



**PHE Canada**  
Physical & Health Education Canada



GRADES  
**4 to 6**

# squash

in focus

**TERRITORY**  
**NET + WALL**  
**RACING**  
**STRIKING**  
**+ FIELDING**  
**TARGET**



PHYSICAL LITERACY THROUGH GAMES AND SPORT

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Physical and Health Education Canada (PHE Canada), founded in 1933, is a national not-for-profit organization. PHE Canada's vision is for "all Canadian children and youth living physically active and healthy lives." PHE Canada is committed to improving the quality of life for all children and youth through initiatives that contribute to greater participation in physical activity.

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**Move Think Learn: Physical Literacy through Games and Sport. Squash in Focus.**

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# PART A Introduction

## Purpose

The Move Think Learn resource series has been designed to support physical educators in their planning of game-play experiences for children and youth. The series targets educators working with children and youth approximately 9–15 years of age (grades 4–9); its goal is to increase students' knowledge, confidence, and competence so they become further engaged in physical activity and/or sport.

**Physical and Health Education Canada** (PHE Canada) advocates for **Quality Daily Physical Education** (QDPE) in all Canadian schools. Well-planned opportunities to improve game-play abilities are part of a QDPE program. The Move Think Learn resource series promotes these opportunities through a Teaching Games for Understanding (TGfU) approach, contributes to the development of physical literacy, and aligns with Canada's Long-Term Athlete Development (LTAD) model.

## Physical Literacy

Individuals who continue to develop their ability to move with competence and confidence in a wide variety of physical activities in multiple environments to benefit the healthy development of their whole self are individuals who are developing their physical literacy (PHE Canada).

The concept of physical literacy refers to the ongoing development of our embodied dimension, our disposition, and our ability to move and interact in different environments (Whitehead, 2010). Fundamental to the concept is the interrelated and interdependent nature of the many dimensions of one's self. Developing physical literacy therefore can positively influence and be influenced by the development of other capabilities such as cognition, creativity, and self-confidence.

One of the many aspects of physical literacy is the development of game-play abilities, or the ability to read and respond to different situations. This aspect of physical literacy is supported by the Move Think Learn resource series. The game experiences described in the resources include all learners, are developmentally appropriate, and facilitate the refinement of movement skills. Positive, purposeful, and engaging game-play experiences in childhood can contribute to the individual's motivation and confidence to pursue physical activity opportunities for a lifetime. Provincial physical education curricula across Canada promote the development of physical literacy for children and youth.



## Resources to learn more about physical literacy

- Website and videos: **Physical literacy educational strategies**. PHE Canada (2014).
- Article: The concept of physical literacy. Whitehead, M. (Ed.) (2006). *European Journal of Physical Education* 6(2), 127–138.
- Book: **Physical literacy throughout the lifecourse**. Whitehead, M. (2010). London, UK: Routledge.





# PART A

## Teaching Games for Understanding (TGfU)

The Move Think Learn resource series embraces a Teaching Games for Understanding (TGfU) approach. Originally outlined by Bunker and Thorpe in the 1980s, TGfU is a student-centred instructional model designed to actively engage learners in problem solving and decision making while gaining an appreciation of game strategies, tactics, and skills.

Through participation in small-sided games, students learn how tactical solutions can be transferred from one game or sport to another. Students develop the ability to make decisions about “what to do,” “when to do it,” and “how to do it” in response to game situations (Griffin & Patton, 2005). Learning games this way, students develop game literacy and gain competence in a wide range of activities (Mandigo, Butler, & Hopper, 2007).

TGfU focuses on fostering tactical awareness before skill development. Tactics refer to “what to do” during specific game-play situations (Bunker & Thorpe, 1982). Tactical problems (e.g., how to maintain possession of an object) emerge during game play and force participants to make decisions about what to do (e.g., dribble or pass? what kind of pass? to whom?). Tactics differ from game strategies, which refer to the elements of the overall game plan discussed before play begins (Gréhaigne, Godbout, & Bouthier, 1999).

To facilitate learning, games are grouped into broad categories based on common structures, features, and goals (i.e., target games, net and wall games, striking and fielding games, and territorial games). For the purpose of the Move Think Learn resource series, a “racing games” category is added to include those games with the goal of moving efficiently to cover a pre-determined distance in the shortest amount of time. The games categories can be described as follows.

## Target Games

The main goal of target games is to send away an object and make contact with a specific target (Mandigo et al., 2007). Examples of unopposed target games include archery, bowling, and golf. Opposed target games include curling and bocce.

## Net and Wall Games

The main goal of net and wall games is to send an object to the opponents so they are unable to return it or are forced to make an error (Mandigo et al., 2007). Examples include badminton, jai-alai (played using a scoop-like implement), tennis, volleyball, sepak takraw (also known as kick volleyball), and squash.

## Striking and Fielding Games

The main goal of striking and fielding games is to strike an object away from fielders in order to score points and limit the number of points scored by the opponent (Mandigo et al., 2007). Examples include baseball, cricket, kickball, softball, and rounders.



## Resources to learn more about TGfU

- Book: ***Teaching games for understanding: Theory, research, and practice***. Griffin, L., Butler, J. (Eds.) (2005). Champaign, IL: Human Kinetics.
- Website: [Teaching Games for Understanding](#)
- Website: [Playsport](#)
- Video: [Teaching Games for Understanding – Lesson Demonstration](#). The Physical Educator (2012).
- Articles: **Physical and Health Education Journal**. (2007). [TGfU feature issue](#).

# PART A

## *Invasion/Territorial Games*

The main goal of territorial games is to invade the opponent's area to score a goal while simultaneously protecting your own goal (Mandigo et al., 2007). Examples include basketball, team handball, soccer, goal ball, hockey, ringette, water polo, and rugby.

## *Racing Games*

The main goal of racing games is to move efficiently to cover a pre-determined distance in the shortest amount of time. Racing games can also involve set tasks (e.g., going through a gate, staying in bounds). Examples include cycling, speed skating, canoe/kayak, rowing, swimming, and cross-country skiing.

## *Sport as a Vehicle for Learning*

Canada's Long-Term Athlete Development (LTAD) model outlines a framework for athlete development. The seven stages of the model identify the role of play, physical education, school sport, recreational physical activity, and competitive sport in the development of athletes (Balyi, Cardinal, Higgs, Norris, & Way, n.d.). LTAD underlines the importance of opportunities for children and youth to participate in a wide variety of physical activities and sports. Many national sport organizations in Canada have designed a sport-specific LTAD model.

The sport focus of each resource in the Move Think Learn series provides a lens through which to facilitate purposeful game-play experiences. Although each resource focuses on a single sport, it emphasizes the transferability of tactical solutions from one sport to another. The small-sided games described in each resource align with the stages of LTAD by promoting participation in developmentally appropriate games as opposed to mature forms of the sport.



## *Resources to learn more about Canada's Long-Term Athlete Development Model*

- Website: [Canadian Sport for Life](#)
- Website: [PHE Canada Long Term Athlete Development Curriculum Links](#)

# PART B Planning for Teaching and Learning

## Resource Overview

Each resource in the series is organized into three sections: Move, Think, and Learn. The resources support teacher planning, but do not provide complete or sequential lesson plans.

### Move

The Move section describes five different games. Each game highlights a different tactical problem relevant to the games category of the sport in focus. These games can serve as an entry point to a lesson and are designed to help students understand “what to do” in the context of the game. The template used to describe each game is outlined below.

**TITLE:** title of the game

**TACTICAL FOCUS:** the tactical problem students will experience during game play

**OBJECTIVE:** what students will learn as a result of the game-play experience

**SPORT RATIONALE:** the relevance of the tactical problem to the sport in focus

**PARTICIPANTS:** the organization of students during game play (e.g., partners, 3 v. 3)

**EQUIPMENT:** a list of equipment needed to play

**SET UP:** how to organize the activity area for participation in the game, including diagrams

**DESCRIPTION:** the rules and details for playing the game

**MODIFICATIONS:** changes that can be made to the game to increase or decrease the level of challenge and complexity to better meet the needs of students

### Think

The Think section includes tactical questions teachers can ask students. Each series of questions relates directly to the preceding Move game, and is intended to engage students in critical and creative thinking to identify the tactical problem, solutions to the tactical problem, and the movement skills required to carry out the tactical solutions. Building on student understanding of “what to do” in the context of the game, this section explores “how to do it.”

Student answers will inform the next steps in learning that should provide an opportunity to develop the skills needed to carry out tactical solutions. These next steps can include practising motor skills, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game. Students need both tactical awareness and skill proficiency to become skillful game players. Teachers will decide the best way to engage students in skill practice based on developmental level and readiness. Providing opportunities for students to develop skills in a game-like context is an effective way to facilitate the carryover of these skills to a game situation.

The following resources describe fundamental movement skills and, where possible, sport-specific movement skills in detail to support skill practice. The movement skills are identified in the description of each game in the Move section.



### Resources to learn more about fundamental movement skills

- Book: [PHE Canada Fundamental Movement Skills Resource Series](#)
- Videos: [PHE Canada Fundamental Movement Skills Video Collections](#)
- Website: [Active for Life Lesson Plans and Resources](#)

# PART B

## Learn

Each Learn section describes two games. These games are more complex than those in the Move section, and are intended to move participants toward the mature form of the sport in focus. During game play, students apply solutions to tactical problems and decision-making abilities. These games can serve as a culminating game to a lesson or unit.

After the game description, to extend tactical awareness, the resource identifies questions to engage students in critical and creative thinking. It also identifies specific ways the tactical solutions can be transferred to other games or sports in the same category. Emphasizing the transferability of tactical solutions from one game to another in the same games category will deepen student understanding and competence, despite the fact that different movement skills are required to play different games.

**BELOW IS A SUMMARY OF WHAT TEACHING AND LEARNING COULD LOOK LIKE IN EACH SECTION OF THE RESOURCE.**

Action	What students will do	What teachers will do
<b>MOVE</b> Game to highlight a tactical problem.	Engage in small-sided, developmentally appropriate play with lots of opportunity for active involvement.	Facilitate game play in a safe environment. Observe student play.
<b>THINK</b> Questions to allow students to identify the tactical problem from the MOVE game and begin to identify solutions and required skills.	Consider and share answers to questions based on game-play experiences and ask new questions. Practise and refine movement skills and tactical solutions.	Ask questions to highlight the tactical problem and relevant solutions. Encourage multiple and varied answers, be open to new ideas, ask probing questions to refine student answers. Use answers to inform next steps in learning. Facilitate an opportunity to practise and refine movement skills needed to carry out tactical solutions.
<b>LEARN</b> More complex game emphasizing the use of tactical solutions during game play.	Engage in small-sided, developmentally appropriate play and make decisions to achieve the goal of the game.	Facilitate game play in a safe environment. Observe student play, pausing games periodically as appropriate to ask questions to support student decision making and use of tactical solutions.



# PART B

## *Pedagogical Considerations*

A number of pedagogical considerations are important to help ensure learning experiences are purposeful, engaging, and inclusive for all students. Structuring inclusive game-play opportunities that allow all students to participate in a positive and appropriately challenging way will contribute to student learning and increase confidence and competence.

The games in the Move Think Learn resource series are developmentally appropriate in that they are small-sided (e.g., 3 v. 3), allowing all students to be actively involved in the game experience. However, it is important to note that the games are merely samples. Teachers will need to ensure games are structured in a way that matches the needs and abilities of their students. The description of each game provides modifications to the equipment, space, and rules to give teachers ideas about how to increase or decrease the level of challenge or complexity to better match the abilities of students. In some cases (e.g., archery, squash, cycling, canoe/kayak), the games do not involve the use of sport-specific equipment or facilities. Teachers with the relevant training and/or access to equipment and facilities can choose to incorporate these elements as appropriate.

In a student-centred model such as Teaching Games for Understanding, it is critical that teachers be able to ask questions after a game in a way that facilitates learning and empowers students to make good tactical decisions. It is important to ask questions that help students understand what they need to do to solve a tactical problem and why, followed by questions that identify how to carry out the solution (Mitchell, Oslin, & Griffin, 2013). The type and number of questions asked by the teacher is based on the readiness of students.



### *Resources to learn more about effective questioning*

- Book: **Instructional models for physical education** (3rd ed.). Metzler, M. W. (2011). Scottsdale, AZ: Holcomb Hathaway.
- Book: **Teaching sport concepts and skills: A tactical approach for ages 7–18**. Mitchell, S. J., Oslin, J. L., & Griffin, L. L. (2013). Champaign, IL: Human Kinetics.

# PART B

The **Move Think Learn** resource series is intended to inform teacher planning, and is not a sequential or complete series of lessons. As a result, teachers will use the resource in different ways. Here are two examples of how teachers could use the Move Think Learn Team Handball resource to plan a unit using a TGfU approach.

## Example 1: Team Handball Unit

Mr. Smith plans a two-week team handball unit. The single-sport focus will provide an in-depth experience with the tactical problems associated with team handball before highlighting the transferability of tactical solutions to other invasion/territorial games (Mitchell et al., 2013).

Mr. Smith uses the Move Think Learn Team Handball resource to identify tactical problems that will provide the focus for his unit and matches these to provincial/territorial learning outcomes. Curricular learning outcomes inform the assessment criteria and strategies. When designing the sequence of learning, Mr. Smith uses the games in the Move section and the modification ideas to identify a game that will start each of his lessons. Then he adjusts the Think questions to match the needs of the students in his class. He is unsure of the performance cues for the overhand throw, so refers to the [PHE Canada Fundamental Movement Skills Video Collection](#) before designing game-like opportunities for skill practice. Finally, Mr. Smith chooses a culminating Learn game for each lesson that will allow students to apply the tactical solutions and decision-making abilities. Sometimes, the Learn game is a modified version of the initial Move game. Mr. Smith is ready to begin and adjust his plan as necessary to support student learning.

# 1

Example

## Invasion/Territorial Games Unit

Ms. Bahn plans a two-week invasion/territorial games unit. She adopts a game sampling focus to provide a variety of game-play experiences that help students transfer learning from one territorial game to another (Mitchell et al., 2013).

Ms. Bahn also uses the Move Think Learn Team Handball resource to identify tactical problems that will provide the focus for her unit, matches these to provincial/territorial learning outcomes, and articulates assessment criteria. When designing the sequence of learning, Ms. Bahn incorporates the transferability ideas from the games in the Learn section into each of her lessons. Sometimes she plans for games with the same tactical focus to be played at the beginning of two consecutive lessons, or within the same lesson with different movement skills. For example, students could play Boundary Ball, throwing and catching with hands (Team Handball), then play again, kicking and trapping with feet (Soccer). Ms. Bahn also adjusts the Think questions to match the needs of the students in her class and designs game-like opportunities for skill practice. Finally, Ms. Bahn chooses a culminating Learn game for each lesson that will allow students to apply their tactical solutions and decision-making abilities. Ms. Bahn is ready to begin and adjust her plan as necessary to support student learning.

In both examples, teachers plan to facilitate a sequence of learning that will encourage students to become more skillful game players, having developed both tactical awareness and movement skills. Students gain an understanding of what to do in game situations, when to do it, and how to do it to achieve the goal of the game.

# 2

Example

# PART B

## Safety

An inherent level of risk exists in all physical activities. A safe physical, emotional, mental, and spiritual learning environment is essential if students are to learn while participating in movement activities. Teachers must facilitate well-planned and developmentally appropriate game-play experiences to minimize the risk of accident and injury. In addition to knowing the developmental level of students and acting with common sense and foresight, teachers should have an in-depth understanding of up-to-date safety guidelines in their province/territory and jurisdiction.



## References

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# PART C Setting the Context

## Sport in Focus

The information below about the sport in focus can generate student interest and engagement prior to the first learning experience. For example, teachers can share information about squash and

- have small groups complete a T-P-E chart (Nosich, 2009), identifying what they think (T) they know about squash, what puzzles (P) them about squash, and how they want to explore (E) the things that puzzle them;
- make connections with local, provincial, national or international events.

## Sport in Context

### DID YOU KNOW?

- According to Forbes Magazine (2003), Squash is ranked as the number one healthiest sport to play:
  - o 30 minutes on the squash court provides a cardiovascular workout, builds on muscular strength and endurance, and increases flexibility;
  - o 30 minutes of squash burns 517 calories.
- The sport received its name squash because of the ball used in the game. The ball is a soft “squash-able” ball.
  - o The ball squashes when it is hit by the racquet.
  - o The ball is made of rubber but does not bounce easily; as the ball warms up, it travels quicker and is harder for the players to retrieve.
- Different types of squash balls are used for different levels of skill and experience.
  - o Beginning players should use the larger ball or one that is “faster,” as it will bounce more easily (e.g., white, blue or red dot).
  - o As players become more experienced, they are able to use a “slower” ball with less bounce (e.g., yellow or double yellow dot).
- Squash is not currently an Olympic sport, but the International Olympic Committee recognizes it as a possible future Olympic sport.

### HISTORY

- Squash was invented around 1830 at Harrow School in England.
- The sport was introduced into North America in 1880s.
- The first Canadian Men's Singles Championship was held at the Montreal Racket Club on March 20, 1912, but the Canadian Squash Racquets Association was not formed until 1915.
- In 1966, squash expanded from being controlled by England, the United States and Canada to include representatives of the sport from Australia, India, New Zealand, Pakistan, South Africa, and the United Arab Republic to form the International Squash Rackets Federation (ISRF).
- In 1985, the ISRF expanded to amalgamate with the Women's International Squash Federation to form the World Squash Federation (WSF).
- Squash is now played in 185 countries and on nearly 50,000 courts.

### SQUASH CANADA

- Squash Canada is a non-profit, national sport association for the development of athletes, coaches and officials. Founded in 1915, Squash Canada sets the Canadian standards for squash and works with partners to promote the growth and development of the sport across the country.
- Squash Canada is a proud member of the Pan American Squash Federation and the World Squash Federation, and participates in the Pan American Championships, Commonwealth and Pan Am Games as well as the World Team Championships at junior and senior levels. Each year, Squash Canada also hosts several singles and doubles national championships for junior and senior athletes across the country.

### RULES

- Squash is a racquet sport played in a four-walled court with a small, hollow rubber ball by two players (or four players for doubles).
- The object of the game is for players to take turns hitting the ball against the front wall, above the tin (the low area on the front wall) and below the out line.

# PART C

## AN OVERVIEW OF SIMPLIFIED RULES FOR SQUASH

- Each game is normally to 11 points (except a player must win by at least 2 points).
- A match is the best of 5 games won by the first player to win 3 games.
- The game begins with a serve to start the rally (the server must be in a service-box), the players then return the ball alternatively.
- The server, on winning a rally, scores a point and retains the service; the receiver, on winning a rally, scores a point and becomes the server.
- The server must alternate service-boxes.
- When serving:
  - the ball must go straight to the front wall and must be above the service line of the court, and
  - the ball must come off the front wall to the opposite side of the court behind the short line.
- The ball must be hit before it bounces twice.
- The ball must not touch the top line around the court.
- The ball must not touch the tin.

## POINTS ARE AWARDED WHEN

- the receiver fails to strike the ball before it has bounced twice;
- the receiver hits the ball out (either on or above the out line, or on the tin) or misses the front wall;
- interference results in a stroke (point awarded to the obstructed player).

For more information on rules, visit:  
[www.squash.ca](http://www.squash.ca)

## EXAMPLES OF HOW TO MODIFY RULES FOR DIFFERENT TEACHING ENVIRONMENTS AND ABILITIES

- To maximize number of students playing at once or when access to squash courts is not possible, modify the game to have only the front wall in use (marking off the tin, out line and service lines using tape).
- Use a larger ball and one that bounces more easily rather than a regulation squash ball for beginning players or students with mobility limitations (be careful the ball is not too heavy or it will ruin the racquet or injure the players).
- Decrease the distance of the short line to be closer to the front wall (aids in success of the ball coming behind the short line when struck by the players).
- Modify the one bounce rule to two or more, to allow extra time for the student to attempt the skill.



### CANADIAN ATHLETE HIGHLIGHTS

## Samantha Cornett

- Born: February 4, 1991
- Birthplace: Deep River, ON
- 2011 Tasmanian Open Champion
- 3rd at 2011 Canadian Nationals
- 2011 Pan American Games gold and silver medalist
- Reached a career high of ranking number 28 in the world in April 2014



### CANADIAN ATHLETE HIGHLIGHTS

## Jonathon Power

- Born: August 9, 1974
- Birthplace: Comox, BC
- Has won 36 Professional Squash Association (PSA) tournaments
- 1998 World Open Champion
- Was formerly ranked number one in the world two times
- Considered to be one of the greatest shot makers in the history of the game



# PART C

## CROSS-CURRICULAR CONNECTIONS

The resource is student-centred, providing students opportunities to MOVE, THINK, and LEARN and supporting the tactical understanding for net and wall games. Adding cross-curricular connections is a great way to support student learning in other subject areas.

## CROSS-CURRICULAR CONNECTIONS FOR SQUASH:

- Calculating the score (gaining points by winning rallies)
- Looking at Data and Probability (relating to possibility of winning a game)
- Calculating area of the court (Length = 10 m, Width = 6 m)
- Language: Research either a past or current World Champion squash player and list their country and career highlights.



## Supplementary Reading

### RESOURCES

- LTAD Resource - [Beyond the Nick](#)

### WEBSITES

- [Squash Canada](#)
- [World Squash Federation](#)

### BIG EVENTS

- WSA Tour (Women's Professional Tour)
- PSA Tour (Men's Professional Tour)



# PART C

## Summary of Activities

Squash, a net and wall game, is the sport through which this resource will explore the tactical problems related to net and wall games. The goal of net and wall games is to send an object to the opponent so they are unable to return it or are forced to make an error (Mandigo, Butler, & Hopper, 2007).

**THE MOVE THINK LEARN ACTIVITIES TO SUPPORT THE DEVELOPMENT OF SKILLFUL NET AND WALL GAME PLAYERS ARE SUMMARIZED IN THE TABLE BELOW.**

<i>Tactical Focus</i>	<i>Move</i>	<i>Think</i>	<i>Learn</i>
Defend space, ready position	Catch Me if You Can	<p>Student answers to the tactical questions after each game will inform the next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions.</p> <p>For more information to support development of the movement skills needed to play squash, refer to the resources listed on page 6.</p>	Smash It!
Defend against an attack	Space Defenders		
Consistency, maintaining a rally	Stop - Rally Time		
Setting up an attack	Target Attack		
Win a point	Wall Splat		Wally Ball



**PART**

**D**

**Move Think Learn Activities**



# MOVE



## 1: Stop - Rally Time

### TACTICAL FOCUS:

Consistency, maintaining a rally

### OBJECTIVE:

Students will learn to maintain a rally with a partner so that the ball lands in play on the court.

### SPORT RATIONALE:

In squash, it is important for a player to be able to return an opponent's shot. The ability to maintain a rally is essential to maintain the flow of the game and to improve scoring opportunities.

### PARTICIPANTS:

Pairs

### EQUIPMENT PER PAIR:

- 2 balls (e. g., beach ball, gator skin, tennis or foam balls)
- cones/floor tape to mark playing area

### DESCRIPTION:

- Divide students into pairs and assign them a playing area. Pairs choose the type of ball to use.
- The activity occurs in two rounds. In round 1, students work individually; in round 2, students work in pairs.

#### ➤ Round 1: Individual Play

- o Separate each pair and assign each student to a half of their court.
- o Students work individually to respond to the following challenge: Count the number of times you can

- **throw** the ball against the wall and **catch** it without the ball dropping;
- **throw** the ball against the wall, let it **bounce once**, and **catch** it without losing control;
- **strike** the ball against the wall with your hand, let it **bounce once**, and catch it without losing control;
- **strike** the ball against the wall with your hand, let it **bounce once**, and then **strike it again** without losing control.

#### ➤ Round 2: Pair Play

- o Using one ball, the pair works together to respond to the following challenge: Count the number of times you can
- **throw** the ball against the wall for **your partner to catch** without the ball dropping;
- **throw** the ball against the wall, let it **bounce once**, for **your partner to catch** without losing control;
- **strike** the ball against the wall with your hand, let it

# THINK



### TACTICAL QUESTIONS FOR STUDENTS:

- How did changing the way you threw the ball affect your ability to maintain a rally?
- What challenges did you find the easiest? hardest? Why?
- What could you do to give your partner more time to get into position to return the ball?
- How might you move to the ball in order to make a quick return?

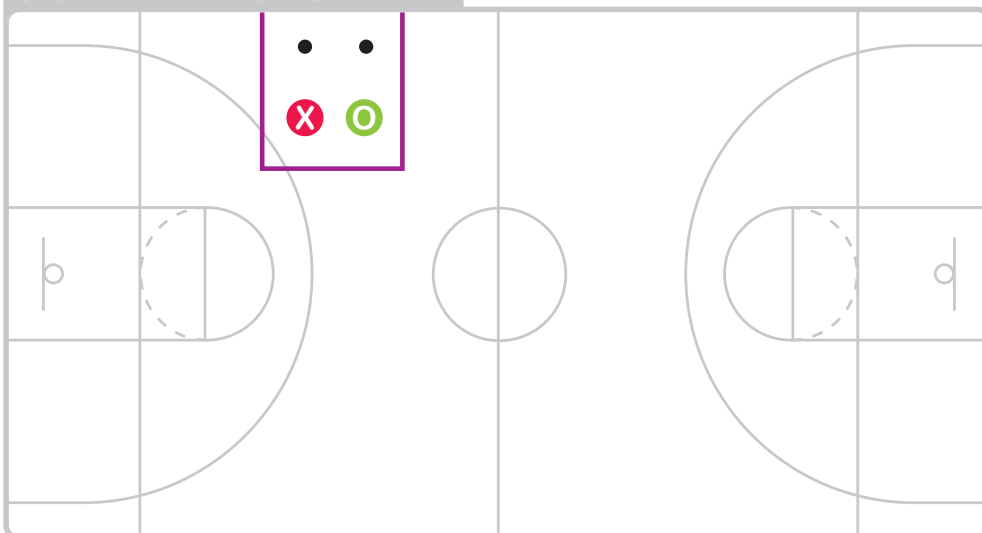
***NOTE:** Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.*

- **bounce once**, for your **partner to catch** it without losing control;
- **strike** the ball against the wall with your hand, let it **bounce once**, for your **partner to strike it again** without losing control.
- o Students work cooperatively and count the number of times they can consecutively strike the ball against the wall, allowing for one bounce. In other words, how long can they rally?

### MODIFICATIONS:

- Students (could) allow the ball to bounce twice before catching or striking it.
- Students use racquets to strike the ball.
- Make the court size smaller (focus on accuracy of hit).
- Make the court size larger (focus on strength of hit).
- Students play "doubles" (pair against pair).

### STOP - RALLY TIME SET-UP



Designate (using cones, floor tape, etc.) a playing area for each pair that includes wall space and court space. Modify the size as appropriate for your students.

● PLAYER 1 ● PLAYER 2 ● BALL



# MOVE



## 2: Catch Me if You Can

### TACTICAL FOCUS:

Defending space/ready position

### OBJECTIVE:

Students will learn to position themselves on the court in order to be able to cover as much space as possible when on defense.

### SPORT RATIONALE:

In squash, it is important for a player to be able to move quickly around the court and get into ready position to strike the ball after the opponent has completed their shot. Being in ready position increases the likelihood of the player being able to defend against an attack and prevent the opponent from scoring a point.

### PARTICIPANTS:

Pairs

### EQUIPMENT PER PAIR:

- 4 balls (e.g., gator skin, tennis, dense rubber—known as a pepsi ball)
- 4 floor targets (e.g., poly spots/ hula hoops/taped area)
- 1 empty bin or box

### DESCRIPTION:

- Divide students into pairs: one “thrower,” one “catcher.”
- Both students start at home base (the middle of the court).
- The thrower counts out loud (1–2–3) and then **throws** the ball against the wall aiming so the first bounce will hit one of the floor targets.
- The catcher moves quickly to where the ball was thrown and attempts to **catch it after it bounces once**.
- It is the catcher’s responsibility to catch or retrieve the ball and return it to the bin. As soon as the ball is caught, the thrower counts out loud (1–2–3–4–5) and then **throws** the second ball against the wall, aiming to hit a floor target. The catcher attempts to **catch** it after one bounce.
- A point is scored when
  - o the catching student catches the ball after one bounce (point awarded to the catching student);
  - o the catching student does not catch the ball after once bounce (point awarded to the throwing student).
- Once all four balls have been thrown, caught or retrieved, and placed in the bin, students switch roles.

# THINK

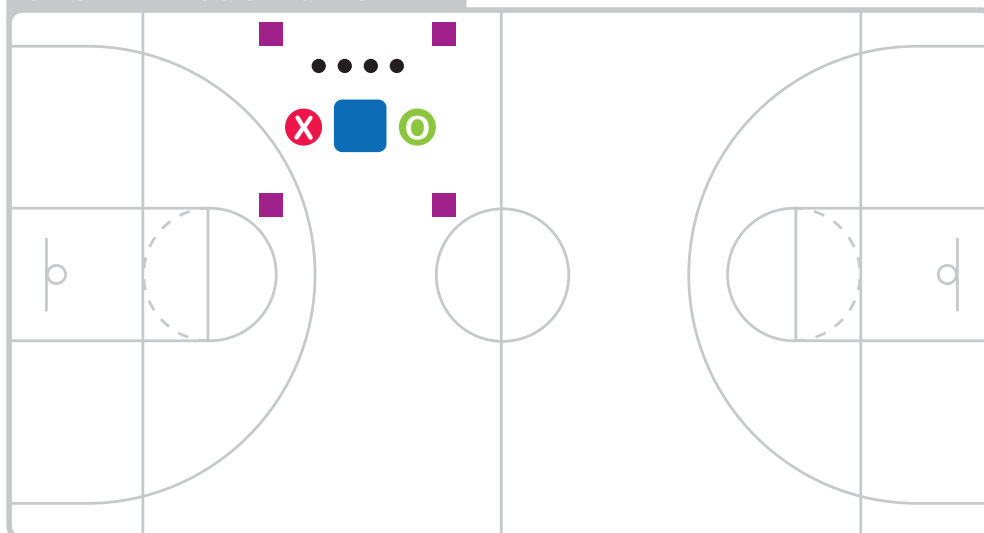


### TACTICAL QUESTIONS FOR STUDENTS:

- How did you know where the ball was going? And how did you make sure to cover that area?
- What position was your body in to be most ready to hit the ball? Why was it important to be in this ready position (hands up, knees bent, on balls of the feet)?
- Where should you stand on the court to be in position to return a shot? And why is it important to return there so quickly after you return a shot?

**NOTE:** Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.

### CATCH ME IF YOU CAN SET-UP



For each pair, designate (using cones, floor tape, etc.) a playing area that includes wall space and court space. Place the four targets, one in each corner of the court, as shown in the diagram.

○ PLAYER 1    X PLAYER 2    ■ BIN    ■ FLOOR TARGETS    ● BALL

### MODIFICATIONS:

- Students use scoops to send a wiffle ball (a perforated plastic ball).
- Make the court size bigger.
- Students strike the ball with an open palm instead of throwing it.
- Students use a short-handled racquet to strike the ball instead of throwing it.



# MOVE



## 3: Target Attack

### TACTICAL FOCUS:

Setting up an attack

### OBJECTIVE:

Students will learn to place the ball into vulnerable spots on an opponent's court so that the opponent is out of position and space is created to win the next shot.

### SPORT RATIONALE:

In squash, it is important for the player to know where on the wall to hit the ball so the ball lands in hard-to-reach spots for the opponent. Being able to place the ball in defenceless areas will increase the likelihood of the player scoring a point.

### PARTICIPANTS:

Pairs

### EQUIPMENT PER PAIR:

- 4 target areas (poly spots/ hula hoops/taped sections on the floor)
- 1 ball (e.g., gator skin, tennis, dense rubber ball—known as a peps ball)

### DESCRIPTION:

- Divide students into pairs: one server (thrower), one receiver.
- Both students start in home base (the middle of the court).
- Students play rock-paper-scissors to determine who will serve first.
- The server throws the ball against the wall, aiming to have it land on one of the target areas.
- The receiver moves to catch the ball after letting it bounce once.
- If the **receiver** successfully **catches** the ball after one bounce, that student then throws the ball against the wall, aiming to have it land on one of the target areas.
  - o If the original server **does not catch** the return throw after one bounce, the play is stopped and the original receiver gains possession of the ball.
  - o To re-start play both students return to the home base and switch roles.
  - o If the original server **does catch** the return throw after one bounce, the server retains possession and re-starts play from the home base.
- If the receiver **does not catch** the ball after one bounce, the play is stopped and the server remains in possession of the ball.
  - o To re-start play, both students return to the home base and the original server serves again.
- The point scoring system is as follows:
  - o 1 point to the server if the ball bounces anywhere on the court and the receiver is unable to return the shot.
  - o 2 points to the server if the ball lands in a target area (regardless of the outcome of the play).

# THINK



### TACTICAL QUESTIONS FOR STUDENTS:

- Did your throw change (i.e., underhand or overhand) depending on what target you were aiming for?
- What parts of the court allowed you to score on your opponent? Why?
- What did you do to make sure you moved to the ball before it bounced twice?
- What can you do differently to move your opponent out of position?

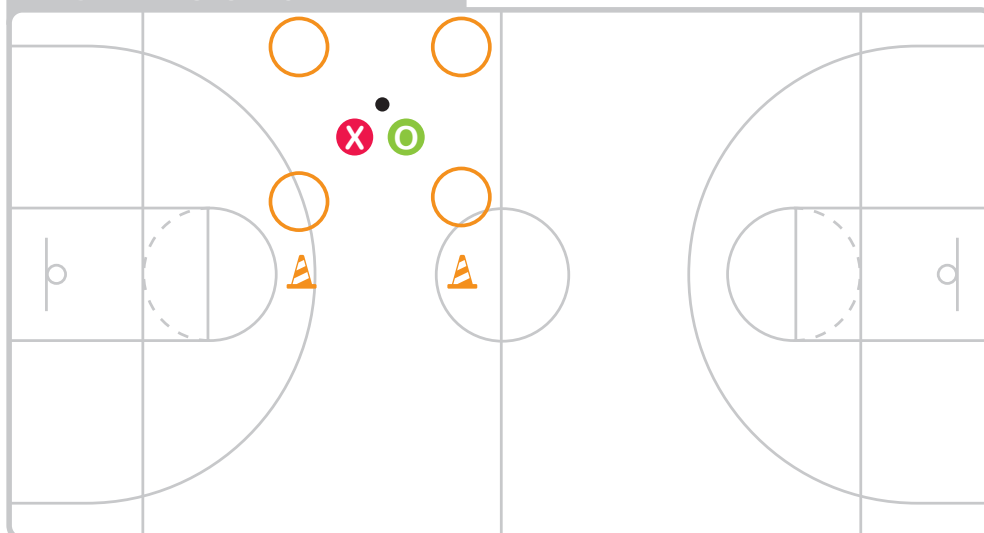
**NOTE:** Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.

- o 2 points to the server if the ball lands in a target area (regardless of the outcome of the play).
- Play the game for 3–5 minutes.
- Students number off 1 and 2; all number 2s find a new partner and play again.
- Ensure that all students have the opportunity to be both server and receiver.

### MODIFICATIONS:

- Students use an open hand to strike the ball back and forth.
- Students use a racquet to strike the ball back and forth.
- Students play “doubles” (pair against pair).
- Students play over a net instead of against a wall.

### TARGET ATTACK SET-UP



Designate (using tape, cones, etc.) a playing area for each pair that includes wall space and court space. Place the four targets, one in each corner of the playing area as shown in the diagram.

● PLAYER 1    X PLAYER 2    ○ HULA HOOP    ● BALL

# MOVE



## 4: Wall Splat

### TACTICAL FOCUS:

Winning a point

### OBJECTIVE:

Students will learn to make power/accuracy decisions while attacking an open space.

### SPORT RATIONALE:

In squash, it is important for a player to make shot decisions quickly. Knowing what type of shot to use and when to use the shot are learned skills. Successful squash players are effective decision makers, increasing their chances of scoring a point.

### PARTICIPANTS:

Groups of 4

### EQUIPMENT PER GROUP:

- 1 ball (e.g., gator skin, tennis, dense rubber—known as a pepsi ball)
- floor tape
- 2 cones or poly spots for boundary markers

### DESCRIPTION:

1. Divide the group of four into two pairs: pair A and pair B.
2. The activity occurs in two rounds. Round 1: students throw and catch the ball; round 2: students strike the ball with an open palm.
3. Round 1: Throw and Catch
  - Students line up facing the wall in the following order:
    1. pair A – student 1
    2. pair B – student 1
    3. pair A – student 2
    4. pair B – student 2
  - The student at the front of the line starts the game by throwing the ball against the wall, above the tape, and then runs to the end of the line.
  - The next student in line attempts to catch the ball after one bounce. If successful, the student throws the ball at the wall above the tape and runs to the end of the line.
  - Continue playing and rotating through the line until a student is unable to catch the ball after it bounces once.
4. Round 2: Strike the ball
  - A pair scores a point when an opposing student is unable to catch the ball after one bounce.
  - Play the game as stated above; however, students must return the ball with an open palm (rather than throwing it).
  - Students must catch the ball after one bounce; then self-toss and strike the ball to the wall.

# THINK



### TACTICAL QUESTIONS FOR STUDENTS:

- Where did you place the ball to help you score the most points?
- Which striking motion (i.e., overhand throw, underhand throw, open-hand strike) was the most effective for scoring a point?
- What did you do to make this game more challenging for the person behind you?
- What should you do to prepare for your turn?

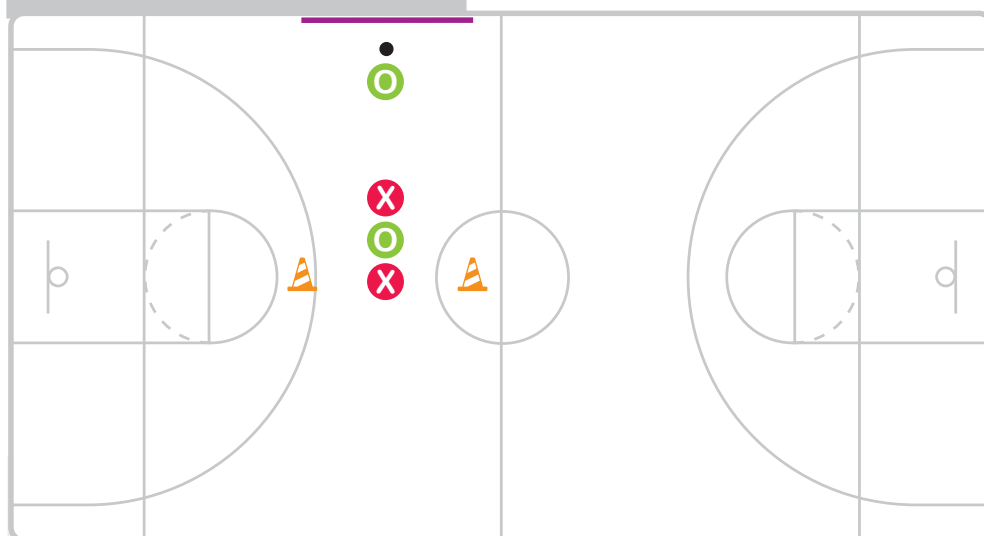
**NOTE:** Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the same game.

- A pair scores a point when an opposing student is unable to catch the ball after it bounces once.
- 5. Students play the game for 2–3 minutes and then change the line order (so they throw/strike to a different member of the other pair).

### MODIFICATIONS:

- Students may allow the ball to bounce twice before the strike return.
- Students must return the ball with a strike (rather than catching it) after the ball bounces once.
- Students use a short-handled paddle instead of an open-hand strike.
- Add target areas (e.g., poly spots, taped areas). The throwing student gains bonus points if the thrown ball lands in a target area.

### WALL SPLAT SET-UP



Designate a playing area for each group that includes wall space and court space. On the wall, place a line of tape the width of the playing space and about 60 cm above the floor.

X PAIR A X PAIR B — WALL LINE ● BALL

# MOVE



## 5: Space Defenders

### TACTICAL FOCUS:

Defending against an attack

### OBJECTIVE:

Students will learn to anticipate a shot return and defend their side of the court.

### SPORT RATIONALE:

In squash, it is important for a player to move quickly around the court and get into ready position to stop the opponent from scoring a point. Being able to defend against the opponent's attack puts the player back on offense and into scoring position.

### PARTICIPANTS:

Pairs

### EQUIPMENT PER PAIR:

- 1 ball (i.e., gator skin, tennis, dense rubber ball—known as a pepsi ball)
- floor tape
- 2 cones or poly spots for boundary markers

### DESCRIPTION:

- Divide students into pairs.
- Student roles:
  - o Student 1 can use only short returns.
  - o Student 2 can use only long returns.
- Students should strike the ball against the wall **above the tape**.
- Student 1 starts by **striking** the ball against the wall soft enough so that it lands in the

**front court** area.

- Before the ball bounces three times, student 2 attempts to return the shot **by striking** the ball against the wall, hard enough for it to reach the back of the court.
- Student 1 attempts **to catch** the ball after one bounce.
- Students **repeat** this sequence once to complete the round.
- Students are not allowed to

move when in possession of the ball.

- Student 2 scores a point for each successful return (before the ball bounces three times).
- After each round, students switch roles.

# THINK

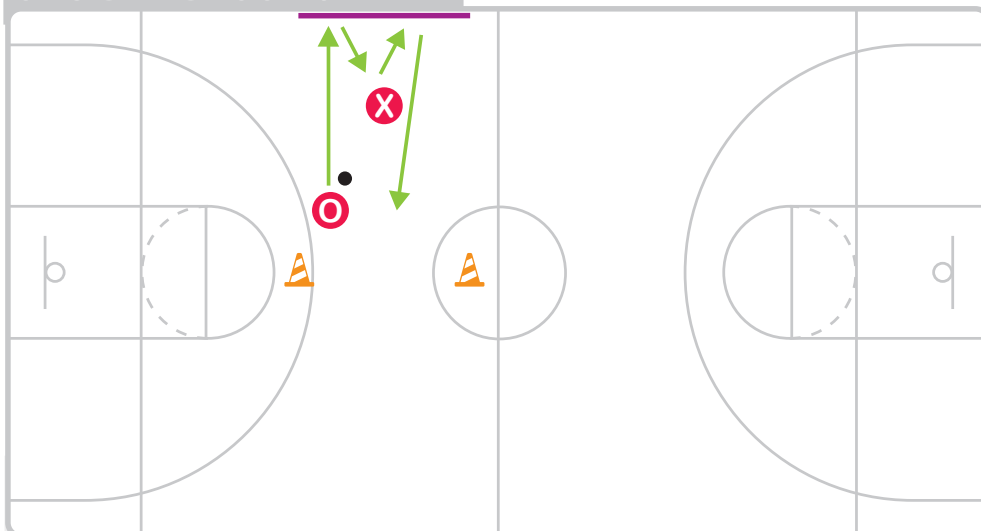


### TACTICAL QUESTIONS FOR STUDENTS:

- How did changing where you aimed your shot change the game?
- How did changing the power of your shot affect your accuracy?
- What might you do to increase your chance of scoring?

**NOTE:** Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.

### SPACE DEFENDERS SET-UP



Designate a playing area for each pair that includes wall space and court space. On the wall, place a line of tape the width of the playing space and about 60 cm above the floor.

**O** PLAYER 1   **X** PLAYER 2   — WALL LINE   ● BALL

### MODIFICATIONS:

- Students throw the ball to the wall.
- Students use a short-handled paddle instead of an open-hand strike.
- Tape target areas on the floor in the front and back courts. Assign a point value to each of the target areas. Students add up their point total after 10 serves.
- Students play in doubles formation.

# LEARN



## 1: Squash It!

### TACTICAL FOCUS:

Maintaining a rally, defending space, and defending against an attack

### OBJECTIVE:

Students will understand and demonstrate offensive tactics (maintaining a rally, setting up an attack and winning a point) and defensive tactics (defend space and defend against an attack).

### SPORT RATIONALE:

In squash, it is important for a player to have strong defensive skills in order to stop the opponent from scoring. It is also important for a player to have strong offensive skills in order to score points and win the match.

### PARTICIPANTS:

Pairs

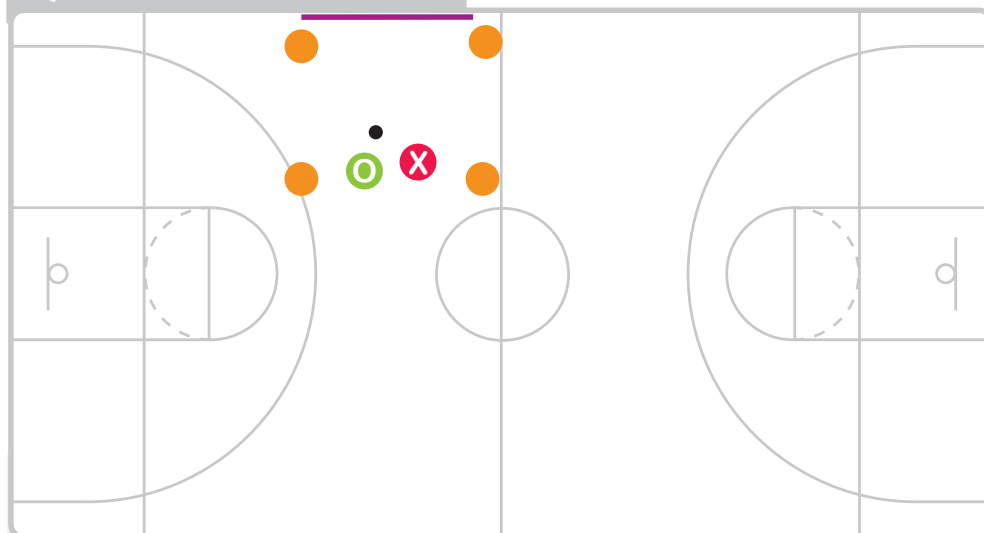
### EQUIPMENT PER PAIR:

- 1 ball (e.g., wiffle ball, tennis ball, pepsi ball)
- floor tape
- 4 target areas

### DESCRIPTION:

- Divide students into pairs.
- Both students start in home base (the middle of the court).
- Students play rock-paper-scissors to determine who will serve first.
- The serving student serves the ball by striking it with an open palm against the wall.
- Note: Students should strike the ball against the wall above the tape.
- The receiving student attempts to return the ball by striking it, before it bounces three times.
- Students take turns striking the ball until it cannot be returned before it bounces three times.
- If either student is unable to successfully return the ball, the ball is turned over to the other student who re-starts play with a serve.
- The point scoring system is as follows:
  - o 1 point for the striker if the other student cannot return the ball after three bounces.
  - o 2 points for the striker each time the ball lands in a target area.

### SQUASH IT! SET-UP



Designate (using floor tape, cones, etc.,) a playing area for each pair that includes wall space and court space. Tape a line on the wall (approximately 60 cm from floor level). Place a target near each corner, as shown in the diagram.

**O** PLAYER 1   **X** PLAYER 2   **—** WALL LINE   **●** BALL   **●** FLOOR TARGETS

# THINK



### TACTICAL QUESTIONS FOR STUDENTS:

- What did you do to prevent your opponents from scoring?
- How did you position yourself to defend against an attack?
- What might you do to increase your chance of scoring?

### TRANSFERABILITY:

*You could play this game again with a focus on:*

- sepak takraw (kick volleyball) – sending a rattan ball to the wall using only feet, knees, chest and head;
- racquetball – sending a bouncy rubber ball to the wall using a racquetball racquet.

### MODIFICATIONS:

- Make the court wider (focus on hitting with angles).
- Make the court longer (focus on hitting with force).
- Students return the shot after one bounce.
- Students use a short-handled paddle instead of an open-hand strike.
- Students play cooperatively (focus on maintaining a rally).

# LEARN



## 2: Wally Ball

### TACTICAL FOCUS:

Maintaining a rally, setting up an attack, and winning a point

### OBJECTIVE:

Students will understand and demonstrate offensive tactics (maintaining a rally, setting up an attack and winning a point) and defensive tactics (defending space and defending against an attack).

### SPORT RATIONALE:

In squash, it is important for a player to have strong defensive skills in order to stop the opponent from scoring. It is also important for a player to have strong offensive skills in order to score points and win the match. Successful squash players transition effectively between offense and defense.

### PARTICIPANTS:

Pairs

### EQUIPMENT PER PAIR:

- 2 short-handled paddles
- 1 ball (e.g., wiffle ball, tennis ball, dense rubber ball)
- floor tape

### DESCRIPTION:

- Divide students into pairs.
- Students play rock-paper-scissors to determine who will serve first.
- Both students have paddles. One student stands on each side of the court.
- The server begins play by striking the ball against the wall so that it lands on the receiver's (opponent's) side of the court.
- Note: Students should hit the wall with the ball above the tape.
- The receiver must return the ball to the wall before it bounces a second time and have it land on the opponent's side of the court.
- If either student cannot successfully return the ball, the ball is turned over to the opponent, who re-starts play with a serve.
- Play continues until the ball is not successfully returned before two bounces.
- The striker scores a point if the ball bounces more than

### TACTICAL QUESTIONS FOR STUDENTS:

- Did you score more points when you hit the ball really hard or when you aimed for a spot on your partner's court?
- Where did you aim your attacks? And what did you do to aim your attack?
- How did you position yourself in the court to score a point?

### TRANSFERABILITY:

*You could play this game again with a focus on:*

- badminton – playing across a net using a badminton racquet and a shuttle;
- volleyball – playing over a net using a volleyball (either bumping or volleying).

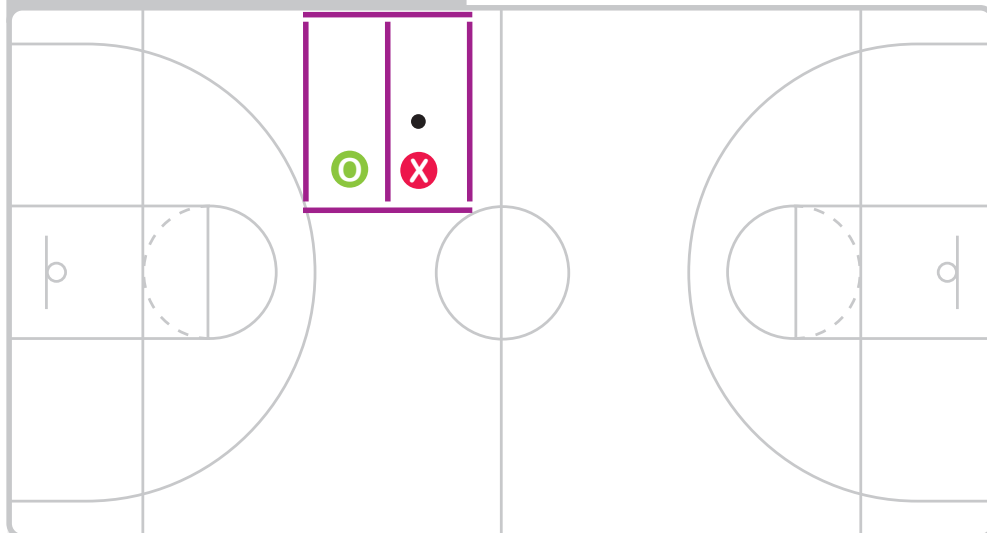
once before being returned to the wall.

- Play a game up to five points.
- Students number off 1 and 2; all number 2s find a new partner. Play again.

### MODIFICATIONS:

- Make the court wider (focus on hitting with angles).
- Make the court longer (focus on hitting with force).
- Students use an open-hand strike instead of a short-handled paddle.
- If students are able to maintain a rally, allow only one bounce between shots.
- Students play cooperatively (focus on maintaining a rally).

### WALLY BALL SET-UP



Designate a playing area for each pair that includes wall space and court space. On the wall, place a line of tape the width of the playing space and about 60 cm above the floor. Divide the playing court in half (lengthwise).

○ PLAYER 1    X PLAYER 2    — WALL LINE    ● BALL