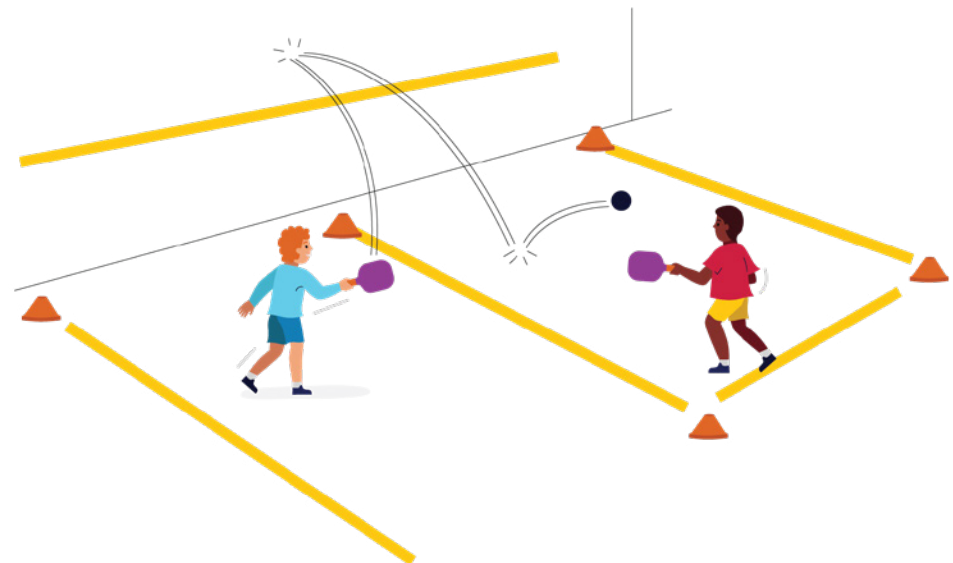
- Marker cones
- One racquet per student
- One ball per group

CHANGE IT

- Intruder serves every rally.

What to do

- Define the playing field using marker cones.
- Divide students into teams of 3 or 4.
- Have 2 teams compete against each other by sending an intruder to the other team's court.
- The intruder does not go 'out' while the opposition take turns rallying with them, trying to score a point for each rally won.
- Each team calls out their total as they go, so the opposition knows who gets to 5 points first.
- Call 'STOP!' once 5 points are reached and change intruders.
- The team who wins the most rounds wins overall.



STAY TUNED

SUMMARY

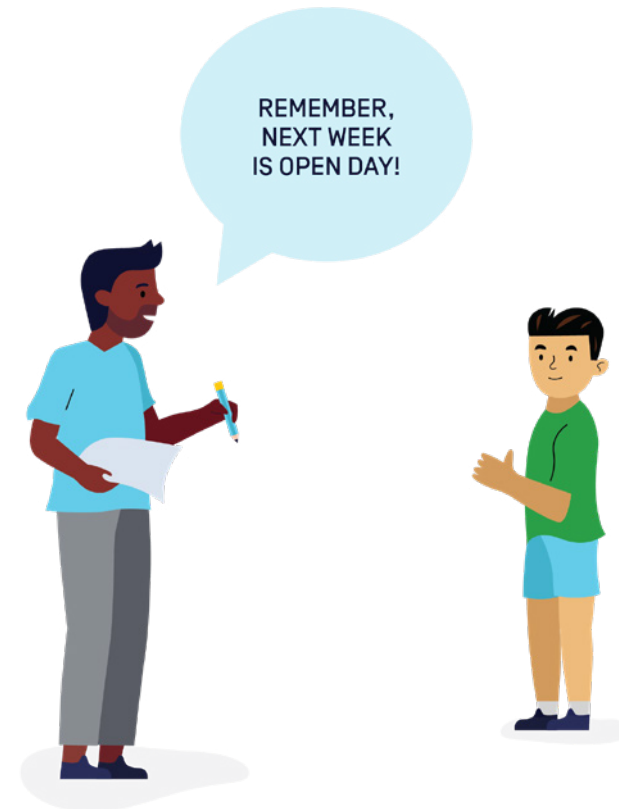
This is your final opportunity to make short announcements and distribute handouts.

Details

Finishing up
5 minutes

What to do

- Gather students together.
- Distribute any information on key school dates and events.
- Make students aware of local opportunities to continue to participate in squash outside of this program.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

Finishing up
5 minutes

What to do

Ask the class:

- How could you improve your rallying?
- Where else do we hit forehands, backhands and serves?
- What strategy are you going to continue to focus on?



SQUASH ASSESSMENT RUBRIC

Name _____ Year level _____ Date _____ Teacher _____

YEARS 3 AND 4

Area of development	Australian Curriculum content descriptions	Below standard	At standard	Above standard
Personal and social development	<u>AC9HP4P04</u> Select, use and refine personal and social skills to establish, manage and strengthen relationships.	At times the student displays effort, respect for others and self-direction to make and strengthen their relationships with other students.	The student displays effort, respect for others and self-direction to make and strengthen their relationships with other students.	The student always displays effort, respect for others and self-direction to make and strengthen their relationships with other students and can transfer this into other situations.
Movement skill development	<u>AC9HP4M01</u> Refine and apply fundamental movement skills in new movement situations.	The student has refined and applied either the forehand, backhand or serve in a game of modified squash.	The student has refined and applied the forehand, backhand and serve in a game of modified squash.	The student has refined and executes the forehand, backhand and serve in a variety of games of modified squash.
Strategy and tactical development	<u>AC9HP4M02</u> Apply and adapt movement strategies to achieve movement outcomes.	The student sometimes applies and adapts their movement strategies in modified games of squash.	The student regularly applies and adapts their movement strategies, such as returning to the T position, to improve their performance in modified games of squash.	The student always applies and adapts their movement strategies, such as returning to the T position, to improve their performance in modified games of squash.

WHERE TO FROM HERE?

Join a club

Did your students enjoy learning about squash?

Sharing information with parents is a great way to encourage students to join a community club. Squash Australia has information on their website about different opportunities.

Visit sportaus.gov.au/schools/find-a-club

Coach squash

Did you enjoy teaching squash?
Are you interested in coaching?

Visit squash.org.au/w/community/coaching/get-started-coaching



APPENDICES

New South Wales curriculum links:

NSW curriculum-relevant course content outcomes

YEARS 3 AND 4

Course content outcomes

PD2-4

Performs and refines movement skills in a variety of sequences and situations

PD2-5

Applies strategies to solve movement challenges

PD2-10

Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations

Victorian curriculum links:

Victorian curriculum-relevant content descriptions

YEARS 3 AND 4

Content descriptions

VCHPEM097

Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings

VCHPEM099

Practise and apply movement concepts and strategies

VCHPEM102

Adopt inclusive practises when participating in physical activities

BEHAVIOURAL CONSIDERATIONS

Behaviour	Identifying behaviours	What you can do	Example
<p>Over competitiveness</p> <p>The desire to always be successful can promote harmful behaviours and hinder the cooperation and participation of others.</p>	<ul style="list-style-type: none"> • Not cooperating during group activities • Breaking rules to win the game • Criticising other students and their abilities • Disrespectfully celebrating a win 	<p>Manage behaviours with simple changes to activities. Remember to address a student's behaviour and not their character.</p> <ul style="list-style-type: none"> • Highlight examples of cooperative play and good sportsmanship. • Issue bonus points to reward desirable behaviour. • Use small group activities, or circuits, to narrow students' attention to their own performance. • Encourage team building routines, such as handshakes and three cheers at the end of the game. • Reduce emphasis on scoring and set other types of challenges, for example, individual challenges rather than team challenges. • Select a 'spotter' who rewards sportsmanship. 	<p>During a netball game, one of the students, Rachel, was becoming increasingly frustrated and yelling at her team mates each time they made an error. This resulted in the team becoming discouraged and no longer enjoying the game.</p> <p>This behaviour escalated until the teacher, Roger, decided to stop the game, and introduce a game of Numbers Netball where the focus was on teamwork and cooperation.</p> <p>Roger strongly encouraged the team's supportive behaviour until Rachel started providing positive comments, even when a team mate missed their shot. Roger then rewarded Rachel's behaviour through praise and felt ready to try another game of netball.</p>
<p>Domineering behaviour</p> <p>Groups can include students of varying skill levels, abilities and experience, who may intentionally or unintentionally dominate sessions. This can become disruptive to the teacher and affect the involvement of others.</p>	<ul style="list-style-type: none"> • Assuming team leader roles and direct other students • Dominating discussions and questions by the teacher • Continually influencing the pace and direction of activities • Intentionally or unintentionally ignoring those less skilled in the group • Dominating the games or activities 	<ul style="list-style-type: none"> • Use smaller groups and evenly space out more experienced students between teams. • Highlight examples of cooperative play and issue bonus points to reward desirable behaviours. • Score in a way that allows students to individually challenge themselves to achieve success. • When questioning students about changing an element of an activity, use responses such as, 'That was a very valuable suggestion, does anybody else have another idea that we could use?'. Recognising comments in this manner will help to increase esteem and create an environment in which others feel comfortable contributing. • Delegate extra roles to more experienced students as part of an activity, such as keeping count of the number of passes, to provide more of a challenge. 	<p>Susie decided that the students would play a game of 'End to End' as part of the day's hockey session. She knew that a couple of the students, Jodie and Ryan, had played for the school team and had a greater skill level than the others.</p> <p>Susie broke the group into two teams, with Jodie in one and Ryan in the other.</p> <p>As the session progressed, Susie observed students losing interest and getting frustrated as Jodie and Ryan were dominating the game. Susie paused the game and asked the group what changes could be made, to ensure every student got to touch the ball, including considering better positioning.</p> <p>They decided if the ball was passed to three different team mates before scoring, that team should receive bonus points.</p> <p>Once the game started again Susie saw a big change, Jodie and Ryan were doing their best to include their team mates to get those bonus points.</p>

Behaviour	Identifying behaviours	What you can do	Example
<p>Non-participation</p> <p>Students have different motivations when it comes to their involvement in sport and some may not want to participate at all. As these reasons may not be obvious, understanding and patience are essential, to ensure everyone has an opportunity to get involved.</p>	<ul style="list-style-type: none"> • Refusing to participate in activities • Refusing to play certain roles as part of games • Making no effort or attempt to engage with other students 	<p>Manage behaviours with simple changes to activities. Remember to address a student's behaviour and not their character.</p> <ul style="list-style-type: none"> • Ask one of their friends, or a more experienced student from the group, to encourage their participation in the activities. • Think of different roles that can be played, for example, scorer or umpire. • Look for signs of interest during the activities, to invite participation. • Use changes that increase or decrease complexity of the activity to provide more opportunities for success. • Ensure the fun and the joy of movement are emphasised. • Engage students by: <ul style="list-style-type: none"> – asking for suggestions on how to improve or change that activity, or – providing choices for how they may participate. • Encourage students' efforts rather than focusing on the results once the student becomes involved. 	<p>Sarah brought her group of students together to introduce the next activity: volleyball.</p> <p>Peter immediately tensed up and said, 'I don't want to play this game, I don't like volleyball'.</p> <p>The last time Peter played volleyball he was unable to serve the ball over the net, but the other students could. Peter wanted to avoid further embarrassment so he sat out.</p> <p>After a quick one-on-one discussion with Peter, Sarah changed one of the game rules to allow students to serve from different spots around the court.</p> <p>Sarah made the rule for the whole group, not just Peter, so all the students could choose the spot they felt most comfortable with to make a serve.</p> <p>After watching the game with this new rule in play, Peter decided to join in, and Sarah provided encouragement throughout the session.</p>