



Australian Government  
Australian Sports Commission



Table Tennis  
AUSTRALIA  
EST. 1933

# Table tennis 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 Table Tennis 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 table tennis over the 7-week game-based program. As the activities become more challenging, students will learn the rules and skills needed to understand, play and enjoy the sport of table tennis.

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 table tennis 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.
- 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.
- When using table tennis balls, the activities are best run indoors because the outdoor conditions can affect the flight of the ball.
- Set up multiple tables or floor matches if there aren't enough tables. For floor matches, mark out an area similar in size to a table tennis table.

## 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 and between tables. It is recommended that there is space of at least 2m at either end of the table for the students.
  - Use good quality, well-maintained equipment. Always check equipment for faults before use. Make sure tables are sturdy.
  - Always give clear instructions for activities and the use of equipment.
- Remind students to respect equipment by:
    - No leaning on the table
    - No picking the rubber off the racquet
    - No scraping the racquet on the table.
  - Beware of table corners when moving around the tables.
  - For any tagging activities, tagging must be done gently between the shoulders and the waist.
  - For all activities, balls are only retrieved once you have called, 'STOP!'.





## 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 practise 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 practises.
- **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 table tennis. For each lesson, years 3 and 4 have been identified and colour coded with green.

Years 3 and 4

At any year 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 1-8:

Australian curriculum-relevant content descriptions

|               |                          |
|---------------|--------------------------|
| Years 3 and 4 | <a href="#">ACHP4M01</a> |
|               | <a href="#">ACHP4M02</a> |
|               | <a href="#">ACHP4P04</a> |

## 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

[ACHP4M02](#)

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 TABLE TENNIS

## RULES

### Summary

Modified table tennis is a version of the game suitable for primary school-aged children. The game is played by the following rules:

- Play with 2 students as singles or 4 students for doubles.
- A game is won when a student or team reaches 11 points.
- Games can also be played with a time limit.
  - If scores are even, the game is determined with serves alternating after each point.
  - The first student or team to be 2 points in front of their opponent wins.
- A point is scored each time a rally is won. A point is won when:
  - the opponent fails to make a correct service
  - the opponent fails to make a correct return
  - the opponent serves or hits the ball over the court or beyond the end line without touching the court
  - the opponent's free hand touches the playing surface
  - the students strike the ball out of the sequence, when playing doubles.
- The server's score is always called first.

- If both students reach 10 points, they alternate with one serve each. The first student to be 2 points ahead of the other wins.
- When playing doubles:
  - students take it in turns to hit the ball
  - students swap sides and roles at the end of each service
  - students serve from right corner to right corner.

## BASIC TERMS

### Rally

The period during which the ball is in play.

### Let

A let is called when the ball hits the net during a serve. When a let is called, the server may have another serve.



# BASIC SKILLS

## GRIP

Coach your students through the following movements:

- For the shakehand grip, students hold the racquet with the forefinger and thumb laying roughly parallel to the straight edge of the rubber.

## SERVING

Serving in table tennis starts a rally. Serving is played from behind the table, with the ball bouncing on the server's half of the table, before going over the net and bouncing on their opponent's half.

Coach your students through the following movements:

- To serve, students:
  - start with the racquet and ball above the level of the table
  - toss the ball up from a flat palm
  - hit the ball on the way down to contact both sides of the table, while crossing the line above waist height.

## HITTING

Hitting in table tennis involves: the ready position, forehand drive and backhand drive.

Coach your students through the following movements:

- To stand in the ready position, students:
  - stand with feet shoulder-width apart with knees bent
  - lean slightly forward
  - hold the racquet at table-height and in front of the body.
- To perform a forehand drive, students:
  - start in the ready position, holding the racquet above the elbow
  - move into a backswing and hit the ball with an upward-brushing motion on the forehand side of the racquet
  - follow through with the racquet at close to head height, as if saluting.
- To perform a backhand drive, students:
  - start in the ready position, holding the racquet in front of the body
  - hit the ball upwards on the backhand side of the racquet.

# LESSON 1



# LESSON 1

## LEARNING INTENTIONS

To use the best grip to play a basic rally using the serve, forehands and backhands.

To rally by anticipating and moving towards the ball.

To display effort to improve during the lesson.

### Skill focus

- Grip
- Serving
- Hitting

### Duration

60 minutes

### Area

Indoors with tables optional.

### Equipment

- Marker cones
- One stopwatch
- One racquet per student
- One table tennis ball per student
- One tennis ball per student
- One table tennis table [optional] per group
- Balloons [optional]

### Activities

[FROST AND THAW](#)

[RACQUET TAPPING](#)

[TRIANGLE ROLL](#)

[SQUARE BOUNCE](#)

[WHAT DID YOU LEARN?](#)

### Links to curriculum

Years 3 and 4

[ACHP4M01](#)

[ACHP4M02](#)

[ACHP4P04](#)

[NSW curriculum](#)

[VIC curriculum](#)

# FROST AND THAW

## SUMMARY

A tagging game with Frost, the tagger, and Thaw, who can free tagged students.

### Details

Warm-up  
10 minutes

### Equipment

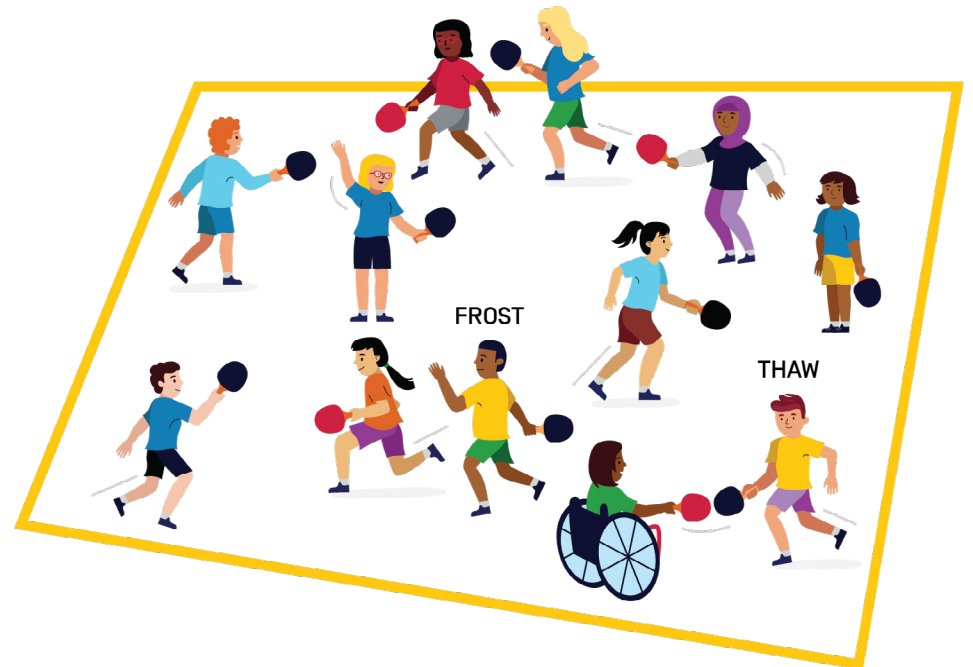
- Marker cones
- One racquet per student

### CHANGE IT

- Change the type of movement, such as:
  - skipping
  - hopping
  - other.
- Change the number of Frosts.
- Frosts must hold hands.
- Change the number of Thaws.

### What to do

- Define the playing field using marker cones.
- Divide students in teams of 6 or more.
- Nominate one student as Frost and another as Thaw.
- All students except Frost hold a racquet in the shakehand grip.
- Frost tries to tag as many of the other students as possible.
- Once tagged, they must freeze on the spot.
- Only Thaw can melt them by pretending to shake hands while students hold their racquets in the shakehand grip.
- Once melted, students can rejoin the game.



# RACQUET TAPPING

## SUMMARY

Students try to keep tapping the ball with the racquet for as long as possible.

### Skill focus

- Hitting

### Details

Warm-up  
10 minutes

### Equipment

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

### CHANGE IT

- Students balance the ball on the racquet while moving or on the spot.
- Students tap the ball alternating between forehand and backhand sides of the racquet.
- Use balloons instead of balls.

### What to do

- Define the playing field using marker cones.
- Students move around and choose ways to tap the ball with the racquet, such as into the air or on the ground.
- Play for a set time.



# TRIANGLE ROLL

## SUMMARY

In teams of 3 or more, students stand on the points of a triangle and roll a ball to one another with their racquets.

### Skill focus

- Hitting

### Details

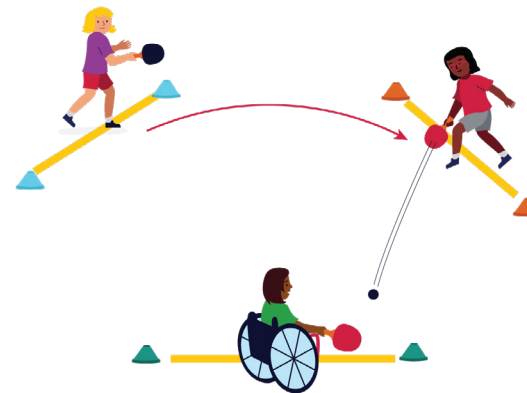
Skill development  
20 minutes

### Equipment

- Marker cones
- One racquet per student
- One ball per student
- One table tennis table (optional) per group

### What to do

- Define the playing field using marker cones.
- Divide students into teams of 3.
- Students stand on the points of a triangle, 2 to 3m apart.
- On your call, students use their racquets to roll the ball to one another.
- Play for a set time.



### CHANGE IT

- Change the group size.
- Change the size of the triangle.
- Change the type of ball used.
- Add a gate at each point using markers. Students try to roll the ball through the gate and win a point for each successful attempt.
- Students roll their balls then perform an activity.
- Students with poor hand function can use a rolling ramp.
- Students with limited balance can use a chair.



# SQUARE BOUNCE

## SUMMARY

In pairs, students practise a basic rally.

### Skill focus

- Serving
- Hitting

### Details

Skill development  
15 minutes

### Equipment

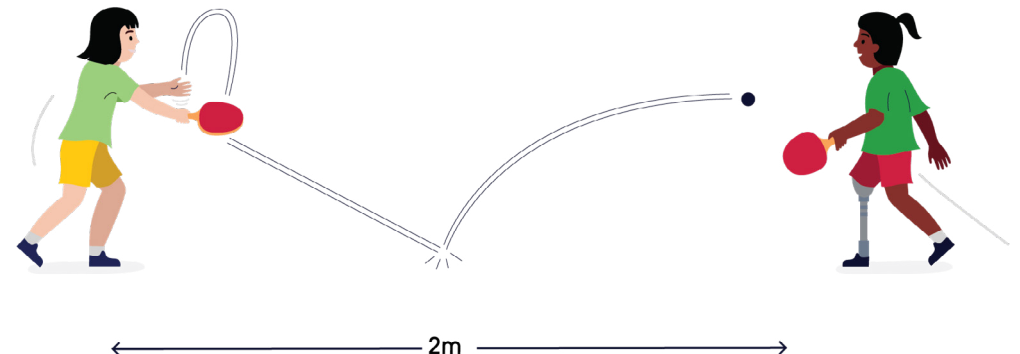
- Marker cones
- One racquet per student
- One ball per student
- One table tennis table (optional) per group

### CHANGE IT

- Change the size of the playing area.
- Change the type of pass.
- Change the type of ball used.
- Students play on a table with or without racquets.
- Allow 2 to 3 bounces for a correct return.
- Create a 'no-go' or bounce-free zone.
- Give bonus points for catching or returning the ball on the full.

### What to do

- Use marker cones to define a playing field similar in size to a table tennis table.
- Divide students into pairs.
- The student with the ball serves and throws it into the other student's half.
- The receiver tries to catch the ball after one bounce.
- Play continues until:
  - one student cannot return the ball after one bounce
  - the ball lands outside the court
  - the receiver drops the ball.
- One point is scored for winning the rally.
- Play for a set time or to a set number of points.



# 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 rallying?
- How hard were you trying to improve during today's lesson?



# LESSON 2

# LESSON 2

## LEARNING INTENTIONS

To learn how to hit a forehand and backhand drive.

To have students peer assess their hitting skills and respect for others [see the printable student peer assessment on page 50].

To have students self assess their sprint run [see the printable student self assessment on page 27].

### Skill focus

- Serving
- Hitting

### Duration

60 minutes

### Area

Indoors with a wall and tables optional.

### Equipment

- Marker cones
- One stopwatch
- One racquet per student
- One table tennis ball per student
- One tennis ball per student
- One table tennis table [optional] per group
- Balloons [optional]

### Activities

[FLIP IT](#)

[STORK TAG](#)

[WALL TENNIS](#)

[PEPPER](#)

[ROLLER BALL](#)

[WHAT DID YOU LEARN?](#)

### Links to curriculum

Years 3 and 4

[ACHP4M01](#)

[ACHP4M02](#)

[ACHP4P04](#)

[NSW curriculum](#)

[VIC curriculum](#)



# FLIP IT

## SUMMARY

In 2 teams, students run around trying to flip over the other team's racquets to match their own team's colour.

### Details

Warm-up  
5 minutes

### Equipment

- Marker cones
- One racquet per student

### CHANGE IT

- Change the size of the playing area.
- Change the distance between racquets.
- Change the type of movement, such as:
  - hopping
  - other.
- Play with uneven teams.
- Use markers instead of racquets. Flip the marker and run to a corner.

### What to do

- Define the playing field using marker cones.
- Divide students in 2 teams.
- Half the students place their racquets with the red side up (red team) and the other half with the black side up (black team).
- On your call, students run around trying to flip over the other team's racquets to match their own team's colour.
- Play for a set time.
- The team with the most racquets with their colour showing wins.
- Play best of 3 games.



# STORK TAG

## SUMMARY

Taggers chase runners. If runners are tagged, they stand on the spot in a stork stance.

### Skill focus

- Hitting

### Details

Warm-up  
10 minutes

### Equipment

- Marker cones
- One racquet per student
- Balls or balloons
- Bibs for taggers

## What to do

- Define the playing field using marker cones.
- Nominate one to 2 taggers who wear a bib.
- Nominate one to 2 servers who hold a ball or balloon.
- The other students run around, holding a racquet, trying to avoid being tagged. Half of the students hold balls too.
- Once tagged, runners freeze in a stork stand.
- To free a stork, the server throws a ball.
- The stork returns the ball to the server with the racquet using a forehand drive. They can rejoin the game.
- Play for a set time or until all students are tagged.



## CHANGE IT

- Students freeze in the ready position.
- Change the number of taggers and servers.
- Change the number of runners with balls. Change the type of pass, such as:
  - underarm throw
  - bounce pass
  - other.
- Play with the 'no drop' catching rule where both the thrower and catcher become storks if the ball is dropped.
- Use tag-free islands with a set time allowed on the island.

# WALL TENNIS

See the printable student self assessment on page 27.

## SUMMARY

In pairs, students hit a ball against the wall between each other, practising playing a basic rally.

### Skill focus

- Hitting

### Details

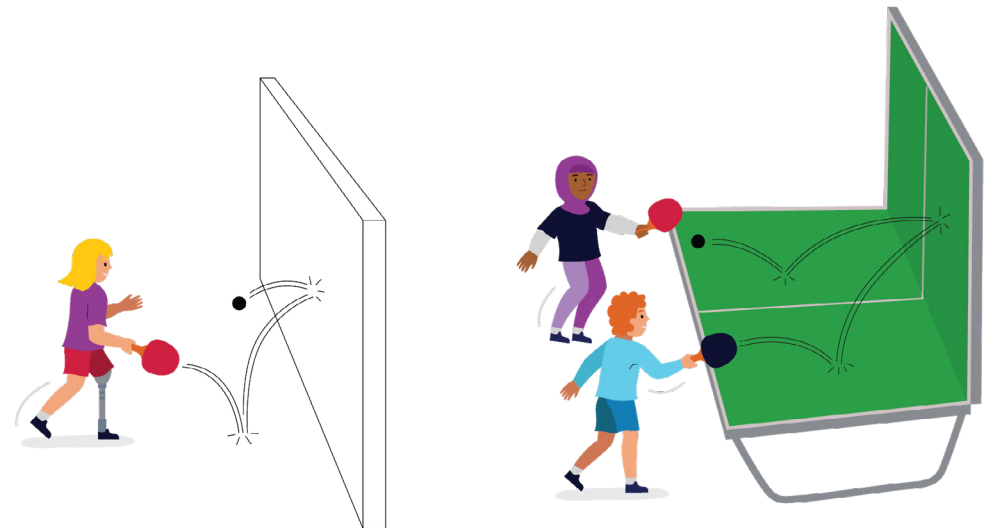
Warm-up  
10 minutes

### Equipment

- Marker cones
- One racquet per student
- One ball per pair
- A wall area and court surface that allows the ball to bounce, or small table against the wall, or half a table tennis table
- Tape or chalk

### What to do

- Define the playing field with a line on the wall using marker cones and tape or chalk.
- Divide students into pairs.
- Students stay in their own half of the court.
- The game starts by bouncing the ball on the floor or table, and hitting it against the wall.
- Students take turns hitting the ball against the wall.
- The ball may bounce before being returned.
- A rally continues until one student cannot return the ball onto the wall above the line.
- If the serve does not land in the receiver's court, the receiver scores one point and the server tries again, up to a maximum of 3 unsuccessful serves.
- Play for a set time and then change pairs.



### CHANGE IT

- Change the type of ball used.
- Change the size of the playing area.
- Change the number of bounces allowed.
- Remove the halves and 'open' up play.
- Students use hands instead of racquets.
- Students play in teams with 2 adjoining walls and pairs play.

# PEPPER

## SUMMARY

One hitter hits the ball to 3 fielders.  
Played in teams of 4.

### Skill focus

- Hitting

### Details

Skill development  
15 minutes

### Equipment

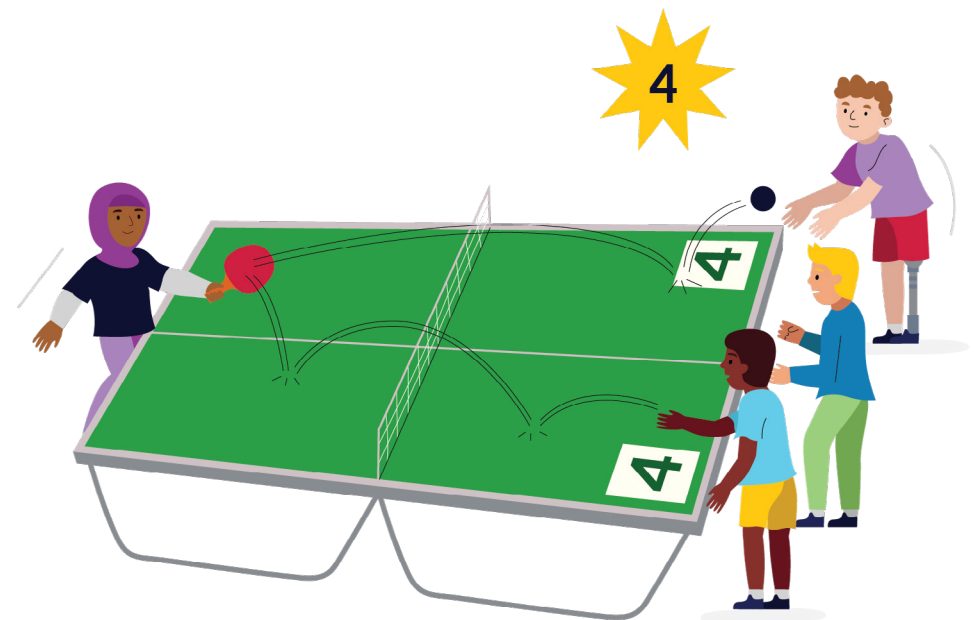
- Marker cones
- One racquet per group
- One ball per group
- One table tennis table [or similar] per group
- Paper as targets

### What to do

- Define the playing field using marker cones.
- Divide students into teams of 4.
- One hitter starts up one end of the table with 3 fielders at the other end.
- Fielders serve by throwing the ball so that it bounces on both halves of the table.
- The hitter uses a forehand or backhand drive to hit the ball back.
- Whoever catches the ball throws it back immediately to the hitter.
- The hitter has 5 hits before students rotate.

### CHANGE IT

- The hitter scores one point for each successful return.
- Add paper targets to the fielders' end of the table. The hitter gets bonus points for hitting the target.
- Fielders perform a movement after catching the ball, such as bouncing it and then throwing it back.
- Change the type of ball used.



# ROLLER BALL

## SUMMARY

In pairs, students use their racquet to roll the ball to one another, attempting to stop the ball rolling off the edge of the table.

### Skill focus

- Hitting

### Details

Skill development  
15 minutes

### Equipment

- Marker cones
- One racquet per group
- One ball per group
- One table tennis table (or similar) per group
- Tape
- Paper cups (optional)

### What to do

- Define the playing field using marker cones.
- Divide students into teams of 4.
- Pairs stand on opposite sides of the table.
- Students use their racquet to roll the ball to one another, attempting to stop the ball rolling off the edge of the table.
- Play for a set time and then change partners or tables.



### CHANGE IT

- Students hit the ball using a backhand drive.
- Pairs score a point for each time the ball goes over the other pair's line.
- Tape a paper cup at each end to score bonus points if it lands in the cup.

# 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 stand waiting in the ready position with your feet shoulder-width apart and knees bent?
- What other sports or activities do you hit a ball in?
- What did you enjoy most in today's lesson?



# SELF ASSESSMENT RUBRIC

NAME \_\_\_\_\_ YEAR LEVEL \_\_\_\_\_ DATE \_\_\_\_\_ TEACHER \_\_\_\_\_

## YEARS 3 AND 4

Lesson 2 – Sprint run – Forehands, backhands and serves –  
Wall tennis

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











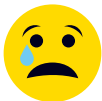


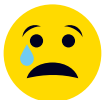


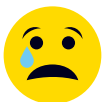


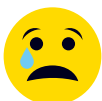
Always



Sometimes



Rarely

|                                    |   |   |   |   |
|------------------------------------|---|---|---|---|
| Movement skills                    | I can hit a forehand drive with accuracy to hit a target I choose 3 out of 5 times. |    |    |    |
|                                    | I can hit a backhand with accuracy to hit a target I choose 3 out of 5 times.       |    |    |    |
|                                    | I can serve a ball so that my partner can catch it 4 out of 5 times.                |   |   |   |
| Strategy and tactics               | I can return a ball that bounces off a wall or table towards me.                    |  |  |  |
|                                    | I can decide when it is best to hit a forehand or backhand drive.                   |  |  |  |
| Personal and social responsibility | I always try to improve my play during table tennis lessons.                        |  |  |  |

# 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

- Serving
- Hitting

### Duration

60 minutes

### Area

Indoors with tables optional.

### Equipment

- Marker cones
- One stopwatch
- One racquet per student
- One ball per student
- Hoops
- Paper cups
- One table tennis table (optional) per group
- Balloons (optional)

### Activities

[DRIBBLERS AND ROBBERS](#)

[CONTINUOUS TENNIS](#)

[HIT AND CATCH](#)

[BUCKET AND HOOP](#)

[LET'S SEE IT](#)

[WHAT DID YOU LEARN?](#)

### Links to curriculum

Years 3 and 4

[ACHP4M01](#)

[ACHP4M02](#)

[ACHP4P04](#)

[NSW curriculum](#)

[VIC curriculum](#)

# DRIBBLERS AND ROBBERS

## SUMMARY

Students dribble a ball with racquets around the playing field. One or 2 students are robbers and attempt to intercept the dribblers' balls without making body contact. Play with one robber for every 5 dribblers.

### Details

Warm-up  
10 minutes

### Equipment

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

### CHANGE IT

- Change the size of the playing area.
- Students use hands instead of racquets.
- Play with uneven teams.
- Change the type of ball used.
- Have one ball per pair and pairs can pass the ball to one another.
- Have dribblers start at one end, with the goal to get to the other without being intercepted.
- Have a 'no-go' zone where robbers cannot enter.

### What to do

- Define the playing field using marker cones.
- Divide students in 2 teams.
- Choose one student to be a robber for every 5 dribblers.
- On your call, the dribblers dribble the ball with their racquet as they move around the court.
- Robbers try to win possession of a ball without body contact.
- Dribblers who lose possession become robbers and try to gain possession of another dribbler's ball – but not the ball they have just lost!



# CONTINUOUS TENNIS

## SUMMARY

Students practise serving the ball to land on both sides of the table. Play with teams of 3 to 4.

### Skill focus

- Serving
- Hitting

### Details

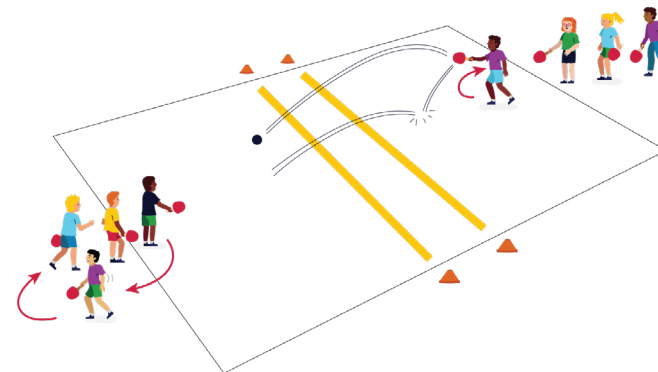
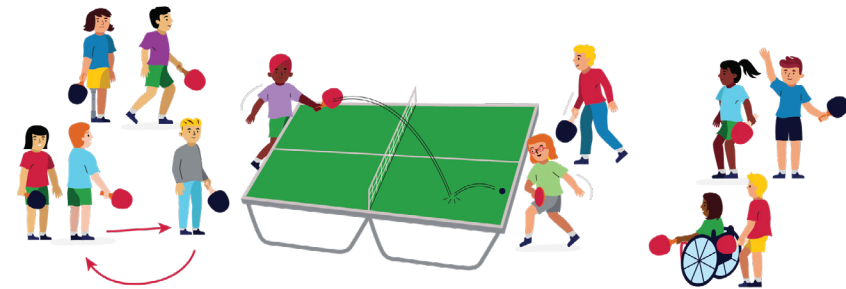
Warm-up  
10 minutes

### Equipment

- Marker cones
- One racquet per student
- 2 to 4 balls per group
- One table tennis table [optional] per group

## What to do

- Define the playing field using marker cones.
- Divide students into teams of 3 to 4.
- Teams line up at each end of the table.
- Students take turns to serve diagonally to the other team, with the ball to first bounce on their half, then the other half.
- Then, they step to the right, run to the back of their line.
- The next student in line receives and returns the ball.



## CHANGE IT

- Change the size of the playing area.
- Change the type of ball used.
- Change the number of bounces allowed.
- Students play as a team challenge with total points after 2 rounds.
- Students play as individuals with the first student to hit 4 successful returns as the winner.
- Add paper targets to the table for teams to knock off and win.

# HIT AND CATCH

## SUMMARY

In pairs, one student serves a ball so the other one can catch it without moving from a spot.

### Skill focus

- Serving

### Details

Warm-up  
10 minutes

### Equipment

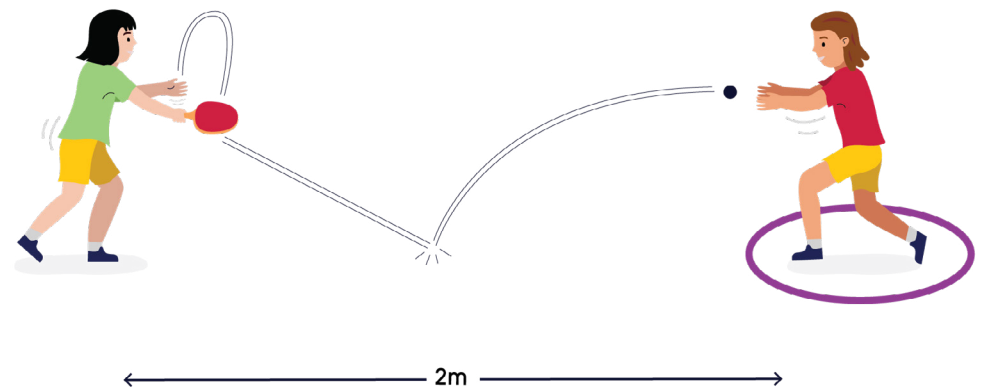
- Marker cones
- One racquet per pair
- One ball per pair
- One hoop per pair

### CHANGE IT

- The student without a racquet can throw the ball to their partner to hit and return. Score one point if the ball is caught with at least one foot in the hoop.

### What to do

- Define the playing field using marker cones.
- Divide students into pairs.
- Students start 2m apart.
- The student with the racquet serves the ball.
- The partner attempts to catch the ball while standing in a hoop.
- After 5 hits, students swap roles.



# BUCKET AND HOOP

## SUMMARY

Students serve a ball to hit targets to score points.  
Play with teams of 2 to 4.

### Skill focus

- Serving
- Hitting

### Details

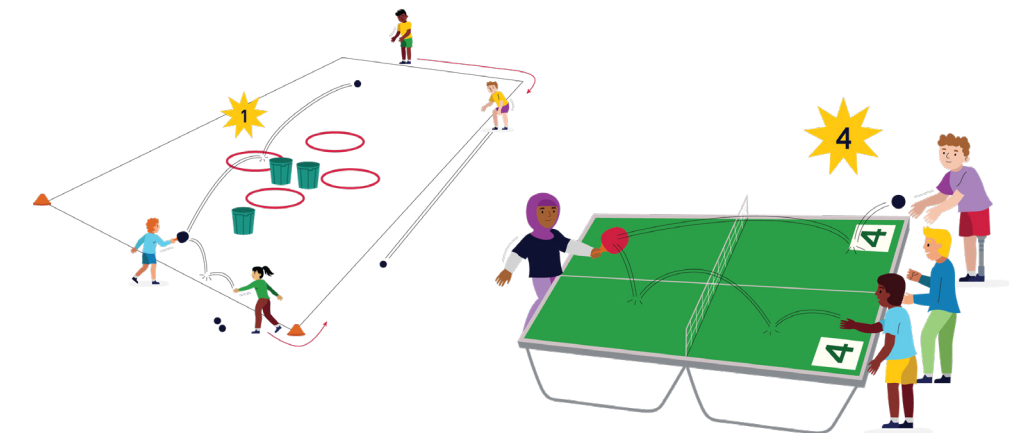
Skill development  
20 minutes

### Equipment

- Marker cones
- One racquet per group
- 4 balls per group
- A variety of targets such as paper cups and hoops
- One table tennis table [optional] per group

### What to do

- Define the playing field using marker cones.
- Set up targets on one side of the table or on the floor.
- Divide students into teams of 2 to 4.
- Nominate students as server, hitter and one to 2 collectors.
- The server bounces the ball to the hitter.
- The hitter aims to hit targets to score points.
- Collectors field the ball and feed to the server when needed.



### CHANGE IT

- Change the type of ball used.
- Change the size of targets.
- Change the number of targets.
- Change the positions of targets.
- Change the number of bounces allowed.
- Allocate different points to different targets.
- Students play as a team challenge with the most points in a set time.
- Remove the feeder and have the hitter serve and hit.

## LET'S SEE IT

### SUMMARY

Highlight a skill or tactical play by having students demonstrate.

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#### Details

Finishing up  
5 minutes

#### What to do

- Gather students together.
- Have one student or a team of students demonstrate a skill or tactical play.
- Emphasise one key skill from the lesson and keep it short.



# 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?



# LESSON 4



# LESSON 4

## LEARNING INTENTIONS

To hit forehands and backhands with accuracy.

To begin a point by serving.

To show effort when learning to improve your play.

### Skill focus

- Serving
- Hitting

### Duration

60 minutes

### Area

Indoors with tables optional.

### Equipment

- Marker cones
- One stopwatch
- One racquet per student
- One ball per student
- One table tennis table [optional] per group
- Balloons [optional]
- Hoops [optional]

### Activities

THROW, THROW, THROW

PIRATE'S GOLD

RALLY AROUND

FOUR CORNERS AND  
PUT IT AWAY

WHAT DID YOU LEARN?

### Links to curriculum

|               |                 |
|---------------|-----------------|
| Years 3 and 4 | <u>ACHP4M01</u> |
|               | <u>ACHP4M02</u> |
|               | <u>ACHP4P04</u> |

NSW curriculum

VIC curriculum

# THROW, THROW, THROW

## SUMMARY

In 2 teams, students throw balls over to the other side as quickly as possible.

### Details

Warm-up  
10 minutes

### Equipment

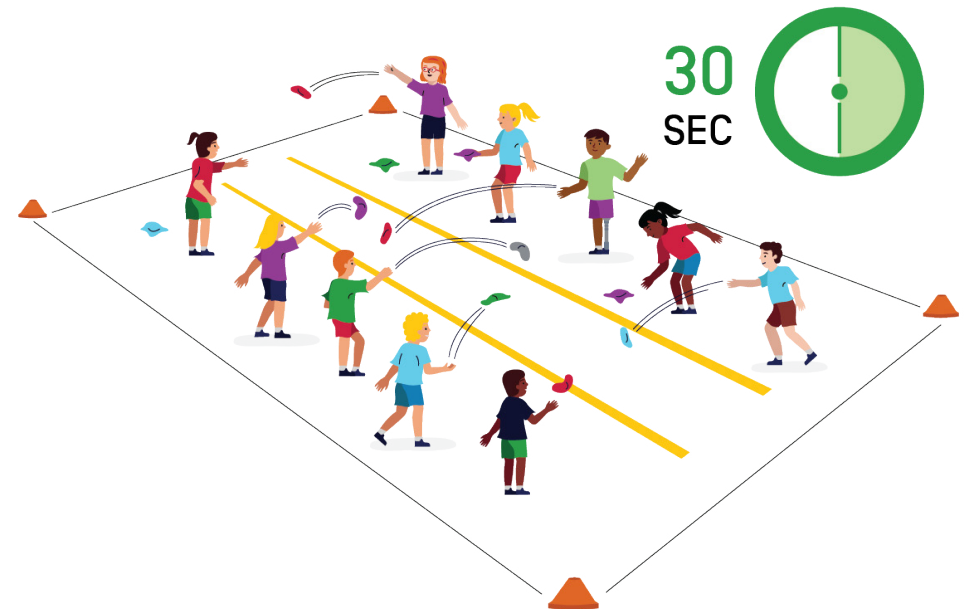
- Marker cones
- One ball per student

### CHANGE IT

- Students play with paper balls.
- Change the size of the 'no-go' zone.
- Students must stay seated.
- Students must throw over their heads or between their legs.

### What to do

- Define the playing field using marker cones.
- Divide students in 2 teams with a 'no-go' zone in between.
- On your call, students throw balls to the other side until you call, 'STOP!'.
- The team with the least amount of balls on its side is the winner.
- Teams can play 3 games to determine the winning team.



# PIRATE'S GOLD

## SUMMARY

In teams of 6 to 8, the pirate's crew try to steal the gold from the pirate and make it home without being tagged.

### Skill focus

- Running
- Jumping

### Details

Warm-up  
15 minutes

### Equipment

- Marker cones
- One racquet per student
- One ball per student
- One item as the 'gold' such as a bean bag or skittle

### CHANGE IT

- Students play without racquets, balancing balls on hands.
- Students freeze in the ready position.
- If crew members drop their ball, they must restart at the starting line.
- Change the type of movement, such as:
  - skipping
  - hopping
  - other.

### What to do

- Define the playing field using marker cones and mark a starting and end line.
- Divide students into teams of 6 to 8.
- Nominate one pirate who stands at the end line.
- The rest of the students are the pirate's crew and they line up across the starting line with a racquet and ball.
- When the pirate's back is turned, the pirate's crew approaches the gold while balancing a ball on a racquet.
- When the pirate turns around, the pirate's crew must freeze.
- If the pirate sees any of the crew moving, they call out their names.
- These crew members return to the starting line, and begin again.
- The first crew member to reach the 'gold' picks it up and tries to run back to the starting line before being tagged by the pirate.
- Swap pirates after each game.



# RALLY AROUND

## SUMMARY

In pairs, students complete a hit-and-rally circuit.

### Skill focus

- Serving
- Hitting

### Details

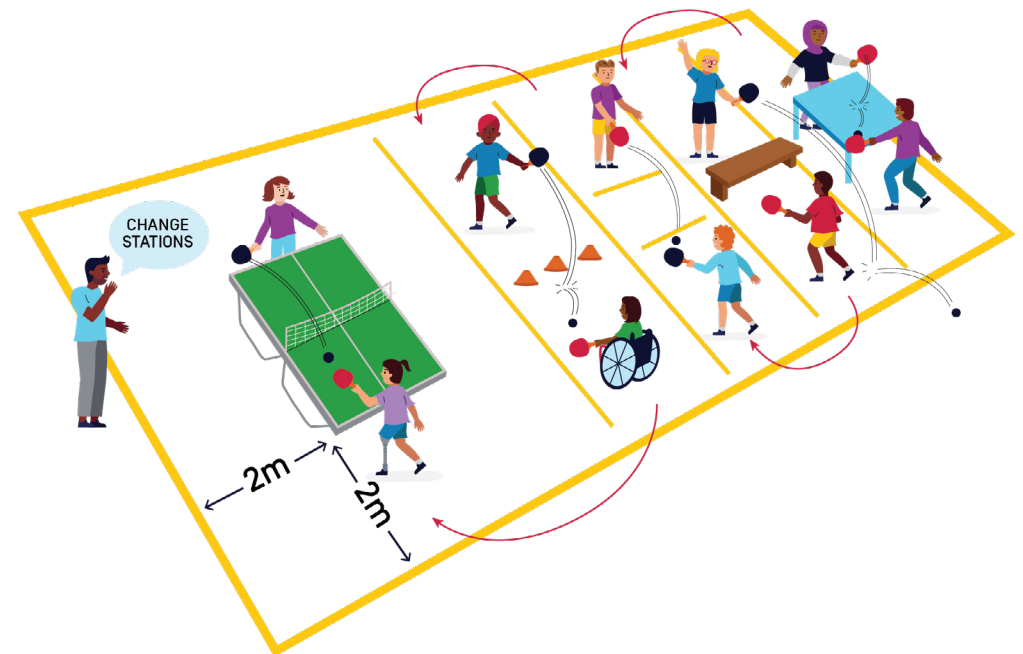
Skill development  
20 minutes

### Equipment

- Marker cones
- One racquet per student
- One ball per student
- Various items for circuits such as:
  - table tennis table
  - hoops
  - tape or chalk.

### What to do

- Define the playing field using marker cones.
- Set up a circuit of 5 stations, as shown.
- Divide students into pairs.
- Pairs practise serving and hitting with one bounce allowed.
- Play for a set time.
- On your call, pairs rotate stations.



### CHANGE IT

- Students play as a competition with the first student to score a certain number of points as the winner.
- Students play individually or in pairs against the wall.
- Change the number of bounces allowed.
- Change partners.
- Change the type of ball used.
- Change the type of pass.
- Students do a movement skill between stations.

# FOUR CORNERS AND PUT IT AWAY

## SUMMARY

Students choose a corner to stand in and, as the game continues, must pack equipment away.

### Details

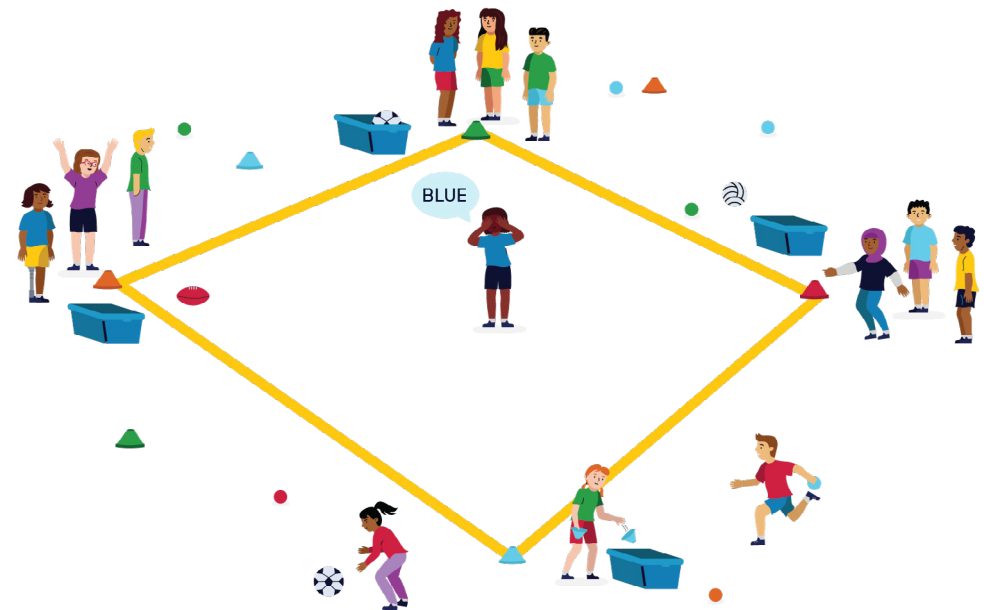
Finishing up  
10 minutes

### Equipment

- Marker cones

### What to do

- Define the playing field using marker cones.
- Give names to each corner, such as red, blue, orange, green.
- 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 walk to a corner.
- When the counter gets to zero, they call one of the corners, such as, 'BLUE!'.
- All students in that corner must then run and place a piece of equipment away and then return to the game.
- Continue until all equipment has been packed away.



# 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 do you need to remember when hitting for accuracy?
- Where were you trying to hit your serves when you began the point?
- What challenged you today and needed effort?



# LESSON 5

# LESSON 5

## LEARNING INTENTIONS

To refine and develop forehand and backhand shots in singles and doubles rallies.

To refine and develop the serve.

To have students peer assess the serve, forehand and backhand [see the printable student peer assessment on page 50].

### Skill focus

- Serving
- Hitting

### Duration

60 minutes

### Area

Indoors with tables optional.

### Equipment

- Marker cones
- One stopwatch
- One racquet per student
- One ball per student
- One table tennis table [or similar] per group
- Paper cups

### Activities

[SHARK ATTACK](#)

[TEN PIN KNOCK DOWN](#)

[KING AND QUEEN OF THE COURT](#)

[LET'S SEE IT](#)

[WHAT DID YOU LEARN?](#)

### Links to curriculum

|               |                          |
|---------------|--------------------------|
| Years 3 and 4 | <a href="#">ACHP4M01</a> |
|               | <a href="#">ACHP4M02</a> |
|               | <a href="#">ACHP4P04</a> |

[NSW curriculum](#)

[VIC curriculum](#)



# SHARK ATTACK

## SUMMARY

Students walk around, balancing their ball on their racquet, avoiding being tagged.

### Details

Warm-up  
10 minutes

### Equipment

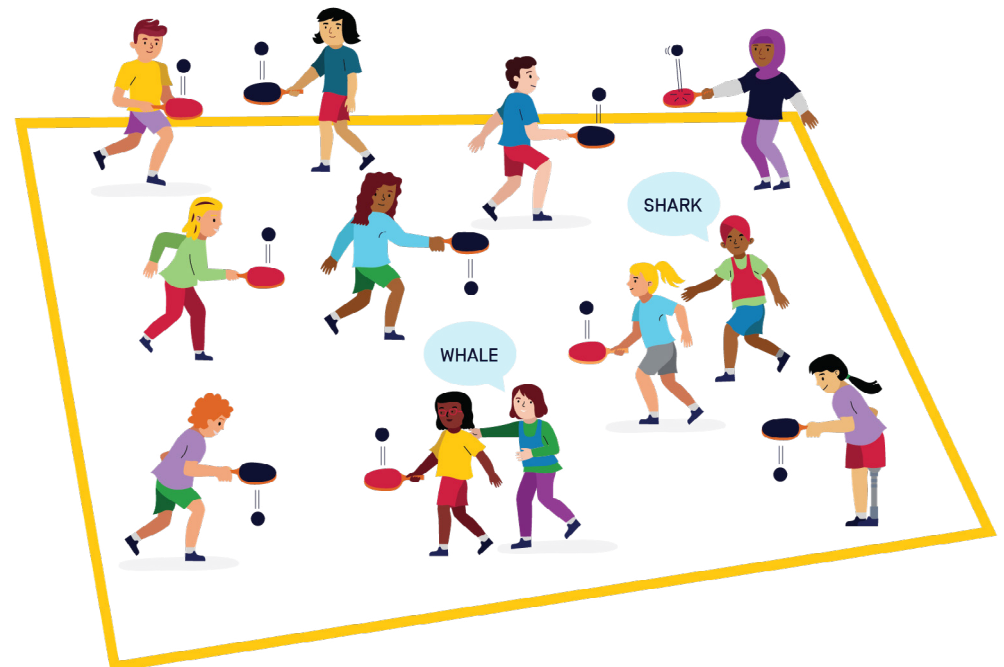
- Marker cones
- One racquet per student
- One ball per student
- Bibs for the shark and whale

### CHANGE IT

- Students bounce their ball upward or downward on the spot.
- Fish can become frozen if they move out of the playing area.

### What to do

- Define the playing field using marker cones.
- Nominate a student as the shark and another as the whale.
- All other students are fish and walk around while balancing their ball on their racquet.
- When touched on the shoulder by a shark, fish must freeze on the spot and bounce their ball with the racquet until the whale releases them by a touch on the shoulder.



# TEN PIN KNOCK DOWN

See the printable student peer assessment on page 50.

## SUMMARY

In pairs, students serve the ball and attempt to knock targets off the table.

### Skill focus

- Serving

### Details

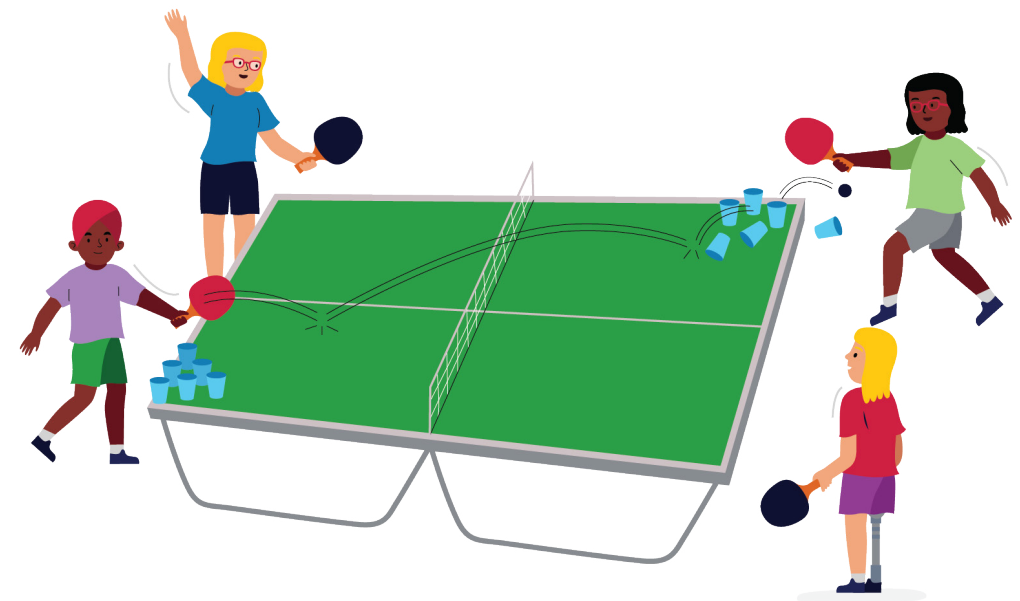
Skill development  
20 minutes

### Equipment

- Marker cones
- One racquet per pair
- One ball per group
- One table tennis table (or similar) per group
- 10 to 20 paper cups

### What to do

- Define the playing field using marker cones.
- Divide students into pairs, with 2 pairs per table as shown.
- Pairs set up paper cups in the right-hand corner of their end.
- The student on the right completes 2 serves attempting to knock off the opponents' cups.
- The student then swaps sides with their partner.
- The receiving student at the other end of the table now serves twice.
- Continue until one pair's cups are all knocked down or you call, 'STOP!'.



### CHANGE IT

- Students play without racquets and throw and bounce only.
- Students play for points when hitting targets if they are too hard to knock off.

# KING AND QUEEN OF THE COURT

See the printable student peer assessment on page 50.

## SUMMARY

Students play a doubles rally.

### Skill focus

- Serving
- Hitting

### Details

Skill development  
20 minutes

### Equipment

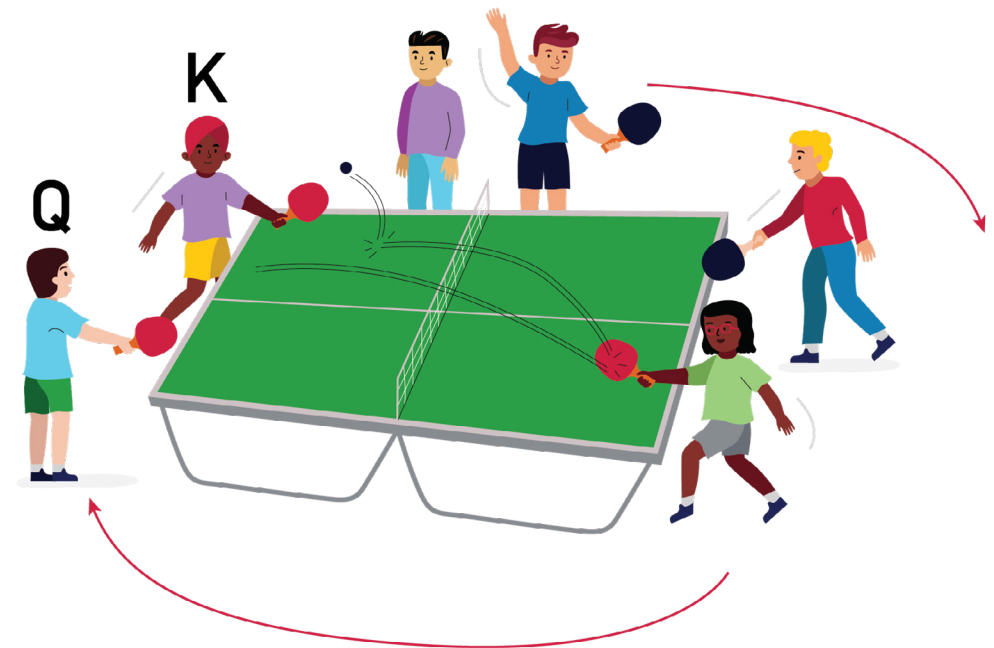
- Marker cones
- One racquet per student
- One ball per group
- One table tennis table (or similar) per group

### CHANGE IT

- Play until one team scores 3 points before rotating.
- Pairs do not have to take turns hitting.

### What to do

- Define the playing field using marker cones.
- Divide students into teams of 6, with 2 at either end of the table and 2 waiting at the side.
- One end of the table is designated the King and Queen end.
- A student on the King and Queen end serves the ball from the right-hand side of the table to the opposite right-hand side of the table to start the rally.
- The winner of the rally stays at the table. If they are not King and Queen, they move to the King and Queen end.
- The losing team is replaced by the next team.
- Play for a set time.



## LET'S SEE IT

### SUMMARY

Highlight a skill or tactical play by having students demonstrate.

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### Details

Finishing up  
5 minutes

### What to do

- Gather students together.
- Have one student or a team of students demonstrate a skill or tactical play.
- Emphasise one key skill from the lesson and keep it short.



# 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?
- What do you need to do after playing a shot?
- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



# PEER ASSESSMENT

NAME \_\_\_\_\_ YEAR LEVEL \_\_\_\_\_ DATE \_\_\_\_\_ TEACHER \_\_\_\_\_

## YEARS 3 AND 4

Unit focus: Table tennis – Forehand, backhand and serve – Lesson 5 – Ten pin knock down, king and queen of the court

Any areas for improvement?

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### Movement skills

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

| Skill  | Keep trying | Almost there | Got it! |
|--|-------------|--------------|---------|
| <b>Forehand:</b> <ul style="list-style-type: none"> <li>• Start in the ready position, holding the racquet above the elbow.</li> <li>• Move into a backswing and hit the ball with an upward-brushing motion on the forehand side of the racquet.</li> <li>• Follow through with the racquet at close to head height, as if saluting.</li> </ul>             |             |              |         |
| <b>Backhand:</b> <ul style="list-style-type: none"> <li>• Start in the ready position, holding the racquet in front of the body.</li> <li>• Hit the ball upwards on the backhand side of the racquet.</li> </ul>   |             |              |         |
| <b>Serve:</b><br>Put the ball in play by serving it to your opponent <ul style="list-style-type: none"> <li>• Start with the racquet and ball above the level of the table.</li> <li>• Toss the ball up from a flat palm.</li> <li>• Hit the ball on the way down to contact both sides of the table, while crossing the line above waist height.</li> </ul> |             |              |         |

# PEER ASSESSMENT

## 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    | Successful |
|----------|------------|
| Serve    |            |
| Forehand |            |
| Backhand |            |

# LESSON 6



# LESSON 6

## LEARNING INTENTIONS

To hit serves, forehands and backhands with accuracy.

To improve the ability to rally.

To show effort and respect when playing each activity.

### Skill focus

- Serving
- Hitting

### Duration

60 minutes

### Area

Indoors with tables optional.

### Equipment

- Marker cones
- One stopwatch
- One racquet per student
- One ball per student
- One table tennis table [or similar] per group
- 20 paper cups

### Activities

[FORM A GROUP](#)

[HIT THE SQUARE](#)

[ROUND THE TABLE](#)

[TOP TABLE](#)

[WHAT DID YOU LEARN?](#)

### Links to curriculum

Years 3 and 4

[ACHP4M01](#)

[ACHP4M02](#)

[ACHP4P04](#)

[NSW curriculum](#)

[VIC curriculum](#)

# FORM A GROUP

## SUMMARY

Students run around in random directions avoiding body contact with other students. When you call out a number, students form groups of that size.

### Details

Warm-up  
10 minutes

### Equipment

- Marker cones

### CHANGE IT

- Change the type of movement, such as:
  - skipping
  - hopping
  - other.
- Change the type of ball used.
- Change the method of holding the ball, such as:
  - use legs
  - hold the ball above the head
  - carry the ball under the armpit
  - other.

### What to do

- Define the playing field using marker cones.
- Students tap or bounce their ball with their racquet and move around randomly.
- You call out a number.
- Students keep tapping or bouncing as they move to form a group of that number.



### GROUPS OF 3



# HIT THE SQUARE

## SUMMARY

In teams, students run slalom-style between markers in a relay race.

### Skill focus

- Hitting

### Details

Warm-up  
10 minutes

### Equipment

- Marker cones
- One racquet per student
- One ball per pair
- One table tennis table [or similar] per group
- One square paper target per pair

### What to do

- Define the playing field using marker cones.
- Set up a square paper target in the middle of the table, as shown.
- Divide students into pairs with 2 pairs per table.
- Pairs play on opposite sides of the table, not the ends.
- Pairs try to hit the square target as many times as possible in a set time.
- Pairs repeat and try to beat their previous score.



### CHANGE IT

- Change the number of square targets.
- Students play without a table using targets on the floor.
- Pairs on the same table compete against each other.

# ROUND THE TABLE

## SUMMARY

Students take turns serving and hitting in a rally.  
Play with teams of 4 to 8.

### Skill focus

- Serving
- Hitting

### Details

Skill development  
10 minutes

### Equipment

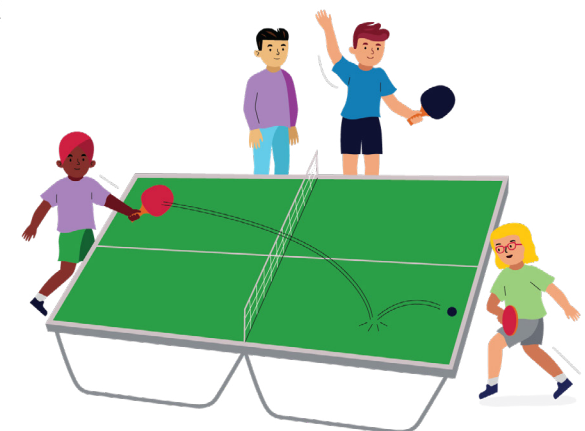
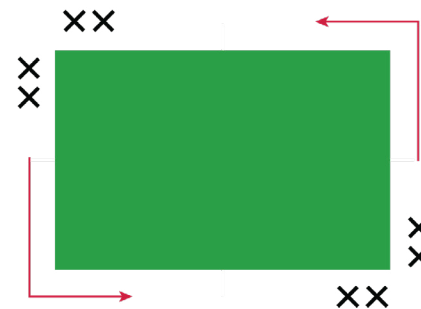
- Marker cones
- One racquet per student
- One ball per group
- One table tennis table [or similar] per group

### CHANGE IT

- Students play without racquets and throw and bounce only.
- Change the number of bounces allowed.
- Students have 2 turns each to return the ball before moving to the other side.

### What to do

- Define the playing field using marker cones.
- Divide students into teams of 4 to 8.
- The first student serves the ball and then moves to the other side of the table to join a line of students.
- Students take it in turns to return the shot and then move to the other side.
- Each strike of the ball is a point.



# TOP TABLE

## SUMMARY

Students play and score singles or double games. When you call, 'STOP!', the student or pair leading the match moves one table closer to the 'top table'. The losing student or pair moves one table further away.

### Skill focus

- Serving
- Hitting

### Details

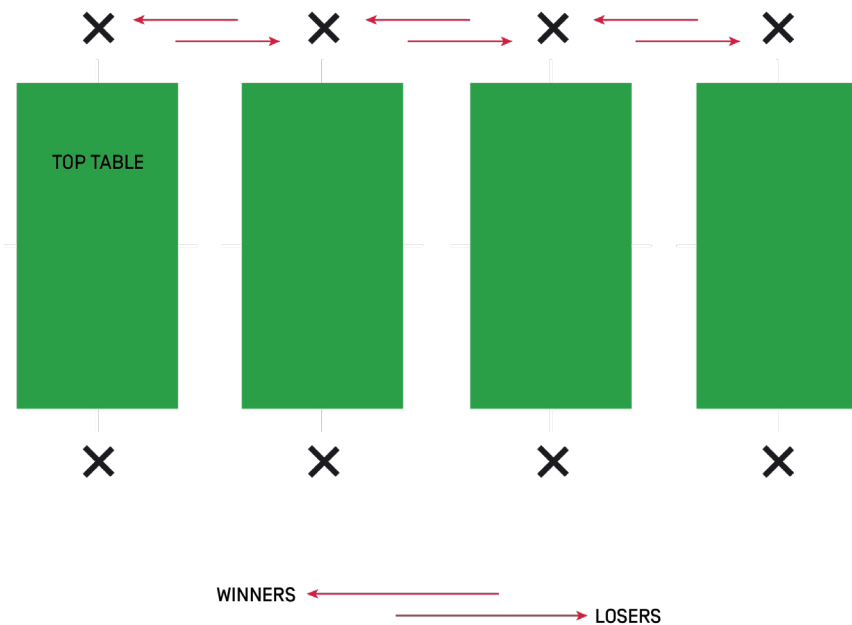
Skill development  
25 minutes

### Equipment

- Marker cones
- One racquet per student
- One ball per group
- One table tennis table [or similar] per group

## What to do

- Define the playing field using marker cones.
- Divide students into pairs with each at either end of the table.
- Identify which table is the 'top table'
- Play for 3 to 4 minutes.
- Score as a doubles rally.
- On your call, winning students move towards the 'top table'.
- Losing students move away from the 'top table'.
- The winners at the 'top table' and the loser on the last table do not move.



## CHANGE IT

- Students play as singles instead of doubles.

# 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 today's lesson needed the most effort?
- How did you feel before you came to PE? And how do you feel at the end of the lesson?



# LESSON 7

# LESSON 7

## LEARNING INTENTIONS

To play games of doubles table tennis.

To show effort and respect for your partner and opponents while trying to improve your play.

For teachers to assess their student's overall development [see the printable teacher assessment rubric on page 65].

### Skill focus

- Serving
- Hitting

### Duration

60 minutes

### Area

Indoors with tables optional.

### Equipment

- Marker cones
- One stopwatch
- One racquet per student
- One ball per student
- One table tennis table [or similar] per group
- 20 paper cups

### Activities

[FLIP IT](#)

[ROUND THE TABLE](#)

[DOUBLES MATCHES](#)

[LET'S SEE IT](#)

[WHAT DID YOU LEARN?](#)

### Links to curriculum

Years 3 and 4

[ACHP4M01](#)

[ACHP4M02](#)

[ACHP4P04](#)

[NSW curriculum](#)

[VIC curriculum](#)



# FLIP IT

## SUMMARY

In 2 teams, students run around trying to flip over the other team's racquets to match their own team's colour.

### Details

Warm-up  
5 minutes

### Equipment

- Marker cones
- One racquet per student

### CHANGE IT

- Change the size of the playing area.
- Change the distance between racquets.
- Change the type of movement, such as:
  - skipping
  - hopping
  - other.
- Play with uneven teams.
- Use markers instead of racquets. Flip the marker and run to a corner.

### What to do

- Define the playing field using marker cones.
- Divide students in 2 teams.
- Half the students place their racquets with the red side up (red team) and the other half with the black side up (black team).
- On your call, students run around trying to flip over the other team's racquets to match their own team's colour.
- Play for a set time.
- The team with the most racquets with their colour showing wins.
- Play best of 3 games.



# ROUND THE TABLE

## SUMMARY

Students take turns serving and hitting in a rally.  
Play with teams of 4 to 8.

### Skill focus

- Serving
- Hitting

### Details

Warm up  
15 minutes

### Equipment

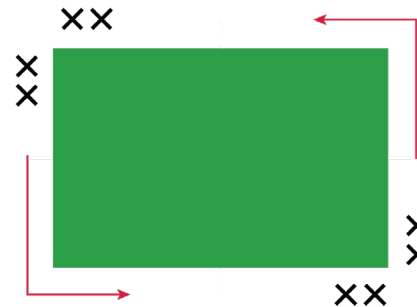
- Marker cones
- One racquet per student
- One ball per group
- One table tennis table [or similar] per group

### CHANGE IT

- Students play without racquets and throw and bounce only.
- Change the number of bounces allowed.
- Students have 2 turns each to return the ball before moving to the other side.

### What to do

- Define the playing field using marker cones.
- Divide students into teams of 4 to 8.
- The first student serves the ball and then moves to the other side of the table to join a line of students.
- Students take it in turns to return the shot and then move to the other side.
- Each strike of the ball is a point.



# DOUBLES MATCHES

## SUMMARY

In teams of 6, students play and score doubles matches.

### Skill focus

- Serving
- Hitting

### Details

Skill development  
30 minutes

### Equipment

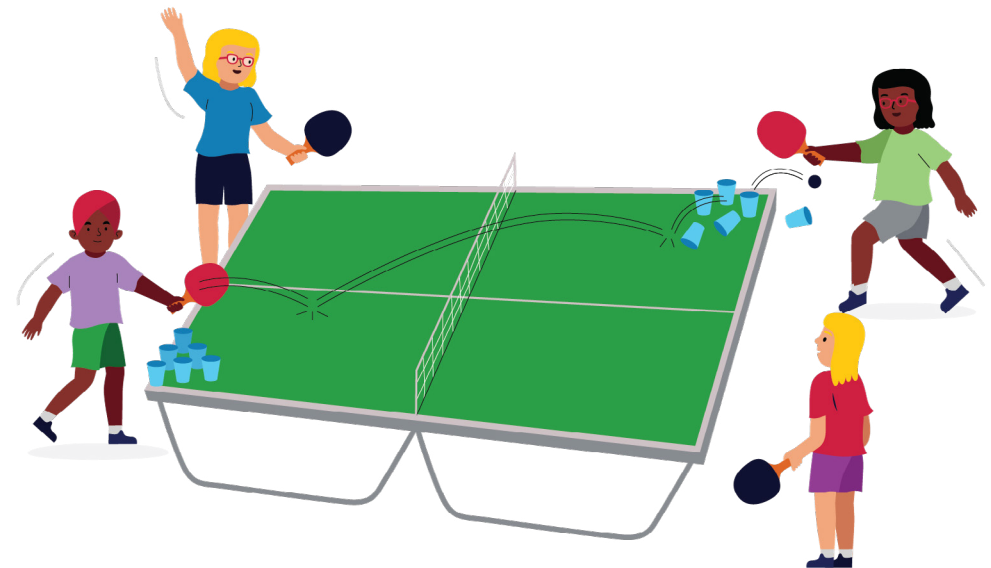
- Marker cones
- One racquet per student
- One ball per group
- One table tennis table [or similar] per group

### CHANGE IT

- Students may hit the ball in any sequence rather than alternately.
- Students play a competitive game up to 11 points.
- Students play singles games up to 5 or 11 points.

### What to do

- Define the playing field using marker cones.
- Divide students into teams of 6 with 3 pairs at each table.
- Play as a doubles game.
- The non-playing pair can assist with scoring and umpiring.



## LET'S SEE IT

### SUMMARY

Highlight a skill or tactical play by having students demonstrate.

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### Details

Finishing up  
5 minutes

### What to do

- Gather students together.
- Have one student or a team of students demonstrate a skill or tactical play.
- Emphasise one key skill from the lesson and keep it short.



# WHAT DID YOU LEARN?

## SUMMARY

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

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### Details

Finishing up  
5 minutes

### What to do

Ask the class:

- How could you improve your rallying?
- Where else do we play forehands, backhands and serves?
- What did you do today to try your best?



# TABLE TENNIS ASSESSMENT RUBRIC

NAME \_\_\_\_\_ YEAR LEVEL \_\_\_\_\_ DATE \_\_\_\_\_ TEACHER \_\_\_\_\_

## YEARS 3 AND 4

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

## WHERE TO FROM HERE?

# Join a club

Did your students enjoy learning about table tennis?

Sharing information with parents is a great way to encourage students to join a community club.

Table Tennis Australia has information on their website about different opportunities.

Visit [sportaus.gov.au/schools/find-a-club](http://sportaus.gov.au/schools/find-a-club) for more information.

Coach Table Tennis

Did you enjoy teaching table tennis?  
Are you interested in coaching?

Visit [tabletennis.org.au/coaching](http://tabletennis.org.au/coaching) for more information.



# 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

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## 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 practices when participating in physical activities

# BEHAVIOURAL CONSIDERATIONS

| Behaviour   | Identifying behaviours  | What you can do  | Example  |
|---|---|--|--|
| <p><b>Over competitiveness</b></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"> <li>• Not cooperating during group activities.</li> <li>• Breaking rules to win the game.</li> <li>• Criticising other students and their abilities.</li> <li>• Disrespectfully celebrating a win.</li> </ul>  | <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"> <li>• Highlight examples of cooperative play and good sportsmanship.</li> <li>• Issue bonus points to reward desirable behaviour.</li> <li>• Use small group activities, or circuits, to narrow students' attention to their own performance.</li> <li>• Encourage team building routines, such as handshakes and three cheers at the end of the game.</li> <li>• Reduce emphasis on scoring and set other types of challenges, for example, individual challenges rather than team challenges.</li> <li>• Select a 'spotter' who rewards sportsmanship.</li> </ul>  | <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><b>Domineering behaviour</b></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"> <li>• Assuming team leader roles and direct other students.</li> <li>• Dominating discussions and questions by the teacher.</li> <li>• Continually influencing the pace and direction of activities.</li> <li>• Intentionally or unintentionally ignoring those less skilled in the group.</li> <li>• Dominating the games or activities.</li> </ul> | <ul style="list-style-type: none"> <li>• Use smaller groups and evenly space out more experienced students between teams.</li> <li>• Highlight examples of cooperative play and issue bonus points to reward desirable behaviours.</li> <li>• Score in a way that allows students to individually challenge themselves to achieve success.</li> <li>• 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.</li> <li>• 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.</li> </ul> | <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><b>Non-participation</b></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"> <li>• Refusing to participate in activities.</li> <li>• Refusing to play certain roles as part of games.</li> <li>• Making no effort or attempt to engage with other students.</li> </ul> | <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"> <li>• Ask one of their friends, or a more experienced student from the group, to encourage their participation in the activities.</li> <li>• Think of different roles that can be played, for example, scorer or umpire.</li> <li>• Look for signs of interest during the activities, to invite participation.</li> <li>• Use changes that increase or decrease complexity of the activity to provide more opportunities for success.</li> <li>• Ensure the fun and the joy of movement are emphasised.</li> <li>• Engage students by: <ul style="list-style-type: none"> <li>– asking for suggestions on how to improve or change that activity, or</li> <li>– providing choices for how they may participate.</li> </ul> </li> <li>• Encourage students' efforts rather than focusing on the results once the student becomes involved.</li> </ul> | <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> |