Teaching and learning Net and Wall game tactics in primary Physical Education using a tactical map, learning cycles and Sport Education elements

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1. **Introduction:** this workshop shows a proposal of framework of a net and wall unit of work from a thematic/horizontal approach. A full application to a specific sport (pickleball) can be found in the forthcoming book *GBAs: international applications in PE*. Routledge.

2. **Set up**
   - Teams and roles: group is organized in balanced teams with one coach and one manager.
     - Coach: transmits information from the teacher to the team, and reinforces the goal of the session using the tactical map.
     - Manager: helps with the equipment and competition organization.
   - Execution levels: I: catch and throw; II: catch and hit; III: control and hit; IV: hit V: hit with an implement
     - Each player chose which level suits his/her performance: Levels include upper levels (e.g. if a player chooses Level I, catch and throw, he/she can also hit.
   - Learning new games progression phases: Completing the phases and the number of shots in each of them ensures understanding of the rules and the chosen level of execution. Phases:
     - A. Cooperation: cooperative rally (+10 shots). B. Challenge (10 shots or more): C. Competition (5-10 shots average).
   - Learning cycles: In each cycle tactical problems and skills are learnt through a modified game. The complexity of the games increases as the unit progresses. Each cycle consists of between 2 and 4 lessons. Each cycle includes an offensive tactical problem and its mirroring defensive tactical problem. The offensive tactical problem is addressed firstly, followed by the defensive one. The cycle concludes with a competition lesson between teams.
   - Competition: with the help of the coach, players ranked themselves by game competency. Each player faces an opponent of the same rank. Teacher and students decide if want to keep records of the competition.
   - Sport Education elements: more elements of the Sport Education model can be introduced (e.g.: roles, formal competition, festivity, records…). This proposal could serve as an introductory experience to the full model.
   - Game forms: if we use 2vs2 game form introducing team cooperation phase would increase difficulty and modify tactical problems.

Learning cycle /Modified Game	Offensive tactical problem	Deffensive tactical problem	Competition
Line Game	I.Search for free space: moving the opponent	I. Move to the base position	
Round net	II. Reduction of the trajectory time (from when I throw-hit until the ball bounces):	II. Stay ready	
Square Game	III. Reduce the opponent's ability to read your throwing-hitting	III. Anticipate the return	
(Two hands or mini tennis	IV. Weak points of my opponent	IV. Opponent`s strengths	
Students chose or design a game	All of then	All of then	

Net and wall games TACTICAL MAP

Tactical problems	Key information / Action principles
THROWING-HITTING: HINDER THE RETURN	
I. Search for free space: moving the opponent	Have you looked at the opponent before throwing? Where was your opponent? Make it hard for him/her to get it: • Aim for the free space. • Open angles. • Vary: left-right; front-behind; strong-loose.
II. Reduction of the trajectory time (from when I throw-hit until the ball bounces):	Safe throwing-hitting, but if you can, make it quick (less time to response for the opponent). How is it faster? • Hard. • Short. • Throwing-hitting technique: If hitting is allowed.
III. Reduce the opponent's ability to read your throwing-hitting	Safe throwing-hitting, but if you can, pretend you're going to throw somewhere else and change the gesture at the end ("deceive"): feints
IV. Take advantage of the opponent's weaknesses	Look for opponent's weaknesses on: • Base: How is he/she situated? Is he/she covering one side more than the other? • Skill: How does he/she catch/hit? Is one side more difficult for him/her than the other?
MOVEMENTS: READ-RECEIVE AND PREPARE THE THROW-HIT	
I. Move to the base position	As soon as you throw, find your base position depending on where your opponent will probably throw: center of the "window" of your opponent's next throw.
II. Stay ready	Make small steps or jumps that allow you to be prepared and oriented.
III. Anticipate the return	Watch your opponent to guess where he/she is going to shoot. Watch out the feints.
IV. React to the opponent's strengths	Think about how he/she/they is/are scoring and cover that section of your game.

Talk and reflect with a partner
What do you do best? Explain what you think the reason is.
In which tactical problem do you think you have more room for improvement?
In which game do you develop your best performance. Explain what you think the reason is.

To reflect and decide before and during the implementation:
- What elements of Sport Education would you introduce?
- What reflection strategies do you think are correct?
- How would you carry out the evaluation?
- What other games would you propose for each tactical problem?
- When would you introduce the implement?

1. Talk and reflect with your partner (P1: player 1; P2: player 2)

I. Search for free <u>space</u>: moving the opponent	**A**. Achievement level (0-3): 0 (hardly ever, 1 (sometimes), 2 (normally), 3 (almost always) I: P1: P2: II: P1: P2: III: P1: P2: IV: P1: P2: **B.** What I do best: P1: P2:
II. Reduction of the trajectory <u>time</u> (from when I throw-hit until the ball bounces)	
III. Reduce the opponent's ability to <u>read</u> your throwing-hitting	**C.** Where I have more room for improvement P1: P2: **D.** Game where you develop your best performance P1: P2:
IV. <u>Weak points</u> of my opponent	**E**. Propose other games that represents a rich learning context to learn each tactical problem: I: II: III: IV: