



Equipment	One tennis ball per student, wall space, timer
Learning Outcome	Demonstrate how to maintain a rally and throw and catch for accuracy.
COVID-19 Safety Precautions	Ensure students touch only their own ball. Remind students to keep a safe physical distance from each other. Clean or sanitize the equipment before and after the activity.

Flipped Classroom Strategy (Optional)

A flipped classroom is an instructional model where direct instruction is delivered to students *outside of and before* instructional time. Students are introduced to content that supports the introduction, comprehension, and recall of content and then instructional time is utilized to apply, analyze, synthesize, or evaluate content.

Before implementing this activity during instructional time, create a video or written instructions to share with students providing an overview of how to throw and catch a ball against the wall using one bounce to and from the wall. Share why it is important to maintain a rally to score a point in certain games. Encourage students practice throwing and catching a ball against a wall and counting how many times in a row they can do it. If students do not have access to adequate equipment or space, they can practice throwing a soft object (e.g., foam ball, socks, stuffed animal, etc.) at a spot on the floor where they think they would be successful in having it bounce off the wall and back if it were a ball. Students can also practice throwing and catching a soft object with a partner using equipment and space that is safe and available to them.



Activity Description

Find a safe playing area facing a wall that is large enough so pairs of students have adequate room move around their playing area.

As a large group, review and practice how to throw and catch a ball off of a wall and why this is important for maintaining a rally. If utilizing a flipped classroom strategy, remind students to apply what they learned or reviewed in advance of the activity.

Divide students into pairs and provide each student with a tennis ball. Invite pairs to find a space on the wall a safe distance from other pairs. When the timer starts, each partner takes turns throwing the ball to the wall, having it bounce once both to and from the wall, and catching it. If the ball is not caught, both partners collect their ball, run, touch the wall, and continue taking turns throwing. Pairs count how many times they successfully catch the ball over the time period. Play for 4-5 minutes and then start a new round. Challenge pairs to increase their scores as they play subsequent rounds.

Physical Education Competencies



MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



Reflection Questions

Reflection is important to support learning during physical education. Consider asking students the reflection questions below and discuss the answers together.

- *What did you have to do to successfully throw and catch the ball off the wall?*
- *Which round were you and your partner most successful? Why do you think that was?*



Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S Space	T Task	E Equipment	P People
Complete the activity in a space with minimal distractions.	Students practice sending (e.g., throwing, kicking, rolling, etc.) an object to a target on the wall or ground.	Students use a ramp to roll the ball to the wall and back over a line.	Students play the game on their own.

Observing Learning Outcomes

Consider the following when observing student learning.

- Is the student able to throw and catch the ball off of the wall with success?
- Is the student able to use proper technique (opposite foot forward, overhand throw with slight bend in the elbow) when throwing the ball?
- Is the student able to catch the ball off the wall using both hands or only their throwing (dominant) hand?

Connecting to PHE At Home Learning

The following PHE At Home Learning activity can be utilized by students at home or modified for use during instructional time in order to extend learning.

[West African Hand Tennis](#)