

<b>Materials</b>	Tennis ball (or similar sized ball that bounces), two small objects (e.g., socks, plastic cups), four flat objects of the same size (e.g., paper plate)
<b>Learning Outcome</b>	Defend space, set up for an attack, and strike for accuracy playing a net/wall game.

## Description

Ensure there is enough space to do the activity away from any safety hazards. Place the two small objects a certain distance apart from each other on the ground or floor to represent a net and to divide the playing area in two. Place a flat object in the left and right corners at the back of each side. Two players are required to play and they line up on either side of the net across from each other.

One player serves by striking the ball with an open hand and the other player returns it after it bounces once. Continue the rally until one person cannot return the ball or if one player hits the ball so it lands on the flat object on their opponent's side. A point is awarded after each rally and five points are awarded for hitting a flat object with the ball. Play until one player scores an agreed upon number of points to end the game. If questions come up about rules that have not been established, mutually agree upon the rule and begin play again.

## 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 activity. Consider asking the youth the reflection questions below and discuss the answers together.

- What tactics did you work on throughout the games (e.g., placing the ball to score a point, playing defense, etc.)?
- Did you put rules in place as you played? What were they? If you did not, what rules would you put in place if you played again?



## 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
Move the flat objects to the middle or front of the playing area.	The youth plays the activity in a seated position using a racquet to strike objects onto different targets set up on the other side of the net.	Remove the floor markers and play the game using a balloon.	The youth completes the activity against a wall instead of a player and tries to have the ball land on one of the two flat objects in front of them.