

OzSquash Schools



Squash for Sporting Schools Program

Deliverer or Teacher Resource designed for Primary Schools

www.squash.org.au/ozsquashschools



Acknowledgments

Squash Australia wishes to acknowledge the contribution of the following people and organisations to the development of this resource.

Trevor Smith (Squash Australia), Karen Cagliariini (Squash Logic).

The Australian Sports Commission (ASC) for permission to reproduce Playing for Life activity cards and games.

The Australian Sports Commission wishes to acknowledge the contribution of the following people and organisations to the development and production of this resource.

Gayle Rogers (ACHPER/Schools Network), Sue Cormack (ACHPER, Schools Network), Bruce Knights (Keilor Downs Secondary College) and Les Bee developed the content for the introduction and principles for how and when to change activities.

Disclaimer

This resource been designed for use with students aged 4–12. It assumes that each student is healthy and has no medical condition, disability, illness, impairment or other reason that may impact, limit or restrict their involvement in sport or other physical activity. A student should not be allowed to participate in an activity if any medical, physical or other factor indicate that they are not suited to that activity. Where there are any queries or concerns about such matters, the consent of the student's parent or guardian should be obtained before allowing participation. While care has been taken in the preparation of this resource, the publisher and authors do not accept any liability arising from the use of this resource, including, without limitation, from any activities described in the resource.

© Australian Sports Commission 2015

This work is copyright. Apart from any use as permitted under the Copyright Act 1968, no part may be reproduced by any process without prior written permission from the Australian Sports Commission. Requests and enquiries concerning reproduction should be emailed to copyright@ausport.gov.au

For general enquiries:

Tel: (02) 6214 1111
Fax: (02) 6251 2680
Email: asc@ausport.gov.au
Website: www.ausport.gov.au

For a complete listing of Australian Sports Commission publications, visit shop.ausport.gov.au

ISBN 978 1 74013 111 7

Unless otherwise specified, all images are the property of the Australian Sports Commission.

Content illustration by G. Robey Design

Contents

Playing for Life – what is it?	1
How to CHANGE IT	2
Introduction to Squash	3

LESSON PLANS

» Lesson 1	6
» Lesson 2	8
» Lesson 3	10
» Lesson 4	12
» Lesson 5 (Optional)	14

OTHER INFORMATION

Where to from here?	16
Equipment Requirements	17
Squash Australia & State Association contacts	18
Resources and more information	19

Playing for Life – what is it?

The Playing for Life approach is underpinned by the following key concepts:

» **THE GAME IS THE FOCUS** — Students develop sporting skills and tactics through fun games and activities (by 'playing the game') rather than performing traditional skill-based drills in isolation from the game. The game is the focus of the session, challenging students to think about what they are actually doing and why. Each session should be designed with a particular sporting outcome/skill development in mind, and games selected purposefully to achieve these objectives.

» **COACH IS A FACILITATOR** — Coaches play a facilitator role rather than a director's role. They set challenges for the students to find solutions through games rather than instructing students how to perform a particular skill. Coaches provide key coaching points for performing the skill then set the students a challenge that they must solve through activity. This engages students in the activity at a level that suits their own ability, and helps them to learn through self-discovery and working with and observing other students.

» **DISCRETE COACHING** — Coach instructions and demonstrations are kept to a minimum and play is allowed to continue where possible. Discrete coaching is provided on the side in an unobtrusive way, creating an encouraging and supportive environment where students can develop at their own pace. It can help build a child's confidence and self-esteem and allows the student to receive one-on-one support where needed.

» **ROLE MODELS** — Use student role models during the activities to demonstrate and emphasise good technique or strategies. Be aware of cultural considerations when adopting this strategy.

» **ASK THE STUDENTS** — The use of 'questioning' is a valuable strategy to engage the students themselves in changing the activity to increase participation and to make the activity more or less challenging. Feedback from the students will give a good indication of whether the game or activity is achieving the desired outcomes.

» **CHANGE IT** — Coaches constantly observe the game to ensure maximum engagement of students of all abilities by considering the following questions:

- Are all students enjoying and/or engaged in the game?
- Is the purpose of the game being achieved?
- Are all students being challenged (is it too difficult, too easy, one-sided)?

The FISH acronym is another way of considering these questions:

- Is the game FUN?
- Is the game INCLUSIVE?
- Is the game SAFE?
- Is the game ensuring HIGH INVOLVEMENT?

CHANGE IT

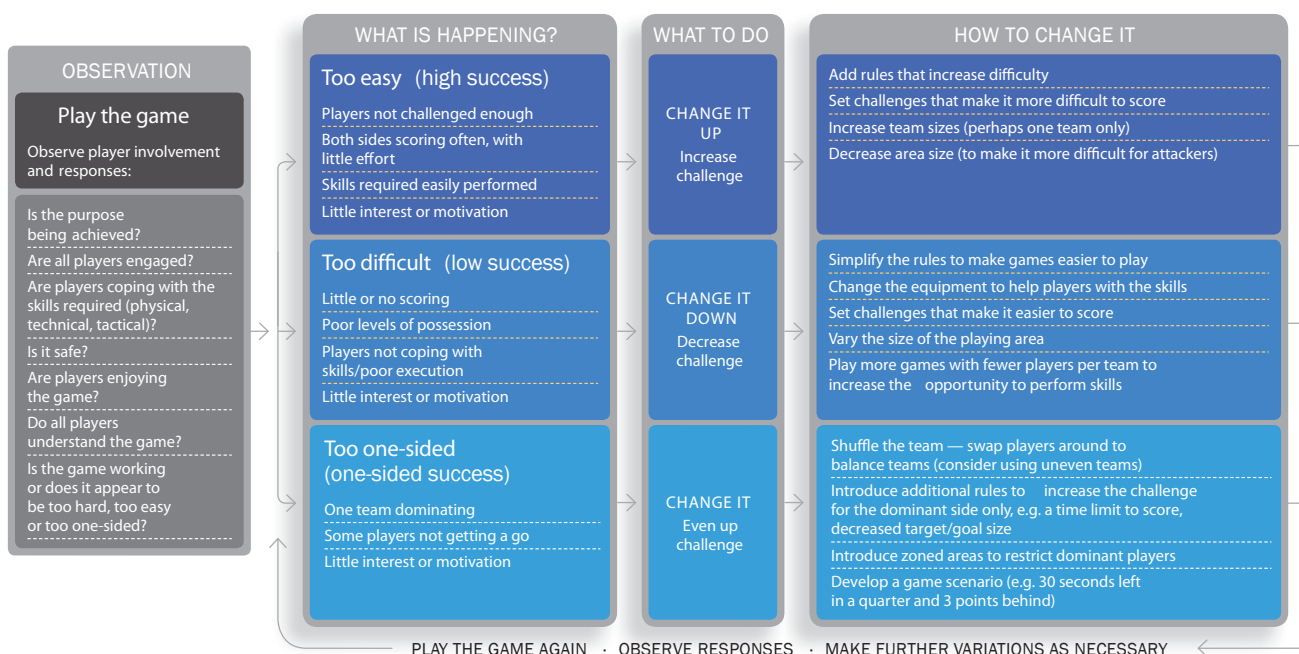
Vary any one or more of the following game elements to maximise participation and better meet student needs and game objectives.

C	Coaching style Use questions to set challenges for specific aspects of a game, e.g. 'When should you move to receive a pass?'. Provide discrete coaching, without interrupting the game, where required. Use student role models to highlight skilful play. Vary how you communicate (simple or more complex language; visual, auditory or kinesthetic cues) according to student needs (such as age, cultural background, intellectual and sensory ability).	I	Inclusion Engage individuals in modifying the activities using any of the outlined game elements (or others) to maximise their involvement. Ask individuals what would improve the game for them and/or how their involvement could be increased; or provide options they could choose from to encourage ownership.
H	How you score/win Increase opportunities to score, e.g. allow passing to a student to score or pass into an end zone, instead of shooting at a goal; vary the size of/distance to a target.	T	Time Reduce or extend the time to perform actions, e.g. see how many passes students can complete in 5 or 30 seconds. Increase possession time to allow students more time to make a decision about what to do next.
A	Area Increase or decrease game difficulty by changing the shape and/or size of the playing area, e.g. long and narrow, short and wide, smaller/larger.		
N	Numbers Consider using different team sizes or varying the number of turns, e.g. decreasing team sizes can increase student involvement by maximising participation. When introducing defence into a game, 3 v 1 or 4 v 2 gives attackers more options to deal with an added defender. Increasing the number of turns helps students learn new skills.		
G	Game rules Change the rules slightly, e.g. introduce a no-tackling rule to give students more time to dispose of the ball; allow 2 bounces before catching or stopping the ball; specify that 3 team members must touch the ball before scoring a point; allow a student to roll rather than throw the ball, or walk rather than run.		
E	Equipment Vary the size and type of equipment used, e.g. change to a larger and/or softer ball if a student is having difficulty catching, or to a smaller ball if they are having problems throwing; introduce a batting tee (a stationary ball) if a student is having difficulty hitting a moving ball.		

It is more important to remember the concept of **CHANGE IT** than to remember what each letter represents.

If it's not working...
CHANGE IT!!

When and how to apply the CHANGE IT principles:



Introduction to Squash

The sport of squash is an exciting, fast paced court game, which combines striking with running, agility, co-ordination, spatial awareness and dynamic balance skills. It is quite unique in that squash is the only racquet sport where both opponents share the same court space.

OzSquash is the sport's national entry point participation program designed to expose children to the game, albeit in a modified environment i.e. a school setting, and provides the opportunity to develop hand-eye co-ordination, striking and other skills essential for successful participation in the sport.

In the school setting, OzSquash consists the *Sporting Schools* program comprising five 1 hour lessons that can easily be conducted by a PE or generalist classroom teacher as part of the school curriculum.

The major objective of Oz Squash is to use a 'learning through play' philosophy to develop basic squash specific skills and concepts as well as other important physical and cognitive skills via fun games. Many activities within the program are adapted from the 'Playing for Life' approach where the major emphasis is on maximum participation, high levels of activity in a fun, inclusive and safe environment using activities that are easily changed, modified or adapted.

Program Principles

1. Each lesson has a specific objective and outlines key focus points
2. Lessons will follow the 'Playing for Life' approach comprising start out, get into it and finish up components
3. Activities encourage co-operative play over competitiveness (or winning)
4. Participants are gradually progressed from fixed to shared court activities as their spatial awareness develops
5. The rebound nature of the sport is experienced as often as possible via a range of activities
6. Set up time is minimal and equipment is interchangeable depending on available resources

The following considerations were made when selecting activities and determining the order of their delivery:

- Closed to Open skill progressions
- Individual, pair, small groups, large group activities
- Ball set-up/delivery: self, partner or group member; bounced, thrown or rebounded off wall
- Targets: primary or secondary, size, height/position, single or multiple, floor, object/person or wall, distance from participant
- Activities were selected in accordance with the key concept or objective outlined in each lesson

Equipment

OzSquash has produced program racquets, balls and rebound net walls for use in the school setting. If these are not available other alternatives can easily be found including bat tennis bats, foam/nerf balls and any safe rebound wall surface on school grounds i.e. gymnasium walls, etc.

Additional equipment used within the program are usually found in most schools, including:

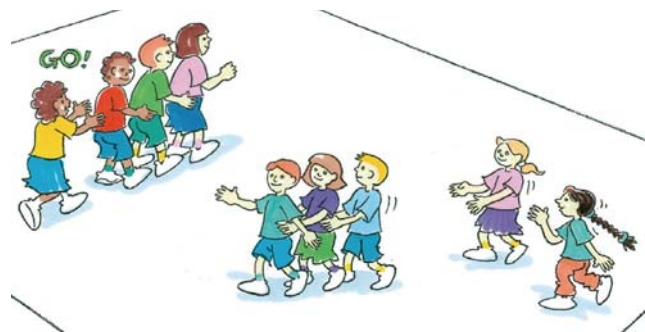
- Cones, hoops or markers
- Bean bags
- Coloured bibs or sashes
- Skittles
- Buckets, tubs or crates
- Volleyballs or similar
- Variety of targets



All equipment should be checked prior to use in OzSquash lessons to ensure participant safety.

Tips for Delivering OzSquash

1. The delivery of OzSquash should be managed in such a way that the safety of the participants is your number one priority.
2. The use of the physical space for OzSquash activities is critical in ensuring safe and enjoyable experiences for all participants. Choose an area that allows for maximum space between individuals or groups hitting to walls.
3. Always ensure that the lesson objective is made clear to participants and that they are aware of what to focus on during activities.
4. Explanations of activities should be brief, to ensure that participants are active as quickly as possible, and where possible be accompanied by a demonstration.
5. Be flexible with your delivery of lessons and willing to change activities to cater for the individual needs of participants and substitute equipment where necessary.



Safety for OzSquash

1. When hitting to an OzSquash rebound net wall or school wall, ensure markers are used to clearly define the boundaries for playing and safe waiting areas.
2. Try to have at least 3-5 metres of space between courts along a wall area to avoid collisions or interference between players from adjacent courts.
3. Ensure that participants fully understand the interference rule before embarking on shared court rally activities.
4. Use markers of some form where possible to visually identify individual work spaces for participants when using racquets.
5. Ensure that the playing surface is safe and appropriate for each activity.
6. Consider methods of equipment distribution and use that ensure participant safety.
7. Position yourself where you can supervise all activity groups.

Introduction to basic squash terms and skills

Whilst most skills and terms used in OzSquash are simplified, the following descriptions will provide you with an overview of the essential concepts underpinning most lessons. This should assist your tactical understanding of the game and your ability to assist participants to achieve maximum success within activities.

Grip

Whilst not a priority at this level, the grip of the racquet is best in a 'neutral' position with the hand held diagonally (fingers towards the strings) along the grip to maximise the contact area. The thin edge of the grip should sit between the base of the thumb and first finger, allowing the thumb to rest across the left wide edge of the grip and the four fingers to rest across the right wide edge of the grip. (For left-handed players the opposite side is required).

Striking

The ball is struck with an open racquet face, which is maintained throughout the swing and follow through. The swing is performed in an underarm fashion and its 'shape' can be likened to the letter "u". To achieve maximum control over the ball a 'side-on' stance is best with feet at least shoulder width apart for balance and to allow weight transfer.

Volley

When the ball is struck on the full (before it bounces once).

Serving

The skill of serving is introduced using a bounce but can be progressed to being struck on the full from a small head height toss. Overhead tennis style service actions are discouraged and often result in a fault, with the ball not making minimum height on the front wall. It is also a less 'friendly' serve.

Interference Rule

Introduction of the 'interference' rule is required prior to share court rallies taking place. Due to the unique nature of squash, i.e. it is the only 'shared court' racquet sport, an interference rule is required to ensure safe play. Awareness of where the opponent is positioned is critical. It should be highlighted to players that if they feel they may hit their opponent with the racquet or ball, or to avoid physical contact with each other when moving to the ball, they should immediately stop play, calling for a "LET". If it is agreed that the player could have made a good return, had there been no interference, the rally is replayed.

The effective use of the interference rule, combined with a keen sense of spatial awareness, allows players to successfully and safely move around each other in a shared court environment without injury.

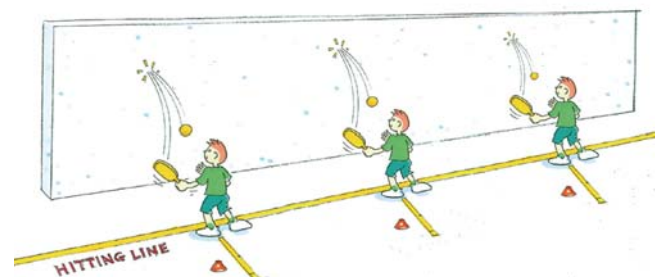
Movement - Recovery to the "T"

On an actual squash court, the short line and half court lines converge in the middle of the court making a "T" shape. Tactically it is desirable to return to and occupy this position as often as possible, giving you the best opportunity to intercept passing shots from the opponent and you are equally able to move to any corner of the court from this central position.

Recovery to the T from the front court should be done by running backwards so that the player is facing the front wall.

Tin/Board

A traditional squash court has a 50mm horizontal line (the 'board') 19 inches from the floor. Underneath the board is usually a tin material so that it makes a distinctly different noise to the front wall. This can be likened to the net in tennis – every shot must be above this line, the difference being that in squash any ball landing on a line is 'out' which is the opposite to tennis. If you do not have the ability to place line markings on the rebound walls your participants will hit to, place a racquet (grip facing up) against the wall and instruct players to hit above the height of the racquet.



Lesson

1

FUN INTRODUCTION TO SQUASH

Objectives: Develop hand-eye co-ordination; Strike a ball with the squash racquet; Develop spatial awareness, co-ordination and agility; Enjoy a fun introduction to squash

warm up



WILD, WILD, WEST

Two players are Sheriffs (taggers), two players are jailors who monitor the jail zones. Any remaining players (outlaws) tagged by Sheriffs go to jail and must perform a nominated task before returning to the game. Jailors try to re-tag the escaping outlaws and send them back to jail.

Equipment: Cones; 4 coloured sashes

Playing Area: Basketball court



What to do:

- Establish boundaries
- Nominate Sheriffs and Jailors
- Nominate jail activities e.g. 5 jumps
- Swap roles every 2 minutes

Change it:

- 1 Change the locomotion e.g. hop, skip,
- 2 Add more Sheriffs
- 3 Change the jail activities
- 4 Vary the jail size
- 5 Add more jails/Add more jailors

skills/games



1. BALL CONTROL/TAPPING

Players tap the ball into the air (to about head height) with the racquet for as long as possible. Stand inside a hoop or at a marker or cone to assist visually identify work space. Players to place their racquet down inside their hoop before retrieving stray balls. Select from the following progressions:

- Forehand (palm facing up)
- Backhand (palm facing down)
- Alternate forehand & backhands

Equipment: 1 racquet/ball each; Hoops or Markers/Cones

Playing Area: Basketball court



What to do:

- Players tap their ball up and down on their racquet, and count how many consecutive taps they get
- Start counting from the beginning if the ball is dropped

Change it:

- 1 Remain stationary while getting as many consecutive taps as possible
- 2 Count total number of taps in a nominated time period
- 3 Have a challenge to see who can tap the ball on the narrow edge of the racquet

2. BAT AND BALL RELAY

Form teams of around 5-6 players. Split each team into two halves, one at each end of the gym, lined up and facing each other. Designate which end will start first. For an odd number of players, ensure the ball starts at the end with the most players so they are not left short in the last run i.e. for a 5 player team start the ball at the end with 3 players. Use hoops in front of each line to safely exchange equipment.

Equipment: 1 racquet/ball per team; 2 hoops per team

Playing Area: Basketball court

What to do:

- One player at a time from each team runs the full length of the gym (balancing the ball on the strings), tags the next player, and so on, until all team members have had their turn
- If players drop their ball, pick up with care and continue on

Change it:

- 1 Tap the ball instead of balancing

Lesson

1

FUN INTRODUCTION TO SQUASH

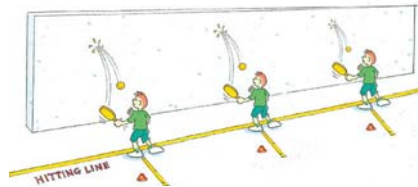
Objectives: Develop hand-eye co-ordination; Strike a ball with the squash racquet; Develop spatial awareness, co-ordination and agility; Enjoy a fun introduction to squash

skills/games



3. BAT AND BALL SKILLS CIRCUIT

Players in 4 groups, each at a station, which have different activities, for between 3-5 minutes. One station set up along each wall of the gym. Each activity involves the player bouncing the ball with their non-dominant hand and then hitting to the wall. When the whistle is blown, players move to the next activity station, and so on.



Equipment: 1 racquet/ball per player; Targets, hoops, buckets

Playing Area: Basketball court - 1 station along each wall

What to do:

- Nominate which group begins at which station - A, B, C or D:
- A: Hit to a target on the wall
- B: Hit to the wall and into a bucket
- C: Hit to a target on the wall
- D: Hit to the wall and into a hoop

Change it:

- 1 Encourage players to count how many targets they hit at each station and attempt to beat their own score
- 2 Players can attempt hitting balls consecutively

COMMENTS/REFLECTION:

EQUIPMENT CHECK:

- ✓
- ☐ Buckets (8)
- ☐ Cones (10-12)
- ☐ Coloured sashes (4)
- ☐ Hoops (8-10)
- ☐ Place Markers/Hoops (30)
- ☐ Squash Racquets (min. 30)
- ☐ Squash balls (min. 30)
- ☐ Targets (8)
- ☐ Whistle

REMINDERS:

- Check the playing area for safety hazards, and
- Ensure you allow breaks for children to drink fluids.



Lesson

2

INTRODUCTION TO SERVING

Objectives: Develop consistent ball delivery (bounce) using non-dominant hand; Use the squash racquet to perform a serving action; Hit to a primary target with accuracy.

warm up

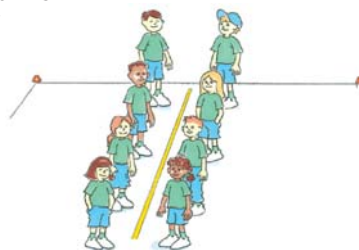


RATS AND RABBITS

Players in pairs and lined up opposite each other, spaced along the mid court line, forming two groups - rats and rabbits. Players stand arms length apart, facing the coach. When 'rats' or 'rabbits' is called, those players run to their end of the court while their partner in the other group chases them, attempting to tag them before they safely reach the end line.

Equipment: Nil

Playing Area: Basketball court



What to do:

- Establish boundaries
- Nominate which direction to run
- Stand side-on, facing the coach

Change it:

- 1 Change the group names e.g. snakes/snails, wizards/warlocks, etc
- 2 Partners compete - award points for making it safely to the end line
- 3 Play as groups, not partners - if caught, join the other group, repeat

skills/games

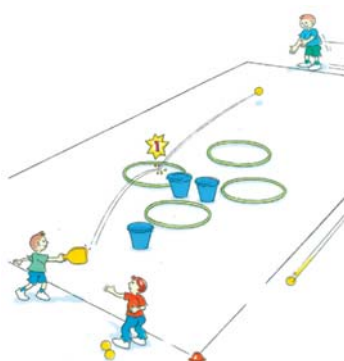


1. BUCKET AND HOOP

The ball is bounced with the non-dominant hand and struck using a serving action to land in any one of a number of hoops and buckets to score points.

Equipment: 1 racquet/5 balls per group;
3-4 hoops/buckets per team; cones

Playing Area: Basketball court



What to do:

- Form groups of 5-6 players
- Each player has 5 hits, then rotate
- Non-hitting players act as fielders who roll balls back to the 'keeper' who places balls into the bucket for next hitter

Change it:

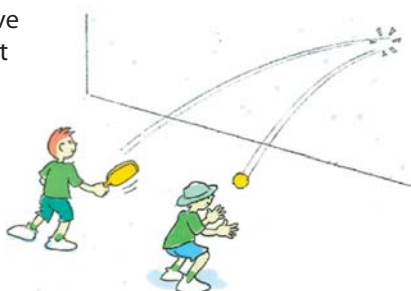
- 1 Give different point values to targets
- 2 Vary the position of targets
- 3 Groups compete against each other to score the highest total

2. HIT AND CATCH

Form pairs. One player performs a bounce serve to the wall so their partner can catch it without moving from a spot. Spread pairs around the available wall space ensuring enough safe swing space.

Equipment: 1 racquet/ball per pair;
2 hoops/markers per pair

Playing Area: Basketball court



What to do:

- Form pairs
- Use hoops/markers to designate hitting and catching positions
- Swap roles after 5 hits
- If wall space is limited, pairs can share i.e. 5 hits each, swap with pair waiting

Change it:

- 1 Vary distance between players
- 2 Move players further from the wall
- 3 Score 2 points for each catch, 1 point for a ball that lands in the hoop

Lesson

2

INTRODUCTION TO SERVING

Objectives: Develop consistent ball delivery (bounce) using non-dominant hand; Use the squash racquet to perform a serving action; Hit to a primary target with accuracy.

skills/games

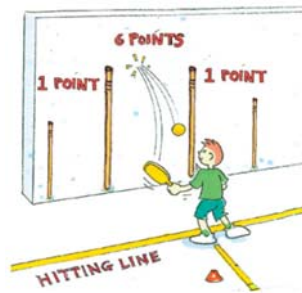


3. FOOTY SQUASH

Players aim to score by hitting a ball between goal posts (or targets on the wall). Each player will bounce the ball, to set up for themselves, before swinging. This is done in a 'side-on' stance position.

Equipment: Goal post marking tape, or goal posts for each group, 1 racquet/5 balls per group

Playing Area: Basketball court



What to do:

- Form groups of 5-6 players
- Each player has five hits for goal
- Six points are scored for a goal between the centre posts, one point for a behind

Change it:

- 1 Vary the distance to the target
- 2 Vary the width of the goals
- 3 Players try to hit their 5 shots consecutively without stopping
- 4 Compete for highest scores and regroup players of similar ability

COMMENTS/REFLECTION:

EQUIPMENT CHECK:

- ✓
- ☐ Buckets (20)
- ☐ Cones or place markers (10-12)
- ☐ Goal posts (5 sets) or tape
- ☐ Hoops (20)
- ☐ Squash Racquets (min. 15)
- ☐ Squash balls (min. 15)
- ☐ Whistle

REMINDERS:

- Check the playing area for safety hazards, and
- Ensure you allow breaks for children to drink fluids.



Lesson

3

INTRODUCTION TO SERVING

Objectives: Develop hand-eye co-ordination while moving; Rally co-operatively with a partner; Hit to a secondary target with accuracy.

warm up



FROST AND THAW

One player is Frost and is the chaser. Another is Thaw. Frost tries to tag as many of the other players as possible. Once tagged, they must freeze on the spot. Thaw can melt these players by touching them. They can then rejoin the game.



Equipment: Cones, 2 coloured sashes

Playing Area: Basketball court

What to do:

- Establish boundaries
- Encourage 'frozen' players to raise their hand to catch Thaw's attention
- Start out with running

Change it:

- 1 Vary the travelling skills eg: skipping, jumping, side stepping
- 2 To make it harder for Thaw - have 1 Thaw and 2 Frosts
- 3 To make it harder for Frost - have 1 Frost and 2 Thaws

skills/games



1. HIT THE TARGET

Targets are set up randomly between a 'hitting zone' marked by 2 cones and the rebound wall. Players score points by hitting a bounce serve to the wall, to land on/in a target. Play in small groups, dependent on available wall space.



Equipment: 1 racquet/5 balls, 2 cones, variety of targets per group

What to do:

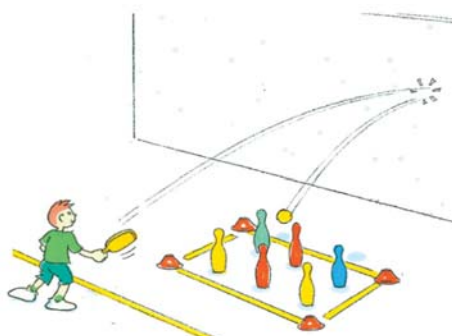
- Establish safe 'wait' zone
- Use a variety of targets
- Each player has 5 hits, then swap
- Stop play to re-position targets and collect balls

Change it:

- 1 Give different point values to targets
- 2 Vary the position of targets
- 3 Groups compete against each other to score the highest total

2. SKITTLE AND WALL

Players attempt to knock over skittles by hitting the ball to the wall and using the rebound to hit the ball to the targets. Play in small groups (3-4 per group).



Equipment: 1 racquet/ball, 6-8 skittles, 4-6 cones per group

Playing Area: Basketball court

What to do:

- Each player has 5 hits, then swap
- Re-set fallen skittles before next hit
- The player who knocks over the most skittles wins

Change it:

- 1 Groups compete against each other to score the highest total
- 2 Score 1 point per skittle knocked over
- 3 Vary the position of skittles
- 4 Vary the distance from hitter to wall

Lesson

3

INTRODUCTION TO SERVING

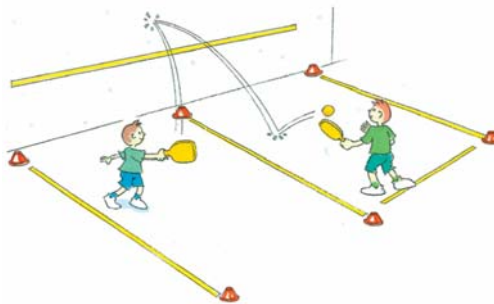
Objectives: Develop hand-eye co-ordination while moving; Rally co-operatively with a partner; Hit to a secondary target with accuracy.

skills/games



3. CO-OPERATIVE RALLYING (Fixed Halves)

Two players - one player hits a bounce serve onto the wall above the line to land in the opposite half of the court. The receiver hits their shot to the wall after one bounce or on the full. A rally of alternate hitting continues until one player cannot return the ball onto the wall above the line (before it bounces a second time) and to land in the opposite half.



Equipment: 1 racquet per player, 1 ball per group, cones

Playing Area: Basketball court

What to do:

- Players stay in their half court
- Encourage 'friendly' serves
- Encourage players to extend rally for as long as possible
- Winner of the rally retains the serve, but swaps halves of the court

Change it:

- 1 Play best of 5, then swap pairs
- 2 Player winning the rally scores a point
- 3 Bonus points for friendly serves
- 4 Play in teams and score by total number of hits per rally
- 5 Play in groups - losing player joins the end of the line; the next player is the new challenger

COMMENTS/REFLECTION:

EQUIPMENT CHECK:



- ☐ Cones (20)
- ☐ Coloured sashes (2)
- ☐ Skittles or equivalent (24)
- ☐ Squash Racquets (min. 30)
- ☐ Squash balls (min. 15)
- ☐ Targets - eg: buckets, frisbees, hoops, tubs (25)
- ☐ Whistle

REMINDERS:

- Check the playing area for safety hazards, and
- Ensure you allow breaks for children to drink fluids.



Lesson

4

GAME PLAY

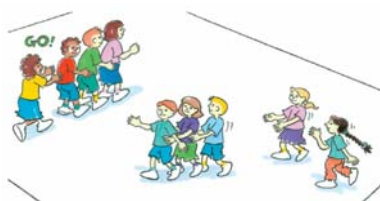
Objectives: Rally in a shared court with a partner; Develop spatial awareness; Understand the interference rule used when playing a shared court racquet sport

warm up



LOOSE CARRIAGE

Players in groups of 3 form a train (engine and 2 carriages). A few 'loose carriages' (taggers) are dispersed and try to join the end of any train. If successful in joining, the loose carriage calls 'GO' and the engine (player at the front of the line) uncouples and becomes a loose carriage. Repeat.



Equipment: Nil

Playing Area: Basketball court

What to do:

- Establish boundaries
- Nominate loose carriages
- Ensure sufficient space between trains
- Make sure carriages don't disconnect

Change it:

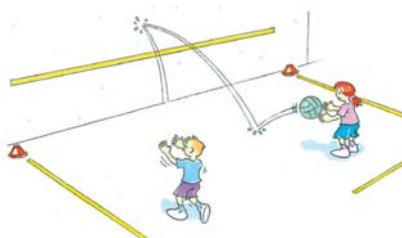
- 1 Have more carriages in a train
- 2 Use more or fewer loose carriages
- 3 Set a time limit for loose carriages
- 4 Designate 1 loose carriage per train and
- 5 give groups their own playing space

skills/games



1. WALL BALL

Two players face a wall. The server throws the ball to the wall above the line to start play. The receiver tries to catch the ball after one bounce or on the full. A rally of alternating throw/catch continues until one player cannot return the ball onto the wall above the line before it bounces a second time.



Equipment: 1 volleyball per pair, cones/markers

Playing Area: Basketball court

What to do:

- Progress to shared court play
- Encourage 'friendly' serves
- Winner of the rally scores 1 point
- Encourage players to place the ball out of reach of their opponent

Change it:

- 1 Combine players to make four groups and use adjoining walls - winner of rally stays in and plays the next challenger
- 2 Allow 'think' time before throwing
- 3 Allow 2 bounces for some players
- 4 Throw and/or catch with one hand

INTERFERENCE RULE

The following two activities require the introduction of the 'interference' rule, unique to squash, because it is the only 'shared court' racquet sport. Awareness of where the opponent is positioned is critical to ensure safe play.

It should be highlighted to players that if they feel they may hit their opponent with the racquet or ball, or to avoid physical contact with each other when moving to the ball, they should immediately stop play, calling for a "LET". If it is agreed that the player could have made a good return, had there been no interference, the rally is replayed.

Lesson

4

GAME PLAY

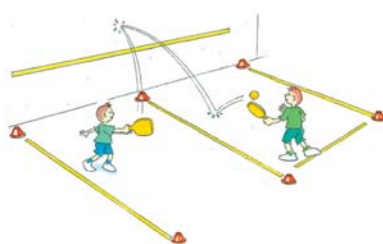
Objectives: Rally in a shared court with a partner; Develop spatial awareness; Understand the interference rule used when playing a shared court racquet sport

skills/games



2. SHARED COURT RALLYING

Two players face a wall. One player hits a bounce serve onto the wall above the line to land in the opposite half of the court. The receiver hits their shot to the wall after one bounce or on the full. A rally of alternating hitting continues until one player cannot return the ball onto the wall above the line before it bounces a second time. After the serve, players can move anywhere.



Equipment: 1 racquet per player; 1 ball per group

Playing Area: Basketball court

What to do:

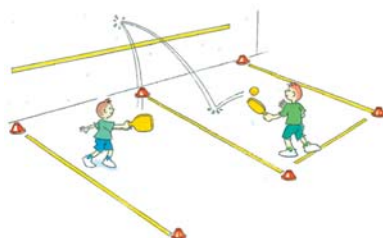
- Encourage 'friendly' serves
- Players alternate serves
- Winner of the rally scores 1 point
- Use the 'let' rule where necessary
- Encourage players to hit the ball out of reach of their opponent

Change it:

- 1 Play best of 5, then swap pairs
- 2 Bonus points for 'friendly' serves
- 3 In groups, the winner of the rally stays in and plays the next challenger

3. KING/QUEEN OF THE COURT

Players in groups of 5-6, each with an allocated rebound wall. The first two players have a full shared court rally, started by a bounce serve. The winner of the rally stays on the court and becomes the King/Queen. The losing player leaves the court and is replaced by the next challenger. Repeat.



Equipment: 1 racquet per player; 1 ball per group, cones/markers

Playing Area: Basketball court

What to do:

- Score one point for each rally won
- Server decides which side to serve from
- Encourage players to hit the ball out of reach of their opponent
- If a 'let' is required due to safety and interference, replay the rally

Change it:

- 1 Allow 'faults' when serving
- 2 Bonus points for volleys
- 3 Vary the court size/playing area
- 4 Play in a corner using both walls

COMMENTS/REFLECTION:

REMINDERS:

- Check the playing area for safety hazards, and
- Ensure you allow breaks for children to drink fluids.



EQUIPMENT CHECK:

- ✓ ☐ Cones (10-12)
- ☐ Squash Racquets (min. 30)
- ☐ Squash balls (min. 30)
- ☐ Volleyballs or equivalent (12)
- ☐ Whistle

Lesson

5

GAME PLAY - ROUND ROBIN COMPETITION

Objectives: Rally in a shared court against an opponent; Develop spatial awareness; Understand the interference rule used when playing a shared court racquet sport

competition

ROUND ROBIN MATCHES

Players in Round Robin groups of 3-4, each with an allocated rebound wall (court). The first two players have a full shared court rally, started by a bounce serve. The winner of the rally gets a point and the first player to 5 points (or highest number of points scored within a set time period eg: 3 mins) wins the game. Players rotate so that everyone gets to play each other in the group, keeping track of how many games they have all won.

Number the four players in each round robin from 1 to 4, then use those numbers to determine playing order for each round/time slot:

2 v 3 1 v 4 * 2 v 4 1 v 3 * 3 v 4 1 v 2

Repeat the activity - after all players within their round robin have played each other, determine the finishing positions based on highest number of games won. Re-group players into new round robin groups so that players of similar finishing positions will compete together for the most competitive rallies.

Use the round robin table Appendix to record the competition.

The players who are not playing with the game can help keep score and make sure that "lets" are being played for any interference.

Safety:

- Reinforce the Interference Rule.
- Players to be aware of where other players are to avoid collisions.
- Different groups to be adequately spaced apart and zones marked to avoid collisions between groups.
- Players who are not playing need to be in a 'safety zone' to avoid accidental striking.

What to do:

- Encourage 'friendly' serves (above a certain height / underarm striking)
- Score one point for each rally won
- Server decides which side to serve from
- Encourage players to hit the ball out of reach of their opponent during rallies
- If a 'let' is required due to safety and interference, replay the rally
- Score games as first to 5 points or to a set time period (so that all games finish at the same time)

Change it:

- 1 Allow 'faults' when serving
- 2 Provide bonus points for volleys
- 3 Vary the court size/playing area
- 4 Play in a corner using both walls to allow more interesting angles

EQUIPMENT CHECK:



- ☐ Cones/markers (10-12)
- ☐ Squash Racquets (2 per group/court)
- ☐ Squash balls (1 per group/court)
- ☐ Timer
- ☐ Whistle

INTERFERENCE RULE

It should be highlighted to players that if they feel they may hit their opponent with the racquet or ball, or to avoid physical contact with each other when moving to the ball, they should immediately stop play, calling for a "LET". If it is agreed that the player could have made a good return, had there been no interference, the rally is replayed.

round robin competition

	Player 1	Player 2	Player 3	Player 4	Player 5	Player 6	Points/ Position
Player 1							
Player 2							
Player 3							
Player 4							
Player 5							
Player 6							

3-4 Player
Key

Round 1

2 v 3
1 v 4

Round 2

2 v 4
1 v 3

Round 3

3 v 4
1 v 2

5-6 Player
Key

Round 1

1 v 6
2 v 5
3 v 4

Round 2

1 v 5
2 v 4
3 v 6

Round 3

1 v 4
2 v 3
5 v 6

Round 4

1 v 3
2 v 6
4 v 5

Round 5

1 v 2
3 v 5
4 v 6

Where to from here?

Squash is one of the world's fittest sports and is based on the fundamental activities of running, agility and hand-eye coordination. As such it provides a foundation for all sports, with the skills developed in players providing them the confidence to participate in many other sports.

Squash can be done almost anywhere in the world and can be enjoyed equally by boys and girls of all shapes and sizes as well as by players with a disability.

Growing Squash from the grassroots up...

OzSquash

The Squash Australia's Modified Squash program is a fun and exciting way for children to get into squash. Aimed at children aged 5-12, it uses modified courts, racquets and balls to keep things fun and easy. The program is based on a 'learning through play' philosophy where children serve, rally and score.

The Modified Squash Program is Squash Australia's official starter program and it's designed to let children develop technically and tactically in an environment that's always fun and exciting. Aimed to allow children enjoy the sport for life and allow those ready to start as soon as they can swing a racquet.

Children will:

- Have lots of fun and stay healthy
- Meet friends and build social skills
- Play with modified equipment designed especially for kids
- Develop skills and tactical awareness
- Have the opportunity to play in challenge events
- Easily progress to full-court squash.

From the first moment children participate in Squash Australia's Modified Squash Program, they will actually play the game of squash. This means that players learn to serve, rally and score while developing technical and tactical skills.

The use of modified court sizes and modified balls and racquets allows every player to obtain maximum enjoyment.

Historically, squash coaching programs for 5 – 12 year old children predominantly focused on skill development and children did not have the opportunity to apply these skills in a game situation on a court size appropriate to their development.

Squash Australia's Modified Squash Program does this.

OzSquash Centres/Clubs

OzSquash is designed primarily to be conducted at the centre/club level where each week children can take part in age and skills appropriate competition and skill development.

The emphasis for the youngest participants in OzSquash is on skill development activities, while older participants take part in a wide range of squash events which have been specially modified to be appropriate for each age group and gender. The focus of competition is at all times to 'Be Your Best and have FUN', with participants encouraged to track their own improvement in each event throughout the program.

The events are conducted by volunteers from within the community, most of whom are parents of the children taking part.

OzSquash Program for Schools

The OzSquash Program has also been adapted for the In-school environment. The program allows for teachers or coaches to use the program. Introducing the required skill development through fun and exciting games, embracing the philosophy of "learning through play". The program is delivered within the school and is designed to be highly flexible, covering activities including hand-eye coordination skills like serving, rallying; tactical awareness and fitness through movement about the court.

Sporting Schools OzSquash Program – Equipment Requirements

EQUIPMENT	LESSON	1	2	3	4	5
Buckets		8	20			
Coloured sashes		4		2		
Cones		10-12		20	10-12	10-12
Goal Posts (sets) or tape			5			
Hoops		8-10	20			
Place markers		30	10-12			
Skittles				24		
Squash Balls		30	Min. 15	Min. 15	Min. 30	12
Squash Racquets		30	Min. 15	Min. 30	Min. 30	25
Targets		8		25		
Timer						1
Volleyballs (or equivalent)					12	

Squash Australia contacts

Squash Australia

Office 9, Sports House
150 Caxton Street
Milton QLD 4067
Ph: (07) 3367 3200
Fax: (07) 3367 3220
development@squash.org.au
www.squash.org.au



Squash ACT

4 Launceston Street
Phillip ACT 2606
Ph: (02) 6282 3824
general.enquiry@squashact.asn.au

Q Squash

PO Box 3181
Red Hill QLD 4701
Ph: (07) 4928 1588
qsquash@live.com

NSW Squash

PO Box 211
Thornleigh NSW 2120
Ph: (02) 8116 9713
admin@nswsquash.com.au

Squash NT

Marrara Drive,
Marrara NT 812
Ph: (08) 8945 7362
squash@squashnt.com.au

Squash SA

2a Midera Ave,
Edwardstown, SA, 5039
Ph: (08) 8377 7476
squash@squashsa.asn.au

Squash Tasmania

PO Box 443
Rosny TAS 7018
Ph: (03) 6244 1386
info@squashtas.asn.au

Squash Vic

Box 6, MSAC Aughtie Drive
Albert Park VIC 3026
Ph: (03) 9682 2199
info@squashvic.com.au

WA Squash

PO Box 6010,
East Perth WA 6892
Ph: (08) 9225 7255
info@wasquash.asn.au