

TENNIS UNIT 10 LESSONS

COURTESY OF

TENNIS **BC**

LESSON ONE

Lesson Name: Ball Carrying
minutes

Lesson Length: 25 – 40

Course: Physical Education

Number of students: 20-30

Prescribed Learning Outcome:

Gr 4 – A1, A2, A3, A5, B1, B2, B3, C1, C2 **Gr 5** – A1, A2, A4, B1, B2, B3, B4, C1, C3 **Gr 6** – A2, A5, A6, B1, B2, B3, B4, C1, C2, C3 **Gr 7** – A1, A4, A5, B1, B2, B3, C1, C2, C3

Fundamental Movement Skill Focus: Ball carrying, swinging and striking (holding a racquet and striking a ball- groundstroke)

Movement Concept Focus: Spatial awareness (direction, space, pathways), relationships (objects, partners, targets)

Equipment: Whistle, 1 racquet per student, 1 foam ball per student, 1 cone per 2 students, 3 progressive tennis nets, 28 drop down lines and students should be dressed for physical activity (i.e. running shoes and active apparel)

Listening Position: Students enter the gym and proceed to sit around the center circle or sit in a designated space to begin the lesson.

- Safety: When a teacher is talking the students must hug the tennis racket and hide the ball in order to show they are ready for the next instruction.

Lesson Hooks: Have you ever watched tennis or played tennis before? Wouldn't it be great to be able to play tennis with a partner where we are able to hit the ball back and forth to each other? Would you like to learn how to do that?

Start Signal: Always use the word "Go" to promote active listening. Embed Phonological Awareness (Discrimination: recognize same/different sounds) by using other similar sounding words (**ghost, gorilla, goat, gold, good, golf, goose, gopher, goalie, etc.**) to try to 'trick' the students. Visit <http://www.scrabblefinder.com> for more word ideas.

Stop Signal: Use a whistle

Warm Up: Relay: Have the student's line up behind a cone – usually 2 students per cone. Say, "When I say "Go" you are going to move in a variety of ways to the net and back, tagging your partner after each turn. Once each partner has gone twice please sit down so we know you're done.

Here are some relay examples:

- Running to net and back
- Hopping on one leg to net and back. Alternating legs on the way to the net and back
- Skipping to net and back
- Side shuffle to the net and back – maintaining athletic stance
- Side shuffle mirroring a partner – tossing a foam ball back and forth as you move to the net. (catch with both hands / left hand only / right hand only)

Circle Debrief: Now that we're all warmed up. Does anyone know how to hold a tennis racquet? Wait for response. We hold a racquet the same way we would hold a hammer or the same way we

shake hands. Demonstrate by holding the racket with the non-dominant hand and shaking hands with racket. Another way of demonstrating would be to put the racquet on the ground and reaching down to pick it up. When we hold the racquet with shake hands or hammer grip when we turn the palm of hand up our racquet face faces the roof. Let's try balancing the ball on our racquet.

Warm up Activity #1: Ball Carrying

Provide each student with a racquet and a foam ball. Carrying the ball on the forehand side of the racquet (with the palm facing upward), students walk around the space on their home court. Encourage students to move in different directions and pathways while carrying the ball on their racquets; for example they can move forward, backward, or sideways direction or in a zigzag, curved, or spiral pathway. Repeat the ball-carrying activities while requiring students to use the backhand side of the racquet (with the palm facing downward)

Task: Ball Carrying

Introductory Cues:

- Use a hammer (shake hands with the racquet grip)
- Keep racquet level
- Keep wrist firm

Challenge:

Less challenging: Allow students to use the forehand side of the racquet only (palm downward) when ball carrying. Allow students to complete the ball carrying activities while moving in only one direction repeatedly (rather than moving around the entire court).

More challenging: Encourage students to complete the ball-carrying activities using the backhand (palm downward), encourage the students to work with a partner and play follow the leader while carrying the ball on their racquets.

LESSON TWO

Lesson Name: Striking a ball
minutes

Lesson Length: 25 – 40

Course: Physical Education

Number of students: 20-30

Prescribed Learning Outcome:

Gr 4 – A1, A2, A3, A5, B1, B2, B3, C1, C2 **Gr 5** – A1, A2, A4, B1, B2, B3, B4, C1, C3 **Gr 6** – A2, A5, A6, B1, B2, B3, B4, C1, C2, C3 **Gr 7** – A1, A4, A5, B1, B2, B3, C1, C2, C3

Fundamental Movement Skill Focus: Ball carrying, swinging and striking (holding a racquet and striking a ball- groundstroke)

Movement Concept Focus: Spatial awareness (direction, space, pathways), relationships (object, partners, targets)

Equipment: Whistle, 1 racquet per student, 1 foam ball per student, 1 cone per 2 students, 3 progressive tennis nets, 28 drop down lines and students should be dressed for physical activity (i.e. running shoes and active apparel)

Listening Position: Students enter the gym and proceed to sit around the center circle or sit in a designated space to begin the lesson.

- Safety: When a teacher is talking the students must hug the tennis racket and hide the ball in order to show they are ready for the next instruction.

Skill Exploration & Development Activity #1: Holding a Racquet and Striking a Ball
(Groundstroke)

All students have a ball and a racquet. Ask them to hold the racquet as if it were a hammer. With the ball on the floor, students gently pretend to hammer the ball with the frame of the racquet.

With racquet in hand, individual students self-rally the ball within their own personal space. Encourage them to begin their own self-rallies with a drop, bounce, and strike so that the ball moves upward within their personal space. Students should attempt using both upward forehand and backhand groundstrokes.

Task: Holding a Racquet and Striking a Ball (Groundstroke)

Introductory Cues:

- “Keep your wrist firm”
- “Keep your body sideways to your target”
- “Keep the ball in front of your body”
- “Strike the ball at knee-to-waist level”
- “Return to a ready position after each strike”

Challenge:

Less challenging: - Allow students to racquet catch the ball between each drop-strike. Allow students to only use one side of their racquet (forehand).

More challenging: - Encourage students to strike the ball using the backhand side of their racquet. Encourage students to strike the ball without allowing a bounce (i.e. volley) for some, or all, of their strikes. Encourage students to strike the ball at different heights. Encourage the students to move around while striking the ball.

Skill Exploration & Development Activity #2: Floor Rally

In pairs, in a shared space within their home court, one student drop-strikes the ball upward so that the partner is able to return the ball by also striking it into the air after allowing the ball to bounce. The ball sharing activity continues until the ball is “un-returnable”

Task: Floor Rally

Introductory Cues:

- “Keep the face of the racquet moving towards the target”
- “Keep the ball in the middle of the strings”
- “Gentle soft touches”

Closure:

Bring the students back to the circle or designated spot, in the listening position. To review the key points for controlling the ball as we stabilize on our rackets and as we strike for a groundstroke.

LESSON THREE

Lesson Name: Ball dropping
minutes

Course: Physical Education

Lesson Length: 25 – 40

Number of students: 20-30

Prescribed Learning Outcome:

Gr 4 – A1, A2, A3, A5, B1, B2, B3, C1, C2 **Gr 5** – A1, A2, A4, B1, B2, B3, B4, C1, C3 **Gr 6** – A2, A5, A6, B1, B2, B3, B4, C1, C2, C3 **Gr 7** – A1, A4, A5, B1, B2, B3, C1, C2, C3

Fundamental Movement Skill Focus: Swing and striking- continuously strike a ball toward a target using a forehand groundstroke

Movement Concept Focus: Spatial awareness (direction, space, pathways), relationships (object, partners, targets)

Equipment: Whistle, 1 racquet per student, 1 foam ball per student, 1 cone per 2 students, 3 progressive tennis nets, 28 drop down lines and students should be dressed for physical activity (i.e. running shoes and active apparel)

Listening Position: Students enter the gym and proceed to sit around the center circle or sit in a designated space to begin the lesson.

- Safety: When a teacher is talking the students must hug the tennis racket and hide the ball in order to show they are ready for the next instruction.

Lesson Hooks: Now that we've practiced controlling the ball on our racquet let's see if we can control sending the ball toward a target. Which side do you think would be easier to use a forehand or our backhand side?

Start Signal: Always use the word "Go" to promote active listening. Embed Phonological Awareness (Discrimination: recognize same/different sounds) by using other similar sounding words (**ghost, gorilla, goat, gold, good, golf, goose, gopher, goalie, etc.**) to try to 'trick' the students. Visit <http://www.scrabblefinder.com> for more word ideas.

Stop Signal: Use a whistle

Warm Up: Relay: Have the student's line up behind a cone – usually 2 students per cone. Say, "When I say "Go" you are going to move in a variety of ways to the net and back, tagging your partner after each turn. Once each partner has gone twice please sit down so we know you're done.

Here are some relay examples:

- Running to net and back
- Hopping on one leg to net and back. Alternating legs on the way to the net and back
- Skipping to net and back
- Side shuffle to the net and back – maintaining athletic stance
- Side shuffle mirroring a partner – tossing a foam ball back and forth as you move to the net. (catch with both hands / left hand only / right hand only)

Circle Debrief: Now that we've got our heart rate up and our muscles warmed up let's review

what we did last class. Can anyone remind me what we did? Wait for students to respond. We will start by warming up our racquet and ball skills by going over our ball drop and racquet catch drill we did last class.

Skill Exploration & Development Activity #1: Ball Dropping and Racquet Catching

- Individually, students drop, bounce, and racquet catch the ball on the forehand side of their racquets. They can practice ball dropping, bouncing, and racquet catching while stationary, running, shuffling, and turning. Repeat the exercises using the backhand side of the racquet.

Task:

- In pairs, students complete a number of ball dropping and racquet catching activities.
- Standing stationary and holding the ball in the non-racquet hand, one student drops and bounces the ball and allows the other student to racquet catch it on the forehand side of her racquet.
- Student, in turn drop and bounces the ball so the other student can racquet catch it on his racquet. Repeat exercise using the backhand side of racquet.

Introductory Cues:

- Keep wrist firm
- Keep your body sideways to the target.
- Keep the ball in front of your body
- Strike the ball at knee-to-waist level
- Return to a ready position after each strike.

Challenge:

Less challenging: Allow students to use their non-dominant hand to help racquet catch the ball. Allow students to drop the ball from a higher level. Allow students to have a partner drop the ball for them.

More challenging: Encourage students to racquet catch the ball on their racquets without using their hand. Encourage students to self-rally once before racquet catching the ball. Encourage students to drop the ball from their racquets (rather than from their non-dominant).

LESSON FOUR

Lesson Name: Racquet catching
minutes

Lesson Length: 25 – 40

Course: Physical Education

Number of students: 20-30

Prescribed Learning Outcome:

Gr 4 – A1, A2, A3, A5, B1, B2, B3, C1, C2 **Gr 5** – A1, A2, A4, B1, B2, B3, B4, C1, C3 **Gr 6** – A2, A5, A6, B1, B2, B3, B4, C1, C2, C3 **Gr 7** – A1, A4, A5, B1, B2, B3, C1, C2, C3

Fundamental Movement Skill Focus: Swing and striking- continuously strike a ball toward a target using a forehand groundstroke

Movement Concept Focus: Spatial awareness (direction, space, pathways), relationships (object, partners, targets)

Equipment: Whistle, 1 racquet per student, 1 foam ball per student, 1 cone per 2 students, 3 progressive tennis nets, 28 drop down lines and students should be dressed for physical activity (i.e. running shoes and active apparel)

Listening Position: Students enter the gym and proceed to sit around the center circle or sit in a designated space to begin the lesson.

- Safety: When a teacher is talking the students must hug the tennis racket and hide the ball in order to show they are ready for the next instruction.

Lesson Hooks: Now that we've practiced controlling the ball on our racquet let's see if we can control sending the ball toward a target. Which side do you think would be easier to use a forehand or our backhand side?

Start Signal: Always use the word "Go" to promote active listening. Embed Phonological Awareness (Discrimination: recognize same/different sounds) by using other similar sounding words (**ghost, gorilla, goat, gold, good, golf, goose, gopher, goalie, etc.**) to try to 'trick' the students. Visit <http://www.scrabblefinder.com> for more word ideas.

Stop Signal: Use a whistle

Skill Exploration & Development Activity #1: Striking a Ball (Forehand Groundstroke)

With students in groups of three, one student feeds the ball (with a gentle underhand toss), one student strikes the ball toward a target (e.g. over the net toward a racquet on the floor) using a forehand groundstroke, and one student retrieves (i.e. Catches and returns the ball to the feeder), students switch roles after a number of strokes.

Task: Strike a ball (forehand groundstroke)

Introductory Cues:

- Keep wrist firm
- Keep the body sideways
- Keep the ball in front of your body

- Strike the ball at knee-to waist level
- Return to a ready position after each strike

Challenge:

Less challenging: Students strike the ball over the net (rather than over the net and toward a target). Allow the striking student to stand closer to the net.

More Challenging: Encourage the students to stand farther away from the net. Encourage students to place the target in different locations and at different distances from the net. Encourage the retrieving student to be the target and to maintain the rally by returning the ball (rather than retrieving the ball).

Skill Exploration & Development Activity #2: No-Net Rally

Using two home court markers as “net-posts”, students share a ball (by striking it with a forehand groundstroke) back and forth over an imaginary net (i.e. Over the line), cooperating to share the ball for conservative strikes. The ball-sharing activity continues until the ball is “un-returnable”

Introductory Cues:

- Keep the face of the racquet moving toward the target
- Keep the ball in the middle of the strings
- Use soft, gentle touches

Challenge:

Less challenging: Allow students to racquet catch the ball after their partners have hit the ball. Allow students to self-rally the ball a number of times before returning it. Allow students to let the ball bounce multiple times between returns.

More challenging: Encourage students to strike the ball without allowing a bounce (i.e. Volley) for some, or all, of their strikes.

Closure: Why is it important to get into a ready position after you hit the ball? (e.g., so I can quickly get set and turn sideways for the next hit). What did you find helped you control the ball to your partner? (I.e. smaller swing, slower swing, less power – soft, gentle touches)

LESSON FIVE

Lesson Name: Swinging & Striking
minutes

Lesson Length: 25 – 40

Course: Physical Education

Number of students: 20-30

Prescribed Learning Outcome:

Gr 4 – A1, A2, A3, A5, B1, B2, B3, C1, C2 **Gr 5** – A1, A2, A4, B1, B2, B3, B4, C1, C3 **Gr 6** – A2, A5, A6, B1, B2, B3, B4, C1, C2, C3 **Gr 7** – A1, A4, A5, B1, B2, B3, C1, C2, C3

Fundamental Movement Skill Focus: Swinging and Striking – continuously strike a ball toward a target using a backhand groundstroke

Movement Concept Focus: Spatial awareness (direction, space, pathways), relationships (object, partners, targets)

Equipment: Whistle, 1 racquet per student, 1 foam ball per student, 1 cone per 2 students, 3 progressive tennis nets, 28 drop down lines and students should be dressed for physical activity (i.e. running shoes and active apparel)

Listening Position: Students enter the gym and proceed to sit around the center circle or sit in a designated space to begin the lesson.

- Safety: When a teacher is talking the students must hug the tennis racket and hide the ball in order to show they are ready for the next instruction.

Lesson Hooks: We've been doing such a great job rallying using our forehand. Wouldn't it be great to learn how to use our backhand and make it more of a weapon like our forehand? Today we are going to work on using our backhand groundstroke to stay in the rally when the ball comes to our backhand side.

Start Signal: Always use the word "Go" to promote active listening. Embed Phonological Awareness (Discrimination: recognize same/different sounds) by using other similar sounding words (**ghost, gorilla, goat, gold, good, golf, goose, gopher, goalie, etc.**) to try to 'trick' the students. Visit <http://www.scrabblefinder.com> for more word ideas.

Stop Signal: Use a whistle

Warm Up: Relay: Have the student's line up behind a cone – usually 2 students per cone. Say, "When I say "Go" you are going to move in a variety of ways to the net and back, tagging your partner after each turn. Once each partner has gone twice please sit down so we know you're done.

Here are some relay examples:

- Running to net and back
- Hopping on one leg to net and back. Alternating legs on the way to the net and back
- Skipping to net and back
- Side shuffle to the net and back – maintaining athletic stance

- Side shuffle mirroring a partner – tossing a foam ball back and forth as you move to the net. (catch with both hands / left hand only / right hand only)

Circle Debrief: Now that we have our muscles are all warmed up and have our heart rate up let's get started by reviewing what we did last class. Does anyone remember what we finished with last time? Review No-Net Rally and send the players out to practice self-rallying before we get into the next activity.

Skill Exploration & Development Activity #1: Ball Drop Striking

- Standing stationary and holding the ball in the non-dominant hand, one student drops, bounces, and strikes the ball and allows the other student to racquet catch it on the forehand side of the racquet. That student, in turn, drops, bounces, and strikes the ball so that the other student may racquet catch it on the racquet. Repeat the exercise using the backhand side of the racquet.
- Review and allow students to play **No-Net Rally** from the previous lesson.

Task: Ball drop striking

Introductory Cues:

- Keep the face of the racquet moving toward the target
- Keep the ball in the middle of the strings
- Use soft, gentle touches

Challenge:

Less challenging: Allow students to use their non-dominant hand to help racquet catch the ball. Allow students to let the ball bounce more than once before racquet catching.

More challenging: Encourage students to racquet catch the ball on the racquet without using their hand. Encourage students to self-rally before racquet catching. Encourage students to racquet catch the ball after only one bounce (or before one bounce).

LESSON SIX

Lesson Name: Swinging & Striking
minutes

Lesson Length: 25 – 40

Course: Physical Education

Number of students: 20-30

Prescribed Learning Outcome:

Gr 4 – A1, A2, A3, A5, B1, B2, B3, C1, C2 **Gr 5** – A1, A2, A4, B1, B2, B3, B4, C1, C3 **Gr 6** – A2, A5, A6, B1, B2, B3, B4, C1, C2, C3 **Gr 7** – A1, A4, A5, B1, B2, B3, C1, C2, C3

Fundamental Movement Skill Focus: Swinging and Striking – continuously strike a ball toward a target using a backhand groundstroke

Movement Concept Focus: Spatial awareness (direction, space, pathways), relationships (object, partners, targets)

Equipment: Whistle, 1 racquet per student, 1 foam ball per student, 1 cone per 2 students, 3 progressive tennis nets, 28 drop down lines and students should be dressed for physical activity (i.e. running shoes and active apparel)

Listening Position: Students enter the gym and proceed to sit around the center circle or sit in a designated space to begin the lesson. **Safety:** When a teacher is talking the students must hug the tennis racket and hide the ball in order to show they are ready for the next instruction.

Lesson Hooks: We've been doing such a great job rallying using our forehand. Wouldn't it be great to learn how to use our backhand and make it more of a weapon like our forehand? Today we are going to work on using our backhand groundstroke to stay in the rally when the ball comes to our backhand side.

Start Signal: Always use the word "Go" to promote active listening. Embed Phonological Awareness (Discrimination: recognize same/different sounds) by using other similar sounding words (**ghost, gorilla, goat, gold, good, golf, goose, gopher, goalie, etc.**) to try to 'trick' the students. Visit <http://www.scrabblefinder.com> for more word ideas.

Stop Signal: Use a whistle

Skill Exploration & Development Activity #1: Striking a Ball (Backhand Groundstroke)

With students in groups of three, one student feeds the ball (with a gentle underhand toss), one student strikes the ball toward a target (e.g. over the net toward a racquet on the floor) using a backhand groundstroke, and one student retrieves (i.e. Catches and returns the ball to the feeder), students switch roles after a number of strokes.

Skill Exploration & Development Activity #2: Net Rally

Beginning with a drop, bounce, and strike, students share a ball (by striking it with both forehand and backhand groundstrokes) back and forth over the net, cooperating to share the ball for consecutive strikes. The ball-sharing activity continues until the ball is "un-returnable."

LESSON SEVEN

Lesson Name: Serve
minutes

Course: Physical Education

Lesson Length: 25 – 40

Number of students: 20-30

Prescribed Learning Outcome:

Gr 4 – A1, A2, A3, A5, B1, B2, B3, C1, C2 **Gr 5** – A1, A2, A4, B1, B2, B3, B4, C1, C3 **Gr 6** – A2, A5, A6, B1, B2, B3, B4, C1, C2, C3 **Gr 7** – A1, A4, A5, B1, B2, B3, C1, C2, C3

Fundamental Movement Skill Focus: Swinging and Striking – students will be able to serve the ball over the net using a serve

Movement Concept Focus: Using overhand throwing motion to emulate a service motion

Equipment: Whistle, 1 racquet per student, 1 foam ball per student, 1 cone per 2 students, 3 progressive tennis nets, 28 drop down lines and students should be dressed for physical activity (i.e. running shoes and active apparel)

Listening Position: Students enter the gym and proceed to sit around the center circle or sit in a designated space to begin the lesson.

- Safety: When a teacher is talking the students must hug the tennis racket and hide the ball in order to show they are ready for the next instruction.

Lesson Hooks: When we watch tennis on TV how do the stars star the point? Who's your favourite pro tennis player? Wait for the students to response. Would you like to learn how to start the point your favourite pros? Excellent today we are going to learn how to serve and start the point like the pros.

Start Signal: Always use the word “Go” to promote active listening. Embed Phonological Awareness (Discrimination: recognize same/different sounds) by using other similar sounding words (**ghost, gorilla, goat, gold, good, golf, goose, gopher, goalie, etc.**) to try to ‘trick’ the students. Visit <http://www.scrabblefinder.com> for more word ideas.

Stop Signal: Use a whistle

Warm Up: Throw Tennis

Players attempt a rally using underhand throwing motion to move their partner around the court. This will help the players understand the tactical elements required to play tennis when using a racquet to send the ball instead of their hand. Reinforce that the players use body rotation to send the ball to their partner not use their arm as well as recovery back to home base.

Circle Debrief: How did you find throw tennis? What are some things that we can use now when we go out and use a racquet that we used during throw tennis? Hopefully the players notice that they can open up the court when they move their partner up and back or side to side. They are able to create space and an opening.

Skill Exploration & Development Activity #1: Striking a Ball

With students in groups of three, one student feeds the ball (with a gentle underhand toss), one student strikes the ball toward a target (e.g. over the net toward a racquet on the floor) using a

backhand groundstroke, and one student retrieves (i.e. Catches and returns the ball to the feeder), students switch roles after a number of strokes.

Skill Exploration & Development Activity #2: Striking a Ball (Serve)

Task: Standing on the baseline, students serve the ball to a partner who is standing near the net (on the same side of the court). The partner racquet catches the serve and returns the ball with a serve. Standing in the midcourt to backcourt, students use a serve to send the ball to a partner who is standing directly across on the opposite side of the net. Standing in the midcourt to backcourt, students use a serve to send the ball to a partner who is standing diagonally across on the opposite side of the net. Whenever serving, students should aim to make the ball travel in a rainbow (arc) trajectory.

Introductory Cues:

- Keep wrist firm
- Keep the body sideways to your target
- Contact the ball above your head
- Keep the strings facing the target

Challenge:

Less challenging: Allow students to move closer to the net/partner when serving.

More challenging: Encourage students to aim their serves at targets (e.g. Racquets, line) on the opposite side of the net. Encourage students to return the serve with a groundstroke. Encourage students to serve from behind the baseline.

LESSON EIGHT

Lesson Name: Serve it up
minutes

Lesson Length: 25 – 40

Course: Physical Education

Number of students: 20-30

Prescribed Learning Outcome:

Gr 4 – A1, A2, A3, A5, B1, B2, B3, C1, C2 **Gr 5** – A1, A2, A4, B1, B2, B3, B4, C1, C3 **Gr 6** – A2, A5, A6, B1, B2, B3, B4, C1, C2, C3 **Gr 7** – A1, A4, A5, B1, B2, B3, C1, C2, C3

Fundamental Movement Skill Focus: Swinging and Striking - Students will be able to serve the ball over the net using a serve.

Movement Concept Focus: Using overhand throwing motion to emulate a service motion.

Equipment: Whistle, 1 racquet per student, 1 foam ball per student, 1 cone per 2 students, 3 progressive tennis nets, 28 drop down lines and students should be dressed for physical activity (i.e. running shoes and active apparel)

Listening Position: Students enter the gym and proceed to sit around the center circle or sit in a designated space to begin the lesson.

- Safety: When a teacher is talking the students must hug the tennis racket and hide the ball in order to show they are ready for the next instruction.

Lesson Hooks: When we watch tennis on TV how do the stars star the point? Who's your favourite pro tennis player? Wait for the students to response. Would you like to learn how to start the point your favourite pros? Excellent today we are going to learn how to serve and start the point like the pros.

Start Signal: Always use the word "Go" to promote active listening. Embed Phonological Awareness (Discrimination: recognize same/different sounds) by using other similar sounding words (**ghost, gorilla, goat, gold, good, golf, goose, gopher, goalie, etc.**) to try to 'trick' the students. Visit <http://www.scrabblefinder.com> for more word ideas.

Stop Signal: Use a whistle

Skill Exploration & Development Activity #1: Serve It Up

Task:

Version 1: With teams of two to four players on each side of the net, one student from the serving team serves the ball over the net; the opposing players try to racquet catch the ball. When a ball is caught, it is served across the net. A successful serve over the net (in bounds) earns 2 points; a successful racquet catch earns 1 point. Alternate serving and receiving after each serve. Accumulate points as a team.

Version 2 (competitive game): In pairs, one student serves the ball over the net to a partner. The partner must racquet catch the ball and then serve it back. A successful serve over the net (in bounds) earns 2 points; a successful racquet catch earns 1 point. Each student keeps track of her own points; students switch roles after each attempt

Question for Understanding: How can you serve the ball so it is more difficult for your partner to racquet catch it? (E.g. serve into empty space; serve it harder)

Introductory Cues:

- Keep the face of the racquet moving toward the target
- Keep the ball in the middle of the strings

Challenge:

Less challenging: Allow play to be conducted on one side of the net only (i.e. Eliminate having to serve over the net). Allow students to move closer to the net when serving. Allow students to serve straight across the net only. (I.e. No diagonal serves).

More challenging: Encourage students to return the serve with a groundstroke. Encourage students to serve from behind the baseline.

Closure: How did you like starting the point using a serve? Now we have covered all the main elements of the game with more play and practice outside of the lesson we can get better at and more consistent. What helps us control the ball of the groundstrokes and serve? The impact point is key to success.

Ask, "For excellent technique in..."

Serve it up: To be successful at serve it up, students will need to be able to serve a tennis ball over the net.

LESSON NINE

Lesson Name: Tennis Volleyball
minutes

Lesson Length: 25 – 40

Course: Physical Education

Number of students: 20-30

Prescribed Learning Outcome:

Gr 4 – A1, A2, A3, A5, B1, B2, B3, C1, C2 **Gr 5** – A1, A2, A4, B1, B2, B3, B4, C1, C3 **Gr 6** – A2, A5, A6, B1, B2, B3, B4, C1, C2, C3 **Gr 7** – A1, A4, A5, B1, B2, B3, C1, C2, C3

Fundamental Movement Skill Focus: Swinging and Striking - Students will be able to continuously share a ball over the net using the forehand and backhand groundstrokes.

Movement Concept Focus: Using overhand throwing motion to emulate a service motion. Using underhand throwing motion to shadow backhand and forehand

Equipment: Whistle, 1 racquet per student, 1 foam ball per student, 1 cone per 2 students, 3 progressive tennis nets, 28 drop down lines and students should be dressed for physical activity (i.e. running shoes and active apparel)

Listening Position: Students enter the gym and proceed to sit around the center circle or sit in a designated space to begin the lesson.

- Safety: When a teacher is talking the students must hug the tennis racket and hide the ball in order to show they are ready for the next instruction.

Lesson Hooks: How many of us liked starting the point using the serve? Today we are going to continue to use the serve to start a point but will be adding a volley. Does anyone know what a volley is? A shot that is hit without letting the ball bounce first is called a volley.

Start Signal: Always use the word “Go” to promote active listening. Embed Phonological Awareness (Discrimination: recognize same/different sounds) by using other similar sounding words (**ghost, gorilla, goat, gold, good, golf, goose, gopher, goalie, etc.**) to try to ‘trick’ the students. Visit <http://www.scrabblefinder.com> for more word ideas.

Stop Signal: Use a whistle

Warm Up: Throw Tennis

Player use an overhand throwing motion to start the point. Today the players can catch and send the ball without it bouncing on their side first. Players but send the ball from the same position they receive it from. Reinforcing to throw and recover back to home base. Once a player misses catching the ball off of one bounce the point is over. Have players keep track of score using 1,2,3,4, scoring system. Once players get up to 4 they switch partners. Do 3 rotations before we move on to the first activity.

Skill Exploration & Development Activity #1: Tennis Volleyball

Task: In teams of two or four, students play tennis volleyball; each team is allowed three strikes before sending the ball over the net. Play begins with a serve from the backcourt. Consider introducing basic scoring. Games are played to 4 points and are scored as 1, 2, 3, and 4; the fourth point is the game winning point. Encourage students to play a “set” (i.e. the first team to win two

out of three games wins the “set”). Questions for Understanding: What are some strategies you can use to win a point and end a rally? (E.g. come to the net to make the last shot; hit right between teammates; hit the ball toward the sideline)

Introductory Cues:

- Keep the face of the racquet moving toward the target
- Keep the ball in the middle of the strings
- Use soft, gentle touches

Challenge:

Less challenging: Allow students to begin play with a drop, bounce, and strike. Allow students to begin play with a serve from the midcourt. Allow students to self-rally between groundstrokes.

More challenging: Encourage the students to decrease the number of strikes and/or self-rallies before sending the ball back over the net. Encourage students to use tennis scoring language (i.e. Love, 15, 20, 40, game” rather than “1, 2, 3, 4).

Closure: What was the most difficult thing you found about volley tennis? What are some keys that worked for you? The most important thing that the students might say is the gentle touch needed when passing the ball to their partner. The gentle touch allows the players to control the ball whether they are sending it to their partner or hitting it to the open space.

LESSON TEN

Lesson Name: Singles
Course: Physical Education

Lesson Length: 25 – 40 minutes
Number of students: 20-30

Prescribed Learning Outcome:

Gr 4 – A1, A2, A3, A5, B1, B2, B3, C1, C2 **Gr 5** – A1, A2, A4, B1, B2, B3, B4, C1, C3 **Gr 6** – A2, A5, A6, B1, B2, B3, B4, C1, C2, C3 **Gr 7** – A1, A4, A5, B1, B2, B3, C1, C2, C3

Fundamental Movement Skill Focus: Swinging and Striking – students will be able to place a groundstroke in various spaces around the court and return to a home location after sending the ball over the net.

Movement Concept Focus: Hitting and recovering. Using a movement cycle of set-up, hit, recover.

Equipment: Whistle, 1 racquet per student, 1 foam ball per student, 1 cone per 2 students, 3 progressive tennis nets, 28 drop down lines and students should be dressed for physical activity (i.e. running shoes and active apparel)

Listening Position: Students enter the gym and proceed to sit around the center circle or sit in a designated space to begin the lesson.

- Safety: When a teacher is talking the students must hug the tennis racket and hide the ball in order to show they are ready for the next instruction.

Lesson Hooks: Now that we've practiced our groundstrokes, volleys and serve how many of us want to play points out like the pros? What direction do pros serve when they are playing out a match? Straight ahead? Or on a diagonal? On a diagonal. Today we are going to practice serving on a diagonal and keeping score like the pros do.

Start Signal: Always use the word "Go" to promote active listening. Embed Phonological Awareness (Discrimination: recognize same/different sounds) by using other similar sounding words (**ghost, gorilla, goat, gold, good, golf, goose, gopher, goalie, etc.**) to try to 'trick' the students. Visit <http://www.scrabblefinder.com> for more word ideas.

Stop Signal: Use a whistle

Warm Up: Relay: Have the student's line up behind a cone – usually 2 students per cone. Say, "When I say "Go" you are going to move in a variety of ways to the net and back, tagging your partner after each turn. Once each partner has gone twice please sit down so we know you're done.

Skill Exploration & Development Activity #1: Returning a Ball

Students share a ball with a partner over the net, using forehand and backhand groundstrokes (encourage students to strike the ball while standing sideways to the net and to face the net after striking the ball). Students begin each rally with a serve.

Skill Exploration & Development Activity #2: Singles No-Limits Tennis

Task: Begin play with a serve, students work with a partner to share a ball over the net; the ball may bounce multiple times, and students may use multiple strikes. Encourage students to continue

to use basic scoring. Games are played to 4 points and are scored 1, 2, 3, and 4; the fourth point is the game-winning point. Encourage students to play a “set” (i.e. the first team to win two out of three games wins the “set”).

Questions for Understanding: Why is it important to move into a home location after every shot? (E.g. because it puts me in a better position to move anywhere on the court when the ball is returned).

Introductory Cues:

- Keep the face of the racquet moving toward the target.
- Keep the ball in the middle of the strings
- Use soft, gentle touches

Challenge:

Less challenging: Allow students to begin play with a drop, bounce, and strike. Allow students to stand closer to the net when serving.

More challenging: Encourage students to allow the ball to bounce only once before sending it back over the net. Encourage students to use only one strike to return the ball over the net. Encourage students to return to home position after sending the ball over the net. Encourage students to return to home position after sending the ball over the net. (I.e. By awarding partners an extra point when they do not). Encourage students to use tennis scoring language (i.e. Love, 15, 30, 40, game rather than “1, 2, 3, 4”).

Closure:

Ask, "For excellent technique in..."

Singles No-Limit Tennis: Students will need to be able to place a ball over the net such that their partner cannot return the ball.



Progressive Tennis Equipment Order Form



Tennis BC in partnership with **Wilson Canada** is pleased to make progressive tennis equipment packages available to schools wishing to make tennis a part of their regular scheduled activities. Through the use of progressive tennis equipment it is easier than ever to transform any space into a mini tennis court.

Why Progressive Tennis:

Progressive tennis introduces the sport of tennis in a fun and interactive way and ensures immediate success for young players. Using modified tennis balls, racquets, nets and courts, young players are properly equipped to enjoy rallies and learn the fundamentals of the game early on. Skills are developed much quicker, allowing for an easy transition to full court equipment.

The Equipment:

- **Wilson Starter 18' Net:** 18 feet long, 3 feet high (can be set up on any surface within minutes)
- **Wilson Foam Balls:** High quality soft foam for mini tennis. Allows for easy learning – can be used on grass
- **Wilson Roger Federer Junior Racquets:** Available in 21", 23", 25" and 27" long with 3 7/8 grip size

Price List:

Item	Price
Wilson Starter 18' Net	\$140.00
Wilson Foam Balls- DOZ	\$40.00
Wilson Starter Balls (Orange Low Compression) - DOZ	\$24.00
Wilson Jr. Roger Federer Racquet (21", 23", 25", 27")	\$25.00
Manual- Learn to Play Tennis Instructional Guide	\$15.00

TENNIS EQUIPMENT ORDER REQUEST:

Item	Quantity	Price	Total
Wilson Starter 18' Net		\$140.00	
Wilson Foam Balls- DOZ		\$40.00	
Wilson Starter Balls (Orange Low Compression) - DOZ		\$24.00	
Wilson Jr. Roger Federer Racquet: 5 - 7yrs (21")		\$25.00	
Wilson Jr. Roger Federer Racquet: 7 - 9yrs (23")		\$25.00	
Wilson Jr. Roger Federer Racquet: 9 - 11yrs (25")		\$25.00	
Wilson Adult Beginner Racquet: 12+ yrs. (27")		\$25.00	
Manual- Learn to Play Tennis Instructional Guide		\$15.00	
		Shipping	\$15.00
		Total Owed	

Order Shipped To:

School Name:	Contact Person:
Contact Phone #:	Contact Email:
Shipping Address:	City: Postal Code:

Please return completed form to: Anne Bees – Tennis BC Schools Coordinator
 204 - 210 West Broadway, Vancouver BC V5Y 3W2
 Email: schools@tennisbc.org Phone: (604) 808-3610 Fax: (604) 737-3124