**Learning team roles through padder tennis**

## Possible Lesson Sequence

**Lesson One**

Ākonga choose peers to work with groups of four.

Teacher hands out equipment to each group and asks each group to devise a game they could play with this equipment (four bats and one tennis ball).

The modified game must involve four players, each contributing significantly to the success of their team.

Groups need to practice their game and decide on the rules and scoring system to make the game successful.

**Lesson Two**

Teacher joins two teams together. Each team teaches their game to the other team.

**Debrief questions**

How did you organize your game?

What worked well?

What were the main skills involved in your game?

What strategies did you use most effectively during this game?

What were the most effective ways of scoring the game?

Class to decide on the most effective rules for a modified class game of padder tennis.

**Lesson three and four**

The teacher provides or facilitates a skill learning programme using the skills the ākonga recognised as most important for the modified class game of padder tennis, for example, the single-handed forehand stroke.

### Teachable Points

1. Keep in balance with feet comfortably apart.
2. Keep the knees bent through the movement.
3. Side on body position is achieved when hitting.
4. Transfer the weight forwards by stepping into the swing, with your front foot pointing in the direction you wish to hit the ball.
5. Take a big back-swing.
6. Keep the head of the racquet slightly above the wrist; keep the wrist firm.
7. Follow through in the intended direction.
8. Eyes are focused and head is kept steady throughout the movement.

When learning the striking action, it is important that we provide activities that teach body position, and concepts of force, control and timing.
As part of this teaching and learning programme allow ākonga the opportunity to peer coach. Buddy up ākonga to ensure all players have an adequate skill base for the modified class game.

### Other related games

Partner Hit

With a partner, each ākonga holds a racquet; hitting a balloon back and forth. How many hits in a row can be made?

### Wall Hit

With a partner, each ākonga faces the wall. They hit a medium sized softball back and forth, to the wall.

How many hits in a row can be made?

### Totem Tennis

A commercial hitting game similar to swing ball.

**Lesson five**

Ākonga discuss behaviours and develop strategies for dealing with player conflict when refereeing, for example, complete a T-chart for assertiveness during competitive sport situations.

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| --- | --- |
| Things assertive people might say during competitive sport situations. | Things assertive people might do during competitive sport situations |
|  |  |

Provide opportunities for ākonga to role-play a conflict situation, which may occur in a sport situation, for example, an argument over a line call during padder tennis.

Ākonga develop a code of conduct for all players of sport, which endeavours to reduce aggressive sporting behaviour and promotes assertive behaviour.

**Lesson six, seven and eight**

During lessons three and four the teacher will have assessed the skill level of all class members.

Teacher arranges ākonga into groups of four mixed ability groupings.

Ākonga will define the roles for the game, for example, referee, scorer, players, coach, and manager.

Ākonga decide which roles they will need to include in their tournament for it to operate efficiently. Each ākonga needs to have an opportunity to experience each role.

For example, a strategy of each player being a referee can occur during a tournament. A class of 28 ākonga will comprise seven teams of four. Play a round robin game of modified padder tennis with each team in turn providing the officials (referees and scorers) to run the three games.

Ākonga devise a draw for the padder tennis competition.

Each team of four will develop a team chant, a team name, and a team uniform to develop a team identity.

Run the padder tennis competition rotating players, referees and coaches.

Debrief each lesson with a discussion on the positive and negative aspects of the roles within the competition.

**Debriefing questions**

Describe conflict situations you have experienced when playing a sport/game

What do you think the role of the coach is?

What skills do you need to be an effective coach?

How can you be an effective team member?

Give me an example of some feedback you did/could give to a player if you were the coach

How did you/can you deal with aggressive behaviour on the sports field?

How did you feel being the referee in the game? How did you deal with conflict?