

TENNIS FOR SCHOOLS

Learn and Play GRADES 1-8





Dear Educators:

Physical and Health Education Canada (PHE Canada) is pleased to provide its endorsement of the **Tennis for Schools** program.

After a thorough review by an advisory team of Canadian educators, this resource was considered to be of high quality and will support the delivery of Quality Daily Physical Education (QDPE) in Canadian schools. Specifically, the **Tennis for Schools** program will contribute to the opportunity for students to develop the fundamental movement skills related to the sport of tennis, and increase student knowledge and appreciation for the sport of tennis.

Congratulations in the development of this exceptional resource that will support educators in the planning and delivery of quality learning experiences for children and youth that will enable present and lifelong participation in physical activity.

Sincerely,

A handwritten signature in black ink that reads "Andrea Grantham".

Andrea Grantham
Executive Director



Physical and Health Education Canada (PHE Canada) was founded in 1933 and is a national, not-for-profit organization. PHE Canada's vision is "all children and youth in Canada living physically active and healthy lives."

As such, PHE Canada advocates and educates for quality physical and health education programs within supportive school and community environments.

*For more information on physical and health education resources and programs in Canada, please visit
www.phecanada.ca*

*Our vision is for all Canadian children and youth to lead physically active and healthy lives.
Notre vision consiste à garantir que tous les enfants et les jeunes canadiens mènent une vie saine et active sur le plan physique.*

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ACKNOWLEDGEMENTS

The Tennis for Schools program was created by Tennis Canada and Physical and Health Education Canada (PHE Canada). This resource will help teachers, both physical education specialists and non-specialists, plan and deliver quality learning experiences that support the development of fundamental movement skills related to the sport of tennis, while increasing student knowledge and appreciation for the sport. The Tennis for Schools program will help students develop the physical literacy skills that are necessary for acquiring the knowledge, skills, and attitudes to lead healthy, active lives and enjoy success in all levels of sport participation.

Tennis Canada and PHE Canada wish to acknowledge the contributions of the many individuals, provincial tennis associations, and pilot schools that participated in the development of this program. We would especially like to thank and recognize the members of the **National Advisory Committee**:

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Tennis for Schools Program

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INTRODUCTION

Through the cooperation and support of Tennis Canada and Physical and Health Education Canada (PHE Canada), *Tennis for Schools* (grades 1-2, 3-5, and 6-8) has been developed to advance PHE Canada's vision of all children and youth in Canada living healthy, physically active lives. *Tennis for Schools* is a teacher resource for both specialist and non-specialist physical education teachers in Canadian elementary, middle, and junior high schools as they introduce their students to an exciting potential lifelong physical activity. Participation in tennis allows students to maintain and improve health-related and performance-related fitness components (e.g., agility, speed, coordination). *Tennis for Schools* also allows students to participate in meaningful opportunities to develop fundamental movement skills (e.g., overarm throw, catch, run, sidearm strike). The lessons included within this teacher-created resource are meant to serve as a general guide for teachers; unique teaching and learning contexts will rightfully impact how various lessons are taught and experienced. In this respect, teachers are encouraged to consider their own strengths, resources, and students when using this resource.

MODIFYING TENNIS TO MEET ALL STUDENTS' NEEDS AND ABILITIES

Given appropriate planning, adaptations, and support, all students participating in a quality physical education program can be successful in tennis. Please be sure to consult applicable safety guidelines/policies for your province or territory. Just as this resource includes a number of activity variations (i.e., less and more challenging suggestions) to meet the unique needs and abilities of students, teachers should be similarly committed to modifying teaching and learning activities so that all students, regardless of ability, can achieve success.

ENSURING SAFETY

As within any physical education or physical activity program, attention to safety must be ever-present when teaching tennis. As a *minimum* standard, the following safety guidelines should be observed:

- **Clothing/footwear:** Suitable clothing and footwear must be worn; no hanging jewellery should be allowed.
- **Facilities:** Court boundaries must be clearly defined; a safety procedure must be established for side-by-side courts; the playing area must be free of debris and obstructions to ensure safe footing.
- **Special rules/instructions:** The code of etiquette for court play must be *taught and enforced* (e.g., not entering a court being used); skills must be taught in a proper progression; games must be based on skills that are taught; activities/skills must be modified to the age and ability level of students; during lessons and games, adequate spacing must be allowed so each student can make a free and uninterrupted swing.
- **Supervision:** On-site supervision is required; setting up of equipment also requires on-site supervision.
- **Equipment:** A first-aid kit must be readily accessible; racquets must be inspected regularly for breakage and to ensure proper grip; the benefits of protective eyewear must be communicated to students, and eyewear must be available for use if requested.

UNDERSTANDING THE UNIT/LESSON PLANS

Overview

Tennis for Schools includes unit/lesson plans for students in grades 1-2, 3-5, and 6-8 (for teachers wishing to introduce tennis to students before grade 1, a list of possible pre-tennis activities is included in appendix A). Each lesson plan has three major lesson components (Getting Ready, Ready to Learn, and Ready to Play) in addition to a lesson outcome and game goal. Sample assessment possibilities (formative and summative) are included in appendix B; these analytic rating scales, checklists, and rubrics are aligned with the unit outcomes and specific tennis skills.

Following are the suggested guidelines for time allocation for the three major lesson components. Please note that these are suggestions only. Teachers are encouraged to move through a lesson at a pace that is appropriate to the needs of their students. Thus, the amount of time dedicated to a lesson component may vary based on various contextual factors (e.g., class size, student ability, student interest, availability of space and equipment).

Suggested time guidelines	Getting Ready	Ready to Learn	Ready to Play
	Approximately 20% of class time	Approximately 40% of class time	Approximately 40% of class time
30-minute lesson	5-7 minutes	10-14 minutes	10-14 minutes
45-minute lesson	8-10 minutes	16-20 minutes	16-20 minutes
60-minute lesson	10-14 minutes	20-28 minutes	20-28 minutes

Although each of the three grade-level units includes six separate lessons, teachers are encouraged to choose lesson components and lessons that best meet their teaching context and the students' learning needs. For example, repeating a lesson with a group of students is encouraged. When repeating a lesson, the teacher could focus on the more challenging variations. Furthermore, recognizing the range of ages, abilities, and readiness of students in the various grade levels, teachers might also wish to focus on specific lessons within a unit. For example, a grade 1 teacher might choose to focus on only the first three lessons of the grades 1-2 lessons.

The units are intended to be progressive; it is assumed that the outcomes in the grades 1-2 unit will be mastered before teachers introduce the grades 3-5 unit. Teachers who are introducing tennis in grades 3-5 for the first time are encouraged to utilize activities found in the grades 1-2 unit before beginning the grades 3-5 unit. Similarly, if teachers are introducing tennis to students in grades 6-8 for the first time, selecting a variety of activities and games from the previous units is recommended. Another suggestion is to use the initial lessons as a tool for pre-assessment.

Lesson Components

- **Lesson outcome:** The outcome for each lesson is written in language recognizable to those who teach physical education. This outcome is the *primary* learning outcome for the lesson; others can also be generated by teachers choosing to focus on particular lesson elements. An example of a lesson outcome is "Students will be able to continuously strike a ball toward a target using a forehand groundstroke." Affective outcomes are not listed in each lesson plan; rather, they are listed in the unit outcomes.
- **Game goal:** The game goal for each lesson identifies the game that students will ideally be able to play by the end of the lesson; it also briefly describes the skills students will need to be successful at playing the game. An example of a game goal is "Students should be able to play the game Around the Clock. To be successful at Around the Clock, students will need to be able to serve accurately."
- **Getting ready:** The Getting Ready activities are contextualized, introductory tennis-like activities meant to allow students to become physically and cognitively ready to engage in skill development, knowledge development, and game-play activities. In all three units, beginning with the second lesson, Getting Ready includes opportunities for students to review activities and play the game from the previous lesson.
- **Ready to learn:** The Ready to Learn component consists of tennis-like activities designed to allow students to learn the requisite skills and knowledge required to engage in tennis-like games.
- **Ready to play:** The Ready to Play activities are tennis-like games meant to allow students to apply their developing skills and knowledge in authentic tennis-like game scenarios. This section also includes a Question for Understanding. These questions are samples for teachers to help determine the extent of students' understanding of game structure, strategy, and skills.

Affective Goals

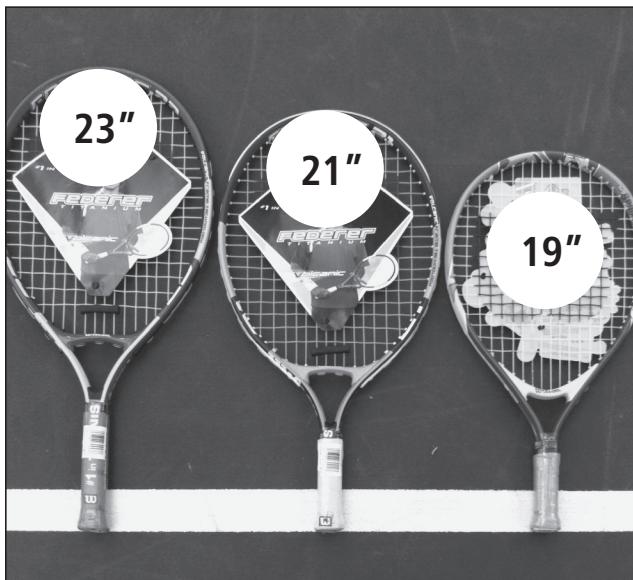
Within the lesson plans, there are no specific activities that address affective goals. It is assumed that teachers will address these goals when the need arises. For example, early in the unit, teachers are likely to discuss safety (swinging racquets and retrieving balls from other courts). Below are suggested grade levels for introducing important affective goals in tennis:

- In grades 1-2, students should be encouraged to **demonstrate respect for self, others, and equipment.** This might be evidenced in many ways. For example, students should always put forth their best effort; learn and play safely within their designated space; and take great care when learning and playing with the balls, racquets, and nets.
- In grades 3-5, students should be encouraged to **demonstrate a healthy, cooperative spirit and respect for tennis etiquette.** This might be evidenced in many ways. For example, students should eagerly work with, and be especially supportive of, their peers, and they should respect appropriate tennis etiquette (e.g., with respect to shaking hands, recognizing good shots, avoiding others' courts).
- In grades 6-8, students should be encouraged to **demonstrate a healthy, competitive spirit and respect for tennis rules.** This might be evidenced in many ways. For example, students should learn to compete with peers so that they may self-officiate, respect opponents' calls, and win and lose graciously while also following learned tennis rules related to playing and scoring.

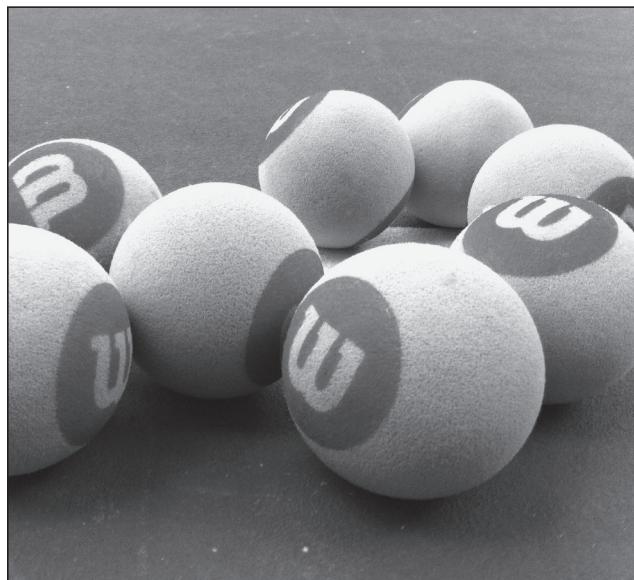
EQUIPMENT, SET-UP, AND MAXIMIZING PARTICIPATION

Equipment

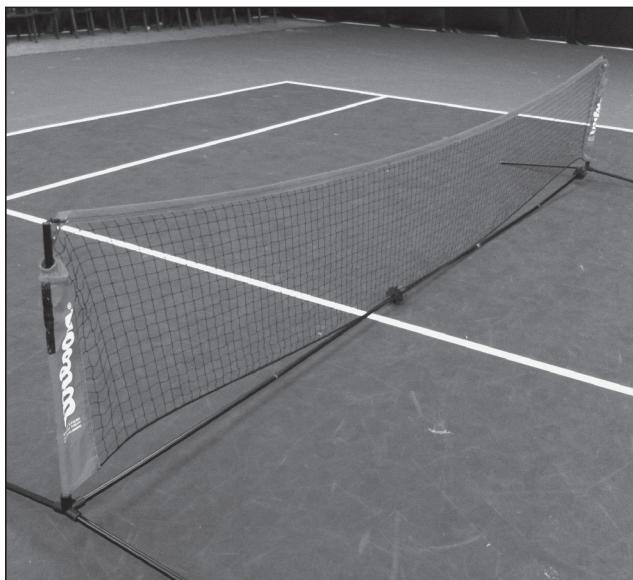
All these lessons require the same equipment: tennis nets, age-appropriate tennis racquets, line markers, and foam tennis balls. **Although foam tennis balls are ideal for indoor use (i.e., have a soft bounce and are safe), special care must be taken when using them because they tear easily.** A teaching kit containing all the required equipment is available from your Provincial Tennis Association. However, the Tennis for Schools program can also be taught with other available equipment. Suitable equipment includes benches, chairs, balloons, soft or slightly deflated balls, paddle bats, and cones.



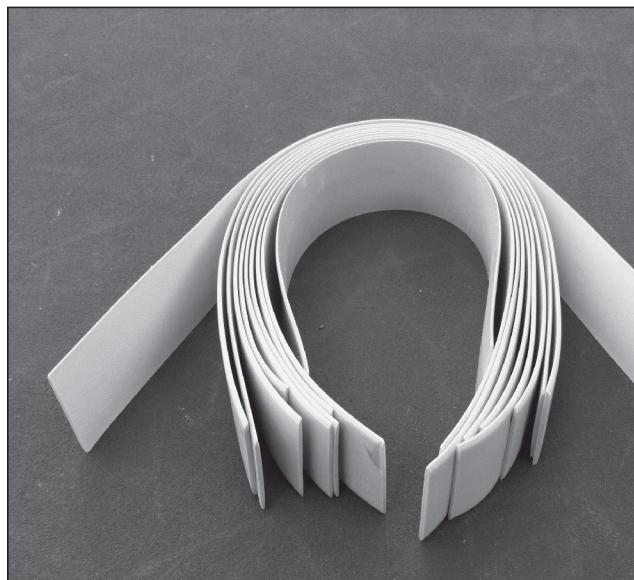
Age Appropriate Tennis Racquets



Foam Tennis Balls



Tennis Net

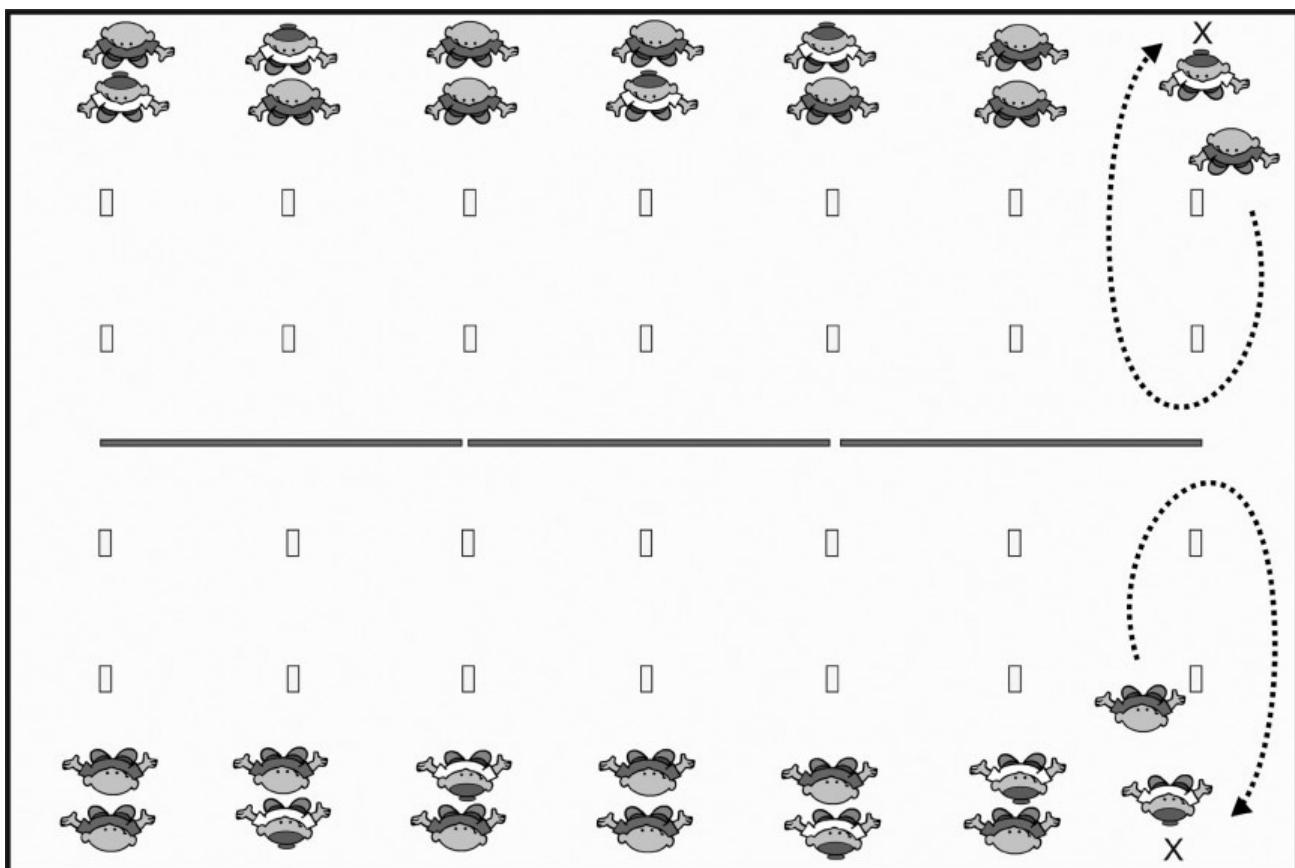


Line Markers

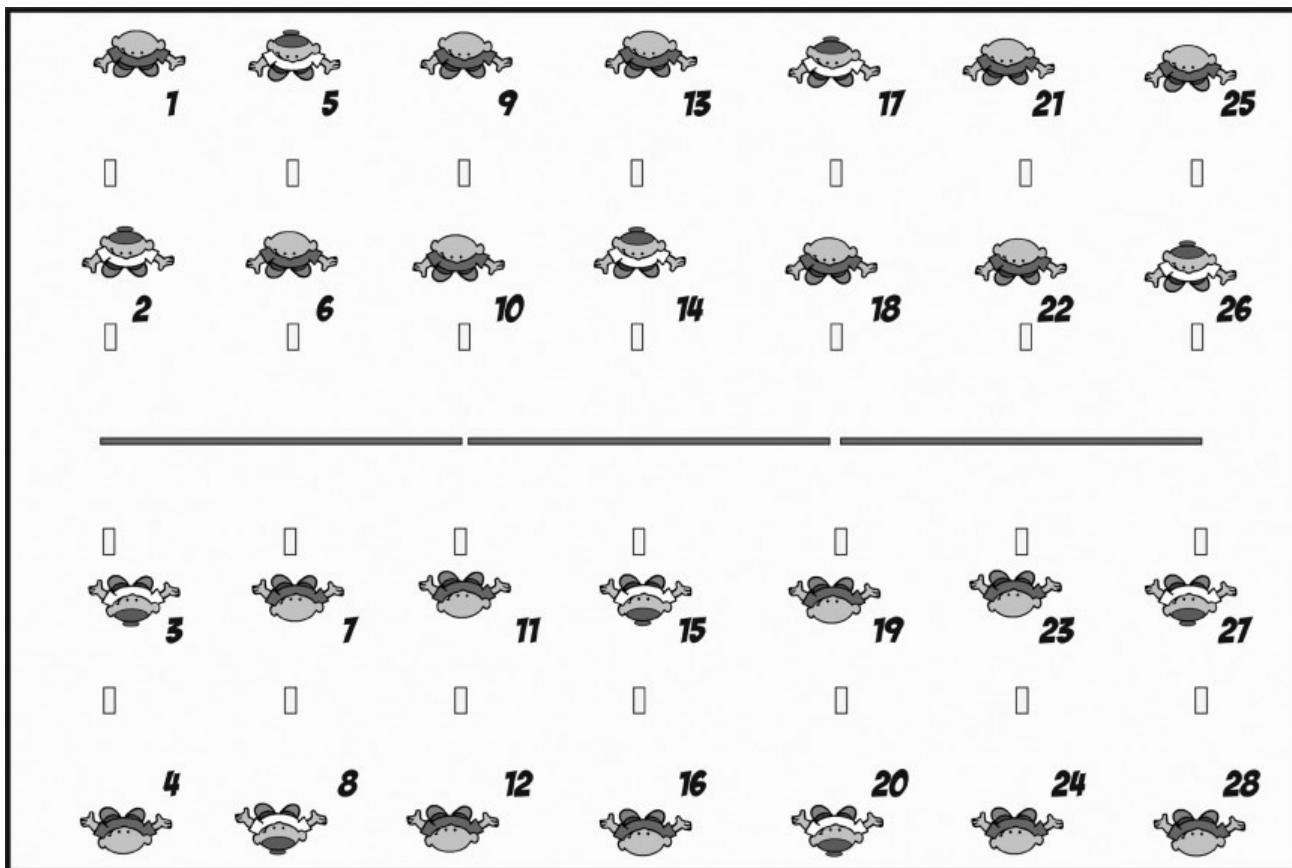
Set-Up

The activity space set-up should be the same for every class. By doing this, students are more easily and quickly able to identify and understand court locations (e.g., their home court) and markers (e.g., frontcourt, backcourt). Possibilities for setting up the activity space are illustrated here.

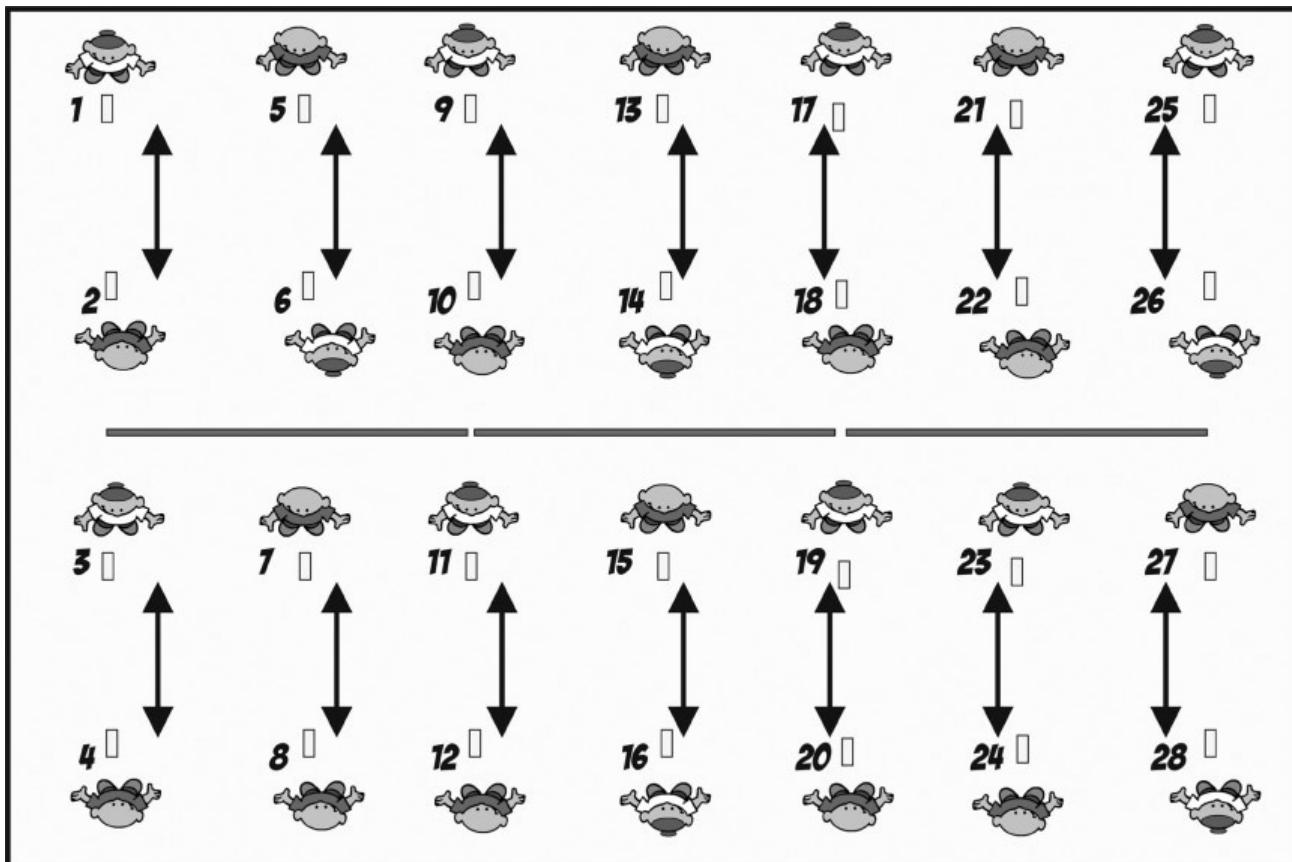
It is recommended that all students be assigned a home court at the beginning of the unit. Students report to, practise, and play on their home court for all lessons.



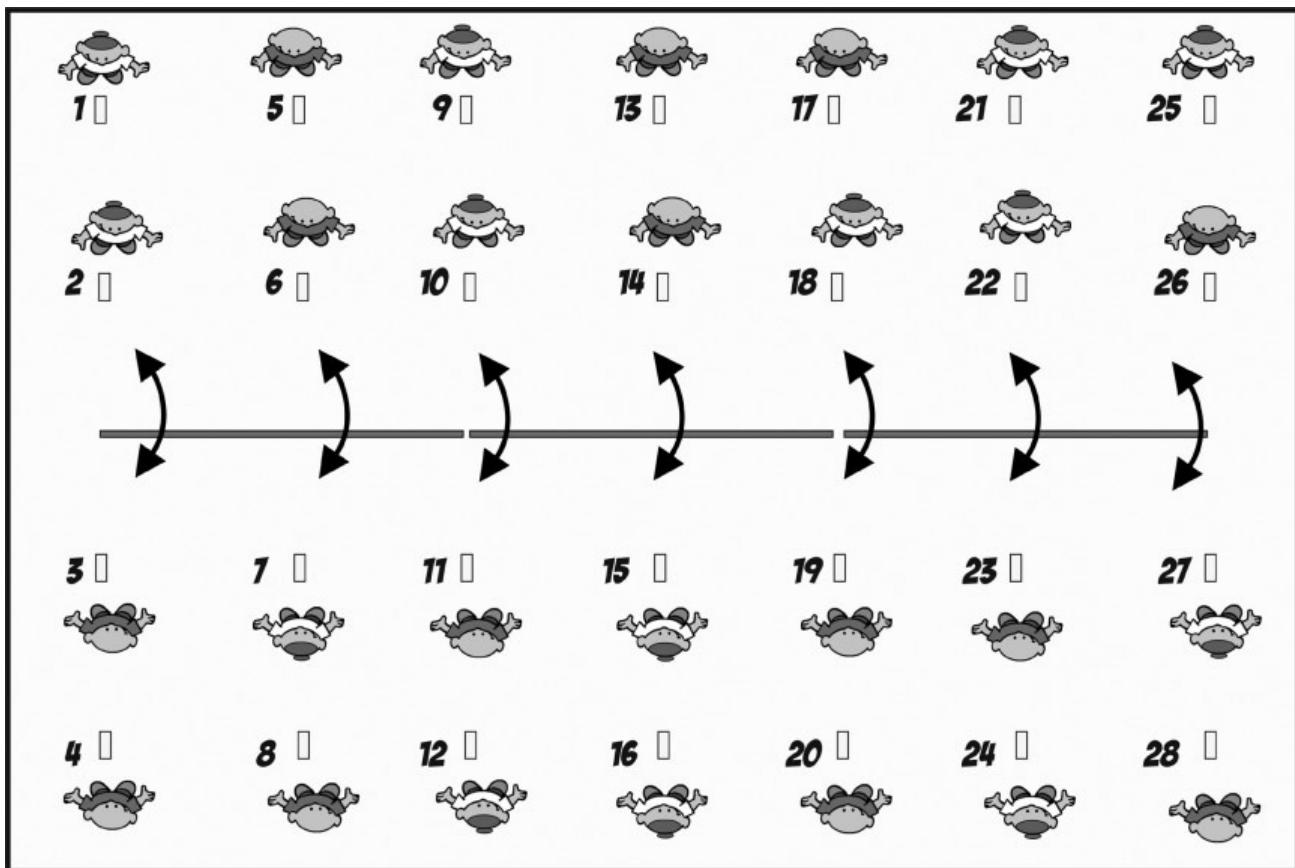
Standard Gym Set Up: 3 Nets, 28 Markers, Warm Up Movement Pattern



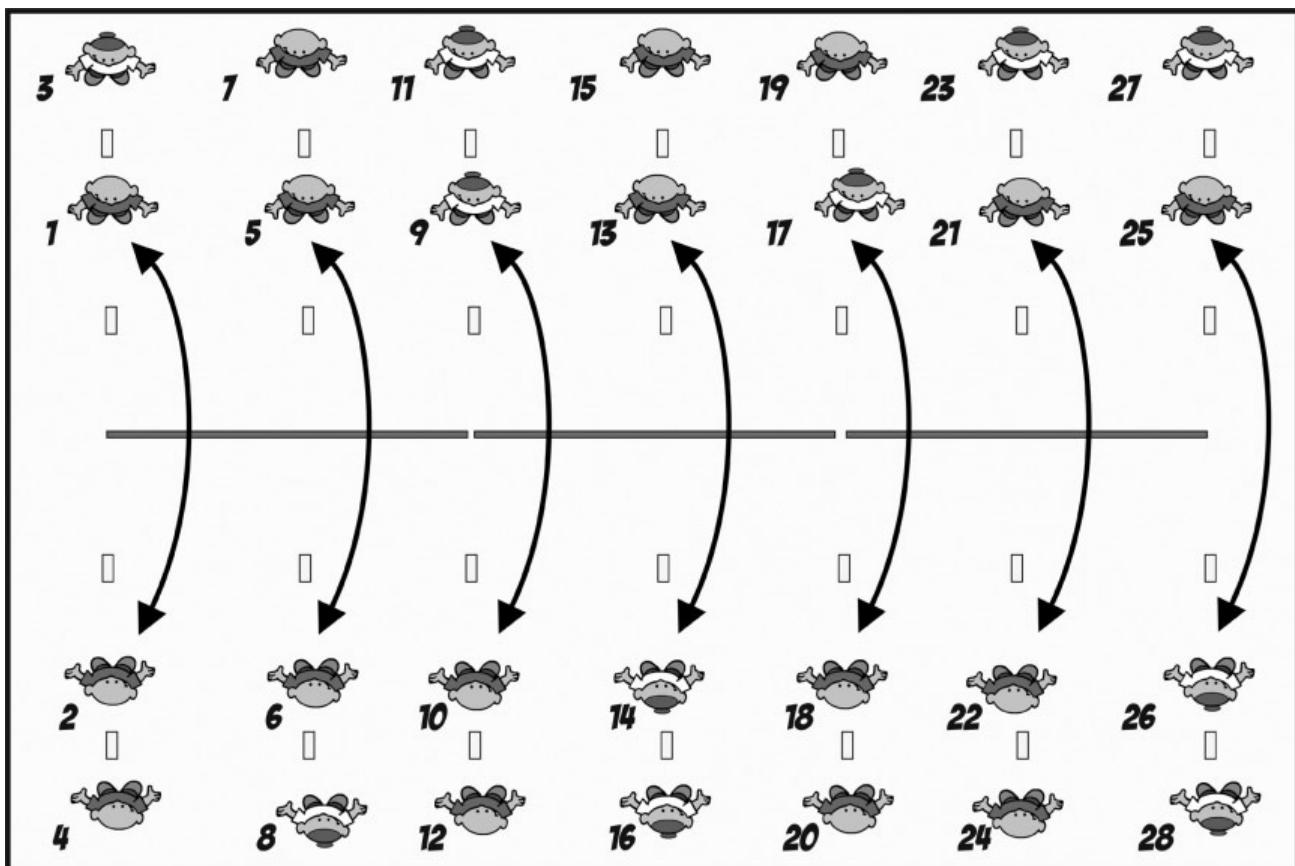
Individual Activity Stations (28 court areas)



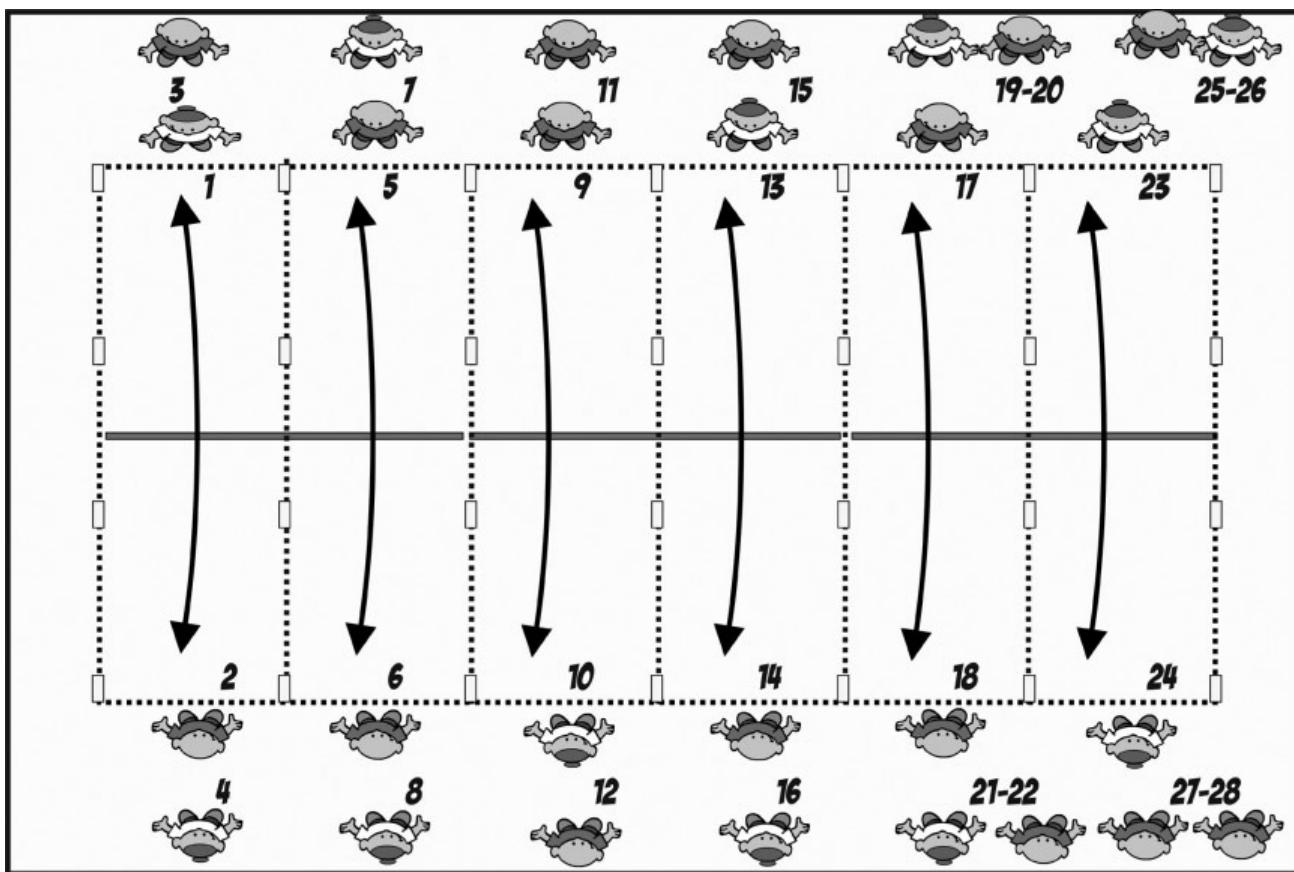
Partner Activity, No Obstacle, Short Distance (14 court areas)



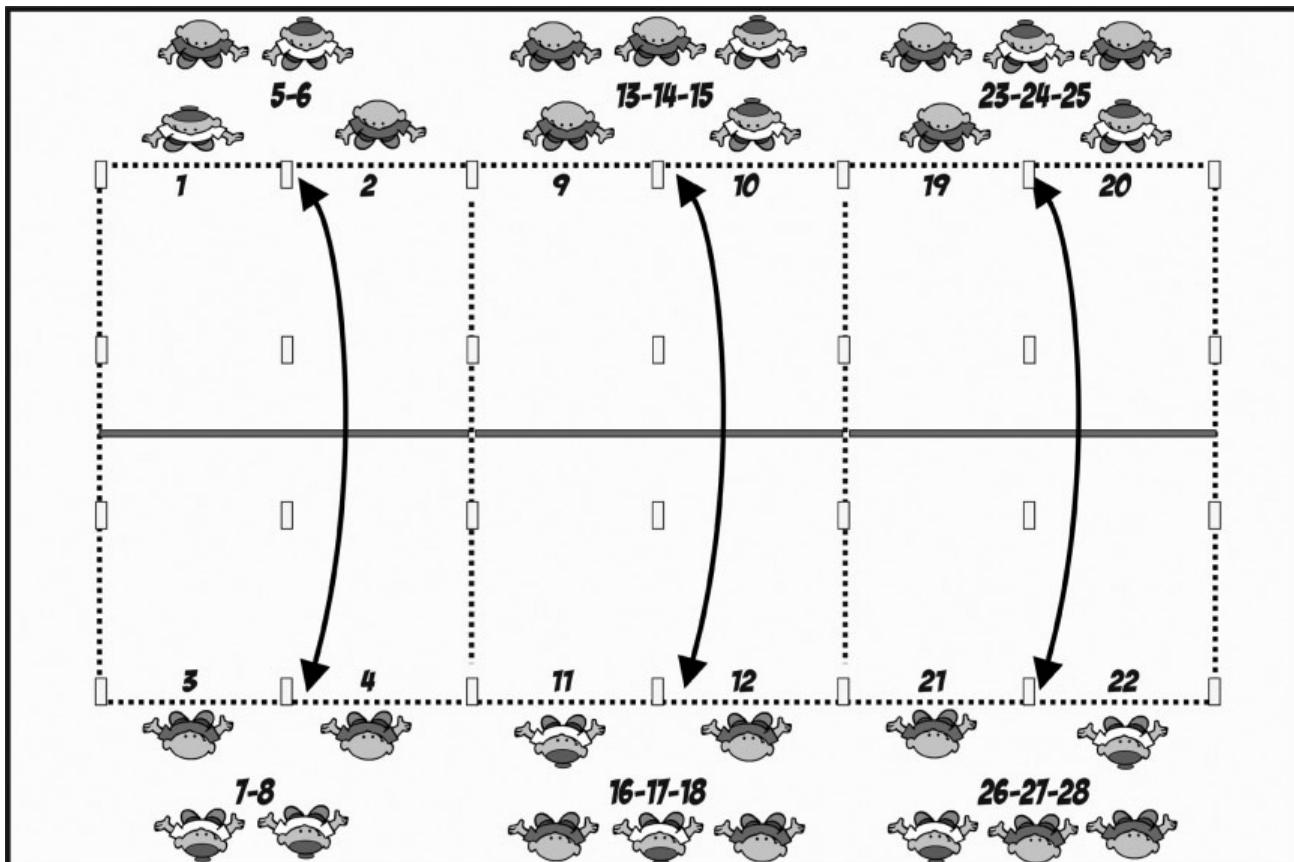
Partner Activity, Over Obstacle, Short Distance (7 court areas)



Partner Activity, Over Net, Mid Distance (7 court areas)



Partner Activity, Over Net, Full Distance, Singles (6 court areas)



Team Activity, Over Net, Full Distance, Doubles (3 court areas)

Maximizing Participation

The limited amount of space available for tennis instruction for some physical education teachers might seem prohibitive. However, with gymnasium space for three (or two) mini tennis courts, a class of 30 students can quite easily engage in a quality tennis experience. Possibilities for maximizing participation include the following suggestions, which are visually represented on the accompanying DVD.

- Allow all students to have their own racquet and ball (where appropriate).
- Allow students to use wall space to practise strokes and skills when court space is limited.
- Allow students to use extra space (e.g., backcourt space, space between walls and courts, adjacent hallway) to practise strokes and skills when court space is limited.
- Allow students to engage in meaningful (and related) fitness development activities when court space is unavailable. For example, teachers can introduce fitness circuits that include activities meant to improve students' health-related fitness components such as cardiovascular endurance, muscular endurance, muscular strength, and flexibility. Additionally, teachers can introduce activities meant to improve students' skill-related fitness components such as agility, speed, coordination, balance, power, and reaction time.
- Allow students playing singles and doubles games to share a court by alternating court time *between every point*.
- In classes with an odd number of students, teachers are encouraged to modify the activity or game by adding a student to a pair or group; students should alternate turns as opposed to requiring one student to sit out.
- Although games generally suggest a 1 versus 1 or 2 versus 2 format, teachers are encouraged to also allow students to utilize a 3 versus 3 or 4 versus 4 format. Teachers may modify the initial instructions so that more students are able to *safely* play or be involved.

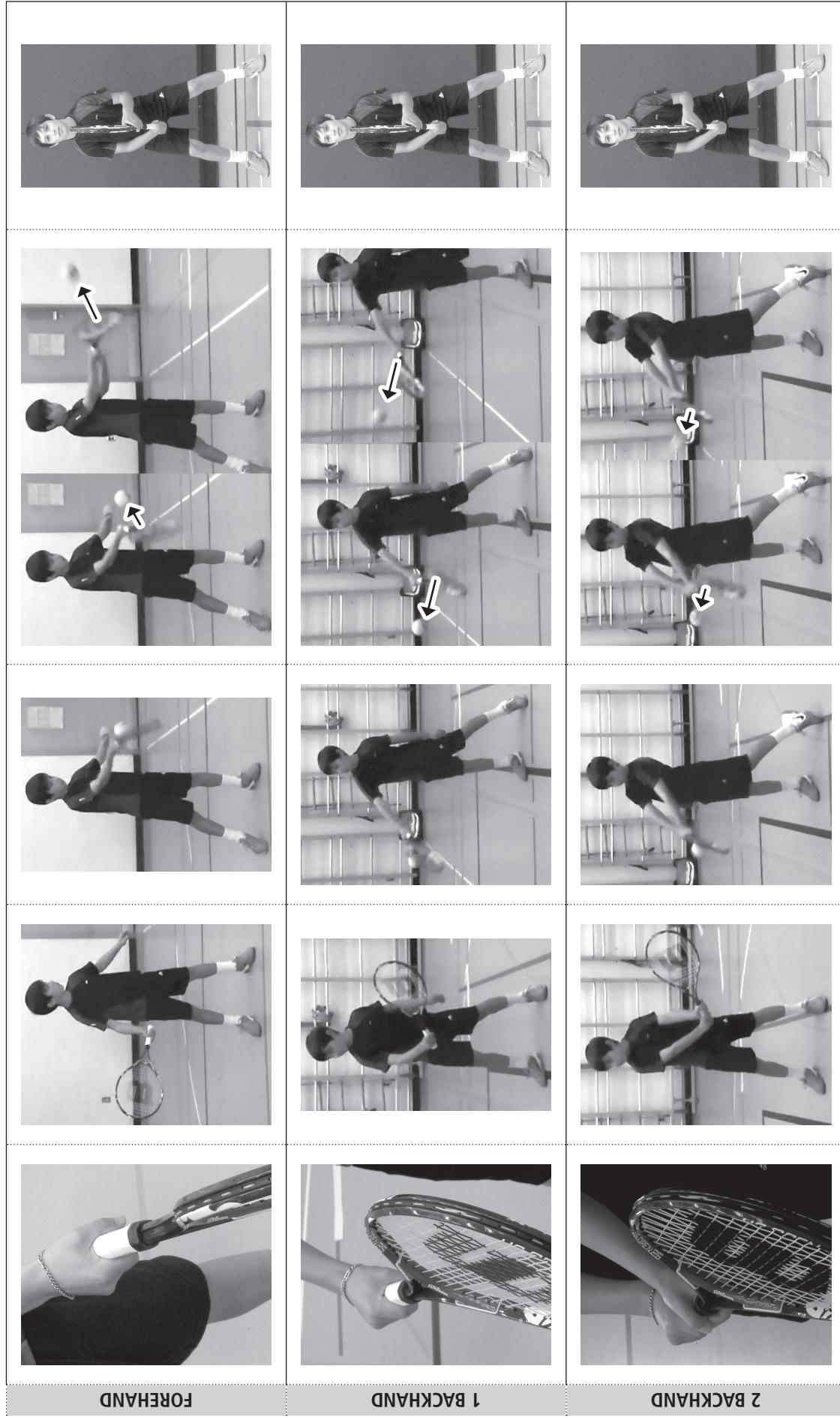
TENNIS STROKES: KEY COMPONENTS AND ILLUSTRATIONS

FOREHAND GROUNDSTROKE		BACKHAND GROUNDSTROKE
GRIP	Continental (hammer) grip with a firm wrist	Continental (hammer) grip with a firm wrist
BODY POSITION	Neutral body position (body facing slightly sideways)	Neutral body position (body facing slightly sideways)
IMPACT POINT	Immediately in front of leading foot (left foot for right-handed hitters and right foot for left-handed hitters) (between body and net)	Immediately in front of leading foot (right foot for right-handed players and left foot for left-handed players) (between body and net)
STRIKING ZONE	Strike ball at knee-to-waist level, with strings facing target	Strike ball at knee-to-waist level, with strings facing target
RECOVERY	Move back to home location in an athletic ready position	Move back to home location in an athletic ready position

SERVE		VOLLEY
GRIP	Continental (hammer) grip with a firm wrist	Continental (hammer) grip with a firm wrist
BODY POSITION	Neutral body position (body facing slightly sideways)	Neutral body position (body facing slightly sideways)
IMPACT POINT	Immediately in front of leading foot (left foot for right-handed servers and right foot for left-handed servers) (between body and net)	Immediately in front of leading foot (left foot for right-handed servers and right foot for left-handed servers) (between body and net)
STRIKING ZONE	Strike ball above the head, with strings facing target	"Catch" ball at waist-to-shoulder level, with strings facing target
RECOVERY	Move back to home location in an athletic ready position	Move back to home location in an athletic ready position

TENNIS STROKES: KEY COMPONENTS AND ILLUSTRATIONS

Continental Grip Body Position Impact Point
Just before Impact - Just after Impact Recovery



TENNIS STROKES: KEY COMPONENTS AND ILLUSTRATIONS

Continental Grip	Body Position	Impact Point	Just before Impact - Just after Impact	Recovery
F/H VOLLEY	B/H VOLLEY	SERVE		

NOTES

NEXT: Lesson Plans



TENNIS FOR SCHOOLS: UNIT OUTCOMES

GRADES 1–2

Upon completion of the following six-lesson unit, students should be able to:

- demonstrate the ability to begin play using groundstrokes (especially forehand);
- demonstrate the ability to share a ball at short distances using groundstrokes (especially forehand);
- demonstrate knowledge of the proper grip (hammer grip), body position (sideways), and impact point (ball in front of leading foot) when striking a ball; and
- demonstrate respect for self, others, and equipment.

LESSON ACTIVITIES, GRADES 1–2

Focus/Lessons	Getting Ready	Ready to Learn	Ready to Play
Grade 1 Focus	Lesson 1 Racquet Awareness	Holding a Racquet and Guiding a Ball	Follow the Leader
	Lesson 2 Ball Guiding	Holding a Racquet and Striking a Stationary On-Floor Ball	Target Tennis
	Lesson 3 Ball Striking	Holding a Racquet and Striking a Moving On-Floor Ball	Floor Tennis
Grade 2 Focus	Lesson 4 Ball Striking	Ball Carrying; Ball Dropping and Racquet Catching	Ball Sharers
	Lesson 5 Ball Dropping and Racquet Catching	Striking a Ball Upward (Groundstroke)	Record Breakers
	Lesson 6 Striking a Ball Upward	Striking a Ball Forward (Groundstroke)	Over the Net

Throughout the unit, students should be encouraged to **demonstrate respect for self, others, and equipment**. This might be evidenced in many ways. For example, students should always put forth their best effort; learn and play safely within their designated space; and take great care when learning and playing with the balls, racquets, and nets.

LESSON 1

GRADES 1 – 2

Lesson outcome:

Students will be able to hold a racquet and guide a ball.

Game goal:

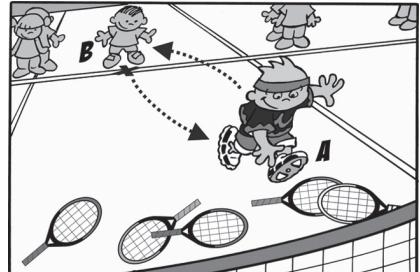
Students should be able to play the game Follow the Leader. To be successful at Follow the Leader, students will need to be able to guide a ball in various directions and pathways while following a partner.

★ GETTING READY

LESSON 1

ACTIVITY: Racquet Awareness

- Place the racquets at the net, and instruct the students to stand on the baseline. Working with partners, the first student in each pair runs to the net, picks up a racquet, returns to the baseline, and hands the racquet to her partner. The partner returns the racquet to the net. Repeat several times.
- Partners with a single racquet stand back to back and pass the racquet to one another by twisting from side to side. Repeat the exercise while requiring students to pass the racquet between their legs and over their heads.



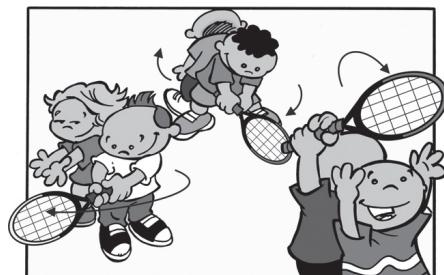
VARIATIONS

Less Challenging

- Allow students to set the racquets down in front of their partners (rather than handing the racquets to one other).

More Challenging

- Encourage students to pick up the racquet with one hand and transfer it to the other hand while running.
- Encourage students to pick up and pass two racquets to one another (rather than only one).
- Encourage students to pass and receive the racquet while touching only certain racquet parts (e.g., head, grip).
- Encourage students to run forward or backward or shuffle sideways.



READY TO LEARN

LESSON 1

ACTIVITY: Holding a Racquet and Guiding a Ball

- All students have a ball and a racquet. Ask them to hold the racquet as if it were a hammer.
- Have students guide the ball along the floor in a circle around a marker. Repeat using the other side of the racquet.
- Have students guide the ball around their home court. Repeat using the other side of the racquet.
- Have students guide the ball along the floor, this time weaving in and out of all the markers. Repeat using the other side of the racquet.
- Encourage students to guide the ball along various lines on the floor.
- While students complete these activities, it is especially important to remind them to move safely in their space.

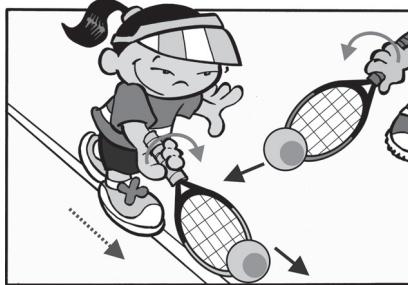
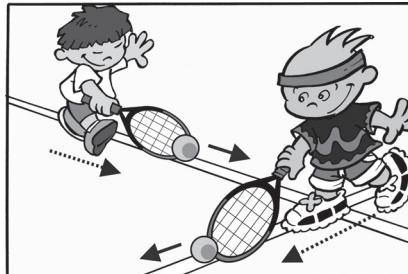
VARIATIONS

Less Challenging

- Allow students to guide the ball with their hands instead of the racquet.
- Allow students to use a larger ball.
- Allow students to use the forehand side of the racquet only.
- Allow students to use two hands on the racquet.

More Challenging

- Encourage students to travel in different directions (e.g., forward, backward, sideways) or pathways (e.g., zigzag, curved, spiral) when guiding the ball.



KEY CUES

"Hold the racquet like a hammer."

"Keep your wrist firm."

"Keep the ball in front of your body."

READY TO PLAY

LESSON 1

ACTIVITY: Follow the Leader

- In partners (one leader and one follower), students move throughout their home court in various directions and pathways while guiding the ball, using both sides of the racquet. The follower tries to stay within two steps of the leader; allow students to switch roles after a period of time. Leaders should be reminded to slow down if their followers are having difficulty keeping up.

Question for Understanding

- What can you do to maintain control of the ball?
(e.g., use soft hits; keep the ball close to the racquet)

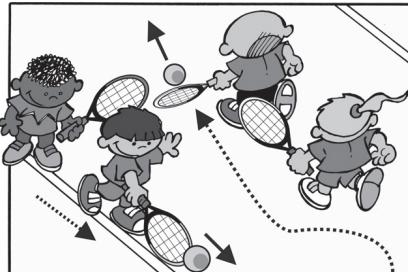
VARIATIONS

Less Challenging

- Allow students to work individually.
- Allow students to focus on one direction or one pathway only.
- Allow students to use the forehand side of the racquet only.

More Challenging

- Encourage students to use the backhand only.
- Encourage followers to use the same stroke (forehand or backhand) rather than simply following the same direction/pathway.
- Encourage students to be creative with their movements (e.g., guide the ball through their legs).



KEY CUES

"Keep the face of the racquet moving towards the target"

LESSON 2

GRADES 1 – 2

Lesson outcome:

Students will be able to strike a stationary ball along the ground.

Game goal:

Students should be able to play the game Target Tennis. To be successful at Target Tennis, students will need to be able to strike a stationary ball with a small degree of accuracy.

★ GETTING READY

LESSON 2

ACTIVITY: Ball Guiding

- Starting at the baseline and pushing the ball along the floor with the racquet, students run toward the net, shuffle across the net, run/jog back to the baseline, and shuffle across the baseline to the starting point. Repeat going in the opposite direction.

Review and allow students to play **Follow the Leader** from the previous lesson.

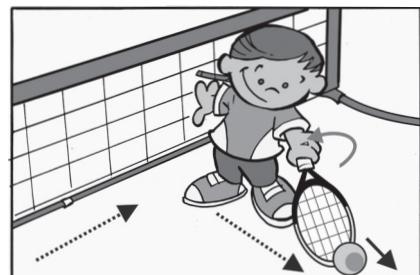
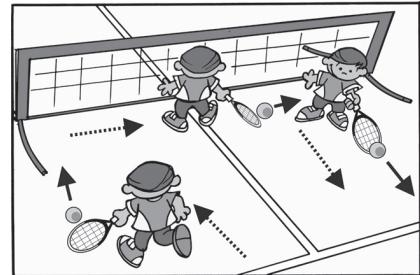
VARIATIONS

Less Challenging

- Allow students to use the forehand side of the racquet only.
- Allow students to walk rather than run.
- Allow students to complete the ball-guiding activities while moving in only one direction repeatedly (rather than moving around the entire court).

More Challenging

- Encourage students to complete the ball-guiding activities using the backhand (palm backward) side of the racquet.



READY TO LEARN

LESSON 2

ACTIVITY: Holding a Racquet and Striking a Stationary On-Floor Ball

- With the ball on the floor, students strike a stationary ball toward the wall using a forehand motion (stop and send).
- With the ball on the floor, students share a ball (by striking it) with a partner using a forehand motion (stop and send).
- Have students set the ball on the near front marker and strike the ball toward/into the net. Students will need to retrieve and repeat several times. Repeat the exercise using the other side of the racquet (backhand).

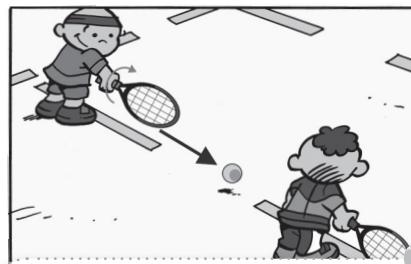
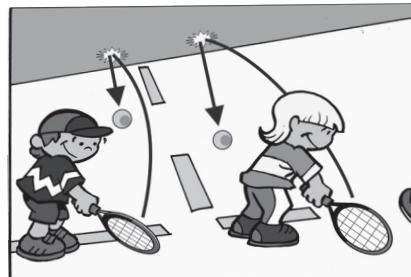
VARIATIONS

Less Challenging

- Allow students to move closer when working with a partner or when striking toward the net or wall.

More Challenging

- Encourage students to strike the ball along the various lines of their home court, keeping the ball on the lines.
- Encourage students to return the ball without stopping it (strike a moving ball) rather than stopping and sending the ball.
- Encourage students to complete the activities while alternating between forehand and backhand.
- Encourage students to move farther apart when working with a partner or striking toward the net or wall.



KEY CUES

- “Hold the racquet like a hammer”*
“Keep your wrist firm”
“Keep your body sideways to your target”
“Keep the ball in front of your body”

READY TO PLAY

LESSON 2

ACTIVITY: Target Tennis

- Beginning with each partner standing at a marker, one partner spreads his feet wide apart. With the ball starting stationary on the floor and the students always using the same side of the racquet, students try to strike the ball through their partners' legs. Students will need to continuously switch roles. Repeat the activity using the other side of the racquet.

Question for Understanding

- What can you do to try to increase the accuracy of your strikes?
(e.g., follow through in the direction of the target)

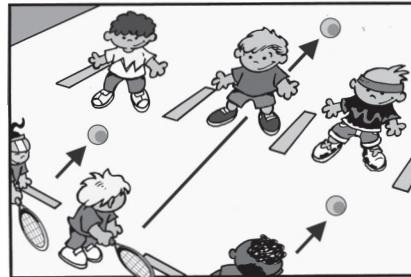
VARIATIONS

Less Challenging

- Allow students to stand closer to their partners.
- Allow students to increase the size of the target by moving their feet farther apart.

More Challenging

- Encourage students to stand farther away from one another.
- Encourage students to make a smaller target by moving their feet closer together.
- Encourage students to see how many goals they can score as a team.



KEY CUES

- “Keep the face of the racquet moving toward the target.”*

LESSON 3

GRADES 1 – 2

Lesson outcome:

Students will be able to strike a moving ball along the ground.

Game goal:

Students should be able to play the game Floor Tennis. To be successful at Floor Tennis, students will need to be able to strike a moving ball with a small degree of accuracy.

★ GETTING READY

LESSON 3

ACTIVITY: Ball Striking

- Students share a ball by striking it along the floor to a partner. The partner stops the ball and strikes it back along the floor to the first student. Repeat several times. Students may also try to use their backhand.

Review and allow students to play **Target Tennis** from the previous lesson.

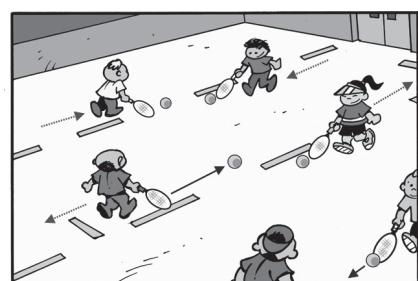
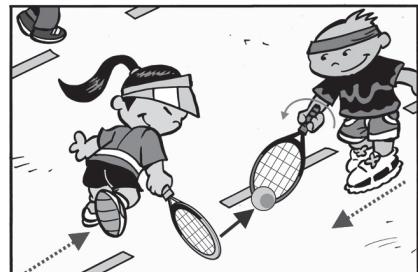
VARIATIONS

Less Challenging

- Allow students to stand closer to their partners.

More Challenging

- Encourage students to strike the ball along a line.
- Encourage students to stand farther away from one another.

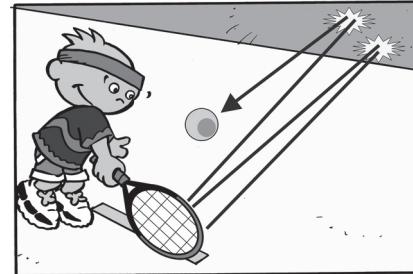


READY TO LEARN

LESSON 3

ACTIVITY: Holding a Racquet and Striking a Moving On-Floor Ball

- With the ball on the floor, students strike it toward the wall using a forehand, attempting to rally the *rebounding ball* for a number of consecutive strikes. Repeat using the backhand side of the racquet.
- With the ball on the floor, students share a ball (by striking it) with a partner using forehands, attempting to share for a number of consecutive strikes. Repeat using the backhand side of the racquet.



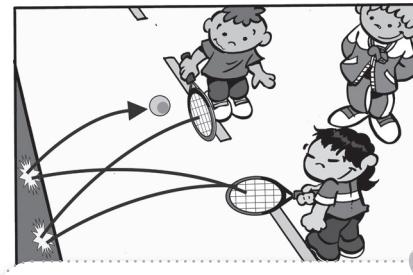
VARIATIONS

Less Challenging

- Allow students to stop the ball before striking it to the wall or a partner.
- Allow students to move closer when working with a partner or when striking toward the wall.

More Challenging

- Encourage students to move farther apart when working with a partner or striking toward the wall.
- Encourage students to complete the activities while alternating between forehand and backhand.



KEY CUES

- “Hold the racquet like a hammer.”*
“Keep your wrist firm.”
“Keep your body sideways to your target.”
“Keep the ball in front of your body.”

READY TO PLAY

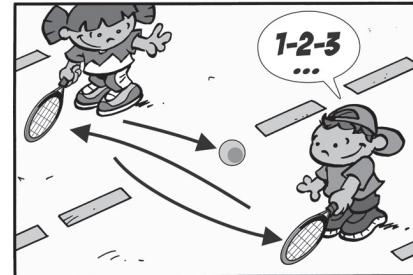
LESSON 3

ACTIVITY: Floor Tennis

- Using two home-court markers as “net posts,” students share a ball (by striking it with a forehand stroke) back and forth across the “net” (i.e., across the line), cooperating to share the ball for consecutive strikes.

Question for Understanding

- What can you do to increase the number of hits in a row you are able to make with your partner?
(e.g., use soft strikes; keep the face of the racquet pointing toward partner)



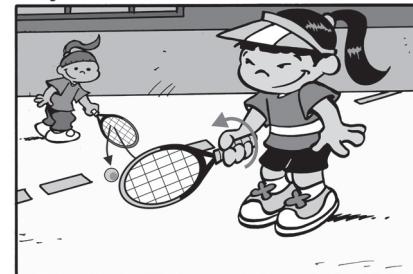
VARIATIONS

Less Challenging

- Allow students to move closer to the “net.”
- Allow students to stop the ball before striking it to their partners.

More Challenging

- Encourage students to move farther from the “net.”
- Encourage students to use only the backhand.
- Encourage students to share the ball a certain number of times (or challenge them to beat their own best scores).
- Encourage students to experiment using different amounts of force to strike the ball.



KEY CUES

- “Keep the face of the racquet moving toward the target.”*

LESSON 4

GRADES 1 – 2

Lesson outcome:

Students will be able to drop, bounce, and racquet catch a ball.

Game goal:

Students should be able to play the game Ball Sharers. To be successful at Ball Sharers, students will need to be able to drop, bounce, and racquet catch a ball.

★ GETTING READY

LESSON 4

ACTIVITY: Ball Striking

- Working with a partner, students share a ball by striking it back and forth along the floor using a forehand. Repeat using a backhand stroke.

Review and allow students to play **Floor Tennis** from the previous lesson.

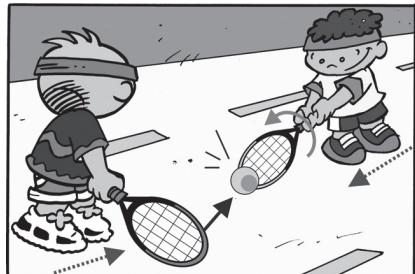
VARIATIONS

Less Challenging

- Allow students to stop the ball before returning it to their partners.
- Allow students to use the forehand side of the racquet only.
- Allow students to stand closer to one another.

More Challenging

- Encourage students to strike the ball along a line on the floor.
- Encourage students to move farther apart when working with a partner.
- Encourage students to complete the activity while alternating between forehand and backhand with each stroke.



READY TO LEARN

ACTIVITY: Ball Carrying

- Carrying the ball on the forehand side of the racquet (with the palm facing upward), students walk around the space on their home court.
- Students should move in different directions and pathways while carrying the ball on their racquets. For example, they can move in a forward, backward, or sideways direction or in a zigzag, curved, or spiral pathway. Repeat the ball-carrying activities while requiring students to use the other side (i.e., backhand) of their racquets.

ACTIVITY: Ball Dropping and Racquet Catching

- Standing stationary and holding the ball in the non-dominant hand, students drop, bounce, and catch the ball on the forehand side of the racquet. Repeat the exercise using the backhand side of the racquet. When students drop the ball, encourage them to release it from above head height.
- Moving around their home court, students drop, bounce, and catch the ball on the forehand side of the racquet. Students can be encouraged to move at different speeds, in different directions, and in different pathways while completing the activity. Repeat the exercise using the backhand side of the racquet.

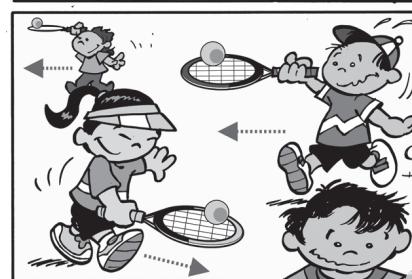
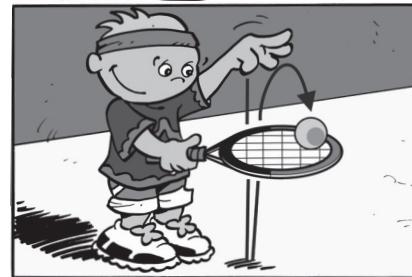
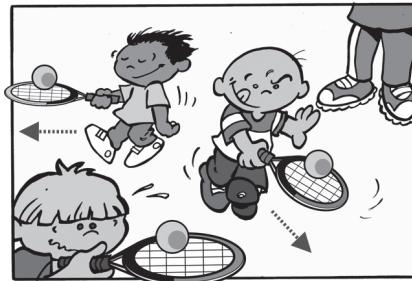
VARIATIONS

Less Challenging

- Allow students to use only the forehand (palm upward) when ball carrying.
- Allow students to complete the ball-carrying activities while moving in only one direction repeatedly (rather than moving around the entire court).
- Allow students to use their non-dominant hand to help racquet catch.
- Allow students to have a partner drop the ball for them.

More Challenging

- Encourage students to ball carry at different levels (e.g., low, medium, high) while moving.
- Encourage students to work with a partner and play **Follow the Leader** while carrying the ball on their racquets.
- Encourage students to drop, bounce, and racquet catch the ball from various heights.
- Encourage students to drop, bounce, and racquet catch the ball from their racquets (rather than from their non-dominant hand).
- Encourage students to continuously drop, bounce, and strike the ball upward.



KEY CUES

"Keep your wrist firm."

LESSON 4

READY TO PLAY

ACTIVITY: Ball Sharers

- Working with a partner, students share the ball by taking turns dropping and racquet catching it. One partner drops the ball from her racquet; the other partner catches the ball on his racquet after a bounce. Encourage students to use the forehand and backhand sides of the racquet.

Question for Understanding

- Where on the racquet face is the best place to racquet catch the ball?
(e.g., in the middle/centre of the racquet)

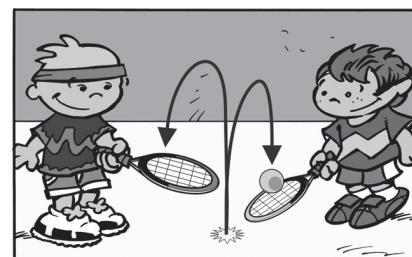
VARIATIONS

Less Challenging

- Allow students to work individually to drop, bounce, and catch the ball.
- Allow students to use their non-dominant hand to help catch the ball on their racquet.

More Challenging

- Encourage students to vary the height from which they drop the ball.
- Encourage students to drop the ball over the net.



KEY CUES

"Keep the ball in the middle of the strings"

LESSON 4

LESSON 5

GRADES 1 – 2

Lesson outcome:

Students will be able to drop, bounce, and strike a ball in an upward direction (groundstroke).

Game goal:

Students should be able to play the game Record Breakers. To be successful at Record Breakers, students will need to be able to share a ball by repeatedly striking it in an upward direction (groundstroke) and allowing it to bounce before striking it upward again.

★ GETTING READY

LESSON 5

ACTIVITY: Ball Dropping and Racquet Catching

- Beginning with the ball on their racquets, students drop the ball and try to "catch" it on the racquet, (both forehand and backhand sides). Students can practise dropping the ball from different heights and while moving around the home court.

Review and allow students to play **Ball Sharers** from the previous lesson.

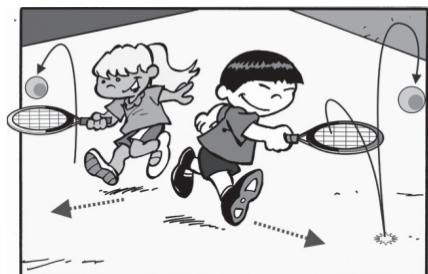
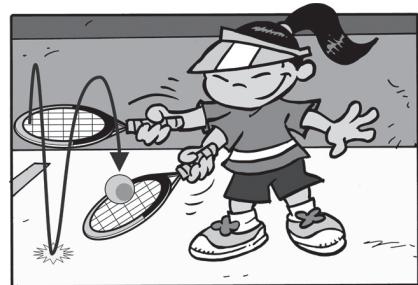
VARIATIONS

Less Challenging

- Allow students to use the forehand side of the racquet only.
- Allow students to move in a forward direction only.

More Challenging

- Encourage students to drop the ball from their racquets rather than from their non-dominant hand.
- Encourage students to alternate between forehand and backhand sides of the racquet.

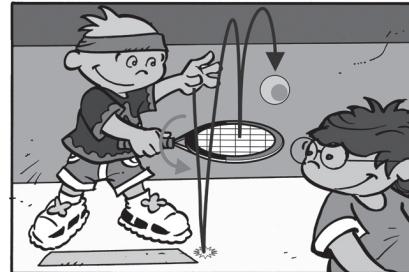


READY TO LEARN

LESSON 5

ACTIVITY: Striking a Ball Upward (Groundstroke)

- With the ball in hand, students drop, bounce, and strike a ball upward and to themselves with a forehand groundstroke; they then try to racquet catch the ball on their racquets (without using the non-racquet hand). Repeat with the backhand groundstroke.
- With the ball in hand, students drop, bounce, and strike a ball upward and to themselves with a forehand groundstroke; they then let the ball bounce before trying to strike it upward again with a forehand groundstroke. Repeat using the backhand groundstroke. Encourage students to continuously self-rally for as many strikes as possible while moving safely within their own space.



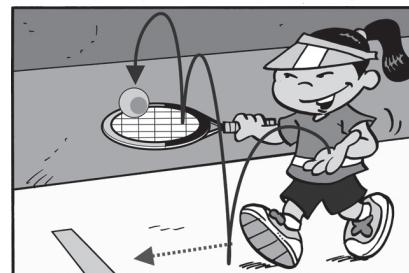
VARIATIONS

Less Challenging

- Allow students to use their non-dominant hand to help racquet catch the ball on their racquets.
- Allow students to drop the ball from a higher point.
- Allow students to have a partner drop the ball for them.
- Allow students to let the ball bounce more than once between strikes.

More Challenging

- Encourage students to drop the ball from their racquets rather than from their non-dominant hand.
- Encourage students to allow only one bounce between strikes.
- Encourage students to alternate between forehand and backhand groundstrokes.
- Encourage students to repeat the exercise, striking the ball upward without letting it bounce in between strikes (i.e., a volley).



KEY CUES

"Keep your wrist firm."

"Keep your body sideways to your target."

"Keep the ball in front of your body."

READY TO PLAY

ACTIVITY: Record Breakers

- In a small space with a partner, students drop, bounce, and strike a ball with an upward forehand groundstroke. The partner allows the ball to bounce and then strikes it upward with a forehand groundstroke. Together, they cooperate to get as many consecutive upward groundstrokes as possible.

Question for Understanding

- What can you do to make it easier for your partner to return the ball back to you? (e.g., hit at a medium-high level to allow partner time to move into position)

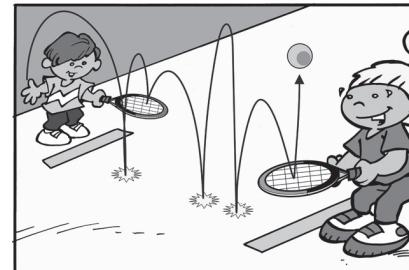
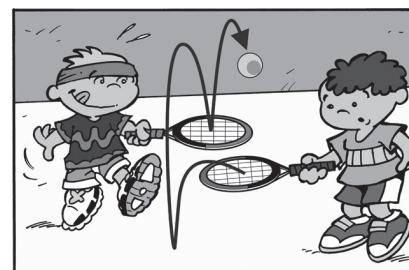
VARIATIONS

Less Challenging

- Allow students to racquet catch the ball on their racquets between strokes.
- Allow students to let the ball bounce more than once between strikes.
- Allow students to work individually.

More Challenging

- Encourage students to also use the backhand groundstroke.
- Encourage students to complete the activity over the net (one partner standing on either side of the net).



KEY CUES

"Keep the face of the racquet moving toward the target."

"Keep the ball in the middle of the strings."

"Use soft, gentle touches."

LESSON 6

GRADES 1 – 2

Lesson outcome:

Students will be able to drop, bounce, and strike a ball in a forward direction (groundstroke).

Game goal:

Students should be able to play the game Over the Net. To be successful at Over the Net, students will need to be able to drop, bounce, and strike a ball over the net (when sending) and racquet catch it (when receiving).

★ GETTING READY

LESSON 6

ACTIVITY: Striking a Ball Upward

- In a small space and working with a partner, students share a ball by taking turns dropping, bouncing, and striking it upward into the air using a forehand groundstroke. Partners should racquet catch the ball before “returning” it. Repeat using the backhand groundstroke.

Review and allow students to play **Record Breakers** from the previous lesson.

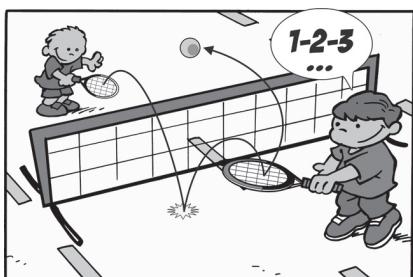
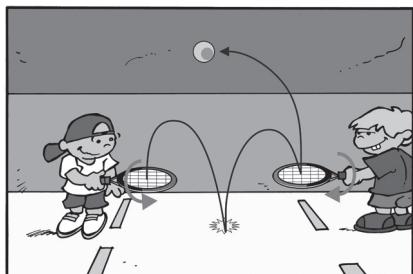
VARIATIONS

Less Challenging

- Allow students to use their non-dominant hand to help racquet catch the ball.
- Allow students to focus on using the forehand only.
- Allow students to let the ball bounce more than once between strikes.

More Challenging

- Encourage students to drop the ball from their racquets rather than from their non-dominant hand.
- Encourage students to play over the net.
- Encourage students to allow only one bounce.
- Encourage partners to vary the height of the ball (strike it high, medium, and low into the air).

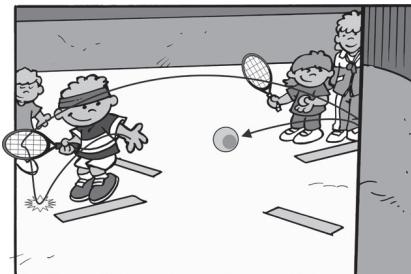


READY TO LEARN

LESSON 6

ACTIVITY: Striking a Ball Forward (Groundstroke)

- Standing with their non-racquet shoulder nearest the wall (standing sideways to the wall), students drop, bounce, and strike the ball toward the wall. Students should try to racquet catch the ball as it returns from the wall. Allow students to vary the distance they stand from the wall. Repeat the activity using the backhand groundstroke (racquet shoulder nearest the wall).
- Working with a partner, students drop, bounce, and strike the ball to each other. The partner racquet catches the ball and then drops, bounces, and strikes it back. Repeat the activity using the backhand groundstroke (racquet shoulder nearest the wall).



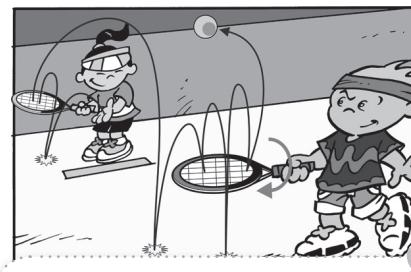
VARIATIONS

Less Challenging

- Allow students to stand closer to the wall.
- Allow students to use the forehand groundstroke only (non-racquet shoulder nearest the wall).

More Challenging

- Encourage students to stand farther from the wall.
- Encourage students to stand farther from their partners.
- Encourage students to continuously strike the ball (rather than racquet catching the ball between attempts).



KEY CUES

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

READY TO PLAY

LESSON 6

ACTIVITY: Over the Net

- Students drop, bounce, and strike a ball over the net; partners racquet catch the ball after one bounce.

Question for Understanding

- How does letting the ball bounce make the activity easier?
(e.g., allows more time to get to the ball)

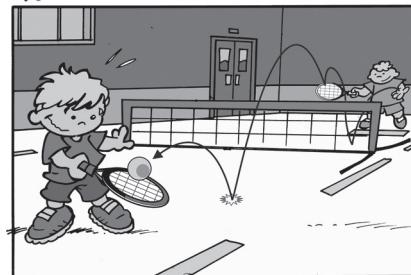
VARIATIONS

Less Challenging

- Allow more than one bounce before the ball is caught.
- Allow students to perform the activity with a line instead of a net.

More Challenging

- Encourage students to allow only one bounce between strikes.
- Encourage students to try to strike the ball continuously (rather than racquet catching the ball between attempts).



KEY CUES

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

NOTES

NEXT: Grades 3-5



TENNIS FOR SCHOOLS: UNIT OUTCOMES

GRADES 3–5

Upon completion of the following six-lesson unit, students should be able to:

- demonstrate mastery of *Tennis for Schools* unit outcomes, grades 1–2, and
- demonstrate the ability to begin play with an overhead serve from the midcourt to backcourt;
- demonstrate the ability to cooperatively share a ball at short to medium distances using forehand and backhand groundstrokes;
- demonstrate knowledge of the proper striking zone (firm wrist, ball at waist level, strings facing target), recovery position (athletic ready position), and home location when striking a ball; and
- demonstrate a healthy, cooperative spirit and respect for tennis etiquette.

LESSON ACTIVITIES, GRADES 3–5

Focus/Lessons	Getting Ready	Ready to Learn	Ready to Play
Grade 3/4 Focus	LESSON 1 Ball Carrying	Holding a Racquet and Striking a Ball (Groundstroke)	Follow the Leader
	LESSON 2 Ball Dropping and Racquet Catching	Striking a Ball (Forehand Groundstroke)	No-Net Rally
	LESSON 3 Ball Drop Striking	Striking a Ball (Backhand Groundstroke)	Floor Tennis
Grade 5/6 Focus	LESSON 4 Striking a Ball	Striking a Ball (Serve)	Ball Sharers
	LESSON 5 Serve	Returning a Ball (Groundstroke)	Record Breakers
	LESSON 6 Returning a Ball	Moving the Body and Striking a Ball (Groundstroke) and Recovery	Over the Net

Throughout the unit, students should be encouraged to **demonstrate a healthy, cooperative spirit and respect for tennis etiquette**. This might be evidenced in many ways. For example, students should eagerly work with, and be especially supportive of, their peers, and they should respect appropriate tennis etiquette (e.g., with respect to shaking hands, recognizing good shots, avoiding others' courts).

LESSON 1

GRADES 3 – 5

Lesson outcome:

Students will be able to continuously strike a ball upward.

Game goal:

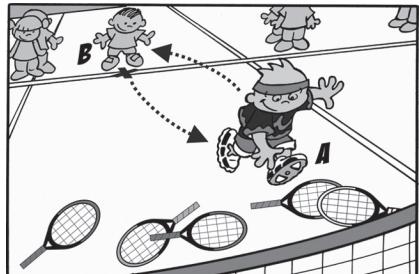
Students should be able to play the game Floor Rally. To be successful at Floor Rally, students will need to be able to (1) drop, bounce, and strike a ball upward and (2) strike a bounced ball upward, while sharing with a partner.

★ GETTING READY

LESSON 1

ACTIVITY: Ball Carrying

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



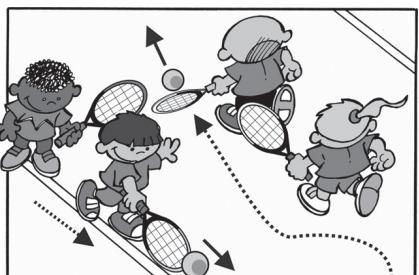
VARIATIONS

Less Challenging

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

More Challenging

- Encourage students to complete the ball-carrying activities using the backhand (palm downward).
- Encourage students to ball carry at different levels (e.g., low, medium, high) while moving.
- Encourage students to work with a partner and play **Follow the Leader** while carrying the ball on their racquets.

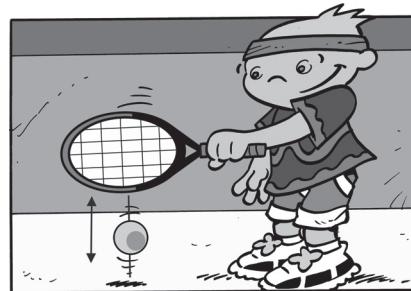


READY TO LEARN

LESSON 1

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

- All students have a ball and a racquet. Ask them to hold the racquet as if it were a hammer. With the ball on the floor, students gently pretend to hammer the ball with the frame of the racquet.
- With racquets in hand, individual students self-rally the ball within their own personal space. Encourage them to begin their self-rallies with a drop, bounce, and strike so that the ball moves upward within their personal space. Students should attempt using both upward forehand and backhand groundstrokes.



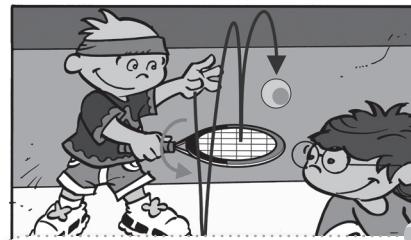
VARIATIONS

Less Challenging

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

More Challenging

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



KEY CUES

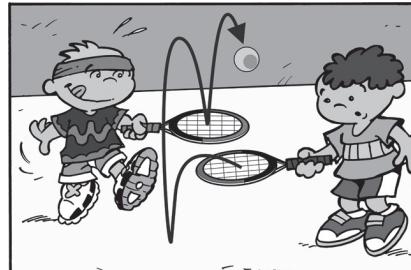
- “Keep your wrist firm”*
“Keep your body sideways to your target”
“Keep the ball in front of your body”
“Strike the ball at knee-to-waist level”
“Return to a ready position after each strike”

READY TO PLAY

LESSON 1

ACTIVITY: Floor Rally

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



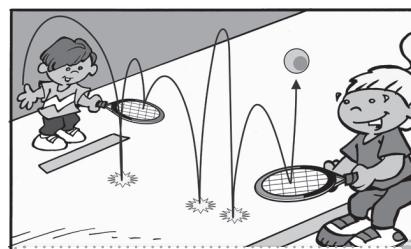
VARIATIONS

Less Challenging

- Allow students to catch the ball on their racquet between each drop-strike.
- Allow students to only use one side of their racquet (forehand).
- Allow the ball to bounce multiple times between returns.

More Challenging

- Encourage students to strike the ball using the backhand side of their racquet.
- Encourage students to alternate between forehand and backhand sides of their racquet.
- Encourage students to strike the ball without allowing a bounce (i.e., volley) for some, or all, of their strikes.
- Encourage students to strike the ball at different heights.



KEY CUES

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

LESSON 2

GRADES 3 – 5

Lesson outcome:

Students will be able to continuously strike a ball toward a target using a forehand groundstroke.

Game goal:

Students should be able to play the game No-Net Rally. To be successful at No-Net Rally, students will need to be able to (1) drop, bounce, and strike a ball toward a partner and (2) return a ball toward a partner.

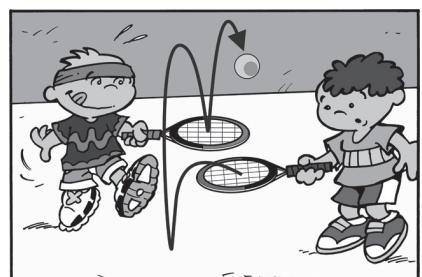
★ GETTING READY

LESSON 2

ACTIVITY: Ball Dropping and Racquet Catching

- Individually, students drop, bounce, and racquet catch the ball on the forehand side of their racquets. They can practise ball dropping, bouncing, and racquet catching while stationary, running, shuffling, and turning. Repeat the exercises using the backhand side of the racquet.
- In pairs, students complete a number of ball-dropping and racquet-catching activities. Standing stationary and holding the ball in the non-racquet hand, one student drops and bounces the ball and allows the other student to racquet catch it on the forehand side of her racquet. That student, in turn, drops and bounces the ball so the other student can racquet catch it on his racquet. Repeat the exercise using the backhand side of the racquet.
- In pairs, students can drop, bounce, and strike the ball to one another.

Review and allow students to play **Floor Rally** from the previous lesson.



VARIATIONS

Less Challenging

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

More Challenging

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

READY TO LEARN

LESSON 2

ACTIVITY: Striking a Ball (Forehand Groundstroke)

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

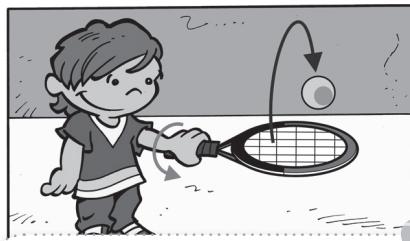
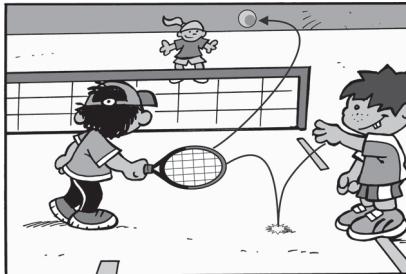
VARIATIONS

Less Challenging

- Allow students to simply strike the ball over the net (rather than over the net and toward a target).
- Allow the striking student to stand closer to the net.

More Challenging

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



KEY CUES

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

READY TO PLAY

LESSON 2

ACTIVITY: No-Net Rally

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

Question for Understanding

- Why is it important to get into a ready position after you hit the ball?
(e.g., so I can quickly get set and turn sideways for the next hit)

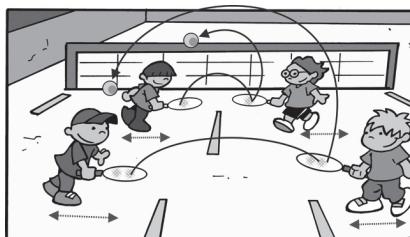
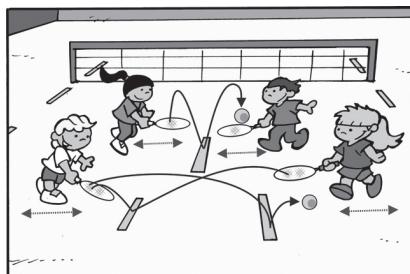
VARIATIONS

Less Challenging

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

More Challenging

- Encourage students to strike the ball without allowing a bounce (i.e., to volley) for some, or all, of their strikes.



KEY CUES

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

LESSON 3

GRADES 3 – 5

Lesson outcome:

Students will be able to continuously strike a ball toward a target using a backhand groundstroke.

Game goal:

Students should be able to play the game Net Rally. To be successful at Net Rally, students will need to be able to (1) drop, bounce, and strike a ball over the net and toward a partner and (2) return a ball over the net and toward a partner.

★ GETTING READY

LESSON 3

ACTIVITY: Ball Drop Striking

- Standing stationary and holding the ball in the non-dominant hand, one student drops, bounces, and strikes the ball and allows the other student to racquet catch it on the forehand side of the racquet. That student, in turn, drops, bounces, and strikes the ball so that the other student may racquet catch it on the racquet. Repeat the exercise using the backhand side of the racquet.

Review and allow students to play **No-Net Rally** from the previous lesson.

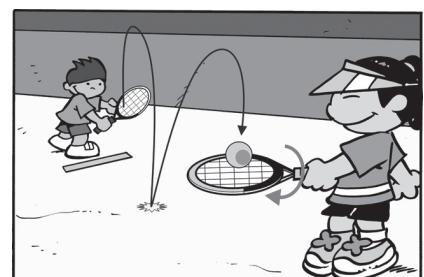
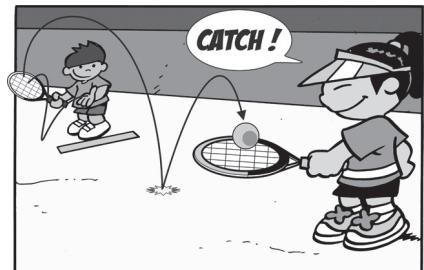
VARIATIONS

Less Challenging

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

More Challenging

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



READY TO LEARN

LESSON 3

ACTIVITY: Striking a Ball (Backhand Groundstroke)

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

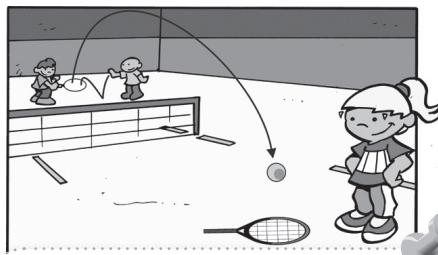
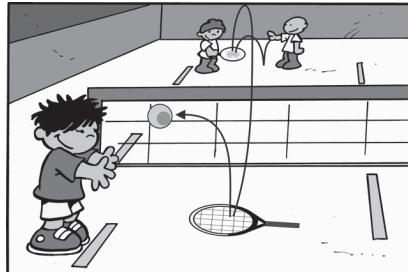
VARIATIONS

Less Challenging

- Allow students to simply strike the ball over the net (rather than over the net and toward a target).
- Allow the striking student to stand closer to the net.

More Challenging

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



KEY CUES

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

READY TO PLAY

LESSON 3

ACTIVITY: Net Rally

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

Question for Understanding

- How do you decide to use a forehand or backhand groundstroke?
(e.g., it depends on where the ball is; it is good to try to get into position to use the groundstroke I am better at)

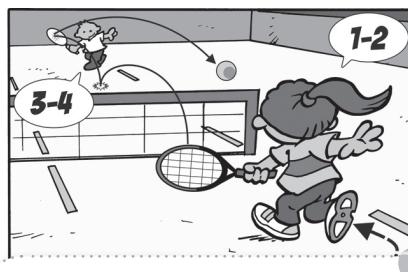
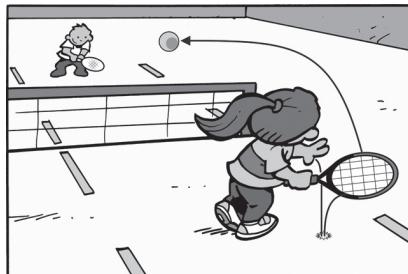
VARIATIONS

Less Challenging

- Allow students to racquet catch the ball between each hit.
- Allow students to self-rally the ball a number of times before returning it.
- Allow students to let the ball bounce multiple times between returns.

More Challenging

- Encourage students to alternate between forehand and backhand sides of the racquet.
- Encourage students to strike the ball without allowing a bounce (i.e., to volley) for some, or all, of their strikes.



KEY CUES

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

LESSON 4

GRADES 3 – 5

Lesson outcome:

Students will be able to serve the ball over the net using a serve.

Game goal:

Students should be able to play the game Serve It Up. To be successful at Serve It Up, students will need to be able to serve a tennis ball over the net.

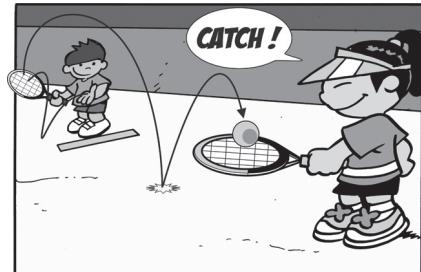
★ GETTING READY

LESSON 4

ACTIVITY: Striking a Ball

- With students in groups of three, one student feeds the ball (with a gentle underhand toss), one student strikes the ball toward a target (e.g., over the net toward a racquet on the floor) using a forehand or backhand groundstroke, and one student retrieves (i.e., catches and returns the ball to the feeder).

Review and allow students to play **Net Rally** from the previous lesson.



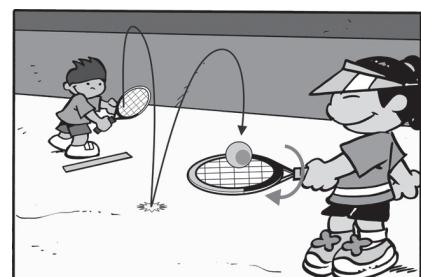
VARIATIONS

Less Challenging

- Allow students to simply strike the ball over the net (rather than over the net and toward a target).
- Allow the striking student to stand closer to the net.

More Challenging

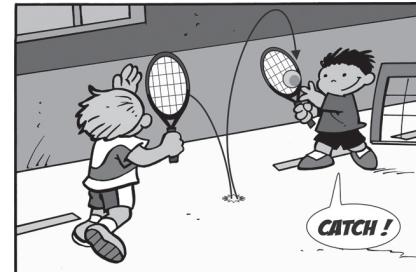
- Encourage students to stand farther away from the net.
- Encourage students to place the target in different locations and at different distances from the net.
- Encourage the retrieving student to racquet catch the ball.
- Encourage the retrieving student to be the target and to maintain the rally by returning the ball (rather than retrieving the ball).
- Encourage the target student to move to different locations between each strike.



READY TO LEARN

ACTIVITY: Striking a Ball (Serve)

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



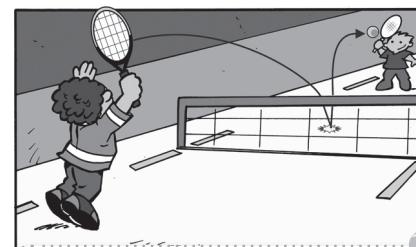
VARIATIONS

Less Challenging

- Allow students to move closer to the net/partner when serving.

More Challenging

- Encourage students to aim their serves at targets (e.g., racquets, lines) on the opposite side of the net.
- Encourage students to return the serve with a groundstroke.
- Encourage students to serve from behind the baseline.



KEY CUES

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

READY TO PLAY

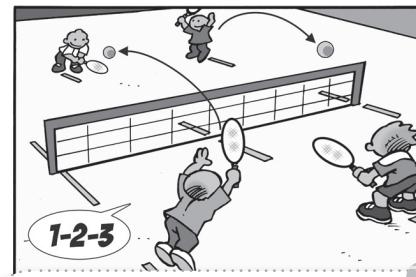
ACTIVITY: Serve It Up

- **Version 1 (cooperative game):** With teams of two to four players on each side of the net, one student from the serving team serves the ball over the net; the opposing players try to racquet catch the ball. When a ball is caught, it is served back across the net. A successful serve over the net (in bounds) earns 2 points; a successful racquet catch earns 1 point. Alternate serving and receiving after each serve. Accumulate points as a team.
- **Version 2 (competitive game):** In pairs, one student serves the ball over the net to a partner. The partner must racquet catch the ball and then serve it back. A successful serve over the net (in bounds) earns 2 points; a successful racquet catch earns 1 point. Each student keeps track of her own points; students switch roles after each attempt.



Question for Understanding

- How can you serve the ball so it is more difficult for your partner to racquet catch it? (e.g., serve into empty space; serve it harder)



VARIATIONS

Less Challenging

- Allow play to be conducted on one side of the net only (i.e., eliminate having to serve over the net).
- Allow students to move closer to the net when serving.
- Allow students to serve straight across the net only (i.e., no diagonal serves).

More Challenging

- Encourage students to return the serve with a groundstroke.
- Encourage students to serve from behind the baseline.

KEY CUES

- “Keep the face of the racquet moving toward the target.”*
“Keep the ball in the middle of the strings.”

LESSON 5

GRADES 3 – 5

Lesson outcome:

Students will be able to continuously share a ball over the net using the forehand and backhand groundstrokes.

Game goal:

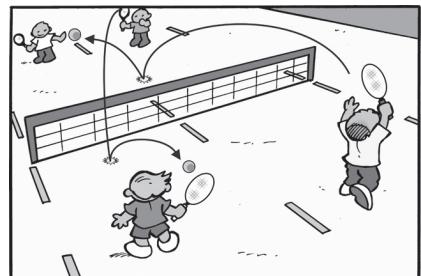
Students should be able to play the game Tennis Volleyball. To be successful at Tennis Volleyball, students will need to be able to return a ball that has been served over the net, using a forehand or backhand groundstroke.

★ GETTING READY

LESSON 5

ACTIVITY: Serve

- Standing in the midcourt to backcourt, students use a serve to send the ball to a partner who is standing diagonally on the opposite side of the net. All serves should be diagonal.
- Review and allow students to play **Serve It Up** from the previous lesson.



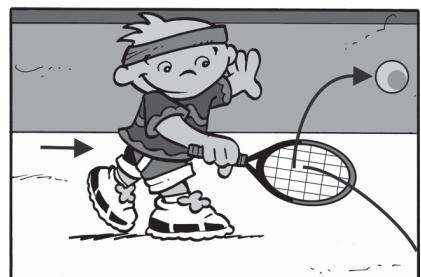
VARIATIONS

Less Challenging

- Allow students to move closer to the net/partner when serving.
- Allow students to serve straight across the net (i.e., not diagonally).

More Challenging

- Encourage students to return the serve with a groundstroke.
- Encourage students to serve from behind the baseline.

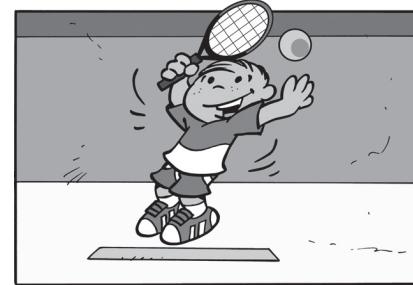


READY TO LEARN

LESSON 5

ACTIVITY: Returning a Ball (Groundstroke)

- With partners on opposite sides of the net, students share a ball using forehand and backhand groundstrokes (self-rallying between strokes to gain control of the ball). Play should always begin with a serve from the midcourt to backcourt. Encourage students to stand sideways to the net (non-racquet shoulder facing the net) when they strike the ball and to face the net following ball contact. Gradually increase the distance that students stand from the net and one another.



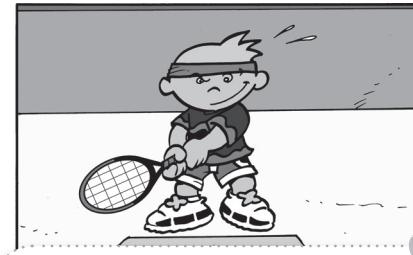
VARIATIONS

Less Challenging

- Allow students to stand closer to the net.
- Allow students to racquet catch and return the ball with a drop, bounce, and strike.
- Allow students to use only the forehand groundstroke.

More Challenging

- Encourage students to stand near the baseline when sharing a ball.
- Encourage no, or less, self-rallying.
- Encourage students to alternate between forehand and backhand groundstrokes when returning the serve.



KEY CUES

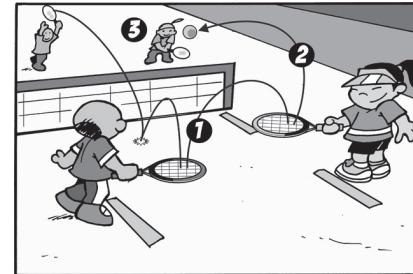
- “Keep your wrist firm.”*
“Keep your body sideways to your target.”
“Keep the ball in front of your body.”
“Strike the ball at knee-to-waist level.”
“Return to a ready position after each strike.”

READY TO PLAY

LESSON 5

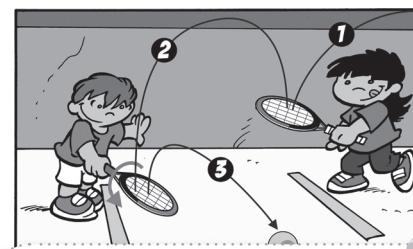
ACTIVITY: Tennis Volleyball

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



Question for Understanding

- What are some strategies you can use to win a point and end a rally?
(e.g., come to the net to make the last shot; hit right between teammates; hit the ball toward the sideline)



VARIATIONS

Less Challenging

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

More Challenging

- Encourage students to decrease the number of strikes and/or self-rallies before sending the ball back over the net.
- Encourage students to use tennis scoring language (i.e., “love, 15, 30, 40, game” rather than “1, 2, 3, 4”).

KEY CUES

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

LESSON 6

GRADES 3 – 5

Lesson outcome:

Students will be able to place a groundstroke in various spaces around the court and return to a home location after sending the ball over the net.

Game goal:

Students should be able to play the game Singles No-Limits Tennis. To be successful at Singles No-Limits Tennis, students will need to be able to place a ball over the net such that their partners cannot return the ball.

★ GETTING READY

LESSON 6

ACTIVITY: Returning a Ball

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

Review and allow students to play **Tennis Volleyball** from the previous lesson.

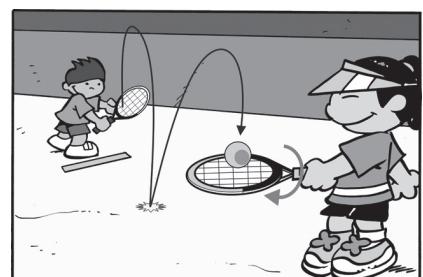
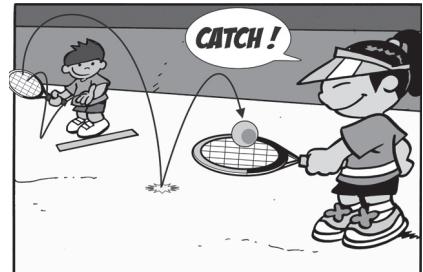
VARIATIONS

Less Challenging

- Allow students to begin each rally with a drop, bounce, and strike.
- Allow students to self-rally between shots to gain control of the ball.
- Allow students to let the ball bounce more than once before returning it.
- Allow students to stand closer to the net.

More Challenging

- Encourage students to return the ball after only one bounce.
- Encourage students to stand near the baseline when sharing a ball.



READY TO LEARN

LESSON 6

ACTIVITY: Moving the Body and Striking a Ball (Groundstroke) and Recovery

- Place a line marker on the middle of each baseline to indicate the home location. With partners on opposite sides of the net, students share a ball using forehand and backhand groundstrokes; students must return to the home location after sending the ball over the net.
- Standing near the baseline, students strike a ball that is fed (with a gentle underhand toss) from a partner, trying to place the ball into various spaces on the opposite side of the net; students must return to the home location after sending the ball over the net.
- With a partner, students share a ball over the net such that the partner cannot return it (i.e., they place the ball out of the partner's reach); students must return to the home location after sending the ball over the net.

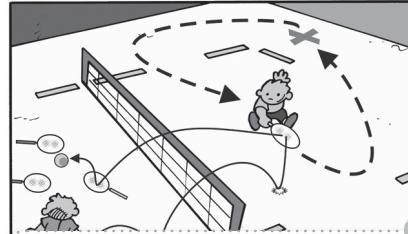
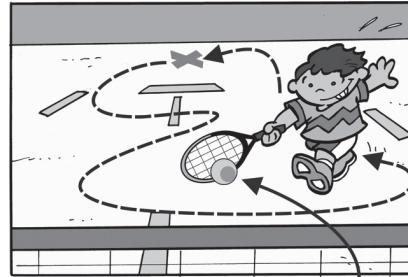
VARIATIONS

Less Challenging

- Allow students to use the forehand groundstroke only.
- Allow students to move closer to the net.
- Allow students to self-rally between shots to gain control of the ball.

More Challenging

- Encourage students to return the ball after one bounce (no self-rallies between strikes).
- Encourage partners to feed the ball over the net.



KEY CUES

"Keep your wrist firm."

"Keep your body sideways to your target."

"Keep the ball in front of your body."

"Strike the ball at knee-to-waist level."

"Return to a ready position in your home location after each strike."

READY TO PLAY

LESSON 6

ACTIVITY: Singles No-Limits Tennis

- Beginning play with a serve, students work with a partner to share a ball over the net; the ball may bounce multiple times, and students may use multiple strikes.
- Encourage students to continue to use basic scoring. Games are played to 4 points and are scored as 1, 2, 3, and 4; the fourth point is the game-winning point. Encourage students to play a "set" (i.e., the first team to win two out of three games wins the "set").

Question for Understanding

- Why is it important to move into a home location after every shot? (e.g., because it puts me in a better position to move anywhere on the court when the ball is returned)

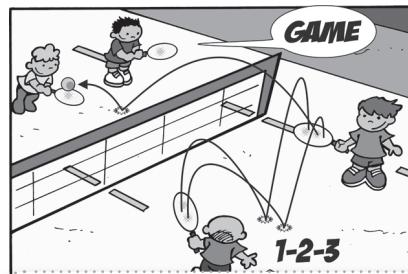
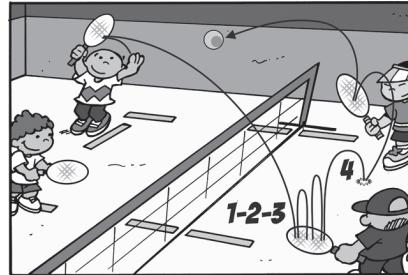
VARIATIONS

Less Challenging

- Allow students to begin play with a drop, bounce, and strike instead of a serve.
- Allow students to stand closer to the net when serving.

More Challenging

- Encourage students to allow the ball to bounce only once before sending it back over the net.
- Encourage students to use only one strike to return the ball over the net.
- Encourage students to return to home position after sending the ball over the net (e.g., by awarding partners an extra point when they do not).
- Encourage students to use tennis scoring language (i.e., "love, 15, 30, 40, game" rather than "1, 2, 3, 4").



KEY CUES

"Keep the face of the racquet moving toward the target."

"Keep the ball in the middle of the strings."

"Use soft, gentle touches."

NOTES

NEXT: Grades 6-8



TENNIS FOR SCHOOLS: UNIT OUTCOMES

GRADES 6–8

Upon completion of the following six-lesson unit, students should be able to:

- demonstrate mastery of *Tennis for Schools* unit outcomes, grades 3–5, and
- demonstrate the ability to begin play with an overhead serve from behind the baseline;
- demonstrate the ability to cooperatively and competitively share a ball at full-court distances using forehand and backhand groundstrokes;
- demonstrate the ability to strike a ball in the air at the net (volley); and
- demonstrate a healthy, competitive spirit and respect for tennis rules.

LESSON ACTIVITIES, GRADES 6–8

Focus/Lessons	Getting Ready	Ready to Learn	Ready to Play
Grade 6/7 Focus	LESSON 1 Racquet and Ball Control	Striking a Ball (Groundstroke) and Recovery; Beginning Play (Serve)	Around the Clock
	LESSON 2 Rally and Service Warm-Up	Moving the Body and Striking a Ball (Groundstroke and Serve)	Share-a-Racquet
	LESSON 3 Service, Return, and Rally Warm-Up	Striking a Ball in the Air at the Net (Volley)	Half-Court Doubles
Grade 7/8 Focus	LESSON 4 Volley Warm-Up	Ball Carrying and Ball Dropping and Catching	Own the Stroke
	LESSON 5 Tennis Pre-Match Routine	Striking a Ball Upward (Groundstroke)	Alternate-Strike Doubles
	LESSON 6 Tennis Pre-Match Routine	Striking a Ball for Consistency (Groundstroke); Striking a Ball for Accuracy (Groundstroke and Volley)	Doubles Tennis

Throughout the unit, students should be encouraged to **demonstrate a healthy, competitive spirit and respect for tennis rules**. This might be evidenced in many ways. For example, students should learn to compete with peers so that they may self-officiate, respect opponents' calls, and win and lose graciously while also following learned tennis rules related to playing and scoring.

LESSON 1

GRADES 6 – 8

Lesson outcome:

Students will be able strike forehand and backhand groundstrokes and serve a ball over the net.

Game goal:

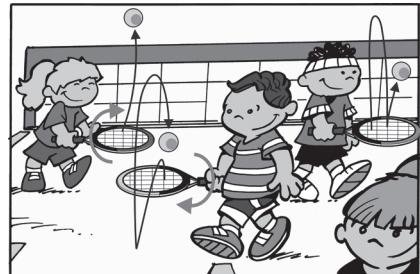
Students should be able to play the game Around the Clock. To be successful at Around the Clock, students will need to be able to serve accurately.

★ GETTING READY

LESSON 1

ACTIVITY: Racquet and Ball Control

- The students self-rally the ball while moving through their home-court activity space and completing a number of tasks:
 - Self-toss, bounce, and strike the ball with the racquet, and then do a racquet catch.
 - Bounce the ball off the racquet, let the ball drop to the ground, and strike it again.
 - Continuously bounce the ball off the racquet.
- In pairs, standing sideways to one another a couple of metres apart, students share a ball by striking it back and forth with a bounce in between strikes.



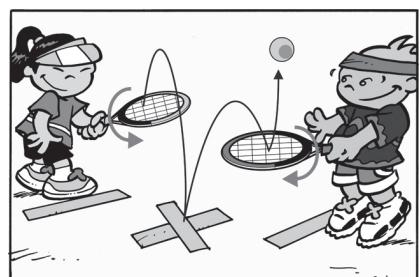
VARIATIONS

Less Challenging

- Allow students to remain stationary.
- Allow students to use only the forehand side of the racquet.
- Allow students to self-toss between each touch of the racquet.
- Allow students multiple touches (self-rallies) before passing to their partners.

More Challenging

- Encourage students to alternate between the forehand and backhand sides of the racquet.
- Encourage students to strike the ball such that it bounces on a shared target placed between them.
- Encourage students to place two targets between them. Students then try to strike the ball so it bounces on the target closest to their partners.



READY TO LEARN

ACTIVITY: Striking a Ball (Groundstroke) and Recovery

- Working in pairs, one student feeds a ball (with a gentle underhand toss) to his partner, who returns the ball using a forehand groundstroke. Repeat using the backhand groundstroke. Students can try alternating between forehand and backhand groundstrokes.
- Continue the striking activity, requiring students to return to a home location between every shot.
- Working in pairs, students share a ball and practise forehand and backhand groundstrokes. Students must return to a home location between every shot or the ball is considered "dead" (non-playable), and the students must restart.
- Students can first complete these activities without the net. Once comfortable, students can complete the activities over the net.

ACTIVITY: Beginning Play (Serve)

- Standing behind the baseline, students serve a ball over the net to a partner, who catches the ball and returns it with a serve. Encourage students to serve from both sides of the court, trying to place the ball diagonally into the opposite court.

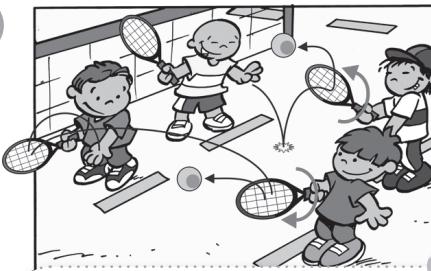
VARIATIONS

Less Challenging

- Allow students to permit multiple bounces before returning the ball.
- Allow students to use only the forehand side of the racquet.
- Allow students to stand closer to the net when serving.
- Allow students to practise the serving action by throwing the tennis ball over the net using a one-hand overhead throwing motion.

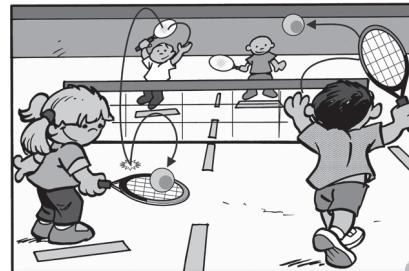
More Challenging

- Encourage students to practise returning the serve with a groundstroke.
- Encourage students to serve the ball into specific target areas of the court.



KEY CUES

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



KEY CUES

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

READY TO PLAY

ACTIVITY: Around the Clock

- With a partner, students play a service game in which they cooperate to hit their targets (this can also be played using groundstrokes). With four designated target service areas (back left, back right, front left, front right), pairs of students cooperate and alternate serves, attempting to hit all four targets in as few serves as possible (this can also be a competitive game).

Question for Understanding

- What can you do when serving to increase the accuracy of your serves?
(e.g., rotate to face the direction I want the ball to go; contact the ball with a square racquet face)

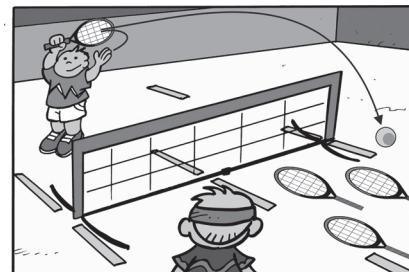
VARIATIONS

Less Challenging

- Allow students to focus on getting the ball over the net and into a larger area of the court as opposed to striking a smaller target area.
- Allow students to drop, bounce, and strike the ball as opposed to beginning the game with a serve.

More Challenging

- Encourage students to return the serve with a groundstroke.



KEY CUES

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

LESSON 2

GRADES 6 – 8

Lesson outcome:

Students will be able to return a serve using a groundstroke and implement tennis scoring rules.

Game goal:

Students should be able to play the game Share-a-Racquet. To be successful at Share-a-Racquet, students will need to be able to return the ball from a serve and a groundstroke.

★ GETTING READY

LESSON 2

ACTIVITY: Rally and Service Warm-Up

- Working in pairs, students share a ball by striking groundstrokes back and forth to one other.
- Standing behind the baseline, students serve to their partners, who racquet catch the ball and return it over the net with a serve.

Review and allow students to play **Around the Clock** from the previous lesson.

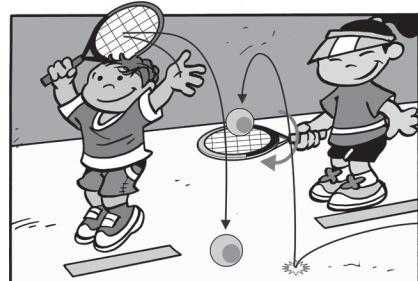
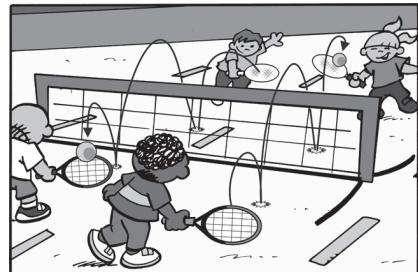
VARIATIONS

Less Challenging

- Allow students to self-rally the ball before returning it to their partners.
- Allow students to use only the forehand side of the racquet.
- Allow students to serve from the midcourt to backcourt.
- Allow students to serve using drop, bounce, and strike as opposed to a full serve.

More Challenging

- Encourage students to use both forehand and backhand groundstrokes.



READY TO LEARN

LESSON 2

ACTIVITY: Moving the Body and Striking a Ball (Groundstroke and Serve)

- Working in pairs, one student feeds a ball to her partner (with a gentle underhand toss) so that the partner has to move to reach the ball and return it to an open space with a groundstroke (practise on both the forehand and backhand sides).
- Working in pairs, one student serves the ball over the net, while the partner returns it back over the net with a groundstroke.

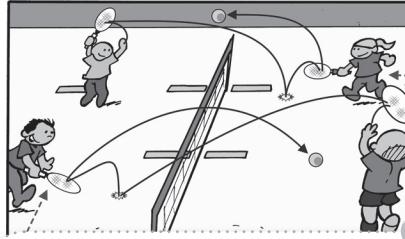
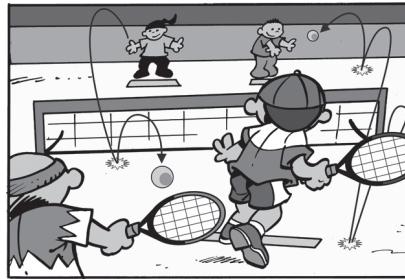
VARIATIONS

Less Challenging

- Allow students to work on consistently sharing a ball by striking to each other.
- Allow students to focus only on the forehand side of the racquet.
- Allow students to racquet catch the ball between strikes and to drop, bounce, and strike a groundstroke to their partners.

More Challenging

- Encourage students to move their partners forward and backward as well as side to side when feeding the ball.



KEY CUES

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

READY TO PLAY

LESSON 2

ACTIVITY: Share-a-Racquet

- Before introducing the game, you must introduce tennis scoring to the students.
- No score: love; first point: 15; second point: 30; third point: 40; fourth point: game. Games must be won by 2 points. If the score is tied at 40-40, it is called deuce. The player who wins the first point after deuce is said to have the advantage. If the server has the advantage, it is known as ad in; if the receiver has the advantage, it is known as ad out.
- With a doubles set-up (and a single racquet per team), students play doubles tennis using the proper scoring system (handing the racquet to the partner after each stroke). Players should always announce the score before the serve, beginning with the server's score first.

Question for Understanding

- During game play, what can you do to create time to switch racquets or get back into position? (e.g., hit the ball at a high level; hit the ball deep into the court)

VARIATIONS

Less Challenging

- Allow students to score using "1, 2, 3, 4" rather than "love, 15, 30, 40, game."
- Allow both students to play with their own racquets.

More Challenging

- Encourage students to play games in which only the forehand can be used or only the backhand can be used.
- Encourage students to play games where teams must strike with a forehand on one stroke and a backhand on the next stroke.



KEY CUES

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

LESSON 3

GRADES 6 – 8

Lesson outcome:

Students will be able to strike a ball using a volley.

Game goal:

Students should be able to play the game Half-Court Doubles. To be successful at Half-Court Doubles, students will need to be able to volley the ball to an opponent standing on the opposite side of the net.

★ GETTING READY

LESSON 3

ACTIVITY: Service, Return, and Rally Warm-Up

- Working with a partner, students share a ball by beginning play with a serve and continuing the rally with groundstrokes. This activity can be set up in two different ways. If partners are standing directly across the net from each other, encourage them to use down-the-line groundstrokes. If partners are standing diagonally across the net from each other, encourage them to use cross-court groundstrokes.

Review and allow students to play **Share-a-Racquet** from the previous lesson.

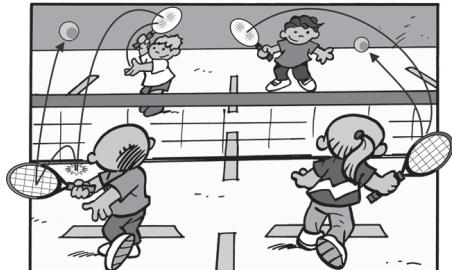
VARIATIONS

Less Challenging

- Allow students to practise the serve and return only (i.e., eliminate the continuous rally).
- Allow students to serve from closer to the net.

More Challenging

- Encourage students to use a specific groundstroke (e.g., only forehands or only backhands).



READY TO LEARN

LESSON 3

ACTIVITY: Striking a Ball in the Air at the Net (Volley)

- Working with a partner, students share a ball. The first player bounces the ball off his own racquet three times at approximately head height, and then he bounces it to his partner, who bounces the ball off her racquet three times before returning it. Eventually students should progress to sharing with two bounces and then one bounce. In this activity, the ball should not bounce on the ground but only in the air off the students' racquets. Students should practise on the forehand and backhand sides of the racquet.
- Students share a ball by trying to continuously volley back and forth (with no bounces on the ground between strikes). Repeat, with students volleying over the net.

VARIATIONS

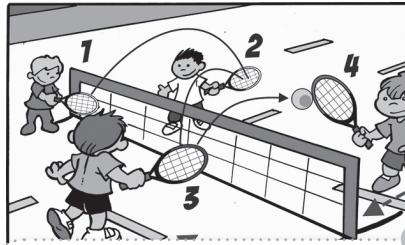
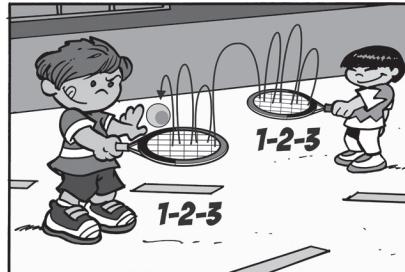
Less Challenging

- Allow students to practise bouncing the ball off their racquets and handing the ball to their partners.
- Allow students to focus on the forehand volley only.

More Challenging

- Encourage partners to stand farther away from each other.
- Encourage students to practise all volley activities with partners on opposite sides of the net.

- Encourage students (in groups of four to six) to volley a ball along a net (Zigzag Volley). With half the students on one side of the net and half on the other, the first student at one end begins with a self-toss and volleys to the person across the net, who then volleys to the next person in line across the net, and so on. Students continue up and down the line, back and forth over the net, seeing how many times in a row they can volley the ball.



KEY CUES

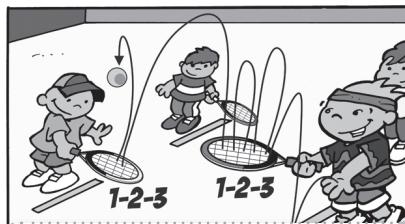
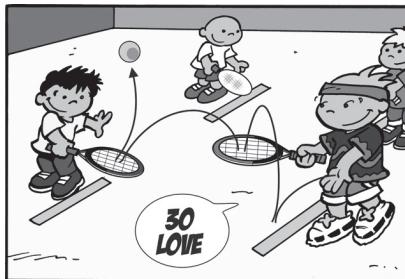
- "Keep your wrist firm."*
"Keep your body sideways to your target."
"Keep the ball in front of your body."
"Catch the ball at waist-to-shoulder level."
"Volley with the strings aimed toward your target."

READY TO PLAY

LESSON 3

ACTIVITY: Half Court Doubles

- With a doubles set-up (using only the front half of the court), students play doubles tennis using only the volley stroke. Play begins with a drop, bounce, and strike (in place of the serve). The half-court rule requires each player to remain on his side of the court while playing. Students are to use the proper scoring system, always announcing the score before the serve, beginning with the server's score first.
- The game can be cooperative or competitive. To play cooperatively, encourage students to see how long they can keep the ball in play. To play competitively, encourage students to try to win the point. When playing competitively, students must first share the ball three times before attempting winning shots.
- This game can also be played on a full court, incorporating groundstrokes, serves, and volleys.



KEY CUES

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

VARIATIONS

Less Challenging

- Allow students to work in pairs (singles) rather than larger groups of four (doubles).

More Challenging

- Encourage students to use only forehand or only backhand strokes.
- Encourage students to alternate between forehand and backhand strokes.

LESSON 4

GRADES 6 – 8

Lesson outcome:

Students will be able to return a groundstroke or volley (with a volley) and return to a home location after sending the ball over the net.

Game goal:

Students should be able to play the game Own the Stroke. To be successful at Own the Stroke, students will need to be able to return a ball over the net using a groundstroke and a volley.

★ GETTING READY

LESSON 4

ACTIVITY: Racquet and Ball Control

- Working with a partner, students share a ball over the net by striking it in the air without allowing it to bounce (i.e., volley).

Review and allow students to play **Zigzag Volley** and/or **Half-Court Doubles** from the previous lesson.

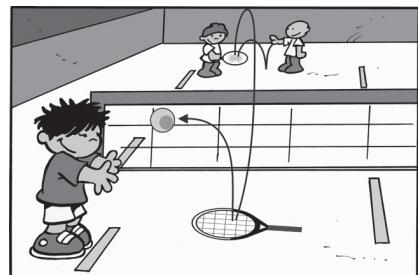
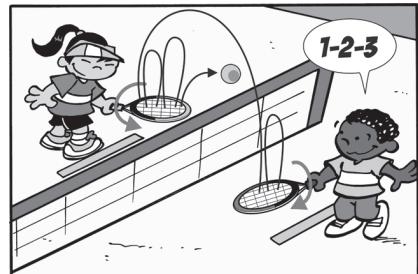
VARIATIONS

Less Challenging

- Allow students to practise volleying on the same side of the net.
- Allow students to self-volley multiple times before sending the ball to their partners.
- Allow students to use only the forehand side of the racquet.
- Allow students to feed (with a toss) the ball to their partners.

More Challenging

- Encourage students to use only forehand or only backhand strokes.
- Encourage students to alternate between forehand and backhand strokes.

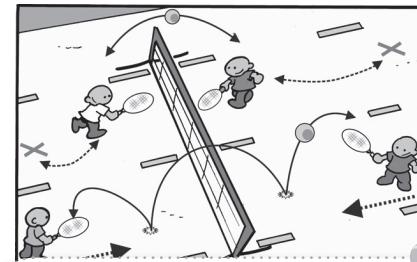
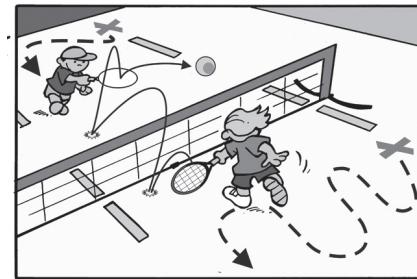


READY TO LEARN

LESSON 4

ACTIVITY: Striking a Ball and Recovery (Groundstroke and Volley)

- Working in pairs, students share a ball by continuously striking forehand and backhand groundstrokes back and forth over the net. Students must return to a home location after every strike.
- Working in pairs, students share a ball by first striking two groundstrokes and then moving to the net to strike volleys until one partner fails to return the ball or it bounces on the ground. Students should practise using both the forehand and backhand strokes. Students must return to a home location in the frontcourt after every strike.
- Working in pairs, students share a ball with a partner such that one partner serves the ball over the net, and the other partner returns the ball with a groundstroke. Continue play with any shot until the ball is rendered "dead." Students must return to a home location after every strike.



VARIATIONS

Less Challenging

- Allow students to decrease the distance they stand from their partners.

More Challenging

- Encourage the serving student to play out the rally using only volleys (i.e., serve and volley).

KEY CUES

- "Keep your wrist firm."*
"Keep your body sideways to your target."
"Keep the ball in front of your body."
"Return to a ready position in your home location after each strike."

READY TO PLAY

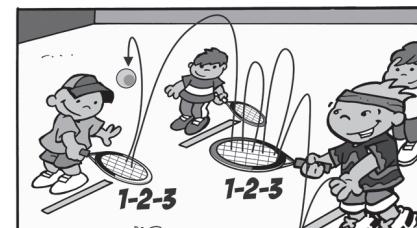
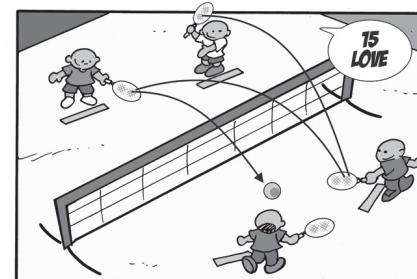
LESSON 4

ACTIVITY: Own the Stroke

- With a doubles set-up, students play doubles tennis using the common tennis scoring system. Each doubles team may use only specific strokes. The serving team can use only volleys (after the initial serve), and the receiving team can use only groundstrokes. The objective of the game is to play until one team does not return the ball. Players should always announce the score before the serve, beginning with the server's score first.

Question for Understanding

- What are the advantages of using a variety of tennis strokes (i.e., varying the use of groundstrokes and volleys)?
(e.g., moves the opponent around the court; moves the opponent out of position; tires out the opponent faster)



VARIATIONS

Less Challenging

- Allow students to play in partners (singles) instead of groups (doubles).

More Challenging

- Encourage students to play using only forehand or only backhand strokes.
- Encourage students to alternate between forehand and backhand strokes.

KEY CUES

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

LESSON 5

GRADES 6 – 8

Lesson outcome:

Students will be able to use a serve, groundstroke, and volley with accuracy.

Game goal:

Students should be able to play the game Alternate-Strike Doubles. To be successful at Alternate-Strike Doubles, students will need to be able to serve and participate in a rally using a variety of tennis strokes.

★ GETTING READY

LESSON 5

ACTIVITY: Tennis Pre-Match Routine

- Working with a partner, students share a ball over the net while practising the following activities. Depending on the space available for play, encourage students to practise down-the-line shots and cross-court shots.
- Groundstroke practice:** Students share a ball by striking groundstrokes from baseline to baseline. Encourage students to practise forehand and backhand groundstrokes.
- Volley practice:** Students share a ball by striking volleys from the frontcourt. Encourage students to practise forehand and backhand volleys.
- Service and return practice:** Students share a ball, with one student serving while the other returns the ball with the appropriate stroke (forehand or backhand groundstroke).
- Discuss with students the need to develop a pre-match warm-up routine.

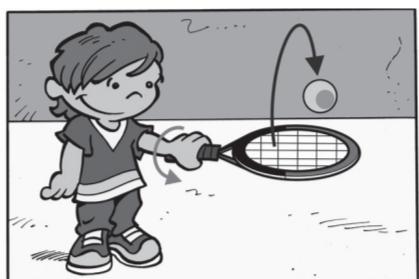
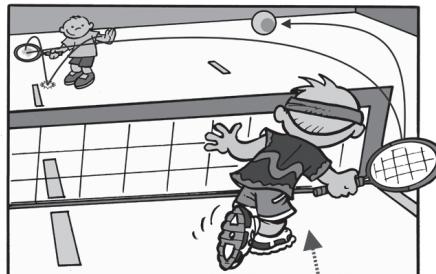
VARIATIONS

Less Challenging

- Allow students to decrease the distance they stand from their partners.
- Allow students to focus on forehand shots only.

More Challenging

- Encourage students to practise their volleys, with one student using a groundstroke while the other returns using only volleys.
- Encourage students to experiment with spinning the ball (heavier topspin and slice).
- Encourage students to develop a warm-up routine that requires a number of backhand groundstrokes.



READY TO LEARN

LESSON 5

ACTIVITY: Striking a Ball for Accuracy (Groundstroke and Volley)

- Working in pairs, students share a ball over the net, striking groundstrokes and trying to place the ball so that their partners cannot return it (i.e., by aiming for the empty space). Students must return to a home location after each shot.
- Working in pairs, students share a ball. The first player drops, bounces, and strikes the ball over the net to her partner, who returns the ball with a volley in a manner that prevents her partner from making a return shot. Students should focus on placing the ball out of their partners' reach (e.g., aim for the sidelines and front corners of the court).
- Sharing a ball with a partner, students begin play with a serve, trying to return the ball each time in a way that makes it difficult for their partners to return the ball.
- Whenever serving, students should aim to make the ball travel in a rainbow (arc) trajectory.

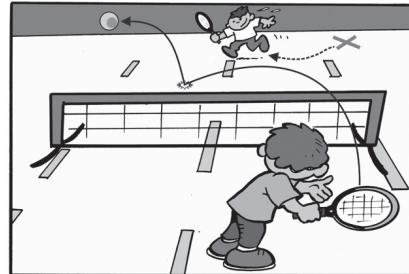
VARIATIONS

Less Challenging

- Allow students to work toward consistently striking the ball back and forth to their partners.
- Allow students to work on the forehand groundstroke and volley only.
- Allow students to feed the ball (with a gentle underhand toss) as opposed to a drop, bounce, and strike.

More Challenging

- Encourage students to use only forehand or only backhand groundstrokes and volleys.



KEY CUES

- "Keep your wrist firm."*
"Keep your body sideways to your target."
"Keep the ball in front of your body."
"Return to a ready position in your home location after each strike."

READY TO PLAY

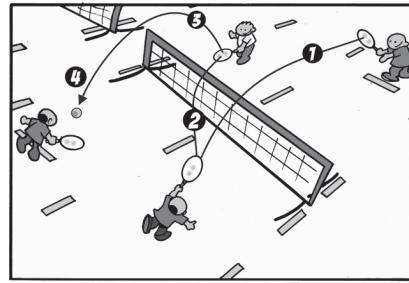
LESSON 5

ACTIVITY: Alternate Strike Doubles

- With a doubles set-up, students play a set of doubles tennis (i.e., must win two out of three games) using the common tennis scoring system. Each doubles team must alternate shots. The objective of the game is to play until one team does not return the ball. Players should always announce the score before the serve, beginning with the server's score first.

Question for Understanding

- Where are the ideal spaces on the court to aim your shots?
(e.g., into the corners; down the line; at the person who just hit the ball)



VARIATIONS

Less Challenging

- Allow students to permit multiple bounces before returning the ball.
- Allow students to serve from inside the baseline.

More Challenging

- Encourage students to attempt first serves with more pace or spin.

KEY CUES

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

LESSON 6

GRADES 6 – 8

Lesson outcome:

Students will be able to strike the ball with consistency (multiple consecutive strikes) and accuracy (so it is difficult for the opponent to return the ball).

Game goal:

Students will be able to play Doubles Tennis. To play Doubles Tennis, students will need to be able to serve, return service, and strike both forehand and backhand groundstrokes and volleys consistently and accurately.

★ GETTING READY

LESSON 6

ACTIVITY: Tennis Pre-Match Routine

- Working with a partner, students share a ball over the net while practising the following activities. Depending on the space available for play, encourage students to practise down-the-line shots and cross-court shots.
- Groundstroke practice:** Students share a ball by striking groundstrokes from baseline to baseline. Encourage students to practise forehand and backhand groundstrokes.
- Volley practice:** Students share a ball by striking volleys from the frontcourt. Encourage students to practise forehand and backhand volleys.
- Service and return practice:** Students share a ball, with one student serving while the other returns the ball with the appropriate stroke (forehand or backhand groundstroke).
- Discuss with students the need to develop a pre-match warm-up routine.

VARIATIONS

Less Challenging

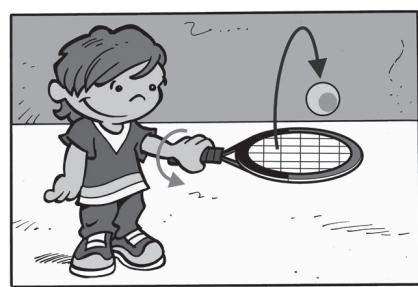
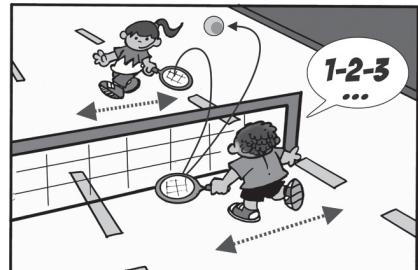
- Allow students to decrease the distance they stand from their partners.
- Allow students to focus on forehand shots only.

- Encourage students to try placing the ball on specific areas of the court (e.g., down the sideline or cross-court).

- Encourage students to experiment with spinning the ball (heavier topspin and slice).
- Encourage students to develop a warm-up routine that requires a number of backhand groundstrokes.

More Challenging

- Encourage students to practise their volleys, with one student using a groundstroke while the other returns using only volleys.



READY TO LEARN

LESSON 6

ACTIVITY: Striking a Ball for Consistency (Groundstroke)

- Working in pairs, students share a ball and try to maximize the number of times they can strike it back and forth. Students first attempt to repeatedly strike cross-court shots to the forehand and then backhand sides. Students then work on consistently striking down-the-line shots.

ACTIVITY: Striking a Ball for Accuracy (Groundstroke and Volley)

- Working in pairs, students share a ball to play a pattern (e.g., they may strike cross-court shots three times in a row, then send the ball down the line, or try to strike three groundstrokes and then move to the net to strike a volley). Students practise different patterns, working toward their strengths.

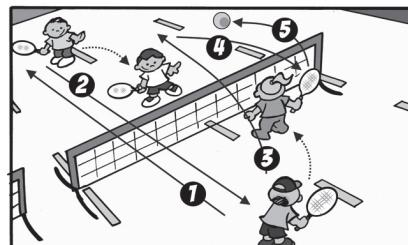
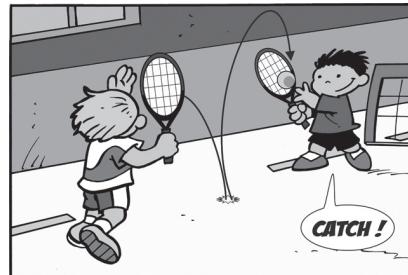
VARIATIONS

Less Challenging

- Allow students to work on consistently striking the ball back and forth down the centre of the court.

More Challenging

- Encourage students to begin each practice rally with a serve.
- Encourage students to experiment with spinning the ball (heavier topspin and slice).



KEY CUES

"Keep your wrist firm."

"Keep your body sideways to your target."

"Keep the ball in front of your body."

"Return to a ready position in your home location after each strike."

READY TO PLAY

LESSON 6

ACTIVITY: Doubles Tennis

- With a doubles set-up, students play doubles tennis using the common tennis scoring system. Players should always announce the score before the serve, beginning with the server's score first.

Question for Understanding

- How does the score impact how you play the next point?
(e.g., if winning by a lot, I may take a risk; if the game is close, I'm more likely to play a safe shot)

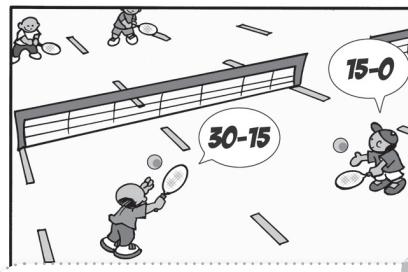
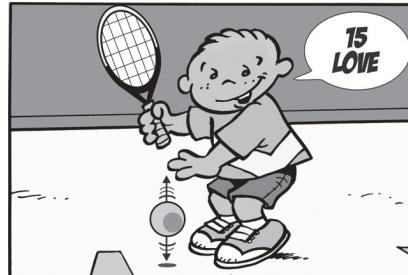
VARIATIONS

Less Challenging

- Allow students to play singles tennis.

More Challenging

- Encourage students to focus on a variety of shots by enforcing various restrictions (e.g., extra points can be scored with a cross-court volley or a down-the-line backhand).



KEY CUES

"Keep the face of the racquet moving toward the target."

"Keep the ball in the middle of the strings."

"Use soft, gentle touches."

APPENDIX A

KINDERGARTEN/PRIMARY PRE-TENNIS ACTIVITIES

KINDERGARTEN/PRIMARY PRE-TENNIS ACTIVITIES

In an effort to prepare students for the learning activities in *Tennis in Schools*, teachers can introduce a variety of activities to kindergarten and primary children.

Note: The activities in this section suggest using balls of varying sizes. You may want to consider using beanbags in place of the balls (for the tossing and catching activities), at least initially until the students demonstrate a basic level of control. This will assist with class management and safety because missed balls will bounce through the activity space, whereas beanbags tend to hit the floor and not move.

Most of the activities listed here are individual in nature to cater to the abilities and developmental characteristics of children at this age level. It is also meant to maximize practice opportunities for the students.

Locomotor Activities

Ask the students to do the following:

- Move throughout the activity space in a forward direction, stopping on command.
 - Encourage the use of a one-two stop.
- Practise moving in a forward and backward direction. Eyes look where you are going
- Using a shuffle step, practise moving sideways.
 - **Shuffle step:** If going left, the left foot steps to the side, the right foot moves to meet the left foot, the left foot steps to the side, and so on. When moving left, the left foot always leads the action (it is not like walking, where the left and right leg alternate leading the movement).
[Cue: "Side step, together; side step, together."] If students experience difficulty, begin at a slow pace, and gradually increase the speed until students are shuffling.
- Move throughout the activity area. On the signal, change the direction in which you are moving.
- Begin by standing on a line on the floor. On the signal, begin moving; when you come to another line change the direction you are moving (forward, backward, sideways). Look up to make sure you do not run into anyone.
- Move in a large zigzag pattern throughout the gymnasium using a shuffle step.
- Watch my hands to see which way you should move.
 - Stand where all students can see you. Using your hands as directional arrows, indicate in which direction the students should move. Your hand pointing straight up indicates "stop." Direct the students to move in various directions, sometimes stopping between changes or directions and other times not.
- Beginning in your home space, run forward as fast as you can for eight steps. Stop quickly. Run back to your home position. Repeat several times. Make sure you are running as fast as you can and are stopping quickly, with control (not falling but remaining on your feet).

Manipulative Activities

Ask the students to do the following:

- In self-space, stand with your legs shoulder-width apart, arms bent at the elbows, playground ball in hands. Drop the ball directly out in front and catch it.
 - Catching the ball: “Place one hand on either side of the ball (not one on top and one underneath), with your fingers spread.”
- Now try bouncing the ball so it bounces higher than if it were simply dropped.
 - Question: “Keep your eye on the ball. Is it better to catch it on the way up or on the way back down?”
- Using an underhand motion, toss different-sized balls in the air, and catch them yourself.
 - Vary the distance, beginning by asking the students to toss the ball to approximately eye height and work up to about 1 metre above the head.

Toss: “Hold the ball in your hand at shoulder height, palm facing up, and gently toss it to the desired height.”

Catch: “With your baby fingers together, fingers spread, reach to meet the ball (don’t let it drop into your hands); close your hands around the ball so it doesn’t fall out.”

- Now try tossing the ball at arm’s length so you have to reach out in front to catch it.
- When you are comfortable catching the ball in front of you, toss the ball so you have to move a step or two to get underneath it to catch it. For example, toss the ball slightly out front, to the left or right, and perhaps even backward. At first, toss the ball so you can easily move to get underneath it – you do not want to have to reach too far. After several tries, toss the ball so you have to move and reach to catch it.
- Try tossing and catching a different ball.
 - If students were using a beanbag and demonstrated control, get them to repeat the activities with a ball.
- Toss and catch different-sized balls with a partner.
 - Students stand 1 metre from a partner. Using soft balls of various sizes, students toss and catch a ball using an underhand release. The receiving partner is waiting for the ball with “ready hands.”

Ready hands: elbows bent, fingers spread and pointed towards their partner, eye on ball.

Tosser: begin with ball in hand slightly below hip, swing arm slightly back and forward; release ball between the waist and chest. Aim for partner’s ‘ready hands’.

- Gradually increase the distance between the students

Cue: “Ready hands, reach for the ball, bring ball into chest.”

- Throw the ball so your partner has to move one or two steps to the left, right, forward, and backward.
 - The partner moves to catch the ball before it bounces.
- Throw the ball so that it must bounce once before your partner catches it.
 - Students must explore how hard to throw the ball so it will bounce before it gets to their partners.

Striking with the Hand

Ask the students to do the following:

- Can you keep a balloon in the air? Tap the balloon with the palm of your hand. After some practice, try using the back of your hand. After some practice, try alternating front and back of the hand. Can you keep the balloon in the air without having to move more than one step? Can you squat down low and continue to strike the balloon under control? Can you move from a low position to a full standing positioning while striking and controlling the balloon? Can you strike the balloon under control at different spots around your body (to the sides, reaching out front, behind)? Can you strike the balloon so that sometimes it goes high and other times it goes low? Next, try walking and keeping the balloon in the air. (Students must push the balloon slightly in the direction they wish to move.)
- With a partner, can you hit the balloon back and forth? Try to keep the balloon high, above your partner's shoulders, to make it easier for your partner to hit the balloon back.
- Holding a soft ball, stand a few feet from a wall. Strike (hit) the ball toward the wall with the palm of your hand.
- Can you strike the ball to the wall at different levels (low, medium, and high)?
- Strike the ball against the wall, let it bounce once, and catch it.
- Experiment with striking the ball at different levels and letting the ball bounce once before catching it. Is one level easier or more difficult than another?
- With a partner, take turns striking the ball against the wall. Let the ball bounce once before striking it. See how many times you and your partner can strike the ball against the wall without losing control or stopping. Be ready: Bend your knees, keep your heels off the floor slightly, and be ready to move!

APPENDIX B

ASSESSMENT POSSIBILITIES

DATE	NAME	ANALYTIC RATING SCALE	ALWAYS	USUALLY	OCCASIONALLY	RARELY
		Demonstrates the ability to begin play using a groundstroke (especially forehand)				
		Demonstrates the ability to share a ball at short distances using groundstrokes (especially forehand)				
		Demonstrates knowledge of the proper grip, body position, and impact point when striking a ball				
		Demonstrates respect for self, others, and equipment				
		Demonstrates the ability to begin play using a groundstroke (especially forehand)				
		Demonstrates the ability to share a ball at short distances using groundstrokes (especially forehand)				
		Demonstrates knowledge of the proper grip, body position, and impact point when striking a ball				
		Demonstrates respect for self, others, and equipment				
		Demonstrates the ability to begin play using a groundstroke (especially forehand)				
		Demonstrates the ability to share a ball at short distances using groundstrokes (especially forehand)				
		Demonstrates knowledge of the proper grip, body position, and impact point when striking a ball				
		Demonstrates respect for self, others, and equipment				
		Demonstrates the ability to begin play using a groundstroke (especially forehand)				
		Demonstrates the ability to share a ball at short distances using groundstrokes (especially forehand)				
		Demonstrates knowledge of the proper grip, body position, and impact point when striking a ball				
		Demonstrates respect for self, others, and equipment				

Tennis for Schools Assessment Possibilities, GRADES 1-2

Checklist		Backhand Groundstroke		
	Forehand Groundstroke	Body Position	Impact Point	Grip
GRIP	Continental (hammer) grip with a firm wrist	Neutral body position (body facing slightly sideways)	Immediately in front of leading foot (between body and net)	Continental (hammer) grip with a firm wrist
BODY POSITION				Neutral body position (body facing slightly sideways)
IMPACT POINT				Immediately in front of leading foot (between body and net)

STUDENT NAME	FOREHAND GROUNDSTROKE	BACKHAND GROUNDSTROKE	Grip	Body position	Impact point
	FOREHAND GROUNDSTROKE	BACKHAND GROUNDSTROKE	Grip	Body position	Impact point
	FOREHAND GROUNDSTROKE	BACKHAND GROUNDSTROKE	Grip	Body position	Impact point

Tennis for Schools Assessment Possibilities, GRADES 1-2

Rubric

Throughout the unit, students should be encouraged to demonstrate respect for self, others, and equipment.

Rubric		Throughout the unit, students should be encouraged to demonstrate respect for self, others, and equipment.	
EXCELLENT	Always puts forth maximum effort without prompting; always works in a safe manner with equipment and others; always demonstrates care and consideration for peers and equipment.	DAY 1	
PROFICIENT	Usually puts forth maximum effort with prompting; usually works in a safe manner with equipment and others; usually demonstrates care and consideration for peers and equipment.	DAY 2	
SATISFACTORIALY	Usually puts forth a great effort with prompting; usually works in a safe manner with equipment and others with some exceptions; usually demonstrates care and consideration for peers and equipment with some exceptions.	STUDENT NAME	
NEEDS IMPROVEMENT	Puts forth an effort with prompting; needs teacher reminders in order to work in a safe manner with equipment and others; sometimes demonstrates care and consideration for peers and equipment.	STUDENT NAME	

DATE	NAME	ANALYTIC RATING SCALE	ALWAYS	USUALLY	OCCASIONALLY	RARELY
		Demonstrates the ability to begin play with a serve from the midcourt				
		Demonstrates the ability to cooperatively share a ball at short to medium distances using forehand groundstrokes				
		Demonstrates knowledge of the proper striking zone and recovery position (athletic ready position) when striking a ball				
		Demonstrates respect for self, others, and equipment				
		Demonstrates a healthy, cooperative spirit and respect for tennis etiquette				
		Demonstrates the ability to begin play with a serve from the midcourt				
		Demonstrates the ability to cooperatively share a ball at short to medium distances using forehand groundstrokes				
		Demonstrates knowledge of the proper striking zone and recovery position (athletic ready position) when striking a ball				
		Demonstrates respect for self, others, and equipment				
		Demonstrates a healthy, cooperative spirit and respect for tennis etiquette				
		Demonstrates the ability to begin play with a serve from the midcourt				
		Demonstrates the ability to cooperatively share a ball at short to medium distances using forehand groundstrokes				
		Demonstrates knowledge of the proper striking zone and recovery position (athletic ready position) when striking a ball				
		Demonstrates respect for self, others, and equipment				
		Demonstrates a healthy, cooperative spirit and respect for tennis etiquette				
		Demonstrates the ability to begin play with a serve from the midcourt				
		Demonstrates the ability to cooperatively share a ball at short to medium distances using forehand groundstrokes				
		Demonstrates knowledge of the proper striking zone and recovery position (athletic ready position) when striking a ball				
		Demonstrates respect for self, others, and equipment				
		Demonstrates a healthy, cooperative spirit and respect for tennis etiquette				

Tennis for Schools Assessment Possibilities, GRADES 3-5

Checklist		Serving Techniques						
		Forehand Groundstroke			Backhand Groundstroke			Serve
GRIP	Continental (hammer) grip with a firm wrist.	Continental (hammer) grip with a firm wrist.	Continental (hammer) grip with a firm wrist.					
BODY POSITION	Neutral body position (body facing slightly sideways)	Neutral body position (body facing slightly sideways)	Immediately in front of leading foot (between body and net)					
IMPACT POINT	Immediately in front of leading foot (between body and net)	Immediately in front of leading foot (between body and net)	Strikes ball at knee-to-waist level, with strings facing target					
STRIKING ZONE	Strikes ball at knee-to-waist level, with strings facing target	Strikes ball at knee-to-waist level, with strings facing target	Moves back to home location in an athletic ready position					
RECOVERY	Moves back to home location in an athletic ready position	Moves back to home location in an athletic ready position	Moves back to home location in an athletic ready position					
		Backhand Groundstroke						
GRIP	Continental (hammer) grip with a firm wrist.	Continental (hammer) grip with a firm wrist.	Continental (hammer) grip with a firm wrist.					
BODY POSITION	Neutral body position (body facing slightly sideways)	Neutral body position (body facing slightly sideways)	Immediately in front of leading foot (between body and net)					
IMPACT POINT	Immediately in front of leading foot (between body and net)	Immediately in front of leading foot (between body and net)	Strikes ball above the head, with strings facing target					
STRIKING ZONE	Strikes ball above the head, with strings facing target	Strikes ball above the head, with strings facing target	Moves back to home location in an athletic ready position					
RECOVERY	Moves back to home location in an athletic ready position	Moves back to home location in an athletic ready position	Moves back to home location in an athletic ready position					
		Forehand Groundstroke						
GRIP	Continental (hammer) grip with a firm wrist.	Continental (hammer) grip with a firm wrist.	Continental (hammer) grip with a firm wrist.					
BODY POSITION	Neutral body position (body facing slightly sideways)	Neutral body position (body facing slightly sideways)	Immediately in front of leading foot (between body and net)					
IMPACT POINT	Immediately in front of leading foot (between body and net)	Immediately in front of leading foot (between body and net)	Strikes ball at knee-to-waist level, with strings facing target					
STRIKING ZONE	Strikes ball at knee-to-waist level, with strings facing target	Strikes ball at knee-to-waist level, with strings facing target	Moves back to home location in an athletic ready position					
RECOVERY	Moves back to home location in an athletic ready position	Moves back to home location in an athletic ready position	Moves back to home location in an athletic ready position					
		Serve						
GRIP	Continental (hammer) grip with a firm wrist.	Continental (hammer) grip with a firm wrist.	Continental (hammer) grip with a firm wrist.					
BODY POSITION	Neutral body position (body facing slightly sideways)	Neutral body position (body facing slightly sideways)	Immediately in front of leading foot (between body and net)					
IMPACT POINT	Immediately in front of leading foot (between body and net)	Immediately in front of leading foot (between body and net)	Strikes ball above the head, with strings facing target					
STRIKING ZONE	Strikes ball above the head, with strings facing target	Strikes ball above the head, with strings facing target	Moves back to home location in an athletic ready position					
RECOVERY	Moves back to home location in an athletic ready position	Moves back to home location in an athletic ready position	Moves back to home location in an athletic ready position					

Tennis for Schools Assessment Possibilities, GRADES 3-5

Rubric

Throughout the unit, students should be encouraged to **demonstrate a healthy cooperative spirit and respect for tennis etiquette.**

EXCELLENT Always eagerly works with, and is especially supportive of, peers; always demonstrates respect and appropriate tennis etiquette (e.g., with respect to shaking hands, recognizing good shots, avoiding others' courts) without prompting.	PROFICIENT Usually eagerly works with, and is supportive of, peers; usually demonstrates respect and appropriate tennis etiquette (e.g., with respect to shaking hands, recognizing good shots, avoiding others' courts) without prompting.	SATISFACTORY Usually works with, and is supportive of, peers; usually demonstrates respect and appropriate tennis etiquette (e.g., with respect to shaking hands, recognizing good shots, avoiding others' courts), with some exceptions.	NEEDS IMPROVEMENT Sometimes works with, and is supportive of, peers; sometimes demonstrates respect and appropriate tennis etiquette (e.g., with respect to shaking hands, recognizing good shots, avoiding others' courts), often with prompting.
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STUDENT NAME	DAY 1	DAY 2

DATE	NAME	Analytic Rating Scale	ALWAYS	USUALLY	OCCASIONALLY	RARELY
		Demonstrates the ability to begin play with a serve from the backcourt				
		Demonstrates the ability to share a ball at full-court distances using forehand groundstrokes				
		Demonstrates the ability to share a ball at full-court distances using backhand groundstrokes				
		Demonstrates the ability to strike a ball in the air at the net (volley)				
		Demonstrates a healthy, competitive spirit and respect for tennis rules				
		Demonstrates the ability to begin play with a serve from the backcourt				
		Demonstrates the ability to share a ball at full-court distances using forehand groundstrokes				
		Demonstrates the ability to share a ball at full-court distances using backhand groundstrokes				
		Demonstrates the ability to strike a ball in the air at the net (volley)				
		Demonstrates a healthy, competitive spirit and respect for tennis rules				
		Demonstrates the ability to begin play with a serve from the backcourt				
		Demonstrates the ability to share a ball at full-court distances using forehand groundstrokes				
		Demonstrates the ability to share a ball at full-court distances using backhand groundstrokes				
		Demonstrates the ability to strike a ball in the air at the net (volley)				
		Demonstrates a healthy, competitive spirit and respect for tennis rules				
		Demonstrates the ability to begin play with a serve from the backcourt				
		Demonstrates the ability to share a ball at full-court distances using forehand groundstrokes				
		Demonstrates the ability to share a ball at full-court distances using backhand groundstrokes				
		Demonstrates the ability to strike a ball in the air at the net (volley)				
		Demonstrates a healthy, competitive spirit and respect for tennis rules				

Tennis for Schools Assessment Possibilities, GRADES 6-8

Tennis for Schools Assessment Possibilities, GRADES 6-8

Rubric

Throughout the unit, students should be encouraged to demonstrate a healthy competitive spirit and respect for tennis rules.

Rubric		Throughout the unit, students should be encouraged to demonstrate a healthy competitive spirit and respect for tennis rules.	
EXCELLENT	When competing with peers, always is able to self-officiate, respect opponents' calls, and win and lose graciously; knows and follows all tennis rules related to playing and scoring.	PROFICIENT	When competing with peers, usually is able to self-officiate, respect opponents' calls, and win and lose graciously; knows and follows most tennis rules related to playing and scoring.
SATISFACTORY	When competing with peers, sometimes is able to self-officiate, respect opponents' calls, and win and lose graciously; knows and follows some tennis rules related to playing and scoring.	NEEDS IMPROVEMENT	When competing with peers, rarely is able to self-officiate, respect opponents' calls, and win and lose graciously; knows and follows few tennis rules related to playing and scoring.
STUDENT NAME		STUDENT NAME	
DAY 1		DAY 1	
DAY 2		DAY 2	

APPENDIX C

GAME DESCRIPTION

Game Descriptions, GRADES 1-2

GAME	GUIDELINES
Follow the Leader	In partners (one leader and one follower), students move throughout their home court in various directions and pathways while guiding the ball, using both sides of the racquet. The follower tries to stay within two steps of the leader; allow students to switch roles after a period of time. Leaders should be reminded to slow down if their followers are having difficulty keeping up.
Target Tennis	Beginning with each partner standing at a marker, one partner spreads his feet wide apart. With the ball starting stationary on the floor and the students always using the same side of the racquet, students try to strike the ball through their partners' legs. Students will need to continuously switch roles. Repeat the activity using the other side of the racquet.
Floor Tennis	Using two home-court markers as "net posts," students share a ball (by striking it with a forehand stroke) back and forth across the "net" (i.e., across the line), cooperating to share the ball for consecutive strikes.
Ball Sharers	Working with a partner, students share the ball by taking turns dropping and racquet catching it. One partner drops the ball from her racquet; the other racquet catches the ball on his racquet after a bounce. Encourage students to use the forehand and backhand sides of the racquet.
Record Breakers	In a small space with a partner, students drop, bounce, and strike a ball with an upward forehand groundstroke. The partner allows the ball to bounce and then strikes it upward with a forehand groundstroke. Together, they cooperate to get as many consecutive upward groundstrokes as possible.
Over the Net	Students drop, bounce, and strike a ball over the net; partners racquet catch the ball after one bounce.

Game Descriptions, GRADES 3-5

GAME	GUIDELINES
Floor Rally	In pairs, in a shared space within their home court, one student drops, bounces, and strikes the ball upward so that the partner is able to return the ball by also striking it into the air after allowing the ball to bounce. The ball-sharing activity continues until the ball is "unreturnable." Encourage students to use both forehand and backhand groundstrokes.
No-Net Rally	Using two home-court markers as "net posts," students share a ball (by striking it with a forehand groundstroke) back and forth over an imaginary net (i.e., over the line), cooperating to share the ball for consecutive strikes. The ball-sharing activity continues until the ball is "unreturnable."
Net Rally	Beginning with a drop, bounce, and strike, students share a ball (by striking it with both forehand and backhand groundstrokes) back and forth over the net, cooperating to share the ball for consecutive strikes. The ball-sharing activity continues until the ball is "unreturnable."
Serve It Up	Version 1 (cooperative game): With teams of two to four players on each side of the net, one student from the "serving" team serves the ball over the net; the opposing players try to racquet catch the ball. When a ball is caught, it is served back across the net. A successful serve over the net (in bounds) earns 2 points; a successful racquet catch earns 1 point. Alternate serving and receiving after each serve. Accumulate points as a team. Version 2 (competitive game): In pairs, one student serves the ball over the net to a partner. The partner must racquet catch the ball and then serve it back. A successful serve over the net (in bounds) earns 2 points; a successful racquet catch earns 1 point. Each student keeps track of her own points; students switch roles after each attempt.
Tennis Volleyball	In teams of two to four, students play tennis volleyball; each team is allowed three strikes before sending the ball over the net. Play begins with a serve from the backcourt.
Singles No-Limits Tennis	Beginning play with a serve, students work with a partner to share a ball over the net; the ball may bounce multiple times, and students may use multiple strikes. Encourage students to continue to use basic scoring. Games are played to 4 points and are scored as 1, 2, 3, and 4; the fourth point is the game-winning point. Encourage students to play a "set" (i.e., the first team to win two out of three games wins the "set").

Game Descriptions, GRADES 6-8

GAME	GUIDELINES
Around the Clock	With a partner, students play a service game in which they cooperate to hit their targets (this can also be played using groundstrokes). With four designated target service areas (back left, back right, front left, front right), pairs of students cooperate and alternate serves, attempting to hit all four targets in as few serves as possible (this can also be a competitive game).
Share-a-Racquet	Before introducing the game, you must introduce tennis scoring to the students. No score: love; first point: 15; second point: 30; third point: 40; fourth point: game. Games must be won by 2 points. If the score is tied at 40-40, it is called deuce. The player who wins the first point after deuce is said to have the advantage. If the server has the advantage, it is known as ad in; if the receiver has the advantage, it is known as ad out. With a doubles set-up (and a single racquet per team), students play doubles tennis using the proper scoring system (handing over the racquet to the partner after each stroke). Players should always announce the score before the serve, beginning with the server's score first.
Half Court Doubles	With a doubles set-up (using only the front half of the court), students play doubles tennis using only the volley stroke. Play begins with a drop, bounce, and strike (in place of the serve). The half-court rule requires each player to remain on his side of the court while playing. Students are to use the proper scoring system, always announcing the score before the serve, beginning with the server's score. The game can be cooperative or competitive. To play cooperatively, encourage students to see how long they can keep the ball in play. To play competitively, encourage students to try to win the point. When playing competitively, students must first share the ball three times before attempting winning shots. This game can also be played on a full court, incorporating groundstrokes, serves, and volleys.
Own the Stroke	With a doubles set-up, students play doubles tennis using the common tennis scoring system. Each doubles team may use only specific strokes. The serving team can use only volleys (after the initial serve), and the receiving team can use only groundstrokes. The objective of the game is to play until one team does not return the ball. Players should always announce the score before the serve, beginning with the server's score first.
Alternate Strike Doubles	With a doubles set-up, students play a set of doubles tennis (i.e., must win two out of three games) using the common tennis scoring system. Each doubles team must alternate shots. The objective of the game is to play until one team does not return the ball. Players should always announce the score before the serve, beginning with the server's score first.
Doubles Tennis	With a doubles set-up, students play doubles tennis using the common tennis scoring system. Players should always announce the score before the serve, beginning with the server's score.

NOTES

APPENDIX D

TIPS FOR WHEELCHAIR TENNIS INSTRUCTION

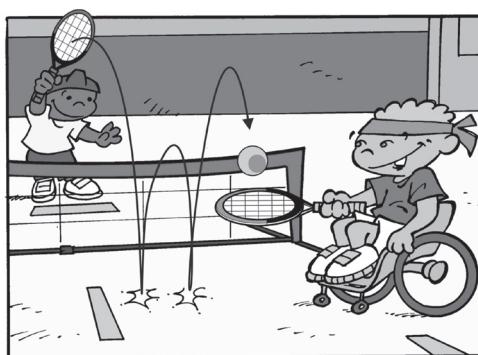
TIPS FOR WHEELCHAIR TENNIS INSTRUCTION

Tennis is a sport enjoyed by students with and without physical disabilities. It is a sport for life that everyone can play together. In wheelchair tennis, students may allow the ball to bounce twice, with the first bounce being in the tennis court boundaries. When playing together, students using wheelchairs may allow the ball to bounce twice, and stand-up students may allow it to bounce once.

Incorporating students with physical disabilities into the school program can be accomplished easily. Students who use manual or power wheelchairs can participate fully in all activities, with little or no adaptations. Teachers can create a welcoming environment for the students and encourage them to participate.

Here are a few pointers to ease the integration:

- When doing running games or exercises, encourage the students using a wheelchair to push the chair while holding a racquet.
- A junior racquet with a small grip allows students to more easily hold the racquet and the push rim at the same time.
- If a student has weaker hand strength, then the racquet can be taped to the hand. Use athletic tape approximately 4 cm wide.
- Provide tennis wheelchairs for students when possible.
- When feeding the ball, allow more time between ball feeds to replicate the timing of two bounces. The one-bounce feed is typically easier for beginning players when starting at the service line area. Mix one and two bounces when playing from baseline to baseline.
- Teachers may simulate the serve by hitting from their knees. Another option is to serve from 1-2 metres behind the baseline (it more closely simulates the flight pattern of the ball).
- It is critical that students keep moving continuously during a point.
- As a rule of thumb, a student should always attempt to perform a natural turn (i.e., the turn that is most in harmony with the student's momentum). This type of turn allows physics to work best for the student.
- It is natural to want to face the opponent at all times. To intersect the ball, however, it may be necessary for a student to turn his or her back to the opponent. This will seem very strange for most students, and it is a good idea to reassure them that this is a good manoeuvre.
- For better balance, students can use the non-racquet hand to grab onto the wheel for forehands and serves or use straps to keep the legs and torso in place.



APPENDIX E

TENNIS GLOSSARY

TENNIS GLOSSARY

ace	A serve where the ball is served in and not touched by the receiver.
ad court	The left side of each player's court.
advantage	When one player wins the point after a deuce and needs 1 more point to win the game.
alley	The area of the court between the singles and doubles sidelines.
backspin	Spin of a ball where the ball rotates backward after it is hit; also known as slice.
baseline	The line at the farthest ends of the court, indicating the boundary of the area of play.
break	To win a game as the receiving player or team, thereby breaking serve.
break point	Being 1 point away from a break.
crosscourt	Hitting the ball diagonally into the opponent's court.
deuce	The score 40-40 in a game. A player must win 2 consecutive points after a deuce to win the game.
deuce court	The right side of each player's court.
double fault	Two service faults in a row in the same point, causing the receiving player to win the point.
doubles	A tennis game played by four players, two per side of the court.
fault	A serve that fails to place the ball in the correct area of play, therefore not starting the point.
game point	A situation when the player who is leading needs 1 more point to win a game.
groundstroke	A swing of a tennis racquet at a ball that has bounced from the ground.
let (let service)	When the ball from a serve touches the net but lands in the service court; the serve is void, and the server gets to retake that serve.
let	A warning exclamation when the ball from one match bounces into the court of another match; the point is replayed.
lob	A stroke in tennis where the ball is hit high above the net.
love	A score of zero.
match point	A situation when the player who is leading needs 1 more point to win the match.
out	Any ball that lands outside the play area.
passing shot	A shot that passes by (not over) the opponent at the net (see lob).
poaching	In doubles, an aggressive move where the player at the net moves to volley a shot intended for his partner.
rally	A situation in which players alternate hits of the ball; also known as sharing a ball.
set point	A situation when the player who is leading needs 1 more point to win a set.
share a ball	A situation in which players alternate hits of the ball; also known as rallying.
smash	A shot in which the player hits the ball over her head with a strong, serve-like motion.
topspin	Spin of a ball where the top of the ball rotates toward the direction of travel.
volley	A forehand or backhand shot executed before the ball bounces in the court.

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