TENNIS FOR PRIMARY SCHOOLS

CURRICULUM RESOURCE



ANZ HOT SHOTS tennis

ACHPER Australia
Australian Council for Health, Physical Education and Recreation

SPORTING Schools

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INTRODUCTION
GROWING TENNIS PARTICIPATION

Welcome to the ANZ Tennis Hot Shots (ANZTHS) program, Tennis Australia's official development program for primary aged children. The ANZTHS program is a critical component of Tennis Australia's strategy which is focused on getting more kids playing tennis more often.

At the core of ANZTHS is an innovative, practical philosophy called "Learning through Play." This means that playing the game of tennis or modified versions of the game, is the central feature of all lessons.

The use of scaled equipment, including smaller courts, racquets and low-compression tennis balls ensures children are introduced to tennis in an environment that is suited to their ability and makes learning tennis fun and easy.

Since the introduction of ANZTHS, families and children have accessed the program through schools, clubs, coaches and league providers, thereby extending more opportunities for people to pick up a racquet and play. These high quality early playing experiences are an important component of our strategy to grow both participation and a lifelong love of the game.

We are all excited about the future of tennis participation within Australian schools. We appreciate your support and commitment to the sport and look forward to working with you in providing all children with the opportunity to experience what this great sport has to offer.

Paul Cammack
Director Participation
Tennis Australia





STATEMENT OF SUPPORT

AUSTRALIAN COUNCIL FOR HEALTH PHYSICAL EDUCATION AND RECREATION (ACHPER)

ACHPER is delighted to support Tennis Australia initiative's and present the Tennis for Primary School resource. This resource supports a 21st century pedagogical approach that is current, and provides user-friendly tennis resources for both Primary generalist and specialist Physical Education teachers at the Foundation through to Year 8 Band.

ACHPER has mapped the Tennis for Primary School resource to align with the Australian Curriculum: Health and Physical Education (AC:HPE). The two strands, Personal Social and Community Health (PSCH) and Movement and Physical Activity (MPA) as imbedded in the AC:HPE are addressed.

The Tennis for Primary Schools resource aims to support students with movement confidence and capabilities acquisition through structured and unstructured play. The lesson learning intentions take an educative and developmentally appropriate approach to the teaching of games and sports and this resource will be well received by teachers. It combines a Game Sense Approach and guided questioning to develop tennis game sense in students.

The educative Game Sense Approach to pedagogy has importance to the development of general capabilities in the Australian Curriculum and can therefore be delivered across all learning areas. Teachers may choose to deliver lesson learning intentions to general capabilities that emphasise personal and social capabilities, critical and creative thinking, ethical behaviour and literacy and numeracy.

Tennis Australia has led the way by bringing together all junior development initiatives in a consolidated approach. The ANZ Tennis Hot Shots program is a highly respected, growing, junior participation program. The resource provides an inclusive tennis for all approach and recognises the importance of maximising participation in a fun and safe school setting.

Tennis Australia has worked in partnership with ACHPER to provide a useful, relevant resource that makes it fun and easier for teachers to teach tennis. The lessons in the resource are sequentially based and include opportunities for teachers to be flexible in their approach and to utilise professional judgement based on the individual needs of their students and schools.

The collaborative model recognised by Tennis Australia and supported by ANZ Tennis Hot Shots means that schools, teachers, students, parents and coaches are working toward a shared outcome in terms of student physical activity engagement and tennis development.

ACHPER values initiatives by National Sporting Organisations and schools that bring sport and educative outcomes closer together. Tennis Australia has certainly adopted this approach and should be congratulated for its vision and commitment.



Alison Turner
National Executive Director
Australian Council for Health, Physical Education and Recreation (ACHPER)



TENNIS FOR SCHOOLS

Tennis Australia is proud to offer support to all Australian schools and teachers with the implementation and delivery of sustainable programs. Tennis values the importance of health and physical education and the role which sport plays in schools to provide more opportunities for children to get active, enact social capabilities and participate.

Since the introduction of the Tennis for Schools program in 2012, participation of schools, teachers and students in tennis has increased nationally, year on year. We continue to engage and consult with all stakeholders in the education, sport and health sector to ensure that the initiatives that are developed and offered meet the needs of schools and their teachers.

The Tennis for Schools strategy continues to be centred on the development and support of teachers in the school environment. With the demands of the AC:HPE, Tennis Australia seeks to ensure that you have everything to feel confident and competent when delivering tennis to students. Whether via face-to-face professional learning workshops, Bounce (the free online platform for teachers) or an Australian Council for Health Physical Education and Recreation (ACHPER) conference or workshop, we are here to assist you.

The Tennis for Primary Schools resource has been developed to align to the AC:HPE. It is presented as a best practice model that may be incorporated into the curriculum and appeal to the educative purposes of Physical Education. Each state in Australia is encouraged to apply the content of this resource to their respective HPE curriculum.

The Tennis for Schools team maintains a focus on developing programs as well as embedding competition structures through your local School Sport Associations to provide students with their first experience of team tennis.

Irrespective of how you have chosen to become involved in tennis, we hope you are excited about Tennis Australia's focus and commitment to all schools and teachers in the delivery of the sport.

We are here to support you and make you feel comfortable with tennis, which will ensure all students have a great experience. We look forward to working in partnership with you to provide the best opportunities for all students at your school to participate.



Rebecca McDonald
Manager Schools
Tennis Australia

A GAME SENSE APPROACH (GSA)

The Tennis for Primary Schools resource adopts the game-based focus of the GSA central to the Australian Sports Commission (ASC) sporting philosophy of "Playing for Life". When learning through playing games, students are encouraged to Play with Purpose to develop the technical motor skills and tactical decision-making skills of tennis as complimentary pairs. This pedagogical approach involves:

- Guided play using questions to shape, focus and make visible student learning
- Deliberate modification of task and environmental constraints to meet the learning needs of the students at the different stages of game development
- A tool to create the right challenge point for students during practice, and direct instruction to promote tactical understanding and technique development where appropriate

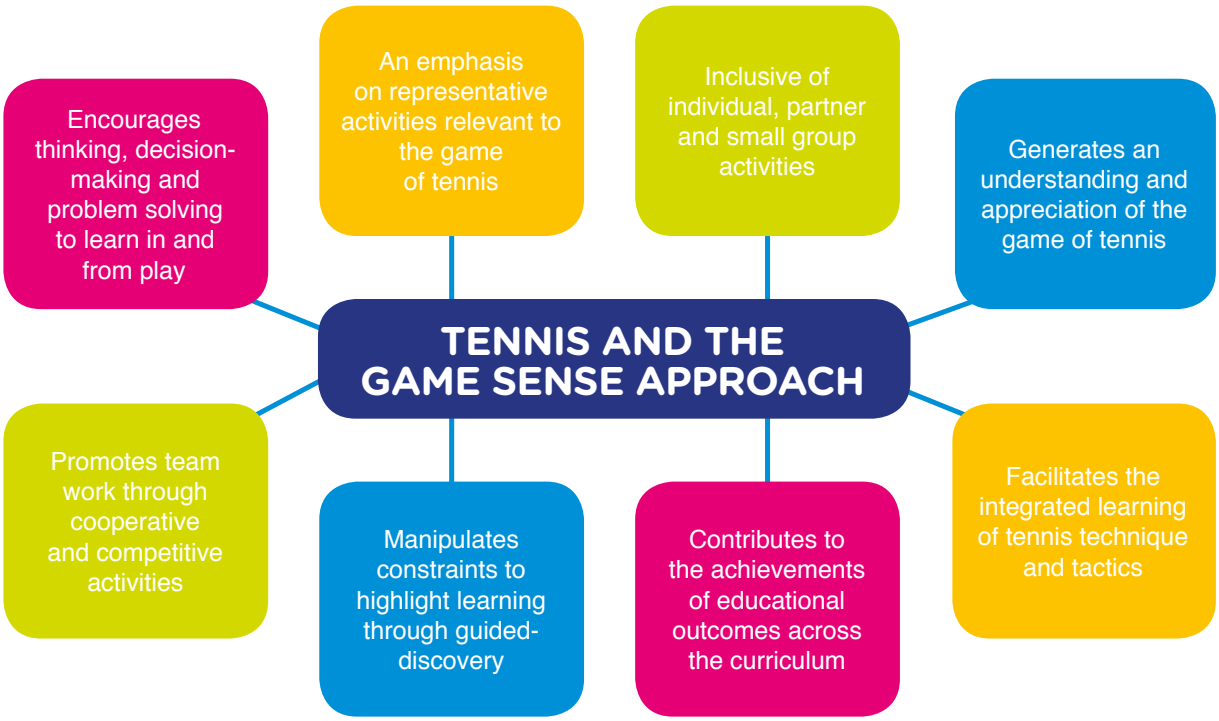
Game Sense (or game intelligence) is knowledge in action and is defined by three key elements. Students will improve their tennis through this game-based approach by:

1. Knowing what to do in the context of play (decision making)
2. Knowing how to do it (movement knowledge)
3. Being able to execute the how and what successfully (movement capability) (Pill, 2013)

In the application of tennis, it is important to recognise that students should be exposed to planned lessons that foster development in four central domains:

- Physical (technique)
- Social (interaction)
- Cognitive (decision-making)
- Affective (fun and enjoyment)

Learning is positioned within modified games to emphasise understanding of the way rules shape game behaviour, tactical awareness, decision-making and the development of contextualised stroke mechanics (technical skill). The below diagram outlines how the GSA is defined in tennis (Hewitt & Pill, 2016).



A GAME SENSE APPROACH (GSA)

GUIDED OR OPEN ENDED QUESTIONS

A key instructional strategy in achieving technical and tactical game sense in tennis is the purposeful use of focus questions which are designed to strongly guide the student's developing game appreciation and understanding. It is critical that focus questions are targeted in the student's zone of development. A reliance on highly directed practice style physical education and sport teaching does not necessarily encourage students to learn how to search and select information from the game environment. This is because they are continually being told what to focus on instead of learning how to think during the game.

DESIGNING QUESTIONS

The use of carefully designed questions to elicit more substantial responses than 'yes' and 'no' is a critical ingredient in the GSA. Encouraging a debate of ideas during tactical time-outs in play is another way of using questions to strongly guide inquiry for the purposeful development of game understanding. This process proceeds by initially posing questions to students such as "What are the strengths of your opposition?", followed by "What are you doing to counter those strengths?" and "What can you do to become a more effective player?" (Grehaigne, Richard & Griffin, 2005). The purpose of the debate of ideas is to create a reflective episode during the tactical time-out.

When working with students, attempt to avoid the generalised shout-out – "Who can tell me …?". Instead, randomise the selection of students to respond to the question so you can systematically explore the thinking of all students. For example, "Charlie can you tell me when …?" Ideas can also be debated during these reflective moments by throwing around ideas in a guided manner. For example, "What do you think of Charlie's idea … would you do the same?".

SCAFFOLDING QUESTIONS

Novice students will require more scaffolding and guidance, and thus different types of questions to students with more experience with tennis. Questions to novice students may be more convergent towards correct answers. As students gain more game understanding, the questions can be more open and exploratory in nature, even to the point of encouraging divergent and creative responses. Along the continuum of game development from novice to expert students, the purpose of questions is to provide a learning environment that scaffolds understanding and permits students to actively construct technical and tactical game skill.

The table below illustrates the game-based nature of the GSA and the pedagogical focus on strongly guided inquiry through the use of well-considered questions.

Tactical problem The learning intention	Understand how to set up to win a rally by creating space on your opponent's court
Focus	Understand the concept of creating space
Modified game	Singles rally e.g., Red Stage playing area
Examples of game-based questions	• How do you place the ball to move your opponent? • Into what spaces can you hit the ball? • How do you need to move to be in position to return the ball? • Where is the hardest place to return the ball from?
Practice task	Partner cooperatively serves (underarm throw) over the net to their partner on the forehand side
Return to modified game	Can you find or create space to hit the ball past your partner?
Conclusion	How do you hit the ball to create space on your opponent's court?

A GAME SENSE APPROACH (GSA)

PROGRESSING AND OR REGRESSING AN ACTIVITY

The *CHANGE IT* formula (Schembri, 2005) is used in the program to modify constraints by "eliminating, refining, or adding to game rules and playing conditions to focus attention on specific technical or tactical game understanding" (Pill, 2013, p. 9).

The teacher may modify the game by adapting the playing area (e.g., making the court smaller or larger), changing the equipment (using a variety of sized balls with varying compression levels and different sized racquets) and changing the rules (e.g., permitting the ball to bounce twice).

C coaching style
H how scoring occurs or the scoring system
A area or dimension
N number of players
G game rules
E equipment
I inclusion by modifying activities for learning needs
T time of the game or time allowed in possession

NET/COURT/WALL GAMES

In the GSA, there are four game categories. These include:

- Net/court/wall
- Invasion
- Target/striking
- Fielding

Tennis is classified as a net/court/wall game. The primary rule of this game category is to place an object over a net or against a wall so that an opponent is unable to return the object.

The technical solutions and tactical problems of tennis come from the specific secondary rules that shape the nature of the game. The tactical problems of tennis may be described as:

Winning the point

- Setting up to attack
- Finishing the point

Defending the point

- Defending space
- Defending an attack

The technical solutions to the tactical problems of the game refers to the coordination dynamics of the strokes (techniques) that are biomechanically sound and permitted within the task constraints (the rules) of the game. Basic technical tips for teachers are provided throughout the resource in each stage (Purple, Blue, Red, Orange and Green).

The Tennis for Primary Schools resource can also be used across other sports in the net/court/wall category. All lessons contain activities which can be used for sports such as badminton, volleyball, table tennis and squash. Teachers can use the activities as a starting point and use the *CHANGE IT* formula (Schembri, 2005) to make them more applicable to the selected sport.

THE BUILDING BLOCKS

FUNDAMENTAL MOVEMENT SKILLS

Fundamental Movement Skills, usually referred to as FMS, are the basic building blocks or precursor patterns of the more specialised, complex skills used in organised and non organised games, sports and recreational activities. They may be categorised as body management (e.g., balance, roll, climb), locomotor (e.g., run, hop, jump, skip) and object control (e.g., catch, kick, throw, strike) skills (Hands, 2012).

PERCEPTUAL MOTOR SKILLS

Perceptual Motor Skills (PMS) such as tracking, receiving, interpreting and responding to particular information and environments is essential to the personal development of the student. Students need to understand how to interpret information when playing in games and respond accordingly to develop their movement skills and competence.



A MODIFIED TENNIS ENVIRONMENT

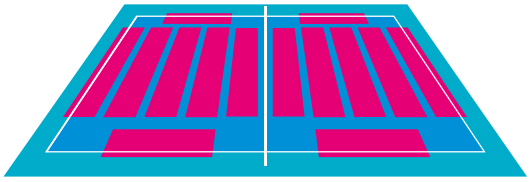
The Tennis for Schools programs focus on the delivery of sport in a modified environment which supports maximum participation and caters to the developmental readiness and individual needs of all students. This is achieved via scaled equipment and the ability to construct a number of courts in a variety of playing spaces. The table below outlines the modifications in each stage.

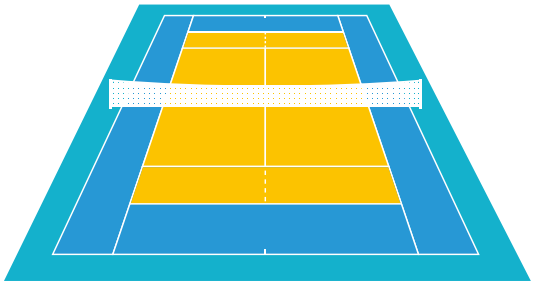
BAND	COLOUR	DESCRIPTION	COURT SIZE	BALL	RACQUET
Foundation	Purple	Students are introduced to tennis through learning basic fundamental movement skills and perceptual motor skills which will assist in grasping the key concepts required to play	At this stage teachers can define a playing area which is large, safe, flat and appropriate for the number of students who are participating. Playing areas can be defined by soft cones or drop down lines	Different balls of varying sizes and/ or red low compression (25%) tennis ball	Foam bats, paddle tennis bats and/ or 19 or 21 inch tennis racquets
Years 1 and 2	Blue	Students are introduced to tennis through learning basic fundamental movement skills and perceptual motor skills. Students learn the basic concepts of serve, rally, score	At this stage teachers can define a playing area which is large, safe, flat and appropriate for the number of students who are participating. Playing areas can be defined by soft cones or drop down lines	Different balls of varying sizes and/ or red low compression (25%) tennis ball	Foam bats, paddle tennis bats and/ or 19 or 21 inch tennis racquets
Years 3 and 4	Red	Students develop the serve, groundstroke and volley while understanding the concepts of accuracy, depth and height	3m width x 8m length or 5.5m width x 11m length Or students to define their own playing area	Red low compression (25%) tennis ball	21 or 23 inch tennis racquets
Years 5 and 6	Orange	Students apply the knowledge of the groundstroke using depth. Students explore movement whilst developing accuracy of the serve and return	6.4m width x 18.29m length or Red Court 5.5m width x 11m length	Orange low compression (50%) tennis ball	23 or 25 inch tennis racquets
Years 7 and 8	Green	Students demonstrate control and accuracy when participating in all court tennis	8.23m width (singles) or 10.97m width (doubles) x 23.78m length Note: this is a full size tennis court or Red Court 5.5m width x 11m length	Green low compression (75%) tennis ball	25 inch tennis racquets

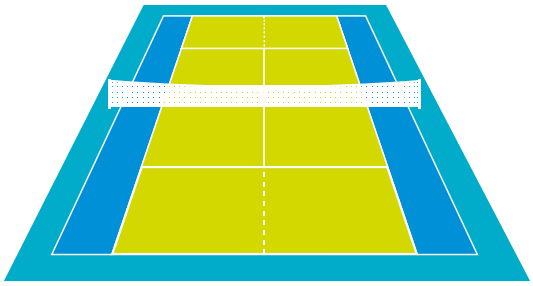
PLAYING AREA AND EQUIPMENT

The outlined playing area is a guide to ideal court sizing. In the school setting the court size will be determined by the space and surface available. Ideally, teachers should be looking for a space which is large, safe, flat and appropriate for the number of students who are participating.

The size of the court will also be determined by the year levels and stage of development of the students. Starting on a smaller playing area and progressing to larger playing areas is part of the progressions in the ANZ Tennis Hot Shots program. Teachers are also able to adapt and change individual playing areas based on the individual playing requirements of the students.







NETS

Smaller nets that are not as high or wide complement the smaller court space. Choose a net which suits the abilities of the students. It is not necessary for you to have a physical net to be able to play. A line on the ground, a bench or a piece of string, can be used in place of a traditional net.

RACQUETS

As the students develop so do the size of the racquets they use. Racquets can be anything from a paddle bat to a tennis racquet. Some of the activities even use throw and catch as serve and return. When using racquets, make sure the students are able to grip the racquet comfortably and the weight and length of the racquet is appropriate.

LOW COMPRESSION TENNIS BALLS

The low compression tennis balls are fundamental to the ANZ Tennis Hot Shots program. They provide the opportunity for students to participate with success, as the ball bounces at a lower height and travels through the air at a slower speed.



ABOUT THIS RESOURCE

The Tennis for Primary Schools resource has been designed to assist Primary generalist and specialist Physical Education teachers to engage students in a fun and safe tennis experience. There is an emphasis on helping students understand the game of tennis as well as being able to play a variety of modified tennis games suited to the school environment.

The activities and games selected in this resource are designed to assist students to understand the game of tennis whilst aligning with the ANZ Tennis Hot Shots program. The activities and games can be modified as suggested by the *CHANGE IT* formula outlined on page 8. (Schembri, 2005).

LESSON FORMAT

The resource provides five detailed stages (Foundation through to Years 7 and 8) with 10 lessons in each stage. The components of each lesson are outlined and can be found at the beginning of each lesson. These components consist of:

- Time allocation
- Learning intention
- Content description
- Playing area
- Equipment

TIME ALLOCATION

Purple and Blue Stage: 30 minutes per lesson

Red, Orange and Green Stage: 40 minutes per lesson.

LEARNING INTENTION

The activities in each lesson and stage are progressive with modified tennis games to help students develop their technical and tactical skills. All lessons have a particular learning intention, and include three to four activities.

CONTENT DESCRIPTION

Each lesson identifies one or two content descriptions indicating how it is specifically linked to the Australian Curriculum: Health and Physical Education (AC:HPE).

BASIC TECHNICAL TIPS FOR TEACHERS

Tips are provided to emphasise a technical point which will assist teachers in improving students' performance and learning.

FOCUS QUESTIONS

Focus questions guide the students' learning and encourage them to appraise and reflect on the technical or tactical aspects of the game.

FUN FACTS

Fun facts provide specific information on a new stroke or interesting fact about tennis. They commence in the Blue Stage and are related to a particular Grand Slam.

Blue Stage: Australian Open
Red Stage: French Open
Orange Stage: Wimbledon
Green Stage: US Open

STUDENT REFLECTION

At the completion of a lesson, students can be asked to reflect on what they have participated in and also what they have learnt during the activities. This will help facilitate their learning and understanding of the game. Teachers may also use the student reflection process as an assessment tool. Further information can be found in the assessment section on page 258 or at the end of each stage.

VARIATIONS

Variations in a lesson are based on the *CHANGE IT* formula (Schembri, 2005) where teachers and students are encouraged to vary different aspects of the game (e.g., teaching style, scoring, playing area, number of students, game rules, equipment, inclusion and time).

END GAME

The End Game is a culmination of the technical and tactical skills introduced in that stage to play the game.

Foundation: Radical rallies
Years 1 and 2: Australian singles challenge
Years 3 and 4: French singles challenge
Years 5 and 6: England singles challenge
Years 7 and 8: United States singles challenge

TALKING POINT

Growing children need regular (daily) movement opportunities. While the lessons are designed with the developmental stages of students in mind, it is important for teachers to assess student progress and be prepared to repeat lessons and perhaps substitute an activity when necessary.

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HEALTH AND PHYSICAL EDUCATION (AC:HPE) ALIGNMENT

This resource has been mapped to align with the Australian Curriculum: Health and Physical Education (AC:HPE). The two strands, Personal Social and Community Health (PSCH) and Movement and Physical Activity (MPA) as embedded in the AC:HPE are specifically addressed.

- The AC:HPE emphasises the importance of movement competence and confidence as a basis for students developing sport specific skills and understanding
- In particular learning in, about and through the game of tennis will address the development of personal and social capabilities and ethical behaviour
- Personal and social competence involves students recognising and regulating their emotions, developing concern for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams, and handling challenging situations constructively
- Ethical behaviour develops and provides understanding of the ethical principles, values and virtues in human life; acting with moral integrity; acting with regard for others; and having a desire and capacity to work for the common good
- Recognised games and sports provide the ideal contexts in which to do this and this resource lends itself to the exploration of moral principles and codes of practice as well as a vehicle to teach and reinforce communication, respect, negotiation, teamwork and leadership skills

Australian Curriculum and Assessment Reporting Authority [ACARA], (2016)

KEY IDEAS: HEALTH AND PHYSICAL EDUCATION PROPOSITIONS

The AC:HPE has been shaped by five interrelated propositions that are informed by a strong and diverse research base for a futures-oriented curriculum. These include:

1. TAKE A STRENGTHS-BASED APPROACH

The AC:HPE is informed by a strengths-based approach. Rather than focusing only on potential health risks or a deficit-based model of health, the curriculum has a stronger focus on supporting students to develop the knowledge, understanding and skills they require to make healthy, safe and active choices that will enhance their own and others' health and wellbeing.

This approach affirms that all students and their communities have particular strengths and resources that can be nurtured to improve their own and others' health, wellbeing, movement competence and participation in physical activity. The curriculum recognises that students have varying levels of access to personal and community resources depending on a variety of contextual factors that will impact on their decisions and behaviours.

2. FOCUS ON EDUCATIVE PURPOSES

The prime responsibility of the Health and Physical Education curriculum is to describe the progression and development of the disciplinary knowledge, understanding and skills underpinning health and physical education and how students will make meaning of and apply them in contemporary health and movement contexts.

Although the curriculum may contribute to a range of goals that sit beyond its educative purposes, the priority for the Health and Physical Education curriculum is to provide ongoing, developmentally appropriate and explicit learning about health and movement. The Health and Physical Education curriculum draws on its multidisciplinary evidence base to ensure that students are provided with learning opportunities to practise, create, apply and evaluate the knowledge, understanding and skills of the learning area.

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3. VALUE MOVEMENT

Health and Physical Education is the key learning area in the curriculum that focuses explicitly on developing movement skills and concepts. Students need to participate in physical activities with competence and confidence. The knowledge, understanding, skills and dispositions students develop through movement in Health and Physical Education encourage ongoing participation across their lifespan and in turn lead to positive health outcomes. Movement competence and confidence is seen as an important personal and community asset to be developed, refined and valued.

Health and Physical Education promotes an appreciation of how movement in all its forms is central to daily life – from meeting functional requirements and providing opportunities for active living to acknowledging participation in physical activity and sport as significant cultural and social practices. The study of movement has a broad and established scientific, social, cultural and historical knowledge base, informing our understanding of how and why we move and how we can improve physical performance.

The study of movement also provides challenges and opportunities for students to enhance a range of personal and social skills and behaviours that contribute to health and wellbeing.

4. DEVELOP HEALTH LITERACY

Health literacy can be understood as an individual's ability to gain access to, understand and use health information and services in ways that promote and maintain health and wellbeing. The Health and Physical Education curriculum focuses on developing knowledge, understanding and skills related to the three dimensions of health literacy:

- Functional dimension – researching and applying information relating to knowledge and services to respond to a health-related question
- Interactive dimension – requires more advanced knowledge, understanding and skills to actively and independently engage with a health issue and to apply new information to changing circumstances
- Critical dimension – the ability to selectively access and critically analyse health information from a variety of sources (which might include scientific information, health brochures or messages in the media) to take action to promote personal health and wellbeing or that of others.

Consistent with a strengths-based approach, health literacy is a personal and community asset to be developed, evaluated, enriched and communicated.

5. INCLUDE A CRITICAL INQUIRY APPROACH

The Health and Physical Education curriculum engages students in critical inquiry processes that assist students in researching, analysing, applying and appraising knowledge in health and movement fields. In doing so, students will critically analyse and critically evaluate contextual factors that influence decision-making, behaviours and actions, and explore inclusiveness, power inequalities, assumptions, diversity and social justice.

The Health and Physical Education curriculum recognises that values, behaviours, priorities and actions related to health and physical activity reflect varying contextual factors which influence the ways people live. The curriculum develops an understanding that the meanings and interests of individuals and social groups have in relation to health practices and physical activity participation are diverse and therefore require different approaches and strategies.

Australian Curriculum and Assessment Reporting Authority [ACARA], Key ideas, (2016)

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KEY IDEAS: HEALTH AND PHYSICAL EDUCATION PROPOSITIONS AS ADAPTED FOR THE TENNIS FOR PRIMARY SCHOOLS RESOURCE

The five propositions of the AC:HPE have been adapted to reflect the underpinning educative focus of the Tennis for Primary Schools resource. These include:

1. TAKE A STRENGTHS-BASED APPROACH

Recognise the strengths and limitations of students in your class and plan appropriately by beginning from *where the students are developmentally ready.* This may mean planning for diversity through inclusive practices such as those advocated by the *CHANGE IT* formula on page 8. Encourage students to build on their own resources and competencies to encourage a focus on the inclusion of tennis as a part of an active and healthy lifestyle.

2. FOCUS ON THE EDUCATIVE PURPOSES

Create lessons which are developmentally appropriate to the students. This involves getting the challenge point of activities and pedagogical processes in the students' zone of development in each lesson. This will ensure there is progressive challenge over time to prompt improvement in tactical, technical and personal and social skill development throughout the duration of the activity.

3. VALUE MOVEMENT

Physical Education's place in the curriculum has historically been justified on the grounds that it teaches skill acquisition for participation in physical activities with confidence and competence. The knowledge, skills and dispositions (or habits of mind) that students learn in the Tennis for Schools programs can encourage young people to become lifelong participants in a physically active life, as well as how to participate meaningfully with others in society via a common social setting in Australian communities – the local tennis club.

Furthermore, tennis has a well-established scientific, cultural and historical base from which students can learn about the game of tennis. There is also the potential for teachers to construct integrated learning opportunities with science (e.g., knowledge of how the body moves), history (e.g., the development of tennis and what society was like at key moments in the history of the game), and english (e.g., sports reporting, sports biographies as genres).

Learning in, about and through tennis

The Tennis for Primary School resource has been developed to align with the key concepts of the AC:HPE. As well as being a legitimate and challenging physical activity in its own right, tennis provides a context in which students can develop personal and social skills. The following key concepts of the curriculum apply to learning in, about and through tennis.

Movement and physical activity

- *Movement is central to Health and Physical Education not only for acquiring the skills, concepts and strategic awareness required for physical activity participation and enhanced performance, but also as a medium for learning across this curriculum area and as an avenue for optimising wellbeing. Students will develop movement competence and confidence in a range of physical activities in a variety of contexts and environments building upon the important foundations of play and movement skills.*
- *In movement and physical activity contexts, students develop and refine their communication, decision-making and goal-setting skills, and learn to manage risk and take responsibility for their own and others' safety. Students should build essential knowledge, understanding and skills by experiencing a range of physical activities that are performed individually and in groups.*
- *Through evaluation and reflection, students will learn to appraise their own and others' performances and develop an understanding of the factors that facilitate or inhibit participation and performance and skills to address these. They will come to understand*

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the place and meaning of physical activity and sport in their own lives as well as locally, nationally, regionally and globally, and experience the varied roles that comprise organised sport and recreational activities.

(Based on Arnold, 1979; Kirk, 1988 & Pill, 2013)

4. DEVELOP HEALTH LITERACY

Health literacy refers to an individual's ability to gain access to, understand and use health information and services in ways that promote good health. Through the Tennis for Schools programs students can learn the value of physical activity to a healthy life, and information about healthy living - such as nutrition, energy expenditure, sports first aid, hydration and many other health promoting behaviours. Health literacy also refers to teaching people to be safe (e.g., sun smart principles when playing tennis outdoors) and how to create safe playing environments where people are respected, included and welcome.

5. INCLUDE A CRITICAL INQUIRY APPROACH

Critical inquiry occurs where students are encouraged to reflect and appraise their thinking and actions. The Game Sense Approach, adopted in the Tennis for Schools programs, is a teaching approach foregrounding reflective action through the process of questioning, usually guided by the teacher. It can also occur where the game has been purposefully created as a problem solving space. It is appropriate to indicate that the process of reflection is not limited to technical and tactical elements of the game. Students must also consider reflection on the social construction of tennis in relation to their own and others health and wellbeing.

Adapted from: Australian Curriculum and Assessment Reporting Authority [ACARA], Key ideas, (2016)



AUSTRALIAN CURRICULUM

GENERAL CAPABILITIES

Health and Physical Education has been identified as a learning area that will contribute significantly to the containment of some of the general capabilities outlined in the Australian Curriculum. The three general capabilities described below have significant relevance in relation to how tennis is presented in the curriculum, such as communication, respect, understanding and accepting differences and fair play. These are considered fundamental to playing the game of tennis.

PERSONAL AND SOCIAL CAPABILITY

In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. Personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

Personal and social capability supports students in becoming creative and confident individuals who, as stated in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA, 2008), 'have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing', with a sense of hope and 'optimism about their lives and the future'. On a social level, it helps students to 'form and maintain healthy relationships' and prepares them 'for their potential life roles as family, community and workforce members' (MCEETYA 2008, p. 9).

Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship.

Personal and social capability encompasses students' personal/emotional and social/relational dispositions, intelligences, sensibilities and learning. It develops effective life skills for students, including understanding and handling themselves, their relationships, learning and work. Although it is named 'Personal and Social capability', the words 'personal/emotional' and 'social/relational' are used interchangeably throughout the literature and within educational organisations. The term 'social and emotional learning' is also often used, as the SEL acronym.

When students develop their skills in any one of these elements, it leads to greater overall personal and social capability, and also enhances their skills in the other elements. In particular, the more students learn about their own emotions, values, strengths and capacities, the more they are able to manage their own emotions and behaviours, and to understand others and establish and maintain positive relationships.

ETHICAL UNDERSTANDING

In the Australian Curriculum, students develop ethical understanding as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgement. Ethical understanding involves students building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others. It does this through fostering the development of 'personal values and attributes such as honesty, resilience, empathy and respect for others', and the capacity to act with ethical integrity, as outlined in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008, p. 9).

As cultural, social, environmental and technological changes transform the world, the demands placed on learners and education systems are changing. Technologies bring local and distant communities into classrooms, exposing students to knowledge and global

AUSTRALIAN CURRICULUM

concerns as never before. Complex issues require responses that take account of ethical considerations such as human rights and responsibilities, animal rights, environmental issues and global justice.

Building ethical understanding throughout all stages of schooling will assist students to engage with the more complex issues that they are likely to encounter in the future, and to navigate a world of competing values, rights, interests and norms.

Students learn to develop ethical understanding as they explore ethical issues and interactions with others, discuss ideas and learn to be accountable as members of a democratic community.

Processes of inquiring into ethical issues include giving reasons, being consistent, finding meanings and causes, and providing proof and evidence. Interrogating such concepts through authentic cases such as global warming, sustainable living and socioeconomic disparity can involve group and independent inquiry, critical and creative thinking, and cooperative teamwork, and can contribute to personal and social learning.

As students engage with the elements of Ethical understanding in an integrated way, they learn to recognise the complexity of many ethical issues. They develop a capacity to make reasoned ethical judgements through the investigation of a range of questions drawn from varied contexts in the curriculum.

INTERCULTURAL UNDERSTANDING

In the Australian Curriculum, students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. Intercultural understanding involves students learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

Intercultural understanding is an essential part of living with others in the diverse world of the twenty-first century. It assists young people to become responsible local and global citizens, equipped through their education for living and working together in an interconnected world.

Intercultural understanding combines personal, interpersonal and social knowledge and skills. It involves students learning to value and view critically their own cultural perspectives and practices and those of others through their interactions with people, texts and contexts across the curriculum.

Intercultural understanding encourages students to make connections between their own worlds and the worlds of others, to build on shared interests and commonalities, and to negotiate or mediate difference. It develops students' abilities to communicate and empathise with others and to analyse intercultural experiences critically. It offers opportunities for them to consider their own beliefs and attitudes in a new light, and so gain insight into themselves and others.

Intercultural understanding stimulates students' interest in the lives of others. It cultivates values and dispositions such as curiosity, care, empathy, reciprocity, respect and responsibility, open-mindedness and critical awareness, and supports new and positive intercultural behaviours. Though all are significant in learning to live together, three dispositions – expressing empathy, demonstrating respect and taking responsibility – have been identified as critical to the development of intercultural understanding in the Australian Curriculum.

There may also be the opportunity for teachers to address the remaining general capabilities outlined in the Australian Curriculum within the Tennis for Primary Schools resource. These include:

- Literacy
- Numeracy
- Critical and Creative Thinking
- Information and Communication Technology (ICT) Capability

Australian Curriculum and Assessment Reporting Authority [ACARA], General capabilities (2016)

TEACHING STANDARDS

THE AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

The Australian Professional Standards for Teachers make explicit the elements of high quality teaching. This includes the following Standards:

1. Know students and how they learn
2. Know the content and how to teach it
3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning
6. Engage in professional learning
7. Engage professionally with colleagues, parents/carers and the community

Tennis Australia's 'Tennis for Primary Schools' resource provides 50 lessons and a range of materials that explicitly support teachers from Foundation to Year 8 to develop high quality teaching and learning practices when teaching tennis.

This resource particularly contributes to the following Australian Professional Standards for Teachers:

- Knowing the developmentally appropriate tennis content and how to teach it
- Planning for and implementing effective teaching and learning that is evidence informed and developmentally appropriate
- Creating and maintaining supportive and safe learning environments for students
- Assessing, and providing feedback on student learning to support learning and reporting to parents and the community

Tennis Australia provides professional learning to support the effective implementation of the 'Tennis for Primary Schools' program in schools. This occurs through:

- Tennis Australia's professional learning events for teachers and coaches
- In partnership with the Australian Council for Health Physical Education and Recreation (ACHPER) at international and state conferences and
- Pre-service tertiary programs at universities nationally

By engaging in these sessions, educators are also supported in achieving the following Australian Professional Standards for Teachers to:

- Engage in professional learning and
- Engage professionally with colleagues, parents/carers and the community

The Tennis for Primary Schools resource provides contemporary and innovative student centred pedagogy, content and assessment practices for educators that informs their practice. Teachers will find that the 'Tennis for Primary Schools' resource aligns with and can support educators to provide evidence of their achievement in a variety of Australian Professional Standards for Teachers.

Examples of how the Australian Professional Standards for Teachers may be applied in this resource are illustrated on the following pages.



TEACHING STANDARDS

YEARS 3 AND 4 (RED STAGE)

LESSON	LEARNING INTENTION	GAME PROGRESSION
1	Develop the forehand groundstroke	Singles doubles Partner catch forehand Forehand scramble
2	Develop the backhand groundstroke	Back to back Partner catch backhand Backhand scramble
3	Develop the integration of groundstrokes	Shout out! Alphabet tennis Diamonds and rubies
4	Develop the volley	Ice-cream Double scoop Show me your hand
5	Develop the volley	Egg carton Cross the river Checklist
6	Develop the serve	Countdown Silver service Serve it up
7	Develop and understand accuracy	Hot potato Cross court chargers! Battle cones
8	Develop and understand depth	Mount Everest Deep trouble Top 10
9	Explore the rally in a competitive situation (doubles)	Double up French doubles challenge
10	Explore the rally in a competitive situation (singles)	Marathon tennis **End Game** **French singles challenge**

1

TEACHING STANDARDS

1 PROFESSIONAL PRACTICE

Standard 3: Plan for and implement effective teaching and learning

3.2: Plan, structure and sequence learning programs

Proficient: Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning



TEACHING STANDARDS

LESSON 6

TIME
40 minutes

LEARNING INTENTION 1
Develop the serve

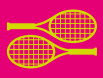
CONTENT DESCRIPTION
Practise and refine fundamental movement skills in a variety of movement sequences and situations (ACPMP043)

Practise and apply movement concepts and strategies with and without equipment (ACPMP045)

AREA
A large, safe, flat playing area with the appropriate number of red tennis courts (3m x 8m) for the number of students participating

EQUIPMENT


1 net (3m) per pair


2 racquets per pair


1 red tennis ball per pair


3 drop down lines per pair


1 triangle cone per pair

1 peg per pair

NOTES FOR THIS LESSON
Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS 2
- In order to serve the ball in an overarm action to your partner, when should you release the ball from your hand?
- How high should you release the ball (the ball toss) from your hand before serving?
- What is the position of your body prior to serving the ball?

BASIC TECHNICAL TIPS FOR TEACHERS 3
- Stand side on in a pre-throw position
- Release the ball from your non-dominant hand (ball toss) at approximately eye level and make contact above your head and slightly in front with eyes focused on the ball

FUN FACTS
A serve is a shot that commences the point by the server hitting the tennis ball into the opponents half of the court. It is an overarm action that resembles an overhand throw.

STUDENT REFLECTION 3
What other action and movement does the overarm serve look like? How could you practice the service action without a racquet?

TEACHING STANDARDS

1 **PROFESSIONAL PRACTICE**

Standard 3: Plan for and implement effective teaching and learning

3.1: Establish challenging learning goals

Proficient: Set explicit, challenging and achievable learning goals for all students

2 **PROFESSIONAL KNOWLEDGE**

Standard 1: Know students and how they learn

1.1 Physical, social and intellectual development and characteristics of students

Highly Accomplished: Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students

3 **PROFESSIONAL KNOWLEDGE**

Standard 2: Know the content and how to teach it

2.3: Curriculum assessment and reporting

Proficient: Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements

PROFESSIONAL PRACTICE

Standard 3: Plan for and implement effective teaching and learning

3.3: Use teaching strategies

Proficient: Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking

TEACHING STANDARDS

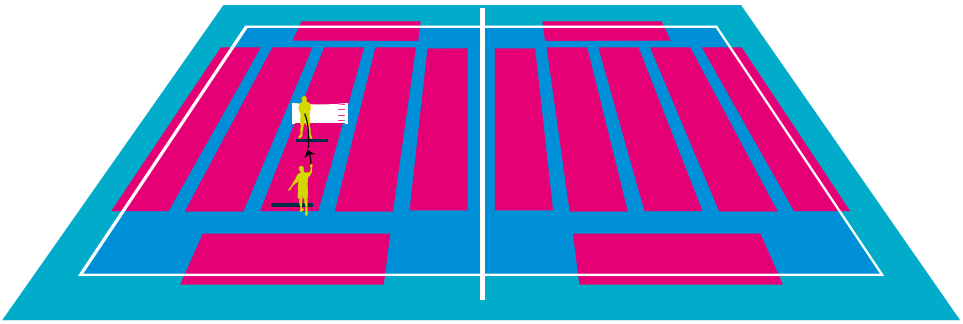
ACTIVITY 1
COUNTDOWN
10 minutes

INSTRUCTION 1 2

- Teacher to define a playing area
- Students to form pairs and find a safe space on their own with one tennis ball and two drop down lines
- Students are to be positioned opposite each other approximately four metres apart
- Drop down lines to be positioned to indicate all starting positions for students
- Teacher announces “countdown” and student 1 is to countdown three, two, one and project the ball with an overarm throwing action (dominant hand) into the air
- Student 2 attempts to catch the ball after one bounce
- Students score one point for every serve caught
- The teacher indicates an appropriate amount of time or the number of countdowns the students must achieve

VARIATIONS 2 3

- Increase or decrease the playing area
- Students overarm throw over the net



TEACHING STANDARDS

2 **PROFESSIONAL KNOWLEDGE**

Standard 1: Know students and how they learn

1.5: Differentiated teaching to meet the specific learning needs of students across the full range of abilities

Proficient: Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities

1 **PROFESSIONAL KNOWLEDGE**

Standard 2: Know the content and how to teach it

2.2: Content selection and organisation

3 **Highly Accomplished:** Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs

TEACHING STANDARDS

FUNDAMENTAL MOVEMENT SKILL (FMS) OBSERVATION RATING CHECKLIST

A SAMPLE RUBRIC ASSESSING MOVEMENT AND PHYSICAL EDUCATION USING ELEMENTS OF THE AUSTRALIAN CURRICULUM: HEALTH AND PHYSICAL EDUCATION ACHIEVEMENT STANDARDS

The teacher identifies the desired skill(s) or activity(s) to be practiced and assessed. The student performs the skill(s) and the teacher indicates the level of achievement (E-Beginning; D-Developing; C-Consolidating; B-Refining or A-Extending) based on the criteria (Health Benefits of Physical Activity; Relationships; Sequences of FMS; Fundamental Movement Skills).

Name of student: _____

Tennis skills: _____

Date: _____

CRITERIA	E (BEGINNING)	D (DEVELOPING)	C (CONSOLIDATING)	B (REFINING)	A (EXTENDING)
Health Benefits of Physical Activity	Identify some settings where they can be active. Describes how their body responds to movement.	Identify limited areas to be active and limited knowledge of how the body reacts to different physical activities.	Identify areas where they can be active and how the body reacts to different physical activities.	Identifies areas to be physically active with a developing understanding of the benefits of physical activity.	Understand the benefits of being healthy and physically active.
Relationships	Use personal and social skills when working with others in a range of activities.	Demonstrates increasingly positive interactions with peers.	Applies limited strategies to work collaboratively with others.	Applies limited strategies to work collaboratively with others.	Apply strategies for working cooperatively and apply rules fairly.
Sequences of FMS	Unable to regularly perform movement sequences.	Developing movement sequences that incorporate elements of movement.	Perform movement sequences that incorporate the elements of movement.	Refining movement sequences using Fundamental Movement Skills.	Create and perform movement sequences using Fundamental Movement Skills and the elements of movement.
Fundamental Movement Skills	Perform limited types of Fundamental Movement Skills and solve movement challenges.	Developing a range of Fundamental Movement Skills that can be applied in a variety of situations.	Demonstrate Fundamental Movement Skills in a variety of movement sequences and situations and test alternatives to solve movement challenges.	Apply Fundamental Movement Skills at appropriate times in games and other activities.	Refine Fundamental Movement Skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges.

1

TEACHING STANDARDS

PROFESSIONAL PRACTICE

Standard 3: Plan for and implement effective teaching and learning

3.6 Evaluate and improve teaching programs

Lead: Conduct regular reviews of teaching and learning programs using multiple sources of evidence including student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues

PROFESSIONAL PRACTICE

Standard 5: Assess, provide feedback on student learning

5.1 Assess student learning

Highly Accomplished: Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment

1

PROFESSIONAL PRACTICE

Standard 5: Assess, provide feedback on student learning

5.3: Make consistent and comparable judgements

Highly Accomplished: Organise assessment moderation activities that support consistent and comparable judgements of student learning

TEACHING STANDARDS

FUNDAMENTAL MOVEMENT SKILL (FMS) OBSERVATION RATING CHECKLIST

COGNITIVE REINFORCER*

Students are presented with an image(s) of a student(s) performing a skill/task, and/or a video clip of a student(s) performing and particular skill/task. The student is then requested to engage in critical thinking and reflect on the stimulus material and respond to the various questions provided below.



Look at this picture of a student rallying with their opponent. Under the categories below list one or two things you need to focus on to play successfully with your opponent.

MOVEMENT: _____

_____

GROUND STROKES: _____

_____

VOLLEY: _____

_____

YOUR STRATEGY AND TACTICS: _____

_____

SCORING: _____

_____

BEING A GOOD SPORT: _____

_____

KNOWING THE GAME: _____

_____

**Adapted from Western Australian Minister for Education (2004). Fundamental movement skills teacher resource, book 2, STEPS Professional Development, Perth, Australia.*

1

TEACHING STANDARDS

PROFESSIONAL PRACTICE

Standard 3: Plan for and implement effective teaching and learning

3.6 Evaluate and improve teaching programs

Lead: Conduct regular reviews of teaching and learning programs using multiple sources of evidence including student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues

PROFESSIONAL PRACTICE

Standard 5: Assess, provide feedback on student learning

5.1 Assess student learning

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1

PROFESSIONAL PRACTICE

Standard 5: Assess, provide feedback on student learning

5.3: Make consistent and comparable judgements

Highly Accomplished: Organise assessment moderation activities that support consistent and comparable judgements of student learning

*Australian Institute for Teaching and School Leadership [AITSL] (2011). Australian Professional Standards for Teachers. Retrieved 22 May 2017, from: http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list

PROVIDING AN ENGAGING LEARNING ENVIRONMENT

It is recommended that teachers take a flexible approach when delivering the lessons provided. Attention to students' individual characteristics, abilities and developmental readiness is required when introducing the lessons and activities in this resource. In order to maximise enjoyment and to provide an engaging learning environment, some of the following aspects may be considered:

- Ensure students are actively engaged for the entire lesson
- Observe each student's ability
- Consider and observe the characteristics and requirements of each student when matching students to work in pairs
- Consider changing partners and applying rotations between pairs during activities
- While there are 10 lessons provided for each band, there is significant flexibility in relation to how many lessons are taught each term (e.g., 10 lessons may be performed over multiple terms)
- Teachers are encouraged to adapt the number of activities recommended for each lesson (e.g., depending on the students, all the activities may be introduced or only one or two)
- Teachers are encouraged to adapt the time indicated for each activity
- Warm-up games and activities may be used multiple times depending on the individual readiness of the students. These activities can also be incorporated and reinforced prior to and in addition to lessons in a previous band
- If appropriate, present the students with an opportunity to use a variety of low compression balls (and other types of larger balls) in an attempt to locate each student's optimal challenge point during lessons
- If appropriate, permit students to sample different sized playing areas. It is not uncommon for students to be playing with a partner in an individually designed playing area of a different length or width
- Refer to the detailed outline of the lesson and diagram that provide a clear description of each activity

MANAGING LARGE CLASSES

The Tennis for Schools programs are designed to ensure that each student in the class has the opportunity to be active in a safe playing area. These areas can be designed to suit a variety of class sizes. Regardless of the class size and playing area, the provision of a safe environment that permits students to participate in the absence of risk is imperative. Some of the considerations when conducting lessons to large groups of students include:

- Ensure students are provided with a safe area and are suitably positioned in relation to other students in the class
- Provide students with ample space to swing racquets and strike balls
- Perform appropriate activities in suitable playing areas that completely alleviate any risk of other students being struck by a racquet or ball
- Ensure students understand the activity to be performed, and are always engaged
- Provide all students with an appropriate amount of instructions and demonstrations to maximise the understanding of the activity
- Monitor all activities and observe appropriate opportunities to modify (e.g., progress or regress) games
- When appropriate, consult individual students to indicate when an activity might require modification
- Place left-handed students in appropriate positions to avoid racquet collisions with right-handed students (generally on the end of the court space)
- Ensure balls are cleared from the playing areas at all times during activities
- Ensure the court surface is dry, clean and clear of foreign objects
- Ensure each session takes place in a safe and healthy environment. The teacher must be a firm leader on this aspect of the session. Accidents and injuries can be minimised by closely scanning the tennis environment and maintaining control of the session.

APPROACHES TO ASSESSMENT

Information needs to be gathered about the performance of students in a range of settings, in different kinds of experiences, and over time. Students should be given the opportunity to demonstrate their learning in a number of ways. A student may demonstrate a different level of skill proficiency for the same skill if observed in various settings with different tasks, equipment and levels of competition. In order to assess students' levels of achievements in ways that are fair, valid, comprehensive, educative and explicit, you will need to create meaningful learning experiences. As you consider the information you need to gather, you will also think about the ways in which you can gather it (Hands, 2014).

OVERVIEW

There are a range of assessment tools available to gather information in relation to student achievement that can contribute to the realisation of curriculum standards within the area of Health, Physical Education and Sport. For instance, the achievement of Fundamental Movement Skills (FMS) and specialised movement skills in tennis, such as the serve, contribute to the achievement of Health and Physical Education Achievement Standards in the Australian Curriculum. As the student undertakes activities in each lesson through a range of learning experiences and activities it is likely that a variety of aspects related to curriculum standards may also be exhibited. These might include achievement in focus areas such as:

- Health benefits of physical activity
- Safety
- Fundamental movement skills
- Games and sports
- Lifelong physical activities

TYPES OF ASSESSMENT TOOLS

Assessment tools can be applied before, during and after lessons and as continuous assessment that includes both formative and summative assessment which can be used to inform 'what' and 'how' learning takes place in future lessons. Assessment methods include but are not limited to:

- FMS checklists
- Specialised movement skill checklists
- Images/photos
- Stimulus questions
- Student reflection tools
- Rubrics
- Cognitive reinforcers
- Game Performance Assessment Instruments (GPAI).

These instruments serve to refine the observation of a variety of skills and to provide information with regard to student performance, understandings and attitudes and values in relation to tennis. This can include observation of students during lessons, 'free play' at recess or break times and school sport within Health and Physical Education.

These include:

- FMS
- Specialised movement skills
- Strategies and tactics
- Physical activity
- Ways in which they manage themselves and their own behaviour
- Ways in which they work with others

SUGGESTED ASSESSMENT TOOLS FOR EACH STAGE

A select number of assessment tools have been provided as examples at the conclusion of each individual stage of the resource for teachers to consider. These examples can be applied to measure student achievement in a meaningful way based on the relevant AC:HPE achievement standards for each band. The various tools are provided as a starting point for teachers. They are not prescriptive and are presented as suggestions only.

Teachers are encouraged to not only apply the existing tools, but to adapt and create alternative assessment instruments based on the needs of the students and objectives of the lessons. You may also be able to gather information about the achievement of students in other subjects and learning areas.

APPROACHES TO ASSESSMENT

INTERPRETING THE DATA

The data collected informs your judgments about the students' achievement against curriculum standards. Students will be at different stages of development with their learning and with their achievement of knowledge, skills and understandings.

When recording student progress it may be useful to use levels similar to those commonly used to report to parents in Australia. The table below provides an example of where the 'C-grade' is equivalent to the achievement of a curriculum standard.

GRADE	DESCRIPTION OF THE STUDENT	STUDENT BEHAVIOURS
A	The student is demonstrating excellent achievement of what is expected at this year/band level	Refining and extending
B	The student is demonstrating achievement of what is expected at this year/band level in a variety of activities	Refining
C	The student is demonstrating satisfactory achievement of what is expected at this year/band level	Consolidating
D	The student is demonstrating some degree of what is expected at this year/band level	Developing
E	The student is demonstrating limited achievement of what is expected at this year/band level	Exploring and experimenting

FOUNDATION

Students perform FMS (e.g., rolling a ball, striking a ball, running, side galloping, tracking and trapping) and solve movement challenges (e.g., propelling the ball, stopping the ball by hand or with a racquet).

YEARS 1 AND 2

Students demonstrate FMS in a variety of movement sequences (e.g., run, side galloping, balance, forehand strike and recovery) and test alternatives (e.g., backhand strike) to solve movement challenges (e.g., rallying and winning the point).

YEARS 3 AND 4

C-grade at the achievement standard would be indicating that the student can refine FMS (e.g., striking the ball) and apply movement concepts and strategies (e.g., hitting the ball into space) in a variety of physical activities (tennis) to solve movement challenges.

YEARS 5 AND 6

Students perform specialised movement skills (e.g., forehand drive, backhand drive, forehand volley, backhand volley, smash and serve) and sequences and propose and combine movement concepts (e.g., move to the ball) and strategies to achieve movement outcomes (e.g., take the ball early) and solve movement challenges (e.g., to return the ball before your opponent has recovered to a favourable court position).

YEARS 7 AND 8

Students demonstrate control and accuracy when performing specialised movement sequences and skills (e.g., using spin, speed and placement). They apply movement concepts and refine strategies to suit different movement situations (e.g., transitioning to attack, setting up to attack, transitioning to defend and setting up to defend).

At the conclusion of each stage of this resource, some examples of developmentally appropriate assessment are provided for educators to consider.

APPROACHES TO ASSESSMENT

ASSESSING DECISION MAKING COMPETENCY

LEVEL OF COMPETENCY	STUDENT'S FOCUS	EXAMPLE INDICATOR – QUESTIONS STUDENT IS ASKING
1	Self and personal coordination dynamics	How do I do it?
2	Self and other student	What do I do in this situation?
3	Self and other student's actions	What is my opponent doing?
4	Self and game situation	How should I respond at this moment in the game?
5	Self and the game	How will I construct this point?



ADOPTION AND INTERPRETATION ON AN INTERNATIONAL SCALE

The International Tennis Federation (ITF) emphasises the importance of engaging students from the outset of development in the primary features of the game of tennis. These key aspects relate to some of the guiding principles common to game-based approaches including the combined practice of:

- Serve,
- Rally and
- Score

The ITF strongly promotes the application of game-based approaches to instruction. These approaches include the Australian Sports Commission's recommended instructional practice – the Game Sense Approach (GSA). The GSA is the instructional practice of choice as outlined and applied in the Australian Curriculum: Health and Physical Activity (AC:HPE). This form of practice recognises the necessity and value of developing the technical and tactical elements of the game in unison as opposed to the development of technical skill-drill practices isolated from the tactical elements. In this way, students participate in activities that are representative of the game (including modified games and activities).

The Tennis for Primary Schools program and its application of scaled equipment (e.g., scaled courts, racquets, and low compression balls) is consistent with ITF junior tennis guidelines (International Tennis Federation – Play Tennis Manual: Play+Stay - Serve. Rally. Score). The global priority outlined for students of the game is to understand and appreciate the tactical nature of tennis, develop a sense of the game and to learn practical competencies (Unierzyski & Crespo, 2007).

In contemporary tennis instruction, technique (the action) is viewed as a function of the correct biomechanical principles and as an avenue to implement tactics more efficiently. Each movement should be treated as a potential tool that is useful to solve tactical problems. Consequently, the perfect (model) stroke does not necessarily exist, therefore, "strict imposition of certain grips, stances, backswings and follow-throughs is not recommended" (Crespo & Reid, 2003, p.9). Alternatively, the objective of technical development is to structure an individualised model of performance linked to fundamental biomechanical principles (Unierzyski & Crespo, 2007, p.6).

The GSA is now internationally recognised as a best practice pedagogy for sport teaching around the world (UK Sports Coach, 2015). The instructional practices and associated activities and games located in the Tennis for Primary Schools resource are therefore applicable in their current format, or adaptable to best practice delivery of a tennis program in school systems globally.

The Tennis for Primary Schools resource also addresses three foundational requisite elements which are considered common to all Physical Education curricula across the globe. These include development in the following areas:

- Fundamental Movement Skills (FMS), followed by;
- Movement sequences, followed by;
- Sport specific skills



PURPLE STAGE

FOUNDATION YEAR

CURRICULUM BAND SUMMARY

FOUNDATION YEAR BAND DESCRIPTION

The Foundation Year curriculum provides the basis for developing knowledge, understanding and skills for students to lead healthy, safe and active lives. The content provides students opportunities to learn about their strengths and simple actions they can take to keep themselves and their classmates healthy and safe.

The content explores the people who are important to students and develops students' capacity to initiate and maintain respectful relationships in different contexts, including at school, at home, in the classroom and when participating in physical activities.

The Foundation curriculum provides opportunities for students to learn through movement. The content enables students to develop and practise fundamental movement skills through active play and structured movement activities. This improves competence and confidence in their movement abilities. The content also provides opportunities for students to learn about movement as they participate in physical activity in a range of different settings.

Focus areas to be addressed in Foundation Year include:

- Safe use of medicines (AD)
- Food and nutrition (FN)
- Health benefits of physical activity (HBPA)
- Mental health and wellbeing (MH)
- Relationships (RS)
- Safety (S)
- Active play and minor games (AP)
- Fundamental movement skills (FMS)
- Rhythmic and expressive movement activities (RE).

FOUNDATION YEAR ACHIEVEMENT STANDARDS

By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active, and demonstrate how to move and play safely.

They describe how their body responds to movement. Students use personal and social skills When working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.

FOUNDATION YEAR (PURPLE STAGE)

LESSON	LEARNING INTENTION	GAME PROGRESSION
1	Develop locomotion skills	Here, there, where Scrambled eggs Crazy patterns Copy cat
2	Develop spatial awareness	Animals Luigis Rabbits
3	Develop balance	Tightrope Aeroplanes Traffic lights
4	Develop and understand projection	Mirrors Pyramid Jack in a box
5	Develop and understand reception	Cuckoo Toe tappers Far and wide Surprise
6	Integrating projection and reception	Snakes and ladders Feed the crocodiles Target tennis
7	Racquet familiarisation	Hot coals Racquet familiarisation Walk the dog
8	Develop a cooperative rally with a racquet	Remote control Roll and splat singles
9	Develop a cooperative rally with a racquet	Rob the nest Roll and splat doubles
10	Maintain a cooperative rolling rally	Eye spy **End Game** **Radical rallies**

IMPORTANT INFORMATION

COURT AREA

At this stage teachers can define a playing area which is large, safe, flat and appropriate for the number of students who are participating. Playing areas can be defined by soft cones or drop down lines.



EQUIPMENT

Students will use different balls of varying sizes, however the red low compression tennis ball (25% of a yellow tennis ball) is the key piece of equipment for this stage. The red tennis ball bounces lower and slower for the student to make contact with.

Students will use a foam boat, paddle tennis bat and/or 19 or 21 inch racquets.

END GAME

At the completion of the Purple Stage, every student will have developed the confidence and competence to participate in the end game, **Radical rallies.**

Radical rallies is a game played between pairs within a large, safe playing area with a net (line on the ground). Students project the ball along the ground with an underarm action across the net, continuing the rally until one student wins the point.

Radical rallies is the first stage of playing a game of tennis with a partner.

TAKE A FLEXIBLE VIEW OF LESSONS

It may be appropriate to re-visit or repeat lessons more than once to permit additional practice opportunities for students. Similarly, teachers are not obligated to adhere to the lessons in each stage in a sequential fashion.

The order in which the lessons are presented may be varied based on a number of potential factors. For instance, time of the lesson, student engagement and student ability.

OTHER FEATURES OF THE LESSON

FOCUS QUESTIONS

Focus questions are designed to guide the students' learning and encourage them to appraise and reflect on the technical or tactical aspects of the game.

VARIATIONS

A series of suggested variations are provided in each lesson. They are designed to provide teachers with additional options for each activity. Variations in a lesson are based on the *CHANGE IT* formula (Schembri, 2005) where teachers and students are encouraged to vary different aspects of the game including, teaching style, scoring, playing area, number of students, game rules, equipment, inclusion and time.

BASIC TECHNICAL TIPS FOR TEACHERS

Tips are provided to emphasise a technical point which will assist teachers in improving students' performance and learning.

FUN FACTS

Fun facts provide specific information on a new stroke or interesting fact about tennis. They commence in the Blue Stage and may relate to a particular Grand Slam.

STUDENT REFLECTION

At the completion of a lesson, students can be asked to reflect on what they have participated in, and also what they have learnt during the activities. This will help facilitate their learning and understanding of the game. Teachers may also use the student reflection process as an assessment tool for students. The student reflection process commences in the Red Stage.

LESSON 1

TIME
30 minutes

LEARNING INTENTION
Develop locomotion skills

CONTENT DESCRIPTION
Practise fundamental movement skills and movement sequences using different body parts (ACPMP008)

Identify and describe how their body moves in relation to effort, space, time, objects and people (ACPMP011)

AREA
A large, safe, flat playing area appropriate for the number of students participating

EQUIPMENT

8 soft cones


Chalk

NOTES FOR THIS LESSON
Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- Which directions can you move in?
- How do you move in different directions?
- What do you do with different parts of your body when moving (e.g., your legs, your arms, your eyes?)

BASIC TECHNICAL TIPS FOR TEACHERS
- Look to ensure students are on their feet, their trunk is stable, their knees are bent, and their arms swing in a coordinated motion
- Emphasis is to be placed on students' balance, focussing on maintaining a low centre of gravity, and keeping their eyes facing forward

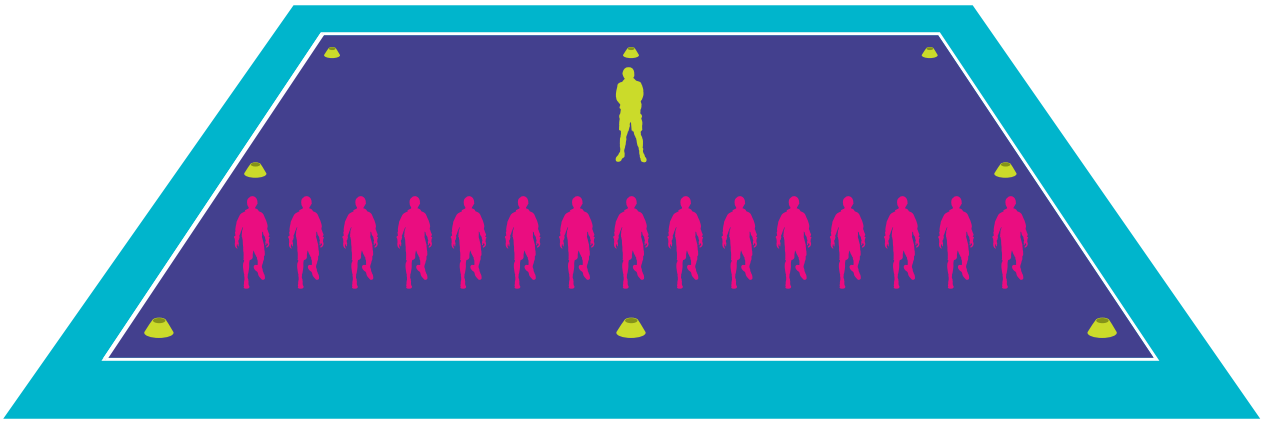
ACTIVITY 1
HERE, THERE, WHERE
5 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students to find a safe space on their own facing the teacher
- Teacher announces a movement and a direction for the students to follow (e.g., run forwards, jog backwards, crab step sidewards)

VARIATIONS

- Increase or decrease the playing area
- Increase or decrease the pace of the movement



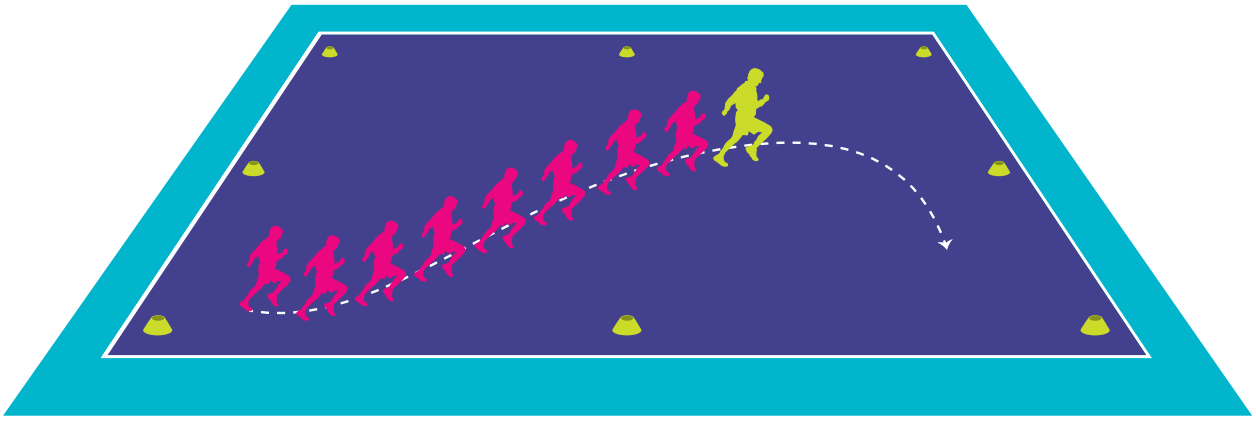
ACTIVITY 2
SCRAMBLED EGGS
10 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students to form a line behind the teacher
- Students to follow the teacher and listen to the various instructions (e.g., walk, jog, skip, sidestep and hop)
- Teacher announces “scrambled eggs” and students are to move into an open space as quickly as possible
- Students jog on the spot in open space
- Teacher announces “chicken” and all students form a line behind the teacher and the activity continues

VARIATIONS

- Increase or decrease the playing area
- Supplement ‘scrambled eggs’ jogging on the spot with different movement activities, such as star jumps, skipping, hopping and or students to choose their movement



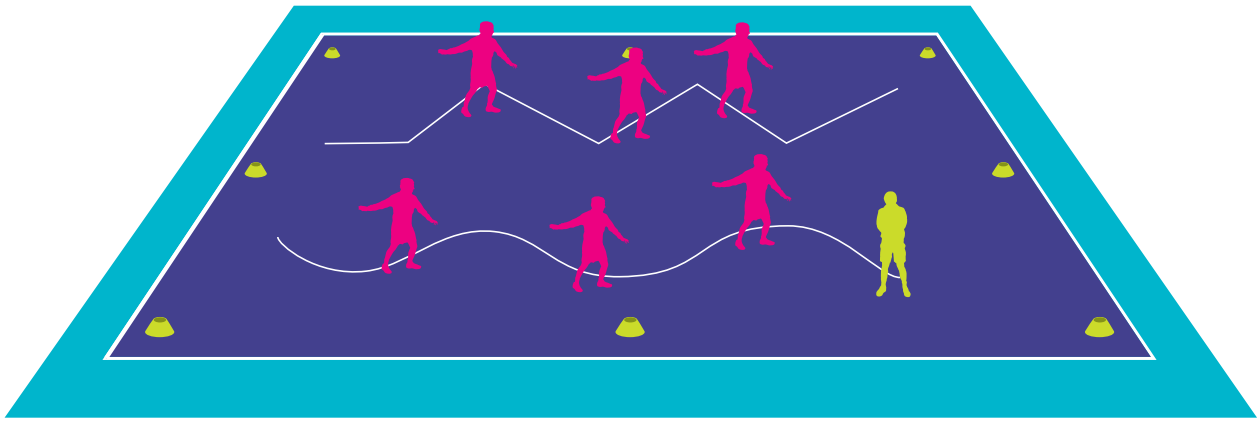
ACTIVITY 3
CRAZY PATTERNS
5 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Teacher to demonstrate various movement patterns for students to explore
- Teacher to ask the students to move in a zig zag pattern
- Teacher to ask the students to move in a circular pattern
- Teacher to ask the students to move in a winding pattern
- Teacher to ask students to define and demonstrate a pattern of their choice
- Students may draw their movement pattern on the ground with chalk to follow

VARIATIONS

- Students to vary the speed of their movement
- Increase or decrease the playing area



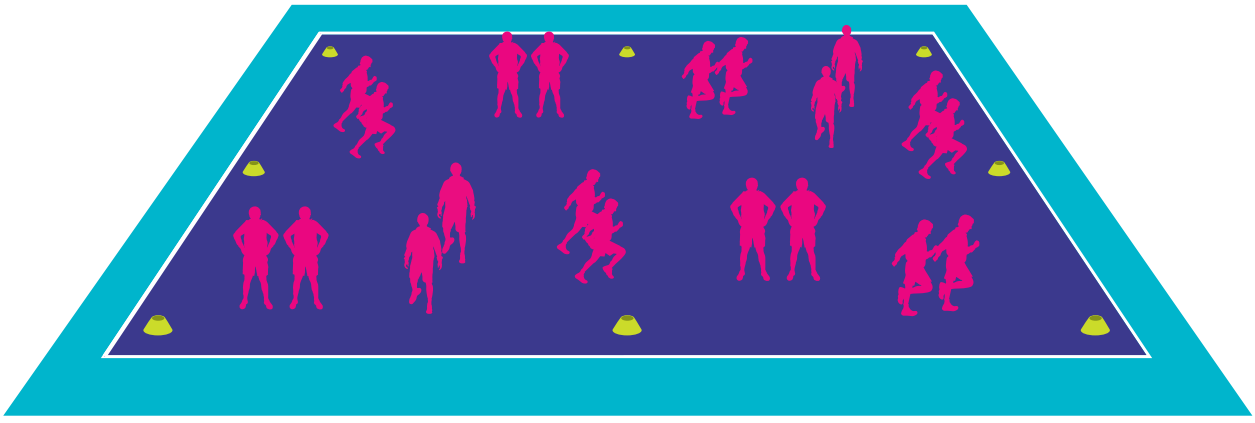
ACTIVITY 4
COPY CAT
10 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students to work in pairs
- One student is to lead the other student using various movement patterns
- Movement patterns can include straight, zig zag, circular or winding
- Students may walk, run, jog, sidestep, hop, crab walk or tippy toe walk
- Change leaders

VARIATIONS

- Students to vary the speed of their movement
- Increase or decrease the playing area



LESSON 2

TIME
30 minutes

LEARNING INTENTION
Develop spatial awareness

CONTENT DESCRIPTION
Test possible solutions to movement challenges through trial and error (ACPMP013)

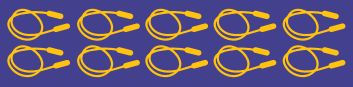
Identify and describe how their body moves in relation to effort, space, time, objects and people (ACPMP011)

AREA
A large, safe, flat playing area appropriate for the number of students participating

EQUIPMENT

8 soft cones


10 hoops


10 skipping ropes

NOTES FOR THIS LESSON
Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- What is open space?
- What do you do to create open space?
- How can you move your body without making contact with others?

BASIC TECHNICAL TIPS FOR TEACHERS
- Emphasise the importance of personal space and space of others
- Identify, maintain and use space adequately

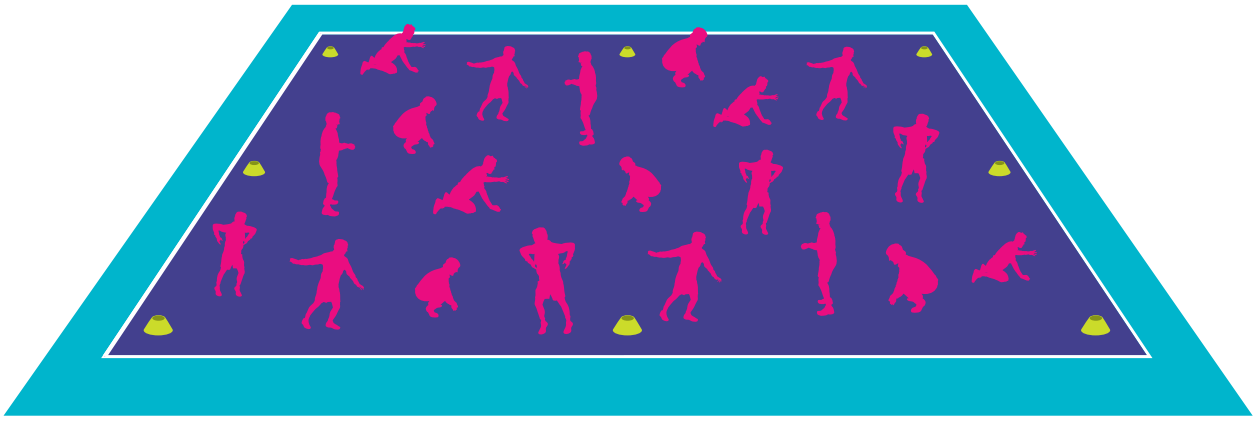
ACTIVITY 1
ANIMALS
10 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Teacher announces a variety of animal names, and students attempt to imitate the movement and sounds of the nominated animals
- Animals may include kangaroo, crocodile, bird, elephant, monkey, piglet or horse

VARIATIONS

- Teacher positions a variety of obstacles for the students to navigate around (e.g., cones, buckets, spot markers)
- Students nominate and select their own animals



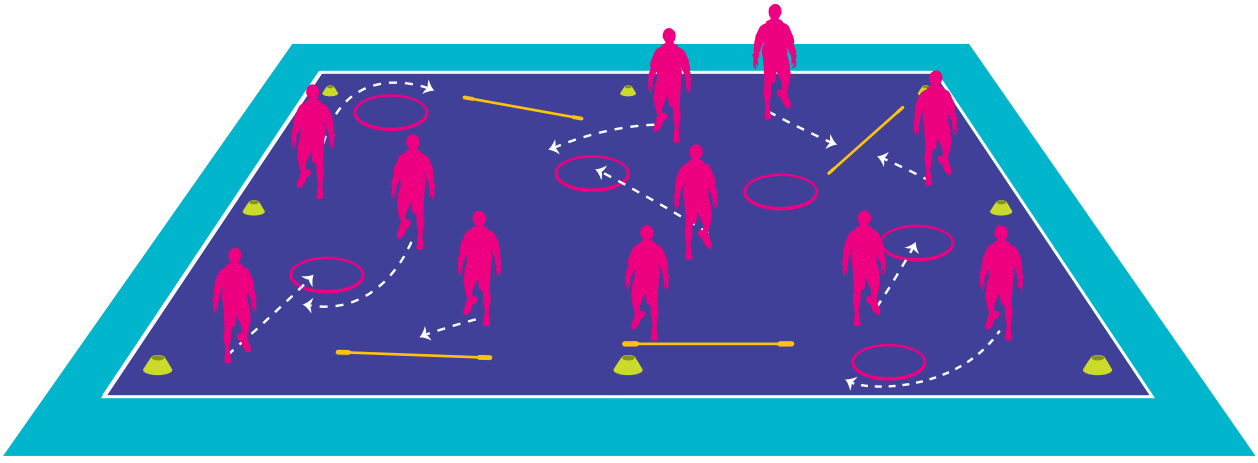
ACTIVITY 2
LUIGIS
10 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Teacher to place skipping ropes and hoops evenly around a defined playing area
- Students to move in and around the space, without making contact with the equipment
- Teacher announces “pizza” and students jump into a hoop
- Teacher announces “spaghetti” and students balance on a skipping rope
- Teacher announces “risotto” and the students continue to move around the space

VARIATIONS

- Increase or decrease the playing area and or proximity and amount of equipment
- Change the pace and type of movement pattern



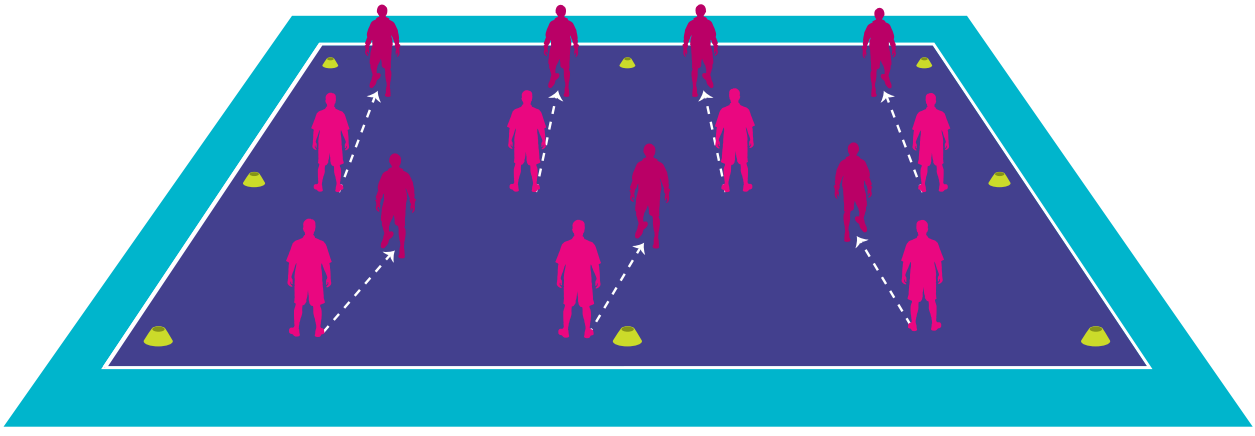
ACTIVITY 3
RABBITS
10 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students to work in pairs
- Student 1 is nominated as the fox, and student 2 is nominated as the rabbit (the fox is positioned behind the rabbit)
- Teacher announces “rabbit” and the rabbit walks quickly away from the fox
- The teacher allows three or four seconds for the rabbits to move before announcing “fox”
- The foxes quickly walk after the rabbits, attempting to stay as close as possible (at no point is the fox permitted to touch the rabbit)
- The teacher announces “freeze” and the rabbit and fox must stop
- The aim of the fox is to be as close to the rabbit as possible

VARIATIONS

- Increase or decrease the playing area
- Change the pace and type of movement pattern



LESSON 3

TIME
30 minutes

LEARNING INTENTION
Develop balance

CONTENT DESCRIPTION
Practise fundamental movement skills and movement sequences using different body parts (ACPMP008)

AREA
A large, safe, flat playing area appropriate for the number of students participating

EQUIPMENT



8 soft cones

1 beanbag per student



1 skipping rope per student

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- What helps you to balance?
- How do you move your body without losing balance?
- What are the different ways you can balance, and which are the hardest/easiest?

BASIC TECHNICAL TIPS FOR TEACHERS
- Emphasise eyes facing forward, with head level
- Encourage two feet on the ground with legs slightly apart (wide base)

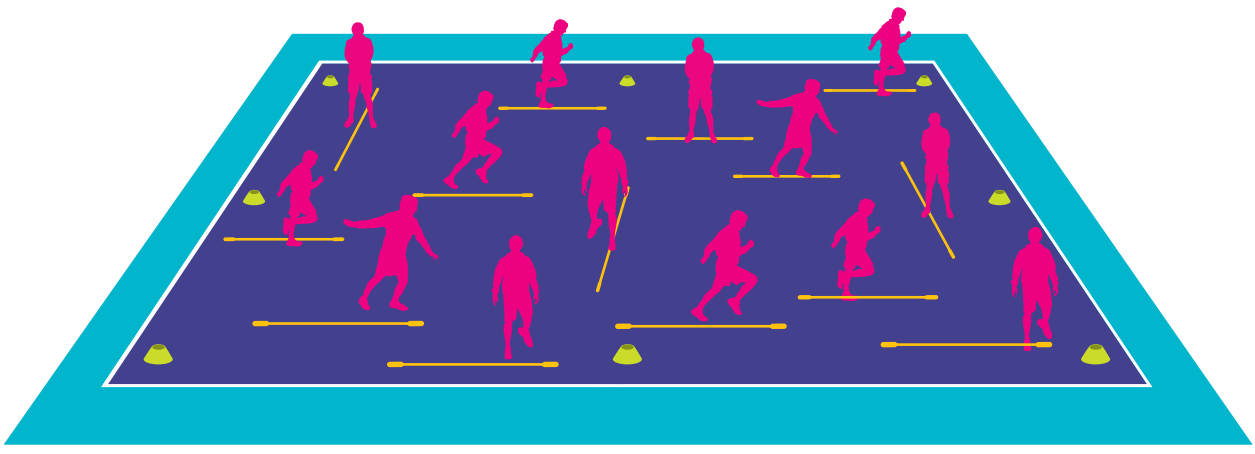
ACTIVITY 1
TIGHTROPE
10 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students to find a safe space on their own with a skipping rope placed on the ground
- Teacher announces “acrobats” and students move along the skipping rope line with different movements (e.g., walking, jogging, hopping, side stepping)

VARIATIONS

- Students to close one or both of their eyes
- Extend the length of the balancing line



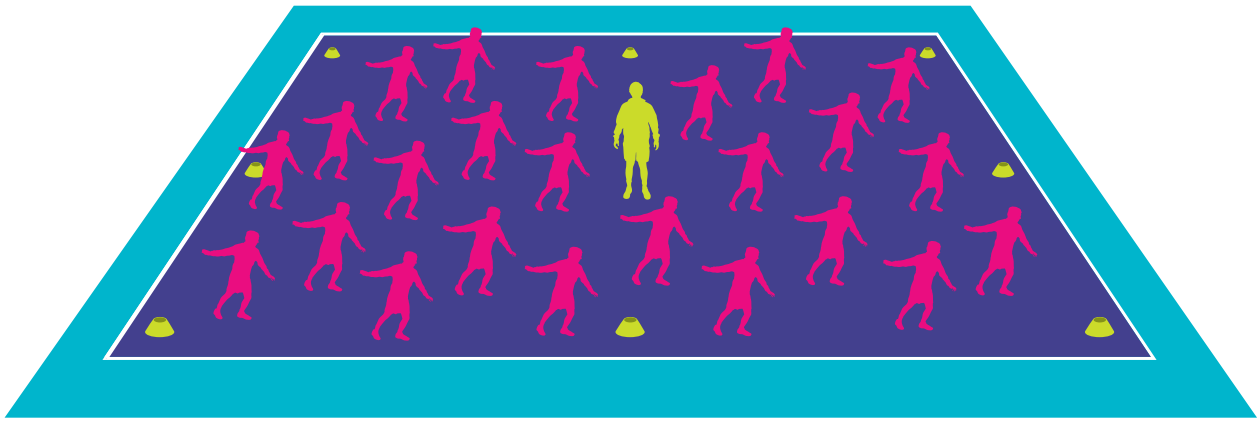
ACTIVITY 2
AEROPLANES
10 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students to find a safe space on their own
- Students are to move their body like an aeroplane, rotating their body from side to side, using their arms and trunk for balance
- Teacher announces “landing” and the students are to stop and connect two limbs of their body together (e.g., hand to shoulder, elbow to knee, hands to feet, foot to knee, hand to head, bottom to heels)

VARIATIONS

- Increase or decrease the playing area
- Students can work in pairs or small groups to explore static, dynamic and counterbalance



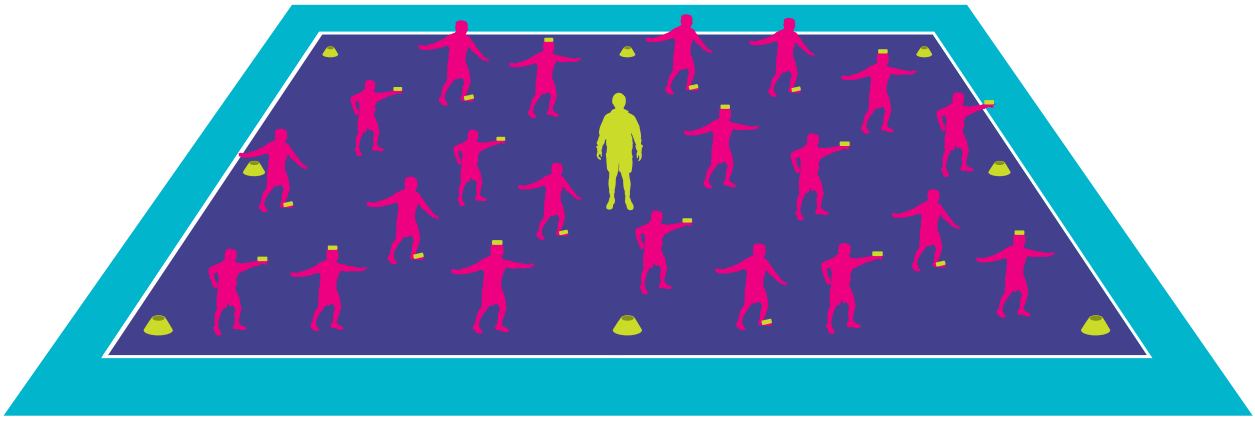
ACTIVITY 3
TRAFFIC LIGHTS
10 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students to find a safe space on their own with a beanbag for balancing
- Students to explore different parts of their body and how they may balance their beanbag whilst remaining stationary
- Teacher announces “green” and students walk quickly while balancing the beanbag on their head, or another part of their body
- Teacher announces “red” and students stop and try to maintain the balance of their beanbag
- Teacher announces “orange” and students continue to move

VARIATIONS

- Add new colours to the traffic lights where students perform different movements
- Increase or decrease the size of the beanbag, or substitute with different equipment



LESSON 4

TIME
30 minutes

LEARNING INTENTION
Develop and understand projection

CONTENT DESCRIPTION
Identify and describe how their body moves in relation to effort, space, time, objects and people (ACPMP011)

AREA
A large, safe, flat playing area appropriate for the number of students participating

EQUIPMENT


1 soft cone per pair


5 red tennis balls per pair


1 soft foam ball per pair


3 drop down lines per pair


2 buckets per pair

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- How do you prepare your body before projecting a ball?
- What body parts do you use to project a ball?
- How do you achieve accuracy when aiming for a target?

BASIC TECHNICAL TIPS FOR TEACHERS
- Ensure students lower their centre of gravity, and step forward with their opposite foot to their dominant hand
- When projecting the ball, emphasise palm of the hand towards the target

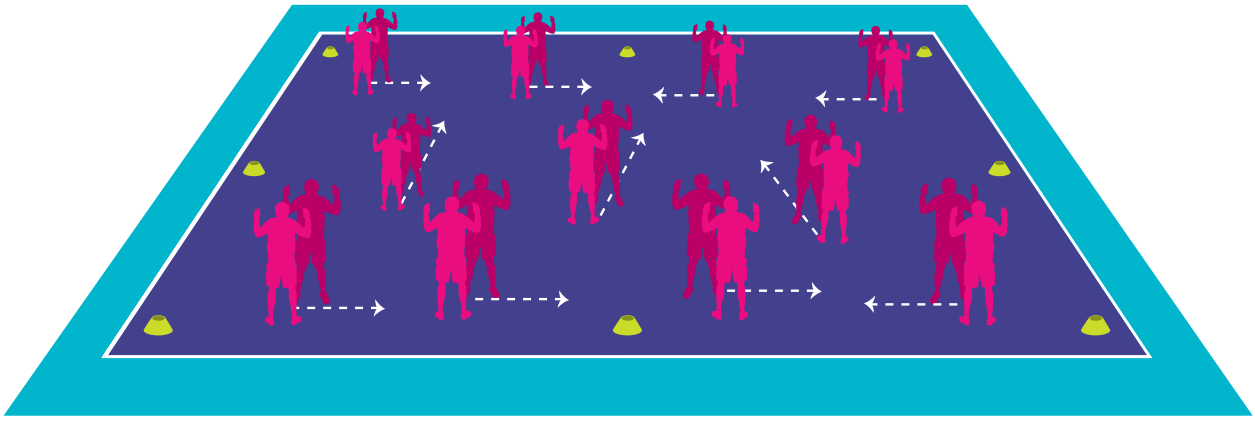
ACTIVITY 1
MIRRORS
5 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students to work in pairs
- Students are positioned facing each other in pairs, a safe distance from other teams
- Student 1 is nominated as the 'leader' and student 2 the 'follower'
- The 'leader' is to move side to side
- The 'follower' attempts to copy and mirror the 'leader's' movement patterns
- The teacher nominates an appropriate amount of time
- The students change roles

VARIATIONS

- 'Leader' can perform different body movements (e.g., squats, jumping and different arm movements)
- Students can conduct the activity in an area that permits movement in a multi-dimensional pattern (e.g., side to side and forwards and backwards)



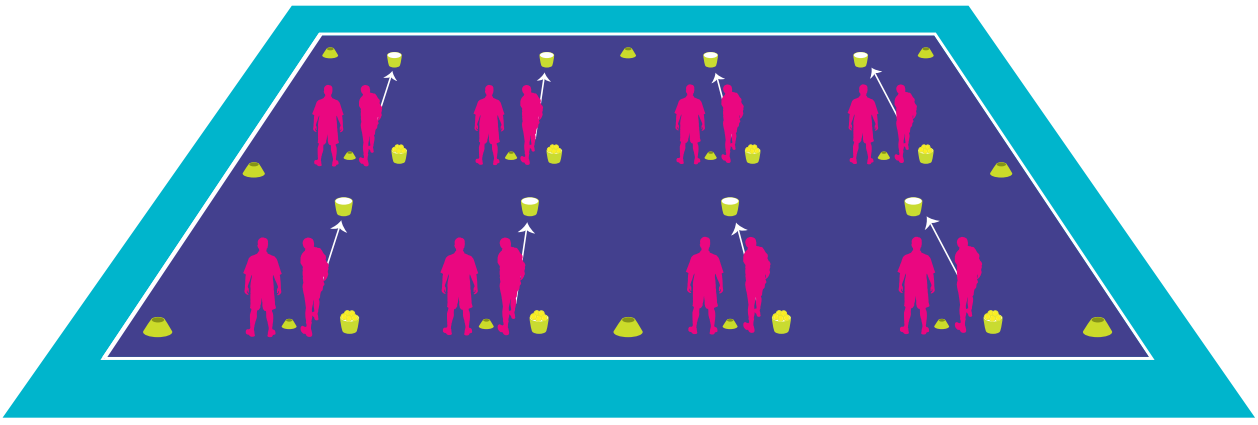
ACTIVITY 2
PYRAMID
15 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students to form pairs and are positioned behind a soft cone
- A bucket (pyramid) is positioned approximately three metres in front of each pair
- Each pair has a bucket with five balls
- Students alternate rolling the ball along the ground with an underarm action, attempting to make contact with the pyramid
- Pairs score one point each time they make contact with the pyramid

VARIATIONS

- Pairs are permitted to choose another pair's pyramid to aim at
- Pyramids can be placed closer or further away, or made larger or smaller



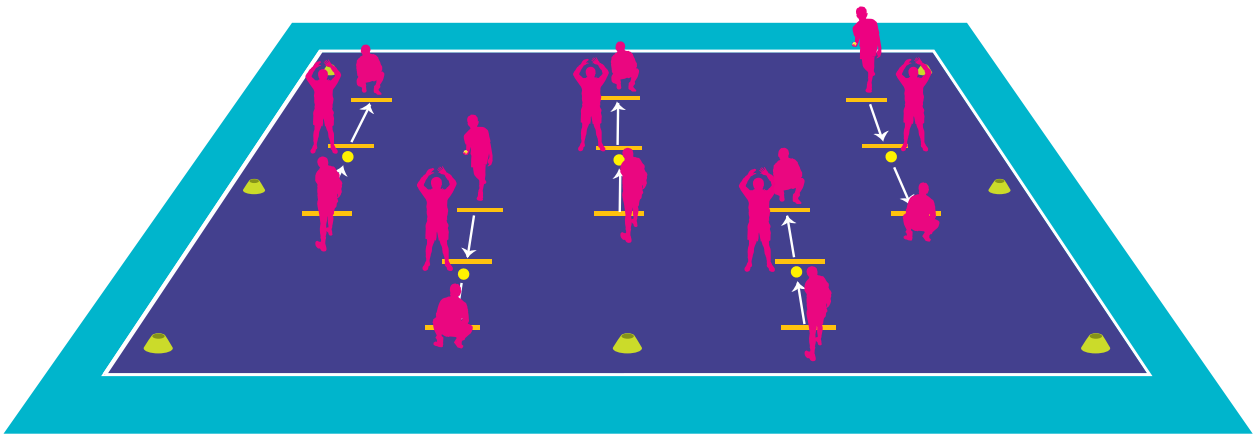
ACTIVITY 3
JACK IN THE BOX
10 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students form small groups of three
- Student 1 and student 3 are positioned opposite each other, approximately three metres apart
- Student 2 is positioned in the middle of student 1 and 3
- Each group is to have one foam ball (for safety purposes it is recommended that a soft ball is used and not a hard ball such as a basketball, tennis ball or soccer ball)
- Drop down lines are positioned to indicate all starting positions for students
- Student 1 and 3 alternate projecting the ball along the ground with an underarm action, aiming to make contact with the feet of student 2 positioned in the middle
- Student 2 aims to jump over the ball landing with two feet
- Each time the ball successfully hits the feet of student 2, the pair rolling the ball score one point
- The teacher indicates an appropriate amount of time or a number of points the pairs are to achieve
- Students rotate positions when indicated by the teacher

VARIATIONS

- Increase or decrease the distance between student 1 and 3
- Increase the playing area of student 2, making the area wider and allowing for movement (e.g., side to side forwards and backwards)



LESSON 5

TIME
30 minutes

LEARNING INTENTION
Develop and understand reception

CONTENT DESCRIPTION
Identify and describe how their body moves in relation to effort, space, time, objects and people (ACPMP011)

AREA
A large, safe, flat playing area appropriate for the number of students participating

EQUIPMENT


1 soft cone per student


1 red tennis ball per pair


2 drop down lines per pair


4 spot markers per pair

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- How can you position your body when receiving?
- In which directions can your body move when receiving?
- What environmental cues do you observe when receiving?

BASIC TECHNICAL TIPS FOR TEACHERS
- Eyes facing forward
- Small, quick steps when moving towards a target

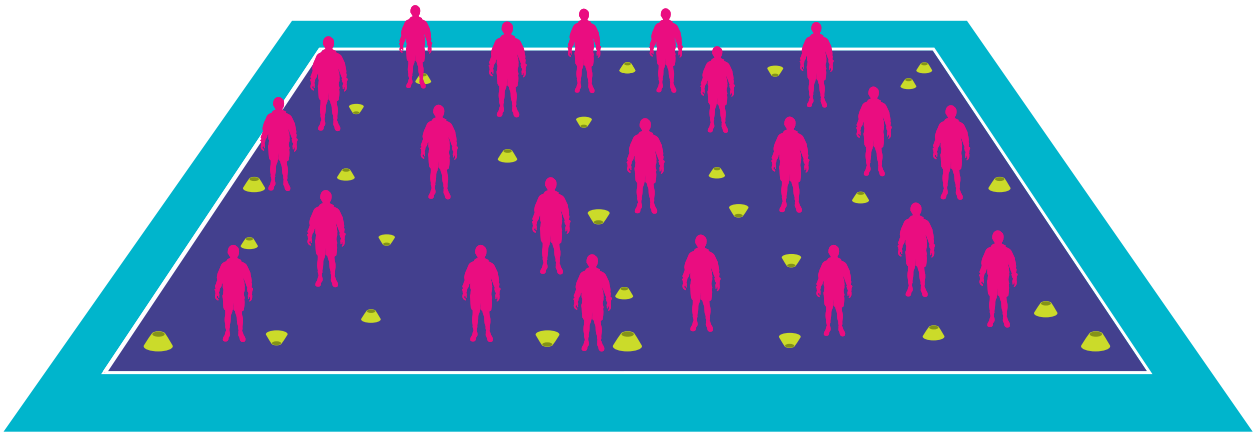
ACTIVITY 1
CUCKOO
5 minutes

INSTRUCTION

- Teacher to define a playing area with cones and sort students into two teams
- Teacher positions soft cones at various locations in the playing area
- Half of the soft cones are placed the right way up, and half are placed upside down
- One team is nominated as ‘cones up,’ and the other team as ‘cones down’
- Teacher announces “cuckoo,” and students attempt to collect as many of their team’s cones as possible, and place them in their team’s nominated position
- As a safety measure, students are only permitted to walk quickly and cones must be collected and placed at the nominated position one at a time
- The team with the most cones in their designated position after the allocated time, are declared the winner

VARIATIONS

- Increase or decrease the playing area
- Apply different movement patterns



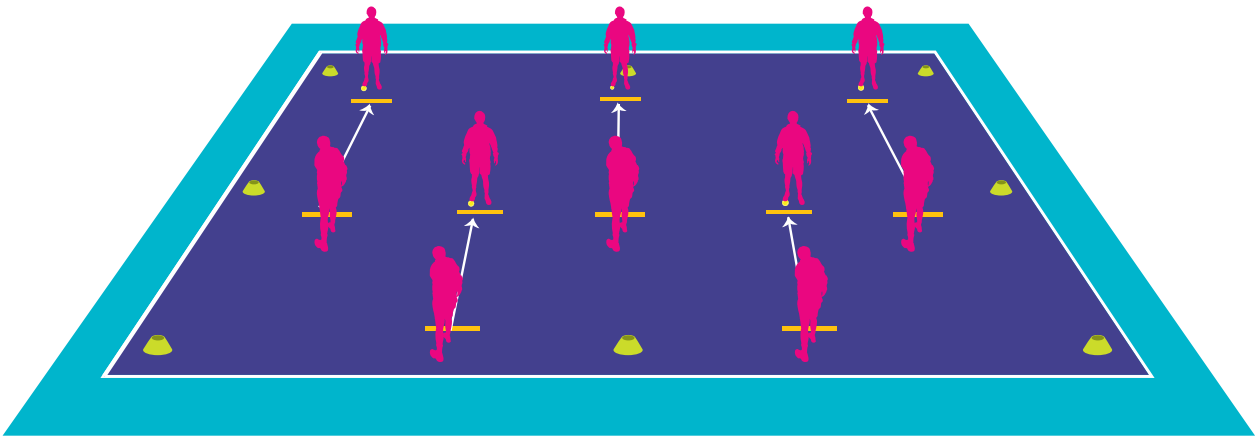
ACTIVITY 2
TOE TAPPERS
5 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students form pairs and are positioned opposite each other, approximately two metres apart
- Each pair is to have one tennis ball
- Drop down lines are positioned to indicate the starting position for each student
- Students alternate rolling the ball along the ground with an underarm action to their partner
- Students are to receive the ball by trapping it under their foot, alternating between trapping it with their left foot and their right foot
- Pairs score one point for trapping the ball successfully
- The teacher indicates an appropriate amount of time, or a number of points, the pairs are to achieve

VARIATIONS

- Increase or decrease the pace of the ball
- Increase or decrease the distance that students are required to receive the ball



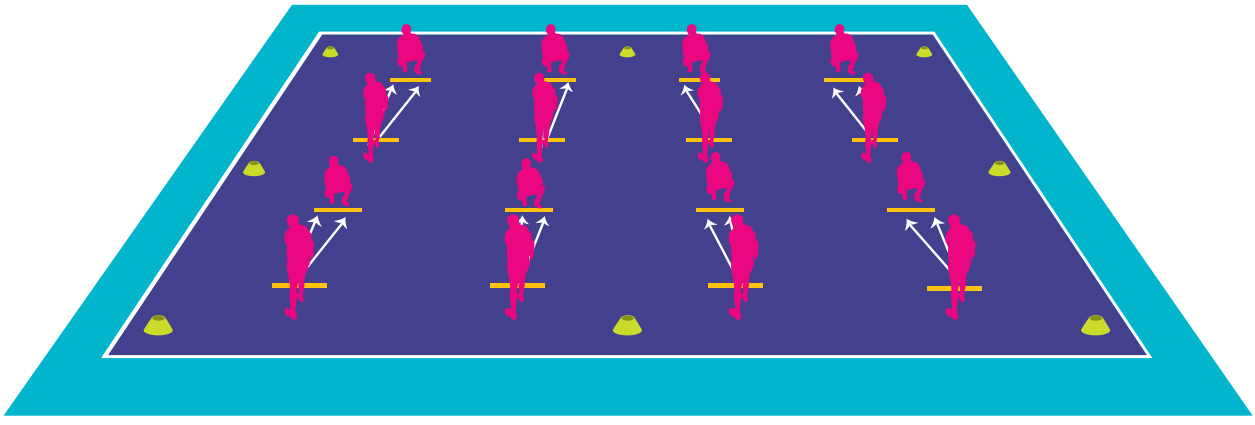
ACTIVITY 3
FAR AND WIDE
10 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students form pairs and are positioned opposite each other approximately two metres apart
- Each pair is to have one tennis ball
- Drop down lines are positioned to indicate the starting position for each student
- Students alternate rolling the ball along the ground with an underarm action, attempting to roll the ball to either side of their partner
- Students are to receive the ball by trapping it with their hands or underneath their foot
- Pairs score one point for trapping the ball successfully
- The teacher indicates an appropriate amount of time, or a number of points, the pairs are to achieve

VARIATIONS

- Students only receive the ball on their right hand or left hand side
- Increase or decrease the size of the ball



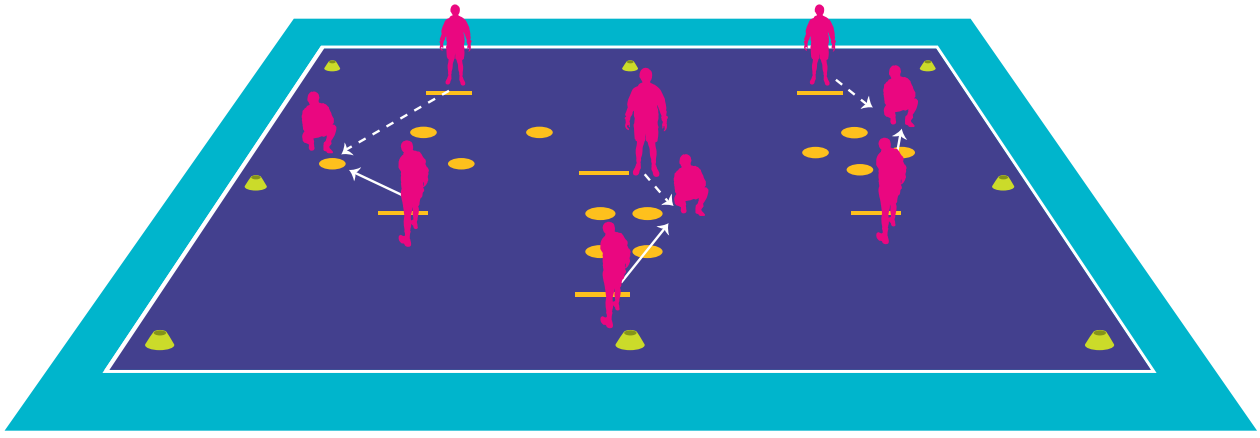
ACTIVITY 4
SURPRISE
10 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students form pairs and are positioned opposite each other, approximately two metres apart
- Student 1 is to face into the playing area and student 2 is to face in the opposite direction (with their back turned to student 1)
- Each pair is to have one tennis ball
- Drop down lines are positioned to indicate the starting position for each student
- Additional spot markers are also placed in the playing area as targets
- Student 1 announces “surprise” and at the same time rolls the ball along the ground towards a target, with an underarm action
- Student 2 quickly turns around and moves towards the rolling ball in a linear or lateral movement pattern to trap the ball
- Student 2 is to receive the ball by trapping it with their hands or underneath their foot
- Pairs score one point for trapping the ball successfully
- The teacher indicates an appropriate amount of time before the pairs change roles

VARIATIONS

- Student 2 to face into the playing area
- Increase or decrease the pace of the ball



LESSON 6

TIME
30 minutes

LEARNING INTENTION
Integrating projection and reception

CONTENT DESCRIPTION
Practise fundamental movement skills and movement sequences using different body parts (ACPMP008)

AREA
A large, safe, flat playing area appropriate for the number of students participating

EQUIPMENT


2 drop down lines per pair


1 red tennis ball per pair

1 beanbag per pair


1 bucket per pair


2 soft cones per pair

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- After projecting the ball where must your body move?
- After receiving the ball where must your body move?
- What environmental cues do you observe when projecting and receiving the ball?

BASIC TECHNICAL TIPS FOR TEACHERS
- Ensure students lower their centre of gravity, and step forward with the opposite foot to their dominant hand, with their palm facing towards the target
- Ensure students are facing forward, and take small, quick steps when moving towards a target

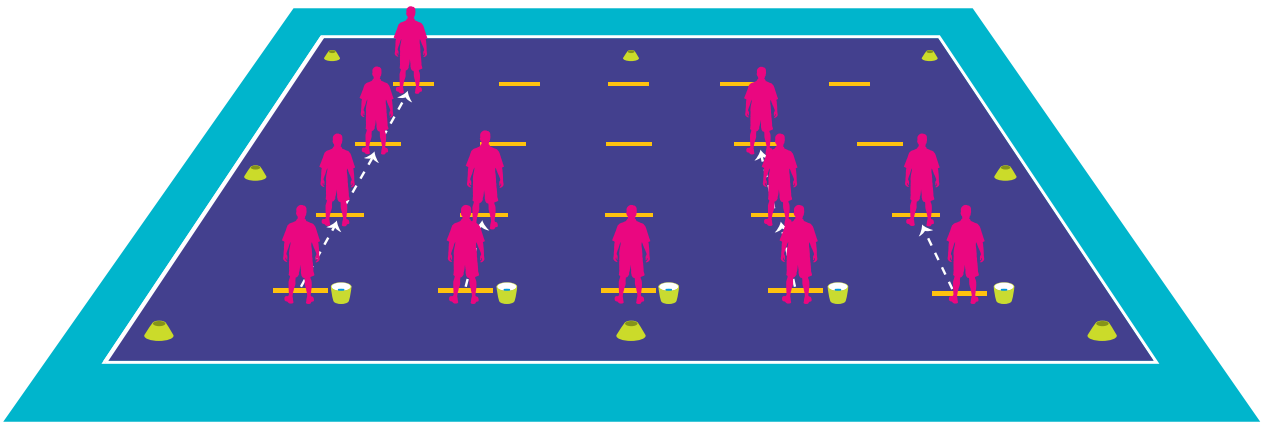
ACTIVITY 1
SNAKES AND LADDERS
10 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Teacher creates a ladder formation using four drop down lines, one metre apart
- A bucket is positioned approximately one metre before the first ladder rung, with a beanbag placed inside
- Teacher is to create four identical ladder formations
- Teacher to form teams depending upon the class size, with each team positioned behind a bucket
- Teacher announces “snakes” and the first student from each team collects the beanbag from the bucket and moves through the ladder without touching the rungs
- On reaching the final rung, the student turns around and moves back through the ladder and places the beanbag in the bucket
- Once the beanbag is back in the bucket, the next student repeats the task
- Each time the beanbag is returned to the bucket, the team receives one point
- The teacher indicates an appropriate amount of time, or a number of points, the teams are to achieve

VARIATIONS

- Students can balance the beanbag on a part of their body
- Change the pace and/or type of movement pattern



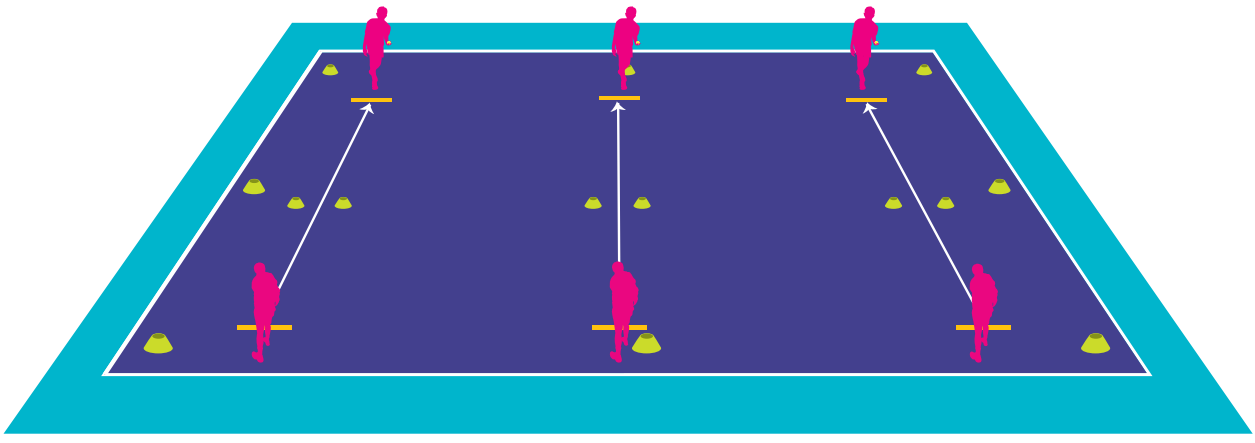
ACTIVITY 2
FEED THE CROCODILES
10 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students form pairs and are positioned opposite each other, approximately two metres apart
- Each pair is to have one tennis ball
- Drop down lines are positioned to indicate the starting position for each student
- Students position two soft cones approximately one metre apart in the middle of the playing area (this indicates the crocodiles mouth)
- Students alternate projecting the ball along the ground with an underarm action, attempting to roll the ball in the crocodiles mouth
- Each time the ball is successfully rolled into the crocodiles mouth, the pair scores one point
- The teacher indicates an appropriate amount of time, or a number of points the pairs are to achieve

VARIATIONS

- Increase or decrease the distance between the cones (crocodiles mouth)
- Increase or decrease the distance that students are required to project the ball



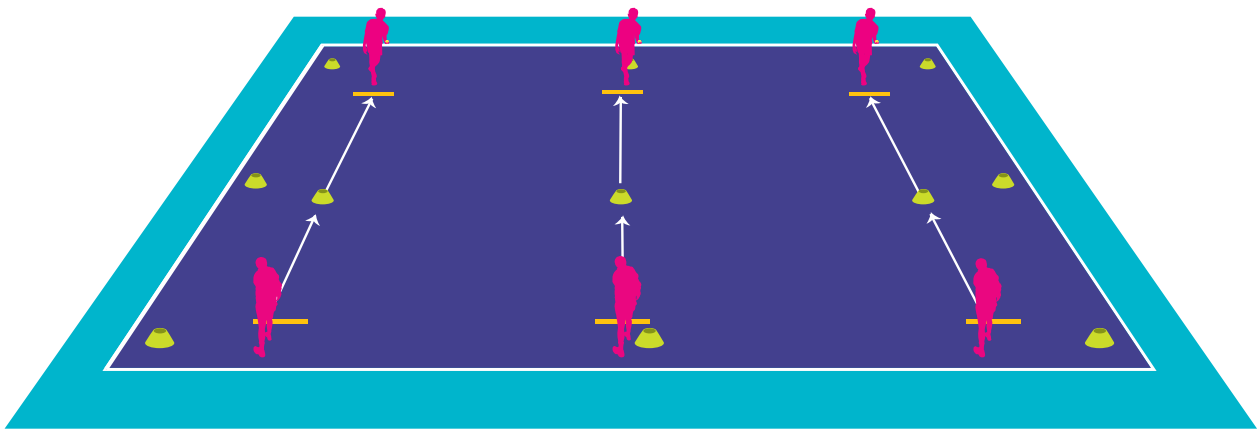
ACTIVITY 3
TARGET TENNIS
10 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students form pairs and are positioned opposite each other, approximately two metres apart
- Each pair is to have one tennis ball
- Drop down lines are positioned to indicate the starting position for each student
- Students position a soft cone in the middle of the playing area (this indicates the target)
- Students alternate projecting the ball along the ground with an underarm action, attempting to hit the target
- Each time the ball successfully hits the target, the pair scores one point
- The teacher indicates an appropriate amount of time, or a number of points, the pairs are to achieve

VARIATIONS

- Increase or decrease the size of the target
- Increase the number of targets in the playing area



LESSON 7

TIME
30 minutes

LEARNING INTENTION
Racquet familiarisation

CONTENT DESCRIPTION
Cooperate with others when participating in physical activities (ACPMP012)

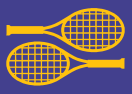
Practise fundamental movement skills and movement sequences using different body parts (ACPMP008)

AREA
A large, safe, flat playing area appropriate for the number of students participating

EQUIPMENT



2 red tennis balls per pair



2 racquets per pair



2 beanbags per pair



30 soft cones



2 drop down lines per pair

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- How do you control a racquet?
- How do you position your body to control a racquet and ball?
- How do you achieve accuracy with a racquet and ball?

BASIC TECHNICAL TIPS FOR TEACHERS
- Emphasis to be placed on racquet strings facing towards a partner/target
- Encourage a side on stance, and use of the opposite foot to hand

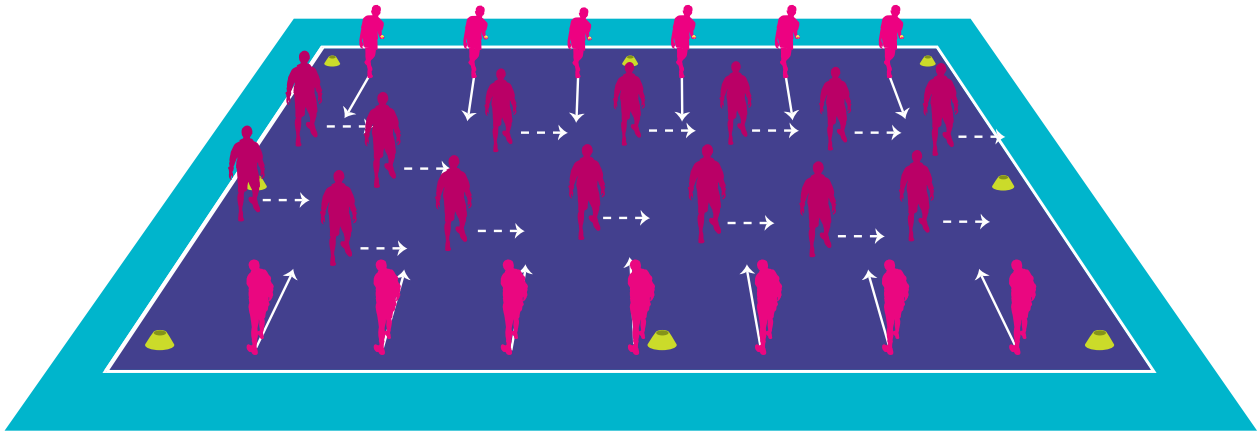
ACTIVITY 1
HOT COALS
10 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Teacher to form teams depending upon the class size
- Team 1 is positioned along both sides of the playing area (half on each side), approximately four metres apart
- Each student has one tennis ball
- Team 2 is positioned at one end of the playing area (alley)
- Teacher announces “fire walker” and all students in team 2 must quickly walk through the playing area (hot coals), while team 1 roll their balls across the playing area
- Team 2 attempts to dodge the balls, and team 1 scores a point each time a ball hits the foot of a team 2 student (firewalkers)
- Once team 2 has made it over the hot coals, team 1 collects their tennis balls and the activity continues
- Teams alternate positions after a designated time period

VARIATIONS

- Increase or decrease the width and/or length of the playing area
- Change the pace and type of movement pattern



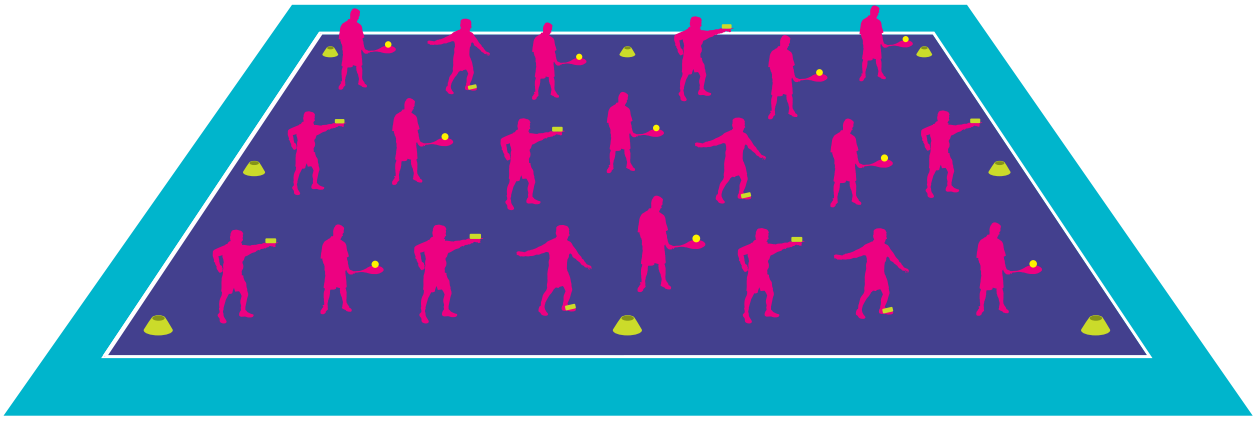
ACTIVITY 2
RACQUET FAMILIARISATION
10 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students to find a safe space on their own with a racquet, tennis ball and beanbag
- Students are to perform a variety of movements and balance activities using the following equipment:
    - balance the beanbag on their right and then left hand, whilst stationary
    - balancing the beanbag on one foot during a locomotion pattern (e.g., walking)
    - balance the ball on their right and then left hand, whilst stationary
    - balancing the ball on one foot and during a locomotion pattern (e.g., walking)
    - balance the ball on their racquet
    - roll the ball around their racquet
    - balance the ball on their racquet during a locomotion pattern (e.g., moving forwards, backwards, sidestepping)

VARIATIONS

- Change the type of movement pattern
- Students create their own movement pattern



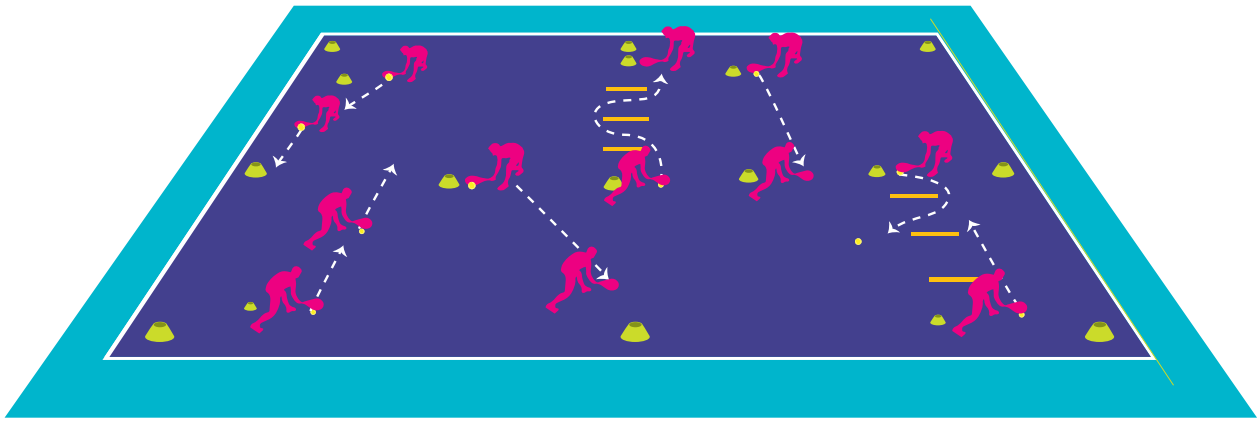
ACTIVITY 3
WALK THE DOG
10 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students form pairs and are positioned opposite each other, approximately five metres apart, beside a cone with a tennis ball and racquet
- Teacher announces “puppies” and both students are to guide the ball along the ground with their racquet (e.g., walk the dog) towards their partner’s cone
- A point is scored each time a student walks the dog around the cone
- Teacher is to position three additional drop down lines between each pair’s starting positions
- Students then weave their dog in between the lines
- Students continue to walk their dog through the lines until the teacher announces “stop”
- Students are then permitted to walk their dog through the playing area, without making contact with other students (e.g., walking the dog in the park)

VARIATIONS

- Students are walking more than one dog
- Increase or decrease the playing area for walking the dogs in the park



LESSON 8

TIME
30 minutes

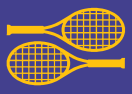
LEARNING INTENTION
Develop a cooperative rally with a racquet

CONTENT DESCRIPTION
Practise fundamental movement skills and movement sequences using different body parts (ACPMP008)

Identify and describe how their body moves in relation to effort, space, time, objects and people (ACPMP011)

AREA
A large, safe, flat playing area appropriate for the number of students participating

EQUIPMENT



2 racquets per pair



1 red tennis ball per pair



2 drop down lines per pair

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- How do you position your body to project and receive a ball?
- How do you achieve accuracy when projecting the ball?
- How do you move your body after you have received and projected the ball?

BASIC TECHNICAL TIPS FOR TEACHERS
- Encourage a side on stance when projecting and 'splatting' a ball
- Emphasis to be placed on racquet strings facing towards a target

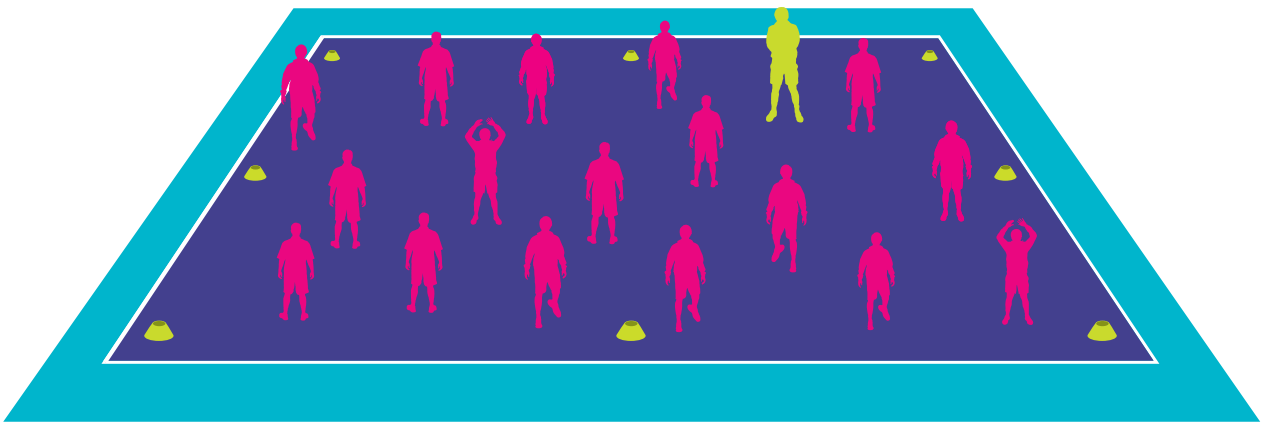
ACTIVITY 1
REMOTE CONTROL
5 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students to find a safe space on their own, facing the teacher
- Teacher announces a movement and direction for the students to follow, including:
    - play (walk)
    - fast forward (walk forwards quickly)
    - pause (freeze)
    - rewind (walk backwards quickly)
    - skip (skip forward)
    - slow motion (slow motion)
    - eject (jump for the sky)
    - record (student choice)

VARIATIONS

- Students to carry a racquet and ball and/or beanbag
- Increase or decrease the playing area



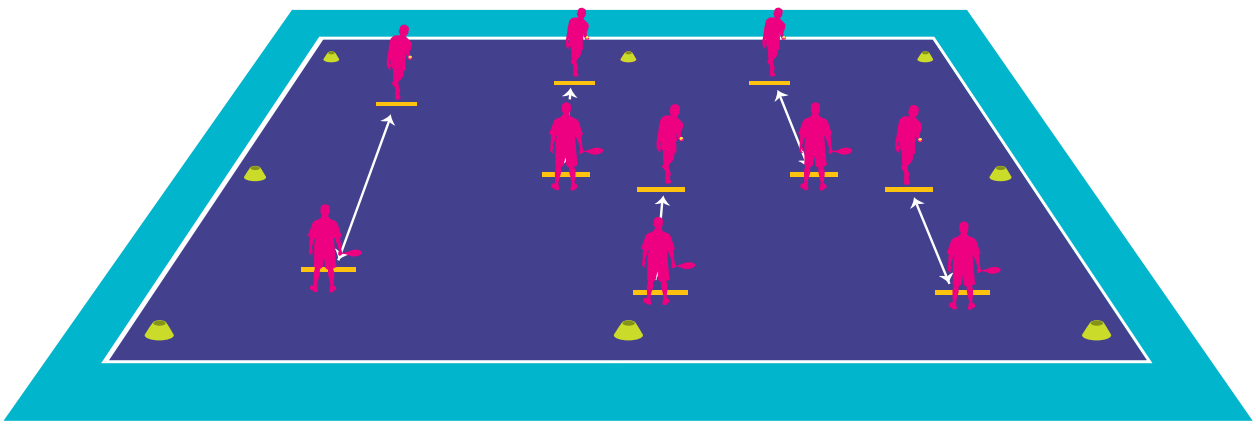
ACTIVITY 2
ROLL AND SPLAT SINGLES
25 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students form pairs and are positioned opposite each other, approximately three metres apart
- Drop down lines are positioned to indicate all starting positions for students
- Student 1 commences the rally by projecting the ball to student 2, using their forehand side (dominant hand)
- Student 2 traps the ball by 'splatting' their racquet down on the ball to stop it
- Students continue to project and 'splat' the ball using a forehand motion, while keeping a 'side on' stance. Students score one point each time they 'splat' the ball
- The teacher indicates an appropriate amount of time, or a number of points, the pairs are to achieve

VARIATIONS

- Increase or decrease the pace and/or size of the ball
- Increase or decrease the playing area



LESSON 9

TIME
30 minutes

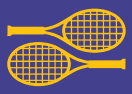
LEARNING INTENTION
Develop a cooperative rally with a racquet

CONTENT DESCRIPTION
Practise fundamental movement skills and movement sequences using different body parts (ACPMP008)

Cooperate with others when participating in physical activities (ACPMP012)

AREA
A large, safe, flat playing area appropriate for the number of students participating

EQUIPMENT



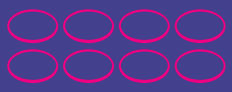
2 racquets per pair



2 drop down lines per pair



30 red tennis balls



8 hoops

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- How do you position your body to project and receive a ball?
- How do you achieve accuracy when projecting the ball?
- How do you move your body after you have received and projected the ball?

BASIC TECHNICAL TIPS FOR TEACHERS
- Encourage a side on stance when projecting and 'splatting' a ball
- Emphasis is to be placed on racquet strings facing towards a target

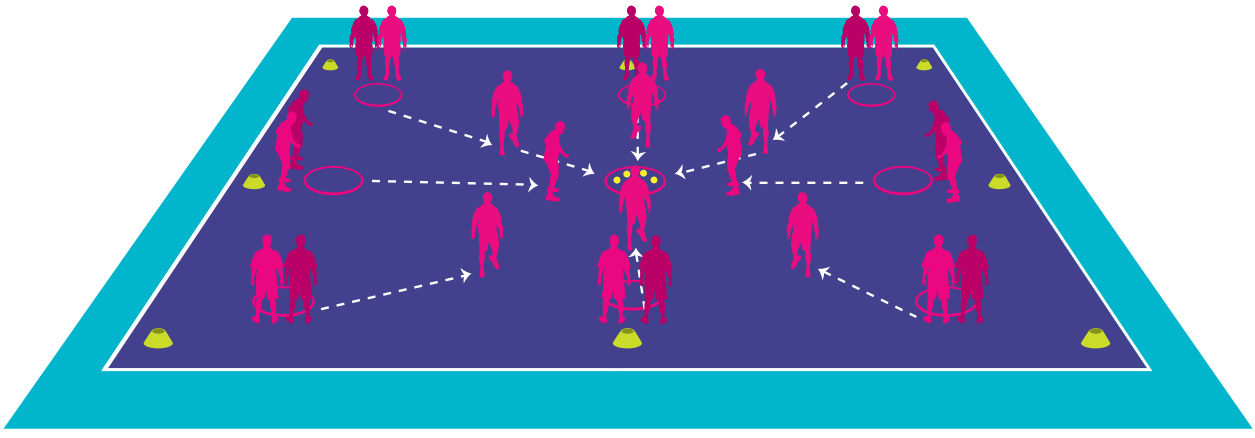
ACTIVITY 1
ROB THE NEST
5 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- A centre hoop (nest) is positioned in the middle of the playing area, full of tennis balls (eggs), for safety purposes ensure balls are placed around the edge of the hoop
- Students are placed into teams of three with an additional hoop (egg carton) approximately four metres from the nest
- Students start behind their egg carton. One student at a time moves towards the nest to retrieve an egg
- Students are to take one egg at a time and return to their 'egg carton'
- Teams continue to retrieve the eggs until there are no longer any remaining in the nest
- Teams count the number of eggs gathered

VARIATIONS

- Increase or decrease the number of eggs in the nest
- Students use a racquet to collect an egg and roll it towards their egg carton



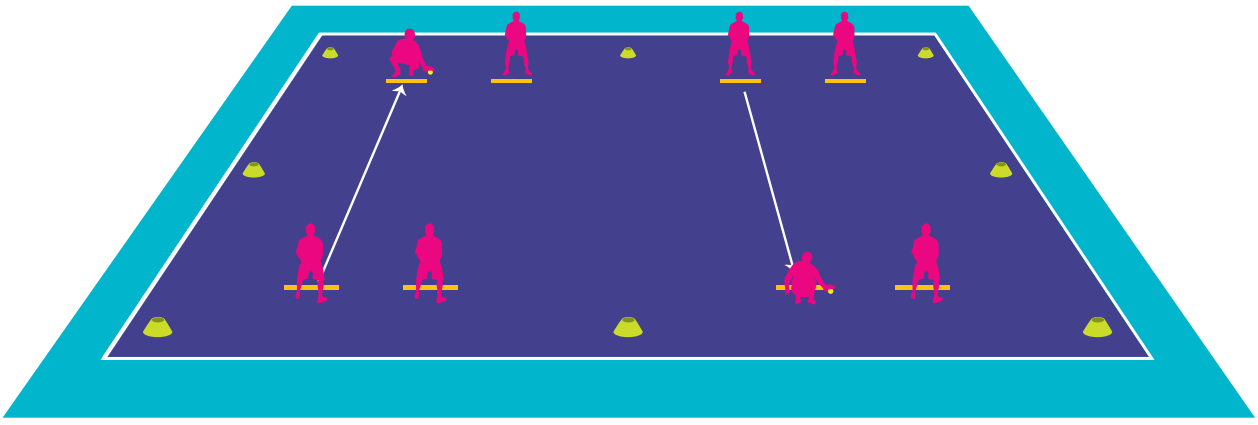
ACTIVITY 2
ROLL AND SPLAT DOUBLES
25 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students form pairs and are positioned opposite another pair approximately three metres apart
- Drop down lines are positioned to indicate all starting positions for students
- A student from team 1 commences the rally by projecting the ball on their forehand side (dominant hand) to team 2
- A student from team 2 traps the ball by 'splatting' their racquet down on the ball to stop it
- Teams attempt to project and 'splat' the ball using a forehand motion keeping a 'side on' stance, teams alternate commencing the rally
- Teams score one point each time they 'splat' the ball
- The teacher indicates an appropriate amount of time, or a number of points, the teams are to achieve

VARIATIONS

- Increase or decrease the playing area
- Increase or decrease the pace and/or size of the ball



LESSON 10 - END GAME

TIME
30 minutes

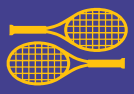
LEARNING INTENTION
Maintain a cooperative rolling rally

CONTENT DESCRIPTION
Participate in games with and without equipment (ACPMP009)

Follow rules when participating in physical activities (ACPMP014)

AREA
A large, safe, flat playing area appropriate for the number of students participating

EQUIPMENT


2 racquets per pair


1 red tennis ball per pair


2 drop down lines per pair


4 soft cones per pair


Chalk

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- How do you position your body to project and receive a ball?
- How do you decide where to place the ball?
- How do you move your body after you have received and projected the ball?

BASIC TECHNICAL TIPS FOR TEACHERS
- Encourage a side on stance, and making contact in front
- Emphasis to be placed on racquet strings facing towards the desired area

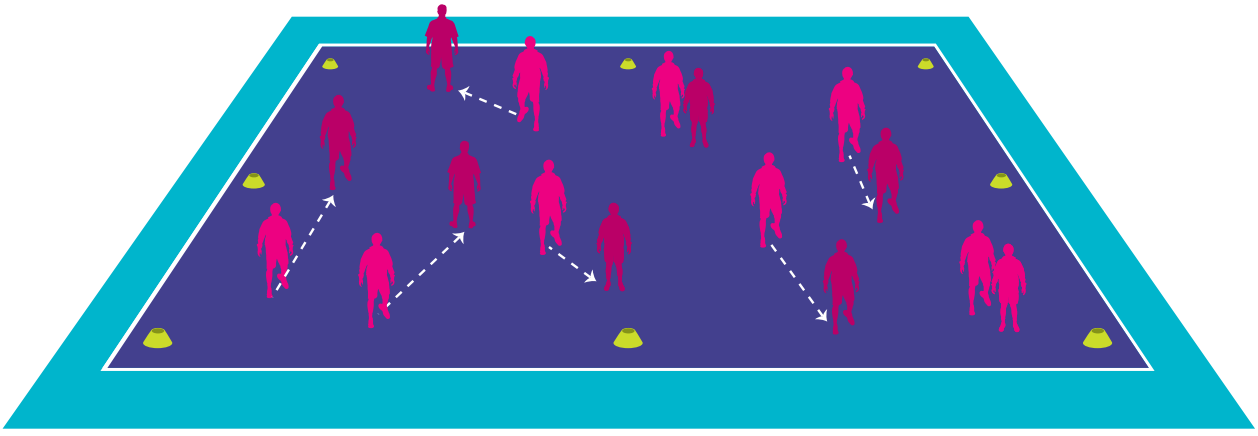
ACTIVITY 1
EYE SPY
5 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Each student identifies another student in the group to follow (students do not tell other students who they have chosen)
- Teacher announces “go” and the students move around the playing area quickly (e.g., walking quickly) following the student they have identified
- The teacher announces “stop” and all students must freeze and reveal who they have been following
- The aim is to be as close to the nominated student as possible without them knowing

VARIATIONS

- Increase or decrease the playing area
- Change the pace and type of movement pattern



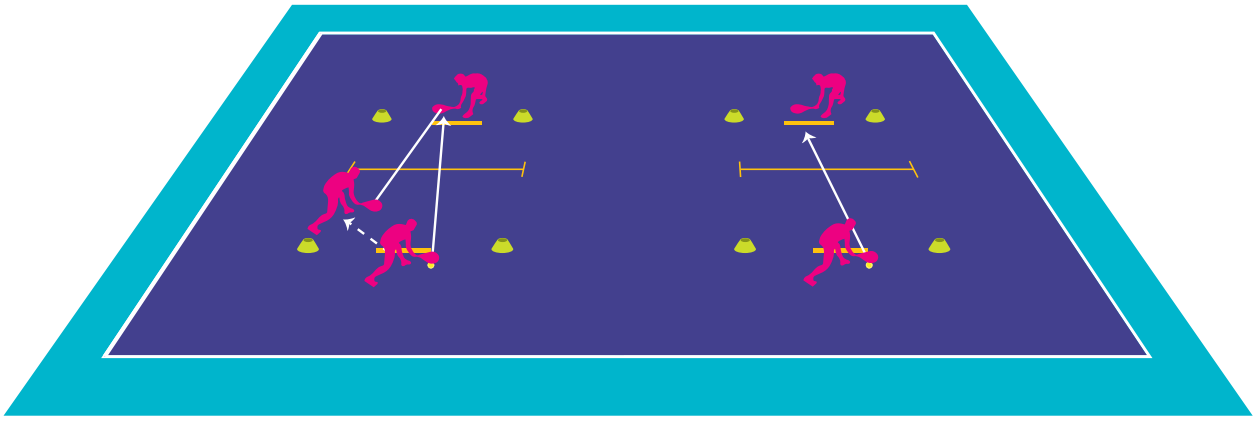
PURPLE END GAME
RADICAL RALLIES
25 minutes

INSTRUCTION

- Students form pairs and define a playing area with cones, and a net (line on the ground) positioned in the middle dividing the area into two halves
- Students are positioned opposite each other, approximately four metres apart
- Drop down lines are positioned to indicate all starting positions for students
- Student 1 commences the rally by projecting the ball across the net using their forehand side (dominant hand)
- Student 2 receives the ball and projects the ball back across the net to student 1
- Students continue the rally, projecting the ball across the net with an underarm action, attempting to use all the playing area
- Students score one point each time they win the rally
- The teacher indicates an appropriate amount of time, or a number of points, the pairs are to achieve

VARIATIONS

- Students trap the ball with a ‘splat’ instead of a continuous rally
- Students play the game cooperatively



SUGGESTED ASSESSMENT TOOLS FOR FOUNDATION YEAR (PURPLE STAGE)

There is a range of assessment tools available to gather information in relation to student performance that can contribute to the achievement of curriculum standards. These assessment methods include but are not limited to:

- Fundamental movement skill (FMS) checklists
- Specialised movement skill checklists
- Images/photos
- Stimulus questions
- Student reflection tools
- Rubrics
- Cognitive reinforcers
- Game Performance Assessment Instruments (GPAI)

The following assessment tools for the Foundation Year (Purple Stage) are primarily designed as examples that may be applied to assess student performance based on the relevant AC:HPE achievement standards for this band. The various tools are provided as a starting point for teachers. They are not prescriptive and are presented as suggestions only. Teachers are encouraged to not only apply the existing tools, but to adapt and create alternative assessment instruments based on the needs of the students and objectives of the lessons. You may also be able to gather information about the achievement of students in other subjects and learning areas. The assessment tools provided below consist of a FMS observation checklist.

FUNDAMENTAL MOVEMENT SKILLS (FMS) OBSERVATION RATING CHECKLIST

The teacher observes the student performing the various elements described in the skill criteria column and then indicates the level of achievement based on 'Always', 'Sometimes' or 'Rarely'. Teachers are also provided with a comments section to record any relevant information in regard to the performance of the student.

SPRINT RUN

Student name: _____

ORDER	SKILL CRITERIA	ALWAYS	SOMETIMES	RARELY
1	Feet land along a narrow path			
2	Land and propel off the balls of the feet			
3	High knee lift with knees bending at right angles and foot close to buttocks			
4	Head and trunk stable with eyes focused forward			
5	Arms bent at elbows and swinging forward			
6	Arms move in opposition to the legs			
7	The body leans slightly forward			

Comments _____

_____

_____

_____

SIDE GALLOP

Student name: _____

ORDER	SKILL CRITERIA	ALWAYS	SOMETIMES	RARELY
1	Rhythmical and relaxed			
2	Feet face forward			
3	Side step without feet crossing over			
4	Knees slightly bent and weight on the balls of the feet			
5	Can lead with either leg in any direction			
6	Trunk, head and eyes face forward			
7	Arms bent and used for balance			

Comments _____

_____

_____

_____

FUNDAMENTAL MOVEMENT SKILLS (FMS) OBSERVATION RATING CHECKLIST

ONE HANDED ROLL

Student name: _____

ORDER	SKILL CRITERIA	ALWAYS	SOMETIMES	RARELY
1	Stand face on to the direction of the roll			
2	Stable head and trunk, with eyes focused on the target			
3	Step forwards with opposite foot to rolling arm			
4	Rolling arm moves back behind the body and swings forward in a straight plane			
5	The front leg knees bends with the step forward			
6	The rolling hand moves in a straight plane towards the target			
7	Release the ball onto the ground from the fingers in the direction of the target			

Comments _____

_____

_____

_____

TWO HANDED PICK UP

Student name: _____

ORDER	SKILL CRITERIA	ALWAYS	SOMETIMES	RARELY
1	Moves into position in line with the incoming ball			
2	Steps forward with opposite foot to throwing arm			
3	Bend their forward knee to lower the body to receive the ball			
4	Eyes are focused on the ball until gathered in hands			
5	Fingers point towards the ground in front of the body making a cup to collect the ball			
6	Fingers close around the ball on reception			
7	The ball is held as the player stands up			

Comments _____

_____

_____

LESSON 1

TIME
30 minutes

LEARNING INTENTION
Develop and understand projection through the air

CONTENT DESCRIPTION
Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (ACPMP029)

Propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMP031)

AREA
A large safe, flat playing area appropriate for the number of students

EQUIPMENT



1 racquet per student



5 red tennis balls per student

1 drop down line per student

5 beanbags per student



3 hoops per student

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- How do you position your body when projecting an object toward a target?
- How do you position your hand(s) when projecting an object toward a target?
- How do you achieve accuracy when projecting an object toward a target?

BASIC TECHNICAL TIPS FOR TEACHERS
- Move your arm from a low to high position when projecting an object
- Point the palm of the hand toward the target

FUN FACTS
There are two groundstrokes in tennis – the forehand and backhand. The forehand is hit with one hand from the dominant side of your body, while the backhand can be hit with one or two hands from the non-dominant side of your body

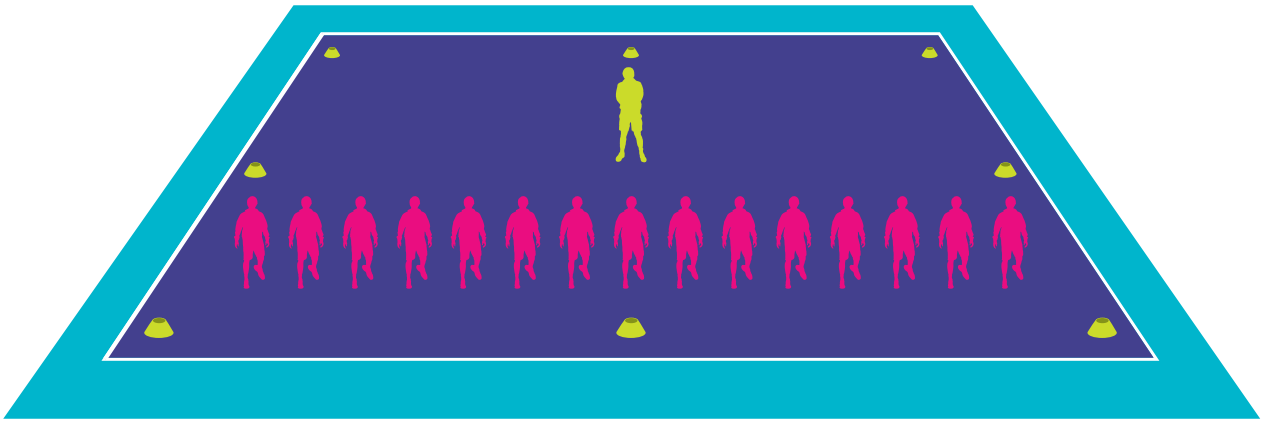
ACTIVITY 3
BUILDING BLOCKS
10 Minutes

INSTRUCTION

- Students form pairs and are positioned cross court opposite each other in a green playing area with one tennis ball, two racquets and two drop down lines
- Drop down lines are positioned in the middle on either side of the net, diving the court into two halves
- Student 1 commences the rally by projecting the ball with an overarm serving action cross court to student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand action cross court to student 1 who traps the ball. This is known as a two shot rally
- Student 2 recommences the rally with an overarm serve cross court to student 1
- Student 1 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand action cross court to student 2
- Student 2 continues the rally with a forehand to student 1 who returns the ball to student 2 who then traps the ball. This is known as a four shot rally
- Students alternate the server after each building block aiming to build from 2 to 4 to 6 and so on
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Students choose a serving action of their choice
- Increase or decrease the playing area





BLUE STAGE
YEARS 1 AND 2

CURRICULUM BAND SUMMARY

YEARS 1 AND 2 BAND DESCRIPTION

The curriculum for Year 1 and 2 builds on the learning from Foundation, and supports students to make decisions to enhance their health, safety and participation in physical activity. The content enables students to explore their own sense of self and the factors that contribute to and influence their identities. Students learn about emotions, how to enhance their interactions with others, and the physical and social changes they go through as they grow older.

The content explores health messages and how they relate to health decisions and behaviours, and examines strategies students can use when they need help. The content also provides opportunities for students to learn through movement. It supports them in broadening the range and complexity of fundamental movement skills they are able to perform. They learn how to select, transfer and apply simple movement skills and sequences individually, in groups and in teams.

Students also further develop their knowledge, understanding and skills in relation to movement by exploring simple rule systems and safe use of equipment in a variety of physical activities and games. Through active participation, they investigate the body's response to different types of physical activities. In addition, students develop personal and social skills such as cooperation, decision-making, problem-solving and persistence through movement settings.

Focus areas to be addressed in Years 1 and 2 include:

- Safe use of medicines (AD)
- Food and nutrition (FN)
- Health benefits of physical activity (HBPA)
- Mental health and wellbeing (MH)
- Relationships (RS)
- Safety (S)
- Active play and minor games (AP)
- Fundamental movement skills (FMS)
- Rhythmic and expressive movement activities (RE).

YEARS 1 AND 2 ACHIEVEMENT STANDARDS

By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.

Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.

YEARS 1 AND 2 (BLUE STAGE)

LESSON	LEARNING INTENTION	GAME PROGRESSION
1	Develop and understand projection through the air	Skydiver Ready, aim, fire! Supermarket
2	Develop and understand reception through the air	Seal clap Catching butterflies Beekeeper
3	Integrate projection and reception through the air	Seal colony Fan The joker
4	Integrate projection and reception through the air	Trapdoor Over the bridge Swiss cheese
5	Develop and understand consistency	Spell it Numbers Clothesline
6	Develop and understand accuracy	Circles Black out Pirates
7	Develop the rally with a racquet	Racquet familiarisation Throw, hit and catch forehand Throw, hit and catch backhand
8	Develop the serve (underarm drop and hit) with a racquet	Twister Bullseye Guess who
9	Develop a cooperative rally with a racquet	Salad sandwich Sky high
10	Maintain a cooperative rally	Look out! **End Game** **Australian singles challenge**

IMPORTANT INFORMATION

COURT AREA

At this stage teachers can define a playing area which is large, safe, flat and appropriate for the number of students who are participating. Playing areas can be defined by soft cones or drop down lines.



EQUIPMENT

Students will use different balls of varying sizes, however the red low compression tennis ball (25% of a yellow tennis ball) is the key piece of equipment for this stage. The red tennis ball bounces lower and slower for the student to make contact with.

Students will use a foam bat, paddle tennis bat and/or 19 or 21 inch tennis racquets.

END GAME

At the completion of the Blue Stage, every student will have developed the confidence and competence to participate in the end game, **Australian singles challenge.**

Australian singles challenge is a game played between pairs within a large, safe playing area with a net (line on the ground). Students must project the ball at knee height or above across the net, until one student wins the point. The serve for Australian singles challenge is a drop and hit serve.

TAKE A FLEXIBLE VIEW OF LESSONS

It may be appropriate to re-visit or repeat lessons more than once to permit additional practice opportunities for students. Similarly, teachers are not obligated to adhere to the lessons in each stage in a sequential fashion.

The order in which the lessons are presented may be varied based on a number of potential factors. For instance, time of the lesson, student engagement and student ability.

OTHER FEATURES OF THE LESSON

FOCUS QUESTIONS

Focus questions are designed to guide the students learning and encourage them to appraise and reflect on the technical or tactical aspects of the game.

VARIATIONS

A series of suggested variations are provided in each lesson. They are designed to provide teachers with additional options for each activity. Variations in a lesson are based on the *CHANGE IT* formula (Schembri, 2005) where teachers and students are encouraged to vary different aspects of the game including, teaching style, scoring, playing area, number of students, game rules, equipment, inclusion and time.

BASIC TECHNICAL TIPS FOR TEACHERS

Tips are provided to emphasise a technical point which will assist teachers in improving students' performance and learning.

FUN FACTS

Fun facts provide specific information on a new stroke or interesting fact about tennis. They also may relate to a particular Grand Slam. The fun facts for the Blue Stage are related to the end game Grand Slam, the Australian Open.

STUDENT REFLECTION

At the completion of a lesson, students can be asked to reflect on what they have participated in and also what they have learnt during the activities. This will help facilitate their learning and understanding of the game. Teachers may also use the student reflection process as an assessment tool for students. The student reflection process commences in the Red Stage.

LESSON 1

TIME
30 minutes

LEARNING INTENTION
Develop and understand projection through the air

CONTENT DESCRIPTION
Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (ACPMP029)

Propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMP031)

AREA
A large, safe, flat playing area appropriate for the number of students participating

EQUIPMENT


1 racquet per student


5 red tennis balls per student

1 drop down line per student


5 beanbags per student


3 hoops per student

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- How do you position your body when projecting an object toward a target?
- How do you position your hand(s) when projecting an object toward a target?
- How do you achieve accuracy when projecting an object toward a target?

BASIC TECHNICAL TIPS FOR TEACHERS
- Move your arm from a low to high position when projecting an object
- Point the palm of the hand toward the target

FUN FACTS
There are two groundstrokes in tennis – the forehand and backhand. The forehand is hit with one hand from the dominant side of your body, while the backhand can be hit with one or two hands from the non-dominant side of your body.

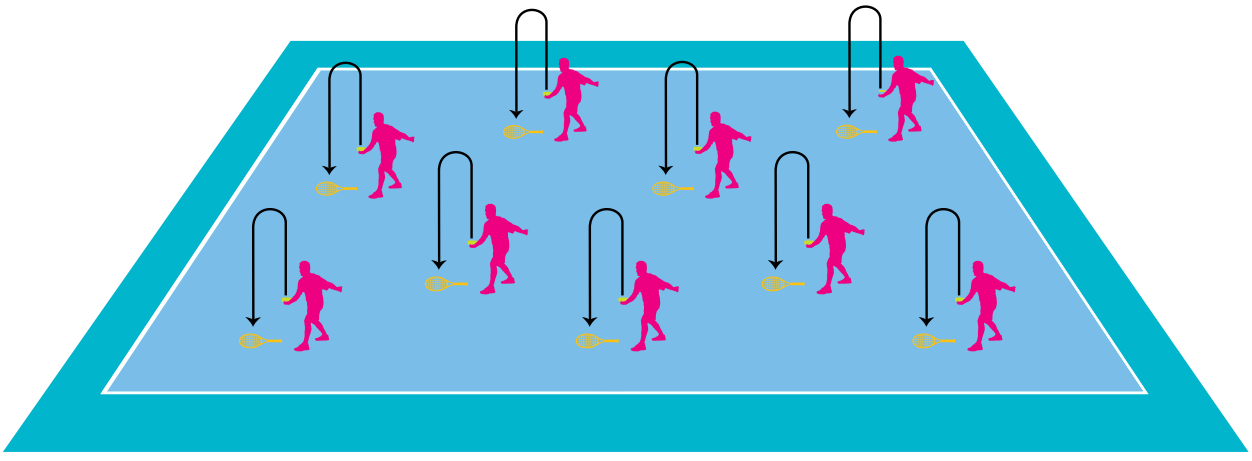
ACTIVITY 1
SKYDIVER
5 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students find a safe space on their own with one beanbag and a tennis racquet
- Students project the beanbag with an underarm throwing action (the skydiver) into the air and attempt to land it on the strings of their racquet (landing pad) which is located on the ground
- One point is scored each time a successful landing is completed
- The teacher indicates an appropriate number of points the students are to achieve

VARIATIONS

- Students position the racquet further away
- Students experiment with the height of the throw



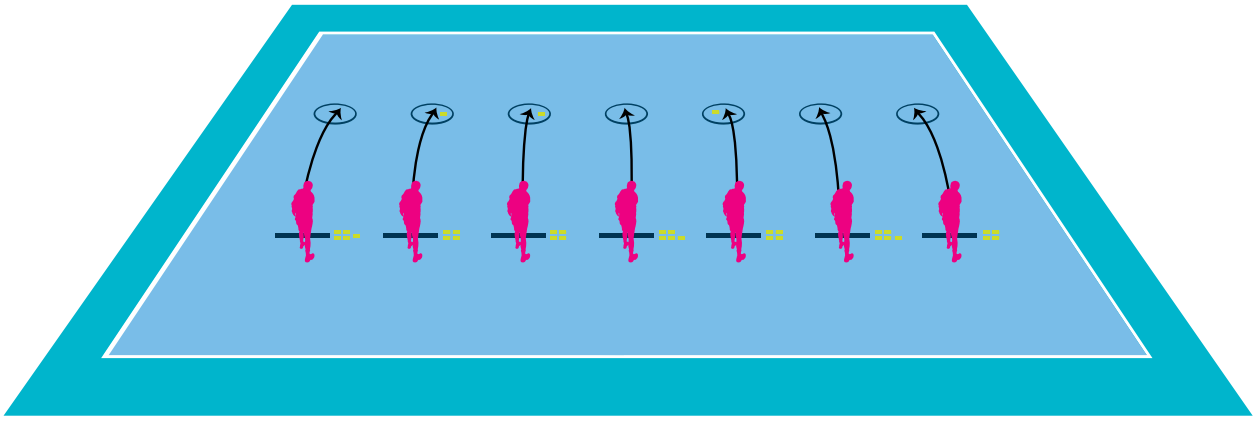
ACTIVITY 2
READY, AIM, FIRE!
10 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students to find a safe space on their own with a drop down line, five beanbags and a hoop
- A drop down line is positioned to indicate the starting position of the student, beanbags are to be located beside the drop down line
- Students are to position their hoop approximately three metres in front of their starting position
- Teacher announces “ready, aim, fire!” and students are to project one beanbag at a time with an underarm throwing action on the forehand side (dominant hand), attempting to land the beanbag inside the hoop
- Once all beanbags have been fired, students are to collect and return to the starting position
- Students score one point each time the beanbag lands inside the hoop
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Increase or decrease the length of the playing area
- Increase or decrease the size of the target



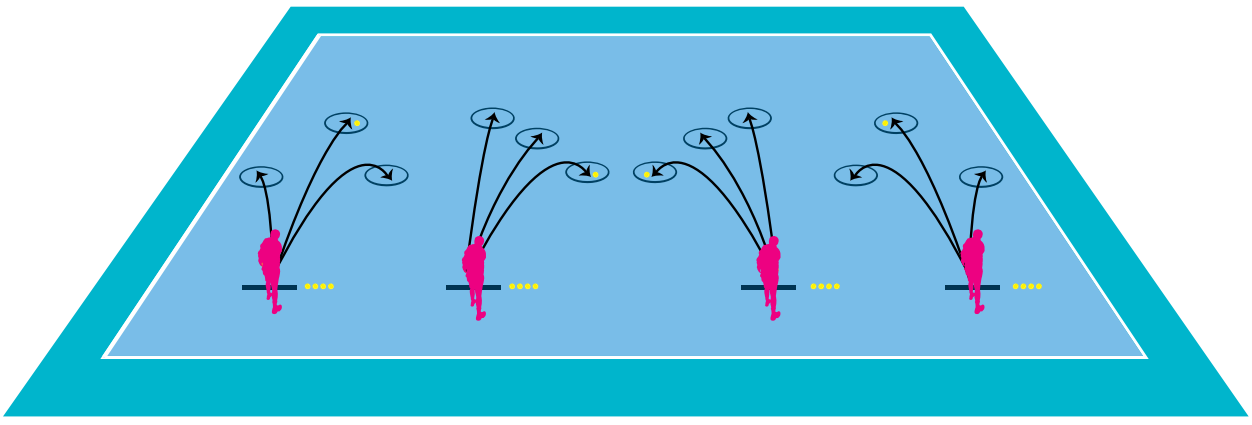
ACTIVITY 3
SUPERMARKET
15 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students to find a safe space on their own with a drop down line, five tennis balls and three hoops
- A drop down line is positioned to indicate the starting position of the student, tennis balls are to be located beside the drop down line
- Students are to position their supermarket shelves (hoops) at various distances in front of their starting position
- Students are to choose what they are going to shop for
- Teacher announces “shopping” and students are to project one tennis ball at a time with an underarm throwing action on their backhand side (non-dominant), attempting to land the ball on the shelf (hoop)
- If the ball lands on the shelf, the student collects their ‘shopping’ and adds that item to their imaginary basket
- Once all balls have been projected, students are to collect and return to the starting position
- Students score one point each time the shopping (ball) lands on the shelf (hoop)
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Increase or decrease the number of hoops
- Increase or decrease the playing area



LESSON 2

TIME
30 minutes

LEARNING INTENTION
Develop and understand reception through the air

CONTENT DESCRIPTION
Perform fundamental movement skills in a variety of movement sequences and situations (ACPMP025)

Use strategies to work in group situations when participating in physical activities (ACPMP030)

AREA
A large, safe, flat playing area appropriate for the number of students participating

EQUIPMENT



1 red tennis ball per student

1 drop down line per student



1 spot marker per student



1 bucket per student

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- How do you position your body when receiving a ball?
- How do you move your feet when receiving a ball?
- Where should your eyes be focused when receiving a ball?

BASIC TECHNICAL TIPS FOR TEACHERS
- Students are encouraged to stand in a balanced position (ready position) facing their partner with their knees slightly bent and eyes facing forward
- Use small, quick steps when moving toward the ball

FUN FACTS
The 'ready position' is used before and after each shot you hit during a tennis rally.

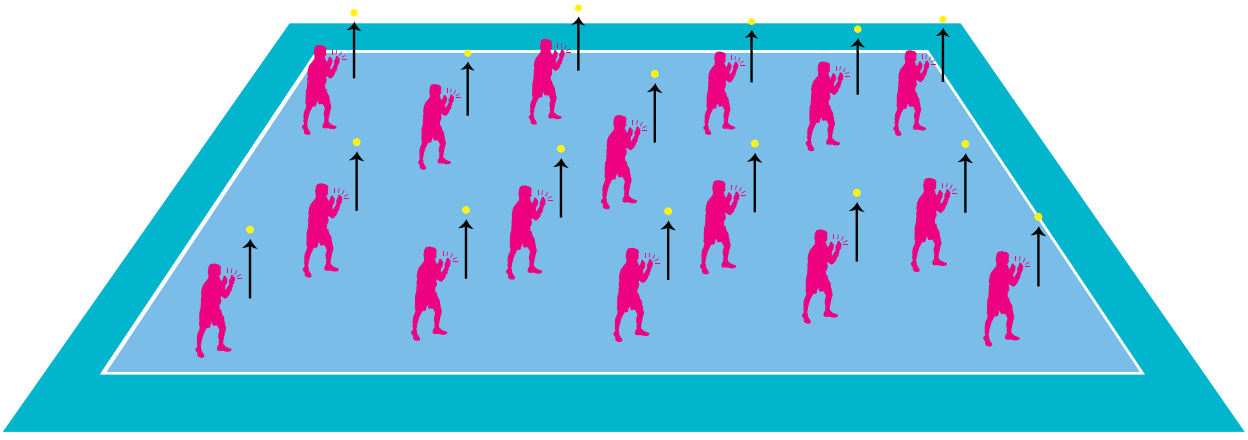
ACTIVITY 1
SEAL CLAP
5 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students find a safe space on their own with one tennis ball
- Students release the ball into the air with an underarm throwing action, clap once, allow the ball to bounce on the ground, and then catch the ball with two hands
- After successfully completing this sequence, students then attempt to clap twice
- Students are attempting to complete as many 'claps' as possible whilst still maintaining control

VARIATIONS

- The ball is not permitted to bounce
- Students are not allowed to move their feet after releasing the ball in the air



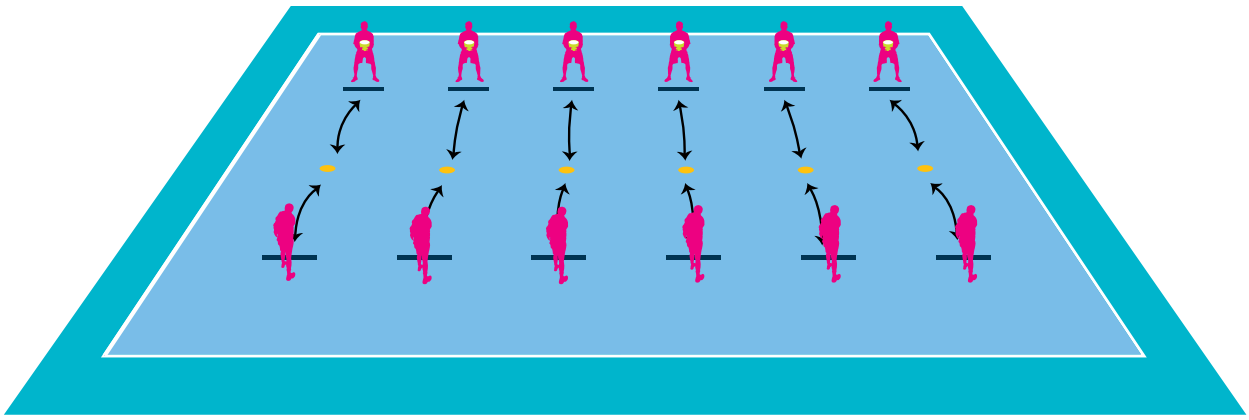
ACTIVITY 2
CATCHING BUTTERFLIES
10 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students form pairs and are positioned opposite each other, approximately three metres apart with a bucket each, one tennis ball and a spot marker
- A spot marker is to be positioned in the middle of the pair
- Drop down lines are positioned to indicate all starting positions for students
- Student 1 commences the rally by projecting the butterfly (ball) with an underarm throwing action on their forehand side (dominant hand), aiming to land the butterfly on the spot marker
- Student 2 tracks the movement of the butterfly and receives the ball in their butterfly catcher (bucket)
- Student 2 continues the rally by removing the butterfly from the butterfly catcher and projecting the butterfly with an underarm throwing action on their forehand side (dominant hand), back to student 1
- Students score one point each time the butterfly is caught in the butterfly catcher
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Increase or decrease the size of the butterfly catcher (bucket)
- Students use their hands instead of the bucket



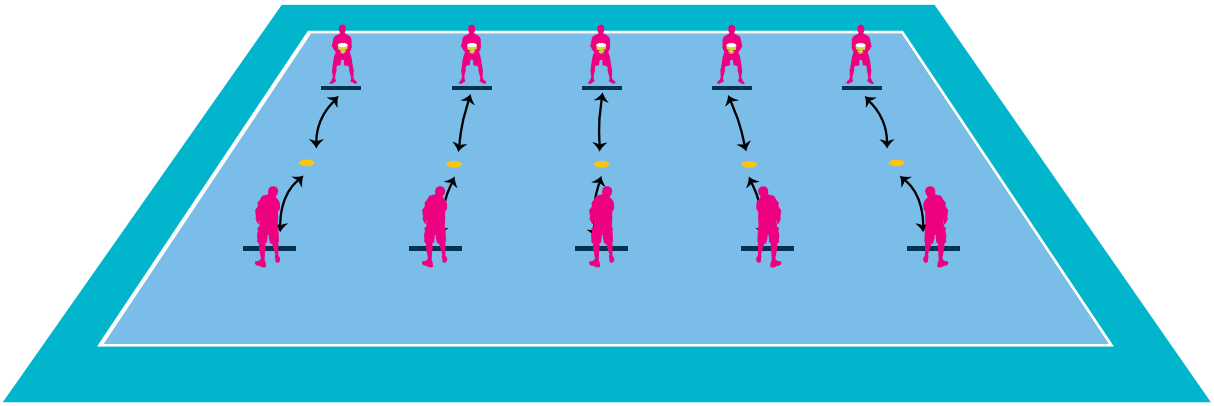
ACTIVITY 3
BEEKEEPER
15 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students form pairs and are positioned opposite each other approximately three metres apart with a bucket each, one tennis ball and a spot marker
- A flower (spot marker) is to be positioned in the middle of the pair
- Drop down lines are positioned to indicate all starting positions for students
- Student 1 commences the rally by projecting the bee (ball) with an underarm throwing action on their backhand side (non-dominant), aiming to land the bee on the flower
- Student 2 tracks the movement of the bee and receives the ball in their hive box (bucket)
- Student 2 continues the rally by removing the bee from the hive box and projecting the bee with an underarm throwing action on their backhand side (non-dominant) back to student 1
- Students score one point each time the bee is caught in the hive box and a bonus point each time the bee lands on the flower and collects the nectar
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Increase or decrease the size of the flower (spot marker)
- Increase or decrease the size of the bee (ball)



LESSON 3

TIME
30 minutes

LEARNING INTENTION
Integrate projection and reception through the air

CONTENT DESCRIPTION
Perform fundamental movement skills in a variety of movement sequences and situations (ACPMP025)

Propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMP031)

AREA
A large, safe, flat playing area appropriate for the number of students participating

EQUIPMENT



1 red tennis ball per student

1 drop down line per student



1 spot marker per student

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- What must you do to ensure the ball goes over the net (line on the ground)?
- How do you throw the ball higher over the net?
- How do you throw the ball in different directions?

BASIC TECHNICAL TIPS FOR TEACHERS
- Coordinate a low to high underarm throwing action with a forward step with the opposite foot
- After projecting the ball and before receiving, ensure you are in a ready position

FUN FACTS
When moving in a sideways or lateral direction, students should use small, quick shuffle steps.

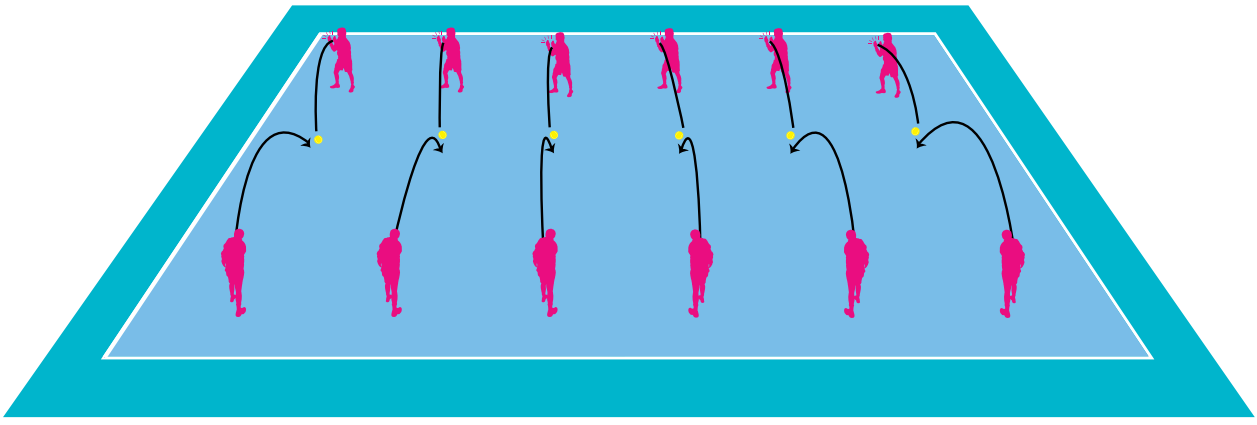
ACTIVITY 1
SEAL COLONY
10 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students form pairs and are positioned in a safe space opposite each other approximately one metre apart with one tennis ball
- Student 1 projects the ball with an underarm throwing action towards student 2, both students clap once, allow the ball to bounce and student 2 catches the ball
- Student 2 then projects the ball with an underarm throwing action towards student 1, both students clap twice, allow the ball to bounce and student 1 catches the ball
- Students alternate the underarm throw and attempt to complete as many 'clap sequences' as possible

VARIATIONS

- The ball is not permitted to bounce
- Increase or decrease the playing area



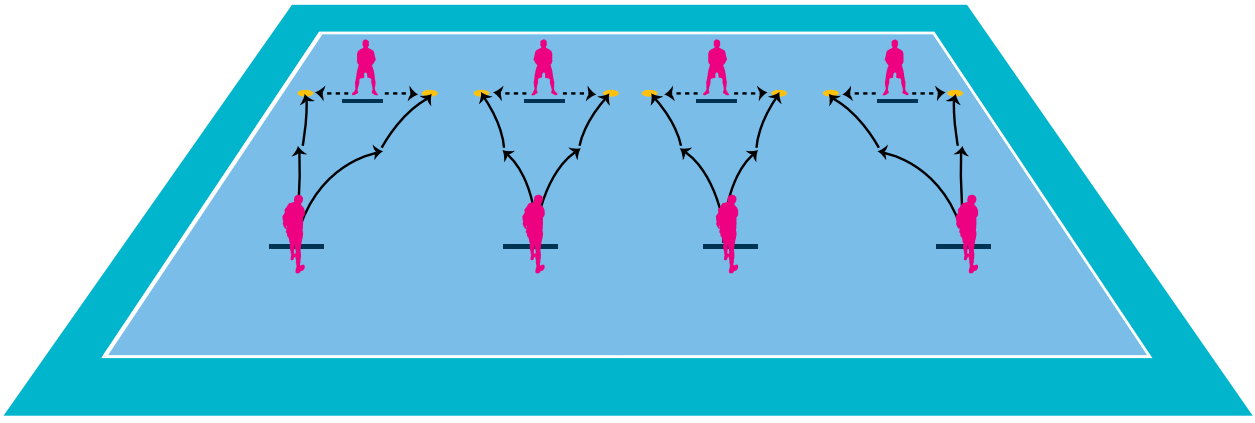
ACTIVITY 2
FAN
10 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students form pairs and are positioned opposite each other approximately three metres apart
- Each pair is to have one tennis ball, two drop down lines and two spot markers
- Drop down lines are positioned to indicate the starting position of each student
- Both spot markers are to be placed approximately two metres on either side of the starting position of student 2
- Student 1 commences the rally by projecting the ball with an underarm throwing action aiming to land the ball on the forehand side of student 2 at the spot marker
- Student 2 tracks the movement of the ball and moves laterally to receive the ball by catching in their hands on their forehand side (dominant)
- Student 2 continues the rally by projecting the ball with an underarm throwing action back to student 1 and recovers to their starting position
- Student 1 continues the rally by projecting the ball with an underarm throwing action aiming to land the ball on the backhand side of student 2 at the spot marker
- Student 2 tracks the movement of the ball and moves laterally to receive the ball by catching in their hands on their backhand side (non-dominant)
- Student 2 continues the rally by projecting the ball with an underarm throwing action on their backhand side back to student 1
- Students score one point each time the ball is caught and a bonus point each time the ball lands on the spot marker
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Increase or decrease the size of the fan (spot markers from the starting position)
- Students only receive the ball on their forehand or backhand side



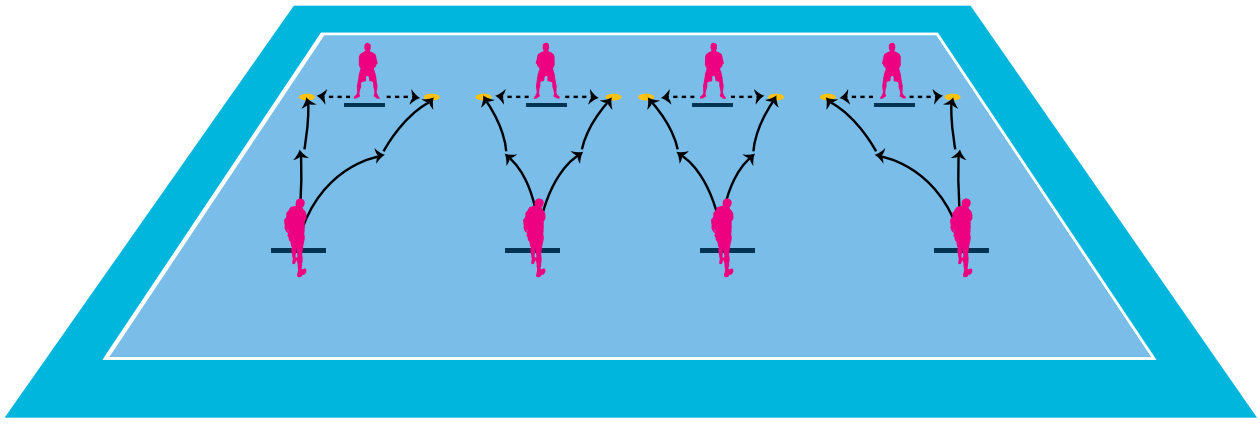
ACTIVITY 3
THE JOKER
10 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students form pairs and are positioned opposite each other approximately three metres apart
- Each pair is to have one tennis ball, two drop down lines and two spot markers
- Drop down lines are positioned to indicate the starting position of each student
- Both spot markers are to be placed approximately two metres on either side of the starting position of student 2
- Student 1 is the 'joker' and can decide where they project the ball and at what pace
- Student 1 must project the ball with an underarm throwing action aiming to land the ball on either the forehand or backhand side of student 2 (spot marker)
- Student 2 tracks the movement of the ball and moves laterally to receive the ball by catching in their hands
- Student 2 continues the rally by projecting the ball with an underarm throwing action back to student 1 and recovers to their starting position
- Student 1 continues the rally by projecting the ball, keeping student 2 guessing where it may land
- Students score one point each time the ball is caught and a bonus point each time the ball lands on the spot marker
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Students use a bucket or other aid for catching
- Increase or decrease the pace of the ball



LESSON 4

TIME
30 minutes

LEARNING INTENTION
Integrate projection and reception through the air

CONTENT DESCRIPTION
Perform fundamental movement skills in a variety of movement sequences and situations (ACPMP025)

Use strategies to work in group situations when participating in physical activities (ACPMP030)

AREA
A large, safe, flat playing area appropriate for the number of students participating

EQUIPMENT



1 red tennis ball per student



2 drop down lines per student



2 soft cones per student



Chalk

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- Which foot do you step forward with when performing a one-handed underarm throw?
- Which foot do you step forward with when performing a two-handed side-arm throw?
- What must you do to ensure the ball goes over the net (line on the ground)?

BASIC TECHNICAL TIPS FOR TEACHERS
- When performing the one-handed underarm throw, coordinate a forward step with the opposite hand
- When performing the two-handed side-arm throw, turn your shoulders and imagine your placing the ball in your ‘hip pocket’

FUN FACTS
The one-handed underarm throw and the two-handed side arm throw are important fundamental movement skills in learning the forehand and backhand groundstroke.

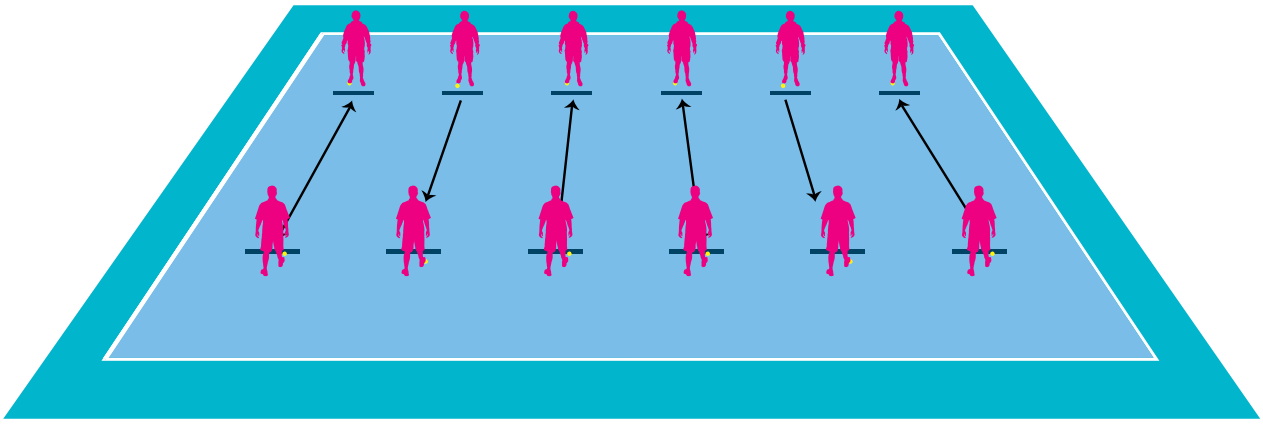
ACTIVITY 1
TRAPDOOR
5 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students form pairs and are positioned opposite each other approximately three metres apart
- Each pair is to have one tennis ball and two drop down lines
- A drop down line is positioned to indicate the starting position of each student
- Student 1 commences the rally by projecting the ball along the ground by foot to student 2 who attempts to trap the ball under their foot (the trapdoor)
- Student 2 projects the ball back to student 1 along the ground by foot who attempts to trap the ball in their trapdoor
- Students alternate projecting and receiving the ball across the playing area
- Pairs score one point each time a trap is made
- The teacher indicates an appropriate number of points the pairs are to achieve

VARIATIONS

- Students alternate the foot they use to trap the ball
- Increase or decrease the playing area



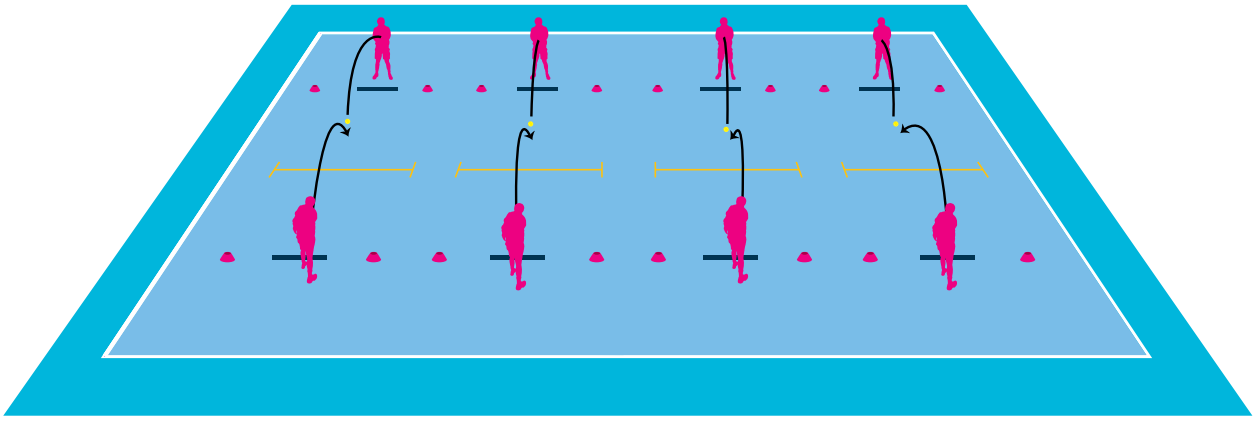
ACTIVITY 2
OVER THE BRIDGE
10 minutes

INSTRUCTION

- Students form pairs and define a playing area with cones and a net (line on the ground) positioned in the middle dividing the area into two halves
- Students are positioned opposite each other approximately four metres apart
- Drop down lines are positioned to indicate all starting positions of students
- Student 1 commences the rally by projecting the ball with an underarm throwing action on their forehand side (dominant hand) aiming to land the ball over the bridge (net) to student 2
- Student 2 tracks the movement of the ball allowing it to bounce once before catching with two hands
- Student 2 continues the rally by projecting the ball with an underarm throwing action on their forehand side back over the bridge (net) to student 1
- Students score one point each time the ball is caught over the bridge
- The teacher indicates an appropriate amount of time or a number of points the pairs are to achieve

VARIATIONS

- Increase or decrease the playing area
- Increase or decrease the size of the ball



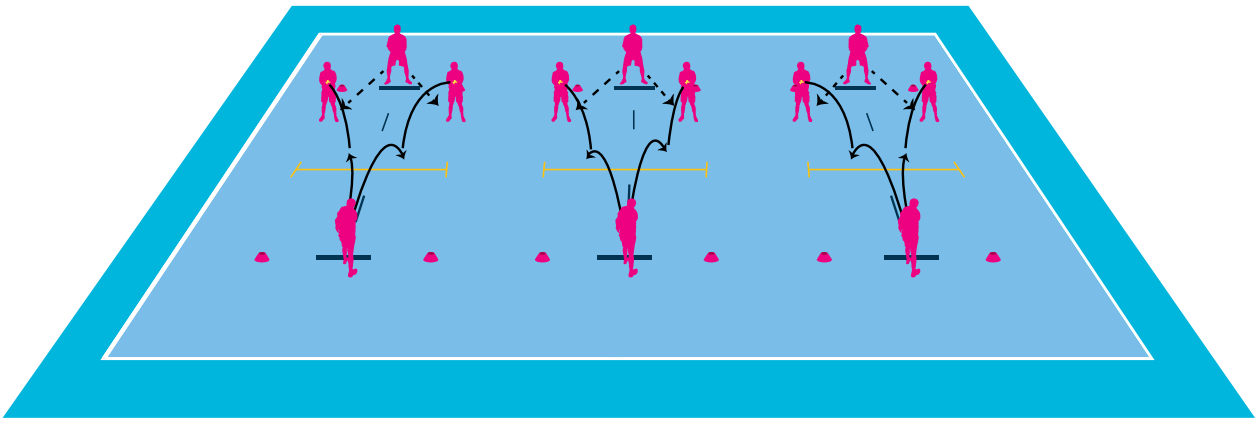
ACTIVITY 3
SWISS CHEESE
15 minutes

INSTRUCTION

- Students form pairs and define a playing area with cones, a net (line on the ground) and drop down lines to divide their half into two
- Students are positioned opposite each other approximately four metres apart
- Drop down lines are positioned to indicate all starting positions of students
- Student 1 commences the rally by projecting the cheese (ball) with an underarm throwing action on their forehand side (dominant hand) aiming to land the cheese over the net and to the forehand side of student 2
- Student 2 tracks the movement of the cheese allowing it to bounce once before catching with two hands
- Student 2 continues the rally by projecting the cheese with an underarm throwing action on their forehand side (dominant hand) back over the net to the backhand of student 1 and recovers to their starting position
- Student 1 tracks the movement of the cheese allowing it to bounce once before catching it with two hands on their backhand side (non-dominant)
- Student 1 continues the rally by projecting the ball with an underarm throwing action on their backhand side (non-dominant hand) with two hands, returning the ball back over the net to the backhand side of student 2
- Student 1 recovers to their starting position
- Student 2 tracks the movement of the cheese allowing it to bounce once before catching with two hands
- Student 2 continues the rally by projecting the cheese with an underarm throwing action on their backhand side (non-dominant hand) with two hands, returning the ball back over net to the forehand of student 1
- Students score one point each time the cheese is caught
- The teacher indicates an appropriate amount of time or a number of points the pairs are to achieve

VARIATIONS

- Increase or decrease the size of the cheese
- Add holes (drop down lines) to the playing field for the cheese to land in



LESSON 5

TIME
30 minutes

LEARNING INTENTION
Develop and understand consistency

CONTENT DESCRIPTION
Perform fundamental movement skills in a variety of movement sequences and situations (ACPMP025)

Create and participate in games with and without equipment (ACPMP027)

AREA
A large, safe, flat playing area appropriate for the number of students participating

EQUIPMENT


1 red tennis ball per student

1 drop down line per student


2 soft cones per student


5 pegs per student


Chalk

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- How do you make it easy for your partner to receive the ball?
- How do you move to receive the ball?
- How do achieve height when projecting the ball?

BASIC TECHNICAL TIPS FOR TEACHERS
- Ensure students perform a low to high throwing action with a forward step with the opposite foot on both the dominant and non-dominant side of their body
- After projecting the ball and before receiving, ensure students recover back to a ready position

FUN FACTS
A rally is when players continually project and receive the ball back and forth.

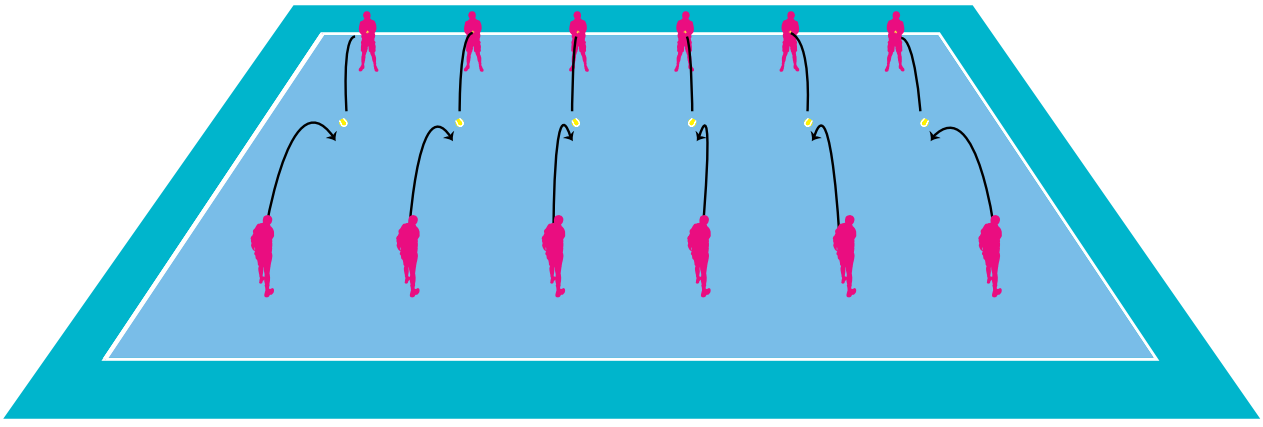
ACTIVITY 1
SPELL IT
5 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students form pairs and are positioned in a safe space opposite each other approximately one metre apart with one tennis ball
- The teacher nominates a word for the students to spell (e.g., 'tennis')
- Student 1 commences the rally by projecting the ball with an underarm throwing action on their forehand side (dominant hand) to student 2
- Student 2 tracks the movement of the ball allowing it to bounce once before catching with two hands
- Each time a student catches the ball they receive a letter (e.g., the first letter in 'tennis', t)
- Pairs continue to spell the word nominated by the teacher
- Once the word 'tennis' is spelt, students choose another word, this could include their own names, pets, family members or favourite food

VARIATIONS

- Students lose a letter if the ball is dropped
- The ball is allowed to bounce twice before catching



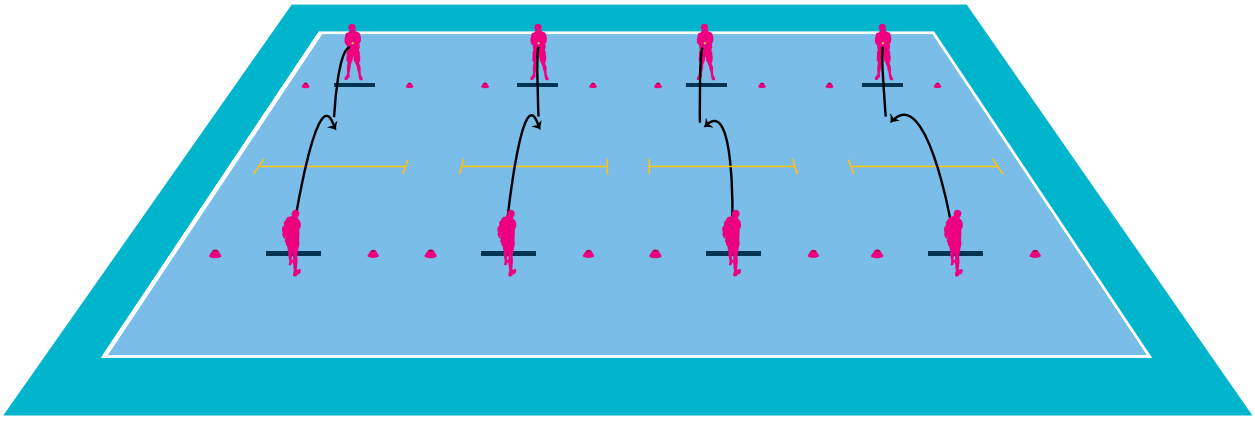
ACTIVITY 2
NUMBERS
10 minutes

INSTRUCTION

- Students form pairs and define a playing area with cones and a net (line on the ground) positioned in the middle dividing the area into two halves
- Students are positioned opposite each other approximately four metres apart
- Drop down lines are positioned to indicate all starting positions of students
- Student 1 commences the rally by projecting the ball with an underarm throwing action aiming to land the ball over the net to student 2
- Student 2 tracks the movement of the ball allowing it to bounce once before catching with two hands
- Student 2 continues the rally by projecting the ball with an underarm throwing action back over the net to student 1
- Students score one point each time the ball is caught over the net after one bounce
- The teacher indicates a number of points the pairs are to achieve
- Pairs try to achieve the number before other teams

VARIATIONS

- Increase the size of the playing area
- Increase the size of the ball



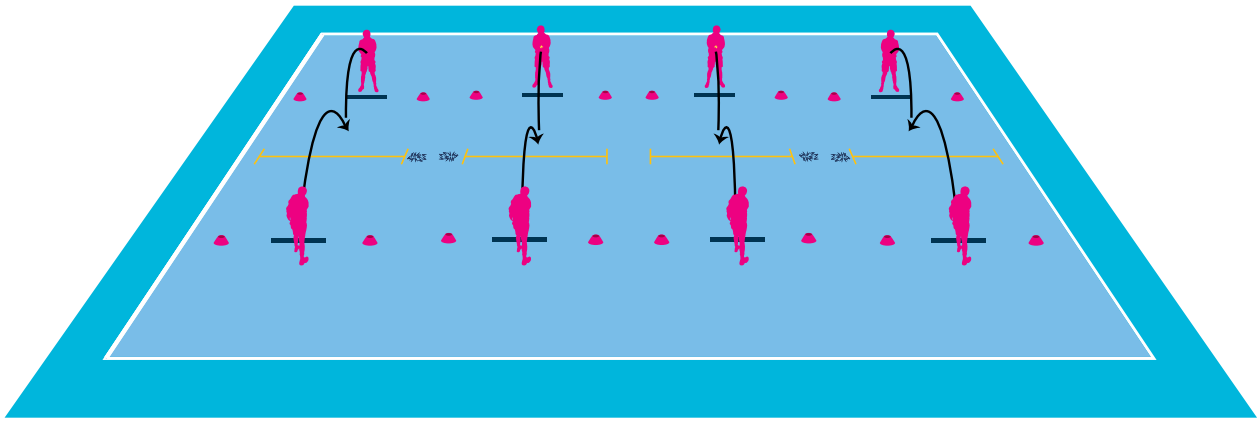
ACTIVITY 3
CLOTHESLINE
15 minutes

INSTRUCTION

- Students form pairs and define a playing area with cones and a net (line on the ground) positioned in the middle dividing the area into two halves
- Each pair is to have one tennis ball and 10 pegs, with the pegs positioned at the net
- Students are positioned opposite each other approximately four metres apart in the playing area
- Drop down lines are positioned to indicate all starting positions of students
- Student 1 commences the rally by projecting the ball with an underarm throwing action aiming to land the ball over the net to student 2
- Student 2 tracks the movement of the ball allowing it to bounce once before catching with two hands
- Student 2 continues the rally by projecting the ball with an underarm throwing action back over the net to student 1
- Students score one point each time the ball is caught over the net after one bounce
- When pairs achieve five points, one student is to run to the net and collect a peg and place on their body (clothesline)
- Pairs continue the rally aiming to achieve another five points to collect a peg
- Pairs compete against other teams trying to add all pegs to the clothesline first

VARIATIONS

- Increase or decrease the number of pegs for the clothesline
- Some pairs to start with pegs already on the clothesline



LESSON 6

TIME
30 minutes

LEARNING INTENTION
Develop and understand accuracy

CONTENT DESCRIPTION
Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (ACPMP029)

Use strategies to work in group situations when participating in physical activities (ACPMP030)

AREA
A large, safe, flat playing area appropriate for the number of students participating

EQUIPMENT


1 red tennis ball per student


3 drop down lines per student


2 soft cones per student


4 triangle cones per student


Chalk

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- How do you achieve accuracy when throwing a ball?
- When you release the ball, where should your hands/palms be facing?
- How should you position your body when projecting the ball toward a target area?

BASIC TECHNICAL TIPS FOR TEACHERS
- When projecting the ball, ensure students point their hands/palm toward the target
- Encourage students to slightly rotate their shoulders when throwing

FUN FACTS
- The Australian Open is the first major tournament (Grand Slam) of the year. It is hosted in Melbourne during the month of January on a hard court surface. The centre court is called Rod Laver Arena after one of Australia's most famous tennis players.

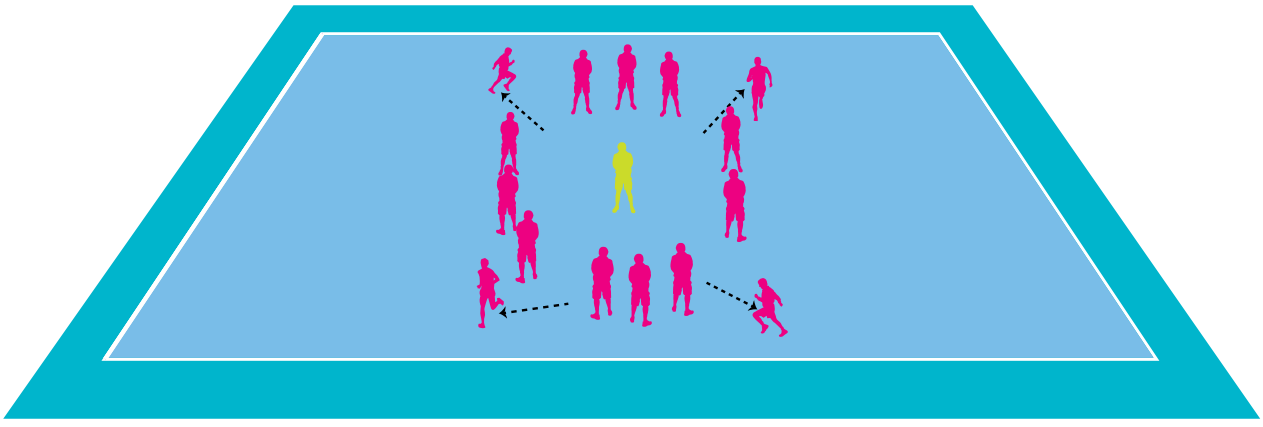
ACTIVITY 1
CIRCLES
10 minutes

INSTRUCTION

- Teacher to define a playing area
- Students form a large circle and are positioned approximately one metre apart from each other
- The teacher is positioned in the middle of the circle and provides each student with a number one, two or three
- The teacher announces a number (e.g., one) and all students with this number must run clockwise around the outside of the circle and return to their starting position
- The teacher alternates calling one, two and three
- Students are attempting to chase the student in front and return to their starting position before the other students

VARIATIONS

- Students run counter clockwise
- Students must weave 'in' and 'out' of the circle as they move around the circle



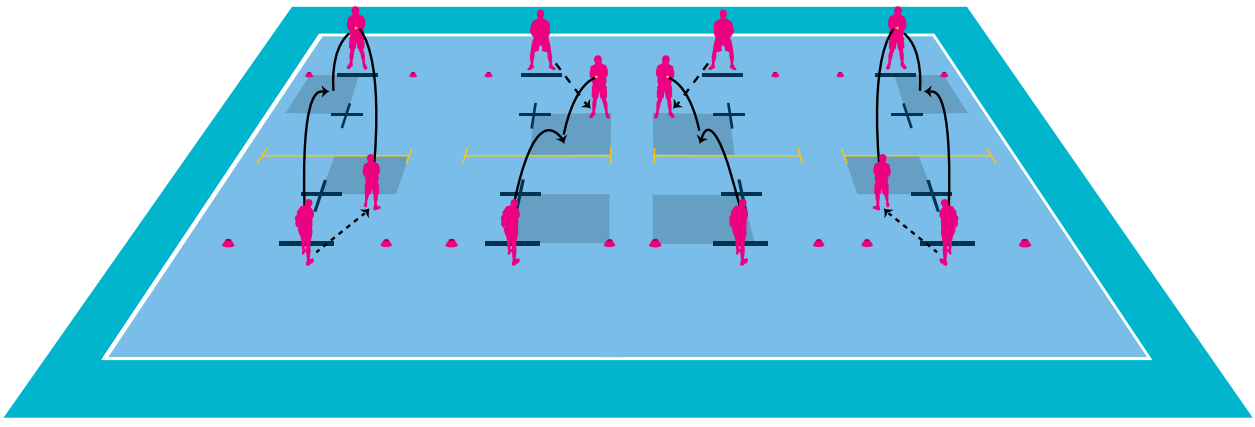
ACTIVITY 2
BLACKOUT
10 minutes

INSTRUCTION

- Students form pairs and define a playing area with cones, a net (line on the ground) and drop down lines to divide their half into four (the playing area should look like a four square court on each side)
- Students are positioned opposite each other approximately four metres apart inside the playing area
- Drop down lines are positioned to indicate all starting positions of students
- Student 1 commences the rally by projecting the ball with an underarm throwing action aiming to land the ball over the net and in one of students 2's four squares
- If student 1 lands the ball in one of the squares, the square is 'blacked out' and three squares remain
- Student 2 tracks the movement of the ball allowing it to bounce once before catching with two hands
- Student 2 continues the rally by projecting the ball with an underarm throwing action aiming to land the ball over the net and in one of student 1's four squares
- If student 2 lands the ball in one of the squares, the square is 'blacked out' and three squares remain
- Students continue the rally aiming to 'black out' all squares on their partner's side before any other team
- The teacher indicates an appropriate amount of time or squares the pairs are to achieve

VARIATIONS

- Increase or decrease the number of squares to be 'blacked out'
- Change from a cooperative pair activity to a competitive pair activity



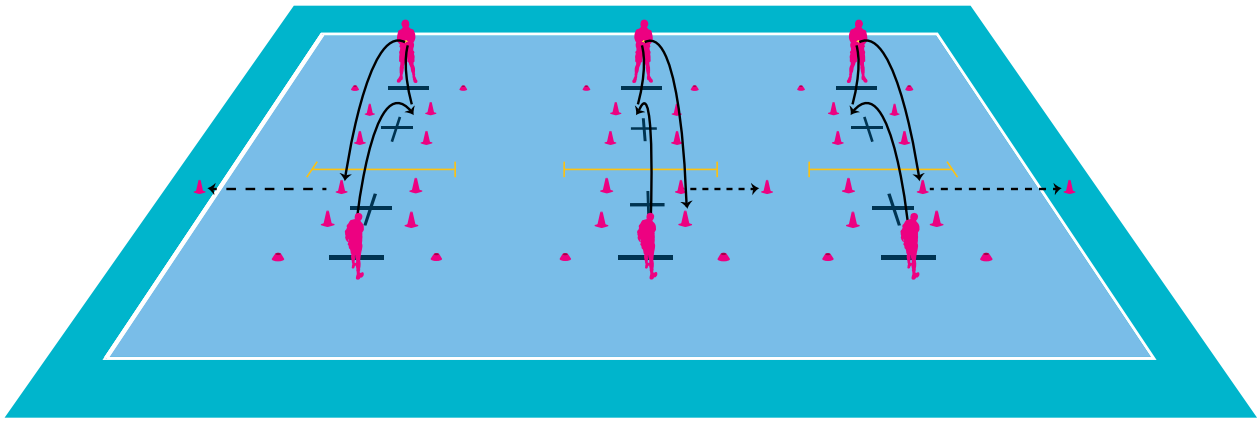
ACTIVITY 3
PIRATES
10 minutes

INSTRUCTION

- Students form pairs and define a playing area with cones, a net (line on the ground) and drop down lines to divide their half into four (the playing area should look like a four square court on each side)
- Students are to place treasure (cone) in each of their four squares
- Students are positioned opposite each other approximately four metres apart in the playing area
- Drop down lines are positioned to indicate all starting positions of students
- Student 1 commences the rally by projecting the ball with an underarm throwing action aiming to land the ball over the net and knock over one of students 2's treasures
- If student 1 knocks over the treasure, the treasure is to be put on the ship (side of the court) and three treasures remain
- If the treasure is not collected, student 2 tracks the movement of the ball allowing it to bounce once before catching with two hands
- Student 2 continues the rally by projecting the ball with an underarm throwing action aiming to land the ball over the net and knock over one of student 1's treasures
- If student 2 knocks over the treasure, the treasure is put on the ship (side of the court) and three treasures remain
- Students cooperatively continue the rally aiming to add all the treasure to the ship
- The teacher indicates an appropriate amount of time or number of points the pairs are to achieve

VARIATIONS

- Increase or decrease the playing area
- Increase or decrease the number of treasure



LESSON 7

TIME
30 minutes

LEARNING INTENTION
Develop the rally with a racquet

CONTENT DESCRIPTION
Perform fundamental movement skills in a variety of movement sequences and situations (ACPMP025)

Create and participate in games with and without equipment (ACPMP027)

AREA
A large, safe, flat playing area appropriate for the number of students participating

EQUIPMENT



1 racquet per student



1 red tennis ball per student

1 drop down line per student



2 soft cones per student



Chalk

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- Where should you make contact with the ball?
- What should you do if your opponent throws the ball to an uncomfortable position for you to return (too fast, high or wide)?
- What does your swing shape look like when returning the ball?

BASIC TECHNICAL TIPS FOR TEACHERS
- When holding the racquet ensure you have a comfortable grip
- Contact the ball in front of your body and ensure the strings of the racquet are pointing toward the target

FUN FACTS
Sometimes professional tennis players break their strings during a rally. At the 2016 Australian Open 5,929 tennis racquets were re-strung using 63 kilometres of string. Serena Williams had the most amount of racquets re-strung during this tournament with a whopping 74!

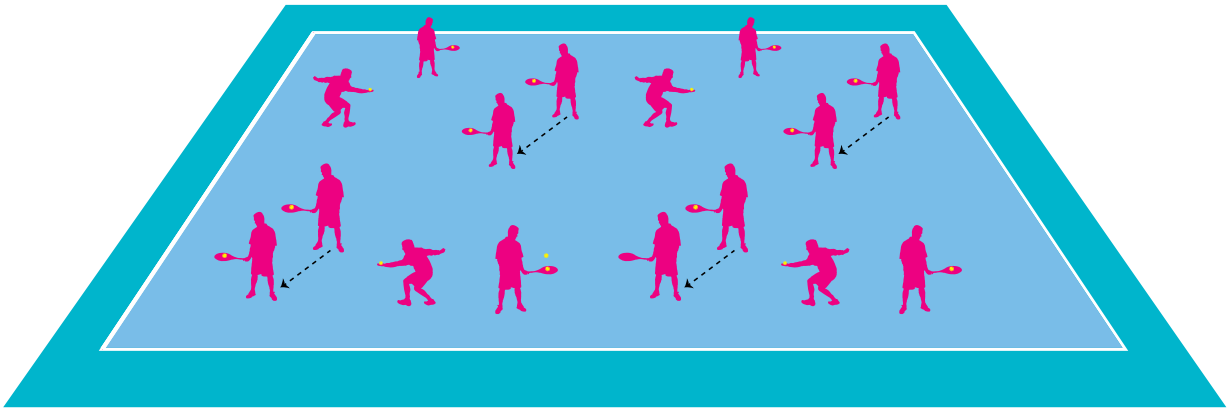
ACTIVITY 1
RACQUET FAMILIARISATION
10 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students to find a safe space on their own with a racquet and tennis ball
- Students are to perform a variety of movements and balance activities using the equipment including:
    - balance the ball in their right hand, left hand and both hands while stationary and moving
    - balance the ball on their racquet while stationary and moving (e.g., walking)
    - balance the ball on their racquet while rolling the ball around their racquet edge
    - balance the ball on their racquet during a locomotion pattern (e.g., moving forwards, backwards, sidestepping)
    - balance the ball on their racquet while crouching low and reaching high
    - control the ball on the middle of the racquet, allow it to roll off and trap with their non-dominant hand and racquet
    - control the ball on the racquet while projecting the ball slightly into the air
    - control the ball while tapping the ball slightly into the ground

VARIATIONS

- Change the type of movement pattern
- Remove the racquet



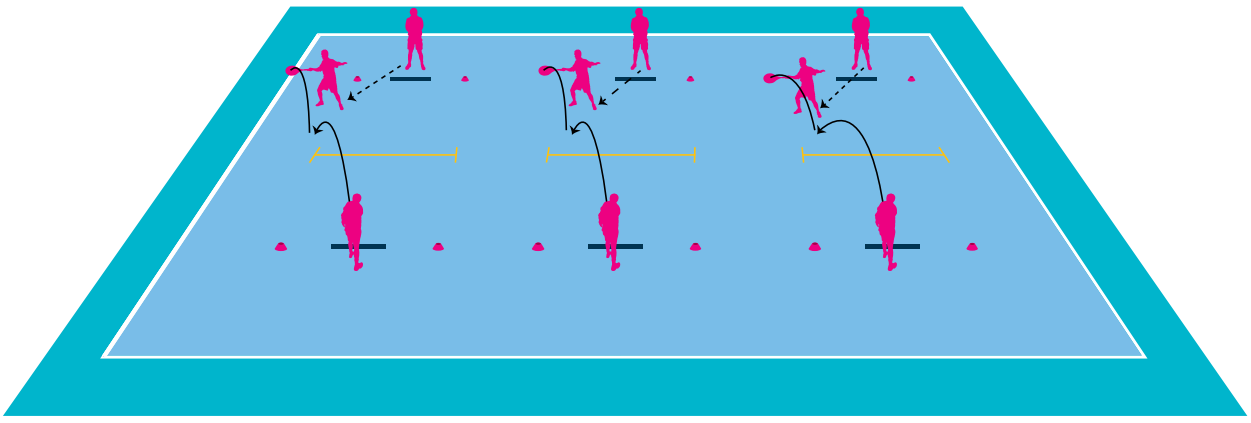
ACTIVITY 2
THROW, HIT AND CATCH FOREHAND
10 minutes

INSTRUCTION

- Students form pairs and define a playing area with cones and a net (line on the ground)
- Drop down lines are positioned to indicate all starting positions for students
- Students are positioned opposite each other approximately three metres apart in the playing area with a racquet and tennis ball
- Student 1 commences the rally by projecting the ball with an underarm throwing action on their forehand side (dominant hand) aiming to land the ball over the net and on the forehand side of student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand action across the net
- Student 1 allows the ball to bounce once before receiving the ball with two hands
- Students score one point each time the ball is returned and a bonus point if the ball is caught
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Increase or decrease the playing area
- Replace the racquet with a bucket or training aid



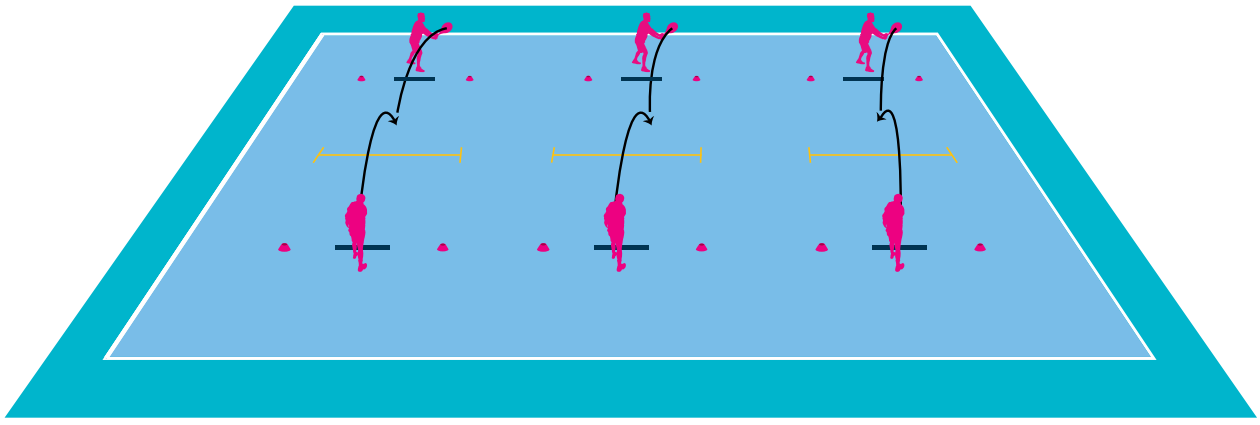
ACTIVITY 3
THROW, HIT AND CATCH BACKHAND
10 minutes

INSTRUCTION

- Students form pairs and define a playing area with cones and a net (line on the ground)
- Drop down lines are positioned to indicate all starting positions for students
- Students are positioned opposite each other approximately three metres apart in the playing area with a racquet and tennis ball
- Student 1 commences the rally by projecting the ball with an underarm throwing action on their forehand side (dominant hand) aiming to land the ball over the net and on the backhand side of student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a backhand action across the net
- Student 1 allows the ball to bounce once before receiving the ball with two hands
- Students score one point each time the ball is returned and a bonus point if the ball is caught
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Adjust the movement of the ball, either by pace or by height
- Change the movement pattern from forehand to backhand



LESSON 8

TIME
30 minutes

LEARNING INTENTION
Develop the serve (underarm drop and hit) with a racquet

CONTENT DESCRIPTION
Perform fundamental movement skills in a variety of movement sequences and situations (ACPMP025)

Create and participate in games with and without equipment (ACPMP027)

AREA
A large, safe, flat playing area appropriate for the number of students participating

EQUIPMENT



1 racquet per student



3 red tennis balls per student

1 drop down line per student



3 hoops per student

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- How do you position your body and racquet prior to performing a drop and hit?
- How do you swing your racquet when performing a drop and hit?
- How do you make it easy for your partner to receive the ball?

BASIC TECHNICAL TIPS FOR TEACHERS
- When performing a drop and hit ensure you place your body in a side-on position
- Prior to making contact, point the head of your racquet toward the back and ensure the ball is positioned in front and slightly to the side. Move the racquet in a low to high swing pattern.

FUN FACTS
In tennis, the serve is used to commence a rally. Servers are provided with two opportunities to serve the ball over the net and into a designated area. A ‘fault’ is called when the server misses one serve. The server loses the point if both serves are missed. This is called a double fault.

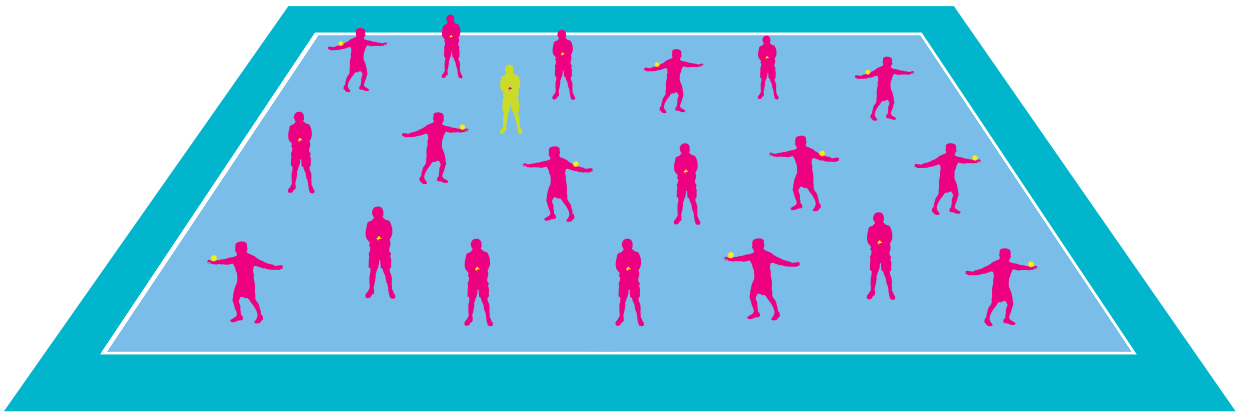
ACTIVITY 1
TWISTER
5 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students to find a safe space on their own with one tennis ball
- The students 'copy' how the teacher moves the ball around different parts of their body, including:
  - passing the ball from hand to hand around their ankles, knees, waist, neck, head and in a 'figure 8' pattern between the knees
  - rolling the ball along the arms, legs, across feet and chest
- Other movements may include: rolling the ball along the arms, legs, across feet and chest
- The teacher starts their demonstration slowly to allow the students sufficient time to follow and copy. From there the teacher becomes increasingly quicker, combining various movements in different directions in rapid succession for more challenge

VARIATIONS

- Students move (e.g., walk) while performing the actions
- The teacher nominates various students to lead the activity



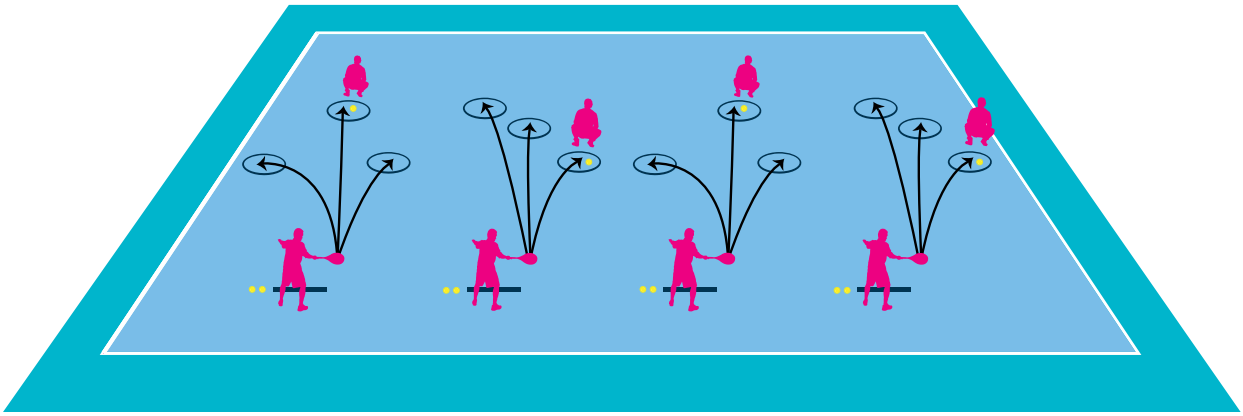
ACTIVITY 2
BULLSEYE
10 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students form pairs and find a space safe on their own with a racquet, three tennis balls, a drop down line and three hoops
- A drop down line is positioned to indicate the starting position of student 1 and the tennis balls are to be located beside the drop down line. Students are to position their hoops approximately three metres in front of their starting position at various angles
- Student 2 is positioned behind the hoops
- Student 1 decides which hoop to aim for
- Teacher announces “bullseye” and student 1 drops the ball with their non-dominant hand onto their forehand side and hits the ball toward one of the hoops
- Once student 1 has hit all the balls, student 2 collects the balls and swaps roles with student 1
- Students score one point each time the ball hits the bullseye (inside the hoop)
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Increase or decrease the playing area
- Racquet to be replaced with an underarm throw



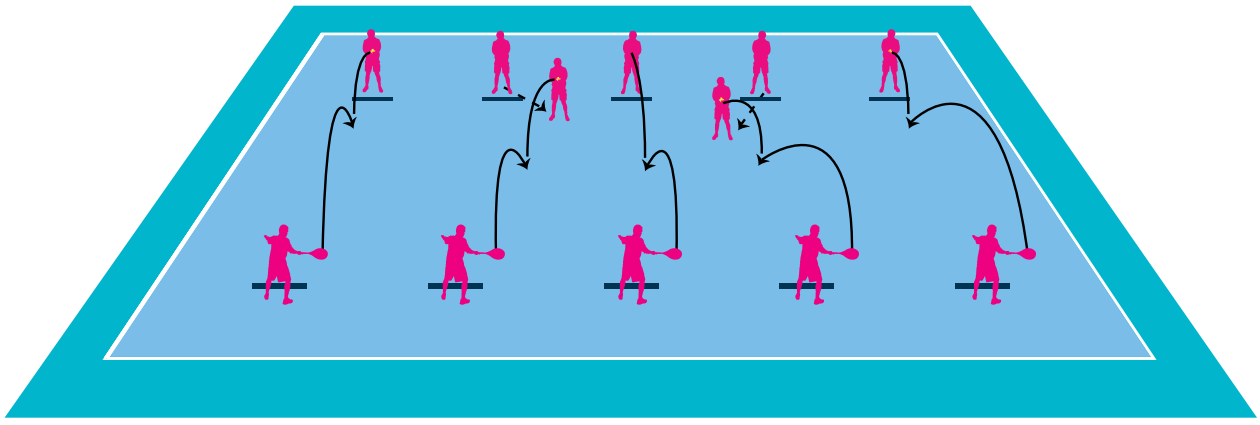
ACTIVITY 3
GUESS WHO
15 minutes

INSTRUCTION

- Teacher to define a playing area with cones
- Students form pairs and find a safe playing area on their own with a racquet, tennis ball and two drop down lines
- Students are positioned opposite each other approximately three metres apart
- Drop down lines are positioned to indicate all starting positions for students
- Student 1 commences the rally with a drop and hit serve on their forehand side attempting to land the serve on either student 2's forehand or backhand side
- Student 2 attempts to guess which side student 1 is serving to
- Student 2 tracks the movement of the ball, allowing it to bounce once before catching the ball with two hands and returning the ball with a underarm throwing action to student 1
- Students score one point each time the serve is made and a bonus point if the ball is caught
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Increase or decrease the playing area
- Both students use racquets



LESSON 9

TIME
30 minutes

LEARNING INTENTION
Develop a cooperative rally with a racquet

CONTENT DESCRIPTION
Use strategies to work in group situations when participating in physical activities (ACPMP030)

AREA
A large, safe, flat playing area appropriate for the number of students participating

EQUIPMENT


1 racquet per student


1 red tennis ball per student

1 drop down line per student


2 soft cones per student


1 hoop per student


Chalk

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- How do you hit the ball so that it lands once before your partner?
- What swing shape is used to perform a forehand and backhand groundstroke? (What does the swing shape look like?)
- Where on the court should you move to after hitting a forehand or backhand groundstroke?

BASIC TECHNICAL TIPS FOR TEACHERS
- The forehand and backhand are performed with a small circular backswing and is often represented by the metaphor – 'over the bridge and through the tunnel!'
- Students should attempt to track the ball from their partner's racquet to assist in preparing to hit either a forehand or a backhand return groundstroke

FUN FACTS
Some tennis historians have suggested that the longest rally performed during a tournament was 643 times over the net. Can any of your students match that!?

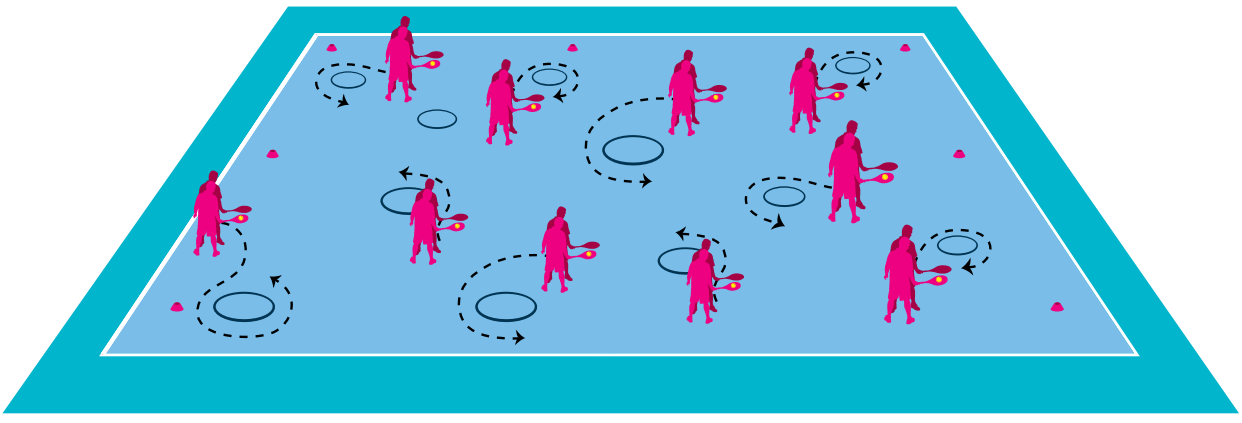
ACTIVITY 1
SALAD SANDWICH
10 minutes

INSTRUCTION

- Teacher to define a playing area with cones and place numerous soft cones and hoops on the ground as obstacles
- Students form pairs and find a safe playing area on their own with a racquet each, and one tennis ball
- Student 1 balances the ball (tomato) on the strings of their racquet (slice of bread) and student 2 places their racquet strings on top of the ball – forming a sandwich
- The teacher announces “go” and students attempt to circle each obstacle while keeping the tomato in the sandwich
- Each time the pair circle an obstacle they add a ‘filling’ to the sandwich
- The team with the most amount of ‘filling’ is deemed the winner at the end of the allocated time

VARIATIONS

- Students work in groups of three forming a double-decker sandwich
- Increase of decrease the playing area



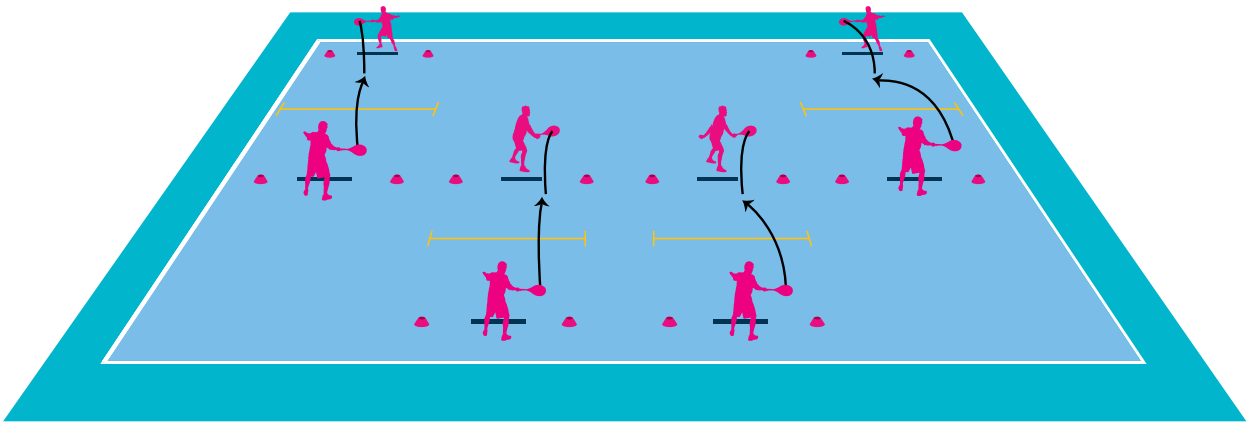
ACTIVITY 2
SKY HIGH
20 minutes

INSTRUCTION

- Students form pairs and define a safe playing area on their own with cones and a net (line on the ground)
- Drop down lines are positioned to indicate all starting positions for students
- Students are positioned opposite each other approximately four metres apart in the playing area with a racquet each and one tennis ball
- Student 1 commences the rally with a drop and hit serve on their forehand side attempting to land the serve over the net and in the court of student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand action across the net
- Students continue a cooperative rally scoring one point every time the ball is played
- Students alternate serving after each point
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Serve to be an underarm throw
- No racquets, throwing and catching only or one student plays with a racquet



LESSON 10 - END GAME

TIME
30 minutes

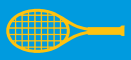
LEARNING INTENTION
Maintain a cooperative rally

CONTENT DESCRIPTION
Perform fundamental movement skills in a variety of movement sequences and situations (ACPMP025)

Create and participate in games with and without equipment (ACPMP027)

AREA
A large, safe, flat playing area appropriate for the number of students participating

EQUIPMENT



1 racquet per student



1 red tennis ball per student

1 drop down line per student



2 soft cones per student



Chalk

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS

- If your partner returns the ball wide in the court, where should you return to in the court after hitting a forehand or backhand groundstroke?
- What must you do with your racquet strings to ensure the ball travels safely over the net and in a comfortable position for your partner?
- How do you create height over the net when rallying?

BASIC TECHNICAL TIPS FOR TEACHERS

- Commence in a ready position when preparing to return. Knees should be slightly flexed and the racquet should be held out in front with both hands (dominant hand on the bottom) with a comfortable grip
- Once the rally begins, attempt to continually perform small adjusting steps (shuffle steps) to assist in moving toward the ball to perform a forehand or backhand groundstroke

FUN FACTS

Over 300 ball kids are employed in January during the Australian Open, and over 40,000 tennis balls are used every year during the tournament.

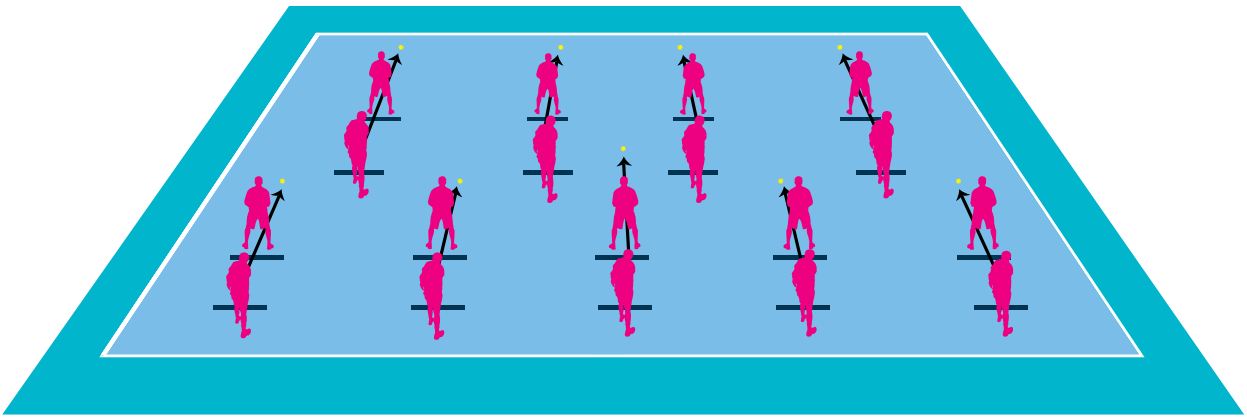
ACTIVITY 1
LOOK OUT!
5 minutes

INSTRUCTION

- Teacher to define a playing area
- Students form pairs and find a safe space on their own with one tennis ball and two drop down lines
- Drop down lines are positioned to indicate the starting position for each student
- Students are positioned one behind the other (approximately one metre apart)
- Student 1 is standing in front with their feet apart and ready to move forward
- Student 2 is standing behind holding the ball
- Student 2 projects the ball with an underarm throwing action along the ground, attempting to roll the ball through the legs of student 1 who attempts to stop the ball
- Students alternate positions
- **Note:** Students are encouraged to roll the ball at a pace that allows their partner to stop the ball within a reasonable distance

VARIATIONS

- Increase the distance between each student
- Increase the size of the ball



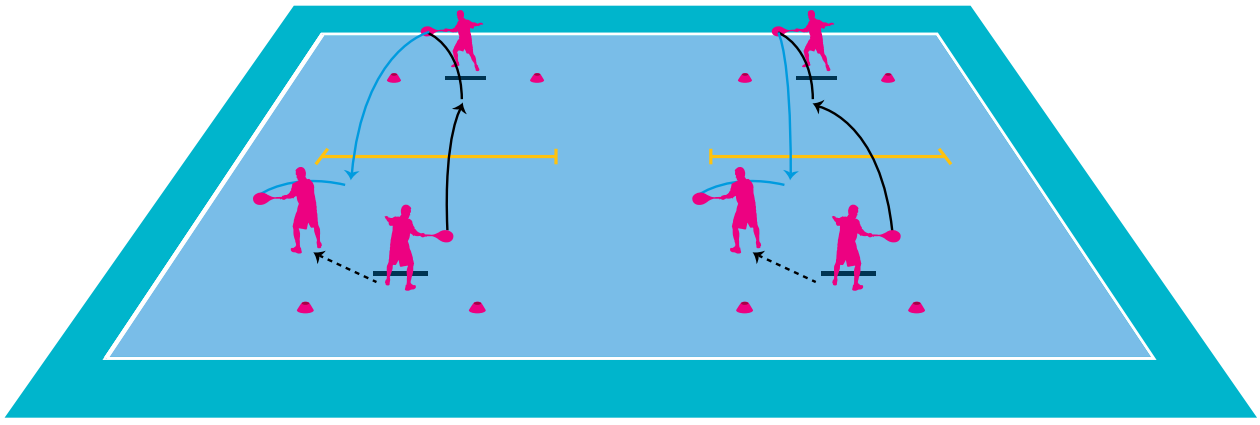
BLUE END GAME
AUSTRALIAN SINGLES CHALLENGE
25 minutes

INSTRUCTION

- Students form pairs and define a safe playing area with cones and a net (line on the ground)
- Drop down lines are positioned to indicate all starting positions for students
- Students are positioned opposite each other approximately four metres apart in the playing area with a racquet each and one tennis ball
- Student 1 commences the rally with a drop and hit serve on their forehand side attempting to land the serve over the net and in the court of student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand action across the net to student 1
- Students continue a competitive rally attempting to win the point
- Students score one point every time rally is won
- Students alternate serving after each point
- The teacher indicates an appropriate amount of time or number of points the students are to achieve

VARIATIONS

- Add a physical net instead of a line on the ground
- Students play the game cooperatively



SUGGESTED ASSESSMENT TOOLS FOR YEARS 1 AND 2 (BLUE STAGE)

There is a range of assessment tools available to gather information in relation to student performance that can contribute to the achievement of curriculum standards. These assessment methods include but are not limited to:

- Fundamental movement skill (FMS) checklists
- Specialised movement skill checklists
- Images/photos
- Stimulus questions
- Student reflection tools
- Rubrics
- Cognitive reinforcers
- Game Performance Assessment Instruments (GPAI)

The following assessment tools for Years 1 and 2 (Blue Stage) are primarily designed as examples that may be applied to assess student performance based on the relevant AC:HPE achievement standards for this band. The various tools are provided as a starting point for teachers. They are not prescriptive and are presented as suggestions only. Teachers are encouraged to not only apply the existing tools, but to adapt and create alternative assessment instruments based on the needs of the students and objectives of the lessons. You may also be able to gather information about the achievement of students in other subjects and learning areas.

The assessment tools provided below consist of a FMS observation checklist in addition to a self-reflection assessment tool.

FUNDAMENTAL MOVEMENT SKILLS (FMS) OBSERVATION RATING CHECKLIST

The teacher observes the student performing the various elements described in the skill criteria column and then indicates the level of achievement based on 'Always', 'Sometimes' or 'Rarely'. Teachers are also provided with a comments section to record any relevant information in regard to the performance of the student.

UNDERARM THROW

Student name: _____

ORDER	SKILL CRITERIA	ALWAYS	SOMETIMES	RARELY
1	Stand facing the direction of the throw			
2	Stable head and trunk, with eyes focused on the target			
3	Step forwards with opposite foot to throwing arm			
4	Throwing arm moves back behind the body			
5	Swing the arm forward in a straight plane			
6	The hand with the ball moves in a straight plane towards the target			
7	Release the ball in the direction of the target			
8	Follow through with a straight arm			

Comments _____

_____

_____

_____

OVER ARM THROW

Student name: _____

ORDER	SKILL CRITERIA	ALWAYS	SOMETIMES	RARELY
1	Stand side on to the direction of the throw with eyes focused on the target			
2	Throwing arm moves in a downward and backward arc			
3	Steps forward with opposite foot to throwing arm			
4	The hand with the ball swings up behind the head bending at the elbow			
5	The arm extends forward keeping the elbow high			
6	The ball is released directed at the target			
7	Follow through down and across the body slapping the hand against the pocket of the opposite leg			

Comments _____

_____

_____

_____

SELF-REFLECTION ASSESSMENT TOOL*

Following the performance of a designated skill and/or activity, the student reflects on their individual performance and records responses to the various questions presented in the tool.

Student name: _____ Date: _____

I CAN ...	
I know ...	
I can ...	
Next I want to learn ...	

REFLECTION	
I can do this well ...	
I have recently learnt to ...	
I know these components of the skill ...	

**Adapted from Western Australian Minister for Education (2004). Fundamental movement skills teacher resource, book 2, STEPS Professional Development, Perth, Australia*



RED STAGE
YEARS 3 AND 4

CURRICULUM BAND SUMMARY

YEARS 3 AND 4 BAND DESCRIPTION

The Year 3 and 4 curriculum further develops student's knowledge, understanding and skills in relation to their health, wellbeing, safety and participation in physical activity. In these years, students begin to explore personal and social factors that support and contribute to their identities and emotional responses in varying situations.

They also develop a further understanding of how their bodies grow and change as they get older. The content explores knowledge, understanding and skills that supports students to build and maintain respectful relationships, make health-enhancing and safe decisions, and interpret health messages from different sources to take action to enhance their own health and wellbeing.

The curriculum in Years 3 and 4 builds on previous learning in movement to help students develop greater proficiency across the range of fundamental movement skills. Students combine movements to create more complicated movement patterns and sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. They do this as they explore the features of activities that meet their needs and interests, and learn about the benefits of regular physical activity. The Year 3 and 4 curriculum also gives students opportunities to develop through movement personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision-making.

Focus areas to be addressed in Years 3 and 4 include:

- Alcohol and other drugs (AD)
- Food and nutrition (FN)
- Health benefits of physical activity (HBPA)
- Mental health and wellbeing (MH)
- Relationships and sexuality (RS)
- Safety (S)
- Active play and minor games (AP)
- Challenge and adventure activities (CA)
- Fundamental movement skills (FMS)
- Games and sports (GS)
- Lifelong physical activities (LLPA)
- Rhythmic and expressive movement activities (RE).

YEARS 3 AND 4 ACHIEVEMENT STANDARDS

By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary, and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity.

Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.

YEARS 3 AND 4 (RED STAGE)

LESSON	LEARNING INTENTION	GAME PROGRESSION
1	Develop the forehand groundstroke	Singles doubles Partner catch forehand Forehand scramble
2	Develop the backhand groundstroke	Back to back Partner catch backhand Backhand scramble
3	Develop the integration of groundstrokes	Shout out! Alphabet tennis Diamonds and rubies
4	Develop the volley	Ice-cream Double scoop Show me your hand
5	Develop the volley	Egg carton Cross the river Checklist
6	Develop the serve	Countdown Silver service Serve it up
7	Develop and understand accuracy	Hot potato Cross court chargers Battle cones
8	Develop and understand depth	Mount Everest Deep trouble Top 10
9	Explore the rally in a competitive situation (doubles)	Double up French doubles challenge
10	Explore the rally in a competitive situation (singles)	Marathon tennis **End Game** **French singles challenge**

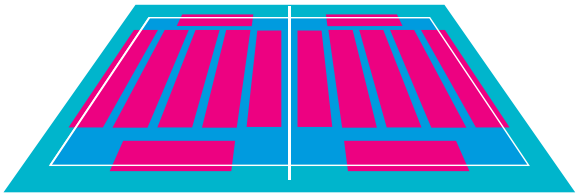
IMPORTANT INFORMATION

COURT AREA

At this stage teachers can define a playing area with a Red court area. There are two variations to the red court, 3m in width x 8m in length or 5.5m in width x 11m in length.

In the school setting we recommend a 3m x 8m court as this will allow maximum participation.

Alternatively students can define their own court by marking out an area with soft cones or drop down lines.



EQUIPMENT

The red low compression tennis ball (25% of a yellow tennis ball) is the key piece of equipment for this stage. The red tennis ball bounces lower and slower for the student to make contact with. Students will use 21 or 23 inch tennis racquets.

END GAME

At the completion of the Red Stage, every student will have developed the confidence and competence to participate in the end game, **French singles challenge.**

French singles challenge is a competitive game played between pairs on a red tennis court 3m wide x 8m in length with a physical net. Students serve, return and rally the ball until one student wins the point.

TAKE A FLEXIBLE VIEW OF LESSONS

It may be appropriate to re-visit or repeat lessons more than once to provide additional practice opportunities for students. Similarly, teachers are not obligated to adhere to the lessons in each stage in a sequential fashion. The order in which the lessons are presented may be varied based on a number of potential factors. For instance, time of the lesson, student engagement and student ability.

OTHER FEATURES OF THE LESSON

FOCUS QUESTIONS

Focus questions are designed to guide the students learning and encourage them to appraise and reflect on the technical or tactical aspects of the game.

VARIATIONS

A series of suggested variations are provided in each lesson. They are designed to provide teachers with additional options for each activity. Variations in a lesson are based on the *CHANGE IT* formula (Schembri, 2005) where teachers and students are encouraged to vary different aspects of the game including, teaching style, scoring, playing area, number of students, game rules, equipment, inclusion and time.

BASIC TECHNICAL TIPS FOR TEACHERS

Tips are provided to emphasise a technical point which will assist teachers in improving students' performance and learning.

FUN FACTS

Fun facts provide specific information on a new stroke or interesting fact about tennis. They also may relate to a particular Grand Slam. The fun facts for the Red Stage are related to the end game Grand Slam, the French Open.

STUDENT REFLECTION

At the completion of a lesson, students can be asked to reflect on what they have participated in and also what they have learnt during the activities. This will help facilitate their learning and understanding of the game. Teachers may also use the student reflection process as an assessment tool for students.

LESSON 1

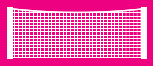
TIME
40 minutes

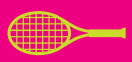
LEARNING INTENTION
Develop the forehand groundstroke

CONTENT DESCRIPTION
Practise and refine fundamental movement skills in a variety of movement sequences and situations (ACPMP043)

Combine elements of effort, space, time, objects and people when performing movement sequences (ACPMP047)

AREA
A large, safe, flat playing area with the appropriate number of red tennis courts (3m x 8m) for the number of students participating

EQUIPMENT

1 net (3m) per pair


1 racquet per pair


1 red tennis ball per pair


2 drop down lines per pair


1 peg per pair

NOTES FOR THIS LESSON
Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- What does your swing shape look like when performing a forehand?
- What pace should you swing your racquet at, and how does this effect your partner?
- Which foot do you step forward with when performing a forehand?

BASIC TECHNICAL TIPS FOR TEACHERS
- Perform a low to high swing path - 'over the bridge and through the tunnel'
- Contact the ball in front and to the side of the body

FUN FACTS
The French Open is the second major tournament (Grand Slam) of the year.
It is hosted in Paris on a clay court surface.
Roland Garros is the only Grand Slam played on clay, which is actually made of pulverised bricks. It is estimated that 44,000 kg's of the crushed brick are used each year.

STUDENT REFLECTION
What are the key aspects of the forehand groundstroke?

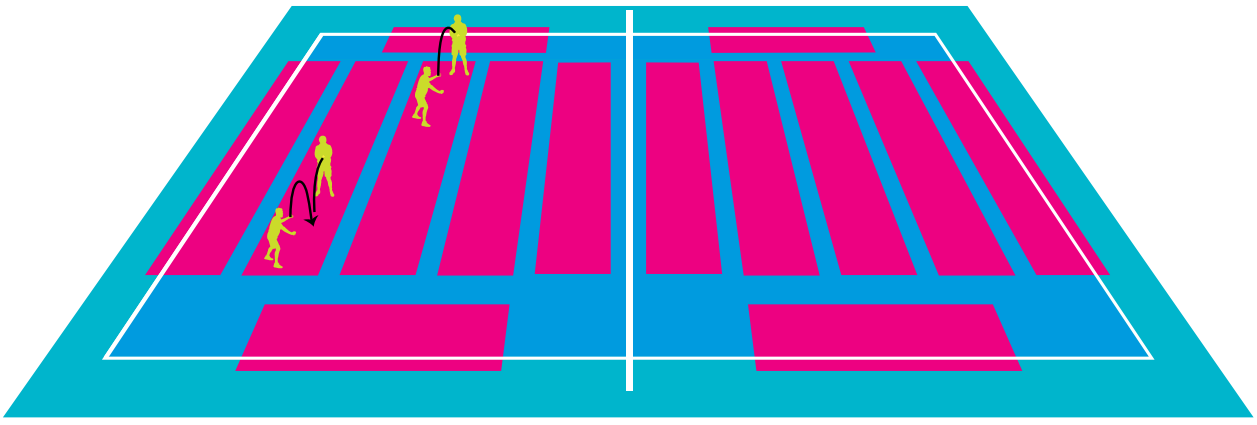
ACTIVITY 1
SINGLES DOUBLES
10 minutes

INSTRUCTION

- Students form pairs and find a safe space with one tennis ball each
- Teacher announces “balls up” and students with an underarm throwing action are to project their ball into the air and attempt to catch after one bounce with their dominant hand
- Teacher announces “singles” and students attempt to catch their partner’s ball after two bounces with their dominant hand
- Teacher announces “doubles” and pairs are to nominate one student to project both balls into the air with the other student to catch after two bounces with their dominant hand

VARIATIONS

- Students throw or catch with their non-dominant hand
- Increase or decrease the volume of bounces allowed



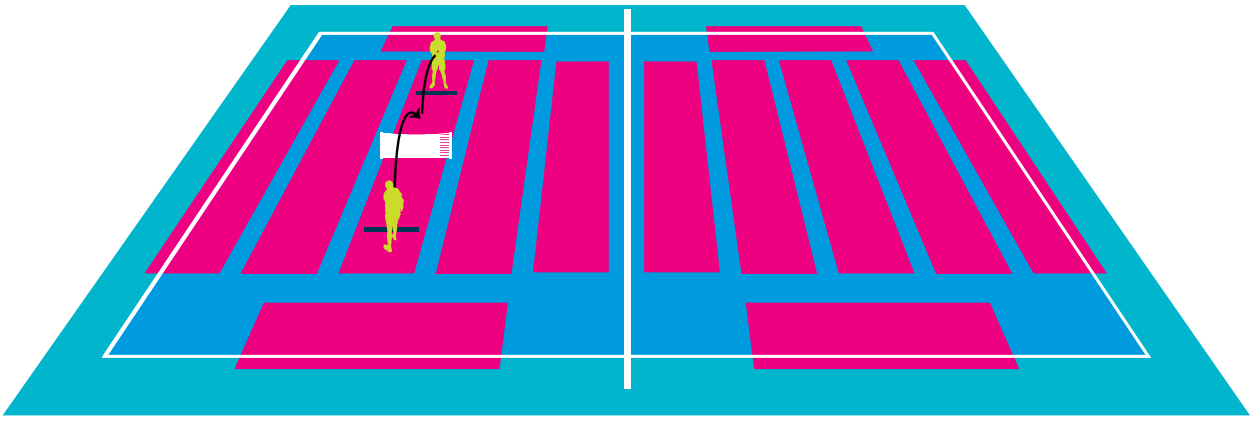
ACTIVITY 2
PARTNER CATCH FOREHAND
15 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other on either side of a net approximately four metres apart with one tennis ball and two drop down lines
- Drop down lines are positioned approximately two metres back from the net on each side and indicate all starting positions for students
- Student 1 commences the rally by projecting the ball with an underarm throwing action on their forehand side (dominant hand) over the net, aiming to land the ball on the forehand side of student 2
- Student 2 catches the ball and continues the rally by returning the ball with an underarm throwing action off their forehand side to student 1
- Students continue the rally, scoring one point for each time the ball is caught
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Students throw off both the forehand and backhand side of the body
- Increase the pace of the ball or adjust where the ball is placed, moving partner's to various locations on the court



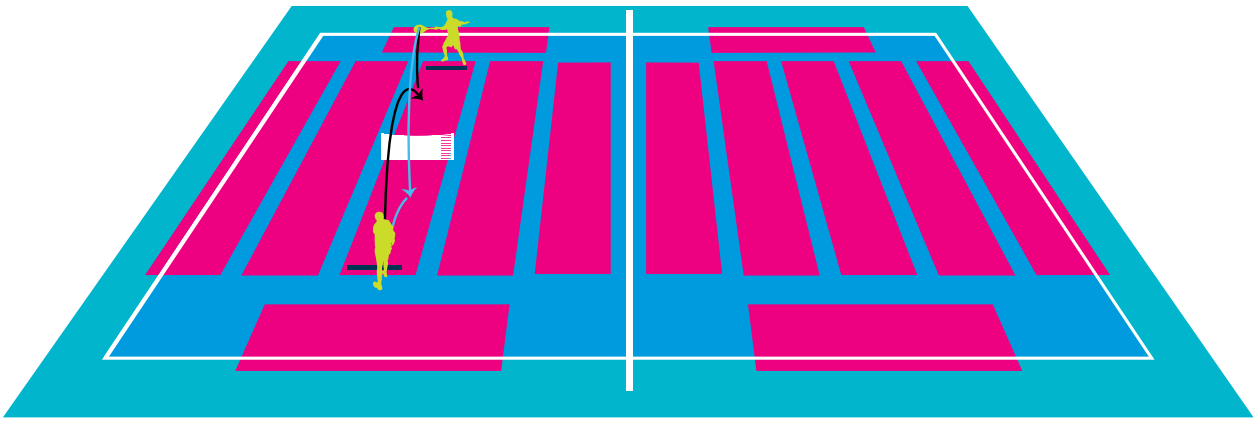
ACTIVITY 3
FOREHAND SCRAMBLE
15 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other on either side of a net approximately four metres apart with one tennis ball, one racquet, two drop down lines and one peg
- Drop down lines are positioned approximately two metres back from the net on each side and indicate all starting positions for students. The peg is positioned at the net
- Student 1 commences the rally by projecting the ball with an underarm throwing action on their forehand side (dominant hand) aiming to land the ball over the net and on the forehand side of student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand action across the net
- Student 1 receives the ball by catching it with two hands after one bounce
- Students score one point each time the ball is returned and a bonus point if the ball is caught
- Students use the peg at the bottom of the net to move up the rungs after each throw, hit and catch sequence
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Students return the ball off both the forehand and backhand side of the body
- Both students use racquets to project the ball and a trap is made instead of a catch



LESSON 2

TIME
40 minutes

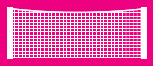
LEARNING INTENTION
Develop the backhand groundstroke

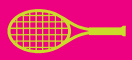
CONTENT DESCRIPTION
Practise and refine fundamental movement skills in a variety of movement sequences and situations (ACPMP043)

Combine elements of effort, space, time, objects and people when performing movement sequences (ACPMP047)

AREA
A large, safe, flat playing area with the appropriate number of red tennis courts (3m x 8m) for the number of students participating

EQUIPMENT


1 net (3m) per pair


1 racquet per pair


1 red tennis ball per pair


1 large ball per pair


2 drop down lines per pair


2 pegs per pair

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- What does your swing shape look like when performing a backhand?
- How do you hold the racquet when performing a backhand?
- Which foot do you step forward with when performing a backhand?

BASIC TECHNICAL TIPS FOR TEACHERS
- Grip the racquet with both hands (no space between hands). Your dominant hand positioned on the bottom
- Perform a low to high swing path - 'over the bridge and through the tunnel' and contact the ball in front and to the side of the body

FUN FACTS
Where does the word tennis come from? It comes from the French word "tenz" to indicate that a player is about to serve.

STUDENT REFLECTION
What are the key aspects of the backhand groundstroke?

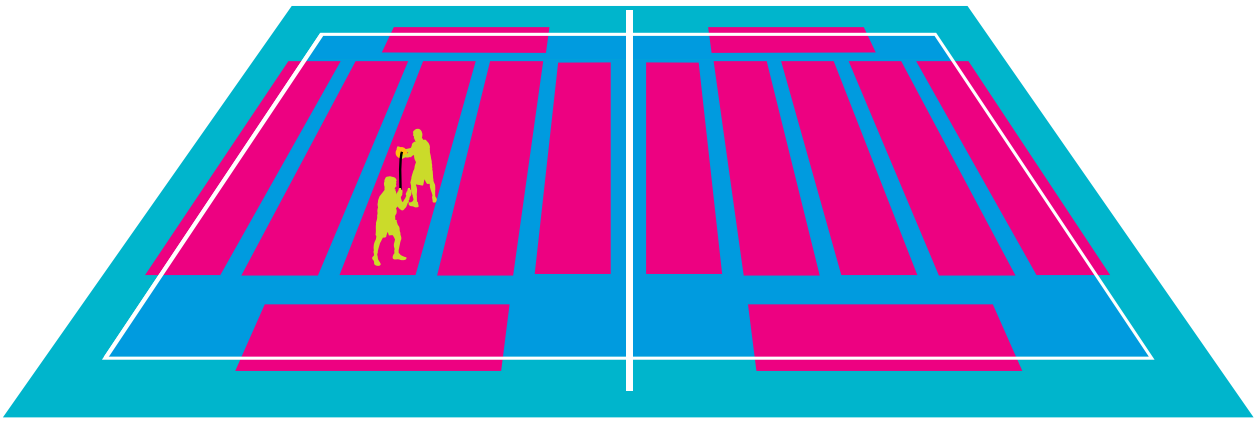
ACTIVITY 1
BACK TO BACK
10 minutes

INSTRUCTION

- Students form pairs and find a safe space with a large ball
- Students are to stand back to back against each other
- Teacher announces “go” and student 1 is to rotate their body to their forehand side and pass the ball to student 2 who has rotated to their backhand side
- Student 2 collects the ball with two hands and rotates to their forehand side to pass the ball to student 1’s backhand side
- Students continue rotating from forehand to backhand side scoring one point each time the ball is passed
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Students throw the ball rather than passing
- Increase or decrease the size and weight of the ball



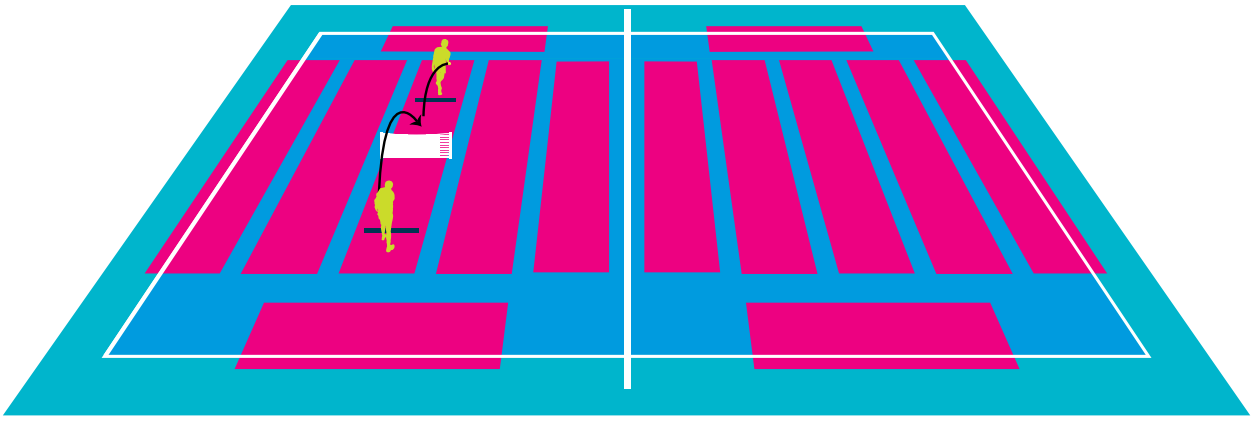
ACTIVITY 2
PARTNER CATCH BACKHAND
15 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other on either side of a net approximately four metres apart with one tennis ball and two drop down lines
- Drop down lines are positioned approximately two metres back from the net on each side and indicate all starting positions for students
- Student 1 commences the rally by projecting the ball with an underarm throwing action on their backhand side (non-dominant hand) over the net, aiming to land the ball on the backhand side of student 2
- Student 2 catches the ball and continues the rally by returning the ball with an underarm throwing action off their backhand side to student 1
- Students continue the rally, scoring one point for each time the ball is caught
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Increase or decrease the size of the ball
- Decrease the height of the net



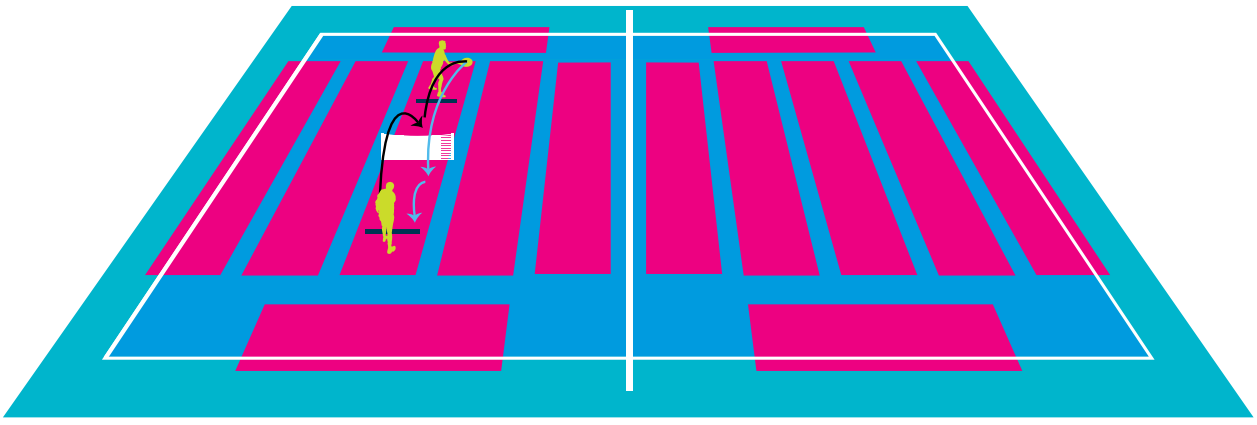
ACTIVITY 3
BACKHAND SCRAMBLE
15 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other on either side of a net approximately four metres apart with one tennis ball, one racquet, two drop down lines and one peg
- Drop down lines are positioned approximately two metres back from the net on each side and indicate all starting positions for students, the peg is positioned at the net
- Student 1 commences the rally by projecting the ball with an underarm throwing action on their backhand side (non-dominant hand) aiming to land the ball over the net and on the backhand side of student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a backhand action across the net
- Student 1 receives the ball by catching it with two hands after one bounce
- Students score one point each time the ball is returned and a bonus point if the ball is caught
- Students use the peg at the bottom of the net to move up the rungs after each throw, hit and catch sequence
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Increase or decrease the area between students
- No racquets used and both students rally with throwing the ball



LESSON 3

TIME
40 minutes

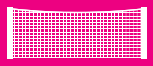
LEARNING INTENTION
Develop the integration of groundstrokes

CONTENT DESCRIPTION
Practise and refine fundamental movement skills in a variety of movement sequences and situations (ACPMP043)

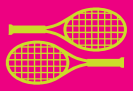
Combine elements of effort, space, time, objects and people when performing movement sequences (ACPMP047)

AREA
A large, safe, flat playing area with the appropriate number of red tennis courts (3m x 8m) for the number of students participating

EQUIPMENT



1 net (3m) per pair



2 racquets per pair



1 red tennis ball per pair



2 drop down lines per pair



2 pegs per pair

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- Why is it important to begin in a ready position at the beginning of a rally?
- Which direction should your shoulders be facing when making contact with the ball?
- Which direction should your shoulders be facing after making contact with the ball?

BASIC TECHNICAL TIPS FOR TEACHERS
- Commence in a ready position when preparing to return. Knees should be slightly flexed and the racquet should be held out in front with both hands (dominant hand on the bottom) with a comfortable grip. Feet comfortable distance apart
- Shoulders turn to face the net after contact

FUN FACTS
The official name of the French Open is Les Internationaux De France De Roland-Garros.

STUDENT REFLECTION
Why is it important to return to a ready position after hitting the ball during a rally?

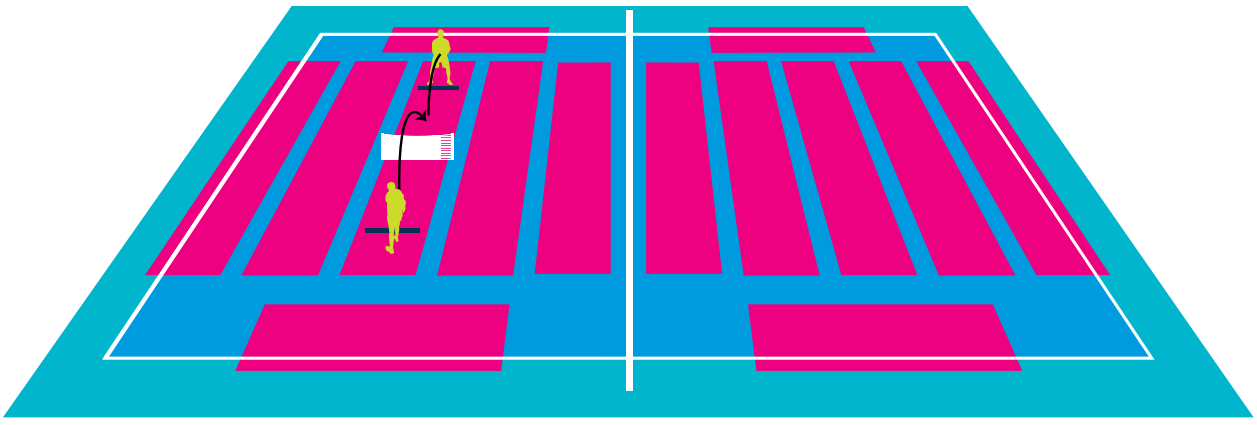
ACTIVITY 1
SHOUT OUT!
10 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other on either side of a net approximately four metres apart with one tennis ball and two drop down lines
- Drop down lines are positioned approximately two metres back from the net on each side and indicate all starting positions for students
- Student 1 is to be positioned on their drop down line facing into the court and student 2 is to be positioned on their drop down line facing away from student 1 (back to the court)
- Student 1 is to 'shout out' student 2's name and release the ball with a cooperative underarm throw over the net to either the forehand or backhand side of student 2
- Student 2 is to rotate quickly and move towards the ball aiming to catch after one bounce
- Students score one point each time the ball is caught
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Both students commence facing into the court
- Students alternate between the forehand and backhand side



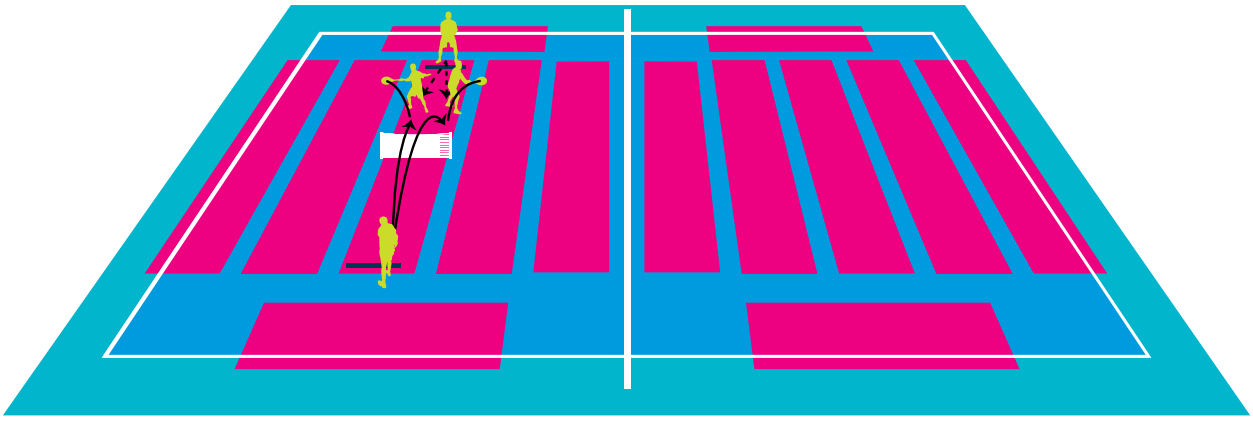
ACTIVITY 2
ALPHABET TENNIS
15 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other on either side of a net approximately four metres apart with one tennis ball, one racquet and two drop down lines
- Drop down lines are positioned approximately two metres back from the net on each side and indicate all starting positions for students
- Student 1 commences the rally by projecting the ball with an underarm throwing action over the net, aiming to land the ball on the forehand side of student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand action across the net
- Student 1 continues the rally by projecting the ball with an underarm throwing action over the net, aiming to land the ball on the backhand side of student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a backhand action across the net
- Students announce the first letter of the alphabet - 'A'
- Students continue the forehand and backhand sequence aiming to complete the alphabet from A to Z
- The teacher indicates an appropriate amount of time or the letter in the alphabet the students are to achieve

VARIATIONS

- Increase or decrease the distance between each student
- Forehand or backhand side only



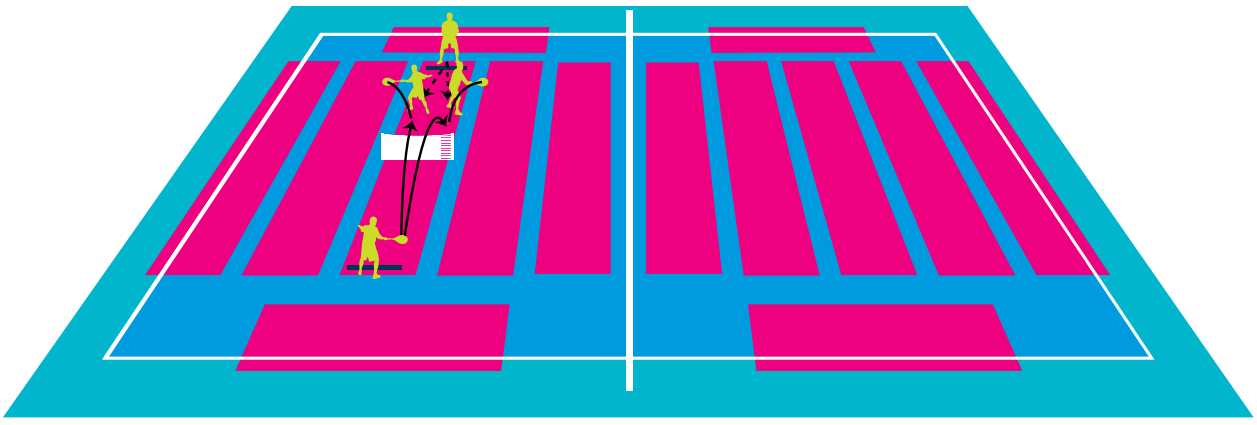
ACTIVITY 3
DIAMONDS AND RUBIES
15 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other on either side of a net approximately four metres apart with one tennis ball, two racquets, two drop down lines and two different coloured pegs
- Drop down lines are positioned approximately two metres back from the net on each side and indicate all starting positions for students
- Student 1 commences the rally by projecting the ball with a drop and hit forehand action over the net, aiming to land the ball on the forehand side of student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand action across the net
- Student 1 attempts to trap the ball with their racquet
- Student 1 continues the rally by projecting the ball with a drop and hit forehand action over the net, aiming to land the ball on the backhand side of student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a backhand action across the net
- Student 1 attempts to trap the ball with their racquet
- Students score one ‘diamond’ for each returned ball and one ‘ruby’ if two successful traps are made in a row
- Students use the different coloured pegs at the bottom of the net to move up the rungs after each return and catch to the forehand and backhand. Use one peg for the ‘diamonds’ and one for the ‘rubies’
- The teacher indicates an appropriate amount of time or the number of ‘diamonds’ and ‘rubies’ the students are to achieve

VARIATIONS

- Decrease the height of the net
- Trap to be made with hands instead of the racquet (e.g., catching the ball)



LESSON 4

TIME
40 minutes

LEARNING INTENTION
Develop the volley

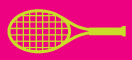
CONTENT DESCRIPTION
Practise and refine fundamental movement skills in a variety of movement sequences and situations (ACPMP043)

Combine elements of effort, space, time, objects and people when performing movement sequences (ACPMP047)

AREA
A large, safe, flat playing area with the appropriate number of red tennis courts (3m x 8m) for the number of students participating

EQUIPMENT


1 net (3m) per pair


1 racquet per pair


1 red tennis ball per pair


2 drop down lines per pair


1 triangle cone per pair

NOTES FOR THIS LESSON
Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- How do you position your body before performing a volley?
- What type of backswing and follow through should you use?
- Is the ball permitted to bounce prior to hitting a volley?

BASIC TECHNICAL TIPS FOR TEACHERS
- Commence in a ready position
- Keeping your racquet above your wrist, contact the ball in front using a blocking action

FUN FACTS
The volley is a shot that is usually played near the net. It is hit on the full using a compact backswing and follow through.

STUDENT REFLECTION
When hitting a volley, why is it important to use a compact backswing and follow through?

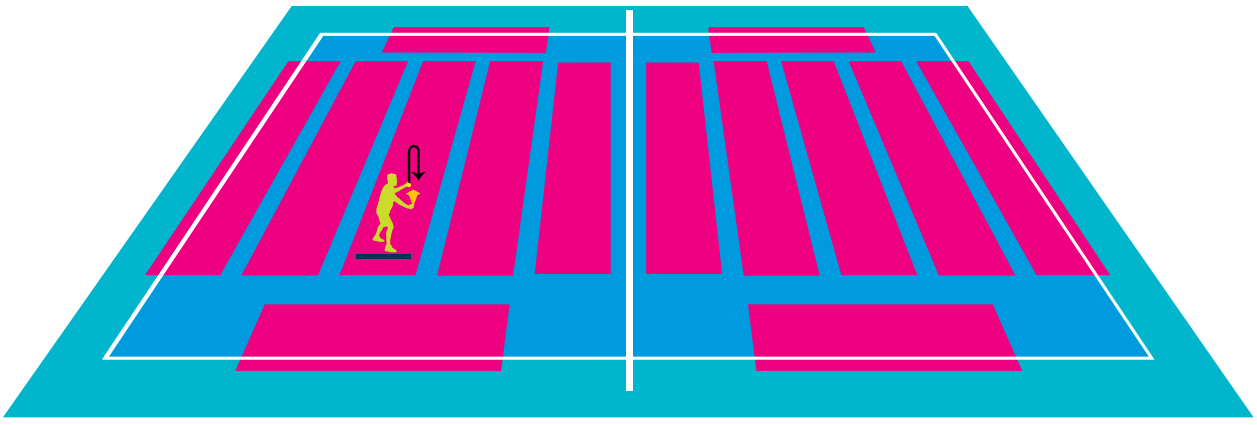
ACTIVITY 1
ICE-CREAM
10 minutes

INSTRUCTION

- Teacher to define a playing area
- Students to find a safe space on their own with one tennis ball, one triangle cone and one drop down line
- Drop down line to be positioned to indicate all starting positions for students
- Teacher announces “ice-cream” and students with an underarm throwing action (non-dominant hand) are to project their ball (ice-cream) into the air and aim to catch directly in their cone
- The teacher indicates an appropriate amount of time or a number of ice-creams the students are to achieve

VARIATIONS

- Ice-cream to bounce once before landing in the cone
- Students use their dominant hand to throw and non-dominant hand to catch



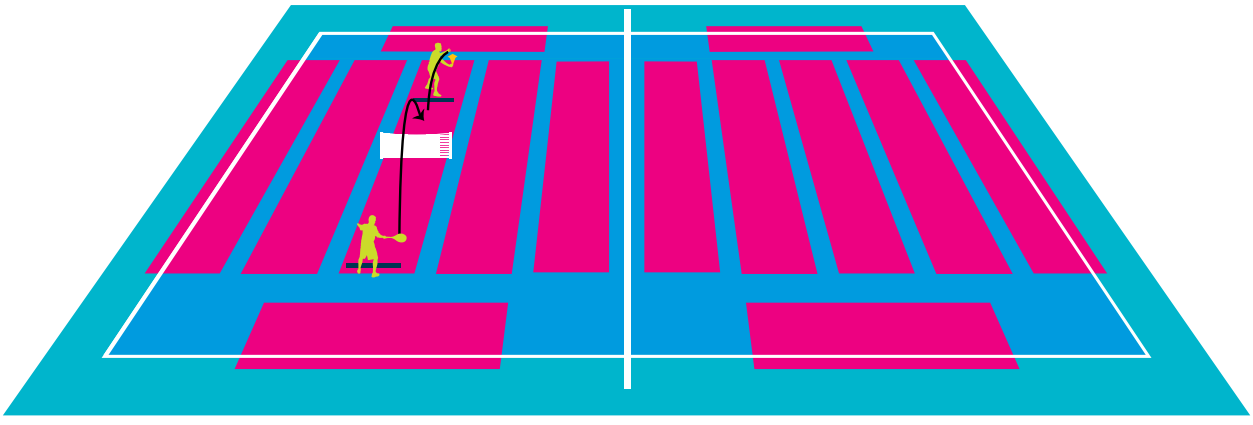
ACTIVITY 2
DOUBLE SCOOP
15 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other on either side of a net approximately three metres apart with one tennis ball, one racquet, two drop down lines and one cone
- Student 1 is to position their drop down line two metres back from the net and student 2 is to position their drop down line one metre back from the net
- Student 1 commences the rally by projecting the ball with a drop and hit forehand action over the net towards student 2
- Student 2 tracks the movement of the ball, attempting to catch the ball after one bounce in their cone
- Student 2 returns the ball to student 1 and the rally continues
- Students score one flavoured 'ice-cream scoop' of their choice for each ball caught in the cone
- Students swap roles after 10 attempts at catching the ball in the cone
- The teacher indicates an appropriate amount of time or a number of scoops the students are to achieve

VARIATIONS

- Students alternate between the forehand and backhand side
- Both students to use racquets with student 1 returning the ball with a volley



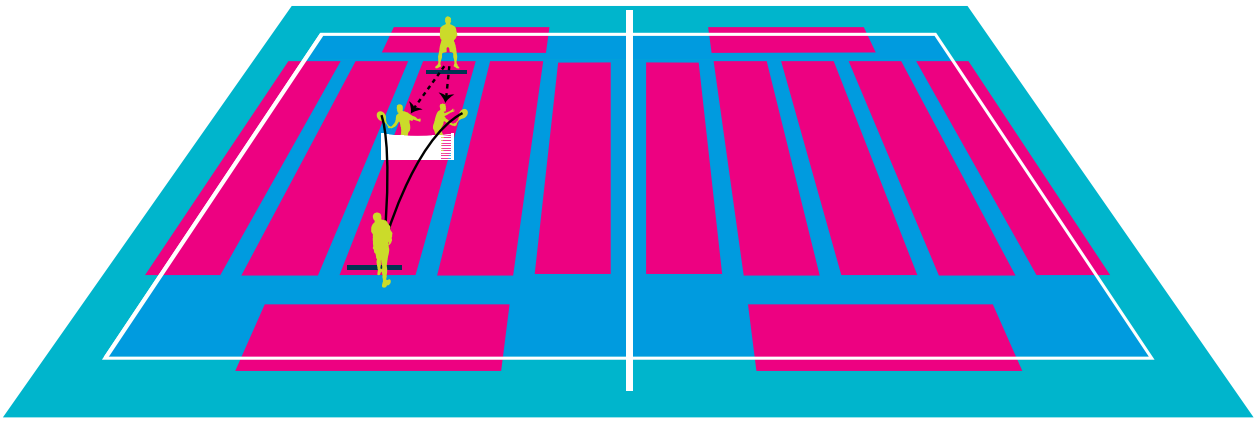
ACTIVITY 3
SHOW ME YOUR HAND
15 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other on either side of a net approximately three metres apart with one tennis ball, one racquet and two drop down lines
- Student 1 is to position their drop down line two metres back from the net and student 2 is to position their drop down line one metre back from the net
- Student 1 commences the rally by projecting the ball with an underarm throwing action over the net towards the forehand side of student 2
- Student 2 tracks the movement of the ball, aiming to make contact with the ball on the full and return with a forehand volley (blocking action) to student 1
- Student 1 attempts to catch the ball after one bounce with two hands
- Continue to the forehand side for five forehand volleys and then to the backhand side for five backhand volleys
- Students score one point for each volley made and a bonus point for catching the returned volley after one bounce
- Students swap roles after volleys to both sides of the body
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Students allow the volley to bounce before returning
- Students alternate between the forehand and backhand side



LESSON 5

TIME
40 minutes

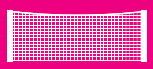
LEARNING INTENTION
Develop the volley

CONTENT DESCRIPTION
Practise and refine fundamental movement skills in a variety of movement sequences and situations (ACPMP043)

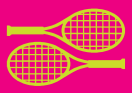
Combine elements of effort, space, time, objects and people when performing movement sequences (ACPMP047)

AREA
A large, safe, flat playing area with the appropriate number of red tennis courts (3m x 8m) for the number of students participating

EQUIPMENT



1 net (3m) per pair



2 racquets per pair



1 red tennis ball per pair



3 drop down lines per pair

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- What is a 'split jump' and when do you perform this movement?
- Which foot do you step forward with on a forehand and backhand volley?
- How do you direct the volley?

BASIC TECHNICAL TIPS FOR TEACHERS
- Just prior to steeping forward and making contact with the ball, perform a 'split jump'. A 'split jump' is a small jump that assists with your readiness to hit the ball
- Step forward into the volley using the opposite foot to your hitting hand

FUN FACTS
A 'split jump' is one of the most important movements in tennis. It permits a player to move explosively from a stationary position in any direction. Essentially, it is a small hopping action with both feet and performed just before your partner hits their shot.

STUDENT REFLECTION
When might be a good time to move forward to the net and perform a forehand or backhand volley?

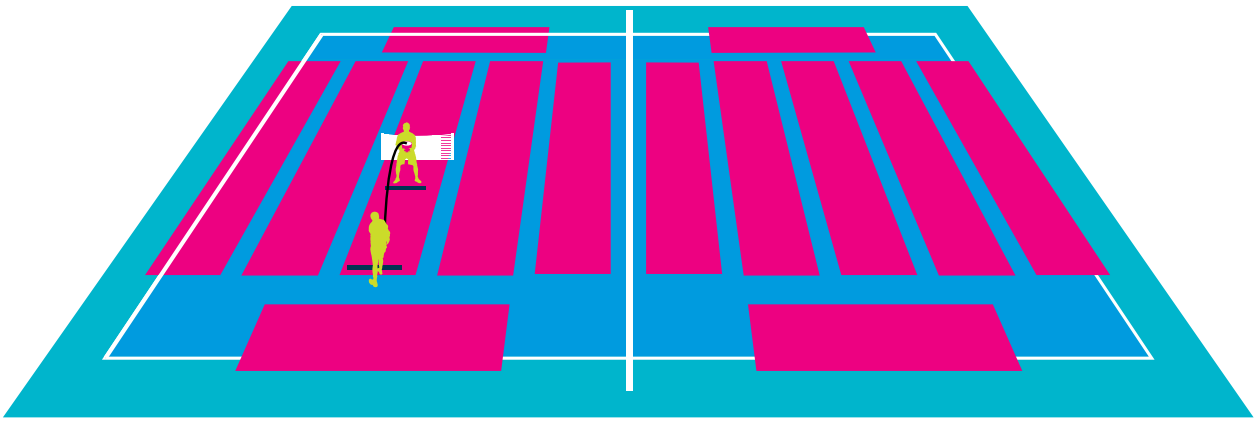
ACTIVITY 1
EGG CARTON
10 minutes

INSTRUCTION

- Teacher to define a playing area
- Students to form pairs and find a safe space on their own with one tennis ball and two drop down lines
- Students are to be positioned opposite each other approximately two metres apart
- Drop down lines to be positioned to indicate all starting positions for students
- Teacher announces “egg carton” and student 1 commences the rally by projecting the ball with an underarm throwing action on their forehand side (dominant hand) towards student 2 who aims to catch the egg (ball) on the full
- Student 2 continues the rally by returning the egg with an underarm throw to student 1
- Students attempt to fill their imaginary carton with twelve eggs (successful catches) before other pairs
- Students score one point (egg) by successfully catching the ball on the full
- If students drop the egg, they may continue from their number of eggs in the carton
- The teacher indicates an appropriate amount of time or the number of cartons the students must achieve

VARIATIONS

- If the egg is dropped, students are to return to an empty carton and start again
- Increase or decrease the playing area



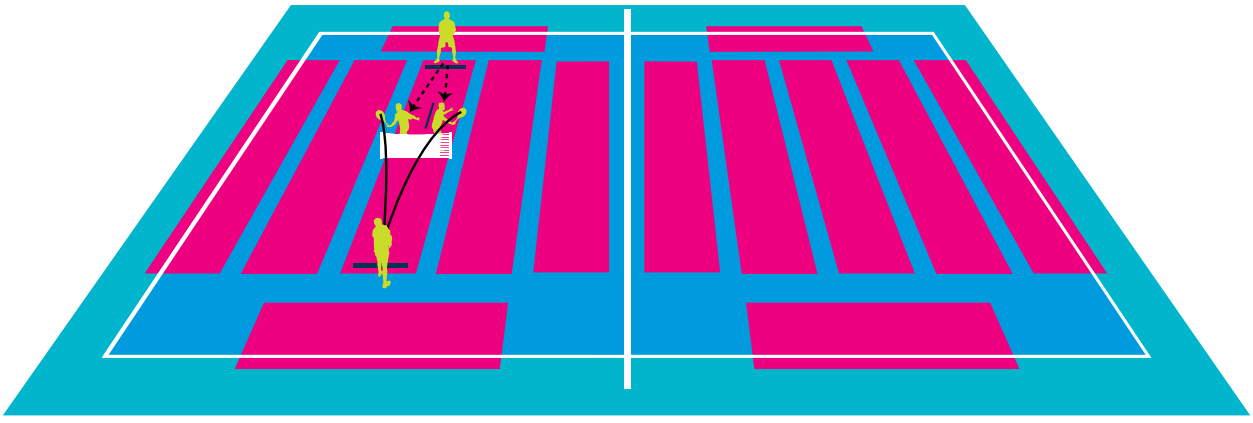
ACTIVITY 2
CROSS THE RIVER
15 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other on either side of a net approximately four metres apart with one tennis ball, one racquet and three drop down lines
- Student 1 is to position their drop down line two metres back from the net and student 2 is to position one drop down line length ways (river) at the net and another drop down line two metres back from the net
- Student 1 announces their partners name and student 2 is to move forward off their back drop down line towards the net and perform a 'split jump' on either side of the river (drop down line)
- Student 1 commences the rally by projecting the ball with an underarm throwing action on their forehand side (dominant hand) aiming to land the ball over the net on the forehand side of student 2
- Student 2 forehand volleys the ball on the full back to student 1 and returns to their starting position at the back of the court
- Student 1 attempts to catch the ball after one bounce
- Student 1 continues by announcing their partner's name and student 2 is to move forward towards the net and perform a 'split jump' on either side of the river (drop down line)
- Student 1 continues the rally by projecting the ball with an underarm throwing action on their forehand side (dominant hand) aiming to land the ball over the net on the backhand side of student 2
- Student 2 backhand volleys the ball on the full back to student 1 and returns to their starting position at the back of the court
- Student 1 attempts to catch the ball after one bounce
- Students score one point for each volley made and a bonus point for each volley caught
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Both students to use racquets with student 1 serving the ball with a drop and hit
- Student 2 commences at the net



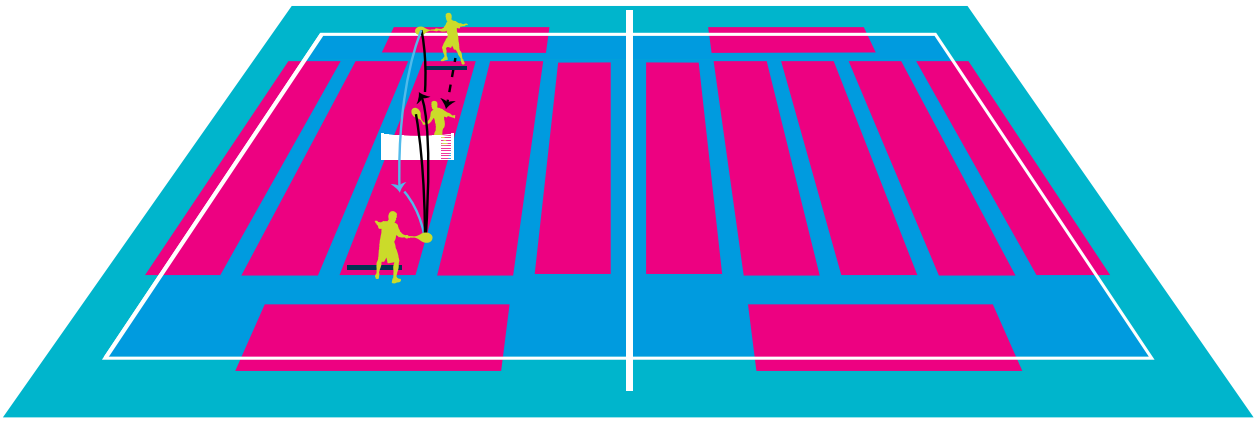
ACTIVITY 3 CHECKLIST
15 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other on either side of a net approximately four metres apart with one tennis ball, two racquets and two drop down lines
- Drop down lines are positioned approximately two metres back from the net on each side and indicate all starting positions for students
- Student 1 commences the rally by projecting the ball with a drop and hit forehand action over the net, aiming to land the ball on the forehand side of student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand action across the net. Student 2 moves forward towards the net
- Student 1 attempts to trap the returned ball with their racquet and returns to their starting position before continuing the rally with a drop and hit forehand action over the net, to the forehand side of student 2
- Student 2 forehand volleys the ball on the full back to student 1 and returns to their ready position at the back of their court
- Student 1 attempts to trap the ball after one bounce
- Students score one point every time the checklist is completed; serve, return, trap, return, volley and trap
- The teacher indicates an appropriate amount of time or a number of checklists the students are to achieve

VARIATIONS

- Students alternate between the forehand and backhand side
- Student 1 does not use a racquet



LESSON 6

TIME
40 minutes

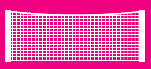
LEARNING INTENTION
Develop the serve

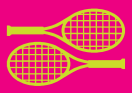
CONTENT DESCRIPTION
Practise and refine fundamental movement skills in a variety of movement sequences and situations (ACPMP043)

Practise and apply movement concepts and strategies with and without equipment (ACPMP045)

AREA
A large, safe, flat playing area with the appropriate number of red tennis courts (3m x 8m) for the number of students participating

EQUIPMENT


1 net (3m) per pair


2 racquets per pair


1 red tennis ball per pair


3 drop down lines per pair


1 triangle cone per pair


1 peg per pair

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- In order to serve the ball in an overarm action to your partner, when should you release the ball from your hand?
- How high should you release the ball (the ball toss) from your hand before serving?
- What is the position of your body prior to serving the ball?

BASIC TECHNICAL TIPS FOR TEACHERS
- Stand side on in a pre-throw position
- Release the ball from your non-dominant hand (ball toss) at approximately eye level and make contact above your head and slightly in front with eyes focused on the ball

FUN FACTS
A serve is a shot that commences the point by the server hitting the tennis ball into the opponents half of the court. It is an overarm action that resembles an overhand throw.

STUDENT REFLECTION
What other action and movement does the overarm serve look like? How could you practice the service action without a racquet?

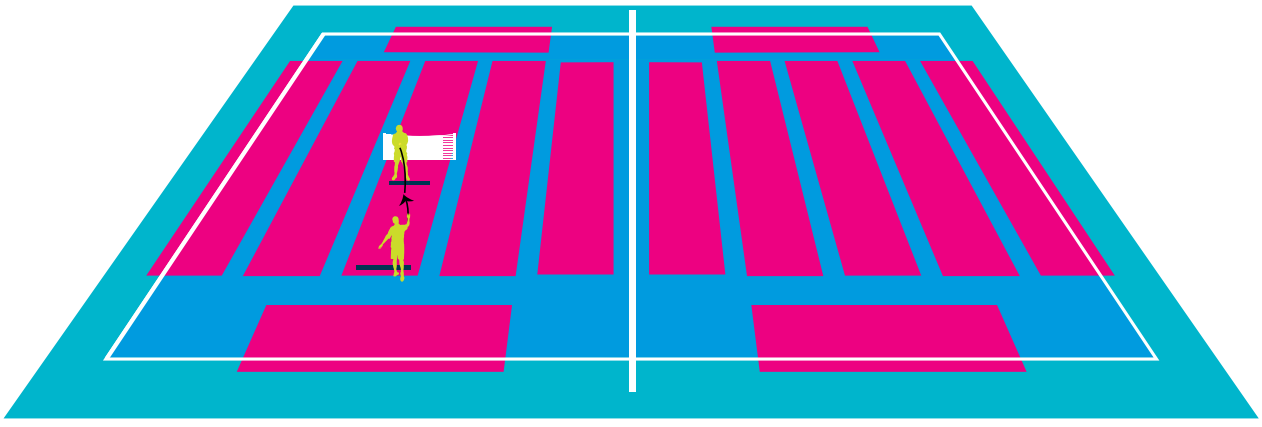
ACTIVITY 1
COUNTDOWN
10 minutes

INSTRUCTION

- Teacher to define a playing area
- Students to form pairs and find a safe space on their own with one tennis ball and two drop down lines
- Students are to be positioned opposite each other approximately four metres apart
- Drop down lines to be positioned to indicate all starting positions for students
- Teacher announces “countdown” and student 1 is to countdown three, two, one and project the ball with an overarm throwing action (dominant hand) into the air
- Student 2 attempts to catch the ball after one bounce
- Students score one point for every serve caught
- The teacher indicates an appropriate amount of time or the number of countdowns the students must achieve

VARIATIONS

- Increase or decrease the playing area
- Students overarm throw over the net



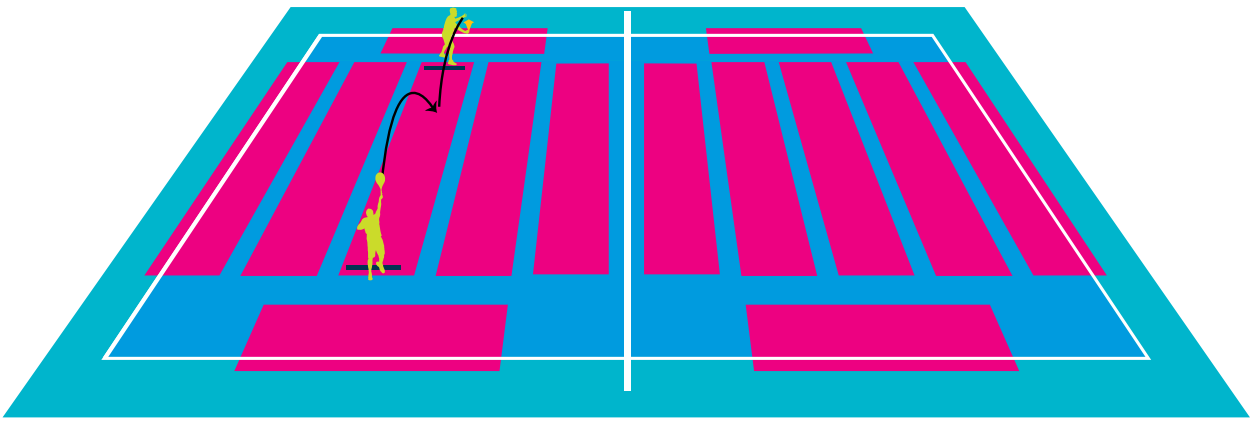
ACTIVITY 2
SILVER SERVICE
15 minutes

INSTRUCTION

- Students to form pairs and find a safe space (restaurant) on their own with one tennis ball, one racquet, one cone and two drop down lines
- Students are to be positioned opposite each other approximately five metres apart
- Drop down lines to be positioned to indicate all starting positions for students
- Student 1 is located in the kitchen at the restaurant with a racquet and ball
- Student 2 is located in the dining area with a cone
- Student 2 decides what they would like to order from the menu (e.g., steak, pizza, vegetable soup, chocolate cake) and announces the order to student 1
- Student 1 from the kitchen must 'serve up' their partner's order
- Student 1 with an overarm serving action serves the order (ball) to student 2
- Student 2 attempts to catch their order (ball) after one bounce
- If student 2 successfully receives their order, they return the ball back to student 1 and can choose another option from the menu
- Students score one point for each order (serve) made and a bonus point for each serve caught
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Overarm throw or drop and hit serve
- Student 2 to use a bucket to receive their order



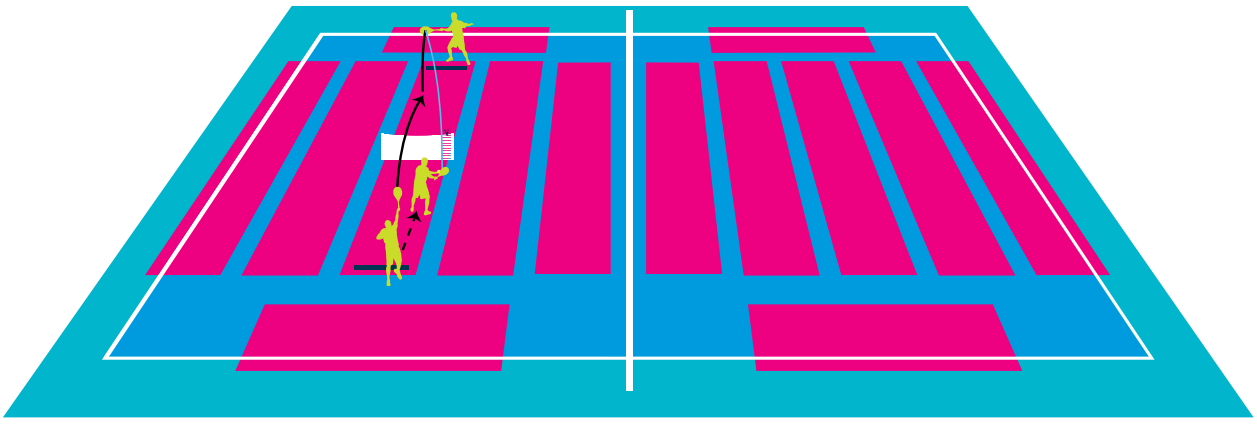
ACTIVITY 3
SERVE IT UP
15 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other on either side of a net approximately four metres apart with one tennis ball, two racquets, two drop down lines and a peg
- Drop down lines are positioned approximately two metres back from the net on each side and indicate all starting positions for students
- Student 1 commences the rally by projecting the ball with an overarm serving action over the net, aiming to land the ball on the forehand side of student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand action across the net
- Student 1 attempts to trap the ball with their racquet
- Students score one point for a successful trap and run to the net to move their peg up the rungs of the ladder (bottom of the net to the top of the net)
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Overarm throw or drop and hit serve
- Rally is continued from student 2's return and is played out



LESSON 7

TIME
40 minutes

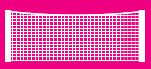
LEARNING INTENTION
Develop and understand accuracy

CONTENT DESCRIPTION
Combine elements of effort, space, time, objects and people when performing movement sequences (ACPMP047)

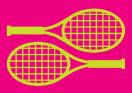
Apply innovative and creative thinking in solving movement challenges (ACPMP049)

AREA
A large, safe, flat playing area with the appropriate number of red tennis courts (3m x 8m) for the number of students participating

EQUIPMENT



1 net (3m) per pair



2 racquets per pair



1 red tennis ball per pair



4 drop down lines per pair



10 triangle cones per pair

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- How do you direct the serve in a cross court (diagonal) position?
- At what height should the racquet make contact with the ball when serving?
- If the ball toss is inaccurate and uncomfortable – what should you do?

BASIC TECHNICAL TIPS FOR TEACHERS
- Rotate from a side-on position to a front-on position after serving
- Follow through as a natural extension of the swing

FUN FACTS
Monica Seles (USA) is the youngest woman to have won French Open tennis championship when she defeated Steffi Graf (GER) 7-6, 6-4 at the age of 16 years 6 months.

STUDENT REFLECTION
Why is it important to have consistency and accuracy when performing a serve?

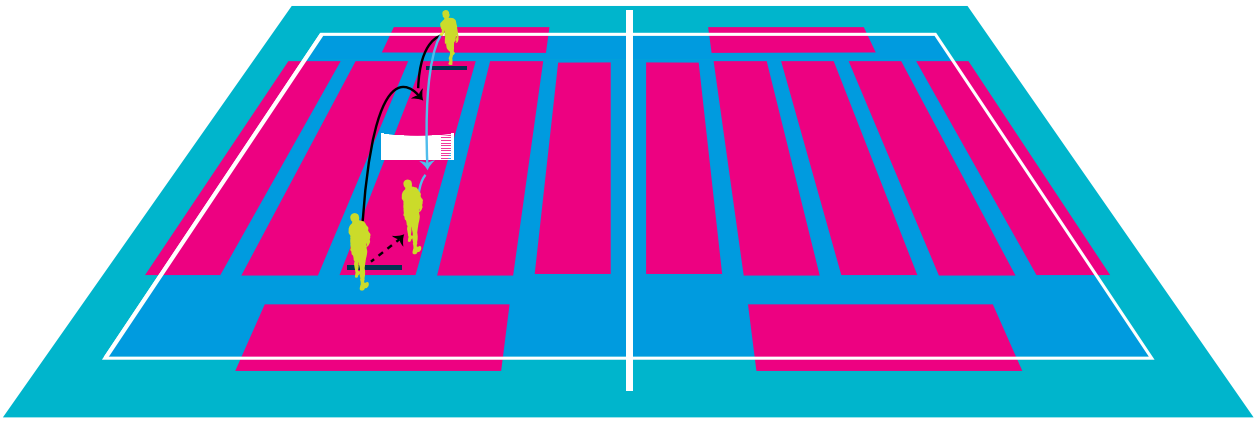
ACTIVITY 1
HOT POTATO
10 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other on either side of a net approximately four metres apart with one tennis ball and two drop down lines
- Drop down lines are positioned approximately two metres back from the net on each side and indicate all starting positions for students
- Student 1 commences the rally by projecting the potato (ball) with an underarm throwing action on their forehand side (dominant hand) aiming to land the potato (ball) over the net to student 2
- Student 2 tracks the movement of the potato allowing it to bounce once before catching and returning the potato quickly with an underarm throwing action to student 1
- Students continue the rally, attempting to move their partner around the court while releasing the potato quickly (e.g., one to two seconds)
- Students score one point each time the potato (ball) is caught
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Student must 'freeze' after returning the potato (ball) and only move once their partner has released the potato (ball) back over the net
- Increase the size of the potato (ball)



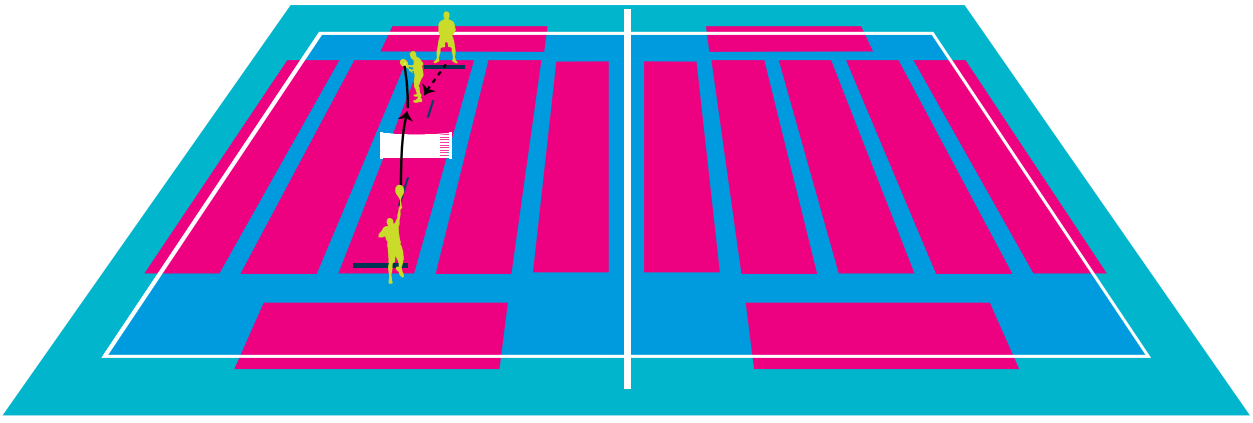
ACTIVITY 2
CROSS COURT CHARGERS
15 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other on either side of a net approximately four metres apart with one tennis ball, two racquets and two drop down lines
- Drop down lines are positioned in the middle on either side of the net, dividing the court into a forehand and backhand side
- Student 1 commences the rally by projecting the ball with an overarm serving action over the net, aiming to land the ball on the forehand side of student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before trapping the ball with their racquet
- Students score one point each time the serve is made and one point for the trap
- Students alternate after each point, rotating the server and the returner (trap)
- After 10 points are achieved on the forehand side, students attempt the backhand side
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Overarm or underarm throw or drop and hit serve
- Increase or decrease the playing area



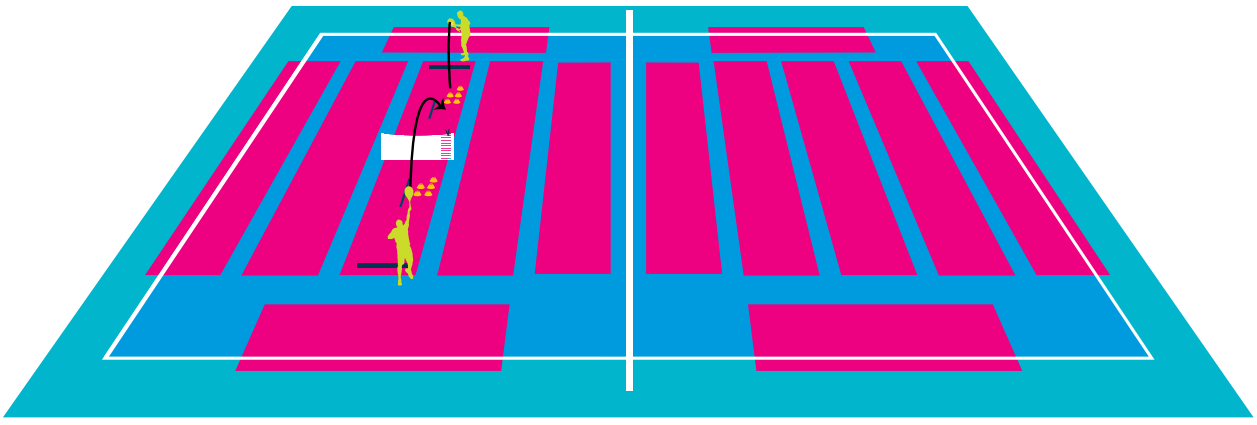
ACTIVITY 3
BATTLE CONES
15 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other on either side of a net approximately four metres apart with one tennis ball, two racquets, two drop down lines and 10 triangle cones
- Drop down lines are positioned in the middle on either side of the net, dividing the court into a forehand and backhand side
- Students place their battle cones (five cones) in the same half of their court (forehand side for student 1 and backhand side for student 2 in a down the line direction)
- Student 1 commences the rally by projecting the ball with an overarm serving action over the net, aiming to land the ball on one of the battle cones of student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before trapping the ball with their racquet if a battle cone is not hit
- If student 1 hits a battle cone, student 1 is to run to their partner's end, collect the battle cone and add to their side
- Students alternate after each point, rotating the server and the returner (the player trapping the ball)
- Students attempt to possess all their partner's cones
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Increase or decrease the playing area
- Adjust the position of the cones



LESSON 8

TIME
40 minutes

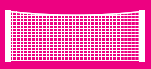
LEARNING INTENTION
Develop and understand depth

CONTENT DESCRIPTION
Practise and refine fundamental movement skills in a variety of movement sequences and situations (ACPMP043)

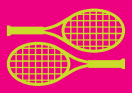
Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities (ACPMP050)

AREA
A large, safe, flat playing area with the appropriate number of red tennis courts (3m x 8m) for the number of students participating

EQUIPMENT



1 net (3m) per pair



2 racquets per pair



1 red tennis ball per pair



6 drop down lines per pair



1 peg per pair

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- How do you hit the ball deep in the court?
- What are the benefits of hitting the ball deep?
- How do you move your feet to get into position to hit the ball deep?

BASIC TECHNICAL TIPS FOR TEACHERS
- Bend your knees and perform a low to high swing path
- Follow through as a natural extension of the swing

FUN FACTS
Hitting the ball deep in the court is a fundamental tennis strategy designed to apply pressure to your opponent. Hitting the ball with additional speed and ensuring sufficient height over the net are two avenues to achieving depth.

STUDENT REFLECTION
How you hit the ball deep in the court, and what are the benefits of performing this strategy when playing?

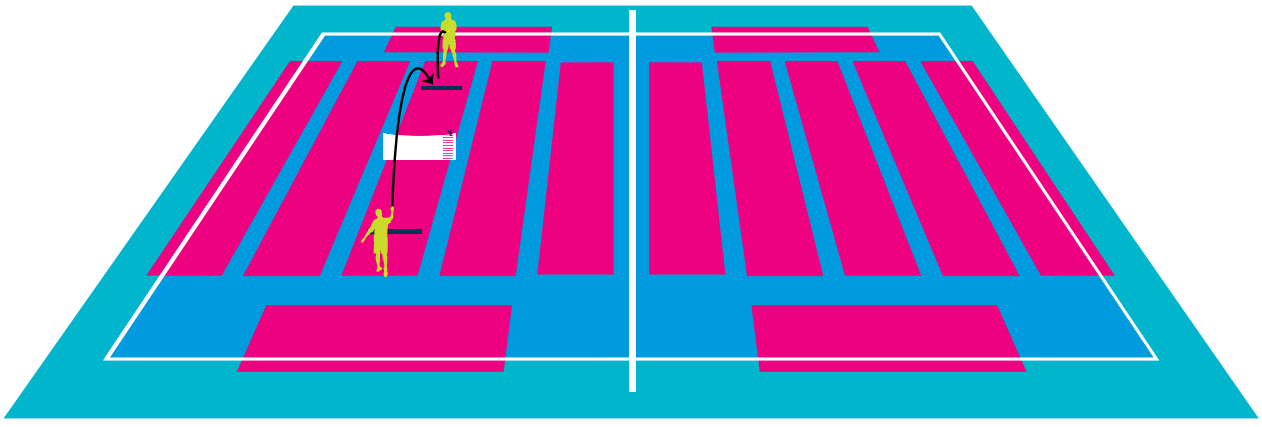
ACTIVITY 1
MOUNT EVEREST
10 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other on either side of a net approximately eight metres apart with one tennis ball and six drop down lines
- Drop down lines are positioned approximately three metres back from the net (¾ court) on each side and indicate Mount Everest (the drop down line on the ground)
- Student 1 commences the rally by projecting the ball with an underarm or overarm throwing action aiming to land the ball over Mount Everest and in the back area of student 2's court
- Student 2 attempts to catch the ball after one bounce
- Students score one point each time the ball lands over Mount Everest and a bonus point if the ball is caught
- Students alternate after each point rotating the server
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Students remove a point if the serve lands short (in front of Mount Everest)
- Increase or decrease the size of Mount Everest (e.g., move the drop down line closer or further away)



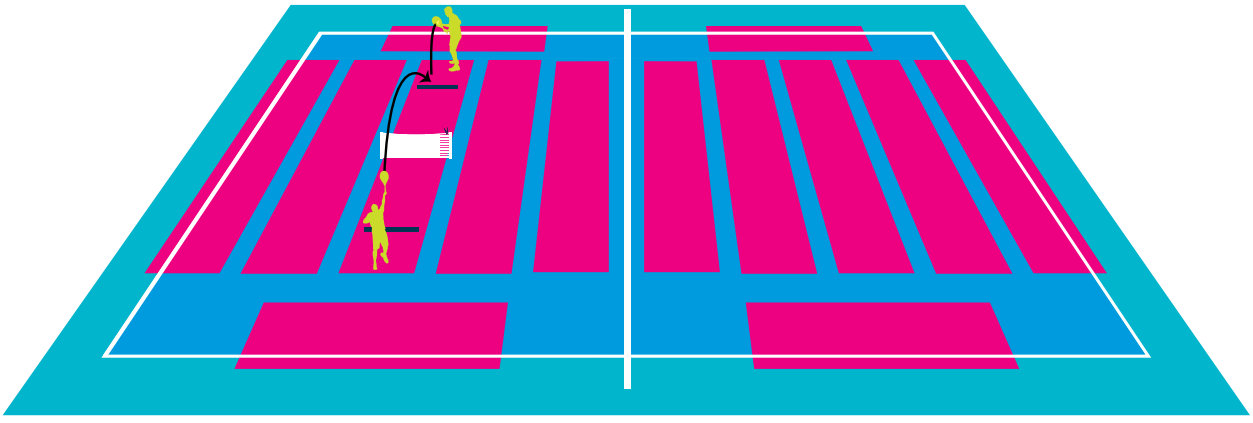
ACTIVITY 2
DEEP TROUBLE
15 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other on either side of a net approximately eight metres apart with one tennis ball, two racquets, one peg and six drop down lines
- Drop down lines are positioned approximately three metres back from the net (¾ court) on each side
- Student 1 commences the rally by projecting the ball with a overarm serving action over the net, aiming to land the ball deep in the back area of student 2's court
- Student 2 tracks the movement of the ball, allowing it to bounce once before trapping the ball with their racquet
- Students score one point each time the serve is positioned deep and one point for the trap
- Students run to the net to move their peg up the rungs of the ladder (bottom of the net to the top of the net) trying to get to the top before the other pairs
- Students alternate after each point, rotating the server
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Increase or decrease the depth of the court (½ court instead of ¾ court)
- The rally continues after the serve (e.g., no trap)



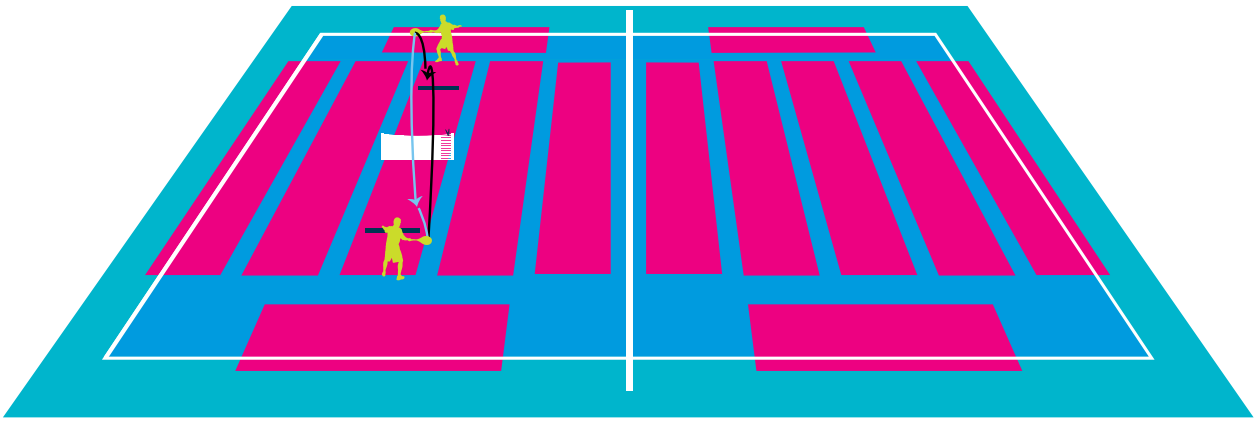
ACTIVITY 3
TOP 10
15 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other on either side of a net approximately eight metres apart with one tennis ball, two racquets, one peg and six drop down lines
- Drop down lines are positioned approximately three metres back from the net (¾ court) on each side
- Student 1 commences the rally by projecting the ball with a drop and hit or overarm serving action over the net, aiming to land the ball deep in the back area of student 2's court
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball over the net, aiming to land the ball deep in student 1's court
- The rally continues, with students attempting to land the ball deep on both sides of the court
- Students score one point each time the ball is hit deep during the rally
- Students alternate after each point, rotating the server
- Students will start on the number of points from the previous rally (e.g., in the last rally eight balls were hit deep and eight points awarded, students start from eight in the next rally)
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- No racquets or one student has a racquet
- If a ball is hit short, a new rally is created from zero



LESSON 9

TIME
40 minutes

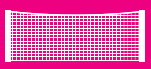
LEARNING INTENTION
Explore the rally in a competitive situation (doubles)

CONTENT DESCRIPTION
Practise and apply movement concepts and strategies with and without equipment (ACPMP045)

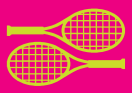
Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities (ACPMP050)

AREA
A large, safe, flat playing area with the appropriate number of red tennis courts (3m x 8m) for the number of students participating

EQUIPMENT



1 net (3m) per pair



2 racquets per pair



1 red tennis ball per pair



2 drop down lines per pair



1 peg per pair

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- Where do you position yourself on the court when playing in a doubles team?
- How do you decide who makes the return between yourself and your partner?
- Where do you aim to make your return of serve to?

BASIC TECHNICAL TIPS FOR TEACHERS
- Point the strings of the racquet toward the target area
- Maintain a ‘ready position’ and move your feet

FUN FACTS
Doubles is played with two players of two teams each. A wider court is used compared to singles. The additional area includes the alley or ‘tramlines’ which is the long rectangular area between the single side line and double side lines.

STUDENT REFLECTION
What are some of the advantages of playing with a partner and how do you work together as a team?

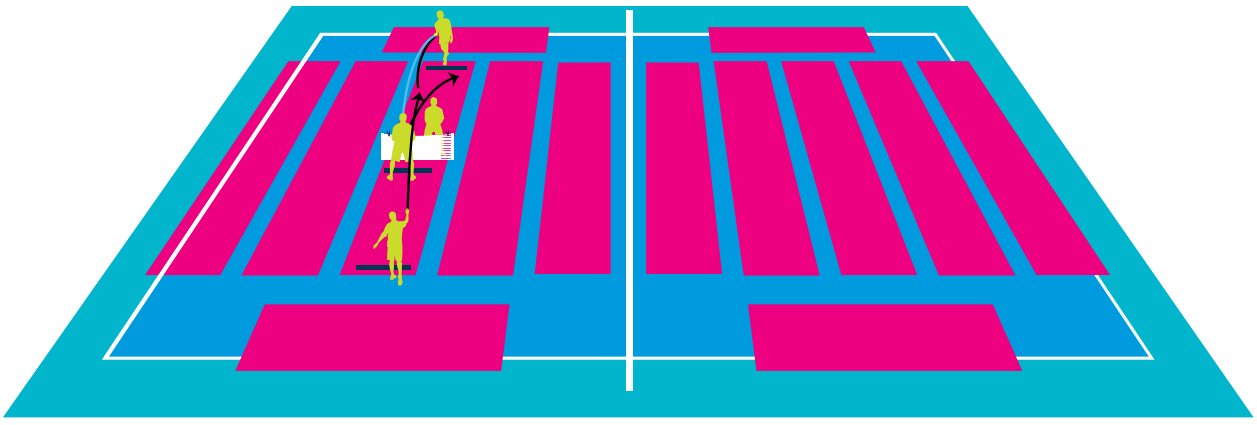
ACTIVITY 1
DOUBLE UP
10 minutes

INSTRUCTION

- Students form pairs and position themselves on one side of a net against another pair (doubles: team 1 and team 2) with one tennis ball, two pegs and four drop down lines
- Drop down lines are positioned in doubles positions (e.g., two lines are at the net and two lines at the baseline)
- Team 1 commences the rally by projecting the ball with an underarm or overarm throwing action aiming to land the ball over the net and into the court of team 2
- Team 2 tracks the movement of the ball allowing it to bounce once before catching and returning the ball with an underarm or overarm throwing action to team 1
- Team 1 attempts to catch the ball after one bounce, however it must be by the different team member, (e.g., if student 1 started the rally, student 2 must be the next player to make contact with the ball)
- Teams continue the rally (alternating the student involved in the rally each time)
- Teams score one point each time the rally is won and run to the net to move their peg up the rungs of the ladder (bottom of the net to the top of the net) trying to get to the top before the other team
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Team members do not have to alternate
- Racquets can be used



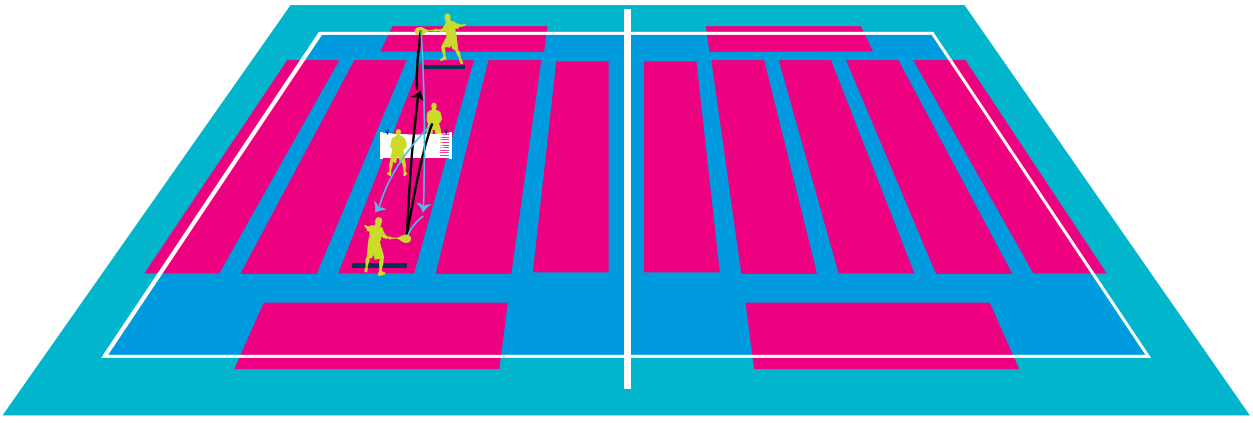
ACTIVITY 2
FRENCH DOUBLES CHALLENGE
30 minutes

INSTRUCTION

- Students form pairs and position themselves on one side of a net against another pair (doubles; team 1 and team 2) with one tennis ball, four racquets, and two pegs
- Team 1 commences the rally by projecting the ball with a serving action of their choice aiming to land the ball cross court over the net and into the court of team 2
- Team 2 tracks the movement of the ball allowing it to bounce once before returning the ball with a forehand or backhand action across the net
- The rally continues with teams playing the point competitively
- Teams score one point each time the rally is won and run to the net to move their peg up the rungs of the ladder (bottom of the net to the top of the net) trying to get to the top before the other team
- Teams alternate the server after two points, one to the forehand side and one to the backhand side
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Increase the playing area with students playing over a six metre net
- Teams must play five cooperative rallies before playing the point competitively



LESSON 10 - END GAME

TIME
40 minutes

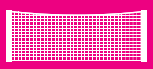
LEARNING INTENTION
Explore the rally in a competitive situation (singles)

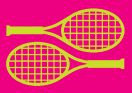
CONTENT DESCRIPTION
Apply innovative and creative thinking in solving movement challenges (ACPMP049)

Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities (ACPMP050)

AREA
A large, safe, flat playing area with the appropriate number of red tennis courts (3m x 8m) for the number of students participating

EQUIPMENT


1 net (3m) per pair


2 racquets per pair


1 red tennis ball per pair


2 drop down lines per pair


2 pegs per pair

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- Where can you hit the ball to make it difficult for your opponent?
- How do you hit the ball deep in the court?
- How do you hit the ball away from your opponent?

BASIC TECHNICAL TIPS FOR TEACHERS
- Recover back to the middle of the court and maintain a 'ready position' after hitting each shot
- Focus your eyes forward at your opponent and attempt to track the ball from the racquet

FUN FACTS
The official name of the French Open is Les Internationaux De France De Roland-Garros. Roland Garros is the name of the tennis stadium complex in Paris and was named after a French fighter pilot in World War 1, who helped invent and popularise the front mounted machine gun, which shoots through a plane's propeller. He was also the first man to fly over the Mediterranean Sea.

STUDENT REFLECTION
What are some of the ways you can win the point when playing a singles match?

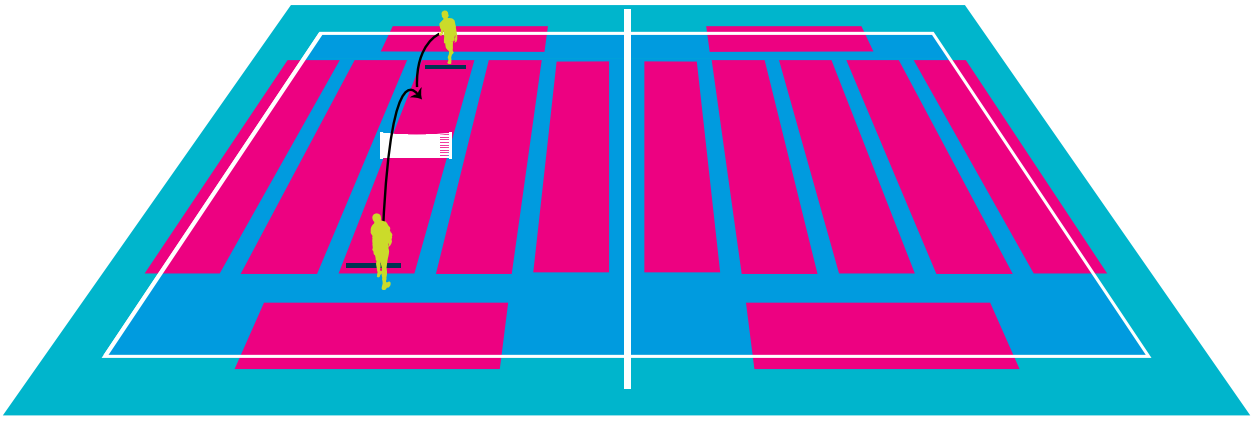
ACTIVITY 1
MARATHON TENNIS
10 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other on either side of a net approximately eight metres apart with one tennis ball and two drop down lines
- Drop down lines are positioned approximately eight metres back from the net on each side and indicate all starting positions for students
- Student 1 commences the rally by projecting the ball with an underarm throwing action on their forehand side (dominant hand) aiming to land the ball over the net to student 2
- Student 2 tracks the movement of the ball allowing it to bounce once before catching and returning the ball with an underarm throwing action to student 1
- Students continue the rally, attempting to move their partner around the court and win the point
- Students score one point each time the ball is caught and if they win the rally, will accumulate those points to their total (e.g., if five rallies over the net are achieved then five points will be awarded to the one student at the end of that rally). Students maintain those points with each new rally
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Direction of the ball can only be cross court or down the line
- Racquets can be used



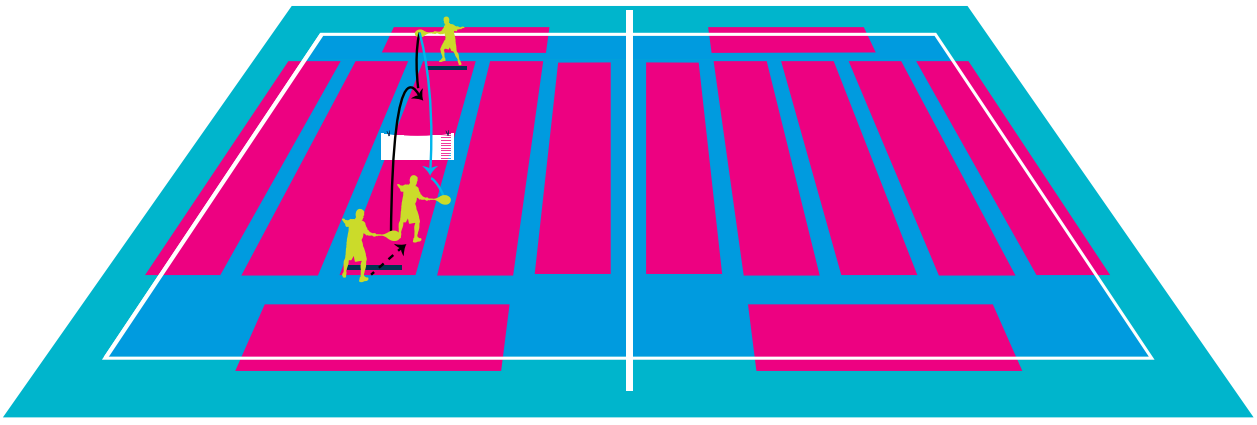
RED END GAME
FRENCH SINGLES CHALLENGE
30 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other on either side of a net approximately eight metres apart with one tennis ball, two racquets, two drop down lines and two pegs
- Drop down lines are positioned approximately eight metres back from the net on each side and indicate the baseline of the court
- Student 1 commences the rally by projecting the ball with a serving action of their choice aiming to land the ball cross court over the net and into the court of student 1
- Student 1 tracks the movement of the ball allowing it to bounce once before returning the ball with a forehand or backhand action across the net
- The rally continues with students playing the point competitively
- Students score one point each time the rally is won and run to the net to move their peg up the rungs of the ladder (bottom of the net to the top of the net) trying to get to the top before the other student
- Students alternate the server after two points, one to the forehand side and one to the backhand side
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Students must play three cooperative rallies before it becomes competitive
- One student starts half way up the ladder with five points already to their name



SUGGESTED ASSESSMENT TOOLS FOR YEARS 3 AND 4 (RED STAGE)

There is a range of assessment tools available to gather information in relation to student performance that can contribute to the achievement of curriculum standards. These assessment methods include but are not limited to:

- Fundamental movement skill (FMS) checklists
- Specialised movement skill checklists
- Images/photos
- Stimulus questions
- Student reflection tools
- Rubrics
- Cognitive reinforcers
- Game Performance Assessment Instruments (GPAI)

The following assessment tools for Years 3 and 4 (Red Stage) outlined are primarily designed as examples that may be applied to assess student performance based on the relevant AC:HPE achievement standards for this band. The various tools are provided as a starting point for teachers. They are not prescriptive and are presented as suggestions only. Teachers are encouraged to not only apply the existing tools, but to adapt and create alternative assessment instruments based on the needs of the students and objectives of the lessons. You may also be able to gather information about the achievement of students in other subjects and learning areas.

The assessment tools provided consist of a Fundamental Movement Skill (FMS) observation rating checklist with images in addition to a rubric assessing movement and Physical Education using elements of the Australian Curriculum: Health and Physical Education Achievement Standards as they specifically relate to Years 3 and 4.

FUNDAMENTAL MOVEMENT SKILL (FMS) OBSERVATION RATING CHECKLIST

The teacher observes the student performing the various elements described in the skill criteria column in addition to comparing their performance with the provided images and then indicates the level of achievement based on 'Always', 'Sometimes' or 'Rarely'.








FOREHAND DRIVE

Student name: _____

ORDER	SKILL CRITERIA	ALWAYS	SOMETIMES	RARELY
1	Assume the ready position facing the net with feet a comfortable distance apart			
2	Take the racquet back using a circular swing			
3	Step forward as you swing forward with the racquet head swinging from low to high			
4	Contact the ball in front and to the side of the body			
5	Follow through with hips and shoulders rotating to face the net			
6	Follow through as a natural extension of the swing			

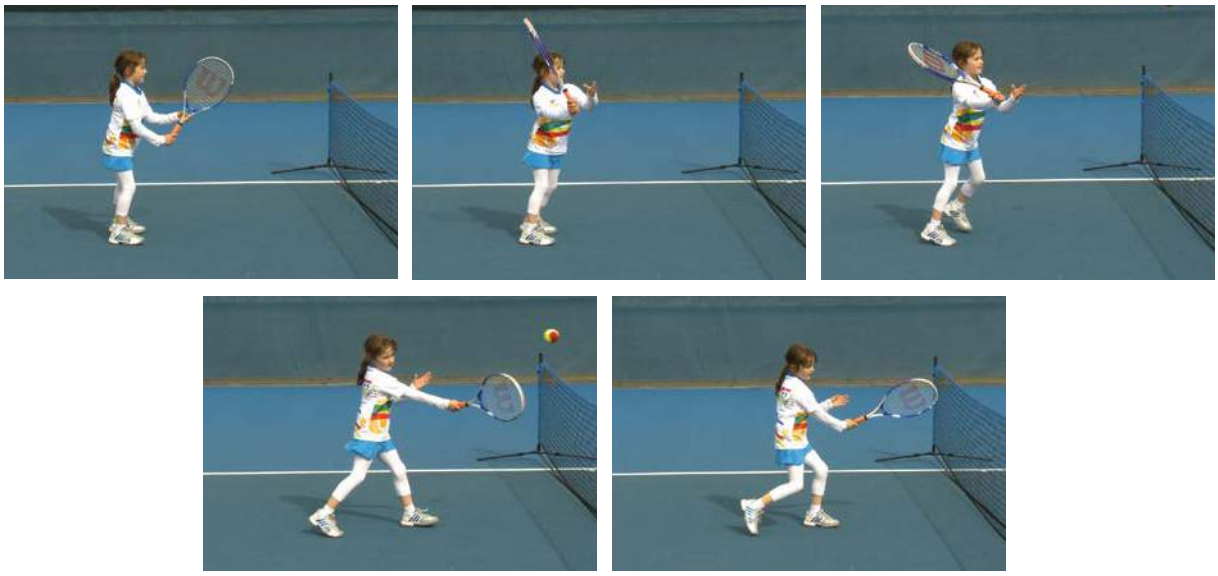
Comments _____

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FUNDAMENTAL MOVEMENT SKILL (FMS) OBSERVATION RATING CHECKLIST



FOREHAND VOLLEY

Student name: _____

ORDER	SKILL CRITERIA	ALWAYS	SOMETIMES	RARELY
1	Assume the ready position facing the net with feet a comfortable distance apart			
2	Pivot the body on the balls of the feet to take the racquet back			
3	Step forward into the volley			
4	Volley with a blocking motion			
5	Contact the ball in front and to the side of the body			
6	Follow through is not excessive			

Comments _____

_____

_____

_____

FUNDAMENTAL MOVEMENT SKILL (FMS) OBSERVATION RATING CHECKLIST

A SAMPLE RUBRIC ASSESSING MOVEMENT AND PHYSICAL EDUCATION USING ELEMENTS OF THE AUSTRALIAN CURRICULUM: HEALTH AND PHYSICAL EDUCATION ACHIEVEMENT STANDARDS

The teacher identifies the desired skill(s) or activity(s) to be practiced and assessed. The student performs the skill(s) and the teacher indicates the level of achievement (E-Beginning; D-Developing; C-Consolidating; B-Refining or A-Extending) based on the criteria (Health Benefits of Physical Activity; Relationships; Sequences of FMS; Fundamental Movement Skills).

Name of student: _____

Tennis skills: _____

Date: _____

CRITERIA	E (BEGINNING)	D (DEVELOPING)	C (CONSOLIDATING)	B (REFINING)	A (EXTENDING)
Health Benefits of Physical Activity	Identify some settings where they can be active. Describes how their body responds to movement.	Identify limited areas to be active and limited knowledge of how the body reacts to different physical activities.	Identify areas where they can be active and how the body reacts to different physical activities.	Identifies areas to be physically active with a developing understanding of the benefits of physical activity.	Understand the benefits of being healthy and physically active.
Relationships	Use personal and social skills when working with others in a range of activities.	Demonstrates increasingly positive interactions with peers.	Applies limited strategies to work collaboratively with others.	Applies limited strategies to work collaboratively with others.	Apply strategies for working cooperatively and apply rules fairly.
Sequences of FMS	Unable to regularly perform movement sequences.	Developing movement sequences that incorporate elements of movement.	Perform movement sequences that incorporate the elements of movement.	Refining movement sequences using Fundamental Movement Skills.	Create and perform movement sequences using Fundamental Movement Skills and the elements of movement.
Fundamental Movement Skills	Perform limited types of Fundamental Movement Skills and solve movement challenges.	Developing a range of Fundamental Movement Skills that can be applied in a variety of situations.	Demonstrate Fundamental Movement Skills in a variety of movement sequences and situations and test alternatives to solve movement challenges.	Apply Fundamental Movement Skills at appropriate times in games and other activities.	Refine Fundamental Movement Skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges.



ORANGE STAGE
YEARS 5 AND 6

CURRICULUM BAND SUMMARY

YEARS 5 AND 6 BAND DESCRIPTION

The Year 5 and 6 curriculum supports students to develop knowledge, understanding and skills to create opportunities and take action to enhance their own and other's health, wellbeing, safety and physical activity participation. Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time.

The content provides opportunities for students to contribute to building a positive school environment that supports healthy, safe and active choices for everyone. Students also explore a range of factors and behaviours that can influence health, safety and wellbeing.

Students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. Students in Years 5 and 6 further develop their understanding about movement as they learn to monitor how their body responds to different types of physical activity. In addition, they continue to learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to effectively communicate and problem-solve in teams or groups in movement settings.

Focus areas to be addressed in Years 5 and 6 include:

- Alcohol and other drugs (AD)
- Food and nutrition (FN)
- Health benefits of physical activity (HBPA)
- Mental health and wellbeing (MH)
- Relationships and sexuality (RS)
- Safety (S)
- Challenge and adventure activities (CA)
- Fundamental movement skills (FMS)
- Games and sports (GS)
- Lifelong physical activities (LLPA)
- Rhythmic and expressive movement activities (RE).

YEARS 5 AND 6 ACHIEVEMENT STANDARDS

By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.

Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.

YEARS 5 AND 6 (ORANGE STAGE)

LESSON	LEARNING INTENTION	GAME PROGRESSION
1	Apply the forehand groundstroke	Holidays Treasure Climb the ladder
2	Apply the backhand groundstroke	Jackpot 6 o'clock Top of the rock
3	Apply and integrate the forehand and backhand groundstroke	Spider web Budge Switch
4	Apply and integrate the forehand and backhand groundstroke	Short ball scramble 10 up Skittles
5	Explore transition – passing shot and lob	Chip charge Give me 4 Ambush
6	Develop the accuracy of the serve	Serve it up Left and right Serving statues
7	Develop the accuracy of the return	Serve and return Feeding frenzy Red and green
8	Apply depth and accuracy to create space	Tram tracks Baseline warrior The accordion
9	Apply the rally in a competitive situation (doubles)	England doubles challenge
10	Apply the rally in a competitive situation (singles)	**End Game** **England singles challenge**

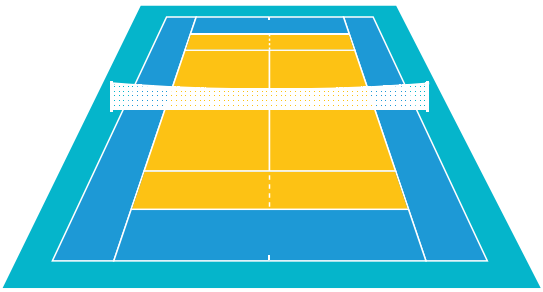
IMPORTANT INFORMATION

COURT AREA

At this stage teachers can define a playing area with an Orange court area which is 6.4m in width x 18.29m in length.

Alternatively, students can define their own court by marking out an area with soft cones or drop down lines.

If there is limited space available, students can participate in the activities on a Red court, which is 5.5m in width x 11m in length.



EQUIPMENT

The orange low compression tennis ball (50% of a yellow tennis ball) is the key piece of equipment for this stage. The orange tennis ball bounces lower and slower for the student to make contact with. Students will use 23 or 25 inch tennis racquets.

END GAME

At the completion of the Orange Stage, every student will have developed the confidence and competence to participate in the end game, **England singles challenge**.

England singles challenge is a competitive game played between pairs on a orange tennis court 6.4m wide x 18.29m length. Students serve, return and rally the ball until one student wins the point.

TAKE A FLEXIBLE VIEW OF LESSONS

It may be appropriate to re-visit or repeat lessons more than once to provide additional practice opportunities for students. Similarly, teachers are not obligated to adhere to the lessons in each stage in a sequential fashion. The order in which the lessons are presented may be varied based on a number of potential factors. For instance, time of the lesson, student engagement and student ability.

OTHER FEATURES OF THE LESSON

FOCUS QUESTIONS

Focus questions are designed to guide the students learning and encourage them to appraise and reflect on the technical or tactical aspects of the game.

VARIATIONS

A series of suggested variations are provided in each lesson. They are designed to provide teachers with additional options for each activity. Variations in a lesson are based on the *CHANGE IT* formula (Schembri, 2005) where teachers and students are encouraged to vary different aspects of the game including, teaching style, scoring, playing area, number of students, game rules, equipment, inclusion and time.

BASIC TECHNICAL TIPS FOR TEACHERS

Tips are provided to emphasise a technical point which will assist teachers in improving students' performance and learning.

FUN FACTS

Fun facts provide specific information on a new stroke or interesting fact about tennis. They also may relate to a particular Grand Slam. The fun facts for the Orange Stage are related to the Grand Slam, Wimbledon.

STUDENT REFLECTION

At the completion of a lesson, students can be asked to reflect on what they have participated in and also what they have learnt during the activities. This will help facilitate their learning and understanding of the game. Teachers may also use the student reflection process as an assessment tool for students.

LESSON 1

TIME
40 minutes

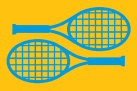
LEARNING INTENTION
Apply the forehand groundstroke

CONTENT DESCRIPTION
Practise specialised movement skills and apply them in a variety of movement sequences and situations (ACPMP061)

Propose and apply movement concepts and strategies with and without equipment (ACPMP063)

AREA
A large, safe flat playing area with the appropriate number of orange courts (6.4m x 18.29m) for the number of students participating

EQUIPMENT



2 racquets per pair



1 orange tennis ball per pair



2 drop down lines per pair



10 cones/markers per pair

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- How do you hit a forehand in a cross court direction?
- How do you hit a forehand in a down the line direction?
- What position on the court should you return to after hitting a shot?

BASIC TECHNICAL TIPS FOR TEACHERS
- Perform a low to high circular swing - 'over the bridge, through the tunnel'
- Make contact with the ball in front and to the side of your body and point your strings to the target

FUN FACTS
Wimbledon is the third major tournament (Grand Slam) of the year, which is hosted in the southwest district of London, on a grass court surface.

STUDENT REFLECTION
How might you force your opponent to hit a particular type of shot? (e.g., a backhand)

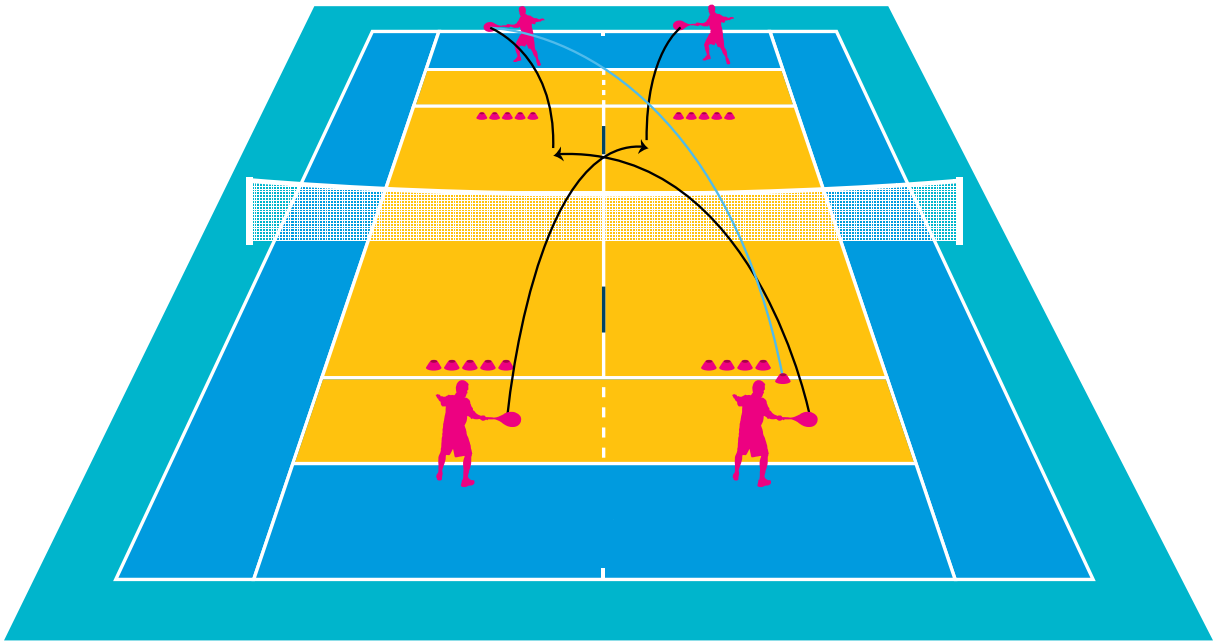
ACTIVITY 1
HOLIDAYS
15 minutes

INSTRUCTION

- Students form pairs and are positioned cross court opposite each other in an orange playing area with one tennis ball, two racquets, two drop down lines and 10 cones/ markers (luggage)
- Drop down lines are positioned in the middle on either side of the net, dividing the court into a forehand and backhand side
- Students place their luggage (five cones) at the forehand service line in the same half of their court
- Student 1 commences the rally by projecting the ball with a drop and hit serving action cross court, aiming to land the ball as close to the luggage of student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand, aiming to land the return as close to the luggage of student 1
- If either student hits the luggage (cone) of their partner, they are to run to their partner's end, collect the luggage and add to their side
- The rally continues with students aiming to possess all their partner's luggage
- When all the luggage is packed (collected from their partner) the student can take a holiday
- Students alternate the server after each point
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Increase or decrease the amount of luggage
- Increase or decrease the playing area



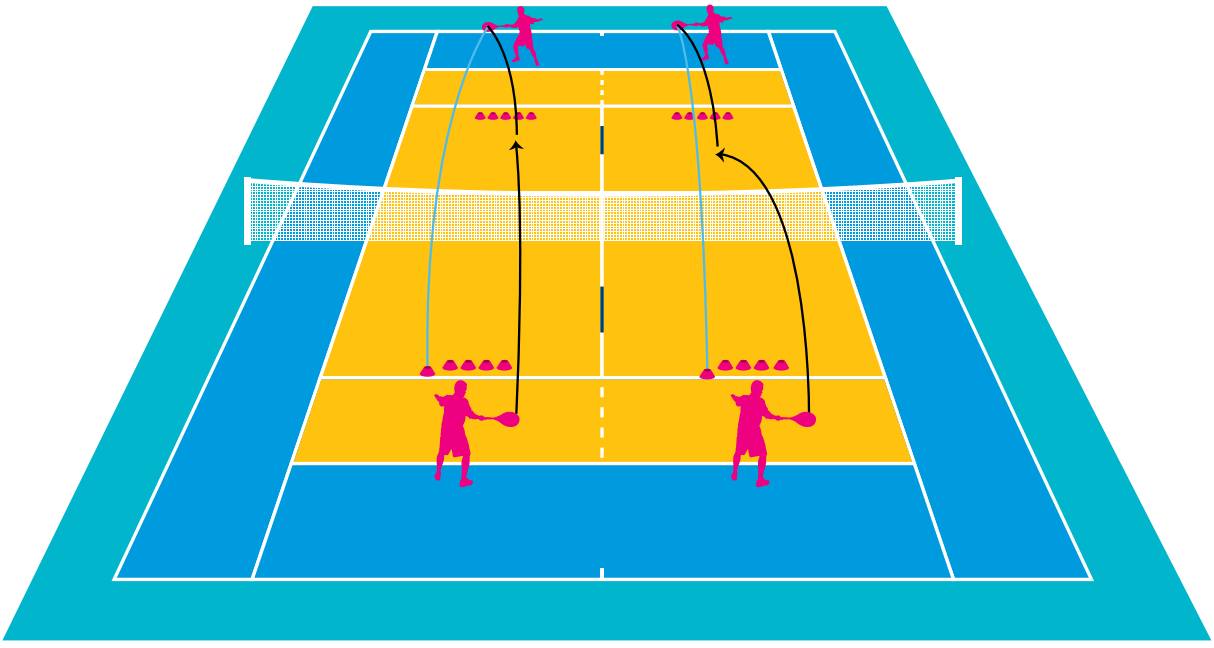
ACTIVITY 2
TREASURE
15 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other in an orange playing area with one tennis ball, two racquets, two drop down lines and 10 cones/markers (treasure)
- Drop down lines are positioned in the middle on either side of the net, dividing the court into a forehand and backhand side
- Students place their treasure (five cones) on the service line in the same half of their court
- Student 1 commences the rally by projecting the ball with a drop and hit serving action down the line, aiming to land the ball as close to the treasure of student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand over the net, aiming to land the return as close to the treasure of student 1
- If either student hits the treasure (cones) of their partner, they are to run to their partner's end, collect the treasure and add it to their side
- The rally continues with students aiming to possess all their partner's treasure
- Students alternate serving after each point
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Treasure to be positioned in a different location
- Students determine the amount of treasure they commence with (e.g., student 1, five pieces and student 2, 10 pieces)



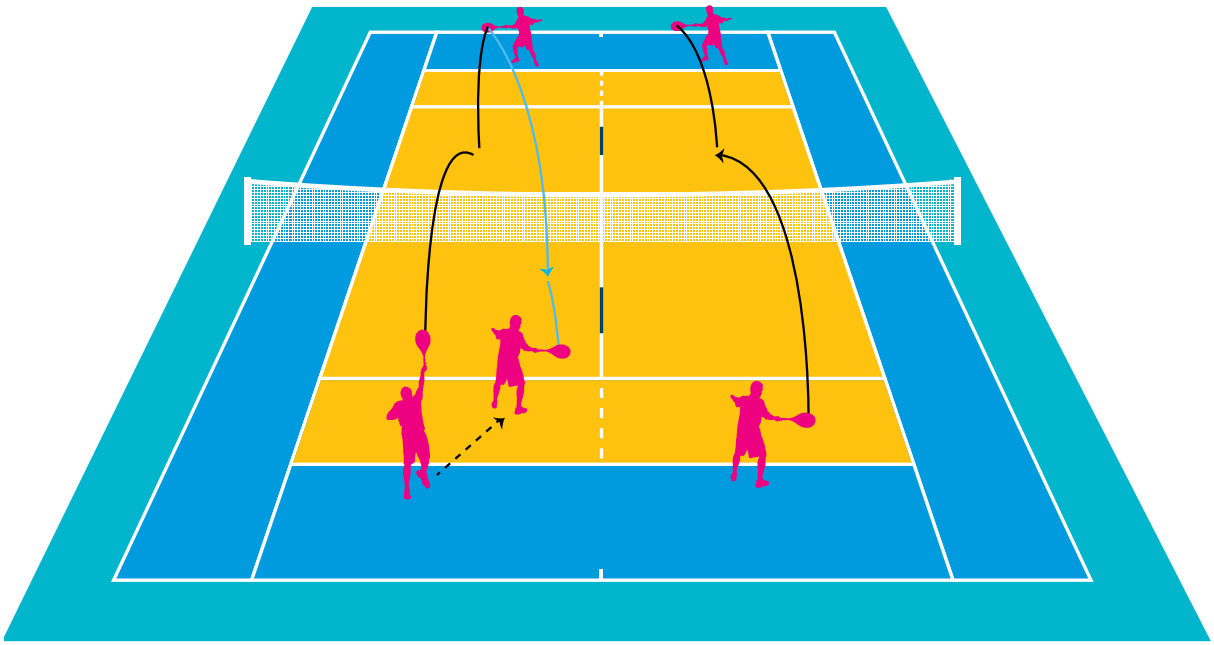
ACTIVITY 3
CLIMB THE LADDER
10 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other in an orange playing area with one tennis ball, two racquets and two drop down lines
- Drop down lines are positioned in the middle on either side of the net, dividing the court into two halves
- Student 1 commences the rally by projecting the ball down the line, with a serving action of their choice, aiming to land the ball over the net and into the court of student 2
- Student 2 tracks the movement of the ball allowing it to bounce once before returning the ball with a forehand action to student 1
- Students continue the rally using a forehand return only, attempting to move their partner around the court and win the point
- If a return is made on the backhand side, the other student wins the point
- Students score one point each time the rally is made and if they win the rally, will accumulate those points to their total (e.g., five rallies over the net are achieved, five points will be awarded to the winning student at the end of that rally)
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Racquets to be removed for one of both students
- Increase or decrease the playing area



LESSON 2

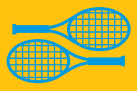
TIME
40 minutes

LEARNING INTENTION
Apply the backhand groundstroke

CONTENT DESCRIPTION
Practise specialised movement skills and apply them in a variety of movement sequences and situations (ACPMP061)

Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences (ACPMP065)

AREA
A large, safe flat playing area with the appropriate number of orange courts (6.4m x 18.29m) for the number of students participating

EQUIPMENT

2 racquets per pair


1 orange tennis ball per pair


2 drop down lines per pair


12 cones/markers per pair

NOTES FOR THIS LESSON
Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- How do you hit a backhand in a cross court direction?
- How do you hit a backhand in a down the line direction?
- What should you do after making contact with the ball? Why?

BASIC TECHNICAL TIPS FOR TEACHERS
- Grip the racquet with both hands (no space between hands), with your dominant hand to be positioned on the bottom
- Perform a low to high swing path - 'over the bridge and through the tunnel' and contact the ball in front and to the side of the body

FUN FACTS
Having the ability to hit the ball in different directions (cross court or down the line) forces your opponent to move, and often places them under pressure. Moving your opponent laterally also creates space for you to hit the ball to.

STUDENT REFLECTION
What are the benefits of being able to hit the ball cross court and down the line during a competitive rally?

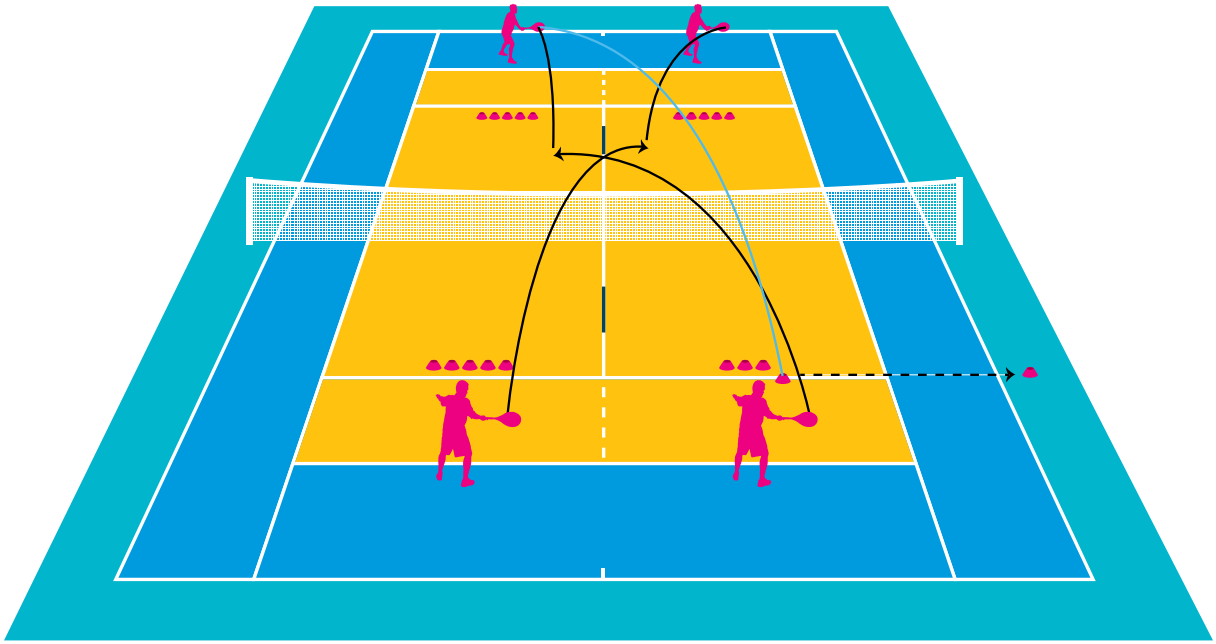
ACTIVITY 1
JACKPOT
15 minutes

INSTRUCTION

- Students form pairs and are positioned cross court from each other in an orange playing area with one tennis ball, two racquets, two drop down lines and 10 cones/markers
- Drop down lines are positioned in the middle on either side of the net, dividing the court into a forehand and backhand side
- Students place their cones (five cones) on the service line in the same half of their court
- Student 1 commences the rally by projecting the ball with a drop and hit serving action cross court, aiming to land the ball as close to the cones of student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a backhand or forehand, aiming to land the return as close to the cones of student 1
- If either student hits the cones of their partner, the partner is to remove that cone from the playing area and add to the side of the court
- The rally continues with students aiming to remove all cones from their partner and score the jackpot
- Students alternate serving after each point
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Students use forehands and backhands
- Racquets to be removed for one or both students



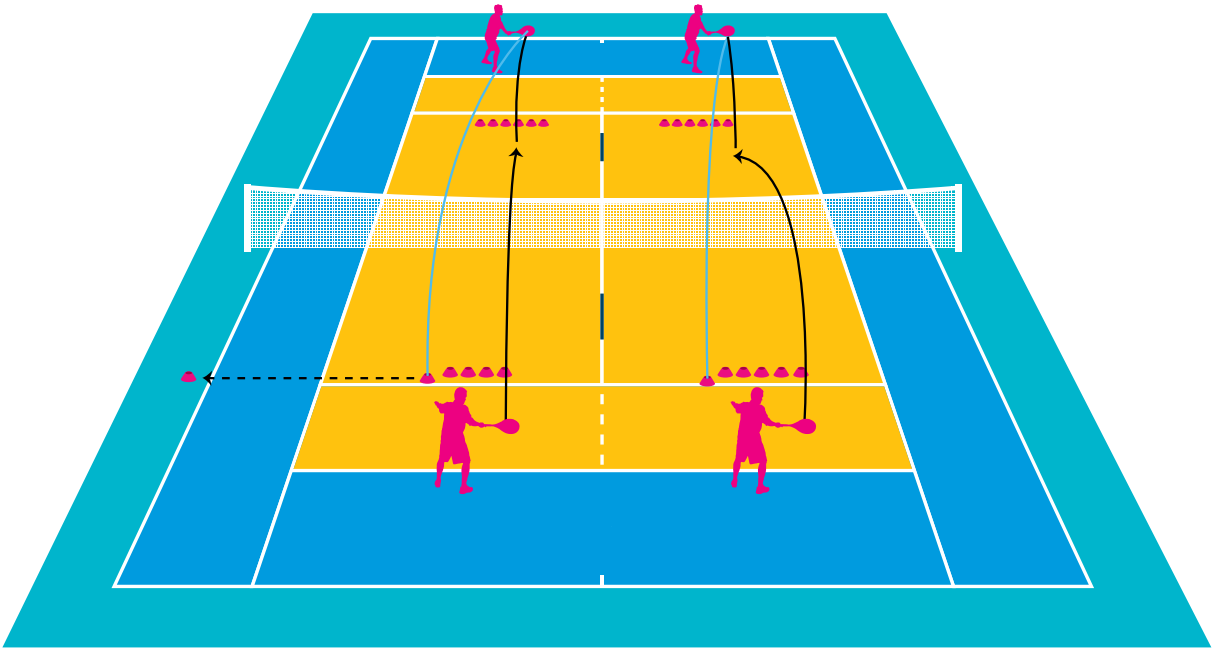
ACTIVITY 2
6 O'CLOCK
15 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other in an orange playing area with one tennis ball, two racquets, two drop down lines and 12 cones/markers
- Drop down lines are positioned in the middle on either side of the net, dividing the court into a forehand and backhand side
- Students place their cones (six cones) at the backhand service line in the same half of their court
- Student 1 commences the rally by projecting the ball with a drop and hit serving action down the line, aiming to land the ball as close to the cones of student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a backhand over the net, aiming to land the return as close to the cones of student 1
- Students remove one cone if a forehand is used
- If the student hits their partner's cone using a backhand they remove two cones
- After hitting a cone, the students remove that cone(s) from the playing area and add it to the imaginary clock on the side of the court
- The rally continues with students aiming to get to six o'clock before their partner
- Students alternate serving after each point
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Increase or decrease the playing area
- Doubles instead of singles with partners alternating after each rally



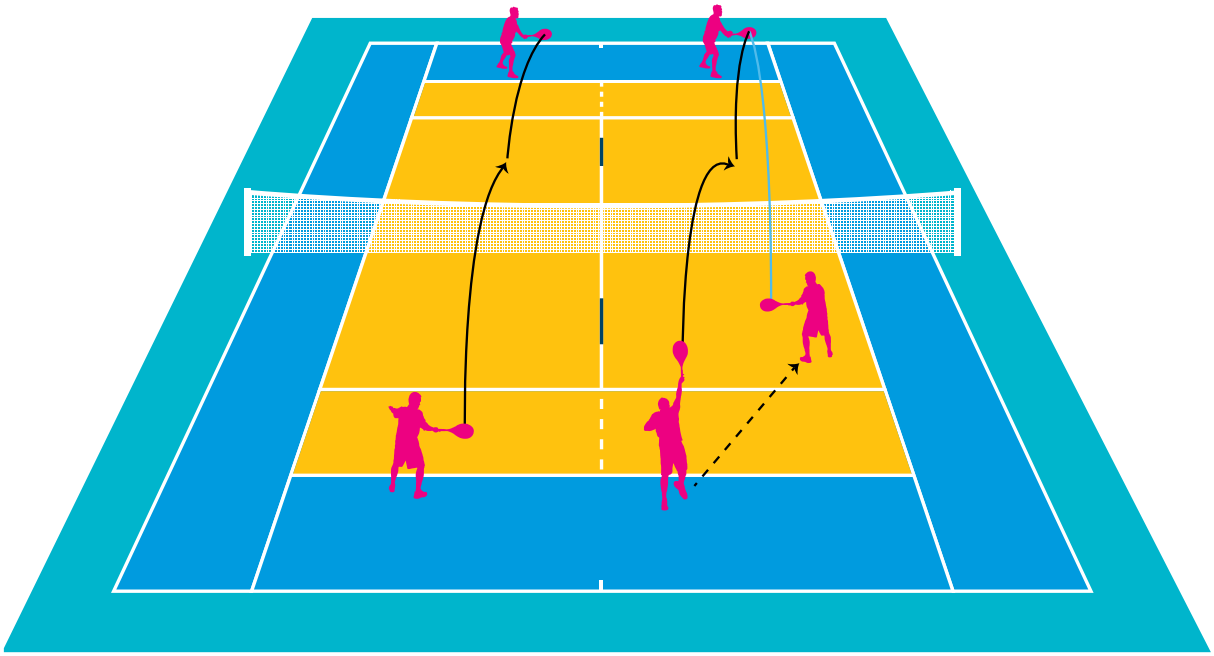
ACTIVITY 3
TOP OF THE ROCK
10 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other in an orange playing area with one tennis ball, two racquets and two drop down lines
- Drop down lines are positioned in the middle on either side of the net, dividing the court into two halves
- Student 1 commences the rally by projecting the ball with a serving action of their choice down the line, aiming to land the ball over the net and into the court of student 2
- Student 2 tracks the movement of the ball allowing it to bounce once before returning the ball with a backhand action to student 1
- Students continue the rally using a backhand return only, attempting to move their partner around the court and win the point
- If a return is made on the forehand side, the other student wins the point
- Students score one point each time the rally is made and if they win the rally, will accumulate those points to their total (e.g., if five rallies over the net are achieved five points will be awarded to the winning student at the end of that rally)
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Alternate forehands and backhands
- Pairs work as a team and accumulate their points aiming to get to the 'top of the rock' before other pairs (e.g., most amount of points)



LESSON 3

TIME
40 minutes

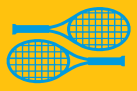
LEARNING INTENTION
Apply and integrate the forehand and backhand groundstroke

CONTENT DESCRIPTION
Practise specialised movement skills and apply them in a variety of movement sequences and situations (ACPMP061)

Propose and apply movement concepts and strategies with and without equipment (ACPMP063)

AREA
A large, safe flat playing area with the appropriate number of orange courts (6.4m x 18.29m) for the number of students participating

EQUIPMENT



2 racquets per pair



1 orange tennis ball per pair



2 drop down lines per pair



1 peg per pair

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- What position should you return to after hitting a shot?
- How do you achieve accuracy when hitting the ball?
- How do you achieve consistency when performing a rally?

BASIC TECHNICAL TIPS FOR TEACHERS
- Step forward into the shot
- Make contact with the ball in front and to the side of the body

FUN FACTS
Women who played in the first Wimbledon tournament had to wear full length dresses. Nowadays, all players at Wimbledon must wear white tennis attire. The tradition of players bowing or curtseying in front of The Royal Box ended in 2003, however an exception is made if the Queen or the Prince of Wales is present.

STUDENT REFLECTION
Why is it important to be able to hit forehands and backhands during a rally?

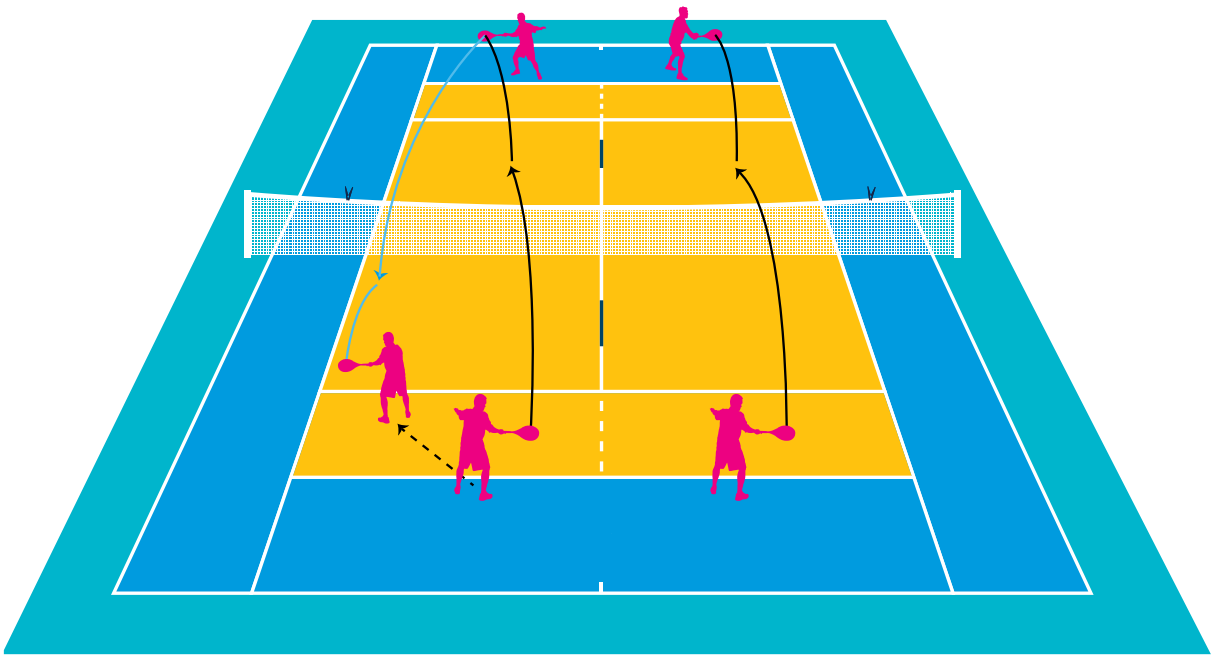
ACTIVITY 1
SPIDER WEB
15 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other in an orange playing area with one tennis ball, two racquets, two drop down lines and one peg
- Drop down lines are positioned in the middle on either side of the net, dividing the court into two halves
- Student 1 commences the rally by projecting the ball with a drop and hit serving action down the line to student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with either a forehand or backhand over the net to student 1
- The rally continues with students cooperatively rallying the ball aiming to achieve as many rallies as possible
- Pairs score one point each time the rally is played and run to the net at the end of the rally to move their peg up the spider web with the total number of points (e.g., five rallies played, peg moves five rungs up from the bottom of the net to the top of the net)
- Students alternate serving after each point and aim to get to the top of the net before the other pairs
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Cross court pattern instead of down the line
- Pairs start at different heights on the rungs of the ladder



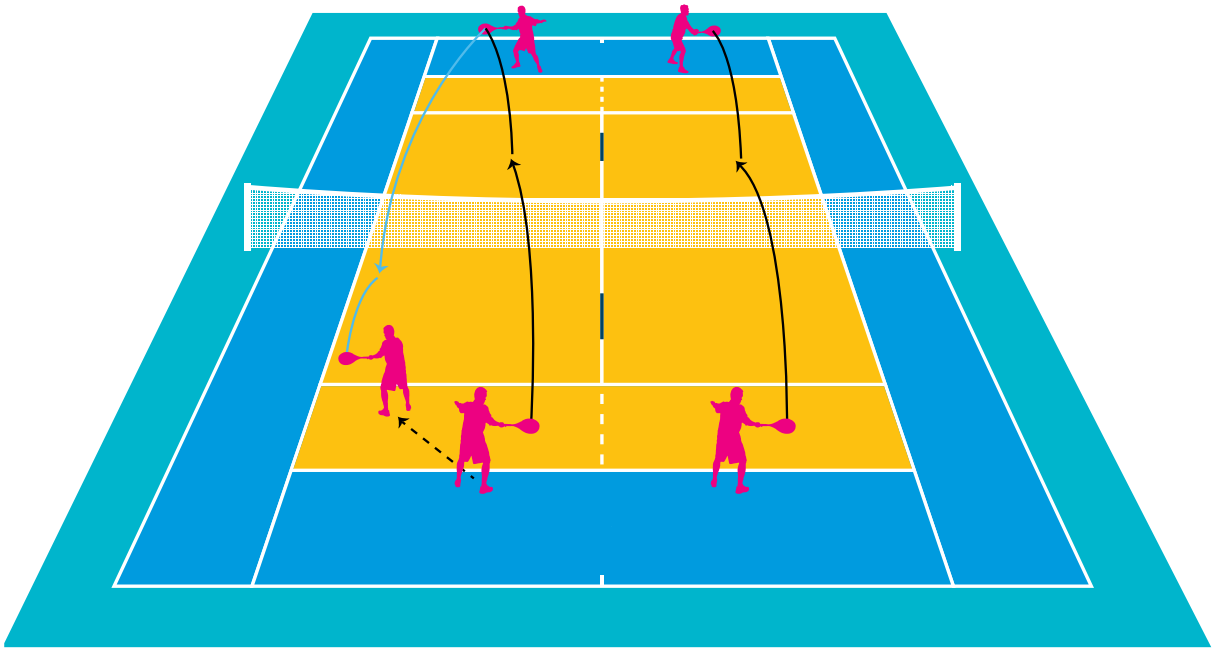
ACTIVITY 2
BUDGE
15 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other in an orange playing area with one tennis ball, two racquets and two drop down lines
- Drop down lines are positioned in the middle on either side of the net, dividing the court into two halves
- Teacher announces a number of rallies the pairs are to achieve (e.g., five)
- Student 1 commences the rally by projecting the ball with a drop and hit serving action down the line to student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with either a forehand or backhand over the net to student 1
- The rally continues with students cooperatively rallying the ball aiming to achieve the nominated number of rallies (five) before the other teams
- Pairs score one point each time they reach the nominated rally first
- Students alternate the server after each point
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Forehands or backhands only
- Students choose a serving action of their choice



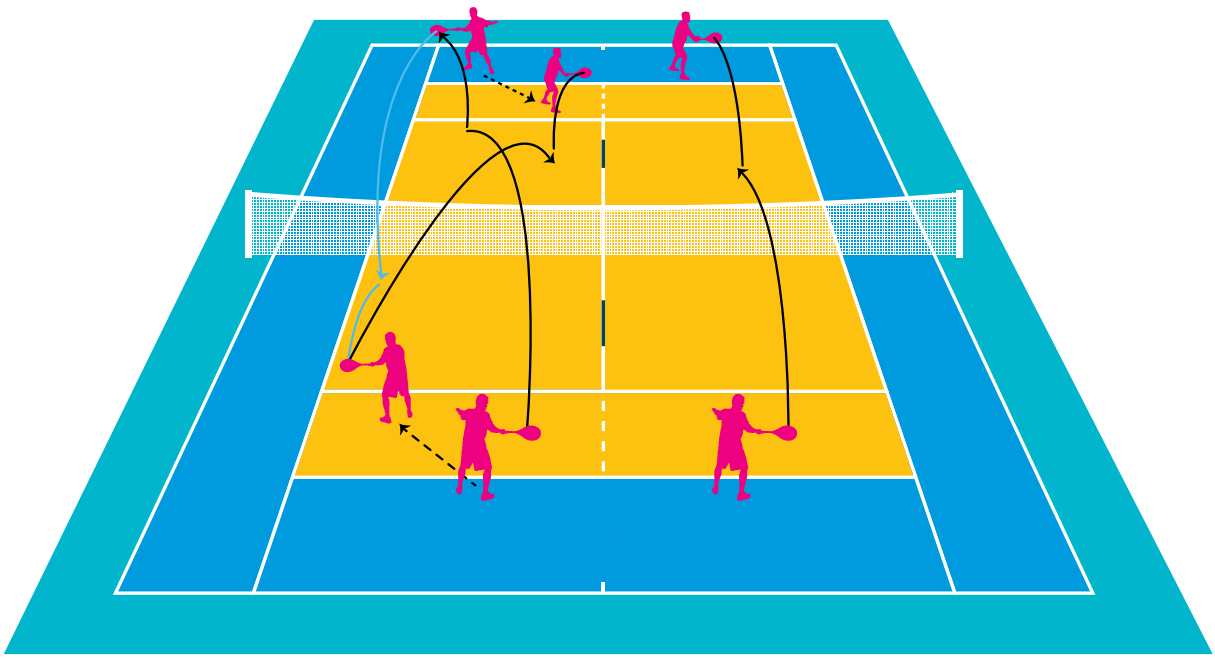
ACTIVITY 3
SWITCH
10 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other in an orange playing area with one tennis ball, two racquets and two drop down lines
- Drop down lines are positioned in the middle on either side of the net, dividing the court into two halves
- Student 1 commences the rally by projecting the ball with a drop and hit serving action down the line to student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand over the net to student 1
- The rally continues, with student 1 cooperatively returning the ball with a backhand to student 2, who returns the ball with a backhand to student 1
- The rally continues with students alternating their return with a forehand and backhand, scoring one point each time a rally is made
- If a student makes a return out of sequence (returns a forehand instead of a backhand) the rally is finished
- Students aim to achieve as many rallies as possible
- Students alternate serving after each point
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Pairs start at 50 points and work their way down to 0
- Decrease the playing area



LESSON 4

TIME
40 minutes

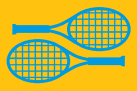
LEARNING INTENTION
Explore transition –approach shot and smash

CONTENT DESCRIPTION
Practise specialised movement skills and apply them in a variety of movement sequences and situations (ACPMP061)

Propose and apply movement concepts and strategies with and without equipment (ACPMP063)

AREA
A large, safe flat playing area with the appropriate number of orange courts (6.4m x 18.29m) for the number of students participating

EQUIPMENT



2 racquets per pair



1 orange tennis ball per pair



2 drop down lines per pair



2 cones/ markers per pair

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- When should you hit an approach shot?
- Where should you hit an approach shot from?
- Where should you move to after hitting an approach shot?

BASIC TECHNICAL TIPS FOR TEACHERS
- When making contact with the ball, point the strings of the racquet toward the target
- The racquet follows a low to high path and the follow through is a natural extension of the swing

FUN FACTS
An approach shot is a shot you hit that will bring you to the net. It is usually performed after your opponent has hit a short ball. It is commonly hit deep into the opponent's court to apply pressure.

STUDENT REFLECTION
Where might you hit an approach shot to place pressure on your opponent?

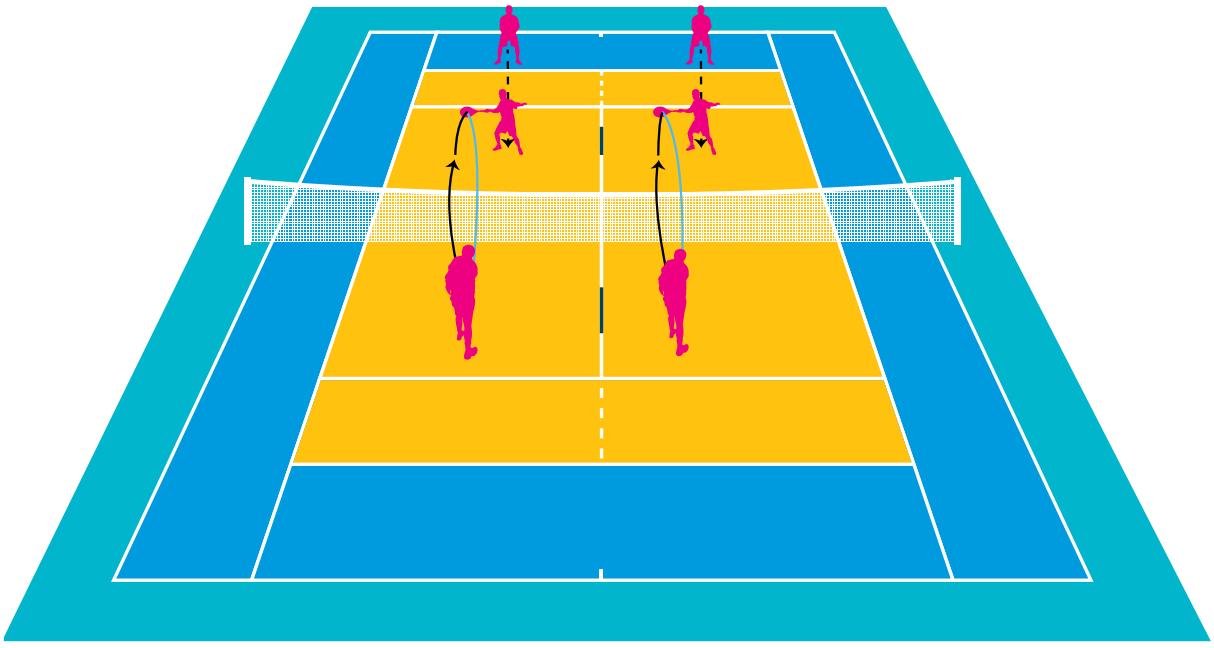
ACTIVITY 1
SHORT BALL SCRAMBLE
10 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other in an orange playing area with one tennis ball, one racquet and two drop down lines
- Drop down lines are positioned in the middle on either side of the net, dividing the court into two halves
- Student 1 is positioned two metres back from the net and student 2 is to positioned on the baseline of the court
- Student 1 commences the rally by projecting the ball with an underarm throwing action, aiming to land the ball just over the net and into the court of student 2
- Student 2 tracks the movement of the ball and moves forward, attempting to return the ball with a forehand action after one bounce
- Student 1 attempts to catch the ball
- Students score one point for each return made and one bonus point if the return is caught
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Student 2 decreases their playing area
- Both students have racquets and play the point out



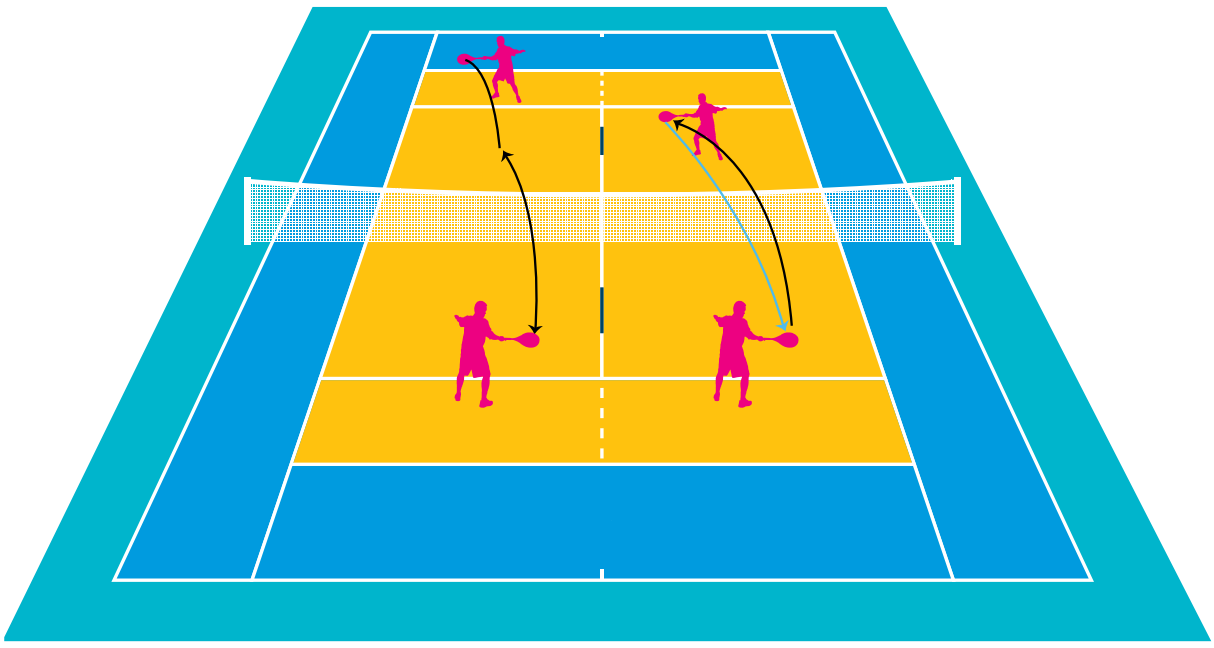
ACTIVITY 2
10 UP
15 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other in a service box playing area with one tennis ball and two racquets
- Drop down lines are positioned in the middle on either side of the net, dividing the court into two halves
- Students are to be positioned on the service line of the court on either side
- Student 1 commences the rally by projecting the ball with a drop and hit serving action down the line to student 2
- Student 2 tracks the movement of the ball, either allowing it to bounce once or on the full before returning the ball cooperatively over the net to student 1
- The rally continues with students cooperatively rallying the ball in the service box area only, aiming to achieve the nominated number of rallies (10) before the other teams
- Pairs score one point each time the rally is made and a bonus point if the return is made on the full (e.g., a volley)
- Students alternate serving after each point
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Ball must only be returned on the full
- One student plays without a racquet



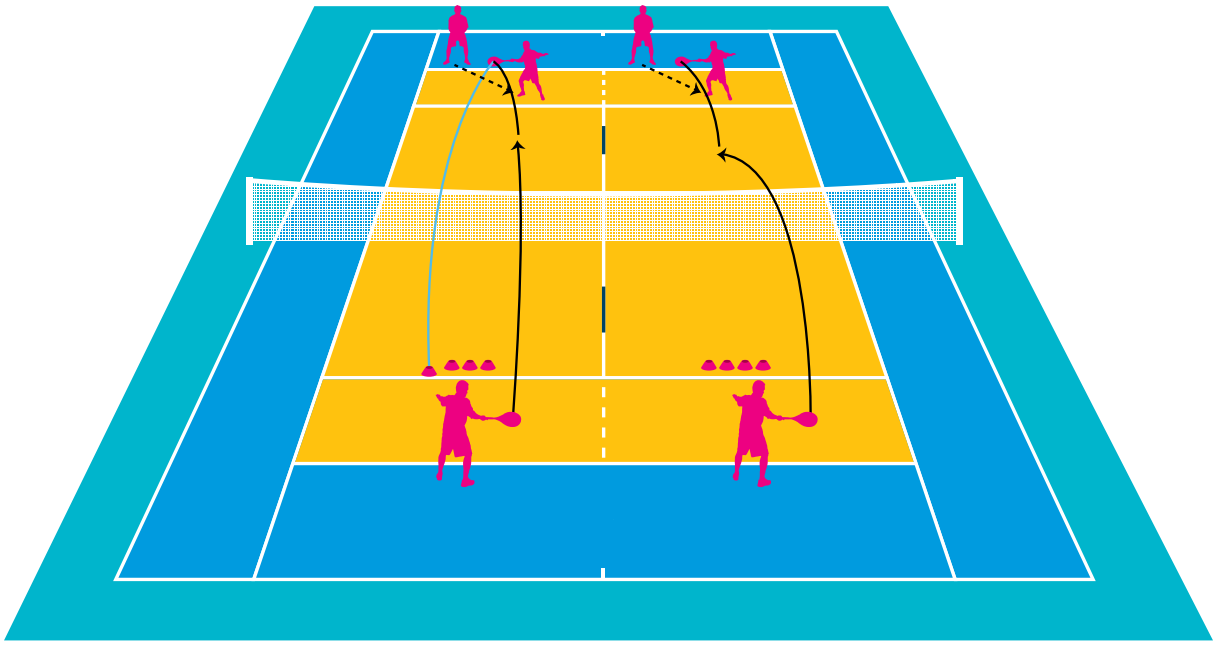
ACTIVITY 3
SKITTLES
15 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other on the baseline in an orange playing area with one tennis ball, two racquets, two drop down lines and four soft cones
- Drop down lines are positioned in the middle on either side of the net, dividing the court into two halves
- Soft cones are positioned approximately one metre from student 1's baseline
- Student 1 commences the rally by projecting the ball down the line with a drop and hit serving action to student 2, attempting to land the ball on their service line
- Student 2 tracks the movement of the ball and moves forward returning the ball with a forehand action aiming to 'skittle' the cones in student 1's court
- Students score one point each time a cone is 'skittled'
- The rally continues, with student 2 attempting to 'skittle' all cones in student 1's court. Student 2 should be near or at the net after their first shot
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Rally is not played out
- Smash substituted as the first return



LESSON 5

TIME
40 minutes

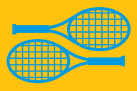
LEARNING INTENTION
Explore transition –passing shot and lob

CONTENT DESCRIPTION
Practise specialised movement skills and apply them in a variety of movement sequences and situations (ACPMP061)

Propose and apply movement concepts and strategies with and without equipment (ACPMP063)

AREA
A large, safe flat playing area with the appropriate number of orange courts (6.4m x 18.29m) for the number of students participating

EQUIPMENT



2 racquets per pair



1 orange tennis ball per pair



2 drop down lines per pair



2 pegs per pair

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- What types of shots can you hit when your opponent is positioned at the net?
- What is a passing shot?
- What is a lob?

BASIC TECHNICAL TIPS FOR TEACHERS
- When making contact with the ball, point the strings of the racquet toward the target
- The racquet follows a low to high path and the follow through is a natural extension of the swing

FUN FACTS
A passing shot and a lob are types of shots you can hit when your opponent is positioned at the net. A lob is hit high over your opponent's head and deep in the court. Depending on the situation, it can be used as an offensive or defensive tactic. A passing shot is hit in a down the line or cross court direction. It is an aggressive shot designed to 'pass' an opponent positioned at the net.

STUDENT REFLECTION
What types of shots can you hit when your opponent is positioned at the net? How do you decide which shot to hit?

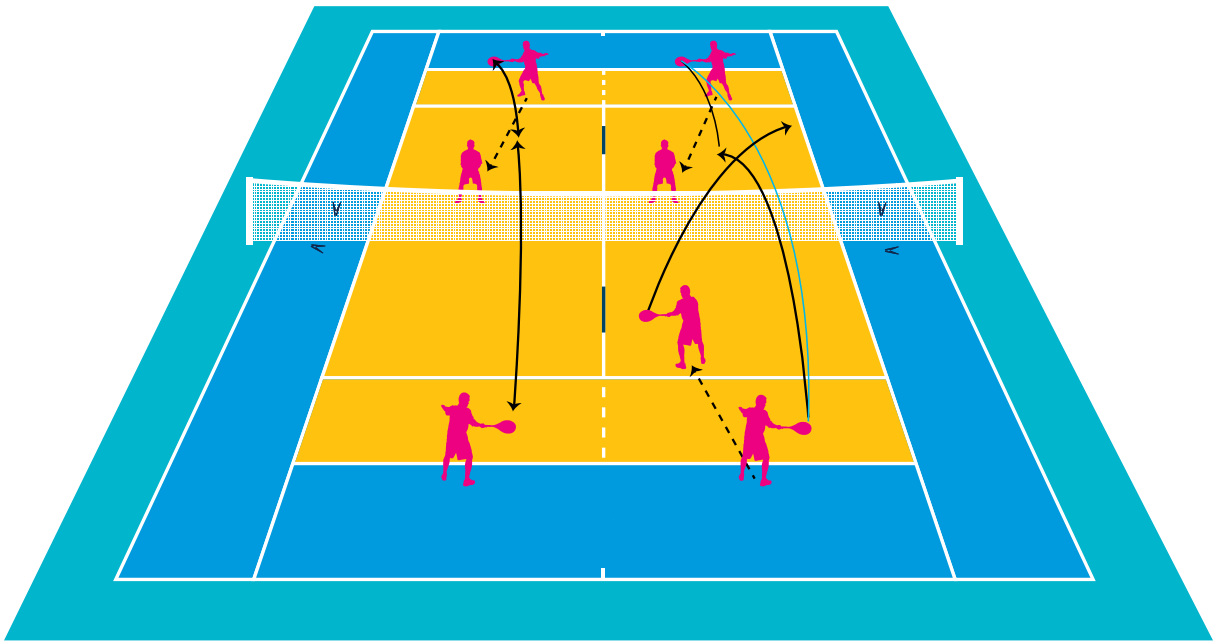
ACTIVITY 1
CHIP CHARGE
10 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other on the baseline in an orange playing area with one tennis ball, two racquets, two drop down lines and two pegs
- Drop down lines are positioned in the middle on either side of the net, dividing the court into two halves
- Student 1 commences the rally by projecting the ball with a drop and hit serving action down the line to student 2 attempting to land the ball between the net and baseline (service line area)
- Student 2 tracks the movement of the ball and moves forward, attempting to return the ball with a forehand action after one bounce
- The rally continues with student 2 positioned at the net and student 1 attempting to hit a passing shot (a ball that travels past the net player) or a lob (a ball that travels over the net player)
- Students score one point each time a rally is won and use their peg at the bottom of the net to move up the rungs of the net to indicate their score
- Students alternate serving after each point
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Students approach the net with a forehand or backhand
- Students score a bonus point if the point is won by a passing shot or lob



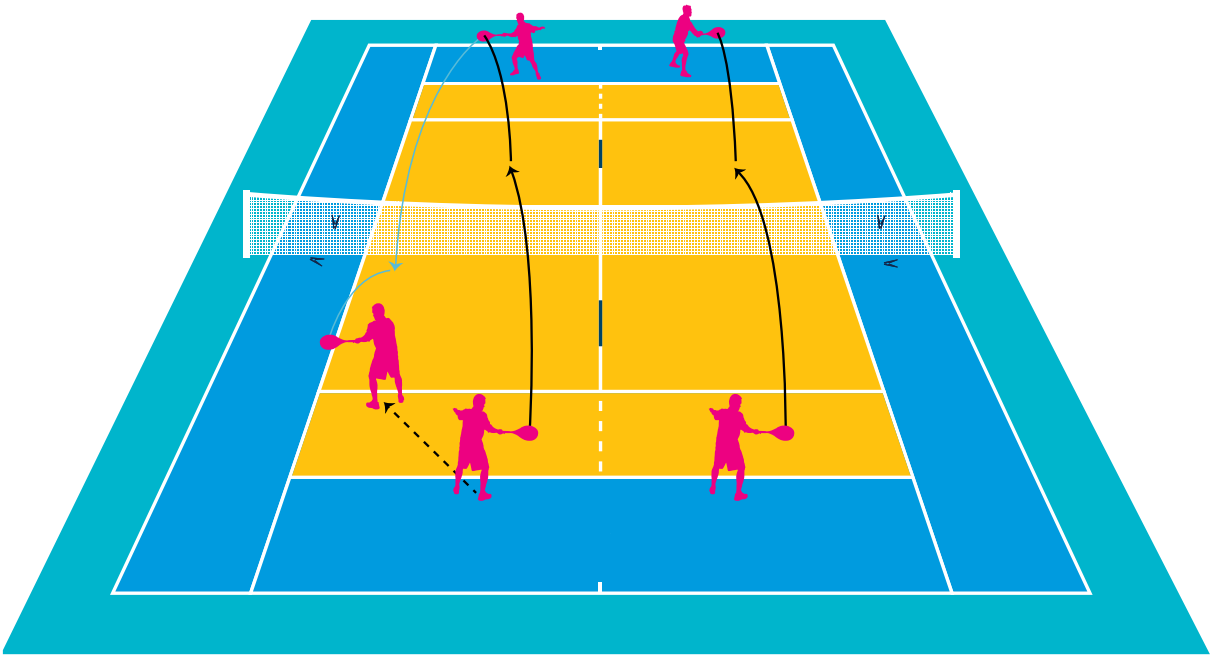
ACTIVITY 2
GIVE ME 4
15 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other on the baseline in an orange playing area with one tennis ball, two racquets, two drop down lines and two pegs
- Drop down lines are positioned in the middle on either side of the net, dividing the court into two halves
- Student 1 commences the rally by projecting the ball down the line with a drop and hit serving action, to student 2
- Student 2 tracks the movement of the ball and returns with a forehand or backhand action after one bounce
- The rally continues cooperatively from the baseline with students aiming to achieve four rallies before either student can approach the net
- Students score one point each time a rally is won and a bonus point if the rally is won from a lob
- Students use their peg at the bottom of the net to move up the rungs of the net to indicate the score
- Students alternate serving after each point
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Increase or decrease the number of required cooperative rallies
- One student plays without a racquet



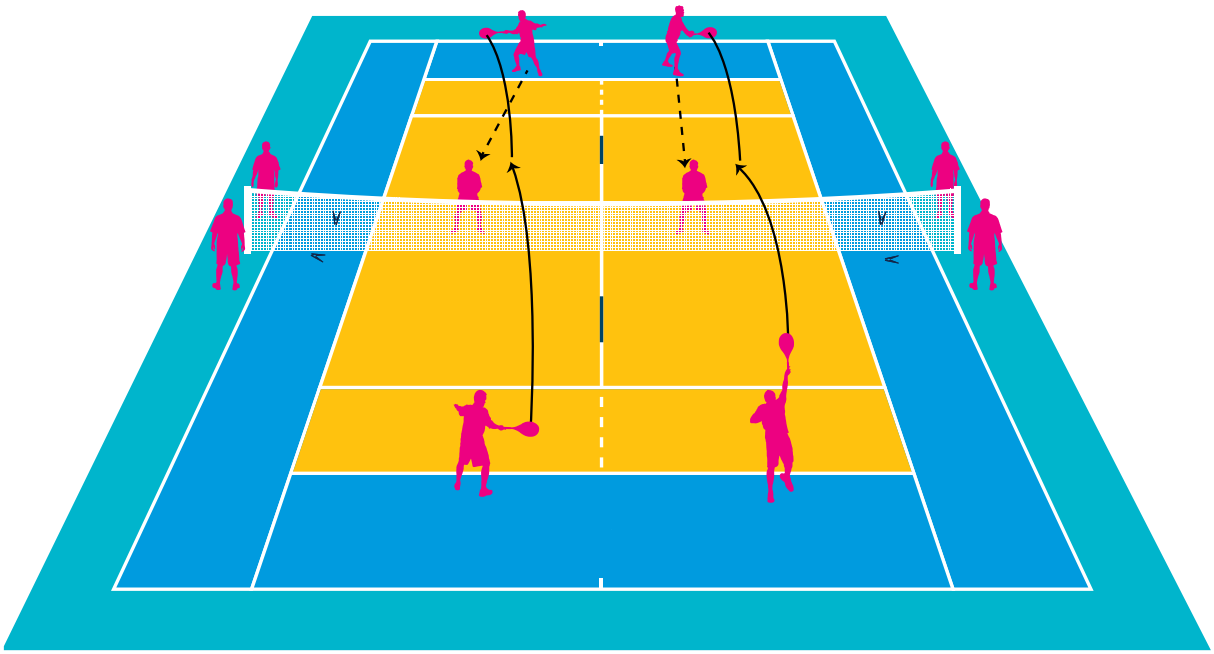
ACTIVITY 3
AMBUSH
15 minutes

INSTRUCTION

- Students form pairs and position themselves on one side of an orange playing area against another pair (doubles: team 1 and team 2) with one tennis ball, two racquets, two drop down lines and two pegs
- Drop down lines are positioned in the middle on either side of the net, dividing the court into two halves
- Each team is to have one student on the court and the other student scoring
- Team 1 commences the rally by projecting the ball down the line with a serving action of their choice, to team 2
- Team 2 tracks the movement of the ball, allowing it to bounce once, before returning the ball with either a forehand or backhand action and move forward towards the net
- The rally continues with teams attempting to win the point
- Teams score one point each time a rally is won and use their peg at the bottom of the net to move up the rungs of the net to indicate the score
- The student from the team who wins the point stays on while the other team's students switch
- Teams alternate serving after each point
- If a team wins two points in succession, the students change with their partner (e.g., retire after winning two successive points)
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Teams alternate after each shot
- Teams do not have to approach the net on the return



LESSON 6

TIME
40 minutes

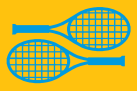
LEARNING INTENTION
Develop the accuracy of the serve

CONTENT DESCRIPTION
Practise specialised movement skills and apply them in a variety of movement sequences and situations (ACPMP061)

Propose and apply movement concepts and strategies with and without equipment (ACPMP063)

AREA
A large, safe flat playing area with the appropriate number of orange courts (6.4m x 18.29m) for the number of students participating

EQUIPMENT



2 racquets per pair



1 orange tennis ball per pair



6 drop down lines per pair



1 peg per pair

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- What types of serves can you hit? (e.g., where on the court? what type of spin?)
- How do you direct the serve to either side of your opponent?
- What position should you return to after serving?

BASIC TECHNICAL TIPS FOR TEACHERS
- Assume a balanced serving stance (e.g., feet perpendicular to the net, front foot angled towards the net post and back foot parallel to the baseline, shoulder width apart)
- Extend the elbow up to make contact and have the racquet follow an upward swing path

FUN FACTS
Rectangular courts were created in 1875 for Wimbledon, originally the courts were an hourglass shape.

STUDENT REFLECTION
What is the difference between a first and second serve? What should you try and do with each of these serves?

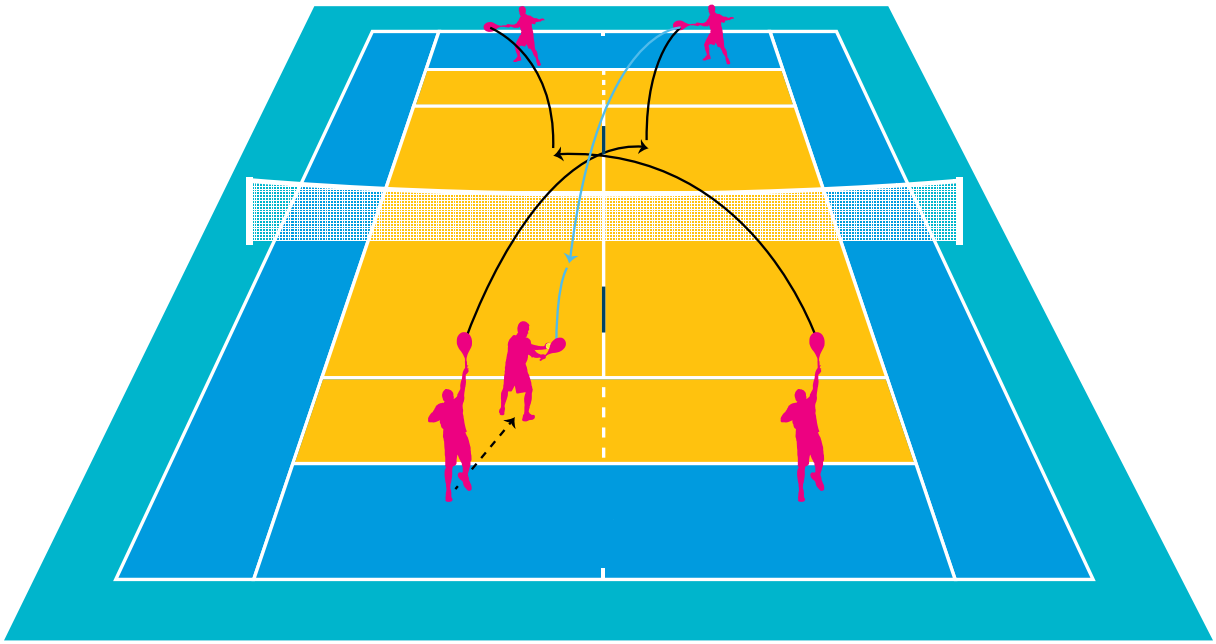
ACTIVITY 1
SERVE IT UP
10 minutes

INSTRUCTION

- Students form pairs and are positioned cross court opposite each other on the baseline in an orange playing area with one tennis ball, two racquets, two drop down lines and one peg
- Drop down lines are positioned in the middle on either side of the net, dividing the court into two halves
- Student 1 commences the rally by projecting the ball with an overarm serving action over the net, aiming to land the ball on the forehand side of student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand action across the net to student 1
- Student 1 attempts to trap the ball with their racquet
- Students score one point for a successful trap and run to the net to move their peg up the rungs of the ladder (bottom of the net to the top of the net)
- Students alternate serving after each point
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Decrease the playing area
- Rally is continued from student 2's return



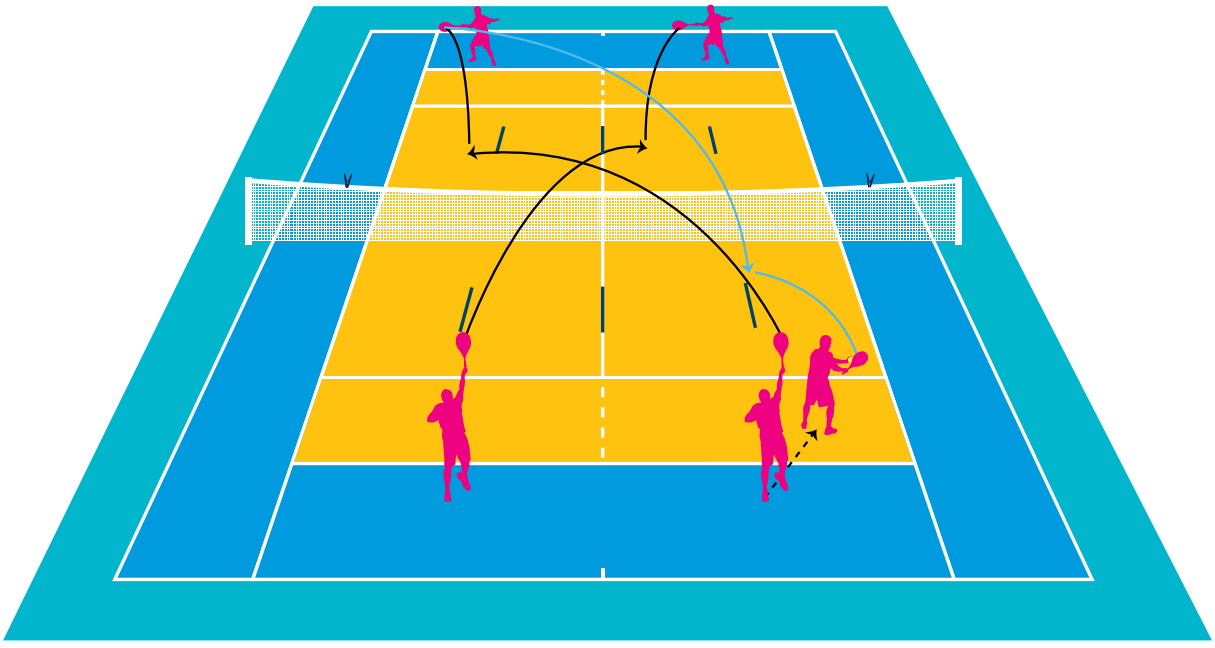
ACTIVITY 2
LEFT AND RIGHT
15 minutes

INSTRUCTION

- Students form pairs and are positioned cross court opposite each other on the baseline in an orange playing area with one tennis ball, two racquets, six drop down lines and one peg
- A drop down line is positioned in the middle on either side of the net, dividing the court into two halves
- Two drop down lines are positioned vertically in the middle of each half (dividing left and right)
- Student 1 commences the rally by projecting the ball with an overarm serving action over the net, aiming to land the ball on the forehand side (left) of student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand action across the net; student 1 attempts to trap the ball with their racquet
- Student 1 continues the rally by projecting the ball with an overarm serving action over the net, aiming to land the ball on the backhand side (right) of student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a backhand action across the net; student 1 attempts to 'trap' the ball with their racquet
- Students score one point if the ball is served into the correct half, and a bonus point if the return and 'trap' is made
- Students run to the net to move their peg up the rungs of the ladder (bottom of the net to the top of the net)
- Students alternate serving after each left and right serve attempt
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Increase or decrease the size of the service box
- Students choose a serving action of their choice



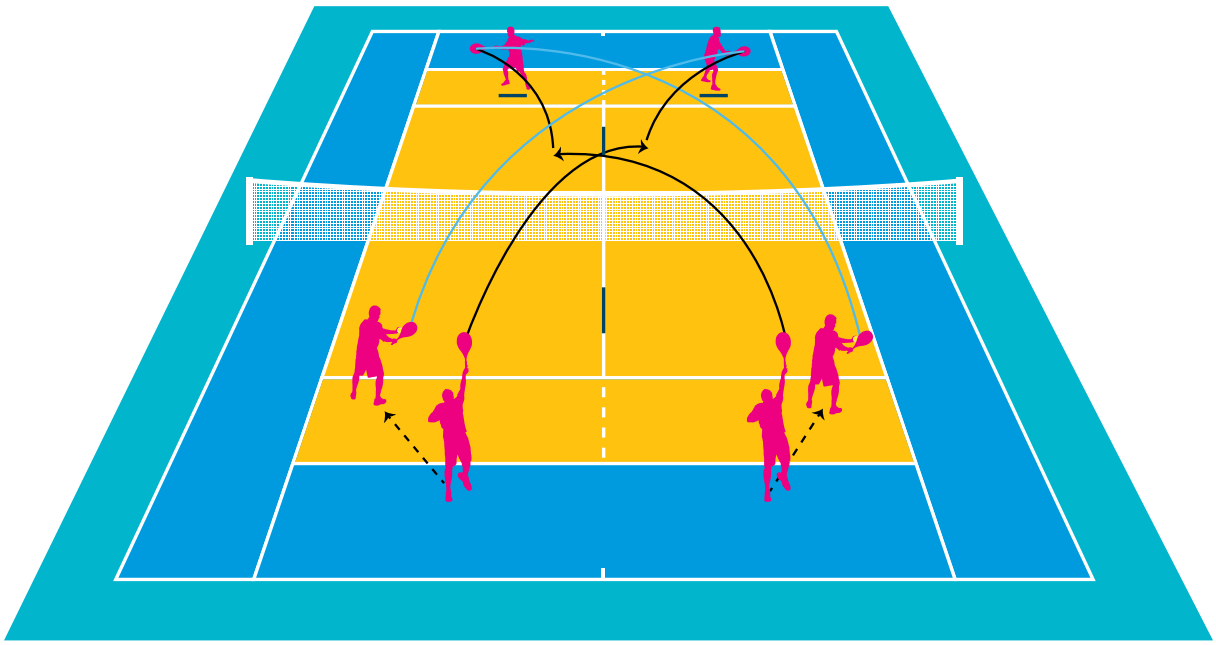
ACTIVITY 3
SERVING STATUES
15 minutes

INSTRUCTION

- Students form pairs and are positioned cross court opposite each other in an orange playing area with one tennis ball, two racquets and four drop down lines
- A drop down line is positioned in the middle on either side of the net, dividing the court into two halves
- Student's have three options of where to serve the ball to (e.g., out wide, into the body or down the line)
- Student 1 chooses what position they will serve to, and student 2 positions themselves at this position anchored by a drop down line; student 2 must not move when the rally commences
- Student 1 commences the rally by projecting the ball with an overarm serving action over the net, aiming to land the ball as close to student 2
- Student 2 (if in reach) allows the ball to bounce once before returning the ball with a forehand or backhand action across the net to student 1 who attempts to 'trap' the ball with their racquet
- Students score one point each time a serve is made accurately, and a bonus point if the return is 'trapped'
- Students alternate serving after each point
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Students play the point out
- Server can only serve in one direction (e.g., out wide or down the line)



LESSON 7

TIME
40 minutes

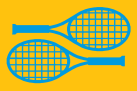
LEARNING INTENTION
Develop the accuracy of the return

CONTENT DESCRIPTION
Practise specialised movement skills and apply them in a variety of movement sequences and situations (ACPMP061)

Propose and apply movement concepts and strategies with and without equipment (ACPMP063)

AREA
A large, safe flat playing area with the appropriate number of orange courts (6.4m x 18.29m) for the number of students participating

EQUIPMENT



2 racquets per pair



1 orange tennis ball per pair



2 drop down lines per pair



1 peg per pair



4 cones/markers per pair

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- How should you position your body in preparation to return serve?
- What is a desirable area(s) in your opponent's court to return the ball? Why?
- When should you attack your opponent's serve?

BASIC TECHNICAL TIPS FOR TEACHERS
- Perform a compact circular swing
- Contact made in front and to the side of the body

FUN FACTS
There is a pineapple on top of the Wimbledon men's Championship trophy, which some say has to do with the tradition of British Navy Captains putting a pineapple atop their gateposts on returning home from sea.

STUDENT REFLECTION
What are the differences in returning a faster first serve and a slower second serve?

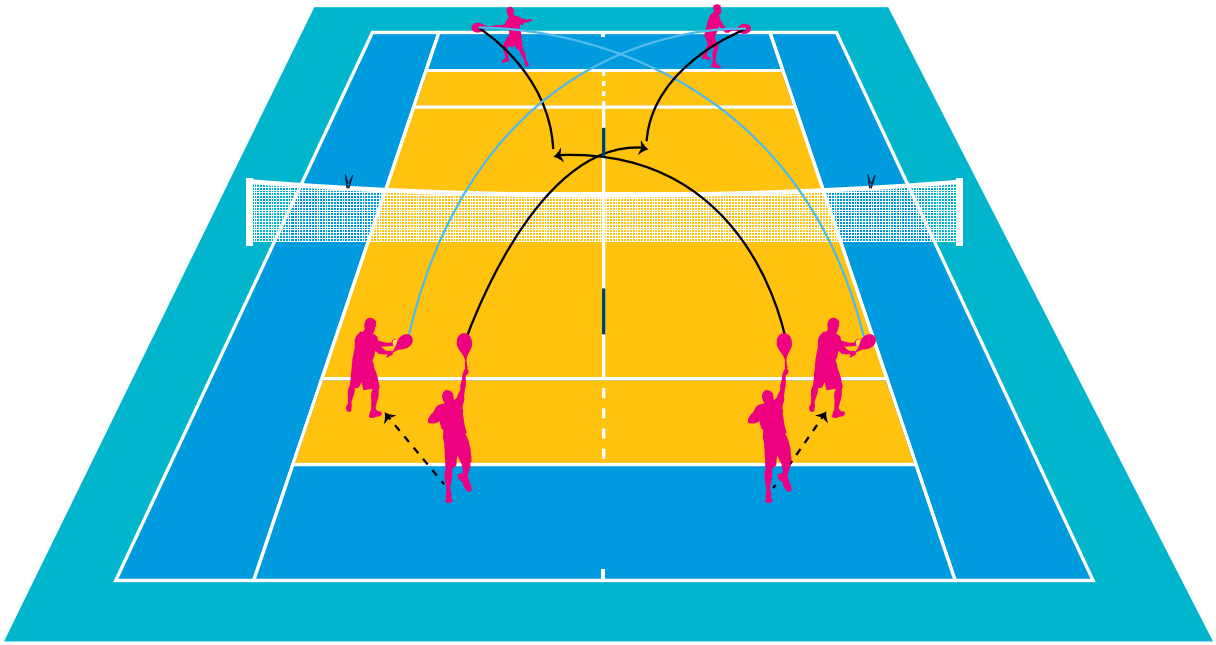
ACTIVITY 1
SERVE AND RETURN
10 minutes

INSTRUCTION

- Students form pairs and are positioned cross court opposite each other on the baseline in an orange playing area with one tennis ball, two racquets, two drop down lines and one peg
- Drop down lines are positioned in the middle on either side of the net, dividing the court into two halves
- Student 1 commences the rally by projecting the ball with an overarm serving action over the net to student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball across the net and into the forehand court of student 1
- Student 1 attempts to 'trap' the ball with their racquet
- Students score one point for a successful return to the forehand court and a bonus point if three returns are made in a row to the forehand side
- Students run to the net to move their peg up the rungs of the ladder (bottom of the net to the top of the net)
- Students alternate serving after performing three serves
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Return is made to the backhand court
- Serve is a drop and hit off the forehand side



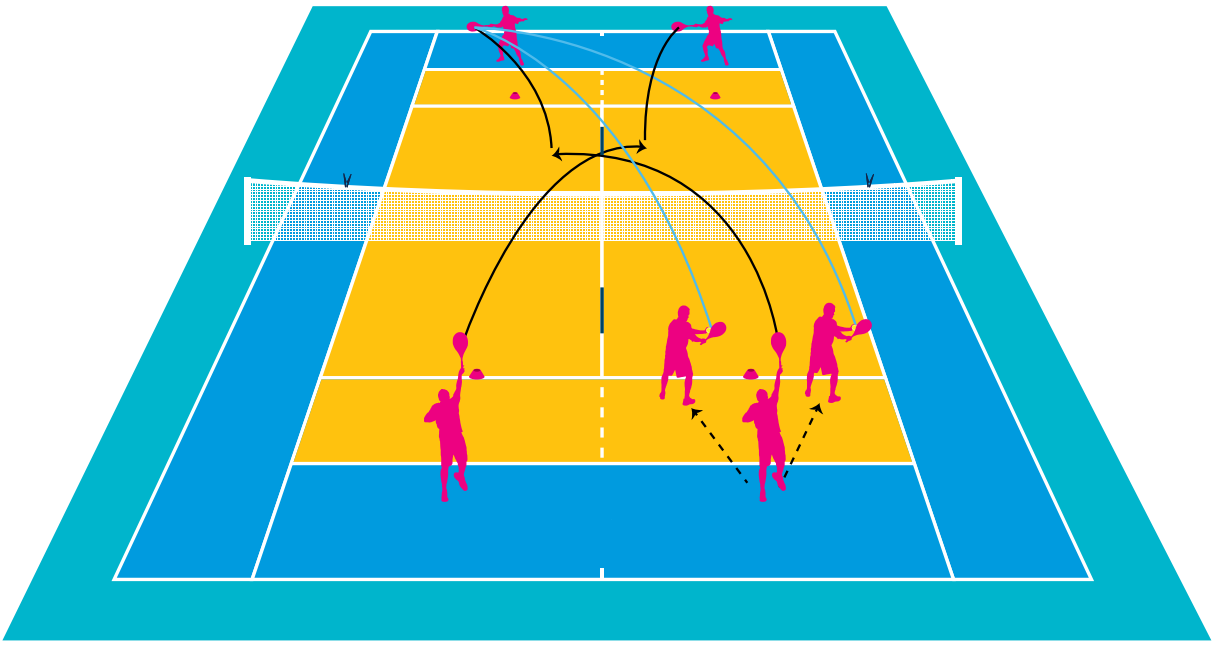
ACTIVITY 2
FEEDING FRENZY
15 minutes

INSTRUCTION

- Students form pairs and are positioned cross court opposite each other on the baseline in an orange playing area with one tennis ball, two racquets, two drop down lines, two soft cones/markers and a peg
- Drop down lines are positioned in the middle on either side of the net, dividing the court into two halves
- A soft cone is placed in the middle of each students half, dividing the court into a forehand and backhand side
- Student 1 commences the rally by projecting the ball over the net with an overarm serving action to student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball across the net and into the forehand court of student 1 who attempts to trap the ball with their racquet
- Student 1 continues the rally by projecting the ball over the net with an overarm serving action to student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball across the net and into the backhand court of student 1 who attempts to trap the ball with their racquet
- Students score one point for a successful return to the forehand and or backhand court and one point for a trap
- Students score a bonus point if four points are collected in a row
- Students run to the net to move their peg up the rungs of the ladder (bottom of the net to the top of the net)
- Students alternate serving after two serves
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Returner is allowed more than one bounce
- Increase or decrease the forehand or backhand playing area



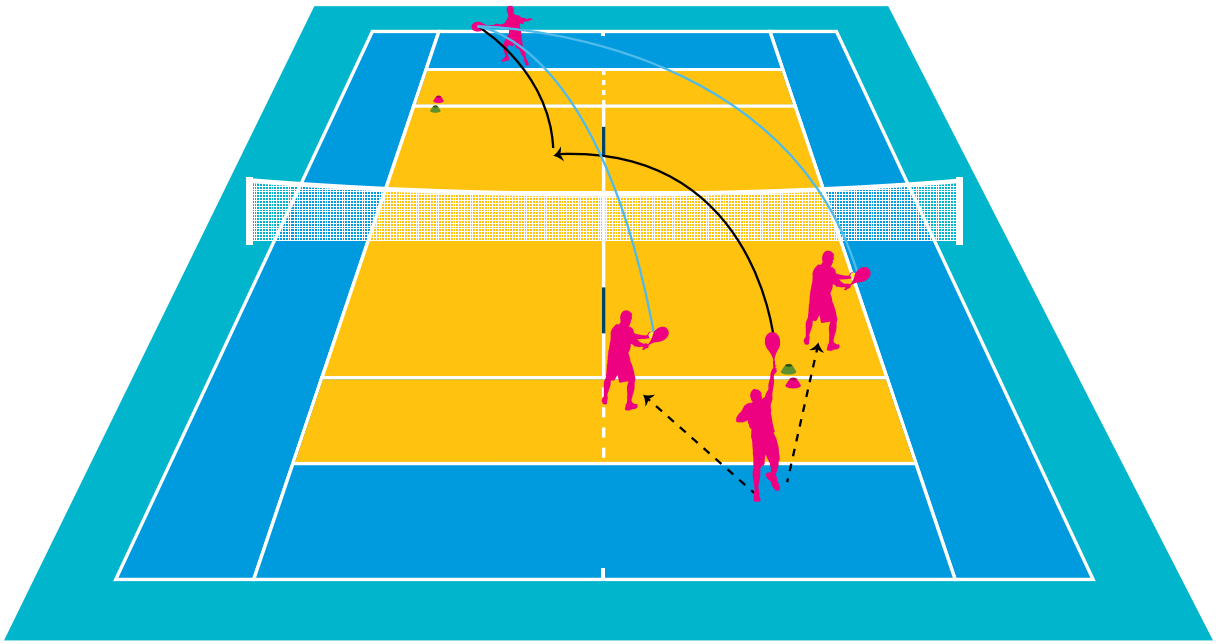
ACTIVITY 3
RED AND GREEN
15 minutes

INSTRUCTION

- Students form pairs and are positioned cross court opposite each other on the baseline in an orange playing area with one tennis ball, two racquets, two drop down lines, four soft cones/markers and a peg
- Drop down lines are positioned in the middle on either side of the net, dividing the court into two halves
- Soft cones are positioned on the service line on both sides of the net, dividing the court into two areas: green (short) and red (deep)
- Student 1 commences the rally by projecting the ball over the net with an overarm serving action, aiming to land the ball in the service box of student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball across the net and into the green area of student 1 who attempts to 'trap' the ball with their racquet
- Student 1 continues the rally by projecting the ball over the net with an overarm serving action, aiming to land the ball in the service box of student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball across the net and into the red area of student 1 who attempts to 'trap' the ball with their racquet
- Students score one point for a successful return and one point for a 'trap'
- Students score a bonus point if four points are collected in a row
- Students run to the net to move their peg up the rungs of the ladder (bottom of the net to the top of the net)
- Students alternate serving after four serves
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Return to the green or red area only
- Increase or decrease the green or red area



LESSON 8

TIME
40 minutes

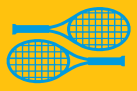
LEARNING INTENTION
Apply depth and accuracy to create space

CONTENT DESCRIPTION
Propose and apply movement concepts and strategies with and without equipment (ACPMP063)

Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities (ACPMP069)

AREA
A large, safe flat playing area with the appropriate number of orange courts (6.4m x 18.29m) for the number of students participating

EQUIPMENT



2 racquets per pair



1 orange tennis ball per pair



12 drop down lines per pair

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- What are the different ways you can hit the ball to achieve depth?
- Where should you move to after returning the ball deep and placing your opponent under pressure?
- What opportunities are often presented after hitting the ball deep to your opponent?

BASIC TECHNICAL TIPS FOR TEACHERS
- Bend your knees and perform a low to high swing path
- Follow through as a natural extension of the swing

FUN FACTS
It is reported that strawberries and cream are the number one food item served during Wimbledon. Almost 26,000kg of strawberries are consumed with 7,000 litres of cream. To ensure utmost freshness, the strawberries are picked the day before being served and arrive at the tournament at around 5.30am where they are inspected for quality before being served.

STUDENT REFLECTION
Why is it considered an advantage to hit the ball deep in your opponent's court? How could you apply this in a game situation?

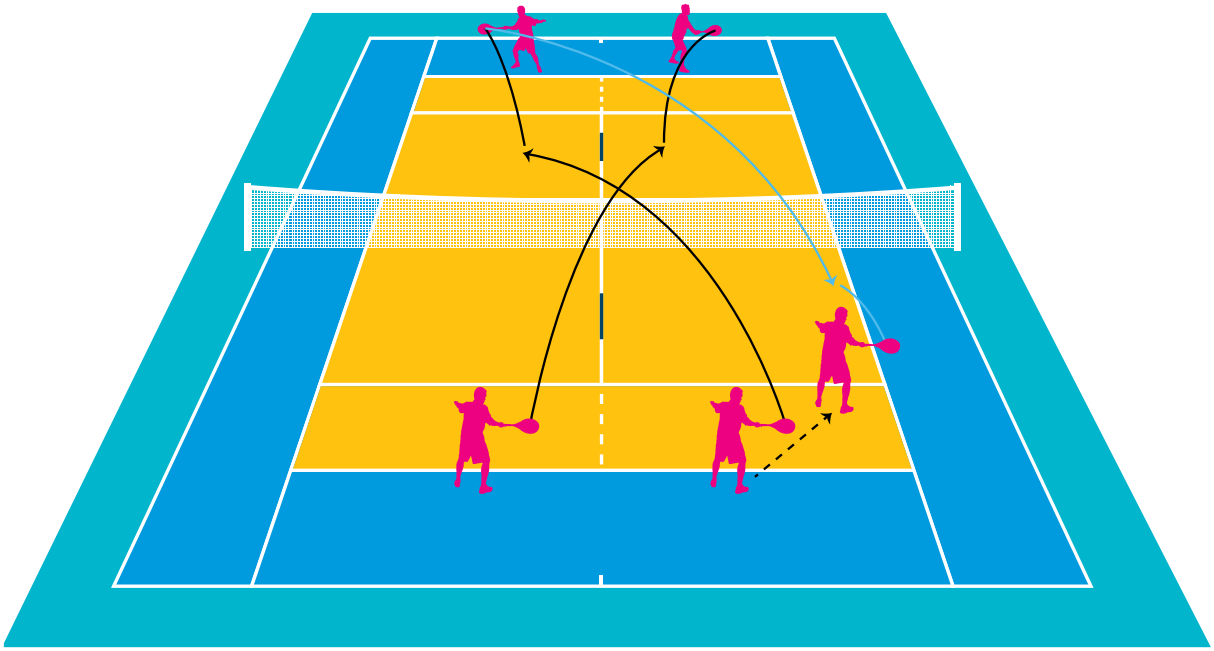
ACTIVITY 1
TRAM TRACKS
10 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other on the baseline in an orange playing area with one tennis ball, two racquets and two drop down lines
- Drop down lines are positioned in the middle on either side of the net, dividing the court into two halves
- Student 1 commences the rally by projecting the ball with a drop and hit serving action cross court, aiming to land the ball over the net and in the court of student 2
- Student 2 tracks the movement of the ball allowing it to bounce once before returning the ball with a forehand or backhand action to student 1
- Students continue the rally attempting to move their partner out of the court lines (boundary of the baseline, singles line and net) to win the point
- Students score one point each time the rally is made and a bonus point if their partner steps outside their court boundary
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Rally continues if students step outside their court boundary
- The tramline (sideline) may be included in the court boundary



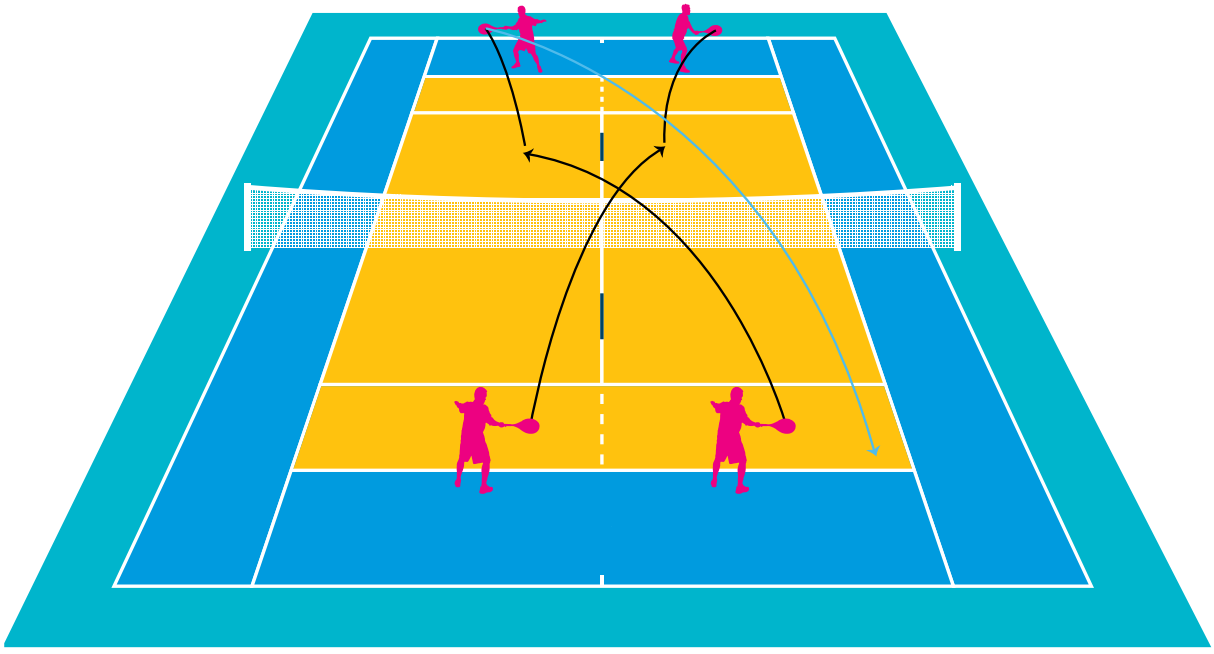
ACTIVITY 2
BASELINE WARRIOR
10 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other just inside the baseline in an orange playing area with one tennis ball, two racquets and two drop down lines
- Drop down lines are positioned in the middle on either side of the net, dividing the court into two halves
- Student 1 commences the rally by projecting the ball with a drop and hit serving action cross court, aiming to land the ball over the net and deep in the court of student 2
- Student 2 tracks the movement of the ball allowing it to bounce once before returning the ball deep with a forehand or backhand action to student 1
- Students continue the rally attempting to move their partner behind the baseline
- Students score one point each time the rally is won and a bonus point if their partner steps behind the baseline
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Shorten or lengthen the baseline of the playing area
- Serve to be cooperative and bounce in the service box area



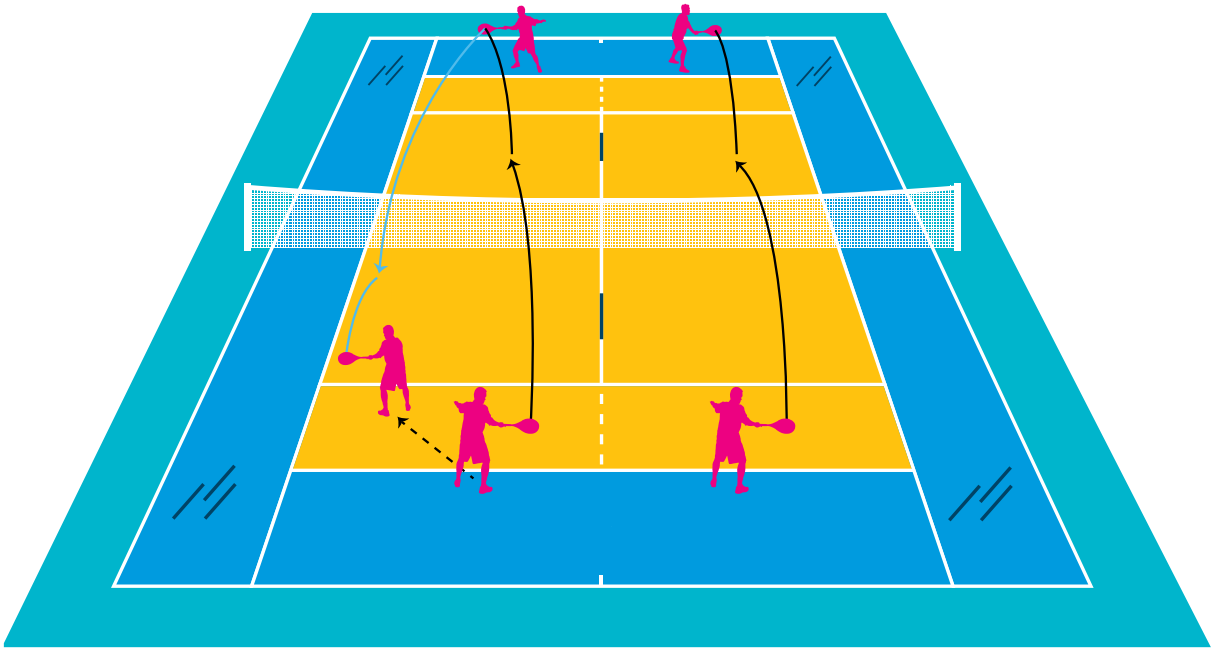
ACTIVITY 3
THE ACCORDION
20 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other behind the baseline in an orange playing area with one tennis ball, two racquets and 12 drop down lines
- Two drop down lines are positioned in the middle on either side of the net, dividing the court into two halves with the remaining drop down lines at the end of the court
- Student 1 commences the rally by projecting the ball down the line with a drop and hit serving action aiming to land the ball over the net and in the court of student 2
- Student 2 tracks the movement of the ball allowing it to bounce once before returning the ball with a forehand or backhand action to student 1
- Students continue the rally attempting to achieve 10 rallies in the point
- If 10 rallies are achieved, pairs score one point and students make their court smaller at both ends (squeezing in the sideline and or baseline of the court with the additional drop down lines)
- Students commence a new rally, inside the smaller court, attempting to achieve 10 rallies
- If 10 rallies are not achieved after five attempts, students increase the size of their court again
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Cross court instead of down the line
- Students start with different sized courts



LESSON 9

TIME
40 minutes

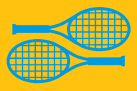
LEARNING INTENTION
Apply the rally in a competitive situation (doubles)

CONTENT DESCRIPTION
Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067)

Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (ACPMP068)

AREA
A large, safe flat playing area with the appropriate number of orange courts (6.4m x 18.29m) for the number of students participating

EQUIPMENT



2 racquets per pair



1 orange tennis ball per pair



1 peg per pair

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- Where do you position yourself on the court when your partner is serving?
- What types of shots can you hit when standing near the net during a doubles match?
- What types of shots can you hit when standing on the baseline during a doubles match?

BASIC TECHNICAL TIPS FOR TEACHERS
- When hitting a volley, maintain a compact backswing and keep the racquet face in line with the path of the ball
- Always maintain a 'ready position' and move your feet

FUN FACTS
The Australian doubles team of Mark Woodforde and Todd Woodbridge or 'The Woodies', have won a record five consecutive Wimbledon doubles titles. Todd Woodbridge is the overall winner of the most Wimbledon doubles titles with a record of 9 titles.

STUDENT REFLECTION
What are some of the things you and your partner might communicate to each other during a doubles match?

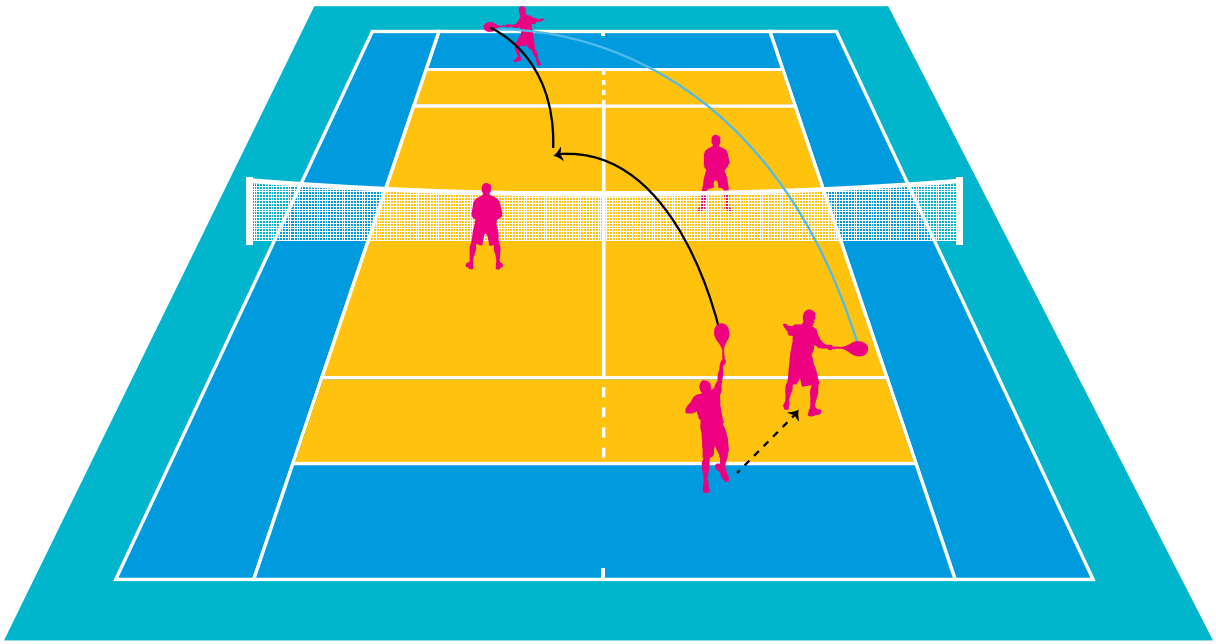
ACTIVITY 1
ENGLAND DOUBLES CHALLENGE
40 minutes

INSTRUCTION

- Students form pairs and position themselves on one side of an orange playing area against another pair (doubles: team 1 and team 2) with one tennis ball, four racquets, and two pegs
- Students are positioned in doubles formation
- Team 1 commences the rally by projecting the ball with a serving action of their choice aiming to land the ball cross court over the net and into the forehand court of team 2
- Team 2 tracks the movement of the ball allowing it to bounce once before returning the ball with a forehand or backhand action across the net
- The rally continues with teams playing the point competitively
- Teams score one point each time the rally is won and run to the net to move their peg up one rung of the ladder (bottom of the net to the top of the net)
- When a team reaches four rungs the game is won
- Teams continue the match with one team serving for each game
- The teacher indicates an appropriate amount of time or a number of games the teams are to achieve

VARIATIONS

- The serving team must serve and approach the net
- Teams start on the baseline and traditional doubles formation is not used



LESSON 10 - END GAME

TIME
40 minutes

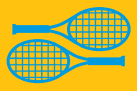
LEARNING INTENTION
Apply the rally in a competitive situation (singles)

CONTENT DESCRIPTION
Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (ACPMP068)

Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities (ACPMP069)

AREA
A large, safe flat playing area with the appropriate number of orange courts (6.4m x 18.29m) for the number of students participating

EQUIPMENT



2 racquets per pair



1 orange tennis ball per pair



1 peg per pair

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- How did you attempt to place your opponent under pressure during the match? (e.g., what shots did you hit? where did you hit the ball?)
- Were you placed under pressure at any time during the match? If so, how did you respond?
- How did you apply your tactics and how were they of benefit to you?

BASIC TECHNICAL TIPS FOR TEACHERS
- Recover back to the middle of the court and maintain a 'ready position' after returning each shot
- Focus your eyes forward at your opponent and attempt to track the ball from the racquet

FUN FACTS
Wimbledon is the world's oldest tennis tournament, established at the All England Croquet and Lawn Tennis Club in 1877. Before 1986, the tennis balls used at Wimbledon were not yellow, the colour was added to allow players to see the ball better. The tennis balls were originally white.

STUDENT REFLECTION
What were some of the shots you played and the tactics you applied during the match?

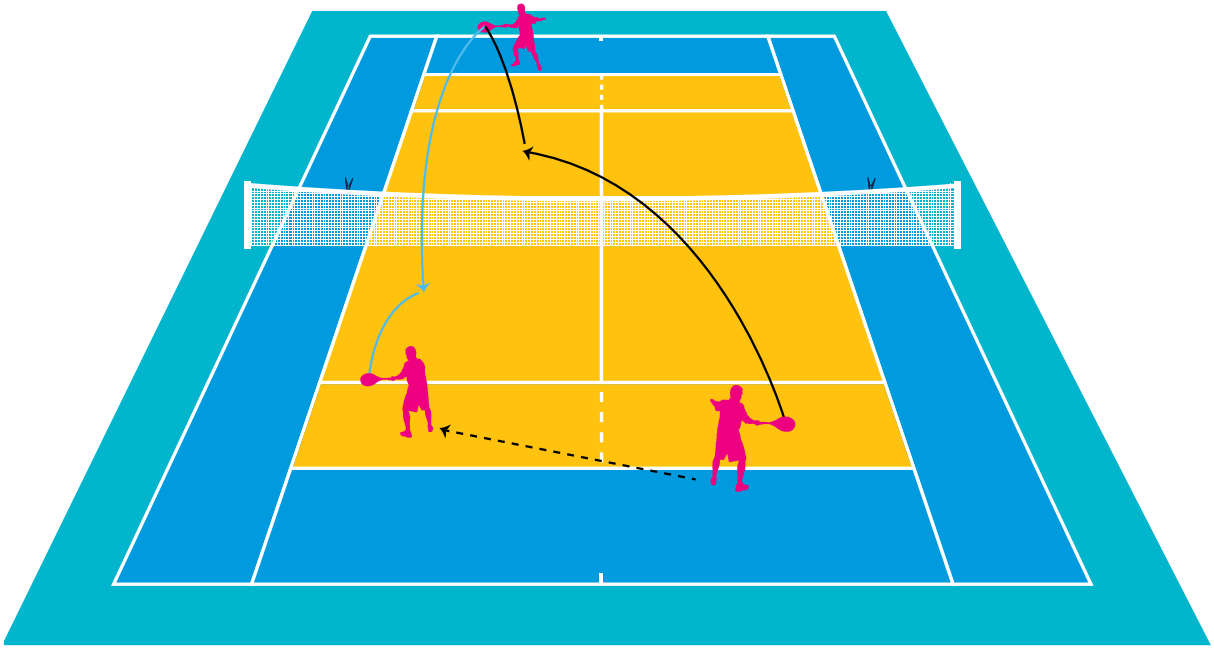
ORANGE END GAME
ENGLAND SINGLES CHALLENGE
40 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other behind the baseline in an orange playing area with one tennis ball, two racquets and two pegs
- Student 1 commences the rally by projecting the ball cross court over the net with a serving action of their choice, aiming to land the ball into the forehand court of student 2
- Student 2 tracks the movement of the ball allowing it to bounce once before returning the ball across the net with a forehand or backhand action
- The rally continues with students playing the point competitively
- Students score one point each time the rally is won and run to the net to move their peg up one rung of the ladder (bottom of the net to the top of the net)
- Students alternate serving after two serves (one to the forehand and backhand side)
- When a student reaches the top of the net rungs the match is won
- The teacher indicates an appropriate amount of time or a number of games the students are to achieve

VARIATIONS

- One student commences half way up the ladder rungs
- Decrease the playing area



SUGGESTED ASSESSMENT TOOLS FOR YEARS 5 AND 6 (ORANGE STAGE)

There is a range of assessment tools available to gather information in relation to student performance that can contribute to the achievement of curriculum standards. These assessment methods include but are not limited to:

- Fundamental movement skill (FMS) checklists
- Specialised movement skill checklists
- Images/photos
- Stimulus questions
- Student reflection tools
- Rubrics
- Cognitive reinforcers
- Game Performance Assessment Instruments (GPAI)

The following assessment tools for Years 5 and 6 (Orange Stage) are primarily designed as examples that may be applied to assess student performance based on the relevant AC:HPE achievement standards for this band. The various tools are provided as a starting point for teachers. They are not prescriptive and are presented as suggestions only. Teachers are encouraged to not only apply the existing tools, but to adapt and create alternative assessment instruments based on the needs of the students, and objectives of the lessons. You may also be able to gather information about the achievement of students in other subjects and learning areas.

The assessment tools provided consist of a Fundamental Movement Skill (FMS) observation rating checklist with images in addition to a Cognitive reinforcers assessment tool.

FUNDAMENTAL MOVEMENT SKILL (FMS) OBSERVATION RATING CHECKLIST

The teacher observes the student performing the various elements described in the skill criteria column in addition to comparing their performance with the provided images and then indicates the level of achievement based on, 'Always', 'Sometimes' or 'Rarely'.



SERVE

Student name: _____

ORDER	SKILL CRITERIA	ALWAYS	SOMETIMES	RARELY
1	Serving stance: Feet perpendicular to the net, front foot angled towards the net post and back foot behind the front, parallel to the baseline shoulder width apart, non-hitting hand supports the ball and throat of the racquet. Student uses a shake hands grip			
2	Swing the racquet down and back while the tossing arm is raised towards the net post and the ball is released above eye level			
3	The elbow bends with the racquet going down behind the back, similar to the overam throw. Weight transfers from the back foot to the front foot			
4	The forward swing begins with the extension of the arm at the elbow propelling the racquet upwards			
5	Contact is made with the ball in front of the body, with the eyes focused on the contact point and shoulders rotating parallel to the net			
6	Follow through is down and across the body achieving a balanced recovery			

Comments: _____

_____

_____

_____

FUNDAMENTAL MOVEMENT SKILL (FMS) OBSERVATION RATING CHECKLIST



OVERHEAD SMASH

Student name: _____

ORDER	SKILL CRITERIA	ALWAYS	SOMETIMES	RARELY
1	Assume the ready position with the non-hitting hand supporting the throat of the racquet using a shake hands grip			
2	Backswing: Turn side on while pointing at the ball with the non-hitting hand. Arms begin to separate			
3	Elbow bends to initiate an overarm throwing action			
4	The forward swing begins with the extension of the arm at the elbow propelling the racquet upwards			
5	Contact is made with the ball in front of the body on the dominant side of the body with the eyes focused on the contact point and shoulders rotating parallel to the net			
6	Follow through is down and across the body achieving a balanced recovery			

Comments: _____

_____

_____

_____

FUNDAMENTAL MOVEMENT SKILL (FMS) OBSERVATION RATING CHECKLIST

COGNITIVE REINFORCER*

Students are presented with an image(s) of a student(s) performing a skill/task, and/or a video clip of a student(s) performing and particular skill/task. The student is then requested to engage in critical thinking and reflect on the stimulus material and respond to the various questions provided below.



Look at this picture of a student rallying with their opponent. Under the categories below list one or two things you need to focus on to play successfully with your opponent.

MOVEMENT: _____

_____

GROUND STROKES: _____

_____

VOLLEY: _____

_____

YOUR STRATEGY AND TACTICS: _____

_____

SCORING: _____

_____

BEING A GOOD SPORT: _____

_____

KNOWING THE GAME: _____

_____

**Adapted from Western Australian Minister for Education (2004). Fundamental movement skills teacher resource, book 2, STEPS Professional Development, Perth, Australia.*

FUNDAMENTAL MOVEMENT SKILL (FMS) OBSERVATION RATING CHECKLIST

Examples of concepts that students at the Orange Stage of development could be expected to write about are provided below.

MOVEMENT

- Maintain balance while moving sideways (e.g., side step), forwards and backwards
- Move quickly in different directions (e.g., diagonally to ball) and be able to stop with balance during competitive rally activities

GROUND STROKES

- Return serve down the line, cross court or down the middle of the court
- Use topspin on both forehand and backhand during a cooperative or competitive rally
- Hit the ball to various locations on the court
- Hit the ball with different speeds

VOLLEY

- Volley the ball using a forehand and backhand action, with correct footwork (from a stationary ready position) to various locations on the court
- Volley the ball after moving forward to various locations on the court during a competitive rally

STRATEGY AND TACTICS

- Commence the rally with a serve; students have the option to drop and hit second serve
- Move greater distances with increased speed and dynamic balance (e.g., forwards, backwards, sideways) during competitive rally
- Achieve some fundamental tactical outcomes (e.g., maintain consistency during competitive rally)
- Move the opponent around the court

SCORE

- Keep the score (e.g., points, game, set)
- Understand the rules of the game (e.g., choice of ends and service, change of ends, ball touches a line, order of service, foot fault, service fault, let)

BE A GOOD SPORT

- Understand the concept of fair play
- Call lines and score clearly and honestly
- Show respect for opponents and officials
- Begin to manage difficult emotions during competition

KNOW THE GAME

- Name the four Grand Slam events
- Play at least once a week with family or friends outside lesson times
- Can practise independently with a defined objective
- Consistently give best mental and physical effort
- Enjoys competition
- Understand some tactical fundamentals (e.g., consistency, hitting to court zones)
- Understand own ability level and the effort involved to improve



GREEN STAGE
YEARS 7 AND 8

CURRICULUM BAND SUMMARY

YEARS 7 AND 8 BAND DESCRIPTION

The Year 7 and 8 curriculum expands student's knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and other's health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

The curriculum for Years 7 and 8 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

Focus areas to be addressed in Years 7 and 8 include:

- Alcohol and other drugs (AD)
- Food and nutrition (FN)
- Health benefits of physical activity (HBPA)
- Mental health and wellbeing (MH)
- Relationships and sexuality (RS)
- Safety (S)
- Challenge and adventure activities (CA)
- Games and sports (GS)
- Lifelong physical activities (LLPA)
- Rhythmic and expressive movement activities (RE).

YEARS 7 AND 8 ACHIEVEMENT STANDARDS

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, other's and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes.

They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing. Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

YEARS 7 AND 8 (GREEN STAGE)

LESSON	LEARNING INTENTION	GAME PROGRESSION
1	Demonstrate control and accuracy when performing the forehand groundstroke	Building blocks Hit the target Forehand elimination
2	Demonstrate control and accuracy when performing the backhand groundstroke	4 by 10 First to 50 Backhand elimination
3	Demonstrate control and accuracy when integrating the forehand and backhand groundstroke	Shoot out Ready or not Swap shop
4	Demonstrate control and accuracy when performing the approach shot and smash	Three point play The invitation No lobs allowed
5	Demonstrate control and accuracy when performing the passing shot and lob	King's ransom Bring it on Mission impossible
6	Demonstrate control and accuracy when performing the serve	Three strikes Two up Advantage server
7	Demonstrate control and accuracy when performing the return	Single service Life line Break and hold
8	Demonstrate control and accuracy when creating space	The strategist Court shapes Up the court, down the court
9	Demonstrate control and accuracy in a competitive situation (doubles)	United States doubles challenge
10	Demonstrate control and accuracy in a competitive situation (singles)	**End Game** **United States singles challenge**

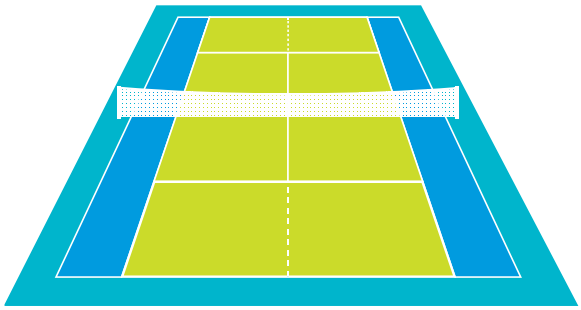
IMPORTANT INFORMATION

COURT AREA

At this stage teachers can define a playing area with a Green court area which is 8.23m in width (singles) or 10.97m (doubles) x 23.78m in length.

Alternatively students can define their own court by marking out an area with soft cones or drop down lines.

If there is limited space available students can participate in the activities on a Red court which is 5.5m in width x 11m in length.



EQUIPMENT

The green low compression tennis ball (75% of a yellow tennis ball) is the key piece of equipment for this stage. The green tennis ball bounces lower and slower for the student to make contact with. Students will use 25 inch tennis racquets.

END GAME

At the completion of the Green Stage, every student will have developed the confidence and competence to participate in the end game, **United States singles challenge**.

United States singles challenge is a competitive game played between pairs on a green tennis court 8.23m wide x 23.78m length. Students serve, return and rally the ball until one student wins the point.

TAKE A FLEXIBLE VIEW OF LESSONS

It may be appropriate to re-visit or repeat lessons more than once to provide additional practice opportunities for students. Similarly, teachers are not obligated to adhere to the lessons in each stage in a sequential fashion. The order in which the lessons are presented may be varied based on a number of potential factors. For instance, time of the lesson, student engagement and student ability.

OTHER FEATURES OF THE LESSON

FOCUS QUESTIONS

Focus questions are designed to guide the students' learning and encourage them to appraise and reflect on the technical or tactical aspects of the game.

VARIATIONS

A series of suggested variations are provided in each lesson. They are designed to provide teachers with additional options for each activity. Variations in a lesson are based on the *CHANGE IT* formula (Schembri, 2005) where teachers and students are encouraged to vary different aspects of the game including, teaching style, scoring, playing area, number of students, game rules, equipment, inclusion and time.

BASIC TECHNICAL TIPS FOR TEACHERS

Tips are provided to emphasise a technical point which will assist teachers in improving students' performance and learning.

FUN FACTS

Fun facts provide specific information on a new stroke or interesting fact about tennis. They also may relate to a particular Grand Slam. The fun facts for the Green Stage are related to the end game Grand Slam, US Open.

STUDENT REFLECTION

At the completion of a lesson, students can be asked to reflect on what they have participated in and also what they have learnt during the activities. This will help facilitate their learning and understanding of the game. Teachers may also use the student reflection process as an assessment tool for students.

LESSON 1

TIME
40 minutes

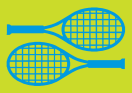
LEARNING INTENTION
Demonstrate control and accuracy when performing the forehand groundstroke

CONTENT DESCRIPTION
Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMP080)

Practise, apply and transfer movement concepts and strategies with and without equipment (ACPMP082)

AREA
A large, safe flat playing area with the appropriate number of green courts (8.23m x 23.78m) for the number of student participating

EQUIPMENT


2 racquets per pair


8 green tennis balls per pair


2 drop down lines per pair


2 soft cones per pair

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- How do you maintain accuracy on the forehand during the competitive rally? (e.g., what technical and tactical aspects do you focus on?)
- How do you maintain consistency on the forehand during the rally? (e.g., what technical and tactical aspects do you focus on?)
- What tactics do you employ in attempting to win the point?

BASIC TECHNICAL TIPS FOR TEACHERS
- Perform a low to high circular swing – 'over the bridge, through the tunnel'
- Make contact with the ball in front and to the side of your body

FUN FACTS
The US Open is the fourth and final major tournament (Grand Slam) of the year. The tournament is played on hard court and hosted at the USTA Billie Jean King National Tennis Center at Flushing Meadows in Queens, New York.

STUDENT REFLECTION
Did you use specific tactics during the competitive activities? What were they and were they effective?

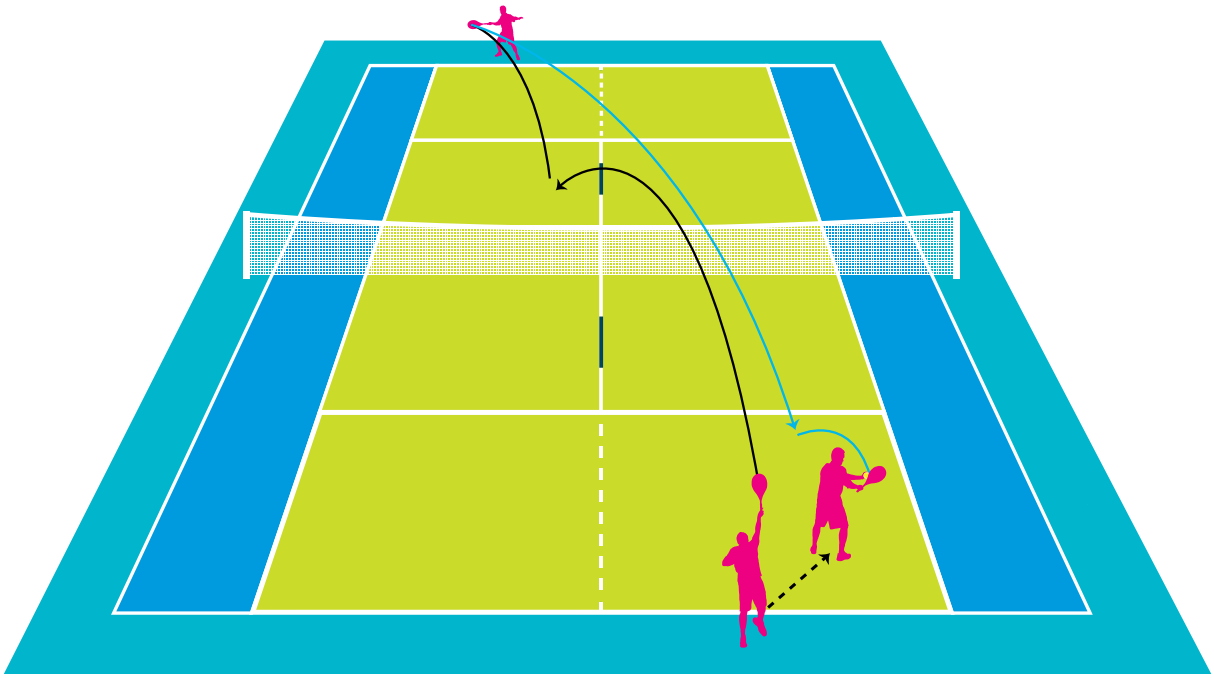
ACTIVITY 1
BUILDING BLOCKS
10 minutes

INSTRUCTION

- Students form pairs and are positioned cross court opposite each other in a green playing area with one tennis ball, two racquets and two drop down lines
- Drop down lines are positioned in the middle on either side of the net, dividing the court into two halves
- Student 1 commences the rally by projecting the ball with an overarm serving action cross court to student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand action cross court to student 1 who traps the ball. This is known as a two shot rally
- Student 2 recommences the rally with an overarm serve cross court to student 1
- Student 1 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand action cross court to student 2
- Student 2 continues the rally with a forehand to student 1 who returns the ball to student 2 who then traps the ball. This is known as a four shot rally
- Students alternate the server after each building block, aiming to build from two to four to six and so on
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Students choose a serving action of their choice
- Increase or decrease the playing area



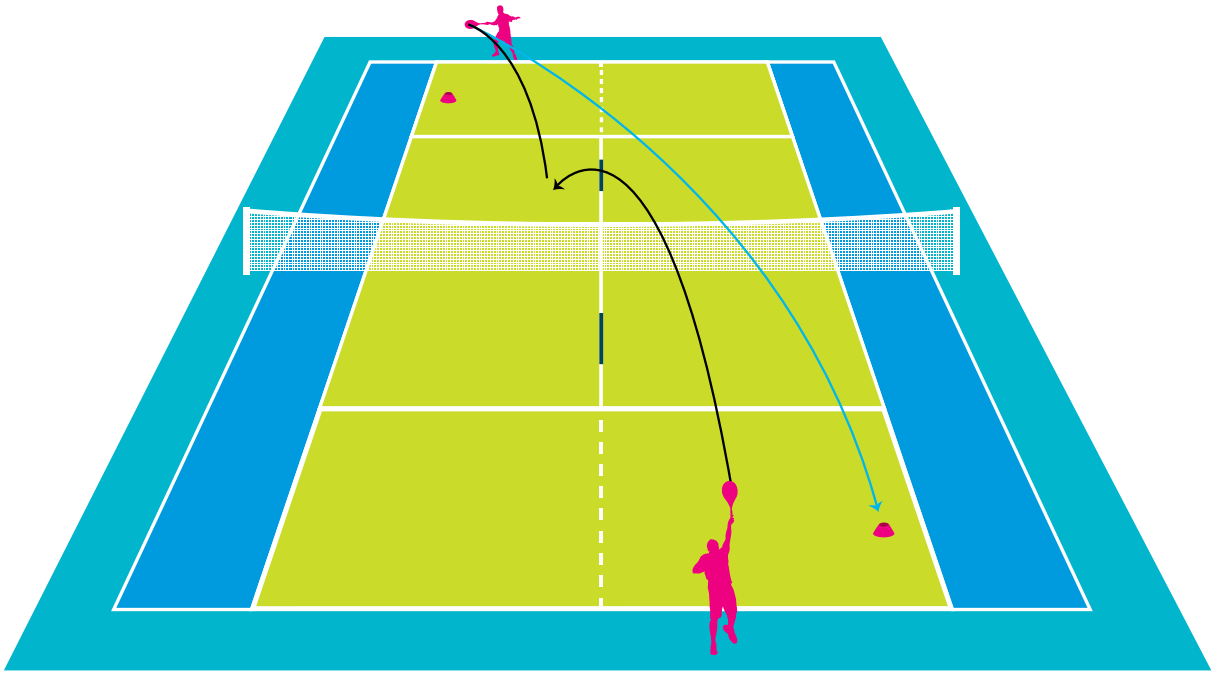
ACTIVITY 2
HIT THE TARGET
15 minutes

INSTRUCTION

- Students form pairs and are positioned cross court opposite each other in a green playing area with one tennis ball, two racquets, two drop down lines and two cones
- Drop down lines are positioned in the middle on either side of the net, dividing the court into two halves
- Teams are formed by students with one side of the courts team A and the other side of the courts team B
- Students place a cone in a cross court positioned near the baseline of their court
- Student 1 commences the rally by projecting the ball with a cooperative overarm serving action cross court to student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand, aiming to land the return at the cone of student 1
- The rally continues with students aiming to hit the cone of their partner and score points
- If either student hits the cone of their partner they score one point
- If either student makes contact with their own cone, their partner is to score one point
- Students alternate the server after each rally
- The teacher indicates an appropriate amount of time or a number of points the teams are to achieve

VARIATIONS

- The cones are placed in a different position
- Students serve from a position inside the baseline



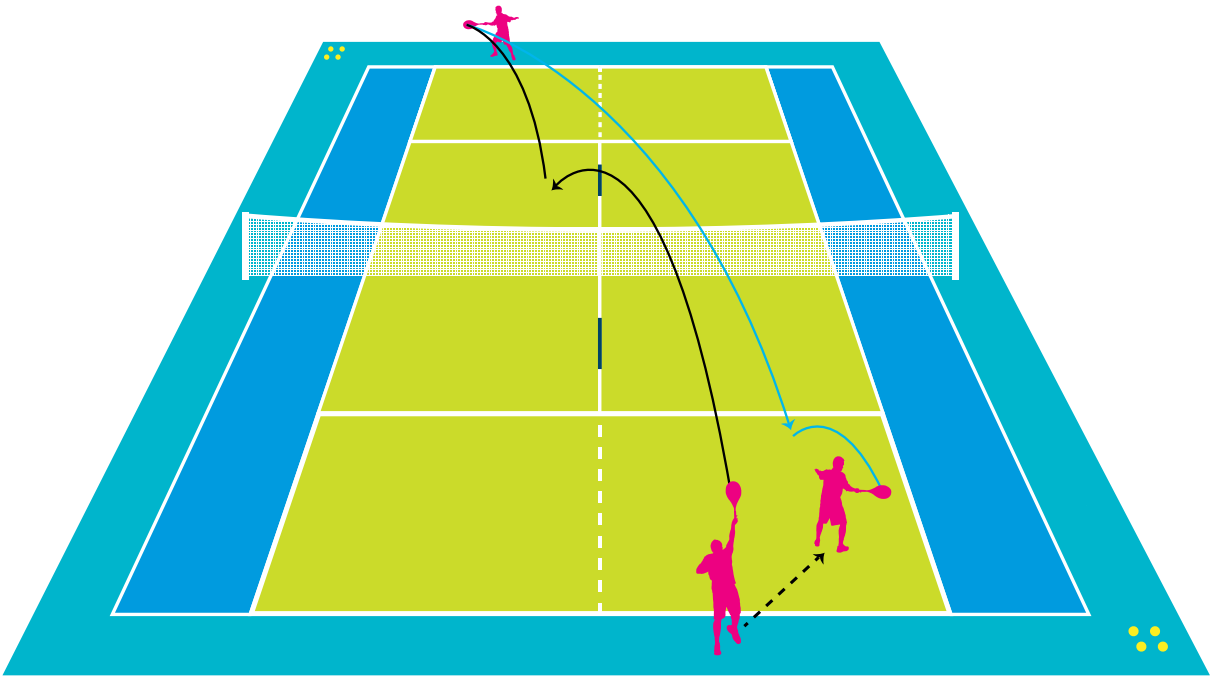
ACTIVITY 3
FOREHAND ELIMINATION
15 minutes

INSTRUCTION

- Students form pairs and are positioned cross court opposite each other in a green playing area with eight tennis balls, two racquets and two drop down lines
- Drop down lines are positioned in the middle on either side of the net, dividing the court into two halves
- Each student is to place four tennis balls behind their baseline at a safe distance
- Student 1 commences the rally by projecting the ball with a cooperative overarm serving action cross court to student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand to student 1
- The rally continues with students aiming to win the point using forehands only
- The student who wins the point is to collect one of their tennis balls and commence the new rally
- Students are aiming to be the first to remove all balls from their end
- Students are only permitted one serve each and must use the same ball until the serve is made
- If a student has used all balls and serves for the final time, they cannot win the match until they win one final point
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Increase or decrease the number of balls each student commences with
- Students must perform three cooperative rallies before the point becomes competitive



LESSON 2

TIME
40 minutes

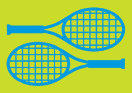
LEARNING INTENTION
Demonstrate control and accuracy when performing the backhand groundstroke

CONTENT DESCRIPTION
Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMP080)

Practise, apply and transfer movement concepts and strategies with and without equipment (ACPMP082)

AREA
A large, safe flat playing area with the appropriate number of green courts (8.23m x 23.78m) for the number of student participating

EQUIPMENT


2 racquets per pair


8 green tennis balls per pair


2 drop down lines per pair


4 soft cones per pair

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- How do you maintain accuracy on the backhand during the competitive rally? (e.g., what technical and tactical aspects do you focus on?)
- How do you maintain consistency on the backhand during the rally? (e.g., what technical and tactical aspects do you focus on?)
- What tactics do you employ in attempting to win the point?

BASIC TECHNICAL TIPS FOR TEACHERS
- Perform a low to high circular swing – 'over the bridge, through the tunnel' with no space between hands
- Make contact with the ball in front and to the side of your body

FUN FACTS
In 2016, the total prize money for the US Open was $46.3 million US. The men's and women's singles champion took home $3.5 million US each. If you lost in the first round of the singles main draw you were awarded $43,300 US. The US Open was the first of the four Grand Slams to introduce equal prize money for men and women.

STUDENT REFLECTION
Did you notice any particular tactics that your opponent was attempting during the competitive activities? What were they and how did you respond to these tactics?

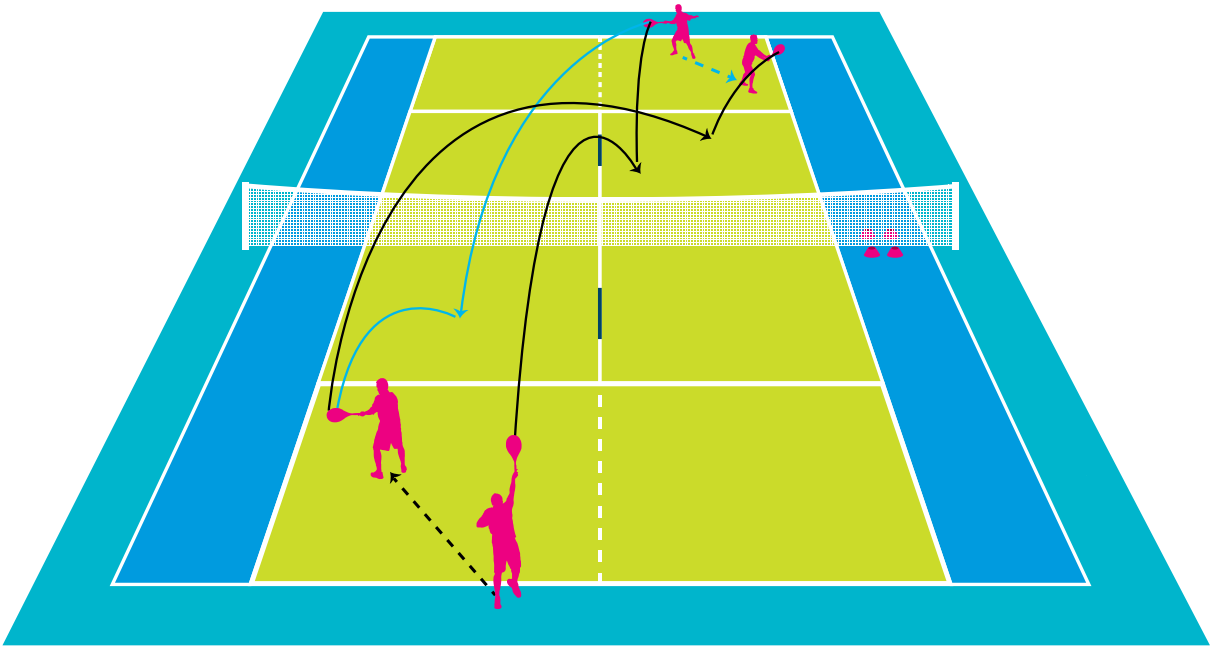
ACTIVITY 1
4 BY 10
10 minutes

INSTRUCTION

- Students form pairs and are positioned cross court opposite each other in a green playing area with one tennis ball, two racquets, two drop down lines and four soft cones
- Drop down lines are positioned in the middle on either side of the net, dividing the court into two halves
- Students position four cones near the bottom of the net in the centre
- Student 1 commences the rally by projecting the ball with a cooperative overarm serving action cross court to student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand to student 1
- The rally continues cooperatively with students aiming to achieve 10 rallies using backhands only (after the serve and return)
- If pairs achieve 10 rallies, students run to the net and turn one of their four cones over
- Pairs recommence the activity, aiming to turn all of their cones over
- Students alternate the server after each rally and are only permitted one serve each
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Increase or decrease the number of rallies required to turn a cone over
- Increase or decrease the number of cones



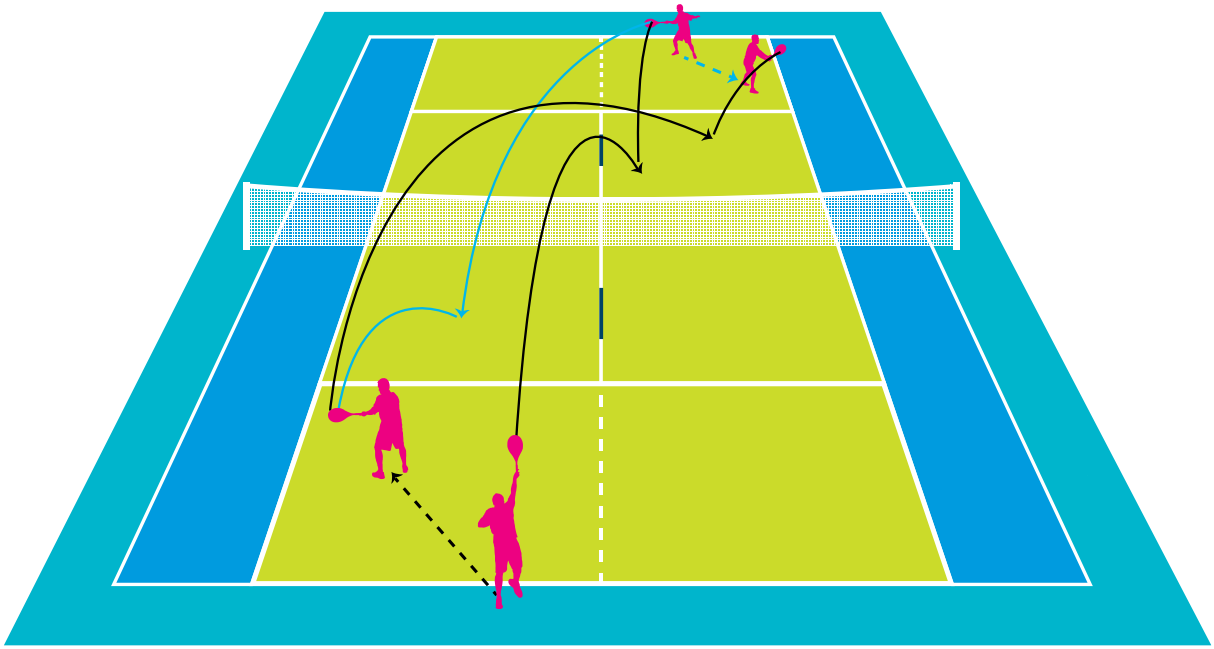
ACTIVITY 2
FIRST TO 50
15 minutes

INSTRUCTION

- Students form pairs and are positioned cross court opposite each other in a green playing area with one tennis ball, two racquets and two drop down lines
- Drop down lines are positioned in the middle on either side of the net, dividing the court into two halves
- Student 1 commences the rally by projecting the ball with a cooperative overarm serving action cross court to student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand to student 1
- The rally continues cooperatively with students aiming to achieve as many rallies as possible using backhands (after the serve and return)
- Students score one point each time a rally is made and will accumulate those points to their total. (e.g., if 15 rallies using a backhand over the net are achieved, the team starts on 15 for the next rally)
- Students are permitted to hit a forehand, however they do not score a point
- Teams are aiming to cooperatively get to 50 rallies before the other teams
- Students alternate the server after each rally and are only permitted one serve each
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Increase or decrease the number of rallies required
- Allocate some pairs to start on a certain number of rallies whilst others start on zero



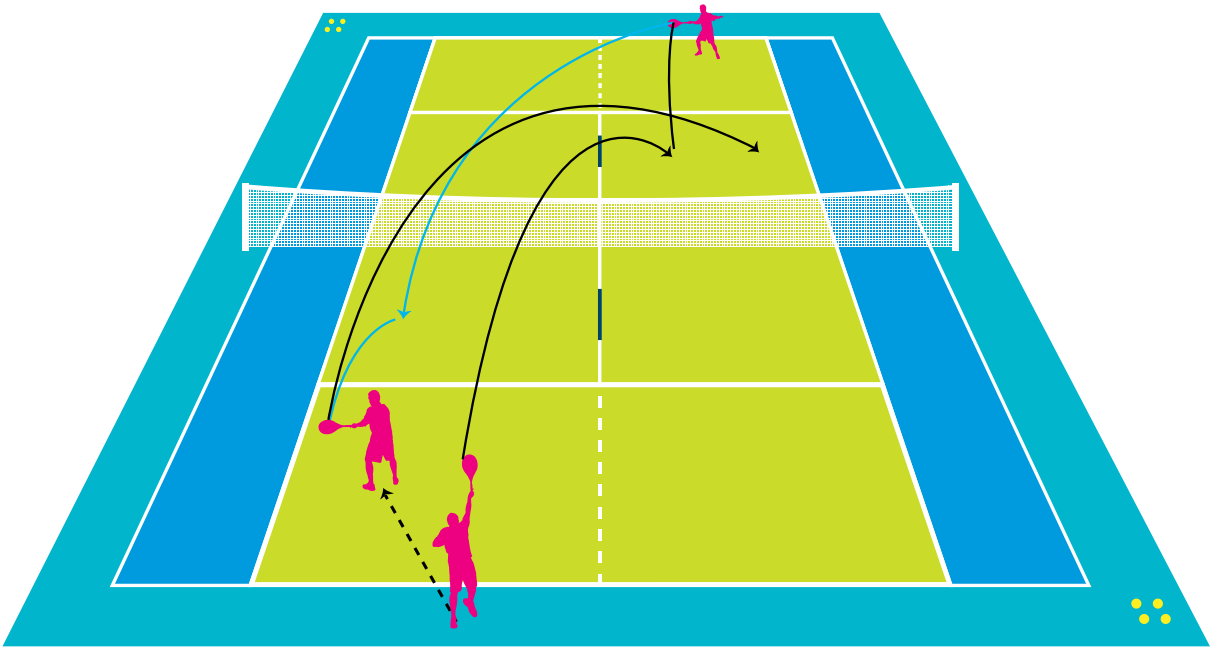
ACTIVITY 3
BACKHAND ELIMINATION
15 minutes

INSTRUCTION

- Students form pairs and are positioned cross court opposite each other in a green playing area with eight tennis balls, two racquets and two drop down lines
- Drop down lines are positioned in the middle on either side of the net, dividing the court into two halves
- Each student is to place four tennis balls behind their baseline at a safe distance
- Student 1 commences the rally by projecting the ball with a cooperative overarm serving action cross court to student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand to student 1
- The rally continues with students aiming to win the point using backhands only
- The student who wins the point is to collect one of their tennis balls and commence the new rally
- Students are aiming to be the first to remove all balls from their end
- Students are only permitted one serve each and must use the same ball until the serve is made
- If a student has used all balls and serves for the final time, they cannot win the match until they win one final point
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

VARIATIONS

- Stronger students commence with additional tennis balls compared to their partner
- Increase or decrease the playing area



LESSON 3

TIME
40 minutes

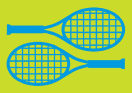
LEARNING INTENTION
Demonstrate control and accuracy when integrating the forehand and backhand groundstroke

CONTENT DESCRIPTION
Practise, apply and transfer movement concepts and strategies with and without equipment (ACPMP082)

Evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACPMP087)

AREA
A large, safe flat playing area with the appropriate number of green courts (8.23m x 23.78m) for the number of student participating

EQUIPMENT



2 racquets per pair



1 green tennis ball per pair

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- Is it easier to return a ball from your opponent that is hit deep of short? Why?
- Is it easier to return a ball from your opponent that is hit wide and into the corners of the playing area or down the middle of the court? Why?
- What advice and information could you provide your opponent or playing partner that might assist them in hitting the ball with greater accuracy and consistency?

BASIC TECHNICAL TIPS FOR TEACHERS
- When preparing to serve, keep feet perpendicular to the net, front foot angled towards the net post and back foot behind the front, parallel to the baseline shoulder width apart
- Recover back to the middle of the court and maintain a 'ready position' after hitting each shot

FUN FACTS
There is no definitive reason why we say 'love' for zero in tennis. Some think it comes from the French expression "l'oeuf" as in 'egg' meaning zero. There is also the chance that it came from the Dutch expression 'lets voor lof doen' which translates to something like 'there is no stake in the game'.

STUDENT REFLECTION
How did the larger playing area (full court) impact on the shots you could play during the competitive activities?

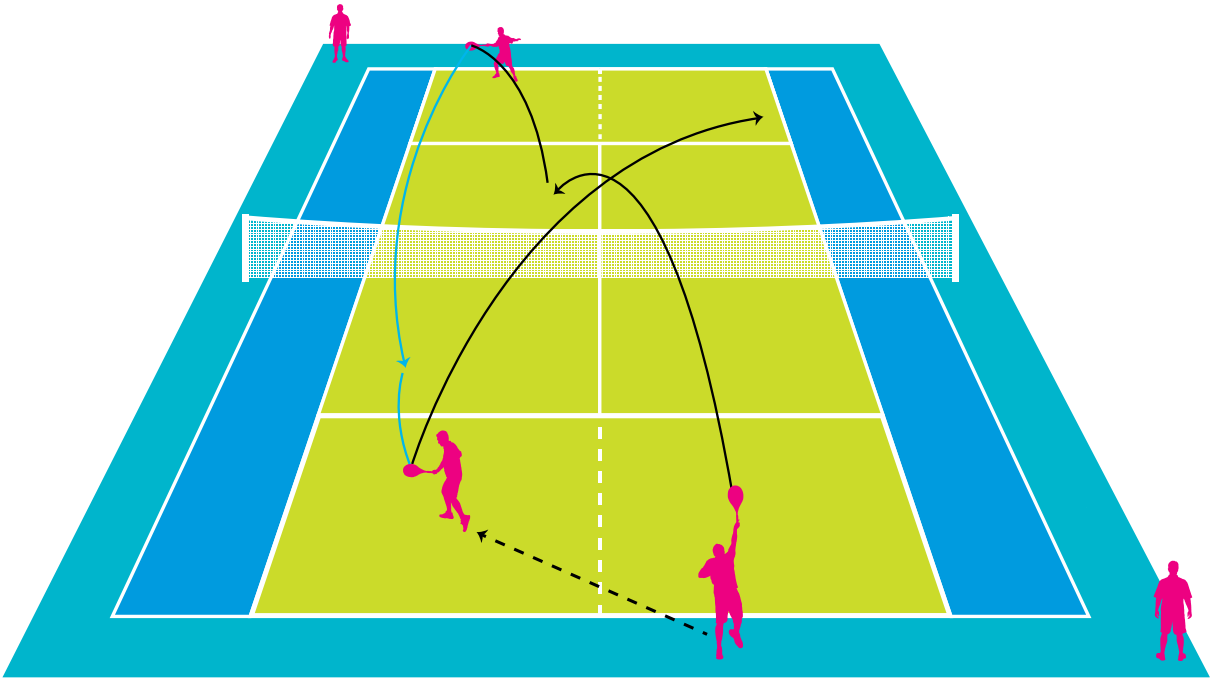
ACTIVITY 1
SHOOT OUT
10 minutes

INSTRUCTION

- Students form pairs and position themselves on one side of a green playing area against another pair with one tennis ball and two racquets (team A and team B)
- Teams are playing full court singles tennis
- Student 1 in each pair is to take the court whilst their partner waits beside the court
- Team A commences the point by projecting the ball with a cooperative overarm serving action cross court to team B
- Team B tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand to team A
- The rally continues with students aiming to win the point using either forehands or backhands
- Teams score one point for every rally won
- Students remain on the court if they win the point and change with their partner if they lose the point
- If students win the point and stay on the court, they must interchange with their partner after winning two points in a row
- Teams alternate serving after each point
- The teacher indicates an appropriate amount of time or a number of points the teams are to achieve

VARIATIONS

- All returns must be made with a forehand only
- One team begins on a higher number of points than the other team



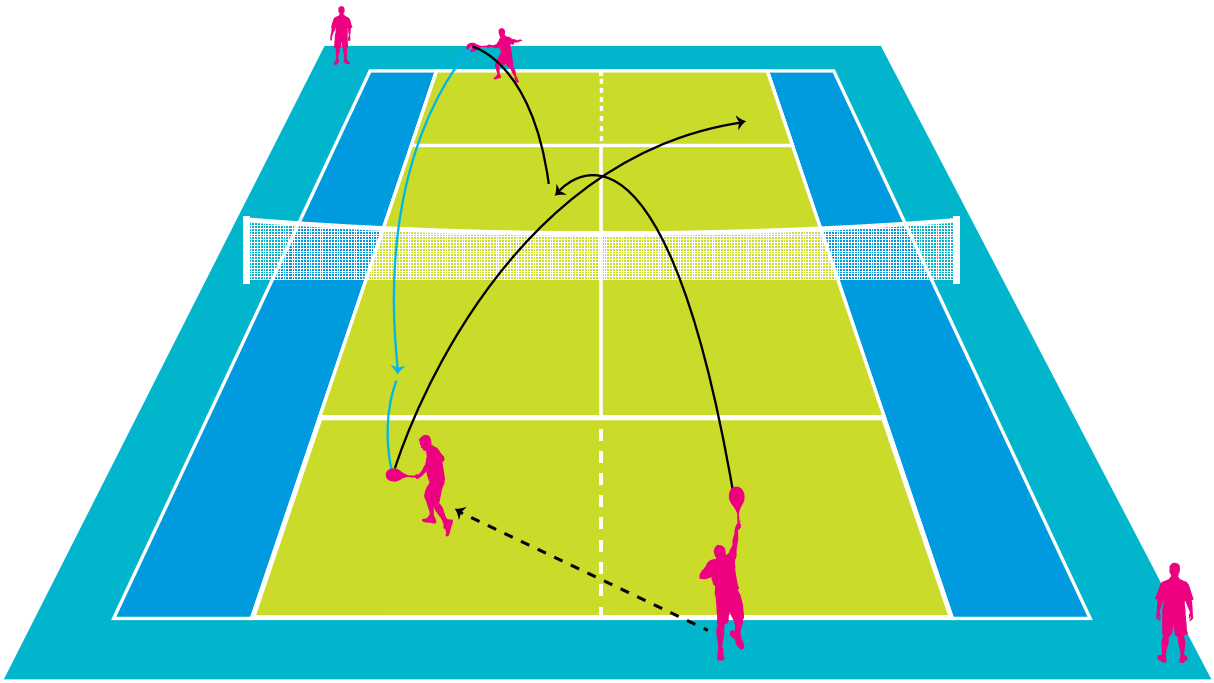
ACTIVITY 2
READY OR NOT
15 minutes

INSTRUCTION

- Students form pairs and position themselves on one side of a green playing area against another pair with one tennis ball and two racquets (team A and team B)
- Teams are playing full court singles tennis with FAST4 scoring (refer to glossary of tennis terms)
- Student 1 in each pair is to take the court whilst their partner waits beside the court
- Team A commences the point by projecting the ball with a cooperative overarm serving action cross court to team B
- Team B tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand to team A
- The rally continues with students aiming to win the point using either forehands or backhands
- Students are not permitted to hit three of the same groundstroke in a row (e.g., if a student hits two forehands in a row, the next shot must be a backhand)
- Students remain on the court if they win the point and change with their partner if they lose the point
- If students win the point and stay on the court, they must interchange with their partner after winning two points in a row
- Team A continues to serve until that game is finished with team B starting the next game serving
- The teacher indicates an appropriate amount of time or a number of games the teams are to achieve

VARIATIONS

- One team is only able to hit a particular groundstroke as chosen by the other team (this is organised prior to playing the point)
- Team members alternate on and off the court after each point



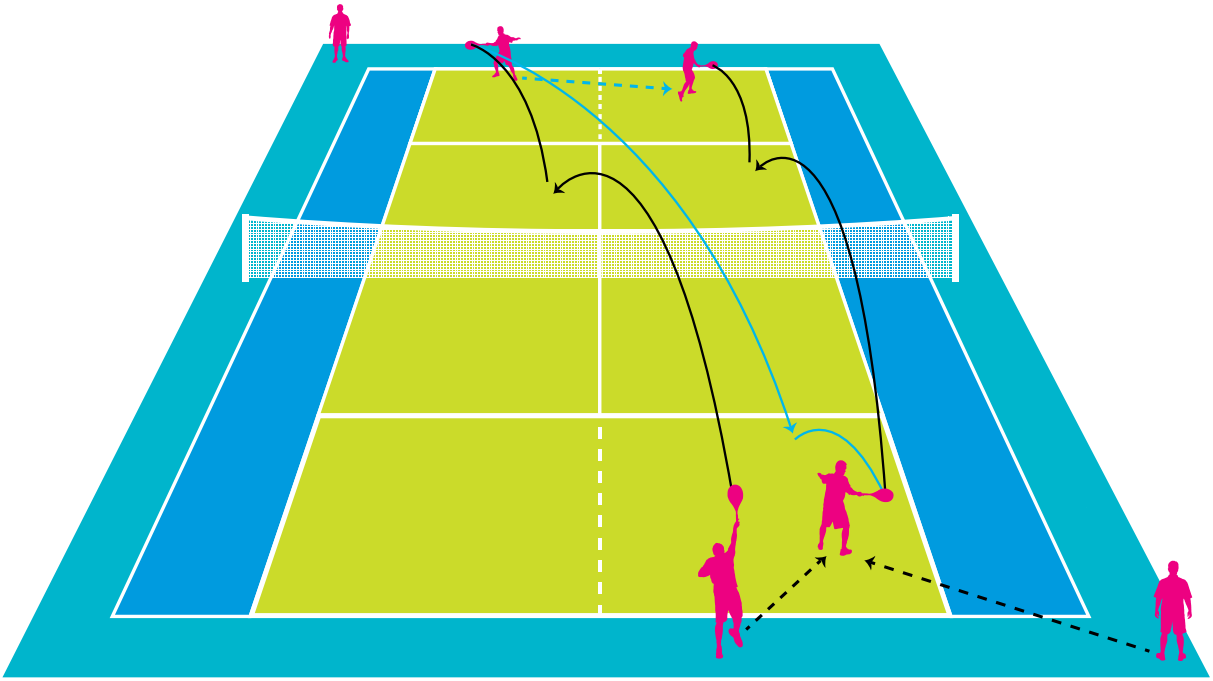
ACTIVITY 3
SWAP SHOP
15 minutes

INSTRUCTION

- Students form pairs and position themselves on one side of a green playing area against another pair with one tennis ball and two racquets (team A and team B)
- Teams are playing full court singles tennis with FAST4 scoring (refer to glossary of tennis terms)
- Student 1 in each pair is to take the court whilst their partner waits behind the baseline at a safe distance
- Team A commences the point by projecting the ball with a cooperative overarm serving action cross court to team B
- Team B tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand to team A
- The rally continues with students allowed to play two shots before having to swap positions quickly with their partner who is behind the baseline
- Students are only able to take the court once their partner has hit their second shot
- Pairs are aiming to win the point
- Team A continues to serve until that game is complete with team B starting the next game serving
- The teacher indicates an appropriate amount of time or a number of games the teams are to achieve

VARIATIONS

- Students must alternate their two returns (e.g., one forehand and one backhand)
- No net court play (e.g., no volleys or smashes)



LESSON 4

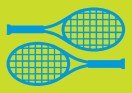
TIME
40 minutes

LEARNING INTENTION
Demonstrate control and accuracy when performing the approach shot and smash

CONTENT DESCRIPTION
Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMP080)

Demonstrate and explain how the elements of effort, space, time, objects and people can enhance movement sequences (ACPMP084)

AREA
A large, safe flat playing area with the appropriate number of green courts (8.23m x 23.78m) for the number of student participating

EQUIPMENT


2 racquets per pair



1 green tennis ball per pair

NOTES FOR THIS LESSON
Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- Where on the court is the best position to hit an approach shot from?
- Do you hit an approach shot hard or soft? Why?
- What are benefits of hitting an approach shot and moving to the net?

BASIC TECHNICAL TIPS FOR TEACHERS
- When making contact with the ball, point the strings of the racquet toward the target
- When hitting a smash, turn side on and track the ball with the non-hitting arm. The arms separate and go straight into the throwing position

FUN FACTS
Tennis was initially played with your hands. It was a French game called ‘jeu de paume’ (game of the palm).

STUDENT REFLECTION
Where should you stand at the net after hitting an approach shot? Does the direction of your approach shot (e.g., cross court or down the line) determine where you position yourself at the net? How would you apply the approach shot in a match and when would it be useful to play?

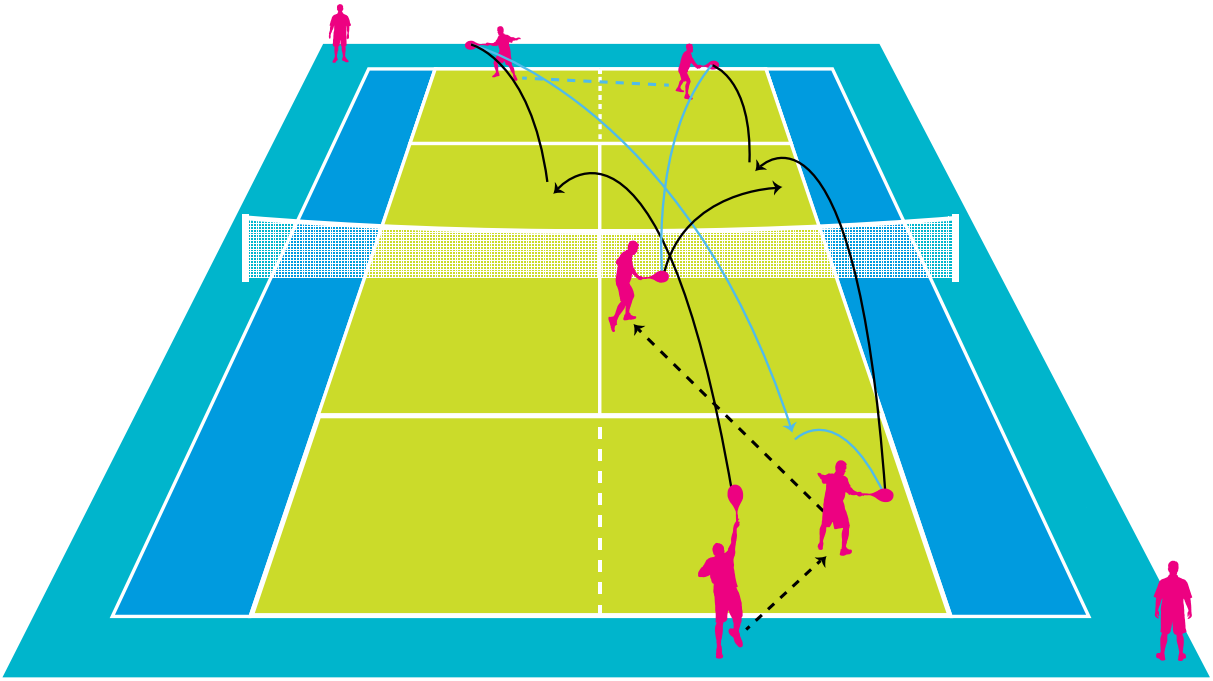
ACTIVITY 1
THREE POINT PLAY
10 minutes

INSTRUCTION

- Students form pairs and position themselves on one side of a green playing area against another pair with one tennis ball and two racquets (team A and team B)
- Teams are playing full court singles tennis with FAST4 scoring (refer to glossary of tennis terms)
- Student 1 in each pair is to take the court whilst their partner waits beside the court
- Team A commences the point by projecting the ball with a cooperative overarm serving action cross court to team B
- Team B tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand to team A
- The rally continues with students aiming to win the point
- Students score one point if the rally is won by a groundstroke and three points if the rally is won at the net by a volley or overhead smash
- Students remain on the court if they win the point and change with their partner if they lose the point
- If students win the point and stay on the court, they must interchange with their partner after winning two points in a row
- Team A continues to serve until that game is finished with team B starting the next game serving
- The teacher indicates an appropriate amount of time or a number of games the teams are to achieve

VARIATIONS

- The team serving must approach the net
- A five point groundstroke rally is required before approaching the net is allowed



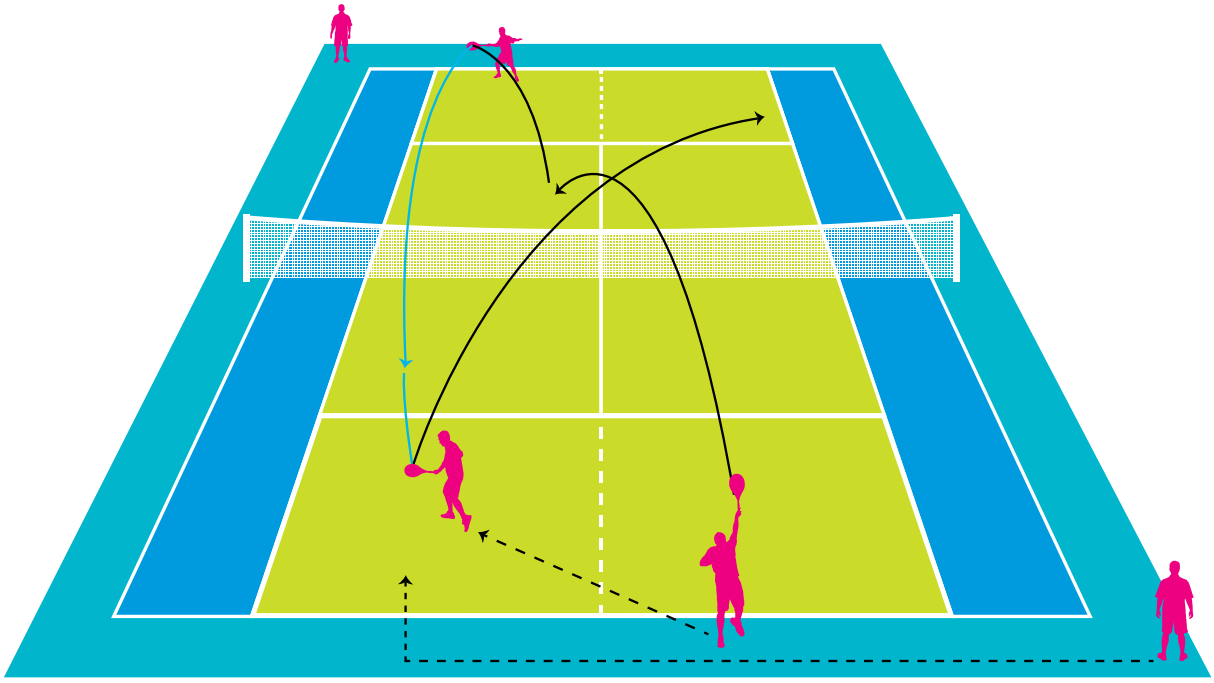
ACTIVITY 2
THE INVITATION
15 minutes

INSTRUCTION

- Students form pairs and position themselves on one side of a green playing area against another pair with one tennis ball and two racquets (team A and team B)
- Teams are playing full court tennis with FAST4 scoring (refer to glossary of tennis terms)
- Student 1 in each pair is to take the court whilst their partner waits beside the court
- Team A commences the point by projecting the ball with a cooperative overarm serving action cross court to team B
- Team B tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand to team A
- The rally continues with students aiming to win the point
- The team (student) who wins the point is able to invite their partner onto the court (e.g., the game then becomes two versus one)
- Students are able to then play doubles court versus singles court with the doubles court set up with one student at the net and one student at the baseline
- For the team that lost the point, the student changes with their partner
- If a team of two loses the point, the longest standing student leaves the court and the other team is able to invite their partner onto the court
- Team A continues to serve until that game is finished with team B starting the next game serving
- The teacher indicates an appropriate amount of time or a number of games the teams are to achieve

VARIATIONS

- Teams score two points for when there are two team members on the court
- Teams score four points if both team members win the point from the net with a smash



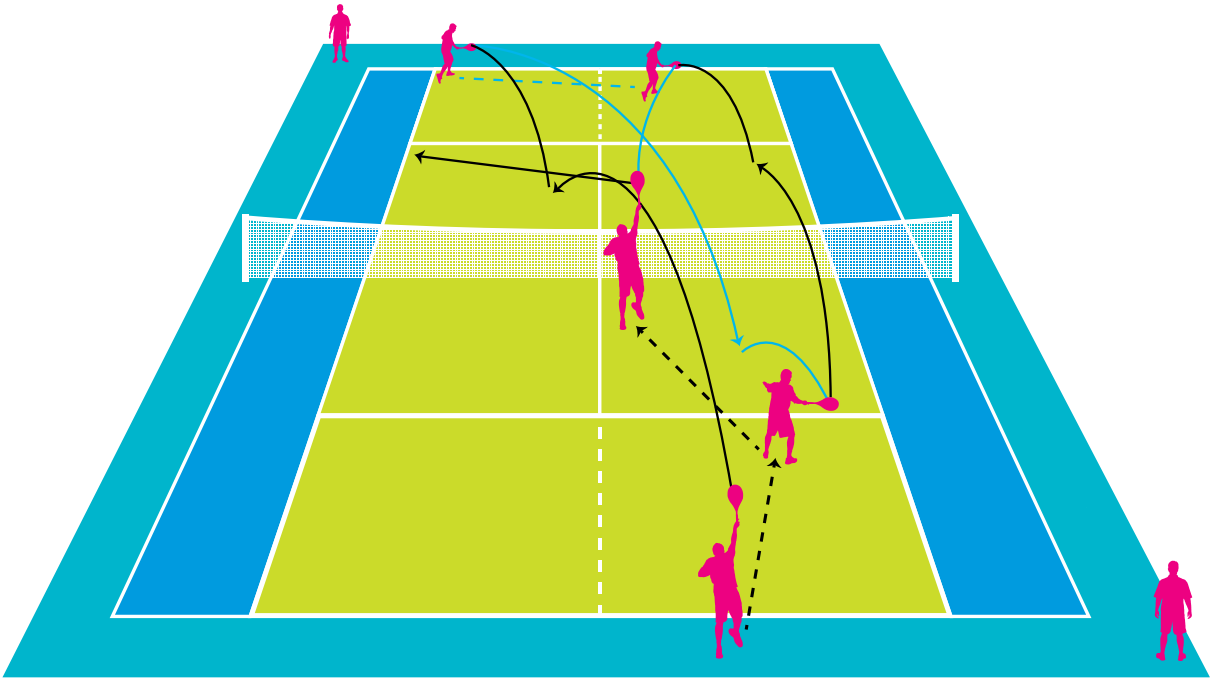
ACTIVITY 3
NO LOBS ALLOWED
15 minutes

INSTRUCTION

- Students form pairs and position themselves on one side of a green playing area against another pair with one tennis ball and two racquets (team A and team B)
- Teams are playing full court singles tennis with FAST4 scoring (refer to glossary of tennis terms)
- Student 1 in each pair is to take the court whilst their partner waits beside the court
- Team A commences the point by projecting the ball with a cooperative overarm serving action cross court to team B
- Team B tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand to team A
- The rally continues with students aiming to win the point
- Students score one point if the rally is won and three points if the rally is won as a result of a lob, volley or smash
- Students remain on the court if they win the point and change with their partner if they lose the point
- If students win the point and stay on the court, they must interchange with their partner after winning two points in a row
- Team A continues to serve until that game is finished with team B starting the next game as the serving team
- The teacher indicates an appropriate amount of time or a number of games the teams are to achieve

VARIATIONS

- The returner must approach the net off the serve
- A point can only be won as a result of a volley



LESSON 5

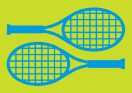
TIME
40 minutes

LEARNING INTENTION
Demonstrate control and accuracy when performing the passing shot and lob

CONTENT DESCRIPTION
Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMP080)

Evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACPMP087)

AREA
A large, safe flat playing area with the appropriate number of green courts (8.23m x 23.78m) for the number of student participating

EQUIPMENT

2 racquets per pair


1 green tennis ball per pair

NOTES FOR THIS LESSON
Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- When is a good time to attempt a passing shot?
- When might you attempt to hit a lob during a match? Is a lob offensive or defensive?
- How do you position your body and racquet to hit a passing shot and a lob?

BASIC TECHNICAL TIPS FOR TEACHERS
- When hitting a lob, ensure that your racquet follows a low to high path to lift the ball in the air
- When hitting a passing shot, make contact with the ball in front and to the side of the body and point the strings of the racquet toward the target

FUN FACTS
The US Open was the first Grand Slam to hold night matches in 1975. A new retractable roof was added to Arthur Ash Stadium in 2016 costing $100 million.

STUDENT REFLECTION
How do you judge if the ball is going in or out? What can you look for to assist in your decision? (e.g., your opponent, the pace and height of the ball).

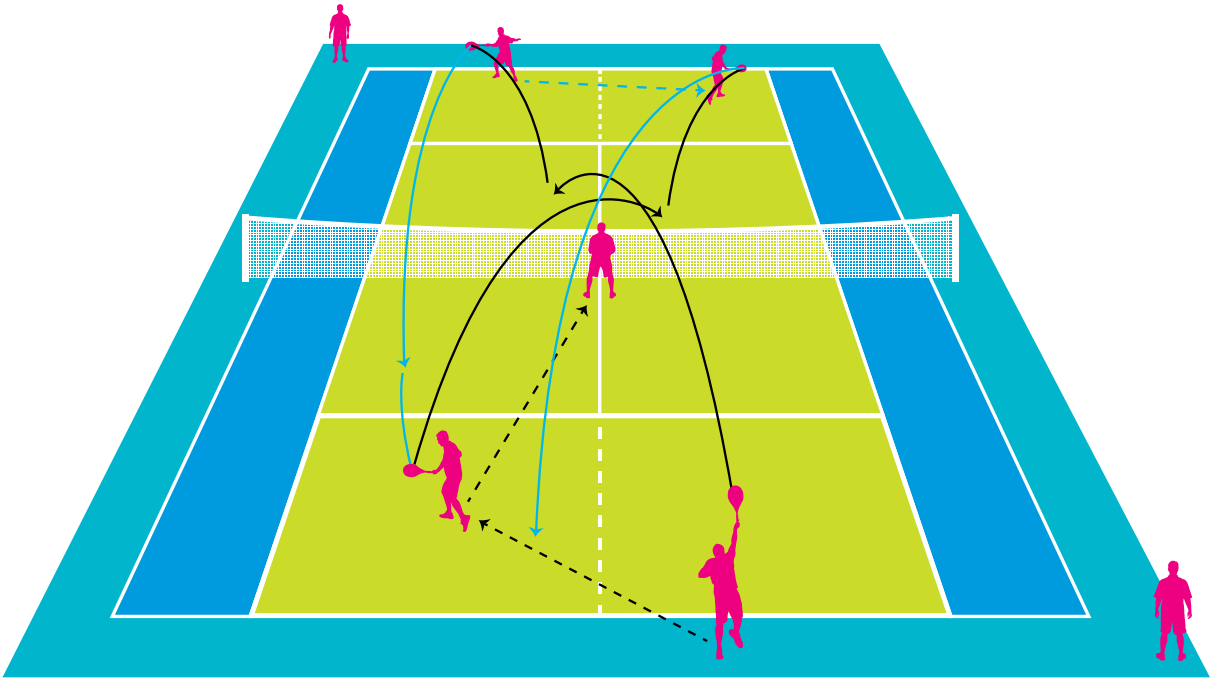
ACTIVITY 1
KINGS RANSOM
10 minutes

INSTRUCTION

- Students form pairs and position themselves on one side of a green playing area against another pair with one tennis ball and two racquets (team A and team B)
- Teams are playing full court singles tennis with FAST4 scoring (refer to glossary of tennis terms)
- Student 1 in each pair is to take the court whilst their partner waits beside the court
- Team A commences the point by projecting the ball with a cooperative overarm serving action cross court to team B
- Team B tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand to team A
- The rally continues with students aiming to win the point
- Students score one point if the rally is won and three points if the rally is won by either an overhead smash, volley, passing shot or lob
- Students remain on the court if they win the point and change with their partner if they lose the point
- If students win the point and stay on the court, they must interchange with their partner after winning two points in a row
- Team A continues to serve until that game is finished with team B starting the next game as the serving team
- The teacher indicates an appropriate amount of time or a number of games the teams are to achieve

VARIATIONS

- Doubles instead of singles
- Increase or decrease the playing area for one or both teams



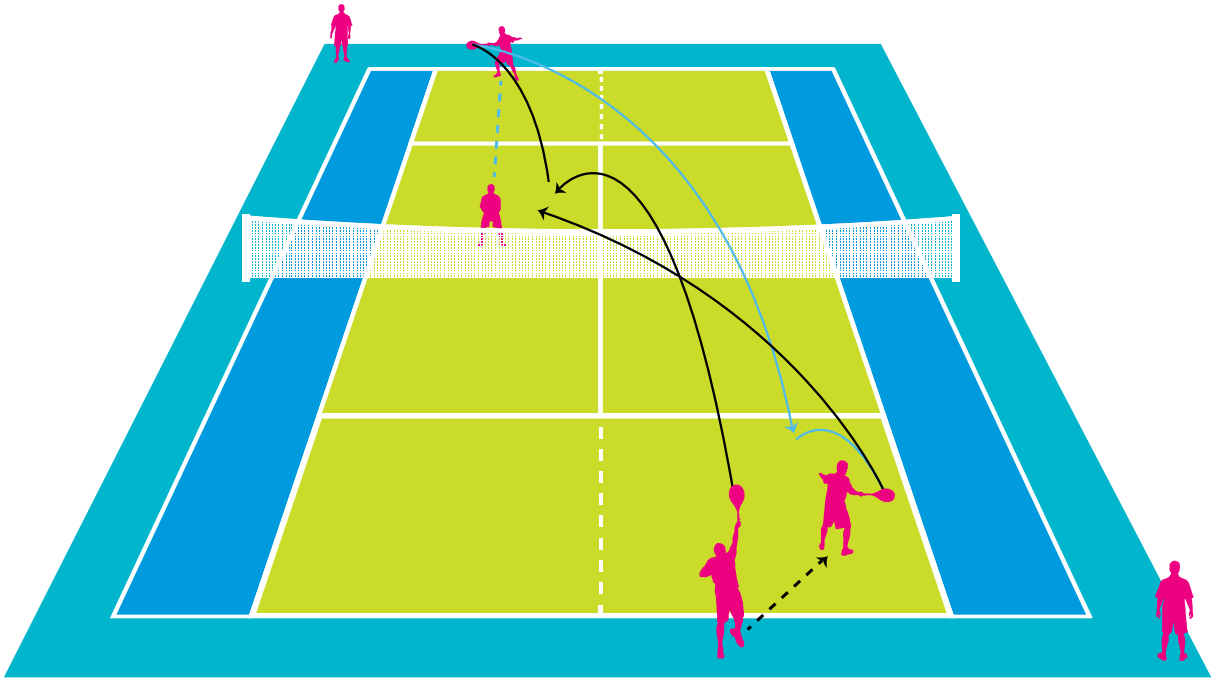
ACTIVITY 2
BRING IT ON
15 minutes

INSTRUCTION

- Students form pairs and position themselves on one side of a green playing area against another pair with one tennis ball and two racquets (team A and team B)
- Teams are playing full court singles tennis with FAST4 scoring (refer to glossary of tennis terms)
- Student 1 in each pair is to take the court whilst their partner waits beside the court
- Team A commences the point by projecting the ball with a cooperative overarm serving action cross court to team B
- Team B tracks the movement of the ball, allowing it to bounce once before returning the ball with a cooperative forehand or backhand to team A
- Team B student then moves forward and approaches the net
- The rally continues with students aiming to win the point
- Students score one point if the rally is won and three points if the rally is won by either a passing shot or lob
- Students remain on the court if they win the point and change with their partner if they lose the point
- If students win the point and stay on the court, they must interchange with their partner after winning two points in a row
- Team A continues to serve until that game is finished with team B starting the next game as the serving team
- The teacher indicates an appropriate amount of time or a number of games the teams are to achieve

VARIATIONS

- Team can only win the point by hitting a passing shot
- Team can only win the point by hitting a lob cross court



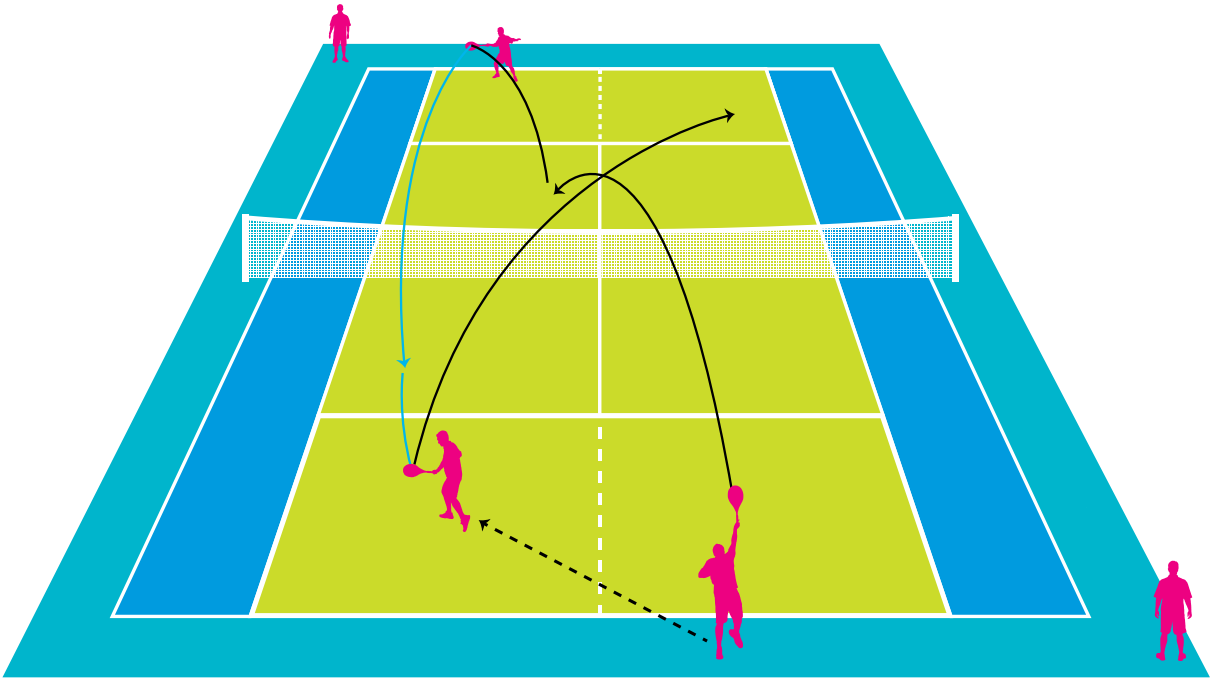
ACTIVITY 3
MISSION IMPOSSIBLE
15 minutes

INSTRUCTION

- Students form pairs and position themselves on one side of a green playing area against another pair with one tennis ball and two racquets (team A and team B)
- Teams are playing full court singles tennis with FAST4 scoring (refer to glossary of tennis terms)
- Student 1 in each pair is to take the court whilst their partner waits beside the court
- The serving team is to come up with their mission or strategy for how they are going to win the point against the other team (e.g., by a passing shot, by making their opponents come to the net, by serve volleying)
- Team A commences the point by projecting the ball with a cooperative overarm serving action cross court to team B
- Team B tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand to team A
- The rally continues with students aiming to win the point
- Students score one point if the rally is won and three points if the serving team win the rally using their strategy
- Students remain on the court if they win the point and change with their partner if they lose the point
- If students win the point and stay on the court, they must interchange with their partner after winning two points in a row
- Team A continues to serve until that game is finished with team B starting the next game as the serving team
- The teacher indicates an appropriate amount of time or a number of games the teams are to achieve

VARIATIONS

- Returning team are to set their mission and strategy, receiving bonus points if they successfully execute it
- Doubles instead of singles



LESSON 6

TIME
40 minutes

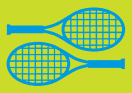
LEARNING INTENTION
Demonstrate control and accuracy when performing the serve

CONTENT DESCRIPTION
Practise, apply and transfer movement concepts and strategies with and without equipment (ACPMP082)

Evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACPMP087)

AREA
A large, safe flat playing area with the appropriate number of green courts (8.23m x 23.78m) for the number of student participating

EQUIPMENT



2 racquets per pair



1 green tennis ball per pair

NOTES FOR THIS LESSON
Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- What are the advantages and disadvantages of hitting a fast or slow serve?
- Why might it be important to be able to hit your serve to different locations in the court?
- What can you do to maximise the accuracy and consistency on your serve?

BASIC TECHNICAL TIPS FOR TEACHERS
- The serve should resemble a coordinated throwing action
- The ball tossing arm raises up towards the net post and the ball is released at approximately eye level

FUN FACTS
The US Open featured the youngest Men's Singles champion ever, Pete Sampras, who won in 1990 at the age of 19.

STUDENT REFLECTION
What is the advantage of being able to position your serve to various locations in the court? Are there different spins you can use on the ball and if so what are they and how do you create them?

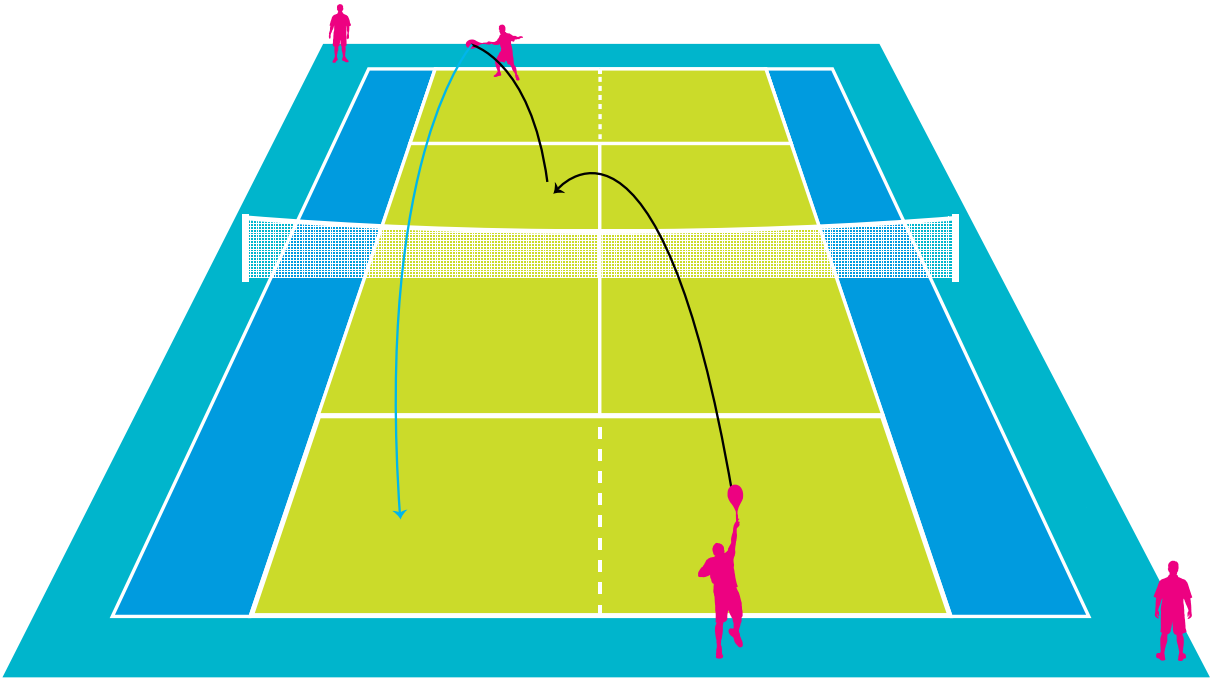
ACTIVITY 1
THREE STRIKES
10 minutes

INSTRUCTION

- Students form pairs and position themselves on one side of a green playing area against another pair with one tennis ball and two racquets (team A and team B)
- Teams are playing full court singles tennis with FAST4 scoring (refer to glossary of tennis terms)
- The serving team is allowed three serves per point
- Student 1 in each pair is to take the court whilst their partner waits beside the court
- Team A commences the point by projecting the ball with an overarm serving action cross court to team B
- Team B tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand to team A
- The rally continues with students aiming to win the point
- Students score one point if the rally is won and two points if the rally is won by an unplayable serve (ace)
- Students remain on the court if they win the point and change with their partner if they lose the point
- If students win the point and stay on the court, they must interchange with their partner after winning two points in a row
- Team A continues to serve until that game is finished with team B starting the next game as the serving team
- The teacher indicates an appropriate amount of time or a number of games the teams are to achieve

VARIATIONS

- Students choose a service action of their choice
- Increase or decrease the size of the service box



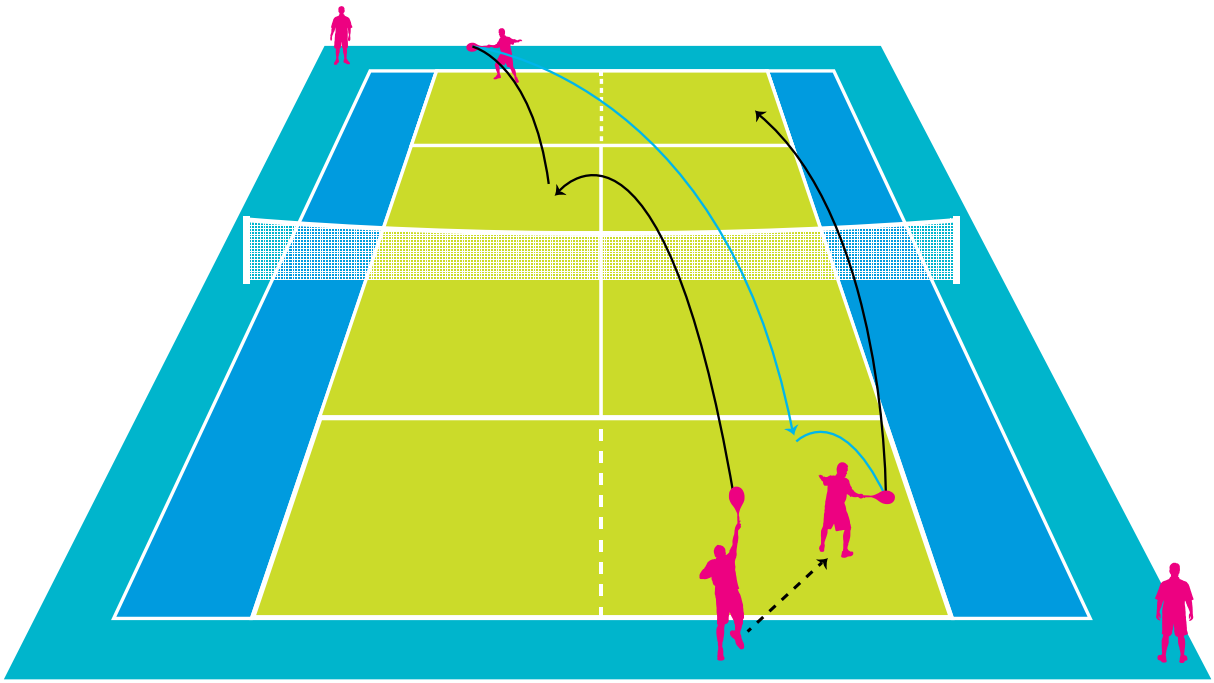
ACTIVITY 2
TWO UP
15 minutes

INSTRUCTION

- Students form pairs and position themselves on one side of a green playing area against another pair with one tennis ball and two racquets (team A and team B)
- Teams are playing full court singles tennis with FAST4 scoring (refer to glossary of tennis terms)
- The serving team is to start two points ahead (2-0) on each service game
- Student 1 in each pair is to take the court whilst their partner waits beside the court
- Team A commences the point by projecting the ball with an overarm serving action cross court to team B
- Team B tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand to team A
- The rally continues with students aiming to win the point and score one point
- Students remain on the court if they win the point and change with their partner if they lose the point
- If students win the point and stay on the court, they must interchange with their partner after winning two points in a row
- Team A continues to serve until that game is finished with team B starting the next game as the serving team (two points ahead)
- The teacher indicates an appropriate amount of time or a number of games the teams are to achieve

VARIATIONS

- Serving team is only allowed one serve per point
- Students alternate on and off the court after each point



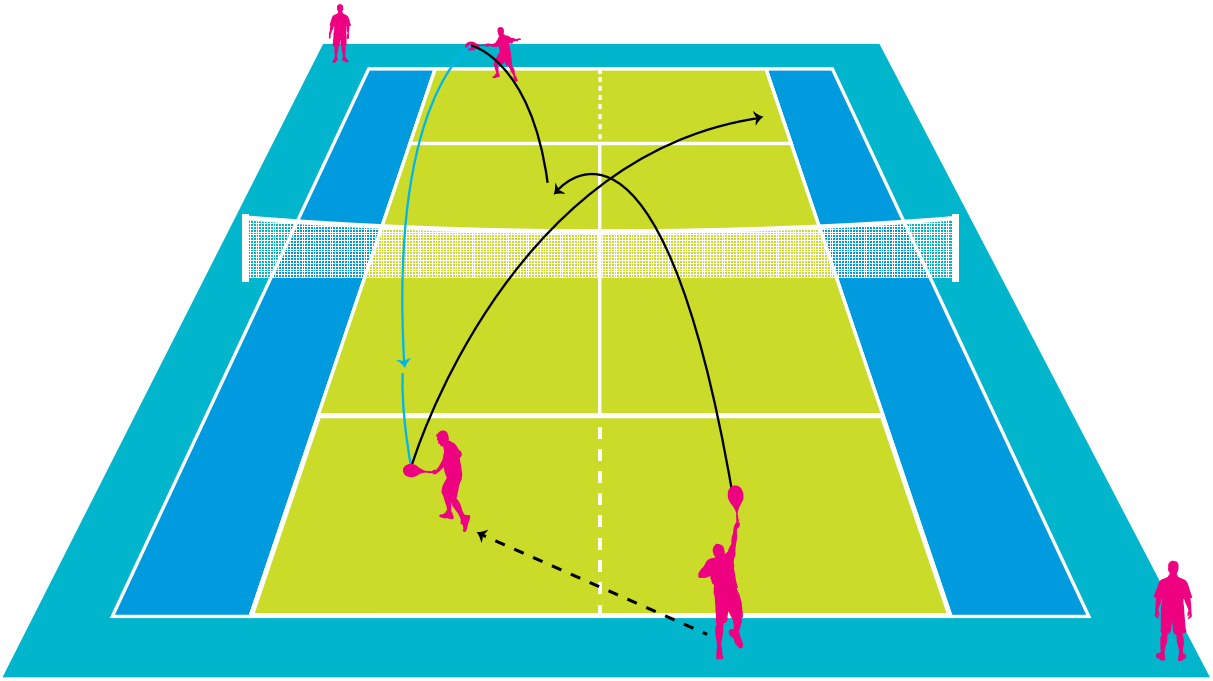
ACTIVITY 3
ADVANTAGE SERVER
15 minutes

INSTRUCTION

- Students form pairs and position themselves on one side of a green playing area against another pair with one tennis ball and two racquets (team A and team B)
- Teams are playing full court singles tennis with FAST4 scoring (refer to glossary of tennis terms)
- Student 1 in each pair is to take the court whilst their partner waits beside the court
- Team A commences the point by projecting the ball with an overarm serving action cross court to team B
- Team B tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand to team A
- The rally continues with students aiming to win the point
- Students score one point if the rally is won and two points if the rally is won by the server
- Students remain on the court if they win the point and change with their partner if they lose the point
- If students win the point and stay on the court, they must interchange with their partner after winning two points in a row
- Team A continues to serve until that game is finished with team B starting the next game as the serving team
- The teacher indicates an appropriate amount of time or a number of games the teams are to achieve

VARIATIONS

- Marker(s) to be placed in the service box and if the server hits the marker an additional point is awarded
- Server is only able to serve wide



LESSON 7

TIME
40 minutes

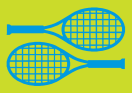
LEARNING INTENTION
Demonstrate control and accuracy when performing the return

CONTENT DESCRIPTION
Evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACPMP087)

Modify rules and scoring systems to allow for fair play, safety and inclusive participation (ACPMP088)

AREA
A large, safe flat playing area with the appropriate number of green courts (8.23m x 23.78m) for the number of student participating

EQUIPMENT



2 racquets per pair



1 green tennis ball per pair

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- What are the advantages of returning your opponent's serve to a deep or wide position in the court?
- What options does your opponent have if you return the ball back to the middle of the court and short?
- Where should you move in the court if your return places your opponent under pressure?

BASIC TECHNICAL TIPS FOR TEACHERS
- Step forward during the swing if time permits
- Follow through as a natural extension of the swing

FUN FACTS
The 2006 Hopman Cup in Perth, Western Australia was the first elite-level tennis tournament where players were allowed to challenge point-ending line calls, which were then reviewed by the referees using Hawk-Eye technology. The US Open was the first Grand Slam to use the Hawk-Eye technology in 2006.

STUDENT REFLECTION
How did you decide on the type of return you hit to your opponent? (e.g., fast, slow, wide, deep or short)

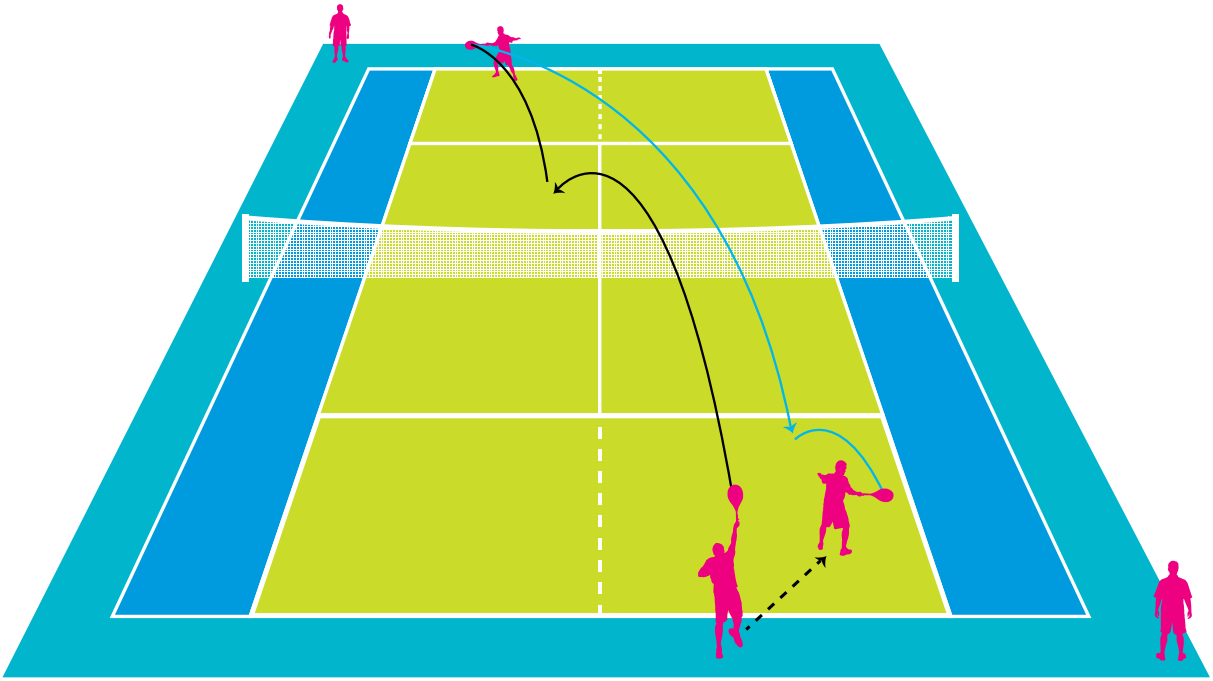
ACTIVITY 1
SINGLE SERVICE
10 minutes

INSTRUCTION

- Students form pairs and position themselves on one side of a green playing area against another pair with one tennis ball and two racquets (team A and team B)
- Teams are playing with regular tennis scoring (0-15, 15-15, 15-30) and a 'sudden death' rule (or 40-40, the next point wins)
- The serving team is allowed one serve per point
- Student 1 in each pair is to take the court whilst their partner waits beside the court
- Team A commences the point by projecting the ball with an overarm serving action cross court to team B
- Team B tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand to team A
- The rally continues with students aiming to win the point
- Students remain on the court if they win the point and change with their partner if they lose the point
- If students win the point and stay on the court, they must interchange with their partner after winning two points in a row
- Team A continues to serve until that game is finished with team B starting the next game as the serving team
- The teacher indicates an appropriate amount of time or a number of games the teams are to achieve

VARIATIONS

- Return of serve must be made deeper than the service box, otherwise the server wins the point
- Return of serve must be made cross court



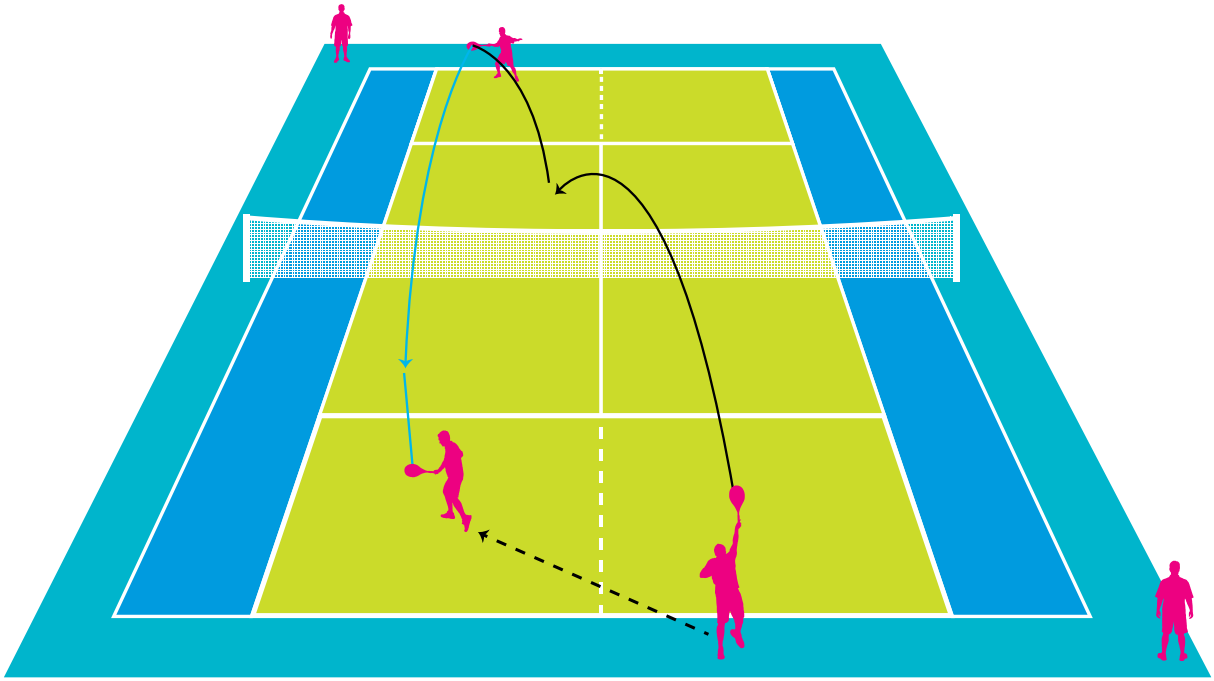
ACTIVITY 2
LIFE LINE
15 minutes

INSTRUCTION

- Students form pairs and position themselves on one side of a green playing area against another pair with one tennis ball and two racquets (team A and team B)
- Teams are playing with regular tennis scoring (0-15, 15-15, 15-30) and a 'sudden death' rule (or 40-40, the next point wins)
- The returning team are awarded four life lines per game which can be used on any failed returns of serve (e.g., ace or an error)
- Student 1 in each pair is to take the court whilst their partner waits beside the court
- Team A commences the point by projecting the ball with an overarm serving action cross court to team B
- Team B tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand to team A
- The rally continues with students aiming to win the point
- Students remain on the court if they win the point and change with their partner if they lose the point
- If students win the point and stay on the court, they must interchange with their partner after winning two points in a row
- Team A continues to serve until that game is finished with team B starting the next game serving
- The teacher indicates an appropriate amount of time or a number of games the teams are to achieve

VARIATIONS

- Return must be made with either a forehand or backhand only
- Returner must approach the net after each serve



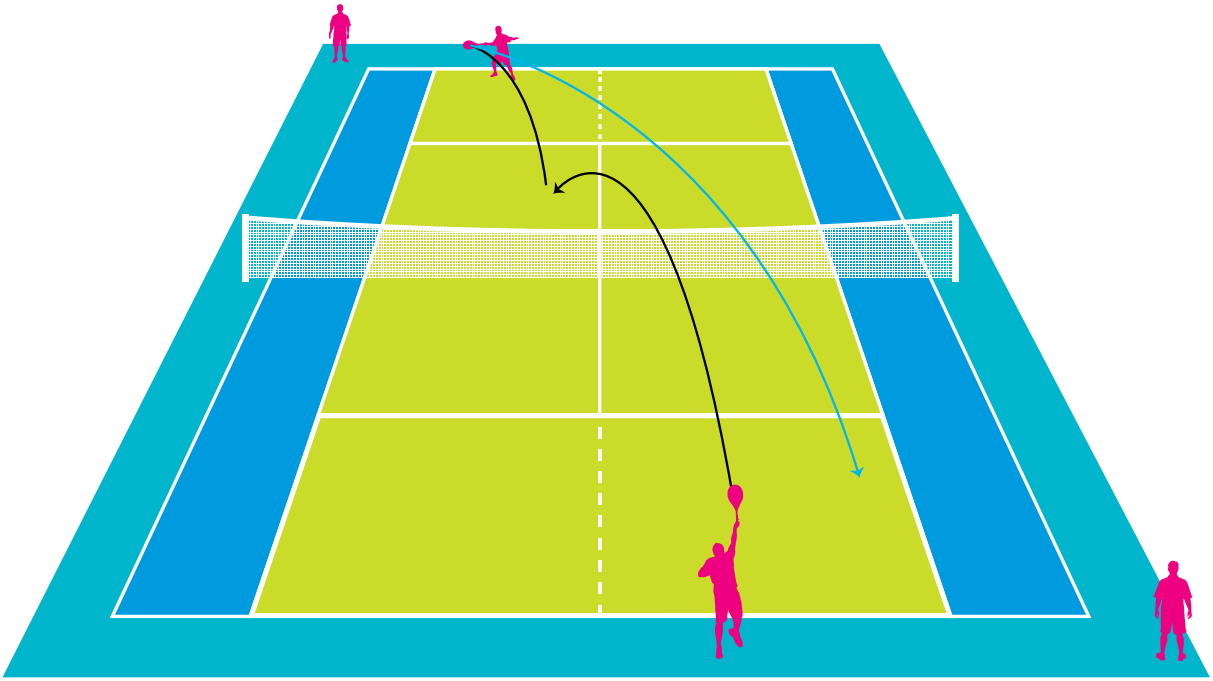
ACTIVITY 3
BREAK AND HOLD
15 minutes

INSTRUCTION

- Students form pairs and position themselves on one side of a green playing area against another pair with one tennis ball and two racquets (team A and team B)
- Teams are playing with regular tennis scoring (0-15, 15-15, 15-30) and a 'sudden death' rule (or 40-40, the next point wins)
- Teams spin a racquet to decide which team will commence serving and which team will commence returning
- Student 1 in each pair is to take the court whilst their partner waits beside the court
- Team A commences the point by projecting the ball with an overarm serving action cross court to team B
- Team B tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand to team A
- The rally continues with students aiming to win the point
- The team which wins the point is then able to decide if they would like to serve or return for the next point
- Students remain on the court if they win the point and change with their partner if they lose the point
- If students win the point and stay on the court, they must interchange with their partner after winning two points in a row
- The teacher indicates an appropriate amount of time or a number of games the teams are to achieve

VARIATIONS

- One team serves the entire time rather than alternating after each point
- Two points are awarded to the returner for each point won



LESSON 8

TIME
40 minutes

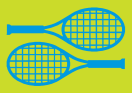
LEARNING INTENTION
Demonstrate control and accuracy when creating space

CONTENT DESCRIPTION
Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMP080)

Demonstrate and explain how the elements of effort, space, time, objects and people can enhance movement sequences (ACPMP084)

AREA
A large, safe flat playing area with the appropriate number of green courts (8.23m x 23.78m) for the number of student participating

EQUIPMENT



2 racquets per pair



1 green tennis ball per pair



2 drop down lines per pair

NOTES FOR THIS LESSON

Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- What are the benefits of creating space?
- How do you create space to hit the ball to?
- What are the specific shots you might hit to create space?

BASIC TECHNICAL TIPS FOR TEACHERS
- Follow through as a natural extension of the swing
- The racquet finishes over the opposite shoulder

FUN FACTS
The atmosphere of a night session at the US Open is renowned as the noisiest crowd in tennis, but perhaps there is another reason. The raucous crowds are battling to be heard above the roar of the jet airplanes which fly out of La Guardia airport, a short distance away. They take off every five minutes and a previous New York City mayor got the authorities to alter the flight path so as not to affect the tennis too much.

STUDENT REFLECTION
Were you able to create space during your match, if so how? Did your opponent manage to create space when playing against you? How did you respond? (e.g., what types of shots did you hit?)

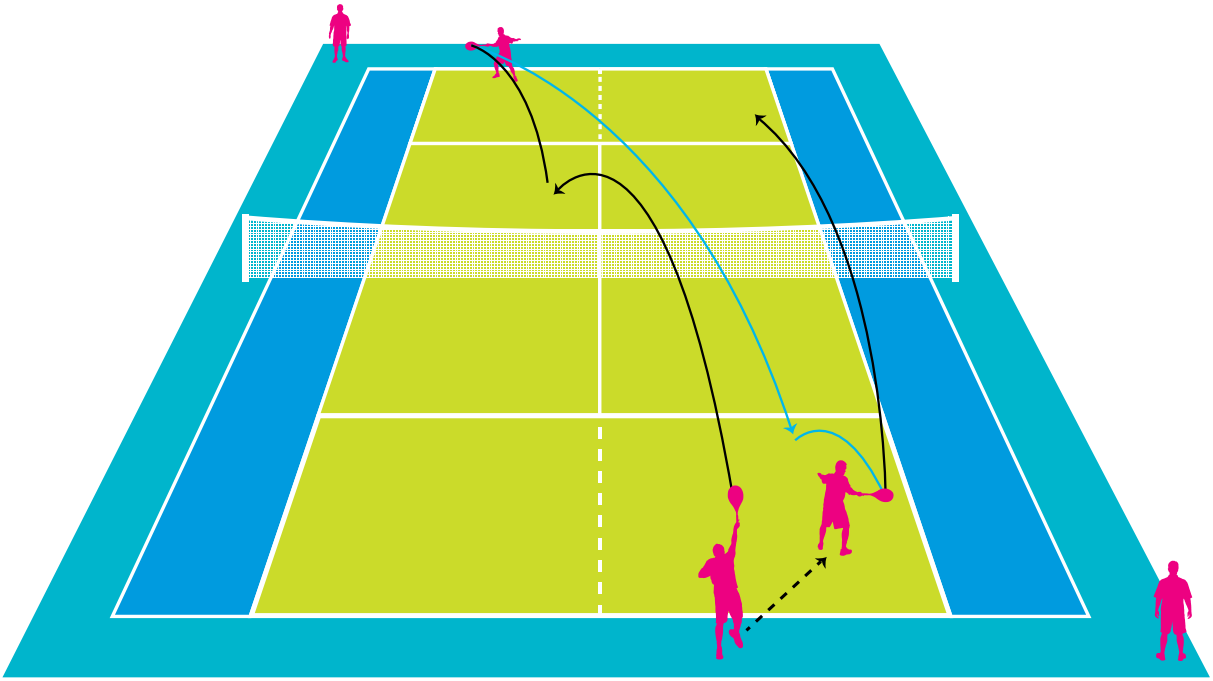
ACTIVITY 1
THE STRATEGIST
10 minutes

INSTRUCTION

- Students form pairs and position themselves on one side of a green playing area against another pair with one tennis ball and two racquets (team A and team B)
- Teams are playing with regular tennis scoring (0-15, 15-15, 15-30) and a 'sudden death' rule (or 40-40, the next point wins)
- Teams spin a racquet to decide which team will commence serving and which team will commence returning
- Student 1 in each pair is to take the court whilst their partner waits beside the court
- Team A commences the point by projecting the ball with an overarm serving action cross court to team B
- Team B tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand to team A
- The rally continues with students aiming to win the point
- Students score one point if the rally is won and two points if the rally is won from a change in direction (e.g., an incoming ball is hit cross court and the returner hits the ball down the line)
- Students remain on the court if they win the point and change with their partner if they lose the point
- If students win the point and stay on the court, they must interchange with their partner after winning two points in a row
- The teacher indicates an appropriate amount of time or a number of games the teams are to achieve

VARIATIONS

- Serving team must return five shots to the backhand court before changing direction (e.g., hit to the forehand court)
- Returner must not stand behind the baseline to make the return of serve



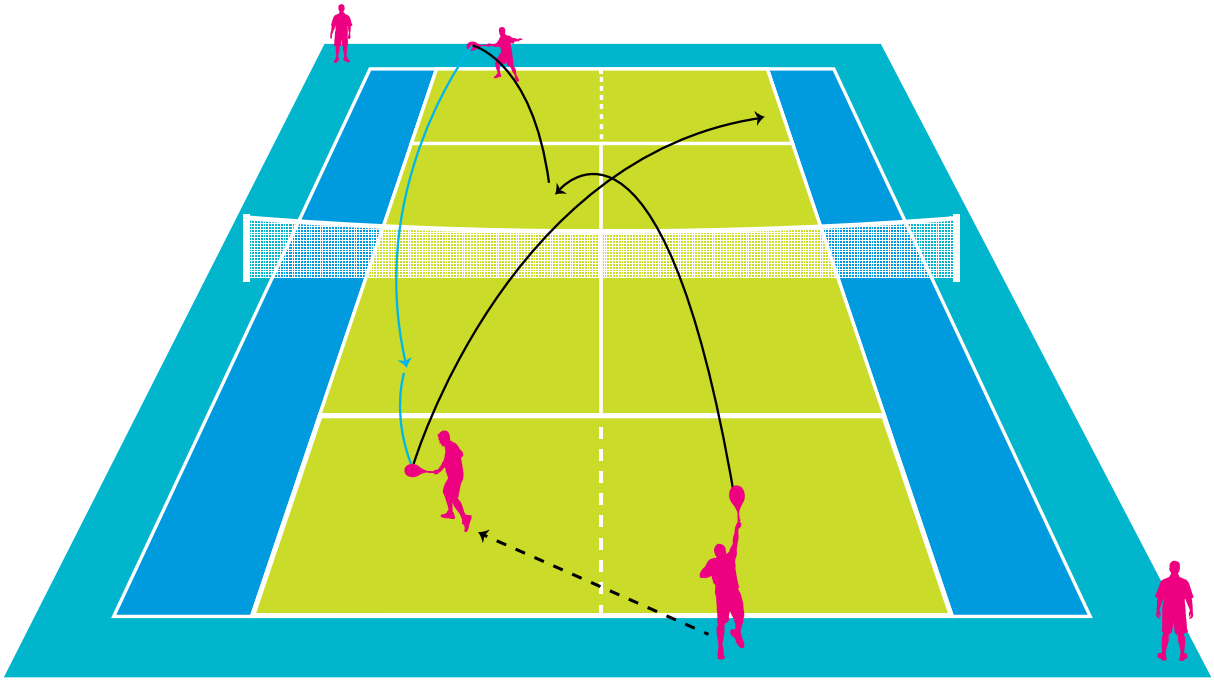
ACTIVITY 2
COURT SHAPES
15 minutes

INSTRUCTION

- Students form pairs and position themselves on one side of a green playing area against another pair with one tennis ball and two racquets (team A and team B)
- Teams are playing with regular tennis scoring (0-15, 15-15, 15-30) and a 'sudden death' rule (or 40-40, the next point wins)
- Teams spin a racquet to decide which team will commence serving and which team will commence returning
- Teams are to determine what size and shape their end of the court looks like (e.g., full court, only service boxes, only behind the service box to the baseline, only forehand side of the court or only backhand side of the court)
- Teams must work within the constraints of the other team's court
- Student 1 in each pair is to take the court whilst their partner waits beside the court
- Team A commences the point by projecting the ball with an overarm serving action cross court to team B
- Team B tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand to team A
- The rally continues within the defined playing area with students aiming to win the point
- Students score one point if the rally is won and two points if the rally is won with a clean winner
- Students remain on the court if they win the point and change with their partner if they lose the point
- If students win the point and stay on the court, they must interchange with their partner after winning two points in a row
- The teacher indicates an appropriate amount of time or a number of games the teams are to achieve

VARIATIONS

- Teams to determine what area/shape they would like to play in
- Teams change their court area after each point or game instead of after each match



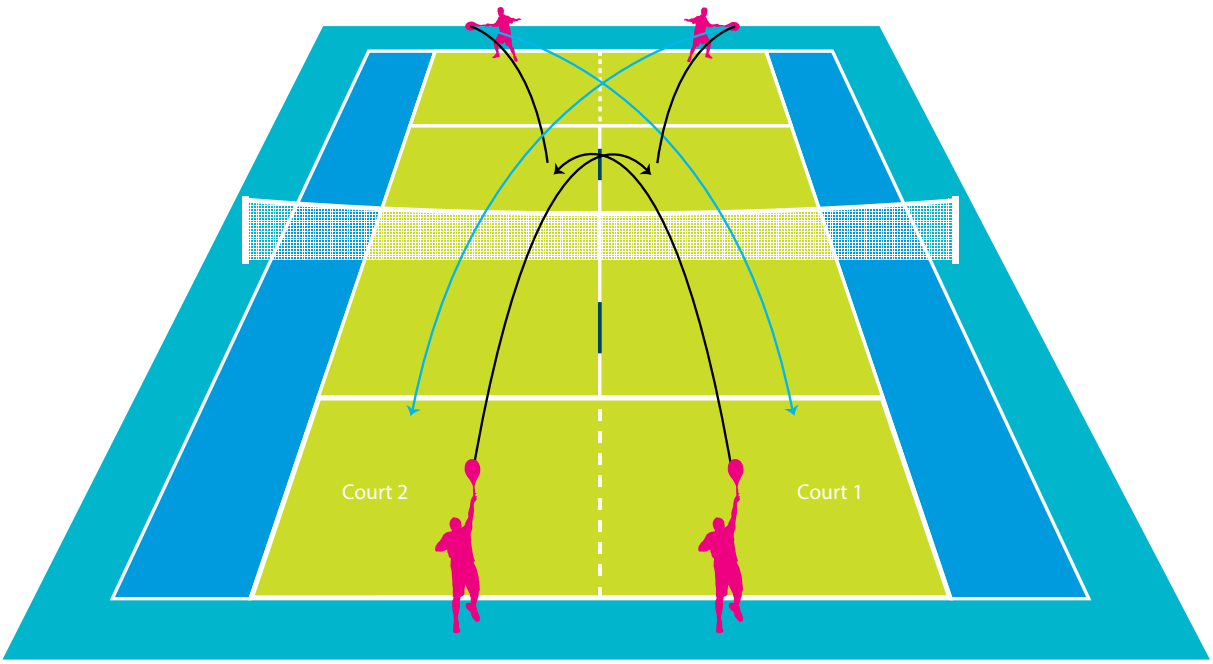
ACTIVITY 3
UP THE COURT, DOWN THE COURT
15 minutes

INSTRUCTION

- Students form pairs and are positioned cross court opposite each other in a green playing area with one tennis ball, two racquets and two drop down lines
- Four students will participate on the one full court with two matches taking place cross court with advantage scoring (40-40, advantage server/receiver) (refer to glossary of tennis terms)
- Drop down lines are positioned in the middle on either side of the net, dividing the court into two halves (forehand court is the top court, court 1 and backhand court is the second court, court 2)
- Pairs spin a racquet to decide which student will commence serving and which student will commence returning
- Student 1 commences the rally by projecting the ball with an overarm serving action cross court
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand cross court to student 1
- The rally continues with students aiming to win the point
- The teacher indicates an appropriate amount of time or a number of games the student is to achieve
- Students then move up or down the court accordingly (e.g., if they won the match they move to the forehand court and if they lost the match to the backhand court)

VARIATIONS

- Student to start with a 30-0 lead each game
- Full court tennis for two students



LESSON 9

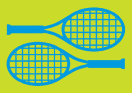
TIME
40 minutes

LEARNING INTENTION
Demonstrate control and accuracy in a competitive situation (doubles)

CONTENT DESCRIPTION
Practise and apply personal and social skills when undertaking a range of roles in physical activities (ACPMP086)

Modify rules and scoring systems to allow for fair play, safety and inclusive participation (ACPMP088)

AREA
A large, safe flat playing area with the appropriate number of green courts (8.23m x 23.78m) for the number of student participating

EQUIPMENT

2 racquets per pair


8 green tennis balls per pair

NOTES FOR THIS LESSON
Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- What is the role of your partner when they are positioned at the net in doubles?
- What is the role of the receiver in doubles?
- Where might be the most advantageous position on the court to win the point in a doubles match? Why?

BASIC TECHNICAL TIPS FOR TEACHERS
- When returning serve, turn side on to the moving ball and ensure that contact is made in front and to the side of the body
- Follow through as a natural extension of the swing with the racquet finishing over the opposite shoulder

FUN FACTS
Not only has the US Open had the same prize money for winners of the men's and women's singles since 1973, the players also receive exactly the same trophy. Designed by Tiffany and Co, the newly-crowned champions are able to keep replicas of the trophy.

STUDENT REFLECTION
If your partner makes an error, what can you say to maintain positive and supportive teamwork?

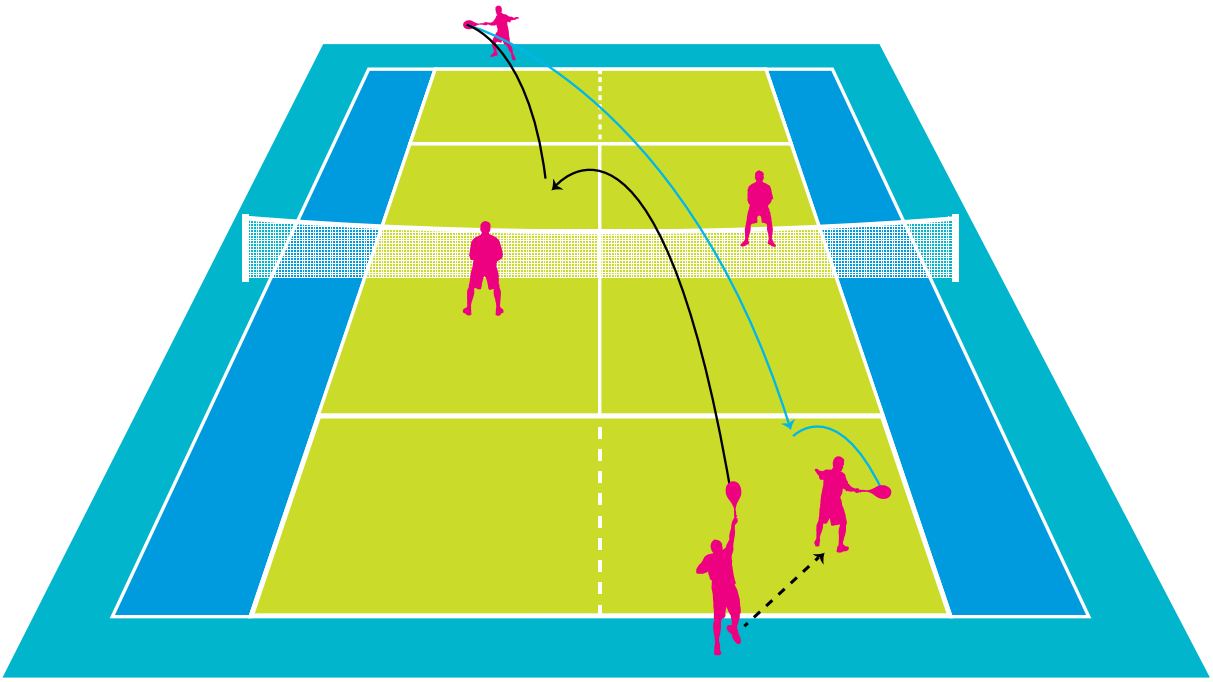
ACTIVITY 1
UNITED STATES DOUBLES CHALLENGE
40 minutes

INSTRUCTION

- Students form pairs and position themselves on one side of a green playing area against another pair with one tennis ball and two racquets (team A and team B)
- Student are positioned in the doubles formation
- Teams are playing full court doubles tennis with advantage scoring (40-40, advantage server/ receiver) (refer to glossary of tennis terms)
- Teams spin a racquet to decide which team will commence serving and which team will commence returning
- Team A commences the point by projecting the ball with an overarm serving action cross court to team B
- Team B tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand to team A
- The rally continues with teams playing the point competitively
- Teams score one point each time the rally is won
- Teams continue the match alternating servers after each game
- The teacher indicates an appropriate amount of time or a number of games the teams are to achieve

VARIATIONS

- Students choose a serving action of their choice
- Increase or decrease the playing area



LESSON 10 - END GAME

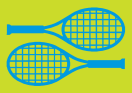
TIME
40 minutes

LEARNING INTENTION
Demonstrate control and accuracy in a competitive situation (singles))

CONTENT DESCRIPTION
Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMP080)

Demonstrate and explain how the elements of effort, space, time, objects and people can enhance movement sequences (ACPMP084)

AREA
A large, safe flat playing area with the appropriate number of green courts (8.23m x 23.78m) for the number of student participating

EQUIPMENT


2 racquets per pair



8 green tennis balls per pair

NOTES FOR THIS LESSON
Please review the following information, as you guide students through this lesson's activities:

FOCUS QUESTIONS
- Where did you attempt to serve the ball during the singles match? Why?
- Where did you look to return the ball during the singles match? Why?
- What were some of the tactics you applied during the singles match?

BASIC TECHNICAL TIPS FOR TEACHERS
- When contacting the ball on the serve, point the strings of the racquet toward the target to assist with positioning the ball to different locations (e.g., out wide, down the middle or into the body of your opponent)
- Use a circular swing on both sides of the body to develop racquet head speed

FUN FACTS
The US Open has been held on hard courts since its moved to Flushing Meadows in 1978, but it is the only Grand Slam to have been played on all three surfaces used in tennis. Formerly staged at Forest Hills, like all the Grand Slams except the French Open, grass was the favoured surface until there was a switch to clay in 1975. It leaves Jimmy Connors with the unique distinction of being the only man to win the same Grand Slam on three different surfaces: grass at Forest Hills in 1974, clay at Forest Hills in 1976, and hard court in 1978 at Flushing Meadows.

STUDENT REFLECTION
What did you enjoy about playing singles matches? What were some of the challenges you encountered?

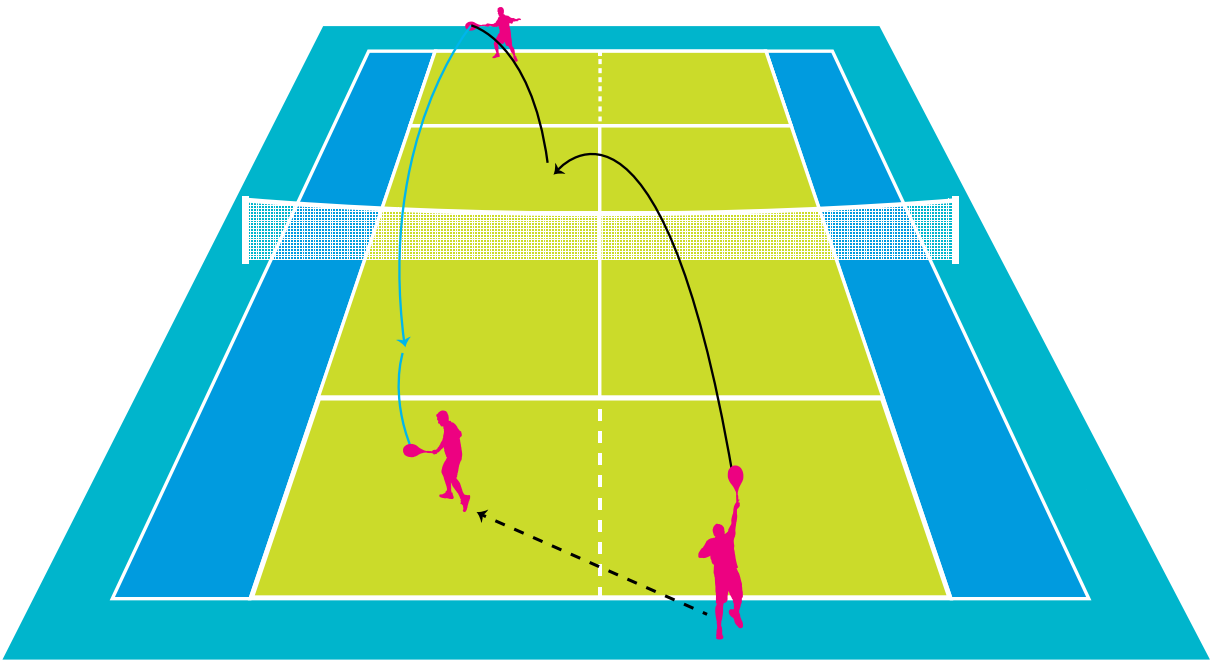
GREEN END GAME
UNITED STATES SINGLES CHALLENGE
40 minutes

INSTRUCTION

- Students form pairs and are positioned opposite each other on one side of a green playing area with one tennis ball and two racquets
- Students are playing full court singles tennis with advantage scoring (40-40, advantage server/receiver) (refer to glossary of tennis terms)
- Pairs spin a racquet to decide which student will commence serving and which student will commence returning
- Student 1 commences the point by projecting the ball with an overarm serving action cross court to student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand or backhand to student 1
- The rally continues with students playing the point competitively
- Students score one point each time the rally is won
- Students continue the match alternating servers after each game
- The teacher indicates an appropriate amount of time or a number of games the students are to achieve

VARIATIONS

- 'Sudden death' deuce applies
- Students must cooperatively play three rallies before the point becomes competitive



SUGGESTED ASSESSMENT TOOLS FOR YEARS 7 AND 8 (GREEN STAGE)

There is a range of assessment tools available to gather information in relation to student performance that can contribute to the achievement of curriculum standards. These assessment methods include but are not limited to:

- Fundamental movement skill (FMS) checklists
- Specialised movement skill checklists
- Images/photos
- Stimulus questions
- Student reflection tools
- Rubrics
- Cognitive reinforcers
- Game Performance Assessment Instruments (GPAI)

The following assessment tools for Years 7 and 8 (Green Stage) are primarily designed as examples that may be applied to assess student performance based on the relevant AC:HPE achievement standards for this band. The various tools are provided as a starting point for teachers. They are not prescriptive and are presented as suggestions only. Teachers are encouraged to not only apply the existing tools, but to adapt and create alternative assessment instruments based on the needs of the students and objectives of the lessons. You may also be able to gather information about the achievement of students in other subjects and learning areas. The assessment tool provided consists of a Game Performance Assessment Instrument (GPAI).

NET/COURT GAME PERFORMANCE ASSESSMENT INSTRUMENT (GPAI)*

The GPAI (Mitchell, Oslin & Griffin, 2006) is a comprehensive game-based assessment tool suitable for use within a Game Sense teaching approach. Seven components covering on-the-ball shot execution in addition to off-the-ball game performance are typically used in a GPAI – although rarely all at once. Rather, a select number (commonly one to three) of specific game components are commonly chosen in one assessment episode. Three examples of a GPAI have been provided.

Student name: _____ Evaluator name: _____ Class: _____

GAME COMPONENTS

1. **Consistency** (of shot mechanics - can keep the ball in play)
2. **Control** (of spin, power and placement)
3. **Anticipation** (court movement to recover to base position an respond)

DIRECTIONS

1. Observe the selected student for 5-8 minutes, observing only performance related to the above game components. Place ticks in the box for each game interaction.

   P = Present/Observable
   AI = Absent or Inappropriate
2. Calculate the game component rating for each component (total P + Total AI = X%)
3. Give each student a score from 1-4 on each component

LEVELS OF PERFORMANCE

4 = Very Effective Performance
Almost always observable

3 = Effective Performance
Usually observable

2 = Moderately Effective Performance
Observable in more than half of the student's attempts

1 = Weak Performance
Observable in less than half of the student's attempts

TEAM / STUDENTS	CONSISTENCY		CONTROL		ANTICIPATION	
	P	AI	P	AI	P	AI
Column totals						
Level of performance						

What the student did well _____

_____

What the student can improve upon _____

_____

**Adapted from Mitchell, S., Oslin, J., and Griffin, L. (2013) Teaching sports skills and concepts: A tactical games approach for ages 7 to 18. Champaign, Ill: Human Kinetics.*

GAME PERFORMANCE ASSESSMENT INSTRUMENT (GPAI)

Student name: _____

Class: _____ Date: _____

GAME COMPONENTS (SELECT THREE ONLY)

MOVEMENT SKILLS

Stability

- React quickly and adapt footwork and movement patterns
- Move quickly in different directions and stop with balance during competitive rally activities

MANIPULATIVE

- Forehand and backhand groundstroke's from all areas of the court
- First and second overarm serve with a balanced, rhythmical and continuous action
- Serve and return of serve sequences e.g. serve, run to the net, volley
- Footwork to volley including in both competitive and cooperative situations
- Hitting with backspin and positioning of the body
- Hitting of a drop shot and how to react

TACTICAL SKILLS AND UNDERSTANDINGS

Accuracy

Understand how to consistently play a number of balls towards an area for tactical purposes

Space

- Understand how to rally and competitively play cross court, down the line and to the middle of the court
- How to return a ball, offensive and defensive
- When to use strokes to hit to space to your advantage

Force

- Understanding of the speeds of when you hit a ball (hard or soft) and their implications
- How to manipulate the ball and when to play what strokes
- When to attack and when to defend and how to play this

Movement

- Understand how to play as a team (doubles)
- Understand how to defend and attack as a team
- Understand how to move together as a team

Directions

- Observe each student using only the selected criteria listed above for up to 5 minutes and code their play as P = Present (observable) or A Absent (inappropriate)
- Calculate the game component rating for each component (total P + total A = X%)
- Rate each student a score from 1-4 on each component.

GAME PERFORMANCE ASSESSMENT INSTRUMENT (GPAI)*

DIRECTIONS

1. Observe the selected student for 5-8 minutes, observing only performance related to the above game components. Place ticks in the box for each game interaction.

   P = Present/Observable
   AI = Absent or Inappropriate
2. Calculate the game component rating for each component (total P + Total AI = X%)
3. Give each student a score from 1-4 on each component

LEVELS OF PERFORMANCE

4 = Very Effective Performance
Almost always observable

3 = Effective Performance
Usually observable

2 = Moderately Effective Performance
Observable in more than half of the student's attempts

1 = Weak Performance
Observable in less than half of the student's attempts

STUDENT NAME	MANIPULATIVE		ACCURACY		SPACE		FORCE	
	P	A	P	A	P	A	P	A
Column totals								
Level of performance								

What the student did well _____

_____

What the student can improve upon _____

_____

**Adapted from Mitchell, S., Oslin, J., and Griffin, L. (2013) Teaching sports skills and concepts: A tactical games approach for ages 7 to 18. Champaign, Ill: Human Kinetics.*

INDIVIDUAL SPORT ASSESSMENT PROCEDURE*

Tennis: _____

Student: _____

Class: _____ Date: _____

INSTRUCTIONS

Observe the students during game play and indicate with a 'tick' when the specific behaviour outlined in the table is evident. Indicate with a 'cross' when the specific behaviour outlined in the table did not occur.

ON THE BALL	
CONTROLLING THE BALL	PLACING THE BALL

OFF THE BALL	
READY POSITION	COVER

**Adapted from Grehaigne, J-F., Richard, J-F., & Griffin, L. (2005) Teaching and Learning Team Sports and Games. New York: Routledge Falmer.*



GLOSSARY
REFERENCES
APPENDICES

GLOSSARY OF TENNIS TERMS

ACE
A serve that is a winner, when the receiving player is unable to touch the ball

ADVANTAGE
When a player needs one more point to win the game after the score was deuce

APPROACH SHOT
When the ball is returned and the student moves towards the net

AUSTRALIAN OPEN
Australia's Grand Slam event held in Melbourne

BACKHAND
A groundstroke where the player returns the tennis ball from their non-dominant side

BACKSWING
The movement of a swing which moves the racquet into a position to swing from low to high

BASELINE
The back line of the court and where students serve from

BASELINER
A tennis player who plays predominately from the baseline

BOUNCE
A tennis ball is traditionally able to bounce once, however teachers may adapt to two or more depending on the students or the activity

BREAK
When the server loses their service game

BREAK POINT
One point away from breaking serve

COURT
The area or boundary of where a tennis game is played

CROSS COURT
When the flight of the ball is diagonal across the net into the opponent's court

DEEP
A shot that bounces near the baseline

DEUCE
When the score in a game is 40 all

DOUBLE FAULT
Two missed serves in a row

DOUBLES
A game played by four players, two on each side of the court

DOWN THE LINE
Hitting a returned ball straight down the sideline/tramline

DROP DOWN LINES
Used to define a playing area

DROP SHOT
A return where a player hits the ball to just go over the net

FAST4
An innovative game format in tennis where the rules are:

- First to four games
- Always play lets
- At deuce, next point wins the game
- Tiebreaker is played at 3 games all

Refer to http://www.tennis.com.au/learn/ways-to-play/fast4

FAULT
A first service that does not land in play

FIRST SERVICE
The first of the two serves a player is allowed. Generally the server will try a faster first serve

FOLLOW THROUGH
After a ball is returned, the racquet follows through to the opposite shoulder

FOOT FAULT
When the server steps over the baseline while making a serve

FOREHAND
A groundstroke where the player hits the tennis ball from their dominant side

GAME POINT
Only one point away to win the game

GLOSSARY OF TENNIS TERMS

GRAND SLAM EVENT
Any one of the four most prestigious tennis tournaments in the world, including the Australian Open, the French Open, Wimbledon and the US Open

GROUNDSTROKE
A forehand or backhand return

HEAD
The top part of the racquet which contains /// the strings

HOLD SERVICE
When the server wins their service game

IN
Any tennis ball that lands inside the playing area

LET
When the ball from a serve touches the net but still lands within the service box

LOB
A shot where the ball is lifted high above the net usually over an opponent's head

LOVE
No points have been won in a game

MATCH POINT
When a player needs one more point to win the match

OUT
Any tennis ball that lands outside the playing area. Etiquette is for player to call the ball out if there are no umpires

PASSING SHOT
When a return is hit past the opponent at the net without them being able to return it

PEGS
Used as a tool to assist students with scoring

PLAYING AREA
A defined area by the teacher or student; may not necessarily be on a tennis court

PROJECTION
Hitting or throwing a ball or object towards a target

TACTICS
Strategies and decisions for how players play the point

TENNIS BALL
Comes in all shapes and sizes and is one of the main pieces of equipment required for tennis

TENNIS RACQUET
The main piece of equipment in tennis

RALLY
When players return the ball back and forth to each other over a net. This can be done cooperatively or competitively

READY POSITION
The stance or position you start and return to after playing a shot

RECEPTION
Tracking and catching a thrown ball or object

RETURN
When the ball is hit back into the opponent's side of the court

SCORING
Use to track who is winning the game. May take different formats such as 1-3 or 30 all

SECOND SERVICE
The second serve that the server is allowed after missing the first serve

SERVICE BOX
Where the server must aim their first and second serve into

SERVE
Starts the point in a game. May take different forms (e.g., drop and hit, overarm serve, underarm throw and an overarm throw)

SERVE AND VOLLEY
A tactic where the player serves and moves forward to the net

SET POINT
When a player needs one point to win the set

SINGLES
A tennis game played by two players

GLOSSARY OF TENNIS TERMS

SMASH
Hit on the full from the net and is an aggressive shot

SPIN
Rotation of the ball as it moves through the air

SUDDEN DEATH DEUCE
When no advantage is played

TIEBREAKER
A form of scoring where players aim to reach seven points before the other player. An advantage of two is also required (e.g., 9-7)

TOPSPIN
Created from returning the ball in a low to high action

TRAMLINES
The doubles sideline on a full sized tennis court

TRAP
When a student uses their racquet and hand to stop the ball and trap it on their racquet strings

UNFORCED ERROR
An error that was made by a player not under pressure

VOLLEY
A shot hit from the net on the full

WINNER
A tennis shot that cannot be returned

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APPENDIX 1 - PROFESSIONAL LEARNING AND EVENTS

Tennis values the important role that teachers play within the school and community. The Tennis for Schools Programs are centred on the delivery of programs by teachers, with the support of local Tennis Australia qualified coaches (where applicable). The upskilling and support of teachers is critical as we understand that teachers need to feel confident and competent with the delivery of tennis.

Tennis offers a number of professional learning opportunities to help support teachers with the implementation of curriculum and/or competition within the school environment.

PRACTICAL WORKSHOPS

Free face-to-face workshops in all states and territories are available to teachers to access. Workshops are varied with regard to content, time and location.

For a full list of workshops visit tennis.com.au/schools

BOUNCE ONLINE LEARNING PLATFORM

Bounce is Tennis Australia's free online professional learning portal. The platform provides access to school tutorials, resource content, competition formats, video libraries, marketing material and program content. To access Bounce, simply visit bounce.tennis.com.au and create an account.

CONFERENCES

The Australian Council for Health Physical Education & Recreation (ACHPER) run a number of state and national conferences for teachers. Tennis has a presence at each of these conferences to further support teachers with the understanding and delivery of tennis.

For a full list of upcoming conferences and professional learning sessions visit achper.org.au

EVENTS

Tennis offers a number of events throughout the year for teachers including Australian Open and Australian Open Series events.

APPENDIX 2 - SCHOOL COMPETITIONS

The first experience of competition for many students will take place within the school environment, before they progress into club and association based formats. Therefore it is important that their first experience is a positive one. Tennis offers a number of opportunities for schools to participate in competition from intra school through to inter school competitions

INTRA SCHOOL COMPETITION

An intra school tennis competition can be run at any time during the day including, before school, lunch time, during curriculum or after school.

Tennis Australia has developed competition management software, INtennisCITY, to support teachers in running their intra school tennis competitions.

The INtennisCITY website and app, enables teachers to easily upload student lists, create match events, input results, track progress of students, and send notifications to students and teachers involved in tennis competition through the INtennisCITY noticeboard.

For further information on INtennisCITY visit intenniscity.com.au

For additional intra school competition resources visit bounce.tennis.com.au

INTER SCHOOL COMPETITION

Tennis Australia, in partnership with School Sport Associations ensures direct pathways from intra to inter school competitions for schools and students. The ANZ Tennis Hot Shots Primary School Competition is a team based competition focusing on maximum participation. Teams progress through their regions with state finals taking place in the capital cities.

For information on state specific competitions, visit the School Sport Association website or speak with the local Tennis Member Association.

STATE	ASSOCIATION	WEBSITE
ACT	School Sport ACT	schoolsportact.asn.au
NSW	NSW School Sport	sports.det.nsw.edu.au
NT	School Sport NT	schoolsportnt.com.au
QLD	Queensland School Sport	queenslandschoolsport.eq.edu.au
SA	South Australia Primary Schools Amateur Sports Association (SAPSASA)	old.decd.sa.gov.au/sport/pages/sport
TAS	Tennis Tasmania	tennis.com.au/tas
VIC	School Sport VIC	ssv.vic.edu.au
WA	School Sport WA	schoolsportwa.com.au

SCHOOL SPORT AUSTRALIA NATIONAL CHAMPIONSHIPS

The pinnacle representative events for school sport are hosted by School Sport Australia. These can include the Bruce Cup and Pizzey Cup. All events are awarded Australian Ranking points.

Further information can be found at the School Sport Australia website schoolsport.edu.au/home-2/sports-information/tennis

APPENDIX 3 - LINKS

Tennis Australia schools
tennis.com.au/schools

Tennis Australia ANZ Tennis Hot Shots program
hotshots.tennis.com.au

Tennis Australia homepage
tennis.com.au

Tennis Australia learning platform (Bounce)
bounce.tennis.com.au

Acara
Australian Curriculum Assessment and Reporting Authority
acara.edu.au

ACHPER
Australian Council for Health Physical Education and Recreation
achper.org.au

AITSL
Australian Institute for Teaching and School Leadership
www.aitsl.edu.au/

Australian Open
ausopen.com

Australian Sports Commission
ausport.gov.au

French Open
rolandgarros.com

INtennisCITY
intenniscity.com.au

ITF
International Tennis Federation
itftennis.com

LTA Tennis Foundation
tennisfoundation.org.uk

School Sport Australia
schoolsport.edu.au

Tennis Play and Stay
tennsplayandstay.com

US Open
usopen.org

Wimbledon
wimbledon.com/index.html

APPENDIX 4 - ASSESSMENT TOOLS
YEAR: FOUNDATION (PURPLE STAGE)

FUNDAMENTAL MOVEMENT SKILL (FMS) OBSERVATION CHECKLIST

The teacher observes the student performing the various elements described in the skill criteria column and then indicates the level of achievement based on 'Always', 'Sometimes' or 'Rarely'. Teachers are also provided with a comments section to record any relevant information in regard to the performance of the student.

SPRINT RUN

Student name: _____

ORDER	SKILL CRITERIA	ALWAYS	SOMETIMES	RARELY
1	Feet land along a narrow path			
2	Land and propel off the balls of the feet			
3	High knee lift with knees bending at right angles and foot close to buttocks			
4	Head and trunk stable with eyes focused forward			
5	Arms bent at elbows and swinging forward			
6	Arms move in opposition to the legs			
7	The body leans slightly forward			

Comments _____

_____

_____

_____

SIDE GALLOP

Student name: _____

ORDER	SKILL CRITERIA	ALWAYS	SOMETIMES	RARELY
1	Rhythmical and relaxed			
2	Feet face forward			
3	Side step without feet crossing over			
4	Knees slightly bent and weight on the balls of the feet			
5	Can lead with either leg in any direction			
6	Trunk, head and eyes face forward			
7	Trunk, head and eyes face forward			

Comments _____

_____

_____

_____

APPENDIX 4 - ASSESSMENT TOOLS
YEAR: FOUNDATION (PURPLE STAGE)

ONE HANDED ROLL

Student name: _____

ORDER	SKILL CRITERIA	ALWAYS	SOMETIMES	RARELY
1	Stand face on to the direction of the roll			
2	Stable head and trunk, with eyes focused on the target			
3	Step forwards with opposite foot to rolling arm			
4	Rolling arm moves back behind the body and swings forward in a straight plane			
5	The front leg knees bends with the step forward			
6	The rolling hand moves in a straight plane towards the target			
7	Release the ball onto the ground from the fingers in the direction of the target			

Comments _____

_____

_____

_____

TWO HANDED PICK UP

Student name: _____

ORDER	SKILL CRITERIA	ALWAYS	SOMETIMES	RARELY
1	Moves into position in line with the incoming ball			
2	Steps forward with opposite foot to throwing arm			
3	Bend their forward knee to lower the body to receive the ball			
4	Eyes are focused on the ball until gathered in hands			
5	Fingers point towards the ground in front of the body making a cup to collect the ball			
6	Fingers close around the ball on reception			
7	The ball is held as the player stands up			

Comments _____

_____

_____

_____

APPENDIX 4 - ASSESSMENT TOOLS
YEARS 1 AND 2 (BLUE STAGE)

FUNDAMENTAL MOVEMENT SKILL (FMS) OBSERVATION CHECKLIST

The teacher observes the student performing the various elements described in the skill criteria column and then indicates the level of achievement based on 'Always', 'Sometimes' or 'Rarely'. Teachers are also provided with a comments section to record any relevant information in regard to the performance of the student.

UNDERARM THROW PROJECTION

Student name: _____

ORDER	SKILL CRITERIA	ALWAYS	SOMETIMES	RARELY
1	Stand facing the direction of the throw			
2	Stable head and trunk, with eyes focused on the target			
3	Step forwards with opposite foot to throwing arm			
4	Throwing arm moves back behind the body			
5	Swing the arm forward in a straight plane			
6	The hand with the ball moves in a straight plane towards the target			
7	Release the ball in the direction of the target			
8	Follow through with a straight arm			

Comments _____

_____

_____

_____

OVERARM THROW

Student name: _____

ORDER	SKILL CRITERIA	ALWAYS	SOMETIMES	RARELY
1	Stand side on to the direction of the throw with eyes focused on the target			
2	Throwing arm moves in a downward and backward arc			
3	Steps forward with opposite foot to throwing arm			
4	The hand with the ball swings up behind the head bending at the elbow			
5	The arm extends forward keeping the elbow high			
6	The ball is released directed at the target			
7	Follow through down and across the body slapping the hand against the pocket of the opposite leg			

Comments _____

_____

_____

_____

APPENDIX 4 - ASSESSMENT TOOLS
YEARS 1 AND 2 (BLUE STAGE)

SELF-REFLECTION ASSESSMENT TOOL*

Following the performance of a designated skill and/or activity, the student reflects on their individual performance and records responses to the various questions presented in the tool.

Student name: _____ Date: _____

I CAN...	
I know ...	
I can ...	
Next I want to learn ...	

REFLECTION	
I can do this well ...	
I have recently learnt to ...	
I know these components of the skill ...	

**Adapted from Western Australian Minister for Education (2004). Fundamental movement skills teacher resource, book 2, STEPS Professional Development, Perth, Australia*

APPENDIX 4 - ASSESSMENT TOOLS
YEARS 3 AND 4 (RED STAGE)

FUNDAMENTAL MOVEMENT SKILL (FMS) OBSERVATION CHECKLIST

The teacher observes the student performing the various elements described in the skill criteria column in addition to comparing their performance with the provided images and then indicates the level of achievement based on 'Always', 'Sometimes' or 'Rarely'.



FOREHAND DRIVE

Student name: _____

ORDER	SKILL CRITERIA	ALWAYS	SOMETIMES	RARELY
1	Assume the ready position facing the net with feet a comfortable distance apart			
2	Take the racquet back using a circular swing			
3	Step forward as you swing forward with the racquet head swinging from low to high			
4	Contact the ball in front and to the side of the body			
5	Follow through with hips and shoulders rotating to face the net			
6	Follow through as a natural extension of the swing			

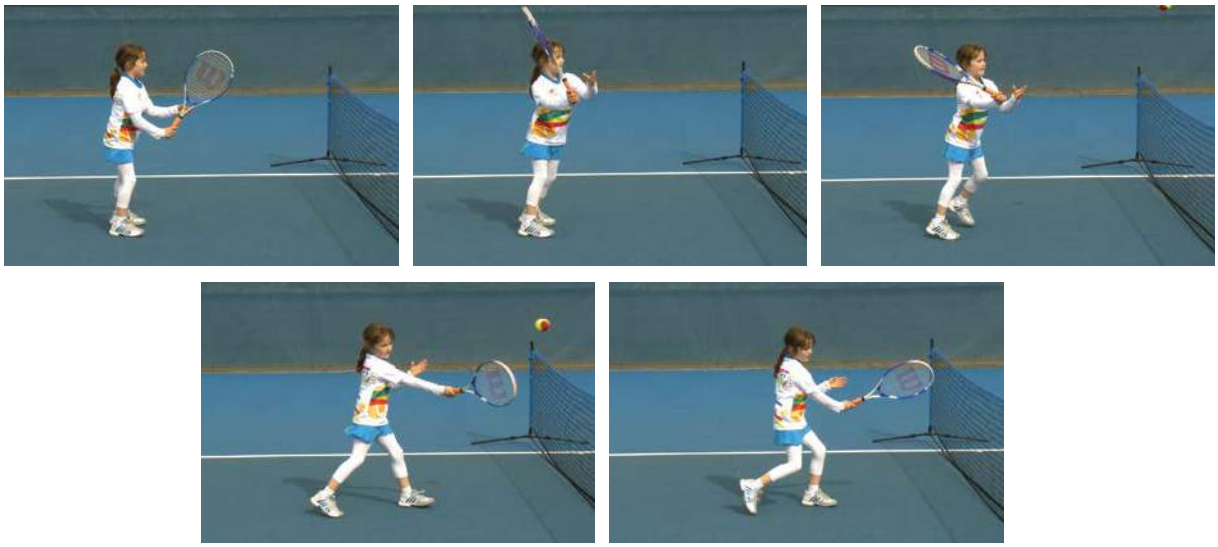
Comments _____

_____

_____

_____

APPENDIX 4 - ASSESSMENT TOOLS
YEARS 3 AND 4 (RED STAGE)



FOREHAND VOLLEY

Student name: _____

ORDER	SKILL CRITERIA	ALWAYS	SOMETIMES	RARELY
1	Assume the ready position facing the net with feet a comfortable distance apart			
2	Pivot the body on the balls of the feet to take the racquet back			
3	Step forward into the volley			
4	Volley with a blocking motion			
5	Contact the ball in front and to the side of the body			
6	Follow through is not excessive			

Comments _____

_____

_____

_____

APPENDIX 4 - ASSESSMENT TOOLS
YEARS 3 AND 4 (RED STAGE)

A SAMPLE RUBRIC ASSESSING MOVEMENT AND PHYSICAL EDUCATION USING ELEMENTS OF THE AUSTRALIAN CURRICULUM: HEALTH AND PHYSICAL EDUCATION ACHIEVEMENT STANDARDS

The teacher identifies the desired skill(s) or activity(s) to be practiced and assessed. The student performs the skill(s) and the teacher indicates the level of achievement (E-Beginning; D-Developing; C-Consolidating; B-Refining or A-Extending) based on the criteria (Health Benefits of Physical Activity; Relationships; Sequences of FMS; Fundamental Movement Skills).

Name of student: _____

Tennis skills: _____

Date: _____

CRITERIA	E (BEGINNING)	D (DEVELOPING)	C (CONSOLIDATING)	B (REFINING)	A (EXTENDING)
Health Benefits of Physical Activity	Identify some settings where they can be active. Describes how their body responds to movement.	Identify limited areas to be active and limited knowledge of how the body reacts to different physical activities.	Identify areas where they can be active and how the body reacts to different physical activities.	Identifies areas to be physically active with a developing understanding of the benefits of physical activity.	Understand the benefits of being healthy and physically active.
Relationships	Use personal and social skills when working with others in a range of activities.	Demonstrates increasingly positive interactions with peers.	Applies limited strategies to work collaboratively with others.	Applies limited strategies to work collaboratively with others.	Apply strategies for working cooperatively and apply rules fairly.
Sequences of FMS	Unable to regularly perform movement sequences.	Developing movement sequences that incorporate elements of movement.	Perform movement sequences that incorporate the elements of movement.	Refining movement sequences using Fundamental Movement Skills.	Create and perform movement sequences using Fundamental Movement Skills and the elements of movement.
Fundamental Movement Skills	Perform limited types of Fundamental Movement Skills and solve movement challenges.	Developing a range of Fundamental Movement Skills that can be applied in a variety of situations.	Demonstrate Fundamental Movement Skills in a variety of movement sequences and situations and test alternatives to solve movement challenges.	Apply Fundamental Movement Skills at appropriate times in games and other activities.	Refine Fundamental Movement Skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges.

APPENDIX 4 - ASSESSMENT TOOLS
YEARS 5 AND 6 (ORANGE STAGE)

FUNDAMENTAL MOVEMENT SKILL (FMS) OBSERVATION CHECKLIST

The teacher observes the student performing the various elements described in the skill criteria column, in addition to comparing their performance with the provided images, and then indicates the level of achievement based on 'Always', 'Sometimes' or 'Rarely'.



SERVE

Student Name: _____

ORDER	SKILL CRITERIA	ALWAYS	SOMETIMES	RARELY
1	Serving stance – Feet perpendicular to the net, front foot angled towards the net post and back foot behind the front, parallel to the baseline shoulder width apart, Non-hitting hand supports the ball and throat of the racquet. Student uses a shake hands grip			
2	Swing the racquet down and back while the tossing arm is raised towards the net post and the ball is released above eye level			
3	The elbow bends with the racquet going down behind the back similar to the overam throw. Weight transfers from the back foot to the front foot			
4	The forward swing begins with the extension of the arm at the elbow propelling the racquet upwards			
5	Contact is made with the ball in front of the body with the eyes focused on the contact point and shoulders rotating parallel to the net			
6	Follow through is down and across the body achieving a balanced recovery			

Comments _____

_____

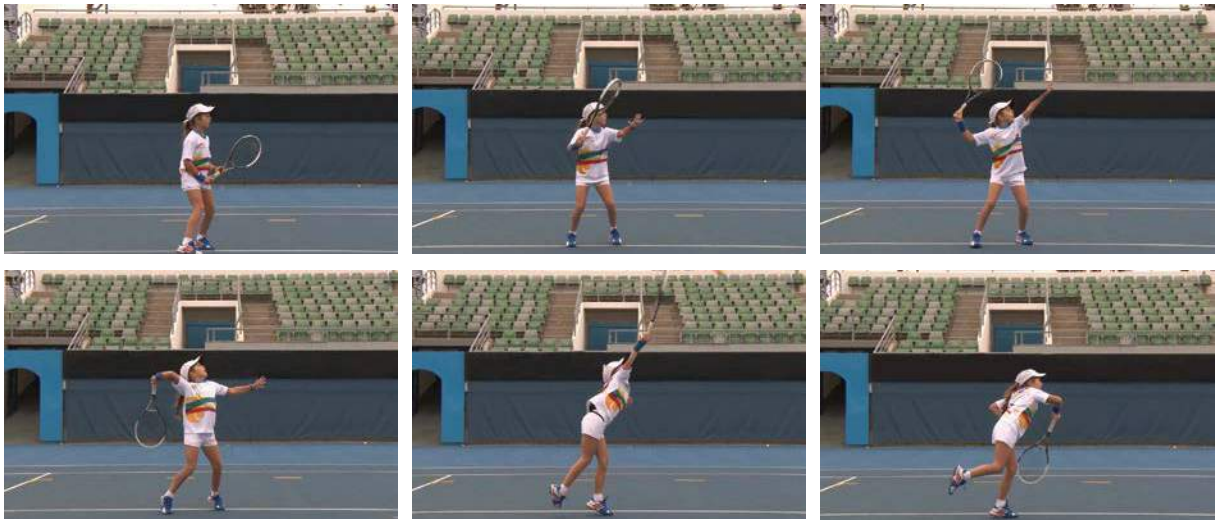
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_____

APPENDIX 4 - ASSESSMENT TOOLS
YEARS 5 AND 6 (ORANGE STAGE)

FUNDAMENTAL MOVEMENT SKILL (FMS) OBSERVATION CHECKLIST

The teacher observes the student performing the various elements described in the skill criteria column, in addition to comparing their performance with the provided images, and then indicates the level of achievement based on 'Always', 'Sometimes' or 'Rarely'.



OVERHEAD SMASH

Student name: _____

ORDER	SKILL CRITERIA	ALWAYS	SOMETIMES	RARELY
1	Assume the ready position with the non-hitting hand supporting the throat of the racquet using a shake hands grip			
2	Backswing: Turn side on while pointing at the ball with the non-hitting hand. Arms begin to separate			
3	Elbow bends to initiate an overarm throwing action			
4	The forward swing begins with the extension of the arm at the elbow propelling the racquet upwards			
5	Contact is made with the ball in front of the body on the dominant side of the body with the eyes focused on the contact point and shoulders rotating parallel to the net			
6	Follow through is down and across the body achieving a balanced recovery			

Comments _____

_____

_____

_____

APPENDIX 4 - ASSESSMENT TOOLS
YEARS 5 AND 6 (ORANGE STAGE)

COGNITIVE REINFORCERS

Students are presented with an image(s) of a students performing a skill/task, and/or a video clip of a students performing and particular skill/task. The student is then requested to engage in critical thinking and reflect on the stimulus material and respond to the various questions provided below.



Look at this picture of a student rallying with their opponent. Under the categories below list one or two things you need to focus on to play successfully with your opponent.

MOVEMENT: _____

_____

GROUND STROKES: _____

_____

VOLLEY: _____

_____

YOUR STRATEGY AND TACTICS: _____

_____

SCORING: _____

_____

BEING A GOOD SPORT: _____

_____

KNOWING THE GAME: _____

_____

**Adapted from Western Australian Minister for Education (2004). Fundamental movement skills teacher resource, book 2, STEPS Professional Development, Perth, Australia.*

APPENDIX 4 - ASSESSMENT TOOLS
YEARS 5 AND 6 (ORANGE STAGE)

Examples of concepts that students at the Orange Stage of development could be expected to write about are provided below.

MOVEMENT

- Maintain balance while moving sideways (e.g., side step), forwards and backwards
- Move quickly in different directions (e.g., diagonally to ball) and be able to stop with balance during competitive rally activities

GROUND STROKES

- Return serve down the line, cross court or down the middle of the court
- Use topspin on both forehand and backhand during a cooperative or competitive rally
- Hit the ball to various locations on the court
- Hit the ball with different speeds

VOLLEY

- Volley the ball using a forehand and backhand action, with correct footwork (from a stationary ready position) to various locations on the court
- Volley the ball after moving forward to various locations on the court during a competitive rally

STRATEGY AND TACTICS

- Commence the rally with a serve; students have the option to drop and hit second serve
- Move greater distances with increased speed and dynamic balance (forwards, backwards, sideways) during competitive rally
- Achieve some fundamental tactical outcomes (e.g., maintain consistency during competitive rally)
- Move the opponent around the court

SCORE

- Keep the score (e.g., points, game, set)
- Understand the rules of the game (e.g., choice of ends and service, change of ends, ball touches a line, order of service, foot fault, service fault, let)

BE A GOOD SPORT

- Understand the concept of fair play
- Call lines and score clearly and honestly
- Show respect for opponents and officials
- Begin to manage difficult emotions during competition

KNOW THE GAME

- Name the four Grand Slam events
- Play at least once a week with family or friends outside lesson times
- Can practise independently with a defined objective
- Consistently give best mental and physical effort
- Enjoys competition
- Understand some tactical fundamentals (e.g., consistency, hitting to court zones)
- Understand own ability level and the effort involved to improve

APPENDIX 4 - ASSESSMENT TOOLS
YEARS 7 AND 8 (GREEN STAGE)

GAME PERFORMANCE ASSESSMENT INSTRUMENT (GPAI)*

The GPAI (Mitchell, Oslin & Griffin, 2013) is a comprehensive game-based assessment tool suitable for use within a Game Sense teaching approach. Seven components covering on-the-ball shot execution in addition to off-the-ball game performance are typically used in a GPAI – although rarely all at once. Rather, a select number (commonly one to three) of specific game components are commonly chosen in one assessment episode. Three examples of a GPAI have been provided.

Student name: _____ Evaluator name: _____ Class: _____

GAME COMPONENTS

1. **Consistency (of shot mechanics - can keep the ball in play)**
2. **Control (of spin, power and placement)**
3. **Anticipation (court movement to recover to base position an respond**

DIRECTIONS

1. Observe the selected student for 5-8 minutes, observing only performance related to the above game components. Place ticks in the box for each game interaction.

   P = Present/Observable
   AI = Absent or Inappropriate
2. Calculate the game component rating for each component (total P + Total AI = X%)
3. Give each student a score from 1-4 on each component

LEVELS OF PERFORMANCE

4 = Very Effective Performance
Almost always observable

3 = Effective Performance
Usually observable

2 = Moderately Effective Performance
Observable in more than half of the student's attempts

1 = Weak Performance
Observable in less than half of the student's attempts

TEAM / STUDENTS	CONSISTENCY		CONTROL		ANTICIPATION	
	P	AI	P	AI	P	AI
Column totals						
Level of performance						

What the student did well _____

What the student can improve upon _____

**Adapted from Mitchell, S., Oslin, J., and Griffin, L. (2013) Teaching sports skills and concepts: A tactical games approach for ages 7to 18. Champaign, Ill: Human Kinetics.*

APPENDIX 4 - ASSESSMENT TOOLS
YEARS 7 AND 8 (GREEN STAGE)

GAME PERFORMANCE ASSESSMENT INSTRUMENT (GPAI)

Student name: _____

Class: _____ Date: _____

GAME COMPONENTS (SELECT THREE ONLY)

MOVEMENT SKILLS

Stability

- React quickly and adapt footwork and movement patterns
- Move quickly in different directions and stop with balance during competitive rally activities

Manipulative

- Forehand and backhand groundstroke's from all areas of the court
- First and second overarm serve with a balanced, rhythmical and continuous action
- Serve and return of serve sequences e.g., serve, run to the net, volley
- Footwork to volley including in both competitive and cooperative situations
- Hitting with backspin and positioning of the body
- Hitting of a drop shot and how to react

TACTICAL SKILLS AND UNDERSTANDINGS

Accuracy

- Understand how to consistently play a number of balls towards an area for tactical purposes

Space

- Understand how to rally and competitively play cross court, down the line and to the middle of the court
- How to return a ball, offensive and defensive
- When to use strokes to hit to space to your advantage

Force

- Understanding of the speeds of when you hit a ball (hard or soft) and their implications
- How to manipulate the ball and when to play what strokes
- When to attack and when to defend and how to play this

Movement

- Understand how to play as a team (doubles)
- Understand how to defend and attack as a team
- Understand how to move together as a team

Directions

- Observe each student using only the selected criteria listed above for up to 5 minutes and code their play as P = Present (observable) or A Absent (inappropriate)
- Calculate the game component rating for each component (total P + total A = X%)
- Rate each student a score from 1-4 on each component.

APPENDIX 4 - ASSESSMENT TOOLS
YEARS 7 AND 8 (GREEN STAGE)

DIRECTIONS

1. Observe the selected student for 5-8 minutes, observing only performance related to the above game components. Place ticks in the box for each game interaction.

   P = Present/Observable
   AI = Absent or Inappropriate
2. Calculate the game component rating for each component (total P + Total AI = X%)
3. Give each student a score from 1-4 on each component

LEVELS OF PERFORMANCE

4 = Very Effective Performance
Almost always observable

3 = Effective Performance
Usually observable

2 = Moderately Effective Performance
Observable in more than half of the student's attempts

1 = Weak Performance
Observable in less than half of the student's attempts

STUDENT NAME	MANIPULATIVE		ACCURACY		SPACE		FORCE	
	P	A	P	A	P	A	P	A
Column totals								
Level of performance								

What the student did well _____

_____

What the student can improve upon _____

_____

Adapted from Mitchell, S., Oslin, J., and Griffin, L. (2013) Teaching sports skills and concepts: A tactical games approach for ages 7 to 18. Champaign, Ill: Human Kinetics.

APPENDIX 4 - ASSESSMENT TOOLS
YEARS 7 AND 8 (GREEN STAGE)

INDIVIDUAL SPORT ASSESSMENT PROCEDURE*

Tennis: _____

Name: _____

Class: _____ Date: _____

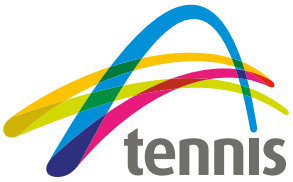
INSTRUCTIONS

Observe the students during game play and indicate with a 'tick' when the specific behaviour outlined in the table is evident. Indicate with a 'cross' when the specific behaviour outlined in the table did not occur.

ON THE BALL	
CONTROLLING THE BALL	PLACING THE BALL

OFF THE BALL	
READY POSITION	COVER

**Adapted from Grehaigne, J-F., Richard, J-F., & Griffin, L. (2005) Teaching and Learning Team Sports and Games. New York: Routledge Falmer.*



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