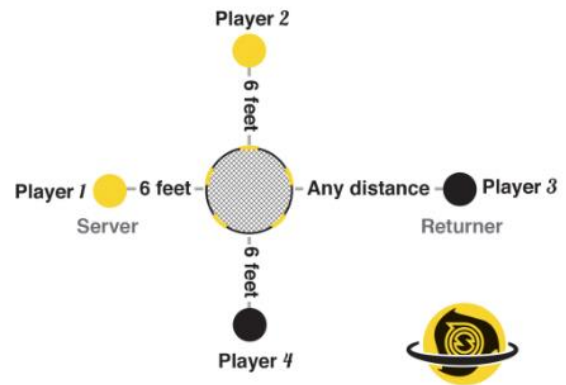


Rules of Spikeball (Roudnet)

Figure 1: Game Set Up

1) Set up:

- Players are numbered 1-4
- Serving team set their positions first (including who to serve first)
- The receiver is always opposite the server
- Only the designated receiver can field the serve
- Other two players can only move once the ball is hit by the server



2) Serving:

- One foot must remain on the ground until ball is struck
- To serve, the ball is struck – not carried or thrown
- The server continues to serve until the other team wins a point. If receiving team wins the point, they nominate first server and continue to serve until opposing team wins a point. This serving order then remains for the entire game.

3) Playing the ball:

- A hit is any contact with the ball by a player
- A team is entitled to a maximum of three hits alternating between players for returning the ball to the net.
- A player may not hit the ball twice consecutively
- If two players contact the ball simultaneously, it is counted as two hits. Either teammate can take the next hit provided they have not already used all three hits
- The ball cannot be carried, caught or thrown
- The ball cannot be hit with both hands

4) Winning points:

- Serving and receiving team can win points. A rally ends and a point is awarded when:
 - The ball contacts the ground or isn't returned onto the net with three touches
 - The ball is hit directly into the rim at any time, including on a serve
 - The ball bounces and falls back onto the net or rim
 - The ball clearly rolls across the net

5) Winning games and matches:

- A game is won when a team reaches 15

6) Replaying points:

A point is replayed when:

- Teams disagree on legality of a hit or infraction
- An interference to play occurs
- If a replay of point occurs, everyone must be in the same position for the serve

Physical performance in PE 2019

- Demonstration of specialised movement sequences and movement strategies
- Application of body and movement concepts

Specialised movement sequences

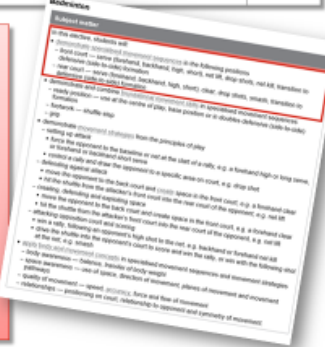
The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • accomplished and proficient demonstration of the specialised movement sequences and two movement strategies in authentic performance environments • accomplished and proficient application of the body and movement concepts, including quality of movement and one other, to the specialised movement sequences and two movement strategies in authentic performance environments. 	9–10

Australian Curriculum (HPE) specialised movement skills

Movement skills that are required in more organised games and activities. Examples of *specialised movement skills* include fielding a ground ball in softball, climbing a rock wall and performing a grapevine step in dance

Physical Education 2019 v1.1 specialised movement sequences

combination of specialised fundamental movement skills and movement elements particular to position or event to enable a body and/or objects to move in response to a stimulus; a planned order of movements



Movement strategies

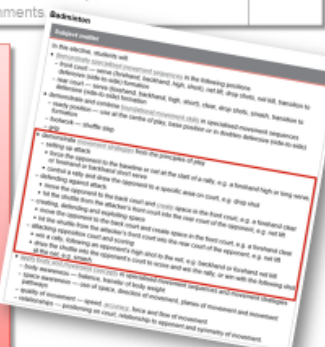
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Australian Curriculum (HPE) movement strategies

a variety of approaches that will help a player or team to successfully achieve a movement outcome or goal, include moving into space to receive a pass from a teammate or hitting a ball away from opponents to make it difficult to retrieve or return the ball.

Physical Education 2019 v1.1 movement strategies

the variety of approaches that assist a player or team to successfully achieve a movement outcome or goal; include moving into space to receive a pass or hitting a ball away from opponents to make it difficult to retrieve or return the ball



Body and movement concepts

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • accomplished and proficient demonstration of the specialised movement sequences and two movement strategies in authentic performance environments • accomplished and proficient application of the body and movement concepts, including quality of movement and one other, to the specialised movement sequences and two movement strategies in authentic performance environments. 	9–10

Australian Curriculum (HPE) movement concepts

a framework for enhancing movement performance. Movement concepts (or elements of movement) include body awareness; spatial awareness; effort awareness; and relationship to/with objects, people and space

Physical Education 2019 v1.1 body and movement concepts

a framework for enhancing movement performance; include body awareness; space awareness; quality of movement; and relationship to/with objects, people and space.



Spikeball

Subject matter

In this elective, students will:

- demonstrate specialised movement sequences in the following positions

- _____ — _____

- _____ — _____

- demonstrate and combine foundational movement skills in specialised movement sequences

- _____ — use during play, net position and serve and receive position

- _____

- _____

- demonstrate movement strategies from the principles of play

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- apply body and movement concepts in specialised movement sequences and movement strategies

- _____ — balance, transfer of body weight

- space awareness — _____

- _____ — speed, accuracy, force and flow of movement

- relationships — _____

Learner, task and environmental constraints

Observing emerging behaviours

learner constraints	constraints that refer to the personal characteristics of a learner such as height, weight, speed, strength, fitness, motivation and emotions
environmental constraints	constraints that refer to physical variables in nature such as light, temperature and interactions with teammates and opposition
task constraints	constraints specific to particular performance contexts including rules, implements, surfaces, performance spaces and boundaries

Task 1: **identify** learner constraints for yourself or others and corresponding emerging behaviour/s.

Learner constraints	Emerging behaviours

Task 2: **identify** environmental constraints and corresponding emerging behaviour/s.

Environmental constraints	Emerging behaviours

Task 3: **implement** and **explain** a task constraint and **identify** resulting emerging behaviour/s.

Task constraint	Emerging behaviours