

# OZSQUASH

## AFTER SCHOOL MANUAL



Australian Government  
Australian Sports Commission

**Active After-school  
Communities**

Helping kids and communities get active

## 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 Cagliarini (Victoria Squash Logic), Peter Saxby (NSW Squash), Fiona Young (Squash Vic), Tegan Dougherty (Squash Vic), Daniel Wright (Victoria Squash Logic), Carl Hampson (Queensland Squash Academy).

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.

Kym McMahon (AASC) and Jenna Spurling (AASC) for their assistance in the development of this resource in the following areas: content review, editing and design of the resource.

## 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 2012

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](mailto:copyright@ausport.gov.au)

## For general enquiries:

Tel: (02) 6214 1111  
Fax: (02) 6251 2680  
Email: [asc@ausport.gov.au](mailto:asc@ausport.gov.au)  
Website: [www.ausport.gov.au](http://www.ausport.gov.au)

For a complete listing of Australian Sports Commission publications, visit [shop.ausport.gov.au](http://shop.ausport.gov.au)

ISBN 978 1 74013 111 7

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

Cover illustrations by Kathryn Wright Design  
Content illustration by G. Robey Design

# Contents

Playing for Life – what is it? ..... 2

Introduction to Squash ..... 4

## LESSON PLANS

» Lesson 1 ..... 8

» Lesson 2 ..... 10

» Lesson 3 ..... 12

» Lesson 4 ..... 14

» Lesson 5 ..... 16

» Lesson 6 ..... 18

» Lesson 7 ..... 20

## OTHER INFORMATION

Where to from here? ..... 22

Resources and more information ..... 23

# 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?

If the answer to any of these questions is no, then the game should be changed. Simple variations should be introduced to make the games easier or harder in order to accommodate all student ability levels and backgrounds, remembering to retain the integrity of the sporting outcome being delivered.



# 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.

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

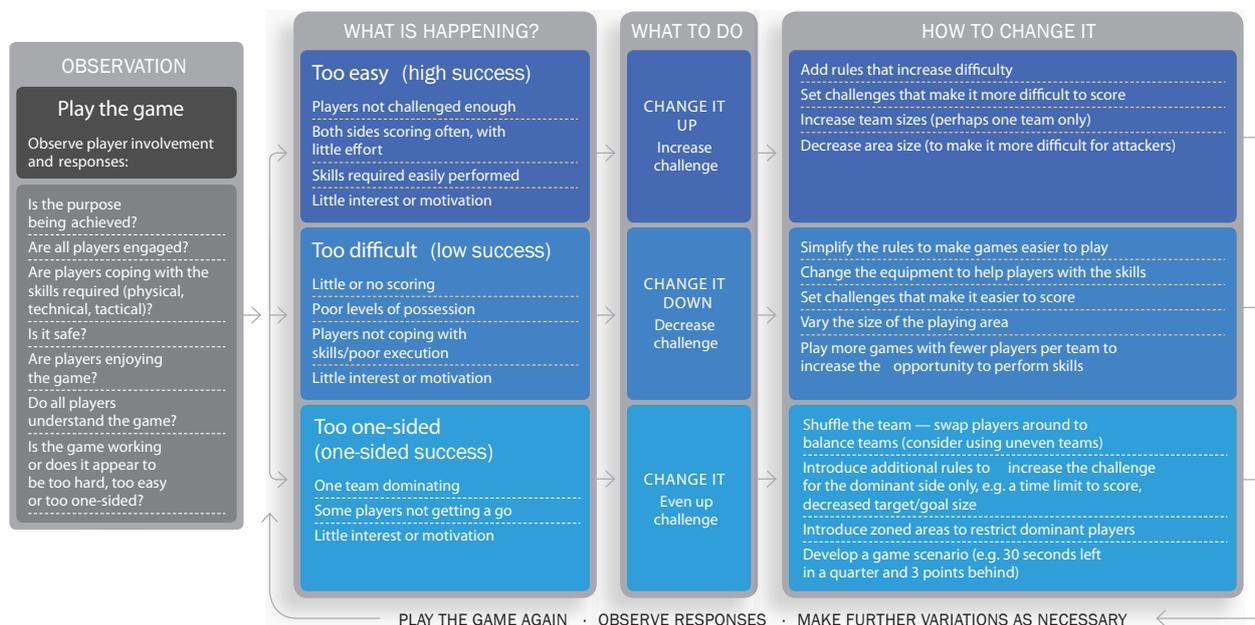
**N** **Numbers**  
 Consider using different team sizes or varying the number of turns, e.g. decreasing team sizes can increase student involvement by maximising participation. When introducing defence into a game, 3 v 1 or 4 v 2 gives attackers more options to deal with an added defender. Increasing 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.



## 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 of two programs: an *Active After Schools* component comprising seven 1 hour lessons; and an *In Schools* component comprising four 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:

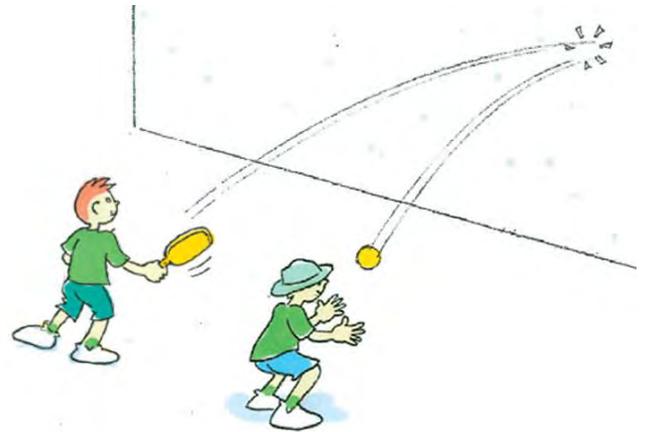
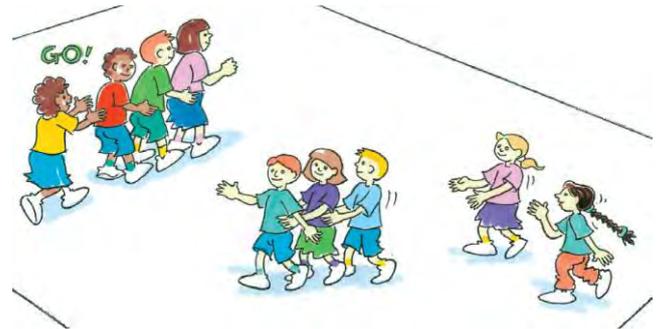
- Cones, hoops or markers
- Bean bags
- Coloured bibs or sashes
- Skittles
- Buckets, tubs or crates
- Volleyballs or similar
- Variety of targets



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

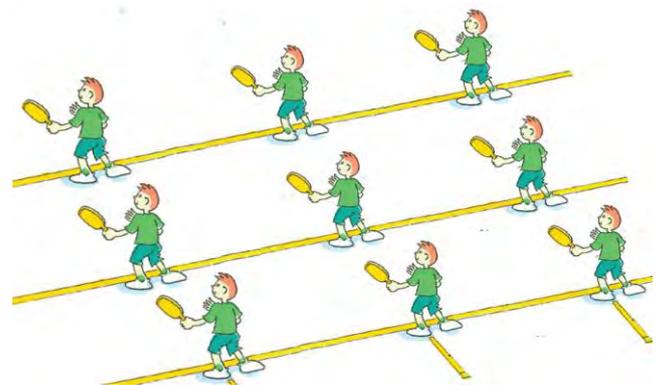
## Tips for Delivering OzSquash

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.



# Resources and more information

## OzSquash Resources

The items listed below are designed to help volunteers, schools, centres, teachers, parents, coaches, officials and administrators deliver OzSquash programs in the community. They are available by contacting Squash Australia on (07) 3367 3200, by visiting [www.ozsquash.com.au](http://www.ozsquash.com.au) or by contacting your state Squash association.

### For Centres/Clubs

- ⇒ **AUSTRALIAN OZSQUASH'S DEVELOPMENT POLICY** – Provides information on the focus of activities within each stage of the OzSquash program.
- ⇒ **AUSTRALIAN OZSQUASH'S STRATEGIC PLAN** – Establishes the vision, mission and strategic objectives of OzSquash through to the year 2016.
- ⇒ **AUSTRALIAN OZSQUASH'S INSURANCE PROGRAM** – Provides detailed information on insurance cover available to OzSquash centres, participants and volunteers.
- ⇒ **AUSTRALIAN OZSQUASH'S RISK MANAGEMENT POLICY** – Provides a systematic approach to providing a safe environment for participants and volunteers within OzSquash.
- ⇒ **AUSTRALIAN OZSQUASH'S MANUAL** – Provides particular information relevant to participants within each state.

### For Schools

- ⇒ **OZSQUASH PROGRAM IN-SCHOOLS MANUAL** – Provides a reference for teaching squash in Australian primary schools. It aims to be practical and user-friendly, containing simple information outlining age-appropriate working technique models, teaching progressions, lesson plans, games, assessment ideas, and competition guidelines.

### For Coaches

- ⇒ **OZSQUASH COACHING RESOURCE MANUAL** – Completed manual expected in 2013.
- ⇒ **SQUASH COACHING AND RESOURCE MANUAL** – Developed by Squash Australia, the manual provides information on coaching theory and specific skills coaching relevant to the squash player.

Additional resources in each of these categories have been developed by state and territory Squash associations. Visit [ozsquash.com.au](http://ozsquash.com.au) for contact details.



# Program Objectives & Overview

LESSON	1	2	3	4	5	6	7
OBJECTIVE	Hand-eye Coordination (racquet/ball skills)	Hitting using underarm swing	Hitting Position	Hitting with accuracy	Rallying (Intro to shared court)	Basic Movement Patterns	Modified Games
FOCUS	Bounce with non-dominant hand	Maintain open racquet face	Side on stance to target	Bounce Serve	Spatial Awareness and Interference Rule	Recovering to "T" position	Competing for fun
START OUT	<p><b>*Frost and Thaw</b> (WC10)</p> <p><b>*Bat Tapping and Relay</b> (SF04b) – using squash racquets</p>	<p><b>*Partner Tag</b> (WC08)</p> <p><b>*Kai</b> (CP05) – Hot Potato</p>	<p><b>*Rats and Rabbits</b></p> <p><b>*Simon Says Footwork Game</b> (SQ)</p>	<p><b>*Loose Carriage</b> (WC10)</p> <p><b>*Hit and Coach</b> (SF03) – using squash racquets</p>	<p><b>*Look out for others</b> (WC03b)</p> <p><b>*How many bean bags?</b> (WC06) - steal</p>	<p><b>*Here, there, nowhere</b> (CP02)</p> <p><b>*Bucket of Balls</b> (SQ)</p>	<p><b>*Wild Wild West</b></p> <p><b>*Racquet Relay</b> (NC03) – using squash racquets</p>
GET INTO IT	<p><b>*Racquet and Ball Skills Circuit</b></p> <p><b>*In the Zone</b> (SF09) – bounce ball to set up for themselves</p>	<p><b>*Pepper</b> (CP04a) – using squash racquets</p> <p><b>*Hit and Run</b> (SQ) – coach feeds, players take turns hitting to wall</p>	<p><b>*Footy Squash</b> (TG13) – with racquet, hitting to target on the wall</p> <p><b>*Hit the Target</b> (TG09) – using squash racquets to hit to targets</p>	<p><b>*Skittle and Wall</b> (TG10) – using squash racquets (secondary target)</p> <p><b>*Co-operative Rallying</b> (SQ) – bounce serve to start. Players stay in fixed halves</p>	<p><b>*Wall Ball</b> (NC07)</p> <p><b>*Shared Court Rallying</b> (SQ) – as per Co-operative Rallying but both players share full court space</p>	<p><b>*Back Track</b> (NC02) – hit &amp; run backwards before joining end of the line</p> <p><b>*Home Base</b> (SQ) – rallies with bonus points for returning to the "T" position</p>	<p><b>*King/Queen of the Court</b> (SQ) – like NC10</p> <p><b>*Intruder Challenge</b> (SQ)</p>
FINISH UP	<b>*What's ahead?</b> (FU04)	<b>*Four corners</b> (FU04)	<b>*Put it away</b> (FU01)	<b>*What did you like?</b> (FU03)	<b>*What did you learn?</b> (FU01)	<b>*Great Work!</b> (FU01)	<b>* Stay tuned</b> (FU03)



**OBJECTIVE:** Hand-eye co-ordination

**FOCUS:** Bounce with non-dominant hand

### FROST AND THAW (WC10B)



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 different coloured sashes (1 for Frost, 1 for Thaw)

**Playing Area:**

- Basketball court

**What to do:**

- Establish boundaries
- Start with running
- Encourage frozen players to call out for *Thaw* or stand with hand raised to catch their attention

**Change it:**

- 1 Vary the travelling skills - all the players have to use the chosen locomotion eg: skip
- 2 Two *Frosts* work together but must hold hands - encourage players to choose a partner
- 3 Harder for *Thaw* - 1 *Thaw* with 2 *Frosts* moving independently
- 4 Harder for *Frost* - 1 *Frost* with 2 *Thaws* moving independently

### BAT TAPPING AND RELAY



Players aim to keep tapping the ball into the air (to about head height) with the bat for as long as possible. Move into a bat tapping relay in small groups, aiming to get the full length of the gym without dropping the ball. Place a hoop at each end in front of the line of players waiting where incoming players place the equipment, before tagging the next in line to avoid clashes.



**Equipment:**

- 1 racquet/ball per player
- Hoops

**Playing Area:**

- Basketball court

**What to do:**

- Players tap their ball up and down on their bat, and count the number of consecutive taps they get
- Start counting from the beginning if the ball is dropped

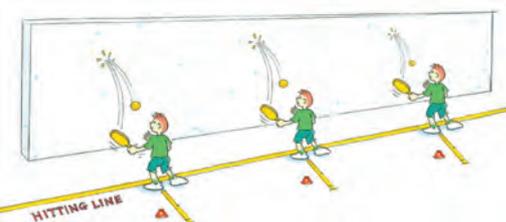
**Change it:**

- 1 Remain stationary while getting as many consecutive taps as possible
- 2 Tapping with forehand, backhand and alternating faces
- 3 Have a challenge to see who can tap the ball on the narrow edge of the bat

### RACQUET AND BALL SKILLS CIRCUIT



Players in four groups, each at a station, which have different activities, for between 3-5 minutes. One station is 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 along 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



Lesson

# 1

**OBJECTIVE:** Hand-eye co-ordination

**FOCUS:** Bounce with non-dominant hand

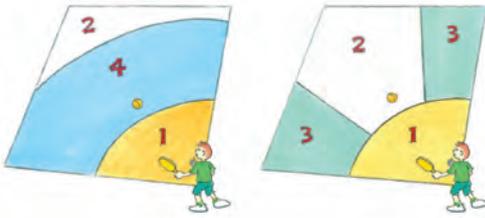
GET INTO IT

FINISH UP

### IN THE ZONE (SF09)



Players in four groups. Each group will have a hitter, catcher and fielders. A ball is bounced and then hit into a zone that will maximise points. Fielders return the ball the catcher. Five hits are allowed before players rotate.



**Equipment:**

- Cones, scoring markers
- 1 racquet, 5 balls per group

**Playing Area:**

- Basketball court, divided into 4 zones

**What to do:**

- Groups hit outwards from the centre of the basketball court into their marked zone
- Players attempt to land their ball in the zones as marked to score maximum points

**Change it:**

- 1 Vary the target zone size
- 2 Vary the shape of each target zone
- 3 Vary the target zone point value
- 4 Split each group into small teams or pairs who compete for the highest combined total

### WHAT'S AHEAD? (FINISH UP 04)



Provide a brief explanation about the lessons to come and the Playing for Life approach where:

- Players learn skills by playing fun games, and
- Players develop the game through setting the rules and changing it to get everyone involved and make it challenging.



**What to do:**

- Players seated where they can all see and hear the coach
- Share information about what to expect next time
- Allow questions

**NEXT LESSON (#2):**

- ★ **Objective:** Hitting using underarm swing
- ★ **Focus:** Maintain open racquet face

### COMMENTS/REFLECTION:

### EQUIPMENT CHECK:



- Buckets (7-10)
- Cones (25)
- Coloured sashes (2)
- Hoops (10)
- Squash Racquets (min. 30)
- Scoring markers (4 sets)
- Squash balls (min. 30)
- Targets (10)
- Whistle

### REMINDERS:

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





**OBJECTIVE:** Hitting using underarm swing

**FOCUS:** Maintain open racquet face

### PARTNER TAG



Players are paired off. On a signal, one player (the tagger), tries to tag their partner. At the same time, all the other pairs are doing the same thing - taggers are trying to tag their partners. When a player is tagged, swap roles. This is repeated for the duration of the game.



**Equipment:**

- Cones

**Playing Area:**

- Basketball court

**What to do:**

- Establish boundaries
- Form pairs - nominate 1st to tag
- Tagger gives a 5 count to give their partner time to get away

**Change it:**

- 1 Vary the locomotion - players have to use the chosen locomotion eg: skip, hop, etc.
- 2 Change partner combinations
- 3 Add a challenge - eg: the player being chased could try to run to each boundary line before being tagged (boundaries should be away from walls)

### HOT POTATO (KAI) (CP05)



Players stand in a circle approximately 1 metre apart. Using the open palm of their hands in an underarm action, players hit a ball up in the air aiming to keep it from hitting the ground for as long as possible.



**Equipment:**

- 1 beach ball per group
- Cones

**Playing Area:**

- Basketball court - divided into 4 zones

**What to do:**

- Form four groups, standing in a circle
- Use underarm swinging action to keep the ball in the air for as long as possible

**Change it:**

- 1 Vary distance between players
- 2 Competition between groups to see who can keep the ball in play the longest or who passes the most times in a given period
- 3 Allow beginners to catch before passing the ball

### PEPPER (CP04)



One hitter, one catcher and the remaining group members fielding. Whoever fields the ball, bounces or throws the ball immediately to the hitter. This game aims to develop ball control by encouraging hitting from a side on stance position and using an open racquet face.



**Equipment:**

- Cones
- 1 hoop, ball & racquet per group

**Playing Area:**

- Basketball court - divided into 4 zones

**What to do:**

- Form four groups
- Hitter stands inside the hoop
- Fielders start with a bounce delivery
- Rotate positions after every 5 hits

**Change it:**

- 1 Hitter attempts to hit to each member of the group in a set order.
- 2 Vary the distance the fielders stand from the hitter
- 3 Vary the distance between fielders
- 4 Progress to a no-bounce delivery from fielders



### Lesson 2

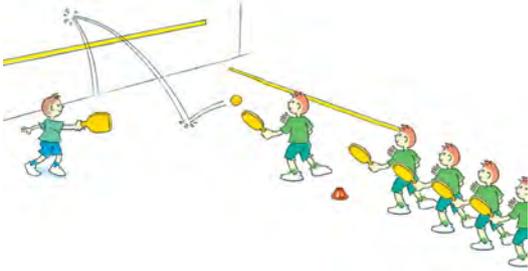
**OBJECTIVE:** Hitting using underarm swing

**FOCUS:** Maintain open racquet face

### HIT AND RUN



Players line up along the side of the basketball court, taking turns to hit the coaches feed and then run to the remaining corners of the court to complete the ball skills activities at each station before joining the end of the line.



**Equipment:**

- Hoops/balls for stations
- Wall target, cone/marker
- 1 racquet per player
- 1 racquet & balls for coach

**Playing Area:**

Basketball court

**What to do:**

- Demonstrate activities for each station eg: bat tapping variations
- Form a line, well spaced
- Waiting players line up behind the cone marker
- Reinforce 'toes to nose' cue words

**Change it:**

- 1 Vary the ball skill activities or number required
- 2 Vary the size of the court area depending on the group size
- 3 Have a mini rally i.e. up to 3 hits with each player before they run

### FOUR CORNERS (FINISH UP 04)



One player stands in the middle of the court with their eyes closed, counting down from 10, while other players move to any corner. When the counter gets to zero, they name one of the corners. All players in that corner come into the middle and count. Continue until all players are in the middle.



**Equipment:**

- 1 marker for each corner

**Playing Area:**

- Basketball court

**What to do:**

- Give names to each corner e.g. Dragons, Raiders, Bulldogs, Titans
- Nominate a player to count in the middle
- Players choose a corner to start in

**NEXT LESSON (#3):**

- ★ **Objective:** Hitting position
- ★ **Focus:** Side-on stance to target

### COMMENTS/REFLECTION:

### EQUIPMENT CHECK:



- Beach balls (4)
- Cones (10)
- Corner markers (4)
- Hoops (6)
- Squash Racquets (min. 30)
- Squash balls (6)
- Target (1)
- Whistle

### REMINDERS:

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



GET INTO IT

FINISH UP



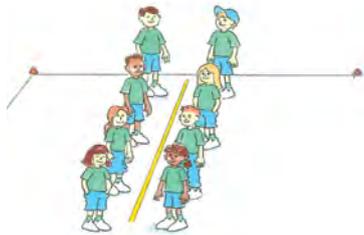
**OBJECTIVE:** Hitting position

**FOCUS:** Side-on stance to target

### 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

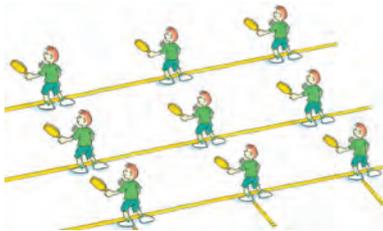
**Change it:**

- 1 Change the names called e.g. snakes/snails, wizards/warlocks, crusts/crums, etc
- 2 Competition between partners - award points for making it safely to the end line e.g. best of five
- 3 Play as groups, not partners - anyone caught joins the group that caught them

### SIMON SAYS FOOTWORK GAME



Five players in each row with coach standing up front and centre for all players to see. Coach calls either 'left' or 'right' and players turn to the side called and swing in a side-on position, then return to the 'ready' (neutral) position again. The aim is to step to the correct side using the correct footwork and return to the ready position as quickly as possible.



**Equipment:**

- 5 cones
- 1 racquet per player

**Playing Area:**

- Basketball court

**What to do:**

- Position players into 6 rows, well spaced
- Demonstrate footwork and stance required
- Point in the direction called to assist players

**Change it:**

- 1 Introduce the more formal terminology of forehand and backhand instead of left and right
- 2 Rotate row positions so every player has a turn in the front
- 3 'Trick' players by pointing in the opposite direction to your call

### FOOTY SQUASH (TG13)



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
- 6 points are scored for a goal between the centre posts, 1 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



### Lesson 3

**OBJECTIVE:** Hitting position

**FOCUS:** Side-on stance to target

GET INTO IT

### HIT THE TARGET (TG09)



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:**

- Variety of targets
- 2 cones, 1 racquet, 5 balls per group

**Playing Area:**

- Rebound walls

**What to do:**

- Use a variety of targets eg: buckets, hoops, mats, frisbees, tubs, cones, etc
- Establish safe 'wait' zone
- Each player has 5 hits, then swap
- Stop play to re-position targets and to collect balls

**Change it:**

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

FINISH UP

### PUT IT AWAY (FINISH UP 01)



The usual safety rules apply, such as safe 'traffic flow', acting sensibly and being aware of others. Use it for:

- Gathering markers, balls and other small equipment, and
- Putting away mats, benches, etc.



**What to do:**

- Allocate players to collect each equipment item
- Nominate where equipment will be packed away
- Ensure safe 'traffic flow'

**NEXT LESSON (#4):**

- ★ **Objective:** Hitting with accuracy
- ★ **Focus:** Bounce serve

### COMMENTS/REFLECTION:

### EQUIPMENT CHECK:



- Buckets/Tubs (5-6)
- Cones (12-15)
- Hoops (5-6)
- Marking tape (4-6 sets)
- Squash Racquets (min. 30)
- Squash balls (min. 30)
- Whistle

### REMINDERS:

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





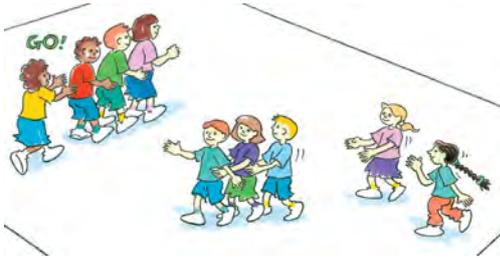
**OBJECTIVE:** *Hitting with accuracy*

**FOCUS:** *Bounce serve*

### LOOSE CARRIAGE (WC10C)



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
- Form groups of 3, nominate taggers
- Ensure sufficient distance between trains and loose carriages

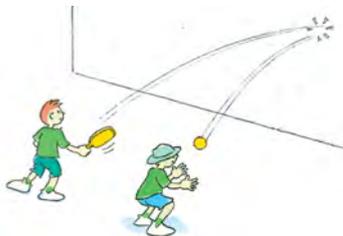
**Change it:**

- 1 Have more carriages in a train
- 2 Use more or fewer loose carriages
- 3 Provide a time period in which loose carriages can attach before new loose carriages are selected
- 4 Play in small groups where a tagger is designated the train they are to join onto, with each train in its own playing space

### HIT AND CATCH (SF03)



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. If there is not enough available wall space for all pairs to play at once, have two pairs sharing a wall space i.e. one pair has their turn, while the other pair waits, then swap.



**Equipment:**

- 2 hoops/markers per pair
- 1 racquet/ball per pair

**Playing Area:**

- Rebound walls

**What to do:**

- Form pairs
- Use hoops/markers to designate hitting & catching positions
- Swap roles after 5 hits
- Once both players in the pair have completed 5 hits, swap with the 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

### SKITTLE AND WALL (TG10)



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:**

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

**Playing Area:**

- Rebound wall

**What to do:**

- Players have a set number of hits
- Targets knocked over are re-set before next hit
- The player who knocks over the most skittles with 3 balls wins

**Change it:**

- 1 Play as groups against other groups
- 2 Score 1 point for each skittle knocked over
- 3 Allow players to choose their starting position
- 4 Vary the distance between the skittles and/or distance of skittles from the wall



Lesson

# 4

**OBJECTIVE:** *Hitting with accuracy*

**FOCUS:** *Bounce serve*

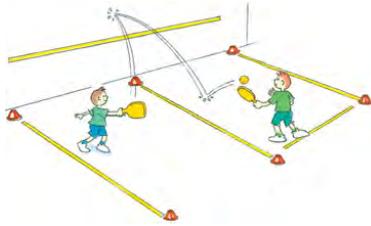
GET INTO IT

FINISH UP

### CO-OPERATIVE RALLYING



Two players - one player hits a bounce serve onto the wall above the line to land in their opponents half of the court. The receiver tries to hit 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 opponents half.



**Equipment:**

- 1 racquet per player
- 1 ball per group
- Cones

**Playing Area:**

- Rebound wall

**What to do:**

- Players stay in their half court
- Encourage 'friendly' serves
- A point is scored by the player who wins the rally
- Encourage players to keep rallies going for as long as possible

**Change it:**

- 1 Play best of 5, then swap pairs
- 2 Bonus points for 'friendly' serves
- 3 Play as teams and score by total number of hits per rally
- 4 Play as groups. Winner of the rally stays in, next challenger serves

### WHAT DID YOU LIKE? (FINISH UP 03)



This is your chance to do some 'customer surveying'. Ask for feedback during sessions or at the end, e.g.:

- 'What were your favourite activities?' (they will probably need reminding about what they did!)
- 'What didn't you like?'
- 'What would you like to do again?'



**What to do:**

- Players gathered where they can all see and hear the coach
- Seek player feedback about the lesson
- Allow questions

### NEXT LESSON (#5):

- ★ **Objective:** Rallying - introduction to shared court play
- ★ **Focus:** Spatial awareness and the interference ('let') rule

### COMMENTS/REFLECTION:

### EQUIPMENT CHECK:



- Cones (25)
- Hoops/Markers (30)
- Skittles (35-40)
- Squash Racquets (min. 30)
- Squash balls (min. 15)
- Whistle

### REMINDERS:

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





**OBJECTIVE:** Rallying (intro to a shared court)

**FOCUS:** Spatial awareness - interference rule

### LOOK OUT FOR OTHERS (WC03B)



Players run in random directions in a defined area. Players are made aware of the fact that the activity is focused on learning to play safely in the presence of others.



**Equipment:**

- NIL

**Playing Area:**

- Basketball court

**What to do:**

- Establish boundaries
- Disperse the players

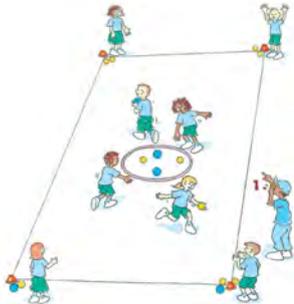
**Change it:**

- 1 Change the locomotion - e.g. run, skip, hop
- 2 Coach calls a number (e.g. 5) and players must quickly form groups of 5
- 3 Coach calls a number and a body part (eg: 4 elbows) and players must form groups with 4 elbows touching and no players left out
- 4 Use music - when the music stops players perform a balance pose

### HOW MANY BEAN BAGS? (WC06)



Players in pairs. One player from each pair runs to a central point to collect one bean bag at a time and return it back to their corner. They tag their partner who repeats the process. Partners alternate turns collecting.



**Equipment:**

- Buckets, cones, hoop
- Bean bags or balls

**Playing Area:**

- Basketball court

**What to do:**

- Form pairs. Allocate positions..
- Collect as many bean bags as possible in a given time eg: 60 secs
- When all bean bags have been removed from the centre, the coach blows the whistle to STOP

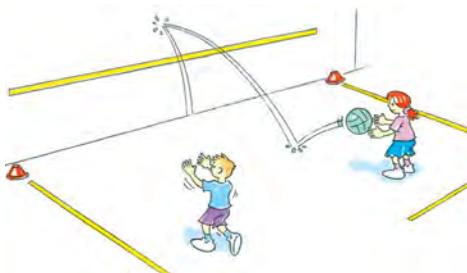
**Change it:**

- 1 Number players and randomly call who gets to collect as many bean bags as possible until a new number is called
- 2 Once bean bags are gone from the centre, allow stealing from others

### WALL BALL (NC07)



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

**Playing Area:**

- Rebound walls

**What to do:**

- Players can stay in their half court initially, then use the full court
- Encourage 'friendly' serves
- A point is scored by the player who wins the rally
- Encourage players to place ball out of reach of their opponent

**Change it:**

- 1 Combine players to make four groups and use adjoining walls - winner of rally stays on, next challenger serves
- 2 Allow 'think' time before throwing

START OUT

GET INTO IT



### Lesson 5

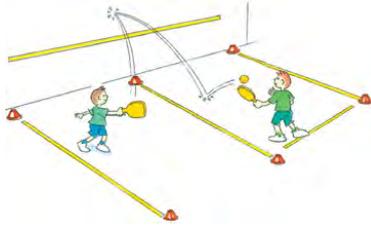
**OBJECTIVE:** Rallying (intro to a shared court)

**FOCUS:** Spatial awareness - interference rule

## SHARED COURT RALLYING



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



**Equipment:**

- 1 racquet per player
- 1 ball per group

**Playing Area:**

- Rebound wall

**What to do:**

- Encourage 'friendly' serves
- A point is scored by the player who wins the rally
- Players alternate serves
- 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 Play "King of the Court" style, where winner of each rally stays in and the next challenger serves

## WHAT DID YOU LEARN? (FINISH UP 01)



Reinforce key skill or tactical points. Use:

- Cue words, e.g. 'When you... keep it smooth'
- Tactical tips - these can relate to Ask the players questions, e.g. 'Remember when I asked Mary, Kate and John to show us... What did you learn?'



Link back to previous sessions.

**What to do:**

- Players seated where they can all see and hear the coach
- Seek clarification of players' understanding of key concepts through open questioning

**NEXT LESSON (#6):**

- ★ **Objective:** Basic Movement Patterns
- ★ **Focus:** Recovering to the "T" position

## COMMENTS/REFLECTION:

## EQUIPMENT CHECK:



- Bean bags (20)
- Buckets (8)
- Cones (30)
- Hoops (4)
- Squash Racquets (min. 30)
- Squash balls (min. 30)
- Volleyballs (6)
- Whistle

## REMINDERS:

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



GET INTO IT

FINISH UP



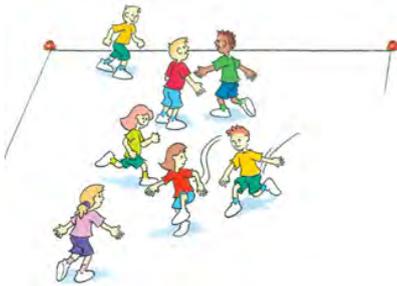
**OBJECTIVE:** Basic movement patterns

**FOCUS:** Recovery to "T" position

### HERE, THERE, NOWHERE (CP02A)



On a call from the coach, players run towards the coach (here), away from the coach (there) or do an activity on the spot (nowhere).



**Equipment:**

- NIL

**Playing Area:**

- Basketball court

**What to do:**

- Establish boundaries
- Explain the calls
- Start slowly e.g. shuffling, crazy walks, tip-toes

**Change it:**

- 1 Change the locomotion - e.g. run, hop, skip, high steps, jumps
- 2 Add extra calls eg: 'high-5' where children high-5 three others with feet off the ground when hands touch
- 3 Call a balance - on 1 leg, 1 leg/1 hand, 2 hands/1 leg, etc

### BUCKET OF BALLS



Coach v players. Coach has a full bucket of balls in the centre of the playing area. Kneeling at the bucket, the Coach throws the balls randomly around the court as quickly as possible. Players collect one ball at a time and return them to the bucket. Aim is for either the coach to fully empty the bucket or the players to fill the bucket first to win.



**Equipment:**

- Bucket
- Balls

**Playing Area:**

- Basketball court

**What to do:**

- Disperse players
- Identify a safety zone around the bucket to avoid clashes
- Encourage players to keep moving rather than standing on the spot
- Encourage team work

**Change it:**

- 1 Work to a time period
- 2 Players must run to the end line after returning a ball to the bucket
- 3 Split players into teams and allocate coloured balls to each. Team with most balls in the bucket wins

### BACK TRACK



Players in groups of 5-6, lined up in single file facing a rebound wall. The first player in line throws a ball at the wall above the line and quickly moves aside for the next player to catch the ball. The first player runs backwards and joins the end of the line, marked with a cone.



**Equipment:**

- 1 ball per group
- 1 racquet per player
- 2 cones per group

**Playing Area:**

- Rebound walls

**What to do:**

- Form groups. Allocate wall space
- After the first ball is thrown, the player moves to the left and then to the back of the line
- Children must look over their shoulder when running backwards
- Waiting players stand behind a cone marker to control space

**Change it:**

- 1 Allow a bounce before catching
- 2 Progress to using racquets and hitting the ball continuously if players are sufficiently proficient



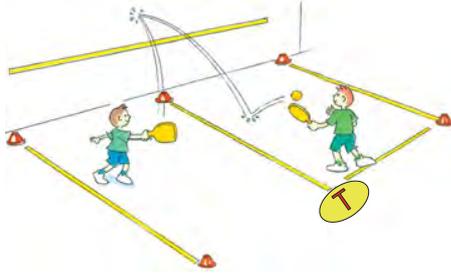
**OBJECTIVE:** Basic Movement Patterns

**FOCUS:** Recovery to "T" position

### HOME BASE



Two players have a full shared court rally, started with a bounce serve into the opponents half, keeping the ball above the line. After hitting their shot, players must run back backwards to the "T" position (marker) and will score a bonus point each time it is reached.



**Equipment:**

- 1 racquet per player
- 1 ball per group

**Playing Area:**

- Rebound wall

**What to do:**

- A point is scored by the player who wins the rally and any time during a rally where the "T" position is reached
- Players alternate serves
- 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 Play "King of the Court" style, where winner of each rally stays in and the next challenger serves

### GREAT WORK! (FINISH UP 01)



Examples:

- 'When you played ... I saw some great examples of ...
- Today I saw lots of examples of players keeping an eye on the ball AND their opponents/team mates. Well done!



**What to do:**

- Gather players where they can all see and hear the coach
- Use individual feedback when appropriate - emphasise improvement rather than all-round performance

**NEXT LESSON (#7):**

- ★ **Objective:** Modified Games
- ★ **Focus:** Competing for fun

### COMMENTS/REFLECTION:

### EQUIPMENT CHECK:



- Buckets (1)
- Cones (25)
- Squash racquets (min. 30)
- Squash balls (min. 30)
- "T" markers (6)
- Whistle

### REMINDERS:

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



GET INTO IT

FINISH UP



**OBJECTIVE:** Modified Games

**FOCUS:** Competing for fun

### 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 1-1 1/2 minutes

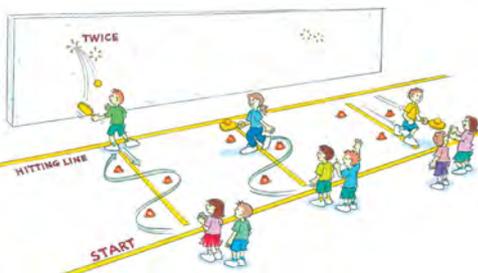
**Change it:**

- 1 Change the locomotion e.g. hop, skip, jump
- 2 Add more Sheriffs
- 3 Change the jail activities - ask players for suggestions
- 4 Vary the jail size
- 5 Add more jails
- 6 Add more jailors

### RACQUET RELAY (NC03)



Players start off in relay groups behind a starting line. Players balance a ball on their racquet, while weaving in and out of obstacles. When the hitting line is reached, the player uses the bat to hit the wall twice before returning with the ball balanced on the bat.



**Equipment:**

- Cones
- 1 racquet per player
- 1 ball per group

**Playing Area:**

- Basketball court

**What to do:**

- Forms groups of 4 players
- If players drop their ball, they pick up and continue
- On return, players must cross the start line and tag the next player
- The first team finished wins

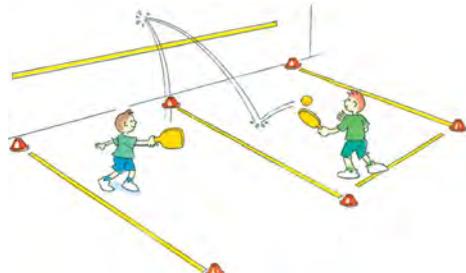
**Change it:**

- 1 The team with the most players finished in 90 seconds wins. Repeat.
- 2 Vary the position of the start line and hitting lines
- 3 Vary the type and separation of obstacles

### 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 who serves.



**Equipment:**

- 1 ball per group
- 1 racquet per player
- Cones

**Playing Area:**

- Rebound walls

**What to do:**

- Score one point for each rally won
- Server chooses 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/interference, replay the rally

**Change it:**

- 1 Allow faults on service
- 2 Provide bonus points for volleys
- 3 Vary the court size
- 4 Play in the corner using both walls

START OUT

GET INTO IT



**OBJECTIVE:** Modified Games

**FOCUS:** Competing for fun

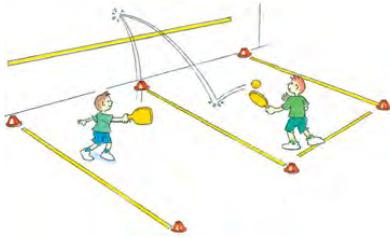
GET INTO IT

FINISH UP

### INTRUDER CHALLENGE



Players in four teams. Two teams compete against each other by sending an 'intruder' to their opponents court. The intruder does not go 'out' while the opposition take turns rallying with them attempting to score a point for each rally won. The first team to 5 points wins that round. Intruders return to their teams and the next 2 intruders go to the opposition court. Repeat.



**Equipment:**

- 1 racquet per player
- 1 ball per group

**Playing Area:**

- Rebound wall

**What to do:**

- A point is scored for every rally that beats the intruder (intruders are defenders, they do not score)
- Each team calls out their total as they go, so the opposition knows who gets to 5 points first
- Call 'STOP' once 5 points are reached and change intruders
- Team winning most rounds wins

**Change it:**

- 1 Play a Round Robin between the four teams
- 2 Intruder serves every rally

### STAY TUNED (FINISH UP 03)



This is your final opportunity to make short announcements and distribute handouts relating to:

- Key dates, terms, holidays
- Forthcoming events - eg: Come 'n Try sessions, etc

Distribute notes and newsletters linking children to their local squash club.



**What to do:**

- Gather players where they can all see and hear the coach
- Use this opportunity to encourage children (and parents/carers) to go to the local club and give squash a try on a real squash court!

**NEXT SESSION:**

*Open Day or Come 'n Try session at the local squash centre*

### COMMENTS/REFLECTION:

### EQUIPMENT CHECK:



- Cones (25)
- Coloured sashes (4)
- Squash Racquets (min. 30)
- Squash balls (min. 30)
- Whistle

### REMINDERS:

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



## 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 best achieve 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.

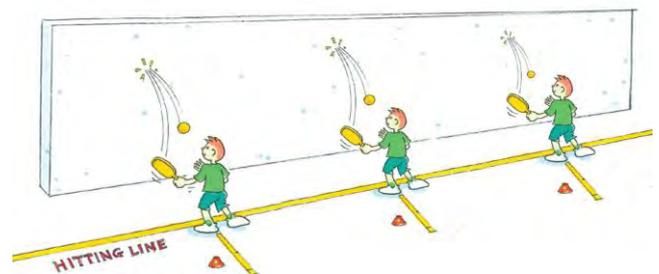
### Movement - Recovery to the "T"

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.



# 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

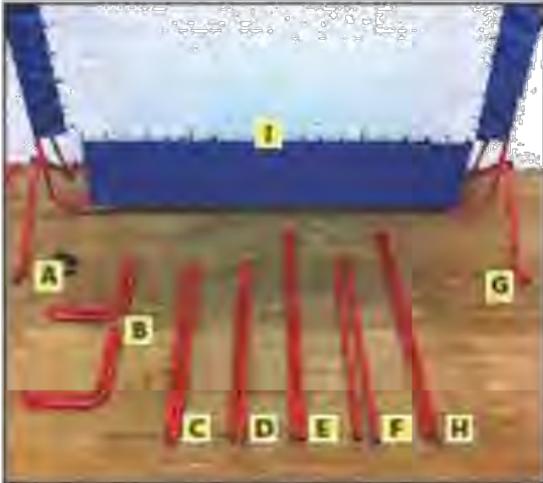
The OzSquash Program has also been adapted for the In-school environment. The program allows for teachers or coaches to use the program. Introducing the required skill development through fun and exciting games, embracing the philosophy of "learning through play". The program is delivered within the 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.

# AASC OzSquash Program – Equipment Requirements

EQUIPMENT	LESSON	1	2	3	4	5	6	7
Squash Racquets		30	30	30	30	30	30	30
Squash Balls		30	6	30	15+	30	30	30
Rebound Net Walls		8	1-4	6-8	8	6-8	6	6
Beach Balls			4					
Bean Bags						20		
Buckets/Tubs		7-10		5-6		8	1	
Cones		25	10	12-15	25	30	25	25
Coloured Sashes		2						4
Hoops		10	6	5-6		4		
Markers			4		30		6	
Marking Tape				4-6 sets				
Scoring Markers		4 sets						
Skittles					35-40			
Targets		10	1					



# Rebound Net Assembly

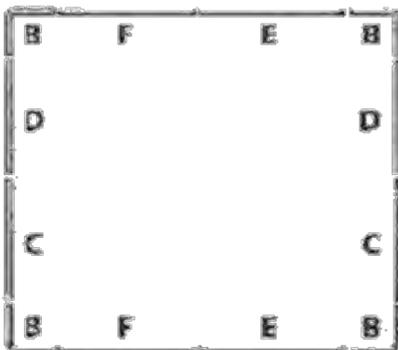


## COMPONENTS

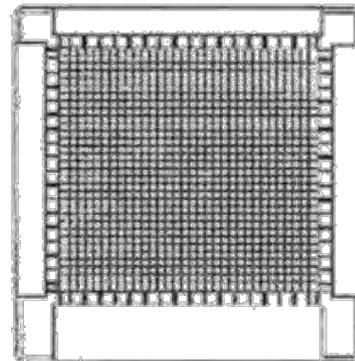
- A (4) Black screw knobs which secure the frame to G & H
- B (4) Poles which form the corners
- C (2) Poles which form part of the Vertical frame
- D (2) Poles which form part of the Vertical frame
- E (2) Poles which form part of the Horizontal frame
- F (2) Poles which form part of the Horizontal frame
- G (2) Stands which attach to the sides of the frame
- H (2) Diagonal upright poles connecting the side of the frame to the back of the stand
- I (1) Net

## ASSEMBLY

### STEP 1 - Assemble the frame

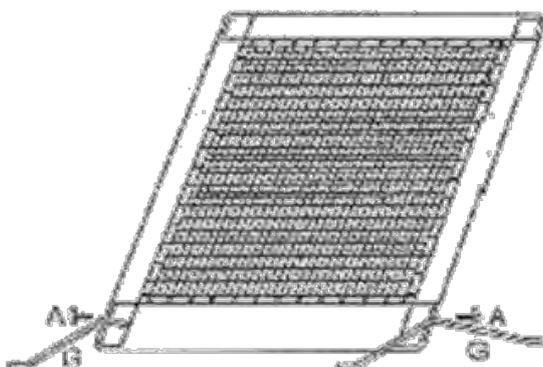


### STEP 2 - Attach the net to the frame

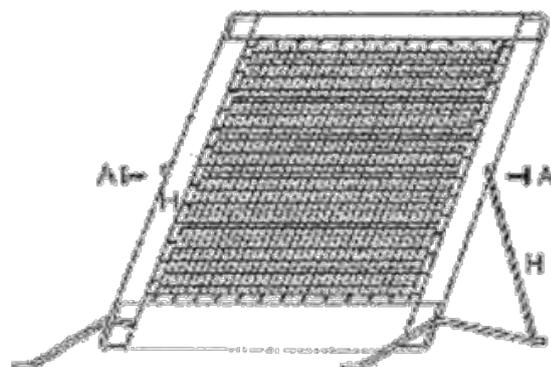


NB: The largest section of blue material around the net attaches to the bottom of the frame

### STEP 3 - Attach the stands (G)



### STEP 4 - Attach the upright supports (H)



## 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

### Squash SA

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

### Q Squash

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

### Squash Tasmania

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

### NSW Squash

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

### Squash Vic

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

### Squash NT

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

### WA Squash

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



